Palomar College – Program Review and Planning
Non-Instructional Programs
Academic Year 2016-17

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

11/03/2016

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)

	2012-2013	2013-2014	2014-2015	<<Prelim>> 2015-2016	Definitions
Student Counseling Contacts and Career Services accessed- SARS Data	5,857	6,915	6,457	7,046	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	559	620	664	284	Number of students assessed for career exploration and identification purposes: derived from PCC order purchase history.
Career Center Student Orientations:	1,268	1,587	1,214	1,620	Number of students served via Career Center Services Orientation: derived from excel monthly report.
Career Center Orientations in the Career Center	39	60	37	25	Number of Career Center Orientations facilitated in the **Career Center** for instruction faculty: (derived from student sign-in sheets)
Student Contacts:	905	1,214	830	619	Number of students completing a CC orientation.
Career Center Orientations in Instruction Classrooms	12	16	17	33	Number of Career Orientation Presentations provided to instruction faculty in the **classroom**. (data derived from student signing sheets)
Student Contacts:	363	373	384	1001	Number of students served during classroom visits.
Career Workshops- Student Contacts	167	184	139	276	Number of students that completed a Career Workshop: derived from excel monthly report.
StudentLingo Workhops	14	78	181	583	StudentLingo Monthly Report excel sheet.
Career Center Lab – Class Visits	*819	*905	*933	*770	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:					

Career Expo: **Career Coffee Hour:** **Engaged in Internship Program:**				75 20 92 (41+52)	Job Expo Numbers provided by Career Center Coordinator-companies that attended in Spring 2016. Number derived from career coffee hour sign ups. Number provided from Internship Coordinator report. 41 engaged by I.C. and 52 contacted the CC.
Internship Program Contacts **Internship Coord. Appts.:** **Internship Coord. Class presentations & workshops:**				107 201	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.
Full-time FTEF	50%	50%	50%	50%	FTEF from Contract Counseling Faculty: derived from IRP/Staff data
Part-time FTEF	56%	30%	51%	52%	FTEF from Hourly Counseling Faculty: derived from dept. NOHE Excel totals.
Number of FT Staff	2	2	2	1	Number of FT staff available to serve students: derived from IRP office
E-Mail/Phone contacts	934	1,408	1,252	2,260	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 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/viewed a SL workshop. There was a significant decrease of 17.5% in student enrollment in Counseling165, 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.

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, we started using the Career Center, SU-17 as a classroom in Fall 2012 for Career Search, therefore closing the lab 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. 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 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 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.

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

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% 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 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 <u>Box B</u> 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. **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.

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.

2012-13 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).

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 and preparation 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. The Statewide Student Success and Support Program (SSSP) 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. 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.

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 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.	Counseling Support Specialist	1	1.1, 1.2, 1.3	The Counseling Support Specialist position had been a part of the Career Center up until the staff member retired in June 2015. This position needs to be replaced to maintain the services we have managed to create and provide			

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?
				and continue to grow the career center services we deliver.			
e2.	Internship Program Coordinator	1	1.1, 1.2, 1.3	It is necessary that the career center have an Internship Program Coordinator position (Level 25 = $60,000 salary) to assist internship seekers with internships. This program was piloted in 2015-16 and helped students to gain experience, skills and knowledge about industries of interest to follow an informed career decision making plan and select a college major that supports the career goal. It is also necessary to have 3-5 staff and student workers to assist students and faculty with information on career services, orientations, program and planning for the workforce. Due to the relocation of the Career Center staffing is essential to be maintained and preferably increased. 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).	60,000	On-going	No
e3.							
e4.							

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?
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.	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.							
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.

- 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.
- An internship Day event was held in March 2016, 35 companies offering internships attended.

- The Symplicity system was fully implemented and launched towards the end of Fall 2015. As of today 754 employers have registered in the system and 53 jobs have been posted.
- StudentLingo workshops were expanded from 4 workshops to 26 virtual workshops in Fall 2015.
- TutorLingo was introduced and offered to Palomar free of charge as a thank you for our contract with StudentLingo. Tutoring services used it for their tutors. 236 TutorLingo workshops were viewed by tutoring staff.
- Career workshops were offered in summer 2015 as well as career counseling services.
- The Job Expo event broke its prior vendor attendance record, 75 companies registered to participate.
- The Career Coffee Hour event was created, branded and launched in Fall 2015 and it has continued to grow significantly. 20 companies have participated in this event.

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	Name

Pippa Pierce		
Name	Name	Name

_____   11/1/16
Department Chair/Designee Signature   Date

_____   11/3/16
Division Dean Signature

_____   11/16/18
Division Vice President Signature   Date

- Provide a hard copy to the Vice President Gonzales no later than November 3, 2016.
- Email an electronic copy to mlavigueur@palomar.edu by November 3, 2016.
- Email an electronic copy to rjohnson3@palomar.edu by November 3, 2016.