

Comprehensive Program Review Self-Study Report

Division/Area Name: Student Life/Job Placement Center	Year: 2015-16
Name of person leading this review: Ann Steinberg, Director	
Names of all participants in this review: Wilda Wallace, Ray Betancourt, Tracy Fernandez	
Number of Degrees offered: 0	Number of Certificates offered: 0

Part 1 - Division or Area Overview

1.1. Briefly describe how the division or area contributes to the district [mission](#):

The Mission of the Job Placement Center 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:

- Provides a linkage from the academic programs to the workforce.
- Assists a diverse population of students, alumni, and the community, by offering current information so that students can maximize marketable skills. Offers information on the latest labor market practices.
- Offers local and regional employers, community based organizations and government agencies a recruitment solution.
- Assists students, alumni, and community members in their career direction by promoting additional education opportunities while promoting continual growth and lifelong learning.

The above statement is representative of the college mission, vision, philosophy, values and practices. Job Placement additionally communicates directly with local agencies to support community events that foster employment activities.

1.2. State briefly program highlights and accomplishments:

Student Worker Program:

The JPC serves an annual average of over 5,708 students, alumni, staff, and community members for job seeking assistance. This number has increased by 700 since last program review. Job Placement processes all on campus student employment. In order for the institution to reduce inaccuracy in the hiring process for student workers, the process requires redundancy. What this accomplishes is a strong connection between academic affairs, student services, human resources and the office of business services as all the divisions work together to assure the student is properly hired, tracked and paid. The purpose for the student worker program is to assist the student at being employed in order for them to sustain

enrollment and to gain real life work experience. The student workers are paid through various accounts, Federal Work Study a part of the students Financial Aid Package, CalWORKs Work Study a part of the CalWORKs program for students who are supported by public assistance, and other funds such as Perkins, various grants, Student Equity, and department budgets specifically for student workers, tutors, lab assistants' and those assisting special projects or events. The student workers by law cannot be supervised by faculty, only by classified staff.

JPC Services include:

Recruitments and Job Fairs: Recruitments are arranged on an "as needed" basis for businesses, agencies, and organizations that have opportunities for students and the community. JPC has provided space recently for JVS who recruited for a summer hire, Icicle of Alaska who hired 150 people and 20 were student seeking summer jobs. Past has been arranging recruitment for Swinerton that was the general contractor for the High Desert Medical Center of Los Angeles County. This event was supported by Buck McKeon and there were 40 vendors that included: Unions, construction firms, Contractors, schools, and agencies. There were 700 that attended 400 were hired. Most recently we supported the recruitment of Krispy Kreme Donuts who hired 70 people with the collaborative effort of the South Valley WorkSource, Americas Jobs Center, GAIN, Jewish Vocational Services and Los Angeles County Office of Education; 30 were AVC students. On a recurring basis, the JPC attends Edwards AFB resource fairs offered to those exiting the Air Force, Career Services Center Job Fair in Mojave, GROW Job Fair, Networking Job Fair sponsored by LACOE, and the Lancaster Baptist College Job Fair. These and other job fair or resource fairs are crucial to show the community the commitment that AVC has to the success of the community.

AVC is also a Work Experience site for GAIN and AV High School District, where GAIN Participants are placed into Transitional Subsidized Employment: 35 over the last 4 years and High School students are placed in to Work Experience after school: 11 over the last 3 years. All the Work Experience or TSE participants are processed, tracked and reported out by the JPC and placed in various offices around campus. During the height of the recession, the programs were very helpful as many of the programs and budgets were cut. High School students benefit by getting an understanding of Business and GAIN participants received up to 8 months of experience to add to their resume, give them an idea of career pathways that may be of interest to them and or connect them to employers in the community.

Certified Typing Certificates: Job Placement is the only college in the area that offers Certified Typing Tests recognized by Edwards AFB. There has been a grand total of 693 typing certificates between 2010 and 2015 with students and community members needing this type of certification. It is an average of 139 per year. It is becoming clearer that JPC needs to have a designated area for typing tests or a testing center that can offer and proctor pre and post hire testing, as well as skills upgrade testing. As the labor market stabilizes this is a way to assure positions can be back filled as people are promoted, new entry level jobs are created.

Resume Assistance: Job Placement has provided assistance to the following as reported with the College Central Network numbers in the next section.

Perkins Support: JPC has been approved for Perkins support to enhance the marketing to Career Technical Courses. Perkins funds have been made available for the travel expenses to CCCAOE Conferences over the last five years. 2012 and 2015 presentations were made at the conference by JPC Staff.

SB70/CCPT: JPC staff has supported the SB70 and CCPT by inviting middle school students to participate with Exploring My Career Path. 250 students each year for 5 years have attended the event. In 2013 and 2014 the students requested more insight to Aerospace pathways. The last event of the day was a tour of Fox Field and the Air Museum at Fox Field.

Student Equity: The JPC is supportive of determining the balance of student equity. The JPC is also working at hiring a person thru student equity to support the outreach and narrow the gap with their employment needs.

Community support: The JPC works closely with the South Valley WorkSource, Americas Jobs Center, City of Lancaster, Palmdale, Gain, DPSS, LACOE, as they need various types of assistance with programs, training, recruitments and space.

Employer Support: JPC works with hundreds of companies in the local and regional area to include: BYD (Build Your Dream) Coach, Kinkisharyo (KI), AAMCO, Lowes, and Chick-fil-A.

In the next section the data for recruitments, job fairs, and other support is listed.

Inmate Pilot Program: Job Placement Staff has written with Community Services the Grant application in 2015 and subsequently awarded \$400,000 to create an Associate Degree in Business to be delivered for apportionment funding at the California Department of Corrections in Lancaster, one of four colleges in California that were awarded.

Transitions Program: Since 2013, Job Placement staff has supported the Transitions program at CDCR, Lancaster preparing soon to release inmates with information on services, best practices in job search and financial literacy. 200 inmates have been trained with this five week course that is imparted by AVC facilitators delivering CDCR curriculum.

California Placement Association: JPC Staff have been board members of the CPA since 2001. In the last five years, one or more staff have been President, Treasurer, Historian, Educational Representative, Policies and Procedures Chair. All members of the JPC participate in the CPA Annual Conference. Over the last 5 years, members of the JPC have planned part or all of the conference. The average participation of the annual conference in the state is 151 participants. The make-up is CA Community Colleges, WorkSource Centers, Americas Jobs Centers, Department of Rehab, State and regional office of Education, High School Counselors, Universities and private colleges. Additional to the annual conference, the JPC is very active with the planning and support of the regional workshop that is offered annually. The Central region is from Fresno, to Ventura, includes Santa Clarita, and out to San Bernardino County Line. The cost for travel to the events annually is \$4,000 for the entire staff. Some of the cost is supported by CPA, none by the district, some by the Dean's travel budget, Student Equity, and CMS Professional Development. Professional Development funds have not been available in the last three years and were cut with the recession.

National Association of College Employers: JPC Staff are members and not active due to lack of travel funds. The cost of membership is \$450 per year and it includes 300 magazines focusing on CTE, Ethnic, general information on career paths and salary expectations with degrees as a benefit.

1.3. Check each Institutional Learning Outcome (ILO) supported by the division/area.	
<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> Community/Global Consciousness	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> Career and Specialized Knowledge	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

Part 2 - Data Analysis and Use

All divisions will complete Parts 2-7. Within academic divisions, Parts 2-7 will be completed by each discipline.

Discipline: JOB PLACEMENT CENTER

Please review and interpret data by following the provided links

Indicator**Comments and Trend Analysis**

Comments on trends over the past five years:

Table 2.1. Student Enrollment, 2009-2010 to 2014-2015

Term Enrollment	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Summer	7,823	3,919	1,759	1,587	3,646	4,095
Fall	16,017	14,555	14,295	13,941	14,270	14,460
Winter	958	1,789	184	1,948	2,827	2,903
Spring	12,955	14,527	14,051	14,024	14,303	14,191
Duplicated Headcount Total	37,753	34,790	30,105	31,500	35,046	35,649
Annual (Unduplicated) Headcount	21,012	19,263	18,150	17,903	18,771	18,854

Source: CCCCCO's Data Mart

Above is the AVC Annual Enrollment/dates of consideration is 2010 thru 2015

2.1. Please review the FTES and [enrollment](#) (headcount) data. If applicable, please also review [division](#) or department data.

The job placement numbers in most areas are representative of AVC enrollment. The increase/decrease of intakes compared to enrolled headcount, is off by one year. 2010-11/2011/12 comparison of intakes shows more activity 2010/11 AVC headcount than the JPC intakes which would lead one to understand that students are looking for jobs after they have completed or need additional fiscal support to stay in school.

Job Seekers Served	Cumulative 2011-15		
Year	Intakes	Cumulative New Registrants	Total SERFS Processed
2010-2011	4810	1160	888
2011-2012	5413	1097	946
2012-2013	5873	1033	556
2013-2014	6096	1237	979
2014-2015	5449	1107	1097
Total	27,641	5634	4466

Recruitments	2010-11	2011-12	2012-13	2013-14	2014-15	Total
Recruitments	9	52	47	142	161	411
Job Fair	3	3	8	2	13	29
Special	14	30	10	17	27	98
Trainings Provided	11	0	3	4	1	19
Workshops	0	66	10	0	5	81
Outreach	0	8	3	0	2	13
Staff Training	3	3	8	4	11	29
Totals	40	162	89	169	210	677

<p>2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures).</p>	<p>Comment on trends and how they affect your program: Over the last four years, the JPC has flexed with the economy, enrollment, legislation, and with the growth of the community.</p> <p>Economy: Labor Market results have shown that the un employment rate has gone from 17% to 7%. Job Placement activity reacted as the labor market changed. There has been an increase in new employers in the community such as BYD, Kinkisharyo, and Morton Manufacturing who have asked for assistance to have a trained workforce delivered to their business. The JPC staff work with these and other organizations to fill their needs.</p> <p>JPC staffs have also written grants to help develop pathways for emerging industries such as Water resources and other green technologies. JPC supports grant programs such as AB86/AB104, Adult Education Block Grant, SB70 and the Career Pathways Trust offering information to participants of the real world opportunities within their reach. JPC staff educates the students on how to apply and interview for positions locally and nationally. JPC is working with the Transitions team at the California State Prison, Lancaster preparing inmates who are soon to be released prepare for reentry into the world of work, and understand the latest trends in the labor market. Additionally JPC staff assisted at the development and wrote the grant for the Inmate Pilot Program and were one of four California Community Colleges awarded \$400,000 to bring an Associate's Degree in Career Technical Education to the California Department of Corrections Hub in Lancaster. The degree will be in Business with an emphasis on Entrepreneurial business.</p> <p>The JPC Staff has also been closely involved with Work Based Learning as the student and employers are encouraged to use Work Experience classes to benefit both the student and the employer, especially if the employer's business plan is to have interns as our courses do not have internships written into the COR.</p> <p>JPC educates the employers seeking potential employees on time place and manner of recruitment practices, AVC programs and course work that can assist at filling their needs. JPC staff has a positive reputation in the community in that staff attends community job fairs, support agencies with recruitments, offer locations for staff testing and share information. Student and Alumni use the services of the JPC and are urged to maintain excitement while entering the world of work. The Students and Alumni use the services to hone their resumes, apply for jobs on and off campus, seek advice on interviewing, attend workshops and share information on their interviews. JPC can also supply reference checks to assist those with barriers.</p> <p>JPC responds to requests from Palmdale students by providing workshops on Job Seeking Skills, registration into College Central Network and preparation for job fairs.</p>
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Students and Community Served and students enrolled in Student Worker Program:

Recruitments	2010-11	2011-12	2012-13	2013-14	2014-15	Total
Recruitments	9	52	47	142	161	411
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Totals	40	162	89	169	210	677

College Central Network	2010-11	2011-12	2012-13	2013-14	2014-15	Total
Student registrants	998	625	887	1051	856	4417
Non Student Registrants	136	143	124	108	99	610
Total	1134	768	1011	1159	955	5027
Student Approved Resume	654	624	806	709	651	3444
Non Student Approved	71	82	74	53	39	319
Total	725	706	880	762	690	3763
**Student Success to SERF (hire) 1526 Student worker Hires/ 2126 student resume approved	64%	91%	87%	65%	72%	75%

Student orientations	2011-12	2012-13	2013-14	2014-15	Total
Scheduled		31	34	33	98
Registered		895	1040	503	2438
Attended	377	579	521	486	1963
(2010-11 student orientation on line only) Participation:					81%

Legislation:

AB86/AB104 the development of the Adult Education Block Grant to realign Adult Education in K-16 arena, and staff assigned to improve the awareness of Apprenticeships, Internships and Work Experience with in the Collaborative.

	<p>This collaborative includes, Antelope Valley High School District, Adult Education; Kern County Office of Education, Antelope Valley College and the ROP.</p> <p>AVC is required to meet Gainful Employment regulations, CTE programs have a need to prove placement of students into jobs. There is a need to track degree and certificate completers and it has been done with the support of hourly and student workers. This need requires community/statewide collaboration to efficiently collect the data.</p> <p>Needs:</p> <p>The JPC has expanded its reach within the community and is at a place where there is clearly a need for additional staffing. The plan needs to include the Employment Outreach Specialist (requested annually for 8 years), and a Work Study/Experience Specialist. The positions can be housed at the Palmdale site to support the local needs for job search on and off campus. With these two positions, there is also a need for an individual to do data processing. It needs to be a technical person who can not only collect data but also report on the findings to direct and assist at building a strong local workforce and meeting legal requirements.</p> <p>The JPC needs additional space. In order to determine a strong workforce, testing is necessary, testing over and above what is currently used. JPC needs to have space for a testing center and the additional space needed for the two additional people and their support with student workers. The JPC has suggested expanding into SSV 173 to offer a computer lab and workspace for a certified testing center for pre-employment testing. Additionally there are needs to travel as with the programs the JPC supports, requests have been made to report out to groups the successes. With that additional supplies are needed to support current and new staff, promote programs, assist students, and report on successes.</p>
<p>2.3. Student succe ss and retention rates by discipline</p>	<p>Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of 68% for student success:</p> <p>JPC does not look at retention rates as does the discipline courses. However, in looking at the recruitments, job fairs, special events, trainings, workshops and outreach into the community, and reflecting on the amount of placements reported by the companies attending the above events, the trend shows there is a need for a dedicated person to provide outreach, and follow up after the events. The JPC has reached out with the assistance of student workers to affirm hires; however, the organizations will not offer names or salaries. The students are working, and do not respond to inquiries, they do if they need further assistance. The JPC has continually requested an Employment Outreach Specialist who could provide support in this type of reporting as well as reaching out to the employers, filling the gap that is in need of closing.</p>

	<p>The student orientations are mandatory for students to work on campus. The orientations are one hour and provide district rules and best practices for student employment. Beginning in 2012, we required the students to attend a face to face orientation to be eligible to work on campus. This has proven successful as JPC has an 81% participant rate. The side benefit to this is the students have taken more seriously their positions to support the district and experience a working environment that is safe.</p> <p>This example of student success in job search as 1963 students were hired from 2162 successful approved resumes. The total over a three year period is 75% as shown in the data table above in the data from CCN results.</p>																																																																													
2.4. Success and Retention by Equity Groups	<p>Review and interpret data by race/ethnicity and gender or both together: In looking at the Districts Trends for Race/Ethnicity and Gender, and looking at Job Placements results for one year, there is Job Placement Center for Career Prep, Work Study GENDER: Yes, the students who are in Federal College Work-Study and those who use the Job Placement Center services are equal to the overall composition of gender at AVC. The CalWORKs students are skewed, at 91% female and 9% male. The combined total is reflected as 66.3 female and 33.7 male of those who responded.</p> <p>General Services Race, Color, and National Origin: We track race. Hispanic, 30% which is lower than the college enrollment average of 42%; African American; 43% which is higher than the college enrollment average of 24%; White is 19.6% which is lower than the college 24%; and other ethnicity which includes, Asian, American Indian/Alaskan Native, Pacific Islander and other is 8% where the college enrollment is 10%.</p> <p style="text-align: center;">Table 2.14. Annual Enrollment by Race/Ethnicity, Six-Year Trend</p> <table><tr><th>Race/Ethnicity</th><th>Fall 2009</th><th>Fall 2010</th><th>Fall 2011</th><th>Fall 2012</th><th>Fall 2013</th><th>Fall 2014</th></tr><tr><td>African-American</td><td>2,621</td><td>2,819</td><td>2,968</td><td>2,929</td><td>3,093</td><td>2,948</td></tr><tr><td>American Indian/AK Native</td><td>114</td><td>81</td><td>58</td><td>49</td><td>51</td><td>61</td></tr><tr><td>Asian</td><td>300</td><td>292</td><td>285</td><td>265</td><td>252</td><td>231</td></tr><tr><td>Filipino</td><td>280</td><td>285</td><td>264</td><td>245</td><td>231</td><td>247</td></tr><tr><td>Hispanic</td><td>3,899</td><td>4,632</td><td>4,871</td><td>5,888</td><td>6,335</td><td>6,718</td></tr><tr><td>Multi-Ethnicity</td><td></td><td>262</td><td>418</td><td>651</td><td>669</td><td>672</td></tr><tr><td>Pacific Islander</td><td>52</td><td>55</td><td>36</td><td>33</td><td>22</td><td>24</td></tr><tr><td>Unknown</td><td>4,795</td><td>1,962</td><td>1,581</td><td>198</td><td>215</td><td>189</td></tr><tr><td>White Non-Hispanic</td><td>3,956</td><td>4,167</td><td>3,814</td><td>3,683</td><td>3,402</td><td>3,370</td></tr><tr><td>AVC Total</td><td>16,017</td><td>14,555</td><td>14,295</td><td>13,941</td><td>14,270</td><td>14,460</td></tr></table> <p>Source: CCCC's Data Mart</p>	Race/Ethnicity	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	African-American	2,621	2,819	2,968	2,929	3,093	2,948	American Indian/AK Native	114	81	58	49	51	61	Asian	300	292	285	265	252	231	Filipino	280	285	264	245	231	247	Hispanic	3,899	4,632	4,871	5,888	6,335	6,718	Multi-Ethnicity		262	418	651	669	672	Pacific Islander	52	55	36	33	22	24	Unknown	4,795	1,962	1,581	198	215	189	White Non-Hispanic	3,956	4,167	3,814	3,683	3,402	3,370	AVC Total	16,017	14,555	14,295	13,941	14,270	14,460
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Student Gender

Table 2.10. Annual Student Count by Gender, Six-Year Trend

Gender	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Female	12,211	11,141	10,499	10,359	10,919	11,002
Male	8,563	7,890	7,388	7,273	7,674	7,740
Unknown	238	232	263	271	178	112
Total	21,012	19,263	18,150	17,903	18,771	18,854

Source: CCCCCO's Data Mart

Job Placement Center Data: 2014 - 2015					
	JPC	FWS	CWW S	Other	AVC Gen Pop
Female	980	53/55.2 %	117	116	54%
Male	498	43/44.8 %	12	99	45%
Undeclared	3971				1%
Total	5449				
Hispanic	453	30%			42%
African American	647	43%			24%
*Other / Non White	114	8%			10%
White	295	19%			24%
**Undeclared	4098				
Total	5610				
Veteran	14			>1%	n/a
Disabled	61			1%	n/a
**Undeclared means the respondent did not answer.					
*Other nonwhite is a combination of Asian, American Indian/Alaskan, Pacific Isl., Unknown					

	Fall 2014	Fall 2014
Credit		Vocational
Enrollment Count	17,151	Enrollment Count
Delayed Interaction (Internet Based) Total	742	426
Female	518	302
Male	223	124
Unknown	1	
Non Distance Education Methods Total	16,409	10,219
Female	8,753	5,323
Male	7,574	4,846
Unknown	82	50

2.5. Number of Sections by Location and Modality	Comment on trends: N/A
2.6. Analyze and summarize trends in student progression through basic skills courses , if applicable.	Comment on trends and how they affect your program: N/A
2.7. Degree and certificate completion	<p>Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions: N/A</p> <p>JPC does not track who graduates with degrees.</p>
2.8. Faculty Data	Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division , Department , Discipline). Comment on trends: N/A JPC does not have faculty.
2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> <p>N/A</p> <p>Job placement works with all disciplines at AVC and high demand employment and or training needs in the community.</p>

Development Department website for jobs related to your discipline.	
<p>Part 2 Summary</p> <p>Based on examination of the data, address any student achievement gaps and/or other student needs here:</p> <p>Job placement needs to provide more opportunities to students in the form of employment, preparation, testing and interviewing skills. There have been more requests from students for internship opportunities. There have been requests by legislation for apprenticeships. There is a trend forming for the students of CTE programs to have additional opportunities to have real life experience or hands on experience in the workforce. This can be titled apprenticeship or work experience or internship, whatever we call it, we need a Employment Outreach Specialist to create, uncover and build programs to fill the needs the students are requesting, especially the underserved population.</p> <p>The trends for equity alignment will be improved with the hiring of an Employment Outreach Specialist. Their focus will not only be on closing the equity gap but will also bring balance to the services offered.</p> <p>The student worker orientation is very important to maintain. A stronger focus needs to be developed on tracking success. Currently we are asking employers about the success of College Central Network and we need to include “ Have you seen improvement of newly hired student workers with the required Student Worker Orientation?” This should be delivered as a survey at the end of each semester.</p>	

Part 3 – Outcome Analysis and Use

Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
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Provide opportunities for students to achieve a successful job search	College Central Network	Ongoing	JPC has the availability to track students who are seeking employment. Through the continuous requests and the budget improvement with the state, College Central Network is now a line item in the Job Placement Center Budget! Thank you!
same	Student Worker Budget	Ongoing	As stated above, there is a line item in the JPC budget for Student Workers. As the minimum wage is increasing, more has been added to offset costs of the workers. Thank you!
Same	Supply Budget	Ongoing	As stated above, there is a larger line item in the JPC budget for supplies. As the cost of living increases, supply costs increase. There will be a need to continue all of these budgets. Thank you
Part 3 Summary Briefly describe what changes have been made (or need to be taken) to the program based on findings: As the cost of living and the minimum wage increases and as the growth of the district and department continue, more funding will needed to maintain success and add new projects.			
Please provide any additional comments for Part 3: JPC is grateful for the support of the district.			

Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
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Other (Please specify)	Staff meetings	CCN has become a standard in JPC. On campus employers use the system and can easily access. Off campus employers like the ease of use and still like to communicate to staff on status.	Staff discusses new products CCN deploy which can lead to meeting the goal of streamlining JPC process.
Survey	Paper, delivered to employers at job fairs. (4 times per year)	Job Fair vendors have delivered excellent feedback of each semiannual job fair. This practice needs to be maintained	Continue the surveys at the annual job fairs. Include communication approximately one month later seeking results (hires), via email, and phone calls. This provides a trackable form.
Survey	On Campus employers	To document the success of the student worker orientation. Face to Face	Create Survey instrument.
Focus group	Staff evaluations	Feedback from employers: example, a call comes in to close a job opening by a relevantly small employer (5-20 employees) and they rave how well the JPC has performed as they have chosen the best candidate and are extremely happy. This is example is of the Flight Test School in Llano who hired an intern and at the end of their internship were hired by an aerospace company.	Explore how we track/document verbal communication.

Part 4 Summary

Please provide any additional comments for Part 4:

Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Tracking student/job seekers after job fairs	Ongoing	The staff have called and requested from employers who they hired. Due to privacy policies, the employers choose not to reveal names, however they do give generalities, sometimes.
Creating a tracking method that is not so cumbersome through the hiring process of Student Workers	Ongoing	Continual improvement on the methods used to provide accurate tracking of data.
Improve Staff awareness of other processes and practices	Ongoing	Interaction with other Community Colleges, organizations, and products to streamline business.
Briefly discuss your progress in achieving those goals: We need a better, more focused effort to track graduates as they complete the program. We are focusing on CTE Grads and will do follow up with them for the next 5 years.		
Please describe how resources provided in support of previous program review contributed to program improvements: Staffing is a key element. With the support of the District, student workers collecting data, placing the data on spread sheets and continuing the follow-up will be a method that will show success in the goals provided.		

5.2 2016-2017 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Improve JPC Student Worker orientation	*1. Support learning and facilitate student success 5. Utilize campus resources efficiently and effectively	To better understand gaps in student worker program and identify expanding JPC training needs and re-engineer or expand the Student worker orientations.	Surveys sent out to employers asking: Has there been an improvement with new hires to have the Student worker orientation?	Yes

2	Improve Staff awareness of other processes and practices	*1. Support learning and facilitate student success - Supporting PLO(s), SLO(s), OO(s) 6. Maintain and enhance community partnerships	Improvement of offerings in the JPC	Staff training is crucial to maintain current trends	Yes
3	Marketing to internal and external community available services	5. Utilize campus resources efficiently and effectively 6. Maintain and enhance community partnerships - Supporting PLO(s), SLO(s), OO(s)	Increase of activity in Job Placement	Create marketing materials, increase visibility, and interact with outside agencies.	Yes
4	Improve activities at Palmdale Center	*1. Support learning and facilitate student success 6. Maintain and enhance community partnerships	Increase visibility of JPC services	Provide staffing and services at Palmdale.	Yes
5	Improve quality of job fair.	*1. Support learning and facilitate student success 6. Maintain and enhance community partnerships	Increase Job Fair success	On site location specific for job fairs, career fairs, etc.	Yes
6	Expansion of JPC	*1. Support learning and facilitate student success 7. Enhance technology's support of the college Mission 5. Utilize campus resources efficiently and effectively	Expand JPC to include a computer lab, testing center for employment testing, re organize JPC to better utilize space and improve privacy.	Take SSV 173, expand into a Lab, work area. Divide up current JPC to private spaces that will offer confidentiality to job seekers.	Yes
7	Increase support at Palmdale	*1. Support learning and facilitate student success - Supporting PLO(s), SLO(s), OO(s) 5. Utilize campus resources efficiently and effectively 6. Maintain and enhance community partnerships	Adding staff to Palmdale on a part-time schedule increasing to full time for an employment Outreach Specialist and Work Study Specialist to serve Students and community	Hire new employees as part time and add as expansion of Palmdale Center increases.	yes

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s)** from Part 5.2 guide this need.

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring cost?	Contact person's name
1	Technology	New	1- Survey Monkey	300.00	Reccuring	Tracy Fernandez
3, 1, 4, 2	Other	New	2- Supply material	2,500.	Reccuring	Ann Steinberg
1	Other	New	1- Student worker recognition	\$800.00	Reccuring	Tracy Fernandez
4, 7	Personnel	Repeat	1. HR Request: Employment Outreach specialist: "This position is critical to the mission of the District, Student Services and Job Placement. The position will bring into the college employment opportunities for students, updated information for the programs on campus and will help the programs stay on the cutting edge. This position will support students meeting their career goals as hiring an Employment Outreach Specialist would be a benefit to the district, the local labor market and the community at large. Improve staffing at Palmdale.	\$64,042 (\$42,670 Range 15, Step 1 plus 33% benefits includes work comp, benefits package, and retirement)	Reccuring	Ann Steinberg
4,7	Personnel	New	2. HR Request: Work Study/Experience Specialist will assist students at fining work study jobs on and off campus and follow up with employers to assure the student is benefiting from the work based learning experience. Staff to be housed at Palmdale and Lancaster.	\$64,042 (\$42,670 Range 15, Step 1 plus 33% benefits includes work comp, benefits package, and retirement)	Recurring	Ann Steinberg
2	Professional Development	New	1- Travel budget for staff	3,000	Reccuring	Ann Steinberg
2	Other	New	3-Increase Student Worker Budget to support all goals and improvements	5,000	Reccuring	Ann Steinberg
3	Professional Development	Repeat	2- District support of job fairs	3,000	Reccuring	Ann Steinberg
6	Physical	New for budget request; last	1- Expansion of and restructuring of the JPC	\$18,000	One time	Ann Steinberg

		program review request.				
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¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Part 7 - Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<ul style="list-style-type: none"> This year's program review was valuable in planning for the continued improvement of my program 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Analysis of the program review data was useful in assessing my program's outcomes and current status 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Need training on the intention of each area. Helpful hits, etc. The format is nice, lots of work for the creators, thank you...					