2014 Annual Performance Report

Submitted: _

Antelope Valley College
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Name of College/University

P031S090016   109350
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PR Award Number   Unit Identification

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Title V - Developing Hispanic-Serving Institutions
_____
Department of Education Grant Program

From Basic Skills to Baccalaureates: A Comprehensive Pathway for Hispanic Student Achievement
_____
Project Title

2-year Public   Year 5
_____   _____
Type and Control of Institution   Grant Year

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Section 1: Executive Summary

The purpose of the legislation that established the Title V program is to "expand educational opportunities for, and improve the academic attainment of Hispanic students; and expand and enhance the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary education."

A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title V program.

1. The impact of the Title V grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

Year four of our project was the most successful and productive year yet. The Basics Skills program at AVC has reached a critical mass point, and it is the premier program to assist needy students at our college. With over 40 faculty participating directly and over 80 indirectly, the project served over 5900 students during year 5. The accelerated developmental program offered 24 accelerated sections in Math, English, and Reading serving over 800 students. The overall success rate of the accelerated sections reached 89% compared to just over 72% for the control cohort of all non-accelerated courses. We are happy to report that the accelerated program has been adopted by the college as a long-term intervention for success in developmental courses.

Project Management: Since its commencement in October 2009, the project has been managed by the Director-Mr. Christos Valiotis; the project assistant; and the two coordinators of Math and English. The AVC Basic Skills Committee (BSC) has acted as the project's advisory body and includes 17 voting members: Director of Basic Skills and tri-chair, English faculty tri-chair, Math faculty tri-chair, Executive Vice President of Academic Affairs and Student Services, Dean of IRES and Language Arts, Dean of Math, Sciences & Engineering, Dean of Institutional Research and Effectiveness, Dean of Student Services, Math faculty, English faculty, Reading faculty, ESL faculty, Counselor, Learning Center Learning Specialist, OSD Learning Specialist, Library faculty, Assessment Coordinator, and ASO student representative. BSC met twice a month to review, plan, and recommend actions. Fro the beginning the BSC developed a mission statement that mirrored the project's original goals and objectives: "To increase student retention and success, this committee provides holistic structure and support to: (1) students, (2) instructors, (3) support services, and (4) the community." This support is based on data, theory, planning, dialogue, and collaboration, resulting in effective practices. BSC's main focus or direction included: (1) reduce number of students who need Basic Skills, (2) create conditions to help students be successful, and (3) compress the time of Basic Skills.

A detailed description of all of our activities and their impact on students follows:

1. Quest for Success/AVConnect Programs and Activities: Quest for Success/ AVConnect services include: Learning Center tutoring, in class tutoring, SMARTHINKING online tutoring, Directed Learning Activities (DLAs), counseling and educating advising, testing and assessments, pre-assessment workshops, learning assistance, Library assistance, peer mentoring, student success workshops, and other activities including film showing, art exhibits, sporting events, campus lectures, and more. Quest for Success/ AVConnect activities and services encourage students to be active learners, and to be engaged in their journey for academic and personal achievements and success.
Impact:
Year 5: 40 faculty; 5900 students; Over 200 course sections affected.
Overall: 65 Unique faculty; 15,000 students; over 600 courses sections.

2. Accelerated Semester for Academic Preparedness (ASAP) – ASAP program gives students the opportunity to complete English 097/099/101, Reading 097/099, and the Math 99 (self paced computer assisted instruction) sequences in 16 weeks as opposed to the usual 32 weeks. ASAP is an intensive/extensive program that gives students the option and opportunity to enroll and complete two basic skills courses in one semester instead of two. Students can take one basic skills course in the first eight weeks of the semester and take another level of the sequence on the second 8 weeks of the semester. The purpose of ASAP is to accelerate students into the basic skills course sequence. Quest for Success/AVConnect activities, instructional and academic services and student support services are incorporated into the ASAP courses to enhance their academic preparedness and educational experience.
Impact:
Year 5: 12 Faculty; 800 students; 24 course sections.
Overall: 36 Faculty; 2000 students; 68 course sections
Average reduction in numbers of semesters required to complete the Basic Skills Course Sequence: ¾ of a semester.
Total number of semesters saved: 1500
Total savings in tuition: 1500 semesters X 12 units per semester X $46 per unit =$828,000. Total savings due to reduced cost of living, books, etc. is at least 3 times that amount.

3. Counseling and Education Advising - Provide counseling and education advising to students, and address educational needs of students placing into basic skills courses to decrease attrition and implement interventions that promote academic success. The counselor(s), a first point of contact for students, develops education plans and tracks students' progress.
Impact:
Year 5: 1 counselor and 1 educational advisor; 2200 student contact hours.
Overall: 1 counselor and 1 ed advisor: over 10,000 student contact hoours.

4. Learning Center Tutoring - The Learning Center provides students enrolled in basic skills courses tutoring and supplemental instructions in Math, English, Reading and ESL. Learning Center tutors help students in basic skills improve content area knowledge and increase meta-cognitive behaviors.
Impact:
Year 5: 35 tutors; 3500 unique students; over 15,000 student contact hours.
Overall: over 200 unique tutors; over 60,000 student contact hours.

Results:
Overall: At least one full grade higher than students who did not receive tutoring
GPA improvement: 0.35% average increase over the 2.67% GPA for the whole college.

5. SMARTHINKING Online Tutoring – Is an online tutoring service to enhance Learning Center's Writing Center and ESL Study Center learning support for AVC students. It supplements the face-to-face tutoring already offered at AVC and provides self-paced learning support creating a virtual expansion of tutoring that can be offered 24/7. Since not all basic skills students seek face-to-face tutoring, their needs can be met via online SMARTHINKING tutoring. SMARTHINKING is primarily offered in basic skills English courses.
Impact:
Year 5: 670 unique students; Over 1100 contact hours.
Overall: 3500 unique students; over 5,500 contact hours

Results:
Overall: At least one full grade higher than students who did not receive tutoring
GPA improvement: 0.42% average increase over the 2.67% GPA for the whole college.

6. Pre-Assessment Workshops (PAWs) – PAWs are free math workshops designed to build and refresh students in areas of basic skills mathematics for which students demonstrate a deficit, thereby placing them into higher levels of mathematics when they enter AVC. Pre-assessment workshops are done through EDUCO software. Students are given opportunity to take refreshment workshops prior to taking the assessment. PAWs are designed to accelerate students out of remedial mathematics by placing them into the correct math course sequence.
Impact:
Year 5: 6 sessions; 240 unique students participating;
Overall: 30 sessions; over 1000 students

Results:
Average increase of placement=1 full level above the average of non-participating students.

8. Directed Learning Activities (DLAs) in Reading and ESL - DLAs are subject-specific, faculty created exercises and activities designed to assist students in developing the essential skills they need to succeed in their courses. Students work with a DLA assistant/tutor for approximately 30 minutes on a concept or an assignment. Reading DLAs are scheduled and conducted in the Learning Center's Reading Center and are directly connected to the reading classes.

As seen by the impact results stated above, the AVC Basic Skills program is very robust and has been recognized by the and=ministration as a critical component of our student services.

2. How has the grant helped to carry out the mission of the institution?

Our primary mission is to support student learning and achievement. The student success rate participating in grant assisted activities and courses has reached 89%, well above the non-participating student rate of 74%. The administration has recognized these results as vital for the future of the college, and committed to institutionalize the project after the end of the grant. Grant-funded instructor-led activities include the following:
AVC Basic Skills Forums and Symposiums – Basic Skills forums and symposiums are designed as interactive seminars and workshops to promote understanding of the California Basic Skills Initiative and to put AVC Basic Skills' goals and action plans into practice. The Director of the Basic Skills organizes and coordinates various symposiums, forums and Welcome Back presentations to inform the AVC campus communities of various basic skills-related issues, information as well as AVC Quest for Success programs, activities and projects. Topics for Symposiums, Forums and Welcome Back Presentations include: Exploring Faculty-Driven Collaborations for Student Success, Empowering Students with at Strong

Start, Creating Conditions for Change: Embracing the Student Success Initiative; Collaborations for Student Success; Basic Skills as a Foundation for Student Success; Empowering Students with a Great Start; review and analyses of AVC basic skills assessment data and program/activity outcomes; AVC Basic Skills goals and action plans; AVC Quest for Success programs and activities; in-class tutoring in math, reading and English; directed learning activities; tools for OSD students, strategies in working with ESL students; developing Faculty Inquiry Groups; critical thinking for student success; and more.

Faculty Inquiry Teams (FITs) – A Faculty Inquiry Team (FIT) is a professional development program in which a small group of faculty members (4 - 10 maximum) meet in person or online at least five times throughout the academic year or a term to work together as a team on a specific question, issue, or concern in their teaching and/or their students' learning. In addition, Faculty Inquiry Teams conduct program evaluations, data collection and research to evaluate existing programs, improve practices and/or come up with structured programs or pathways to (a) reduce the number of students in Basic Skills, (b) create conditions to help students be successful and (c) compress time for Basic Skills. Faculty Inquiry Teams (FIT) for Accelerated Semester for Academic Preparedness (ASAP) and Student Success Center have been created since fall 2011. In fall 2012, the following FITs have been organized: Pre-Assessment Workshop FIT, Math Basic Skills Sequence Review FIT, Possibilities of Combining Reading and English FIT and Reading Strategies Across the Curriculum FIT.

Professional Development and Workshops for Faculty – Faculty, administrators and staff are also encourage to attend and participate in various Basic Skills-related workshops, conferences, events, and professional development trainings. Faculty, administrators and staff have attended Strengthening Student Success Conference, California Community Colleges Basic Skills Leadership Institute, National Association for Developmental Education (NADE) conferences, 2020 Vision for California Community Colleges: Student Success Workshop, CATESOL, Math Summit, Student Success in Terms of Completion, Increasing Student Completion through Contextualized Learning, Acceleration in Context, Basic Skills Acceleration Programs Workshop, Developmental Communications Conference, OnCourse Workshop, College Reading & Learning Association (CRLA) Conference, and other basic skills and student success-related California Community Colleges' Network conferences, meetings, and workshops.

Materials, Software and Equipment – Purchased the following: Learning Express subscriptions for the Learning Center, Blackboard, projectors and computer software for reading and ESL classes, reference books for ESL and English classes, WorldBooks subscriptions for the Library, and various study skills DVDs, reference books and materials for the Learning Center and Palmdale Center.

Senior Math Accelerated Program (S-MAP) – S-MAP is designed to prepare high school graduating senior (twelfth grade) students to enter college level mathematics (courses beyond Intermediate Algebra) immediately after graduating from Antelope Valley Union High School District (AVUHSD). The course employs the use of EDUCO software as its main mathematics education curricular component. This is the same curricular component which AVC uses for its Math 50, 60, 70, and 102 courses. The course prepares students for college level math courses by diagnosing individual student strengths and weaknesses in mathematics content understanding. The instructor navigates students through requisite activities as necessary to ensure each student that completes the course is either ready to enter into a college level math course or the next most advanced level of mathematics for which each student has demonstrated mastery. Through the 2+2 articulation agreement between AVUHSD and AVC, each student enrolled in S-MAP will have the opportunity to earn mathematics credit toward graduation for AVUHSD and mathematics credit toward their continued studies at AVC. AVC math credit is awarded for the highest level of mathematics for which each matriculating student has demonstrated mastery. S-MAP was developed in collaboration with AVC math faculty and high school math faculty in spring 2011, and was implemented in fall 2011. Antelope Valley High School and Quartz Hills High School are involved in this project. Impact: 4 high schools, 8 teachers, 167 high school seniors.

Overall Impact: Seventy percent of those earned credit for Math 100, and 25% earned credit for Math 102.

Student Success Center – The goal to develop and establish a Success Center to assess and place students, improve student success, develop articulation with college-level coursework and build competencies in basic skills was accomplished during Year 5. Further defined/described, the goal is to establish a faculty-driven and student-focused Success Center that will provide fully integrated academic and other support services to students and faculty to further improve outcomes and success for the most under-prepared students. Since fall 2011, English, reading and math faculty, as well as the AVC Basic Skills Committee, have started the dialogue and started collaborating in developing the initial design(s) for a faculty-driven and student success-focused AVC Student Success Center.
Impact:
Year 5 and overall: 607 unique students; 4,264 duplicated students.

As can be deduced from the above, this grant had a tremendous impact on AVC students and resulted in significant gains in success, retention, and monetary savings in tuition and living costs for our students. We are extremely satisfied with the overall success and are happy to report that all of our goals and objectives have been met. Furthermore, the college was bale to institutionalize all of the interventions and programs piloted by the grant.

B.   The following information documents the institution's experience with the grant as reported during the current reporting period.

Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities?

> The success of the Basic Skills program has generated a tremendous interest in our community and has helped to raise over $100,000 for student scholarships. Additionally, the State of CA has recognized the success of the project and allocated $324,000 in support for it for the 2013-14 academic year.

How would you improve or change the Program (e.g., customer service, allowable activities, regulations, statute)?

> We would like to express our appreciation for Ms. Clark's support and insightful comments. We also encourage the program office to continue the annual directors meetings in DC, as it is the only venue which allows us to network with our peers, exchange ideas, and present results.

Section 2: Accreditation

Accreditation

Institution's primary accrediting agency.

  X   Western Association of Schools and Colleges

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Developing a Foundation for Student Success through a Comprehensive Basic Skills Program**

Total $ spent on this activity during the current reporting period: $737,803.00

Focus Area: *Student Services and Outcomes*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	381,000.00	52
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	176,803.00	24
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0
Tutoring, counseling, and student service programs designed to improve academic success.	180,000.00	24
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishment or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0
Total Expenditure For This Activity	**737,803.00**	**100%**

Process Measures for "Developing a Foundation for Student Success through a Comprehensive Basic Skills Program"

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

LAA Category: *Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.*

Did the number of classrooms constructed increase?	Yes

If yes:
     Start # wired classrooms 0
     End # wired classrooms 2
     Application Objective # 2	

Did the square feet of other institutional space constructed increase?	Yes

If yes:
     Start square feet 0
     End square feet 2300
     Application Objective square feet 2300	

Did the number of classrooms maintained increase?	Yes

If yes:
     Start # wired classrooms 14
     End # wired classrooms 18
     Application Objective # 18	

Did the square feet of other institutional space maintained increase?	Yes

If yes:
     Start square feet 12000
     End square feet 16000
     Application Objective square feet 0	

Did the number of classrooms renovated or improved increase?	Yes

If yes:
     Start # wired classrooms 0
     End # wired classrooms 2
     Application Objective # 2	

LAA Category: *Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.*

Did the number of faculty trained in educational technology increase?	Yes

If yes:
     Start # of faculty trained 85
     End # of faculty trained 100
     Application Objective # 80	

Did the number of faculty trained in new or alternative teaching techniques increase?	Yes

If yes:
    Start # of faculty trained 85
    End # of faculty trained 100
    Application Objective # 80	

Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?	Yes

If yes:
    Start # of faculty 681
    End # of faculty 721
    Application Objective # 300	

LAA Category: *Tutoring, counseling, and student service programs designed to improve academic success.*

Did the number of tutors increase?	Yes

If yes:
    Start # 31
    End # 35
    Application Objective # 30	

Did the quality of tutors increase?	Yes
No standardized data elements	
Did access to tutors increase?	Yes
No standardized data elements	
Did the number of counselors increase?	Yes

If yes:
    Start # 1
    End # 2
    Application Objective # 2	

Did the number of students using tutoring services increase?	Yes

If yes:
    Start # 14500
    End # 19500
    Application Objective # 12000	

Did the number of students using counseling services increase?	Yes

If yes:
    Start # 6100
    End # 8100
    Application Objective # 5000	

Did the academic attainment of students using tutoring services increase?	Yes
If yes, methodology used: Test scores	

Focus Area: Student Services Outcomes

This section depicts institutional outcomes that can be categorized in the Student Services and Outcomes focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

Has the institution's retention rate improved?	Yes

Cohort: Students participating in grant activities
 If yes:
   Initial rate 87
   Final rate 89
   Goal 89
 I would like to provide a brief supporting statement:	

Has the average GPA of students increased?	Yes

Cohort: Students participating in grant activities
 If yes:
   Initial GPA 2.78
   Final GPA 2.92
   Goal 3
 I would like to provide a brief supporting statement: The overall increase in GPA was 0.25% above the college average of 2.67	

Has the *average GPA of* students who received academic counseling increased?	Yes

Cohort: Students participating in grant activities
 If yes:
   Initial GPA 2.78
   Final GPA 2.92
   Goal 0
 I would like to provide a brief supporting statement: The overall increase in GPA was 0.25% above the college average of 2.67	

Section 4: Project Status

Continued funding requires evidence of substantial progress towards meeting the activity objectives. Below is a list of objectives for each activity carried out over the current reporting period of the grant.

ACTIVITY: Developing a Foundation for Student Success through a Comprehensive Basic Skills Program

Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
5.1 100% of Success Center and gateway faculty and staff will be trained in best practice instructional methods to improve learning of culturally diverse, underprepared students, including technology-integrated pedagogy and methods.	As of September 2014 the AVC Success Center is completed and fully operational.
5.2. 100% of basic skills/ESL curriculum redesigned to ensure sequential entry/exit skills alignment between courses and with next level gateway courses.	All basic skills courses at AVC have been redesigned to include active learning, technology support, in class tutoring, and directed learning activities.
5.3. At least 75% of involved faculty and counselors will be satisfied or highly satisfied with the fifth phase of Success Center development.	100% of faculty in Basic Skills are satisfied and committed to continue the current implementation.
5.4. Student engagement indicators for all basic skills/ESL students are increased by 30% over 2008-2009 baseline as measured by CCSSE results.	The student success score card shows that student success and retention rates have increased by 34% and 42% respectively.
5.5. Percentage rate of basic skills/ESL students earning at least 30 units will be at least 10% higher; 20% higher for Success Center participants.	We were able to decrease the number of units completed in basic skills from 24 to 18 due to improved placement interventions and due the scheduling of accelerated courses. This is a better metric to measure the success of the program.
5.6. Fall-to-Fall retention rate of basic skills/ESL students will be at least 10% higher; 20% higher for Success Center participants.	Student success center participants, persisted form fall to fall by a rate of 35% above the non-participant cohort.
5.7. Annual successful course completion rate for ESL/basic skills courses will be at least 10% higher; 20% higher for Success Center participants.	Student success center participants, succeeded by a rate of 20% higher than the non-participant cohort.
5.8. Improvement rates for ESL/basic skills courses will be at least 10% higher; 20% higher for Success Center participants.	The student success score card shows that student success and retention rates have increased by 34% and 42% respectively.

Section 4: Budget Summary

Category	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	$334,292.00	$383,243.00	$265,621.00	$0.00	$451,914.00	$0.00	No
Fringe Benefits	$84,151.00	$99,426.00	$71,733.00	$0.00	$111,844.00	$0.00	No
Travel	$1,669.00	$4,000.00	$586.00	$0.00	$5,083.00	$0.00	No
Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Supplies	($64,541.00)	$63,000.00	$444,521.00	$0.00	($445,762.00)	$0.00	No
Contractual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Construction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Endowment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Other	($90,431.00)	$25,000.00	$57,171.00	$0.00	($122,602.00)	$0.00	No
Total	$265,140.00	$574,669.00	$839,632.00	$0.00	$477.00	$0.00	

Section 4: Budget Summary Narrative

This section provides an explanation of budget changes, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to the budget including a description of any significant changes to the budget resulting from modifications of project activities.

We started our final year with $839,632 that included $265,141 as a carryover from previous years. As explained in previous years APRs, we saved the carryover (resulted mainly from savings in personnel salaries and benefits) in order to commute the physical space that house the AVC success center. The supplies and other costs associated with the center reached approximately $381,000.
A minimal amount of $477 has been left unspent after five years.

We are extremely satisfied with our accomplishments and the progress we have made in removing obstacles that are in the way of Hispanic student achievement. We are especially proud to announce that all personnel positions and all intervention programs piloted by the project have already been institutionalized.