



Division/Area Name: Student Life	For Planning Years: 2023-2024
Name of person leading this review: Jill Zimmerman	
Names of all participants in this review: Paige Carter	

Fall 2022 Program Review Report

Part 1. Program Overview: Briefly describe how the program contributes to the district [mission](#)

Our mission is to provide support services to enhance the student experience by increasing their success and completion rate. We continue to be flexible and adaptive by developing new programs and approaches to meet the needs of a diverse population of students. This past year the Division of Student Life and Services has gone through a reorganization as presented by the previous president. The structure of our division has changed with the addition of elevating two of our existing Director positions to Associate Deans. This reorganization did not bring additional personnel to support the work that we do.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

Student Life Division

Through the reorganization the areas that have been shifted include Job Placement who now reports to the Associate Dean of Outreach Services. ASO, Student Clubs, Student Activities and Voter and Civic Engagement also now collectively report to the Associate Dean of Student Life. Student Equity, FYE/SYE and Student Health Services continue to report to our division. More details are included in their individual Program Review reports. Financial Aid who was historically in our division now reports to the Dean of Enrollment Services. The Student Life division will also report on the following functions: Basic Needs, Commencement, SOAR, LGBTQIA+, and Marauders for a Cause which is our new Volunteer Core Program.

Basic Needs

Our Basic Needs program has had a lot of changes over the last year and will continue to make strides. During the Summer 2022 term the Chancellor's office began requiring all schools to report the number of students served through MIS on 7 basic needs categories: Food, Housing, Transportation, Mental Health, Child Care, Physical Health and Hygiene, and Technology Support for students. AVC has a long history of providing many of these supports to students, but our institution is now required to report data metrics under MIS on how many students are being serviced. As a result, we are now bringing all of these services under one umbrella, our Basic Needs Center. New legislation has been passed (SB129) that requires campuses to utilize funding provided to create and maintain a Basic Needs Center with dedicated staff members. Once we are able to fill the 2 approved personnel positions for this program, we expect to expand our services. With the support of additional staff, we will also be able to make adjustments to our existing procedures so that the processes become more streamlined for students. We are striving for our students to feel that the Basic Needs Center is a one stop shop for resources and support services.

- **Food** is currently offered through our Hearts and Hands Pantry with either weekly groceries or day bags. In addition, twice a month fresh fruits and vegetables are provided to students through the Marauder Market at both the Lancaster and Palmdale campuses.
- **Housing** is offered through a number of avenues. The City of Lancaster has donated 4 residential homes in various locations for AVC college students to live in free of charge as long as the student is making academic progress and agrees to case management, which is provided by AVPH, a local non-profit. There are currently 2 female homes and 2 male homes. The residences cannot accommodate any of our students with dependent children. Therefore, AVC partners with The People Concern who places students in hotels and provides them with wrap-around case management support. This is funded by the HHIP grant that AVC has received for the last few years. The need for college housing has propelled AVC to think long term and we were able to purchase 30

acres West of the Lancaster campus for future growth. Last year AVC wrote a planning and construction grant. We were awarded the planning grant but did not receive the construction grant. During the upcoming grant cycle, we will be re-applying for the construction grant which is due in January 2023.

- For **transportation**, AVC offers bus passes to students to ride with AVTA and/or Kern Transit. During COVID we did not give out passes but as of Fall 2022 we have issued 310 bus passes to students, plus an additional 80 to 9th grade students at our new SOAR Palmdale location. This transportation is being funded by Student Equity and is managed under Basic Needs.
- **Mental Health Services** are currently being provided through our Health Services department. More information will be included in the department's program review.
- **Child Care and Resources** are currently being provided by our Child Development Center and Family Resource Center on campus. More information on Child Care will be available through the CDC. Our Family Resource Center began in the Spring of 2022. This program allows for students with dependent children to receive items such as diapers, wipes, formula, clothes and toys. We accept donations from the community as well as partner with companies. This gives us a blend of new and gently used items.
- **Physical Health Services** are currently being provided through our Health Services department. More information will be included in the department's program review. **Hygiene** services are provided through campus showers and toiletries provided along with our ASO Hearts and Hands Day Bags. Items include but are not limited to shampoo, conditioner, body wash, lotion, toothbrushes, toothpaste, deodorant, and feminine hygiene products. Feminine hygiene products can also be found across our campus in Female and Gender-Neutral bathrooms free of cost for our students in need.
- **Technology Support** is currently being provided through our ITS department. More information will be provided by that department.

Our current data supports the need for a Basic Needs Center to support students through their time at AVC. Our Economically Disadvantaged students accumulate an average of 85.4 units while our students who are not economically disadvantaged average 75.8. This extended length of time at AVC negatively affects the student in either transferring timely or seeking employment. By providing support for their basic needs, they would be more likely to be able to stay on track to finish their degree. Part of the new housing construction grant that AVC is applying for, will require students to be full time to stay housed. If we are awarded these funds not only will we be able to provide housing for our students but it comes with an incentive to stay on track to graduate and/or transfer to a four year institution.

Commencement

Commencement is the best day of the academic year for our students! Last year we successfully held the 2022 Commencement on May 6 and the Make-Up of the 2020 and the 2021 Commencements on May 4. Before COVID AVC had faced issues with capacity in our stadium. To ensure we followed all regulations we implemented wristbands to control the number of people in the stands so as to not go over capacity. Although this was successful, we are exploring technology to help support the process vs personnel so that we better serve graduates and families.

SOAR

SOAR continues to meet the needs of our community. We currently have 474 students on the Lancaster Campus. This fall 2022 we opened a new school, SOAR Palmdale with 77 freshmen. All students are taking their college classes at the Palmdale site and are taking the AVTA bus from one site to the other.

Marauders with a Cause - Volunteer Core Program

A new program we are starting is called the Marauders with a Cause, our Volunteer Core. We are finalizing our purchase of a software called Get Connected that will allow community and campus organizations along with students to manage volunteer opportunities. Volunteer partners will be able to enter and maintain their own volunteer activities. Students will be able to use their AVC single sign on information to login and then explore various types of community service opportunities. The software enables connections to be formed as well as hours to be tracked and verified. Students can earn badges for hours completed and detail out the skills that they have learned through their volunteer experiences. This program will allow us to better serve our greater community while assisting students to gain

valuable experience for scholarships, jobs, and transfer applications. Funds are being supported through the SYE program so that students can use this information for their transfer applications.

LGBTQIA+ Committee

Our LGBTQIA+ is a strong working committee on campus. We were able to secure \$114,000 for a one-time grant to create a program for our students. The issue of personnel (part time) and space continues to present a challenge. While we have the financial resources to help our students, we are limited by our current bandwidth. The data for 2021 academic year indicates that there are 303 students in this population. Although these students do not have a disproportionate gap in success and retention, there is a gap in transferring. Additionally, we know that this population has other life stressors such as needing mental health support and basic needs. By establishing an LGBTQIA+ Center we can help create a space where students can have a place to connect with others and have their academic and emotional needs met.

The Division of Student Life continues to expand our community reach and partner with a number of other community agencies to help meet our students' needs. This allows us to maximize our resources both financially and human resources to better serve our students. There are over 25 community agencies that we work with on a regular basis to bring resources to our students.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Student Life Division

AVC is blessed to be in a position to receive financial support, but the biggest issue is people power. The reorganization did not resolve the fundamental issue of not having enough people to manage our current workload. What it has done is shifted functions but with no additional people to assist, the workload has become even more unmanageable. The working environment for the current employees makes it hard for them to accomplish their goals. The majority of our staff also face overwhelming feelings of stress. The fatigue continues to grow and depletes our energy from providing services to our students. When your cup is empty you have no more energy to give to others. By hiring and training additional staff we can correct the unmanageable workload and be better able to support our students.

Basic Needs

Our Basic Needs program continues to expand as the needs of our students expand. The biggest challenge is the lack of staffing. We have a dedicated budget to fund the Basic Needs program and we have a number of students in need but without the staffing to help support the program we are falling short. We have moved through the hiring approval process and were given permission for a Project Supervisor and Program Specialists. The positions were submitted and approved but have yet to be advertised by HR. Without adequate staff to support our students we are unable to provide the help they need to be successful. Another challenge we face is space. With the rethinking of the Commons and the possibility of building college housing we are getting closer to being able to meet the needs of our students. However, both projects are years from completion and in the meantime, we have limitations on what we can provide students. Without the space to receive, store, and promote items we can only accommodate a limited number of students. If we are successful in onboarding the staff, we need we will no longer have space for our community partners to come on campus. We will have to resort to having staff rotate out of office spaces depending on their schedules. Our meeting spaces have become a make-shift storage location as we have more items than we can house from our community donations.

Commencement

Our Commencement committee is exploring ways to implement technology and more efficient processes. In the past we have encountered issues with Stadium capacity on the day of Commencement. To ensure we can allow the maximum number of graduates and guests without violating the Fire Marshal's code we are working to better establish tracking procedures. This will also help our Campus Security to ensure the safety of our guests, as well as our Campus Event and Facility departments to have the needed supplies.

SOAR

Space for SOAR is another need to advance the success of this program. In 2022 the state law changed for the high school start time which affected the high school bell schedule. Originally their schedule aligned with the AVC block system so that students could take college classes throughout the day and by utilizing the gaps in their high school time to attend a college class. This change has required that all high school teachers teach simultaneously and therefore they are in need of additional classrooms. SOAR was given the use of T500 A-B and T600 A-D. The need for one more classroom in the T600 buildings would be helpful to shift the classroom in T500 A into the T600 and use T500 A for a student/teacher resource room to continue to support student success at SOAR.

Marauder with a Cause - Volunteer Program

With the establishment of our new Volunteer Core our department is working to implement a technology software to ensure that the management and marketing of opportunities does not fall onto a limited amount of staff. We are working to avoid the current bottleneck. With one person coordinating the volunteer program in addition to all their other duties, it is not receiving the necessary focus. Once the software is implemented, we can train and utilize multiple departments to ensure that enrollment and verification is ongoing and dispersed evenly throughout the campus.

LGBTQIA+ Committee

Our biggest need for the LGBTQIA+ population is staffing and space. We have submitted and been approved for a part-time Program Specialist -Student Equity to be hired. Once this position is filled this person will be better able to manage events, training, and other inclusive opportunities on campus for our LGBTQIA+ population. We have also pitched the idea of Faculty special projects in addition to help increase our presence on campus. We have made major strides in changing barriers for students as chosen name, gender neutral/single stall bathrooms across campus, presenting a workshop at the Chancellor's Office LGBTQIA+ Summit, but more is needed to be a LGBTQIA+ friendly campus and we need to take this to the next level to help our community flourish.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

Once staffing and space issues have been resolved and hopefully the construction grant to build college housing is approved, then it is a matter of being open to other opportunities that present themselves to meet student needs. Continuing to have a collaborative Student Life Division will help students find what they need to be successful at AVC and beyond. Our division affects aspects of onboarding students and participating with them in meeting their academic, social, and emotional needs. Our departments also help them to celebrate their accomplishments in their academics and various programs.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

Enhance Website Presence:

- Our **LGBTQIA+** webpage continues to be updated with local events and networking opportunities. The LGBTQIA+ committee not only promotes community events but has also planned and hosted a handful of networking opportunities at various locations as well. We not only invited our campus but the high school districts as well.
- Our **Basic Needs** webpage now has a clean and comprehensive format. Students were finding that the webpage was a big busy and confusing. Now when they explore our site there is a simplistic list with direct links to ensure that students who are in need have an easy path to resources.
- The **Voter and Civic Engagement** committee is now under the Associate Dean of Student Life. More information can be found in the ASO Program Review.
- **ASO and Student Clubs** is now under the Associate Dean of Student Life. More information can be found in the ASO Program Review.

Connect Students to other community agencies:

- Many of our online resources refer students to community partners that provide resources and programs that can continue to support them after they complete their education with AVC.

There was no Peer Review completed last year for our division.

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

Increase Leadership opportunities through Clubs:

In previous years ASO and Club organization information has been embedded into the Student Life Program Review. However, with the reorganization of staff, their department now reports to the Associate Dean of Student Life. As such, they are submitting a separate program review that will address previous goals that focused on their department.

Additional Staff and Community Partnerships (In Progress):

Last year's Program review identified staffing needs for the Basic Needs program as well as a Clerical III for our Division. The Clerical III position was filled although it is currently vacant due to the employee being promoted. Once our requested staff is hired and the temporary and then permanent space is designed and implemented, we can begin to achieve our goals. The Commons building is back on track to be built and we are looking at the current space to redesign it to better meet our students and staff needs. The need for the Basic Needs program will not fully function until the staff and the space is in place.

We have been successful in accomplishing this with a number of MOUs and contracts with community partners. In addition, we have secured significant funding to support our program needs. We were approved to hire both a Project Supervisor and Program Specialists for Basic Needs as well outlined in our report last year, but we have not been successful in moving through the HR process to advertise or hire these positions. We were successful in obtaining a Clerical III for the Division. The person in this position was promoted and now we are again advising this position to support the needs of the division.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking			1	Goal 2 Increase efficient and effective use of resources	Fill the approved position, optimize technology, and utilize online resources to support student engagement. Examples include: Get Connected, Commencement software, and more.	Fund and train staff on new and existing software programs. Expand our understanding of the features to maximize their use.	Track the number of students, staff, and additional participants utilizing software.
#2	ILO 4. Career and Specialized Knowledge			2	Goal 3 Focus on Utilizing proven instructional strategies that will foster transferable intellectual skills	Expand student skill sets for transfer and career opportunities through volunteer opportunities.	Establish community and campus partners to provide volunteer opportunities. Utilizing software to promote and track program.	The number of volunteer partners, students participating, number of volunteer hours, and skill badges earned.
#3	ILO 2. Creative, Critical, and			1	Goal 2 Increase efficient and effective use of resources	Find temporary space solutions including storage solutions until a more permanent option can be established in the	Utilize existing space to capacity and then find additional space to fill needs.	If employees and programs have dedicated space to be functional.

	Analytical Thinking				projected Commons. Space solutions need to be established for: Student Life Division Staff offices, SOAR, LGBTQIA+, Volunteer Core, and an overall Basic Needs Center to provide program support for the 7 areas listed above in section 2A.		
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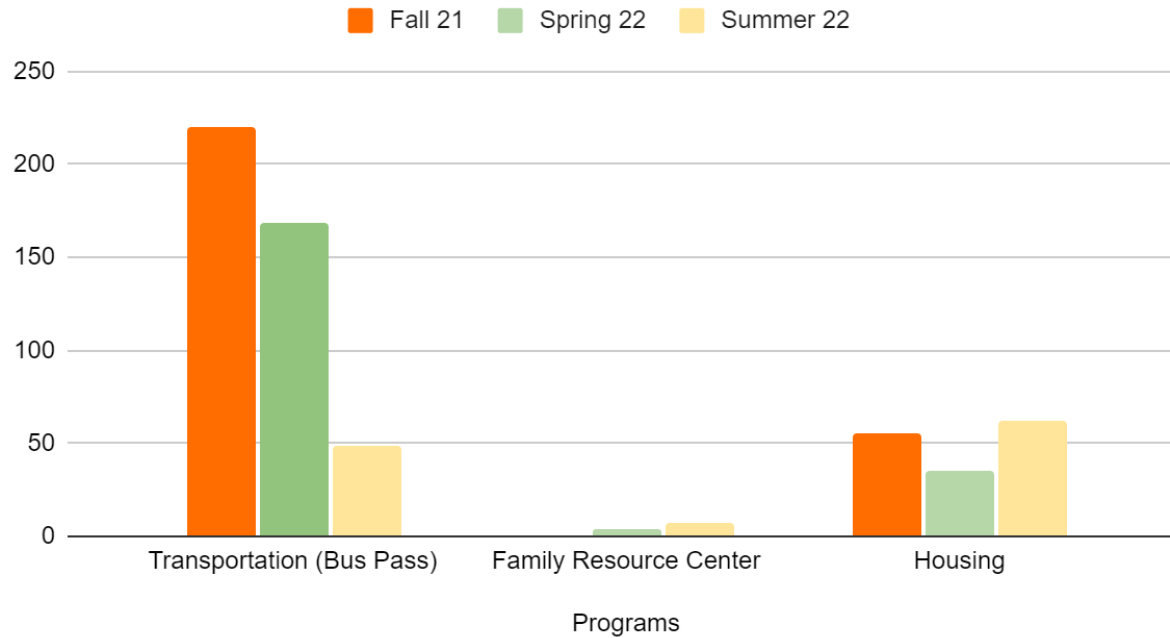
Part 4: Resource Requests that Support Program Needs (based on above analysis)
 Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

Basic Needs:

The data information below only includes aspects of Basic Needs programs that were under Student Life. Additional Basic Needs data can be more in Student Health and other Program Reviews. As we continue to consolidate programs to be under Basic Needs instead of in various departments, we will be able to report more holistic data.

Basic Needs



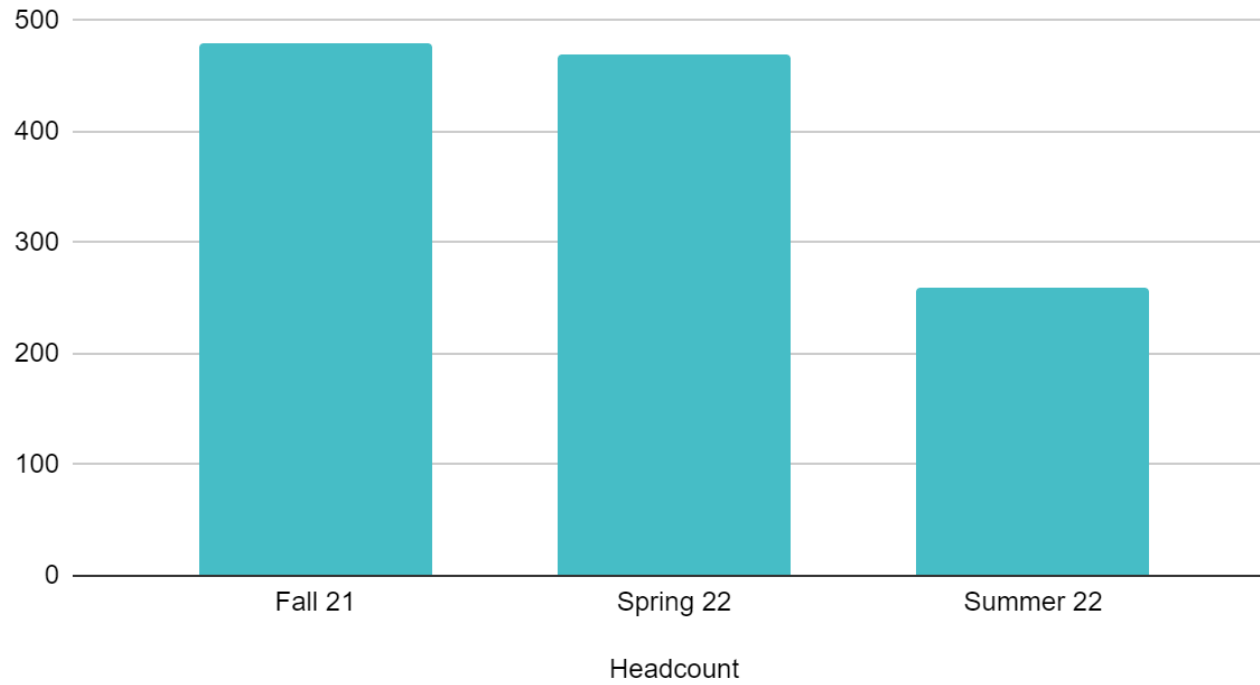
SOAR:

The graphs below demonstrate the headcount and success rate of SOAR students at AVC. The students enrolled in fall 202

Those who choose to enroll in summer courses prove to have a similar success rate as the Fall and Spring semesters. SOAR students maintain a high GPA average of 3.3 and have an average completion rate of 92%. These metrics verify the current program model is helping students be successful in their academics at AVC.

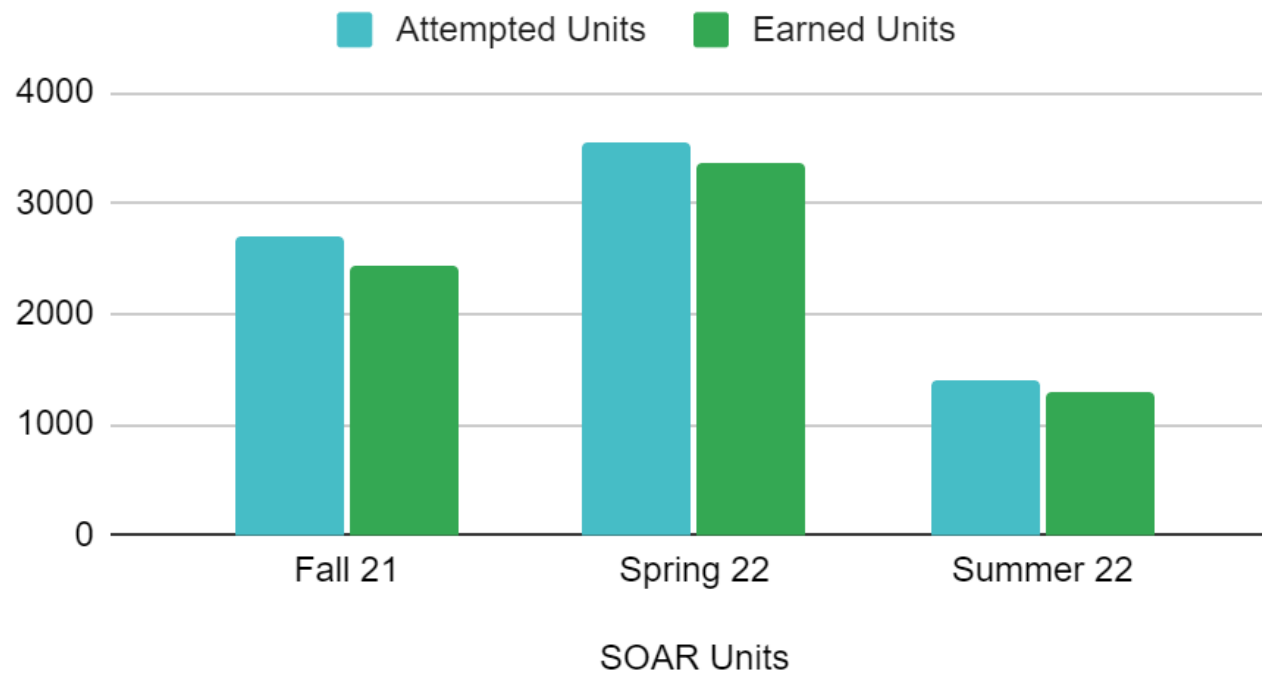
SOAR Headcount	
	Students Enrolled
Fall 21	480
Spring 22	470
Summer 22	259

21-22 SOAR



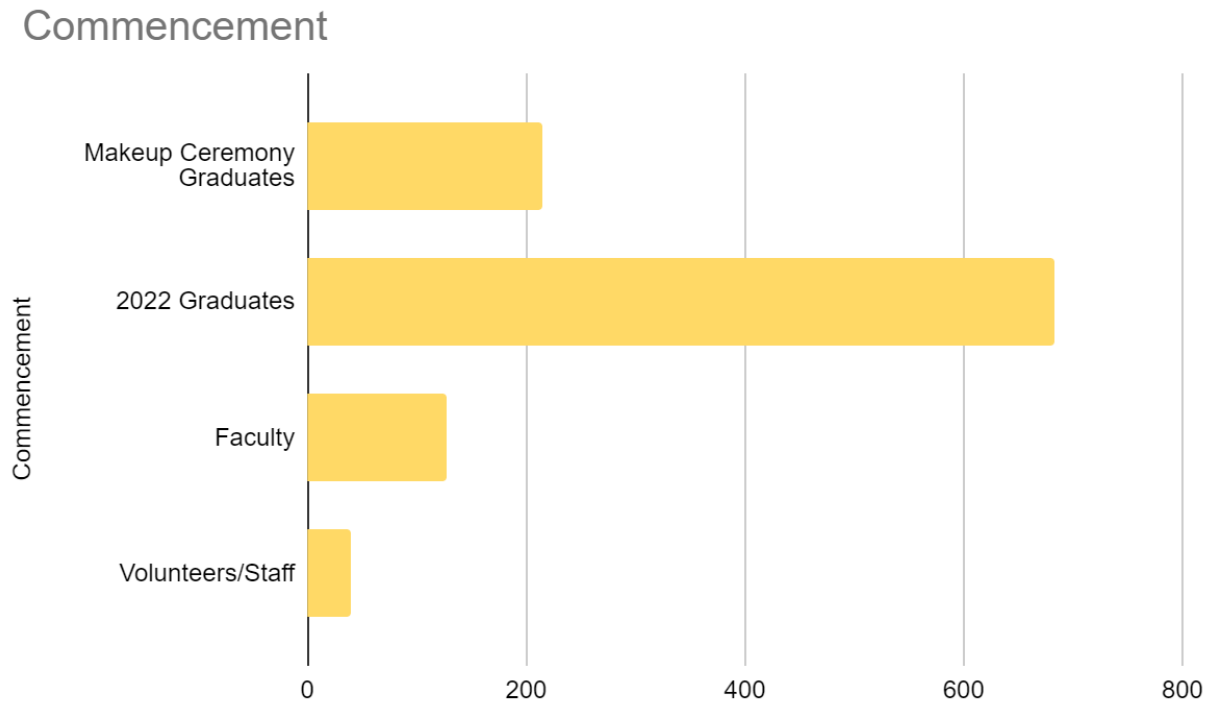
SOAR Units		
	Attempted Units	Earned Units
Fall 21	2707	2444
Spring 22	3556	3363
Summer 22	1396	1294

Attempted Units v. Earned Units



Commencement:

This graph shows the number of attendees we had for both the Commencement ceremonies in May 2022.



LGBTQIA+:

The LGBTQIA+ committee is working with our Institutional Effectiveness, Research and Planning department and ITS to better understand how to gather accurate data for the LGBTQIA+ community on campus. Part of the concern with data for this particular community is how to share important data while still protecting the privacy of the population. During the last academic year, we had roughly 23 committee members made up of Faculty, Staff, Administrators, and Students. We also hosted a few networking and social events. One on campus and the others in the community.



Division/Area Name: Student Health Services	For Planning Years: 2023-2024
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	

Fall 2022 Program Review Report

Part 1. Program Overview: 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.

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

Community partnership connections on and off-campus, telehealth services including mental health counseling and telemedicine plus adding the 12-appointments with the same counselor feature to the counseling service. Greatest accomplishments are In-person medical, dental and vision support in place for students to access to help overcome life barriers and to be as academically successful as possible.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Continue to market and expand programs for higher volume of student participation and engagement. Addressing all students' barriers to continue to provide supportive services to empower students leading them to complete their academic endeavors successfully. Challenges faced have been competition from unaccredited and online institutions which decrease AVC enrollment, the long-term impact of the pandemic, virtual/online classes which can create frustration managing difficult material to learn virtually, concerns about having to care for someone who has/had the virus, concerns about the affordability of college and/or loss of a job and having to choose work instead of going to school and those students trying to juggle it all – families, jobs and school work.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

Student Health Services wants to continue providing supports and resources to students to help them overcome any challenge, to help them stay in school and on the course to completion. Student Health wants to be able to provide wrap-around services with linkage to community agencies for continuity now and long after the student has graduated to help them as they navigate their life. As Student Health Services relocates to the new Student Services building offering students in-person mental health and medical services on-site will help students while on campus in a one-stop model to address their needs so they can successfully continue their academics.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

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

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

Expansion of services partnership with TimelyCARE promotes telehealth services free to students to address their needs on-demand 24/7/365 with the upgrade to mental health services offering students 12 visits during the year with the same therapist/counselor. There has been a positive increase in students utilizing

supports, both in-person and tele-medical and tele-counseling services. Vision services for students to receive a free eye exam and eyewear if prescribed, have increased and remains on the positive uptick with 97 students receiving vision services through the voucher program. Dental Services are in place for free x-rays, exam and cleaning and the potential to have other basic treatment pre-approved and covered under their Student Health benefit. The Healthy Campus Wellness Program includes trauma-informed care approach, chair yoga, mindful meditations, AVC Listens, and massage therapy offered for overall health and wellness and understanding the importance of self-care.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking			2	Goal 1: Commitment to strengthen instructional effectiveness measures and practices	Expansion of services and continued increase in student access to mental health counseling, medical, dental and vision services and Trauma-Informed Care practices across campus.	Ongoing partnerships to increase services as needed for student utilization. Trauma-Informed program in place with Kaiser Grant funding.	Student retention, more CARE cases submitted reflecting the impact of the Trauma-Informed Care program and ISP providing the opportunity to connect students to supports, and overall student health and wellness, particularly self-care practices strengthening families and the community at large.
#2	ILO 1. Communication			2	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Increase and enhance partnerships with community agencies. Students will be provided on-site access to community support and resources to overcome barriers they may be facing (ex: homelessness, food insecurity) MOU with Baby2Baby Program and opening of Family Resource Center on campus.	Ongoing collaborations and communication with community programs. Coordinate office space in the Student Life and Services to accommodate schedules. Expand food programs on campus for students facing food insecurities. Meet students' family/children needs via Family Resource Center ongoing.	Students will have the knowledge and confidence to access and utilize resources and services that enhance overall success and completion of their academic and career goals reflected in community employment rate increase, childcare access, and improved health.
#3	ILO 1. Communication			1	Goal 2 Increase efficient and effective use of resources: Human Resources	Create job descriptions, hire and onboard the Nurse Practitioner and mental health therapist, and other needed staff to	Work with HR to get the positions approved and hired as well as work to getting the Health Services Center up and running	The Health Center will be up and functional serving students.

						provide in person Health Services		
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Part 4: Resource Requests that Support Program Needs (based on above analysis)
 Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

Direct Services:

TimelyMD/TimelyCARE was brought on to provide tele-mental health counseling and tele-medical services to students and has proven to be both beneficial and well utilized by students. To date over 500 students have used the TALK NOW counseling service and the tele-medical services. Overall, there has been an increase each month of students using the services.

January 1, 2022 - October 12, 2022

Total Visits by Visit Type and Time of Day

Visit Type	Time of Day	
	Weekday Vi...	After-Hours Visit
	Total Visits	Total Visits
MedicalNow	22	30
Scheduled Counseling	179	142
Scheduled Medical	3	1
TalkNow	73	89
Total	277	262

Registrations: 333

Visits: 539

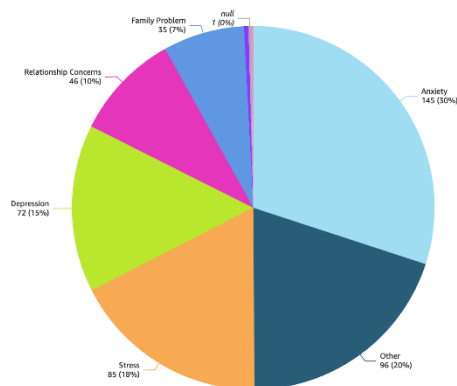
Scheduled Counseling: 321 visits

TalkNow: 162 visits

Medical Now: 52

Scheduled Medical: 4

Most Common Concern:



SUMMIT URGENT Care provides in-person medical services for students via a voucher issuing system. Students in various AVC academic programs, such as Nursing, Respiratory Therapy, EMT, etc. have been able to get the necessary prerequisites and program requirements met by going to Summit, free of charge and with easy access. A beneficial option for students if they prefer in-person care

Semester	Summit Voucher issued	Summit voucher utilized
Fall 2020	67	35
Spring 2021	184	115
Fall 2021	123	86
Spring 2022	206	148
Fall 2022	132	91

Dental services included free x-rays, cleanings and exams were available for students from October 2020 to June 2021, with 10 students utilizing the service. AVC, however, began looking to contract with a new provider and have since secured a dental contract with the local well-established provider ValleyWide Dental starting in the Fall 2022. The AVC dental benefit for currently enrolled students allows access to a free exam, x-rays and cleaning. If other dental procedures are required the dental provider will send a pre-authorization for approval. To date 12 dental vouchers have been issued.

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. The vision voucher program is modeled after the dental voucher program and the first month outcomes proved very successful with 80 students seeking services that included a comprehensive eye exam and obtaining single vision lenses and frames. The vision program still proves to be well utilized with 97 vouchers issued in Fall 20-Spring 21, 84 issued Fall 21-Spring 22 and in Fall 2022 45 vision vouchers have been issued to students seeking eye care, particularly with much of their academic work online at this time and the effects of eye strain.

Semester	Vision vouchers issued	Vision vouchers utilized
Spring 2020	211	116
Fall 2020	94	58

Spring 2021	97	47
Fall 2021	41	29
Spring 2022	43	37
Totals	486	287

Mental Health Education:

The Kognito online training program has been upgraded and onboarded for the spring semester offering faculty, staff and students’ trainings that include simulations for At-Risk students, LGBTQ, At-Risk Mental Health, Sexual Misconduct Prevention, Alcohol and Other Drugs and Veterans on Campus. 54 trainings have been completed to date by faculty, staff, students, and student workers. Community Partner collaborations with Bartz Alta Donna Community Health Clinic, Antelope Valley Partners for Health, 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, and Department of Public Health/Core Center all providing a holistic approach of wrap-around services that contribute to students’ success. While most providers have not been on campus providing face-to-face support Student Health Services connects students to these beneficial resources as needed.

The CARE Team (previously the Behavioral Intervention) provides responses in a proactive way to address the growing need in the college community for a centralized, coordinated, and caring intervention for those in need prior to crisis. The CARE team handled 85 cases during the Fall 2020 and Spring 2021 semesters, identifying needs before a crisis emerges. As the in-person semester progressed the CARE team saw an increase in CARE referrals for the following: mental health counseling needs, food, housing, grief and loss, domestic violence, and academic struggles. Direct intensive case management was provided to students by connecting them to resources and support as needed. Spring 2022 – Fall 2022: 117 CARE cases were handled by the CARE team.

COVID 19 warranted a new online format for health events with Student Health Services continuing to provide mental health awareness and education during several online events and presentations. Online events included ‘What’s on Your Mind’, an interactive student forum, Mindful Mondays, Mental Health speaker – Joshua Rivedal offering suicide awareness and open dialogue to the AVC campus and community, Dr. Joshua Frendenburg – ‘Leading in a Time of Crisis’, Art With Impact, The Great American Smoke Out, National Hunger and Homelessness Awareness Week Acknowledgement, Community Resource Fair, Happy Healthy YOU, John Rush – The Human IPOD, TimelyMD meditation and yoga sessions, and Student Health Connect. Beginning August 2021, in-person events included Author Lily Dulan – “Giving Grief Meaning”, Grab-n-Go – snack station, American Red Cross Blood Drives, Friendship Awareness events – bracelet making and rock painting, Breast Cancer Awareness Month outreach events each week and National Hunger and Homelessness Awareness Week event and the Empty Bowl Project. The National Hunger & Homelessness Awareness Week event during the fall semester offered students information about on-campus and off-campus community resources and supports, blankets, beanies and gloves giveaway and the Empty Bowl Project – providing attendees with a donated bowl and a free soup lunch as a reminder of the need amongst our student community of food insecurities and homelessness. Community partners were on-site with resource information to connect students to supports, particularly those students that faced housing-insecurities. The semester’s events offered resources and support to students ongoing to help ensure their academic success and expanded activities to the Palmdale Center to reach even more students. Student Health support information was distributed during a variety of opportunities to reach students first-hand: First Year Experience Mid-Semester Check-In, several classroom presentations, Student Success KickOff Resource Fair, Student Equity Game of Life Event, Dreamer’s Orientation, Athletes Orientation, SOAR High School, First Year Experience Boot Camp, Student Welcome Reception and Welcome Week Resource Fair and Club Rush.

Antelope Valley College is creating an environment to provide supportive services for those students experiencing food and housing insecurities evidenced by a total of 259_students supported through the Hearts & Hands pantry which includes the Day Bag program and weekly grocery program.

Hearts & Hands Pantry

Semester	Total # of students served
Fall 2021	113
Spring 2022	104
Summer 2022	42

The Marauder Market - twice a month - serves between 125-200 participants weekly from both Lancaster campus and the Palmdale Center via the 'drive-up' model implemented to meet COVID restrictions. Over 4,000 students have been provided a fresh produce bag and service numbers continue to increase with the high need within the campus community.

Marauder Market

Semester	Total # of students served
Summer 2021	353
Fall 2021	807
Spring 2022	1697
Summer 2022	1231

Over 125 students sought housing support information during the Fall 2021 and Spring 2022 semesters. 42 students are currently housed through the AVC Housing program. Housing supports are provided through community partners Valley Oasis Housing Program and/or the People's Concern. The People's Concern Housing Advocate/Liaison is on campus four days a week providing direct housing support services to students. AVPH also provides case management support for the students living in shared housing.

85 plus students were assisted through the Behavior Intervention/CARE Team in helping to reduce behaviors that affected their academic success at AVC in the fall 2020 and spring 2021 semester. An increase in CARE cases in the Fall 2021 and Spring 2022 semesters to 117 cases managed by the CARE Team. The CARE Team (previously the Behavioral Intervention) provides responses in a proactive way to address the growing need in the college community for a centralized, coordinated, and caring intervention for those in need prior to crisis. 10 members of the CARE team recertified through a 2-day training provided online. Each member of the team is NaBITA certified.

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, Basic Needs, Trauma-Informed Care and The Behavior Intervention/CARE Team presentations. The BIT/CARE Team presentation provides an introduction to faculty and staff on the reporting process, concerning behaviors to look for, and how to submit a report. Based on national averages 1 in 5 college students suffer from depression and other mental health conditions that put them at risk for suicide, making the Interactive Screening Program (ISP) a valuable tool to help counseling staff identify students struggling with mental health issues via a voluntary interactive program. The ISP program was implemented to connect students with campus mental health service before crisis emerges, a program where students can anonymously take a brief

screening to identify their barriers to seeking needed help with an on-campus counseling professional. There are (6) six ISP-trained counselors available to provide support to this program and 106 students supported during the Fall 2020 and Spring 2021 semesters, 239 students supported during the Fall 2021 and Spring 2022 and 119 students supported in Fall 2022 for counseling services or resource support. The Trauma-Informed Care committee provided a Faculty Professional Development “Building a Culture of Strength” to over 25 faculty and staff providing education on the effects of trauma on the brain, the 5-principles of trauma-informed care in the workplace and working together to bring trauma-informed practices to the college community. Basic Needs recognizes the effect unmet basic needs have on student retention, success and mental health and provides information to faculty and staff about all of the supports that are in place and provided to students on an ongoing basis, including: food, housing, clothing, hygiene/showers, transportation, family supports, financial resources, academic resources, community supports and all of the health services available through Student Health Services.

Campus Supports:

The Behavioral Intervention/CARE team handled 117 cases, identifying needs before a crisis emerges.

On-campus Valley Oasis Sexual Assault Advocate Liaison worked directly with a total of 11 students - 3 students in fall 2020, 3 students in spring 2021, and 5 students during the fall 2021 semester connecting them all to support services for domestic violence or sexual abuse. Students who have experienced dating violence, stalking, sexual assault or domestic violence are connected for direct assistance and support to the AVC campus support liaison at Valley Oasis.

AVC CARES Interactive Screening Program (ISP) for Suicide Prevention has 6 qualified counselors to provide support to this program. To date there have been 19 outreach launches to specific target populations on campus and/or currently enrolled students in the semester. Over 820 students have been supported through this program connecting them to on-campus, TimelyCARE telecounseling service, or community support demonstrating 39% more students have utilized the questionnaires to date.

TimelyCARE reported during the last ISP/AVC CARES launch during fall 2022 there was an uptick during the AVC CARES/ISP launch time connecting students to TimelyCARE counseling support. Data presented below:

TimelyCARE:

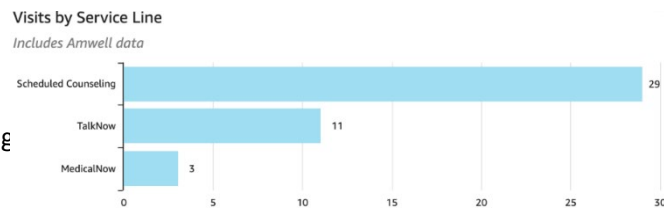
Registrations: 33

Visits: 43

29 scheduled counseling

11 TalkNow

3 MedicalNow



Please see chart below for ISP/AVC CARES launch data:

<i>Outreach date</i>	<i>Sent out #</i>	<i>Population Info</i>	<i>Questionnaires Received and Responded to</i>
<i>12/5/18</i>	<i>2,247</i>	<i>Athletes FYE Pride Office</i>	<i>4</i>
<i>2/28/19</i>	<i>7,758</i>	<i>50% enrolled</i>	<i>50</i>
<i>4/8/19</i>	<i>3,499</i>	<i>Half of remaining 50% enrolled</i>	<i>17</i>
<i>4/15/19</i>	<i>3,859</i>	<i>Other half of remaining 50% enrolled</i>	<i>22</i>
<i>6/18/19</i>	<i>5,980</i>	<i>Summer session enrollees</i>	<i>24</i>
<i>11/4/19</i>	<i>7,034</i>	<i>50 % of enrolled Fall students</i>	<i>91</i>
<i>11/18/19</i>	<i>7,035</i>	<i>50 % of enrolled Fall students</i>	<i>53</i>
<i>3/9/2020</i>	<i>6906</i>	<i>50% of enrolled spring students</i>	<i>Between 3/9-3/21 50 students completed questionnaires</i>
<i>3/16/2020</i>	<i>6906</i>	<i>50% of enrolled spring students</i>	<i>See above.</i>
<i>10/26/2020</i>	<i>6093</i>	<i>50% of enrolled fall students</i>	<i>23</i>
<i>11/2/2020</i>	<i>6093</i>	<i>50% of enrolled fall students</i>	<i>26</i>
<i>2/22/2021</i>	<i>5516</i>	<i>50% of enrolled spring students</i>	<i>51</i>
<i>3/15/2021</i>	<i>5514</i>	<i>50% of enrolled spring students</i>	<i>55</i>
<i>10/4/2021</i>	<i>5689</i>	<i>50% of enrolled fall students</i>	<i>49</i>
<i>10/18/2021</i>	<i>5689</i>	<i>50% of enrolled fall students</i>	<i>75</i>
<i>2/22/2022</i>	<i>5094</i>	<i>50% of enrolled spring students</i>	<i>55</i>
<i>3/14/2022</i>	<i>5093</i>	<i>50% of enrolled spring students</i>	<i>60</i>

9/26/2022	6087	50% of enrolled fall students	54
10/10/2022	6112	50% of enrolled fall students	65
TOTAL	108,204		824

Student Health Services has previously hosted CAL-FRESH outreach on both Lancaster campus and at the Palmdale Center as part of the hungry-free campus mission to provide applications and application assistance for direct linkage to services, including CalFresh, Medi-Cal and other county programs. For the past semesters CalFresh is providing service online only. Student Health Services continues to market the CalFresh program at outreach events and online direct link information to streamline students to the services. AVC now directly coordinates students that need to get connected to the CALFresh program to the Community Resource Specialist at Antelope Valley Partners for Health.

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

American Red Cross utilizes the campus community holding blood drives monthly. Although a lapse in on-campus drives due to COVID 19 and a slow start-up in 2021 in the Fall 2021 semester through Fall 2022 Student Health hosted nine (9) blood drives, on average collecting 25 units of life-saving blood. Over 300 patients were helped in area hospitals. The September 2022 statistical data reported 32 donors participated in the drive and eleven (11) of them were first time donors. The American Red Cross also reported in the fall of 2022 hundreds of units of blood were sent to Florida during the State of Emergency after the damage caused by Hurricane Ian. American Red Cross representatives are also providing more outreach during their drives on campus to support the Sickle Cell Initiative to reach more donors who are Black to help patients with sickle cell disease and improve health outcomes. In the United States it is estimated that over 100,000 people have sickle cell disease and may require regular blood transfusions throughout their lifetime.



Division/Area Name: Student Services/ Veterans Resource Center	For Planning Years: 2023-2024
Name of person leading this review: Ashley Chavez	
Names of all participants in this review: Ashley Chavez, Ashley Hawkins	

Fall 2022 Program Review Report

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

The Veterans Resource Center provides support and assistance to all active duty military service members, Veteran students and their dependents in pursuing their academic goals. We create awareness and engagement through our various events on campus. We also partner with various Veteran community resources to ensure the population thrives and succeeds.

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

The Veteran Resource Center allows for military and Veteran related students to have a designated space for support and community resources. We have an active and successful relationship with our community and on-campus partners. Our growth with the DOD Tuition Assistance program now allows us to serve active-duty personnel as well. Our certification numbers have increased and surpassed previous years due to campus being fully opened, and the in-person requirement reinstated by the Veterans Administration. Veteran students have been shown to perform better in the classroom than their non-Veteran peers. The Veterans Resource Center recently hosted a midterm study session that gave our students an "after-hours" quiet place to study and collaborate with other Veteran and Veteran-related students to increase their success on their mid-term exams and homework. Our various student-focused events have increased Veteran and Veteran-related engagement and comradery within the Veteran Resource Center.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Staffing is our biggest challenge. This program has the ability to grow exponentially, the Veteran community in the Antelope Valley, is a large close-knit community that works together to shepherd Veterans to success. In order to participate in the community fully, we need additional staff. We need a Director to oversee the program as a whole and to represent the Antelope Valley College Veteran Resource Center in our community, and across campus; a Program Coordinator to oversee the center, handle certifications and Tuition Assistance and various Veterans Administration compliance requirements; a Clerical III to be a constant at the front desk and handle office tasks as well as travel accommodations and student worker scheduling; a Veteran-only academic counselor who is well versed in all VA procedures and actively working on the academic paths of our student population. The VA has specific academic requirements, and we need a counselor that is able to attend all of the trainings to ensure our program and our students are in compliance with the regulations. We are currently only staffed with 1 Program Coordinator under the management of a Project Supervisor. In order to engage with our community on a proper scale and continue to serve our population we require a fully-staffed office to do so.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

The Veterans Resource Center would like to be known as the place to go to for all military related students. We would like to maintain our relationships with our on-campus partners to give them a point of contact in each department that is well versed in and sensitive to Veteran needs. Our objective is to transition into a Veteran and Military Service Center with the addition of serving Active-Duty personnel. Our desire is to generate a more active presence in our community, however more staff will be required in order to move forward with this.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

Goal #1- Increasing Veteran Student Support by focusing on specialized areas, still in progress, increasing staffing is needed, but we are in the process of collaborating with the Learning Center to get Veteran Specific Tutoring going, so our population can benefit from Peer-to-Peer tutoring.
 Goal #2- Increasing the hours of adjunct counselor- Still in progress, we hope to push this more after we move into the new Student Services Building. At that time, we will have space to be able to accommodate a 25 hour a week Veteran specific adjunct counselor.
 Goal #3- Create a Veteran Focused Learning Community- In progress, we have created study events after hours to assist with studying for midterms and finals and are working with Learning Center to build Veteran Specific Tutoring, we will build upon these components to build Veteran Focused Learning Communities.

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

Goal #1 & #3: The Veterans Resource Center has increased Veteran Student Support by partnering with the Learning Center to establish Veteran-specific tutoring. We have also established a point of contact for Veterans in the Financial Aid office and are in the process of getting training across campus to assist with veteran sensitivity and support.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 1. Communication			1	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	To improve veteran student enrollment and retention	<ol style="list-style-type: none"> 1. Create a more dynamic and involved VRC. 2. Have an adjunct Veteran-specific academic counselor in the VRC with increased hours and familiar with VA procedures and requirements 3. Veteran-specific tutoring in the Learning Center/VRC. 	Achievement will be noted by the increase in student VA Certifications and engagement within the VRC and Veteran/Dependent graduation/transfer rates.
#2	ILO 2. Creative, Critical, and Analytical Thinking			1	Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools	To better prepare students for college-level coursework, university transfer and/or job seeking skills.	<ol style="list-style-type: none"> 1. Establish Veteran-specific tutoring in the Learning Center/VRC. 2. Conduct resume writing and mock interview workshops. 3. Increase veteran student participation with AVC's Transfer Center. 	Increase in average Veteran student GPA and transfer rates.
#3	ILO 3. Community /Global Consciousness			2	Goal 2: Increase efficient and effective use of resources:	To provide students access to various veteran community resources	<ol style="list-style-type: none"> 1. Schedule community program POC's in VRC to meet with students regarding their 	Increase in Veteran students' program completion rates

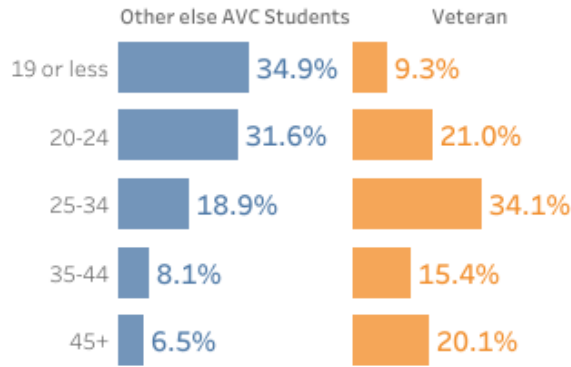
					Technology; Facilities; Human Resources; Business Services		education/housing/ employment concerns. 2. Increase staff in VRC.	
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Part 4: Resource Requests that Support Program Needs (based on above analysis)

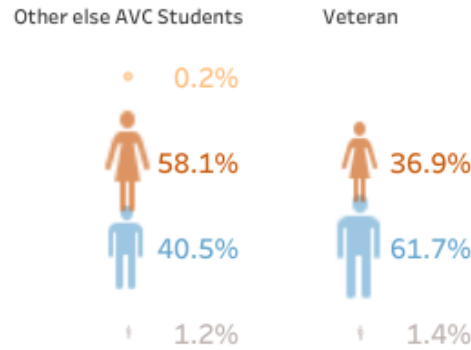
Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

Age Groups



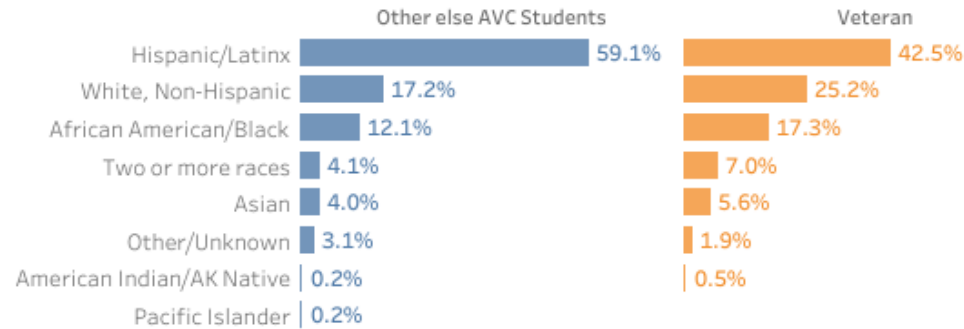
Gender



Metrics

	Other else AVC Stu..	Veteran
Avg. # of Terms	3.7	3.7
Avg. GPA	2.8	3.0
Avg. AVC Earned Hours	39.6	42.1
Completion Rate	79.1%	78.5%
Avg. Transfer Earned Hours	24.3	29.3
Transfer Completion Rate	92.3%	81.6%
Avg. Enrolled Units	8.3	8.9
Number of Students	11,233	214

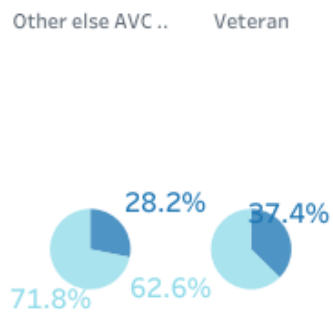
Race/Ethnicity



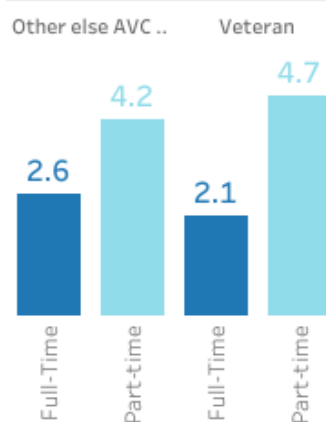
Top 20 Majors

	Other else AV..	Veteran
1 Registered Nursing	13.2%	13.1%
2 AS-T Biology & Biological Sciences	5.3%	6.5%
3 AA-T Psychology	5.0%	
4 AS-T Business Administration & Business Administration	4.7%	6.1%
5 LAS: Arts and Humanities	4.5%	
6 Administration of Justice & AS-T Administration of Justice	4.2%	
7 Undeclared	3.9%	
8 Child & Family Education	2.5%	
9 Aircraft Fabrication&Assembly	2.4%	
10 AA-T Communication Studies	2.4%	
11 General Business	2.3%	
12 AS-T Early Childhood Education	2.2%	
13 Mechanical Engineering	2.1%	
14 AA-T Sociology	2.1%	
15 Radiologic Technology	2.0%	
16 AA-T Kinesiology	1.9%	
17 LAS: Social/Behavioral Science	1.8%	
18 Aircraft Fab & Assem Cert	1.6%	
19 AS-T Mathematics & Mathematics	1.1%	
20 Computer Software Developer	1.1%	

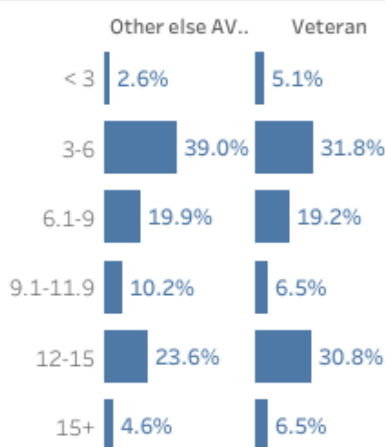
Part-Time|Full-Time



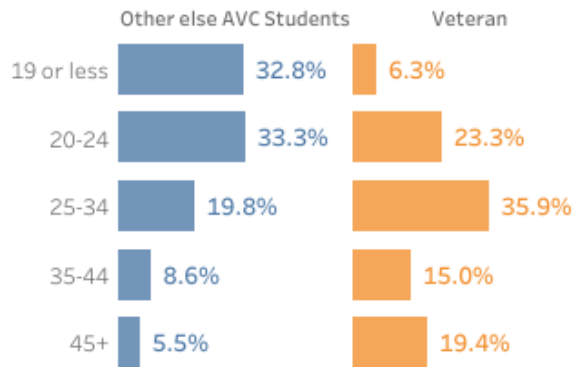
AVG.# of Terms



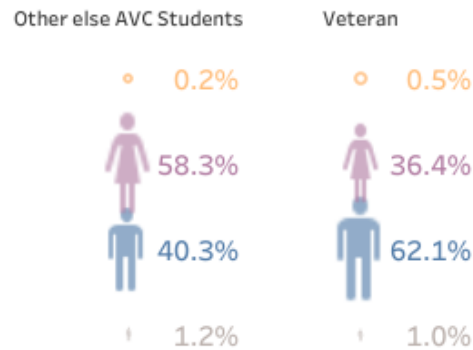
Enrolled Units



Age Groups



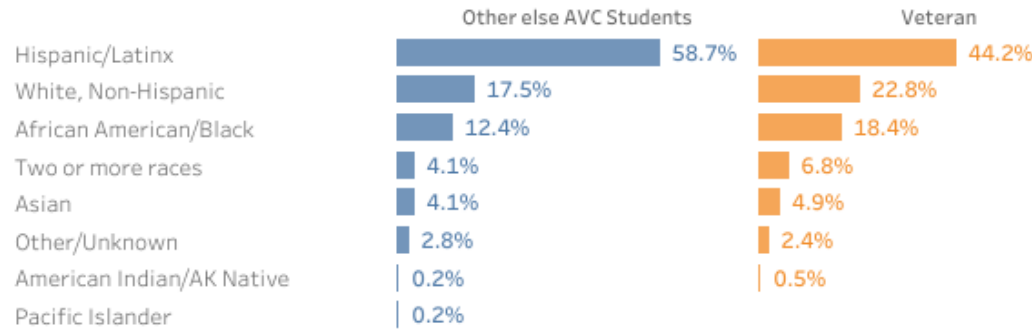
Gender



Metrics

Metric	Other else AVC Stud..	Veteran
Avg. # of Terms	4.2	3.9
Avg. GPA	2.8	2.9
Avg. AVC Earned Hours	36.8	39.8
Completion Rate	79.2%	80.2%
Avg. Transfer Earned Hours	24.2	29.9
Transfer Completion Rate	91.8%	83.7%
Avg. Enrolled Units	8.3	9.4
Number of Students	10,215	206

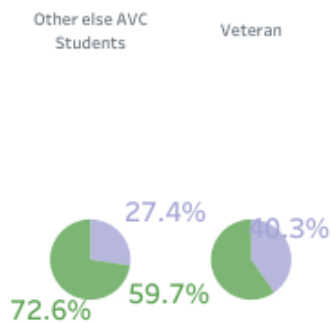
Race/Ethnicity



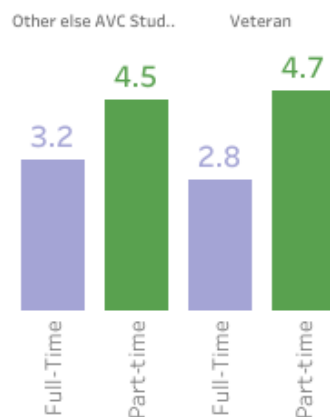
Top Majors (if more than 10)

Rank	Major	Other else AVC Stu..	Veteran
1	Registered Nursing	13.0%	11.2%
2	AS-T Biology & Biological Sciences	5.2%	
3	AA-T Psychology	5.0%	
4	LAS: Arts and Humanities	4.5%	
5	Administration of Justice & AS-T Administration of Justice	3.9%	
6	AS-T Business Administration & Business Administration	3.9%	
7	Undeclared	3.5%	
8	Aircraft Fabrication&Assembly	2.5%	5.8%
9	AS-T Early Childhood Education	2.4%	
10	Child & Family Education	2.3%	
11	LAS: Social/Behavioral Science	2.1%	
12	Radiologic Technology	2.0%	
13	AA-T Communication Studies	2.0%	
14	AA-T Kinesiology	2.0%	
15	General Business	1.9%	
16	AA-T Sociology	1.9%	
17	Mechanical Engineering	1.9%	
18	AS-T Business Admin 2.0	1.6%	
19	AS-T Mathematics & Mathematics	1.3%	
20	Aircraft Fab & Assem Cert	1.3%	

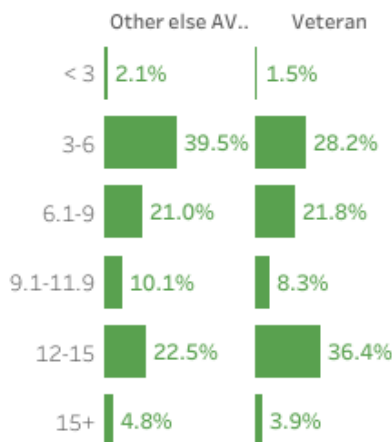
Part-Time|Full-Time



AVG.# of Terms



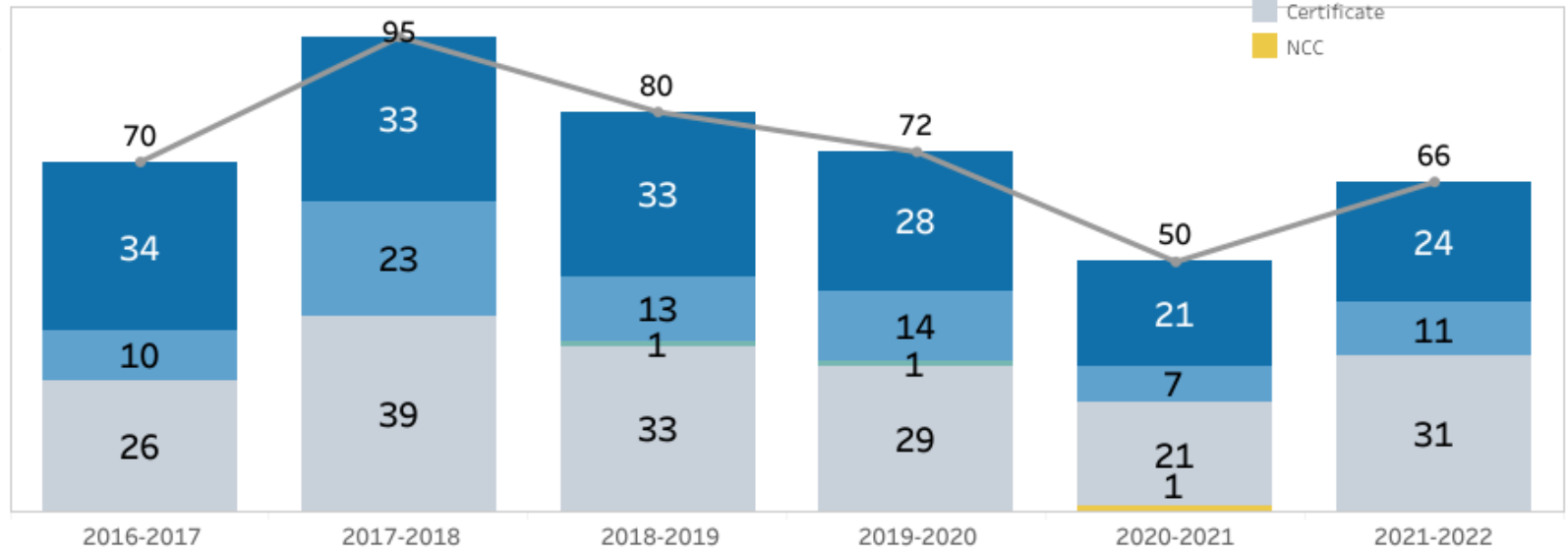
Enrolled Units



- Select a Group X (Hide Filter)
- CalWORKs - California Work O..
 - CARE - Cooperative Agencies ..
 - DSPS - Disabled Students Pro..
 - EOPS - Extended Opportunity ..
 - First Generation
 - Foster Youth
 - Incarcerated
 - MCHS - Middle College High S..
 - Military (Active Duty, Active ..
 - Puente
 - Special Admit
 - Umoja
 - Veteran

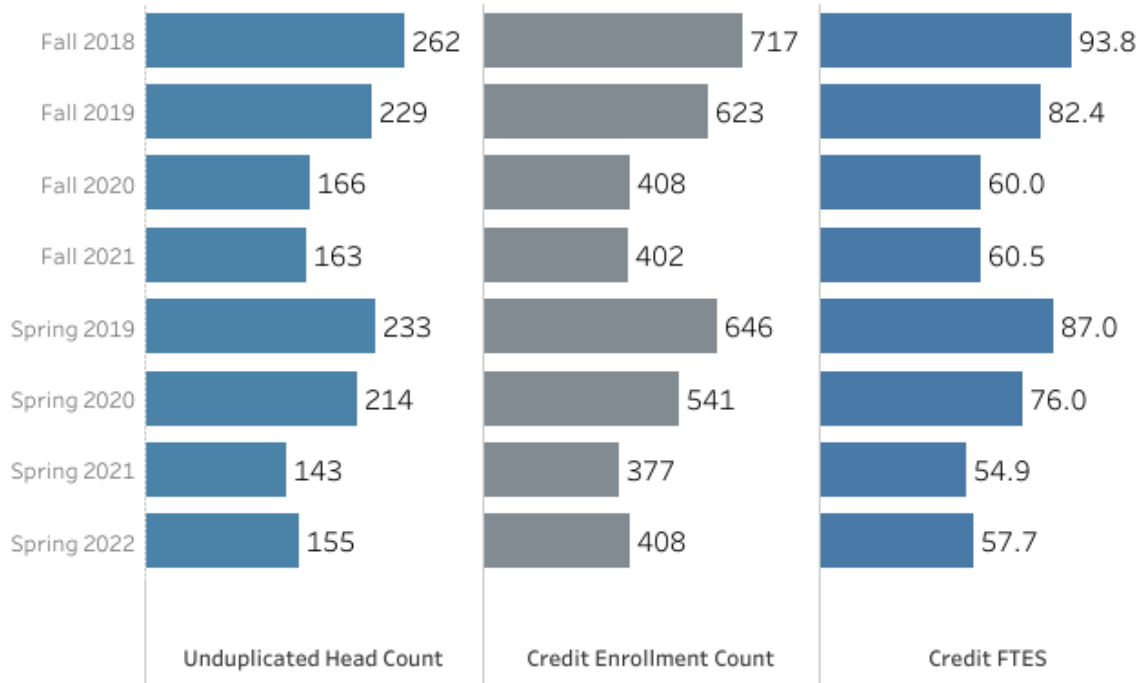
Veteran:
Program Awards

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

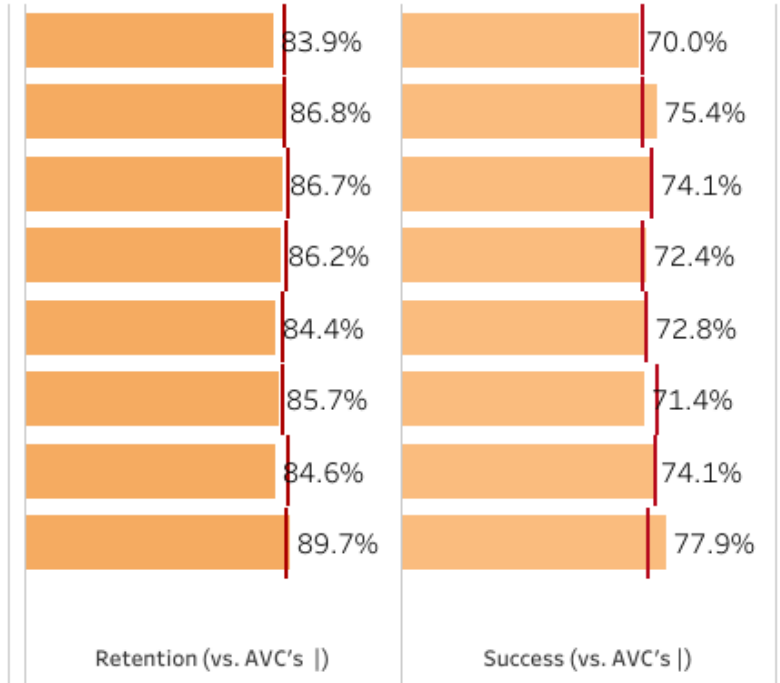


Terms
Multiple values

Headcount, Credit Courses Enrollment, Credit FTES



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





Division/Area Name: Student Services/ First Year Experience & Second Year Experience	For Planning Years: 2023-2024
Name of person leading this review: Michelle Hernandez	
Names of all participants in this review: Ashley Hawkins, Chloe Vidana, Joshua Feldman, Jill Zimmerman	

Fall 2022 Program Review Report

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

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

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

2021-2022 68.4% of the FYE cohort (n=554) are attending full-time as compared to 26.3% of other AVC students, 55.8% of FYE students are taking 12-15 units. FYE average number of units is 12.2 compared to 8.1 for other AVC students. The FYE completion rate is 89% as compared to 79.1% of other AVC students. The average GPA for FYE is 3.2 as compared to 2.8 for other AVC students.

Our cohort is comprised of 96.2% who are ages 19 or less, 73.6% Hispanic/Latinx with 60.8% identifying as female and 37.2% identifying as male.

AB19/AB2 Funding allows for the work of FYE to continue. Title V Grant 2019-2024 established a Second Year Experience Program to assist students through to completion of their educational goals. Collaboration across the campus continues to be strong and effective. The Peer Mentor Core continues to grow and impact the journey of our students.

A Project Supervisor was hired for the oversight of the two programs as part of the Title V Grant 19-24. A recently designated Education Advisor impacts the accessibility of cohort students to educational planning. Three Program Specialists work in a new Case Management system that ensures each of our students are met with individually, to identify goals and needs, resources and progress towards success, retention and persistence. Case management allows for individual coaching of students through three intentional meetings throughout the semester, connect them with their peer mentor and strategically recommend events, activities and resources that support their educational goals

Intentional and deliberate partnerships with the Transfer and Career Centers affords students opportunities to learn and explore both academic and career options.

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 the 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.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Opportunities:

Increase use of students in messages to students in videos and other interactive marketing campaigns. Utilizing Ocelot texting on campus and other technology to meet students where their attention is. Increasing social media presence and diversity of posts, reels and stories.

Planning for the completion of the Title V HSI Solo Grant and how we will mitigate the funding to continue to provide the services of SYE beyond 2024.

Challenges:

The Title V Grant 2019-2024 will end September 30, 2024. This will have a significant impact on the FYE|SYE Team. The grant currently supports 80% of the Associate Dean position, 100% of the Project Supervisor position, 50% of the Clerical Assistant III position, 100% of the Education Advisor position, and once filled 100% of the Adjunct counselor position along with several peer mentor positions. It is also affording the department funding for professional development, technology, faculty stipends (including Puente), and programming. The grant is currently a revenue source of \$599,999 annually for the institution.

Space for the expansion of the FYE program and the continued development of the SYE program. Currently, we occupy T700F which is a seven (7) office suite in the temporary swing space for the future Student Commons building. Due to the 2022 reorganization of Student Services, FYE|SYE team consists of an Associate Dean of Student Life, a Project Supervisor and three program specialists. An adjunct counselor is in the space as well as a shared clerical assistant and education advisor. Student peer mentors do not have space and are shuffled from offices in T700F and even over to T700D & T700E to meet with their students. There are currently 7 peer mentors. While the Commons is forthcoming, it is expected to be 4-5 years, so space concerns in the interim are dire.

Student response to traditional marketing has waned. Emails are opened less. Text messaging is at a premium and usage is highly scrutinized. Social media is being used more broadly however the static photos and barrage of photos are not captivating and yielding the desired outcomes for engagement. Marketing delays have been causing our events to have to be completely re-worked at the last minute. We are required to have marketing approval for flyers, and for swag, which is impacting student attendance and interest.

Hiring delays continue to be a hindrance to the development of the SYE program. New job descriptions for classified positions are challenging to get approved. Recruitments are highly impacted with competing priorities and lack of staff. We are severely constricted by the time delays of the hiring process on campus, we are constantly losing quality candidates, and operating understaffed, hindering our ability to serve our students effectively. Hourly pools are limited.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

The main aspiration is for **ALL** AVC students to come through FYE and stay through SYE so that we can connect all students to a Program Specialist, a Peer Mentor, encourage them to enroll in 30 units each academic year, and find academic success leading directly to transfer or employment.

Currently FYE|SYE is partnering with Athletics to offer a specific branch of FYE to student athletes. Areas of support have been identified as scheduling constraints where student athletes cannot attend events scheduled for the mainstream campus. FYE|SYE, the Athletic Counselors, and the Dean of Athletics and Kinesiology, are partnering to ensure this is a successful pathway for this group of students.

The Student Success Kickoff has been reassigned to FYE|SYE and modifications are being made, first to the name change to the Student Success Conference. This change will develop a direct pipeline to introduce First Year Experience to local high school seniors and their families. In combination with this, FYE|SYE will conduct all the 12th grade presentations as an early option to introduce the programs in an effort to bolster the students' excitement about attending AVC and increase enrollment.

The student profile for FYE demonstrates that the "15 to Finish" model can be employed. In Fall 2021, 68.4% of FYE students were full-time compared to 26.3% of other AVC students; in Spring 2022, 57.5% were full time compared to 25.7% of other AVC students. FYE seeks to have a greater impact on the number of students attending full-time.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

OO# 1 Encourage students to gain knowledge and confidence to strategically access and utilize resources and services that enhance overall success and completion of academic and career goals.

FYE|SYE is fully integrated with a case management system for program specialists and peer mentors. Services are available to students virtually and in-person using Zoom, Cranium Café and phone options. Student files are fully accessible and monitored online.

Cash Course was discontinued by the Chancellor’s Office and AVC just recently regained access to the platform and is rebuilding the financial wellness schedule for curriculum.

There is a need for a mechanism to track all the engagement opportunities students participate in.

OO# 2 Students will gain support, knowledge, and confidence to move successfully through and beyond the community college experience. The number of students who have been connected to other community agencies will continue with them once they complete AVC.

Student evaluations of events provided indicate a high level of satisfaction in the quality of the content offered and how it was offered. The evaluations are conducted online in Google Forms and are made available to students through QR codes and web links. Events range from student leadership, resource fairs, registration assistance, women’s history month and other awareness activities to mid-semester check-ins, financial wellness, bridge activities and more.

Eight AVID events were hosted in 2021-2022 for students, staff and faculty development.

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

1. FYE: Provide holistic approaches to support first-time college students to success

Through the case management system students are more closely supported and there is a team approach to assisting to mitigate their barriers earlier and with greater efficiency. Collaborated with faculty to provide growth mindset workshops that apply to all areas of the students’ lives. Provided AVID workshops specific to student motivation.

2. FYE: Provide first time college students with understanding of college pathways, support services, connecting them to career and transfer opportunities

Through identification of early major selection and education planning with a designated counseling staff students are solidifying their educational goals earlier and are connecting with faculty and departments more intentionally. Peer mentors and program specialists monitor their progress.

3. Provide second year 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.

Second year students are intentionally connected with the transfer and career center staff through individual contacts, workshops, Canvas activity, workshops, and fairs.

4. Provide a comprehensive financial wellness offering for students to understand the psychology of money, money management and budgeting and planning for education and beyond.

Financial wellness workshops are offered to students as well as curriculum for budgeting their money and completing the financial aid applications. More intentional attention is required for these efforts. The reinstatement of Cash Courses will assist in this effort.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

	Goal Supports which:		Description of Goal		Measure of Success
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Program /Area Goal #	ILO	PLO	SLO	OO	EMP Goal Primarily Supported:		Steps to be taken to achieve goal?	(How would you know you've achieved your goal?)
#1	ILO 3. Community /Global Consciousness			1	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Commitment of District funding beyond 2024. Continue to connect students to opportunities and resources that grow and develop their ability to succeed at AVC and beyond-career and transfer	-Make budget request through institutional process -Access to conferences and learning experiences beyond the classroom, such as leadership training, financial wellness, etc. - Continue to modify programs and services to meet the needs of students	-Number of opportunities provided -Number of participants Impact of participation via evaluations -Follow up from peer mentors and program specialist
#2	ILO 3. Community /Global Consciousness			1	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	"Think 30" Campaign for all incoming students and "15 to Finish" campaign to meet President's goal of 11,400 FTE by 2024	-Provide information in early outreach opportunities -Media campaign -Freshman Summer Programming -Provide student support for success early and often	-Number of units taken by participants -Analytics from media campaigns -Collaboration and participation in the development and attendance
#3	ILO 3. Community /Global Consciousness			1	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Provide a comprehensive financial wellness program for students	-Reinstate Cash Course -Provide training and development in financial wellness	-Participation in Cash Course -Pre- and Post- evaluation of participants

Part 4: Resource Requests that Support Program Needs (based on above analysis)
 Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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



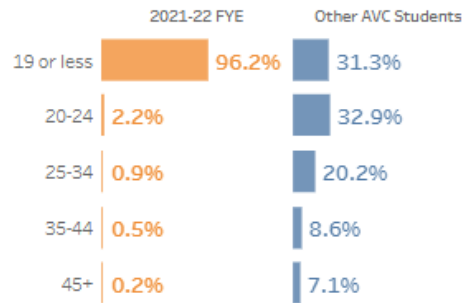
Fall 2021 Student Profile (as of 9/16/2021)

554 10,893

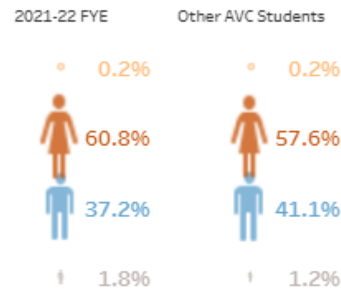
Cohort Selector

2021-22 FYE

Age Groups



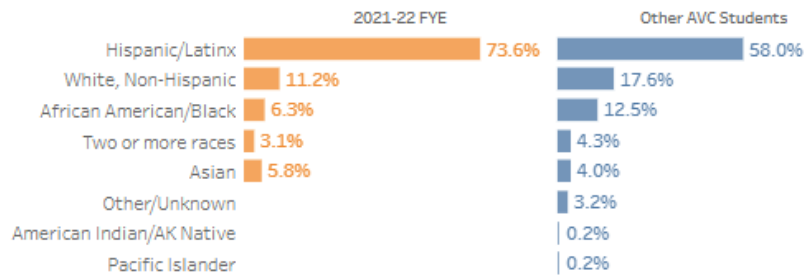
Gender



Metrics

Metric	2021-22 FYE	Other AVC Students
Avg. # of Terms	0.2	3.9
Avg. GPA	3.2	2.8
Avg. AVC Earned Hours	6.2	40.2
Completion Rate	89.0%	79.1%
Avg. Transfer Earned Hours	9.3	24.6
Transfer Completion Rate	100.0%	91.9%
Avg. Enrolled Units	12.2	8.1
Number of Students	554	10,893

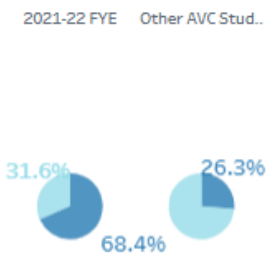
Race/Ethnicity



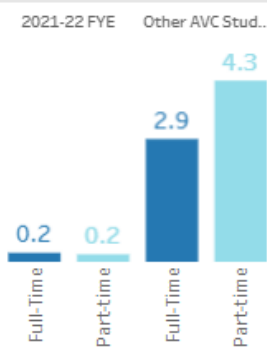
Top 20 Majors

Rank	Major	2021-22 FYE	Other AVC St..
1	Registered Nursing	15.7%	13.1%
2	AS-T Biology & Biological Sciences	11.7%	5.0%
3	AA-T Psychology	7.4%	4.9%
4	AS-T Business Administration & Business Administration	5.8%	4.7%
5	LAS: Arts and Humanities		4.7%
6	Administration of Justice & AS-T Administration of Justice	2.5%	4.3%
7	Undeclared		3.9%
8	Child & Family Education		2.5%
9	Aircraft Fabrication&Assembly	2.5%	2.5%
10	AA-T Communication Studies		2.5%
11	General Business		2.4%
12	AS-T Early Childhood Education	2.2%	2.2%
13	Mechanical Engineering	3.8%	2.1%
14	AA-T Sociology		2.1%
15	Radiologic Technology	2.0%	2.0%
16	AA-T Kinesiology		1.9%
17	LAS: Social/Behavioral Science		1.9%
18	Aircraft Fab & Assem Cert		1.7%
19	AS-T Mathematics & Mathematics		1.2%
20	Computer Software Developer		1.1%

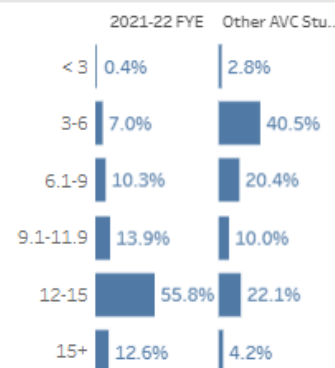
Part-Time|Full-Time



AVG.# of Terms



Enrolled Units





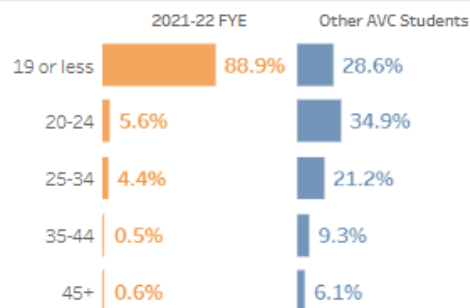
SPRING 2022 Student Profile (as of 1/25/2022) Each bar works as a Filter

642 9,779

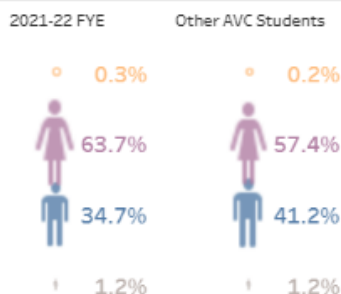
Cohort Selector

2021-22 FYE

Age Groups



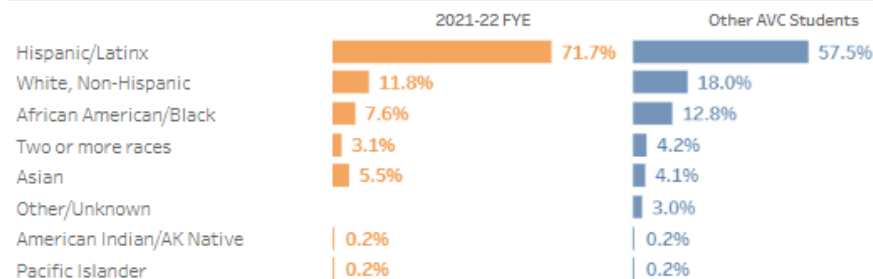
Gender



Metrics

Metric	2021-22 FYE	Other AVC Students
Avg. # of Terms	1.2	4.4
Avg. GPA	2.7	2.8
Avg. AVC Earned Hours	12.0	38.5
Completion Rate	85.0%	79.1%
Avg. Transfer Earned Hours	13.4	25.3
Transfer Completion Rate	100.0%	91.0%
Avg. Enrolled Units	11.5	8.1
Number of Students	642	9,779

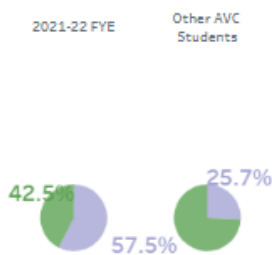
Race/Ethnicity



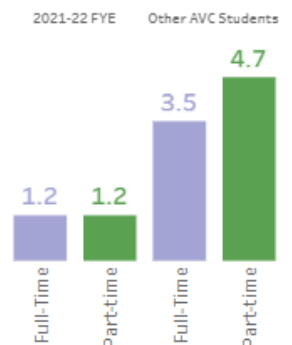
Top Majors (if more than 10)

Rank	Major	2021-22 FYE	Other AVC Stu..
1	Registered Nursing	14.6%	12.9%
2	AS-T Biology & Biological Sciences	9.0%	4.9%
3	AA-T Psychology	8.6%	4.7%
4	LAS: Arts and Humanities		4.7%
5	Administration of Justice & AS-T Administration of Justice	3.7%	3.9%
6	AS-T Business Administration & Business Administration	4.0%	3.9%
7	Undeclared	1.7%	3.6%
8	Aircraft Fabrication&Assembly	3.3%	2.5%
9	AS-T Early Childhood Education	2.5%	2.4%
10	Child & Family Education		2.4%
11	LAS: Social/Behavioral Science		2.1%
12	Radiologic Technology	2.0%	2.0%
13	AA-T Communication Studies		2.1%
14	AA-T Kinesiology	1.7%	2.0%
15	General Business		2.0%
16	AA-T Sociology		2.0%
17	Mechanical Engineering	3.0%	1.8%
18	AS-T Business Admin 2.0		1.7%
19	AS-T Mathematics & Mathematics		1.4%
20	Aircraft Fab & Assem Cert	2.0%	1.3%

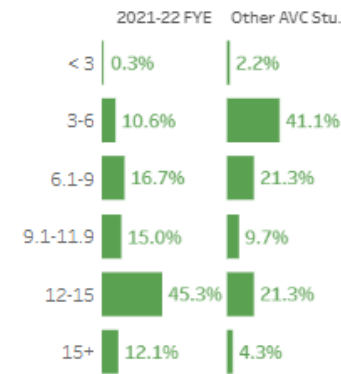
Part-Time|Full-Time



AVG.# of Terms



Enrolled Units





Division/Area Name: ASO /Inter-Club Council	For Planning Years: 2023-2024
Name of person leading this review: Jill Zimmerman / Michelle Hernandez	
Names of all participants in this review: Nancy Blundell	

Fall 2021-Spring 22 Program Review Report

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

The Associated Student Organization (ASO) of Antelope Valley College is the campus student government. ASO is a collaborative of diverse students who are dedicated to coordinating the representation and action of student opinion to provide direction and service for the success of all students. ASO supports the students by maintaining and promoting a social, cultural, and educational environment at Antelope Valley College through programming, advocacy, and participation in governance committees. ASO is committed to service that affords all students a valuable and quality educational experience at AVC. Student clubs increase the engagement of students to their peer groups to enhance their educational attainment.

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

ASO advocates for students and provides leadership and governance in order to best represent the interests of the student body. ASO remained active with ten out of sixteen positions filled with additional students showing interest by completing the ASO Position Application. ASO meetings were held weekly via zoom through May 2022 and then resumed in-person. ASO held 10 events last year providing students with school supplies distributed during the Marauder Market at the beginning of the Fall and Spring semesters, Leadership Recognition in Spring, Civic and Voter Engagement for the November 2021 elections, and ASO elections in March, financially supporting the Hearts & Hands program by purchasing bags for the Marauder Market, keeping students informed of changes in the modalities of course offerings, providing Student Emergency Relief Grants of up to \$500.00, brought awareness of Board Policy changes that affected students, represented AVC students at State General Assembly; voted on proposed resolutions, provided an incentive for students to register for classes on their registration date. ASO continued to represent students on participatory governance committees.

ASO had significant goals for representing students including: increasing student involvement by getting more students to use campus services such as Health Services and the Learning Center; increasing awareness of student clubs on campus, increasing student protection; raising awareness as it relates to COVID-19, and establishing a Community Volunteer Corps Program to provide ways to network with companies and organizations through volunteerism and advocacy in participatory governance committees.

ASO and the Inter-Club Council have consistently provided a number of clubs that represent student interests with a variety of social, career and academic focuses. There were 23 active clubs including 6 new clubs. A drive through Club Rush was held to let students know of clubs available to them. Clubs submitted videos that were posted on the AVC website letting students know of active clubs and how to get involved.

ASO Accomplishments include: Established a Volunteer Corps Program dedicated to the community and worked with outside partners to expand opportunities. Provided Nursing pins and lamps for graduating students in the Nursing Program; provided DACA grants for undocumented students; Incentives for registration; Water Bottles for students since water fountains were removed; Christmas Grams to students; Recognition of student leaders at the Leadership Luncheon; Volunteered at the Marauder Market; attended the CCCSAA Student Leadership Conference; State and Regional advocacy for AVC students through General

Assembly; which at that meeting, AVC objected to the GI Bill resolution being referred back to the board for further review; advocated for a Coffee Bar and remodel/update of the Cafeteria; participated in the ICC Halloween Event; supported the Hearts & Hands Pantry.

Student Trustee accomplishments include: Created video on the recall election and video for the modalities of classes, advocated for free bus passes for students, met with Board President on student needs on campus.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

ASO/ICC need additional support for effective student leadership development and advising along with assistance in engaging in campus policies and procedures including agendas and minutes in Board Docs and other clerical requirements. This is beyond the scope of the ASO secretarial duties. Through the reorganization ASO/Student Clubs report now to the Associate Dean. There is a need for additional staffing to support ASO as it is outside the bandwidth of the current team in place. The Student Activities Coordinator will be able to field questions, monitor office hours, provide leadership and direction to student government. They will also accompany student organizations and their advisors during completion of college processes and procedures for events and other programming.

With the Hearts & Hands Pantry moving to Basic Needs and the most recent approval of the Project Supervisor and Program Specialist positions this will allow this aspect of the program to another department, This includes providing support with menus, tracking participants, opening forms and sheets, purchasing and making sure food items are available to students and communication with participants.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

By providing additional dedicated support to the ASO and Student Clubs, there could be a vibrant campus life. The goal of more space is being addressed through the redesign of the Commons and will allow for more integration of programs with other support services to support our students.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

OO# 1 Encourage students to gain knowledge and confidence to strategically access and utilize resources and services that enhance overall success and completion of academic and career goals.

ASO and Student Clubs support was provided though the pandemic and more face-to-face interactions are occurring. Resources were provided to students and the ASO helped fund many students' needs due to their emergency grant program. By advocating for the Volunteer Core Program more students will be able to document their community service hours for scholarships, employment, and transfer applications.

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.

ASO and Student Club members learned leadership skills that they can use throughout their lifetime. By connecting to community resources as well as campus departments students are learning how the greater campus and community intertwine and provide enhanced skills for their future.

Enhance Website Presence:

- The **Voter and Civic Engagement** webpage has been updated to include helpful information and important dates about upcoming elections. There are also clear instructions on how and where students can register and cast their vote.
- **ASO and Student Clubs** have maintained their online presence and kept their information up to date with current ASO elected officers and club information.

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

Increase Leadership opportunities through Clubs(Accomplished/In progress/Abandoned):

- Create a more robust leadership program- In progress
 - We continue to explore new ways to improve our Clubs and Leadership opportunities. Self-growth is an important focus for students in leadership so our staff encourages them to take risks and incorporate their personal style into their roles.
- Support the needs of students - Accomplished
 - We were able to accomplish this goal by providing more professional support and using tools such as Canvas to help clubs. Additionally, the ability to assist students in person allowed for more connection and guidance.
- Hire an Activities Coordinator - In Progress
 - No movement has occurred on this goal, and we continue to request staffing to support student engagement.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community/Global Consciousness			2	Goal 2: Increase effectiveness and efficiency of resources	Support student engagement on campus.	Hire a full-time Activities Coordinator and complete the hiring process request and work with HR to have this position moved through the process.	Once hired, more support and activities will occur on campus and a stronger leadership development program will be implemented
#2	ILO 3. Community/Global Consciousness			1	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Create a more robust leadership program.	Develop a structured program on a regular basis to support student ASO, student clubs, and advisors.	The number of students who are engaged and have an increase in their leadership skills and confidence in their abilities will have a greater impact on campus.
#3	ILO 3. Community/Global Consciousness			2	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Increase the involvement of ASO in advocacy and civic and voter engagement on campus	Bring heightened awareness to the role of ASO in participatory governance and the campus involvement in civic and voter engagement	More students will participate in participatory governance committees and more activities related to voter and civic engagement will be held

Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

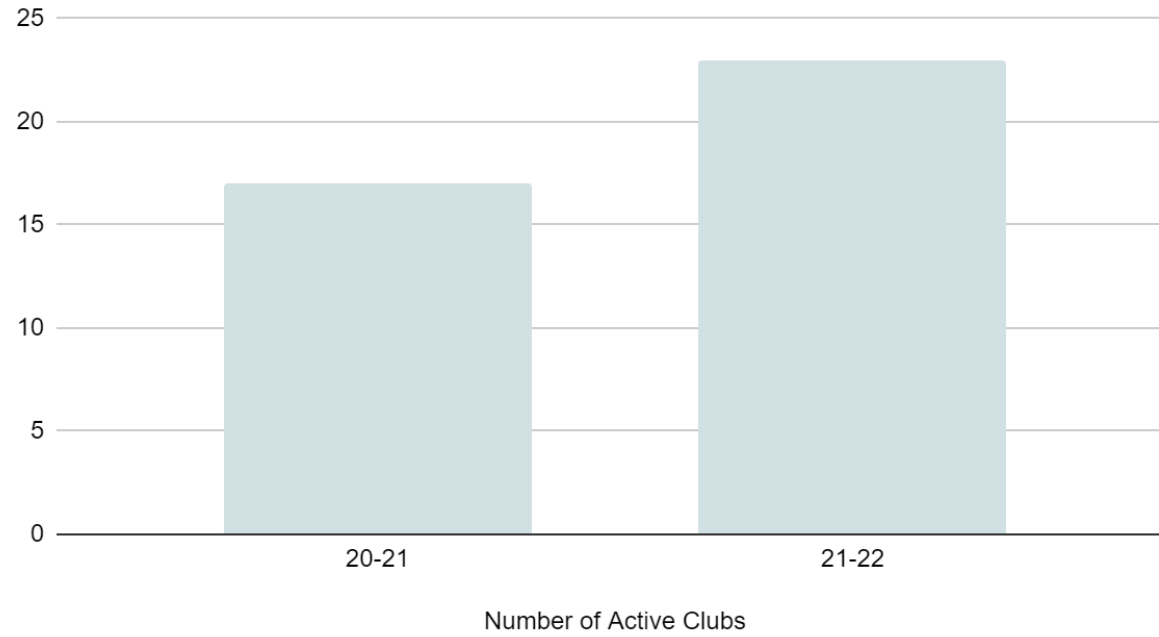
Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).

Number Student Clubs

2020-21 there were 17 Active Student Club.

2021-22 there were 23 Active Student Clubs.

AVC Active Student Clubs



Division/Area Name: Student Life and Services Student Equity	For Planning Years: 2023-2024
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Name of person leading this review: Rashall Hightower
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Names of all participants in this review: Golden Hicks, Tynisha Steans, Crystal Garcia, Cynthia Gulliford, Gabriela Gonzales

Fall 2022 Program Review Report

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

As the Antelope Valley College Student Equity Department, we contribute to the district’s 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.

The Department is tasked with creating a plan that lists action items that demonstrate evidence of progress towards achieving specific goals and implementing activities of the Student Equity and Achievement (SEA) Plan. In addition to creating the plan and implementing activities, the Department aligns these initiatives with institutional planning and college resources that demonstrate evidence for narrowing the achievement gap for underrepresented student populations.

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

The Student Equity Department is effective in providing services, resources, and experiences to students in and out of the classroom. This is demonstrated through the collaborative support of programs throughout the campus, as well as the programs and services offered through the Student Equity Office.

The strength of the Student Equity Department is demonstrated through our collaboration with other programs and joint initiatives on campus. During the pandemic, while all of us faced many challenges, one of our successes was to be able to create virtual and hybrid spaces for students in our special programs and have had the opportunity to continue to support our students in hybrid modalities.

UMOJA
Umoja is an intrusive model of learning aimed at the whole student. Umoja emphasizes its intentionality and deliberateness with topics and curricula relevant to African Americans and other students (Diaspora). The Umoja program students, counselors, faculty, and staff create a Power Base Community that is united in assisting students in their educational and personal journey to help them experience themselves as valuable and worthy of education.

The AVC Umoja Community is one of the strongest Umoja programs in the state of California and offers extensive services to our students, including but not limited to Umoja orientations, priority registration, peer mentoring, access to Campus Connect Bus Services, Books H.E.L.P., priority on HBCU Tours, dedicated counselors, financial aid technicians, other basic needs support and more.

Our Umoja students benefit from a strong academic support system and personal attention with faculty members holding office hours in the Umoja Village weekly, and drop-in counseling in the village and on Zoom. Students have access to motivational and educational workshops, conferences, and cultural events and activities,

such as Breathworks focusing on black mental health and wellness, Porch Talks focusing on community issues, as well as student-led events like Melanated Movie Monday, Community Book Reads, and other events.

During the past academic year, our Umoja Program has created Write-It-Right Wednesday, which focuses on the development of the writing skills of our students and allows them to have their writing and pieces published in a book that is sold for scholarships for AVC Umoja students. Our campus was selected to participate and lead in state-wide Umoja Community events, Black Student Success Week, and more.

The Umoja Program works closely with our new initiative the A2Mend Program which focuses on Black male student success.

A2MEND

The African American Male Educational Network and Development Program is a program that focuses on African American male educators utilizing their scholarly and professional expertise to foster institutional change within California's community college system to increase the success of African American male students. Antelope Valley College A2Mend Chartered evolved into a program during the last academic year with the support of the California Community College Chancellor's Office.

While a charter program, A2Mend, served as the premier group that focused solely on African American male students and their academic success through mentoring, professional development, scholarships, and experiential learning opportunities. With the additional support, we anticipate that this program will be instrumental in closing our campus' largest equity gap, Black male students.

Because this program is a new initiative there is no past information report in the program review. Please see the challenges and aspirations sections of this report for additional information.

FOCUS 180

During the Spring 2022 semester, we applied for and received \$124,000 from the Chancellor's office annually for three years. This funding was to be collaboratively used with the AVC Prison Education Program. During the first year, a majority of the funding was used to retrofit our prison program with new technology and smart classrooms. With the additional funding given for the next two years, our goal is to create campus-wide programs for our justice-involved population.

During the past academic year, this program has demonstrated strength through building collaborations with community partners like Timelist Group, a re-entry program that serves formerly incarcerated individuals in the Antelope Valley and the greater Los Angeles area; Paving The Way, a community-based organization that serves re-entry, justice-involved individuals by providing assessment testing, training courses, subsidized housing, living skills enhancement: including resume development, job and interviewing techniques; the LA County Probation and Parole Department.

Students in our Focus 180 Program benefit from support services such as Books H.E.L.P., Campus Connect, and other Basic Needs Support.

In Spring 2022, Focus 180 students participated in the Student Equity Graduation Celebration and were given certificates from the local chambers and the local Assembly Office. The students were congratulated and celebrated with spokespersons from the AVC Administration and our community partners.

GUARDIAN SCHOLARS

The Guardian Scholars Program aims to connect current and former foster youth with a support system to help develop the tools needed to succeed in, through, and beyond college. AVC Guardian Scholars works to encourage students to participate in interesting and/or beneficial activities, workshops, events, or programs.

Support students concerning academic, personal, mental, and/or emotional well-being. Provide enriching activities and create a scholarly community that supports success.

This program provides resources to students and connects them to community programs that impact their trajectory of the success of our students that have been involved with the foster youth system. Some of the accomplishments of the Guardian Scholars Program this year have been the successful securing of additional funding from the John Burton Foundation and other funding sources; hosting a collaborative community event, *“The Game of Life”* that supported our students and gave them glimpses at real-life situations and the importance of decision making; hosting a foster youth awareness campaign, Project Blue; participation in the Citywide efforts for the day-long program *“Independent City”*; and by hosting a Foster Youth Life-Skills Workshop Series to educate and engage our students.

BOOKS H.E.L.P.

The Books H.E.L.P. Program is funded by Student Equity, Veterans, and other departments and donors to provide eligible AVC students with textbooks and graphing calculators that can be borrowed for free for the semester to assist with the successful completion of their courses. During the past year, the Books H.E.L.P. program has seen increased success for students by collaborating with the campus initiative to move towards Zero-Textbook Cost (ZTC) and Open Educational Resources (OER). This initiative encourages faculty to use ZTC or OER text to cut educational costs for students.

OTHER SERVICES, EVENTS, & ACTIVITIES

In addition to the programs that the Student Equity Office facilitates, the office has seen great success with other services and activities that have been facilitated by the Equity team.

The office continues to address critical conversations through Candid Conversations on equity gaps by engaging students, faculty, staff, and community in these critical dialogues that provoke thought and actions to close equity gaps, address biases, and explore and expand thought on critical issues.

Through the collaboration of the Equity-led programs, Student Equity successfully held the first graduation celebrations in person since COVID-19 closures. The Umoja Graduation Celebration had 65 participants; the LatinX Graduation Celebration had 71 participants, and Student Equity Graduation Celebration had 9 participants from the Guardian Scholars, Focus 180, and Arches Programs.

During the Summer of 2022, the office coordinated its first Historically Black College and University (HBCU) and Civil Rights History Tour since Covid-19. The tour allowed 16 students to visit schools such as Morehouse College, Spelman College, Morris Brown College, Clark Atlanta College, Tuskegee University, Alabama State University, Talladega College, and Fort Valley College. Students were given the opportunity to visit and tour many historic sites of the Civil Rights Movement, such as the Evan Pettus Bridge, the site of Bloody Sunday, 16th Street Baptist Church, Kelly Ingram Park, the site of the bus bombings, the King Center and Birthhome, Ebenezer Baptist Church, and more. Additionally, students had the opportunity to engage with leaders of the Civil Rights Movement. Many students on the tour were given on-the-spot admissions to colleges and scholarships.

In August of 2022, Student Equity Collaborated with the University of Southern California to host an Equity Retreat that focused on breaking down and addressing the data gathered by the NACCC Survey. This Equity Retreat allowed the campus to refresh its viewpoints on how to address equity gaps through the lens of race-based equity data and to address the challenges of the campus while creating Equity Warriors on campus.

Student Equity has found strength in our across-campus collaboration with programs and initiatives such as Read-to-Succeed, Law Scholars, Dreamers, Veterans, First and Second Year Experience, Outreach, Basic Needs, CDC, Puente, Financial Aid, Counseling, Marketing, Faculty Professional Development, and various other academic departments such as English, Math, Reading, Arts and Humanities, Nursing, STEM, Photography, Athletics, and more.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Student Equity has had opportunities and challenges that have stretched us to be innovative in our delivery of resources, programs, and services to students, especially during the pandemic and navigating changes in campus leadership. Some of the challenges that all our programs have faced are COVID-19 caused an abrupt shift in learning and connectivity to students; struggling to build communities with online learners; creating hybrid spaces, and rebuilding communities with student populations that are now on-campus for the first time.

Additional challenges that we have faced were:

UMOJA

During the Pandemic, faculty, and students learned to navigate the world of online learning and hybrid learning environment, it became difficult to maintain consistent faculty connection with program coordinators; to recruit students in a meaningful and effective way; and capturing student transfer data. While programming still occurred the cultural and community aspect of Umoja suffered with the separation from the in-person community. Black student mental health was a challenge for our program as students struggled to overcome the equity gaps with technology and a new learning modality and access.

A2MEND

While A2Mend is a new program initiative, the A2Mend Charter suffered in membership, as students dropped out of school and successfully transferred to other schools or universities. Recruitment of Black male students is becoming increasingly hard with the lack of representation of Black faculty and staff on campus and those that are visible to students. With the statewide A2Mend Mentor no longer being on campus, the program suffered with the morale and motivation of black students to participate in the program.

FOCUS 180 & GUARDIAN SCHOLARS PROGRAM

The Focus 180 and Guardian Scholars programs have both faced challenges in building communities where students are willing to identify as formerly incarcerated and/or current or former foster youth due to the stigmas that are associated with these disproportionately impacted populations of students. Additional challenges have been identifying students, increasing program enrollment, and increasing the retention and persistence of students enrolled in programs.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

With the campus under a new administration, the Student Equity Office is looking forward to being able to expand the initiatives that will affect the closure of equity gaps on our campus. This begins with our reporting and conversations on campus being direct, open, and transparent about our equity gaps and the systems that are in place that are hindering our students; addressing race and racial discrimination that continues to create barriers for our students; and the lack of representation of faculty and staff of color and the influencing change in recruitment and hiring.

It is our goal to face the issues that are challenging for us and work towards changing them in meaningful ways by placing resources, aligning planning, and reporting to address the disproportionate impact and equity gaps on our campus.

Programmatically, it is our goal to have dedicated personnel for data and academic advising; increase student engagement through the use of technology; increase access to our students through partnerships with Uber and Lyft; increase our partnership with the Basic Needs Department to get grocery and gas cards for our students.

UMOJA

Create cohorts and learning communities that will increase student success. Explore opportunities to create culturally relevant history, race, and ethnic relations courses; obtain more village and lab space to address the growing Umoja student body; create a Umoja STEM branch of the program through partnerships with UC Davis, C-STEM Center; create a black male focused STEM Project; host a Umoja STEM Fair; host a black family day; and host workshops for building black generational wealth and legacy; and building our students through exposure to cultural experiences such as study abroad and learning experiences in Africa and the

diaspora; collaborating with offices and centers on campus that will allow for later study spaces that black students can get assistance with homework and study for courses.

A2MEND

To create a strong black male presence on campus through recruitment of black faculty and staff; recruitment of students in the elementary, middle, and high schools; collaboration with black male business owners; build on and off-campus mentorships for students; provide faculty and staff professional development that addresses pedagogy on teaching men of color; building our students through exposure to cultural experiences such as study abroad and learning experiences in Africa and the diaspora; connecting our students to the state-wide A2Mend Program for scholarship and mentoring opportunities; expanding the A2Mend Barbershop Talks and beginning the A2Mend Study Hall Program; collaborating with offices and centers on campus that will allow for later study spaces that black students can get assistance with homework and study for courses.

FOCUS 180

To increase student participation in the program and identify safe spaces for the community to develop, bond, and grow; building faculty and staff mentors; increase program collaboration with community partners that will offer resources and services to our students; increase programming on campus, including, but not limited to student representation, student trips, professional speakers, events, book reads, professional development to support students that are justice-involved.

GUARDIAN SCHOLARS

To increase student participation in the program and identify space for program participants to feel safe; establish campus allies that will support students and provide professional development on how to support our former or current foster youth students; increase partnerships with community allies to increase the service and resources available to our students; obtain dedicated counselors and mentors.

BOOKS H.E.L.P.

To decrease the need for the program as it is currently offered by the support of faculty increasing the use of ZTC and OER text. It is our goal to partner with other resources on campus to offer this service through the expansion of the reserve library or other library services for books that are not offered through ZTC or OERs. Additionally, Student Equity aspires to work with the math department to offer calculators and access codes based out of the department or distributed by faculty to increase access to students.

OTHER SERVICES, EVENTS, & ACTIVITIES

It is our aspiration to increase the number of staff participants on the HSI and HBCU Tours to allow for effective partnerships that will create smooth handoffs for our students to increase effective transfers and student success. We also aspire to increase the number of students that are able to attend the HBCU and HSI tours to increase exposure for special populations of students.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

Student Equity is making 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 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 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 2D: Review and comment on progress towards past program review goals:

We continue to make progress towards past program review goals, including the creation of dedicated spaces for special populations where 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 2023-2024:

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
1. To improve student success by closing equity gaps for black students through programs and services offered to students through the creation of a Center for Black Excellence.	Community/ Global Consciousness			2	Commitment to strengthening institutional effectiveness measures and practices.	Creation of a Center for Black Excellence	Intentional and deliberate recruitment of staffing and students. Intentional programming. Dedicated space for black students.	The decrease/closure of equity gaps for black students.
2. Successful building of the A2Mend Program	Community/ Global Consciousness			1	Commitment to strengthening institutional effectiveness measures and practices.	Building strong programming that focuses on black male student success.	Recruitment of black male students, staff, and faculty. Intentional and deliberate programming that focuses on black male student success. Dedicated space to build community.	The decrease/closure of equity gaps for black male students. The number of program participants and student engagement.
3. Successful building of the Focus 180 Initiative	Community/ Global Cons			1	Commitment to strengthening institutional effectiveness measures and practices.	Building strong programming that focuses on justice-involved student success.	Recruitment of justice-involved students. Increase of staff and faculty allies for students. Intentional and deliberate programming and professional	The number of program participants and student engagement and participant persistence, retention, and student success.

	consciousness						development that focuses on justice-involved students. Dedicated space to build community.	
4. Expand Programs and Services to Palmdale Campus	Community/Global Consciousness			1	Commitment to strengthening institutional effectiveness measures and practices.	Intentional and deliberate programming that expanded services to the Palmdale campus to increase access to students.	Hiring and placement of dedicated staff that can implement student equity programs at the Palmdale campus.	The number of programs and services offered at the Palmdale campus location and the number of students engaged.

Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

Completed Survey

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

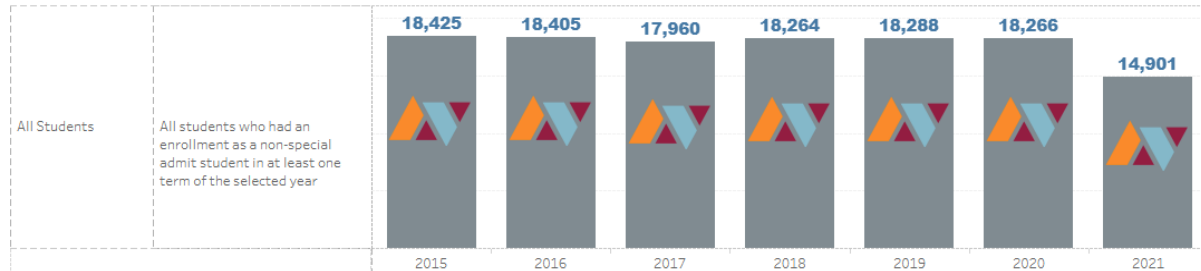
Vision for Success 4.0 by IERP

▼ < Vision for Success V4 Completion Goal Transfer AVG Number of Units Success Rate Fall to Spring Retention Math and ENGL Completion Employment >

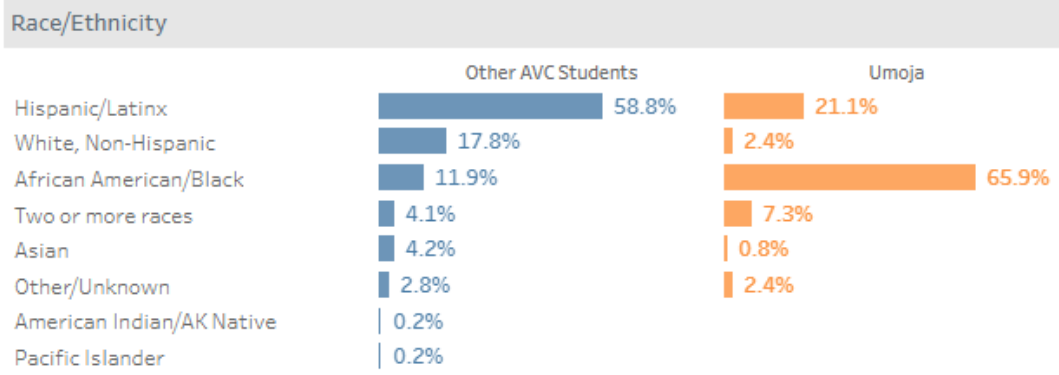
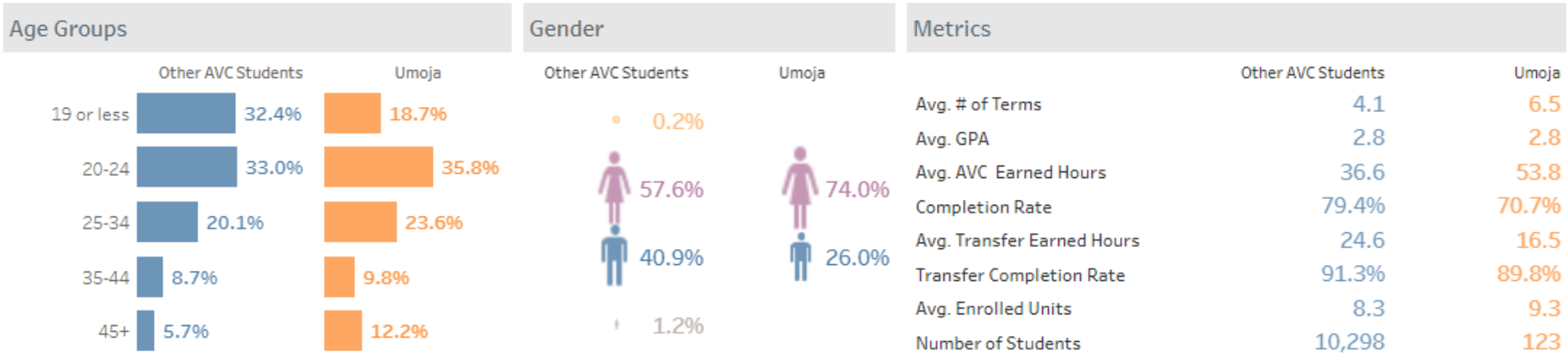
Disaggregation: Ethnicity > Subgroup: (Multiple valu... > Only Display Availabl... >

All Students

All students who had an enrollment as a non-special admit student in at least one term of the selected year

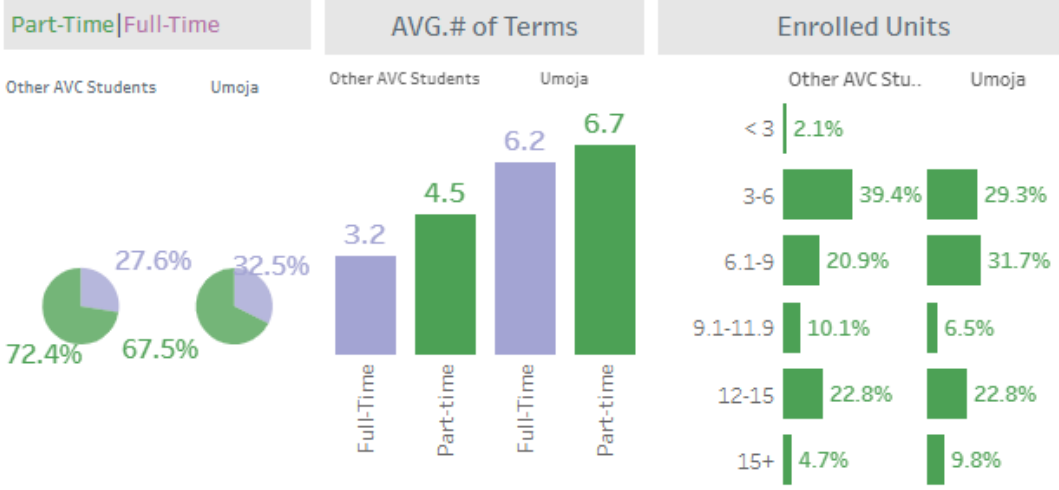


Disagg	Subgroup	2015	2016	2017	2018	2019	2020	2021
Ethnicity	Black or African American	4,057	3,577	3,187	3,146	2,899	2,808	1,984
	Two or More Races	848	831	831	872	843	773	660



Top Majors (if more than 10)

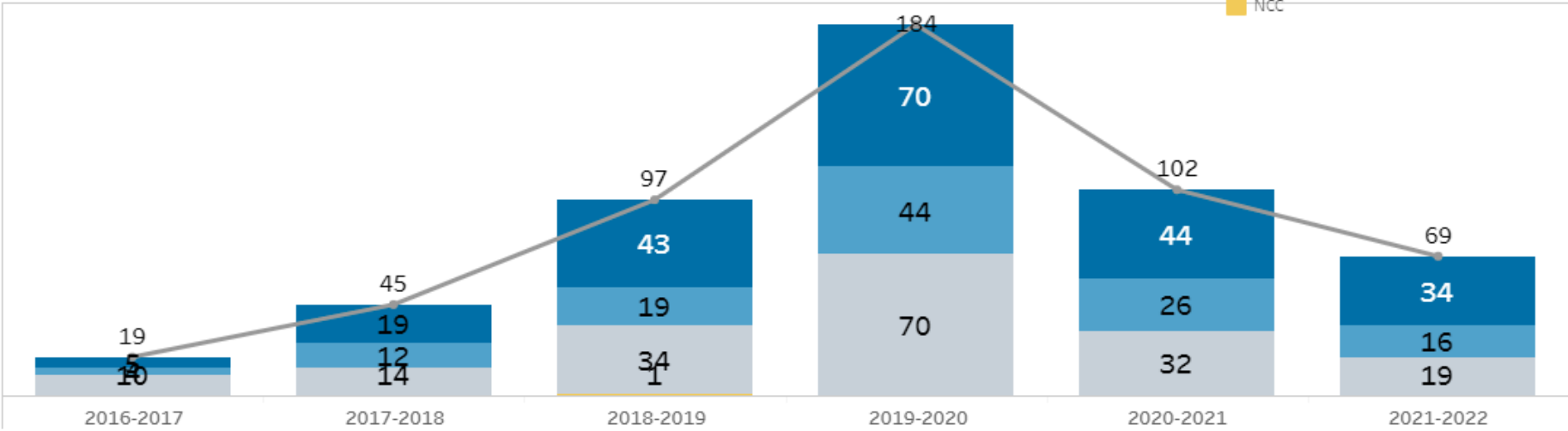
Rank	Major	Other AVC Students	Umoja
1	Registered Nursing	12.9%	17.1%
2	AS-T Biology & Biological Sciences	5.2%	
3	AA-T Psychology	5.0%	
4	LAS: Arts and Humanities	4.4%	
5	Administration of Justice & AS-T Administration of Justice	3.9%	
6	AS-T Business Administration & Business Administration	3.8%	
7	Undeclared	3.5%	
8	Aircraft Fabrication&Assembly	2.6%	
9	AS-T Early Childhood Education	2.4%	
10	Child & Family Education	2.3%	
11	LAS: Social/Behavioral Science	2.1%	
12	Radiologic Technology	2.0%	
13	AA-T Communication Studies	2.0%	
14	AA-T Kinesiology	2.0%	
15	General Business	2.0%	
16	AA-T Sociology	1.9%	
17	Mechanical Engineering	1.9%	
18	AS-T Business Admin 2.0	1.7%	
19	AS-T Mathematics & Mathematics	1.3%	
20	Aircraft Fab & Assem Cert	1.3%	



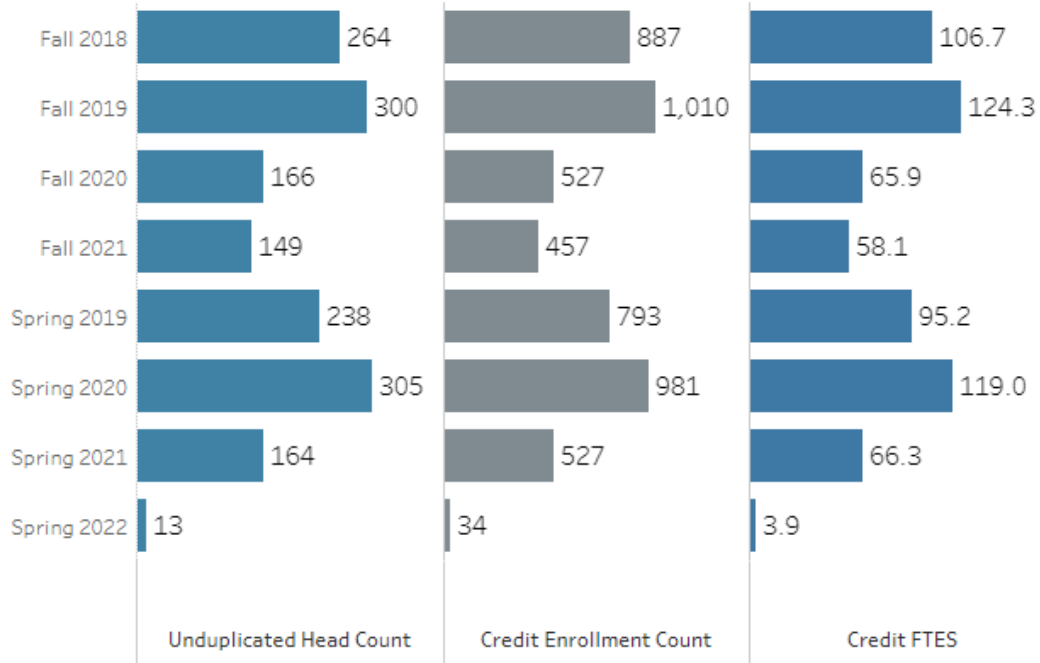
Umoja:
Program Awards

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

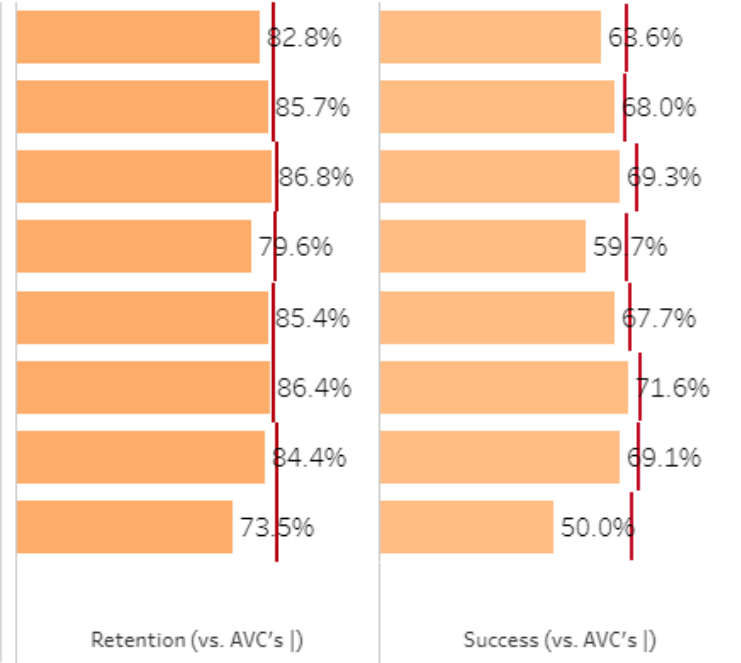
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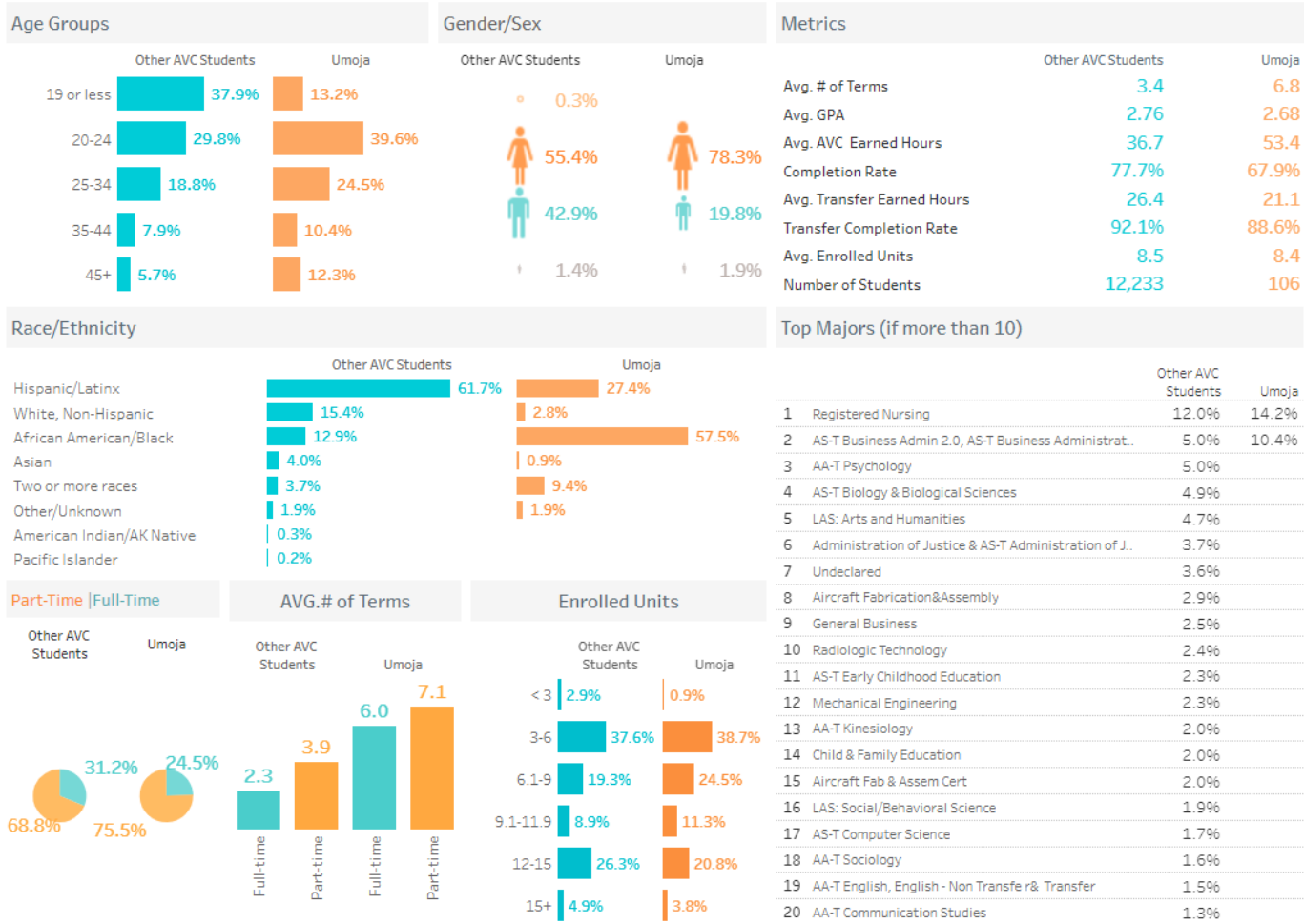
Headcount, Credit Courses Enrollment, Credit FTES



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



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



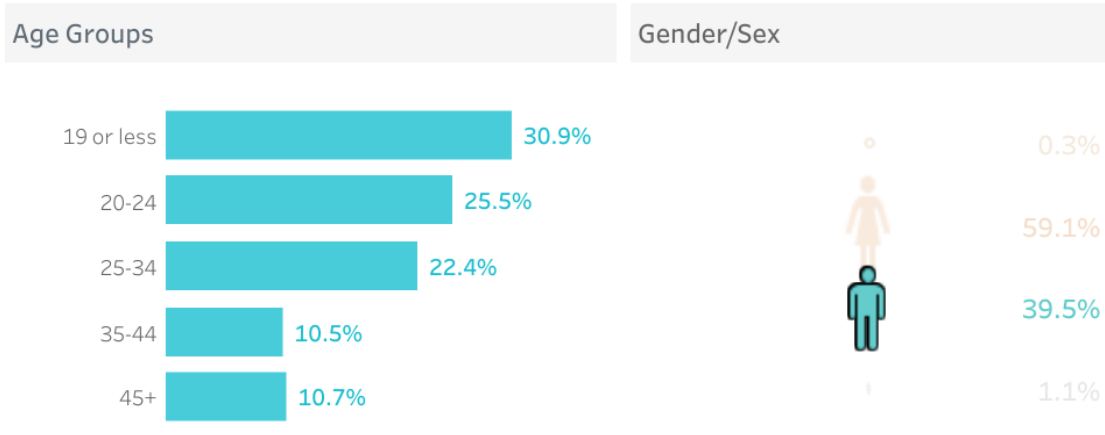
FOCUS 180

Because Focus 180 is a newly funded program there is no significant data. The limited data collected is:

Program participant numbers for Summer 2022 were 11 students and for Fall 2022 there were 9 program participants.

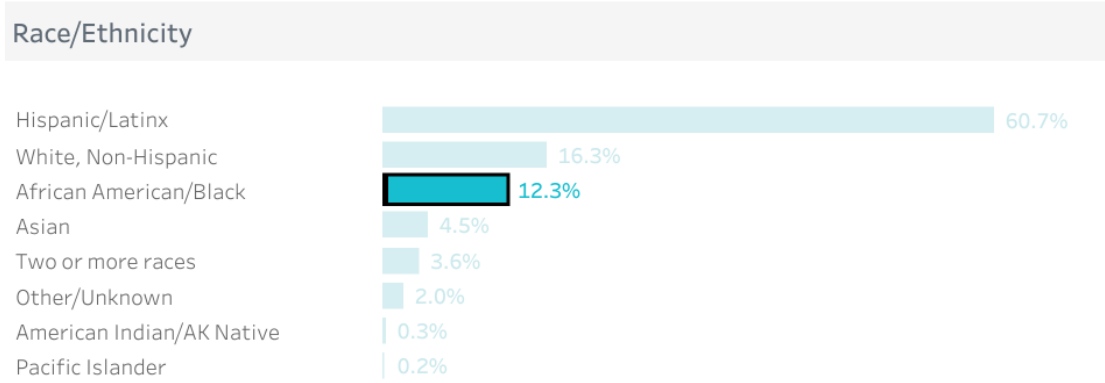
A2MEND

Because the A2Mend Program is a new initiative there is no data available for the program. Attached is the data for black male students enrolled in Fall 2022.



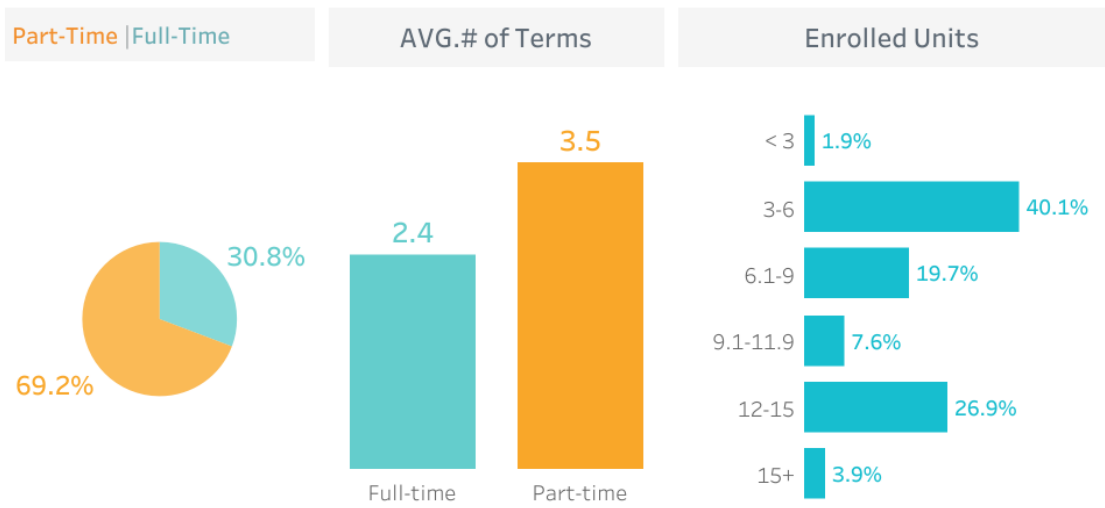
Metrics

Avg. # of Terms	3.2
Avg. GPA	2.39
Avg. AVC Earned Hours	30.8
Completion Rate	67.5%
Avg. Transfer Earned Hours	40.4
Transfer Completion Rate	87.9%
Avg. Enrolled Units	8.4
Number of Students	1,635



Top Majors (if more than 10)

1	Registered Nursing	9.5%
2	AS-T Business Admin 2.0, AS-T Business Administrat..	6.9%
3	AA-T Psychology	5.9%
4	Administration of Justice & AS-T Administration of J..	5.1%
5	LAS: Arts and Humanities	3.9%
6	General Business	3.7%
7	Child & Family Education	3.4%
8	AA-T Sociology	3.2%
9	AS-T Biology & Biological Sciences	3.1%
10	AA-T Kinesiology	2.8%
11	AA-T Communication Studies	2.7%
12	LAS: Social/Behavioral Science	2.6%
13	Undeclared	2.3%
14	AS-T Early Childhood Education	2.1%
15	Child & Family Education Cert	1.9%
16	AS-T Computer Science	1.5%
17	Mechanical Engineering	1.3%
18	Radiologic Technology	1.3%
19	Aircraft Fabrication&Assembly	1.2%
20	Business Info Professional	1.2%





Division/Area Name: Dreamers Center, Outreach / Student Life and Services	For Planning Years: 2023-2024
Name of person leading this review: Kenya Johnson	
Names of all participants in this review: Kenya Johnson, Raul Alanis Romualdo, Denise Bayers	

Fall 2022 Program Review Report

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

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 works with undocumented students on and off-campus to support student matriculation and onboarding. 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. 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. Currently, the Dreamers Center is supported through Dreamers Liaison fund categorical allocation from the CCC Chancellor's office. This year is the first year that a program review is being written for the Dreamers Center independent of the Outreach department.

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

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

Strengths:
 The Dreamers Center is designed to:

- Provide student support services that create a welcoming and supportive environment through student peer mentorship.
- Assists students in connecting to appropriate departments for the purpose of applying and enrolling via walk-ins, zoom front counter or phone.
- Workshops are offered in the community, at local high schools and on campus at AVC in support of undocumented students. These workshops include but are not limited to AB540, Ca Dream Act, DACA, Know Your Rights, and undocumented student identity.
- Immigration based legal services are provided free of charge to students, staff, and faculty. These services are provided via UFWF through an initiative in partnership with the CCCC and the Community College League of California.

Undocumented Student Action Week is an initiative set forth by the CCCC and the AVC Dreamers Center has done a great job of implementing workshops designed to inform our campus community and build a culture of inclusion for undocumented students and Allies on our campus.

In spring 2022 the Dreamers center hosted UndocuAlly a 3 hour training professional development with 44 faculty, staff and community members in attendance.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Challenges:
 The Dreamers Center was approved to hire a full time Dreams Center Coordinator to ensure that the program runs efficiently and continues to move undocumented students towards full-time enrollment. This will allow us to continue to provide the support and services needed to empower undocumented students to complete successful academic goals with much-needed resources. The position is currently in the HR pipeline to be hired.

- Currently the Dreamers Center has a very limited amount of designated space. This consists of one small office, a cubicle, and a front counter. 2 part-time hourly, 7 peer mentors, and a future program coordinator all share this limited space. Staff are often required to walk away from the office and provide

services in halls and walkways to students in need. This reality makes the students feel devalued on our campus. Students seeking services are often cramped into a shared office that does not allow for confidentiality nor any sense of comfort or belonging.

- Prior to the pandemic, there were 360 undocumented students attending AVC, now there are only 159 undocumented students attending AVC. This speaks to a need for our Dreamers Center to renew the vision of partnerships with our local High School Districts via EL and ELAC programs as we respond to the difficulties students have faced due to the pandemic.
- The Dreamers Center has the opportunity to serve more students and improve the college's FTES by using case management via peer mentoring in a manner that promotes students moving into full-time coursework and recruits prospective students that may have thought college was not an option due to their immigration status.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

The aspirations of the Dreamers Center are listed below:

- To positively influence BP's and Ap's in support of undocumented students such as by obtaining priority registration for undocumented students.
- To better address the needs of undocumented students that do not yet qualify for AB540 by creating BPs and APs to serve their needs. For example: Ed code 76140 allows undocumented students taking less than 6 units to have the option to pay in-state tuition.
- To have a greater impact on the number of undocumented students attending full-time.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

The Dreamers Center is making adequate progress in the achievement of the goals set forth. The Dreamers Center works in collaboration with Financial Aid and Outreach which will help increase the number of CA Dream Act applicants. This collaboration has the potential to positively increase the college's budget allocation according to the CCCCO funding formula.

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.

- Implemented online resources and use of technology that allowed better access to services. Examples include utilization of Cranium Cafe and Zoom front desks at Dreamers Center.
- Through the use of Zoom, we have created online workshops and held one-on-one peer mentoring sessions and enrollment assistance sessions.
- Developed content to include in Canvas for students to access resources. This included a student success contract, announcements related to education plan renewal and counseling via the designated Dreamers Counselor, and more.
- Conducted workshops and engagement activities for current and prospective students that support retention and persistence.

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.

The Dreamers Center offers orientation sessions, high school workshops, tours and phone or in-person assistance designed to provide students with important information and provide answers/support and referrals aimed at building student confidence as they make decisions about college attendance and begin their college careers.

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

We continue to make progress towards past program review goals The creation and ongoing sustainability of the Dreamers Center has been obtained in its initial phase.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community/Global Consciousness			1	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Address the BPs and APs to Dreamers students	Reach other schools and the League for guidance to submit policies to support Dreamers. Prioritizing time to accomplish this goal.	BP and Ap are approved by the board of Trustees and the Dreamers student enrollment will increase.
#2	ILO 3. Community/Global Consciousness			1	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Designated space for the Dreamer Center	As the new Student Services building opens, the current Dream Center needs to be located somewhere until the new redesign of the Student Commons is approved.	That the Dreamer Center will have designated space for the next few years and will have adequate space in the Student Commons.
#3	Choose ILO							

Part 4: Resource Requests that Support Program Needs (based on above analysis)
 Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

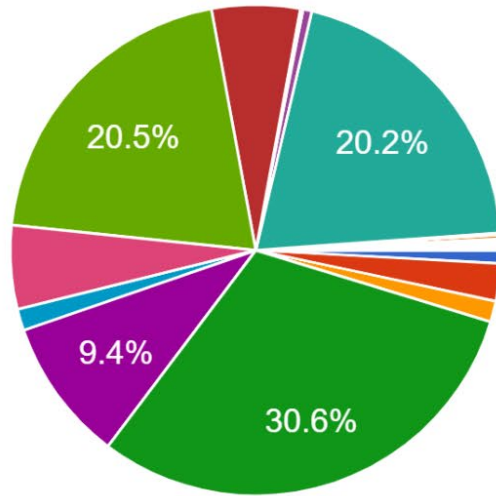
Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).

Please see data on the following pages.

As the new full time Dreamer Center Coordinator gets hired better data collection and analysis will be conducted.

Primary reason for visit

5,476 responses



- Appointment with counselor (Kimberl...
- AB540 Affidavit/ Admissions Assistance
- Counseling Appointment (referral)
- Event/Workshop
- Financial Aid/ CA Dream Act/Scholars...
- Information regarding Legal Services
- Registration Assistance (Adding/dropp...
- Need Information about on campus re...

▲ 1/7 ▼

Fall 2021 Enrollment Data

Category	Count
CADAA, AB 540 & enrolled	102
AB 540 only & enrolled	23
CADAA only & enrolled	27
Total	152
Students enrolled in 6 units or less	64
Students enrolled in 7-11 units	60
Students enrolled full time 12-14 units	21
Students enrolled in 15 or more	7
Total	152

2020-2021	Number of participants
Students Served	
Number of Current Students Served	525
Number of Family/Community Served	273
Number of Faculty/Staff Served	152
Number of K-12 Served	424
Total Number of People Served	1374

Campus wide number of Dreamers enrolled	100
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Students Reached	
Number of Current Students Reached	4412
Number of Family/Community Reached	161
Number of Faculty/Staff Reached	109
Number of K-12 Reached	1791
Total Number of People Reached	6473

Total Events	32
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2019-2020	Number of participants
Students Served	
Number of Current Students Served	807
Number of Family/Community Served	581
Number of Faculty/Staff Served	165
Number of K-12 Served	202
Total Number of People Served	1755

Campus wide number of Dreamers enrolled	359
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Students Reached	
Number of Current Students Reached	4,497
Number of Family/Community Reached	20
Number of Faculty/Staff Reached	213
Number of K-12 Reached	
Total Number of People Reached	4,730

Total Events	
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Division/Area Name: Outreach/Information & Welcome Center/ Student Life and Services	For Planning Years: 2023-2024
Name of person leading this review: Kenya Johnson	
Names of all participants in this review: Kenya Johnson, Denise Bayers, Twetar Htut	

Fall 2022 Program Review Report

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

The Outreach Department assists prospective and returning students in enrolling at AVC. The Outreach department is designed to engage K-12 students/staff, community members, current students, and faculty in a manner that promotes college enrollment and student success. Opportunities for access to AVC are provided to all members of the Antelope Valley community and beyond through recruitment activities at K-12 schools, community and education fairs, festivals, and local businesses. Events are designed to provide information about and increase the awareness of AVC’s matriculation process, the college-going culture, and knowledge of the college’s programs and services. The Outreach department works with a diverse population of students on and off-campus to support student onboarding via application, orientation, and placement. The Outreach Department collaborates intentionally with campus wide initiatives, objectives, and offices such as the Vision for Success, Guided Pathways, Financial Aid, Admissions, Counseling, Dual Enrollment, First Year Experience, Student Equity and the college Mission by positively impacting enrollment, success and retention through five departmental areas: Outreach, Welcome Center, International Student Program, Study Abroad, Student Activities (Welcome Week).

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

Strengths:
 The Outreach Department does an excellent job of recruiting and onboarding new and returning students. Through a wide breath of events and activities we have been able to maintain the percentage of our high school yields despite a drop in enrollment due to the pandemic. Below are some of the key accomplishments that result in supporting student onboarding and enrollment.

Outreach
New Student Success Workshops (SSW’s), serve as an orientation for non-traditional students. Students receive orientation credit that results in eligibility for priority registration. 25 workshops were held virtually during the 2021-2022 school year for 650 nontraditional incoming students. This three-hour workshop assists students in successfully onboarding to AVC by providing information on Financial Aid, Counseling, and campus resources. 72% of students that completed a Student Success Workshop enrolled in courses.

Student Success Kickoff (SSK) is our annual orientation event for traditional students that takes place during spring break. In 2021-2022, 851 high school students attended and 80% of these students enrolled in AVC for the summer/Fall. The SSK event is a 6 hour in person event that provides students information on Counseling, Admissions/Enrollment, Financial Aid, Student Life, and student engagement. All students who attend SSK are graduating high school seniors who have completed the AVC student success steps of application, online orientation, and placement prior to attending the event. 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.

Outreach Workshops aimed at showcasing AVC programs and services aid in promoting AVC in general. In 2021-2022, 45 workshops were held for 3,561 students. During the height of the pandemic in 2020-2021, 43 workshops were held for 1235 students. In 2019-2020, 33 workshops were held for 4,561 students and in 2018-2019, 38 workshops for 5,814 students. While current numbers are not at pre-pandemic levels, 2021-2022 has shown an increase in the number of prospective student participation. The Outreach Department collaborated with Student Life, FYE and Financial Aid on the planning, development, and implementation of the AVC Promise Program, which helps to expand college readiness and early college outreach.

High School Counselor Workshop (HSCW) This bi-annual training event held in 2020-2021 for area High School Counselors and counseling staff members. Our most recent HSCW event was attended by 100 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 (pre-pandemic) people at local fairs and community events including; the Almond Blossom Festival, Poppy Festival, Tamale Festival, AVUHSD College Information Night (CIN), and Salute to Youth events and the Antelope Valley Board of Trade Business Outlook Conference. The Department also conducts Campus Tours upon requests. Tours are coordinated with AVC faculty and programs for interactive presentations. During the 2021-2022 school year, 14 AVC Campus Tours were given, in which 464 middle and high school students attended.

Welcome Center

The Welcome Center is designed to function as a one-stop location for current and prospective students in need of registration and general assistance. The Welcome centers does the following:

- Receives the majority of initial inquiries via phone and in-person, about attending college.
- Assists students in connecting to appropriate departments and in applying and enrolling via walk-in's, the zoom front counter or phone.
- Leads welcome week activities held during the first week of the fall/spring semesters. Events are held all week long in collaboration with IWC/O, Financial Aid, Veterans, Student Health, Student Life, Student Equity, and FYE.

In fall of 2022 the Welcome Center implemented a sign in form that has allowed for the collection of data on the amount of in person usage of the Welcome Center. This has greatly assisted with the tracking of activities and helped to further define staffing needs of the Welcome Center. Initial data indicates that between June and November 2022, 942 students visited the Welcome Center in person.

International Students Program (ISP)

In Fall 2022, the ISP program expanded to 20 students. This equates to 19 FTE as international students are required to be in a minimum 12 units for the fall and spring semesters. One of the 20 students is on Occupational Program Training. A collaboration with athletics allowed for the expansion of enrollment in the fall of 2022. In 2021-2022, the International Student Program had 11 continuing students enrolled full time and 2 new students enrolled full time for fall 2021. ISP continued working with 11 board approved recruiters to increase ISP enrollment. We are starting to plan for the Fall recruitment at area Language School working with our basic skills faculty to assess the feasibility. A total of 2 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 Program (SAP)

Students are offered the opportunity to study abroad via the Southern California Foothill Consortium which is a partnership of 13 Southern California Community Colleges. Students can study in London, England (fall) or Spain (spring) and Kyoto, Japan in the summer. Due to COVID 19 study abroad programs were suspended and are currently in recruitment for fall and spring 2022 <https://www.avc.edu/student-services/studyabroad>

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Opportunities:

I. Additional staffing, such as a director, project supervisor or program coordinator in Outreach is needed to ensure that the program runs efficiently and is coordinated in a manner that continuously responds to the emerging needs of our community. This will allow us to:

- Expand our reach to a larger number of students and community members and continue to provide support and services to students as they matriculate into Antelope Valley College.
- Renew the vision of partnerships with our local High School Districts as we respond to the difficulties students have faced due to the pandemic.

II. The Welcome center needs a full time Clerical separate from the Outreach Clerical III. There is enough work, and our data supports the need for a separate full-time clerical at the Welcome center.

III. Additional staff designated to act as school officials within the International Student Program. The International Students Program has the opportunity to recruit a larger number of students as the number of International Students interested in studying in the United States continues to recover from losses due to the pandemic. International students are required to enroll in a minimum of 12 units per semester and they have high rates of successful transfer to universities.

IV. A Customer Relationship Management system (CRM) is needed to track interactions with prospective students over time.

V. Utilization of an SMS text-based Ai software for student engagement during and beyond the onboarding process is needed to better serve student needs and retain students.

Challenges:

The Outreach department, Welcome Center and International Student Program are serving a large number of students with an allocated staff of 3 plus an Associate Dean and this really is not enough staff to maximize the opportunities for growth and efficiency in these combined areas. Limited staffing has required the Outreach department to focus solely on last chance efforts to recruit students for the first time while they are in their senior year of high school. A narrow focus on 12th grade students limits the scope of impact of the Outreach department. In April 2022 the Outreach Clerical III transferred to another department and although the necessary rehire paperwork was submitted this position remains unfilled. As of November 16, 2022, the Outreach program specialist has transferred departments for a promotion opportunity and that position along with a newly approved second program specialist position will be vacant as we await HR support to hire new staff.

Hiring and expanding positions that were already approved so that the department can function at a greater capacity.

In the summer of 2022, the International Student Program onboarded 14 new students. Each International student requires no less than 20 hours worth of work to complete their application/admissions process. This sudden influx of students meant that critical planning for the Outreach department did not take place as needed over the summer. Currently, the Associate Dean of Outreach Services is the only person on campus processing international student applications for admissions and more qualified and trained staff is needed in this area. If AVC moves to recruit more international students additional staff are needed in this area.

Hiring delays have had a negative impact on the delivery of services to our community and high school partners and this has started to have a negative impact on relationships that were built over the past decade. Unfortunately, there has been a ripple effect with the challenges in HR that have directly hurt the Outreach department as without staff we are unable to provide adequate services to students and community partners. New job descriptions for classified positions are challenging to get approved. Recruitments are highly impacted with competing priorities and often the pool of candidates are nearly empty. We are severely restricted by time delays in the hiring process on campus, we are constantly losing quality candidates, and operating understaffed, hindering our ability to serve our students effectively. Hourly pools are limited and sometimes nonexistent.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

The Outreach department can lead the college to increasing enrollment. As AVC looks at campus wide initiatives aimed at increasing headcount and FTES, outreach will play a major role in recruiting and onboarding students as the college expands programs such as Dual Enrollment and Guided Pathways. An expanded focus on

9-11th grade students and K-8 students, will help ensure that we build a well informed and prepared pipeline of students entering AVC. Parent Outreach academies are needed to assist families with (would be) first generation students planning to attend AVC. The main goal is to establish the Outreach department via the Welcome Center as a one-stop shop for onboarding students well before they are in grade 12. Increasing the number of early commit students will positively impact student success and retention. Expanding opportunities for community members to engage early and routinely will make a positive impact on enrollment.

Implement Edsights for SMS texting.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

The Information/ Welcome Center (Outreach) (IWC/O) is making adequate progress in the achievement of the goals set forth. 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.

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.

- Implemented online resources and use of technology that allowed better access to services. Examples include copies of relevant presentations added to website for K-12 partners, utilization of Cranium Cafe and Zoom front desks at both the Welcome Center.
- Through the use of Zoom, we have created online workshops and held one-on-one mentoring sessions and enrollment assistance sessions.
- Call campaigns were implemented to reconnect with current and past students regarding enrollment, fee payments and available student services.
- Increased the number of workshops offered to K-12 partners in an effort to positively impact student access and enrollment.
- Conducted workshops and engagement activities for prospective students that support the college going culture in the Antelope Valley.

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.

- The Outreach Department offers orientation sessions, high school workshops, tours, and phone or in person assistance through the Welcome Center designed to provide students with important information and provide answers/support and referrals aimed at building student confidence as they make decisions about college attendance and begin their college careers.

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

One of our goals was to hire an additional Program specialist and although this goal was achieved this position has not been filled. We continue to make progress towards past program review goals Outreach has increased resources available to our students through collaboration throughout Student Life and Services. Results and statistics reflecting community and student utilization of the Outreach and its 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 in-depth research provided by the Institutional Research Office such as high school yields. Outreach and its 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 objectives.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 1. Commu nication			1	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Use technology to support onboarding high school community students.	Purchase and implement the new software EdSights	Software is functional and staff are trained to use it as well as tracking engagement campaigns.
#2	ILO 1. Commu nication			2	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Hire a Clerical III for the Welcome Center	Receive approval from the administration to hire the clerical III as Student Service moves into the new Student Service building	Hire employee to oversee the Welcome Center
#3	ILO 1. Commu nication			2	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Hire a Director of Outreach	Due to the reorganization with the Directors position being eliminated there is no include dedicated to overseeing the Outreach Department, By hiring the Directors position adequate staff will help to yield outcome results	Hire the Director of Outreach and track the potential student enrollment and community presents to increase enrollment

Part 4: Resource Requests that Support Program Needs (based on above analysis)

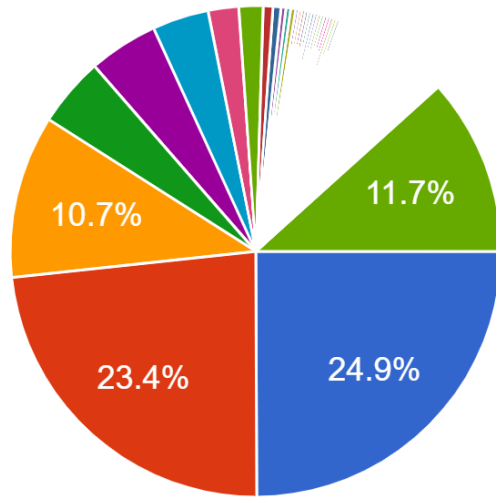
Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

Please see data on the following pages

Reason for visit

942 responses



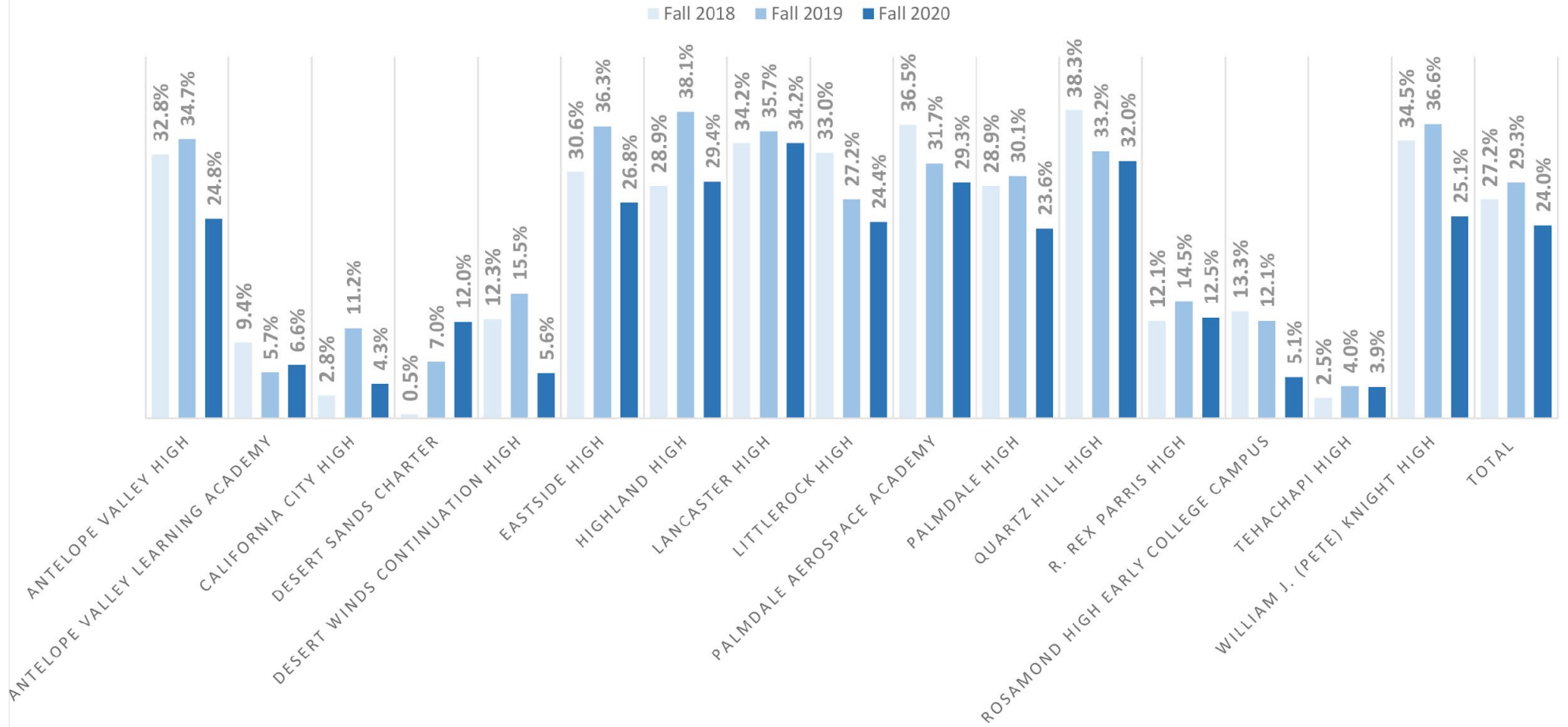
- Course enrollment/ registration assist...
- AVC Application
- General Campus Information
- Multiple steps to becoming an AVC St...
- Online Orientation Help
- Campus Location (Map) (COVID Stati...
- Individual Tour
- Pay Fee's or set up payment arrange...

▲ 1/13 ▼

Outreach Activities Data:

2021-2022		Total Number of Events	Number of total participants	2020-2021		Total Number of Events	Number of total participants	2019-2020		Total Number of Events	Number of total participants
9-12				9-12				9-12			
HS- Financial Aid info Sessions		10	453	HS- Financial Aid info Sessions		12	573	HS- Financial Aid info Sessions		10	988
HS- Financial Lab Sessions		10	257	HS- Financial Lab Sessions		8	68	HS- Financial Lab Sessions		11	638
HS- AVC General		15	1,529	HS- AVC General		13	212	HS- AVC General		3	310
4 Systems of Higher Education		0	0	4 Systems of Higher Education		1	68	4 Systems of Higher Education		0	0
HS-College & Career Fair (non CIN)		3	840	HS-College & Career Fair (non CIN)		0	0	HS-College & Career Fair (non CIN)		8	2,595
HS- Early Outreach 9-11		6	22	HS- Early Outreach 9-11		1	26	HS- Early Outreach 9-11		0	0
HS- Child & Family Apprenticeship		0	0	HS- Child & Family Apprenticeship		7	278	HS- Child & Family Apprenticeship		0	0
STEM Conference for Girls AVC General-District Wide		1	60	STEM Conference for Girls AVC General-District Wide		1	10	STEM Conference for Girls AVC General-District Wide		1	30
High School Presentations/Tabling Total		45	3161	High School Presentations/Tabling Total		43	1235	High School Presentations/Tabling Total		33	4561
Middle or Elementary Presentations/Tabling etc		1	574	Middle or Elementary Presentations/Tabling etc		0	0	Middle or Elementary Presentations/Tabling etc		1	20
Annual Events				Annual Events				Annual Events			
College Information Night		0	0	College Information Night		1	50	College Information Night		1	5,000
Student Success Kickoff (SSK)		4	851	Student Success Kickoff (SSK)		4	663	Student Success Kickoff (SSK)		0	0
Salute To Youth (includes 9-11)		1	68	Salute To Youth (includes 9-11)		0	0	Salute To Youth (includes 9-11)		0	0
AVC High School Counselor Workshop		0	0	AVC High School Counselor Workshop		1	100	AVC High School Counselor Workshop		3	60
Independent City (9-12)		0	0	Independent City (9-12)		0	0	Independent City (9-12)		1	150
Solar Car Challenge (9-12)		0	0	Solar Car Challenge (9-12)		0	0	Solar Car Challenge (9-12)		0	0
Faculty Training				Faculty Training		1	5	Faculty Training		2	115
Total		5	919	Total		7	818	Total		7	5,325
Community				Community				Community			
Poppy Festival		1	45,669	Poppy Festival		0	0	Poppy Festival		0	0
Almond Blossom Festival		0	0	Almond Blossom Festival		0	0	Almond Blossom Festival		0	0
Tamale Festival		0	0	Tamale Festival		0	0	Tamale Festival		0	0
Community Tabling Events		6	1,500	Community Tabling Events		0	0	Community Tabling Events		0	0
Community Workshops		1	150	Community Workshops		0	0	Community Workshops		0	0
AVBOT		0	0	AVBOT		0	0	AVBOT		0	0
City of Palmdale		1	150	City of Palmdale		0	0	City of Palmdale		1	40
City of Lancaster				City of Lancaster		0	0	City of Lancaster		2	200
Total		9	47,469	Total		0	0	Total		3	240
SSW		25	650	SSW		25	517	SSW		15	240
Number of students called from the new applicant list:			Total # of calls made	Number of students called from the new applicant list:			Total # of calls made				
5,596			8,998	10,860			17,594				
Tours		14	464	Tours		3	39	Tours		20	2645

HIGH SCHOOL CAPTURE RATE

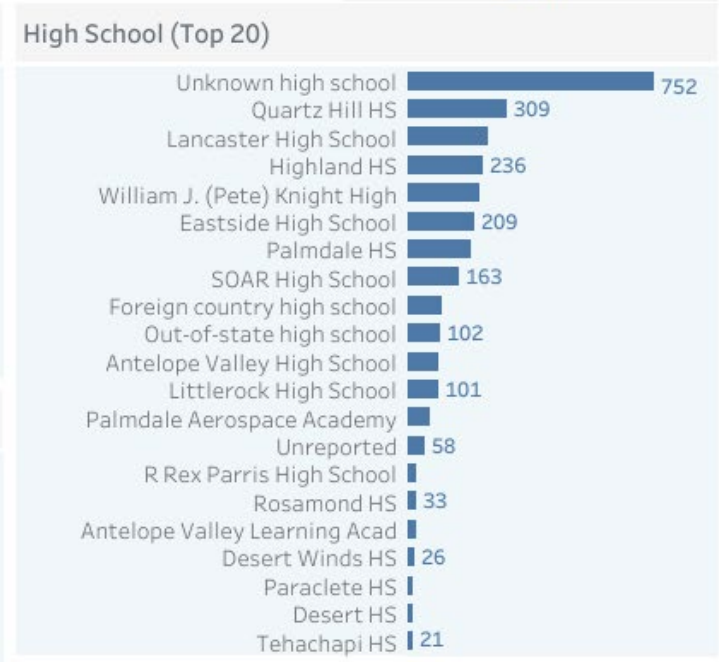
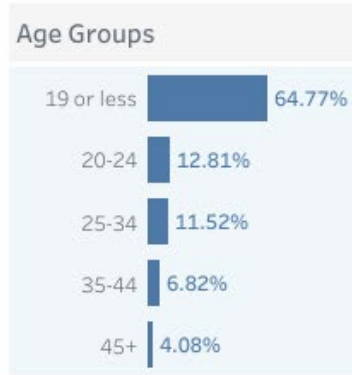
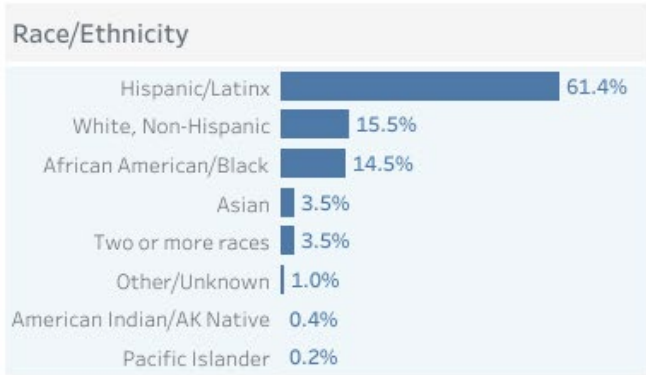
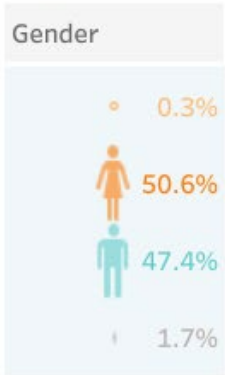


School	One-Year Graduate Count 2017-2018	Fall 2018 Enrollment	HS Capture Rate Fall 2018	One-Year Graduate Count 2018-2019	Fall 2019 Enrollment	HS Capture Rate Fall 2019	One-Year Graduate Count 2019-2020	Fall 2020 Enrollment	HS Capture Rate Fall 2020	AVG HS Capture Rate
Antelope Valley High	351	115	32.8%	403	140	34.7%	363	90	24.8%	30.8%
Antelope Valley Learning Academy	233	22	9.4%	247	14	5.7%	197	13	6.6%	7.2%
California City High	108	3	2.8%	89	10	11.2%	116	5	4.3%	6.1%
Desert Sands Charter	197	1	0.5%	100	7	7.0%	83	10	12.0%	6.5%
Desert Winds Continuation High	114	14	12.3%	97	15	15.5%	71	4	5.6%	11.1%
Eastside High	487	149	30.6%	518	188	36.3%	456	122	26.8%	31.2%
Highland High	650	188	28.9%	627	239	38.1%	591	174	29.4%	32.2%
Lancaster High	506	173	34.2%	504	180	35.7%	538	184	34.2%	34.7%
Littlerock High	282	93	33.0%	290	79	27.2%	287	70	24.4%	28.2%
Palmdale Aerospace Academy	170	62	36.5%	164	52	31.7%	191	56	29.3%	32.5%
Palmdale High	547	158	28.9%	512	154	30.1%	487	115	23.6%	27.5%
Quartz Hill High	694	266	38.3%	723	240	33.2%	699	224	32.0%	34.5%
R. Rex Parris High	91	11	12.1%	76	11	14.5%	72	9	12.5%	13.0%
Rosamond High Early College Campus	173	23	13.3%	190	23	12.1%	175	9	5.1%	10.2%
Tehachapi High	278	7	2.5%	249	10	4.0%	259	10	3.9%	3.5%
William J. (Pete) Knight High	618	213	34.5%	621	227	36.6%	582	146	25.1%	32.0%
Total	5,515	1,498	27.2%	5,424	1,590	29.3%	5,182	1,242	24.0%	26.8%



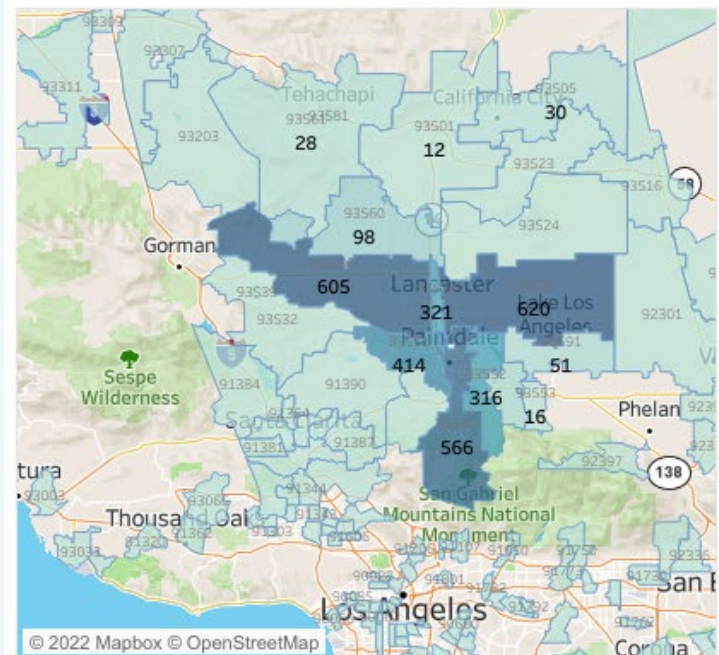
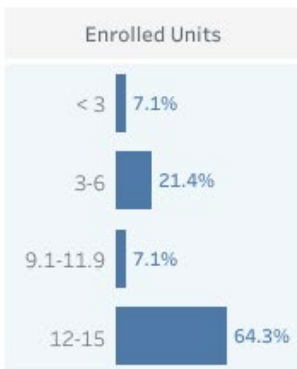
FALL 2022 New Students Profile (those who do not have prior Academic History at AVC)

New Students:
3,506



Ed Goal (Percentage) (N of students if more than 10)
Unknown 71.0% (2,490)
Degree/Transfer Seeking 23.8% (835)
Certificate/Career Planning 4.9% (173)
Undecided 0.1% ()
Skills for Current Job 0.1% ()
University Student 0.0% ()
Basic Skills or GED 0.0% ()
Grand Total 100.0% (3,506)

Top Declared Majors	Percentage
1 Registered Nursing	9.9%
2 Undeclared	6.8%
3 LAS: Arts and Humanities	6.4%
4 AA-T Psychology	5.7%
5 AS-T Biology & Biological Sciences	5.3%
6 General Business	4.1%
7 Administration of Justice & AS-T Admini..	4.0%
8 AS-T Business Admin 2.0	3.6%
9 Aircraft Fab & Assem Cert	3.0%
10 Mechanical Engineering	2.8%
11 Radiologic Technology	2.7%
12 AA-T Kinesiology	2.3%
13 AS-T Computer Science	2.2%
14 Aircraft Fabrication&Assembly	2.1%
15 Child & Family Education	1.8%
16 AS-T Early Childhood Education	1.6%
17 Electrical Engineering	1.5%
18 Computer Engineering	1.5%
19 AS-T Film, TV, Electronic	1.3%
20 Graphic Design	1.3%



Division/Area Name: Job Placement Center/ Student Life and Services	For Planning Years: 2023-2024
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Name of person leading this review: Kenya Johnson
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Names of all participants in this review: Kenya Johnson, Sara Rivas, Ray Betancourt, Olivia McKinstry
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Fall 2022 Program Review Report

Part 1. Program Overview: *Briefly describe how the program contributes to the district [mission](#)*

The program contributes to the district mission of student support, workforce preparation and economic development, as well as personal enrichment and professional development. The Job Placement Center at AVC supports the district's mission by providing year round resources for employability skills development and career searching services to students and working closely with employers to meet their workforce placement and training needs. The Center works with students in their job readiness development as well as coordinators on campus employment to students who need to enhance their employment skills.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

Assist Students & Community job seekers in becoming fully prepared to search for employment. Opportunities that are in alignment with their educational goals & career objectives. Provide students, job seekers and approved employers free access to College Central Network, AVC's online Job Board in efforts to champion an equitable employment process.

The Job Placement Office used the labor market data to assess which markets need employees. Efforts have been made to support local employers and a special relationship has developed with the LA County department of Human resources to establish programs to support their employment needs. Feedback from employers who attend our bi-annual Job Fair provides information that ensures our programming meets the needs of our employer partners. Due to COVID19, the Job Placement Center has seen a decrease in the number of job postings. 2021-2022 The Job Placement Center College Central Network registrants was 595. There were 498 resumes reviewed. There were 76 new employers registered and 425 jobs were posted. Special efforts are in place to support CTE through Strong Workforce funds. We also held our first virtual job fair in April 2022.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Opportunities: Consider working with IT and Admissions departments in performing a mass upload or mass activation for students into College Central Network (CCN) in order to provide ALL students with the knowledge and ability to participate in CCN Job Search Preparation activities (building a strong resume, researching their industry jobs and applying for opportunities). Actively participate in the creation and implementation of Work Based Learning and/or an internships program(s). Increased collaboration with other departments on campus (including but not limited to the CTE, the Career Center, FYE/SYE, and Guided Pathways). Continued collaboration with on and off campus employers and promote industry partnerships, participation in Advisory Committee meetings, job readiness activities etc. Connect Industry Employers to faculty and students through more classroom visits and employer panels. Provide more workshops to students in resume writing, job searching preparation, and other employability and essential skills.

Challenges:

Not having a Job Placement Director has made it difficult to maintain adequate supervision of the JPC team. Once JPC moves into the Student Services Building and space is assessed the increase of the Center will allow for more interactions with students.

In communication with on and off campus employers, the job readiness and soft skills needed by our students was lacking. In response to this, AVC employees that were certified in 2019 to host New World of Work has been retired by the CCCC and JPC is looking at implementing Essential Skills workshops and certifications.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

Providing students with the tools to feel empowered in their career search. For JPC to be known for providing exceptional and consistent Career Placement and preparation services to students and employers in the community. Work with employers to secure more formal partnerships in hopes of creating more recruitment priority for AVC students, agreement to employ only after a student successfully secures AVC program/certification completion, training provider to job placement processes and an increase in the ways that companies invest in AVC students via in kind donations, mentorships opportunities, incumbent worker upskilling through AVC courses, partners allowing their top industry talent to take on teaching opportunities at AVC.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

Job Placement Appeal Process: Student Workers and/or students interested in working on campus who are not meeting the below stated requirements, have the opportunity to submit a Student Worker Appeal to see if they will be approved to work for the upcoming semester. Students are also required to submit a copy of their current Ed Plan along with their Appeal form. All students receive an email approximately one month prior to the end of the semester, with an attached Student Worker Requirements Guidelines letter reiterating the appeal process. All students who fall into this category will submit their appeal and ed plan via a specific email, jpcappeals@avc.edu and once received, their name and student ID# will be added to the appropriate semester Appeal List. Once the current semester ends, and grades are available, appeals will begin to be reviewed. Once the appeal has been reviewed and an outcome has been provided, a JPC staff member will send an email to the student informing them of the outcome of the appeal. If the student is currently working on campus, the student's supervisor will also receive an email with the outcome of the appeal.

Student worker requirements are as follows: 1) must be enrolled in a minimum of 6 units in the semester the student is interested in working. 2) Must have a minimum 2.0 GPA in their prior term & Cumulative). 3) Must be taking classes that are part of their Ed Plan. 4) Has not exceeded 60 attempted units. 5) Passed at least 50% of attempted units. 6) Has not earned a degree/certificate.

Hybrid Job Fair:

Jobs Connected as a platform is used for coordinating, executing and tracking job seeker and employer participation in job fair events. Jobs Connected has tracking methods and/or software for accurate placement numbers as a result of events hosted through the platform. A major accomplishment has been continued usage of the Canvas program and the orientation video that students watch in order to understand the steps that they need to take to be hired to work 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. This has been a goal from past program reviews and progress has been accomplished towards this goal. Students can submit electronically from any computer, but must come into job placement with original I-9 docs to sign.

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

Resources for Job Search: In progress-This is an ongoing topic that is always evolving based on student needs as well as workforce needs. The Canvas process for student workers to move through the hiring process was implemented and served as a big resource for students to play more of a role in/and take ownership of their on-campus employment search. The College Central Network database contract was renewed in order to continue supporting students in building strong resumes while giving access to create e-portfolios to share with employers and having the ability to apply for positions posted by employers all in one place. New World of Work workshops in Job Searching and Resume building were made available. QR codes were created to streamline student worker application and job searching event registration links. A contract was extended with the virtual/hybrid Career Events vendor- JobsConnected, who consistently expands, and tailors their services to the needs of AVC Job Placement advising.

Classroom Presentations: In progress- JPC was able to provide 6 in-classroom presentations in the topics of Resume Building, and Communication in the workforce. JPC also invited employers to visit classrooms to give students information on industry best practices and preparing to enter the workforce in their respective field.

JPC also hosted 7 information sessions with employers (classroom visits done by employers). Most of these workshops and classroom presentations were done virtually or in a hybrid fashion as AVC transitioned from remote to on-campus classes and work.

Employment in Field of Study: In Progress- JPC transitioned to a digital intake process for the student worker program which allowed for JPC to guide students in disclosing their field of study and also supporting this information with an Education Plan that helps JPC better align students with employment experience in their field of study. This is a work in progress as JPC identifies additional ways of aligning students to the workforce industry to match their field of study.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 1. Communication			1	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Increase the support for students, staff and employers by hiring a Director for Job Placement.	To have more workshops to prepare students for a successful job search. Support employers and our community in using the JPC	Marketing JPC via posters, TV across campus, social media and information tables. Work with Faculty to promote participation in job search preparedness activities hosted by JPC.
#2	ILO 2. Creative, Critical, and Analytical Thinking			1	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Increase student participation in JPC activities.	Provide more workshops and classroom assignments for students and faculty to onboard students to use CCN.	Increase in JPC activity's attendance. Increase in database of students with CCN accounts + CCN approved resumes.
#3	ILO 4. Career and Specialized Knowledge			1	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	(LAEP) Work Based Learning + Internships for AVC students and Alumni	Increase formal employer partnership Have a process in place to track and execute this program and securing internships	Ability to measure and track the internship participation from beginning to end on both the employer and the student side.

Part 4: Resource Requests that Support Program Needs (based on above analysis)

Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022

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

Please see data on the following pages.

JPC Canvas Shell 2021-2022

1117 students were added to the JPC Canvas page working on completing the requirements.

282 completed all requirements and were awaiting Livescan results.

492 have had an EPAF submitted and processed for them.

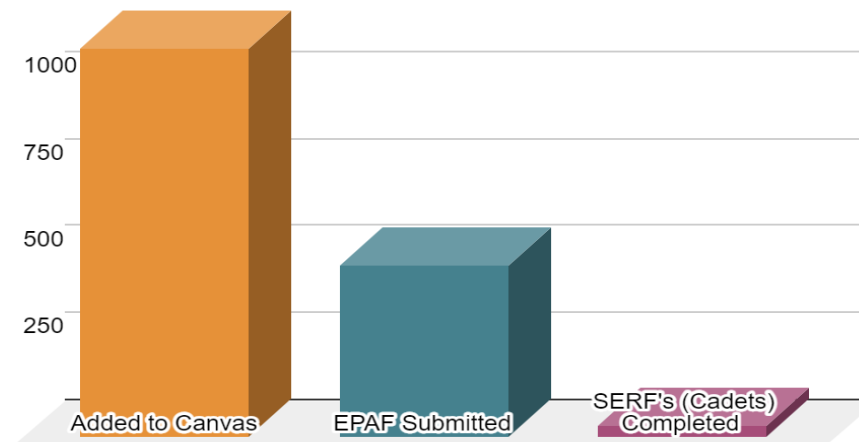
29 SERFs completed for CADETS.

Appeals 2021 – 2022

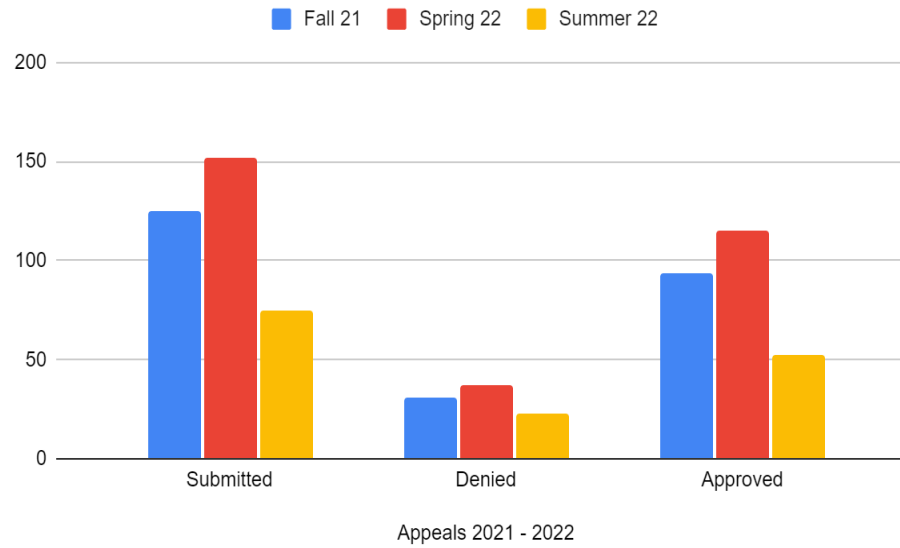
Summer 2021 – 75 submitted; 23 Denied; 52 Approved

Fall 2021 – 125 submitted; 31 Denied; 94 Approved Spring 2022 – 152 submitted; 37 Denied; 115 Approved

The demonstrated graph includes the headcount of the total number of students that were added to the Job placement Center Canvas shell which is a system used for processing students who are interested in working on campus. This is the first step to start the hiring process in order to become a student worker. In 2021/2022 JPC had a total of **1117** that were added to canvas. During the same year, **497** EPAFs (Employment Personnel Action Form) were processed for students who had completed the hiring process and were eligible to work on campus. JPC also processed a total of **29** SERF's (Student Employment Request Forms) for the Cadet students.



Appeals 21 - 22



College Central Network 2021 - 2022

