Portland Community College
Career Resource Centers
2011 Program Review

*"The [Career Resource] Center gave me
a renewed hope for my future!"*

From the 2010 Career Resource Center Student Survey

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Career Resource Centers
Program Review
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Introduction, Mission, and Goals

> *"The Career Resource Center was a great source of information to assist me in making a choice of what career field I would like to go into."*
> – From the 2010 Career Resource Center Student Survey

PCC Career Resource Centers (CRCs) are the place to go for help with exploring career options and finding career information. Our services and resources complement those of our Career Counselors as we support students in identifying their career directions. Our Mission is to increase student awareness of different career possibilities and to ensure their access to accurate occupational information, which will help them make informed decisions compatible with their educational and life goals. It is our goal to provide updated, relevant resources and teach students to use them effectively.

Our mission guides us in playing an essential role in student retention. Career plans or goals have a significant impact on a student's persistence in staying in school (Tinto, 1993). More specifically, those students who have a "defined job-related career goal" were more apt to persist in their college career than those who lack a focused career plan (Hull-Blanks, Kurpius, Befort, Sollenberger, Nicpon, and Huser, 2005). The Career Resource Centers offer the tools students need to help them make informed, attainable career plans. Additionally, a review of the literature by a retention task force at Delaware Technical & Community College highlighted some key best practices for Career Centers to recognize:

- "Offer workshops to help students develop skills such as time management, study skills, career exploration.
- Encourage students to utilize a computer career exploration software such as DISCOVER.
- Offer career planning courses or workshops.
- Incorporate these services into classes."

The PCC Career Centers provide all of the above recommended services, which we will discuss throughout our Program Review.

Just as the current recession and PCC's record growth have affected the Counseling Department, these factors have impacted the CRCs as well. Many of the students and community members we help are changing career directions as their prior jobs were eliminated. Oregon's unemployment rate peaked at 11.6% in March 2010, and continues to hover above 10%. Although some economists speak of recovery, it may be several years before our unemployment rate drops noticeably (Kaylor, 2010). Until then, we anticipate that we will continue to see many community members and students who are trying to discover new occupational directions because their previous positions no longer exist. As Career Center staff, we are challenged to help students and community members identify and explore options in an unstable and uncertain economic environment.

In addition to the many people making career changes, we also serve traditional-aged college students who are seeking information to support their first career decision. Whether we are working with an adult making a mid-career transition or a recent high school graduate, we guide our students and community members to resources they can use to help them make important decisions about their education and career paths.

Connection to PCC's Mission, Goals, and Values

Consistent with the Institutional mission, PCC Career Resource Centers provide access to opportunities for academic, professional and personal growth to students of all ages, races, cultures, economic levels, and previous educational experiences. Many students enter PCC undecided about what careers to pursue. Our goal is to support and empower all students to create meaningful career and educational plans and to help them make informed decisions with the most current and accurate information on careers and career trends.

PCC Career Resource Centers provide an integral part of the total educational process of our students. This is accomplished through career programs and other opportunities that allow the students to expand their knowledge of the world of work. Our Centers serve as the major resource for career information—for the student, instructor, parent and community. Our Coordinators also partner with college staff and faculty to provide services, instruction, and other developmental opportunities for students. We actively seek ways to guide students' academic success and progress towards degree completion and career goals. We work closely with the Counseling Centers by providing the necessary occupational and educational exploration component in the career planning process.

Many factors influence the services provided by the Career Resource Center including, economic conditions, unemployment rates, life-long learning, student attendance patterns, and the rapid changes in technology. The coordinators take all of these factors into account and strive to provide services geared toward the changing workforce and the changing student demographic. As career resources and assistance continue to be needed by students, how to publicize the available resources and motivate students to use these resources is a primary responsibility of ours.

Our staffs' knowledge, skills, and leadership abilities have a positive influence on our students' lives as they plan for career and educational decisions. We are eager to expand our relationship with our college leaders in order to assist our institutions' commitment to the career planning of students, student persistence, and career success.

How do we play an integral part in the educational process?

➢ In our Centers, students learn the skills to understand and use career information. They learn how to locate, evaluate and interpret career information.

➢ We provide an opportunity for students to become aware of the skills necessary to compete in a rapidly changing, competency-based, global workplace.

➢ Sharing occupational statistics with students about the impact education has on lifetime salaries encourages students' motivation to continue with school.

➢ Specific, up-to-date information about what jobs and skills training will be required for the future is essential data for students to have.

History of Career Resource Centers

The first recognized career services agencies were created over 100 years ago. Their initial purpose was placement-driven as they placed teacher training program graduates into their first positions. Shortly thereafter in 1909, Frank Parsons, the founder of organized vocational guidance, wrote *Choosing a Vocation*, which offered a trait and factor theory of occupation selection. Consequently the notion of purposefully choosing a career started to become more common and Parsons' ideas provided a foundation for modern theories of career development, which are now grounded in more of a developmental approach and recognize the complexities involved in career-decision making. As career theories progressed, so did the scope and practice of career centers.

Over time, the main purpose of career centers has moved from strictly placement services to include a wide range of career services. Most colleges and universities now offer career services that include career advising or counseling; career resources; career planning workshops; assistance with internships; career and job fairs; and more. Moving into the 21st century, career services staff are challenged to respond to rapid economic shifts; increasing diversity; new technology; students facing multiple career transitions (frequently unplanned); and the need to provide services through traditional and non-traditional venues.

Career services staff need to be prepared to respond to these relatively quick changes within the world of work and be able to help students respond to (and expect) these changes as well. To clarify the current role and responsibilities of the PCC Career Resource Centers, the CRC staff developed the following Service Standards based on guidelines from the Council for the Advancement of Standards in Higher Education (CAS) and from the National Association of Colleges and Employers (NACE).

PCC Career Resource Center Service Standards

CRC standards are adapted from both the Council for the Advancement of Standards in Higher Education (CAS) as well as from the National Association of Colleges and Employers (NACE).

1. Staff will provide information and resources that students and other designated clients need to make informed career decisions.

2. Staff will offer occupational and job market information that is reflective of current economic, occupational and workplace issues and trends and educate them on the effective use of information and resources in exploring and making educational and career decisions.

3. Staff will provide the information and resources for students to become aware of the skills necessary to compete in a rapidly changing, competency-based, global workplace.

4. Staff will provide career information resources in an accessible and organized format with an appropriate system that is user-friendly, flexible and adaptable to change.

5. Staff will offer resources and information that assist students to identify opportunities for further education that match their career goals and to obtain information on further education programs through a variety of sources.

6. Staff will disseminate information on the availability, scope, and use of career services through institutional publications, campus media, presentations, outreach, and orientation programs.

7. Staff will provide career-related information technology and the necessary instructional support for optimal student learning.

8. Because career-related subjects may also be addressed by other student services and academic programs within the institution, staff will consult with them, promote collaboration, and encourage linkages where appropriate.
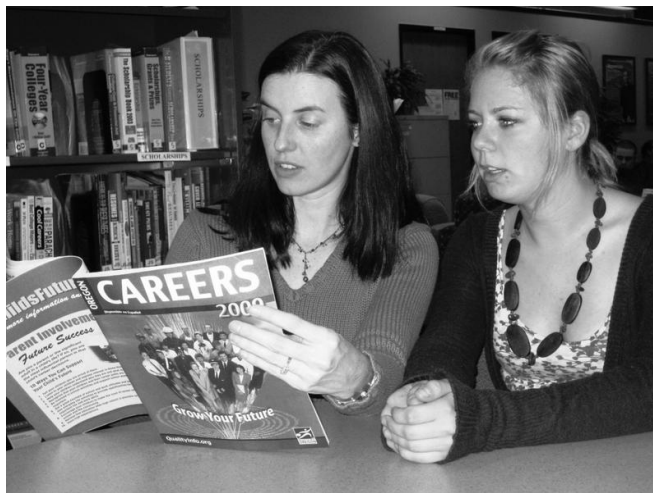
Resources and Services

> *"If I had taken all the career assessment when I first entered college, it would have saved me a lot of time and money."*
> – Mary Burns, PCC Pre-Law Student

> **"This was a great oppurtunity [sic] to get an overview to see if I want to persevere with an accounting degree. This place was very helpful, because I had no idea how to look up the information. This program helped me."**
> - From the 2010 Career Resource Center Study Survey

The Career Resource Centers are dedicated to providing a supportive environment for students as they pursue their career and academic goals at Portland Community College. The Centers' purpose is to help individuals explore career options and to help them make informed career and education choices. The Centers features extensive occupation and industry information, salary data, career videos, education and transfer resources, apprenticeship information, scholarship resources, career self-assessment tools, career exploration assistance, and other resources that support student research needs. Detailed information about our resources and services is accessible on our website: http://www.pcc.edu/resources/careers/resource-centers/. Our services and resources are available to all students (prospective, current and alumni). Below is a sampling of what is offered across the district:

<u>Resources</u>
- DISCOVER and Oregon Career Information System (CIS)/MAP (My Academic Plan in MyPCC), online career planning programs and databases full of current occupational and labor market information.
- Self-assessments to help students learn more about how their interests, skills and values fit within the world of work.
- Career libraries with hundreds of books related to majors, occupations and industries.
- Dozens of career-related handouts including "What Can I Do with a Major in…?" and "Networking for Green Careers".
- Occupational Outlook Handbook, paper and online versions.
- Access to and information about reputable career-related websites such as the Oregon Labor Market Information System (OLMIS) and O*NET.
- Scholarship resources including handouts such as the Scholarship & Financial Aid websites list, directories of national scholarships and an online scholarship database through CIS.
- Transfer resources with information about universities, majors, academic requirements, college costs, and other transfer issues including Oregon and Washington college catalogs, college directories, and online college planning programs.
- Samples of resumes and cover letters that offer students examples of appropriate job-search materials.
- Computers for students to access online career information as detailed above.

Services:

In-House Services:
- Personalized assistance with career, college and major exploration by Career Center staff.
- Guidance on use of appropriate materials to use for research.
- Assistance with researching majors and matching majors to occupations.
- Career assessments through DISCOVER, CIS and other web-based assessment resources.
- Scholarship search and application guidance.
- Referrals to counseling and other services.
- Access to computers for career, college and student employment research and activities.
- College and university research including assistance identifying schools that offer specific majors and related admissions and transfer requirements.
- University visitations.

Outreach Services:
- Workshops, which may be conducted in collaboration with other student services offices and faculty. Sample topics include choosing a major (occasionally in collaboration with the Counseling Department); labor market and career exploration; job search methods; and interview preparation.
- Career seminars such as "Becoming a Teacher in Oregon".
- "Lunch with a Professional" informational interviewing opportunities.
- Transfer workshops (in collaboration with Academic Advising Department).
- Career Center open houses.
- Classroom presentations, for classes including Career Guidance and College Success; ESOL; DE and College Success Skills.
- Small group sessions for targeted groups such as Club talks.

Accessing Career Center Services:

> *"As a working professional, I believe every college student should be strongly encouraged to take the (career) assessment(s). This information was very helpful for me in choosing my next career path. Thanks for all the help."*
> – From the 2010 Career Resource Center Student Survey

The CRCs partner with Counseling staff to help students research occupations, understand labor market data, find information on colleges and universities, investigate employment outlook, identify education and training requirements, and complete career assessments. Because the CRCs are located in close proximity to the counselors, they easily walk students over to the Centers and introduce them to CRC staff for assistance with career information.

Students access many of the CRC services on a walk-in basis. They schedule individual appointments with the Career Center staff for more in-depth assistance. Additionally, classes visit the CRCs for presentations on the resources and to engage in occupational research.

Organizational Structure of the Campus Centers and Current Staff

Overall, the CRCs at Cascade, Rock Creek and Sylvania Campuses offer similar resources and services, as detailed above. We have some differences in our organizational structure, though, which are noted below as well as several other key differences between the campuses:

1. **Cascade Campus' significant differences**: Student Employment and Cooperative Education is integrated within the Career Resource Center. The Coordinator manages both the Career Center and Student Employment/Cooperative Education. Individual appointments with students generally focus on job search strategies, labor market information and résumé writing.

   Cascade's Career Center computer resources include jobs for students on-line on Career Connections; computers for creating job search materials; web access for job hunting; as well as Cooperative Education and career information. Because the Career Center is integrated within Student Employment/Cooperative Education, the following additional services and resources are offered (also provided at Rock Creek and Sylvania Campuses, but not integrated within the Career Centers):

   - **Job fair and on-campus recruiting** are coordinated at the Cascade campus by Career Center staff.
   - **Individualized assistance and coaching** is available from specialists assigned to specific career fields and programs. Specialists work individually with students/graduates to find employment or internship opportunities, and to develop job search materials such as resumes, cover letter, portfolios, etc.
   - **Job and Cooperative Education opportunities and referrals** are available to students and graduates in a variety of ways. Opportunities are posted in the Student Employment and Cooperative Education offices and on bulletin boards throughout the campus. Many of these same opportunities are available on-line through Career Connections, a web-based job referral system.
   - **Cooperative Education site support,** including site visits, coordination and archiving of Training Agreements and Learning Objectives paperwork, and other support functions, are available in partnership with PCC's academic and career technical programs. Specialists may also teach a Cooperative Education seminar concurrent with the Cooperative Education work experience.
   - **Outreach to employers** for job leads and the Job Fair is carried out by the specialists as needed.
   - **Other services** to PCC students, faculty and staff include acting as a job market resource, advising SACCs and others on "real world" demands for skills and abilities, assisting academic and career and technical education programs with advising relating to Cooperative Education, and fostering relationships between employers and PCC.

2. **Rock Creek Campus' significant differences**: The Coordinator serves as the main Transfer advisor and provides more extensive transfer advising to students than at Sylvania or Cascade. The RC Coordinator also coordinates the University campus visits during which university representatives come to PCC to offer information about their colleges for potential transfer students.

3. **Sylvania Campus' significant differences**: The Coordinator supervises the Peer Advisor program. Besides the Coordinator, the CRC is staffed by a team of 8-10 student employees called Peer Advisors. Each spring, students district-wide are recruited, interviewed and hired to serve as Peer Advisors for the following academic school year. The Peer Advisor team at the Sylvania campus is a dynamic, diverse group of current PCC student leaders. Before the fall of each academic year, the students undergo extensive training by the Coordinator and other key Student Services staff so that they are able to assist students and community members with Career Center resources and navigating PCC including (but not limited to):

   - accessing MyPCC, registration, finding classrooms, scheduling classes recommended by Academic Advisors, understanding PCC policies, and transfer information
   - exploring majors, career options, and career information
   - leading campus tours for new and prospective students
   - researching scholarships and filling out FAFSAs (Financial Aid forms)
   - orienting people to the resources available in the Career Resource Center.

2009-2010 Peer Advisor Team
From left to right: Krysten, Lisa, Rob, Cole, Jeikell,
Dragan, Ha, Katrielle, Emily

Organizational Structure of the Campus Centers and Current Staff

	Cascade	Rock Creek	Sylvania
Staffing	1.0 FTE Coordinator 1.0 Assistant Coordinator 0.75 Employment Specialist 1.0 Administrative Assistant 0.5 Casual for Career Connections 0.5 Office help 599 hr. casual Work study	1.0 FTE Coordinator 0.5 Specialist 0.5 Casual (position shared with Student Employment Dept.) 2 part-time student employees (Student Advocates)	1.0 FTE Coordinator 8 part-time student employees (Peer Advisors)
Location	Between Advising & Counseling, however, door does not look like door for students to enter on their own.	Main floor of Student Services Bldg 9 in mainstream of student flow. Adjacent to Advising & Counseling; shares common space with Student Employment Dept.	Inside the Counseling & Advising Dept. Great accessibility for Advisor & Counselor referrals; location not as accessible for general student traffic.
Hours	Monday-Thursday: 8am-4:45pm Friday: 8am-4pm Other hours by appointment	Monday-Thursday: 8am-6pm Friday: 8am-4pm	Monday & Thursday: 9am-5pm Tuesday & Wednesday: 9am-6pm Friday: 9am-4pm
Budget	Materials & supplies $7,793	$9,726 (supplies, dues & fees, printing)	$26,521 for Peer Advisors' wages; included with Counseling Dept. budget.
Reporting Structure	Coordinator reports to Student Services Dean	Coordinator reports to Associate Dean of Student Development	Coordinator reports to Division Dean, Student Support Services & Adult Basic Skills
Transfer Center & University Campus Visits	Transfer information available	Yes	No
Student Employment/Coop.	Yes	No	No
Peer Advisor Program	No	Pending; currently 2 Student Advocates and 4 projected for Fall 2011	Yes: 8-10 student employees hired & trained on an annual basis.
Job Fair	Yes	No	No

Service Focus of CRCs at CA, RC, SY Campuses
Approximate Percentage of Time for CRC Staff/Centers

	Cascade	Rock Creek	Sylvania
Career/Academic Exploration • Teach students to use a variety of information resources to explore career and/or academic major options. • Teach students to understand the fundamental work tasks; training requirements; employment outlook; and career paths for specific occupations. • Review labor market data in the context of specific occupational interest areas through one-on-one appointments. • Identifying "next steps": Help students determine requirements for educational training, professional development and/or lifelong learning.	Coordinator: 10% Asst. Coordinator: 9% Perkins Employment Specialist: 20% Front Desk: 25%	58%	45%
Career Assessments • Guide students' use of career assessment tools including CIS/MAP and DISCOVER. Help students understand meaning of results. • Help students identify and evaluate occupational and/or academic majors that are compatible with their interests, abilities and work values.	Coordinator: 5% Asst. Coordinator: 0 Employment Specialist: 2% Front Desk: 15%	25%	25%
Labor Market • Present workshops on labor market information to small groups and classes.	Coordinator: 20% Asst. Coordinator: 1% Employment Specialist: 3% Front Desk: 0	5%	5%
Job Search Activities • Resume and cover letter guidance; Interviewing skills • Job search planning & networking skills development • Job search and applications help	Coordinator: 30% Asst. Coordinator: 45% Employment Specialist: 70% Front Desk: 10%	0	0

	Cascade	Rock Creek	Sylvania
Cooperative Education • Help students identify and secure cooperative education positions.	Coordinator: 10% Asst. Coordinator: 30% Employment Specialist: 5% Front Desk: 0	0	0
Scholarship Search Assistance	Coordinator: 5% Asst. Coordinator: 0 Employment Specialist: 5% Front Desk:	8%	5%
Coordinate University Visits and Transfer Fair	Done by Cascade Advising	4%	Done by SY Advisor
Plan and Coordinate Annual Job Fair	Coordinator: 15% Asst. Coordinator: 15% Employment Specialist: 0 Front Desk:	0	Job Fairs coordinated through Student Employment office
Career Connections job posting system management	Coordinator: 5% Asst. Coordinator: 0 Employment Specialist: 0 Front Desk: 50% Support Tech: 100% (.5 FTE)	0	0
Supervise/Train Peer Advisors	0	0	10%
Other: Peer Advisors lead campus tours, and help students with MyPCC registration and scheduling classes.	0	0	10%

Student Learning Outcomes

The Career Resource Centers provide for the exploration of potential careers and/or academic majors. The Centers identified the following student learning outcomes, which support the PCC core outcomes, the student learning and development outcome domains from the Council for the Advancement of Standards in Higher Education (CAS), and the National Career Development Guidelines (NCDG). The Centers' programs and services, including advising sessions, class presentations, workshops and seminars, all lead to the achievement of these outcomes.

Student Learning Outcomes *As a result of using the Career Resource Centers' resources and services, students will be able to…*	Learning Activities	Tie to PCC Outcomes, CAS, and NCDG Outcome Domains	Tools for Assessment
Demonstrate the ability to locate and use a variety of information resources to explore career and/or academic major options.	• Identify and use print and online resources. • Develop knowledge of research methods by interpreting career data.	• Professional competence (PCC) • Knowledge acquisition, integration, construction, and application (CAS) • Career management domain (NCDG)	Survey of Career Center use
Describe career and/or academic major options.	• Use Career Resource Center worksheet to identify career and academic options using a variety of print and online career and college resources.	• Professional competence (PCC) • Communications (PCC) • Knowledge acquisition, integration, construction, and application (CAS) • Cognitive complexity (CAS) • Career management domain (NCDG)	Survey Pre/post tests
Understand fundamental work tasks associated with specific occupations. Also, understand the training requirements and career paths within specified highlighted occupations.	• Examine detailed information about occupational highlights through print and online resources.	• Professional competence (PCC) • Critical thinking (PCC) • Knowledge acquisition, integration, construction, and application (CAS) • Career management domain (NCDG)	Survey Pre/post tests
Demonstrate understanding and value of career awareness and planning throughout one's life.	• Class presentation participation. • Reflective exercises.	• Self-awareness (PCC) • Knowledge acquisition, integration, construction, and application (CAS) • Personal social development domain (NCDG) • Educational achievement and lifelong learning domain (NCDG)	Survey/ Self-perception
Describe personal characteristics.	• Identify skills, interests, likes, dislikes, and work values through career assessments and self-awareness activities.	• Self-awareness (PCC) • Intrapersonal development (CAS) • Cognitive complexity (CAS) • Personal social development domain (NCDG)	Survey/ Self-perception

Identify and evaluate appropriate occupational and/or academic major alternatives that are compatible with interests, abilities and work values.	• Examine connections between interests, strengths and potential careers. • Identify occupations related to personal characteristics through career assessment.	• Critical thinking (PCC) • Self-awareness (PCC) • Professional competence (PCC) • Knowledge acquisition, integration, construction, and application (CAS) • Cognitive complexity (CAS) • Personal social development domain (NCDG)	Survey
Identify and interpret occupational information including employment outlook and workforce data.	• Access and interpret occupational and industry outlook and trends, and relate back to personal choice.	• Professional competence (PCC) • Knowledge acquisition, integration, construction, and application (CAS) • Career management domain (NCDG)	Survey
Identify "next steps" requirements for educational training, professional development and/or life-long learning.	• Develop educational goals. • Examine the educational opportunities and alternatives available. • Identify and plan for postsecondary entrance requirements, skills requirements, scholarships, workforce options, and training requirements.	• Professional competence (PCC) • Practical competence (CAS) • Interpersonal competence (CAS) • Career management domain (NCDG)	Focus group
Ask relevant questions of Career Center staff regarding career resources, planning and career requirements.	• Discuss short-term and long-term goals after reflecting on interests, strengths and challenges.	• Communications (PCC) • Professional competence (PCC) • Interpersonal competence (CAS) • Career management domain (NCDG)	Survey
Understand the importance of practical experience to gain firsthand knowledge of an occupation.	• Research volunteer activities, community service and/or learning abroad. • Discuss how participating in these activities helps students achieve these goals. • Interact with professionals and employers through informational interviews, participation in informational workshops, and seminars.	• Professional competence (PCC) • Practical competence (CAS) • Interpersonal competence (CAS) • Career management domain (NCDG)	Focus group

Program Outcomes: Students Served
June 2009-July 2010

Cascade Campus	
Career Search/Research	632
Computer Use	1,228
Cooperative Education	172
Interview/Interview Stream	70
Job Search/Resume	1,036
Cascade Total Students Served	**3,138**

Rock Creek Campus	
In-Depth Appointments (Career & College/Transfer)	253
Career Drop-In	356
College/Transfer Drop-In	236
Assessments	208
Student Contacts: Email & Phone	357
General PCC Info	2,272
Sub-total	**3,682**
CRC Visits – Number of Classes	38
CRC Visits – Number of Students	684
University & Other Rep Contacts	138
Rock Creek Total Students Served	**4,542**

Sylvania Campus	
Academic Resources/Financial Aid	291
Assessments	518
Career Information	278
Registration Help	794
General PCC Info	381
College/Transfer Info	243
Other	182
Sub-total	**2,687**
Tours – Number of Students	1,942
Tours – Number of Tours	130
CRC Visits – Number of Students	527
CRC Visits – Number of Classes	23
Sylvania Total Students Served	**5,156**

Program Outcomes: Meeting PCC Career Resource Center Service Standards

"Along the way, she inspired in me the belief that I don't have to keep looking for a 'job' but that, if I'm willing to persist, I can find a career that I love."

- From the 2010 Career Resource Center Student Survey

1. Staff will provide information and resources that students and other designated clients need to make informed career decisions.
   - We met this standard in several ways through our programs and services. First, the Career Resource Centers (CRCs) offer access to two online career planning programs: DISCOVER and CIS. These comprehensive programs enable students to complete interests, abilities, values and skills inventories and to explore occupations based on inventory results. These programs also have extensive databases of occupational information through which students can explore specific occupations suggested by their assessment results. CRC staff members are well versed in reviewing the assessments individually with students and offering them guidance on how to best use the career planning programs and assessment results.
   - All CRCs have extensive career libraries with current books on a wide range of occupational fields. We also have a range of career handouts discussing topics that cover everything from informational interviewing to researching "green career" fields.
   - Additionally, CRC staff led classroom presentations and offer workshops on a variety of career-related topics. Since summer 2009, we have offered over 100 workshops and classroom presentations.

2. Staff will offer occupational and job market information that is reflective of current economic, occupational and workplace issues and trends and educate them on the effective use of information and resources in exploring and making educational and career decisions.
   - We met this standard both through our Centers' informational resources and through individual and group work with students. Our books, magazines and career planning programs all have current occupational and job market information; in our work one-on-one with students we have the opportunity to teach them how to interpret information such as employment outlook and salary data. We are also able to provide this information to students through classroom presentations as well as class visits to the Career Center. We had 61 class visits from 2009 to 2010, serving a total of 1,211 students. Additionally, we invite Oregon workforce analysts into our classrooms for presentations on and discussions about recent developments with the Oregon labor market. This type of information is most frequently shared and discussed in CG130 and CG140 courses.

3. Staff will provide the information and resources for students to become aware of the skills necessary to compete in a rapidly changing, competency-based, global workplace.
   - CRC staff members help students identify industry–specific skill sets, training and certifications through the college as well as through trade associations, state certifying agencies and other relevant credentials vital to workplace qualifications. We provide this information through one-on-one appointments, class presentations for specific groups of students and through handouts such as "Green Careers: Organizations for Networking, Volunteering & Researching for Sustainability".

4. Staff will provide career information resources in an accessible and organized format with an appropriate system that is user-friendly, flexible and adaptable to change.
   - We met this standard by offering information and resources that are conveniently available in a variety of media, including electronically. The online career planning programs are accessible via the Internet, and many of our handouts are available online in PDF format. There are multiple ways to categorize career books and resources and each of our Centers employs a different organizational format. In all Centers, though, books are grouped by theme so students can locate books related to their areas of interest. Our tables and computer workstations are accessible for all students and we provide additional accommodations as needed.

5. Staff will offer resources and information that assist students to identify opportunities for further education that match their career goals and to obtain information on further education programs through a variety of sources.
   - We provide information on other community colleges, universities, graduate and professional programs and industry-specific training for students and community members. Some of our Centers continue to offer printed college catalogs for all of Oregon and Washington while we all assist students to research transfer colleges and information online. A variety of books are available to help students identify transfer institutions based on a chosen major while our MAP/CIS program enables us to show students appropriate colleges for those wanting to transfer out-of-state.

6. Staff will disseminate information on the availability, scope, and use of career services through institutional publications, campus media, presentations, outreach, and orientation programs.
   - We employ a variety of formats to inform PCC students about our services and resources including bulletin board displays, CRC brochures, faculty announcements, personal letters to targeted student populations, outreach to CG instructors and classes, MyPCC calendar tool, and MyPCC announcements.

7. Staff will provide career-related information technology and the necessary instructional support for optimal student learning.
   - Our Centers have student-use computers but their availability differs campus to campus. Cascade has 7 computers, Rock Creek has 6, and Sylvania has 3.
   - Our comprehensive career planning programs are exceptional tools that require instruction to optimally use their functions: Career Center staff work one-on-one with students for instructional support and also offer classroom presentations, most frequently in CG classes, to instruct groups of students.

8. Because career-related subjects may also be addressed by other student services and academic programs within the institution, staff will consult with them, promote collaboration, and encourage linkages where appropriate.
   - We collaborate with and provide outreach to many other student service groups and departments including the following:
     - Counselors
     - Advisors
     - ROOTS
     - Project Independence
     - Life Tracks
     - Transitions
     - Transiciones Oestes
     - Upward Bound
     - OLI
     - CAMP
     - New Directions
     - Beaverton Early College High School
     - CG courses including College Success, Today's Careers, and Career & Life Planning

Program Outcomes: Summary of Findings from Survey Results

> *"This is very helpful for me to come here and take the steps I needed to be successful. Thank you very much for caring about my [future]. Thank you all again."*
> – From the 2010 Career Resource Center Student Survey

During spring through fall terms 2010, the Career Resource Centers distributed a student survey to determine student use of and satisfaction with Career Center services. Data was collected at Sylvania, Rock Creek, and Cascade campuses from students who used the Career Centers. In most cases, students completed the survey immediately after using the Center's services. Altogether, 247 surveys were collected from the three campuses.

We addressed five main overarching questions through the survey. They are listed below, along with a select summary of our findings:

1. Who are our student users?
   - The Career Centers are reaching a wide range of ages and levels of students.
     - The highest percentage of users (22%) was in the 30-39 year-old age range.
     - 73% of our users had 45 credits or less, suggesting that we were successful in reaching relatively newer students.

2. How are users learning about the Career Centers?
   - Students are referred by staff, faculty, and friends.
     - Just over half (54%) of our student users came from Counseling and Advising referrals. Remaining in close physical proximity to these departments is essential, which is important to note for our upcoming remodels.
     - 48% of our student users were referred by PCC instructors, indicating successful outreach efforts to faculty.
     - 56% learned about the CRC from a friend or peer.

3. What are the main resources and services being used?
   - Some of the primary services and resources used included accessing print and/or online career information (97%); seeking advice about choosing a career (55%); completing a career assessment (39%); and obtaining help with transfer information (28%).
   - Students endorsed both printed and electronic career material as valuable resources.
     - Printed materials were still very important resources; 64% of users obtained printed materials from the Centers. 40% of users accessed the Career Center library books, while 58% accessed online career information.

4. Are student users satisfied with our services and support? (Percentages listed below reflect respondents who gave an answer on the continuum of "strongly agree" to "strongly disagree".)
   - Overall satisfaction is very high among users.
     - 97% of students agreed that the Career Resource Center staff showed a real interest in their concerns.
     - 95% would recommend the Career Resource Center to their fellow students or community members.
     - 94% felt that the staff reviewed their assessments results (DISCOVER or CIS/MAP) in an informative way.

5. Are students gaining self-knowledge and career-related knowledge to make more informed career decisions? (Percentages listed below reflect respondents who gave an answer on the continuum of "strongly agree" to "strongly disagree".)
   - Overall the Centers are successful in offering students career and educational direction.
     - 95% of students reported a better understanding of the importance of doing career research to make informed decisions.
     - 95% of students felt more informed after visiting the CRC.
     - 93% of students agreed that they knew more about how their interests, skills and values relate to their career choice.
     - 92% indicated they know their options better as a result of using the CRC.

Based on what we learned from our survey results, we identified several areas for future focus; these suggested areas of focus are included in the following section.

Challenges and Recommendations for Future Directions

1. Challenge: Research shows that students who engage in career exploration and develop career-specific goals are more likely to persist in school. Our Centers can have a significant positive impact on student retention by supporting the career exploration process. We want to focus efforts on bringing more undecided students into the Career Centers and ensuring they are clear on their next steps in regards to career planning and exploration.

   Recommendations:
   - Collaborate with the Start Labs to develop a consistent system to identify undecided students and make appropriate referrals.
   - Develop a systemized plan to focus efforts on reaching students at various stages in their education at PCC, including those with over 45 credits (since many are not prepared to make a firm career decision until later in their college career).
   - Explore ways to effectively follow-up with students who use our Centers to track whether they have made career decisions or require further guidance.
   - Explore how staff tends to "wrap up" career advising sessions and share tools and/or strategies to help ensure students are clear on their options and next steps.
   - Include a Career Center representative on a campus and/or district committee that focuses on retention.
   - Review current research to determine how other college career centers may be addressing student retention.

2. Challenge: We can reach the most students through group presentations as opposed to individual appointments. However, historically we have had low attendance at workshops and events. This is very common at commuter college campuses.

   Recommendations:
   - Provide career resources and information in the classroom by developing more connections with faculty and increasing the number of classroom presentations.
   - Expand relationship with DE instructors in order to explore ways to include career exploration in curriculum.
   - Connect with faculty teaching general education classes to discuss adding career exploration components related to their subject areas.

3. Challenge: We do not currently have an established system in place to obtain regular input from stakeholders.

   Recommendations:
   - Establish a district-wide internal advisory board made of deans, faculty, student development staff, other interested staff members and students, whose focus would be on helping non-Career/Technical Education (CTE) students. Discussion topics for the advisory board would include labor market information dissemination, partnering with faculty, event and workshop ideas and outreach to target populations (e.g., Trio programs). This internal advisory board would ideally meet at least twice a year.
   - Establish an external advisory board comprised of industry professionals, labor market experts, PCC alumni and organizational representatives. The advisory role is stated in the Portland Community College Advisory Committee Guidelines amended in 2008: "The Advisory Committee and the staff of the corresponding Program work together to

ensure that the Program is delivering learning that is current, up-to-date, and relevant to current business, industry, labor, and professional employment practices."

4. <u>Challenge</u>: Higher unemployment rates have led to increased enrollment and higher numbers of career changers seeking services. Additionally, faster and more significant changes in the labor market make it more challenging to keep abreast of changes. How do we help people find new directions with so much uncertainty amid such rapid change?

   Recommendations:
   - Include a representative from CRC staff in meetings about labor market topics (i.e. economist presentations, workforce development meetings). Some of these may include district and campus meetings with a focus on labor market updates as well as advisory committees and other faculty meetings that provide updates on labor market information.
   - Connect with career center staff at local 4-year universities to discuss changes they are seeing with their graduating students in regards to internships, available jobs, employment changes, etc. This information will help us better advise our transfer students as they continue on to 4-year institutions.

5. <u>Challenge</u>: In the past, we have not had consistent coordination of efforts between the Career Centers on the different campuses; this has led to duplication of work and a lack of resource sharing.

   Recommendations:
   a. Establish Career Center "group" through MyPCC to share resources, increase collaboration, and apportion tasks to increase efficiency and productivity.
   b. Establish regular meetings, at least once per term, with CRC staff from all campuses to discuss new resources, events, planning and goal setting.

6. <u>Challenge</u>: Job shadowing, informational interviewing, and volunteering (all experiential activities) are some of the most important experiences undecided students can have to help them make informed career decisions. We lack the resources, mainly staff, to help students with this essential piece of career exploration.

   Recommendations:
   - Create a new staff position dedicated to developing community partnerships with local organizations and businesses to develop volunteer, job shadow, and informational interviews opportunities, particularly focused on the undecided student.
   - Develop relationship with Alumni Relations and explore creation of a database of organizations and associations for career exploration. Consider adapting Career Connections and/or a database of alumni.

7. <u>Challenge</u>: An increase in the number of distance education learners means that we have more online students to reach with career resources and services.

   Recommendations:
   - Coordinate with online student services staff to determine career resource needs for distance learners.
   - Develop presentations and/or video clips regarding career exploration topics to post on the Career Centers' website.

- Investigate available software or educational systems to enhance existing resources, and as a way to reach more students including the online learner.

8. <u>Challenge</u>: Each Career Resource Center has a unique structure and service focus that is different from the other campuses.

   Recommendations:
   a. We welcome guidance from the deans as to whether consistency between the CRCs is needed or whether each Center's current structure and service focus should be maintained based on individual campus needs.

9. <u>Challenge</u>: Southeast Center has no Career Resource Center and is currently underserved.
   Recommendations:
   a. Develop a Career Resource Center with a dedicated Coordinator position.

Conclusion

The Career Resource Centers are a vital educational resource for providing career information and services to students at Portland Community College. These services are consistent with the mission and values of Portland Community College.

The Centers have an important role in student retention. Research shows that students who are committed to their educational goals are more likely to persist. An important component of a student's overall career development process is linking career information with career decision making. The Career Resource Centers help students identify and understand career and educational information; labor market data, skills, and qualifications; and individual interests; all activities that can increase commitment to completing an education.

According to our survey results, our Centers have served our students well. The materials available, the delivery of resources, and the services and programs being offered are constantly evolving and expanding to meet the changing needs of our students. Several significant trends include changes in the job market, changes in student demographics, and technology changes, which have all heightened the need to continually assess our services offered and delivery methods.

We look forward to input and support from the deans as we address our challenges and recommendations, and prioritize our future directions.

References

Delaware Technical and Community College Retention Task Force. Best Practices in Student

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%2Fwww.dtcc.edu%2Fowens%2Ftrc%2FBest%2520Practices%2520in%2520Student%2520R

etention%2520CWRTF.doc&rct=j&q=Collegewide%20Retention%20Task%20Force%20dtcc

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qTKG9D4KmsQO4z734DA&usg=AFQjCNFPCXe9Bz1WNpf1VXUWd0IYr_192w&cad=rja

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Labor Market Information System.* Retrieved from

http://www.qualityinfo.org/olmisj/ArticleReader?itemid=00007009

Tinto, V. (1993). *Leaving college and rethinking the causes and cures of student

 attrition.* Chicago: University of Chicago Press.

Appendices: Job Descriptions for Coordinator Positions

TITLE: Career Services Coordinator (Cascade)
CLASS: Academic Professional
EXEMPT STATUS: Exempt
LEVEL: 4

NATURE AND SCOPE OF WORK
The Career Services Coordinator is responsible for the day-to-day operation of Career Services including the supervision of staff. The Coordinator manages the College wide web based job posting system (PCC Career Connections), and produces the annual Cascade Campus Job Fair. He or she facilitates placement of work study students on and off campus. The Coordinator is also responsible for responding to complex questions regarding the Cooperative Education and Employment Services programs, evaluating student Cooperative Education needs, site development, and accurate and timely completion of training agreements and learning objectives. The incumbent markets Career Center programs to employers, develops job and work based learning opportunities, and refers or places students in positions.

The Career Services Coordinator is distinguished from the Cooperative Education Specialist and the Student Employment Specialist in that the Coordinator has supervisory and office coordination responsibilities. The Cooperative Education Specialist and Student Employment Specialist focus on general program administration and/or instructional responsibilities.

PRINCIPAL ACCOUNTABILITIES

1. Coordinate and supervise activities of the Career Center, and Cooperative Education and Employment Services programs at Cascade Campus.

2. Supervise professional and support staff, and student workers. Participate in writing performance evaluations, position description development, interviews, and performance counseling. Coordinate staff schedules and conduct staff meetings.

3. Develop and monitor department budget. Participate in budget meetings. Justify budget expenditures and sign requisitions for the department.

4. Manage the college wide web based job posting system called PCC CareerConnections.

5. Produce the yearly Cascade Campus Job and Career Information Fair attended by up to 80 employers and over 1,000 students, graduates and community members.

6. Market Career Services programs both internally and externally. Develop effective methods of communicating program objectives. Contact prior job and

training sites to encourage renewed interest in the programs. Develop specific training and job sites for students as needed.

7. Advise students about the requirements for cooperative education credit. Initiate and manage the forms necessary to access and complete the program. Provide coordination between student, instructor, and employer.

8. Assist with work study orientation and interview, and place work study students.

9. Present workshops on resume writing, interviewing and job search techniques to professional/technical programs, lower division transfer and Project Independence students. Coordinate opportunities for students to have videotaped mock interviews.

10. Perform other related duties as assigned.

WORK ENVIRONMENT

Work is typically performed in an office environment. Travel to businesses within the community to market the programs and develop job sites may be required.

PHYSICAL REQUIREMENTS

Physical exertion is not a normal activity for this position.

MINIMUM QUALIFICATIONS

Bachelor's degree in Education, Business Administration or related field. Experience performing the duties of this job may substitute for the degree requirement on a year for year basis.

Demonstrated experience in an educational environment instructing or advising students, or experience in a business setting performing placement, employment training, or related function. Experience supervising staff.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of current labor market trends.
- Knowledge of effective marketing techniques.
- Knowledge of post-secondary educational organizations.
- Knowledge of Equal Employment Opportunity and other local, state, and federal laws pertaining to employment.
- Ability to prioritize and manage multiple work tasks or projects.
- Skill in operating a computer and various supporting software packages.
- Ability to make public presentations in small or large group settings.
- Ability to effectively communicate in oral and written form.

- Ability to work with an ethnically and culturally diverse population.
- Ability to operate a variety of office equipment.

Rev: 10/99, 10/00
Est. 10/97

TITLE: Resource Center Coordinator (Rock Creek and Sylvania)
CLASS: Academic Professional
EXEMPT STATUS: Exempt
LEVEL: 4

NATURE AND SCOPE OF WORK
The Resource Center Coordinator is responsible for providing coordination and oversight of activities associated with a general or special services Resource Center. Incumbents in this classification work independently in developing and implementing programs or activities for students using the Resource Center. The Coordinator directs assigned staff of peer advisors and/or student coordinators, identifies appropriate tools and resources for the Resource Center, plans and facilitates workshops, and provides general student support as needed.

The Resource Center Coordinator is distinguished from the Resource Center Specialist in that the Coordinator is responsible for a Resource Center at an assigned campus that provides services to the general student population. Incumbents have some supervisory responsibility over assigned staff. The Resource Center Specialist coordinates the activities of a small Resource Center for an assigned program.

PRINCIPAL ACCOUNTABILITIES (Includes some or all of the following)

1. Coordinate and facilitate activities for the Resource Center on an assigned campus. Develop and implement marketing strategies for services provided by the Center. Collect and evaluate data on Resource Center usage. Develop and implement changes based on changing student needs.

2. Identify current resource materials, both written and computerized materials, for inclusion in the center. Purchase materials as needed and ensure materials are current. Ensure computer hardware and software are operable.

3. Design and facilitate workshops focused on such areas as interviewing techniques, resume writing, scholarship search, the college transfer process, student success, etc. Deliver presentations to classes and businesses as requested. May teach a class(es) as assigned. May provide small group or one-on-one tutoring. Develop educational materials that correlate with classroom curriculum.

4. Assist students in removing barriers to their education. Foster relationships with community and state agencies as well as other college resources. Refer students to available services for further assistance.

5. Direct volunteers, peer advisors, and/or peer tutors. Process appropriate paperwork. Review and process time cards. May hire, train, evaluate and discharge student workers.

6. May provide case management and academic advising.

7. Participate in problem solving issues between students, instructors, and/or counselors/advisors. Facilitate student transition into the college environment.

8. Monitor assigned budget. Plan and reconcile college expenditures. Allocate and disburse funds. Justify expenditures.

9. Initiate and coordinate the development of grant proposals and solicit donations that support the goals of the resource center; oversee implementation of grants awarded.

10. Serve as liaison to community and regional organizations that can contribute to the goals of the resource center.

11. Perform other related duties as assigned

WORK ENVIRONMENT

Work is performed in an office environment.

PHYSICAL REQUIREMENTS

Occasional lifting of catalogs or marketing materials that may weigh up to 50 pounds. Some extended periods of sitting at a computer required.

MINIMUM QUALIFICATIONS

Bachelor's degree in Education, Career Development, Communications, Social Sciences or related field. Coursework in psychology, human services or related area required. Experience performing the duties of this job may substitute for the degree requirement on a year for year basis.

Demonstrated experience working in a student support environment. Experience designing and facilitating training for a diverse audience. Experience coordinating and overseeing an office environment. Experience working with non-English speaking students and/or working with multi-cultural populations may be required dependent on position.

KNOWLEDGE, SKILLS, AND ABILITIES
- Considerable knowledge of effective office management and supervisory techniques.
- Considerable knowledge of effective marketing techniques.
- Knowledge of Portland Community College programs.
- Knowledge of transfer requirements to four year institutions and articulation agreement may be required in some positions.
- Skill in evaluating transcripts and graduation petitions may be required in some positions.
- Knowledge of student assessment processes.
- Knowledge of the impact ethnicity, race, national origin, and gender have on communication and interaction.
- Knowledge of general college policies and procedures.
- Skill in operating a computer and various supporting software packages.
- Skill in designing, writing, and editing promotional materials.

- Skill in developing and facilitating effective training workshops.
- Ability to operate a variety of office equipment.
- Ability to work with an ethnically and culturally diverse student population.
- Ability to effectively communicate in oral and written form.

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Appendices: Professional Development Activities

We are committed to developing our professional skills and maintaining currency in our field. With support from the college, and independently, the Career Resource Centers' staff regularly participate in conferences and training. We also present career-related information to students, faculty/staff, and other interested parties. During the years of 2008 – 2010, we participated in or presented the following:

Conference/Workshops Participation
- 1 RC / 1 CA : AAWCC Conference, Demystifying your Digital World: Using Technology to Grow Productivity
- 1 CA: Webvisions Conference
- 1 SY / 1 RC: Career Development: Combining the Myers-Briggs & Strong Assessment Workshop, CPP (2008)
- 1 SY / 1 RC: Student Success and Retention Conference "One System for Oregon Students" (2008)
- 1 CA: Oregon Institute for Leadership Development (2010)
- 1 SY / 1 RC: Counseling to Type: Helping Students and Clients through Individualized Career Counseling Workshop
- 1 RC: Lavender Road to Success Career Conference for LGBT Students
- 1 CA: American Association for Women in Community Colleges (AAWCC) Annual Conference
- 2 SY / 1 CA: Student Success & Retention Conference (2009, 2010)
- 1 CA : The National Resume Writers' Association 13th Annual Conference
- 1 RC / 1 SY: Green Professionals Conference: Career Opportunities in Sustainability
- 1 SY: Myers-Briggs Type & Student Retention Workshop
- 1 RC: Effective Leadership Development Series for Academic Professionals
- 2 RC: An Introduction to the Dependable Strengths Articulation Process Workshop
- 1 RC: Noel Levitz Workshop: Meeting Student Retention Goals in a Struggling Economy
- 1 RC: Career Information Systems (CIS) training
- 1 CA: Pacific Northwest Regional Economic Conference

Presentation/Seminar/Webinar Participation
- 1 CA: Social Media as Evidence: New Legal and Ethical Frontiers
- 2 SY / 1 RC: Our Students & the Changing Workplace, Oregon Employment Dept. (2009)
- 1 CA: Face it! Social Media with Intention: Online Presence 101
- 1 RC / 1 SY: State of Oregon's Job Market, Oregon Employment Dept. (2009)
- 1 RC: The Labor Market Projections, Oregon Employment Dept. (2010)
- 1 CA: Can you Handle Augmented Reality?, Software Association of Oregon
- 1 CA/1 RC: Path to Scholarships Seminar
- 1 CA: Finding a Job in Sustainability

<u>Conference Presentations</u>
- 1 CA : AAWCC Conference, "Brand or Be Branded: Social Media and Job Search for Career Development"
- 1 CA: Anderson Conference, "Megatrends – Economic and Environmental Impacts"
- 1 CA: AAWCC Annual Conference, "Breaking Out and Moving Up"

<u>Service to College: Workshops/Presentations</u>
- "Choosing a Major" Workshops
- "Brand or Be Branded: Social Media and Job Search for Career Development"
- "The Labor Market"
- "Career Exploration/ Undecided" for Preview Day prospective students
- "Informational Interviewing" Classroom Presentations
- "Scholarships" Workshops
- "Navigating Career Information System (CIS) and Career Services" Workshop for Faculty/Staff
- "Please Understand Me Assessment Review" Workshop
- "Resume Writing" Workshop
- "Interest and Values Exploration" Workshop
- "Career Exploration Steps" Workshop for targeted student groups
- "What is a White Paper and why do you want to know?" Presentation for Faculty/Staff
- "Helping Students Find Part-time Work"
- "My Students need Money for School – What should they do?"
- Transfer Workshop

Courses Taught:
1 CA / 1 RC: CG 105: Scholarships: Get Money for College
1 CA: CG130: Today's Careers
1 CA / 2 SY: CG100: College Survival and Success
1 SY: CG130: Today's Careers, Focus on Green Careers (developed and taught online)
1 SY / 2 RC: CG 140A: Career and Life Planning

Professional Licenses and Certifications
1 CA: Certified Professional Resume Writer
1 RC: Licensed Professional Counselor
1 RC: Global Career Development Facilitator Certification

College Committee Membership / Service
- PCC Scholarship Foundation Reader
- Club Advisor
- CIS/MAP District-wide Committee
- Traditions, Rituals, and Fun Committee
- Mock Interviewing Panel for Scholarship Applicants for ROOTS students
- Search Committees for Advisors, Counselors, and Deans
- Student and Enrollment Services Summer In-service

Frequently Used Handouts

Career Center Brochure – RC
Career Center Brochure – SY
Career Assessments
Researching My Favorite Occupations (CIS/MAP)
Career Resource Center Research Activity
Career Research
Career Trends
Communications – Example of a "majors" handout
Fastest Growing Occupations in Portland Metro Area
Which PCC Programs Match Your Interests?
DISCOVER World of Work Map
Informational Interview
Self Employment Resources

Placeholder for RC Career Center Brochure (PDF – 1 page)

Placeholder for SY CRC Brochure (PDF - 2 pages)

Placeholder for SY CRC Brochure (PDF - 2 pages)

Placeholder for SY CRC Brochure (PDF – 2 pages)

Career Assessments

Please Note: Career Assessments will not tell you which occupation or major to select. They will help you understand how majors and occupations fit into the world-of-work, and narrow or expand your major or career options. More formal assessments are available within our Career and Life Planning classes or for students engaged in career counseling with a PCC Counselor.

Oregon Career Information System
https://my.pcc.edu/cp/home/displaylogin - login, select My Courses and then the My Academic Plan Icon. 3 different assessments are available in the My Self section.

O*NET Interest Profiler
Icon on desktops of computers in Career Services -

Quality Information
http://www.qualityinfo.org – under the Occupations tab on left side select Skill Explorer. This tool can help you discover occupations you may be qualified for based on your unique set of skills.

SELF ASSESSMENTS LINKS

AmeriCorps - Which Program Is Right for Me? AmeriCorps.,
http://www.americorps.gov/for_individuals/choose/index.asp

Anxiety Test - Abridged, Psychtests. , http://testyourself.psychtests.com/testid/2075

Assess Enduring Happiness, Martin Seligman. ,
http://www.authentichappiness.sas.upenn.edu/Default.aspx

Authentic Happiness :: Using the new Positive Psychology, Martin Seligman. ,
http://www.authentichappiness.sas.upenn.edu/Default.aspx

Authentic Happiness Inventory Questionnaire, Martin Seligman. ,
http://www.authentichappiness.sas.upenn.edu/Default.aspx

Brief Strengths Test, Martin Seligman. ,
http://www.authentichappiness.sas.upenn.edu/Default.aspx

The Career Interests Game, University of Missouri Career Center. ,
http://career.missouri.edu/students/explore/thecareerinterestsgame.php

Exploring Majors and Careers Tutorial - San Jose State University, Anonymous ,
http://www.careercenter.sjsu.edu/students/explore/tutorial/tutorial.html

How assertive are you? (Abridged), Psychtests. ,
http://testyourself.psychtests.com/testid/2147

Index of Learning Styles, Richard M. Felder, Linda K. Silverman and Barbara A.
Soloman. , North Carolina State University.
http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSpage.html

Index of Learning Styles Questionnaire, Richard M. Felder and Barbara A. Soloman. ,
http://www.engr.ncsu.edu/learningstyles/ilsweb.html

Interest Profiler - O*NET Resource Center, U.S. Department of Labor and partners. ,
http://www.onetcenter.org/IP.html

**Keirsey Temperament Sorter-II - free online personality test with temperament
report,** David Keirsey. , http://www.keirsey.com/sorter/register.aspx

Learning Styles Quiz, EducationPlanner.org. ,
http://www.petersons.com/education_planner/discovering_article.asp?sponsor=2859&arti
cleName=Learning_Styles_Quiz

Listening Skills Test, Psychtests. , http://testyourself.psychtests.com/testid/2108

Measure Current Happiness, Martin Seligman. ,
http://www.authentichappiness.sas.upenn.edu/Default.aspx

Measure Depression Symptoms (from Using the new Positive Psycholog), Martin
Seligman. , http://www.authentichappiness.sas.upenn.edu/Default.aspx

Morality Quiz/Test your Morals, Values & Ethics - Your Morals.Org Anonymous ,
http://www.yourmorals.org/

Multiple Intelligences Inventory - What Are My Learning Strengths? Gay, Greg
adapted by J. Ivanco. , Learning Disability Resource Community.
http://www.ldrc.ca/projects/miinventory/mitest.html

Multiple Intelligences Inventory- 8 Styles of Learning, Adaptive Technology
Resource Centre. , Adaptive Technology Resource Centre.
http://www.ldrc.ca/projects/miinventory/miinventory.php?eightstyles=1

O*NET Resource Center - Interest Profiler (IP), Anonymous ,
http://www.onetcenter.org/IP.html

Personality test based on Jung - Myers-Briggs typology, HumanMetrics. ,
http://www.humanmetrics.com/cgi-win/JTypes1.htm

Procrastination Test - Abridged, Psychtests. ,
http://testyourself.psychtests.com/testid/2118

Ready to advance your career? Psychtests. ,
http://testyourself.psychtests.com/staticid/185

Self Esteem Test, Psychology Today. , Self Tests by Psychology Today.
http://psychologytoday.psychtests.com/tests/self_esteem_r_access.html

Self-Assessment - CareerKey - Petersons, EducationPlanner.org. ,
http://www.petersons.com/careerkey/code/assessment1.asp?sponsor=2859&path=ug.gs.
discover&islogin=true&islogin=true

Stress Management, Academic Resource Center Sweet Briar College. ,
http://www.arc.sbc.edu/stress.html

What Makes You Happy? Anonymous , BBC.
http://news.bbc.co.uk/player/nol/newsid_4810000/newsid_4812700/4812742.stm?bw=bb
&mp=wm&asb=1&news=1&bbcws=1

What Really Motivates Us? BBC Video, BBC News. , BBC News.
http://news.bbc.co.uk/player/nol/newsid_4760000/newsid_4764500/4764545.stm?bw=bb
&mp=wm&asb=1&news=1&bbcws=1

What's Your Learning Style -- and How Can You Make the Most of It, Ph D. Hansen
Katharine. , Alpha. http://www.mycollegesuccessstory.com/academic-success-
tools/learning-styles.html

Work Importance Locator - O*NET Resource Center, U.S. Department of Labor and
partners. , http://www.onetcenter.org/WIL.html

Placeholder for "Researching My Favorite Occupations" handout (PDF –1 page)

Career Resource Center: *Research Activity*

1. What is the name of an occupation (or general career area) you are currently considering?

   _____

2. What are the names of 2 career library books you could use to research this occupation or general career interest area?

   _____

   _____

   a. If you have a general career area in mind (such as Journalism, Psychology, Education, Art, etc.), use one of the 2 books to identify a <u>specific occupation</u> you'd like to research further. Use this occupation to answer the remaining questions.
   Name of occupation: _____

3. What is the expected salary range for this occupation?

   _____

4. What is the expected job outlook for this occupation?

   _____

5. What is the required education for this occupation?

   _____

6. What is the name of a professional association related to your occupation of interest?

   _____

   a. What type of information might a professional association have on its website?

   _____

7. In your own words, describe what a Vocational Biography is and how it could be useful when researching occupations. (Refer to one of the printed biographies for an example.)

   _____

Career Research

RESEARCH OCCUPATIONAL INFORMATION

Oregon Career Information System
https://my.pcc.edu/cp/home/displaylogin - obtain occupational information; work activities, conditions, skills and abilities, preparation, hiring practices, licensing, wages, employment outlook, advancement, related occupations, programs of study and training.

Quality Information
http://www.qualityinfo.org – Under the occupations tab on left find all the information pertaining to an occupation in one place. Reports include information on projected employment, wages, skills, education requirements, schools and training providers specific to Oregon.

O*NET Online
http://online.onetcenter.org/ - a tool for career exploration and job analysis! Find occupations using keywords or job families. Use a list of your skills to find matching occupations.

Career One Stop (Pathways to Career Success)
www.acinet.org - Find wages and employment trends, occupational requirements, state by state labor market conditions, millions of employer contacts, and an extensive career resource library.

Occupational Outlook Handbook (OOH)
www.bls.gov/oco - The OOH is a nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives.

Career Guide to Industries
www.bls.gov/oco/cg - Provides information on available careers by industry; includes lists of organizations that provide additional info.

Print Materials
- Industry specific books list on the booklist handouts
- Careers Magazine
- Career Book Series
- Dictionary of Occupational Titles
- Occupational Outlook Handbook
- Vocational Biographies

REVIEW EMPLOYMENT STATISTICS

Quality Information
http://www.qualityinfo.org – provides economic information to employers, job seekers, students, policy makers, analysts and others. Find information on current employment by industry, Oregon wage information, educational options, and much more.

Bureau of Labor Statistics
www.bls.gov – This is the principal fact-finding agency for the Federal Government in the broad field of labor economics and statistics.

DETERMINE SALARY INFORMATION

Quality Information
http://www.qualityinfo.org – Under main menu on the left hand side select Wages & Income

JobStar Salary Surveys
http://jobstar.org/tools/salary/index.cfm – Connect to over 300 salary surveys on the web, both general and profession-specific.

Riley Guide
www.rileyguide.com/salguides.html – In addition to many salary surveys, this site offers information on evaluating salary data and negotiating a job offer.

CONDUCT AN INFORMATIONAL INTERVIEW: Great way to further research careers

Informational Interviewing Tutorial
www.quintcareers.com/informational_interviewing.html – A very comprehensive site that guides you through the info interview process.

20 Sample Questions
http://danenet.wicip.org/jets/jet-9407-p.html – A concise look at the steps involved in info interviewing. Offers 20 sample questions to ask at the interview. From the Wisconsin Job Service and Job Center.

Career Trends

Occupations Having the Largest Increase in Projected Annual Openings (2008-2018)

Education (minimum required)	*Occupation & (Holland Code)**	**Oregon Average Earnings****
Professional Degree	Veterinarians (IRA) Optometrists (ISR) Lawyers (ESA) Pharmacists (ICE) Physicians (IS)	$80,799 $86,842 $99,657 $111,020 $154,320+++
Master's or Doctoral Degree	Mental Health Social Workers (SIA) Rehabilitation Counselors (SI) Social Workers (SE) Clergy (SEA) Mental Health Counselors (SAE) Educational, Vocational & School Counselors (SAE) Clinical, Counseling, School Psychologists (SIA) Physical Therapists (SIR)	$37,563 $41,052 $43,205 $48,944 $49,930 $50,946 $64,968 $73,533
Bachelor's Degree (and teaching certificate if applicable; some require a number of years experience)	HS & Middle School Teachers (SAE) Elementary School Teachers (SEC) Purchasing Agents (CE) Business Operations Specialists (EC) Insurance Sales Agents (ECS) Human Resources Training & Labor Relations (ESC) Accountants & Auditors (CE) Financial Services Sales Agents (EC) Medical and Health Services Managers (ECS) General & Operations Managers (ECS)	$50,839 $50,998 $53,209 $58,637 $61,080 $61,779 $62,145 $89,955 $97,389 $104,601
Bachelor's Degree (computer fields; some require a number of years experience)	Network Systems & Data Comm. Analysts (IC) Network & Computer Systems Administrators (IRC) Computer Programmers (IC) Computer Systems Analysts (ICR) Computer Software Engineers, Applications (IRC) Computer & Information Systems Managers (ECI)	$67,929 $68,111 $69,072 $77,145 $89,532 $110,041

*Ask a Peer Advisor for information on Holland Codes to clarify your areas of interest.

****Average** earnings are higher than entry-level salaries and do not reflect the income of professionals who are self-employed.

Occupations Having the Largest Increase in Projected Annual Openings (2008-2018)

Education (minimum required)	Occupation & (Holland Code)*	**Oregon Average Earnings****
Associate's Degree	Medical & Clinical Lab Technicians (IRC) Computer Support Specialists (CSR) Radiologic, CAT & MRI Technicians (RS) Registered Nurses (SIA) Dental Hygienists (SAI)	$39,865 $45,049 $60,536 $73,961 $37.66/hour
Post-Secondary Vocational Training	Hairstylists & Cosmetologists (EAS) Bookkeeping & Accounting Clerks (CE) Automotive Mechanics (RSE) Licensed Practical Nurses (SR) Electricians (RIC)	$28,745 $35,568 $40,349 $45,228 $61,958
Long–term on–the–job training (more than 12 months)	Maintenance & Repair Workers (RCI) Bus & Truck Mechanics (RSE) Carpenters (RIE) Police Patrol Officers (SER) Plumbers, Pipefitters, and Steamfitters (RC)	$36,958 $43,497 $43,851 $57,704 $58,221
Moderate–term on–the–job training (1 to 12 months)	Cooks, Restaurant (RE) Customer Service Representatives (ESC) Medical Assistants (SCR) Administrative Assistants (CE) Wholesale & Manufacturing Sales Reps (CE)	$23,785 $32,008 $32,469 $43,676 $62,761

*Ask a Peer Advisor for information on Holland Codes to clarify your areas of interest.

**Average earnings are higher than entry-level salaries and do not reflect the income of professionals who are self-employed.

Sources: US Department of Labor, Occupational Outlook Handbook, Bureau of Labor Statistics; Oregon Employment Department, Oregon Labor Market Information System

COMMUNICATIONS

Major Description

This major is versatile and varied, encompassing job possibilities ranging from radio and television broadcasting to marketing, public relations and beyond. It is a major that concentrates on communicating through speech and writing, working closely with people, and educating the public about various ideas and products.

Related Occupations

Campaign Manager   Public Relations Specialist
Foreign Service Officer   Publisher
Journalist   Speech Pathologist
Market Researcher   Speech Writer
Museum Director

Employers of Communications Majors

Advertising Agencies   Public Relations Firms
Government Agencies   Publishers
Magazines   Radio Stations
Media (sales/research)   Television
Newspapers

Oregon Schools with Communications Programs

Art Institute of Portland**   Oregon Institute of Technology
Cascade College   Oregon State University
Corban College**   Pacific University**
Eastern Oregon University   Portland State University
George Fox University**   Southern Oregon University
Lewis and Clark College**   University of Oregon
Linfield College**   University of Portland**
Marylhurst University**   Western Oregon University
Northwest Christian College**   Willamette University**

Career Resource Center Library Books

100 Jobs in Words
Careers in Communications
Career Opportunities in Writing
Great Jobs for Communications Majors

**private college

Vocational Biographies

Communications Director (E-4 #12)	Scriptwriter (W-4 #14)
Documentation Writer (S-2 #9)	Speech-Language Pathologist (H-2 #25)
Freelance Writer (R-7 #25)	Public Relations Director (X-7 #5)
Journalism Professor (A-3 #5)	Speechwriter (B-3 #9)
Journalist (B-7 #5)	Technical Writer (C-7 #8)
Marketing Comm. Consultant	Travel and Outdoor Writer (D-4 #2)
Press Secretary (G-2 #21)	Writer-in-Residence (B-7 #20)
Resume Writer (A-2 #13)	

Since there are so many occupations that one could go into with this major, refer to the list of related occupations when looking for specific Vocational Biographies.

Association Information

Association for Women in Communications
www.womcom.org

American Communication Association
www.americancomm.org

National Communication Association
www.natcom.org

There are many more associations based on what specific career you choose to go into or have an emphasis in.

Internet Sites

www.americanrhetoric.com
This site features articles and a dynamic speech bank of recorded speeches given by famous people. Also includes a fun section of movie speeches.

Related Majors

Broadcast Journalism
Creative Writing
Mass Communication Studies
English Composition & Writing
Journalism
Political Science and Government
Speech Teacher Education
Public Relations & Advertising

Fastest Growing Occupations in Portland Metro Area through 2018

SOC Title	Change
Ambulance Drivers & Attendants, Except Emergency Medical Technicians	28.6%
Survey Researchers	28.0%
Chiropractors	27.5%
Dental Hygienists	27.3%
Optometrists	27.3%
Veterinarians	27.3%
Dentists, General	27.2%
Veterinary Technologists and Technicians	27.0%
Dental Assistants	26.4%
Dentists, All Other	26.3%
Home Health Aides	25.8%
Veterinary Assistants and Laboratory Animal Caretakers	25.4%
Dietetic Technicians	25.3%
Physician Assistants	25.1%
Podiatrists	25.0%
Physical Therapist Aides	24.7%
Audiologists	24.6%
Medical Assistants	24.4%
Marriage and Family Therapists	24.4%
Medical Secretaries	24.1%
Designers, All Other	24.1%
Recreational Therapists	23.9%
Diagnostic Medical Sonographers and Ultrasound Technologists	23.8%
Medical and Clinical Laboratory Technicians	23.3%
Physical Therapist Assistants	23.1%
Physical Therapists	23.1%
Preschool Teachers, Except Special Education	22.6%
Opticians, Dispensing	22.6%
Emergency Medical Technicians and Paramedics	22.6%
Occupational Therapist Assistants	22.3%
Physicians and Surgeons	22.3%
Demonstrators and Product Promoters	22.2%
Physicists	22.2%
Medical Records and Health Information Technicians	22.1%
Medical and Clinical Laboratory Technologists	22.0%
Medical Transcriptionists	22.0%
Interviewers, Except Eligibility and Loan	22.0%
Art Directors	21.9%
Radiologic, CAT, and MRI Technologists and Technicians	21.9%
Mental Health Counselors	21.7%
Anthropologists and Archeologists	21.5%
Geoscientists, Except Hydrologists and Geographers	21.4%
Industrial-Organizational Psychologists	21.4%
Surgical Technologists	21.4%
Sheltered Workshop Workers	21.4%
Cardiovascular Technologists and Technicians	21.4%
Nuclear Medicine Technologists	21.3%
Massage Therapists	21.0%
Medical Equipment Preparers	20.8%
Multi-Media Artists and Animators	20.6%

Which Programs Match Your Interests?

(list does not include college transfer programs)

Holland Code	PCC Career/Technical Programs
Realistic "The Doers" Are you practical, active, have good physical skills, and like to work outside and create things with your hands? Do you prefer to deal with things rather than ideas or people and enjoy solving concrete rather than abstract problems? Do you appreciate seeing the results of your work?	**REALISTIC** Agricultural Mechanics — Emergency Medical Services Apprenticeship and Trades — Facilities Maintenance Tech. Auto Collision Repair — Fiber Optics Training Automotive Service — Fire Protection Technology Aviation Maintenance — Fitness Technology Aviation Science (Professional Pilot) — HVAC Installation***** Building Construction Technology — Landscape Technology Building Inspection — Machine Manufacturing***** Civil Engineering Technology — MRI Technology Computer Network Administration***** — Mechanical Engineering Tech. Computer Support Specialist***** — Ophthalmic Medical Tech. Culinary Assistant — Phlebotomy***** Dealer Service Technology — Radiography Dental Laboratory Technology — Renewable Energy Systems-EET Diesel Service Technology — Solar Manufacturing Tech.***** Drafting Technology and Design — Solar Voltaic Technology Electrical Trades — Veterinary Technology Electronic Engineering Technology — Website Development (CAS) Emergency Management — Welding Technology / Wireless Communications Tech. *Short-term training or Career Pathways available; some are non-credit programs
Investigative "The Thinkers" Do you enjoy complicated, abstract problems and intellectual challenges? Do you prefer to think through problems rather than act them out? Do you enjoy unstructured situations, minimal rules, and working independently? Would others describe you as analytical, curious and reserved?	**INVESTIGATIVE** Biomedical Engineering Tech. Bioscience Technician* Computer Application Development* Dental Hygiene Medical Laboratory Tech. Microelectronics Tech.* Nursing Pharmacy Technician* Phlebotomy* Radiography Veterinary Technology *Short-term training or Career Pathways available; some are non-credit programs

Holland Code	PCC Career/Technical Programs
Artistic "The Creators" Do you prefer unstructured situations where you can deal with problems through self-expression in the artistic media? Do you prefer to work alone, have a desire for individualistic expression and are sensitive and emotional? Would others describe you as independent, original, introspective, and expressive? Do you enjoy opportunities to create new things and to be around creative people?	**A**RTISTIC Architectural Drafting and Design Graphic Design Interior Design Library and Media Assisting Marketing Multimedia Music, Professional Sign Language Interpretation Video Production *Short-term training or Career Pathways available; some are non-credit programs
Social "The Helpers" Are you friendly, responsible, humanistic, cooperative, and generous? Are you concerned with the welfare of others and are rewarded by helping people solve their problems or improve themselves? Do you express yourself well and solve problems through discussions or by rearranging relationships?	**S**OCIAL Alcohol and Drug Counseling Corrections Technician* Criminal Justice Dental Assisting Dental Hygiene Early Childhood Education Education (Instructional Assisting/Paraeducation) Gerontology Gerontology Activity Assistant* Medical Assisting Nursing – CNA (Institute for Health Professionals)* Nursing – Registered Nurse Sign Language Interpretation *Short-term training or Career Pathways available; some are non-credit programs

Holland Code	PCC Career/Technical Programs

Enterprising
"The Persuaders"

Do you have great facility with words which you can put to effective use in selling and leading? Do you enjoy persuading others to your viewpoints? Does your sense of achievement come from making things happen and being where the action is? Do others describe you as energetic, adventurous, confident, and enthusiastic?

ENTERPRISING
Business Administration
Emergency Management*
International Business
Management
Management and Supervisory Development
Marketing
Paralegal
Real Estate
Retail Sales & Service*

*Short-term training or Career Pathways available; some are non-credit programs

Conventional
"The Organizers"

Do you prefer highly ordered activities and working in a well-established chain of command? Do you like life to go according to plan and are most efficient at well-defined tasks with clear rules? Would others describe you as conscientious, practical, dependable, and persistent?

CONVENTIONAL

Accounting	Library & Media Assisting
Accounting Clerk/Bookkeeping*	Medical Coding & Insurance Billing*
Administrative Support Specialist*	Medical Laboratory Technology
Computer Apps & Office Systems*	Office Assistant*
Computer Database Career*	Paralegal
Computer Information Systems (CIS)	Pharmacy Technician*
CIS, E-Commerce	Virtual Assistant*
Computer Network Security*	Web Assistant*
Emergency Telecomm. (9-1-1)*	Website Development (CAS)
Health Information Management	

*Short-term training or Career Pathways available; some are non-credit programs

Holland Codes: John Holland, Ph.D., developed a theory that people with similar interests are often found in the same work environments. His theory suggests that people and careers can be characterized by six basic types or Holland Codes: Realistic, Investigative, Artistic, Social, Enterprising, & Conventional. After reading the brief Holland Code descriptions above, you may find yourself identifying with a few of those areas and may want to further explore the corresponding PCC Career/Technical Programs.

Ask us how you can identify your Holland Code and explore majors/careers that fit your profile!
Career Resource Center, PCC Sylvania Campus, CC-216, 503.977.4470 or 503.977.4891

Placeholder for DISCOVER World-of-Work Map (PDF document – 1 page)

Informational Interview

What is an Informational Interview?
> It's a process of talking to someone who is presently in a job, career field and/or organization that interests you. It provides an opportunity to gather information that will help you make decisions about your career goals. Informational Interviews are most beneficial after you have a general understanding of a particular career and are interested in obtaining more in-depth information of the field.

How do I find someone in my field of interest to interview?
- Ask all your friends, classmates, family members, instructors, advisors/counselors, and acquaintances if they know a person employed in the career you are researching. When you contact your prospective interviewee, mention that you were referred by a mutual friend.

- Try PCC instructors themselves. Check the PCC catalog to see if courses are taught in a field you're interested in (ie: marketing, graphic design, nursing, interior design, engineering, etc.).

- Try professionals/businesses that you or your family and friends use (ie: accountants, veterinarians, physical therapists, insurance sales rep, lawyers, small business owners, etc.)

- Try the Yellow Pages. For example, if you are looking for an architect to interview, you'll find several under "architects" in the phone book. You can call a firm, explain to the receptionist that you want to interview an architect for a class and ask her who in the firm might be willing to give you a half hour of time.

Here are some sample ways to introduce yourself by phone or by email:
- "Hello. My name is Amy and I am a (friend/sister/student) of your friend Tom. I'm calling you because I am doing some research on the field of interior design and Tom suggested you might be willing to help. If you can spare about 30 minutes, I'd be really interested to ask you some questions about your work as an Interior Designer..."

- "Hello. My name is Jessica and my family has been using your veterinarian office for a number of years. I'm interested in possibly pursuing a career as a veterinarian and was wondering if I could meet with you sometime to ask a few questions about your field…"

- "Hello. My name is Mike and I am a student at PCC. I saw your ad in the Yellow Pages and thought your firm might be a good place to start. I am doing some research on the field of city planning and was wondering if someone in your firm might be able to meet with me for 20 or 25 minutes sometime to answer some questions I've written up..."

Before the interview
- Learn more about the career in general so you understand the basics before meeting the person; be prepared so you don't waste their time (or yours).
- Review and get comfortable with the questions you'll be asking.

During the interview
- Be mindful of the time, however, some people really enjoy talking about themselves so be prepared to stay extra if needed.
- Don't worry if your interviewee doesn't follow a specific format: they don't have to answer the questions in order.

Follow-up
- Send a thank-you letter, via email or regular mail, preferably within a few days.
- Stay in touch, especially if the person expressed interest in your progress.
- If given a referral that turns out to be a gold mine of information, drop a note to the person who made the referral. People appreciate knowing when they have been helpful.

SAMPLE QUESTIONS

1.   What is your job like?
What do you do during a typical day?
What kinds of problems do you handle?
What abilities and skills are required to do well in your position?
What are other related job titles for what you do?
What is your most significant accomplishment this past year?

2.   What do you like most about your job?
What do you find challenging?
What do you not like about your job?
Is your job different from how you first thought it would be? Were there any surprises?

3.   What did you do to prepare for this occupation (work, activities, education, internships, etc)?
Which have been most helpful?
What attracted you to this type of work?

4.   What changes are occurring in your occupation?
Has technology changed your work at all?
How competitive is it to get a job in your field?

5.   How do you advance in your field?
What are the advancement opportunities?
If you were starting again, what, if anything, would you do differently?
What is a typical pay range for someone entering this occupation?
What are the names of the professional associations in this field?

6.   Why do people leave this occupation?

7.   What other local companies hire in this occupation?

8.   What other advice do you have for a person considering this career?

9.   Could you give me the name & contact information of someone else in this occupation who might be willing to talk with me about his/her career as you have done?

Self Employment Resources

Are you ready to start a small business?
http://www.sba.gov/assessmenttool/index.html
Beaverton Chamber of Commerce: http://www.beaverton.org/
Blogger: https://www.blogger.com/
City of Portland: http://www.portlandonline.com/
Federal Personal Service Contracts: www.fedbizopps.gov
Gresham Chamber of Commerce:
http://www.greshamchamber.org/
Hillsboro Chamber of Commerce: http://www.hillchamber.org/
http://www.oregon4biz.com/Grow-Your-Business/Business-services/Minority-Owned-Business-
  Certification/
OMWESB Office of Minority, Women and Emerging Small Business:
  http://www.oregon.gov/OBDD/OMWESB/index.shtml
OregonBusiness: http://www.oregonbusiness.com/
Portland Business Journal: http://www.bizjournals.com/portland/
Portland Chamber of commerce: http://www.portlandalliance.com/
Portland Ten: http://www.portlandten.com/
SBDC Small Business Development Center: http://www.pcc.edu/business/small-business-development/
SCORE Service Corps of Retired Executives: http://www.scorepdx.org/
Silicon Florist: http://siliconflorist.com/
Small Business Administration, Portland: http://www.sba.gov/localresources/district/or/index.html
Start Up Scene, Silicon Forest, OregonLive: http://blog.oregonlive.com/siliconforest/the_startup_scene/
Vancouver Chamber of Commerce: http://www.vancouverusa.com/
Visual CV: www.visualcv.com
YouTube, 5 YouTube Channels for Small Business Advice: http://mashable.com/2010/07/07/small-business-
youtube-channels/

Freelance
http://www.odesk.com/w/
http://www.elance.com/
http://www.guru.com/
http://www.virtualemployee.com/
http://www.ifreelance.com/
 www.99designs.com
www.crowdspring.com
www.asksunday.com
http://www.hiremymom.com/

Find Start Ups
Kiva: Kiva.org
Meetup: www.meetup.com   Search to find start-up group meetings
Search job boards (including indeed and craigslist) with just the word "start-up" or "startup"
Techcrunch.com-New internet products & companies: http://www.techcrunch.com/
Venturebeat.com: http://www.venturebeat.com/
Ventureloop.com- Venture backed growth companies:
  http://www.ventureloop.com/ventureloop/home.php

PCC Career Resource Centers are conducting our annual Service Survey. Your responses will help us understand how you use our Centers and how we can serve you better. Your input is important to us, and your answers to this survey are totally anonymous.

My gender is:

Female	**149** (60%)	
Male	**95** (38%)	
no answer	3 (1%)	

My age group is:

19 or younger	**41** (17%)	
20-24	**42** (17%)	
25-29	**34** (14%)	
30-39	**55** (22%)	
40-49	**39** (16%)	
50-59	**30** (12%)	
60 or older	**4** (2%)	
no answer	2 (1%)	

How many PCC credits have you completed?

1-24	**124** (50%)	
25-45	**50** (20%)	
46-69	**26** (11%)	
70-89	**15** (6%)	
90 or more	**24** (10%)	
no answer	8 (3%)	

Are you currently enrolled in a PCC Career/Professional/Technical program (i.e. Nursing, Welding, Graphic Design, Automotive, etc.)?

Yes	**64** (26%)	
No	**180** (73%)	
no answer	3 (1%)	

Have you decided on a career path yet?

Yes	**161** (65%)	
No	**83** (34%)	

no answer   **3**   (1%) |

The Career Resource Centers are committed to providing services to all PCC students and will appreciate your response to the following:

My race/ethnicity is:

White, non-Hispanic   **157** (64%) �
Asian/Pacific Islander   **17** (7%) ▪
Hispanic   **20** (8%) ▪
African-American   **14** (6%) ▪
American Indian/Alaska Native   **6** (2%) |
Multiracial   **13** (5%) ▪
Prefer not to respond   **18** (7%) ▪
no answer   **2** (1%) |

Is English your primary language?

Yes   **221** (89%) ▬▬▬▬
No   **24** (10%) ▪
no answer   **2** (1%) |

How many times have you used Career Resource Center services at PCC?

One time   **133** (54%) ▬▬▬
Two times   **44** (18%) ▪
Three times   **32** (13%) ▪
Four or more times   **34** (14%) ▪
no answer   **4** (2%) |

Please let us know which of the following services and resources you have used.

Advice about choosing a career or major

Used   **136** (55%) ▬▬
Did Not Use   **94** (38%) ▬▬
Unsure   **15** (6%) ▪
no answer   **2** (1%) |

I took a career assessment (such as CIS or Discover)

Used   **97** (39%) ▬▬
Did Not Use **132** (53%) ▬▬
Unsure   **13** (5%) ▪
no answer   **5** (2%) ▪

58

Used the Career Resource Center library

Used	**96** (39%)	
Did not use	**124** (50%)	
Unsure	**19** (8%)	
no answer	**8** (3%)	

Access to online career information (such as CIS/MAP/DISCOVER, etc.)

Used	**143** (58%)	
Did not use	**85** (34%)	
Unsure	**12** (5%)	
no answer	**7** (3%)	

I picked up career resource materials (such as handouts or career magazines)

Used	**157** (64%)	
Did not use	**77** (31%)	
Unsure	**7** (3%)	
no answer	**6** (2%)	

Career Resource Center overview as part of a class

Used	**89** (36%)	
Did not use	**140** (57%)	
Unsure	**14** (6%)	
no answer	**4** (2%)	

Assistance with scholarship search / financial aid information

Used	**65** (26%)	
Did not use	**167** (68%)	
Unsure	**10** (4%)	
no answer	**5** (2%)	

Help with transfer information

Used	**68** (28%)	
Did not use	**159** (64%)	
Unsure	**14** (6%)	
no answer	**6** (2%)	

Help with MyPCC

Used	**95** (38%)	
Did not use	**137** (55%)	

Unsure   **7**   (3%) ▌
no answer   **8**   (3%) ▌

Help with registration for classes
Used   **75** (30%) ▬▬▬
Did not use   **157** (64%) ▬▬▬▬▬▬
Unsure   **9**   (4%) ▌
no answer   **6**   (2%) ▌

Assistance with writing resumes, cover letters, or school application/scholarship essays
Used   **81** (33%) ▬▬▬
Did not use   **150** (61%) ▬▬▬▬▬
Unsure   **7**   (3%) ▌
no answer   **9**   (4%) ▌

Help preparing for interviews
Used   **45** (18%) ▬▬
Did not use   **188** (76%) ▬▬▬▬▬▬
Unsure   **6**   (2%) ▌
no answer   **8**   (3%) ▌

On which campus(es) did you receive Career Resource Center (CRC) services? (check all that apply)
Sylvania   **95** (38%) ▬▬▬
Cascade   **89** (36%) ▬▬▬
Rock Creek   **74** (30%) ▬▬▬

I heard about PCC's Career Resource Centers from:

A PCC advisor or counselor
Yes   **134** (54%) ▬▬▬▬
No   **103** (42%) ▬▬▬
no answer   **10** (4%) ▌

A PCC staff member other than an advisor or counselor
Yes   **100** (40%) ▬▬▬
No   **128** (52%) ▬▬▬▬
no answer   **19** (8%) ▌

An instructor

Yes   **118** (48%)
No   **108** (44%)
no answer   **21** (9%)

A PCC student

Yes   **76** (31%)
No   **151** (61%)
no answer   **20** (8%)

The PCC website

Yes   **83** (34%)
No   **139** (56%)
no answer   **25** (10%)

The PCC catalog or schedule

Yes   **37** (15%)
No   **186** (75%)
no answer   **24** (10%)

A friend

Yes   **62** (25%)
No   **166** (67%)
no answer   **19** (8%)

A member of my family

Yes   **35** (14%)
No   **189** (77%)
no answer   **23** (9%)

A community agency or program

Yes   **10** (4%)
No   **209** (85%)
no answer   **28** (11%)

A poster, flyer, or display board

Yes   **48** (19%)
No   **176** (71%)
no answer   **23** (9%)

We have Career Resource Center Coordinators and Peer Advisors/student employees at the Centers. Please select the answer that best describes who helped you.

Primarily a Career Resource Center Coordinator **130** (53%)
Primarily a Peer Advisor / student employee **48** (19%)
About equally from both **57** (23%)
no answer **12** (5%)

Please let us know your level of agreement with the following statements about the Career Resource Center staff who helped you.

They showed a real interest in my concerns
Strongly agree **141** (57%)
Agree **83** (34%)
Disagree **4** (2%)
Strongly disagree **2** (1%)
Not Applicable **9** (4%)
no answer **8** (3%)

They were knowledgeable about the subjects we discussed
Strongly agree **126** (51%)
Agree **95** (38%)
Disagree **5** (2%)
Strongly disagree **3** (1%)
Not Applicable **9** (4%)
no answer **9** (4%)

They reviewed career assessment results in an informative way
Strongly agree **111** (45%)
Agree **70** (28%)
Disagree **9** (4%)
Strongly disagree **3** (1%)
Not Applicable **46** (19%)
no answer **8** (3%)

They made appropriate referrals to other campus services
Strongly agree **88** (36%)
Agree **91** (37%)
Disagree **13** (5%)

Strongly disagree   **7** (3%)

Not Applicable   **39** (16%)

no answer   **9** (4%)

I felt more informed after visiting the CRC

Strongly agree   **129** (52%)

Agree   **83** (34%)

Disagree   **7** (3%)

Strongly disagree   **4** (2%)

Not Applicable   **14** (6%)

no answer   **10** (4%)

The CRC has a welcoming, supportive environment

Strongly agree   **141** (57%)

Agree   **80** (32%)

Disagree   **5** (2%)

Strongly disagree   **2** (1%)

Not Applicable   **10** (4%)

no answer   **9** (4%)

I have a better understanding of the importance of doing career research to make informed decisions

Strongly agree   **110** (45%)

Agree   **89** (36%)

Disagree   **9** (4%)

Strongly disagree   **2** (1%)

Not Applicable   **27** (11%)

no answer   **10** (4%)

I know my options better as a result of using the CRC

Strongly agree   **108** (44%)

Agree   **89** (36%)

Disagree   **14** (6%)

Strongly disagree   **4** (2%)

Not Applicable   **20** (8%)

no answer   **12** (5%)

I understand more about how my interests, skills and values relate to career choices

Strongly agree   **92** (37%) �
Agree   **98** (40%) ▬
Disagree   **14** (6%) ▮
Strongly disagree   **1** (0%)
Not Applicable   **31** (13%) ▮
no answer   11 (4%) ▮

I obtained valuable assistance from the CRC staff
Strongly agree   **123** (50%) ▬
Agree   **92** (37%) ▬
Disagree   **7** (3%) ▮
Strongly disagree   **6** (2%) ▮
Not Applicable   **12** (5%) ▮
no answer   7 (3%) ▮

I felt more clear about my next steps
Strongly agree   **107** (43%) ▬
Agree   **95** (38%) ▬
Disagree   **18** (7%) ▮
Strongly disagree   **4** (2%) ▮
Not Applicable   **13** (5%) ▮
no answer   10 (4%) ▮

Would you recommend the Career Resource Center to your fellow students or community members?
Yes   **228** (92%) ▬
No   **12** (5%) ▮
no answer   7 (3%) ▮

If you would not, please share the reasons why:
15 responses

What improvements or additional services would you recommend?
42 responses

Do you have additional comments for us?
62 responses