STUDENT EQUITY AND ACHIEVEMENT PROGRAM:
2022-25 STUDENT EQUITY PLAN

Planning Resources & Development

ANTELOPE VALLEY COLLEGE

2022-25 STUDENT EQUITY PLAN

Race Consciousness in Equity Plan Development

The faculty, staff and administration of Antelope Valley College are on a continuous journey to become intentional and unapologetic as an equity minded campus. As has happened in my institutions, the disruptions caused by COVID-19, along with turnover in both executive and staff positions, have watered down efforts to implement previous equity plans to their fullest extent fully. Since July 1, 2022, the campus has begun the task of reparation and refocus. With new leadership at many levels, the culture of the college is slowly shifting toward trust, inclusion, equity-mindedness, and, ultimately, anti-racism.

AVC's Equity Dashboards indicate to what degree and with which populations disproportionate impact gaps exist. Not surprisingly, disaggregated data shows that Black students, generally and our male LatinX students, in particular, are the students who experience DI. Additionally, data shows significant intersectionality of economic disadvantage and first generation college students with Black and Latinx student populations, respectively.

As efforts to become a more race-conscious and anti-racist campus proceed, AVC has hosted numerous professional development activities to grow the skillset of employees on campus who influence student retention, persistence, and success. Faculty and staff learned about on Data Coaching and culturally relevant pedagogy, and other efforts to educate the campus are supported (e.g. attendance at conferences, online webinars, etc.). AVC hosted Dr. Laurie Scolari's presentation entitled "Guided Pathways: A Framework for Leveling the Playing Field for Underrepresented and First Gen Students" on Opening Day for Spring 2023. This presentation refocused the campus on removing barriers and re-embracing the spirit of Guided Pathways as a movement with Equity at its core. We have been drilling into our disaggregated data to more readily identify policies and practices that have created barriers for our students.

In addition to these efforts, our campus is participating in the following programs and efforts to expedite the reformation of the campus to ensure equitable programming for Black and LatinX students.

- Ongoing association with USC's Center for Race and Equity – AVC has contracted with the center for training, professional development, data collection and disaggregation, etc. the intention is to expand these offerings with the particular intention of becoming equity agile, where every decision is made with equity at the core.
- IEPI Professional Resource Team – Complete design and implementation of Student Support Teams in each Interest Area to ensure that once students get on the path, they stay on the path.
- Quality Focus Essay Project on the full implementation of eLumen – Perfecting our LO Assessment process and the system will greatly assist in determining where DI gaps

are consistently occurring and whether or not said gaps are closing.

- Achieving the Dream – AVC has been accepted into 2023-2026 Achieving the Dream Schools cohort. The emphasis is on designing and creating equitable outcomes for underrepresented students. The project(s) for this overarching initiative will assist in the accomplishment of the goals of this plan.
- AVC is participating in the Caring Campus program – Classified Professionals who comprise this core team are exploring ways to ensure that the campus is equity-minded, student-centric, and here to serve.

Along with the efforts mentioned above of the college, HR processes for hiring and diversifying our employees are being streamlined, with a goal of a more diversified faculty, staff, and administration that more closely aligns with our community. The Human Resources department will review all job descriptions and announcements, ensuring that these documents reflect an equity-centered approach to talent acquisition and development. Advertising with explicit equity-centric language in the job description clarifies the institution's intention that all employees will work to ensure a more equity minded, student-success-oriented campus.

2019-2020 Equity Plan Reflection

2019-22 ACTIVITIES SUMMARY

- Outreach to DI Groups
- Retention
- Increase Transfer
- Implementation of AB705
- Career Preparedness & Academic Support

KEY INITIATIVES/PROJECTS/ACTIVITIES

Antelope Valley College focused on the following key initiatives to close equity gaps for the aforementioned groups.

AVC departments, including Student Equity partnered with key community groups:

- Antelope Valley Union High School District
- John Burton Foundation
- Department of Children and Family Services (DCFS)
- Department of Public Social Services (DPSS)
- Independent Living Program (ILP)
- Department of Mental Health (DMH)
- LA County Court Advocates
- Penny Lane

- The People Concern
- Valley Oasis
- Antelope Valley Partners for Health
- Volunteers of America

In addition to the list above, AVC partners with other agencies to ensure the current and former foster youth have support systems and wraparound services in place to increase success, retention, completion, and overall student well-being.

To increase student completion rates in transfer-level Math and English, the Books H.E.L.P. Program increased assistance by purchasing access codes for students and supporting math courses with (400) scientific calculators and embedded tutors. In efforts to close the equity gaps for transfer-level English, the program also worked with faculty members to purchase textbooks that students could borrow for the semester and faculty members joined the campus-wide efforts to move towards Open Source Textbooks. Other programming was done to support students' writing skill levels, such as Study Jams, Write-It-Right Wednesdays, and other workshops.

The UMOJA program employed strategic re-enrollment outreach to black students to address term-to-term persistence. This dashboard illustrates that there has been progression overall for term-to-term persistence for the duration of the last plan; however, the last term saw a significant drop. By Spring 2022, the UMOJA program served approximately 163 students who participated for support and guidance to UMOJA-supported courses. The UMOJA program implemented both virtual and hybrid services during the pandemic to ensure student engagement and support. UMOJA students are given priority registration to promote progress to education goal attainment and to encourage completion and transfer to four-year institutions. In addition to the activities and programming mentioned above, some students participated in the Historically Black College and University Tour where students were accepted on the spot and given scholarships to CCCC HBCU Guaranteed Transfer Agreement Schools and other HBCUs.

In Fall of 2021, AVC sponsored the inaugural cohort for the Puente Program. The Puente Program is Co-Coordinated by three faculty: one from English and two from Counseling. Additional faculty, directors, classified professionals and administrators were recruited to serve as an advisory group. Students report a strong sense of belonging and engagement in the program, their peers and the college. Students in the program demonstrated higher success and retention rates than their peers who are non-Puentistas. By the end of that semester, the Co-Coordinators began recruitment efforts for Communication Studies instructors, and the first cohort enrolled in Public Speaking in Spring 2022.

In the fall of 2022, AVC introduced a Zero Textbook Cost initiative to compensate instructors for converting their courses to ZTC and to employ ZTC early adopters to assist their colleagues in the conversion process. This will commence in spring 2023 with the first cohort of instructors fully converting their courses for summer/fall 2023 inclusion on the schedule of classes.

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

Assessment results are not available by program to determine comparative results that might indicate success or needs improvement by program. This dashboard shows disproportionate impact by group, from which we might make inferences.

Success Rates for 'Completed Both Transfer-Level Math and English within the District in the First Year'

	2018-19	2019-20	2020-21
Black/African American	2.8%	7.7%	11.0%
Asian	21.1%	41.9%	35.3%
Latinx/Hispanic	8.3%	19.7%	22.7%
White	12.8%	18.6%	27.2%
Economically Disadvantaged	8.0%	17.4%	21.3%
Female	8.8%	21.0%	26.8%
First Generation Student	6.3%	16.3%	19.8%
Foster Youth	2.9%	6.4%	13.8%
Male	8.5%	14.1%	17.2%
Veteran	3.6%	10.3%	35.7%
OSD	4.9%	10.7%	19.3%

The following groups actually showed a negative increase in the DI gaps in 2020-2021:

Black/African American
Economically Disadvantaged
First Generation Students
Foster Youth
Male

In analyzing this chart, it's reasonable to begin looking at programmatic changes between '19-'20 and '20-'21, for from year to year, the DI gaps increased significantly in some of our most negatively impacted groups.

Another point of analysis would be to look at the incredible success of the Veterans' services and programs. Over the three years, their success has increased from 3.6% to 35.7%. It will be advantageous to discover and replicate their successful practices where appropriate.

2022-25 PLANNING EFFORTS

The previous Equity plan cycle was undermined by a global pandemic that disrupted nearly all patterns we rely on to support and determine student success. The college executed the previous Equity Plan to the best of its ability, and now as the college plans the next cycle under new college leadership, there has been a revisitation of the structure of equity work at AVC. Past data results and trends indicate that many resources have not yet permeated the institution such that pedagogy and course structure are "equitized." Nevertheless, many social and physical supports are in place, and now we need to push forward in the academic areas.

During this planning cycle, we are focusing on integrating student services and academic efforts more thoroughly. Additionally, we have begun addressing barriers in our policies, procedures, and practices as well as our approaches to students' success. With this integration, we are focusing our efforts by closely examining the intersectionality of

vulnerable populations rather than addressing students by affinity or identity group and creating the structures that support students in their totality.

As an example of integrated services, the previous years' data indicates that former foster youth are a group that needs particular assistance to close DI gaps. In response, NextUp funding all Guardian Scholar support will be centralized though EOPS. This coordinated effort will allow AVC to serve significantly impacted groups like foster youth students while integrating other support services such as Basic Needs and Books H.E.L.P. that will promote persistence and success. AVC has additional grants that can maximize support and recruit foster youth. The strategic partnership with Los Angeles County Office of Education (LACOE) expands our efforts to recruit seniors, onboarding them to become AVC students. Additionally, through the AVC Foundation, there is a robust scholarship program to support foster youth students financially.

PANDEMIC ACKNOWLEDGEMENT

- ☒ Interrupted Work Fully
- ☒ Catalyzed Work
- ☒ Delayed Work

Antelope Valley College emerged from the pandemic as a divided and fractured campus whose employees and students have recently suffered significant loss and trauma. As a result, work efforts have been siloed. This fragmented approach means that the institution isn't working to its fullest capacity despite good work being done.

Fully Interrupted:

- From March - May 2022 there were inconsistent working hours and support available from employees. Staffing in critical offices was not optimized in the virtual space.
- Many special populations (Guardian Scholars, Umoja, Focus 180, Arches, CRC, and other programs) were fully interrupted.

Catalyzed:

- Laptops to Learn program was scaled up to become a campus-wide computer and hotspot loaner program hosted by our IT department;
- Hybrid Student Services Front Counter was developed;
- Learning Center began offering OL peer tutoring, embedded tutors, and SI
- Counselors offered services online via Cranium Cafe
- All student Services moved to online services, including zoom front counters

Delayed:

- Coordination with USC's Race & Equity Center to bring their Equity-Minded Teaching Institute workshop to our campus that focuses on embedding racial equity in teaching

practices

Student Populations Experiencing Disproportionate Impact

	Metrics					
Student Population* for Metric Workflow	**Enrollment**	**Completed Transfer-Level Math & English**	**Retention: First Primary Term to Secondary Term**	**Unit Completion in Fall and/or Academic Year**	**Transfer**	**Completion**
Veterans	☐	☐	☒	☐	☐	☐
Black or African American	☒	☒	☒	☒	☒	☒
Hispanic or Latino/a/x	☐	☒	☐	☐	☒	☐

**Populations detailed in Education Code 78220*

Metric: Successful Enrollment

Population Experiencing the Most Significant Disproportionate Impact:

Black or African American Females

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
Year 1 (2022-23)	Dual enrollment for Black female students from the Antelope Valley Union High School District with an emphasis on students that have a 2.0 GPA. ● Work with the middle college high school on our campuses to increase Black female enrollment. ● Increase programming for Black female students with strategic community outreach and marketing. In spring 2023, AVC will offer a dual enrollment course at Lancaster's continuation high schools. The intent is to develop a college-going mindset in students who disproportionately do not view themselves this way. While we do not yet have exact enrollment demographics yet, our partners at AVUHSD report that students at Rex Parris and Desert Winds continuation schools are disproportionately Black/African American, Hispanic, Socioeconomically disadvantaged, and first-generation college students. After analysis of the first student cohort demographics, if needed, we will begin to focus more on recruiting and marketing for this opportunity. For this first offering, we wanted to cast a wide net to generate student, parent and campus conversations around this opportunity for these students.
Year 2 (2023-24)	Strategic on and off-campus marketing with representation throughout the city and on-campus. ● Partnerships with corporate entities such as Amazon, Boeing, Lockheed, BYD, etc. to increase pipelines for students to have career paths that lead to jobs that have a living wage. ○ Work with AVC CTE programs that support these industries to strategically recruit to diversify the program and increase access for Black female students

	● Increase participation for Black female students in the HBCU Tours and guaranteed by the state. ● Programming that showcases Black female leadership on-campus and allows for mentorship. ○ Recruit colleagues of color at all levels of service at the campus not only to mentor but also to present to students highlighting their career trajectory and life story providing touchpoints for students. ● Analyze dual enrollment demographics and, if needed, adjust recruiting and marketing efforts to mitigate/eliminate enrollment gaps of black students.
Year 3 (2024-25)	Analyze year 1-2 efforts and implement improvement strategies to restore successful enrollment of Black female students to pre-COVID levels of PPG-1 -3.6% or better.

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

☒ Instruction
☒ Student Services
X Business Services
☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

As we strategize to mitigate enrollment DI gaps for Black female students, we recognize that there are barriers to success. The goal is to restore the successful enrollment of Black female students to pre-COVID levels and maintain enrollment proportionately. The successful enrollment of Black female potential students has a current PPG-1 gap of -11.5%. This number has a negative increase from -3.6% in 2018-19. Black females are over twice as likely to be first-generation college students and nearly two times more likely to be economically disadvantaged than their male counterparts.

A significant barrier for students as they build their class schedule for the semester is the presentation of courses on the website. The urgency of changing instructional modalities during the pandemic meant the college often made changes without long-term strategy. The technical reporting requirements regarding CRNs and modalities meant that in this confusing time, the presentation of courses in the online schedule was made for technical reporting and not Student success and access. Synchronous-online sections were assigned classroom numbers as if they were F2F sections to distinguish them from traditional online asynchronous courses. Definitions of the modalities, once in place, changed from semester to

semester for six semesters in a row. Despite extensive waitlists, Distance Ed offerings, especially asynchronous sections, were limited by campus leadership. The schedule of classes has limited search functions, which obstructs class searches based on particular days or timeframes. The site, as constructed, presumes knowledge of online class schedules, and the difficulty of locating information is the barrier.

Black female students face unique challenges, for statistics show that many are head-of-households and bear sole financial responsibility. While many wraparound services address the needs of all students, there is the opportunity for AVC to more intentionally serve black female students by identifying needs idiosyncratic to their context. The culture of our campus and the resulting focus has been to elevate the student body as a whole. While that methodology is effective for some, in practice, the result is the same or greater equity gaps due to the disadvantages and inequities already experienced by the black female population.

STRUCTURE EVALUATION: Ideal Structure

- X Instruction
- X Student Services
- X Business Services

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Beyond the online course schedule restructuring mentioned above, targeted outreach efforts must be addressed to include more information about financial aid, basic needs, and other supports such as Guided Pathways Student Success Teams assigned by Areas of Study (meta-majors).

Additionally, EduNav implementation will serve to ease students' scheduling burden. Students will be able to enroll with a single click from a menu of courses that are: 1) on their Ed Plan and 2.) fit their work, and family schedules.

The online schedule of classes has undergone several improvements to make student navigation easier. How modalities are presented is more understandable (e.g. asynchronous online sections together, face-to-face together). Another new feature to the online presentation of courses is that as classes fill, they will drop to the bottom of the course list, so that when a student searches, open sections will be visualized first. Full implementation of EduNav will replace this feature, for that software will only display available courses that are on the student's Ed Plan and offered in time windows the student has available.

Conduct specific outreach and connection to our high schools with higher percentages of Black or African American students, such as AVHS, Eastside High School, Palmdale High School. This effort includes a partnership with two local continuation high schools, R. Rex Parris and Desert Winds, to develop a dual enrollment pathway for these students who may not have seen themselves as college-going. In conducting this targeted outreach, we are also

recruiting from HSs with significant Economically Disadvantaged (ED) students. Black females are only 8% of our total population. While 89.7% of the Black student population is economically disadvantaged, Black females currently make up 14.4% of that population. Outreach is to include program specific (from financial aid and grants to bus passes and childcare) information, instruction, and assistance to communicate that we have the resources to support their getting to and successfully completing college.

Conduct workshops and event programming with local BSUs, student clubs and community organizations to help recruit black female students in particular.

In addition to these campus efforts, a campus shift to a collaborative community approach that supports black female students will maximize the potential for student success. The campus has been siloed in efforts that support Black (female) students with efforts such as Umoja and BSU. In order to make steps towards positive closure of equity gaps, priority must be given to students in this DI group and for intentionality and accountability to be placed across campus for the success of this DI group. For example, each new initiative on campus should have a matrix or questionnaire that determines how the initiative addresses the work to close equity gaps.

The campus' goal is to work to provide professional development and training that addresses the unique needs of the Black female student. Studies show that Black females are profiled and stereotyped beginning in pre-school and primary education systems. These micro- and macro-aggressions discourage black female students from full participation in college. In addition, the belief that education is not for them is reinforced in negative learning environments. Ensuring that our faculty are trained in culturally competent pedagogy and creating courses sensitive to diverse cultures and backgrounds will eliminate many barriers for this DI group.

The campus is planning professional development in cultural curriculum audits, liquid syllabi that celebrate diverse backgrounds making courses inviting for diverse students, and training in culturally competent pedagogy for instructional faculty.

The campus goal is to review all processes and procedures in Academic Affairs, Student Services, Business Services, Human Resources, and Administration to ensure that artificial or real barriers are not created through current business practices.

PLANNING & ACTION

Intended Audience/Recipient:

- X Administrator
- X Faculty
- X Classified Staff
- X Partner (K12, Transfer, other)

Action Steps:

Coordinate efforts in Outreach, Financial Aid and Student Life so that comprehensive information is presented at outreach events, communication is comprehensive, and students can receive comprehensive information and direction regardless of where they are at the time.

Maximize community connections with Outreach to ensure we reach black females in multiple community spaces.

Provide professional development for faculty and staff so that by being trained both in Growth Mindset and Cultural Competence, all materials, syllabi, course content and pedagogy, so that students can be more equitably served and taught.

Promote collaboration between academic departments, Student Equity, Faculty Professional Development Committee, and campus professional development efforts to increase the sensitivity to the needs of Black females on campus. Training such as Implicit Bias Training, Growth Mindset, and Cultural Competence training will equip employees at the college to evaluate their work that teaches and supports students. These inclusive training modules will be innovations that do not lower the bar for students but encourages their abilities to strengthen through genuine empathy and understanding for long-term sustainable success rather than actions born of a well-intended, but ultimately destructive and damaging, deficit mindset. These things are achieved by early intervention, embedded tutoring, intentional student services, employment opportunities, high-engagement, and basic needs being met.

Metric: Completed Transfer-Level Math & English

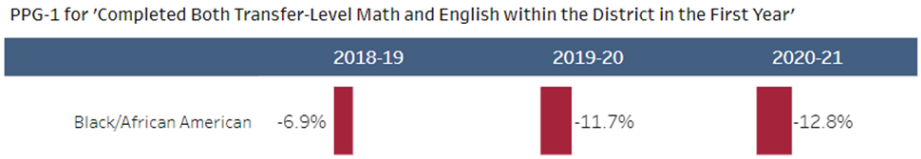
Population Experiencing the Most Significant Disproportionate Impact:

Black or African American Males

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
Year 1 (2022-23)	• Dual enrollment for Black male students from the Antelope Valley Union High School District with an emphasis on students that are a 2.0 GPA. • Work with the middle college high school on our campuses to

	increase Black male enrollment. ● Increase programming for Black male students with strategic community outreach and marketing. ● Increase programming through the A²MEND Programming and tutoring focused on Black Males. ● Focus on Black Male mental health. ● Professional development that focuses on the pedagogy of teaching men of color.
Year 2 (2023-24)	● Strategic on and off-campus marketing with representation throughout the service area and on-campus. ● Partnerships with local industry such as Amazon, Boeing, Lockheed, BYD, etc. to create and increase pipelines for students to have career paths that lead to well-paying jobs ● Identify disciplines with the greatest DI gaps and design instructional support systems to help close DI gaps in those areas and courses ● Increase participation for Black male students in the HBCU Tours that guarantee admission by the state. ● Programming that showcases Black male leadership on-campus and allows for mentorship and development. ● Create Learning Communities for Athletes, focusing on the Black Male student/athlete, that provide extra structure and support for retention and success ● Focus on social and emotional development of our Black male athletes for life beyond competition .
Year 3 (2024-25)	 The above chart indicates the degree of DI. The goal is to close the equity gap in these subject areas.

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

X Instruction
X Student Services

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Previous sections discussed the professional development to be offered at AVC, and we believe that these sessions will be a critical step in increasing black male students' success and completion of transfer level math and English in one year. The AVC Service Area has significant economic challenges, and these challenges easily evoke implicit biases or stereotypes about economically disadvantaged students. While AVC implemented AB 705 a semester earlier than required, the implementation was not fully supported by Growth Mindset training in faculty and staff in English and mathematics. Numerous academic and student services support programs were enhanced or initiated, but the prevailing sentiment was that the students are ill-prepared. This mindset contributes to students being routinely advised to take only 6 units in their first year at college, which ensures that vision for success goals will not be reached, students will not matriculate in 2-years, and students who are disadvantaged essentially stay so. Black males, in particular, are experiencing DI in this arena with a PPG-1 of -12.8%, and our Economically Disadvantaged students are similar with a DI of -10.4%, these data suggest intersectionality but to a far lesser degree than our Black & Hispanic female students.
With the upcoming changes in Math placement due to AB 1705, AVC needs to communicate restructured processes to employees and students so they know how the changes will impact their access to transfer level math and English. The Assessment Center and the Marketing department will strategize and collaborate on messaging and marketing.
The campus has the opportunity to further embed the six student success factors in our practices and operations so Black male students experience a deeper sense of belonging and safety. Emphasizing programs such as A^{2}MEND that focus on Black male student success through mentorship, academic excellence, and accountability will expand opportunity for that DI group.

While many wraparound services address the needs of all students, the intentionality of serving our Black male students has not been maximized. By extending beyond general customer service training to professional development that focuses on teaching and serving men of color, we will better address the needs of these students.

STRUCTURE EVALUATION: Ideal Structure

- X Instruction
- X Student Services

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- Our "15 to Finish" campaign must be broadly embraced. While some of our faculty incorporated growth-mindset work into their curriculum and pedagogy, intentional campus cultural adoption of this same perspective will help close DI gaps.
- Cohort models assist with success and retention. Therefore, offering cohort-based

sections through our most popular GP areas of study will directly support our Black students. Our Umoja program is alive and vibrant within student services but not academically. By thoroughly integrating Umoja into our Guided Pathways efforts, students will also experience direct support in the classrooms.

- In addition to these campus efforts, the campus needs to shift to a community collaboration approach that supports Black male students that are struggling with student success in these disciplines by creating academic support for black male students early in their educational journey through academic math and English camps during the school year and the summer breaks.
- The campus must be intentional and deliberate in hiring staff and faculty that not only represent the DI populations but also teach in innovative ways that engage students.
- The campus structure has encouraged working in silos. For example, the work that supports Black (male) students (e.g. Umoja, A^{2}MEND, and BSU) report through Student Services, while Puente has integrated its work into academics, reporting through Academic Affairs. To promote cohesive and comprehensive campus efforts, Student Equity work now reports through Academic Affairs to ensure comprehensive campus reform. Co-locating all student support groups and collaborating on work while emphasizing remedies for particular groups will celebrate the intersectionality of our students while supporting the whole student. One way to ensure consistent implementation of initiatives that serve our disproportionately impacted groups is to create and provide a matrix that addresses how DI groups are served by the project, how the project closes any equity gaps, and how the program aligns and integrates into existing equity efforts. Integration of student services and academic programs is key to closing the equity gap.

There are multiple groups across campus that address professional development and training across all college constituents, and to support the eradication of equity gaps, these PD programs must train employees to address the unique needs of Black male students. Studies show that Black males are profiled and stereotyped beginning in the pre-school and primary grade levels. These micro- and macro-aggressions impact the black male students' experience in such a way that they believe that education, including higher education, is not for them. Black males are more likely to be labeled as aggressive, threatening, having a behavior problem, or disengaged from the learning process. These labels are a product of implicit bias and structural inequities. Through the education of employees, we will create learning environments that foster a sense of belonging that supports persistence, retention, student success, and completion.

Campus-wide assessment and improvement of processes and procedures in Academic Affairs, Student Services, Business Services, Human Resources, and Administration will remove barriers for students and promote student success.

PLANNING & ACTION

Intended Audience/Recipient:

- X Administrator
- X Faculty
- X Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☐ Students

Action Steps:

- Provide professional development in growth mindset, implicit bias, and Culturally Competent pedagogy to faculty, classified professionals, and administrators across campus to deepen the equity and antiracist work. Professional Development funds for conferences will be more strategically, comprehensively, and equitably allocated to campus personnel to deepen understanding and increase capacity in equity work across the campus. In addition, administration and Student Equity workers will demonstrate inclusivity in advertising and recruiting attendees for conferences, prioritizing the attendance of individuals who have not previously had the opportunity to engage.
- Student Equity unit to assist in the partnering of academic deans and chairs, counselors and classroom faculty to create cohorts for Black male students through Student-Athlete Learning Communities and Umoja courses.
- Plan with Outreach to implement Umoja inclusive practices in outreach events.
- Black male counselors
- Intrusive casework(ers)
- Resources for basic needs (food, housing, clothing, transportation, childcare, employment).
- Resources that are dedicated to black male students and dedicated staff that are representative of the population.
- Access to orientation and immersion programs that begin with travel abroad.
- Black male therapist
- Black Male 4 Year and Grad Students as student leaders and peer mentors

Metric: Retention from Primary Term to Secondary Term

Population Experiencing the Most Significant Disproportionate Impact:

Black or African American Males

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output

Year 1 (2022-23)	• Identify pinch points where Black/African American Male Students drop out of the college experience • Develop improvement strategies for processes that discourage retention • Develop improvement strategies to remedy academic practices that discourage retention • Implement strategies to increase retention/closing DI gaps by 10%
Year 2 (2023-24)	• Assess measures • Focus group and survey of Black/African American Male Students to identify successful improvements and areas needing attention • Strategize and implement improved practices increasing retention/closing DI gaps by another 10%
Year 3 (2024-25)	Close equity gap to <4%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

X Instruction
X Student Services
X Institutional Research

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

The equity gap for our Black male students' term-to-term persistence is PPG-1 -16%, which translates to a loss of 60% of our black male students. The origins of this are multifaceted.

1. The racial and ethnic diversity we enjoy in our wider community is not reflected in our academic professionals. However, AVC's professoriate is 16% Black, 8.5% are Adjunct Professors. While Black male students are relatively well represented, there may not be a proportional representation in the faculty. As a result, Black male students may not see themselves as belonging and succeeding in the academic environment.
2. UMOJA and A^{2}MEND are active student services that are active, well supported and vibrant. However, the programs have not permeated the campus. This is a missed opportunity for our faculty and our students, for there has not been intentionality in extending training to academic faculty and programmatic design. Professional development has been detailed in previous sections, and that plan also applies to this metric.
3. Implementing positive reinforcement strategies that celebrate the student journey at significant milestones will build community as well as motivate the students to continue. (e.g. celebrations at 15-unit milestones that progress in formality until at 60

units, the student is graduating)
4. Implementation of Student Success Teams through the Guided Pathways framework exploration will ensure that in each Area of Interest students are surrounded by a team of support that ensures all needs are met.
5. Regular and intentional data analysis to assess efforts and formatively impact the student journey will increase retention from semester to semester.

STRUCTURE EVALUATION: Ideal Structure

- X Instruction
- X Student Services
- X Business Services

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

The following strategies will facilitate a shift to equitable outcomes for Black/African American Males with regard to semester-to-semester retention:

- Provide professional development in growth mindset, implicit bias and Culturally Competent Pedagogy for faculty, classified professionals and administrators.
- To heighten awareness for this DI population, individuals not previously engaged in Umoja and A^{2}mend, for instance, would be given priority to engage in conference and training attendance to gain expansive depth and depth of engagement in these programs across campus.
- Conduct training for cultural competency audits for instructional faculty to analyze their course content, pedagogy, syllabi construction and student interactions to serve students of all cultures better.
- Design Curriculum approval processes that embed Cultural Competencies into the Technical Review of the Curriculum before forwarded for approval and acceptance.

PLANNING & ACTION

Intended Audience/Recipient:

- X Administrator
- X Faculty
- X Classified Staff
- X Partner (K12, Transfer, other)
- X Students

Action Steps:

These are recommended strategies and actions to move toward the ideal:

- Add a Student Equity representative to all participatory governance committees so that as the college moves toward an equity-centric operational model, this

representative can remind the campus of the goal
- Work with the Guided Pathways Steering Committee to infuse equity into all pathways, and particularly design strategies for retention of Black/African American Male students
- Employ Outreach and Marketing to be intentionally inclusive in products and advertisements to make AVC and its programs attractive to DI groups.
- Conduct training for cultural competency audits for instructional faculty to analyze their course content, pedagogy, syllabi construction and student interactions to serve students of all cultures better.
- Coordinate with USC's Race & Equity Center to bring their Equity-Minded Teaching Institute workshop to our campus that embeds racial equity in teaching practices.
- Review and edit recruitment materials, hiring criteria, interview questions for inclusive practices.

Metric: Completion

Population Experiencing the Most Significant Disproportionate Impact:

Black or African American Males

Areas of Completion

.

X Degree Completion

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
Year 1 (2022-23)	• Identify exit points for Black/African American Male Students by division, discipline, and/or program • Develop improvement strategies to eliminate exit points in non-academic areas • Develop improvement strategies to remedy academic practices that discourage completion • Implement strategies to increase success/closing DI gaps by 10%
Year 2 (2023-24)	• Assess implemented strategies, make improvements to close DI gaps in completion by 10%
Year 3 (2024-25)	• Assess implemented strategies, make improvements to close DI

	gaps in completion by 10% ● Increase the degree completion rate for Black males by >4%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

X Instruction
X Student Services

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

There is a similarity and a shared eventuality between this metric and the previous metric focusing on semester-to-semester retention. If the DI gaps are eradicated in the previous metric, it stands to reason that this metric will also see significant improvement, if not also eradication of DI gaps. Currently, our Black males experience a -8% DI in completion. Ensuring proper levels of support in academics, holistic health, and food and housing security will promote success and completion.
Addressing each barrier in order (Transfer level English and math success, term-to-term persistence, and completion) will ensure the eradication of the DI gap in success.

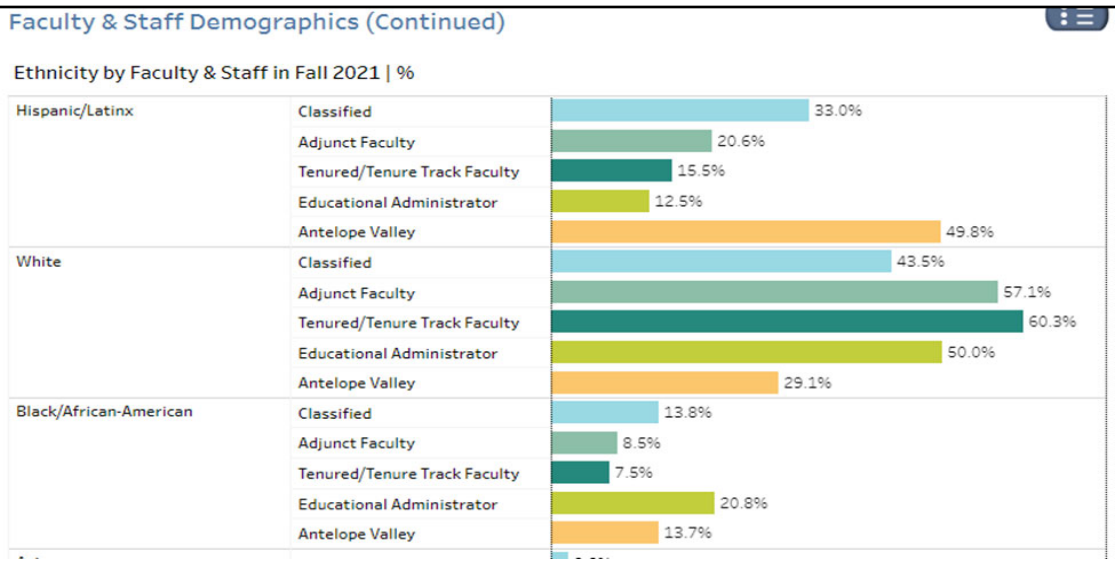
STRUCTURE EVALUATION: Ideal Structure

X Instruction
X Student Services

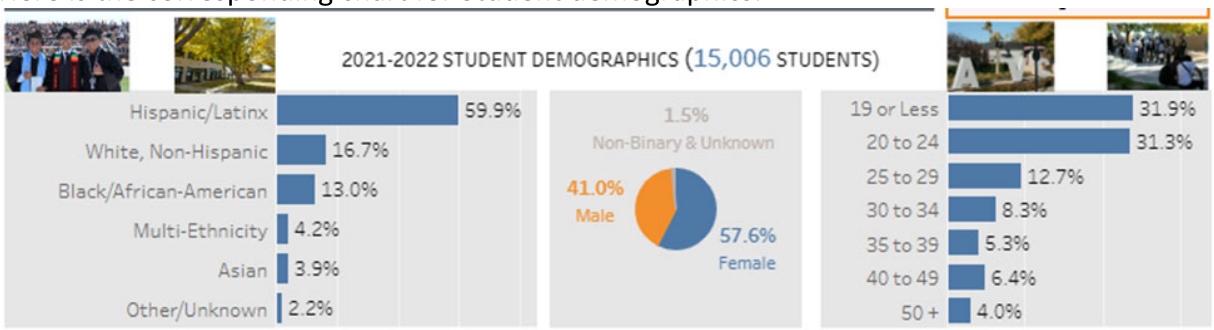
X Business Services

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

One major tenet of promoting a sense of belonging is that students see people who look like them in all places on campus. This chart illustrates the demographic breakdown of our employees:



Here is the corresponding chart for Student demographics:



Black/African American students comprise 13% of the student population and looking at the employee demographics, there is parity in classified; however, when broken out by full-time and part-time, the percentages individually are less than the student population (7.5% and 8.5%). In the aggregate, faculty overall are 16% Black/African American. Important to note: 20% of the administration is Black/African American, signaling strong representation to the students. Focusing their attention to these role models will increase their sense of belonging. Implementation of strategies learned in professional development will also promote success and completion. Additionally, we can offer invasive support–both academic and student services. Finally, addressing the whole student requires seeing, acknowledging and reflecting their experiences as they are supported toward degree completion.

PLANNING & ACTION

Intended Audience/Recipient:

- X Administrator
- X Faculty
- X Classified Staff
- X Students

Action Steps:

- Expand “15 to Finish” marketing and announce incentives for full-time registration.
- Complete the Guided Pathways redesign to eradicate barriers from enrollment to completion
- Create a mentor program for Black/African American Males that incorporates employees and community business and industry partners as mentors for students.
- Faculty to engage in equity minded syllabus and curriculum review.
- Engage in professional development to review recruitment announcements and practices that may be barriers to applications.

Metric: Transfer

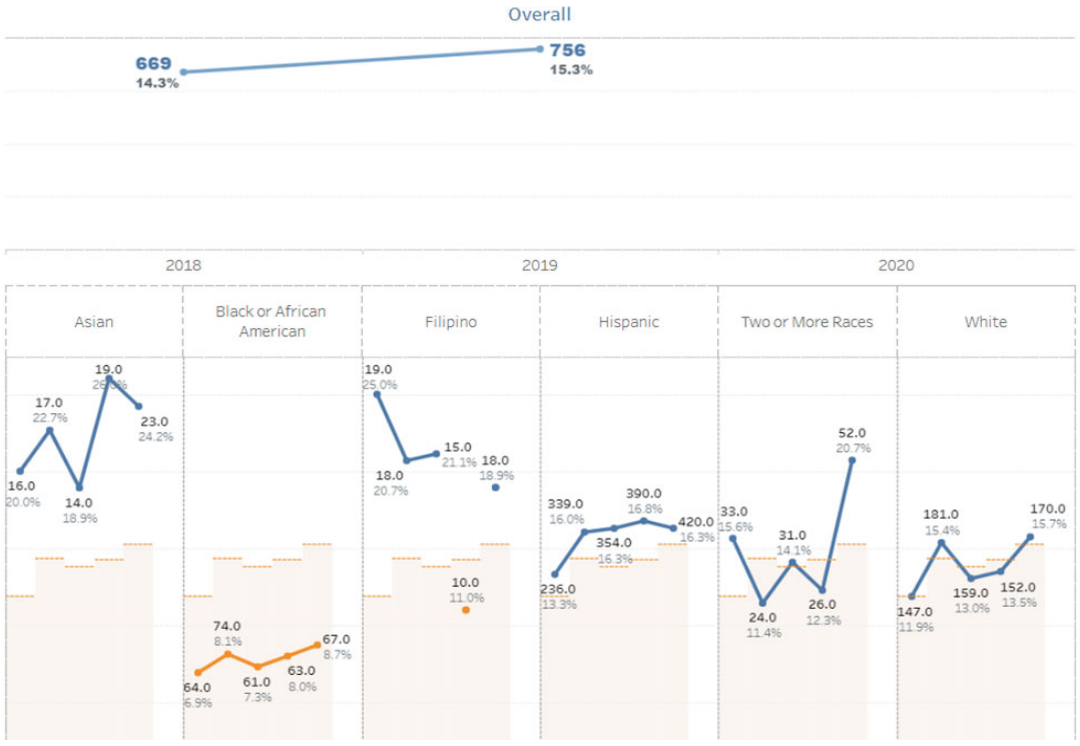
Population Experiencing the Most Significant Disproportionate Impact:

Black or African American Males
Overall transfer rate 15.3%
Black or African American Males 8.7%

Transferred to a Four-Year Institution (SM 622SW)

Definition: Among students in the selected student journey who earned 12 or more units at any time and at any college and who exited the community college system in the prior year, the number who enrolled in a four-year institution in the selected year

Transferred to a CSU or UC Institution sub-category



TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
Year 1 (2022-23)	Building on previous metrics, do a step-by-step analysis of the transfer process at AVC identifying barriers to African American males Hold student focus groups to learn about the student experience in the transfer process Explore data gleaned at each milestone for Transfer to identify where African American males drop out of the transfer process Analyze all data and create remedies to ensure a smooth, efficient transfer pathway for students Implement remedies
Year 2 (2023-24)	Assess implementation, determine if there is a decrease or increase in DI Repeat continuous quality improvement cycle implementing new corrections Close DI gap by 3%
Year 3 (2024-25)	Repeat continuous quality improvement cycle implementing new corrections Eradicate disproportionate impact.

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

- X Instruction
- X Student Services

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

The previous metrics discuss the challenges that Black/African American males face on AVC's campus. As the campus closes DI gaps in the metrics listed so far (e.g. math/English in the first year, term-to-term persistence, completion) the motivation to transfer and complete the 4-year degree will correspondingly increase. Current opportunities exist in the following areas:
Intentional advising to move Black/African American males through the institution in 2-years toward graduation and Transfer
Advise students to earn the ADT when offered in the area of study. AVC currently offers duplicate associate degrees (local and ADT), and data show that more students choose the local degree. Local degrees do not offer the same transfer privileges as an ADT.
Structural processes sometimes impede progress:
Transcript evaluation at the end of the learning journey rather than beginning
Consistent, intrusive advising to ensure students stay on the path (Student Success Teams being designed to fill this need)
FYE/SYE models intake that helps students identify their learning goal and next step (Transfer or workforce) and these model practices should permeate the institution

STRUCTURE EVALUATION: Ideal Structure

- X Instruction
- X Student Services
- X Business Services
- ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Following the Guided Pathways model of exploring the students' path to identify where opportunities exist, the institution should explore not only the academic and instructional areas, but also the processes and services offered to identify barriers to transfer. Having a "Secret Student" program that has multiple students go through processes, evaluating along the way where there are strengths, weaknesses, opportunities and threats will provide a wealth of information that will improve our processes and services.
Based on identified opportunities, remedies can be developed to improve (including professional development, implementation of process improvements, recommendations for additions or omissions of steps leading to transfer to streamline the student experience).
Athletics has a significant opportunity to assist with transfer rates by promoting successful student-athletes to 4-year institutions in and out of state and developing their promotional program.

PLANNING & ACTION

Intended Audience/Recipient:

- X Administrator
- X Faculty
- X Classified Staff
- X Partner (K12, Transfer, other)
- X Students

Action Steps:

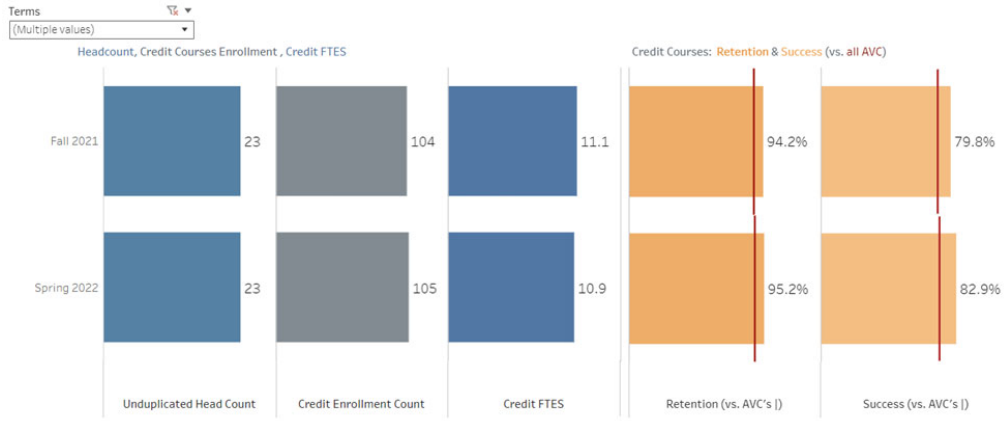
- Study and replicate successful practices in FYE/SYE, EOPS, etc., to identify how students in those programs are supported through Transfer.
- Expand "15 to Finish" marketing and announce incentives for full-load registration.
- Promote the ADT over the local associate degree.
- Engage black males students with HBCU and other colleges with transfer agreements.
- Utilize the programming through UMOJA and other support programs that celebrate the intersectionality of our Black/African American male students to support this group through the academic journey through Transfer
- Conduct professional development and implement processes that promote equity minded syllabus and curriculum review.
- Work with Marketing to review recruitment announcements and other media and communications to ensure audience appeal.

Metric: Completed Transfer-Level Math & English

Population Experiencing the Most Significant Disproportionate Impact:

Hispanic / Latinx Males

The following two data charts show headcount, enrollment, retention, and success for all LatinX students in the Puente program and Hispanic males by success metric.



DI Groups by Metric

Groups		Successful Enrollment in First year	Completed Both transfer level Math and English in First Year	Persisted First Primary term to Subsequent Primary Term	Transferred to a 4- years within 3 years	Attained Vision for Success Completion in 3 years
Black Overall		X (31 students; 50.5%; -6.2%)	X (43 students; 11%; -12.8%)	X (97 students; 54.2%; -16.0%)	X (28 students; 11.8%; -9.8%)	X (53 students; 4.4%; -8.0%)
	Male		X (30 students; 6.1%; -9.8%)			
	Female	X (31 students; 45.6%; -11.5%)				
	All Other				X (2 students; 0.0%; -12.1%)	
Hispanic Overall					X (46 students; 18.0%; -4.8%)	
	Male		X (53 students; 17.2%; -7.0%)		X (46 students; 12.4%; -10.4%)	

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
Year 1 (2022-23)	• Targeted advising that increases enrollment of both transfer-level Math and English by 10% or higher over the previous primary term • Explore successful practices in the Puente program and replicate them with the population at large • Review the student journey from enrollment to this momentum point to identify opportunities for improvement • Strategize, create remedies, and implement them to ensure a smooth pathway for LatinX males to complete Math and English in one year
Year 2 (2023-24)	• Implement continuous quality improvement practices to determine the efficacy of newly implemented program improvements. • Complete the cycle by proposing changes if needed and implement • Establish peer tutoring by affinity (i.e. LatinX male tutors)

	● Increase completion of transfer-level Math by 10% or higher over the previous primary term
Year 3 (2024-25)	● Implement continuous quality improvement practices to determine the efficacy of newly implemented program improvements. ● Complete the cycle by proposing changes if needed and implement ● Eradicate DI gaps for LatinX students in the completion of transfer-level math and English

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

- X Instruction
- X Student Services
- Business Services
- Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Antelope Valley College is proud to be a Hispanic Serving Institution that boasts a 60% Hispanic/LatinX student population. Given that this minoritized population is actually the majority, addressing DI gaps with this population will increase our service to students of color.

When considering transfer-level math and English completion in one year, Hispanic/LatinX males experience a DI gap of PPG-1 of -7%. These gatekeeper courses predict persistence and completion, so this gap affects the transfer rate for Hispanic/LatinX male DI gap of -10.4%. The student population in our burgeoning and successful Puente Program is approximately 20% male, which is low given the gender distribution of our Hispanic/LatinX population as a whole.

The support offered through the Puente Program and the establishment of our PUMA Center promotes student success. Studies have shown that students succeed when they see people who look like them in places of influence and leadership. There is an opportunity at AVC to increase the number of Hispanic/LatinX faculty to more closely resemble the student population. When looking at the percentage of students and employees by race, AVC's largest gap between students and faculty is LatinX.

Strengthening a sense of belonging security would be a first step in bringing Hispanic/LatinX practices into the classroom via cohort pathways, we can assist in creating a sense of belonging for this population of students. We can also offer invasive support–both academic and student services. Since we will be addressing the entire person and seeing, acknowledging and reflecting their experiences, we have the opportunity to support them to

the completion of transfer-level Math and English to degree completion.

STRUCTURE EVALUATION: Ideal Structure

- X Instruction
- X Student Services
- ☐ Business Services
- ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- Cohort models assist with success and retention. Therefore, offering cohort-based sections throughout our most popular GP areas of study will directly support our male students. Our Puente Program is alive and vibrant, and only its second year proves to be a success. These cohorts are planned to expand in number and course content to include transfer-level math and Communication Studies requirements.
- The campus must be intentional and deliberate in hiring staff and faculty that represent the DI populations and are trained in culturally competent pedagogy to create and instruct courses in innovative ways that engage students.
- Coordinate efforts between and among Outreach, Puente Coordinators and Student Life to target the recruitment of Hispanic males into the Puente program.
- Coordinate efforts between and among our academic departments, FPD Committee, and campus professional development efforts to increase the sensitivity to LatinX males' needs and value their diverse sets of assets (what Chicano/a/x Studies scholar calls “community cultural wealth”). These training modules will be innovative, inclusive training that does not lower the bar for students but encourages their abilities to strengthen through true empathy and understanding for long-term sustainable success rather than actions born of a well-intended but ultimately destructive and damaging deficit mindset. These things are achieved by early intervention, embedded tutoring, intentional student services, employment opportunities, high engagement, and basic needs being met.
- All faculty, English and Math most urgently, need professional development in culturally responsive teaching and equity in grading.

PLANNING & ACTION

Intended Audience/Recipient:

- X Administrator
- X Faculty
- X Classified Staff
- X Partner (K12, Transfer, other)
- X Students

Action Steps:

- Expand "15 to Finish" marketing and announce incentives for full-load registration.
- Expand and market the ADT as an equity enhancing degree. These are the most streamlined and accepted degrees for students to gain access to four year institutions.
- Engage in professional development to review recruitment announcements and practices that may be barriers to applications
- Intentionally recruit additional Hispanic males students into Puente and include the HSI tours and other colleges with transfer agreements.
- Continue to expand our Puente Program into additional academic disciplines, especially focusing on Mathematics.
- Conduct training for cultural competency audits for instructional faculty to analyze their course content, pedagogy, syllabi construction and student interactions to better serve students of all cultures.
- Additionally, EduNav implementation will serve to ease students' scheduling burden. Students will be able to enroll with a single click from a menu of courses that are: 1) on their Ed Plan and 2.) fit their personal work, and family schedules.

Metric: Transfer

Population Experiencing the Most Significant Disproportionate Impact:

Hispanic/LatinX Males

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
Year 1 (2022-23)	• Analyze academic journey for Hispanic/LatinX males identifying drop points. • Work with Guided Pathways steering committee to identify top 3 majors for LatinX males, and ensure cohesive, streamlined programming and advising • Focus on these majors in the Puente Program • Analyze and improve advising
Year 2 (2023-24)	• Increase successful completion through each identified drop point • Increase Completion of transfer-level Math by 10% or higher over the 2022-23 levels
Year 3 (2024-25)	• Lower DI gap by > 4%

	• Eradicate gap by 2025–26

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

X Instruction
X Student Services
☐ Business Services
☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Antelope Valley College data illustrate attendance/enrollment patterns where students are majority part-time. The AYs covered by this plan indicate consistent enrollment of 3-6 units per semester for ⅓ to ¾ of the attending student body per semester. This indicates that we have improvements to make in the following areas:

- Advising
- Surround Supports
- Guided Pathways
- Scheduling

Hispanic or LatinX males are experiencing DI in Transfer with a PPG-1 of -10.4%, which is, in part, created by the -7.0% DI in the completion of transfer-level Math & English. Yet that pain point does not explain the entire gap. The student population in the Puente Program is approximately 20% male, which is low given the gender distribution of our Hispanic or LatinX population as a whole. This suggests that there is the opportunity within Puente to do the following:

- Strategic recruitment in the top majors for Hispanic/LatinX males
- Create programming in Puente that attracts Hispanic/LatinX males from those identified majors
- Extend Puente courses into those identified majors

There is an opportunity to increase programming that enhances the sense of belonging and inclusion for male Hispanic or LatinX students on campus. The Puente and PUMA programs will be focal points for inclusion.

STRUCTURE EVALUATION: Ideal Structure

X Instruction
X Student Services
☐ Business Services
☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

The following processes, policies, and practices will facilitate a shift to more equitable outcomes for the Hispanic/LatinX male population regarding Transfer:

- Cohort models assist with success and retention when exploring transfer-level Math & English for this group. Offering cohort-based sections throughout the identified majors for Hispanic/LatinX males will directly support success.
- Expand Puente cohorts, particularly include transfer level math and Communication Studies requirements.
- Equitable hiring practices to increase Hispanic/LatinX staff and faculty
- Professional Development that infuses equity in course construction, curricular evaluation and approval, and pedagogy
- Coordinate efforts between and among Outreach, Puente Coordinators and Student Life for identified recruitment of Hispanic males into the Puente program.
- Coordinate efforts between and among our academic departments, FPD Committee, and campus professional development efforts to increase the sensitivity to the needs of Latinx males on campus. These training modules will be innovative, inclusive training that does not lower the bar for students but encourages their abilities to strengthen through true empathy and understanding for long-term sustainable success rather than actions born of a well-intended but ultimately destructive and damaging deficit mindset. These things are achieved by early intervention, embedded tutoring, intentional student services, employment opportunities, high-engagement, and basic needs being met.

PLANNING & ACTION

Intended Audience/Recipient:

- X Administrator
- X Faculty
- X Classified Staff
- ☐ Partner (K12, Transfer, other)
- X Students

Action Steps:

- Include all action steps to increase first year completion of transfer-level Math & English.
- Expand “15 to Finish” marketing and announce incentives for full-load registration.
- Conduct training for cultural competency audits for instructional faculty to analyze their course content, pedagogy, syllabi construction and student interactions to serve students of all cultures better.
- Expand and market the ADT as an equity enhancing degree. These are the most streamlined and accepted degrees for students to gain access to four year institutions.
- Intentionally recruit additional Hispanic males students into Puente and include the

HSI tours and other colleges with transfer agreements, and provide comprehensive and coordinated career exploration services of workshops and career transfer internships/job fairs in collaboration with the business community.
- Continue to expand our Puente Program into additional academic disciplines, especially focusing on Mathematics.

SUPPORT NEEDED

Support Needed

X Field Guidance & Implementation
× Technical Assistance/Professional Development
☐ Data & Research
☐ Policy & Regulatory Actions
X Technology Investments & Tools
X Pilots & Building Communities of Practice

Description of Support Needed

Provide a comprehensive professional development program campus-wide within the instructional, academic affairs, student service, business services, and other student support services to foster a coordinated process of services focusing on supporting the academic and engagement needs of Hispanic and LatinX students.

Metric: Retention from Primary Term to Secondary Term

Population Experiencing the Most Significant Disproportionate Impact:

Veteran Males

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
Year 1 (2022-23)	• Identify exit points in the academic journey for Veteran Male students • Identify reasons for the lack of persistence from term to term • Devise strategies and implement remedies • Increase retention of Veterans from primary term to primary term to >45%

Year 2 (2023-24)	• Follow continuous quality improvement by assessing the remedies implemented to determine success, make adjustments, and implement into next cycle • Increase retention of Veterans from primary term to primary term to >50%
Year 3 (2024-25)	• Follow continuous quality improvement by assessing the remedies implemented to determine success, make adjustments, implement into next cycle • Increase retention of Veterans from primary term to primary term to >60%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

X Instruction
X Student Services

X Business Services
☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Currently, the Veteran's Center is well organized and focused, and it has just moved into a larger space in a new building allowing for the expansion of services. While the number of Veterans at AVC is relatively small compared to the civilian population, the DI gap for Veterans' persistence is -27% as a whole and male Veterans have a DI of -54.5%.

One of our local employers, Northrop Grumman, has special programs for the recruitment of Veterans. These are highly desirable, well paying positions, but career advancement can be limited without a degree. Therefore, an intentional and proactive mechanism for retention and completion must be created. Creation of an "learn and earn" model will maximize the probability that students remain engaged even if they gain employment.

There is renewed focus on full implementation of Credit for Prior Learning. Full implementation of CPL will create more access for veterans by crediting their military learning and experience, thus shortening their time to a degree.

STRUCTURE EVALUATION: Ideal Structure

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X Instruction
X Student Services
☐ Business Services
☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- A clear pathway for Credit for Prior Learning to allow Veterans to obtain college credit for knowledge and skills learned while serving in the military. Research demonstrates that students who earn CPL are more likely to complete a degree; increasing the opportunities Veterans have to earn CPL will increase equity, impacting students of all ethnicities, gender, age, and socioeconomic status. AVC is actively creating our MAPS program so that CPL can begin to be implemented in the 2023-24 school year.
- Buildings and a sense of belonging are part of equity. Building and space, like college budgets, demonstrate the values of the campus culture. As with our other special populations, the program's relevance and importance must be clearly communicated within that space.
- Campus-wide Veteran Ally training will enhance the feeling of belonging
- Full EduNav implementation will serve to ease students' scheduling burden. Students can enroll with a single click from a menu of courses that are: 1) on their Ed Plan and 2.) fit their work, and family schedules.

PLANNING & ACTION

Intended Audience/Recipient:

X Administrator
X Faculty
X Classified Staff
X Partner (K12, Transfer, other)
X Student

Action Steps:

- The Veterans' Resource Center has moved into the new Student Services building in January 2023.
- Begin professional development regarding the Military Articulation Program and begin implementation.
- Campus wide Veteran Ally Training
- Partner with the Learning Center to enhance visibility of our Veterans' specific offerings within our SI and peer-tutoring program.
- Collaborate with the curriculum committee to develop a clearer, more streamlined process and college policy for Credit for Prior Learning.
- Increase support services and adjust class scheduling for students with transition opportunities to retain them as students through competition. For example, highly targeted and coordinated weekend, very early morning and evening offerings.

STUDENT SUPPORT SURVEY

GUIDED PATHWAYS

Alignment

Programs such as Umoja, Puente and the Veterans Resource Center help to give special support to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas, math and English courses.

These programs also offer intensive support and guidance to help underprepared students to succeed in college-level courses as soon as possible.

Through their professional development events, Umoja, A^{2}MEND, HSI, Puente,and HACU have aided faculty in incorporating better equity-minded curriculum and teaching practices to our campus.

Student Equity will continue to implement Mentor & Match, a software that will allow students to match themselves with potential faculty/staff mentors on campus based on a questionnaire that includes demographic information and personal histories (such as past experiences with homelessness and/or food scarcity). Students can then get direct guidance from their chosen mentors through a cellphone chat app.

FINANCIAL AID

FAFSA Participation

- Bring awareness by offering FA information during HD classes.
- Marketing a "Did You Know" campaign on FAFSA data.
- Continue to offer a FA staff as a bridge to all categorical programs and offer ongoing FAFSA workshops throughout the year.
- Continue to offer FA information to prospective and incoming students.
- Complete Guided Pathways exercises that streamline and remove barriers from the enrollment and matriculation process

PELL Grant Participation

- Offer year-round Pell, which aids in a quicker completion.
- Offering additional State Grant along with the Pell Grant to maximize funding for quicker completion.
- Marketing a "Did You Know" campaign on Pell data.

Additional Aid for Students

State Aid and Scholarships

BASIC NEEDS

Basic Needs Center Services

AVC has all the components of the Basic Needs Center and under the college's new leadership, we are making strides to hire a Project Supervisor and a Program Specialist to be the full-time employees who coordinate the Center. We currently have a number of dedicated AVC employees helping to meet our students' needs, but with hiring these two professionals, we will be able to expand the services we offer. We offer food through various means. Students can apply for either weekly groceries or day bag meals. In addition, our Marauder Market distributes fresh fruit and vegetables twice a month, and our grab-and-go snacks are offered on campus and at the Palmdale Center. Housing is provided through either college housing or hotel vouchers through our community partners who provide wraparound support. Physical and Mental Health are offered virtually through TimelyCARE. Transportation is provided through our Campus Connect program where students can receive AVTA and/or Kern bus passes for the semester. We will expand our services by providing gas cards for students with cars in the Spring of 2023. Personal hygiene supplies and on-campus showers are provided upon request. Technology is provided through our computer and hot spot loan program offered through our IT department.
Our campus also offers clothing through our Dress for Success program, Winter Coat Drive, and laundry cards. Our Family Resource Center offers support for students with dependent children. In addition, we have an Emergency Grant program that helps students with unexpected expenses that hinder their educational aspirations.

AVC has submitted a housing construction grant to construct a 300-bed residence hall for students. In addition, we are continuing to partner with housing providers to support students with families.

Participation

To increase participation, we created a one-stop application so that students can see all the provided services and have one intake appointment. This will reduce duplicated services and the trauma for the student since we will be building stronger relationships. In addition, we created a Canvas Shell that will share all our services, community resources, and events. Faculty will be able to link the canvas shell to their classroom so that all students will have access to all the information.

Food Pantry

AVC Heart and Hands Food Pantry is one of the oldest in the state. We provide a number of food options for our students. Students can select to receive either weekly groceries or day bag meals. We hold a twice-a-month community Marauder Fresh Fruit and Vegetable Market, providing grab-and-go snacks around campus and at our Palmdale Center.

ZERO-TEXTBOOK COST

Zero-Textbook Cost Program

AVC has initiated the ZTC Program on campus, offering monetary incentives to faculty to convert their courses to ZTC. The AVC ZTC Program offers faculty two options--one, to develop and convert courses to ZTC fully, and two, for faculty that currently offer their courses as ZTC, they may be Discipline Coaches, supporting faculty within their discipline who are new to the program. The goal is to increase student equity and success by offering ZTC courses, which will then become part of ZTC degree/certificate programs.

Additionally, AVC has created a ZTC Group that is composed of four faculty members and an administrator; the faculty members include two adjunct faculty and two full-time faculty, one of whom is the Academic Senate President. This group's purpose is to support, encourage, and direct faculty as they find OER sources and convert their courses. The group individually and together, speaks at division meetings, campus meetings, and committee meetings, encouraging faculty to take advantage of the ZTC Program incentives. They also offer resources for various disciplines as well as open workshops that faculty can attend.

Furthermore, the ZTC Group has begun to review the curriculum to encourage the development of degree and/or certificate programs that can be offered entirely as ZTC. At this time, the group is working on a GE ZTC program and a History degree and plans to expand to other areas as more faculty convert their courses to ZTC.

LGBTQ+

LGBTQ+ Support

AVC has an active campus-wide community that supports our LGBTQIA+ population. We have a college liaison, active administrators, faculty and staff who serve on the committee. AVC has events hosted on and off campus as well as an active website with community resources. Our campus library has an active resources guide. Individuals can select a name that connects to all classroom roasters and appears on their College ID.

Gender-neutral/single-stall bathrooms are identified and can be easily located across campus, and the campus map is located on the LGBTQIA+ website. We have been active and attended a session at the LGBTQ+ CCC Summit. We have led a number of Ally training for our campus

and have a tailored course on the impact of the LGBTQIA+ community in Theatre beginning in the Spring of 2023.

In spring 2023, a faculty lead will be selected to expand programs for students in this population to create a more supportive, inclusive, and engaging campus environment.

MENTAL HEALTH

Mental Health-Related Programs

AVC has a very robust Mental Health support program for AVC students. Our main provider is TimelyCARE for both the Talk Now 24/7 on Demand and the enhanced program of Scheduled Counseling, where a student can schedule up to 12 therapy sessions. AVC also has a very active BIT/ CARE program to support our students who are in need. Our team is all NABITA certificated. Faculty and staff referrals are made for anyone with needs and/or dealing with a crisis. We have a team of administrators and faculty who provide case management to help support students. We also have an active suicide prevention program (ISP) that allows the student to complete a suicide assessment anonymously. Counselors respond to student surveys within 24 hours. Our Trauma Informed Care team on campus utilizes another grant to help our campus community deal with past and current traumas.

AVC partners with community agencies such as the Department of Mental Health (DMH), Mental Health of America (MHA), Department of Public Health (DPH), Children's Center of the AV, and Bartz-Altadonna Community Health.

In January 2023, Student Health Services will move into the new Student Services Building. Hiring the Director and mental health therapists has begun so that we can provide direct mental health support in person.

INSTITUTIONAL PLANNING

Ongoing Engagement

Periodic and ongoing progress reports will be presented at regularly scheduled meetings to brief the Board on student equity initiatives, allowing Board Members to better understand policy(ies) needed throughout the District to ensure student equity is at the forefront and remains a priority at all levels for the District.

Integrated Budgeting

The institution's budget and allocation process will take a more comprehensive look at resources available to the institution and braid funds wherever possible to maximize the effectiveness of available dollars. In addition, student Equity staff will proactively seek local, state, and federal grants to carry out the mission of the District in closing the equity gaps of students attending

Antelope Valley College.

Student Voice

The Institutional Research Office will support college-wide input through periodic surveys/reports to determine and measure the District's performance on closing the equity gaps for all students. ASO students, Student Clubs, and students at large will be allowed to provide input on what is working in bridging the equity gap for all students in the District.