

Program: Career Center

Division: Student Services

Date: 11/4/24

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SLO/SAO Point-Person: Kristi Vanderhoof

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."
3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

Some areas you **may** want to note in your explanation are:

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges [equity definition](#)?
- Did they connect to any of the college [planning priorities](#)?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

The Career Center increased its outreach, visiting 517 students in a total of 15 classes (English 1AEX, PCN 10, and others), club meetings (Physics Club, Business Club, for example), and participating in on campus fairs, reaching another 1350 students.

The Career Center started an Instagram account and began posting reels and photos about its events and services. It gained approximately 200 followers.

The Career Center created and promoted ready-made career assignments that faculty could use in their classes in order to increase student usage of Handshake, access to the Career Center, and attendance at career fairs.

As a result of the above efforts, in 23-24, the Career Center increased its reach, serving 999 duplicated students (823 unduplicated) via appointments, career fairs and events, or workshops. It conducted 247 drop-in/advising appointments for Career Exploration in 23-24, and 105 drop-ins/appointments for Career Exploration, over a 200% increase. It conducted 343 drop-in/advising appointments for employment information in 23-24, versus 237 visits in 22-23, almost a 150% increase.

94 students total attended SmartShops in 23-24 (versus 75 students total in 22-23). 47 students total attended 10 SmartShops in Fall 2023, and 47 students total attended 12 SmartShops in Spring 2024.

74 employers participated in career fairs hosted by the Career Center in 23-24, and 175-300 students attended each of the 4 fairs hosted by the center. The Career Center hosted its first ever Intern Panel in November 2023 (75 students attended), as well as an Internship and Career Preparation Day in February 2024 (175 students attended, 61 received free headshots, 22 received resume feedback). The Career Center started charging money for career fairs so that these events are self-sustaining.

The Career Center developed an Employer Orientation and offered it both in person and online in Spring 2024. We also implemented a CRM for employer engagement on Handshake.

From July 2023 – June 2024, almost 2000 students logged into Handshake, the career services platform that the Career Center manages. 789 students (vs. 406 students in 22-23, a 94% increase in usage in one year)

used Handshake to apply for a job or internship, make a career/employment advising appointment, or register for an event. The Career Center also conducted outreach about career services to 1,867 students through classroom presentations and participation in club and resource fairs on campus.

The Career Center Coordinator promoted the LAEP program for underrepresented students, prepared students to apply for internships, served as a liaison between students and employers, and 3 students were hired and successfully completed internships through this program.

Regarding CTE program support, the Career Center Coordinator taught resume and interview workshops for Engineering Technology students (around 20 students attended each workshop) and helped with mock interviews. She taught a resume and interview workshop to 20 graphic design students, and a Job Search 101 workshop to 35 students.

She also served as a liaison between the LLNL, City of Livermore, and City of Union City and CNT and Computer Science students by eliciting recommendations from faculty, collecting student resumes, assisting approximately 20 students with their resumes and mock interviews, and sharing the resumes of eligible and well-prepared students with these employers. As a result, 7 interns total were hired by these 3 employers.

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

In Fall 2023, only 59 Latine students visited the Career Center, which is about 2.5% of the Latine population at LPC (vs. 30% of the total LPC population). In comparison, 4.3% of Asian/ Asian American students (vs. 21% of LPC) and 6.1% of Black/ African American students (vs. 5% of LPC), and 3% of White students (vs. 30% of LPC) visited the Career Center in that same semester. As a result, the Career Center would like to expand its outreach to students of color, but particularly Latine students due to the large gap in percentage of Latine students accessing the center versus the overall percentage of Latine students at Las Positas College.

We are continuing to work with Handshake and our IT department on making sure there are no duplicate students or students who are improperly classified (e.g. 2nd year students who should be classified as alumni) in Handshake, and on archiving students. We are also looking into implementation of Single Sign On so that students would not need to use their Zonemail address to access Handshake. We predict that usage of SSO would likely increase the number of students accessing Handshake, our career services platform and job and internship board.

One of the challenges that the Career Center faces is related to staffing. There is only one staff member, the Career Center Coordinator, who is able to offer appointments to help students with resumes, mock interviews, job search, and career exploration. She offers about 25 appointments per week so that she has time for her coordination duties, but she is often booked 2 weeks out, which can be challenging for students who might have a deadline to apply for a job or internship or make a decision about their major before they set up an SEP or register for classes.

The Career Center also had an old-fashioned-looking website that was not as user friendly as it could be. Some majors have very specific requirements for internships and job search (e.g. Engineering, Computer

Science, Nursing), so more resources specific to these majors should be made available on the Career Center website.

Finally, in 23-24, the Career Center Coordinator was very busy promoting and preparing students for the LAEP program. Many employers saw her as the point of contact although it was a different person. It was challenging for her to address the concerns of people involved in LAEP while managing her other duties. The LAEP program was cut by the governor, so this is no longer an issue, but if such programs were to continue in the future, LPC would need to hire at least a part-time Internship Coordinator to manage them.

There is still a very limited number of paid internships in STEM fields, such as Computer Science, Engineering, and Computer Networking (CNT), especially for students who are not yet US citizens. LPC added about 4 more paid internships in Computer Science and CNT with the help of the Employer Engagement Specialist (3 at the LLNL and 1 at the City of Union City). The internships at the LLNL required US Citizenship.

We need a larger indoor space to host a career fair during rainy and cold months. 2401 was the perfect space for our Internship Fair and Career Prep Day, and we hope to find other indoor locations like this, ideally those that can accommodate 200 or more people. We hosted a fair in the 4000 building, but we received complaints from the Arts and Humanities Division about this due to the noise in the building while classes were taking place. The gym might be a possible space, but it is rarely available during the times that we host career fairs, and the gym is also far from the center of campus, so we would be concerned about low attendance at an event held in the gym.

C. Planning: What are your program's most important plans, either new or continuing?

Redesign website so that it's more modern-looking, image-based, and user-friendly. Increase career resources focused on Engineering and Computer Science students on the website.

Increase the number of Latine students accessing the Career Center and its services, through partnerships with the Puente program, MESA program, and Guided Pathways Student Ambassadors, HSI grant, and other groups on campus.

Request more assistance from the Employer Engagement Specialist in developing paid internships for STEM students, especially in Computer Science and Engineering, which are the two majors prioritized by the K-16 Collaborative Grant.

Continue to offer career fairs each semester, as well as an Intern Panel and a Career Prep Event.

Increase outreach through social media presence by creating more reels to attract students to the Career Center and its events and services

Using supply funds from the K-16 Collaborative grant, purchase software that provides AI resume and interview feedback to help lighten the load of the Career Center Coordinator.

Request that a counselor support the Career Center part-time in order to provided career guidance.

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers:

One of the challenges that we are experiencing is a lack of support for managing all of the appointments for job/internship search assistance and career exploration. We were offered funds from the K-16 collaborative, whose goal is to increase the number of underrepresented students in Computer Science and Engineering who are participating in work-based learning. We were planning to use these funds to hire someone to help provide job/internship search, work readiness preparation, and career exploration assistance for these populations, and then the funds were reallocated without notice a few months later before we had a chance to use them. Since this money was specifically allocated to “increase career center capacity,” we are surprised that the money was reallocated to fund the Employer Engagement Specialist position without some consultation or communication with the Career Center Coordinator first. And while the Employer Engagement Specialist is doing work to benefit students, the relationship/collaboration with the Career Center Coordinator is not well-defined, making collaboration challenging at times.

Considering the district's strong interest in increasing the number of students with comprehensive SEP's, more support is also needed to help with career ideation for undecided students or students who want to change their major. While the number of undecided students at LPC has been reduced, those numbers do not account for students who are questioning the major that they have already declared, and there is still a need for support in this area. We hypothesize that the number of undecided students was reduced partially because of the requirement to declare a major in order to participate in Free Tuition Promise. Therefore, students who have declared a major may still be unsure of their major, so more staff support for career ideation is needed.

In addition, while Innovation Tri-Valley was named as a partner of the K-16 Collaborative grant, besides the Employer Engagement Specialist who is already paid by LPC, members of this organization have had no direct contact with the Career Center thus far. We also attended a Steering Committee Meeting for the K-16 Collaborative in May 2024, and only employers from the South Bay were present; thus, none had been invited by ITV. Considering that ITV is receiving grant funding from the K-16 Collaborative, we are surprised by their lack of participation and support, and well as their reliance on the Employer Engagement Specialist that LPC is already paying.

Suggestions:

An administrator at LPC needs to have more oversight over the K-16 Collaborative grant to be sure that it's properly implemented and that the campus is collaborating to increase the number of Engineering and Computer Science students participating in internships and work-based learning. In addition, the Career Center Coordinator would like to know how she and the Employer Engagement Specialist can collaborate on this grant.

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?

Yes___ No___ Not applicable

2. Comments (Optional):

3. Please review your program [maps](#). Do you need to make any modifications?
Yes____ No___ N/A
4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
- a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.
- b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.
- Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

Section 2: Data Analysis – Quantitative and Qualitative

IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

We reached out to the RPIE office and requested demographic data of all students in SARS who visited the Career Center or had an online appointment in 23-24.

Based on the data, we found that, in Fall 2023, only 59 Latine (24% of total students served) students visited the Career Center, which is below the expected number based on the total Latine headcount at LPC (2,281 students, or 30% of the total LPC population). In comparison, 28% of the total students served were Asian/ Asian American students (vs. 21% of LPC) and 8% of Black/ African American students (vs. 5% of LPC), and 27% of White students (vs. 30% of LPC). As a result, the Career Center would like to particularly focus on expanding its outreach to Latine students due to the gap in percentage of Latine students accessing the center.

(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to [the IR team](#).)

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

B. Program-Set Standard (Instructional Programs Only):

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | [Program-set standard data can be found on this page.](#)

1. Did your program meet its program-set standard for successful course completion?

Yes____ No____ **N/A**

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college’s major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here](#).

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

- C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C3: Non-Instructional Programs (SAOs)

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

Yes____ No____ **N/A**

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.

Students who attend an employment workshop will feel more confident in their ability to make a good first impression on an employer.

3. [Based on discussion with others in your area](#), what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?

After they completed an employment SmartShop, students were asked the question, “After attending this Smartshop, how confident do you feel in your ability to make a positive first impression

on an employer?” after they completed an employment SmartShop. They were given a scale of 1 to 5.

The average score for our SAO was 4.11 in Fall 2023 and 4.17 in Spring 2024. In light of these results, our SmartShop materials appear to be achieving the goal of increasing students’ confidence levels in their ability to interact with employers.

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.

Since our SmartShops seem to be meeting student needs, we may consider creating an SAO regarding student access to the Career Center and assess it in 25-26. We are still in the planning phase.

5. If you experienced any challenges in completing your SAO assessment process, please list those below, along with any items that would help you improve this process in the future.

Some students who attended virtual workshops did not fill out the survey after the SmartShop, either because they had to leave early or chose not to fill out the survey. While the Career Center tells students that they will receive the workshop materials if they fill out the survey, some students drop off the Zoom call early. Thus, only results for students who filled out the survey were counted and evaluated.

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year’s Program Review forms or process do you have?