



2022-23 Non-Instructional Program Review and Planning

2022-2023 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 the review of and reflection on key 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.

BASIC UNIT INFORMATION

Academic Year

2022-23

Are you completing a Comprehensive or Annual PRP?

Comprehensive

Division Name

Student Services

Department Name

SS Student Success, Equity, and Counseling

Choose your department. If you don't see it, you may add it by typing it in the box.

Program/Unit Name

Career Center

Programs/units are listed by division in alphabetical order (FAS, HRS, INSTR, PRES, SS). If you don't see your unit, you may add it by typing it in the box.

Name of Person responsible for the Program/Unit

Rosie Antonecchia

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

Units need not include each webpages within the main site. However, if your unit oversees multiple areas, please list the sites for each area reviewed in this PRP form.

Click "+Add Webpage URL" to include additional web pages

Webpage URL 1

Unit webpage

<https://www.palomar.edu/careercenter/>

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

Click on "+Add Participant" below to include additional participants.

Participant

Title

Rosie Antonecchia

Career Center Director

PROGRAM/UNIT MISSION STATEMENT

What is your Program's/Unit's Mission Statement?

Vision

Encourage and empower students to recognize their unlimited potential to attain fulfilling careers.

Mission

Provide holistic and transformative career development services by providing a supportive experience and empower students to learn, engage, and take action in clarifying their ongoing career mission, purpose, and goals.

Values

Respect. Honor. Empower. Serve.

Click here for [How to Create a Mission Statement](#).

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

The Career Center aligns to the College's vision and mission by being student focused, dedicated to the transformation and growth of all students, and fostering an empowering environment that supports confidence and self-belief development.

Link: [Vision, Mission, and Values](#)

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

PROGRAM/UNIT DESCRIPTION

Staffing

In this section, you will identify how many faculty and staff support your program. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the link shown in red below. This form required

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

Link: [Permanent Faculty and Staff Count](#)

Full-Time Staff

Total Number of Full-time Staff

2.00

Number of Classified Staff

1.00

Number of CAST Staff

0.00

Number of Administrators

Number of Full-time Faculty

1.00

Part-Time Staff

Total Number of Permanent Part-time Staff

0.00

FTE of Part-time Staff (2x19 hr/wk=.95)

0.00

FTEF of Part-time Faculty

0.00

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

none

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 have been absorbed by the Career Center Director. The absence of the CCC role has been a significant loss for the career center. Services had to be reduced due to a reduction of a 40 hour week position. For example, the annual Job Expo is coordinated by the CCC. Switching the focus to the day to day operations limits the expansion of services and is not sustainable in the long-term when career development plays a key role in retention and is at the forefront of the career continuum.

As part of the PRP cycle, Human Resource Services will provide Organizational Charts for all non-instructional units. Review the following organizational charts to answer the questions below.

- [Finance and Administrative Services](#)
- [Human Resource Services](#)
- [Instructional Services](#)
- [President's Office](#)

- [Student Services](#)

In reviewing your organizational structure, what are the strengths and opportunities this structure brings to the department, division, and College?

Having access to the SS Dean is helpful. The visual organizational structure is an opportunity to see the areas that are understaffed, which areas have turnover, how some areas benefited from the restructuring, and which positions were created.

In reviewing the organization structure, are there areas that could be improved if you were structured differently (i.e., efficiencies, communications/collaboration with the College, needs, etc.)?

It would be helpful to measure the contributions, impact, tangible difference that understaffed, better staffed, and the that new roles created for the division experienced since the restructure was implemented.

Program/Unit Description

Who utilizes your services?

All students, faculty, staff, departments, programs and services and the community benefits from free website resources.

What services does your program/unit provide (describe your program/unit)?

The Career Center:

Provides career development, career counseling, guidance, support, and equip students to make informed career decisions. This is achieved by accessing career resources, classes and workshops to conduct career exploration, occupation research, major declaration, course selection, college identification, and ultimately degree completion.

Introduces resources to the Palomar college such as Handshake, TypeFocus, StudentLingo, Roadtrip Nation, California Career Zone, EUREKA, Informational Interviews, etc.. to support the student career development process.

Collaborates with CTE and created the Career Continuum for Guided Pathways. Participates in on-campus events. Creates new services such as the Career Coffee Hour- employer recruiting events. And builds partnerships with employers and companies, such as Adecco, Unidos In Finance and FIDM. And participates in Regional Consortium projects.

Shares resources with programs to serve the student population they support.
Provides job readiness assistance with resume, cover letter reviews, and job interview preparation.

Assesses and measures SAO's and SLO's.

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PROGRAM/UNIT ASSESSMENT

SERVICE AREA OUTCOME 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 uses Nuventive Improve 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) Login to Nuventive Improve through the Palomar College [Single Sign-on](#).
- 2) Check your SAOs for **currency** and **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 method and/or 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](#)

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)					

Are all of your unit's SAOs and assessment plans UPDATED and ENTERED in Nuventive Improve?
☐ Yes ☐ No

SAOs SUMMARIES AND REFLECTIONS

Each of your program/unit SAOs should be assessed at least once every three years. For each SAO in Nuventive Improve/ summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments.

SAOs

Click "+Add SAO" below to include additional requests.

SAO 1

SAO Title

Assessment Status

☒ Assessed ☐ Not assessed

SAO Summary and Reflection

1,247 students completed at least one StudentLingo workshop between August 2021-June 2022. 1,156 Students selected (TRUE) ; 31 (FALSE) and 28 (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 80% expectations, 90.70% indicated they learned skills from the chosen workshop topic.

SAO 2

SAO Title

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.

Assessment Status

☐ Assessed ☒ Not assessed

If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

Will assess once in the 3 year cycle.

Next planned assesment

End of Spring 2023.

OTHER ASSESSMENT DATA

Quantitative Data

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

Measures, Descriptions, and Annual Values

Must have at least two measures. Copy and Paste from previous PRPs or include any new measures developed this year. The default years for the values to be entered are listed in the table heading. If you chose to use data from different years, please list those years in the first row of the table and proceed to enter your measures, values, and definition /description of measure in in rows two and beyond.

Measure 1

Name of Measure

Leveraging technology has been beneficial, students continue to complete StudentLingo workshops. In Fall 2021 687 students completed a virtual workshop and 560 completed a workshop in Spring 2022. Which reflects some on campus workshops offered vs. 100% offerings in Fall 2020.

Description of Measure

Students complete a survey after watching the StudentLingo Workshop

Year

2018-2019

Year

2019-2020

Year

2020-2021

Year

2021-2022

ex: 2017-18

ex: 2018-19

ex: 2019-20

ex: 2020-21

Value

1,910

Value

1,114

Value

1,481

Value

1,247

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

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

The workshops available are facilitated by esteemed professionals. Each workshop includes activities to engage and assess the student learning and students can print out a certificate of completion once they finish the workshop. Because of the variety of topics offered, students can access the workshops when they have needs inside and outside of the classroom. The support is accessible to them from home and school. In short, based on the usage, this resource brings value to our students and meets a need.

Please explain.

Qualitative Data

Describe any qualitative measures you use and summarize the results.

There are 60 different StudentLingo workshops in one platform. This makes it easy for student to access workshops on different topics. All workshops have caption and transcript which DRC students can utilize. 57 Workshops provide caption in Spanish for ESL students and it is accessible 24/7, on students own time.

These workshops don't compete with classes, other workshops or events. The return on investment was confirmed specially during the pandemic. The Career Center introduced Student Lingo to Palomar in 2014. In 2020 the virtual workshops were already in place.

StudentLingo Users:

2014-2015 - 78

2016-2016 - 181

2016-2017 - 583

2017-2018 - 998

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

Continue to promote SL to students and to instructional faculty to promote it to their students as well. I believe the use will continue to grow. Consistency in services offered is key, once there is evidence that it is a great investment, continuity is imperative.

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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!

-Introduced TypeFocus and Handshake to Palomar College in 2020 and launched in Fall 2021.

TypeFocus:

-45 Counselors were TypeFocus certified in General Counseling, EOPS, DRC, TRIO and Athletics department.

-TypeFocus presentations were offered for counselors during department meetings and a 3 hour TypeFocus training was facilitated after counselors were certified.

-TypeFocus is being used in classes, in counseling appointments and a few workshops have been facilitated.

-930 participants have registered on TypeFocus from November 2021-November 2022 and the number of users engaging with TypeFocus will continue to increase.

-A customized survey was created to collect data to measure major selection, confidence level, success metrics and how DI students are engaging with the assessments. All counselors have access to the data collected and see how students are referred, how they are engaging and completing the assessments.

Handshake:

-The e-job board was launched in Fall 2021 to employers first then students. Over 2,200 employers and 5,400 jobs have been approved on the platform.

-Student workshops have been facilitated and students are introduced to Handshake in Counseling 165 and Cooperative Education started making it part of its classes.

-A collaboration with Cooperative Education, Service Learning and Job Placement has been in place since summer 2020 and have worked on the Handshake implementation as a team.

These achievements allow the career center to gather data on major selection which has never existed prior to launching TypeFocus. TypeFocus and Handshake are accessible to students 24/7. Employers are connecting with students and faculty can refer students to engage with Handshake to search employment, internship, and volunteer/service learning, which are Work-Based Learning opportunities.

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?

TypeFocus and Handshake are software programs that have positively impacted our students career development and job readiness experiences. TypeFocus and Handshake were selected based on the following criteria: affordable, scalable and easy to navigate.

Career Development and Employment information is centralized and accessible to all students, faculty, staff and administrators.

Having multiple assessments and career readiness in one place makes it easier for students to find information in one place.

The same is true for employment and internship opportunities. Employers and non-profits are referred to Handshake to post openings that all students can access and connect with students directly. And students can use Handshake to post their profiles and start experiencing how to connect with jobs or how they can use their profiles to be contacted by companies.

These 2 programs are intended to provide equal access to career development and job readiness information and opportunities.

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

These resources need to be used to incentivize students to enroll at Palomar College. Meaning, that unless students join Palomar College and enroll in our courses, access to these resources are exclusive to our Comets. This could help increase enrollment.

This will also enable us to capture true data about the students we serve and launch in-reach effort activities to help with retention. For students registered on TypeFocus that are not confident with their major, and students registered on Handshake that have incomplete profiles an in-reach effort has already been launched this Fall 2022. A few responses from students have been received. I believe this in reach practice can have positive success/outcomes with retention and keeping students on the career continuum while at Palomar College.

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PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING

Program Evaluation and Planning is completed in two steps.

First, you will complete an overall evaluation of your unit drawing from your unit assessment data.

Second, working from that evaluation, you will establish your goals for the upcoming three years.

Section 1: Overall Evaluation of Program

Reflect on your 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 them 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!

OVERALL EVALUATION OF PROGRAM

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

Strengths:

Continuity in the CCD role has been beneficial vs. going through a leaning curve every 2 years. Therefore, dedicated consistency to the work created established and benefitted the services provided to students.

Authentic and genuine commitment to the job and the cause because career development is something that touches every individual.

Understanding how to work with non-tangible approaches to make sense of each students' uniqueness/intricacies.

Outcomes oriented, fully understanding what provides a good return of investment of time, resources and funds.

Leveraging technology to serve the community and providing high-touch individualized service to each student.

Collaborating with other programs to address different needs and strengthen how students are served.

Opportunities:

Continue centralizing career services for students in one place for easy access and navigation vs. disjointed and confusing steps.

Continue the partnership and collaboration the career center has established with programs to carry forward the career continuum.

Identify and define what each program provides that is unique and not duplicated in the student journey, to expand, rather than overlap services.

Define and articulate WHY career development needs to be part, not an option of the student career continuum/journey. Career development is ongoing, a class and a degree starts and ends, but a career journey is an evolving lifetime experience.

Continue to remind and advocate that successful models exist within a 10 mile radius, and that an institutional commitment to career development is a direct commitment to students and their employment success.

Aspirations:

Have a true centralized physical location that houses the services students need to access outside of the classroom.

Have faculty in every discipline clearly articulate which skill(s) students gain in their courses, which in turn creates relevance, and increases career readiness confidence. This can be achieved by naming the skill learned in the class and point out the evidence of how it was applied in the class and how it can be transferred and applied to the world of work.

Normalize that selecting a major takes time and that programs like Focused Stay Focused provide high schools the curriculum for 4 years that provides the time students need to process and select careers, learn about majors and schools that offer the programs of study they need.

Results:

Students will access what they need in one place and programs will operate as individual units with the same result goal, offering a distinct service.

When faculty are engaged students notice and sense it, and in turn, they engage with learning, persist and complete courses and degree completion numbers will provide that success evidence.

They will self report that they are learning content that is relevant to them and clearly understand how it connects and will enhance their occupations during and after graduation.

When students engage with Get Focused Stay Focused in High School, they can show up to campuses with a high degree of certainty and for students who have a hard time making decisions, those 4 years of career planning will be beneficial at Palomar College to further learn, explore, and use other career tools to gain new information about themselves.

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PROGRESS ON PRIOR PRP GOALS

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

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

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Click "+Add Goal" below to include additional goals.

Goal 1

Brief Description

TypeFocus Assessment

A) Provide a comprehensive assessment to Palomar College students and

B) Certify counselors to use TypeFocus with students.

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

Progress:

A) There are 930 registered users on TypeFocus and the numbers continue to increase as counselors and front line staff share it with students. Data shows that the majority of students that have selected a major feel confident about their choice.

B) 45 Counselors are TypeFocus Certified practitioners. They are sharing TypeFocus and debriefing results with students or referring them to the Career Center to review results. Counseling courses are slowly adopting and using TypeFocus on their classes.

Success:

A) For the first time, a career tool will provide data to measure student confidence and used as a tool to engage with students whose major/career selection is low and reach out and provide high touch career services. It will also provide valuable information on D.I. students and see how students from different programs, and ethnic groups are engaging with TypeFocus and programs can easily identify students in their programs and engage with them via in-reach efforts if they choose to do so.

B) A TypeFocus training was facilitated for Certified Counselors to get more comfortable using the assessments.

Challenges:

A) The customized TypeFocus survey was added after onboarding the practitioners and learning to use the tool. A video was created and provided to counselors to share with students and encourage them to complete the survey to collect the data. Like any product the Career Center has introduced to the college, it will take time to get fully adopted and used by counselors with students in our existing programs. The challenge is time, but it is not a barrier to bring to scale in time.

Goal 2

Brief Description

Handshake Job e-board

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.

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

Progress: Students are engaging more and more and employers continue to partner with Handshake at Palomar College. The more it is shared, the more students will engage with it. A presentation will be provided at Chairs and Directors and as a PD workshop to increase awareness to faculty.

Success: 4 student workshops were facilitated, a Handshake Demo presentation given to counselors in a department meeting, and Cooperative Education and Career Center started using Handshake as an assignment to bring awareness to students and increase engagement. Jobs posted on Handshake that align with our programs are shared with faculty in the pertinent discipline. A few students have shared they found a job via Handshake. All WBL opportunities are now centralized: jobs, internships and volunteer openings, and accessible to all.

Challenges: Still engaged in the learning curve and exploring all features on the job board. Companies and jobs are fully reviewed and vetted which takes time to approve employers and job postings. Need to come up with an approach to encourage students and employers to provide information on hires that occur via Handshake to assess and measure success. Continuous engagement is required with Handshake.

Goal 3

Brief Description

Strengths Finder Training.

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☐ Ongoing ☒ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

ESTABLISH GOALS AND STRATEGIES FOR THE NEXT THREE YEARS

In the previous sections of this PRP, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's Strategic Plan](#).

Please list all discipline goals for this three-year planning cycle.

If you require any additional resources beyond your exiting budget, please be sure to request those

resources in the next section titled "Resources".

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

Click "+Add Goal" below to include additional goals.

Goal 1

Description

Career Coffee Hour Student Hiring outcomes

How will you complete this goal? Include strategies and a timeline for implementation.

Strategy: Assess if the CCH event is helping students obtain jobs via an employer visit follow-up survey.
Implementation Timeline: Fall 2022 & Spring 2023

Outcome(s) expected (qualitative/quantitative)

Determine how many students follow-up with the employer (initiate) regarding job openings. Determine if employers follow-up with students if contact information is provided and how many hires occur from the Career Coffee Hour events.

How does this goal align with your department mission statement, the College's Strategic Plan, and /or Guided Pathways?

Providing Work Based Learning opportunities/employment is part of Guided Pathways pillar 3 and 4.

Expected goal completion date

6/30/2023

Goal 2

Description

Fill the Career Center Coordinator position to resume the Job Expo annual event.
Employers participate in an annual job hiring event.

How will you complete this goal? Include strategies and a timeline for implementation.

Continue to convey that a 40 hour role is essential to the career center to continue to strive for career development services and support in the student career continuum.

Outcome(s) expected (qualitative/quantitative)

Fill a position that has always been part of the career center at Palomar College with the exception of 1/2020-Present.

How does this goal align with your department mission statement, the College's Strategic Plan, and /or Guided Pathways?

This event is coordinated by the CCC in Spring 2020. Introducing Handshake has been highly beneficial in centralizing jobs and employers whom we have partnerships with have joined Handshake to post jobs. A recession is in the forecast and this event may be needed to help students when jobs are not as abundant as they are in this economy.

Expected goal completion date

12/30/2022

Goal 3

Description

Collect comprehensive Student Data on TypeFocus to assess effectiveness in supporting students with career selection.

How will you complete this goal? Include strategies and a timeline for implementation.

Review, data on TypeFocus, reach out to students to intervene to engage in retention efforts.

Outcome(s) expected (qualitative/quantitative)

Increase student engagement by supporting in clarifying career goals.

How does this goal align with your department mission statement, the College's Strategic Plan, and /or Guided Pathways?

Student retention is achieved when students have a clear goal in mind. This goal outcome has always been part of the Strategic Plan and recently Guided Pathways.

Expected goal completion date

6/28/2024

How do your goals align with the College's values of equity and inclusion?

The commonality that ALL students share, regardless of education, ethnicity, and socioeconomic background, is that they want to have a clear reason to enroll and finish college. The difference between students is the level of confidence they feel in seeking opportunities. Inclusion involves encouraging these students to access and use information to take advantage of available opportunities. The data will help the career center identify students who need support in taking more self-initiative.

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, Handshake, other already available resources/ 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 using these resources.

Link: [Strategic Plan 2022](#)

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: 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.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

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.

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

☒ Yes ☐ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Market Research Analyst

Is the position request for AA, CAST, or Classified staff?

CAST

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

☒ Full Time ☐ Part 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.)

A Market Research Analyst can provide market and economic forecast information to help guide decision making for the institution as a whole and keeping up with trends.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?

This position would provide more efficiency in program offerings, which in turn is planning and institutional operations, BUT there needs to be a realistic institutional commitment first for this role to be effective. In short, recommendations can be made based on employment, skills and market trends but if a lack of commitment continues, this role would be futile. Yet, Palomar College needs this information to begin doing things differently and attain the desired results.

Is there funding that can help support the position outside of general funds?

☐ Yes ☒ No

Describe how this position helps implement or support your three-year PRP plan.

Trends need to be closely followed and shared to make informed decisions.

Strategic Plan 2022 Objective

☐ 1:1

☐ 1:2

☐ 1:3

☐ 1:4

- | | | | |
|---|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2 | <input type="checkbox"/> 2:3 |
| <input checked="" type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [Strategic Plan 2022](#)

If the position is not moved forward for prioritization, how will you address this need?

Businesses don't make decisions without market research, we are in the student development and preparing the next work force generation business, the need will continue to exist.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2019, 2020, 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?

☐ Yes ☒ No

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review

committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

☐ Yes ☒ No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?

☐ Yes ☒ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

PART 5: OTHER 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?

☐ Yes ☒ No

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

Enter your email address to receive a copy of the PRP to keep for your records.

rantonecchia@palomar.edu

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

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 Immediate Supervisor.

Immediate supervisor who reviewed PRP:

Dr. Leslie Salas

Sign Date

If you are both the immediate supervisor and the VP for this area, please skip to the Vice President (or President) Review below.

FEEDBACK

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

Areas of Concern, if any:

Recommendations for improvement:

Vice President (or President) Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of concern, if any:

Recommendations for improvement:

VP Name:

Signature Date: