

**Palomar College – Program Review and Planning**  
**Non-Instructional Programs**  
**Academic Year 2018-19**

**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.)

**Student Services: Career Center**

**11/30/2018**

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

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

	2014-2015	2015-2016	2016-2017	<<Prelim>> 2017-2018	Definitions
Student Counseling Contacts and Career Services accessed-SARS Data	6,457	7,046	5,494	5,710	Face to face counseling appointments, group presentations and walk-in services: derived from SARS and excel monthly report.
Educational Plans					A sub-set of "Student Counselor Contacts" where an educational plan is created or updated. General Counseling tracks all Ed Plans.
Career Assessments	644	284	149	172	Number of students assessed for career exploration and identification purposes: derived from PCC order purchase history.
Career Center Student Orientations:	1,214	1,620	649	410	Number of students served via Career Center Services Orientation: derived from excel monthly report.
Career Center Orientations held in the Career Center	37	25	17	17	Number of Career Center Orientations facilitated in the Career Center for instruction faculty: (derived from student sign-in sheets)
Student Contacts:	830	619	408	410	Number of students completing a CC orientation.
Career Center Orientations held in Instruction Classrooms	17	33	11	20	Number of Career Orientation Presentations provided to instruction faculty in the classroom. (data derived from student signing sheets)
Student Contacts: Career Workshops- Student Contacts StudentLingo Workshops	384 139 78	1001 276 181	241 19 583	381 93 998	Number of students served during classroom visits. Number of students that completed a Career Workshop: derived from excel monthly report. StudentLingo Monthly Report excel sheet.
Counseling 165 Classes in Career Center Lab	*933	*770	*408	*405	Number of students utilizing the Career Center Lab during class. *These students are enrolled in Counseling 165 courses; enrollment has been accounted for in Counseling Services Instructional Program Report.
Employer Engagement:					

<b>Career Expo: Career Coffee Hour: Engaged in Internship Program:</b>	75 20 92 (41+52)	77 29	72 51	Job Expo Numbers provided by Career Center Coordinator-companies that registered for Spring 2018. Number derived from career coffee hour sign-ups.
<b>Internship Program Contacts</b>				
<b>Internship Coord. Appts.: Internship Coord. Class presentations &amp; workshops:</b>	107 201	N/A	N/A	Number of face to face appointments- Internship Coordinator: derived from I.C. reports. (A column was added to the CC SARS grid to maintain these records as well). Signing sheets were collected for I.C. class presentations.
<b>Full-time FTEF</b>	50%	50%	50%	FTEF from Contract Counseling Faculty: derived from IRP/Staff data
<b>Part-time FTEF</b>	51%	33%	33%	FTEF from Hourly Counseling Faculty: derived from dept. NOHE Excel totals.
<b>Number of FT Staff</b>	2	*1.33	2	Number of FT staff available to serve students: derived from IRP office (*FT employee started 2/2017)
<b>E-Mail/Phone contacts</b>	1,252	614	552	Number of phone calls and e-mails answered by staff and counselors: derived from manual tracking by CC staff.

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

The Career Center student data for career counseling services was obtained from the SARS scheduling grid and the excel report that is compiled on a monthly basis.

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

Update 2017-2018: total number of students served increased from 5,494 to 5,710. Although less students visited the career center in 2017-18 in comparison to 2016-17, more students were served via outreach activities/orientations/workshops. Employer-Student engagement via the Career Coffee Hour events increased from 944 to 1,398. Class visits increased from 11 to 20 after making the instructor classroom request available on the career center website, therefore more students were served.

**Update 2016-2017:** total number of students served decreased from 7046 in 2015-2016 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 Lingo workshop log-in/views have continued to significantly increase since 2012-13. In 2015-16 there was a **+222%** increase, 583 students logged in/visited 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.

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

**Service Area Outcome:**

The Criterion has been met. Students increased their knowledge and understanding about the different types of services and resources offered in the Career Center in **2017-2018**.

**98%** Agree or Strongly Agree that The Career Center information was delivered in an organized and clear manner.

**95%** The services and resources presented were helpful.

**90%** After today's presentation, it is likely that I visit the Career Center for more career information/assistance.

**96%** I learned about resources that I will use in the future.

**99%** I have a clearer understanding on Services offered by the Career Center at Palomar College.

The open ended questions continue to convey that students would visit the career center for services in: job readiness & all-encompassing career development needs.

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

The Criterion has been met. Students increased their knowledge and understanding about the different types of services and resources offered in the Career Center in **2016-2017**.

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

**97%** The services and resources presented were helpful.

**82%** After today's presentation, it is likely that I visit the Career Center for more career information/assistance.

**92%** I learned about resources that I will use in the future.

**96%** I have a clearer understanding on Services offered by the Career Center at Palomar College.

**\*\*Questions added to survey for 2016-17 cycle\*\***

1) What was the most interesting/important piece of information you were made aware of today?

2) What type of services would you like to visit the career center for?

1) Theme answers: Job openings/Internship lists; website resources; resume, cover letter, mock interview assistance; career counseling & career search class, job expo/workshops.

2) Internship/Job opportunities, job readiness assistance, career assessments & exploration.

**This data was helpful to see what students found most helpful/services they need.**

The Criterion has been met. Students increased their knowledge and understanding 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.

**The Criterion has been met. Students increased their knowledge and understanding 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.

Plan for Academic Year 2018-2019

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

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.

**Student Learning Outcomes**

**Findings for Counseling 165 “Career Search” SLO Fall 2017 & Spring 2018**

112 administered surveys/112 surveys were returned:

- 92% Agree or Strongly Agree that they have assessed their skills/abilities.
- 90% Agree or Strongly Agree that they have identified an occupation that fits their personality.
- 86% Agree or Strongly Agree that they have clarified their career interests.
- 91% Agree or Strongly Agree that their STRONG theme Code is a reflection of their answers on the assessment.
- 95% 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).
- 84% Agree or Strongly Agree that they have decided on the occupation that they want to pursue (for ex: financial planner, physician assistant, movie director).
- 92% Agree or Strongly Agree that they understand “Career Search” is the starting point of their career development process.

SAO results this year showed an increase in item #3 and #7. The other categories increased/decreased slightly, overall the outcome remained the same. The open ended question comments on the SAO survey continues 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 2016 & Spring 2017**

78 administered surveys/78 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.
- 81% Agree or Strongly Agree that they have clarified their career interests.
- 90% 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.
- 94% 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).
- 62% Agree or Strongly Agree that they have decided on the occupation that they want to pursue (for ex: financial planner, physician assistant, movie director).
- 93% Agree or Strongly Agree that they understand “Career Search” is the starting point of their career development process.

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

SAO results remained similar to last assessment cycle with improvement in items #3 & #7.

**Findings for Counseling 165 “Career Search” SLO Fall 2015 & Spring 2016**

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**

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% 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.

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

*\*\*In spring 2015, a new question was added to the survey to determine if 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 S.A) and question #4 (78% students A or S.A). 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.**

1. 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.  
2015-16 Update: Have not developed a formal tracking system to track students who visit the career center after a career center class presentation.
2. **2017-2018 Update:** Overall results show a significant increase for question #7 (decided on an occupation). In 2016-17 59% students vs. 84% of students in 2017-18 strongly agreed/agreed with the statement. It is exciting to see this change.  
**2016-2017 Update:** Results increased in comparison to the 2015-16 results, therefore, the SAO criterion 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 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.

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

## STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college's Strategic Plan 2016, describe/discuss the discipline planning related to the following:

II. A. Programs changes and improvements (consider changes due to growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)

*At the curriculum level, some aspect of career exploration, preparation and skill development (skills students will gain in each course) should be implemented across all disciplines. The Career Center Director has made StudentLingo Workshops available to all faculty to incorporate these Virtual workshops to their syllabi to promote and create a culture of value for student career development engagement. The Statewide Vision for Success (SSSP & Equity) & Guided Pathways recommends that students complete a degree in a timely manner and identify a career path (yes, the latter came after). Selecting a career pathway (career identification) earlier in the academic journey is possible via assessments & exploration opportunities, but a career exploration process culture, with support needs to be provided to all students, across all disciplines. It takes time to explore and make informed career decisions. In turn, students will be better prepared and informed to select a major, plan courses via an Educational Plan, register for classes required/articulated that support the major and career goal.*

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

Career Center needs:

Facility:

*Comprehensive/adequate space- career counseling offices, conference meeting room, classroom & career center lab functional facility, front office check-in space and storage space for career center equipment and materials.*

Funding:

*Budget- funds to create career development engagement activities and on-going services to plan in advance vs. availability of one time funds (if available).*

Staffing:

*Market Research Analyst- Conduct job market research/ trends; collaborate with academic program/curriculum development to maintain currency and relevance to meet job market needs and close student skill gap.*

*2 P/T Career Counselors: career & job readiness development services, workshop presentation, employment engagement events on and off campus, collaborate with HS's in creating career exposure activities for students and teach our Career Search in the High School settings. Career Development Club Funding:*

*Establish a club for students to come together to create their own experiential activities & develop leadership experience with guidance from a faculty club advisor.*



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

2015-16: Palomar College Career Center, received the 40% CTE 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% CTE 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 gap is 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. **[Strong Workforce Development funds & Coop. Ed. Supporting this function now].**

**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 2016 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 2016 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.							
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 2016 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.							
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 2016 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.							
d2.							
d3.							
d4.							
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 2016 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 2013 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 Career Coffee Hour event was created, branded and launched in Fall 2015 and it has continued to grow significantly. 93 companies have visited Palomar College (Fall 2015-Spring 2018) and made direct contact with our students via this event.
- StudentLingo workshops were expanded from 4 workshops to 26 virtual workshops in Fall 2015. The user numbers have significantly increased yearly. In 2018-2019 46 workshops are being offered.
- The Internship Day event was offered again in Spring 2018.

- An Internship Program was implemented, offered and successfully completed in 2015-16. 59 internships were offered, 53 completed and 5 students received a job offer after completing the internship. 30 students didn't qualify. A total of 197 students inquired about an internship and didn't follow through with the enrollment form.
- The first Internship Day event was introduced and held in March 2016, 35 companies offering internships attended.

**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.)

Perkins Funds terminated on June 2016. SSSP funding sources are needed to continue offering career counseling services in the career center.

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

Rosie Antonecchia	Name	Name
-------------------	------	------

Pippa Pierce	Name	Name
--------------	------	------

*Rosie Antonecchia*  
 Department Chair/Designee Signature  
 Date 12/14/18

*[Signature]*  
 Division Dean Signature  
 Date 12/13/18

*[Signature]*  
 Division Vice President Signature  
 Date 12/12/18

- Provide a hard copy to the Vice President Ely no later than November 30, 2018.
- Email an electronic copy to [jderrico@palomar.edu](mailto:jderrico@palomar.edu) by November 30, 2018.