ANTELOPE VALLEY COLLEGE

Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: Student Health Wellness	For Planning Years: 2025-2026
Name of person leading this review: Dr. Jill Zimmerman	
Names of all participants in this review: Kimberly Barber	

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

In July 2024 during the reorganizations the division of Student Health and Wellness was created. Within the Division the following areas work together to support students, Basic Needs, Student Health Center, including BIT/CARE and SOAR High School (Students on the Academic Rise). In past years, Basic Needs and Student Health completed their Program Review, and we will continue with this format, so their program reviews are attached. This first report will focus on SOAR High School.

SOAR High School is designed to promote academic achievement, social maturity, and enhanced economic opportunities through high school and college success. SOAR provides a supportive, flexible, and academically enriched environment with an emphasis in mathematics, science, and engineering for underrepresented students who may have high potential but low performing in the traditional educational system.

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?

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.)*

SOAR continues to meet the needs of our community. We have 645 students enrolled in both our Lancaster and Palmdale campuses. Our strengths and accomplishments ensure that the students are academically proficient, prepared for college, and career ready for the program. The students acquire academic, collegiate, and personal growth experience. SOAR and AVC partner to effectively support students with their personal and academic growth. Most recently, SOAR was honored with the prestigious National Blue-Ribbon School Award for celebrating outstanding academic achievement and exceptional progress. SOAR was also recognized as an Exemplary Dual Enrollment Program in California. These awards reflect the hard work of both the high school staff and the college staff and faculty from both, who help our students shine academically.

A strong community partner which supports our students is the relationship with AVTA. This partnership has been a successful method for transporting students via the AVTA bus from SOAR Palmdale to our AVC Palmdale Center and transportation to and from home to school for some of our students.

The students from both the Lancaster and Palmdale campuses continue to thrive and be successful in their education plans to graduate AVC and/or transfer.

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

Space for the expansion of the SOAR Palmdale campus was addressed to help meet the students' educational needs. As we added another grade level at SOAR Palmdale High School, the need for more high school classrooms was apparent. AVC and AVHUSD worked together and shared the costs to create five additional classrooms at the AVC Palmdale Center Annex for the start of fall 2024. Creating space for high school classes to be taught at the AVC Palmdale Center also expanded the need for other student support such as a food vending machine. The need for students to use the AVC resources such as the Learning Center for high school classes would help students be better prepared for college level work. We often say that high schools in general are not college ready and that when they come to AVC we needed to provide more support classes that they should have received in high school. With the expansion of SOAR and other high school dual enrollment/special admit students, it raises the question about how all the AVC resources can help a student be successful. If the Learning Center were to increase their support of concepts and knowledge, not just class for class tutoring in which the student is enrolled in, it might increase student success overall in their academic experience. By increasing student skills and academic confidence, more students, including the students in high school, might perform better academically.

Another challenge is supporting the counseling needs and educational plans for SOAR students. The current situation is that Counseling has assigned 2 parttime faculty who assist SOAR students with their educational plans. But they are limited to seeking counseling guidance from any other AVC Counselor such as express counselors of other counseling services. There has been a long standing "rule" that AVC Counselors do not create educational plans for high school students. This limitation negatively affects the student in gaining knowledge about course and major selection.

As the number of students increases and we enter our 4th class at SOAR Palmdale, issues such as transportation and space continue to arise. Part of this is the growing pains that all new programs experience. The uniqueness of SOAR is the interdependency of all academic departments who are offering the IGETC /General Education classes during the day to meet the class period for SOAR students at the Palmdale location. While the Lancaster Campus has a variety of time blocks for in person (F2F) for most of these needed classes, the Palmdale Center does not. Most of the classes are in the evening and do not meet the educational needs of the high school students. Another challenge is transportation of moving so many students traveling from SOAR Palmdale to the AVC Palmdale Center. To accomplish this there is ongoing discussion with AVTA who has been a wonderful and accommodating partner.

- 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)
Robust class offering at the Palmdale Center during the day to meet the IGETCE / General Education requirement	5
Student retention/success in course worked needed to complete (eventhough if is above the college average)	1

Transportation for the SOAR Palmdale	1
Academic counseling/advising for SOAR students	4

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

Our desire is to continue to improve our school environment to be an enriching educational experience for all students who enter our program.

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
We have no stated goals from last Program Review	

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

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	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Increase course offering at the Palmdale Center	Work with the Academic Deans in increasing course offering to meet the educational needs of the SOAR students in Palmdale	More course offering at the Palmdale Center
#2	ILO 4. Career and				Goal #6 Success: Boost success	Review and revise institutional policies and	Work with other campus departments such as	Change in policy and practices which allow for

					rates by prioritizing the student experience.	procedures that are restrict SOAR and other high school students from receiving equal access to college resources and services	Counseling and Learning Center staff to review and revise college policies and practices.	more equal access for all enrolled students no matter of their high school status.
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

**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.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

SOAR: The graphs below demonstrate the headcount of both our Lancaster and Palmdale SOAR students. The students enrolled in fall 2023 and those who choose to enroll in summer 2024 courses prove to have a similar success rate as the Fall and Spring semesters.
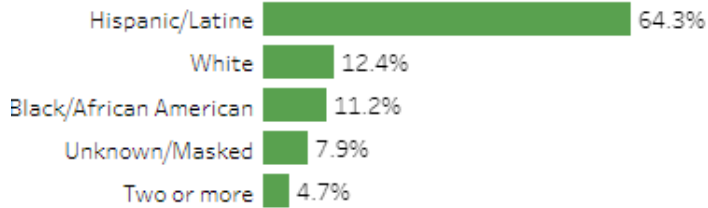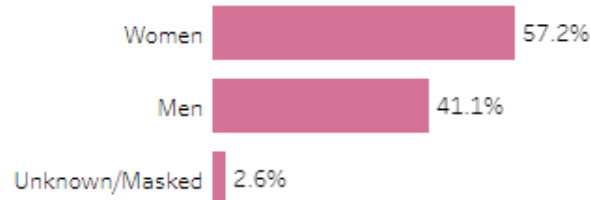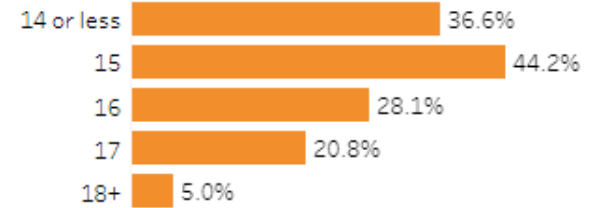
Headcount	Enrollment	FTES
645	2,010	220

% by Race/Ethnicity
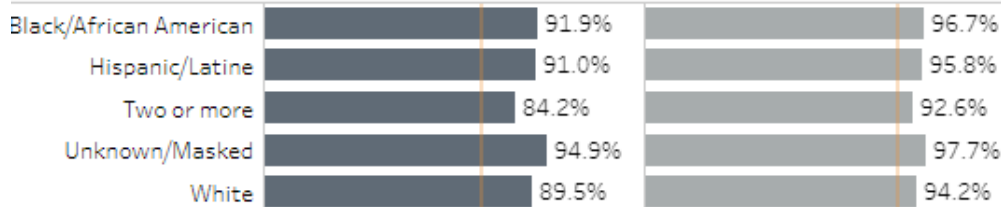
Hispanic/Latine	64.3%
White	12.4%
Black/African American	11.2%
Unknown/Masked	7.9%
Two or more	4.7%

% by Gender

Women	57.2%
Men	41.1%
Unknown/Masked	2.6%

% by Age Group

14 or less	36.6%
15	44.2%
16	28.1%
17	20.8%
18+	5.0%

Success & Retention by Race/Ethnicity

	Success Rate	Retention Rate
Black/African American	91.9%	96.7%
Hispanic/Latine	91.0%	95.8%
Two or more	84.2%	92.6%
Unknown/Masked	94.9%	97.7%
White	89.5%	94.2%

Success & Retention by Race/Ethnicity
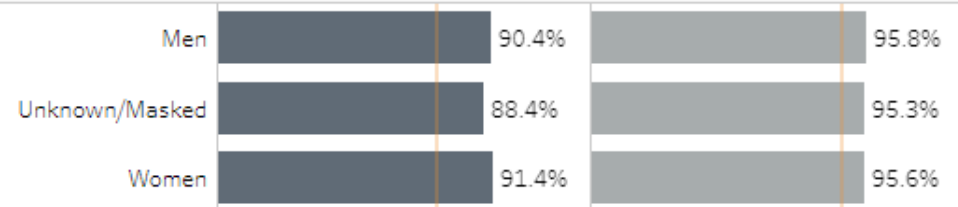
	Success Rate	Retention Rate
Men	90.4%	95.8%
Unknown/Masked	88.4%	95.3%
Women	91.4%	95.6%

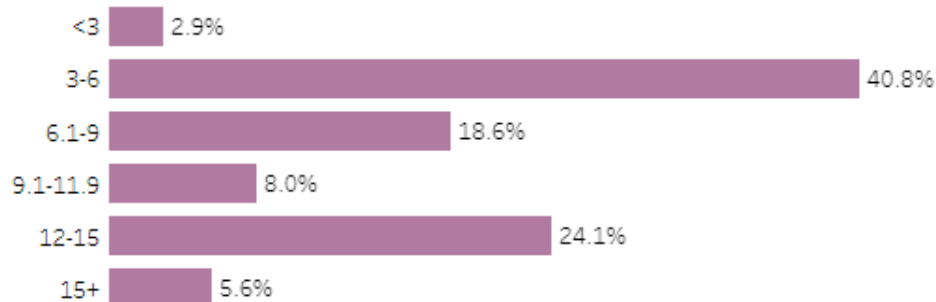Part-Time/Full-time Status and Unit Load use term filters. Please use 'Select Term' to change term ->

Term
Spring 2024

Unit Load

<3	2.9%
3-6	40.8%
6.1-9	18.6%
9.1-11.9	8.0%
12-15	24.1%
15+	5.6%

Part-Time/Full-Time Status

- Full-Time 29.7%
- Part-Time 70.3%
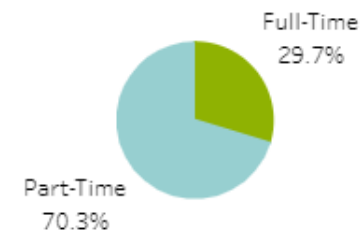
Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: Basic Needs Center	**For Planning Years: 2025-2026**
Name of person leading this review: Paige Carter	
Names of all participants in this review: Paige Carter, Parris Solis-Garcia, Dr. Jill Zimmerman	

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

The Basic Needs Center is committed to assisting Antelope Valley College in meeting its mission. AVC aims to provide a quality and comprehensive education to a diverse population of learners. The Basic Needs Center offers many supportive programs that allow students facing challenges outside the classroom to receive help in the form of direct services, community connection, or information to overcome barriers and focus on their academic journey. Our center and staff strive to provide services that students find valuable that they can adapt and use even after they complete their education with AVC. By providing meaningful services and guidance to students we hope to not only positively impact their personal lives but the lives of those around them, therefore serving the community as well.

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?

- Who do you primarily serve and what services do you provide for each of the groups?

We serve all AVC students in need who apply for serv and meet our program eligibility. According to data collected from our Basic Needs Dashboard our office primarily serves Hispanic Women 19 and under who are part-time students at AVC. However, although that group of students has the largest percentage, we also serve Black Students, Male Students, and Students between 20-44 years of age. We offer many programs under the umbrella of our Basic Needs Center including Food, Housing, Transporation, Technology, Hygiene, Family, referrals to Student Health, referrals to community partnerships, and events.

- How is the work of your area measured or quantified? What is your measure of success?

Our office currently tracks the overall number of applications as well as the requests for each individual program. We then measure our success by how many of those overall applications are approved within the program guidelines, how many students we make special exceptions for, and the number of students who do not qualify and are therefore referred to community resources and/or programs. Our overall approval percentage has been roughly 85%. This figure did fluctuate as students unenrolled from classes so our office began categorizing these students separately so we could see who was originally approved for support but did not complete the semester.

- How do the demographics served by your area's work compare to AVC's service area demographics?

The demographics our center serves correlates with the data collected for AVC's service area demographics for Race/Ethnicity and Age but for Sex data we are serving more female students. According to statistics we are serving roughly 14% more female students.

- Which race/ethnicity groups experience the largest equity gaps?

When comparing the Success and Retention rates by Race/Ethnicity we see an equity gap for Black/African American students as well as students who identify as Two or more races.

What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year?
The Success and Retention rate for the Basic Needs Center show that the students in our program are on average more successful. While the percentages are fairly close at this point in time, our team created the data tracking, reporting, and dashboard along with IT and IERP within this past academic year. We anticipate the data to reflect more accurate numbers in one year after we have worked out any inconsistencies.

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?

One of the biggest strengths our Basic Needs Center has is the volume of students we support with a small staff of 2 full time employees, 1 hourly, and 8 student workers. We have been able to maintain roughly 2,000 applicants during Fall, 1,600 applicants during Spring, and 1,000 applicants during Summer semesters. Our processing timeline to process student applications has decreased significantly from last year due to our Argos reports developed in partnership with IT. We have also used these reports to get valuable input from Financial Aid to indicate students in financial need, so we are serving the population with the greatest barriers to success. Our program guidelines also require students to be enrolled in 6 units or more while maintaining a 2.0 GPA. We make exceptions to these guidelines but by implementing this structure we support AVC's goal of increasing FTS and encouraging student success in the classroom.

Food: For our Marauder Marketplace we have identified a new local partner, Grocery Outlet Rosamond, who we purchase food from on a weekly basis to provide a wide variety of refrigerated, frozen, and dry goods for students to choose from. With our new partnership we have been able to offer items including meat, milk, eggs, bread, salads, and more! Our students have provided positive feedback regarding our food selection and look forward to when we restock. By having fresh available food for students, they can feel fueled and ready to focus on their academics both in person or online as students can choose to use points as they see fit and can use their point on ready to eat meals or take food home.

Housing: Our housing program has been successful in expanding the Lease Support program. We have worked to identify students in need and provide financial support that is specific to their situation and timeline. Over the past year our team has strengthened relationships with housing partners to have current contracts that support the large demand for housing. By providing stable housing for students in need we increase their ability to focus on their coursework and increase their success/retention rates.

Transportation: Thanks to our partnerships with LA Metro and Metrolink and AVTA, our center has been able to connect any registered AVC student with free bus passes and train passes allowing students the ability to reduce transportation costs as well as explore potential transfer institutions. Our transportation support services allow students free transportation to get to and from campus. This allows them access to their classes, support programs, study space, staff, and events geared towards ensuring their academic success.

Hygiene: We have also made changes to our Hygiene program to mirror our food system and allow students to shop for personal and household hygiene items. These include items such as hair care, dental care, skin care, laundry detergent and household cleaning supplies. This new service is in addition to our Laundry Card service. For students who do not qualify for monthly points to shop for hygiene items, we provide weekly hygiene packs and campus showers, so no student has to feel uncomfortable attending class. Our clothing racks are available for students to shop in the hygiene area but are rolled outside during our produce pick up events for all students to shop from regardless of their status with the program.

Family (Parenting Students): The Basic Needs Center continues to host private events for parenting students to connect and build a network with their peers. Statewide data shows that parenting students face more barriers as they balance more responsibilities than our individual students. In addition to the items, we provide for these students we also connect them with community programs including our new partner, Parents Anonymous, who provide 24/7 helpline support and connection. To increase our resources for this population we have also applied for a Department of Education grant to address parenting students' needs.

Technology: The Basic Needs Center has partnered with IT for the computer and hotspot loan program. Our teams have collaborated to increase inventory, update records, and refresh forms used for the program. We have also established an electronic payment page for students to pay late fees or for damaged or lost items. This allows IT to purchase replacement items therefore helping the financial sustainability of the program. Due to limits on inventory, we have developed a system that prioritizes online students. While our goal is to provide requested devices to every student who applies, if there are inventory limits the students, we are attending classes in person have access to on campus Wi-Fi and computer labs to access the technology they need to be successful.

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?

Our program would like to do better in identifying students in need. We are working to create and implement reports and coding that helps us to best understand the population we serve. Our office previously served SOAR students before realizing that their high school district provided the same services. After directing them to the best support we are able to focus on students who do not receive resources from other outlets. We believe this will have an impact on the data trends we are currently seeing that show a younger population. During day-to-day services, we see many parenting students that seem to land more in the 20-24 or 25-34 age groups. We would also like to see the implementation of a software platform shared between Student Services for case management purposes. By having technology that would allow us to track services, notes, funds, and transfer a student from one department to another, we would be better able to address equity gaps. Having an internal system that would allow for interdepartmental support, "warm handoffs", and cross collaboration would allow students to be better served. By working towards both of these goals we would be better able to identify students who need more in-depth support and connect them with the resources they need to be successful.

- 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)
Financial Request Timelines – Our housing program sometimes receives urgent requests for support. Due to the emergency needs of students facing homelessness the financial process can be a bit of a challenge to be able to provide support in time.	4

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?

Our Basic Needs Center and staff want to be known as the place students can go for help. We strive to provide support for every student who comes in person, calls or emails for assistance. If we are unable to provide the support a student is requesting, we try to provide alternatives, so a student never leaves empty handed. We hope that our center can help address student needs but also help students learn the skills and resources to not return to the circumstances they once felt discouraged by. Our goal is to make a lasting impact on students' lives so they can be more prepared for any obstacles they may face in the future.

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
Partner with on campus departments that overlap with Basic Needs to increase communication and gather resources/knowledge.	Our department has strengthened relationships with CalWORKs, EOPS/CARE, Next Up/Guardian Scholars, ASO and Student Equity. However, there have been many changes within the past year. We offered to collaborate on as many events as possible, but the departments were not always able to participate. We are continuing to work towards this goal.
Partner with additional community agencies to receive donations and fill gaps in programs the Basic Needs Center is unable to provide.	We have worked with new community partners this year. A highlight for us is Parents Anonymous, who have attended multiple events and offer 24/7 helplines to parents and children in need of support.
Survey AVC students to obtain feedback.	Our department has only been able to send out small program specific surveys. We plan to work with IERP to better survey our students in the future.
Host financial wellness month events. Also provide financial resources on Basic Needs website subpage.	Our center did not have the capacity to host this event. However, Health Services was able to do so in Fall 2024.

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	ILO 1. Communication				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Collaborate with Student Equity to establish new ways to close equity gaps for our Black/African American students.	Meet with Equity staff and receive feedback on potential program changes.	Decrease the equity gap in retention/success for Black/African American students.
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal #6 Success: Boost success rates by prioritizing the student experience.	Have program specialists connect more in depth with students during the application process.	Hire an additional program specialist for the Basic Needs Center to focus on the Fresh Success program and Parenting Students and other needs.	Increase in number of student meetings (in person/zoom/phone) and stronger wrap around support for students receiving services
#3	ILO 3. Community /Global Consciousness				Goal #6 Success: Boost success rates by prioritizing the student experience.	Connect more students with housing programs.	Hire a housing specialist and supervisor for the Basic Needs Center.	Increase the number of housing requests fulfilled by expanding capacity.
#4	ILO 4. Career and Specialized Knowledge				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Establish new developments to existing Basic Needs programs.	Expand or improve aspects of programs in existence under the Basic Needs Center.	New services, procedures, and/or connections for students.

**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	Basic Needs Program Specialist	2	New		Recurring	Dr. Jill Zimmerman / Paige Carter
Classified Staff	Basic Needs Housing Specialist	3	New		Recurring	Dr. Jill Zimmerman / Paige Carter
Classified Staff	Basic Needs Housing Supervisor	3	New		Recurring	Dr. Jill Zimmerman / Paige Carter
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

In the two dashboard images below the viewer can see the overall increase in students served by the Basic Needs Center and its programs. The center is also able to identify the demographics of the students it primarily serves. According to our data we see a larger number of Hispanic/Latino females between 18 and 19 years old. However, we believe that these demographics are influenced by the large number of bus passes being distributed to students. Younger students are less likely to have access to a personal or shared vehicle and therefore are utilizing our transportation services to get to and from campus. We can also see that while our services are contributing to the academic success and retention for most of the populations, there are equity gaps for Black/African American students and students who identify with two or more races.
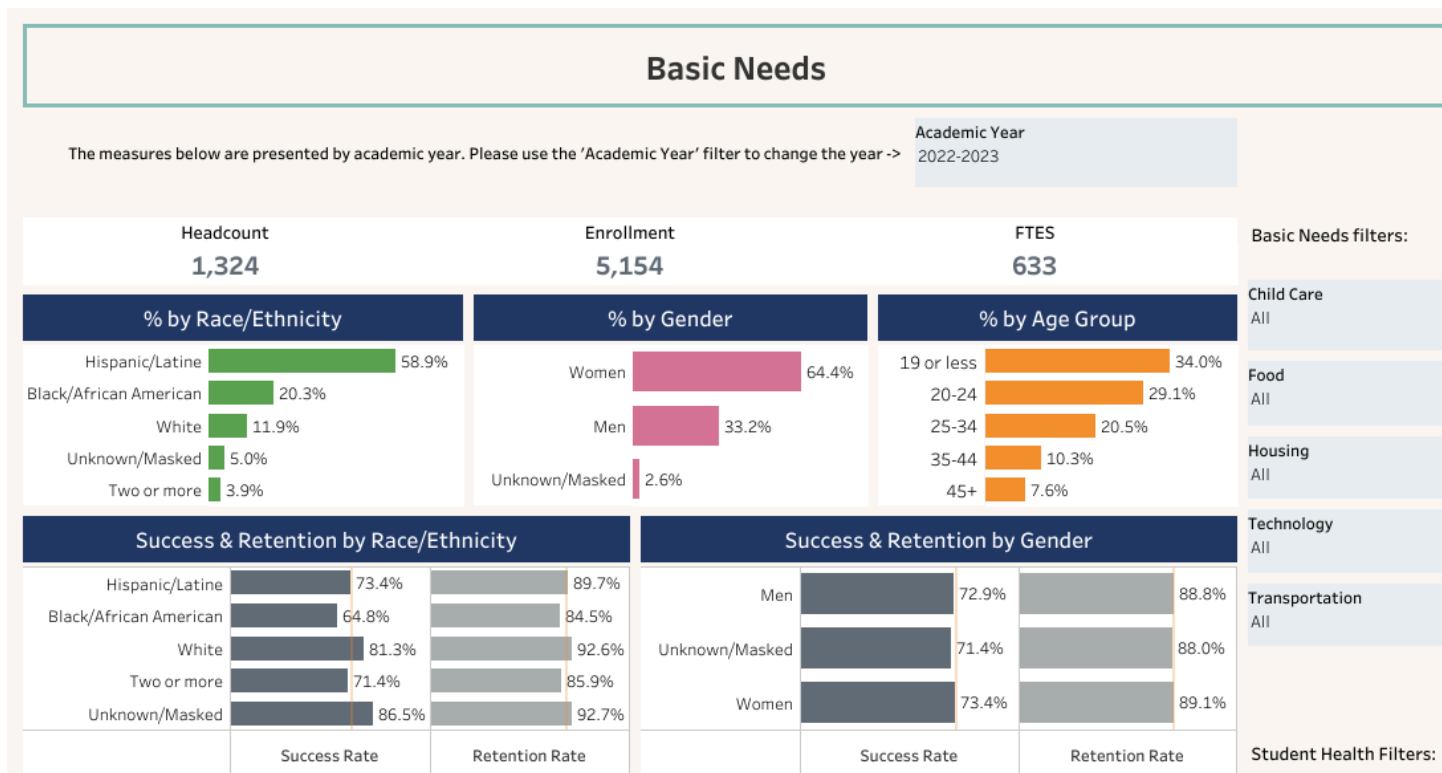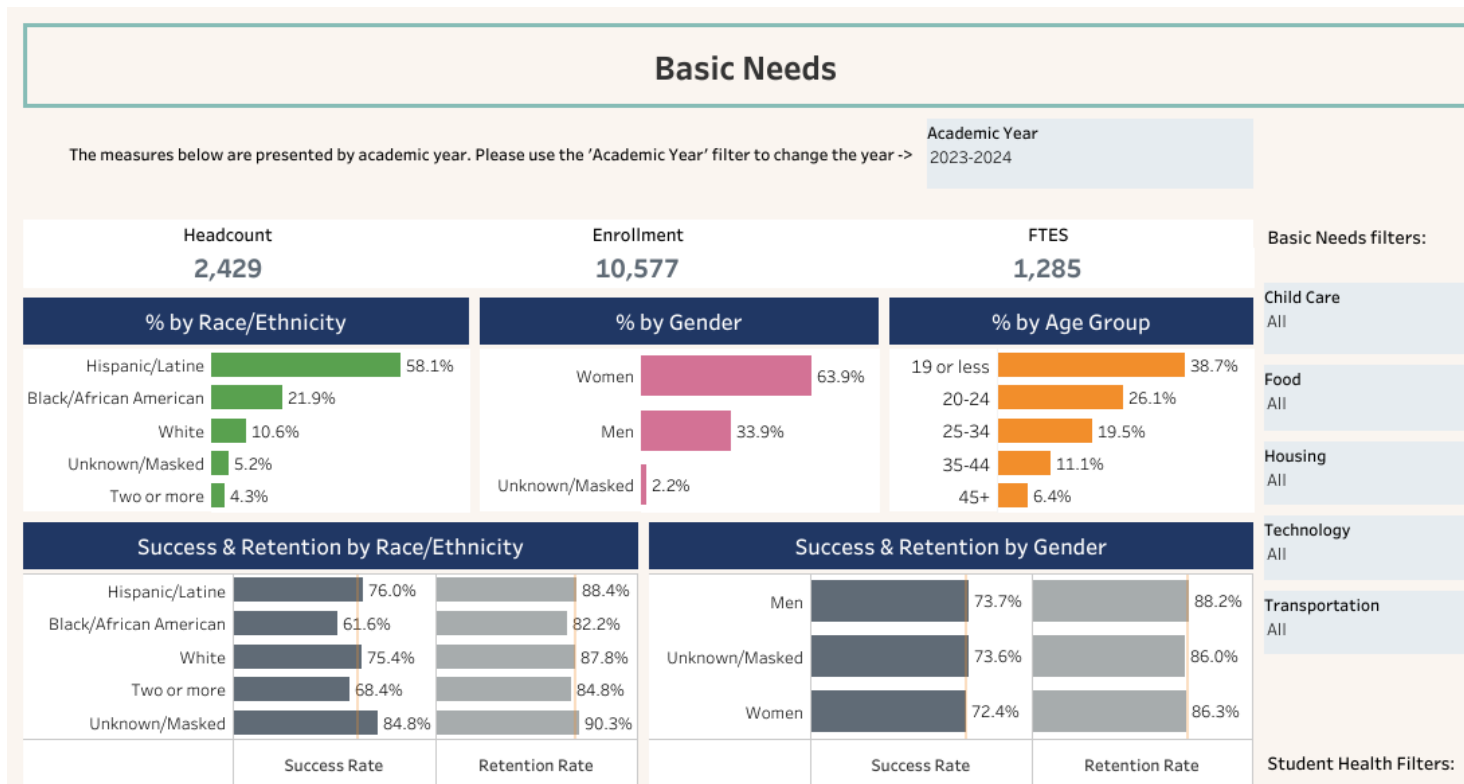
Figure 1.1 - BN 22-23 Overall

Figure 1.2 - BN 23-24 Overall

Basic Needs

The measures below are presented by academic year. Please use the 'Academic Year' filter to change the year ->

Academic Year
2023-2024

Headcount	Enrollment	FTES
2,429	10,577	1,285

% by Race/Ethnicity

Hispanic/Latine	58.1%
Black/African American	21.9%
White	10.6%
Unknown/Masked	5.2%
Two or more	4.3%

% by Gender

Women	63.9%
Men	33.9%
Unknown/Masked	2.2%

% by Age Group

19 or less	38.7%
20-24	26.1%
25-34	19.5%
35-44	11.1%
45+	6.4%

Success & Retention by Race/Ethnicity

	Success Rate	Retention Rate
Hispanic/Latine	76.0%	88.4%
Black/African American	61.6%	82.2%
White	75.4%	87.8%
Two or more	68.4%	84.8%
Unknown/Masked	84.8%	90.3%

Success & Retention by Gender

	Success Rate	Retention Rate
Men	73.7%	88.2%
Unknown/Masked	73.6%	86.0%
Women	72.4%	86.3%

Basic Needs filters:

Child Care
All

Food
All

Housing
All

Technology
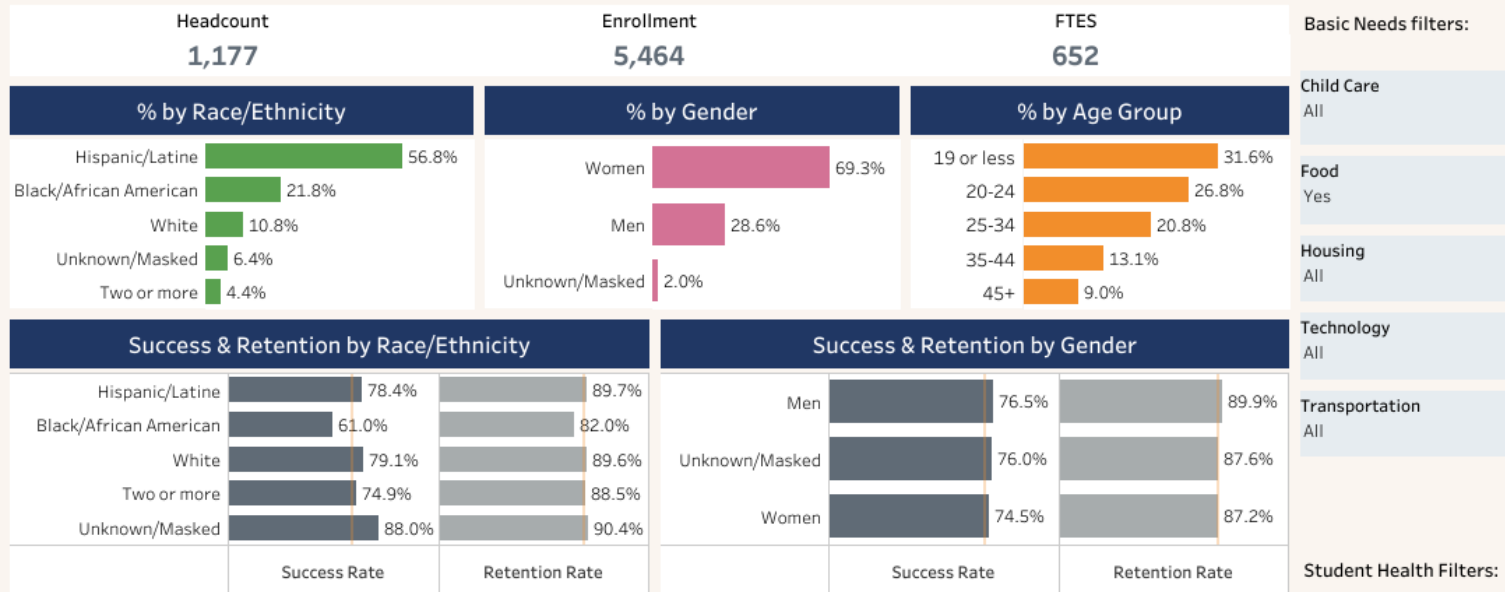All

Transportation
All

Student Health Filters:

When looking at the data associated with our Food program, we can see that those who receive this support service are generally more successful in their academics than the campus average. We see these higher percentages across genders and races overall. Due to the success of this program and the volume of demand from students, we are moving towards expanding our food program in 2025 by adding the Fresh Success program.

Figure 1.3 - BN 23-24 Food

Basic Needs

The measures below are presented by academic year. Please use the 'Academic Year' filter to change the year ->

Academic Year
2023-2024

Headcount	Enrollment	FTES
1,177	**5,464**	**652**

Basic Needs filters:

Child Care
All

Food
Yes

Housing
All

Technology
All

Transportation
All

% by Race/Ethnicity
- Hispanic/Latine — 56.8%
- Black/African American — 21.8%
- White — 10.8%
- Unknown/Masked — 6.4%
- Two or more — 4.4%

% by Gender
- Women — 69.3%
- Men — 28.6%
- Unknown/Masked — 2.0%

% by Age Group
- 19 or less — 31.6%
- 20-24 — 26.8%
- 25-34 — 20.8%
- 35-44 — 13.1%
- 45+ — 9.0%

Success & Retention by Race/Ethnicity

Race/Ethnicity	Success Rate	Retention Rate
Hispanic/Latine	78.4%	89.7%
Black/African American	61.0%	82.0%
White	79.1%	89.6%
Two or more	74.9%	88.5%
Unknown/Masked	88.0%	90.4%

Success & Retention by Gender

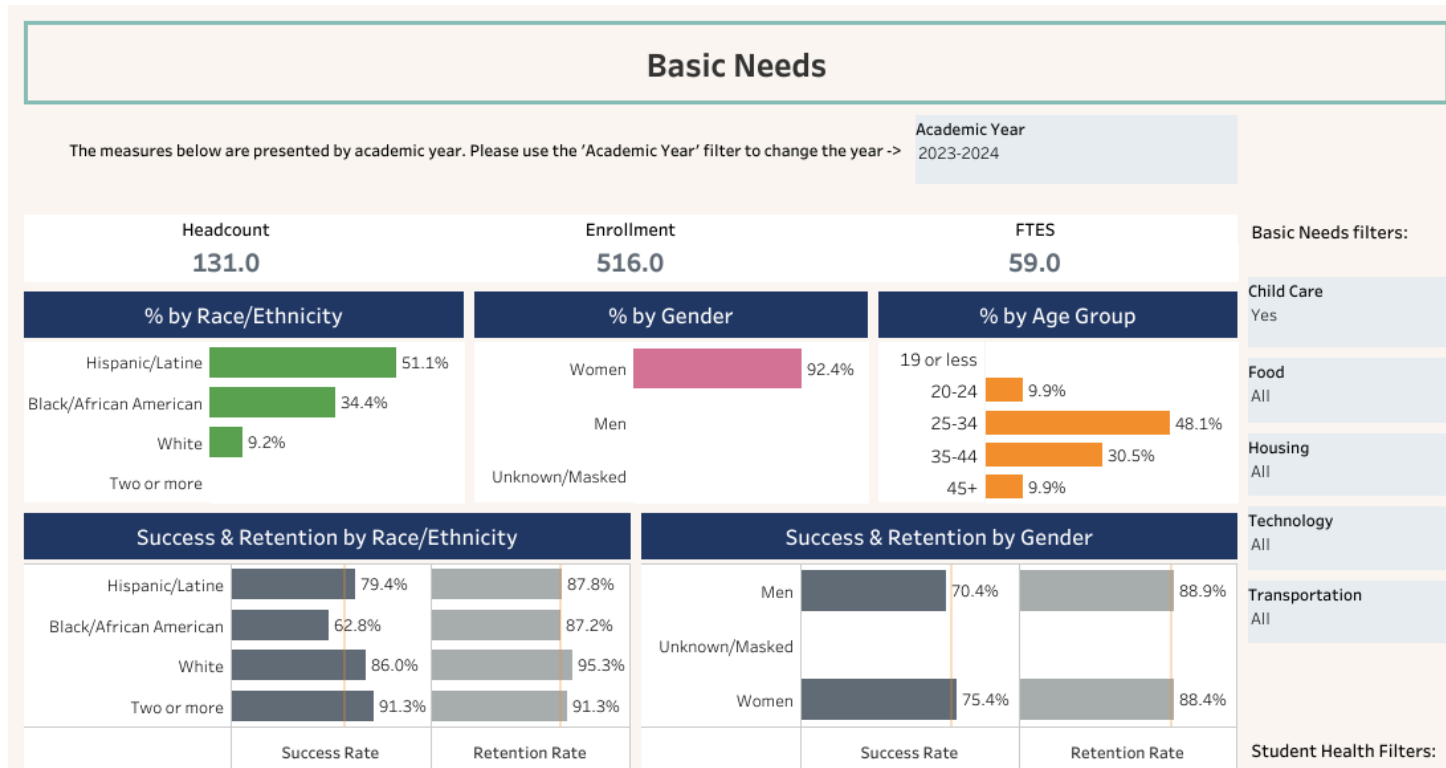| Gender	Success Rate	Retention Rate
Men	76.5%	89.9%
Unknown/Masked	76.0%	87.6%
Women	74.5%	87.2%

Student Health Filters:

The data collected in regard to our housing program is where we see a larger shift in the population being served. For example, in many of our other programs Hispanic students are the majority but when it comes to housing Black/African American students are slightly higher. We also see that student in their 20's and early 30's are the largest group of students needing support. We can also see that students in need of housing support have lower success rates when it comes to their academics. We know that housing has a large impact on students as not having a safe and stable environment can disrupt a student's ability to focus on their coursework. For this reason, we are requesting additional support for housing staff to be able to process requests more quickly and find students more permanent solutions for their housing needs.

Figure 1.4 - BN 23-24 Housing
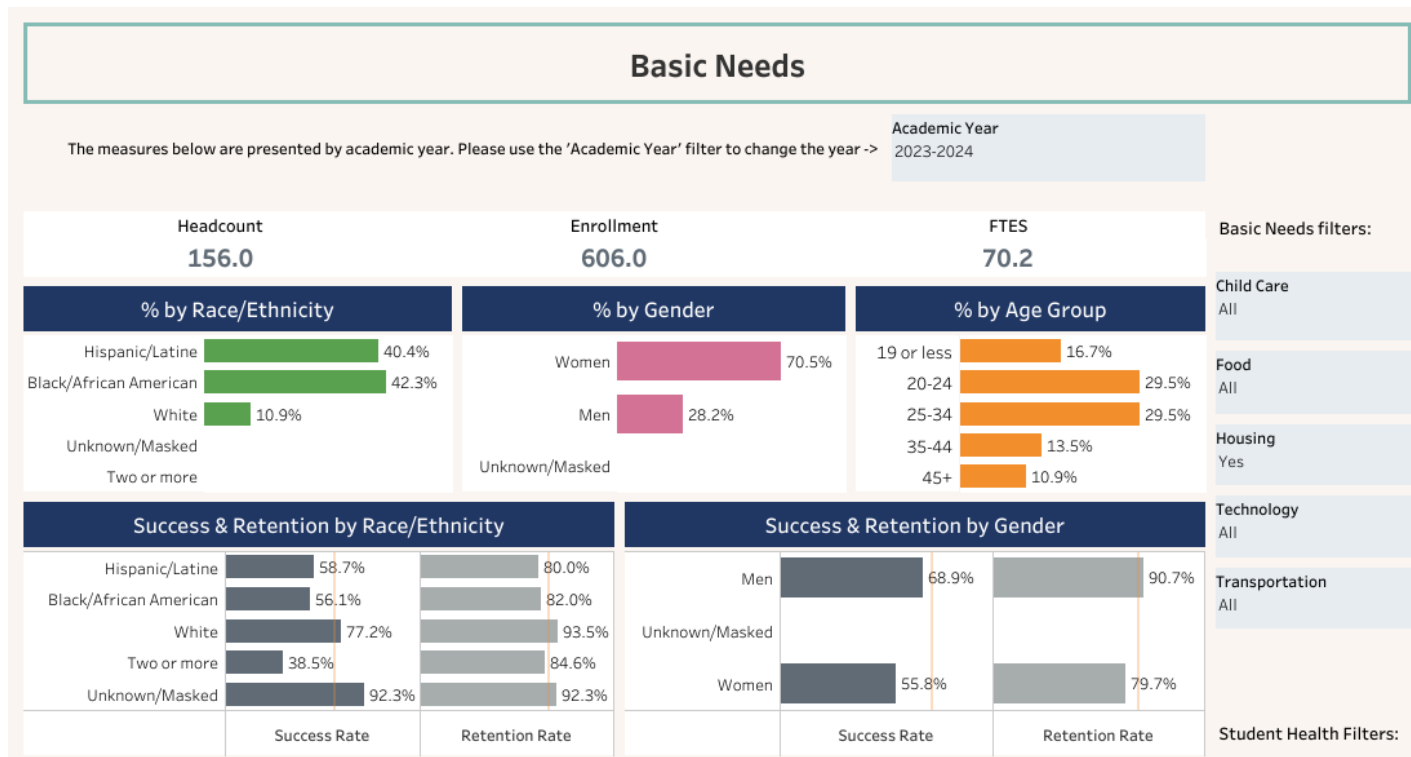
Another statistic that stands out from our data is the numbers related to our family students. For students who are balancing being a parent and student at the same time, we see that most of the students being served are Hispanic/Latino and Black/African American women in their mid-twenties to mid-thirties. The students in this program are resilient and dedicated as can be seen by the data showing their higher-than-average success and retention rates. We are hopeful to receive a grant in 2025 and additional staff to be able to increase options for childcare to further serve these parenting parents.

Figure 1.5 BN 23-24 Family

Basic Needs

The measures below are presented by academic year. Please use the 'Academic Year' filter to change the year ->

Academic Year
2023-2024

Headcount	Enrollment	FTES
131.0	516.0	59.0

% by Race/Ethnicity
- Hispanic/Latine — 51.1%
- Black/African American — 34.4%
- White — 9.2%
- Two or more

% by Gender
- Women — 92.4%
- Men
- Unknown/Masked

% by Age Group
- 19 or less
- 20-24 — 9.9%
- 25-34 — 48.1%
- 35-44 — 30.5%
- 45+ — 9.9%

Basic Needs filters:

Child Care
Yes

Food
All

Housing
All

Technology
All

Transportation
All

Success & Retention by Race/Ethnicity

	Success Rate	Retention Rate
Hispanic/Latine	79.4%	87.8%
Black/African American	62.8%	87.2%
White	86.0%	95.3%
Two or more	91.3%	91.3%

Success & Retention by Gender

	Success Rate	Retention Rate
Men	70.4%	88.9%
Unknown/Masked		
Women	75.4%	88.4%

Student Health Filters:

While our new dashboards provide clear snapshots of our data, we believe that as we continue to code students over the next year, we will be able to see even more indicators for what our students need to be successful. Our data was being inputted over the 22-23, 23-24, and now 24-25 academic years but we have been able to fine tune our processes and have more consistent data as our center grows and becomes more refined.

Department /Area Name: Student Health and Wellness	For Planning Years: 2025-2026
Name of person leading this review: Jill Zimmerman	
Names of all participants in this review: Kimberly Barber Clerical III, Student Health, Student Health Student workers: Christopher Alvarez, Maddison York, Veronica Orozco and Leslie Saldivar	

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

Student Health Services plays a vital role in the district's mission by offering a transformative experience that fosters the holistic development of a diverse student population and community. Through comprehensive health care and education, the department supports students' well-being, enabling them to achieve their educational goals while also serving as a crucial health and medical resource for the campus. By providing telehealth medical and mental health counseling, alongside in-person services for medical, dental, vision, and mental health needs and health education, Student Health Services promote both physical and emotional wellness. This support encourages students to make positive lifestyle choices and is essential for increasing retention, success, and completion rates.

To address the evolving needs of students, Student Health Services has implemented new wellness plans tailored to the diverse challenges faced by the student population. These programs are designed to fill gaps in access to health services, particularly for those affected by socioeconomic barriers or a lack of awareness about the importance of health care. Data indicates that when students are provided with the opportunity to learn about available support, they are more likely to utilize these resources, leading to improved health outcomes. By prioritizing wellness and accessibility, Student Health Services not only enhance individual student health but also contribute to a healthier campus community overall.

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?

- Student health is crucial for the overall wellness and success of all students in their academic journeys. By providing support to currently enrolled students, Student Health Services helps them overcome barriers and challenges that may hinder their progress. Access to preventive care services is essential, as it offers firsthand opportunities to address health concerns before they escalate. These services can help identify potential health issues that may have gone unnoticed due to lack of medical coverage, ensuring that students receive the necessary care to maintain their well-being. As well as over-the-counter medications, condoms, pregnancy tests, band aids, COVID tests, and other items for basic medical needs are available to students. By prioritizing health and wellness, Student Health Services empower students to stay on course and achieve their academic goals.

- **TimelyCARE** telehealth services have been successfully implemented to provide essential tele-mental health counseling and tele-medical services to students, offering a convenient and effective solution for their health needs. Available 24/7, 365 days a year, these services allow students to contact medical practitioners and mental health specialists whenever they need assistance. TimelyCARE includes valuable features such as TALKNOW, which provides students with unlimited access to a counselor at any time, and Scheduled Counseling, allowing up to 12 therapy sessions a year with the same therapist. This continuity has proven beneficial, as it alleviates the need for students to repeatedly share their personal stories with different counselors. Moreover, data from TimelyCARE highlights the diminishing gender and equity gaps in mental health support at Antelope Valley College, as students increasingly seek help without stigma, fostering a more supportive environment for all.

- **SUMMIT URGENT** Care offers in-person medical services to AVC students through a convenient voucher system, allowing them to access health care free of charge. This service is especially beneficial for students who prefer face-to-face medical attention. Data from Summer, Spring, and Fall 2024 shows that 43% of the vouchers issued totaling 543 were utilized, with 237 students taking advantage of the services. Utilization of the Summit's in-person services remains steady, with noticeable spikes at the beginning of each semester mostly for nursing physicals, indicating a consistent demand for accessible health care options among students.

- **Dental Services** in collaboration with Valley Wide Dental provide currently enrolled students with valuable dental benefits. These services include free examinations, x-rays, cleaning, and basic dental treatments, all covered under the AVC funding scope. Students can access these essential dental services at no cost, provided the treatment is submitted through the authorization process for approval. This partnership ensures that students receive the dental care they need to maintain their overall health and well-being while pursuing their academic goals.

- **Vision services** included a comprehensive eye exam and obtaining single vision lenses and frames is provided through a voucher system for AVC enrolled students. If needed extra features to a prescription can be approved through the approval process. These features include Trivex, bifocal or polycarbonate lens. The vision program provides students eyes exams and glasses if they do not have vision insurance to help them as they embark on their classwork in-person and online.

- **The CARE Team** (previously Behavioral Intervention) provides responses in a proactive way to address the growing need in the college community for a centralized, coordinated, and caring intervention for those in need prior to crisis or while in a crisis. The CARE team received 198 cases to date during the Spring-Fall 2024 semesters. Direct intensive case management was provided to students, connecting them to resources and support as needed.

- **The Interactive Screening Program (ISP)** launched in December 2018 for students to complete a voluntary questionnaire and get connected with a mental health counselor for resource linkage and support. This online survey is conducted each semester during midterms to help connect with students who are feeling overwhelmed and suicidal.

- **The American Red Cross** holds an on campus monthly blood drives – the Year-to-Date collection of 156 unit goes to help as many as 460+ patients in our local community hospitals. American Red Cross utilizes the campus community and is very grateful for the beneficial partnership with Antelope Valley College. Student Health has since hosted a blood drive each month in the 2022 - 2024 semesters – ten in total collecting on average 25 units of life-saving blood. Many patients, all in local area hospitals, have been helped due to this partnership. American Red Cross representatives are also providing more outreach during their drives on campus to support the Sickle Cell Initiative to reach more donors who are 21 or older to help patients with sickle cell disease and improve health outcomes in the community. In the United States it is estimated over 100,000 people have sickle cell disease and may require regular blood transfusions throughout their lifetime.

- **The Kaiser Grant** for mental health support including Trauma-Informed Care provided several opportunities for Faculty Professional Development. Trauma-Informed Care offered faculty a new perspective on understanding trauma in our students and having a complete picture of a student's life situation — past and present — to provide effective support with a healing orientation. Student Health supported

several workshops/trainings "An Instructor's Guide for Implementing Trauma-informed Pedagogy in Higher Education" and "Building a Culture of Strength" – that highlighted the brain and trauma. More workshops will be held on this topic. More workshops have been planned for the coming semester.

- **Instagram** page to market health services to college students is an excellent strategy due to the platform's visual appeal and high engagement rates among this demographic. Instagram allows health services to share informative content, such as wellness tips, mental health resources, and event announcements, in a visually engaging format that captures attention. Features like Stories and Reels enable real-time communication and the sharing of relatable experiences, helping to normalize conversations around health topics. Additionally, the platform's interactive tools—like polls and Q&A sessions—encourage students to engage directly, fostering a sense of community and trust. This makes Instagram not just a promotional tool, but a vital space for building connections and spreading awareness about essential health services tailored for college 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.)*

Student Health aims to enhance and expand programs to boost student participation and engagement by addressing barriers that hinder their access to supportive services. This initiative seeks to empower students to successfully complete their academic pursuits while becoming autonomous in managing their health needs, including mental, physical, and emotional wellness. However, challenges persist, such as the lack of immediate on-campus medical and mental health services, overwhelming time demands from balancing school, work, family, and personal health concerns, and the increasing stressors of life. To combat these issues, Student Health provides ongoing support and resources to help students navigate their challenges and maintain their academic trajectories. The department is committed to a holistic approach, offering wrap-around services, and linking students to community agencies for long-term support beyond graduation. The goal is to establish a fully operational health clinic on campus, creating a one-stop model where students can access services comfortably and conveniently. An RFP will be sent out to seek a full-time provider who will be able to provide services as soon as possible.

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

Providing programming that addresses the needs of our diverse student body has been a focus point for our health education programming, but we need to have direct services available to students when they need it. Not all students are comfortable using tele-medical and this is not often an option for some medical conditions. With this being the only option we have for students the medical and mental health needs of our students are limited.

- 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)
No direct medical and mental health services available	5
Increase the number of students who participant in each program	5

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

- Student Health wants to be known on campus as a vital resource that empowers students to achieve their academic goals while prioritizing their overall well-being. We aim to foster a supportive environment where students feel comfortable seeking help for their physical, mental, and emotional health needs. By providing accessible, comprehensive services and resources, Student Health aspires to be recognized for its commitment to student wellness, holistic care, and effective navigation of health-related challenges, ultimately promoting a culture of health and resilience within the student community.
- Student Health envisions establishing a fully operational in-person medical office and mental health services on campus. This facility would provide students with easy access to healthcare professionals for both physical and mental health needs, creating a welcoming space where they can receive timely and comprehensive care. By offering these services in person, Student Health aims to enhance student experience, reduce barriers to accessing support, and foster a culture of well-being that encourages students to prioritize their health while pursuing their academic goals.

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
Expand Mental Health Services	We were not as successful in providing in-person mental health services with our partner Bartz Altadonna but we are looking for partners with other agencies to provide mental health education.
Increase partnerships with other agencies	This goal has been met but we continue to expand resources and strengthen partnership as new agencies and organocations come into the AV.
Create Job Descriptions to hire staff	The goal was not met, and the decision of the President is to outsource our clinic. Steps are being made to conduct an RFP and find a provider for AVC.

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
Trauma Care workshops	We did not make too much progress this year 2024 , but will work with MHALA and Trauma Informed contractor to have workshops for AVC students and employees.

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	ILO 2. Creative, Critical, and Analytical Thinking				Goal #6 Success: Boost success rates by prioritizing student experience.	Provide direct medical and mental health services to students	Create an RFP, review and select a provider, implement start up and begin direct services to students.	The Student Health Center will be serving students.
#2	ILO 1. Communication				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Increase the health education and awareness programs to educate the campus on health-related topics on health and wellness	Expand connections with community agencies and other people who can provide health education workshops and programs	Increasing number of community agencies that provide support to students.
#3	ILO 1. Communication				Goal #3 Resources: Increase student awareness about campus resources.	Increase the number of students using the voucher they are issued	Review the data of the number of students requested a voucher vs. the students who follow through to receive the medical service. Survey student and review the process of the voucher programs to increase students using the service	Increase the percentage of students using the voucher issued.

#4	Choose ILO			Choose an item.			

**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
Professional development	Training on Trauma Care and training courses on First Aid	ILO 1. Communication	New		One-time	Jill Zimmerman
Physical/Facilities	In house clinic and Mental health counselor	ILO2	Repeat		Recurring	Jill Zimmerman
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

Student Health has become an asset to Antelope Valley Colley students. With growth to be achieved, we hope to be able to achieve the goals for the new fiscal year. Below you will find the charts and information that support the data/ information for this fiscal year. FIGURES: **A- G**

Figure A: illustrates the issuance and usage of vouchers during the fiscal year from July 1, 2023, to June 30, 2024. Summit Urgent Care issued a total of 904 vouchers to students, with 377 vouchers utilized, resulting in a usage rate of 38%. In addition, 644 vision vouchers were distributed, of which 199 were used, reflecting a 31% usage rate. For dental services, 660 vouchers were issued, with only 111 being used, leading to a usage percentage of 16%. This data highlights the varying levels of engagement with different types of vouchers throughout the fiscal year.
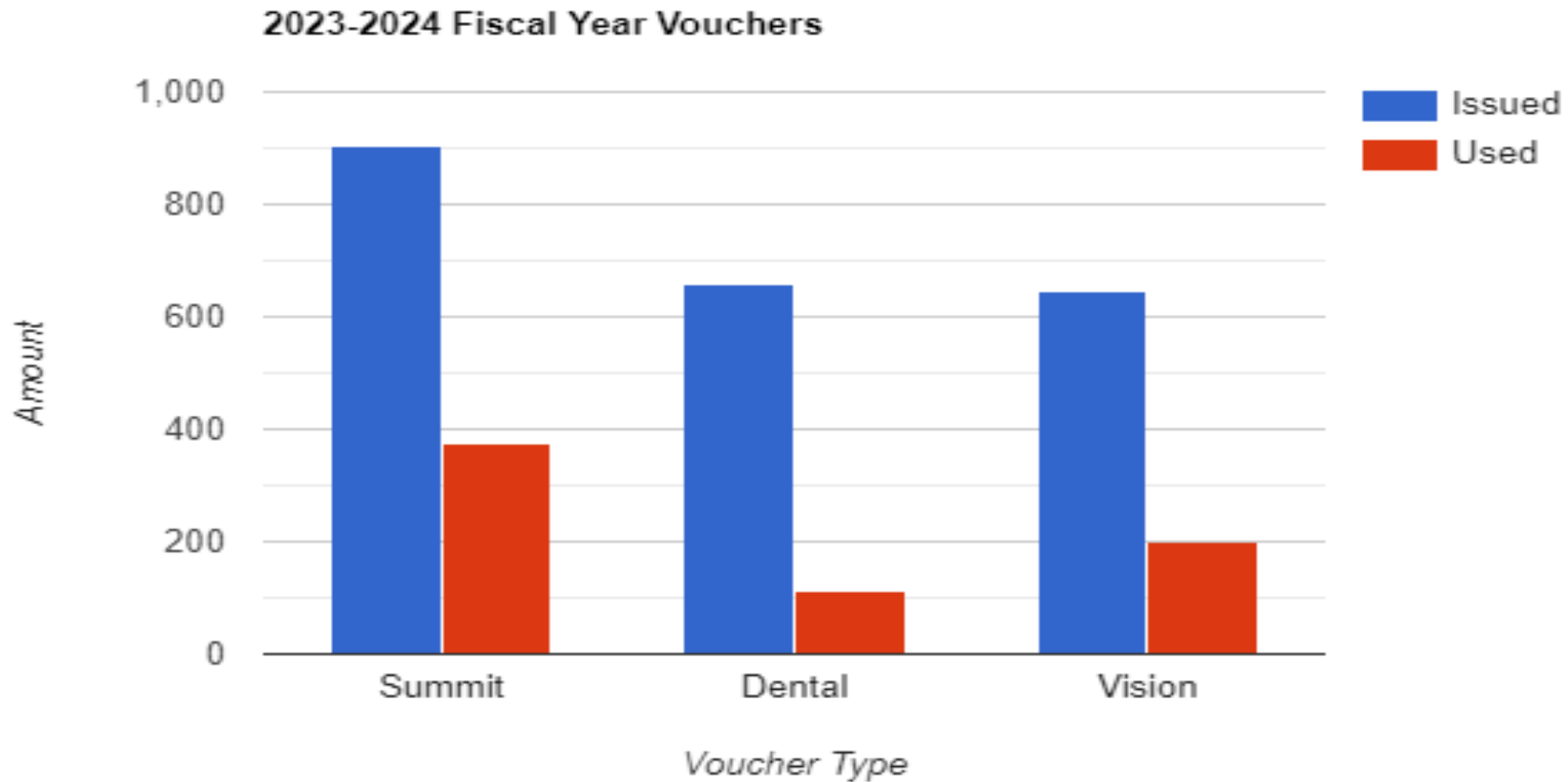

2023-2024 Fiscal Year Vouchers

Figure B & C: From July 2023 to the present, the CARE/BIT reports indicate that 50% of cases reported are related to mental health issues, while social concerns and suicidal ideation each account for 25% of the total cases. The data reveals significant disparities across different demographics, with Hispanics and African Americans each comprising 68% of the reports, and whites accounting for 58%. Additionally, gender analysis shows that females represent a staggering 89% of the reports, compared to 65% for males. This information underscores the pressing need for targeted interventions and support for these high-risk groups.
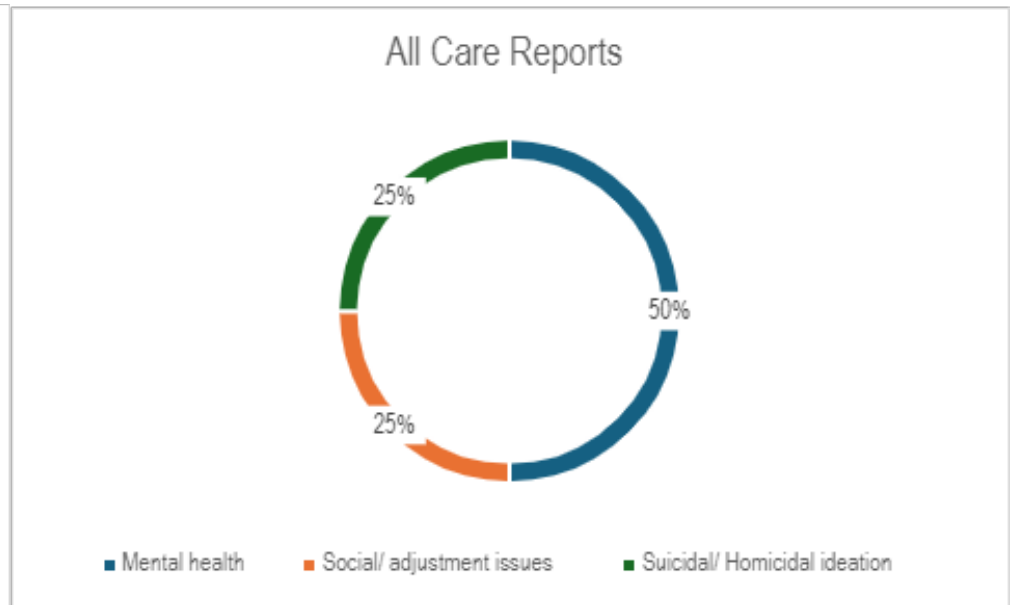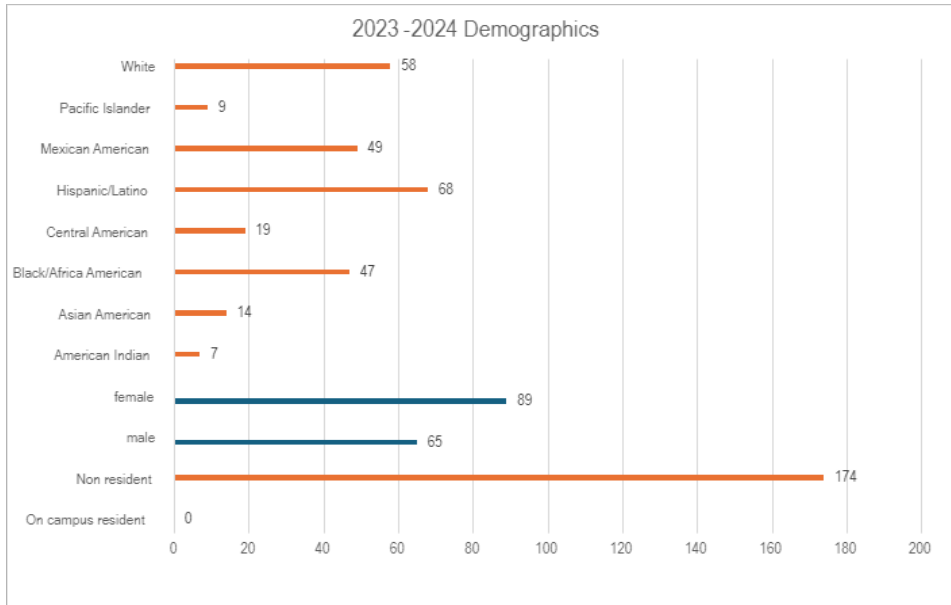
Figure D: analysis of engagement with TimelyCare's virtual care services. In total, 642 visits were recorded, with an average wait time of 5.1 minutes. The annual utilization rate stands at 5.6%, indicating the frequency of usage among the population served. Additionally, there were 161 unique member visits, highlighting the reach of TimelyCare's services and the growing interest in virtual healthcare options. This data reflects the effectiveness and accessibility of TimelyCare's offerings within the community.

Average Wait Time - On Demand Visits

● TalkNow ● MedicalNow
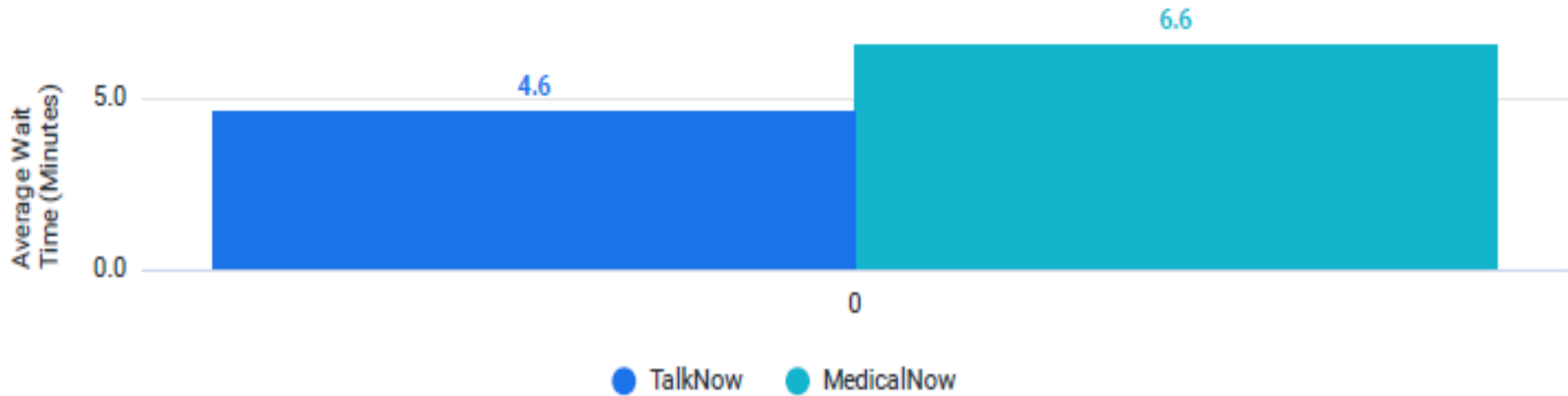
Total Visits by Service Line

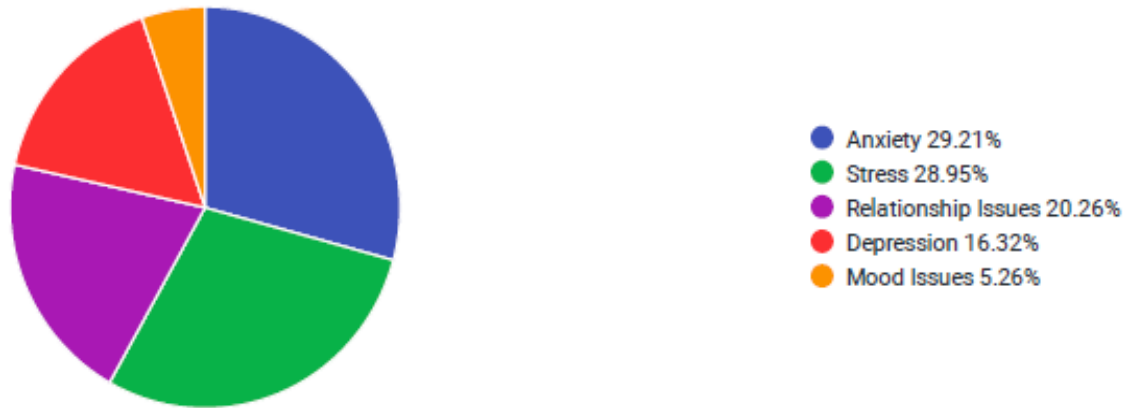|	Service Line	Total Completed Visits	% Visit Volume
1	Scheduled Counseling	301	46.9%
2	TalkNow	247	38.5%
3	MedicalNow	87	13.6%
4	Scheduled Medical	7	1.1%

Figure E : TimelyCare Digital Self- Care Report presents a comprehensive analysis of engagement and interaction with our digital self-care services, delving into areas, such as Peer Community, that have been utilized and highlighting key insights into the ways in which members have interacted with them. Showing 30.30% highest category is Depression.

Total Peer-to-Peer Interactions by Category

	Category	Posts	Percent of Total Posts
1	Depression	20	30.30%
2	Relationships	13	19.70%
3	Stress	7	10.61%
4	Family & Friends	6	9.09%
5	LGBTQ+	4	6.06%
6	Anxiety	3	4.55%
7	Self-Care	3	4.55%
8	Student Life	3	4.55%
9	Coursework	2	3.03%
10	General	2	3.03%
11	Goals	1	1.52%
12	Job Market	1	1.52%
13	Other	1	1.52%

Figure F: The "Talk Now" reports further reveal that counseling-related reasons account for 24.60% of the anxiety visits among students at AVC. This highlights the critical role that counseling services play in addressing mental health concerns. With anxiety representing 29.21% and stress at 28.95%, a substantial portion of students seek support for their mental health, whether due to personal issues, academic pressures, or the need for professional guidance. This data emphasizes the importance of accessible mental health resources in fostering student well-being.

Top 5 TalkNow Reasons for Visit ⓘ

- Anxiety 29.21%
- Stress 28.95%
- Relationship Issues 20.26%
- Depression 16.32%
- Mood Issues 5.26%

Top 5 Scheduled Counseling Reasons for Visit ⓘ

- Other 36.69%
- Anxiety 24.60%
- Depression 15.73%
- Stress 11.69%
- Relationship Concerns 11.29%

Figure G : The service outcomes report illustrates the positive impact of our mental health services, with 82% of members noting improvement in their mental health through counseling and 88% reporting similar benefits from the "Talk Now" program. The overall average visiting rating is 4.84, while the average provider rating is notably high at 4.95. Many students expressed a sense of relief following their visits, and 13% reported feeling more comfortable engaging with peers. These outcomes highlight the effectiveness of our services in fostering mental health improvement and enhancing social interactions among students.

TimelyCare Mental Health Improvement Reported by Students (2023-2024)

Counseling — TalkNow

TimelyCare Rating Reported by Students (2023-2024)

Visit Rating — Provider Rating

Your visit is over. How do you feel?

	Count of Responses
I feel a sense of relief	13
I feel hopeful about the future	10
I'm calmer	8
I'm more confident	6
I'm less worried about academics	4