

Program: Career Center

Division: Student Services

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SLO/SAO Point-Person: Kristi Vanderhoof

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- Co-hosted our first ever “STEM StartUp Information Session” with MESA program and Start-Up Tri-Valley in April 2025. 60 students and 6 employers attended, and 6 students were hired as interns for Summer 2025.
- Co-hosted our first-ever “You Can STEM” event for the Umoja, Puente, and Movement API learning communities in October 2024. 90+ students attended, and panelists were STEM professionals from these representative communities.
- Hosted our first HACU Internship Information Session in November 2024, and 25 students attended. Also offered office hours with the HACU representative after the event.
- ~1000 students attended job fairs, employer information sessions, and networking events hosted in 2024-2025.
- 182 students attended a career or employment workshop in 2024-2025. This is a marked increase over previous years: 94 students total attended SmartShops in 23-24, 75 students total in 22-23. One reason for the increase is collaboration with clubs (e.g. the Business Club/ FBLA had 60+ students attended a SmartShop) and data-driven scheduling (scheduling workshops at a time when more students attended in the previous year).
- The 2024 CTEOS (CTE Employment Outcomes) report for Las Positas College indicated that 85.5% of respondents were working, and 77.9% of respondents were employed in a job that was closely or very closely related to their field of study.

Program Review Update 2025

- The Career Center expanded its digital reach, with its Instagram followers more than doubling (500 vs. 200 in the previous year), and 850 students engaged with applications, appointments, career fairs, or events on Handshake, LPC's job and internship board (in comparison to 721 students in 23-24).
 - In Fall 2024, the percentage of students of color utilizing career services and/or attending a career event increased in comparison with Fall 2023 (Latine: 26% vs. 24%, African American/ Black: 10% vs. 8%, Asian/ Asian American: 29% vs. 28%, Multi-ethnic: 7% vs. 6%). In Spring 2025, the number of Asian/Asian American and Black/ African American students participating in career services activities and/or attending a career event almost tripled in comparison to Spring 2024 (Asian/Asian American = 150 in 2025, 54 in 2024; Black/ African American = 29 in 2025, 11 in 2024). One caveat is also that data from 24-25 included my event data (not just Career Center visits), and data from 23-24 was just Career Center visits. However, what this may indicate is that events are a good way to conduct targeted outreach to students of different ethnic groups, and perhaps the You Can STEM event for the learning communities and the HACU event helped the Career Center expand its reach to students of color.
 - Used K-16 Collaborative funds to purchase Hiration software for students. Hiration provides resume and cover letter templates; AI-powered resume, cover letter, and LinkedIn feedback; and interview modules and AI-powered mock interviews.
 - Career Center Coordinator completed AI Bootcamp for career services professionals and began incorporating AI tips into Smart Shops, as well as using AI to increase student engagement (through asking AI for tips on reaching a community college audience)
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2. Please describe your most important **challenges** in year 24-25.

- From July 1, 2024 – June 30, 2025, the Career Center had 879 student visits for career, employment, or other assistance. This represents a decrease from the previous year (999 visits). A possible reason for this decrease is that the Career Center Coordinator needed to dedicate more time to coordinating events, especially those for STEM students in order to implement the K-16 Collaborative grant, and so she was not available for as many appointments (which students can make on their own via Handshake, career services platform).
- The number of Latine students participating in career services activities and/or attending a career event in Spring 2025 did not increase as much as it did for African American/ Black and Asian/ Asian American students, though there was little disproportionate impact (20% of students engaged with the Career Center were Latine vs. 21% White).
- We have had challenges with making sure that our student data on Handshake matches up with enrollment data in Banner. At one point, Handshake said that we had 20,000 current students.

With some bulk removals of students, the number of “current students” on Handshake decreased to 13,000 in August 2025, and now it is down to 10,000 students though some students were incorrectly removed and needed to be reactivated. Sometimes it is challenging to manage our student data on Handshake since Las Positas College has open admission, so graduated students can still return and take classes. This challenge could be solved if we had autosynch between Handshake and Banner, and the LPC and Chabot College Career Centers have both requested this. However, due to decreased staffing of the District IT department, this project has not been completed yet, and it has been difficult to schedule meetings with the IT department regarding more temporary fixes.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- SAO: Students who attend an employment workshop will feel more confident in their ability to make a positive first impression on an employer.
- Results of workshop evaluation survey from 2024-2025:
 - Average score was 3.92 on a Likert scale with 1 being “not at all” and 5 being “very confident”
 - There were only two scores of “2” and no “1” scores. There were sixteen “3” scores, and thirteen of them were for the “Preparing for a Job Fair” workshop, so we will revisit the content of this workshop and adjust it in order to increase the likelihood that it will boost students’ confidence in their ability to talk to employers after they attend the workshop.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- The Career Center now has a Career Counselor working in the office 5 hours a week on Thursdays. This should help the Career Center Coordinator manage her appointment load so that she can help more students with job search appointments.
- The implementation of Hiration software will also help students receive assistance with employment readiness (resume, cover letter, interview, LinkedIn) at times when the Career Center is not open. This tool could especially help students who work full time and student parents who do not have as much availability to visit the Career Center in person.
- We hope to offer drop-in resume review and job/career search help at the Career Center and/or campus resource centers serving historically underrepresented students in order to ensure that students have access to career readiness services
- We plan to continue offering employer and career readiness events that are specifically for historically underrepresented students (e.g. MESA, Women in STEM Club Meetings, Learning Communities, Resource Centers)

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No: Yes
- Explanation/evidence: 714 employers posted a job or internship to Handshake (job board) in 24-25, and 70+ employers attended job and/or internship fairs that the Career Center hosted

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No: Yes
- Explanation/evidence: Diablo Valley College Career and Transfer Center, Chabot College Career Center, Ohlone College Career Center

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No: Yes
 - Explanation/evidence: The 2024 CTEOS (CTE Employment Outcomes) report for Las Positas College indicated that 85.5% of respondents were working, and 77.9% of respondents were employed in a job that was closely or very closely related to their field of study.
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4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No: No
- Explanation/evidence: The Career Center does not have its own advisory committee, but it attends advisory committee meetings for fields such as Bioscience, Engineering/ Engineering Technology, Computing Studies, and Business Studies

Detailed Instructions and Information

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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
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.

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 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

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.