ANTELOPE VALLEY COLLEGE

Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: First Year Experience & Second Year Experience	**For Planning Years: 2025-2026**
Name of person leading this review: Sarah Schneider	
Names of all participants in this review: Yoselin Palacios Lopez, Mari-Ali Baiza	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

The First Year Experience (FYE) and Second Year Experience (SYE) programs at Antelope Valley College (AVC) align closely with the college's mission by focusing on student success and providing comprehensive support throughout the students' educational journeys. The FYE program aids new students in their academic and social transition into the AVC community, ensuring they feel welcomed and prepared. Similarly, the SYE program supports continuing students by offering resources such as registration assistance, peer mentoring, and workshops. This program collaborates with initiatives like Guided Pathways and Financial Literacy & Wellness to solidify educational pathways and prepare students for transfer to four-year institutions or their chosen careers. Together, these programs reflect AVC's commitment to providing quality education, fostering an inclusive environment, and supporting students' academic and personal growth.

Part 2A. Analyze the program review data for your area including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, etc.

Use the following questions to guide your analysis:
- Who do you primarily serve and what services do you provide for each of the groups?
- How is the work of your area measured or quantified? What is your measure of success?
- How do the demographics served by your area's work compare to AVC's service area demographics?
- Which race/ethnicity groups experience the largest equity gaps?
- What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year?

The First- and Second- Year Experience programs serve 647 first- and second-year students which make up about 5% of AVC's total student population.

In Fall 2024-2025, 37.1% of the FYE/SYE cohort (n=647) are attending full time compared to 31.7% of other AVC students. The average number of units taken by FYE students is 12.19. The average GPA for SYE students is 2.94 as compared to 2.76 for other AVC students.

The overall success rate of SYE students is 84.3% and the retention rate is 94.3% respectively. 1,397 students identify as female, 650 students identify as male, and 88 students did not report their gender.

The California Promise Program (AB19/AB2) has allowed for the work of FYE to continue, and the Title V Grant 2019-2024 that ended on September 30, 2024, established the SYE program.

Campus-wide collaboration continues to be robust and impactful. The Peer Mentor Core continues to grow, significantly impacting our students' journeys. Intentional and deliberate partnerships with the Transfer and Career Centers provide students with opportunities to explore both academic and career paths. So far this year, FYE has partnered with the Outreach department to engage nearly 200 high school students. During these sessions, we presented comprehensive information about the FYE/SYE programs, highlighting their numerous benefits. Students learned about the academic support, mentorship opportunities, and guidance available through these programs. This initiative not only informed prospective students but also significantly enhanced the college's recruitment efforts.

By highlighting the success stories and tangible benefits of the FYE/SYE programs, we were able to attract a diverse group of students, fostering a stronger connection between the college and the local high schools. Another collaborative effort was FYE/SYE's participation in Antelope Valley Union High School District's (AVUHSD) Annual College and Career Information Night where FYE engaged with nearly 500 high school seniors and their parents, providing a comprehensive overview of all the programs offered at AVC, emphasizing how these resources can enhance students' educational journey.

We currently have 1 full time Project Supervisor, 1 full time Program Specialist, and 1 full time Clerical III who work alongside one another to facilitate the case management of each first-and second-year student within the program as compared to having 2 full-time Program Specialists and 1 part-time Program Specialist, from the previous year. In addition, there are 10 student workers who serve as peer mentors to each student providing peer mentoring services.

Part 2B. Based on Part 2A and the reflection questions below, identify the program/area Strengths, Opportunities, Aspirations & Risks:

Use the following questions to guide your analysis:
- Who do you primarily serve and what services do you provide for each of the groups?
- Describe how your program/area incorporates constituent feedback.
- How does your program address equity gaps within the scope of work?

Strengths and Accomplishments: *(Include your data analysis of relevant metrics in your response.)*

The First- and Second- Year Experience program is currently providing peer mentoring services to over 600 Antelope Valley College students. Each student is paired with a dedicated peer mentor who meets with them at least 5 times per semester. During each peer mentor meeting, students check in with their peer mentor who leads the conversation on how the student is transitioning to college life after high school graduation. With each subsequent meeting, the peer mentor explores barriers that the student may be facing, identifies student needs, and recommends services from appropriate departments depending on what the individual student needs. By sharing knowledge regarding various resources the college has to offer, the student receives vital information that leads to their academic success.

The installation of 8 cubicle spaces, and the purchase of 8 workstations that include desk and drawer space, computers and monitors, and headsets, allow FYE/SYE Peer Mentors to conduct telephone, virtual, and in-person meetings with students. Having the space and tools to conduct such meetings allow the peer mentors to successfully assist students with various needs, thereby increasing student success and retention/completion rates, which then support the college's mission to provide students with quality education that will transform their lives.

As of November 12, 2024, there have been 628 peer mentor meetings – 473 of which are in-person, 136 via phone calls, 6 via Teams Meet, and 13 via Zoom. Peer mentor meetings will continue through the end of the Fall semester and will begin again during the Spring semester.

Opportunities and Challenges: *(Include your data analysis of relevant metrics in your response.)*

Opportunities

- Renaming the First- and Second-Year Experience Program to the Student Success Center was a previously identified goal, and we have a wonderful opportunity to reframe the program to focus more on individual student success.
- Creating a streamlined onboarding process with a comprehensive case management system would allow the staff to provide necessary services more effectively.
- Creating campus events that engage with our students would reignite interest and generate better participation in the program

- Identify 2-3 challenges within your department and explain why these challenges pose a risk to the institution. These challenges can be systems, functions or programs involving financial/business processes, information technology, policies, program administration, compliance issues, etc. What is the likelihood they will pose a disruption to your program/processes with 1 being unlikely and 5 being highly likely?

Challenge	Likelihood (1 being unlikely and 5 being highly likely)
The lack of an institution-wide case management system presents various issues with students having to contact each department simultaneously. This leads to a risk of decreased engagement and increased frustration on the student's end and will likely lead to drop out/withdrawals.	4
The lack of sufficient staff impedes the opportunity to provide services to students in need. When risk factors are identified by EdSights through Poppy, there is no assigned full time staff member that takes care of the intervention process to ensure high-risk students are provided with the necessary resources they seek. Operating understaffed limits the services we can provide for our students. Adding an additional Program Specialist or two would allow us to sufficiently provide the necessary services to all FYE/SYE students with a specific focus on higher-risk students.	5

Aspirations: *(Include your data analysis of relevant metrics in your response.)*

The First- and Second-Year Program aims to facilitate a smooth transition for students embarking on their college journey, offering comprehensive on and off-campus resources that cater to students' needs. The program's goal is to be able to identify and service all first year students and provide them with peer mentoring to ensure that they are on track to complete their individual goals in acquiring a certificate, degree, or transfer programs.

The main aspiration is for ALL AVC students to come through FYE and stay through SYE so that we can connect all students to a Program Specialist, a Peer Mentor, encourage them to enroll in 30 units each academic year and find academic success leading directly to transfer or employment. It is our aspiration for the First- and Second-Year Experience to rebrand to reflect our commitment to enhancing the educational experience and support services for our students.

Part 2C. Review and comment on progress toward past Outcomes Improvement Plans

List your past **Outcomes Improvement Plans** and progress toward meeting those plans. *If you have not completed your Outcomes Improvement Plans, please review* *Operational Outcomes* *and* *Outcomes Improvement Plans* *training in Canvas and contact the Outcomes Committee directly.*

Past Outcomes Improvement Plans	Progress Made
OO# 1 Encourage students to gain knowledge and confidence to strategically access and utilize resources and services that enhance overall success and completion of academic and career goals. FYEISYE is fully integrated with a case management system for program specialists and peer mentors. Services are available to students virtually and in-person using Zoom and phone options. Student files are fully accessible and	The HUB was outfitted to accommodate in-person peer mentoring for FYE/SYE students and other mentoring programs in the HUB. Eight computer stations with chairs, cabinets, desks are set up so peer mentors can set up phone, virtual, and in-person meetings with students. The Cash Course platform has not been implemented this past year (2024-25) so this is a resource that is worth exploring.

monitored online. Cash Course was discontinued by the Chancellor's Office and AVC just recently regained access to the platform and is rebuilding the financial wellness schedule for curriculum. There is a need for a mechanism to track all the engagement opportunities students participate in.	The District has partnered with EdSights to implement the generative AI platform called Poppy which tracks engagement opportunities for students.
OO# 2 Students will gain support, knowledge, and confidence to move successfully through and beyond the community college experience. The number of Students who have been connected to other community agencies will continue with them once they complete AVC. Student evaluations of events provided indicate a high level of satisfaction in the quality of the content offered and the delivery of the services offered. The evaluations are conducted online in Google Forms and are made available to students through QR codes and web links. Events range from student leadership, resource fairs, registration assistance, women's history month and other awareness activities to mid-semester check-ins, financial wellness, bridge activities and more.	Student evaluations of events and services are now being conducted via Microsoft Forms as opposed to Google Forms since the ITS-led transition was implemented last year. They continue to be made available to students through QR codes and web links. The FYE/SYE team uses a SharePoint site to manage files for daily updates.

Part 2D. Review and comment on progress towards past program review goals:

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills Commitment of District funding beyond 2024. Continue to connect students to opportunities and resources that grow and develop their ability to succeed at AVC and beyond-career and transfer.	Continued funding from the California Promise Program (AB19/AB2) will allow the FYE/SYE department to provide opportunities and resources for AVC students.
Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills "Think 30" Campaign for all incoming students and "15 to Finish" campaign to meet President's goal of11,400 FTE by 2O24	The "Think 30" and "15 to Finish" Campaigns were not an area of focus this past year (2024-25) due to a lack of full-time staffing. However, revisiting and incorporating these campaigns to add to the focus of the FYE/SYE mentoring model may prove beneficial.
Goal 3: Focus on utilizing proven instructional strategies that will foster Transferable intellectual skills. Provide a comprehensive financial wellness program for students	Developing a comprehensive financial wellness program for students was not a focus this past year (2024-25) due to a lack of full-time staffing. An emphasis on understanding money psychology, management, planning, and budgeting will need to be incorporated into future events and workshops for first-and second-year students.

Part 3. Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO**	SLO**	OO (Service area Outcomes)				
#1	ILO 4. Career and Specialized Knowledge				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	To improve first- and second-year student success and retention	1. Purchase comprehensive case management Software as a Service (SaaS) system. 2. Work with ITS to ensure the case management system software is compatible with existing computer systems.	Review data that shows either an increase or decrease of first- and second-year student success and retention.
#2	ILO 1. Communication				Goal #3 Resources: Increase student awareness about campus resources.	To improve and increase student awareness about campus resources thereby removing barriers to academic success	Hire a full-time program specialist who will focus on providing support to the existing program specialist to share the caseload of students. The specialist will also be able to take on student mentoring meetings to ensure each FYE / SYE student has an approved education plan and is on track to achieve their goals whether	Create surveys and review data that shows what campus resources are needed by students the most.

								certificate, degree, or transfer programs. Another focus of the program specialist will be to plan for events that focus on student engagement and the "Think 30" and "15 to Finish" campaigns.	
#3	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	To provide financial wellness workshops to increase understanding of money psychology, management, planning, and budgeting will need to be incorporated into future events and workshops for first-and second-year students.	Develop and plan workshops that promote financial wellness		Create surveys and review data that shows and increase or decrease of financial wellness knowledge.

***If applicable for instructional areas*

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Classified Staff	Requesting to hire an additional Program Specialist to serve as the point of contact for students identified with high-risk needs.	To improve first- and second-year student success and retention	New	$63,597.70	Recurring	Sarah Schneider

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
- Supporting data/information

Who are you meeting with?	(All)

Row Labels	Count of AVC Email
In Person	473
Phone Call	136
Teams Meet	6
zoom	13
Grand Total	628

Fall 2024 FYE/SYE Peer Mentor Meetings

Phone Call, 136

Teams Meet, 6

In Person, 473

- In Person
- Phone Call
- Teams Meet
- zoom
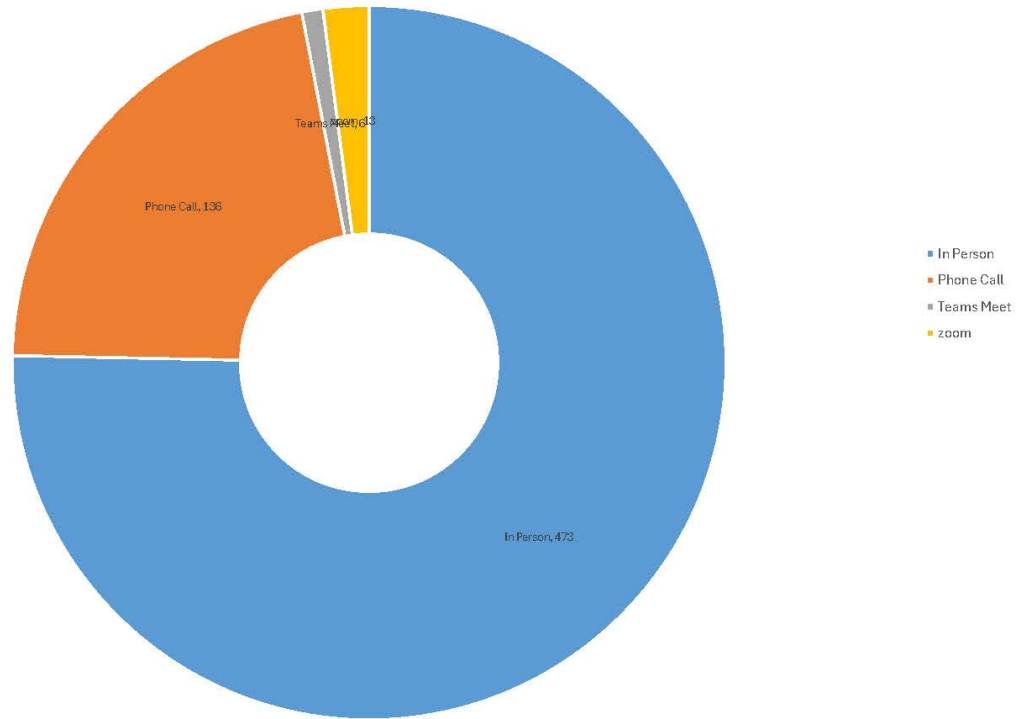
Service	(All)

Row Labels	Count of Student
Jul	3
Aug	12
Sep	147
Oct	230
Nov	67
Grand Total	459

Service

Count of Student

HUB Visits
(July 1, 2024 - November 12, 2024)

Months (Date)   Days (Date)
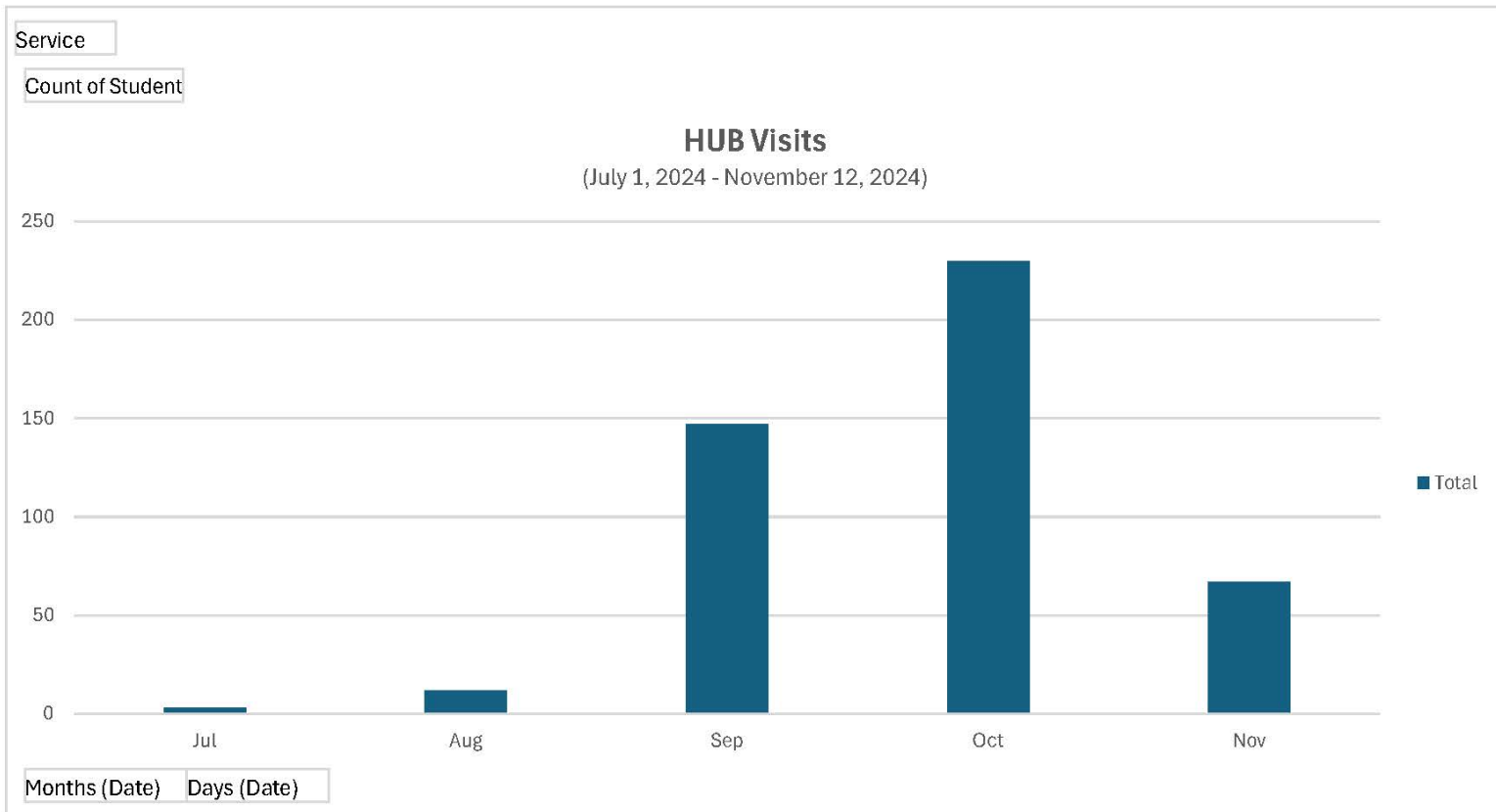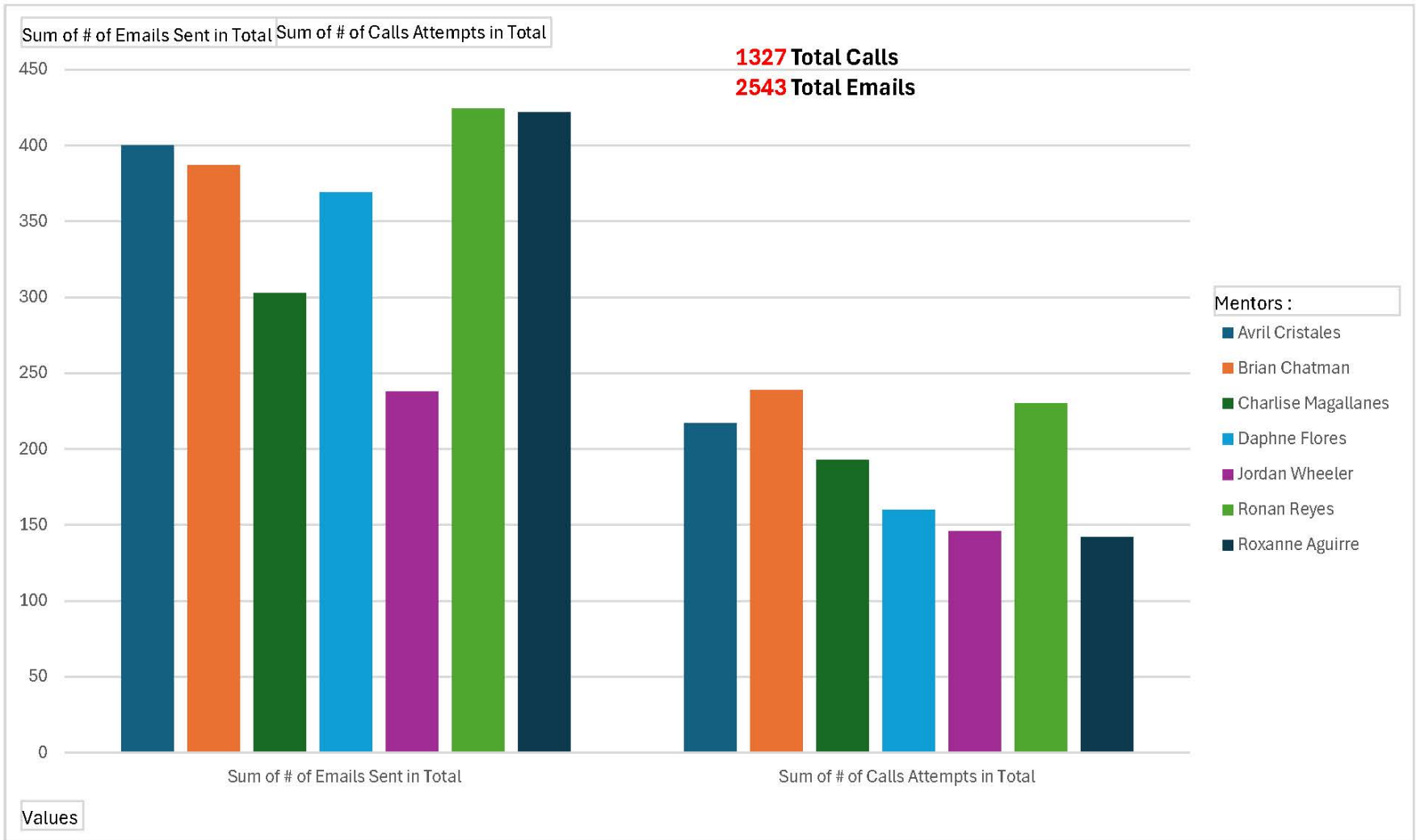
FYE/SYE Project Milestones

April 2024 –
Project Supervisor hired

May 2024 –
Program Specialist hired

August 2024 –
Clerical III hired

August 2024

1244 First- and Second-Year students identified through Y1 and Y2 coding in Banner were assigned to Peer Mentors to begin mentoring work

Ongoing meetings, calls, and video chats with FYE/SYE mentees.
1,327 Calls
2,543 Emails
636 Meetings
159 Hours spent at the HUB

July 2024 Registration Fest – FYE/SYE Peer Mentors assisted with registering students for Fall 2024

September 2024
Future Leaders Institute Training

October 2024
AVUHSD College & Career Info Night
*500 students in attendance
*Presented AVC info to students and their parents
*Engage with community partners and local LEAs

October 2024
Spooktacular Campus Survey
*334 student participation
*Focus on engagement
*Provided information on FYE and other AVC resources

Summer Welcome Week (July 2024)
FYE/SYE welcomed 100+ students for the first week of summer semester providing directions, water, and answering questions for all students who stopped by the info tables.

Summer Welcome Week (August 2024)
FYE/SYE welcomed 200+ students for the first week of fall semester providing directions, water, and answering questions for all students who stopped by the info tables.

October 2024
Peer Mentor Training
*Define responsibilities
*Share best practices
*Identify challenges
*Address technical issues

FYE/SYE Fall 2024 Data

First-Year Experience

Enrollment: 2,723

Headcount: 699

Average Enrolled Units: 12.19

% Enrolled Part-Time: 70.1%

% Enrolled Full-Time: 29.9%

Second-Year Experience

Enrollment: 1,683

Headcount: 519

Average Enrolled Units: 11.28

% Enrolled Part-Time: 55.7%

% Enrolled Full-Time: 44.3%

As of the beginning of Fall 2024:

Average GPA: 2.94

Average Earned Hours: 27.8

Overall Success Rate: 84.3%

Overall Retention Rate: 94.3%

Results under 5 are hidden:

Second-Year Experience

Headcount by Race/Ethnicity		Headcount by Gender	
Asian/Asian-American		Female	45
Black/African-American	8		
Hispanic/Latine	55	Male	28
Multiracial			
White	10	Did Not Report	

Enrollment by Race/Ethnicity		Enrollment by Gender	
Asian/Asian-American	72	Female	1,397
Black/African-American	179		
Hispanic/Latine	1,515	Male	650
Multiracial	12		
White	357	Did Not Report	88

Success & Retention by Race/Ethnicity

Race/Ethnicity	Success Rate	Retention Rate
Asian/Asian-American	72.2%	77.8%
Black/African-American	80.4%	86.6%
Hispanic/Latine	85.9%	95.0%
Multiracial	66.7%	100.0%
White	82.4%	98.0%
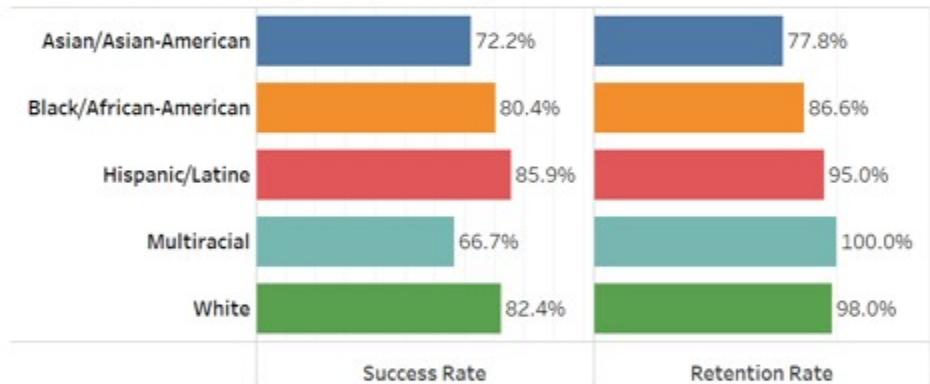
Success & Retention by Gender

Gender	Success Rate	Retention Rate
Female	88.9%	95.6%
Male	74.0%	91.4%
Did Not Report	86.4%	95.5%