

# Student Services Units Program Review Year Five Update - Career Center Latest Version

This cycle is for Student Services Units to complete the Year Five Update of the Program Review cycle.

## Program Overview, Engagement, VfS Goal Setting, and Assessment Update

### 1. Overview : Version by Anicetti, Rachel on 02/01/2022 18:39

**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.

- 429 students reached in 2019-2020
- 284 students reached in 2020-2021

#### Class Presentations

- 656 students reached in 2019-2020
- 100 students reached in 2020-2021

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" in Spring 2019, an annual event for exploring career and majors with informational interviews, volunteer, and internship opportunities

- 1319 students reached in 46 events in 2019-2020
- 522 students reached in 58 events in 2020-2021

Individual career advising to explore careers and define major and educational pathway

- 756 students reached in 2019-2020
- 737 students reached in 2020-2021
- \*Note: Individual counseling appointments reduced in 2020-2021 as career counseling support was shifted to an increased number of workshops and class instruction.

#### Industry Tours

- 32 students reached in 2019-2020
- 0 students reached in 2020-2021

#### Mock Interview events

- 15 students reached in 2019-2020
- 0 students reached in 2020-2021

#### Cooperative Work Experience Education Program (CWEE)

Career Services coordinates the outreach for CWEE courses at LMC, schedules COOP-160 and COOP-170 courses each term, and partners with CTE disciplines to schedule and staff discipline-specific COOP-170 and COOP-180 courses.

- CWEE section enrollment increased to 338 in 2019-2020.
- CWEE section enrollment decreased to 294 in 2020-2021 (this was tied to COVID-related reduction in 180 internship courses).

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 434 student employee positions in 2019-2020.
- Student Employment processed paperwork for 305 student employee positions in 2020-2021.

**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 2018-2019 Program Review Update, the following new internal partnerships and collaborations have developed:

Outreach and Marketing	Increased integration of Career Coach assessment tool in prospective student marketing and onboarding.
Advanced Manufacturing	The career services coordinator partners closely with CTE faculty to bring WBL activities to their programs. In the 2020-2021 academic year, Career Services has organized one mock interview event and 10 guest speakers for CTE disciplines (including Business, Child Development, PTEC, ETEC, and Kinesiology)

This partnership builds upon existing and growing collaborations that began before the 2018 academic year:

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.
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.

**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.**

Like every facet of the college, Career Services was deeply impacted by the COVID-19 pandemic. From Spring 2020 to Spring 2021, the following activities were significantly reduced or placed on hold by the transition to remote-only student support and instruction and pandemic-related budget restrictions:

- Zero industry tours were held
- Very few class presentations were scheduled for face-to-face or synchronous sections
- Transfer & Career Services was unable to hire student employees for Summer 2020, and could only employ one fifth of normal student ambassador team for 2020-2021

Additionally, Career Services pivoted in multiple ways to adapt support systems, and areas of focus, to the needs, priorities, and modalities of students during the last two years.

- All programming (workshops, application support, employer campus visits and meetings, and career events) were pivoted to an online-only format.
- Career counseling time was used to phone bank with students struggling in classes or preparing to graduate
- Additional workshops were created with a focus on navigating job markets in an uncertain environment
- Career Services professionals met with students to navigate unemployment paperwork and other employment issues related to the pandemic

In department analysis of the last two years, and in specifically asking ourselves how adapting to a forced-remote environment has impacted our support services, Career Services has identified the following areas for further exploration:

- Building bridges and access between industry professionals and students became much easier and more successful with increased virtual employer information sessions and increased familiarity with Zoom and other virtual platforms. Workshop attendance increased when held virtually, and more employers were able to participate in information sessions and skill building workshops (primarily due to the ability to participate without travel).
- Creative student communication and connection is more important than ever, when students are inundated with Canvas announcements and Outlook emails. Communication methods like phone calls, video tutorials, and social media engagement may be more time intensive, but have a higher rate of connection. The loss of intrusive connections like classroom presentations and on-campus tabling reduced college-wide familiarity with Career Services and support available.

**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.

- Academic/Student Services Manager: Rachel Anicetti
  - Program Coordinator: Reginald Turner (SEA-funded, focus on major identification and career exploration)
  - Program Coordinator: Cynthia Perez Nicholas (SWF-funded, focus on career preparation for continuing and exiting students, and coordination of Cooperative Work Experience Education)
  - Adjunct Career Counselor: Markel Isham
  - Vacant and currently unfunded: .Program Coordinator with .5 time dedicated to facilitating on campus student employment

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

Learning Support Outcomes are displayed at our center, on the career services website, and in the college catalog.

**2. Engagement** : Version by **Anicetti, Rachel** on **02/01/2022 18:39**

**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:

- CTE Committee
- Strategic Enrollment Management and Guided Pathways
- Shared Governance Council

Career Services has been closely involved with analysis and planning for the implementation of Guided Pathways at Los Medanos. When Comprehensive Program Review occurs in Fall 2022, goals will be identified around pathway-based career activities and support, and student benchmark and communication planning.

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

Since the 2018-2019 Program Review Update, the following new external partnerships and collaborations have developed:

Employer Info-Sessions	Beginning in Fall 2019, Career Services began collaborating with industry partners to host and facilitate student information sessions with career education employers interested in hiring Los Medanos students. Sessions offer insight into companies, position requirements, culture and more. Career Services has partnered with the following employers to offer information sessions: <ul style="list-style-type: none"> <li>• East Bay Municipal Utility District</li> <li>• In Shape City</li> <li>• Contra County Office of Education</li> <li>• LinkedIn</li> <li>• Contra Costa Department of Juvenile Justice</li> <li>• Davita Healthcare Company</li> <li>• Brightstar Care</li> <li>• Tesla</li> <li>• Calpine</li> <li>• Salesforce</li> <li>• Amazon</li> <li>• Contra Costa County Animal Services</li> <li>• Shell</li> </ul>
Handshake Job Platform	In Spring 2021 the Contra Costa Community College District adopted Handshake as its districtwide job board and career platform. As a nationwide platform for community colleges and baccalaureate universities, Handshake has allowed for increased employer access to recruiting and hiring LMC students and alumni. Since March 2021, Los Medanos has approved 2,750 employers to post positions for LMC students.

This partnership builds upon existing and growing collaborations that began before the 2018 academic year:

Rubicon/Opportunity Junction AJCC functions at LMC	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. Rubicon career counselors meet with interested students to discuss WIOA eligibility, job search strategies, using the CaJobs website, and successfully applying for employment. AJCC functions are all conducted online at this time with referrals as needed by Career Services.
K-12 High School Outreach and Career Assessment	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.
Jewish Vocational Services	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.
Salesforce Pathfinder Program	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.

**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 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.**

n/a

### 3. Vision for Success Goals Update : Version by Anicetti, Rachel on 02/01/2022 18:39

**a. 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> (<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.

While Career Services began implementing strategies above in Fall 2019, the campus closure and pivot to remote services disrupted some of its progress. Engagement tracking methods did not initially transfer smoothly to an online-only format, and we had to re-start these efforts in Fall 2021. Career activity participation has remained stable for Black/African-American students in the last two years, especially in CWEE and we are developing strategies to increase participation numbers (see goals below).

**b. Please align your goals from Program Review Year Three with the accreditation and Vision for Success indicators below.**

*\*Please copy the table below into your response and complete accordingly*

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS <i>(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)</i>	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
<b>Accreditation: Course Success</b>							
<b>VFS1: 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.</b>							
<b>VFS2: 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.</b>							
<b>VFS3: 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.</b>							
<b>VFS4: 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.</b>							
<b>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</b>							
Indicator	Program Review Year Three Goals	Aligned Student Services Guiding Principles	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 them for an in-demand job.	Increase student access to career exploration activities through implementation of annual campus-wide career events. Develop and host two campus events annually by June 2022. - Hold two job-site field trips annually by June 2022.	Student Engagement and Success	Develop and host two campus events annually by June 2022. - Hold two job-site field trips annually by June 2022.	Completed	While COVID-19 travel restrictions and transition to remote support has impacted implementation of this goal, prior to March 2020 Career Services began offering industry tours, and plan to reignite those in Spring 2022.  Campus events like the Opportunity Fair, and Mock Interviews for Advanced Manufacturing, have continued to be offered virtually in the remote environment.		Reginald Turner  Cynthia Perez Nicholas  Rachel Anicetti

<p>VFS2: 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>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>In Progress</p>	<p>Transition to remote and asynchronous instruction significantly impacted progress on this goal.</p> <p>In the Fall 2021 term, Transfer &amp; Career services contacted the English and Math departments and began collaboration to present to all face-to-face and online synchronous sections in the Fall 2021 term.</p> <p>A video is in the planning stages and will be developed for use in asynchronous sections during Fall 2022.</p> <p>Beginning Fall 2021, Transfer &amp; Career Services contacts every F2F and online-synchronous English 100 and Math 110 and 140 instructor at the beginning of term to schedule a live classroom presentation. Transfer &amp; Career presented to 200 students in Fall 2021, and are on track to present to a minimum of 300 additional students in Spring 2022</p>	<p>November 2021: presentations to all face-to-face and synchronous sections of ENGL100, MATH 110, and MATH 150.</p> <p>January 2022-August 2022: development of class presentation to asynchronous sections for use in Fall 2022</p>	<p>Reginald Turner 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>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>Completed</p>	<p>Even with reduced enrollment in CWEE internship courses due to the COVID-19 pandemic and working restrictions, CWEE enrollment met its enrollment goals in the 19-20 and 20-21 academic years:</p> <p>2019-2020: 280 unduplicated headcount</p> <p>2020-2021: 249 unduplicated headcount</p>	<p>Goals will be identified in the next Comprehensive Program Review cycle around increased unduplicated headcount enrollment in 180 internship courses.</p>	<p>Cynthia Perez Nicholas, Rachel Anicetti, Bill Bankhead, Melina Rodriguez</p>
<p>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</p>	<p>Increase the number of students trained in 21st century (employability) skills, through a specific focus on increasing the number of African American students accessing career support.</p>	<p>Equity and Inclusion</p>	<p>by 2021, 20% increase in number of Black/African American students accessing Career Services resume and interview preparation</p>	<p>In Progress</p>	<p>Transition to remote student support impacted our tracking methods for resume and interview preparation. A modified action plan follows:</p> <ol style="list-style-type: none"> <li>1. Develop internal student contact tracking system that allows disaggregation by demographics</li> <li>2. Identify baseline representation in activities, and gaps in representation</li> <li>3. Develop marketing strategy and activity implementation plan</li> <li>4. Increase the number of Black/African American students participating in Career activities at LMC to support an increase in the number of Black/African American Students completing resumes before graduation</li> </ol>	<p>1/2022: generate first student contact report, conduct planning session with students on campus 3/2022: develop marketing plan for 22-23 academic year</p>	<p>Cynthia Perez Nicholas</p>

	Develop three-year strategic plan for Career Services, with goals related to programs, services, and organizational needs by January 2019	Commitment to Innovation and Creativity	Completed	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. 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. 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 at www.losmedanos.edu/career.
--	---	---	-----------	---

Goals and Objectives		Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)					
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)					
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)					
<b>Recommended Actions</b>	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.	0 linked SLOs	0 resource requests		
	Increase the number of students engaging and participating in Work Based Learning activities. Initial milestone: By 2022, CWEE enrollment increased by 100 students from 2018-2019 unduplicated headcount of 179 students.	0 linked SLOs	0 resource requests		
	Increase the number of students trained in 21st century (employability) skills, through a specific focus on increasing the number of African American students accessing career support. Initial milestone: by 2021, 20% increase in number of Black/African American students accessing Career Services resume and interview preparation	0 linked SLOs	0 resource requests		
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)					
<b>Recommended Actions</b>	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	0 linked SLOs	0 resource requests		
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)					
<b>Recommended Actions</b>	Develop three-year strategic plan for Career Services, with goals related to programs, services, and organizational needs by January 2019	0 linked SLOs	0 resource requests		

4. Assessment Update and Effectiveness : Version by Anicetti, Rachel on 02/01/2022 18:39

*\*PLEASE COPY AND PASTE THE TABLE BELOW IN YOUR RESPONSE AND COMPLETE ACCORDINGLY*

LEARNING SUPPORT OUTCOMES UPDATE	
<b>LEARNING SUPPORT OUTCOME</b>	<i>Example:</i> Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).
<b>TARGET*</b> <i>*Indicate at least one of the following in your response:</i>	
<ul style="list-style-type: none"> <li>• Student</li> <li>• Employee</li> <li>• Service</li> </ul>	
<b>MEASURE</b>	<i>Example:</i> Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.

<b>STATUS*</b> <i>*Please indicate a status from the following options:</i> <ul style="list-style-type: none"> <li>• <i>Abandoned</i></li> <li>• <i>In Progress</i></li> <li>• <i>Completed</i></li> <li>• <i>New Outcome</i></li> </ul>	
<b>INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT</b>	
<b>NEXT STEPS</b>	<i>Example:</i> Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.
<b>RESPONSIBLE PARTIES</b>	<i>Example:</i> Jennifer Ma, Financial Aid Office
<b>ALIGNED STUDENT SERVICES GUIDING PRINCIPLES</b>	<i>Example:</i> SS Theme #1: Demonstrate proficiency in the use of college online services.
<b>ALIGNED PROGRAM REVIEW YEAR THREE GOALS</b>	<i>Example:</i> Increase the FAFSA filing and completion rate for currently enrolled students.

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 result

In response to continued analysis of student learning outcomes over the last three years, the following changes and improvements have been implemented:

1. CWEE has addressed changes in two different areas to improve and increase the LSO related to increasing CWEE enrollment:
  1. Improve Unduplicated Enrollment Tracking: the Director of Transfer & Career worked with district and college data coaches to develop reports that allow for reporting unduplicated headcounts over multiple terms. A tableau dashboard is now available to track enrollment with unduplicated headcount.
  2. Increase CWEE annual enrollment: Increase and restore internship-based 180 courses through partnership with workforce and economic development. As of Fall 2021, Career Services meets monthly with Workforce and Economic development office to discuss internship development and student outreach.
  2. Career Services has incorporated experiential learning activities in employer information sessions like use of Poll Everywhere and Virtual Jeopardy to build mid-session knowledge checks during workshops.
  3. Career Services holds pre-workshop planning sessions with Career staff and industry presenters to identify resources and create additional shared handouts and weblinks for students, to ensure student learning goals are met.

Learning Support Outcome	Students who attend an industry tour will be able to identify resources available to employees and/or internships at the company they visit	Increase Cooperative Work Experience Education enrollment to 279 students annually by Fall 2022
<b>TARGET*</b> *Indicate at least one of the following in your response: <ul style="list-style-type: none"> <li>• Student</li> <li>• Employee</li> <li>• Service</li> </ul>	Student	Service
Measure	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 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.	Unduplicated headcount in COOP-160, and -170, -18 experience courses.  Above Proficiency: more than 279 students enrolled in CWEE Sections  Proficient: 279 students enrolled in CWEE Sections  Below Proficiency: Less than 279 students enrolled in Sections

<p>STATUS*</p> <p>*Please indicate a status from the following options:</p> <ul style="list-style-type: none"> <li>Abandoned</li> <li>In Progress</li> <li>Completed</li> <li>New Outcome</li> </ul>	<p>In Progress</p>	<p>In Progress</p>
<p>INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT</p>	<p><a href="https://email4cd-my.sharepoint.com/:b:/g/personal/ranicetti085_email_4cd_edu/EfnFdM7ORFpDv51Un1IijCoBGozzWd3nHqUczMLpsVsUwg?e=4Yc7dS">https://email4cd-my.sharepoint.com/:b:/g/personal/ranicetti085_email_4cd_edu/EfnFdM7ORFpDv51Un1IijCoBGozzWd3nHqUczMLpsVsUwg?e=4Yc7dS</a> (<a href="https://email4cd-my.sharepoint.com/:b:/g/personal/ranicetti085_email_4cd_edu/EfnFdM7ORFpDv51Un1IijCoBGozzWd3nHqUczMLpsVsUwg?e=4Yc7dS">https://email4cd-my.sharepoint.com/:b:/g/personal/ranicetti085_email_4cd_edu/EfnFdM7ORFpDv51Un1IijCoBGozzWd3nHqUczMLpsVsUwg?e=4Yc7dS</a>)</p>	<p><a href="https://email4cd-my.sharepoint.com/:b:/g/personal/ranicetti085_email_ZJAOL50xErYRi3x_DI-gBfSKnFs6usjvSAEMgCxNv_?e=NUJwUH">https://email4cd-my.sharepoint.com/:b:/g/personal/ranicetti085_email_ZJAOL50xErYRi3x_DI-gBfSKnFs6usjvSAEMgCxNv_?e=NUJwUH</a> (<a href="https://email4cd-my.sharepoint.com/:b:/g/personal/ranicetti085_email_ZJAOL50xErYRi3x_DI-gBfSKnFs6usjvSAEMgCxNv_?e=NUJwUH">https://email4cd-my.sharepoint.com/:b:/g/personal/ranicetti085_email_ZJAOL50xErYRi3x_DI-gBfSKnFs6usjvSAEMgCxNv_?e=NUJwUH</a>)</p>
<p>Next Steps</p>	<ul style="list-style-type: none"> <li>Summer 2021: planning our workshop activities and create content with structure and feedback for students addressing a variety of learning styles.</li> <li>August 2021: pilot our work with student ambassadors in the late summer and evaluate with student feedback, what worked and what can we improve.</li> <li>Fall 2021: full implementation of our workshop activities for students who will begin to engage with our learning activities hosting weekly workshops during both fall and spring semesters 2021-2022.</li> </ul>	<p>Fall 2021: Career Director calls quarterly internship meetings with Workforce &amp; Economic Development (I)</p> <ul style="list-style-type: none"> <li>Initial goals will be to identify target instruction departments interested in 180 internship support and growth</li> </ul> <p>January 2022: WED and Career Services meet with C committee to discuss internship partnerships and faculty outreach</p> <p>March 2022: meet initial goal of 2 new internships for Summer 2022</p>
<p>Responsible Parties</p>	<p>Cynthia Perez Nicholas Reginald Turner</p>	<p>Cynthia Perez Nicholas</p>
<p>Aligned Student Services Guiding Principles</p>	<p>Student Success and Engagement</p>	<p>Student Success and Engagement</p>
<p>Aligned Program Review Year Three Goals</p>	<p>Increase the number of students trained in 21st century (employability) skills</p>	<p>Increase the number of students engaging and participating in Work Based Learning activities</p>

### Impact of Resource Allocation