ANTELOPE VALLEY COLLEGE

Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: STUDENT SERVICES/ Financial Aid Office (FAO)	**For Planning Years: 2025-2026**
Name of person leading this review: Windy Franklin Martinez	
Names of all participants in this review: Asia Alvarez, Daniel Garcia, Juan Eason, Jacqueline Cartwright, Kendra Doss, Ernestine Jordan, Linda Sanchez, Carisha Duvall, Marlene Santos, Roxanna Alvarado, Naiby Duarte	

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

The Financial Aid Office (FAO) is integral to the success of students and the community we serve. The FAO operates under the following mission statement: "*Recognizing we are here for the students; we are committed to the prompt delivery of student financial aid. We strive to provide quality service to students, the community, and our colleagues with integrity and compassion. We encourage the development of teamwork, cooperation and innovation as well as the pursuit of increased knowledge."*

FAO is aligned with the district mission to encourage student success through quality service to our students and our community. Our commitment to delivering student financial aid promptly and efficiently enables students to have the financial support needed to accomplish their academic or career goals. FAO contributes to AVC's retention efforts by providing on-going financial assistance to eligible students in pursuit of their academic goals. FAO supports the mission of Antelope Valley College by assisting students with their educational expenses, including tuition, fees, books, supplies, transportation, food, and housing.

In addition to providing financial aid, we strive to ensure students understand the financial aid process and the relationship between financial aid, financial literacy, and student academic success. Our objective is to help our students to navigate the financial aid process comfortably and efficiently. Our office is dedicated to serving the district's diverse student population and removing barriers that prevent our students from being successful. The FAO team believes that no student should be left behind because of a lack of funds. While complying with Federal, State, and Institutional regulations and guidelines, we ensure equity and consistency in the delivery of funds to eligible students. The FAO philosophies align with the Chancellor's Office Vision of Success and will facilitate equitable access to all students that utilize our services.

Part 2A. Analyze the program review data for your area including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, etc.

Use the following questions to guide your analysis:

- Who do you primarily serve and what services do you provide for each of the groups?
- How is the work of your area measured or quantified? What is your measure of success?
- How do the demographics served by your area's work compare to AVC's service area demographics?
- Which race/ethnicity groups experience the largest equity gaps?
- What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year?

The FAO administers several financial aid programs funded by a variety of sources: federal, state, institutional and private. Federally funded programs include: the Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study (FWS), Federal Direct Subsidized and Unsubsidized Loans, and Federal Direct Parent Plus Loans. State of California funded aid programs include the Cal Grant A, Cal Grant B, Cal Grant C, California College Promise Grant (CALPG) A, B, C, California College Promise Program (AB19), Chafee Grant, and Student Success Completion Grant (SSCG). Working collaboratively, the FAO and the Foundation

Office administer foundation aid via outside private scholarships. The FAO and the Foundation Office continue to work together to ensure the scholarship process remains an accessible, easy, and delivered completely online.

2023-2024 academic year, the FAO successfully disbursed $53,956,755 in student aid, including:

- Pell Grants: $29,171,129
- Direct Student Loans: $4,409,253
- California College Promise Grant (CCPG): $7,454,936
- Promise Program (AB19): $151,423
- Cal Grants: $ 4,238,476
- Chafee Grants: $51,137
- FSEOG: $583,138
- SSCG: $5,262,064
- Scholarships: $261,272
- Federal Work Study: $497,040

Part 2B. Based on Part 2A and the reflection questions below, identify the program/area Strengths, Opportunities, Aspirations & Risks:

Use the following questions to guide your analysis:

- Who do you primarily serve and what services do you provide for each of the groups?
- Describe how your program/area incorporates constituent feedback.
- How does your program address equity gaps within the scope of work?

Strengths and Accomplishments: *(Include your data analysis of relevant metrics in your response.)*

The FAO offers a designated staff member to the campus categorical programs and services. FAO Technicians are available to each financial student via email or phone. The FAO staff participate regularly in on-campus and off-campus events. The FAO provides financial aid workshops throughout each semester to support financial aid application completion and financial aid literacy. The FAO has maintained an online presence for our student post-COVID, supports that continue to be well-received by students, particularly those who are distance education students.

Opportunities and Challenges: *(Include your data analysis of relevant metrics in your response.)*

The FAO identified three challenges for the upcoming Aid Year 2024-2025: the FAFSA Simplification Act and the installation of the Course Program of Study (CPoS). Whenever a new process is introduced, there is a learning curve for the entire office. All FA Staff will have to complete thorough training in a relatively short span of time. The opportunity will be that every staff member will all be in a collaborative learning environment. Collaborative learning fosters problem solving skills, communication and listening skills.

1. FAFSA Simplification Act and the Updated FA Application. The FAFSA Application is changing after 40 years due to the FAFSA Simplification Act. However, this process left many colleges, students, and financial aid offices nationwide unable to access federal financial aid or identify students who were eligible. AVC experienced the issues when hundreds of students had difficulties with maintaining their eligibility or accessing funds due to federal problems with the new

application rollout. These students often had their aid revoked or reduced due to federal mistakes. The FAO has been told that there will likely be some of the same issues for the 2024-2025 year.

Major changes the FAO is dealing with due to the FAFSA Act and the update application include the following:

- Replacing the Expected Family Contribution (EFC) With the Student Aid Index (SAI), requiring a different measure of a student's ability to pay for college, and the FAO identifying a new methodology used to determine aid which includes a new analysis formula and requires a separate eligibility determination criterion for Federal Pell Grants.
- Modifications to Family Definitions in FAFSA® formulas;
- Expanding Access to Federal Pell Grants for currently incarcerated students;
- Restoring Federal Pell Grant lifetime eligibility for students who were enrolled in schools identified as having misled the student;
- Streamlining the FAFSA® Form;
- Using data received directly from the IRS to calculate Federal Pell Grant eligibility and the SAI.

2. **Course Program of Study**. Course Program of Study (CPoS) is a process that works with the institution's degree audit software to ensure that students are enrolled in classes that apply to their degree program or course of study. The U.S. Department of Education (DOE)regulations require that a student must be enrolled in a degree-seeking program to receive federal financial aid at Antelope Valley College. Students enrolling in courses that are not required to complete their degree will be receive aid for program -related courses only by the Department of Education.

Currently, FAO Technicians manually assess each student who has poor Satisfactory Academic Progress (SAP) or in Maximum Unit Attempts (MAXUNT) for a program of study. When CPoS is in place, students will be paid only for the needed courses to complete the degree of certificate program without manual processes and fewer chances for error. Also, CPoS will allow students to maximize their federal and state aid because it will not be wasted on courses not needed.

3. **Understaffing.** In 2024, the FAO lost its director (to retirement) and a FA Technician II (employment outside of the district). These vacancies along with ongoing staff vacancies (due to family or health issues) have increased the workload for the remaining staff. An interim Director or Financial Aid will be onboard starting January 2025 and given the new director's breadth of financial aid knowledge and practices, it will be useful for senior administration and FAO staff to have this person's perspective to review and inform current program practices.

Aspirations: *(Include your data analysis of relevant metrics in your response.)*

The FAO has several aspirations, many of which are ongoing:

- Becoming fully staffed, including the following positions: permanent Director, Financial Aid Specialist, Financial Aid Technician II;
- Weekly disbursements and Refund. FAO disburse every two weeks except for the first two weeks of each primary term (FAO disburse weekly). Disbursing FA funds weekly could assist with student success and retention. When a student misses the deadline for disbursement, they must wait an additional two weeks for disbursement and refund, causing delays in purchasing books, materials, etc. With weekly disbursement, would prevent this.
- Personalized Financial Aid counseling with students and families.
- Collaboration with all Student Services to increase outreach (on & off-campus) and disseminate financial aid information.
- Embedding FAO services and language in all programs to remind students aid can help them attain student success and completion.

- Reviewing and revamping (when appropriate) FAO from a lens of equity. It is a best practice that all communication and job functions be executed with an equity mindset.
- Continuing to increase outreach opportunities and community presence via work with local feeder schools and school districts.

Part 2C. Review and comment on progress toward past Outcomes Improvement Plans

List your past **Outcomes Improvement Plans** and progress toward meeting those plans. *If you have not completed your Outcomes Improvement Plans, please review Operational Outcomes and Outcomes Improvement Plans training in Canvas and contact the Outcomes Committee directly.*

Continue with embedded FATV tutorials.	The FAO will continue to offer FATV videos to students and potential students. The videos are available 24/7 on the FAO website and provide current financial aid information. Students can access the videos during hours when the college is closed.
Continue to conduct FA Workshops (In-Person and On-line).	FAO has continued the workshops that support financial aid application completion, file completion, and general information. The workshops are provided in English and Spanish.
Continue to update the Financial Aid webpage, to include regulatory updates and changes.	Currently being done.
Continue with FAO Zoom front counter services, currently available Mon-Thursday 8:00am-4:30pm.	Currently being done.

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

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

Strengthen FAO Policies and Procedures to enhance processes with a focus on training, and the importance of compliance of state and federal regulations.	Goal met and is continuously being improved.
Maintain low loan default rate (below 20%)	Goal met
Streamline the financial aid application process and procedures with the use of technology to deliver financial aid refunds weekly	Goal not met due to understaffing and challenges caused by the federal changes to the FAFSA.
Increase financial aid staff to support student population at the Palmdale campus.	Goal not met due to staffing decreases at the main campus.

Part 3. Based on Part 2 above, please list program/area goals:

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** (Service area Outcomes)				

#1	Choose ILO				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Streamline the financial aid application process and procedures with the use of technology to deliver financial aid refunds weekly	Hiring an additional Financial Aid Specialist	Success will be measured when the FAO can disburse weekly.
#2	Choose ILO				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Strengthen FAO policies and procedures to enhance processes with a focus on training, and the importance of compliance of state and federal regulations	Hiring an Assistant Director of Financial Aid	Success will be measured by the increased training and the ability to maintain compliance with federal and state regulations
#3	Choose ILO				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Maintain a low loan default rate (below 20%).	Hiring Default Management Specialist and not having to outsource this service.	Success will be measured by the Default Rates remaining under 20% after hiring an internal Default Management Specialist

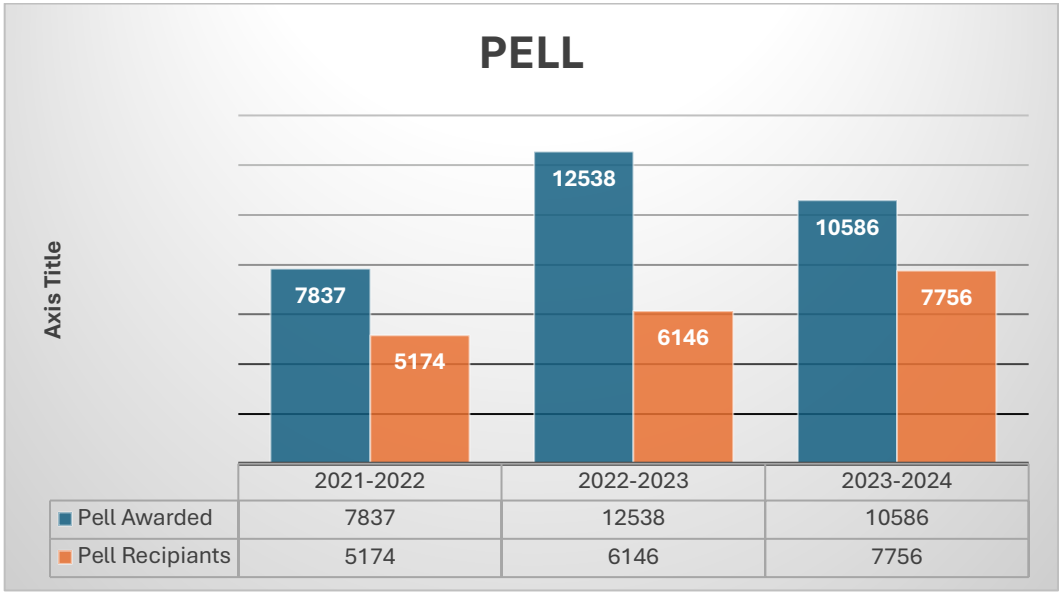
Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

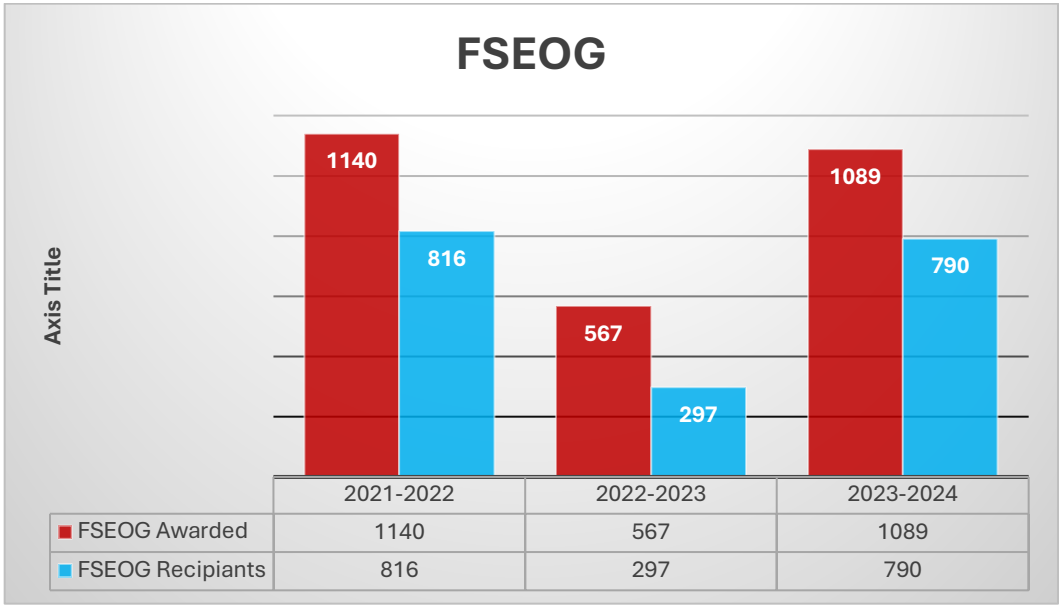
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name

Classified Staff	FAO Specialist	GOAL 1	Repeat	$75K: Approved Request (Funding unidentified for 50% of the salary)	Recurring	Windy Martinez
Other	FAO Assistant Director (CMS)	GOAL 1	Repeat	$160,000	Recurring	Windy Martinez
Classified Staff	FAO Default Management Specialist		Repeat	$105,000	Recurring	Windy Martinez

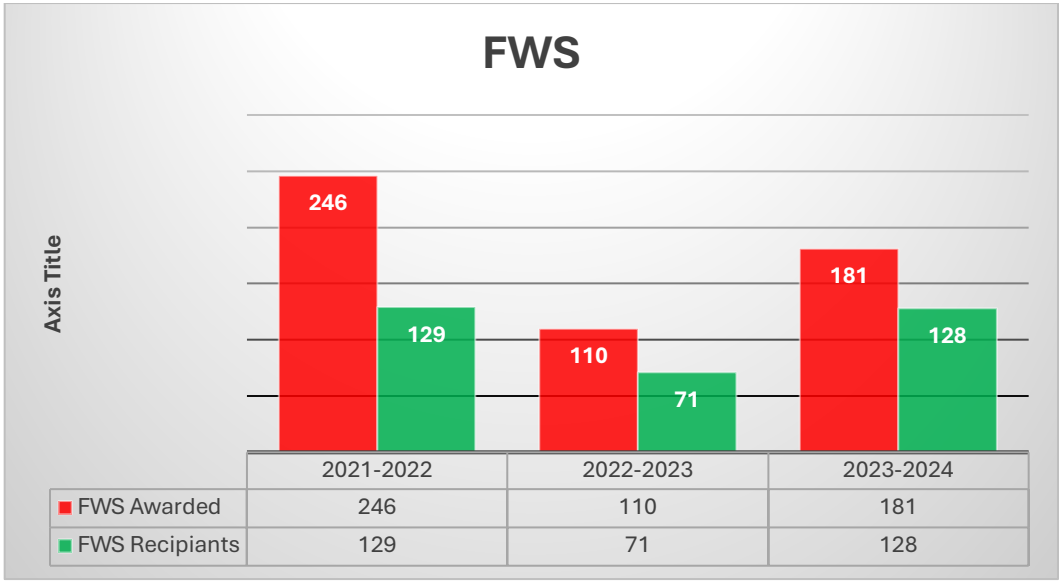
Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:

Please see accompanying data spreadsheet.

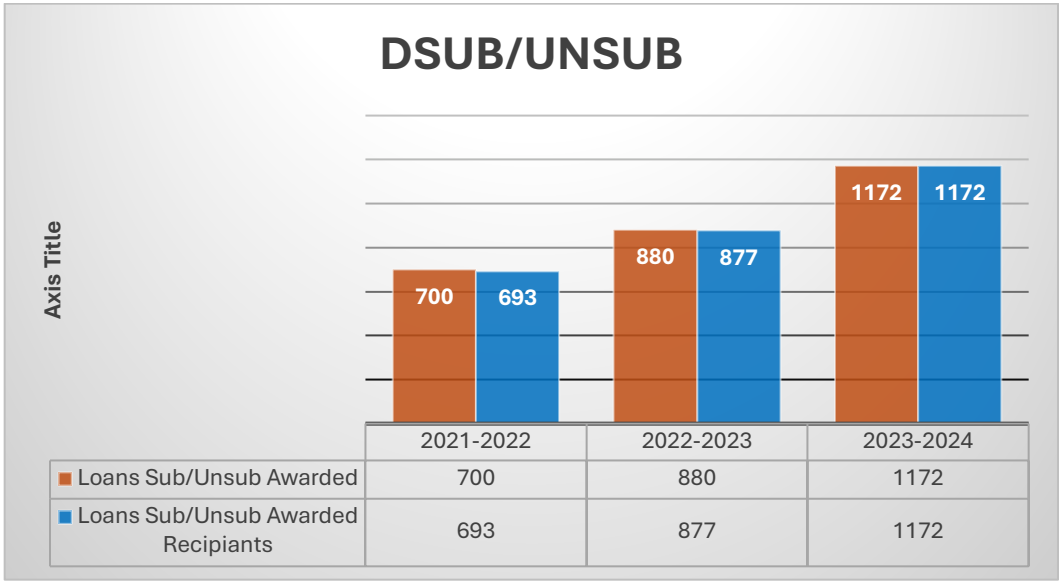




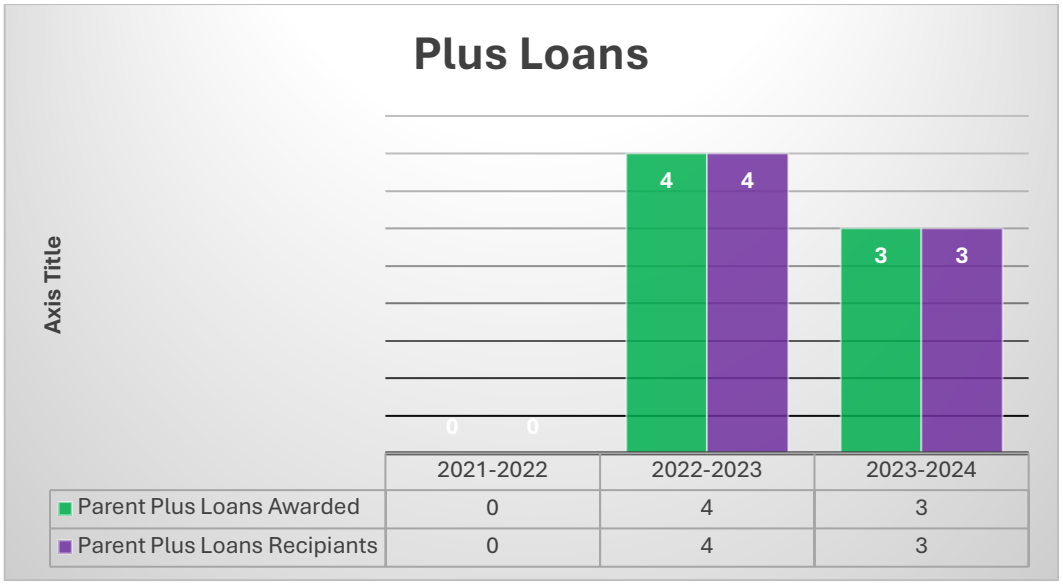
	2021-2022	2022-2023	2023-2024
FSEOG Awarded	1140	567	1089
FSEOG Recipiants	816	297	790



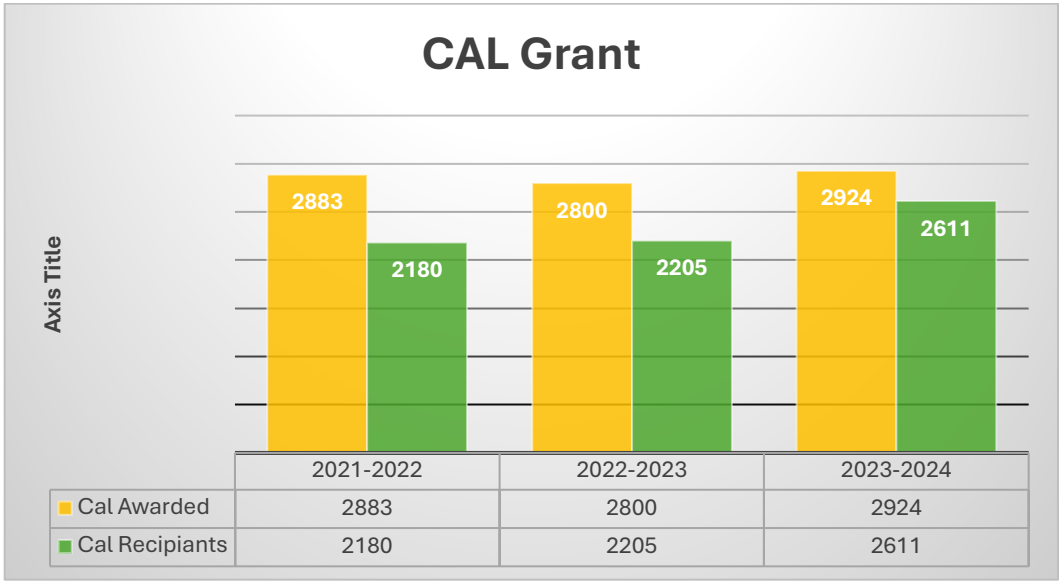
	2021-2022	2022-2023	2023-2024
FWS Awarded	246	110	181
FWS Recipiants	129	71	128



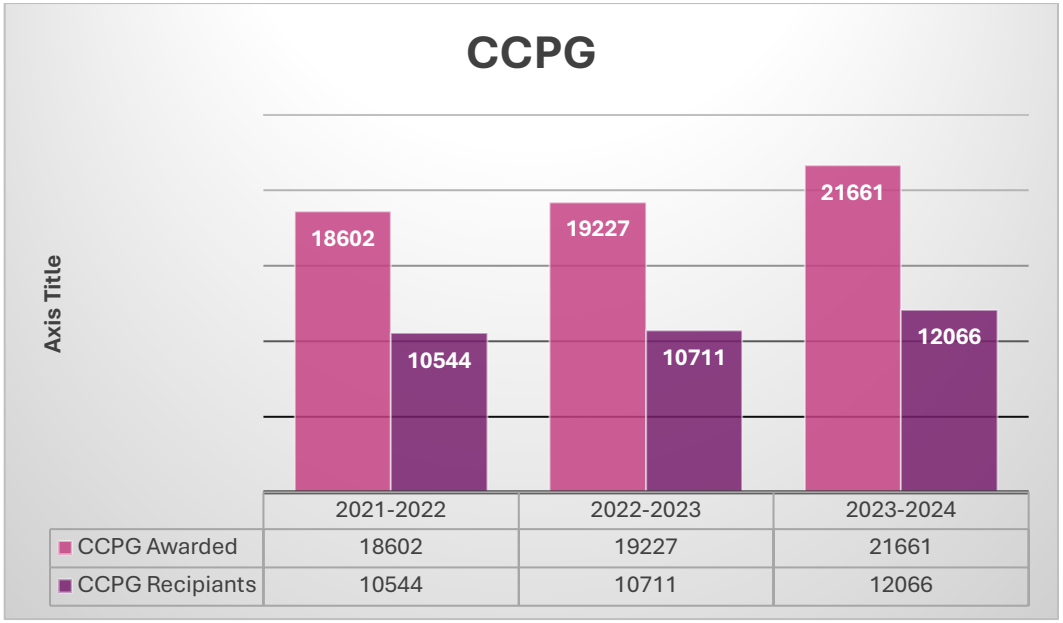
	2021-2022	2022-2023	2023-2024
Loans Sub/Unsub Awarded	700	880	1172
Loans Sub/Unsub Awarded Recipiants	693	877	1172



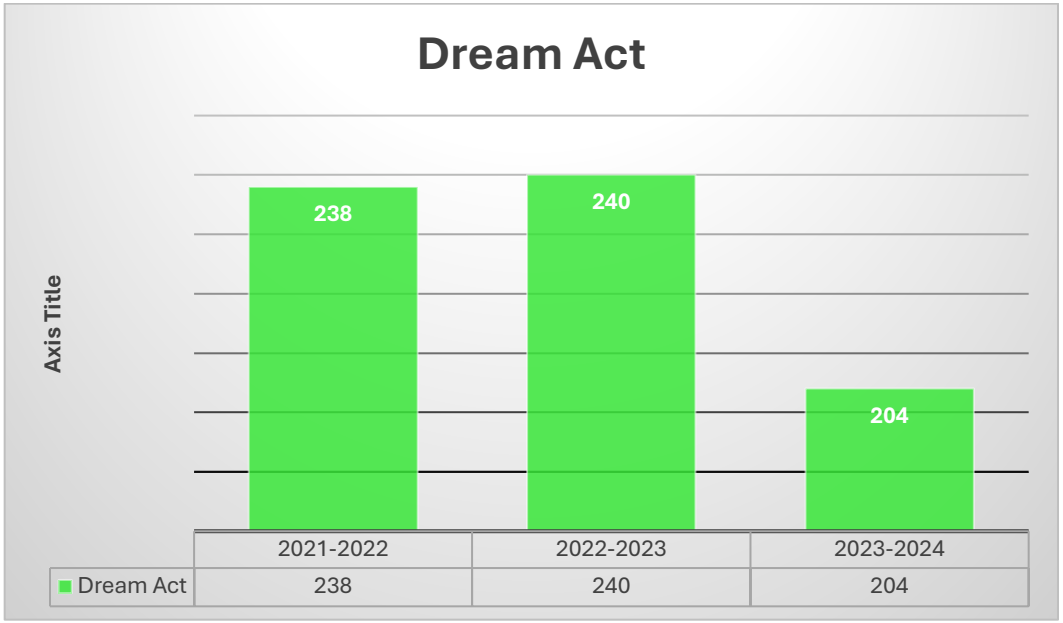
	2021-2022	2022-2023	2023-2024
Parent Plus Loans Awarded	0	4	3
Parent Plus Loans Recipiants	0	4	3



	2021-2022	2022-2023	2023-2024
Cal Awarded	2883	2800	2924
Cal Recipiants	2180	2205	2611



	2021-2022	2022-2023	2023-2024
CCPG Awarded	18602	19227	21661
CCPG Recipiants	10544	10711	12066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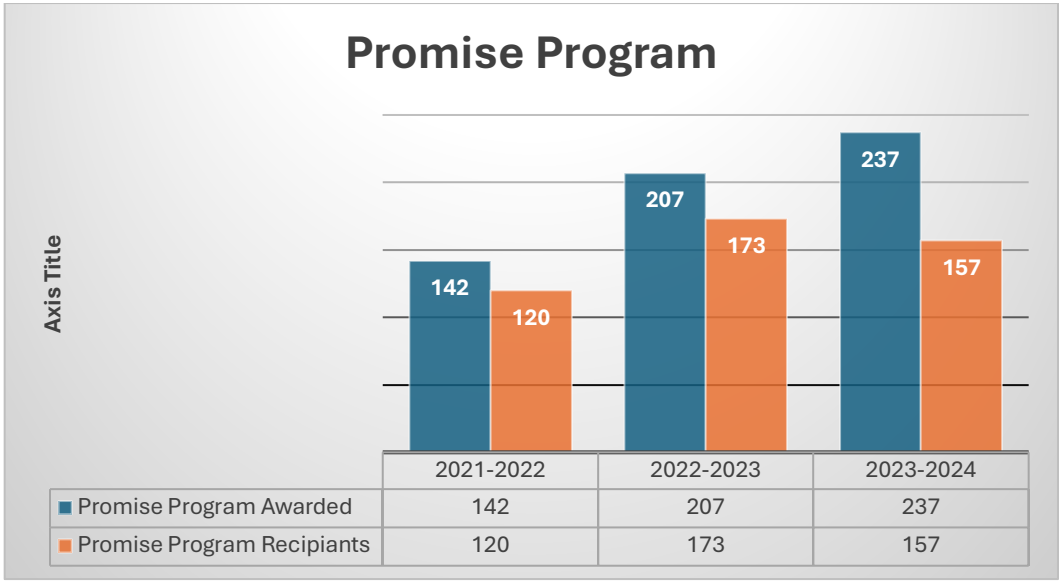
2021-2022
2022-2023
2023-2024
Dream Act
238
240
204


Promise Program
Axis Title
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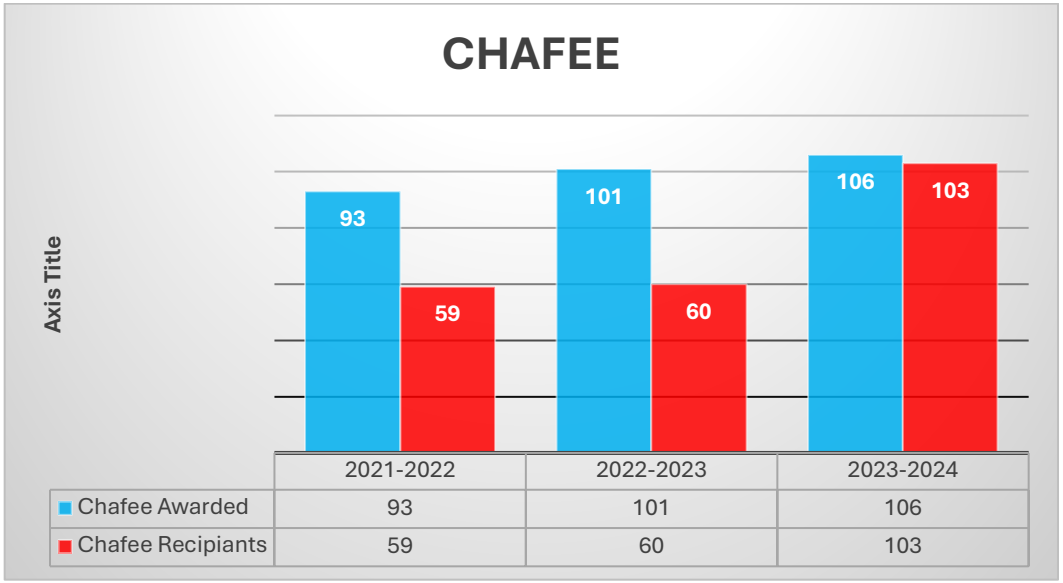
207
173
237
157
2021-2022
2022-2023
2023-2024
Promise Program Awarded
142
207
237
Promise Program Recipiants
120
173
157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101
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2021-2022
2022-2023
2023-2024
Chafee Awarded
93
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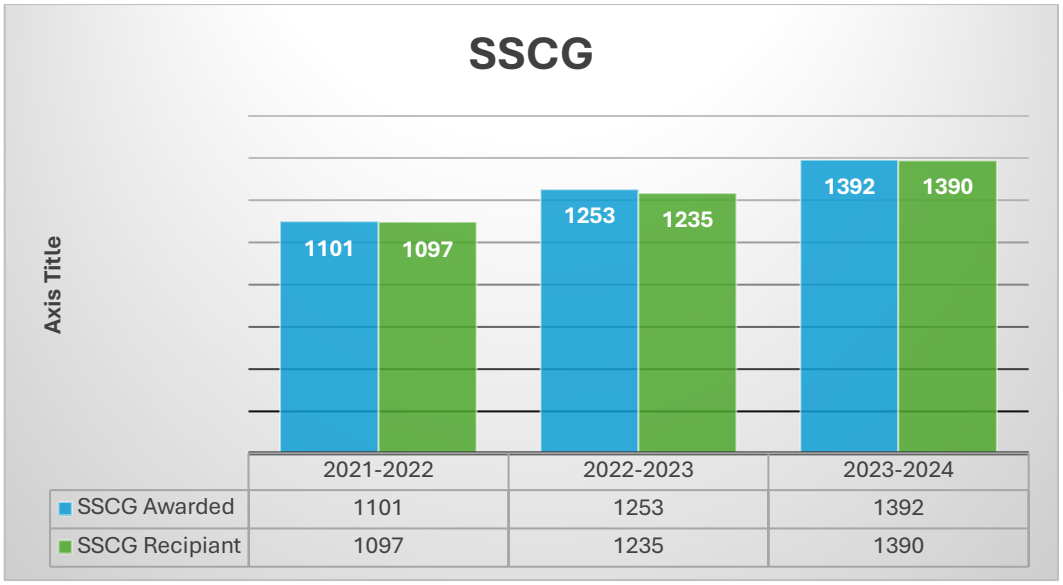
Chafee Recipiants
59
60
103


SSCG
Axis Title
1101
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1253
1235
1392
1390
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2023-2024
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1253
1392
SSCG Recipiant
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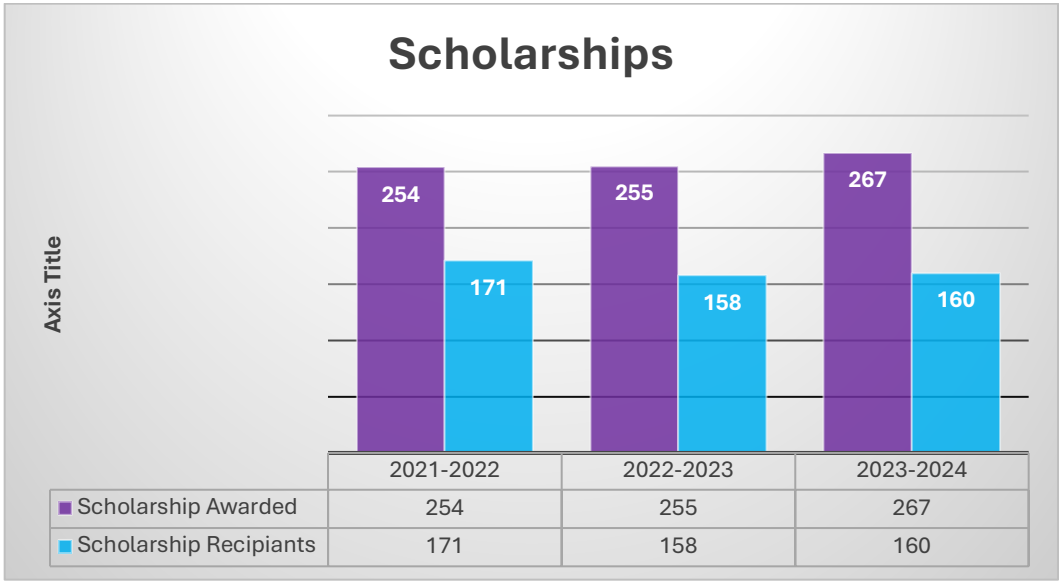
1390


Scholarships
Axis Title
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171
255
158
267
160
2021-2022
2022-2023
2023-2024
Scholarship Awarded
254
255
267
Scholarship Recipiants
171
158
160

Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: Enrollment Services	**For Planning Years: 2025-2026**
Name of person leading this review: Dr. Windy Franklin-Martinez	
Names of all participants in this review: LaTara Edmondson, Anet Youkhana, Mary Skipper, Christy Chereshkoff, Kelly Brogan, Esperanza Perez, Susette Rivas, Sharmaine Wiley, Anna Becerra, Wade Saari, Ryan Azimianaraki	

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

Enrollment Services (A&R) play a vital role in fulfilling our mission of delivering high-quality, comprehensive student support services to a diverse student body. Our commitment is centered on facilitating student access and serving our community. Specifically, Enrollment Services caters to the recordkeeping needs of a diverse group of applicants, accepted students, and community members. Those who can benefit from our educational services receive assistance for a wide range of concerns, both simple and complex. Additionally, A&R offers support to faculty, administrators, and other internal departments when necessary.

The Assessment Center (ASMT) employs evidence-based methods to place students in appropriate transfer-level English and math courses and informs students if support services are recommended. Furthermore, ASSMT promotes equal educational opportunities by providing accommodated testing and proctoring services to students with disabilities, aligning with the college's dedication to meeting the diverse needs of the student body and the community.

The Transcript Office (TRX) is dedicated to ensuring the timely delivery of official student records. We are committed to upholding equitable access, success, and retention for all students. In support of our mission to foster student success, we provide support services both in-person and online, making every effort to meet the diverse needs of our student population.

Graduation Office / Evaluations (GRAD) is responsible for evaluating and conferring District and California Community College Chancellor's Office approved degrees and certificates. We provide support services (online and in-person), making every effort to meet the diverse needs of our students, administrators, and faculty.

Part 2A. Analyze the program review data for your area including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, etc.

Use the following questions to guide your analysis:

- Who do you primarily serve and what services do you provide for each of the groups?
- How is the work of your area measured or quantified? What is your measure of success?
- How do the demographics served by your area's work compare to AVC's service area demographics?
- Which race/ethnicity groups experience the largest equity gaps?
- What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year?

The Enrollment Services program review identified positive trends in student enrollment numbers from 2021-2022 to 2023-2024, demonstrating the department areas commitment to efficient processes that lead to equitable access to AVC's educational opportunities. Every AVC student is served by the A&R team, and most will work with other Enrollment Services during their time with the college. Given the lack of updated information from the IERP, statistics from the California Community College Chancellor's Office Data Mart (as reported by AVC) will be used to identify the student populations served:

HEADCOUNT
Students served: 17407

ETHNICITY
African-American / Black: 14.99%
Indigenous / Native American: 0.25%
Asian: 1.64%
Filipino: 1.82%
Hispanic / LatinX: 63.26%
Multiethnic: 3.71%
Pacific Islander: .16%
White / Non-Hispanic: 12.91%
Unknown: 1.26%

GENDER
Female: 55.37%
Male: 42.55%
Non-Binary: .27
Unknown: 1.81%

AGE GROUP
19 and younger: 38.18%
20 to 24: 27.53%
25 to 29: 11.06%
30 to 34: 7.72%
35 to 39: 5.41%
40 to 49: 6.06%
50 and older: 4.03%

Continuous monitoring and evaluation of Enrollment Services processes, policies, and procedures will ensure the effectiveness of department supports and promoting equitable educational access for all AVC students.

(A&R) This public-facing department assists students with a wide range of requests: admissions applications, profile updates, changes of academic major, course registration, petitions, residency classification, special admit processes, and a variety of other student concerns. A&R supports faculty by addressing their inquiries about enrollment rosters, census data, instructor drop requests, and grade changes. In the past year, A&R aided faculty by providing duplicate copies of ITS-generated Positive Attendance class roster spreadsheets. Additionally, A&R manages Athletic eligibility reviews for all sports throughout the year, processes 2+2 articulation requests, and manages Special Admit requests for enrollment.

(ASMT) The Assessment Center serves the entire student population by providing placement into English and math courses, with or without support. The placement methodology is based on an approved statewide multiple measure assessment model validated through the California Community College Chancellor's Office.

Adjustments to the placement model have been implemented as per legislative requirements outlined in Assembly Bills AB 705 and AB 1705. The Assessment Center provides test proctoring services for the college, including Alternative Testing for student with disabilities, campus-wide makeup testing and test proctoring for community members taking online courses at other colleges and universities.

(TRX) Our program review has highlighted promising trends in course completion across various racial and ethnic student groups. From the 2019-2020 to 2022-2023 academic years, success rates have shown significant improvement, reflecting our ongoing commitment to fostering equitable educational outcomes. Of note, the 'Two or more races' group has consistently demonstrated strong performance, with Asian and Pacific Islander students achieving success rates of 74% or higher. However, we acknowledge that challenges persist, particularly for White Non-Hispanic students, who experience notable disparities in success rates compared to the highest-performing groups. We are committed to addressing these gaps through targeted interventions and support. Moreover, we remain focused on underperforming groups, including Native American/Alaska Native, Hispanic/Latinx, and African American students, who continue to face success rate challenges. In response, we will implement tailored initiatives to improve course completion and ensure greater success across all racial and ethnic groups.

(GRAD) The Graduation Office assists students who are applying for certificates or diplomas, process requests for General Education (GE) certification for transfer to CSU or UC campuses and evaluates transfer coursework and ensure it is accurately included in student records. Our key indicators include the processing time between a student's application submission and our office's response with a preliminary evaluation, the timely preparation of certificates and diplomas, and the completion of our awarding cycle for MIS reporting. These benchmarks help us ensure efficiency and accuracy in our services to students.

Part 2B. Based on Part 2A and the reflection questions below, identify the program/area Strengths, Opportunities, Aspirations & Risks:

Use the following questions to guide your analysis:

- Who do you primarily serve and what services do you provide for each of the groups?
- Describe how your program/area incorporates constituent feedback.
- How does your program address equity gaps within the scope of work?

Strengths and Accomplishments: *(Include your data analysis of relevant metrics in your response.)*

(A&R) Admissions & Records is dedicated to delivering accurate information and personalized assistance to students who require support with their application, registration, or records. A&R is committed to promptly and efficiently resolving issues for both internal and external clients. A&R is focused on offering students' solutions and alternatives for their diverse and complex concerns. The office collaborates across departments to access the required support and information for students. Maintaining adequate staffing levels, including clerical, technical, student worker, and short-term hourly positions for projects and work overflow, is of paramount importance.

(ASMT) Placement is an automated process that can easily adjust to the ebbs and flow of student enrollment. For instance, in comparison with the last annual program review, the college placed approximately 23 thousand students, which represents an increase of 34%. Additionally, Alternative Testing numbers increased by 12%. To keep up with the increasing demand of proctoring services, two additional hourly workers from a shared department have been cross trained to assist in the Assessment Center during staff absences.

(TRX) The Transcript Office has improved its efficiency in processing record requests, including enrollment verifications and academic renewals, leading to quicker delivery of both electronic and hard copy transcripts and educational verifications. To provide convenient access for our diverse student population, the office offers transcript requests and deliveries in various formats. Additionally, we ensure a rapid turnaround time for processing supplementary documents, such as in-school

deferment forms, insurance forms, EDD forms, subpoenas, and more. Older records, such as microfiche and microfilm, have become increasingly difficult to read due to deteriorating paper quality. To address this, we have successfully implemented a new electronic record-keeping program that digitizes these records to prevent further loss. Furthermore, the Transcript Office has adopted Brainware Intelligent Capture Software, which enhances efficiency by automating data capture and validating information.

(GRAD) AP Score Report Digitization: We transitioned to receiving AP score reports digitally instead of relying on U.S. mail. This change has significantly reduced the chance of lost reports and decreased the turnaround time from 3-4 weeks to nearly instant processing. New students can now have their AP scores added to their records after the census date rather than waiting until the end of the semester. Enhanced Access via QR Code: We implemented a QR code for easy access to the AP application and instructions, allowing students to quickly navigate the process and add their AP scores to their records. Online Application Updates: Based on student feedback, we made updates to our online application, including reminders to use Outlook, options for chosen names, and the ability to update new majors. Parchment Integration for Certificates and Diplomas: Starting Summer 2024, we partnered with Parchment for printing and delivery of certificates and diplomas. Students can now receive both digital and paper versions, which adds convenience and flexibility. We also streamlined the process to request reissued certificates and diplomas

Opportunities and Challenges: *(Include your data analysis of relevant metrics in your response.)*

(A&R) The Admissions and Records office has been grappling with a persistent staff shortage, directly affecting our ability to provide timely support to students and programs. Most enrollment programs (Special Admit, Dual Enrollment, International Students, and Rising Scholars [prison education programming]) demand substantial manual involvement from A&R staff. Due to significant increases in fraudulent and spam activities in the CCCApply application source and in federal financial aid applications continues to pose ongoing challenges. Balancing the processing of applications with screening for suspicious activity to safeguard the college's resources and funding is inefficient and exceedingly time-consuming. Also, the problem of duplicate accounts in Banner remains a challenge as each duplicate requires considerable time to rectify once identified.

(ASMT) At present, the Assessment Center consists of one dedicated employee as the full-time clerical support position in Assessment has been moved to Admissions and Records to support understaffing. Staff absences are a considerable challenge, even with the cross training of part-time hourly support. Our department currently lacks sufficient staff to effectively support the new Brainware Intelligent Capture Software system. It is essential that we have adequate personnel to meet the demands of this system, which is designed to comprehend the context and meaning of documents for improved handling of unstructured and semi-structured data. This involves reviewing each transcript for accuracy and processing.

Identify 2-3 challenges within your department and explain why these challenges pose a risk to the institution. These challenges can be systems, functions or programs involving financial/business processes, information technology, policies, program administration, compliance issues, etc. What is the likelihood they will pose a disruption to your program/processes with 1 being unlikely and 5 being highly likely.

Challenges	Disruption Likelihood (1 being unlikely and 5 being highly likely)
For all areas of Enrollment Services, staff attendance and participation in division meetings and in campus governance committees that affect Enrollment Service activities is severely limited due to understaffing.	5
(A&R) Inadequate staffing is impacting the department's ability to complete 2+2 Articulation credit awarding. Understaffing, along with outdated articulation agreements (from secondary schools across AVCs service area), have kept this task from being completed in a timely manner. This holdup in A&R is affecting the processes for two other areas: Transcripts and Graduation.	4

(ASMT) Inadequate staffing to continually ensure test security protocols.	5
(ASMT) Inadequate security technology to maintain testing security and integrity.	5
(TRX) Inadequate staffing to effectively support the Brainware Intelligent Capture Software system	5
(GRAD) AVC's goal is to have upfront evaluations, where transcript evaluation is conducted when a student first arrives to campus. Software was purchased to help achieve this goal, but due to challenges with the software and staffing limitations, this goal has not been met. Software limitations in reading transcripts have caused delays in evaluating student records, and the software struggles to interpret varied transcript formats. This has led to inconsistencies which complicates data extraction. Additionally, transferring data from the software into Banner has proven unreliable. These issues are impacting our timeline for transcript evaluation and increasing the need for human oversight, further delaying the process. Given the challenges, the software is currently not being used.	4
(GRAD) Enhancing our communication efforts to ensure that students fully understand the application process and the importance of submitting their graduation applications on time. Implement more proactive outreach, such as automated email reminders, AVC text alerts, informational workshops and announcements from Instructors.	4
(GRAD) The addition of Intersession in 2025 will affect the office's timeline to notify the CSUs and UCs of the AVC students meeting the certification requirements for Fall 2025 transfer.	4

Aspirations: *(Include your data analysis of relevant metrics in your response.)*

(A&R) The Admissions and Records Office delivers accurate information and personalized assistance to students who require help with their application, registration, or records. A&R is committed to promptly and efficiently resolving issues for both internal and external clients, while being focused on offering solutions and alternatives for diverse and complex student concerns. The acquisition and maintaining of adequate staffing levels, including clerical, technical, student worker, and short-term hourly positions for projects and work overflow remains of paramount importance.

(ASMT) The Assessment Center is committed to fostering a positive campus environment by promoting mutual respect and supporting the diverse needs of the entire campus community. The Center strives to maintain integrity in the testing process while providing professional and personable interactions with students and the campus at large. To remain effective, adequate staffing and repair of security technologies is needed.

(TRX) The Transcript Office is known for its helpfulness, integrity, and outstanding service to current and former students. Our collaborative workspace encourages strong interactions with other departments, fostering a unified approach. We aim to actively participate in campus committees and outreach events to increase the awareness of our services. Additionally, we aspire to attend appropriate conferences and trainings to further enhance office practices.

(GRAD) The Graduation Office aspires to establish a reputation for accuracy, knowledge, and consistency in the information we provide. Additionally, we prioritize quick response times to the inquiries of students, staff, faculty, and administrators to enhance their experience and build trust in our services. We aspire to establish a reasonable turnaround time between a student's submission of a graduation application and our response with an evaluation. To support this goal, we've found that limiting in-person services has greatly reduced work interruptions, allowing the team to work more efficiently. We are still fully available to assist students through phone and via email, ensuring they continue to have access to the support. The Graduation aspires to be more involved in on campus decisions that impact the student graduation, curriculum changes, and degree and certificate changes, decisions made in committees: AP & P, Curriculum, Calendar, and Counseling. The Office staff aspires to attend training events geared towards those who evaluate transcripts, i.e. CACCRAO.

Part 2C. Review and comment on progress toward past Outcomes Improvement Plans

List your past **Outcomes Improvement Plans** and progress toward meeting those plans. *If you have not completed your Outcomes Improvement Plans, please review Operational Outcomes and Outcomes Improvement Plans training in Canvas and contact the Outcomes Committee directly.*

Past Outcomes 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
(ASMT) Effectively implement new placement regulations so that student can progress academically.	Met with academic divisions and programmers to identify work assignments to designed to implement AB 1705 changes that went into effect July 2024. STEM students no longer repeat math course work already taken in high school. All students are now placed into English and math courses regardless of when they last attended high school. This resulted in a 10% decrease in students needing counselor referrals for the placement process.
(TRX) Parchment online enrollment and degree verification process	This continues to be an opportunity and a work in progress.
(TRX) Increase efficient use of existing and modern technology.	All services are now offered online, including the creation of a QR code to simplify access to the online Transcript Request form and other related documents for students. We have collaborated with OnBase, the Counseling Department, and ITS to develop the Brainware Intelligent Capture Software program, which is currently in its testing phase.
(A&R) Increase online self-service	Making improvement to have online forms available for student access.
(A&R) Increase staffing of department	Hiring of a Director of Enrollment Services, an Attendance Accounting Technician, and a Clerical III.
(A&R) Streamline interactions between technology platforms	This continues to be an opportunity and a work in progress
(GRAD) Increase the number of student applications for degrees and certificates received in a timely manner.	Working with the Marketing Department to send out reminders to students on campus update, social media platforms, displayed television announcements (Student Services Lobby).

Part 3. Based on Part 2 above, please list program/area goals:					
Program	**Goal Supports which:**	**ESP Goal**	**Goal**	**Steps to be taken to**	**Measure of Success**

/Area Goal #	ILO	PLO**	SLO **	OO (Service area Outcomes)	Primarily Supported:	(Student-focused)	achieve the goal?	(How would you know you've achieved your goal?)
#1 Assessment Office	ILO 4. Career and Specialized Knowledge				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Implement AB 1705 provisions, increasing access to gateway math STEM requirements.	Collaborate with academic divisions and programming department to implement statewide changes in STEM math placement.	Greater access to gateway STEM math courses or courses designed to ensure likelihood of increased success in gateway course.
#2 Enrollment Services	ILO 1. Communication	Technology		Increase the efficient use of technology	Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Increase students' access to and awareness of online services provided by A&R, Assessment, Graduation and Transcripts, so that students can navigate the online necessary for college.	Provide students with written communications that are useable, and equity minded.	Track increased user engagement, website traffic, and service utilization. Gather student feedback and assess the reduction in manual requests.
#3 Admissions & Records	ILO 2. Creative, Critical, and Analytical Thinking			Increase the efficient use of technology	Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Enhancing technology platform integration, reducing manual updates, and resolving duplicate account issues during data transfers.	Communicate or work with IT to streamline and coordinate technology updates and changes.	Track the reduction in manual updates and data errors, assessing time and cost savings. Gather user feedback on the improved experience and monitor the decrease in duplicate accounts.
#4 Transcripts Office	ILO 1. Communication	Technology		Increase student efficient use of technology	Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Increase students' access to and awareness of the online services offered by the Transcript Office, enabling them to effectively navigate the necessary online resources for their	A QR code has been created to streamline access to online documents. This QR code provides students with immediate access on their mobile devices to the Transcript Request form, online services, and other	A reduction in the number of in-person requests for services that can be found online.

						academic needs.	related forms.	

***If applicable for instructional areas*

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	Enhance the student experience by hiring for vacant positions which will improve departmental efficiency for A&R and Graduation Office, and Assessment. This will remain important in reducing processing times during peak demand periods.	Goal1: Dedication to Enhancing institutional effectiveness through improved measures and practices.	New	$800,000	Recurring	Dr. Windy Franklin-Martinez
Supplies	Purchase of 3 stand-up desks		Repeat		One-time	
Physical/Facilities	Window blinds for North - facing side of office to reduce glare		Repeat		One-time	
Physical/Facilities	Replace Graduation Office door sign in SSV lobby to read 'Evaluations'		Repeat		One-time	
Physical/Facilities	Put a 'Not an Entrance' sign on emergency exit door in SSV 107.		Repeat		One-time	

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

Required:

- Supporting data/information

Please see the accompanying spreadsheet for information pertinent to Enrollment Services

QUANTITY OF SERVICES
ENROLLMENT SERVICES 2017-2023

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Admissions and Records							
In Person Registration Transactions	69,936	70,557	61,741	30,667	79,713	198,936	219,779
Online Registration Transactions	754,997	704,329	727,450	475,914	405,082	303,398	260,048
New Applications	25,088	28,490	29,397	61,642	32,289	7,978	14,649
Inmate Hard Copy Applications			133	131	131		299
Number of Students on Waitlist	7,006	22,381	25,106	12,112	9,689	12,154	15,309
Student Authenticated Add Codes	14,663	10,838	9,496	6,270	7,406	7,878	10,040
Special Admit (from 320 report)	966	911	800	884	884	974	1590
AB 540	1,659	1,294	1,236	742	694	583	333
Graduation							
AA and AS Awards	1,809	1,778	2,070	2,019	2,036	1,902	1,944
Certificate Awards	1,099	1,200	1,196	1,286	1,263	1,433	1,127
Certifications Completed	725	786	1,128	996	1128	514	487
Bachelor Awards		9	6	15	13	15	21
Transcripts Processed							
Received TRX (HS and Col)	2808	2,690	4,078	2,378	2,685	2,811	4,478
Transcripts Office-Sent TRX	8770	2,323	2,339	639	639	1071	885
Parchment- Sent TRX	735	5,346	10,610	10,457	12,187	14,011	4,506
Assessment Tests							
Number of Tests	26,199	No longer testing	-	-	-	-	
EPT	-	-	4,717	8,624	12,918	16,705	22,725
MPT	-	-	5,072	8,820	13,076	16,719	22,938
MPTS	-	-	4,921	8,708	13,068	16,824	23,265
GSP Math Submissions:					2,821	n/a	n/a
GSP English Submissions:					2,405	n/a	n/a
Alternative Testing Exam Requests:					765	1,449	1,740
OSD Alternative Testing Agreements					382	781	1,025
Makeup Exam Submissions:					323	1,210	892
ATB Tests: 10					10	2	7

Course	Support	Test	202370	202430
See Counselor	N/A	EPT	2265	1138
ENGL 101	Not Required	EPT	6004	4748
ENGL 101	Recommended	EPT	1653	1088
ENGL 101	Strongly Recommended	EPT	343	198
	Total:		10265	7172
See Counselor	N/A	MPT	2339	1162
1st Year Transfer	Not Required	MPT	4918	4130
1st Year Transfer	Recommended	MPT	1745	1162
1st Year Transfer	Strongly Recommended	MPT	1169	815
	Total:		10171	7269
See Counselor	N/A	MPTS	2828	1659
MATH 135	Not Required	MPTS	1339	935
MATH 135	Recommended	MPTS	1570	985
MATH 135	Strongly Recommended	MPTS	3007	2427
MATH 140	Not Required	MPTS	393	191
MATH 140	Recommended	MPTS	121	115
MATH 140	Strongly Recommended	MPTS	46	39
MATH 150	Not Required	MPTS	680	657
MATH 150	Not Required	MPTS	420	449
	Total:		10404	7457

Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: OUTREACH | DUAL ENROLLMENT	**For Planning Years: 2025-2026**
Name of person leading this review: ROSALIND BROWN	
Names of all participants in this review: ROSALIND BROWN, PALOMA ASTORGA, RAUL ALANIS ROMUALDO	

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 | Dual Enrollment Division contributes to the college's mission by removing barriers and actively promoting equitable access to higher education and career pathways for all community members, particularly those traditionally underrepresented populations. Through targeted recruitment, and strategic partnerships with local high schools, community organizations and businesses, the division ensures that a diverse range of students and potential students are introduced to college-level opportunities. This work aligns with the college's commitment to diversity and equal access by addressing the evolving educational and workforce needs of the region.

By offering campus tours, information sessions, and community engagement events as well as our involvement with campus-wide initiatives and collaborations with student centered and academic offices, the division is positively impacting enrollment and retention efforts. The division stives to provide our community with a comprehensive view of AVC's enrollment process, academic programs, campus culture, and support services helping to meet the dynamic needs of the Antelope Valley community and the students we serve.

Part 2A. Analyze the program review data for your area including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, etc.

Use the following questions to guide your analysis:

- Who do you primarily serve and what services do you provide for each of the groups?
- How is the work of your area measured or quantified? What is your measure of success?
- How do the demographics served by your area's work compare to AVC's service area demographics?
- Which race/ethnicity groups experience the largest equity gaps?
- What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year?

Consider the above questions and provide written analysis of your data.

2023-2024 – Welcome Center

The Welcome Center serves new, returning, continuing students with the onboarding steps of student enrollment and general questions.
All students who visit the welcome center are asked to complete a check-in via an electronic portal identifying the reason for the visit.

Check-in data indicates the following:

- 2023-2024 Total Amount of Visits: **6,420**
- Purpose of Visit
  - *General Information*: **904**
    [Questions, Maps, etc.]
  - *Student Services*: **4,213**

[Counseling, JPC, CalWorks, Veterans, etc.]

- *Student ID Sign-Ins*:
  - Student ID: **3,394**
  - Student Badge: **140**
  - Faculty ID (Proxy): **164**
    [Accounted for starting August 24 - Students requesting Student ID's]

- *HOW TO: Assistance*: **1,245**
  [AVC Application, Course Enrollment, Log-in / P.W., Orientation, etc.]

2023-2024 - Student Success Workshops [SSW's]
Student Success workshops are information sessions intended to provide new and returning students with essential tools and campus resources that will be beneficial to their success here at AVC.

- # of Workshops: **11**
- # of Students called: **7,610**
- # of Students RSVP'd: **780**
- # of Students attended: **154**

2023-2024 – High School Campus Presentations Given *[on HS Campus]*
High School campus presentations provide students considering enrollment after graduation with an overview of AVC campus culture, resources, and processes**.**

- # of High Schools: **7**
- # of Presentations: **10**
- # of Students: **1,137**

2023-2024 – Campus Tours

- Total # of Tours: **31**
- Total # of Students Served: **1,228**

2023-2024 – College & Career Fairs Attended

- Total # of Fairs: **15**
- Estimated Student Count: **10,170**

2023-2024 – Registration Festivals

- **Fall Registration Event: July 25, 2023**

- Total RSVP's - **559**
- Total Attendees – **526**
- New Students – **371**
- Continuing Students - **95**
- Returning Students – **60**

- **Fall Registration Event: July 31, 2023 (Zoom)**
  - Total RSVP's - **517**
  - Total Attendees – **155**
  - New Students – **118**
  - Continuing Students - **16**
  - Returning Students – **21**

- **Spring Registration Event: November 29, 2023**
  - Total RSVP's - **525**
  - Total Attendees – **401**
  - New Students – **203**
  - Continuing Students - **117**
  - Returning Students – **72**

- **Fall Registration Event: June 26, 2024**
  - Total RSVP's - **528**
  - Total Attendees – **404**
  - New Students – **303**
  - Continuing Students - **55**
  - Returning Students – **46**

Part 2B. Based on Part 2A and the reflection questions below, identify the program/area Strengths, Opportunities, Aspirations & Risks:

Use the following questions to guide your analysis:

- Who do you primarily serve and what services do you provide for each of the groups?
- Describe how your program/area incorporates constituent feedback.
- How does your program address equity gaps within the scope of work?

Strengths and Accomplishments: *(Include your data analysis of 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 student success/retention rates or completion rates, or other practices that support the college mission?

The Outreach | Dual Enrollment Division excels in creating a collaborative environment, both within the department and with other academic and

student services divisions. This collaboration ensures the AVC campus is fully represented during community related activities, whether on or off campus, providing a comprehensive experience for participants. One of the division's key strengths is its seamless onboarding process, especially evident during high traffic periods such as open registration and registration festivals. Staff members and student ambassadors are well-trained and enthusiastic about providing excellent support to students.

As a result of these efforts, surveys have shown positive feedback, reflecting the division's success in engaging students and supporting their enrollment journey. These practices have been instrumental in enhancing student success, retention, and completion rates, further aligning with the college's mission.

Opportunities and Challenges: *(Include your data analysis of 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 FOR IMPROVEMENT

The Outreach | Dual Enrollment Division has the opportunity to expand its reach by deepening its efforts to educate, inform, and support all students, staff and community partners. This expansion is essential to increasing enrollment, retention, and completion rates, ultimately improving overall student success. A key focus for 2025-2026 academic year will be taking a more *intrusive* and *intentional* approach by meeting students and community members where they are, whether on campus or in their local communities.

To close equity gaps and improve student success, additional staffing is needed, but more specifically, staff is needed to create four subdivisions within the
Outreach | Dual Enrollment Division: Welcome Center, In-Reach, Outreach, and Dual Enrollment Case Management. Each of these units would be responsible for specific aspects of student engagement and support, allowing the division to respond to the emerging needs of the campus and community partners more effectively.

1. WELCOME CENTER UNIT

Staffing Needs

- [1] Clerical III
- [5] Student Workers

Essential Duties of the Unit

- Facilitate Welcome Center Check-in
- Student Assistance – Application Help
- Student Assistance – Course Registration Help
- Student Assistance – ID Machine
- Customer Service - Answer phones
- Customer Service – In person
- Customer Service – Virtual Welcome Desk

The **Welcome Center Unit** would be dedicated to assisting new and returning students with onboarding processes such as application help, course registration, and ID services. Additional clerical and student ambassador support is crucial to follow-up with students who do not complete the enrollment process directly addressing equity gaps in the onboarding experience.

2. IN-REACH UNIT

Staffing Needs

- [1] Program Specialist
- [1] Clerical II
- [4] Student Workers

Essential Duties of the Unit

- Campus Tours
- On-Campus Tabling [Campus-Wide Workshop / Surveys / Event Sign Ups i.e. Outreach, Equity, Counseling, Open Courses, PACS events]
- Classroom Workshops [In-Person / Virtually]
- Social Media updates – Division-wide
- Ed Sights Persistence Check-in Follow-up

The **In-Reach Unit** will focus on campus visibility, retention, and collaboration. This unit would facilitate campus tours, on-campus workshops, social media outreach, disseminating announcements and information on behalf of other divisions and retention alert follow-up. By intentionally leveraging tools like Ed Sights, the unit will follow up with students who indicate they are considering dropping out, offering intervention resources and support. Increased staffing will allow the division to accomplish this, plus meet the demand for more tours and personalized student interactions.

2023-2024 GROUP TOUR DEMOGRAPHICS – IN REACH	
INTERNAL LOGISTICS	**GROUP TOUR DEMOGRAPHICS**
2023-2024 – Staffing • Program Specialist: 2 • Clerical III: 1 • STH: 1 • Student Workers: 5-13	**Service Area Demographics** # of High Schools in our Service Area: 35 [Including Tehachapi, Mojave, Acton, Cal City, Edwards, Santa Clarita] • # of High School Tours Requested: 21 • # of High School Tours Facilitated: 17 o *Of the above # how many sites had repeated tours: 4* # of High School Students Served: 530
2023-2024 – Campus Group Tours • Total # of Tours Requests: 41 • Total # of Tours Facilitated: 29 Total # of Students Served: 1,148	**Campus Group Tour Demographics** • # of Middle School Tours Requested: 10 • # of Middle School Tours Facilitated: 9

	# of Middle School Students Served: 390
2023-2024 – Individual Tours: 11 [*Community Member Request*] • Total # of Tours Requests: 30 • Total # of Tours Facilitated: 11 • Total # of Attendees Served: 11	**Individual Tour Demographics** • # of Elementary School Tours Requested: 5 • # of Elementary School Tours Facilitated: 3 • # of Elementary School Students Served: 260
AVERAGE GROUP TOURS PER WEEK: 2	

3. OUTREACH UNIT

Staffing Needs

- [2] Program Specialist
- [1] Clerical II
- [5] Student Workers

Essential Duties of the Unit

- College & Career Fairs
- Presentations [AVC Gen Info & Dual Enrollment]
- Dual Enrollment Registration Festivals

The **Outreach Unit** would ensure the division remains consistently mobile, meeting students and community members where they are, whether at high schools, career fairs, or community events. Our ability to focus on mobility will align with the mission of Dual Enrollments equitable access as this access needs to also include services and resources. Our mobile outreach must have a clear focus on promoting the information and educational programs that matter to our underrepresented community such as AB540, Umoja, UNDOCU-Ally, NextUP, OSD, and Basic Needs. The goal is to be proactive and visible, ensuring everyone is aware of the educational opportunities and resources offered at AVC.

2023-2024 OUTREACH DATA METRICS	
2023-2024 – Staffing • Program Specialist: 2 • Clerical III: 1 • STH: 1	

• Student Workers:	
2023-2024 – College & Career Fairs • Total # of Requests: 17 • Total # of Attended: 15 • Approximate # of Students Served: 10,170	**College and Career Demographics** • # of High School Events: 15 • # of Middle School Events: 0 • # of Community Events: 7
2023-2024 – Community Events • Total # of Event Requests: 13 • Total # of Attended: 7 • Approximate # of Attendees Served: 46,632	**Community Events Demographics** • # Hosted by City: 4 • # Hosted by Business: 1 • # Out of District: 1
AVERAGE AMOUNT OF EVENTS PER MONTH: 9	

4. DUAL ENROLLMENT CASE MANAGEMENT UNIT

Staffing Needs

- [1] Program Specialist
- [1] Program / Enrollment Services Tech [New Hire or Dedicated Liaison]
- [1] Counselor/Advisor [New Hire or Dedicated Liaison]
- [2] Student Workers

Essential Duties of the Unit

- Case Management - High School Registration Steps
- Case Management - Instructor Steps Case Management
- Case Management - Enrollment Steps [Banner Codes, Counseling Approvals, Fee Waivers, Drops]
- Case Management - Early Alerts
- Webpage updates – Division-wide

The **Dual Enrollment Case Management Unit** would ensure that high school students enrolled in Dual Enrollment programs receive the same level of support as AVC's general student population. With dedicated case management for registration, early alerts, and enrollment steps, this unit will help build the confidence and college mindset of students who may have limited exposure to higher education. The Enrollment Services Tech in this unit would play a pivotal role between all units monitoring all data metrics related to outreach, enrollment, retention and completion rates in real-time to keep the division focused on data-driven strategies for student success.

By establishing these units and expanding staffing, the Outreach | Dual Enrollment Division can make a significant impact in closing equity gaps and improving student success, retention, and completion rates at AVC. Through more coordinated, intrusive and intentional efforts, the division will be better equipped to serve the evolving needs of the campus and the broader Antelope Valley community.

DUAL ENROLLMENT PROGRAM STATS					
TOTAL # OF HS	**TOTAL HS DISTRICTS UNDER CCAP AGREEMENT**	**TOTAL PENDING AGREEMENTS**	**FALL 2023-SPRING 2024 DE REGISTERED STUDENTS**		**FALL 2024 ENROLLMENT**
35 [per AVC Fact Book]	22	3	**247** FALL 2023	**348** SPRING 23	**452** [as of October 2024]

- Identify 2-3 challenges within your department and explain why these challenges pose a risk to the institution. These challenges can be systems, functions or programs involving financial/business processes, information technology, policies, program administration, compliance issues, etc. What is the likelihood they will pose a disruption to your program/processes with 1 being unlikely and 5 being highly likely?

Challenge	**Likelihood (1 being unlikely and 5 being highly likely)**
Outreach Staffing Gaps, Essential Job Functions and Dual Enrollment Program Efficiency The Outreach | Dual Enrollment Division currently operates with only two full-time Program Specialist and a newly hired Director. As we continue to support a broad range of responsibilities with the addition of our comprehensive management of the Dual Enrollment Program, which essentially functions as a college within a college, the current staffing model needs to review to address critical gaps. Outreach has a history of ongoing challenges with staff retention, likely due to the consistently high workload expectation without adequate staffing to support the efforts making it difficult to sustain employees long-term. Emerging staffing challenges this semester have raised concerns about the uneven distribution of work potentially leading to staff fatigue and burnout. The Program Specialists are burdened with an extensive range of duties such as event coordination and implementation, training, tours, extensive travel, as well as inherited responsibilities from other divisions. The intensity of these responsibilities, coupled with external challenges like extreme weather, huge crowds, traffic, and exposure to public health risks, is physically taxing and mentally exhausting. The daily management of the Dual Enrollment Program falls solely on the Director. The collective responsibility of both Outreach and Dual Enrollment significantly impacts timely implementation of Dual Enrollment protocols, policies, and procedures, causing communication delays with high school partners and limiting outreach to parents and the community. These inefficiencies pose risks to program performance and partner satisfaction. To address the gaps and enhance operational efficiency and effectiveness of the division, there is an urgent need for additional personnel, including	5 **Highly Likely** to pose a disruption to the Outreach |Dual Enrollment Program

• [2] Additional Program Specialist [for total of 4] • [1] Enrollment Services Tech • [1] Clerical III • [10-15] Student Ambassadors budgeted at 20 hrs. per week. This staffing proposal is critical to meeting the growing demands of expanding our student population and our Outreach efforts by establishing our subdivisions. Without this expansion, the institution risks a significant impact on overall enrollment and retention goals. The additional personnel will allow the division to meet the increasing demands of its expanding student population, ensure effective outreach efforts, and maintain the high standards expected by our partners.	
AVC Online Orientation as a Barrier to Registration After thoroughly reviewing the AVC Online Orientation, it has become clear that this requirement serves as a significant barrier for students during the registration process. Issues include its time-consuming nature, lack of engagement, and restrictive access to enrolling in courses if not completed. The orientation itself does not provide enough meaningful or relevant information to justify its requirement and poses a substantial risk to student enrollment as it delays the process and discourages students, particularly first-time and Dual Enrollment students, from fully registering. Additionally, the orientation does not fully meet the student orientation requirements outlined in the **2023 California Community Colleges Memorandum** from the Office of Equitable Student Learning, Experience, and Impact. The ability for students to skip through material without fully engaging and the unexpected test at the end, prompting students to restart the entire orientation session if they fail, creates further unnecessary obstacles. This is particularly concerning since we no longer require math and English assessments for course placement. It should be noted that Outreach's Student Success Workshop, which provides pertinent information necessary for our student's success here on campus, continues to see low engagement possibly due to what students have perceived to be the same orientation. Given these challenges, revising the orientation is essential. It should no longer be a mandatory step prohibiting course enrollment. Removing the requirement will ensure smoother and more equitable access for all students. **Dual Enrollment Students** The Dual Enrollment program aims to serve underrepresented students who may be unsure about attending college or uncertain about their ability to succeed in college. By offering college courses directly at their high schools, their safe space, we provide equitable access, opportunity and wrap around support. The content of the AVC Orientation is irrelevant to this student population as it is mostly campus specific and does not address their unique needs and it could be quite intimidating, especially with the test attached. Not at all what we want our Dual Enrollment students to perceive as their first impression of college life. Not only is a revision to the AVC Orientation necessary, in the event the mandate is not removed from the enrollment process, Dual Enrollment students should be exempt from the AVC Orientation. Instead, their orientation requirement should be fulfilled by a Dual Enrollment specific orientation tailored to focus on college expectation, terminology, supports, and resources specific to Dual Enrollment. This orientation for our Dual Enrollment	5 **Highly Likely** to pose a disruption to the Outreach |Dual Enrollment Program

students should be mandatory.	
Expand Student Services from an HSI Perspective **[3] - AVC Online Orientation** To better support our students as an HSI (Hispanic Serving Institution), AVC's online orientation should be available in spoken Spanish, either in person or as a recording. While subtitles are currently provided, some students may comprehend Spanish verbally better than in written form. This extra step ensures inclusivity. **[3] - Catalog Webpage (eLumen)** The AVC website offers language options in Chinese, French, German, and Spanish; however, the selected language does not carry over when navigating to the catalog. As the catalog contains vital information about academic requirements and procedures, ensuring the language remains consistent is essential. **[5] - Interpreter Services** To better serve our diverse student population, implementing language interpreter phone services for Student Services is crucial. While Spanish is commonly encountered, other languages frequently appear, and we often rely on creative methods to bridge communication gaps which. **[5] - Spanish-Language Marketing** The current 4-6 month wait time for translated marketing materials through AVC's Marketing department does not align with the rapid pace of Outreach | Dual Enrollment activities. As recruitment and enrollment is a priority, prioritizing faster Spanish translations is essential for effective outreach efforts.	4 **Likely** to pose a disruption to the Outreach |Dual Enrollment Program
<u>COMPENSATORY - FLEX TIME & MILEAGE</u> Many Outreach | Dual Enrollment events take place outside regular hours, including late Fridays and weekends. While overtime compensation is helpful, it can unintentionally push staff into higher tax brackets, creating an additional financial burden. Moreover, it doesn't replace the essential need for rest following these events, which can impact morale, productivity, and increase the risk of burnout. Offering flexible compensatory time off within the same week would boost well-being, decrease absenteeism, encourage participation in more community events, and improve employee retention. Additionally, staff should be able to claim mileage reimbursement for events attended in personal vehicles, particularly when event locations are closer to their homes than campus. Requiring employees to retrieve college vehicles adds time and inconvenience. Allowing direct travel to and from events would streamline efforts and underscore our commitment to	4 **Likely** to pose a disruption to the Outreach |Dual Enrollment Program

supporting those who represent the college. Implementing flexible scheduling, compensatory time off, and mileage reimbursement demonstrates our commitment to staff well-being and supports those who represent the college through their dedication. These adjustments would enhance morale, retention, and the overall impact of our outreach efforts.	

Aspirations: *(Include your data analysis of 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 | Dual Enrollment Division will be known as the DREAM CATCHERS, capturing the dreams of our community and guiding them towards reality. We are committed to providing a comprehensive pipeline of education, resources, access and support pipeline for all students, potential students, parents and community partners. Aligned with AVC's goals of outreach, enrollment, retention and student success, Outreach | Dual Enrollment will ensure that all populations served can gain access to and achieve their educational goals and explore diverse career pathways.
As we expand our focus on 9-12 grade students with the full implementation of the Dual Enrollment program, we also seek to broaden our outreach efforts by promoting the campus wide initiative of increasing headcounts and FTES. This will include targeted outreach to 8th grade students and their parents as they prepare for 9th grade. Additionally, we aim to engage the local workforce by collaborating with businesses and community partners, providing tailored information on course options focused on professional development. This strategic outreach approach aims to support job growth and career advancement and also serves to promote our campus initiative.
With a strong foundation in delivering seamless onboarding services, expanding our capacity to assist students with the enrollment process from any location within our service area in the future semesters is a goal worthy of noting. By building a team that can focus on specific areas of Outreach | Dual Enrollment, as outlined in this program review, and nurturing the mental wellness needed for innovative and creative solutions, the division is positioned to lead AVC towards higher enrollment and retention rates.

Part 2C. Review and comment on progress toward past Outcomes Improvement Plans

List your past **Outcomes Improvement Plans** and progress toward meeting those plans. *If you have not completed your Outcomes Improvement Plans, please review Operational Outcomes and Outcomes Improvement Plans training in Canvas and contact the Outcomes Committee directly.*

Past Outcomes Improvement Plans	Progress Made
Fall 2023 Outcome Improvement Plan Indicated - More staffing was needed [3 F/T]	Progress Made: No Progress Made
Fall 2023 Plan Indicated – Ed Sights – Expand Implementation | Scale services offered	Progress Made: Fall 2024 – Effective August 2024, Ed Sights has been reimplemented under FYE|SYE, with ongoing coordination for check-ins and follow-ups handled by the divisions Project Supervisor.

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
Fall 2023 Goal Indicated: Increase outreach efforts by attending more community and school activities Suggested Steps: Hire additional staff including a Director of Outreach	Progress Made: The campus reorganization has merged Outreach and Dual Enrollment into a single division, with the Director of Dual Enrollment now serving as the Director of Outreach | Dual Enrollment.
Fall 2023 Goal Indicated: Provide support to students through Welcome Center-Including onboarding and ID machine services with the ability to document the number of IDs made. Suggested Steps: Hiring Project Supervisor for Welcome Center	Progress Made: Effective Spring 2024, ID Services were successfully implemented in the Welcome Center becoming a part of the onboarding process of Outreach. As of August 2024; the Welcome Center has processed **3,394** Student ID's, **140** Student Badges, and **164** Faculty Proxy ID's.
Fall 2023 Goal Indicated: Increase the number of international students	Progress Made: As a result of the campus reorganization, International Students are no longer part of the Outreach | Dual Enrollment division.

Part 3. Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which: ILO	PLO**	SLO**	OO (Service area Outcomes)	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?)
#1	ILO 2. Creative, Critical, and Analytical Thinking				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and	To enhance operational efficiency and processes, increase outreach efforts, and effectively target and engage a larger student population	**1. Hire Additional Staff** • [2] Program Specialist • [1] Enrollment Services Tech • [1] Adjunct Counselor | Advisor [or liaison] • [1] Clerical III • Hire [4-9] additional student workers with	**Expanded Outreach** **Measurement:** O|DE Calendar of Events, registration logs, student surveys. **Enhanced Critical and Analytical Thinking** **Measurement**: Creation of

					responsive to students, employees, and the community.		all budgeted to work 20hrs per week **2. Implement the [4] Units of Outreach |Dual Enrollment** **3. Strengthen Dual Enrollment Unit** • Establish and refine program protocols and guidelines • Foster strong partnerships with high schools through consistent communication and collaborations.	new processes streamlined processes and innovative program planning aligned with campus mission and student needs. **Increased Community Partnerships** **<u>Measurement</u>:** Database maintained by O|DE tracking partnership activities. Measured by database kept and maintained by Outreach **Reduced Staff Burnout** **<u>Measurement</u>:** Noting staff retention rates at the time of the next program review
#2	ILO 3. Community/Global Consciousness				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	To cultivate a college going mindset by removing barriers that contribute to negative first impression of college and creating a welcoming, supportive experience where students feel confident in their ability to succeed and our ability to serve them.	**1. Revise AVC Online Orientation** • Update to align with current campus resources and CCC requirements. • Remove the test to reduce barriers • Remove course registration restriction tied to the completion of the orientation. • Exempt Dual Enrollment students from AVC Orientation	**Higher Application Completion Rates and Increased Enrollment** **<u>Measurement</u>**: Analyze orientation and application completion rates before and after revisions. Review campus data for overall enrollment trends. **Reduced Spanish-Language Marketing Production Timeline** **<u>Measurement</u>:** Standard turn-around time for marketing materials of less than one month. Increased engagement from

							• Implement an AVC Dual Enrollment Specific Orientation • Add verbal Spanish option 2. **Spanish-Language Marketing** • Expedite and prioritize the process of obtaining Spanish-language marketing materials to better communicate with our students and community 3. **Expand Support Services** • Implement language interpreter services to assist non-English speaking students	Spanish speaking community. **Enhanced Outreach to Non English-Speaking Community.** **Measurement**: Review interpreter services data to access the frequency of services, requested language, and the nature of the students' inquiries.
#3	ILO 1. Communication				Goal #3 Resources: Increase student awareness about campus resources.	To increase student, parent, district, faculty, and community knowledge of the Dual Enrollment program, leading to higher engagement and enrollment.	1. **Development of the Dual Enrollment Case Management Unit College within a College Model** 2. **Increase awareness and understanding** 3. **Intentional Outreach** Target: • 8th Graders • Hispanic and Black High Schoolers	**Expanded Outreach** **Measurement:** O|DE Calendar of Events, registration logs, student surveys. **Offer information sessions** **Measurement:** track number of attendees at create and analyze surveys to assess knowledge gained from sessions.

							• Foster Youth 4. **Create Community Based Team Recruitment cohort**s • Local Sports Groups • Churches • AV Chambers of Commerce, Black & Hispanic • Youth based mentorship programs	**Intentional Outreach** **<u>Measurement</u>:** Monitor the volume of calls, emails, and online inquiries received about the program. Analyze engagement metrics from social media and marketing campaigns targeted towards these groups. **Increased Engagement** **<u>Measurement</u>:** track the number of community partnerships established and the number of students recruited through that partnership.
#4	ILO 2. Creative, Critical, and Analytical Thinking				Goal #6 Success: Boost success rates by prioritizing the student experience.	To engage Dual Enrollment students in campus culture and activities, increase visibility on their high school campuses, and provide acknowledgments, awards and SWAG in recognition of their participation in the program.	1. Increase on campus presence at the high school • Conduct regular visits to high school partners to include information sessions or pop-ups from AVC affinity groups and academic divisions. 2. Host campus events for Dual Enrollment students • Student/Parent campus tours • Registration Festivals with Student ID	**Increased Visibility** **<u>Measurement:</u>** Track number of visits to sites as well as create and provide results of interest surveys. **Participation Rates** **<u>Measurement</u>**: Track attendance logs and survey feedback. **Positive feedback stronger sense of belonging** **<u>Measurement:</u>** • Track the number of recognitions given.

							distribution privileges • Athletic Events 3. Acknowledge Student Achievement • Recognition Program • Dual Enrollment Ambassadors/mentors • End of the year celebratory event	Collect student testimonials about Dual Enrollment classes. • Build Dual Enrollment Ambassadors to encourage leadership/mentorship within their high schools. • Assess the overall impact on retention and students' overall satisfaction.
#5	ILO 4. Career and Specialized Knowledge				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	To collaborate with AVC divisions, local businesses and community partners to develop tailored course offerings that align with professional development incentive, that could lead to opportunities for job growth and career advancement for their staff	1. Research local business or community organizations whose staff might benefit from taking courses or obtaining certificates from AVC. 2. Conduct needs assessments with local business, community organizations, and AVC divisions to identify desired skills and pathways. 3. Develop a list of targeted courses and programs based on identified needs, including both credit and non-credit options. 4. Promote courses to employees of community partners by means of	**Increased enrollment Measurement:** Increased enrollment in identified courses **Surveys and Feedback Measurement:** Conduct surveys with participating business to gauge satisfaction with program **Positive Feedback Measurement:** Course completion rates and feedback from the participants on the job skills impact and career progression.

							presentations and information sessions.	

***If applicable for instructional areas*

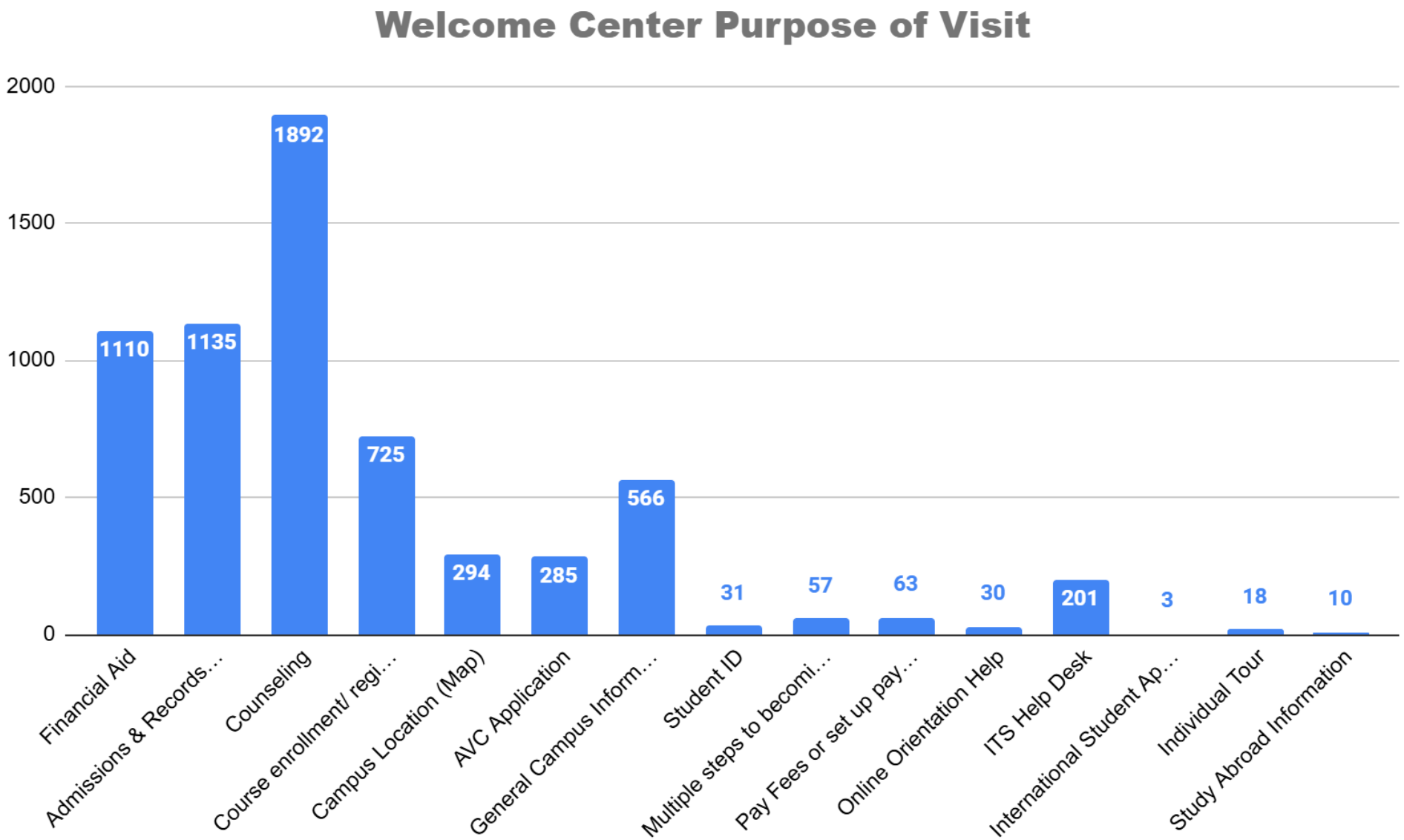
Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

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.	• HIRE [2] Program Specialist	#1	New	[2] Program Specialist $52,322.68	Recurring	VP Idania Padron
Classified Staff	• HIRE [1] Enrollment Services Tech	#1	New	$54240.65 + Benefits	Recurring	VP Idania Padron
Faculty	• HIRE [1] Adjunct Counselor	#1	New	$54.94/hr	Recurring	VP Idania Padron
Other	• Student Workers Budgeted at 20hrs / week	#1	New	$1280 / month	Recurring	VP Idania Padron
Technology	• Update Online Orientation • Research Spanish Language Marketing Vendors • Research & Acquire language Interpreter Services	#2	New	??	Recurring	VP Idania Padron

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

Required:

- Supporting data/information


Welcome Center Purpose of Visit
2000
1500
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725
294
285
566
31
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201
3
18
10
Financial Aid
Admissions & Records…
Counseling
Course enrollment/ regi…
Campus Location (Map)
AVC Application
General Campus Inform…
Student ID
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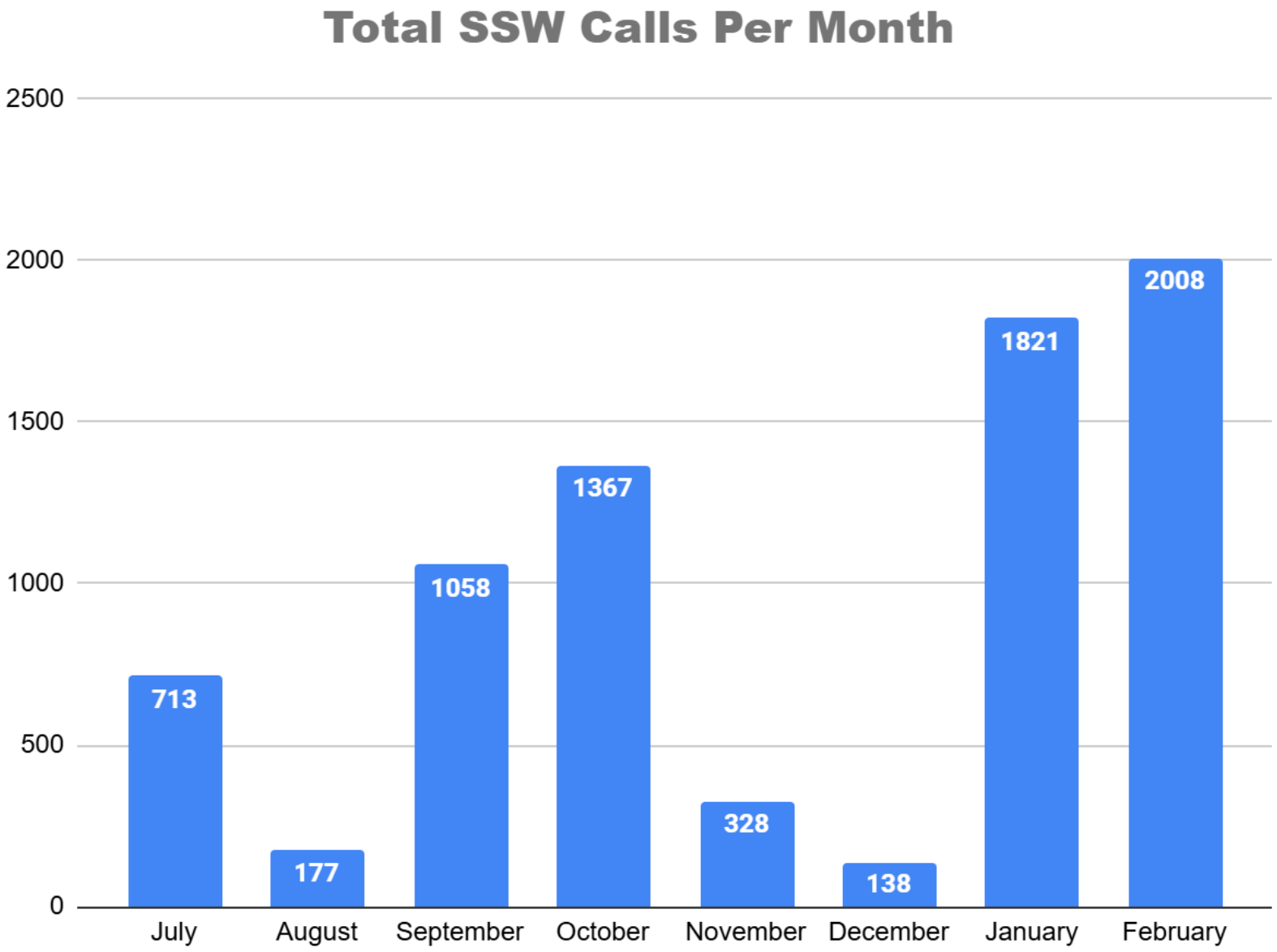
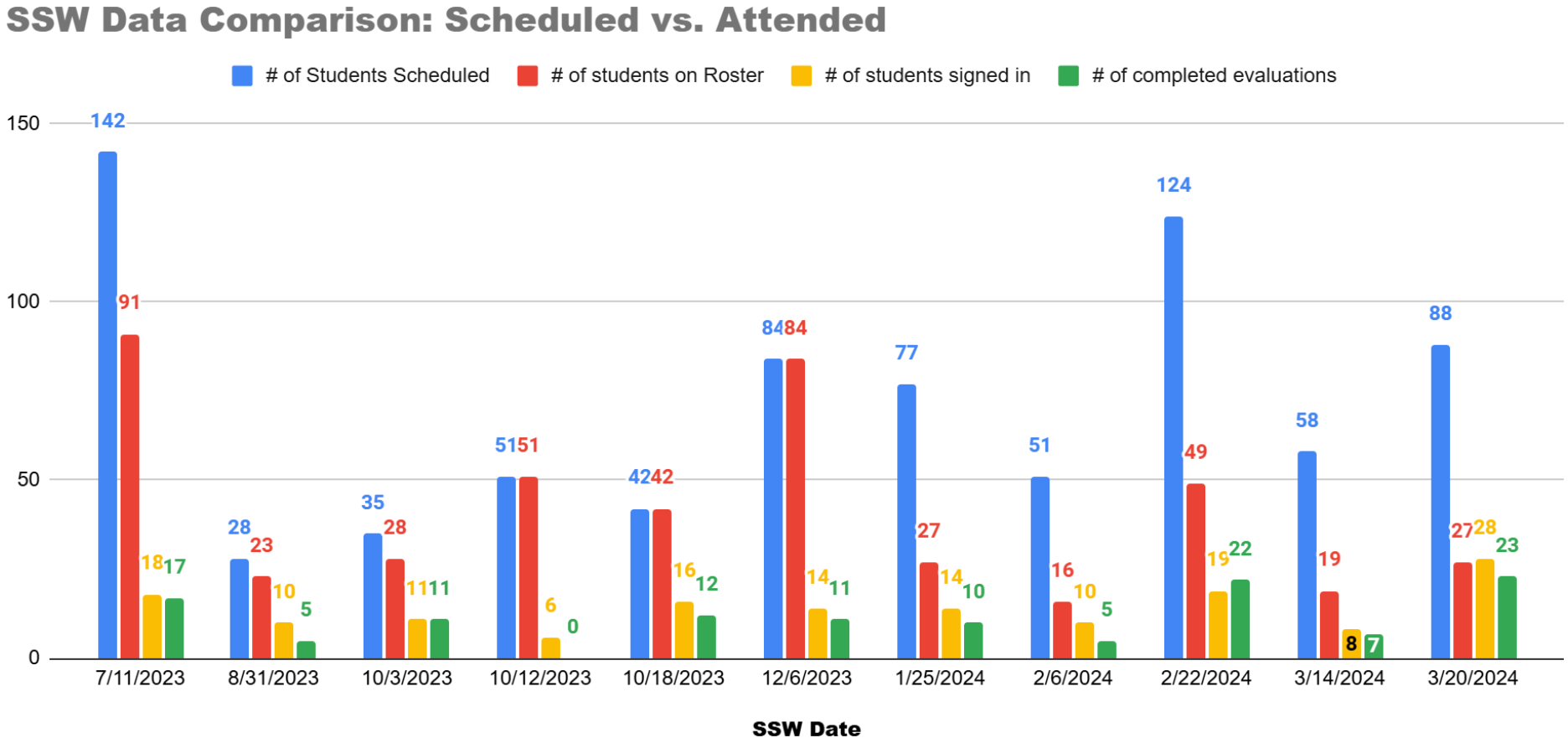
Pay Fees or set up pay…
Online Orientation Help
ITS Help Desk
International Student Ap…
Individual Tour
Study Abroad Information

Student Success Workshops 2023-2024:





Outreach Events Data:

T = Tabling CT = Campus Tour P = Presentation CF = College Fair	Date	Event	Classified Staff OT or Modified Work Schedule	Time	Mode (Virtual/In Person)	Location	Event Contact	Set Up Time &/or Instructions	# of Student Ambassadors/ Peer mentors Needed	Student Ambassadors/Staff	# of anticipated attendees	# of Actual Attendees	Attendees Profile	Notes
T	August 11, 2023	**Opening Day**		TBD	In Person	AVC Campus								
T	September 14, 2023	**Options for Youth WIOA Kick-Off**	n/a	12:00 PM to 3:00 PM	In-Person	1160 Commerce Center Dr, Lancaster, CA 93534	Liliana Escobar lescobar@propelcmg.org			Raul	50	40	9th-12th grade students	No formal presentation will be needed, we would like our students to learn more about the college with resources and information
T	September 15, 2023 Friday	**Latino Knowledge Bowl at Eastside High School**	OT	4:30-6 PM	In-Person	3200 E Ave J 8, Lancaster, CA 93535	David Rivas drivas@avhsd.org	Arrive to AVC at 3:30	1-2	Paloma & Denise	200	50	9th-12th grade students	
CF	September 16, 2023 Saturday	**Latino College and Career Expo**	OT	10 AM - 2 PM	In Person	Cal Poly Pomona 3801 W Temple Ave, Pomona, CA 91768			3	Raul, Xitalli, Ernesto, & Arely	10,000	1,000		
CF	September 20, 2023 Wednesday	**Tehachapi High School 2023 College & Career Fair**	M	6:30 AM to 1:00 PM	In-Person	achapi High Sch	Amanda Westerby awesterby@tehachapiusd.com	Leave campus at 6:30 Set up begins at 7:30am	2-3	Raul & Paloma	1,000	1,000	9th-12th grade students	Map for Parking
CT	October 5, 2023 Thursday	**Campus Tour Summerwind Elementary**	n/a	10:00 AM to 1:00 PM	In-Person	AVC Campus	Katrina D Burris kdburris@palmdalesd.org		4	Paloma, Sabrina, Crow, Denise, Ines, Oscar	110	87	5th grade students	
T	October 7, 2023 Saturday	**Kaleidescope Art and Music Festival**	M	10:00 AM to 6:00 PM	In-Person	2723 Rancho Vista Blvd, Palmdale CA 93551	Laura Rice lrice@cityofpalmdale.org	Depart from AVC at 8:30am	3-4	Raul (2:00-7:00), Paloma (8:30-2:00), Erica, Taylor, Esmeralda, David, Ernesto	6,000	6,000	Community	Awaiting response from Arts Division regarding which faculty will be there to facilitate the arts activity
CT	October 10, 2023 Tuesday	**Campus Tour Tehachapi High School**	n/a	9:00 AM to 12:00 PM	In-Person	AVC Campus	Julie Heaslet jheaslet@tehachapiusd.com		2	Raul, Stephanie, & Crow	50	19	9th-12th grade students	
T	October 11, 2023 Wednesday	**JPC Job Fair**	n/a	10:00 AM to 2:00 PM	In Person	AVC Campus - FA Quad			2					
GO	October 11, 2023 Wednesday	Senior Workshop Quartz Hill High School	n/a	9:45 AM to 12:45 PM	In-Person	6040 West Avenue L Quartz Hill CA 93536	Dianna Aguirre daguirre@avhsd.org		2	Paloma, Amber	800	800	12th grade students	
GO	October 17, 2023 Tuesday	Quartz Hill High School	n/a (if Raul M) Lets Discuss this one.	:00pm - 5:00pm	In-Person	6040 West Avenue L Quartz Hill CA 93536	Dianna Aguirre daguirre@avhsd.org		1	Paloma, Ella	60	40	11th-12th grade students	

T = Tabling CT = Campus Tour P = Presentation CF = College Fair	Date	Event	Classified Staff OT or Modified Work Schedule	Time	Mode (Virtual/In Person)	Location	Event Contact	Set Up Time &/or Instructions	# of Student Ambassadors/ Peer mentors Needed	Student Ambassadors/Staff	# of anticipated attendees	# of Actual Attendees	Attendees Profile	Notes
CF	October 24, 2023 Tuesday	**College Information Night**	M	4:30 PM to 7:00 PM	In Person	nue H, Lancaste	Andrea Gonzalez-Briones abriones@avhsd.org		3-4	Raul, Paloma, Kenya, Erica, Ella, Denise, Paul	5000	2000	9th thru 12th	Kenya signed up and requested 4 tables. Need to email them letting them know that we have a new full time clerical III who will be the primary point of contact.
CT	October 26, 2023 Thursday	**Campus Tour Palmdale Academy Charter**		9:00 AM to 12:00 PM	In-Person	AVC Campus	Brittany Sixt besixt@palmdalesd.org		2	Kristabella, Ashna, Crow, Daniel	44	36	9th grade AVID students	
CF	October 26, 2023 Thursday	**R. Rex Parris College Fair**		9:45AM TO 2PM	In-Person	38801 Clock To	Mayra Martinez memartinez@a	Set-up at 9:45	1	Paloma	400	200	10TH-12TH grade students	Requested financial aid info/workshops, Welcome Center info, Palmdale Campus Info, Campus Resources
T	October 26, 2023 Thursday	**Paving the Way Re-Entry Job Fair**		10 AM to 2 PM	In-Person	44738 Sierra HWY, Lancaster, CA 93534				Raul, Sabrina		130		
CF	November 2, 2023 Thursday	**College Fair Desert Winds High School**		10:00 AM to 2:00 PM	In-Person	ering St, Lancas	Tammie Hardin thardin@avhsd.org	Set-up at 9:45		Paloma, Sabrina		60		
T	November 3, 2023 Friday	**Antelope Valley Medical Center-Spanish-Speaking Breastfeeding Support Group**	n/a	9am to 2:30pm	In Person	City of Hope Bi	Lauren Synder	set up 8- 8:45am	1	Raul , Paul	300	2	Community	They requested spanish speakers. Event was poorly Attend recommended that we DO NOT attend this event in the future.
T	November 4, 2023 Saturday	**STEM Conference for Girls**	M	9:00 AM to 12:00 PM	In Person	Drive Lancaste	Duane Robertson drobertson@avhsd.org	Set up @ 8:30am	1	Paloma, Stephanie	200	60	9th-12th grade students	60 Minute presentation to parents. Generally an overview of classes and programs AVC has to offer
CF	November 7, 2023 Tuesday	**Palmdale HS College & Career Fair**	n/a	11:30-4pm	In Person	ve R, Palmdale	Jaclyn Mendez-Pflieger jmendez-pflieger@avhsd.org		1-2	Paloma, Ella, Amber, Denise	3,000	2,000	9th-12th grade students	

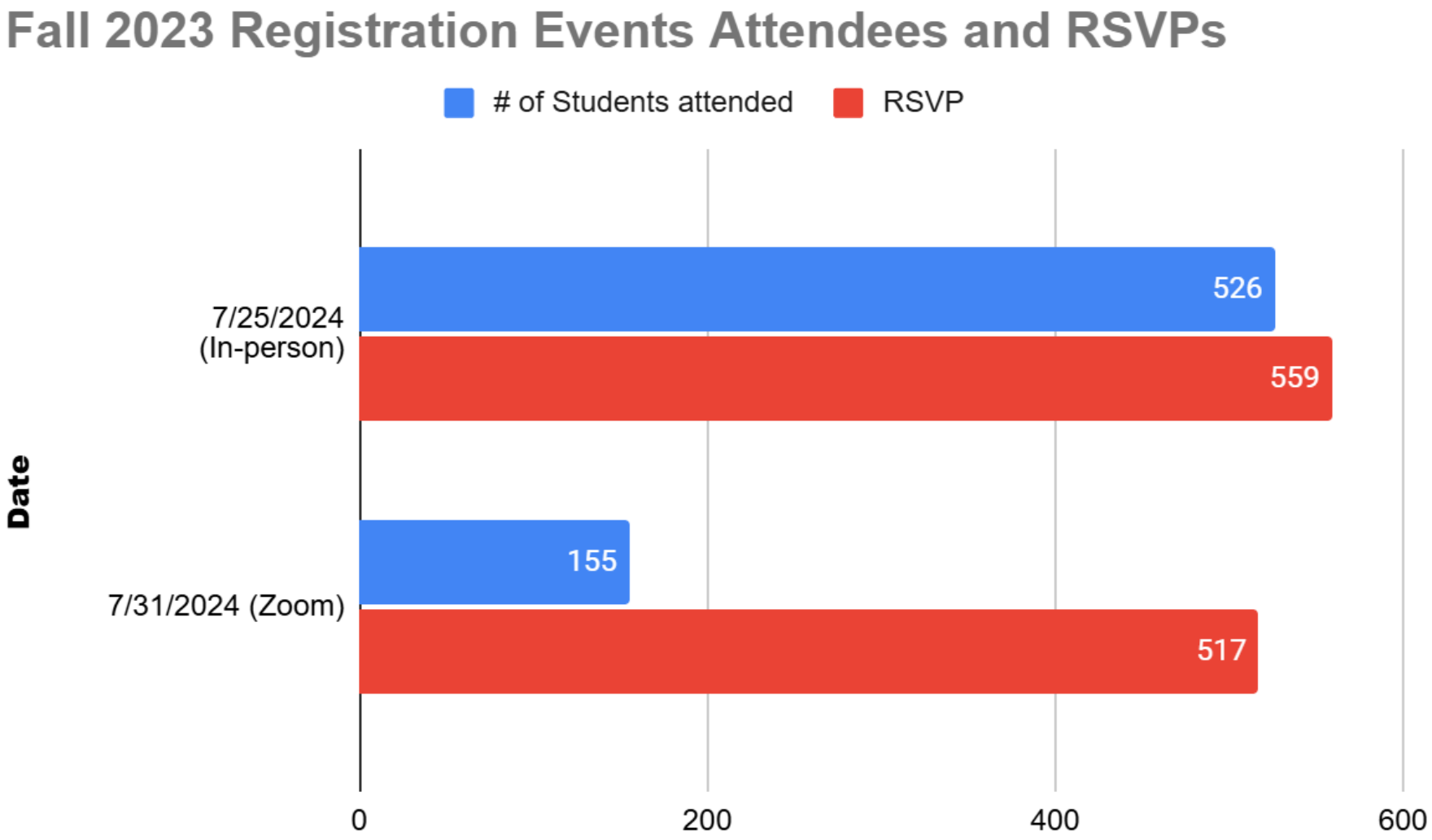
T = Tabling CT = Campus Tour P = Presentation CF = College Fair	Date	Event	Classified Staff OT or Modified Work Schedule	Time	Mode (Virtual/In Person)	Location	Event Contact	Set Up Time &/or Instructions	# of Student Ambassadors/ Peer mentors Needed	Student Ambassadors/Staff	# of anticipated attendees	# of Actual Attendees	Attendees Profile	Notes
CT	November 9, 2023 Thursday	**Campus Tour Assurance Learning Academy**		10:00 AM to 1:00 PM	In Person	AVC Campus	Erika Gonzalez egonzalez@assurancelearning.org		1	Raul, Daniel, Sabrina	30	18	11th-12th grade students	
CT	November 13, 2023 Monday	**Campus Tour for Keppel Academy**		10:00 AM to 12:00 PM	In-Person	AVC Campus	Madison Goulet mgoulet@keppel.k12.ca.us		2	Paloma, Ella, Paul	36	34	8th grade AVID students	
CT	November 14, 2023 Tuesday	**Campus Tour Tehachapi High School**		10:00 AM to 12:00 PM	In-Person	AVC Campus	Leaha Ward lward@tehachapiusd.com		2	Paloma, Daniel, Esmeralda	50	44	11th-12th grade students	
CT	November 15, 2023 Wednesday	**Campus Tour Joshua Hills Elementary**		9:00 AM to 12:00 PM	In-Person	AVC Campus	Karen Muehlberger kmuehlberger@palmdalesd.org		4	Raul, Paul, Erica, Stephanie, Ella	105	94	4th grade AVID students	
CT	December 5, 2023 Tuesday	**Campus Tour Highland High School**		10:00 AM TO 1:00 PM	In- Person	AVC Campus	Hanna Khalifa hkhalifa@avhsd.org		2	Raul, Paloma, Sabrina, Stephanie	50	50	9th - 12th EL Student Under Title 1	
CT	December 7, 2023 Thursday	**Campus Tour Eastside Education Academy**		9:00 AM to 12:00 PM	In-Person	AVC Campus	Anna Fisk afisk@avhsd.org		1	Paloma, Esmeralda, Paul (Backup)	30	28	9th grade students	
GO	December 11, 2023 Monday	AVC Presentation at Highland High School/WE CARE		1:40-2:37 PM	In-Person	39055 25th Street West Palmdale, CA 93551	Mary Robayo mrobayo@avhsd.org	1:00 PM		Paloma, Erica	40	20	12th grade students	AVC General and OSD Information
GO	January 23, 2024 Tuesday	Parent University - The Palmdale Aerospace Academy		9:00 AM to 11:00 AM	In-Person	3300 E Palmdale Blvd Palmdale Ca, 93550	Kathy Medina kmedina@tpaa.org			Paloma, Erica	50	20	Parents of students	Parent University is to help inform our parents regarding life at AVC.
CT	Feburary 5, 2024 Monday	**Campus Tour AV High School**		10:00 AM - 1:00 PM	In-Person	AVC Campus	Francis Allen-Munoz fallenmunoz@		1	Paloma, Stephanie	30	28	12TH GRADE	Contacted 10/19/23 - C. Vidana
CT	February 7, 2024 Wednesday	**Campus Tour Rosamond**		9:00 AM to 12:00 P	In Person	AVC Campus	Mark Notterman mnotterman@		2	Raul, Laisha, Denise	40	20	11th and 12th grade - Special	
P/T	February 8, 2024 Thursday	**AVC Presentation California**		10:00 AM to 1:00 PM	In Person	177 Holston Drive, Lancaster, Ca	Erika Gonzalez egonzalez@a	10:30-10:45 AM	1	Paloma, Sabrina	30	8	10th-12th grade students	Presentation for 10-30 students at 11:
CT	February 13, 2024 Tuesday	**Campus Tour Lancaster High School**		10:00 AM to 1:00 P	In Person	AVC Campus	Seth Johnson sjohnson@avhsd.org		3 ?	Raul, Erica, Sabrina, Laisha till 12:30. Paul	100	100	12th grade students	
CT	February 15, 2024 Thursday	**Campus Tour Enterprise Elementary**		10:00 AM to 1:00 P	In-Person	AVC Campus	Matthew Blackwood MBlackwood		3 ?	Paloma, Erica, Sabrina, Stephanie	100	79	5th grade students	
T	February 15, 2024 Thursday	**Desert Sands Charter School Back**	OT	4:00-7:30 PM	In-Person	Destiny Carswell h St. West, Lan	arswell@dschs.(	Set-up at 4:00-4:30		Paloma, Amelia, Tay	100	10	de students and t	Event is from 5:00-6:30pm. Requested
GO	February 20, 2024 Tuesday	AVC Presentation at Littlerock		10:00 to 11:00 AM	In-Person	Nancy Lopez nlopez@avhsd.org				Paloma, Laisha		18		
CT	February 21, 2024 Wednesday	**Campus Tour Lancaster High School**		9:00 AM to 12:00 PM	In Person	AVC Campus	Consuelo Meza cmeza@avhs			Paloma, Denise, Laisha	50	43	12th grade students	
T	February 27, 2024 Tuesday	**CCAV Heartful Harmony**		1:00-5:00 PM	In-Person	45111 Fern Avenue, Lancaster, CA 93534	Katherine Quiles kquiles@childrenscenterav.org		1-2	Paloma, Ty (NextUp), Daniel	300	200	18-25 years-old transitional age youth	164 confirmed attendees, 6ft table and 2 chairs will be provided

T = Tabling CT = Campus Tour P = Presentation CF = College Fair	Date	Event	Classified Staff OT or Modified Work Schedule	Time	Mode (Virtual/In Person)	Location	Event Contact	Set Up Time &/or Instructions	# of Student Ambassadors/ Peer mentors Needed	Student Ambassadors/Staff	# of anticipated attendees	# of Actual Attendees	Attendees Profile	Notes
CT	February 28, 2024 Wednesday	**Campus Tour Mojave River Academy**		10:00 AM to 1:00 PM	In-Person	AVC Campus	Maribel Herrera mherrera@mojaveriver.net			Raul, Laisha	20	20	8th-12th grade students	
CT	March 12, 2024 Tuesday	**Campus Tour Lake Los Angeles School**		9:45 AM to 12:45 PM	In Person	AVC Campus	Katy Hoerman khoerman@keppel.k12.ca.us		3-4	Paloma, Crow, Sabrina	82	67	6th-8th grade students	
CF	March 12, 2024 Tuesday	**Lancaster High School College & Career Fair**		9:00 AM to 12:00 PM		44701 N 32nd St West, Lancaster CA 93534	Jamie Christensen jtchristensen@avhsd.org			Raul, Kyle, Erica	300	200	11th-12th grade students	
CT	March 13, 2024 Wednesday	**Campus Tour Knight High School**		10:00 AM to 1:00 PM	In-Person	AVC Campus	Ashley Orr aorr@avhsd.org			Paloma, Jonathan	26	25	12th grade students in Youth Employment Skills Class	Contacted 10/19/23 - C. Vidana
CF	March 13, 2024 Wednesday	**Desert Christian High School**		9:00-10:30 AM	In-Person	2340 W. Ave J-8, Lancaster, CA	Regina Bloemendaal rbloemendaal	Set-up at 8:00-8:55 AM		Raul, Stephanie, Denise	240	200	9th-12th grade	
CT	March 19, 2024 Tuesday	**Campus Tour Daisy Gibson School**		9:00 AM to 12:00 PM	In-Person	AVC Campus	John Kell jkell@keppel.k12.ca.us			Raul. Erica, Crow, Kyle (Shadow)	60	60	8 grade	
CT	March 21, 2024 Thursday	**Campus Tour AV YouthBuild**		12:00-3:00 PM	In-Person	AVC Campus	Monica Rios monica.rio01@youthbuildcharter.org			Paloma, Daniel, Kyle/Taylor (Shadow)	15	16	11th-12th grade students	
GO	March 27, 2024 Wednesday	**AVC General Overview for Empower Generations Charter School**		11:00 AM to 12:00 PM	In-Person	44236 10th Street West, Suite #105, Lancaster, CA 93534	Roselia Calderon roselia.calderon@empowergenerations.org			Paloma, Jonathan, Kyle	35	35	9th-12th grade students	
CT	March 28, 2024 Thursday	**Campus Tour SAGE Magnet Academy**		10:00 AM to 1:00 PM	In-Person	AVC Campus	Gerald Bonus gcbonus@palmdalesd.org			Raul, Sabrina, Erica, Kyle (Shadow)	50	32	6th-8th grade AVID students	Lunch break around 11:30
CF	March 28, 2024 Thursday	**Palmdale Academy Charter School College & Career Fair**	OT	3:00-7:00 PM	In-Person	3838 E Ave R, Palmdale, CA 93550		3:30-4:00		Paloma, Crow, Paul		150		Event time: 4:15-6:00 PM
CT	April 3, 2024 Wednesday	**Campus Tour Mariposa Computer Science Magnet Academy**		9:00 AM to 12:00 PM	In-Person	AVC Campus	Stephanie Hernandez hernandezst@lancsd.org			Paloma, Jonathan , Kyle, Laisha	76	55	6th grade students; computer science/AVID	Group will bring lunches to campus tour
CF	April 3, 2024 Wednesday	**Palmdale School District Career Fair**	OT	5:00-7:30 P.M.	In-Person			3:30-4:00 p.m.		Raul	500	80		
CT	April 16, 2024 Tuesday	**Campus Tour Lancaster High School**		10:00 AM to 1:00 PM	In-Person	AVC Campus	Dana Vazquez dvazquez@avhsd.org			Paloma, Kyle, Sabrina	35	26	12th grade students WE CARE College & Career Readiness Transition Program	Contacted 10/19/23 - C. Vidana

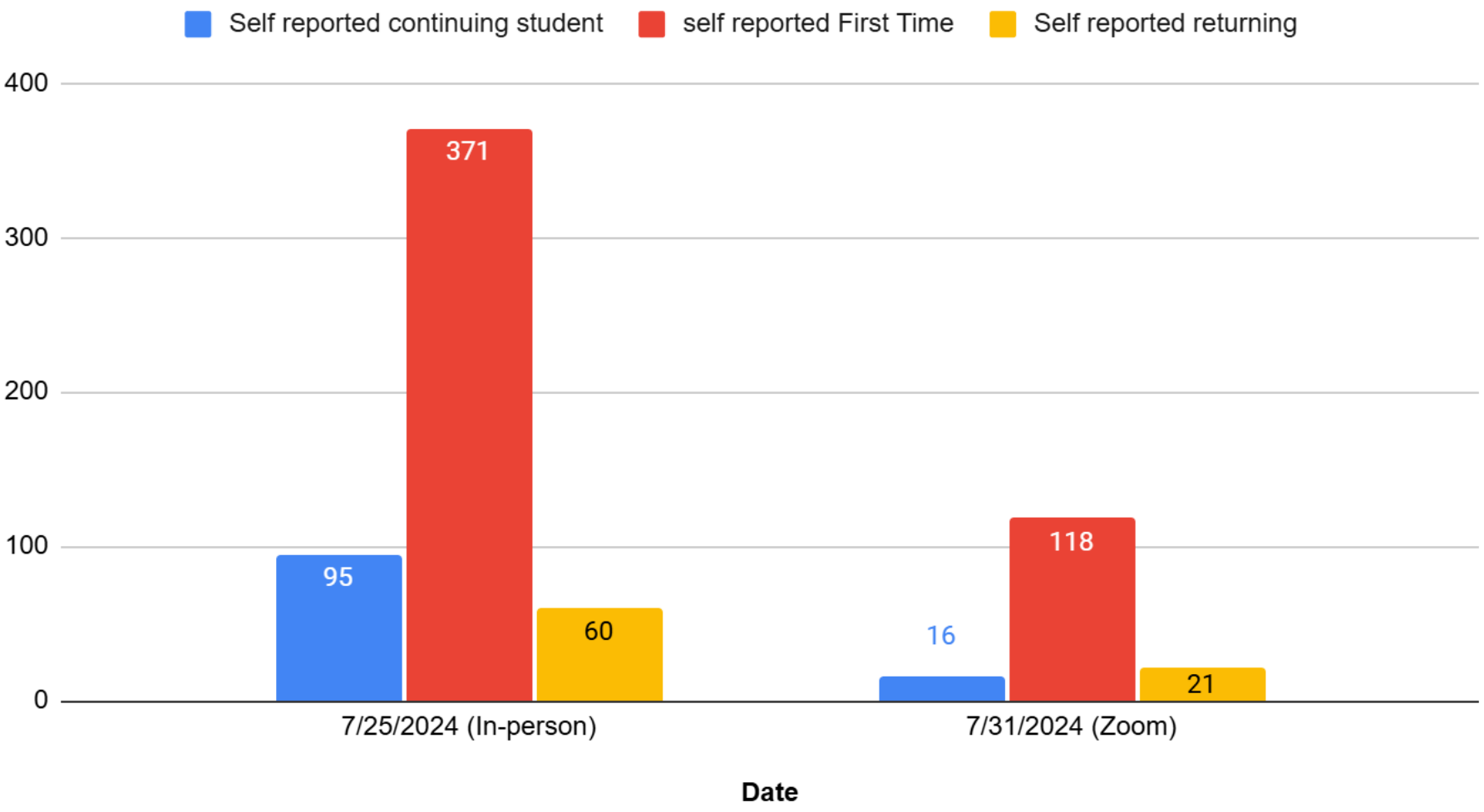
T = Tabling CT = Campus Tour P = Presentation CF = College Fair	Date	Event	Classified Staff OT or Modified Work Schedule	Time	Mode (Virtual/In Person)	Location	Event Contact	Set Up Time &/or Instructions	# of Student Ambassadors/ Peer mentors Needed	Student Ambassadors/Staff	# of anticipated attendees	# of Actual Attendees	Attendees Profile	Notes
CT	April 17, 2024 Wednesday	**Campus Tour Jacobsen Middle**		10:00-11:30 AM	In-Person	AVC Campus	Leaha Ward lward@tehachapiusd.com			Raul, Stephanie/ Jonathan	30	21	8th grade	
CF	April 17, 2024 Wednesday	**R. Rex Parris High School College Fair**		9:15 a.m. to 2:30 p.m.	In-Person	38801 Clock Tower Plaza Dr, Palmdale	Mayra Martinez mamartinez@	9:45 a.m.		Paloma, Kyle	200	60	11-12th grade	Event time: 10:15 a.m. to 2:00 p.m.
T	April 19-21, 2024 Friday-Sunday	**California Poppy Festival**	OT		In-Person	AV Fair & Events Center 2551 W Avenue H, Lancaster, CA 93536				All		40,000		
CF	April 25, 2024 Thursday	**Aerospace Valley Career Fair - Salute to Youth 2024**	9:00 AM to 12:00 PM			The Boeing Compa Plant 42 Site 825 E Ave P, Palm	riones@avhsd.org			Paloma, Raul, Er	3000	3000	gh school students	
CT	May 8, 2024 Wednesday	**Campus Tour Oak Tree Community Day School**		9:00 AM TO 12:00 PM	In-Person	3042 W Ave K, Lancaster, CA 95356	Janell Richard jirichard@palmdalesd.org		2	Raul	40	14	4th- 8th grade students	
CT	May 14, 2024 Tuesday	**Campus Tour Dos Caminos Dual**		9:30 AM to 12:30 PM		AVC Campus	Lizeth DeLaTorre ldelatorre@pal			Paloma	60	52	7th grade students	

Registration Event Data

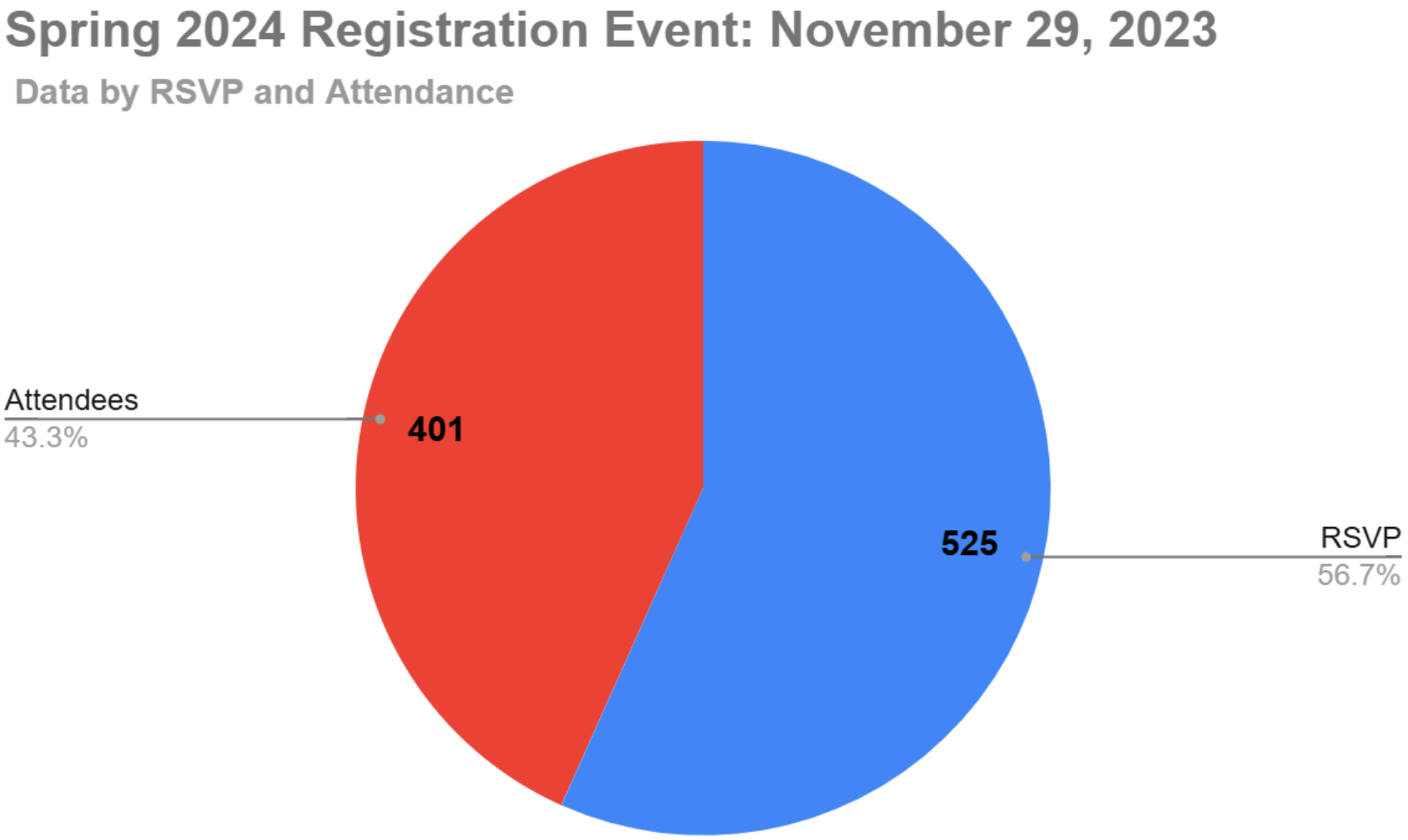
Fall Registration Events 2023:



Fall 2023 Registration Events Attendees by Student Status

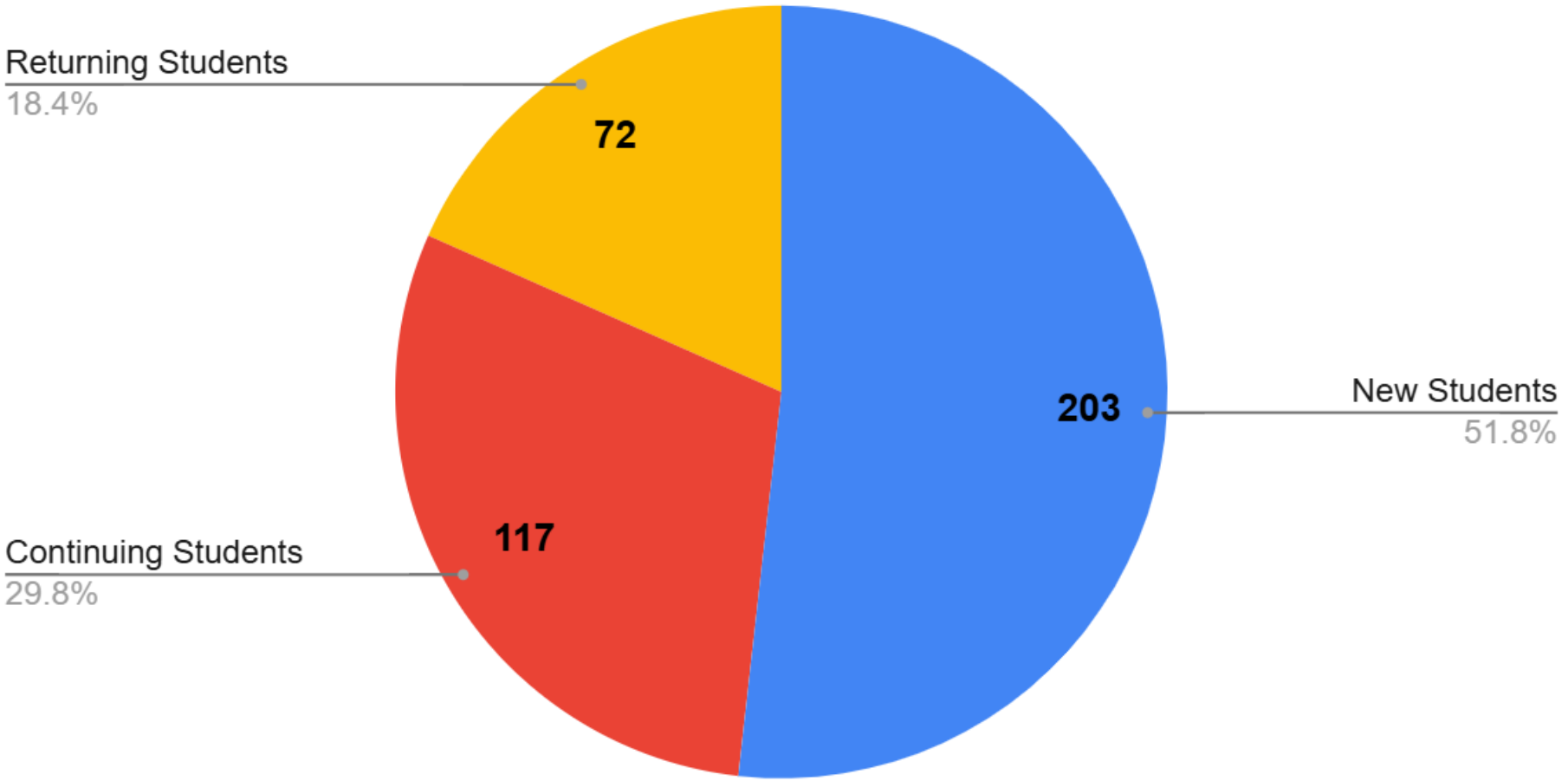


Spring Registration Event November 29, 2023:



Spring 2024 Registration Event: November 29, 2023

Data by Student Status



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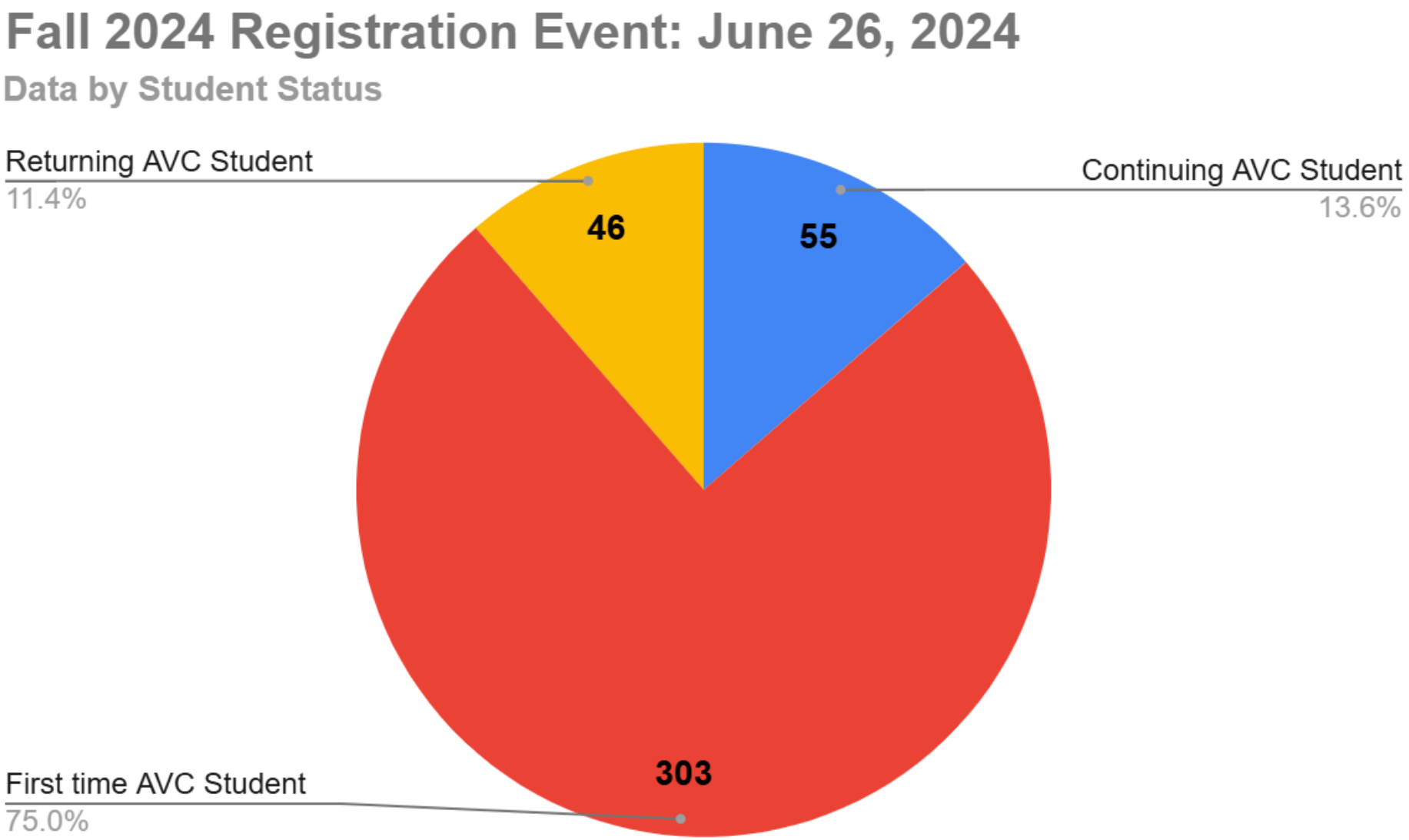
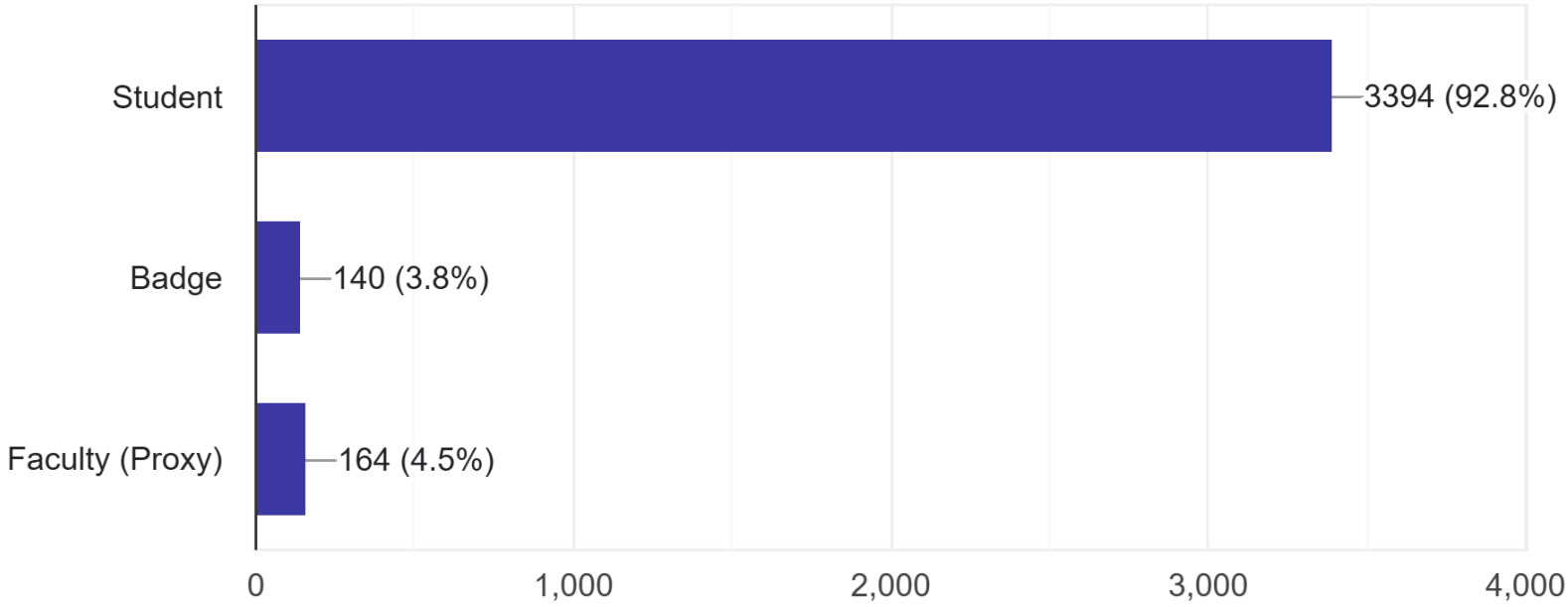


Student ID Sign in 2023-2024

ID Type (select all that apply)

3,659 responses