



Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: Associated Student Organization/ Inter-Club Council	For Planning Years: 2025-2026
Name of person leading this review: Ramón Castillejo	
Names of all participants in this review: Walter Fuentes	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>The Associated Student Organization (ASO) and Inter-Club Council (ICC) align well with the mission of Antelope Valley College in several ways.</p> <ol style="list-style-type: none">1. Commitment to Student Success: ASO and ICC play an active role in supporting student success by promoting a collaborative and inclusive environment where students are encouraged to participate in campus governance and extracurricular activities. This enhances their college experience and can positively impact their academic and personal development.2. Diverse Population of Learners: ASO and ICC are a collaboration of diverse students, reflecting the commitment to serving a broad range of student populations. This diversity in leadership ensures that ASO represents a wide spectrum of student voices, which is in line with the college's mission to provide education to a diverse community.3. Value and Opportunity: Through student advocacy, programming, and leadership development, ASO and ICC provide valuable opportunities for students to become more engaged in campus life and in the governance process. These opportunities are critical for fostering a sense of belonging and investment in their educational journey, enhancing the value of the AVC experience.4. Service to the Community: The ASO and ICC contribute to the college's community by fostering a socially and culturally rich environment through various programs and initiatives. Additionally, by promoting student clubs and activities, ASO and ICC create opportunities for students to connect with peers, build leadership skills, and contribute to the college's culture, which aligns with the college's goal of providing service to its broader community.5. Supporting the Curriculum Experience: The involvement of student clubs and ASO activities directly supports the academic and co-curricular experiences of students. By facilitating social, cultural, and educational programming, ASO enhances the educational environment, contributing to holistic student development beyond the classroom.	

In conclusion, the ASO and ICC are a valuable part of Antelope Valley College's mission. Not only do they contribute to student success but also promote an inclusive, engaging, and supportive community for a diverse student body. Through their advocacy, leadership opportunities, and campus activities, ASO and ICC strengthen the overall educational experience at AVC, aligning with the college's commitment to student success, diversity, and community service.

Part 2A. Analyze the program review data for your area including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, etc.)

Use the following questions to guide your analysis:

- Who do you primarily serve and what services do you provide for each of the groups?
- How is the work of your area measured or quantified? What is your measure of success?
- How do the demographics served by your area's work compare to AVC's service area demographics?
- Which race/ethnicity groups experience the largest equity gaps?
- What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year?

The Associated Student Organization (ASO) continues to be dedicated to advocating for students, providing essential leadership and governance to ensure the voices and interests of the student body are represented. Throughout the year, ASO maintains active participation, and saw an increase in student engagement this year with all 21 positions currently filled, and many others continue to submit applications for ASO roles. Regular ASO meetings are held every other week to facilitate ongoing discussion and planning.

ASO coordinates and partners with over 10 events annually, aimed at benefiting and engaging students. These include the distribution of school supplies throughout each semester, a Spring Leadership Recognition event, and initiatives promoting civic engagement such as voter registration drives. ASO also manages the election process for student leadership positions in March. In addition to these efforts, ASO allocates funding to student clubs through a grant program, provides emergency relief grants of up to \$500 to students in need and is on pace to award \$20,000 in emergency grants. ASO representatives also attend State General Assembly and Washington D.C. conferences, where they vote on resolutions that affect the student body. Social activities like the Halloween event, Dia de los Muertos are part of ASO's and ICC efforts to foster community on campus.

In addition to these activities, ASO has consistently ensured that students are represented on various participatory governance committees, offering input on key decisions that affect the college. Key objectives for ASO include increasing student involvement, encouraging the use of campus services, and raising awareness of the opportunities available to students.

Together with the Inter-Club Council (ICC), ASO has supported a variety of student-led clubs, which serve a wide range of academic, career, and social interests. Currently in Fall' 24 20 clubs are active, with a few new clubs joining the roster soon. Club Rush events, held each semester, continue to be a key strategy for encouraging student participation in these organizations.

Part 2B. Based on Part 2A and the reflection questions below, identify the program/area Strengths, Opportunities, Aspirations & Risks:

Use the following questions to guide your analysis:

- Who do you primarily serve and what services do you provide for each of the groups?
- Describe how your program/area incorporates constituent feedback.
- How does your program address equity gaps within the scope of work?

Strengths and Accomplishments: *(Include your data analysis of relevant metrics in your response.)*

With this year being a national election year ASO and ICC made it priority to promote and help increase civic and voter engagement across campus. This year the Civic and Voter Engagement Committee which is lead by ASO hosted several political candidates including Mike Garcia, George Whitesides and Kipp Muller.

The Civic and Voter Engagement Committee submitted its **Civic and Voter Empowerment Action Plan** to the California State Secretary which is required every even year. The report is a requirement as part of the Student Vote Project and mandated the state legislation. The action plan received 209 points out of 234 and was placed in the Exceptional category according to the states CVEAP rubric.

Additionally, the ASO awarded the 1st tuition grant to AVC students that do not qualify for any federal or state financial aid. This grant will continue to be awarded directly by the ASO offices to help students with the cost of studying at AVC when they have no other aid. Furthermore, ASO will award seven \$500 scholarships through the Antelope Valley Foundation.

Opportunities and Challenges: *(Include your data analysis of relevant metrics in your response.)*

The ASO/ICC office has made progress with the recent addition of a Director of Student Development and an Accounting Assistant, both of whom bring valuable expertise to the office. However, there remains a critical need for further staffing to fully support the office’s operations and ensure the continued success of student development and leadership programs. Specifically, the absence of a full-time Clerical Assistant III position continues to be a challenge. This role is essential for the smooth day-to-day functioning of the office, as it would provide administrative support and help streamline the management of student clubs, activities, and ASO initiatives.

While the addition of new staff is a positive step forward, the ongoing challenge remains the need for more comprehensive support. This presents an opportunity to expand and improve the office’s capacity, ultimately fostering a stronger student leadership and activities program at AVC.

- Identify 2-3 challenges within your department and explain why these challenges pose a risk to the institution. These challenges can be systems, functions or programs involving financial/business processes, information technology, policies, program administration, compliance issues, etc. What is the likelihood they will pose a disruption to your program/processes with 1 being unlikely and 5 being highly likely?

Challenge	Likelihood (1 being unlikely and 5 being highly likely)
Low ASO sticker sales, result in less revenue for projects, events and grants awarded.	3
Low student engagement with ASO and ASO events, justifies low sticker sales because students don’t understand the value.	2
36.08% of Survey respondents do not know what ASO is or does, 39.18% somewhat know.	2

Summary of Aspirations for ASO This Year:

Increase Visibility: Focus on improving awareness of ASO's role through diverse communication methods and physical presence on campus.

Enhance Engagement: Organize more interactive and engaging events that meet student needs, while also creating more avenues for student feedback.

Focus on Student Priorities: Prioritize mental health, academic support, diversity and inclusion, and leadership opportunities, in response to the areas students want to see more of.

Improve Satisfaction: Address student concerns by improving communication and engagement with the student body, while also addressing logistical issues like campus amenities.

Be Accessible: Ensure ASO is seen as approachable, with clear channels for student interaction and participation in events and governance.

Part 2C. Review and comment on progress toward past Outcomes Improvement Plans

List your past **Outcomes Improvement Plans** and progress toward meeting those plans. *If you have not completed your Outcomes Improvement Plans, please review [Operational Outcomes](#) and [Outcomes Improvement Plans](#) training in Canvas and contact the Outcomes Committee directly.*

<p>OO# 1 Encourage students to gain knowledge and confidence to strategically access and utilize resources and services that enhance overall success and completion of academic and career goals.</p>	<p>ASO and Student Clubs supports students through the emergency grant program. In addition, they support advocating for the Volunteer Core Program so that more students will be able to document their community service hours for scholarships, employment, and transfer applications.</p>
<p>OO# 2 Students will gain support, knowledge, and confidence to move successfully through and beyond the community college experience. The number of students who have been connected to other community agencies will continue with them once they complete AVC.</p>	<p>ASO, Student Clubs and Student Activities members learned leadership skills that they can use throughout their lifetime. By connecting to community resources and campus departments, students are learning how the greater campus and community intertwine and provide enhanced skills for their future.</p>

Part 2D. Review and comment on progress towards past program review goals:

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
<p>#1 Provide more professional support for increased student engagement on campus</p>	<p>The reorganization of 2024 added a Director of Student Development to oversee ASO and ICC. Additionally, a full-time Accounting Assistant was also hired to provide direct support to ASO and ICC.</p>

#2 Create a more robust leadership program	Created the 1 st Future Leaders Institute for students from all Student Services areas with the support of the VP of Student Services.
#3 Increase the involvement of ASO in advocacy and civic and voter engagement on campus.	ASO made every event a

Part 3. Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO**	SLO**	OO (Service area Outcomes)				
#1	ILO 3. Community /Global Consciousness			2	Goal #6 Success: Boost success rates by prioritizing the student experience.	Increase Palmdale Center ASO and ICC involvement	Meet with Palmdale Dean and discuss hosting events and meetings at center	Successfully host 2 ASO meetings in Palmdale Center in Spring
#2	ILO 3. Community /Global Consciousness			2	Goal #6 Success: Boost success rates by prioritizing the student experience.	Provide more clerical support to ASO and ICC for increased efficiency with processes	Hire a full-time clerical III	Once hired more efficient clerical and increased support for ASO and ICC will be visible.
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

**If applicable for instructional areas

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Classified Staff	Hire Clerical III	Goal 2	Repeat	\$83,000	Recurring	Ramon Castillejo
Technology	Computers at Reception	Goal 1 and 2	New	\$2500	One-time	Ramon Castillejo
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Supporting data/information



Civic and Voter Empowerment Action Plan Rubric Score

Your campus's CVEAP was reviewed by two California Secretary of State team members. The final CVEAP score is an average of each reviewer's total score. The total your campus receives will be used to compete in the 2024 California University and College Ballot Bowl competition.

Date Scored: 10-16-2024
Antelope Valley College

Section	Reviewer #1 Score	Reviewer #2 Score
Executive Summary	26	26
Leadership	26	16
Landscape	26	26
Reflection	26	26
Goals	26	26
Event Requirements	16	16
Does the Action Plan meet all six sections in the CVEAP template?	26	26
Is the CVEAP for the next two academic years?	16	16
Did the campus turn in the action plan by October 1 st ?	26	26
Total Score:	214	204
Final Score (Average of Total Scores):	209 out of 234	

CVEAP Placement: Exceptional

Overall Suggestions

This CVEAP effectively covers the necessary information outlined in the template, demonstrating a solid commitment to civic engagement. However, to achieve maximum points, additional details in certain sections are needed. The leadership section should include information about how often coalitions meet and strategies for keeping members engaged. Additionally, while the event requirements list numerous events, they are currently focused only on 2024; extending the planning to encompass specific events for both Spring 2025 and the 2025-2026 academic years is essential for full compliance.

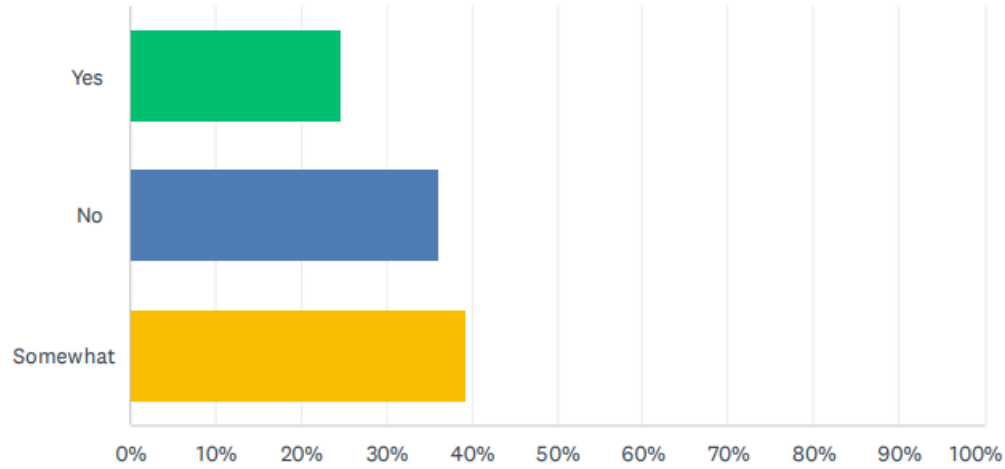
For more information on Civic and Voter Empowerment Action Plans, visit:
<https://elections.cdn.sos.ca.gov/svp/cveap-toolkit-2023.pdf>

To view the rubric, visit the 2024 California University and College Ballot Bowl Outreach Toolkit: <http://elections.cdn.sos.ca.gov/svp/svp-ballot-bowl-toolkit-2024.pdf>

Associated Student Organization (ASO) Survey

Q1 Do you know what the Associated Student Organization (ASO) at AVC is and what they do?

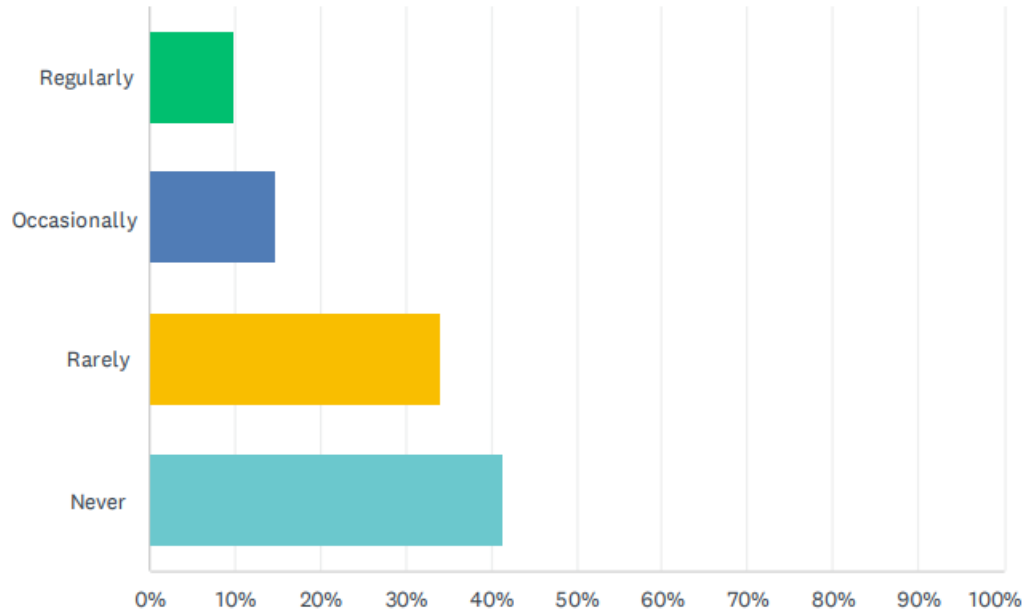
Answered: 97 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	24.74%	24
No	36.08%	35
Somewhat	39.18%	38
TOTAL		97

Q2 How often do you engage with ASO events, meetings, or initiatives?

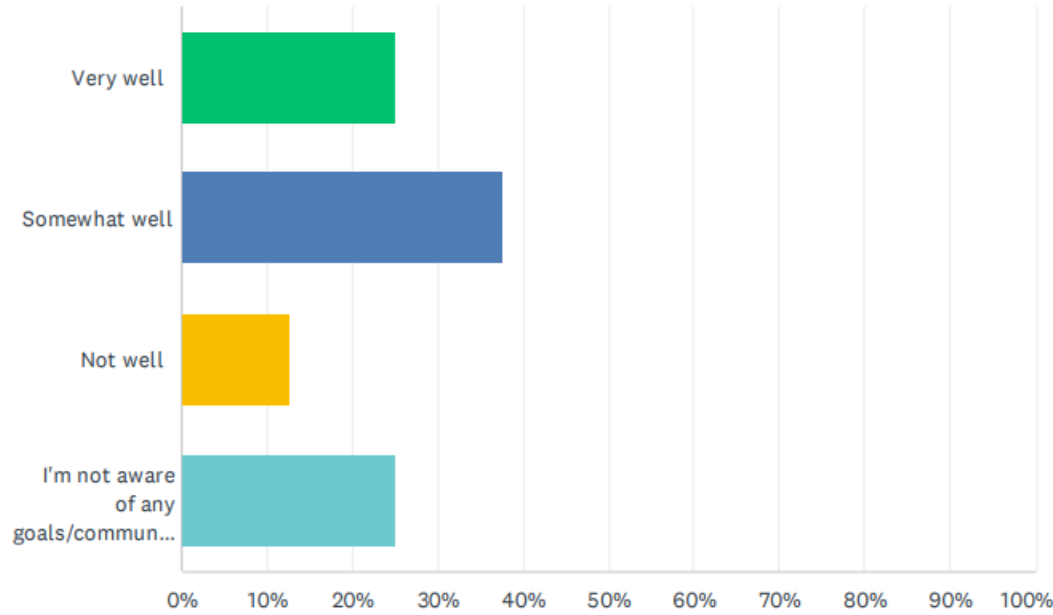
Answered: 41 Skipped: 56



ANSWER CHOICES	RESPONSES	
Regularly	9.76%	4
Occasionally	14.63%	6
Rarely	34.15%	14
Never	41.46%	17
TOTAL		41

Q3 How well do you think ASO communicates its goals and activities to the student body?

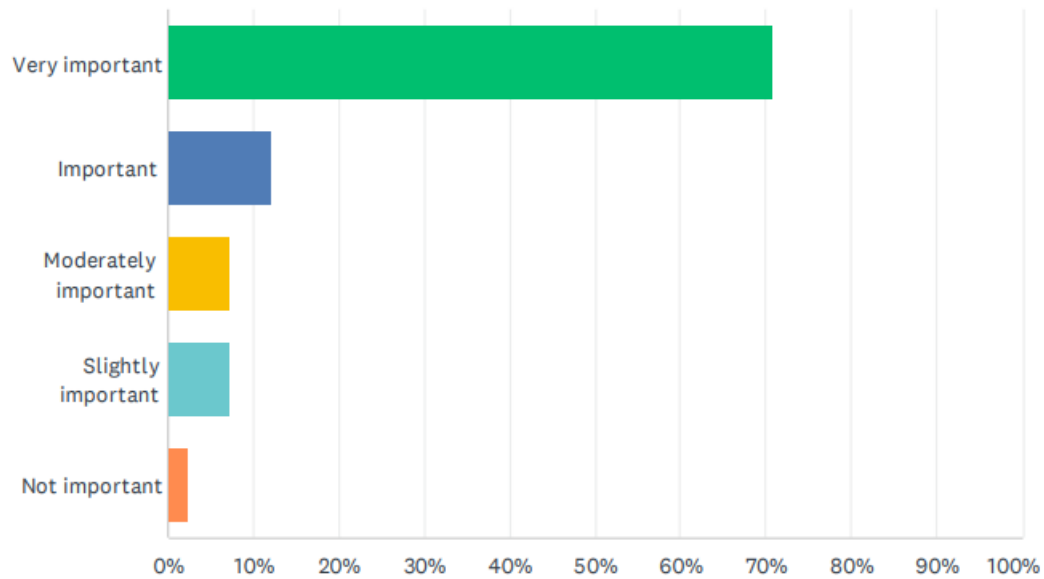
Answered: 40 Skipped: 57



ANSWER CHOICES	RESPONSES	
Very well	25.00%	10
Somewhat well	37.50%	15
Not well	12.50%	5
I'm not aware of any goals/communication	25.00%	10
TOTAL		40

Q8 How important do you think it is for ASO to ask students for their opinions and feedback during the school year?

Answered: 41 Skipped: 56



ANSWER CHOICES	RESPONSES	
Very important	70.73%	29
Important	12.20%	5
Moderately important	7.32%	3
Slightly important	7.32%	3
Not important	2.44%	1
TOTAL		41



Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: First Year Experience & Second Year Experience **For Planning Years:** 2025-2026

Name of person leading this review: Sarah Schneider

Names of all participants in this review: Yoselin Palacios Lopez, Mari-Ali Baiza

Part 1. Program Overview: Briefly describe how the program contributes to the district mission

The First Year Experience (FYE) and Second Year Experience (SYE) programs at Antelope Valley College (AVC) align closely with the college’s mission by focusing on student success and providing comprehensive support throughout the students’ educational journeys. The FYE program aids new students in their academic and social transition into the AVC community, ensuring they feel welcomed and prepared. Similarly, the SYE program supports continuing students by offering resources such as registration assistance, peer mentoring, and workshops. This program collaborates with initiatives like Guided Pathways and Financial Literacy & Wellness to solidify educational pathways and prepare students for transfer to four-year institutions or their chosen careers. Together, these programs reflect AVC’s commitment to providing quality education, fostering an inclusive environment, and supporting students’ academic and personal growth.

Part 2A. Analyze the program review data for your area including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, etc.

Use the following questions to guide your analysis:

- Who do you primarily serve and what services do you provide for each of the groups?
- How is the work of your area measured or quantified? What is your measure of success?
- How do the demographics served by your area’s work compare to AVC’s service area demographics?
- Which race/ethnicity groups experience the largest equity gaps?
- What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year?

The First- and Second- Year Experience programs serve 647 first- and second-year students which make up about 5% of AVC’s total student population.

In Fall 2024-2025, 37.1% of the FYE/SYE cohort (n=647) are attending full time compared to 31.7% of other AVC students. The average number of units taken by FYE students is 12.19. The average GPA for SYE students is 2.94 as compared to 2.76 for other AVC students.

The overall success rate of SYE students is 84.3% and the retention rate is 94.3% respectively. 1,397 students identify as female, 650 students identify as male, and 88 students did not report their gender.

The California Promise Program (AB19/AB2) has allowed for the work of FYE to continue, and the Title V Grant 2019-2024 that ended on September 30, 2024, established the SYE program.

Campus-wide collaboration continues to be robust and impactful. The Peer Mentor Core continues to grow, significantly impacting our students’ journeys. Intentional and deliberate partnerships with the Transfer and Career Centers provide students with opportunities to explore both academic and career paths. So far this year, FYE has partnered with the Outreach department to engage nearly 200 high school students. During these sessions, we presented comprehensive information about the FYE/SYE programs, highlighting their numerous benefits. Students learned about the academic support, mentorship opportunities, and guidance available through these programs. This initiative not only informed prospective students but also significantly enhanced the college’s recruitment efforts.

By highlighting the success stories and tangible benefits of the FYE/SYE programs, we were able to attract a diverse group of students, fostering a stronger connection between the college and the local high schools. Another collaborative effort was FYE/SYE's participation in Antelope Valley Union High School District's (AVUHSD) Annual College and Career Information Night where FYE engaged with nearly 500 high school seniors and their parents, providing a comprehensive overview of all the programs offered at AVC, emphasizing how these resources can enhance students' educational journey.

We currently have 1 full time Project Supervisor, 1 full time Program Specialist, and 1 full time Clerical III who work alongside one another to facilitate the case management of each first-and second-year student within the program as compared to having 2 full-time Program Specialists and 1 part-time Program Specialist, from the previous year. In addition, there are 10 student workers who serve as peer mentors to each student providing peer mentoring services.

Part 2B. Based on Part 2A and the reflection questions below, identify the program/area Strengths, Opportunities, Aspirations & Risks:

Use the following questions to guide your analysis:

- Who do you primarily serve and what services do you provide for each of the groups?
- Describe how your program/area incorporates constituent feedback.
- How does your program address equity gaps within the scope of work?

Strengths and Accomplishments: *(Include your data analysis of relevant metrics in your response.)*

The First- and Second- Year Experience program is currently providing peer mentoring services to over 600 Antelope Valley College students. Each student is paired with a dedicated peer mentor who meets with them at least 5 times per semester. During each peer mentor meeting, students check in with their peer mentor who leads the conversation on how the student is transitioning to college life after high school graduation. With each subsequent meeting, the peer mentor explores barriers that the student may be facing, identifies student needs, and recommends services from appropriate departments depending on what the individual student needs. By sharing knowledge regarding various resources the college has to offer, the student receives vital information that leads to their academic success.

The installation of 8 cubicle spaces, and the purchase of 8 workstations that include desk and drawer space, computers and monitors, and headsets, allow FYE/SYE Peer Mentors to conduct telephone, virtual, and in-person meetings with students. Having the space and tools to conduct such meetings allow the peer mentors to successfully assist students with various needs, thereby increasing student success and retention/completion rates, which then support the college's mission to provide students with quality education that will transform their lives.

As of November 12, 2024, there have been 628 peer mentor meetings – 473 of which are in-person, 136 via phone calls, 6 via Teams Meet, and 13 via Zoom. Peer mentor meetings will continue through the end of the Fall semester and will begin again during the Spring semester.

Opportunities and Challenges: *(Include your data analysis of relevant metrics in your response.)*

Opportunities

- Renaming the First- and Second-Year Experience Program to the Student Success Center was a previously identified goal, and we have a wonderful opportunity to reframe the program to focus more on individual student success.
- Creating a streamlined onboarding process with a comprehensive case management system would allow the staff to provide necessary services more effectively.
- Creating campus events that engage with our students would reignite interest and generate better participation in the program

- Identify 2-3 challenges within your department and explain why these challenges pose a risk to the institution. These challenges can be systems, functions or programs involving financial/business processes, information technology, policies, program administration, compliance issues, etc. What is the likelihood they will pose a disruption to your program/processes with 1 being unlikely and 5 being highly likely?

Challenge	Likelihood (1 being unlikely and 5 being highly likely)
The lack of an institution-wide case management system presents various issues with students having to contact each department simultaneously. This leads to a risk of decreased engagement and increased frustration on the student's end and will likely lead to drop out/withdrawals.	4
The lack of sufficient staff impedes the opportunity to provide services to students in need. When risk factors are identified by EdSights through Poppy, there is no assigned full time staff member that takes care of the intervention process to ensure high-risk students are provided with the necessary resources they seek. Operating understaffed limits the services we can provide for our students. Adding an additional Program Specialist or two would allow us to sufficiently provide the necessary services to all FYE/SYE students with a specific focus on higher-risk students.	5

Aspirations: (Include your data analysis of relevant metrics in your response.)

The First- and Second-Year Program aims to facilitate a smooth transition for students embarking on their college journey, offering comprehensive on and off-campus resources that cater to students' needs. The program's goal is to be able to identify and service all first year students and provide them with peer mentoring to ensure that they are on track to complete their individual goals in acquiring a certificate, degree, or transfer programs.

The main aspiration is for ALL AVC students to come through FYE and stay through SYE so that we can connect all students to a Program Specialist, a Peer Mentor, encourage them to enroll in 30 units each academic year and find academic success leading directly to transfer or employment. It is our aspiration for the First- and Second-Year Experience to rebrand to reflect our commitment to enhancing the educational experience and support services for our students.

Part 2C. Review and comment on progress toward past Outcomes Improvement Plans

List your past **Outcomes Improvement Plans** and progress toward meeting those plans. *If you have not completed your Outcomes Improvement Plans, please review [Operational Outcomes](#) and [Outcomes Improvement Plans](#) training in Canvas and contact the Outcomes Committee directly.*

Past Outcomes Improvement Plans	Progress Made
OO# 1 Encourage students to gain knowledge and confidence to strategically access and utilize resources and services that enhance overall success and completion of academic and career goals.	The HUB was outfitted to accommodate in-person peer mentoring for FYE/SYE students and other mentoring programs in the HUB. Eight computer stations with chairs, cabinets, desks are set up so peer mentors can set up phone, virtual, and in-person meetings with students.
FYEISYE is fully integrated with a case management system for program specialists and peer mentors. Services are available to students virtually and in-person using Zoom and phone options. Student files are fully accessible and	The Cash Course platform has not been implemented this past year (2024-25) so this is a resource that is worth exploring.

<p>monitored online. Cash Course was discontinued by the Chancellor's Office and AVC just recently regained access to the platform and is rebuilding the financial wellness schedule for curriculum.</p> <p>There is a need for a mechanism to track all the engagement opportunities students participate in.</p>	<p>The District has partnered with EdSights to implement the generative AI platform called Poppy which tracks engagement opportunities for students.</p>
<p>OO# 2 Students will gain support, knowledge, and confidence to move successfully through and beyond the community college experience. The number of Students who have been connected to other community agencies will continue with them once they complete AVC.</p> <p>Student evaluations of events provided indicate a high level of satisfaction in the quality of the content offered and the delivery of the services offered. The evaluations are conducted online in Google Forms and are made available to students through QR codes and web links. Events range from student leadership, resource fairs, registration assistance, women's history month and other awareness activities to mid-semester check-ins, financial wellness, bridge activities and more.</p>	<p>Student evaluations of events and services are now being conducted via Microsoft Forms as opposed to Google Forms since the ITS-led transition was implemented last year. They continue to be made available to students through QR codes and web links. The FYE/SYE team uses a SharePoint site to manage files for daily updates.</p>

Part 2D. Review and comment on progress towards past program review goals:

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
<p>Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>Commitment of District funding beyond 2024. Continue to connect students to opportunities and resources that grow and develop their ability to succeed at AVC and beyond-career and transfer.</p>	<p>Continued funding from the California Promise Program (AB19/AB2) will allow the FYE/SYE department to provide opportunities and resources for AVC students.</p>
<p>Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>"Think 30" Campaign for all incoming students and "15 to Finish" campaign to meet President's goal of 11,400 FTE by 2024</p>	<p>The "Think 30" and "15 to Finish" Campaigns were not an area of focus this past year (2024-25) due to a lack of full-time staffing. However, revisiting and incorporating these campaigns to add to the focus of the FYE/SYE mentoring model may prove beneficial.</p>
<p>Goal 3: Focus on utilizing proven instructional strategies that will foster Transferable intellectual skills.</p> <p>Provide a comprehensive financial wellness program for students</p>	<p>Developing a comprehensive financial wellness program for students was not a focus this past year (2024-25) due to a lack of full-time staffing. An emphasis on understanding money psychology, management, planning, and budgeting will need to be incorporated into future events and workshops for first-and second-year students.</p>

--

Part 3. Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal	Goal	Steps to be taken to achieve the goal?	Measure of Success
	ILO	PLO**	SLO**	OO (Service area Outcomes)	Primarily Supported:	(Student-focused)		(How would you know you've achieved your goal?)
#1	ILO 4. Career and Specialized Knowledge				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	To improve first- and second-year student success and retention	<ol style="list-style-type: none"> 1. Purchase comprehensive case management Software as a Service (SaaS) system. 2. Work with ITS to ensure the case management system software is compatible with existing computer systems. 	Review data that shows either an increase or decrease of first- and second-year student success and retention.
#2	ILO 1. Communication				Goal #3 Resources: Increase student awareness about campus resources.	To improve and increase student awareness about campus resources thereby removing barriers to academic success	Hire a full-time program specialist who will focus on providing support to the existing program specialist to share the caseload of students. The specialist will also be able to take on student mentoring meetings to ensure each FYE / SYE student has an approved education plan and is on track to achieve their goals whether	Create surveys and review data that shows what campus resources are needed by students the most.

							certificate, degree, or transfer programs. Another focus of the program specialist will be to plan for events that focus on student engagement and the "Think 30" and "15 to Finish" campaigns.	
#3	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	To provide financial wellness workshops to increase understanding of money psychology, management, planning, and budgeting will need to be incorporated into future events and workshops for first-and second-year students.	Develop and plan workshops that promote financial wellness	Create surveys and review data that shows and increase or decrease of financial wellness knowledge.

***If applicable for instructional areas*

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Classified Staff	Requesting to hire an additional Program Specialist to serve as the point of contact for students identified with high-risk needs.	To improve first- and second-year student success and retention	New	\$63,597.70	Recurring	Sarah Schneider

--

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

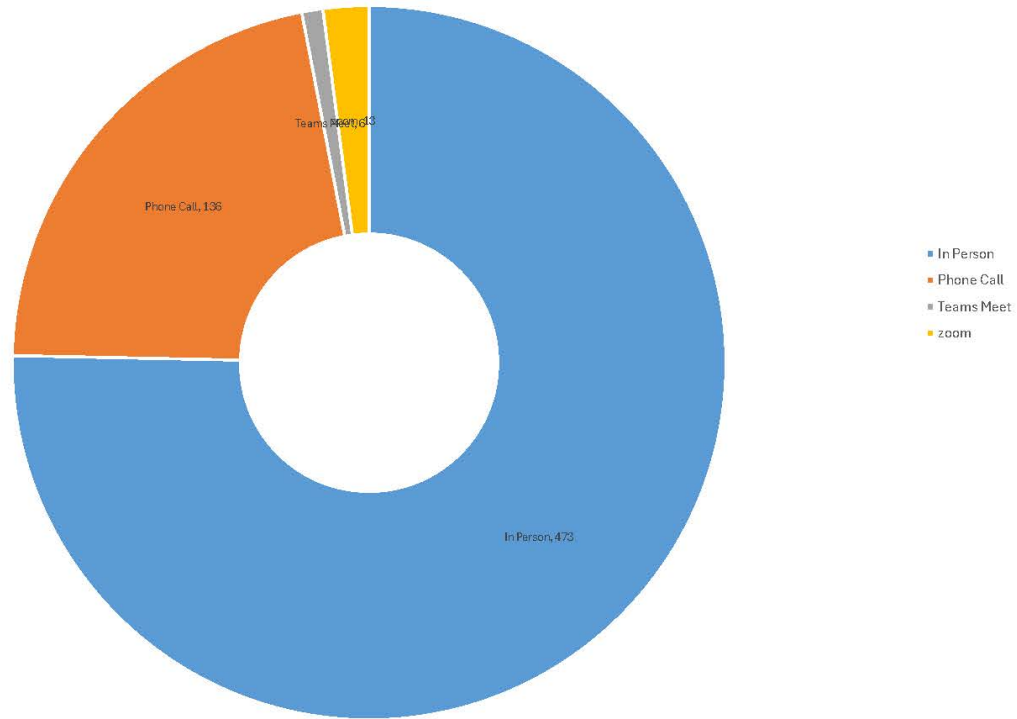
Required:

- Supporting data/information

Who are you meeting with? (All)

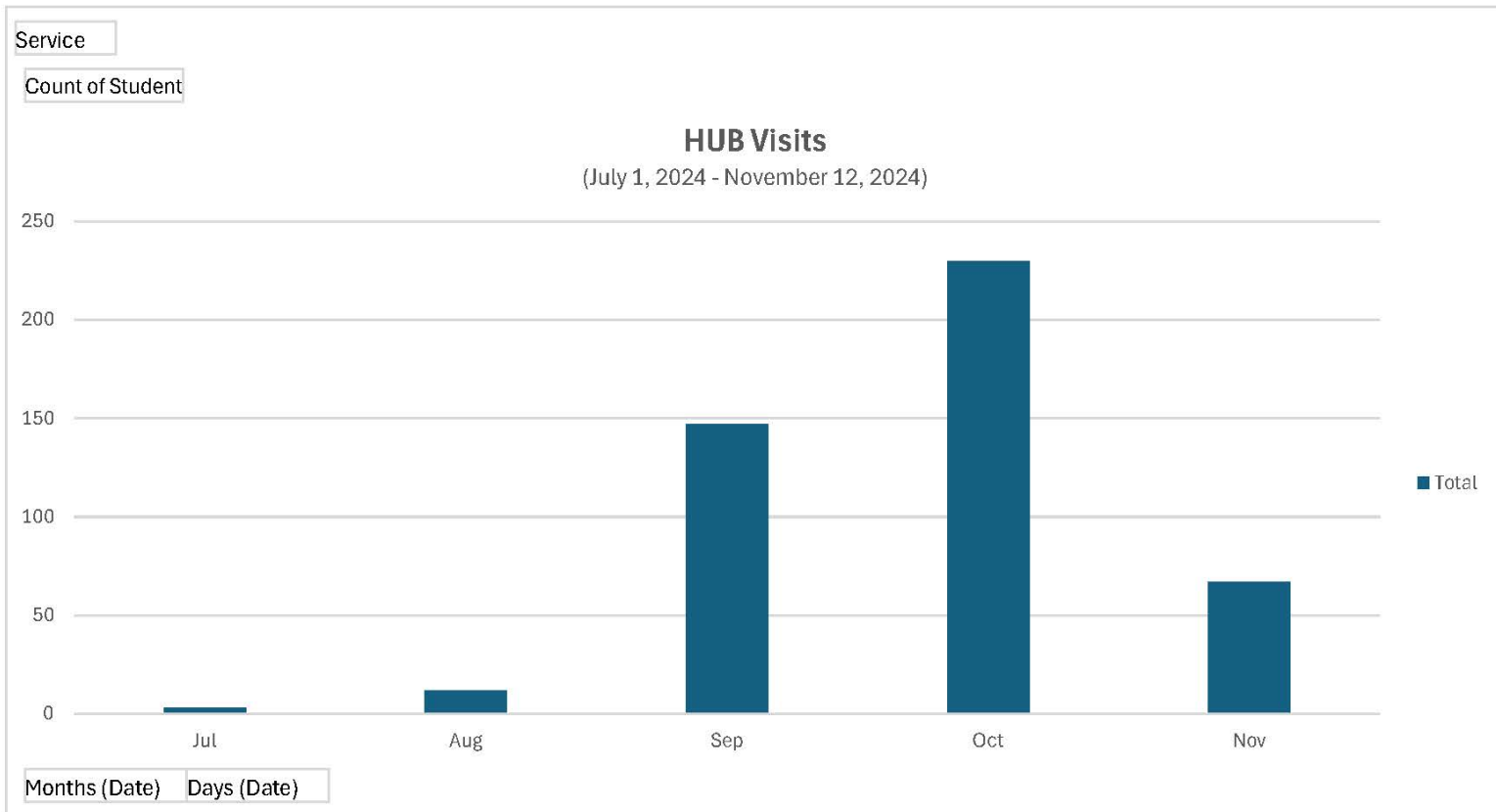
Row Labels	Count of AVC Email
In Person	473
Phone Call	136
Teams Meet	6
zoom	13
Grand Total	628

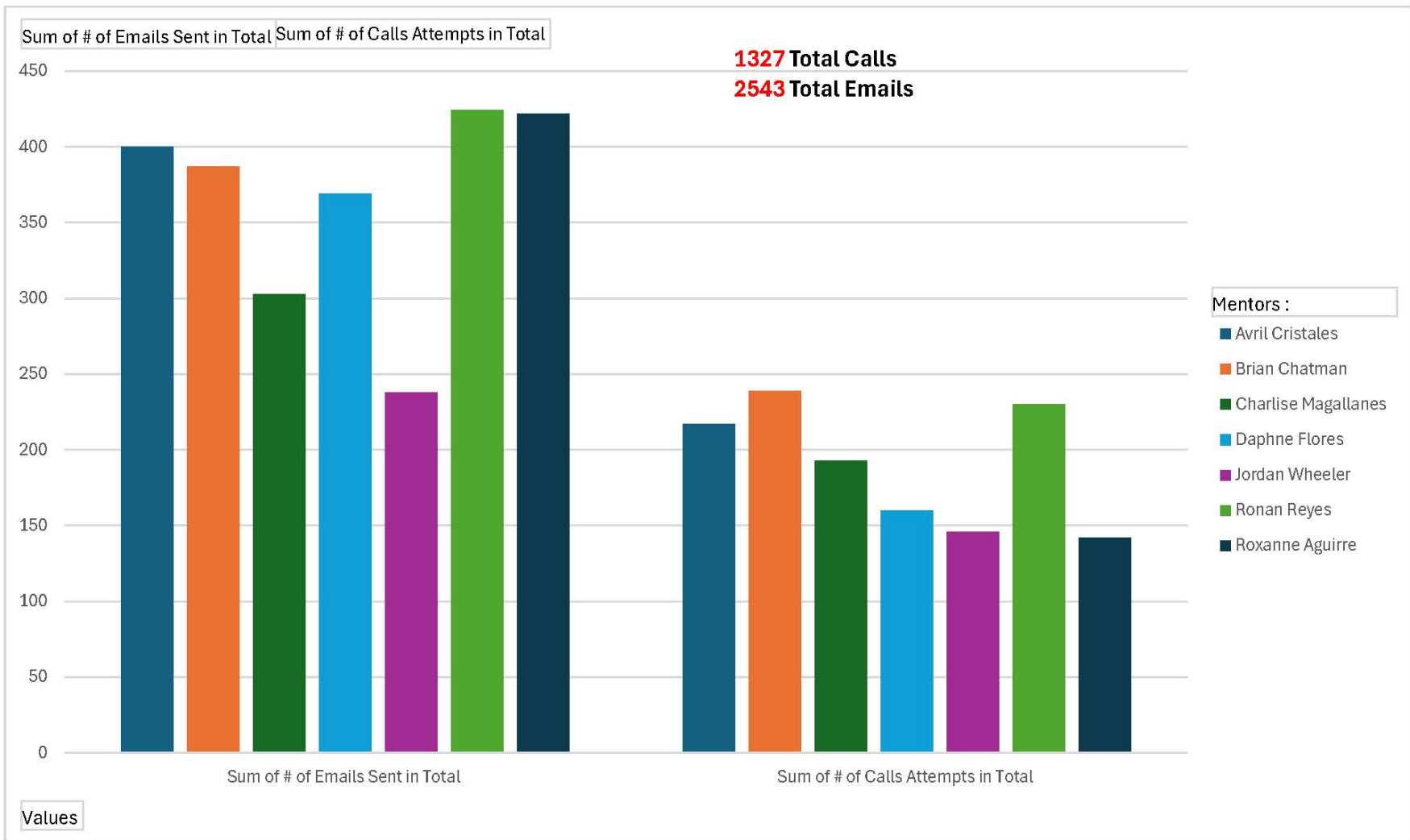
Fall 2024 FYE/SYE Peer Mentor Meetings



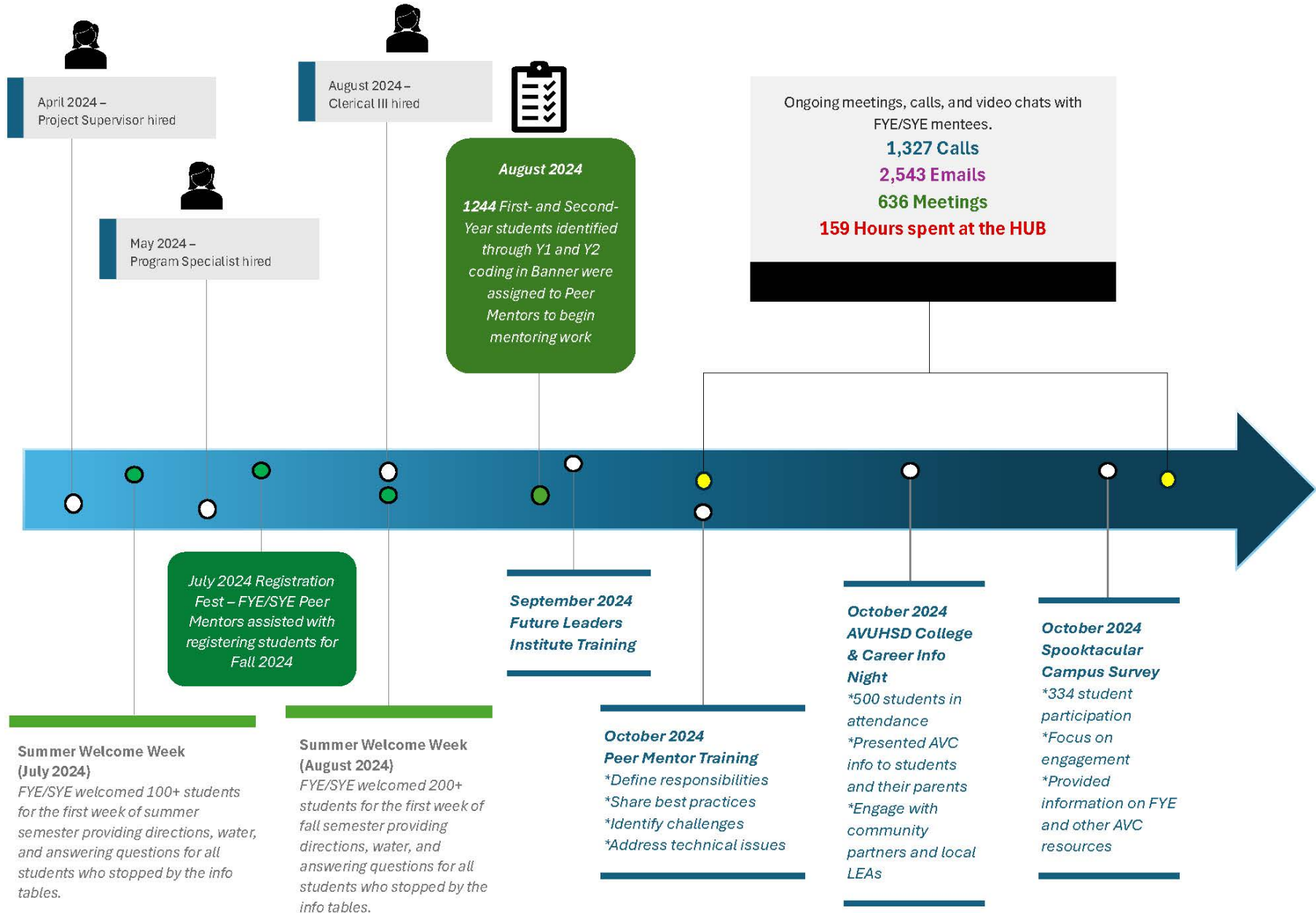
Service (All)

Row Labels	Count of Student
Jul	3
Aug	12
Sep	147
Oct	230
Nov	67
Grand Total	459





FYE/SYE Project Milestones



FYE/SYE Fall 2024 Data

First-Year Experience

Enrollment: 2,723

Headcount: 699

Average Enrolled Units: 12.19

% Enrolled Part-Time: 70.1%

% Enrolled Full-Time: 29.9%

Second-Year Experience

Enrollment: **1,683**

Headcount: **519**

Average Enrolled Units: **11.28**

% Enrolled Part-Time: **55.7%**

% Enrolled Full-Time: **44.3%**

As of the beginning of Fall 2024:

Average GPA: 2.94

Average Earned Hours: 27.8

Overall Success Rate: 84.3%

Overall Retention Rate: 94.3%

Results under 5 are hidden:

Second-Year Experience

Headcount by Race/Ethnicity

Asian/Asian-American	
Black/African-American	8
Hispanic/Latine	55
Multiracial	
White	10

Headcount by Gender

Female	45
Male	28
Did Not Report	

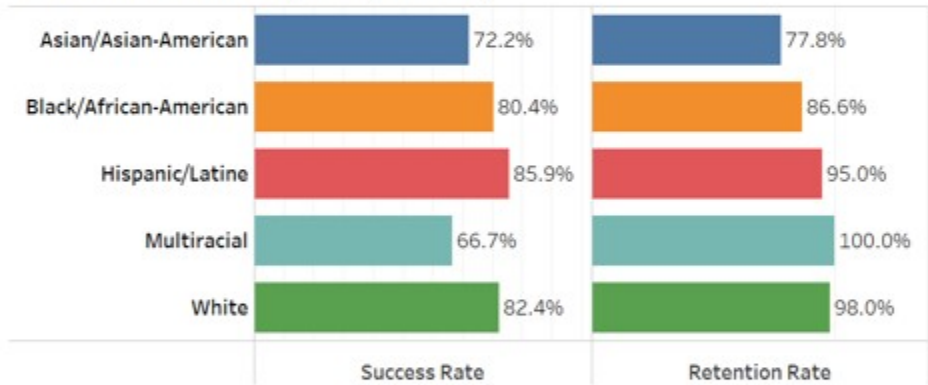
Enrollment by Race/Ethnicity

Asian/Asian-American	72
Black/African-American	179
Hispanic/Latine	1,515
Multiracial	12
White	357

Enrollment by Gender

Female	1,397
Male	650
Did Not Report	88

Success & Retention by Race/Ethnicity



Success & Retention by Gender

