

Project Title Technology Driven Career Services

Principal Applicant Izelle Silva, Director, Career Services, izelle.silva@gccaz.edu,
6238453623, Glendale

Name, title, college/district office of each team member who created the innovation.

- Dakota Webber, Career Services
- Izelle Silva, Director, Career Services
- Laura Hinau, Student Services Specialist
- Lindsay Walker, Student Services Analyst"

Winning innovations should fall into one of the following categories. Select the category most strongly aligned to the project (maximum of one)

Workforce Preparation and Development

Winning innovations should meet one or more of the following criteria. When submitting your college's winner, please select the criteria that best apply to the innovation (select all that apply).

Quality.

Students and/or staff agree that the innovation increases quality in the course, program, office, or institution. Evidence of quality may include student ratings or letters of support from colleagues. Quality is difficult to measure, but the committees might want to wrestle with criteria that define quality in their colleagues.,

Efficiency.

There is evidence that the innovation contributes to a more efficient way of doing things. Student ratings, perceptions of outside consultants, and pre- and post-comparison of time involved are examples of evidence.,

Cost Effectiveness.

There is evidence that the innovation adds value to the institution while at the same time containing or reducing costs. Cost data will serve as evidence., Creativity. The innovation should be original or the adaptation creative. The program description or letters from experts are examples of evidence.,

Timeliness.

The innovation should be no more than five years old at the institution, but must have been around long enough to have been tested so that it meets most of the criteria.

Project Summary (maximum of 1,000 characters)

Relying and capitalizing on technology as the standard platform for knowledge transfer is here to stay. As the world faced a huge change of pace, Career Services sought to find creative solutions to ensure continuity of work without diminishing service. Although the beginning of last year required a huge transition, the department quickly pivoted to create resources so that

workforce preparation/development services would not be delayed or interrupted. Maximizing on a menagerie of technology platforms to serve, the department created accessibility to these online resources that provided equitable use and efficiency from a student perspective. Technology has served as a vessel for the department to remain relevant to the ever changing workforce trends and needs of individuals being served, now and in the future. As Career Services maneuvers the new future, technology will continue to run alongside the department to provide equity, as well as move the vision of the department forward.

Project Description (maximum of 1,000 words)

As GCC centers around being future-focused as well as preparing students for the workforce, Career Services focuses on projects and contributions to the campus community based on our vision, mission, and leadership. In an effort to meet the needs and demands of an ever-changing workforce, our Career Services department for the past three years began adapting technology in innovative ways. These new ways of communicating increased accessibility and equity of services which simultaneously became more efficient (without losing engagement and the personal interaction) among students seeking the development of employability and workplace skills. With this goal in mind, over a year ago Career Services adapted a new vision statement that speaks to providing high quality service to the community through personal guidance, individualized attention, and engaging group learning opportunities in career management, exploration and development; all while focusing on remaining flexible, adaptable, and on the cutting edge of technology to remain relevant to the ever changing workforce trends. The timing of the revised vision statement and the transition to remote/virtual services has accelerated this vision forward. To mitigate delays of workforce preparation and development resources, Career Services moved swiftly to capitalize on current and free technology to create resources for students and the community (which contributes to the timeliness and cost effectiveness).

Over the past three years, the department has moved away from antiquated ways of performing Career Services work and tracking data, to incorporating and capitalizing on tools, such as the career management tool Maricopa CareerLink, to streamline work and increase efficiency. Within the tool, the department is now providing virtual career fairs, creating and offering customized simulated mock interviews for faculty, tracking and reporting on internships, tracking and reporting on center usage, marketing upcoming workshops, as well as posting federal work study and part-time positions for departments across the college. In the case of quality and efficiency, the tool itself has provided a centralized location to house and track student internship placement information including tracking placements and hours, providing evaluations, student follow up, and pulling reports. Since Spring of 2019, the department has tracked the placement of over 70 experiential learning experiences. In addition, with the onset of the pandemic, the department collaborated with career services across the district to quickly pivot and learn a new aspect of the platform to execute four virtual career fairs within the tool that provided two way communication between employer and job seekers. Over 150 employer/employer contacts and over 150 student interactions took place across all four events.

Over the past year the department incorporated Google Hangouts, WebEx, and more recently, the use of Cranium to schedule, take registration for and facilitate online workshops. Over 26 workshops have been offered to date with over 215 registrations. Although workshops have been facilitated in an online format, the quality of teaching and learning has not been lost. In Fall 2020, our data continued to prove that the online teaching was still effective. According to assessment results from the LinkedIn workshop, 100% of participants strongly agreed that they are more knowledgeable in how to design a profile that will help them create a personal brand. According to the Job Search Workshop, 100% of participants strongly agreed that they can identify information that needs to be prepared prior to applying for positions. The number, as well as qualitative feedback received, showcases that the replacement of online platforms to facilitate workshops does not diminish the effectiveness of the subject matter being taught.

The utilization of Cranium has also eased accessibility to our department through the use of live chat and online scheduling. YouTube tutorials have been created and are embedded on the department website to showcase how to use the online platform to connect with Career Services staff. In addition, the department has sought to use other available software to continue to provide on demand, learn at your own pace courses in the areas of Career Management and Experiential Learning through the use of Canvas. Creating these courses provides flexibility for individuals who cannot attend virtual workshops, while also extending the reach of the department by working with faculty to incorporate these courses, and modules, into their own Canvas course. Embedding these courses into other courses ensures relevant, up-to-date career management information is being taught from the lens of career services professionals.

Career Services also adopted the use of Dynamic Forms for required paperwork for students who participate in experiential learning. This provided equitable access to our students (especially those who may not have been able to come to campus or find a printer) so they may continue professional development in a virtual environment. Transitioning to the online forms has been so efficient, that the use of them will continue in the future.

Lastly, through the use of social media itself, and other online platforms, Career Services worked to ensure continuity of content and events through cost effective outlets. The Career Services team worked collaboratively to brainstorm creative outlets to meet students and the community where they are at. Virtual career panels have been hosted online, leadership talks have been live streamed, and vlogs have been created to provide career and workforce readiness content. All events and videos are housed on the department's YouTube page, which to date, have received over 650 views collectively.

Technology has served as a vessel that allowed the department to utilize creativity to find new ways and solutions to do the work, while remaining relevant to the ever changing workforce trends and needs of individuals being served now and in the future. It has increased efficiency, increased accessibility, provided opportunities of collaboration with faculty and staff, while being cost conscious by maximizing on technology that is already available. As Career Services maneuvers the new future, technology will continue to run alongside the department to provide

equity to in-person and online students. Technology and the staff in Career Services at GCC has catapulted the department forward to executing the goals and vision of the department.