

Program Review

Job Placement Center – Fall 2007

Area 1. CURRICULUM *(if applicable)*

Course Development

- 1.1 The curriculum supports the educational objectives of the program/discipline. New and revised courses address changes in the discipline or industry and specifically address student needs.**
N/A

Course Revision

- 1.2 All courses are reviewed within a six-year cycle per Title 5, Section 55210(b)(3).**
N/A

Other Curriculum Matters

- 1.3 Courses which have not been taught within a three-year academic period are obsolete and have been removed from the college catalog. Courses which have not been taught within a two-year academic period are inactive and have been identified.**
N/A

- 1.4 Where appropriate, courses address issues related to diversity and/or multicultural perspectives.**
N/A

Program Development and Revision

- 1.5 New programs developed during the period under review meet students' needs and are consistent with the college mission and ILOs.**
N/A
- 1.6 Existing programs are revised as needed.**
N/A

Instruction

- 1.7 Courses are taught within the parameters described in the outline of record.**
N/A
- 1.8 Faculty and staff provide innovative strategies to meet student needs and staff development supports the development of these strategies.**
N/A

Scheduling

- 1.9 Course scheduling provides students with reasonable access to meet their educational objectives and promotes strong enrollment patterns.**
N/A

Course and Program Support

1.10 Faculty and staff are familiar with and work closely with other Student Services and Academic Affairs faculty and staff in program development and student referral.

N/A

1.11 Recent developments in instructional technology have been incorporated into courses and student support services consistent with the objectives of the programs and services.

N/A

Articulation

1.12 Courses are articulated with institutions of higher education and local high schools.

N/A

College Mission

1.13 The courses and/or program meet one or more of the primary goals articulated in the College Mission Statement.

N/A

1.14 The courses and/or program meet one or more of the college's ILOs.

N/A

1.15 The courses and/or program are consistent with plans articulated in the Educational Master Plan.

N/A

Area 2. STUDENT SUPPORT AND DEVELOPMENT

2.1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

N/A

2.2 The institution provides all prospective and currently enrolled students with current and accurate information about its programs, admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

N/A

2.3 The program identifies the educational support needs of its student population and provides appropriate services to address those needs.

The Mission of the Job Placement Center (JPC) is to provide ongoing comprehensive assistance to students and to members of the community. Opportunities are offered to secure gainful employment and to ensure the realization of educational and professional goals.

Specifically, the Job Placement Center supports student success by:

- Providing a linkage from the academic programs to the workforce;
- Assisting a diverse population of students, alumni, and the community by offering current information so that they can maximize their marketable skills;
- Offering information on the latest labor market practices;
- Offering local and regional employers, community based organizations, and government agencies a recruitment solution;
- Assisting students, alumni, and community members in their career direction by promoting additional education opportunities;
- Promoting continual growth and life long learning;
- Providing paid part- and full-time employment opportunities for students enrolled in credit, non-credit, and not-for credit college courses that lead to a direction of study;
- Providing community collaboration and awareness of programs that are offered while allowing potential employees to fill employer needs;
- Providing tracking of students in specific career paths;
- Providing up-to-date “job board” of opportunities for on/off campus employment;
- Providing assistance with self-directed job search using technical equipment such as computers, the World Wide Web, etc.

The Job Placement Center meets the educational mission by providing job preparedness through workshops, one-on-one training and classroom interaction of resumé preparation, personal attire and presence, interviewing skills, and work ethics training.

In fall 07, JPC developed as part of its Student Learning Outcomes (SLOs) a pre and post test for General Education Diploma (GED) participants (Appendix A). The purpose was to gain insight of community members’ awareness of JPC services. The results indicated that after the workshop there was a 22% increase in awareness, and 17% indicated that they would like to use the JPC services.

2.4 The program involves students, as appropriate, in planning and evaluating student support and development services.

The JPC continually receives feedback from students in the form of surveys. Two different surveys have been used. The first was developed by the JPC to assure a quality program (Appendix B). The results from this survey show a 98.8% satisfaction with the services provided. The other survey, conducted through Survey Monkey (Appendix C), measuring student satisfaction and expectations indicated that 75% of the students were happy with the services provided. When asked about what students expected from JPC, approximately 75% indicated that their expectations were met.

Additionally, the department used Survey Monkey to solicit feedback from employers with impressive results (Appendix D). This survey was created with help from the Institutional Research and Planning Office. The results indicate that 85% agree or strongly agree that AVC students are prepared for job search. Additionally, the employers felt that 80% of the AVC students were prepared for employment. The department will continue to conduct surveys each semester to assess any changes that are needed to be made in relation to customer service.

2.5 Admissions and assessment instruments and placement practices are designed to reduce bias and are regularly evaluated to assure effectiveness.

N/A

2.6 The program provides appropriate comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

Currently, JPC serves an annual average of nearly 9,000 students, alumni, staff, and community members for job seeking assistance (Educational Master Plan, p. 293). Job Placement processes all on campus student employment. In 2005-06, JPC assisted over 1,400 (duplicated) students, alumni, and community members looking for off campus employment with 661 being successful. This reflects an increase in placement of 28% since 2002.

Additionally, in the same timeframe (2005-06), 1,039 students successfully secured employment on campus. Tracking of students being placed on and off campus began in 1999 when the responsibility of the JPC shifted to encompass the processing and monitoring of all on campus student employment as well as reporting requirements with the Antelope Valley College and the Los Angeles County funded WorkSource California Antelope Valley OneStop Career Center.

To ensure that all students, alumni, and community members who are job seeking are successful, a tracking system has been developed. There are six access databases currently in use in the JPC: intakes, registrants, student workers, on campus job orders, off campus job orders, and off campus hires. These databases provide a method of verifying if an individual has ever entered the JPC, been hired, and if an employer's job order are in the databank.

The JPC is in the process of activating a web-based management system that will be tested with off campus employers and when it is determined it is successful, a shift to become a paperless office will occur. At that time, this will allow for more time to be devoted to students in development of new workshops, job creation, and cutting edge placement activities. For the time being, the process that is currently used is very effective, and even though seemingly cumbersome it provides excellent tracking.

The process is very comprehensive and includes:

- Initial Intake

As a student, alumni, or community member enters the JPC, he/she is asked to sign in on a "sign-in sheet", or intake sheet, that is used to collect data (Appendix E). The intake sheet is broken into seven (7) sections. It requests the individual's name, phone number, last four digits of their social security number, if the person is a student or a non-student, if he or she is eligible for any particular program, such as Federal Work Study, CalWORKs Work Study, Veterans, or Greater Avenues of Independence (GAIN), and the reason for the visit. Another set of check boxes ask if he or she is coming to the JPC for resume consultation, computer use, job search, typing tests, filing tests, and whom they wish to meet. There is a location on the sheet to ask what job listings the person is interested in finding out more information about and applying for a position. There is a

special check box called “HIRED!” for those job seekers who have secured employment with space to identify the new employer. The information from the “HIRED!” box is then entered into a specific off campus hire data base, separate from the one used for tabulation of the “Intakes”. This information is added daily to a database for tabulation and review to determine how many and what reasons the individual is coming into the office.

- Student Registration for the JPC

Students who want to apply for the on or off campus positions, must fill out a registration packet which includes a job application that has been received by the job seeker from the JPC (Appendix F). The information for this student is verified by a face-to-face interview in an effort to assure the presentation of the student is the best possible representation of the student. The student may be asked to clarify work history, add reference information, or identify what type of employment he or she is seeking. Supplemental documentation may also be requested from the student, which includes grades, attendance, and funding source, such as Federal College Work Study or CalWORKs work-study. This information is placed in hard file after being logged into an Access database.

- On Campus Student Employment Tracking

All students who are hired by a department, faculty member, division, or an administrator are processed through the Job Placement Center. Each Student Employment Request Form (SERF) (Appendix G) is reviewed for accuracy and each student file is examined to assure all documentations are in order. When accurate and complete documents have been attained; the student information is entered into an Access database, the same database as mentioned in “Student Registration ...” (above.) In addition, hire documents such as I-9 documents and other information required by the federal and state governments are collected and forwarded to Human Resources and Payroll for safekeeping in those department files and processing into Los Angeles County databases (Appendix H).

- Off Campus Student and Non-Student Employment Tracking

As mentioned in the initial intake section above, students, alumni, and community members self identify if they have been hired by checking the “HIRED!” box on the sign-in sheet. When the JPC assists employers with recruitment, often the organization or their representative will supply us with the number of individuals that have been referred to them by the JPC and those that are hired. Such organizations that routinely hired employers from the JPC include: LAPD, Sam’s Club, Starwood, Countrywide, Rite Aid, Apple, Vector, Lowes, Six Flags California, and more.

- On Campus Employer Recruitment

Employers can retrieve a job specification form in one of three ways: from myAVC; by a personal visit to JPC; or by calling to receive a form by mail or fax (Appendix I). The employer fills out the form, has it signed by his or her supervisor, if needed, and returns it to the JPC. When received, it is entered into a job order database. The job order is then placed in written form on a job board posted in the hall adjacent to the JPC. The board is

updated regularly, at least once per week (see sample Appendix J). Also “Hot” jobs or special recruitments are either listed or posted in the form of a flyer.

- On Campus Student Hire Process

The JPC processes all Student Employment Request Forms (SERFs) for staff and faculty who are hiring student workers for on campus positions. Employers that want to hire a qualified student notify the JPC by sending a computer generated SERF through the mail. Each SERF contains proper signatures, the hiring supervisor and a signature from his or her supervisor to validate the authenticity of the document. This process is used to verify there is sufficient funding for that position from each signatory. When the JPC receives the SERF, the student file is pulled and reviewed to affirm all necessary documents are included in the file to complete the hiring process. When all is complete, the document(s) move to the next level of the complete hiring process, which includes the Office of Business Services (OBS), Human Resources Department (HR), and Payroll. If any part of the information needed on the SERF is incomplete, the SERF is returned to the originating source. If any part of the student file is missing, the originating source and the student are notified to update his or her file or the student will not be hired. Within a week, if the student does not comply, the SERF is returned and the hiring person is instructed not to work the student.

- Off Campus Job Search

Students, alumni, and community members are eligible to seek employment off campus. The JPC requests that job seekers are prepared by having a resume, work history, references, and a plan to find employment. Individuals are invited to use the JPC for job search, sending resumes to not only the jobs listed on the job books and boards, but also, those secured by the job seeker. Job seekers can request individual assistance with resumes. The JPC has reference materials for the job seeker to use to develop a resume and staff has been trained in how to edit resumes.

- Job Listings for Off Campus

Since 2002, the JPC has communicated with more than 1,000 employers in the Antelope Valley and the region. Those employers desiring to use the services of AVC have done so by requesting a job order form and either email or faxed it to the office (Appendix K). As soon as the job order is received, it is entered into a database for off campus employers and then a list of hot jobs are printed to keep the employment board updated on a weekly basis. The entire board is changed weekly (see sample Appendix L). Recently the JPC has invested in a web-based management system from College Central Network. The system is not yet fully functioning; however, it is anticipated a full understanding and final roll out will occur by summer 2008.

The results of the above data have been overwhelming. Over the course of the last five years, the JPC has processed over 6,117 SERFs and served over 46,295 people (Appendix M). The number of people served is duplicated and it is important to mention that not everyone who enters the JPC is counted. Those that would not be counted would include; staff or faculty asking a question about a student worker or requesting a student worker, an employer entering and listing one of the 640 job orders taken each year which help approximately 2,000 students and non students find quality employment.

The JPC provides typing and filing proficiency certificates upon student's requests for employment opportunities. This is not a degree or certificate program, but an important evaluation to help student gain employment, as stated in the Educational Master Plan, p. 293. A copy of a sample certificate can be found in Appendix N. The JPC also provides job seeking skills, job information, resume critiques and tips, as well as resume writing assistance. JPC strives to provide 'job match' between the applicant and the on or off campus job order. Various workshops are offered to employers, applicants, students, and to community members to help them find gainful employment.

The JPC supports the Palmdale location by supplying information about job opportunities, work-study guidelines, and promotional materials to students. Although it is not at the same level of service as the main campus, students from the Palmdale location can come to Lancaster for job search assistance. Utilizing JPC services are more difficult for Palmdale students because the campus is "out of sight and out of mind." In the past, the JPC prepared a job board for the students in the Airframe and Power Plant classes at Fox Field. This is difficult to maintain for the same reason as the Palmdale location; however, JPC is placing more emphasis on a closer connection to remote locations.

As mentioned in the Educational Master Plan, the department has evolved and has offered more services. It is anticipated with growth and development of the campus and expansion into the Palmdale area, the evolution will continue. There will be a need for additional services and staffing for outreach to the local and regional employers and to keep the information flowing on campus with the support programs offered by the JPC. The need to implement the new Mock Interview service component while developing a closer tie with work experience will offer real life experience and improve placement of students.

2.7 The institution, in keeping with its mission, creates and maintains a campus climate that serves and supports its diverse student population.

N/A

2.8 The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

N/A

2.9 Student records are maintained permanently, securely, and confidentially, with provision for secure back up of all files, regardless of the form in which those files are maintained.

JPC maintains all records in individual folders and filed in filing cabinets located in a secure area. Electronic data is currently maintained on various data bases that are backed up daily to a secure network on the AVC server. A database that will combine all data into one area is still under discussion. Methods of 'paperless' hiring, processing hires, and record keeping is also under discussion. As additional services are expanded to the Palmdale location, there will be a need to provide a secure location for files related to student information.

2.10 The program systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

From all the feedback for the numerous surveys that JPC receives, changes are made to help job seekers, and on and off employers. Student surveys are gathered throughout the year. Employers attending the bi-annual job fairs are asked to complete an evaluation form as well. An additional survey targeting students, as well as on and off campus employers, has been developed with help from the Institutional Research and Planning Office and circulated via the web (Survey-Monkey). All of these results have helped the JPC make programmatic changes such as increase the number of workshop for students (Job Fair 101, resume writing workshops), the GED introduction orientations, and the Mock Interview program (Appendix O).

One of the significant ways that the JPC uses feedback is from comments made by students. JPC interfaces with all departments, divisions, and areas on campus since most, if not all, hire student workers. This provides an opportunity to receive feedback if there are issues or concerns. With the amount of personal assistance the office provides job seekers as well as employers, comments and suggestions are often made. This allows for one to one interface for immediate remedy to assist in a successful employment outcome.

Also through this process of Program Review, JPC staff has been able to extract beneficial information that focuses our dialog within the department to better the program.

Summary and Recommendations

One of strengths of JPC is the constant feedback received to meet both the job seeker and the employer needs. As indicated, a number of different surveys have been given with often similar results of very high satisfaction and success. The future steps to streamline the process are currently being implemented and when the web-based management system is fully functioning; there will be improved efficiency of the JPC.

Area 3. PROGRAM AND STUDENT LEARNING OUTCOMES

3.1 Expectations for PLOs and SLOs are clearly articulated and are used in assessing the effectiveness of the program and service provided.

JPC has tracked, evaluated and surveyed students and their success since 1999. In the previous program review of 2001, the peer team commended the JPC for the annual evaluations and the utilization of “student survey data for program improvement.” (AVC, Student Service Peer Team Review, p. 4, 2001.) Making sure that students are learning valuable skills and providing services to assist them is not new to our program. When the college began working on Student Learning Outcomes (SLOs) in 2004, JPC was actively involved in developing their departmental SLOs. During the course of the 2004-05 year, the campus at large focused on SLOs and Student Services had various meetings and workshops on how to develop SLOs. The JPC developed SLOs that represent the anticipated benefit for our students. Since JPC works with the community and local and regional employers, the audience is much larger than in other areas on campus.

In June 2007, the JPC met with Scott Lee, Co-Chair of the SLO committee. The goal was to assist JPC in ensuring that our SLOs directly linked to the Institutional Learning Outcomes (ILO). Additionally, the program activity developed measured our SLOs effectiveness; and once completed, a corrective action plan was created. When the JPC spoke with Mr. Lee, it was evident the JPC is different from academics. The results of the meetings showed that the only way JPC could fit into the academic world was by offering a pre and post survey when presenting to the GED classes. This was done in September of 2007 and will continue through the rest of 2007-08 year. Other surveys were developed to determine other aspects to the JPC services. We are continuing to work on our SLOs and Program Learning Outcomes (PLOs).

In July 07 we created program objectives (What will you teach students?). These are:

- Teach students about all the services and procedures of the JPC;
- Teach students to follow written and verbal instructions;
- Have students complete all pre-employment documents and prepare a professional resume;
- Teach students job interview skills;
- Have students complete all post-employment documents;
- Teach students coping skills for retaining their job.

From the above program objectives and the Institutional Learning Outcomes (ILOs), JPC developed our Student Learning Outcomes (SLOs). Over the course of the next year, review was given to the SLOs and by the spring of 2007, it was understood that there was corrective action needed.

The College's ILO 1: "Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness."

- SLO 1: The student will learn to identify learned skills mixed with past experiences and learn how those skills will be adapted to their chosen careers.

Program Activity

Tracking of students purpose for visits

Evaluation/Assessment

Through the use of the "sign-in sheets" that each visitor is requested to fill out

Corrective Action

- Suggest changing or adding additional survey instrument to gain clearer information regarding direction of program. May 07
- New survey added August 07

The College's ILO 2: "Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development."

- SLO 2: The student will gain understanding regarding additional education as it applies to emerging labor markets.

Program Activity

Create Survey

Evaluation/Assessment

Evaluation process by survey after events

Corrective Action

- JPC is working with local distribution center in recruitment efforts. JPC is providing a pre application orientation to educate applicants about company and its requirements May 07
- Job Fair Evaluation given October 10, 2007

The College's ILO 3: "Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics."

- **SLO 3:** The student will learn to use the JPC services as a linkage from Humanities, Social and Behavioral Sciences, etc. to the workforce.

Program Activity

Use current evaluation instruments

Evaluation/Assessment

Evaluation instrument used currently in the JPC from the job board, job listings and verbal communication regarding positions.

Corrective Action

- The JPC has added a locked cabinet to display on and off campus information clearly. Suggest that the SLO needs to include Business and Computer Studies. Currently work with Sheriff & LAPD and local Law Enforcement. We work with Business and Computer Studies with many work experiences. May 07

The College's ILO 4: "Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies."

- **SLO 4:** The student will improve their presentation of work and or educational history by learning to accurately fill out applications, and transfer and enhance that information to a résumé format.

Program Activity

Track student's success

Evaluation/Assessment

Comparison techniques and tracking of student's success

Corrective Action

- JPC presents in GED classes, typing classes, and Airframe and Power Plant course how to use Job Placement services, writing resumes, and upcoming employment opportunities. May 07
- Added evaluation instrument, pre and post surveys, to determine learning outcomes. August 07

The College's ILO 5: "Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society."

- **SLO 5:** The student will learn a greater understanding of workplace diversity, thus raising cultural awareness.

Program Activity

Track database

Evaluation/Assessment

This can be tracked through our database.

Corrective Action

- We are currently in the process of acquiring a database that will track off campus employment opportunities and the activity of students, alumni, community, using the web-based system. May 07
- Website, database activated August 2007; no results to date October 07, currently using data collection information from the JPC Access databases for Intakes, Registrants, Student On-campus Placements and Student and Community Off-Campus Placements.

The College’s ILO 6: “Identify career opportunities that contribute to the economic well being of the community.”

- **SLO 6:** The student will gain understanding regarding additional education as it applies to emerging labor markets.

Program Activity

Create survey

Evaluation/Assessment

Evaluation process by survey after events

Corrective Action

- Surveys are visually reviewed. Action is taken after event to correct for future. 2007 Spring Job Fair showed that according to the vendors, the participants (students, alumni, and community members) were not prepared to effectively communicate. Steps have been taken to develop workshops for participants with EDD and other organizations.

3.2 Student evaluations are an integral part of the assessment of program effectiveness.

The Job Placement Center uses student evaluations extensively to evaluate and improve the program. The following surveys are used:

- **Customer Service Surveys**

This survey is placed on the front counter and is available for the job seekers, employers, and all others that use the JPC services. The surveys are tabulated monthly to evaluate our customer effectiveness. Negative comments are evaluated with consultation from the director to the staff person(s) identified, as well as the positive comments reviewed. More emphasis needs to be placed on the positive, as it is a morale builder. Overall the customer satisfaction survey results are 98.5% positive comments about the services offered.

- **Workshop/Classroom Evaluations**

Over the course of the last five (5) years, the JPC has given various workshops that have been requested by students, community, and employers to better qualify our candidates. Recently, there have been classroom evaluations given. Most of the evaluations have

been given at the workshops in conjunction with the WorkSource California OneStop Career Center in Lancaster. The feedback has been very supportive to continue conducting these workshops, as validated by repeat scheduling, and with 100% success from survey comments.

- Job Fair Evaluations

After each job fair, the JPC has requested the employers to communicate their experience. The evaluation is conducted bi-annually to determine if we are capturing information to modify the event and collect adequate data to measure the success. Each year the evaluations are reviewed and adapted. This is an ongoing process and will continue for the life of Job Fairs sponsored by the JPC. This past fall 07, the survey was conducted through Survey Monkey. The results indicated that 85% of the employers agree or strongly agree that AVC students are prepared for job search. Additionally, the employers felt that 80% of the AVC students were prepared for employment.

- GED Presentation Evaluations

In September of 2007, the JPC began requesting a pre and post evaluation from the students who are participating in the GED program. From the pre evaluation, 70% were unemployed and knew about the Job Placement services, and wanted employment. However, the same percentage did not have a current resume. The post evaluation found that 97% felt the information was relevant and 84% would use the JPC services.

- Survey Monkey / Job Seeker Survey

The results of the job seeker survey were different from that of our customer service evaluations that are given in the office. The period for the Survey Monkey was August 24, 2007 to October 25, 2007. There was an all AVC announcement that was sent on September 19 when it was noticed the response was low and another effort was made to encourage people to respond. After the second request, the final count was 126 responses. Of those responses, there were 74.6% with satisfaction for the services offered, 22.2% not satisfied and 3.2% with no response. Based on these results, adjustments will be made. The majority of comments were positive; however, this does not lessen the impact of the negative. The purpose of the survey is to improve services. JPC will be using this information for future development of our SLOs and PLOs.

3.3 Job placement data are an integral part of the assessment for the effectiveness of vocational programs.

JPC supports vocational education programs by matching students with their targeted goal of employment or internships. Many of the students are referred from programs such as Vocational and Registered Nursing, Airframe and Power Plant, Child Development, Fire Technology, and Computer Graphics to local employers who are in contact with faculty in these and other disciplines.

Job Placement Center conducts workshops in many of the vocational educational classes to help students prepare for the job market. One of the new programs developed by JPC this year and funded by VETA is Mock Interviews.

Summary and Recommendations

The JPC has continually requested feedback from students, staff, faculty, and community to identify areas of improvement. Reviewing SLOs, PLOs, and ILOs are at the forefront of the operation of the JPC. It is recommended to continue to evaluate survey results and feedback in an effort to maintain continual quality improvement.

Area 4. PERSONNEL AND SUPPORT SERVICES

4.1 **The ratio of full-time to part-time faculty and staff provides students with a quality of instruction, and services consistent with students' needs and goals of the program.**

The Job Placement Center (JPC) was initially established in 1995 in collaboration with the State of California Employment Development Department representatives and two student workers. It was a part-time department with information on jobs in the Antelope Valley and some employment opportunities on campus. Today the JPC has a director, two Job Placement Specialists, one Clerical III and at least three student workers during the 8:00 am and 4:30 pm business hours. The student assistants work from 20 to 32 hours per week and are scheduled to cover the reception desk with a minimum of two student assistants at all times. There are times of special needs when more student assistants are required such as the job fairs or special recruitments the JPC is hosting.

The Director oversees the operation of the JPC; meets with other departments; makes classrooms presentations; interviews and hires all student assistants; interfaces with off campus employers; assists in the collaboration with the community service; establishes new funds to sustain department; and evaluates all staff.

The Job Placement Specialists work with job seekers; process all student employment request forms (SERF); secure new leads for students, alumni, and community members; job matches seekers with on and off campus employment; review resumes for accuracy; interface with off campus employers; conduct mock interviews; and interview job seekers with special barriers to employment.

The Clerical III maintains the files; orders supplies; schedules student workers; covers the reception desk; works with students to help with their employability; maintains all JPC calendars and forms; and takes notes and documents meetings.

There is a need for additional assistance within the center as stated in the Educational Master Plan (p. 297). The program is evolving and growing at both the Lancaster campus and the Palmdale site. With that in mind, additional employees are needed to assist with job seeker securing full time employment, part time work study positions, and various work experiences for the students and alumni. During the 2006-07 budget cycle an Employment Outreach Specialist position was requested and approved in the Phase II of the classified hiring list. Although this position did not make the Phase I list, which is to be funded July 1, 2008, we are pleased that the position is in the next group to be hired.

But there is another personnel need to help the program meet its goals. The additional position needed is the Work-Study/Work Experience Specialist who will build new opportunities for students. This position would complement the current staff and allow for increased services to students, alumni and community members.

As the Palmdale site grows, it is evident that Job Placement services will be needed. Students should not have to travel from the Palmdale site to the Lancaster campus for services. Last year it was suggested that the first step to rectify the issues of not having representation from Job Placement in Palmdale is to have a current staff member work a half a day in Palmdale once or twice per week. This is an immediate solution; however, short sighted as it leaves a lack of staffing in the main campus. There needs to be a part time person assigned the Palmdale site to serve students. Within the next four years, there needs to be a full time person, with the ability to make appropriate decisions, and give the same high quality service that is given at the main campus. Without this the JPC services offered at Palmdale will be inadequate.

4.2 The ratio of full-time to part-time faculty and staff provides adequate personnel responsible for program evaluation and revision.

N/A

4.3 There are adequate full-time faculty and staff to meet program needs.

N/A

4.4 There is adequate support staff to meet program needs.

Currently the number of staff is not adequate to meet the needs. Through the budget cycle process of Strategic Planning and Budget Committee (SPBC) in 2006-07 this was acknowledged since an Employment Outreach Specialist was funded at the Phase II priority level. JPC will continue to request through the budget process new staffing requests to include a Work Experience/Work Study Specialist and an additional Job Placement Specialist which are supported in the Educational Master Plan, p 294. Although requested, JPC has not always been funded and as stated earlier, there is not adequate staff to support the increasing demand for services. There is not adequate staff for the Lancaster campus let alone the Palmdale site.

4.5 There are adequate staff development opportunities to enhance the effectiveness of all staff in meeting the goals and objectives of the program as well as the professional development of staff.

The staff and director have been members of various organizations. One organization, the California Placement Association, has an annual conference in the spring. This conference allows placement professionals to interface and share new ideas, meet new employers, and understand the changes within the industry. The CPA also holds annual section meetings in which new methods or current issues for placement professionals are discussed. There are local and national speakers to encourage and share best practices. The staff is encouraged to attend all CPA meetings. Additionally, the staff and director are members of the National Association of Student Employers.

The staff is also encouraged to attend seminars or trainings held on campus to improve themselves as well as the department and program. Some of these trainings include: ergonomics, driver/cart driving, Equal Employment Opportunity (EEO), and 7 Habits of Effective Leaders. If training is not available on campus, the staff is encouraged to attend outside events.

The staff is encouraged to be an active part of the Classified Union and attend events, meetings and committees to the betterment of the entire campus.

4.6 Full-time faculty are actively involved in the process of hiring and evaluating faculty.
N/A

4.7 The evaluation of staff is systematic and conducted at appropriate intervals. Follow-up to evaluation is timely and systematic.

The full time staff and student workers are evaluated regularly. The staff is evaluated as prescribed in the Classified Contract, on an annual basis or quarterly for probationary staff. The student workers are evaluated at the end of their term of employment. This is not to say the staff and student workers are not praised or provided with corrective measures, if needed, during the year.

4.8 The evaluation processes assess effectiveness and encourage improvement.

Evaluations are used as a means of providing feedback to employee and ultimately improving the effectiveness of services, as person-to-person interaction is a critical part of the services provided. Student employee interaction with those at the counter are constantly supervised and monitored to improve the students' professionalism and maintain quality customer services. Also each year the staff is given goals to work on and throughout the year praise is given on accomplishments.

Summary and Recommendations

The JPC staff is stretched at this time. Being under staffed makes it difficult to maintain and enhance a quality program. With limited resources and increased student, alumni and community members to serve, it is important to continually gather information regarding self improvement, professional development, industry trends, best practices, and stay aware of opportunities for grow.

Area 5. FACILITIES, EQUIPMENT, AND TECHNOLOGY

5.1 Facilities are appropriate for effective teaching, learning, counseling, and/or other services.

The JPC currently has three rooms. The main office space is the work space for the two Job Placement Specialists, the Clerical III and the student workers. Additionally there is a six (6) station computer lab for students to use to job search, create and submit resumes and to take typing tests. The director's office is located across the hallway and is often used by employers to interview potential candidates. The third room, SSV 172, which is currently

unusable, is connected to the main office room. This JPC room and the room connected to it, SSV 172, have been condemned for use due to unresolved structural issues since August 15, 1999, even though it was used for storage until October, 2006.

There are both positive and negative aspects of the current facilities. The strengths are:

- The configuration leads to ease for the staff to work with job seekers in reviewing their resume or applications;
- Easy access to view job seekers use of the computer to ensure that the proper work is being done;
- Reception area is easily accessible to job seekers;
- Director's office is effective for meetings with staff, employers, and telephone conferences.

The weaknesses are:

- Staff cubicles do not allow enough space for confidentiality or private communication;
- Student workers do not have specified work areas;
- Fax machine is not in an effective area;
- Director's office across the hall is not as efficiently used as possible;
- SSV 172 remains unusable;
- No room to expand programs and services;
- No room for employers to interview candidates in the main office;
- No room to conduct the Mock Interviews in the main office;
- No room to hold workshops for job seekers.

There are plans for a new Student Services Building and the original drawings that have been submitted appear to be adequate to serve the anticipated needs of JPC. The building is scheduled to be complete in 2012.

5.2 Equipment and technology are appropriate for effective teaching, learning, counseling, and/or other services.

To better accommodate students, technology in SSV 171 consists of five (5) personal computer (PC) stations and one (1) iMAC for job seekers. While the PC's are supported by ITS, unfortunately, they do not support the iMac. Students and job seekers use the PC and iMAC systems to apply for jobs, look up information regarding organizations of interest, send email to potential employers, take typing tests, and write resumes. To provide additional support to students, these computers are often used for the registration process when not being used by job seekers. There are two (2) fax machines, and one (1) copier networked to all staff in the JPC. There is, also, one (1) laser printer for job seekers. One fax machine is located in an open space, which interferes with confidentiality of information, but there is no other place to move the fax at this point to correct the situation. The other fax machine is currently located on a shelf in the director's office and not connected to the telephone system. This fax machine line was removed in 2004 when there was a shortage of phone lines for faculty. Now with the new phone system, requests have been made to ITS, but the fax has not been connected as of yet. Once this is accomplished, the issue of

confidentiality might be resolved. The copier, though centrally located, is often used by other departments.

In the main office area (SSV 171), each staff work station has a personal computer station, 19" flat panel monitor, color HP printer and networked to the Cannon black and white copier, and telephone with a direct outside phone line. The director (SSV 175) has a work station complete with a personal computer, 19" flat panel monitor, color HP printer, and a telephone with a direct line and connect ability to SSV 171 lines.

The JPC has been fortunate in that the ITS department has been very accommodating to update JPC equipment as it is ordered. The ITS staff updates software as it is necessary. The current dean and vice president are supportive of proper equipment in all areas. There is a clear message from both administrators of the importance and impact the JPC has on the students and community. All of the equipment and computer systems, with the exception of the fax machine and several printers, have been recently updated as of 2006. As with all equipment, there needs to be an upgrade and replacement plan so that they remain current.

In 2007 JPC also purchased a web-based management system from the College Central Network. This web-based system will allow employers to place job orders directly and allow them to view job seekers' resumes. Job Seekers can enter their résumés and job search for participant employers.

5.3 Program support space is adequate to ensure the effective operation of the educational program and related support activities.

Through our survey results, we have received feedback that indicated that the JPC needs more space to continue to serve the nearly 9,000 people per year. The area is very congested and an applicant could be over looked while in the waiting area. There is no place for staff to have private conversations with job seekers. The congestion increases the stress level for the staff as well as the job seekers. Often students are rushing to get to class, not understanding instructions, or frustrated over not being hired. In contrast, students or community members who are not under the time constraints have had a more positive outlook about the office space.

The current space is not optimal and has many limitations as listed in 5.1, but a remodel two years ago has allowed for more efficient use of the existing space. Once SSV 171 is completed through Facilities and Operations, this room will be used to conduct mock interviews as well as allow employers to interview candidates for positions. The need for this room has been clearly communicated and is on line to be ready for occupancy in summer 09 (Educational Master Plan, 2007, p. 295).

5.4 The safety of the facilities and equipment are reasonable and adequate.

JPC has a significant safety concern that has been discussed for many years and hopefully has a resolution in the very near future; by summer 2009. The main JPC room is SSV 171 and connected to SSV 172. This room, SSV 172, has been condemned due to structural issues since August 15, 1999, although still usable for storage. The walls had been opened and uncovered and the framing studs that are made of steel had been eaten through by rust

and do not touch the ground. When the wall was opened, light comes in through the space between the ground and the bottom of the wall. In 2004, the grass was moved away from the wall and concrete was laid in an effort to stop the erosion. Now the water runs away from the wall, except during a downpour.

In October 2006, a strong odor and various insects, include several black widows, were found in SSV 172. The Director of Risk Management was contacted and within a few days, a private pest control company was called and test samples were taken to assess the room for bacteria and spores. The room was sprayed by a pest control in an effort to rid it of pests so the supplies and storage could be removed. Shortly after the spraying was done, the results came back on the samples. The results showed various bacteria and spores that could cause “allergic” reactions. Further tests were taken from the walls and ceiling, it was found in March 2007, there were black mold spores. A nationally known abatement firm performed mold abatement on SSV 172 and 174 on July 27, 2007. The staff was assured that no spores would affect the inhabitants of the office; however, the JPC Director chose to close the office for the safety of the students and staff for that day. The abatement team removed all the interior walls and ceilings. The room still has light showing through the floor and weeds growing up through cracks in the concrete. In fall 07, an architect firm was hired to repair the room by the end of spring 08. No visible work has begun as of yet.

Another concern for the JPC main office is the lack of space. According to the college insurance company representative from Keenan and Associates, AVC’s insurance company, the allocated space per person should be at least 50 square feet with at least 3 feet of distance between desks. The current configuration does meet the 50 square feet space as suggested; however, the desks are separated by partitions. Two workstations are in the middle of the room where job seekers or employers can easily interrupt the staff while they are working. The JPC office was remodeled in 2006 with five (5) work stations plus space for copier, supply storage, and six (6) job seeker stations. With this very cramped design, it is very difficult to move around the space and meet ADA requirements. The back exit door is not intended to be used as a public entrance and exit because the door is very heavy and does not meet the weight requirements for ADA. However, it is used as a point of entrance by the staff. Additionally, according to Keenan and Associates, there are dust and fumes that are expelled from any copier and they should be housed in an area away from staff or at least in a well-vented area. This is not the case in JPC. Although the office looks very efficient, there are issues with noise and the ability to hold confidential conversations.

The future of the JPC is limited without additional space. Expansion is possible and needed at the Palmdale site.

Summary and Recommendations

The JPC needs additional space. In addition, the office needs to be connected into one space for supervisions and support. The issue related to space has been elevated by the expansion of the JPC space in the design of the new Student Services Building. Until that time, it is suggested that JPC be allowed to expand into other space within the Student Services Building so that student needs can be met. Although this would be a fiscal impact on the institution, the benefit would be to increase our students’ employability success.

The most immediate need for space is the remodeling of SSV 172. This room must be completed for the health and safety of the staff. Once this is completed, JPC will be able to expand the program to include mock interviews and hold employer candidate interviews.

Area 6. FISCAL SUPPORT

6.1 During the period under review, resources have been used effectively to support programs and services.

JPC has stretched the resources given by the district to the best of their ability to provide outstanding services to our students and community. The district budget is very small and is not sufficient. The JPC has only \$1,300 per year for office supplies (warehouse and non-instructional supplies). This supplies the department with paper, pens, name badges, marketing materials, and the service contract for the copier. Each year the JPC continues to overspend. Although annual budget request are made to increase the budget, it is very depressing when there is no change from year to year. The need to continue to service students is there, and the numbers of students served is significantly higher each year.

Last three years of budget

Year	Non Institutional Supplies	Warehouse	Total
2004-05	\$1,049	\$299	\$1,348
2005-06	\$1,049	\$299	\$1,348
2006-07	\$1,049	\$299	\$1,348

Last three years expenditures

Year	Non Institutional Supplies	Warehouse	Total
2004-05	\$1,208	\$915	\$2,122
2005-06	\$ 2,014	\$727	\$2,740
2006-07	\$1,092	\$402	\$1,496

Another resource is personnel. There is one director, two (2) job placement specialists, and now, one Clerical III. This clerical position took over four years to replace after budget reductions were made in 2002. In April 2007 the Clerical III was hired. JPC is still understaffed, although the Employment Outreach Specialist position has been placed on the Phase II hire list for 2008-09.

Space is another resource that JPC needs. Currently the space is not adequate to meet the department needs. Renovating to SSV 172 is only a short-term fix but does not address all of the issues. The design of the new Student Services Building will alleviate the problems but it is not expected to be built until 2012.

6.2 Current and anticipated funding is adequate to maintain high quality programs and services.

JPC has been under funded for years. JPC has repeatedly requested additional funding for operations from the District, but they have not been forthcoming. Although JPC has a very small budget, efforts have been made to use the funds to maintain and expand the program.

JPC has been very creative in generating revenue and applying for grant funds, which has allowed the JPC to expand services. Unfortunately, these requests are project and time specific and are not reallocated. This does not allow for long term planning since the money is often awarded within the semester it is requested. JPC has received funding for three (3) VTEA grants since 2001. The grants have funded personnel, literature, and equipment for the Mock Interview program. All of the programs had a positive measurement of success. Another grant was written and funded by the AVC Foundation for a computer workstation for students, including a flat screen monitor. This seed money helped create the need for additional works stations which the district paid for in the 2006-07 budget year. Recently, an additional one time money request was allocated to JPC for educational reading materials for job readiness, motivation, and resume preparation, paid for from Proposition 20 funds. The effort to apply for these funds takes away from the staff to work with students in finding employment.

The other concern is the small staff that is working with an increase population. A Clerical III was added in 2007, but this does not restore the staff to what it once was nor respond to the increased in people served. Compared to other JPC of its size and responsibility in the state, AVC's JPC needs more space, more personnel and more operating budget to be adequate.

6.3 Anticipated funding is adequate for the development of revised and new programs.

The JPC requested a position of an Employment Outreach Specialist that been approved for Phase II in the 2007-08 budget year. The position will cultivate new employers and assist students with finding employment. This will be a nice addition, but due to budget cuts, only items on Phase I will be funded. There is no anticipated date for Phase II funded positions, so it is unclear when this position will be funded.

The JPC operating budget needs to be larger. JPC cannot continue to overspend and it is not realistic to operate within the \$1,300 allotted and still meet the student demand. Additionally, funds for the maintenance agreement for the copier are badly needed.

The funding and the cost of equipping and maintaining the Mock Interview room (SSV 172) will need to be added to the ongoing operational budget just to maintain that program.

But these funds do not address the anticipated costs and personnel to serve the Palmdale location. Funds are needed now for limited support and long term funding is needed to have the staff and the operating budget to serve these students.

Summary and Recommendations

The JPC budget does not meet the current need nor does it allow for adding new services and programs. The current budget does not allow for any services to the Palmdale location. Funds needed in all aspect are:

- Supplies;
- educational materials;
- additional personnel.

This action needs to occur immediately. Budget reduction is occurring but the cost of providing the current services surpass the budget allocations as they stand now. There is no room for budget cuts within the JPC budget. Services will need to be cut if additional monies are not received. These concerns were raised in the Educational Master Plan and at every budget request cycle. The work that the JPC provides for AVC and for the students is outstanding and the feedback from the people served is very high, but to do more or to even keep up with the demand, more money is needed.

Area 7. COMMUNITY OUTREACH AND PROGRAM AWARENESS

7.1 Staff maintains appropriate links with community.

The JPC has numerous contacts with the community. Services are provided through local OneStops, the Chambers of Commerce, and directly with local and regional employers. The communication is by print material, such as flyers, packets for registration, and job search handbooks that are sent through the Internet, by mail, and in person. The JPC staff participates in local job fairs through the Antelope Valley and surrounding areas such as EDD, WorkSource, Santa Clarita, LA County, LACOE, Gain, GROW, Second Chance Re-entry programs, Archdioceses, Grace Resource Center, Homeless and Women's Shelters, Operation Read, and AVID. From these contacts we meet new employers and work toward expanding our employer base. Many of these specialized job fairs are for high school graduates, re-entry participants, and at-risk youth.

The JPC also helps employers with targeted recruitments for individual employers. This can take many forms but basically, provides recruiting, room locations and support to allow a company to come to campus and recruit for large number of positions at one time.

The JPC sponsors two job fairs annually on campus for students and the local community job seekers to provide a personal connection with the potential employers. These fairs bring 50-80 employers to campus each time (Appendix P).

The director is an active member of the Chambers of Commences and works diligently to promote the services of the college and of JPC. Through these contacts, local employers learn about the services of JPC at AVC.

7.2 Staff makes appropriate efforts to inform the community and students about each program and facilitate student participation in those programs.

In addition to the above contacts, the JPC staff provides on-going workshops throughout the year to students by providing classroom presentations for special programs participants such as ESL, GED, and Vocational and Technical Education students. The participants are provided materials such as brochures regarding the services we provide, Student Work

Study Handbook and Job Search Portfolios for those seeking on-campus employment opportunities (Appendix Q, R, S respectfully).

The best way that JPC has to promote the services is through word of mouth. From the success of job seekers and employers, others hear about how they can find employment. On and off campus organizations are directed to the JPC from the brochures and from the AVC website under Job Placement. Advertising for services, forms, and instructions on process are linked to the website. The new web-based management system has the ability to send to off campus employers' information on upcoming job fairs and remind the employers of the system so the company can enter their job leads and soon be able to review resumes of job seekers. Additionally, the JPC will continue to update marketing materials in the form of tri-fold brochures to advise employers of the services offered and contact information.

With the help of our community and college employers, the Job Placement staff created a booklet for students called the "Student Worker Program" that informs students of the program and the process. For many of our students, working while at AVC this is their first work experience or they have been out of work for a long time. The booklet explains the forms used, informs the student about what the employer expects, as well as informs the employer of the guidelines and process to be a student worker supervisor (Appendix T).

We also communicate to students about our services and specific recruitments via myAVC, the Class Schedules, the Student Handbook, the JPC Student Worker Handbook, and the College Catalog. Both the employers and job seekers can find promotional material which is regularly delivered to the community via outreach events through the Outreach Office such as the Antelope Valley Fair, Welcome Tables at the beginning of each semester and at other community fairs and events.

7.3 Where appropriate, advisory committees meet regularly and support the development of programs and services.

The JPC staff have, over the course of the last five (5) years, attended meeting of various advisory committees upon request, such as the Antelope Valley College Aerospace Advisory Committee, Antelope Valley WorkSource, California OneStop Career Center, and actively participated in the preparation for the Los Angeles County Workforce Investment Board approval of the South Valley WorkSource Career Center.

Summary and Recommendation

JPC has excellent community relations but there are limitations on what can be accomplished with the small staff. Meeting with employers at their work sites and attending employer-related functions to cultivate additional job leads has not been done as fully as is needed. With the staff positions requested in the Educational Master Plan, more job leads can be developed which would help get the AVC and JPC message out the community.

To accomplish this, JPC needs to have the Employee Outreach Specialist position filled sooner rather than later. This position would allow for a stronger presence in the community on a regular basis to develop opportunities with specific employers. Working directly with graduating students of certificate and degree programs will help them secure permanent

employment. There is a desire that this position can also create internships for students so that positions can be secured before graduation. This hands-on work experiences, through internships or “for credit” work experience programs, will help students be more marketable for full time employment.

Area 8. STATE AND FEDERAL COMPLIANCE

8.1 Program adheres to all state and federal guidelines.

The JPC adheres to all State and Federal guidelines for human resources: confidentiality of documents, Federal College Work Study, CalWORKs Work Study, and State of California Education Code as it applies to job placement. It is also the responsibility of JPC to ensure that the proper paperwork is completed and that additional requirements for specific areas such as Child Development Center for the Department of Justice background and TB checks are completed by the specific department and Human Resources. Also employment documents (I-9, picture identification, social security card, etc) need to be collected and referred to Human Resources. In reviewing all the SERFs it is important that the correct wage is paid in accordance with the state wage law and that other labor laws are followed.

8.2 Program adheres to all college policies and procedures.

The JPC follows college policies and procedures and has helped create a number of these as it relates to student employment on campus. The following are some of the policies that JPC enforces daily:

- Verification of student’s enrollment status and academic progress;
- Employment documents (I-9, picture identification, social security card, etc) are collected and referred to Human Resources;
- Additional requirements for specific areas such as Child Development Center (Department of Justice background and TB checks completed by the specific department and Human Resources);
- Students that have self identified as a felon are referred to Human Resources for Livescan (Appendix U).

Summary and Recommendation

The JPC complies with all State and Federal regulations and guidelines. Additionally, all college policies and procedures are followed.