



CAREER SERVICES STRATEGIC PLAN

Template

Introduction to the Template

Objective: To develop a strategic plan that captures the collective self-assessment and reflections of the Career Services team about the program’s strengths, opportunities for change, strategies and practices, measures of progress, and an implementation timeline.

Audience: The Career Services team — the visionaries and change agents of the plan — are the primary audience. College leaders are the secondary audience. A copy of the plan will be submitted to the San Diego and Imperial Regional Consortium for reporting and funding purposes of the grant.

Purpose of the template: The template is a guide to organizing the content of the strategic plan, while ensuring that the plan flows logically between the plan’s sections about strengths, opportunities, goals, strategies and practices, and measures of progress. The strategic plan will be informed by multiple resources: your reflections and team conversations from the NACE standards self-assessment, existing college priorities and plans, information from the *Preparing the Career Services Strategic Plan*, your Career Services data, and the team’s vision for Career Services.

Using the template: The strategic plan template comprises five sections. In each section, the left column (yellow) lists the necessary components and bulleted elements to include in the strategic plan. The right column (blue) offers questions for consideration that correspond to each component.

Consider the strategic plan as a living document: As your team participates in the continuous improvement process over the course of the Career Services grant, you may recognize practices that are not leading to the desired outcomes, and thus, you will want to make adjustments. Putting your plans onto paper, so to speak, is a starting point to actualizing them.

SECTION 1: About Career Services

Use Section 1 to take stock of the Career Services team, the collaborative relationships (on campus and off campus) that support Career Services work, and the current services and activities provided to students and faculty. Then, describe the team’s strategic planning efforts, thus far, and the teams’ goals for Career Services by engaging in this process.

SECTION 1 Components	Questions for Consideration
<p>Career Services - Team</p> <ul style="list-style-type: none"> Description of Career Services staff roles (e.g., dean, counselors, ambassadors) and responsibilities 	<ol style="list-style-type: none"> 1. What are the roles that comprise the Career Services team at your community college? 2. What are the key responsibilities of each role?
<p>Career Services - Collaborators</p> <ul style="list-style-type: none"> List of collaborators (e.g., departments, programs, industry, Center for Excellence) Purpose and description of each collaboration 	<ol style="list-style-type: none"> 3. With whom does Career Services collaborate to provide services to students and/or faculty? 4. What do these collaborations look like, and what purposes do they serve?
<p>Career Services - Services, Activities, Events</p> <ul style="list-style-type: none"> Description of the services, activities, and events that support students Description of the services, activities, and events that support faculty 	<ol style="list-style-type: none"> 5. Take inventory of and describe the services, activities, and events that Career Services currently provides to students. 6. What are the services, activities, and events provided to faculty?
<p>Career Services – Strategic Planning Context</p> <ul style="list-style-type: none"> Brief description of all members involved in the Career Services Strategic Plan efforts (see Career Navigation RFA for a list of expected staff) Description of prior planning efforts leading to developing the strategic plan Reasons for engaging in the process of strategic planning 	<ol style="list-style-type: none"> 7. Who has been involved in the strategic planning efforts? 8. What prior planning efforts have led the Career Services team to where you are today? (Consider review of NACE standards, ongoing meetings, examination of data, information gathering about other career services’ practices, previous years’ efforts.) 9. What are you hoping to achieve for Career Services by engaging in strategic planning?

SECTION 2: Strengths and Opportunities for Growth

Section 2 is for celebrating Career Services' strengths and evidence-based successes. Section 2 is also a space for identifying opportunities for growth, or recommendations, based on the syntheses of your team's reflections and robust conversations that surfaced from the NACE self-assessment process. Teams are **not** expected to develop a recommendation for each of the 13 categories of the NACE Standards, but rather to identify those areas of growth that are most relevant and important to improving how Career Services can employ equity-centered practices that better serve DI students. The information provided about each recommendation should logically lead to the proposed strategies, practices, and/or activities described in Section 3.

SECTION 2 Components	Questions for Consideration
<p>Program Strengths</p> <ul style="list-style-type: none"> • Description of Career Services strengths • Explanation of how you know they are strengths 	<ol style="list-style-type: none"> 1. What aspects of your college's Career Services are strengths? 2. In addition to specific services, activities, and events, consider Career Services practices such as integration into disciplines, partnerships, innovative approaches, accessibility, and intentionality for belongingness with DI students, among other practices. 3. How do you know these are strengths?
<p>Program Successes</p> <ul style="list-style-type: none"> • Recent and specific, evidence-based successes • Measures of success 	<ol style="list-style-type: none"> 4. From the past few years, identify specific Career Services successes such as well-attended events, recruitments to online platforms, positive survey/evaluation results, partnerships, etc. 5. How were these successes measured?
<p>Opportunities for Growth & Outcomes</p> <ul style="list-style-type: none"> • Team-identified recommendations (opportunities for growth) based on the NACE Standards <ul style="list-style-type: none"> ○ Narrative about the opportunity for growth, the anticipated change, benefit to students and/or faculty ○ Explanation of desired and measurable outcome 	<ol style="list-style-type: none"> 6. Identify 3-5 recommendations (opportunities for growth) based on the NACE Standards and where Career Services can be improved upon. Recommendations should improve the outcomes of DI students. 7. For each recommendation, <ol style="list-style-type: none"> a. what is the opportunity for growth? b. what needs to change? c. what is the benefit(s) from the change? d. what is the desired and measurable outcome resulting from the change?

SECTION 3: Vision, Goals, Strategies and Practices, Measures, and Data

Section 3 is the heart and soul of the strategic plan. It captures how your team reimagines Career Services at your college. In this section, show how each equity-minded strategy, practice, and/or activity that Career Services plans to implement addresses an opportunity for growth previously discussed. State the goal, and explain how the measures and data used will assess progress.

SECTION 3 Components	Questions for Consideration
<p>Career Services Vision</p> <ul style="list-style-type: none">• State your new vision for Career Services.• Discuss how it aligns with your college’s strategic plan.	<ol style="list-style-type: none">1. From your recent efforts engaging in the NACE self-assessment, gathering your collective thinking, and identifying strengths and opportunities, what is the new vision for Career Services?2. How does this vision align with your college’s strategic plan?
<p>For EACH opportunity for growth identified in Section 2, include the following components to explain how the opportunity will be addressed. Repeat the process for each opportunity for growth.</p> <p>Goals</p> <ul style="list-style-type: none">• Long-term goal for the opportunity• Short-term, incremental goals <p>Equity-Centered Strategy/Practice/Activity</p> <ul style="list-style-type: none">• Detailed narrative of the equity-centered strategies, practices and/or activities that will be implemented to address each opportunity for growth (Questions 4a – 4d in the blue column). If planning to implement several strategies or practices; tackle each one separately.• (OR planned efforts to learn about potential strategies and practices to address each opportunity for growth) <p>Measures, Data, and Tools</p> <ul style="list-style-type: none">• Explanation of measures and data you will use to assess progress• Explanation of tools for collecting data	<ol style="list-style-type: none">3. What is the goal for this opportunity? What are the incremental goals that will advance the work?4. Describe the equity-minded strategies, practices and/or activities that Career Services plans to implement (described as best as possible at this time). If planning to implement multiple strategies, practices and/or activities to address one opportunity, describe all of them:<ol style="list-style-type: none">a. Why are you implementing the specific strategy, practice, and/or activity? What is the purpose?b. Ultimately, what will the strategy, practice, and/or activity look like within Career Services?c. Who will take the lead implementing it?d. What other collaborators will be involved, if any?(If the specific strategy, practice or activity are unknown at this time, explain the efforts you plan to take to research them.)5. What are the measures and data you will use to assess progress toward attaining the desired outcome (stated in Section 2)?<ol style="list-style-type: none">a. What tools will you need to collect data (e.g., student focus groups, exit tickets, surveys, sign-in sheets)?

SECTION 4: Summary of Strategic Approaches

For Section 4 of the Strategic Plan, replicate and complete the summary table to demonstrate the coherence between each opportunity and the related goal, implementation change, measures and data, and outcomes. Following is an example of how key information captured from the written narrative developed in Section 3 can be summarized. Add rows as needed.

Opportunity for Growth	Long-Term Goal	Equity-Minded Strategy/Practice/Activity	Measure, Data & Tools to Assess Progress	Outcome
<p>[Example]</p> <p>Need for more visibility and clarity of Career Services</p>	<p>Students gain awareness about career development as integral through increased visibility of Career Services</p>	<ul style="list-style-type: none"> • Increase online awareness about career development (college home page, department landing pages, student portal, etc). • Leverage student ambassadors for outreach via classroom visits, campus events, etc. • Present at orientations. • Increase messaging about careers and income potential. 	<ul style="list-style-type: none"> • Utilize data analytics to track online visits. • Monitor frequency of in-person visits via logs. • Monitor frequency of online advising sessions. • Utilize data collected from quick, 3-question surveys following services or visits. 	<p>More students utilize the in-person and online services of Career Services</p> <p>Career Services routinely uses collected feedback/data to inform modifications.</p>
<p>[Example]</p> <p>Need for more visibility and clarity of Career Services</p>	<p>DI students gain awareness about career development as integral through increased visibility of Career Services and intentional outreach</p>	<ul style="list-style-type: none"> • Use student ambassadors for intentional outreach efforts with campus programs that support DI students (first-gen, veterans, students with disabilities), BIPOC and LGBTQ+ affinity clubs. • Train student ambassadors to use LMI about representation in different industries and income potential to attract students to Career Services. • Show inclusivity of DI populations in all electronic and print media, including translated materials. 	<ul style="list-style-type: none"> • Document outreach efforts and track participation at events. • Include “How did you hear about us?” when students drop in or make appts to track effective outreach efforts. • Utilize data analytics to track online visits/appts from a marketing source aimed at DI populations (social media, QR codes at DI outreach efforts). 	<p>Use of in-person and online services of Career Services is equal between DI students and non-DI students</p> <p>Career Services routinely uses collected feedback/data to inform modifications.</p>

SECTION 5: Timeline

SECTION 5 Component

Timeline

- A tentative 12-month timeline of the Career Services Strategic Plan

Questions for Consideration

1. During the Career Services grant period, July 2024 through June 2025, what strategies, practices and/or activities will you plan to implement each month? Consider planning by quarters – in which case, what projects can be assigned to each quarter and what interim steps can be accomplished each month?