

Equity Committee Meeting

– Minutes **FINAL**

Tuesday, December 10, 2019
Room: SSV-151
3:45 PM – 5:00 PM

Type of Meeting: AVC Student Equity Working Group Meeting (*Regular*)

Note Taker: Darlene O’Keeffe, Clerical III

Committee Members:

Attendees:

Dr. Jill Zimmerman- Dean, Student Life & Services
Tynisha Steans- Program Specialist, Student Equity
Desiree Lee- Program Specialist, Student Equity
Darlene O’Keeffe- Clerical III, Student Equity
Saundra Cooley- Director, STAR
Dr. Svetlana Deplazes- Director Research, Institutional Research
Laureano Flores- Dean, Academic Planning, Special Initiatives & Reporting
Dr. Meeta Goel- Dean, IERP/Library Services
Ammy Martinez Hernandez- ASO Representative
Michelle Hernandez- Director, First Year Experience
Vejea Jennings- Faculty, Rhetoric and Literacy
Kenya Johnson- Director, Student Activities & Community Outreach
May Sanicolas- Faculty, Counseling & Matriculation
LaDonna Trimble- Dean, Enrollment Services
Dr. Les Uhazy- Interim Vice-President of Academic Affairs
Dr. Erin Vines- Vice President, Student Services
Heidi Williams- Faculty, Rhetoric & Literacy, Basic Skills Faculty Co-Chair
Academic Development
Nichelle Williams- Director, Financial Aid

Snizhana Jane Bowers- Faculty, Math and Sciences
Jamaal Brown- Technical Analyst, CalWorks
Dr. Rashitta Brown-Elize- Director, EOP&S
Towana Catley- Faculty, Counseling & Matriculation, Palmdale Center
Dr. De’Nean Coleman-Carew- Counselor, P.R.I.D.E
Riley Dwyer- Dean, Rhetoric and Literacy
Crystal Garcia- Program Specialist, Student Equity
Vanessa Gibson- Technical Analyst, Financial Aid
Rashall Hightower-Stickel- Director, Student Equity
Steven (Hal) Huntsman- Faculty, Math, Science and Engineering
Kristal Ibrahim- Adjunct, Counseling & Matriculation
Jamie Jones- Math, Science & Engineering, Coordinator STEM Grant and Center
Dr. Louis Lucero- Director, Office of Students with Disabilities
Tina McDermott- Faculty, Rhetoric and Literacy
Harmony Miller- Director, HR
Audrey Moore- Counselor, Counseling & Matriculation
Gary Roggenstein- Dean, Counseling & Matriculation
Duane Rumsey- Dean, Arts and Humanities

Absent:

Jason Bowen- Faculty, Math and Sciences

| Items | Person | Action |
|--|---------------------------|--|
| I. Open Meeting | <i>Dr. Jill Zimmerman</i> | <p><u>Issues Discussed:</u></p> <ul style="list-style-type: none"> November 12 minutes approved |
| II. Follow-up Items from October Meeting | <i>Dr. Jill Zimmerman</i> | <p><u>Issues Discussed:</u></p> <ul style="list-style-type: none"> Follow-up items from the October meeting were discussed, and open items were re-listed Membership Clean-up: <ul style="list-style-type: none"> The membership list was reviewed All members in attendance stated they are remaining active members It was agreed that anyone on the membership list that has not responded to the survey by end of the Fall semester will be removed. Survey Link: https://forms.gle/RCGpuYUbjCJUtkvk6 |

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| | | <p>performance, and ensuring that they've registered for the upcoming semester if they are not graduating</p> <ul style="list-style-type: none"> o We want to make sure the conversations are intentional and deliberate o There will be a photo booth, and giveaways, and large yard games on the patio o ISP representatives will have a presence ● ISP (online Suicide Prevention program) <ul style="list-style-type: none"> o Survey sent to 7,500 students, November 4th o Students respond anonymously o There are 67 pending a response from the ISP o Must be a trained counselor to respond to these students o About 5% of the students that have responded will share their name and get into a dialogue with the counselors and then get referred to Mental Health o So far no student deaths by suicide this semester at AVC that we are aware of o <i>Sidewalk Talks</i> will now be called <i>AVC Listens</i> ● LGBQIA+ Equity Gap <ul style="list-style-type: none"> o Memo going out asking anyone who wants to be a part of the planning committee o CSUB will be conducting ally's training in the Spring for AVC o Work with Ammy and Pride Advocates to determine LGBQIA+ issues and needs, to begin working on eliminating the equity gap <p><u>Follow Up Items:</u></p> <ul style="list-style-type: none"> o Invite Jonathan Saxon (Towana) o Reach out to ASO & Dreamers for content for the marketing campaign (Ammy) o Dr. Zimmerman to read AB-801 to find the language for when a student comes off the homeless designation automatically as that will be required for the coding |
| III. Argos Reports | Ty Steans | <u>Issues Discussed:</u> |

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|---|---|---|
| | | <ul style="list-style-type: none"> ● AB-19, (free first year, first time college student recently graduated from high school) is funding an early outreach program specialist in Kenya’s area to make sure that those students are in the pipeline and working with the bridge counselors to ensure we’re getting them ready to attend AVC, and then we would hand off to FYE. ● AVC now has a Second Year Experience program- 5 yr. grant for 3mm. Email for participation in the advisory committee has gone out. |
| <p>V. USC/NACCC Campus Climate Survey Update/Shawn Harper</p> | <p><i>Dr. Meeta Goel</i></p> | <p><u>Issues Discussed:</u></p> <ul style="list-style-type: none"> ● Meeta gave an overview of the Campus Climate Survey <ul style="list-style-type: none"> ○ Kick-off in February 2020 ○ How will we get the word out ○ Discussion about incentives to get students to complete the survey. ○ AVC is limited in the ways to provide incentives: <ul style="list-style-type: none"> ▪ Able do the bookstore gift card, and Subway ▪ Can do vouchers at cafeteria ▪ Cannot give monetary awards of any kind ▪ Cannot use Foundation money <p><u>Follow Up Items:</u></p> <ul style="list-style-type: none"> ● <u>Look into what types of incentives we can provide students (Drs. Vines & Uhazy)</u> |
| <p>VI. Proposed Student Equity Projects</p> | <p><i>Dr. Jill Zimmerman</i></p> <p><i>General Discussion</i></p> | <p><u>Issues Discussed:</u></p> <ul style="list-style-type: none"> ● Trauma-informed care in the classroom- event for Spring semester (Homeless, Foster Youth, Veterans, Formerly Incarcerated) ● Is there something that can be done to assist students, as well as faculty, staff, counselors, and peer mentors? Noticing that students are extremely anxious and stressed about their grades right now as a result of AB-705, and overloaded with 15 units ● AVID has Disrupting the Deficit narrative event- follow-up to Sean Harper Retreat ● Dreamers Center: Need some type of undocu-ally training |

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|------------------------------|---------------------------|--|
| | | <p><u>Follow Up Items:</u></p> <ul style="list-style-type: none"> ● Put out inquiries to see what we can do to assist with second bullet above (Dr. Zimmerman) ● Kenya to provide Dr. Zimmerman with cost estimates for Dreamers center training mentioned above to apply for Chancellor's office mental health grant. |
| VII. Umoja Village | <i>Dr. Jill Zimmerman</i> | <p><u>Issues Discussed:</u></p> <ul style="list-style-type: none"> ● Umoja Village Open House was a success ● Request made about how Equity funds are being allocated events and programs for each of the equity gap categories <p><u>Follow Up Items:</u></p> <ul style="list-style-type: none"> ● Add Equity Funding allocation report-out to Dec. meeting agenda (Darlene) |
| VIII. SEA Report Due | <i>Dr. Jill Zimmerman</i> | <p><u>Issues Discussed:</u></p> <ul style="list-style-type: none"> ● SEA Report Training Video was sent out ● Need to decide on one individual to write to the report ● Report due on January 30th ● No longer needs Board approval <p><u>Follow Up Items:</u></p> <ul style="list-style-type: none"> ● Discover why SEA Report Training video not working for some (Darlene) ● Decide on one individual to write to the report |
| IX. New Legislation for 2020 | <i>Dr. Jill Zimmerman</i> | <p><u>Issues Discussed:</u></p> <ul style="list-style-type: none"> ● New Legislation document provided to everyone to review what may be applicable to their area. |
| NEXT MEETING DATE: | | <p>Date: December 10, 2019 Time: 3:45pm - 5:00pm Location: SSV-151</p> |

| Sub-groups | Members |
|---|--|
| <p>Access: (Enrolled in the Same Community College)</p> | <ul style="list-style-type: none"> ● Kenya Johnson ● LaDonna Trimble ● Laureano Flores |
| <p>Retention: (Retained from Fall to Spring at the Same College)</p> | <ul style="list-style-type: none"> ● Rashall Hightower-Stickel ● Nichelle Williams ● Michelle Hernandez ● Jamaal Brown |
| <p>Transfer to 4 Yr. Institution:</p> | <ul style="list-style-type: none"> ● Dr. Erin Vines ● Gary Roggenstein ● May Sanicolas ● Desiree Lee ● Towana Catley ● Sandra Cooley |
| <p>Completed Both Transfer Level Math/English: (Within District in First Year)</p> | <ul style="list-style-type: none"> ● Riley Dwyer ● Jane Bowers ● Vejea Jennings ● Laureano Flores ● Heidi Williams |
| <p>Earned Credit Certificate: (Attained Vision Goal of Completion Definition)</p> | <ul style="list-style-type: none"> ● Dr. Erin Vines ● Gary Roggenstein ● Towana Catley |


- Rashall Hightower-Stickel >
- Notifications
- Bookmarks
- Programs >
 - Apprenticeship >
 - CAEP >
 - Guided Pathways >
 - Integrated Plan >
 - K12 SWP >
 - Local Vision Goals >
 - Nursing >
 - SEA Program >
 - Plans
 - Reporting
 - Analytics
 - SWP - Local >
 - SWP - Regional >
- Institutions
- Help

- Workflow**
- **Contacts**
Completed
 - Expenditures
Incomplete
 - Metrics
Incomplete
 - Activities
Incomplete
 - Category
Spending
Incomplete
 - Success Story
Optional
 - Challenges
Optional
 - Preview &
Submit

Contacts

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Student Equity and Achievement Program Summary

Contacts

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2019-06-25

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Approved by Diana Keelen

2019-06-25

Details

Assurances

- I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

Progress & Success

Process & Schedule

The Antelope Valley College (AVC) is dedicated to a campus wide collaborative approach in implementing our student equity and achievement plan. The AVC Student Equity Office serves as a centralized location on campus that assist all academic and student services departments with a seamless delivery of supports and services aimed at closing equity gaps for students. Programs are designed to put students first and ensure that meaningful and deliberate work is being done to close equity gaps for Disproportionately Impacted (DI) and underrepresented students. Monthly meetings of our Student Equity Committee and sub-committee working groups help create focus and clarification to the work of creating an equitable campus experience for all. Faculty and staff updates and announcements are sent out twice per semester as an ongoing process of invitation and as a reminder of student needs with regards to equity gaps. Continuous communication is an intentional part of the process in implementing the Student Equity plan and

is used as a mechanism to create ongoing dialogue, input and participation from multiple stakeholders. These stakeholders are students, staff, faculty, administrators, community partners and the general community.

Success Criteria

AVC has a robust planning process that looks at our Education Master, Plan President's goals, program review and departmental plans as well as the Integrated Basic Skills, Student Equity and SSSP plan. The goal of the Student Equity Plan is to be in alignment with other planning documents but it specifically identifies Disproportionately Impacted (DI) groups. One of the Participatory governance committees is the Student Success Committee comprised of members from the Basic Skills, Student Equity, SSSP, the VP of Student Services and the VP of Academic Affairs, Academic Senate, faculty from across the campus including counseling, staff, students and other stakeholders. The goal of the Student Equity Plan is to be in alignment with other planning documents but it specifically identifies Disproportionately Impacted (DI) groups in their goal attainment, college level Math and English success, retention and transfer to a four year institution. Along with other statewide and campus initiatives such as guided pathway, CTE, AB 705 and other elements from Vision for Success. The Student Equity plan ensures that we are addressing those initiatives in an equitable manner. As a campus committee we meet monthly to review progress toward established goals. Annually we review data from our Institutional Research department, campus climate data and our interaction with students to ensure that we are addressing the needs of our students, particularly those that are in our DI groups.

Executive Summary

<https://www.avc.edu/administration/organizations/equity>

Metrics

Overall Student Population

| Metric | Baseline | Goal | Equity Change |
|--|----------|-------|---------------|
| Enrolled in the Same Community College | 15802 | 16345 | +3.44% |
| Transferred to a Four-Year Institution | 959 | 982 | +2.4% |
| Attained the Vision Goal Completion Definition | 1369 | 1412 | +3.14% |
| Completed Both Transfer-Level Math and English Within the District in the First Year | 182 | 197 | +8.24% |
| Retained from Fall to Spring at the Same College | 9921 | 10124 | +2.05% |

Disproportionately Impacted (DI) Student Groups

| Demographic | Gender | Metric | Baseline | Goal | Equity Change |
|---|--------|--|----------|------|---------------|
| Disabled | Male | Transferred to a Four-Year Institution | 18 | 26 | +44.44% ▯▮ |
| LGBT | Male | Attained the Vision Goal Completion Definition | 7 | 10 | +42.86% ▯▮ |
| LGBT | Female | Attained the Vision Goal Completion Definition | 5 | 20 | +300% ▯▮ |
| Disabled | Male | Attained the Vision Goal Completion Definition | 45 | 45 | 0% ◀ ▮ |
| Foster Youth | Male | Attained the Vision Goal Completion Definition | 17 | 25 | +47.06% ▯▮ |
| Foster Youth | Female | Attained the Vision Goal Completion Definition | 42 | 44 | +4.76% ▯▮ |
| Asian | Male | Attained the Vision Goal Completion Definition | 9 | 9 | 0% ◀ ▮ |
| Black or African American | Male | Attained the Vision Goal Completion Definition | 67 | 76 | +13.43% ▯▮ |
| Native Hawaiian or other Pacific Islander | Female | Attained the Vision Goal Completion Definition | 1 | 1 | 0% ◀ ▮ |
| American Indian or Alaska Native | Female | Attained the Vision Goal Completion Definition | 2 | 2 | 0% ◀ ▮ |
| Black or African American | Female | Attained the Vision Goal Completion Definition | 120 | 126 | +5% ▯▮ |
| Foster Youth | Female | Completed Both Transfer-Level Math and English Within the District in the First Year | 2 | 6 | +200% ▯▮ |
| Black or African American | Male | Completed Both Transfer-Level Math and English Within the District in the First Year | 6 | 10 | +66.67% ▯▮ |
| Black or African American | Female | Completed Both Transfer-Level Math and English Within the District in the First Year | 2 | 13 | +550% ▯▮ |
| Disabled | Female | Completed Both Transfer-Level Math and English Within the District in the First Year | 1 | 1 | 0% ◀ ▮ |
| Veteran | Male | Retained from Fall to Spring at the Same College | 153 | 170 | +11.11% ▯▮ |
| Foster Youth | Male | Retained from Fall to Spring at the Same College | 172 | 203 | +18.02% ▯▮ |

| Demographic | Gender | Metric | Baseline | Goal | Equity Change |
|----------------------------------|--------|--|----------|------|---------------|
| LGBT | Male | Transferred to a Four-Year Institution | 1 | 5 | +400% ▯▯◀ |
| Hispanic or Latino | Male | Transferred to a Four-Year Institution | 149 | 159 | +6.71% ▯▯◀ |
| Filipino | Female | Transferred to a Four-Year Institution | 6 | 5 | -16.67% ◀ ▯▯ |
| Black or African American | Male | Transferred to a Four-Year Institution | 39 | 44 | +12.82% ▯▯◀ |
| American Indian or Alaska Native | Female | Transferred to a Four-Year Institution | 1 | 0 | - ◀ ▯▯ |
| American Indian or Alaska Native | Male | Attained the Vision Goal Completion Definition | 0 | 0 | - ◀ ▯▯ |
| LGBT | Male | Completed Both Transfer-Level Math and English Within the District in the First Year | 0 | 1 | 0% ◀ ▯▯ |
| Foster Youth | Male | Completed Both Transfer-Level Math and English Within the District in the First Year | 0 | 3 | +200% ▯▯◀ |
| Some other race | Male | Retained from Fall to Spring at the Same College | 25 | 33 | +32% ▯▯◀ |
| Black or African American | Male | Retained from Fall to Spring at the Same College | 497 | 588 | +18.31% ▯▯◀ |
| Black or African American | Female | Retained from Fall to Spring at the Same College | 945 | 1001 | +5.93% ▯▯◀ |
| Veteran | Male | Enrolled in the Same Community College | 253 | 279 | +10.28% ▯▯◀ |
| LGBT | Male | Enrolled in the Same Community College | 200 | 253 | +26.5% ▯▯◀ |
| LGBT | Female | Enrolled in the Same Community College | 415 | 453 | +9.16% ▯▯◀ |
| Foster Youth | Female | Enrolled in the Same Community College | 495 | 516 | +4.24% ▯▯◀ |
| White | Male | Enrolled in the Same Community College | 1395 | 1418 | +1.65% ◀ ▯▯ |
| White | Female | Enrolled in the Same Community College | 1536 | 1643 | +6.97% ▯▯◀ |
| Some other race | Male | Enrolled in the Same Community College | 32 | 119 | +271.88% ▯▯◀ |
| Some other race | Female | Enrolled in the Same Community College | 54 | 91 | +68.52% ▯▯◀ |

| Demographic | Gender | Metric | Baseline | Goal | Equity Change |
|---|--------|--|----------|------|---------------|
| Native Hawaiian or other Pacific Islander | Male | Enrolled in the Same Community College | 21 | 49 | +133.33% ▯▮ |
| Native Hawaiian or other Pacific Islander | Female | Enrolled in the Same Community College | 31 | 39 | +25.81% ▯▮ |
| Black or African American | Male | Enrolled in the Same Community College | 1339 | 1409 | +5.23% ▯▮ |
| Black or African American | Female | Enrolled in the Same Community College | 2135 | 2183 | +2.25% ▮▯ |
| Asian | Male | Enrolled in the Same Community College | 222 | 314 | +41.44% ▯▮ |
| Asian | Female | Enrolled in the Same Community College | 280 | 305 | +8.93% ▯▮ |
| American Indian or Alaska Native | Male | Enrolled in the Same Community College | 44 | 64 | +45.45% ▯▮ |

Additional Categories

No population groups selected.

Activities

Current or former Foster Youth

Brief Description of Activity

Connect to feeder high school districts to market resources and support systems available for current foster youth at AVC. Hire support staff to serve as an intervention specialist who will meet with current and former foster youth bi-monthly. The specialist will assist with the challenges foster youth face navigating through their educational careers and assess their progress in classes. The specialist will also provide foster youth with links to services and resources that are available to address their specific needs. Host orientations specific to the needs of current and former foster youth that offer resources and benefits (financial aid, counseling, transfer center, and provide additional supports such as bus passes, Books H.E.L.P. Program, FYE, childcare, etc.). Provide professional development for staff and faculty that focuses on trauma informed care. Outreach, engage, and encourage participation in the Strategic Student-Faculty Engagement Program, which will provide instructional support to students in and out of the classroom. Provide intrusive counseling and mid-semester check-ins for current and former foster youth to increase early intervention when students need additional support for successful course completion. Partner with community resource (i.e. DCSF, Independent Living agency, homeless youth agencies) to provide transitional support to connect former foster youth with resources and services available in the community.

Related Metrics

- Foster Youth : Male : Attained the Vision Goal Completion Definition
 - Foster Youth : Female : Attained the Vision Goal Completion Definition
 - Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
 - Foster Youth : Male : Retained from Fall to Spring at the Same College
 - Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
 - Foster Youth : Female : Enrolled in the Same Community College
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Veterans

Brief Description of Activity

Target improved retention of Veterans from Fall to Spring by increasing engagement. Increase direct counseling services to veterans by having an academic counselor in the Veterans Resource Center on a consistent basis. Provide on the spot Education Plans and ensure that they are on track to successfully complete their program. Re-launch our Peer Mentor program, in order to have veteran students reaching out and helping other veteran students. Continue to foster an environment that supports networking and growing the connection with their peers. Lead students in building each other up through activities and strategies aimed at helping veterans. Identifying needs and assist in removing barriers to academic success. Offer study hall sessions in the Veterans Resource Center, which will be small group studying with other Student Veterans available to assist. Increase the amount of students that move from just applying to actually registering for classes. Outreach to veterans and encourage early involvement in VRC. Focus on outreach and high engagement especially during registration. Ensure that veterans have an Education Plan with a clear path. Connect with homework help, Learning Center and other resources.

Related Metrics

- Veteran : Male : Retained from Fall to Spring at the Same College
 - Veteran : Male : Enrolled in the Same Community College
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Black/African American Students

Brief Description of Activity

Recruit more Black/African American students. Continue to support statewide Umoja consortium which focuses on the specific needs of students in the Black/African American community and provides additional opportunities for focused study and dedicated staff to follow up and guide students until completion. Outreach and encourage Black/African American student participation in the Strategic Student-Faculty Engagement Program which will provide instructional support to students in and out the classroom. Provide intrusive counseling and mid-semester check-ins for Black/African American students to increase early intervention when students need additional support for successful course completion. Providing students with mentoring, enrichment programs, conferences such as A2MEND, Umoja, etc. which will encourage students to strive for successful course completion. Expand the AVID and Umoja strategies to faculty and staff through professional development. Create collaborative agreements with organizations such as, Umoja, and A2MEND. Provide support offer resources and benefits (financial aid, counseling, transfer center, and provide additional supports such as bus passes, Books H.E.L.P, Program, FYE, childcare, etc.)

Related Metrics

- Black or African American : Male : Attained the Vision Goal Completion Definition
 - Black or African American : Female : Attained the Vision Goal Completion Definition
 - Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
 - Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
 - Black or African American : Male : Transferred to a Four-Year Institution
 - Black or African American : Male : Retained from Fall to Spring at the Same College
 - Black or African American : Female : Retained from Fall to Spring at the Same College
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Retention: Fall to Spring

Brief Description of Activity

Expand peer mentoring on campus through Veterans, Foster Youth and Umoja programs serving DI groups. Communicate through the AVC website assisting students with where to find on and off campus resources. Collaborate with Academic Senate to increase faculty awareness of services that support students retention. Create a Parent University with resources on how to support their college students success, including college expectations. Communicate to students using Apps, push notifications, and early alerts. Expand embedded tutoring. Create emergency funds for students and communicate availability of these funds to students, staff and faculty. Expand opportunity for community partners, i.e. legal assistance. Expand Books H.E.L.P and other direct services to students for their success. Continue to support college transition through Student Success Kickoff and First Year Experience. Ensure students have an Educational Plan when they enroll in courses at AVC. Expand services aimed at assisting faculty and staff in how to recognize and support student in crisis. Explore the implementation of an Early Alert System. Continue providing registration workshops and follow up to ensure registration. Support the efforts of Guided Pathways. Expand Dual enrollment such as Double Up and Rosamond High School. Provide AVID and Umoja training to faculty and staff. Track students' grades through Banner and Canvas to make data driven decisions that help students with their retention. Work with faculty to help them determine patterns and identify action that can be taken to close the gaps. Bring CUE to AVC to assist with gaining a deeper meaning of the data.

Related Metrics

- Veteran : Male : Retained from Fall to Spring at the Same College
 - Foster Youth : Male : Retained from Fall to Spring at the Same College
 - Some other race : Male : Retained from Fall to Spring at the Same College
 - Black or African American : Male : Retained from Fall to Spring at the Same College
 - Black or African American : Female : Retained from Fall to Spring at the Same College
-

Transfer to four-year institution (within 3 years)

Brief Description of Activity

Target students who are identified as Disproportionately Impacted (DI) who are not on track to transfer. Target group will be analyzed and each student will be guided by counselors, faculty and staff . Student services (ie. Transfer Center/EOPS/OSD/Umoja) will assist with ensuring the students are aware of the Learning Center supports and other campus resources. Create student coaches to support students who are identified as DI. Student coaches will assist identified students in implementing their plan to transfer to universities, enhancing what the counselors are already doing. Promote HBCU and HSI transfer fairs and campus tours. Enhance the engagement of faculty in

assisting students with transfer plans and exploration of transfer options. Increase campus tours to four year colleges and universities. Create celebratory and transitional activities for transfer ready students.

Related Metrics

- Disabled : Male : Transferred to a Four-Year Institution
 - Hispanic or Latino : Male : Transferred to a Four-Year Institution
 - Black or African American : Male : Transferred to a Four-Year Institution
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Access and Enrollment Success

Brief Description of Activity

Create an inquiry team to conduct campus and community survey to further analyze barriers to access. Provide the inquiry team with training aimed at analyzing the onboarding process and barriers. Analyze enrollment patterns from feeder high schools. Address barriers for students who have applied but not enrolled. Continue to enhance counseling and career opportunities. Promote and maximize the utilization of the AV Promise (College Promise Program) to ensure that the program is implemented and serving students in an equitable method. Implement success strategies and ensure continued collaboration between Financial Aid, First Year Experience, Counseling, Admissions, Student Equity and other support services. Increase access and enrollment success through strategic outreach including supports to the community through outreach student ambassadors, Financial Aid presentations, campus tours, Student Success Kickoff, new Student Success Workshops. Communicate early and routinely about implementation of AB 705 to community partners especially our local high school district. Ensure that students have an Educational Plan when they enroll in courses at AVC. Continue to expand registration workshops and orientations. Enhance opportunities for marketing to prospective students about Guided Pathways. Enhance early awareness of CTE programs. Increase awareness of dual enrollment opportunities for high school students. Invite community to attend equity events. Utilize equity-Minded Practices, Trauma, and Justice Informed Care. Connect to community partners that service the needs of DI groups such as Asian, Black, LGBT etc.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Veteran : Male : Enrolled in the Same Community College
- LGBT : Male : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- White : Male : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Some other race : Male : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Male : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Asian : Male : Enrolled in the Same Community College
- Asian : Female : Enrolled in the Same Community College

- American Indian or Alaska Native : Male : Enrolled in the Same Community College
-

Completion of Transfer Level Math and English

Brief Description of Activity

Early academic outreach and advising for incoming and new students . Targeted academic advising and interventions for DI groups , specifically African American students both male and female. Strengthen the academic support for Umoja with focus on the new student cohort. Enhance embedded tutoring and other Learning Center support programs. Early outreach to DI groups that includes information strategic academic college preparation. Marketing and outreach to black male and female initiative programs at local high schools. Utilize Community partnerships with groups already working with high school populations such as iFoster. Expand marketing for "Summer Academy at AVC" to students feel that they are unprepared for Math, English and reading courses. Professional Development for AVID and Umoja strategies to implement in the classrooms. Continue to host and participate in statewide Umoja activities. Enhance A2Mend, Black Student Union and Umoja student clubs. Continue to educate the campus community about initiatives aimed at supporting AB705. Create mid year incentives to celebrate students complete of transfer level Math and/or English.

Related Metrics

- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
 - Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
-

Vision Goal Completion (Earned credit certificate or associate's degree within 3 years)

Brief Description of Activity

Increase course offerings and opportunities for dual enrollment. Review course offerings and schedules to include online, evening and weekend. Continuous promotion of Guided Pathways through early outreach, First Year Experience and academic advising. Congratulatory events such as Latinx grad celebration, Black grad celebration. Enhance Guardian Scholar program for foster youth. Create enhanced wrap around support including mental health, food and housing insecurities. Enhance wrap around support for LGBT students providing additional mental health, food and housing insecurities. Provide professional development and ally training aimed at understanding the unique needs of foster youth. Expand job offerings and internships with community partners. Enhance Learning Center Continue to provide Professional Development for Umoja and AVID strategies across faculty disciplines. Continue to provide students with wraparound services aimed at eliminating barriers to success; ie. Books H.E.L.P., food pantry, bus passes, homeless support services and mental health services.

Related Metrics

- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition



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Instructions

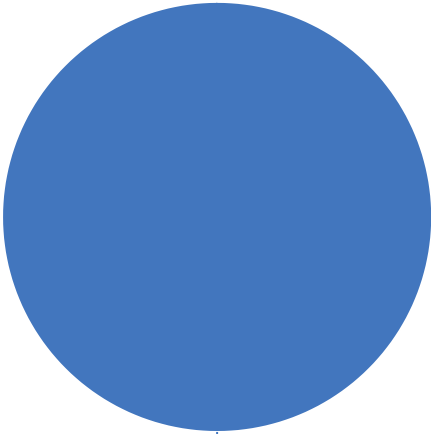
Use FILTERS to narrow view. NOTE: Some filters, like Demographic, do not apply to tiles that already group data by these categories.

Click Run to apply filters

Click on Gear symbol in upper-right of of Dashboard for download options.

Click on column heading to sort by the column on the table below.

Proposal Status



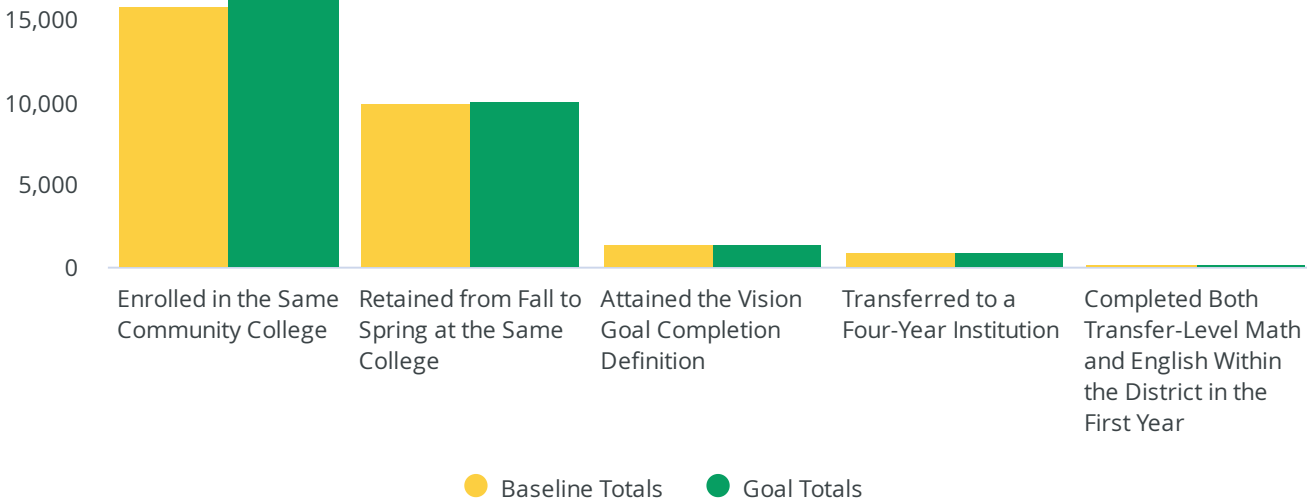
Submitted - 1

88%

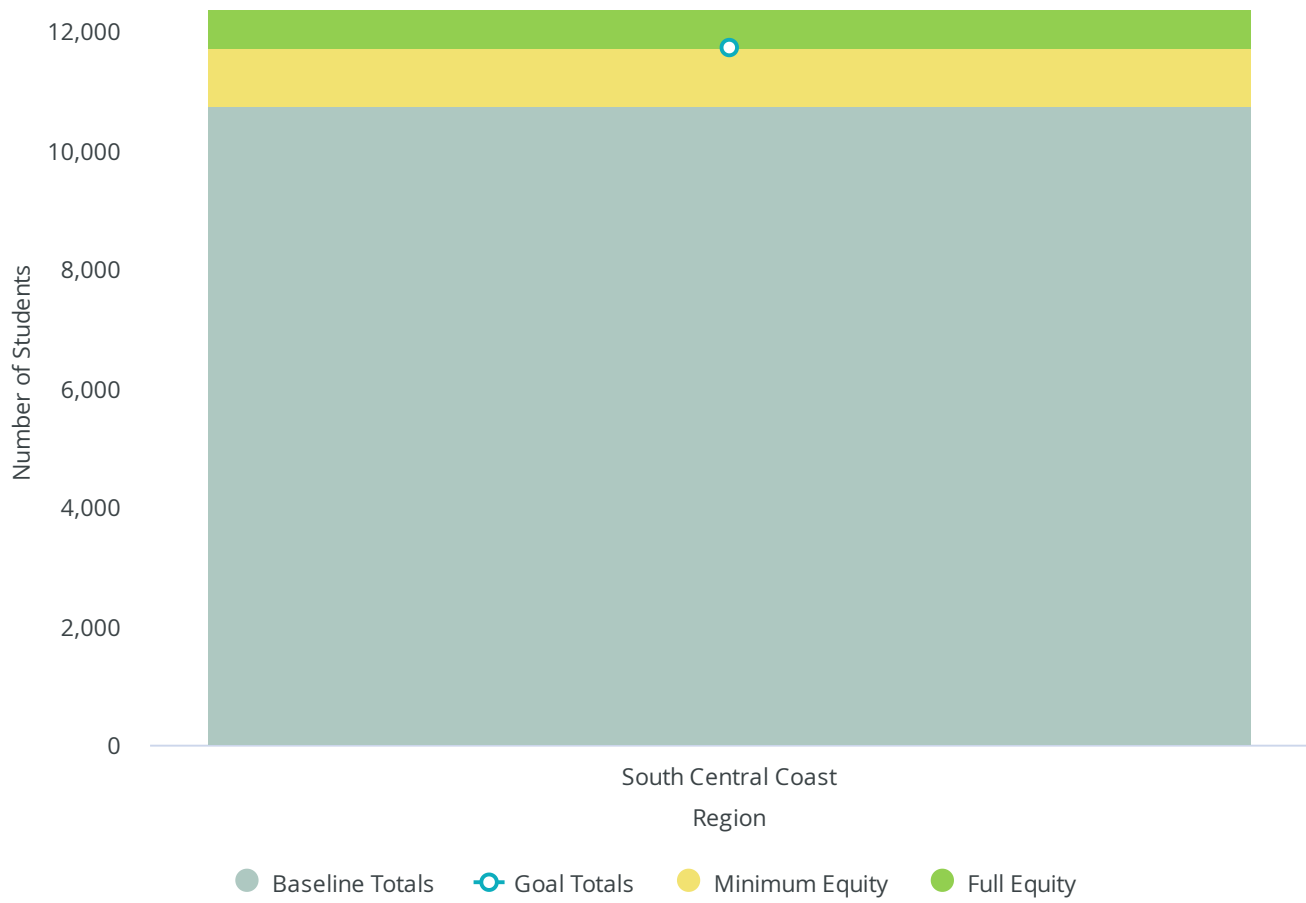
of Metric Goals Meet Minimum Equ...

0% of Metrics Meet Full Equity Goals

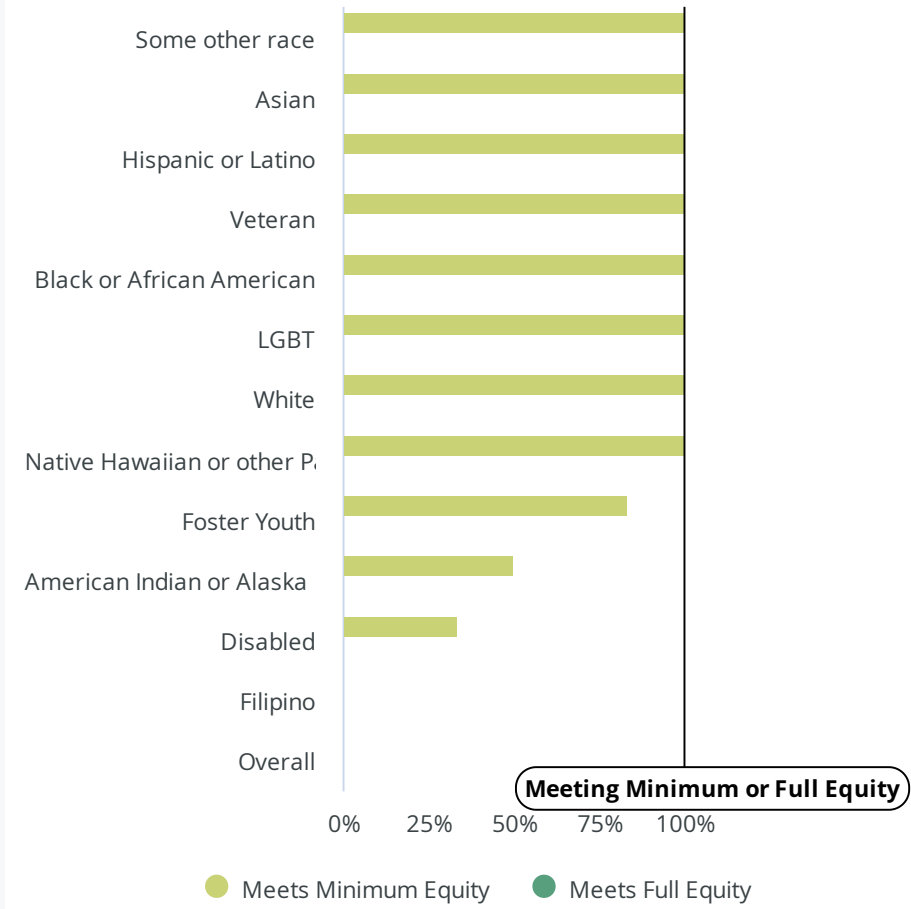
Overall Metrics



Equity Goals by Region



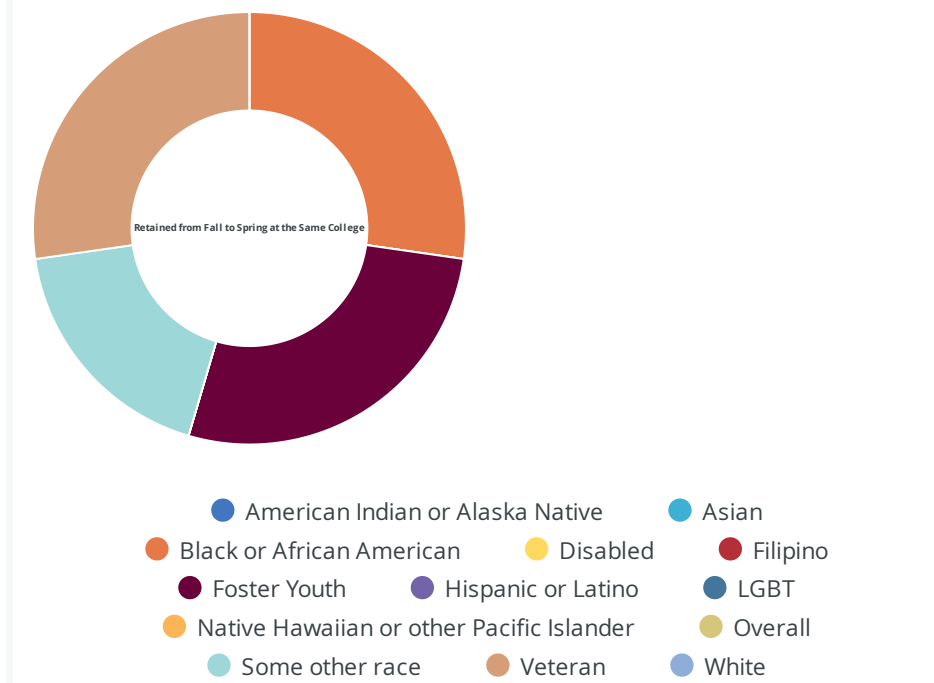
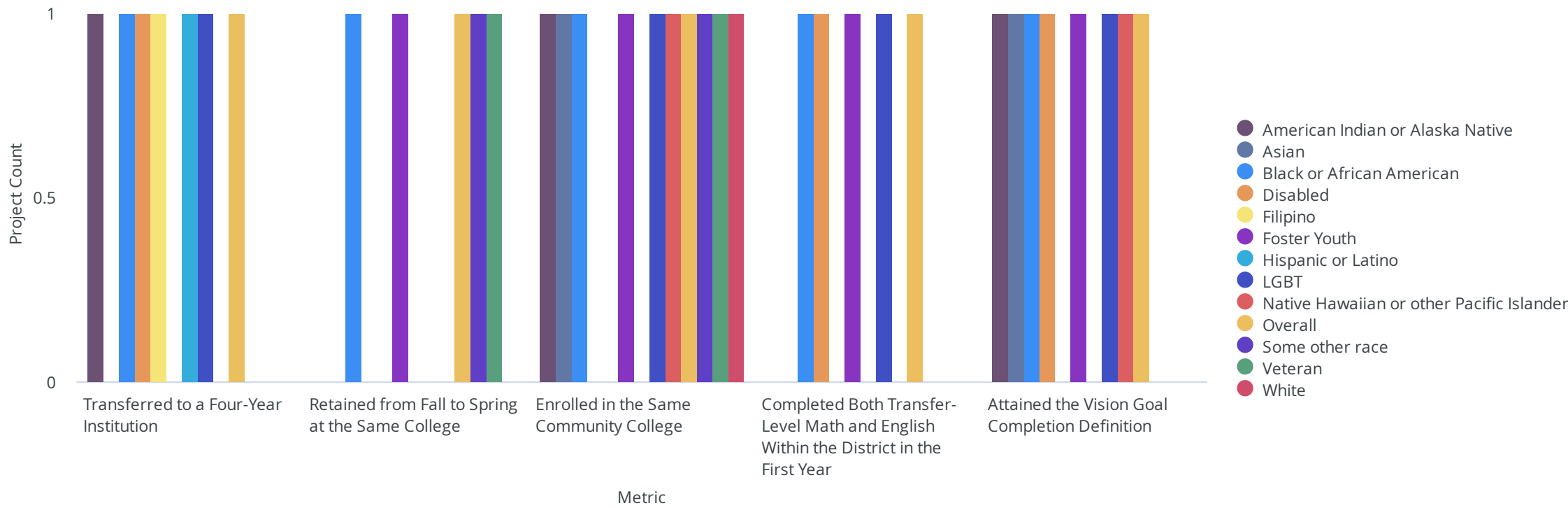
Percent of Metric Goals Meeting Minimum/Full Equity



Number of Activities addressing a Metric



Number of Projects Per Metric



| Region ^ | District | Project ID | Title | Proposal Status | Activity Item Title | Related Metrics (list) | |
|----------|-------------------------|-------------------------|-------|---|---------------------|---|--|
| 1 | South Central Coast ... | Antelope Valley CCD ... | 6767 | Antelope Valley College - Student Equity Plan | Submitted | | LGBT: Male: Attained the Vision Goal Completion Definition |
| 2 | South Central Coast ... | Antelope Valley CCD ... | 6767 | Antelope Valley College - Student Equity Plan | Submitted | Vision Goal Completion (Earned credit certificate or associate's degree within 3 years) | Black or African American: Female: Attained the Vision Goal Completion Definition, Black or African American: Male: Attained the Vision Goal Completion Definition, Foster Youth: Female: Attained the Vision Goal Completion Definition, Foster Youth: Male: Attained the Vision Goal Completion Definition, LGBT: Female: Attained the Vision Goal Completion Definition, LGBT: Male: Attained the Vision Goal Completion Definition |
| 3 | South Central Coast ... | Antelope Valley CCD ... | 6767 | Antelope Valley College - Student Equity Plan | Submitted | Access and Enrollment Success | American Indian or Alaska Native: Male: Enrolled in the Same Community College, Asian: Female: Enrolled in the Same Community College, Asian: Male: Enrolled in the Same Community College, Black or African American: Female: Enrolled in the Same Community College, Black or African American: Male: Enrolled in the Same Community College, Foster Youth: Female: Enrolled in the Same Community College, LGBT: Female: Enrolled in the Same Community College, LGBT: Male: Enrolled in the Same Community College, Native Hawaiian or other Pacific Islander: Female: Enrolled in the Same Community College, Native Hawaiian or other Pacific Islander: Male: Enrolled in the Same Community College, Overall: All: Enrolled in the Same Community College, Some other race: Female: Enrolled in the Same Community College, Some other race: Male: Enrolled in the Same Community College, Veteran: Male: Enrolled in the Same Community College, White: Female: Enrolled in the Same Community College, White: Male: Enrolled in the Same Community College |
| 4 | South Central Coast ... | Antelope Valley CCD ... | 6767 | Antelope Valley College - Student Equity Plan | Submitted | Black/African American Students | Black or African American: Female: Attained the Vision Goal Completion Definition, Black or African American: Female: Completed Both Transfer-Level Math and English Within the District in the First Year, Black or African American: Female: Retained from Fall to Spring at the Same College, Black or African American: Male: Attained the Vision Goal Completion Definition, Black or African American: Male: Completed Both Transfer-Level Math and English Within the District in the First Year, Black or African American: Male: Retained from Fall to Spring at the Same College, Black or African American: Male: Transferred to a Four-Year Institution |
| 5 | South Central Coast ... | Antelope Valley CCD ... | 6767 | Antelope Valley College - Student Equity Plan | Submitted | Completion of Transfer Level Math and English | Black or African American: Female: Completed Both Transfer-Level Math and English Within the District in the First Year, Black or African American: Male: Completed Both Transfer-Level Math and English Within the District in the First Year |
| 6 | South Central Coast ... | Antelope Valley CCD ... | 6767 | Antelope Valley College - Student Equity Plan | Submitted | Current or former Foster Youth | Foster Youth: Female: Attained the Vision Goal Completion Definition, Foster Youth: Female: Completed Both Transfer-Level Math and English Within the District in the First Year, Foster Youth: Female: Enrolled in the Same Community College, Foster Youth: Male: Attained the Vision Goal Completion Definition, Foster Youth: Male: Completed Both Transfer-Level Math and English Within the District in the First Year, Foster Youth: Male: Retained from Fall to Spring at the Same College |
| 7 | South Central Coast ... | Antelope Valley CCD ... | 6767 | Antelope Valley College - Student Equity Plan | Submitted | Retention: Fall to Spring | Black or African American: Female: Retained from Fall to Spring at the Same College, Black or African American: Male: Retained from Fall to Spring at the Same College, Foster Youth: Male: Retained from Fall to Spring at the Same College, Some other race: Male: Retained from Fall to Spring at the Same College, Veteran: Male: Retained from Fall to Spring at the Same College |
| 8 | South Central Coast ... | Antelope Valley CCD ... | 6767 | Antelope Valley College - Student Equity Plan | Submitted | Test | LGBT: Female: Attained the Vision Goal Completion Definition |
| 9 | South Central Coast ... | Antelope Valley CCD ... | 6767 | Antelope Valley College - Student Equity Plan | Submitted | Transfer to four-year institution (within 3 years) | American Indian or Alaska Native: Female: Attained the Vision Goal Completion Definition, American Indian or Alaska Native: Female: Transferred to a Four-Year Institution, American Indian or Alaska Native: Male: Attained the Vision Goal Completion Definition, Asian: Male: Attained the Vision Goal Completion Definition, Black or African American: Female: Attained the Vision Goal Completion Definition, Black or African American: Female: Completed Both Transfer-Level Math and English Within the District in the First Year, Black or African American: Female: Retained from Fall to Spring at the Same College, Black or African American: Male: Attained the Vision Goal Completion Definition, Black or African American: Male: Completed Both Transfer-Level Math and English Within the District in the First Year, Black or African American: Male: Retained from Fall to Spring at the Same College, Black or African American: Male: Transferred to a Four-Year Institution, Disabled: Female: Completed Both Transfer-Level Math and English Within the District in the First Year, Disabled: Male: Attained the Vision Goal Completion Definition, Disabled: Male: Transferred to a Four-Year Institution, Filipino: Female: Transferred to a Four-Year Institution, Foster Youth: Female: Attained the Vision Goal Completion Definition, Foster Youth: Female: Completed Both Transfer-Level Math and English Within the District in the First Year, Foster Youth: Male: Attained the Vision Goal Completion Definition, Foster Youth: Male: Completed Both Transfer-Level Math and English Within the District in the First Year, Foster Youth: Male: Retained from Fall to Spring at the Same College, Hispanic or Latino: Male: Transferred to a Four-Year Institution, LGBT: Female: Attained the Vision Goal Completion Definition, LGBT: Male: Attained the Vision Goal Completion Definition, LGBT: Male: Completed Both Transfer-Level Math and English Within the District in the First Year, LGBT: Male: Enrolled in the Same Community College, LGBT: Male: Transferred to a Four-Year Institution, Native Hawaiian or other Pacific Islander: Female: Attained the Vision Goal Completion Definition, Some other race: Male: Retained from Fall to Spring at the Same College, Veteran: Male: Enrolled in the Same Community College, Veteran: Male: Retained from Fall to Spring at the Same College |
| | | | | Antelope | | | |

| | | | | | | | |
|----|-------------------------------|-------------------------------|------|---|-----------|----------|--|
| 10 | South Central Coast ... | Antelope Valley CCD ... | 6767 | Valley College - Student Equity Plan | Submitted | Veterans | Veteran: Male: Enrolled in the Same Community College, Veteran: Male: Retained from Fall to Spring at the Same College |
|----|-------------------------------|-------------------------------|------|---|-----------|----------|--|

SEA Annual Report

Contacts

Project Lead Contact

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(661) 722-6301

Awaiting Submittal

Chief Business Officer

Diana Keelen
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Awaiting Submittal

Disproportionately Impacted (DI) Student Groups

No population groups selected.

Disproportionately Impacted (DI) Custom Student Groups

No population groups selected.

Overall Student Groups

No population groups selected.

Activities

None Entered.

Expenditures

Year 1 Expenditures

2018-19 Allocation

\$5,979,526

| Expenditure Type | Year 1 Amount | Percentage of Allocation |
|--|--------------------|--------------------------|
| 1000 - Instructional Salaries | Not Entered | 0% |
| 2000 - Non-Instructional Salaries | Not Entered | 0% |
| 3000 - Employee Benefits | Not Entered | 0% |
| 4000 - Supplies and Materials | Not Entered | 0% |
| 5000 - Other Operating Expenses and Services | Not Entered | 0% |
| 6000 - Capital Outlay | Not Entered | 0% |
| 7000 - Other Outgo | Not Entered | 0% |
| Total Expenditures | \$0 | 0% |
| Year 2 Forecast | Not Entered | 0% |
| Total | \$0 | |
| Remaining Allocation | \$5,979,526 | 100% |

Category Spending

Category Spending

2018-20 Expenditures

\$0

None Entered.

Success Story (optional)

Story Title

Not Entered

Responsible Person

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Challenges (optional)

Description of Challenge

Not Entered

Categories

Not Entered

Responsible Person

Not Entered



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Challenges

Challenges (optional)

Please share any challenges you have encountered with implementing efforts and activities related to the SEA Program. This information will help the Chancellor's Office determine additional support/resources needed system-wide, and/or policy changes needed.

NOTE: This workflow step is optional, however all fields are required should you wish to enter a challenge.

Description of Challenge

0/1000

Categories

[Can't find the contact you're looking for? Add the user.](#)

Responsible Person



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Success Story

Success Story (optional)

Please provide a success story for collaborative purposes and to help establish best practices. You may use this area to elaborate on any of the activities for which you reported progress, or on any other student equity-related efforts on your campus.

NOTE: This workflow step is optional, however all fields are required should you wish to enter a success story.

Story Title

[Can't find the contact you're looking for? Add the user.](#)

Responsible Person

Success Story

0/5000

Outcomes

0/1000

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Category Spending

Approximate Spending Per Activity Category

Please provide an estimate of how your college plans to spend its 2018-19 SEA allocation (full two years of spending). Enter the estimated percentage breakdown of the total 2018-19 SEA funds by category. NOTE: This is an estimate only - the purpose of which is to help the Chancellor's Office understand generally how colleges are expending funds by category. This is a non-auditable field.

2018-20 Expenditures

\$0



You must report on your expenditures before being able to fill out your category spending. Please go back to the Expenditures tab, and report on your expenditures.



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Success Story

Success Story (optional)

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Story Title

[Can't find the contact you're looking for? Add the user.](#)

Responsible Person

Success Story

0/5000

Outcomes

0/1000

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Challenges

Challenges (optional)

Please share any challenges you have encountered with implementing efforts and activities related to the SEA Program. This information will help the Chancellor's Office determine additional support/resources needed system-wide, and/or policy changes needed.

NOTE: This workflow step is optional, however all fields are required should you wish to enter a challenge.

Description of Challenge

0/1000

Categories

[Can't find the contact you're looking for? Add the user.](#)

Responsible Person



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