

Palomar College – Program Review and Planning
Non-Instructional Programs
Year 2
Academic Year 2015-2016

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

12/1/15

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)

		2011-2012	2012-2013	2013-2014	<<Prelim >> 2014-2015	← Preliminary Fall 2011 data are as of 1/31/2012 Definitions
Student Counseling Contacts and Career Services accessed-SARS Data		8,129	5,857	6,915	6,457	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		842	559	620	664	Number of students assessed for career exploration and identification purposes: derived from PCC order purchase history.
Career Center Student Orientations:		871	1,268	1,587	1,214	Number of students served via Career Center Services Orientation: derived from excel monthly report.
Career Center Orientations in the Career Center			39	60	37	Number of Career Center Orientations facilitated in the Career Center for instruction faculty: (derived from student sign-in sheets)
Student Contacts:	Data not separated	905	1,214	830		Number of students completing a CC orientation.
Career Center Orientations in Instruction Classrooms			12	16	17	Number of Career Orientation Presentations provided to instruction faculty in the classroom . (data derived from student signing sheets)
Student Contacts:	Data not separated	363	373	384		Number of students served during classroom visits.
Career Workshops-Student Contacts	372	167	184	139		Number of students that completed a Career Workshop: derived from excel monthly report.
StudentLingo Workshops		14	78	181		StudentLingo Monthly Report excel sheet.
Career Center Lab – Class Visits		*1,233	*819	*905	*933	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.

Full-time FTEF			50%	50%	50%	FTEF from Contract Counseling Faculty: derived from IRP/Staff data
Part-time FTEF			56%	30%	51%	FTEF from Hourly Counseling Faculty: derived from dept. NOHE Excel totals.
Number of FT Staff			2	2	2	Number of FT staff available to serve students: derived from IRP office
E-Mail/Phone contacts EAP phone calls			934	1,408	1,252 1,157	Number of phone calls and e-mails answered by staff and counselors: derived from manual tracking by CC staff. EAP Students called from contact information on survey collected.

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.

Update: 2011-2012 In Fall 2011 Career Counseling was not provided at the Escondido Center; in Spring 2012, counseling hours were decreased at the San Marcos campus and decreased career counseling hours were offered at the E.C. In addition to less available career counseling hours, the Career Center prepared to move from SSC Building in Fall 2011 and completed the move to the new location SU-17 in early Spring 2012. It is important to note that we reduced the amount of computers brought to the new location from 35 to 25. In turn, decreasing the class enrollment cap from 35 to 25. This contributed to a reduction in our student contacts. In addition, students had less access to the career center during the move. From mid May 2012, the Center has operated without one full-time employee, therefore, the center hours were reduced for this reason as well. However, in 2011-2012 student contact numbers reflect a more accurate number of students accessing the Career Center primarily for career services. In the previous location, students visited the lab for ALL college student services, not just career needs/questions. Although the number of students visiting our career center has recently decreased the most (2011-2012) in the 4 year span (due to reasons already explained), we have increased the number of contacts we have made via workshops by 277 student contacts from 2010-2011. We have increased the number of workshops offered in the lab, even though we have less counselor hours available. It's important to note that for career services to function as a full service center, staff and resources are needed during the times that the center is open to students and faculty members who use the center after office hours for class. Lastly, the Career Center historically, has not maintained a log of phone and email contacts. This is a practice that we will discuss, and implement a tracking method soon.

Update: 2012-2013 student phone calls and email contacts were tracked; 36 workshops were offered between Fall 2012 & Spring 2013. Student contacts continued to decrease: attributing factors- Counseling 165 cap from 35 to 26 spots eliminates 10 spots automatically; variation of workshop times each month to reach out to different students, didn't turn out advantageous in increasing student contact. Two counseling 165 classes were cancelled one in Summer 2012 and one in Fall 2012 due to not having 20 students show up to class on the first day. Enrollment was at 100% capacity. Part-time counseling has decreased from 80% in 2009-10 to 56% in 2011-12 to 30% in 2012-13. Counseling 165 class offerings have been gradually decreased over the years, due to budget cuts. For example, in **Fall 2008, 13 Counseling** 165 sections were offered (including 1 intersession course). In **Fall 2013** we are offering **6 sections**. In Addition, the Career Center, SU-17 is being utilized as a classroom as of Fall 2012 to teach Career Search. Therefore the lab is closed during class time. The Months of August-November, in 2011 had the most volume of students in the C.C. due to registration and transfer application deadlines, a significant decline in numbers is reflected in Fall 2012, since we moved to the current location. However, in comparing visitors from January-June, 2011 (2,182) to 2012 (2,841), student contact increased. This indicates a steady increase of Career Services accessed by students.

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

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.

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** 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 analyzing the 4 year span, we had an increase in our overall services in 2013-2014.

*In May 2015, the EAP program disseminated and collected a survey on behalf of the career center to assess how many EAP students were decided/undecided and/or had declared a major upon completing the Palomar College application. 1,157 surveys were collected and returned to the Career Center. Results: 716 students have decided on a major; 304 are undecided; 120 didn't select a major on their college application, and 312 completed the ASVAB in H.S. All students who authorized permission to contact were called by the CC staff. The surveys were separated into 3 groups. 1) Undecided 2) no major selected 3) Decided on major. Group 1 & 2 were called first and invited to sign up and attend the First Year Game Plan: Setting Career Goals workshops offered in June & July. 73 signed up, 29 attended. The third group was called, made aware, and invited to access the services the Career Center offers. If staff is available, this effort could be repeated in 2016 by developing a better planning system, tracking method, and overall desired outcome.

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

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 2014-2015 **TOTAL (44 presentations)**
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,

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

once they learn about the career resources available to them. *Plan: Add an open ended question to the orientation survey to assess the services students might seek from the career center, in the future.

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 2013-2014 **TOTAL (43 presentations)**

98% 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.

80% After today's presentation, I will visit the Career Center for more career information/assistance.

94% 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.

Results were comparable to 2012-2013 results. The area that remained below the desired mark is item #3 (will visit the career center). The range was higher in 2012-13, 87% for question 3. 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.

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

Students will learn the process of assessing their skills/abilities, researching an occupation that fits their personality, clarifying career interests, identifying their values, exploring possible career pathways and gain an understanding that this course is an introduction to their career development process.

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% 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

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

survey. To assess student understanding that a career decision is a process that takes time. **94%** expressed an understanding about this process.

***In spring 2015, a new open-ended question was added to the survey to collect qualitative data and 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 understand how they assess their interests, question #4 (78% of students A or S.A.). Nonetheless, on question #3, (74% of students A or S.A) that they have clarified career interests. Essentially, the same question asked in a different way.*

“After completing this course, what would prevent you from choosing a career pathway?”

The open ended question added to the survey was highly instrumental in finding the missing link. This question helped identify elements that students are aware of, and are preventing them from selecting a career. Question response themes: fear, uncertainty, lacking motivation and initiative to make a decision. These factors significantly influence the career decision making process, and cannot be completely addressed in one class. These findings provided valuable information in better understanding the less than expected outcome for item #7 (*deciding on an occupation*). Conclusion: no correlation found between *interests* and *identifying a career*.

177 students completed Career Search in 2014-2015 and 174 students in 2013-2014.

Findings for Counseling 165 “Career Search” SLO Fall 2013 & Spring 2014

Students will learn the process of assessing their skills/abilities, researching an occupation that fits their personality, clarifying career interests, identifying their values, exploring possible career pathways and gain an understanding that this course is an introduction to their career development process.

Of the 174 administered surveys/174 surveys were returned:

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

87% Agree or Strongly Agree that they have identified an occupation that fits their personality.

73% Agree or Strongly Agree that they have clarified their career interests.

91% Agree or Strongly Agree that they have identified their values.

85% 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).

56% Agree or Strongly Agree that they have decided on the occupation that they want to pursue (for ex: financial planner, physician assistant, movie director).

94% Agree or Strongly Agree that they understand “Career Search” is the starting point of their career development process.

*Results were comparable to 2012-2013 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

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

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. It allowed instructors to assess student understanding on the career decision process.

Findings for Counseling 165 “Career Search” SLO Fall 2012 & Spring 2013

Of the 136 students who returned the survey:

85% 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.

88% Agree or Strongly Agree that they have assessed their skills/abilities.

83% 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).

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. 2013-2014: 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.
2014-15 Students are self-identifying as having learned about the CC services through a class presentation. No formal tracking mechanism has been developed yet to capture this data.
2. Method of assessment was effective and will be repeated in Fall 2013 and Spring 2014 in Counseling 165. The area that is noteworthy discussing in the findings from the SLO surveys is that students are not ready to commit to a career after taking this class, which is not surprising. Students are somewhat skeptical about committing to a career that is a fit based on the career assessment results after completing just one class. A follow-up question for this area of measurement could be included in the survey in the future to gather more concrete qualitative data as to what is preventing them from deciding on an occupation that is a potential match (based on the assessment information reflected from their answers).

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.

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

Fall 2014 Update: 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: Spring 2015 a new question was added, (My STRONG Theme Code...to determine if there was a correlation between the two questions, #3, #4 & #7 (previously #6).

2014-2015: A parallel between question #3 and now #4 was identified. Students clarified interests, and STRONG theme code is still below the 80% goal. And #7(previous #6) remained unchanged, still underperforming (52%).

Conclusion: No correlation found between questions 3,4 and 7. The lower than expected "interests clarification" is not preventing students from "selecting a career" after completing the Career Search class. Rather, it is a lack of confidence that appears to be a barrier in achieving this career goal.

Continue to encourage students to participate in experiential learning/internships to "try out" fields of interests and better refine their goals. In turn, students may gain more confidence in identifying a future career.

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, relevance and gainful employment should be implemented across all disciplines for students to make informed decisions. The Career Center Director would like to work with all staff to develop faculty syllabi to address job market trends in all disciplines and what specific careers can be pursued with specific majors. The Statewide Student Success and Support Program (3SP) recommends that students complete a degree in a timely manner. Therefore, it is imperative that career identification assessments be provided to students across the disciplines to explore interests and select a career pathway earlier in their academic journey. In turn, students will be better prepared and informed to select a major, plan courses via an Educational Plan and register for courses required/articulated supporting the major and career goal.

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

State budget reduction has resulted in a reduced budget apportionment for Palomar College. This has negatively impacted class sections and services offered to students. Unemployment remains high and displaced workers are seeking retraining opportunities but have less access to our college services due to the national and state financial climate. More than ever before, it is imperative that we implement a formal and

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

permanent **job placement service and/or an internship program** to meet the demands of our students and the displaced job seekers in the workforce. ***Employment opportunities is one of the most frequently asked question Career Center visitors inquire about. The center provides job announcement and internship information, what students receive is assistance in preparing for jobs searches and interviews, but ultimately, what they need is becoming gainfully employed.***

Update: 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.

2014-15 Update: Palomar College Career Center, was allocated 40% of the CTE Enhancement Funds to provide student internship services. An Internship Coordinator (consultant) was hired to start an internship program for Palomar College students and an Internship Coordinator Assistant (hourly) was hired to assist the internship coordinator. The program criteria was developed and the program has been actively advertised on campus. The student interest has been favorably high. The grant funding this program expires on June 30, 2016. The skill gap is still an issue for industry and the goal of this program is to help address this challenge and better prepare students for future employment.

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

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.							

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?
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.							

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.	Perkins Grant Funding	1	1.7	Career Center Director will continue working with the Perkins grant to provide additional services and obtaining needed adjunct faculty and staff.			

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?
c2.							
c3.							
c4.							

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.							
d6.							

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.	Internship Placement Coordinator	1	1.7 (1.1, 1.3, 1.6) 2.2, 2.3	<p>It is necessary that the career center have at a minimum a 45% Internship Placement Coordinator position (Level 25 = \$60,000 salary). A 100% position would be preferred and more beneficial to students.</p> <p>The role of this position is to assist students with internship connection or placement, to gain experience, skills and knowledge about industries of interest. In turn, students would be better prepared to follow an informed career decision making plan and select a college major that supports their career goal. This role supports and aligns with the Student Success Support Program. Bridging education to industry early on, to gain the experience companies require of students along with their college degree. This can be accomplished via part-time work or internships (paid/unpaid).</p> <p>It is also necessary to have 3-5 staff and student workers to assist students and faculty with information on career services,</p>	60,000	On going	NO

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?
				orientations, program and planning for the workforce. Due to the relocation of the Career Center, staffing is essential to be maintained and preferably increased. The Center has to remain open to provide consistent student access.			
e2.	Counseling Support Specialist	1	3.1, 1.1	A full-time position was lost due to retirement. It is essential that this position be filled in a timely manner to continue providing the services we offer on campus to faculty and staff.	39,000	On going	NO
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 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?
f1.	Student worker	1	3.1	Student workers have been essential to the Career Center when permanent staff is absent due to illness or vacation. The Center is able to remain open with the assistance of student workers.		n/a	Work Study
f2.							
f3.							
f4.							

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 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?
f5.	Career Center Director	1	1.7 (1.1, 1.2, 1.3)	<p>It would be ideal to have a full-time, Career Center Supervisor/Director in a classified position if a full-time faculty position is more strenuous on the current college budget.</p> <p>Having a classified position would benefit the Career Center in the following manner: 1) Consistency at a 100% capacity. 2) A forty-hour week, 12 months a year position provides continuous and adequate coverage. It is fiscally reasonable, therefore, feasible, for the college to fund this position.</p> <p>Colleges that have had the stability and program development with most success, are those that have a 100%, designated Faculty Career Center Director, working 40 hours, 12 months a year. To better align with the current district general fund, a classified Career Center Supervisor position would be a reasonable request, to serve in this capacity in the career center in a near future.</p>			

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

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

In Summer 2012 The Career Center Director recruited a Counseling Intern and a Webpage Designer Intern. The first ever Career Center Orientation presentation was created to provide information on Career Services to students in the Career Center and in the classrooms across campus. It has been an effective tool that has enabled us to share Career Center services and valuable career information to students and instructors. The Orientation has been uploaded to the Career Center website for students, faculty and staff to access and share our resources. The website was redesigned and continues to be updated with current information. An SLO for Counseling 165 was measured in Spring 2012 and the results were satisfying. The goal of the course is being met. Workshop SAO's have been assessed and measured, the results have been very satisfying. In Fall 2012 Career Center Director with collaboration from Career Center Coordinator developed/created the Career Center Mission Statement. It is currently posted on our website and our Career Center brochure. A Career Center Logo was created in Spring 2013, branding our center has been accomplished. SLO's and SAO's have been created and assessed for Career Search course, Career Workshops and for the first time a Job Expo SAO was assessed for Vendors and students attending the event in Spring 2013. The results for all events are very satisfying. Training Workshops were provided to Counseling Faculty in Spring 2012 & 2013.

In Summer 2013 Career Center Director updated the Career Search course presentation materials and updated course content. Training workshops were provided for Counseling Faculty in Fall 2013 & 2014. In Fall 2014, a *College Profile* report was added to the STRONG interest inventory assessment, which provides students a list of majors and school activities to consider in addition to occupations based on their career interest results. Career Services presentation requests have steadily increased since the orientation was developed 2 years ago. On April 30, 2014, Palomar College Career Center hosted Addeco's "Way To Work" worldwide event. Addeco chose San Diego to host Way To Work, the only city in the U.S. 157 students were provided valuable career services. The highest number of students reached and served during this "careerathon" occurred at Palomar College.

Summer 2014 Mentored an Intern and started planning the Career Discovery Day event. StudentLingo was renewed for another year. Fall 2014- career workshops at the HS Counselor Conference and the EOPS Region X event were facilitated. Partnership with GEICO and an Internship Presentation was given to students to recruit for their summer internship program.

Spring 2015- Launched Career Discovery Day event. Nineteen academic programs/departments participated, 495 students stopped and spoke to faculty at their tables. Addeco returned to Palomar College and promoted "Street Day" and CEO for a Day the month of April, 100+ were provided job search information.

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.

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

2011-2012 During the move to SU-17, the Career Center reduced the amount of student computers in the lab from 35 to 25 due to the reduced space area in the new location. In Fall 2012, we started reaching out to instruction faculty to invite the Career Center into their classrooms to conduct Career Center Services Presentations to their students and reach out to as many students and faculty as possible to increase awareness on the valuable resources available in the Career Center at Palomar College. The Career Center continues to reach out to faculty and provide classrooms presentations as well as continuing to accommodate instructors who bring classes into the career center. It has become an issue in accommodating classes with more than 25 students. We have been able to use the Assessment office to accommodate the student overflow. We presented career center orientations to 24 classes in the Career Center (473 students) and visited 6 classes (196 students) in 2012-2013. In the future, the Career Center needs a Computer Lab with a classroom adjacent to the Lab to maintain student access open during hours of operation as Career Search classes and/or class visits take place. Career Center Coordinator is participating in Student Events on campus to reach out to students and refer them to our services. Career Center Coordinator is tracking and assessing the time the center is not accessible to students when career events are held in SU-17. Data will be reviewed to assess lack of access to the general student population on a monthly basis. This information will be used to determine if an additional room/space is needed for the career center to operate and function more effectively. 2014-2015 Career Center hours were monitored by Career Center Coordinator on a monthly basis to determine the percentage of time the CC is not accessible to students, due to other career activities taking place (ex: classes, class visits, workshops, on campus outreach activities without staff in the CC). The percentage of hours the CC is closed on a monthly basis ranges from 10-26% on a 48.5 hour week. This supports that the Career Center would best serve all students by having an instruction classroom adjacent to the Career Center Lab to maintain hours of operation accessible 100% of the time.

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

Rosie Antonecchia Name	Pippa Pierce Name	Nicole Moreau Name
Name	Name	Name



Department Chair/Designee Signature

12/1/15

Date

B. B. A.

12/1/15

Division Dean Signature

B. B. A.

12/1/15

Division Vice President Signature

Date

- Provide a hard copy to the Vice President Gonzales no later than **November 6, 2015**
- Email an electronic copy to mlaviguer@palomar.edu by **November 6, 2015**
- Email an electronic copy to idecker@palomar.edu by **November 6 , 2015**