



2019-2020 Program Review Report

Division/Area Name: Student Life and Services / Student Life Office	For Years: 2021-2022
Name of person leading this review: Dr. Jill Zimmerman	
Names of all participants in this review: Kamryn Williams, Nancy Blundell, Djata Nyaawie	

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 and 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 assess resources offered 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 5 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 and we have moved to an online format and we have 34 student clubs from 2019-20 and in Fall 2020 we had 17 clubs rechartered. 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 in school supplies and programming such as the Board of Trustees online Candidate forum. SOAR continues to be successful and onboarding students. We are continuing to provide support such as registration support, textbook access, and other planning activities. The highlight for our Basic Needs program is that it has exploded. We 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 are case managed by a local agency called Antelope Valley Partners for Health (AVPH). We have also been conducting a feasibility study on housing, working with developers and with local housing agencies to support our housing insecure and homeless students. The expanded Basic Needs work includes a campus wide working group, a website which links to on and off campus resources, and our adjustments to the drive-thru Marauder Market and Hearts and Hand Pantry. During COVID we have expanded our services to include a grocery card once a month. We also added laundry cards for students in need. Commencement also has been a success even though we had to quickly move to a virtual platform at the last minute in 2020. With over 450 students participating and about 30 faculty and staff sending congratulatory messages, our 2020 Commencement was a

success. SOAR continues to be successful after 14 years, with a record number of students applying to the program. SOAR has an enrollment of 485 students as of Fall 2020 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 their textbooks which is about 700-800 books during Fall and Spring semesters and about 400 textbooks during Summer. Programmatic support to college initiatives include the establishment of the LGBTQIA+ campus wide planning committee, webpage creation, social events, professional development and procedures modification to issues that are important to his community. Administrative support is offered to Read to Succeed, The Law Scholars Program, community agencies connection with 8 MOU for community agencies to be 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 doing is the program for Careers working with Child and Families, These include the Youth Appreachersip and the Home Visitor Appreachership program. This office is also responsible for the annual Clery Report and the new requirement of the annual Voter and Civic Engagement programs and report. For the upcoming year we will be creating the AVC Call Center answers in the process of hiring and training student workers for this important role.

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.

*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.:

Results and statistics reflecting student utilization of Student Life, as well as 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 the online environment with support programs has been a wonderful surprise and our ability to expand our Basic Needs, launch our LGBTQIA+ website, and other online services to support students in their continued education. SOAR success for over 14 years continues to grow. High need and 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 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.
Weaknesses	Lack of marketing and communication out 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.
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 it was a nice program, it lacked the excitement that an in-person Commencement program has had in the past. Additionally, we have been able to expand our community partners to help support our students where they are, all over the valley and not just on campus.
Threats	Reduced enrollment, and technology gaps and 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 not hiring additional staff to support the current and possible future programs.

Part 2.C. Review and comment on progress towards SLO/PLO/OO 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 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 using Canvas. We continue to strive to enhance our student 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. Due to the Swing Space that the Dean of Student Life and Services Office moved into where we were able to expand space for community agencies to co-locate on our campus. This specifically supported our Foster Youth, and our Homeless students. Significant steps in reaching the Basic Needs of our students has 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. We also offer a number of 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. This program based on the numbers of students included 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 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>
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.	Through the connection to clubs, we have provided more leadership opportunities, 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.

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 8 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 better enhance our programs and expand resources. Hire a Program Specialist to support students Basic Needs and coordinate the community agencies. Hire a Clerical III to support the administrative work of the Dean's office and the Division.
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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					
Classified Staff	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	Repeat	2,000	One-Time	Dr. Jill Zimmerman
Physical/Facilities	Space for SOAR textbooks, the new space does not accommodate both Books Help and SOAR programs.	New		One-Time	Dr. Jill Zimmerman
Supplies					
Professional Development					
Other					

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 2019-2020 (see page 7). ASO has created a number of goals, one of them is to be more legislatively involved and they hosted the AVC Board of Trustees Candidates forum, and Voter and Civic Engagement activities. They are

active in the state and throughout the region in addressing student concerns. Last spring our ASO authored a state-wide resolution for peer navigators for homeless students that passed unanimously by all community colleges. They also hosted lunch to Meet Your Legislator” and invited local elected officials to campus. Student clubs have been consistent in the number of clubs 34 with varying degrees of activity. Unfortunately, due to the pandemic, Fall 2020 saw a significant reduction in clubs with only 17 clubs chartering. Having a robust platform for students to be engaged has been challenging. One thing we have accomplished is creating a space for club communication through Canvas pages as well as ASO Canvas page where public meetings are held.

Student Trustee has had the opportunity to go to the conference in August. Unfortunately, for the first time in AVC’s history, the Student Trustee resigned during the month of September in the middle of a Board meeting. A special Board election was held and the new Student Trustee was sworn in during the November Board meeting.

Student Activities Council is the programming arm of the Office of Student Life, and on average approximately 15 programs per semester are held each semester that range anywhere from movies, bingo, Founder’s Day, Halloween, etc. Unfortunately, the data does not show that we have accomplished this in the online environment. Our current programming is focused on mental health, basic needs, and other departments that have provided opportunities for students to connect.

SOAR continues to attract more students and we try to accommodate this with a larger 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 major accomplishments of this year is we continue to clean up the SOAR data of our previous 14 years of students. Currently, there are 452 students enrolled in Fall 2020, 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 and in being in compliance with the Winegard Textbook Law. This 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.

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. The need for more marketing is critical but the bigger issue is the access to campus to pick up in the drive-by format we converted to in March. This drastic change is a topic of conversation for the Basic Needs Committee and how we meet students where they are. A number of other programs have been initiated out of the committee. One is being awarded the grant for the Housing and Homeless Initiative Pilot. AVC was awarded \$700,000 annually for three years to address our housing insecure students. This has brought a number of 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. Other basic needs we have started were creating other 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 providing 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 19th drive-thru market. In past years we have held this at Friendsgiving where over 650 students and employees were able to 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 large dollar amounts are being given to the Hearts and Hands participants. This is able to occur due to a grant the Foundation received to support our students.

The Housing grant has afforded us the opportunity to partner with the City of Lancaster and Antelope Valley Partners for Health in creating 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 are able to continue their education while having stable housing. There are two homes for male students and one home for our female students. A challenge is that we are not able to utilize these homes for students with children and therefore a local hotel has been used for housing until a more suitable option has been arranged. We have provided housing support services to over 40 students since May 2020. We have also hired The SCION Group for conducting a housing feasibility study to assess our current and future housing needs for our students.

Commencement is the celebratory activity of our student’s academic success. In 2019 over 850 students participated in the ceremony with the full capacity of family and friends participating in the stands and we streamed this 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 remote 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.

Others, Throughout the last couple of years, the office of Student Life has taken on additional activities to support other programs for student success. These include the administrative support for Read to Succeed and Law Scholars. We modified the Law Scholars data and moved into a Canvas page so that all faculty who are involved in the program can have equal access to assist in managing the program content. Additionally, a new initiative has been started in Spring 2021 for the Youth Apprenticeship Pathway and the Home Visitor Apprenticeship Program. Other responsibilities that have been taken on by the office include LGBTQIA+ Committee. Accomplishments in this include a committee made up of both 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. Similarly, the Voter and Civic Engagement Committee also has had success in establishing a campus-wide committee, creating a web page, and hosting a number of events to encourage registering to vote and voting participation.

The Clery Report is also the responsibility of this department with significant changes with the Title IX regulations. The Clery Report to be in compliance is being totally rewritten. Communication to prospective students and employees and current students and employees will be disseminated in December.

ASO Data


ASO Hearts and Hands Pantry Numbers	
Fall 2019	289 Students
Spring 2020	254 Students
Fall 2020	48 Students

- ASO Goals 2019-2020
- 1. Increase Student Opportunity for Volunteerism in Community
 - 1. List of Community Service Opportunities
 - Created a National Volunteer Week for students to be informed of volunteer opportunities in the Antelope Valley.
 - 2. Expand the website and host tabling events on how to get involved
 - Updated student profiles and goals of each ASO Officer on the website.
 - Tabling events: Welcome Week, SSK, Cookies and Comments, and Lunch with the Dean, New Student Orientation with FYE.
- 2. Increase Student Outreach and In-reach
 - 1. Outreach to local High School leaders and ASB officers to in-coming students throughout the year and at SSK
 - Will be tabling at SSK to provide information on ASO.
- 3. Increase Campus Pride
 - 1. Unite clubs
 - Created opportunity for clubs to earn money through volunteering at sporting games, hosting a Leadership Workshop for clubs.
 - 2. Increase cleanliness of the AVC Environment
 - 3. Increase Sustainability
 - Supported General Assembly Resolution to limit plastic use on campus.
- 4. Increase Communication
 - 1. Update Website Information
- 5. Increase Student Completion Rates
 - Supported and advocated for the Calendar Change.
 - 1. Higher Student GPA
 - Increase WEPA prints to 40 copies per semester to support student academics..
 - 2. Academic Completion
 - 3. Graduation Options
 - 4. Access to student study areas
 - 5. Add White Boards or Glass Boards in study areas
- 6. Increase advocacy Activities
 - Review proposed Administrative Procedures and Board Policies changes to ASO and the student body..
 - 1. Hosted Cookies and Comments
 - 2. Created Lunch with the Dean Events
 - 3. Hosted an event for two State Legislators to speak to students
 - 4. Sent out a School Wide Email to students informing them of different state legislative bills and how the bills would affect them.
 - 5. Created a Resolution for Spring General Assembly, Housing Peer Navigator, to connect students with campus and local resources.
 - 6. Increased attendance of Student Senate California Community Colleges Region 6 delegate meetings.

- 2018-19 ASO Goals
- Lisa Fragoso led a discussion of the status and completion of ASO goals for the 2018-2019 year. Below are the goals met:
- 1. Increase On-line Visibility
 - 1. Updated ASO website
 - 2. Still making Facebook account
 - 3. ASO advertised on TV screens throughout campus
 - 4. Surveys through emails
- 2. Publicity of ASO and ASO Programs
 - 1. Students asking about ASO through the ASO campaign
 - 2. "Cookies and Comments" events
 - 3. Flyers around campus/emails
 - 4. Establishing microwaves around campus
 - 5. Donations to fire/flood victims
 - 6. "Food Forward" events- ASO totes and stickers handed out during event
 - 7. "Food Forward" event on Palmdale campus
 - 8. Supporting clubs- more clubs and club involvement this year- 35 clubs
 - 9. Scholarship foundation financial donation
 - 10. Alumni Marauder connect Program financial donation
 - 11. Recruitment of officers
- 3. Awareness of ASO
 - 1. Attending SSK- bring awareness of ASO to new and incoming students
 - 2. Wearing ASO shirts/nametags
 - 3. Tabling events to increase awareness of ASO
 - 4. Increased involvement with faculty and attending board meetings
 - 5. Participating in shared governance committee meetings
 - 6. Class announcements/word of mouth
 - 7. More students come into ASO office asking questions about ASO
- 4. Increase effective communication in ASO
- 5. Establish a Puente or Puente like Program
 - 1. LatinX graduation

SOAR Data

Fall 2020 | Ed Goal | New Students



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

Each bar works as a Filter

Cohort Selector

SOAR

Age Groups

Age Group	Other AVC Students	SOAR Students
19 or less	34.2%	100.0%
20-24	32.2%	
25-34	20.3%	
35-44	7.7%	
45+	5.5%	

Gender

Gender	Other AVC Students	SOAR Students
Male	60.6%	63.3%
Female	38.1%	36.1%
Other	1.3%	0.6%

Race/Ethnicity

Race/Ethnicity	Other AVC Students	SOAR Students
Latinx/Hisp.	58.5%	58.6%
White, Non-Hispanic	16.1%	13.2%
African American/Black	12.4%	10.9%
Other/Unknown	4.2%	3.7%
Two or more races	4.5%	5.8%
Asian	3.8%	7.4%
American Indian/AK Native	0.2%	0.4%
Pacific Islander	0.1%	

	Other AVC Students	SOAR Students
Total	12,051	485
Avg. # of Terms	3.9	2.7
Avg. GPA	2.8	3.5
Avg. AVC Earned Hours	38.5	26.6
Completion Rate	78.0%	97.2%
Avg. Transfer Earned Hours	23.0	
Transfer Completion Rate	90.6%	
Avg. Enrolled Units	9.0	5.4
Number of Students	12,051	485

Top 20 Majors

Rank	Major	Other AVC St..	SOAR Studen..
1	Registered Nursing	15.5%	
2	AS-T Business Administration & Business Administration	5.9%	
3	AS-T Biology & Biological Sciences	5.5%	2.3%
4	AA-T Psychology	5.4%	
5	Administration of Justice & AS-T Administration of Justice	5.0%	
6	LAS: Arts and Humanities	1.0%	86.2%
7	Undeclared	3.7%	
8	Aircraft Fabrication&Assembly	2.7%	
9	Child & Family Education	2.5%	
10	AA-T Sociology	2.4%	
11	AS-T Early Childhood Education	2.2%	
12	General Business	2.2%	
13	LAS: Social/Behavioral Science	2.1%	
14	AA-T Kinesiology	2.0%	
15	Mechanical Engineering	1.9%	
16	Radiologic Technology	1.8%	
17	Computer Software Developer	1.6%	
18	Aircraft Fab & Assem Cert	1.5%	
19	AS-T Mathematics & Mathematics	1.4%	
20	Electrical Engineering	1.2%	

Part-Time vs. Full-Time

Category	Other AVC Students	SOAR Students
Full-Time	34%	100%
Part-Time	66%	

AVG.# of Terms

Term Type	Other AVC Students	SOAR Students
Full-Time	2.7	2.7
Part-time	4.5	

Enrolled Units

Units	Other AVC Stud..	SOAR Students
< 3	2.0%	0.6%
3-6	32.5%	74.2%
6.1-9	20.8%	17.3%
9.1-11.9	10.9%	7.8%
12-15	27.3%	
15+	6.5%	

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2019-2020 Program Review Report

Division/Area Name: Student Services/Financial Aid	For Years: 2021-2022
Name of person leading this review: Nichelle Williams	
Names of all participants in this review: Nichelle Williams, Dr. Jill Zimmerman, 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, Kamryn Williams	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>
<p>The Financial Aid Office is imperative to the success of students and the community we serve as a whole. The need for financial aid has increased over the fast five years. (see Figure 1) 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.</p> <p>The Financial Aid Office 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.</p> <p>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.</p> <p>Our office is dedicated to removing the barriers that prevent students from receiving the resources that are needed to be successful. Our office's philosophies are aligned with the Chancellor's Office Vision of Success and will facilitate equal access to any and all students that utilize our services and should be able to navigate the financial aid and scholarship process comfortably and efficiently.</p>
1.2. State briefly program highlights and accomplishments

The Financial Aid Office is a team of professionals that are dedicated to providing financial assistance and increasing eligibility awareness to students as they pursue their educational journey. The Financial Aid Office 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). The Financial Aid Office and the Foundation Office also administer foundation aid outside private scholarships. The Financial Aid Office and The Foundation Office has streamlined the scholarship process by making it a complete online experience for student ease and accessibility. The Financial Aid Office supports the mission of Antelope Valley College by assisting students with their educational expenses – which includes fees, books, supplies, transportation, food and housing.

The Financial Aid office has awarded \$28,988,499 in Pell, Cal Grants, and Chafee, and CARE Grant in the last aid year alone, and \$9,915,000 in California College Promise Grant. With the increased amounts of grants and the increased volume of CCPG, student borrowing has decreased by 1.5% in the past two academic years (figure 8), which reduces student debt and institutional liability. The Financial Aid office also collaborated with other stakeholders on campus to disburse over \$4.3 million in CARES Act funding to our neediest students during the COVID-19 pandemic. The Financial Aid Office has also risen to the challenge due this COVID-19 pandemic by evolving and offering a more robust online presence through Cranium Cafe and Zoom.

In 2018-2019, The Financial Aid office was allotted a Financial Aid Technology grant in the amount of \$190,291 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. This will also support EMP/Strategic Plan Goals 2 and 3.

The Financial Aid Office offers a designated staff member to all categorical programs and services. We want all students to feel directed, focused, nurtured, engaged, connected, and valued.

1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an “X” if checkbox is unavailable.	
<input checked="" type="checkbox"/> Communication	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input type="checkbox"/> Creative, Critical, and Analytical Thinking	<input 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	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
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.	
<input type="checkbox"/> 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.	
<input type="checkbox"/> 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.:

Internal environmental scan; Student Demographics (who are our students and where do they live), Returning students, Remote Learning, and Student Learning Outcomes, Student Centered Funding Formula (SCFF)- how our college will be funded when “hold harmless ends”. Consists of: 1. Base Allocations- Enrollments, 2. Supplemental Allocations - Counts of low-income students and 3. Success Allocation- Student outcomes
External environmental scan; Covid 19, Remote working access, and Feeder High Schools

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	Figures 5, 8, 9, 10, 11 and 12. Dollars disbursed increased despite decrease in applications. This is credited to the increase in grants such as Cal Grant SWD and SSCG, which decrease student borrowing. The institution was able to disburse CARES Act Emergency funding rapidly to our most vulnerable students in the midst of a pandemic. The FAO has also produced one the lowest CDR rate in the institution's history.
Weaknesses	Figures 1 & 3- with the loss of FTES and fewer financial aid applications can have an adverse impact on the the institution and the community
Opportunities	Figure 7 shows that with new programs such as the AVC Promise Program, families are choosing AVC as a stepping stone toward their educational success.

Threats	Figures 1 & 3- with the loss of FTES and fewer financial aid applications can have an adverse impact on the the institution and the community
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Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

The 2017 Student Life Program Review collaborated on the following OO's:

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: Continue with FATV tutorials. Continue to conduct FA Workshops. Continue to update information on the Financial Aid website. Staff availability on Cranium Cafe.

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.

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

The Financial Aid office's last independent Program Review was 2014. Our Long Term goal were listed as follows;

Goal 1: Disburse Aid to students weekly

- This goal is guided by EMP/Strategic Plan Goal #2
- Even though a lot of the processes are automated, we have **not met** the goal of weekly disbursement.

Goal 2: Review and increase security measures in place to ensure continued effectiveness

- This goal is guided by EMP/Strategic Plan Goal #1,2,3,4
- With the assistance of ITS we are continually working toward security of confidential information
- This goal is **continual** as we implement changes as recommended

Goal 3: Lower default rate to under 20%

- This goal is guided by EMP/Strategic Plan Goal #1,2,3,4,5
- This goal has been **met** (see Figure 12).

Goal 4: Increase financial staff to support student population at Palmdale Center, bilingual/Spanish preferred

- This goal is guided by EMP/Strategic Plan Goal #1,2,3,4,5
- We have added and filled additional Financial Aid Technician I positions for the need of the Palmdale Center, bilingual/Spanish speaker
- This goal has been **met**.

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>
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<p>Goal #1 FAO-Streamline the financial aid application process and procedures with the use of technology to deliver financial aid refunds weekly</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>Increase accessibility to funding to promote student success.</p>	<ol style="list-style-type: none"> 1. Automate the packaging process. 2. Automate the Cal Grant process. 3. Work with IT and Business Services to increase the refund processes.
<p>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</p>	<p>EMP/Strategic Goal #1- Commitment to strengthening institutional effectiveness measures and practices.</p>	<p>Create a streamline process for office practices while remaining compliant with state and federal rules and regulations.</p>	<ol style="list-style-type: none"> 1. Create a policy and procedure committee. 2. Create an office manual for new and existing employees. 3. Review and revise operational outcomes and action items on an annual basis. 4. Continue with national and state federal training.
<p>Goal #3 Keep default rate below 20% at all times</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. EMP/Strategic Goal #1- Committee to strengthening institutional effectiveness measures and practices.</p>	<p>Increase students' knowledge of student loans and the consequences of delinquency and default.</p>	<ol style="list-style-type: none"> 1. Continue outsourcing delinquent and defaulted students to ECMC. 2. Continue with financial literacy for all students that are interested in student loans. 3. Provide Financial Literacy to all FYE/SYE student.
<p>Goal #4 Collaborate with other departments to enhance student success</p>	<p>OO#1 & 2- Through the student life division, students will gain knowledge and confidence to strategically access and utilize resources and service that enhance overall student success and completion of academic and career</p>	<p>Increase access to programs and services to promote completion of academic programs.</p>	<ol style="list-style-type: none"> 1. Team with Outreach Office, FYE, SYE, Student Equity, Veterans, Student Health, and JPC for student direct access to services. 2. Continue our annual Financial Aid Awareness week to promote

	goals. Students will gain support, knowledge, and confidence to move successfully through and beyond the community college experience.		completion of financial aid application. 3. Promote in-reach effort with faculty to have FAO staff in class to advocate financial literacy to students.
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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	N/A	N/A	N/A	N/A	N/A
Classified Staff	Assistant Director	Repeat Request	\$100,000	Recurring Cost	Nichelle Williams
	Default Specialist	Repeat Request	\$75,000	Recurring Cost	Nichelle Williams
Technology	Campus Logic- Verification Software	New	\$110,000	One-Time	Nichelle Williams
	ECMC- Cal Grant Interface	New	7,500	One-Time	Nichelle Williams
Physical/Facilities	Palmdale Center (Permanent presence)	Repeat Request	N/A	N/A	Nichelle Williams
Supplies	N/A	N/A	N/A	N/A	N/A
Professional Development	CASFAA/CCCSFAAA/FSA/WASFAA/	Repeat	5,000	Recurring Cost	Nichelle Williams
Other					

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 five academic years. The figure shows a comparison annual headcount for enrollment and numbers of financial aid applications received for the corresponding aid year. The financial aid office receives applications for enrolled and prospective students and must process each application. The FAO currently has 13 full time staff members. We received 20,570 applications for the 2019-2020 aid year, that equals 1,862 applications per staff member. Since the last program review we have fewer staff and each staff workload has dramatically increased. The FAO is at capacity for space and it has become increasingly difficult to serve our students at the current location.

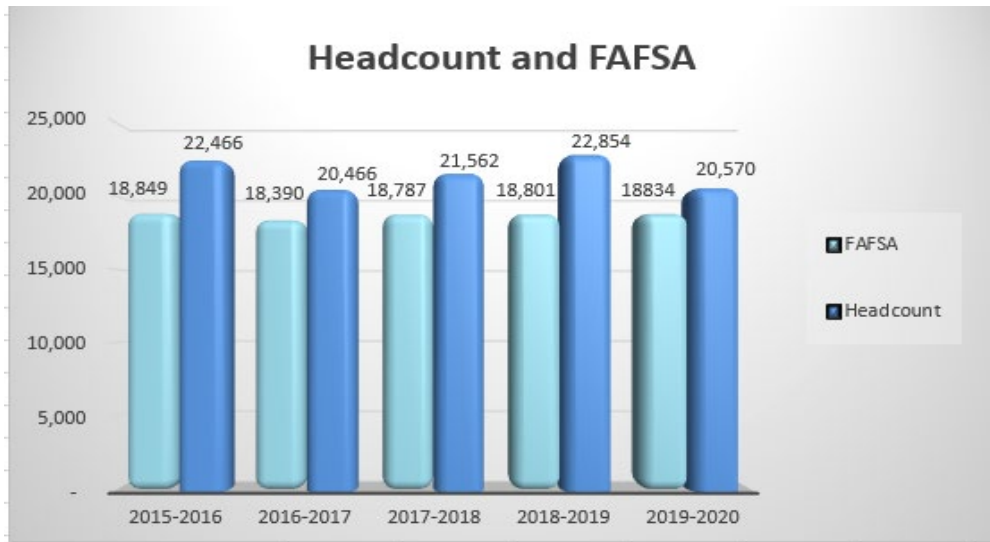


Figure 2. FAFSA's and ISIR's

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 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 Café has allowed us to provide a substantial amount of information to students in

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.

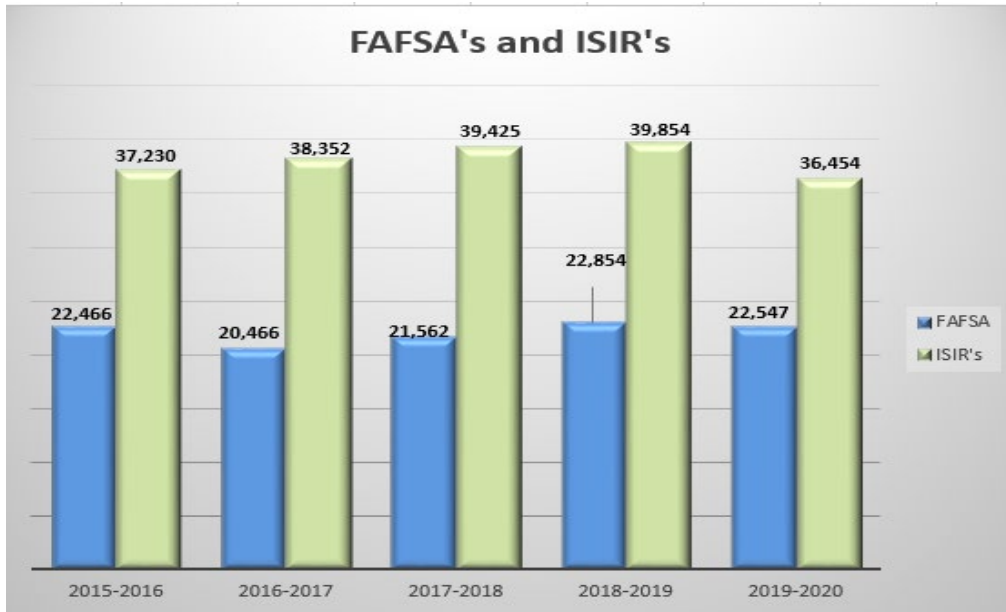


Figure 3. Dream Act Applications

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.

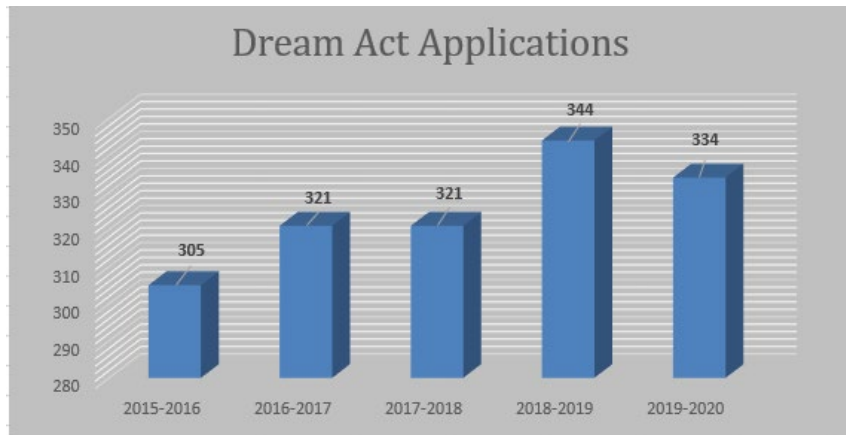


Figure 4. Number of Awards Paid

In 2015-2016 there were 51,342 separate awards of aid disbursed to students. In 2017-2018 there were 54,580 separate awards of aid disbursed to students; This equates to an increase of 3,238 awards over the three years. This was a 10% increase over 3 years. 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.

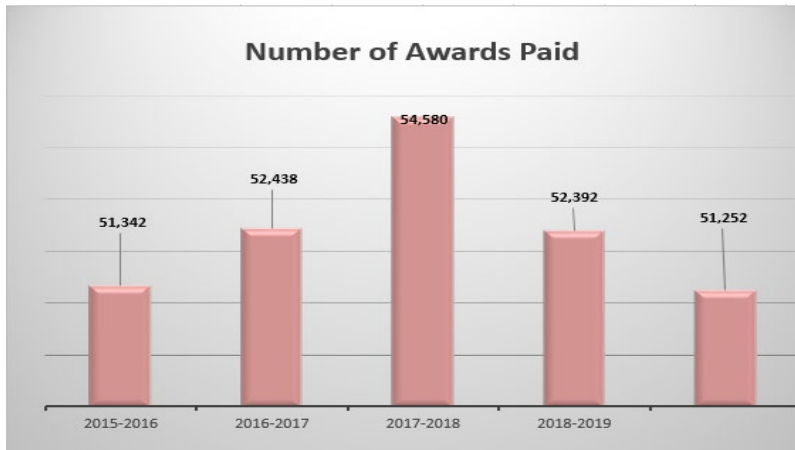


Figure 5. Dollar Disbursed

In 2015-2016 we disbursed \$45,384,160 in total aid. In 2019-2020 we disbursed \$48,176,924 in total aid; this equates to an increase of \$2,792,764 over the past five years. This is a 10% increase over the past five years even with the decline in enrollment. The increase in dollars disbursed can be attributed to the increase in Pell Grant amounts, the introduction of the Student Success Completion Grant, and Student with Dependent Children Grant.

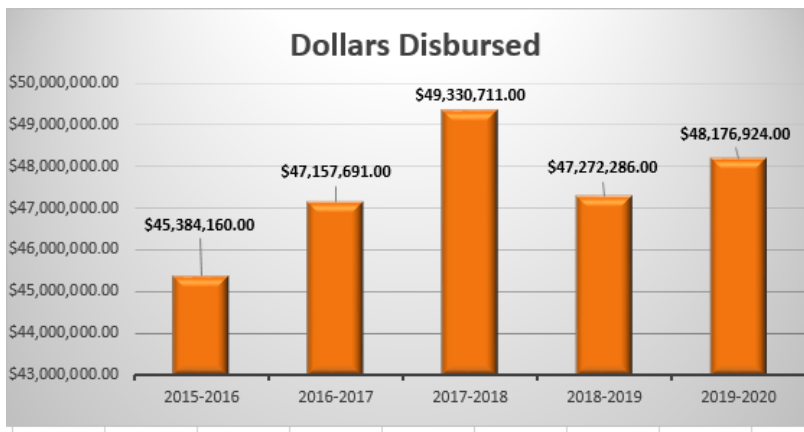


Figure 6. Qualified for Promise Grant (formerly called BOGFW)

As you can see from Figure 6, students that qualify for the Promise Grant have remained steady throughout the past five years. The annual headcount for 2019-2020 was 18,834, we processed 14,476 Promise Grants. 77% of students enrolled for the 2019-2020 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, and other first-time college students, the opportunity to attend their first year at Antelope

Valley College for free. By breaking down financial barriers and offering student support, AVC Promise seeks to eliminate achievement gaps and promotes college completion. In addition to providing free tuition for the first year, the program will also offer students priority registration and scheduling support, peer mentoring, counseling, and summer bridge programming. AVC Promise 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, The Financial Aid Office has assisted in the reimbursement of \$95,315 back to middle income families to cover the tuition fees for 1st time college students.



Figure 8. Students who received a loan

The Financial Aid Office 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. In 2017-2018 the Financial Aid Office contracted with ECMC Default Resolution to manage delinquent and defaulted students. Our Cohort Default Rate (CDR) in FY 2015 was 21.3% and for FY 2017 it is 7.3% (see Figure 12.) This is an institutional record low. We can also see that the number of students that receiving a loan has drastically reduced because student 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.

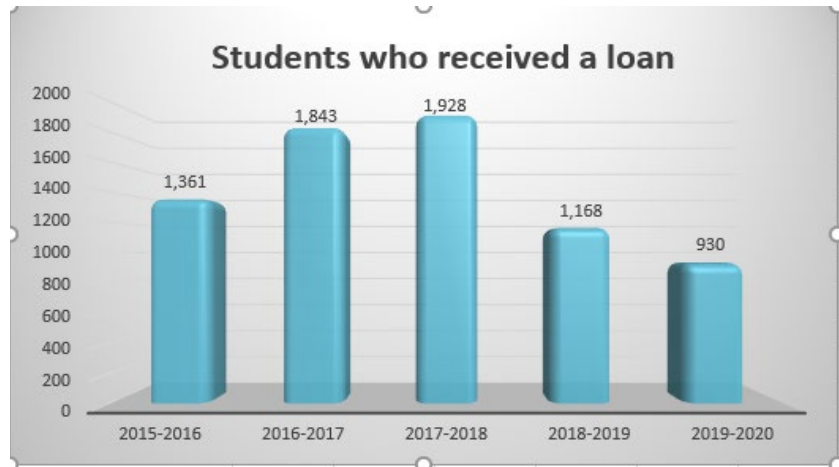


Figure 9. Cal Grants and Student with Dependents (SWD)

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.

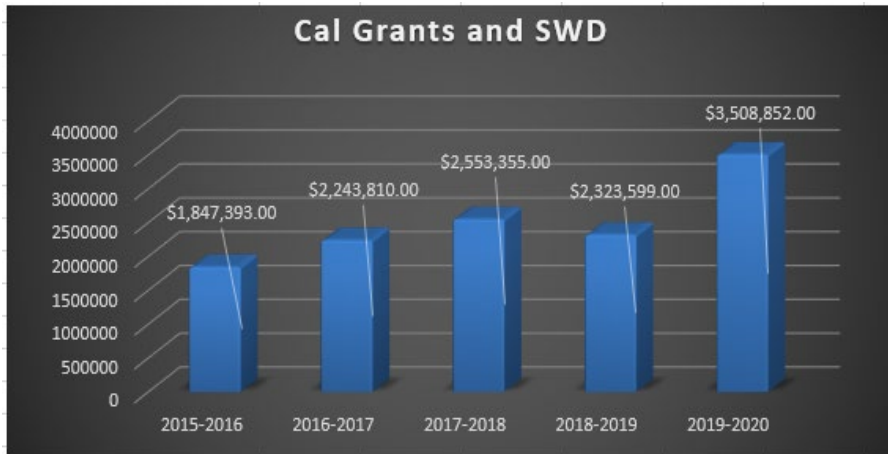


Figure 10. Student Success Completion Grant (SSCG)

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 \$3,787,982 to our students.



Figure 11. CARES Act Emergency Funding

The CARES Act stands for Coronavirus Aid, Relief, and Economic Security (CARES) and is emergency relief funding for higher education. Through the CARES Act, Congress authorized \$14 billion in funding for U.S. colleges and universities. Antelope Valley College was allotted \$5,122,846 and was able to disburse \$4,348,310 to approximately 12,075 students in Spring 2020. We will disburse the remaining funds in Fall 2020.

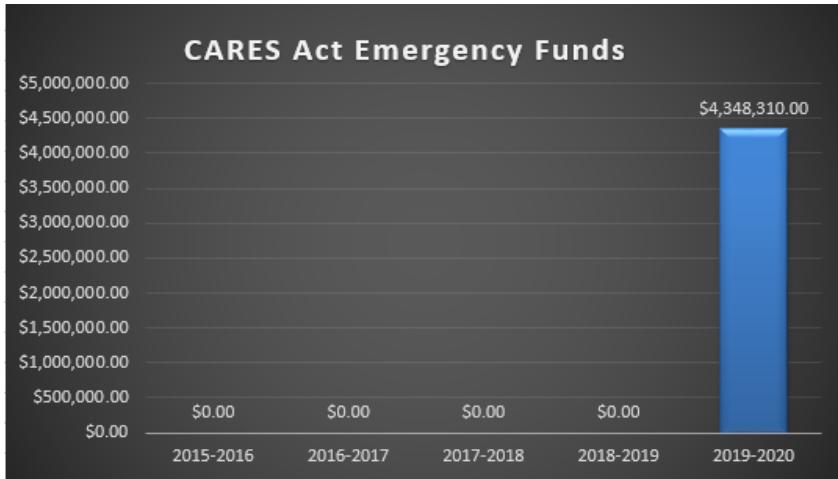


Figure 12. Cohort Default Rate

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.

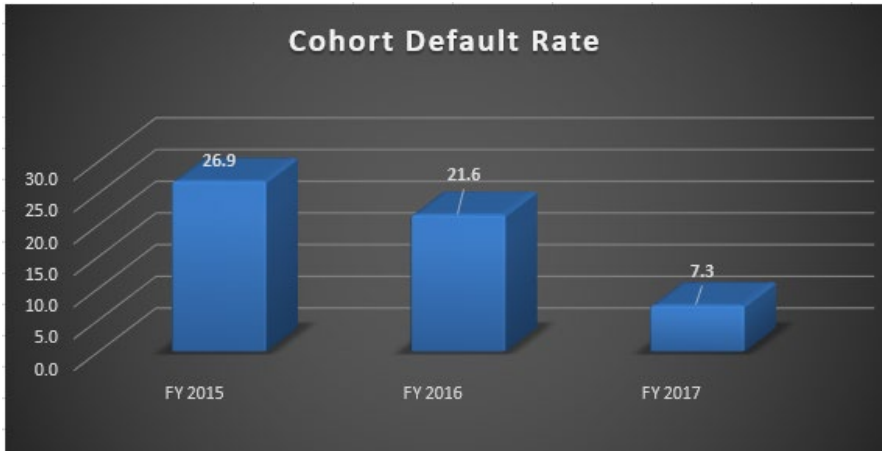


Figure 13. Financial Aid Overall Data

California Community Colleges Chancellor's Office							
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Financial Aid Summary Report									
				Annual 2018-2019	Annual 2018-2019	Annual 2018-2019	Annual 2019-2020	Annual 2019-2020	Annual 2019-2020
				Student Count	Award Count	Aid Amount	Student Count	Award Count	Aid Amount
Antelope Valley Total				14,502	52,392	\$47,272,286	14,476	51,252	\$48,176,924
California College Promise Grant Total				14,054	27,670	\$9,971,221	14,146	27,433	\$9,915,830
	California College Promise - Method A-? (unknown base)			7	8	\$2,668	4	5	\$1,104
	California College Promise - Method A-1 based on TANF recipient status			1	3	\$414			
	California College Promise - Method A-2 based on SSI recipient status			4	7	\$2,093	6	8	\$1,794
	California College Promise - Method A-3 based on general assistance recipient status						1	2	\$460
	California College Promise - Method B based on income standards			10,745	20,497	\$7,236,571	10,558	19,848	\$7,022,367
	California College Promise - Method C based on financial need			3,473	6,753	\$2,565,047	3,643	6,970	\$2,611,121
	California College Promise - Method D based on Homeless Youth determination			33	51	\$18,607	57	82	\$28,716
	California College Promise (AB19) Fee Waiver						94	150	\$95,315
	Fee Waiver – Dependent (surviving spouse and children) of deceased or disabled member of CA National Guard			1	1	\$230			
	Fee Waiver – Dependent of (children) deceased or disabled Veteran			165	350	\$145,591	172	368	\$154,953
	Grants Total			7,824	21,184	\$29,761,497	7,785	20,830	\$31,669,086
	Cal Grant A						2	3	\$6,750
	Cal Grant B			1,926	3,257	\$2,230,252	1,907	3,217	\$3,329,972
	Cal Grant C			135	213	\$93,347	121	194	\$172,130
	CARE Grant			87	131	\$59,000	68	110	\$57,910
	Chafee Grant			88	127	\$313,910	78	125	\$310,834
	EOPS Grant			776	1,409	\$243,549	544	864	\$197,520
	Other grant: non-institutional source			78	79	\$27,772	46	46	\$35,650
	Pell Grant			7,615	13,264	\$24,376,852	7,655	13,282	\$25,110,903
	SEOG (Supplemental Educational Opportunity Grant)			696	971	\$517,750	934	1,261	\$558,500

	Student Success Completion Grant (SSCG)	1,156	1,733	\$1,899,065	1,162	1,728	\$1,888,917
	Loans Total	1,168	3,081	\$6,943,342	930	2,539	\$6,020,319
	Federal Direct Student Loan - subsidized	1,080	1,704	\$3,525,761	853	1,323	\$2,779,027
	Federal Direct Student Loan - unsubsidized	844	1,367	\$3,343,579	752	1,185	\$3,017,206
	Other loan: non-institutional source	3	6	\$44,199	15	26	\$182,302
	PLUS loan: parent loan for undergraduate student	2	4	\$29,803	3	5	\$41,784
	Scholarship Total	179	296	\$259,098	160	267	\$258,900
	Scholarship: non-institutional source	158	236	\$211,217	148	212	\$211,500
	Scholarship: Osher Scholarship	39	60	\$47,881	31	55	\$47,400
	Work Study Total	87	161	\$337,128	92	183	\$312,789
	Federal Work Study (FWS) (Federal share)	87	161	\$337,128	92	183	\$312,789
	Report Run Date As Of : 11/12/2020 11:24:31 AM						

Figure 14. Data Special Populations

California Community Colleges Chancellor's Office							
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Special Population/Group Financial Aid Summary Report										
					Annual 2018-2019	Annual 2018-2019	Annual 2018-2019	Annual 2019-2020	Annual 2019-2020	Annual 2019-2020
					Student Count	Award Count	Aid Amount	Student Count	Award Count	Aid Amount
Antelope Valley Total										
	CalWORKs - California Work Opportunity & Responsibility to Kids Total				549	3,320	\$3,559,175	449	2,934	\$3,493,709
	California College Promise Grant Total				536	1,262	\$457,712	446	1,117	\$391,979
		California College Promise - Method A-2 based on SSI recipient status						1	2	\$460
		California College Promise - Method B based on income standards			514	1,196	\$431,078	424	1,051	\$369,278
		California College Promise - Method C based on financial need			33	66	\$26,634	29	62	\$21,321
		California College Promise - Method D based on Homeless Youth determination						1	2	\$920
	Grants Total				434	1,566	\$2,004,029	365	1,449	\$2,287,207
		Cal Grant B			120	205	\$128,013	155	268	\$586,601
		Cal Grant C			13	23	\$9,780	18	31	\$46,321
		CARE Grant			63	95	\$42,500	51	84	\$43,580
		Chafee Grant			10	17	\$42,500	6	9	\$21,667
		EOPS Grant			106	210	\$36,232	76	122	\$20,685
		Other grant: non-institutional source						9	9	\$6,750
		Pell Grant			421	824	\$1,584,583	357	693	\$1,364,423
		SEOG (Supplemental Educational Opportunity Grant)			71	108	\$63,375	75	109	\$54,500
		Student Success Completion Grant (SSCG)			62	84	\$97,046	83	124	\$142,680
	Loans Total				162	449	\$1,036,148	125	327	\$765,734
		Federal Direct Student Loan - subsidized			148	245	\$499,277	112	173	\$353,596
		Federal Direct Student Loan - unsubsidized			123	204	\$536,871	102	154	\$412,138
	Scholarship Total				14	29	\$33,368	14	31	\$30,250

		Scholarship: non-institutional source	12	22	\$28,750	12	24	\$24,250
		Scholarship: Osher Scholarship	5	7	\$4,618	4	7	\$6,000
		Work Study Total	8	14	\$27,918	5	10	\$18,539
		Federal Work Study (FWS) (Federal share)	8	14	\$27,918	5	10	\$18,539
		CARE - Cooperative Agencies Resources for Education Total	101	1,155	\$1,188,568	85	961	\$1,104,853
		California College Promise Grant Total	101	284	\$112,171	84	240	\$88,619
		California College Promise - Method B based on income standards	101	280	\$110,883	84	237	\$87,699
		California College Promise - Method C based on financial need	2	4	\$1,288	3	3	\$920
		Grants Total	96	683	\$660,008	82	592	\$729,605
		Cal Grant B	48	88	\$57,475	45	82	\$197,551
		Cal Grant C	7	12	\$4,993	9	17	\$27,547
		CARE Grant	82	122	\$54,875	67	109	\$57,530
		Chafee Grant	2	4	\$10,000	1	2	\$5,000
		EOPS Grant	92	183	\$31,810	67	112	\$15,720
		Other grant: non-institutional source	1	1	\$1,000	7	7	\$6,050
		Pell Grant	87	202	\$434,279	80	166	\$339,492
		SEOG (Supplemental Educational Opportunity Grant)	16	30	\$16,000	27	44	\$22,000
		Student Success Completion Grant (SSCG)	29	41	\$49,576	34	53	\$58,715
		Loans Total	51	163	\$375,807	40	110	\$262,114
		Federal Direct Student Loan - subsidized	49	90	\$183,506	40	61	\$133,581
		Federal Direct Student Loan - unsubsidized	39	73	\$192,301	33	49	\$128,533
		Scholarship Total	8	19	\$22,375	7	17	\$16,900
		Scholarship: non-institutional source	7	14	\$18,750	6	11	\$11,500
		Scholarship: Osher Scholarship	4	5	\$3,625	3	6	\$5,400
		Work Study Total	4	6	\$18,207	1	2	\$7,615
		Federal Work Study (FWS) (Federal share)	4	6	\$18,207	1	2	\$7,615
		DSPS - Disabled Students Programs & Services Total	796	3,622	\$3,469,717	810	3,564	\$3,552,552
		California College Promise Grant Total	774	1,632	\$561,880	800	1,657	\$568,551
		California College Promise - Method A-? (unknown base)	1	2	\$690	1	1	\$184
		California College Promise - Method A-1 based on TANF recipient status	1	3	\$414			

		California College Promise - Method A-2 based on SSI recipient status	3	5	\$1,909	2	3	\$736
		California College Promise - Method B based on income standards	655	1,348	\$457,379	662	1,319	\$447,431
		California College Promise - Method C based on financial need	132	260	\$97,026	142	307	\$109,217
		California College Promise - Method D based on Homeless Youth determination				3	5	\$2,197
		California College Promise (AB19) Fee Waiver				3	5	\$3,128
		Fee Waiver – Dependent of (children) deceased or disabled Veteran	6	14	\$4,462	7	17	\$5,658
		Grants Total	533	1,565	\$1,943,235	533	1,589	\$2,233,553
		Cal Grant B	130	222	\$134,387	144	244	\$246,348
		Cal Grant C	12	19	\$7,457	13	19	\$15,450
		CARE Grant	20	35	\$15,500	10	16	\$8,730
		Chafee Grant	7	10	\$23,928	8	13	\$32,500
		EOPS Grant	110	216	\$38,186	82	134	\$30,790
		Other grant: non-institutional source	6	6	\$10,100	9	9	\$7,700
		Pell Grant	516	921	\$1,594,051	518	958	\$1,728,426
		SEOG (Supplemental Educational Opportunity Grant)	44	59	\$34,750	59	80	\$36,500
		Student Success Completion Grant (SSCG)	55	77	\$84,876	81	116	\$127,109
		Loans Total	129	377	\$882,886	97	275	\$694,662
		Federal Direct Student Loan - subsidized	112	190	\$378,713	78	129	\$265,551
		Federal Direct Student Loan - unsubsidized	106	187	\$504,173	83	142	\$406,241
		Other loan: non-institutional source				2	4	\$22,870
		Scholarship Total	15	26	\$29,458	10	19	\$23,000
		Scholarship: non-institutional source	12	19	\$25,833	10	15	\$18,800
		Scholarship: Osher Scholarship	6	7	\$3,625	2	4	\$4,200
		Work Study Total	12	22	\$52,258	12	24	\$32,786
		Federal Work Study (FWS) (Federal share)	12	22	\$52,258	12	24	\$32,786
		EOPS - Extended Opportunity Programs & Services Total	748	5,966	\$5,891,352	637	4,995	\$5,453,338
		California College Promise Grant Total	739	1,902	\$783,774	637	1,655	\$677,214
		California College Promise - Method A-? (unknown base)	1	1	\$184			
		California College Promise - Method B based on income standards	717	1,806	\$744,766	611	1,553	\$636,297

		California College Promise - Method C based on financial need	44	91	\$37,260	49	94	\$37,329
		California College Promise - Method D based on Homeless Youth determination	2	4	\$1,564	3	5	\$2,162
		Fee Waiver – Dependent of (children) deceased or disabled Veteran				1	3	\$1,426
		Grants Total	709	3,551	\$4,026,399	586	2,907	\$3,827,461
		Cal Grant B	290	521	\$374,058	266	469	\$490,156
		Cal Grant C	16	26	\$12,170	22	39	\$45,232
		CARE Grant	7	12	\$5,625	5	8	\$4,210
		Chafee Grant	15	27	\$66,428	16	29	\$72,500
		EOPS Grant	667	1,207	\$209,903	481	760	\$183,075
		Other grant: non-institutional source	10	10	\$9,600	23	23	\$22,050
		Pell Grant	624	1,288	\$2,914,335	549	1,108	\$2,600,052
		SEOG (Supplemental Educational Opportunity Grant)	90	134	\$67,500	112	160	\$70,750
		Student Success Completion Grant (SSCG)	210	326	\$366,780	206	311	\$339,436
		Loans Total	148	441	\$951,958	119	354	\$811,550
		Federal Direct Student Loan - subsidized	141	254	\$507,532	111	184	\$401,123
		Federal Direct Student Loan - unsubsidized	100	187	\$444,426	97	168	\$398,297
		Other loan: non-institutional source				1	2	\$12,130
		Scholarship Total	17	31	\$28,562	17	29	\$41,266
		Scholarship: non-institutional source	17	27	\$25,262	14	21	\$32,866
		Scholarship: Osher Scholarship	3	4	\$3,300	4	8	\$8,400
		Work Study Total	22	41	\$100,659	25	50	\$95,847
		Federal Work Study (FWS) (Federal share)	22	41	\$100,659	25	50	\$95,847
		Foster Youth Total	929	3,729	\$3,896,725	876	3,443	\$3,812,316
		California College Promise Grant Total	896	1,642	\$561,053	847	1,519	\$533,568
		California College Promise - Method A-1 based on TANF recipient status	1	3	\$414			
		California College Promise - Method A-2 based on SSI recipient status	1	1	\$184			
		California College Promise - Method B based on income standards	806	1,460	\$497,722	774	1,372	\$483,336
		California College Promise - Method C based on financial need	91	169	\$59,605	69	131	\$42,872

		California College Promise - Method D based on Homeless Youth determination	4	7	\$2,070	8	9	\$3,818
		Fee Waiver – Dependent of (children) deceased or disabled Veteran	2	2	\$1,058	4	7	\$3,542
		Grants Total	612	1,671	\$2,389,546	602	1,632	\$2,596,379
		Cal Grant B	129	204	\$132,036	132	208	\$245,744
		Cal Grant C	17	27	\$11,899	14	22	\$18,608
		CARE Grant	13	22	\$10,000	11	16	\$8,260
		Chafee Grant	87	126	\$311,410	76	121	\$300,834
		EOPS Grant	79	139	\$23,444	62	94	\$20,800
		Other grant: non-institutional source				4	4	\$2,100
		Pell Grant	602	999	\$1,768,554	592	967	\$1,848,848
		SEOG (Supplemental Educational Opportunity Grant)	43	59	\$32,625	76	100	\$46,875
		Student Success Completion Grant (SSCG)	64	95	\$99,578	76	100	\$104,310
		Loans Total	144	375	\$857,997	103	269	\$642,973
		Federal Direct Student Loan - subsidized	137	208	\$433,226	95	136	\$289,936
		Federal Direct Student Loan - unsubsidized	108	167	\$424,771	85	132	\$347,537
		Other loan: non-institutional source				1	1	\$5,500
		Scholarship Total	14	21	\$45,843	10	15	\$18,030
		Scholarship: non-institutional source	13	19	\$42,543	10	15	\$18,030
		Scholarship: Osher Scholarship	1	2	\$3,300			
		Work Study Total	10	20	\$42,286	4	8	\$21,366
		Federal Work Study (FWS) (Federal share)	10	20	\$42,286	4	8	\$21,366
		Incarcerated Total	61	121	\$19,734	178	376	\$82,984
		California College Promise Grant Total	61	121	\$19,734	178	376	\$82,984
		California College Promise - Method B based on income standards	61	121	\$19,734	178	376	\$82,984
		MCHS - Middle College High School Program Total	184	507	\$154,539	193	494	\$164,884
		California College Promise Grant Total	181	471	\$115,161	193	464	\$121,118
		California College Promise - Method A-? (unknown base)	4	4	\$966			
		California College Promise - Method B based on income standards	174	454	\$110,699	188	452	\$116,840
		California College Promise - Method C based on financial need	6	12	\$3,266	8	12	\$4,278

		Fee Waiver – Dependent (surviving spouse and children) of deceased or disabled member of CA National Guard	1	1	\$230			
		Grants Total	6	23	\$31,378	7	27	\$42,066
		Cal Grant B	1	2	\$1,045	5	9	\$6,270
		EOPS Grant	1	2	\$385			
		Pell Grant	6	16	\$28,448	7	12	\$31,099
		SEOG (Supplemental Educational Opportunity Grant)	2	3	\$1,500	1	2	\$750
		Student Success Completion Grant (SSCG)				3	4	\$3,947
		Scholarship Total	6	13	\$8,000	1	3	\$1,700
		Scholarship: non-institutional source	4	7	\$2,500	1	2	\$500
		Scholarship: Osher Scholarship	3	6	\$5,500	1	1	\$1,200
		Military (Active Duty, Active Reserve, National Guard) Total	47	109	\$84,123	64	174	\$155,581
		California College Promise Grant Total	45	71	\$22,770	63	106	\$39,583
		California College Promise - Method B based on income standards	33	51	\$15,778	42	74	\$27,968
		California College Promise - Method C based on financial need	13	20	\$6,992	20	31	\$11,155
		Fee Waiver – Dependent of (children) deceased or disabled Veteran				1	1	\$460
		Grants Total	23	33	\$49,971	33	60	\$98,266
		Cal Grant B				2	3	\$2,508
		EOPS Grant				3	3	\$645
		Pell Grant	23	32	\$48,971	32	48	\$90,315
		SEOG (Supplemental Educational Opportunity Grant)	1	1	\$1,000	2	3	\$1,500
		Student Success Completion Grant (SSCG)				2	3	\$3,298
		Loans Total	2	5	\$11,382	3	8	\$17,732
		Federal Direct Student Loan - subsidized	2	3	\$7,918	3	4	\$5,986
		Federal Direct Student Loan - unsubsidized	1	2	\$3,464	3	4	\$11,746
		Special Admit Total	458	984	\$391,450	454	930	\$317,282
		California College Promise Grant Total	442	859	\$212,348	448	850	\$201,550
		California College Promise - Method A-? (unknown base)	4	4	\$966			
		California College Promise - Method B based on income standards	387	763	\$185,403	390	746	\$176,698
		California College Promise - Method C based on financial need	46	75	\$22,529	53	90	\$21,172

		California College Promise - Method D based on Homeless Youth determination	2	2	\$598	2	3	\$598
		Fee Waiver – Dependent (surviving spouse and children) of deceased or disabled member of CA National Guard	1	1	\$230			
		Fee Waiver – Dependent of (children) deceased or disabled Veteran	8	14	\$2,622	6	11	\$3,082
		Grants Total	53	111	\$170,702	37	68	\$101,733
		Cal Grant B	5	10	\$7,942	3	4	\$2,717
		EOPS Grant	3	5	\$664			
		Pell Grant	52	82	\$145,115	37	55	\$95,093
		SEOG (Supplemental Educational Opportunity Grant)	6	6	\$3,750	6	7	\$2,625
		Student Success Completion Grant (SSCG)	5	8	\$13,231	2	2	\$1,298
		Loans Total				4	8	\$12,049
		Federal Direct Student Loan - subsidized				4	5	\$8,731
		Federal Direct Student Loan - unsubsidized				3	3	\$3,318
		Scholarship Total	7	14	\$8,400	2	4	\$1,950
		Scholarship: non-institutional source	5	8	\$2,900	2	3	\$750
		Scholarship: Osher Scholarship	3	6	\$5,500	1	1	\$1,200
	Umoja Total		315	1,999	\$2,175,763	402	2,379	\$2,685,688
		California College Promise Grant Total	310	767	\$303,579	400	972	\$375,318
		California College Promise - Method B based on income standards	272	665	\$260,626	344	820	\$316,655
		California College Promise - Method C based on financial need	42	96	\$39,687	55	130	\$49,095
		California College Promise - Method D based on Homeless Youth determination	1	2	\$1,012	8	15	\$5,658
		California College Promise (AB19) Fee Waiver				1	1	\$920
		Fee Waiver – Dependent of (children) deceased or disabled Veteran	2	4	\$2,254	2	6	\$2,990
		Grants Total	243	953	\$1,264,658	299	1,097	\$1,643,776
		Cal Grant B	80	142	\$100,372	104	179	\$228,677
		Cal Grant C	12	18	\$7,795	11	19	\$19,329
		CARE Grant	10	15	\$5,625	15	26	\$13,815
		Chafee Grant	7	11	\$26,428	11	16	\$40,000
		EOPS Grant	79	149	\$26,680	81	128	\$28,055

		Other grant: non-institutional source	2	2	\$5,000	9	9	\$9,000
		Pell Grant	230	449	\$940,152	287	539	\$1,147,090
		SEOG (Supplemental Educational Opportunity Grant)	51	78	\$37,500	48	75	\$33,625
		Student Success Completion Grant (SSCG)	59	89	\$115,106	73	106	\$124,185
		Loans Total	85	243	\$537,383	87	245	\$579,815
		Federal Direct Student Loan - subsidized	80	138	\$281,855	81	127	\$294,324
		Federal Direct Student Loan - unsubsidized	57	105	\$255,528	71	118	\$285,491
		Scholarship Total	8	17	\$17,468	12	27	\$18,038
		Scholarship: non-institutional source	6	12	\$11,750	10	17	\$10,238
		Scholarship: Osher Scholarship	3	5	\$5,718	6	10	\$7,800
		Work Study Total	10	19	\$52,675	19	38	\$68,741
		Federal Work Study (FWS) (Federal share)	10	19	\$52,675	19	38	\$68,741
		Veteran Total	258	857	\$831,354	227	771	\$792,333
		California College Promise Grant Total	253	495	\$191,602	218	404	\$149,868
		California College Promise - Method A-2 based on SSI recipient status	1	1	\$184			
		California College Promise - Method B based on income standards	177	332	\$126,707	147	271	\$98,854
		California College Promise - Method C based on financial need	89	162	\$64,711	81	133	\$51,014
		Grants Total	138	285	\$473,148	128	287	\$470,179
		Cal Grant B	11	18	\$13,794	16	23	\$30,237
		Cal Grant C	4	7	\$3,283	4	7	\$7,188
		EOPS Grant				1	1	\$240
		Pell Grant	134	229	\$427,283	125	212	\$396,875
		SEOG (Supplemental Educational Opportunity Grant)	13	14	\$11,000	18	25	\$12,500
		Student Success Completion Grant (SSCG)	12	17	\$17,788	12	19	\$23,139
		Loans Total	24	59	\$145,588	23	63	\$150,449
		Federal Direct Student Loan - subsidized	20	30	\$67,597	22	34	\$72,274
		Federal Direct Student Loan - unsubsidized	17	29	\$77,991	18	29	\$78,175
		Scholarship Total	6	12	\$9,225	5	13	\$11,300
		Scholarship: non-institutional source	6	10	\$8,125	5	8	\$8,300
		Scholarship: Osher Scholarship	2	2	\$1,100	3	5	\$3,000
		Work Study Total	3	6	\$11,791	2	4	\$10,537

		Federal Work Study (FWS) (Federal share)	3	6	\$11,791	2	4	\$10,537
Report Run Date As Of :								
11/12/2020 11:25:06 AM								



2019-2020 Program Review Report

Division/Area Name: Student Life & Services/First Year Experience	For Years: 2021-2022
Name of person leading this review: Michelle Hernandez, Director	
Names of all participants in this review: Kendra Ruff, Chloe Vidana, Danni-Lynn Carter, Jill Zimmerman	

Part 1. Program Overview:

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

We continue to gather relevant data to further develop the FYE program and infuse the AHE implementation into the college culture. Data comparisons of AVID versus Non-AVID courses allows us to determine the effectiveness of the use of the WICOR strategies in the classrooms. Student support services have infused AVID strategies in their programming to build community and foster critical thinking in the use of campus resources, and college and life management. Grant initiatives are presented campus wide for opening day professional development, the campus planning retreat, faculty professional development opportunities throughout the year, and at professional development at statewide conferences such as the California Community College Council for Staff and Organizational Development.

1.2. State briefly program highlights and accomplishments

AVC continues to be an AVID for Higher Education "Highly Certified Campus" meeting at least 3 Essentials rated as "Routine Use" (Level 2) and/or "Institutionalization" (Level 3). AVID for Higher Education honored the college's liaison with the inaugural 2018-2019 "Lighthouse Liaison Award". In 2018-2019, an additional 83 faculty participated in professional development activities with AVID.

The number of students engaged in the First Year Experience program equaled 3,116 students (duplicated headcount) Study Hall was redesigned, expanding from one evening, to two, and with additional academic support and additional funding for sustainability, in 2018-2019, 497 students participated in study hall for Fall and Spring terms.

373 students were engaged in peer-to-peer mentoring for student success; 227 were actively engaged in the peer mentoring with 533 Peer Mentor meetings being held. The proportion of full-time students participating in FYE has been increasing. In 2016-2017, among 281 FYE students 80% were part-time and 20% were full-time; in 2018-2019, 671 FYE students 50% were part-time and 50% were full-time. Now in 2019-2020, of the 958 FYE students, 29% are part-time and 71% are full-time.

FYE student population is younger. The average age of students in the program has moved from 99.6 % being in the 20-24 age group in 2016-2017, to 77.7% of ages 20-24 and 20.2% of ages 19 or less in 2017-2018, to 8.5% of ages 20-24 and 90.3% of ages 19 or less in 2018-2019, to 0.2% of ages 20-24 and 99.8% of ages 19 or less in 2019-2020. This is attributed to the early outreach opportunities to connect high school seniors to the college campus and early

commitment to AVC. AVC hosts a Student Success Kick Off orientation program for incoming high school seniors. In 2018-19, more than 1,300 high school seniors attended the event. It is AVC's signature event for incoming students and serves as the hand off from outreach to FYE.

The new online orientation platform engages students at a higher level, allowing for videos (which are ADA compliant) to communicate information about the college. The platform offers students the opportunity to engage with the presented material further by activating the interest option which then catalogs the items and provides a list for them upon completion of the orientation. The orientation platform interacts both while the student is in the midst of completing it and later throughout their academic careers as the information becomes more relevant to their experience.

There were 82 faculty who participated in AHE professional learning opportunities provided by the campus in 2018-2019. In 2018-2019, there were nine professional learning opportunities offered. 122 transfer level courses were taught by faculty who have received training in AHE strategies. Cumulatively there are 184 faculty and 135 staff across the campus who have participated in AVID for Higher Education learning opportunities for student success.

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.

*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.:

Results and statistics reflecting student utilization of the FYE Program 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 program and grant goals and objects.

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 Title V Grant allowed for the development of the First Year Experience (FYE) program which is now expanded with state initiatives and funding for sustainability, with the addition of California College Promise funds to support first-time-in college students who are taking courses full-time. The institution as a whole supports the FYE program and collaborates across silos to leverage the benefits of the program for greater impact through the service to more students. In fact, a Second Year Experience (SYE) program has developed out of the opportunity to build a FYE program. Planning and design of the SYE program are underway. The SYE program will require some adjustments to the FYE program and will be aligned with the Guided Pathways initiative in the state.

The Title V funds continued to contribute to the district match for state funds for the student success initiative. Title V funds support college readiness and student support services for the first year students, providing early connections to faculty and counselors, advanced orientation activities to acclimate new students to the campus, its programs, resources and services earlier in their academic career to increase retention, persistence and success. Using Title V as a match for the state funds allows the institution to more fully expend state dollars for proven student success activities to increase success.

The Title V Grant was instrumental in the laying foundation for establishing and developing peer-to-peer standards in student support services. 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. The Title V funds contribute to the district match for state funds for the student success.

AVC is serving an increasing number of students from traditionally underserved and low-income backgrounds. Initially, 44.4% (6,335) AVC's students were Hispanic/Latinx. The proportion of Hispanic/Latinx students increased by 34%, and in 2018-2019 the students from this group comprised 56.7% (8,168) of all enrolled students. The regional proportion of Hispanic/Latinx population is 45.4%.

The increased outreach efforts to outreach-targeted secondary students has increased from 2012-2013 baseline 17.4% to 29.1%. Partnerships with the high schools including bridge counselors at the high school campuses outreach programming, standing meetings with head counselors and joint professional development opportunities have contributed to the difference of AVC as a first choice.

	<p>AVC's retention rates improved from 86.3% to 87.5% and is ahead of the institution's set standard of 86.6%.</p> <p>The average GPA of students increased from the baseline 2.52 to 2.7. The Books H.E.L.P. program, a book loan initiative, along with other support services and increased faculty participation in AVID related professional development possibly played a role in this increase.</p> <p>Success rates for credit courses increased from 69.9% to 72.7%. The additional student support services, such as peer mentorship and increased counseling interaction, along with faculty high engagement activities, AVID'ized professional development possibly played a role in the students' course success.</p>
Weaknesses	The 2014-2019 Title V HSI Solo grant ended Oct 1, 2019. Staff shortage due to uncertainty of funding continuance. Space continues to be a constraint as the program grows. We do not have sufficient space for permanent staff and student workers, nor do we have the collaborative space needed for building learning communities. As the department grows to include the Second Year Experience, the hiring process is a hindrance and space will be a continued concern.
Opportunities	The CA College Promise Initiative will pick up the funding of the FYE program and will add tuition assistance as a benefit to all first-time-in-college students who meet the requirements. AVC received the 2019-2024 Title V HSI Solo Grant for a Second Year Experience Program.
Threats	FYE's funding is contingent upon the continued support of the CA College Promise Initiative (AB19/2) Should budget constraints at the State level become sever, the fate of the program will be in jeopardy .

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

With FYE we have created a support system for all incoming new students working across our divisional areas and across campus; engaging faculty and staff for student success, with positive results.

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

Working with ITS several reports in ARGOS were created to allow intentional outreach and tracking of FYE participants. Reports include pre-registration information of completed matriculation steps, registration appointment assignments and utilization, units enrolled, unit completion, GPA and participation in other support programs on campus. This allows us to collaborate more intentionally and strategically in order to meet the needs of the students. FYE and SYE have Canvas for student engagement in tasks and services. Students have modules that foster student commitment to success and completion. Tracking of completed tasks are recorded and the Canvas shell allows for increased communication among participants, especially in the time of the COVID19 pandemic and remote learning. Additionally, Cranium Cafe and the web site have provided increased access to information and awareness of FYE/SYE services. ParentLingo was added as a supplement to parent and family programming as an online orientation for parents, and other support partners, with emerging adults, transitioning to college.

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

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

			with faculty and academic support services, as well as college and career advising and job placement
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	<p>Students will be able to identify and apply for financial resources for the purpose of pursuing their educational goals.</p> <p>Students will understand the basics of money management and will evaluate their psychological connection to money.</p>	<p>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.</p> <p>Provide financial wellness workshops, mentoring, tools and strategies for understanding the psychology of money, money management and budgeting and planning for education and beyond</p>

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

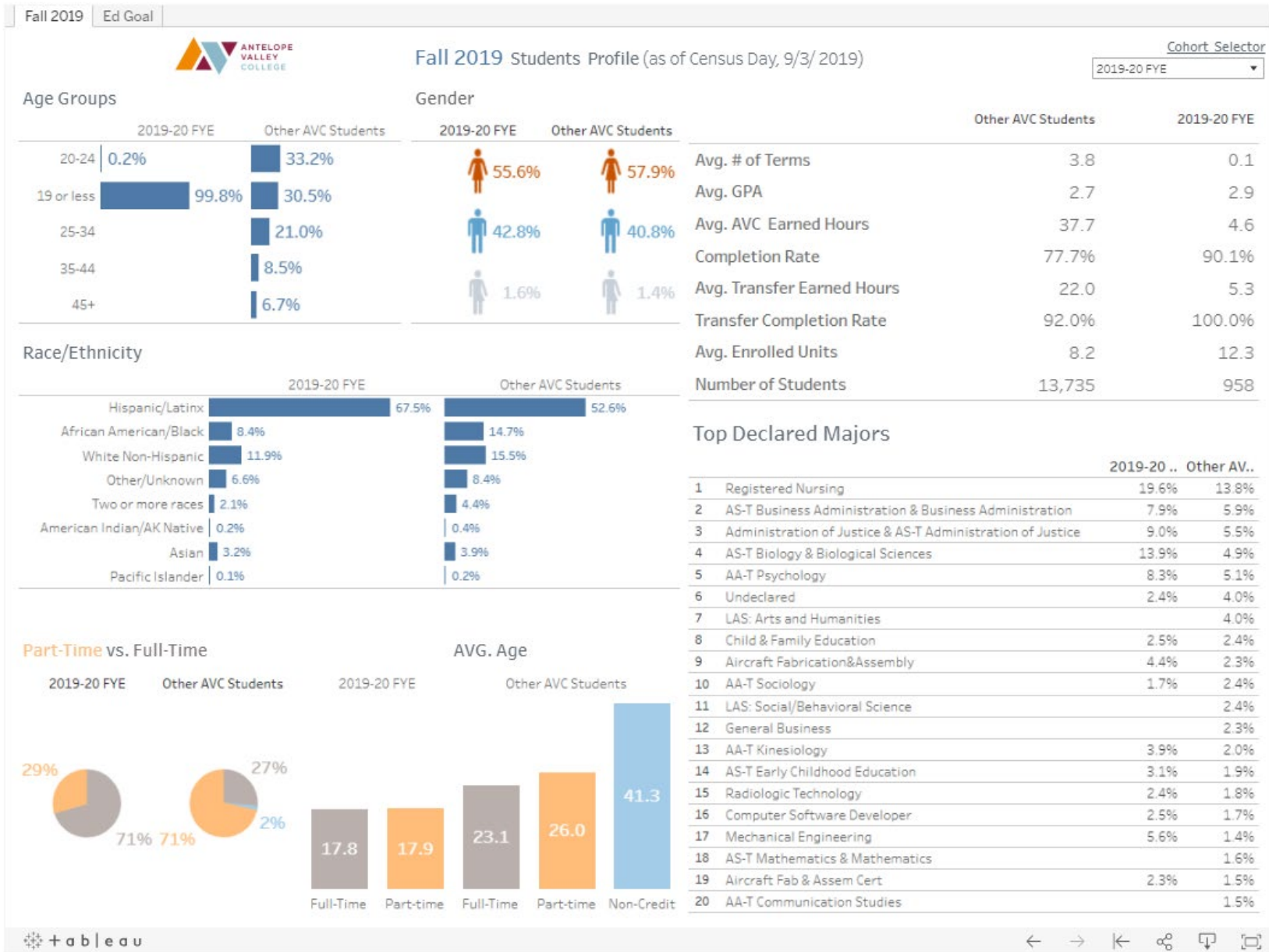
<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty					
Classified Staff					
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other	Currently, the FYE and SYE programs are fully funded through the "CA College Promise Initiative" and the "2019-2024 Title V HSI Solo Grant".				

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

< IERP - Profile

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Fall 2019		Ed Goal	
Ed Goals (Percentage (Number of students if more than 10))			
Cohort Selector			
2019-20 FYE			
	2019-20 FYE	Other AVC Students	
Obtain an AA and transfer to baccalaureate granting institution	40.9% (392)	48.5% (6,666)	
Obtain a two-year associate degree without transfer	20.9% (200)	21.6% (2,972)	
Discover/Formulate career interests, plans, goals	2.1% (20)	2.2% (304)	
Earn a career technical Certificate without transfer	2.4% (23)	4.0% (552)	
Transfer to a 4-year institution without an AA degree	0.2% (0)	2.0% (275)	
Prepare for a new career (acquire job skills)		0.4% (50)	
Educational development (intellectual, cultural)		0.1% (17)	
Undecided on goal	0.3% (0)	0.9% (128)	
University /4-year college student taking courses to meet university/college requirements		0.2% (31)	
Advance in current job/career (update job skills)		0.1% (11)	
Maintain certificate or license (e.g. Nursing, Real Estate)		0.0% (0)	
Obtain a two-year vocational degree without transfer		0.2% (25)	
Improve basic skills in ENGL, READ, or MATH		0.7% (91)	
Uncollected / unreported		0.0% (0)	
Grand Total	100.0% (958)	100.0% (13,735)	





2019-2020 Program Review Report

Division/Area Name: Student Life / Job Placement Center	For Years: 2021-2022
Name of person leading this review: Jill Zimmerman	
Names of all participants in this review: Ray Betancourt, Sara Rivas, Tracy Fernandez, Wilda Wallace	

Part 1. Program Overview:

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

The Job Placement Center provides support services to students who are in the market for job experience. They support the district's mission by giving students the help they need to transition to their career field once they graduate. They help students by providing job experience, resume building, interview prep, and other skills that students will need once they graduate from AVC and move into the career field of choice.

1.2. State briefly program highlights and accomplishments

- 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.
- JPC is responsible for processing all student employee's campus wide.
- Job readiness opportunities include resume writing review and workshops, mock interviews, skill assessments and job matching.
- Of the 4,368 students who registered through the online job search interface, College Central Network (CCN) over the last year, 553 (67%) had approved resumes.
- There has been a total of 174 typing certificates for an annual average for 2019 and 2020 Bringing in a revenue of \$551.25
- The Job Placement Center partnered up with Northrup Grumman for 5 sessions of interviews with Antelope Valley College 191 students (10 job requisitions opened for AVC students exclusively)
- The Job Placement Center is meeting the goal to go electronic
- New employers move into the community creating job opportunities for our students
- The Job Placement Center created a pool for 18 students to work various events on and off campus through the Outreach Department
- JPC is highly sought after by off-campus employers as a premiere resource for preparing, screening and providing qualified quality candidates.

- Recruitment successes include Zhenlong International, Amazon, Allied Universal, Pure and Simple Academy and Childcare Center, 2020 Census, dd's Discount, Northrup Grumman, Walmart Neighborhood Store, VARGO Physical Therapy, BYD, The City of Palmdale, City of Lancaster, Los Angeles County Department of Human Resources, VIVINT Solar Scribe America to name a few.
- The Job Placement Center conducted New World of Work training for 40 campus and community instructors (implementation will begin with students in FYE and SYE in the Spring of 2021)
- The Job Placement Center Hosted the California Placement Association Professional Workshop
- The Job Placement Center Conducted 6 Federal Work-study Workshops, 1 Federal Work-study Job Fair, 13 Mock interviews, 36 Student Worker Orientations with 463 attendees
- JPC has collaborative relationships with all community agencies, South Valley Work Source, EDD, Gain, Department of Social Services, America's Jobs Centers, as well as Antelope Valley Union High School District; the City of Lancaster, City of Palmdale, Los Angeles County of Education and has participated in grants, employer/community organizations and on-campus successes as collaborations. <https://www.avc.edu/studentservices/jpc>

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

<input type="checkbox"/> 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
<input type="checkbox"/> 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 checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information, and mathematical concepts.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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.

<input checked="" type="checkbox"/> 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 type="checkbox"/> Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input type="checkbox"/> Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.
<input checked="" 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.:

The Job Placement Office used the labor market data to assess which markets need employee. Efforts have been made to support local employers and a special relationship has developed with the LA County department of HR to establish programs to support their employment needs. Feedback from employers who attend the bi-annual Job Fair provides feedback to ensure our programing meets the needs of our employers. Due to COVID, The Job Placement Center has seen a decrease in the number of job postings. 2019- 2020 The Job Placement Center College Central Network registrants was 808. There were 553 resumes reviewed. There were 76 new employers registered and 200 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 were lacking. In response to this, some of the Job Placement staff and about 30 other campus and community members went through the training of New World of Work Soft Skill Development. Due to the campus shot down the program was not implemented but will be in the Spring 2021 semester.

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 ability to interact with community partners and provide job readiness for our students, resume building, interviewing techniques, and hosting job fairs both in-person and virtual so students can seek part-time or full-time employment.
Weaknesses	Getting feedback from Students and Employers about getting results on new hires. Reduction in staffing, 5 years ago there was a director and three full-time staff. After the retirement of the director, the position was not filled, and all staff directly reported to the Dean of Student Life and Services.
Opportunities	The opportunity to provide a forum through CCN for employers to access students who are ready for employment provides for quick opportunities for hire. Additionally, on-campus student employment allows students who may not have had other opportunities to gain on the job experiences that might not have gained elsewhere.
Threats	Some employers can not hire enough students while others in non-aerospace industries are still needing help from JPC to recruit and hire qualified candidates.

Part 2.C. Review and comment on progress towards SLO/PLO/OO 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 units attempted except in extreme situations. This has reduced the number of “permanent” student workers and has allowed students to move through their academic programs as well as give new student job opportunities.

Through the expanded use of CCN and the work with the staff, we have moved our annual Job Fairs into a virtual Job Fair on November 18, 2020. This allowed our students to continue their job search and meet current employers needs which will support both of our OO’s in access and use of resources.

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

JPC is still in need of tracking software that is easy to use for the student and employer. 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 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 the goal?</i>
JPC Goal 1; To increase awareness of Job Placement Services	SLO #1 and #2	To increase access to resources needed for students to be better prepared for a successful job search	Bulk uploading through College Central Network to all incoming students by providing and invitation to start the JPC process
JPC Goal 2: Informational Presentations and success	SLO #1 and #2	Classroom presentations will be provided on a regular basis to initiate the conversation or current world of work and the importance of being prepared to compete in today's marketplace, in order to become successfully employed in doing so, students will have a connection with Job Placement staff	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
JPC 3: Job Placement Center to align to job leads to majors	SLO #1 and OO	To connect students with employment opportunities	Host Employer panels quarterly. Schedule employer classroom visits for each discipline.

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>	Job Placement Specialist	Repeat	\$83,778	Recurring	Jill Zimmerman
	Director of Job Placement	Repeat	\$125,127	Recurring	Jill Zimmerman
<i>Technology</i>					

<i>Physical/Facilities</i>					
<i>Supplies</i>					
<i>Professional Development</i>					
<i>Other</i>					

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

Job Placement continues to register a record number of students looking for jobs through the CCN online portal. Over 553 resumes were approved and significant efforts were made to onboard student workers, with over 450 in Fall 2019-Spring 2020. 36 student worker orientations were completed, and this is now an online orientation and more convenient for students to access. In ensuring students' job readiness, the New World of Work training took place in Fall 2019 to help students with soft skill development, and efforts were put on hold in Spring 2020 due to COVID. Events have been scheduled for the Spring of 2021 to assist students in this area. A significant amount of work has been done working with LA County, Speaker Bureau, and their efforts to onboard employees in the field of human services and social work. Job Placement continues to be sought after by local employees as a place to find quality applicants. As new employers move into the area, a more concentrated effort needs to be made to ensure they are aware of the opportunities AVC provides.

JPC CANVAS shell (2020-2021)

52 students currently in the JPC Canvas page working on completing the requirements, and of those:

8 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 requirements, and of those:

38 have had an EPAF submitted and processed for them,

2 have had offers, but no EPAF submitted.

APPEALS (2019-2020)

Summer/Fall 2019:

212 submitted

49 Denied

162 Approved

1 Pending (not on either Approved or Denied list)

Spring 2020:

289 submitted

65 Denied

221 Approved

3 Pending (not on either Approved or Denied list)

Total appeals submitted: 501

Total Approved: 383

Total Denied: 114

College Central Network Registration (2019-2020)

808 New Registrants

606 New resumes

Resumes received 934

Employers registered 76

200 Job Postings

174 typing certificate



2019-2020 Program Review Report

Division/Area Name: The Information/ Welcome Center (Outreach) (IWC/O)	For Years: 2021-2022
Name of person leading this review: Kenya Johnson, Director	
Names of all participants in this review: Denise Bayers, Asia Alvarez, Gabriela Gonzales, Raul Alanis Romualdo, Dr. Jill Zimmerman	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>
The Information/ Welcome Center (Outreach) (IWC/O) includes five main areas of responsibility: The Welcome Center , Outreach , International Students Program (ISP) , Study Abroad , and the Dreamers Center . The Information/ Welcome Center (Outreach) department provides opportunities for access to all members of the community through our outreach efforts at K-12 schools, community and education fairs, festivals, and local businesses. Further, we host a variety of outreach events and inclusive campus opportunities to increase the awareness of the matriculation process, the college-going culture, and knowledge of the college’s programs and services. We work with a diverse population of students on and off-campus to support student matriculation and onboarding, success, retention, and completion.
1.2. State briefly program highlights and accomplishments
Program highlights and accomplishments include: Welcome Center Welcome week activities held during the first week of the fall and spring semesters. Events are held all week long in collaboration with IWC/O, financial aid, veterans, student health, student development, student equity, and FYE. Students are welcomed back to campus, invited to participate in fun and social activities, and provided with information about the entire AVC campus. Welcome week is designed to promote school pride and assist students in meeting their week one needs such as finding classes and acclimating to campus. The Welcome Center successfully receives the majority of initial inquiries via phone and in person, coming into the college and assist students in connecting to appropriate departments and or applying to AVC and getting registered into courses on a walk-in and on the spot basis. Outreach <u>New Student Success Workshops</u> (SSW’s) serve as an in-person orientation for non-traditional students. Students receive orientation credit (a requirement for enrollment and a required student success step) for attending an SSW. 15 workshops were held during the 2019-2020 school year for 240 nontraditional incoming students. In 2018-2019, 24 workshops were held for 491 nontraditional incoming students.

Student Success Kickoff (SSK) is our annual in-person orientation event, for traditional students that takes place during spring break. In 2018-2019 our SSK event brought 1,308 high school seniors to campus. All of the participating students completed their AVC application, online orientation, and guided self-placement. In 2019-2020 we had 1,318 students who RSVP'd to attend our Student Success Kickoff event. Although the 2019-2020 SSK event was canceled due to COVID 19 the students on the RSVP list still completed the student success steps of application, online orientation, and guided self-placement. 6 months prior to this event invitations are sent to local high school counseling teams and questions about required enrollment steps are answered throughout the 6 month time period. Outreach workshops aimed at showcasing AVC programs and services aid in promoting AVC in general and the SSK event specifically. SSK includes collaboration among multiple departments on campus including Marketing, First Year Experience, Student Equity, Financial Aid, Job Placement, EOPS, STAR, Counseling, Transfer Center, Math Science, and Engineering, Career Technical Education, Rhetoric & Literacy, Health & Safety Sciences, Social & Behavioral Sciences, Palmdale Center and Extended Learning, Arts & Humanities, and Enrollment Services.

High School Counselor Workshop (HSCW) This bi-annual training event held in 2019-2020 for area high School Counselors and counseling staff members. Our most recent HSCW event was attended by 70 high school counseling staff from our local high school districts. This event is a professional development day for AVHSD counseling staff and provides a showcase of AVC programs including academic programs and student services.

Community Outreach The AVC outreach department serves the AV Community by providing information on AVC programs and services to an estimated 40,000 people at local Fairs & Community Events including; the Almond Blossom Festival, Poppy Festival, Tamale Festival, AVHSD College Information Night (CIN), and Salute to Youth events and the Antelope Valley Board of Trade Business Outlook Conference.

K-12 Outreach IN 2019-2020, 29 high school outreach presentations attended by a total of 2136 prospective students. Most of our presentations are either Financial Aid presentations on how to complete the FAFSA or CA Dream Act or General AVC overview presentations that promote AVC programs and services. 10 single school outreach college/career fairs attended by a total of 2,895 prospective students. 20 AVC campus lead tours attended by 2,645 prospective students. All campus tours include coordination with AVC faculty and programs for interactive presentations. This year's faculty and staff presentations during tours were from the following departments: Nursing, Biology (Labs), Entomology, Welding, Automotive, Auto Body, Fire Technology, EMT, Airframe Fabrication, Business Education, Cybersecurity, Virtual Science Lab, Math Science & Engineering, Engineering Labs, Commercial Music, Anthropology, Digital Media, SOAR High School, Performing Arts Theater, Basic Skills, Learning Center, First Year Experience and English. The outreach department has collaborated on the planning and development of the AVC promise program which will help to expand college readiness and early college outreach.

International Students Program (ISP)

International Students Program (ISP) In 2019-2020, the International Student Program had 9 Continuing students enrolled full time and 1 New student enrolled full time. ISP continued working with 11 board approved recruiters to increase ISP enrollment. Started planning for Fall recruitment at area Language School working with our basic skills faculty to assess the feasibility. A total of 6 ISP students have successfully gained on-campus employment. ISP has increased our social media presence. 2 students received foundation scholarships. <https://www.avc.edu/student-services/intl>

Study Abroad

Study Abroad Program (SAP) Students are offered the opportunity to study in London, England or Spain (city varies each year) and Kyoto, Japan in the summer. In 2018-2019, 3 students went to London, England and 1 student went to Seville, Spain. In the Fall of 2019, 1 student went to London, England. Due

to COVID 19 study abroad programs were suspended and are currently on hold until it is safe to once again travel abroad. We started discussing the possibility of a campus led study abroad program to South Africa or to Ghana West Africa with our Umoja program. A brief presentation was made about Study Abroad to South Africa during the Umoja Day 2018. <https://www.avc.edu/studentservices/studyabroad>

Dreamers Center

The AVC Dreamers Center was established in January 2019. This was made possible through the writing of a successfully funded, three-year, grant from the Ca Catalyst Fund. The mission of the Dreamers Center is to serve all undocumented students at Antelope Valley College with information and resources to promote college admissions, persistence, graduation, and transfer. The Dreamers Center provides student support services that create a welcoming and supportive environment, enhance the college experience, build leadership skills, and promote community engagement. In 2019-2020 the Dreamers Center Served 1,085 students through workshops and events. This included workshops such as Know Your Rights, DACA Updates, Paletas & Politics, Undocumented Student Week of Action, California Dream Act Application and High School presentations. Also in 2019-2020 our Peer Mentors made 2,281 contacts with students participating in peer mentoring.

<https://www.avc.edu/information/policies/ab540>

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. X Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	X 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	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
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 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.

*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.:

Results and statistics reflecting community and student utilization of the Outreach and it's five main areas of responsibility, 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 that are both paper and electronic, in the Google Suite Form, overarching program outcomes are evaluated through indepth research provided by the Institutional Research Office such as high school yields. Outreach and it's five main areas of responsibility 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 program and grant goals and objects.

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 outreach department is well established in our local high school district and continues to service area high school students, parents and staff. Our community outreach presence has been consistent and continuous. The establishment of the new Dreamers Center has been well received and helps to further engage the pipeline of prospective students. Our International Students program has remained consistent in it's enrollment.
Weaknesses	One weakness for the outreach department is that a lack of staffing has caused us to turn down some workshop, tour, and career fair event request from the community. The Dreamers center is currently being run with one Director (% time) and 3 part time hourly's, this severely limits the work being done to improve matriculation retention and completion for students.
Opportunities	We need additional staffing in Outreach and in the Dreamers Center to ensure that are able to run both programs efficiently. This will allow us to continue to provide the support and services to empower students to complete successful academic endeavors with all needed resources.
Threats	With the increasing trend towards early college readiness, outreach and recruitment; the outreach department is missing the opportunity to get intentional and strategic information into the k-8 grades and 9-10 grades pipeline due to limited resources within the department. Whereas, outreach once consisted of a full time director, 2 full time program specialist and a full time clerical III, the outreach department has for the past 2.5 years had only a full time director and one full time clerical III.

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

The Information/ Welcome Center (Outreach) (IWC/O) is making adequate progress in the achievement of the goals set forth. With collaborative efforts to finance the programmatic and service needs in the area we are striving to provide meaningful and intentional services to targeted populations. Our Outreach efforts span in all directions including K-12 school districts, community agencies, and businesses. We are the educational hub for higher education in the Antelope Valley for both traditional and nontraditional students. Our newly developed Dreamers Center working in collaboration with Financial Aid and Outreach will help increase the number of CA Dream Act applicants which has the potential to positively increase the college's budget allocation according to the new funding formula.

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 Dreamers Center, which is a place where undocumented students can obtain the support, resources and community they may need to be successful. Outreach has increased resources available to our students through collaboration throughout Student Life and Services.

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>
Information/ Welcome Center (Outreach) (IWC/O)	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 EMP Goals: 1-4	PLO: High School Students, prospective college students, will have knowledge of and effectively navigate through the admission process.	Workshops to junior and senior classes to showcase AVC and its programs • SSK in-person orientation opportunities for prospective HS students • Attend high school college fairs • Provide AVC and general college materials to HS counselors and career centers • Educate and inform HS guidance staff about AVC through attendance at the monthly AVHSD head counselor's meetings and hosting the biannual HS Counselor Workshop Activities supported the SSSP Initiative • Increased the number of students attending the Student Success Kick Off • Collaborated with other Student Services departments and offices to have

			students successfully complete the matriculation steps • Developed on-going in-person orientation opportunities (SSW's) for both traditional and nontraditional students
Information/ Welcome Center (Outreach) (IWC/O)	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.	Increased the number of students attending the Student Success Kick Off • Collaborated with other Student Services departments and offices to have students successfully complete the matriculation steps • Developed on-going in-person orientation opportunities (SSW's) for both traditional and nontraditional students
	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.	Workshops to High School students, and community members on Financial Aid and the Financial Aid Applications including FAFSA and CADAA

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	Part-time Counselor Dreamers Center	New	\$15,000	Recurring	Kenya Johnson
Classified Staff	Coordinator of Dreamers Center (2nd) Program Specialist	New Repeat	\$88,950.37 \$60,387.68	Recurring Recurring	Kenya Johnson Kenya Johnson
Technology					
Physical/Facilities	Larger/ more adequate space is needed for the Dreamers Center	New	n/a	n/a	Kenya Johnson

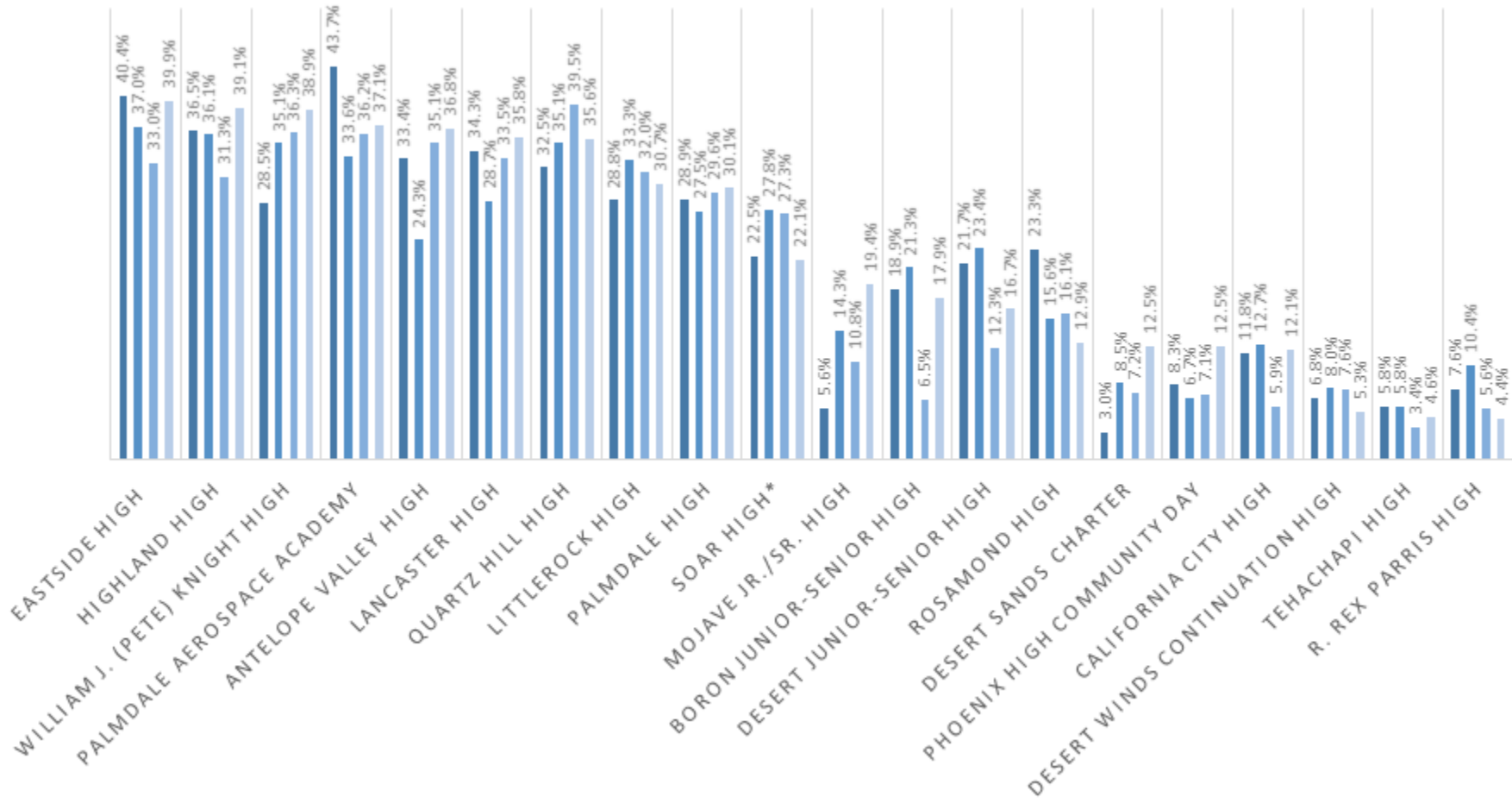
Supplies	Non Instructional Supplies, Contracting Services & Travel for the Dreamers Center	New	\$15,000	Recurring	Kenya Johnson
Professional Development	International Student Program - recruitment budget	Repeat	\$15,000	Recurring	Kenya Johnson
Other	Peer Mentors Dreamers Center	New	\$40,000	Recurring	Kenya Johnson

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

High School	2015-16			2016-17			PP Diff in Yield for Fall 2016 & 2017	2017-18			PP Diff in Yield for Fall 2016 & 2017	2018-19			PP Diff in Yield for Fall 2018 & 2019
	Local HS Seniors	AVC Freshman Fall 2016	High School Yield	Local HS Seniors	AVC Freshman Fall 2017	High School Yield		Local HS Seniors	AVC Freshman Fall 2018	High School Yield		Local HS Seniors	AVC Freshman Fall 2019	High School Yield	
Antelope Valley High	389	130	33.4%	452	110	24.3%	↓ -9.1%	407	143	35.1%	↑ 10.8%	454	167	36.8%	→ 1.6%
Boron Junior-Senior High	37	7	18.9%	47	10	21.3%	→ 2.4%	46	3	6.5%	↓ -14.8%	39	7	17.9%	↑ 11.4%
California City High	127	15	11.8%	118	15	12.7%	→ 0.9%	136	8	5.9%	↓ -6.8%	107	13	12.1%	↑ 6.3%
Desert Junior-Senior High	92	20	21.7%	77	18	23.4%	→ 1.6%	65	8	12.3%	↓ -11.1%	84	14	16.7%	→ 4.4%
Desert Sands Charter	1182	35	3.0%	270	23	8.5%	↑ 5.6%	69	5	7.2%	→ -1.3%	88	11	12.5%	→ 5.3%
Desert Winds Continuation	397	27	6.8%	376	30	8.0%	→ 1.2%	341	26	7.6%	→ -0.4%	377	20	5.3%	↓ -2.3%
Eastside High	497	201	40.4%	535	198	37.0%	→ -3.4%	552	182	33.0%	→ -4.0%	562	224	39.9%	↑ 6.9%
Highland High	735	268	36.5%	707	255	36.1%	→ -0.4%	689	216	31.3%	→ -4.7%	691	270	39.1%	↑ 7.7%
Lancaster High	531	182	34.3%	529	152	28.7%	↓ -5.5%	582	195	33.5%	↑ 4.8%	575	206	35.8%	→ 2.3%
Littlerock High	337	97	28.8%	339	113	33.3%	↑ 4.5%	322	103	32.0%	→ -1.3%	336	103	30.7%	↓ -1.3%
Mojave Jr./Sr. High	36	2	5.6%	49	7	14.3%	↑ 8.7%	37	4	10.8%	→ -3.5%	36	7	19.4%	↑ 8.6%
Palmdale Aerospace Acad	71	31	43.7%	110	37	33.6%	↓ -10.0%	177	64	36.2%	↑ 2.5%	167	62	37.1%	→ 1.0%
Palmdale High	647	187	28.9%	622	171	27.5%	→ -1.4%	651	193	29.6%	→ 2.2%	621	187	30.1%	→ 0.5%
Phoenix High Community C	12	1	8.3%	15	1	6.7%	→ -1.7%	14	1	7.1%	→ 0.5%	8	1	12.5%	→ 5.4%
Quartz Hill High	755	245	32.5%	703	247	35.1%	↑ 2.7%	747	295	39.5%	↑ 4.4%	750	267	35.6%	↓ -3.9%
R. Rex Parris High	380	29	7.6%	278	29	10.4%	↑ 2.8%	392	22	5.6%	→ -4.8%	410	18	4.4%	↓ -1.2%
Rosamond High	159	37	23.3%	192	30	15.6%	↓ -7.6%	192	31	16.1%	→ 0.5%	194	25	12.9%	↓ -3.3%
SOAR High*	89	20	22.5%	90	25	27.8%	↑ 5.3%	99	27	27.3%	→ -0.5%	86	19	22.1%	↓ -5.2%
Tehachapi High	293	17	5.8%	325	19	5.8%	→ 0.0%	324	11	3.4%	→ -2.5%	280	13	4.6%	→ 1.2%
William J. (Pete) Knight Hig	666	190	28.5%	732	257	35.1%	↑ 6.6%	689	250	36.3%	→ 1.2%	668	260	38.9%	→ 2.6%
Average Local Yield	7432	1741	23.4%	6566	1747	26.6%	3.2%	6531	1787	27.4%	0.8%	6533	1894	29.0%	1.6%

HIGH SCHOOL YIELDS (AVC FRESHMEN AS % OF LOCAL HS SENIORS)

■ 2015-16 ■ 2016-17 ■ 2017-2018 ■ 2018-2019





2019-2020 Program Review Report

Division/Area Name: Student Life and Services / Student Equity	For Years: 2021-2022
Name of person leading this review: Rashall Hightower	
Names of all participants in this review: Rashal Hightower Stickel, Director of Student Equity Desireé Lee, Program Specialist Ty Steans, Program Specialist Crystal Garcia, Program Specialist	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>
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. 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.
1.2. State briefly program highlights and accomplishments
The Student Equity Office received \$2,035,571 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 provide assistance to 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.

During the 2019-2020 academic year, AVC Umoja Community had 455 active students with weekly increase in program enrollment. During the Summer 2019 semester, (7) AVC faculty and staff attended the Umoja Summer Learning Institute; and (5) students and (2) staff attended the Student Leadership Institute. Fall 2019 Semester, AVC Umoja Community took (20) students to the statewide Umoja Conference, where our student leaders participated in the facilitation of workshops and assisted at the conference. Our Umoja Community was also the recipient of the Amelia Boynton Award Spirit of Freedom and Justice Award from the Gateway Educational Foundation & Institute and the Ncredible 400 Years Project. This award was granted to our students and Umoja Community along with award recipients Mellody Hobson, President of Ariel Investments and Entertainer Nick Cannon.

Umoja held (4) orientations in the Fall and (3) orientations in the Spring. In addition to the orientations, Student Equity also held our annual Umoja Intensive Workshop and Umoja Day with participation from Umoja programs around the state. During the fall semester 2019, the Umoja Community successfully opened its long anticipated Umoja Village and Computer Lab. The Village rapidly became a space for Umoja students.

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.

Due to the COVID-19 pandemic, many of the on-campus/in-person programs and services were modified or temporarily suspended. Our classified and student staff were unable to work or communicate with our student population for the first three months of the pandemic, therefore, creating a disconnect with our communities. 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.

PLEASE SEE ATTACHED DOCUMENT.

AVC Umoja Community

Fall 2018	Intersession 2019	Spring 2019	Summer 2019	Fall 2019	Intersession 2020	Spring 2020	Summer 2020	Fall 2020
Active: 375	Active: 95	Active: 275	Active: 119	Active: 354	Active: 103	Active: 455	Active: 371	Active: 229

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 2019-2020, over 319 students experienced or faced some type of homelssness. 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 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 1,600 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.

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 2020, due to COVID-19, Guardian Scholars were offered additional resources from our community partners that supplied students with laptops, wifi-hotspots, and cellphones at no cost to them.

FOCUS 180

The Focus 180 Community and program is geared to provide assistance 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.

Since its inception in the 2018-2019 academic year, the Focus 180 Community has grown to 100+ active students.

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. Additionally, due to the employment restrictions, our classified and student staff were unable to engage with our students during the final two months of the Spring 2020 term. This lack of outreach and engagement resulted in massive dips in enrollment. However, in the Summer 2020 term, 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 (17+) other student services programs, events, and activities:

FACULTY - STUDENT HIGH ENGAGEMENT

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.

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 amount 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.

APPLIED	730	788	668	
APPROVED	366	130	229	
STUDENTS SERVED	77	58	123	

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.

The 16 Week Semester Pass is available for students who qualify, if students have a need but do not fit the requirements, then with a success plan, a monthly TAP/Kern Card/Pass can be awarded. With those who are awarded a monthly TAP Card, students are continuing to pass courses and increase GPAs.

During the 2019-2020 academic year, AVC Campus Connect had a combined total of (2,491) for both AVTA and Kern Transit online applicants of which (1,869) were approved. (2,305) Students applied for the AVTA Campus Connect Pass and (186) 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	Interession 2019	Spring 2019	Summer 2019	Fall 2019	Interession 2020	Spring 2020	Summer 2020	Fall 2020
Applied	658	144	518	241	705	125	572	500	107
Semester Approvals	251	117	415	117	527	94	411	475	103
Monthly Approvals	45		45		61		32		NA

Kern Transit Passes

SEMESTER	Fall 2019	Interession 2020	Spring 2020	Summer 2020	Fall 2020
Applied	53	36	97	98	28

Approved	22	7	21	3	7
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STUDENTS RAISING CHILDREN (SRC)

In collaboration with Child Care Resource Center (CCRC), 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 4th 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. With the targeted amount of students, events specific for parent student support have been hosted here at the college with the support of CCRC. 100% of students agreed that SRC helped students attend classes regularly and stay on track to complete their degree or certificate program. Students also had more opportunity to take courses full time.

During the 2019-2020 academic year, SRC has (235) student applicants and has served (52) AVC Students and (131) of their children. In addition to the contract with CCRC, Student Equity has collaborated with AVC’s on-campus Child Development Center (CDC) funding (5) childcare spots each semester for AVC students with a total of an approximate (25) spots for student’s children.

Due to the COVID-19 pandemic, many of the on-campus/in-person programs and services were modified or temporarily suspended. SRC was able to fund childcare for those taking classes in summer but is on hiatus until further notice.

STUDENTS RAISING CHILDREN (SRC) CHILDCARE PROGRAM

SEMESTER	Fall 2018	Interession 2019	Spring 2019	Summer 2019	Fall 2019	Interession 2020	Spring 2020	Summer 2020	Fall 2020
Applied	104	18	37	19	67	16	78	78	Program on hiatus
Approved	17	3	12	3	17	2	20	3	

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 19-20 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 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
2,360	532	1,475	654	1,596

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 065, 070, and 102.

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 1,000 students at both our Lancaster and Palmdale locations.

The Study Jams program aims to continue serving our student populations, most recently with Off-Campus Study Jams at family-friendly locations such as Imagine City and Playmazing. This will work 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. In the Fall 2020 term, 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.

MidTerm Study Jams: Lancaster & Palmdale

SEMESTER	Spring 2018	Fall 2018	Spring 2019	Fall 2019
Total Students Served		123	238	226

Final Study Jams: Lancaster & Palmdale

Total Students Served			212	197

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, and more!

A key Candid Conversation event would be The Movement: 50 Years of Love and Struggle. This event was a visual chronicle which highlighted many of the political, social and cultural markers of the roughly 50 years since the passage of the Voting Rights Act of 1965. This theatrical production features EMMY Award-winning actor Ron Jones. Jones plays multiple characters and takes the audience on a journey through the ever-changing face of the African American experience. Supported by interactive video, stock historical footage, quotes and some of the most memorable music of the last two generations, Jones

weaves the tapestry of struggle and triumph. These developments created the fastest cultural expansion of any group in American history, as a culture and a nation, we are still dealing with these positive and negative ripple effects. The power of the vote enabled much of the movement that protest and boycott could not alone. Through both the comedic and poignant, the show's characters tell of the great struggles and of the challenges ahead. From the "Black Power 60's", to the "Blaxploitation 70's", into the "Cosby 80's" and through the so-called "Post Racial" new millennia, "The Movement" is a survey of the best and sometimes worst of the African-American experience.

Moving forward, the Candid Conversations program aims to continue having these thought-provoking conversations, and possibly move towards having more speakers and presenters to elaborate on their given topics.

Due to the COVID-19 pandemic, we were unable to complete the final Candid Conversations event for the Spring 2020 term and had to change the modality of the Candid Conversations program to virtual events. As of October 2020, Student Equity served approximately 85+ students. In November 2020, due to the holidays and upcoming end of semester this program was combined with Umoja Porch Talk to create the "A Candid Porch Talk" event.

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.

SEMESTER	Summer 2019
Applied	45
Approved	20

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 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; 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. 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. In efforts to continue to encourage transfer Student Equity has provided our students with information and links to virtual HBCU tours, workshops, and webinars.

HBCU TOURS

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

UMOJA GRADUATION CELEBRATION

Umoja Graduation Celebration is a pre-commencement celebration to honor students who through unyielding determination have successfully completed an Associates 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.

During the 2019 academic graduation season, Student Equity had (89) student participants (17) more than the previous year. The students received recognition certificates from the California State Senate and California State Assembly.

Due to the COVID-19 Pandemic Student Equity held its first Drive-Thru Umoja.

LATINX GRADUATION CELEBRATION

AVC Latinx Graduation Celebration is a pre-commencement celebration to honor students who through unyielding determination have successfully completed an Associates 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.

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.

During the 2019 academic graduation season, Student Equity had (109) student participants in its inaugural year. The students received recognition certificates from the California State Senate and California State Assembly.

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

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.

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 Marauders Matters Leadership; Mid-Semester Check-in; Counseling Fair; Welcome Week; Summer Bridge; Summer Bootcamp; Student Success Kick-off; Hispanic Heritage Festival; Poppy 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	<ul style="list-style-type: none"> 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
X Creative, Critical, and Analytical Thinking	<ul style="list-style-type: none"> X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	<ul style="list-style-type: none"> X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	<ul style="list-style-type: none"> X 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.

*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.:

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

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.
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.
Opportunities	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. 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.
Threats	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.

Additional threats for Student Equity are campus stagnation and campus apathy with the mindset that *“things have always been done like this”*. 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.

Part 2.C. Review and comment on progress towards SLO/PLO/OO 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 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
1. To improve student success by closing equity gaps through programs and services offered to students.	<p>Commitment to strengthen Institutional Effectiveness measures.</p> <p>Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.</p>	To close equity gaps on our campus and provide students with resources for student success.	Review of current programs with IR and external surveys to ensure effectiveness of programs and to determine additional program development that is needed.

	<p>Advance more students to college-level coursework-Develop and implement effective placement tools.</p> <p>Community/Global Consciousness.</p>		
<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>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 Foster Youth at AVC. Partnerships with community agencies and foundations for additional resources and funding to support student academic and life success.</p>
<p>4.To improve student success by increasing support and infrastructure of AVC's Umoja Community and Village/Lab.</p>	<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>	<p>To close equity gaps by providing culturally relevant programming and resources.</p>	<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>

<p>5. To improve student success by establishing a thriving Puente 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>Community/Global Consciousness.</p> <p>Creative, Critical, and Analytical Thinking.</p>	<p>To close equity gaps by providing culturally relevant programming and resources.</p>	<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. 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</p>	<p>Commitment to strengthen Institutional Effectiveness measures.</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>Student Equity, including, but not limited to Books H.E.L.P., Umoja and Puente Programs.</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>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 appropriate divisions.</p>
<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>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 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 destigmatizing our student populations that struggle with institutionalized mindsets.</p> <p>Provide professional development for faculty and staff interested in the creation 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</p>

			recently released. Assistance finding work opportunities and internships.
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>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 Thinking.</p> <p>Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.</p> <p>Communication.</p>	To close equity gaps on our campus and provide students with resources for student success.	<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>
11. To improve student success and retention of students experiencing housing instability by providing additional resources to our ARCHES (At Risk Community for Homeless Educational Services) Program.	<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>	To close equity gaps on our campus and provide students with supportive wrap-around services for student success.	<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>

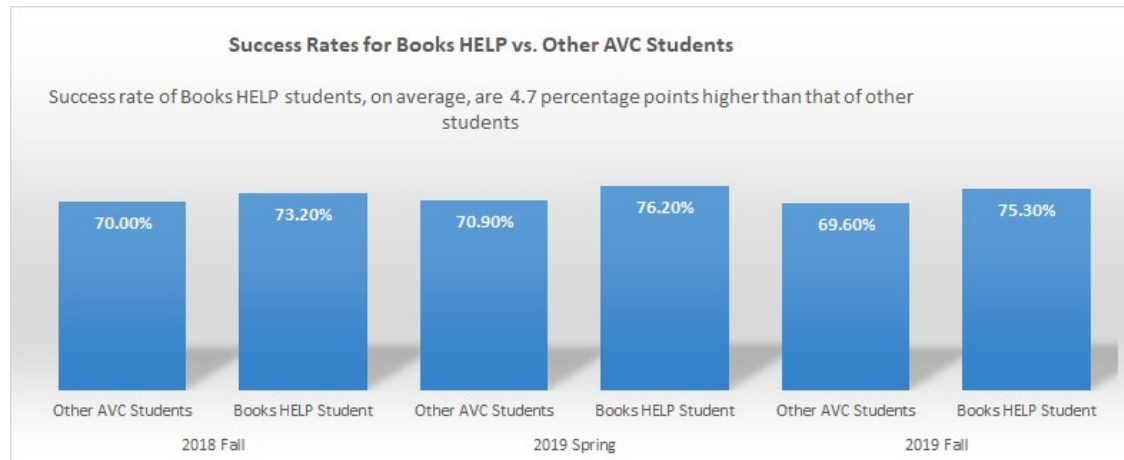
12. To better prepare students for their academic career by increasing student services that are offered by Student Equity to our online and distance learners.	<p>Commitment to strengthen Institutional Effectiveness measures.</p> <p>Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.</p> <p>Community/Global Consciousness.</p>	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>Offering programs and services via Canvas, Zoom, Kahoot, and an AVC app.</p> <p>Delivery of resources via email and mail.</p>
13. To improve student success by increasing tracking and data usage of student engagement with programs and services offered by Student Equity.	<p>Commitment to strengthen Institutional Effectiveness measures.</p> <p>Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.</p>	To increase efficiency of programming by use of data obtained through tracking student engagement.	Creation of mobile application that allows students to connect to Student Equity on a user friendly platform.

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	(1) Faculty, Counselor, Umoja Program	Repeat	\$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		Recurring	Rashall Hightower
Technology					
Physical/Facilities	Puente Community Space	Repeat	\$50,000.00	One-Time	Rashall Hightower
Supplies	Office and Programming Supplies, Puente	New	\$20,000.00	Recurring	Rashall Hightower
Professional Development	Puente Community Training	New	\$20,000.00	Recurring	Rashall Hightower
Other	Tutors	New	\$25,000.00	Recurring	Rashall Hightower

Books HELP (General)

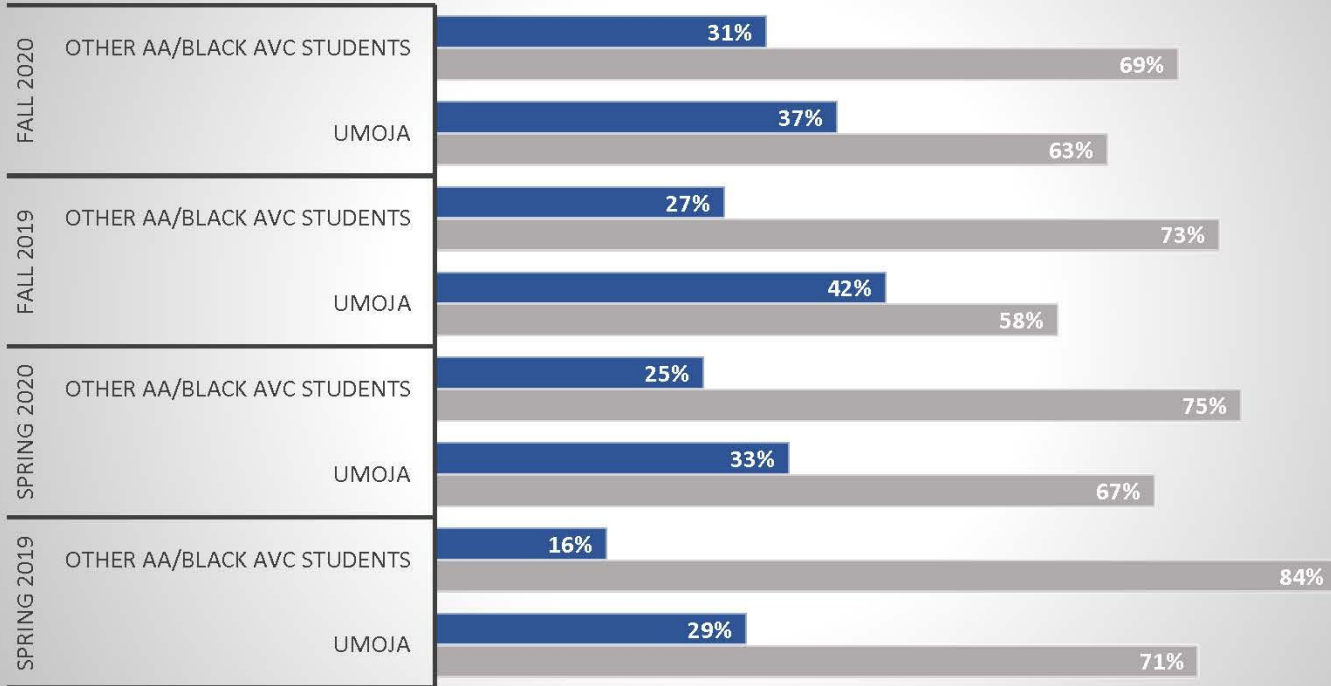
Term	Race Ethnicity (group)	Enrollment		Success		Retention	
		Other AVC Students	Books HELP Student	Other AVC Students	Books Help Student	Other AVC Students	Books Help Student
2018 Fall	African American/Black	5,387	928	56.90%	65.60%	82.75%	83.19%
	Other	1,953	168	77.10%	80.40%	89.55%	88.10%
	Hispanic	20,871	2,116	69.90%	75.20%	87.25%	87.71%
	Two or more races	1,948	195	72.10%	73.70%	87.27%	89.74%
	White Non-Hispanic	6,870	566	77.70%	75.80%	88.98%	86.40%
	Total	37,029	3,973	70.00%	73.20%	87.04%	86.58%
2019 Spring	African American/Black	4,794	545	58.60%	62.60%	82.04%	81.65%
	Other	2,239	154	75.10%	77.30%	88.92%	92.21%
	Hispanic	19,416	1,592	70.80%	79.60%	86.95%	90.08%
	Two or more races	1,715	165	73.20%	75.20%	86.24%	86.67%
	White Non-Hispanic	6,069	410	78.90%	81.00%	87.86%	86.59%
	Total	34,233	2,866	70.90%	76.20%	86.52%	87.89%
2019 Fall	African American/Black	4,844	713	55.90%	69.80%	81.38%	84.57%
	Other	2,979	227	70.10%	76.70%	86.40%	88.11%
	Hispanic	20,639	2,271	70.00%	77.00%	87.48%	89.39%
	Two or more races	1,638	169	71.90%	72.60%	87.06%	88.17%
	White Non-Hispanic	5,553	407	79.30%	75.60%	90.06%	84.52%
	Total	35,653	3,787	69.60%	75.30%	86.94%	87.83%



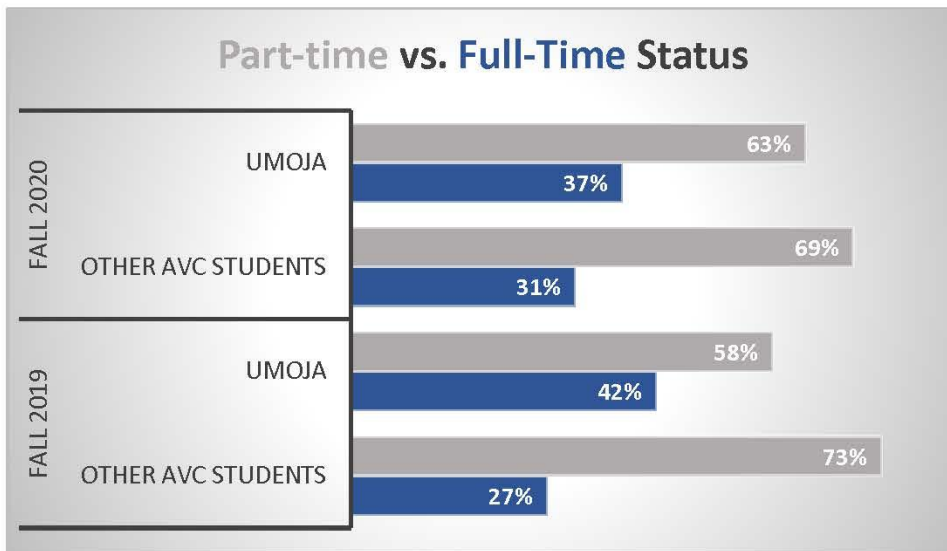
UMOJA AFRICAN AMERICAN/BLACK VS. OTHER AVC AFRICAN AMERICAN/BLACK STUDENTS

	Fall 2020		Fall 2019		Spring 2020		Spring 2019*	
	Other AVC African American/Black Students	Umoja	Other AVC African American/Black Students	Umoja	Other AVC African American/Black Students	Umoja	Other AVC African American/Black Students	Umoja
Avg. # of Terms	3.7	5.9	3.4	4.2	3.8	4.8	3.9	4.2
Avg. GPA	2.4	2.7	2.4	2.6	2.3	2.5	2.4	2.6
Avg. AVC Earned Hours	32.8	46.5	31.7	40.4	31.2	41.3	33	37.3
Completion Rate	70.3%	70.5%	69.3%	72.5%	69.3%	71.5%	71.2%	71.3%
Avg. Transfer Earned Hours	35.7	17.8	34.1	31.7	35	26.6	39.2	35.1
Transfer Completion Rate	83.3%	82.6%	85.2%	83.6%	85.1%	85.9%	87.8%	81.9%
Avg. Enrolled Units	8.5	9.7	8.2	9.8	8	9.4	7.1	9
Number of Students	1,413	139	1,879	214	1,743	234	1,607	172
N of Students in Other Ethnic Groups	10,894	90	12,463	137	11,689	145	10,865	109
Total Students	12,307	229	14,342	351	13,432	379	12,472	281

Part-time vs. Full-Time Status



	Fall 2020		Fall 2019	
	Other AVC African American/Black Students	Umoja	Other AVC African American/Black Students	Umoja
Avg. # of Terms	3.7	5.9	3.4	4.2
Avg. GPA	2.4	2.7	2.4	2.6
Avg. AVC Earned Hours	32.8	46.5	31.7	40.4
Completion Rate	70.3%	70.5%	69.3%	72.5%
Avg. Transfer Earned Hours	35.7	17.8	34.1	31.7
Transfer Completion Rate	83.3%	82.6%	85.2%	83.6%
Avg. Enrolled Units	8.5	9.7	8.2	9.8
Number of Students	1,413	139	1,879	214
N of Students in Other Ethnic Groups	10,894	90	12,463	137

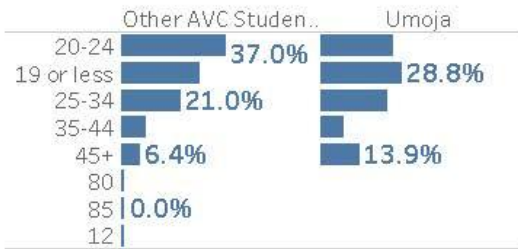




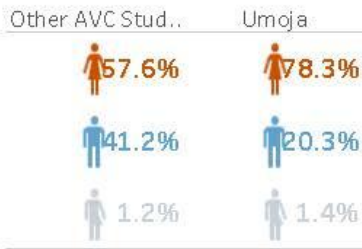
Spring 2019 Student Profile (as of May 13, 2019)

Cohort Selector
Umoja

Age Groups

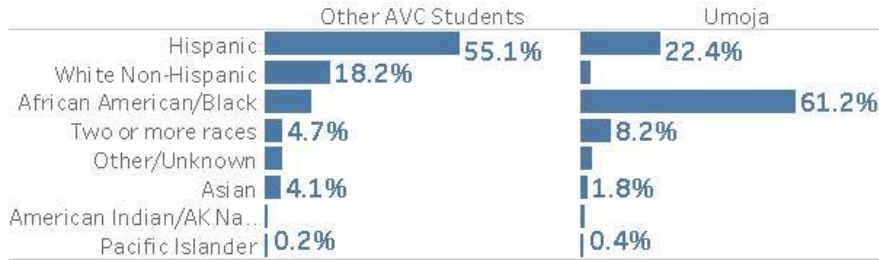


Gender



	Other AVC Students	Umoja
Avg. # of Terms	4.0	4.0
Avg. GPA	2.7	2.7
Avg. AVC Earned Hours	36.3	36.7
Max. AVC Earned Hours	242	135
Completion Rate	79.5%	72.1%
Avg. Transfer Earned Ho..	22.9	32.4
Transfer Completion Rate	92.6%	86.1%
Avg. Enrolled Units	7.7	9.3
Number of Students	12,472	281

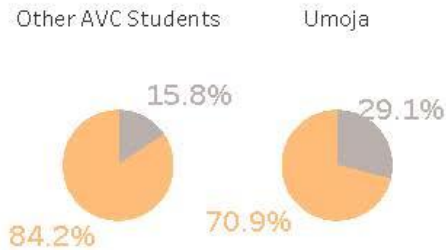
Race/Ethnicity



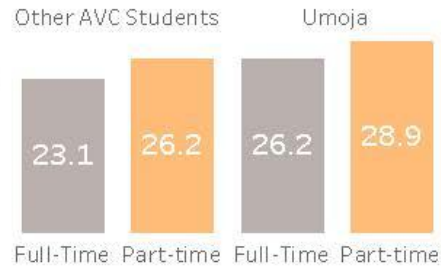
Top 20 Declared Majors

	Other AVC St..	Umoja
1 Registered Nursing	13.5%	13.2%
2 AS-T Business Administra..	4.9%	5.7%
3 AA-T Psychology	4.5%	6.0%
4 LAS: Arts and Humanities	3.5%	5.0%
6 LAS: Social/Behavioral Sci..	3.1%	5.7%
7 AS-T Administration of Ju..	2.9%	6.0%
8 Biological Sciences	2.9%	2.8%
9 Administration of Justice	2.6%	2.5%
10 AA-T Sociology	2.4%	3.6%
11 Aircraft Fabrication&Ass..	2.4%	0.4%
12 AS-T Biology	2.2%	2.8%
13 Child & Family Education	2.2%	2.1%
14 AA-T Kinesiology	2.0%	1.8%
15 General Business	1.9%	2.5%
16 AS-T Early Childhood Edu..	1.9%	2.8%
17 Computer Software Devel..	1.7%	1.1%
18 Radiologic Technology	1.6%	0.7%
19 Engineering	1.5%	1.1%
20 LAS: Math and Sciences	1.4%	2.1%

Part-Time vs. Full-Time



AVG. Age



Ed Goals (Percentage | (Number of students if more than 10))

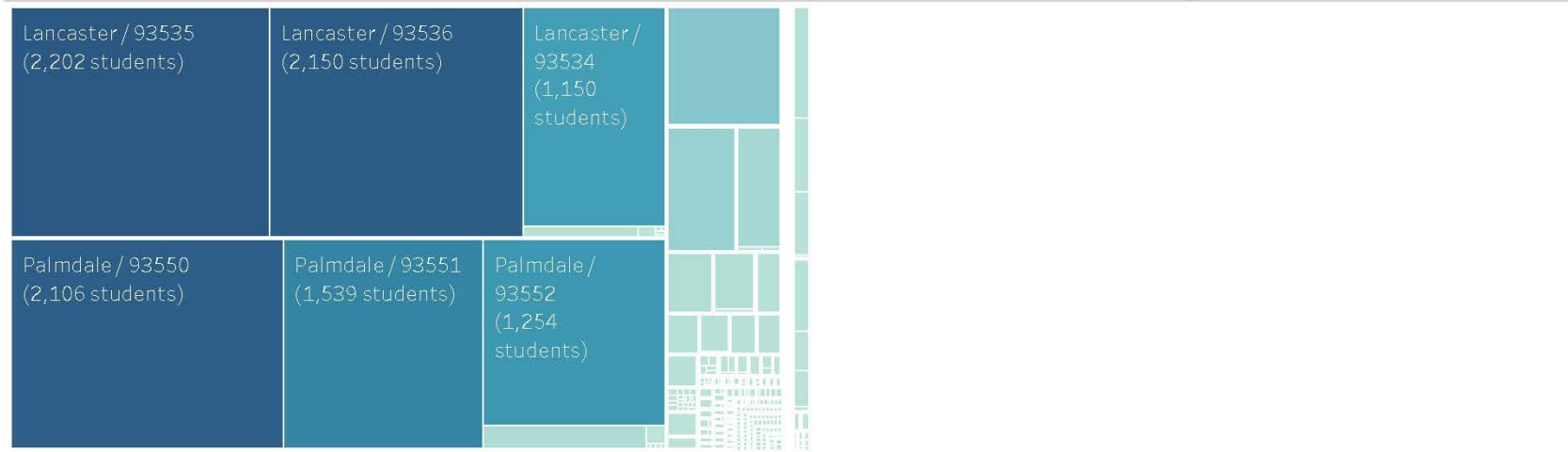
Cohort Selector
Umoja

	Other AVC Students	Umoja
Obtain an AA and transfer to baccalaureate granting institution	54.6% (6,806)	68.3% (192)
Obtain a two-year associate degree without transfer	23.5% (2,932)	21.0% (59)
Discover/Formulate career interests, plans, goals	2.7% (338)	3.6% ()
Transfer to a 4-year institution without an AA degree	2.4% (302)	1.4% ()
Earn a career technical Certificate without transfer	4.6% (579)	3.2% ()
Undecided on goal	0.9% (115)	0.4% ()
University /4-year college student taking courses to meet university/colleg..	0.2% (26)	
Obtain a two-year vocational degree without transfer	0.2% (19)	
Educational development (intellectual, cultural)	0.1% (16)	
Maintain certificate or license (e.g. Nursing, Real Estate)	0.0% ()	
Advance in current job/career (update job skills)	0.1% (14)	
Improve basic skills in ENGL, READ, or MATH	0.9% (118)	
Prepare for a new career (acquire job skills)	0.3% (40)	
Uncollected / unsubmitted	0.0% (0)	

Number of Students by City/Zip Code

Other AVC Students

Umoja



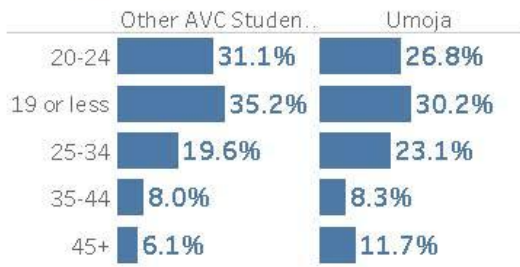


Fall 2019 Students Profile (as of Census Day, 9/3/2019)

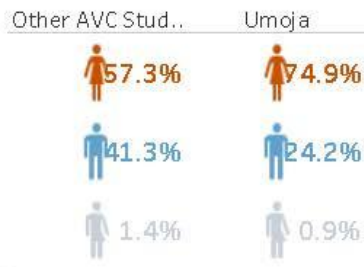
[Cohort Selector](#)

Umoja

Age Groups

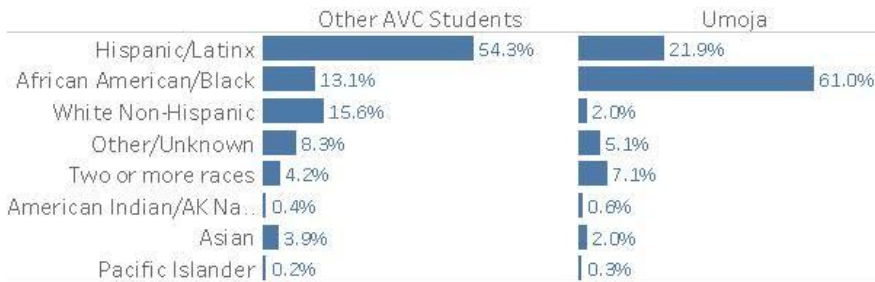


Gender



	Other AVC Students	Umoja
Avg. # of Terms	3.5	4.2
Avg. GPA	2.7	2.6
Avg. AVC Earned Hours	36.8	42.0
Completion Rate	77.9%	73.0%
Avg. Transfer Earned Ho..	21.7	27.8
Transfer Completion Rate	92.4%	84.1%
Avg. Enrolled Units	8.4	10.2
Number of Students	14,342	351

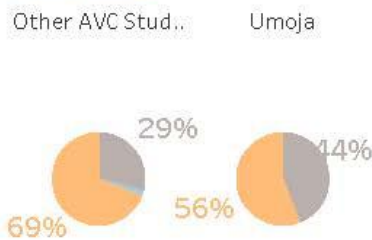
Race/Ethnicity



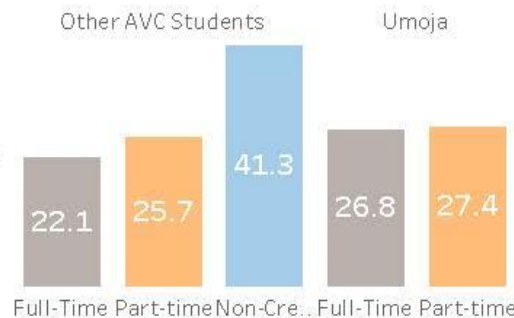
Top Declared Majors

	Other ..	Umoja
1 Registered Nursing	13.8%	21.1%
2 AS-T Business Administration & Business Admin..	5.9%	12.8%
3 Administration of Justice & AS-T Administration ...	5.6%	11.0%
4 AS-T Biology & Biological Sciences	5.2%	8.3%
5 AA-T Psychology	5.1%	10.6%
6 Undeclared	3.9%	
7 LAS: Arts and Humanities	3.7%	8.3%
8 Child & Family Education	2.4%	
9 Aircraft Fabrication&Assembly	2.4%	
10 AA-T Sociology	2.3%	9.2%
11 LAS: Social/Behavioral Science	2.2%	7.3%
12 General Business	2.2%	6.4%
13 AA-T Kinesiology	2.0%	
14 AS-T Early Childhood Education	1.9%	
15 Radiologic Technology	1.8%	
16 Computer Software Developer	1.7%	
17 Mechanical Engineering	1.6%	
18 AS-T Mathematics & Mathematics	1.5%	
19 Aircraft Fab & Assem Cert	1.5%	
20 AA-T Communication Studies	1.4%	

Part-Time vs. Full-Time



AVG. Age



Ed Goals (Percentage | (Number of students if more than 10))

Cohort Selector

Umoja

	Other AVC Students	Umoja
Obtain an AA and transfer to baccalaureate granting institution	49.7% (6,674)	65.4% (248)
Obtain a two-year associate degree without transfer	21.5% (2,885)	21.1% (80)
Earn a career technical Certificate without transfer	3.5% (474)	1.6% ()
Transfer to a 4-year institution without an AA degree	1.8% (240)	1.6% ()
Discover/Formulate career interests, plans, goals	2.6% (353)	3.2% (12)
Educational development (intellectual, cultural)	0.1% (12)	
Undecided on goal	0.7% (98)	
University /4-year college student taking courses to meet university/colleg..	0.2% (31)	
Prepare for a new career (acquire job skills)	0.3% (43)	
Advance in current job/career (update job skills)	0.1% ()	
Maintain certificate or license (e.g. Nursing, Real Estate)	0.0% ()	
Obtain a two-year vocational degree without transfer	0.1% (20)	
Complete credits for high school diploma or GED	0.0% ()	
Improve basic skills in ENGL, READ, or MATH	0.5% (73)	
Uncollected / unreported	0.0% ()	
Grand Total	100.0% (13,432)	100.0% (379)

Number of Students by City/Zip Code

Other AVC Students

Umoja

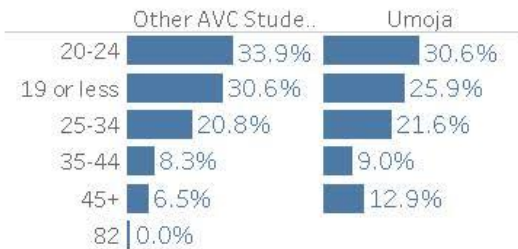




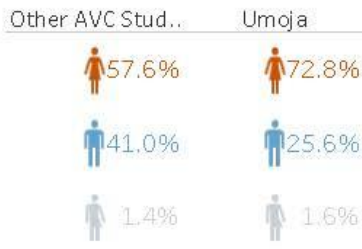
Spring 2020 Student Profile (as of Census Day, 2/18/2020)

Cohort Selector
Umoja

Age Groups

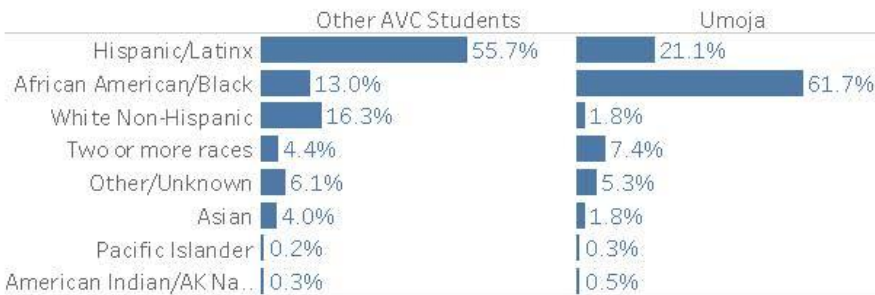


Gender



	Other AVC Students	Umoja
Avg. # of Terms	4.0	4.8
Avg. GPA	2.7	2.6
Avg. AVC Earned Hours	35.5	43.3
Completion Rate	78.4%	72.7%
Avg. Transfer Earned Hours	21.6	25.4
Transfer Completion Rate	91.4%	87.5%
Avg. Enrolled Units	8.3	9.8
Number of Students	13,432	379

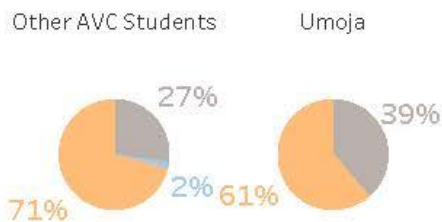
Race/Ethnicity



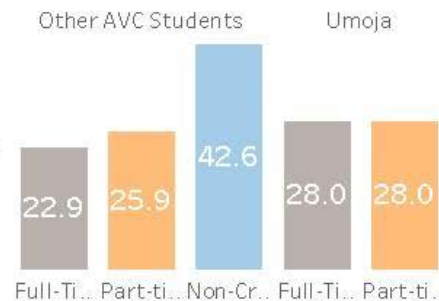
Top Declared Majors

	Other..	Umoja
1 Registered Nursing	14.07%	17.26%
2 AS-T Business Administration &..	5.91%	12.83%
3 Administration of Justice & AS-..	5.35%	11.95%
4 AS-T Biology & Biological Scienc..	5.08%	8.85%
5 AA-T Psychology	5.05%	8.85%
6 LAS: Arts and Humanities	3.85%	10.18%
7 Undeclared	3.48%	
8 Aircraft Fabrication&Assembly	2.86%	
9 LAS: Social/Behavioral Science	2.56%	10.62%
10 Child & Family Education	2.44%	6.19%
11 AA-T Sociology	2.36%	8.41%
12 AS-T Early Childhood Education	2.22%	
13 AA-T Kinesiology	2.07%	
14 General Business	1.90%	
15 Radiologic Technology	1.67%	
16 Mechanical Engineering	1.60%	
17 Computer Software Developer	1.60%	
18 Aircraft Fab & Assem Cert	1.58%	
19 AS-T Mathematics & Mathemati..	1.55%	
20 LAS: Math and Sciences	1.08%	4.87%

Part-Time vs. Full-Time vs. Non-Credit



AVG. Age



Ed Goals (Percentage | (Number of students if more than 10))

Cohort Selector
Umoja

	Other AVC Students	Umoja
Obtain an AA and transfer to baccalaureate granting institution	47.6% (6,832)	64.4% (226)
Obtain a two-year associate degree without transfer	21.6% (3,105)	19.1% (67)
Discover/Formulate career interests, plans, goals	2.2% (312)	3.4% (12)
Earn a career technical Certificate without transfer	4.0% (568)	2.0% (0)
Transfer to a 4-year institution without an AA degree	1.9% (272)	1.4% (0)
Prepare for a new career (acquire job skills)	0.3% (49)	0.3% (0)
Educational development (intellectual, cultural)	0.1% (17)	
Undecided on goal	0.9% (131)	
University /4-year college student taking courses to meet university/colleg..	0.2% (31)	
Advance in current job/career (update job skills)	0.1% (11)	
Maintain certificate or license (e.g. Nursing, Real Estate)	0.0% (0)	
Obtain a two-year vocational degree without transfer	0.2% (25)	
Improve basic skills in ENGL, READ, or MATH	0.6% (91)	
Uncollected / unreported	0.0% (0)	
Grand Total	100.0% (14,342)	100.0% (351)

Number of Students by City/Zip Code



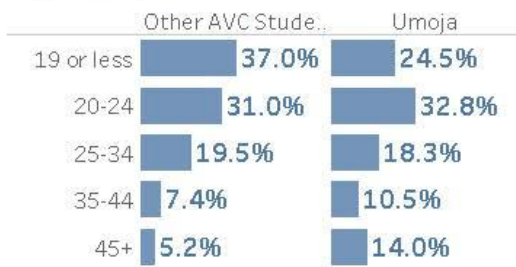


Fall 2020 Student Profile (as of 8/28/2020)

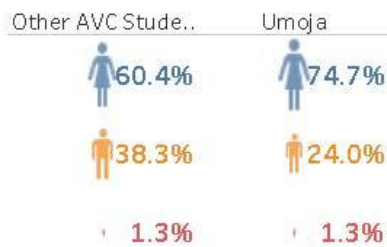
Each bar works as a Filter

Cohort Selector
Umoja

Age Groups



Gender



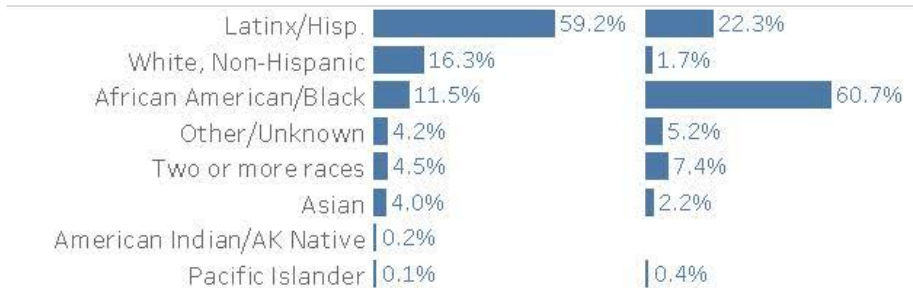
12,307
229

Other AVC Students

Umoja

Metric	Other AVC Students	Umoja
Avg. # of Terms	3.8	5.6
Avg. GPA	2.8	2.7
Avg. AVC Earned Hours	37.9	47.9
Completion Rate	78.6%	72.5%
Avg. Transfer Earned Hours	23.0	21.5
Transfer Completion Rate	90.6%	88.2%
Avg. Enrolled Units	8.8	9.6
Number of Students	12,307	229

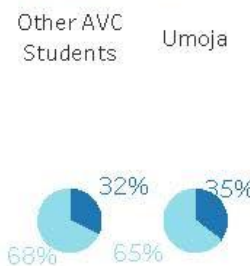
Race/Ethnicity



Top 20 Majors

Rank	Major	Other AVC..	Umoja
1	Registered Nursing	15.0%	12.2%
2	AS-T Business Administration & Business Adminis..	5.7%	7.4%
3	AS-T Biology & Biological Sciences	5.4%	
4	AA-T Psychology	5.1%	8.3%
5	Administration of Justice & AS-T Administration o..	4.8%	6.6%
6	LAS: Arts and Humanities	4.2%	6.6%
7	Undeclared	3.6%	
8	Aircraft Fabrication&Assembly	2.6%	
9	Child & Family Education	2.3%	
10	AA-T Sociology	2.3%	5.2%
11	AS-T Early Childhood Education	2.1%	
12	General Business	2.1%	
13	LAS: Social/Behavioral Science	2.0%	5.2%
14	AA-T Kinesiology	2.0%	
15	Mechanical Engineering	1.9%	
16	Radiologic Technology	1.7%	
17	Computer Software Developer	1.5%	
18	Aircraft Fab & Assem Cert	1.4%	
19	AS-T Mathematics & Mathematics	1.4%	
20	Electrical Engineering	1.2%	

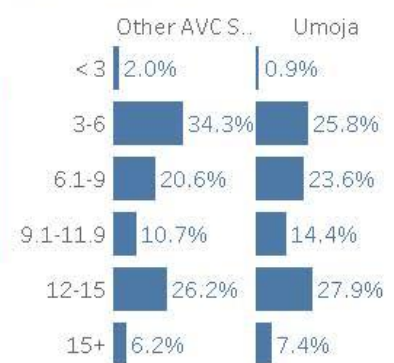
Part-Time vs. Full-Time



AVG.# of Terms



Enrolled Units

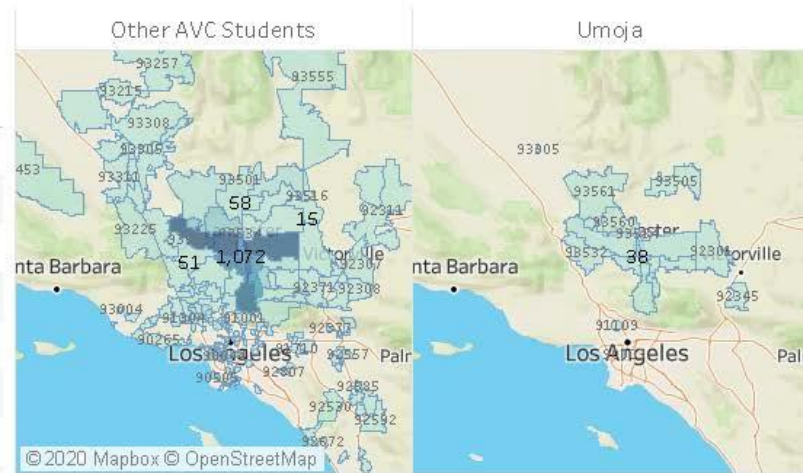
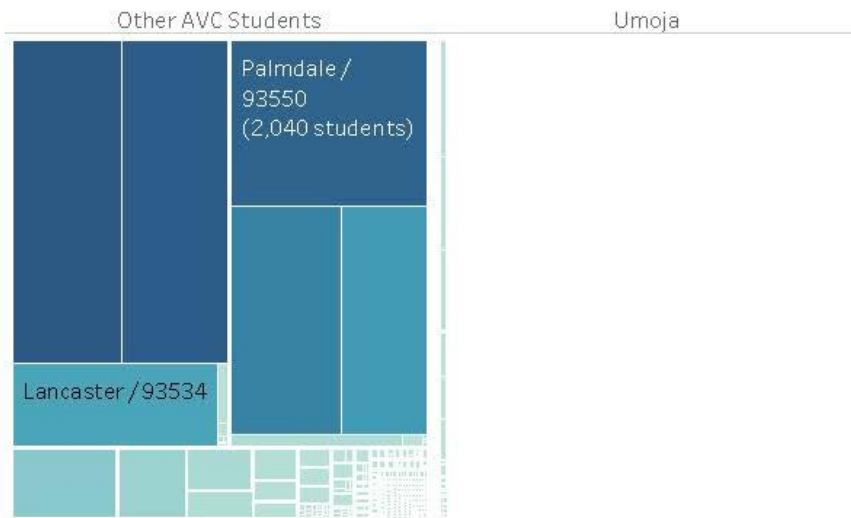


Ed Goals (Percentage)
(N of students if more than 10)

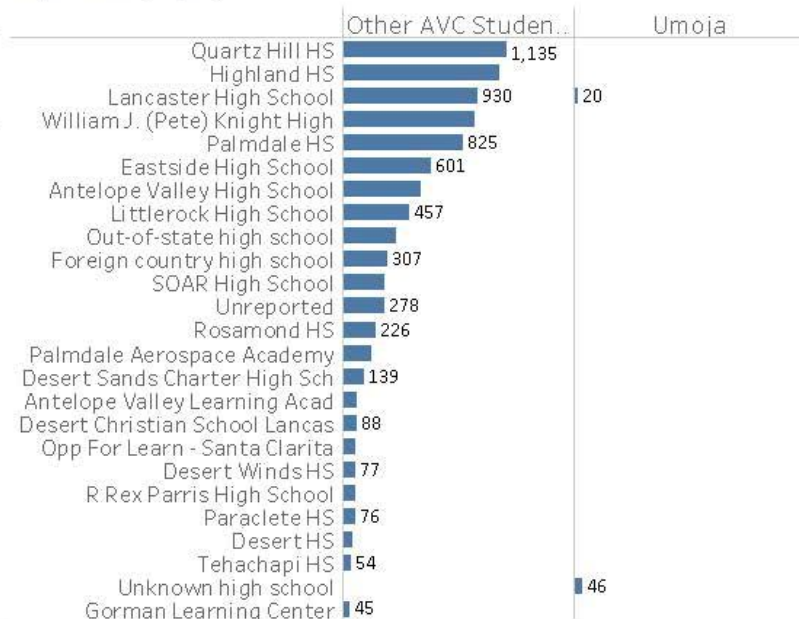
Cohort Selector
Umoja

	Other AVC Students	Umoja
Basic Skills or GED	0.3% (35)	
Certificate/Career Planning	5.2% (638)	4.4% ()
Degree/Transfer Seeking	69.4% (8,535)	89.5% (205)
Intellectual Development	0.1% ()	
Skills for Current Job	0.1% ()	
Undecided	0.7% (85)	
University Student	0.2% (20)	
Unknown	24.2% (2,975)	6.1% (14)
Grand Total	100.0% (12,307)	100.0% (229)

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

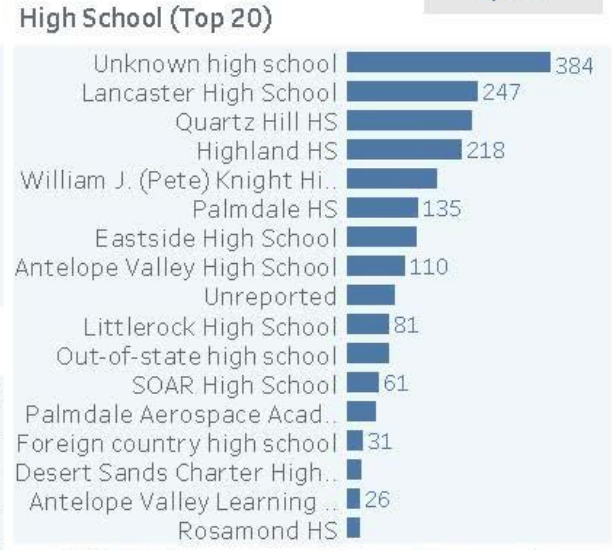
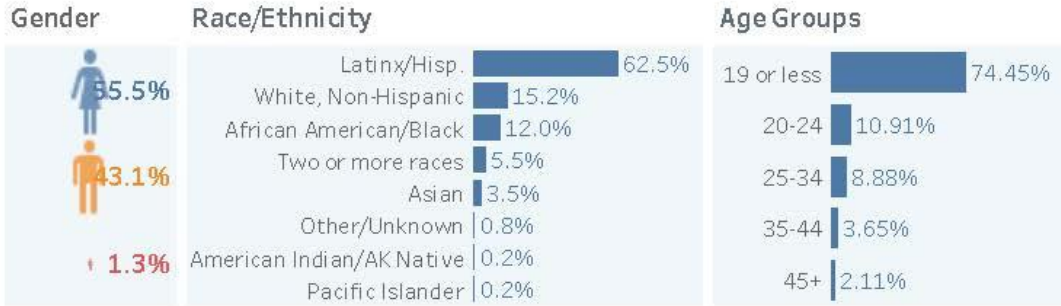


High School (Top 25)



Fall 2020 New Students Profile (those who do not have prior Academic History at AVC)

New Students:
2,466

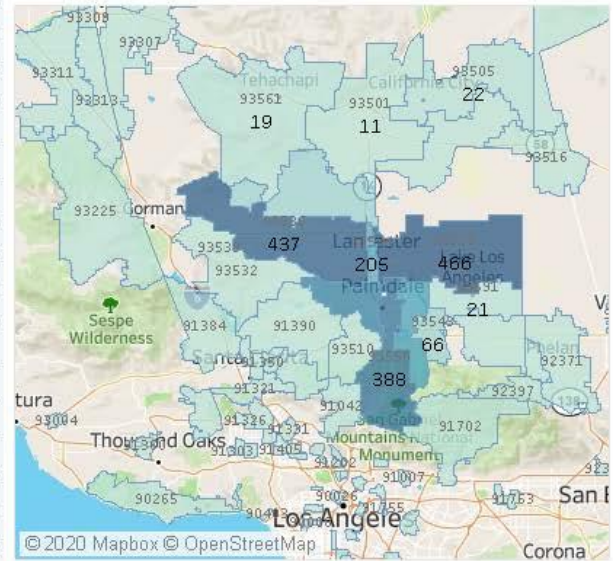
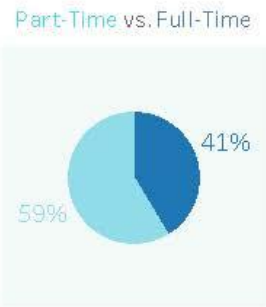
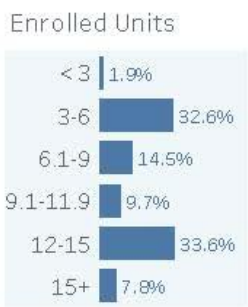


Ed Goal (Percentage) | (N of students if more than 10)

Unknown	62.5% (1,541)
Degree/Transfer Seeking	33.1% (817)
Certificate/Career Planning	3.9% (96)
Undecided	0.3% (0)
University Student	0.1% (0)
Skills for Current Job	0.0% (0)
Intellectual Development	0.0% (0)
Basic Skills or GED	0.0% (0)
Grand Total	100.0% (2,466)

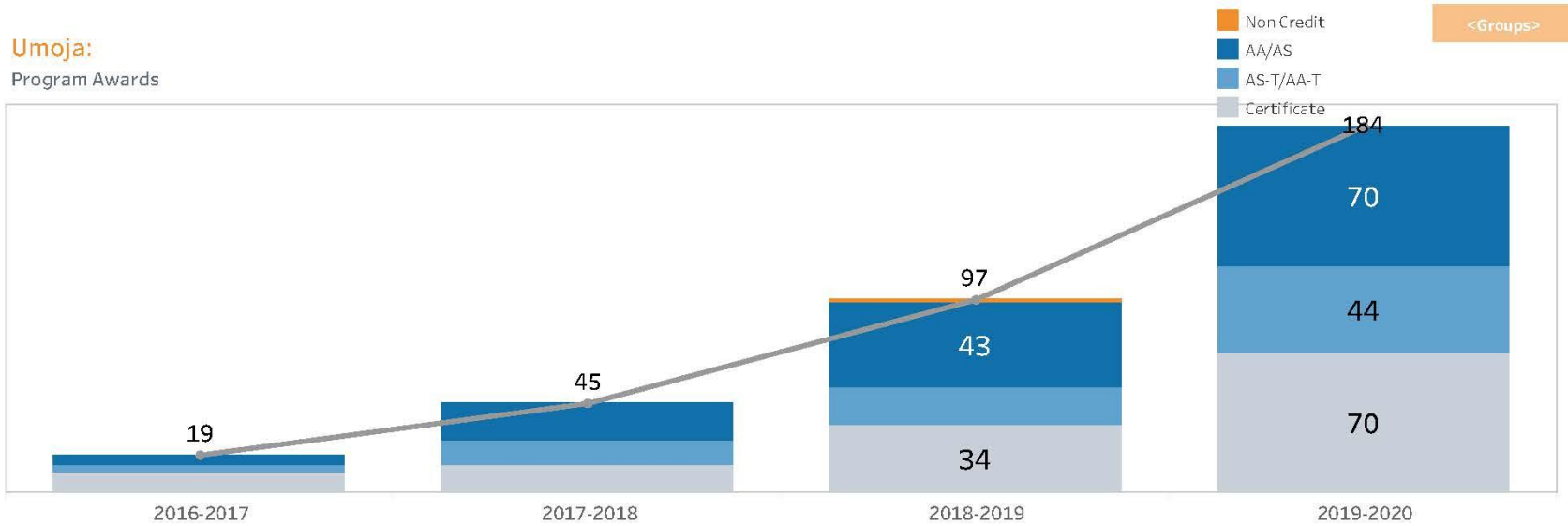
Top Declared Majors

1 Registered Nursing	12.8%
2 Undeclared	9.4%
3 AS-T Biology & Biological Scienc..	7.0%
4 LAS: Arts and Humanities	6.7%
5 AA-T Psychology	5.9%
6 AS-T Business Administration & ..	5.1%
7 Administration of Justice & AS-...	4.3%
8 General Business	3.5%
9 Aircraft Fab & Assem Cert	2.7%
10 Mechanical Engineering	2.5%
11 Aircraft Fabrication&Assembly	2.4%
12 AA-T Kinesiology	2.3%
13 Computer Software Developer	2.0%
14 Medical Assistant	1.8%
15 Radiologic Technology	1.8%
16 AA-T Sociology	1.8%
17 Child & Family Education	1.8%
18 AS-T Early Childhood Education	1.5%
19 AS-T Mathematics & Mathemati..	1.5%
20 Computer Engineering	1.5%

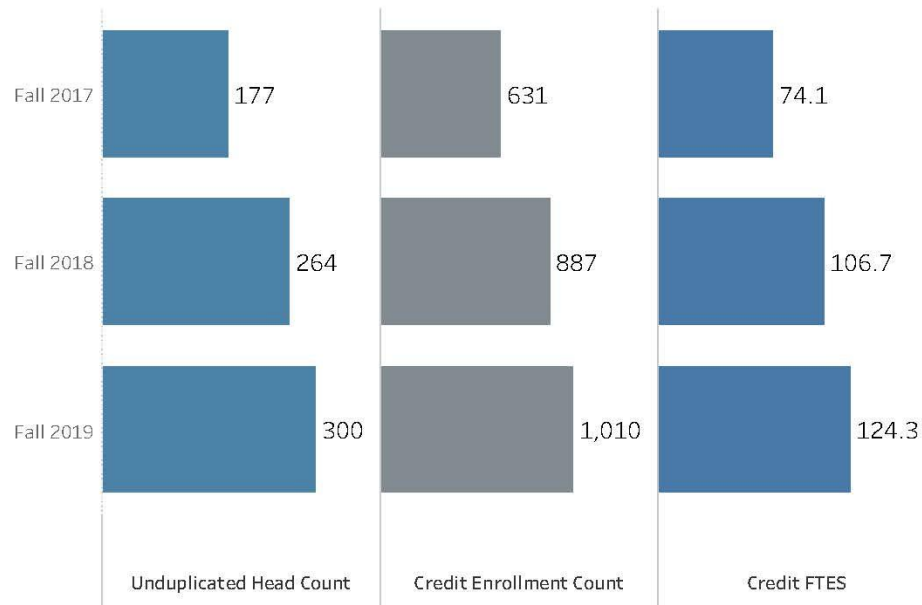


Umoja:

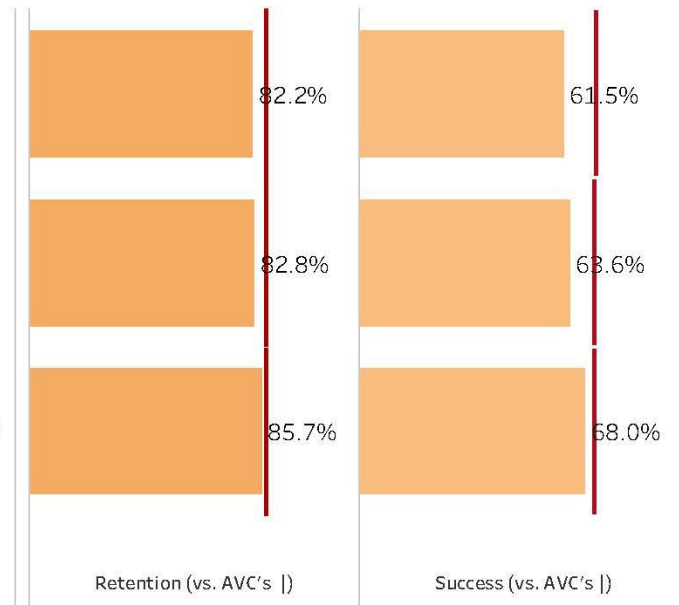
Program Awards



Headcount, Credit Enrollment , Credit FTES



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



Data Source: CCCCOs' Datamart (<https://datamart.cccco.edu/DataMart.aspx>)



2019-2020 Program Review Report

Division/Area Name: Student Health Services	For Years: 2021-2022
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 addresses 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

Mental health counseling and physical medical services have been outsourced to CSUB for the past several years. Both services were provided on a regular basis through June 2020 until the COVID-19 pandemic struck. During the months of March, April and May telecounseling and telemedical services were provided until a decision was made by CSUB to close their campus and therefore, AVC discontinued their services.

2020	Mental Health Total Sessions	Physical Medical Health Totals
January	27	44
February	41	31
March	26	35
April	39	32
May	37	18

As of June 2020, mental health services have been supported through the BIT/CARE Team, the ISP Team, and Dean of Student Life and Services, Dr. Jill Zimmerman. For the fall semester and moving forward contracted services are being implemented through TimelyMD CA Students Care for mental health counseling that will be available to students 24/7/365 - telemedical is also a valuable part of this service. A voucher system is also available for students to access physical medical services through a local provider Summit Urgent Care 7 days a week.

Dental services were implemented in November 2016 with over 600 students utilizing this new service. Dental services for summer 2020 and fall 2020 are in process to begin with Wesley Health Centers, JWCH Institute where students will continue to receive free x-rays, exams and cleaning and have their preventive dental needs met through a dental voucher program with vouchers issued electronically. In the first few days of marketing dental services over 35 vouchers have been issued. Wesley Health Centers will work with students on a sliding-scale or with their existing insurance or insurance enrollment on-site if there is a need for further dental treatment.

Vision services began in Spring 2020 with over 100 vouchers issued in the first week to students for a free eye exam and eyewear if prescribed. Students were successfully connected to services Feb and March until COVID-19 closed the Eye Care provider mid-March through April. With the office reopening in May students are issued a vision voucher electronically and utilization numbers have been steady throughout the pandemic and picking up as students are successfully utilizing this support.

2020	Students seen for Vision Services
February	80
March	18
April	0 COVID
May	5 COVID/Office reopen
June	11
July	6
August	17
September	8

The Kaiser Grant and ISP funding continues to support suicide awareness/prevention programming. The Interactive Screening Program (ISP) launched in December 2018 is a grant-funded program for students to complete a voluntary questionnaire in order to be connected with a mental health counselor for resource linkage and support. Two more ISP outreach launches are planned for October 2020. Counseling supports have been put in place to be able to support the need once the questionnaires are offered to students to complete. Antelope Valley College, as of July 2018 became a 100% smoke-free campus with the support of the Truth Initiative grant funding. The Mental Health Fund through the California Community College Chancellor’s Office provided funds for several mental health outreach events and activities in the previous semester and are looking to utilize the remaining funds for upcoming projects. The Kognito tool is an online training simulator program teaching how to effectively manage conversations around sensitive topics <https://ccc.kognito.com> offered to faculty, staff and students that include training for At-Risk students and Veterans on Campus and is promoted through Student Health Services. 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 provide a holistic approach of wrap-around services that contribute to student’s success, particularly during the COVID-19 pandemic.

1.3. Check each <u>Institutional Learning Outcome (ILO)</u> 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.
X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.

	X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
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.:

Results/statistics reflecting student utilization of services is provided by all service providers (mental health, medical, vision and dental) on a monthly basis as well as trends for student needs (food insecurities, housing insecurities, stress, anxiety, depression, domestic violence support, etc.) reflected in BIT/CARE reporting ongoing and the ISP Outreach Stress & Depression Questionnaire which is sent out once a semester, twice in a calendar year. Results provide the opportunity to assess services in place and increase programming to address these needs, particularly mental health coping strategies, reducing mental health stigma and suicide awareness prevention to the campus student community to support student success. Student Health Services programming and education is provided online due to COVID-19 which has confirmed many more students RSVP for an event than actually attend/participate. Previously (pre-COVID) engagement had not been a concern, however, it is a new issue to examine with online programming continuing. Student Health Services can continue to provide targeted education and prevention support into the new semester. Student Health Services can also implement a Student Satisfaction Survey asking for student feedback on supports in place so student needs can be responded to. The Statewide COVID student survey which provided data on AVC students respondents indicate the increased need for more mental health services.

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 online and on-campus, (tele) mental health counseling, (tele) medical, dental and vision supports in place for students to access to help overcome life barriers and to be as academically successful as possible especially since the COVID-19 pandemic and campus closure. Creativity in programming to meet the needs of the students virtually and bring important resources and support information to them. Support from local grants and in kind support has helped in our efforts to meet our students needs.
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Weaknesses	Continue marketing and expanding programs for high volume of student engagement and online/virtual participation. Staffing is also a concern. All of our direct medical related services are outsourced. The office has one Clerical III and more staff will be needed when we move into the new space.
Opportunities	Addressing all students' barriers to continue to provide supportive services to empower students to complete their academic endeavors successfully, more than ever due to COVID-19 pandemic and the campus closure. With the new Student Services building opening in 2022-23 we need to create a plan for how AVC will staff the New Student Health Services at that time.
Threats	Competition from non accredited and online institutions which decrease AVC enrollment and most recent threat is COVID-19 pandemic and campus closure showing students are frustrated and having a difficult time managing the online environment and continuing to encourage student engagement and know students' needs during this challenging time so supports can be provided ongoing.

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 CSUB mental health has expanded counseling services to Palmdale Center. Increase in students utilizing supports, both medical and counseling services, via CSUB data. Westside Dental Center dental vouchers have been issued to over 250 students (1/2019 – 12/2019) with the number increasing each semester as students become part of the dental office recall system. New dental provider that will work with students supplemental insurance enrollment and sliding-scale offered to help with other dental treatment that may be needed and offices in both Lancaster and Palmdale. Vision services have been implemented for students to receive a free eye exam and eyewear if prescribed. Vouchers have been issued to over 100 students in the first week of the semester. Telemedical and counseling services added as well as on-site medical provider.

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

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
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	Ongoing partnerships to increase services as needed for student utilization.
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)	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.
--	--	--	--

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>					

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

Direct Services:

CSUB Mental Health Counseling services were supported by two mental health professionals providing direct services to students at the main AVC campus and one day a week at the Palmdale Center. Total number of students screened for mental health services needs is approximately 340 and 72 Intake/Assessments during 2018-2019. TimelyMD services will be available to students 24/7/365 and offered virtually in the tele-counseling and tele-medical format. Student Health Services continues to bring mental health awareness and education at Student Health events. Mental Health and Wellness Education is provided ongoing and offered online since the start of the pandemic in March 2020. At the beginning of the pandemic and campus closure a Student Life video project with familiar faces and inspirational messages was created to let students know We Are Here for YOU as well as the implementation of a Student Health direct email for students to get streamlined to services and information. Take a Minute Weekly Series provided helpful ways for students to cope and manage stress and anxiety and can be accessed by going to <https://www.avc.edu/takeaminute>. Mindful Mondays are offered during the fall semester with a positive way to start your week with helpful self-care tools and information to stay on track through these challenging days. Mindful Mondays can be accessed by going to <https://www.avc.edu/student-services/health/mindfulmonday>. The CommUNITY Resource Fair online offered at the start of the fall semester provided community and campus support information for students on transportation, food and nutrition supports, TAY outreach, BOOKS Help and many other resources and supports to help students navigate their semester and can be accessed at <https://www.avc.edu/communityfair>. What's on Your Mind, a weekly interactive student forum via ZOOM hosted by Dean Zimmerman, has been a great opportunity for students to connect with others and share their concerns about online learning and any other topic that may be on their minds. Antelope Valley College ongoing is creating an environment to provide supportive services for those students experiencing food and housing insecurities evidenced by 351 students supported through the Hearts & Hands pantry 78 which were referred and connected to homeless services during the 19-20 semester.

The twice a month Marauder Student Market was changed to a drive-thru model to continue to meet the food needs of students during the campus closure with over 1,000 students total being served during March 2020 to September 2020. Student Health Services highlighted Suicide Prevention Awareness with a campaign to reach as many students as possible via Marketer, social media and AVC webpages and provide information on getting connected to supports if they find themselves in crisis. Student Health also brought Joshua Rivedal's "i'Mpossible Project" to campus for two presentations in collaboration with the Veterans Resource Center that support the ongoing mission of mental health issues awareness and suicide prevention. Josh Rivedal provided the forum for students to

discuss suicide, normalize mental health issues and reduce stigma. His presentations both brought a powerful message to students on living mentally well in college and sharing his expertise on time and stress management for mental nutrition. Students were able to learn valuable information about resources available on and off campus to utilize during challenging times. Student Health Services reached 150+ students reducing stigma and improving the culture around mental health and normalizing student's seeking support. Josh Rivedal returned October 2020 for another presentation on Suicide Prevention CPR that was offered virtually. Over 30 students, faculty and staff were in attendance online. Dr. Joshua Frendenburg shared his inspiration and expertise late October on Leading During a Time of Crisis via ZOOM providing engagement and insight on leading qualities, particularly during the pandemic. ART WITH IMPACT: Movies for Mental Health is scheduled for an online presentation mid-November before the semester ends showcasing several short-films based on mental health topics and a panel of experts to share resources and support information. Student Health has participated in several virtual classroom presentations to inform students about on-campus and off-campus supports and resources. Bartz Altadonna Community clinic was invited to do an online presentation on PREP services, a daily tablet to protect individuals from the HIV virus. Breast Cancer Awareness online campaign in partnership with the City of Hope provided an opportunity for students, faculty and staff to send in a picture of themselves wearing pink and noting who they wear pink in honor of. Student Health is working collaboratively with the Los Angeles County Department of Public Health to bring a Flu Clinic to the AVC campus in early November to reach students and the community. Over the period 6/8/20 to current 22 students were assisted through the Behavior Intervention/CARE Team in helping to reduce behaviors that affected their academic success at AVC. The BIT/CARE team has seen an increase in request for services from students with issues ranging from stress and anxiety to suicide ideation mostly due to the challenges COVID-19 has presented to students living in a time of uncertainty, fear and racial trauma. The BIT/CARE team participated in the Campus Well Online Conference in July and has continued to view the Talking Bits free community online support provided by NaBITA.

Professional Development:

Student Health Services continues to provide faculty and staff training 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 introduces 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 the crisis emerges. During the spring semester 19-20 over 160 students completed a questionnaire and were directly connected to counseling services for counseling or resource support. The BIT/CARE team supported the distribution of a Motivational Interviewing video to faculty and staff to view and use as a resource to elicit behavior change by helping students explore and resolve ambivalence. 26 people have received SideWalk Talk training - a community listening project to help reduce loneliness and increase connection and belonging. SideWalk Talk listening events were held ongoing throughout the semester on campus. Moving forward SideWalk Talk will be re-named AVC LISTENS and will reconvene once campus has reopened after the COVID-19 pandemic. Further training will be provided to individuals who will be in a "listener" role, including Motivational Interviewing, Kognito online simulators and identifying community supports that will be helpful to students facing challenges.

Campus Supports

The Behavioral Intervention/CARE team handled over 135 cases total during the 19-20 semester identifying needs before a crisis emerged. Direct intensive case management was provided to over 40 students via BIT/CARE team case management. During Spring 2019 Valley Oasis Sexual Assault Advocate Liaison saw 60 cases and worked directly with students connecting them to support services for domestic violence or sexual abuse. Valley Oasis homeless Liaison received 46 referrals for services and was able to connect 24 students and provide intensive linkage to housing resources and support

services. During the COVID-19 pandemic community partners have not been on campus to see students face-to-face, but have worked remotely with students via referrals. Several cases through the BIT/CARE forum have been referrals to these specific community partners. AVC CARES Interactive Screening Program (ISP) for Suicide Prevention trained 9 counselors to provide support to this program with one more added during the COVID-19 pandemic. To date there have been 7 outreach launches to specific target populations on campus and over 260 students supported. Two more launches are scheduled for October 2020. Student Health Services has hosted CAL-FRESH outreach on both Lancaster campus and Palmdale Center as part of the hungry-free campus mission during the Spring 19 semester to provide applications and application assistance for direct linkage to services including CalFresh, Medi-Cal and other county programs. Due to the pandemic and campus closure all Los Angeles County supports and resources have been provided online via the Student Health webpage and shared at the CommUNITY Resources Online Fair webpage. COVID-Testing and Flu Shot clinic information has been compiled and provided to the AVC community to access free testing and flu shots throughout both Los Angeles and Kern counties. Currently Student Health is working on online/virtual activities and presentations for the spring 2021 semester to continue to provide engagement and support to students. Student Health will be supporting the distribution of cold weather essentials (hats, gloves, blankets) during the spring semester.

<i>ISP 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>3/9/20</i>	<i>6,905</i>	<i>50 % of enrolled Spring students</i>	<i>51</i>
<i>3/16/20</i>	<i>6905</i>	<i>50 % of enrolled Spring students</i>	<i>Outreach not sent</i>

10/26/20 As of 11/1/2020	6075	50 % of enrolled Fall students	18+ to date
11/4/20	6081	50 % of enrolled Fall students	Pending

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.

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 1 Medi-cal App 41 students provided info to
9/12/2019	AVC	8 Cal Fresh apps 3 Medi-cal apps 50 student provided info to
9/26/2019	Palmdale Center	1 Cal Fresh app 23 students provided info to
2/5/2020	AVC	10 Cal Fresh app 2 MC apps 88 students provided info to
2/6/2020	Palmdale Center	4 Cal Fresh apps 0 MC apps 72 students provided info to
	TOTAL	54 CAL FRESH APPS



2019-2020 Program Review Report

Division/Area Name: Student Services/ Veterans Resource Center	For Years: 2021-2022
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:

<p>1.1. Briefly describe how the program contributes to the district <u>mission</u></p> <p>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.</p>
<p>1.2. State briefly program highlights and accomplishments</p> <ul style="list-style-type: none"> ● Provided Veteran/Military services to 562 student in Fall 2018, and 569 in Spring 2019 ● Certified enrollment for 228 in Fall 2018 and 201 in Spring 2019 ● In March of 2019 we partnered with Student Health to bring Joshua Rivedal to campus to bring Suicide Awareness to campus ● We created the 1st annual Women Veteran Luncheon in March 2019 to celebrate women who served in the armed forces in honor of Women’s History Month. We had 62 people attend this event. ● We hosted the County of Los Angeles Veterans Advisory Commission Meeting, on April 10, 2019. This meeting brought all of the Commissioners to the AVC campus, bringing awareness to our campus and program as well as a voice to our Veterans both students and community members, this event was attended by 96 people both students and community members. ● We held weekly MRE’s (Meet Relax and Eat) as a networking and connection building event in the Veterans Resource Center, which average 25-30 students a week. ● We created a team of 12 representing Antelope Valley College, in the Vets 4 Veterans Color Run on May 19, 2019 ● We held a campus-wide Memorial Day BBQ on May 22, 2019 where we served the entire campus and brought awareness to the significance of Memorial Day ● We held an Ice Cream Social for the 4th of July where we served 50 staff and students ● We hosted Operation Meet & Greet on 2 dates in August, which allowed for students to ensure their files are up to date and they are prepared for the Semester, attended by 36 students the first day and 42 the second

- We hosted a welcome back event for the 1st two days of the semester to show our support of our veteran students and their dependents, attended by 48 students' day 1 and 46 on day 2.
- On 9/11/2019 we hosted an event in honor of Patriot Day, where we partnered with community organizations, attended by 79 people
- We threw a Veterans Day Brunch on 11/7/2019 in honor of Veterans Day, where 49 people attended
- We established a Memorandum of Understanding with the Department of Defense, to offer active duty personal Tuition Assistance, which allows us to tap into a population at Edwards of over 10,000 service members
- We also established a MOU with the Veteran Center in Palmdale, to offer Veteran specific outreach/readjustment services on campus
- Continued partnership with the Veteran Outreach component of Mental Health of America, where they are on campus once a week in order to connect Veterans with housing and other resources
- In the Veteran Resource Center, we served 1,562 people in the Fall of 2018 and 1436 in the Spring of 2019.
- Once the Pandemic hit, and physical campus closed, we were one of the first programs to have a fully interactive Canvas page launched and utilized to keep our population engaged.

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	Our biggest weakness is staffing and space. The Antelope Valley has a huge Veteran community, and we participate in a very limited fashion. Currently we have 1 full time staff member for the program, and we are unable to outreach and bring awareness throughout the community, because the Program Coordinator needs to be available to current and incoming students in the office, as well as Certifying enrollment, planning events and meeting all training requirements from the Department of Veterans Affairs and the Department of Defense. This program is constantly growing, however, we do not have the staff to support it. We also need more inclusivity across Staff and Faculty that are Veterans.
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 2 nd 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.

Active Duty Personnel often go to online only programs, and without us spending time at Edwards Air Force Base explaining that we now participate in the program and having the opportunity to explain how the in person networking and events and engagement can benefit them, we lose them before we have a chance.

A major part of Certifying Veteran Enrollment with the Department of Veterans Affairs. We need a Veteran-Only Academic counselor, who can attend VA trainings and understand their policies. Students receiving benefits have different rules they have to abide by to maintain their eligibility and the person advising them needs be well versed in these procedures.

Part 2.C. Review and comment on progress towards SLO/PLO/OO 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 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>
Veterans/ Increasing Staff	OO #1	Increase Veteran student support by focusing on specialized areas.	Hire Full Time Director, and Clerical III Seek funding sources from either specific Veteran funder or other budgets
Veterans/ Increase hours of Veteran Specific Counselor	OO #2	Increase the hours of the current Adjunct Counselor who can learn the VA procedures, and more actively contribute to student success	Seeking funding
Veterans/ Create CoHort Model	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>
<i>CMS Staff</i>	Director, Veteran & Military Programs	New	133,387	Recurring Cost	Ashley Hawkins
<i>Classified Staff</i>					
<i>Classified Staff</i>	Clerical III, Veterans	Repeat	70,318	Recurring Cost	Ashley Hawkins
<i>Faculty</i>					
<i>Technology</i>					
<i>Physical/Facilities</i>					
<i>Supplies</i>					
<i>Professional Development</i>					
<i>Other</i>					

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

Fall 2019 Ed Goal



Fall 2019 Students Profile (as of Census Day, 9/3/ 2019)

Cohort Selector
All Veterans

Age Groups

Age Group	All Veterans	Other AVC Students
20-24	30.6%	31.1%
19 or less	22.4%	35.5%
25-34	24.2%	19.5%
35-44	11.5%	7.8%
45+	11.4%	6.1%

Gender

Gender	All Veterans	Other AVC Students
Female	49.6%	58.1%
Male	49.0%	40.6%
Other	1.4%	1.4%

Race/Ethnicity

Race/Ethnicity	All Veterans	Other AVC Students
Hispanic/Latinx	42.1%	54.0%
African American/Black	14.4%	14.2%
White Non-Hispanic	22.0%	15.0%
Other/Unknown	7.8%	8.3%
Two or more races	8.5%	4.1%
American Indian/AK Native	0.9%	0.4%
Asian	3.9%	3.8%
Pacific Islander	0.4%	0.2%

Part-Time vs. Full-Time

Category	All Veterans	Other AVC Students
Full-Time	63%	69%
Part-time	37%	29%
Non-Credit	1%	2%

AVG. Age

Category	All Veterans	Other AVC Students
Full-Time	24.9	22.2
Part-time	30.2	25.6
Non-Credit	42.4	41.3

Top Declared Majors

Rank	Major	All Veter..	Other AV..
1	Registered Nursing	22.8%	13.9%
2	AS-T Business Administration & Business Administration	13.9%	5.9%
3	Administration of Justice & AS-T Administration of Justice	13.2%	5.6%
4	AS-T Biology & Biological Sciences	12.8%	5.2%
5	AA-T Psychology	8.5%	5.2%
6	Undeclared	4.3%	3.9%
7	LAS: Arts and Humanities		3.8%
8	Child & Family Education		2.5%
9	Aircraft Fabrication&Assembly	3.9%	2.4%
10	AA-T Sociology		2.4%
11	LAS: Social/Behavioral Science	5.7%	2.3%
12	General Business	5.3%	2.2%
13	AA-T Kinesiology		2.1%
14	AS-T Early Childhood Education		1.9%
15	Radiologic Technology		1.8%
16	Computer Software Developer		1.7%
17	Mechanical Engineering	3.9%	1.6%
18	AS-T Mathematics & Mathematics		1.5%
19	Aircraft Fab & Assem Cert		1.5%