

Palomar College – Program Review and Planning Non-Instructional Programs Academic Year 2017-18

Purpose of Program Review and Planning: The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: *CAREER CENTER*

Non-Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)

11/17/2017

STEP I. ANALYSIS (Note: Each Department Will Use Their Own Previous Analysis Data)

	2013-2014	2014-2015	2015-2016	<<Prelim>> 2016-2017	Definitions
Total Student Counseling Contacts and Career Services accessed-SARS Data	6915	6457	7046	5494	Face to face counseling appointments, group presentations and walk-in services; derived from SARS and excel monthly report.
Educational Plans					General Counseling tracks all Ed Plans.
Career Assessments	620	664	284	149	Number of students assessed for career exploration and identification purposes; derived from PCC order purchase history.
Career Center Student Orientations	1587	1214	1620	649	Number of students serviced via Career Center Services Orientation; derived from excel monthly report.
Orientations in the Career Center	60	37	25	17	Number of Career Center Orientations facilitated in the Career Center for Instructional faculty; (derived from student sign in sheets)
Student Contacts	1214	830	619	408	Number of students completing an Orientation in Career Center
Orientations in Classrooms	16	17	33	11	Number of Career Center Orientations provided to instruction faculty in the classroom. (data derived from student sign in sheets)
Student Contacts	373	384	1001	241	Number of students completing orientation in classroom visits
Career Workshops Student Contacts	184	139	276	19	Number of students that completed a Career Workshop; derived from excel monthly report.
Coun 165 classes in Career Center Lab	905	933	770	408	Number of students utilizing the Career Center Lab who are enrolled in Coun 165 classes. Enrollment accounted for in Counseling Services Instructional Program Report.
Employer Engagement Job Expo Career Coffee Hour Engaged in Internship Program			75 20 92	77 29	Number of companies that attended the Job Expo in Spring 2017. Number of companies who signed up and came on campus to hire. Internship Program ended in Spring 2016.
Full-time FTEF	50%	50%	50%	50%	
Part-time FTEF					
Number of FT Staff	2	2	1	1.33	Sue Arth had 10 career counseling hours for 8 months and Mona Patel at 10 hours of career counseling hours for 2 months. Mona also taught a 1 unit Coun 165 class. Another full-time staff started in mid-february 2017

Plan for Academic Year 2017-2018

E-mail/Phone contacts	1408	1252	2260	614	This reflects the number of phone call contacts.

I. A. Reflect upon and provide an analysis of the four years of data above

Update 2016-2017: The total number of students served decreased from 7046 in 2015-16 to 5494 in 2016-2017 due to a reduction in staff. Career Center orientations significantly decreased because there was no advertisement due to reduction in staff. The number of companies that attended the career coffee hour increased as did the number of companies that attended the job expo.

Update 2015-2016 total number of students served increased by 9.12% from the previous year; 33.44% more students completed a Career Center Orientation; there was a 36% decrease in face to face career workshop offerings & a 98.6% increase in student participation. Student Ling workshop log-in/views have continued to significantly increase since 2012-13. In 2015-16 there was a +222% increase, 583 students logged in/viewed a SL workshop. There was a significant decrease of 17.5% in student enrollment in Counseling 165, which correlates with the 23.5% decrease in course offerings; low enrollment lead to 4 class cancellations. Lastly, there was an 80.5% increase in student calls/emails in comparison to last year. There was growth in some areas but not in all of our services in comparison to last year.

Update: 2014-2015 total number of students served decreased by 6.62% from the previous year; 23.5% less students completed a Career Center Orientation; there was a 35% decrease in face to face career workshop offerings & a 24.5% decrease in student participation. However, Studentlingo workshop log-in/views have significantly increased in the past 3 years. In 2012-2013, 14 students utilized Studentlingo; 78 students in 2013-2014 (+457%) and 181 in 2014-2015 (+132%). There was a slight 3% increase in student attendance-counseling 165 course. Lastly, there was an 11% decrease in student calls/emails in comparison to last year. In 2013-2014 we had an increase in our overall services.

Update: 2013-2014 total number of students served increased by 18% from the previous year; 25% more students completed a Career Center Orientation; there was a 10% increase in career workshop student participation; a 10.5% increase in student attendance-counseling 165 course; lastly, a 50.75% increase in student phone calls/emails has been identified since the career center staff started tracking this service in 2012-2013.

I. B. Please summarize the findings of SAO assessments conducted.

2016-2017 Update: There are two areas that were assessed. One, the career center orientation student evaluations and two, the coun 165 student evaluations. Of the 332 surveys distributed, 307 were returned for the career orientations. The career center orientations evaluations showed that:

96% agree or strongly agree that the career center information was delivered in an organized and clear manner.

97% agree or strongly agree that services and resources presented were helpful.

82% agree or strongly agree they will visit the career center for more career information. Though this is lower, it may be because a certain percentage had the career needs fully met.

92% agree or strongly agree they learned about resources that will be used in the future.

96% agree or strongly agree they have a clearer understanding on services offered by the career center.

Of the 79 surveys that were distributed, 78 were returned for the Coun 165 classes.

The Coun 165 evaluations showed that:

91% agree or strongly agree that they have assessed their skills/abilities.

92% agree or strongly agree that they identified occupations that fit their personality

81% agree or strongly agree they clarified their career interests.

90% agree or strongly agree their STRONG theme code is a reflection of their answers on the assessment.

92% agree or strongly agree that they have identified their values.

94% agree or strongly agree that they have an occupational field in mind that they would like to work in.

62% agree or strongly agree that they have decided on the occupation that they want to pursue.

93% agree or strongly agree that they understand "Career Search" is the starting point of their career development process.

1. The Criterion has been met. Students increased their knowledge and understanding by 90% about the different types of services and resources offered in the Career Center in 2015-2016.

96% Agree or Strongly Agree that The Career Center information was delivered in an organized and clear manner.

96% The services and resources presented were helpful.

82% After today's presentation, I will visit the Career Center for more career information/assistance.

93% I learned about resources that I will use in the future.

95% I have a clearer understanding on Services offered by the Career Center at Palomar College.

Results were comparable to 2014-2015 results, with a 1-2% decrease in the response average. The area that continues to remain below the desired mark is item #3 (will visit the career center). The range was 87% in 2014-2015 for question 3 but higher than 2013-2014 80%. Conclusion derived at this point in time: the presentation covered all that students need to know and they are able to navigate the career center website independently, once they learn about the career resources available. The wording in question #3 has been changed to (I am likely to visit the career center) to convey that students have a choice vs. making a commitment. An open ended question has been added to the orientation survey to find out what type of services students may visit the career center for in the future. Surveys with the changes will be measured in 2016-2017.

I. B. Please summarize the findings of SAO assessments conducted.

The Criterion has been met. Students increased their knowledge and understanding by 90% about the different types of services and resources offered in the Career Center in 2014-2015.

97% Agree or Strongly Agree that The Career Center information was delivered in an organized and clear manner. 98% The services and resources presented were helpful.

87% After today's presentation, I will visit the Career Center for more career information/assistance. 95% I learned about resources that I will use in the future.

95% I have a clearer understanding on Services offered by the Career Center at Palomar College.

Results were comparable to 2013-2014 results. The area that remained below the desired mark is item #3 (will visit the career center). However, the range was the same as in 2012-2013, 87% for question 3 but higher than 2013-2014 80%. Conclusion derived at this point in time: the presentation covered all that students need to know and they are able to navigate the career center website independently, once they learn about the career resources available. *Plan: add an open ended question to the orientation survey that addresses what type of services would they seek assistance from the career center.

Findings for Counseling 165 "Career Search" SLO Fall 2015 & Spring 2016

Of the 127 administered surveys/126 surveys were returned :

91% Agree or Strongly Agree that they have assessed their skills/abilities.

92% Agree or Strongly Agree that they have identified an occupation that fits their personality.

79% Agree or Strongly Agree that they have clarified their career interests.

82% Agree or Strongly Agree that their STRONG theme Code is a reflection of their answers on the assessment.

92% Agree or Strongly Agree that they have identified their values.

90% Agree or Strongly Agree that they have an occupational field in mind that they would like to work in (for ex: business, medicine, performing arts).

59% Agree or Strongly Agree that they have decided on the occupation that they want to pursue (for ex: financial planner, physician assistant, movie director).

97% Agree or Strongly Agree that they understand "Career Search" is the starting point of their career development process.

SAO results this year increased in every category, including item #3 and #7. The open ended question comments on the SAO survey continue to reveal the common theme: "fear, uncertainty, lacking motivation and initiative to make a decision" is what students shared is preventing them from choosing a career.

Findings for Counseling 165 "Career Search" SLO Fall 2014 & Spring 2015

Of the 177 administered surveys/177 surveys were returned:

89% Agree or Strongly Agree that they have assessed their skills/abilities.

88% Agree or Strongly Agree that they have identified an occupation that fits their personality. 74% Agree or Strongly Agree that they have clarified their career interests.

78% Agree or Strongly Agree that their STRONG theme Code is a reflection of their answers on the assessment. 88%

I. B. Please summarize the findings of SAO assessments conducted.

Agree or Strongly Agree that they have identified their values.
86% Agree or Strongly Agree that they have an occupational field in mind that they would like to work in (for ex: business, medicine, performing arts).

52% Agree or Strongly Agree that they have decided on the occupation that they want to pursue (for ex: financial planner, physician assistant, movie director).
95% Agree or Strongly Agree that they understand "Career Search" is the starting point of their career development process.

*Results were comparable to 2013-2014 results. The areas that remain below the 80% goal are questions that address "interests" and "deciding on an occupation". This is not uncommon, since students have not narrowed down their interests at this point and deciding on an occupation is a big commitment after taking this class. It is for this reason that the Career Development Process item was added to the survey. To assess student understanding that a career decision is a process that takes time. 95% expressed an understanding about this process.

***In spring 2015, a new question was added to the survey to determine (there was a correlation between the "interest identification" the "STRONG assessment theme code" and "deciding on an occupation" items. The results indicate that students are understanding how they assess their interests (below 80%). Question #3 (74% students A or SA) and question #4 (78% students A or SA). However, students lack awareness on how their interests influence their career choices.*

Lastly, the open ended question added to the survey was instrumental in assessing what elements are missing to better assist students in committing to a career/major. The comments revealed a common theme: fear, uncertainty, lacking motivation and initiative to make a decision. 177 students completed Career Search in 2014-2015 and 174 students in 2013-2014.

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

Method of assessment was effective and will continue to be used. Student survey responses indicated that students learned about the different resources available to them, found the Career Center Services presentation helpful and will return for further assistance. Will continue to use the same survey. The results are highly satisfying overall. Collecting this data allowed the Career Center to see and pay more attention to the number of students that do return to the career center after the career orientation presentation. Will need to develop a tracking system to address this area.

2016-2017 Update:

**The Career Center Orientation results were comparable to the 2015-2016 results, with a 1-2% increase or decrease.
The Coun 165 results were also comparable to the 2015-16 results and therefore, the SAO results continue to be met.**

2015-16 Update: The overall results are higher than the previous cycle. No changes will be made to the SLO survey for 2016-17. SLO results will be compared to 2015-16.

2014-2015: An item will be added to the SLO survey and implemented in spring 2015 to address the lower than expected outcome on question #3 and #6 regarding career interests and choosing a career. Update: a new question was added in Spring 2015 (My STRONG Theme Plan for Academic Year 2017-2018)

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

Code... a correlation between question #3 and now #4 was identified. #7 (previous #6) remained unchanged. An open ended question was also added to obtain some qualitative data. "After completing this course, what would prevent you from choosing a career pathway?" Themes found "lacking motivation, uncertainty, fear of not being 100% sure, money, life circumstances, being young, lack of initiative, myself Conclusion: students agree they have acquired new career development tools, and recognize that they have to remain actively engaged in this process to overcome what they state would keep them from choosing a career.

2013-14 In Fall 2013, Career Decision Questionnaire was updated to include the following questions: "I have identified my personal and work values" and "I understand that "Career Search" is the starting point of my Career Development Process". 94% of students understand that career development is a process that does not end with Career Search, but rather, it is the beginning of this lifelong journey.

STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college's Strategic Plan 2019, describe/discuss the discipline planning related to the following:

II. A. Program changes and improvements (consider changes due to growth in TEES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)
The career center continued offering of career counseling hours by an adjunct counselor as evidenced by hiring Sue Arth 10 hours for 8 months. The hours were needed to meet the existing student need in the summer. It is also recommended that career center staff/faculty be available at the North and South Centers when they open. The SSSP goals of connecting education to industry and career guided pathways can be met with more students if we can access those centers at least once a week and not sacrifice servicing San Marcos students. Our current Counseling Support Specialist began in February 2017. Since that time we have been able to advertise to Faculty/Adjunct Faculty for the opportunity to request Career Center visits or classroom visits for a Career Center Orientation of resources. In some cases, a brief career personality assessment was provided. Our number of orientations has increased significantly since the position was vacant. Additionally, there is a more comprehensive approach to workshops and events hosted by the Career Center. In addition, presence of the Career Center on campus committees has increased due to the flexibility to attend these meetings. More students are being assisted simultaneously when visiting the Career Center and there are less closures of the Career Center due to the additional staffing.
These additional staff allowed the career center staff to get back into the classroom and offer career center orientations so we could increase student contacts and increase student use of the career center.

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)

A permanent internship program would be of great benefit to Palomar College students and our institution as a whole. The skill gap when students graduate is a valid concern for industry and the internship program that could be on-going would be a win-win for our students to make them more marketable in the job market and for industry. Connecting, building, and maintaining long lasting relationships with industry requires time, focused effort, staff dedication and support from an institutional commitment to offering one.

Other worthy programs to offer would include E-portfolios so that students could get their projects, experiences, and skills more recognized by industry when they are job searching.

Also, helping students to join e networks like linked-in will also facilitate that process.

In addition, online counseling and phone interviews will allow students easier access to services.

More workshops on soft skills and job interviewing is also recommended.

2015-16: Palomar College Career Center, received the 40% GTE Enhancement Fund grant to pilot an internship service. The internship program criteria had been developed prior to this region wide program opportunity. An internship coordinator consultant was hired to start the program. And the implementation was accomplished in a timely manner. The internship program was actively marketed on campus to students, faculty and staff. Student interest was favorably high and the grant goals exceeded.

The 40% GTE Enhancement grant expired on June 30, 2016, an extension was approved and we continued offering the program until the grant sunset on September 30, 2016.

The skill gaps a valid concern for industry and the internship program assisted students prepare for future employment. Five students received employment after completing their internship.

A permanent internship program would be of great benefit to Palomar College students and our institution as a whole. Connecting, building and maintaining long lasting relationships with industry requires time, focused effort, staff dedication and lastly, support and an institutional commitment to continue offering an internship program.

2013-14: Through SSSP, funding has been allocated to community colleges to matriculate students and assist them in successfully completing a degree. This is an opportunity to allocate funds to develop and implement an Internship program at Palomar College. Internships could afford students in disciplines that don't have internship courses imbedded in their programs, the opportunity to gain the skills and experience employers are seeking in potential job candidates.

STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.

a. Equipment (per unit cost is >\$500) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.							
a2.							
a3.							
a4.							
a5.							

b. Technology (computers, data projectors, document readers, etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.	Ada compliant computer software for students with learning and physical disabilities	1	Fall, 2018	Students with disabilities struggle to use the career information on our computers because it is not ada compliant.	unknown	One time	no
b2.							
b3.							
b4.							
b5.							

c. Budget for 4000s (per unit cost is <\$500 supplies) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.	Start the Major Faire again that invites our certificate and AA Degree program department to showcase themselves to students.			Students will be able to recognize all the programs Palomar offers so they can choose a major that fits their academic goals and obtain their comprehensive educational plan.		Once a year	We can have a career center staff member oversee it.
c2.							
c3.							
c4.							
c5.							

d. Budget for 5000s (printing, maintenance agreements, software license etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.	Offer Aptitude Tests		2018	Students are currently assessed for their interests, personality, values, and skills, but we do not offer aptitude tests that assess how well a student performs a skill as opposed to their interest in the skill.	0 to \$5000 dependin g on if students would pay for it or not.	On-going	No
d2.							
d3.							
d4.							

d. Budget for 5000s (printing, maintenance agreements, software license etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d5.							

e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.							
e2.							
e3.							
e4.							
e5.							

f. Classified staff position (temporary and student workers position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f1.							
f2.							
f3.							
f4.							
f5.							

III. B. Are there other resources (including data) that you need to complete your discipline review and planning?

None

STEP IV. SHARE YOUR ACCOMPLISHMENTS Please include at least one discipline accomplishment that you'd like to share with the college community.

- The SAO student surveys continued to obtain excellent results.
 - There was an increase in the number of employers who participated in career coffee hours. These employers offer jobs to our students as they usually set up their tent outside of the career center.
 - There was also an increase in employers attending the Job Expo in the spring semester.

STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

n/a

STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

It is recommended to continue summer adjunct counseling hours so that the student need for career counseling can be met during that time. Please also take into consideration funding additional career center staff at the North and South Satellite campuses when they open.
 In summary, the recommendations for ADA compliant software, a continue offering of aptitude tests, an internship program, and offering the Major Faire on campus would all serve students more comprehensively and successfully.

Please identify faculty and staff who participated in the development of the plan for this department:

Name	Thomas Ventimiglia	Name
Name	Pippa Pierce	Name

Thomas Ventimiglia

11-07-17

Department Chair/Designee Signature

Date

S. B. B.

11-8-17

Division Dean Signature

C. M. G.

- Provide a hard copy to the Vice President Gonzales no later than November 17, 2017.
- Email an electronic copy to lhornsby1@palomar.edu by November 17, 2017.
- Email an electronic copy to rjohnson3@palomar.edu by November 17, 2017.