



2020-2021 Program Review Report

Division/Area Name: Student Life and Services / Student Life Office	For Planning Years: 2022-2023
Name of person leading this review: Dr. Jill Zimmerman	
Names of all participants in this review: Erica Reyes, Nancy Blundell, Faith Brewer	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission

The Division of Student Life and Services supports the mission of the college. We are committed to student success, offering value and opportunities in service to our community. By the programs we offer students, we allow students to access resources provided by the college and community so that they are focused in their classes and provide direct support to enhance their learning. A large part of what we offer is basic needs support and engagement opportunities for our students to connect with our AVC and AV community and to each other.

1.2. State briefly program highlights and accomplishments

There are five significant focus areas offered within Student Life: Associated Student Organization (ASO) and Student Clubs, SOAR, Basic Needs, Commencement, and programmatic support to college initiatives. Highlights have been continuing to provide student activities through the Student Clubs. Due to COVID-19 and the campus being closed to students, we moved to an online format with the Inter-Club Council meetings and Club Rush held via Zoom. We had 16 student clubs recharter in 2020-2021, and all of their meetings were held online. The amount of student programming has been reduced, but the need for students to connect is still important and needs throughout the division are being worked on. ASO was still able to assist students with a drive of school supplies distribution and representation on participatory governance committees to ensure student voices were heard. SOAR continues to successfully onboard students and provide services to students as they complete their high school program. The Office of Student Life and Services continues to provide student support in registration support, textbook access, and other educational activities. Our Basic Needs program has continued to expand to meet the needs of our students. In 2020-21 received a Pilot Housing Grant from the Chancellor's office of \$700,000 for 3 years for a total of 2.1 million to support our homeless students' needs. We opened three homes for that area funded by the City of

Lancaster, and the students have a case manager by a local agency, Antelope Valley Partners for Health (AVPH). We also hired a consultant, The Scion Group, to conduct a feasibility study and fiscal analysis on college housing. We are working with developers and local housing agencies to support our housing insecure and homeless students. The expanded Basic Needs work includes an active campus-wide working group and a website that links to on and off campus resources. During COVID, we made adjustments to a drive-thru Marauder Market and Hearts and Hand Pantry. We have expanded our Basic Needs services to include a grocery card once a month. We also added laundry cards for students in need. The Basic Needs will also expand to create a Family Resource Center to support students with dependent children. We moved Commencement 2020 to an online platform last minute and kept the virtual format for 2021. In 2020 over 450 students participated, and about 30 faculty and staff sent congratulatory messages. In 2021 we had 657 students participate, and 49 faculty and staff sent in congratulatory comments. SOAR continues to be successful after 16 years, with a record number of students applying to the program. SOAR has an enrollment of 464 students as of Fall 2021 with a 97% completion rate. One of the significant parts of this program is providing students with free college textbooks. We manage to provide every student with their textbooks which is about 700-800 books during the Fall and Spring semesters and about 400 textbooks during Summer. The office offers programmatic support for several college initiatives, including the LGBTQIA+ campus-wide planning committee, webpage creation, social events, professional development, and procedures modification to significant issues to this community. Administrative support is offered to Read to Succeed, The Law Scholars Program, and community agencies connected with 9 MOU for community agencies co-located with the Student Life Office. These include DCSF, the Children's Center, Valley Oasis, The People Concern, Neighborhood Legal, and the Department of Mental Health. The newest coordinated effort the department is working on is a program for Careers working with Children and Families; these include the Youth Apprenticeship and the Home Visitor Apprenticeship program, and the new requirement of the annual Voter and Civic Engagement programs and report.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.

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

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.

X **Goal 1:** Commitment to strengthening institutional effectiveness measures and practices.

X **Goal 2:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.

X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.

X **Goal 4:** Advance more students to college-level coursework-Develop and implement effective placement tools.

X **Goal 5:** Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Results and statistics reflecting the student utilization of Student Life services and the impact on student success are reviewed at each registration cycle through program-specific Argos Reports. Student Life relies upon documents such as Housing Interest form responses, SOAR Enrollment Reports, Commencement Reports, Hearts and Hands and Marauder Market numbers, Housing Feasibility Study by The SCION Group, COVID-19 Student Survey Responses, and the Student Equity Report.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Our flexibility and ability to adapt to any situation that arises. We have created a strong presence online and in person with all of our support programs to meet the growing needs of our students. We have expanded our Basic Needs. We continue to support our LGBTQIA+ students through our website. SOAR's success for over 16 years continues to grow. We have a strong interest in maintaining our high standard to meet our community's needs and pay attention to details for each program. Dr. Zimmerman, who also supervises 7 other departments (Outreach, Veterans, Job Placement, Financial Aid, First & Second Year Experience, Student Equity, and Student Health, all of who will be writing their own program reviews), in addition to the direct responsibilities of this program review. The strength is the connectivity between the programs, which supports the activities of this program review. Additionally, our ability to expand programs at low costs and complete the task necessary while maintaining a high "touch" approach to your students and community. We are also very successful in writing and obtaining grants to support our efforts. We have a strong connection to the Antelope Valley community and use this relationship capacity to serve our students.
Weaknesses	We still feel the lack of marketing and communication to students and faculty who can help support our students so that more students are aware of our services—additionally, the lack of personnel to support the needs of our program. We do not have enough space to provide the needed textbooks to our SOAR students. There is only one administrative assistant and

	one accountant (which focuses on ASO) and an hourly to support all these programs within this program review. We are excited to welcome a new Clerical III who will start after the November 2021 Board meeting and will help provide additional support to the work we do. Although this is a needed position, it does not address all the staffing needs for our programs.
Opportunities	With the online environment, we are able to expand opportunities to students, but we are missing the human touch of connecting with our students. An example of this is Commencement. Although the virtual Commencements were excellent, they lacked the excitement that an in-person Commencement program has previously had. This does provide us with the opportunity to hold a “Makeup” Commencement of the 2020 and 2021 graduating classes. Additionally, we have expanded our community partners to help support our students and see what additional needs they have that are a barrier to their education. This has allowed us to seek support and partnership to address these needs, such as Baby2Baby, and have the ability to write for the State Housing grant application.
Threats	Reduced enrollment, technology gaps, other basic needs of our students, and overload of our students. The uncertainty of our current environment and the ability for students to navigate their basic needs coupled with their educational needs. The reduction of state funding and the concerns about losing staff and not hiring additional staff to support the current and possible future programs.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

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. Enhanced website presence and in person opportunities for students to access on and off campus resources, particularly in the area of LGBTQIA+, Basic Needs, and other programs such as Voter and Civic Engagement, Student Government, and student clubs, including using Canvas. We continue to strive to enhance our student’s success toward their educational and life success goals. Strong community partners help to support the needs of our 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.

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

Some of the goals from the last program review were addressed by expanding our community partnerships. In the Swing Space that the Dean of Student Life and Services Office moved into, we could expand space for community agencies to co-locate on our campus. This, of course, is not enough space for the needs of the programs. Space has been created in a shared office for support, specifically supporting our Foster Youth and homeless students. Significant steps in reaching the Basic Needs of our students have been met, but this goal is a moving target in that when we hear that a student has a need, we begin working on how we can address this to help support our students. The most significant advancement has been in the area of housing. Meeting the needs of our students who are homeless is an ever present need. We are expanding the housing offered by the City of Lancaster and have applied for the Housing grant provided by the state and exploring the possibility of partnering with LA County on repurposing Challenger Youth Center to support foster youth, homeless youth, and transition-age youth in need of housing and educational support. We also continue to offer several Professional Development activities to help our faculty understand our students and expand their involvement. We are often asked to host PDF events since the faculty find them so helpful. A goal

that has not been met is more support for ASO, Student Clubs, and Student Activities. The need for leadership development and campus engagement is critical to students' academic success. Based on the number of students included, this program needs a full-time Activities Coordinator to more fully develop the program and support the student.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1 Continue to expand leadership opportunities for our student leaders.	OO# 2 Students will gain support, knowledge, and confidence to move successfully through and beyond the community college experience.	We have provided more leadership opportunities through the connection to clubs, but we still need to enhance this aspect of the program.	Look for a more robust and coordinated Leadership program. Support the needs of the Student Clubs more. Hire a full time Activities Coordinator
#2 Enhance community engagement on campus and beyond by utilizing campus and community resources	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.	Formal MOUs have been created with 9 community agencies to support our students. Using community resources and being timely with compliance reports so that students can access necessary information.	Continue to look for more community partners to enhance our programs better and expand resources. Hire a Basic Needs Director and a Program Specialist to support students Basic Needs and coordinate the community agencies. Hire a Clerical III to support the administrative work of the program.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty					
Classified Staff	Director of Basic Needs	Repeat	\$137,744	Recurring	Dr. Jill Zimmerman
	Program Specialist	Repeat	\$72,364	Recurring	Dr. Jill Zimmerman
	Clerical III	Repeat	\$70,318	Recurring	Dr. Jill Zimmerman
	Activities Coordinator	Repeat	\$88,950	Recurring	Dr. Jill Zimmerman
Technology	Laptop Audio-Visual Technology		\$2,000 \$5,000	One-Time	Dr. Jill Zimmerman
Physical/Facilities	A new location for SOAR textbooks. The current room is a shared room and does not accommodate the space needed for both programs.	Repeat		One-Time	
Supplies					
Professional Development					
Other					

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>**

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

ASO/Student Clubs

ASO has continued to be the voice of students on campus and has established goals for 2020-21 (see page 8). ASO has created several goals; one of them is to increase student involvement through student clubs, Health Services, and the Learning Center. Their second goal is to increase student protection and awareness related to COVID by having more transparent communication. They have already asked the COVID staff member to come to the ASO meeting to improve student communication. The third goal is to establish a Community Volunteer Core Program to explore co-curricular transcripts to document student involvement. Action on this is expected to occur during the spring 2022 semester. The Voter and Civic Engagement Committee forced on issues related to the Governor Recall vote. Our Student Trustee and our ASO officers attended the state Fall leadership conferences and are learning about the advocacy role that students have at the state level. Prior to COVID, we had a steady number of student clubs at about 34 per year. During 2020-21, we had a decrease in student clubs, only 17, as club members were trying to find ways to create connections. As COVID continues, more clubs are figuring out ways to connect and use various online platforms for students to be engaged. We continue to use our Canvas page as a space for club communication. The Student Trustee has had the opportunity to go to the virtual Student Trustee conference in August.

The Student Activities Council has not been as active in programming as we had been before COVID. Our current programming is focused on mental health, basic needs, and other activities that seem more necessary for our students. The different departments within the Division of Student Life and Services have provided opportunities for students to connect, and when there is more staff, we hope to bring this back bigger and better.

SOAR

SOAR continues to attract more students annually by expanding enrollment with a large freshman class. Our graduation rates are 100% for High school graduation, and about 60% of those students receive both their High School Diploma and AA simultaneously. Collectively, our SOAR students receive over \$2,000,000 in scholarships for the 2019-20 school year. One of the significant accomplishments of this year is we continue to clean up the SOAR data of our previous 16 years of students. Currently, there are 464 students enrolled in Fall 2021, with an average number of students enrolled in 6 units and an average number of two textbooks per student. We continue to see the academic success of these students as we provide the necessary educational materials by complying with the Winegard Textbook Law. During the COVID school closure, the remote learning environment has allowed our juniors and seniors in SOAR to excel, while the majority of our freshmen have struggled in making connections with a new school in the online environment. As the high school district brings all classes to an in person learning environment, we are addressing the challenges of meeting the needs of the students, both academically and emotionally.

Basic Needs

The Hearts and Hands Pantry continued to serve the needs of our students. In February 2018, we started the Marauder Fresh Fruits and Vegetable market. Over 300 people were attending twice a month. We also have the Hearts and Hands Pantry, and we served 290 students in Fall 2019 with both groceries and day bags for food. In Spring 2020, 254 students were served. This fall, due to COVID, only 48 students have

signed up. In Fall 2020, 61 students were served, and in Spring 2021, 106 students were served. We did not give out groceries due to COVID, so we switched to groceries cards once a month. This was a way to stay safe and yet still meet the needs of our students. This has been a great addition to our program, and we are expecting to continue this. Other basic needs we have started were creating additional opportunities for students such as laundry cards, grocery cards, and emergency grants. Professional development sessions have been presented on this topic at the local and state level on our successful partnerships and direct services to our students. We continue to host the Winter Coat Drive; we have had close to 70 coats donated and dozens of warm clothing items that will be going to our Hearts and Hands Pantry participants, so they have an opportunity to “shop” for winter apparel at our November 18th drive-thru market. We have held this at Friendsgiving in past years, where over 650 students and employees could gather and share a meal. Due to COVID, we were not able to hold this event. So the Coat Drive is scheduled at the last market in November. Additionally, grocery cards with more significant dollar amounts are being distributed to the Hearts and Hands participants. This can occur due to a grant the Foundation received to support our students. During the COVID time, we have heard over and over how hard it has been for our students who have young dependent children. So in Fall 2021, we are beginning our Family Rescue Center to help support these students by partnering with Baby2Baby, a non-profit organization serving children 0-12 years of age.

A significant shift in meeting the basic needs of our students is housing. In spring 2020, AVC was awarded a grant for the Housing and Homeless Initiative Pilot of \$700,000 annually for three years to address our housing insecure students. This has created several new partnerships, such as a stronger relationship with AVPH, a new relationship with The People Concern, LA Family Housing, Valley Oasis, LAHSA, and the Supervisor’s Office. The Housing grant has allowed us to partner with the City of Lancaster and Antelope Valley Partners for Health in creating the A Place in Time program. This program houses students experiencing homelessness in homes that are in our community. Three homes have opened in the summer and fall of 2020, where students can continue their education while having stable housing. There are two homes for male students and one home for our female students. Based on the success of these three homes, the City of Lancaster has added one more additional home, which will be a female home to house homeless AVC students. A challenge still remains: we cannot house our students with dependent children; therefore, we are using our partners at The People Concern to help place students with families at local hotels. We have provided housing support services to over 110 students since May 2020. Also, our consultants, The SCION Group, completed the housing feasibility study to assess our current and future housing needs for our students. Based on the outcome of this study, a fiscal analysis was conducted. This information and planning on our students’ needs for housing have put us in great shape to submit a proposal for the statewide housing planning and construction grant. AVC has submitted the grant, and the announcement of awardees will be in March 2022

Commencement is the celebratory activity of our student’s academic success. In 2019 over 850 students participated in the ceremony; a record number of family and friends filled the stands to capacity, and the event was also streamed online. Due to the pandemic and the late response in which it was determined that we would be remote in 2020, we were able to put together a virtual commencement ceremony within three weeks with 450 students participating. In 2021, we are hoping to expand those numbers, knowing that we will be hosting a virtual ceremony so that students can plan accordingly. To accommodate not being in person, we mailed out 542 degree covers and 1,083 programs for students to have memorabilia for their graduation.

The Office of Student Life has provided support to other college programs that help students be successful. These include the administrative support for Read to Succeed and Law Scholars. We continue to be active in the planning committees to ensure that the needs of the faculty who support these programs are moving through the college processes.

Two new initiatives began in fall 2021: the Youth Apprenticeship Pathway and the Home Visitor Apprenticeship Program. These programs offer classroom learning with hands-on work experience within the field of Children and Families. There are 26 Youth Apprentices and 15 Home Visitor Apprentices.

Other responsibilities that the office has taken on include LGBTQIA+ Committee. Accomplishments in this include the formation of a campus-wide committee of faculty, staff, and students. It has established administrative reviews such as inclusivity, chosen name, professional development activities, a web page, and social events via Zoom. As an AVC team, we attended the virtual CCC LGBTQIA Summit and presented a session. From the further growth of our work, we were able to recharter the Pride Club on campus. Due to the confusion of the name, the workgroup requested that the Counseling Department change the name of the academic probation department to a name that is not connected to this population. This step is to lend a voice for inclusion and accountability and give voice to a population that has not been as vocal on campus.

ASO Data

ASO Hearts and Hands Pantry Numbers	
Fall 2020	61 Students
Spring 2021	61 Students
Fall 2021	107 Students

1. Increase Advocacy and Support for Equity Gap Populations
 1. Create events celebrating diverse holidays
 2. Host Awareness events
 3. Notify students of important Legislation affecting students and Higher Education
 4. Host events for voter registration and legislative events
 5. Increase involvement in the SSCCC and Region VI
 6. Active participation in Participatory Governance Committees
2. Increase Student Involvement
 1. Create virtual events
 2. Work with Clubs and other Organizations
3. Support students in the Remote Learning Environment
 1. Give helpful tips to stay motivated
 2. Cookies and Comments type events
 3. Check-In
 4. Host a Mental Health Workshop with Student Health
4. Reduce waste on campus
 1. Single use plastic



2020-2021 Program Review Report

Division/Area Name: Financial Aid	For Planning Years: 2022-2023
Name of person leading this review: Nichelle Williams	
Names of all participants in this review: Nichelle Williams, Melissa Chavez, Vanessa Gibson, Kendra Doss, Jacqueline Cartwright, Linda Sanchez, Tyeisha McCovery, Geneva Cardinas, Ernestine Jordan, Carisha Parks, Marlene Santos, Daniel Garcia, Roxanna Alvarado, Naiby Duarte	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district [mission](#)

The Financial Aid Office (FAO) is imperative to the success of students and the community we serve as a whole. Financial aid operates under the following mission; Recognizing we are here for the students, we are committed to the prompt delivery of student financial aid. We strive to provide quality service to students, the community, and our colleagues with integrity and compassion. We encourage the development of teamwork, cooperation and innovation as well as the pursuit of increased knowledge.

FAO is aligned with the district mission to encourage student success through quality service to students and the community. Our commitment to prompt delivery of student financial aid allows students to have tools needed to accomplish their goals. FAO supports the mission of Antelope Valley College by assisting students with their educational expenses – which includes fees, books, supplies, transportation, food and housing.

In addition to providing financial aid, we strive to ensure students have an understanding of the financial aid process and the relationship between financial aid and student academic success. Students will be able to navigate the financial aid process comfortably and efficiently.

Our office is dedicated to serving a diverse population and removing barriers that prevent students from being successful. Our philosophies align with the Chancellor's Office Vision of Success and will facilitate equitable access to all students that utilize our services.

1.2.State briefly program highlights and accomplishments

FAO is a team of professionals that are dedicated to providing financial assistance and increasing eligibility awareness to students as they pursue their educational journey. FAO oversees many different aid programs funded by a variety of sources; federal, state, institutional and private. The programs funded by the federal government include the Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Work Study (FWS), Federal Direct Subsidized and Unsubsidized Loans and Federal Direct Parent Plus Loans. The programs funded by the State of California include the Cal Grant A, Cal Grant B, Cal Grant C, California College Promise Grant (CCPG) A, B, C – formerly named the Board of Governors Fee Waiver, Chafee Grant, and Student Success Completion Grant (SSCG).

FAO and the Foundation also administer outside scholarships. FAO and the Foundation Office have streamlined the scholarship process by making it a complete online experience for student ease and accessibility. FAO has awarded \$49,727,616 in awards for the 2021 aid year (See MIS data below). FAO also collaborated with other stakeholders on campus to disburse over \$12 million in HEERF funding to our students due to the COVID-19 pandemic.

FAO has also risen to the challenge due to this COVID-19 pandemic by evolving and offering a more robust online presence through Cranium Cafe and Zoom. During the campus closure, we stayed committed to the prompt delivery of student financial aid. We provided quality service to our students, and the community. FAO was able to provide adaptive services via Cranium Cafe and video conferencing via Zoom. These mediums allowed us to stay engaged with students and fulfill our mission statement by removing barriers and making sure students continued to stay connected and receive the resources needed to be successful. In addition, we collaborated with ITS and created a safe and secure way for students to submit their required Financial Aid documents online while remaining compliant with State and Federal regulations. FAO continued to administer state and federal aid without delay. Furthermore, we were able to disperse more awards to our students than in the last four years. (Figure 4) FAO office recognizes the need for these adaptive services and will continue using these methods to foster an environment of inclusion for all students regardless of their location.

FAO was allotted a Financial Aid Technology grant in the amount of approximately \$290,000 from the Chancellor's Office to assist with, and implement Banner compatible software that will streamline the verification process, disbursement process, refund process, and student information portals. With these funds we purchased Automic which has allowed us to automate our data load and corrections process. In the past, FAO would complete the loading of the ISIR applications every two weeks, and the data load process would take up to 2-3 days to complete. Currently, the data load process is run nightly

and is completed within 15-30 mins. Students are able to check their financial aid status, review their student requirements, and get awarded their aid in a significantly shorter time period.

In addition, we modified our process on making corrections to the students' application. In the past, we would go to an external website and make the corrections to a student's application. Going to this external website slowed down our processing time. This year we started making corrections in Banner which lowers the need to log in to the external website, those corrections are extracted from Banner nightly and sent to CPS through TD Client.

In addition to Atomic, FAO purchased CampusLogic (Student Forms), this software will reduce the processing time of the required documents needed to complete the students file. Currently, the processing of paperwork can take approximately two-three weeks and possibly longer during our high peak times. Furthermore, any corrections needed to a student application will be updated in Banner automatically reducing the possibility for errors and compliance issues. We will be going live with this software for the 2022-2023 aid year and expect to see a significant decrease in our processing times.

Furthermore, as an office we understand how important it is for our students to understand the complex rules and regulations of financial aid. We strive to ensure our students have an understanding of the financial aid process and its relationship between their academic successes. In the past our students would need to read the financial aid handbook, watch FATv videos and take an online quiz. The quiz had not been modified in years. Noticing a need for change and a need for increased engagement we created an interactive quiz which provides students with short videos that increase their knowledge about the financial aid process, SAP, types of funding available, and important deadline dates. Satisfying the financial aid quiz was a manual process, a staff member would login the financial aid email account, locate the student ID number, and enter the number into Banner to satisfy the student requirement. This process could take a staff member about 8 hours weekly, sometime longer in peak processing times. FAO was able to streamline this process and created a way for the requirement to be satisfied with 15 minutes.

Lastly, FAO was successful in implementing the campus Chatbot, where students are able to ask questions to the AVC website and get informative information.

FAO offers a designated staff liaison to all categorical programs and services at Antelope Valley College. Our goal is for all students to feel directed, focused, nurtured, engaged, connected, and valued. The designated staff liaison conducts workshops and presentations tailored to the needs of the specific population in each categorical program and/or service. These workshops include:

Financial Aid Workshops: We assist students to complete their FAFSA or DACA applications

Loan workshops: Counsel students on loan rules, regulations, repayment options, consequences of defaulting, responsible borrowing, money management and budgeting techniques, and how to successfully manage their loans upon graduation.

Mid-Semester Check - Ins: We support First Year Experience and Second Year Experience with connecting our students mid-semester to ensure they are meeting Satisfactory Academic Progress (SAP), meeting financial aid deadline dates, and any additional resources or support services offered at Antelope Valley College through our office.

Student Success Workshops and Student Success Kick-off Workshops: These are orientations for new incoming students to get acclimated with the financial aid process, deadlines, and requirements. We let them know of the different financial aid programs and services, how to maintain SAP and how to receive their aid. Since these workshops are for new students, we make sure they have the tools and knowledge to navigate the financial aid process through and beyond their college journey.

RegFest: During the registration process for this event, we are there to assist and ensure students have the fee waiver so they won't get dropped from classes, thereby increasing the institution's enrollment, and have submitted their FAFSA/Dream Act application and any documents needed to complete their file.

Foster Youth Workshop: We offer workshops to the current and former foster youth to make sure they are up to date with their applications; (FAFSA/Dream Act, Chafee Grant) We also hold events to provide them with internal and external community resources. We also provide them with personal hygiene products, laptops, backpacks, gift cards to help provide them with equitable platforms.

Parent/Family Orientation: Students' families are invited to campus to attend an orientation on how to become a solid support system to the new students. FAO will give a presentation about the different types of financial aid and resources that are offered to the student and how the student will apply for these services. We also inform the parent/guardian about the FERPA laws and how it pertains to the financial aid department.

High School Orientations: We work with our local high schools to educate the seniors about how to apply for financial aid, how to navigate their MyAVC account, how to check their status, what federal and state awards they could possibly qualify for, the disbursement and refund process, money management and budgeting technique

High School Lab Sessions: We assist students to complete their FAFSA or DACA applications

Fund Your Future: We coordinate with high school students to come on campus for various workshops. FAO gives presentations regarding the FAFSA/Dream Act application process, how to receive their aid, and the types of aid they may qualify for.

Financial Aid Awareness Day/Don't Be a Sucker Event: Our event to create awareness of financial aid on campus. During this event, we inform students about any changes in regulations, awards, how SAP affects their aid, deadline dates, and important information about financial aid programs.

Dream it. Fund it. Achieve it.: Our event to create awareness of financial aid on campus. During this event, we inform students about any changes in regulations, awards, how SAP affects their aid, deadline dates, and important information about financial aid programs.

Scholarship Workshops: These workshops assist students in completing the foundation scholarship application.

Financial Literacy: These workshops help students to understand and effectively use various financial skills, including personal financial management, budgeting and stretching their financial aid monies.

Workshops for the different categorical programs: The financial aid liaisons meet with the different categorical programs and provide direct assistance with that population of students. Our goal is to meet the needs of the students

1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	<p>X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>X Demonstrates listening and speaking skills that result in focused and coherent communications</p>
X Creative, Critical, and Analytical Thinking	<p>X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p> <p>X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>
X Community/Global Consciousness	<p>X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.</p> <p>X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.</p>
X Career and Specialized Knowledge	<p>X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.</p>
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Goal 1: Commitment to strengthening institutional effectiveness measures and practices.	

<input checked="" type="checkbox"/> Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
<input checked="" type="checkbox"/> Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input checked="" type="checkbox"/> Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools.
<input type="checkbox"/> Goal 5: Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

AVC’s Institutional Effectiveness, Research, and Planning (IERP) department surveyed approximately 1,654 students during the peak of the COVID- 19 pandemic regarding various challenges the students were facing. 49% of the surveyed population expressed financial concerns, as well as 44% found it challenging to access financial aid services.

Financial Aid Television (FATV) data allows our department to monitor results of the FA Quiz, see what videos our students are viewing most, and what time of the day/night students are viewing the videos.

AVC’s official default rate has increased by almost 50% (Figure 12). Although we are still below the federal regulation threshold of 30%, if the default rate continues to rise at this rate we will be out of compliance.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Team work, the ability to work well under pressure together and reaching out to our categorical programs for additional financial aid support, <i>and the collaboration with other departments.</i>
Weaknesses	Reduced enrollment, increase in fraudulent activity, meeting the needs of the students in a remote environment and disparities in policies and procedures. The ability to stay up to date in ever-changing state and federal regulations and to ensure institutional compliance. Understanding the generational needs of our student population. Using multiple communication platforms to provide important information to our students, such as social media and text messaging. Being a hispanic-serving institution, we have identified a lack of bilingual services.

Opportunities	<p>We recognize the need for better communication, current technology to meet the generational needs of our student population. We will start using multiple communication platforms and adjust the way we meet our student needs.</p> <p>Outreach to highschools to help increase enrollment to educate them on the affordability of community college.</p> <p>Expand our exposure on and off campus to create awareness of the importance of Financial Aid, Financial Wellness and Literacy.</p> <p>Strengthen our department with additional positions to help mitigate the inconsistencies in policies and procedures, ever-changing state and federal regulations and to ensure institutional compliance. We have identified the opportunity to provide workshops, handouts, and services in Spanish to better serve our community.</p>
Threats	<p>Fraud, Default Rate, additional decrease in applications, reduction in department and institutional funding. Staying current with technology. Institutional compliance. College Program of Study regulations (CPOS).</p>

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (aka Action Plans):

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.

Action Plan: Provide financial aid information on multiple social media platforms. Continue with FATV tutorials which are available 24/7. Continue to conduct FA Workshops. Continue to update information on AVC's Financial Aid website. Staff availability on Cranium Cafe and Zoom. Provide Satisfactory Academic Progress advising. Provide loan counseling. Increase awareness of Financial Aid on campus, local highschool, and community. As well as increase awareness of Financial Wellness and Literacy.

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.

Action Plan: Continue to deliver financial aid in a timely manner so students can move successfully through their programs. Partner with the Transfer Center to conduct financial aid workshops and financial wellness and literacy workshops. Streamline the financial aid application process and procedures with the use of technology to deliver financial aid refunds weekly

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

Goal #1: FAO-Streamline the financial aid application process and procedures with the use of technology to deliver financial aid refunds weekly

- This goal is continual as we implement changes as recommended

Goal #2: Strengthen FAO Policies and Procedures to enhance processes with a focus on training, and the importance of compliance of state and federal regulations

- This goal is continual as we implement changes as recommended

Goal #3: Keep default rate below 20% at all times

- This goal is continual as we implement changes as recommended

Goal #4: Collaborate with other departments to enhance student success

- This goal is continual as we implement changes as recommended

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
Goal #1 Maintain compliance with all federal and state regulations.	EMP #1 Commitment to strengthening institutional effectiveness measures and practices.	Ensure that the department and Institution has systems of internal and external controls that adequately measures and manage the risk that it faces.	<ul style="list-style-type: none"> • Hire an Assistant Director to oversee and assist with Federal and State compliance.

	<p>ILO #1 Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>ILO #2 Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p>	<p>Furthermore ensure that the Institution maintains compliance with all Federal and State regulations.</p> <p>Ensure the FAO department is proactive instead of reactive to changing regulations.</p>	<ul style="list-style-type: none"> ● Create and finalize the Policies and Procedures Manual ● Ensure and encourage campus wide knowledge and engagement with regulations.
<p>Goal #2 Provide Satisfactory Academic Progress advising.</p>	<p>ILO #4- Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.</p> <p>EMP# 4- Advance more students to college-level coursework-Develop and implement effective placement tools.</p> <p>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.</p>	<p>Satisfactory Academic Workshops will be offered to students to give insight as to why it is important to maintain Satisfactory Academic Progress (SAP) and complete their courses successfully. Students that maintain good SAP are more likely to graduate and/or transfer to a University.</p> <p>Having an Education Advisor within the department will ensure that students understand the consequences of withdrawing, not taking courses within their major, and how it can affect their overall financial aid eligibility here at AVC and when transferring to a University.</p>	<ul style="list-style-type: none"> ● Hire Education Advisor for FAO ● Identify students that would benefit from additional counseling. ● Assists with CPOS

<p>Goal #3</p> <p>Provide loan counseling and maintain efforts to minimize the student loan default rate.</p>	<p>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.</p> <p>EMP #1 Commitment to strengthening institutional effectiveness measures and practices.</p>	<p>Increase students' knowledge of student loans and the consequences of delinquency and default.</p>	<ul style="list-style-type: none"> ● Hire Default Specialist ● Continue with loan workshops ● Create a robust financial literacy program for all students that are interested in loans.
<p>Goal #4</p> <p>Identify and outreach to underserved and unserved student populations.</p>	<p>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.</p>	<p>To close equity gaps with its financial aid office and provide students with resources needed for student success.</p>	<ul style="list-style-type: none"> ● Assigned liaisons (financial aid bridge) for each categorical program. ● Use data to make programmatic decisions.
<p>Goal #5</p> <p>Increase awareness of Financial Aid on campus, local highschool, and community. As well as increase awareness of Financial Wellness and Literacy.</p>	<p>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.</p>	<p>Students will be able to identify and apply for financial resources for the purpose of pursuing their educational goals. Students will understand the basics of money management.</p>	<ul style="list-style-type: none"> ● Provide financial aid workshops to high school campuses and other community outlets. ● Provide financial wellness workshops,

	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.		mentoring, tools and strategies for understanding money management and budgeting and planning for education and beyond.
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Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Education Advisor	New	\$56,000	Recurring Cost	Nichelle Williams
Classified Staff	Assistant Director	Repeat Request	\$100,000	Recurring Cost	Nichelle Williams
	Default Specialist	Repeat Request	\$75,000	Recurring Cost	Nichelle Williams
Technology	Atomic license fees, CampusLogic, Ocelot GetSAP Module	New	\$120,000	Recurring Cost	Nichelle Williams
Physical/Facilities	Lancaster Main Campus Additional space for new positions	Repeat Request	N/A	N/A	Nichelle Williams

	Palmdale Center (Permanent presence)				
Supplies	General Office Supplies (Copier paper, fax toner, copier maintenance)	New	\$3,500	Recurring Cost	Nichelle Williams
Professional Development	CASFAA/CCCSFAAA/FSA/WASFAA/ Ellucian Conference/ CISOA	Repeat	\$25,000	Recurring Cost	Nichelle Williams
Other	ECMC, NextGen	New	\$32,000	Recurring Cost	Nichelle Williams

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>**

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Figure 1. Headcount and FAFSA

From Figure 1, we see that the number of financial aid applications received by the FAO has remained steady over the past four academic years. The figure shows a comparison of annual headcount for enrollment and numbers of financial aid applications received for the corresponding aid year. FAO

receives applications for enrolled and prospective students and must process each application. FAO currently has 6 full time technicians that process the student files. We received 18,675 applications for the 2020-2021 aid year, that equals 3,112 applications per technician. Since the last program review we have fewer staff and staff workload has dramatically increased even with a decrease in headcount. FAO is at capacity for space and it has become increasingly difficult to serve our students at the current location. Once the new Student Services Building opens, our space needs will hopefully be addressed.

Headcount and FAFSA

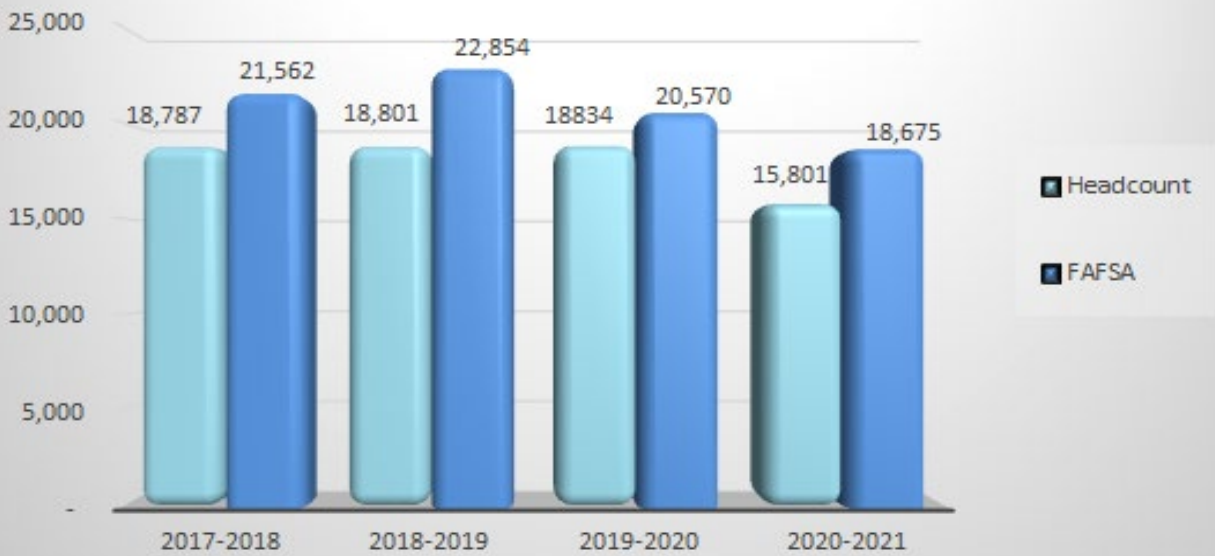


Figure 2. FAFSA's and ISIR's Comparison

In addition to the initial application, the FAO must process every subsequent transaction received. In Figure 2 the number of ISIR's includes initial applications, as

well as subsequent transactions completed by the student, corrections made by technicians and special circumstance appeals processed by the office. Considering the number of FAFSA's and the almost doubled number of ISIR transactions, the FAO is meeting the needs of the financial aid students. However, during peak times staff is required to accommodate a large number of students. Students can sometimes wait up to an hour to speak with a staff member. To ensure that students are seen as quickly as possible, all technicians assist students. The introduction of various technologies such as FATV, myAVC Portal, Cranium Cafe has allowed us to provide a substantial amount of information to students in an online environment. Despite all the online services available, the need for in person one-on-one assistance has not reduced. Receiving financial aid is a highly personal, highly regulated process that can be time consuming and confusing to the students and parents. Many students still require personal assistance with the application process.

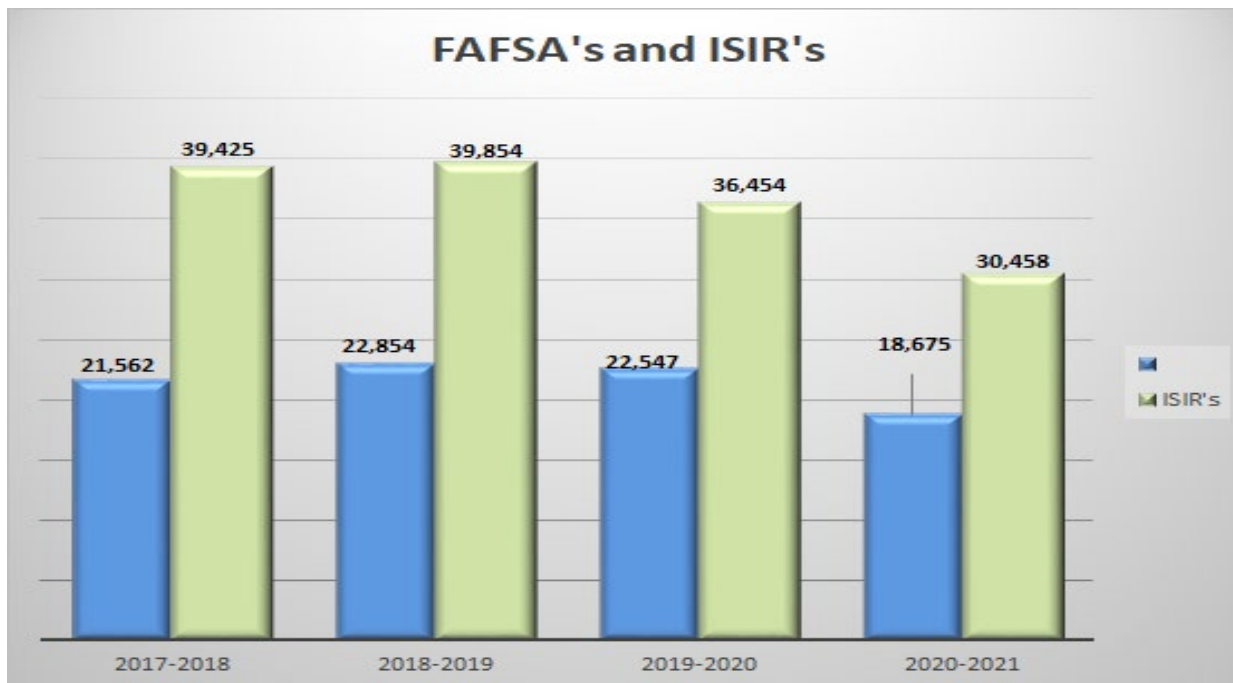


Figure 3. Dream Act Applications

The California Dream Act allows undocumented and nonresident students (U.S. Citizens and eligible non-citizens) who qualify for a non-resident exemption

under Assembly Bill 540 (AB 540) to receive certain types of financial aid such as: private scholarships funded through public universities, state administered

financial aid, university grants, community college fee waivers, and Cal Grants. In addition, the California Dream Act, allows eligible students to pay in-state

tuition at any public college in California. We have seen a decrease in applications being completed. However, we have an opportunity to engage this population of students and assist them with any barriers they might be experiencing.

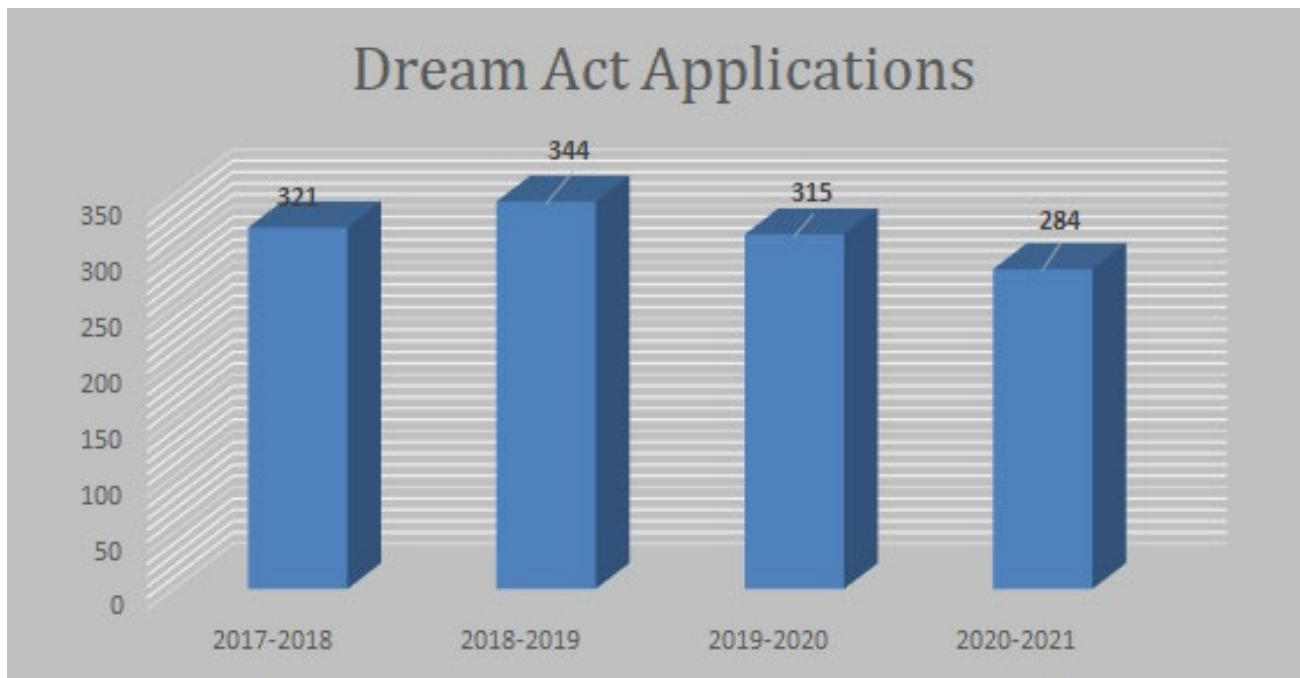


Figure 4. Number of Awards Paid

In 2017-2018 there were 54,580 separate awards of aid disbursed to students. In 2020-2021 there were 56,601 separate awards of aid disbursed to students. These awards consist of the Promise Grants, Pell Grants, Cal Grants, Student Success Completion Grant, Direct Loans, EOPS & CARE Grants, Federal Work Study, Scholarships, Federal Supplemental Educational Opportunity Grant, and STAR Grants. The reduction in awards paid in 2018-2019 and 2019-2020 is due to the decline in student enrollment coupled with the COVID-19 pandemic. 2020-2021 shows an increase in awards due to additional funding, (HEERF, CRSSA, etc).



Figure 5. Dollar Disbursed

In 2017-2018 we disbursed \$49,330,711 in total aid. In 2020-2021 we disbursed \$49,727,616 in total aid. The increase in dollars disbursed can be attributed to

the increase in Pell Grant amounts, the introduction of the Student Success Completion Grant, Student with Dependent Children Grant, HEERF funding and the introduction of a few new awards to students (ie. Promise Grant)

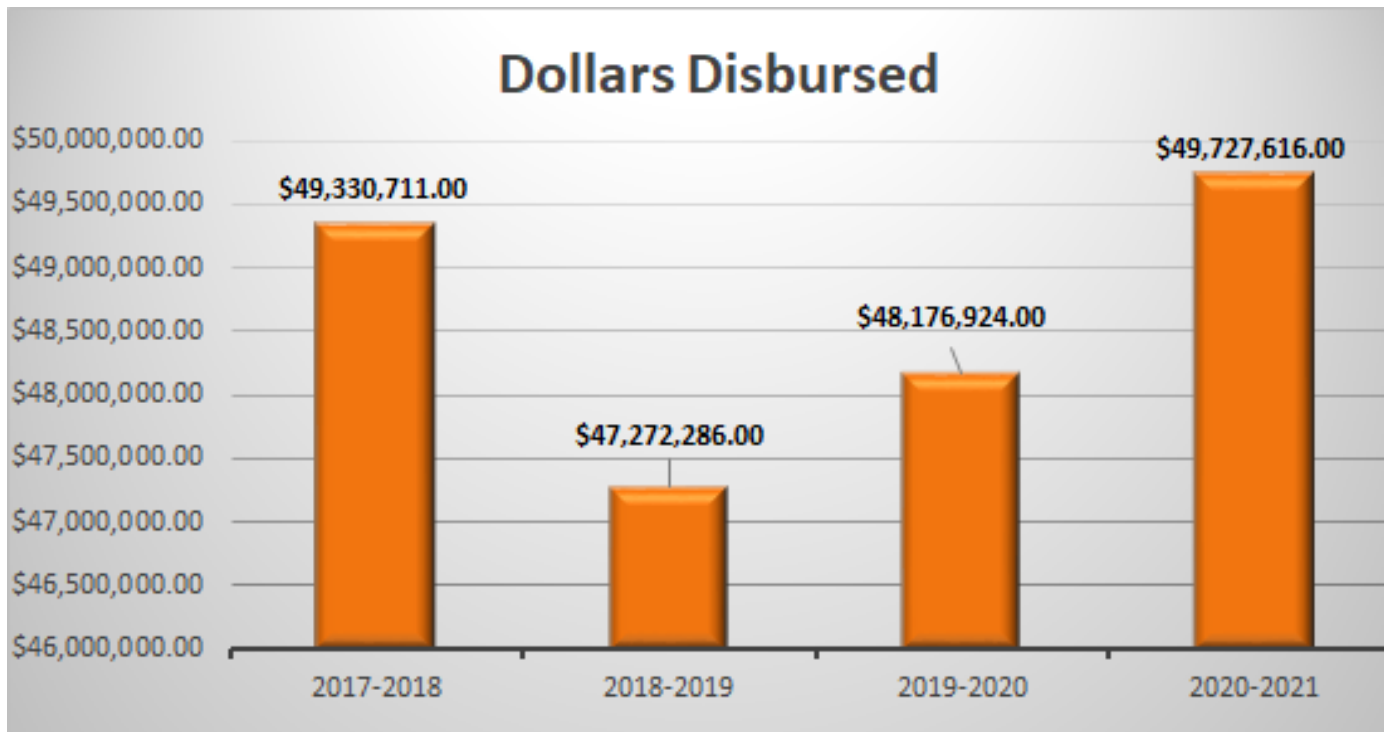


Figure 6. Qualified for Promise Grant (formerly called BOGFW)

As you can see from Figure 6, students that qualify for the Promise Grant have remained steady throughout the past four years. The annual headcount for

2020-2021 was 15,801, we processed 11,142 Promise Grants. 70% of students enrolled for the 2020-2021 school year were Promise Grant eligible.

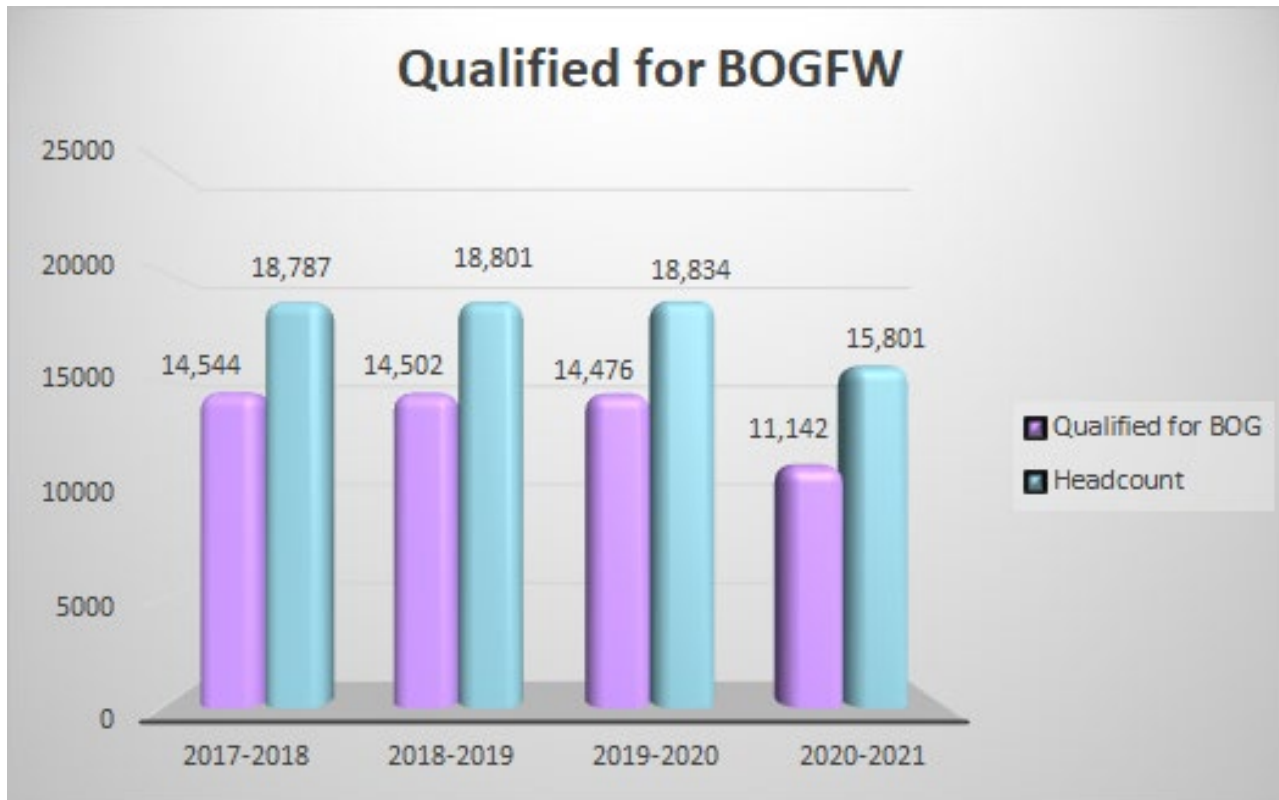


Figure 7. Promise Program

Antelope Valley College launched its AVC Promise Program beginning the fall semester of 2019. AVC Promise increases college access by providing recent high school graduates, other first-time college students, and second year students the opportunity to attend college at Antelope Valley College for free. By breaking down financial barriers and offering student support, the AVC Promise program seeks to eliminate achievement gaps and promotes college completion. In addition to providing free tuition the program offers students priority registration and scheduling support, peer mentoring, counseling, and summer bridge programming. The AVC Promise program will also give priority consideration for eligible students needing assistance with books, transportation, child care, job placement, Hearts & Hands Food Pantry, and other student support services. As seen in Figure 7, FAO has assisted in the reimbursement of \$144,015 for the 2020-2021 back to middle income families to cover the tuition fees for first and second year students.



Figure 8. Students who received a loan

FAO was concerned by the number of students taking out a loan and our rising default rate. In the fall of 2012 we created a campus-wide Default Management Team to develop a Default Prevention Plan. The FAO stated requiring in-person entrance loan counseling workshops

for all students interested in borrowing a student loan. In the workshop the staff presents the necessary information needed to take out a loan, discusses

how a master promissory note works and the consequences of default. Students are counseled about interest rates, repayment options, and financial literacy.

We can also see that the number of students that receive a loan has drastically reduced because students are receiving more grants such as Cal Grants and SWD (See Figure 9) and SSCG (see Figure 10), and do not need to borrow loans. However due to the COVID-19 Pandemic we have seen a recent increase in borrowers.

Number of Loan Awards

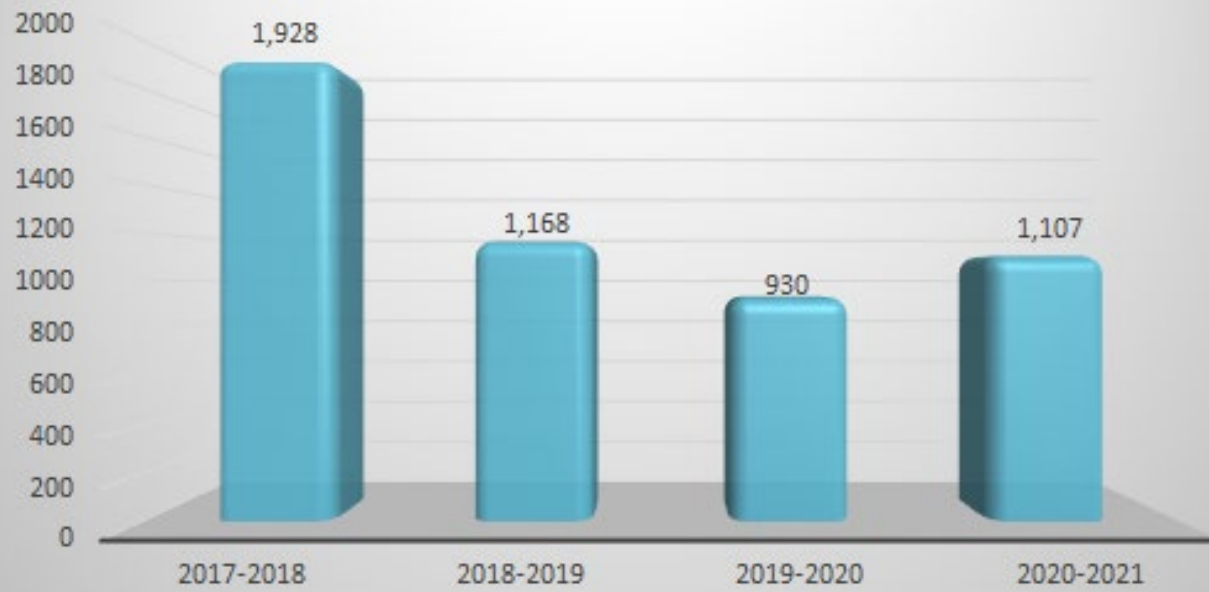


Figure 9. Cal Grants and Student with Dependents (SWD)

As you can see in Figure 9, the influx in awards for 2019-2020 was due to SWD awards. This program increases the Cal Grant award beginning in the 2019-20 academic year for students attending a University of CA (UC), California State University (CSU), or California Community College (CCC) who have dependent children that are under 18 years of age, and for whom they provide more than half of their financial support for during the academic year. Community College students are now eligible to receive an access award of up to \$6,024 for Cal B and up to \$4000 for Cal C.

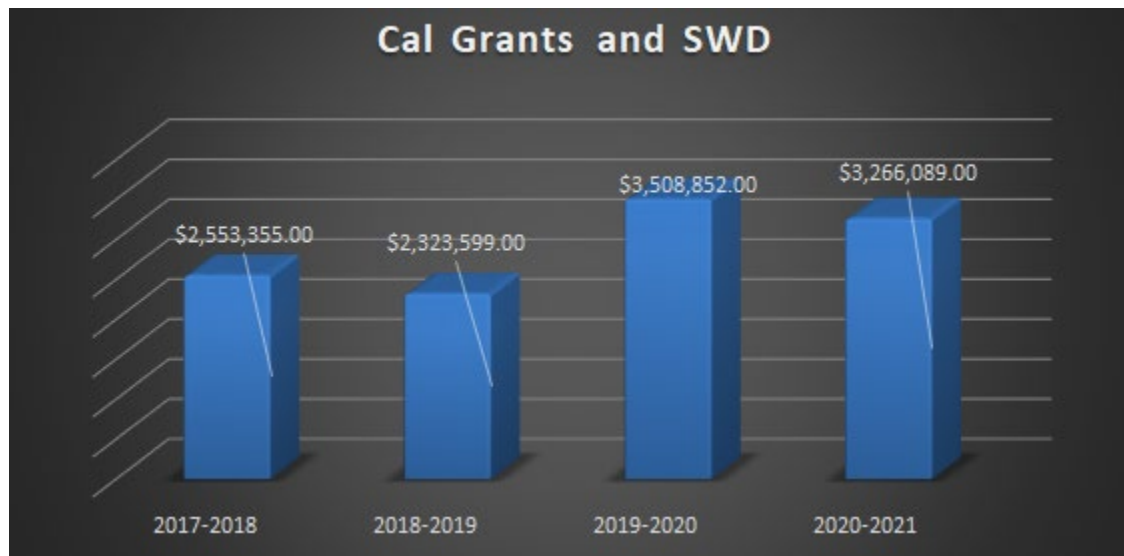


Figure 10. Student Success Completion Grant (SSCG)

The Student Success Completion Grant (SSCG) was initiated as a new financial aid program in 2018-2019 to help full-time enrollment students graduate quicker, begin a career, and start earning money sooner. As you can see in Figure 10, over the past two years, we have disbursed \$1,950,234 for the 2020-2021 aid year to our students.



Figure 11. CARES Act and HEERF Emergency Funding

The Coronavirus Aid, Relief, and Economic Security Act (CARES Act)

“The Coronavirus Aid, Relief, and Economic Security Act or CARES Act, was passed by Congress on March 27th, 2020. This bill allotted \$2.2 trillion to provide fast and direct economic aid to the American people negatively impacted by the COVID-19 pandemic. Of that money, approximately \$14 billion was given to the Office of Postsecondary Education as the Higher Education Emergency Relief Fund, or HEERF.” – U.S. Department of Education - Office of Postsecondary Education HEERF I Information. Antelope Valley College was allotted \$5,122,846 and disbursed all funding to students.

Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA)

“The Higher Education Emergency Relief Fund II (HEERF II) is authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), Public Law 116-260, signed into law on Dec. 27, 2020. In total, the CRRSAA authorizes \$81.88 billion in support for education, in addition to the \$30.75 billion expeditiously provided last spring through the Coronavirus Aid, Recovery, and Economic Security (CARES) Act, Public Law 116-136.”

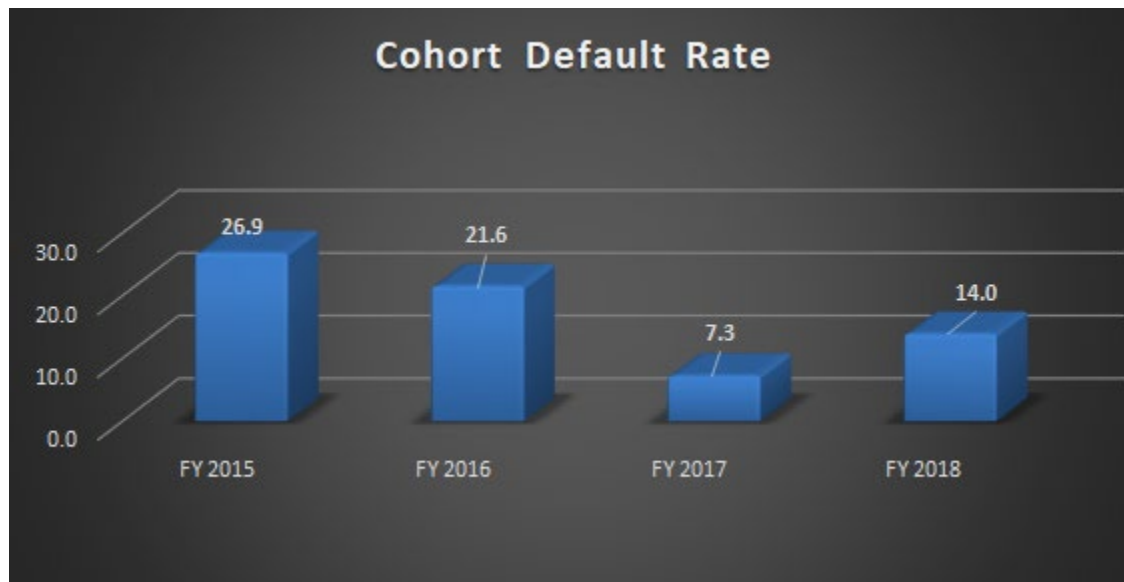
– U.S. Department of Education - Office of Postsecondary Education HEERF II Information. Antelope Valley College was allotted \$5,122,846 and disbursed all funding to students.

CARES and HEERF



Figure 12. Cohort Default Rate

A cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. For FY 2018 our Cohort Default rate has increased we expect to see this increase even higher due to the COVID-19 Pandemic.



California Community Colleges Chancellor's Office

Financial Aid Summary Report

Antelope CCD Total

Annual 2020-2021	Annual 2020-2021	Annual 2020-2021
Student Count	Award Count	Aid Amount
14,827	56,601	\$49,727,616

California College Promise Grant Total	11,142	20,506	\$7,867,543
California College Promise - Method A-? (unknown base)	6	8	\$2,300
California College Promise - Method A-1 based on TANF recipient status	2	3	\$1,187
California College Promise - Method A-2 based on SSI recipient status	3	3	\$598
California College Promise - Method A-3 based on general assistance recipient status	3	4	\$1,104
California College Promise - Method B based on income standards	8,012	14,238	\$5,354,471
California College Promise - Method C based on financial need	3,405	5,986	\$2,392,744
California College Promise - Method D based on Homeless Youth determination	13	16	\$4,945
Fee Waiver – Dependent of (children) deceased or disabled Veteran	131	248	\$110,194
Grants Total	12,838	34,565	\$38,730,560
Cal Grant A	4	6	\$14,250
Cal Grant B	1,752	2,951	\$3,069,048

Cal Grant C	136	207	\$182,791
CalWORKs Grant	202	316	\$144,000
CARE Grant	58	109	\$110,856
CARES/HEERF federal grants	11,976	17,066	\$12,595,465
Chafee Grant	58	94	\$234,167
Disaster Relief Emergency Student Financial Aid (SB 116)	131	219	\$109,500
EOPS Grant	479	737	\$309,973
Other grant: California College Promise (AB19) source	138	220	\$144,019
Other grant: non-institutional source	174	187	\$309,884
Pell Grant	5,413	9,721	\$18,914,112
SEOG (Supplemental Educational Opportunity Grant)	811	1,027	\$642,261
Student Success Completion Grant (SSCG)	1,111	1,705	\$1,950,234
Loans Total	397	1,107	\$2,611,260

Federal Direct Student Loan - subsidized	353	554	\$1,197,275
Federal Direct Student Loan - unsubsidized	329	539	\$1,314,967
Other loan: non-institutional source	7	12	\$86,969
PLUS loan: parent loan for undergraduate student	2	2	\$12,049
Scholarship Total	154	274	\$283,837
Scholarship: non-institutional source	143	221	\$246,637
Scholarship: Osher Scholarship	30	53	\$37,200
Work Study Total	79	149	\$234,416
Federal Work Study (FWS) (Federal share)	79	149	\$234,416

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California Community Colleges Chancellor's Office

Special Population/Group Financial Aid Summary Report

	Annual 2020-2021	Annual 2020-2021	Annual 2020-2021
	Student Count	Award Count	Aid Amount
Antelope Valley Total			
CalWORKs - California Work Opportunity & Responsibility to Kids Total	229	2,127	\$2,268,100
California College Promise Grant Total	221	505	\$192,936
California College Promise - Method B based on income standards	209	474	\$180,056
California College Promise - Method C based on financial need	19	31	\$12,880
Grants Total	222	1,471	\$1,782,644
Cal Grant B	92	156	\$334,060
Cal Grant C	12	19	\$23,149

CalWORKs Grant	186	294	\$133,500
CARE Grant	35	71	\$72,603
CARES/HEERF federal grants	209	340	\$307,430
Chafee Grant	1	2	\$5,000
Disaster Relief Emergency Student Financial Aid (SB 116)	1	2	\$1,000
EOPS Grant	47	75	\$21,896
Other grant: non-institutional source	22	23	\$37,303
Pell Grant	172	351	\$709,719
SEOG (Supplemental Educational Opportunity Grant)	44	63	\$47,250
Student Success Completion Grant (SSCG)	49	75	\$89,734
Loans Total	42	128	\$267,730
Federal Direct Student Loan - subsidized	40	64	\$138,329
Federal Direct Student Loan - unsubsidized	35	64	\$129,401
Scholarship Total	12	21	\$20,750

Scholarship: non-institutional source	10	16	\$16,250
Scholarship: Osher Scholarship	3	5	\$4,500
Work Study Total	1	2	\$4,040
Federal Work Study (FWS) (Federal share)	1	2	\$4,040
CARE - Cooperative Agencies Resources for Education Total	71	874	\$987,279
California College Promise Grant Total	70	160	\$68,172
California College Promise - Method B based on income standards	69	157	\$66,884
California College Promise - Method C based on financial need	2	3	\$1,288
Grants Total	64	644	\$798,173
Cal Grant B	37	66	\$146,590
Cal Grant C	5	9	\$12,875
CalWORKs Grant	36	63	\$28,200
CARE Grant	58	109	\$110,856
CARES/HEERF federal grants	64	108	\$114,643

Chafee Grant	1	2	\$5,000
EOPS Grant	58	87	\$21,972
Other grant: non-institutional source	7	8	\$14,530
Pell Grant	58	126	\$275,171
SEOG (Supplemental Educational Opportunity Grant)	18	27	\$20,250
Student Success Completion Grant (SSCG)	23	39	\$48,086
Loans Total	18	54	\$109,490
Federal Direct Student Loan - subsidized	17	28	\$55,497
Federal Direct Student Loan - unsubsidized	14	26	\$53,993
Scholarship Total	7	14	\$10,950
Scholarship: non-institutional source	6	9	\$6,750
Scholarship: Osher Scholarship	3	5	\$4,200
Work Study Total	1	2	\$494
Federal Work Study (FWS) (Federal share)	1	2	\$494

DSPS - Disabled Students Programs & Services Total	745	4,031	\$3,839,608
California College Promise Grant Total	620	1,257	\$464,661
California College Promise - Method A-? (unknown base)	2	2	\$920
California College Promise - Method A-3 based on general assistance recipient status	1	2	\$414
California College Promise - Method B based on income standards	485	959	\$351,545
California College Promise - Method C based on financial need	154	278	\$106,285
Fee Waiver – Dependent of (children) deceased or disabled Veteran	8	16	\$5,497
Grants Total	700	2,559	\$2,880,561
Cal Grant B	150	244	\$246,688
Cal Grant C	16	26	\$24,849
CalWORKs Grant	23	41	\$18,900
CARE Grant	11	20	\$20,400
CARES/HEERF federal grants	681	1,061	\$807,451

Chafee Grant	8	14	\$35,000
Disaster Relief Emergency Student Financial Aid (SB 116)	3	6	\$3,000
EOPS Grant	81	129	\$52,945
Other grant: California College Promise (AB19) source	6	11	\$7,280
Other grant: non-institutional source	28	32	\$44,233
Pell Grant	389	748	\$1,400,576
SEOG (Supplemental Educational Opportunity Grant)	80	92	\$63,250
Student Success Completion Grant (SSCG)	85	135	\$155,989
Loans Total	56	153	\$428,514
Federal Direct Student Loan - subsidized	46	71	\$168,276
Federal Direct Student Loan - unsubsidized	45	78	\$224,663
Other loan: non-institutional source	2	4	\$35,575
Scholarship Total	22	44	\$42,152
Scholarship: non-institutional source	20	36	\$35,852

Scholarship: Osher Scholarship	4	8	\$6,300
Work Study Total	9	18	\$23,720
Federal Work Study (FWS) (Federal share)	9	18	\$23,720
EOPS - Extended Opportunity Programs & Services Total	522	4,895	\$5,469,901
California College Promise Grant Total	520	1,205	\$543,526
California College Promise - Method B based on income standards	490	1,098	\$498,055
California College Promise - Method C based on financial need	58	99	\$42,067
California College Promise - Method D based on Homeless Youth determination	1	1	\$414
Fee Waiver – Dependent of (children) deceased or disabled Veteran	4	7	\$2,990
Grants Total	508	3,449	\$4,478,475
Cal Grant B	250	441	\$504,460
Cal Grant C	23	38	\$38,065
CalWORKs Grant	18	28	\$12,600
CARE Grant	2	3	\$3,500

CARES/HEERF federal grants	495	806	\$853,996
Chafee Grant	12	19	\$47,500
Disaster Relief Emergency Student Financial Aid (SB 116)	15	28	\$14,000
EOPS Grant	423	654	\$289,281
Other grant: non-institutional source	42	48	\$83,667
Pell Grant	430	898	\$2,143,333
SEOG (Supplemental Educational Opportunity Grant)	123	164	\$105,750
Student Success Completion Grant (SSCG)	198	322	\$382,323
Loans Total	49	146	\$332,096
Federal Direct Student Loan - subsidized	44	75	\$167,298
Federal Direct Student Loan - unsubsidized	38	71	\$164,798
Scholarship Total	31	61	\$56,100
Scholarship: non-institutional source	29	49	\$47,100
Scholarship: Osher Scholarship	7	12	\$9,000

Work Study Total	18	34	\$59,704
Federal Work Study (FWS) (Federal share)	18	34	\$59,704
Foster Youth Total	715	3,292	\$3,386,680
California College Promise Grant Total	625	1,086	\$414,933
California College Promise - Method A-? (unknown base)	1	1	\$184
California College Promise - Method B based on income standards	565	961	\$366,012
California College Promise - Method C based on financial need	71	113	\$42,573
Fee Waiver – Dependent of (children) deceased or disabled Veteran	6	11	\$6,164
Grants Total	593	2,053	\$2,664,543
Cal Grant B	130	212	\$232,558
Cal Grant C	10	17	\$19,919
CalWORKs Grant	29	40	\$17,700
CARE Grant	10	19	\$20,100
CARES/HEERF federal grants	517	723	\$620,896

Chafee Grant	57	93	\$231,667
Disaster Relief Emergency Student Financial Aid (SB 116)	3	4	\$2,000
EOPS Grant	51	79	\$32,014
Other grant: non-institutional source	15	18	\$34,100
Pell Grant	367	635	\$1,249,735
SEOG (Supplemental Educational Opportunity Grant)	75	90	\$65,250
Student Success Completion Grant (SSCG)	89	123	\$138,604
Loans Total	46	139	\$292,804
Federal Direct Student Loan - subsidized	41	66	\$131,132
Federal Direct Student Loan - unsubsidized	41	73	\$161,672
Scholarship Total	8	13	\$9,400
Scholarship: non-institutional source	8	13	\$9,400
Work Study Total	1	1	\$5,000
Federal Work Study (FWS) (Federal share)	1	1	\$5,000

Incarcerated Total	205	328	\$66,930
California College Promise Grant Total	205	328	\$66,930
California College Promise - Method B based on income standards	205	328	\$66,930
MCHS - Middle College High School Program Total	467	1,181	\$348,623
California College Promise Grant Total	179	388	\$96,738
California College Promise - Method B based on income standards	179	388	\$96,738
Grants Total	454	770	\$238,135
CARES/HEERF federal grants	454	770	\$238,135
Scholarship Total	8	23	\$13,750
Scholarship: non-institutional source	6	12	\$5,950
Scholarship: Osher Scholarship	6	11	\$7,800
Military (Active Duty, Active Reserve, National Guard) Total	51	161	\$113,793
California College Promise Grant Total	38	68	\$23,828

California College Promise - Method B based on income standards	25	43	\$13,961
California College Promise - Method C based on financial need	14	25	\$9,867
Grants Total	45	89	\$79,569
Cal Grant B	3	5	\$3,519
CARES/HEERF federal grants	42	50	\$32,403
EOPS Grant	1	1	\$512
Pell Grant	15	30	\$41,188
Student Success Completion Grant (SSCG)	2	3	\$1,947
Loans Total	1	4	\$10,396
Federal Direct Student Loan - subsidized	1	2	\$4,456
Federal Direct Student Loan - unsubsidized	1	2	\$5,940
Special Admit Total	947	2,156	\$825,628
California College Promise Grant Total	442	802	\$202,998
California College Promise - Method B based on income standards	394	717	\$179,055

California College Promise - Method C based on financial need	49	80	\$22,264
Fee Waiver – Dependent of (children) deceased or disabled Veteran	3	5	\$1,679
Grants Total	846	1,328	\$600,498
Cal Grant B	7	14	\$10,764
CARES/HEERF federal grants	839	1,223	\$437,535
EOPS Grant	4	6	\$2,661
Other grant: California College Promise (AB19) source	2	2	\$1,334
Other grant: non-institutional source	3	3	\$4,000
Pell Grant	35	67	\$130,560
SEOG (Supplemental Educational Opportunity Grant)	3	3	\$1,750
Student Success Completion Grant (SSCG)	7	10	\$11,894
Loans Total	1	1	\$5,444
Federal Direct Student Loan - unsubsidized	1	1	\$5,444
Scholarship Total	9	24	\$14,000

Scholarship: non-institutional source	7	13	\$6,200
Scholarship: Osher Scholarship	6	11	\$7,800
Work Study Total	1	1	\$2,688
Federal Work Study (FWS) (Federal share)	1	1	\$2,688
Umoja Total	203	1,514	\$1,647,351
California College Promise Grant Total	178	425	\$174,781
California College Promise - Method A-1 based on TANF recipient status	1	2	\$911
California College Promise - Method B based on income standards	152	341	\$139,968
California College Promise - Method C based on financial need	40	80	\$33,350
California College Promise - Method D based on Homeless Youth determination	1	1	\$414
Fee Waiver – Dependent of (children) deceased or disabled Veteran	1	1	\$138
Grants Total	201	964	\$1,194,942
Cal Grant B	61	105	\$139,362
Cal Grant C	10	17	\$23,620

CalWORKs Grant	15	24	\$10,500
CARE Grant	9	16	\$16,800
CARES/HEERF federal grants	196	344	\$289,379
Chafee Grant	5	9	\$22,500
Disaster Relief Emergency Student Financial Aid (SB 116)	1	2	\$1,000
EOPS Grant	47	71	\$28,614
Other grant: California College Promise (AB19) source	1	1	\$690
Other grant: non-institutional source	11	14	\$23,783
Pell Grant	123	254	\$530,620
SEOG (Supplemental Educational Opportunity Grant)	28	41	\$28,250
Student Success Completion Grant (SSCG)	41	66	\$79,824
Loans Total	31	95	\$229,111
Federal Direct Student Loan - subsidized	26	44	\$102,175
Federal Direct Student Loan - unsubsidized	27	51	\$126,936

Scholarship Total	6	11	\$9,700
Scholarship: non-institutional source	6	11	\$9,700
Work Study Total	10	19	\$38,817
Federal Work Study (FWS) (Federal share)	10	19	\$38,817
Veteran Total	200	698	\$638,750
California College Promise Grant Total	131	247	\$100,809
California College Promise - Method A-2 based on SSI recipient status	1	1	\$322
California College Promise - Method B based on income standards	84	141	\$55,591
California College Promise - Method C based on financial need	60	103	\$44,344
Fee Waiver – Dependent of (children) deceased or disabled Veteran	1	2	\$552
Grants Total	176	414	\$460,782
Cal Grant B	18	25	\$34,175
Cal Grant C	3	5	\$3,688
CalWORKs Grant	5	8	\$3,600

CARES/HEERF federal grants	169	224	\$165,419
EOPS Grant	4	6	\$2,798
Other grant: non-institutional source	4	4	\$6,250
Pell Grant	68	116	\$216,261
SEOG (Supplemental Educational Opportunity Grant)	7	9	\$6,750
Student Success Completion Grant (SSCG)	10	17	\$21,841
Loans Total	9	25	\$65,659
Federal Direct Student Loan - subsidized	9	13	\$31,181
Federal Direct Student Loan - unsubsidized	8	12	\$34,478
Scholarship Total	7	12	\$11,500
Scholarship: non-institutional source	7	12	\$11,500

Report Run Date As Of : 10/25/2021 11:06:56 AM



2020-2021 Program Review Report

Division/Area Name: Student Services/First Year Experience & Second Year Experience	For Planning Years: 2022-2023
Name of person leading this review: Michelle Hernandez	
Names of all participants in this review: Kendra Ruff, Chloe Vidana, Qiana Brown, Andrea Brown & Jill Zimmerman	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission

First and Second Year Experience Programs are designed to engage students in the college community to support their success and development. The First Year Experience (FYE) program exists to support the successful academic and social transition of new students into the College, while Second Year Experience (SYE) is designed to support the successful academic and social advancement of continuing students through to completion of their educational pathway. In collaboration with system and college initiatives such as Guided Pathways and Financial Literacy & Wellness the mission is to solidify educational pathways to careers. These programs offer value and opportunity to our community in preparation for college success, transfer readiness and career attainment.

1.2. State briefly program highlights and accomplishments

2019 Second Year Experience established with the award of the 2019-2024 Title V HSI Solo Grant

2019 First Year Experience continued with the allocation of AB19/AB2 funding

2020-2021 49.8% of the FYE cohort (n=618) are full-time compared to 27% of all other students, GPA is 2.9 compared to 2.8 of all other students, completion rate is 86.7% compared to 78.8% of all other students

2020-2021 Cohort is 89.6% ages 19 or and 8.1% are ages 20-24, 66.5% of FYE the FYE cohort is Hispanic/Latinx

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.

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

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.

<p>◀ Goal 1: Commitment to strengthening institutional effectiveness measures and practices.</p>
<p>◀ Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.</p>
<p>◀ Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.</p>
<p>◀ Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools.</p>
<p>◀ Goal 5: Align instructional programs to the skills identified by the labor market.</p>

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Results and statistics reflecting student utilization of the FYE & SYE Programs and services, as well as their impact on student success, are reviewed at each registration cycle through program specific Argos Reports, at the conclusion of events through event evaluations in the Google Suite Form, and overarching program outcomes are evaluated through indepth research provided by the Institutional Research Office. The FYE program relies upon documents such as the Enrollment Management Plan/Report, Student Success & Equity Plan/Report, the Guided Pathways NOVA Plan/Report, and the CCSSE to make data driven decisions for implementation of the program, grant goals and objectives.

The Second Year Experience program conducts an Annual Progress Reports for the US Department of Education to ensure we are meeting the requirements of the Title V HSI Solo Grant.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

<p>Strengths</p>	<p>AB19/AB2 Funding allows for the work of FYE to continue. Title V Grant 2019-2024 established a SYE. Collaboration across the campus continues to be strong and effective. The Peer Mentor Core continues to grow and impact the journey of our students. A designated Adjunct Counselor impacts the accessibility of cohort students to educational planning. Intentional and deliberate partnerships with the Transfer and Career Centers affords students opportunities to learn and explore both academic and career opportunities.</p> <p>The AVID Essentials and Professional Development WICOR strategies provided a vehicle for deeper meaning and understanding of course content, program content, connectivity and engagement. Aligning with the statewide College Promise initiative for first-time-in college students, the student support services provided through the grant were proactive and holistic in nature, seeking to alleviate barriers to success</p>
<p>Weaknesses</p>	<p>Space for the expansion of the FYE program and the development of the SYE program. Currently, we occupy T700F which is a seven (7) office suite in the temporary swing space for the future Student Commons building. FYE has a director and two program specialists. SYE has a project supervisor and a program specialist. A shared adjunct counselor is in the space as will be a shared clerical assistant and</p>

	<p>shared education advisor. Student peer mentors do not have space and are shuffled from offices in T700F and even over to T700D & T700E to meet with their students. There are currently 7 peer mentors.</p> <p>Student response to traditional marketing has weaned. Emails are opened less. Text messaging is at a premium and usage is highly scrutinized. Social media is being used more broadly however the static photos and barrage of photos are not captivating and yielding the desired outcomes for engagement.</p> <p>Hiring delays continue to be a hindrance to the development of the SYE program. New job descriptions for classified positions are challenging to get approved. Recruitments are highly impacted with competing priorities and lack of staff.</p>
Opportunities	<p>Increase use of students in messages to students in videos and other interactive marketing campaigns.</p> <p>Planning for the completion of the Title V HSI Solo Grant and how we will mitigate the funding to continue to provide the services of SYE beyond 2024.</p>
Threats	<p>Declining enrollment. Technology overload. Alternatives to education in the wake of COVID-19.</p> <p>The Title V HSI Solo Grant will end September 30, 2024.</p> <p>The viability of the CA College Promise Initiative (AB19/2); should budget constraints at the State level become severe, the fate of the program will be in jeopardy .</p>

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

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.

Migration of supporting documents and student resources to online access; virtual peer mentor meetings using Cranium Café or the Zoom Meeting platform. Increase the number of students taking advantage of the designated counselor to get, update or redesign their education plan. Developing a case management system to afford the college greater opportunities to follow up on cohort members and their progress in courses and student

engagement. Conduct workshops and engagement activities that build student self-efficacy and solidify short- and long-term goals. Developed content to include in Canvas for students to access resources. This included assignments in CashCourse for financial literacy and wellness, a student success contract, engagement activities for transfer, New World of Work access, and more.

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 .

FYE & SYE are designed to connect students with campus and community resources that support them in the journey to reach their goals. Resource fairs are held prior to the semester, mid semester and at the end of the semester. Students meet with their peer mentors who assist in the navigation of the myriad of services students have available to them. Both the FYE & SYE webpages connect students to available services.

We continue to provide professional development on AVID for Higher Education WICOR strategies to engage students more fully in their course and support content, to improve critical thinking skills and to build self-efficacy in the pursuit of degree, transfer and career attainment.

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

Due to the interruption and distraction of COVID-19, the Student Leadership Institute was not held. Online peer mentor training was conducted. SYE team to be hired and developed for the implementation of the grant activity.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1 FYE: Provide holistic approaches to support first time	OO #1: Through the student life division, students will gain knowledge and confidence to strategically access and utilize resources and services that enhance	Students will grow and develop in the areas of academic, social, political, economic and spiritual as part of the	Utilize remaining grant resources, continue collaboration with Faculty

college students to success	overall success and completion of academic and career goals EMP Goals: 1-4	transition to college life and as emerging adults.	Professional Development, Student Services, AVID for Higher Education, etc. for bridge programming. Provide peer mentors, specialized programming and partnership with faculty and academic support services addressing the areas of holistic growth and development
#2 FYE Provide first time college students with understanding of college pathways, and support services, connecting them to career and transfer opportunities	OO # 2: Students will gain support, knowledge, and confidence to move successfully through and beyond the community college experience. EMP: 1-4	Students will acclimate to the college environment and will have an awareness of support programs and services available. Students will be engaged in at least one student support program or service	Utilize remaining grant resources, continue collaboration with Faculty Professional Development, Student Services, AVID for Higher Education, etc. for bridge programming. Through peer mentors, specialized programming and partnership with faculty and academic support services, as well as college and career advising and job placement
#3 SYE: Provide second year college students with the tools to apply knowledge as it relates to their chosen college pathways, and	OO # 2: Students will gain support, knowledge, and confidence to move successfully through and beyond the community college experience. EMP: 1-4	Students will develop strategies and gain tools for exploration and align majors and careers with University offerings and ultimately University applications. Students will follow the appropriate guided pathway for their educational goal.	Utilize remaining grant resources, continue collaboration with Faculty Professional Development, Student Services, AVID for Higher Education, ,Transfer Center, Career Center, etc. for bridge programming. Through

support services, and employing them to career and transfer opportunities			peer mentors, specialized programming and partnership 45 with faculty and academic support services, as well as college and career advising and job placement
#4 FYE/SYE: Provide a comprehensive financial wellness offering for students to understand the psychology of money, money management and budgeting and planning for education and beyond	OO # 2: Students will gain support, knowledge, and confidence to move successfully through and beyond the community college experience. EMP: 1-4	Students will be able to identify and apply for financial resources for the purpose of pursuing their educational goals. Students will understand the basics of money management and will evaluate their psychological connection to money.	Utilize existing funding to continue to collaborate with financial aid and financial aid to meet the goal, expand the use of the Cash Course platform and build programming around pivotal concepts and timelines. Provide financial wellness workshops, mentoring, tools and strategies for understanding the psychology of money, money management and budgeting and planning for education and beyond

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty					
Classified Staff					
Technology					

Physical/Facilities					
Supplies					
Professional Development					
Other	Currently, the FYE and SYE programs are fully funded through the “CA College Promise Initiative” (AB19/AB2) and the “2019-2024 Title V HSI Solo Grant”.				

****REQUIRED:** After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>

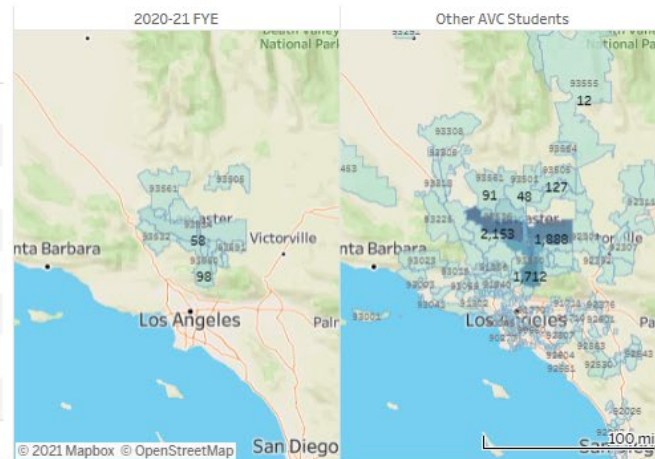
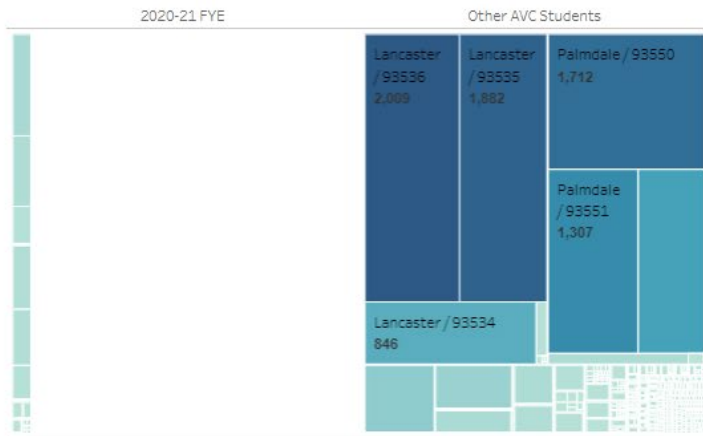
Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Ed Goals (% | N)
(If N of students > 10)

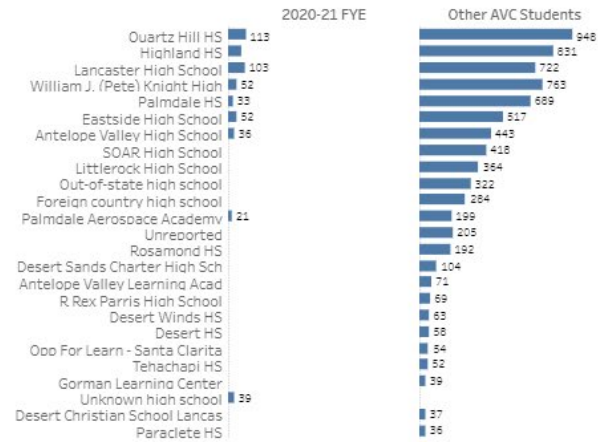
Cohort Selector
2020-21 FYE

	2020-21 FYE	Other AVC Students
Degree/Transfer Seeking	76.4% (472)	65.8% (7,120)
Unknown	17.3% (107)	26.9% (2,912)
Certificate/Career Planning	5.0% (31)	6.2% (666)
Undecided	1.3% ()	0.6% (61)
Basic Skills or GED		0.3% (30)
University Student		0.1% (11)
Skills for Current Job		0.1% ()
Intellectual Development		0.1% ()
Grand Total	100.0% (618)	100.0% (10,814)

Number of Students by City/Zip Code (works as Filter as well)



Feeder High Schools (Top 25)





Fall 2021 Student Profile (as of 9/16/2021)

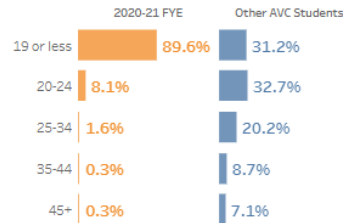
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618 10,814

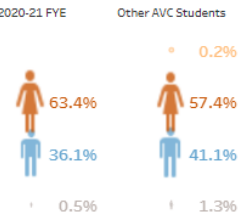
Cohort Selector

2020-21 FYE

Age Groups



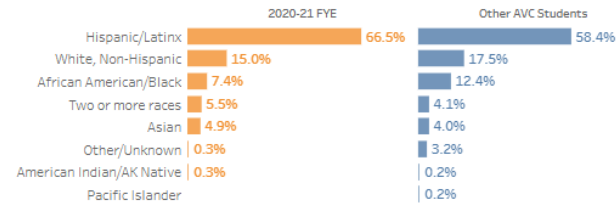
Gender



Metrics

Metric	2020-21 FYE	Other AVC Students
Avg. # of Terms	2.0	3.8
Avg. GPA	2.9	2.8
Avg. AVC Earned Hours	24.7	40.8
Completion Rate	86.7%	78.8%
Avg. Transfer Earned Hours	13.4	25.4
Transfer Completion Rate	99.0%	91.7%
Avg. Enrolled Units	10.7	8.1
Number of Students	618	10,814

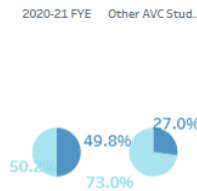
Race/Ethnicity



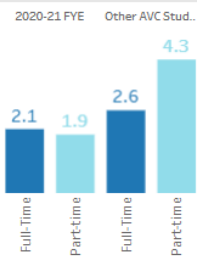
Top 20 Majors

Rank	Major	2020-21 FYE	Other AVC St.
1	Registered Nursing	17.0%	13.0%
2	AS-T Biology & Biological Sciences	7.9%	5.2%
3	AA-T Psychology	6.5%	4.9%
4	AS-T Business Administration & Business Administration	4.9%	4.7%
5	LAS: Arts and Humanities		4.7%
6	Administration of Justice & AS-T Administration of Justice	3.2%	4.2%
7	Undeclared		4.0%
8	Child & Family Education		2.6%
9	Aircraft Fabrication & Assembly	3.1%	2.4%
10	AA-T Communication Studies		2.4%
11	General Business		2.4%
12	AS-T Early Childhood Education	2.9%	2.1%
13	Mechanical Engineering	1.9%	2.2%
14	AA-T Sociology	2.6%	2.0%
15	Radiologic Technology	3.1%	1.9%
16	AA-T Kinesiology	3.6%	1.8%
17	LAS: Social/Behavioral Science	1.8%	1.8%
18	Aircraft Fab & Assem Cert	1.8%	1.7%
19	AS-T Mathematics & Mathematics	1.8%	1.1%
20	Computer Software Developer		1.1%

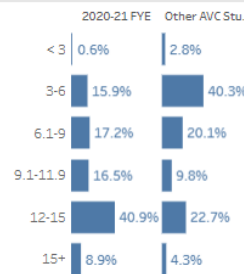
Part-Time | Full-Time



AVG.# of Terms



Enrolled Units





2021-2022 Program Review Report

Division/Area Name: Student Health Services	For Years: 2022-2023
Name of person leading this review: Jill Zimmerman, Dean of Student Life and Services	
Names of all participants in this review: Jen Winn, Student Health Services Clerical III	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission

Student Health Services contribution to the district mission is the intentional, deliberate and transformational experience that address the holistic development of the diverse population of students and community members that we serve by providing health care and education. Health care and education are provided to students in support of their well-being so that they may attain their educational goals and to serve as a health and medical resource for the campus community. Student Health Services provides medical, dental, mental health counseling and vision services for enrolled AVC students. These services promote wellness, both physical and emotional, and encourage students to make positive lifestyle choices.

1.2. State briefly program highlights and accomplishments

The successful onboarding of telehealth services at the start of the COVID 19 pandemic with the provider TimelyMD/TimelyCARE was brought on to provide tele-mental health counseling and tele-medical services to students and has proven to be both beneficial and well utilized by students.

To date a total of 142 students have used the TALK NOW counseling service and tele medical services. Overall there has been an increase each month of students registering for and using the services.

SUMMIT URGENT Care provides in-person medical services for students via a voucher issue system. Students in various AVC academic programs,

such as Nursing, Respiratory Therapy, EMT, etc. are able to get the necessary prerequisites and program requirements met by going to Summit, free of charge and with easy access. This is an option for students who may prefer in-person care. Dental services included free x-rays, cleaning and exam were available for students from Oct 2020 to June 2021, with 10 students utilizing the service. AVC, however, is looking to contract with a new provider in the Spring 2022 and have dental services available again to students in the new semester. Vision services began in Spring 2020 with over 100 vouchers issued in the first week to students for a free eye exam and eye wear if prescribed. The vision voucher program is modeled after the dental voucher program and the first month outcomes proved very successful with 80 students seeking services that included a comprehensive eye exam and obtaining single vision lenses and frames. The vision program still proves to be well utilized with 97 (Fall 20-Spring 21) students receiving eye care, particularly with much of their academic work on-line at this time creating significant eye strain. The Kaiser Grant and ISP funding continues to support suicide awareness/prevention programming. The Interactive Screening Program (ISP) launched in December 2018 for students to complete a voluntary questionnaire and get connected with a mental health counselor for resource linkage and support. Chart included with current utilization numbers in **Part 5 Direct Services**.

Antelope Valley College, as of July 2018 became a 100% smoke-free campus with the support of the Truth Initiative grant funding while the funding source is no longer available, Student Health Services continues to promote 'No Smoking' literature and support materials and share information at outreach events and online ongoing. The Kognito online training program has been upgraded and onboarded for the spring semester offering faculty, staff and students trainings that include simulations for At-Risk students, LGBTQ, At-Risk Mental Health, Sexual Misconduct Prevention, Alcohol and Other Drugs and Veterans on Campus. Community Partner collaborations with Valley Oasis, Children's Center, Dept. of Child and Family Services, Dept. of Mental Health, Neighborhood Legal, Penny Lane TAY Services, Tarzana Treatment Center, NAMI and Mental Health America all providing a holistic approach of wrap-around services that contribute to students' success. While providers have not been on campus providing face-to-face support Student Health Services connects students to these beneficial resources as needed.

The CARE Team (*previously the **Behavioral Intervention***) provides response in a proactive way to address the growing need in the college community for a centralized, coordinated, caring intervention for those in need prior to crisis. The Behavioral Intervention team handled over 85 cases during the Fall 2020 and Spring 2021 semesters identifying need before crisis emerges. Direct intensive case management was provided to students by connecting them to resource and supports as needed. COVID 19 warranted a new online format for health events with Student Health Services continuing to provide mental health awareness and education during several online events such as 'What's on Your Mind', an interactive student forum, Mindful Mondays, Mental Health speaker – Joshua Rivedal offering suicide awareness and open dialogue to the AVC campus and community, Dr. Joshua Frendenburg – 'Leading in a Time of Crisis', Art With Impact, The Great American Smoke Out, National Hunger and Homelessness Awareness Week Acknowledgement, Community Resource Fair, Happy Healthy YOU,

John Rush – The Human IPOD, TimelyMD meditation and yoga sessions, and Student Health Connect. Beginning August 2021 in-person events included Author Lily Dulan – “Giving Grief Meaning”, Grab n Go – snack station, American Red Cross Blood Drives, Friendship Awareness events –bracelet making and rock painting, Breast Cancer Awareness Month outreach events each week and National Hunger and Homelessness Awareness Week event and the Empty Bowl Project. The National Hunger & Homelessness Awareness Week event during the Fall semester offered students Information about on-campus and off campus community resources and supports, blankets, beanies and gloves giveaway and the Empty Bowl Project – providing attendees with a donated bowl and a free soup lunch as a reminder of the need amongst our student community of food insecurities and homelessness. Community partners were on-site with resource information to connect students to supports, particularly those students that faced housing-insecurities. The semester’s events offered resources and supports to students ongoing to help ensure their academic success and expanded activities to the Palmdale Center to reach even more students. Student Health Services had sponsored 8 total combined DPSS/CAL FRESH events at both Palmdale and Lancaster campuses reaching 300+ students at first launch. Of those 300 students over 50 CAL FRESH applications were completed, with 5% of students connected to other support programs such as Medi-Cal. Student Health Services now provides CalFresh linkage cards at the Marauder Market twice a month, at every in-person outreach event, markets the CalFresh program on the website and Health webpage to streamline students through the application process.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an “X” if checkbox is unavailable.

XCommunication	<p>X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>X Demonstrates listening and speaking skills that result in focused and coherent communications.</p>
X Creative, Critical, and Analytical Thinking	<p>X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p> <p>X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>
X Community/Global Consciousness	<p>X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.</p> <p>X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.</p>

X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.	
X Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
X Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
X Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.	
X Goal 5 : Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

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Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Community partnerships on and off-campus, telehealth services including mental health counseling and telemedicine, in-person medical, dental and vision supports in place for students to access to help overcome life barriers and to be as academically successful as possible.
Weaknesses	Continue marketing and expanding programs for high volume of student engagement and participation.
Opportunities	Addressing all students' barriers to continue to provide supportive services to empower students to complete their academic endeavors successfully.
Threats	Competition from unaccredited and online institutions which decrease AVC enrollment, long-term impact of the pandemic, Virtual/online classes which can create frustration managing difficult material to learn virtually, concerns about or having to care for someone who had the virus, concerns about the affordability of college and/or loss of a job and having to choose work instead of going to school.

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Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

Considerable growth in mental health/suicide prevention awareness with the help of the Kaiser Grant and ISP program funding.

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

Partnership with TimelyCARE promotes telehealth services free to students to address their needs on-demand 24/7/365. Positive increase in students utilizing supports, both in-person and tele medical and tele counseling services. Vision services for students to receive a free eye exam and eyewear if prescribed have increased and remains on the positive uptick with 97 students receiving vision services through the voucher program.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
Expansion of services	OO#2 Students will gain support, knowledge, and confidence to move successfully through and beyond the community college experience.	Increase student access to mental health counseling, medical, dental and vision services and Trauma-Informed Care across campus.	Ongoing partnerships to increase services as needed for student utilization. Trauma-Informed program in place with Kaiser Grant funding.
Increase and enhance partnerships with community agencies	OO#1 Through the student life division, students will gain knowledge and confidence to strategically access and utilize resources and services that enhance overall success and completion of academic and career goals.	Students will be provided on-site access to community supports and resources to access to overcome barriers they may be facing (ex: homelessness, food insecurity) New MOU with Baby2Baby Program to open Family Resource Center on campus.	Ongoing collaborations and communication with community programs. Coordinate office space in the Student Life and Services to accommodate schedules. Expand food programs on campus for students facing food insecurities. Meet students' family/children needs via Family Resource Center in the works for 2022 launch.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty					
Classified Staff	Health Educator/Case Manager	NEW	\$75,000 annual	Recurring	Jill Zimmerman
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other	Program Coordinator Basic Needs/Health Services	NEW	\$65,000 annual	Recurring	Jill Zimmerman

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Direct Services:

TimelyMD/TimelyCARE was brought on to provide tele-mental health counseling and tele-medical services to students and has proven to be both beneficial and well utilized by students. To date over 140 students have used the TALK NOW counseling service the tele medical services. Overall there has been an increase each month of students using the services. SUMMIT URGENT Care provides in-person medical services for students via a voucher

issuing system. Students in various AVC academic programs, such as Nursing, Respiratory Therapy, EMT, etc. have been able to get the necessary

prerequisites and program requirements met by going to Summit, free of charge and with easy access. A beneficial option for students if they prefer in-person care. Dental services included free x-rays, cleaning and exam were available for students from October 2020 to June 2021, with 10 students utilizing the service. AVC, however, is looking to contract with a new provider in the spring 2022 and have dental services available again to students in the new semester. Vision services began in Spring 2020 with over 100 vouchers issued in the first week to

students for a free eye exam and eye wear if prescribed. The vision voucher program is modeled after the dental voucher program and the first month outcomes proved very successful with 80 students seeking services that included a comprehensive eye exam and obtaining single vision lenses and frames. The vision program still proves to be well utilized with 97 (Fall 20-Spring 21) students seeking eye care, particularly with much of

their academic work on line at this time and the effects of eye strain.

Mental Health Education:

The Kognito online training program has been upgraded and onboarded for the spring semester offering faculty, staff and students trainings that include simulations for At-Risk students, LGBTQ, At-Risk Mental Health, Sexual Misconduct Prevention, Alcohol and Other Drugs and Veterans on Campus. Community Partner collaborations with Valley Oasis, Children's Center, Dept. of Child and Family Services, Dept. of Mental Health, Neighborhood Legal, Penny Lane TAY Services, Tarzana Treatment Center, NAMI and Mental Health America all providing a holistic approach of wrap-around services that contribute to students' success. While providers have not been on campus providing face-to-face support Student Health Services connects students to these beneficial resources as needed. The CARE Team (previously the Behavioral Intervention) provides response in a proactive way to address the growing need in the college community for a centralized, coordinated, and caring intervention for those in need prior to crisis. The Behavioral Intervention team handled 85 cases during the fall 2020 and spring semester 2021 identifying need before crisis emerges. Direct intensive case management was provided to students by connecting them to resource and supports as needed. COVID 19 warranted a new online format for health events with Student Health Services continuing to provide mental health awareness and education during several online events such as 'What's on Your Mind', an interactive student forum, Mindful Mondays, Mental Health speaker – Joshua Rivedal offering suicide awareness and open dialogue to the AVC campus and community, Dr. Joshua Frendenburg – 'Leading in a Time of Crisis', Art With Impact, The Great American Smoke Out, National Hunger and Homelessness Awareness Week Acknowledgement, Community Resource Fair, Happy Healthy YOU, John Rush – The Human IPOD, TimelyMD meditation and yoga sessions, and Student Health Connect. Beginning August 2021 in-person events included Author Lily Dulan – "Giving Grief Meaning", Grab-n-Go – snack station, American Red Cross Blood Drives, Friendship Awareness events – bracelet making and rock painting, Breast Cancer Awareness Month outreach events each week and National Hunger and Homelessness Awareness Week event and the Empty Bowl Project. The National Hunger & Homelessness Awareness Week event during the fall semester

offered students information about on-campus and off-campus community resources and supports, blankets, beanies and gloves giveaway and the Empty Bowl Project – providing attendees with a donated bowl and a free soup lunch as a reminder of the need amongst our student community of food insecurities and homelessness. Community partners were on-site with resource information to connect students to supports, particularly those students that faced housing-insecurities. The semester’s events offered resources and supports to students ongoing to help ensure their academic success and expanded activities to the Palmdale Center to reach even more students.

Antelope Valley College ongoing is creating an environment to provide supportive services for those students experiencing food and housing insecurities evidenced by 106 students supported through the Hearts & Hands pantry (21 students on the Day Bag program and 85 on the weekly grocery program). The Marauder Market - twice a month - serves between 125-150 participants from both Lancaster campus and the Palmdale Center via the ‘drive-up’ model implemented to meet COVID restrictions. 11 students were connected to housing support and homelessness services during the fall 2021 semester. Housing supports are provided through community partners Valley Oasis Housing Program and/or the People’s Concern.

Over 85 students were assisted through the Behavior Intervention/CARE Team in helping to reduce behaviors that affected their academic success at AVC in the fall 2020 and spring 2021 semester. The CARE Team (previously the Behavioral Intervention) provides response in a proactive way to address the growing need in the college community for a centralized, coordinated, and caring intervention for those in need prior to crisis.

Professional Development:

Student Health Services continues to provide faculty and staff trainings in order to help employees gain a better understanding of mental health issues and identifying students in need through the Kognito Online Simulator Training and The Behavior Intervention/CARE Team presentation. The BIT/CARE Team presentation provides an introduction to faculty and staff on the reporting process, concerning behaviors to look for, and how to submit a report. Based on national averages 1 in 5 college students suffer from depression and other mental health conditions that put them at risk for suicide, making the Interactive Screening Program (ISP) a valuable tool to help counseling staff identify students struggling with mental health issues via a voluntary interactive program. The ISP program was implemented to connect students with campus mental health service before crisis emerges, a program where students can anonymously take a brief screening to identify their barriers to seeking needed help with an on-campus counseling professional. There are (5) five ISP-trained counselors available to provide support to this program and 106 students supported during the fall 2020 and spring 2021 semester for counseling services or resource support.

Campus Supports

The Behavioral Intervention/CARE team handled 86 cases, identifying need before a crisis emerges.

Valley Oasis Sexual Assault Advocate Liaison has worked directly with a total of 11 students - 3 students in fall 2020, 3 students in spring 2021, and 5 students during the fall 2021 semester connecting them all to support services for domestic violence or sexual abuse.

AVC CARES Interactive Screening Program (ISP) for Suicide Prevention has 5 trained counselors to provide support to this program. To date there have been 15 outreach launches to specific target populations on campus and/or currently enrolled students in the semester. Over 500 students have been supported through this program connecting them to on-campus or community supports. Please see chart

<i>Outreach date</i>	<i>Sent out #</i>	<i>Population Info</i>	<i>Questionnaires Received and Responded to</i>
<i>12/5/18</i>	<i>2,247</i>	<i>Athletes FYE Pride Office</i>	<i>4</i>
<i>2/28/19</i>	<i>7,758</i>	<i>50% enrolled</i>	<i>50</i>
<i>4/8/19</i>	<i>3,499</i>	<i>Half of remaining 50% enrolled</i>	<i>17</i>
<i>4/15/19</i>	<i>3,859</i>	<i>Other half of remaining 50% enrolled</i>	<i>22</i>
<i>6/18/19</i>	<i>5,980</i>	<i>Summer session enrollees</i>	<i>24</i>
<i>11/4/19</i>	<i>7,034</i>	<i>50 % of enrolled Fall students</i>	<i>91</i>
<i>11/18/19</i>	<i>7,035</i>	<i>50 % of enrolled Fall students</i>	<i>53</i>
<i>3/9/2020</i>	<i>6906</i>	<i>50% of enrolled spring students</i>	<i>Between 3/9-3/21 50 students completed questionnaires</i>

3/16/2020	6906	50% of enrolled spring students	See above.
10/26/2020	6093	50% of enrolled fall students	23
11/2/2020	6093	50% of enrolled fall students	26
2/22/2021	5516	50% of enrolled spring students	51
3/15/2021	5514	50% of enrolled spring students	55
10/4/2021	5689	50% of enrolled fall students	49
10/18/2021	5689	50% of enrolled fall students	75
TOTAL	85,818		590

Student Health Services has hosted CAL-FRESH outreach on both Lancaster campus and Palmdale Center as part of the hungry-free campus mission to provide applications and application assistance for direct linkage to services, including Cal Fresh, Medi-Cal and other county programs. For the past semesters Cal Fresh is providing service online only. Student Health Services continues to market the Cal Fresh program at outreach events and online direct link information to streamline student to the services.

CAL FRESH DATE	Location	Numbers
10/17/2018	AVC	13 Cal Fresh Apps 3 Medi-cal apps
11/1/2018	Palmdale Center	7 Cal Fresh apps 1 Medi-cal app 12 Inquiries 60 student contacts
11/28/2018	AVC	8 Cal Fresh Apps 3 Medi-cal Apps 61 students provided info to
2/13/2019	AVC	3 Cal Fresh Apps



2020-2021 Program Review Report

Division/Area Name: Student Services/ Veterans Resource Center	For Planning Years: 2022-2023
Name of person leading this review:	Ashley Hawkins
Names of all participants in this review:	Ashley Hawkins, Michelle Hernandez, Dr. Jill Zimmerman

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission

The Veterans Resource Center provides support to all Veteran students and their dependents, to assist them in pursuing their educational goals. We provide programming that increases awareness and engagement. The VRC partners with community resources to ensure that all veteran and dependent students are able to succeed and thrive.

1.2. State briefly program highlights and accomplishments

- Provided Veteran/Military services to 458 students in Fall 2020, and 413 in Spring 2021
- Certified enrollment for 158 in Fall 2020 and 122 in Spring 2021
- In the Fall of 2020 we held 5 Virtual MRE's where we had open Zoom sessions, shared coffee and connected with the population
 - August- 5 students
 - September- 11 students
 - October- 9 students
 - November- 22 students
- We continued our Canvas page and had regular engagement through Pronto, we had 200+ students active in Canvas

- We partnered with Vets 4 Veterans in their bicycle giveaway providing support to the distribution of bicycles to members of the community
- We attended the Veterans Alliance of the Antelope Valley meetings, which allowed us to remain connected to all of the resources being offered in the Antelope Valley. These meetings are quarterly
- We attended the Coffe4Vets Veteran Breakfast on Tuesday mornings, to connect with community resources and remind all providers that AVC is still available for Veterans through the pandemic
 - In Spring of 2021 we offered a welcome back breakfast on campus, celebrating the re-opening of campus where we offered breakfast, school supplies and community. We served 13 students on Monday and 22 on Tuesday

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.

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

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.

X Goal 1: Commitment to strengthening institutional effectiveness measures and practices.

X Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.

X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.

x **Goal 4:** Advance more students to college-level coursework-Develop and implement effective placement tools.

x **Goal 5:** Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

The Veterans Resource Center is regulated by both institutional policy and that of the VA and DOD. In last year's equity report we identified an equity gap in male veteran college students. When surveyed this year that gap had been filled through both increased marketing and engagement. We attend conferences and participate regularly in online training to stay apprised of all changes and updates that occur

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	The center itself allows for the population to have a designated space, which lends support and resources to the community. We are consistently growing, by engaging in community veteran agencies and different programs both on and off campus. We are constantly growing to include the DOD offering Tuition Assistance to Active Duty Personnel. We now serve Veterans, Dependents and active Duty personnel.
Weaknesses	The center itself allows for the population to have a designated space, which lends support and resources to the community. We are consistently growing, by engaging in community veteran agencies and different programs both on and off campus. We are constantly growing to include the DOD offering Tuition Assistance to Active Duty Personnel. We now serve Veterans, Dependents and active Duty personnel. We did experience a dip in enrollment due to the Pandemic, but all trends point to the fact that with campus fully open, the in person requirement reinstated and Covid19 numbers down, we anticipate enrollment to increase back to prior numbers.
Opportunities	We need a Director to oversee the program as a whole and to represent the Antelope Valley College Veterans Resource Center in our community, a Program Specialist to plan events and engage with students in the center, create a learning environment and collaborating with other on-campus programs to fully serve our veterans, a certifying official to handle certifications and tuition assistance through the TA, and a Clerical III to handle the front desk and office tasks as well as travel accommodation and student worker scheduling, as well as a Veteran only counselor, who is well versed in all VA procedures and actively working on the academic trajectory of our student population. The California College Promise Initiative is a viable funding opportunity as well as the Title V Grant for 2nd Year Experience to help fund these positions. We also need a CoHort Model with instructors who have connection to the military in order to foster inclusiveness for the population.
Threats	The program is missing out on numerous engagement opportunities. We often lose students to College of the Canyons, because they have a fully staffed Veterans Resource center, composed of a Director, 2 Certifying Officials, a Program Coordinator, a Part time

Academic Counselor and a Clerical. They have the ability to have a presence throughout their community, to have multiple staff members outreach both on and off campus all while making sure the office is appropriately staffed.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

The Veterans Resource Center establishes essential relationships and streamlines processes and access to resources for our veteran population; community partnerships are vital to the success of our students. We partner with our local Veteran Service Officer to assist students with their benefits, we offer Academic Counseling in the VRC weekly, we have weekly engagement activities to check in and keep morale up across our population. All of our students through student engagement opportunities are encouraged to participate in leadership, student government, clubs, special programs and services; events and activities to support their academic goals and respond to the holistic approach of wrap around services that contribute to their success

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

We are constantly growing and expanding the program We partner with other programs throughout our division to make sure our students are prepared and able to be successful. We partner often with Financial Aid, to ensure our students have all funding they are eligible for, FYE for our new students so they are engaged and clear on how to move forward academically, BooksHelp helps several of our student get the textbooks they need to be successful, Student Health is a constant partner in assisting with Mental Health needs for Veterans and their families.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1	OO #1	Increase Veteran Student Support by focusing on specialized areas	Hire Full
#2	OO #2	Increase the hours of the current Adjust Counselor who can learn the VA procedures, and more actively contribute to student success	Seeking Funding

#3	OO #2	Create a Veteran focused Learning Community	Collaborate with existing faculty and staff to offer a CoHort specifically for Veterans

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty					
CMS Staff	Director of Veteran & Military Services	Repeat	133,387		
Classified Staff	Clerical III, Veterans	Repeat	70,318	Recurring	Ashley Hawkins
Classified Staff					
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other					

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>**

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)



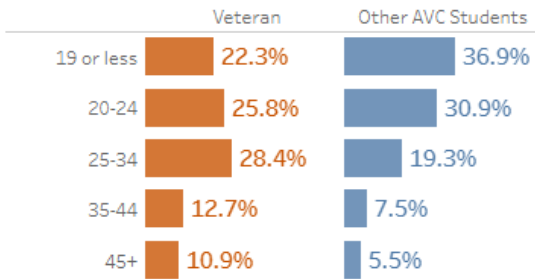
Fall 2020 Student Profile (as of 8/28/2020)

Each bar works as a Filter

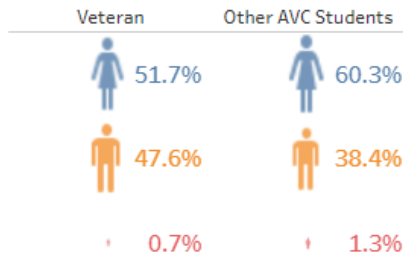
Cohort Selector

Veteran

Age Groups



Gender



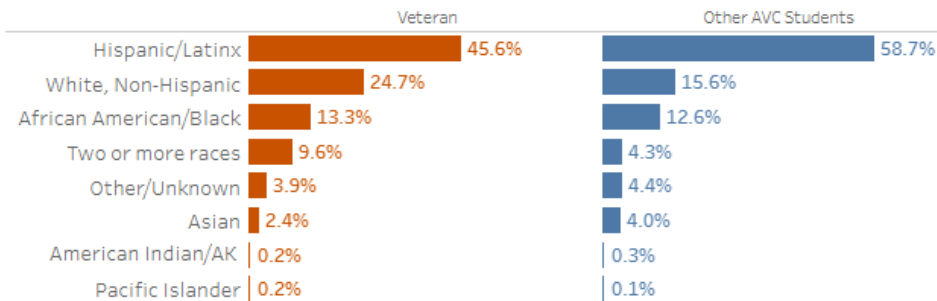
458

12,214

Veteran Other AVC Students

Metric	Veteran	Other AVC Students
Avg. # of Terms	3.9	3.8
Avg. GPA	2.9	2.8
Avg. AVC Earned Hours	39.5	37.8
Completion Rate	78.8%	78.4%
Avg. Transfer Earned Hours	26.4	22.7
Transfer Completion Rate	87.7%	90.8%
Avg. Enrolled Units	9.2	8.8
Number of Students	458	12,214

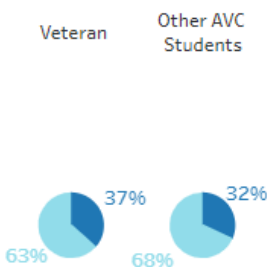
Race/Ethnicity



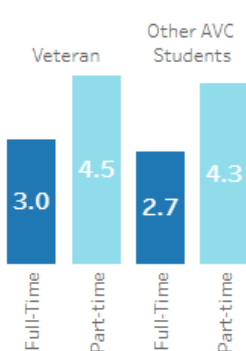
Top 20 Majors

Rank	Major	Veteran	Other AVC St..
1	Registered Nursing	12.9%	14.8%
2	AS-T Business Administration & Business Administration	6.6%	5.6%
3	AS-T Biology & Biological Sciences	5.9%	5.3%
4	AA-T Psychology	4.6%	5.1%
5	Administration of Justice & AS-T Administration of Justice	4.8%	4.8%
6	LAS: Arts and Humanities		4.3%
7	Undeclared	3.3%	3.6%
8	Aircraft Fabrication&Assembly	3.1%	2.5%
9	Child & Family Education		2.4%
10	AA-T Sociology	2.8%	2.3%
11	General Business		2.1%
12	AS-T Early Childhood Education		2.1%
13	LAS: Social/Behavioral Science	2.6%	2.0%
14	AA-T Kinesiology		2.0%
15	Mechanical Engineering	3.7%	1.8%
16	AA-T Communication Studies		1.7%
17	Radiologic Technology		1.7%
18	Computer Software Developer		1.5%
19	Aircraft Fab & Assem Cert		1.4%
20	AS-T Mathematics & Mathematics		1.3%

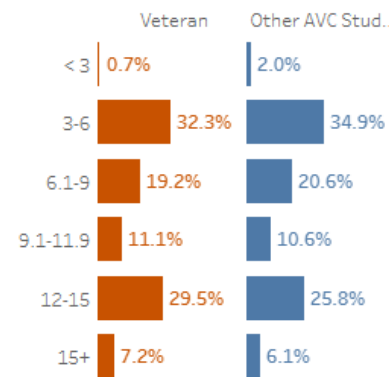
Part-Time vs. Full-Time



AVG.# of Terms



Enrolled Units





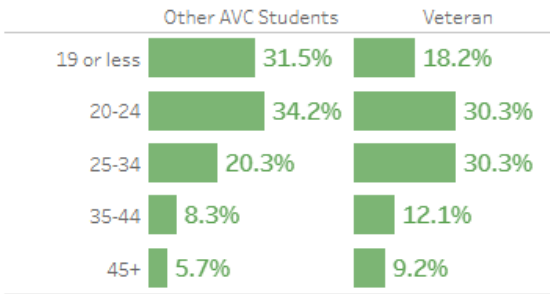
SPRING 2021 Student Profile (as of 1/22/2021)

Each bar works as a Filter

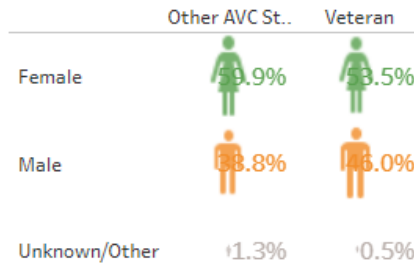
Cohort Selector

Veteran

Age Groups



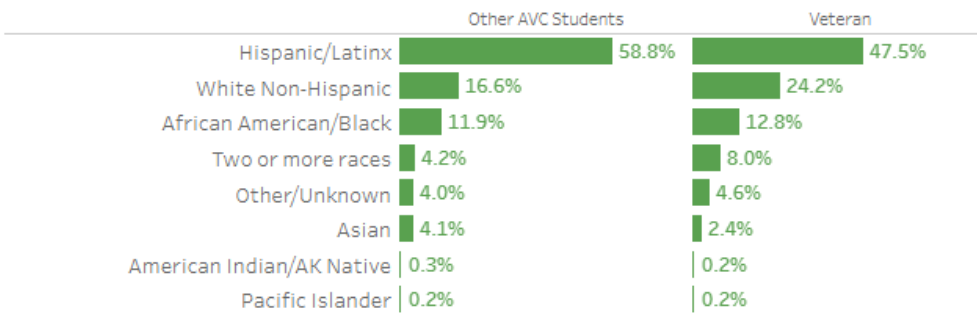
Gender



413
10,721

	Other AVC Students	Veteran
Avg. # of Terms	4.4	4.5
Avg. GPA	2.8	2.9
Avg. AVC Earned Hours	37.7	41.7
Completion Rate	79.4%	79.6%
Avg. Transfer Earned Hours	21.6	26.3
Transfer Completion Rate	91.9%	92.5%
Avg. Enrolled Units	8.8	9.0
Number of Students	10,721	413

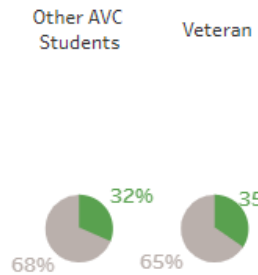
Race/Ethnicity



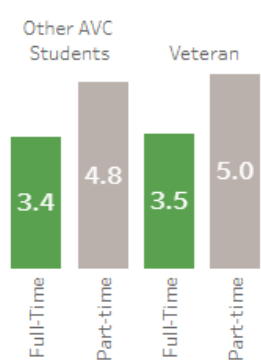
Top 20 Majors

	Veteran	Other AVC St..
1 Registered Nursing	12.8%	14.3%
2 AS-T Business Administration & Business Administration	6.5%	5.7%
3 AS-T Biology & Biological Sciences	6.1%	5.4%
4 AA-T Psychology	3.9%	5.1%
5 Administration of Justice & AS-T Administration of Justice	4.6%	4.5%
6 LAS: Arts and Humanities		4.5%
7 Undeclared	2.9%	3.1%
8 Aircraft Fabrication&Assembly	2.9%	2.7%
9 AA-T Sociology		2.4%
10 AS-T Early Childhood Education		2.4%
11 Child & Family Education		2.2%
12 General Business	2.7%	2.0%
13 LAS: Social/Behavioral Science		2.0%
14 Mechanical Engineering	4.1%	1.8%
15 AA-T Kinesiology		1.9%
16 Radiologic Technology		1.8%
17 AA-T Communication Studies		1.7%
18 Aircraft Fab & Assem Cert		1.8%
19 AS-T Mathematics & Mathematics		1.4%
20 Computer Software Developer		1.2%

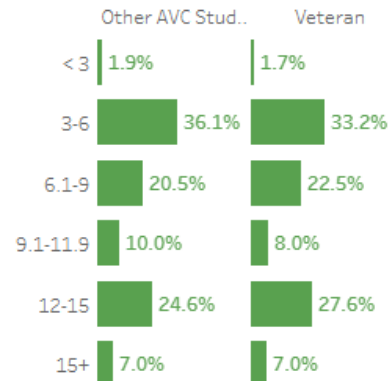
Part-Time vs. Full-Time



AVG.# of Terms



Enrolled Units

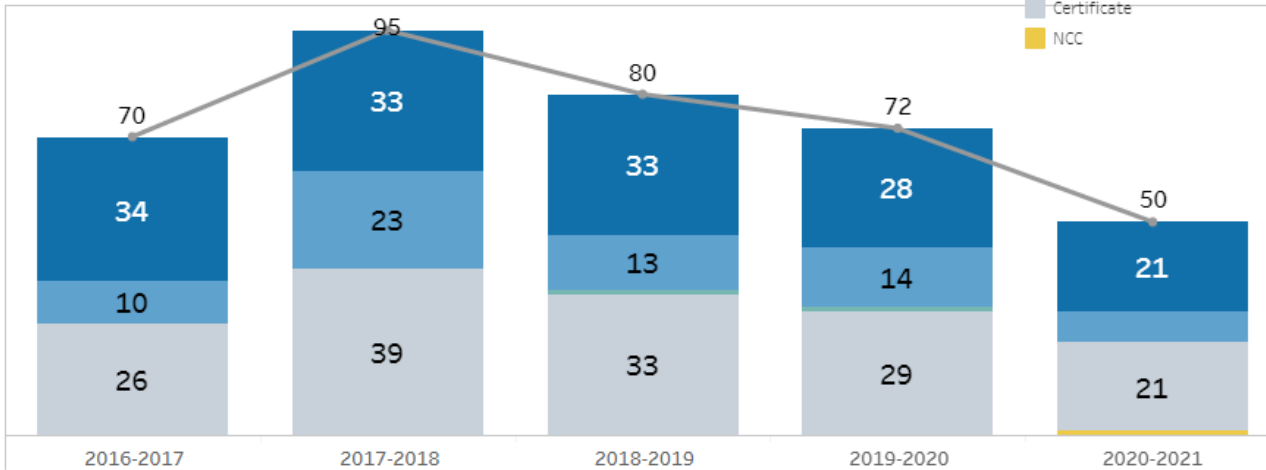


Select a Group X (Hide Filter)

- CalWORKs - California Work ...
- CARE - Cooperative Agencies...
- DSPS - Disabled Students Pr...
- EOPS - Extended Opportunit...
- First Generation
- Foster Youth
- Incarcerated
- MCHS - Middle College High ...
- Military (Active Duty, Active ...
- Special Admit
- Umoja
- Veteran

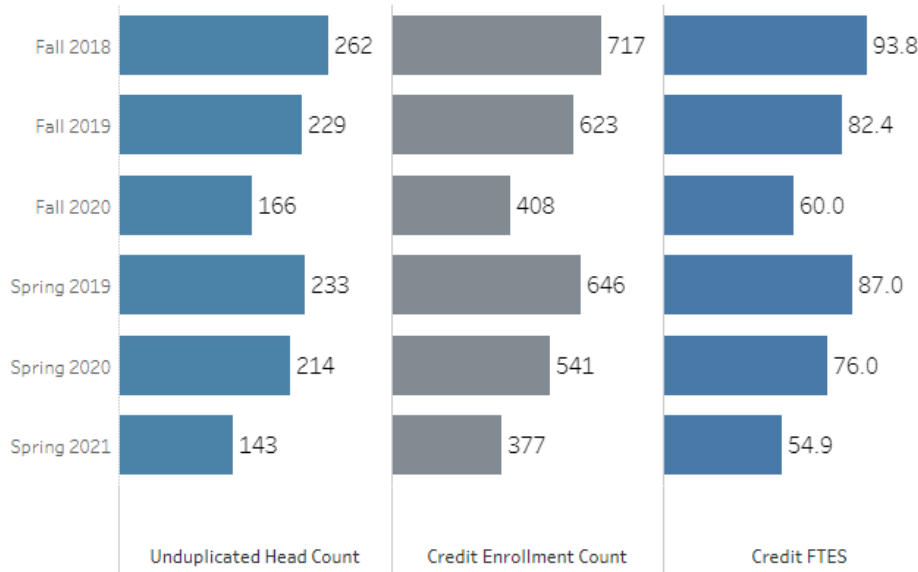
Veteran:
Program Awards

- AA/AS
- AS-T/AA-T
- BS
- Certificate
- NCC

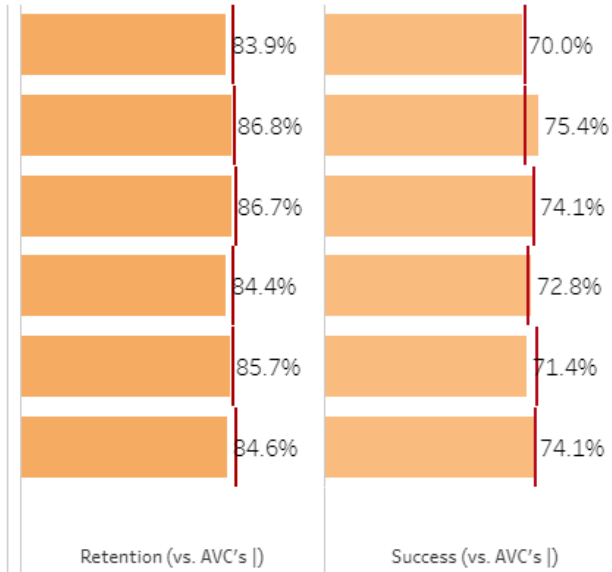


Terms
(Multiple values)

Headcount, Credit Courses Enrollment, Credit FTES



Credit Courses: Retention & Success (vs. all AVC)





2020-2021 Program Review Report

Division/Area Name: Student Equity	For Planning Years: 2022-2023
Name of person leading this review: Rashall Hightower	
Names of all participants in this review: Rashall Hightower, Director of Student Equity Ty Steans, Program Specialist Crystal Garcia, Program Specialist	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission
<p>As Student Equity, we contribute to the district mission by engaging, connecting, and valuing our students and their success by hosting events, implementing programs and activities that nurture, direct, and create focus in their lives both academically and socially giving them a sense of community.</p> <p>These programs, events, and activities aim to provide culturally enriching opportunities to enhance literary knowledge, tolerance, historical empathy, and critical thinking to increase student persistence, academic grit, student success, and completion.</p>
1.2. State briefly program highlights and accomplishments

The Student Equity Office received \$1,994,860.00 designated state SEA funding to address achievement gaps for students in our community that have been institutionally underserved and populations that our institutional research data shows should be our high priority groups on our campus. These funds help to strengthen existing programs, build new programs, and to collaborate with our on and off-campus partners, such as the feeder districts to increase access to higher education.

The Student Equity Office houses and collaboratively helps to facilitate and coordinate (4) student communities:

UMOJA

AVC Umoja is a community and critical resource dedicated to enhancing the cultural and educational experience of African-American and other students. The Umoja community helps students meet academic, personal, and developmental needs. Academic performance is a key factor in developing the Umoja Community. It has reaffirmed the importance of focusing on Student Equity in effort to directly assist the disproportionately impacted student populations on our college's campuses. Umoja community has created a program to aid students to help them achieve their transfer goals, to get them connected to campus, peer to student, faculty to student, and staff to student mentoring to assist in the in's and out's, refer them to resources, and more so they can reach their full potential.

The AVC Umoja Community is intentional and deliberate about the academic success of our Umoja Community, which is why we have required Progress Reports and Umoja Counseling Sessions.

1

During the 2020-2021 academic year, the Umoja Community students that remained enrolled were more persistent than their African American counterparts.

During the Spring 2021 semester (2) staff and (20) students virtually attended the Umoja Spring Conference and (2) Umoja staff attended "Umoja Winter Retreat in the Spring". During the Summer 2021 Semester, (5) AVC faculty and staff attended the Umoja Summer Learning Institute and in the Fall 2021 Semester, (20) students and (2) staff members virtually attended the statewide Umoja Conference, where AVC Umoja Coordinators presented a workshop at the conference. Our Umoja Community was nominated for the Best Event Award.

During the 2020-2021 academic year, our Umoja Community experienced a decline of 86 in the Fall of 2020 and 66 in the Spring of 2021, for a total of 162 Umoja students due to taking a leave from school, dropping out, or withdrawing from college due to reasons affiliated with the COVID-19 Pandemic in Spring 2020.

Due to the COVID-19 pandemic, many of the on-campus/in-person programs and services were modified or temporarily suspended. Though the

Umoja Community was somewhat displaced at the beginning of the pandemic, we've seen the data significantly demonstrate strong retention, completion, and transfer rates for our Umoja students compared to other Black/African American students and the AVC student body as a whole. We have continued to provide a virtual space for our students to access services and the Umoja Village.

Our Umoja Community has had approximately 630 Umoja Students participate in social and academic events that were designed to increase retention for the 2020-2021 Academic Year including, but not limited to, Umoja Porch Talks, Candid Conversations, Alumni Student Panels, Umoja Intensive Workshops, Black Mindfulness, Umoja Book Club: Critical Clapback, Mid-Semester Check-ins, Breathwork, HBCU presentations & events, orientations, Meditation and Affirmation Wellness workshops, Black Authors & Poetry Reading events, Farming While Black-Food. Justice. Family. community event, Steeped in Stigma: Black Mental Health Matters, and more.

Umoja held (3) orientations in the Fall and (2) orientations in the Spring. Umoja Students attended 183 counseling appointments in Spring 2020; 113 counseling appointments in Fall 2020; and 117 counseling appointments in Spring 2021.

Umoja is proud of the many accomplishments that we have achieved with collaborative efforts to close equity gaps. Umoja Community Program is one that has gained traction, momentum, and has seen tremendous success on our campus. With guided efforts from multiple entities on campus, Umoja has focused on increasing access; strengthening course completion rates; preparing students for college level courses; increasing student degree and certificate completion; increasing transfer rates to 4-Year Institutions; and mirroring our staff representation of the communities that we serve.

PLEASE SEE ATTACHED DOCUMENT.

AVC Umoja Community

Fall 2018	Interession 2019	Spring 2019	Summer 2019	Fall 2019	Interession 2020	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021
Active: 375	Active: 95	Active: 275	Active: 119	Active: 354	Active: 103	Active: 455	Active: 371	Active: 229	Active: 215	Active: 103	Active: 160

ARCHES

The AVC At Risk Community for Homeless Educational Services (ARCHES) was created for students who are experiencing homelessness or the aftereffects of homelessness. Students are able to receive targeted support to help with loss of stability and to maneuver through educational spaces as they continue their courses.

During the 2020-2021, over 72 students experienced or faced some type of homelessness. When students connect to the ARCHES Community, they have the opportunity to receive a 'Welcome Kit' that includes relevant information for community resources that provide assistance to those facing a housing crisis. The bags also include toiletries, towels, warming blankets, cooling cloths, and other emergency items.

The Arches Program and Student Life and Services has also had the opportunity to collaborate with The People Concern, Penny Lane, Volunteers of America, and Valley Oasis to host a case manager on campus every Wednesday to assist in streamlining the process for those students who need to be placed in housing as soon as possible. In addition to the case manager, there is a Campus Peer Navigator that supports students experiencing homelessness and housing instability to connect to on-campus and community-based resources; access temporary or permanent housing outside of Coordinated Entry System Transitional-Aged Youth (CES TAY) (via Problem-Solving) and facilitate entry for eligible students into the appropriate CES TAY population system, as needed.

AVC hosted a Homeless Summit to bring the community together to talk about the alarming rates of homelessness in Antelope Valley. ARCHES was highlighted as support for students here on campus with a nod to the Hearts & Hand Pantry, Dress for Success Clothing Closet, along with the support from faculty & staff. Our ARCHES, Guardian Scholars, and Focus 180 communities of students have an opportunity to attend collaborative orientations to protect their privacy, as well as, to get connected to resources and build a community of learners.

GUARDIAN SCHOLARS

The Guardian Scholars Program was created to support students who are current or former foster youth here in Antelope Valley. Statistics show that less than 4% of students who are current or former foster youth graduate with a degree or certificate. With the support of Student Equity funding and the Pritzker Foster Care Initiative Grant, Guardian Scholars has widened the breadth of service to encompass the 1,380 Guardian Scholars taking courses on our campus.

AVC hosted the Game of Life, which was an outreach and awareness event for students both here at AVC, but also in the community. This event was an opportunity for foster youth students to look at future decisions, including financial awareness, educational support, housing, and career exploration. In collaboration with Student Life and Services, Project Blue is hosted on our campus each May. Yearly, we have a combination of community, UCs & CSUs and AVC campus partners come together to reinforce the importance of education, as well as, offer support for our Guardian Scholars as they transition.

Implementation of the Guardian Scholars Mentor Program has created an opportunity for students in this special population to connect and share experiences to aid in the success of all students. Mentor Mondays has been a great icebreaker for students to connect and build rapport with their

mentees. Guardian Scholars have also had the opportunity to attend leadership conferences to learn more about the resources in the community, but to also learn about the importance of self-care and understanding.

3

Guardian Scholars participate in Independent City yearly. Independent City is a hands-on living scenario. An imaginary city where youth get a glimpse of real life by processing through life like activities. Independent City is a program facilitated by the AVUHD, Independent Living Program and community partners. The goal of the program is to help eligible youth transition from foster care back into their community, gain independent living skills, and become successful adults.

During the Spring 2021, due to COVID-19, Guardian Scholars were offered additional resources from our community partners that supplied students with laptops, Wi-Fi-hotspots, and cellphones at no cost to them.

FOCUS 180

The Focus 180 Community and program is geared to aid through intentional, integrated, and welcoming educational and related services that span the institution and the Antelope Valley community, with the aim being to improve the educational attainment and reentry success of individuals who have been incarcerated. The mission of Focus 180 is to create opportunities for exploration and to foster the skills necessary to translate college experiences into meaningful and successful careers and lives.

In further establishing this program and community we currently outreach to recent parolees at our local parole office in Lancaster, CA. Additionally, we are working with current community and social justice advocates to provide resources to this population; which includes, but not limited to: health services, preventative health screenings, mental health advocacy, housing referrals, resume review and job search preparation, mock interviews, the Dress for Success clothing closet, the Hearts and Hands food pantry, and financial aid advising.

Recently, this program has collaborated with the ARCHES, and Guardian Scholars population to conduct a Welcome Orientation for our new students to make them aware of the services that we provide; while also giving them an in-depth look at the resources they qualify for and the benefits of being an AVC student. The students received backpacks filled with valuable school supplies, were able to sign-up for different programs and services on the spot, and were able to receive the textbooks needed for their classes, that same day.

In looking towards the future of this program, we envision a community of formerly incarcerated individuals rallying around those who are/were recently released and paroled. These current and successful students would be peer mentors to help them navigate the community college system, to ensure that they stay on track and are not lost in the judicial system.

Due to the COVID-19 pandemic, many of the on-campus/in-person programs and services were modified or temporarily suspended. Our office conducted a series of student engagement activities which included: emails, phone banking, social media engagement. We provided our current and potential students with information on essential needs programs and services such as the Hearts & Hands pantry, student health services, and more.

Although there has been a decline in enrollment, our Focus 180 students seemed to have found solace with one another and have built a loving and encouraging community albeit virtually.

The Student Equity Office facilitates and coordinates other student services programs,

events, and activities: FACULTY - STUDENT HIGH ENGAGEMENT

4

The Faculty-Student High Engagement (FSHE) program funded by the AVC Student Equity Office has created a unique opportunity for adjunct faculty to offer Faculty-Student High Engagement activities that support and enhance student learning. This funding allows adjunct faculty to be paid for engagement activities that support and enhance student learning and increases student success. The origin of this program began with a simple question being posed at the Student Equity Committee meeting; “How do we increase engagement of our students and faculty in ways that are meaningful, strategic, and measurable for student success and close equity gaps?”

FSHE gives adjunct faculty members an opportunity to develop activities that allow students the ability to connect outside of the classroom, have a deeper understanding, and enhanced learning opportunities. These opportunities include, but are not limited to workshops that focus on strengthening negotiation skills and bartering; clothing and textile selections; art appreciation; accounting principles; strengthening use of the English language, and more! These events and activities exposed students to new experiences and ideas that they may not have attended on their own; or even known they would be interested in, all while increasing student academic achievements in the classroom.

Due to the COVID-19 pandemic, many of the on-campus/in-person programs and services were modified or temporarily suspended. As of the Summer 2020 term, the Faculty-Student High Engagement was placed on a temporary hiatus due to funding restraints and decreased faculty participation.

LAPTOPS TO LEARN

The Laptops to Learn program was implemented to address the technological needs of our varied student populations. The premise of this program was to provide laptops and desktop computers free-of-charge to students who do not own a laptop or desktop in order to increase their access to education. Additionally, this program supports students who are also parents and have difficulty accessing our campus and public libraries and computer labs. This program was also created to continue building equity in conjunction with the current Books H.E.L.P. and Campus Connect Bus Pass programs.

Due to the number of computers donated from AVC, the number of applications vastly outweigh the approvals to students served ratio. This number

varies based on available inventory, equity gap ranking, and student need.

In the 2018-2019 academic year, the Student Equity Office reviewed 788 applications, and approved 366 applicants. Of those approved, approximately 77 computers were distributed during the spring 2019 semester and 130 computers were distributed during the fall 2019 semester. In our spring 2020 semester, the Student Equity office reviewed over 660 applications, approved approximately 229 of those applicants, and distributed 123 computers.

Due to the COVID-19 pandemic, many of the on-campus/in-person programs and services were modified or temporarily suspended. In the Fall 2020 semester, AVC placed Laptops to Learn on hiatus, and in collaboration with the Information Technology Services, implemented the Computer Loan Program which provided ALL students that applied, were registered for classes (a minimum of 6 units) and in need, Chromebook laptops and Mobile Hotspots. However, as we move forward we anticipate the program being reinstated.

SEMESTER	Spring 2019	Fall 2019	Spring 2020	Fall 2020
APPLIED	730	788	668	
APPROVED	366	130	229	

STUDENTS SERVED	77	58	123	
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AVC CAMPUS CONNECT

Antelope Valley College has teamed with Antelope Valley Transit (AVTA), Kern Transit, and AV Air Quality Management District (AVAQMD) to increase access to AVC Campus for students. This program allows students to get to Lancaster campus classes as well to the new Palmdale Center location. The pass is valid on all local AVTA and Kern Transit bus routes for the duration of the semester and/or month determined by required program qualifications. Students who reside in Kern County are able to request both transit line passes.

During the 2020-2021 academic year, AVC Campus Connect had a combined total of (2,491) for both AVTA and Kern Transit online applicants of which (529) were approved. (524) Students applied for the AVTA Campus Connect Pass and (150) Students applied for the Kern Transit Pass.

Due to the COVID-19 pandemic, many of the on-campus/in-person programs and services were modified or temporarily suspended. We maintained collaboration with AVTA & Kern Transit to be able to provide and retain access for our AVC Campus Connect students. AVTA was able to provide an alternate pick-up location for passes and created an online pass to eliminate the physical tap card for those students who opted-in.

AVTA Bus Passes

SEMESTER	Fall 2018	Intersessi on 2019	Spr ing 201 9	Summ er 2019	Fall 2019	Intersessi on 2020	Spr ing 202 0	Summ er 2020	Fall 2020	Sprin g 2021	Summ er 2021	Fall 2021
Applied	658	144	518	241	705	125	572	500	108	65	62	289
Semest er Approv als	251	117	415	117	527	94	411	475	103	61	49	282
Monthly Approvals	45		45		61		32		NA	NA	NA	NA

Kern Transit Passes

SEMESTER	Fall 2019	Intersession 2020	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021
Applied	53	36	97	98	28	23	23	104
Approved	22	7	21	3	7	3	3	21

STUDENTS RAISING CHILDREN (SRC)

In collaboration with AVC Child Development Center (CDC), AVC Student Equity is sponsoring child care for AVC student's. The Student Raising Children (SRC) Childcare Program offers support for access for students with children. This program is in its 5th year of implementation. SRC has been able to streamline processes and offer more study and travel time for parents to attend engagement activities, as well as, online courses. During the 2020-2021, academic year the program was scaled down from its partnership with the Child Care Resource Center and CDC due to budgeting needs. The program currently supplements childcare spots on campus for the CDC Program.

BOOKS H.E.L.P. (GENERAL)

Books H.E.L.P. was created to support students who are struggling with course completion and persistence. In the 20-21 school year, Books H.E.L.P. has grown to encompass Basic Skills Reading and to offer support for the Read to Succeed Program initiated by Rhetoric and Literacy. Books H.E.L.P. distributes books to students throughout the semester for 16-week, 12-week, 10-week, and 8-week courses in most disciplines that are not Basic Skills. Books H.E.L.P. uses Tableau to strategically purchase textbooks for CRN's who have priority populations that are not meeting student success achievement benchmarks.

In addition to supporting the larger campus community, Books H.E.L.P. also supports SOAR 5th and 6th year students with textbooks. Due to the increase in the cost of textbooks, Student Equity has supported faculty's decisions to move towards Open Educational Resources and are considering the support of textbook supports such as access codes for critical classes.

This program serves students at Lancaster Main Campus, Palmdale Center, Lancaster State Prison, and our Distance Education students, as well as, collaborates with the Office of Students with Disability to make textbooks accessible to students.

* Data for this program's success rates and demographics are attached in Section 5.

BOOKS HELP (BASIC SKILLS)

Books H.E.L.P. offers support to Basic Skills courses like ENGL 100A, MATH 001, & all of the Reading courses on campus. With the success of the program, Books H.E.L.P. Basic Skills has been able to grow to offer support in the Summer and Intersession semesters courses, as well.

By streamlining processes Book H.E.L.P. Basic Skills has increased capacity significantly and supports 16-WEEK, AND 8-WEEK CLASSES distribution, if applicable. In recent years there has been a large increase for the cost of books due to new book orders from new requests, updated editions and MLA updates.

This program serves students at Lancaster Main Campus and Palmdale Center students, as well as, collaborates with the Office of Students with Disability to make textbooks accessible to students.

Fall 2018	Intersession 2019	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021
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7

2,360	532	1,475	654	1,596	955	338	800	442	443	731
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SCIENTIFIC CALCULATOR LOAN PROGRAM

In response to a faculty Student Equity grant proposal, Student Equity purchased (200) TI-84 Scientific Graphing Calculators. The success of the program was so overwhelming that an additional 500 calculators were purchased through Student Equity and First Year Experience. Student Equity received requests from over 14 sections of faculty to request for their CRNs to participate in the program.

MATH 001 ACCESS CODES

In response to a faculty Student Equity grant proposal, Student Equity began purchasing access codes for Math 001. This self-paced math section allowed for students to move more quickly through the math series and in-turn completing their requirements at AVC at a quicker pace. When this project began, it included the courses Math 102C, 102D, 102E and 102F.

Student Equity distributes an average of 300-500 math access codes per semester depending upon enrollment.

STUDY JAMS

The Study Jams program is a means for students to receive assistance from campus tutors and faculty. These sessions are twice per semester, and are usually held the week before midterm and final exams. This ensures that the information is fresh in the minds of all of the students as they prepare to take their exams for their various subjects, while receiving assistance from peer tutors on the subjects they are struggling with. The sessions usually begin at 9 am and last until 5 pm in efforts to serve both day and evening students. Students have the ability to drop in throughout the day and work with tutors and faculty for various subjects. While the students are studying, the venue boasts healthy snacks to curb hunger and boost brain-flow, supplies to better enhance their studying ability, and a quiet environment free of external distractions.

Since its inception in the 2016-2017 school year, the Study Jam program has served an approximate total of 2,500 students at both our Lancaster and Palmdale locations.

The Study Jams program aims to continue serving our student populations, in previous pre-pandemic semester we hosted Off-Campus Study Jams at family-friendly locations such as Imagine City and Playmazing. This worked to assist the students that are parents, and allow the parents a quiet location to study while their children are playing in a safe location.

Due to the COVID-19 pandemic, many of the on-campus/in-person programs and services were modified or temporarily suspended. During the pandemic, we changed the modality of the Study Jams program to accommodate students' needs virtually. In collaboration with the Learning Center and First Year Experience, we were able to offer Virtual Midterm and Finals Study Jams. This collaboration allowed for students to study together virtually in study breakout rooms on Zoom with the assistance of faculty and tutors. Although these services were provided, we experienced a steep decline in participation of students in attendance.

CANDID CONVERSATIONS

The Candid Conversations program allows for students, faculty, and staff to join us for open discussions about current events and topics. These sessions occur every third Thursday of the month, and topics in the past have included: Civil Responsibility, Domestic Violence Awareness, Voter Turnout, Black Facts, Surviving and Thriving in the Pandemic, Debunking Stereotypes Surrounding Indigenous People and more!

The Candid Conversations program continues to aim to have these thought-provoking conversations, and is moving forward towards having more speakers and presenters from on and off campus to elaborate on their given topics that are critical and vital to our campus community.

Due to the COVID-19 pandemic, we had to change the modality of the Candid Conversations program to virtual events, but as the campus has moved to a hybrid modality Candid Conversations are now offered both in person and online.

HISPANIC SERVING INSTITUTIONS (HSI) TOURS

Due to the DI rate for non-transferring students to a 4-Year Institution, we have taken the initiative to create opportunities for students to attend Hispanic Serving Institutions (H.S.I.). This tour allows students who have a commitment to complete transfer and/or graduation requirements to learn about other universities that are deemed Hispanic Serving Institutions and have a focus on serving Hispanic Students. It allows students an opportunity to gain knowledge on how to navigate and connect with each university visited. It helps students to identify resources and understand how to select a university outside of their known experiences.

Due to the COVID-19 pandemic, many of the on-campus/in-person programs and services were modified or temporarily suspended. In efforts to continue to encourage transfer Student Equity has provided our students with information and links to virtual HSI tours, workshops, and webinars, as well as, worked with the transfer center to encourage student participation in virtual tours.

SEMESTER	Summer 2019
Applied	45

Approved	20
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Due to pandemic and virtual tours being encouraged, there is no new data to report.

HBCU (HISTORICALLY BLACK COLLEGES AND UNIVERSITIES) TOURS

Due to the DI rate of Black Male students not transferring to a 4-Year Institution, we have *historically* taken the initiative to create opportunities for students to attend a Historically Black College and Universities (HBCU) Tours; hosted the HBCU Caravan on our campus; and have taken students to the HBCU College Fair at the A2Mend Conference. Our campus strategically markets our transfer fairs and when university reps are on our campus or virtually available for students to talk to. We have collaborated with various universities to host workshops on application completion; writing personal statements; and how to get scholarships for transfer.

In 2016, (20) students from Antelope Valley College participated in a Historically Black College and University Tour. Each year following the Student Equity Office has

sponsored students to attend this trip in efforts to close equity gaps for transfer. In 2019, students visited 14 campuses over 8 days and were given the privilege to engage with White House Staff, judicial law judges, and elected officials over dinner. Students were also afforded the opportunity to tour the Smithsonian African American Museum in Washington, D.C. Student Equity partners with the Chancellor’s Guaranteed Transfer Agreement Program in linking students to HBCU’s that guarantee admission to California Community College students with a minimum of a 2.0 GPA and 30 transferable units.

In addition to taking students on the HBCU Tour, Student Equity also hosted the HBCU Caravan on our campus for two consecutive years, expanding the opportunity for community members, students from the local feeder school districts, as well as, AVC students to come and interact with partner schools.

Due to the COVID-19 pandemic, many of the on-campus/in-person programs and services were modified or temporarily suspended. While we were not able to offer these services in person to our students, students were able to attend virtual trainings, webinars, and panels on how to get scholarships, write their personal statements, and apply for HBCUs through our collaboration with the California Guaranteed Transfer Agreement Project and to attend virtual HBCU College Fairs at the Umoja and A2Mend Student Conferences in efforts to continue to encourage transfer.

HBCU TOURS

SEMESTER	Spring 2018	Spring 2019	Spring 2020
Applied	88	83	83
Approved	20	20	25

UMOJA GRADUATION CELEBRATION

Due to pandemic and virtual tours being encouraged, there is no new data to report.

Umoja Graduation Celebration is a pre-commencement celebration to honor students who through unyielding determination have successfully completed an Associate’s degree or a certificate program from Antelope Valley College. This ceremony is representative of African and African American culture and heritage. It embraces the values of community and scholarship and culminates with a Kente Stole presentation. This is a special celebration, but does not replace official Antelope Valley College Commencement ceremonies.

The Kente Stole is native to Ghana and was developed in the 17th century by the Ashanti people. It has its roots in a long tradition of African weaving, dating back to about 3000 B.C. Often reserved for royalty, the stole is a visual representation of history, philosophy, ethics, oral literature, religious beliefs, social values and political

thoughts.

This is a celebration for graduates to be recognized for their accomplishments and provided an opportunity to honor significant people who have helped them achieve their goals. Students are honored together in one setting and their families also have the opportunity to celebrate their hard work and dedication.

Due to the COVID-19 Pandemic Student Equity held its second Drive-Thru Umoja with Graduation Celebration with 18 participants in 2021.

LATINX GRADUATION CELEBRATION

AVC Latinx Graduation Celebration is a pre-commencement celebration to honor students who through unyielding determination have successfully completed an Associate's degree or a certificate program from Antelope Valley College. This diverse and intimate, English/Spanish bilingual ceremony is representative of Latin and Latin American culture and heritage. It embraces the values of community and scholarship and culminates with a Zarape Stole presentation. This is a special celebration, but does not replace official Antelope Valley College Commencement ceremonies.

10

This is a celebration for graduates to be recognized for their accomplishments and provided an opportunity to honor significant people who have helped them achieve their goals. Students are honored together in one setting and their families also have the opportunity to celebrate their hard work and dedication.

Due to the COVID-19 Pandemic Student Equity held its first and second Drive-Thru LatinX Graduation Celebration with 19 participants.

Student Equity Programs Graduation Celebration

The Student Equity Programs Graduation Celebration is a pre-commencement celebration to honor students who through unyielding determination have successfully completed an Associate's degree or a certificate program from Antelope Valley College. This is a celebratory event to create acknowledge and honor the milestones completed by students in marginalized and disproportionately impacted groups.

Due to the COVID-19 Pandemic, Student Equity held its second joint Drive-Thru Graduation Celebration for A.R.C.H.E.S.(2), Guardian Scholars (12), and Focus 180 (4) with a combined total of 18 participants.

Write it Right Wednesdays and Creative Writing Workshops

Student Equity and the AVC Umoja Community has collaborated and contracted with spoken word artist, Brandon Alexander Williams, a modern-day griot to bring students to a consciousness of the power of their words, a love for the English language, and using their creative skills to further their education and increase student success, engagement, and to increase black male representation and student engagement on the Antelope Valley College campus.

Write it Right Wednesdays is a virtual Open Mic series for poets, MCs, singers, and artists alike. Hosted by decorated All Def Poetry spoken word artist, @BrandonAlexanderWilliams. Students are encouraged to participate with their own writing, spoken word, etc. pieces in the live sessions. Authors of the best poems, raps, songs, and short stories gathered from the series will have the privilege to be **published** "The Antelope Valley College Artist: Volume One" anthology.

The Creative Writing Workshops are a collaboration with Brandon Alexander Williams, Student Equity, AVC Umoja Community, Rhetoric and Literacy, English, and Communications Faculty to increase student success in writing and English courses. These sessions are held on campus and open to all students to participate.

Write it Right Wednesdays will be on Zoom and Streamed Live on our AVC Umoja Facebook Page.

NACCC - CAMPUS CLIMATE SURVEY

Student Equity has created a collaboration with the University of Southern California to conduct a campus climate survey. The purpose of the survey is to help guide the campuses in meeting the needs of our high priority students.

In addition to the programs and services offered, Student Equity sponsors and takes students to student conferences.

Student Equity Office hosts several large campus events annually including the Women’s Symposium, Umoja Day, the Equity Retreat, and a professional speaker series that focuses on Equity issues. Due to the Pandemic some of these events were postponed but are slated to return in the Spring 2021 Semester.

Student Equity Office collaborates with various programs across campus to support programs such as, the Campus-wide Reading Initiative, Read-to Succeed; the Law Scholars Program; Loaner Computers in the Library; the Office of Students with Disabilities; the Transfer Center; the Prison Program; the Veteran’s Resource Center; the Dreamers’ Center; the Job Placement Center Pool of Student Employees; the IMC Library; the SOAR Ethnic Studies Library and Cultural Trips; the Arts and Humanities Festival; the Knowledge Bowl; Friendsgiving; and the Palmdale Campus.

In addition to these collaborations, Student Equity participates in the Mid-Semester Check-in; Counseling Fair; Welcome Week; Summer Bridge; Summer Bootcamp; Student Success Kick-off; Hispanic Heritage Festival; and many other programs.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an “X” if checkbox is unavailable.	
X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications

<p>X Creative, Critical, and Analytical Thinking</p>	<p>X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p> <p>X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>
<p>X Community/Global Consciousness</p>	<p>X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.</p> <p>X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.</p>
<p>X Career and Specialized Knowledge</p>	<p>X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.</p>
<p>1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.</p>	
<p>X Goal 1: Commitment to strengthening institutional effectiveness measures and practices.</p>	
<p>X Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.</p>	
<p>X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.</p>	
<p>X Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools.</p>	
<p>X Goal 5: Align instructional programs to the skills identified by the labor market.</p>	

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

The Student Equity and Achievement report provided us with critical data to review and assess our campus growth and areas that need improvement in relationship to equity. You will find the data related to that report listed at this link:

https://www.avc.edu/sites/default/files/Antelope_Valley_College_2018_19_SEA_Annual_Report.pdf

Student Equity in collaboration with USC completed the NACCC campus climate survey. The results of this survey can be found at: <https://www.avc.edu/administration/organizations/equity>

The Student Equity Office also noticed a significant decline in student participation in programs and services due to limited access to resources during the COVID-19 pandemic. AVC experienced a drop in enrollment which resulted in program participant decline. In addition to these factors, 90% of Student Equity and Achievement funding was also deferred which caused a large impact on how programming is implemented. Many of the Student Equity programs were placed on temporary hiatus or scaled back to accommodate the fiscal restrictions.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Student Equity creates a positive, informative, and enriching atmosphere where students are engaged and involved; and staff is able to identify and provide resources when needed in order to foster academic success with a multicultural and equity lens. Staff is creative and flexible and thinks outside of the box to serve students in innovative ways that shift at a moment's notice to best serve students.
Weaknesses	Student Equity will continue to increase engagement with students in high priority populations who do not self-identify as in need of resources. We will also collaborate with Marketing to more efficiently alert students to resources and benefits available to them throughout the campus. Additional weaknesses are the lack of technical/data/research staff to help identify these populations and to adequately track our data and student engagement.

<p>Opportunities</p>	<p>Student Equity intends to continue to provide the support and services to empower students to successfully complete academic endeavors with all needed resources. This will be done through collaboration with on and off-campus partners.</p> <p>Student Equity will continue to offer opportunities for fresh ideas to be manifested and realized from all areas of the campus and community, including students, staff, faculty, and partners.</p>
<p>Threats</p>	<p>Student Equity faces the threat of not being able to adequately serve the number of students that need our services due to staffing needs. The Student Equity Office was formed in 2015 and grew exponentially within a short period of time and in its formation the needs of the program were not fully recognized. Due to this, staffing of the office was not created at the level that the current work expectations require. Student Equity staff perform at the level of Program Coordinators and a job study needs to be done to properly classify the work that the staff is completing. Additionally, Student Equity programs need the support of additional clerical staff in order to properly maintain demands of the programs and services offered.</p> <p>Additional threats for Student Equity are campus stagnation and campus apathy with the mindset that <i>“things have always been done like this”</i>. Student Equity has partnered with the University of Southern California to complete a Campus Climate Survey in efforts to do a self-study of our campus to see how we may better meet the needs of our student population.</p>

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

Student Equity is making adequate progress in the achievement of the goals set forth. With collaborative efforts to finance the programmatic and service needs across the campus and to provide meaningful and intentional services to high priority populations.

With the increased focus by the state on foster youth and homeless students as a priority population, we have increased our community collaborations and leveraged our influence to impact on these communities in a great way. These collaborations with Student Equity and Student Life have increased AVC's position as a pinnacle resource for the Valley. Our partnerships with community support agencies assist in creating a holistic model of success for our students.

We have worked collaboratively across many lines to ensure that students are knowledgeable about their resources and benefits. This is evident by the increased usage of programs and services offered through the Student Equity Office. We continue to broaden the scope of work and commitment to student success in the classroom and beyond.

All of our students through student engagement opportunities are encouraged to participate in leadership, student government, clubs, special programs and services; events and activities to support their academic goals and respond to the holistic approach of wrap-around services that contribute to their success.

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

We continue to make progress towards past program review goals, to include the creation of the Umoja Village and Lab, which is a place where Umoja students can obtain the support, resources and community they may need to be successful. Student Equity has increased resources available to our students through collaboration throughout Student Life and Services and other on and off-campus partners.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
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<p>1. To improve student success by closing equity gaps through programs and services offered to students.</p>	<p>Commitment to strengthen Institutional Effectiveness measures.</p> <p>Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.</p> <p>Advance more students to college-level coursework-Develop and implement effective placement tools.</p> <p>Community/Global Consciousness.</p>	<p>To close equity gaps on our campus and provide students with resources for student success.</p>	<p>Review of current programs with IR and external surveys to ensure effectiveness of programs and to determine additional program development that is needed.</p>
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<p>2. To provide students access to programs by streamline the Student Equity Program application process and procedures with the use of technology to deliver information and services to students in a timely manner.</p>	<p>Commitment to strengthen Institutional Effectiveness measures</p> <p>Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.</p>	<p>Increasing effectiveness and efficiency of application processes through the use of technology.</p>	<p>Review processes that students utilize to gain services and participate in programs. Use technology to create collaborative applications processes.</p>
<p>3.To improve student success by increasing support and infrastructure of Guardian Scholars: Foster Youth Program.</p>	<p>Commitment to strengthen Institutional Effectiveness measures.</p> <p>Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.</p> <p>Career and Specialized Knowledge.</p>	<p>To close equity gaps on our campus and provide students with supportive wrap-around services for student success.</p>	<p>Collaboration with students, staff, faculty, and other departments to create a more robust program that addresses the increasing needs of our Foster Youth at AVC. Partnerships with community agencies and foundations for additional resources and funding to support student academic and life success.</p>

	Community/Global Consciousness.		
4.To improve student success by increasing support and infrastructure of AVC's Umoja Community and Village/Lab.	<p>Commitment to strengthen Institutional Effectiveness measures.</p> <p>Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.</p> <p>Community/Global Consciousness.</p> <p>Creative, Critical, and Analytical Thinking.</p>	To close equity gaps by providing culturally relevant programming and resources.	<p>Provide professional development for faculty and staff interested in the creation and participating in the Umoja Program. Expansion of faculty and classroom support with culturally relevant resources to teach students in the Umoja Program. Increase of other culturally relevant programming and resources for African American Students and others connected to the diaspora. Empower students to celebrate diversity and transform their lives and those of others.</p>
5. To improve student success by supporting a thriving Puente Program.	<p>Commitment to strengthen Institutional Effectiveness measures.</p> <p>Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.</p> <p>Community/Global Consciousness.</p> <p>Creative, Critical, and Analytical Thinking.</p>	To close equity gaps by providing culturally relevant programming and resources.	<p>Provide professional development for faculty and staff interested in the creation and participating in a Puente Program. Expansion of faculty and classroom support with culturally relevant resources to teach students in the Puente Program. Increase of other culturally relevant programming and resources for Latinx Students and others connected to the diaspora. Empower students to celebrate diversity and transform their lives and those of others.</p>

<p>6. To improve student success by collaborating with programs and the community to bring diversity and culturally relevant dialogue and performances to AVC.</p>	<p>Commitment to strengthen Institutional Effectiveness measures.</p> <p>Community/Global Consciousness.</p> <p>Creative, Critical, and Analytical Thinking.</p> <p>Communication.</p>	<p>To close equity gaps by providing culturally relevant programming and resources to our campus and the greater Antelope Valley Community.</p>	<p>Expansion of the team that assists to shift the community focus to being more equitable and that collaborates to bring culturally relevant programming to Antelope Valley College. Utilization of the Student Equity Committee to recruit more campus engagement in the ensuring of a more equitable campus.</p>
<p>7. To improve student success and retention by providing students with access to resources such as textbooks, transportation, technology, child care, food, clothing, school supplies, hygiene products/services, and other wrap around services.</p>	<p>Commitment to strengthen Institutional Effectiveness measures.</p> <p>Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.</p> <p>Community/Global Consciousness.</p> <p>Career and Specialized Knowledge.</p>	<p>To close equity gaps on our campus and provide students with resources and supportive wrap around services for student success.</p>	<p>Collaborate with programs across campus and reduce the number of duplicated services. To provide effective training in those departments that provide similar services to help enhance all programming to be done through an equity lens.</p> <p>Collaboration with community organizations and resources to provide more robust benefits to our students.</p>
<p>8. To improve student success and retention by increasing the staff of Student Equity Office to support the Programs offered by Student Equity, including, but not limited to Books H.E.L.P., Umoja and Puente Programs.</p>	<p>Commitment to strengthen Institutional Effectiveness measures.</p> <p>Creative, Critical, and Analytical Thinking.</p> <p>Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.</p> <p>Communication.</p>	<p>To close equity gaps on our campus and provide students with resources for student success.</p>	<p>A review of program staffing needs that focuses on effectively serving students.</p> <p>By doing so providing additional depth to the work that is being done and to increase analysis and use of data to evaluate the programs offered and to more effectively tell the story of equity campus-wide.</p> <p>Review of Student Equity facilitated programs for correct placement on campus and fiscally supporting positions in the</p>

			appropriate divisions.
<p>9. To improve student success and retention by establishing a thriving Focus 180 (Formerly Incarcerated Students) Program and Community.</p>	<p>Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.</p> <p>Commitment to strengthen Institutional Effectiveness measures.</p>	<p>To close equity gaps on our campus and provide students with resources and supportive wrap around services for student success.</p>	<p>Building a community of learners with mentors and supportive services that focus on positive affirmations and de stigmatization our student populations that struggle with institutionalized mindsets.</p> <p>Provide professional development for faculty and staff interested in the creation</p>

	<p>Advance more students to college-level coursework-Develop and implement effective placement tools.</p> <p>Community/Global Consciousness.</p>		<p>and participating in the Focus 180 Program.</p> <p>Expansion of faculty and classroom support with culturally relevant resources to teach students in the program.</p> <p>Increase of other relevant programming and resources for formerly incarcerated students.</p> <p>Empower students to celebrate transformation in their lives.</p> <p>Partnership with the current off-campus prison program for those students that are currently in our program at the California State Prison, Los Angeles County, and recently released. Assistance finding work opportunities and internships.</p>
<p>10. To better prepare students for course completion and student success by increasing participation in the Faculty-Student High Engagement Program that will enhance students' AVC experience and increase completion rates.</p>	<p>Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.</p> <p>Commitment to strengthen Institutional Effectiveness measures.</p> <p>Advance more students to college-level coursework-Develop and implement effective placement tools.</p> <p>Community/Global Consciousness.</p> <p>Career and Specialized Knowledge.</p> <p>Creative, Critical, and Analytical</p>	<p>To close equity gaps on our campus and provide students with resources for student success.</p>	<p>Recruit adjunct faculty members from academic disciplines that have increased equity gaps in completion rates for student populations that are identified within our equity gaps.</p> <p>Marketing the benefits of increased student engagement to all adjunct faculty across all disciplines to encourage participation in the program.</p> <p>Marketing the benefits of the program to students that are flagged for early intervention, P.R.I.D.E., and special populations that data shows may need increased support in these academic disciplines.</p>

	Thinking.		
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	Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services. Communication.		
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<p>11.To improve student success and retention of students</p> <p>experiencing housing instability by providing additional resources to our ARCHES (At Risk Community for Homeless Educational Services) Program.</p>	<p>Commitment to strengthen Institutional Effectiveness measures.</p> <p>Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.</p> <p>Career and Specialized Knowledge.</p> <p>Community/Global Consciousness.</p>	<p>To close equity gaps on our campus and provide students with supportive wrap-around services for student success.</p>	<p>Collaboration with students, staff, faculty, and other departments to create a more robust program that addresses the increasing needs of our homeless students at AVC.</p> <p>Partnerships with community agencies and foundations for additional resources and funding to support student academic and life success.</p>
<p>12. To better prepare students for their academic career by</p> <p>increasing student services that are offered by Student Equity to our online and distance learners.</p>	<p>Commitment to strengthen Institutional Effectiveness measures.</p> <p>Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.</p> <p>Community/Global Consciousness.</p>	<p>To close access gaps for our students that are distance and online learners by providing services that can be reached through a non traditional modality.</p>	<p>Offering programs and services via Canvas, Zoom, Kahoot, and an AVC app.</p> <p>Delivery of resources via email and mail.</p>
<p>13. To improve student success by increasing tracking and data usage of student engagement with programs and services offered by Student Equity.</p>	<p>Commitment to strengthen Institutional Effectiveness measures.</p> <p>Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.</p>	<p>To increase efficiency of programming by use of data obtained through tracking student engagement.</p>	<p>Creation of mobile application that allows students to connect to Student Equity on a user-friendly platform.</p>

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
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Faculty	(1) Faculty, Counselors, Umoja Program	Repeat	\$94,924.63	Recurring	Rashall Hightower
	(1) Faculty, Counselors, Guardian Scholars Program	New	\$94,924.63	Recurring	Rashall Hightower
Classified Staff	(2) Program Coordinators, Equity	Repeat	\$172,344.00	Recurring	Rashall Hightower
	(1) Program Coordinator, Umoja	Repeat	\$86,172.00	Recurring	Rashall Hightower

	(1) Technical Analyst	Repeat	\$76,491.55	Recurring	Rashall Hightower
	(1) Clerical II, Student Equity	New	\$60,853.26	Recurring	Rashall Hightower
	(1) Case Manager, Special Programs	New	\$86,172.00	Recurring	Rashall Hightower
	(2) Project Supervisor, Student Services	New	\$71,096.36	Recurring	Rashall Hightower
Technology					
Physical/Facilities	Guardian Scholars/Foster Youth Community Space	New	\$50,000.00	One-Time	Rashall Hightower
Supplies	Office and Programming Supplies, Guardian Scholars/Foster Youth	New	\$20,000.00	Recurring	Rashall Hightower

Professional Development	Guardian Scholars/Foster Youth Community Training	New	\$40,000.00	Recurring	Rashall Hightower
Other	Tutors	New	\$25,000.00	Recurring	Rashall Hightower

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>**

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

AVC UMOJA EVENTS

SPRING 2020

1. Umoja Spring Orientation January 23, 2020
2. Umoja Intensive Workshop January 24, 2020
3. Yoga Black Mindfulness February 11, 2020
4. Candid Conversations Back 2 Black Facts February 18, 2020 *
5. Harriet Movie February 19, 2020
6. Mini Orientations February 20, 2020
7. Porch Talk: Vision Board - "Speak It" February 27, 2020
8. Black Knowledge Bowl February 28, 2020 *
9. A2Mend Conference March 4-7, 2020 *
10. Black Violin: Impossible Tour March 7, 2020
11. Transfer to an HBCU: Fall 2020 Transfer Prep Webinar May 14, 2020
12. Student Town Hall May 15, 2020 *

SUMMER 2020

13. Candid Conversations July 21, 2020 *
14. Porch Talk July 23, 2020
15. Finals Study Jam July 27-29, 2020 *
16. Breathwork July 28-30, 2020
17. Open Mic July 31, 2020
18. Umoja Graduation Drive-Thru Celebration August 6, 2020

FALL 2020

19. Candid Conversations September 1, 2020 *
20. Porch Talk September 24, 2020
21. Mid-Semester Check-in October 8, 2020
22. Porch Talk October 22, 2020
23. Umoja Book Club: Critical Clapback November 2, 2020
24. Undocumented and Black: The Hidden Story November 10, 2020 *
25. Candid Porch Talk November 17, 2020 *

SPRING 2021

26. Spring Virtual Orientation January 22, 2021
27. Welcome Back Swag Bag Drive-Thru January 26-27, 2021
28. Porch Talk January 28, 2021
29. Toni Morrison: A Tribute to One of America's Greatest Writers February 5, 2021 *
30. When Academic Preparation Meets Opportunity+ Access February 5, 2021 *
31. The History of HBCU: The Mecca of Black Excellence February 5, 2021 *
32. Our Choice, Our Voice A Panel of CCC to HBCU Transfer February 2, 2021 *
33. Come Visit our HBCU's A Virtual Tour Event February 2, 2021 *
34. Career Fair February 3, 2021 *
35. Attending your HBCU with a Family February 3, 2021 *



AVC UMOJA EVENTS

SPRING 2021

*Umoja Supported Event

36. How to Fund your HBCU Education February 3, 2021 *
37. HBCU Financial Aid Offices Present- ABC's of Fin Aid February 3, 2021 *
38. HBCU Financial Aid Offices Present- ABC's of Fin Aid February 3, 2021 *
39. Breathwork February 4, 2021
40. HBCU Life : Exploring Campus Culture February 4, 2021 *
41. Leading HBCU's in the 21st Century: Presidents Panel February 4, 2021 *
42. CA Clubs, Alumni Assoc, Black Greek Life Presentations February 4, 2021 *
43. Game Day: Black Card Revoked February 8, 2021
44. Game Day: Black Card Revoked February 8, 2021 *
45. Guys Talk with Anthony Ellis February 9, 2021
46. Black Parade: Celebration of Black Musicians February 10, 2021
47. Using Meditation and Affirmations to Improve Health and Wellness February 11, 2021
48. Farming While Black-Food Justice Family Past, Present, and Future February 20, 2021
49. Candid Conversations February 16, 2021 *
50. MLK Jr- The Spirit of a Servant with Jamaal Brown February 16, 2021
51. Black Fashion February 17, 2021
52. Breathwork February 18, 2021
53. Discover Black Authors and Book Reading February 18, 2021

SPRING 2021

54. Porch Talk: Let's Talk About Transfer February 22, 2021
55. The Dream Team: Umoja Alumni Panel February 22, 2021
56. Steeped in Stigma: Black Mental Health Matters February 23, 2021
57. It's a Vibe All about music Dance Party February 23, 2021
58. Black Write Now and Open Mic February 24, 2021
59. 2021 Umoja XVI Conference February 25-27, 2021
60. Her Story Women of AVC Panel: Women's History Month March 17, 2021 *
61. Planner-Geek March 23, 2021
62. Her Story Women of AVC Panel: Women's History Month March 24, 2021 *
63. Porch Talk March 25, 2021
64. Discover Women Authors and Poetry Reading March 30, 2021
65. Her Story Women of AVC Panel: Women's History Month March 24, 2021 *
66. Umoja Drive-Thru Graduation Celebration April 21, 2021
67. Finals Study Jam April 27, 2021 *
68. Juneteenth Celebration June 18, 2021



AVC UMOJA



SPRING 2020

183

FALL 2020

113

SPRING 2021

117

The Total Number of Umoja Students That Attended Counseling Appointments

06.22.2021



2020-2021 Program Review Report

Division/Area Name: : Student Services/ Job Placement Center	For Planning Years: 2022-2023
Name of person leading this review: Dr. Jill Zimmerman	
Names of all participants in this review: Sara Rivas, Ray Betancourt, Erica Reyes,	

Part 1. Program Overview:

<p>1.1. Briefly describe how the program contributes to the district <u>mission</u></p>
<p>The program contributes to the district mission of student support, workforce preparation and economic development, as well as personal enrichment and professional development. The Job Placement Center at AVC supports the district's mission by providing year round resources for employability skills development and career searching services to students and working closely with employers to meet their workforce placement and training needs. The Center works with students in their job readiness development as well as coordinators on campus employment to students who need to enhance their employment skills.</p>
<p>1.2. State briefly program highlights and accomplishments</p>
<p>A program highlight to mention is how Job Placement Center has been able to move into a hybrid format of services in order to meet the needs of job seeker students and employers when the pandemic took a toll on the in-person limitations of the campus. We continued to assist students with job searching and resumes via College Central Network, held orientations and workshops via canvas and zoom, hosted 4 New World of Work Employability Skills workshops virtually, had numerous employers visit classrooms and do presentations virtually, and even held a Job Fair in Fall 2020 virtually via Jobsconnected.</p> <ul style="list-style-type: none"> ● The Job Placement Center (JPC) provides support services to an average of 4,368 students, alumni, staff, and community members who are seeking gainful employment. ● The role of job and career readiness and hands-on employment experience is critical for our students so that they can compete in the job market for high paying positions as close to their completion date and their field of study as possible.

- JPC is responsible for processing all student employees campus-wide through the student worker program.
- Job readiness opportunities include resume writing review and workshops, mock interviews, preparing for career events such as job fairs (in person and virtually), skill assessments and job matching.
- Of the 226 students who registered through the online job search interface, College Central Network (CNN) over the last year, 159 (67%) had approved resumes.
- There were a total of 0 typing certificates in 2020-2021.
- New employers move into the community creating job opportunities for our students.
- JPC is highly sought after by off campus employers as a premiere resource for preparing, screening and providing qualified quality candidates.
- Recruitment successes included Northrop Grumman, The Spaceship Company (SpaceX), Fresenius, UPS, Virgin Orbit, Los Angeles Department of Human Resources for Police Department and Sheriff's Department, to name a few.
- The Job Placement Center has collaborative partnerships with all community career services agencies, both America's Job Centers of California (AJCC) in Lancaster and in Palmdale, Employment Development Department, Greater Avenues to Independence (GAIN), Department of Public Social Services (DPSS), Paving the Way Foundation, Youth Build, New Beginnings, Penny Lane, as well as Antelope Valley Union High School District; and has participated in grants, employer/community organizations and on-campus successes as collaborations.
- JPC Job Placement Specialists participate in California Placement Association and local career services groups such as Job Services Network and Business Services Network to have a further reach with which to connect our students to employers across the local community as well as the state of California and beyond.
- The Job Placement Center conducted 4 New World of Work Workshops in 2020-2021.

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

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.

<input type="checkbox"/> Communication	<p>X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>X Demonstrates listening and speaking skills that result in focused and coherent communications</p>
<input type="checkbox"/> Creative, Critical, and	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of

Analytical Thinking	<p>knowledge and skills.</p> <p><input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>
<input type="checkbox"/> Community/Global Consciousness	<p><input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.</p> <p><input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.</p>
<input type="checkbox"/> Career and Specialized Knowledge	<p><input type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.</p>
<p>1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.</p>	
<p>X Goal 1: Commitment to strengthening institutional effectiveness measures and practices.</p>	
<p>X Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.</p>	
<p>X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.</p>	
<p>Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools.</p>	
<p>X Goal 5: Align instructional programs to the skills identified by the labor market.</p>	

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

The Job Placement Office used the labor market data to assess which markets need employees. Efforts have been made to support local employers and a special relationship has developed with the LA County department of Human resources to establish programs to support their employment needs. Feedback from employers who attend our bi-annual Job Fair provides information that ensures our programming meets the needs of our employer partners. Due to COVID19, the Job Placement Center has seen a decrease in the number of job postings. 2020-2021 The Job Placement Center College

Central Network registrants was 226. There were 159 resumes reviewed. There were 69 new employers registered and 307 jobs were posted. Special efforts are in place to support CTE through Strong Workforce funds. We also held our first virtual job fair in November 2020. In communication with on and off campus employers, the job readiness and soft skills needed by our students was lacking. In response to this, AVC employees that were certified in 2019 to host New World of Work workshops managed to kickoff a series of 4 virtual workshops in 2020-2021.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Even though there has been a significant reduction in the staff of the Job Placement Center this year, the work of helping to get students employed on campus as well as connecting with community employees has been outstanding. The need for trained employees in our community has been a standing practice throughout the CCN program. AVC continues to be a place where our community comes to gain assistance with resume building, interviewing techniques and job orperotutines for both full time and part time employment.
Weaknesses	The significant reduction of the staff in the past few years has hampered the ability to service our community the best we can. The Director retired in 2018 and one of the Job Placement Specialists retired in December of 2020. The Clerical III resigned in 2021. None of these positions have been filled as of yet.
Opportunities	The job Placement Center staff has moved to a virtual format and have used COVID 10 as a way to re-engage with our students and employers. We have taken advantage of using Canvas for on boarding student workers, as well as creating virtual job fairs. We have continued to be engaged with local employers and connecting with our students ready to enter the full time job market.
Threats	COVID 19 affected our work as well as the reduction in enrollment. With the limited staff we are not able to reach our population as much as we would like. The Job Placement Centers are able to meet our students' needs if we had the vacant positions filled.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

In accessing student success, a review of all student worker academic success was analyzed, and it was evident that many student workers were indeed not making academic progress toward their stated degree. An appeal process was instituted to ensure that student workers are being students first. Many students were not allowed to continue working if they did not have a 2.00 GPA, had over **100** attempted units except in extreme situations. This has reduced the number of students that are considered “permanent” and allowed them to move through their academic programs as well as give new students job opportunities.

Through the continued use of College Central Network and the collaborative efforts of Jobs Connected we were successful in our efforts to move career events to a virtual platform in 2020. JPC has plans to slightly modify our bi-annual job fair events to a hybrid format which will allow students and employers to attend virtually or in-person.

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

JPC is still in need of tracking methods and/or software for accurate placement numbers. A major accomplishment has been the Canvas program for on-campus hiring and the orientation video that students can watch to understand the steps that they need to take to be hired on-campus. With the collaboration with HR, we are able to complete the hiring packet in the virtual environment, which allows us to track student progress and we can nudge them in completing the steps when needed.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1 To increase JPC services awareness	SLO #1 and #2	To increase access to resources needed to prepare students for a successful job search.	Bulk uploading on College Central Network to all students by providing an invitation to start JPC process.
#2 Informational presentations and success	SLO #1 and #2	Classroom presentations to be provided on a regular (semester) basis to initiate around the importance of being prepared to compete in today's job market. Students will have developed a network with JPC staff by doing so.	Collaborate with faculty to schedule/ incorporate Job Placement as a part of the syllabus. Work with local businesses to participate in classroom presentations as well as video presentations.
#3 Job Placement Center to align job leads to majors	SLO #1 and OO	To connect students with employment opportunities in their field of study.	Host employer panels quarterly. Schedule employer classroom visits for each discipline.

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Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
<i>Faculty</i>					
<i>Classified Staff</i>					
<i>Technology</i>					
<i>Physical/Facilities</i>					
<i>Supplies</i>					
<i>Professional Development</i>					
<i>Other</i>					

****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>**

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

JPC CANVAS shell 2020-2021-

252 student currently in the JPC Canvas page working on completing the requirements, and of those:

129 have completed all requirements and are awaiting Livescan results,

4 were not approved to work due to unit issues.

40 additional students have completed all requirement, and of those:

240 have had an EPAF submitted and processed for them,

14 SERF's completed for CADETS

Appeals 2020-2021-

Summer 2020: 158 submitted ; 40 denied ; 117 approved

Spring 2021: 96 submitted ; 24 denied ; 72 approved

Total appeals-

submitted: 254

approved: 189

denied: 64

College Central Network registration 2020-2021-

New Registrants: 226

Rew Resumes: 180

Resumes submitted: 266

Employers registered: 69

Job Postings: 307

Typing cert's: 0