Fall 2023 Program Review Report

Division/Area Name: Student Life	**For Planning Years: 2024-2025**
Name of person leading this review: Jill Zimmerman	
Names of all participants in this review: Cristine Wisdom	

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 our diverse population of students.

Part 2A: Analyze the program review data (retrieval instructions), including equity data 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:

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the S*trengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Student Life Division

The Division of Student Life and Services has had a great deal of changes within the last few years. This has included changes due to the reorganization, personnel changes, and movement of space. The following departments are currently in Student Life and Services and do their own Program Review which are attached: ASO, Student Clubs, Student Activities, Voter and Civic Engagement, FYE/SYE, Basic Needs Center, Veterans Resource Center, Job Placement Center, Outreach/Welcome Center, Study Abroad, International Students, Dreamer Center, and Student Health Services. More details are included in their individual Program Review reports. The Student Life Office will be reporting on the following functions: Commencement, SOAR, PRIDE Center and Marauders for a Cause Volunteer Program.

With the resignation of personnel in our division there is an opportunity to rethink what we do and how we accomplish our mission to serve students. There is a need to fill positions that better service students and provide the support needed to meet their needs. One area is the need for oversight direction of programs. By changing the level of positions, we have in our division we can better meet students' needs. By looking at the division, a number of positions have been identified. By adjusting the Associate Dean position to a Director of Student Engagement (or similar title) the following areas could report to that individual: FYE/SYE (name change to Student Success Center) (See their program review), creating Student Leadership and Development Office (hire a Project Supervisor, see their program review), add a Clerical III to support the Director and department and move students conduct from the Vice President office to this this area.

We also need to hire additional staff in the Veteran Resources Center including a Director or similar title and Clerical III support so that we are meeting the minimum standard as established by The Chancellors Office as well as increase services to our community.

Under the Associate Dean for Outreach we want to add a supervision position such as a Director of Outreach, or similar title (see their program review) the filling of a previous position of the Director of Job Placement, or similar title (who will be the LAEP coordinator, see their program review), fill the Project Supervisor for the Dreamer Center and create a Project Supervisor to oversee the Welcome Center.

The Director of Health Services position needs to move forward and be advertised, and the vacant Clerical III position needs to be filled. We are in desperate need to hire Mental Health therapists to better serve our students.

Commencement

Commencement is the best day of the academic year for our students! Last year we successfully held the 2023 Commencement on May 5. We implemented a new electronic ticketing system, which made check-ins at the front gate run a lot smoother for both our graduates and their families. We had 718 students out of 840 that RSVP'd giving us an 85% attendance rate. We hired professional readers to read the graduates' names and due to its success, we will be implementing it again for our 2024 Commencement in May. We also created a step-by-step instruction for Commencement on our webpage to make this process easier for our graduates. We did a video walk through to replace in person graduate practice so that our students could review it multiple times prior to the ceremony. Marketing sent out messages more consistent and frequent targeted email blasts to graduates including reminders the days leading up commencement. We hosted our annual grad fair back in March 2023, where Ultimate Exposure came to take pictures of our grads, the demand was so high the vendor added more days to take additional pictures. In an effort to be culturally inclusive we hired a mariachi band to perform as guests were arriving at the stadium. We will continue exploring new ways to make each graduation more successful than the last one.

SOAR

SOAR continues to meet the needs of our community. We currently have approximately 461 students on the Lancaster Campus. SOAR Palmdale opened in fall of 2022 with 77 students in their freshman class, in fall of 2023 we added the 2nd class so there is 181 students total. In Partnering with AVTA we have been successful in transporting students via the AVTA bus from SOAR Palmdale to our AVC campus. The students from both the Lancaster and Palmdale campuses continue to thrive and be successful in their education plans to graduate AVC and/or transfer.

PRIDE Center

Our PRIDE center opened in Fall 2023, it is located in the HUB prior to it temporarily closing due to health concerns. The PRIDE Center has hired three student workers to help further provide support to all our students on campus and create events. The PRIDE Center has been more active on campus by holding several events a month for instance: Sing your Pride Karaoke, Movie Nights, Tea Tuesdays, Queer and Brown panel, self-defense class, pronouns day, trans awareness and much more.

Our LGBTQIA+ Committee is comprised of faculty, staff and student workers who work diligently to provide support and address any concerns of our LGBTQIA+ students have. The committee works to find ways to advocate for our LGBTQIA+ students. We are currently working on getting some consistency of the gender-neutral signage on restrooms, so it is inclusive to all the students, faculty, and staff at AVC. Intuitional Research Office completed a student survey (see attached) about the students in the LGBTQIA+ community about their experience at AVC. This year we are looking into hosting a Lavender Graduation for our LGBTQIA+ students.

Marauders with a Cause – Volunteer Core Program

The software purchase was finalized for Marauders with a Cause, allowing the community, campus organizations and students to manage volunteer opportunities. Students and staff can utilize this software to see what volunteer opportunities are posted so they can sign up for them. We are still working with marketing to get the word out for this Volunteer Core Program.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Student Life Division

In July 2023 Student Life moved into T100 within two months the HUB temporarily closed, this lead to the relocation of FYE/SYE, ASO and the PRIDE center to T100. The biggest challenge right now is space, the lack of space can be rather difficult however the employees in the Student Life division are resilient and learn to adapt. Another challenge we are currently facing is staffing, we had some positions open up and are currently working on getting them filled as well as realigning positions to support the division.

Commencement

Our Commencement committee is constantly exploring new ways to implement processes that are more efficient. One of the challenges we came across with the electronic ticketing is we only had one person who was able to resolve ticketing issues; we will need training for additional staff to be able to assist. While a video walk through was helpful for students who could not come to campus, we could not force students to watch the walk through and be prepared for the day of Commencement. In addition to the virtual walk through we are looking into implementing additional steps to allow our students to be more prepared leading up to Commencement. We are exploring the check in process for both students and staff to expedite the process. We will expand out volunteer support. Faculty regalia process will be modified to work directly with the faculty rather than through their division office so that we eliminate any unnecessary confusion.

SOAR

Space for the expansion of the SOAR Palmdale is being addressed to help meet the educational needs of the students. Traveling from SOAR Palmdale to the AVC Center has caused some challenges but are also being addressed.

LGBTQIA+

Our biggest challenge right now is space and staff, however we are making sure even though space is limited that we are increasing our presence of our campus. We have been planning several events a month so our students feel supported and it gives them a space to come and make connections. We are also doing outreach tables and sharing informal material during awareness months. For the first time at AVC we have an active club it is called the Queer Pride Club and are recruiting more members. We are looking to hire a Program Specialist to support the center.

Marauders with a Cause – Volunteer Core Program

We are still working on ironing out some details in the software and will continue to train and get the word out about the Volunteer Core Program. We are hoping to increase the volume of students and partners to utilize this platform for their volunteering needs.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The mission of Student Life and Services is to provide an environment that facilitates the leadership skills of students in planning and implementing educational, cultural, social, and recreational events and activities that embrace diversity and civic responsibility. We provide onboarding support and assist students with meeting their academic, social, and emotional needs. Our department also helps students celebrate their accomplishments in their academics. Once the spacing and staffing issue has been resolved, it is a matter of being providing continuous support and find ways to meet our student's needs. Continuing to have a collaborative Student Life Division will help students find what they need to be successful at AVC and in their future endeavors.

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

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Goal 1: A. Fill open and create new positions B. Optimize technology C. Utilize online resources	A. We have filled some open positions but due to resignations, we have additional vacancies. B. We used a new ticketing system for Commencement and implemented a new software for the Marauder Volunteer Program so both partners and students can post volunteer information. C. We are doing more electronic marketing, providing information via webpages, and using QR codes so our students can easily access online resources.
Goal 2: A. Utilize volunteer opportunities for career and transfer	A. While we have the software available, not many on campus departments are currently utilizing it. Without having our on campus partners to work out the kinks we have not expanded to our community partners.
Goal 3: A. Utilize space	A. PRIDE center, Student Life, FYE/SYE, ASO and Basic Needs were given dedicated spaces but due to maintenance building issues in the HUB staff is now displaced and sharing crowded spaces.

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge			1	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Support student success by increasing staff to facilitate student involvement and engagement	Hire a LGBTQIA Program Specialist and support the needs of the students in this population and create a space (either back in the HUB or in another location to reopen the Pride Center	A staff member will be hired to support the LGBTQIA + and help run the Pride Center and increase the number of activities/events and student involvement
#2	ILO 2. Creative, Critical, and Analytical Thinking			2	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Expand the number of opportunities and student using the Volunteer software	Market and promote the Marauder with a Cause program	Increased by 5% students and community partners using the program.
#3	ILO 4. Career and			1	Goal 1: Commitment to strengthening	Increase student leadership and	Gain approval of office name changes, hire staff	Staff will be hired, marketing of name changes to the

	Specialized Knowledge				institutional effectiveness measures and practices	development by creating a congruent department to better serve students.	and move discipline within this area to have a more social justice lens and improve community building and increase retention.	campus community, leadership and proactive social justice workshops will be conducted.
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Other	Director of Student Engagement	Goal 1	Repeat	$157,909.19 (salary and benefits)	Recurring	Dr. Jill Zimmerman
Classified Staff	Clerical III	Goal 1	Repeat	$83015.62 (salary and benefits)	Recurring	Dr. Jill Zimmerman
Classified Staff	Program Specialist Pride Center	Goal 1	Repeat	$85,839 (salary and benefits)	Recurring	Dr. Jill Zimmerman
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

- Program Review tab
- S&R by Demographic Groups tab

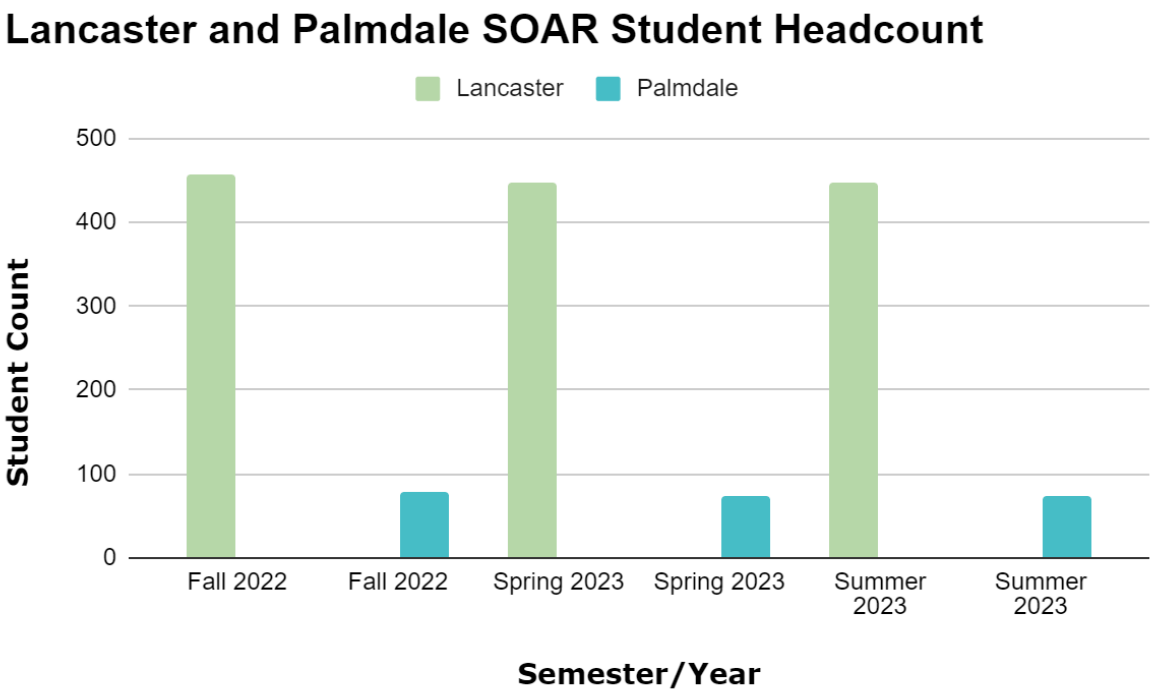
Optional:

- Other supporting data/information

SOAR: The graphs below demonstrate the headcount of both our Lancaster and Palmdale SOAR students. The students enrolled in fall 2022 and those who choose to enroll in summer 2023 courses prove to have a similar success rate as the Fall and Spring semesters.

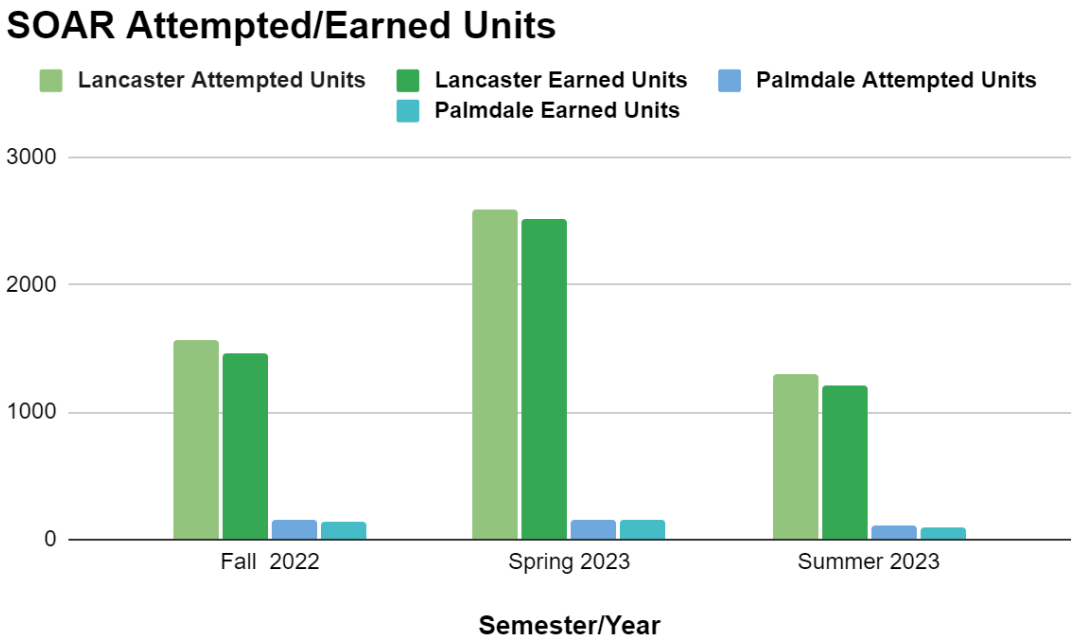
SOAR Lancaster Headcount	
Fall 2022	457
Spring 2023	448
Summer 2023	448

SOAR Palmdale Headcount	
Fall 2022	78
Spring 2023	73
Summer 2023	73



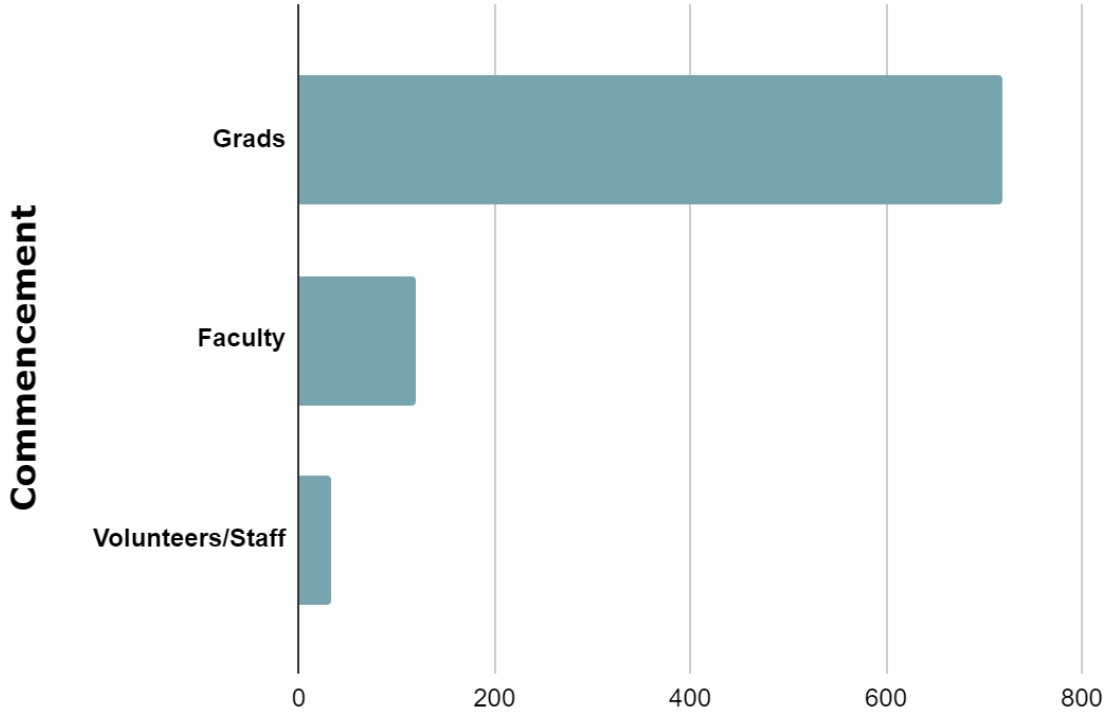
SOAR LAN Units		
Semester	Attempted Units	Earned Units
Fall 2022	1570	1458
Spring 2023	2593.5	2508.5
Summer 2023	1296	1206

SOAR Palmdale Units		
Semester	Attempted Units	Earned Units
Fall 2022	156	145
Spring 2023	155	153
Summer 2023	108	99



Commencement:

We had roughly 718 graduates who attended the 2023 commencement in May. We also had 120 faculty members and about 33 volunteers/staff/admin that assisted in making this a special day for all our grads and their families.



Fall 2024-Spring 25 Program Review Report

Division/Area Name: ASO /Inter-Club Council (ICC) and Student Activities	For Planning Years: 2024-2025
Name of person leading this review: Jill Zimmerman	
Names of all participants in this review: Chloe Vidana	

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 collaboration of diverse students dedicated to coordinating the representation and action of student opinion to provide direction and service for all students' success. 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 ensuring that all students receive a valuable and quality educational experience at AVC. Student clubs increase the engagement of students to their peer groups to enhance their educational attainment. Student Clubs and Student Activities further supports the curriculum experience.

Part 2A: Analyze the program review data (retrieval instructions), including equity data 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:

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area do well, including capabilities and greatest accomplishments?
- What are the practices that were implemented to increase success and retention rates or program awards?

ASO advocates for students and provides leadership and governance to best represent the student body's interests. ASO remained active with up to sixteen positions filled with additional students showing interest by completing the ASO Position Application. ASO meetings were held bi-monthly. ASO holds about 10 events annually such as providing students with school supplies distributed at the beginning of the Fall and Spring semesters, Leadership Recognition in Spring, Civic and Voter Engagement for voter registration, and ASO elections in March, financially supporting student clubs through their grant program, providing Student Emergency Relief Grants for up to $500, awareness of Board Policy changes that affected students, represented AVC students at State General Assembly and Washington DC Conferences, voted on proposed resolutions, provided social events such as Halloween. 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 and Increasing awareness and opportunities for students. 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 a few new clubs. Club Rush is held each semester to encourage greater participation.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps?

One of the challenges in supporting student development and leadership is the need for dedicated staff. ASO, Student Clubs and Student Activities are key factors in student retention and success. At AVC this has not been a priority in the hiring process. Additional leadership and clerical support are needed. During the reorganization of 2022, this was reassigned to the Associate Dean, who is no longer working at AVC. This is an opportunity to hire a dedicated Student Development Project Supervisor and clerical support to oversee and develop a more vibrant and educational program. This is also an opportunity to create this into a standalone department on campus. In the past, ASO and student clubs were part of the Student Life Office.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area want to be known for?
- What is a desired future?

By providing additional dedicated support staff to the ASO, Student Clubs and Student Activities there could be a more 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. Until that space is completed, ASO and clubs are located in the Hub.

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

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those 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 supports students through the emergency grant program. In addition, they support advocating for the Volunteer Core Program so that 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, Student Club AND Student Activities members learned leadership skills that they can use throughout their lifetime. By connecting to community resources and campus departments, students are learning how the greater campus and community intertwine and provide enhanced skills for their future.

Enhance Website Presence:

1. 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.
2. **ASO and Student Clubs** have maintained their online presence through the website and Canvas pages and has kept their information up to date with current ASO elected officers and club information.

Past Course Improvement Plans	Progress Made

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

List your past program review goals and progress towards those goals.

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

1. Create a more robust leadership program- In progress
    1. We continue to explore new ways to improve our Clubs and Leadership opportunities.

2. Support the needs of students – Accomplished
    1. We were able to accomplish this goal using tools such as Canvas to help clubs. Additionally, the ability to assist students in person allowed for more connection and guidance.

3. Hire a Project Supervisor - In Progress6354
    1. No movement has occurred towards this goal, and we continue to request staffing to support student engagement.

4. Data tracking system for Student Engagement – In Progress
    1. Though there are data collection systems in place for other analytic needs, the institution has yet to establish a structure to capture and track participatory student engagement.

Past Goal	Progress Made

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you have achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community /Global Consciousness			2	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Providing more professional support for increased student engagement on campus	Hire a full-time Project Supervisor and Clerical III support by completing the hiring process request and work with HR to prioritize these positions	Once hired, more support and activities will occur on campus and a stronger student development and leadership program will be created
#2	ILO 3. Community /Global Consciousness			1	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Create a more robust leadership program.	Develop a structured program regularly to support student ASO, Student Clubs, Student Activities 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 Choose ILO			2	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Increase the involvement of ASO in advocacy and civic and voter engagement on campus	Bring heighten 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
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Other	Hire Project Supervisor	Goal 1	Repeat	$126,628.73	Recurring	Jill Zimmerman
Classified Staff	Hire Clerical III	Goal 1	Repeat	$83,423.13	Recurring	Jill Zimmerman
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

Division/Area Name: Student Life and Services: Basic Needs Center	For Planning Years: 2024-2025
Name of person leading this review: Paige Carter	
Names of all participants in this review: Paige Carter, Parris Solis Garcia	

Fall 2023 Program Review Report

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

(How does your program/area help the college meet its mission?)

The Basic Needs Center is committed to providing a variety of services to reduce barriers for students and allow them to focus on being successful in their academics. We look for efficient, dignified, and financially sustainable ways to provide services to all who come to our department. For students who do not qualify for our program we gather community resources to ensure that they always leave feeling supported and cared for. It is vital to us to not only support students while they attend AVC but to help instill life skills that will last long term and enhance their capabilities in overcoming future obstacles.

Part 2A: Analyze the program review data (retrieval instructions), including equity data 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:

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area do well, including capabilities and greatest accomplishments?
- What are the practices that were implemented to increase success and retention rates or program awards?

Over the past year our Basic Needs Center has more than doubled our program. Our main goal in 2023 was to create a Basic Needs Center that has designated staff and space. The number of services has increased as a direct result from our move from T-700 to T-100 in late July 2023. This allows students to feel that they have a space and team ready to assist them with streamlined services. We believe we have met that goal and are working to expand even further and create financially sustainable programs and services with a lasting impact.

- Food: We have adjusted our prior “Day Bag” and “Pantry” programs to now be under one service, Basic Needs Food. Students are now able to shop using a point system at our Marauder Marketplace as frequently as they would like. When designing the space, we wanted students to feel very dignified, so we mirrored a typical grocery store experience. Students use baskets to gather various items including shelf-stable, refrigerated, and frozen goods. We have added nutritional posters to the space to help teach students how to balance their fruits, vegetables, grains, protein, and dairy intake. Our department has secured an AVC specific CalFresh link that allows our employees to have a portal that we can use to assist students with applying for CalFresh benefits. In addition, our department also hosts a produce distribution twice a month formerly known as the Marauder Market. Between our newly branded “Marauder

Marketplace", CalFresh outreach, and the produce distribution we hope to provide students with the resources they need to reduce the amount of food insecurity on our campus as was reported in the CCSSE 2022 Food and Housing Insecurities Survey. We also hope that by moving the Marauder Market location to the Basic Needs Center and offering food out of one central location we provide a consistent and reliable place for students who are hungry to receive support.

- Housing: We have increased our housing partnerships by networking with other community agencies. This allows our department to refer students and their families to additional resources if our shared housing is full, if they do not qualify, or if they are not a single student. Due to a low amount of available housing in the area, we have also expanded our housing services to include a lease program. We have launched a Landlord Interest Form that allows for homeowners looking to rent rooms/homes to let us know if they are willing to accept third party payment from the college and become part of our housing network. We have also expanded our contract with AVPH to include wrap-around services that will help evaluate students and support our new lease program. This service will provide landlords with a monthly stipend to help make housing more affordable for students. We see that this is one of the largest needs for students on our campus based on the data collected from AVC surveys and dashboards. We hope that this will help to fill the growing demand of housing options until AVC is able to build campus housing.
- Transportation: Over the past year the amount of Bus Passes Basic Needs has distributed has increased. One of the reasons for this is because we are supporting SOAR students getting from their High School Campus to the AVC Palmdale Campus. We have been able to reduce costs due to Kern Transit proving free bus passes from June 2023 until June 2024. We have also started distributing gas cards to students after it was reported to be a challenge for them to attend in-person classes. Initially we distributed multiple gas cards per student per semester but as the demand has increased, we have had to reduce the amount and frequency to continue the program. Gas cards are one of the more in demand services we offer and we have seen a 45% increase from the first semester we offered to service to present day.
- Mental Health: Students who apply for mental health services are moved to a tab on a cross-functional spreadsheet for Student Health to send resources. This allows students to have a one-stop experience to where they do not need to apply to multiple departments for services.
- Childcare and Resources: Due to our new physical location, we have moved from pop-up events to a standing shopping space for Family Resource program students. Donations that we take in from agencies such as Baby2Baby and from donations are displayed for parents to take home. Items include clothing, shoes, toys, and home items. Diapers and wipes are now available to students on a weekly basis instead of them having to wait for longer periods of time. They can electronically fill out a google form to let us know what items they received. We are not currently limiting any items other than diapers and wipes for the students in this program.
- Hygiene: Our hygiene services have expanded over the past year as well. We have continued to give out hygiene items, offer campus showers, and clothing through our Dress for Success closet. However, we are now distributing one time laundry cards for a local laundromat less than a mile from AVC's Lancaster campus.
- Physical Health: Students applying for physical health services are moved to a tab on a cross-functional spreadsheet for Student Health to send vouchers. This allows students to have a one-stop experience to where they do not need to apply to multiple departments for services.
- Technology: Once Basic Needs staff were hired, our department became more involved in the process for technology resources. We have been able to establish a tier system that allows us to prioritize students who are fully and then mostly online students. Due to the demand increase in technology, we needed to ensure that students who relied on devices they could take home were serviced first and then those on campus could check out technology. This new system allowed us to direct students to on campus resources including the Library, Learning Center, and Computer Labs to support them while they waited for devices to become available. We have also begun to run enrollment reports and collect technology back from students who are no longer enrolled to reduce the number of devices not returned and give them to additional students in need.

By establishing a Basic Needs Center and having staff available to assist students we have seen a dramatic increase in our programs and services. We have included specific breakdowns for each category. Overall, we have an approval rate of 82% for Fall 2023. The number of applicants to date for Fall 2023 (2,050) compared to Summer 23 (636), and Spring 23 (1,116) show that we have had a 100% increase in our program in one academic year.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps?

Our department has started working with IT Data to establish reports that allow for faster evaluation and accurate data. With many student applications being processed, we need to improve our turnaround time to allow students to receive support sooner. We would also like to have more in-depth conversations with students to allow for more meaningful interactions. While we currently have over 80% of approvals, we see that some students do not always pick up the one-time items they are approved for. We also see that some students do not consistently come to receive ongoing services. We need to spend more time determining why they are not taking advantage of the resources they previously requested. Starting in Spring 2024, we will use financial aid reports to guide us in determining if a student has unmet financial needs. While we want to serve as many students as possible, we will not have long-term funding to sustain the number of applicants we are currently processing, and we need to ensure the resources we are providing are going to students who truly need them.

We want to ensure the programs we offer truly support students in a meaningful way. We are evaluating our Gas Card program to see if it should continue past June 30, 2024. The reason for this is based on verbal and written feedback from students stating the amount of gas they are receiving is not enough. Transportation and Gas specifically has been a concern for students according to the RISC survey results 2022. We are currently receiving feedback that our Center is not providing enough funds to allow students to consistently get to campus. However, we are currently spending roughly the same amount as our bus pass program that allows students to receive 6 months of transportation. We are looking at what opportunities we may have to better address students' transportation needs. For example, we have started a partnership with Metrolink in addition to AVTA and Kern Transit to provide more sustainable transportation options.

We are looking to add additional services and events to our Center to increase student skills. For example, we are looking to provide more guidance when it comes to Finances and where to find resources. We also want to focus on teaching students about nutrition. By helping students create healthy habits they will be able to make lifestyle changes to benefit them overall, especially because 70% of our students are 24 and younger according to our Fall 2023 Student Profile.

When looking at the RISC survey for 2022 one of the reasons students do not continue their education is due to childcare and family responsibilities. To provide childcare is very costly and with our current budget we would only be able to offer services to a small group of students. We have an opportunity to strengthen relationships with community partners for referrals to childcare for families to provide these services in a way that does not heavily impact our budget.

As we get closer to only having one source of repeat state funding to support our Basic Needs Center, it is crucial for us to develop creative ways to obtain items and funding to support our students. We need to work on establishing channels that we can receive donations through for our most in demand programs. As we alleviate the burden of having to purchase as many items, we will be able to continue to provide services at a continued rate so students will not feel a shift as funding changes.

We have started utilizing our Basic Needs Center one-time funds to help us provide a center in a temporary location until our permanent space is available in the future "Commons" building. We have the opportunity to purchase much needed items to resolve challenges we are currently facing. For example, the cart we use to transport items on campus has been having repeat issues and we are looking to purchase a new one for our Center. We are also finding some storage challenges for

incoming donations for our Family Program and Dress for Success Closet well as items intended for large programming events. We are hoping to have any existing storage options on campus not currently being utilized, reallocated to resolve this space challenge. Otherwise, we will explore purchasing a connex or additional shed if need be.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area want to be known for?
- What is a desired future?

Our Basic Needs Center wants to be known as a place where students can come when they are in need. We want students to always leave feeling supported and validated even if they do not qualify for our program. We are encouraging students to make academic progress and continue the path towards completing their education and entering the field of their choice or transferring to a four-year institution. We have created requirements for the program not to discourage students but to motivate them towards the overall goal of Antelope Valley College, to be academically successful. We also want to be known as a Center that supports students from any background. For example, we try to incorporate diverse cultures' diets when it comes to our food at the Marauder Marketplace. Our program will continue to work towards a future where we provide a large variety of services both on campus and through partnerships in the community that support students in many aspects of their lives. It is our goal to make a meaningful impact on AVC's campus and on individual students' stories.

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

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Hiring Basic Needs Staff	Complete – Two Full time staff members and student workers have been hired.
Establishing designated space for Basic Needs	Complete – Half of T100 is now home to the Basic Needs Center until the Commons is complete

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 1. Communication			1	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Provide more cohesive services and events.	Partner with on campus departments that overlap with Basic Needs to increase communication and gather resources/knowledge.	50% of events cohosted between multiple AVC departments.
#2	ILO 3. Community /Global			1	Goal 2: Increase efficient and effective use of resources:	Expand sustainable services to students.	Partner with additional community agencies to receive donations and fill	Increase new contracts/donation

	Consciousness				Technology; Facilities; Human Resources; Business Services		gaps in programs the Basic Needs Center is unable to provide.	partnerships to reduce financial spending by 5%.
#3	ILO 2. Creative, Critical, and Analytical Thinking			1	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Reduce barriers and gaps in services students are facing including on the Palmdale campus.	Survey AVC students to obtain feedback.	Adjust based on survey results.
#4	ILO 1. Communication			2	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Help students learn valuable financial, nutrition, and resourceful skills to translate to their personal lives.	Host Financial Wellness Month events. Also provide financial resources on Basic Needs website subpage.	Plan and execute events.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

When looking at the Student Profile data for both Spring 2023 and Fall 2023 we see the averages for units, ages, GPA, and more for the average student at AVC. If we compare them to the students currently receiving support from our Basic Needs Center (**Figure 1**) we can see that students who are part of the program are performing better than the average AVC student in all metrics. This supports that the support we provide our students is positively impacting their academics. We also factor in ethnicity results when planning events and food purchases. By incorporating culturally relevant items we hope to ensure that students can not only experience things from other cultures but that our office can also support the majority culture on AVC's campus.

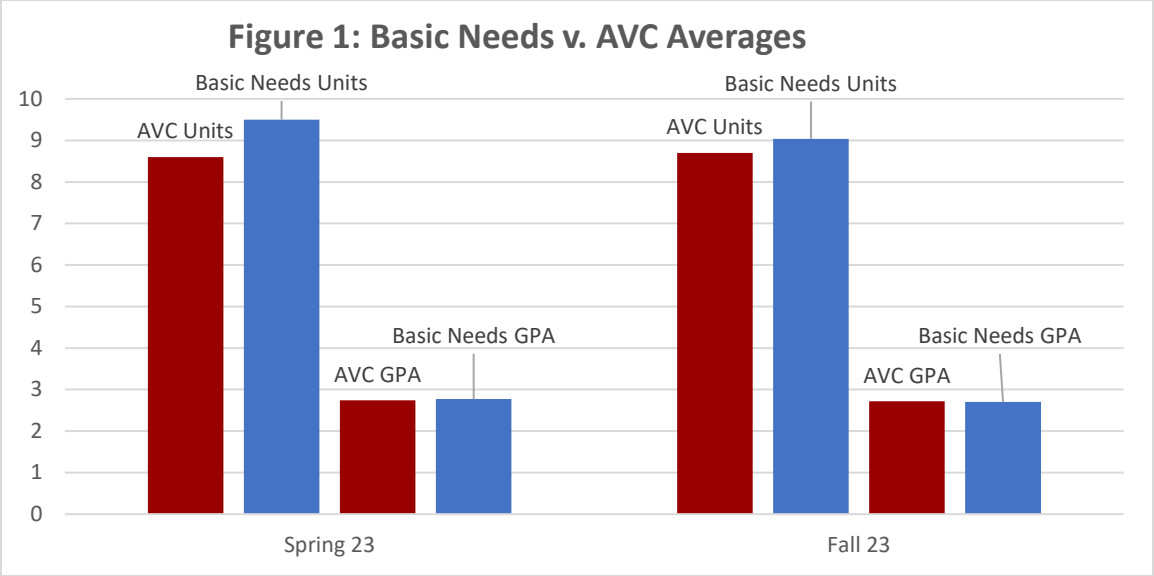
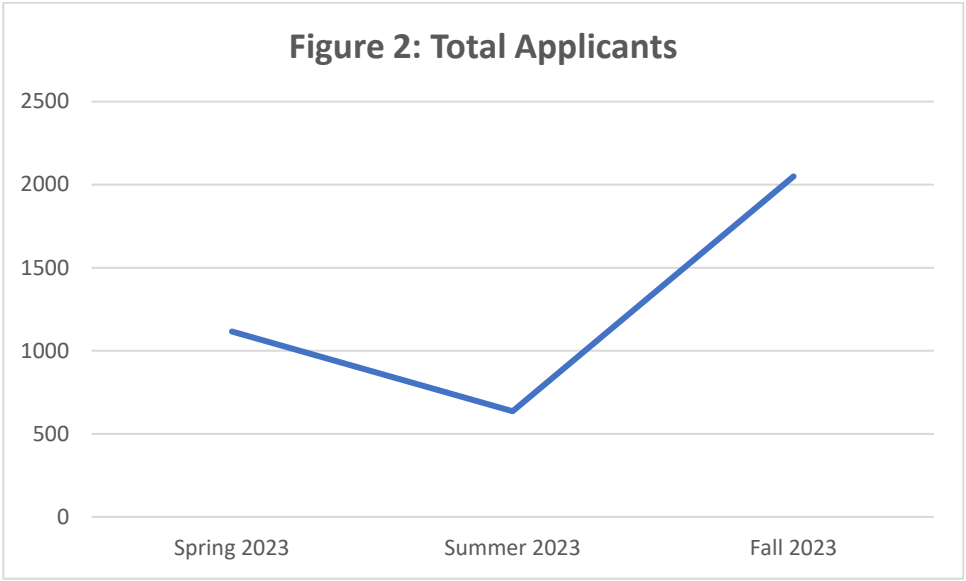
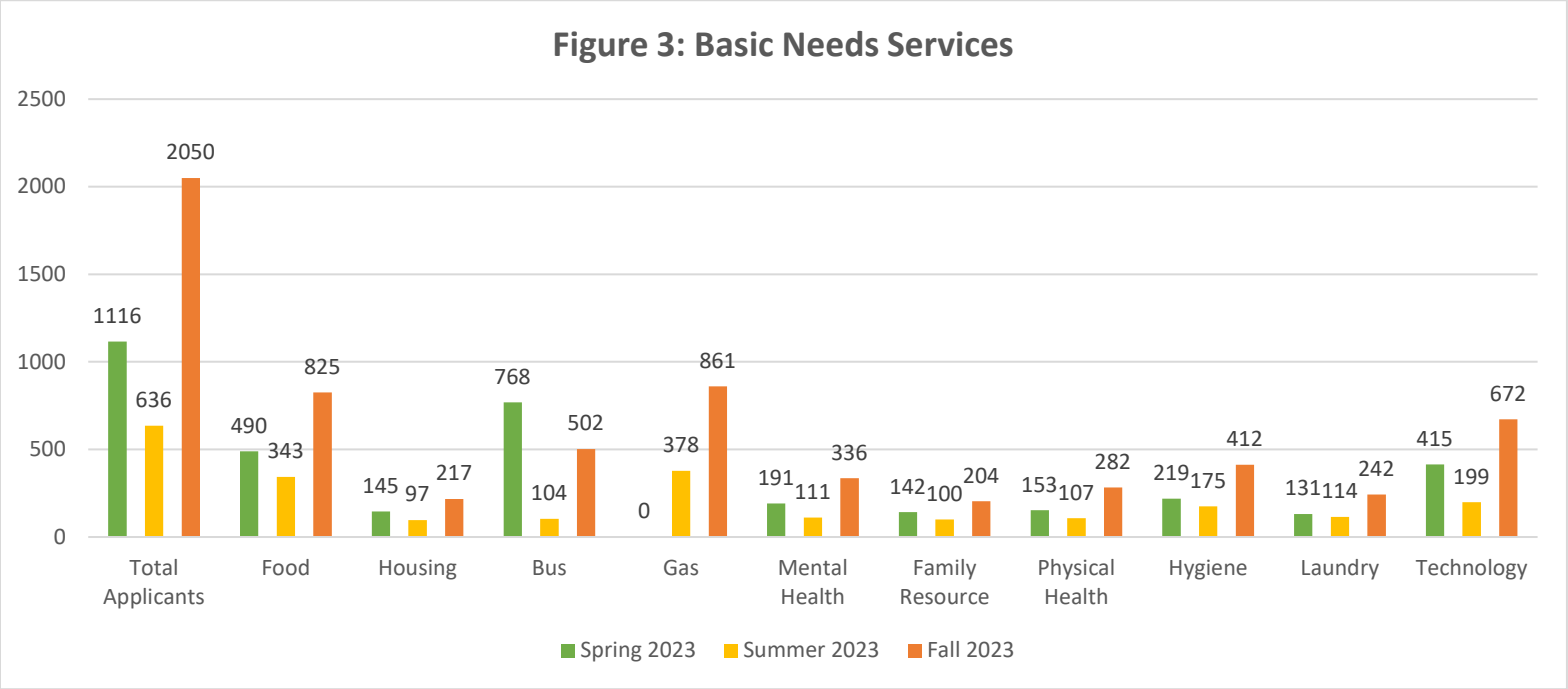


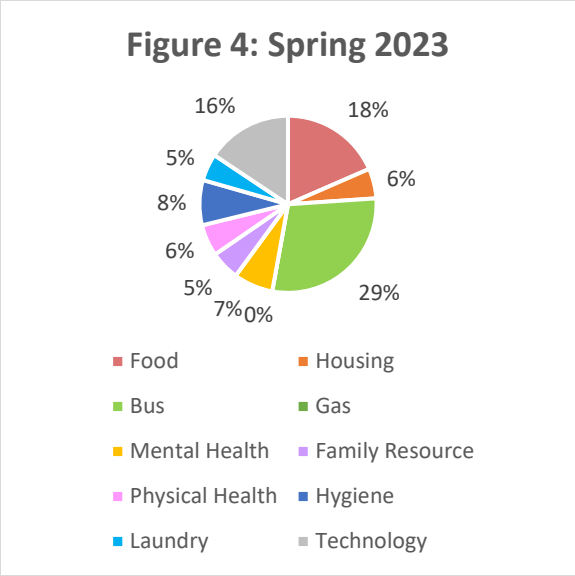
Figure 2 depicts data showing that our Basic Needs Center has seen a large increase in the overall number of students being served as well as individual programs. While it is a simple visual it shows the drastic increase in demand our Center has experienced.

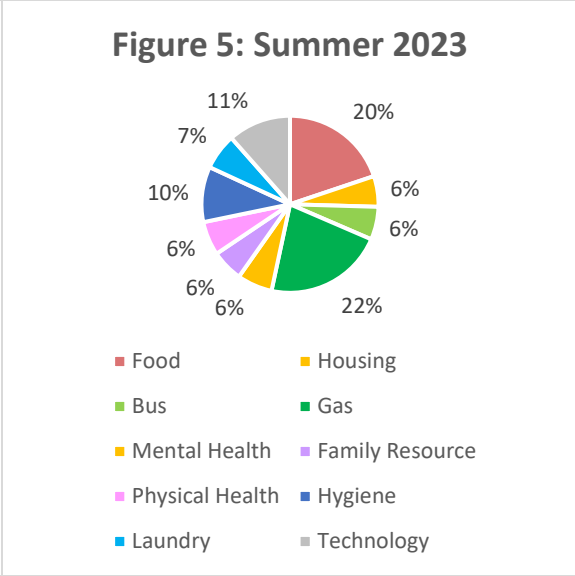


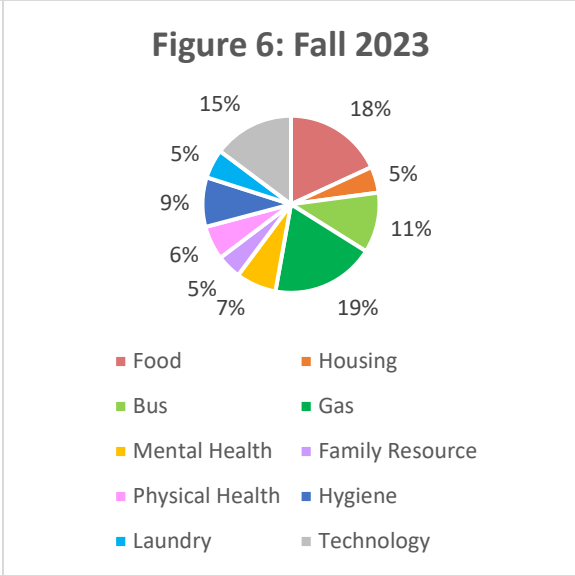
In **Figure 3**, we can see the number of students receiving individual services and the total number of students who applied for the program. Students can receive multiple services from our Basic Needs Center based on their needs each semester. We ask that students reapply for services each semester to let us know if their needs have changed.



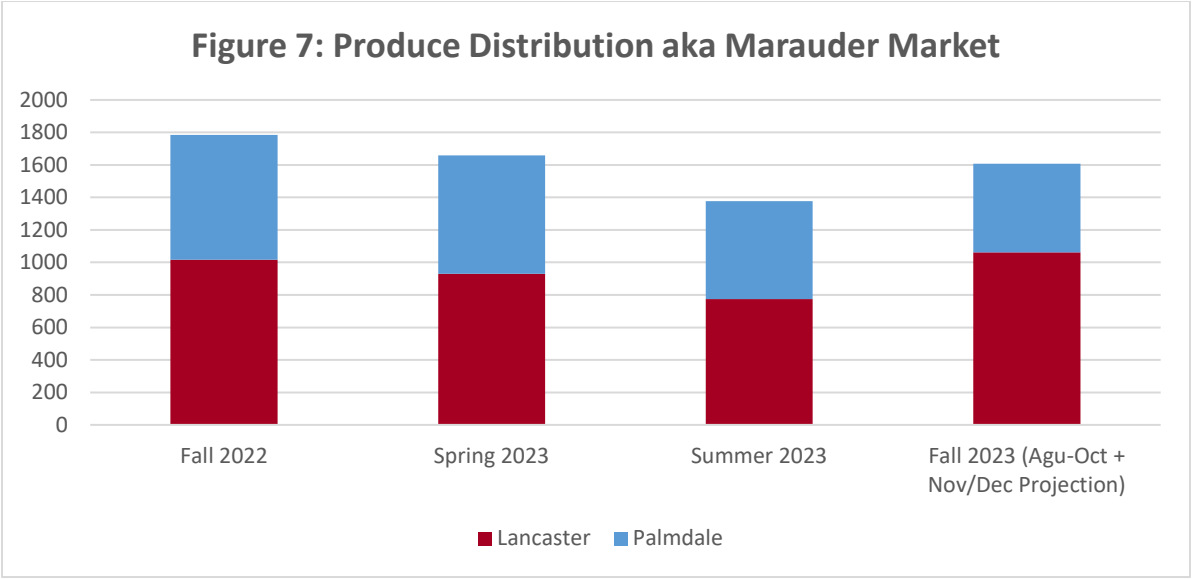
In the 3 pie charts referred to as **Figure 4, 5, and 6,** we can see that while trends have stayed the same in terms of what programs are more in demand than others, as we look closely, we can see the actual numbers per program in Fall 2023 are significantly higher than the previous semesters. Furthermore, the green colors are representative of our Transportation services. In Spring 2023 we had yet to offer Gas Cards. While it has become the dominant transportation services, we find that the impact is short term, and the cost is equal to months of Bus Transportation. For this reason, we are looking to reallocate funds to more environmentally friendly and financially sustainable transportation options for students.







Our Produce distribution, formally known as the "Marauder Market" seen in **Figure 7**, continues to promote healthy eating habits by giving out fresh produce free of cost to students on both the Lancaster and Palmdale campuses. Students do not need to qualify for this portion of our Basic Needs food service. We hope this will encourage students to eat nutrition fruits and vegetables that are in season. Our Center also markets recipes that highlight produce items in our market during the week distribute.



Fall 2023 Program Review Report

Division/Area Name: Dreamers Center	**For Planning Years: 2024-2025**
Name of person leading this review: Kenya Johnson	
Names of all participants in this review: Raul Alanis, Kenya Johnson, Kimberly Castillo	

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

(How does your program/area help the college meet its mission?) The mission of the Dreamers Center is to serve all undocumented students at Antelope Valley 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 is dedicated to supporting undocumented students both on and off campus and offers a range of student support services designed to foster a welcoming and supportive environment, enhance the college experience, build leadership skills, promote campus engagement, student retention and completion of educational goals. The AVC Dreamers Center was established in January 2019, following the successful funding of a three-year grant from the Ca Catalyst Fund. Currently, the Dreamers Center is supported through the Dreamers Liaison fund categorical allocation from the CCC Chancellor's office.

The Dreamers Center contributes to the district's mission by helping prospective and returning students enroll at AVC. The Dreamer's center is designed to engage K-12 students and staff, community members, current students, and faculty, promoting enrollment and student success. Furthermore, the Dreamers Center has developed UndocuAlly Trainings to educate staff, faculty, and administrators on resources that are available to support undocumented students. The Dreamers Center has collaborated with various campus-wide initiatives, objectives, and offices, including EOPS, Student Equity, Financial Aid, Admissions and Records, Counseling, FYE/SYE, and the Puente Program, to impact enrollment, success, and retention.

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

Part 2A: Analyze the program review data (retrieval instructions), including equity data 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:

Use the following questions to guide your analysis:

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area do well, including capabilities and greatest accomplishments?
- What are the practices that were implemented to increase success and retention rates or program awards?

The Dreamers Center was established with the main objective of providing student support services that create a welcoming and supportive environment through student peer mentorship, counseling services, and program support. The center assists students in connecting with relevant departments to apply and enroll, via walk-ins, Zoom front counter, or phone. The Dreamers Center serves as a resource and support for undocumented students and their families regarding topics such as the California Dream Act, AB540, Know Your Rights and wellness related to undocumented student identity, and more. Workshops are conducted on campus and in the community, at local high schools, and on the AVC campus, aimed at extending support to undocumented students.

Additionally, the Dreamers Center provides immigration-based legal services free of charge to students, staff, and faculty with the help of UFW Foundation through an initiative in partnership with the California Community Colleges Chancellor's Office.

The AVC Dreamers Center has taken the initiative to implement workshops that inform our campus community and build a culture of inclusion for undocumented students and allies on campus. The center has hosted events that serve this purpose, such as "Revisiting Undocumented Experiences and Examining the Power of Relationships," "No Papers, No Fear, You Can Do Business Here," Rafael Agustin, author of Illegally Yours: A Memoir, Know Your Rights and DACA Updates. These efforts align well with the objectives of the Undocumented Student Action Week, an initiative set forth by the California Community Colleges Chancellor's Office and the Community College League of California.

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

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps?

In the 2021-2022 school year a position for a full time Dreamers Center Coordinator position was approved and a job description was created and submitted to HR. Unfortunately, we are still waiting for HR to move the position forward. Not having staff other than student workers in the Dreamers Center makes it almost impossible to serve students to scale. There is an enormous opportunity to do more to get the Dreamers center up and running and serve students in a more in-depth manner to ensure that students are making progress towards their academic and career goals. 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.

● 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: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

The Dreamers Center has outlined its goals as follows:

1. To effectively advocate for undocumented students by obtaining priority registration for them and positively influencing Board Policies and Administrative Procedures.

2. To cater to the needs of undocumented students who are not yet eligible for AB540 by creating BPs and APs that will address their requirements. For instance, Ed code 76140 permits undocumented students who are enrolled in less than six units to pay in-state tuition fees. Additionally, LACCD Board Rule 8100.15 entitles foreign students or those who are legally unable to establish California residency to exemption from nonresident fees based on individual financial need, according to the Chancellor's regulations. Such individual exemptions shall not exceed ten percent (10%) of the District's students who are both citizens and residents of a foreign country in the applicable term. If you meet the eligibility criteria on the Nonresident Tuition Fee Waiver Affidavit, you may be eligible for a nonresident tuition exemption.

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

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

The Dreamers Center is making good progress towards achieving its goals. The Center collaborates with Financial Aid and Outreach to increase the number of CA Dream Act applicants and positively impact the college's budget allocation as per the CCCCO funding formula.

Objective #1: Encourage students to access services that enhance their overall academic and career success.

- To improve access to services, the Dreamers Center has implemented online resources such as Zoom front desks.
- The Center has also conducted online workshops, one-on-one peer mentoring sessions, and enrollment assistance sessions via Zoom.
- Students can access resources on Canvas, including a student success contract, announcements related to education plan renewal and counseling by the designated Dreamers Counselor.
- The Center has conducted workshops and engagement activities for current and prospective students to support retention and persistence.

Objective #2: Provide students with support to move beyond the community college experience.

- The Dreamers Center offers orientation sessions, high school workshops, tours, and phone or in-person assistance to provide students with important information.
- The Center aims to build student confidence as they make decisions about college attendance and begin their college careers.
- Students who have been connected to community agencies will continue to receive support after completing their studies at AVC.

Past Course Improvement Plans	Progress Made

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

List your past program review goals and progress towards those goals.

Progress has been made in achieving our program review goals. The establishment of the Dreamers Center has been successfully accomplished, and we are focused on ensuring its continued viability.

Past Goal	Progress Made
Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Policies and other support have been identified by connecting with other community colleges that have them in place.
Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	There is a dedicated space for the Dreamers Center in the HUB (Currently relocated, but looking to go back once the HUB is open again).

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	**Goal Supports which:**				**ESP Goal Primarily Supported:**	**Goal** (Student-focused)	**Steps to be taken to achieve the 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	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Connect with other CCCs and the League for guidance on implementing additional policies to support undocumented students who may not qualify for AB540. Prioritizing time to accomplish this goal.	BP and AP are approved by the board of Trustees and undocumented 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	Goal 2: Improve the effectiveness and efficiency of resource utilization	Hiring request for full-time Program Coordinator and Clerical III support. Prioritize positions with HR.	After being hired, students can expect increased support, more on campus activities and a stronger focus on student development and leadership.
#3	ILO 1. Communication			1	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Goal 3. Increasing enrollment and retention of undocumented students.	Our department is collaborating with other departments at local high schools to identify undocumented students and enroll them in subsequent semesters providing them with opportunities to advance their academic careers.	We will achieve our goal by producing an annual All Data Report and engaging with students individually in the Dreamers Center.
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Classified Staff	Hire a full time Program Coordinator	Supports Goal 2	Repeat	$105, 427.92	Recurring	Jill Zimmerman
Classified Staff	Clerical III	Supports Goal 2	Repeat	$83,423.13	Recurring	Jill Zimmerman
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

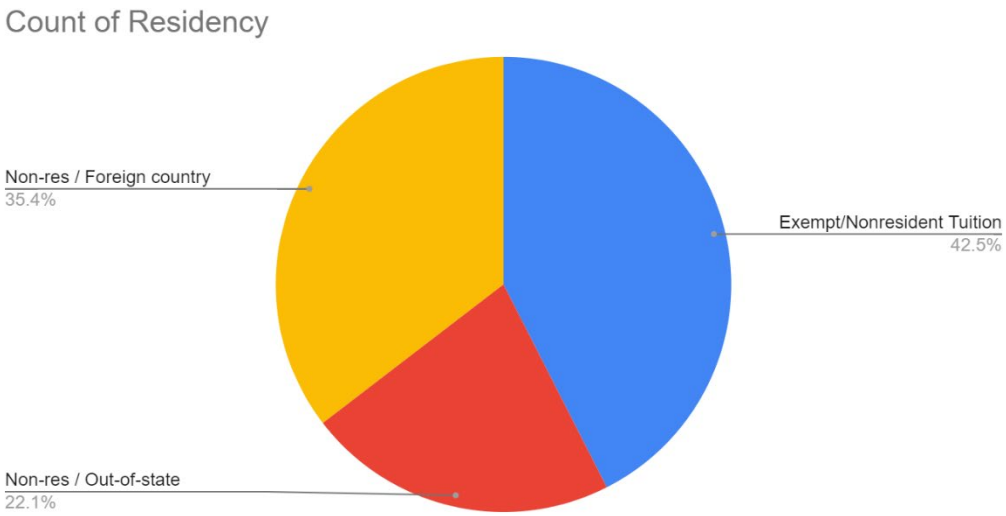
- Program Review tab
- S&R by Demographic Groups tab

Optional:

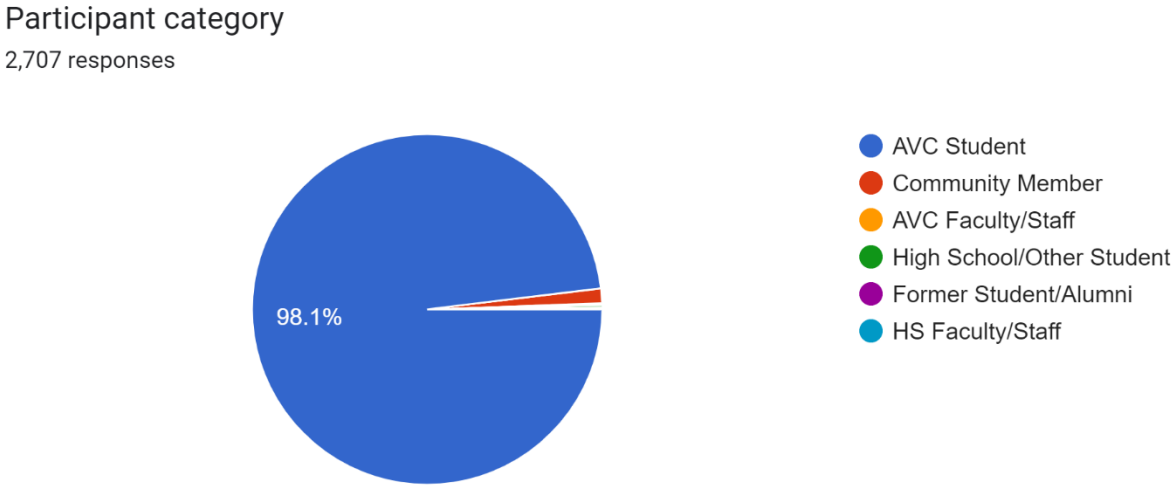
- Other supporting data/information

Throughout the year, we hosted 7 presentations at our Dreamers Center, organized 13 events, and participated in 6 tabling events, all of which drew a total of 581 participants, and we had a total of 109 active mentees.

The chart below is based on the AB540 and Dream Act Report_20231107_USE for PR document

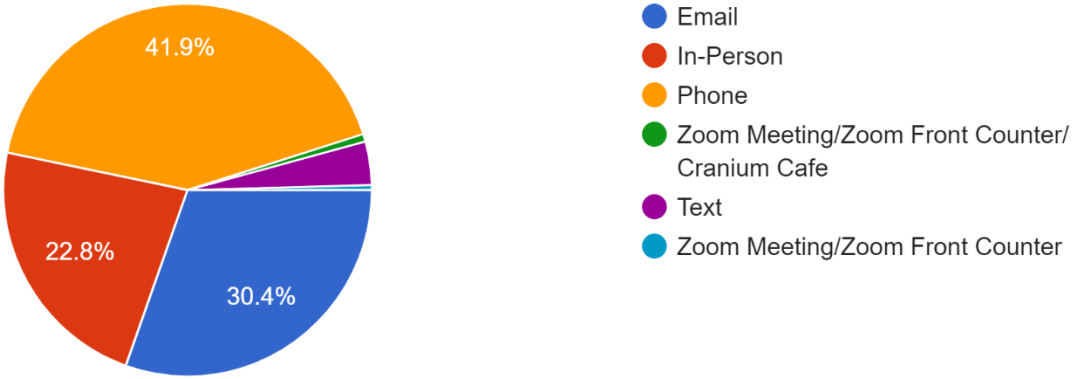


The Charts below are based on the Dreamers Center Sign-in 2022- Summer 2023



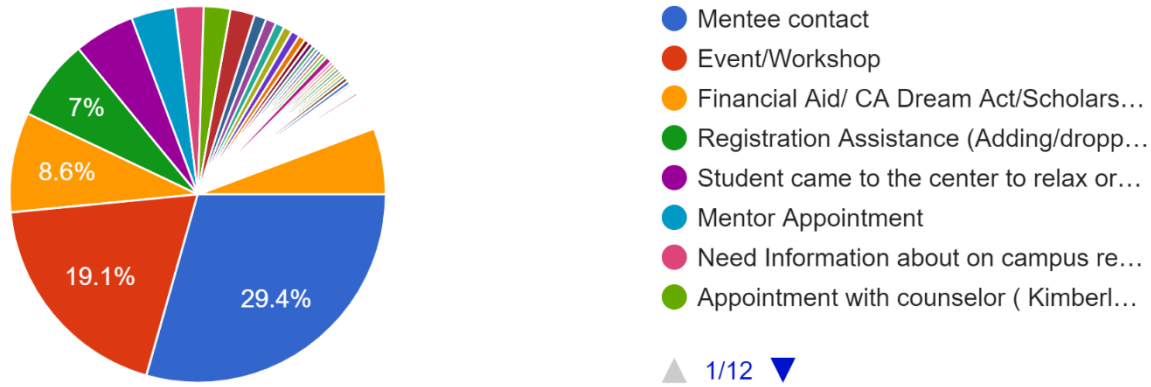
Method

2,707 responses



Primary reason for visit

2,707 responses



Fall 2023 Program Review Report

Division/Area Name: Student Services/ First Year Experience & Second Year Experience	**For Planning Years: 2024-2025**
Name of person leading this review: Jill Zimmerman	
Names of all participants in this review: Chloe Vidana, Andrea Brown, Joshua Feldman, Savannah Noor, Guiselle Vasquez	

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), including equity data 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: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

2023-2024 65.8% of the FYE cohort (n=670) are attending full-time as compared to 30.5% of other AVC students, 57.8% of FYE students are taking 12-15 units compared to the 26.0% of other AVC students who are not part of the FYE program. FYE average number of units is 11.7 compared to 8.5 for other AVC students. The FYE completion rate is 83.5% as compared to 76.7% of other AVC students. The average GPA for FYE is 3.11 as compared to 2.71 for other AVC students.

Our cohort is comprised of 94.3% who are the ages of 19 or younger, 76.0% Hispanic/Latinx with 52.7% identifying as female and 44.5% identifying as male.

AB19/AB2 Funding allows for the work of FYE to continue. Title V Grant 2019-2024 established SYE. Collaboration across the campus continues to be strong and effective. The Peer Mentor Core continues to grow and impact the journey of our students. A designated Education Advisor impacts the accessibility of cohort students to educational planning. Intentional and deliberate partnerships with the Transfer and Career Centers affords students opportunities to learn and explore both academic and career opportunities. This year FYE worked with Arts and Humanities, CTE, Econ/MSE, Health, and Social and Behavioral Sciences to partake in a Guided Pathway Tour opportunity where 80 students were able to get an in depth experience on their chosen major and become acquainted with key faculty and support personnel in their chosen disciplines.

We have 2 Full-time Program Specialists and 1 Part-time Program Specialist, who work in a Case Management system for each of our students, where they meet individually, identify goals and needs of the cohorts and ensure they are met throughout the semester, through constant direct contact.

The AVID Essentials and Professional Development WICOR strategies provided a vehicle for deeper meaning and understanding of course content, program content, connectivity and engagement. Aligning with the statewide College Promise initiative for first-time-in college students, the student support services provided through the grant were proactive and holistic in nature, seeking to alleviate barriers to success

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

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.

Build an integrative immersive onboarding process for all first time students and returning students with components that include Counseling, Financial Aid, the Learning Center, and support services.

Rename the First and Second Year Experience Program to the Student Success Center

Highlight more student success and achievements in a more visible way.

Challenges:

A streamlined onboarding process - currently AVC does not have a direct onboarding process for new students. Students are met with barriers and delays year after year due to misunderstandings as to what they need to complete before being able to register. By changing the naming and image of the office to provide support to students entering and through their educational journey. This will allow us to rethink the orientation process and program as well as the parent and family support.

AB19/AB2 tuition reimbursement process - There are currently 147 students who are receiving tuition assistance through the PROMISE Program which is not a substantial number when examining the number of students who could be eligible. A direct waiver approach to this would allow more students to commit to full time status without having to pay for their full tuition amounts at the time of registration and wait to be reimbursed.

Staffing - Hiring delays continue to be a hindrance to the development of the FYE and 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, inhibiting our ability to serve our students effectively.

Student response to traditional marketing has weaned. Emails are opened less. Text messaging is at a premium and usage is highly scrutinized. Social media is being used more broadly however the static photos and barrage of photos are not captivating and yielding the desired outcomes for engagement.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

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.

It is our aspiration for the First and Second Year Experience to rebrand in order to reflect our commitment to enhancing the overall educational experience and support services for our students.

There are very few opportunities to celebrate the achievements of students on campus, we would like to be able to provide more opportunities for to be showcased campus wide

In 2022-23 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 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. In Fall 2023, 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 (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)
Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

Part 2C: Review and comment on progress toward past Course Improvement 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 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 the delivery of the services 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.

Past Course Improvement Plans	Progress Made

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, trips 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 or another financial wellness program will assist in this effort.

Past Goal	Progress Made

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	**Goal Supports which:**				**ESP Goal Primarily Supported:**	**Goal** (Student-focused)	**Steps to be taken to achieve the 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 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.	-Align institutional Promise Program funding to support the initiative after the Title V Grant ends.	-Student connection to peer mentorship and staffing to increase their completion rate.
#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.	-Research programs such as Cash Course –or some other financial wellness program to provide training and development in financial wellness.	-Participation in Cash Course or another financial wellness program -Pre- and Post-evaluation of participants. - establish financial coaches.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

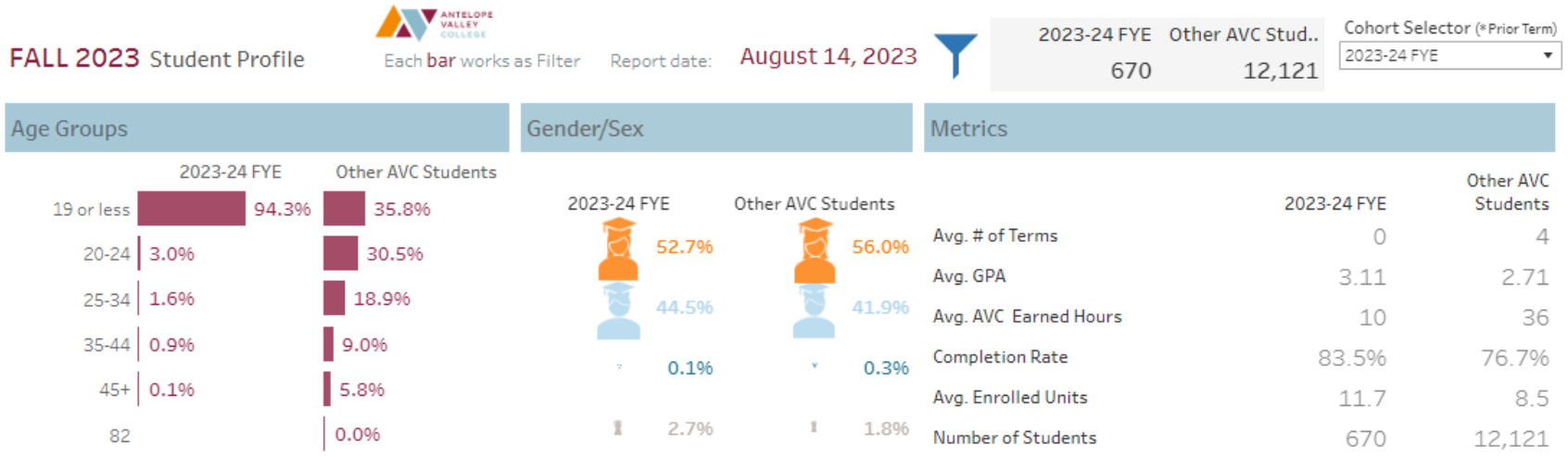
*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

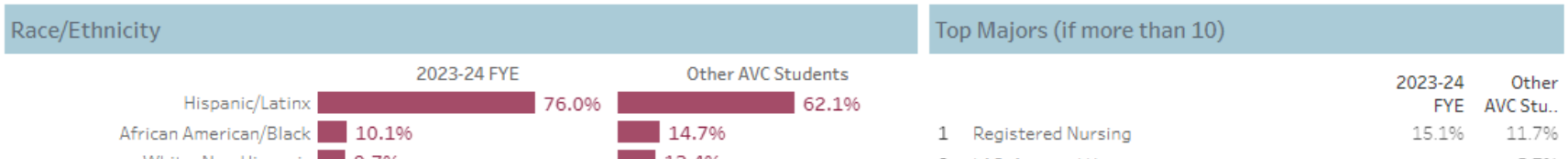
Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information





Fall 2023 Program Review Report

Division/Area Name: Job Placement Center/ Student Life and Services	**For Planning Years: 2024-2025**
Name of person leading this review: Kenya Johnson	
Names of all participants in this review: Kenya Johnson, Olivia Mckinstry, Shannon Zitella	

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.

How does your program/area help the college meet its mission?

The Job Placement Center at AVC plays a pivotal role in advancing the college's mission by actively contributing to student support, workforce preparation, economic development, and personal and professional enrichment. Through year-round resources and services, the center fosters employability skills development and facilitates career searching for students. Furthermore, by closely collaborating with employers, the center addresses workforce placement and training needs, aligning with the district's overarching goals. The center's dedication to job readiness development enhances students' employability, and its coordination of on campus employment opportunities further strengthens their skills, effectively supporting the college's mission in multifaceted ways.

Part 2A: Analyze the program review data (retrieval instructions), including equity data 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:

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the S*trengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

What does your program/area do well, including capabilities and greatest accomplishments?

Assist students and community job seekers in their efforts to become fully prepared for their job search by providing opportunities that align with their educational goals and career objectives. We aim to champion an equitable employment process by providing students, job seekers, and approved employer's free access to AVC's online job board through College Central Network.

What are the practices that were implemented to increase success and retention rates or program awards?

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. For the fiscal year

2023-2024, there were 256 registrations for job seekers on Jobs Connected. A total of 267 resumes were reviewed, and 73 new employers registered. Notably, specific initiatives have been implemented to bolster Career Technical Education (CTE) through the utilization of Strong Workforce funds.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following question.

Opportunities: It is recommended that the IT and Admissions departments collaborate to perform a mass upload or activation of student accounts on the College Central Network (CCN). This will enable all students to participate in CCN Job Search Preparation activities, including building a strong resume, researching industry jobs, and applying for opportunities. It is also important to actively participate in creating and implementing Work-Based Learning and internship programs. Collaboration with other departments on campus, such as CTE, the Career Center, FYE/SYE, and Guided Pathways, should be increased. Additionally, it is crucial to maintain collaboration with both on and off-campus employers and promote industry partnerships through participation in Advisory Committee meetings, job readiness activities, etc. Faculty and students can relate to industry employers through more classroom visits and employer panels. We are considering using A.I. platforms, such as VMock (a platform that offers automated resume review services), to assist students with resume building and refining, while still providing more hands-on learning experiences such as workshops to students in resume writing, job searching preparation, interview skills, and developing an effective job search.

Challenges:

Facing challenges in staffing, our JPC strives to overcome hurdles caused by the absence of a Job Placement Director and the current shortage of specialists. Not having a Job Placement Director has made it difficult to maintain adequate supervision of the JPC team. The current shortage of Job Placement Specialists in the department has also hindered optimal performance in Job Placement services. In response, we are actively recruiting an additional specialist and aim to have them on board by January 2024, strategically closing the gap to enhance our services.

Recognizing the need for a comprehensive approach, we are not only addressing staffing concerns, but also focusing on program enhancements. We are actively in the process of introducing a novel internship initiative known as the Learning-Aligned Employment Program (LAEP), facilitated through the California Student Aid Commission. LAEP is designed to place participating students in positions that offer educational benefits directly tied to their area of study, career goals, or exploration of potential career paths. Although we have encountered initial challenges in launching this program, we are dedicated to overcoming obstacles. Our ongoing efforts involve collaborative work with potential employers, AVC staff, and the student population to ensure the successful implementation of the program. We have successfully finalized four contracts with employers; however, there are still several barriers that we need to navigate before successfully launching the program.

What actions can be taken to help close equity gaps: To foster a more inclusive Job Placement Center, we are implementing a comprehensive strategy that encompasses various aspects:

The challenges faced in staffing, including the absence of a Job Placement Director and a shortage of specialists, are being actively addressed. We are recruiting an additional specialist, aiming to have them on board by January 2024, strategically closing the gap to enhance our services. Simultaneously, we recognize the need for program enhancements. After identifying a gap in students' job readiness and soft skills, we are implementing a series of actions:

1. Recruitment: Ensuring recruitment of Job Placement Specialists to better address the varied needs of students.
2. Accessible Resources: Making essential resources, including workshops and certifications, accessible to all students, providing support tailored to individual needs. We have initiated discussions with the Americas Job Center of California to establish a partnership, aiming to bring their existing workshops to our campus while also actively working on creating new ones in-house.
3. Community Engagement: Cultivating relationships with various community organizations, including Americas Job Center of California, Lockheed, and 412th Maintenance Group, to establish a supportive network for our students. We are currently collaborating with Faculty to establish a database of Aircraft Fabrication &

Assembly (AFAB) students nearing graduation (approximately 6 months away) to facilitate connections with potential employers for interviews and job opportunities.

4. Feedback Mechanisms: Establishing feedback mechanisms to continuously assess and adapt programs, such as Google forms and feedback cards.
5. Mentorship Initiatives: Implementing mentorship programs through programs like LAEP, connecting students with industry professionals from various backgrounds to provide guidance and insights.

To supplement these efforts, we are forging partnerships with employers, ensuring job placement opportunities are accessible to all students. Additionally, data driven monitoring is being implemented to identify and address gaps in job placement outcomes. This involves tracking placement rates, salary outcomes, and other key metrics to tailor interventions based on data insights.

By strategically combining these approaches, we aim to build a robust framework that not only ensures job placement opportunities but also proactively addresses and mitigates equity gaps through informed decision-making and targeted initiatives.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

The aim of JPC is to provide students with the necessary tools and resources to feel confident and empowered in their career search. Our goal is to establish a reputation for delivering exceptional and consistent Job Placement and preparation services to students and employers in the community. We plan to collaborate with employers to establish more formal partnerships that prioritize recruitment for AVC students. This includes an agreement to employ students only after they have successfully completed their AVC program/certification and training providers to job placement processes. Additionally, we aim to increase the ways that companies invest in AVC students through in-kind donations, mentorship opportunities, and necessary worker upskilling through AVC courses.

What is a desired future?

In the future, the JPC envisions a robust reputation for consistently delivering outstanding Job Placement and preparation services. We aspire to forge formal partnerships with employers, ensuring that AVC students are sought after post-program completion. These partnerships include commitments to employ students after successful AVC program completion. Our goal extends to increasing corporate investment in AVC students through various avenues such as in-kind donations, mentorship programs, upskilling through AVC courses, and collaborations with industry experts.

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

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past Course Improvement Plans (CIP) and progress toward meeting those 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. To initiate the appeal process, students must submit an Appeal form, along with a copy of their current Ed Plan.

Approximately one month before the end of each semester, all students in this category receive an email with attached Student Worker Requirements Guidelines, restating the appeal process. Submissions for appeals and Ed Plans are accepted via a designated email, jpcappeals@avc.edu. Once received, names and student IDs are added to the appropriate semester Appeal List. After the semester concludes, and grades are available, the appeals are 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 working on campus, their supervisor will also receive an email with the appeal outcome.

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, both in the prior term *and* cumulatively). 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: We have worked to improve our Job Fairs by providing a Hybrid option, which allows both employers and the students/alumni/the public the opportunity to attend both virtually and in-person. We have also enlisted the services of Jobs Connected, which is a platform used for coordinating, executing and tracking job seekers and employer participation in job fair events in-person, hybrid, and virtually. Jobs Connected has tracking methods and/or software for accurate placement numbers as a result of events hosted through the platform. This Fall 2023's Hybrid Job Fair had over 341 registered job seekers in attendance.

Student Worker Hiring Process:

A significant achievement to the Student Worker Hiring Process has been the consistent utilization usage of the Canvas program, and the orientation video that students watch to understand the steps that they need to take to be hired to work on-campus. Through effective collaboration with HR, we have successfully transitioned the hiring packet process into a virtual environment, enabling us to monitor student progress and provide timely nudges for completion. This accomplishment reflects the progress made towards a longstanding goal outlined in past program reviews.

Students now have the convenience of electronic submission from any computer, streamlining the process. However, a final step requires students to visit job placement with original I-9 documents for signature, ensuring compliance and reinforcing the strength of our hiring procedures. This integrated approach enhances efficiency and aligns with our commitment to continuous improvement in the Student Worker Hiring Process. For the 2022-2023 Fiscal year, we have successfully hired a total of 262 students to work on campus.

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:

- For hiring practices, the Canvas process for student workers moving 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.
- For job seekers, the College Central Network database contract continues to support students in building strong resumes while giving access to create eportfolios to share with employers and having the ability to apply for positions posted by employers all in one place. We have also looked at other employment websites/applications, such as Handshake, a free online career hub that provides resources such as giving all students access to job and internship postings, career fair and employer events, and employer pages with peer reviews, to bring job seekers to jobs.
- To identify and streamline student worker application and job searching event registration, QR codes were created. A contract was extended with the virtual/hybrid Career Events vendor- Jobs Connected, who consistently expands, and tailors their services to the needs of AVC Job Placement advising.

Classroom Presentations:
In Progress - JPC provided 6 in-classroom presentations on 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 supporting this information with an Educational 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:**				**ESP Goal Primarily Supported:**	**Goal** (Student-focused)	**Steps to be taken to achieve the 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 efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Set a goal to increase the percentage of students who secure employment in their field of study within six months of graduation.	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. In addition to these measures, during the students' internship in the LAEP program, the employer needs to provide the student with information on how to

								apply for full-time employment with their organization after graduation or introduce them to other employers that can provide full-time employment opportunities after graduation.
#2	ILO 3. Community /Global Consciousn ess			2	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Implement programs and workshops to help students develop essential job-seeking skills, such as resume writing, interviewing techniques, and networking	JPC can explore other platforms for networking, such as signing a contract with Handshake to provide services to help our students, which serves as a valuable tool for students to explore career opportunities, connect with employers, and access resources to support their job search and career development. JPC can also reach out to the community, and see how we can partner with other Workforce Services programs, such as the EDD/AJCC to see about implementing the workshops they provide to our student demographic	Our department can provide a comprehensive overview of the progress made in implementing programs and workshops to enhance students' essential job seeking skills by: Program Participation Metrics, such as tracking the number of students participating in each program or workshop, measuring and tracking the internship participation from beginning to end on both the employer and the student side, and monitoring attendance to gauge the effectiveness of these initiatives. *Conducting skill development assessments,* involving using online tools to gauge enhancements in job-seeking skills. For instance, employing self-assessment surveys is one method to comprehensively understand the participants' current proficiency levels. *Feedback and Surveys*, such as collecting feedback from

								students who have attended the programs, using surveys (such as Google forms) to gather insights into the perceived impact of the workshops on their job seeking skills. *Employer Feedback*, such seeking input from employers who have engaged with students from the program, and assessing whether there are observable improvements in the job seeking skills of students who have participated. *Placement Rates*, such as monitoring job placement rates for students who have undergone the workshops, tracking the success of participants in securing employment opportunities, and tracking the placement of students in career field jobs. *Long-Term Success Stories*, such as showcasing success stories of students who attribute their job-seeking success to the skills acquired in the programs and/or highlighting instances where students have effectively applied workshop teachings in real-world scenarios. *Partnership Development*, such as measuring the growth in partnerships with employers and industry professionals and assessing

								the willingness of employers to collaborate based on the perceived quality of students' job-seeking skills.
#3	ILO 3. Community /Global Consciousn ess			2	Goal 5: Align instructional programs to the skills identified by the labor market	Increase the number of students participating in LAEP Work Based Learning and Internships for AVC students	Increase formal employer partnership. Implement the process in place to track and execute this program and securing internships Hire a LAEP Project Supervisor to ensure success.	Engaged with five willing employers for participation in the LAEP program. Subsequently, the required paperwork for developing contracts between these employers and the college has been satisfactorily completed for four of the five employers, and of the four contracts presented to the Board for approval, all have received the necessary endorsement.
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Other	Project Supervisor	Goal 3	Repeat	$126,628.73	Recurring	Jill Zimmerman
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

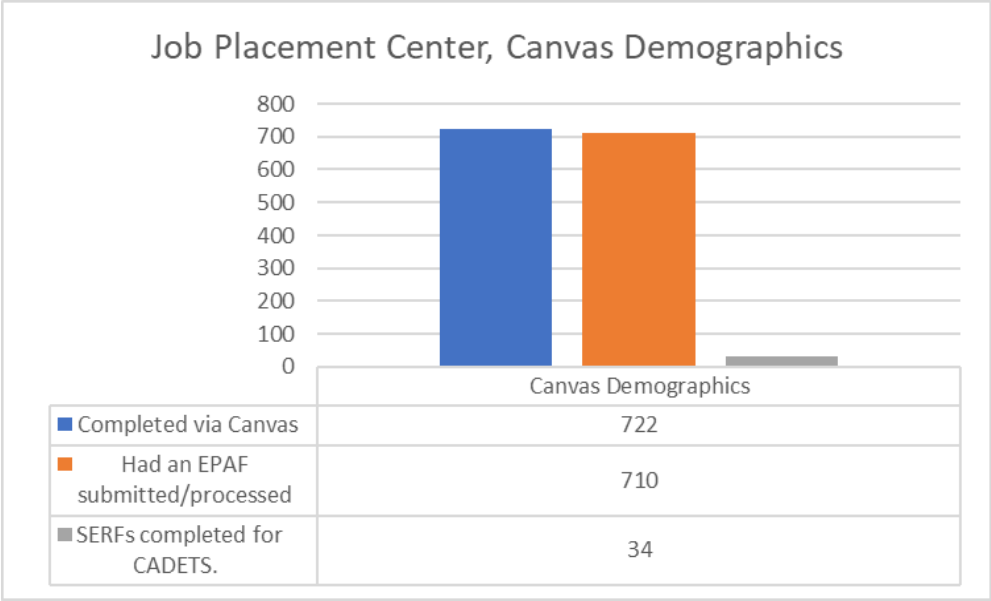
- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

The demonstrated graph includes the headcount of the total number of students added to the Job Placement Center Canvas shell, a system used for processing students interested in working on campus. This is the first step to start the hiring process in order to become a student worker. In 2022/2023 JPC had a total of **1114** that were added to Canvas. During the same year, **710** EPAFs (Employment Personnel Action Forms) were processed for students who had:

- 722 Completed via Canvas
- 710 have had an EPAF submitted and processed for them.
- 34 SERFs completed for CADETS.



A total of 1114 students have completed the Orientations.

- 392 students did in-person orientations between 3/14/23 to 6/30/23.
- 53 completed all requirements and were awaiting Livescan results.

Appeals 2022- 2023

Fall 2022:

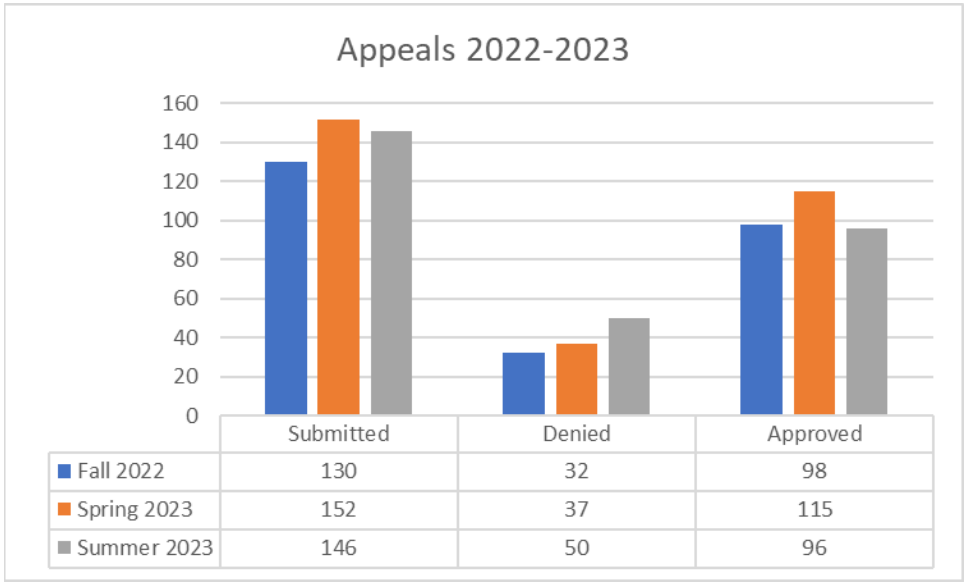
- 130 submitted
- 32 denied
- 98 approved

Spring 2023:

- 152 submitted
- 37 denied
- 115 approved

Summer 2023:

- 146 submitted
- 50 denied
- 96 approved



Fall 2023 Program Review Report

Division/Area Name: Outreach	**For Planning Years: 2024-2025**
Name of person leading this review: Kenya Johnson, Jill Zimmerman	
Names of all participants in this review: Kenya Johnson, Paloma Astorga, Raul Alanis Romualdo, Ashna Aslam, Rachel Htut, Kristabella Delgado	

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

(How does your program/area help the college meet its 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 awareness of AVC's matriculation process, the college-going culture, and knowledge of the college's programs and services. The Outreach department embraces diversity, equity inclusion and accessibility in the work we do. We strive to assist disproportionately impacted populations identified within AVC" s student equity plan. The Outreach Department assists students and prospective students on and off campus to support student onboarding via application, orientation, placement and enrollment. 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, and Study Abroad.

Part 2A: Analyze the program review data (retrieval instructions), including equity data 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:

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the S*trengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area do well, including capabilities and greatest accomplishments?
- What are the practices that were implemented to increase success and retention rates or program awards?

Strengths

The Outreach Department does an excellent job of recruiting and onboarding new and returning students. Through a wide range 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)

Student Success Workshops serve as an orientation for non-traditional students. Students receive orientation credit that results in eligibility for priority registration. 21 workshops were held during the 2022-2023 school year for 357 nontraditional incoming students. This three-hour workshop assists students in successfully onboarding into AVC by providing information on Financial Aid, Counseling, and campus resources. 72% of students who completed a Student Success Workshop enrolled in courses. High School yields have remained consistent at 25 %.

High School Presentations

Outreach presentations aim to showcase AVC programs and services and promote AVC in general. In 2022-2023, 16 presentations were held for 5,525 high school students. In 2021-2022, 45 presentations were held for 3,561 high school students. During the height of the pandemic in 2020-2021, 43 presentations were held for 1235 high school students. In 2019-2020, 33 presentations were held for 4,561 high school students. In 2018- 2019, 38 presentations for 5,814 high school students. There were fewer presentations in 2022-2023 compared to previous years, which could be attributed to the fact that Outreach no longer facilitated Financial Aid Info/Lab presentations to the high schools. Despite the smaller number of presentations in 2022-2023, there was still an increase in the number of prospective student participation, getting closer to pre-pandemic data. 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.

Community Outreach

The AVC Outreach Department serves the AV Community by providing information on AVC programs and services to an estimated 48,254 people at local fairs and community events including; the Poppy Festival, AVUHSD College Information Night (CIN), City of Palmdale Women's Symposium, and City of Lancaster Juneteenth events. The Department also conducts Campus Tours upon request. Tours are coordinated with AVC faculty and include interactive presentations. During the 2022-2023 school year, Outreach hosted 27 campus tours, attended by 1,067 students in K-12. It is worth noting that we hosted significantly more tours for more students than prior years. The department also participated in presentations and tabling for elementary and middle school students, reaching approximately 525 attendees.

Registration Events

In July 2023, Outreach coordinated planning efforts for the Fall 2023 Registration Event. We hosted both an in-person event on July 25th (526 attendees) and a virtual event on July 31st (155 attendees), with a combined total of 681 attendees. As of August 10, 2023, 333 students who attended the registration events were enrolled in classes for Fall Semester 2023.

Information/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 Center does the following:

- Receives most 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.
- Participates in 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 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. Data

indicates that between June 2022 and July 2023, a total of 5,517 students visited the Welcome Center in person. The Student/Staff ID machine also moved to the Welcome Center in August 2023.

International Students Program (ISP)

In Fall 2023, the ISP program expanded to 24 students. This equates to 23 FTE as international students are required to be in a minimum of 12 units for the fall and spring semesters. One of the 24 students is on Occupational Program Training. A collaboration with athletics allowed for the expansion of enrollment in the fall of 2023. In 2022-2023, the International Student Program had 13 continuing students enrolled full time and 9 new students enrolled full time for fall 2023. ISP. A total of 6 ISP students have successfully gained on-campus employment. ISP has increased our social media presence. 2 students received foundation scholarships. https://www.avc.edu/studentservices/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 2024 https://www.avc.edu/studentservices/studyabroad

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps?

Opportunities

I. Additional staffing, such as a director, project supervisor 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.

- Better meet the demands of request for workshops and partnership opportunities that sometimes have to be put on hold due to not having enough staffing.

II. The Welcome Center needs a full-time staff separate from the Outreach. There is enough work, and our data (over 5000 students served annually at the welcome center) supports the need for separate staffing at the Welcome Center. Data on usage of the Welcome Center in person and via phone calls indicate a need for additional staffing. Also, the current campus operator position is set to become open, and this position vacancy will add additional workload to the Welcome Center. There is an opportunity to make the Welcome Center a true call center and one-stop center for AVC onboarding. Staffing needed includes a full-time clerical three, and a full-time enrollment specialist.

III. Additional staff designated to act as school officials within the International Student Program. The International Students Program could 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. Enhanced utilization of the EdSights SMS text-based Ai software for student engagement during and beyond the onboarding process is needed to better serve student needs and retain students. This would require a tech analyst or additional enrollment specialist position. In addition to the one identified for the welcome center, so that retention metrics can be better looked at. Retention metrics for the welcome center and retention metrics related to registration events, as well as outreach and recruitment.

Challenges

The Outreach department, Welcome Center and International Student Program are serving many 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. The outreach department went through an 18 month period where the department was chronically understaffed. Although we tried hiring part-time, hourly employees, part-time hourly employees are difficult to retain, and also difficult to train which negatively impacted our department. As of now we are fully staffed with two programs specialist, and one clerical three, but the workload truly dictates that more staff members are needed to accomplish the mission of the outreach department and the welcome center. One Program Specialist was hired in March 2023 and a second Program Specialist was hired in May 2023. 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 on boarded 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: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following 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 and 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.

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

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

In our past program review, we indicated that we were understaffed, and the outreach department now is fully staffed. Although more staffing is needed, the current allotted, staff positions are filled.

Also, in our past program review, we discussed the need for an SMS text base software that would allow us to better communicate and engage with students. The Edsights software was identified and has been successfully implemented. There is a need to expand implementation and move to scaling the services offered through Edsights SMS text.

List your past program review goals and progress towards those goals.
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.

Past Course Improvement Plans	Progress Made

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. 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 Report but this will process is time consuming and we sometimes do not have the man hours to accurately complete all of our objectives within the data review process. 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 and the RISC to make data driven decisions for implementation of program and grant goals and objectives.

Past Goal	**Progress Made**

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	**Goal Supports which:**				**ESP Goal Primarily Supported:**	**Goal** (Student-focused)	**Steps to be taken to achieve the 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 outreach efforts by attending more community and school activities.	To hire additional staffing including a Director of Outreach.	Increase the number of outreach events attended and expand outreach to individuals.
#2	ILO 1. Communication			2	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Providing support to our students through the Welcome Center. Including onboarding and ID machine services.	Hire a Project Supervisor for the Welcome Center	Documenting the number of contacts and IDs made.
#3	ILO 3. Community /Global Consciousness			1	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Increase the number of international students.	Hire a Program Coordinator to recruit and onboard international students.	Increase number of internationals students and their graduation or transfer from AVC. Increase the sense of belonging by active

								programs and support programs
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Other	Hire a Director of Outreach	Goal 1	Repeat	$157,909.19	Recurring	Jill Zimmerman
Other	Hire a Project Supervisor for the Welcome Center	Goal 2	Repeat	$126,628.73	Recurring	Jill Zimmerman
Classified Staff	Hire a Program Coordinator	Goal 3	Repeat	$105,427.92	Recurring	Jill Zimmerman
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

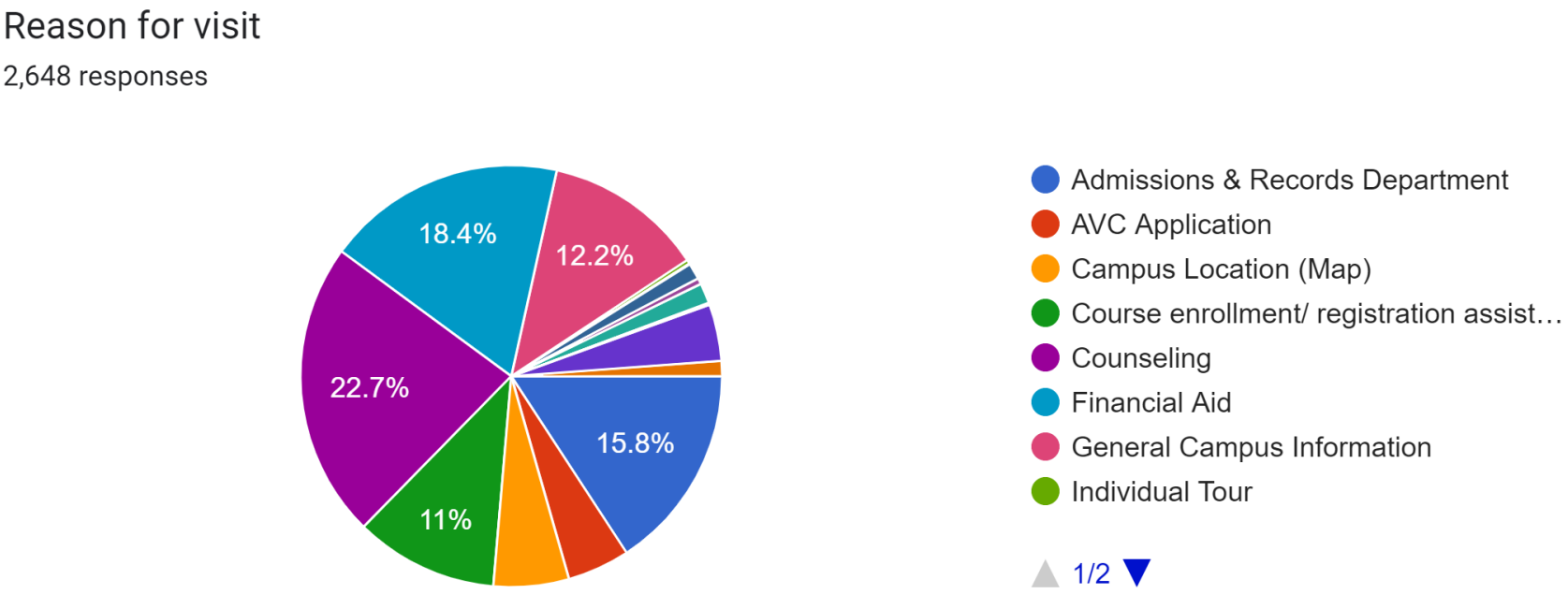
Required:

- Program Review tab
- S&R by Demographic Groups tab

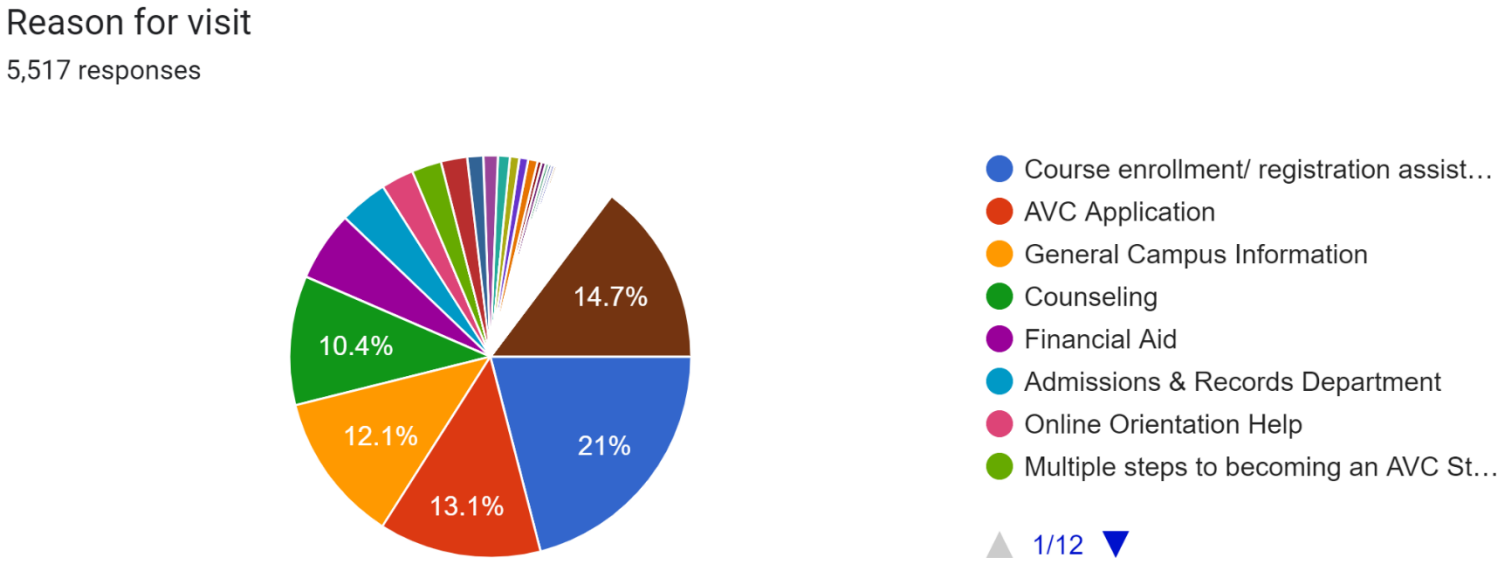
Optional:

- Other supporting data/information

Welcome Center in Person Usage (fall 2023; August 2023 thru October 2023):



Welcome Center in Person Usage (June 2022 thru July 2023):

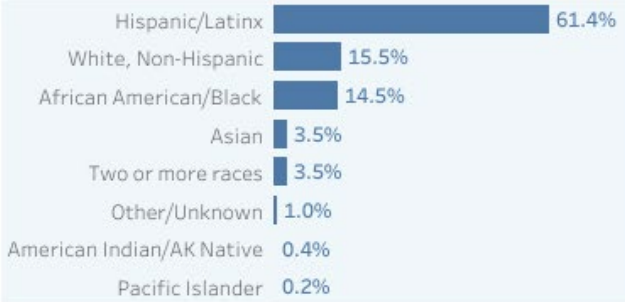


FALL 2022 New Students Profile (those who do not have prior Academic History at AVC)

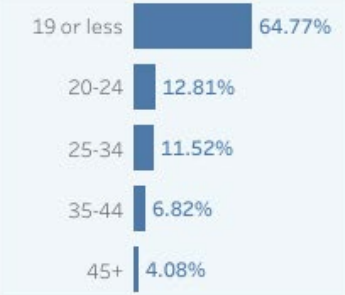
New Students: 3,506

Gender

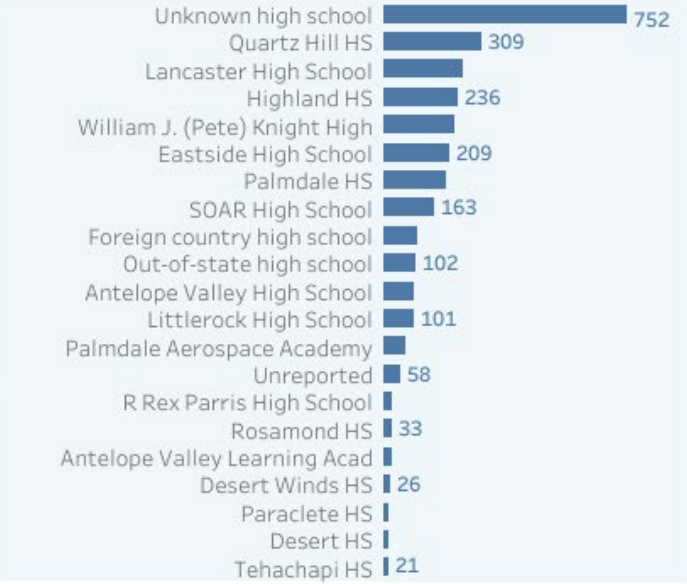
Race/Ethnicity



Age Groups



High School (Top 20)



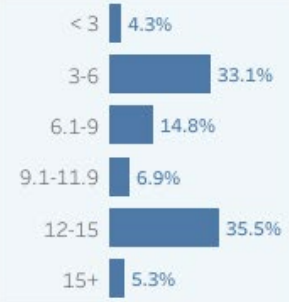
Ed Goal (Percentage) | (N of students if more than 10)

Unknown	71.0% I (2,490)
Degree/Transfer Seeking	23.8% I (835)
Certificate/Career Planning	4.9% I (173)
Undecided	0.1% I ()
Skills for Current Job	0.1% I ()
University Student	0.0% I ()
Basic Skills or GED	0.0% I ()
Grand Total	100.0% I (3,506)

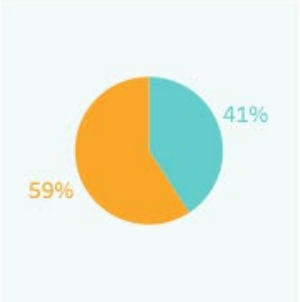
Top Declared Majors

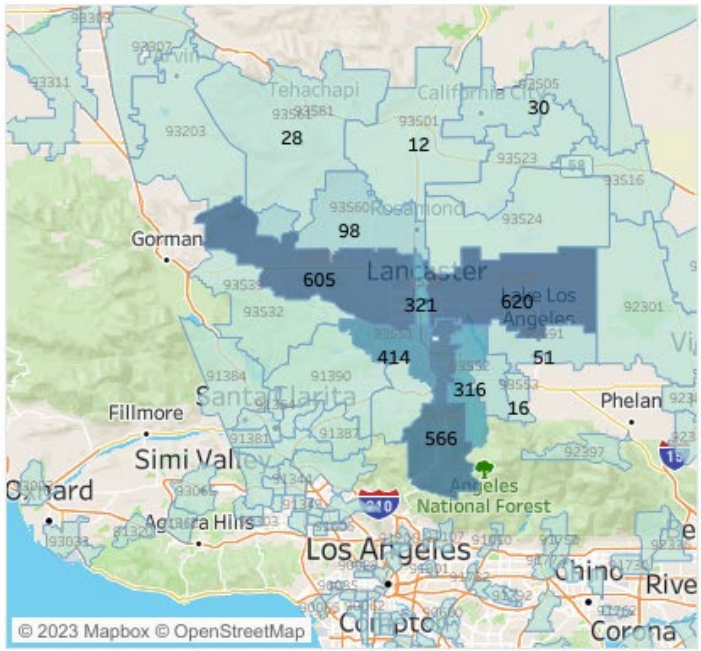
1	Registered Nursing	9.9%
2	Undeclared	6.8%
3	LAS: Arts and Humanities	6.4%
4	AA-T Psychology	5.7%
5	AS-T Biology & Biological Sciences	5.3%
6	General Business	4.1%
7	Administration of Justice & AS-T Admini..	4.0%
8	AS-T Business Admin 2.0	3.6%
9	Aircraft Fab & Assem Cert	3.0%
10	Mechanical Engineering	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%

Enrolled Units



Part-Time | Full-Time



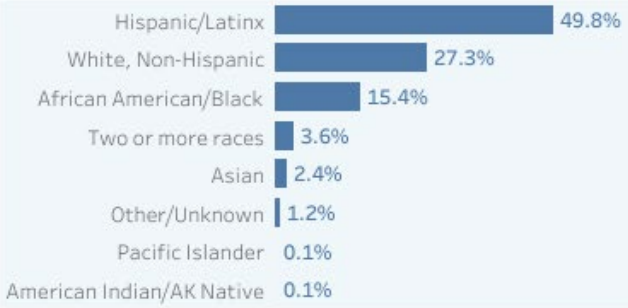


Spring 2023 New Students Profile (those who do not have prior Academic History at AVC)

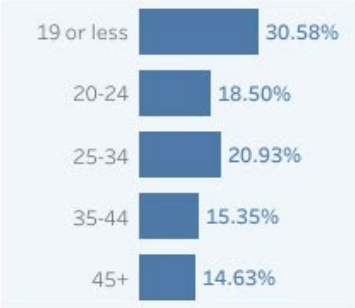
New Students: 1,524

Gender

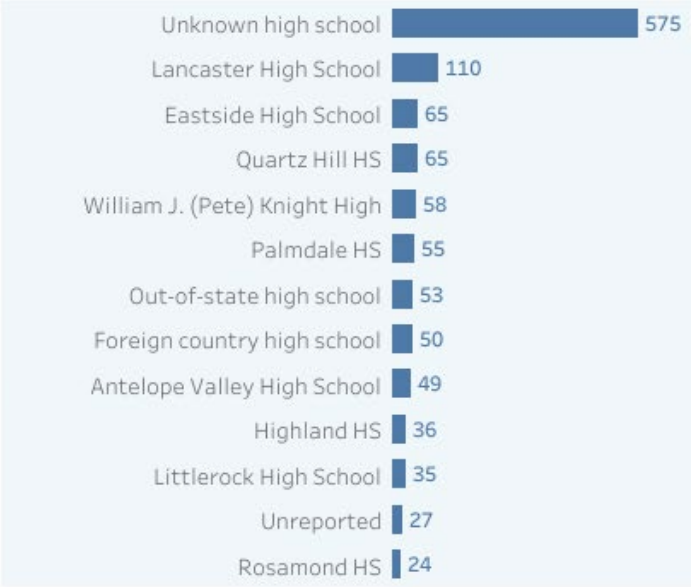
Race/Ethnicity



Age Groups



High School (Top 20)



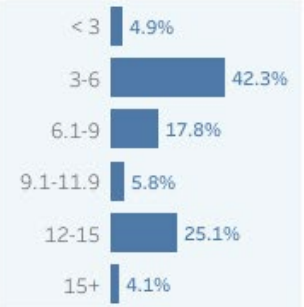
Ed Goal (Percentage) | (N of students if more than 10)

Unknown	80.4% I (1,226)
Degree/Transfer Seeking	16.5% I (252)
Certificate/Career Planning	2.8% I (43)
Skills for Current Job	0.1% I ()
Undecided	0.1% I ()
Grand Total	100.0% I (1,524)

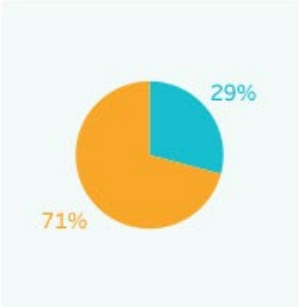
Top Declared Majors

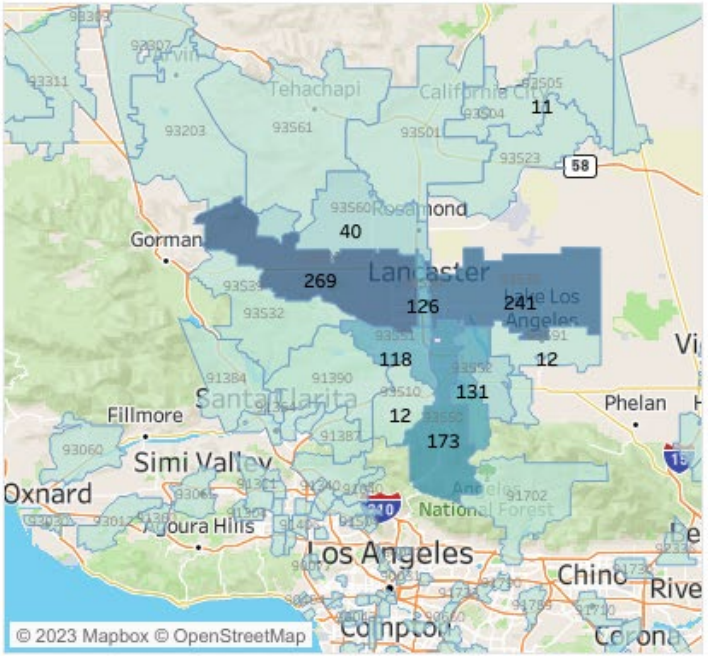
1	Undeclared	9.4%
2	Registered Nursing	9.2%
3	Administration of Justice & AS-T Admini..	6.6%
4	AA-T Psychology	5.4%
5	AS-T Biology & Biological Sciences	5.3%
6	Aircraft Fab & Assem Cert	5.0%
7	AA-T Kinesiology	4.8%
8	General Business	4.7%
9	AS-T Business Admin 2.0	3.6%
10	Radiologic Technology	3.2%
11	Aircraft Fabrication&Assembly	2.7%
12	AA-T Sociology	2.6%
13	Child & Family Education	2.5%
14	AS-T Computer Science	2.4%
15	AS-T Early Childhood Education	2.4%
16	AA-T Art History	1.8%
17	AA-T English	1.8%
18	AA-T Anthropology	1.7%
19	Real Estate	1.7%
20	Mechanical Engineering	1.6%

Enrolled Units



Part-Time | Full-Time



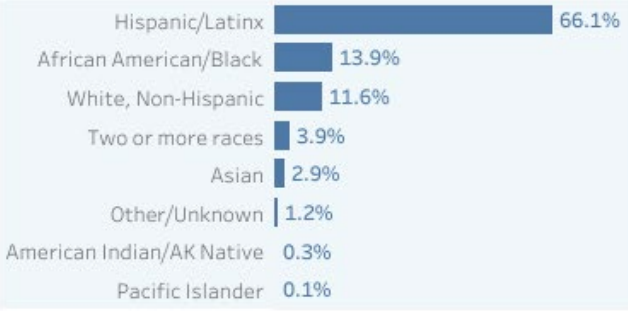


Fall 2023 New Students Profile (those who do not have prior Academic History at AVC)

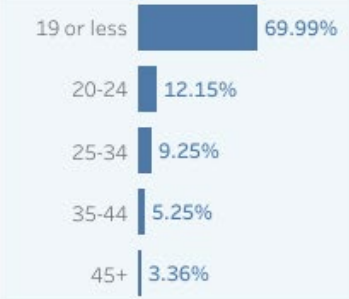
New Students: 3,276

Gender

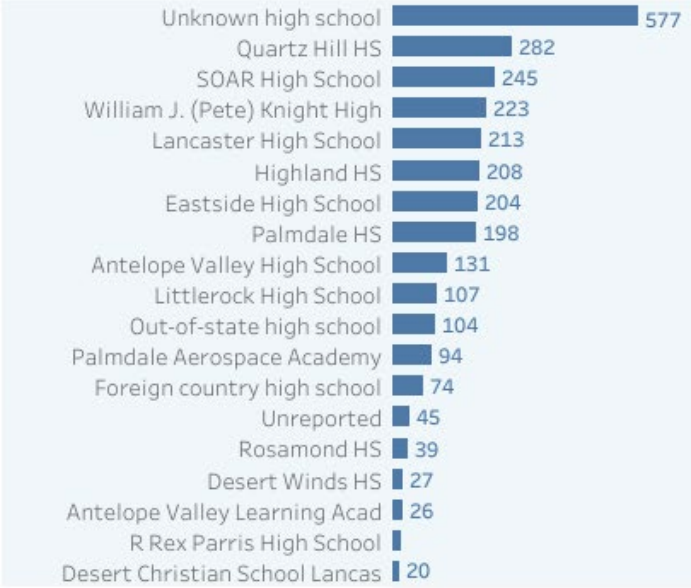
Race/Ethnicity



Age Groups



High School (Top 20)

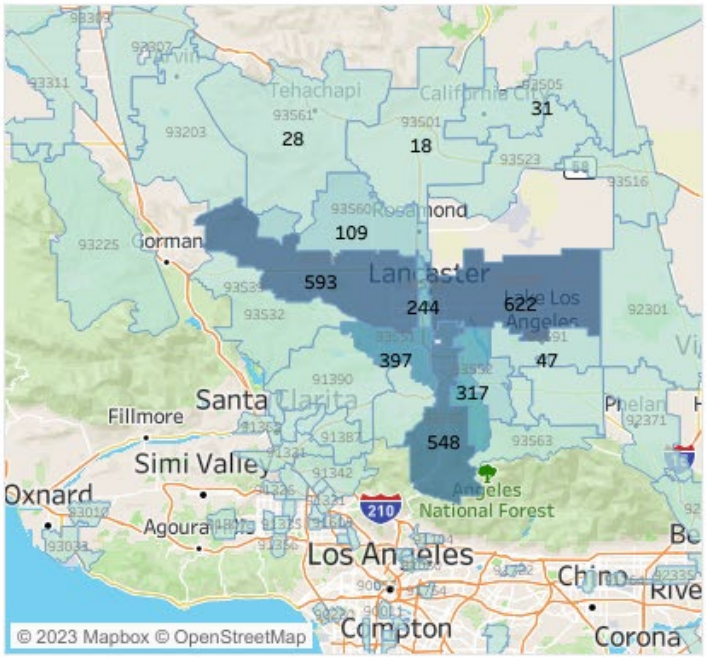


Ed Goal (Percentage) | (*N* of students if more than 10)

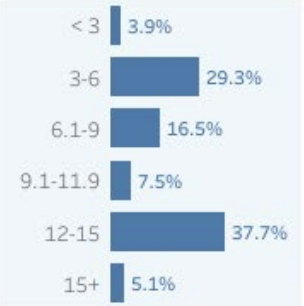
Degree/Transfer Seeking	55.2% I (1,808)
Unknown	31.0% I (1,014)
Certificate/Career Planning	13.4% I (438)
Undecided	0.3% I (11)
Skills for Current Job	0.1% I ()
Intellectual Development	0.0% I ()
Basic Skills or GED	0.0% I ()
Grand Total	100.0% I (3,276)

Top Declared Majors

1	Registered Nursing	11.2%
2	LAS: Arts and Humanities	9.3%
3	Undeclared	6.4%
4	AA-T Psychology	5.0%
5	AS-T Biology & Biological Sciences	4.4%
6	AS-T Business Admin 2.0	3.8%
7	Administration of Justice & AS-T Admini..	3.4%
8	General Business	3.4%
9	Mechanical Engineering	3.1%
10	Aircraft Fab & Assem Cert	2.7%
11	Radiologic Technology	2.7%
12	Aircraft Fabrication&Assembly	2.6%
13	Child & Family Education	2.5%
14	AS-T Computer Science	2.3%
15	AA-T Kinesiology	2.1%
16	AS-T Early Childhood Education	2.1%
17	AS-T Film, TV, Electronic	1.7%
18	Electrical Engineering	1.5%
19	Vocational Nursing Cert	1.3%
20	AA-T English	1.2%



Enrolled Units



Part-Time | Full-Time

ANTELOPE VALLEY COLLEGE

Fall 2023 Program Review Report

Division/Area Name: Student Health Services	**For Planning Years: 2024-2025**
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 lll	

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 telehealth medical and mental health counseling as well as in-person medical, dental, vision and in-person mental health counseling for enrolled AVC students. These services promote wellness, both physical and emotional, and encourage students to make positive lifestyle choices.

All the Student Health support is offered to help increase student retention, success, and completion rates. New wellness plans have been implemented ongoing to meet the changing needs of our diverse student population. Programming takes into consideration services that may be lacking in a student's life due to socio-economic status, lack of knowledge about the importance of health services and services to improve health ratios in the student community. Data shows once opportunity is available, students learn about and will utilize support to help improve their own health outcomes.

Part 2A: Analyze the program review data (retrieval instructions), including equity data 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:

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the S*trengths and Accomplishments* section.

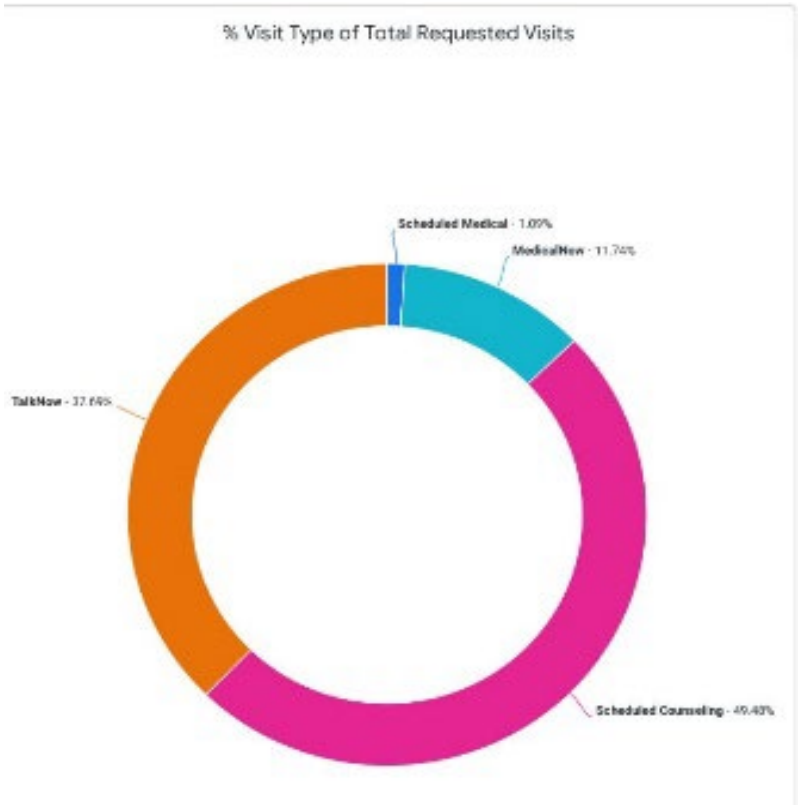
Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Student Health Services acknowledges the importance of overall health and wellness for all students to succeed in school. Providing the support available to currently enrolled students help them overcome challenges and barriers as they stay the course on their academic journey. It provides firsthand the opportunity for students to experience the benefit of preventive care services that help avoid health issues and may detect any health issues that have been overlooked due to being without any medical coverage.

At the start of 2020 TimelyCARE telehealth services were implemented to provide tele-mental health counseling and tele-medical services to students and have proven to be both beneficial and well utilized by students. Students can speak to a medical practitioner and/or mental health specialist 24/7/365 days a year. TimelyCARE provides two extra features that were included in mental health counseling – TALKNOW and Scheduled Counseling. TALKNOW is available as many times as a student needs to speak to a counselor at any time. Scheduled Counseling allows students to meet with their therapist up to 12 times in a year and has

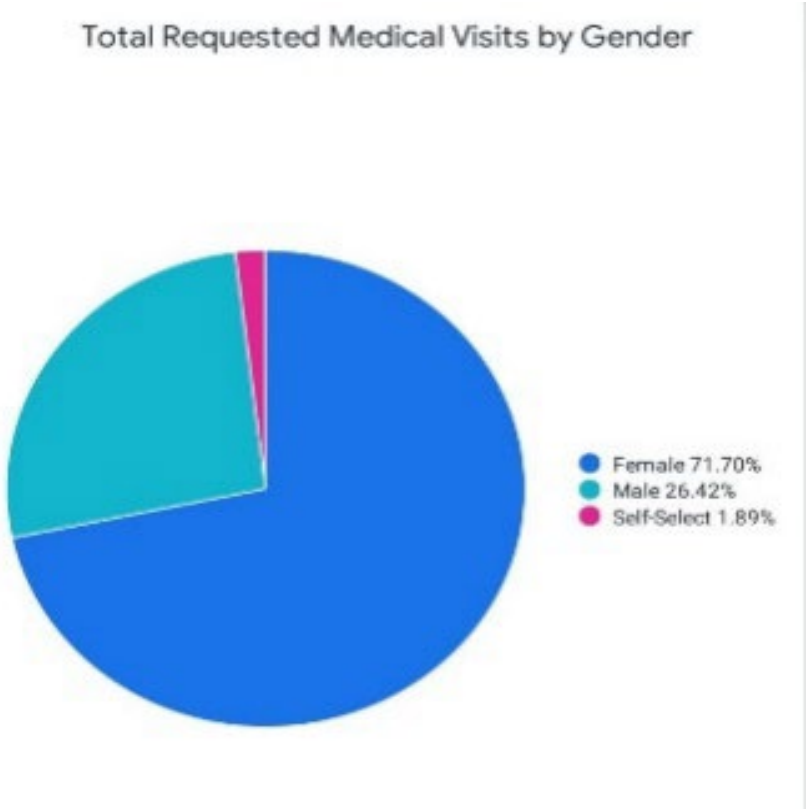
proven to be extremely helpful to many students, not having to retell their "story" each time to a new therapist and to ensure the importance of the continuum of care. TimelyCARE data speaks to the gender and equity gaps that are proving to be a misnomer at Antelope Valley College. Students are seeking mental health support with no stigma attached.

% Visit Type of Total Requested Visits

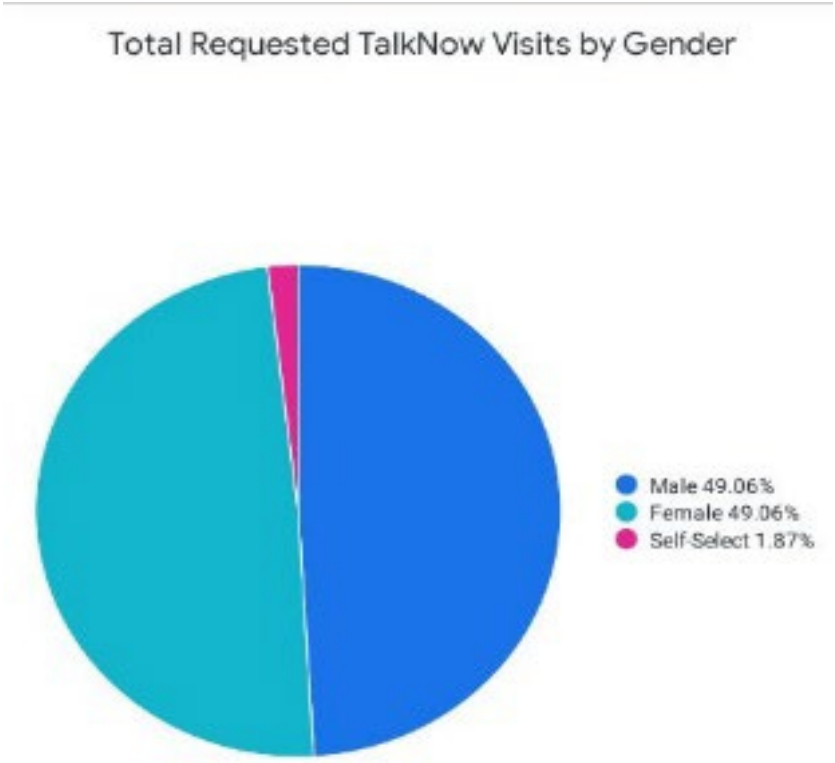


- Scheduled Medical 1.09%
- MedicalNOW 11.74%
- TalkNOW 37.69%
- Scheduled Counseling 49.48%

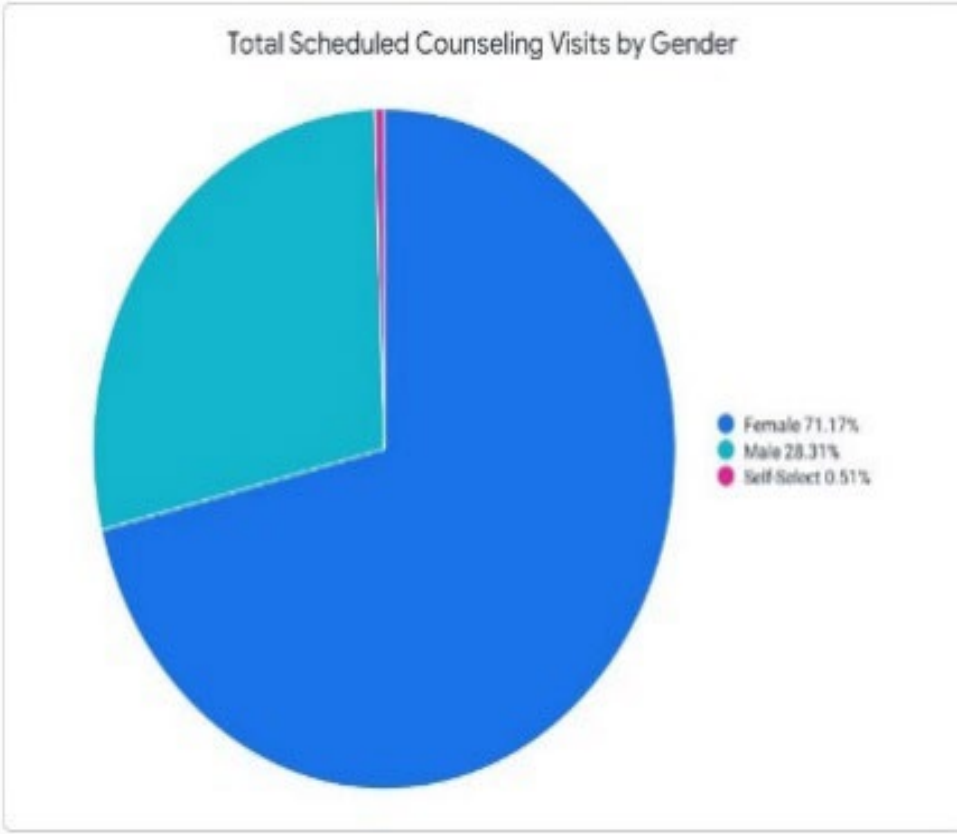
Total Requested Medical Visits by Gender



Total Requested TalkNow Visits by Gender

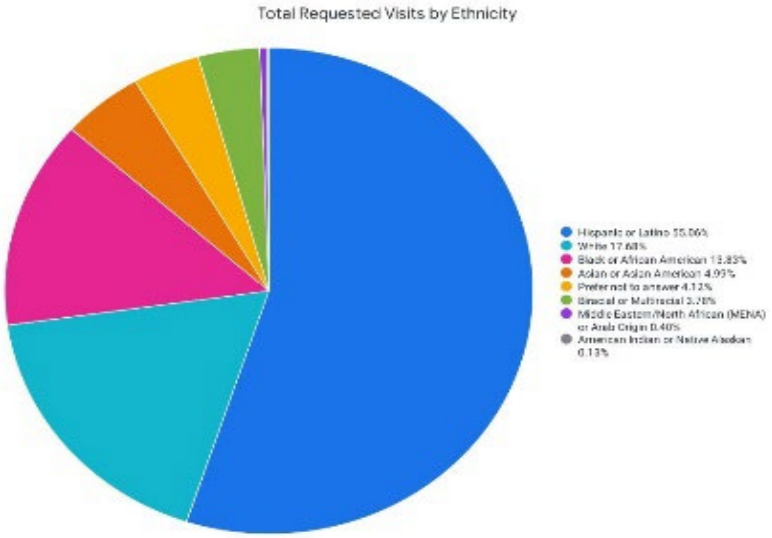


Total Scheduled Counseling Visits by Gender

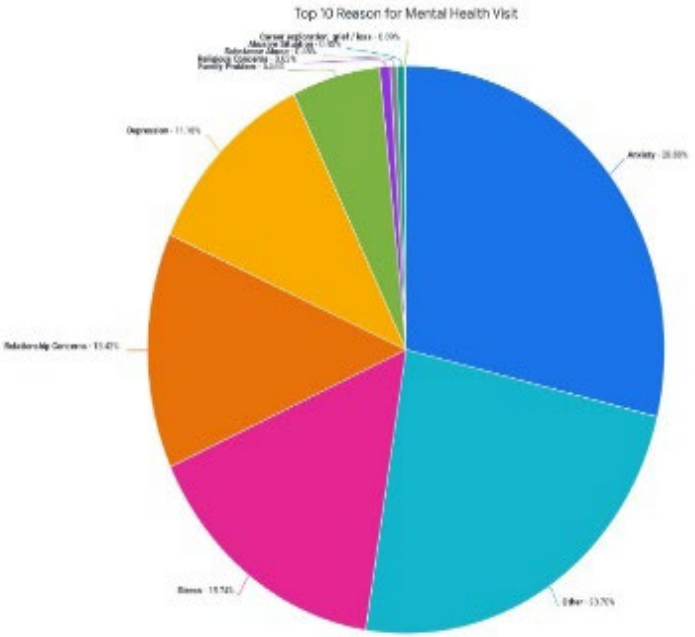


Total Requested Visits by Ethnicity

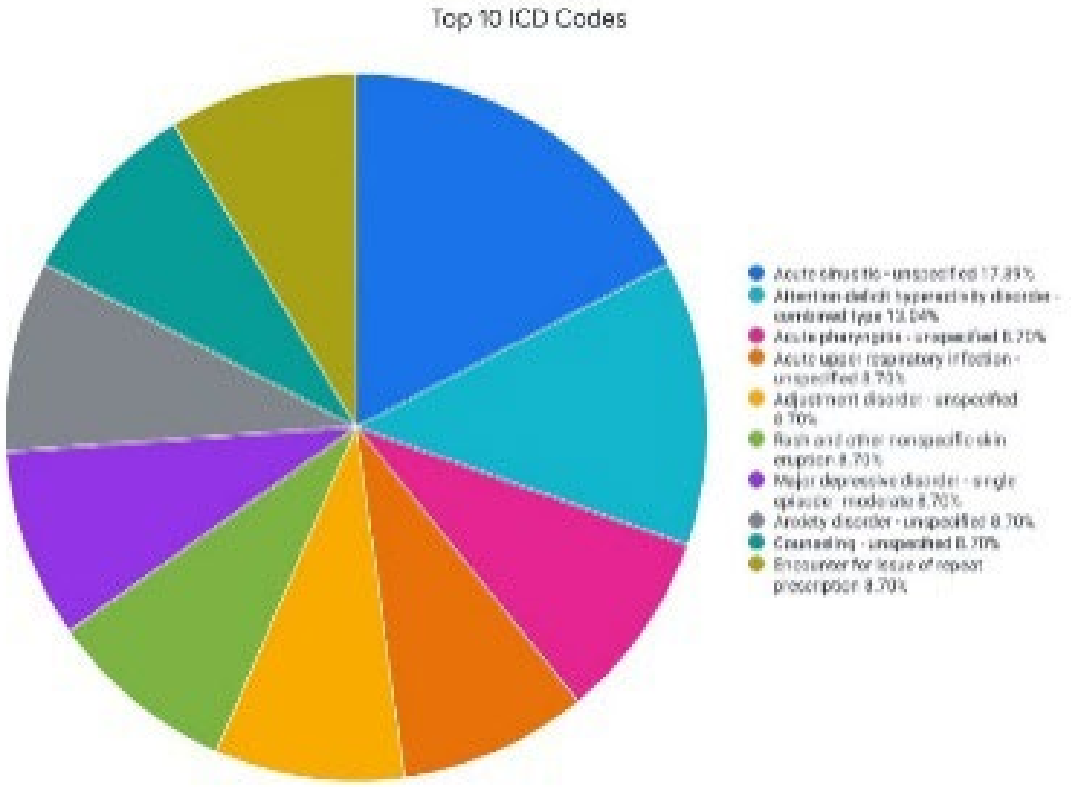
- Hispanic or Latino 55.06%
- White 17.68%
- Black or African American 13.83%
- Asian or Asian American 4.99%
- Prefer not to answer 4.12%
- Biracial or Multiracial 3.78%
- Middle Eastern/North African or Arab Origin 0.40%
- American Indian or Native Alaskan 0.13%



Top 10 Reasons for Mental Health Visit



- Career exploration, grief/loss 0.09%
- Abusive situation 0.45%
- Substance Abuse 0.45%
- Religious Concerns 0.63%
- Family Problems 5.55%
- Depression 11.18%
- Relationship concerns 13.42%
- Stress 15.74%
- Other 23.70%
- Anxiety 28.80%



- Acute sinusitis 17.39%
- ADHD 13.04%
- Acute pharyngitis 8.70%
- Acute upper respiratory 8.70%
- Adjustment disorder 8.70%
- Rash/skin eruption 8.70%
- Major depressive disorder 8.70%
- Anxiety disorder 8.70%
- Counseling 8.70%
- Encounter for issue for repeat Prescription 8.70%

Student Health recent partnership with Bartz Altadonna to provide in-person mental health services one afternoon a week on-campus. Students are also able to utilize this service other days and times at the Bartz Altadonna Community Health Center if their schedule is not conducive to the one day the provider is on-site. Since inception the past two months 36 students have secured in-person mental health appointments with the need for face-to-face counseling continuing to grow. SUMMIT URGENT Care provides in-person medical services for students via a voucher issue system. Students in various AVC academic programs, such as Nursing, Respiratory Therapy, EMT, etc. can get the necessary prerequisites and program requirements met by going to Summit, free of charge and with easy access. This is also an option for students who may prefer in-person medical care. Data for Summer, Spring and Fall 2023 reflects 47% of Summit Urgent Cares vouchers issued were used. Total issued 530, total used 248. The Summit in-person services remain steady utilization with spikes in the beginning of each semester.

Semester	Summit Voucher issued	Summit voucher utilized
Fall 19-20	67	35
Spring 2021	184	115
Fall 2021	123	86
Spring 2022	206	148
Fall 2022	132	91
Spring 2023	202	99
Summer 2023	207	132
Fall 2023 (to date)	121	17
TOTALS	1,242	723

Dental services are available for students that include free x-rays, cleaning and exams with some basic dental treatment approved through a preauthorization process considered for AVC funding. To date 369 vouchers have been issued in the Spring, Summer and Fall 2023 semester. Prior to this semester dental services have been sporadic due to not being able to secure a provider.

Vison services began in Spring 2020 with over 100 vouchers issued in the first week to students for a free eye exam and eye wear. The vision voucher program is modeled after the dental voucher program and the first month's outcomes proved very successful with 80 students seeking services. Utilization numbers for Fall 20-Spring 21 were steady with 97 students receiving eye care, particularly with much of their academic work on-line creating significant eye strain. The vision program is one of the higher utilized services offering students a free comprehensive eye exam and single vision lenses and frames if prescribed. To date Over 380 vouchers have been issued for the 2023 semesters, however with only 29% used. Data shows students are asking for the support, but not necessarily accessing the support at onset of getting the voucher. Student Health will examine further and address the access barriers ongoing.

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
Fall 2022	45	16
Spring 2023	161	71
Summer 2023	97	25
Fall 2023 (to date)	123	13
TOTALS	912	412

The Kaiser Grant and ISP funding continues to support suicide awareness and prevention programming. The Interactive Screening Program (ISP) launched in December 2018 for students to complete a voluntary questionnaire and get connected with a mental health counselor for resource linkage and support. Chart included with current utilization numbers. To date there have been over 21 outreach launches to specific target populations on campus and/or currently enrolled students in the semester. Over 970 students have been supported through this program connecting them to on-campus, in-person counseling, TimelyCARE

tele-counseling service, or community support.

Outreach date	*Sent out #*	*Population Info*	*Questionnaires Received and Responded to*
12/5/18	*2,247*	*Athletes FYE Pride Office*	*4*
2/28/19	*7,758*	*50% enrolled*	*50*
4/8/19	*3,499*	*Half of remaining 50% enrolled*	*17*
4/15/19	*3,859*	*Other half of remaining 50% enrolled*	*22*
6/18/19	*5,980*	*Summer session enrollees*	*24*
11/4/19	*7,034*	*50 % of enrolled Fall students*	*91*
11/18/19	*7,035*	*50 % of enrolled Fall students*	*53*
3/9/2020	*6906*	*50% of enrolled spring students*	*Between 3/9-3/21 50 students completed questionnaires*
3/16/2020	*6906*	*50% of enrolled spring students*	*See above.*
10/26/2020	*6093*	*50% of enrolled fall students*	*23*
11/2/2020	*6093*	*50% of enrolled fall students*	*26*
2/22/2021	*5516*	*50% of enrolled spring students*	*51*
3/15/2021	*5514*	*50% of enrolled spring students*	*55*
10/4/2021	*5689*	*50% of enrolled fall students*	*49*
10/18/2021	*5689*	*50% of enrolled fall students*	*75*
2/22/2022	*5094*	*50% of enrolled spring students*	*55*
3/14/2022	*5093*	*50% of enrolled spring students*	*60*
9/26/2022	*6087*	*50% of enrolled fall students*	*54*
10/10/2022	*6112*	*50% of enrolled fall students*	*65*

2/21/23	**5791**	***50% of enrolled spring students***	**58**
3/13/23	**5791**	***50% of enrolled spring students***	**45**
9/25/23	**6658**	***50% of enrolled fall students***	**49**
TOTAL	**126,444**		**976**

Direct Services have included the Truth Initiative grant funding to become a 100% smoke-free campus as of July 2018. Student Health continues to promote 'No Smoking' literature and support materials and share information at outreach events and online ongoing. Community Partner collaborations with Valley Oasis, Children's Center, Department of Child and Family Services, Department of Mental Health, Tarzana Treatment Center, Department of Public Health, Antelope Valley Partners for Health, and Bartz Altadonna Community Health Center who all provide a holistic approach of wrap-around services that contribute to students' success.

The CARE Team (previously the Behavioral Intervention) provides response in a proactive way to address the growing need in the college community for a centralized, coordinated, caring intervention for those in need prior to crisis. The Behavioral Intervention team received over 158 cases during Spring-Fall 2022 and 121 cases to date during the Spring-Fall 2023 semesters identifying need before crisis emerges. Direct intensive case management was provided to students by connecting them to resources and support as needed. The most common referrals are from Faculty and the most common reason for referral range from Mental health issues to experiencing housing insecurity. 16 cases were elevated to an incident report.

CARE 2023 Data (Spring-Fall)	
Mental Health (depression, stress)	33
Homeless/Housing insecure	18
Behavior of Concern	18
Academic Support	11
Sexual assault/domestic violence	7
Suicidal Concern	7
Medical emergency	6
Grief and Loss	6
Excessive Absences from class	5
Violent Behavior	5
Financial stressors	2
Transportation Concern	2
Pregnant	1

Spring-Fall 2023

Kaiser Grant for mental health support including Trauma-Informed Care provided several opportunities for Faculty Professional Development. Trauma-Informed Care offered faculty a new perspective on understanding trauma in our students and having a complete picture of a student's life situation — past and present — to provide effective support with a healing orientation. Student Health supported several workshops/trainings "*An Instructor's Guide for Implementing Trauma-Informed Pedagogy in Higher Education*" and "*Building a Culture of Strength"* – that highlighted the brain and trauma.

The *An Instructor's Guide for Implementing Trauma-Informed Pedagogy in Higher Education*" workshops presented the research behind the detrimental effects trauma has on students' learning and performance and provided the steps to take to implement a trauma-informed learning experience where all students can succeed. The Trauma Informed Care committee also provided outreach at Opening Days.

Other Student Health updates and programming include moving to the new clinic space, providing a place for students to come and connect directly to support services. A lactation/quiet room has been created for lactating individuals and those that need a space to collect themselves during a crisis. Over-the-counter medications, condoms, pregnancy tests, band aids and other items for basic medical needs are available to students. Programming to reach students has included: Men and Women's Health, Sexual Health, Human Trafficking Awareness, Breast Cancer Awareness, Skin Cancer Awareness, Eating Healthy on a Student Budget, Mental Health Events such as Plant & Paint, Suicide Awareness, International Stress Awareness, Music for Mental Health, Blood Pressure Awareness, The Great American Smoke Out and Menstrual Health Awareness. Student Health also has established a Walking Group weekly, Chair Yoga & Mindfulness weekly, AVC Listens pop-up events, AVC CARES/ISP Meet & Greet events to build engagement and connection amongst students, The American Red Cross is on campus monthly to host blood drives – Year to Date collection 156 unit which goes to help as many as 460+ patients in our local community hospitals. The Healthy Campus Initiative includes the Massage Therapy Program twice a month providing free 15-minute chair massage to faculty and students. Department of Public Health outreach, Department of Mental Health Workshops monthly during the semester, Tarzana Treatment Center and Parents Anonymous outreach, Collaborations with Antelope Valley Partners for Health, Bartz Altadonna Community Health Center outreach and collaborations, Community Resource Fair in partnership with Project Blue and Student Equity, Meditative Coloring Bulletin Boards throughout campus and Take What You Need Inspirational Board in the Student Bookstore Hallway. Student Health's programming has recently been consolidated into a monthly newsletter that goes out to the campus community to market all the events happening for student/faculty participation.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Student Health will continue to market and expand programs for a higher volume of student participation and engagement. Addressing all students' barriers to continue to provide supportive services that will empower students leading them to complete their academic endeavors successfully and be autonomous with their own health needs by learning to access supports for their overall wellness including mind, body, and spirit. 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 without the support of an instructor or peers, concerns for students about the affordability of college and/or employment – many students having to choose work instead of going to school and those students trying to juggle it all – families, jobs, school work and their own mental well-being. A few measures implemented to closing equity gaps and achieve greater student health equity on campus was to address the ways mental health services are offered and recognize the distinct mental health needs of minority populations. By providing both telehealth and in-person access, students can connect to diverse providers who have unique specialties and can meet students where they are. For example, programming has also been focused to reach student athletes, students with disabilities, low-income students, BIPOC students, and students in the LGBTQ+ community. Student Health will continue to examine data and barriers to students accessing services.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Student Health will continue to provide support and resources to students to help them overcome challenges and barriers they experience that will help them stay in school and on the course to completion. Student Health's holistic approach to provide wrap-around and linkage to community agencies for continuity now and long after the student has graduated to help them navigate their life and gain an understanding about accessing services for their wellness. Student Health will eventually be a full-up and running health clinic where students can come for services when they are not feeling well physically and/or mentally. A one-stop model and space where support is available to students for free and in their own campus community where they are most comfortable.

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

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

Considerable growth in mental health/suicide prevention awareness and trauma-informed care practices with the help of the Kaiser Grant. The voucher program for vision, dental, in-person medical and in-person mental health services have all grown significantly due to the implementation of the Basic Needs program and Student Health programming and outreach.

Past Course Improvement Plans	Progress Made
Mental Health	More programming and outreach including AVC Listens events
Suicide Prevention Awareness	Continued programming and outreach & ISP launch and Meet & Greets
Trauma Informed Care Practices	Outreach to faculty at Faculty Professional Development opportunities

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

Expansion of services partnership with TimelyCARE promoting telehealth services available free to students to address their needs on-demand 24/7/365 with the upgraded mental health services offering students 12 visits during the year with the same therapist/counselor. There has been a positive increase in students utilizing support, both in-person and tele-medical and tele-counseling services. This support helps the student who may not have transportation to seek services at the contracted provider's offices located in the Antelope Valley and/or need support after contracted provider offices may be closed. Vision services and dental services remain strong with students also eligible for upgrades if needed to their vision services, for example needing a bifocal or polycarbonate lens. Students connected to dental services are now not only eligible for exam, x-rays and cleaning each semester, but are also eligible for basic dental treatment once it has gone through a pre-authorization approval process for AVC funding. Many students that have never been able to access these services on their own are now able to improve their health. The Healthy Campus Initiative includes the trauma-informed care approach, chair yoga, mindful meditations, AVC Listens listening events, and massage therapy offered for overall health and wellness and to help students gain an understanding about the importance of self-care.

Past Goal	Progress Made
TimelyCARE telehealth services	Upgrade to 12 counseling sessions during the year; available after hours
Vision and Dental Services	Upgrade for necessary allowances via a preauthorization/approval process
Trauma-Informed Care	Providing workshops and trainings to faculty/staff for an overall understanding and holistic approach
Self-care	Continued programming for chair yoga, mindful meditations, listening events and massage therapy supports offered

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success
	ILO	PLO	SLO	OO				

								(How would you know you've achieved your goal?)
#1	ILO 2. Creative, Critical, and Analytical Thinking			1	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Expansion of services and continued increase in student access to mental health counseling.	Ongoing collaboration with community supports to increase services for in-person mental health counseling. Collaboration with Bartz Altadonna Community Health Center to provide in-person mental health counseling one ½ day a week to begin.	Student utilization. Students requesting services and using them. Measure of success will continue to reflect in retention numbers and more CARE cases being submitted reflecting the impact of Faculty Professional Developments introducing faculty and staff to a new perspective of understanding trauma in our students and having a complete picture of a student's life situation — past and present — to provide effective support with a healing orientation.
#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 with on-site access to community support and connection to on-campus resources to help them overcome barriers they may be facing. EX: Basic Needs Center for food, housing, and clothing, etc. Community partnerships with AVPH, DMH and DPH for direct linkage to their programs.	Ongoing collaborations and communication with community programs. Programming includes building rapport between students and community partners for direct linkage during outreach events and activities.	Setting up outreach events and activities and including community partners to attend to help students with direct linkage and a warm-hand-off to their resources and services. Linkage will provide overall success and completion of their academic and career goals reflected in community employment rate increase, childcare access, and overall improved health.
#3	ILO 1. Communication			1	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Create job descriptions, hire, and onboard the Director for Student Health Services and mental health therapists	Work exclusively with Human Resources to get the positions approved and hired and begin providing in-person medical and mental health services	The Health Center will be an up and functional clinic space serving students medical and mental health needs on-site.

#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Other	Health Service Director	ILO #3	Repeat	Around $180,000	Recurring	Dr. Zimmerman
Other	Mental Health Therapist	ILO #3	Repeat	150,000	Recurring	Dr. Zimmerman
Other	Mental Health Therapist	ILO #3	Repeat	150,000	Recurring	Dr. Zimmerman
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

TimelyCARE Tele-health Services that include tele-medical and tele-mental health counseling. A steady rise in enrollment in the Fall semester of students using the services.

Service Outcomes

The Outcomes report reflects how students find value in our services.

89%

Mental Health Improvement- Counseling

100%

Mental Health Improvement- TalkNow

4.9

Total Average Visit Rating (out of 5)

4.9

Total Average Provider Rating (out of 5)

Would you recommend to a friend? (1-5 Scale)

	Student Satisfaction Survey Response	Responses	Percent
1	5	4	57.14%
2	4	3	42.86%
Totals		7	100.00%

5=Absolutely, 4=Probably, 3=Neutral, 2=Not Likely, 1=No Way

Equitable Access

TimelyCare wants to ensure students of all genders, ethnicities, and age ranges are adopting TimelyCare.

8.3%

Average Registration Percent

(Not filterable by Date or Group)

408

Total Registrations

Registration by Group

	Client Name	Group Name	Denormalized Members
1	Antelope Valley College	AVC -Students	408
Totals			408

Registrations by Month

Registrations by Week

Total Registrations by Ethnicity

	Ethnicity	Denormalized Members	Percent of Member Total
1	Hispanic or Latino	198	48.53%
2	Black or African American	61	14.95%
3	White	45	11.03%
4	Biracial or Multiracial	31	7.60%
5	⊘	26	6.37%
6	Asian or Asian American	22	5.39%
7	Prefer not to answer	17	4.17%
8	Middle Eastern/North African (MENA) or Arab O...	4	0.98%
9	Unknown/None of the above	2	0.49%
10	Native Hawaiian or Other Pacific Islander Native	2	0.49%

Total Registrations by Graduation Year

	Denormalized Members Graduation Year	Denormalized Members Count	Percent of Member Total
1	2024	139	41.12%
2	2025	74	21.89%
3	2026	53	15.68%
4	2023	52	15.38%
5	2027	14	4.14%
6	2032	2	0.59%
7	2029	1	0.30%
8	2030	1	0.30%
9	2028	1	0.30%
10	2022	1	0.30%

Total Registrations by Gender

	Gender	Denormalized Members	Percent of Members Total
1	Female	296	72.55%
2	Male	102	25.00%
3	Self-Select	10	2.45%

Total Registrations by Age Range

	Age Range At Registration	Denormalized Members	Percent of Total
1	(2) 18 - 22	201	49.26%
2	(3) 23 - 29	80	19.61%
3	(4) 30 - 39	60	14.71%
4	(1) Under 18	35	8.58%
5	(5) 40+	32	7.84%

Virtual Clinic Engagement

The Virtual Clinic report is an analysis of student engagement with TimelyCare's virtual care services.

603

Total Visits Reported

After Hours Visits

	After Hours Visits	Total Completed Visits	% of Visit Volume
1	After Hours Visits	343	56.9%
2	Business Hours Visits	260	43.1%

Not filterable on service line

5.3

Average minutes spent waiting for a visit to start

5.7%

Annualized Utilization

(Not filterable by Date or Group)

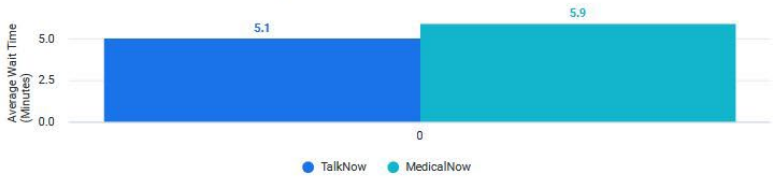
181

Unique Member Visits

1.1

Days until next available Counseling Appt

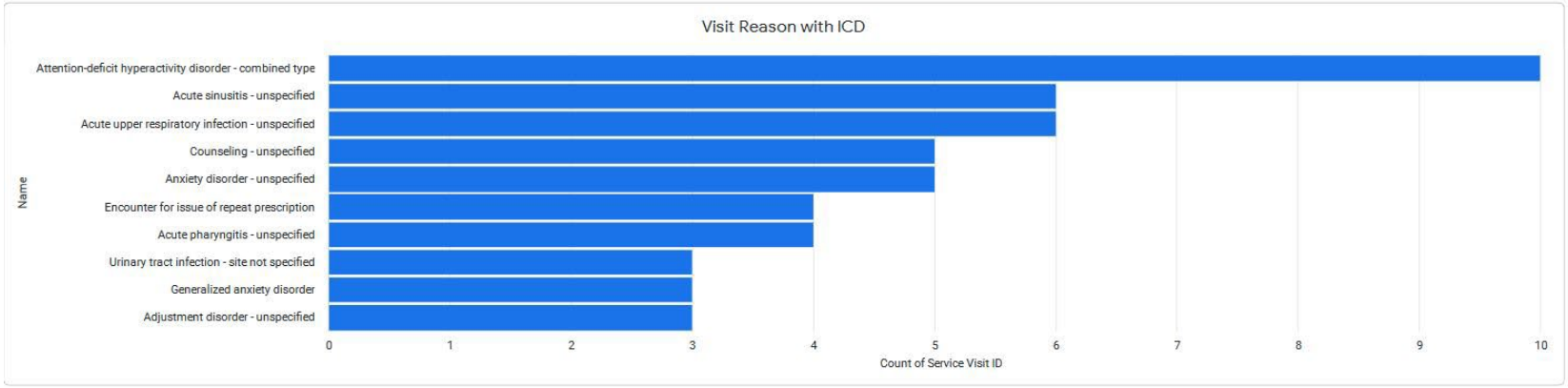
Average Wait Time - On Demand Visits

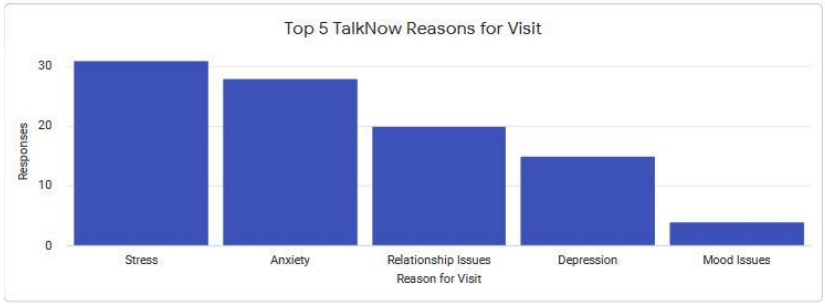


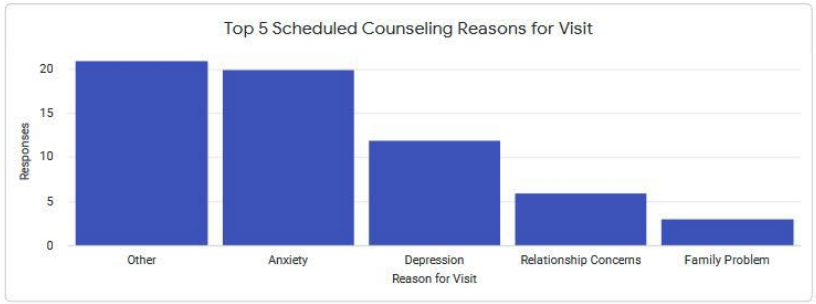
Total Visits by Service Line

	Service Line	Total Completed Visits	% Visit Volume
1	Scheduled Counseling	314	52.1%
2	TalkNow	220	36.5%
3	MedicalNow	64	10.6%
4	Scheduled Medical	5	0.8%

For what reasons are students using virtual care services?







Digital Self-Care Report

The Digital Self-Care report is an analysis of student engagement with TimelyCare's self-care services.

Our digital engagement report presents a comprehensive analysis of student engagement and interaction with our digital self-care services, delving into the areas, such as Peer Community, that have been utilized and highlighting key insights into the ways in which students have interacted with them.

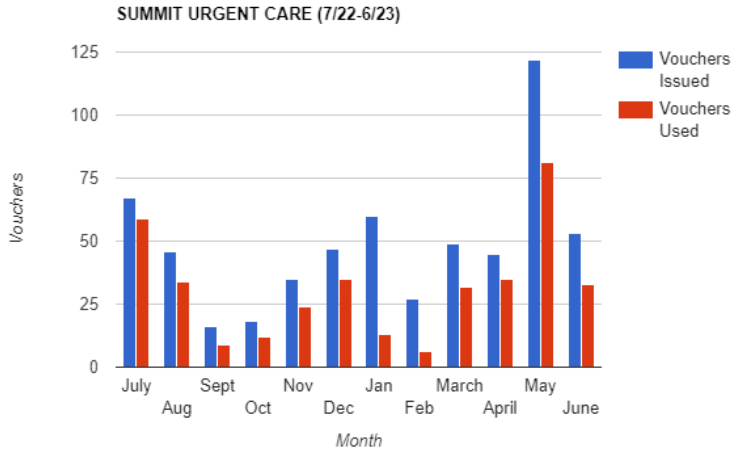
Total Peer-to-Peer Interactions by Category

	Category	Posts	Percent of Total Posts
1	Relationships	31	20.95%
2	Depression	27	18.24%
3	Stress	21	14.19%
4	Other	20	13.51%
5	Family & Friends	14	9.46%
6	Anxiety	12	8.11%
7	Self-Care	9	6.08%
8	Student Life	9	6.08%
9	General	2	1.35%
10	LGBTQ+	2	1.35%
11	Goals	1	0.68%

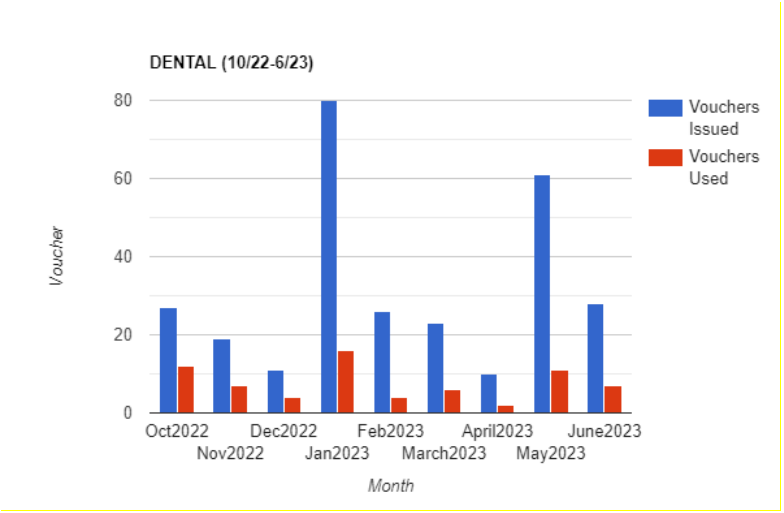
Total Peer-to-Peer Interactions by Type

	Post Type	Count	Percent
1	comment	77	52%
2	post	71	48%

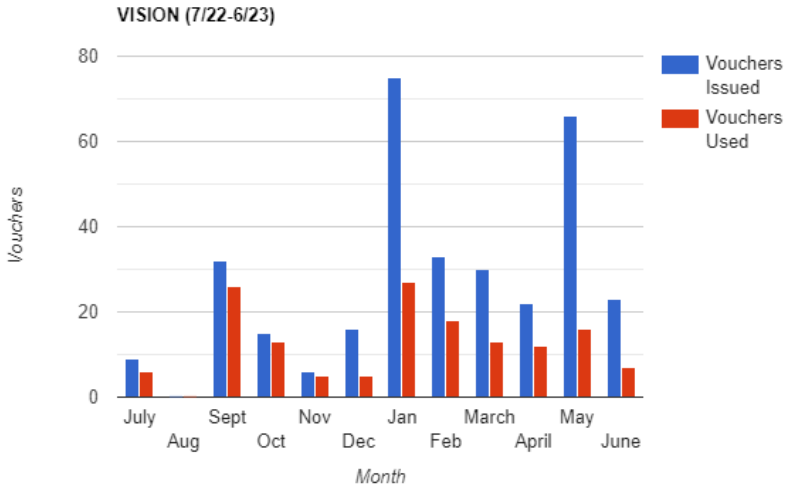
Summit Urgent Care provides in-person medical services for students via a voucher issuing system. Students in various AVC academic programs, such as Nursing, Respiratory Therapy, EMT, etc. have been able to get the necessary prerequisites and program requirements met by going to Summit, free of charge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



Dental Services include free x-rays, cleanings, and exams available to enrolled students. Fall 2022 AVC contracted with a new provider Valley Wide Dental Center. The AVC dental benefit for currently enrolled students allows access to a free exam, x-rays and cleaning and basic dental treatments covered under the AVC funding scope once the treatment is sent through the authorization process for approval.



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. Extra features to a prescription go through an approval process if a student is needing a Trivex, bifocal or polycarbonate lens. The vision program provides students who have never had their eyes checked or have been covered under vision insurance to get glasses to help them as they embark on their classwork in-person and online.



To promote mental health education Student Health has many strong community partnerships including Bart Altadonna Community Health Clinic, Antelope Valley Partners for Health, Valley Oasis, Children's Center, Department of Child and Family Services, Department of Mental Health, Penny Lane TAY Services, Tarzana Treatment Center, NAMI, Mental Health America, and the Department of Public Health/Core Center all providing a holistic wrap-around approach that contributes to a student's success. Student Health can directly connect students to these supports while these partners are on campus providing face-to-face outreach.

The CARE Team (previously 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 received 121 cases to date during the Spring-Fall 2023 semesters. Direct intensive case management was provided to students connecting them to resources and support as needed.

Direct programming to reach students has included: Men and Women's Health outreach, Sexual Health outreach, Human Trafficking Awareness, Breast Cancer Awareness activities and events, Skin Cancer Awareness outreach, Eating Healthy on a Student Budget outreach, Mental Health Events such as Plant & Paint, Suicide Awareness, International Stress Awareness, Music for Mental Health, Blood Pressure Awareness, The Great American Smoke Out and Menstrual Health Awareness. Student Health has also established a Walking Group weekly where on average 10-12 attendees walk for their health, wellness, and connection with others for a 15-minute walk around campus. Chair Yoga & Mindfulness are held weekly and hosts on average between 4-6 attendees where there is an opportunity drawing at the end of the session for a Barnes and Noble gift card. The AVC Listens "listening" pop-up events have provided active listening to approximately 10-12 attendees at each event. Listening to others has shown to reduce feelings of loneliness, isolation, reduce tension and stress levels and most importantly feel connected! Student Health has hosted to-date two AVC CARES/ISP Meet & Greet events to build engagement and connection amongst students providing fun engagement activities, journaling, and light refreshments for up to 32+ students at each event. Student Health on average attends 4-6 classroom presentations during the semester to introduce students to health services and resources available to help them overcome barriers and challenges they may face during the semester. Students are provided with a PowerPoint with live links, handouts and Q&A during the presentation.

Student Health continues to provide faculty and staff training to help employees gain a clearer picture of the mental health issues students may be faced with ongoing during their time in college. The Kognito Online Simulator is a training model that included simulations for At-Risk students, LGBTQ, At-Risk Mental Health, Sexual Misconduct Prevention, Alcohol and Other Drugs and Veterans on Campus. It had been a helpful, but not well-utilized tool and the Kognito contract and program have unfortunately been discontinued on college campuses. Each semester Student Health supports "Meet the Care Team" to introduce faculty and staff to the benefits of the CARE referral. The presentation discusses 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 to campus mental health services 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 with over 950 students supported since its inception. The Trauma-Informed Care committee provided 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.

The American Red Cross is on campus monthly to host blood drives – the Year-to-Date collection of 156 unit goes to help as many as 460+ patients in our local community hospitals. American Red Cross utilizes the campus community and is very grateful for the beneficial partnership with Antelope Valley College. During the campus closure a couple of years back due to Covid 19 and a slower start-up Student Health has since hosted a blood drive each month in the 2022 and 2023 semesters – ten in total collecting on average 25 units of life-saving blood. Many patients, all in local area hospitals, have been helped due to this partnership. 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 community. In the United States it is estimated over 100,000 people have sickle cell disease and may require regular blood transfusions throughout their lifetime.

Fall 2023 Program Review Report

Division/Area Name: Veterans Resource Center	**For Planning Years: 2024-2025**
Name of person leading this review: Ashley Chavez	
Names of all participants in this review: Ashley Chavez, Jill Zimmerman	

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), including equity data 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:

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- Our certification numbers continue to grow and surpass previous years due to our on campus and community involvement. The Veterans Resource Center engages frequently with our community partners to provide outreach regarding Veteran and Dependent education benefits and the services that the VRC has to offer to its students. We have attended our local VFW's outreach events, Grace Chapel Resource's outreach, attend Coffee 4 Vets meetings bi-weekly and Vets 4 Veterans monthly general meetings. We also have an open line of communication with our local Congressman's office regarding Veteran Affairs. Due to our engagement the VRC is currently serving 226 students for the Fall 2023 semester.
- The Veterans Resource Center also continues its strong inter-campus relationships to connect students to the various resources needed for their success. The VRC recently participated in the Learning Center's Mid-Term Study Jam where Veteran and Veteran Dependent students collaborated to increase their success on their mid-term exams and homework.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- Staffing has been and continues to be our biggest challenge. The Veterans program has the potential to grow exponentially due to the Veteran community in the Antelope Valley being a large close-knit community that works together to guide Veterans to success. The Veterans Resource Center is unable to fully participate in our community without additional staff as outlined by the Chancellor's Office. We are currently only staffed with one Program Coordinator that oversees the program as a whole, represents Antelope Valley College Veterans Resource Center in our community and campus, certifies students utilizing federal and state VA benefits and Tuition Assistance, maintains various VA compliance requirements, oversees the training, day-to-day operations and scheduling of VA student workers and schedules any necessary travel under the

supervision of a Dean. In order to maintain compliance, we need a Director separate from the School Certifying Official per 300 certifications annually to oversee the program as a whole and to represent the Antelope Valley College Veteran Resource Center in our community and across campus; a Coordinator separate from the Director to oversee the center, handle certifications, 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 scheduling and student worker supervision and scheduling; a full-time Veteran-specific academic counselor who is well versed in all VA procedures and actively working on the academic paths of our student population. For the 2022-2023 academic year the VRC completed 313 certifications and is currently at 219 certifications for the fall 2023 semester, well on the way to surpass the previous academic year.

- Male Veteran retention was identified on our most recent Equity report as being an area to focus on with male Veterans not re-enrolling into the subsequent semester. The VRC is actively working toward identifying the root cause and solutions to assist our male Veteran population in successfully returning and completing their education goals.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- The Veterans Resource Center would like to be known as the place to go 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.
- The VRC would also like to expand its outreach into collaborating with the local armed forces bases and their separating active-duty members to assist with any questions on the process of using their education benefits and help with the enrollment process with AVC.
- The VRC would also like to see the Military Articulation Program (MAP) initiative active at AVC. So many of our veterans receive advanced training and education through the military but are unable to translate it to CPL when at AVC. Utilizing MAP and being able to afford our veterans CPL credits would allow them to graduate sooner, use a smaller portion of their benefits that they can then use when transferring to a 4-year university which will have higher tuition rates.

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

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Increasing Veteran Student Support by focusing on specialized areas	In progress. Our partnership with the Learning Center assisted us in identifying a Veteran Specific Tutor for the Summer 2023 semester. Our tutor was unable to continue services with the Veterans Resource Center due to academic priorities. We are continuing our partnership with the Learning Center to help identify another embedded tutor in the VRC.
Increasing the hours of adjunct counselor	In progress. With our move into our new office in the Student Services Building, we now have the capacity to respect students' privacy with the additional offices provided inside the VRC. We now have a Veteran-specific counselor identified, just not at the full-time capacity that is required for our students and to maintain compliance with the Chancellor's office.
Create a Veteran-focused learning community.	In progress. With the success of our past after-hours study events in the VRC, we collaborated with the Learning Center for their Mid-Term Study Jam for the fall 2023 semester. We are still in search of an embedded Veteran-specific tutor that can help us continue to build our Veteran-focused learning community.
Renaming the Veterans Resource Center to the Veteran and Military Service Center to align with the populations served to include Veterans, Active-Duty Personnel and Veteran Dependents.	No progress made.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	**Goal Supports which:**				**ESP Goal Primarily Supported:**	**Goal** (Student-focused)	**Steps to be taken to achieve the goal?**	**Measure of Success** (How would you know you've achieved your goal?)
	ILO	**PLO**	**SLO**	**OO**				
#1	ILO 1. Communication			1	Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Increase male veteran enrollment retention	Continuing our partnerships across campus to identify and assist male veterans' enrollment into subsequent semesters and advancing their academic careers.	We will know that our goal has been achieved through our annual Equity reports and 1 on 1 engagement with the students in the Veterans Resource Center.
#2	ILO 4. Career and Specialized Knowledge			1	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Increasing staffing in the Veterans Resource Center	Hiring of a Director and an increase in Veteran specific trained Academic Counselor to assist in the success of the Veterans Resource Center to increase campus and community outreach and engagement.	We will be able to measure our success through our increase in participation in our events on campus, in the center and through increased enrollment
#3	ILO 1. Communication			1	Choose an item.	Rename the Veterans Resource Center to align with the populations served	Use allocated one-time funds to rename the Veteran Resource Center to the Veteran and Military Service Center	Renaming the VRC will identify to more students on campus that this center is for them and not exclusive to the student Veteran population. We will measure our success based on increased participation and interaction with the Center.
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Professional development	Increase veteran male retention	#1, increasing veteran retention	Repeat		Recurring	Ashley Chavez
Classified Staff	Hiring a Director	#2, increasing staffing in the VRC	Repeat	$ 158,000	Recurring	Jill Zimmerman
Classified Staff	Hiring a Clerical III	#2, increasing staffing in the VRC	Repeat	$ 84,000	Recurring	Jill Zimmerman
Faculty	Increasing hours of a Veteran-specific trained Academic Counselor	#2, increasing staffing in the VRC	Repeat	$100,000	Recurring	Jill Zimmerman
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

Veterans Resource Center Minimum Standards

Structure

- Minimum 500 square feet
- ADA Compliant
- Front Desk for intake services
- Computer Lab – Min. of 2 computers and 1 printer
- Study Area
- 2 Private rooms for counseling and certifying
- Designated signage
- Lounge area

Services

- Financial Aid Assistance (Required for schools participating in Principles of Excellence)
- Veteran specific tutoring
- Peer to peer mentoring
- Textbook loan program and/or book voucher program
- Mental health services for veteran on campus (may include outside organizations)
- Bridge to external services (housing, food, etc.)
- Coordination with other campus-based programs like, DSPS, Financial Aid, Health Center, SSSP, Student Equity, etc.
- Electronic devices loan program (Smartpens, Sonocent, Laptop, Tablet, etc.)

Staffing

- 1 full-time School Certifying Official (SCO) per 200 certifications/annually (per VA Administration recommendation)
- 1 Dedicated Director/Coordinator with a minimum of 300 certifications/annually (separate position from SCO and Counselor)
- 1 full-time equivalent Counselor with veteran specific training
- VA Work Study Students – To support program operations

Certification Data

	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023*
Chapter 30	4	3	6	4	11
Chapter 31	13	11	14	19	17
Chapter 33	49	50	57	71	74
Chapter 35	62	65	76	81	111
1606	1	1	0	0	3
TA	0	0	1	0	3
Total	129	130	138	175	219

*** As of 11/1/23**
429 Military identified students enrolled on campus

ANTELOPE VALLEY COLLEGE

Students Using Federal VA Benefits

Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023
125	135	140	144	179*

CalVet Tuition Fee Waiver

22-23 Academic Year	23-24 Academic Year
97*	62*

*As of 11/1/23

Total Students Using Benefits

Fall 2022	Spring 2023	Fall 2023
222	234	226*

FALL 2023 Student Profile

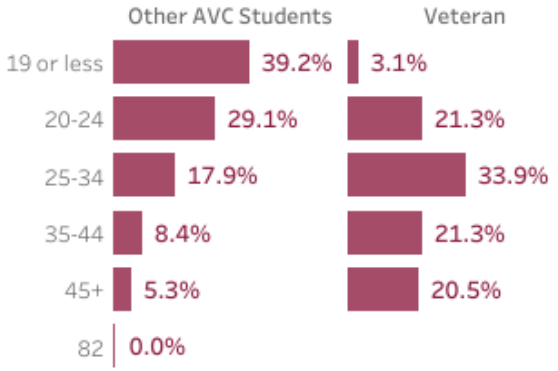
ANTELOPE VALLEY COLLEGE

Each **bar** works as Filter Report date: **August 14, 2023**

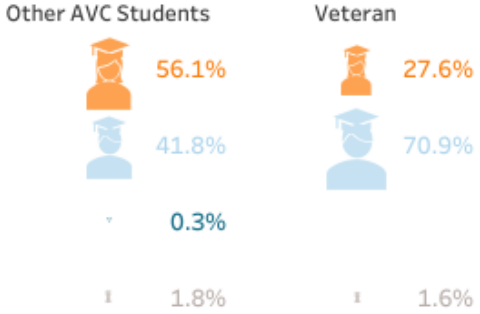
Other AVC Stud..	Veteran
12,664	127

Cohort Selector (* Prior Term)
Veteran

Age Groups



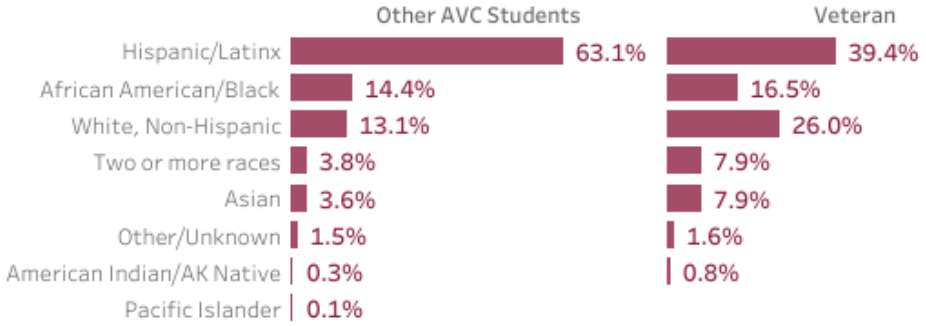
Gender/Sex



Metrics

	Other AVC Students	Veteran
Avg. # of Terms	3	5
Avg. GPA	2.72	3.03
Avg. AVC Earned Hours	35	41
Completion Rate	76.7%	77.7%
Avg. Enrolled Units	8.7	10.1
Number of Students	12,664	127

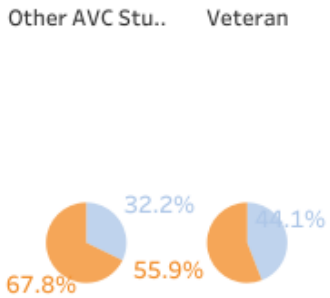
Race/Ethnicity



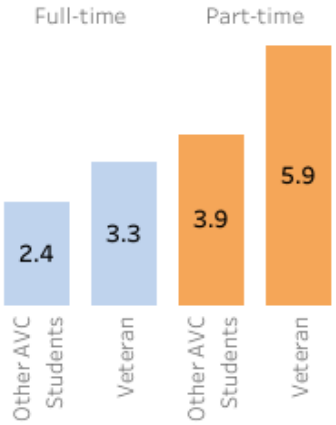
Top Majors (if more than 10)

		Other AVC Stu..	Veteran
1	Registered Nursing	11.9%	
2	LAS: Arts and Humanities	5.5%	
3	AS-T Business Admin 2.0, AS-T Business Admini..	4.9%	8.7%
4	AA-T Psychology	4.5%	
5	AS-T Biology & Biological Sciences	4.3%	
6	Administration of Justice & AS-T Administration..	3.5%	
7	Undeclared	3.5%	
8	Aircraft Fabrication&Assembly	3.0%	
9	Radiologic Technology	2.8%	
10	General Business	2.7%	
11	Child & Family Education	2.4%	
12	Mechanical Engineering	2.2%	
13	Aircraft Fab & Assem Cert	2.1%	
14	AS-T Computer Science	2.1%	
15	AS-T Early Childhood Education	2.1%	
16	LAS: Social/Behavioral Science	1.9%	
17	AA-T Sociology	1.8%	
18	AA-T Kinesiology	1.7%	
19	AA-T Communication Studies	1.5%	
20	Electrical Engineering	1.3%	

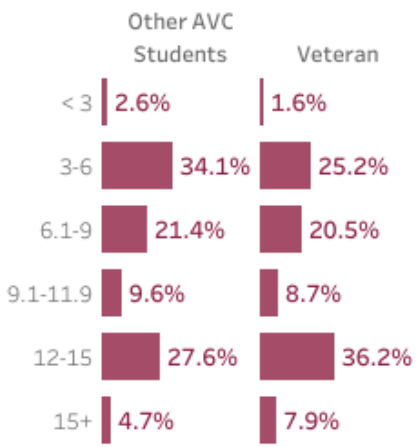
Part-Time | Full-Time



AVG.# of Terms



Enrolled Units



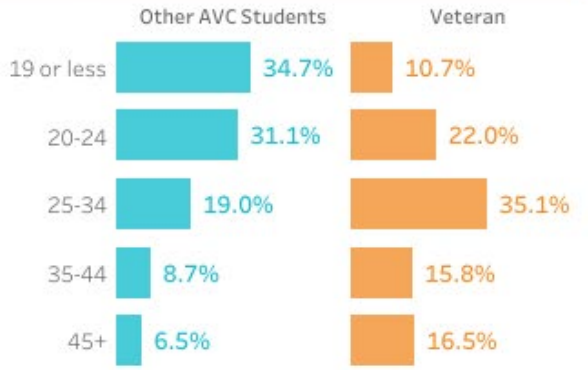
SPRING 2023 Student Profile (as of 1/23/23 | Snapshot)

Each bar works as Filter

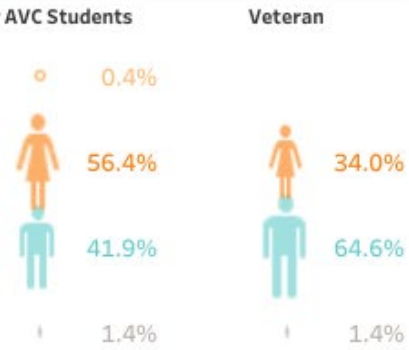
Other AVC Stud..	Veteran
11,353	291

Cohort Selector: Veteran

Age Groups



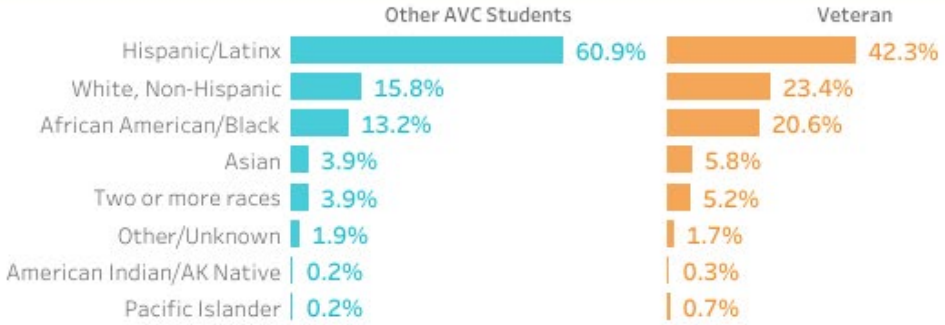
Gender/Sex



Metrics

	Other AVC Students	Veteran
Avg. # of Terms	3.9	3.9
Avg. GPA	2.74	2.71
Avg. AVC Earned Hours	34	38
Completion Rate	78.0%	76.2%
Avg. Enrolled Units	8.6	9.6
Number of Students	11,353	291

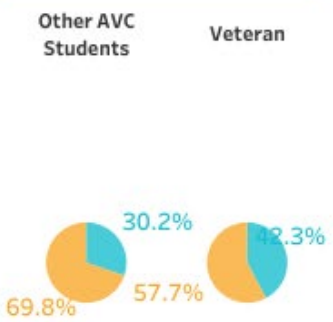
Race/Ethnicity



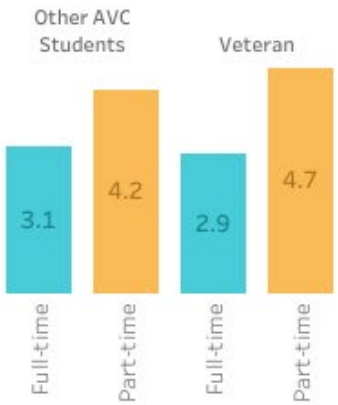
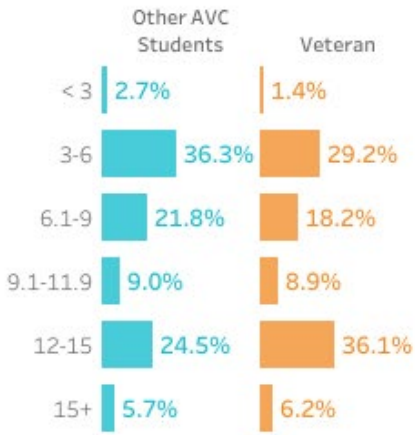
Top Majors (if more than 10)

		Other AVC Students	Veteran
1	Registered Nursing	11.8%	11.0%
2	AS-T Business Admin 2.0, AS-T Business Admini..	5.2%	8.2%
3	AA-T Psychology	4.7%	3.8%
4	LAS: Arts and Humanities	4.8%	
5	AS-T Biology & Biological Sciences	4.7%	4.5%
6	Administration of Justice & AS-T Administration..	3.8%	6.2%
7	Undeclared	3.5%	
8	Aircraft Fabrication&Assembly	3.0%	
9	Radiologic Technology	2.8%	
10	General Business	2.5%	
11	AS-T Early Childhood Education	2.3%	
12	Mechanical Engineering	2.1%	3.8%
13	Aircraft Fab & Assem Cert	2.1%	3.8%
14	AA-T Kinesiology	2.1%	
15	LAS: Social/Behavioral Science	2.0%	
16	Child & Family Education	2.0%	
17	AA-T Sociology	2.0%	
18	AS-T Computer Science	1.8%	
19	AA-T Communication Studies	1.4%	
20	AA-T English, English - Non Transfe r& Transfer	1.3%	

Part-Time | Full-Time



AVG.# of Terms



Enrolled Units