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2021-2022 ANNUAL REVIEW

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON-INSTRUCTIONAL PROGRAMS

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 review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the operation of your area. With that in mind, please answer the following questions.

The Annual Update is designed to help you track progress on your three-year plan. It allows for updates to your plan based on:

1) Updates to Service Area Outcomes assessment cycle or unit data;

2) new events, legislation, or processes that affect your unit's ability to meet your mission; and

3) a review of progress on your three-year plan's goals.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC UNIT INFORMATION

Program/Unit Name
Career Center

Department Name
Counseling Department

Division Name
Student Services

Name of Person responsible for the Program/Unit
Rosie Antonecchia

Website address(es) for your program(s)/unit(s)

Webpage URL 1

Unit webpage
https://www.palomar.edu/careercenter/

Please list all participants and their respective titles in this Program Review

Participant	Title
Rosie Antonecchia	Career Center Director

STAFFING AND SERVICE UPDATES

Staffing

Use the link provided to help answer the staffing questions below.

Link: Permanent Employees Staff Count

This form requires a login and password to access. Please use your Palomar email and password to log in.

Full-Time Staff	**Part-Time Staff**
Total Number of Full-time Staff 2.00	**Total Number of Permanent Part-time Staff**
Number of Classified Staff 1.00	**FTE of Part-time Staff (2x19 hr/wk=.95)**
Number of CAST Staff	**FTEF of Part-time Faculty**
Number of Administrators	
Number of Full-time Faculty 1.00	

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

Have you experienced any changes in staff this past year? If so, please describe how the changes have impacted your operations.
Yes, the Career Center Coordinator has been vacant since 1/1/2020. The duties of the Career Center Coordinator landed on the Career Center Director role. In addition to absorbing the duties shortly before the Covid pandemic hit, transitioning to virtual service delivery the absence of the CCC role was a significant loss. Services had to be reduced due to a reduction of a 40 hour weekly position. For example, the annual Job Expo was coordinated by the CCC and had to be carried out by the CCD in 2020, then cancelled, a process developed to reimburse employers signed up to attend the event and without a virtual job board the Job Expo could not be offered in 2021. Having to focus on the day to day operations limits the expansion of services that the CCD role can focus on to continue developing the career services as it was possible in the past.

Program/Unit Description

Have the services your unit performs changed in any way over the past year?
The employer visits were cancelled (Career Coffee Hour and Job Expo events) due to Covid restrictions. Classroom presentation were reduced as well. All Career Search classes and career appointments are offered remotely with positive outcomes. Class enrollment was high and student no shows were dismal.

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PROGRAM/UNIT ASSESSMENT

SERVICE AREA OUTCOMES UPDATE

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 (SAOs).

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 Nuventive Improve (previously named 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 Nuventive Improve by doing the following:

> 1) Log in to Nuventive Improve (previously TracDat) https://idmpg.palomar.edu/_layouts /PG/login.aspx?ReturnUrl=%2Fsso%2Fdefault.aspx. Your Palomar username and password is your login.

> 2) Check your SAOs for **currency**. SAOs should be assessed at least once every three years. **Sunset** any SAOs if you no longer plan to assess them.

> 3) Revise or edit your current SAOs by revising their wording and/or updating the assessment and assessment results, if appropriate.

NEED HELP?

Nuventive Improve:

> 1) If you need help with anything Nuventive Improve related such as login, unit identification, entering SAO info, contact Marti Snyder at msnyder2@palomar.edu.

> 2) Check out this video on how to enter SAOs in Nuventive Improve: 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. We have a resource support team to help.

A template for entering SAOs can be found on the IR&Ps Non-instructional Program Review and Planning website

Are all of your unit's SAOs and assessment plans UPDATED and ENTERED in Nuventive Improve?

SAOs Summaries / Reflection

If you have completed any SAO assessments over the past year, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments. If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

SAOs

SAO 1

SAO Title
StudentLingo Workshops

Assessment Status
Assessed

SAO Summary and Reflection
689 students completed at least one StudentLingo assessment between January-May 2021. 651 Students selected (TRUE) ; 18 (FALSE) and 20 (NO RESPONSE) to indicate that they had learned information that would help them learn skills in the areas covered in the workshop.

The Criterion exceeded expectations, 105% indicated they learned skills from the chosen workshop topic.

SAO 2

SAO Title
Persistence to Stay on A Career Path

Assessment Status
Not assessed

Next planned assessment
End of Spring of 2023.

SAO 3

SAO Title
Career Center Services and Resources

Assessment Status
Not assessed

Next planned assessment
End of Fall of 2022

SAO 4

SAO Title
Closing a Career Continuum Gap with Handshake

Assessment Status
Not assessed

Next planned assessment
End of Fall 2022

OTHER ASSESSMENT DATA

Review the Quantitative and Qualitative Data from your comprehensive review. If there are updates please describe them below.
Leveraging technology has been beneficial, StudentLingo usage continues to improve. In Spring 2020 542 students completed a virtual workshop and 689 completed a workshop in Spring 2021.

ACHIEVEMENTS AND OTHER RELEVANT INFORMATION

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

Achievement #1

Breaking away from silos by uniting efforts, skills, and expertise with single member programs leads.

In late Spring of 2020 the Career Center partnered with Cooperative Education, Job Placement, Service Learning, and Work Base Learning (when the role existed) and formed the E3 Group (Explore. Experience. Employment) and developed the Career Continuum for Guided Pathways. During the Career Continuum development, E3 group members collaborated and identified gaps in delivering services as students enter the Guided Pathways 1-4 pillars.

Achievement #2

Adopting Handshake and TypeFocus (affordable and scalable) services to close gaps identified in career continuum.

Active participation and contribution with the Pathway Navigation grant in the SD Region; Pathways Navigation team at Palomar; Pillar 2 in Guided Pathways, provided an opportunity to vet and introduce TypeFocus to the Pathway Navigation team at Palomar College, counseling department members and the E3 Group. Simultaneously, Handshake was presented and introduced to the E3 group and vetted by the team, SS Counseling Dean, and CTE Assistant Dean.

Achievement #3

Piloting Hiration a Resume & Cover letter program to continue leveraging technology and provide a tool with AI for students to complete resumes and cover letters to apply for jobs on Handshake.

Achievement #4

Career Search class enrollment in Fall 2020 increased-135 students in 4 course sections in comparison to Fall 2019-100 students/4 course sections. Spring enrollment remained the same, Spring 2020-74 students in 3 sections in comparison to Spring 2021 73 students in 3 sections. 235 MBTI & 235 Strong assessments were completed in 2020-21.

Provide an update on 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- the representation of E3 Group members in each pillar was beneficial in creating the Career Continuum: pillars 1-4. Closing gaps will be beneficial to the career center and the college as a whole.

Strong Workforce has provided funds to adopt Handshake.

SW Pathway Navigation (Intake, Differentiated Orientation, Career Exploration before Ed Plan)- initial grant is sunsetting in December 2021, TypeFocus assessment and counselors certification funding was provided from this grant.

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

1. A consistent and continuous commitment to survey Palomar students to hear their "voice" yearly to better understand how generations change and in turn for our institution to stay informed and recognize trends, to adapt to these changes in order to attract, train, retain, and prepare students for the workforce and/or transfer institutions.

2. It would be highly beneficial to create engaging and practical relevance in all courses offered in our programs. Webbing/pairing technical education classes with liberal arts courses could demonstrate the value general and major courses provide in developing knowledge that enhance skill development. For example: Chemistry & Nutrition (chemists develop food and chemistry happens in the body). Math & Fashion Design (measurements are needed to create clothing). ASL & Psychology (ASL is needed in providing mental health services to the ASL community).

3. Develop easy and simple steps for students to navigate our institution from application to graduation.

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PROGRESS ON GOALS

Review the goals listed on your comprehensive review and summarize progress you have made on the strategies for implementation. If your unit has experienced challenges implementing the goals, describe those challenges.

Click on "+Add Goal" below for each additional goal.

Goals

Goal 1

Goal
TypeFocus Assessment:

Choice
Not Started

A) Provide a scalable and comprehensive career assessment to incoming and existing students at Palomar College to meet the Pathway Navigation goal/outcome-Career Exploration before Education Planning.

B) Provide training for counselors to be fully versed with the TypeFocus functions to hold career exploration conversations with students.

Describe Progress
A) TypeFocus was adopted in Fall 2021 and will be launched to students by the beginning of Spring 2022.The program consists of a comprehensive assessment which includes: interests, personality preference, skills, values and an at-risk-assessment. The assessment results are linked to O'net occupations as well as the majors offered at Palomar College. The at-risk assessment will identify students that need to be reached out to and provide assistance to help them persist.

B) Full-Time and Part-Time Counselors in all student service areas were offered the opportunity to participate in the TypeFocus certification training.

Describe Challenges
A) The length of time it took to adopt this comprehensive career assessment.

B) Approving the TypeFocus contract.

Describe Outcomes (if any)
Projected outcome: TypeFocus is a career tool that will provide career exploration conversations during counseling sessions, before/during the Ed Plan creation to address the career exploration to major and pathway selection student journey. Assessment results will direct students to majors offered at Palomar College and to O'net for career information (education requirements, growth and wage data) to empower students to make informed decisions and plan accordingly.

A) Launch TypeFocus for students in January or beginning of February 2022.
B) Counselors will be certified as TypeFocus facilitators by the second week of January 2022.

Goal 2

Goal
Handshake

Choice
Not Started

A) Centralize experiential learning opportunities (jobs, internships, volunteer/service learning) to offer students easy access to all openings with a single sign-on.

B) Demo Handshake to students, faculty, and staff to successfully familiarize them to new job board.

Describe Progress
Handshake has been adopted in Fall 2021, vetted and will be launched in early November.

Student Data has been uploaded on Handshake.

Employer e-mail invite was sent to employers to create an account on Handshake and new employers will be re-directed to Handshake.

Employers will be vetted and approved. A rubric will be created to ensure that a consistent process is utilized by all Handshake administrators.

Describe Challenges
The learning curve and time required to familiarize and navigate the program as implementation roles out in Fall 2021.

Describe Outcomes (if any)
All job, volunteer, service learning, and internship opportunities will be posted on Handshake for all students to access and seek opportunities of interest and connect with employers.

All faculty-instructional, non-instructional, and staff will share and refer students and employers to Handshake when seeking employment or work base learning openings.

Goal 3

Goal
Strengths Finder Training.

Choice
Not Started

Provide professional development training for faculty, administrators, management, and staff in the Student Services Division to learn about Strengths, gain awareness, understanding, and identify projects and tasks that align with Strengths.

Describe Progress
Goal proposal will be presented to Dean, Chair, and Student Services Leadership team to discuss feasibility for training to take place in in 2022.

Describe Challenges
Class and employment schedule conflicts tend to prevent students from attending events.

Describe Outcomes (if any)
Provide a week of events to expose students to different careers.

Create a networking environment via the event.

Provide an experiential opportunity to students.

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.
The first part of the mission statement reflects the goals for the Career Center. "Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals".

The Career Center supports most directly VfS Goal 1: Completion. One strategy is to continue to promote the Career Search Class, the TypeFocus assessment, other already available resource, and interweave Handshake as tools that keep students engaged in career development. Self-Awareness, Career Exploration, Engagement in Learning, and Completion increases when students actively engage, participate, and complete action steps that are prompted by utilizing these resources.

Describe any changes to your goals or three-year plan as a result of this annual update.
Goal 1 (2020-21)
By introducing TypeFocus, quantitative data will be available to measure and assess the effectiveness of the program. The student personal and career development goal will be automated and not place this task on the faculty course syllabi. Faculty can choose to engage students in Service Learning or Work Base Learning activities by inviting guest speakers to the class for students to be exposed to industries related to the subject matter. Roadtrip Nation will continue to be available as an resource for faculty to share informational interviews with students.

Goal 2 (2020-21)
By introducing Handshake to the Career Continuum group, a virtual job board has been adopted to use at Palomar College. The partnership between the Career Center (SS and CTE) resulted in a resource being introduced, vetted, supported and funded with Strong Workforce funds to benefit all students pursuing short-term and transfer educational goals. Directing all experiential opportunities (funneled via the Career Center, Cooperative Education, Service Learning and Job Placement) and centralizing available openings automates easy access for all students. Data will be available to track student employment and employer job posting.

Goal 3 (2020-21)
By introducing TypeFocus a career readiness assessment is available for students to complete which provided a replacement for the Career Ready Guide modules available to the career centers through the region until the end of Fall 2020. TypeFocus is scalable, affordable, and more user friendly in comparison to the Career Ready Guide program.

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RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

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) that will impact your unit. 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.

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

PART 1: STAFFING NEEDS

Are you requesting new Classified, CAST, or AA positions?
Yes

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the Benefits Worksheet for additional costs related to benefits for the position.

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position
Career Center Coordinator

Is this request for a full-time or part-time position?
Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.
This position is a permanent position providing stability and continuity in the career center throughout the year. The CCC is
responsible for coordinating the spring semester Job Expo, in the future, this Job Expo could be expanded to be offered in the Fall semester as well. The career center lab requires equipment and computer maintenance, as well as assistance with services introduced or added to the existing services. The CCC is the front line contact for employers and instructors requesting campus or classroom career service presentations. Guided Pathways is an institutional and state priority, staff is needed to expand or bring back the level of services offered prior to the position becoming vacant on 1/2/2020.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?
Yes, this position is a higher level than the Counseling Support Specialist I position, therefore the higher skillset of this role added tremendous value to the career center and support to the career center director in growing and expanding career services

Is there funding that can help support the position outside of general funds?
No

Describe how this position helps implement or support your three-year PRP plan.
Having the CCC role provided support for the CCD to expand and develop new career center services. Without this position the day to day operations supported by this position become a high priority and continued career services development/expansion and monthly/yearly events offered become secondary. The CCD role has absorbed tasks and limited other others until the CCC position is replaced.

Strategic Plan 2022 Objective

1:1   1:2   1:3

If the position is not approved, what is your plan?
Due to the institution's fiscal challenges, the CCD role absorbed most of the tasks completed by the CCC position and delegated some to the Counseling Support Specialist I staff. An assessment has been completed of what can realistically continue to be absorbed by the CCD until a replacement staffing decision is made, and what it cannot realistically be sustained long-term.
The following strategies have been implemented since the vacancy.
1) Leveraging technology to continue "high touch" career services delivery.
2) Establishing partnerships and collaboration with single-serving personnel programs to leverage expertise and model how programs can creatively work together and break away from silos. The Career Continuum project is an example of this collaboration.
3) Recognize where to invest time and effort to continue providing career services and what services can be temporarily suspended to focus on the most pressing tasks.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2019, 2020, and 2021. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

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NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES (on the left menu of the web page).

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY

Will you be requesting any technology (hardware/software) this upcoming year?
No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
  - *You must complete this checklist and return it to your director no later than 11/19/2021.*
  - *Once the director approves the form and the request, the director will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
  - *The results of the review will be sent to the director with feedback.*
  - *The director will determine whether or not the request moves forward for prioritization and/or implementation.*
    - *Requests for one-time funding will move forward for prioritization.*
    - *Requests that use funding from your department budget may move forward for purchase.*

PART 3: FACILITIES NEEDS

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: ONE TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES (on the left menu of the web page under "Instructional Funding Sources").

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

Enter your email address to receive a copy of the PRP to keep for your records.
rantonecchia@palomar.edu

I confirm that the Program Review is complete and ready to be submitted.
Yes

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Page 5 will show for reviewers (VP and/or Planning Councils) upon submission of the form.

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

Person/Group/Council who reviewed PRP:
Leslie Salas, Dean Student Success, Equity and
Counseling

Date Reviewed
11/29/2021

FEEDBACK

Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:
The goals and of this PRP are solid and in line with the direction the institution is moving towards.

Areas of Concern, if any:
Q#1 under goals was not answered.

I don't see any area that doesn't have an answer. Can you take a screen shot and show me what I missed? R.A.

Recommendations for improvement:

Vice President Review

Strengths and successes of of the discipline as evidenced by the data and analysis:
I commend the work conducted by the Career Center. A lot of effort was placed on collaborating with other units on campus.

Areas of concern, if any:

Recommendations for improvement:
Quite a few goals seem to be in "not started" status. On annual PRPs I would focus on goals for the respective year.

VP Name:
Dr. Vikash Lakhani

Signature Date:
2/1/2022