LMC Comprehensive Program Review
Student Services Units
Fall 2017
Program: _____Career Services_____

The following provides an outline of the required elements for a comprehensive program review for Student Services Programs.

1 EVALUATION/ANALYSIS (FOR ALL PROGRAMS)

1.1 ANNUAL REVIEW UPDATE ANALYSIS
Analyze your annual reviews (objectives and improvements) over the past 3 years.

To consider: Review your data and analyze major changes that have occurred in your program over the past four years. What were the contributing factors that led to these changes (i.e. demographic changes, student needs/demands, evaluation results)? Consider available data that may support trends in gender, age, ethnic breakdowns and the populations described in the Student Equity Plan (Veterans, DSPS, African American, ESL, low income students, Foster Youth). What are identified successes as a result of these changes? What needs to be improved upon? How has the effectiveness of your program and services been evaluated over the past four years?

Major Changes- Department and Staffing

Major changes in Career Services in the past four years revolve around the re-opening and re-staffing of the program in 2015. Los Medanos Career Services was closed and without staffing for the majority of the 2014-2015 academic year. Limited services provided by a part time career counselor began in Spring 2015.

During the Spring 2015 semester, Career Services was formally brought together with Transfer Services, under the direction of a new position titled Director of Transfer & Career Services. From Fall 2015 to Fall 2017 the director also acted as coordinator of career exploration activities. In Fall 2017, two new Program Coordinator positions were approved to expand Career Services in the areas of CWEE, internship placement, and career exploration, with an anticipated fill date of Summer 2018.

Successes
Department and program successes over the past four years include:

- Reestablishment of Career Services at Los Medanos College
- Implementation of career exploration activities campus-wide, most notably, use of Gallup's StrengthsQuest skills assessment.

- Collaborating with campus groups 3SP and Workforce Development to incorporate Career Services to support new student orientation and major decision, in alignment with 3SP and Strong Workforce.
- Expansion of Career Services team to accommodate needs of statewide initiatives Strong Workforce, Guided Pathways and 3SP.
- Hosting LMC's first "Exploring Majors Day" in collaboration with academic departments and Student Services.

Areas of Improvement

While Career Services has made great strides in the past two years, staff transitions and overall department integration with Transfer Services has delayed implementation of most large-scale programming.

Career Services is behind schedule in the development and implementation of a three-year strategic plan, originally scheduled for completion in January 2018. A new deadline of January 2019 has been set, and will include goals related to programs, services, and organizational needs to support the mission of the department.

1.2 ASSESSMENT SUMMARY

Summarize your PSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

Career Services has defined two PSLOs for program activities:

1. Students who attend a workshop or meet with a career coach regarding the job/internship search process will learn techniques to improve their potential to find employment.
2. After attending a resume workshop or meeting with a career coach on how to develop a resume, students will gain information on how to create well-written and effective resumes.

Due to lack of staffing and staff transitions, a very small number of workshops have been held over the past four years, and PSLOs have not been assessed in previous program reviews for Career Services. However, moving forward, pre and post tests have been created to assess PSLO objectives, and will be assessed and evaluated beginning Fall 2018.

1.3 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

Over the past 2 years, staff involved in Career Services have been given access to both district and external professional development opportunities. All employees are highly encouraged to participate in campus and district FLEX activities. All Career Services staff attend external trainings and conferences annually, through department funds and with the use of categorical funding such as PDAC and Equity. Examples of external trainings attended in the previous two years are:
- StrengthsQuest Certification
- WASEA Student Employment Training

Continued professional development is important in any higher education field, and is vital to Career Services, where services depend on rapidly changing information and industry standards. Professional development, especially in StrengthsQuest, will be instrumental in the support of new career staff coming on board in the next year.

1.4 COLLABORATION
Describe any current collaboration efforts that are occurring between your unit/program and other units and programs both inside and outside of Student Services, and impact (directly or indirectly) on student success.

Campus Partnerships	
Don't Cancel Classes: Career Services partners with instructors to provide career-related workshops and presentations in during class meetings	LMC students are exposed to Career Services and career knowledge who might not otherwise approach the desk.
Learning Community Presentations: Career Services partners with learning communities to provide career workshops and presentations to students	LMC students are exposed to Career Services and career knowledge who might not otherwise approach the desk.
Exploring Majors Day: Career Services collaborated with academic departments for an all-day tabling event showcasing LMC majors, and potential career pathways	LMC students are exposed to Career Services and career knowledge who might not otherwise approach the desk, with a special focus on undeclared students.

2 LONG TERM GOALS (HOW TO GET THERE)

2.1 LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. 6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Develop three-year strategic plan for Career Services, with goals related to programs, services, and organizational needs by January 2019.	Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and

		compassion when working with students.
Goal 2: Increase student access to career exploration activities through implementation of annual campus-wide career events. Initial milestones: - Develop and host two campus events annually by June 2022. - Hold two job-site field trips annually by June 2022.	Increase equitable student engagement, learning, and success.	IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
Goal 3: Broaden student access to career exploration tools through integrating Career Exploration resources into classroom and counseling sessions: initial milestone is to increase classroom presentations to 400 student contacts annually by June 2022.	. Increase equitable student engagement, learning, and success.	. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
Goal 4: Develop robust internship and job placement program by August 2021	Promote innovation, expand organizational capacity, and enhance institutional effectiveness. Strengthen community engagement and partnerships.	. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment
Goal 5: Transition Cooperative Work Experience Education from Workforce Development to Career Services by September 2018.	Promote innovation, expand organizational capacity, and enhance institutional effectiveness. Invest in technology, fortify infrastructure, and enhance fiscal resources.	ACCESS: increase access through enrollment of students currently underserved in our community. PERSISTENCE & COMPLETION: Increase successful course

		completions, and term to term persistence.

To consider: If applicable, describe how these goals are designed to increase student engagement in 3SP and equitable student outcomes.

2.2 STAFFING REQUEST (OPTIONAL)

Suggested description:

Describe existing level of staffing for each program or service: how many permanent full-time and/or part-time employees are there, including faculty, classified staff and manager? How many hourly faculty and/or staff, how many student employees are needed on a regular basis (i.e. every semester, year-round)?

Does the existing level of staffing impact available hours of service? The ability to provide a full-level of service? If additional staff are needed, identify how your program/service would benefit (i.e. what additional services could be offered, longer business hours, etc.) and how additional staffing would support long term goals.

Include but not limited reassign time, classified/manager, student assistant, etc. (full-time faculty request is Box 2A process).

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		**Strategic Objective - Reference #**	
Department/Unit Name		**Position Name/Classification**	**FTE**
Position Type	**Funding Duration**	**Funding Source**	**Est. Salary & Benefits**
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	
Justification:			

2.3   OPERATING REQUEST (OPTIONAL)

Suggested Description:

Describe how your program/service is structured within your existing space. For example, where is it located in relationship to other services, what services are provided by X number of staff? How would additional space or a different location impact the capacity for offering additional services? Provide a clear description of needs and rationale.

Describe the current equipment/technology needs for your program/service, as well as anticipated needs to meet long term goals. How would additional equipment or available technology effect the quality of your program and/or service?

Operating Resource Request	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other
General Description	Est. Expense
Justification:	

2.4   PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

Suggested Description:

Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #

Department/Unit Name	Resource Type
	☐ Conference/Meeting ☐ Materials/Supplies
	☐ Online Learning ☐ IT Hardware/Software
	☐ Other

General Description	Est. Expense

Justification:

3 FOR UNITS/PROGRAMS WHO OFFER COURSES:

3.1 COURSE SUCCESS/RETENTION ANALYSIS

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to "Increase successful course completion, and term to term persistence." Our Equity Plan identifies African- American and low income students as disproportionally impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program)   Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)			

Success Rate (program/discipline)			

3.2   CURRICULUM UPDATE

Summarize the status of your curriculum including an analysis of the status of your COORs, prerequisites/co-requisites, advisories, depth, breadth, rigor, sequencing, and time to completion.

3.3   CSLO UPDATE

Summarize your CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your CSLOs.

3.4   COURSE OFFERING ANALYSIS

Analyze your course/section offerings and trends, and report any new course or program plans.

4   FOR PROGRAMS WITH ADVISORY BOARDS:

4.1   ADVISORY BOARD UPDATE

Give an overview of the current purpose, structure, and effectiveness of your advisory board. List the members and corresponding organizational (internal or external) affiliations.