



**NON-INSTRUCTIONAL/ADMINISTRATIVE AREAS  
2016-2017 COMPREHENSIVE PROGRAM REVIEW**

<b>Division/Area/Department Name:</b> Student Life and Services	<b>For Years:</b> 2018-2022
<b>Name of the person leading this review:</b> Dr. Jill Zimmerman and Michelle Hernandez	
<b>Names of all participants in this review:</b> Nichelle Williams, Rashall Hightower-Säckel, Montaigne Long, Kenya Johnson, Ann Steinberg, Jasmine Garcia, Marlene Santos, Crystal Garcia, Wynter Love, Yuliana Maręnez, Kim Fite, Jennifer Winn, Nancy Blundell, Kim Dolatowski	

**Part 1 – Division/Area/Department Overview**

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

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

Each one of the areas in the Student Life and Services Division seeks to provide an intenęonal, deliberate, and transformaęonal experience that addresses the holisęc development of the diverse populaęon of students and community members that we serve. We seek to engage our consętuency in a meaningful way to meet their specific needs and addresses their specific barriers to success by providing events, acęvięes, programs and services that culęvates self-determinaęon in the areas of academics, social collateral, polięcal empowerment, economic sufficiency and cultural awareness and pride. This is accomplished as we provide 1) direct services such as day meal bags, school supplies, books, etc. 2) programming for awareness and acęon such as FYE, Umoja, Financial Literacy, Job Fairs, etc. 3) professional learning and development opportunięes for students, staff and faculty such as conferences, retreats, symposiums, convocaęons, insętutes, etc. The missions of the Division and its respecęve areas speak directly to the insętuęonal mission, vision and purpose. Individual Student Life area mission statements are available at: <https://www.avc.edu/administraęon/vpstudentserv>

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

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

A new **First Year Experience (FYE)** office (2014) and a new Student Equity office (2015) were established. With the approval of the Title V Innovation Grant for Hispanic Serving Institutions in 2014, providing \$2.5 million over five years, we implemented AVID for Higher Education campus-wide, effectively developing and sharpening teaching pedagogy and methodology of more than 100 faculty and staff alike both in and outside of the classroom experience for our students. The faculty "Lunch & Learn" series was established in 2016 to provide a forum for faculty to share strategies, implementation in the classroom and experience with students. This event series was accompanied by the AHE professional development opportunities held on campus, which allowed us to reach a more diverse group of professionals. Currently we have eleven disciplines represented in more than 300 course sections talked by faculty who have experience some form of AHE professional development. More than a 1,000 students have been supported through the FYE participating in summer bridge activities, AVID infused courses, tutorials, and specialized events and activities. The institution has received funding support to make campus improvements including the Math laboratory renovation (\$80,000) and equipment improvements in the the Reading labs. <https://www.avc.edu/student-services/first-year>

The Chancellor's Office secured designated state funding (2015) for **Student Equity** that addresses the achievement gaps and the disproportionately impacted populations on community college campuses across the state. AVC established the Student Equity office, supported countless projects, programs and direct services to students through campus and community collaborative partnerships including the establishment of an AVC Umoja Community, expanded the Books H.E.L.P. by providing more than \$500,000 worth of books to more than 2,000 students, launching a bus pass program and child care assistance program. In 2016, AVC students participated in their first HBCU tour in which 7 of the 20 students participating in the tour received on the spot admissions and scholarship opportunities. Student Equity has been instrumental in providing support across campus with facilities revitalization (including updates to classroom furniture), access and upgrades of technology and equipment; including Tableau, Learning Express, Smarter Measure, Smart Carts, Loaner Laptops, etc.; and culturally diverse presentations and performances, and field trips. Historically, student equity efforts were only marginally able to be addressed via a campus committee with no additional resources and no designated personnel. <https://www.avc.edu/administration/organizations/equity>

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

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

The **Veterans Resource Center (VRC)** was assigned to the Student Life Division in 2013 and its designated space was renovated to accommodate a coordinator's office, reception desk, modular work tables for study groups and small presentations; a 4-station computer lab and room for collaboration and community building amongst the constituency group and campus and community partners and allies. The renovation was funded out of the generosity of Northrop Grumman in the amount of \$25,000. The redesign has contributed to increased visibility of services to our students who served in the military and their dependents, and has provided a forum for increased support staff in the way of veteran student workers to be hired and for an increase in events, activities, and connectivity to off-campus partnerships. More than 160 veteran students were certified and more than 90 military-connected dependents took advantage of VA education benefits in Fall 2016 and more than 900 students and guests visited the VRC. The number of events and activities purposed for the veteran community yielded 178 participants. These events included an Open House, faculty professional development, Veterans Day celebration,

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

The **Job Placement Center (JPC)** provides support services to an average of 5,708 students, alumni, staff, and community members who are seeking gainful employment. The role of job and career readiness and hands-on employment experience is critical for our students so that they can compete in the job market for high paying positions. JPC is responsible for processing all student employees campus-wide. Job readiness opportunities include resume writing review and workshops, mock interviews, skill assessments and job matching. Of the 4,925 students who registered through the online job search interface, College Central Network (CNN) over the last 5 years, 3,880 (78%) had approved resumes. There has been a grand total of 693 typing certificates (or an annual average of 139) between 2011 and 2016. New employers move into the community creating job opportunities for our students. JPC is highly sought after by off campus employers as a premiere resource for readying, screening and providing qualified quality candidates. Recruitment successes include Hi Desert MEC: 700 attendees, 400 hired; Icicle of Alaska: 500 interviewed, 150 hired, 20 were AVC students; Krispy Kreme Donuts: 70 hired, 30 were AVC students, to name a few. JPC has collaborative relationships with all community agencies, South Valley WorkSource, EDD, Gain, Department of Social Services, Paving the Way Foundation, Youth Build, New Beginnings, Americas Jobs Centers, as well as Antelope Valley Union High School District; and has participated in grants, employer/community organizations and on-campus successes as collaborations: Perkins Grants funded \$40,000 for CTE support and marketing, SB70/CCPT afforded 500+ middle schooler students exposure to career pathways and college connections; in collaboration with Community Services, the Transitions Program trained 200 inmates on best practices in job search and financial literacy, and the Inmate Pilot Program is a \$400,000 granted effort in conjunction with Community Services to provide an associate's degree in business. <https://www.avc.edu/student-services/jpc>

The **Financial Aid Office (FAO)** is an essential component in the success of students disbursing an average of \$53.2 million annually over the last 5 years. Due to the increases in rising default rate in AY 2013, participation in and the implementation of the Department of Education's Direct Loan Experimental initiative was critical. We were able to limit unsubsidized loan amounts in 2014-2015 and 2015-2016, realizing a decrease of 25% in loans taken out for 2014-2015 and a decrease of 27.5% in 2015-2016. The impact of the decreased number of loans on our loan default rate are not yet available as the default rate data is 3 years out. 76% of students enrolled in 2015-2016 received the Board of Governors Fee Waiver (BOGFW). In collaboration with the Business Office and Bank Mobile, processing the disbursements and getting them to the students' accounts decreased from 10 business days to 3 business days. *With significant strides being made in disbursements to students and the effectiveness and efficiency of their packaging*, our focus on financial literacy has become more prominent as we hosted two Financial Awareness Days, "Funding Your Pathway to Success" (formerly "Cash for College") event for more than 830 soon to be high school graduates, and partnered with Outreach to provide on-going literacy presentations throughout the year. The scholarship process, in collaboration with the Foundation Office, has been updated to a completely online process; students apply online and the system matches them with the available scholarship, committee members may then review and score the applications online to expedite the selection process and provides for advanced notification of awards.

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

The **Information and Welcome Center (Outreach) (IWC/O)** is involved in a number of programs and services throughout the campus and community that address the needs of our prospective student population and current students through welcome/information services. It is instrumental in the implementation of the student success steps, especially orientation and orientation follow up as indicated in the Student Support and Success Plan (SSSP) providing the new Student Success Workshops and Student Success Kick Off (SSK). In the last 5 years, an average of 1,000 high school seniors, annually, attended the SSK event. AVC Student Ambassadors conduct call campaigns to engage applicants early on in their decision to attend AVC to foster higher levels of engagement, to mitigate barriers to success and welcome them to the college. More than 80 High School Guidance Counseling staff members participate in the High School Counselor Workshop which is a showcase held every other year to promote the College's offerings in partnership with the joint high school district. This is a high school district board approved event for professional development and includes administrators and support staff.

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

Through administrative assignment, the **International Students Program (ISP)** was reassigned from Enrollment Services to Student Life and reported to IWC/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, Student Activities and Community Outreach. With this new responsibility, it was the first time AVC participated in the "NAFSA: Association of International Educators" annual and regional conferences. Professional development 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) which is a network of Southern California international educators who support each other's office staff through collaboration, training and quarterly meetings. AVC has more than eleven countries represented in the ISP, including: Sri Lanka, Colombia, Venezuela, Hong Kong, Vietnam, Thailand, and the Congo; represented by up to 33 students. <https://www.avc.edu/student-services/intl/>

In the summer 2014, with the reëment of personnel, our **Study Abroad Program (SAP)**, was assigned to the IWC/O. Through the SAP, we offer students the opportunity to study abroad in London, England for the Fall and Salamanca or Barcelona, Spain for the Spring every year. The AVC SAP is part of the the Southern California Foothills Consorëum for Study Abroad. This consorëum is a cooperaëve venture among thirteen southern california community college districts in partnership with The American Insëtute for Foreign Study (AIFS). Informaëon sessions are conducted on the experiences and advantages of studying abroad. Financial Aid is also available. AVC averages 5 students annually parëcipaëng in semesters offered abroad, respecëvely. <https://www.avc.edu/studentervices/studyabroad/>

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

**Student Activities Council (SAC)** has been hosëng many events and acëviëes that seek to engage, moëvate, educate, and build more meaningful connecëons for students to AVC. With funded support from ASO, \$10,000 in 2014-15 and \$11,000 in 2015-16, SAC has planned and implemented a variety of events including Bingo, Naëonal Coming Out Day, Cinco de Mayo fesëviëes, Scrabble Day, etc. Each of the different events covered diverse topics to engage, educate and celebrate our student populaëon.

In Fall 2012, each enrolled student at AVC began paying a **Student Health Services (SHS)** fee. Since 2012-13 school year, we have been successful in receiving the Kaiser Grant. Together, these funds have provided an opportunity to provide direct physical and mental health services to our students as well as dental care and health educaëon and programming. At the incepëon of providing health services, the Antelope Valley Community Clinic was the provider. In successive evaluaëons of these services, students expressed the need for increased access and availability of the health services provided. In collaboraëon with CSUB – AV, a MOU was created to partner with their Health Services Department to provide direct medical and mental health counseling services to our students. As of Fall 2016, students have greater access to physical and mental health services through the CSUB-AV site. Students now have access to more available hours and more days per week to take advantage of these services. Dental Services were implemented as of October 2016 through Western Dental Center.

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

In 2014 a collaboraëve grant was wrifen with Valley Oasis to provide educaëon, awareness and direct supporëve services for sexual assault prevenëon in accordance with Title IX laws. Three days a week a sexual assault advocate is on campus to provide assistance, programs, and workshops to the campus community. In Fall 2016, this collaboraëve team, along with the Crezca Theater Group and the high school district, produced an original workshop enëtled “Meaningful” that addressed the topic of sexual abuse in a family scenario that was performed in front of 400 audience members.

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

The success of **Students on the Academic Rise (SOAR) High School** has conënued to be far reaching. Both at the state and naëonal levels SOAR success has been far-reaching. The list of awards conënues to grow and in 2012 Title I Academic Achievement Award was earned. In 2013, SOAR was awarded the California School Board Associaëon Golden

Bell (Award for Outstanding Accountability and Assessment). In 2015 many awards were earned including US News and World Report America's Best High Schools, 2015 California Gold Ribbon School, 2015 National Blue Ribbon School (Exemplary High Performing School), 2015 Title I Academic Achieving School. In 2017, SOAR had already been received the AVID Schoolwide Site of Distinction. The years we are covering are 2011 to 2016.

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

In 2016 the SOAR 10 year anniversary and the celebration brought together graduates and dignitaries who helped support the program. At this event the SOAR Endowment Scholarship was launched to help financially support our students in their academic goals. <https://www.avc.edu/academics/avsoar/>

**Commencement** continues to be the preeminent event of the year, providing the platform for our community to celebrate the significant achievements of our graduates. In the past four years, more students have participated in the Commencement ceremony. In 2016, there were 2,662 degrees and certificates awarded to 1,470 students, the highest ever in the history of the institution. Approximately 550 of these students participated in the Commencement ceremony. Over the years, we have expanded access to the ceremony by adding online broadcasting as an option for family and friends to watch their loved ones graduate. <https://www.avc.edu/commencement>

1.3. Check each Institutional Learning Outcome (ILO) supported by the division/area.

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

1.4 Division/area/department's data\*

Number of Full-Time Employees		Number of Part-Time Employees		Personnel Budget		Discretionary Budget	
2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
28	30	3	3	\$3,200,742.00	\$2,541,208.00	\$1,854,254.00	\$3,294,671.00

\*Funding sources for the Student Life Division include district, State Initiatives (Student Equity, SSSP, SB70/CCPT), Federal Grants (Title V, Perkins), Foundation, Private & Corporate Grants, Student Rep Fees, Student Health Fees. Portions of other personnel across campus departments are also included in this budget.

**Part 2 - Assessment**

2.1. Please indicate how your division/area/department contributes to and enhances AVC students' educational experience.

**OO #1 Through the student life division, students will gain knowledge and confidence to strategically access and utilize resources and services that enhance overall success and completion of academic and career goals.**

*ILO: Creative, Critical, & Analytical Thinking; Career & Specialized Knowledge*

*Measured by: Degree & certificate completion rate, transfer data rate, student employment survey, ASO Survey, # of students accessing programs & services, Annual Reports, Scorecard data, CCCSE and activity evaluations*

**OO #2 Students will gain support, knowledge, and confidence to move successfully through and beyond the community college experience.**

*ILO: Career & Specialized Knowledge*

*Measured by: Degree & certificate completion rate, transfer data rate, & student employment survey, gainful employment, clearinghouse, Scorecard data, CCCSE and activity evaluations*

Finalized December 1, 2017

From our OOs we will use-Degree and certificate completion rate, transfer data rate, student employment survey, ASO Survey, # of students accessing programs and services, Annual Reports, Scorecard data, CCSSE gainful employment, clearinghouse, and activity evaluations.

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).

Program Review Data

[https://public.tableau.com/views/2017ProgramReview\\_0/PRStory?:embed=y&:display\\_count=yes](https://public.tableau.com/views/2017ProgramReview_0/PRStory?:embed=y&:display_count=yes)  
- Degrees and Certificates

[https://public.tableau.com/views/DegreesandCertificates2010-2016/Story1?:embed=y&:display\\_count=yes](https://public.tableau.com/views/DegreesandCertificates2010-2016/Story1?:embed=y&:display_count=yes)

Comment on trends and how they affect your program:

Overall enrollment trends have remained steady with an unduplicated headcount ranging from the high 17,000's in 2011 to the high 18,000's in 2015. Enrollment headcount and the demographics of those students constitutes how our offices collectively respond with programs and services. Student Equity focuses on the disproportionately impact groups. Job Placement focuses on the continued needs of the students and the available job market. Financial Aid is responsive to the financial challenges of the students and seeks to not only disburse funds but also influence financial decision making in providing literacy programming. First Year Experience locks students into services and activities that ground them and connect them to the entire college experience as a solid foundation for success. The VRC creates a home base for our soldiers returning to the classroom and their dependents. Student Activities and Community Outreach aims to assist students and community members in entering the college and having a positive initial transition to the campus. The ASO and ICC have both a social and governance role, promoting student engagement in a variety of methods throughout the year.

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 has concentrated efforts in 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 by 19% and the CSU system increased by 8% within the last five years. <sup>1</sup> Incremental increase are proposed up to 5% annually each of the next five (5) years by the UC Regents. 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; 2,642 in 2014; and 2,644 in 2015. Special Admit students, on the other, hand have increased, only slightly. Special Admit students: 471 in 2011; 569 in 2012, 531 in 2013; 576 in 2014; and 592 in 2015. The HS yields for this timeframe have remained steady according to the SARC report and AVC Banner database provided for this review. In 2011- 21.3%, 2012-20.1%, 2013-17.4%, in 2014-26.3% and 24.54% in 2015; with an average of 22.13% in the high school annual yield.

These trends along with the state and local initiatives and the awarding of various federal, state and local grants have increased the demand on the Student Life & Services (SL&S) Division. In collaboration within the division as well as across

the campus, SL&S is positioned to effectively move the needle in several areas of the college's integrated plan providing the necessary tangible resources required for student success as well as providing the support services, including coaching, mentoring, cultural awareness and pride, so skills development and advancement in program literacy.

As this is our debut program review as a division, the data presented along with the supporting documentation will represent each area respectively.

<sup>1</sup><http://ww2.kqed.org/news/2012/07/18/csu-and-uc-tuition-hikes-over-eme>

**Job Placement Center**

JPC produces events, workshops and activities that support student learning, and considers the special events for support of student life, community involvement preparation for the world of work. The table below shares the last 5 years of student, alumni and community support.

<b>Cumulative 2011-16</b>			
<b>Year</b>	<b>Intakes</b>	<b>Cum New Registrants</b>	<b>Total SERFs Processed</b>
<b>2011-2012</b>	5413	1097	946
<b>2012-2013</b>	5873	1033	556
<b>2013-2014</b>	6096	1237	979
<b>2014-2015</b>	5449	1107	1097
<b>2015-2016</b>	5164	1005	1221
<b>TOTALS</b>	<b>27995</b>	<b>5479</b>	<b>4799</b>

<b>JPC Activities</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>Total</b>
<b>Recruitments</b>	52	47	142	161	37	<b>439</b>
<b><i>Job Fairs/Semi Annual/Student</i></b>	3	8	2	13	6	<b>32</b>
<b><i>Special on/off Campus</i></b>	30	10	17	27	7	<b>91</b>
<b>Trainings Provided/Mock Interviews</b>	0	3	4	1	22	<b>30</b>
<b>Workshops</b>	66	10	0	5	6	<b>87</b>

<b><u>Outreach</u></b>	8	3	0	2	20	<b>33</b>
<b><u>Staff Training</u></b>	3	8	4	11	3	<b>29</b>
<b><u>Totals</u></b>	<b><u>162</u></b>	<b><u>89</u></b>	<b><u>169</u></b>	<b><u>220</u></b>	<b><u>101</u></b>	<b><u>741</u></b>

<b><u>Internships &amp; Subsidised Workers</u></b>	<b><u>Archdiocesan Youth Program (AYE)</u></b>	<b><u>AVUHSD Internships</u></b>	<b><u>Grow Youth Employment Program</u></b>	<b><u>Transitional Subsidised Employment</u></b>	<b><u>Total</u></b>
<b><u>2011-12</u></b>	10	3	16	N/A	<b>29</b>
<b><u>2012-13</u></b>	10	3	16	N/A	<b>29</b>
<b><u>2013-14</u></b>	10	10	10	N/A	<b>30</b>
<b><u>2014-15</u></b>	34	3	15	13	<b>65</b>
<b><u>2015-16</u></b>	20	3	12	24	<b>59</b>
<b><u>Total</u></b>	<b>84</b>	<b>22</b>	<b>69</b>	<b>37</b>	<b>212</b>

JPC is affected by the enrollment trends indicated in the stašššcs from the annual intake and its relašššonship to the number of registered students, number of students that have created a resume, ašššended a workshop and or ušššelized other services.

<b><u>CCN Information</u></b>	<b><u>2011-2012</u></b>	<b><u>2012-2013</u></b>	<b><u>2013-2014</u></b>	<b><u>2014-2015</u></b>	<b><u>2015-2016</u></b>
<b><u>Student Registrants</u></b>	625	887	1051	856	944
<b><u>Non-Stu Registrants</u></b>	143	124	108	99	88
<b><u>Total</u></b>	<b>768</b>	<b>1011</b>	<b>1159</b>	<b>955</b>	<b>1032</b>
<b><u>Stu Approved Resumes</u></b>	624	806	709	651	788
<b><u>Non-Stu Approved Resume</u></b>	82	74	53	39	54
<b><u>Total</u></b>	<b>706</b>	<b>880</b>	<b>762</b>	<b>690</b>	<b>842</b>
	<b>92%</b>	<b>87%</b>	<b>66%</b>	<b>72%</b>	<b>82%</b>

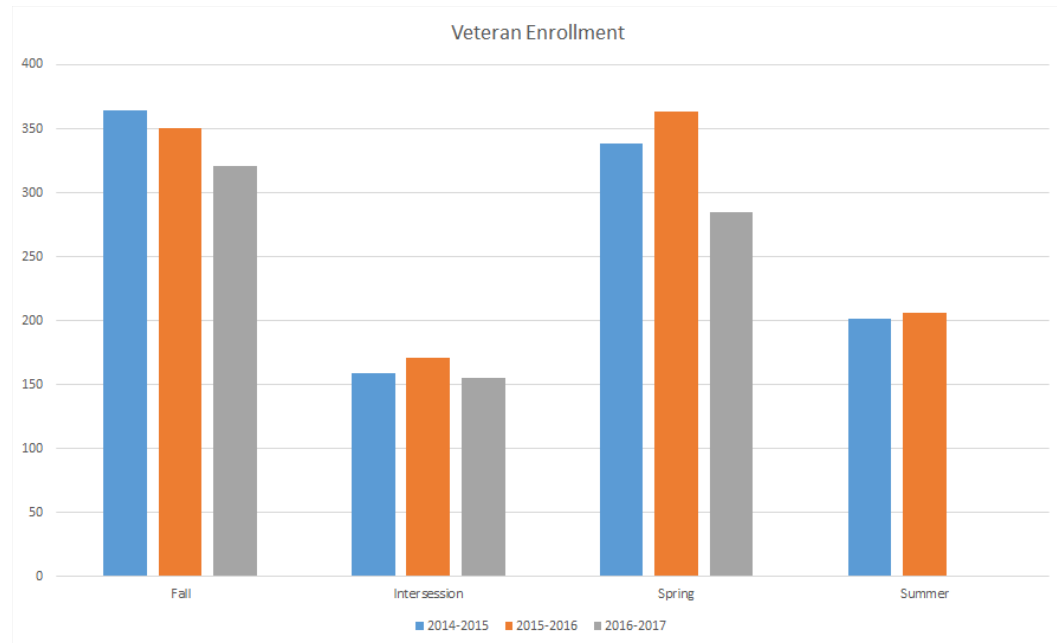


The Job Placement student orientations are mandatory in order for students to work on campus. Held in a one hour time session, students learn about district policies, procedures and best practices for student employment. Students are required to attend in-person orientation to be eligible to work on campus. The orientation sets the tone for the student employees to take their positions seriously and to support the district while gaining valuable work experience in a safe environment.

<u>Student Orientations</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
<u>Scheduled</u>	N/A	31	34	35	44
<u>Registered</u>	N/A	895	1040	503	550
<u>Attended</u>	377	579	521	486	539
		<b>65%</b>	<b>50%</b>	<b>97%</b>	<b>98%</b>

#### **Veterans Resource Center**

The Veterans Resource Center (VRC), and specifically the School Certifying Official/Veterans Program Coordinator, serves as the liaison between the military-connected student and the Department of Veterans Affairs. The Veterans Resource Center processes the education benefits of all military-connected students - veterans and dependents.



The Veterans Resource Center is affected by the number of student veterans and dependents enrolled at the institution. In Fall 2016, 165 Veterans and 94 military dependents used VA education benefits. In Spring 2017, 144 Veterans and 77 Dependents used VA education benefits. The Veterans Resource Center certified these enrollment numbers with the

Department of Veterans Affairs. Additionally, for the 2016-2017 school year, the Veterans Resource Center processed the necessary paperwork for 154 students using the CalVet Dependent Fee Waiver.

The number of visitors to the Veterans Resource Center is affected by several factors, including the number of students enrolled at the institution, and registration and enrollment periods.

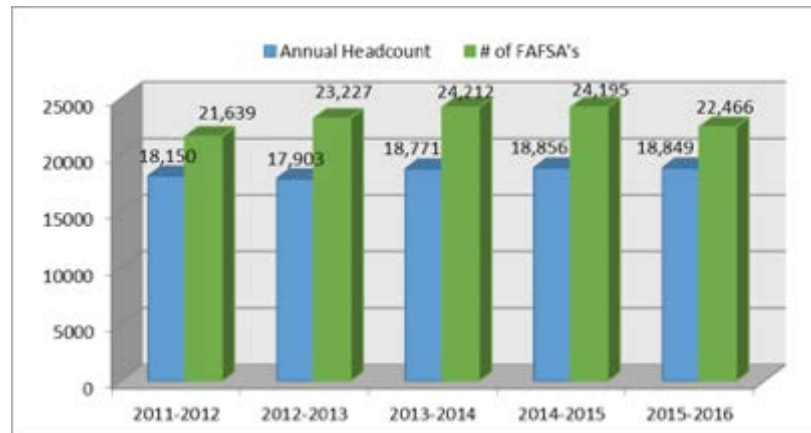
	2013-2014	2014-2015	2015-2016
VRC Visitors	3016	4861	3464

#### Financial Aid Office

As seen below from the annual head count and FTES enrollment, after a decrease in enrollment due to state budget cuts, enrollment is slowly increasing. As enrollment continues to increase, the number of students applying for financial aid will increase as well.

From figure 1, we see that the number of financial aid applications received by the Financial Aid Office has remained constant over the past five years. The figure shows a comparison of the annual headcount for enrollment and number of financial aid applications received for the corresponding aid year. It is apparent that the number of applications received is a lot higher than our enrollment. The Financial Aid Office receives applications for enrolled and prospective students and must process each application.

Figure 1: Number of initial FAFSA's received by aid year compared to annual headcount.

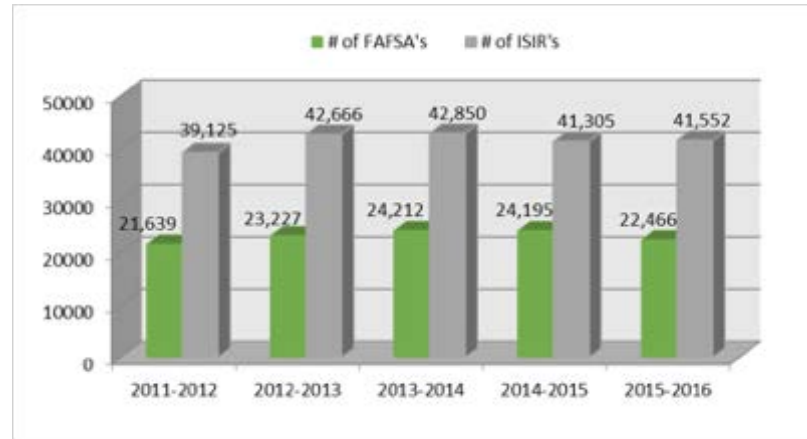


In addition to the initial application, the Financial Aid Office must process every subsequent transaction received. In figure 2 the number of ISIR's includes initial applications, as well as subsequent transactions completed by the student, corrections made by technicians and special circumstance appeals processed by the office.

The increasing number of ISIR's received each year has substantial implications for the Financial Aid Office. The Financial Aid Office currently has 14 full-time staff members. We received 41,552 applications for the 2015-2016 aid year, that equates to

2,968 applications per staff member. The Financial Aid Office is at capacity for space. Due to the increase in students it has become increasingly difficult to serve our students at our current location.

Figure 2: Number of FAFSA's compared to ISIRS



Considering the increase in financial aid applications received each year, the Financial Aid Office is meeting the needs of financial aid students. However, during peak periods staff is required to accommodate a large number of students. Students sometimes wait over an hour to speak with a financial aid staff member. To ensure that students are seen as quickly as possible, all technicians assist students.

The introduction of technologies such as emails, online quiz, Financial Aid TV and myAVC has allowed us to provide a substantial amount of information to our students in an online environment. Despite all of the online services available, the need for in person one-on-one assistance has not diminished. Obtaining financial aid is a highly personal, highly regulated process that can be time consuming and confusing to students and parents. Many students still require personal assistance with the application process.

In the 2015-2016 year, there were 28,767 separate awards of aid disbursed to students these awards total \$45,384,160 disbursed. These awards consist of the Board of Governors Fee Waiver, Pell Grant, Cal Grants, Full Time Student Success Grant, Direct Loans, EOP&S/CARE Grants, Federal Work Study, Scholarships, Federal Supplemental Educational Opportunity Grant, and STAR Grants.

In the last five years you can see a slight decrease with the number of awards paid and dollars disbursed due to the FAO's participation in Department of Education's Limited Unsubsidized Direct Loan Experimental Initiative (figure 7).

Figure 4: Number of awards paid

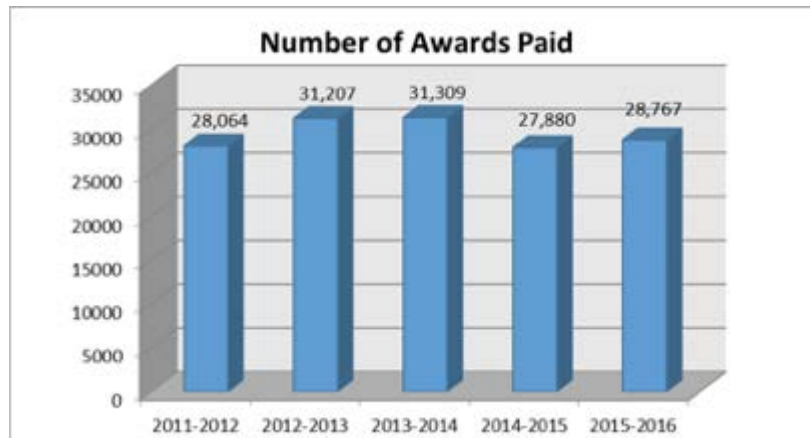
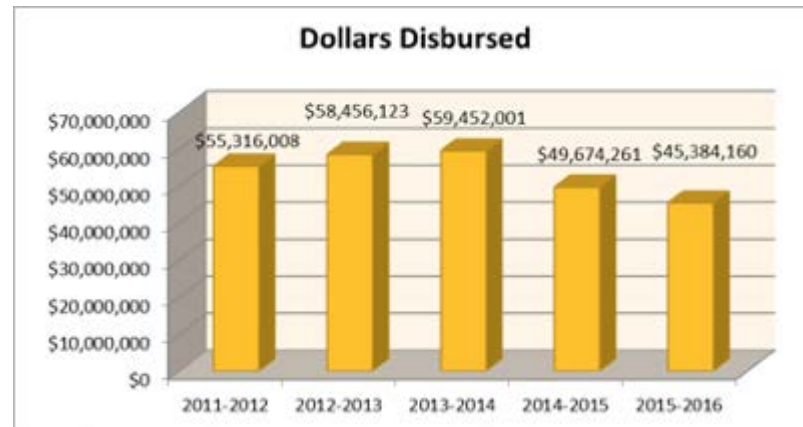


Figure 5: Dollars disbursed



As we can see from Figure 6, students that qualify for the Board of Governors Fee Waiver continue to increase. The annual headcount of students enrolled for 2015-2016 was 18,849, we processed 14,344 BOGFW. 76% of students enrolled for the 2015-2016 school year were BOGFW eligible.

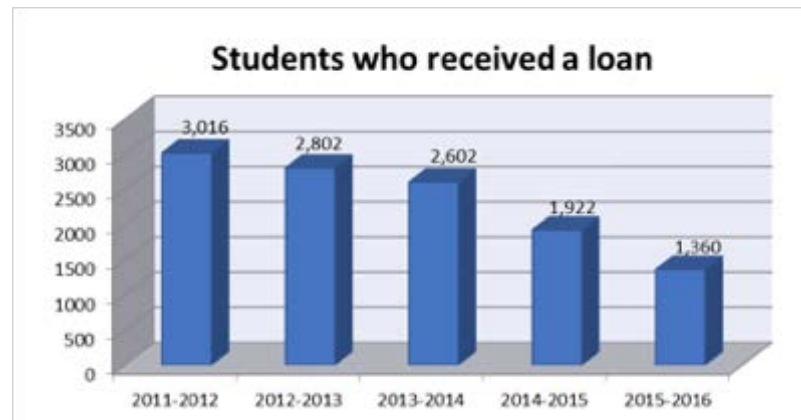
Figure 6: Qualified for BOGW



The Financial Aid Office was concerned by the number of students taking out a loan and our rising default rate. In the fall 2012 we created a campus-wide Default Management Team to develop a Default Prevention Plan. The Financial Aid Office started requiring in-person entrance loan counseling workshops for all students interested in taking out a student loan. In the workshop the staff presents the necessary information needed to take out a loan, discusses how a master promissory note works and the consequences of default. Students are counseled about interest rates, repayment options, and additional financial literacy publications.

As we can see from Figure 7, the number of students who received a loan had drastically decreased over the last five years. With our default rate being of great concern AVC decided to participate in Department of Education's Limited Unsubsidized Direct Loan Experimental Initiative in 2014-2015 and 2015-2016. By participating we were allowed to limit unsubsidized loan amounts for students in certain targeted groups. The impact of the decreased number of loans on our loan default rate are not yet available as the default rate data is 3 years out.

Figure 7: Students who receive a loan.



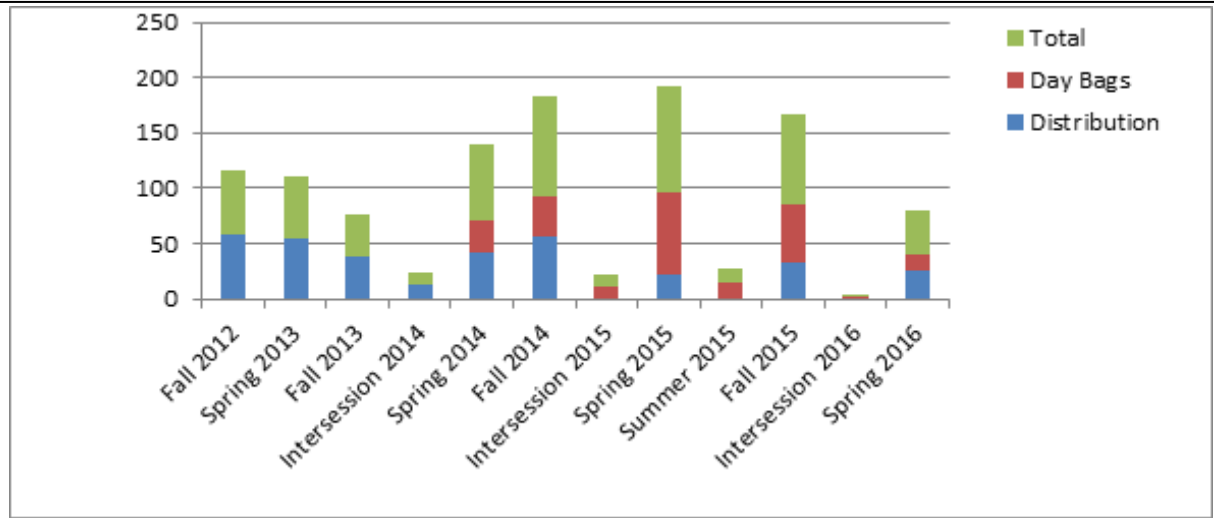
**Student Life & Services**

Student Life & Services (including ASO, Student Clubs and Student Acēviēš Council) has seen a consistent number of clubs over the past few years. Clubs represent academic, cultural, poliēcal, social and civic interests.

Club Year	2012-13	2013-14	2014-15	2015-16
<b>Total Clubs</b>	<b>29</b>	<b>21</b>	<b>29</b>	<b>20</b>

The Hearts and Hands Pantry program has conēnued to expand to serve the needs of our hungry and homeless students, In 2014, ASO began a day bag program for students who are either “couch surfing” or living in their cars and had no way to prepare food, There is a significant number of students who are serviced by this program.

Semester	Distribution	Day Bags	Total
Fall 2012	58	-	58
Spring 2013	55	-	55
Fall 2013	38	-	38
Intersession	12	-	12
Spring 2014	42	28	70
Fall 2014	57	35	92
Intersession 2015	0	11	11
Spring 2015	21	75	96
Summer 2015	0	14	14
Fall 2015	32	54	80
Intersession 2016	1	1	2
Spring 2016	26	14	40



**Student Health Services**

In Fall 2012, each enrolled student at AVC began paying a Student Health Services fee. We have also been successful in receiving the Kaiser Grant since 2012-13. Together these funds have provided an opportunity to provide direct physical and mental health services to our students as well as dental care and health education and programming. The Antelope Valley Community Clinic was the provider and the number of students served are:

<u>Student Health Services</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16*</u>
<b>Medical</b>	-	1886	1125	820
<b>Mental Health</b>	-	270	285	-
<b>Mental Health Follow Up</b>	-	423	222	-
<b>Dental</b>	-	-	217	-
<b>Blood Drives</b>	12	9	10	7
<b>Bone Marrow Sign Up</b>	-	12	-	-

\*Due to staffing changes and contract agencies' shift, we are unable to obtain complete data.

In past evaluations of these services, students have expressed the need to more access to these services. Therefore, in collaboration with CSUB-AV, a MOU was created to utilize their Health Services in providing direct medical and mental health counseling services to our students. As of fall 2016, physical and mental health counseling is offered to students through the CSUB-AV site allowing for increased availability and more days per week. Dental Services were implemented as

of October 2016 and are currently offered through Western Dental Center. Contracts have been written for both new providers and data will be gathered to reflect the number of students accessing these services. These services will continue to support our mission statement and Operational Outcomes with the goal to have a healthier student population. This year we will be establishing base line numbers to assess this service.

As a part of the training to our campus about Mental Health issues, we have partnered with Mental Health of America who has provided an 8-hour training to faculty, staff and some students to help them better identify students who may be at risk and bring awareness of community services and available resources. The demands for mental health services and support will increase with increased enrollment. Student Health Services will continue to provide trainings ongoing until the goal of 50% of faculty and staff is trained and certified. Trainings in January and March 2017 trained a total of 35 staff and faculty.

The Kaiser Grant is being maintained to support our mental health needs and outreach efforts. AVC has received a grant from Kaiser Permanente for the past 5 years. The funds, \$12,000 in 2015-16, were used to support the mental health needs of our students.

Other online services that are provided and will continue to bring awareness and education to our students, faculty and staff include:

- Online “Kognito” Tool
- “Mind Care” (check-up from the neck up) with plans to implement kiosk stations on campus.
- “Student Health 101” online magazine provides valuable information at a student’s fingertips. 75% of students polled responded that they have learned something that they will apply to their daily life from utilizing “Student Health 101”.

**Smoking Cessation**

In summer of 2016, Student Health Services was awarded a \$10,000 Truth Initiative Grant to support and provide education to students about the dangers of smoking and to become a smoke-free campus. Quit Smoking cessation events began in the fall and will continue throughout the Spring 2017 semester with ongoing smoking cessation education and support to students. Events such as the:

<b>Event</b>	<b>Number of Attendees</b>
Great Smoke Out	45
Quit Smoking Kick-Off	50
<i>Quit Smoking Follow-up Support sessions are ongoing throughout the semester.</i>	

Student turn-out has increased by 10% at each event. Students have joined a community of others who are pledging to lead a tobacco-free life and encourage others to do the same, learning to implement positive affirmations, deep breathing and



yoga techniques to support their efforts, as well as educational materials and literature from the City of Hope and the American Cancer Society.

**Student Health Services**

Student Health Services is committed to increasing awareness of student health services and providing education on a variety of trending topics such as Dental Day, Women’s Health, the “Clothesline Project”, “No More” - Art contest, and the annual Community Health Services Fair.

Health Education Events:

<u>Year</u>	<u>Events Held</u>
2013-2014	21
2014-2015	20
2015-2016	23

One of the most successful programs that AVC Student Health Services has done is the number of people who donate blood during our Blood Drives, AVC has been one of the leading blood donors in the community and participant numbers continue to grow as does Be the Match enrollees. AVC hosts approximately 5 blood drive events or more a calendar school year.

The need for AVC to focus on health related issues is that the Antelope Valley’s health is the worst in Los Angeles County with 13.9% of adults with a diagnosis of diabetes, 148.4 heart disease death rate per 100,000 population, 24.1 breast cancer death rate per 100,000 women, and 30.3% of adults have high blood pressure. What happens in our community affects AVC and we must work diligently to educate our students about living a healthier lifestyle.

**Behavioral Intervention Team**

The committee is up and functional and is looking to increase the membership to better serve our campus. Member training has continued and the focus is to increase the faculty and staff awareness of the BIT and improve our resources to our campus. The campus purchased ADVOCATE which is a software program to chart student discipline and BIT cases. Unfortunately, it was not integrated to Banner so in fall 2016 Student Health Services funded a consultant to assist us and now we are able to integrate our system and automate the BIT process. This will not only help the caseload management but the education tour campus on what BIT is and how it can help provide a safer learning environment on our campus.

**Students on the Academic Rise High School (SOAR)**

SOAR continues to reach great strides. Our graduation rates are high with a high percentage of students earning their AA as well as their high school diploma. In the most recent years we have encouraged students to slow down in their earning due to the increase of SOAR student needed mental health hospitalizations. The goal of this program is to create health and happy educated youth and it is our goal to ensure that our students are well rounded.

SOAR High School Graduation Rates

<u>Year</u>	<u># of High School graduates</u>	<u># of AVC graduates</u>	<u>Percentage</u>
2013-14	74	44	59%
2014-15	86	59	68%
2015-16	90	48	53%
2016-17	90	39	43%

**International Student Program**

The International Students Program has grown in the past few years. We have students attending AVC exclusively as well as concurrently from CSUN.

<u>International Students Program Year</u>	<u>Number of Students Enrolled</u>
2013/14	24
2014/15	25
2015/16	33

**The Study Abroad Program**

The Study Abroad Program has a healthy number of students interested in the program but less students completing the requirements to travel study abroad. In 2016, we had a change in location from Salamanca to Barcelona, Spain to help increase the numbers of students matriculating through the program. This change was not specific for AVC but was a Consortium decision.

<u>AVC Study Abroad Year</u>	<u>Number of AVC Students Participated</u>
2013	2
2014	8
2015	4
2016	6

## STUDENT EQUITY

Student Equity is a new committee based program and has just begun building programs. During the 2015-2016 year, Student Equity held (12) **Spectrum Series Events** that brought performing arts, poetry reads, and other dialogue to the campus. Through these events over 1,840 students were served.

Student Equity was also given the opportunity to expand the Books H.E.L.P. Program that served approximately 70 students to serve over 2,500 students in General Books H.E.L.P.; 1,200 students in Basic Skills English courses; 90 students in the Reading Program; 600 students in Basic Skills Math courses; 60 students in the Inmate Program.

Student Equity also hosted AVC's Study Jam Program (4) days Fall 2015, (4) Spring 2016, (2) Summer 2016 and served 1,920 students with access to an active learning space that allowed for collaborative study with peers, Learning Center Tutors and adjunct faculty.

Student Equity collaborated with and supported multiple areas on campus to have resources on campus that supported student success and help to close equity gaps. Some of the Departments/Divisions/Programs supported were the Library (\$30,000) and with additional funding for a technology loan program that purchased 20 laptops for Main campus and the Palmdale Center; Soar Cultural Library (\$5,000); Learning Center with software - Reading Horizons (\$33,000) and Reading Plus (\$68,000) and Learning Express Library (\$4,000); Instructional Research with software Tableau (\$20,000); Counseling with software SmarterMeasure (\$10,000); (5) Kinesiology Computer Carts; Marketing and Public Information to purchase bus wraps in collaboration with First Year Experience to students in targeted markets (\$32,000); Outreach sponsoring of AVC Tours to elementary, junior high, and high school groups; Learning Center Support of tutor salaries (\$160,000); Enhancement of classroom spaces (\$50,000); Veterans Resource Center with technology resources, veteran's bi-weekly coffee, and Veteran's Events such as Veteran's Walk, Veteran's Panel, Veteran's Resource Fair, Veteran's BBQ, Coffee & Donuts with a Veteran, Letters to Veterans, Bingo Night, Supporting Our Troops Ceremony, Free football game for Veterans; and Childcare Development Center (5) childcare spots for students that were in equity gaps; Job Placement Center with resource to help with the creation of jobs in the community; Student Life with ASO Sockers and Bus Passes for students.

Student Equity supported the campus Transfer Center by sponsoring 8 college tours and visiting 16 campuses, including an Historically Black College and University (HBCU Tour). The HBCU tour allowed 20 AVC and SOAR students to visit 8 colleges and universities across 6 states. During the tour (7) students were accepted to multiple campuses on the spot.

Student Equity sponsored (8) professional development and student conferences with over 425 students and 121 faculty being served.

In addition to those collaborations, Student Equity also sponsored the Triumph Scholars Program and Foster Youth with supplies such as scantrons, planners, notebooks, USBs, backpacks, and other necessary supplies. Student Equity also collaborated with community partners such as the Black365; Blue Star Moms; and AV Partners for Health.

Student Equity also completed MOUs to partner with the Childcare Resource Center for child care for (80) students (\$200,000); with the AVTA and the AVAQMD for bus passes program for students (\$80,000); and the Chancellor's Umoja Program.

**Foster Youth/ Guardian Scholars Program**

Foster Youth expanded program through a collaboration of departments. For years, Financial Aid served as the liaison for Foster Youth at AVC. When funding for Equity became available, this was one of the identified areas of concern at AVC. A grant was submitted to the Piferes Foundation for \$60,000 for supportive services. An additional \$5,000 was added to help with any additional personal expenses that foster youth students might need. From this increase in funding, the Foster Youth Orientation was expanded, a student club was created, conference attendance has increased and the expansion of our community partners has increased. The need for AVC to have a more focused effort for foster youth is becoming more apparent and future plans include creating a strong and viable Guardian Scholars Program at AVC.

**Part 3 – Outcome Analysis and Use**

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

PLO/OO/ILO	Action Plan	Current Status	Impact of Action
JPC PLO: Provide opportunities for students to achieve a successful job search	Continue use of College Central Network/search for updated method	Ongoing	JPC has the availability to track students who are seeking employment. Through the continuous requests and the budget improvement with the state, College Central Network is now a line item in the Job Placement Center Budget.  JPC is also looking into a more robust platform to track that will be linked into the state employment data. This platform will produce a complete form of tracking.
JPC PLO: Provide opportunities for students to achieve a successful job search	Student Worker Budget	Ongoing	As stated above, there is a line item in the JPC budget for Student Workers. As the minimum wage is increasing, more has been added to offset costs of the workers.
JPC PLO: Provide opportunities for students to achieve a successful job search	Supply Budget	Ongoing	As stated above, there is a larger line item in the JPC budget for supplies. As the cost of living increases, supply costs increase. There will be a need to continue all of these budgets.
Student Equity		Ongoing	The Student Equity Program is adopting the division's OO's/PLO's as 2015-16 is its first year functioning independently from Student Life.
FA PLO/ILO: Students can apply for financial aid and access financial aid information via electronic means.	Ensure students are receiving accurate information. Information needs be easily found when the student is navigating the financial aid website.	Ongoing	FAO staff continuously reviews the placement and content of the Financial Aid TV videos. After the assessment, the staff embedded additional videos on the website for easier viewing by the students. Staff monitor how many hits the videos receive and make any changes as needed.

FA PLO/ILO: Student Loan Cohort Default rates will stay within an acceptable parameter. Less than 30% per year.	Antelope Valley College has adopted the Department of Education's Default Management Plan.	Ongoing	The activities in the Default Plan promote student and school success by increasing retention and reducing delinquency and default. Efforts to monitor the default rate have been put in place within the Financial Aid Office. Departmental practices have been reviewed and efficiencies have been noted. Staff have implemented strategies to reduce the default rate. There are several steps needed to effectively implement default management. The information and action plans can be found in the <i>Default Prevention and Management Plan</i> .
IWC/O PLO: High School Students, prospective college students, will have knowledge of and effectively navigate through the admission process	<ul style="list-style-type: none"> <li>• Workshops to junior and senior classes to showcase AVC and its programs</li> <li>• Produce in-person orientation opportunities for prospective HS students</li> <li>• Attend school college fair</li> <li>• Provide AVC and general college materials to HS counselors and career centers</li> <li>• Educate and inform HS guidance staff about AVC through attendance at the monthly AVHSD head counselor's meetings and hosting the biannual HS Counselor Workshop</li> </ul>	Ongoing  October (Odd years)	<ul style="list-style-type: none"> <li>• Activities supported the SSSP Initiative</li> <li>• Increased the number of students attending the Student Success Kick Off</li> <li>• Collaborated with other Student Services departments and offices to have students successfully complete the matriculation steps</li> <li>• Developed on-going in-person orientation opportunities (SSW's) for both traditional and nontraditional students</li> </ul>
IWC/O SLO: Prospective high school students will know and complete the four steps of Matriculation accordingly	<ul style="list-style-type: none"> <li>• Require application, online orientation and assessment to attend special on-campus orientation follow up activity (SSK)</li> <li>• Produce 1-4 SSW's monthly for in-person orientation opportunity</li> <li>• Phone call campaign to all new college applicants to reinforce the required matriculation steps, invite them to the SSW's and assist with questions</li> </ul>	October-April Annually Monthly  On-going	<ul style="list-style-type: none"> <li>• 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</li> <li>• We are able to capture, for MIS data reporting the in person follow up activities in Banner.</li> </ul>
FYE	N/A	Ongoing	First Year Experience is adopting the division's OO's/PLO's as 2016-17 is its first year functioning independently from the IWC/O.

VRC SLO: Students will learn to find registračion appointments online and register using myAVC.		Complete	The Veterans Resource Center is coněnually registering new students and educačng them on the enrollment and registračion process.
VRC PLO: Students will be able to successfully navigate through the enrollment process uělizing the various Enrollment Services' programs and acěviěes for students success.		Complete	Students are able to successfully navigate the enrollment process using myAVC.
SHS OO: Students will use health services offered and receive informačion to develop a healthy lifestyle.  Increase awareness of student health services	From student feedback there was a need to increase access to services to meet capacity of appointments.	Ongoing	Measures: Headcount of students are using the services provided for HIV tesěng, Flu shots, Care-a-Van appointments, Blood drives, Health fairs, health screening, health awareness events aňendance, mental health issues, (domesěc violence, etc).  Target: 90% of students meet capacity of service appointments (physical, mental, dental).  Measures: Survey Target: 60% of students surveyed are aware of the services.  We were unable to meet the need with our current provider, so a different provides was obtained and baseline data is being gathered to assess usage for CSUB and Western Dental. Increase grant funding has increased our need to provide addiěional programming for students to learn about Student Health related topics. With increased adverěsing of direct services as well as events to promote a healthy lifestyle there will be a increase in usage and increase health our students.
SOAR PLO: Students (freshmen and seniors) will complete orientačions.	Program modifačions were made to incorporate this into the applicačion process when new students apply to AVC.	Ongoing	Measure: Counts of completed orientačions Target: 90% of students will complete orientačions on ěme. All SOAR have this completed before they begin AVC. No addiěional acěion needed.
SOAR PLO: Students will complete assessment (reading, wriěng and math).	Program modifačions were made to have the English and Reading assessments taken during their freshman year. Students take the Math assessment a  er student complete Algebra II.	Ongoing	Measure: Counts of completed assessments (reading, wriěng and math) Target: 90% of students will complete the three assessments. By the end of the Freshman year all students have taken part of the Assessment. No addiěional acěion needed.
SOAR PLO: Students	All SOAR students have an	Ongoing	Measure: Counts of students that completed an educačion plan.

(sophomores) will complete and follow student educational plan	Educational Plan completed within their freshman year through their AVID class		Target: 90% of students will have an educational plan By the end of the Freshman year all students have an Educational Plan No additional action needed.
Student Activities PLO: Student Leaders will know how to develop, implement and plan college activities that support diverse perspectives.	Continue to provide a diverse calendar of events to meet the needs of our students either through Student Activities Council, ASO or student clubs. Market these events through the Spotlight (vs. a semester long calendar). Conduct Parliamentary Procedures training and helpful hints to for student clubs through the Student Club Handbook. (Measure 1-4) The leadership development program continues to be an area where more efforts need to occur. (Measure 5)	Ongoing	<p>Measures: Measure #1 Count the amount of diverse activities which occurred on and off- campus that were sponsored by AVC and student clubs per year. Target: Ensure that there were a sufficient amount of diverse activity on and off campus through AVC and student clubs.</p> <p>Measure 2: Continue to create a semester long calendar of events through SAC that include diversity events to the campus community. Compare previous calendars. Target: Ensure that the semester activity calendar has a balanced amount of diversity events that reach out to the campus community.</p> <p>Measure 3: Expand the types of diverse activities presented on campus. Target: Attempt to add a new diverse activity to the semester calendar.</p> <p>Measure 4: Review the minutes and observation from ASO, ICC, and student club meetings and discussions as well as involvement in the Student Statewide Senate. Target: Ensure ASO, ICC, and student club meetings understand and follow parliamentary procedure in club documents.</p> <p>Measure 5: Provide leadership development programs related to diversity and other leadership topics which expands the student's leadership skills. Target: Sponsor a Leadership workshop open to all students that is related to diversity and leadership topics.</p> <p>Continued diverse programming is occurring through the students to meet the needs of the student body. Since the creation of the Student Equity Office more diverse programming is happening on campus due to their efforts. (Measure 1-4)</p> <p>Planning of a one day leadership retreat has been successful, but has limitations. Efforts to create a Division sponsored Leadership Development Program is being developed. (Measure 5)</p> <p>Plan a Leadership Development Program for all students involved in the Division of Student Life and Services.</p>

**Part 4 - Stakeholder Assessment**

Assess how well the division/area/department 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
Other	Staff meetings	CCN has become a standard in JPC. On campus employers use the system and can easily access. Off campus employers like the ease of use and still like to communicate to staff on status.	Staff discusses new products CCN deploy which can lead to meeting the goal of streamlining JPC process and expand the tracking of students, particularly CTE students into the labor market. Trial basis for documenting files, found to be not efficient.
Other-Informal Feedback	Employers	Feedback from employers: example, a call comes into close a job opening by a relevantly small employer (5-20 employees) and they rave how well the JPC has performed as they have chosen the best candidate and are extremely happy. This is example is of the Flight Test School in Llano who hired an intern and at the end of their internship were hired by an aerospace company.	Explore how we track/document verbal communication.
Other-Informal Surveys	Students	The primary concern of student veterans and military-connected students is receiving their education benefits.  Student veterans are seeking ways to become more connected with their veteran peers.	Explore how we can improve programs for greater success.
Focus Groups	Student Equity Committee	Feedback from committee on things that could be done on campus to close equity gaps As a result of the findings Student Equity Office has built programs that address equity gaps.	Create an effective forum that generates easier response back from committee members. From the responses received from committee members Student Equity funds proposals and programs across campus to help fill the needs of students that are in marginalized groups and our campus' equity gaps.
Survey-Financial Aid Awareness Day	Students	In the 2015 Financial Aid Awareness Day survey, we found the following significant data points for action. There were a total of 478 surveys collected. -63.0 % of the students surveyed used the financial aid online services. -52.9 % watched "Financial Aid TV" -87.6% applied for Financial Aid	As a result of the aforementioned survey results, we decided the following: -Look for ways to better improve our myAVC online services to encourage the 36.4% of students who are not using that service.  Continue to monitor and update the Financial Aid TV videos to provide information that is updates, relevant and timely. .  Continue the annual survey for continuous program improvement in office performance and customer service satisfaction.  Evaluate the feedback to determine how to reach the 9.6% students who have not applied for Financial Aid.



Survey-Job Fair	Job Fair Vendors	Job Fair vendors have delivered excellent feedback of each semi-annual job fair. This practice needs to be maintained. Consistently good evals, more consideration on location and marketing is needed.	Continue the surveys at the annual job fairs. Include communication approximately one month later seeking results (hires), via email, and phone calls. This provides a trackable form.
Survey-Student Worker Orientation	On Campus employers	To document the success of the student worker orientation. To continue the face to face as the students are ready to work in off campus positions.	Create an on line Survey instrument for employers of student workers to respond on a semester basis.
Programmatic Evaluation	Students, Staff, Faculty	Feedback from staff, students, and faculty on how programs are successful, need modification, or need to be discontinued.  Student Equity takes the feedback received and a further review of our programs and the impact they've had on student success, Student Equity determines how programs should be modified.	Explore how we can improve programs for greater success
Student Success Kick Off (SSK) Evaluations	Prospective Students	A further 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 AVID for Higher Education (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
First Year Experience (FYE) Event Surveys	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 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	We continue to make improvements and increase event participation. AVID for Higher Education strategies will be used to encourage engagement and community building. While 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.

		<p>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.</p> <p>FYE Tailgate and Football Game 17 Students attended.</p>	
AVID Knowledge and Use Survey	Faculty and Staff	<p>We conducted our first AHE campus employee survey in fall 2016 to determine knowledge and interest in AHE of the 57 respondents 43.6% were faculty; 52.6 % indicated limited knowledge, 19.3% indicated proficient knowledge and 22.8% indicated intermediate knowledge of AHE. When asked about their participation in PD's 10.5% received informal PD from colleagues, 17.5% attended the Lunch &amp; Learn series, 28.1% attended PD by AHE staff, 19.3% attended SI and 40.4% were interested in future PD opportunities. Strategies most often implemented included Think-Pair-Share, Formative Assessment, Direct Questioning Using the student's name, Wait Time, Early Intervention, Effective Powerpoints, Marking the text and Quick Writes. Lastly, 33.3% were interested in the upcoming SI event.</p> <p>Through the comments, we recognize that there is still some confusion as to the purpose of AVID in higher education.</p>	<p>This was the first time we have taken the survey. We have reviewed the results to examine the climate for further professional development opportunities, leadership and training initiatives and future summer institute participation.</p> <p>When at all possible, we use AHE trained faculty to present information and showcase use in their classrooms as a way to demonstrate the effectiveness and purpose of AVID in higher education and AVC.</p>
AVID for Higher Education (AHE) Professional Development Opportunities Evaluations	Faculty/Staff/Students	<p>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.</p>	<p>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.</p> <p>Professional development was available for faculty/staff/students. Students participated in social tutoring and peer mentor training in 2014-15 and 2015-16. Staff participated in AHE Co-Curricular parts 1 &amp; 2. Faculty participated in AHE for Seminar Instructors, Faculty peer mentoring, WICOR for Reading, Math/Science and Inquiry and 10-2 strategies.</p> <p>We are planning in year 3 to develop a Train the Trainers certification as part of a sustainability plan for AHE on campus.</p>

AHE Cerēficaēon Self-Study	AHE Campus Team	59 Faculty aēended the onsite professional development opportuniēes. 17 faculty and staff aēended the summer insētute for AHE. More than 60 student tutors and peer mentors were trained in AVID for Higher Educaēon. 16 of 36 HD101 secēons were taught by AVID trained instructors.	Conēnue to monitor and track the progress of professional development opportuniēes and the use of AHE strategies across campus. Uēlize survey tool to gain addiēonal insight on which strategies are being used. Increase the number of HD101 secēons taught by AVID trained instructors as well as basic skills, transfer and CTE courses offered.
AVID Data Collecēon	AHE Campus Team	Review of the students who receive direct AHE support through course secēons and support services.	Conēnue to monitor and track the progress of students who receive AHE services and intervenēons for success, retenēon and persistence. We need to develop a mechanism to track students beyond our campus for transfer and career placement.
Associated Student Organizaēon (ASO) Advocacy Survey	Students	<p>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:</p> <p>“The quality of important informaēon geared towards first-ēme college students &amp; students with specific quesēons not covered FAQs. There is too few visitor parking spots &amp; 15mins is too liēle bit of ēme -- perhaps offering 20-30mins parking to accommodate visitors that must submit to the speed of lines &amp; service.</p> <p>Other than email No commutaēon between cashier/ financial aid and students. Maybe have a specific window for "how to" or "how do I" quesēons?</p> <p>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 ēme not able to speak with counseling, transfer center or admissions. I live far so I am not able to just “walk in”.</p>	<p>We have since implemented a First Year Experience program along with on-going in-person orientaēons called the Student Success Workshops.</p> <p>The Welcome Center is staffed during all operaēng hours for the college where we field quesēons from a vast array of subjects including but not limited to cashiers and financial aid.</p> <p>AVC and the Books H.E.L.P. program now ran by Student Equity provides students with a book loan opēon in addiēon to books on reserve in the library, used books in the bookstore and the book rental program in the bookstore.</p> <p>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.</p> <p>A phone tree has been considered to assist with the automaēon of FAQ’s which could assist with any delayed answering, however, in-person foot traffic is also a consideraēon.</p>
Community College Survey of Student Engagement 2014 (CCSSE)	Students	<p>(N=827) 51.9% took part in an online orientaēon, 23.5% took part in an in-person orientaēon 4.5% enrolled in orientaēon as part of their course load and 14.1% was unaware of a college orientaēon. 6.1% were unavailable to parēcipate in an orientaēon due to a scheduling conflict</p> <p>19.2% stated they parēcipated 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 parēcipate in a freshman seminar or first year experience program.</p>	<p>Increase efforts to inform and engage students early in programs, services and valued courses that create a foundaēon for their success. Conēnue to raise the awareness of AVC’s benefits and resources and MOU’s in the high school classrooms and campuses through the partnerships with the head counselors, AV Bridge Counselors and school administrators.</p>

Title V -FYE (14-19) Annual Progress Report	Project Director/Campus Professionals/WRD Consultants	This evaluation is completed in conjunction with Institutional Research, applicable campus departments, and WRD Consulting. It is an evaluation of the progress of the grant objectives.	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 third year of AVID implementation and our second 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.
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**Part 5 - Goals and Objectives and Evaluation of Previous Plans**

5.1. Review the goals identified in your most recent program review. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
JPC 1: Tracking student/job seekers after job fairs	Ongoing	The staff have called and requested from employers who they hired. Due to privacy policies, the employers choose not to reveal names, however they do give generalities, sometimes.
JPC 2: Creating a tracking method that is not so cumbersome through the hiring process of Student Workers	Ongoing	Continual improvement on the methods used to provide accurate tracking of data.
JPC 3: Improve Staff awareness of other processes and practices	Ongoing	Interaction with other Community Colleges, Regional Consortia, Local Unions, organizations, and products to streamline business.
FA 1: Continue to streamline the financial aid application process and procedures with the use of technology to deliver information and aid to students in a timely manner.	Ongoing	Continual improvement. Work with ITS to give students the ability to submit required financial aid documents electronically through myAVC.
FA 2: Continue to offer one-on-one service to students to resolve issues related to receiving financial aid.	Ongoing	Technicians are available to assist students when inquiries arise. Provide in-person workshops for additional needs.
FA 3: Provide advising, as well as financial literacy opportunities to financial aid students.	Ongoing	Assigned Financial Literacy to a staff member to provide workshops for students. Cash Course, an online financial tool, is available to our students for personalized financial information. The Net Price calculator is also available to students.
FA 4 Provide financial aid services at the Palmdale Center.	Ongoing	Increase FA presence at Palmdale Center. The new Palmdale Center will increase the need of FA staff. Will need to assess the need to hire additional staff specific for the Palmdale Center.
FA 5: Continue to increase outreach efforts to "get the word out" that financial aid is available to students and increase the numbers of students applying for and receiving aid.	Ongoing	Based on figure 2, the number of applications received continue to increase. Continue with financial aid awareness events on campus.
FA 6: Review policies and procedures to enhance processes and focus on	Ongoing	Staff continue to attend annual training event. Staff participates in webinars offered through the Department of

training and compliance of state and federal regulations.		Educación. Hiring of an Assistant Director of Financial Aid will be necessary.
FA 7: Continue to partner with ITS/Outside Consultant	Ongoing	Must continue partnership with ITS for Software support such as Banner upgrades and patches as needed.
FA 8: Lower default rate to under 25%	Ongoing	Continue to outsource past loan participants to servicer according to default management plan. Hire a full-time Default Prevention Specialist to assist with the management of the default rate.
IWC/O 1: Continue to serve as the community liaison for the college at public events and on community committees to increase awareness of programs and services. Objective 1: Attend College and career fairs, community festivals, school district event and other appropriate events and meetings throughout the Antelope Valley.	Ongoing	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.
IWC/O 2: 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. Objective 1: 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. Objective 2: 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.	Ongoing	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.
IWC/O 3: Provide accurate information and appropriate referral services about college programs, services, policies and procedures to prospective and continuing students. Objective 3: Train student ambassador corps on college programs, services, policies and procedures to prospective and continuing students. Field calls and	Ongoing	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.

in person inquiries at the Welcome Center. Assist students during the registraēon cycles to navigate matriculaēon steps and myAVC and in-between offices at peek ěmes in the registraēon cycle.		
IWC/O (FYE) 4: Increase awareness of the First Year Experience Program across campus and encourage student services departments to parěcipate in FYE event planning. Work to insětuēonalize FYE so every tradiēonal recent high school graduate parěcipates. Program success will be determined by long term tracking of student success and retenēon.	Ongoing	A Title V grant was awarded in October 2014 specifically for the FYE Program. This allowed us to contract with AVID for Higher Educaēon 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 holisěc sense; a clerical III has been hired to support the program and a director's job descripēon has been wrěten. In the inaugural year, 104 out of the 137 first year program students enrolled in the HD101 course and voluntarily parěcipated in the program acěviēes and services. Approximately 100 faculty have been trained in AHE strategies through on campus professional development opportuniēes and Summer Insětutes.
VRC 1: Establish a Veterans Resource Center	Complete	The Veterans Resource Center redesign and remodel was completed in 2014.
VRC 2: Designate a veteran-specific counselor	Complete	A full-ěme veteran-specific counselor is now part of the Counseling Department. This counselor teaches Human Development 102: Soldiers to Scholars.
VRC 3: Increase staff of Veterans Resource Center; add part-ěme support staff	Ongoing	The Veterans Resource Center is currently staffed by one full-ěme Veterans Program Coordinator. Part-ěme staff would benefit the VRC through supporēng student veterans and military dependents , assisēng in VA educaēon benefits cerěficaēon, and aiding in veterans programs.
VRC 4: Create a VRC account for funding	Ongoing	The VRC has an extremely limited discreēonary budget. Addiēonal support for the VRC is provided by Student Equity and Foundaēon contribuēons.
SE 1 : Close equity gaps through programs and services offered to students.	Ongoing	AVC was awarded funding from the State of California to uělize strategically to close equity gaps for marginalized groups of students. Student Equity hired (1) Director, (3) Program Specialist, (1) Clerical III to support this program. Student Equity staff has created and supported programs across campus to further the work of AVC to create increased student success.
SE 2: Streamline the Student Equity Program applicaēon process and procedures with the use of technology to deliver informaēon and services to students in a ěmely manner.	Ongoing	Student Equity is working to streamline the applicaēon process for students to received help from programs and services through the use of technology and online services.
SE 3: Establish a Foster Youth Program	Ongoing	To create a Guardian Scholars program that addresses the specific needs and challenges of the foster youth that are AV Students.
SE 4: Establish a thriving Umoja Community and Village.	Ongoing	To create a community that addresses the needs of the African American students at Antelope Valley College and closes equity gaps on campus.
SE 5: Establish a thriving Puente Program	Ongoing	To create a community that addresses the needs of the Hispanic students at Antelope Valley College and closes equity gaps on campus.
SE 6: Collaborate with programs and the community to bring diversity and culturally relevant dialogue and	Ongoing	Coněue to collaborate with programs on campus and build the spectrum performance series, as well as, other culturally relevant performance series.

performance to AVC.		
SE 7: To provide students with access to resources such as textbooks, transportation, child care, food, clothing, and other wraparound services.	Ongoing	Continue to provide resources to wrap around services to student on campus in efforts to remove barriers and close equity gaps.
SE 8: To provide professional development opportunities and support for staff, faculty, and students on and off campus.	Ongoing	Support campus efforts for professional development.
SE 9: Increase staff of Student Equity Office to support the Programs offered by Student Equity, including Books H.E.L.P., Umoja and Puente Programs.	Ongoing	The Student Equity Office is currently staffed by (1) Director, (3) Program Specialist, and (1) Clerical III. Additional staff would benefit the Student Equity Office and other Equity Sponsored Programs such as Foster Youth Program, Umoja Community, Puente Program, by supporting student that fall into the equity gaps for AVC.

**Briefly discuss your progress in achieving those goals:**

The Student Life & Services Division is making adequate progress in the achievement of the goals set forth from each area. With collaborative efforts to finance the programs and service needs in the area we are striving to provide meaningful and intentional services to targeted populations. Foster Youth and Homeless was recently designated by the state as a priority population gaining mandatory priority registration. We have leveraged decisions such as these to provide support services to the affected students. With FYE we have created a support safety net for all incoming new students working across our divisional areas and across campus; engaging faculty and staff for student success. This is also evident in the Student Equity area where faculty are aligned with high engagement activities broadening the scope of work and commitment to student success beyond the classroom. These efforts empower students to be well-rounded and advance their employability allowing AVC's Job Placement Center to be the quintessential placement resource for the Antelope Valley. AVC is the pinnacle resource for the Valley. Our Outreach efforts span in all directions including K-12 school districts, community agencies, and businesses with an emphasis on SOAR HS. We are the educational hub for higher education in the Antelope Valley for both traditional and nontraditional students. Our partnerships with community support agencies assist in creating a holistic model of success for our students. The newly developed Veterans Resource Center establishes essential relationships and streamlines processes and access to resources for our veteran population; community partnerships are vital to the success of our students. Lastly, more than 76% of our students receive financial aid. Our Financial Aid Office has made significant advances to provide excellent customer service, online resources and financial literacy to our students and the community. They have worked collaboratively across many lines to ensure that students are knowledgeable about their options in funding their education and that they plan effectively and efficiently to adequately address the full commitment to their academic goals. All of our students through student engagement opportunities are encouraged to participate in leadership, student government, clubs, special programs and services; events and activities to support their academic goals and respond to the holistic approach of wrap around services that contribute to their success.

**2018-2022 Planning**

5.2. 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), p.90. 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 on Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	JPC-Hire an Employment Outreach Specialist provide opportunities to students to achieve a successful job search and an objective to improve opportunities to students	2. Increase efficient and effective use of all resources	Provide staffing and space adequate for the implementation of programming to meet the needs of our students in CTE programs as well as other Certificate programs.	Get approval from VP, HR sub committee, Budget committee. Begin the hiring process, recruitment, marketing, committees, and final hiring.	Yes
2	JPC-provide opportunities to students to achieve a successful job search and an objective to improve opportunities to students	5. Align instructional programs to the skills identified by the labor market.	Funding to support students in, through and beyond their experience at AVC and post graduation	Surveys to determine gaps, evaluation of issues, determination of improvement measures.	Yes
3	SE-Increase programming for foster youth	1. Commitment to strengthen Instructional Effectiveness measures and practices	To increase completion and transfer for foster youth	Hire case manager/program coordinator to assist with foster youth program grant management, wraparound services, and overall student success of foster youth	Yes
4	SE-Successful launch of other cultural programs on campus that support diversity and equity such as a Puente Program	1. Commitment to strengthen Instructional Effectiveness measures and practices	To increase completion and transfer for students in other relevant equity gap groups	Work with the Chancellor's Office to start a program at AVC; Partner with faculty to participate in the program	Yes
5	SE-Increase Programming for Umoja	1. Commitment to strengthen Instructional Effectiveness measures and practices	To increase completion and transfer for African American Students	Increase faculty participation in program	Yes
6	VRC-Increase programming for student veterans and military-connected students	1. Commitment to strengthen Instructional Effectiveness measures and practices	To better assist first-year students at Antelope Valley College; to better prepare students for their first semester at AVC; to create a stronger community of veterans; to aid in student success	Develop an orientation program for student veterans and military-connected students; create additional programming to foster a sense of community among student veterans	Yes



7	VRC-Hire an additional School Certifying Official (SCO)	1. Commitment to strengthen Institutional Effectiveness measures and practices	Will assist with meeting Student Life and Services OO#1 and #2  Will support the Veterans Resource Center programs and daily operations  The SCO will serve as an additional liaison to the Department of Veterans Affairs in processing student veteran education benefits	This position needs to be marketed and advertised by HR, selected as a regular classified employee; This person will serve as a liaison between students and the Department of Veterans Affairs, and assist in the daily operations of the Veterans Resource Center	Yes
8	FAO-Provide increased services at the Palmdale Center by hiring additional staff	2. Increase efficient and effective use of all resources	Support learning and facilitation of student success supporting PLO(s) and SLO(s); Assist with the demand of financial aid services in the Palmdale Center as well as the increase in aid applications	Increase space and provide full time financial aid staffing at Palmdale Center location; Hire One Financial Aid Technician I, (bilingual/Spanish preferred), and one Financial Aid Specialist, (bilingual/Spanish preferred)	Yes
9	FAO-Streamline the financial aid application process and procedures with the use of technology to deliver information and aid to students in a timely manner to align with the Student Success Initiative	2. Increase efficient and effective use of all resources	Support learning and facilitation of student success supporting PLO(s) and SLO(s); To better assist students who are applying for financial aid	Upgrade to software that will allow students to complete and upload documents electronically; Partner with outside consultant to update Banner; Increase accuracy and legibility by providing autofill option; Provide real time notification; Utilize SARS grid as a check in system for students at front counter; Automate Cal Grant Process; Automate data load; Automate packaging process	Yes
10	FAO-Review policies and procedures to enhance processes and focus on training and compliance of state and federal regulations by hiring an Assistant Director of Financial Aid	2. Increase efficient and effective use of all resources	Support learning and facilitation of student success supporting PLO(s) and SLO(s); To assist in ensuring compliance and training as well as to provide supervision in the Palmdale Center	Hire an Assistant Director of Financial Aid as compliance officer as well as trainer; Continue to attend annual trainings, as well as webinars, workshops and conferences; Create a policy and procedure committee to oversee revisions and updates as needed; Create an office manual for employees; Review and revise operational outcomes and action items on an annual basis	Yes

11	FAO-Improve default prevention plan to further lower our Cohort Default Rates by hiring additional staff	1. Commitment to strengthen Instructional Effectiveness measures and practices 3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	It is the responsibility of the Financial Aid Office to reduce the number of students defaulting on student loans by providing adequate loan counseling and follow up with students who are delinquent on their loans	Hiring of additional staff required; Hire full time Default Prevention Specialist; Continue to outsource delinquent calls	Yes
12	FAO-Continue to collaborate with other departments to enhance student success and promote instructional effectiveness in support of the Student Success Initiative	1. Commitment to strengthen Instructional Effectiveness measures and practices 3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Support learning and facilitation of student success supporting PLO(s) and SLO(s); Enhancement of partnership with other offices on campus	Increase information in our outreach efforts; Team with Outreach Office to participate in the First Year Student Experience; Continue our annual Financial Aid Awareness week; Continue with Veterans Awareness Day and outreach; Continue with Foster Youth Awareness day and outreach; Collaborate with all areas on campus involved with implementing the student success initiative	Yes
13	JPC-Improve Job Placement Orientations	1. Commitment to strengthen Instructional Effectiveness measures 5. Align instructional programs to the skills identified by the labor market	To better understand gaps in student worker program and identify expanding JPC training needs and re-engineer or expand the student worker orientations	Surveys sent out to employers asking: "Has there been an improvement with new hires who have attended the Student worker orientation?" Also create marketing to new students opportunities on campus	Yes
14	JPC-Increase Job Placement support at Palmdale	1. Commitment to strengthen Instructional Effectiveness measures and practices 5. Align instructional programs to the skills identified by the labor market	Adding staff to Palmdale on a part-time schedule increasing to full time for an Employment Outreach Specialist and Work Study Specialist to serve students and community, and complete tracking thru successful employment	Hire new employees as part time and add as expansion of Palmdale Center increases	Yes
15	JPC-Improve job search activities at Palmdale Center	1. Commitment to strengthen Instructional Effectiveness measures and practices 2. Increase efficient and effective use of all resources	Increase visibility of JPC services	Provide staffing and services at Palmdale	Yes
16	JPC-Improve quality of job fair	1. Commitment to strengthen Instructional Effectiveness measures	Increase Job Fair success	On site location specific for job fairs, career fairs, etc.	Yes

		and practices 2. Increase efficient and effective use of all resources		Add additional Job Fair at the Palmdale Center	
17	JPC-Expansion of JPC	1. Commitment to strengthen Instructional Effectiveness measures 2. Increase efficient and effective use of all resources	Expand JPC to include a computer lab, testing center for employment testing, reorganize JPC to better utilize space and improve privacy	Provide information to architects in the facilities planning and implementation of the new student services building	Yes
18	JPC-Marketing to internal and external community available services	2. Increase efficient and effective use of all resources 5. Align instructional programs to the skills identified by the labor market	Increase of activity in Job Placement	Create marketing materials, increase visibility, and interact with outside agencies	Yes
19	IWC/O-Expand the International Students Program programming and budget	1. Commitment to strengthen Instructional Effectiveness measures and practices 6. Commitment to strengthening instructional effectiveness measures and practices. (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 (3) and including additional campus members	Yes
20	IWC/O-Increase support to the Study Abroad program	1. Commitment to strengthen Instructional Effectiveness measures and practices. 6. Commitment to strengthening instructional effectiveness measures and practices. (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	Yes
21	JPC-Hire an Employment Outreach Specialist/Job Developer	5. Align instructional programs to the skills identified by the labor market	Will assist with meeting Student Life and Services OO#1 and #2	This position needs to be marketed and advertised by HR, selected as a regular classified employee; This person will connect to the community and specific coursework at AVC to assist at developing and expanding employment opportunities for our students	Yes
22	SL&S- Expand the student leaders skills so that they will be able to develop,	3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Provide staffing and support to enhance our leadership training activities	Hire a Program Coordinator for Student Life and purchase training materials	Yes

	implement and plan college activities that support diverse perspectives.	5. Align instructional programs to the skills identified by the labor market			
23	SL&S- Create a tracking system to reflect student engagement	1. Commitment to strengthen Instructional Effectiveness measures and practices. 2. Increase efficient and effective use of all resources	Tracking student engagement to allow for increased student success and retention	Explore and purchase a student engagement program	Yes
24	SOAR- Increase and support the needs of SOAR students and other concurrently enrolled, AB 288 students	1. Commitment to strengthen Instructional Effectiveness measures and practices. 2. Increase efficient and effective use of all resources 5. Align instructional programs to the skills identified by the labor market	Provide support needed and follow up activities for students who are in K-12 and their parents	Hire a clerical to support the program needs of K- 12 students	Yes
25	SHS- Expand the Student health services to our students	1. Commitment to strengthen Instructional Effectiveness measures and practices.	Create more opportunities for our students to live a healthy lifestyle and to seek assistance when needed	Expand our partners in the offering of health services	Yes
26	FYE- Continue to develop and implement a sustainable comprehensive program servicing first year students to success	1. Commitment to strengthen Instructional Effectiveness measures and practices. 2. Increase efficient and effective use of all resources 3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Increase the number of trained employees by 5% each year. Increase the success, retention persistence of incoming students who receive FYE services as compared to those who do not	Continue to follow the objectives of the grant establishing the foundation for a sustainable program and menu of services and the implementation of AVID for Higher Education	Yes
27	FYE-Expand FYE services to all incoming students to AVC	1. Commitment to strengthen Instructional Effectiveness measures and practices. 3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Compare students in FYE with those who aren't; Compare success rates of FYE students with those not in FYE	Expand our awareness beyond high school graduating classes, partner with Outreach and Admissions to identify and market the program to non-traditional students and transfer students; increase partnerships across the curriculum to increase services to first-year students, build team of full-time, part-time and student employees.	Yes

28	FYE-Study further to find out what teaching methods students best respond to.	3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills 4. Advance more students to college-level coursework.	Increase current 2016 AVC trend data by 5%. Increase number of employees participating in professional development opportunities by 5%	In collaboration with the Academic Senate, Faculty Professional Development, AHE Campus Planning team, coaches and trainers; Student Equity and other permanent personnel, provide avenues for assessment and evaluation and work to contribute to a Center for Teaching Excellence	Yes
29	FYE-Expand Summer Bridge, Summer Boot Camp to include or specialize in existing programs such as STEM, Umoja, Arts, Sports, Basic Skills or Academic Academies for incoming students as a requirement prior to the Fall Semester.	3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills 4. Advance more students to college-level coursework.	Increase student engagement and course knowledge and preparation prior to first term of attendance.  Monitor success, retention and persistence rates of participants	In collaboration with the campus support and develop content and conduct logistical management and marketing for Bridge events and activities.	Yes
30	FYE-Create and expand "learning communities" both in and out of the classroom where students are grouped together in classes together.	4. Advance more students to college-level coursework.	Increased participation in AVC2CSU, declaration of ADT's, engagement in FYE, Umoja, Student Life & Services, Clubs and campus organizations	Develop and extend events and activities that support registration assistance, promotion of first year seminar courses, promote study groups, high engagement with faculty, and cohort opportunities	

**\*\*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 - <u>These are the goals numbered in 5.2, not the EMP goal number</u>	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring cost?	Contact person's name
26-30	Personnel	Repeat	Director, FYE (Sustainability)	\$143,397.28	Recurring	Michelle Hernandez
26-30	Personnel	Repeat	Clerical III (FYE) (Sustainability)	\$62,998.00	Recurring	Michelle Hernandez

26-30	Personnel	Repeat	2 Program Specialist (FYE) (Sustainability)	\$107,411.76	Recurring	Michelle Hernandez
26-30	Personnel	Repeat	Shared Technical Analyst (FYE/Student Equity/Student Health, etc.)	\$72,662.42	Recurring	Michelle Hernandez Rashall Hightower-Säckel Jill Zimmerman
1, 3, 4, 5	Personnel	New	Clerical III (Student Life/FYE/Student Equity/Student Health, etc.) to staff Palmdale Center Student Life/Student Equity Programs such as: Foster Youth, Books H.E.L.P., Bus Pass Program, Students Raising Children, Hearts and Hands, Clothes Closet, etc.	\$62,998.00	Recurring	Michelle Hernandez Rashall Hightower-Säckel Jill Zimmerman
1	Personnel	Repeat	2 Program Specialist (IWC/O)	\$107,411.76	Recurring	Kenya Johnson
3	Personnel	New	Program Coordinator (Student Equity/Foster Youth)	\$79,355.00	Recurring	Rashall Hightower-Säckel
1	Personnel	Repeat	JPC Employment Outreach Specialist: "This position is critical to the mission of the District, CTE requirement with the Chancellor's office, Student Services and Job Placement. The position will bring into the college, employment opportunities for students, updated information for the programs on campus and will help the programs stay on the cutting edge. This position will support CTE and general ed students meeting their career goals as hiring an Employment Outreach Specialist would be a benefit to the district, the local labor market and the community at large. Improve staffing at Palmdale.	\$62,822.35	Recurring	Ann Steinberg
1, 9	Personnel	New	Director, Student Equity (Sustainability)	\$129,060.00	Recurring	Rashall Hightower-Säckel
1,3, 4, 5	Personnel	New	(3) Program Specialist (Sustainability)	\$161,117.64	Recurring	Rashall Hightower-Säckel
1, 9	Personnel	New	Clerical III (Sustainability)	\$62,998.00		Rashall Hightower-Säckel

					Recurring	
7	Personnel	Repeat	School Certifying Official (VRC)	\$62,999.02	Recurring	Monteigne Long
22	Personnel	New	Program Coordinator for Student Life for programming and leadership development	\$79,355.00	Recurring	Jill Zimmerman
26-30	Personnel	New	Educación Advisor	\$77,043.00	Recurring	Michelle Hernandez
5	Personnel	New	Educación Advisor (Umoja, Puente, and Equity sponsored Programs)	\$77,043.00	Recurring	Rashall Hightower-Säckel
1	Personnel	Repeat	Clerical III (Student Life Division)	\$62,998.00	Recurring	Jill Zimmerman
Goal 14 (from 5.2)	Personnel	Repeat	Default Management Specialist (Salary Range 15)	\$68,586.57	Recurring	Nichelle Williams
Goal 16 (from 5.2)	Personnel	Repeat	Assistant Director of Financial Aid (Salary Range 27)	\$98,086.54	Recurring	Nichelle Williams
1	Personnel	New	JPC- Work Study/Experience Specialist will assist students at finding work study jobs on and off campus and follow up with employers to assure the student is benefiting from the work based learning experience. Staff to be housed at Palmdale and Lancaster.	\$66,466.90	Recurring	Ann Steinberg
1	Personnel	New	2 Program Specialist (ISP/SA)	\$107,411.76	Recurring	Kenya Johnson
13, 20, 23, 26-30	Technology	New	OrgSync or other student engagement monitoring software that provides data for holistic experience and level of engagement; and its influence on student success and completion	\$20,000	One-time initial cost plus annual maintenance fees	Michelle Hernandez, Rashall Hightower-Säckel, Jill Zimmerman
Goal 13, 17 (from 5.2)	Technology	Repeat	Palmdale Center 1. All equipment (computers, dual monitors, phones, desks, etc.) needed for	\$20,950	Recurring	Nichelle Williams

			<ul style="list-style-type: none"> <li>new staff</li> <li>2. ID card reader</li> <li>3. Scanners</li> <li>4. Higher One ATM</li> <li>5. Fax</li> <li>6. Shredder</li> <li>7. Counterfeit reader</li> <li>8. Copier</li> </ul>			
<b>Goal 13 (from 5.2)</b>	Technology	Repeat	<p>Lancaster</p> <ul style="list-style-type: none"> <li>1. All equipment (computers, dual monitors, phones, desks, etc.) needed for new staff</li> <li>2. Large HD scanner</li> <li>3. Small scanners for all technicians</li> <li>4. Computer upgrades on a regular cycle</li> <li>5. Large copiers for the frontcounter area</li> <li>6. Large shredder</li> <li>7. Key Card Reader</li> <li>8. SARS</li> <li>9. Video conferencing software and hardware/WebCam's</li> <li>10. Equipment needed for increased security measures</li> </ul>	\$13,500	Recurring	Nichelle Williams
<b>1</b>	Technology	New	<p>PALMDALE CENTER</p> <ul style="list-style-type: none"> <li>1. All equipment (computers, dual monitors, phones, desks, etc.) needed for new staff.</li> <li>2. ID card reader</li> <li>3. Scanners</li> <li>4. Fax</li> <li>5. Shredder</li> <li>6. Copier</li> <li>7. Printers</li> <li>8. Video conferencing software and hardware</li> </ul>		Recurring	Rashall Hightower-Söckel
<b>1</b>	Technology	New	<p>LANCASTER CAMPUS</p> <ul style="list-style-type: none"> <li>1. All equipment (computers, dual</li> </ul>		Recurring	Rashall Hightower-Söckel



			<p>monitors, phones, desks, etc.) needed for new staff</p> <ol style="list-style-type: none"> <li>2. Scanner</li> <li>3. Computer upgrades on a regular cycle</li> <li>4. Large copiers for the frontcounter area</li> <li>5. Shredder</li> <li>6. ID card Reader</li> <li>7. Video conferencing software and hardware</li> <li>8. Fax</li> <li>9. Printers</li> </ol>			
<b>1-30</b>	Physical	Repeat	<p>Increased space for individual personnel in all areas, increased collaborative space for both personnel and students being services including computer labs, programming space, confidential spaces and gathering spaces; increased storage in all areas, multi-purpose space for information management for distribution and programming preparation;</p>	Included in the Bond for the new SSV building	One-time	All
<b>Goal 13 (From 5.2)</b>	Physical	Repeat	<p>The facilities for Financial Aid should include dedicated space to ensure confidentiality and the following additional space:</p> <ol style="list-style-type: none"> <li>1. Office and/or workspace to accommodate our current and additional staff</li> <li>2. Front counter with 5 workstations that include privacy barriers</li> <li>3. Reception area</li> <li>4. Conference room</li> <li>5. Work space for ten student assistants</li> <li>6. Computer lab space to conduct workshops</li> </ol>	Included in the Bond for the new SSV building	One-time	Nichelle Williams

6	Physical	Repeat	Expansion of and reconstruction of the JPC	Included in the Bond for the new SSV building	Recurring	Ann Steinberg
Goal 16 (from 5.2)	Professional Development (We have in the past and are currently paying for each staff annual membership out of FAO discretionary budget). But would like the district to incur this cost since the training and professional development is required.	Repeat	Every financial aid professional must annually be involved in training and professional development to ensure strict compliance with all applicable laws and regulations. Staff attends annual conferences and participates in webinars which include compliance, professional judgment, default management, customer service and technical training. Training is provided by the following organizations: <ul style="list-style-type: none"> <li>· California Student Aid Commission (CSAC)</li> <li>· California Association of Student Financial Aid Administrators (CASFAA)</li> <li>· California Community Colleges Student Financial Aid Administrators Association (CCCCSFAA)</li> <li>· National Association of Student Financial Aid Administrators (NASFAA)</li> <li>· Western Association of Student Financial Aid Administrators (WASFAA), which includes the Sister Dale Summer Institute</li> <li>· Federal Student Aid (FSA)</li> <li>· Ellucian</li> </ul>	\$7,475.00	Recurring	Nichelle Williams
26-30	Professional Development	New	AVID for Higher Education Contract, AVID Summer Institute, AVID Conference, First Year Experience National Conference, Webinars on student success of first year, first gen, underrepresented, and nontraditional populations (Sustainability)	\$71,000.00	Recurring	Michelle Hernandez
8	Professional Development	New	Conference and Travel Budget for Staff Professional Development	\$4,000.00	Recurring	Rashall Hightower-Söckel
2 and Student Life OO's	Professional Development	New	1-JPC Staff Travel budget	\$3,000.00	Recurring	Ann Steinberg

4	Other	New	Umoja Consorĉum Dues	\$1,000.00	Recurring	Rashall Hightower-Sĉckel
6	Other	New	3- JPC Increase Student Worker Budget to support all goals and improvements	\$15,000.00	Recurring	Ann Steinberg
26-30	Other	New	FYE Programming and support services including events, acĉviĉes, summer bridge/bootcamp, convocaĉon, academic success training, student conferences, informaĉonal materials, campaigns, etc.(Sustainability)	\$ 200,000.00	Recurring	Michelle Hernandez
26-30	Other	Repeat	Hire 10 Peer Mentors (Sustainability) (FYE)	\$22,000.00	Recurring	Michelle Hernandez
3,4,5	Other	New	Student Equity Programming and Plans (Sustainability)	\$200,000.00	Recurring	Rashall Hightower-Sĉckel
6	Other	New	JPC Supply material	\$2,500.00	Recurring	Ann Steinberg
6	Other	New	VRC Supplies and Materials	\$1,000.00	Recurring	Montaigne Long
1	Other	New	Student Equity-Supplies and Materials	\$3,000.00	Recurring	Rashall Hightower-Sĉckel
2	Other	New	Internaĉonal Students Programming	\$5,000.00	Recurring	Kenya Johnson
2	Other	New	Student Abroad Program	\$2,000.00	Recurring	Kenya Johnson
22	Other	New	Student Leadership & Development	\$10,000	Recurring	Jill Zimmerman
1	Other	New	1- Student worker recogniĉon	\$800.00	Recurring	Tracy Fernandez
5	Other	New	Puente Program Dues		Recurring	Rashall Hightower-Sĉckel

<sup>1</sup>List needed human resources in **priority** order.

<sup>2</sup>List needed technology resources in **priority** order.

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

<sup>4</sup>List needed professional development resources in **priority** order. This request will be reviewed by the professional development committee.

<sup>5</sup>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:

**This Program Review proved to be a daunting task of streamlining the needs assessments, goals, outcomes and plans for the entire division. We challenged ourselves to focus on the shared values, goals, objectives and vision of the division and level of collaboration we employ while still maintaining the essential elements of individual programs and services. We all believe in the importance of annual planning, consistence review and evaluation as well as data driven application to program improvement. We appreciate your feedback in the peer review process.**