

2018-2019 Program Review Report

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| Division/Area Name: Student Life & Services | For Years: 2020-2021 |
| Name of person leading this review: Dr. Jill Zimmerman | |
| Names of all participants in this review: Nichelle Williams, Michelle Hernandez, Rashall Hightower-Stickel, Ashley Johnson, Kenya Johnson, Jasmine Garcia, Chloe Vidana, Crystal Garcia, Ty Steans, Jennifer Winn, Nancy Blundell, Vanessa Gibson, Tracy Fernandez, Ray Betancourt | |

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission:

The Administrator and Staff of the Student Life and Services Division are dedicated to providing students with an environment that facilitates the leadership skills of students in planning and implementing educational, cultural, social and recreational events and activities that embrace diversity and civic responsibility.

Each one of the areas in the Student Life and Services Division seeks to provide and intentional, deliberate and transformational experience that addresses the holistic development of the diverse population of students and community members that we serve. We seek to engage our constituency in a meaningful way to meet their specific needs and addresses their specific barriers to success by providing events, activities, programs and services that cultivates self-determination in the areas of academics, social collateral, political empowerment, economic sufficiency and cultural awareness and pride. This is accomplished as we provide 1) direct services such day meal bags, school supplies, books, bus passes, childcare, etc. 2) programming for awareness and inclusion such as FYE, Umoja, Veterans Resource Center, Financial Literacy, Job Fairs, etc. 3) professional learning and development opportunities for students, staff, and faculty, such as, conferences, retreats, symposiums, convocations, institutes, etc. 4) Outreach aimed at helping to positively influence enrollment and retention and completion of prospective and current students. The missions of the Division and its respective areas speak directly to the institutional mission, vision and purpose. Individual Student Life are mission statements are available at: <https://www.avc.edu/administration/vpstudentserv>

1.2.State briefly program highlights and accomplishments:

1. Briefly describe how the office/area/department contributes to the district mission:

The district's missions reads as: *“Antelope Valley College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success offering value and opportunity, in service to our community.”*

Each one of the areas in the Student Life and Services Division seeks to provide an intentional, deliberate, and transformational experience that addresses the holistic development of the diverse population of students and community members that we serve. We seek to engage our constituency in a meaningful way to meet their specific needs and addresses their specific barriers to success by providing events, activities, programs and services that cultivates self-determination in the areas of academics, social collateral, political empowerment, economic sufficiency and cultural awareness and pride. This is accomplished as we provide 1) direct services such as day meal bags, school supplies, books, bus passes, childcare, etc. 2) programming for awareness and action such as FYE, Umoja, Financial Literacy, Job Fairs, etc. 3) professional learning and development opportunities for students, staff and faculty such as conferences, retreats, symposiums, convocations institutes, etc. The missions of the Division and its respective areas speak directly to the institutional mission, vision and purpose. Individual Student Life area mission statements are available at: <https://www.avc.edu/administration/vpstudentserv>

2. State briefly highlights and accomplishments in your office/area/department:

The Student Life and Services Division has made significant strides and has been instrumental in bringing about innovation within our respective areas and across the college campus and community at-large through local, state and federal initiatives and grant opportunities over the last four years.

First Year Experience (FYE) 2017-2018 highlights include:

AVID for Higher Education (AHE) Regional Showcase hosted November 2017 with 37 participants and 5 Institutions of Higher Educations at AVC. An AHE Winter Institute was held in January 2018 with 46 faculty and staff participating. A annual total of 124 faculty and staff participated in AHE professional learning opportunities on campus. 37 of 61 courses taught by AHE faculty are transfer level courses. Students in AVIDized classes were successful in their classes 82 percent of the time, compared to 73 percent for students in similar, non-AVIDized classes. The difference in success rates was large enough to be practically meaningful as well as statistically significant. Students in AVIDized classes were retained in their classes 93 percent of the time, compared to 89 percent for students in similar, non-AVIDized classes. The difference in success rates was large enough to be practically meaningful as well as statistically significant. AVC is considered a highly certified AHE campus. Students who participate in the FYE program performed better than the first year students not participating in the program. FYE students' retention rates remained steady from 2016 to 2017 at 90%, respectively when compared to all other first year students. FYE students experienced improved success rates over the previous year, 74.6% in 2016 to 75% in 2017. When compared to all other first year students, FYE success rates were 75% compared to all other first year students, 69%. While persistence rates dropped over all for both FYE students and all other first year students, FYE students maintained the lead persisting at 69.2% compared to 59.6% for all other first years students. 984 students were involved in FYE programming 231 Students received peer mentoring support from AHE trained mentors. 499 Peer mentor meetings were held ; 219 Students were served in the piloted Study Hall, Spring 2017 and 92 Families were served in the Parent/Family Orientations. FYE students with 30 or more earned units in 2017-18 was 13.16%, compared to 2.9% of Other First Year Students and 5.17% of All Other Students. 10.07% of FYE students earned 15 or more units in Fall 2017 compared to 4.86% of Other First Year Students and 3.19% for All Other Students. 8.7% of FYE students earned 15 or more units in Spring 2018 as compared 5.61% of Other First Year Students and 4.32% of All Other Students. <https://www.avc.edu/student-services/first-year>

The Chancellor's Office secured designated state funding (2015) for **Student Equity** that addresses the achievement gaps and the disproportionately impacted populations on community college campuses across the state. AVC established the Student Equity office, supported countless projects, programs and direct services to students through campus and community collaborative partnerships including the establishment of an AVC Umoja Community, expanded the Books H.E.L.P. by providing more than \$500,000 worth of books to more than 2,000 students, launching a bus pass program and child care assistance program. In 2016, AVC students participated in their first HBCU tour in which 7 of the 20 students participating in the

tour received on the spot admissions and scholarship opportunities. Student Equity has been instrumental in providing support across campus with facilities revitalization (including updates to classroom furniture), access and upgrades of technology and equipment; including Tableau, Learning Express, Smarter Measure, Smart Carts, Loaner Laptops, etc.; and culturally diverse presentations and performances, and field trips. Historically, student equity efforts were only marginally able to be addressed via a campus committee with no additional resources and no designated personnel.

<https://www.avc.edu/administration/organizations/equity> Through the statewide Student Success and Support Plan (3SP), the **foster youth** population was designated as one of the state mandated at-risk populations and was granted mandated priority registration assignment in 2016. In a collaborative effort to reach out and support foster youth, AVC has established lines of communication and coordinated outreach events and activities for foster youth, connecting with the high school district, CSUB-AV and Department Child & Family Services. Early outreach allows us to connect and serve these students and their foster parents at pivotal junctions to encourage and assist their pursuit of higher education. Specific orientations and support events and activities assist current students in accessing on campus resources and managing any barriers to their success. Our efforts have been funded through a \$60,000 grant from Pritzker Foundation; an additional \$5,000 was received for direct support services to foster youth students. Student Equity funds also support our efforts of retention, success and persistence of our foster youth students and their transition.

In 2013, the college committed to and developed our **Behavioral Intervention Team (BIT)** to help support our students' mental health needs and other at-risk issues. This is a campus-wide group that meets regularly to address the needs of our community who are experiencing some level of distress and provide resources to resolve the problem. The team has been nationally trained through NaBITA and is funded through the Student Health Services fees paid by students. It provides a proactive methodology for prevention, intervention and follow up in behavioral circumstances and situations that our students, faculty and staff may encounter. <https://www.avc.edu/www.avc.edu/BIT>

The **Veterans Resource Center (VRC)** was assigned to the Student Life Division in 2013 and its designated space was renovated to accommodate a coordinator's office, reception desk, modular work tables for study groups and small presentations; a 4-station computer lab and room for collaboration and community building amongst the constituency group and campus and community partners and allies. The renovation was funded out of the generosity of Northrop Grumman in the amount of \$25,000. The redesign has contributed to increased visibility of services to our students who served in the military and their dependents, and has provided a forum for increased support staff in the way of veteran student workers to be hired and for an increase in events, activities, and connectivity to off-campus partnerships. More

than 160 veteran students were certified and more than 90 military-connected dependents took advantage of VA education benefits in Fall 2016 and more than 900 students and guests visited the VRC. The number of events and activities purposed for the veteran community yielded 178 participants. These events included an Open House, faculty professional development, Veterans Day celebration, etc.

<https://www.avc.edu/student-services/veterans>

The **Job Placement Center (JPC)** provides support services to an average of 5,754 students, alumni, staff, and community members who are seeking gainful employment. The role of job and career readiness and hands-on employment experience is critical for our students so that they can compete in the job market for high paying positions. JPC is responsible for processing all student employees campus-wide. Job readiness opportunities include resume writing review and workshops, mock interviews, skill assessments and job matching. Of the 4,880 students who registered through the online job search interface, College Central Network (CNN) over the last 5 years, 3,695 (76%) had approved resumes. There has been a total of 251 typing certificates for an annual average of 126 between 2016 and 2018. New employers move into the community creating job opportunities for our students. JPC is highly sought after by off campus employers as a premiere resource for preparing, screening and providing qualified quality candidates. Recruitment successes include Los Angeles Police Department, Los Angeles County Sheriff's Department, Six Flags Magic Mountain, Dunkin Donuts, Los Angeles County Parks and Recs, and Superior Care, to name a few. JPC has collaborative relationships with all community agencies, South Valley WorkSource, EDD, Gain, Department of Social Services, Paving the Way Foundation, Youth Build, New Beginnings, America's Jobs Centers, as well as Antelope Valley Union High School District; and has participated in grants, employer/community organizations and on-campus successes as collaborations. <https://www.avc.edu/student-services/jpc>

The **Financial Aid Office (FAO)** is an essential component in the success of students disbursing an average of \$53.2 million annually over the last 5 years. Due to the institutions rising default rate in AY 2013, participation in and the implementation of the Department of Education's Direct Loan Experimental initiative was critical. We were able to limit unsubsidized loan amounts in 2014-2015 and 2015-2016, realizing a decrease of 25% in loans taken out for 2014-2015 and a decrease of 27.5% in 2015-2016. The impact of the decreased number of loans on our loan default rate are not yet available as the default rate data is 3 years out. 76% of students enrolled in 2015-2016 received the Board of Governors Fee Waiver (BOGFW). In collaboration with the Business Office and Bank Mobile, processing the disbursements and getting them to the students' accounts decreased from 10 business days to 3 business days. *With significant strides being made in disbursements to students and the*

effectiveness and efficiency of their packaging, our focus on financial literacy has become more prominent as we hosted two Financial Awareness Days, “Funding Your Pathway to Success” (formerly “Cash for College”) event for more than 830 soon to be high school graduates, and partnered with Outreach to provide on-going literacy presentations throughout the year. The scholarship process, in collaboration with the Foundation Office, has been updated to a completely online process; students apply online and the system matches them with the available scholarship, committee members may then review and score the applications online to expedite the selection process and provides for advanced notification of awards.

<https://www.avc.edu/student-services/financial-aid>

There are five main service areas within the Outreach Department: The Welcome Center, Outreach, The Dreamers Center, International Students Program and Study Abroad. Through these five areas student recruitment, retention, completion and outreach services are provided in support of promoting AVC academic programs and services. **Outreach**

Department highlights & accomplishments include the following 9 points:

1. **Welcome week** activities held during the first week of the fall and spring semesters. Events are held all week long in collaboration with IWC/O, financial aid, veterans, student health, student development, student equity and FYE. Students are welcomed back to campus, invited to participate in fun and social activities, and provided with information about the entire AVC campus. Welcome week is designed to promote school pride and assist students in meeting their week one needs such as finding classes and acclimating to campus.
2. **New Student Success Workshops (SSW's)** serve as in person orientation for non-traditional students. Students receive orientation credit (a requirement for enrollment and a required student success step) for attending an SSW. 32 SSW workshops were held between May 2017 & May 2018, 673 nontraditional incoming students attended.
3. **Student Success Kickoff (SSK)** is our annual in person orientation event, for traditional students that takes place the first week of April. Last year our SSK event brought 1,104 high school seniors to campus. All of the participating students completed their AVC application, online orientation and took the assessment. This year we have 1,540 students who have RSVP'd to attend our Student Success Kickoff event. 6 months prior to this event invitations are sent to local high school counseling teams and questions about required enrollment steps are answered throughout the 6 month time period. Outreach workshops aimed at showcasing AVC programs and services aid in promoting AVC in general and the SSK event specifically. SSK includes collaboration among multiple departments on campus including Marketing, First Year Experience, Student Equity, Financial Aid, Job Placement, EOPS, STAR, Counseling, Transfer Center, Math Science and Engineering, Career Technical Education, Rhetoric & Literacy, Health & Safety Sciences, Social & Behavioral Sciences, Palmdale Center

and Extended Learning, Arts & Humanities, and Enrollment Services.

4. **High School Counselor Workshop (HSCW)** This training event held on October 25, 2017 for area high School Counselors and counseling staff members. This is a bi-annual event that will take place again in October 2019. Our most recent HSCW event was attended by 92 high school counseling staff from our local high school districts. This event is a professional development day for AVHSD counseling staff and provides a day long showcase of AVC programs including academic programs and student services.
5. **Community Outreach** The AVC outreach department serves the AV Community by providing information on AVC programs and services to an estimated 40,000 people at local Fairs & Community Events including; the Almond Blossom Festival, Poppy Festival, Tamale Festival, AVHSD College Information Night (CIN) and Salute to Youth events, and the Antelope Valley Board of Trade Business Outlook Conference.
6. **K-12 Outreach** 14 high school outreach presentations attended by a total of 765 prospective students. Most of our presentations are either Financial Aid presentations on how to complete the FAFSA or CA Dream Act or general AVC overview presentations that promote AVC programs and services. 11 single school outreach college/career fairs attended by a total of 5,320 prospective students. 27 AVC campus lead tours attended by 1,310 prospective students. All campus tours include coordination with AVC faculty and programs for interactive presentations. This year's faculty and staff presentations during tours were from the following departments: Nursing, Biology (Labs), Entomology, Welding, Automotive, Auto Body, Fire Technology, EMT, Airframe Fabrication, Business Education, Cybersecurity, Virtual Science Lab, Math Science & Engineering, Engineering Labs, Commercial Music, Anthropology, Digital Media, SOAR High School, Performing Arts Theater, Basic Skills, Learning Center, First Year Experience and English. The outreach department has collaborated on the planning and development of the AVC promise program which will help to expand college readiness and early college outreach.
7. **International Students Program (ISP)** 13 Continuing students enrolled full time and 4 New students enrolled full time. 1 student transferred to CSUN, 1 student completed the program, transitioned into permanent resident status and continue to be a student at AVC. ISP continued working with 11 board approved recruiters to increase ISP enrollment. Started planning for Fall recruitment at area Language School working with our basic skills faculty to assess the feasibility. A total of 6 ISP students have successfully gained on campus employment. ISP has increased our social media presence. 2 students received foundation scholarships.
8. The **AVC Dreamers Center** was established in January 2019. This was made possible through the writing of a successfully funded, three year, grant from the Ca Catalyst Fund. The mission of the Dreamers Center is to serve all undocumented students at Antelope Valley College with information and resources to promote college admissions, persistence, graduation, and transfer. The dreamers Center provides

student support services that create a welcoming and supportive environment, enhance the college experience, build leadership skills, and promote civic and community engagement. As of March 30, 2019 the center assisted 230 AVC students and 177 High School students and their parents. Most of the services provided have been through on campus events, parent/staff meetings at our local high school district and California Dream Act Application Workshops at local high schools.

<https://www.avc.edu/information/policies/ab540>

9. **Study Abroad Program (SAP)** Students are offered the opportunity to study in London, England or Spain (city varies each year) and Kyoto, Japan in the summer. During the 2017/2018 school year, 3 workshops were held to promote SAP and 144 students attended the workshops. 5 students went to London, England with the fall 2017 study abroad program. 1 student went to Barcelona, Spain with the spring 2018 study abroad program. (Political unrest may have contributed to the low number of students going to Barcelona in this semester). We started discussing the possibility of a campus led study abroad program to South Africa or to Ghana West Africa with our Umoja program. A brief presentation was made about Study Abroad to South Africa during the Umoja Day 2018. <https://www.avc.edu/student-services/studyabroad>

Student Life and Services (SL&S) (including ASO, Student Trustee, Student Clubs and Student

Activities Council) has consistently provided a number of clubs over the past few years. There were 24 active student clubs in 2015-2016. Based on student interest, the number of active clubs fluctuates with about a 2% increase/decrease each term. There are some clubs that are consistently active from term to term and the addition of new interests in specific majors helps bring a variety of clubs to represent a broader spectrum of our student population. ASO holds approximately 10 events per semester including "Dress for Success" and other events that allow students to interact with our community. ASO works to advocate for students and to provide leadership and governance in order to best represent the student body. In spring 2015, ASO established their peer mentorship program M.A.P.S., with 18 mentors and 7 mentees. Many of the mentees from that year promoted to mentors the following year with 9 mentors and 15 mentees. Through servant leadership, ASO, and the Hearts and Hands Pantry program has continued to expand its service in meeting the needs of our hungry and homeless student population, In 2015, ASO began a "day bag" program for students who are either "couch surfing" or living in their cars and had no way to prepare food. Since 2013-2015, on average, 22 students per term take advantage of the day bag program and an average of 28 students per term take advantage of the grocery distribution opportunity, inclusive of intersession and summer terms. <https://www.avc.edu/student-services/studentlife>

<https://www.avc.edu/student-services/studentlife/aso/>

Student

Activities Council (SAC) has been hosting many events and activities that seek to engage, motivate, educate, and build more meaningful connections for students to AVC.

With funded support from ASO, \$10,000 in 2014-15, \$11,000 in 2015-16, \$?? In 2016-17, and \$?? in 2017-18. SAC has planned and implemented a variety of events including Bingo, National Coming Out Day, Cinco de Mayo festivities, Scrabble Day, etc. Each of the different events covered diverse topics to engage, educate and celebrate our student population.

In Fall 2012, each enrolled student at AVC began paying a **Student Health Services (SHS)** fee. Since 2012-13 school year, we have been successful in receiving Kaiser Grant funding and together these funds have provided an opportunity to provide direct physical and mental health services to our students as well as dental care and health education and programming. At the inception of providing health services, the Antelope Valley Community Clinic was the provider. In successive evaluations of these services, students expressed the need for increased access and availability of the health services provided. In collaboration with CSUB – AV, an MOU was created to partner with their Health Services Department to provide direct medical and mental health counseling services to our students. As of Fall 2016, students had greater access to physical and mental health services through the CSUB-AV Shared Services provider. Students have access to more available hours and more days per week to take advantage of these services with the addition of another mental health professional and services expanded to the Palmdale Center. .

Dental Services were implemented as of October 2016 through Western Dental Center and saw on average 12-15 students per month. Suicide Prevention and outreach through the Interactive Screening Program (ISP) launched December 2018. The screening program for suicide awareness was outreached to initially over 2,000 students and again at the start of the Spring 2019 semester to over 7,000 students where students are asked to complete a voluntary questionnaire and can be connected to a mental health counselor to help connect them to needed resources.

As a part of the training to our campus with regard to Mental Health awareness, prevention, and management; we have continued our partnership with Mental Health of America. An 8-hour training for faculty, staff and some students prepares us to better identify students who may be at-risk and brings awareness of community services and available resources. The demands for mental health services and support will be affected by the number of students enrolled. Through this partnership, more than 150 staff and faculty have been trained across the campus.

In 2014 a collaborative grant was written with Valley Oasis to provide education, awareness and direct supportive services for sexual assault prevention in accordance with Title IX laws. Three days a week a sexual assault advocate is on campus to provide assistance, programs, and workshops to the campus community. In Fall 2016, this collaborative team, along with the Crezca Theater Group and the high

school district, produced an original workshop entitled “Meaningful” that addressed the topic of sexual abuse in a family scenario that was performed in front of 400 audience members.

In 2016, AVC Student Health Services received the Truth Initiative Grant, in the amount of \$10,000, to create a smoke-free campus. Efforts were put in place for programs and services as well as the implementation of policy changes to make AVC a smoke-free campus in July 2018. <https://www.avc.edu/student-services/health>

The Behavior Intervention Team (BIT/CARE) provided intervention to approximately 87 cases of concern on campus connecting students to beneficial resources and supports and providing care in helping students overcome barriers to their academic success.

The success of **Students on the Academic Rise (SOAR) High School** has continued to be far reaching. Both at the state and national levels SOAR success has been far-reaching. The list of awards continues to grow and in 2012 Title I Academic Achievement Award was earned. In 2013, SOAR was awarded the California School Board Association Golden Bell (Award for Outstanding Accountability and Assessment). In 2015 many awards were earned including US News and World Report America’s Best High Schools, 2015 California Gold Ribbon School, 2015 National Blue Ribbon School (Exemplary High Performing School), 2015 Title I Academic Achieving School. In 2017, SOAR had already been received the AVID Schoolwide Site of Distinction. The years we are covering are 2011 to 2016.

In 2013-14, SOAR Invent Team went to MIT and was invited to the White House to present their alcohol detection bracelet. This work has brought the attention of MIT to the Antelope Valley and AVC and SOAR has hosted the Jr. Invent Teams for all over Southern California for a completion in 2016 and will host again in 2017. The number of students graduating and transferring to schools all over the nation has been outstanding and most of them attend with scholarships, including full ride to schools such as Princeton, Stanford, and many UCs and CSUs.

In 2016 the SOAR 10 year anniversary and the celebration brought together graduates and dignitaries who helped support the program. At this event the SOAR Endowment Scholarship was launched to help financially support our students in their academic goals.

<https://www.avc.edu/academics/avsoar/>

Commencement continues to be the preeminent event of the year, providing the platform for our community to celebrate the significant achievements of our graduates. In the past four years, more students have participated in the Commencement ceremony. In 2016, there were 2,662 degrees and certificates awarded to 1,470 students, the highest ever in the history of the institution. Approximately 550 of these students participated in the Commencement

ceremony. Over the years, we have expanded access to the ceremony by adding online broadcasting as an option for family and friends to watch their love ones graduate.
<https://www.avc.edu/commencement>

1.3. Check each Institutional Learning Outcome (ILO) supported by the program.

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

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.

X Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.

X Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.

X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.

X Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.

X Goal 5: Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2018-2021 as of fall, 2018.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

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| Strengths | <p>Student Life and Services creates an atmosphere where students are engaged and involved, and staff is able to identify and provide resources when needed in order to foster academic success.</p> <p>The following data points are objectives in the grant project. We are making significant progress in most areas. The baseline year for the grant is 2012-2013.</p> <p>FYE: Consecutive enrollment in the first three semesters was 68.1% at baseline and 76.8% in 2016-2017; a difference of 8.7 percentage points, the goal was 5.44 percentage points.</p> <p>FYE: The enrollment of Hispanic students in the first three consecutive semesters was 66.6% at baseline and 76.7% in 2016-2017, a difference of -4.7 percentage points, the goal was -1.55 percentage points.</p> <p>FYE: The increase in the 30-unit completion for all first year students was 62.3% at baseline and 67.7% in 2016-2017; a difference of 5.4 percentage points, the goal was 5.02 percentage points.</p> <p>FYE: The reduction in the gap for for the completion of 30 units for Hispanic students at baseline was 59.7% compared to 69% in 2016-2017; a difference of -7.9 percentage points, the goal was -2.7 percentage points.</p> <p>FYE: AVC students completing a degree, certificate or achieving transfer readiness at baseline was 44.2% and 41.8% in 2016-17; a difference of -2.4 percentage points, the goal was 4.42 percentage points.</p> <p>FYE: The Hispanic gap for completion of a degree, certificate, or transfer readiness baseline 39.8% and 41.3% for 2016-2017. The difference is -4.5 percentage points, the goal was -3.3 percentage points.</p> |
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| | <p>The outreach department is well established in our local high school district and continues to service area high school students, parents and staff. Our community outreach presence has been consistent and continuous. The establishment of the new Dreamers Center has been well received and helps to further engage the pipeline of prospective students. Our International Students program has remained consistent in it's enrollment.</p> |
| Weaknesses | <p>Student Life and Services will continue to increase engagement with students in high risk populations who do not self identify as in need of resources.</p> <p>FYE: AVC students completing a degree, certificate or achieving transfer readiness at baseline (2012-13) was 44.2% and 41.8% in 2016-17; a difference of -2.4 percentage points, the goal was 4.42 percentage points.</p> <p>One weakness for the outreach department is that a lack of staffing has caused us to turndown some workshop, tour, and career fair event request from the community.</p> |
| Opportunities | <p>Student Life and Services intends to continue to provide the support and services to empower students to complete successful academic endeavors with all needed resources.</p> |
| Threats | <p>Student Life and Services has competition from other unaccredited institutions and online programs decrease student enrollment at AVC. FYE's funding from Title V HSI federal grant expires September 30, 2019. With the increasing trend towards early college readiness, outreach and recruitment; the outreach department is missing the opportunity to get intentional and strategic information into the k-8 grades and 9-10 grades pipeline due to limited resources within the department. Whereas, outreach once consisted of a full time director, 2 full time program specialist and a full time clerical III, the outreach department has for the past 2.5 years had only a full time director and one full time clerical III.</p> |

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

The Student Life & Services Division is making adequate progress in the achievement of the goals set forth from each area. With collaborative efforts to finance the programmatic and service needs in the area we are striving to provide meaningful and intentional services to targeted populations. Foster Youth and Homeless was recently designated by the state as a priority population gaining mandatory priority registration. We have leveraged decisions such as these to provide support services to the affected students. With FYE we have created a support system for all incoming new students working across our divisional areas and across campus; engaging faculty and staff for student success, with positive results. This is also evident in the Student Equity area where faculty are aligned with high engagement activities broadening the scope of work and commitment to student success beyond the classroom. These efforts empower students to be well-rounded and advance their employability allowing AVC's Job Placement Center to be the quintessential placement resource for the Antelope Valley. AVC is the pinnacle resource for the Valley. Our Outreach efforts span in all directions including K-12 school districts, community

agencies, and businesses with an emphasis on SOAR HS. We are the educational hub for higher education in the Antelope Valley for both traditional and nontraditional students. Our partnerships with community support agencies assist in creating a holistic model of success for our students. The newly developed Veterans Resource Center establishes essential relationships and streamlines processes and access to resources for our veteran population; community partnerships are vital to the success of our students. Lastly, more than 76% of our students receive financial aid. Our Financial Aid Office has made significant advances to provide excellent customer service, online resources and financial literacy to our students and the community. They have worked collaboratively across many lines to ensure that students are knowledgeable about their options in funding their education and that they plan effectively and efficiently to adequately address the full commitment to their academic goals. Our newly developed Dreamers center working in collaboration with Financial Aid and Outreach will help increase the number of CA Dream Act applicants which has the potential to positively increase the colleges budget allocation according to the new funding formula. All of our students through student engagement opportunities are encouraged to participate in leadership, student government, clubs , special programs and services; events and activities to support their academic goals and respond to the holistic approach of wrap around services that contribute to their success.

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

We continue to make progress towards past program review goals, to include the creation of the Dreamers Center, which is a place where undocumented students can obtain the support, resources and community they may need to be successful and the Food Forward Program which brings fresh produce to campus bi-monthly in order to provide nutritious options for students and staff with food insecurity. Student Health, Veterans Resource Center, Financial Aid, First Year Experience, Student Equity, ASO, Outreach and The Job Placement have all increased resources available to our students through collaboration throughout Student Life and Services.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

| <i>Program/Area Goal #</i> | <i>Goal supports which ILO/PLO/SLO/OO?</i> | <i>Description of Goal</i> | <i>Steps to be taken to achieve goal?</i> |
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| JPC 1: Tracking student/job seekers after job fairs | Provide opportunities for students to achieve a successful job search | To connect students with employment opportunities | 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. |
| JPC 2: Creating a tracking method that is not so cumbersome through the hiring process of Student Workers | Provide opportunities for students to achieve a successful job search | To connect students with employment opportunities | JPC is also looking into a more robust platform to track that will be linked into the state employment data. This |

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| | | | platform will produce a complete form of tracking. |
| JPC 3: Improve Staff awareness of other processes and practices | Provide opportunities for students to achieve a successful job search | To connect students with employment opportunities | 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. |
| FA 1: Continue to streamline the financial aid application process and procedures with the use of technology to deliver information and aid to students in a timely manner. | FA PLO/ILO: Students can apply for financial aid and access financial aid information via electronic means. | To ensure students have their Financial Aid in a timely accurate manner | AO staff continuously reviews the placement and content of the Financial Aid TV videos. After the assessment, the staff embedded additional videos on the website for easier viewing by the students. Staff monitor how many hits the videos receive and make any changes as needed. |
| FA 2: Continue to offer one-on-one service to students to resolve issues related to receiving financial aid. | FA PLO/ILO: Students can apply for financial aid and access financial aid information via electronic means. | To ensure students have their Financial Aid in a timely accurate manner | AO staff continuously reviews the placement and content of the Financial Aid TV videos. After the assessment, the staff embedded additional videos on the website for easier viewing by the students. Staff monitor how many hits the videos receive and make any changes as needed. |
| FA 3: Provide advising, as well as financial literacy opportunities to financial aid students. | FA PLO/ILO: Students can apply for financial aid and access financial aid information via electronic means. | To ensure students have their Financial Aid in a timely accurate manner | AO staff continuously reviews the placement and content of the Financial Aid TV videos. After the assessment, the staff embedded additional videos on the website for easier viewing by the students. Staff monitor how many hits |

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| | | | the videos receive and make any changes as needed. |
| FA 4 Provide financial aid services at the Palmdale Center. | FA PLO/ILO: Students can apply for financial aid and access financial aid information via electronic means. | To ensure students have their Financial Aid in a timely accurate manner | AO staff continuously reviews the placement and content of the Financial Aid TV videos. After the assessment, the staff embedded additional videos on the website for easier viewing by the students. Staff monitor how many hits the videos receive and make any changes as needed. |
| FA 5: Continue to increase outreach efforts to “get the word out” that financial aid is available to students and increase the numbers of students applying for and receiving aid. | FA PLO/ILO: Students can apply for financial aid and access financial aid information via electronic means. | To ensure students have their Financial Aid in a timely accurate manner | AO staff continuously reviews the placement and content of the Financial Aid TV videos. After the assessment, the staff embedded additional videos on the website for easier viewing by the students. Staff monitor how many hits the videos receive and make any changes as needed. |
| FA 6: Review policies and procedures to enhance processes and focus on training and compliance of state and federal regulations. | FA PLO/ILO: Students can apply for financial aid and access financial aid information via electronic means. | To ensure students have their Financial Aid in a timely accurate manner | AO staff continuously reviews the placement and content of the Financial Aid TV videos. After the assessment, the staff embedded additional videos on the website for easier viewing by the students. Staff monitor how many hits the videos receive and make any changes as needed. |
| VRC 2: Designate a veteran-specific counselor | Students will be able to successfully navigate through the enrollment process utilizing the various Enrollment Services’ programs and activities for students success. | To provide an environment of support for veterans and their dependents and accurately certify for benefits | The Veterans Resource Center is continually registering new students and educating them on the enrollment and registration process. |

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| VRC 3: Increase staff of Veterans Resource Center; add part-time support staff | | To provide an environment of support for veterans and their dependents and accurately certify for benefits | |
| VRC 4: Create a VRC account for funding | | To provide an environment of support for veterans and their dependents and accurately certify for benefits | |
| <i>Program/Area Goal #</i> | <i>Goal supports which ILO/PLO/SLO/OO?</i> | <i>Description of Goal</i> | <i>Steps to be taken to achieve goal?</i> |
| SE 1 : Close equity gaps through programs and services offered to students. | Commitment to strengthen Institutional Effectiveness measures | To close equity gaps on our campus and provide students with resources for student success. | Review of current programs with IR to ensure effectiveness of programs and to determine additional program development that is needed. |
| SE 2: Streamline the Student Equity Program application process and procedures with the use of technology to deliver information and services to students in a timely manner. | Commitment to strengthen Institutional Effectiveness measures | To close equity gaps on our campus and provide students with resources for student success. | Review processes that students utilize to gain services and participate in programs. Use technology to create collaborative applications processes. |
| SE 3: Establish a Foster Youth Program | Commitment to strengthen Institutional Effectiveness measures | To close equity gaps on our campus and provide students with resources for student success. | Collaboration with students, staff, faculty, and other departments to create an effective program that addresses the needs of our increasing Foster Youth at AVC. |
| SE 4: Establish a thriving Umoja Community and Village. | Commitment to strengthen Institutional Effectiveness measures | To close equity gaps by providing culturally relevant programming and resources. | Provide professional development for faculty and staff interested in the creation and participating |

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| | | | <p>in the Umoja Program. Expansion of faculty and classroom supports with culturally relevant resources to teach students in the Umoja Program. Increase of other culturally relevant programming and resources for African American Students.</p> |
| <p>SE 5: Establish a thriving Puente Program</p> | <p>Commitment to strengthen Institutional Effectiveness measures</p> | <p>To close equity gaps by providing culturally relevant programming and resources.</p> | <p>Provide professional development for faculty and staff interested in the creation and participating in a Puente Program. Expansion of faculty and classroom supports with culturally relevant resources to teach students in the Puente Program. Increase of other culturally relevant programming and resources for Latinx Students.</p> |
| <p>SE 6: Collaborate with programs and the community to bring diversity and culturally relevant dialogue and performance to AVC.</p> | <p>Commitment to strengthen Institutional Effectiveness measures</p> | <p>To close equity gaps by providing culturally relevant programming and resources.</p> | <p>Expansion of team that assist to bring culturally relevant programming to Antelope Valley College and marketing of opportunities to engage in the equity process.</p> |
| <p>SE 7: To provide students with access to resources such as textbooks, transportation, child care, food, clothing, and other wraparound services.</p> | <p>Commitment to strengthen Institutional Effectiveness measures</p> | <p>To close equity gaps on our campus and provide students with resources for student success.</p> | <p>Collaborate with programs across campus and reduce the number of duplicated services. To provide effective training in those departments that provide similar services help to enhance all programming be done with an equity lens.</p> |

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| <p>SE 8: To provide professional development opportunities and support for staff, faculty, and students on and off campus.</p> | <p>Commitment to strengthen Institutional Effectiveness measures</p> | <p>To close equity gaps on our campus and provide students with resources for student success.</p> | <p>To provide effective training in to departments to help to ensure all programing be done with an equity lens. To support professional development that aligns with the campus mission of closing equity gaps.</p> |
| <p>SE 9: Increase staff of Student Equity Office to support the Programs offered by Student Equity, including Books H.E.L.P., Umoja and Puente Programs.</p> | <p>Commitment to strengthen Institutional Effectiveness measures</p> | <p>To close equity gaps on our campus and provide students with resources for student success</p> | <p>To increase staff in efforts to more effectively serve students. To increase staffing in the Equity Office to provide additional depth to the work that is being done and to increase analysis and use of data to evaluate the programs offered and to more effectively tell the story of equity campus wide.</p> |
| <p>FYE: Provide holistic approaches to support first time college students to success</p> | <p>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 EMP Goals: 1-4</p> | <p>Through peer mentors, specialized programming and partnership with faculty and academic support services</p> | <p>Utilize remaining grant resources, continue collaboration with FPDC, SSV, AHE,etc.for bridge programming and peer mentor</p> |
| <p>FYE: Provide first time college students with understanding of college pathways, and support services, connecting them to career and transfer opportunities</p> | <p>OO # 2: Students will gain support, knowledge, and confidence to move successfully through and beyond the community college experience. EMP: 1-4</p> | <p>Through peer mentors, specialized programming and partnership with faculty and academic support services, as well as college and career advising and job placement</p> | <p>Utilize remaining grant resources, continue collaboration with FPDC, SSV, AHE,etc.for bridge programming and peer mentor</p> |
| <p>Outreach / # 1</p> | <p>OO #1: Through the student life division, students will gain knowledge and confidence to strategically access and utilize resources</p> | <p>Workshops to junior and senior classes to showcase AVC and its programs • SSK</p> | <p>Activities supported the SSSP Initiative • Increased the number of students attending the Student</p> |

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| | <p>and services that enhance overall success and completion of academic and career goals EMP Goals: 1-4</p> <p>PLO: High School Students, prospective college students, will have knowledge of and effectively navigate through the admission process.</p> | <p>in-person orientation opportunities for prospective HS students • Attend high school college fairs • Provide AVC and general college materials to HS counselors and career centers • Educate and inform HS guidance staff about AVC through attendance at the monthly AVHSD head counselor's meetings and hosting the biannual HS Counselor Workshop</p> | <p>Success Kick Off • Collaborated with other Student Services departments and offices to have students successfully complete the matriculation steps • Developed on-going in-person orientation opportunities (SSW's) for both traditional and nontraditional students</p> |
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Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

| <i>Type of Resource Request</i> | <i>Summary of Request</i> | <i>New or Repeat Request</i> | <i>Amount of Request, \$</i> | <i>One-Time or Recurring Cost, \$</i> | <i>Contact's Name</i> |
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| Faculty | Counselor, Umoja Program | New | | Recurring | Rashall Hightower |
| Classified Staff | Director, FYE | New | \$152,128.35 | Recurring | Michelle Hernandez |
| Classified Staff | 2 Program Specialists, FYE | New | \$146,300.73 | Recurring | Michelle Hernandez |
| Classified Staff | Clerical Assistant III, FYE | New | \$68,706.60 | Recurring | Michelle Hernandez |
| Classified Staff | 1 Program Specialist, Outreach | New | \$73,150.36 | Recurring | Kenya Johnson |
| Classified Staff | 3 Program Coordinators, Equity | New | \$55,958.13 | Recurring | Rashall Hightower |
| Classified Staff | Technical Analyst | New | \$48,452.79 | Recurring | Rashall |

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| | | | | | Hightower |
| Classified Staff | Program Specialist, Basic Needs | New | \$73,150.36 | Recurring | Jill Zimmerman |
| Technology | | | | | |
| Physical/Facilities | Puente Community Space | New | \$50,000 | One-Time | Rashall Hightower |
| Supplies | Office and Programming Supplies | New | \$20,000 | Recurring | Michelle Hernandez |
| Professional Development | AVID for Higher Education (FYE) | New | \$20,000 | Recurring | Michelle Hernandez |
| Other | Student Workers | New | \$90,000 | Recurring | Michelle Hernandez |
| International Students Program Recruitment Budget/ Travel and Festivals/ Fairs | International Students Program Recruitment Budget | New | 15,000 | Recurring | Kenya Johnson |