

## **Comprehensive Program Review Self-Study Report**

Please provide the following information. Respond NA to questions which are not applicable to your division/program/area. The self-study reports of all programs/areas will include responses to Areas 1-7. Self-study reports of academic divisions will include a division overview in Area 1 and analysis of each discipline in Areas 2-7.

**Division/Program/Area Name:** Office of Institutional Advancement and Foundation

**Year:** 2012

### **Area 1 - Division or Program Overview**

1.1 Briefly describe how the division or program supports the district mission. If the division/program mission has changed in the past four years, please discuss the reason.

Advancement is a systematic, integrated method of managing relationships in order to increase an educational institution's support from its key outside constituents, including alumni and friends, government policy makers, the media, members of the community, and philanthropic entities of all types. The primary core disciplines of educational advancement are alumni relations, communications, marketing, and development (fund raising). Working together, the Advancement and Foundation Office supports the Antelope Valley College mission to provide quality, comprehensive education for a wide variety of learners, committed to student success, offering value and opportunity for all members of our community. Our ability to build partnerships and increase resources for the college directly contributes to the college's mission.

The mission of the AVC Advancement and Foundation Office is to advance and promote Antelope Valley College, enriching the lives of community members and involving them in Antelope Valley College's future.

In support of this mission, the role of the Institutional Advancement and Foundation Office is to develop and nourish the financial, political and public support of educational institutions through:

- Development (fund raising) with funds going through the AVC Foundation, a 501(c)(3)
  - High level business networks
  - Corporate connections and support
  - Community awareness and college visibility
- Alumni programs
- Public Relations
  - Media Relations
  - Governmental Relations
- Marketing and Communications
  - Publications
  - New media – Web and other emerging technologies

The vision statement for the AVC Foundation is “To be the most effective foundation in the Antelope Valley stimulating the entire region in support of Antelope Valley College.” Its mission is to increase the resources, raise funds and create friends and partnerships to support the mission of Antelope Valley College.

The mission of the Public and Governmental Relations area is to advance the interests of AVC through effective communication with our publics and advocating positions on matters of concern.

The public and governmental relations focus is interrelated with alumni and development efforts, for it is difficult to engage prospective donors and alumni in the life of the college without the appropriate marketing, communications and public relations. This synergy can help to maximize the success in achieving our operational outcomes.

1.2 Place an “X” by each Institutional Learning Outcome (ILO) supported by the division or program.

- X Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
- X Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
- X Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.
- X Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.
- X Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
- X Identify career opportunities that contribute to the economic well-being of the community.

1.3 After completing Areas 2-7, prepare a one page summary of the program/division. Interpret the significance of the findings. Note the program’s strengths, weaknesses and opportunities for improvement.

## Institutional Advancement and Foundation Summary

The Advancement and Foundation Office is working very efficiently and effectively, especially considering the growth of the programs and the lack of both human and financial resources.

Strengths include increased fundraising, increased community awareness, and increased support for the college through the AVC Foundation (more than \$7 million has been raised since the Executive Director of Institutional Advancement and Foundation was hired in 2002). The college seems to have a better understanding of the role and need for the advancement office. The Public and Governmental Relations function continues to be strong, with increased plans for stronger “lobbying” efforts through our governmental relations area. The Website is also significantly improved than 2009, and is growing into new media and other significant technology functions.

Lack of human and financial resources and physical space have severely limited our ability for growth and to more significantly support AVC, both financially and through our marketing and communications efforts. The Institutional Advancement and Foundation Office is the only revenue-generating function for the college, and as such requires additional investment in resources to achieve even greater success. The Executive Director is one of the few educational administrators that does not have an administrative assistant, and the need for community relationship building that is endemic to this position can no longer be supported by sharing the assistant to the Director of Public and Governmental Relations.

Studies have shown that for each full-time development officer added to a development office, an additional \$250,000 to \$350,000 is raised. While the AVC Foundation generously funds both an accounting assistant II and the development officer (50%) positions, a full-time grant writer for the district should be hired to focus on the private, corporate and foundation grants that could greatly benefit AVC’s funding stream. In addition, funding for professional development/training in the entire office is critical.

The growth of the scholarship program (from \$28,000 awarded in 2002 to more than \$140,000 in 2013) demands a full-time position, rather than the current 50% position, and an addition of a permanent classified support person. In addition, funding for a scholarship software program is required to help us manage the scholarship program as the additional applications and scholarships awarded grows to an unmanageable level.

The frozen Coordinator of Communications Design position and the decrease of publications budget inhibit our ability to provide additional effective branded marketing materials. The college’s graphics designer, who by all marketing standards should report to our college’s marketing and branding department in the Advancement Office, should more formally (by virtue of reporting to our office) be tied to our Web site design and publications to better leverage the external relations.

Finally, the lack of physical space makes it extremely difficult to managing the growing and successful program that Advancement and Foundation has become. The conference room will shortly be turned into a scholarship office with two student work spaces, leaving any additional students to work off of a laptop or at any empty desk they can find. Technology has not been replaced in more than 5 years, and many of our computers can no longer support the latest software needed to do our jobs.

The knowledge advancement and foundation strategies of the next college president, and support from the faculty, staff and Trustees, will play a key factor in the success of Advancement and Foundation Office to mitigate future financial shortfalls.

1.4 Name of person leading this review.

Bridget Razo, Executive Director

1.5 Names of all participants in this review.

Bridget Razo  
Leyla Barber  
Stephen Burns  
Sylvia Castro  
Brenna Humann  
Jim Reddish  
Sandi Rogers  
Steve Standerfer

**Area 2 - Data Analysis**

All programs will complete Areas 2-7. In academic divisions Areas 2-7 will be completed by each discipline; please identify the discipline.

Longitudinal data

District headcount and FTES  
Division headcount and FTES  
Discipline headcount and FTES  
Student PT/FT enrollments  
Number of sections offered by location/distance education  
PT/FT faculty ratio by LHE  
Efficiency (measured as FTES/FTEF)

Data about student progress

Student achievement: success, retention and term to term persistence  
Progression through remedial courses  
Program completion  
Degree/certificate completion rate  
Transfer rates to 4-year institutions  
Licensure exam results  
Job placement/post training

2.1 Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your program.

Note: This is question number 5 in the annual update template.

The 15 percent decline in headcount over the past five years has not affected our program. The functions managed by the Advancement and Foundation Office are relevant and needed regardless of the student headcount. The fund raising efforts have continued to increase over the last five years, which increases the availability of private, corporate and grant funding for our students, faculty and staff regardless of headcount. The marketing needs through Public and Government Relations must be continuously supported to ensure ongoing and sustained positive relationships with the community, alumni, donors and government officials.

2.2 Please review the five year trends in course offerings, faculty ratios and efficiency provided on the web link. Comment on trends and how they affect your program.

Not applicable

2.3 Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence between ethnic, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Note: This is question number 6 in the annual update template.

Not applicable

2.4 Analyze changes in student achievement and achievement gaps (demographic and/or mode of instructional delivery) over the past four years. Cite examples of discussion of data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in student achievement gaps between groups. Note: This is question number 7 in the annual update template.

Not applicable

2.5 Analyze and summarize trends in student progression through remedial courses, if applicable.

Not applicable

2.6 List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted program completion as well as degree and certificate completion rates.

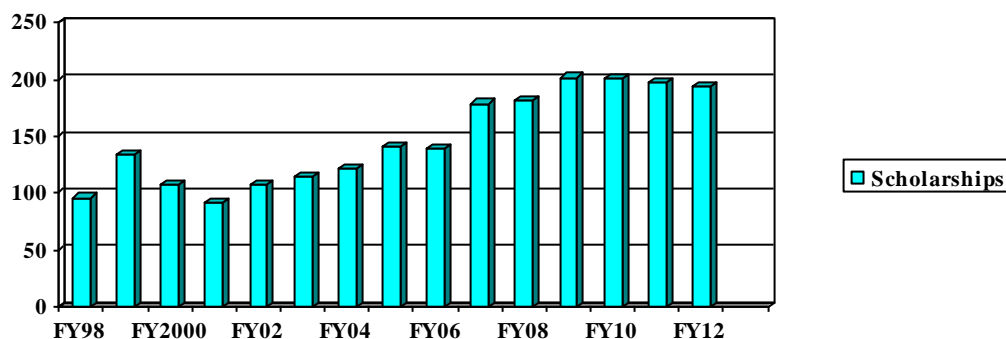
Not applicable

2.7 Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results and job placement/post testing.

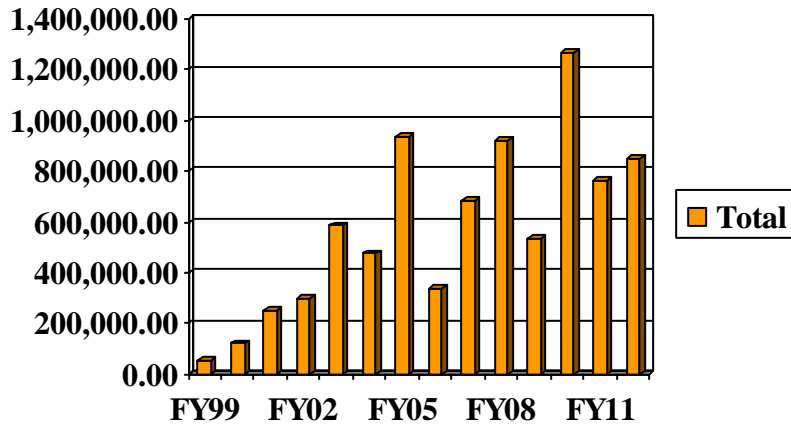
Not applicable

2.8 Report and analyze program data showing the quantity of services provided over the past four years. (e.g. number of students served, books sold, employees hired, acreage maintained).

<u>Year</u>	<u>Amount Awarded</u>	<u>Number of Scholarships</u>	<u>Number of Donors</u>
2010-11	\$120, 150	197	73
2011-12	\$120,800	194	73

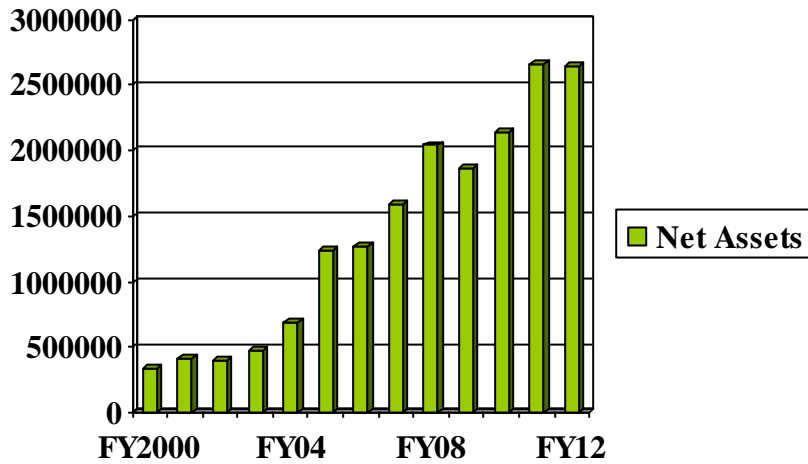


**Gifts Received**



	FY2000	FY02	FY04	FY04	FY08	FY10	FY12
Annual Totals	\$121,069	\$296,925	\$475,240	\$475,240	\$918,912	\$1,268,630	\$847,878

**Net Assets**



	FY2000	FY02	FY04	FY06	FY08	FY10	FY12
Donors	\$335,007	\$403,532	\$697,868	\$1,274,379	\$2,042,313	\$2,092,834	\$2,781,536

**Gift processing (by calendar year)**

<b>Year</b>	<b>Gift entries a month</b>	<b>Average a week</b>	<b>Average a day</b>
1999	231	5	0-1
2001	611	13	3
2002	936	20	4
2003	1355	28	6
2004	1559	32	6
2005	1292	27	5
2006	1655	34	7
2007	1674	34	7
2008	1597	33	7
2009	1970	41	8
2010	2074	43	8
2011	1963	41	8
2012	2165	45	9

Estimated gift processing hours as of October 2012 (DPO):  
2 to 3 hours a week

Estimated thank you letters processing (DPO/Microsoft Word):  
2.5 hours a week

Estimated accounting services follow by gift processing (QuickBooks):  
2 hours a week (other accounting services not included)

**AVC Database Management and Services by Advancement Office**

<b>Year</b>	<b>Number of records</b>
2002	346
2003	2,024
2004	3,155
2005	3,302
2006	3,395
2007	3,442
2008	3,690
2009	-Data Merge Project by Adv. Office- -Number unknown, housed w/mail house-
2010	-Number unknown, last year housed w/mail house-
2011	8,241
2012	8,367

In October 2012, the AVC Advancement Mailing Request Form was created and approved in order to manage the increasing number of mailing requests and maintenance demands. Form was approved by the Executive Director and Public Relations Director.

Annual Campus Mailings Requests to be tracked by Mailing Request Form:

1. Ground openings, building or naming dedications/receptions
2. Bench dedications
3. Weekly tax-deductible donor thank you letters
4. Community, Alumni events (such as Kaiser Show, Alumni JetHawks Day)
5. Alumni relations data
6. AVC newsletter
7. AVC Annual Report
8. Slam Dunk Golf Tournament Fundraiser
9. Football BBQ Touchdown Club Fundraiser
10. Performing Arts Season Catalog/Brochure
11. Specific request for college performances (Madrigal Dinner, etc.)
12. Invitations for AVC Retirees
13. Foundation Annual Giving
14. Foundation End-of-yr Dinner
15. Foundation Donor Recognition Holiday Party
16. Achievement Awards solicitations, invitations, donor recognition packages
17. Scholarship Program (Breakfast, Convocation, Donor recognition)

**News releases distributed to the news media**

2003-04	98
2004-05	81
2005-06	99
2006-07	80
2007-08	63
2008-09	84
2009-10	129
2010-11	103
2011-12	42

**Campus Updates e-mailed to the campus**

2003-04	56
2004-05	60
2005-06	54
2006-07	58
2007-08	67
2008-09	75
2009-10	88
2010-11	95
2011-12	91

AVC website

Aug. 18-24, 2008



Visits	42,440
Page views	55,209
Pages/Visit	1.30
Avg. Time/Site	1:45 min.
Visitors	19,399
Direct Traffic	65.84%
Search Engines	29.96%
Referring Sites	7.15%

Aug. 17-23, 2009

Visits	53,868
Page views	154,820
Pages/Visit	2.87
Avg. Time/Site	3:19 min.
Visitors	22,468
Direct Traffic	45.71%
Search Engines	41.94%
Referring Sites	12.35%

Aug. 16-22, 2010

Visits	73,799
Page views	180,460
Pages/Visit	2.45
Avg. Time/Site	3:28 min.
Visitors	29,305
Direct Traffic	49.3%
Search Engines	34.4%
Referring Sites	16.2%

Aug. 15-21, 2011

Visits	77,723
Page views	177,174
Pages/Visit	2.28
Avg. Time/Site	3:43 min.
Visitors	31,804
Direct Traffic	42.4%
Search Engines	40.5%
Referring Sites	17%

Aug. 13-19, 2012

Visits	78,847
Page views	196,228
Pages/Visit	2.49
Avg. Time/Site	3:47 min.
Visitors	35,564
Direct Traffic	41.5%
Search Engines	41.3%
Referring Sites	17.2%

## **Spring to spring comparison**

In a more recent comparison of spring semester usage, we looked at the same time period at the start of the spring 2011 (Feb. 7-13, 2011) and spring 2012 (Feb. 6-12, 2012) semesters. AVC reflected significant year-to-year increases in all but one major category:

- Pages/Visit: The number of pages people are opening per visit has gone up 6.98 percent (2.32 pages vs. 2.17 pages) indicating more rich content and engagement.
- Average Visit Duration: This has gone up 28.74 percent (3:54 minutes vs. 3:02 minutes) indicating more engaging content versus previous year.
- Percent of New Visits: Rose by 22.60 percent (24.3 percent vs. 19.82 percent) indicating more new people are coming to the site. However, in the lone negative statistic, our visits drop 2.7 percent (108,962 vs. 111,982).
- Bounce Rate: This dropped by 5.25 percent (62.54 percent vs. 66.01 percent) meaning people are staying on our site when they land on a page, which demonstrates that AVC's content is something visitors want.

## **Newspaper coverage**

During May 2012, the college received 408 column inches of free coverage in the most widely circulated newspaper, the Antelope Valley Press.

Press clip counts (Excludes sports coverage and paid advertising)

May 2012	408 column inches
May 2011	348 column inches
May 2010	366 column inches
May 2009	295 column inches
May 2008	425 column inches
May 2007	223 column inches
May 2006	604 column inches
May 2005	551 column inches
<u>May 2004</u>	<u>504 column inches</u>
Average	413.8 column inches

## **Area 3 - Outcomes**

- 3.1 Analyze changes in student learning outcomes (SLOs) and program learning outcomes (PLOs) assessment results over the past four years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in the learning outcomes.

Note: Changes in learning outcomes are discussed in question 9 in the annual update template.

Not applicable

- 3.2 Analyze the assessment results of operational outcomes (OOs) over the past four years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in the improvements in the program. Note: Changes in OOs are discussed in question 9 in the annual update template.

## DEVELOPMENT AND ALUMNI RELATIONS

### **Operational Outcome 1:**

**Provide additional resources for the college by conducting annual, capital and endowment campaigns and overseeing the grant request process.**

#### Resource Development

The Advancement and Foundation Office has continued to increase donations to the college, both cash and in-kind. Cash donations between 2009 and 2012 increased by nearly 50%, from \$513,604 to \$761,933. More than 220 funds are managed by the AVC Foundation on behalf of the college, and fund managers are able to access those funds as needed to support student services.

In March, 2011, the AVC Foundation funded a half-time Development Officer, Brenna Humann, who has supported the development efforts for the college. Her assistance helped provide support for the signature event and primary fund-raiser, the AVC Achievement Awards dinner, and helped increase sponsorships, ads and in-kind donations. At this event, she also developed a new fundraising vehicle for direct classroom support, the AVC Campus Needs Pledge Sheet, which has resulted in several significant donations to direct classroom needs, from skeletal models and CPR manikins, to scholarships and textbooks.

In addition, she added support and focus for the existing AVC President's Circle, the giving circle for donors who commit \$1,000 annually to the unrestricted AVC Fund, which funds our Foundation Grants programs and our development operations. Her support has included donor calls, tours and meetings, as well as exclusive quarterly appreciation events, which have increased awareness of the giving circle in the community. Since 2009, AVC President's Circle membership has increased from 36 to 51 members, providing increased general support for the college.

The Development Officer also has been instrumental in grant writing support for several significant grants to specific projects at AVC, such as the \$17,000 Kaiser Permanente Community Benefit Grant for mental health services, and the \$25,000 Southern California Edison Community Investment Grant for STEM projects. Brenna Humann also has been able to locate directed sponsorship and advertising support for other specific programs on campus, including over \$7,000 in Job Placement sponsorships at job fair events since 2011, and \$1,600 for the "I'm Going to College" student services event. This directed support has allowed increased flexibility and program development in these campus offices.

Naming opportunities also became available with the completion of the bond projects, and the Development Officer has assisted in preparing detailed, branded collateral materials for potential donors, as well as in providing campus tours and donor meetings to secure several substantial gifts. Facilities have been named as follows:

- Whit Carter Field – Irrevocable Charitable Remainder Trust (valued at \$300-500K)
- Rio Tinto Minerals Conference Room – \$10,000
- Stephen W. Langjahr Anatomical Preparation Laboratory - \$10,000

- Lockheed Martin Aeronautics Display – Two authentic composite jet models donated in-kind, and valued at approximately \$20,000.
  - Northrop Grumman Corporation Computer Technician Laboratory – \$5,000
- In addition, over 40 naming plaques for theater seats have been sold in the new Performing Arts Center since that building's completion, sold at \$1,000 each.

In fall of 2011, Brenna Humann initiated a directed employee giving campaign that provided our first metrics with which to gauge employee participation and support for campus fundraising. That first campaign netted 95 employee donors, with 27 completely new gifts by the end of the campaign period. The program was enhanced in 2012, including a new “Because of You” campaign theme and communications, that increased the number of employee donors to 112 by the end of the campaign (though more are expected throughout this fiscal year) – a 25.9% increase. The campaign also received 43 completely new employee gifts during the campaign period – a 62.8% increase from 2011. Employee involvement continues to grow and response to the campaign has been universally positive. A branded Employee Giving Brochure and collateral materials also were produced, and AVC lanyards and collectible recognition pins were provided to donors in acknowledgement of all new and existing gifts to AVC in 2012.

This year's campaign also included speaking engagements at all available campus division meetings, encouraging faculty and staff participation in division fundraising efforts. Faculty and staff responded positively to the outreach effort to include their participation in future fundraising programs and projects within their divisions, as well as to the encouragement of their general investment in the campus fundraising methodologies of the Advancement Office.

### Scholarship Program

The scholarship program continues to grow. Scholarships have increased from \$22,000 to over \$140,000, and the number of donors has increased as well. With this success comes an added workload. In 2011 a Financial Aid Technician I was hired at 50% to replace the 80% hourly position that was needed to run the scholarship process. This was a 30% reduction in staffing during a time in which the scholarship program grew from \$109,930 to nearly \$140,000 in scholarships awarded (28%).

Since 2009, Sandi Rogers has held scholarship workshops for students to help them learn to fill out the application in a manner that would increase their chances of receiving a scholarship. Each year, prior to 2012, there were five workshops – four in Lancaster, and one in Palmdale. The attendance was approximately 100-150 students. This year (2012) the response to the workshops was so great, we held eight workshops – seven in Lancaster and one in Palmdale. Approximately 350 AVC students attended. We also held one workshop at Littlerock High School with approximately 75 students attending. In 2012 there were 313 applicants.

Every year Sandi also holds a workshop for the scholarship screening committee to help them learn to rate the scholarship applications in a way that will meet all government regulations and assure that the scholarship recipients are those students best qualified to receive the awards based on the donor criteria. There are approximately 50 people on the general scholarship screening committee and another 20-30 people on donor group committees that screen for their scholarship only. Committees are generally made up of three to seven community members, including staff and faculty as appropriate. There are also three committee members who read and rate every application and select the recipients for the scholarships with criteria that is minimal and for which most applicants would be eligible.

The scholarship screening is broken into divisions as follows:

1. Health Science
2. Math, Science & Engineering
3. Technical, Business & Accounting
4. Language Arts, Social & Behavioral Science, Visual & Performing Arts
5. All Majors

The scholarships screening committee selects the dates they wish to screen based on those divisions.

After the selection process, some donors wish to interview prospective applicants. When the selection process is completed, those students who did not receive a scholarship are sent a letter telling them to try again next year. Those students who received scholarships are called with our congratulations. At that time they are scheduled to come to a meeting with Sandi where they fill out a scholarship acceptance form and learn what is expected of them in order to receive the scholarship. All scholarship recipients are required to attend the scholarship convocation and to write a thank you letter to the donor of their scholarship.

The Scholarship Convocation is held in May. Approximately 600 people have been in attendance the past several years. Each recipient and their donors have their picture taken with the college president. During June and July, the pictures are sent to both the donors and the students.

In August and September, the funds are sent to Financial Aid for disbursement to the AVC continuing students. The funds for transferring students are sent to the four-year university where they are attending after they send proof of enrollment.

In October, a Scholarship Appreciation Breakfast is held for all scholarship donors and screening committee. Scholarship recipient volunteers attend to meet and greet the donors and a program updating donors of the events for the next scholarship season is held.

#### Donor Stewardship

##### **Annual Report/Donor Honor Roll**

A newly-designed Annual Report was created in 2010 to inform the community and donors of both the college's financials and successes and that of the Foundation. The donor honor roll was incorporated into the Annual Report, which was mailed to nearly 9,000 donors and community members.

##### **Operational Outcome 2:**

**Secure and maintain and engaged, diverse, high-level Foundation Board of Directors who will serve as the governing board for the Foundation, advocate on behalf of the college, and support partnerships and private gifts.**

The AVC Foundation Board of Directors began meeting monthly in 2011, and has had three successful presidents since Program Review of 2009. Dianne Knippel of Lockheed Martin Aeronautics, Bret Banks of the Antelope Valley Air Quality Management District, and Lena Grand Weber of Kaiser Permanente/Douglas Weber DDS.

Our board added eight new members: Dr. Stacy Bryant of the Palmdale School District, Linda Lawson of Kaiser Permanente, Celia Gray of Lockheed Martin Aeronautics, Regina Rossall of the Westside Union

School District, Cathy Shepard of the Palmdale School District, Marilyn Ayers of Bethel Christian School, Jane Frye of High Desert Medical Group, and Nathan Francis from Rio Tinto.

The diversity of our board continues to represent the entire Antelope Valley in terms of region, industry, ethnicity and gender. Advocating on behalf of Antelope Valley College, our board supports this office's efforts to create partnerships and raise funds on behalf of AVC.

Board Gender: 9 male, 19 female

Ethnicity:

White	19
African American	5
Latino/a	3
Other	1

Region:

Palmdale	10
Lancaster	13
Other	5

Industry:

Education	14
Aerospace	4
Banking	2
Health Care	5
Mining	1
Utilities	1
Publications	1

**Operational Outcome 3:**

**Create an alumni program that reconnects and engages alumni in the future of Antelope Valley College.**

This outcome is currently in progress, and we will have more concrete data to report within the next 3-4 years. Alumni identification has been difficult without Banner Advancement and the lack of staffing to focus on alumni identification and engagement. Nonetheless, efforts on the small scale have been made to identify alumni and engage them in the areas of the campus most relevant to their experiences at AVC. We anticipate that we will further engage both graduating alumni as well as students with a Student Alumni Association Program in conjunction with the college's 85<sup>th</sup> Anniversary in 2014-15.

In 2012, a donation allowed the Advancement Office to expand its alumni database to include more than 70,000 new alumni. The Advancement Office has contracted with Harris Connect to contact and update the biodata for these alumni, giving the advancement office a broader reach to engage alumni and identify prospective donors.

In addition, our Clerical III and database manager has worked with our database to generate mailing lists for the Theater dedication, the Health and Sciences Building dedication, the Stadium dedication and the Whit Carter Field naming.

The Dean of Health and Sciences has been working with our database manager to identify and generate a Nursing Alumni Association. Nearly 2,000 nursing alumni have been identified, and they were invited to the Health and Sciences dedication.

In 2005, the Executive Director first engaged the McCutcheon Era alumni. Continuing to develop this relationship with the alumni from 1952-57, these former football players have held annual reunions to which the staff as well as Foundation representatives have attended. In 2012, the AVC Foundation paid for Coach Perry Jehlicka and his wife and Foundation Board member Bill Young and his wife to attend the reunion, recognizing the class of 1952. This group has established a Foundation Scholarship Endowment and raised additional funds to create an Osher Endowed Scholarship.

#### **PUBLIC AND GOVERNMENTAL RELATIONS – Operational Outcomes**

1. Provide leadership for the college district's public information and marketing activities.
2. Raise awareness of the AVC Foundation's role in support of the college
3. Use technology to improve and increase communications about college programs and activities, create partnerships and garner support for the college with its various stakeholders -- employees, students, and the greater community.
4. Furnish accurate and timely information along with interpretations and explanations of the institution's plans and programs to all internal and external constituents.
5. Enhance internal and external communication regarding educational issues and government relations activities.

The Office of Public and Governmental Relations continues to provide leadership for a comprehensive public information and marketing program to serve the college district.

However, with a series of budget cuts in recent years, including one unfilled full-time position in communications design, the focus of the office has shifted from student recruitment to simply informative. Budget cuts have forced the college to drop the number of its class offerings during a recessionary period – a time when, historically, demand increases for education. As a result, the college has seen its peak enrollment of more than 16,000 students drop by approximately 2,000.

One measurable aspect of the public and governmental relations functions of furnishing accurate and timely information about the college to internal and external constituents (OO #4) is the number of formal communications on behalf of the college campus.

#### **News Releases**

News releases are disseminated to print and broadcast media outlets throughout the Antelope Valley resulting in coverage of the college. Media outlets include the Antelope Valley Press, Time Warner Cable's Channel 3 News, all radio stations, various weekly and monthly publications – including Spanish language newspapers – and the AVC student newspaper. Releases range from simple event announcements to extensive news and feature stories about college programs and personalities.

The college disseminates an average of 87 news releases per academic year. The annual number of news releases spiked in 2009-10 with extensive promotion of Corporate and Community Education classes. However, a policy decision by a local newspaper to stop running such promotional releases – in hopes that the college would increase its spending on advertising with the newspaper – resulted in a significant drop in the number of news releases being picked up by the newspaper. That, combined with an overall

national decline in the popularity and paid circulation of newspapers, has prompted the public relations office to seek out other means to promote the college.

### **Campus Updates**

For internal communication, Campus Updates are e-mailed to every employee on campus on an as-needed basis to provide information. The information includes coverage of board meetings, legislation, news and events. Approximately 1,200 people – including student, part-time and hourly workers -- receive Campus Updates on a regular basis.

The average number of Campus Updates distributed to the campus community has increased significantly in recent years. In the five-year period beginning in 2003-04, there was an average of 62 campus updates sent annually. In the four-year period 2008-09 through 2011-12, the annual average number of Campus Updates jumped to 87.

In 2012, the college began using Marketer software to add a new look to its Campus Updates and to expand the capabilities of circulating electronic publications to constituents. Marketer provides tools for maintaining contact lists and tracking communications.

### **Website**

With the addition of a full-time webmaster in 2008, the college has made significant strides in utilizing technology to enhance its communication efforts (OO #3, #5). One of the first major undertakings of the webmaster was to lead a web redesign process (2009) to bring about at least a modest increase in such things as number of unique visitors and time spent on site (a popular stat for commerce sites). The redesigned website was accompanied by a dramatic increase in traffic and use as reflected in the following statistics.

The website data reflects a significant increase in the number of people visiting [www.avc.edu](http://www.avc.edu) as well as the amount of time people are spending on the site – indications that the addition of personnel and resources are yielding positive results. Furthermore, increased traffic to the site through Web engines reflects on the webmaster's abilities to attract viewers.

Also, the college maintains an active Facebook page that provides the college and the public to engage in social networking, with the potential to reach thousands of Facebook users.

### **Newspaper Coverage**

The public and governmental relations function leads AVC in communicating with various external audiences through a variety of methods including use of mass media, electronic media, direct mail and personal contact. The public relations office at AVC seeks to serve as a resource to the news media, pitch story ideas and submit news releases/feature stories for publication.

Spring is one of the most active times of the year with a number of culminating activities, including graduation, employee recognition and the like. Therefore, measuring the number of column inches of news/features generated by local print media is one way to reflect our public relations efforts and efforts to shape public opinion about the college.

Overall, there's been a trend of reduced newspaper coverage – underscoring the need for other means to reach the public. This trend is reflected in the sample press clip counts over a nine-year period.



Between May 2004 and May 2007, the college received an annual average of 470.5 column inches of news coverage. In contrast, for the most recent four-year period ending in May 2012, the college received an annual average of 354.3 column inches of news coverage – a 24.7 percent reduction.

Nevertheless, the college still benefited from a significant amount of news coverage.

If the college had paid for the same amount of space it received free in May 2008 it would have cost \$12,337.75.\* Likewise, had the college paid for the space it received free in May 2012, the cost to the district would have been \$15,300 (\$37.50 per column inch daily contract advertising rate). Applying the annual average of column inches of news coverage to the current contract advertising rate equals \$15,517.50 each May since 2004.

The decline in the newspaper industry, along with the proliferation and extensive use of electronic media, reflect the need for new and more widespread efforts – such as the Web -- to disseminate information on the college.

#### **Area 4 - Stakeholder Assessment**

- 4.1 Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee and/or community surveys. Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

#### **DEVELOPMENT AND ALUMNI RELATIONS**

The 2012 Advancement and Foundation Program Review Survey demonstrated an increase in approval of the Advancement and Foundation across the board. As compared with the 2009 survey, where many of the answers were “neutral” or “agree,” the 2012 survey resulted in many more “strongly agree” responses supporting the efforts of the Advancement and Foundation Office.

More than 80% of the respondents felt the Advancement and Foundation Office was welcoming, accessible, an increase from 64% in 2009, and respond to inquiries and requests in a timely and professional manner (increased from 56% in 2009). Again, more than 80% of the respondents found that the services and information provided by the Advancement and Foundation Office personnel are accurate, useful and of high quality.

67% felt that the Advancement Office manages well the central AVC community and donor database, and 76% felt that the office communicates well with the campus and community. Our Clerical III (database manager), working with the DonorPerfect database, manages mailings for the entire college, including building groundbreakings, dedications, the Bond Newsletter, and the AVC Annual Report. The recent addition of over 70,000 alumni to our database has increased our potential reach both for community involvement and alumni giving. This important role ensures that we have the most up-to-date addresses for our alumni and friends of the college. She has also taken the lead with our Facebook messaging, and has greatly increased the reach of the AVC Foundation events and activities through this social media component.

In terms of resource development efforts, 91.7% stated they understood that the AVC Foundation is a 501(c)(3) non-profit whose mission is to raise funds and create friends and partnerships for Antelope

Valley College's educational mission. Nearly 80% felt that the fundraising efforts are effectively supporting students and college programs, and 76% felt the office is involved in effective community outreach.

There was a significant increase in the understanding of the fiduciary role of the Advancement and Foundation staff, with regard to financial transactions, accountability, IRS compliance and the management of funds. There was great satisfaction with the scholarship program (78.6%), and overall 78% understood that all fundraising must be coordinated through the Advancement and Foundation Office.

The addition of a half-time Development Officer, a half-time scholarship coordinator (Financial Aid Technician I), and the increased focus on data management by our Clerical Assistant III, and significant assistance from an hourly employee has helped to generate increased awareness, school involvement, and increases in fundraising.

Our Development Officer has assisted with our graphic and online communications, as well as the utilization of social media such as Facebook for AVC Foundation communications.

The Development Officer developed a more formal "Because of You" employee giving campaign, increasing the number of employee donors and contributions to AVC. She has supported development efforts through our AVC Fund (annual giving that is unrestricted), and our President's Circle. She has taken an important role in following up with Achievement Award Sponsorships and grants. Increasing her time to a full-time position will vastly increase the financial resources she will be able to raise.

The continued growth of the scholarship program, from \$28,000 in scholarships in 2002 to nearly \$150,000 in 2012 necessitates more time and attention to the adjudication of the scholarship process. The scholarship coordinator therefore needs to be increased to a full-time position. Donor stewardship, cultivation and management require additional time. The scholarship coordinator presents Scholarship Workshops to students in both Lancaster and Palmdale, and the events coordinated surrounding the scholarship process include a Donor Appreciation Breakfast in the fall, a Scholarship Orientation Workshop in February, numerous scholarship screening committees involving more than 50 community volunteers, and the Scholarship Convocation, which involves more than 600 attendees. In addition, a full-time clerical assistant will be needed to support these efforts as the program continues to grow.

## PUBLIC AND GOVERNMENTAL RELATIONS

In a survey conducted to assess the work and effectiveness of various advancement and foundation functions, respondents showed stronger approval for the public and governmental relations functions in 2012 than they did in a 2009 survey. A significant portion of respondents moved from a "neutral" position to approval.

A vast majority of respondents (77.3 percent) believe the public and governmental relations efforts help build a positive image of the college, compared with just 52.7 percent in 2009. In the previous survey, 37.1 percent were in the neutral position on this question, compared to just 17 percent neutral in the 2012 survey.

Furthermore, communications from the office were deemed as effective by 81.6 percent of respondents, compared to 67.9 percent in 2009.

Likewise, 73.1 percent believe the public and government relations office “effectively promotes the college’s achievements and visibility in the community” compared to just 47.9 percent in the previous survey.

The shift in so many respondents from a “neutral” position could be an indication that respondents have a better understanding of the work performed by the office and they perceive that work is effective.

However, there appears to be a need to better communicate the work of the government relations function, based on new questions added to the 2012 survey. Two questions related to the effectiveness of the government relations program garnered neutral responses in excess of 30 percent, although a majority of respondents were favorable to the effectiveness and level of service of the government relations function.

Efforts need to be made to strengthen the college’s ties with elected leaders and their staff members. Money needs to be restored to the travel budget to enable key college representatives – including trustees and student leaders -- to attend the annual statewide legislative conference in Sacramento. In the past, the college has sent sizeable delegations to the state capitol. In addition, efforts need to be made to engage officials in dialogue locally.

The college would benefit from focused, internal discussions to help drive strategic relations with legislators.

With regard to the college’s website, 67.4 percent felt it was effective at informing and creating support for the college. More than three out of four respondents (76.4%) reported they obtain information about the college from the website, [www.avc.edu](http://www.avc.edu). Only Campus Updates ranked higher (84.3 percent) as a source for obtaining information on the college.

Respondents were generally favorable to particular aspects of the website such as design (69.6%), navigation (54.5%), usefulness of content (65.9%), accuracy of content (54.4%), and contact information (58.5%).

Website navigation showed the greatest need for improvement with 25.3% of respondents rating the site’s intuitiveness, number of clicks to access pages and broken links as “needs improvement” or “poor.” The lack of a modern and effective content management system (CMS) could be partly responsible for respondent concerns in this area and, more so, in the area of accuracy of web content.

State-of-the-art CMS software was purchased by the district to improve functionality of the website. However, before the software could be installed by Information Technology Services, the CMS developer announced it had dropped the product and would no longer provide support. Among the functions provided by the CMS was one to help alert content users to out-of-date content and thus better maintain current content. The webmaster is evaluating CMS solutions in the hope of finding user-friendly software that can be readily utilized by the various web content managers across the campus.

In addition to software, there is a need for new computer hardware, particularly where the director of public and governmental relations is concerned. The director’s current computer is so outdated that it cannot utilize more current operating system software and, as a result, can’t utilize updated software such as Firefox and others.

## **Area 5 - Goals and Objectives**

5.1 Indicate the status of each goal identified in the most recent comprehensive self-study report and last year's annual report as completed, in progress or terminated.

Our goals, reflected through our Operational Outcomes, are as follows:

#### RESOURCE DEVELOPMENT AND ALUMNI RELATIONS

1. Provide additional resources for the college by conducting annual, capital and endowment campaigns and overseeing the grant request process. (in process)
2. Secure and maintain an engaged, diverse, high-level Foundation Board of Directors who will serve as the governing board for the Foundation, advocate on behalf of the college, and support partnerships and private gifts. (in process)
3. Create an alumni program that reconnects and engages alumni in the future of Antelope Valley College.(in process)

#### PUBLIC AND GOVERNMENTAL RELATIONS

1. Provide leadership for the college district's public information and marketing activities. (in process)
2. Raise awareness of the AVC Foundation's role in support of the college (in process)
3. Use technology to improve and increase communications about college programs and activities, create partnerships and garner support for the college with its various stakeholders -- employees, students, and the greater community.(in process)
4. Furnish accurate and timely information along with interpretations and explanations of the institution's plans and programs to all internal and external constituents. (in process)
5. Enhance internal and external communication regarding educational issues and government relations activities. (in process)

5.2 List program goals and objectives related to improving learning outcomes and the success of the various learner populations in completing courses, certificates, degrees and transfer requirements. Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.

Not applicable.

Immediate Term (up to 3 years)

Goal: A specific target

Objectives: Significant steps or actions needed to achieve the goal  
(Refer to Area 3)

Short Term (3 to 5 years)

Goal: A specific target

Objectives: Significant steps or actions needed to achieve the goal  
(Refer to Area 3)

Long Term (6 or more years)

Goal: A specific target

Objectives: Significant steps or actions needed to achieve the goal  
(Refer to Area 3)

5.3 List program goals and objectives related to improving operational outcomes. Consider program services, operations, assessments, collaborations, scheduling, location, technology, etc.

Immediate Term (up to 3 years)

Goal: A specific target

Objectives: Significant steps or actions needed to achieve the goal  
(Refer to Area 3)

**Goal: Embark on a multi-year (1-3 years) general campaign to raise \$1 million dollars in support of Antelope Valley College.**

Objectives:

1. Hire a full-time administrative assistant to support the Executive Director in the management of the largest fundraising campaign to date at Antelope Valley College.
2. Establish college- and community-based campaign committee.
3. Identify faculty needs to target support in the areas most critical to the campus.
4. Identify donor prospects through purchase of IWave Prospect Research (purchased by AVCF).
5. Create marketing materials specific to the branded campaign – AVC STARS (Students, Technology, Arts and athletics, Resources (facilities) and Scholarships).
6. Set up systematic campaign processes including donor identification, cultivation and solicitation for specific campus needs/projects.
7. Hire a grant writer to assist with private, foundation, and corporate grants related to campaign goals
8. Steward all gifts with the intention of repeat donations and strengthened relationships with AVC.
9. Create a donor wall in the Board Room to recognize donors at the President's Circle and higher level.

**Goal: Increase development of an Alumni and Friends program to generate partnership and increased alumni support.**

1. Develop a Student Alumni Association to involve current students in alumni programming, mentoring and networking.
2. Participate in graduation to support new alumni cultivation.
3. Celebrate the college's 85<sup>th</sup> Anniversary in 2014 with a GALA involving alumni and friends of the community.
4. Increase social media development such as Twitter, Facebook, and other non-traditional communication methods.

**Goal: Increase awareness for the college and foundation as reflected in a 5 percent increase among survey respondents in 2015 who perceive public and governmental relations office is effectively promoting various aspects of the campus community.**

Objectives: Expand the number of communication channels, particularly in electronic media, and the reach of those channels to the various publics.

Short Term (3 to 5 years)

Goal: A specific target

Objectives: Significant steps or actions needed to achieve the goal  
(Refer to Area 3)

**Goal: Increase AVCF Endowment to 4 million in support of AVC.**

Objectives:

1. Hire a Director of Alumni Relations to support alumni giving and create a strengthened Alumni Association.

2. Hire Gift Processor to support increased donations and stewardship.
3. Create an array of community and college based programming to strengthen the relationship and partnership between the community and the college, not just the college and its students.
4. Explore the development of Faculty Chairs, supported by endowment funding.

**Goal: Increase awareness for the college and foundation as reflected in a 5 percent increase among survey respondents by 2018 who perceive public and governmental relations office is effectively promoting various aspects of the campus community.**

Objectives: Expand the reach of communication channels to better inform the college's various publics.

Long Term (6 or more years)

Goal: A specific target

Objectives: Significant steps or actions needed to achieve the goal

*(Refer to Area 3)*

**Goal: Increase AVC Endowment to 5 million.**

Objective:

Hire a planned giving specialist to capitalize on the aging population and the development of estate gifts.

Prepare for a second campaign to raise \$3 million for AVC.

Increase scholarships to \$500,000 annually.

Develop a more robust alumni program, including the development of a formal Alumni Association to continue to develop supportive alumni.

## **Area 6 - Resource Planning**

If applicable, describe significant resource needs that should be addressed immediately, short term and long term. The Educational Master Plan, outcomes assessment reports and/or data analysis must provide reference information to support requested resources. If there may be safety issues, enrollment consequences or other important concerns if a resource is not provided please make this known.

6.1 List **human resources** requirements. List titles in priority order. Identify how each position is needed to improve outcomes and/or student achievement.

1. Full-time Administrative Assistant for Executive Director – required to support entire Advancement efforts, specifically fund development and board management.

Reference 2011 Educational Master Plan. Advancement Assistant was relocated to report to Director of Public and Governmental Relations in late 2011, leaving the Executive Director without an administrative assistant.

2. Increase Scholarship Manager to Full-time status – required to support continuing increase in scholarships awarded to students

Reference Action Plan and data from in Program Review.

3. Increase Development Officer to Full-time status – to sustain growing fund development to support students, faculty and the campus

Reference 2011 Educational Master Plan.

4. Full-time Grant Writer/Coordinator – to provide focused attention on Corporate and Foundation Grants

Reference 2011 Educational Master Plan

5. Full-time Gift Processor and Donor Stewardship Coordinator – required to support continuing growth in gifts to the college to ensure smooth fiscal transactions and donor relationships.

New Request. Reference Data on 2.2 of Program Review.

6. Full Time Clerical III for Scholarship Manager – to support ever-increasing scholarship applications and facilitation of adjudication process. In 2013 alone, scholarship applications have increased by 56%.

New Request. Reference Data on 2.2 of Program Review.

7. Full-time Coordinator Communication/Design – to support the increased need for college, community, governmental, and resource development efforts with the appropriate collateral materials.

Reference Educational Master Plan

8. Full-time Director of Alumni Relations and Special Events – to lend focused attention on the large prospect pool through developing relationships with alumni and friends of the college.

Reference Educational Master Plan

6.2 List **additional/updated technology resources** needed to improve outcomes and student achievement. List needs in priority order. Explain how the resources will improve outcomes and/or student achievement.

1. Purchase of scholarship software to manage growing scholarship program – Approximately \$7,000 per year.

Reference Educational Master Plan

2. Workstations for needed staff and student works, including computers.

Reference Educational Master Plan

3. Replace printer

Reference Educational Master Plan

4. Computer replacements (6 employees)

Reference Educational Master Plan

5. Photo archive (stock and campus)

New request

6.3 List **facilities/physical resources** (remodels, renovations or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order.

1. Move to a larger facility to accommodate staff, board support, events and current job duties.

2. Remodel Conference Room for more work space.

Reference Educational Master Plan

6.4 Identify **financial resources** needed to improve outcomes and/or student achievement. List needs in priority order.

1. Funding for staff (Educational Master Plan and action plan)
2. Technology/equipment support (Educational Master Plan and action plan)
3. Facilities for student workers (Educational Master Plan and action plan)
4. Funding for mailing and marketing (Educational Master Plan and action plan)

6.5 Identify **professional development resources** needed to improve outcomes and/or facilitate student achievement. List needs in priority order.

Conference training for:

Development Officer

Executive Director

Webmaster - Restoration of travel budget for staff, with a minimum of \$5,000 annually for the Webmaster

Database manager

Director of Public and Governmental Relations

Scholarship Manager

Accounting Assistant II

## **Area 7 - Recommendations and Comments**

7.1 List recommended changes to the Educational Master Plan to:

- Meet student needs.
- Respond to learning and/or operational outcomes.
- Reflect changes in the disciplines, educational methodology, and technology.
- Address external mandates such as state requirements, industry and professional standards, etc.

Clery Act

Fair political practices act

AB1440 – Transfer degrees publicizing

Section 508

WAI (Web Accessibility Initiative)

W3C standards

7.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?

Separate academic and operational program review processes to avoid confusion about the functions.