

Academic
P.R.I.D.E.

Personal
Responsibility
In
Developing
Excellence



ANTELOPE
VALLEY
COLLEGE

Counseling & Matriculation

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PRIDE

Welcome to the Antelope Valley College PRIDE Workshop. This workshop has been designed to assist students who are having academic/progress completion difficulty. The purpose of this workshop is to teach you to understand your academic record, evaluate your academic situation, create SMART goals and develop a Plan of Action.

By the end of this workshop, you will have examined your academic standing and applied critical thinking skills to develop an action plan. As a result, you will be

prepared and feel more confident about your ability to improve your educational experience.

SKILLS AND KNOWLEDGE:

Knowing how to study, seek information, write, read, use technology proficiently, think critically and problem-solve are important skills that will serve you well, not just in college, but in your personal and professional life. Take advantage of the resources on campus such as the Career/Transfer Center, Learning Center, Library, and Counseling. One way you can develop skills and gain knowledge in the area of academic

success is to visit the Learning Center's Academic Development area or to enroll in: HD 101–College and Life Management course or HD 100–Basic Strategy/College.

CONFIDENCE AND A POSITIVE ATTITUDE: Believe in yourself and your power to control the events in your life. Even when life circumstances present challenges and obstacles, how you choose to respond can result in either a positive or negative outcome. One way you can begin to develop self-confidence is to explore your expectations, motivation, and goals. Enrolling in HD 101–College and Life Management course or HD 105–Personal Development will help you do just that.

DESIRE AND MOTIVATION: Take control of your life. Forge ahead and be responsible in your actions. Dedication and commitment achieve positive results, so surround yourself with others who are motivated and goal-oriented. One way to motivate yourself is to attend a Career Workshop or to enroll in HD 101–College and Life Management course or HD 103–Career Planning where you can develop a plan for achieving career and professional goals. Having such goals gives meaning to the steps necessary to arrive at your destination.

**To achieve SUCCESS,
you need three things:**

- 1. Skills and knowledge**
- 2. Confidence and a positive attitude**
- 3. Desire and motivation**

WHAT'S NEXT?



By the 8th week of the semester, complete the following:

- Two (2) Student Lingo workshops: www.studentlingo.com/avc
- Meet with an Academic PRIDE counselor/advisor to discuss your progress and to update your Student Education Plan (SEP).

Seek assistance as needed.

You are not alone.



DEFINE YOUR ACADEMIC STANDING

As per state law and Antelope Valley College policy, the Academic Standing is calculated once students have attempted at least 12 semester units of AVC credit. Your academic status is based on all classes you have completed at AVC since the date of your first enrollment. Good Academic Standing is defined as earning a cumulative GPA of 2.0 or above and making successful progress towards completing the units you have attempted. Successful Progress is defined as completing at least 51% of all attempted coursework.

ACADEMIC/PROGRESS PROBATION:

Academic/Progress Probation I:

- A student who has attempted at least 12 semester units of AVC credit shall be placed on academic probation when the earned GPA in all units attempted at AVC is less than 2.0.
- A student who has enrolled in at least 12 semester units of AVC credit shall be placed on progress probation when the percentage of all units in which a student has enrolled and for which entries of "W," "I" and "NP" are recorded reaches or exceeds 51 percent.
- Intervention: Mandatory PRIDE workshop attendance; mandatory counseling appointment with PRIDE counselors; mandatory participation/attendance in at least two campus support services activities

Academic/Progress Probation II:

- A student who has attempted 12 or more units of AVC credit and has a cumulative GPA of less than 2.0 for two consecutive semesters.
- The number of units for which "W," "I" and "NP" grades have been assigned has warranted probationary status for three consecutive semesters.
- Intervention: Mandatory counseling appointment with PRIDE counselors; mandatory participation/attendance in at least two campus support services activities

Academic/Progress Dismissal

- The earned GPA in all units attempted at Antelope Valley College is less than 2.0 in each of three consecutive semesters.
- The number of units for which "W," "I" and "NP" grades have been assigned has warranted probationary status for three consecutive semesters.
- Intervention: Mandatory PRIDE workshop attendance; mandatory counseling appointment with PRIDE counselors; mandatory participation/attendance in at least two campus support services activities

If a student believes that a qualifying extenuating circumstance led to their Academic/Progress Dismissal status, they may submit an Academic Dismissal Appeal form to the Counseling department. Upon review, they will be notified once a decision is made regarding the petition.

A student, who after sitting out one term due to their Academic/Progress Dismissal standing, may submit a Reinstatement Petition form to the Counseling department. Upon review, they will be notified once a decision is made regarding the petition.

NOTES:



STRATEGIES TO CONSIDER FOR IMPROVING GPA

COURSE REPETITION

Repeating a course and earning a higher grade is a quick way to substantially improve your GPA.

- You may repeat a course in which you earned a “D” or “F” grade. The grade points for the most recent grade will be used for in calculating the GPA.
- Possible Disadvantages: (1) If the repeated grade is a “D,” “F,” “P” or “NP” grade, there is no positive impact on the GPA. (2) An Extenuating Circumstances petition must now be filed with the office of Admissions and Records in order to repeat the course for a third time. (3) Additional units are not earned for repeating a class and therefore, repeating classes can cost you time and money, and (4) not all transfer institutions accept course repetitions in their transcript evaluation process.
- Think strategically about which classes to repeat. Check with a counselor to see which classes would be the best choices to repeat. Keep in mind that “P” and “NP” grades do not impact your GPA either positively or negatively.

DROPPING A CLASS

- The easiest and most responsible way to protect your GPA is to drop a class you are not going to complete. The drop deadline is usually in the fourth week of a full length semester. Check the Registration Dates—Upcoming terms for the exact date for each term. When you drop a class before the deadline, there is no notation on your transcript.
- Perhaps you thought that the instructor was going to drop you when you do not show up for the first class. Perhaps you thought that you dropped the class but really didn’t. Instructors can, and quite often do; give an “F” to students who are enrolled but do not attend their classes. Always print out a Student Detail Schedule to confirm that you have officially dropped a course.

CHOOSING TO WITHDRAW FROM A COURSE

Advantages:

- If you think you are going to receive a “D” or “F” grade, you might prefer to withdraw from the course so your GPA does not suffer.
- If you are already on academic probation or subject to dismissal, dropping or withdrawing from classes saves your GPA from sinking lower.
- An occasional “W” will probably not hurt your transfer and vocational goals and may be preferable to pulling down your GPA. Many students are reluctant to receive a few “W’s” because they incorrectly assume that a withdrawal “looks bad” on their transcript.
- When considering withdrawing from a class, see a counselor to be sure that the withdrawal will not hurt your educational and career goals. Also inquire as to whether you are in danger of being placed on progress probation for excessive “W’s”.
- Financial aid and other programs such as EOPS, CalWORKs, athletics, etc., may have stricter standards than those of the college regarding the number of units competed in a term. See those program counselors before you withdraw from a course.

Disadvantages:

- If you establish a pattern of frequently withdrawing from courses, it can give a very negative picture to Admissions departments/personnel at other academic institutions. If you plan on trying to get into an impacted major, you may not have much of a competitive edge.
- Too many “W’s” (withdrawals) can put you at risk of being placed on progress probation.
- When you withdraw from a class, you lose valuable time invested in the class and you delay your educational goals.
- When you withdraw from a class you will not receive a refund for registration fees.
- Some transfer programs have specific limitations about the number of “W’s” a student may receive before losing their transfer eligibility.

- Some AVC programs and majors have unit requirements for enrollment and place a limit on the number of “W’s” a student may receive. For example, the nursing program requirements.
- Keep in mind that most insurance companies require a minimum of 12 units. Save yourself the hassle and drop the course before the “W” (withdrawal) deadline.

If you decide to withdraw from a class make sure to print out a Student Detail Schedule after the transaction has been completed. You want to confirm that the withdrawal did take place.

ACADEMIC RENEWAL

- A student may petition for academic renewal only once, and all units up to 30 must have been taken in consecutive semesters of attendance excluding summer sessions and intersessions. Only “D” and “F” grades may be eliminated from the computation of the GPA under the Academic Renewal Policy.
- Work taken in the last semester being petitioned must have been completed at least 24 months prior to the date the academic renewal petition is submitted by the student.
- The student seeking academic renewal must present evidence that the previously recorded work was substandard academic performance and is not reflective of more recently demonstrated academic ability. Evidence of recent academic ability will be determined by one of the following:
 - 12 semester units with at least a 3.0 GPA
 - 18 semester units with at least a 2.5 GPA
 - 24 semester units with at least a 2.0 GPA

Possible Disadvantages:

- Not all transfer institutions accept Academic Renewal in their transcript evaluation process.

Always check with a counselor to determine if course repetition or academic renewal is the best strategy for your educational goals.

SELF-REFLECTION

What has made academic success difficult for you in the past? Indicate all that are appropriate.

Below are several categories of items that may influence your academic and personal success.

Please read each item and consider it carefully. Check ***all the items that apply*** to you.

I. FACTORS THAT HAVE A NEGATIVE INFLUENCE ON MY EDUCATIONAL PERFORMANCE AT AVC:

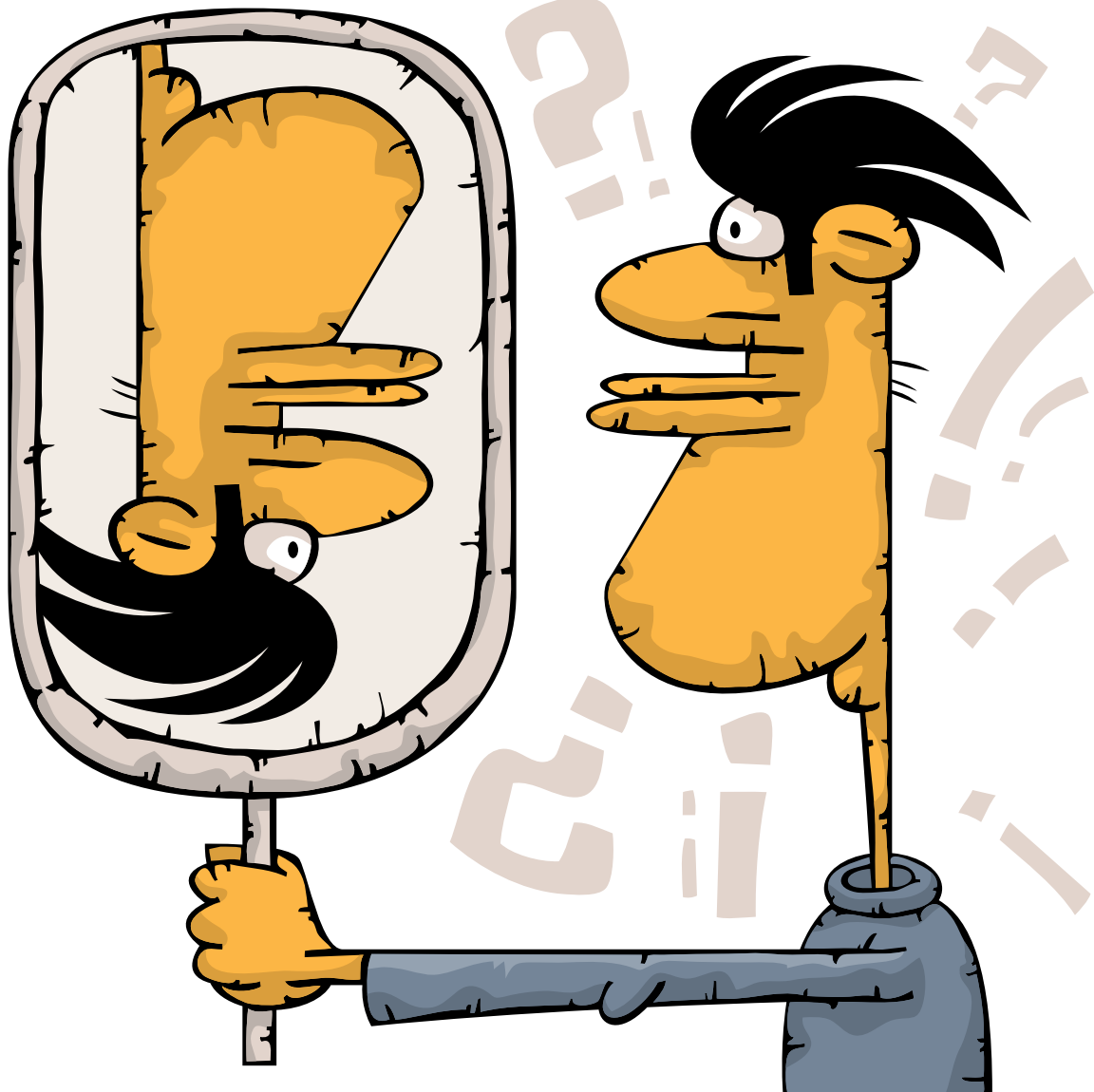
- | | |
|--|--|
| <input type="checkbox"/> I am not sure why I am in college | <input type="checkbox"/> Lack of concentration |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Low motivation |
| <input type="checkbox"/> Conflict with professors | <input type="checkbox"/> Too many classes |
| <input type="checkbox"/> Legal issues | <input type="checkbox"/> Not prepared for college |
| <input type="checkbox"/> I haven't connected with classmates or faculty | <input type="checkbox"/> Too much time on the computer |
| <input type="checkbox"/> Little interest in subject matter | <input type="checkbox"/> I didn't make use of tutorial services |
| <input type="checkbox"/> I am unsure how college fits my long-term goals | <input type="checkbox"/> I am not sure I want to be in college |
| <input type="checkbox"/> Anxiety | <input type="checkbox"/> My reading/writing skills need improvement |
| <input type="checkbox"/> I am in college only because I was expected to enroll | <input type="checkbox"/> I quit attending class and never dropped the course |
| <input type="checkbox"/> Unaware of support services | <input type="checkbox"/> Disability |
| <input type="checkbox"/> I have too little time to prepare for exams | <input type="checkbox"/> Lack of stress control in my life |
| <input type="checkbox"/> Driven by external expectations rather than internal motivation | <input type="checkbox"/> The classes I took were just too difficult all around |
| | <input type="checkbox"/> Other _____ |

II. PERSONAL ISSUES THAT ARE AFFECTING MY ACADEMICS

- Drug and/or alcohol use
- Family pressures/problems
- Work too many hours
- Poor health (mine...others close to me)
- Financial problems
- Distracted by friends or other outside factors
- Too many commitments (jobs, friends, athletics, family obligations, etc.)
- Relationship issues
- Lack of confidence in my academic abilities
- I have trouble concentrating in class
- Trouble re-prioritizing my commitments to get to studies
- Good intentions but poor follow-through
- Procrastination
- Learning disability
- Other _____

III. AREAS WHERE I NEED TO IMPROVE TO ACHIEVE SUCCESS

- Communicate with faculty
- Learn skills for advocating for myself and my academic progress
- Seek assistance when problems arise
- Complete class assignments
- Come to class meetings or online discussions and be prepared
- Take notes that will enhance my studying
- Use planner to organize my time
- Find a quiet place to study
- Think about success instead of failure while learning or test taking
- Other _____



IV. AREAS THAT MAY HELP ME BRING OUT MY BEST PERFORMANCE

- Lighten my course load
- Set aside regular periods to study
- Learning how to prepare for exams/Learn how to study
- Better time management
- Setting up a quiet study area with all study tools
- Choose courses in which I have needed background
- Reconsider my choice of major/career
- Work with a tutor
- Regular communication with my faculty
- Other _____

V. SERVICES THAT I HAVE USED

- Office for Students with Disabilities
- Math Lab
- Writing Center
- Tutoring
- Classmates to work with when I need study partners
- My professors whenever I need personalized attention
- A counselor regarding my test-taking or other anxieties
- Library staff for research for a class
- Other _____

NOTES:



Lined writing area consisting of 20 horizontal lines for notes.

ARE YOU READY TO MAKE A CHANGE?

Let's consider a
common student problem:

PROCRASTINATION

PRE-CONTEMPLATION

- Not aware that there is a problem
- Student may say: "I can keep doing what I've been doing. Everything is fine."

PREPARATION

- Beginning to make a plan and identifying resources needed for success
- Student may say: "I may need to take fewer classes since I have so many responsibilities at home" or "I'm going to talk to my boss about reducing my hours" or "I need to surround myself with more encouraging, uplifting people."

MAINTENANCE

- Making the ongoing adjustments in order to adapt to change in personal, school, or work lives
- Student may say: "Things were going well, but now things have changed. Maybe it's time I meet with a counselor to adjust my plan."

CONTEMPLATION

- Aware that there is a problem and beginning to think about what has led to this issue
- Student may say: "Uh-oh! Maybe waiting until the night before was a bad idea."

ACTION

- Putting plan into action and utilizing resources for success.
- Student may say: "Since I only have childcare for a few hours, I'm going to start this assignment now" or "I'm going to read a chapter and then I'll reward myself with a TV show episode."

Reflection Questions:

How does this chart relate to my life and changes I want to make to better position myself for success? What stage am I in, what stage do I want to be in, and what is it going to take to get me there?

CREATING S.M.A.R.T. GOALS

SPECIFIC—A specific goal has a much greater chance of being accomplished than a general goal.

To set a specific goal you must answer the six “W” questions:

Who: Who is involved?

What: What do I want to accomplish?

Where: Identify a location.

When: Establish a time frame.

Which: Identify requirements and constraints.

Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, “Get in shape.” But a specific goal would say, “Join a health club and work out 3 days a week.”

MEASURABLE—Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal. To determine if your goal is measurable, ask questions such as:

How much? How many? How often? How will I know when it is accomplished?

ATTAINABLE—When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

REALISTIC—To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.



TIMELY—A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? The "Someday" will not work. But if you anchor it within a time-frame, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

• **The time guidelines that are commonly associated with goals are:**

- Short-term**—goal may be achieved within 18 months time.
- Mid-term**—goal may take between 3 and 5 years to achieve.
- Long-term**—goal may take beyond 5, 10 or even 20 years to achieve.

• **Areas of life that may benefit from goal setting:**

Personal | Career | Social | Educational | Health | Spiritual

OR

TANGIBLE—A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

DETERMINE SHORT-TERM GOALS

This will help make your goals more achievable and realistic. Reflect on the information we discussed and take into consideration the strengths you have.

Restate your Academic Goal: _____

1. Who: _____
2. What: _____
3. Where: _____
4. When: _____
5. Which: _____
6. Why: _____

What obstacles could stall your plan/efforts? _____



Be Patient with Yourself

The college expects improvement, not perfection! Work with your counselor and instructors to create gradual improvement in your skills and confidence as a student.

DO NOT Give Up! We Are Here To Help.

By working with a counselor, you can develop a Student Education Plan (SEP) that will outline course requirements for your major.

NOTES:



A series of horizontal lines for writing notes, starting from the line where the pencil tip rests and extending down the page.

PLAN TO IMPLEMENT BEST SOLUTIONS

Make sure the goal you are pursuing is something you really want, not just something that other people think sounds good. If you are really going to put time and effort into something, then make sure that you understand the sacrifices required and the benefits you will experience in the long run.

It is important to live a **BALANCED LIFE**. Therefore, consider setting goals in all areas of life and make sure that they are not in conflict with one another.

Make sure that you **AIM HIGH**. Do not settle for less than you are capable of achieving.

Write your goals using **POSITIVE LANGUAGE** and write deadlines to keep you on course.

Review your goals daily. Post them where you can see them and be reminded. This will help you stay focused and motivated.

WORK THROUGH IT TOGETHER

Resistance—For every goal, examine the obstacles ahead that may get in your way:

- Are there people who are a bad influence or distract you from your goals?
- Are there people who criticize and discourage you from your goals?
- Do you have personality traits that get in the way like procrastination, laziness, a bad temper, impatience, etc?
- Are there circumstances that will interfere with your journey such as lack of money or a skill?

Assistance—For every goal, examine the assistance available to you:

- Examine what skills and knowledge you need to achieve your goal so that you can develop these important tools to help you be successful in your journey.
- Make a list of individual people whom you trust and who are positive and helpful so that you can turn to them in bad times for support and encouragement.
- What organizations, agencies, or clubs can provide you with role models and mentors who can help guide and direct you? Surround yourself with people who are headed the same direction. You can learn from each other and support one another.



THE DAILY TO-DO LIST

An effective way to stay on track and actually get things done is to use a daily to-do list that itemizes specific tasks you want to complete within the next 24 hours.

STEP 1: BRAINSTORM TASKS

List all the tasks you want to get done tomorrow.

STEP 2: ESTIMATE TIME

For each step you wrote down in Step 1, estimate how long it will take you to complete it.

STEP 3: RATE EACH TASK BY PRIORITY

Simply label each task A, B, or C.

- The A's on your list are those things that are the most critical. They are assignments that are coming due or jobs that need to be done immediately
- The B's on your list are important, but less so than the A's.
- The C's do not require immediate attention. They can be postponed.

STEP 4: CROSS OFF TASKS

Cross off activities when you finish them. Add activities, if needed.

STEP 5: EVALUATE

At the end of the day, evaluate your performance.

Look for A priorities that you didn't complete. Be willing to admit mistakes.



NOTES:

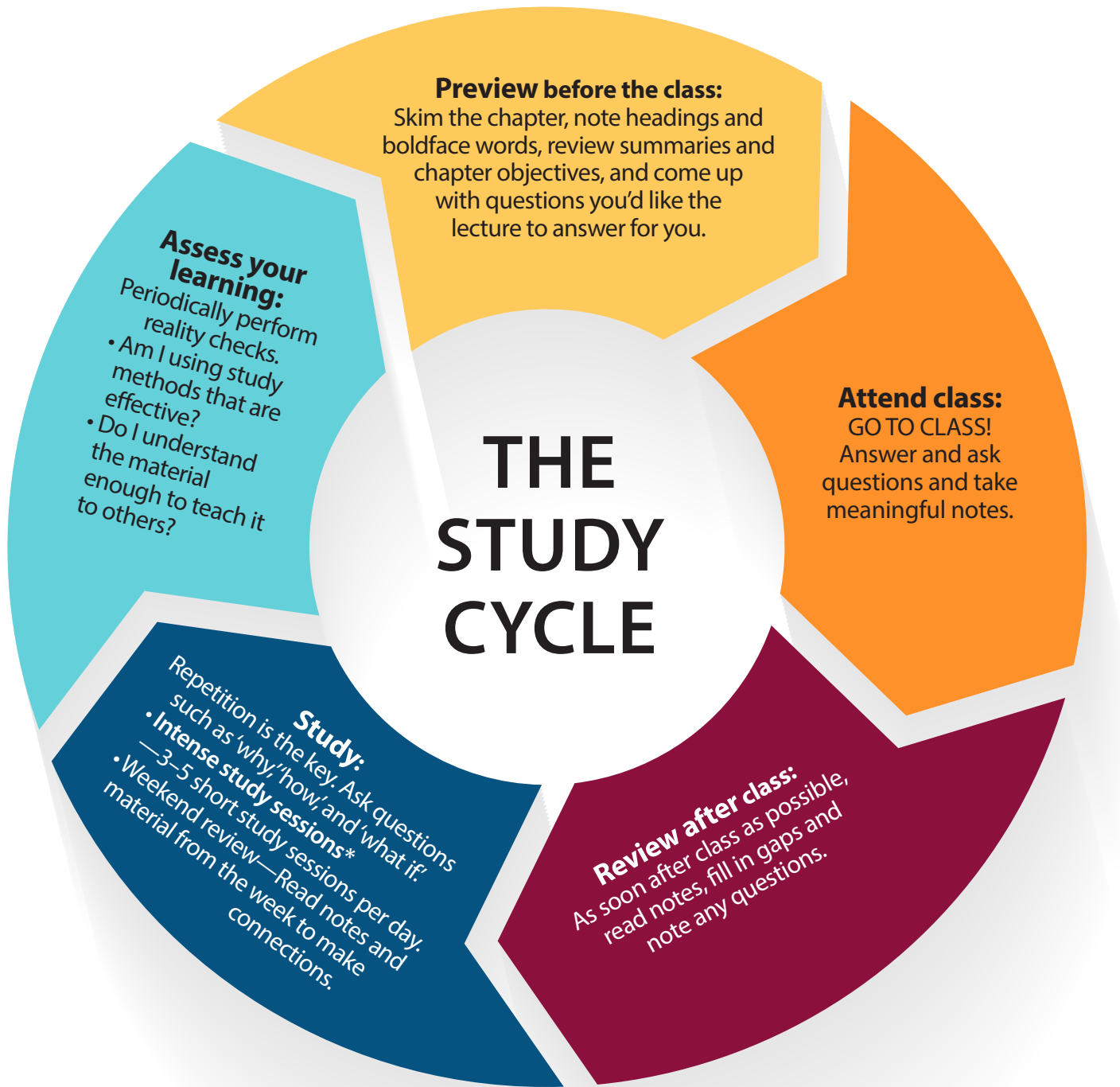


WEEKLY CALENDAR:

	SUN	MON	TUE	WED	THU	FRI	SAT
6:00	↑						↑
6:30	↑						↑
7:00	↑						↑
7:30	↑	Preview before class →					↑
8:00	↑	HD 101	MATH 102	HD 101	MATH 102		↑
8:30	↑	↓	↓	↓	↓		↑
9:00	↑	↓	↓	↓	↓		↑
9:30	↑	ENG 101	↓	ENG 101	↓		↑
10:00	↑	↓	Edit/review MATH notes	↓	Edit/review MATH notes		↑
10:30	Prepare for	↓	Start Math homework	↓	Start Math homework		Prepare for
11:00	upcoming week	Edit/ review ENG notes	COMM 101	Edit/ review ENG notes	COMM 101		upcoming week
11:30	↑	↓	↓	↓	↓		↑
NOON	↑	Edit/review HD notes	↓	Edit/review HD notes	↓		↑
12:30	↑		LUNCH		LUNCH		↑
1:00	↑		Edit/review COMM notes		Edit/review COMM notes		↑
1:30	↑						↑
2:00	↑						↑
2:30	↑						↑
3:00	↑	HD_____	MATH_____	HD_____	MATH_____		↑
3:30	↓	HD_____	MATH_____	HD_____	MATH_____		↓

MONTHLY CALENDAR:

SUN	MON	TUE	WED	THU	FRI	SAT



*** Intense Study Sessions**

- **Set Goal** 1-2 min
- **Study With Focus** 30-50 min
- **Reward Yourself** 10-15 min
- **Review** 5 min

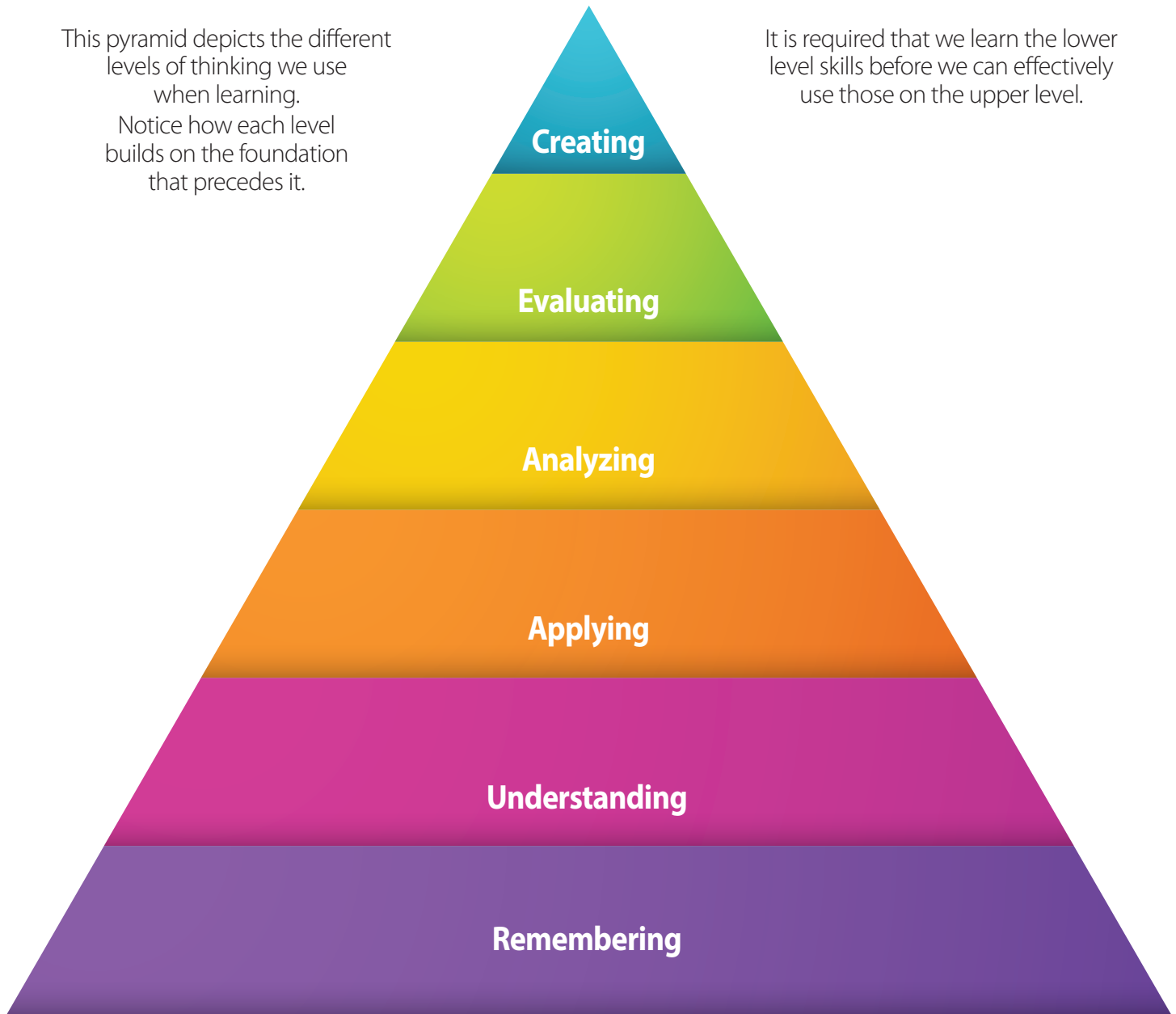
Decide what you want to accomplish in your study session.
Interact with material—organize, concept map, summarize, process, re-read, fill in notes, reflect, and so on.
Take a break—call a friend, play a short game, get a snack.
Go over what you just studied.

Note: The cycle is based on F.L. Christ's Learning Cycle (1997). © 2010 Louisiana State University, Center for Academic Success.

BLOOM'S TAXONOMY

This pyramid depicts the different levels of thinking we use when learning. Notice how each level builds on the foundation that precedes it.

It is required that we learn the lower level skills before we can effectively use those on the upper level.



Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

Applying: Carrying out or using a procedure through executing or implementing.

Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure.

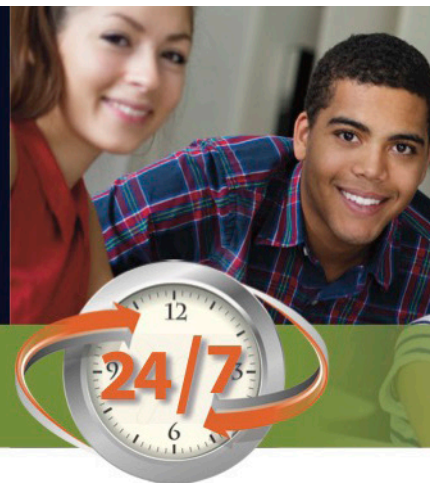
Evaluating: Making judgements based on criteria and standards through checking and critiquing.

Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Note: This version of the revised Bloom's Taxonomy features definitions for each level. Adapted with permission from "Image of Revised Versions of Bloom's Taxonomy Featuring Definitions," by R. Overbaugh, n.d..

StudentLingo™

On-Demand Student Success Workshops



Help When YOU Need It

Workshops Available:

- 10 Habits of Mind for College Success
- 10 Tips for Success in Your Online Course
- Academic Integrity: The Do's and Don'ts
- Achieving Well-Being, Balance & Success
- Creating Your College Bucket List
- Developing a Strong Thesis Statement
- Discover Your Learning Style*
- Drafting Introductions, Paragraphs, Conclusions
- Effectively Communicating Online
- Emotional Intelligence for Academic Success
- Exam Preparation Tips & Strategies
- Exploring Careers and Choosing a Major*
- Financial Literacy: Smart Money Skills
- How to Develop Your Cross-Cultural Skills
- How to Overcome Math Anxiety
- How to Proofread & Edit Your Writing
- How to Reduce Test Anxiety*
- How to Succeed in Math
- Improving Student-Faculty Relationships
- Information Literacy: Mastering College Research
- Leading as a Student-Athlete
- Learning Strategies Students Should Know
- Mastering the Job Interview*
- Maximizing Your College Experience
- Mental Health & Suicide: Help Yourself & Others
- Navigating the Financial Aid Process*
- Online Courses: Motivation & Discipline
- Overcoming Procrastination: Causes & Cures
- Pre-Writing Techniques
- Reading Comprehension Strategies
- Setting & Accomplishing Realistic Goals
- Stress Management Techniques
- Student Veterans: How to Succeed in College
- Study Tips & Note-Taking Strategies
- Success Strategies for First Generation Students
- Taking Tests Online: Strategies for Success
- The Difference Between High School & College
- Time Management: Strategies for Success
- Understanding & Avoiding Plagiarism
- What it Takes to Be a Successful Student*
- Writing Effective Resumes & Cover Letters

** Video Workshops available in Spanish*

**These videos will teach you strategies to help you succeed in college.
Access them 24/7 from anywhere.**

www.studentlingo.com/avc

CHECK OUT THESE RESOURCES AT BOTH AVC LOCATIONS:

ARCHES PROGRAM



The At Risk Community for Homeless Educational Services (ARCHES) program provides support to students who are experiencing homelessness.

Support includes:

Priority Registration • Welcome Kits
Dress for Success Clothing Closet
AVTA Campus Connect Bus Pass Program
Books H.E.L.P. Program • Health Services

Hearts & Hands Food Pantry • Campus & Community Resources
Housing Referrals • Shower Services • Financial Aid Advising
Students Raising Children (SRC) Childcare Program • For more information, visit www.avc.edu/student-services/arches, e-mail ARCHES@avc.edu, call (661) 722-6300, ext. 6354, or visit SSV-180.

ASO HEARTS & HANDS PANTRY



The ASO Hearts & Hands Pantry was designed to assist current AVC students who are making forward progress in their academic pursuits and are homeless and/or hungry in circumstances where supplemental nutritional food will benefit their academic success. The Pantry provides

assistance in a dignified manner that encourages campus pride and unity. Students must apply and meet program requirements to participate. Distribution schedule varies each term. Please visit www.avc.edu/student-services/student-life/aso-hearts-and-hands for details. For more information, contact (661) 722-6300, ext. 6354 or visit SSV-180.

BEHAVIORAL INTERVENTION TEAM

The Behavioral Intervention Team (BIT) is dedicated to a proactive, coordinated and planned approach to the identification, prevention, assessment, management, and reduction of interpersonal and behavioral threats to the safety and well-being of AVC students, faculty, staff, and visitors.

When to make a report?

Is someone you know:

- experiencing a decline in academic or work performance?
- demonstrating disruptive or disturbing behavior?
- showing dramatic changes in appearance, behavior, or weight?
- having problems at home, with classes, or at work?
- sad, anxious, or experiencing dramatic mood shifts?
- abusing alcohol or drugs?

How to make a report?

To make a report to the BIT, visit www.avc.edu/BIT and choose "Submit a BIT Report," or contact AVC Sheriffs at (661) 722-6399, or by dialing 4444 from any AVC phone.

CAMPUS CONNECT PROGRAM



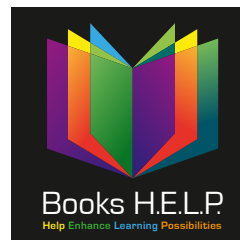
Campus Connect is the AVC Student Bus Pass Program funded by the AV Air Quality Management District (AVAQMD), AVC Student Equity, and other categorical programs on campus, designed to help increase

access for students. The bus pass is valid for 16 weeks (or for the period of Intersession) on all local AVTA bus routes. Students are required to show their AVC student ID card, in addition to tapping the pass on the bus fare box when boarding.

Find the AVTA Tap Card application at:

www.avc.edu/administration/organizations/equity.

BOOKS H.E.L.P. PROGRAM



Books H.E.L.P. (Help Enhance Learning Possibilities) is a program funded by the AVC Foundation, Student Equity Grant, and donors, to help eligible Antelope Valley College students borrow course textbooks, until the agreed return date, free of charge. Students are served on a first-come, first-served basis

according to each individual's needs and the program's ranking criteria. Students must apply each semester.

For more information, e-mail bookshelp@avc.edu.

CalWORKs PROGRAM



California Work Opportunity and Responsibility to Kids (CalWORKs) is a cash-aid program for low income families to help meet their basic needs. It also provides education, employment, and training programs to help families get jobs and move toward self-sufficiency.

CalWORKs Mission Statement

The mission of the CalWORKs program is to assist students in their educational and personal goals. CalWORKs students are provided education and job training to enhance the marketable skills necessary to make a smooth transition from welfare dependency to long-term self-sufficiency. For more information, call (661) 722-6300, ext. 6326, or visit SSV-180.

CHECK OUT THESE RESOURCES AT BOTH AVC LOCATIONS:

CAREER CENTER

The purpose of the Career Center is to support the career development needs of prospective, current, and returning students who may be struggling with choosing or changing their major, are uncertain about their career plans, or would like assistance with career planning.

The Career Center offers the following services and resources:

- Individual advising appointments for major and career exploration
- Career assessments and interpretations
- Career workshops and events that promote major and career exploration and career planning

For more information or assistance, please call
(661) 722-6300, ext. 6340.

For appointments, please complete the online intake form at:
www.avc.edu/student-services/career/appointments

ISP/AVC CARES

The ISP/AVC Cares committee was created as an additional avenue of support for those students at Antelope Valley College who are feeling overwhelmed and are thinking about suicide.

The goal of the Interactive Screening Program (ISP) is to reach students pro-actively before a crisis emerges. ISP intervenes at many different levels that have been recommended as part of a comprehensive paradigm for preventing suicide.

For questions about this service, or to reach an AVC Cares committee member, please contact Student Health Services at
(661) 722-6300, ext. 6683.

For more information or to utilize the anonymous, confidential, and completely voluntary ISP questionnaire, visit **avc.caresforyou.org**, or e-mail **avc_cares@avc.edu**.

AVC SRC CHILDCARE PROGRAM



The AVC Students Raising Children (SRC) program provides free childcare opportunities for a limited number of students. Childcare programs are available both on and off campus. The childcare provider for your child is based on parent selection and parent choice of approved programs through CCRC.

For more information, visit
www.avc.edu/administration/organizations/equity,

e-mail **student_equity@avc.edu** or call
(661) 722-6300, ext. 6375.

EOP&S AND CARE



Extended Opportunity Programs and Services (EOP&S) is a California Community College program to assist educationally disadvantaged students with financial need who want to attend college. The Antelope Valley College EOP&S program receives state and district funds to recruit, enroll, and support these students who may not otherwise seek higher education.

The mission of the EOP&S program is to support the primary goals of recruiting, retaining, and transitioning students who have language, social, economic, and/or educational disadvantages. The program provides student support services and programs that are "over, above, and in addition to" the regular programs and services offered by AVC.

For more information or assistance, please call
(661) 722-6300, ext. 6363 or visit SSV-230.

JOB PLACEMENT CENTER



The Job Placement Center (JPC) is a resource and information center available to current students and alumni. The JPC helps students prepare to search for employment opportunities that are in line with their educational goals and career objectives. Students are encouraged to apply for employment opportunities,

work experience programs, or internships that will provide the skills and experience needed to secure permanent employment once they graduate.

The mission of the Job Placement Center is to provide continuous and comprehensive assistance to students and members of the community. Opportunities are offered to secure gainful employment and to ensure the realization of educational and professional goals.

For more information, please contact
(661) 722-6300, ext. 6358, or visit SSV-171.

LEARNING CENTER

The Learning Center is a one-stop facility designed to provide easy access to multiple academic support services for students and faculty.

The Learning Center provides students computer access to the internet, word processing, printing, media-enriched language instruction, and video/computer-assisted instruction.

Some of the academic support provided is.

- General tutoring
- ESL Success Center
- Computer Media
- Reading Center
- Writing Center
- Math Center

You may contact the Learning Center at:
(661) 722-6300, ext. 6458.

CHECK OUT THESE RESOURCES AT BOTH AVC LOCATIONS:

OFFICE FOR STUDENTS WITH DISABILITIES

The OSD program provides support services, specialized instruction, and educational accommodations to students with disabilities, so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. An Academic Accommodation Plan (AAP) is developed for each student that links the student's goals, curriculum program, and academic adjustment, auxiliary aids, services and/or instruction to his/her disability-related educational limitation.

Eligibility Criteria

The specific disability must be verified, and there must be an educational limitation that precludes the student from fully participating in general education without additional specialized services.

Apply Online

For more information, visit www.avc.edu/student-services/osd, call (661) 722-6360, or visit the OSD office located in T100.

STUDENT HEALTH SERVICES

The mission of Student Health Services is to provide health care and education to students in support of their well-being so they may attain their educational goals, and to serve as a health and medical resource for the campus community.

Student Health Services provides:

DENTAL

 What is covered?

Dental exams, x-rays and cleaning are all free of charge! Visit Student Health Services, SSV-180 to pick up your dental voucher.

MEDICAL Currently enrolled AVC students can make medical appointments on the AVC campus by visiting CSUB-AV Building 200, located at the north side of campus near Ave. J-8 & 30th W. or by calling (661) 952-5064.

PERSONAL MENTAL HEALTH COUNSELING Balancing college life with other responsibilities can be difficult. Make a confidential appointment with an on-campus mental health counselor. Call (661) 952-5099.

STAR PROGRAM



STAR (Student Transition Academic Retention) is a Federal Student Support Services program. It is designed to identify promising students and provide instructional support services above and beyond what is currently being offered.

The mission of the STAR program is to increase the college retention and graduation rates of eligible participants, and to facilitate the process of transition from one level of higher education to the next. The program assists 160 eligible first-generation, low income students, and/or students with a documented disability, through the use of a variety of services, to clarify their goals, succeed academically in their chosen program of study, and to graduate and/or transfer to the university level.

For more information, call **(661) 722-6300, ext. 6084** or visit the STAR office in SSV-208.

UMOJA COMMUNITY



Umoja (a Kiswahili word meaning unity) is a learning community dedicated to the academic success, personal growth, and self-actualization

of African-American and other students. All Umoja values and practices are inspired by African and African-American intellectual, cultural, and spiritual gifts.

For more information, visit www.avc.edu/administrations/organizations/equity/umoja or e-mail avcumoja@avc.edu.



**ANTELOPE
VALLEY
COLLEGE**

Antelope Valley College
prohibits discrimination
and harassment based on
race, religious creed, color,
national origin, ancestry,
physical disability, mental
disability, medical condition,
marital status, sex, age, or
sexual orientation.