2026-27 Comprehensive Program Review

Program: Career Center

Division: Student Services

Writers: Kristi Vanderhoof

SLO/SAO Point-Person: Kristi Vanderhoof

Email your completed form to Karin Spirn and your dean by November 2, 2026.

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.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- The Career Center intentionally brought career services to students of color through partnerships with Puente, Umoja, Movement Asian Pacific Islander, MESA, and campus cultural resource centers. In 2025–26, career-readiness workshops reached 120 students across four learning-community cohorts, and the Internship Panel and Fair reached 150 students while featuring interns from diverse backgrounds. The Career Center also provided drop-in résumé assistance in the Black Cultural Resource Center and partnered with cultural centers to provide financial wellness programming from local banks and credit unions.

- In total, **4,259 students** (not unduplicated) engaged with the Career Center and its services during the 25-26 school year. Below is a breakdown of the numbers:
    - **The Career Center served 1,640 students** through its career fairs, information sessions, outreach events, career readiness workshops and/or class visits

- In addition, from July 1, 2025 – June 4, 2025, the Career Center had **874 student visits** for career and employment assistance. Moreover, **100 students** attended career readiness workshops hosted by the Career Center; workshop topics included resumes, interview skills, networking, LinkedIn, financial wellness, and entrepreneurship.
- Students had access to 12,623 internship opportunities through Handshake, and 164 students used Hiration for résumé development and AI-supported interview preparation.

- The Career Center expanded employer engagement, adding 492 new employers to Handshake in 2025–26

2. Please describe your most important **challenges** in year 25-26

- One of our ongoing challenges is the dearth of companies recruiting for living wage employment and internships for some of our CTE programs (e.g. Computer Networking Technology) and the fact that we do not have a Job Developer to help develop internship programs for our students and conduct business development to build relationships with employers that are not already reaching out to the college about job and internship opportunities. Las Positas College does have an Employer Engagement Specialist who works as a professional expert, but her role is focused on workforce development (e.g. long-term curriculum planning), and she engages more directly with academic departments rather than with the Career Center.
- The Career Center does not have an employee whose job description includes individualized resume review and job search preparation assistance for students. This is one of the most common reasons that students approach the Career Center. The Career Center Coordinator has voluntarily offered this service since she started the role in 2022, but she has had to reduce her resume review hours over time (from 25 appointments per week to 14 per week, and now only 8 appointments per week in 26-27) because of other coordination duties. The Job Developer job description does include resume review and individualized job search assistance as part of the role, but the Career Center does not have a Job Developer.

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

- To increase awareness of representation in certain careers, we have launched the Career Changemakers series, a series of flyers that we post and share in our student newsletters during different history months (e.g. Hispanic Heritage Month, Filipino History Month). Each flyer features 2-3 professionals belonging to the specific community being recognized that month.
- In light of our limited ability to offer resume review appointments, we will continue to leverage Hiration, resume builder and interview prep software, to help students with the beginning steps of building a resume and shorten the number of appointments that a student would need in order to develop a resume. All student assistants have been trained in showing new students how to use Hiration.
- Unfortunately, due to the fact that there is now only one coordinator in the Career and Transfer Center (starting July 1, 2026 after a retirement of the second coordinator), the Career Center has had to significantly reduce its services. It no longer has capacity to visit classrooms to raise awareness of its services, and it only conducted one visit (to the Umoja PCN class) thus far in 26-27. The Career Center no longer has capacity to offer regular career and employment workshops to the general student population and has focused its efforts on teaching these workshops to CTE students, such as the Engineering Technology Learning Community. The coordinator no longer has time to coordinate events for underrepresented STEM students or events in collaboration with learning communities that serve historically underrepresented students. The Career Center is also only able to offer one career fair in

the spring instead of a career fair in both the fall and spring semesters since the one coordinator is also now in charge of Transfer Day in the fall.

- In light of this staff reduction, in 26-27, the Career Center has combined its career and transfer services through a weekly Connections Corner event, in which several employers and university representatives table on campus. This has enabled the Career Center to continue providing some employer services while continuing the transfer services that were offered to university representatives in the past.
- The Career Center continues to conduct regular student outreach through using the Handshake platform to send emails to all LPC students on a regular basis regarding Connections Corner, internship opportunities, and career events being hosted by other groups on campus (e.g. clubs, departments).

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- Our SAO was: Students who attend an employment workshop will feel more confident in their ability to make a good first impression on an employer.
- We wanted to make sure that our employment workshops were providing the career readiness that students felt they needed to succeed in future employment

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

Students answered the question, "After attending this Smart Shop, how confident do you feel in your ability to make a positive first impression on an employer?" on a scale of 1 to 5, with 1 being "not at all confident" and 5 being "very confident."
Based on the analysis of our data below, we conclude that our employment workshops are helping the majority of students feel "somewhat confident" (4 out of 5 on the scale) in their ability to make a good first impression on an employer:

- Results of workshop evaluation survey from 2023-2024:
  - The average score was 4.11 in Fall 2023 and 4.17 in Spring 2024.
- Results of workshop evaluation survey from 2024-2025:

    - Average score was 3.92
- Results of workshop survey data from 2025-2026:
    - Average score was 4.09

In 24-25, our workshop with the most common score of "3" or "neutral" was the "Preparing for a Job Fair Workshop." We updated this workshop content in 25-26, and we only received one "neutral" response for this workshop in that school year. Thus, we conclude that the revisions to this workshop helped increase student confidence when participating in job fairs.

In 25-26, our workshop with the most common score of "3" or "neutral" was "LinkUp with LinkedIn," with 7 "neutral" scores, 9 "somewhat confident" scores, and 10 "very confident" scores. However, the average Likert score on this workshop was 4.11, so we conclude that, while some improvements could be made to this workshop, it was still helpful to the majority of students who attended it.

Since we do not have disaggregated data from RPIE based on student demographics, we are not able to draw a conclusion about equitable outcomes in our program.

3. Explain potential plans to improve student outcomes and close equity gaps.

- *Since we seem to have achieved positive student outcomes regarding this SAO and we currently have limited capacity to offer these workshops, we plan to create a new SAO for the next three-year assessment cycle*

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- *Sometimes students leave the workshop early and do not fill out the survey. We make an announcement about the survey at the beginning of the workshop, we tell students that they will receive the workshop materials once they fill out the survey, and then we provide the survey link towards the end of the workshop. We cannot think of any other support that could mitigate this problem.*

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning). *(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- *We did not receive a data packet*

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- *We did not receive a data packet with disaggregated data that would enable us to answer this question.*

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- *Not applicable*

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes____ No____ Not applicable

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- *Not applicable*

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- *As described in the Accomplishments section, our intentional efforts to partner with learning communities and special programs that serve students of color have aligned with the college's mission for an "inclusive, equity-focused environment"*
- *We developed an AI Tips webpage to provide information about how to use AI responsibly during job search, and we have incorporated similar information into our resume and interview workshops. This work is related to the college's value of "Responding to the needs of the ever-changing workplace and society"*

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
N/A	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)

N/A	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
N/A	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
N/A	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
N/A	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
N/A	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
N/A	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
N/A	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
N/A	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

N/A

Section 5: Program Review Feedback

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

- *No suggestions. Thank you for organizing Program Review.*

Detailed Instructions

Instructions

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

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "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."

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.

Helpful Links:

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

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