



## Fall 2025 Program Review Report | Non-Instructional Areas

<b>Department /Area Name: Health &amp; Wellness Student Health</b>	<b>For Planning Years: 2026-2027</b>
<b>Name of person leading this review: Jill Zimmerman</b>	
<b>Names of all participants in this review: Kimberly Barber, Maddison York</b>	
<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i></b>	
<p>Student Health plays an essential role in advancing the district’s mission by providing transformative health and wellness experiences that support the holistic development of a diverse student body and community. Through comprehensive medical care and health education, the department promotes student well-being, empowering individuals to reach their academic goals while serving as a vital health and medical resource for the campus.</p> <p>By offering both telehealth and in-person services including medical, dental, vision, and mental health care, as well as health education, Student Health Services fosters physical and emotional wellness. This holistic support encourages students to make positive lifestyle choices and contributes to increased retention, success, and completion rates.</p> <p>In response to the evolving needs of students, the department has introduced new wellness initiatives tailored to the unique challenges faced by the campus population. These programs aim to close gaps in access to care, particularly for students impacted by socioeconomic barriers or limited awareness of available health resources. Data shows that when students are informed about and connected to these services, they are more likely to engage with them, leading to improved overall health outcomes.</p> <p>By prioritizing wellness, accessibility, and education, Student Health Services not only enhances the well-being of individual students but also strengthens the health of the entire campus community.</p>	

<b>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.)</b>
<b>Use the following questions to guide your analysis:</b>
<ul style="list-style-type: none"><li>• Who do you primarily serve, and what services do you provide for each of the groups?</li><li>• How is the work of your area measured or quantified? What is your measure of success?</li><li>• How do the demographics served by your area’s work compare to AVC’s service area demographics?</li><li>• Which race/ethnicity groups experience the largest equity gaps?</li><li>• What are the success and retention rates (S&amp;R) for your area (if applicable)? Did they decrease or increase in the last year?</li></ul>
<ul style="list-style-type: none"><li>• Student health is a cornerstone of overall wellness and academic success. By supporting currently enrolled students, Student Health Services helps them overcome barriers and challenges that could interfere with their educational progress. Access to preventive care is especially important, providing early opportunities to address health concerns before they become more serious. These services also help identify potential health issues that might otherwise go unnoticed due to limited medical coverage, ensuring students receive the care they need to maintain their well-being. In addition to clinical services, Student Health Services offers a variety of over-the-counter medications and essential health items—such as condoms, pregnancy tests, bandages, COVID-19 tests, Drink testing strips and Narcan available to students. With data</li></ul>

showing up to 400 students using this resource. Prioritizing health and wellness, Student Health Services empower students to stay healthy, focused, and on track toward achieving their academic goals. The following programs help to ensure student wellbeing.

- The **Interactive Screening Program (ISP)**, since the launch of ISP in December 2018, allows students to complete a voluntary online questionnaire and connect with a mental health counselor for support and resource linkage. Conducted each semester during midterms, with a total of four launches each year (two in the fall and two in the spring), the program has reached 175 students who utilized the questionnaire. This initiative helps identify students who may be feeling overwhelmed or experiencing suicidal thoughts, ensuring timely intervention and access to mental health resources.
- **CARE (previously Behavioral Intervention Team)** provides proactive, centralized, and coordinated support to address the growing need for intervention among students, both before and during a crisis. During the Spring and Fall 2025 semesters, the CARE team received 304 cases, providing direct, intensive case management to the students. This support connected students to appropriate resources and services, ensuring they receive the guidance and assistance needed to navigate challenges and maintain their well-being.
- **TimelyCare** telehealth services have been successfully integrated to provide Antelope Valley College students with essential access to tele-mental health counseling and tele-medical care. This initiative offers a convenient, effective, and confidential solution to meet students' comprehensive health and wellness needs. Available 24 hours a day, seven days a week, year-round, these services ensure that students can connect with licensed medical professionals and mental health specialists whenever support is required. TimelyCare includes several key features designed to enhance accessibility and continuity of care. TALKNOW provides students with unlimited, on-demand access to a counselor at any time, while Scheduled Counseling allows for up to twelve therapy sessions per year with the same therapist. This model of care continuity has proven highly beneficial, fostering trust between students and their counselors and reducing the need for students to repeatedly share personal information. In addition to mental and medical health services, students can also access Basic Needs resources through TimelyCare. These resources offer information and assistance on a variety of essential issues, including housing and food insecurity. Furthermore, the platform provides opportunities for peer-to-peer interaction and access to self-care tools, promoting emotional well-being, resilience, and community support among students. Data collected from TimelyCare demonstrates meaningful progress in reducing gender and equity gaps in mental health support at Antelope Valley College. As a result, more students are seeking assistance without stigma, contributing to a stronger, healthier, and more supportive campus environment for all members of the college community.
- **Dental Services-** In collaboration with Valley Wide Dental, Student Health Services provided 202 dental vouchers during the summer, spring, and fall terms, offering currently enrolled students free exams, x-rays, cleanings, and basic treatments all covered under AVC funding. Through this authorization-based program, students can access essential dental cleanings at no cost, supporting their overall health, well-being, and academic success.
- **Vision-** In collaboration with Wally Family Eyecare there were 285 vision vouchers issued to AVC-enrolled students during the summer, spring, and fall terms, of which 150 were used. These vouchers provide comprehensive eye exams and single-vision lenses with frames. If additional features are needed—such as Tri vex, bifocal, or polycarbonate lenses, students can request approval through the authorization process. This

program ensures that students without vision insurance have access to essential eye care and glasses, supporting their ability to succeed in both in-person and online coursework.

- **SUMMIT Urgent Care** provides in-person medical services to AVC students through a convenient voucher system, allowing them to access care free of charge. This service is particularly valuable for students who prefer face-to-face medical attention. Data from the summer, spring, and fall terms show that **57 vouchers** were issued and utilized by students. While utilization of SUMMIT Urgent Care has slowed in recent terms, the upcoming launch of the **BACHC** in-house clinic in Fall 2025 is expected to expand on-campus medical services and increase accessibility for students.
- The **American Red Cross** holds monthly on-campus blood drives, with year-to-date collections helping countless patients in our local community hospitals. The organization deeply values its partnership with Antelope Valley College and the continued support from our campus community. Since 2022, Student Health Services has hosted blood drives, 2024-2025 there have been 11 blood drives collecting an average of 400 units of life-saving blood in total. This ongoing collaboration has had a significant impact on patients across local hospitals. In addition, American Red Cross representatives have been increasing their outreach efforts during on-campus drives to further promote positive health outcomes.
- The Kaiser Grant for mental health support, including Trauma-Informed Care, created several valuable opportunities for faculty and staff professional development. Trauma-Informed Care training provided faculty/ staff with a new perspective on understanding the impact of trauma on students, emphasizing the importance of considering both past and present life circumstances to offer effective, healing-centered support. Student Health Services facilitated multiple workshops and trainings under this initiative, including **Mental Health First Aid, QPR (Question, Persuade, Refer), Personal Self-Care and Wellness, Name It to Tame It**, and **Supporting Students in Distress to Achieve Academic Success**. These sessions engaged over **80 participants**, including faculty, administrators, and staff, further strengthening the campus community's ability to support student well-being.
- Creating an **Instagram** page to promote campus health services is an effective way to reach college students, given the platform's visual appeal and high engagement among this age group. Through Instagram, health services can share informative and visually appealing content such as wellness tips, mental health resources, and event announcements. Features like Stories and Reels allow for real-time updates and authentic storytelling, helping to normalize conversations around physical and mental health. Interactive tools—such as polls, Q&A sessions, and comment threads—encourage direct engagement, building a stronger sense of community and trust. Since launching the page, Student Health Services has gained **128 followers**, reflecting growing interest and engagement from the campus community. Instagram continues to serve not only as a promotional platform but as a vital space for connection, awareness, and support for student well-being.

**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?

Student Health is dedicated to expanding and enhancing programs that promote student participation and engagement by addressing barriers to accessing supportive services. This initiative empowers students to achieve their academic goals while developing autonomy in managing their physical, mental, and emotional well-being.

Despite these efforts, challenges persist — including the absence of immediate on-campus medical and mental health services, the competing demands of academics, work, and family, and the growing pressures of daily life. To address these concerns, Student Health provides continuous support and connects students with resources designed to help them maintain balance, resilience, and academic progress.

The department remains committed to a holistic, wrap-around model of care that supports the whole student. This approach emphasizes collaboration with community partners to ensure long-term well-being beyond graduation. In partnership with BACHC, Student Health will be obtaining a dedicated clinic space by July 2025, with full opening planned for Fall 2025. The new on-campus health clinic will serve as a one-stop center where students can comfortably and conveniently access comprehensive medical and mental health services.

A key feature of the new clinic will be the inclusion of a mental health counselor with a broad and inclusive background, experienced in supporting diverse student populations — including those within the LGBTQ+ community, veterans, and individuals navigating family, self-care, and personal growth challenges. This addition reflects Student Health’s ongoing commitment to ensuring every student feels seen, supported, and empowered to thrive both academically and personally.

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

We will offer TimelyCare ASL access for our ASL students, but there remains a strong need to obtain an in-person medical provider who can also assist with mental health counseling. Providing programming that meets the needs of our diverse student body has long been a central focus of our health education initiatives; however, it is essential that students also have access to direct, in-person services when they need them. Not all students are comfortable using telehealth, and for some medical or mental health conditions, virtual care is not a suitable option. With telemedicine currently being the only service available, the medical and mental health needs of our students remain only partially met.

As the Division of Student Health and Wellness grows the need for integration and expansion is critical but when the division was created through the reorganization the Administrative Assistant was transferred to the Division of Student Support Services and there was no Administrative Assistant assigned to the division which is the only division on campus without this level of support. As we enter the second year, it has become a challenge to provide the clerical support needed for not only Student Health Services but the other departments within the division. There is a Clerical III for Student Health Services, and it is the only full-time clerical in the division. The need for an Administrative Assistant is critical to support the work of the division.

- 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)
Increase Participation in outreach programs to promote our services	5
Provide overall administrative support to the newly created Division of Student Health and Wellness	5

Increase the number of students using in person mental and physical health access.	5

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

Student Health strives to be recognized on campus as a vital resource that empowers students to achieve their academic goals while prioritizing their overall well-being. Our mission is to foster a supportive and inclusive environment where students feel comfortable seeking help for their physical, mental, and emotional health needs. By providing accessible and comprehensive services, Student Health aims to be known for its unwavering commitment to student wellness, holistic care, and the effective navigation of health-related challenges ultimately cultivating a culture of health, balance, and resilience within the student community.

To bring this vision to life, Student Health is establishing a fully operational, in-person medical and mental health clinic on campus. This facility will provide students with convenient access to healthcare professionals for both physical and mental health needs in a welcoming, student-centered space. By offering these services directly and in person, Student Health enhances the overall student experience, reduces barriers to care, and encourages proactive health management while supporting students in achieving their educational and personal goals.

In addition, Student Health will offer a trial program thought TimelyCare for students who use ASL to communicate, while continuing efforts to secure an on-campus medical provider who can also assist with mental health counseling. Providing programming that reflects the diverse needs of our student body has long been a cornerstone of our health education efforts.

**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 are now partnering with BACHC to bring these essential services directly to campus. In addition, we continue to seek collaborations with other agencies to expand mental health education and outreach for our students.
Expand and increase partnerships with other agencies	This goal has been met but we continue to expand and outreach to multiple resources within our community to strengthen partnerships with new agencies. In addition, we partnered with Department of Mental Health and hosted the May 7, 2025, Take Action event with over 100 vendors on campus for a Mental Health Awareness Event and plans are underway to make this annual event.
Create Job descriptions to hire medical and mental health staff	This goal has been removed since we outsourced the Student Health Clinic and awarded the contract to the provider, BACHC

**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
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Trauma Informed Care Workshops	We have progressed in 2024-2025 by providing 5 trauma informed workshops for faculty, staff and student workers. We will continue to offer more workshops opportunities within the new fiscal year.

**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.	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. Review the number of participants at the Take Action event in May.
#2	ILO 1. Communication				Goal #3 Resources: Increase student awareness about campus resources.	Increase the number of students using Student Health either through the voucher they are issued, On Campus Clinic and TimelyCare.	Review data on the number of students who request vouchers compared to those who follow through and receive medical services. Conduct student surveys and assess the current voucher program process to identify barriers and opportunities for improvement. The goal is to increase student utilization of available medical services through enhanced program efficiency and outreach.  Review data on TimelyCare usage and establish baseline data on the number of students using BACHC	Increase the percentage of students who utilize issued vouchers for medical services. This objective focuses on improving awareness, accessibility, and follow-through within the voucher program to ensure that more students receive the health support available to them.  By reviewing the data and surveying students who access TimelyCare is a viable resource to continue.  After reviewing the number of students using the services to see if additional support is needed.

#3	ILO 3. Community /Global Consciousness				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Supporting the mental health and overall well-being of all students, including those who are currently incarcerated or facing other barriers. Recognizing the unique challenges faced by this population, the college aims to provide equitable access to mental health information, coping strategies, and therapeutic methods that can be effectively utilized within correctional settings.	Efforts include distributing <b>educational materials</b> that promote mental wellness, such as stress management guides, mindfulness techniques, and emotional regulation exercises that can be practiced independently without the need for digital tools or internet access	Community-based organizations are being explored to determine feasible ways of extending tele-mental health support or alternative counseling resources to students who may have limited communication options.
#4	ILO 1. Communication				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.	Hire an Administrative Assistant to support the Division goals and growth	Gain approval through the administration to hire an Administrative Assistant for this Division so that we are more efficient in serving students.	On boarding an Administrative Assistant

*\*\*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	Hire Fulltime Administrative Assistant for the Division	Student Health & Wellness	New	\$98,756.87	Recurring	Jill Zimmerman
			Choose an item.		Choose an item.	
Other			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Choose an item.			Choose an item.		Choose an item.	
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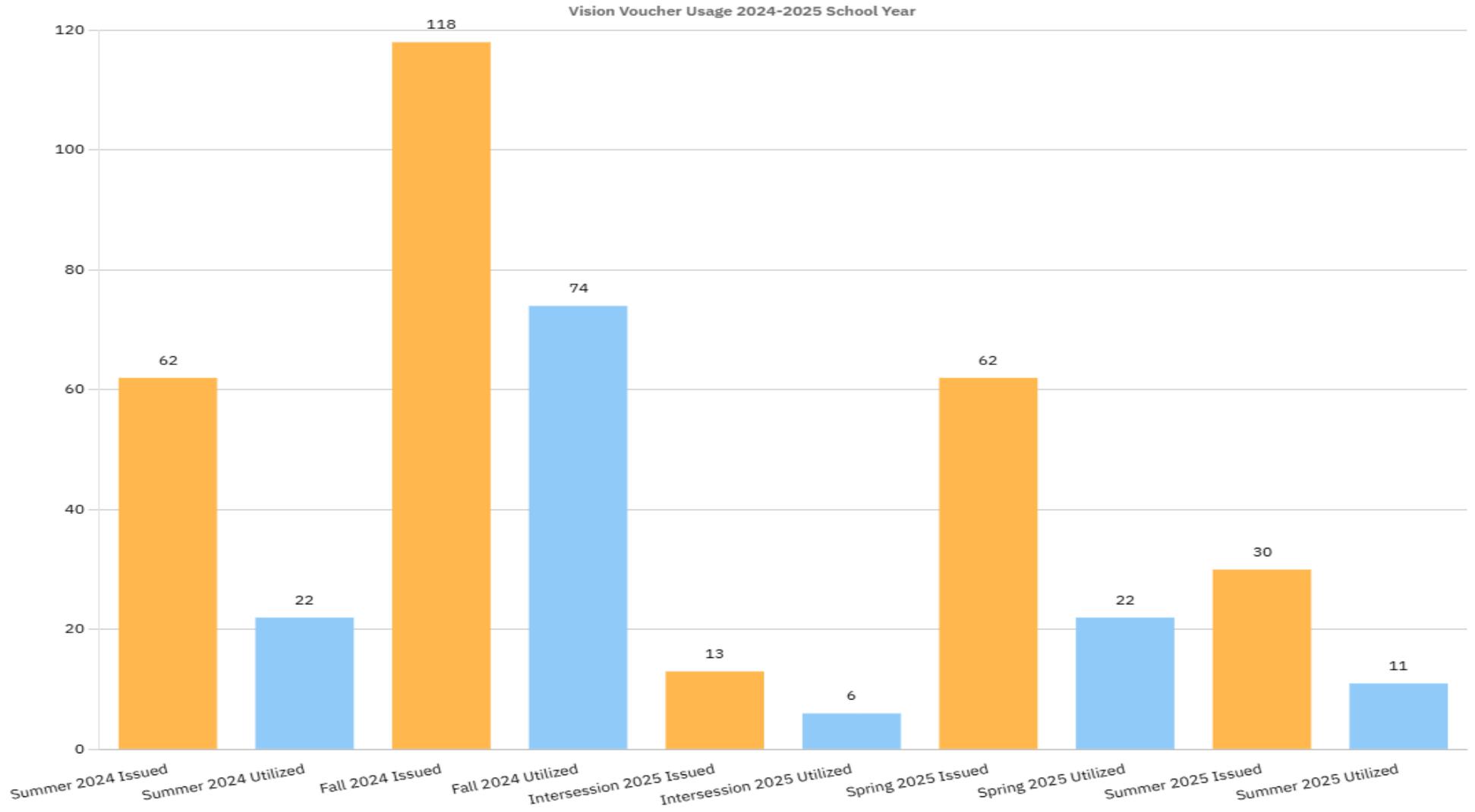
**Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above for required data).**

The Student Health Office has become an asset to the students at Antelope Valley College, providing essential services that support their physical, mental, and emotional well-being. As we continue to grow, our focus remains on achieving the established goals for the upcoming fiscal year and enhancing the quality and accessibility of student health resources.

The following Figures A–G present charts and data that illustrate key outcomes, service utilization trends, and program developments for the current fiscal year. These figures serve as evidence of ongoing progress and guide future planning efforts aimed at improving student health services and overall campus wellness.

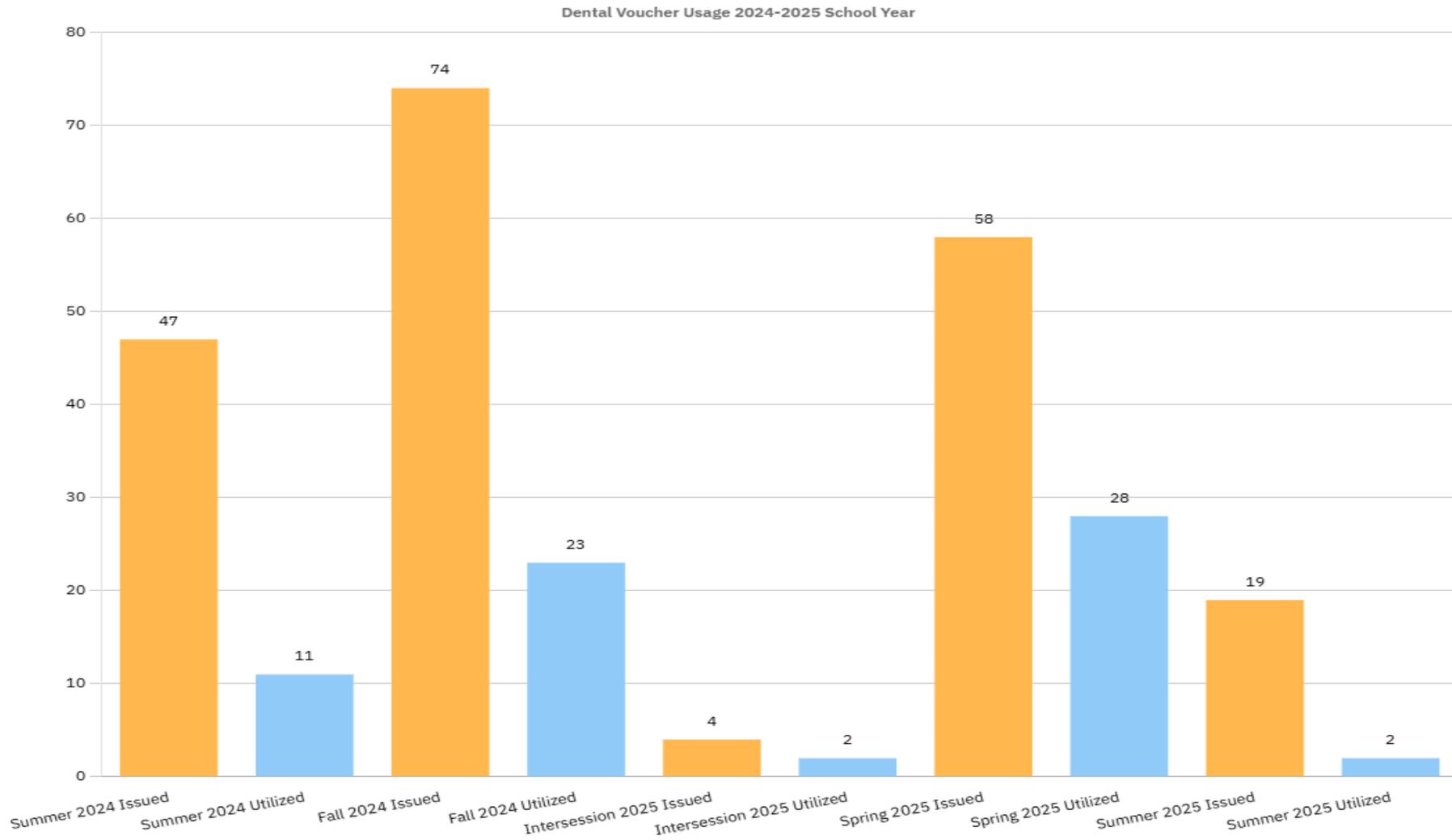
**Figure A: VOUCHER System:**

During the reporting period of Summer 2024 through Summer 2025, a total of 285 Vision Vouchers were requested by students. Of those, 135 vouchers were utilized to obtain vision care services. This data highlights both the demand for vision assistance among students and the opportunity to improve follow-through and awareness of available services.

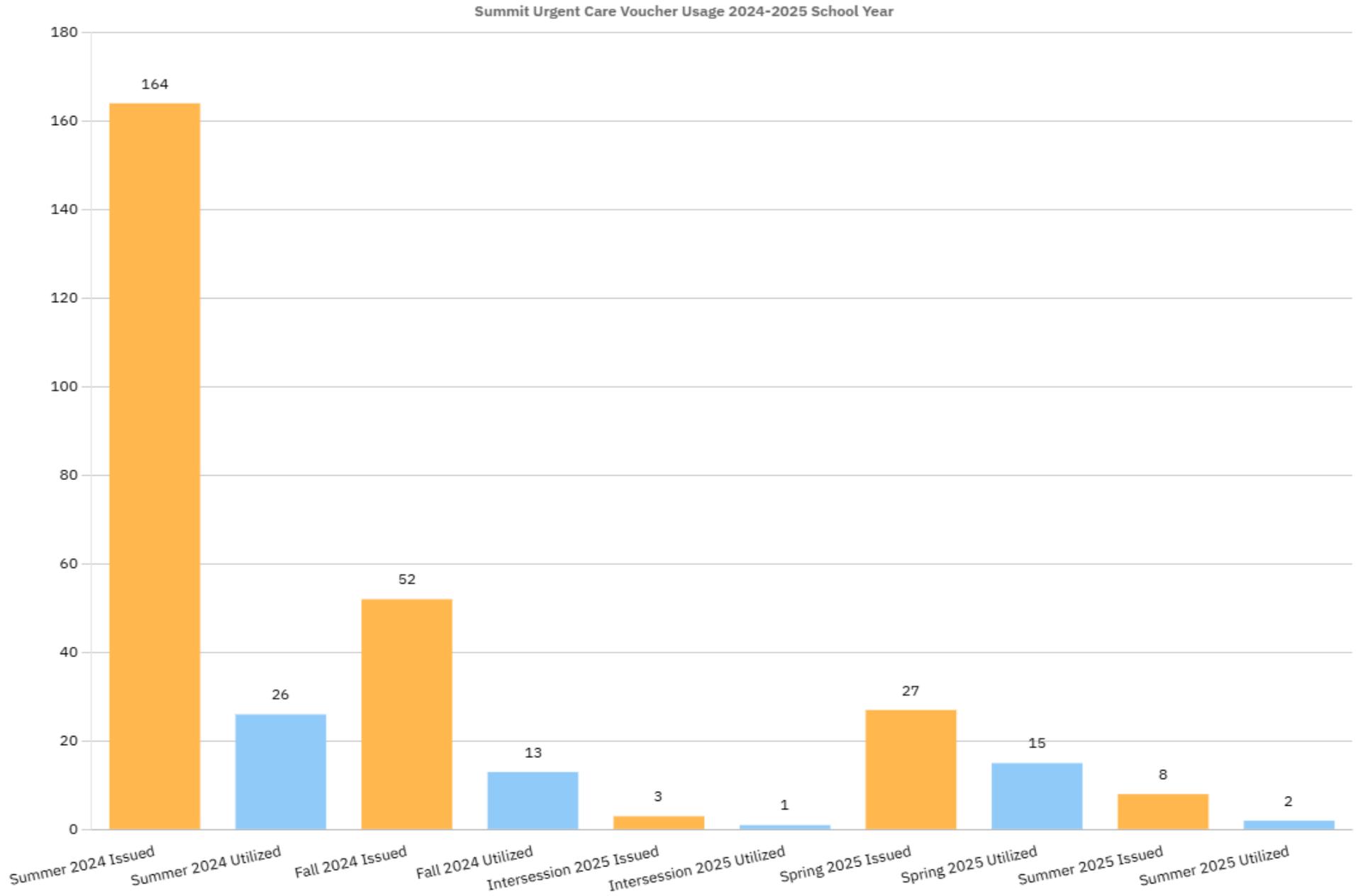


**Figure B: Voucher System:**

For dental services, a total of 202 vouchers were requested, but only 66 were used. Overall, this data indicates a decline in voucher utilization during 2024-2025, highlighting varying levels of engagement with the services provided to students throughout the fiscal year.



**Figure C: For Summit Urgent Care we counted 254 total vouchers that were requested. Voucher used were 57 during this time there was a transition to BACHC clinic.**

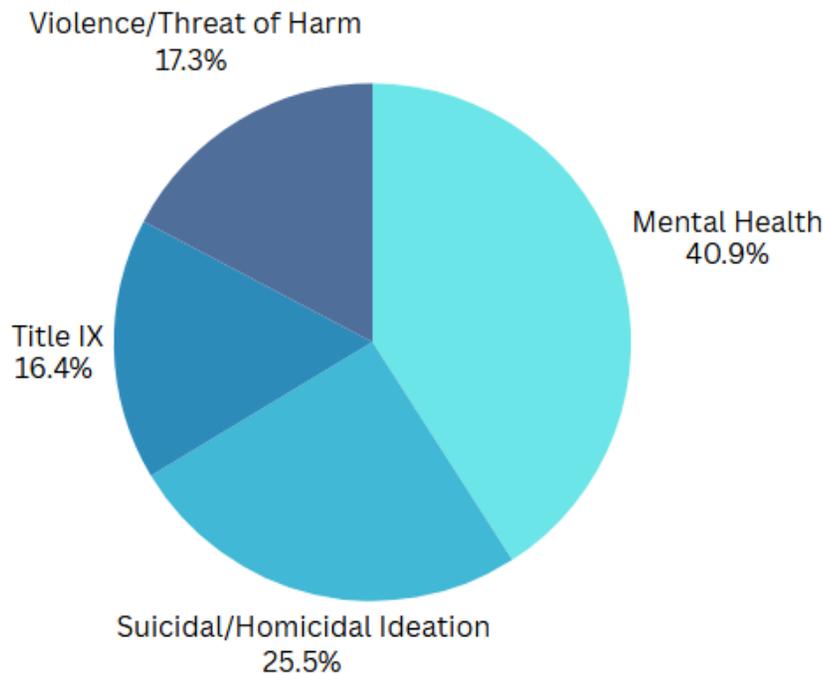


### Figure D: CARE/BIT Overview

During the 2024–2025 academic year, the **Campus Assessment, Response, and Evaluation (CARE) Team** continued to respond to reports concerning student wellness, safety, and behavioral health. Most CARE reports were related to **mental health concerns**, reflecting the growing need for accessible counseling and early intervention. Reports involving **suicidal or homicidal ideation** required immediate coordination with Student Health Services and crisis response partners. **Violence/Threat of Harm** and **Title IX-related cases** continued to be significant areas of focus, requiring collaboration with Campus Safety and Title IX offices to ensure appropriate follow-up and resolution. The 2024–2025 CARE data highlights the ongoing importance of initiative-taking mental health support and cross-departmental collaboration to maintain a safe and supportive campus environment.

#### Summary of Reports

- **Mental Health Concerns:** 40.9%
- **Suicidal/Homicidal Ideation:** 25.5%
- **Violence/Threat of Harm:** 17.3%
- **Title IX-Related Incidents:** 16.4%

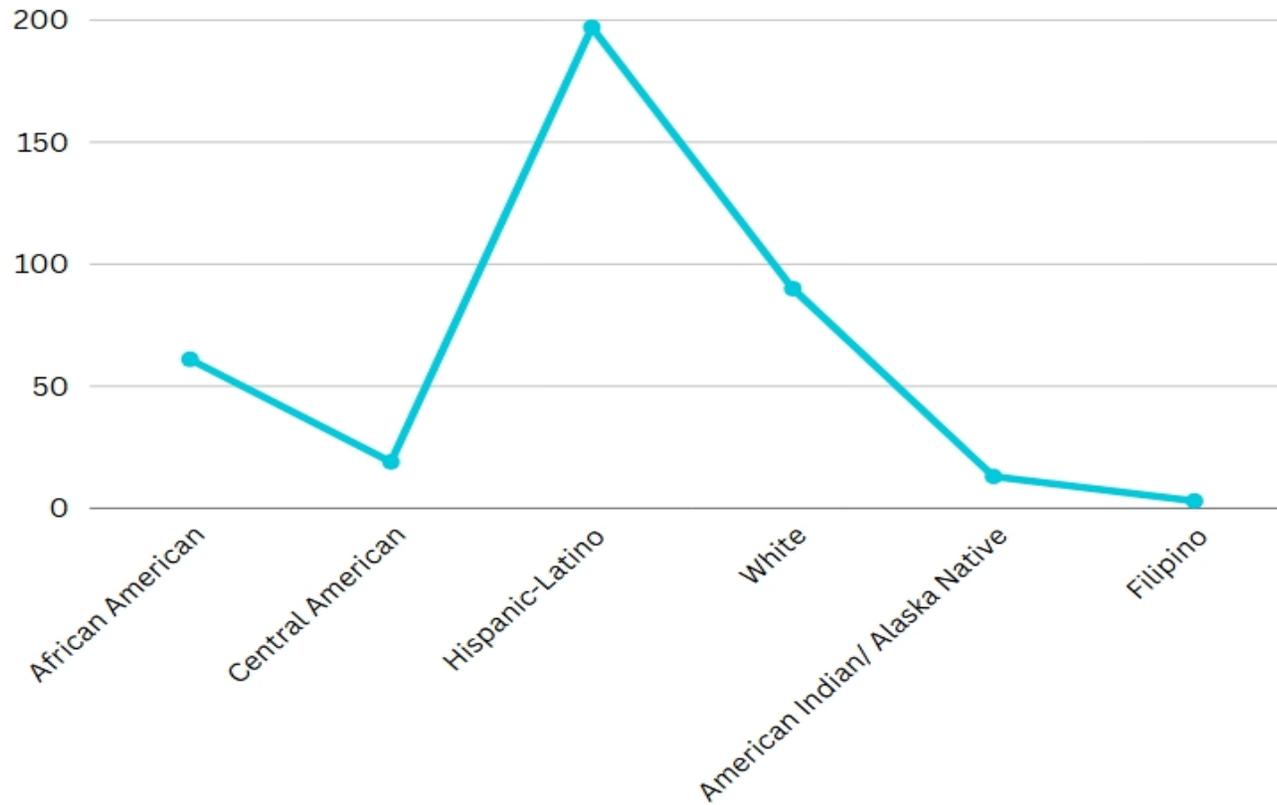


**Figure E: CARE/BIT**

The data highlights notable disparities across demographic groups. Hispanics represent the largest share of reports at 64% (197 total), followed by African Americans at 20% (61 total) and Central Americans at 6% (19 total). White individuals account for 29% (90 total), while smaller proportions are observed among American Indians (4%, 13 total) and Filipinos (1%, 3 total).

Gender analysis further reveals a significant imbalance: females account for 28% of reports, compared to 38% for males.

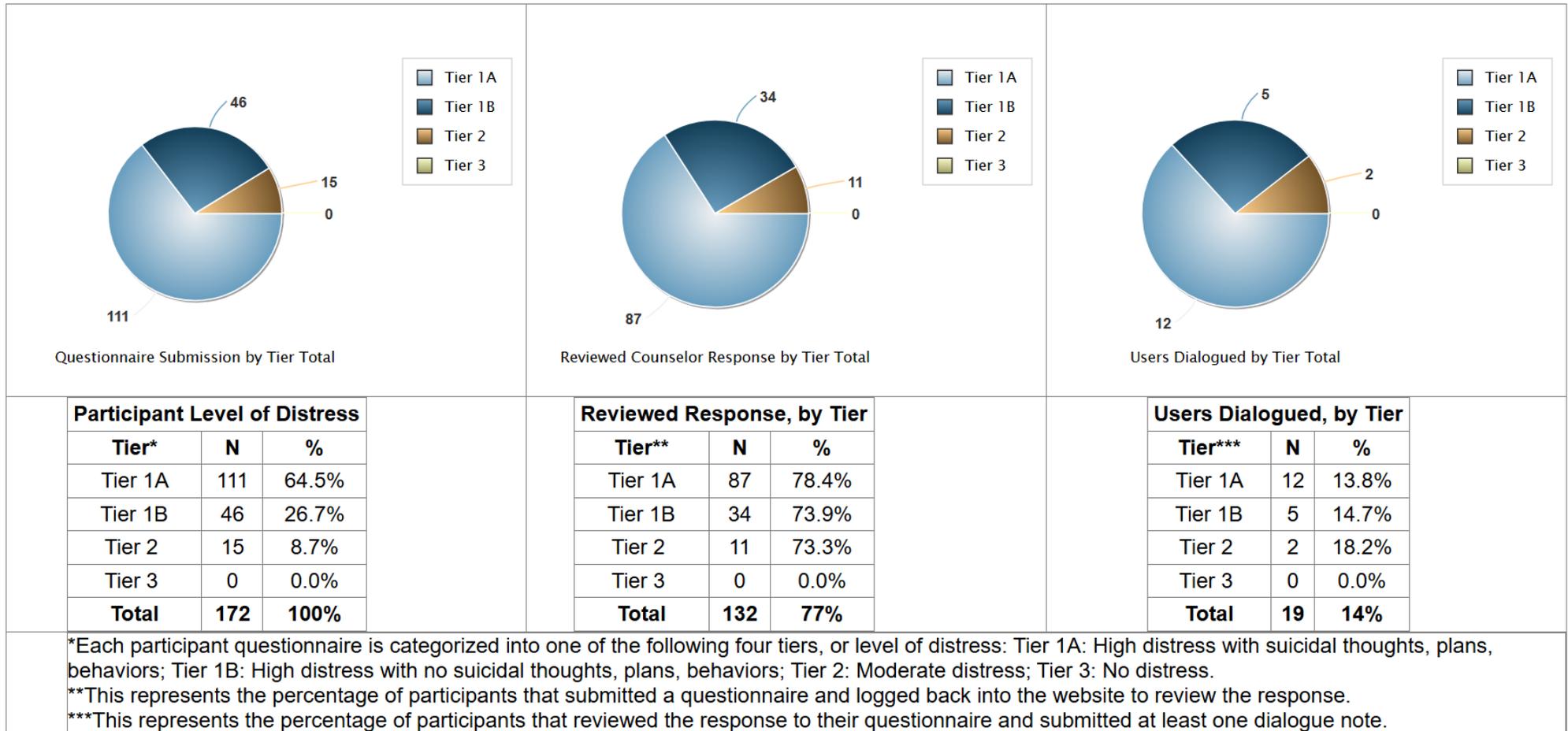
These findings emphasize the urgent need for targeted interventions and support aimed at addressing the disproportionate impact on high-risk groups, particularly Hispanic and African American men populations.



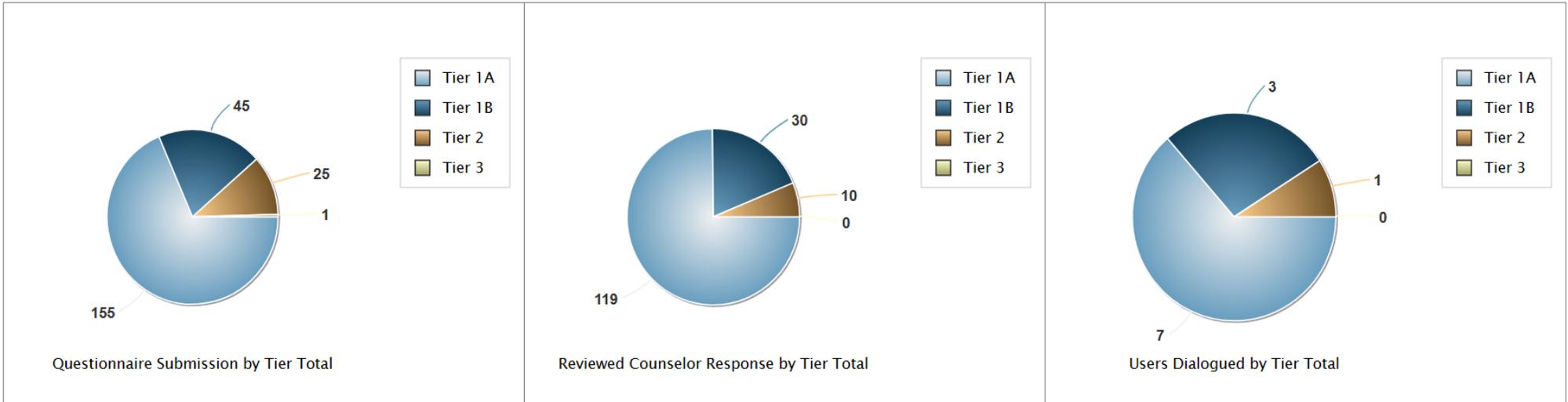
## Figure F: Year-Over-Year Comparison Report

2023–2024 vs. 2024–2025\*\*

This report compares participant distress levels and engagement patterns across two consecutive reporting periods. Data reflect three key stages of user interaction: (1) questionnaire submission, (2) counselor-response review, and (3) follow-up dialogue behavior.



A total of 172 questionnaires were submitted during the reporting period. Most participants fell within the higher-distress categories, with no submissions categorized as Tier 3 (no distress). 2024–2025. This distribution demonstrates that nearly all individuals accessing the system during the year were experiencing moderate to high levels of psychological distress, with more than 90% falling within the two highest-risk categories. The large proportion of Tier 1A submissions highlights a significant need for crisis-oriented support. The platform saw significantly higher usage in 2024–2025, driven especially by individuals in high acute distress (Tier 1A). However, despite more submissions and more total reviews, participants were less likely to return to reading responses or engage in dialogue compared to the previous year. Engagement after the initial submission declined across all tiers, with the most noticeable drop among moderately distressed users (Tier 2). These trends suggest a growing need for crisis support while also highlighting opportunities to strengthen user engagement and follow-up interaction.



Participant Level of Distress		
Tier*	N	%
Tier 1A	155	68.6%
Tier 1B	45	19.9%
Tier 2	25	11.1%
Tier 3	1	0.4%
<b>Total</b>	<b>226</b>	<b>100%</b>

Reviewed Response, by Tier		
Tier**	N	%
Tier 1A	119	76.8%
Tier 1B	30	66.7%
Tier 2	10	40.0%
Tier 3	0	0.0%
<b>Total</b>	<b>159</b>	<b>70%</b>

Users Dialogued, by Tier		
Tier***	N	%
Tier 1A	7	5.9%
Tier 1B	3	10.0%
Tier 2	1	10.0%
Tier 3	0	0.0%
<b>Total</b>	<b>11</b>	<b>7%</b>

\*Each participant questionnaire is categorized into one of the following four tiers, or level of distress: Tier 1A: High distress with suicidal thoughts, plans, behaviors; Tier 1B: High distress with no suicidal thoughts, plans, behaviors; Tier 2: Moderate distress; Tier 3: No distress.

\*\*This represents the percentage of participants that submitted a questionnaire and logged back into the website to review the response.

\*\*\*This represents the percentage of participants that reviewed the response to their questionnaire and submitted at least one dialogue note.

Figure G: The 172 participants represented a diverse group, with most identifying as female (69.8%) and half identifying as heterosexual (50.6%), while the remaining participants spanned a range of LGBTQIA+ orientations. Nearly half identified as Latino/Latina/Hispanic (46.5%), with additional representation from White, Black, Asian, Native American, and multi-ethnic individuals. Overall, the demographics show broad diversity across gender, sexual orientation, and racial/ethnic identity.

How do you gender-identify at this point in time?		
	N	%
Male	36	20.9%
Female	120	69.8%
Trans male/Trans man	3	1.7%
Trans female/Trans woman	0	0.0%
Genderqueer / Gender non-conforming	7	4.1%
I do not identify as any of these options	0	0.0%
Prefer not to answer	5	2.9%
No Answer	1	0.6%
<b>Total</b>	<b>172</b>	<b>100%</b>

Orientation		
	N	%
Asexual	8	4.7%
Bisexual	23	13.4%
Heterosexual or straight	87	50.6%
Gay or lesbian	13	7.6%
Panromantic	1	0.6%
Pansexual	6	3.5%
Questioning	6	3.5%
I do not identify as any of these options	9	5.2%
Prefer not to answer	15	8.7%
No Answer	4	2.3%
<b>Total</b>	<b>172</b>	<b>100%</b>

How do you identify?		
	N	%
African/Afro-Caribbean/Black	19	11.1%
Arab/Middle Eastern	0	0.0%
Asian/Pacific Islander	8	4.7%
Caucasian/European/White	27	15.7%
Latino/Latina/Hispanic	80	46.5%
Native American/Alaskan Native	4	2.3%
Multi-ethnic	17	9.9%
I do not identify as any of these options	1	0.6%
Prefer not to answer	12	7.0%
No Answer	4	2.3%
<b>Total</b>	<b>172</b>	<b>100%</b>

## Figure H: Timely Care

This report presents an analysis of engagement with TimelyCare’s virtual care services, focusing on utilization patterns, accessibility metrics, and demographic distribution among active users. The findings reflect the overall effectiveness, reach, and responsiveness of TimelyCare in providing equitable and timely virtual healthcare. There are currently **691 active registrations**, representing **11.4%** of the eligible population. Utilization data indicates a **spike in registrations and visits during September and October**, which may correspond to seasonal or academic factors influencing healthcare demand.

11.4%

Active Registration Percentage (from Impact score)

Eligible users who are registered and have logged in within the past 24 months

691

Total Active Registrations

Eligible users who are registered and have logged in within the past 24 months

### Registrations by Month

Includes All Historical Registrations



**Figure I:** Female users represent the largest share of active registrations, accounting for nearly three-quarters of all users. Engagement is strongest among Hispanic students and Black students as it reflects our campus community. Additional efforts warranted to enhance greater participation among underrepresented populations.

### Total Active Registrations by Ethnicity

Ethnicity	Count of Members	Percent of Member Total
Hispanic or Latino	326	47.18%
Black or African American	123	17.80%
White	94	13.60%
○	46	6.66%
Biracial or Multiracial	36	5.21%
Asian or Asian American	34	4.92%
Prefer not to answer	16	2.32%
American Indian or Alaska Native	5	0.72%
Middle Eastern/North African (MENA) or Ar...	4	0.58%
Native Hawaiian or Other Pacific Islander Na...	4	0.58%
Unknown/None of the above	3	0.43%

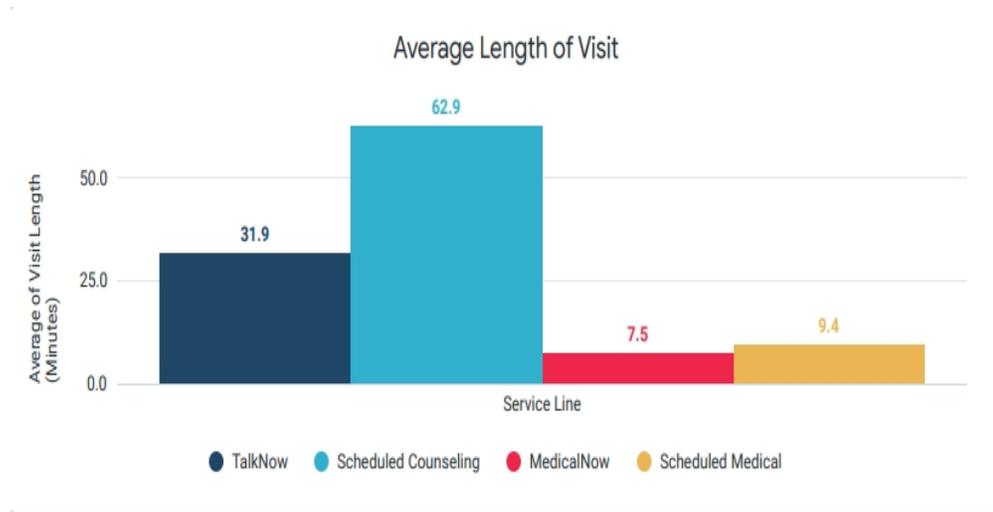
### Total Active Registrations by Gender

	Gender	Count of Members	Percent of Members Total
1	Female	509	73.66%
2	Male	171	24.75%
3	Self-Select	11	1.59%

### Total Active Registrations by Age Range

	Age Range At Registration	Count of Members	Percent of Total
1	(2) 18 - 22	289	41.82%
2	(3) 23 - 29	141	20.41%
3	(4) 30 - 39	122	17.66%
4	(5) 40+	84	12.16%
5	(1) Under 18	55	7.96%

**Figure J:** During the reporting period, a total of 642 virtual visits were recorded through TimelyCare. The average wait time for a visit was 5.1 minutes, with users spending an average of 4.6 minutes waiting before being seen. The annual utilization rate stands at 5.7%, indicating consistent engagement among the population served. A total of 174 unique members accessed the platform, demonstrating the breadth of participation and the growing interest in virtual healthcare options.



**Visits by Modality**

Visit Modality	Total Completed Visits	Visit Percent
video	262	45.96%
phone	262	45.96%
chat	46	8.07%
Totals	570	100.00%

**4.6**

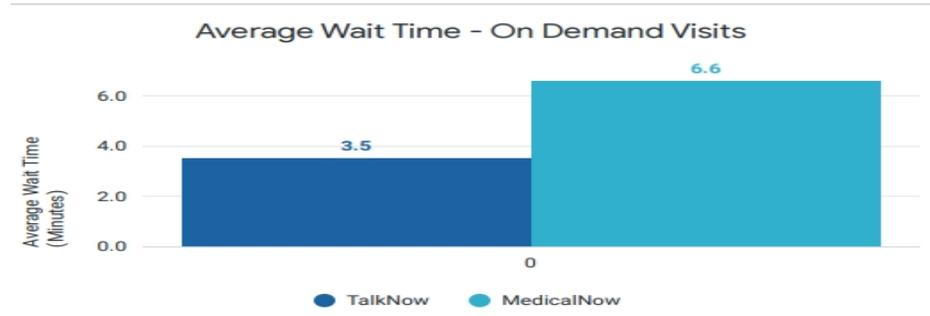
Average minutes spent waiting for a visit to start

Not filterable on service line

**1.5**

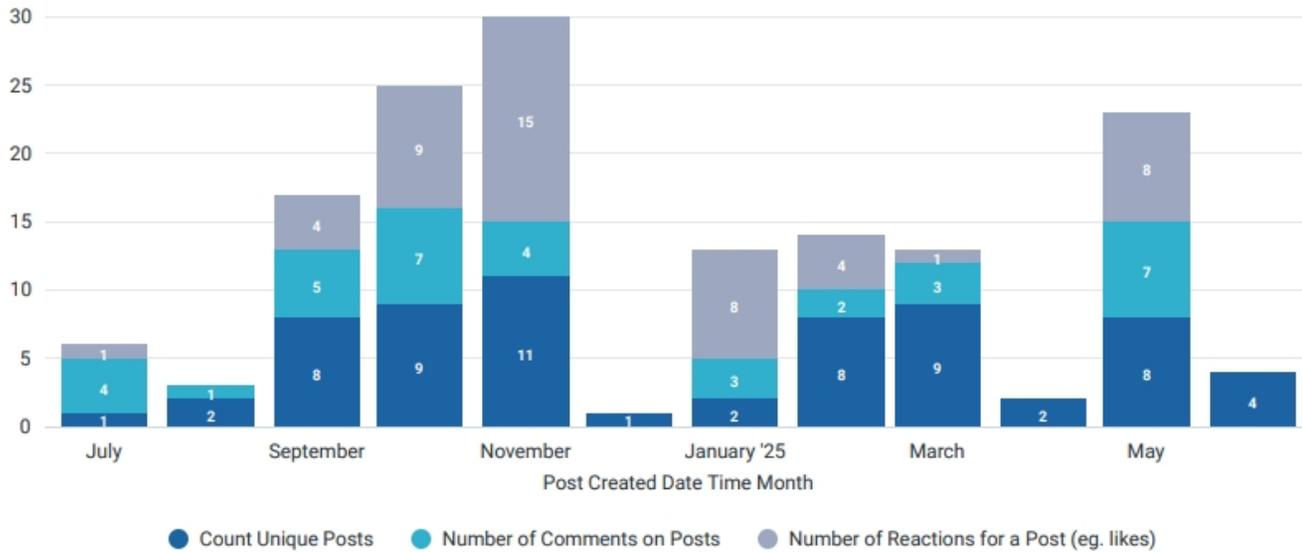
Days until next available Counseling Appt

Last 60 Day Average



**Figure K:** The TimelyCare Digital Self-Care Report highlights how students engage with the Peer Community platform to share experiences and seek support. Depression accounts for the highest interaction (30.3%), followed by Relationships, Anxiety, and Coursework. Engagement peaks in September, November, and May, suggesting academic or seasonal influences. These trends underscore the value of peer-to-peer connection in promoting mental health and well-being within TimelyCare’s digital ecosystem.

Total Peer-to-Peer Interactions by Month



Total Peer-to-Peer Interactions by Category

Category	Posts	Percent of Total Posts
Relationships	16	24.62%
Anxiety	9	13.85%
Depression	9	13.85%
Coursework	6	9.23%
Family & Friends	6	9.23%
General	6	9.23%
Stress	6	9.23%
Goals	3	4.62%
Self-Care	3	4.62%
Student Life	1	1.54%

**Figure L:** TimelyCare has had a strong positive impact on student mental health, with 78% reporting improvement through counseling and 91% through the "Talk Now" program. Satisfaction remains high, with an average visit rating of 4.85 and provider rating of 4.91. Many students felt relief after their visits, and 13% became more comfortable engaging with peers. Without TimelyCare, 81% said they would have done nothing, while others would have turned to campus clinics (10%), urgent care (5%), primary care (3%), or the emergency room (1%). These results highlight TimelyCare's essential role in providing accessible and effective mental health support.

78%

Mental Health Improvement- Counseling ⓘ

91%

Mental Health Improvement- TalkNow ⓘ

4.85

Total Average Visit Rating (out of 5)

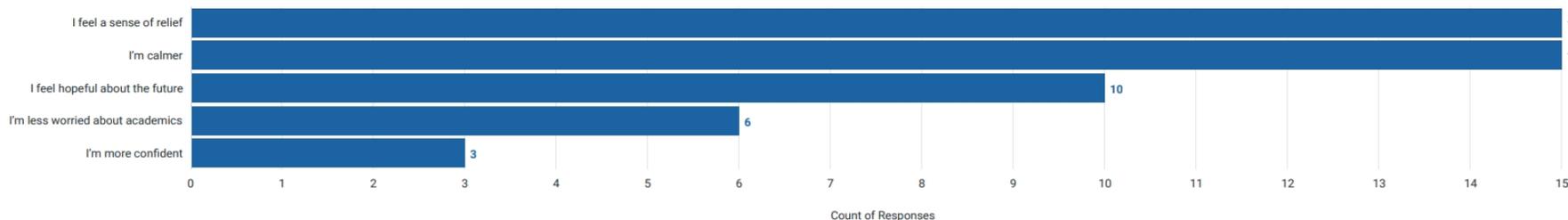
4.91

Total Average Provider Rating (out of 5)

### What would you have done if TimelyCare wasn't available?

	Response	Total Responses	% Total Responses
1	Done nothing	64	81%
2	Visit the campus clinic/c...	8	10%
3	Contact a primary care d...	2	3%
4	Visit urgent care	4	5%
5	Visit the emergency room	1	1%
<b>Totals</b>		<b>79</b>	<b>100%</b>

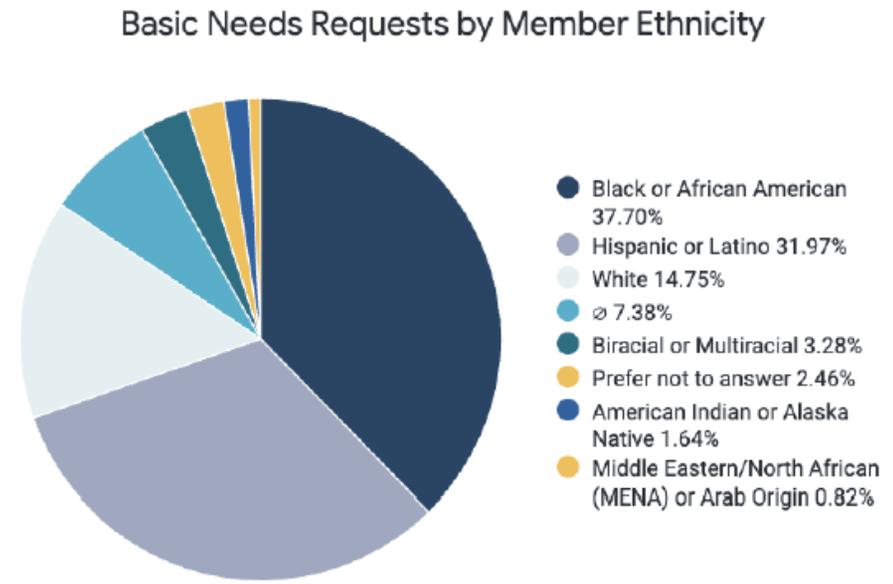
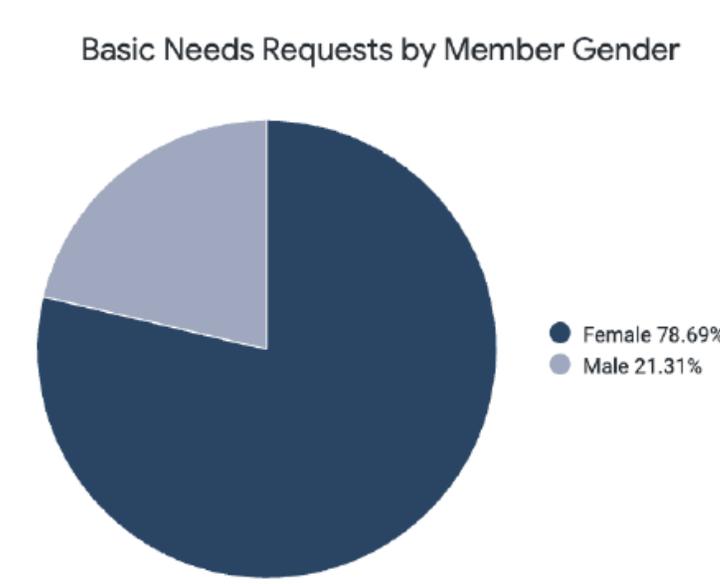
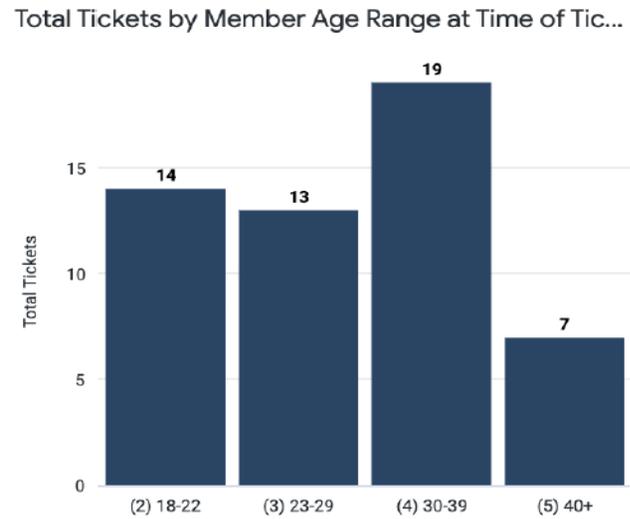
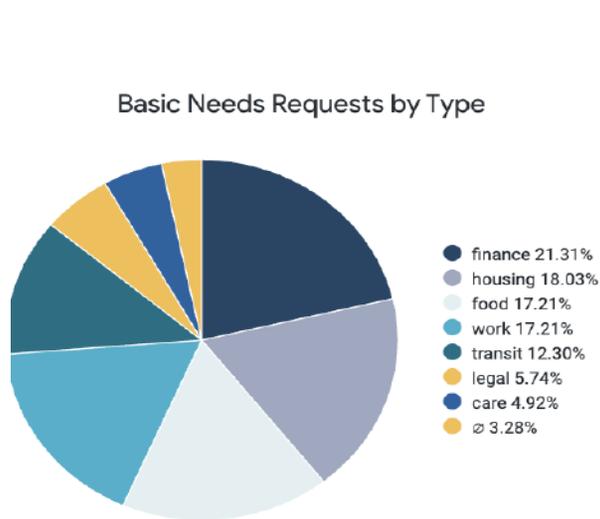
Your visit is over. How do you feel?



With the help of TimelyCare, I'm more likely to:



**Figure M: Shows their Basic Needs assistance that students are requesting on TimelyCare Which includes Finance at 21.31% and Housing at 18.03% being the most requested assistance needed. Requests for this assistance are by Male students with 21.31%. The majority of request come from Black or African American 37.70% and Mexican or Latino Ethnicity requesting Basic needs at 31.97%.**



**Requests for this assistance are by Male students with 21.31%. The majority of request come from Black or African American 37.70% and Mexican or Latino Ethnicity requesting Basic needs at 31.97%.**



<b>Department /Area Name: Basic Needs</b>	<b>For Planning Years: 2026-2027</b>
<b>Name of person leading this review: Jill Zimmerman</b>	
<b>Names of all participants in this review: Marisela Corona, Abigail Castiel, Sylvia Hernandez, Kimberly Barber</b>	

**Fall 2025 Program Review Report | Non-Instructional Areas**

**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 positively impact their personal lives and those around them, thus serving the community.

**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.*

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

Based on 2024–25 data, Basic Needs Support Services primarily serves Hispanic/Latine students (57.6%), followed by Black/African American students (22.6%) and White students (10.8%). Most of our participants are female (65.6%), and 31.9% are 19 or younger, indicating strong engagement among younger, first-time, and continuing college students. We offer many programs under the umbrella of our Basic Needs Center including Food, Housing, Transportation, 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 tracks the overall number of students served (2,360 students) out of total enrollments (11,001) and the number of applications and requests for each program. We measure success by the number of students whose applications are approved within program guidelines, how many students we make special exceptions for, and how many are referred to community programs or campus partners. We also look at retention and success rates as indicators of the impact of our services. For 2024–25, the average retention rate across all groups was approximately 90%, and the success rate was 77%, which is consistent with last year’s outcomes and indicates that our students are persisting and completing their courses at high rates.

**How do the demographics served by your area’s work compare to AVC’s service area demographics?**

The demographics of students served by our Basic Needs Center align closely with the college’s overall population, though there are some key differences. The majority of AVC students identify as Hispanic/Latine (63.9%), which is similar to the 57.6% represented in our Basic Needs data. However, Black/African American students make up 22.6% of those served by Basic Needs, compared to only 14.3% of AVC’s overall population, showing that our services are reaching a higher

proportion of students from this group. White students represent 10.8% of our participants, slightly lower than AVC's 13.4%, while Asian students are consistent at 3.2%.

In terms of gender, female students account for 65.6% of Basic Needs participants, which is notably higher than AVC's overall female population of 54.7%. Male students (31.6%) are represented at a lower rate compared to AVC's 43.1%, indicating that our services are utilized more frequently by women.

By age, Basic Needs serves a slightly younger population overall. 31.9% of our participants are 19 or younger, compared to 39.5% college-wide, while we see higher representation in the 25–34 age range (21.8%) compared to the college's 18.2%. This suggests that our services support first-time college students and many adult learners balancing academic and personal responsibilities.

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

When comparing Success and Retention Rates by Race/Ethnicity, the largest equity gap remains among Black/African American students, who have a retention rate of 88.1% and a success rate of 69.5%—both below the program average. Students who identify as Two or More Races (success rate 76.7%) also show a smaller, but notable gap. Our office continues to focus on closing these gaps by improving outreach, providing additional follow-up, and increasing targeted resource connections.

**What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year?**

The 2024–25 retention rate averaged 90% across all groups, with the success rate averaging 77%. These numbers have remained steady compared to the previous year. Female students continue to show slightly higher outcomes (91.2% retention / 77.4% success) compared to male students (90.1% retention / 76.3% success).

**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.)*

One of the greatest strengths of the Basic Needs Center continues to be the high volume of students we support with a small but efficient team consisting of two full-time staff, two hourly employees, and eight student workers. Despite limited staffing, we have maintained strong student engagement throughout the year, processing 761 applications in Summer 2024, 1,663 in Fall 2024, 1,378 during Intersession and Spring 2024 combined, and 493 applications in Summer 2025.

Our processing time has decreased due to streamlined eligibility criteria and the removal of GPA requirements, which allows staff to review and approve applications more efficiently. Students enrolled in at least one unit are now eligible for services such as the **Bi-weekly Produce Market, Bus Pass, Mental and Physical Health Services** referral, and **Campus Showers**. Those enrolled in at least three units or more may receive additional support through **Food Assistance, Hygiene Items, Family Resources, Laundry Cards, and Technology Support**.

In collaboration with AVC's Counseling department, we have implemented a process that allows students to receive services who fall outside of program eligibility due to high attempted units, low GPA, or multiple degrees to meet with a counselor to update their Educational Plan. If a counselor verifies that the student is making academic progress, an exception can be made to enroll them into our program. This collaboration ensures that students facing academic or personal challenges continue to have equitable access to basic needs of resources while working toward their educational goals.

Our **Marauder Marketplace** remains one of our most utilized and successful services. Through our partnership with Grocery Outlet Rosamond, we offer a wide selection of fresh, frozen, and dry goods, including meats, milk, eggs, bread, salads, and ready-to-eat meals. Student feedback continues to be overwhelmingly positive, particularly regarding the expanded variety and point-based shopping system. This year we also contracted with PantrySoft, a digital inventory management system that allows staff to track stock levels, assign point values, and maintain consistency in the checkout process. PantrySoft to improve efficiency, accountability, and data accuracy while giving student workers valuable experience in technology-based operations.

The **Lease Support Program** continues to expand, providing direct housing assistance and case management to students experiencing homelessness or housing insecurity. Staff have strengthened relationships with local housing providers to maintain active contracts and meet the ongoing demand for this critical service. By helping students secure stable housing, we directly support retention and academic focus among our most vulnerable populations. Evolving partnership developments have strengthened referral pathways and resource availability. By addressing housing insecurity for our most vulnerable—a key barrier to retention and success—the Basic Needs Center advances Antelope Valley College’s mission.

**Transportation** support remains a key part of our services. Through **partnerships with AVTA, LA Metro, Kern County and Metrolink**, we continue to provide free transportation to all registered students. This year, we expanded the program by collaborating with IT to create an automated bus pass application system, which allows us to process and distribute passes in large batches. This automation has dramatically increased efficiency and accuracy, enabling our small team to serve more students while reducing manual workload.

Our **Hygiene Program** mirrors the structure of our food system, allowing students to use monthly points to select personal and household care items such as hair products, dental care, and cleaning supplies. Students who do not qualify for monthly points are provided with hygiene packs upon request, and all students have access to campus showers if requested. **Clothing** racks are available both inside and outside the Basic Needs Center, especially during Produce distribution events, creating a welcoming and inclusive space for all students.

The Basic Needs Center continues to provide **targeted support for parenting students** through specialized programming and partnerships that promote connection and community. We have strengthened our relationship with Parents Anonymous, a 24/7 support network for caregivers, and have also taken part in creating interconnectivity throughout departments at AVC that help parenting students, including CARE, EOPS, Next UP, and CalWORKs. These collaborations allow parenting students to access holistic resources across campus and within the community, addressing both academic and personal needs.

Additionally, we have expanded our **Technology Loan Program** in partnership with IT. We increased our hotspot inventory to 200 active lines to meet rising student demand and continue to use our previously implemented electronic payment system for late or damage fees to ensure sustainability of our inventory. Priority for technology loans continues to go to online students, while in-person learners are encouraged to utilize campus labs and Wi-Fi for academic access.

A successful aspect of this program is the current funding received from the Chancellors Office to support our students. Additionally, we have been very successful in partnering with a number of community agencies and have great support from our campus community toward our fundraising efforts both monetarily through the AVC Foundation and with in-kind donations. With the commitment from the college and the ongoing support and approval to hire personnel the Basic Needs Center can provide more in-depth support for our students.

AVC participated in the Real College Survey, and the results from our campus are in Appendix. So important finds are that the students who completed to survey indicated that they have experienced hardship related to basic needs often throughout the month. Of the AVC students who responded 12.9 % said they were unaware of the Basic Needs Center which indicates more outreach is needed, but of the student how were aware of the Center 34.3% used the Center and most used the food pantry (80.1%). This importance of increasing our food pantry to better met students' needs was indicated

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

The Basic Needs Center received 4,295 applications across all terms, with the highest volume in Fall 2024 (1,663) and the lowest in Summer 2025 (493). While this reflects a seasonal decrease typical of summer sessions, the continued high demand during the academic year highlights the ongoing need for sustainable funding and additional staffing support. To strengthen equity and student outcomes, the center aims to improve early identification of students facing basic needs insecurities through the development of a shared case management system across Student Services. This would allow for better coordination, tracking of student progress, and more efficient referrals between departments. Enhanced data integration would also support more targeted outreach and allow the center to monitor outcomes by race, gender, and enrollment status. While new technologies and automated applications have improved efficiency, accessibility remains a challenge for students with limited internet access or digital literacy. Providing more in-person and multilingual support options will help ensure that all students can access resources equitably. Additionally, as cost-of-living pressures rise in the region, expanding partnerships and securing new funding sources remain essential to meet the growing demand for food, housing, and hygiene support.

Supporting students who are experiencing significant personal challenges and trauma is something that the staff and student workers address daily. Although technology will assist, this office is a high-tech program and needs staff to support students. Through the approved budget cycle, 3 new staff positions were approved, one Program Specialists for Basic Needs overall and one Project Supervisor and one Program Specialists with an emphasis on housing. It was also agreed that we would outsource the Housing aspect of the program and will complete this RPF process in the 2025-26 school year. Once the hiring of these 3 full time positions is completed, the need for hourly personnel will need to be assess

Another need is for ongoing professional development for faculty, staff and student workers with students who have such high basic needs insecurities is important. Working with PTC and other areas on campus that embed this type of training into their programs is an important aspect so that all students feel seen and heard.

Another challenge is keeping up with the current legislation, specifically the new laws related to our student parents. The family resource center has helped many parents with younger children, but we have not met the needs of our students who have older dependents. Basic Needs hosts the Gift Extravaganza where we invite student parents to “shop” for their children. This event really shows that AVC is here to support all our students and recognize the needs of our student parents. AB 2458 outlines what colleges need to do to ensure that student parents are receiving all that they can to complete their education. The Basic Needs Center is taking campus leadership on this initiative to better serve our students. This will be a focus point for the 2025-26 school year.

- 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)
<b>Challenge 1: Staffing and Storage Capacity</b> – With only two full-time staff supporting over 4,200 applications this year, the growing demand continues to strain the team’s capacity, impacting processing times and service quality. In addition to limited staffing, there is also a shortage of workspace for staff, which further affects efficiency. Storage space has likewise become an increasing challenge, particularly during larger events. Hiring and onboarding three new staff members.	4
<b>Challenge 2: Lack of Shared Case Management System</b> - The absence of an integrated platform across Student Services limits coordination, data tracking, and timely referrals, increasing the risk of service delays and data inconsistencies. Identifying and implementing a new software to support the Basic Needs program and integration through Student Services	3

**Challenge 3:** Funding Sustainability- Rising student need for food, housing, and transportation support exceeds available funding, creating uncertainty in maintaining service levels and equity-focused programming. Continue to explore other funding resources.

4

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

The Basic Needs Center aspires to be recognized as a central hub of care, connection, and empowerment for all AVC students. Our goal is to ensure that every student who reaches out—whether in person, by phone, or online—receives meaningful support and leaves with tangible resources or a clear next step. With over 4,200 applications received in 2024–2025, our program continues to grow as a trusted resource across campus.

Looking forward, we aim to strengthen data-driven coordination between Student Services departments to provide seamless “warm handoffs” and reduce equity gaps in access to food, housing, and transportation. We also strive to expand our automation and case management tools to enhance efficiency without losing the personal connection that defines our service. Ultimately, we want the Basic Needs Center to be known not only for meeting immediate needs but for empowering students with the stability and confidence to achieve long-term success.

We continue to explore ways to increase student experience from outreach to direct services. The expansion of our program and services and the case management of those we serve will make a difference in our students' lives.

**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
Collaborate with Student Equity to establish new ways to close equity gaps for our Black/African American students.	We have made progress with the success and retention of our students, but we have not yet closed the equity gap with our black students as we would have hoped. This goal will continue to be a focus for our department.
Have program specialists connect more in depth with students during the application process for housing and Fresh Success.	To strengthen student connections during the application process, we hired a part-time hourly staff member to support the Housing program. This additional support has allowed staff to engage more deeply with students and provide more individualized assistance. Additionally, the Program Specialist now supports the Fresh Success program, ensuring more consistent communication, follow-up, and hands-on support for participating students. This has been

	extraordinarily successful, and we have increased the full-time staff in the year 2025-26.
Connect more students with housing programs.	While there was a slight decline in the number of students connected to housing programs, the decrease was not significant. However, staffing limitations have been identified as a contributing factor to the lack of growth in this area. This area continues to need more attention, and AVC has a new contract for a housing provider for the 2025-26 school year.
Establish new developments to existing Basic Needs programs	

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

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

Past Goal	Progress Made
Continue strengthening partnerships with on-campus departments that overlap with Basic Needs to enhance collaboration, streamline student referrals, and increase co-hosted programming opportunities.	During this review period, the Basic Needs Center made continued efforts to build stronger, more consistent collaboration across departments. We participated in several joint events with EOPS/CARE, CalWORKs, and Student Equity, and expanded communication with additional areas such as Veterans Services and Counseling. Shared outreach efforts have helped improve coordination and increase student awareness of available support. While collaboration remains a work in progress, our department has established a stronger foundation for integrated service delivery.
Expand partnerships with community agencies to increase available resources, diversify donation support, and enhance services for students' basic needs.	We continue to partner with the Foundation for Giving Tuesday and have reached out to other agencies for financial and in-kind support. Partnering with the Department of Mental Health and AVC Student Health Services, we worked with the May 7 event Take Action for connecting to other community resources.
Host financial wellness month events. Also provide financial resources on the Basic Needs website subpage.	In working with Student Health, Chase Bank held a number of workshops on campus, but the attendance was low. TimelyCare, AVC telemedical and tele counseling program has a financial wellness accepts to their program, so Basic Needs used their program.

**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.	Implement and evaluate strategies developed to improve retention and success for Black/African American students utilizing Basic Needs resources.	Apply previously received feedback to enhance outreach, support services, and programming for Black/African American students. Track student engagement with Basic Needs programs and identify barriers to participation. Collaborate with Student Equity to assess the effectiveness of implemented strategies. Adjust programs as needed based on data and student feedback.	Reduction in equity gaps in retention and success metrics for Black/African American students. Increased participation and engagement in Basic Needs programs among Black/African American students. Documented improvements in student satisfaction or feedback related to support services.
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal #5 Education: Expansion of offerings and effective course scheduling.	Incorporate students meeting educational plans as a part of the intake process	Create and streamline processes in partnership with counseling to ensure students meet educational goals set by educational plans.	Identifying students who need assistance but who already have a degree are under the 2.00 GPA or are not making academic progress and connecting with other community resources.
#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 program specialist and project supervisor for the Basic Needs Center and onboard the Housing partner.	Increase the number of housing requests fulfilled by expanding capacity.

#4	ILO 1. Communication				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Support students' career readiness and provide holistic Basic Needs services through Fresh Success to help students stay focused on their education	Provide individualized services including career counseling, employment and training services, and additional non-food Basic Needs support (e.g., housing, transportation, technology, hygiene, family support). Track student participation and progress	Students demonstrate improved career readiness, access holistic resources, maintain enrollment, and report being better able to focus on academics. Participation in Fresh Success services tracked and successful referrals made.
	ILO 1. Communication				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.	To establish a robust student parent program that meets or exceed the state requirement and establish baseline of students served	Identify campus and community partners to address the student parents' needs for compliance and enhance the student experience	Review the student success and retention of our student parents to see if efforts have helped student parents.
	ILO 1. Communication				Goal #6 Success: Boost success rates by prioritizing the student experience.	Conduct research including student surveys and other methods to gain students' feedback on services specifically for students at Palmdale Campus. Assess student feedback to determine what training campus employees and student workers need to create a more inclusive campus environment	Work with IR to assist in obtaining student feedback and identify gaps in services that would help our student completes their academic program  Gain feedback on professional development training for employees and student workers to create a more welcoming environment	Adjust services based on student feedback  Develop a professional development trainings program

*\*\*If applicable for instructional areas*

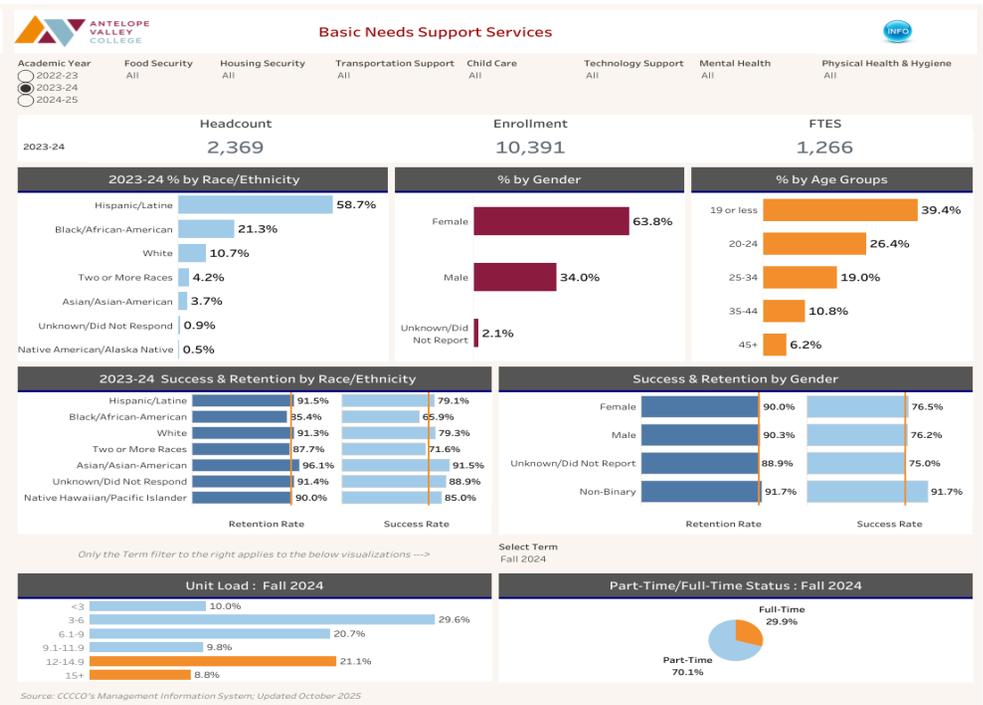
Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Technology	Computers, tablets, or laptops for 3 new staff. Software for case management, appointment scheduling, or data reporting; Digital signage, kiosks, or check-in systems	All	Repeat	TBD	One-time	Dr. Jill Zimmerman
Physical/Facilities	Expanded workspace; dedicated intake rooms; storage for food, supplies, event materials; printing office supplies as needed once we move into the new Commons Building	All	Repeat	TBD	One-time	Dr. Jill Zimmerman
Supplies	Develop a robust framework of care and guidance that ensures every individual feels supported at every stage.	All	Repeat	TBD	Recurring	Dr. Jill Zimmerman
Professional development	Provide professional development opportunities for staff and students who work with and work in the basic Needs center on trauma informed care and other skills in working with vulnerable populations	All	Repeat	TBD	Recurring	Dr. Jill Zimmerman

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

When comparing the two academic years, participation patterns show a slight decline in the number of students served, which may be connected to the GPA requirement introduced during the 2024–25 academic year. The Basic Needs Center began requiring students to maintain a minimum GPA of 2.0 to access services, which likely limited eligibility for some students who had previously benefited from support. Despite this, engagement remained strong among students who qualified, with many showing continued academic progress and retention. Since this requirement has now been removed for Fall 2025, participation is expected to rise again as access expands to a broader range of students. The center will continue monitoring these trends to ensure that academic standards and student access remain balanced.

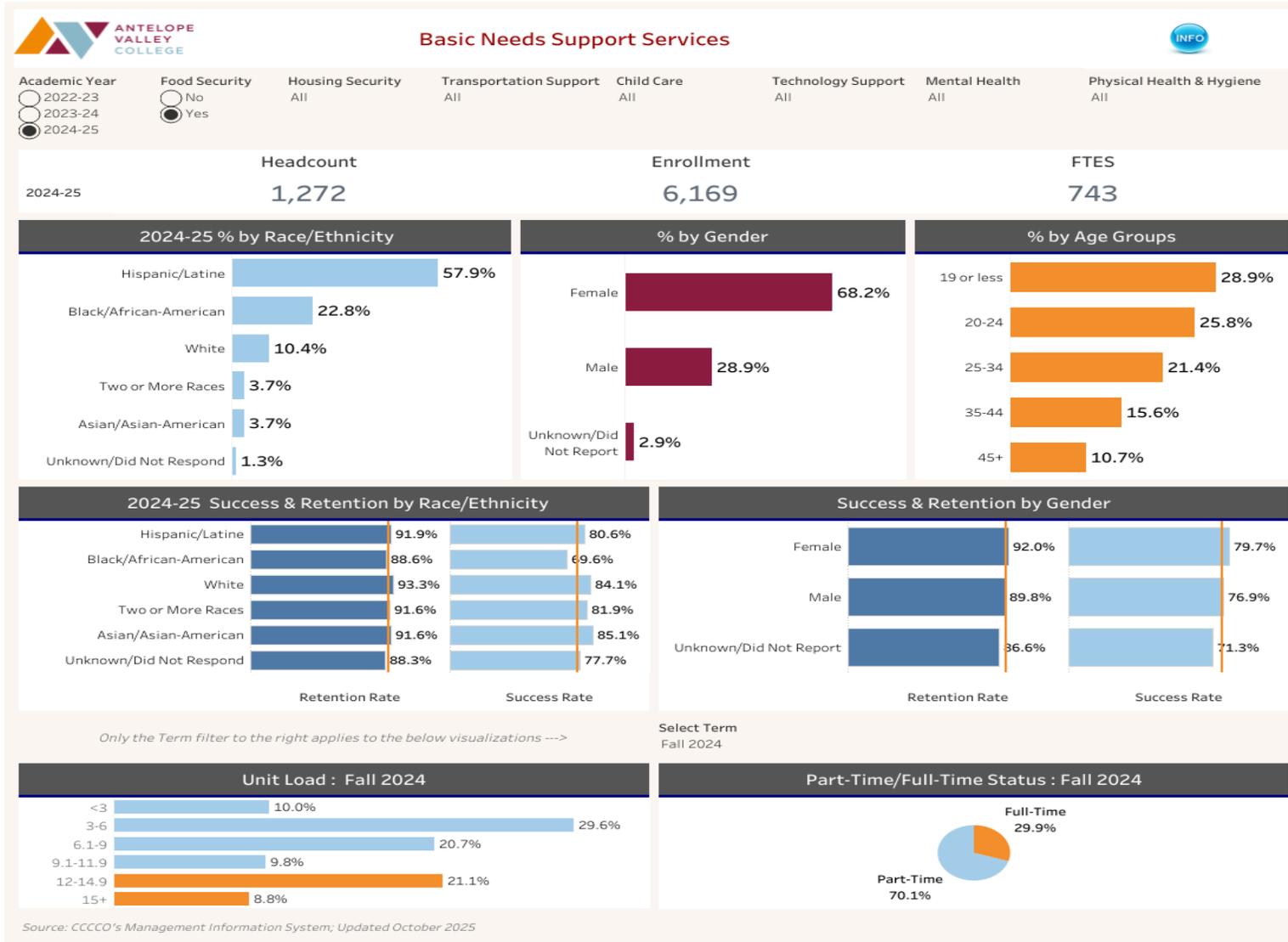
**Figure 1.1 - Basic Needs 23-24 Overall**

**Figure 1.2 - Basic Needs 24-25 Overall**



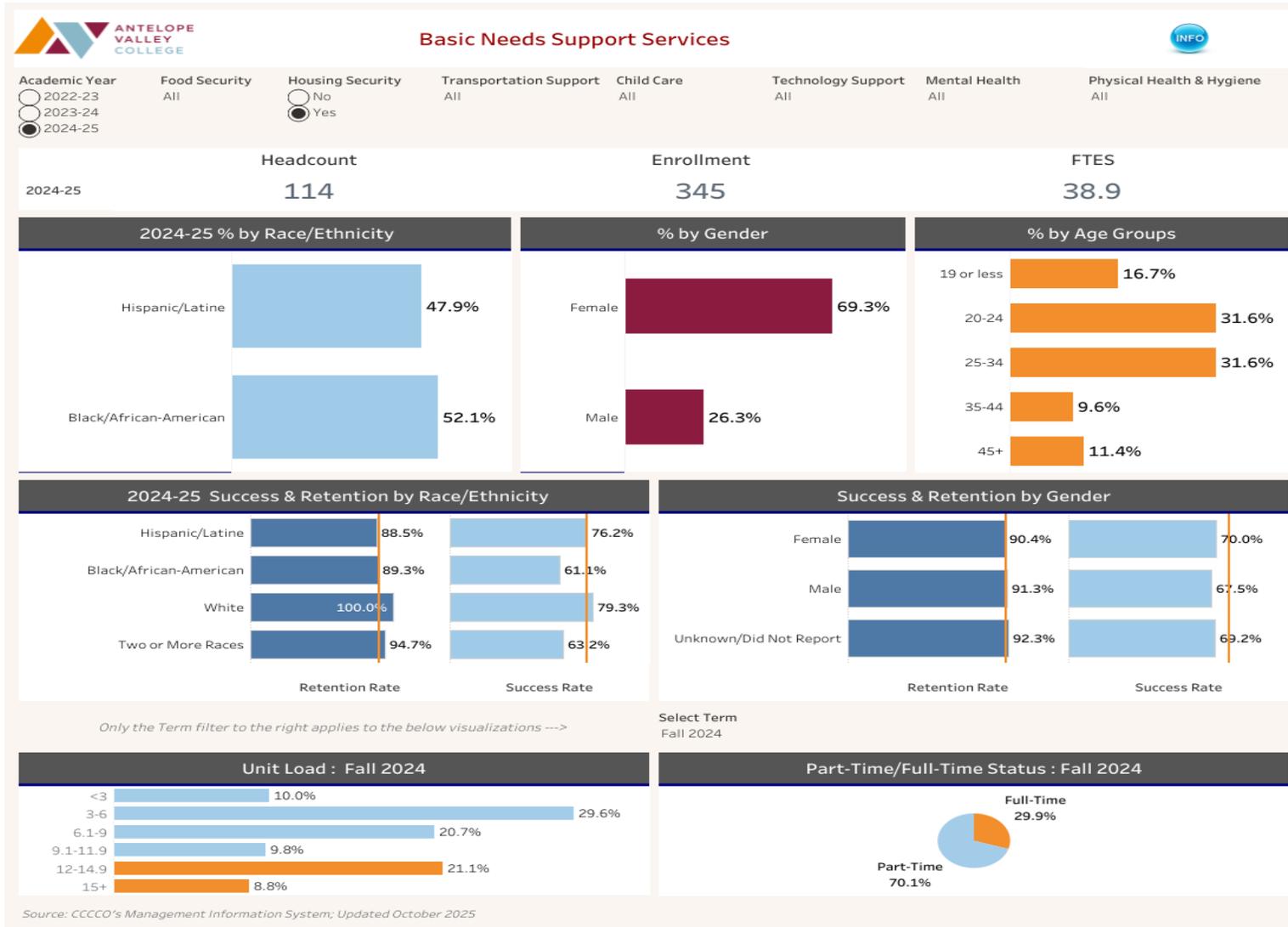
**Figure 1.3 - Basic Need 24-25 Food**

When reviewing the most recent data for our Food program, we continue to see that students who receive this support experience stronger academic success and improved retention when compared to the broader campus population. These positive outcomes are consistent across racial and gender groups, showing that reliable access to food plays a crucial role in helping students stay engaged and focused on their coursework. The continued rise in participation in this program demonstrates that food insecurity remains a significant barrier for many students. Because of this ongoing need and the proven success of the program, we are committed to expanding food support services to ensure students have the stability required to achieve their educational goals.



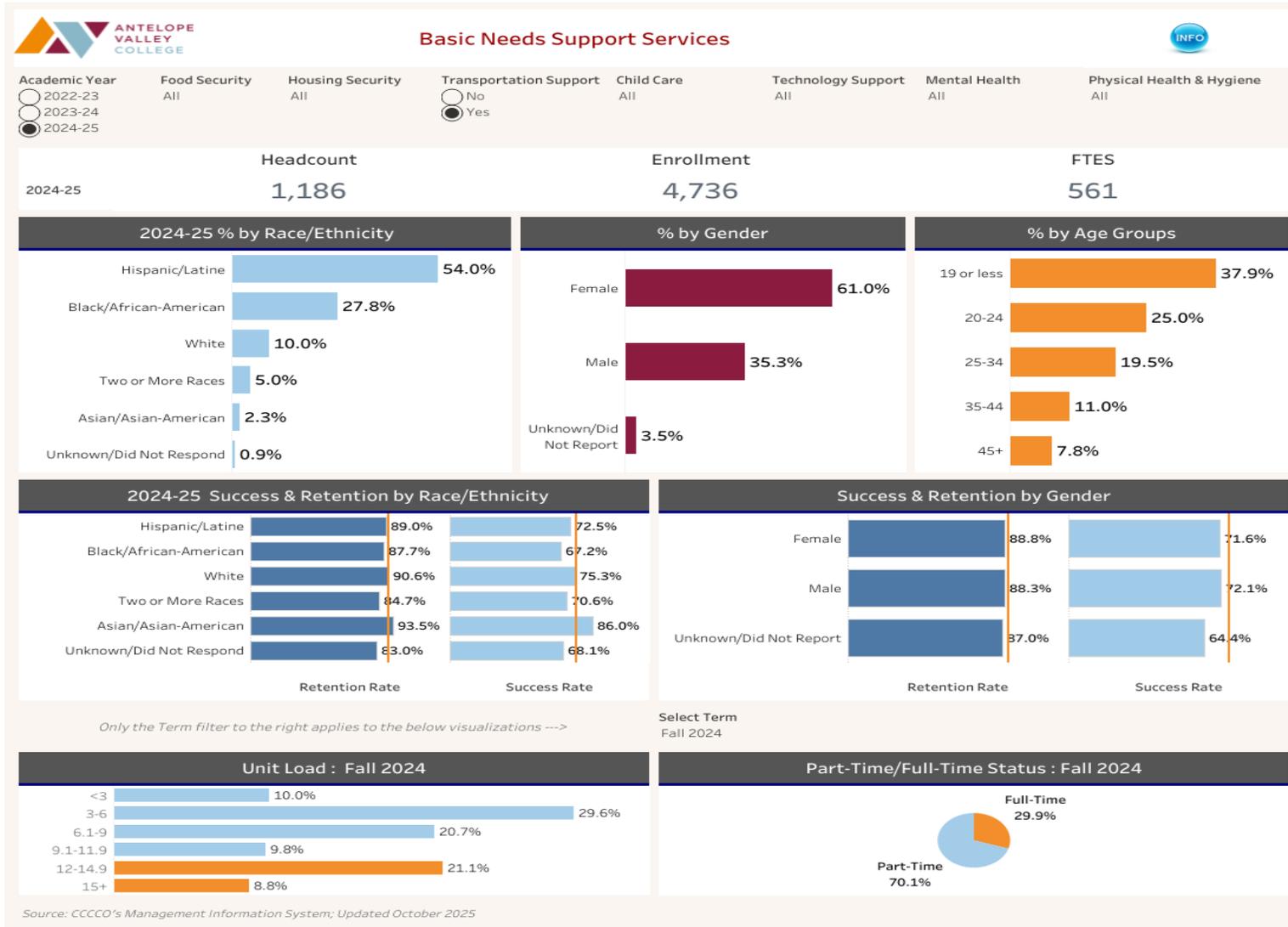
**Figure 1.4 - Basic Needs 24-25 Housing**

The updated housing data shows that the demographic need for housing support remains different from other Basic Needs programs, with Black/African American students continuing to represent a larger portion of those seeking housing assistance compared to other services on campus. Students in their 20's remain the most impacted age group, indicating that early college and workforce transition years are a time when housing insecurity is particularly challenging. While success and retention rates for housing-supported students continue to show improvement, they still reflect the significant obstacles faced by students who lack stable living conditions. As housing insecurity can directly interfere with academic focus, overall well-being, and persistence, the continued demand highlights the importance of providing timely and comprehensive housing resources. For this reason, we remain committed to increasing staffing and support systems to ensure more efficient processing and to help students secure safe and sustainable housing solutions.



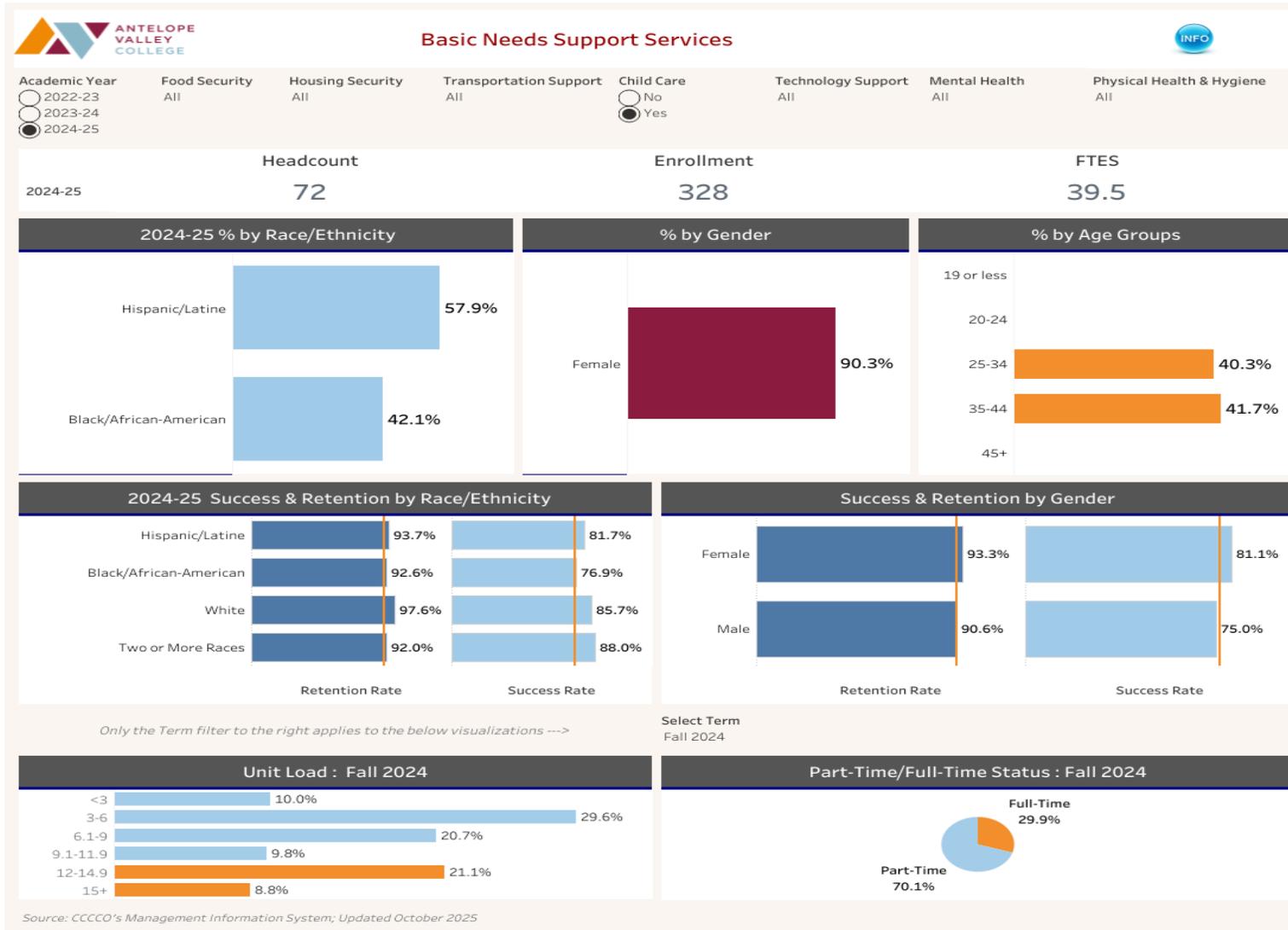
**Figure 1.5 - Basic Needs 24-25 Transportation**

The transportation data for the 2024–25 academic year shows that the Basic Needs Center continued to support a diverse group of students, with Hispanic/Latine and Black/African American students representing the majority of those who utilized transportation services. Most participants were younger students, reflecting that many rely on public transit or assistance to travel to and from campus. Female students continued to make up the largest portion of those receiving transportation support, showing the importance of this service in helping students balance school, family, and work responsibilities



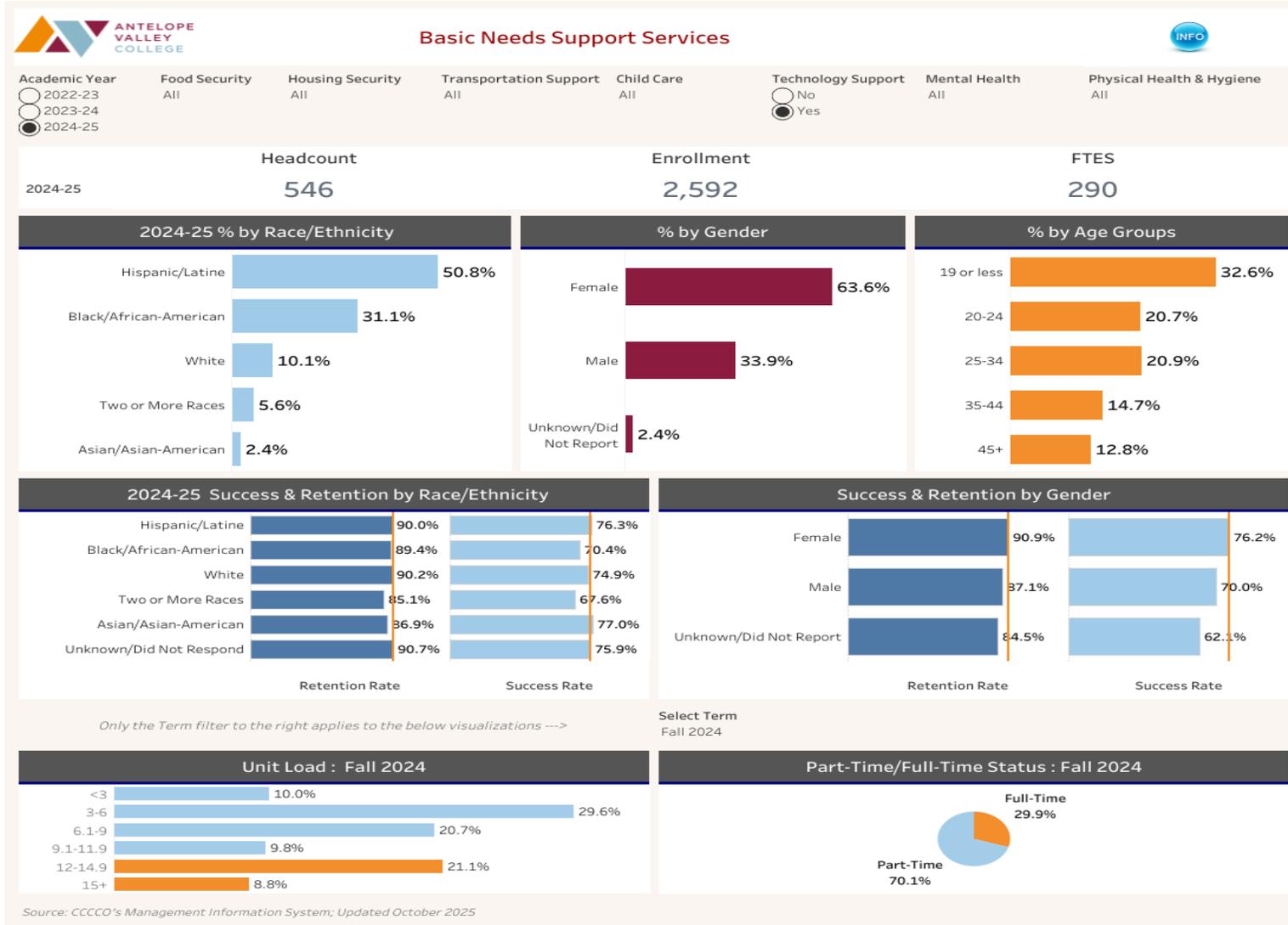
**Figure 1.6 - Basic Need 24-25 Family**

The newest data for our family student population continues to highlight the unique strengths and needs of students who are balancing their roles as both parents and learners. Hispanic/Latine and Black/African American women in their mid-twenties to mid-thirties remain the largest group represented in this category, showing that parenting students are a vital part of our college community. These students continue to demonstrate resilience and determination, which is reflected in their strong success and retention outcomes compared to the broader student body. Although they are performing well academically, the data reinforces that parenting students still face increased barriers that require targeted support. With this information, we remain focused on expanding childcare resources and strengthening family-focused services to ensure parenting students have the stability and flexibility needed to continue progressing toward their educational goals.



**Figure 1.7 - Basic Needs 24-25 Technology**

The 2024–25 data suggests that technology support continues to play a critical role in helping students stay engaged and successful. The strong retention and success rates indicate that access to reliable digital tools directly supports academic persistence, especially among students balancing multiple responsibilities. The high participation of Hispanic/Latine and Black/African American students highlights how technology services are reaching those most affected by digital inequities, helping to close opportunity gaps. Female students, who make up the majority of participants, continue to demonstrate strong academic performance, suggesting that consistent access to technology fosters both confidence and achievement. Overall, the data emphasizes that maintaining and expanding technology support is key to promoting equity and student success across the college community.



**Figure 1.7 - Basic Needs 24-25 Physical Health and Hygiene**

The 2024–25 data highlights the strong impact of physical health and hygiene support on student well-being and academic persistence. The majority of students accessing these services are Hispanic/Latine (53%) and Black/African American (28%), reflecting the program’s continued role in supporting communities that often face greater health-related barriers to education. Most participants identify as female (69.6%) and are between the ages of 20 and 34, a group likely managing work, family, and school responsibilities simultaneously.

Students who received health and hygiene support demonstrate high retention (around 90%) and success rates (75–83%), suggesting that meeting basic physical needs directly contributes to academic stability and achievement. These outcomes underscore the importance of holistic student support—addressing not only academic but also health-related needs—to promote equity and persistence. Continued investment in physical health and hygiene resources will remain essential in ensuring all students have the foundation to succeed.

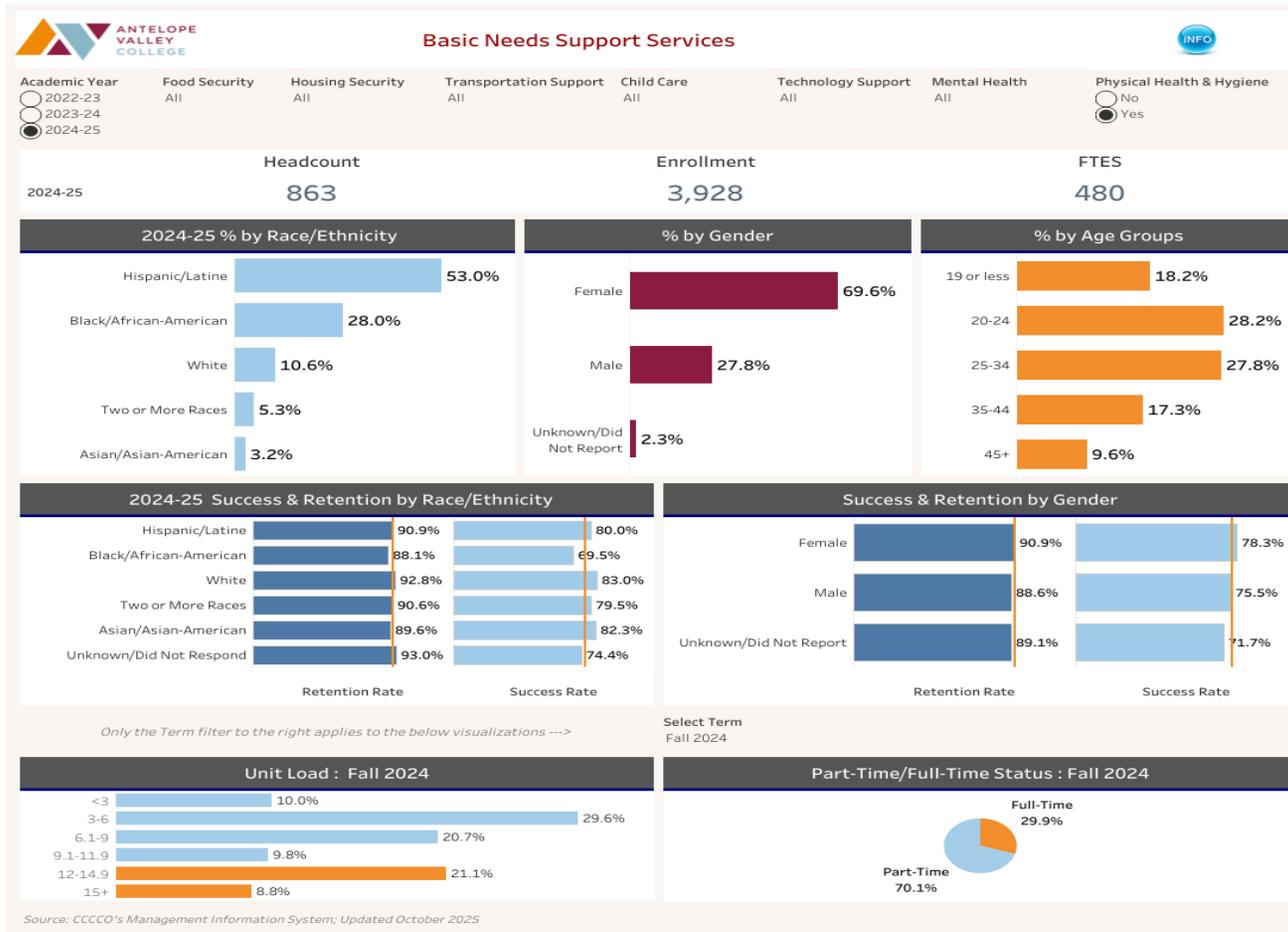


Figure 1.8 - The attached surveys were conducted among students to gather their input on a range of topics, with each question reflecting different scenarios and living situations students experience. The linked document provides a detailed breakdown of the responses across various categories, offering valuable insights into students' perspectives and circumstances.

[https://reporting.alchemer.com/r/694627\\_67c5f6c2f2e0b1.02542606](https://reporting.alchemer.com/r/694627_67c5f6c2f2e0b1.02542606)

	Often true	Sometimes true	Never true	Responses
I worried whether my food would run out before I got money to buy more. Count Row %	190 20.8%	302 33.1%	420 46.1%	912
The food that I bought just didn't last and I didn't have money to get more. Count Row %	149 16.4%	271 29.7%	491 53.9%	911
I couldn't afford to eat balanced meals. Count Row %	188 20.7%	284 31.2%	437 48.1%	909
<b>Totals</b> Total Responses				912



Fall 2025 Program Review Report | Non-Instructional Areas

Department /Area Name: Health & Wellness SOAR For Planning Years: 2026-2027

Name of person leading this review: Jill Zimmerman

Names of all participants in this review: Kimberly Barber, Jill Zimmerman

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

SOAR High School is committed to fostering academic success, social growth, and expanded economic opportunities by supporting students through both high school and college. The school offers a flexible, enriched learning environment focused on mathematics, science, and engineering, specifically designed to empower underrepresented students who show high potential but may not thrive in traditional educational settings.

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?

SOAR High School continues to serve the community with 664 students enrolled across its Lancaster and Palmdale campuses. The program equips students to be academically proficient, college-prepared, and career-ready, offering experiences that foster academic, collegiate, and personal growth. In partnership with Antelope Valley College (AVC), SOAR provides dedicated support for student development. Recently, SOAR was honored with the National Blue-Ribbon School Award in 2024 and 2025 for outstanding academic achievement and recognized as an Exemplary Dual Enrollment Program 2024 and 2025 in California testaments to the dedication of both high school and college staff. A key community partnership with AVTA ensures reliable transportation for students between SOAR Palmdale, AVC Palmdale Center, and their homes. Students from both campuses continue to thrive, successfully pursuing graduation from AVC and transfer opportunities. The success of the program based on the number of students who earn their AA/AS has increased from 71% in 2024 to 82% in 2025. We have met our goal of 100% graduation rate, a 98% rate of A-G completion, and have helped students earn significant amounts of scholarship dollars to attend a 4-year university. In 2024, there were 110 graduates, and a total of 1.55 million scholarship dollars were earned. In 2025, with 102 graduates, the dollar amount jumped to 2.35 million. In these difficult economic times and the cost of higher education, these funds change the course of our students' educational journey.

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 High School is designed to support students in the academic middle, typically those entering with a GPA between 2.0 and 3.5 who show strong potential but may lack access to rigorous coursework. The school serves a diverse student body, with over 56% identified as socioeconomically disadvantaged, 61% Hispanic, 11% African American, and 13% White. Additionally, 65% of students are first-generation college students, many of whom are pioneering their family's path to higher education. SOAR focuses on expanding access to STEM fields for underrepresented youth, offering a supportive and enriched academic environment that emphasizes science, technology, engineering, and math. These academically motivated learners thrive in SOAR's dual enrollment model, which prepares them to excel in both high school and college settings.

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

The expansion of the SOAR Palmdale campus was undertaken to meet growing student needs in the east Palmdale area. To accommodate this, Antelope Valley College (AVC) and the Antelope Valley Union High School District (AVUHSD) partnered to create five new classrooms at the AVC Palmdale Center Annex for Fall 2024. Although this space is an issue with the classrooms, a collaborative approach toward resolving is still in progress so that the students' educational program is not affected. This expansion also highlighted the need for additional student resources, such as food vending and greater access to the Learning Center. Providing SOAR students with AVC's academic support helps bridge the gap between high school and college readiness. By expanding Learning Center services beyond course-specific tutoring to include general academic skill development, both high school and college students can improve their confidence and overall performance.

Counseling support remains a key challenge as SOAR grows. Currently, only two part-time counselors assist students, but AVC practice prevents AVC counselors from creating educational plans for high school students, limiting their understanding of college courses and major planning. Having a larger counseling team to support SOAR students will ensure that the students are following their college ed plan as well as understanding the high school completion will strengthen the pathway for students.

SOAR Palmdale will graduate in the first class in 2026. Even though we are in our 4<sup>th</sup> year, we still have significant issues to overcome for the students at Palmdale Campus. These issues include transportation, classroom space, course scheduling, and other logistical issues. Unlike the Lancaster Campus, most Palmdale classes are offered in the evening, which do not align with high school schedules. Another challenge we face in Palmdale is the lack of college enrollment in credit courses. Often classes get cancelled for low enrollment. It is difficult to have enough classes to complete an AA/AS is a concern.

An additional challenge is the textbook rental program. It is the high school district requirement to provide educational material for students and since SOAR courses are a part of the student's high school transcript, the high school district reimburses AVC for the cost of the textbooks. The process was designed years ago when the SOAR textbook loan program was created. As the years have advanced and the High School district textbook program has expanded, this aspect of the program needs to be reviewed to assess if it can be streamlined and reduce costs.

- 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 CalGETCE / General Education requirement	5
Student retention/success in course worked needed to complete (even though it is above the college average) including textbook access	5

Space for high school class so that we can expand the program	5
Academic counseling/advising for SOAR students	4
<b>Aspirations:</b> (Include your data analysis of relevant metrics in your response.)	

**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
Increase course offering and align schedules at the Palmdale Center	Selected departments have created more course offering to meet the students' needs but more work in this area is needed
Review and revise institutional policies and procedures that restrict SOAR and other high school students from receiving equal access to college resources and services	This goal needs more attention to reach completion

**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
None Identified Last year	Non-Identified last year

**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/ Chairs in increasing courses offering to meet the educational needs of	More course offering at the Palmdale Center

							the SOAR students in Palmdale	
#2	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	Review and revise institutional policies and procedures that restrict SOAR and other high school students from receiving equal access to college resources and services	Work with other campus departments such as Counseling and Learning Center staff to review and revise college policies and practices.	Change in policy and practices which allow for more equal access for all enrolled students no matter their high school status.
#3	ILO 1. Communication				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.	Designing a bell schedule to support dual enrollment, aligning the high school schedule with the college, establishing grade-level guidelines for course selection, and managing unit limits for college coursework.	Review the schedule and course enrollments regularly to account for student needs, attrition, or unexpected conflicts.	Success can be measured by high student enrollment in dual enrollment courses with minimal scheduling conflicts, strong academic performance in both high school and college classes, positive feedback from students and parents, reliable transportation between campuses, and low attrition rates, indicating effective planning and alignment of schedules and course offerings.
#4	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.	Increase Academic counseling/advising for SOAR students	Discuss institutional practices related to high school ed plans and encourage high schools to have career exploration and course alignment. Hiring an Educational Advisor to support SOAR students' ed plans.	Students will be on track to complete their AA/AS and transfer courses while still in high school
#5	ILO 1. Communication				Goal #1 Service: Realign college policies, practices, and	Review the SOAR Textbook process to increase efficiency and reduce costs	Conduct a careful step-by-step process with all stakeholders involved including the student in the	Establish a new SOAR textbook distribution process for Fall 2025 with timelines.

					processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.		book distribution process and identify areas of concern.  People included are Barnes and Noble Bookstore staff, AVC and SOAR staff	
#6	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.	Review SOAR onboarding and management of student /records and enrollment processed to ensure MIS reporting accuracy	Conduct a careful step by step process with all stakeholders involved, including the student in the enrollment into SOAR and AVC. And assess timelines and processes that are more streamlined  People included are staff from AVC, including A&R, FA, Cashiers, ITS, and SOAR staff.	Establish a new SOAR onboarding process with timelines for the 2026-27 school year (for implementation for January 2027)
#7	ILO 1. Communication				Goal #6 Success: Boost success rates by prioritizing the student experience.	Secure classroom space for SOAR students at the Palmdale campus and the Lancaster Campus so that consistent space is available for teachers and students.	Work with both Districts facilities staff and DSA to secure adequate classroom space.	Permeant classroom space will be assigned for student learning to support the Early College program

*\*\*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	Parttime Clerical III to support the onboarding and distribution of educational materials	Goal #5 and #6	New	\$40,000	Recurring	Dr. Jill Zimmerman

Classified Staff	Educational Advisor Full time	Goal #4	New	\$105.797	Recurring	Dr. Jill Zimmerman/Carlos Rosas
Physical/Facilities	Classroom space	Goal #7	New	Unknown	Recurring	Shami Brar
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 for required data).**

Figure A-D The graphs below show the headcount of SOAR students at both Lancaster and Palmdale campuses. Students who enrolled in Fall 2024 and those choosing Summer 2025 courses demonstrate success rates.

**Figure A:** Graduation Rates of students in SOAR between 2024-2025

Specifics	2024 110 Graduates	2025 102 Graduates
Graduation Rate	100%	100%
C or better in all classes, all four years	98%	98%
A-G Completion	93%	98%
Average College Units Completed	50	55
AA/AS + Diploma	71%	82%
Students Pursuing a 4-Year	76%	75%
Scholarships & Tuition Assistance	1.55 M	2.35 M

Figure B: shows Lancaster campus has a total of 437 students enrolled while Palmdale Campus Shows 275 students enrolled.

**Lancaster Campus: 437    Palmdale Campus: 275**

**Total Students: 712**

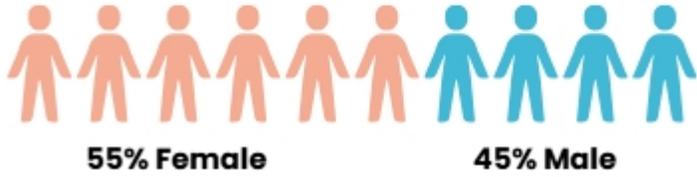


Figure C: This Diaphragm shows that 61.4% of the student body is Latino.

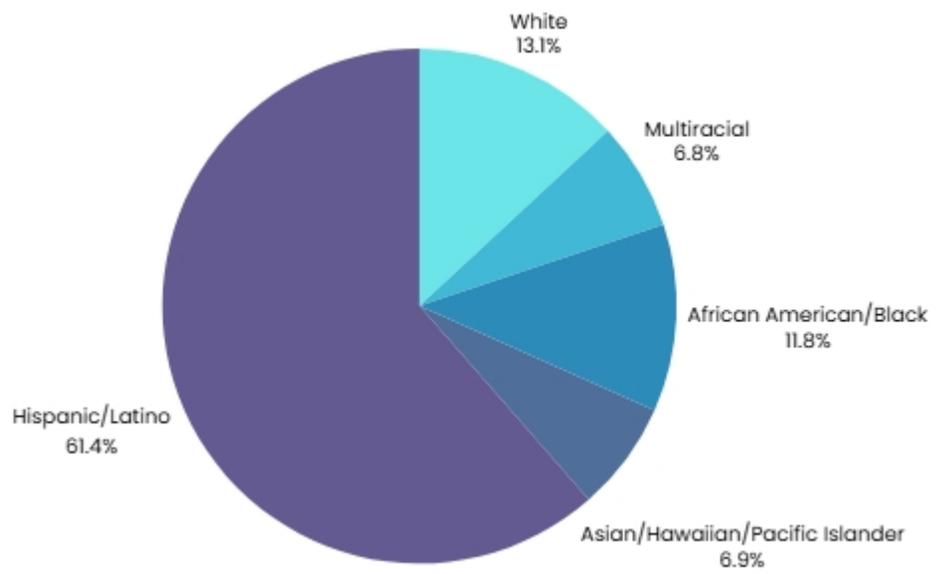


Figure D: Enrolled

**14,225**

**512**

