

2015 Annual Performance Report

Submitted: __

ANTELOPE VLY CMNTY COLLEGE DST

Name of College/University

P031S140154

PR Award Number

109350

Unit Identification

Primary contact information:

Name Michelle Hernandez

Title Director, Student Activities & Community Outreach

Phone 6617226300

E-mail mhernandez@avc.edu

Title V - Developing Hispanic-Serving Institutions

Department of Education Grant Program

Making the Critical First Year of College a Safe Bridge to Degree Completion for Hispanic and Other At-Risk Students

Project Title

2-year Public

Type and Control of Institution

Year 1

Grant Year

Authorized Representative:

Name Ed Knudson

Date 02/01/2016

Phone 6617226300

E-mail Eknudson@avc.edu

Section 1: Executive Summary

The purpose of the legislation that established the Title V program is to "expand educational opportunities for, and improve the academic attainment of Hispanic students; and expand and enhance the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary education."

- A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title V program.
1. The impact of the Title V grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

As one of California's oldest community colleges, Antelope Valley College (AVC) has made strides serving students across a vast 2,000 square mile service area. Promising, though piecemeal, efforts have not adequately closed the equity gap for its underprepared Hispanic and low-income students who rarely achieve the watershed full year of college-level transferable credit. Rigorous institutional planning and research by AVC led to this multifaceted, single-activity project marshalling college-wide stakeholders into a common vision for student success in the vital first year. Using the evidence-based AVID for Higher Education (AHE) as a cornerstone, AVC is building a better bridge to completion via critical momentum points, optimally serving its high-need students and fully addressing both Title V priorities.

Although year one of our grant got off to a slow start due to late notification, we were able to gain momentum and have now made significant progress toward achieving our project objectives. During year one, we established a core group of faculty and staff to be a part of the Title V Project Team. The Project Team is responsible for the continued momentum of the development and implementation of the First Year Experience program and the collaborative use of the AVID for Higher Education strategies. Additionally, we have composed a steering committee to assist in decision making with regard to policies and program implementation that will lead to systematic and cultural change across the institution.

In summer of 2014 and 2015, Antelope Valley College (AVC) sent 17 members of our staff to the AVID for Higher Education (AHE) Summer Institute; representing academic faculty, counseling faculty, the learning center (tutorial/learning specialist) staff, administrators and classified staff. The Summer Institute is AVID's annual professional learning event for AVID members. At the conclusion of each institute, a campus plan for implementation is developed outlining the planning, analysis of existing programs and development of new programs and services needed to develop a successful AVID AHE program at AVC and become AVID certified. We currently have developed our AVID Campus Plan 2014-15 as well as our 2015-16 plan in accordance with the AVID certification process. Throughout the year, six professional development opportunities were provided on campus in which 59 faculty across the academic disciplines participated. Members of the campus who attended the AVID Summer Institute are active trainers to other members in their departments and across campus.

We have identified faculty in Math, English and Reading who were trained and who are acting as liaisons within their disciplines. Human Development 101 "College and Life Management" has been identified as the "AVID First Year Seminar" course and faculty in this area have also been trained to implement the AVID strategies. Students who attend our pre-registration events are strongly encouraged to register for the HD 101 course as well as the basic skills courses prescribed by their assessment score results.

We have developed outreach strategies for the First Year Experience program and plan to pilot test in the high school district during regular meetings with the guidance professionals, presentations during the Student Success Kick Off and as part of the regularly scheduled events and activities. The Student Success Kick Off is an extended orientation service provided for all incoming high school seniors. We have purposed program specialist positions to be in the field with the high school students providing information about the skills needed to succeed in postsecondary education and the benefits of participating in a First Year Experience Program like the one offered at AVC..

A peer mentoring program was developed in year one and 7 AHE peer mentors were hired to provide mentorship and services for the 137 students who were accepted from the 152 applicants for the fall 2015 term. The applicants were 27% Hispanic, 28% African American, 28% low income and 57% first generation college students.

17 students registered for the HD 101 course in the summer of 2015 and 36 students registered for the HD 101 course in the fall 2015. Students were also enrolled in the following basic skills courses: 23% in English; 31% in Math; 15% in Reading All 152 students were required per the 2012 Student Success Act to also complete their application, orientation and assessment. Upon completion of their assessment, the abbreviated education plan was generated for them. These education plans were slated to be used in their peer mentor meetings and in registration events. Students participating in the program received a special code on their record allowing them to receive an earlier priority registration appointment for the upcoming terms.

Also in year one, a summer bridge program was developed and the first pilot test was conducted. 46 students attended the summer bridge event the week prior to the start of the fall term where students received important and valuable information as well as built connections with other students, peer mentors, faculty and staff. Presentations and activities that had been developed were delivered on topics such as "High School vs. College", Career and Transfer Education, Goal Setting and Planning, Self-Development and Self Advocacy, Money Management, AVID Socratic Seminar; Campus Tours and Technology, and Healthy Relationships.

2. How has the grant helped to carry out the mission of the institution?

AVC Mission: “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.”

The grant has assisted in carrying out the mission of the institution through increased resources to develop effective First Year Experience programs and services to ensure our students succeed in obtaining their educational goals. AVID For Higher Education provides both faculty and staff professional development that builds on the in-depth pursuit of critical thinking and curriculum understanding necessary for students to be more successful in the course load. These tools are at maximum synergy when the students and the faculty, along with staff are speaking the same vocabulary and are like minded in the goals to be achieved in the course.

The grant has allowed for the development of AVID AHE strategies to ensure the success of the students and the collaboration necessary across the campus to support them.

B. The following information documents the institution's experience with the grant as reported during the current reporting period.

Discuss the long-range impact Title V has had on your institution's capacity to fulfill the goals of the legislation.

Since 2000, Antelope Valley College has been successful in securing four Title V Grants and two Title III Part F HSI STEM Grants. Over those year, we were able to significantly improves our basic skills rates; success and retention rates. We improved the participation rates of Hispanic students from 15% to 50%. Success and retention rates gap between Hispanics and Whites have been all but eliminated from 2004 to 2015. In 2004, the gap was more than twenty points. To date, we have been able to build up a \$1.2 million endowment.

How would you improve or change the Program (e.g., customer service, allowable activities, regulations, statute)?

I would improve the Developing Hispanic-Serving Institutions Program through a new project director’s conference that alternates from coast to coast and allows veteran directors to interact with new directors providing guidance and information on the grant management process.

Section 2: Accreditation

Accreditation

Institution's primary accrediting agency.

X Western Association of Schools and Colleges

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Making the Critical First Year of College a Safe to Degree Completion for Hispanic and Other At-Risk Students**

Total \$ spent on this activity during the current reporting period: \$157,892.89

Focus Area: *Student Services and Outcomes*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	116,451.40	74
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0
Tutoring, counseling, and student service programs designed to improve academic success.	41,441.49	26
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishment or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0
Total Expenditure For This Activity	157,892.89	100%

Process Measures for “Making the Critical First Year of College a Safe to Degree Completion for Hispanic and Other At-Risk Students”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

LAA Category: *Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.*

Did the number of faculty trained in new or alternative teaching techniques increase?	Yes
<i>If yes:</i> Start # of faculty trained <u> 0 </u> End # of faculty trained <u> 18 </u> Application Objective # <u> 21 </u>	
Did the number of faculty developing new curriculum increase?	Yes
<i>If yes:</i> Start # of faculty <u> 0 </u> End # of faculty <u> 2 </u> Application Objective # <u> 7 </u>	
Did the number of faculty developing new teaching techniques increase?	Yes
<i>If yes:</i> Start # of faculty <u> 0 </u> End # of faculty <u> 2 </u> Application Objective # <u> 7 </u>	
Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?	Yes
<i>If yes:</i> Start # of faculty <u> 0 </u> End # of faculty <u> 18 </u> Application Objective # <u> 21 </u>	

LAA Category: *Tutoring, counseling, and student service programs designed to improve academic success.*

Did the number of tutors increase?	Yes
<i>If yes:</i> Start # <u> 0 </u> End # <u> 7 </u> Application Objective # <u> 7 </u>	
Did the quality of tutors increase?	Yes
<i>No standardized data elements</i>	
Did access to tutors increase?	Yes
<i>No standardized data elements</i>	

Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start # <u>999</u> End # <u>999</u> Application Objective # <u>999</u>	

Focus Area: Student Services Outcomes

This section depicts institutional outcomes that can be categorized in the Student Services and Outcomes focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

Has the institution's retention rate improved?	Yes
<p>Cohort: <u>This is college-wide rates for Fall 2013 and Fall 2014</u></p> <p><i>If yes:</i></p> <p style="padding-left: 20px;">Initial rate <u>86</u></p> <p style="padding-left: 20px;">Final rate <u>87</u></p> <p style="padding-left: 20px;">Goal <u>90</u></p> <p><i>I would like to provide a brief supporting statement:</i> Rates are Fall 2013 86.4% and Fall 2014 86.9% according to the data mart.</p>	
Has the GPA of students who participated in other student services programs increased?	Will report next year
<p>Cohort: <u> </u></p> <p><i>If yes:</i></p> <p style="padding-left: 20px;">Initial GPA <u>0</u></p> <p style="padding-left: 20px;">Final GPA <u>0</u></p> <p style="padding-left: 20px;">Goal <u>0</u></p> <p><i>I would like to provide a brief supporting statement:</i></p>	

Section 4: Project Status

Continued funding requires evidence of substantial progress towards meeting the activity objectives. Below is a list of objectives for each activity carried out over the current reporting period of the grant.

ACTIVITY: Making the Critical First Year of College a Safe to Degree Completion for Hispanic and Other At-Risk Students

On-Schedule Activity Objectives

Identification of basic skills faculty (cohort 1) and gateway faculty (cohort 2) to pilot test new support strategies is 100% complete.

AVC AVID team is 100% established.

Self-study for AVID certification

AVC's bridge to post-secondary program meets 100% AVID for Higher Education

Development of enhanced outreach plan for AVC's FYE is 100% complete

AVID First Year Seminar is 100% developed and cohort link to Reading, English, and Math are established

AVC's AVID Center is 100% designed, developed and launched and ready to support first year AVC students

Changes in Objective Schedule

Below are statements with data and references to goals stated in the grant application as appropriate to support and explain the need for objective schedule changes.

Activity Objective(s)	Reason(s) for Change	Expected Completion Date
Purchase and installation of lab equipment for Math Lab is 100%	Delay in the approval process for architectural plans required to prepare the room that will house the lab equipment. Currently awaiting in approval from the state architect's office	09/01/2016

Section 4: Budget Summary

Category	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	\$0.00	\$328,917.80	\$81,624.75	\$0.00	\$247,293.05	\$292,230.00	No
Fringe Benefits	\$0.00	\$92,557.20	\$27,706.74	\$0.00	\$64,850.46	\$78,902.00	No
Travel	\$0.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$3,000.00	No
Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Supplies	\$0.00	\$50,585.00	\$11,949.32	\$0.00	\$38,635.68	\$45,860.00	No
Contractual	\$0.00	\$39,934.00	\$117,658.19	\$0.00	(\$77,724.19)	\$39,934.00	No
Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Endowment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$55,000.00	No
Total	\$0.00	\$514,994.00	\$238,939.00	\$0.00	\$276,055.00	\$514,926.00	

Section 4: Budget Summary Narrative

This section provides an explanation of budget changes, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to the budget including a description of any significant changes to the budget resulting from modifications of project activities.

Once awarded, Antelope Valley College noticed that the Project Director was funded at 50% per the grant award letter and proceeded at that allocation thus creating a deficit in the amount of money expended for this line item. Our original intent was to have 100% project director, so as for year 2 we will budget according to the original figure.

The Program Specialist required a search and selection process. The Program Specialist began March 2015. The position was then vacated October 2015 due to other professional opportunities afforded to the individual in that position.

The math lab is delayed in the approval process for architectural plans required to prepare the room that will house the lab equipment. Currently awaiting in approval from the state architect's office.