

# Program Review & Planning (PRP)

## COMPREHENSIVE

### PART 1: BASIC UNIT INFORMATION

Program Review is a self-study of your unit. For non-instructional program review, the definition of what is a unit varies based upon your division. A unit may be a department (e.g., Information Services, Institutional Research and Planning, Financial Aid), a program (e.g., EOPS, TRIO), or a division (Human Resource Services). The Vice Presidents for each division have identified/defined the units that will complete the review cycle.

Regardless of whether your unit is a program, department, or division, program review is about documenting the plans you have for improving Institutional Effectiveness in your area and sharing that information with the college community. Through the review of and reflection on key elements, program review and planning identifies program strengths as well as strategies necessary to improve the operation of your area. With that in mind, please answer the following questions:

<b>Date:</b>	11/18/19
<b>Unit Name:</b>	Career Center
<b>Department Name:</b>	Counseling Department
<b>Division Name:</b>	Student Services
<b>Name of person responsible for the Program/Unit:</b>	Rosie Antonecchia
<b>Website address for your unit:</b>	<a href="https://www2.palomar.edu/pages/careercenter/">https://www2.palomar.edu/pages/careercenter/</a>

Please list all participants in this Program Review:

Name	Position
Rosie Antonecchia	Career Center Director
Pippa Pierce	Career Center Coordinator

**SECTION 1: Program/Unit Mission Statement**

What is your Program/Unit's mission statement (click here for [how to create a mission statement](#)):

The Career Center staff is dedicated to providing Career Development services by applying a holistic approach. This includes taking into account all aspects of a student's situation and developing comprehensive individual plans to best meet his/her needs. We are committed to inform, assist and support students to make informed career decisions to reach their goals. This is accomplished by offering available resources to explore and identify career options and integrating student responsibility as the key component in the career development process.

Describe how your mission aligns with and contributes to the College's Vision and Mission.

Palomar College is an inclusive and comprehensive community college that takes pride in meeting the needs of its diverse student population. These include transfer readiness, lifelong learning, and technical training. Career Center services supports this mission by providing holistic services to each student's uniqueness. Career exploration, development, and job readiness services are provided to support students make informed career choices and select career paths with more confidence and clarity.

**SECTION 2: Program/Unit Description****Staffing**

<b><u>Full-time Staff</u></b>		<b><u>Part-time Staff</u></b>	
<b>Total Number of Full-time Staff</b>	2	<b>Total Number of Permanent Part-time Staff</b>	0
<b>Number of Classified Staff</b>	2 (only 1 FT staff available in 2018-19)	<b>FTE of Part-time Staff (2X19 hr/wk = .95)</b>	0
<b>Number of CAST Staff</b>	0	<b>FTEF of Part-time Faculty</b>	0
<b>Number of Administrators</b>	0		0
<b>Number of Full-time Faculty</b>	1		0

Describe additional temporary hourly or contract staff support this unit and/or department? (Include FWS/District Student Worker/Veteran Student Worker)

An hourly staff employee from general counseling assisted in the Career Center when available.

As part of this PRP cycle, Human Resource Services has sent organizational charts to all non-instructional units. Please review the charts and make any needed changes. Attach a copy of the chart when you are submitting your review or provide the link to your organizational chart if it is online.

OR

If you cannot create an organizational chart, or did not receive one from Human Resource Services, list the positions in your unit showing reporting relationships (e.g., Manager Facilities with the following direct reports, Supervisor

**Position A, Supervisor Position B, Supervisor Position C; Supervisor Position A with direct reports, Position A, Position B, Position C)**

How will you submit your organizational chart?

☒ Upload document    ☐ Provide web link    ☐ Describe organizational structure

### **Program/Unit Description**

#### **Who utilizes your services?**

Current, prospective and alumni students, faculty, employers, speakers.

#### **What services does your program/unit provide (Describe your program/unit)?**

##### **Career Development Services**

- Career Counseling appointments and walk-in Lab access
- Career Search Course (Counseling 165)
- Career Assessment & Exploration
- Workshop Presentations

##### **Employment/Internship Search Assistance**

- Job list and search engines
- Job Developer/Internship Coordinator referrals
- Hiring events information (on and off campus)

##### **Job Readiness Services**

- Resume & Cover Letter Resources & Assistance
- Mock Interviews
- Workshops
- Employment referrals

##### **Faculty In-Classroom/Career Center Services**

- Classroom presentations/orientations
- Class assignments
- Assessment Access

##### **Outreach/In-Reach Assistance Services**

- Discover Palomar
- Spring HS visits
- On-Campus events
- Workshop Facilitation

##### **Employment Engagement Services**

- Career Coffee Hour
- Job Expo
- Speakers
- Facilitate/Coordinate on campus visits
- Advertise job announcements

##### **Career Center Lab Services**

- Maintain lab computers and equipment
- Update website & resources

##### **Marketing Services**

- Promote Career and All other on-campus events to engage students
- Share information on social media and marketing materials

## COMPREHENSIVE PART 2: PROGRAM/UNIT ASSESSMENT

### SECTION 1: Service Area Outcomes and Assessment

#### GOT SERVICE AREA OUTCOMES?

**Outcomes are statements written in support of student learning to show direct support (instruction) or indirect support (services) provided on campus. Assessment is the way we measure how well we are achieving our outcomes.**

**For non-instructional areas, outcomes are called Service Area Outcomes (SAO).**

#### So, what is an SAO?

A Service Area Outcome (SAO) is a statement about what a client will experience, receive, or know as a result of a given service. Clients can be students, faculty, staff, or community members.

As part of our three-year planning and review cycles, all non-instructional units are asked to:

- identify at least two SAOs,
- develop a plan and assess their SAOs,
- reflect on the results,
- and take action, as necessary.

Palomar has adopted TracDat as our official repository for SLO and SAO Assessment information.

#### **Review and/or define your SAOs and assessment plans and ensure they are entered in TracDat by:**

- 1) Login to Nuventive Improve (TracDat) <https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/>. Your Palomar username and password is your login.
- 2) Update or add your SAOs and assessment plans.

#### **NEED HELP?**

##### **TracDat:**

- 1) If you need help with anything TracDat related such as login, unit identification, entering SAO info, contact Marti Snyder at [msnyder2@palomar.edu](mailto:msnyder2@palomar.edu).
- 2) Check out this video on how to enter SAOs in TracDat: <https://youtu.be/b1sRa68wm4c>

##### **Defining and Assessing SAOs:**

Not sure if your SAOs make the grade? Need some help writing an SAO? Not sure about how to assess your SAOs?

1. [Hartnell's SAO Guide](#) is a nice resource! Thank you Hartnell!
2. Contact Michelle Barton at [mbarton@palomar.edu](mailto:mbarton@palomar.edu). We have a resource support team to help.
3. The SAO template at the end of this document is a useful template for defining an SAO and assessment plan. It is modeled off what we enter in TracDat.

<b>Are all of your unit's SAOs and assessment plans entered in TracDat?</b>	<b>YES</b> <input checked="" type="checkbox"/> <b>X</b>	<b>NO</b>
<b>If NO, describe why and identify a data by which they will be entered.</b>		

**For each SAO in TracDat, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments.**

*Students will increase their knowledge and understanding on the different types of services/resources offered in the Career Center by 80%, after attending a face-to-face Career Center orientation presentation.*

*Criterion Has Been Met. All areas measured exceeded the 80% goal.*

98% agree or strongly agree that the information was delivered in a clear and organized manner.

86% agree or strongly agree that the resources presented were helpful

88% agree or strongly agree that they will visit the career center after this presentation.

93% agree or strongly agree that they will use the resources they learned about during the presentation.

91% agree or strongly agree that they have a clearer understanding on services offered by the career center.

2) New SAO starting in Spring 2020

Students will gain a clear understanding that career paths have hurdles and these don't determine the potential and level of success an individual can achieve when persistence is applied.

3)

4)

## SECTION 2: Other Assessment Data

**List all other quantitative and/or qualitative measures you use to track, monitor, and/or evaluate the effectiveness of your program/Unit:**

### **Quantitative Data**

	Values				
Measure	2015-16	2016-17	2017-18	2018-19	Definition/Description of Measure
Counseling & Career services contacts/accessed	7,046	5,494	5,710	5,308	Counseling appointments, group presentations, and walk-in services: SARS & monthly report.
Career Assessments	284	149	172	188	MBTI & Strong Assessments administered to students: The Meyers Brig Company purchase records.
Career Center Student Orientations/Participants	25/ 619	17/ 408	17/ 410	13/ 291	Orientations delivered-SU-17/ students served: monthly report
Classroom Presentations/Participants	33/ 1001	11/ 241	20/ 988	22/ 369	Career Services Classroom presentation: signing sheets

**COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs**

Career Workshops contacts	276	19	93	76	Workshop participants: monthly report
Student Lingo Workshop	181	583	998	1,910	Workshop log-ins: monthly report
Counseling 165 course-student enrollment	770*	408*	405*	499*	*enrollment has been accounted in Counseling Instructional PRP
Career Coffee Hour: Employer visits/ students	20/ ?	29/ 708	51/ 1,370	81/ 1,838	CCH Sign-up records & employer student contact report to CC staff
Job Expo-Employers	75	77	72	67	Employer Registration Record
In-reach/Outreach Student Contacts	203	944	1,398	1,044	Student contact record: CC staff
Outgoing phone calls		614	552	415	Call log records: CC staff

**Reflect on your quantitative data and summarize your findings or interpretations.**

Upon review of the data collected from the presentations conducted, the results are favorable and reflect that students find the information useful and valuable.

**Qualitative Data**

**Describe any qualitative measures you use and summarize the results.**

The two questions on the presentation survey to collect qualitative data reflect that students would come in to access the services they learned about during the presentation.

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

However, not many responses were obtained from the second question which could indicate that attendees got enough information and cannot think of additional services.

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

**What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above.**

Starting Spring 2020 the second question will be eliminated from the survey due to zero to low student response and enough information is gathered from the first question which validates that career services presentation is important in increasing student awareness.

**SECTION 3: Achievements and Other Relevant Information**

**Describe your program's achievements on this past year. Where possible, describe how these achievements are related to our students and their success!**

50 career center presentations were facilitated for faculty; 81 hiring events were scheduled on campus via our Career Coffee Hour, 71 companies registered for the annual Job Expo, approximately 320 students participated based on number of maps requested by students, 76 students participated in career workshops, 1,044 students learned about career services via outreach events, 499 students completed Counseling 165 a career exploration course, and Student Lingo workshops use continued to increase.

**Describe any recent changes in legislation, policies, procedures, processes, and/or technology (software and hardware) that have impacted or will impact your program/unit? What effect will these changes have on your program/unit?**

Guided Pathways  
Strong Workforce  
SW Navigation grant (Intake, Differentiated Orientation, career exploration before education)

**In addition to (or in response to) the changes listed above, what board policies, procedures, and processes need to be updated, created, or deleted?**

A college policy needs to be created to implement and support a student career exploration process, expecting all students to experience and participate in it. This applies to ALL students from the undecided to the self-declared majors who's plan change due to unpredictable circumstances and need to re-assess major and career goals.

**COMPREHENSIVE****PART 3: PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING**

Program Evaluation and Planning is completed in two steps.

**Section 1: Overall Evaluation of Program**

Reflect on your program/unit, the results of your assessments in Part 2 above, and your vision for the future. Then, working together answer the following questions. Summarize your answers in the grid below.

1. What are our greatest strengths?
2. What are our best opportunities?
3. What is our preferred future, what do we aspire to do?
4. What are the measurable results that will tell us we've achieved that vision of the future?

**Section 2: Establish Goals and Strategies for the Next Three Years**

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three-year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion. Goals should be Specific, Measurable, Attainable, Relevant, and Time –Specific (SMART). Following the goal template below will help you create SMART goals!

**SECTION 1: Overall Evaluation of Program**

**1. Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.**

<b>Strengths:</b>	Student focused, use data to adjust service delivery, team collaboration, communication, resource distribution with faculty and students; serve as employers first point of contact, facilitate employment engagement opportunities, assist and support students, employers, faculty and staff.
<b>Opportunities:</b>	Guided Pathways, Strong Workforce, and Vision for Success align with providing student services with the "end in mind" to increase persistence, retention and completion. Continue to share resources with faculty to empower students to make informed career/occupation decisions based on gainful employment information, job growth opportunities with a certificate, a 2 and/or a 4 year degree.
<b>Aspirations:</b>	Continue serving students within the capacity of available staffing and financial resources. Bring interns on board until staffing funded is provided and secured to expand career services.
<b>Results:</b>	Career services delivery is streamlined and available from beginning (career exploration) to end of a student's academic and career journey (job readiness).

**SECTION 2: Progress on Prior Goals**

List current or prior goals your program/unit has been working on and provide an update by placing an "X" in the appropriate status box.

Goal	Completed	Ongoing	No longer a goal
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**COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs**

Incorporate available career resources in syllabi to support student personal and career development.		X	
Provide Employment engagement opportunities for students		X	
Job readiness preparation		X	

**Add any comments related to your work on prior goals, if needed (e.g., successes, challenges, reasons for eliminating a goal).**

**SECTION 3: Establish Goals and Strategies for the Next Three Years**

**1. New Goals: Please list all goals for this three-year planning cycle:**

Goal #1	
<b>Goal</b>	Incorporate available career resources in syllabi to support student personal and career development.
<b>Strategies for implementation</b>	Inform faculty about different available resources to promote resource(s) of their choice to students
<b>Timeline for implementation</b>	Year 1 select one resource to add to syllabus Year 2 assess student level of engagement Year 3 adopt resource for class if outcome was favorable to students
<b>Outcome(s) expected (qualitative/quantitative)</b>	Provide opportunity for students to learn about resource, explore, complete class activity, and reflect on findings.
<b>How does this goal align with your unit's mission statement?</b>	Inform, assist, and support students make informed career decisions.
<b>How does this goals align with the College's <a href="#">Strategic Plan 2022</a>?</b>	<b>VfS Goal 1: Completion; VfS Goal 2: Transfer; VfS Goal 3: Unit Accumulation; VfS Goal 4: Workforce; VfS Goal 5: Equity</b> Students with identified career goals persist and complete degrees with more efficiency and are informed about employment salary and growth.
Goal #2	
<b>Goal</b>	Provide Employment engagement opportunities for students
<b>Strategies for implementation</b>	Facilitate accommodation to bring employers to campus

**COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs**

<b>Timeline for implementation</b>	Year 1 Collect data: employer visits and students hired via follow-up Year 2 Repeat year one Year 3 Repeat year one and create report on hiring outcomes
<b>Outcome(s) expected (qualitative/quantitative)</b>	Students hired from hiring events
<b>How does this goal align with your unit's mission statement?</b>	Offer career development opportunities (skill development), encourage students to apply self-responsibility and take advantage of opportunities offered to them on campus.
<b>How does this goal align with the College's <a href="#">Strategic Plan</a>?</b>	<b>VfS Goal 1: Completion; VfS Goal 2: Transfer; VfS Goal 3: Unit Accumulation; VfS Goal 4: Workforce; VfS Goal 5: Equity</b> Students with identified career goals persist and complete degrees with more efficiency and are informed about employment salary and growth. Course content relevance motivates students to persist and complete.
<b>Goal #3</b>	
<b>Goal</b>	Job readiness preparation & completion
<b>Strategies for implementation</b>	Assign Job Readiness assignments
<b>Timeline for implementation</b>	Year 1 Start & complete Job readiness modules Year 2 inquire Internship/Volunteer activities Year 3 Start entry level job preparation
<b>Outcome(s) expected (qualitative/quantitative)</b>	Provide a framework to begin skill building experience
<b>How does this goal align with your unit's mission statement?</b>	Offer career development opportunities (skill development), encourage students to take on the responsibility and take advantage of opportunities brought to them on campus.
<b>How does this goals align with the College's <a href="#">Strategic Plan 2022</a>?</b>	<b>VfS Goal 4: Workforce, VfS Goal 5: Equity</b> Provide opportunities that are close to program of study to all students
<b>Goal #4</b>	
<b>Goal</b>	
<b>Strategies for implementation</b>	
<b>Timeline for implementation</b>	
<b>Outcome(s) expected (qualitative/quantitative)</b>	
<b>How does this goal align with your unit's mission statement?</b>	
<b>How does this goals align with the College's <a href="#">Strategic Plan 2022</a>?</b>	

**How do your goals align with the College's value of equity and diversity?**

Career development, internship and job information, and exposure to opportunities are made available to all students with intentional attention to serving those that don't have family members with professional connections which often provide professional development advantages to cross the bridge from education exit to occupation entrance.

**The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes. Click here to access [Strategic Plan 2022](#).**

Palomar College has offered personal and career development courses to support student persistence and retention. The Career Center's mission is to assist and guide students with career development goals from career exploration, occupation selection, major declaration, and course registration that supports the chosen career pathway. In turn, strengthen retention and student success. VfS goal 2.

One strategy is to continue promoting the importance of requiring a one unit career exploration course. All students need to learn the career development process and understand that it takes time to look inward, reflect, analyze, apply new knowledge, and set goals from information gained during the self-discovery cycle. Most importantly, a structured course provides the framework to practice self-accountability by following through on self-identified goals via action plan. In turn, students can commit to majors/programs with higher confidence and carry these career development skills with them and confidently repeat the process as students and professionals. Learners evolve, equipping young adults with these career tools will serve them well beyond their time at Palomar College.

## COMPREHENSIVE PART 4: RESOURCES

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures). How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

### SECTION 1: Reallocation or Reassignment of Resources

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any upcoming factors in legislation. Describe the impact of the reallocation of resources to your unit.

An upcoming factor that will impact the 3 goals above is current staff level changes. Due to our current hiring freeze at our college, a vital staff position vacancy may not be replaced. Therefore, scaling down vs. Expanding our services may be the unfortunate outcome. The career center has many on-line resources that are utilized, we will continue to promote and refer students to use virtual services to off-set the current staff reduction.

### SECTION 2: Need for Additional Resources

#### STAFFING

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section.

Title	Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/Obj.</a>	New / Vacant / Modified / Temporary	Describe Need:
1) Career Center Coordinator	#2	<b>Goal 1:</b> 2.6 & 2.7	Vacant	This role supports the Career Center Director role with the day to day operations that are introduced and implemented to offer different services to students.
2) Market Research Analyst	#1-3	<b>Goal 2:</b> 2.5, 2.6, 2.7 <b>Goal 3:</b> 3.1	New	This position would focus on researching workforce needs and bring back relevant information to students and faculty for students to know what is expected of them upon degree completion and joining the workforce and to assist in creating services/curriculum adjustments that align with the market research findings.
3) Career Project Coordinator(s)		<b>Goal 2:</b> 2.2, 2.6 <b>Goal 3:</b> 3.1		To expand career services and create ongoing services that engage students to keep them learning outside of the classroom, dedicated, ongoing activities/events need to be an element of the college journey. Like weekly practices are to a sport team games. These roles would have focused activities for each pathway and be present at designated HS to bridge students to Palomar College and start the groundwork preparation before they transition over as college students,

#### TECHNOLOGY

If you are requesting TECHNOLOGY, please fully complete this section. If not, skip to the next resource section.

**COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs**

Resource	Unit's Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/ Obj.</a>	Cost (\$\$\$)	Describe need and identify if the technology need will require: 1) extra wireless access, 2) integration with existing technology (hardware and software such as PeopleSoft), and/or 3) operational maintenance and support.	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests.
1)					
2)					
3)					

**EQUIPMENT (Other than technology)**

**If you are requesting EQUIPMENT, please fully complete this section. If not, skip to the next section.**

Resource	Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/ Obj.</a>	Cost (\$\$\$)	Describe need:	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests
1)					
2)					
3)					

**OTHER RESOURCES**

**If you are requesting OTHER RESOURCES not described above, please fully complete this section. If not, CHEERS!!! You are DONE!!!**

Resource	Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/ Obj.</a>	Cost (\$\$\$)	Describe need:	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests
1)					
2)					
3)					

## COMPREHENSIVE PART 5: FEEDBACK AND FOLLOW-UP

Once your Program/Unit PRP is completed, your division or planning council should review and discuss based on your Vice President's planning process. This area is intended for summary feedback and recommendations from the divisional review.

### Confirmation of Review by Division / Planning Council

<b>Person/Group/Council Who Reviewed PRP</b>	Aiden Ely, Acting VPSS
<b>Date</b>	12/17/19

### Feedback

#### 1. Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:

Highly productive in current methodology.

#### 2. Areas of Concern, if any:

Career Services need to be redesigned in the context of Guided Pathways. Begin prior to enrollment, ongoing throughout Matriculation. All Counseling should reflect a career focus.

#### 3. Recommendations for improvement:

# SERVICE AREA OUTCOMES TEMPLATE

Date Identified or Last Reviewed	Description of SAO (What is your SAO?)	Assessment Method (How will/do you measure or assess it?)	Criterion (How will/do you know if you met the outcome?)	Date of Assessment	Date of Next Assessment
1)					
2)					
3)					
4)					

**Student Services Leads  
Organization Chart**

