Program Review

Purpose

"Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices" **– Academic Senate for California Community Colleges**

Data Driven Decision Making

Continual improvement
Evaluation of program resource needs
Fiscal stewardship and transparency
Culture of evidence

Reporting Cycle

Program Review will be conducted every two years beginning Fall semester 2021.

Reporting Cycle Activities	Timeline
Program Review forms posted on the Program Review website:	August 22, 2023
Data is available on the ORPIE website:	
• Instructional Program Review Dashboard	Available now
• Student Services Program Review Dashboard	*Coming August 28, 2023*
• State comparison data may be found on Data Mart or Cal-Pass Plus	Available now
Program Review Office Hours and Data Support offered in a hybrid format in the Language Arts (LA) Room 115 and by zoom.	See the Program Review website schedule information.
Program Review draft due via Dynamic Forms.	Friday, October 6, 2023
Review and Feedback Steps to Finalize Program Review:	
• Step 1a: *Technical Review* by IEC (for all) and Academic Senate (for any that include a faculty request). • See the technical review rubrics.	Friday, October 6, 2023
• Step 1b: *Content Review* by Deans/Director. Feedback due to author.	Friday, October 6, 2023
• Step 2: *Completed Revisions* submitted by author for final approvals by Deans/Manager and Vice Presidents. Final draft will address technical and content review feedback.	Friday, November 3, 2023
• Step 3: **Final Program Review Approvals** by Deans/ Manager, Vice Presidents, and IEC. ORPIE will post final draft to the website.	Friday, December 1, 2023
• Step 4: Funding Requests proceed through governance structure.	
• Depending on the request either the Vice President or the IEC will assign the Program Review to the appropriate committee(s), including Planning Council for prioritization.	Friday, December 1, 2023
• Committees forward recommendations to the Budget Committee	Friday, December 1, 2023

• Faculty Hiring timeline:	
• Academic Senate Q&A	Tuesday, November 14, 2023
• Senator Ratings due	Friday, November 17, 2023
• Academic Senate – Special Meeting to Review Rankings	Tuesday, November 28, 2023
• Prioritized requests for faculty positions will be provided by the Academic Senate to the Executive Team	Wednesday, November 29, 2023
▪ President makes final faculty decisions and reports to Senate at Special Meeting. ▪ Based on approved faculty positions, faculty submit search committee membership and supplemental questions to HR and the Academic Senate.	Tuesday, December 5, 2023
• Hiring committee participants appointed by the Academic Senate.	Tuesday, December 12, 2023
• The Budget Committee forwards all recommended non-faculty requests to the Executive Committee	Tuesday, December 12, 2023
• President announces all funded recommendations campus-wide	Monday, April 1, 2024

AUTHOR INFORMATION

Employee ID (E# or C#): [ ] First Name [Nikki] Last Name [Nguyen]

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Dean/Manager First Name [Gisela] Last Name [Verduzco] Email [Verduzco, Gisela = gv ▼]

Vice President First Name [Claudia] Last Name [Lee] Email [clee243@cccd.edu ▼]

Program Review - Draft
*Student-Services-Program-Review---Career-Center.docx

Program Review - Final Submission
*Student-Services-Program-Review---Career-Center (1).docx

This Program Review includes the following: *[None ▼]
Pick all that apply.

Faculty Request [-- Choose -- ▼]

Facilities, Technology, Equipment Request [-- Choose -- ▼]

Classified Request [-- Choose -- ▼]

This Program Review includes the following: *[None ▼]
Pick all that apply.

Faculty Request [-- Choose -- ▼]

Facilities, Technology, Equipment Request [-- Choose -- ▼]

Classified Request [-- Choose -- ▼]

Faculty Requests (up to 3)   Faculty Requests (up to 3)
One upload per request   *One upload per request*

Faculty Upload1   Faculty Upload1

Faculty Upload2   Faculty Upload2

Faculty Upload3   Faculty Upload3

Facilities, Technology or Equipment Draft Requests (up to 5) Facilities, Technology or Equipment Update Requests (up to 5)

FTE Upload1   FTE Upload1

FTE Upload2   FTE Upload2

FTE Upload3	FTE Upload3
FTE Upload4	FTE Upload4
FTE Upload5	FTE Upload5

Classified Personnel Draft Requests (up to 3)
One upload per request

Classified Upload1

Classified Upload2

Classified Upload3

Classified Personnel Updated Requests (up to 3)
One upload per request

Classified Upload1

Classified Upload2

Classified Upload3

Supporting Materials (Optional)

Upload1

Upload2

Upload3

Supporting Materials (Optional)

Upload1

Upload2

Upload3

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Nikki Nguyen
Author - Draft Signature

10/06/2023
Date

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Nikki Nguyen
Author - Final Signature

11/03/2023
Date

Dean/Manager Draft Feedback

Please see attachment for feedback. Thank you!

FileUpload2

IEC Feedback

The program review underscored many collaborative partnerships across the college. It was interesting to read!

Specifically state your SAOs, e.g., e.g., 90% of all served students report a high or extremely high satisfaction level after the services in 2022-2023.

The number of students eligible for services would be the total student population. This is available on the dashboards.
Duplicated and unduplicated headcount looks switched.

Demographics were left blank. Why?

The "Additional Information" cites "significant accomplishments." It would be helpful to add a description of what those are for the reader. # of students served, or breadth of services.

FileUpload4

Program Review Rubric Upload

Academic Senate Executive Board Feedback

FileUpload1

Program Review Rubric Upload

Dean/Manager Final Feedback

FileUpload2

...3636333331

Gisela Verduzco
Dean/Manager Signature

11/20/2023
Date

Vice President Feedback

I agree with the goals of increasing visibility across campus and working more closely with Career Education.

FileUpload3

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Claudia Lee
Vice President Signature

11/22/2023
Date

Downloaded to the following Committee Teams folder on: -- Choose -- ▼

...3435393136

Lauren Davis Sosenko
IEC Signature

12/01/2023
Date

Dean/Manager - Feedback Signature	Electronically signed by Gisela Verduzco on 10/31/2023 9:31:21 AM
Academic Senate: Technical Review Signature	Signature not required
Academic Senate Signature	Signature not required
IEC: Technical Review Signature	Electronically signed by Lauren Davis Sosenko on 10/21/2023 11:40:29 AM

Program Review Request – Student Services
Career Center

Program Review Purpose

"*Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices*" –Academic Senate for California Community Colleges, 2009

SUBMITTER INFORMATION

Submitter's First Name:	Nikki
Submitter's Last Name:	Nguyen
Submitter's Email:	nphan@gwc.cccd.edu
Submitter's ID:	Click or tap here to enter text.
Submitter's Phone Number:	(714) 895-8217
Who is your Dean/Supervisor?	Gisela Verduzco
Are you the Department Chair?	No

GENERAL PROGRAM QUESTIONS

Name of Program:
Career Center

Please provide a brief description and any significant change in your program since the last Program Review cycle.
The Career Center serves all students on campus and provides a venue for student success via exploration of career development and confirmation of a student's career goals. The classified professional manages the career assessments and all feedback sessions. The Career Center is also open to the public and assists with career, employment exploration, including resume development, and interviewing skills for the general community.   The Career Center directly serves the Counseling Department instructional programs via the Career Planning coursework. The center supports the Counseling Division by scheduling appointments for students, responding to Live Chats and receiving incoming calls from students and the public. Additionally, direct services are provided regularly to CTE programs, other campus academic programs, and the local community at large.   The Career Center serves all students on campus and provides a venue for student success via exploration of career development and confirmation of a student's career goals. The classified professional manages the career assessments and all feedback sessions. The Career Center is also open to the public and assists with career, employment exploration, including resume development, and interviewing skills for the general community.

The staff member was on maternity leave from January through June of 2022, there is no data or student interaction during this time. The counselor that was hired part-time to help provide support focused on redeveloping the Career Center webpage.

What are your program's strengths?

The Career Center provides a wide range of services and programs despite limited staffing. The centers offer students opportunities to explore various career paths, understand their interests, and align them with potential majors or fields of study. This, in turn, assists students in making informed decisions about their academic journey. The Career Center include assistance in crafting effective resumes and improving interview skills. Students who utilize these services are better prepared to enter the job market with confidence. The Career Center often host events, workshops, and job fairs that allow students to network with professionals in their desired fields. The center hosted an on-campus career fair with over 200 students that attended in April of 2022. Building these connections can open doors to future career opportunities. The center offer workshops and resources to enhance students' professional development. These skills, such as time management, leadership, and communication, can benefit students both academically and in their future careers. The sole staff member coordinates all career assessments and interpretations of the career report for students. The staff member provides one-on-one guidance to students, helping them set and achieve their academic and career goals. This personalized support can have a significant impact on a student's overall success.

The center also provides collaboration with Counseling Instructional courses, providing career workshops to non-credit students, working with sister schools on employer engagement. Continuing to work with CTE, WBL, EOP/S, NextUp, CARE, CalWorks and community programs continues to be a strength of the department. Hosting the first virtual career fair with Coastline and Orange Coast College will occur this year, and moving forward, building a partnership with all Coast Colleges for career fairs and career related events.

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here)

Due to funding restrictions, a significant portion of the center's budget is allocated to online programs for students. Unfortunately, there is no designated budget line for events, particularly career fairs. While equipment rentals are covered by the Career Education Division, specifically, Workforce Development funding, budgets for food and refreshments is not available. These refreshments play a vital role in promoting employer engagement and student attendance at the fairs.

The success of CTE partnerships relies heavily on departmental leadership, and changes in leadership and staffing often result in inconsistent division of labor and responsibilities. Currently, our Employment Services offerings are limited. Despite previous hirings of a temporary Workforce Development Coordinator and hourly support, both positions have been eliminated with no plans for rehiring.

The true value of the Career Center remains underappreciated by our larger campus community. Funding for valuable services such as the MBTI and Strong Interest Inventories were previously supported by equity funding. Unfortunately, there are limited permanent funding sources available to

sustain these services, which are essential for assisting students in identifying their career and major goals at an early stage. Early identification of career outcomes is instrumental in achieving increased certificate, degree, and transfer outcomes.

How has your department/program utilized SAO (Student Activity Outcome) results to make changes or improvements to your services?

The utilization of career center services has a direct impact on students' academic performance, job readiness, and post-graduation success. By actively engaging with these services, students can better navigate their educational journey, develop a clear career path, and increase their chances of achieving their academic and professional goals.

Surveys are created to assess the level of satisfaction with the Career Center services, workshops, and events. To increased customer satisfaction the center will continue with more in-depth training of interns, work-study students and professional development for the staff member. 90% of all served students report high or extremely high satisfaction level after the services in 2022-2023.

How does your department/program support the goals of diversity, equity, inclusion, and accessibility?

The Career Center provide services that cater to the diverse needs of all students, including those with disabilities, individuals from different cultural backgrounds, and various gender identities. Ensure that the career center's physical and online resources are accessible to all, including those with disabilities. This includes providing assistive technologies, accessible websites, and physical facilities that accommodate diverse needs. Collaborate with a wide range of employers and organizations that value diversity and equity and encourage them to recruit and support a diverse pool of candidates. Provide training for career center staff to enhance their cultural competency. This helps staff better understand the unique needs of students from diverse backgrounds. Connect students to scholarship opportunities and financial support that can help underrepresented groups access quality education and career development resources. Create events and opportunities that promote networking and relationship-building for students from diverse backgrounds, including those who may face unique challenges in traditional networking settings. Collect and analyze data on student outcomes, including employment rates and career satisfaction, to identify disparities and areas that need improvement. This data can guide ongoing efforts to promote DEIA. Actively engage in outreach and awareness campaigns to promote diversity, equity, and inclusion. This includes celebrating diverse student achievements and contributions. Solicit feedback from students and alumni to continuously improve the services and resources offered by the career center, ensuring that they meet the evolving needs of a diverse student body.

Incorporating these strategies into the operations of a career center help foster an environment that supports the goals of diversity, equity, inclusion, and accessibility, ultimately empowering all students to achieve their career aspirations on equal footing.

How does your department/program collaborate with other areas on campus to advance student success?

Collaboration stands as a cornerstone of the Career Center's success. By forging meaningful connections, the center effectively reaches out to students, faculty, and staff. Each semester, the

center delivers insightful presentations to various departments and conducts virtual sessions through Zoom, all aimed at empowering individuals in their career development.

These presentations span a wide spectrum of academic disciplines, including general Counseling, Career and Life Planning, College Success, Business, and CTE. Moreover, the Career Center has organized and hosted workshops, extending support to EOP/S, CARE, NextUp, Puente, and Non-credit students.

In addition to these direct interactions, the center actively engages with the campus community. It sets up informational tables at all major campus events, including Club Expo, STEM Open House, College Night, Financial Aid Fest, Fall and Spring Kick-off, solidifying its presence as a valuable resource for everyone striving to advance in their careers.

How does your department/program utilize technology to support student success?

We've successfully integrated a range of virtual and technology-driven initiatives to better serve our students. One particularly effective approach involves Zoom appointments for students seeking services from the Career Center.

We've also streamlined our Live Chat system, now seamlessly integrated with Microsoft Teams, to offer website-based chat services to our students. This integration allows for the convenient sharing of files, ensuring that we can maintain up-to-date student data as part of our case-management process. In the past two years, the dedicated classified professional have answered over 4,000 Live Chats for the Career, Transfer, and Counseling division. Career and Transfer are combined for assistance to cover both areas on LiveChat due to the prior alignment of a single coordinator over both areas. LiveChat numbers for this subset equal 1,495 since August 2021.

Additionally, we've leveraged Signal Vine to reach out to CTE programs regarding Career Center services. Our website has been updated to provide the latest information on our services, and we continue to refine our content to make it more user-friendly. Also, utilizing the GWC App to post job opportunities and upcoming events.

Excitingly, we're in the process of transitioning to a new platform, Handshake, for our online job board. Looking ahead, we'll be making use of Slate for messaging students and Starfish to monitor and support student success.

KEY PERFORMANCE INDICATORS

Unduplicated headcount:	668
Duplicated headcount (served):	1965
Number of students eligible for services:	17,457
Number of new students served:	35
Number of returning students served:	553

Demographics (C0 #'s to be provided to Institutional Research for demographic breakdown):

Race/Ethnicity 2021-2022: Asian 36, Black 5, Hispanic/Latinx 67, Native Hawaiian/Pacific Islander 1, Two or more races 9, Unknown 3, White 32, 2022-2023 Asian 144, Black 6, Hispanic 217, Native Hawaiian/Pac Islander 3, Two are more races 25, Unknown 30 and White 90.
Gener 2021-22: Female 81, Male 68, Unknown 4, 2022-23 Female 293, Male 201, Unknown 21
Age Group 2021-22: 18-19 (89), 20-24 (39), 25-29 (11), 30-34 (7), 35-39 (4), 40 and Over (5), Under 18 (16), 2022-23: 18-19 (258), 20-24 (165), 25-29 (56), 30-34 (20), 35-39 (8), 40 and Over (20), Under 18 (56)
Student Type 2021-22: Continuing 131, First time attended other college 1, First time student 15, Returning 6, Special Admit 0, 2022-23: Continuing 422, First time attended other college 34, First time college student 30, Returning 15, Special Admit 14

Outside of hiring new faculty or staff, please discuss the data trends above, and your plans for serving more students.

Increase awareness of the career center's services among students. Utilize various communication channels, including social media, email newsletters, and in-person presentations, to reach a broader audience. Partner with faculty to integrate career center services into the curriculum or classroom discussions. This can help make career development an integral part of the educational experience. Seek additional funding or grants to support the expansion of career center services.

PROGRAM-SPECIFIC QUESTIONS:
CAREER CENTER

How does the Career Center identify and provide services to students who are still Undecided about their Career Goal/Major?

Collaborate closely with managers and coordinators to compile reports pinpointing students grappling with career indecision. Spearhead the training of our staff members, empowering them to actively advocate for and guide students toward our center whenever the topic of uncertainty arises. Additionally, ensure counselors and faculty are well-informed about the range of services offered, prompting them to refer any students voicing uncertainty about their academic and career pursuits. In an effort to help students gain a clearer understanding of their personality type and its alignment with ideal work environments and values, we facilitate the administration of the MBTI and Strong Interest Inventory assessments. Subsequently, students are encouraged to schedule a personalized consultation for an in-depth analysis of their assessment results. Following this, students are guided to engage in comprehensive research on job prospects, educational prerequisites, income potential, and essential skill sets required for success within their identified career fields.

How does the Career Center increase awareness of its services and resources to all students?

Ensure that the career center has an informative, user-friendly website. Include detailed information about services, resources, events, and contact information. Use social media platforms (e.g., GWC App, Facebook, LinkedIn, Instagram) to share updates, job postings, success stories, and tips. Create a regular email newsletter to inform students about upcoming events, workshops, and available

resources. Reach out to instructor, student services departments, and other campus staff who have direct contact with students. Provide them with information about services and encourage them to refer students to the career center. Host informational sessions and workshops in high-traffic areas on campus. Collaborate with student organizations that align with career development goals. Offer workshops or presentations tailored to their members' interests. Organize career fairs that bring together employers and students. These events can be an excellent way for students to see the practical value of the career center's services.

How does the utilization of Career Center impact student success and completion?

The Career Center provide students with guidance and resources to help them explore various career paths. This can assist students in making informed decisions about their majors and future careers, reducing the likelihood of changing majors multiple times, which can delay graduation.

Workshops and one-on-one coaching for resume building and interview skills. These services can help students secure internships and jobs more quickly, enabling them to gain practical experience and financial stability, which can positively impact their academic progress. The LEAP program can have the added benefit of paid experiences however, few students understand how this program works. Workshops and events offered by the career center can enhance students' professional skills, such as communication, time management, and teamwork. These skills are transferable and can improve academic performance as well as job readiness. The center can provide information on scholarships, grants, or other financial resources that can alleviate financial stress, which is a common obstacle to student success and completion.

Engaging with the career center can boost a student's sense of purpose and motivation. Knowing that there is a support system in place for career development can encourage students to stay engaged with their studies and remain committed to completing their degree.

In summary, the utilization of a career center can positively impact student success and completion by providing a wide range of services that enhance students' career readiness, support their personal and academic development, and help them navigate the transition from education to the workforce. It can lead to more efficient degree completion and better post-graduation outcomes.

GOALS AND REQUESTS FOR FUNDING

Requests – If you are requesting any of the following, they MUST be addressed within your Department goals. These forms must be submitted separately from the Program Review.

- Faculty
- Equipment, Facilities, Technology
- Support Staff

GWC Strategic Plan Goals Legend
1. **Enrollment:** GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. **Equity and Success:** GWC will support, enhance, and develop equity-minded services and

academic programs that lead to student success.

3. **Completion:** GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.

4. **Workforce Preparation:** GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.

5. **Facilities:** GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.

6. **Professional Development:** GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of the College Goals.

7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

GOALS FROM PREVIOUS PROGRAM REVIEW CYCLE

Please refer to your previous Program Review cycle and summarize all outcomes for each goal.

Summary and Outcomes of Previous Goals (from the last Program Review) including resource requests and if they were funded or not.
Goal 1: Increase the visibility of Career Center Services to the campus community by increasing classroom presentations, collaborating with both credit and non-credit populations for awareness of department services.   Outcome: The Career Center has increased classroom preparation working closely with Counseling classes, Business and CTE. The Classified Professional has presented to both credit and non-credit courses, have coordinated with the counselor for non-credit programs to conduct a series of workshops for career preparation. The center participates in every student service-related event, tabling, and outreach. Promote services on website, GWC App, social media, and club meetings.   Goal 2: Increase the number of students declaring a major within the first year. This project will provide outreach to students who are undecided on their major and guide them through the career planning process.   Outcome: This goal will need to continue for the next year, since there's only one classified professional and change in leadership this last year, moving forward staff will work with campus data reporting and ARGOS to gather information on students' email and phone numbers and communicate with them to participate in various Career Center functions. Hiring Student Assistants to help with these tasks. This would include messaging, personal phone calls to encourage students to complete the career assessments, work with a career specialist for feedback sessions, and start career exploration. Follow up with students to guide them through the career decision-making process and refer to a career counselor for the educational planning process.   Goal 3: Provide connections between the Career Center and GWC students to employers and the community to increase student employment and experience during their educational journey.   Outcome: The Career Center hosted an in-person career fair in 2022, this was the first event on campus for the center since 2019. There were over 200 students that attended and GWC collaborated with Coastline College, CTE Outreach Specialist to increase employer and student attendance.

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

Current goals should be connected to GWC's Strategic Plan Goals.

GOAL 1 (Required)

Description of goal:
Expand on the current Career Fair model to include industry targeted Career Fairs to maximize student exposure to industry, majors and career pathways.

What actions will be taken to accomplish the goal?
Collaborate with Strong Workforce, Career Education, Nursing, and STEM to schedule, plan, recruit employers, outreach for faculty support and promote career fairs. Utilizing Handshake to identify and target potential employers to participate in these Career Fairs. Utilize Starfish and Slate to communicate and promote the Career Fairs to students across campus.

What metric will you use to measure your goal?
In synergy with this effort, we leverage SARS Anywhere as a supplementary method for tracking students seeking support through Starfish and Handshake. We conduct a comprehensive analysis by comparing student data across various majors and pathways. To ensure seamless tracking, we cross-reference attendance data with Slate for registration and check-ins. For employment-related registration, participation, and communication, we rely on Handshake's capabilities.

Which of the College's missions and goals does this goal support? (check all that apply)

☐ Enrollment
☒ Equity and Success
☐ Completion
☒ Workforce Preparation
☐ Facilities
☐ Professional Development
☒ Communication

GOAL 2 (Required)

Description of goal:
Increasing employer contacts and engagement, creating opportunities and career pathways for students.

What actions will be taken to accomplish the goal?
Work closely with Workforce Development to establish a point of contact for connecting students with potential employers. Develop partnerships with local businesses and industries. This can involve reaching out to business associations, chambers of commerce, and local economic development agencies. Organize regular job fairs and networking events on campus. Invite local businesses and employers to participate. Encourage employers to post job openings on Handshake. Pursue workforce development grants from government agencies, which can provide funding to support initiatives that connect students with employers. Use these grants to develop and expand programs that benefit both students and local businesses. Encourage faculty members to maintain strong connections with their respective industries. They can help facilitate introductions and collaboration opportunities. Promote student success stories. Showcase graduates who have secured good jobs due to their education at GWC. Use technology and social media to reach out to potential employers, engage with them on platforms like LinkedIn and Handshake to build relationships.

What metric will you use to measure your goal?
Contrast the employer registration processes on College Central Network and Handshake. Handshake is specifically engineered for meticulous tracking of employer registrations, student applications, and the successful placement of jobs and internships. It goes further by fostering an invaluable feedback The mechanism through the distribution of surveys to both employers and students to assess their hiring experience. Post-pandemic, the Career Center faces the task of reestablishing connections with employers while prioritizing a welcoming campus environment for them. It's essential to amplify outreach endeavors by collaborating closely with the Workforce and CTE departments to implement and adhere to best practices for the future.

Which of the College's missions and goals does this goal support? (check all that apply)
☐ Enrollment
☐ Equity and Success
☐ Completion
☒ Workforce Preparation
☐ Facilities
☒ Professional Development
☒ Communication

GOAL 3 (Required)

Description of goal:
Enhancing student communication and support through Slate and Starfish, implementation to foster early intervention and student success.

What actions will be taken to accomplish the goal?
Acquire administrative privileges for these platforms and participate in professional development workshops for proficient utilization. Craft purpose-driven outreach campaigns, comprehending the

goals of the messages or projects being promoted. Exchange and disseminate best practices with peers at Coastline and Orange Coast College. Strive to foster collaborative spaces for innovative endeavors whenever feasible.

What metric will you use to measure your goal?

Analyze historical data to assess any growth in Career Center utilization. SARS to monitor student intake and evaluate the effectiveness of outreach initiatives in serving students. Maintain a comprehensive record of student follow-ups, and ensure that every student schedules appointments with a counselor once they select a major. Track participation in workshops for resume development and interview practice, and coordinate meetings with career specialists.

Which of the College's missions and goals does this goal support? (check all that apply)

☐ Enrollment

☐ Equity and Success

☐ Completion

☐ Workforce Preparation

☐ Facilities

☒ Professional Development

☒ Communication

OTHER INFORMATION

What additional information would you like to share about your program?

The Career Center success is anchored in collaborative efforts; without them, maintaining the high service standards would be challenging. While the center doesn't seek much recognition, it aspires to be acknowledged for its significant accomplishments.

It's essential for the campus community to appreciate that our primary focus is on preparing students for the professional world. A seemingly simple resume appointment can transform into a two-hour session as students confide their personal challenges.

Submitter's Signature: Click or tap here to enter text. | **Date:** Click or tap to enter a date.

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

☐ No concerns

☐ I have concerns

Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.　　**Date:** Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.　　**Date:** Click or tap to enter a date.