

LMC Program Review Year 3 Update 2019-2020 Student Services Units CAREER CENTER

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan (CCCD Strategic Plan)* adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

GOAL #1 Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

GOAL #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

GOAL #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department’s efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

Identified timeline for Student Services Program Review:

Date	Program Review Update Component
June-August	Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review
November 15	First draft due. Engage in a peer review process with SSLT.
December 15	Second draft due to direct supervisors.
January 15	Finalize program review with direct supervisor.
February 1	Submit to VPSS
February 13	Final Submission to Planning Committee

1. Overview

- a. **Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.**

The mission of LMC Career Services is to provide comprehensive career planning and preparation services and resources to students, enhancing their ability to successfully identify and pursue their academic and career goals. Our core function is to meet students wherever they are in the career development continuum, and facilitate guided career awareness, exploration, preparation, and training. Our goal is to support LMC students in defining a career and educational vision and plan as they enter the college, and leave with a tool box of strategies, resources and skills.

The unit coordinates a number of programs designed to support students across the career development continuum:

- Career Exploration and Career Preparation Activities
 - *Workshops*: helping students explore majors through interest and strengths assessments, and exploration activities, and career preparation through resume development and interview preparation activities.
 - 280 students reached in workshops in 2018-2019
 - *Class Presentations*
 - 1183 students reached in class presentations in 2018-2019
 - *Career Exploration and Preparation Events*: in addition to partnering with the office of Workforce & Economic Development to host two CTE job fairs, Career Services designed and held LMC's first, "Opportunity Fair," an annual event for exploring career and majors with informational interviews, volunteer, and internship opportunities
 - 609 students reached in career-related events in 2018-2019
 - *Individual career counseling* to explore careers and define major and educational pathway
 - 292 students attended career counseling appointments in 2018-2019
 - *Industry Tours*
 - 26 students reached in two industry tours in 2018-2019
 - *Mock Interview* events
 - 18 students reached in one mock interview event in 2018-2019
- Cooperative Work Experience Education Program (CWEE)
 - Beginning Fall 2018, Career Services coordinates the outreach for CWEE courses at LMC, schedules COOP-160 courses each term, and partners with CTE disciplines to schedule and staff COOP-170 and COOP-180 courses.
 - CWEE section enrollment increased to 223 students in 2018-2019. See COOP Instructional Program Review Update for more information.
- On Campus Student Employment hiring paperwork

- Career Services advertises job openings to current students, and facilitates the completion of employer and student hiring paperwork for the business office and district.
 - Student Employment processed paperwork for 325 new students hired on campus, and 288 students hired into additional positions in 2018-2019.
 - Provided 30 orientations for 86 staff and faculty student employers.

b. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.

Career exploration and preparation is woven into every academic and student support component of the college, and with that, Career Services works closely and partners with almost every department on campus. Since the 2017 Comprehensive Program Review, the following new partnerships and collaborations have developed:

Workforce and Economic Development	Together WED and Career Services develops unique LMC internships, co-coordinate annual events like Shell’s Energize Your Destiny and spring job fairs, and collaborate to increase the number of Work Based Learning opportunities available to LMC students.
K-12 Programs and Pathways	Career Services partners with K12 programs in providing career exploration activities at Career Focus Fridays, and assessments and presentations in dual-enrollment classrooms.
Learning Communities	Every Transfer Academy, Umoja, and Puente student in the Fall 2019 term met with the Career Exploration coordinator to complete a major interest and strengths assessment.
CTE Departments	The career services coordinator partners closely with CTE faculty to bring WBL activities to their programs. In the last year, Career Services has organized three industry tours, one mock interview event, and three guest speakers for CTE disciplines.
Don’t Cancel Classes	Career Services partners with instructors to provide career-related workshops and presentations in during class meetings.
Student Retention and Success	Career Services partners with Student Retention and Success to provide career-related workshops as part of the probation process.

CWEE Faculty Support	Career Services partners with CTE instructional departments to recruit and train faculty for sections of discipline-specific occupational work experience courses.
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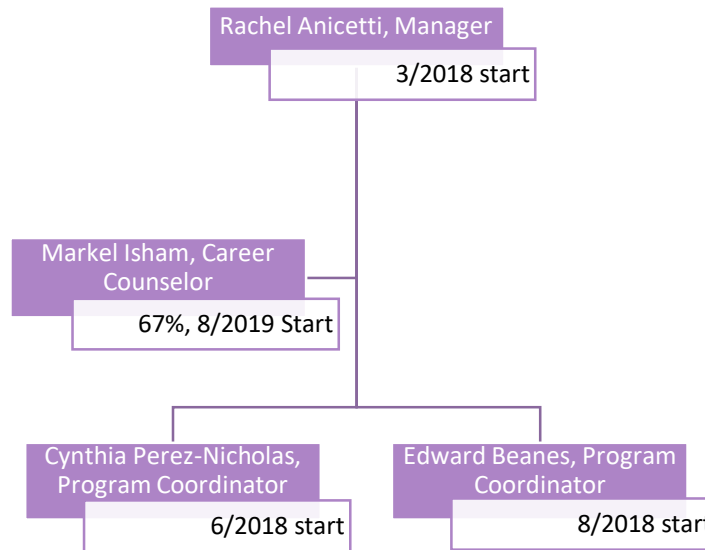
c. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

Below are external factors impacting the ability of Career Services to effectively provide career support to students:

- Occupational and Internship CWEE offerings limited by department staffing and scheduling
- 16 week semester calendar limits the number of times during the week that many students are on campus, impacting students' availability for out of class workshops, and the number of class presentation requests the office has received.

d. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

In addition to the Organization Chart below, Transfer & Career Services employs an average of eight student workers to act as “Student Ambassadors”- staffing the front desk, performing minor administrative duties, and introducing students to resume development and career assessment work.



e. How does your department ensure that students are aware of learning support outcomes?

Previous Learning Support Outcomes are displayed at our center, on the career services website, and in the college catalog. Updated LSOs will be displayed in a similar way by February 2020.

2. Engagement

a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

Representatives from Career Services are involved in the following institutional efforts at the college:

- Guided Pathways Pillar leads and activities
- CTE Committee
- EEO Committee
- Strategic Enrollment Management

b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Representatives from Career Services are involved in the following community activities and partnerships:

<p>Opportunity Junction AJCC functions at LMC</p>	<p>When Rubicon Ventures and Opportunity Junction took on duties formally held by American Job Centers of California (AJCC) in August 2018, Los Medanos College was selected as an access point for services. Transfer & Career Services partnered with Opportunity Junction, 4CD, and Rubicon to develop a MOU, and host Opportunity Junction career counselors in our area. OJ career counselors meet with interested students to discuss WIOA eligibility, job search strategies, using the CalJobs website, and successfully applying for employment.</p>
<p>K-12 High School Outreach and Career Assessment</p>	<p>Career Services collaborates with LMC instructors in the K-12 classroom to conduct early career assessments and major exploration, with the goal of high school students identifying a major or career path before college enrollment.</p>
<p>Jewish Vocational Services</p>	<p>Career Services designed and held two events in the 2018-2019 academic year with Jewish Vocational Services: a mock interview for PTEC students, and an industry tour to East Bay MUD water treatment plant.</p>
<p>Salesforce Pathfinder Program</p>	<p>In September 2019, Career Services, in partnership with Workforce and Economic Development, entered as a partner in Salesforce’s Pathfinder Training Program- a career development program for community college students and veterans. Students are trained on technical and business skills to earn a Salesforce Administrator or Salesforce Developer certification and pursue a career in the Salesforce ecosystem, without a bachelor’s degree required. LMC is one of three community colleges in the Bay Area program.</p>

c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.

Transfer & Career Services employs an average of eight student workers to act as “Student Ambassadors” - staffing the front desk, performing minor administrative duties, and introducing students to resume development and assessment work. The students also collaborate with coordinators to develop promotional material for events and activities, and post to the department’s social media accounts. Student ambassadors attend weekly meetings with the staff team, as well as quarterly All Student Services Meetings, and take part in many of the decision making processes for the department.

Career Services also employs an adjunct Career Counselor who attends weekly career team meetings, and provides input on all goal setting, event and activity planning, and student services decisions.

- d. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

N/A

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. **Summarize your program’s strategies to increase success for populations identified in LMC’s Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.**

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx>

Career Services has multiple strategies to increase success for populations identified in LMC’s Equity Plan:

1. Data Informed Services: beginning in the Fall 2019 term, Career Services began collecting all student contact (drop-in, workshops, class presentations, and tours) through SARS so that rosters can be generated and run through Tableau. This allows the unit to disaggregate contact by populations in LMC’s Equity Plan, complete gaps analysis, and identify areas to increase marketing or services.
2. Strategic Planning through Equity Lenses: goals developed through the department’s strategic planning process, comprehensive program review, or Learning Support Outcomes have individualized goals for populations identified in LMC’s Student Equity Plan.
3. Partnership with Key Campus Organizations: Career Services partners with college departments and organizations to engage with students each semester. These groups include EOPS, student clubs, DSPS (including the Department of Rehab), and learning communities.

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	ALIGNED STUDENT SERVICES THEME	MEASURE	STATUS, ACTION STEPS, TIMELINE, RESPONSIBLE PARTIES
Accreditation: Course Success				
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare	Increase student access to career exploration activities through implementation of annual campus-wide career events. Initial milestones: - Develop	Student Engagement and Success	Develop and host two campus events annually by June 2022. – Hold two job-site field trips annually by June 2022.	In Progress Action Steps: Career Services designed two new campus-wide career events in the 2018-2019 academic year. The first, <i>Opportunity Fair</i> , was developed with the object of connecting students with working professionals and employers to explore future career opportunities. Over 250 students attended, conducting informational interviews with

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<p>them for an in-demand job.</p>	<p>and host two campus events annually by June 2022. - Hold two job-site field trips annually by June 2022.</p>			<p>18 professionals in multiple job sectors. In addition, students spoke with an additional 20 tabling employers offering internships, and university career centers to prepare for career development after transfer.</p> <p>Career Services also designed and held its first mock interview event, with a focus on the advanced manufacturing industry. 18 students attended preparation meetings with LMC’s career counselor, then conducted a mock interview and resume review with 8 employers.</p> <p>Career Services also held industry tours to Ferguson HVAC and Ellie Mae Mortgage. 26 students attended and met professionals from multiple sectors. See Career Services LSO for learning outcome assessment.</p> <p>Timeline: Continuous</p> <p>Responsible Parties: Cynthia Perez Nicholas, Edward Beanes</p>
<p>VFS2: Increase by 35 percent the number of CCC students’ system-wide transferring annually to a UC or CSU.</p>	<p>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.</p>	<p>Student Engagement and Success</p>	<p>Increase classroom presentations to 400 student contacts annually by June 2022.</p>	<p style="text-align: center;">In Progress</p> <p>Action Steps: Transfer & Career coordinators are compiling lists of sections for Spring 2020 ENGL 100, and are coordinating visits now for SP2020</p> <p>Timeline: 12/2019: compile section list, contact instructor. 1/2020: coordinate presentation time with staff and student workers</p> <p>Responsible Parties: Sandra Parsons, Edward Beanes, Rachel Anicetti</p>

<p>VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.</p>				
<p>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p>	<p>Transition Cooperative Work Experience Education from Workforce Development to Career Services by September 2018.</p>	<p>Commitment to Innovation and Creativity</p>	<p>n/a</p>	<p style="text-align: center;">Completed</p> <p>Outcome and Impact: CWEE transitioned to Transfer & Career Services in August 2018, with the hiring of a new Career Services program coordinator. This transition was done with the goal of expanding the CWEE program at the college.</p> <p>Career Services expanded program outreach to social media and targeted student emails, and integrated additional enrollment support into CWEE orientations. Career Services also began faculty orientations and training. We believe the success of these efforts are reflected in the considerable increase in enrollment and course success over the last year, and particularly when looking at the increased enrollment and success of LMC’s African American students.</p> <p>The table below shows CWEE course unduplicated headcount and overall course success, and headcount and course success for African American students, the terms prior to transition to Career Services (Spring 2017- Spring 2018) and after (Fall 2018-Fall 2019)</p>

				<table border="1"> <thead> <tr> <th>Term</th> <th>Unduplicated Headcount</th> <th>A/A Student Headcount</th> <th>Overall Course Success Rate</th> <th>A/A Course Success Rate</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td>76</td> <td>8</td> <td>90.8%</td> <td>75%</td> </tr> <tr> <td>Fall 2017</td> <td>57</td> <td>5</td> <td>82.5%</td> <td>60%</td> </tr> <tr> <td>Spring 2018</td> <td>75</td> <td>5</td> <td>84%</td> <td>100%</td> </tr> <tr> <td>Fall 2018</td> <td>84</td> <td>11</td> <td>88.2%</td> <td>83.3%</td> </tr> <tr> <td>Spring 2019</td> <td>119</td> <td>16</td> <td>90.8%</td> <td>88.2%</td> </tr> <tr> <td>Fall 2019</td> <td>146</td> <td>25</td> <td>86.9%</td> <td>80.8%</td> </tr> </tbody> </table> <p>More information can be found in the instructional program review for COOP-160.</p>	Term	Unduplicated Headcount	A/A Student Headcount	Overall Course Success Rate	A/A Course Success Rate	Spring 2017	76	8	90.8%	75%	Fall 2017	57	5	82.5%	60%	Spring 2018	75	5	84%	100%	Fall 2018	84	11	88.2%	83.3%	Spring 2019	119	16	90.8%	88.2%	Fall 2019	146	25	86.9%	80.8%
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VFSS: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.	Increase the number of students trained in 21 st century (employability) skills, through a specific focus on increasing the number of African American students accessing career support.	Equity and Inclusion	by 2021, 20% increase in number of Black/African American students accessing Career Services resume and interview preparation	<p align="center">New Goal</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Develop internal student contact tracking system that allows disaggregation by demographics 2. Identify baseline representation in activities, and gaps in representation 3. Develop marketing strategy and implementation plan <p>Timeline: 1/2020: generate first student contact report, conduct planning session with students on campus 3/2020: develop marketing plan for 20-21 academic year</p> <p>Responsible Parties: Cynthia Perez Nicholas, Edward Beanes, Rachel Anicetti</p>																																			
	Develop three-year strategic plan for		n/a	Completed																																			

	<p>Career Services, with goals related to programs, services, and organizational needs by January 2019.</p>	<p>Commitment to Innovation and Creativity</p>		<p>Outcome and Impact: Over the course of the 2018-2019 academic year, the Career Services team embarked on a strategic planning process that including: an internal SWOT analysis, gaps analysis, team planning retreat, and consultation with internal and external stakeholders.</p> <p>This resulted in a document that outlines five major program goals, quantitative milestones, and targeted activities through the 2021-2022 academic year. Program goals align with Guided Pathways, Strong Workforce metrics, and Vision for Success goals.</p> <p>The Career Services Strategic Plan has been used to guide program review planning, Guided Pathways implementation, and partnership with Workforce & Economic Development. It can be found in the college’s L drive, and will be online by June 2020.</p>
<p>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p>	<p>Develop robust internship and job placement program by August 2021</p>			<p style="text-align: center;">Abandoned</p> <hr/> <p>Goal adjusted, see new goal below</p> <div style="background-color: #cccccc; height: 100px; width: 100%;"></div>
				<p>New Goal</p>

<p>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p>	<p>Increase the number of students engaging and participating in Work Based Learning activities</p>		<p>By 2022, CWEE enrollment increased by 100 students from 2018-2019 unduplicated headcount of 179 students.</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Recruit F/T faculty for project lead in hiring and new faculty evaluations 2. Increase availability of CWEE-180 courses in non-CTE disciplines 3. Partner with WED to develop new internships with local agencies and industry 4. Continue major-based outreach <p>Timeline: 12/2019: meet with WED to develop internship intake and approval process 2/2020: meet with academic departments to expand COOP-180 4/2020: update COOP 180 COOR to include additional disciplines</p> <p>Responsible Parties: Cynthia Perez Nicholas, Rachel Anicetti, Bill Bankhead, Melina Rodriguez</p>
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4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

Career Services in its current staffing was formally launched in Fall 2018. Prior to this, Career Services at LMC consisted of one part-time career counselor, and extremely limited workshops. Because of transitions in staffing and unit development, the activities identified in Career Services’ LSOs have not been consistently offered or assessed for the last three years. However, program effectiveness and student learning has been addressed in the following ways since Fall 2018:

- The completion of a 3 year Career Services Strategic Plan, including SWOT and Gaps Analysis, and input from students, staff, and faculty.
- Post industry tour, event, and activity survey
 - o As a result of tour student survey, pre-tour preparation workshops have been implemented, and industry education materials are sent to students prior to tour.
- Cooperative Work Experience Education student surveys
 - o As a result of CWEE surveys, additional enrollment support and faculty training have been added to student and faculty onboarding.

LEARNING SUPPORT OUTCOME	Prior LSO: 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.	Prior LSO: 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.	New LSO: Students who attend an industry tour will be able to identify resources available to employees and/or internships at the company they visit	New LSO: Increase Cooperative Work Experience Education student enrollment to 279 students annually by Fall 2022
TARGET	X Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	X Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	X Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee X Service
MEASURE	Method: Pre/Post Workshop Survey Above Proficiency: student answers 9-11 questions correctly in post-survey Proficient: student answers 6-8 questions correctly in post-survey	Method: Pre/Post Workshop Survey Above Proficiency: student answers 9-11 questions correctly in post-survey Proficient: student answers 6-8 questions correctly in post-survey	Method: Post Tour Survey Above Proficiency: Student will show advanced proficiency in their ability to identify resources available to employees and/or internships if they identify 3 or more resources and	Unduplicated headcount in COOP-160, and -170, -180 work experience courses. Above Proficiency: more than 279 students enrolled in CWEE Sections Proficient: 279 students enrolled in CWEE Sections

	Below Proficiency: student answers 0-5 questions correctly in post-survey	Below Proficiency: student answers 0-5 questions correctly in post-survey	activities between the two related questions in evaluation. Proficient: Student will show proficiency in their ability to identify resources available to employees and/or internships if they identify 2 or more resources and activities between the two related questions in evaluation. Below Proficiency Students knowledge did not increase in their ability to identify resources available to employees and/or internships if they commented on 0-1 of the categories in the evaluation.	Below Proficiency: Less than 279 students enrolled in CWEE Sections
STATUS	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	Completed LSO Outcome reports are saved in Transfer & Career Services internal L drive.			
NEXT STEPS			Survey has been administered in Fall 2019 industry tour, and will be	Action plan is being developed by Career Services in partnership with

			administered in 2 tours Spring 2020, for 19-20 evaluation	Workforce & Economic Development
RESPONSIBLE PARTIES			Edward Beaney	Cynthia Perez-Nicholas, Rachel Anicetti, Bill Bankhead
ALIGNED STUDENT SERVICES THEME	Student Engagement & Success	Student Engagement & Success	Student Engagement & Success	Commitment to Innovation & Creativity
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	Increase the number of students trained in 21 st century (employability) skills	Increase the number of students trained in 21 st century (employability) skills	Increase the number of students engaging and participating in Work Based Learning activities	Increase the number of students engaging and participating in Work Based Learning activities

5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

<u>Faculty/Staff Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
<u>Operating Resource Request</u>	
<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
<input type="checkbox"/> Classified	<input type="checkbox"/> On-going/Permanent
<input type="checkbox"/> Equipment	<input type="checkbox"/> IT Hardware/Software
Department/Unit Name	Resource Type
<input type="checkbox"/> Manager	<input type="checkbox"/> Conference/Meeting
<input type="checkbox"/> Student	<input type="checkbox"/> Materials/Supplies
<input type="checkbox"/> One-time	<input type="checkbox"/> Online Learning
	<input type="checkbox"/> IT Hardware/Software
General Description	Est. Expense
<input type="checkbox"/> Other	
General Description	Est. Expense
Justification:	
Justification:	