Comprehensive Program Review Self-Study Report

Division/Area Name: Information/Welcome Center (Outreach) (IWC/O)	Year: 10/2011 - 02/2015
Name of person leading this review: Michelle Hernandez	
Names of all participants in this review: Michelle Hernandez, Tina Miller, Alyce Rogers, Deanecia Wright, Marlene Santos, Jill Zimmerman	
Number of Degrees offered: N/A	Number of Certificates offered: N/A

Part 1 - Division or Area Overview

1. Briefly describe how the division or area contributes to the district 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 Information/ Welcome Center (Outreach) (IWC/O) provides opportunities for access to all members of the community through our outreach efforts at K-12 schools, community and education fairs, festivals, and local businesses. Further, we host a variety of outreach events and inclusive campus opportunities to increase the awareness of the matriculation process, the college-going culture, and knowledge of the college's programs and services. Through the attainment of the Title V Grant and the newly created First Year Experience (FYE) program, we are working with a diverse population of students to attend to their basic skills course requirements and foundational seminar for their higher education experience and career development through a holistic approach in services and programs. We have implemented Advancement Via Individual Determination for Higher Education (AHE) strategies to help further transform our campus culture by engaging all key campus members and programs in the change process. AHE impacts the expectations and behaviors of higher education students, student workers, mentors, tutors, faculty, staff and administrators through thoughtful and on-going professional development.

2. State briefly program highlights and accomplishments:
- The award of Student Success and Support Program Initiative benefits the Outreach Department.
    - Student Success Workshops (SSW) were developed as orientation follow-up, and AHE-activity filled workshops, geared towards non-traditional incoming AVC students. These workshops not only provide incoming students with the tools to kick start their success, but also introduces and connects students to other programs and services offered at Antelope Valley College.
        - During the SSW, students are given "Icebreaker" activities to encourage student engagement, peer to peer dialogue, build teamwork and community and motivates students to think outside of the box (creatively). This allows students to work collaboratively, make new friends and creates a sense of belonging by engaging with students from similar or shared backgrounds.
        - Counselors give students a brief overview of the Education Plan and process, academic expectations and progress standards, prerequisite/co-requisite processes, maintenance of priority registration, understanding the academic calendar and enrollment timelines and other issues, policies and procedures of the college.
        - The Financial Aid Representatives give presentations regarding the Free Application for Federal Student Aid(FAFSA), the online application process, grants, scholarships and alternative options open to students to aid them while attending college and financial literacy.
        - First Year Experience (FYE) program presents information about the program requirements, benefits and opportunities.
        - There is a brief overview of the Study Abroad program with the process, upcoming locations and costs.
        - Campus Life presents a detailed look at the different clubs, organizations and student support programs on campus.
        - Student are provided information on naviagating www.avc.edu and myAVC websites; including adding classes, checking grades, etc. with a Q&A section at the end.
        (Also refer to section 2.2)
- The IWC/O office is involved in a number of important programs that address the needs of our prospective student population. Including, but not limited to, the Student Success Kick Off event (SSK), an on-campus orientation follow up event for graduating high schools seniors, first year college students, entering AVC. Now in it's sixteenth year, this seven hour orientation presents general information about Antelope Valley College, counseling, financial aid/literacy, orientation presentation; includes thorough navigation of AVC's website and MyAVC, student engagement presentations, resource fair, full campus tour, and this event includes providing students with a completed abbreviated educational plan with their first semester courses and affords them priority registration. The Outreach department served just under 1200 high school students over three days, with 25 different high schools throughout the district attending over the course of the event series.
    - Each high school buses their students to the college campus for the orientation. Students attending have completed the application, online orientation, and the assessment. Upon completion of the assessment, the counseling department prepares and emails the abbreviated education plan to each student. Completion of the education plan satisfies the matriculation components for priority registration. With the attendance of the event and guidance from a counselor, the students are then more prepared to not only choose their courses for the following semesters, but also for their first year of college.
- High School Orientation (HSO) changed to Student Success Kickoff (SSK) in 2013.
- SSK moved from January to April in 2016, to capture students who have received notifications from their four year institutions of choice and to position the event in closer proximity to the registration cycle scheduled in May and the start of Summer session in June in an attempt to increase enrollment and participation in the FYE program.

- Expanded follow up activities for SSK with advent of FYE including but not limited to registration assistance event, Summer Bridge, AHE professional development and learning events, movie nights, mid semester check in, Study Jam Sessions, etc.
- **High School Counselor Workshop** (HSCW) - This event supports the ability of the high school guidance to assist us in promoting AVC to their students at each HS site. The IWC/O office has established an annual showcase of AVC programs, policies and procedures to high school counselors, pupil service technicians and other high school guidance staff, allowing them to adequately promote and prepare their high school students to attend AVC. This is a six hour workshop including breakout sessions. Breakout sessions include admissions information, academic and technical programs, education planning, matriculation processes, concurrent enrollment, student support services, student engagement programming, financial aid, partnerships and grants, etc. Lunch is provided by the college. The workshop averages more than 80+ high school guidance staff members at each event bi-annually. In 2009, by consensus and in collaboration with the High School head counselors, this event was scheduled to be every odd year rather than annually.

First Year Experience
- In 2014, we were awarded $2.5 million from the Title V Hispanic-Serving Institution federal grant for the 2014 through 2019 years, "Making the Critical First Year of College a Safe Bridge to Degree Completion for Hispanic and Other At-Risk Students." This grant has aided AVC in developing and implementing a First Year Experience Program and AVID for Higher Education (AHE).
    - The First Year Experience (FYE) Program is currently under development. 2014-2015 was designated as a planning year and 2015- 2016 is year one of program implementation. Currently there are 140 students enrolled in the program. This program is aimed at traditional incoming students who are first-generation and members of underrepresented populations. The primary goal is to assist students in building a firm foundation for success that will support students during their first year of college at AVC, through to their transfer experience and beyond; with transferable intellectual skills that will assist them in their careers and life in general.
    - AHE implementation and training begins with counselors and student services staff, peer tutors, peer mentees, including interested faculty members. From 2014-2016 we have offered 12 AHE training opportunities on campus, have sent 2 teams to AHE Summer Institute, and have attended 2 AHE Liaison Collaborative meetings and have participated in 2 planning sessions.
    - AVID Professional Training: AVID for Higher Education (AHE) initiatives function as a holistic, integrated college success system. AHE is also a professional learning organization providing training and resources to faculty and staff. Professional ongoing learning is critical in supporting student and faculty success. The AHE workshops, programs, and conferences are designed to transform campus culture by engaging all key campus members and programs in the change process to enhance the success of not only college students but also the campus as a whole. We are partnered with AHE to aid in systematically addressing the goals of increased learning, persistence, completion and success in and beyond college. AHE assists higher education professionals in analyzing existing student support initiatives and data, identifying barriers and needs, and establishing and assessing student learning outcomes (SLO). AHE supports faculty, staff and others in their effort to increase student engagement. It is the goal of the AHE to provide faculty and staff with a deep understanding of, and practical experience with, AVID methodologies, e.g. WICOR (Writing, Inquiry, Collaboration, Organization and Reading) **Also refer to section 2.2**

Outreach Activities:e

- Tours: Campus tours are a great way for traditional and nontraditional potential students to get acquainted with their future campus and get vital admissions, matriculation, financial aid, and major/program information.
- College and career fairs, local community events; i.e. AV Fair, Poppy Festival, Quartz Hill Almond Blossom Festival, and others, resource fairs, workshops, AVC information presentation, mini conferences, high school presentations, and more.
- 2014-2015 two (2) hourly staff were hired to assist with the SSW's and to further assist with follow up activities for new applicants
- 2015-16 Staff additions: 2 Program Specialists were hired to develop the FYE program and build a bridge between local high schools and Antelope Valley College.
- Developed new relationships with schools who initiated interest in AVC or who were new to the AVCC **: AV** Youth Build Charter School, The Guidance Charter School, Cal City High School, AV Academy / Desert Sands Charter, The Palmdale Aero-Space Academy.

Veterans Resource Center
- Veterans Resources Center February 2013-August 2015 - Through administrative assignment, the Veterans Resource Center (VRC) was reassigned from Enrollment Services to Student Development and Life and reported to ICW/O as of February 1, 2013. That summer, the office underwent renovations to transform SSV 126 into what we know today as the Veterans Resource Center. This transformation included a private office for the program coordinator, reception space, a 4 computer-station computer lab, a lounge space and designated study space. The space renovation was paid for through the efforts of the AVC Foundation Office and the generosity of Northrup Grumman in the amount of $25,000. With the establishment of the Center, the program coordinator was able to hire student workers through the VA student work study program and maintained at least 3 student workers to serve in the office each term. Prior to this, the office did not warrant this level of support.
- In 2013, the VRC established an orientation program specific to their population along with financial aid events and student engagement activities to increase the awareness and visibility of the Center on campus and in the community. The VRC also sponsored VA service representative office hours to assist student veterans with their VA benefits and services provided by organizations within the community.
- Responsibility for this office was reassigned to the dean of student life Fall of 2015.

International Students Program
- International Students Program - Through administrative assignment, the International Students Program (ISP) was reassigned from Enrollment Services to Student Development and Life and reported to ICW/O as of February 1, 2013. At that time, the VRC program coordinator was responsible for the implementation of the ISP. As of January 2015, those duties were reassigned to the director. With this new responsibility, it was the first time AVC participated in the National Association of Foreign Student Advisers (NAFSA) as Association of International Educators annual and regional conferences.Training was provided at each of the conferences and networking opportunities continue to provide support to our program. Additionally, we joined the Los Angeles Professional International Education Roundtable (LA-P.I.E.R) with is a network of Southern California international educators who support each other's office staff through collaboration, training and quarterly meetings.

Study Abroad
- Study Abroad - In the summer 2014, with the retirement of the person who coordinated our Study Abroad program, IWC/O was assigned the Study Abroad program. We offer students the opportunity to study abroad in London, England for the Fall and Salamanca, Spain for the Spring every year. **In Fall 2014, we planned and hosted information sessions for interested students.**

1.3. Check each Institutional Learning Outcome (ILO) supported by the division/area.	
X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☐ Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☐ Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	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.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

Part 2 - Data Analysis and Use

All divisions will complete Parts 2-7. Within academic divisions, Parts 2-7 will be completed by each discipline.

Discipline: Information/Welcome Center (Outreach) (IWC/O)

Please review and interpret data by following the provided links

Indicator	Comments and Trend Analysis
2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.	Comments on trends over the past five years and how they affect your program: The target population for the IWC/O office are high school students. Reviewing the trends, the age of students attending AVC ages 20 and under, has increased 4.4% over the last year and 2.2% over the last 5 years. AVC and the IWC/O have concentrated efforts into the high school pipeline to create opportunities for students to matriculate to AVC as a school of first choice. This increase may also be attributed to tuition increases made in the last 5 years by the CSU and UC systems. The UC system increased 19% and the CSU system increased 8% within the last five years.1 Incoming first time college students have remained relatively stable over the last 5 years. First time college students: 2,678 in 2011; 2,426 in 2012; 2,680 in 2013 and 2,642 in 2014. Special Admit students, on the other, hand have increased, only slightly.

	Special Admit students: 471 in 2011; 569 in 2012, 531 in 2013 and 576 in 2014.
	The HS yields for this timeframe have increased according to the SARC report and AVC Banner database provided for this review. In 2011-21.3%, 2012-20.1%, 2013-17.4% and in 2014-26.3%.
	These trends along with the Student Success Initiative of 2012 and the awarding of the Title V HSI grant have increased the demand on the IWC/O office to provide workshops on-site for the high schools and to provide greater inquiry support both in-person, via phone and electronically. We created a welcome@avc.edu email account to further assist students, prospective and continuing, in information gathering for informed decision making for their academic endeavors. This also with the added support and programming surrounding the first year in college and college preparedness is at the forefront of the mission of the office.
	[1] http://ww2.kqed.org/news/2012/07/18/csu-and-uc-tuition-hikes-over-time
2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures).	Below are charts representing the number of outreach events: In the 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. Throughout the year, six professional development opportunities were provided on campus in which 59 faculty across the academic disciplines participated. 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.
2.3. Student success and retention rates by discipline	N/A
2.4. Success and Retention by **Equity** Groups	Review and interpret data by race/ethnicity and gender or both together: N/A
2.5. Number of Sections by Location and Modality	Comment on trends: **N/A**
2.6. Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program: **N/A**
2.7. Degree and certificate completion	Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions: **N/A**
2.8. Faculty Data	Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends: **N/A**
2.9. Career Technical Education (CTE) programs: Review the labor market data on the California	Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: **N/A**

[Employment Development Department](#) website for jobs related to your discipline.	

Part 2 Summary

Based on examination of the data, address any student achievement gaps and/or other student needs here: N/A

Part 3 – Outcome Analysis and Use

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

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
PLO: High School Students, prospective college students, will have knowledge of and effectively navigate through the admission process.	• Workshops to junior and senior classes to showcase AVC and its programs • Produce in-person orientation opportunities for prospective HS students • Attend school college fair • Provide AVC and general college materials to HS counselors and career centers • Educate and inform HS guidance staff about AVC through	**Ongoing** **October (Odd years)**	• **Activities supported the SSSP Initiative** • **Increased the number of students attending the Student 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**

	attendance at the monthly AVHSD head counselor's meetings and hosting the bi-annual HS Counselor Workshop		
SLO: Prospective high school students will know and complete the four steps of Matriculation accordingly.	• Require application, online orientation and assessment to attend special on-campus orientation follow up activity (SSK) • Produce 1-4 SSW's monthly for in-person orientation opportunity • Phone call campaign to all new college applicants to reinforce the required matriculation steps, invite them to the SSW's and assist with questions	**October-April Annually Monthly** **On-going**	• **Students are informed at the HS level about the matriculation steps by their own faculty and guidance professional. Approximately 1100 students registered for the SSK in 2015 with 80% of those attending the event with the completion of all matriculation steps** • **We are able to capture, for MIS data reporting the in-person follow up activities in Banner.**

Part 3 Summary

Briefly describe what changes have been made (or need to be taken) to the program based on findings:

We have added the support of the Student Support & Success Plan (SSSP) funds as of 2012 and funding from the new Title V grant as of 2014. This has allowed us to hire a part-time temporary hourly as the program specialist for outreach. This person is instrumental in the production of the SSW's and SSK as well as in the supervising of the phone call campaign. This position needs to be full-time, permanent. Additionally, a second program specialist for outreach is required to meet the demand of both on campus and off campus commitments to sufficiently promote and reach the variety of venues, opportunities and vast levels of awareness we are seeking to provide the community. This would be a restoration of the positions in outreach to the structure from 2009.

The SSK format has undergone some variations. We started with individual schools coming on specific days and moved to conference format, inviting multiple schools on the same day. To accommodate the numbers we produce this conference style event over 3 days with a different set of schools each day. Students receive the required orientation components plus specialized information about special programs and services available to them at AVC to assist them in reaching their educational and career goals.

Please provide any additional comments for Part 3:

Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Student Success Kick Off (SSK) Evaluations	Prospective Students	After review our findings were very comparable with feedback from past years. We found that over half of our attendees strongly agreed with how beneficial and informative this event was for them.	Based on the feedback received we are currently moving forward with this event updating information to keep our resources current and adding activities to promote our AVID strategies and keep the students engaged.
Student Success Workshops (SSW) Evaluations	Prospective Students	Fall 2014-Fall 2015, there were 32 events scheduled. 100% of the respondents stated that the SSW relieved their anxiety about attending AVC.	We continue to look for ways to improve our programs for new students. The use of AHE strategies are being employed with this event as well to increase critical thinking, student engagement and information comprehension and utilization.
High School Counselor Workshop (HSCW) Evaluations	HS Guidance Professionals	98-100% of the attendees at the 2015 agreed or strongly agreed that the event was well organized, the content was meaningful and that the time allotted was sufficient. Notable compliments included the inclusion of the support services, EOPS, FYE, JPC, ADT's, Honors, TAG, etc. Suggestions for next time include a larger setting, more movement during or in between speakers, and more hands on opportunities, possibly breakout sessions.	This event is held every odd calendar year at the consensus of the participants. To keep counselors informed, the director meets monthly with the head counselors at the AVHSD, email correspondences go out as necessary and counselors have direct access to the director and outreach staff for questions and concerns.

| Associated Student Organization (ASO) Advocacy Survey | Current Students | The general findings in this survey were not specific to the Welcome Center. However, ASO extracted comments that could be linked to the Welcome Center and concluded the following results: "The quality of important information geared towards first-time college students & students with specific questions not covered FAQs. There is too few visitor parking spots & 15mins is too little bit of time -- perhaps offering 20-30mins parking to accommodate visitors that must submit to the speed of lines & service.

Other than email No commutation between cashier/ financial aid and students. Maybe have a specific window for "how to" or "how do I" questions?

The overall help offered to new students and the extremely high cost of books in the bookstore.

The operator hardly ever answers the phone, and when I do get connected to the department I need, I a lot of the time not able to speak with counseling, transfer center or admissions. I live far so I am not able to just walk in" | We have since implemented a First Year Experience program along with on-going in-person orientations called the Student Success Workshops.

The Welcome Center is staffed during all operating hours for the college where we field questions from a vast array of subjects including but not limited to cashiers and financial aid.

AVC and the Books Help program now ran by Student Equity provides students with a book loan option in addition to books on reserve in the library, used books in the bookstore and the book rental program in the bookstore.

The operator and the welcome center are not synonymous. The welcome center receives calls from outside lines directly as well as internal extensions. There are three handsets that rollover to assist with the volume of calls received in the center.

A phone tree has been considered to assist with the automation of FAQ's which could assist with any delayed answering, however, in-person foot traffic is also a consideration. |
| First Year Experience (FYE) Event Surveys | Current students | FYE Orientation 2015: 90-93% of the respondents agreed or strongly agreed that the orientation was useful, appropriate in length of time, that the information was appropriate and sufficient and that the presenters were | We continue to make improvements and increase event participation. AVID for Higher Education strategies will be used to encourage engagement and community building. While |

		knowledgeable. When students are asked what they found most useful at events, many commented that it was useful to meet new people. The items they least enjoyed included getting out of their comfort zone, distractions from within the group, and the learning center presentation. For future events, they suggested time and stress management, more information on transfer, and more interaction. FYE Tailgate and Football Game: 17 Students attended.	the information provided in presentations may be informative, we are finding that students gain better understanding when the event format is interactive and executed as a "flipped" workshop.
AVID for Higher Education Professional Development Opportunities Evaluations	Faculty/Staff/Students	The AHE professional development opportunities were included in our contract with AVID. All event evaluations resulted in a 97-100% agreeing or strongly agreeing to their level of knowledge or depth of thinking about AVID the AVID strategies and their abilities and willingness to use the strategies.	Each year with the AVID for Higher Education (AHE) implementation, professional development offered for the continued expansion of the use of AVID strategies across the campus and the curriculum. In, 2016 we plan to double the number of participants at the AVID Summer Institute. Additionally, AHE is being written into the SPC goals for 17-18 and is being embraced by the Academic Senate's Center for Teaching Excellence. Professional development was available for faculty/staff/students. Students participated in socratic tutoring and peer mentor training in 2014-15 and 2015-16. Staff participated in AHE Co-Curricular parts 1 & 2. Faculty participated in AHE for Seminar Instructors,Faculty peer mentoring, WICOR for Reading, Math/Science and Inquiry and 10-2 strategies. We are planning in year 3 to develop a Train the Trainers certification as

			part of a sustainability plan for AHE on campus.
AHE Certification Self-Study	AHE Campus Team	59 Faculty attended the onsite professional development opportunities. 17 faculty and staff attended the summer institute for AHE. More than 60 student tutors and peer mentors were trained in AVID for Higher Education. 16 of 36 HD101 sections were taught by AVID trained instructors.	Continue to monitor and track the progress of professional development opportunities and the use of AHE strategies across campus. Utilize survey tool to gain additional insight on which strategies are being used. Increase the number of HD101 sections taught by AVID trained instructors as well as basic skills, transfer and CTE courses offered.
Community College Survey of Student Engagement 2014 (CCSSE)	Students	(N=827) 51.9% took part in an online orientation, 23.5% took part in an in-person orientation 4.5% enrolled in orientation as part of their course load and 14.1% was unaware of a college orientation. 6.1% were unavailable to participate in an orientation due to a scheduling conflict 19.2% stated they participated in a freshman seminar or first year experience in the first term at AVC. 2.1% in one other term at AVC, 2.7% yes but not at AVC and 76% stated they did not participate in a freshman seminar or first year experience program.	In October 2014, AVC was awarded a Title V Solo Grant as an HSI servicing institution to implement AVID for Higher Education and develop a First Year Experience Program. We are concluding our second year of AVID implementation and our first year of implementation of the First Year Experience Program. Students are matched with peer mentors, are recommended to take HD 101 and are invited to a host of events and activities that engage them and plug them into the campus community as a whole.

Part 4 Summary
Please provide any additional comments for Part 4:

Part 5 - Goals and Objectives and Evaluation of Previous Plans
5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
G1: Continue to serve as the community liaison for the college at public events and on community committees to increase awareness of programs and services. **O1:Attend College and career fairs, community festivals, school district event and other appropriate events and meetings throughout the Antelope Valley.**	**On-going**	**We averaged 91 Outreach events per year since 2009 to engage high schools, community and agencies in an awareness of AVC, its programs and services. These have included local college and career fairs and festivals such as Poppy Festival, Almond Blossom Festival, College Information Night, Salute to Youth, etc.**
G2: Revitalize and re-engineer the production of early outreach opportunities to the K-12 community of students in encourage and increase the college-going culture in the Antelope Valley. **O1: With the support of Student Equity funding and in collaboration with the campus and the community we will follow the previous planning templates to produce these early outreach events.** **O2: Partner with the AVC Foundation, AVC faculty/staff and local businesses for sufficient presenters for events such as "College: Making it Happen" for 7 & 8 graders, "I'm Going to College" for 4 & 5 graders and the like.**	**On-going**	**With the Student Equity initiative it is planned to re-establish the early outreach efforts of the college and to bring 4th - 8th graders to campus for an educational and career experience to spark not only their interest in college but also their interest in AVC. These efforts help create a college going culture as well as a streamlined relationship with AVC from elementary to college.**
G3: Provide accurate information and appropriate referral services about college programs, services, policies and procedures to prospective and continuing students. **O3:Train student ambassador corps on college programs, services, policies and procedures to prospective and continuing students. Field calls and in person inquiries at the Welcome Center. Assist students during the registration cycles to navigate matriculation steps and myAVC and in-between offices at peek times in the registration cycle.**	**On-going**	**The Information & Welcome Center strives to connect with and collaborate with multiple offices on campus in an effort to keep the flow of information clear and concise, accurate and up-to-date for the patrons of our office. This has been accomplished by participating in shared governance committees, working with key personnel in departments across campus and disciplines, and through various mediums of communication.** **With SSSP we have had increased opportunities to hire student workers and hourly staff to assist students with their matriculation components by providing events, workshops and services to expand their knowledge and understanding of the orientation materials.**

		Phone campaigns initiate conversations with incoming students to welcome them to the college, to notify them of upcoming tasks and to answer any questions they may have.
G4: Increase awareness of the First Year Experience Program across campus and encourage student services departments to participate in FYE event planning. Work to institutionalize FYE so every traditional recent high school graduate participates. Program success will be determined by long term tracking of student success and retention.	**On-going**	**A Title V grant was awarded in October 2014 specifically for the FYE Program. This allowed us to contract with AVID for Higher Education for professional development for faculty staff and students. We have hired two program specialist who work with peer mentors to support first year students in a holistic sense; a clerical III has been hired to support the program and a director's job description has been written.** **In the inaugural year, 104 out of the 137 first year program students enrolled in the HD101 course and voluntarily participated in the program activities and services.** **Approximately 100 faculty have been trained in AHE strategies through on campus professional development opportunities and Summer Institutes.**
Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to program improvements:		

5.2: **2016-2017 Planning**

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer

requirements in 2016-2017. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP). **They must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline / area goal and objectives	Relationship to Strategic Goals* (in Educational Master Plan (EMP) and/or other)	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Separate IWC and FYE in function and space	Educational Master Plan Goal #1: The College as a community will provide students with an environment which supports learning and facilitates student success. Educational Master Plan Goal #4: The College will increase student success in Basic Skills and ESL	-Focused development of the FYE program -Designated space for FYE participants -Increased success of FYE participants	- Revise the job description for the Director of Student Activities & Community Outreach -Write job description for the FYE Director/Title V Project Director - Hire 6 additional Student Ambassadors (Outreach) - Hire 2 Program Specialists (Restore in Outreach) - 1 Clerical III (replacement in Outreach) - Hire 10 additional Peer Mentors (FYE) -Hire Technical Analyst (FYE)	Y
2	Expand the International Students Program programming and budget	Educational Master Plan Goals #1 and #6, and Palmdale Subsection Goal #6	-Students will be more knowledgeable about the requirements -Students will be more engaged on campus	-Create arrival orientations -Create programming around International Student Week, International Women's Day, etc. -Attend the annual conferences and	Y

				including additional campus members	
3	Increase support to the Study Abroad program	Educational Master Plan Goals #1 and #6, and Palmdale Subsection Goal #6	Increase the number of students who apply and participate -Increase students' global consciousness, one of the ILOs	-Increase the number of activities and exposure to culturally related topics to advertise the Abroad programs -Increase the number of information sessions on campus -Provide additional information and funding opportunities to support students going Abroad	Y
4					

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

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need**.

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel[1], Physical[2], Technology[3], Professional development[4], Other[5])	New or Repeat Request?	Briefly describe your request here	Amount, $	One-time or Recurring cost?	Contact person's name
1	Personnel	**Repeat**	6 Student Ambassadors (Outreach)	22,000.00	**Recurring**	Michelle Hernandez
1	Personnel	**Repeat**	Hire 2 Program Specialists (Restore in Outreach)	107,411.76	**Recurring**	Michelle Hernandez

			1 Clerical III (replacement in Outreach)	53,302.157	**Recurring**	Michelle Hernandez
1	Personnel	**New**				
1	Personnel	**New**	Hire 10 additional Peer Mentors (FYE)	22,000.00	**Recurring**	Michelle Hernandez
1	Personnel	**New**	Hire Technical Analyst (FYE)	59,855.959	**Recurring**	Michelle Hernandez
1	Personnel	**New**	Director, FYE (Sustainability)	116,631.32	**Recurring**	Michelle Hernandez
1	Personnel	**New**	Clerical III (FYE) (Sustainability)	53,302.157	**Recurring**	Michelle Hernandez
1	Personnel	**New**	2 Program Specialist (FYE) (Sustainability)	107,411.76	**Recurring**	Michelle Hernandez
2	Other	**New**	International Students Programming	5,000.00	**Recurring**	Michelle Hernandez
2	Other	**Repeat**	International Students Program annual conference and travel	7,000.00	**Recurring**	Michelle Hernandez
2	Other	**New**	Study Abroad Program	2,000.00	**Recurring**	Michelle Hernandez

[1]List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

[2]List needed technology resources in priority order.

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

[4]List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

[5]List any other needed resources in priority order.

Part 7 - Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
• This year's program review was valuable in planning for the continued improvement of my program	☐	☐	☐	☐	☐

• Analysis of the program review data was useful in assessing my program's outcomes and current status	☐	☐	☐	☐	☐
Comments:					