

# RISC Survey Results

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## INSTITUTIONAL SUMMARY | SPRING 2022

The Revealing Institutional Strengths and Challenges (RISC) Survey was conducted in Spring 2022, with a total of 1,290 student respondents. The survey provides data about student success and the obstacles they face in reaching their goals. RISC Survey is comprised of three main sections: student challenges, student-office interactions, and their views on the college.

First, the survey asked students about the obstacles they faced in five broad areas: academic support services; campus environment; finances and financial aid; succeeding in their courses; and work and personal issues. Each of the five areas had unique challenges that students could select. Next, students were asked about their interactions with offices on campus. AVC selected the specific offices that appeared in the survey.

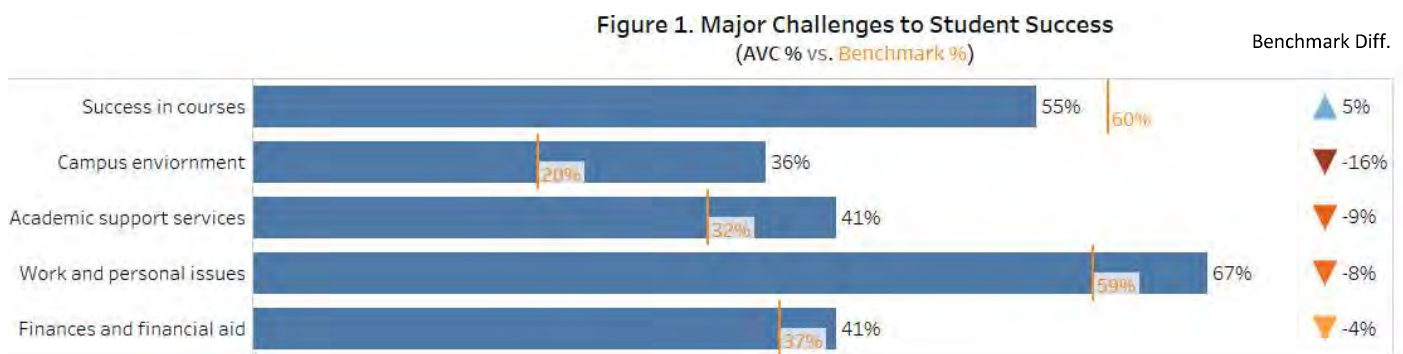
Last, students were asked about their overall views of the college. Students were asked if they would recommend AVC to a friend, if AVC is a good value, and whether AVC was helping them meet their educational goals. Furthermore, students were asked two open-ended questions about AVC's greatest strengths and about one thing AVC could change to help them succeed as a student.

The following section presents the results of the closed-ended question analysis. Students were asked about their challenges, interactions with student support offices on campus, and their views of the institution.

## Main Challenges

Students were asked about the challenges they faced during their college journey. They could indicate more than one challenge in their responses. Challenges were identified in the five broad areas: academic support services; campus environment; finances and financial aid; success in courses; and work and personal issues. Depending on their responses, they were then asked specific follow-up questions.

Figure 1 shows AVC students’ major challenges to student success in comparison to benchmarks. Benchmarks are based on student responses at colleges similar to AVC’s population and size. A negative difference indicates that more challenges were reported at AVC than in the benchmark group.



Tables 1 to 5 provide more detailed responses about students’ major challenges. The major challenges have been ranked from most prevalent to least prevalent challenges. The tables show only the most common subcategory within major categories. For example, students found ‘family’ to be the most challenging aspect relating to their work and personal life. Students found ‘difficulty balancing demands of family and college,’ to be the most challenging under ‘family’.

**Table 1. Challenges with Work and Personal Life**

	% of students	n
Family	43%	561
Difficulty balancing demands of family and college	31%	404
Work	37%	480
Work hours do not leave me enough time to study	22%	282
Transportation to campus	24%	305
Car or carpool not reliable	12%	157
Health and disability issues	23%	299
Emotional/mental health issues	17%	214

Note: Students' top choice is shown for each major category. Percentages do not sum to 100 because students can choose multiple challenges within the topic area. The denominator for percentages is the total number of survey respondents (N=1,290)

Students' responses revealed that **online learning** is the primary challenge affecting their success in courses. Sixteen percent of students said that they had difficulty learning the material on their own.

**Table 2. Challenges with Success in Courses**

	% of students	n
Online classes	27%	343
Difficulty learning the material on my own	16%	202
Developmental courses (math, reading, or writing)	24%	314
Courses were too hard	9%	117
Doing college-level work	22%	290
Poor planning and time management skills	11%	148
Faculty	19%	246
Did not teach well	11%	145

Note: Students' top choice is shown for each major category. Percentages do not sum to 100 because students can choose multiple challenges within the topic area. The denominator for percentages is the total number of survey respondents (N=1,290)

Twenty-six percent of students selected **registering for courses** as a major challenge in academic and support services. Of those students who selected 'registering for courses,' 15 percent said that the courses they needed were offered but full.

**Table 3. Challenges with Academic Support Services**

	% of students	n
Registering for courses	26%	333
Courses was offered but full	15%	193
Academic advising	21%	266
Difficult to meet with, speak to, or email advisor	13%	166
Tutoring	10%	135
Tutoring hours	5%	62
Computer and science labs	8%	98
Lab hours not convenient	3%	42
Library	6%	81
Hours not convenient	2%	28

Note: Students' top choice is shown for each major category. Percentages do not sum to 100 because students can choose multiple challenges within the topic area. The denominator for percentages is the total number of survey respondents (N=1,290)

Students identified **paying for college or living expenses** as their main challenge under the category ‘finances and financial aid.’ Twenty-five percent of students said that paying for living expenses, such as housing, food, and healthcare was a major challenge.

**Table 4. Challenges with Finances and Financial Aid**

	% of students	n
Paying for college or living expenses	35%	456
Living expenses (housing, food, healthcare)	25%	323
Working with financial aid office	15%	194
Difficult to meet with, speak to, or email staff	8%	99
Military and employer tuition benefits	1%	18
Experienced delays receiving benefits	1%	10

Note: Students' top choice is shown for each major category. Percentages do not sum to 100 because students can choose multiple challenges within the topic area. The denominator for percentages is the total number of survey respondents (N=1,290)

Students selected parking as their primary challenge with the **campus environment**. Of those who identified parking as a challenge, 23 percent said they had difficulty finding parking on or near campus.

**Table 5. Challenges with the Campus Environment**

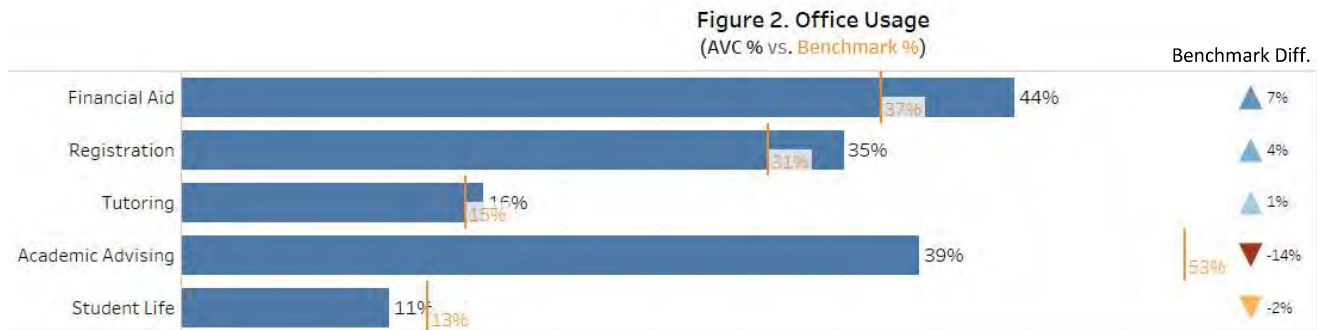
	% of students	n
Parking	26%	339
Difficulty finding parking on or near campus	23%	300
Interactions with other students	12%	160
Did not know many other students	8%	105
Safety and crime	7%	88
Parking lots not safe	4%	55

Note: Students' top choice is shown for each major category. Percentages do not sum to 100 because students can choose multiple challenges within the topic area. The denominator for percentages is the total number of survey respondents (N=1,290)



## Student Office Interactions

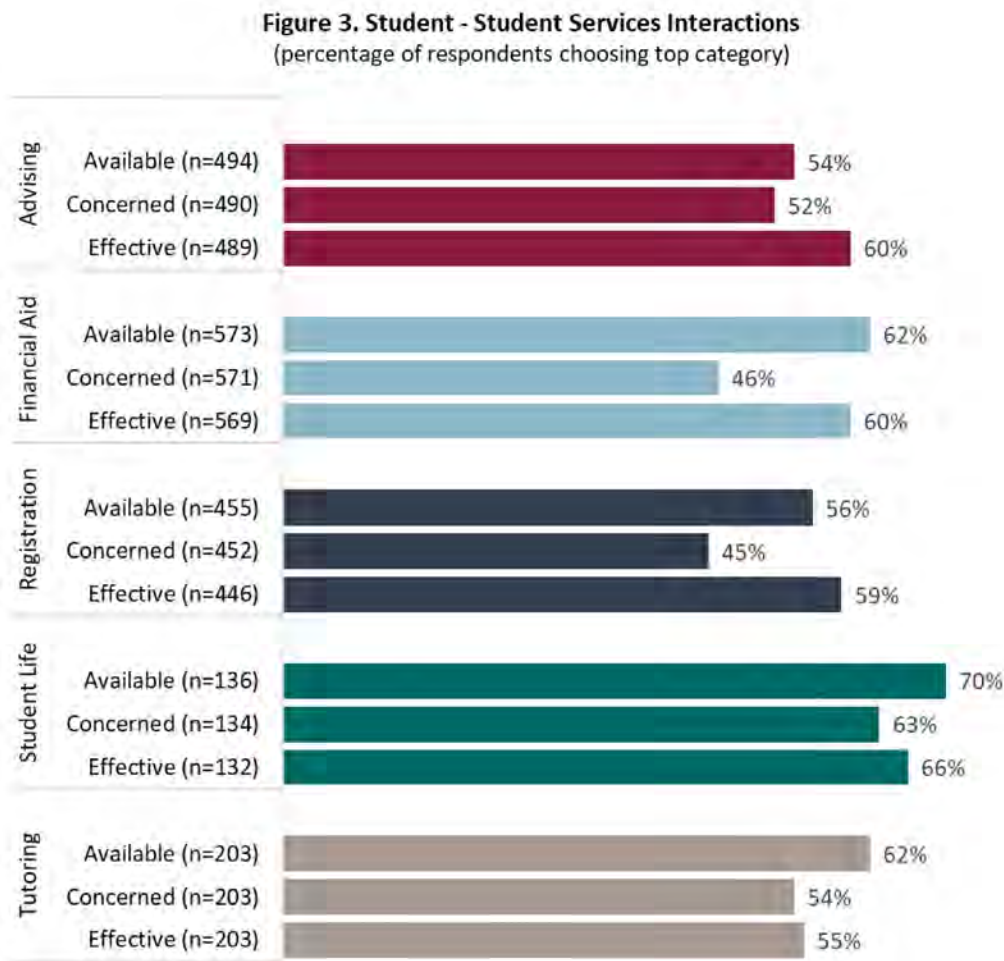
Figure 2 shows responses about student interactions with support services chosen by AVC for the RISC survey. AVC Students accessed Financial Aid, Registration, and tutoring more compared to students at benchmark institutions. Academic advising and student life were accessed less compared to benchmark institutions.



If students indicated they had interacted with an office during the Spring 2022 semester, they were asked three questions about interactions with staff:

- "How available were [office] staff when you interacted with them?" ('Very available' to 'Very unavailable')
- "How concerned were [office] staff about addressing your issue?" ('Very concerned' to 'Very unconcerned')
- "How effective were [office] staff when addressing your issue?" ('Very effective' to 'Very ineffective')

Figure 3 shows the percentage of students choosing the top category.



## Views of the Institution

Students were asked about their overall views of AVC.

Students were asked, “Based on your experiences, how likely are you to recommend AVC to a friend?” 92 percent of students said they were ‘Somewhat likely’ to ‘Very likely’ recommend AVC to a friend.

**Figure 4. Would your recommend AVC to a friend?**



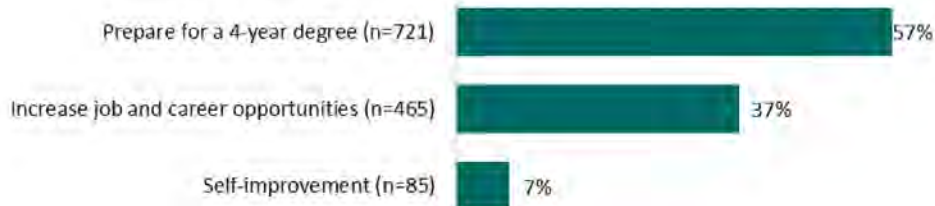
When asked to rate their overall experience at AVC, 97 percent of students said their education was worth what they paid or more than what they paid.

**Figure 5. Overall value of education?**



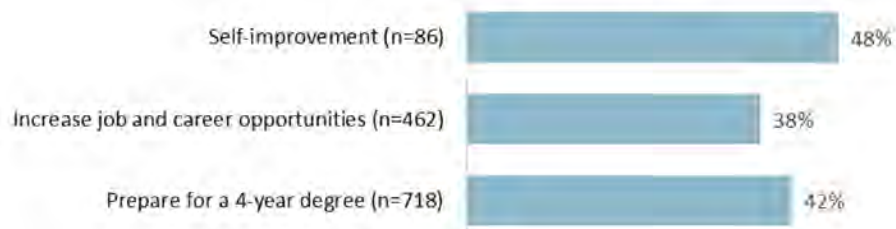
Fifty-seven percent of respondents said their primary purpose for taking courses at AVC was to prepare for a 4-year degree.

**Figure 6. Purpose of taking courses**



The last closed-ended question asked students how well AVC is doing in preparing them to achieve their educational goals. Students could choose from 'very well', 'fairly well', 'somewhat', or 'not at all.' Figure 7 shows the **percent of students who chose the top category, 'very well.'**

**Figure 7. "How well is education at AVC..."**



## Ways AVC is Helping Students

The RISC survey included several open-ended questions. Students were prompted to expand on their response to their rating of how well AVC is helping them achieve their educational goals (figure 7). Students were asked, “**Could you tell us the main reason for your rating in the previous question?**” Students responded with the following:

### ‘Prepare for Four-Year Degree’ Rating

#### Strengths in Preparation for 4-Year

When describing why they selected their rating, students said they felt supported by faculty and staff during their journey. AVC was a good value, and their courses prepared them for university-level classes.



##### Faculty and Staff were Supportive of Student Journey

*“AVC is the most supportive and resourceful community college I have ever attended. The professors are outstanding. They are organized, and enthusiastic about their profession and their lessons. I feel I am more than prepared and supplied with everything I need to be able to graduate. I am happy at this college, I have made friends and reached goals so far.”*

##### Good Value

*“I believe AVC’s greatest strength is providing a quality education without sending its students into deep financial debt.”*

##### Coursework Prepares for 4-Year

*“AVC is preparing me for a four-year degree fairly well because it includes the type of curriculum needed to step into university-level courses for my major. The courses here provide a good foundation as I begin to take the next steps into transferring to a four-year institution.”*

#### Opportunities for Improvement

Students identified a few opportunities for improvement. A few students said the courses they needed were not available to take in time for graduation. Additionally, students said they would like research opportunities in their field and would like to be better informed about transfer resources.



##### Courses Were Not Offered in Time for Transferring

*“A handful of classes are not offered that are needed for transferring.”*

##### Training/Research Opportunities

*“AVC could provide more research opportunities, not just in the sciences but in other fields as well. This allows for more hands-on learning.”*

##### Informing Students of Resources/Courses

*“AVC had made a lot of things very difficult. There were a lot of resources I was not able to take advantage of simply because I was not informed. I genuinely believe staff is not well orientated in assisting the students.”*

### Explanation for ‘Prepare for Job & Career’ Rating

#### Strengths in Career Training

Students said the career training at AVC has opened opportunities that were not otherwise available. They found that the classroom environment was an introduction to what the work environment would be like, and good networking opportunities were available.



##### New Career Opportunities

*“Because since attending Antelope Valley College, I have been able to apply for other jobs, along the areas*

*of my major. As well as get a job in the area of my major.”*

### **Relevant Training**

*“Classes are modeled in a way to simulate the working environment. Feedback and review are offered for creative projects. Instructors prompt with responses, and easy to access outside of class times.”*

### **Provided Opportunities to Network**

*“I have found many networking opportunities through my classmates and staff. It has made it easier to get a head start in my career.”*

## **Opportunities for Growth**

Students said they would like opportunities for relevant work experience, such as internships and training experiences. In addition to opportunities for relevant work experience, students said the classes they needed were seldom offered to graduate on time.



### **Internship/Training Experience**

*“Although I’ve gotten a good education and I’ve been successful at AVC, the companies I’ve applied to want more. My education has given me a little experience but sadly isn’t enough but the companies I’ve applied experience to have been very impressed by the skills and knowledge that I have gained from school, so it has been a bit more helpful.”*

### **Limited Classes**

*“AVC helps in regard to preparing me for the next step(transferring), but it is sometimes frustrating how limited certain classes are. It’s taking me a while to finish.”*

## **Explanation for ‘Self-Improvement’ Rating**

The following themes were identified regarding self-improvement:



### **Self-Discipline**

*“One of the main reasons that college helped me improve myself is to try to be more disciplined and responsible. It also helped me to advance in my English language to see the good side of studying and to want to continue. I have also met people who work there who have helped me with my progress in studying.”*

### **Improved Social Skills**

*“AVC has helped me in many different ways. They have helped me communicate with people more since I was a shy person. Now, I could open up more with people.”*

### **Increased Self-Confidence**

*“Going to AVC has given me a lot of confidence in who I am today. I wasn’t challenged enough back in high school and lacked some basic education because of it, but taking courses here at Antelope Valley College has really opened my eyes to new possibilities that I can work towards and achieve.”*

### **Exposure to Other Groups**

*“Due to my age, I have found that attending AVC has been a worthwhile venture in understanding, and getting to know the younger generation, and also improve my own learning abilities.”*

## AVC's Greatest Strengths

Students were asked what they think AVC's greatest strengths are, what is one thing AVC should change to help students succeed and to expand on the main reason for their ratings of the question about how well AVC is preparing them to succeed in their educational goal. Students were asked to reflect on the following: **"Thinking about your experiences so far, please tell us what you think AVC's greatest strength is,"**

### Student Resources/Services

Students who identified student resources/services as AVC's greatest strength said there are many resources available to support their success. Students mentioned that the staff was accessible and ready to assist.



#### Food Distribution

*"AVC's greatest strength is the many benefits it has to offer for students in need. Benefits such as food drives and formal clothing in the student center are very helpful."*

#### Tutoring

*"Tutoring services are immaculate and very helpful for difficult classes. The learning center is a great building for studying and tutoring."*

#### Financial Aid

*"AVC's greatest strength is the financial aid that can help low-income students like myself attend college without the burden of paying for school."*

#### Advising

*"AVC greatest strength in my opinion is Counseling and Career advising. AVC can guide a student to transfer to a four-year university and follow the right path for a better future."*

#### Library

*"...At the library, you can seek help with research on an assignment when needed."*

### Instructors

Some students said that instructors were AVC's greatest strength because they are available and eager to help students succeed at AVC.



*"AVC has some very fine instructors, who make themselves available to the students. Individual attention can be really necessary at times. Most of the teachers I have studied with, have really been engaged in my learning."*

### Campus Environment

Students who mentioned the campus environment said that the campus is a clean and inviting environment. A few students mentioned the new building created a modern, state-of-the-art feel. In addition to the built environment, they said that AVC has a caring, student-centered environment.



#### Caring Environment/Staff

*"I also found it comforting that the staff would take my concerns and were able to get me answers as soon as they could while maintaining communications with me, so I felt that I was important to them."*

#### Diversity

*"AVC's strength is diverse equality. They provide equal opportunities for all groups of people of different kinds of backgrounds to obtain an education. Something sorely needed in this society."*

## Accessibility

Some students said that AVC has made higher education accessible for them. Students in this group said that the course schedules, the varying modality options, and affordability helped them access education.



### Course Schedules/Modalities

*“Accommodating to my work schedule, learning so much, and pushing myself to go further for my career. Very Affordable and was easy to get the class I needed for my program.”*

*“AVC’s greatest strength is allowing students the flexibility to work around their schedules. For example, online classes help people not to worry about being late on campus...etc.”*

### Affordability

*“Affordable education is AVCs greatest strength. It allows you to get jobs that were not previously attainable.”*



## Areas of Improvement

Students were asked, **“If AVC could change one thing to help students succeed in college, what should it change?”**  
Students suggested the following:

### Collegewide Improvements

Students suggested a few college-wide improvements that could improve student success at AVC, such as improving customer service, streamlining processes, and improving campus amenities, communication of resources, diversity, and safety.



#### Customer Service

*“Actually speak to the students. Teach your workers how to actually work. I called and have been hung up on, told the wrong thing or they don’t know what I’m telling them even after explaining myself. I also would email many times and only got a response once 3 weeks after emailing. Better communication between the students and the staff would help tremendously.”*

#### Processes

*“Making the enrollment process easier. I almost dropped out twice during enrollment because it was so complicated. But it’s not just AVC, it’s complicated for all colleges. It just sucks.”*

#### Campus Amenities

*“I think having an abundant number of options of beverage and food places should be offered. Many students commute here and instead of having to commute more to have access to meals and drinks they should be easily accessible. Slowly but surely the campus is expanding, and I believe we should have more options, not only for students but for staff too.”*

#### Campus Safety

*“...administration needs to actually take action when students come forward about harassment and sexual misconduct, and those responsible need to be held accountable rather than get away with it and be in a position to do it again.”*

*“The security. There are many times when I feel unsafe on campus.”*

#### Communication of Campus Resources

*“As someone who has worked for the past year as a tutor in the Learning Center, I think that promoting the many programs available to students, including the Learning Center, is important and would lead more students to the many resources available.”*

#### Improve Diversity

*“I would like to see more diversity and inclusion among Administration and Faculty. It is clear to me that the people with Job Titles that can make REAL decisions are mostly White.”*

#### Technology

*“Better internet. I have experienced the Wi-Fi going from bad to excruciatingly worse in my time at AVC. It is borderline useless at times and is largely the reason I no longer study at the college.”*

### Creating a Caring Environment

A few students suggested that AVC should focus on creating a positive and caring environment and for AVC to create community-building opportunities.



#### Caring Campus

*“Having a more open forum for help throughout the year not just during the end of a year survey.”*

*“Focus on increasing the positive energy not only amongst staff but especially the TEACHERS! It is already hard enough as it is being a college student...”*

### Community-Building Opportunities

*"Encourage students to open up more about what eating at them. Peer-to-peer support groups, or Prof to Student support group..."*

### Improve Scheduling/Course Offerings

Some students suggested that AVC diversify modalities and improve course availability, class times, and schedules. Presented are what students said about improving scheduling and course offerings:



#### Diversify Modalities

*"Allowing more access to remote learning to help families be able to obtain a college education. Synchronized and online classes have helped me tremendously and are a great way to get an education while working and parenting children."*

#### Improve Course Availability

*"Availability in classes. Classes fill up fast and are very limited, they also do not cater to students who work full time. It's unfortunate. I've had to take classes outside AVC because of this problem."*

#### Improve Scheduling/Course Times

*"Make classes available at different time slots that don't conflict with other classes."*

#### Enhance Course Options

*"There need to be different professors in all majors where it isn't the same one [person] teaching the same class, with more options for classes... I had to wait for the next semester or not to get those classes and it hinder the time I could have spent looking for work after graduation... I guess the main thing I want is MORE OPTIONS to register for classes."*

### Student Support Services

A few themes emerged for student support services. Students said they would like improvements in accessing resources, new student onboarding, tutoring, and advising services. Presented are a few suggestions for improvements:



#### Accessibility

*"Accessibility to staff over the phone should be improved. I've heard many complaints about not being able to reach certain offices such as financial aid over the phone."*

#### New Student On-Boarding

*"At the beginning of attending AVC I had a lot of trouble navigating the website and figuring out what to do next and it took a while to actually find out that I needed to talk to a counselor and get an ed plan to guide me. I think that process could be a bit easier for new students."*

*"Inform new students of all the services that are available to AVC students. I feel not all students are aware of the services AVC has for students."*

#### Tutoring

*"AVC should consider extending its tutor programs. I had excellent tutors in anatomy and physiology. However, the number of good tutors and subjects is very limited. We need nursing program tutors."*

#### Advising

*"All counselors should be on the same page. Every single one of them will tell you something different on the same major."*

*"I think AVC could do with a little easier access counseling. I found it difficult to get a hold of the counselors because they were all so backed up that by the time, they got back to me I got my answer already."*



## Teaching/Learning

Some students suggested classes should be more dynamic and interactive. They perceived lecture-style teaching as disinterest in teaching. Students that mentioned improvements in teaching in learning want instructors to be approachable and kind.



*“Have professors encourage students to think for themselves, the robotic learning approach that is taught is a bit stifling.”*

*“More enthusiasm for professors to teach. Interact more with students.”*

## Affordability

A few students said that the cost of books was a financial burden, and others mentioned that having accessible childcare would make succeeding in school more attainable.



*“There were classes where the professor had us buy a textbook for about as much as the class itself cost, and yet we never touched it...Either do something about the pricing or stop pushing the textbooks when they may not be needed.”*

*“Childcare should be more accessible and should match the demand presented, I strongly believe that most students will have better outcomes if the school provided enough child care services for the students.”*

# RISC Survey Results

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## CUSTOM QUESTIONS SUMMARY | SPRING 2022

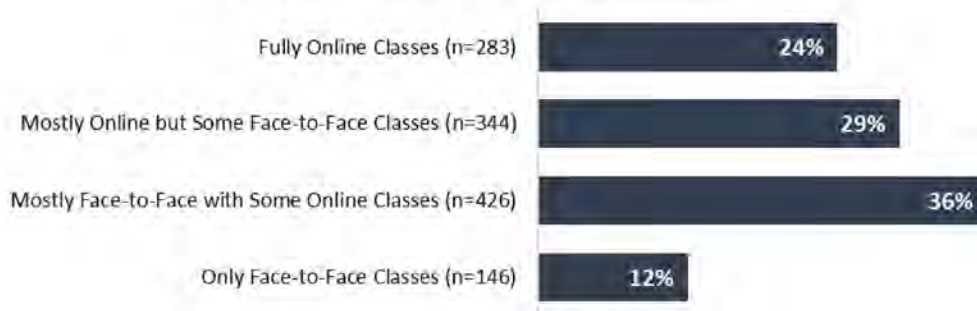
The AVC community was given the opportunity to ask ten custom questions within the Revealing Institutional Strengths and Challenges (RISC) survey administration in Spring 2022, with a total of 1,290 respondents. Students were asked several closed-ended questions about their most significant challenges, course type preferences, use of services, and their interest in returning to campus. Additionally, students were asked an open-ended question about their interest in returning to campus. The themes that emerged from the analysis of the open-ended questions are presented in the report.

The following section presents the results of the closed-ended questions that were asked in the custom set. Questions captured students' course-type preferences, greatest challenges, learning and skill-building, the likelihood of returning to campus, and use of services.

## Course-Type Preferences

Students were asked about modality type preferences. Most students (65%) would like to see a mix of face-to-face and online classes, with 36% having a preference of 'mostly face-to-face with some online classes.' The next highest selected option was 'mostly online but some face-to-face classes.'

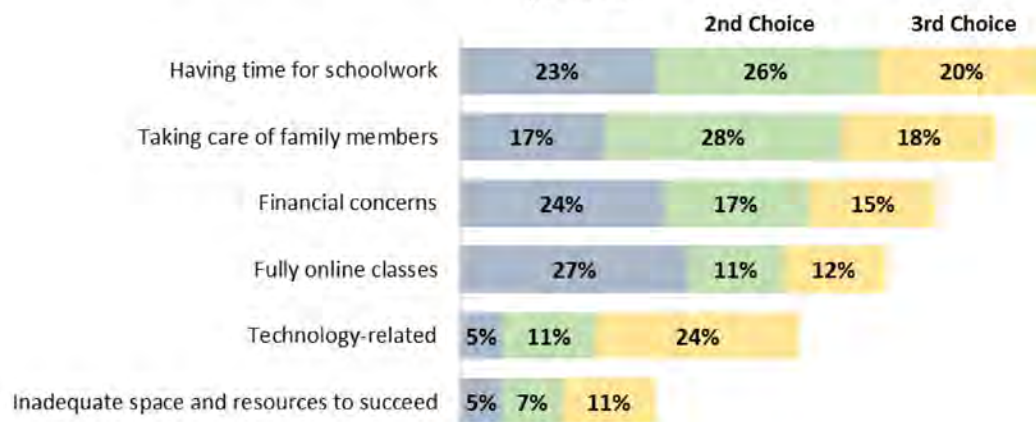
**Figure 1. Which type of courses do you prefer? (N=1199)**



## Greatest Challenges

Students were asked to rank their greatest challenges in the past year. When looking at just the first choice, we see that having fully online classes was their greatest challenge (27%), followed by finding time for schoolwork (23%). However, when we look at all the choices combined, we see that most students selected 'having time for schoolwork' as their greatest challenge in the past year.

**Figure 2. During the past year, what were your greatest challenges? Please rank the challenges listed below with the most challenging at the top. (N=1213)**



## Return to Campus

Students were asked about how likely they were to return to campus in Fall 2022. The majority of students indicated that they were 'very likely to 'extremely likely' to return to campus in the Fall term.

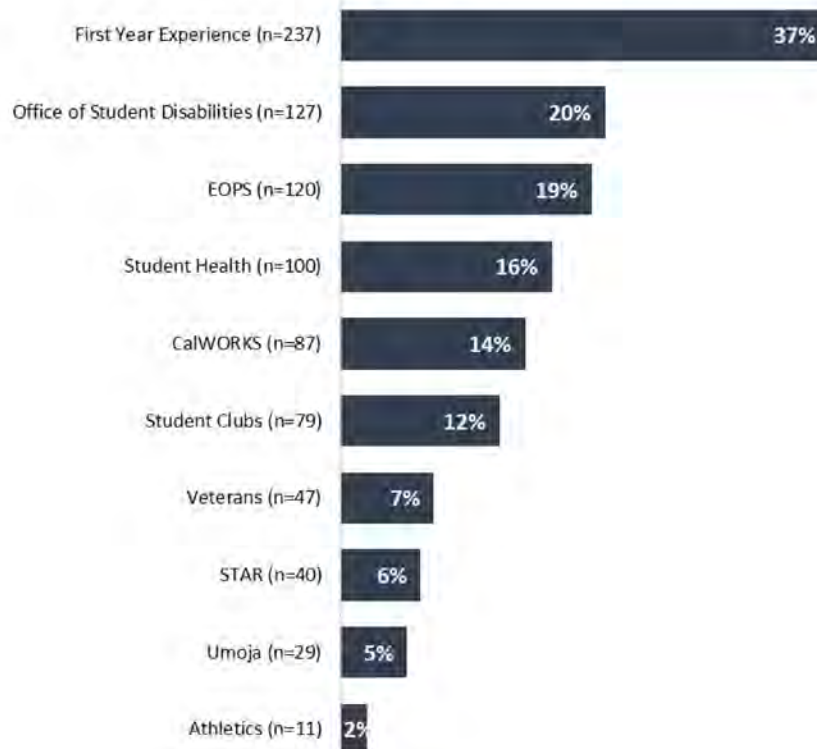
**Figure 4. If you are not graduating or transferring, how likely are you to return to campus in fall 2022? (N=1163)**



## Use of Services

Students were asked which services they used in the last year. The most accessed services by students who took the survey were First Year Experience, Office of Student with Disabilities, and EOPS.

**Figure 5. Are you using the following services? Check all that apply. (N=877)**



The findings of the open-ended questions students were asked are summarized in the following section.

When asked, **“What might keep you from returning to campus?”** Students revealed a multitude of reasons that might keep them from returning to campus. The reasons included things that occurred both on campus and at home. The themes related to their campus experience are highlighted.

## Return to Campus

### Do Not Feel Supported

Students’ comments related to this theme said they did not feel supported based on interactions on campus. A few students did not feel supported by staff and instructors on campus. Here are a few examples of what students said relating to support:



*“The lack of attention and help I have asked for regarding a professor. My feelings didn’t seem to care and when I reached out no one ever got back to me.”*

*“Uncaring Professors, professors who are rude and flirting with students, staff who has little to no knowledge of what students need answers too.”*

### Classes Needed Are Not Available

In addition to issues with scheduling, some students said that the classes they needed to graduate were not available. A few students said that the Ethnic studies course required to fulfill the transfer requirement was unavailable at AVC. Others said that classes were full or the classes they needed were not available. Below are a few examples of what students are saying about class availability:



*“A decrease in the number of classes available for my degree or the time[s] they are available.”*

*“AVC does not have enough capacity to allow me to enroll in classes as per my Ed Plan even with priority registration and I do not have 2 years to complete what should take 1 year.”*

*“Classes I need not being offered in time for graduation. Lack of space in classes offered.”*

*“Classes [I need] aren’t available because they’re full and I can’t even get on the waitlist.”*

### Course Scheduling/Modality Options

Many students said schedules and modalities were not varied enough or that class schedules did not fit with their work or life schedules. Based on student responses, having choices in their class schedule was essential for their return to campus. Presented are a few examples of what students said about AVC’s course schedules and modality options:



*“Availability in classes and the class schedule. I work full time during the day, most classes are offered during the day. I cannot take time off from work. Cost of living is too high to not work.”*

*“All classes are in person. Online classes have helped me continue to work and get my studies done.”*

Furthermore, students also revealed personal hardships that would keep them from returning to campus. The major themes related to students’ personal lives are presented below.

### Child Care and Other Familial Responsibilities

Some students identified childcare and other family responsibilities as reasons for not returning to campus. A few students said that online courses allowed them to balance their home life to advance their education.



*"... I lost my hours for childcare for school due to my GPA being low because I had dropped my summer and fall classes in 2021 due to losing both of my parents."*

*"Family and financial concerns may keep me from returning to campus."*

*"I am currently trying to get approved to get my 7-month-old nephew out of the foster system."*

## Financial Hardship

Financial hardship was one of the main issues for not returning to campus. A few students mentioned the **cost of books**. Others said they could not secure **financial aid**, or it was not enough to **cover their living expenses**. Additionally, a few students mentioned needing to work full-time to support their families. Presented are just a few of their responses:



*"Finances. If I were not able to secure Financial Aid or Student Loans to be able to take care of my family, it would be impossible to continue."*

*"Financial concerns. When you make too much on paper but, you don't make enough to survive."*

*"I need to gain resources to receive childcare and since my unemployment is running out, I need to establish full-time work. Ultimately my goal would be to balance work/school/family life well and actually make good grades, but I can't do so without the aforementioned resources."*

*"...As for finances, the parking pass is inconvenient at best, and financial hardship at worst. I've known some homeless students, and I imagine with increased gas prices, the price of parking would be rough on them. Additionally, only one or two companies are selling the textbooks, which might be why the price is so unjustly high. The colleges ought to either figure out a way to lower those prices or at least stop pushing students and professors to use those expensive textbooks..."*

## Transportation/Commute

Transportation/Commute is a burden for students who do not have a reliable mode of transportation or live far away from campus. A few students also said that **gas prices** were a reason that may keep them away from campus or would prefer to take classes online.



*"Transportation because I only have one car and that's my mom's car, and it's about 40 minutes away from my house. Transportation is the only keeping me away from my face-to-face classes. Without online classes, I don't think I will be able to go to college at all."*

*"Also taking in the consideration of gas at the moment if I have to go to the Lancaster campus that's a huge increase in gas/car usage. I would appreciate more diversity of classes available at the Palmdale Center."*

## Increase in COVID Cases

A few students expressed that an increase in COVID-19 cases would affect their return to campus.



*"At the moment nothing, only if covid case continue to rise I will resort to online."*

*"Another mandate/closure imposed by the Corona Virus."*

*"I would say health and safety since AVC has reported a lot of Covid-19 cases over the past year because I do not feel that I would be comfortable on a campus with so many Covid cases."*

## Other Opportunities Present

Some students said that if other opportunities that provided them financial stability were presented, they would forgo continuing at AVC. Respondents in this theme mainly identified **full-time work** as a factor.



*"A potential career with the county which will require me to enroll in a tech school in Los Angeles."*



*“Applying for jobs or getting a full-time job.”*

*“Being in a position where I need to choose between financial stability and school.”*

When asked, **“What can AVC do to further improve the student experience?”** students made several insightful recommendations for improving their experience here on campus. The larger themes listed in this section were related

## Improving Student Experience

to improving the campus environment, student support resources, and accessibility.

### Campus Life

Many students said they would like the campus environment to be livelier. They would like to see more social events, distractions to keep their minds off stressors, more food options, and/or a café. Here are a few suggestions students made regarding the campus environment:



*“AVC could have some more things to do outside of class during a semester. Whether it be a band performing or a play being acted out. Anything creative to take the students’ mind away from off-campus stressors.”*

*“Add more life to the school. One subway isn’t enough to keep students happy and is inconvenient when students feel they have to drive off-campus for meals because they’re tired of just Subway. More food opportunities and even a cafe would not only bring more life to the campus but also more opportunities for students who want to work...”*

*“Have more fun social events. Students usually come to class and leave. It would be great to bring some excitement to AVC. Update building. Vending machines are always broken or have the same things. The bookstore and the lounge area need a serious makeover. It’s not inviting whatsoever. Bring a culinary arts program that could possibly solve the cafeteria issue.”*

*“We need a coffee shop at the campus. I have to drive to Starbucks, and they want between \$5-8 for one cup of coffee. The coffee out of the machine is very hot, and sometimes students will accidentally bump into me. This causes the coffee to spill because it does not have a lid from the vending machine.”*

### Safety

Students that brought up safety would like to see a designated ride-share pick-up/drop-off zone and a better campus security presence. Presented are some examples of what students are saying about safety on campus:



*“It would be nice to have a drop-off spot or drop-off roundabout in one of the parking lots. I don’t drive so it would be really nice to have somewhere to wait for my ride that’s covered and well-lit. I’ve seen many students wait for rides after class and it’d be nice to have somewhere to wait. Pasadena City College has a great drop-off area that seems very convenient...”*

*“Better presence of campus security especially evenings.”*

### Classroom Environment

Some students mentioned that they had taken classes where they felt instructors could connect with students more. ‘Empathy’, ‘compassion’, and ‘understanding’ were words used to describe what they would like to see in the classroom. A few students mentioned better conflict resolution when issues arise in the classroom and collecting regular feedback from students. Here is what students had to say about improving the classroom environment:



*“...have teachers who are willing to connect with students on a personal level and actually care about how they are doing both inside and outside the class. HAVE COMPASSIONATE PROFESSORS!!!!”*


*“Fairly handle classroom conflict with teachers and students better than the way mine has been handled.”*

*“Do more audits on Professors. Ask students to give feedback mid-semester to ensure they are getting the right support from professors.”*

*“Making sure the teachers TEACH the material. Not just read off a PowerPoint. Explain, break down, explore, whatever. That will help some actually understand and retain the information.”*

### **New Student On-Boarding/Outreach**

Some students felt that new student onboarding could be improved. A few students suggested having staff around campus to give new students directions, others said they would like guidance on college life, such as clubs and student services, and a student suggested that we improve community outreach in our service area. Here are some examples of what students had to say about new student onboarding/outreach:


 *“AVC can start by motivating students on campus to join helpful/educational clubs and tutoring. Most students are confused when they enter the community college. A simple field trip tour of the campus is not enough.”*

*“AVC can have helpers around the school and have them help students with directions if they are first-time comers.”*

*“I would like to see more prospective student outreach all over the community. I don’t think it is wise to only do outreach at high schools. They should also attend other community events. In many communities, people do not know anyone who has attended college. They might just need some face-to-face interaction and information. More trades and certificates should be offered more visible about services offered to incoming students.”*

### **Registration process**


A few students said that facilitating the registration process would improve the experience at AVC.

 *“Honestly, figure out how to make enrolling easier. Other than that, your staff is very helpful and professional. The environment is great. The professors are so amazing. My peer mentor has been so helpful all semester. I’m learning so much. I’m proud to be a marauder.”*

*“Make it easier to register. fix the website so it is easier to navigate through the process of registering for classes.”*

### **Communication About student resources**

Some felt that information about the resources available on campus and graduation are not clearly communicated. One student pointed out that the website and the information on some web pages need to be updated.


 *“Advertise all the available resources so students can know about them. As well as create more events for students to be a part of.”*

*“...update the website (MANY pages are outdated).”*

*“There should be more knowledge readily available on the topics of how to apply for graduation, how to apply for transfer, what we can do with our associate degrees, and what degrees we can further pursue in a university. These are several things that I’ve never been taught or learned about.”*  
*Advising.”*

### **Advising**

Some students said would like clear advising on their academic journey. A few students felt that counselors were not on the same page on requirements or that the course requirements posted on the website did not match with what they were being told. Others felt that when given disparate advice, their student journey was prolonged more than necessary. Presented are a few examples of what students suggested can be improved with our advising services:

 *“Again, just better academic advisors. Lots of time wasted and classes are taken that don’t even apply to the degree attained.”*

*“Have an understandable course requirement info available that doesn’t contradict what counseling states.”*



*“...for counselors to be on the same page. I have had different appointments with different counselors and have had different things being told.”*

## **Course Scheduling**

Students felt the class schedule was not meeting their needs. They would like to see more classes scheduled throughout the day and have the choice of online and in-person modalities. A few students mentioned that they were not able to register for the classes they needed because were not available or many classes were overlapping. Below are some examples of what students are saying about course scheduling:



*“Anything to help me take courses with my varied work schedule. Whether it be more varied course times or fully online courses for more subjects. I’m able to dedicate one or two days to on-campus classes, but I’m not always able to find courses that all line up on those days, especially for my major.”*

*“I wanted to take more classes, but they overlap so I have to continue as a part-time student.”*

*“Make additional courses available during the evening and weekend hours (even online courses, if they are only offered during daytime working hours they are inaccessible). Don’t publish a schedule for the next term and then make changes and remove options once it’s published.”*

*“Preparing enough classes, because I am in the waiting list and could not register in the class which I need to finish as a prerequisite. This is not fair.”*

## **Affordability**

Many students felt that attending college should be much more affordable. Students mentioned that along with increases in the cost of living, the cost of attending AVC also increased. They said the cost of textbooks, transportation to college, and few resources for part-time students.



*“Lower the cost of attendance all across the board. The money required to attend since I started has more than doubled.”*

*“They should make it so that part-time students can have bus transportation too. The public transportation is not always reliable, but it would help lots. Also giving food cards so that those who can’t drive out to eat somewhere between classes can afford to eat. Offering more help to people who don’t qualify for financial aid, BOG, or a scholarship.”*

## **Inclusivity/Diversity**

Students would like to see more diversity at AVC. They would like to see increased staff diversity, faculty involvement in spaces like the DREAM Center, and the creation of welcoming spaces for students of minoritized backgrounds.



*“Be more inclusive and supportive of their minority students. More faculty should involve themselves with departments such as the Dreamers Center and clubs.”*

*“Have a more diverse staff - More African American Staff.”*

*“Help students get involved more and offer more opportunities for undocumented students.”*

*“Increase awareness on diversity and create a more welcoming space for LGBTQ and POC students.”*

## **Technology**

A couple of students said they would like tools for their class available in computer labs.



*“Provide more resources for some computer labs such as tablets (screen or not) so that it can help students who need them such as digital media students.”*

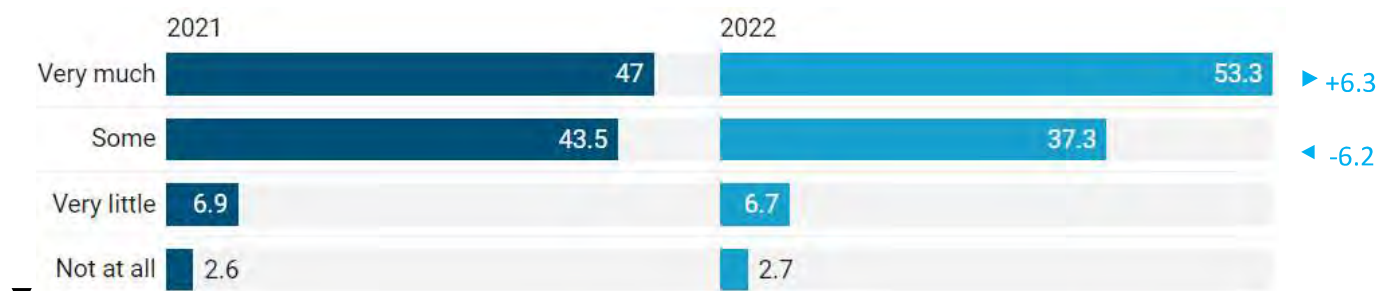
## AVC's Institutional Learning Outcomes (ILOs)

Additional insights to student learning are found in the student responses to four custom questions inserted into the Revealing Institutional Strengths and Challenges (RISC) survey which the College administered in spring 2021 and 2022 for the indirect assessment of ILOs.

### ILO 1. Communication

- Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.
- Demonstrates listening and speaking skills that result in focused and coherent communications.

**91%** of students say that AVC classes helped *“very much/some”* with their **communication skills**.

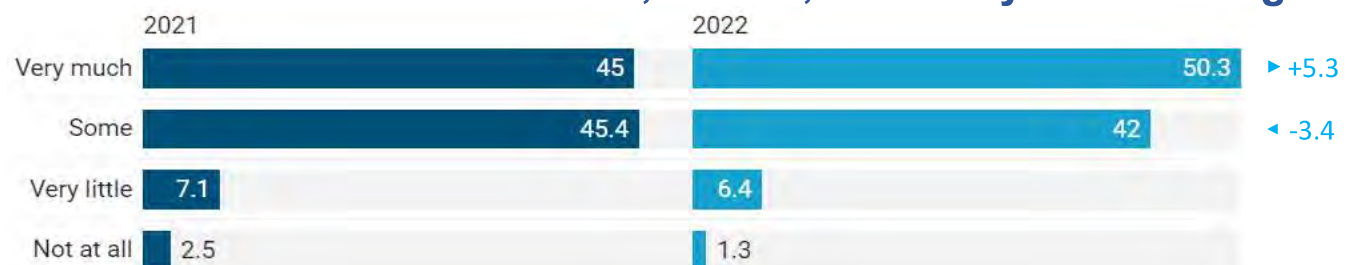


RISC Question: How much do your AVC classes help you with your communication skills e.g. reading, writing, listening, and public speaking  
(2021 N = 1,544 | 2022 N = 1,210)

### ILO 2. Creative, Critical, and Analytical Thinking

- Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.
- Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
- Demonstrates information literacy by locating, evaluating, and ethically using information from diverse sources, and employing proper citation formats.

In 2022, **92%** (+2%) of students said that AVC classes helped *“very much/some”* with their **creative, critical, and analytical thinking skills**.



RISC Question: How much do your AVC classes help you with your creative, critical, and analytical thinking, e.g. problem-solving, technology skills?  
(2021 N = 1,525 | 2022 N = 1,203)

### ILO 3. Community/Global Consciousness

- Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.
- Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics, and varied cultural expressions.

In 2022, **86%** (-1%) of students said that AVC classes helped “*very much/some*” with encouraging **community consciousness** (integrity, awareness, and respect of diversity).

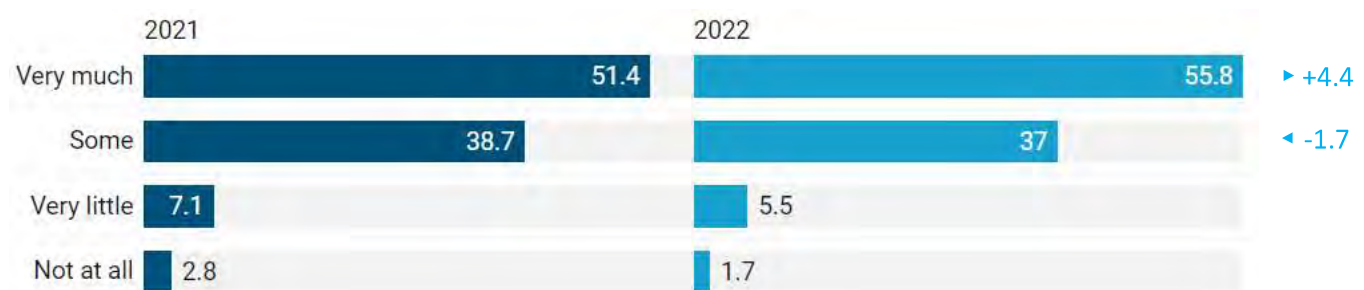


RISC Question: How much do your AVC classes help you with encouraging community consciousness e.g. integrity, awareness, and respect of diversity?  
(2021 N = 1,524 | 2022 N = 1,197)

### ILO 4. Career and Specialized Knowledge

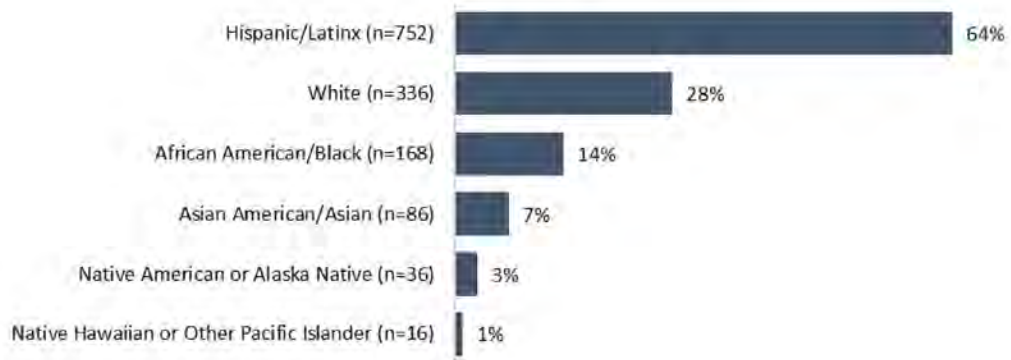
- Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

In 2022, **93%** (+1%) of students said that AVC classes helped “*very much/some*” with **career & specialized knowledge skills** related to their educational goals.

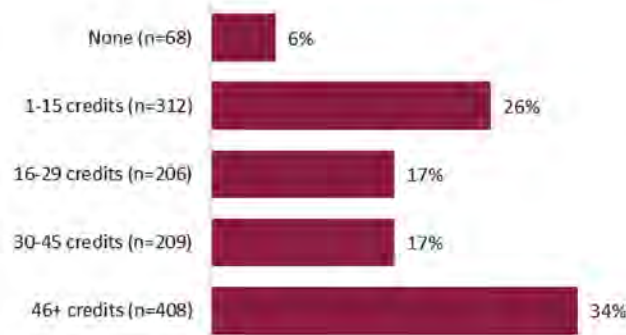


RISC Question: How much do your AVC classes help you with career and specialized knowledge skills related to your educational goals?  
(2021 N = 1,523 | 2022 N = 1,197)

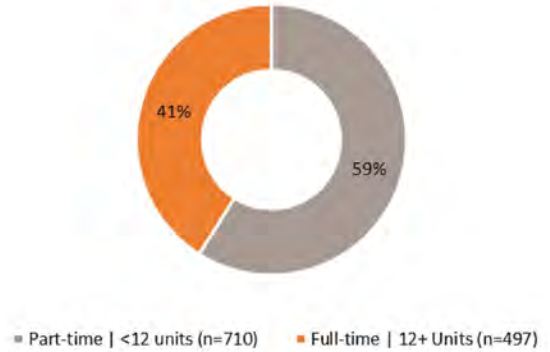
Race/Ethnicity



Total Credit Hours Earned at AVC



Part-time/Full-time Status



Age Group

