Comprehensive Program Review Self-Study Report

Please provide the following information. Respond NA to questions which are not applicable to your division/discipline/area. The self-study reports of all divisions/areas will include responses to Parts 1-7. Self-study reports of academic divisions will include a division overview in Part 1 and analysis of each discipline in Parts 2-7.

Questions with an asterisk (*) were addressed in last year's program review report. The question numbers do not correspond with the numbers in last year's report.

Division/Area Name: Student Development and Services

Year 2013-14

Part 1 - Division or Area Overview

1.1   Briefly describe how the division or area contributes to the district mission.

1.2   Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or
       area.
        _X_ Analyze diverse perspectives from a variety of disciplines and experiences that
              contribute to the development of self-awareness.
        _X_ Value and apply lifelong learning skills required for employment, basic skills, transfer
              education, and personal development.
        __ Demonstrate a breadth of knowledge and experiences from the humanities, social and
              behavioral sciences, arts, natural sciences, and mathematics.
        _X_ Solve problems using oral and written communication, critical thinking and listening
              skills, planning and decision-making skills, information literacy, and a variety of
              technologies.
        _X_ Demonstrate good citizenship and teamwork through respect, tolerance, cultural
              awareness, and the role of diversity in modern society.
        _X_ Identify career opportunities that contribute to the economic well-being of the
              community.

1.3   After completing Parts 2-7, prepare a one page summary of the division/area. Interpret the
       significance of the findings. Note successes in supporting district strategic goals and where
       improvements are needed.

1.4   Name of person leading this review: Dr. Jill Zimmerman, Dean of Student Development
       and Services

1.5   Names of all participants in this review

        Kim Fite, Administrative Assistant
        Nancy Blundell, Accounting Assistant, II

Part 2 - Data Analysis and Use

The following data is provided on the Program Review website. Additional data is available from the Department of Institutional Research and Effectiveness (DIERP).

Longitudinal data
District headcount and FTES
Division headcount and FTES
Discipline headcount and FTES
Number of sections offered by location/distance education
PT/FT faculty ratio by LHE
Efficiency (measured as FTES/FTEF)

Data about student progress
Student achievement: success, retention, and term to term persistence
Progression through remedial courses
Program completion
Degree/certificate completion rate
Transfer rates to 4-year institutions
Licensure exam results
Job placement/post training

All division/areas will complete Parts 2-7. In academic divisions Parts 2-7 will be completed by each discipline; please identify the discipline:

2.1   Please review the five year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.*

From the Internal Scan of the Educational Master Plan over the four year period from fall 2009 to fall 2012, Antelope Valley College student headcount peaked in fall 2009. Since the peak of AVC's headcount in 2009 there has been a 13% decrease in fall headcount. This decrease in headcount is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education.   This decrease has affected the student involvement but not significantly.   There has been an increase in the number of both the students who are going part-time (67.4%) and day-time students (83.6%). And, therefore, they could be spending more time on campus and have time to be involved in clubs and use the other services offered. More research on this is needed to confirm this assumption.

2.2   Report and analyze program/area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).

The Student Development and Services Program Review will include the areas:

- Associated Student Organization (ASO), Student Trustee, and Student Clubs (will be referred to as organizations throughout this report) - All students included in these groups are volunteers except for the Student Trustee who receives a stipend for attending Board meetings like other Trustees (the amount is half of what the other Trustees earn).

- College Activities – These activities are created, organized, and implemented by a group of paid student workers and volunteers. The group is called the Student Activities Council (SAC).

- Student Development Office – A number of activities are conducted, such as, college IDs for all students, faculty and staff.

- Health Services - Provides direct medical care to students through contracted services with Antelope Valley Community Clinic that bring the Care-A-Van to campus when classes are in session. Any student can make an appointment for illness treatment or prevention with the medical staff. Mental Health Services are also provided through the same contracted agency. The goal is to have a healthier student body. When the students are healthier they are more likely to succeed in their education. The college provides health education programming with the help of student workers and in conjunction with the Student Activities Council (SAC) and community. This will be discussed throughout the report. Health insurance plans, brochures, and information are also offered to students.

- Students on the Academic Rise (SOAR) High School - This is an Early College High School Initiative and is a joint project with AVC and the Antelope Valley Joint Union High School District (AVUHSD). The goal is for students to complete high school in four years and complete their associate's degree within the same four year or continue at AVC for the five years or transfer to a four year university. The dean of the area serves is the main SOAR College Liaison.

- Commencement – is the formal graduation ceremony which celebrates the students' achievement in attaining their certificate or degree. The dean of the area coordinates the Commencement ceremony.

ASO and clubs have continued to provide student engagement activities at AVC. There has been the same number of student clubs over the years holding steady at about 25 with about 20 being really active. About 15 clubs repeatedly charter year after year. In 2009-10 and 2010-11 there were 23 clubs charter. In 2011-12 there were 36 clubs and in 2012-13 there were 20 clubs that submitted paperwork to be a charted club. Over the years ASO has continued to hold about 5 events per semester but the shift has been to focus on more of their leadership and role of governance and advocacy and this has happened with over 20 students attending leadership conferences and an increase in meeting attendance. Additionally, all ASO officer positions have been filled and an increase has been placed on fulfilling their participating governance role.

ASO has continued to have a reduced budget since 2010-11 year. In prior years they received funding from the Bookstore and earned revenue from Concessions at football and basketball games. The graph below outlines the revenue from each area for the ASO budget. This overall reduction has severely impacts ASO ability to serve students in an expanded capability.

ASO budget by revenue category by year
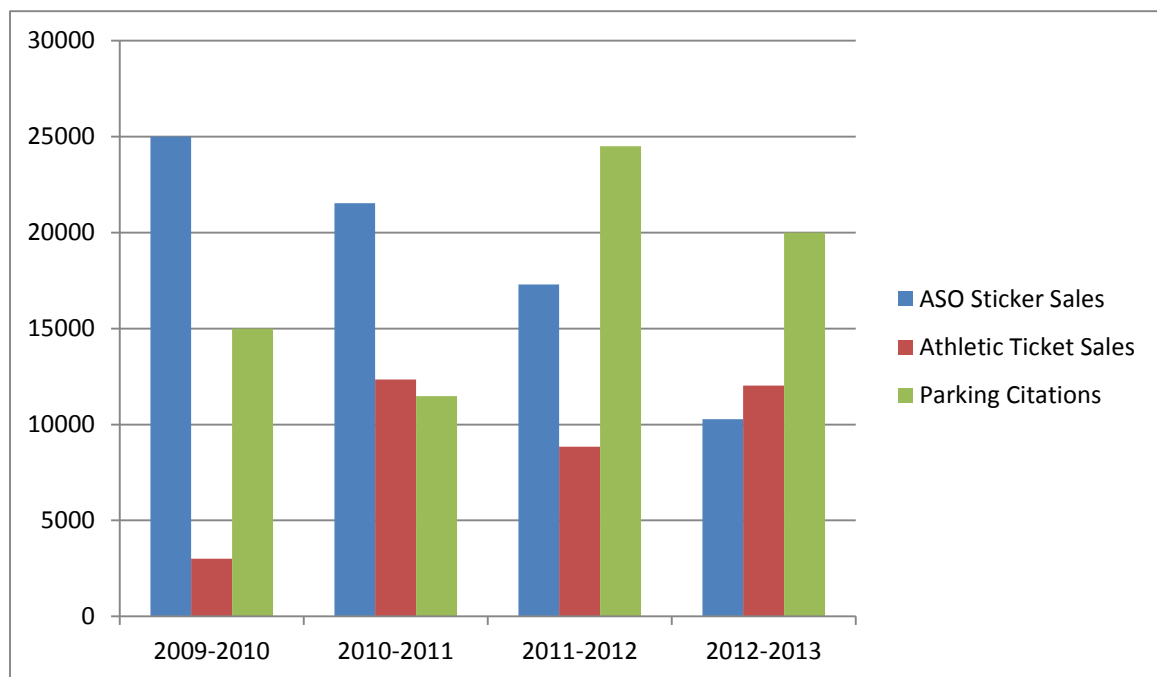
Over the past four years Student Activities Council (SAC) has been unsteady due to funding. As the college reduced budgets, one area that was cut was student workers and as a result, there were significant reduced students or hourly employees to help plan and implement college and student activities at the same level as years past. ASO helped with some events but did not feel that this was their mission and purpose. Without the funding source for the events the activities were reduced. As budgets have increased and more volunteers are coming forward more activities are being developed.

SAC has planned activities ranging from Welcome Back Week, movie night, Earth Day, Tolerance Week, Women's Tea, Finals Relaxations and Black History Month events plus a host of other events. These events tried to cover a range of topics to reach the diverse population of students. In the Fall of 2012 the Student Health Services Fee began and

these funds support health related activities as well as the student workers to implement the programs.

From the numbers below are SAC numbers and after the Fall of 2012 student health related events are removed and are reflective in the Health Services area of this report. Prior to this ASO and the district helping fund these events but the budget for each of these are very small and have been reduced due to budget cuts.

The Number of College Activities
2009-10 (fall 09 = 22 events, spring 10 = 35 events)
2010-11(fall 10 = 40 events, spring 11 = 23 events)
2011-12 (fall 11 = 13 events, spring 12 = 11 events)
2012-13 (fall 12 = 9 events, spring 13 = 4 events) *

The Student Development Survey that was conducted in the Spring of 2013 combined all the areas that report to the dean into one survey. There were 425 students who responded. The results indicated that 58% of the students were aware of the Student Development and College Activities Office. The same numbers were also aware of ASO.

One of the constitute issues that students think of when they think of Student Development and College Activities is the place where they get their college ID. The cost of the ID has continued to rise and has been absorbed by the operational budget over the years. The budget was originally for activities but is now used for the sole purpose of purchasing of ID cards and supplies.

Cost of IDs
2009-2010 = $6,780
2010-2011 = $9,513
2011-2012 = $7,305
2012-2013 = $9,775

Student Health Services has seen a large increase in the number of students served. We are now in our second full year of implementation of the Student Health Fee and more services are being offered. The Care-A- Van now comes to the Lancaster campus twice a week and Mental Health Services is available twice a week on Lancaster Campus and one a week on the Palmdale campus. In 2012-13 we added dental appointments cleanings, which are very popular with students.

Health Services Appointments
2009-10 Care-A-Van Appointment = 2499
2010-11 Care-A-Van Appointments = 2433
2011-12 Care-A-Van Appointments = 1149
2012-13 Care-A-van Appointments = 2657 (twice a week)

2012-13 Dental Appointments = 204

2011-12 Mental Health Appointments = N/A
2012-13 Mental Health Appointments = 498

Another key component of the Health Services program is health education and we conducted a number of programs since Fall 2012 when the Health Services Fee was implemented. Some of these programs included a suicide prevention and awareness event that had an on campus program which 103 students and staff attended and then an on-line assessment for identification of suicide signs in people, which 135 faculty and staff took called QPR. In the 2012-13 school year there were less events due to fewer student workers and a shift in providing more direct care to students. The number of programs that were conducted are on the following page:

Student Health Services events:

2009-10 = 17 events
2010-11 = 12 events
2011-12 = 15 events
2012-13 = 6 events

Helping our community and teaching civic responsibility is one of AVC ILO and we do this by holding monthly blood drives with the Red Cross and Providence Hospital. AVC is one of the leading blood donors in the community and we continue to increase our numbers each year. This information is from the two blood centers and they do not report the same way nor do they report each time they come to campus so the number are not as accurate as we would like but this give a an indication of the important part that this program play on our campus.

Blood Drives held on campus

| School Year	Number of drives held	Blood Donors	Units collected	Lives saved
2009-10	4	64	52	N/A
2010-11	6	126	87	261
2011-12	18	578	272	897
2012-13	13	488	255	1389

The SOAR Program continues to be successful and grows. Each year the number of applications surpasses the number of spaces by leaps and bounds. We have about 120 freshman spots and receive about 285 applications. The enrollment is in the school since we began is reflected in the chart below.
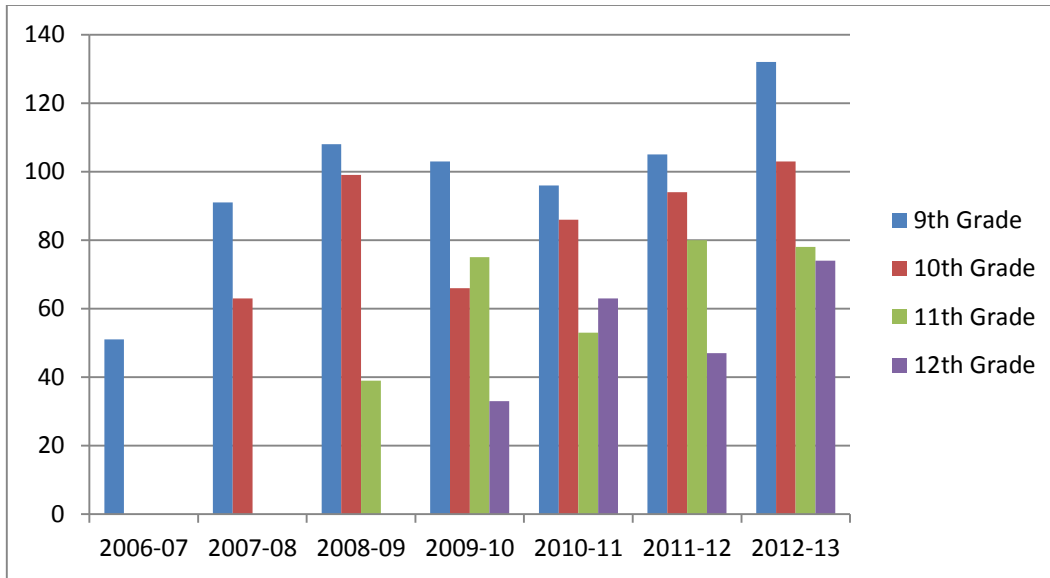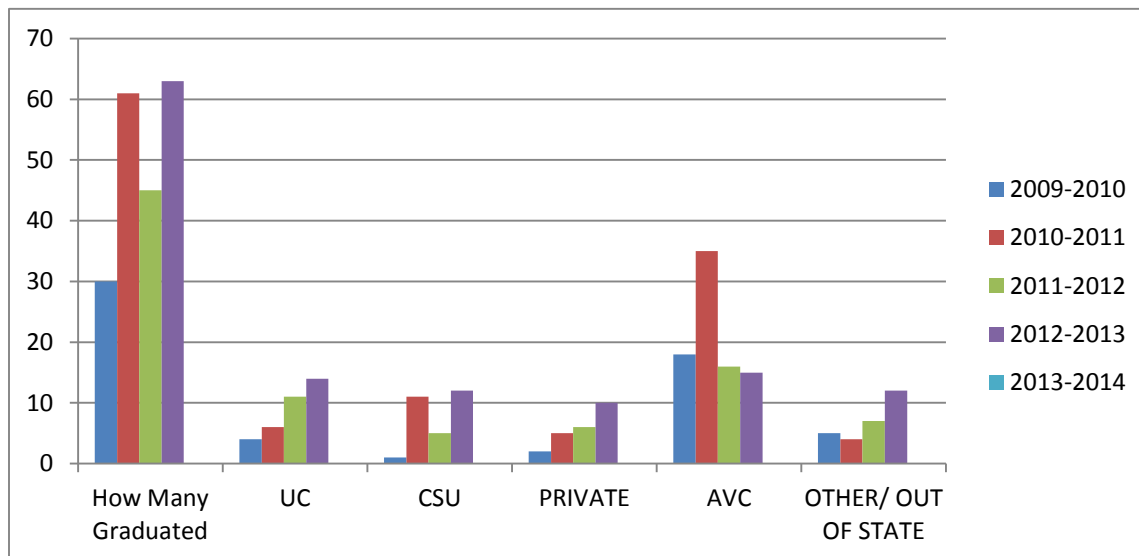
The SOAR program continues to excel on all possible benchmarks. We continue to have a 100% pass rate of 10th graders who took the California High School Exit Exam (CAHSEE). We ranked 7th out of all high schools in the state of California in 2012. Our API score continues to be the highest in the Antelope Valley. API is based in the results of the April CST test scores and the highest is 1000.
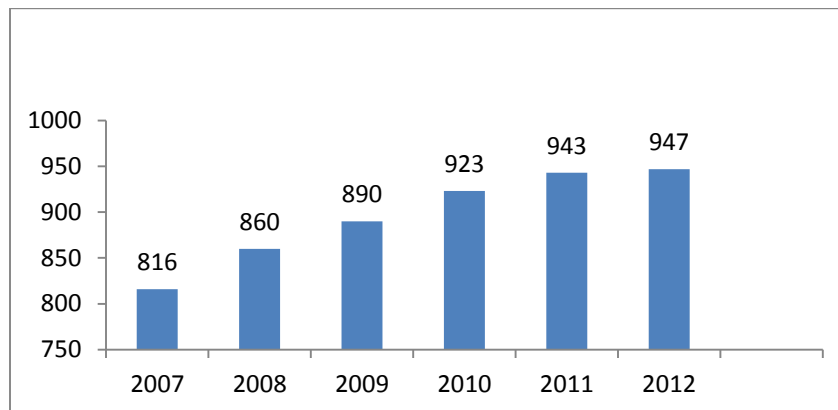
SOAR students continue to make progress with graduation.

Graduates

Year	Graduates
2010	31
2011	62
2012	47
2013	68
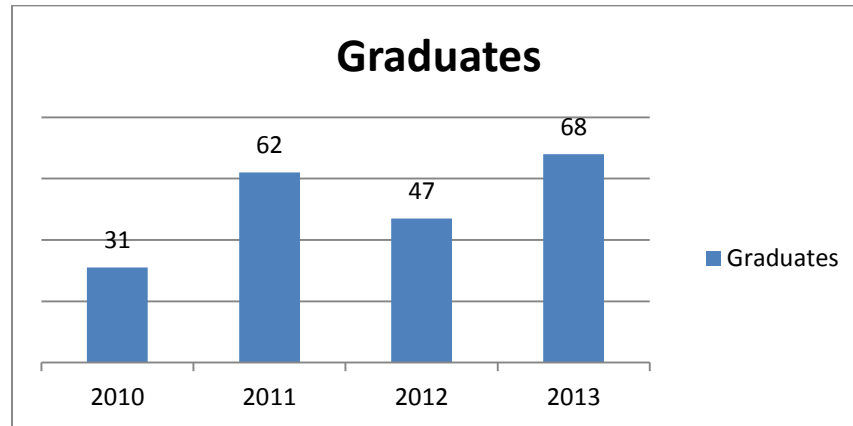
Each graduating class has more and more students receiving their high school diploma and their college AA simultaneously. The chart below reflects this success and careful planning on the students and high school and college toward student success.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
How Many Graduated	30	61	45	63	
UC	4	6	11	14	
CSU	1	11	5	12	
PRIVATE	2	5	6	10	
AVC	18	35	16	15	
OTHER/ OUT OF STATE	5	4	7	12	

SOAR Matriculation Completion Rates

With each incoming class of 9th graders there is a stronger emphasis on helping the students meeting the matriculation steps early in the process. We try and do this during Summer Bridge and during the freshman year. The following is the percentage of SOAR students who have completed the matriculation steps.   The matriculation report was run for all current SOAR students to see if the 90% target measurement was met in the rate of completion in Orientation, Assessment, Educational Plans and Counseling. In the chart

below it is clear that more effort needs to be made to have SOAR students complete and be coded into Banner the matriculation steps earlier in their educational career.

	Ed Plan	Assessment	Orientation	Counseling
2012-13	61.1%	46.0%	41.5%	47.9%

2.3   Please review the five year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.

N/A

2.4   Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.*

N/A

2.5   Analyze and summarize trends in student progression through basic skills courses, if applicable.

N/A

2.6   List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.

N/A

2.7   Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.

N/A

2.8   Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years.   Comment on how the projections affect your planning.
http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011

N/A

Part 3 – Outcome Analysis and Use

3.1   Analyze changes in student learning outcome (SLO) and program learning outcome (PLO) assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.*

        N/A

3.2   Analyze changes in operational outcomes (OO) findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.*

        Student Activities – relates to ILO 1 and 4
        OO- Student Leaders will know how to develop, implement and plan college activities that support diverse perspectives.

        Measures:

        Measure 1: Count the amount of diverse activities which occurred on and off- campus that were sponsored by AVC and student clubs per year. Target: Ensure that there is a sufficient amount of diverse activity on and off campus through AVC and student clubs.

        With the increase of student clubs over the years and the amount of activities (except for 2012-13 year which saw a decrease) there has been a sufficient number diverse events each year to have meet this OO.

        Measure 2: Continue to create a semester long calendar of events through SAC that include diversity events to the campus community. Compare previous calendars. Target: Ensure that the semester activity calendar has a balanced amount of diversity events that reach out to the campus community.
        With the increase of student clubs over the years and the amount of activities (except for 2012-13 year which saw a decrease) there have been a sufficient number of diverse events each year to have meet this OO.

        Measure 3: Expand the types of diverse activities presented on campus.
        Target: Attempt to add a new diverse activity to the semester calendar.

        This OO has been met in that each year a new event has been added or the topic for event has been changed to expand the program scope.

Measure 4: Review the minutes and observation from ASO, ICC, and student club meetings and discussions as well as involvement in the Student State Wide Senate.
Target: Ensure ASO, ICC, and student club meetings understand and follow parliamentary procedure in club documents.

 A format has been created to help all clubs and ASO but more help is needed in this area. It is clear from reports on campus that very few people on campus understand parliamentary procedure and more work with ASO and clubs will be needed to help met this OO so that students feel for confident in this area.

Measure 5: Provide leadership development programs related to diversity and other leadership topics which expands the student's leadership skills.
Target: Sponsor a leadership workshop open to all student's that is related to diversity and leadership topics.

ASO attended a number of leadership conference and then from what they learned hosted their own on campus workshop for student on May 2013 for club members and AVC students at large. Annually the Student Trustee attends the California League for Student Trustee Training Workshop. Another way that supports student leadership is the Annual Student Leadership Luncheon that allows ASO and student club to recognize their outstanding leaders. Twice a year ASO Hearts and Hands hold a Volunteer Leadership Planning Retreat to set the goals and direction for the semester.

There was a question on the spring 2013 Student Development and College Activities Survey about students who participation in leadership development and if it improved their skills. Most students did not answer this question but of the ones that did (76 students) 13.9% said yes to the question that "they feel that they have improved their leadership skills, such as running and participating in meeting, communication skills, coordination and collaboration" and only 5% said no. This OO has been met although we need to continue to work on it.

 Health Services– relates to ILO 1 and 4

OO #1 – Student Health Services - Students will use health services offered and receive information to develop a healthy lifestyle.

OO #2 - Increase awareness of student health services

Measures: Headcount of students are using the services provided for HIV testing, Flu shots, Care-a-Van appointments, Blood drives, Health fairs, health screening, health awareness events attendance, mental health issues, (domestic violence, etc).   Target: 90% of students meet capacity of service appointments (physical, mental, dental).

Measures: Survey Target: 60% of students surveyed are aware of the services.

Awareness is the first step in changing behavior. In the Spring 2013 survey 93.9% of the student were aware of the Student Health Services Fee, 20% were aware of the blood drives on campus, 17.7 % used the Care-A-Van services, 55.6% were aware of mental health services on campus although only 6.7% used them, 40.8% were aware of dental services but only 5.2% used them. All together when adding the numbers of the events the target of 60% awareness has been met but more work is needed to continue to make more students aware of the services of Health Services.

SOAR– relates to ILO 1 and 4

OO#1 Students (freshmen and seniors) will complete orientations.
Measure: Counts of completed orientations. Target: 90% of students will complete orientations on time.

From the data provided from Counseling, the target was not met because only 41.5% were coded into the system as having completed orientation. We are confirming that this is not just a coding issue but a completion issue.

OO #2 Students will complete assessment (reading, writing and math).
Measure: Counts of completed assessments (reading, writing and math) Target: 90% of students will complete the three assessments.

From the data provided from Counseling, the target was not met because only 46% were coded into the system as having completed assessment. We are confirming that this is not just a coding issue but a completion issue.

OO #3 Students (sophomores) will complete and follow student educational plan.
Measure: Counts of students that completed an education plan.
Target: 90% of students will have an education plan

From the data provided from Counseling, the target was not met because only 61.1% were coded into the system as having completed an Ed Plan. We are confirming that this is not just a coding issue but a completion issue.

Part 4 - Stakeholder Assessment

4.1   Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Students are aware of ASO and student clubs are volunteers except for the Student Trustee. The survey was completed in the Spring of 2013 and 58% said that they were aware of ASO. Over the 4 years span of this report, there were over 250 events planned and executed with a participate rate anywhere from 16% to 49% depending on the events

The highest was Welcome Week activities at 49.5% and the lowest attended which 16.4% which was Great American Smoke Out. In assess student change in behavior students self-reported that from these activities they changed their behavior the least by 8% in the Day of the Dead display and the most by 20.2% from the ASO Hearts and Hands Pantry.

Student Court is one of the programs of ASO and 24.5% of the students who answered the survey were aware of this program. Since this program only has been functioning for one year, this is higher than anticipated.

Student clubs awareness was very high at 70.6% but only 13% reported any membership in a club. This is an area where more emphasis is needs to be placed to increase student engagement.

The Student Development and College Activities Office make College IDs for all students. In the survey 96.7% of all students said that they have a college ID.

One of the key goals is for healthy living and awareness for Student Health Services. 93.9% were aware of the Student Health Service Fee. 17% said that they used the Care-A-Van services, 55.5% said that they were aware of the Mental Health Service and 40.8% were aware of the dental services.

SOAR continues to receive about 285 applications each year for the 120 incoming freshman students each year. The information sessions held at the area high schools are full and inquires about the program continue to draw requests from our area and from outside our community. Awards continue to be given to the SOAR students and to the program for the great work that everyone accomplishes. The hard work that the students achieve is demonstrated by the top universities that our students get accepted and transfer to.

Part 5 - Goals and Objectives

5.1   Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed and which have been eliminated.*
Goals from the last Comprehensive Program Review are listed below:

1. **Increase the awareness of the services specifically of ASO, Student Clubs and SAC**. ASO hosted a Meet and Greet with Administrators in 2010 and 2011, increased their business partners through their ASO sticker program, and raised awareness of programs and services in the spring 2011 semester with a political rally. ASO helped implemented a Student Health Fee and gained approval from the Board of Trustee. SAC and clubs increased their exposure by marketing their calendar of events, using the myAVC email system and advertising programs and services. (on going)

2. **Create a formal leadership development program including online leadership opportunities.** The College Coordinating Council approved the Leadership Team in the September 2009. Students who wanted to attend NCSL in spring 2011 and 2012 wrote papers prior to attending to support that candidacy as well as reflection papers upon their return. Many of the students who attended participated in the Certified Student Leader program. As a follow-up activity, these students conducted a workshop on campus for other AVC students which reinforced their learning. ASO has purchased DVDs to add to the Leadership Lending Library which is used for ongoing training. ASO has sent 21 students to the National Certified Student Leaders conference to be certified students leaders and to other workshops for leadership experience for our students. (on going)

3. **Create a permanent Health Services program on campus which includes physical and mental health services.** Ongoing since the fee was instituted in the Fall of 2012 and the design plans have been created for APL. Program design plans have been received and are moving forward to the next stage (on going)

4. **Provide services to the Palmdale Center for ASO and SAC including college IDs.** We have conducted a small number of activities at the Palmdale Center. The staff at the Palmdale Center currently can make College IDs. There is a need to do more at Palmdale. (on going)

5. **Begin to measure the PLO and SLO for some of the programs, better assessment of learning within ASO and student clubs via SLOs.** We continue to measure the PLO and SLO in the area, but, a re-examination is needed to ensure that the measurements and targets we determined are still viable. (Modified since we are currently measuring and need to continue.)

6. **Hire a full-time Director of College Activities**. (Terminated since this position is no longer a priority.)

7. **Create staff position to work with SOAR and concurrently enrolled students.** With just under 400 students, there is still in need for an Educational Advisor for this area but no action has been taken. (Placed on the staffing plan.)

8. **Hire Health Services staff when the center is created.** A Clerical III will be hired spring 2014 to help run the office and then an assessment of the staffing needs will be determined as the program grows. (ongoing)

9. **Hire a Student Development Specialist.** This position is a need in the long term plan for the Division. (Placed on the long-term goals)

10. **Increase the use of technology to inform students of what is happening on campus**. Training and access has occurred and more technology is used in the office but with is there is a need for ongoing training and ongoing replacement of equipment. (ongoing)

11. **Increase the space for ASO, SAC, and student clubs.** No action has taken place to resolve the issue of moving either Student Development and College Activities or CalWORKs out of the area. We have, however, reclaimed SCT 103 for programming and storage space. SCT 103 is currently being used for the ASO's Heart & Hands pantry. (on going)

12. **Have the ability to make student IDs at the Palmdale Center.** Completed and Terminated

13. **Invest in upgrading the Student Lounge.** Meet with President Ed Knudson about possible plan. (on going)

14. **Better access to the dean that is more secure and safe.** Ongoing

15. **Increase the outdoor programmable space**. Completed and Terminated

16. **Remodel APL for Health Services to include physical and mental health or create new space for a permanent Health Services**. Terminated since this is a repeat goal.

17. **Separate the office from CalWORKs since there are too many different functions in too small of a space.** Ongoing.

18. **Find additional revenue streams for ASO and SAC to support students.** This has not occurred. The Bookstore has stopped funded ASO. ASO has seen some increases in the bottom line due to the revenue from the Concession Stand and ticket booth areas due to a change in personnel and it reporting directly to the dean of the area. However, the Snack Shack closed permanently in December 2010, Concessions moved to Auxiliary Services May 2011, while tickets booth sales remained with ASO. There are limited other funding sources and ASO funds have not grown. Ongoing.

19. **Find additional revenue streams for SOAR to support the program.** Although no additional revenue has been generated for SOAR, the issue of funding textbooks has been somewhat resolved by having the high school district pay for the college textbooks for students still in high school. The issue of funding textbooks for students in the 5th year is still unresolved. There are no additional funds for the program beyond textbooks. Funding other aspects of the program other than textbooks do not exist and the need to have AVC see this program as an important AVC program and not just as a high school program is important. Ongoing

20. **Find funds to support the Student Health Services by creating an on-campus Student Health Service (remodel costs and operations.)** Completed since the Fall of 2012 we implemented the Student Health Services Fee.

21. **Continue to gain more support from community businesses to support the students.** The ASO has contacted the businesses that are currently involved in the ASO Sticker program to renew their discount agreements. They also are reaching out to new

businesses to increase community involvement. These businesses allow students to receive discounts with the purchase of an ASO sticker. This continues to increase the business connections with ASO and AVC in the community. Ongoing.

22. **Continue to look for more community partners for SOAR.** This is still a viable recommendation but no action has formally occurred. Terminated because it is repeat goal.

5.2   List discipline/area goals and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.*

N/A

5.3   List discipline/area goals and objectives **directly related to advancing Strategic Goals.** Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.

Current (up to three years)
Goal #1: A specific target: Update technology hardware and software for staff efficiency: equipment needs include updated ID machine, fax machine, computers
- Guided by district Strategic Goal(s) #_5__
- Guided by __5b___Plan Summary in EMP
- Supporting data analysis or other documentation
Objectives: Purchase new computers, new updates software, new software to manage workload
Supported by Student Development Goals # 2, 10

Current (up to three years)
Goal# 2: A specific target: Provide professional training opportunities for staff
- Guided by district Strategic Goal(s) #_5__
- Guided by __5c___Plan Summary in EMP
- Supporting data analysis or other documentation
Objectives: Provide training both on campus and off campus at conferences for all staff on software as well as other aspects of their work that to increase efficiency.
Supported by Student Development Goal # 5

Current (up to three years)

Goal #3: A specific target: Remodel space for a Student Health Services
- Guided by district Strategic Goal(s) #_5__
- Guided by __5c___Plan Summary in EMP
- Supporting data analysis or other documentation

Objectives: Continue to work on the plans to create the permeate location for the Student Health Services Center.

Supported by Student Development Goals # 3, 8

Goal #4: A specific target: Hire staff for Student Health Services
- Guided by district Strategic Goal(s) #_1_and 6_
- Guided by __1a_and 6b___Plan Summary in EMP
- Supporting data analysis or other documentation

Objectives: Once the Student Health Services program expands and we create more services for students we will need to hire additional staff to support the program so that students continue to be success. Health students are more able to stay ion school and progress toward their educational goals and become degree completers.

Supported by Student Development Goals # 3, 8, 20

Goal #5: A specific target: Hire support staff for SOAR
- Guided by district Strategic Goal(s) #_1_and 6_
- Guided by __1a_and 6b___Plan Summary in EMP
- Supporting data analysis or other documentation

Objectives: As SOAR success continues to grow and the success of the program gains and we have an obligation through the Student Success Act to help students be as successful as possible, it is becoming more important that we have someone dedicated to help this population of students. This staff member will work with students currently in SOAR and those that are in the 5th – 6th 7th or 8th year in SOAR

Supported by Student Development Goals # 7, 19, 22

Goal #6: A specific target: Relocate either Student Development or CalWORKs for better space utilization and safety
- Guided by district Strategic Goal(s) #_5_
- Guided by __1c__Plan Summary in EMP
- Supporting data analysis or other documentation

Objectives: The two different office function do not work as well together and therefore do not meet the needs of the student as well as could be if the two were I different locations. The space is too small and not sale due to the vault and student need to walk by to see the Dean.

Supported by Student Development Goals # 14, 17

Near Term (three to five years)

       Goal #7: A specific target: Hire Student Activities Specialist
- Guided by district Strategic Goal(s) #_5__
- Guided by ____5c and 5d__Plan Summary in EMP
- Supporting data analysis or other documentation

Objectives: To help support ASO and Student Clubs, and Student Engagement on campus.
Supported by Student Development Goals # 1, 2, 4, 5, 9, 10, 11, 18, 21

Long Term (five to ten years)
       Goal #8: A specific target: Replace computers for staff
- Guided by district Strategic Goal(s) #_5__
- Guided by ____5c__Plan Summary in EMP
- Supporting data analysis or other documentation

Objectives: Significant steps or actions needed to achieve the goal
This was just done in 2013-14 so there will be a need to have the computers replace in my area so that all staff have current technology and reduces the inefficiency in the workplace.
Supported by Student Development Goals # 2, 10

       Goal #9: A specific target: Increase staff in Health Services
- Guided by district Strategic Goal(s) #_1 and 6__
- Guided by __1a__6b__Plan Summary in EMP
- Supporting data analysis or other documentation

Objectives: Once the Student Health Services program is up and running in their new space it will be necessary to determine what additional needs are necessary to help students succeed and what additional staff will need to be hired. Student state that mental and physical health are barriers to their educational goals and degree completion.
Supported by Student Development Goals # 3, 8, 20

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.*

6.1   List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.

- Hire support staff for SOAR, such as an Educational Advisor

- o Supported by Student Development Goal # 7, 19 and 22
- Hire Student Activities Specialists
  - o Supported by Student Development Goals # 1, 2, 4, 5, 9, 10, 11, 18, 21
- Assess the staffing needs for Health Services either hire or continue to outsource the operation
  - o Supported by Student Development Goals # 3, 8, 20

6.2 List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.

- New ID machine, fax machine
  - o Supported by Student Development Goals # 4
- New computers for staff
  - o Supported by Student Development Goals # 2, 4, 10

6.3 List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.

- Student Lounge remodeled so that students have a pleasant location on campus to interact with each other, study, have programing space.
  - o Supported by Student Development Goal # 13

- Relocate Student Development and College Activities/ASO or CalWORKs because the two work functions have very different purposes and often clash. By moving one work location they would function better to serve students if they were not in the same location.
  - o Supported by Student Development Goals # 11, 14, 17

- Student Health Services space to be built out into their own facility with fees from the Student Health Services Fee. This will meet of the physical and mental health needs of our students.
  - o Supported by Student Development Goals # 3, 8, 20

6.4 List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.

- Technology training such as: Enhanced word, excel and PowerPoint training, Banner training, Google training, other software training
- Dealing with difficulty and hostile people
- Time management
- Stress management
- Spanish in the workplace
  - o Supported by Student Development Goals # 5

6.5   List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.

Part 7 - Recommendations and Comments

7.1   List recommended changes to the Educational Master Plan to:
- Address external issues or mandates such as legislation, industry, and professional standards, etc.
- Respond to outcome findings.
- Reflect changes in technology, methodology, and/or disciplines.
- Address student achievement gaps and/or meet other student needs.

7.2   What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?

Updated 8-28-2014