



**NON-INSTRUCTIONAL/ADMINISTRATIVE PROGRAM REVIEW  
2017-2018 ANNUAL UPDATE**

1. Area/Department/Office Name: Student Life & Services Division	2. For Year: <b>2019-2020</b>
3. Name of the person leading this review: <b>Dr. Jill Zimmerman and Michelle Hernandez</b>	
4. Names of all participants in this review: <b>Nichelle Williams, Rashall Hightower-Stickel, Montaigne Long, Kenya Johnson, Ann Steinberg, Jasmine Garcia, Chloe Vidana, Crystal Garcia, Wynter Love, Ty Steans, Kim Fite, Jennifer Winn, Nancy Blundell,</b>	
5. Status Quo option: Year 1: Comprehensive review <b>Year 2: Annual update <input checked="" type="checkbox"/></b> or status quo option Year 3: Annual update Year 4: Annual update or status quo option	<p>In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year.</p> <p><input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year.</p> <p>(Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 10.)</p>

**Data/Outcome Analysis and Use**

**Please review and interpret data:**

#	Indicator	Comments and Trend Analysis
6.	Report program/area data showing the quantity of services provided over the past five years (e.g. number of transactions, acreage maintained, students served, sales figures, etc.)	<p><b>Comment on trends and how they affect your program:</b></p> <p><b>Job Placement Center (JPC):</b> It appears that the traffic is less in the JPC as reflected in intakes and new registrants, however there is a minimal increase in student employment. The college student enrollment is comparable to the 2013-14 year with over 6,000 intakes. The 2016-17 year shows less interest in job placement, fewer new registrations and more on campus hires. There is a labor market difference as well as in 2013-14 the unemployment rate was as high as 13% and the 2016-17 unemployment rate as low as 5%. So it shows that people enroll in school, search for work on campus in 2013-14 and not as interested in job search in 2016-17.</p> <p>16-17 intakes: 4630; Cum New Registrants: 782; Total SERFs processed: 1244</p> <p>JPC Activities: Recruitments: 49; Job Fairs/Semi Annual/Student: 5; Special on/off: 14; trainings/MI: 38; Workshops: 15; Outreach 7; Staff training: 7</p> <p>Internships &amp; Subsidized workers: Total: 34</p> <p>AYE: 0; AVUHSD Internships: 9; Grow Youth Employment: 4; Transitional Subsidized Employment:</p>

21

CCN Information: Student registrants: 904; Non-student registrants: 77 total: 981  
Student Approved resumes: 695; Non-Student Resumes: 41 Total: 763

Student Orientations: Scheduled: 40; Registered: 773; Attended: 447 Percentage: 58%

**First Year Experience (FYE):** Since the awarding of the grant in October 2014, FYE has impacted the following:

In 2014-2015, the number of first time students earning 0 units was 20.90%; in 2015-2016 it decreased to 20.35% and in 2016-2017 it fell to 16.76%. These students registered, but they did not successfully complete any units due to withdrawals or F grades.

The average number of units taken by FYE students in 2014-15 was 4.9615, 13.597 in 2015-16 and 17.571 in 2016-17 as compared to “all other first year” students who averaged 6.6565 in 2014-15, 12.578 in 2015-2016 and 6.166 in 2016-17. FYE students averaged almost three times more units than other first year students.

Retention rates of FYE students as compared to all other first year students is as follows:

<b>Retention</b>	<b>14-15*</b>	<b>15-16</b>	<b>16-17</b>
<b>All Other First Year</b>	88.03%	88.95%	89.83%
<b>FYE Students</b>	86.11%	88.36%	90.45%

Success rates of FYE students as compared to all other first year students is as follows:

<b>Success</b>	<b>14-15*</b>	<b>15-16</b>	<b>16-17</b>
<b>All Other First Year</b>	65.39%	67.87%	70.53%
<b>FYE Students</b>	72.41%	67.80%	74.77%

Persistence rates of FYE students as compared to all other first year students is as follows:

<b>Persistence</b>	<b>14-15*</b>	<b>15-16</b>	<b>16-17</b>
<b>All Other First Year</b>	54.24%	54.31%	58.73%
<b>FYE Students</b>	19.23%	65.15%	72.12%

The early contact and commitment activities provided by the FYE team along with the peer mentor, academic skill development, engagement activities, the push for registration in the highly recommended Human Development 101 (HD101) course along with the implementation of AHE

professional development in basic skills and transfer level courses as well as student services and programs has made a significant impact on the unit loads of our students, the success rates, and the persistence rates. The retention rates have shown a slight increase in comparison to all other first year students but has made significant increases from the inaugural year.

The number of first year students taking the HD101 course in the first year has increased over consecutive years, 265 in 2014-15, 507 in 2015-15 and 742 in 2016-17.

It is important to note that the inaugural year, 2014-2015, students opted in to the FYE program resulting in 146 participants. In 2015-2016, the institution decided to make the program an “opt out” program. The student cohort we followed in the FYE program are students who committed to AVC through their attendance in the Student Success Kick Off event, produced by Outreach, as well as those who actively participated in our services post event. This resulted in 925 participants in 2014-2015, 946 participants in 2015-2016 and 1078 participants in 2016-2017.

Currently, the program is in the fourth year of the AHE implementation. 28 professional development/learning opportunities have been offered, in which 203 (23%) of the current 891 faculty and staff have participated. 84 of the faculty and staff have completed the intensive AHE Institute. 46 of those attended the in-house Institute provided by AHE professionals in January 2018. This opportunity was made possible due to legislative action that prevented travel to the AHE Summer Institute held in 2017, which was held in Texas.

The number of faculty attending the AHE Institute throughout the life of the grant has increased-9 Faculty attended the first AHE Summer Institute in 2014, 10 in 2015, 21 in 2016 and 46 in the AVC AHE Institute in 2018. In 2014-15, 13 courses were taught by AHE faculty; in 2015-16, 27 courses and in 2016-2017, 33 courses.

AHE strategies are also used in FYE, Learning Center & Tutorial Services, Student Equity, Counseling, Outreach, Financial Aid, CalWORKs, EOPS, and Veterans.

**Veterans Resource Center (VRC):** During the Fall 2017 semester, 235 students utilized veteran education benefits. The number of veterans using VA education benefits remained relatively constant in Spring 2017, when 237 students utilized veteran education benefits.

The Veterans Resource Center (VRC) hosted 13 events during the Fall 2017 semester, and had 1,222 visitors to the VRC. During the Spring 2017 semester, the VRC hosted 12 events and had 1,341

visitors.

The Veterans Resource Center has been able to expand its offerings and has added several new programs for student veterans and military dependents. During the Spring 2018 semester, a Veteran Peer Mentor Program was implemented with funding from a grant from Northrop Grumman. The VRC has added a new community partner and is collaborating with the California State University, Northridge VITA program, which offers cost-free income tax assistance. The free tax preparation program is available to veterans and military dependents at AVC. Additionally, the VRC has received funding from the Chancellor's Office to expand the programs and services offered, specifically to increase the size of the Veterans Resource Center, and to add a full time School Certifying Official.

The VRC worked collaboratively with other departments from the Division of Student Life and Services. Through Mentor Mondays, the VRC collaborates with Student Equity and First Year Experience to bring peer mentoring to AVC students. Through collaborative programs, the VRC and Student Health Services have worked to bring awareness of mental health issues in college students.

**Student Health Services (SHS):** Student Health Services trends have been seen in consolidated programming into one weekly event called 'Healthy Mondays' with an increase in the number of students that are attending the educational events every week. On average 10% more students have signed-in to participate. Direct services for mental health situations are now provided at CSUB/AV as well as medical services and numbers reflect growth in these service areas. 99 new AVC students were seen for mental health (July '17 – Nov '17). Over 600 students were seen utilizing physical health. Western Dental provided dental services to enrolled students with 150+ services reported from Nov '16 – Oct '17.

Increased collaboration amongst departments has shown considerable growth; for instance teamwork on the Welcome Week activities sharing resources, funds, and personnel proved to provide more opportunities overall for students.

**Student Life & Services (SLS):** In Summer 2017, ASO continued to fund the Hearts & Hands Food Pantry with 12 students received day bags/ 12 students received weekly groceries. In Fall 2017, 81 students received day bags/ 59 students received weekly groceries.

Intersession 2018, 23 students received day bags/ 14 students received weekly groceries.

Spring 2018, 91 student received day bags/ 68 students received weekly groceries (as of March 6). This program has been helpful to our homeless students and a new support program has grown from these efforts called ARCHES (At Risk Community of Homeless Educational Services). This expanded support services program is a collaborative effort of the Division of Student Life and Services and our community partner, Valley Oasis.

The Chancellor's Office recently funded the "Hungry Free Campus" program and AVC received \$24,000 to add to the support of the Hearts & Hands Food Pantry.

**Student Equity (SE):** There has been an increase in the number of equity gaps in the Student Athlete population. This special population includes an increased number of African American, Male, and low-income students, which are some of the main student AVC equity gaps. Services have increased to these populations through focused study jams; study halls; peer mentoring; student athlete retreats; student ambassadors directing student athletes to services on campus; partnerships with ASO Hearts and Hands Panty; campus partners Valley Oasis for housing assistance for transitional aged youth; and with health and mental health services through our partnerships with CSU, Bakersfield. In addition to these resources provided, Student Equity is in collaboration with Outreach, First Year Experience, Student Life and Services to develop professional development for coaches and athletic staff.

**Financial Aid Office (FAO):** 2016-2017 number of financial aid awards increased to 34,755 from the previous year 2015-2016 of 28,767. The award increase is in part due to the elimination of the Department of Education approved Experimental Initiative on Direct Loans. The total number of financial aid dollars disbursed for 2016-2017 was \$62,536,233, which is 20% increase from the previous 2015-2016 academic year.

**Information/Welcome Center (Outreach) (IWC/O):** Trends in the Information Welcome Center/ Outreach have remained consistent with past years.

**International Students Program (ISP):** In the 2014-2015 academic year, 2 students participated in study abroad in both fall and in spring for a total of 4 students. In the 2015-2016 academic year, there were no students participating in study abroad. In the 2016-2017 academic year, 1 student participated in study abroad in the fall and 5 students participated in study abroad in the spring for a total of 6 students. In the 2017-2018 academic year, five students participated in study abroad in the fall and 1 student participated in the spring for a total of 6 students. (The decrease of students during spring was seen across the board with in our consortium due to the unrest in Barcelona).

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

ILO/PLO/OO	Action Plan	Current Status	Impact of Action
<b>OO #1 Through the student life division, students will gain knowledge and confidence to strategically access and utilize resources and services that enhance overall success and completion of academic and career goals</b>	<b>JPC:</b> Hire Employment Outreach Specialist	Ongoing	<b>JPC:</b> This position has been put on hold. Funding for an additional Job Placement Specialist (JPS) has been added to improve service to our students exiting CTE programs. JPS is funded by SCCRC (regional consortium) CTE Doing what matters funds.
<b>VRC: PLO # 1: Students will learn to find registration appointments online and register using myAVC.</b>	<b>VRC:</b> Students are able to successfully register for classes and navigate the myAVC portal.	Completed	<b>VRC:</b> This Student Learning Outcome was complete in the previous Program Review, when the Veterans Resource Center was housed under Enrollment Services. Students are able to successfully find registration appointments online and register using myAVC.
<b>VRC: PLO # 2: Students will be able to successfully navigate through the enrollment process utilizing the various Enrollment Services' programs and activities for student success.</b>	<b>VRC:</b> Students are able to successfully navigate the enrollment process	Completed	<b>VRC:</b> This PLO was complete in the previous Program Review, when the Veterans Resource Center was housed under Enrollment Services. Students are able to successfully navigate the enrollment process.

<b>OO#1</b>	<b>VRC:</b> The Veterans Resource Center will offer programs and events to support student veterans and military dependents during their time at AVC.	<b>Ongoing</b>	<b>VRC:</b> The Veterans Resource Center uses the OOs for the Division of Student Life and Services. It is the goal of the Veterans Resource Center to provide resources, services, programs, and events to military-connected students to ensure they are successful in completing their academic and career goals. The Veterans Resource Center serves as a hub for all things military-related. The VRC connects students to resources and services providers both on the AVC campus and in the local community. Through programming, like “Meet, Relax, and Eat,” the Veteran Peer Mentor Program, and additional outreach, veterans and dependents will gain access to resources and services provided at AVC and in the community.
<b>OO # 2: Students will gain support, knowledge, and confidence to move successfully through and beyond the community college experience.</b>	<b>VRC:</b> The Veterans Resource Center will increase its full time staff to better serve student veterans and military dependents.	<b>Ongoing</b>	<b>VRC:</b> With additional support staff, student veterans and military dependents will be able to gain support and knowledge of resources and services to assist them during their time at AVC as well as when they leave the community college and transition to employment or further education.
<b>OO#1</b>	<b>SHS:</b> Increase access to services	<b>Ongoing</b>	<b>SHS:</b> AVC partnership with CSUB/AV has allowed an increase in awareness and access to medical and mental health services due to the close proximity of services, services available every day Monday - Friday, addition of another mental health counselor, mental health services expansion to the Palmdale Center, mental health groups created to meet need, student education weekly at ‘Healthy Monday’ events and dental services promotion to encourage students to seek preventative dental care in order for overall student health and success.
<b>OO#2</b>	<b>SHS:</b> Increase access to services	<b>Ongoing</b>	<b>SHS:</b> Students are utilizing medical and mental health counseling supports, dental services, and attending ‘Healthy Monday’ educational events weekly to obtain information related to: smoking cessation, mental health wellness, diabetes awareness, eating healthy, healthy relationships and breast cancer awareness in order to develop

			and live healthy, productive, and successful lives beyond their college years
<b>SLS PLO: Student Leaders will know how to develop, implement and plan college activities that support diverse perspective.</b>		Ongoing	<p><b>SLS:</b> There has been a continued effort to increase the diversity programming between ASO, Student Clubs and SAC. This has really increased with the programming from Student Equity and the collaborative nature of the Division.</p> <p>The Leadership Development program included an ASO sponsored retreat in August. As well as a three-session program called Marauder Matters which was offered during the summer and repeated in the fall. This is a three part series and covered topics such as Peer Mentoring and Support, Diversity, and Strength Finders for students. 113 attended the sessions; 55 completed the full offering and 58 participated in one or more of the training sessions offered.</p>
<b>IWC/O PLO: High School Students, prospective college students, will have knowledge of and effectively navigate through the admission process</b>	<p><b>IWC/O:</b> Workshops to junior and senior classes to showcase AVC and its programs. Produce in-person orientation opportunities for prospective HS students</p> <ul style="list-style-type: none"> <li>• Attend school college fair</li> <li>• Provide AVC and general college materials to HS counselors and career centers</li> <li>• Educate and inform HS</li> </ul>	Ongoing	<p><b>IWC/O:</b> With the funding support from SSSP Initiative there has been an increasing the number of students attending the Student Success Kick Off in the spring. The increase is from the collaborative relationship between all Student Services departments specifically the Bridge Counselors at each high school to help students successfully complete the matriculation steps</p> <p>The development of an on-going in-person orientation (SSW's) continues to be offered to both traditional and nontraditional students.</p>



	<p>guidance staff about AVC through attendance at the monthly AVHSD head counselor's meetings and hosting the biannual HS Counselor Workshop</p>		
--	--	--	--

8. 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	Current Status	Describe any relevant measures/data used to evaluate the impact
<b>JPC:</b> Expand reach of local and regional employers to improve offerings to job seekers	Ongoing	<b>JPC:</b> Scheduled in the 17-18 year to Hire a Job Placement Specialist, funded by the SCCRC, CTE regional consortium.
<b>JPC:</b> Connect students, alumni and other job seekers to meet the short and long term employment needs	Ongoing	<b>JPC:</b> Scheduled in the 17-18 year to Hire a Job Placement Specialist, funded by the SCCRC, CTE regional consortium, creating greater connectivity for the job seekers.
<b>FYE:</b> Increase awareness of the First Year Experience Program across campus and encourage student services departments to participate in FYE event planning. Work to institutionalize FYE so every traditional recent high school graduate participate. Program success will be determined by long term tracking of student success and retention.	Ongoing	<b>FYE:</b> Built Argos reports to track student success, retention and persistence rates of FYE students compared to all other first year students; and explore the impact of early commitment and early interventions on the rates. Explore the intersections of FYE with other campus and community entities. Collaborated across the college to increase student success.

<b>VRC:</b> To increase programming for student veterans and military dependents	Ongoing	<b>VRC:</b> The Veterans Resource Center has developed and implemented programs and events over the past year, including Veterans Orientation; Meet, Relax, and Eat; Veterans Graduation Reception; and a Veteran Peer Mentor Program. The number of programs offered by the VRC has increased from Fall 2016, when 10 events were offered. In Spring 2017, 12 events were offered; and in Fall 2017, 13 events were offered.
<b>VRC:</b> To hire a School Certifying Official (increase staff in the Veterans Resource Center)	Ongoing	<b>VRC:</b> There has been an increase in the number of students utilizing the Veterans Resource Center, and an increase in programs. During the Spring 2017 semester, 237 students used VA education benefits. Numbers remained consistent into the Fall 2017 semester, with 235 students using benefits. The Chancellor's Office has determined that schools with 300 certifications annually should have one full time School Certifying Official. Antelope Valley College processed 460 certifications between July 1, 2016 and June 30, 2017. AVC Veterans Resource Center was awarded \$52,365 to hire a School Certifying Official and expand the size of the Veterans Resource Center through the 2017-2018 Veteran Resource Center Ongoing Funding Allocation from the Chancellor's Office.
<b>SHS:</b> Expand student health services to our students	Ongoing	<b>SHS:</b> Expansion of services to reach more students has been seen in our many community partnerships with the following organizations: American Cancer Society, AVPH, Mental Health America, City of Hope, Be The Match that have participated ongoing in 'Healthy Monday' educational events, also by adding another mental health professional to provide mental health counseling services to students, strategic marketing of dental services to encourage student utilization, and availability of medical services all designed to reach more students and provide more opportunities.
<b>SHS:</b> Evaluation of dental services	Ongoing	<b>SHS:</b> In the evaluation of the dental program only 150+ students utilized Western Dental Center. Therefore a new voucher system has been created to begin Spring 2018. The new voucher system will be assessed to identify a baseline of student utilization to determine the success of this new method of service delivery.
<b>SHS:</b> Interactive Screening Program (ISP)	Ongoing	<b>SHS:</b> Implementation of a new Interactive Screening Program (ISP) suicide prevention program on campus will provide outcomes of student utilization before the student reaches crisis.
<b>SLS:</b> SOAR – increase the support for SOAR students and concurrently enrolled AB 288 students	Ongoing	<b>SLS:</b> This request has been submitted to the HR Sub Committee but has not been approved. AB 288 is moving forward and there is hope that there would be support for this position once this MOU has been approved.
<b>SLS:</b> Expand student leadership skills so they can plan and implement diverse	Ongoing	<b>SLS:</b> Student leaders as well as student workers in the Student Life & Services Division completed the Marauder Matters Leadership program in Summer and Fall 2017. Students completed the Electric Utility Cart training to drive the cart needed to assist in set up

activities.		of events, transport Pantry donations, escort VIPs, etc.
<b>SLS:</b> Student Life Office-Create a tracking system to reflect student engagement.	Ongoing	<b>SLS:</b> No movement has been made on finding a tracking system for student engagement, success and retention.
<b>SLS:</b> Find additional space for Student Life departments	Ongoing	<b>SLS:</b> The new building has been designed and is moving forward with the Measure AV funds.
<b>IWC/O-:</b> Expand the International Students Program programming and budget and hire a new full time program specialist dedicated to the International Student Program.	Ongoing	<b>ISP:</b> Currently there is a need to increase funding for recruiting more international students so that attendance at overseas international recruiting fairs is a necessary step in increasing our international student population. During the 2017-18 we have 17 international students attending AVC from 11 different countries and 3 continents (South America, Asia and Africa)
<b>IWC/O:</b> Increase support to the Study Abroad program	Ongoing	<b>SA:</b> There has been an increase in the amount of students attending the Study Abroad information sessions and the frequency of information sessions. In the 14/15 academic year 2 students participated in study abroad in both fall and in spring for a total of 4 students. In the 15/ 16 academic year there were no students participating in study abroad. In the 16/17 academic year 1 student participated in study abroad in the fall and 5 students participated in study abroad in the spring for a total of 6 students. In the 17/18 academic year five students participated in study abroad in the fall and 1 student participated in the spring for a total of 6 students. (the decrease of students during spring was seen across the board with in our consortium due to the unrest in Barcelona).
<b>IWC/O:</b> will increase early outreach	Ongoing	<b>IWC/O:</b> This is a new goal added in 2017 in anticipation for the AVC Promise Program and the guided pathways.
<b>SE:</b> Close the equity gaps through programs and services offered to students	Ongoing	<b>SE:</b> Collaborative programs have been developed and the Student Equity funds are used throughout campus to support students who are dispooolity impacted. This included the implementation of a robust Guardian Scholarship program and Umoja program to support these student’s needs. Additional a program for homeless students has been created called ARCHES. Efforts have begun on increasing our services to our Hispanic Students.
<b>SE and SL&amp;S:</b> Provide students with access to resources such as textbooks, transportation, child care, food, clothing and other wraparound services.	Ongoing	<b>SE and SL&amp;S:</b> Continued efforts have been made to support students who are in need of direct services. 2,049 students received assistance from Books H.E.L.P. and 600 students utilized the Bus Pass/Tap program. We expanded our community partnerships in include a Homeless Services Liaison who comes to campus once a week and we are expecting to expand this to other agencies in the upcoming year.

Briefly discuss your progress in achieving those goals:

The Division of Student Life and Services has had a stronger collaborative nature during the 2017-18 which is reflective in the progress in achieving

our goals. In working with students to have the end in mind, more students are seeking our services from the beginning and throughout their educational experience. We have increased marketing of job openings in the community and Job Placement has attracted more employers as well as job seekers. As one of the primary institutional outcomes, this is an on-going goal and with the support of the CTE grant and the hiring of an additional staff members more students and employees needs will be met. We continue to gather relevant data to further develop the FYE program and infuse the AHE implementation in the college culture. The increased opportunities to support students is seen by the interactions in the Veterans Resource Center’s programs and events offered, and increased the number of visitors to the VRC. We are also seeing this in Student Health Services as reflected in attendance numbers at “Healthy Monday” events based on sign-in sheets, dental utilization reports from Western Dental, counseling numbers reported by CSUB mental health staff, and medical visits reported by CSUB medical staff all depict progress in reaching students and encouraging utilization of services. This has also increased the number of BIT cases reported who are often referred to mental health counseling. Wrap around services have increased this year as we continue to provide support for students so that they can be successful in the classroom. By letting new students know what is offered from outreach to enrollment and working to increase opportunities for each student to be reached at many different points throughout the semester, we have increased students’ connectivity to the campus and created opportunities for students to seek assistance. With the implementation of the Marauders Matter Student Leadership Institute (offered twice), students learned valuable skills and improved their leadership abilities that support our campus efforts.

Please describe how resources provided in support of previous program review contributed to program improvements:  
 During 2017-2018, additional funds were received to support divisional efforts. The Job Placement Center received funding for a new Job Specialists and funds to purchase marketing materials, from SCCRC, CTE regional consortium. AVC received a 2014-19 Title V HSI grant which currently funds the efforts of the First Year Experience program and AVID for Higher Education implementation, however the grant ends in 2019 and the goal for the institution is to continue the work that has been developed and incorporate this program throughout the campus. Additional resources were made available within Student Health Services to increase access to services can be increased to meet the capacity of appointments. Student Health reallocated funds from the contract for services of the Care-A-Van, which came to campus only 2 days a week, to a contract with CSUB/AV medical and mental health services, which serves students 5 days a week. The Chancellor’s Office, “Hungry Free Campus” initiative allows additional funding for increased wrap-around services and support for the Hearts & Hands Food Pantry participants. AVC also received additional funding, from the Chancellor’s Office, to increase our efforts for a safe campus and sexual assault awareness program which will enhance our efforts with the campus’ partnership with Valley Oasis.

9. 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), p.90. 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 on Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	<b>JPC:</b> Employment outreach specialist to	- Supporting PLO(s), SLO(s), OO(s), ILO(s)	Connecting students to positions in the local and	The JPC will continue to need an individual who can reach	Yes

	assist at meeting OO and improve the offerings to job seekers.	1. Commitment to strengthen Institutional Effectiveness measures and 5.Align instructional programs to the skills identified by the labor market Choose an item.	regional area that will meet their individual goals.	out to employers on and off campus to support student success. Currently this is accomplished with the hiring of the Job Placement Specialist from the CTE grant.	
2	<b>JPC:</b> Increase Student worker budget is needed to continue support of the Student Worker Pool for immediate support for departments	1. Commitment to strengthen Institutional Effectiveness measures and 5.Align instructional programs to the skills identified by the labor market Choose an item. Choose an item.	Assist with the student connection to support staff and other student activities	As the details of the process continues to expand, so do the needs of the support to our departments. Additional funding will help with that support. Requested in the 2018-19 budget cycle.	Yes
1	<b>VRC:</b> Increase programming in the Veterans Resource Center	1. Commitment to strengthen Institutional Effectiveness measures and Choose an item. Choose an item. Choose an item.	<b>VRC:</b> To better assist first-year students at Antelope Valley College; to better prepare students for their first semester at AVC; to create a stronger community of student veterans; to aid in student success	<b>VRC:</b> A Veteran Orientation Program was developed and implemented during the Fall 2017 semester. The Orientation Program welcomes student veterans to AVC and provides them with pertinent information regarding VA education benefits, and campus and community resources and services. Additionally, a Veteran Peer Mentor Program has been established in the Spring 2018 semester. Incoming student veterans are matched with current AVC student veterans to provide support and guidance.	Yes
2	<b>VRC:</b> Hire a School Certifying Official (SCO)	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology,	<b>VRC:</b> A School Certifying Official will assist with meeting Student Life and Services OO #1 and #2.	<b>VRC:</b> This position needs to be approved through the HR process.	Yes

		Facilities, Human Resources, Business Services Choose an item. Choose an item.	The SCO will support the Veterans Resource Center programs and daily operations.  The SCO will serve as an additional liaison to the Department of Veterans Affairs in processing student veteran education benefits.	This person will serve as a liaison between students and the Department of Veterans Affairs and the California State Approving Agency for Veterans Education.  The SCO will also assist in the daily operations of the Veterans Resource Center	
1	<b>SHS:</b> Expand the Student Health Services to our students	1. Commitment to strengthen Institutional Effectiveness measures and Choose an item. Choose an item. Choose an item.	<b>SHS:</b> Create more opportunities for our students to connect to resource supports to live a healthy lifestyle and to seek needed assistance.	<b>SHS:</b> Expand out partnerships in the offering of health services, for example: CSUB/AV medical and mental health services and marketing our dental provider for student dental care.	Yes
1	<b>SL&amp;S:</b> Continue to explore opportunities to wrap-around services to students	Choose an item. 1. Commitment to strengthen Institutional Effectiveness measures and Choose an item. - Supporting PLO(s), SLO(s), OO(s), ILO(s)	<b>SL&amp;S:</b> Expand our programing and partnerships to provide direct support to student so that they can complete their educational goas.	<b>SL&amp;S:</b> Develop more MOUs with community agencies.	Yes

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

10. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 9 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1	Other	New	<b>JPC:</b> Job Fair for students to meet with companies hiring and or information for career	1,500	Recurring	A. Steinberg

		pathways.			
--	--	-----------	--	--	--

<sup>1</sup>List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

<sup>2</sup>List needed technology resources in priority order.

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

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

<sup>5</sup>List any other needed resources in priority order.