



Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: Learning Center / Equity & Student Achievement	For Planning Years: 2025-2026
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**Part 1. Program Overview: Briefly describe how the program contributes to the district mission**

The Antelope Valley College Learning Center contributes to the mission of the college in serving “a diverse population of learners” and being “committed to student success.” We value all students. We also share the vision of the college that education can transform lives. Specifically, our mission is to provide a supportive, collaborative space where our diverse community of learners can discover and develop their potential for academic success. The AVC Learning Center is committed to promoting kindness, connection, and a growth mindset. Faculty, staff, and student workers work together to offer personalized educational experiences and resources that help students build confidence, resilience, and greater independence as critical thinkers and lifelong learners.

**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?

**1. Who We Serve and the Services We Provide:** The Learning Center (LC) at Antelope Valley College serves a diverse range of students, both in person and virtually, on the Lancaster campus and at the Palmdale Center. Our primary goal is to support student success by offering tutoring, study spaces, workshops, and specialized academic support. The LC is open to all students but has recently expanded to include **targeted initiatives** aimed at specific student groups and programs.

- A notable initiative is the Student Athlete Academic Achievement Zone (**The Zone**), a focused academic support program for student athletes. Through structured independent study hours, athletes receive guidance and support to balance academics with their athletic commitments.
- Additionally, we have begun collaborating with **R.I.S.E.** to provide academic and progress guidance for students who need extra support. We are developing a partnership where R.I.S.E. participants can benefit from the **resources and services offered within the LC** This program requires students who need academic progress guidance to spend two hours a week in the LC, hopefully **improving their academic performance and persistence.**

- We also partner with **Career and Technical Education (CTE)** programs to promote the use of **embedded tutors**. These tutors work directly in CTE courses, providing hands-on assistance to both professors and students, enhancing practical learning outcomes and ensuring students receive immediate academic support.

**2. How We Measure and Quantify Our Work:** The LC primarily tracks its effectiveness through **attendance monitoring** using **Accudemia**. This tool allows us to evaluate utilization trends, identify areas of need, and ensure consistent growth in student participation. With faculty supervision, tutoring functions like a classroom, so tracking attendance allows the college to collect apportionment for the students we serve. Addressing the initial challenge of low attendance when the LC moved to Sage Hall, we implemented campus-wide events, workshops, and outreach campaigns, which have resulted in **increased awareness and consistent growth in utilization**.

We are currently collaborating with the **Office of Institutional Research** to develop **success-based metrics**. These new measures will allow us to analyze how student engagement with the Learning Center translates to **academic outcomes**, giving us a more meaningful picture of our impact beyond attendance numbers.

**3. Our Measure of Success:** Currently, success is defined by **increased student participation and engagement** with the LC at all three locations. Through strategic outreach efforts, we have observed steady improvements in the **utilization of our services** (see Part 5). Moving forward, we aim to shift toward outcome-based success metrics to better understand the **academic impact** of our services.

These key success stories demonstrate our targeted efforts:

- Our efforts to implement campus-wide events, faculty-led workshops, and outreach campaigns led to an **8% increase in independent study (I.S.) hours** from Fall 2023 to Spring 2024 and a **21% increase in tutoring hours** from Fall 2023 to Spring 2024. We further anticipate an approximate **170% increase in I.S. hours** from Fall 2023 to Fall 2024 and a **5% increase in tutoring hours** from Fall 2023 to Fall 2024.
- **The Zone** has led to **notable academic improvements among student athletes**, with a **5% increase in the overall GPA** of athletes. By the end of Spring 2024, **9 out of 16 teams** achieved a cumulative GPA of 3.0 or higher.
- Our partnership with **CTE programs** has enhanced the learning environment by embedding tutors within courses, providing direct support during hands-on learning activities.

Additionally, our collaboration with **R.I.S.E.** is helping to create a seamless connection between students needing academic and progress guidance and the Learning Center's resources, setting the stage for improved academic outcomes for that part of our population.

**4. Alignment with AVC Service Area Demographics:** The LC serves students across all demographic groups at AVC, ensuring that our services align with the **diverse needs** of the college community. Whether students attend the Lancaster or Palmdale campuses or access services online, we are committed to **equitable access** for all.

Through initiatives such as **The Zone** and our collaboration with **R.I.S.E.**, we provide tailored support to specific student populations, ensuring they receive the guidance needed to succeed academically. Additionally, our work with **CTE programs** highlights our efforts to embed learning support within high-demand technical fields, enhancing both student success and workforce readiness.

**5. LAC Courses Success and Retention:** In 2023-24, while enrollment for our LAC courses (LAC 920 Managing Writing Anxiety, LAC 922 Math Study Strategies, and LAC 923 Managing Math Anxiety) did not meet the threshold to run the courses, the LC faculty responded proactively. They provided students with alternative,

targeted support in the form of workshops and individual consultations. These sessions addressed academic anxiety, study strategies, math, and writing support, ensuring that students still had access to valuable resources tailored to their needs. This flexible approach allowed us to meet student demand and ensure ongoing support despite low enrollment in formal courses.

**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.)*

1. Beginning in Fall 2023, the Learning Center began garnering apportionment for our tutoring hours, including in-person and virtual options for individual sessions, small group sessions, and larger group sessions. Apportionment will increase funding for AVC and support the development of more LC programs for student success. **The 2023-2024 academic year resulted in 6,586.75 hours of tutoring or 12.6 FTES** across our three locations at Lancaster, Palmdale, and The Zone.

- Fall 2023: 2,675 hours of tutoring = 5.1 FTES
- Spring 2024: 3,266.75 hours of tutoring = 6.2 FTES
- Summer 2024: 653.75 hours of tutoring = 1.3 FTES
- Fall 2024 (as of 10/25/24): 1,824.25 hours of tutoring = 3.5 FTES

2. Our independent study (I.S.) hours have grown due to the LC partnerships with Athletics (beginning in Fall 2023) and R.I.S.E. (beginning in Fall 2024) and increased Outreach efforts (beginning in Spring 2024). In the 2023-2024 academic year, the LC had **3,527 students complete 23,233 hours of I.S.** across Lancaster, Palmdale, and The Zone locations. Our Fall 2024 I.S. hours to date (10/25/24) are nearing the entire previous academic year numbers, with **2,173 students completing 19,447.5 hours of I.S.** across all three locations. See the specific data breakdown of student attendance and hours for tutoring and I.S. in Part 5.

3. The Student Athlete Academic Achievement Zone (The Zone) launched in Fall 2023 under the scope of the LC. The space was created for student athletes to meet their educational goals while attending AVC. In this environment, student athletes have a space to do their homework, meet with their athletic counselor, receive weekly tutoring services if desired, and connect to different campus resources. Each of over 300 student athletes has to complete four

hours of study in the LC or The Zone each week. At the end of Spring 2024, the **student athlete grade point average rose 5%** across the intercollegiate athletic program. In addition to the GPA increase, **9 out of the 16 collegiate teams had a collective 3.0 or higher GPA.**

Our partnership with Athletics has continued to support student athletes into this academic year. In Fall 2024, the LC met with all student athletes at their athletic eligibility orientation meeting to discuss our newly drafted joint Student Athlete Academic Achievement Contract, informing them of our shared expectations and requirements. Additionally, the LC implemented a midsemester check-in to encourage student athletes to report if they were currently at a 3.0 or higher GPA, as they would be eligible to reduce their required weekly four hours to two hours. In this first midsemester check-in, **50 student athletes reported a GPA of 3.0 or higher.**

4. LC faculty were responsible for almost all outreach efforts in previous semesters. Beginning in Spring 2024, the LC team created an outreach program in which all LC faculty, staff, and student workers were participants. This outreach program gave instructors the option of having tutors speak to students in their classroom for 5-10 minutes or having LC faculty and staff provide a 15-minute presentation plus a tour of the LC space during the first few weeks of the semester. By including the entire LC team in these efforts, we were able to significantly expand how many students we spoke with.

- Spring 2023 – 746 students
- Fall 2023 – 749 students
- **Spring 2024 – 4,988 students**
- **Fall 2024 – 5,048 students**

In addition to increased tutoring and I.S. hours completed in the LC spaces, our outreach efforts have also significantly boosted NetTutor usage from 2022-23 to 2023-24, as seen in the data below. NetTutor, a 24/7 online tutoring platform, offers live tutoring sessions and asynchronous tutoring options, such as paper drop-off and question drop-off assistance. By actively promoting NetTutor in classes, we increased awareness of LC services and provided flexible, inclusive academic support options, which AVC students across the disciplines utilized extensively.

#### **NetTutor Usage 2022-23 vs. 2023-24:**

- **Live Tutorial Sessions:** Increased from 347 (11,457 minutes) to 1,161 sessions (34,185 minutes)
- **Paper Drop-off Sessions:** Increased from 173 (6,901 minutes) to 659 sessions (30,144 minutes)
- **Question Drop-off Sessions:** Increased from 48 (19,388 minutes) to 112 sessions (66,834 minutes)

This growth highlights the positive impact of our outreach efforts, as more students are utilizing NetTutor to support their academic success.

5. The LC continues to offer workshops in Academic Skills, Communication Studies & AI, Math, and Writing. Beginning in Spring 2024, the LC also began to offer Deaf Studies workshops. In the 2023-2024 academic year, the Communication Studies & AI workshops and the Deaf Studies workshops received our highest attendance: Comm & AI had 107 student attendees, and Deaf Studies had 89 student attendees. The LC faculty also made some in-class visits to go over Math and Writing topics at the request of the faculty to teach those courses. These Math- and Writing-based classroom visits have had more success than scheduled Math and Writing workshops. A specific data breakdown of student attendance for workshops and classroom visits is in Part 5.

6. The LC continues to certify tutors who have finished the internationally recognized College Reading and Learning Association (CRLA) training. **50 AVC tutors certified** at Level 1 (Regular Tutor), Level 2 (Advanced Tutor), or Level 3 (Master Tutor) in 2023-24! LC faculty Wendy Rider and Sarah Harano and LC tutorial specialist Jacklyn Thompson also took 8 writing tutors to the Southern California Writing Centers Association conference for writing tutors in Spring 2024 at Bakersfield College. 4 of these 8 tutors gave academic presentations at the conference.

7. The LC seeks to be an inclusive and welcoming space to our diverse student population. Students have commented that our monthly decor that celebrates culture and diversity has made them feel more welcome in the space. Additionally, we have hosted events like Study Jam each semester to encourage any interested student to stop by during our extended hours to study or receive tutoring. See the specific data breakdown of student attendance for Study Jam events each semester in Part 5.

The LC also participates in campus-wide collaboration, which has also helped to increase traffic, both in person and virtually.

- The LC continues to partner with student equity groups, such as Puente and Umoja, by providing embedded tutors for some of their cohorts' ENGL 101 classes to support these students in the classroom.
- The LC participated in the Fall 2023 Transfer Fair hosted by the Transfer Center.
- LC faculty continue to partner with STAR by offering writing workshops for STAR students each semester.
- Beginning in Fall 2024, the LC expanded our tutoring services to the MESA Center and Veterans Center.
- Beginning in Fall 2024, the LC partnered with the R.I.S.E. program. Students are now required to complete two hours per week of studying or tutoring in the LC.

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

1. The past year has brought significant changes to the Learning Center, beginning with a leadership transition. For an extended period, we reported directly to the Vice President of Academic Affairs. This reporting structure was different from the direct and intentional leadership we were accustomed to, requiring us to adapt to a broader, less specialized oversight. Further change came with an institutional reorganization that shifted the LC from the Language and Communication Arts (LACA) division to the newly established Equity and Student Achievement (ESA) division. This transition was accompanied by the arrival of our new Vice President, Dr. Rebecca Farley. Moving from an academic division to an academic support division has brought both challenges and opportunities.

One of the primary challenges we faced involved the loss of the administrative and clerical support we previously received as part of the LACA division. Without that infrastructure, much of our team's time has been redirected toward handling administrative and clerical tasks, impacting our ability to focus exclusively on program delivery. We have also been working to align with the ESA division's goals and priorities, which are distinct from those we followed under LACA, requiring a period of adjustment to new expectations and objectives.

However, this transition has also provided meaningful opportunities. Being part of the ESA division aligns perfectly with the Learning Center's mission. As a hub of academic support, the LC is designed to close equity gaps, ensuring all students receive the resources they need to succeed. Now embedded within a team that is equity-focused and student-centered, we are better positioned to advance initiatives that align with our core values. This transition allows us to concentrate more fully on equity work, which is the right place for the LC to thrive and make the most significant impact on student success.

2. As part of our ongoing efforts to support student success and close equity gaps, the LC collaborated with the Reflect. Improve. Succeed. Excel. (R.I.S.E.) team to develop a new initiative requiring students to complete hours in the LC each week. This initiative aims to enhance academic progress by exposing students to valuable resources, fostering the development of essential study skills, and ensuring access to tutoring and other academic support services. Our team worked closely with the R.I.S.E. staff to establish clear guidelines for the program, including how participation will be managed and tracked. In collaboration with R.I.S.E., we created a streamlined tracking process to identify students affiliated with the initiative and ensure their completed hours are accurately recorded toward the requirement. In addition to the operational aspects, we actively participated in outreach efforts to engage students involved in the R.I.S.E. program. As a result, we are fully prepared to support and serve these students in Fall 2024, providing them with personalized academic assistance to promote their growth and success.

3. The Palmdale LC remains an opportunity and challenge for the LC team. In Fall 2023, tutorial specialists rotated staffing responsibilities at this location, but this proved ineffective after about half of the semester. LC faculty also rotated in Palmdale once a week, but this also proved to be ineffective. Due to staffing challenges, we did not offer tutoring at the Palmdale LC during Spring 2024.

Beginning in Fall 2024, we have had a tutorial specialist dedicated to the Palmdale LC and adjunct LC faculty in the Palmdale LC on a consistent schedule. Their combined efforts have increased our independent study (I.S.) hours significantly, as they have partnered with Palmdale faculty and SOAR students from the new SOAR High School campus. However, tutoring efforts at the Palmdale LC continue to be a challenge. We are currently seeking to match our tutors more accurately to the subjects offered at Palmdale with peer tutors, and we hope to include professional tutors in the future semesters. The Palmdale LC has 11 computers with cameras and headphones for student use, so Palmdale students are encouraged to use the space for virtual tutoring as well. To continue to support Palmdale students, the LC would benefit from additional equipment, such as printers and whiteboards. See specific data breakdown of student attendance and hours for tutoring and I.S. in Part 5.

4. In the Fall 2023 semester, we observed that many of our newly hired tutors who started doing group tutoring sessions right away did not have sufficient training and preparation to meet the needs of multiple students in a single tutoring session. To better support our group tutors, the LC implemented a policy change in Spring 2024 requiring all tutors to have a semester of training prior to becoming group tutor leads so that they would have time to grow and develop working one-on-one with tutees before managing a larger group. We also allowed group tutor leads to choose if they wanted their group tutoring sessions to be 60, 75, or 90 minutes rather than automatically assigning them 90-minute sessions. We found that these were positive changes: the tutors felt more supported and ready for the new challenge of leading group tutoring sessions, and they appreciated the opportunity to decide which session length worked best for them and their tutees. We also found that more tutors wanted to be embedded tutors rather than group tutor leads; many tutors preferred being able to work with students during their class sessions in a collaborative space. The LC has almost doubled the number of embedded tutors in the past year, from 17 embedded tutors in Fall 2023 to 31 embedded tutors in Fall 2024.

However, implementing these supports for our tutors also impacted our overall group tutoring hours for Fall 2024. We have 10 group tutor leads in Fall 2024, as compared to 16 group tutor leads in Fall 2023. Fewer group tutor leads who are also choosing to host 60- or 75-minute group sessions instead of 90-minute group sessions means that we anticipate that group tutoring hours will be lower in Fall 2024 as compared to Fall 2023. We hope to increase our number of group tutor leads as the LC adapts to the changes we have made in the past academic year. See a specific data breakdown of embedded tutors and group tutor leads in Part 5.

5. The LC also is hopeful for a new opportunity regarding training additional tutors in our LAC 931 course. Currently, all LC tutors complete College Reading and Learning Association (CRLA) certification for Level 1 (LAC 931), and some tutors continue to Levels 2 and 3. The LC is seeking to partner with AVID to have prospective SOAR tutors complete CRLA training beginning in 2025, which will increase our LAC 931 enrollment.

We have continued our partnership with STAR to offer three writing workshops per semester specifically to STAR students. Because we have had consistent attendance in these workshops with STAR students, we have reached out to CalWORKS and EOPS to offer to host writing workshops in future semesters. CalWORKS and EOPS also employ their own tutors, and we are in current conversation with them about including their tutors in our LAC 931 courses in future semesters.

6. As mentioned in Part 2A, our LAC courses (920, 922, 923) have suffered from under-enrollment. We have made them noncredit, tried different times and modalities, and worked extensively with Marketing and somewhat with Counseling to make sure students are aware of these support courses. Moving forward, we plan to pilot LAC 922 Math Study Strategies as an asynchronous course. We also plan to market LAC 920 Managing Writing Anxiety as part of the noncredit College Reading & Writing Readiness certificate, offered as a college preparation opportunity in Summer 2025.

7. Tutor retention continues to be a challenge endemic to our two-year institution, as many students often work as tutors for only two or three semesters before graduating, transferring, and moving on. As noted in last year's Program Review, we have continued to advocate for hiring a limited number of professional hourly tutors to assist with retention issues. These professional tutors would serve as mentors and project leaders to our newly hired student tutors as well as enhancing tutoring in specific disciplines where we have struggled to hire and retain student tutors. We are also seeking to reexamine how we can more effectively recruit student tutors during our spring and summer terms by working more closely with students and faculty across campus and updating our onboarding and hiring processes to have clearer communication with faculty and with the Job Placement Center.

Challenges	Likelihood (1 being unlikely and 5 being highly likely)
<p>Physical space (including The Zone) and finding creative ways to increase capacity (furniture, etc.) is a challenge for the LC. With the addition of new initiatives, including student athletes' and R.I.S.E. students' LC requirements, alongside increasing tutoring sessions and independent study traffic, the LC is experiencing space limitations. As we strive to continue meeting the needs of all students, we are actively exploring ways to maximize our space.</p>	3
<p>The Learning Center at the Palmdale Center requires the installation of a door to secure the facility when it is not in operation. This need aligns with the measures already taken for the mirrored library space, addressing critical concerns related to loss prevention and ensuring safety for both staff and students. The absence of a secure barrier currently poses significant challenges in safeguarding resources and maintaining a secure environment.</p>	4
<p>We have collaborated closely with Athletics, who have agreed to provide a larger space for The Zone. To support this expansion, we have obtained quotes and submitted requests for the necessary furniture to create a functional and accommodating academic environment for student athletes. Once approved, this will free up more space in the main LC for other students.</p>	5
<p>There is an urgent need for reception furniture at the front and back entrances of Sage Hall to address issues related to space utilization and security. The lobby areas have become informal gathering spaces for both students and non-students, leading to disruptions for students accessing Learning Center services and nearby classrooms. Additionally, the lack of oversight has resulted in damage to existing furniture. Implementing reception furniture and a check-in system at these entrances will help secure the space, promote proper usage, and ensure that the facility is reserved for students and academic purposes.</p>	2
<p>In addition, we have initiated discussions with Facilities to explore the possibility of reconfiguring the furniture and layout in Sage Hall. A more efficient setup could expand our capacity to serve students while ensuring that the LC remains a welcoming and effective space for academic support. We are awaiting approval of these requests and are optimistic that these adjustments will help us better meet the growing demand.</p>	5
	4
<p>We are requesting the following staffing additions to support the increased demand and operational needs of our LC services:</p> <p><b>1. Additional Learning Center Specialist.</b> This role is essential for managing the front counter operations, ensuring smooth check-in and check-out processes. Since we began garnering apportionment, this position has become crucial, and these</p>	2



responsibilities should not be managed by student assistants. Key responsibilities for the LC Specialist include scheduling all LC services, including group tutoring sessions, computer lab usage, tours, and informational sessions and supporting **The Zone** and the **Palmdale LC**, ensuring consistency and high-quality service delivery across both locations. The addition of this LC Specialist will ensure that we maintain efficient operations and provide the necessary support to meet increasing student demand.

**2.Clerical III.** Following a recent reorganization that separated the LC from the Language and Communication Arts division, our team was left without dedicated clerical or administrative support. As a team of 10 staff and faculty members overseeing over 70 student workers, our need for clerical assistance is critical.

The increased traffic in the LC has amplified our responsibilities for tracking, reporting, and data collection to identify areas for improvement and growth. A Clerical III position would provide the essential support needed to manage these tasks efficiently, allowing our team to maintain and build upon our positive trajectory. This role would enable us to enhance our operational effectiveness and sustain the growing demands of the LC at our Lancaster and Palmdale locations.

**3. Approval to Hire Additional Adjunct Faculty.** To expand our capacity for offering **line-of-sight tutoring** services, we are requesting approval to hire an additional adjunct faculty member. This addition will enable us to provide more structured and supervised tutoring sessions, meeting the needs of a larger student body and enhancing the overall academic support we offer.

These staffing requests are critical to maintaining high standards of service as we grow, ensuring students receive timely and effective support at all locations.

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

1. As stated in last year's Program Review, the LC is considering how to implement asynchronous tutoring options for AVC students. Currently, AVC offers asynchronous tutoring solely through NetTutor. While this is a benefit for AVC students, we would like to have our own in-house option, such as offering feedback on papers submitted electronically to the LC during tutors' regularly scheduled hours of availability. In addition, we continue to work with CRLA Level 3 certified tutors to create brief videos reviewing relevant concepts in a variety of courses. We plan to publish our video collection in Spring 2025.

2. The LC is always seeking to increase our faculty support and buy-in. Some instructors already offer extra credit for receiving tutoring or attending our events like Study Jam, and we also receive faculty recommendations for prospective tutors. Moving forward, we would like to continue to strengthen our

relationships with faculty across campus by encouraging them to attend these events or host their office hours in both the Lancaster and Palmdale Learning Centers.

3. Due to the LC team's efforts to outreach to students in their classes, to build stronger relationships with faculty across campus, and to foster partnerships with other on-campus groups, the LC has seen significant growth over the 2023-24 academic year. We aspire to continue to cultivate these relationships with students, faculty, staff, and administrators to more equitably serve the AVC community. The information we plan to receive from IERP will allow the LC to more equitably meet student and faculty needs by having embedded tutors and group tutor leads in courses with lower completion rates. Our significant increases in tutoring hours and independent study hours completed in the Lancaster LC, Palmdale LC, and The Zone have resulted in the LC spaces reaching almost maximum capacity, so we also hope to expand our facilities to support all students who seek a welcoming and inclusive space to receive more academic support.

4. One of our primary aspirations is to partner with Institutional Research to develop comprehensive data that measures the academic success of our students. By comparing outcomes between students who utilize tutoring services and those who do not, as well as courses with embedded tutors versus those without, we aim to gain critical insights into the impact of our support services. Additionally, tracking the outcomes of group tutoring sessions led by peer tutors would provide further evidence of our program's effectiveness. While the LC has begun to gather qualitative data regarding our embedded tutors and group tutor leads, expanding our qualitative and quantitative data collection and analysis will allow us to be more strategic in our implementation of supports and services.

5. Our tutors have been invited to present at the Southern California Writing Center Association (SoCalWCA) conference. We propose accompanying them, along with some of our newer tutors, to foster professional development, enhance their skills, and provide valuable opportunities for peer engagement and networking. This experience will not only highlight their expertise but also further develop their abilities by exposing them to best practices and innovations in the field. Additionally, we plan to include campus tours of nearby institutions as part of this trip to broaden their understanding of diverse educational environments. We are requesting funding to support this initiative, ensuring continued investment in the professional growth and success of our tutoring team.

Access to this level of success data would not only help us identify areas for growth but also empower us to demonstrate the value of our services, encouraging broader faculty and student engagement with the LC. This partnership would ultimately strengthen our ability to support academic success campus-wide.

## 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
Finish converting LAC 020 Managing Writing Anxiety to Zero Textbook Cost	The ZTC conversion for LAC 920, along with state-mandated course renumbering, was successfully completed. While enrollment in LAC 920 did not reach the necessary levels for Fall and Spring 2024, this provides an

	opportunity for the department to thoughtfully evaluate the future of the course and explore potential updates or alternatives to better meet student needs.
Report and analyze SLO data for LAC 023 Math Study Strategies	State-mandated course renumbering to LAC 922. Although LAC 922 has been offered each Spring and Fall, the course has been canceled each time due to low enrollment, so no data was reported. We will pilot offering it as an asynchronous course in Winter/Intersession 2025.

**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
Increase access to learning support at the Palmdale Center	In Spring 2024, learning support at the Palmdale Learning Center shut down. During the summer, we planned and prepared for a more strategic approach. A tutorial specialist, Chloe Vidana, was assigned to work in Palmdale full-time in Fall 2024. We also assigned LC faculty (Hannah Valencia, Alicia Williamson, and Dezdemonna Ginosian) to work at the Palmdale LC, recruited more tutors, and reached out to Palmdale instructors and administrators. Students in Palmdale currently feel more supported in their classes, as evidenced by both attendance data and qualitative feedback.
Redesign the way we offer workshops to better meet student needs	The LC more thoughtfully considered the topics and accessibility of workshops. We partnered with Dr. Norma Jones in the COMM department to offer more specific help regarding Communication Studies and AI assistance and with LC faculty Hannah Valencia to offer Deaf Studies workshops beginning in Spring 2024. Prof. Valencia visited the classes to promote the workshops throughout Spring and Summer 2024 semesters and received student feedback on the topics. The LC faculty also began offering workshops on demand to both faculty and students in Spring 2024. Students and faculty can fill out a workshop

	request form on our LC website to receive targeted, “just in time” presentations. Unfortunately, these efforts have not led to a noticeable increase in workshop attendance or individual student-faculty meetings. While we are still facing challenges in student attendance in Math, Writing, and Academic Skills workshops, we have found higher rates of attendance when other faculty attend the workshops with their students, when partnered with other campus groups like STAR, and when the LC faculty go to a specific class to give a presentation at the instructor’s request. See Part 5 for a specific breakdown of student attendance data.
Hire professional tutors	In Spring 2024, we consulted with PCT (HR) about creating job descriptions for hiring professional tutors. Over the summer, we gathered examples from other community colleges. With support from the President and the new VP of Equity and Student Achievement, Dr. Farley, we are now working with HR to advance the hiring process.
Obtain more robust data to analyze how tutoring and other services impact AVC students	In Fall 2023, we reconfigured how we track students who received tutoring services by enrolling them in a 0-unit LAC 900 course. We implemented measures at our front desk and on our website to encourage students interested in receiving tutoring to enroll in the course and re-enroll each semester. Enrolling students in LAC 900 allows us to better track how many students are coming to the LC for tutoring, in which courses, at which dates/times, etc. This information further enabled us to coordinate how we can better serve students and make informed decisions regarding recruiting and staffing tutors.  We are currently working with IERP to generate success data to allow us to measure the success of courses with embedded tutors or group tutor leads as compared to courses without those supports.

**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 #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 five (5) hourly professional tutors	Continue conversation with PCT and advertise positions by Summer 2025.	Positions filled and professional tutors hired.
#2	ILO 3. Community/Global Consciousness				Goal #5 Education: Expansion of offerings and effective course scheduling.	Continue to grow Learning Center services at the Palmdale campus and diversify our community offerings	Hire more tutors for classes offered at our Palmdale location. Build partnerships with professors who teach classes there. Train SOAR High School AVID tutors in CRLA Level 1 (LAC 931) so they can better support SOAR students in Palmdale.	Increased numbers of tutors and students served in the Palmdale Learning Center.
#3	ILO 2. Creative, Critical, and Analytical Thinking				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Analyze Learning Center contributions to student equity and success with data dashboards and regular surveys.	Continue working with IR to develop relevant data dashboards. Collect both quantitative and qualitative data by surveying students and faculty who participate in regular tutoring, group tutoring, and/or	Have more comprehensive and robust data to use in our Fall 2025 Program Review and beyond.

						embedded tutoring each semester.	
#4	ILO 3. Community/Global Consciousness				Goal #6 Success: Boost success rates by prioritizing the student experience.	<p>Improve student success by more fully developing our partnerships with both the R.I.S.E. program and Athletics.</p> <p>Collaborate with the R.I.S.E. program to increase student participation in Learning Center services. Provide targeted workshops and tutoring. Collect data on the efficacy of our efforts.</p> <p>Complete expansion of The Zone to accommodate the student athletes' academic needs. Quotes have been submitted; we are just awaiting approval.</p>	<p>Implement a robust system of personalized academic support for R.I.S.E. students, leading to fewer instances of academic probation and shorter probation durations.</p> <p>Launch of the expanded Zone with the ability to serve more students, and free up space in the Learning Center in Sage Hall.</p>

\*\*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
Faculty	One new adjunct faculty member (20 hrs per week)	#2 and #4	New	\$45,704.00	Recurring	Director Ashley Hawkins
Classified Staff	Five short term hourly professional tutors	#1	Repeat	Est \$19,416.00 (each)	Recurring	Director Ashley Hawkins
Classified Staff	One Clerical III	#2 and #3	New	\$86,210.96	Recurring	Director Ashley Hawkins
Physical/Facilities	Furniture for the Zone expansion	#4	New	\$56,053.14	One-time	Director Ashley Hawkins

Physical/Facilities	Door Palmdale Learning Center	#2	New	\$12,000.00	One-time	Director Ashley Hawkins
Physical/Facilities	Furniture for Check-in Area Sage Hall	#3	New	\$18,520.00	One-time	Director Ashley Hawkins
Other	Funding to take students to SO Cal Writing Centers Association Tutor Conference	#1	New	\$10,000.00	One-Time	Director Ashley Hawkins

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

Required:

- Supporting data/information

### Data 2024 | Fall Summary for Program Review

- Total number of students served in the 2023-24 academic year (Fall 2023, Spring 2024, Summer 2024) and Fall 2024 to date (10/25/24).

Term & Location	Hours Completed & Students Served
Fall 2023 Lancaster	2,666.25 hours of tutoring – 752 unique students 7,485.75 hours of independent study – 1,515 unique students
*The Zone	12 hours of tutoring – 7 unique students 2,305.5 hours of independent study – 282 unique students

Palmdale	8.5 hours of tutoring – 14 unique students 351.25 hours of independent study – 84 unique students
Spring 2024 Lancaster	3,262 hours of tutoring – 862 unique students 9,738 hours of independent study – 1,203 unique students
The Zone	1,010.75 hours of independent study – 97 unique students
Palmdale	216 hours of independent study – 62 unique students
**Summer 2024 Lancaster	653.5 hours of tutoring – 211 unique students 2,125.75 hours of independent study – 284 unique students
Fall 2024 (To Date; 10/25/24) Lancaster	1,798 hours of tutoring – 811 unique students 15,655.75 hours of independent study – 1,686 unique students
The Zone	2,021.5 hours of independent study – 165 unique students
Palmdale	30 hours of tutoring – 36 unique students 1,771.25 hours of independent study – 322 unique students

*\*Tutoring was only offered in the Student Athlete Academic Achievement Zone (The Zone) during Fall 2023.*

*\*\*The Zone and Palmdale were closed during Summer 2024.*



- # of students served via faculty led workshops (Academic Skills/SSBI, Comm/AI, DFST, Math, Writing) and Classroom Visits.

Term	Academic Skills /SSBI	COMM/AI	DFST	MATH	Writing	*Classroom Visits
Fall 2023	16	38	N/A	23	28	263
Spring 2024	4	35	65	4	19	113
Summer 2024	2	42	24	N/A	11	125
Fall 2024 (to date; 10/25/24)	18	60	3	16	22	214

*\*Classroom Visits are scheduled by the faculty teaching the class; they are not previously scheduled workshops.*

- # of unique students served in individual and group tutoring sessions.

Term	Individual	Group
Fall 2023	505	247
Spring 2024	608	254
Summer 2024	136	75
Fall 2024 (To Date 10/25)	607	203

- # of classes with embedded tutors + subject areas.

Term	Tutors & Subjects
Fall 2023	<b>17</b> Embedded Tutors – <b>36</b> Supported Courses

	SOC 101 & 110, ENGL 101 & 103, POLS 101 & 201, COMM 101, SPAN 101, HIST 107, MATH 115, MUSC 101, AFAB 115, INT 201, DFST 101
Spring 2024	<b>24</b> Embedded Tutors – <b>34</b> Supported Courses DFST 102 & 204, PHIL 105, POLS 101 & 103, COMM 101, ENGL 101, 257, BIOL 201, MATH 124 & 135, ACCT 205, AFAB
Summer 2024	<b>7</b> Embedded Tutors – <b>7</b> Supported Courses DFST 101 & 102, POLS 101, BIOL 201 & 202, AFAB 215, COMM 101
Fall 2024	<b>31</b> Embedded Tutors - <b>45</b> Supported Courses ENGL 101, ELEC 110 & 120, COMM 101, DFST 101, 102 & 201, PHIL 105H, CHEM 101 & 110, THA 101, 101H & 239, BIOL 110, 120 & 201, POLS 101, AFAB 120, ART 132, INT 201, ABDY 112, 122

- # of classes with group leaders + subject areas.

<b>Term</b>	<b>Group Leaders and Subjects</b>
Fall 2023	<b>16</b> Group Leaders – <b>36</b> Supported Courses Group Session Attendance – 247 unique students CHEM 101, 120 & 210; PHIL 105 & 110; BIOL 101, 110, 120, 201, 202 & 204; POLS 101; PHYS 120; MATH 115; COMM 101; DFST 101 & 102
Spring 2024	<b>11</b> Group Leaders – <b>22</b> Supported Courses Group Session Attendance - 254 unique students CHEM 101 & 110, 120, 210 & 220; BIOL 110, 120, 201 & 202; PHIL 110; PHYS 110; DFST 101, 102 & 202; MATH 115
Summer 2024	<b>4</b> Group Leaders – <b>5</b> Supported Courses

	Group Session Attendance – 75 unique students CHEM 101, 110 & 120; BIOL 201, DFST 101
Fall 2024	<b>10</b> Group Leaders – <b>17</b> Supported Courses Group Session Attendance – 203 unique students MATH 115, 115H, 135 & 140; BIOL 110, 120 & 201; CHEM 101, 120 & 210; PHYS 120; COMM 101

- # of students served at Learning Center extra hours Study Jam events.

<b>Term</b>	<b>Study Jam</b>
Fall 2023	122 independent study and 37 tutoring
Spring 2024	154 independent study and 70 tutoring
Summer 2024	N/A
Fall 2024	201 independent study and 49 tutoring



Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: Library Services	For Planning Years: 2025-2026
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Name of person(s) leading this review: Dr. Meeta Goel, Amanda Stinson, Linda Parker

Names of all participants in this review: Stephanie Orellana, Deborah Sanchez, Maria West, Dawn Vargas, Dr. Scott Lee, Jerene Kelly, Nicole Lohrman

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

The library's dedication to the mission of Antelope Valley College (AVC) is reflected in its provision of services and resources that facilitate student success and promote lifelong learning. The library curates and maintains a diverse array of collections, including special collections, to address the needs of students, staff, and faculty. Furthermore, the library is actively expanding its collections and services to cater to the distinctive needs of AVC's Spanish-speaking population. This initiative aligns with the college's broader mission of delivering a comprehensive educational experience through diverse materials and platforms for all students. A notable enhancement introduced by the library enables members of the Spanish-speaking community to engage with college and library resources through direct interaction with Spanish-speaking representatives. Both AVC Libraries, located in Lancaster and Palmdale, play a vital role in providing access to essential resources, services, and instructional support, thereby contributing to academic success.

In contrast to many other institutions, the AVC Library distinguishes itself by offering an extensive array of library courses focused on Academic Research, Information Literacy, and Internet Research. These courses are designed to foster content mastery and skill development that align with the college's vision of transforming lives through effective information-seeking strategies, rigorous assessment and evaluation of information, and the enhancement of critical thinking skills. Such competencies are essential for successful transition to university-level studies and for navigating real-world challenges. By integrating these instructional offerings, the library not only supports academic achievement but also empowers students to become informed, analytical, and resourceful individuals in their personal and professional lives.

The library's mission and objectives are fundamentally aligned with the college's Institutional Learning Outcomes (ILOs), which encompass Communication, Creative Thinking, Critical and Analytical Thinking, Community and Global Consciousness, and Career and Specialized Knowledge, as well as the goals outlined in the Educational Service Plan. Additionally, the library provides a range of services, instruction, and research support that correspond with the Vision for Success Goals and AVC S.E.R.V.E.S. goals aimed at reducing equity gaps and advancing the objectives of the Guided Pathways initiative. To facilitate students in achieving their educational and academic aspirations, the library offers comprehensive support through individualized research consultations, live chat services with librarians, email correspondence, phone appointments, drop-in workshops, and in-class instruction across varied platforms, including Zoom. These resources are designed to effectively address students' educational and research needs, thereby enhancing their academic success.

Information literacy is emphasized through the library's reference services and instructional offerings. The Library Department's objectives are twofold: first, to provide opportunities and support for both academic and lifelong learning by ensuring access to a wide range of print and online resources, databases, and information literacy-based instruction; second, to develop a comprehensive and diverse academic collection comprising both print and electronic resources that facilitate student success, foster learning, and encourage exploration across the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, Mathematics, and the professional fields represented in Career Technical Education. These initiatives are designed to equip students with the necessary skills and resources to navigate and critically engage with information in their academic pursuits and beyond.

**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.*

- Services at the Library have expanded as we have added bilingual staff and faculty to the team allowing us the ability to serve students in English and Spanish.
- We added Drop-In Workshops and Research Consultations in Spanish and developed a special Spanish Language Collection available both in Lancaster and Palmdale.
- In a non-instructional capacity, librarians assisted 2595 students at the Reference Desk with Unknown/Other, and Faculty being the next highest populations served.
- Classroom Research Workshops are up compared to the previous year: 45 scheduled workshops to-date, serving 957 students for Fall 24; compared to 28 workshops for Fall of 23 serving 700 students.
- Enrollment is up at the Library, in the 22-23 AY, 16 sections were offered to 290 students. The Library offered 22 sections during the 23-24 AY, across LIB 101, 107 & 110 courses, serving 348 students in library classes alone.
- The ethnic majority of students in LIB courses were Hispanic, black, and white respectively with the greatest gender majority being female. This enrollment reflects the demographics of the college as a whole.
- Success Rate was 82.5%, a .1% increase from the 22-23 AY; while the retention rate was 94.5%, a 1.1% increase from the previous academic year.
- The biggest equity gap was noted in Black/African American students; however, this is improving: from the 22-23 AY the percentage of students in this category with grades of D,F, NP was 28.6%; in the 23-24 AY this markedly decreased to be 18.5%. Indicators demonstrate there is continued work to be done to lower this percentage even further.

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

**Use the following questions to guide your analysis:**

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

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

*Consider the following questions:*

- What does your program/area do well, including capabilities and greatest accomplishments?
- What are the practices that were implemented to increase student success/retention rates or completion rates, or other practices that support the college mission?
  
- In the last year, we have expanded the diversity of the staff & faculty by hiring two (2) full-time librarians one of whom is Latina and a Spanish-speaker, a short-term hourly who is Latina and a Spanish-speaker, as well as a Library Assistant who is a Black/African American female. Additionally, we hired three (3) new Adjunct Librarians, one of whom is Latino and a Spanish-speaker along with a Black/African American female. These diverse hires demonstrate the Library’s commitment to onboarding qualified candidates that reflect the ethnic groups of the populations we serve.
- The recent hiring of an Adjunct faculty member with prior experience in our Library Management System has significantly enhanced our efficiency in cataloging and processing materials. This individual's expertise has contributed to streamlining workflows and optimizing library operations.
- The Library’s profile is being raised through an increased social media presence and improved marketing campaigns. With the development of Spanish-language materials and information, we are expanding marketing to more diverse populations.
- With the expansion of artificial intelligence (A.I.) into academia, the AVC Librarians as information literacy specialists are increasing awareness of A.I. tools and resources with the development of an Intro to A.I. LibGuide, professional development opportunities, and the inclusion of A.I. in Library courses and/or workshops.
- The staff and faculty of AVC’s Libraries meet students where they are whether in class, at the Reference Desk, or the Circulation Desk. Regularly staff and faculty demonstrate their care and concern for students by being gracious, providing guidance to needed resources, bringing candies to share, and engaging with students in a positive fashion.
- Faculty have participated in raising awareness and addressing equity gaps through participation in AVC’s partnership with USC’s Equity Minded Teaching Institute (EMTI) and other equity-minded faculty professional development opportunities demonstrating their commitment to their own growth, understanding, andragogy, and concern for all student success.
- Over 1500 books were give away at the 5<sup>th</sup> Annual Book Giveaway; 1793 print books were purchased in the 23-24 AY totaling \$125,971.48; 2488 items were accepted as donations (valuing \$16, 597.45), which aids the District in being fiscally responsible.

- Check-outs increased from 16031 the previous year to 16803 in the 23-24 academic year; gate counts from 23-24 were down a bit to 89,173, but this could be due, in part, to technical issues encountered with our gate products and software.
- Palmdale Center Library has certainly seen an increase in traffic given that there is a door to secure materials and the shelves are full of resources along with regularly staffed Circulation & partially staffed Reference Desks. The gate counts for Palmdale Center Library were approximately 14,377, but it also suffered from similar technical and software issues. Circulation statistics demonstrate an increase in activity to 649 check-outs, up from 598 for the previous academic year.
- The number of Palmdale Center Library reference interactions dramatically rose to 470 compared to 127 from the 22-23 AY, demonstrating the ability of AVC Library staff and faculty to serve students in varied capacities and locations.

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

*Consider the following questions:*

- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps?
- Now that we have a full, diverse staff and faculty, the Library is better equipped to examine opportunities for expanding services/resources more specifically through a DEI lens.
- We can also further explore strategies for the Library to enhance partnerships, collaborations, and relationships across various campus departments and academic disciplines.
- Teaching faculty have an opportunity to implement EMTI practices into their course applications, assignments, and grading to facilitate closing equity gaps, especially for Black/African American students reducing the 18.5% of D,F, NP students previously reported.
- Leadership is a challenge as we are losing our Dean and there has not been clear communication as to what our leadership will look like in the coming year which leads to confusion.
- The inconsistency in financial and purchasing processes has resulted in administrative bottlenecks, delayed payments to vendors, and increased workloads for assistants and coordinators acting as buyers.
- Accessibility of functioning elevators for our diverse and/or disabled populations. More often than not, the Library elevators are out of service. Additionally, the Circulation Desk is NOT ADA compliant – a severe accessibility issue.
- 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?

Library leadership – Since our Dean is leaving, the Library will not have any direct oversight by a Dean, Director, or Manager impacting the efficiency and effectiveness of the Library and its representation on campus	5
Accessibility – Elevators that consistently function for patrons and an ADA compliant Circulation Desk are crucial	5
Inconsistent Financial/Purchasing – The fact that processes change without any notice is detrimental to the efficiency and effectiveness of the Library’s ordering/purchasing. It is not appropriate that assistants/coordinators serve as buyers. It is not appropriate that processes lead to delayed or late payments which could ultimately cost the District more money– not wise or fiscally responsible.	5

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

*Consider the following questions:*

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

- To ensure that the AVC Libraries are recognized as valuable contributors to the community, where all students, staff, faculty, administrators, and stakeholders feel welcomed, safe, included, and represented.
- The addition of a full-time librarian for the Palmdale Center Library would substantially enhance the library services available at this location. This individual would be present during operational hours, from 8 AM to 5 PM, and would be responsible for a range of duties, including library instruction, covering of the Reference Desk, and facilitating Research Methods Workshops. Moreover, the presence of a full-time librarian would foster increased student engagement through campus displays and provide a consistent online presence to oversee LibChat, thereby bolstering support for student research initiatives. Additionally, having a dedicated librarian on site would ensure that library services are equitably accessible to Antelope Valley College’s diverse student population, irrespective of their campus location or attendance patterns.
- Future considerations for additional librarian positions may include the hiring of an Archivist to oversee the organization and management of the Library's archives, thereby supporting the college's mission and preserving its historical legacy. Additionally, the establishment of an Outreach Librarian role would facilitate community engagement by fostering connections with faculty, staff, students, and local high schools to promote workshops and enhance awareness of the benefits offered by Antelope Valley College and its library services.



**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.*

Renovation of the Library’s Circulation & Reference Desk areas.	NO progress has been made to date.
A comparison of SLO data from AY 22-23 to AY 23-24 shows improved outcomes but identifies areas of weakness.	More students were meeting and exceeding SLOs in the past year as compared to the previous year (i.e. LIB 101 courses). The percentage of those that did not meet SLOs slightly increased from 10% to 11.9% - an area where further examination is needed.
Renovation of study rooms.	Pending, as there has been some progress, but this is not fully completed.

**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
Updated spaces to include a new computer lab, maker space, study room for students with children, and a lactation space.	No progress due to lack of financial support.
Improve the Palmdale Center Library space and expand resource offerings.	In process. There have been major improvements in the amount of materials available at the Palmdale Center Library so much so that weeding is necessary to allow room for new, updated items. Additional signage has been made available at the Palmdale Center Library, but furniture remains an issue to provide comfortable seating, welcoming spaces, and collaborative environments.
Improve furnishings at the Palmdale Center Library.	No progress due to lack of financial support.
Updating of library computers.	Partially complete. All desktop computers have been updated. However, the Library’s laptops have proven to be unusable as they take considerable time to open up (if they do at all) and, once open, fail to connect to the WiFi. Ongoing, <b>sustainable funding is needed to allow for regular</b>

refreshes/replacements/purchases of the Library's technology equipment.

**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 Increase usage of public learning spaces through redesign and improvement of public spaces in the library (including designated space for individual study, group/collaborative activities, quiet, study areas, and circulation).	ILO 2. Creative, Critical, and Analytical Thinking				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	The library will persist in its efforts to renovate and modernize existing spaces, thereby enhancing the learning environment for the diverse population at AVC and improving the workspace for faculty and staff. This initiative aligns with Strategic Goal #2 of the AVC SERVES Framework, which emphasizes equity by ensuring access to resources and facilities for all stakeholders. This includes updating the furnishings for the Palmdale Center Library. And could include display furniture to promote special	The library team will assess departmental needs, outline the benefits to student success, and collaboratively discuss, design, and present proposals for approval and funding.	Library usage statistics and survey feedback from students/staff/faculty.

						collections both in Lancaster and Palmdale.		
#2 Improve and increase productivity and efficiency in technical services and the Palmdale Library by hiring a Library Assistant	ILO 4. Career and Specialized Knowledge				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Technical Services and the Palmdale Library will improve productivity and efficiency in the acquisition and processing of library materials. Additionally, this supports Strategic Goal # 1 of Service and Goal #2 of Success.	Hire a Library Assistant for Tech Services and the Palmdale Library. The library staff will work to improve processes and training of new employees and student workers.	The improved quality, size, and currency of the library materials evidenced by Alma statistics, library usage stats, and patron feedback.
#3 Improve Reference and Improve and increase productivity and efficiency in technical services and the Palmdale Library by hiring a dedicated, full-time, bilingual Palmdale	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.	Full-time Faculty will be available to assist more students and provide similar services available in Lancaster to students and faculty at the Palmdale Center. This also supports the AVC SERVES Framework through Strategic Goals #2, and #6.	Create a full-time faculty position that serves only the Palmdale Center. This position will teach classes, provide reference assistance, and other services as needed at the Palmdale Center.	Student and faculty surveys and feedback, DeskTracker, LibWizard, and Library usage stats.

Center Librarian.								
#4 Improve and increase Library productivity, efficiency, and organization by hiring a Library Manager or Director.	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.	Improve and increase library services and capabilities at the Lancaster Library by hiring a full-time Manager or Director of Library Services. Also supports AVC SERVES Goals #2, and #6.	Hire full-time Manager or Director of Library Services for the Lancaster Campus.	Document departmental needs, benefits to student success, and alignment to institutional goals.
#5 Build and improve upon outreach to increase student/campus awareness and improve utilization of library resources/services for student success.	ILO 2. Creative, Critical, and Analytical Thinking				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Continued collaboration between library faculty and staff to create a sustainable, effective outreach strategy to improve student awareness of library services and resources.	Review and expand on the outreach strategy developed by library faculty and staff incorporating objectives, a timeline, and best practices. This is ongoing.	Survey feedback from students and faculty.
#6 Strengthen and support	ILO 2. Creative, Critical, and				Goal #6 Success: Boost success rates by prioritizing	Collection development librarians will continue to align future purchases of library materials and	Outreach by librarians to engage discipline faculty in a timely manner throughout the semester	The quality and size of library collections and library usage statistics. Faculty input and feedback.

<p>current and future curricular needs of academic disciplines and CTE programs through ongoing, improved collection development and academic service activities.</p>	<p>Analytical Thinking</p>				<p>the student experience.</p>	<p>resources with updated CTE and discipline curriculum and professional guidelines. Additionally, librarians will collaborate with discipline faculty to provide targeted academic supports/services.</p> <p>This supports Strategic Goal #6 in the AVC SERVES Framework of Success to boost student success rates by providing needed resources and services for students, faculty, and the community. This also includes reviewing the collection in terms of the amount of DEI and ethnic group materials.</p>	<p>for title recommendations and to coordinate academic supports/services. This is ongoing. A Spanish language collection area has been developed and the YA collection expanded to allow increased inclusivity of topics and titles.</p>	<p>Using Analytics in our Library Management System (LMS) to aid in collection development especially in the areas of DEI and ethnic materials. Should Analytics not prove useful or capable of this task, it may be wise to consider purchase an OCLC product called Choreo in the future.</p>
<p>#7 Strengthen and develop student information literacy understanding through increased &amp; improved library instruction sessions.</p>	<p>ILO 2. Creative, Critical, and Analytical Thinking</p>				<p>Goal #6 Success: Boost success rates by prioritizing the student experience.</p>	<p>Library faculty will continue to improve instruction, inclusion, and discussion of information literacy (including A.I.) within and across other disciplines.</p> <p>This also supports Strategic Goal #2 of Equity AND Strategic Goal #6 of Success.</p>	<p>More opportunities arise to increase instruction as students and faculty are on campus and online offerings persist as viable alternatives. Additionally, the library continues to offer a greater number of LIB courses to accommodate AVC's diverse student population. With the advent of A.I., the library is looking to be a voice of</p>	<p>DeskTracker, LibWizard, RMWs data, and increased course offerings as well as FPD presentations and attendance.</p>

							reason in the use A.I. tools and resources.	
#8 Improve and increase productivity and efficiency in access services through the regular, sustainable funding for equipment refreshes and/or equipment purchases.	ILO 1. Communication				Goal #6 Success: Boost success rates by prioritizing the student experience.	It is imperative to be able to equip and empower students for success by having technical equipment (laptops, tablets, chargers, WiFi, etc.) that is current and functional.	Sustainable, ongoing funding to be able to keep equipment updated, refreshed, and/or replaced as needed.	Student surveys, feedback, and circulation statistics.

\*\*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
Other	Library Services Manager or Director	#4	Repeat	\$103,700+	Recurring	Dr. Goel
Physical/Facilities	Renovation of Circulation & Reference Desk areas	#1	Repeat	\$140K	One-time	Dr. Goel/Maria West/Linda Parker
Classified Staff	Library Assistant	#2	Repeat	\$45,305+	Recurring	Dr. Goel/Maria West
Physical/Facilities	Improved furnishings for the Palmdale Center Library	#1	Repeat	\$25K	One-time	Dr. Goel/Mara West

Faculty	Full-time, bilingual Librarian for the Palmdale Center Library	#3	Repeat	\$91+	Recurring	Dr. Goel/Linda Parker
Physical	Sustainable funding to refresh and/or obtain new technical equipment such as laptops, tablets, chargers	#8	Repeat	\$65K	Recurring	Dr. Goel/Maria West

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

Required:

- Supporting data/information

Academic Program Review by [AVC IERP](#)

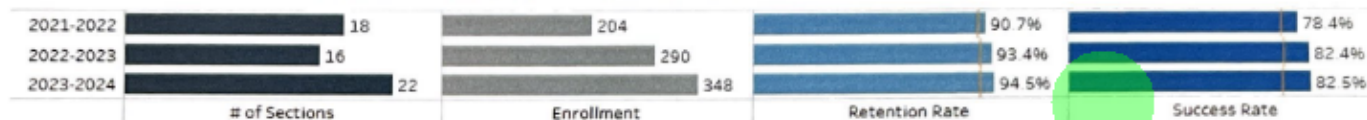
[Instructions & Definitions](#)
[\\*Success & Retention](#)
[\\*Program Awards](#)
[Grade Distribution | Discipline](#)
[FTEF](#)
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### Success and Retention

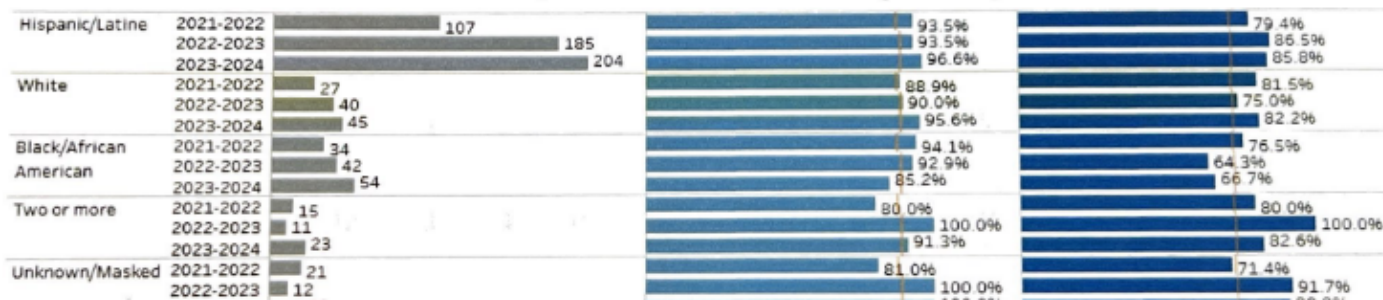
Select Academic Year:  Select Subject:  < Select subject here

AVC Retention and Success shown in vertical |

Overall Enrollments, # of Sections, Retention and Success by Year for LIB



Enrollments, Retention & Success for LIB by Ethnicity



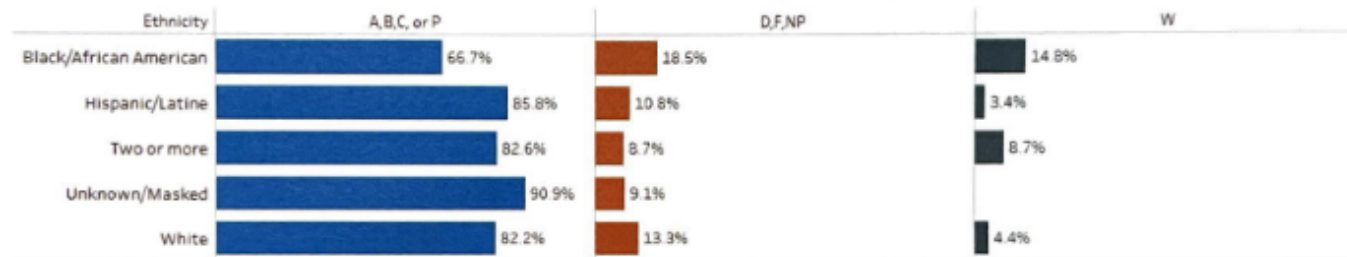
### Grade Distribution

Academic Year: 2023-2024 Subject: LIB

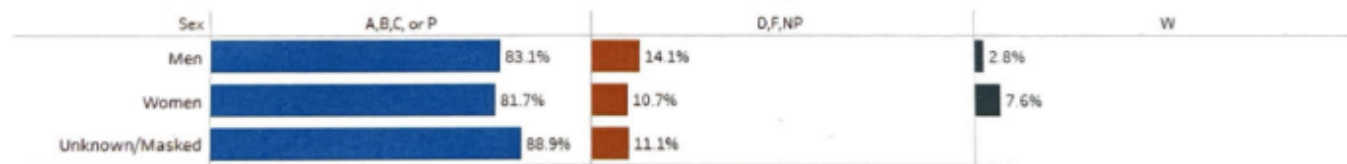
Overall Grade Distribution for LIB



Grades Distribution for LIB by Ethnicity



Grade Distribution for LIB by Gender







Fall 2024 Program Review Report | Non-Instructional Areas

<b>Department/Area Name: Institutional Research, Effectiveness, and Planning/Library Services</b>	<b>For Planning Years: 2025-2026</b>
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**Name of person leading this review: Dr. Meeta Goel**

**Names of all participants in this review: Dr. Meeta Goel & Amanda Stinson**

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

Institutional Effectiveness, Research & Planning (IERP) primarily exists to provide research and analytic support to the college and the wider community to ensure that data-informed decision-making is furthered, and support effectiveness, reporting, planning, and accreditation at the college. The department provides institutional data for state and federal reports along with information related to achievement, college planning, statewide initiatives, and grants for college academic programs and student support services. This information is largely accessible through interactive dashboards that allow for further disaggregation of data. The department is also involved with and provides information for various college-wide processes and initiatives, such as Strategic Planning, Outcomes, Program Review, Academic Achievement, Guided Pathways, Student Equity, Enrollment Management, Achieving the Dream (ATD), etc. The Dean of IERP also serves as AVC's Accreditation Liaison Officer and helps lead the college's accreditation efforts with AVC's accreditation being reaffirmed for another seven years in January of 2024.

**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?

IERP plays a critical role in supporting the overall effectiveness of the college. The department is responsible for leading, facilitating, and actively participating in key college-wide processes, programs, and services. One of the primary functions of IERP is to provide research and analysis that informs decision-making at the college. This includes conducting surveys and studies, analyzing data, and providing reports that help campus constituency groups understand the needs and experiences of students, faculty, and staff. Overall, IERP has received positive feedback for presentations at college meetings, reports, and other studies provided by the department. Examples of surveys that have been widely used at our college, are Community College Survey of Student Engagement (CCSSE), Survey of Entering Student Engagement (SENSE), and Revealing Institutional Strengths and Challenges (RISC). The SENSE is designed to assess the academic and social experiences of students during their first year of college. The CCSSE measures student engagement in various aspects of college life, such as active and collaborative learning, student-faculty interaction, and support for learners. During fall 2023, the SENSE and during spring 2024 the CCSSE were administered in randomly sampled college classes to evaluate student engagement benchmarks and ILOs. These 2023-

24 surveys provided comparison data with prior years (2021-22, 2019, 2016, and 2014) to identify areas of improvement and progress. On the latest SENSE, while the college improved on Effective Track to College Readiness,; Engaged Learning; and Academic & Social Support Network benchmarks, it did not improve on the remaining benchmarks: Early Connections; High Expectations & Aspirations; and Clear Academic Plan & Pathway. For the 2024 CCSSE, the college improved on one bench mark (Support for Learners) while declining on the remaining benchmarks: Active & Collaborative Learning; Student Effort; Academic Challenge; and Student-Faculty Interaction. The RISC survey provides us with student’s perspectives of what our strengths as a college are in aiding with their successes and what are some of the challenges/barriers they face at our institution. According to the spring 2023 RISC survey, 97% of AVC students believed their education was worth what they paid, or worth even more, and 91% would recommend it to their family. Overall, the surveys showed that AVC students have been consistently engaged and satisfied with their college experience.

In addition, IERP has assisted with the implementation of college-wide programs and initiatives that support student success and achievement, such as the Caring Campus and Achieving the Dream (ATD). ATD is a three-year initiative focused on providing support to the college in implementing comprehensive strategies to support and serve Black, Latinx, indigenous, and students of color more equitably. As part of its second year participating in this initiative, the college is receiving tailored coaching, resources, and learning support to improve academic outcomes for students who are disproportionately impacted. AVC is in the process of further developing and finalizing its Action Plan for ATD based on the results of the recently administered Institutional Capacity Assessment Tool (ICAT). The AVC ATD Coaches shared the college’s ICAT results at the October 23, 2024 Capacity Café during their site visit.

**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.)*

IERP plays a key role in ensuring that the college is meeting its goals and objectives. This involves monitoring progress and outcomes, identifying areas for improvement, and working with college employees to develop strategies for enhancing the effectiveness of college programs and services. IERP provides data and other support to the Educational Service Plan and AVC SERVES goals, Program Review, Enrollment Management Committee, and evaluation for various programs and grants (e.g. HSI) on campus, as well as state and federal initiatives and reporting e.g. Vision 2030, IPEDS. In addition to its other responsibilities, IERP facilitated ATD work and successfully led the college's efforts to maintain its Accreditation.

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

Greater outreach and communication are still needed to broaden the use of data for evidence-based change. Although the initial feedback from the first group of data coaches was positive, it highlighted the need for more targeted training to create a culture focused on making evidence-based decisions. While the self-service dashboards provided greater access to information about the population characteristics and measures of success, we have identified a necessity for understanding how to translate data and theory into practice. Expanding our Data Coaching efforts and continuing to work with the Achieving the Dream Coaches and Core/Data Team is critical to ensure that all employees have the skills to use disaggregated data effectively to inform programmatic

changes. Overall, the number of requests has been increasing steadily throughout the years. IERP has faced even greater staffing shortages in the past year, which posed a challenge to the department's progress toward accomplishing its goals. With a full team, we can make progress towards this year's goals more efficiently and effectively.

- 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)
Director of IR position has been vacant for over a year	5
Research Analyst has been vacant for a portion of the past year and prior year	5
Dean of IERP position will be vacant as of 1/1/2025	5
Research Technician was hired a year ago after the position being vacant for four years	1

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

The department strives to advance data democratization at the institution, where campus constituents can easily work with and communicate data. We also strive to improve the accessibility of dashboards and reports by ensuring that they are screen-reader-friendly. The department is continuously working towards cultivating a culture of evidence and inquiry. As the State and the college have prioritized equity, IERP has been (e.g. at Town Hall, Planning Retreat, SPC-BC, Program Review Committee, Dean & Department Chair, Deans', Division and other meetings) and will play an increasingly greater role in training campus constituency groups on utilizing disaggregated data to make informed decisions, leading discussions on institutional planning, assessing program effectiveness, and identifying key priorities for closing achievement and equity gaps.

**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 the number of sessions focused on using dashboards, metrics and effectiveness, research, and planning-related needs	Expanded data coaching efforts and continue to include a cross-sectional group of faculty, classified professionals, and administrators; Increased outreach to all

	Divisions and presented information/provided training for accessing program data and understanding it
Streamline/simplify dashboards and reports to increase data democratization/accessibility, and usage	Requested input from Academic divisions and Student Services areas; Implemented Precision Campus dashboards and shared how to query using them with faculty, deans, and other groups; Reformatted Tableau dashboards with a more simplified interface that is printable and easily understandable

**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
Increase in conversations focused on metrics and effectiveness, research, and planning-related needs (Vision for Success Goals, Guided Pathways, Student Equity Plan, etc.)	Expanded data coaching efforts and continue to include a cross-sectional group of faculty, classified professionals, and administrators; Increased outreach to all Divisions and presented information/provided training for accessing programs and understanding data/metrics; College-wide sessions to share institutional data such as AVC Service Area, Vision 2030, CCSSE/SENSE, and Equity metrics e.g. April 2024 Planning Retreat. The department increased the number of faculty, classified professionals, and administrators having access to data for more informed decision-making.
Integrate Achieving the Dream (ATD), Vision 2030, Guided Pathways, SEP, and Caring Campus goals to college-wide planning	Worked with the ATD Core/Data Team, Guided Pathways Committee, Caring Campus Workgroup, and Equity, however this work is in progress with discussion regarding following through on this integration of initiatives with AVC SERVES goals at Opening Day, recent Town Halls, and the October 2024 Capacity Cafe; Collaborated with Marketing to advertise the Achieving the Dream initiative and ICAT widely
Streamline/simplify dashboards and reports to increase data democratization/accessibility, and usage	IERP has sought out input from campus constituents regarding dashboard usability/clarity; Jargon used in the IR field is minimized and/or explained in

	terms that are more readily understood by most campus constituents; Explanations of data/metrics are provided within dashboards and reports
Work with Salesforce (Tableau), Invoke Learning, and Precision Campus to maximize implementation of data warehouse/data lake and business intelligence tools, to improve, develop & maintain college data system to provide access to real-time programmatic data	IERP has been working with the existing vendors to maximize the implementation and utilization of the new and existing tools for more informed decision-making; New and updated Self-Service analytics tools are available to the campus community
Utilize additional qualitative measures to support existing quantitative data for DI groups	This work is still needed, as staffing shortages have prevented follow through on it: “Develop questions for interviews/focus groups with LGBTQIA+, Black, and Latinx students; Collaborate with marketing to reach out to above student groups and plan to hold focus groups/interviews throughout the year Students have participated and provided input; IR will have analyzed, interpreted findings, and presented findings to the campus community”

**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			More informed usage of data for decision-making	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.	Increased Data Availability, Accessibility, and Training in interpreting & using data	IR will work with the existing vendors to maximize the availability and usage of the new and existing tools	Self-service analytics tools are readily available to the campus community & utilized with assistance from IR as needed

#2	ILO 3. Community/Global Consciousness			More informed and focused improvements in college program and services	Goal #6 Success: Boost success rates by prioritizing the student experience.	Better hear/understand student voice e.g. Focus Groups, Surveys, etc.	Along with CCSSE/SENSE administrations, develop questions for interviews/focus groups with LGBTQIA+, Black, and Latinx students; Collaborate with marketing to reach out to above student groups and plan to hold focus groups/interviews throughout the year	Students have participated and provided input; IR will have analyzed, interpreted findings, and presented findings to the campus community
#3	ILO 4. Career and Specialized Knowledge			A more informed IR Office for addressing college-wide data needs	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.	Professional development for IR Staff as currently vacant positions are filled	Training needs of new IR hires identified and addressed	IR Staff trained for meeting college data/information needs e.g. RP, CAIR, AIR, Tableau, VAR, IPEDS, and other such venues for professional development
#4	Choose ILO				Choose an item.			

\*\*If applicable for instructional areas

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Technology	Invoke Learning	Goal 1: Increased Data Availability, Accessibility, and	Repeat	\$55,000	Recurring	Dr Rebecca Farley

		Training in interpreting & using data				
Supplies	CCSSE/SENSE & Other Means for Listening to Students	Goal 2: Better hear/understand student voice e.g. Focus Groups, Surveys, etc.	New	\$25,000	One-time	Dr Rebecca Farley
Professional development	Professional development of IR staff is necessary as new staff will be hired to fill existing vacancies	Goal 3: Professional development for IR staff as currently vacant positions are filled	New	\$10,000	One-time	Dr Rebecca Farley
Technology	Precision Campus	Goal 1: Increased Data Availability, Accessibility, and Training in interpreting & using data	Repeat	\$40,000	Recurring	Dr Rebecca Farley
Choose an item.			Choose an item.		Choose an item.	

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

Required:

- Supporting data/information

Please note that all of the college’s program review data, its availability, accessibility, and how to use it is provided by IERP on its webpages: [Data Dashboards](#). In addition, the department helps create and administer surveys for college areas requesting those for the purpose of gathering feedback on college programs and services from students, etc.



Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: Equity – General Equity	For Planning Years: 2025-2026
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Name of person leading this review: Alberto Mendoza Gonzalez Larreynaga

Names of all participants in this review: Dr. Rebecca Farley, Alberto Mendoza Gonzalez Larreynaga, Crystal Garcia, Golden Hicks, Tiffany Zazueta, and Sara Collins

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

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

The Office of Equity supports Antelope Valley College’s mission to provide quality, comprehensive education to a diverse community by addressing systemic barriers that can hinder student success. Equity’s programs aim to create an inclusive environment through cross-cultural events and resources that foster literary knowledge, historical empathy, tolerance, and critical thinking, enhancing the educational experience for all students.

By promoting professional development opportunities focused on equity and growth mindsets, the Office of Equity equips faculty and staff with the tools to help close equity gaps. Through these efforts, Equity engages and supports students in achieving their educational goals, fulfilling the college’s commitment to serving the community and ensuring success for all learners.

**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.*

The Office of Equity serves disproportionately impacted (DI) student populations, including Black/African American, Latinx/Hispanic, Native American/Alaska Native, first-generation students, justice-impacted individuals, LGBTQ+ students, foster youth, veterans, economically



disadvantaged students, and students with disabilities. Equity provides a range of comprehensive services designed to meet students' academic, emotional, and personal needs. These services include:

- **Books HELP Program:** Offers free access to textbooks, e-books, access codes, calculators, and lab manuals to support academic success.
- **Focus 180 Program:** Provides justice-impacted students and their families with resources such as job search preparation, transportation assistance (AVTA Campus Connect Bus Passes), childcare referrals, housing support, financial aid advising, and access to the Hearts and Hands Food Pantry. A dedicated space for Focus 180 is being established in the HUB near entry and exit points for accessibility.
- **A2MEND Program:** Supports African American, Latino, and other male students through peer mentoring, leadership development, academic support, and opportunities to attend conferences and participate in community service.
- **Wellness Center:** Currently being developed in the HUB to offer a quiet, inclusive space for students to meditate, pray, or reflect.
- **Cross-Cultural Programming:** Includes events and initiatives aimed at fostering historical empathy, tolerance, and cultural understanding in the different areas being served.
- **Peer Mentorship:** A goal to be established with cross-trained peer mentors that will provide their services to Umoja, A2MEND, and other affinity group programs to support community building and retention.
- **Workshops and Professional Development:** Equity offers specialized workshops for professional development for faculty and staff on inclusive teaching, implicit bias, and equity-minded practices.

The HUB will function as a centralized resource for these services, streamlining access and improving the overall student experience.

The Office of Equity measures its impact through key metrics provided in the Student Equity Plan (SEP). These metrics include:

1. **Successful Enrollment in the First Year:** Among students who indicated an intent to enroll, the rate at which they enrolled in at least one term at AVC.
2. **Persistence from Fall to Spring:** The percentage of students persisting from the fall to the spring term.
3. **Completion of Transfer-Level Math and English in the First Year:** The rate at which students complete both transfer-level math and English within their first year.
4. **Three-Year Completion Rate:** The percentage of students achieving AVC's Vision for Success Completion Goal (earning a certificate or degree) within three years.
5. **Three-Year Transfer Rate:** The rate of students transferring to a four-year institution within three years.

Success is measured by improvements in these metrics for DI groups, as well as a reduction in equity gaps identified by the California Community Colleges Chancellor's Office (CCCCO). The Office of Equity also utilizes feedback from surveys and focus groups to capture qualitative data on students' sense of inclusion and belonging on campus.

Equity data from the SEP highlights disparities experienced by specific demographic groups compared to AVC's overall student population. For instance, Black/African American students experience the largest equity gaps in persistence, with retention rates significantly lower than those of other racial groups, particularly in persisting from fall to spring terms and completing transfer-level math and English within their first year. Latinx/Hispanic students, although showing increased enrollment rates, demonstrate notable gaps in both transfer rates and three-year completion rates, indicating challenges in achieving long-term educational goals. Native American/Alaska Native students show one of the lowest rates of first-year enrollment and persistence, suggesting significant barriers in both accessing and continuing education. First-generation and economically disadvantaged students also show lower rates of completing transfer-level courses and degree attainment within three years, highlighting the need for additional support in academic preparation and financial assistance.

Compared to the broader student demographics, DI groups show lower success rates in nearly all metrics, reinforcing the need for targeted resources and programs to close these equity gaps.

In the past year, SEP reports indicate mixed results in success and retention rates among DI groups. While certain initiatives, such as mentorship programs and academic support workshops, have slightly increased retention for first-year Latinx/Hispanic students, other groups have not seen consistent improvements. For example, the completion rate for Black/African American students in transfer-level math and English remains low, with a decrease observed from previous years. Although persistence rates improved marginally for some groups, they remain below the campus average, underscoring the ongoing need for robust, sustained support.

### **Books HELP Program:**

The success of the Books HELP Program is measured by the number of students served, materials distributed, and its alignment with broader initiatives like Zero Textbook Cost (ZTC) and Open Educational Resources (OER). In Fall 2024, 6,433 textbooks were available, 50 graphing calculators were checked out, and 590 access codes were provided. These metrics reflect the program's ability to meet growing demand and support students' academic success. Success is also gauged by the program's capacity to fulfill requests, reduce appeal rates, and adapt to the increased need for digital learning resources.

The program serves a diverse student population, with a significant portion identifying as Hispanic/Latino (1,071) and Black/African American (486), aligning with AVC's service area demographics. Smaller groups, such as American Indian/Alaska Native (31) and Pacific Islander (5), are also represented, though efforts may be needed to ensure these populations are adequately supported. Gender demographics show 1,299 female applicants, 544 male, and 31 identifying as other or preferring not to state, reflecting inclusivity across gender identities.

Black/African American and Hispanic/Latino students make up a large portion of the Books HELP Program applicants, reflecting their significant needs for resources. While these groups are served effectively, smaller populations, such as Native American/Alaska Native and Pacific Islander students, may require additional outreach and support to ensure equity gaps are minimized.

Black/African American and Hispanic/Latino students make up a large portion of the Books HELP Program applicants, reflecting their significant needs for resources. While these groups are served effectively, smaller populations, such as Native American/Alaska Native and Pacific Islander students, may require additional outreach and support to ensure equity gaps are minimized.

Through these targeted interventions and a data-driven approach, the Office of Equity aims to foster an equitable educational environment at AVC, supporting its mission to serve and support a diverse student population and improve access, persistence, and completion for all students.

**Focus 180:**

Focus 180 measures its impact by tracking the number of justice-impacted students enrolled and supported, collaborations with local reentry and parole offices, and participation in its community resource programs. Success includes increased student enrollment, retention, and transitions into meaningful careers or further education. Outreach to regional and local agencies enhances visibility and participation in the program.

**A2MEND:**

A2MEND measures success by tracking enrollment and retention rates among its members, the establishment of mentorship relationships, and leadership engagement through activities such as club participation, community service, and attendance at conferences. Academic success is also measured through GPA monitoring and progress toward graduation.

**Focus 180 and A2MEND:**

Both programs align with AVC's mission to support disproportionately impacted populations. Focus 180 serves a unique demographic of justice-impacted individuals, with potential expansion through partnerships targeting juvenile justice populations. A2MEND primarily serves African American and Latino male students, groups underrepresented in higher education and whose needs align closely with equity initiatives. Both programs contribute to addressing equity gaps in enrollment, persistence, and academic success.

Focus 180 serves a student group often excluded from traditional educational pipelines due to systemic barriers related to incarceration, impacting equity metrics for completion and retention. A2MEND targets African American and Latino males, who face notable disparities in persistence and degree completion rates at AVC. These programs are critical for addressing the equity gaps these populations face.

Both programs are in early stages of development but show promise for improving retention and success rates. Focus 180 has begun targeted outreach to local parole offices and justice system officials, and collaboration with LA County's Parole Office could increase future enrollment. A2MEND has established a foundation for community and academic support, with its club activities fostering engagement. Both programs aim to track year-over-year changes in retention and success metrics as they grow.

Note on Focus 180 and A2MEND: These programs have resumed their development and growth after challenges in maintaining continuity due to staffing availability and organizational changes within Student Equity in 2023. Adjustments have been made allowing the programs to refocus and continue their important work supporting students.

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

### **Use the following questions to guide your analysis:**

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

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

#### *Consider the following questions:*

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

The Office of Equity primarily serves students identified as disproportionately impacted (DI), including Black/African American, Latinx/Hispanic, Native American/Alaska Native, first-generation, economically disadvantaged students, foster youth, LGBTQ+ students, veterans, and students with disabilities. To support these groups, the office provides a range of services, including cross-cultural programming, mentorship, targeted workshops, and professional development for faculty and staff to help build an inclusive and supportive campus culture.

Constituent feedback is regularly incorporated into program planning through surveys, focus groups, and direct input from students, faculty, and staff. For example, feedback from DI students has been instrumental in designing mentorship programs and selecting topics for cultural events and professional development workshops. This feedback-driven approach ensures that Equity's programs are aligned with the needs and preferences of those it serves and responsive to shifting campus dynamics.

The Office of Equity addresses equity gaps by implementing targeted interventions aligned with metrics identified in the Student Equity Plan (SEP). Key metrics include first-year enrollment, persistence from fall to spring, completion of transfer-level math and English within the first

year, three-year completion rates, and transfer rates. Programs are designed to reduce gaps identified in these metrics, with a particular focus on Black/African American and Latinx/Hispanic students, who have been shown to experience significant disparities in academic success.

### **Strengths and Accomplishments**

The Office of Equity's strengths include its ability to provide responsive, culturally relevant programming that directly addresses DI students' needs. Through mentorship programs, cross-cultural events, and resource workshops, the office has seen some improvements in key metrics. For example, first-year enrollment and persistence rates among Latinx/Hispanic students have shown slight increases due to support provided by peer mentorship and academic workshops. Additionally, the office's focus on professional development has led to faculty and staff becoming more aware of equity issues, which helps create a more inclusive classroom environment that benefits all students.

To support DI students further, the Office of Equity has expanded resource offerings to include:

1. Borrowing of textbooks and/or providing access codes for students' classes as well as calculators for those taking STEM courses.
2. Peer mentorship programs to foster connection and community among new students.
3. Ongoing professional development for faculty on inclusive teaching and implicit bias with partnership with University of Southern California's Race and Equity Center.
4. Ongoing professional development for managers on inclusive leadership and implicit bias with partnership with University of Southern California's Race and Equity Center.
5. Community-building events and cultural celebrations.
6. Learning communities and cohort-based programs where DI students take courses and attend events together.
7. Collaboration with Academic Affairs, Student Services, and People, Culture, and Talent by attending division meetings, taking part in planning from their respective areas, and knowing their goals and initiatives so Equity can assist as the same is reciprocated.

### **Books HELP Program:**

The Books HELP Program is a cornerstone of the Office of Equity's efforts to reduce educational barriers for DI students. With an inventory of 6,433 textbooks, it has supported over 1,600 students in Fall 2024 alone. The program's collaboration with ZTC and OER initiatives has further reduced financial burdens, enabling greater access to course materials. The availability of graphing calculators and access codes has addressed critical needs in high-demand subjects like math, English, and biology, directly supporting student success in key areas.

### **Focus 180 and A2MEND:**

Focus 180 leverages partnerships with regional and local reentry agencies to provide justice-impacted students with holistic support. Its collaboration with programs like Books HELP and the Hearts and Hands Food Pantry strengthens its impact on retention and reentry success. A2MEND has established a strong sense of community through its peer mentoring, leadership development, and club activities. These programs address critical equity gaps and provide tailored support to underserved populations.

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

*Consider the following questions:*

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

To better support student success, the Office of Equity could expand efforts to close equity gaps in several ways. There is an opportunity to strengthen partnerships with academic departments and student services, which would enable Equity to provide more comprehensive support to DI students. For example, creating more cohesive pathways between academic advising, tutoring, and career services could help address lower retention rates among DI groups. Additionally, expanding technology, including artificial intelligence, and resource lending programs would ensure that all students have the tools they need for digital engagement, particularly those facing financial hardships.

One challenge is ensuring sustained, long-term improvement in metrics such as completion rates and transfer rates, particularly for Black/African American students, who continue to experience some of the largest equity gaps. This requires ongoing, data-informed adjustments to programs and resources, which can be limited by funding and staffing constraints. Expanding partnerships within the college and with external community organizations could provide the additional support needed to close gaps in these critical areas.

**Books HELP Program:**

Opportunities include expanding access codes and digital resources to meet increasing demand and ensuring smoother application processes to reduce the high number of appeals. Challenges include securing consistent funding to maintain and expand inventory and addressing equity gaps among smaller demographics such as Native American/Alaska Native students. Collaboration with faculty to align ZTC initiatives with the program's efforts represents a key opportunity to amplify its impact.

Overall, the Office of Equity's strengths lie in its responsive, feedback-driven approach, targeted programs, and alignment with AVC's mission of creating an inclusive, accessible educational environment for all students. Opportunities exist to enhance these efforts through increased resources, partnerships, and targeted support, which would help the office more effectively address equity gaps and foster student success.

**Focus 180 and A2MEND:**

Focus 180's outreach efforts present significant opportunities for growth, particularly through partnerships with parole offices to create dual-enrollment options for justice-impacted minors. However, its small size and reliance on external collaborations pose scalability challenges. A2MEND's strong foundation offers opportunities for growth, particularly by expanding recruitment efforts and increasing community service engagement. Both programs face challenges in securing sustainable funding and resources for long-term expansion.

- 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)
<p>The Office of Equity relies heavily on feedback systems—such as surveys, focus groups, and direct input—to adapt and respond to student needs. However, limitations in the current feedback systems can make it challenging to obtain timely, comprehensive data across all DI groups. This poses a risk to the department's ability to implement data-informed adjustments and improve programs effectively. If feedback systems fail to capture an accurate picture of DI students' evolving needs, the office may unintentionally overlook critical areas, hindering the overall effectiveness of equity initiatives. This risk, though moderate, could lead to missed opportunities for improvement in retention and engagement rates among DI groups.</p>	3
<p>One of the significant challenges for the Office of Equity is developing and maintaining inclusive peer mentorship and tutoring programs that support all students, with a particular focus on those needing assistance in mathematics and English. Cross-training peer mentors and tutors ensures they can address the needs of a diverse student population, fostering academic success and resilience. These programs are especially critical for students who face systemic barriers to success. Peer mentors, trained to provide culturally responsive guidance, create a sense of belonging and community that is essential for retention and engagement. Similarly, tutors trained to support students in high-impact courses, like math and English, can help close academic gaps and build confidence in learners navigating challenging coursework.</p>	3
<p>A significant challenge for the Office of Equity is assisting in a robust support system that addresses the technology needs of disproportionately impacted (DI) students, especially those who may not have access to essential digital resources. Currently, the Basic Needs Center provides a lending program for laptops and Wi-Fi hotspots, ensuring that students have basic connectivity for their academic work. However, demand for these resources often exceeds supply, and Equity can see about assisting in expanding the availability of these lending resources.</p> <p>An additional aspect of the information technology gap is the growing need to incorporate artificial intelligence (AI) resources into the support provided to DI students. Integrating AI tools into student resources is critical not only for academic success but also for preparing students for an increasingly AI-driven workforce. Including AI technology in the equity conversation is essential to ensure DI students have equitable access to the tools and skills that are becoming vital in both the workforce and higher education. Addressing these technology gaps through additional funding, expanded lending programs, and integration</p>	4

of AI resources would strengthen AVC’s commitment to equitable student support and better prepare all students for future academic and professional challenges.

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

*Consider the following questions:*

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

Aspirations:

**1. Expanded Access to Technology Resources**

The Office of Equity aspires to significantly enhance technology access for DI students, a need highlighted by data showing gaps in access to necessary resources. Reports from the Basic Needs Center indicate that demand for laptops and Wi-Fi hotspots consistently outstrips supply, with more DI students expressing the need for digital tools than can currently be met. With Equity’s support in expanding these lending resources, the goal is to ensure that every DI student requiring a laptop or hotspot has consistent access. Data also shows, one place being from the World Economic Forum’s Future of Jobs 2023 report, that exposure to Artificial Intelligence (AI) tools is increasingly critical for students entering a technology-driven workforce, making it essential to provide access to AI resources for DI students. Meeting these technology needs would not only support current academic success but also prepare students for future workforce requirements.

**2. Inclusive, Culturally Responsive Tutoring Programs**

Data from the Student Equity Plan (SEP) shows that DI students, particularly Black/African American and Latinx/Hispanic students, experience significant gaps in completing transfer-level mathematics and English. For example, completion rates in transfer-level math are notably lower for Black/African American students compared to other groups. By creating targeted, culturally responsive tutoring in these subjects, the Office of Equity aims to address these disparities directly. Offering specialized support from tutors who understand and can address the unique challenges faced by affinity groups could improve course completion rates and reduce these gaps. Analyzing metrics on course pass rates and retention will help continuously adapt the program for maximum impact on student success.

**3. A Thriving Umoja Peer Mentorship Network**



Data consistently shows that a sense of belonging, and community significantly affects retention rates for DI students. The SEP highlights that DI students who engage with support networks are more likely to persist in their studies and achieve long-term success. With this in mind, the Office of Equity aspires to develop a strong peer mentorship network within the Umoja program, where Black/African American students can receive guidance from mentors who share cultural backgrounds and experiences. Regular data analysis on retention and persistence rates within the Umoja program can help assess the effectiveness of peer mentorship, aiming to strengthen community support and retention rates.

#### 4. Comprehensive Professional Development on Equity, Inclusion, and Artificial Intelligence

Professional development for staff and faculty is critical to fostering an inclusive campus climate, as evidenced by data indicating that DI students benefit from classrooms where faculty are trained in equity-minded practices. The Office of Equity aims to expand professional development to include training on implicit bias, cultural competence, and the integration of AI in academic contexts. Expanding equity training in collaboration with People, Culture, and Talent to include managers and members of hiring committees is essential for equitable hiring practices. Ensuring that hiring practices are informed by equity will support a diverse faculty and staff body, contributing to a more inclusive environment that aligns with DI students' needs. Data tracking in areas such as faculty diversity and student feedback on inclusion will be key to evaluating the success of these initiatives.

#### 5. A Model of Data-Informed Equity Programs

The Office of Equity's long-term aspiration is to develop data-informed programming that consistently assesses and adjusts to meet DI students' evolving needs. Metrics from the SEP reveal disparities in retention, completion, and transfer rates among DI groups, with significant equity gaps in three-year completion rates, particularly among Black/African American and Latinx/Hispanic students. By establishing a model where such data is regularly analyzed and used to guide decision-making, the Office of Equity seeks to ensure that all services and initiatives align with AVC's mission of fostering an inclusive, supportive academic environment. This data-driven approach aims to demonstrate measurable improvements in retention and completion rates across DI groups, setting a benchmark for effective, equitable programming.

#### 6. Expanded Access to Educational Resources in Collaboration with Student Services

In addition to technology resources, Equity aspires to provide essential educational materials, including textbooks, access codes, and calculators, to all students in need. By collaborating with departments such as NextUP, EOPS, and CalWORKS, Equity aims to ensure that students receiving support from these programs have access to textbook stipends. This approach allows Books HELP funds to be directed toward students who may not qualify for financial aid or other stipends, ensuring equitable access to learning materials across financial backgrounds.

Equity also seeks to work with faculty to increase the adoption of Open Educational Resources (OER), moving more classrooms toward zero textbook cost (ZTC) models. By promoting ZTC courses, the Office of Equity aims to alleviate financial burdens on students and increase access to essential learning materials. In collaboration with Academic Affairs, Equity also aspires to develop zero textbook cost Associate Degrees for Transfer (AD-Ts) that would offer students an entire degree pathway without textbook expenses. This initiative supports the mission of reducing financial barriers, enhancing accessibility, and promoting academic achievement among DI students, aligning with broader institutional goals of equity and inclusion.

**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
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

**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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<p>Successful building of the A2MEND Program</p>	<p>Our program specialist has been actively recruiting students to A2MEND, and students have joined as the program is being rebuilt. A club is being formed, with a space in the HUB designated for regular meetings. We have received funds from the State Chancellor's Office to run and maintain the program. An A2MEND conference is being planned for February by the program specialist, allowing our students to attend as they did when the program was previously active. Outreach efforts are also underway to our local feeder high schools, and we are bringing back relevant workshops for our students in A2MEND.</p>
<p>To improve student success by closing equity gaps for black students through programs and services offered to students through the creation of a Center for Black Excellence.</p>	<p>While we have not yet made progress toward establishing a Center for Black Excellence, we continue to maintain a village space for our Umoja students, equipped with computers and study areas. We plan to utilize focus groups to guide us in better serving our Black/African-American students.</p>
<p>Successful building of the Focus 180 Initiative</p>	<p>Our program specialist is collaborating with community members involved in the Focus 180 initiative for justice-impacted individuals, including the Los Angeles Regional Reentry Partnership (LARRP) and the local LA County Probation Office. We are also partnering with the LA County Probation Office on a countywide level to develop a justice-impacted dual-enrollment program at AVC. This program will allow justice-impacted youth to participate in college courses instead of serving time in juvenile hall. Additionally, our program specialist is working with the LA County Public Defender's Office to provide an expungement workshop, which we plan to offer once each semester.</p>
<p>Expand Programs and Services to Palmdale Campus</p>	<p>We continue to offer Books HELP services at AVC's Palmdale campus, and some programming has expanded to better serve the predominantly Hispanic/Latine student population. Events include a Cesar Chavez Day celebration, where students learned about Chavez's history and heard from a guest speaker who worked with Cesar Chavez and Dolores Huerta. For Hispanic Heritage Month, we hosted a "Café con Chisme" event with faculty to inform students about upcoming changes with CalGETC and the new ethnic studies requirement. We also promoted current and future courses in ethnic studies. Additionally, the Vice-President of Equity and Student Achievement and her managers will be visiting the campus more frequently to collaborate and enhance the presence of services provided by Equity and Student Achievement.</p>

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**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 #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Increase Access to Essential Technology Resources for DI Students	<ul style="list-style-type: none"> <li>Collaborate with the Basic Needs Center to expand the lending of laptops and Wi-Fi hotspots.</li> <li>Secure funding to add AI tools and other advanced technologies into lending resources.</li> <li>Promote these resources through campus events, workshops, and communication channels to reach all DI students in need.</li> </ul>	Increased number of DI students utilizing technology lending services, along with feedback surveys indicating improved access to necessary technology for academic success.
#2	ILO 2. Creative, Critical, and				Goal #1 Service: Realign college policies,	Establish Inclusive, Culturally Responsive Tutoring in Math and English for DI Students	<ul style="list-style-type: none"> <li>Develop cross-training peer mentors and tutors to assist students so that</li> </ul>	Increased completion rates in transfer-level math and English, and other requested areas, for DI students, with

	Analytical Thinking				practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.		<ul style="list-style-type: none"> <li>equity gaps are closed</li> <li>Implement data tracking to monitor DI student completion rates in transfer-level math and English and other needed areas</li> <li>Conduct periodic assessments and training to ensure peer mentors and tutors are meeting DI students' needs.</li> </ul>	semesterly data analysis showing reduced equity gaps.
#3	ILO 3. Community/Global Consciousness				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Establish the HUB as a Centralized Resource Center for Equity Programs	<ul style="list-style-type: none"> <li>Complete the creation of the Wellness Center to provide students with a quiet and supportive environment.</li> <li>Set up dedicated space for Focus 180 near HUB entry and exit points for justice-impacted students.</li> <li>Relocate Books HELP to the HUB, ensuring a seamless one-stop shop experience for equity-focused services.</li> <li>Promote all services offered through the HUB,</li> </ul>	Increased usage rates of the HUB services, positive feedback from student satisfaction surveys, and improved retention and engagement metrics for DI students utilizing these resources.

							including cross-cultural programming, mentorship, and academic workshops.	
#4	ILO 2. Creative, Critical, and Analytical Thinking				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Increase Access to Educational Materials, including Textbooks, Access Codes, and Calculators, in Collaboration with Student Services	<ul style="list-style-type: none"> <li>• Collaborate with Student Services programs (NextUP, EOPS, CalWORKS) to maximize textbook stipends for students.</li> <li>• Utilize Books HELP funds strategically for students without stipend or financial aid access.</li> <li>• Partner with faculty to expand Zero Textbook Cost (ZTC) courses and work toward Zero Textbook Cost AD-Ts with Academic Affairs.</li> <li>• Streamline the application process to minimize barriers for students</li> <li>• Expand the Books HELP inventory of textbooks, calculators, and access codes to meet growing demand</li> </ul>	Increased number of students benefiting from Books HELP funds, higher rates of DI student participation in ZTC courses, and feedback indicating improved access to educational materials.

*\*\*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	Expansion of laptop, Wi-Fi hotspot, and AI technology lending programs to support DI students.	Goal #1 - Increase Access to Essential Technology Resources for DI Students	New	\$50,000	Recurring	Alberto Mendoza Gonzalez Larreynaga
Other	Funding to recruit, train, and support culturally responsive tutors for DI groups, with a focus on transfer-level math and English courses.	Goal #2 - Establish Inclusive, Culturally Responsive Tutoring in Math and English for DI Students	New	\$35,000	Recurring	Alberto Mendoza Gonzalez Larreynaga
Physical/Facilities	Funding to establish and furnish the Wellness Center, relocate Books HELP, and set up a designated space for Focus 180 within the HUB, ensuring all services operate efficiently in a	Goal #3 - Establish the HUB as a Centralized Resource Center for Equity Programs	New	\$25,000	One-time	Alberto Mendoza Gonzalez Larreynaga

	centralized location.					
Supplies	Funding for educational resources including textbooks, access codes, and calculators for DI students in need, in collaboration with Books HELP, NextUP, EOPS, and CalWORKS.	Goal #4 - Comprehensive Professional Development on Equity, Inclusion, and Artificial Intelligence	New	\$300,000	Recurring	Alberto Mendoza Gonzalez Larreynaga
Professional development	Funding for comprehensive professional development programs for faculty, staff, and managers on equity, inclusion, and AI integration, including training for hiring committees to enhance equity in hiring practices.	Goal #4 - Comprehensive Professional Development on Equity, Inclusion, and Artificial Intelligence	New	\$30,000	Recurring	Alberto Mendoza Gonzalez Larreynaga
Technology	Implement inventory management software for the Books HELP	Goal #4 - Increase Access to Educational Materials	New	\$15,000	One-Time	Alberto Mendoza Gonzalez Larreynaga



	<p>Program to streamline the tracking of textbooks, calculators, and access codes. This software will enhance efficiency in managing inventory, reduce errors in distribution, and simplify the application and appeal process for students.</p>					
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**Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).**

Required:

- Supporting data/information

**BOOKS H.E.L.P.**

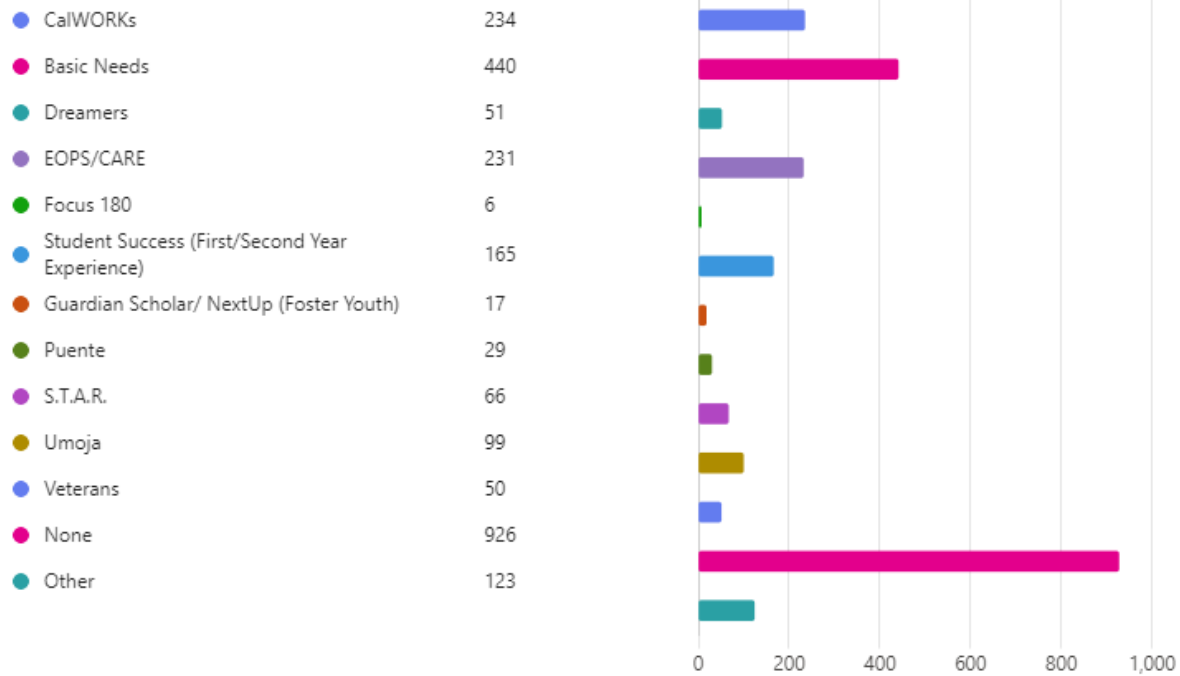
**2024 FALL**

APPLICATION PROCESS	
<b>Applicants</b>	<b>2,009</b>
<b>Approvals</b>	<b>1,615</b>

<b>Appeals</b>	<b>319</b>		
<b>Denied</b>	<b>75</b>		
<b>GENDER DEMOGRAPHIC</b>			
<b>Female</b>	<b>Male</b>	<b>Prefer Not to State</b>	<b>Other</b>
<b>1299</b>	<b>544</b>	<b>21</b>	<b>10</b>
<b>INVENTORY</b>			
<b>Single Access Codes Available</b>	<b>590</b>		
<b>Calculators Checked Out</b>	<b>50</b>		
<b>Calculators in Classes</b>	<b>115</b>		
<b>Textbook Inventory</b>	<b>6,433 (as of last inventory)</b>		
<b>TOP 10 REQUESTED TEXTBOOK SUBJECT</b>			
<b>MATH</b>	<b>668</b>		
<b>ENGLISH</b>	<b>497</b>		
<b>BIOLOGY</b>	<b>395</b>		
<b>PSYCHOLOGY</b>	<b>232</b>		
<b>CHILD AND FAMILY EDUCATION</b>	<b>253</b>		
<b>COMMUNICATION</b>	<b>209</b>		
<b>BUSINESS</b>	<b>197</b>		
<b>POLITICAL SCIENCE</b>	<b>155</b>		
<b>CHEMISTRY</b>	<b>136</b>		
<b>ADMINISTRATION OF JUSTICE</b>	<b>134</b>		
<b>ETHICITY/RACE</b>			

American Indian/Alaska Native	Asian	Black/African American	Hispanic /Latino	Native Hawaiian/Pacific Islander	White (non-Hispanic)	Multiracial	Other
31	95	486	1071	5	256	113	28

6. Programs you're involved in on campus:

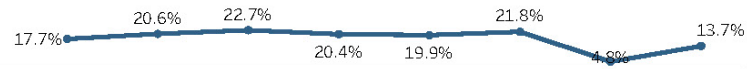


## 2023 Student Equity Plan Overview

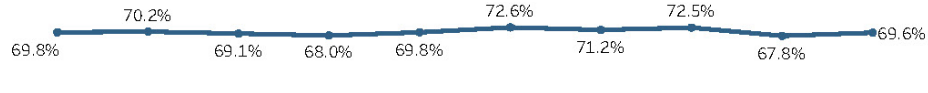
<p><a href="#">Description</a></p>	<p>This dashboard shows data for the five metrics in the Student Equity Plan (SEP). Data are provided by the Chancellor's Office for each metric across cohort years, disaggregated by student demographic groups, and intersected with gender. Disproportionate Impact (DI) is examined for all disaggregations.</p> <p>For additional detail, hover over numbers.</p>
<p><a href="#">Disproportionate Impact (DI)</a></p>	<p>Disproportionate impact (DI) is when the percentage of persons from a particular racial, ethnic, gender, age, or disability group outcome measure is significantly different from the representation of that group in the population of students.</p> <p>DI is calculated using the Percentage Point Gap Minus One (PPG-1) methodology, in which the outcome rate of the primary subgroup is compared to the outcome rate of all OTHER students in the cohort. Throughout this dashboard, DI will be shown in <b>red</b>.</p>
<p><a href="#">Metric Definitions</a></p>	<p><b>Successful enrollment in the first year:</b> Among applicants who indicated an intent to enroll, the proportion who enrolled in at least one term as a non-special admit student in the same community college in the selected year</p> <p><b>Persistence (primary terms):</b> Among students in the selected student journey, the proportion who persisted from fall to spring at AVC in the selected year, excluding students who completed an award or transferred to a postsecondary institution</p> <p><b>Transfer math &amp; English:</b> Among students in the selected student journey, the proportion who completed transfer-level math and/or English in their first academic year of credit enrollment from their first term within the district</p> <p><b>Vision Completion goal in 3 years:</b> Among students in the selected student journey, the number of students who earned one or more of the following within three years: CO-approved certificate, associate degree, and/or baccalaureate degree, and had an enrollment at Antelope Valley College in the selected year</p> <p><b>Transferred in 3 years:</b> Students who transferred to any four-year postsecondary institution within three years</p> <p><i>Source: CCCC's Student Success Metrics Dashboard: Metric Definition Dictionary</i></p>

## Metric Trends | Overall Outcome Rate

Successful Enrollment in the First Year



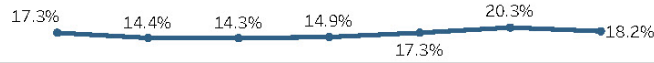
Persisted First Primary Term to Subsequent Primary Term



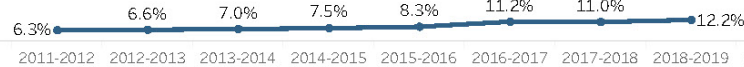
Completed Both Transfer-Level Math and English within the District in the First Year



Transferred to a Four-Year Institution within Three Years



Attained the Vision for Success Definition of Completion within Three Years



## DI Overview by SEP Metric

(Red indicates DI observed)

DI Observed?  
 No  
 Yes

[Click to go to View 2 >](#)

Hover over squares for additional details.

### Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by DI & academic year:

### Completed Both Transfer-Level Math and English within the District in the First Year

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Ethnicity	Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Black/African American	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Filipino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Latinx/Hispanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Native American/Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Pacific Islander/Hawaiian Native	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Two or More Races	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unknown/Non-Respondent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Primary Disagg

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Gender
- Homeless
- LGBT
- Overall
- Perkins Economically ..
- Veterans

#### Select for DI:

- No
- Yes

## DI Overview by SEP Metric

(Red indicates DI observed)

DI observe..

No

Yes

[< Click to return to View 1](#)

This view shows the percentage of students in the cohort who achieved the selected metric outcome.

### Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by DI & academic year:

Completed Both Transfer-Level Math and English within the District in the First Year

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>Ethnicity</b>						
Asian	19.6%	19.0%	21.1%	41.9%	35.3%	32.6%
Black/African American	1.3%	1.8%	2.8%	7.7%	11.1%	10.6%
Filipino	16.4%	14.3%	21.3%	29.6%	48.1%	41.5%
Latinx/Hispanic	6.7%	6.3%	8.3%	19.7%	22.7%	20.9%
Native American/Alaska Native	11.1%	22.2%	8.3%	7.1%	25.0%	0.0%
Pacific Islander/Hawaiian Native	0.0%	0.0%	10.0%	0.0%	0.0%	25.0%
Two or More Races	11.0%	8.2%	10.4%	18.1%	18.2%	16.7%
White	8.7%	7.6%	12.8%	18.7%	27.3%	18.0%
Unknown/Non-Respondent	11.1%	5.3%	8.3%	11.9%	17.4%	4.3%

### Primary Disagg

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Gender
- Homeless
- LGBT
- Overall
- Perkins Economi..
- Veterans

### Select for DI:

All

## PPG-1 Trend by SEP Metric

(Red indicates DI observed)

DI observed?

- No
- Yes

The Percentage Point Gap Minus One (PPG-1) method compares the outcomes of a disaggregated subgroup and all other students (excluding students in the subgroup). For example, the persistence rate of Latinx/Hispanic students to the persistence rate of all non-Latinx/Hispanic students.

PPG-1=Outcome rate (%) for disaggregated subgroup - Outcome rate (%) for all other students.

PPG-1 can result in a positive or negative number. A negative PPG-1 indicates that the disaggregated subgroup has a lower outcome rate compared to the outcome rate of all other students. A positive PPG-1 means that the subgroup has a higher outcome rate.

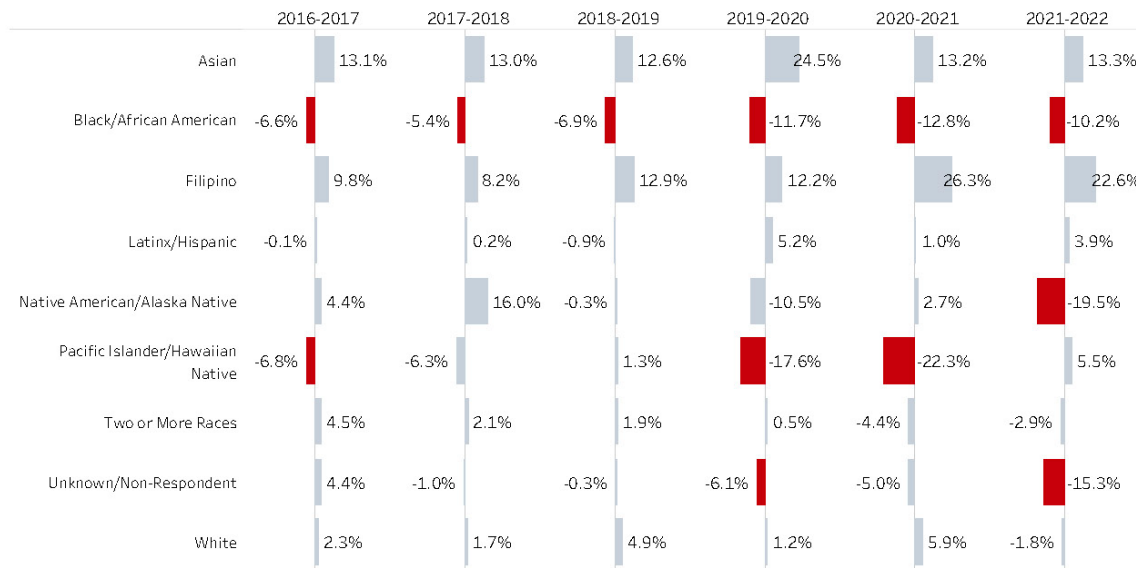
Source: CCCCO's "Percentage Point Gap Minus One (PPG-1) Methodology Notes\_2022"

Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by demographic group & academic year:

### Completed Both Transfer-Level Math and English within the District in the First Year by Ethnicity



Select demographic group:

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Gender
- Homeless
- LGBT
- Overall
- Perkins Economically Dis..
- Veterans



## DI Overview by Metric Outcome & Gender

(Red indicates DI observed)

DI Observed?

- No
- Yes

[Click to go to View 2 >](#)

Hover over squares for additional details.

Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by demographic group,  
DI & academic year:

### Completed Both Transfer-Level Math and English within the District in the First Year by Ethnicity

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	Female	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	All Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black/African American	Female	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Male	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	All Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filipino	Female	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	All Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latinx/Hispanic	Female	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	All Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American/Alaska Native	Female	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Male	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	All Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander/Hawaiian Native	Female	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	All Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two or More Races	Female	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	All Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
White	Female	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	All Other	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unknown/Non-Respondent	Female	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	All Other	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Select demographic group:

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Homeless
- LGBT
- Perkins Economically Disadv.
- Veterans

Select for DI:

All

## DI Overview by Metric Outcome & Gender

(Red indicates DI observed)

DI observed?

No

Yes

[< Click to return to View 1](#)

This view shows the percentage of students in the cohort who achieved the selected metric outcome.

### Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by demographic group, gender & academic year:

### Completed Both Transfer-Level Math and English within the District in the First Year by Ethnicity

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	Female	16.1%	15.2%	28.0%	52.2%	31.3%	38.1%
	Male	24.0%	21.4%	17.2%	30.0%	38.9%	29.2%
	All Other		50.0%	0.0%			0.0%
Black/African American	Female	2.1%	0.8%	4.0%	8.4%	16.2%	13.5%
	Male	0.4%	2.9%	1.3%	6.8%	6.1%	6.6%
	All Other	0.0%	7.1%	0.0%	10.0%	0.0%	50.0%
Filipino	Female	15.6%	11.8%	24.2%	21.6%	56.5%	36.1%
	Male	14.8%	17.1%	18.5%	39.4%	41.4%	50.0%
	All Other	50.0%	0.0%	0.0%	0.0%		0.0%
Latinx/Hispanic	Female	6.4%	6.4%	8.1%	24.8%	27.4%	23.6%
	Male	7.3%	6.4%	8.6%	14.3%	17.2%	17.7%
	All Other	0.0%	4.0%	6.3%	11.5%	11.8%	25.0%
Native American/Alaska Native	Female	20.0%	33.3%	25.0%	11.1%	0.0%	0.0%
	Male	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%
	All Other		0.0%				
Pacific Islander/Hawaiian Native	Female	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	All Other		0.0%	100.0%			
Two or More Races	Female	11.2%	5.6%	10.6%	17.6%	21.5%	17.1%
	Male	10.0%	11.7%	10.3%	19.0%	14.5%	15.0%
	All Other	25.0%	0.0%	0.0%	0.0%	0.0%	25.0%
White	Female	6.7%	6.7%	12.7%	20.7%	32.8%	22.2%
	Male	11.0%	8.8%	12.9%	17.0%	21.6%	14.8%
	All Other	0.0%	0.0%	13.3%	18.2%	33.3%	11.8%
Unknown/Non-Respondent	Female	7.1%	0.0%	9.4%	12.0%	16.7%	11.1%
	Male	18.2%	10.0%	9.1%	11.8%	13.3%	0.0%
	All Other	0.0%	0.0%	0.0%	11.1%	50.0%	0.0%

### Select demographic group:

DSPS

Ethnicity

First Generation

Foster Youth

Homeless

LGBT

Perkins Economically Disadv..

Veterans

### Select gender:

All

## PPG-1 Trend by SEP Metric and Gender

(Red indicates DI observed)

The following view looks at PPG-1 for the primary group at the intersection of gender. This information can be used to answer the question, "Is there intersectional DI observed for the subgroup of interest?" While DI might be present in the primary group, DI may or may not be present when adding gender.

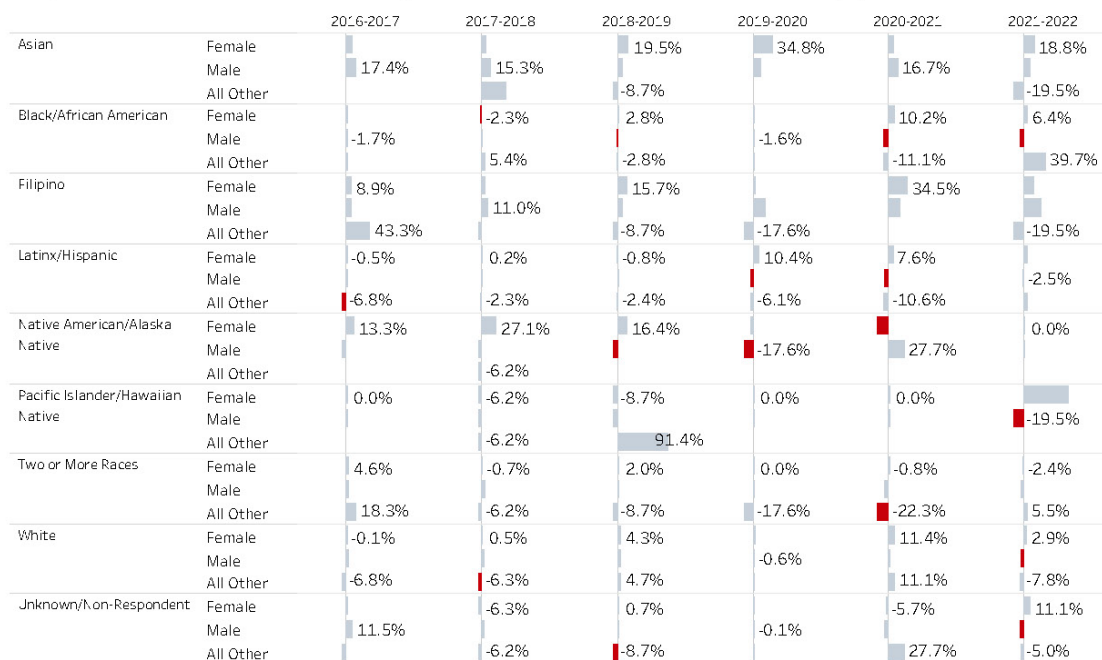
For example, the data shows that DI is present overall for first-generation students completing transfer-level Math and English within the district in the first year in 2020-21. However, when adding gender, there is no evidence of DI for first-generation female students. Still, there is evidence of DI for first-generation male students completing that metric outcome in 2020-21.

Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by demographic group, gender & academic year:

### Completed Both Transfer-Level Math and English within the District in the First Year - Ethnicity by All



Select demographic group:

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Homeless
- LGBT
- Perkins Economically Disadv.
- Veterans

Select gender:

All



Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: Equity – Dreamers Center	For Planning Years: 2025-2026
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Name of person leading this review: Alberto Mendoza Gonzalez Larreynaga

Names of all participants in this review: Tiffany Zazueta, Kimberly Castillo, and Alberto Mendoza Gonzalez Larreynaga

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

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

The mission of the Dreamers Center is to serve all undocumented students at Antelope Valley with information and resources to promote college admissions, persistence, graduation, and transfer. The Dreamers Center works with undocumented students on and off-campus to support student matriculation and onboarding. The Dreamers Center is dedicated to supporting undocumented students both on and off campus and offers a range of student support services designed to foster a welcoming and supportive environment, enhance the college experience, build leadership skills, promote campus engagement, student retention and completion of educational goals. The AVC Dreamers Center was established in January 2019, following the successful funding of a three-year grant from the Ca Catalyst Fund. Currently, the Dreamers Center is supported through the Dreamers Liaison fund categorical allocation from the CCC Chancellor's office.

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

[AVC Dreamers Center Website](#)

**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.*

The Dreamers Center serves:

- Demographics: 67.5% female, 30.1% male, 2.4% unknown
- Age distribution: Predominantly 16-21 (72 female, 25 male)
- Ethnicity: Hispanic/Latino (137), Black/African American (33), Mexican/Chicano(a) and White (23 each)

Service utilization:

- 519 general information visits
- 235 mentor appointments
- 154 basic needs (snacks)
- 103 event/workshop attendances

### **Primary Services and Target Groups:**

#### 1. Undocumented Students:

- Application and enrollment assistance
- California Dream Act and AB540 guidance
- Academic counseling and educational planning
- Peer mentorship programs
- Know Your Rights workshops
- Immigration-based legal services through United Farm Workers (UFW) Foundation partnership

#### 2. Campus Community:

- Professional development through Undocu-Ally training (40 faculty, staff, and community members participated in Fall 2024)
- Resource information and referral services
- Cultural awareness programming

#### 3. Local Community:

- Community workshops and informational sessions
- Partnership with local organizations for support services

**Measures of Success:** Our work is quantified through several key metrics:

1. Enrollment and Retention:
  - Number of undocumented students enrolled
  - Term-to-term persistence rates
  - Completion rates
2. Program Participation:
  - Event attendance and engagement
  - Number of students accessing services
  - Professional development participation rates
3. Service Delivery:
  - Number of students receiving legal services
  - Workshop attendance and satisfaction rates
  - Number of successful referrals to campus resources

**Demographics and Equity Analysis:** While specific demographic breakdowns for undocumented students aren't publicly reported for privacy reasons, our service data indicates that the majority of our students are Latine/Hispanic, aligning with broader institutional equity goals. According to the Student Equity Plan, Latine/Hispanic and Black/African-American students experience the largest equity gaps at AVC, particularly in areas of:

- Transfer-level math and English completion
- Persistence from fall to spring
- Transfer rates

The Dreamers Center plays a crucial role in addressing these gaps by providing targeted support services and creating an inclusive environment that promotes student success. Through our collaboration with various campus departments including EOPS, CalWORKS, Financial Aid, Admissions and Records, Counseling, FYE/SYE, and the Puente Program, we work to ensure our undocumented students have access to comprehensive support services that address both academic and non-academic needs.

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

**Use the following questions to guide your analysis:**

- Who do you primarily serve and what services do you provide for each of the groups?
- Describe how your program/area incorporates constituent feedback.

- How does your program address equity gaps within the scope of work?

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

*Consider the following questions:*

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

The Dreamers Center has established itself as a vital resource hub at Antelope Valley College, demonstrating significant achievements in supporting undocumented students through comprehensive services and innovative programming. Our center's primary strength lies in creating a welcoming, supportive environment that combines practical assistance with emotional and academic support.

In Fall 2024, we successfully expanded our impact through various high-profile events and professional development initiatives. A highlight was hosting renowned poet Yosimar Reyes, who conducted a series of impactful workshops including a writing workshop, a specialized session on Joy and Courage for Communities of Color, and a keynote presentation on Voices of Resilience. Additionally, we conducted an Undocu-Ally training that drew 40 faculty, staff, and community members, strengthening our campus-wide support network for undocumented students.

Our comprehensive support services have evolved to meet diverse student needs. Through our partnership with the UFW Foundation, we provide free immigration-based legal services, addressing a crucial need in our student population. We've enhanced accessibility by developing a robust Canvas platform where students can access essential resources, including student success contracts and counseling announcements. This digital integration complements our in-person services, ensuring students have multiple pathways to access support.

The center's effectiveness is significantly enhanced by our strong collaborative relationships across campus and within the community. We maintain active partnerships with key campus departments including EOPS, Student Equity, Financial Aid, Admissions and Records, Counseling, FYE/SYE, and the Puente Program. These partnerships allow us to provide wraparound services that address both academic and non-academic needs of our students. Our community outreach extends to local high schools and organizations, creating a pipeline of support for prospective students.

Professional development and cultural competency remain cornerstone achievements of our program. Our UndocuAlly Training program has successfully educated faculty, staff, and administrators about the unique needs and challenges faced by undocumented students. This training, combined with our various workshops and awareness programs, has helped build a more inclusive and supportive campus culture.

We've also made significant strides in student leadership development through our peer mentorship programs and student-led initiatives. These programs not only provide valuable support to current students but also create opportunities for student leaders to develop professional skills and give back to their community.

Our adaptability in service delivery, offering both in-person and virtual support options, has been crucial in maintaining accessibility for all students. By providing workshops and resources in multiple formats and languages, we ensure that our services remain accessible to our diverse student population.

These accomplishments reflect our commitment to supporting undocumented students while building institutional capacity for inclusive excellence. As we continue to grow and adapt, these strengths provide a solid foundation for addressing future challenges and expanding our impact on student success.

- Strong student engagement with basic needs support
- High peer mentor program participation (73.2% interest)
- Robust educational background (178 with high school diplomas)
- Active counseling services (70.1% focused on educational planning)

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

*Consider the following questions:*

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

The Dreamers Center faces several significant challenges while also identifying key opportunities for growth and improvement in supporting undocumented students at AVC. Our data analysis reveals both pressing concerns and promising areas for development.



A primary challenge is the dramatic decrease in our undocumented student population and its decline at the center as previously mentioned. The decline can be attributed to various factors, including pandemic-related disruptions and changes in the broader social and political climate affecting undocumented communities.

A significant opportunity lies in staffing enhancement. During the 2021-2022 school year, a full-time Dreamers Center Coordinator position was proposed and received final approval in Summer 2024 by the People, Culture, and Talent office. The current reliance on student workers without dedicated full-time staff makes it challenging to serve students at scale. An approved Coordinator position will allow us to:

- Implement more comprehensive case management
- Expand outreach and recruitment efforts
- Provide consistent, professional support services
- Develop and maintain stronger community partnerships
- Track and analyze program outcomes more effectively
- Develop and implement educational workshops

To improve student success, we have identified several key areas for development:

1. Strengthen partnerships with local High School Districts, particularly through EL and ELAC programs, to rebuild enrollment pipeline
2. Implement case management via peer mentoring to promote full-time enrollment
3. Develop targeted outreach to prospective students who may have thought college was not an option due to their immigration status
4. Create more structured support systems for academic success and retention

The Dreamers Center has the opportunity to increase the college's FTES by:

- Converting part-time students to full-time status through enhanced support and guidance
- Implementing undocumented student orientations to support the transition from high school to college
- Creating clear pathways for student success and completion
- Providing more intensive academic and personal support services

To address equity gaps, we plan to implement the following specific strategies:

1. Support for Non-AB540 Qualifying Students:
  - Advocate for institutional policies similar to LACCD Board Rule 8100.15, which provides nonresident fee exemptions based on financial need
  - Create specialized financial aid workshops focused on available funding options, including private scholarships and institutional aid programs
  - Work with Admissions & Records to implement Ed Code 76140, which permits undocumented students enrolled in less than six units to pay in-state tuition fees
  - Develop a resource guide detailing alternative payment plans, work opportunities, and external funding sources
2. Comprehensive Onboarding Process:
  - Implement a structured "First Two Weeks" program including:

- Individual meetings with a Dreamers Center counselor
- Financial aid application assistance (CA Dream Act)
- Connection to peer mentors
- Canvas orientation to access digital resources
- Create bilingual welcome packets with step-by-step guides for:
  - Enrollment procedures
  - Available campus resources
  - Important deadlines and milestones
  - Contact information for key support staff
- Establish a "Family Night" orientation program to involve parents/guardians in the college transition process
- 3. Academic Department Connections:
  - Partner with the Learning Center to provide embedded tutoring in high-impact courses like Math and English
  - Collaborate with faculty to identify early alert indicators for academic challenges
  - Create study groups led by successful continuing students in challenging gateway courses
  - Develop relationships with key faculty members to serve as mentors and provide additional academic support
  - Work with academic departments to ensure culturally responsive curriculum and teaching practices
- 4. Enhanced Program Integration:
  - Create a coordinated case management system with:
    - EOPS for additional academic support and book vouchers
    - Financial Aid for specialized assistance with CA Dream Act applications
    - Counseling for abbreviated and comprehensive educational planning
    - Career Center for internship and career exploration opportunities
  - Establish monthly cross-program meetings to:
    - Share resources and best practices
    - Coordinate workshop schedules
    - Identify students needing additional support
    - Plan collaborative events and activities
  - Implement a shared tracking system to monitor student participation across programs and identify gaps in service utilization

These targeted interventions will be monitored through:

- Monthly tracking of student participation and engagement
- Regular surveys to assess program effectiveness
- Analysis of academic performance data
- Feedback sessions with students and program partners
- Semester review of retention and success rates

A particular challenge is the need to build sustainable infrastructure while responding to immediate student needs. The program requires systems and processes that can:

- Track student progress and outcomes more effectively
- Provide early intervention when students face challenges
- Create seamless referral processes to other campus services
- Support long-term student success and completion goals

These opportunities and challenges inform our strategic planning and resource allocation decisions as we work to rebuild and strengthen our services for undocumented students at AVC.

- Low Dream Act application assistance (3.1% of counseling appointments)
- High mentor-to-mentee ratio (1:44)
- Need for expanded online services (only 21.3% of appointments)
- Service gap for older students (significantly fewer 31+ age students)

- 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)
Missing framework for implementation of Ed Code 76140 for reduced unit enrollment: <ol style="list-style-type: none"> <li>1. Inability to properly process reduced tuition rates for eligible students</li> <li>2. Lack of clear procedures for Admissions &amp; Records to verify eligibility</li> <li>3. No established process for Business Services to adjust student accounts</li> </ol>	5
Limited capacity for outreach and retention efforts <ol style="list-style-type: none"> <li>1. Insufficient staffing to manage outreach campaigns</li> <li>2. Inability to maintain consistent communication with high schools</li> <li>3. Difficulty coordinating with multiple departments for retention efforts</li> </ol>	3
Reduced ability to properly track and document student contacts and outcomes <ol style="list-style-type: none"> <li>1. No centralized database for student interaction tracking</li> <li>2. Limited capacity to generate required reports</li> </ol>	4

3. Insufficient tools for case management	

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

Consider the following questions:

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

The Dreamers Center has outlined its goals as follows:

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

**Part 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.*

N/A

Past Outcomes Improvement Plans	Progress Made
N/A	N/A


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

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

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

**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 #1 Service: Realign college policies, practices, and processes to remove barriers and to become	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Connect with other CCCs and the League for guidance on implementing additional policies to support undocumented students who may not qualify for AB540.	BP and AP are approved by the board of Trustees and undocumented student enrollment will increase.

					more effective, efficient, and responsive to students, employees, and the community.		Prioritizing time to accomplish this goal.	
#2	ILO 3. Community/Global Consciousness				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.	Goal 2: Improve the effectiveness and efficiency of resource utilization	Target outreach to 178 high school diploma holders and expand Dream Act application support	Students can expect increased support, more on campus activities and a stronger focus on student development and leadership.
#3	ILO 1. Communication				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Goal 3. Increasing enrollment and retention of undocumented students.	Our department is collaborating with other departments at local high schools to identify undocumented students and enroll them in subsequent semesters providing them with opportunities to advance their academic careers.  We would like to implement undocumented student orientations to support the	We will achieve our goal by producing an annual All Data Report and engaging with students individually in the Dreamers Center.

							transition of students from high school to college.	
#4	Choose ILO				Choose an item.			

*\*\*If applicable for instructional areas*

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Classified Staff	Hire a full-time Program Coordinator	Supports Goals 1 and 2	Repeat	\$105,427.92	Recurring	Alberto Mendoza Gonzalez Larreynaga
Other	Seven (7) Dedicated student workers who work as mentors (Current ratio of 1:44 exceeds capacity).	Supports Goals 2 and 3	Repeat	\$50,000	Recurring	Alberto Mendoza Gonzalez Larreynaga
Supplies	College supplies and Ally Training	Supports Goal 3	Repeat	\$10,000	Recurring	Alberto Mendoza Gonzalez Larreynaga
			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

Required:

- Supporting data/information

# Dreamers Center Gender/Age

The gender and age data provided is based on the information submitted through the [Dreamers Program Student Application for the Fall 2024](#) semester. This data reflects the responses provided by students during the application process and may not capture all gender identities outside of those listed in the application form.

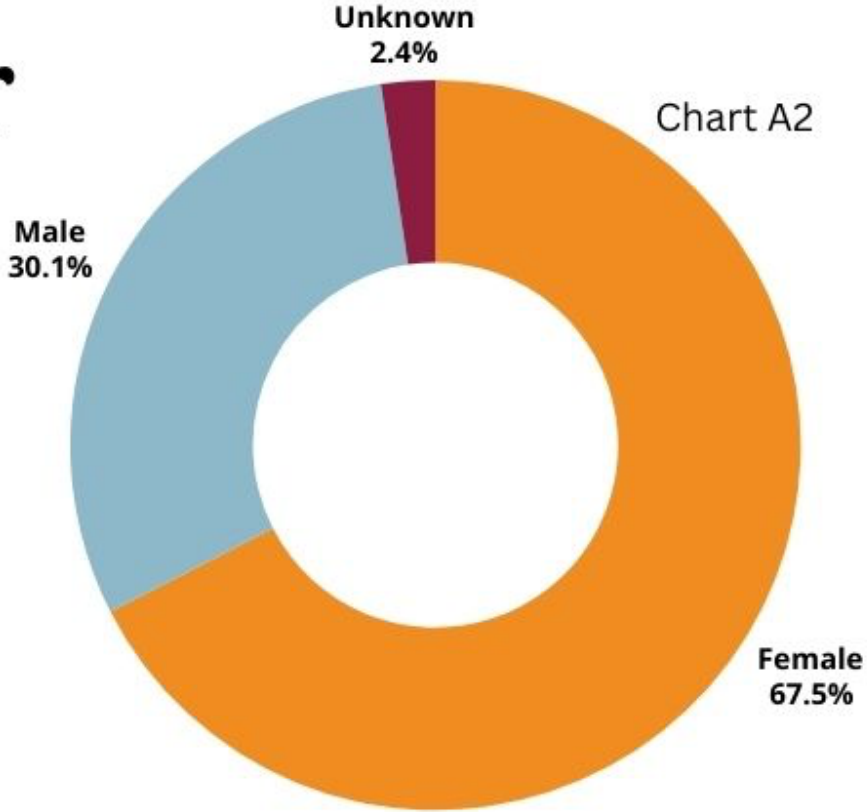


Chart A1

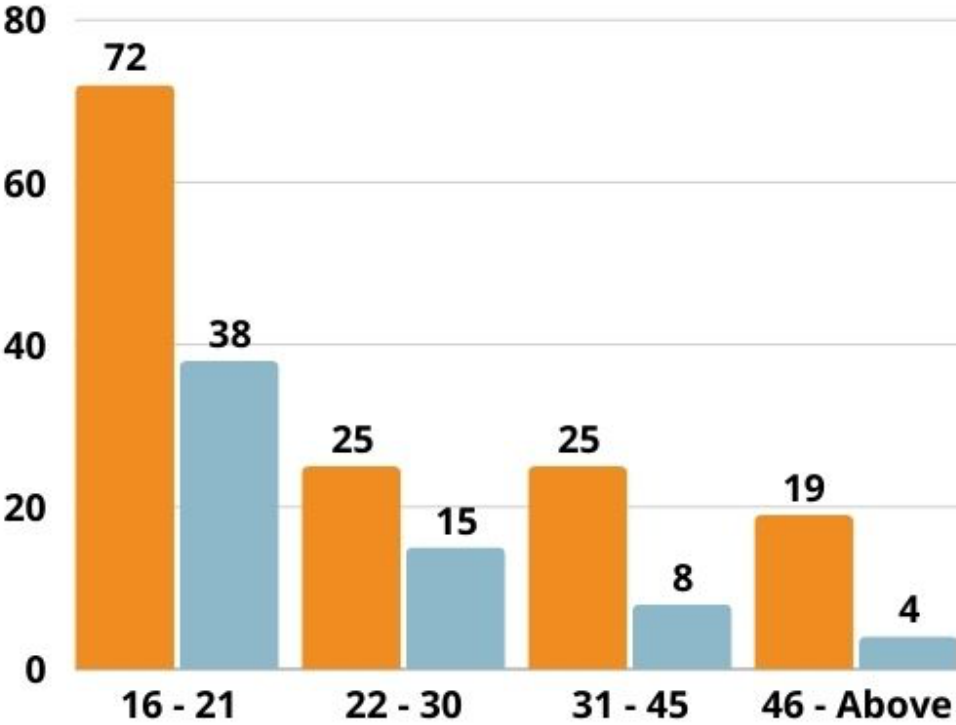
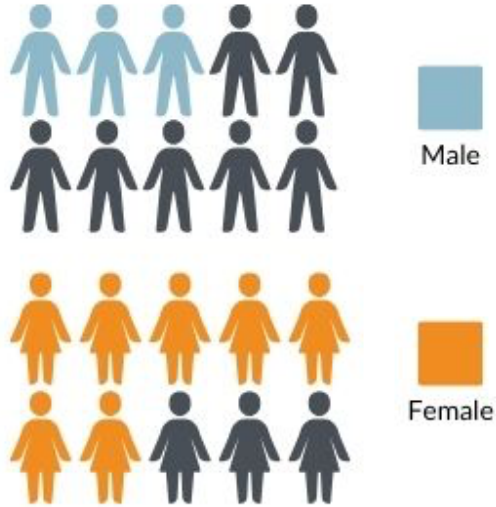


Chart A3





Have you applied for any of the following? Chart A4

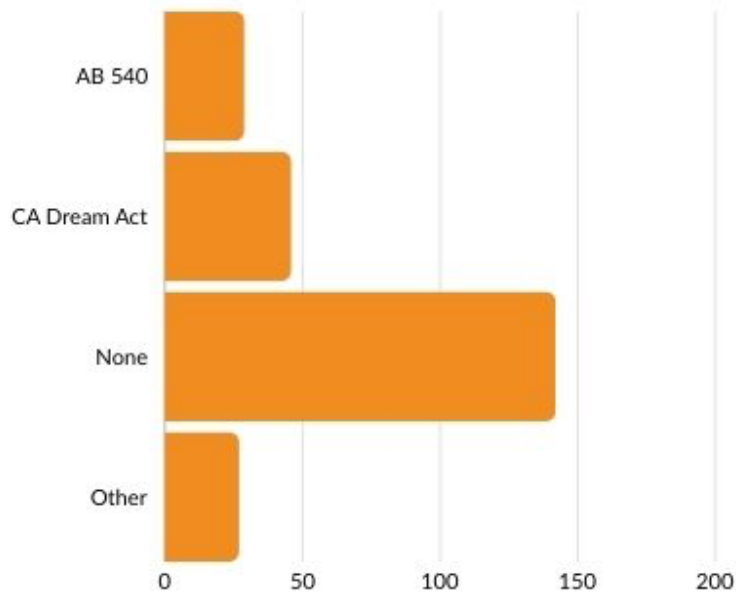
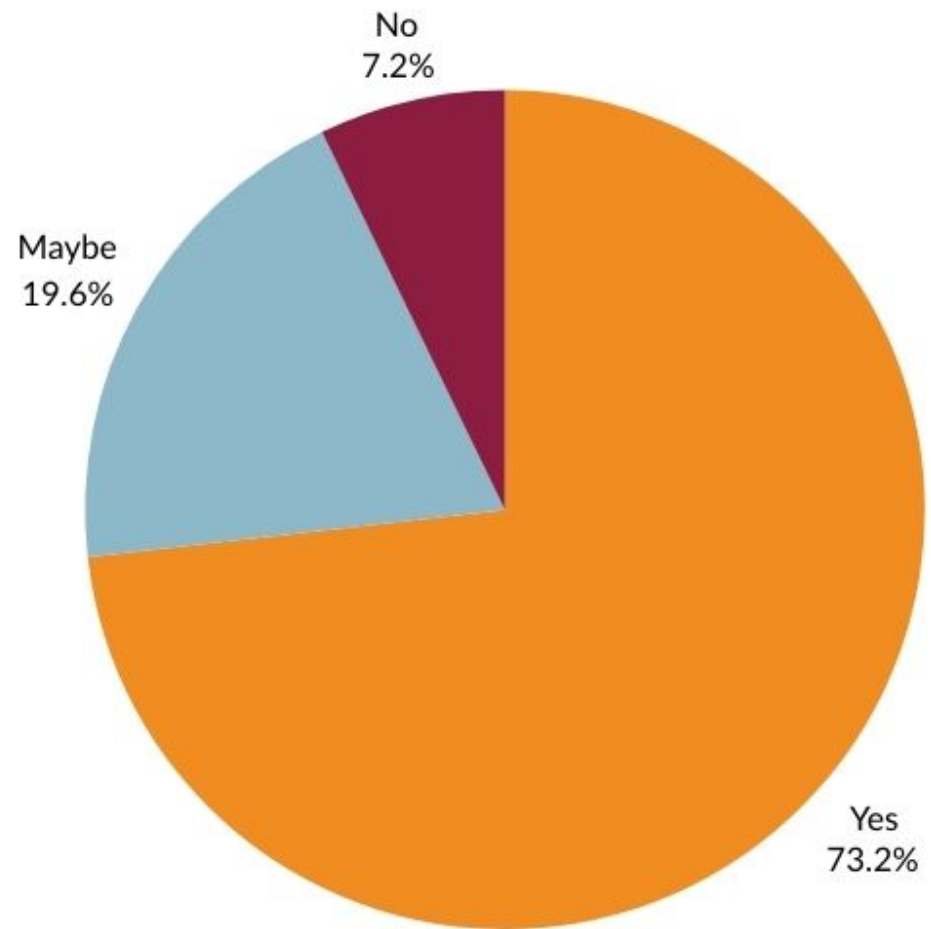
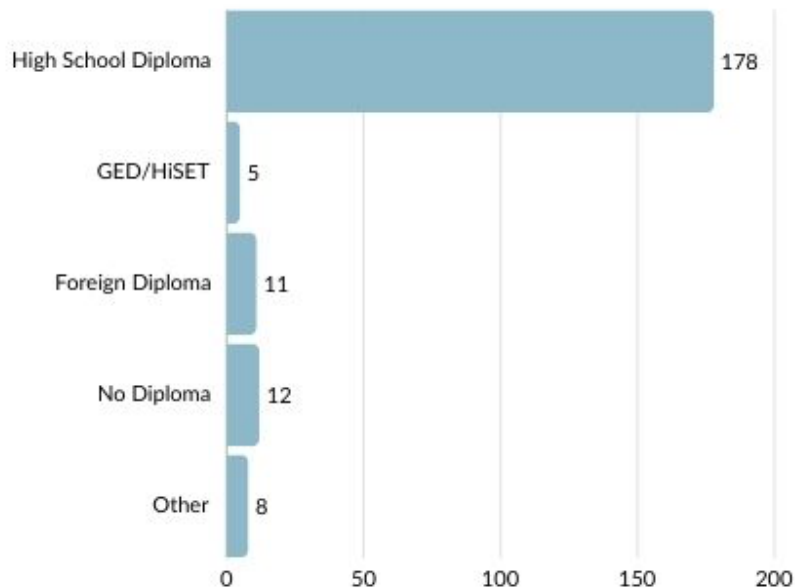


Chart A4 presents the question, "Have you applied for any of the following?" with response options including AB 540, California Dream Act, None, or Other. This data reflects students' application status before joining the Dreamers Center program. It is important to note that this information does not suggest whether students have received any services or support from the Dreamers Center itself.

Would you like a Peer Mentor? Chart A6



Education History Chart A5



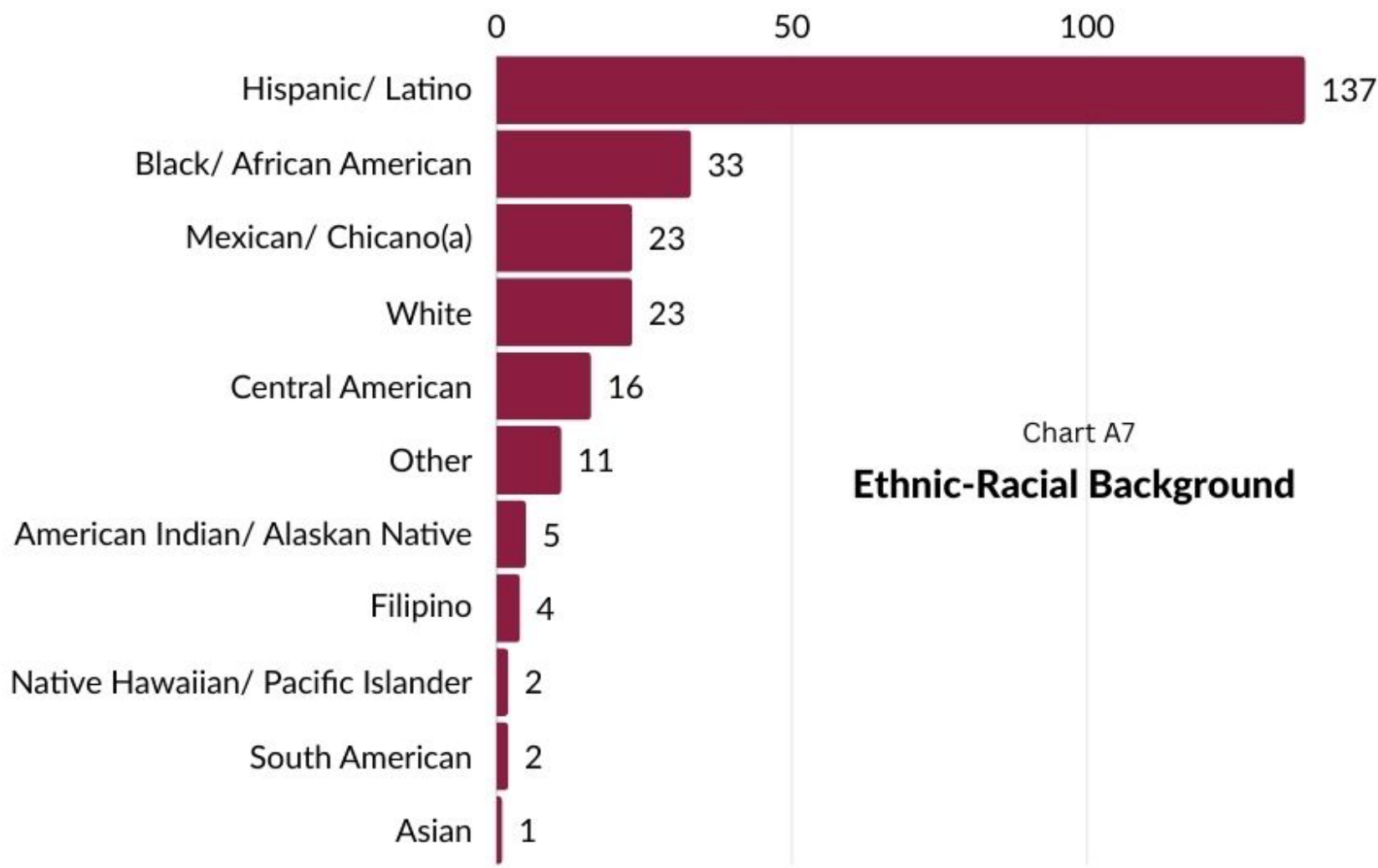
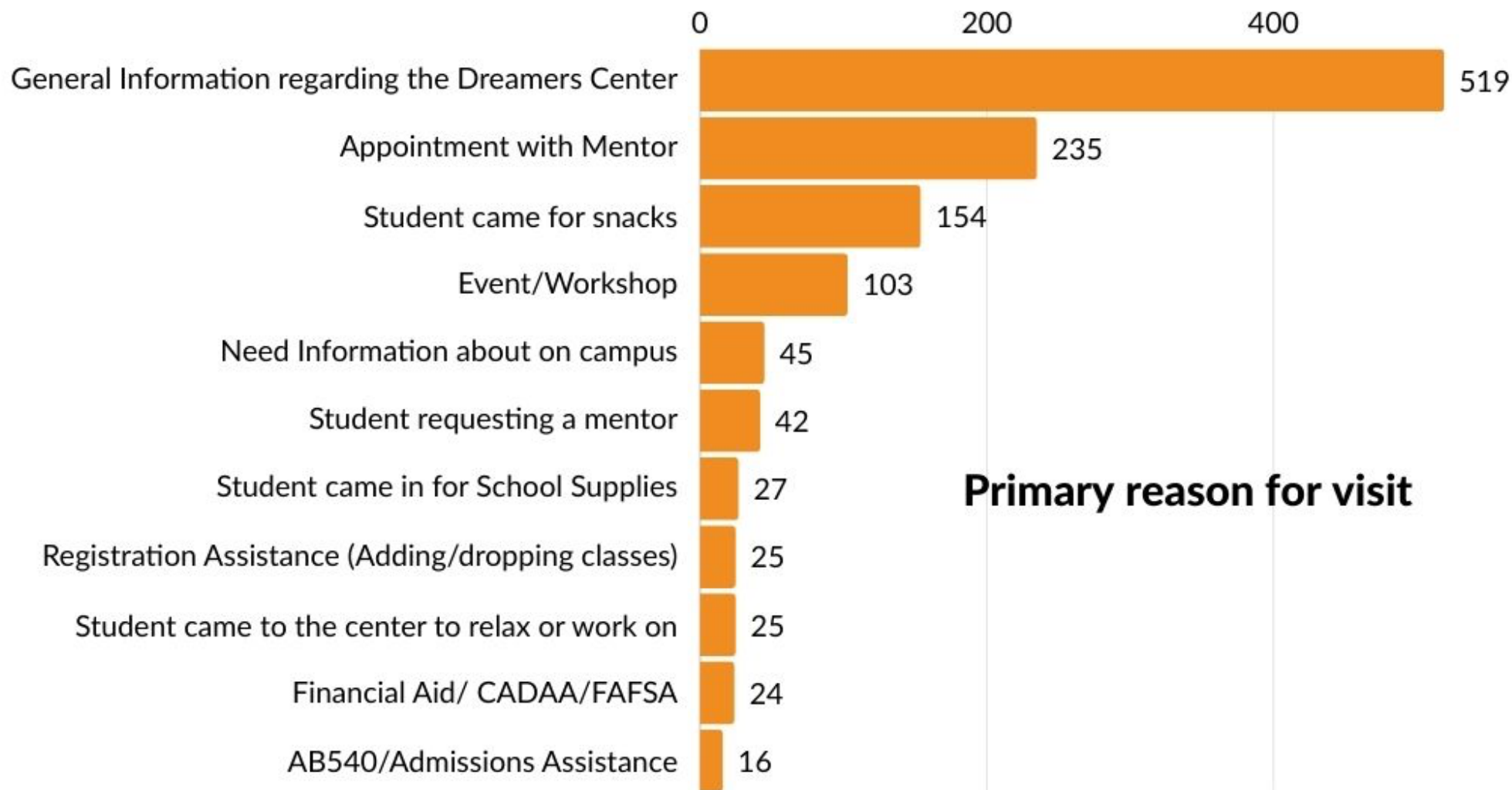


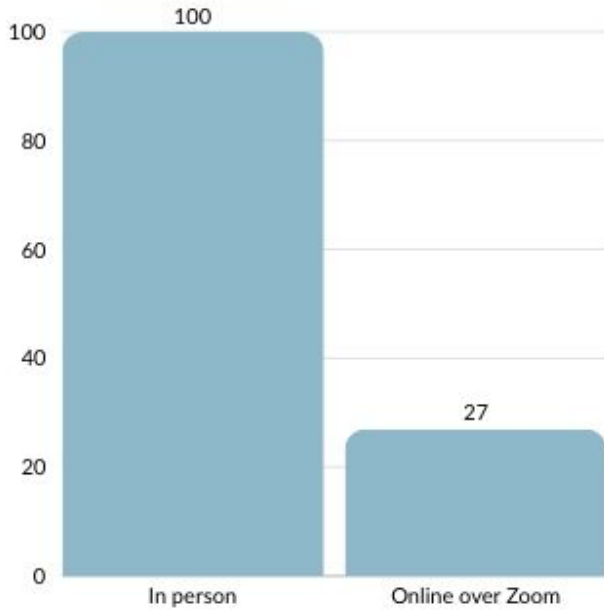
Chart A7  
**Ethnic-Racial Background**

The ethnic-racial background data provided is based on the selections made by students on their Dreamers Program Student Application for Fall 2024. This information reflects the responses students provided at the time of their application and may not account for any updates or changes to their ethnic-racial background after the application was submitted.

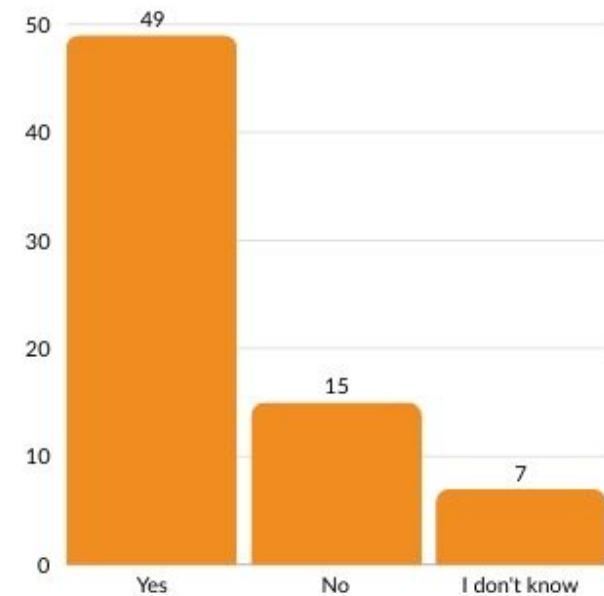


The data provided above is based on the **Dreamers Center Sign-in 2024-2025** academic year, specifically for the Fall 2024 semester. This data reflects the primary reason selected by student workers for their visit to the center, as peer mentors were only able to select one option from the available choices on the sign-in form. It is important to note that students may have visited the center for multiple reasons, but only the first reason selected is included in this data. Therefore, this information may not fully capture the variety of reasons students accessed Dreamers Center services during a single visit.

### What type of counseling appointment would you like?



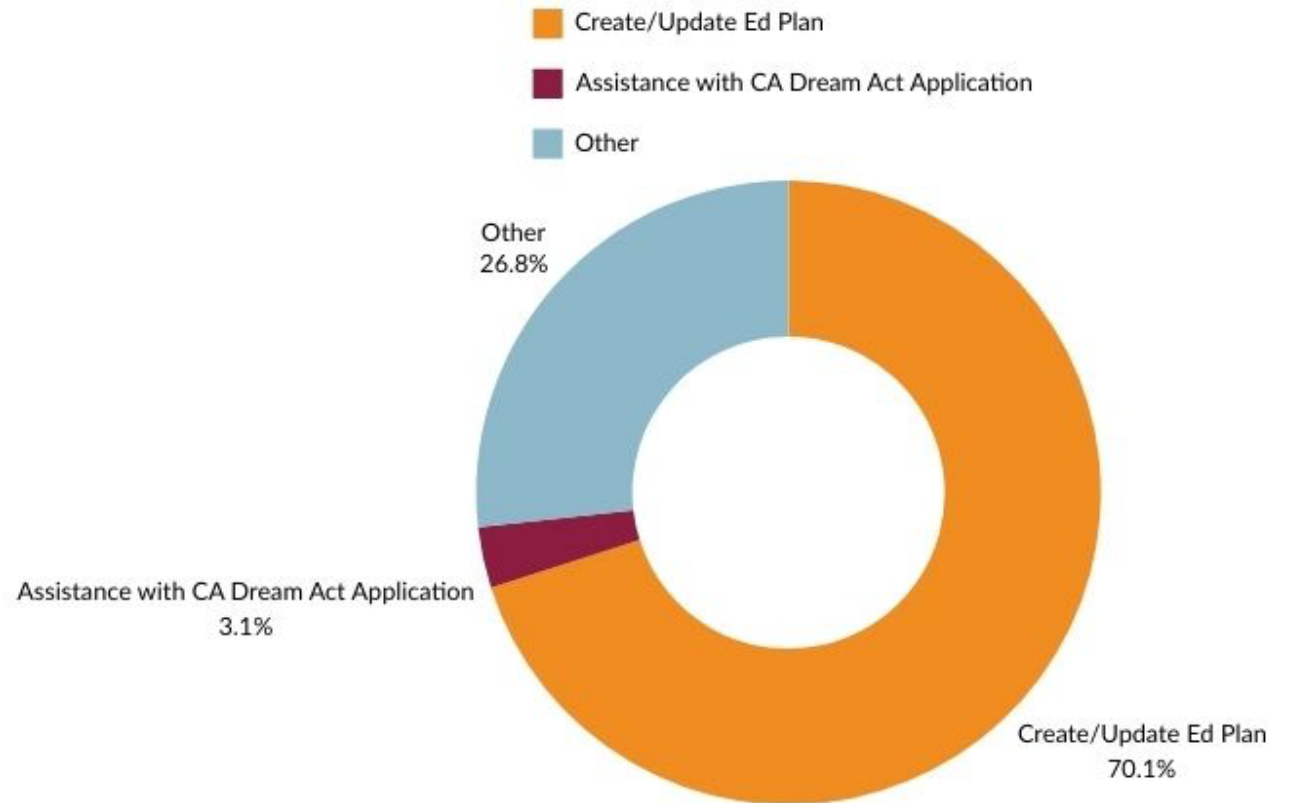
### Are you a part of the Dreamers Center?



# Dreamers Center Counseling

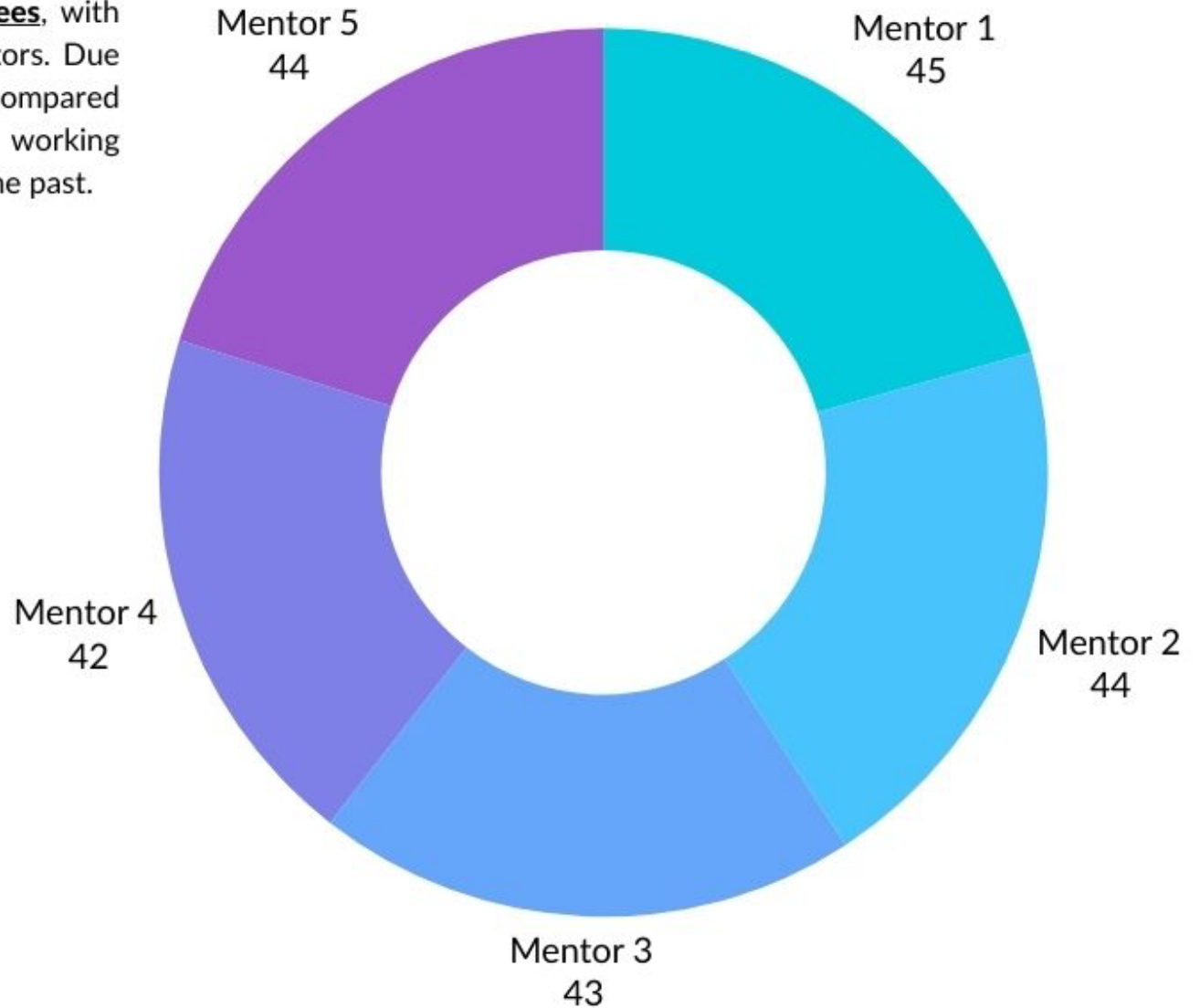
The data provided for the Dreamers Center counseling sessions is based solely on the academic semester of Fall 2024 and includes only scheduled appointments. It does not include walk-in appointments during this period.

### What is the main reason for your appointment request?



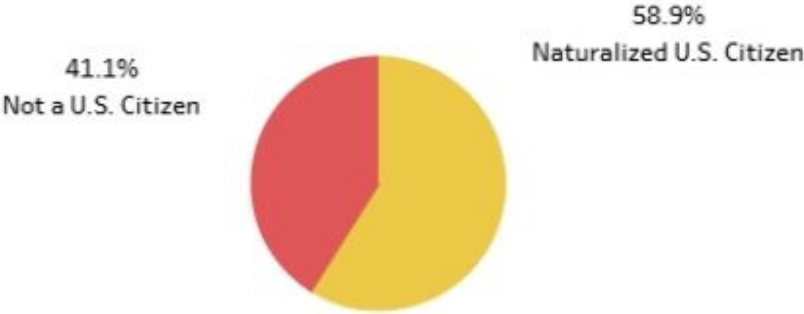
# Dreamers Center Mentors

The Dreamers Center currently has **five mentors** who are supporting a total of **218 mentees**, with the mentees distributed among the mentors. Due to a decrease in the number of mentors compared to previous semesters, each mentor is working with a larger number of mentees than in the past.



Service Area Demographics 2024 Updated: May 28, 2024

Citizenship Status



Source: ACS 2022 1-Year Estimates | B05001

## 2023 Student Equity Plan Overview

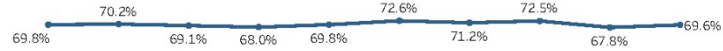
<a href="#">Description</a>	<p>This dashboard shows data for the five metrics in the Student Equity Plan (SEP). Data are provided by the Chancellor's Office for each metric across cohort years, disaggregated by student demographic groups, and intersected with gender. Disproportionate Impact (DI) is examined for all disaggregations.</p> <p>For additional detail, hover over numbers.</p>
<a href="#">Disproportionate Impact (DI)</a>	<p>Disproportionate impact (DI) is when the percentage of persons from a particular racial, ethnic, gender, age, or disability group outcome measure is significantly different from the representation of that group in the population of students.</p> <p>DI is calculated using the Percentage Point Gap Minus One (PPG-1) methodology, in which the outcome rate of the primary subgroup is compared to the outcome rate of all OTHER students in the cohort. Throughout this dashboard, DI will be shown in <b>red</b>.</p>
<a href="#">Metric Definitions</a>	<p><b>Successful enrollment in the first year:</b> Among applicants who indicated an intent to enroll, the proportion who enrolled in at least one term as a non-special admit student in the same community college in the selected year</p> <p><b>Persistence (primary terms):</b> Among students in the selected student journey, the proportion who persisted from fall to spring at AVC in the selected year, excluding students who completed an award or transferred to a postsecondary institution</p> <p><b>Transfer math &amp; English:</b> Among students in the selected student journey, the proportion who completed transfer-level math and/or English in their first academic year of credit enrollment from their first term within the district</p> <p><b>Vision Completion goal in 3 years:</b> Among students in the selected student journey, the number of students who earned one or more of the following within three years: CO-approved certificate, associate degree, and/or baccalaureate degree, and had an enrollment at Antelope Valley College in the selected year</p> <p><b>Transferred in 3 years:</b> Students who transferred to any four-year postsecondary institution within three years</p> <p><i>Source: CCCCQ's Student Success Metrics Dashboard: Metric Definition Dictionary</i></p>

**Metric Trends | Overall Outcome Rate**

Successful Enrollment in the First Year



Persisted First Primary Term to Subsequent Primary Term



Completed Both Transfer-Level Math and English within the District in the First Year



Transferred to a Four-Year Institution within Three Years



Attained the Vision for Success Definition of Completion within Three Years





**DI Overview by SEP Metric**  
 (Red indicates DI observed)

DI Observed?  
 No  
 Yes

[Click to go to View 2 >](#)

Hover over squares for additional details.

**Select metric outcome:**

Completed Both Transfer-Level Math and English within the District in the First Year

**Completed Both Transfer-Level Math and English within the District in the First Year**

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Ethnicity	Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Black/African American	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Filipino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Latinx/Hispanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Native American/Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Pacific Islander/Hawaiian Native	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Two or More Races	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unknown/Non-Respondent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Filter by DI & academic year:

**Primary Disagg**

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Gender
- Homeless
- LGBT
- Overall
- Perkins Economically ..
- Veterans

**Select for DI:**

- No
- Yes

### DI Overview by SEP Metric

(Red indicates DI observed)

DI observe..

- No
- Yes

[Click to return to View 1](#)

This view shows the percentage of students in the cohort who achieved the selected metric outcome.

#### Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by DI & academic year:

#### Completed Both Transfer-Level Math and English within the District in the First Year

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Ethnicity	Asian	19.6%	19.0%	21.1%	41.9%	35.3%	32.6%
	Black/African American	1.3%	1.8%	2.8%	7.7%	11.1%	10.6%
	Filipino	16.4%	14.3%	21.3%	29.6%	48.1%	41.5%
	Latinx/Hispanic	6.7%	6.3%	8.3%	19.7%	22.7%	20.9%
	Native American/Alaska Native	11.1%	22.2%	8.3%	7.1%	25.0%	0.0%
	Pacific Islander/Hawaiian Native	0.0%	0.0%	10.0%	0.0%	0.0%	25.0%
	Two or More Races	11.0%	8.2%	10.4%	18.1%	18.2%	16.7%
	White	8.7%	7.6%	12.8%	18.7%	27.3%	18.0%
	Unknown/Non-Respondent	11.1%	5.3%	8.3%	11.9%	17.4%	4.3%

#### Primary Disagg

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Gender
- Homeless
- LGBT
- Overall
- Perkins Economi..
- Veterans

#### Select for DI:

All

### PPG-1 Trend by SEP Metric

(Red indicates DI observed)

DI observed?  
 No  
 Yes

The Percentage Point Gap Minus One (PPG-1) method compares the outcomes of a disaggregated subgroup and all other students (excluding students in the subgroup). For example, the persistence rate of Latinx/Hispanic students to the persistence rate of all non-Latinx/Hispanic students.

PPG-1=Outcome rate (%) for disaggregated subgroup - Outcome rate (%) for all other students.

PPG-1 can result in a positive or negative number. A negative PPG-1 indicates that the disaggregated subgroup has a lower outcome rate compared to the outcome rate of all other students. A positive PPG-1 means that the subgroup has a higher outcome rate.

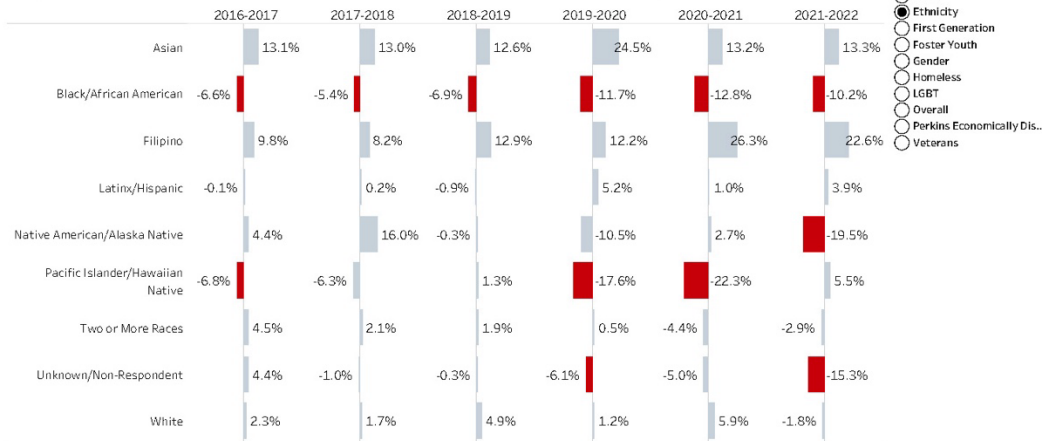
Source: CCCCO's "Percentage Point Gap Minus One (PPG-1) Methodology Notes\_2022"

Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by demographic group & academic year:

#### Completed Both Transfer-Level Math and English within the District in the First Year by Ethnicity



- Select demographic group:
- DSPS
  - Ethnicity
  - First Generation
  - Foster Youth
  - Gender
  - Homeless
  - LGBT
  - Overall
  - Perkins Economically Dis...
  - Veterans

## DI Overview by Metric Outcome & Gender

(Red indicates DI observed)

DI Observed?

No  
Yes

[Click to go to View 2 >](#)

Hover over squares for additional details.

Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

### Completed Both Transfer-Level Math and English within the District in the First Year by Ethnicity

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Black/African American	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Filipino	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Latinx/Hispanic	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Native American/Alaska Native	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Pacific Islander/Hawaiian Native	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Two or More Races	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
White	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Unknown/Non-Respondent	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■

Filter by demographic group, DI & academic year:

Select demographic group:

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Homeless
- LGBT
- Perkins Economically Disadv.
- Veterans

Select for DI:

All

## DI Overview by Metric Outcome & Gender

(Red indicates DI observed)

DI observed?

No  
 Yes

[< Click to return to View 1](#)

This view shows the percentage of students in the cohort who achieved the selected metric outcome.

### Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by demographic group,  
gender & academic year:

### Completed Both Transfer-Level Math and English within the District in the First Year by Ethnicity

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	Female	16.1%	15.2%	28.0%	52.2%	31.3%	38.1%
	Male	24.0%	21.4%	17.2%	30.0%	38.9%	29.2%
	All Other		50.0%	0.0%			0.0%
Black/African American	Female	2.1%	0.8%	4.0%	8.4%	16.2%	13.5%
	Male	0.4%	2.9%	1.3%	6.8%	6.1%	6.6%
	All Other	0.0%	7.1%	0.0%	10.0%	0.0%	50.0%
Filipino	Female	15.6%	11.8%	24.2%	21.6%	56.5%	36.1%
	Male	14.8%	17.1%	18.5%	39.4%	41.4%	50.0%
	All Other	50.0%	0.0%	0.0%			0.0%
Latinx/Hispanic	Female	6.4%	6.4%	8.1%	24.8%	27.4%	23.6%
	Male	7.3%	6.4%	8.6%	14.3%	17.2%	17.7%
	All Other	0.0%	4.0%	6.3%	11.5%	11.8%	25.0%
Native American/Alaska Native	Female	20.0%	33.3%	25.0%	11.1%	0.0%	0.0%
	Male	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%
	All Other		0.0%				
Pacific Islander/Hawaiian Native	Female	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	All Other		0.0%	100.0%			
Two or More Races	Female	11.2%	5.6%	10.6%	17.6%	21.5%	17.1%
	Male	10.0%	11.7%	10.3%	19.0%	14.5%	15.0%
	All Other	25.0%	0.0%	0.0%	0.0%	0.0%	25.0%
White	Female	6.7%	6.7%	12.7%	20.7%	32.8%	22.2%
	Male	11.0%	8.8%	12.9%	17.0%	21.6%	14.8%
	All Other	0.0%	0.0%	13.3%	18.2%	33.3%	11.8%
Unknown/Non-Respondent	Female	7.1%	0.0%	9.4%	12.0%	16.7%	11.1%
	Male	18.2%	10.0%	9.1%	11.8%	13.3%	0.0%
	All Other	0.0%	0.0%	0.0%	11.1%	50.0%	0.0%

Select demographic group:

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Homeless
- LGBT
- Perkins Economically Disadv..
- Veterans

Select gender:

All

### PPG-1 Trend by SEP Metric and Gender

(Red indicates DI observed)

The following view looks at PPG-1 for the primary group at the intersection of gender. This information can be used to answer the question, "Is there intersectional DI observed for the subgroup of interest?" While DI might be present in the primary group, DI may or may not be present when adding gender.

For example, the data shows that DI is present overall for first-generation students completing transfer-level Math and English within the district in the first year in 2020-21. However, when adding gender, there is no evidence of DI for first-generation female students. Still, there is evidence of DI for first-generation male students completing that metric outcome in 2020-21.

Select metric outcome:

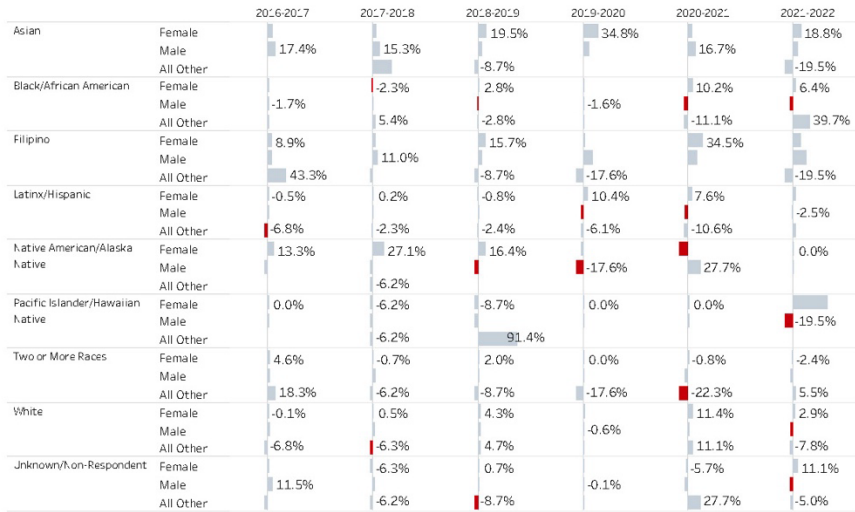
Completed Both Transfer-Level Math and English within the District in the First Year

Filter by demographic group, gender & academic year:

#### Completed Both Transfer-Level Math and English within the District in the First Year - Ethnicity by All

- Select demographic group:
- DSPS
  - Ethnicity
  - First Generation
  - Foster Youth
  - Homeless
  - LGBT
  - Perkins Economically Disadv.
  - Veterans

Select gender:  
All





Fall 2024 Program Review Report | Non-Instructional Areas

<b>Department /Area Name: Equity/Puente Program</b>	<b>For Planning Years: 2025-2026</b>
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**Name of person leading this review: Alberto Mendoza Gonzalez Larreynaga**

**Names of all participants in this review: Kim Castillo, Hal Huntsman, May Sanicolas, Bianca Ascensio, and Alberto Mendoza Gonzalez Larreynaga**

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

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

The Puente Program at Antelope Valley College aligns with the district’s mission by providing a quality, comprehensive education that empowers a diverse population of learners, including first-generation and Latine students. Through an integrated approach that combines counseling, instruction, and mentoring, Puente supports student success by preparing participants to transfer to four-year universities. By fostering academic achievement and personal growth, the program not only offers value and opportunity to students but also contributes to the broader community. The Puente program helps students earn college degrees and return as mentors and leaders, strengthening the pipeline of future community leaders.

**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.*

The Puente Program at Antelope Valley College primarily serves Latinx/Hispanic students, aligning with AVC's designation as a Hispanic-Serving Institution (HSI), where 64% of the student body is Latinx/Hispanic. While initially capped at 25 first-time Latinx students, the 2024-2025 program cohort expanded to 32 students and is now open to students of all backgrounds who meet the prerequisite requirements. This change broadens accessibility and supports AVC’s mission to foster equity and diversity.

Puente offers various services designed to promote academic and personal success, including:

- **Academic Support:** Students receive a tailored curriculum emphasizing Latino/a/x literature and culture through English and Ethnic Studies courses. The newly added Ethnic Studies 111 course focuses on Chicana/o history post-U.S.-Mexico War, enhancing cultural relevance.
- **Transfer and Career Guidance:** Services include transfer preparation, assistance with personal statements, letters of recommendation, and scholarship applications.
- **Mentorship and Community Engagement:** Students participate in professional mentorships, cultural events, community activities, and leadership development opportunities.
- **Student Well-being Support:** Collaboration with Student Health and the Food Pantry aims to address basic needs and support the holistic well-being of Puente students.

**2. Measurement of Success and Key Metrics** The program's success is measured through retention and transfer rates, academic performance in Puente courses, and survey feedback from students (Puentistas). Survey data indicates high satisfaction levels, with 97% of Puentistas rating their experience as “Excellent” or “Very Good.” Additionally, transfer motivation remains strong, with 93% expressing confidence in their ability to transfer and succeed in a four-year institution.

Quantitative data for success includes:

- **Retention and Persistence Rates:** Annual tracking of students who continue from fall to spring and their overall retention within the program. For the 2023-2024 cohort, the program retained 27 of its 29 initial students, indicating a retention rate of approximately 93%.
- **Student Feedback on Support Services:** High ratings in mentorship, transfer guidance, and academic support reflect the program’s effectiveness. For instance, 83% of students felt they had sufficient information about the transfer process.

**3. Demographic Comparison and Equity Gaps** The Puente Program aligns with AVC’s broader demographics, where the student population is 64% Latinx. However, there are critical gaps in Latinx student outcomes at AVC in areas like completion of transfer-level math and English within the first year and transfer rates within three years. The Student Equity Plan data shows significant disproportionate impact (DI) in transfer and completion metrics for Latinx students, underscoring the need for continued support for this population.

**4. Success and Retention Rates** Program-specific retention for Puente remains strong, as seen in the retention of 27 out of 29 students in the 2023-2024 cohort and the increased enrollment to 32 students for 2024-2025. The satisfaction rate of 97% and high engagement levels in transfer-related activities reflect the program’s positive impact on retention and motivation. Despite this success, challenges remain, such as financial difficulties and balancing academic, familial, and work responsibilities, which 72% of surveyed students identified as barriers to academic success.

The Puente Program is making strides in supporting Latinx students at AVC, though there remains a need to address equity gaps related to transfer and course completion. Expanding services, improving accessibility, and enhancing partnerships with on-campus resources will be essential in bridging these gaps and supporting Latinx student success at AVC.



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

**Use the following questions to guide your analysis:**

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

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

*Consider the following questions:*

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

**Primary Service Population and Key Services** The Puente Program primarily serves Latinx/Hispanic students and aims to address equity gaps by supporting academic, career, and personal development. With the recent expansion, the program is now accessible to students of all backgrounds who meet course prerequisites, supporting AVC's mission of inclusivity and diversity. Core services include culturally relevant curriculum, mentorship, transfer preparation, and collaboration with campus resources to support students' holistic well-being.

**Constituent Feedback and Continuous Improvement** The program values and actively seeks feedback from students (Puentistas) through surveys and informal channels. Recent data show that 97% of students rated the Puente experience as “Excellent” or “Very Good,” indicating high satisfaction with the program’s support services. Feedback has informed several adjustments, such as adding Ethnic Studies 111 to enhance cultural relevance, removing COMM 101 due to faculty availability, and expanding collaborative support with areas like Student Health and the Food Pantry.

**Addressing Equity Gaps** The Puente Program directly addresses equity gaps by providing Latinx-centered educational content and support services aimed at improving retention and transfer outcomes, critical areas where Latinx students face disproportionate impacts. The program’s tailored approach includes guaranteed seats in Puente courses, personalized mentorship, and assistance with transfer-related tasks such as personal statements and scholarship applications. By focusing on transfer readiness and academic success, Puente aims to narrow the completion and transfer gaps for Latinx students at AVC.

1. **High Retention and Student Satisfaction:** Retention rates remain strong, with 27 of 29 students completing the program in the 2023-2024 cohort. Student satisfaction is exceptionally high, with 97% of Puentistas rating their experience positively. These metrics reflect the program's ability to engage and retain students effectively.
2. **Culturally Relevant Curriculum and Transfer Support:** Puente’s curriculum includes Latino/a/x literature and Ethnic Studies, creating a supportive academic environment that resonates with students’ cultural backgrounds. High engagement in transfer-related activities, with 93% of students feeling motivated to transfer, demonstrates the program’s impact on increasing transfer aspirations and preparation among Latinx students.

3. **Collaboration and Community Engagement:** The program's collaboration with Student Health and the Food Pantry addresses broader student needs, such as food security and mental health, enhancing students' overall success and retention. Community engagement activities, such as university field trips and cultural events, provide students with meaningful experiences that support both academic and personal growth.
4. **Expansion and Accessibility:** The recent expansion to 32 students and the program's accessibility to students of all backgrounds highlight Puente's commitment to growth and inclusivity, reflecting AVC's mission to serve a diverse student body.

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

*Consider the following questions:*

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

**Opportunities to Improve Student Success** The Puente Program has an opportunity to better support student success by addressing two key areas: resource availability and academic preparation. While the program's retention and satisfaction rates are high, challenges such as financial strain and balancing academic, familial, and work responsibilities impact many Puentistas. Survey data reveals that 72% of students struggle with balancing school and personal life, while 34% find other coursework too fast-paced, and 14% experience financial challenges related to tuition and books.

Expanding partnerships with Student Health and the Food Pantry can provide targeted interventions for students facing these barriers. Increasing access to mental health services and offering workshops on time management and financial literacy could address these challenges and enhance overall success. Additionally, offering stipends or textbook support for students with financial difficulties could further mitigate these challenges.

**Actions to Close Equity Gaps** To address the disproportionate impact (DI) experienced by Latinx students in completing transfer-level math and English within the first year, the Puente Program can enhance its academic support systems. For example, incorporating peer-led tutoring and academic coaching in core courses like Math 115 and English 101 can provide additional support for students struggling with fast-paced coursework.

The addition of Ethnic Studies 111 (Chicana/Chicano History) represents an opportunity to deepen students' connection to their academic experience, which aligns with evidence that culturally relevant coursework improves retention and completion rates. By continuing to build on culturally responsive practices, Puente can strengthen its impact on equity gaps. Furthermore, advocating for additional faculty, specifically a full-time Puente counselor, will ensure that students receive personalized academic and transfer guidance, which are critical for navigating systemic barriers.

## Challenges to Address

1. **Resource Constraints:** The program’s growth to 32 students highlights the need for additional staffing to provide adequate support. Without these resources, maintaining the program’s quality and meeting the needs of a larger student body may become challenging.
2. **Academic and Life Balance:** The survey data highlights that many students work long hours or take on heavy course loads, which negatively impacts their academic success. Addressing this requires flexible scheduling options and supplemental academic support, such as workshops or tutoring services.

The Puente Program must focus on expanding its capacity to meet the growing needs of its students while addressing systemic barriers that impact academic success. Leveraging feedback from Puentistas and data on equity gaps, the program can prioritize increased staffing, partnerships with campus services, and academic interventions to ensure all students achieve their educational goals.

- 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)
<p><b>Limited Collaboration with Campus Services</b></p> <ul style="list-style-type: none"> <li>• <b>Challenge:</b> While the program has begun collaborating with Student Health and the Food Pantry, these partnerships remain underdeveloped. Limited integration with broader student services reduces the program’s ability to address students’ holistic needs, such as mental health support, food security, and financial assistance.</li> <li>• <b>Risk to Institution:</b> Failure to adequately support students' basic needs could exacerbate equity gaps, as many Puentistas report struggles balancing school, work, and family responsibilities. This may lead to decreased retention and transfer rates, undermining AVC’s mission as a Hispanic-Serving Institution.</li> </ul>	3
<p><b>Inconsistent Academic and Financial Support Systems</b></p> <ul style="list-style-type: none"> <li>• <b>Challenge:</b> Many Puente students face financial challenges, such as affording textbooks and managing tuition, while also struggling with fast-paced coursework. Although the program includes culturally relevant curricula and mentorship, insufficient academic support, such as tutoring for Math 115 or financial assistance, hinders students’ success.</li> </ul>	3

<ul style="list-style-type: none"> <li>• <b>Risk to Institution:</b> Unaddressed academic and financial barriers can reduce the effectiveness of the program’s transfer preparation goals, impacting the college’s overall completion and transfer rates. This could further deepen equity gaps for Latinx students, which are already a significant concern at AVC.</li> </ul>	

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

Consider the following questions:

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

The Puente Program aspires to be recognized as a premier model for culturally responsive education, mentorship, and transfer preparation at Antelope Valley College. It aims to be a leading example of how institutions can effectively support Latinx and other underrepresented students by integrating culturally relevant curricula, personalized mentorship, and robust transfer guidance. With a proven record of high retention (93%) and satisfaction rates (97% of Puentistas rating the program as “Excellent” or “Very Good”), Puente seeks to enhance its reputation as a program that transforms lives by fostering academic success, community engagement, and leadership development.

The desired future for the Puente Program includes the following key goals:

1. **Closing Equity Gaps:** Establishing the program as a cornerstone for addressing equity gaps in Latinx student outcomes, particularly in transfer-level math and English completion and transfer rates. By leveraging data-informed practices and strengthening academic support, Puente envisions a future where these gaps are significantly narrowed at AVC.
2. **Holistic Student Support:** Enhancing partnerships with Student Health, the Food Pantry, and other campus services to address basic needs and mental health challenges. This vision aligns with feedback indicating that 72% of students struggle with balancing school and personal responsibilities, and 34% face financial challenges.
3. **Leadership Development and Community Engagement:** Working to become a leadership development cornerstone through statewide conferences, broader mentorship programs, and more community projects. The goal is to equip students with the skills and confidence to succeed academically and contribute meaningfully to their communities.

**Vision for the Program’s Legacy**

In its desired future, the Puente Program will be known not only for fostering academic and personal success but also for creating a strong sense of community and belonging among its students. Its impact will extend beyond individual students, shaping a culture of inclusivity and achievement that reflects the core values of Antelope Valley College as a Hispanic-Serving Institution.

**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
N/A	N/A

**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
<p>Note: The Puente Program did not have a prior program review, so there are no established past program review goals to assess progress against. This current review serves as a foundation for setting future goals and tracking progress. Moving forward, we aim to document specific objectives related to expanding student enrollment, enhancing academic and personal support services, and addressing equity gaps to support AVC’s mission and the Puente Program’s growth.</p>	

**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 Expand Student Enrollment and Accessibility	ILO 3. Community/Global Consciousness				Goal #5 Education: Expansion of offerings and effective course scheduling.	Increase Puente Program enrollment to serve a larger number of students from diverse backgrounds while maintaining personalized support.	<ul style="list-style-type: none"> <li>• Increase outreach efforts, particularly targeting Latinx students and other underrepresented groups.</li> <li>• Recruit additional faculty and staff, specifically a full-time counselor, peer leaders, and clerical support.</li> <li>• Expand partnership efforts with high schools and community organizations to raise awareness of the program.</li> </ul>	Achieve and sustain an annual enrollment of 35–40 students by the next academic year with a retention rate of at least 90%.
#2 Strengthen Academic Support to Address Equity Gaps	ILO 2. Creative, Critical, and Analytical Thinking				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Enhance support systems to improve transfer-level math and English completion rates among Puente students.	<ul style="list-style-type: none"> <li>• Implement peer-led tutoring and academic workshops specifically for Math 115 and English courses.</li> <li>• Increase collaboration with campus resources, such as the Learning Center, to provide</li> </ul>	A 10% improvement in completion rates for transfer-level math and English among Puente students.

							targeted academic support. <ul style="list-style-type: none"> <li>Track and evaluate student progress in core Puente courses to identify and address academic challenges.</li> </ul>	
#3 Enhance Leadership Development and Community Engagement	ILO 3. Community/Global Consciousness				Goal #6 Success: Boost success rates by prioritizing the student experience.	Build Puente into a center for leadership development by creating programs that strengthen both community involvement and career-ready capabilities.	<ul style="list-style-type: none"> <li>Organize statewide leadership conferences and community-based projects.</li> <li>Increase mentorship opportunities with professionals and alumni to help students develop career readiness and leadership skills.</li> <li>Coordinate with local organizations for students to engage in service-learning projects.</li> </ul>	At least 80% of students participate in leadership or community engagement activities, with positive feedback on skill-building and community impact.
#4	Choose ILO				Choose an item.			

*\*\*If applicable for instructional areas*

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)							
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name	

Supplies	Increase funding for student basic needs support (e.g., food pantry vouchers, textbook stipends).	Goal #1: Expand Student Enrollment and Accessibility	New	\$25,000	Recurring	Alberto Mendoza Gonzalez Larreynaga
Other	Hire dedicated tutors for Puente cohort courses, including English 101, Math 115, English 102, and Ethnic Studies 111, to provide consistent academic support.	Goal #2: Strengthen Academic Support to Address Equity Gaps	New	\$25,000	Recurring	Alberto Mendoza Gonzalez Larreynaga
Faculty	Hire a full-time Puente counselor to provide consistent academic, personal, and transfer guidance.	Goal #1: Expand Student Enrollment and Accessibility Goal #2: Strengthen Academic Support	New	\$100,000	Recurring	Alberto Mendoza Gonzalez Larreynaga
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

Required:

- Supporting data/information





**29** Puentistas Responded

**7 out of 10**

Puentistas visited their first 4-year University as a part of the Puente Program



### Challenges Impacting Academic Success

Top 5 reasons identified by Puentistas:

- 72%** Struggled with balancing school, family & social life
- 34%** Shared that other course work was too fast-paced
- 14%** Enrolled in too many units
- 10%** Worked too many hours
- 7%** Not having enough money for tuition and books

**83%**



of Puentistas rated their overall Puente experience as Excellent or Very Good



### Puente Factors Influencing Academic Success

% of Puentistas who Strongly Agree or Agree

- 97%** English Class
- 97%** College Field Trips
- 93%** Puente Personal Development/ Guidance
- 93%** Classroom Familia
- 93%** Transfer Motivation Conference

**83%**

Have all or most of the information needed to transfer

**83%**

Believe they can transfer and graduate with a bachelor's degree

% of Puentistas aspiring to Transfer to:

- 79%**  **72%**
- 14%** Private University in California
- 3%** Public or Private University outside of California

"My favorite memory was going on the Southern California University trip and bonding with other Puentistas."  
- 2024 Puentista

**"Once a Puentista, always a Puentista!"**



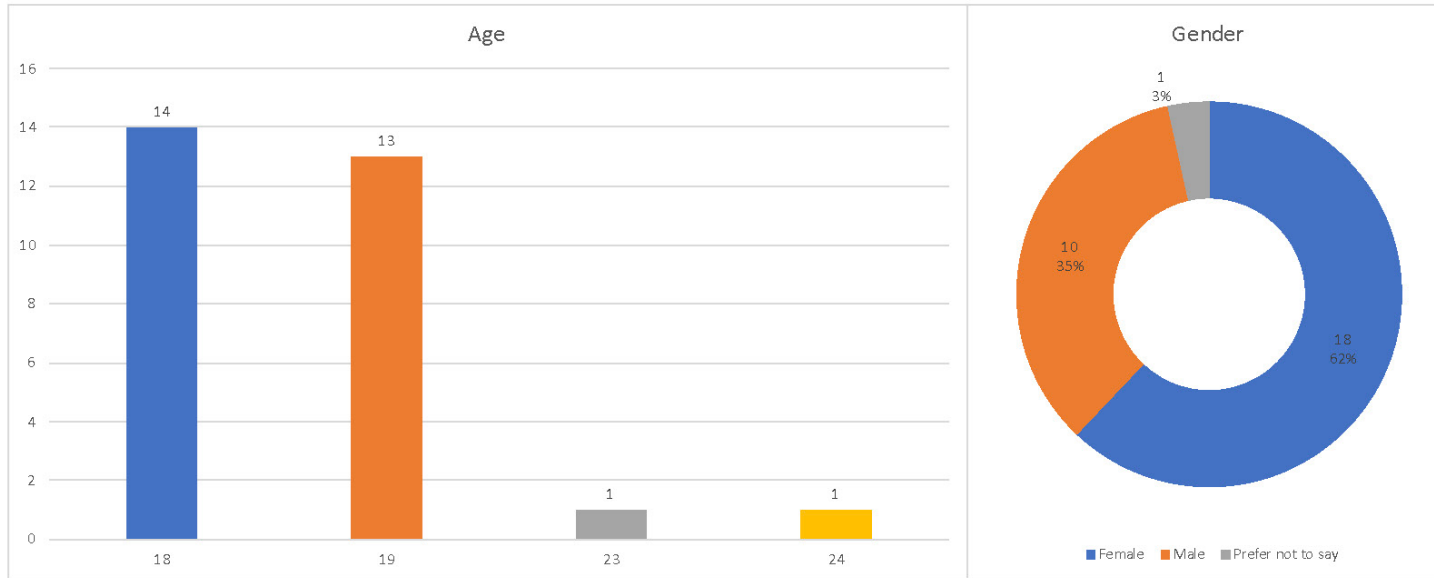
Bridging Classrooms and Communities

Since 1981

2023 - 2024

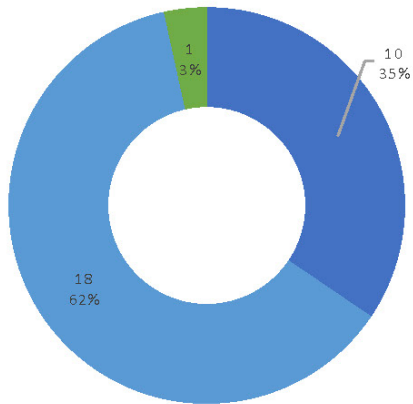
Puente Experience from Antelope Valley College

## Demographics



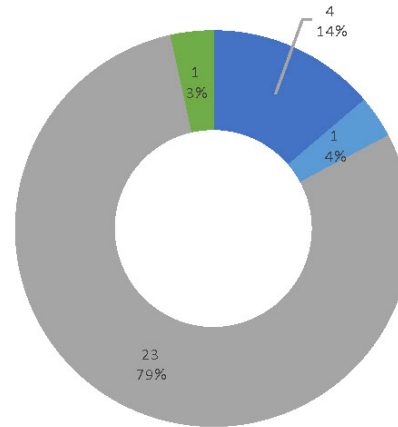
Race/Ethnicity	Count
American Indian/ Alaska Native, Mexican/ Mexican-American/ Chicano	2
Central American (Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama)	5
Central American (Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama), Mexican/ Mexican-American/ Chicano	4
Mexican/ Mexican-American/ Chicano	16
Mexican/ Mexican-American/ Chicano, Korean, White	1
Other Hispanic/ Latinx (Cuba, Dominican Republic, Puerto Rico, Portugal, Spain)	1
<b>Grand Total</b>	<b>29</b>

Puente English Class helped me succeed academically



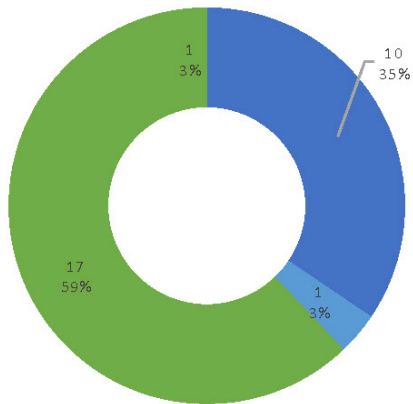
■ Agree ■ Strongly Agree ■ Strongly disagree

Puente Personal Development / Guidance helped me succeed academically



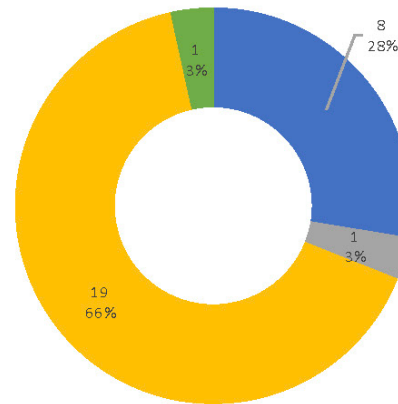
■ Agree ■ Neither agree nor disagree ■ Strongly Agree ■ Strongly disagree

Puente Transfer Motivation Conference helped me succeed academically



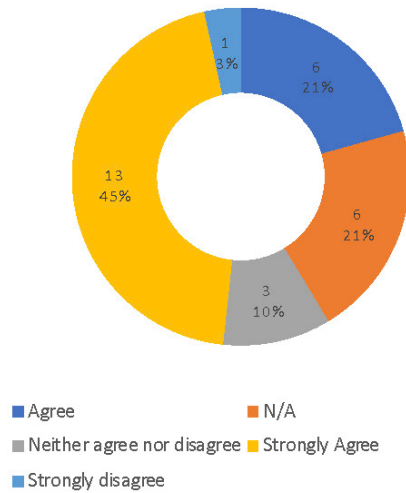
■ Agree ■ Neither agree nor disagree ■ Strongly Agree ■ Strongly disagree

My Puente classroom familia helped me succeed academically

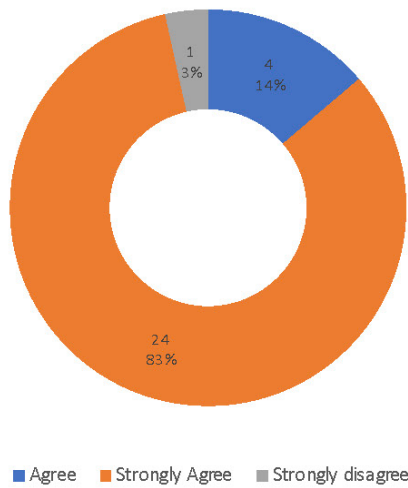


■ Agree ■ Neither agree nor disagree ■ Strongly Agree ■ Strongly disagree

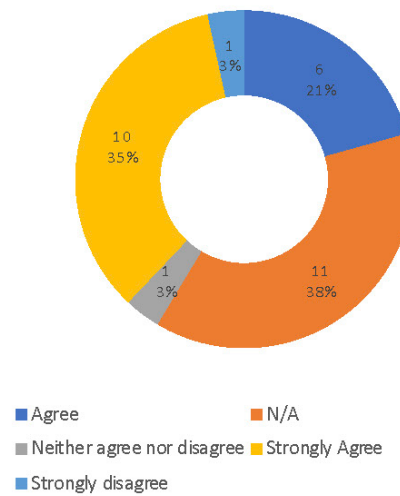
Puente Math Class helped me succeed academically



Puente Field Trips to Colleges helped me succeed academically



Other Puente Field Trips helped me succeed academically



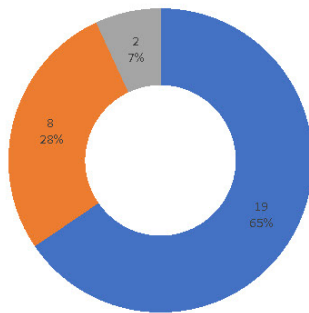
Other Puente Field Trips that contributed to academic success	Count
Fun stuff	1
Workshops	1

Other Puente Activities that contributed to academic success	Count
Noche de Familia, workshops, mentoring	1
All of them helped me out I love this program	1
Definitely mentoring, Noche de Familia, and all Puente events in general.	1
Easy access to counselors helped me significantly, as well as being comfortable with my counselor because she's the only one I meet with.	1
It gave me an opportunity to network with my peers	1
Mentor Mixer, End Of Year Celebration (gave me the boost I needed to continue going), Workshops, La Plaza, Peer Leaders, Mentoring and all other events helped me succeed	1
Mentoring has helped me academically because I was able to get a job because of my mentor. I was also able to get more connections regarding my major and career.	1
Mentoring, Noche de Familia, End of Year Celebration, Counseling	1
Mentoring/Mentor Mixer, Noche de Familia, and Introduction to Puente	1
My mentor 100% helped me succeed academically. She helped me with papers and always made sure I was okay.	1
N/A	2
NA	1
No, there aren't. Not to say they didn't help, but that my academics specifically were not impacted.	1
Noche de familia, end of year celebration and mentoring	1
Workshops helped me stay informed about resources and skills to succeed.	1

Puente Counselor or Professor provided (select all that apply):	Count
Encouragement to develop my leadership skills	20
Encouragement to pursue my dreams	25
Knowledge on the importance of making a difference in m	22
Knowledge on the importance of transferring to university	29
Other:	2
Resources about mental health and well being	26

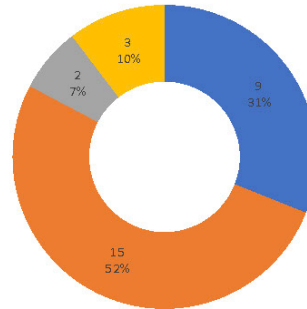
## English Course Experience

Puente has given me the writing tools I need to succeed in college.



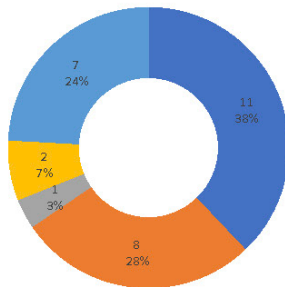
■ Agree ■ Strongly agree ■ Strongly disagree

Confidence level in expressing myself in writing



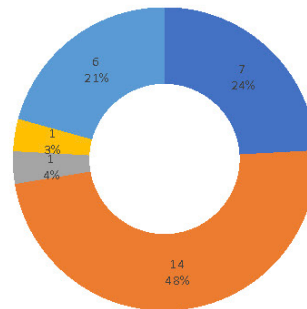
■ Completely confident ■ Fairly confident  
■ Slightly confident ■ Somewhat confident

Confidence level in going to Professor's office hours



■ Completely confident ■ Fairly confident ■ Not confident at all  
■ Slightly confident ■ Somewhat confident

Confidence level in public speaking



■ Completely confident ■ Fairly confident ■ Not confident at all  
■ Slightly confident ■ Somewhat confident

Puente Professor has provided (select all that apply):	Count
Confidence that I can succeed in writing assignments in other college class	24
Exposure to Latinx and multicultural authors	28
Importance of critical thinking and writing in college	27
Improved reading and writing skills	23
Other:	1

## Counseling Experience

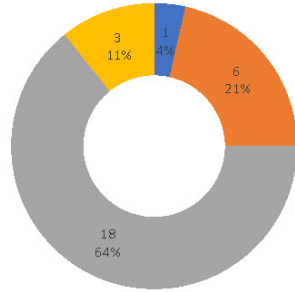
Enrollment Term(s)	Count
Fall Term	5
Fall Term, Spring Term	14
Fall Term, Winter Term, Spring Term	9

Puente Counselor has provided (select all that apply):	Count
Academic counseling (developing ed plan, exploring majors, identifying universities, etc.)	28
Career information	26
Financial aid/Scholarship information	17
Information on how to complete personal statement/essays for university applications	12
Information on how to complete university applications	16
Information on resources to meet my basic needs such as mental health, food, housing, child care, etc.	16
Personal counseling (navigating difficult experiences)	25
Study skills assistance	16



# Transfer Preparation

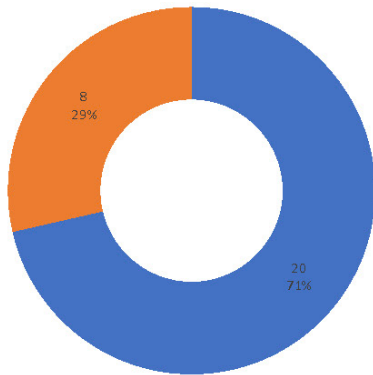
Preparation to transfer to a 4-year college or university



- I do not plan to transfer to a 4-year university and have not asked about it.
- I have all the information I need about preparing to transfer to a 4-year university.
- I have most of the information I need about preparing to transfer to a 4-year university.
- There are still a lot of things I do not understand about preparing to transfer to a 4-year university.

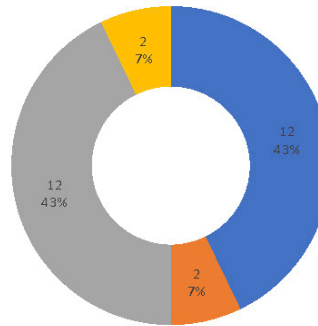
I am interested in transferring to (select all that apply):	Count
California State University (CSU)	23
I am not planning to transfer	3
Private college or university in California	4
Private or public college or university OUTSIDE of California	1
University of California (UC)	21

Visited a 4-year college or university



- Yes, as part of the Puente program
- Yes, prior to joining Puente

Confident that I can transfer and graduate with a Bachelor's degree



- Agree
- Neither Agree nor Disagree
- Strongly Agree
- Strongly Disagree

UC campuses interested in transferring to:	Count
UC Berkeley	7
UC Davis	7
UC Irvine	11
UC Los Angeles	8
UC Riverside	10
UC San Diego	10
UC Santa Barbara	1
UC Santa Cruz	2

Private Universities in California interested on transferring to	Count
San diego cal state, Csun, bakersfield, santa cruz state	1
University Of Southern California	1
USC	2

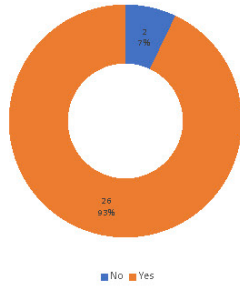
Universities outside California interested	Count
--	-------

Reason for selecting the universities they selected	Count
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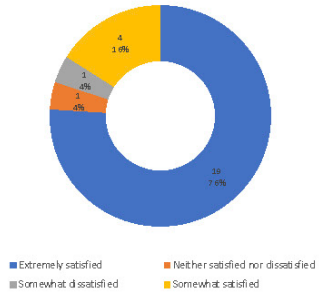
CSU campuses interested in transferring to:	Count
Cal Poly Pomona	9
Cal Poly San Luis Obispo	3
CSU Bakersfield	3
CSU Channel Islands	3
CSU Chico	2
CSU Dominguez Hills	1
CSU Fullerton	7
CSU Long Beach	6
CSU Los Angeles	3
CSU Northridge	10
CSU Sacramento	3
CSU San Bernardino	6
San Diego State	5
San Francisco State	5
San Jose State	3

## Mentoring Program Experience

Was a Puente Mentor assigned?



Overall experience satisfaction with mentor

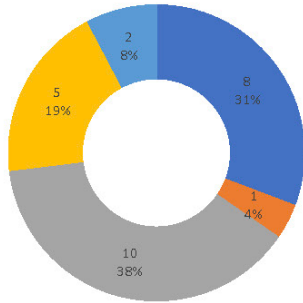


Area of improvement from mentor	Count
Be more consistent	1
During my experience with my mentor, at first, I should have made a schedule so I'm not wasting my mentor's time.	1
I feel like mentors should be chosen based off a more flexible schedule but I feel like that is asking for too much.	1
I think there should be more Mentee/Mentor workshop and events	1
I wish I was more outgoing in seeing her.	1
I'm very satisfied with my mentor experience. I can't think of any areas that need improving.	1
more events with mentors.	1
N/A	3
no	2
No overall my mentor was incredible.	1
No, not really	1
No!	1
None	1
none I can think of	1
Social skills, build my future plans, etc.	1
Unsure	1

One highlight from your mentoring experience	Count
getting to know and get comfortable with my mentor, going out to eat and laughing at similar experiences we've had	1
Getting to know my mentor and just having someone someone to talk to when I need it	1
Her grace and patience, along with flexibility to my schedule and life struggles was a blessing. She helped me learn to be more organized.	1
I got to kind of see and imagine what my future classes will look like and I feel more at ease about what my future classes hold.	1
I was able to find a personal connection with my mentor who gave me the confidence to ask questions that I didn't dare to ask others and trying things that before without his guidance I wouldn't have dared.	1
Just the times we'd talk in her counseling office.	1
Mah, lots of mah.	1
Meeting up with her to catch up and talk	1
Mostly the conversations we had each time we meet	1
My mentor giving me advice on how to balance my schooling and own personal goals	1
My mentor was able to offer a job for me to work with her and I'm forever grateful for that opportunity. I was able to get to know her better.	1
Providing the support and good advice on joining certain programs, sharing knowledge and experience.	1
She always reached out	1
She was always kind to me.	1
She was always there to have someone to talk to	1
She was very patient on my decisive decisions, which gave me comfort and security as I was not rushed not make any decisions I was not comfortable with	1
sometimes my mentor was the only one pushing me to follow my dreams	1
That one time	1
That we can talk about personal things very well and we connect almost instantly.	1
The emotional support when I was trying to figure out if I needed to drop a class or not	1
Tips and ideas to join STEM clubs, internships	1
Us meeting up and talking about life.	1
When we met up once and he told me what I should strive for in my near future.	1

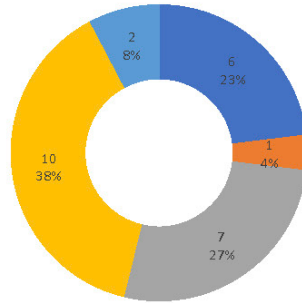
## Mentoring Program Experience

I was involved/invested in on-campus organizations



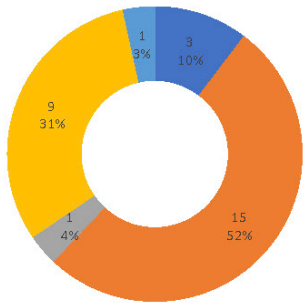
■ Agree      ■ Disagree  
■ Neither agree or disagree   ■ Strongly Agree  
■ Strongly Disagree

I felt strongly connected to my campus community



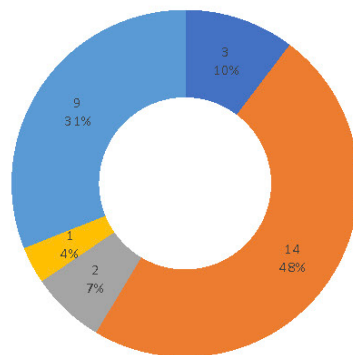
■ Agree      ■ Disagree  
■ Neither agree or disagree   ■ Strongly Agree  
■ Strongly Disagree

I have had positive interactions/relationships with my professors



■ Agree      ■ Disagree  
■ Neither agree or disagree   ■ Strongly Agree  
■ Strongly Disagree

I felt strongly connected to other students on campus and in my classes



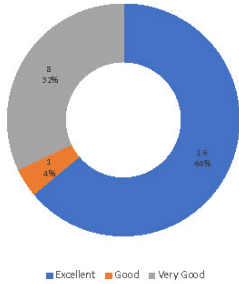
■ Agree   ■ Disagree   ■ Neither agree or disagree   ■ Strongly Agree

Challenges that may have impacted my academic success	Count
Enrolled in too many units	4
Fulfilling basic needs like food, housing, etc.	1
Having enough money to pay for college tuition and books	2
Other coursework was too fast paced	10
Other:	4
Struggled balancing school, family, and social life	21
Worked too many hours	3

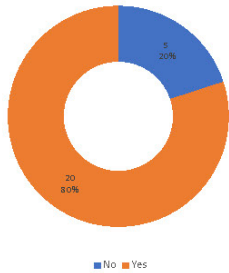
Number of hours worked (for those who answered)	Count
20	1
30	1
40	1

## Overall Puente Experience

Overall Puente Experience



Opt-in to subscribe to receive occasional emails from Puente Statewide Office (scholarships, etc.)



Favorite Puente memory	Count
Building a community with the Puente people/friends	1
Getting to know everyone in my cohort and hanging out outside of school	1
getting to socialize with the puente students	1
Going on a trip to Ucirvine and Ucsan Diego in December of 2023	1
Going on field trips and meeting new people New familia	1
going on trips and bonding more with my classmates	1
going to SoCal despite the mental distress that occurred and had a negative affect on me, my cohort and counclors made sure I felt ok, and accompanied me until I felt better	1
Going to the university trips and bonding with our community better. We ate dinner together and we were laughing so much.	1
Going with a couple to get food a trip and just climbing on top of a playground to eat.	1
I realize when we went on the Southern California University trips I really enjoyed being able to bond with other Puentistas and get closer to my friend Antonia	1
I really enjoyed our Southern California Universities trip.	1
Meeting new people and going on trips made a better experience.	1
My favorite memory in Puente from this past year was going to the campus tours at UC Irvine and San Diego. There are my dream schools and I am glad we went to those campuses.	1
My Favorite memory is from puente is going on the Two day field trip	1
My first meeting everyone welcomed me with open arms	1
Our university visiting trip over winter break	1
That one time	1
The familia that was created. I was able to ease my way into avc instead of feeling scared.	1
The field trip	1
The film festival	1
The first field trip to san diego	1
The San Diego collage trip we went on. Where we had free time and went to a haunted house.	1
The trip to San Diego was my favorite memory because I got really close to my peers.	1
The trip to south California was very informative and allowed me to see what was right for me in the future.	1
We had a family dinner in our field trips, it was very lovely getting to know everyone and develop good relationships.	1

Other feedback not asked	Count
I love my peers, my familia.	1
It's fun	1
N/A	6
no	4
No.	1
None	1
none that I can think of right now	1
The staff that we have at AVC are essential to students success. May, Kim, Hd, Blanca and Ryan are all a huge part of my retention in college. I lost my apartment in a fire and wanted to quit but they supported me through it and now I know I can make it through anything.	1
This puente program was one of the best things I had in college, thank you.	1
This program truly changed the way I think about college and my future. I can truly do anything I put my mind too. I was terrified of college but now I like coming to school.	1

## 2023 Student Equity Plan Overview

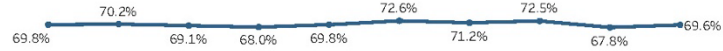
<a href="#">Description</a>	<p>This dashboard shows data for the five metrics in the Student Equity Plan (SEP). Data are provided by the Chancellor's Office for each metric across cohort years, disaggregated by student demographic groups, and intersected with gender. Disproportionate Impact (DI) is examined for all disaggregations.</p> <p>For additional detail, hover over numbers.</p>
<a href="#">Disproportionate Impact (DI)</a>	<p>Disproportionate impact (DI) is when the percentage of persons from a particular racial, ethnic, gender, age, or disability group outcome measure is significantly different from the representation of that group in the population of students.</p> <p>DI is calculated using the Percentage Point Gap Minus One (PPG-1) methodology, in which the outcome rate of the primary subgroup is compared to the outcome rate of all OTHER students in the cohort. Throughout this dashboard, DI will be shown in <b>red</b>.</p>
<a href="#">Metric Definitions</a>	<p><b>Successful enrollment in the first year:</b> Among applicants who indicated an intent to enroll, the proportion who enrolled in at least one term as a non-special admit student in the same community college in the selected year</p> <p><b>Persistence (primary terms):</b> Among students in the selected student journey, the proportion who persisted from fall to spring at AVC in the selected year, excluding students who completed an award or transferred to a postsecondary institution</p> <p><b>Transfer math &amp; English:</b> Among students in the selected student journey, the proportion who completed transfer-level math and/or English in their first academic year of credit enrollment from their first term within the district</p> <p><b>Vision Completion goal in 3 years:</b> Among students in the selected student journey, the number of students who earned one or more of the following within three years: CO-approved certificate, associate degree, and/or baccalaureate degree, and had an enrollment at Antelope Valley College in the selected year</p> <p><b>Transferred in 3 years:</b> Students who transferred to any four-year postsecondary institution within three years</p> <p><i>Source: CCCCQ's Student Success Metrics Dashboard: Metric Definition Dictionary</i></p>

**Metric Trends | Overall Outcome Rate**

Successful Enrollment in the First Year



Persisted First Primary Term to Subsequent Primary Term



Completed Both Transfer-Level Math and English within the District in the First Year



Transferred to a Four-Year Institution within Three Years



Attained the Vision for Success Definition of Completion within Three Years



## DI Overview by SEP Metric

(Red indicates DI observed)

DI Observed?

No

Yes

[Click to go to View 2 >](#)

Hover over squares for additional details.

### Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

### Completed Both Transfer-Level Math and English within the District in the First Year

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Ethnicity	Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Black/African American	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Filipino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Latinx/Hispanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Native American/Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Pacific Islander/Hawaiian Native	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Two or More Races	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unknown/Non-Respondent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Filter by DI & academic year:

#### Primary Disagg

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Gender
- Homeless
- LGBT
- Overall
- Perkins Economically ..
- Veterans

#### Select for DI:

- No
- Yes



## DI Overview by SEP Metric

(Red indicates DI observed)

DI observe..

■ No  
■ Yes

< Click to return to View 1

This view shows the percentage of students in the cohort who achieved the selected metric outcome.

### Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by DI & academic year:

### Completed Both Transfer-Level Math and English within the District in the First Year

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Ethnicity	Asian	19.6%	19.0%	21.1%	41.9%	35.3%	32.6%
	Black/African American	1.3%	1.8%	2.8%	7.7%	11.1%	10.6%
	Filipino	16.4%	14.3%	21.3%	29.6%	48.1%	41.5%
	Latinx/Hispanic	6.7%	6.3%	8.3%	19.7%	22.7%	20.9%
	Native American/Alaska Native	11.1%	22.2%	8.3%	7.1%	25.0%	0.0%
	Pacific Islander/Hawaiian Native	0.0%	0.0%	10.0%	0.0%	0.0%	25.0%
	Two or More Races	11.0%	8.2%	10.4%	18.1%	18.2%	16.7%
	White	8.7%	7.6%	12.8%	18.7%	27.3%	18.0%
	Unknown/Non-Respondent	11.1%	5.3%	8.3%	11.9%	17.4%	4.3%

### Primary Disagg

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Gender
- Homeless
- LGBT
- Overall
- Perkins Economi..
- Veterans

### Select for DI:

All

### PPG-1 Trend by SEP Metric

(Red indicates DI observed)

DI observed?  
 No  
 Yes

The Percentage Point Gap Minus One (PPG-1) method compares the outcomes of a disaggregated subgroup and all other students (excluding students in the subgroup). For example, the persistence rate of Latinx/Hispanic students to the persistence rate of all non-Latinx/Hispanic students.

PPG-1=Outcome rate (%) for disaggregated subgroup - Outcome rate (%) for all other students.

PPG-1 can result in a positive or negative number. A negative PPG-1 indicates that the disaggregated subgroup has a lower outcome rate compared to the outcome rate of all other students. A positive PPG-1 means that the subgroup has a higher outcome rate.

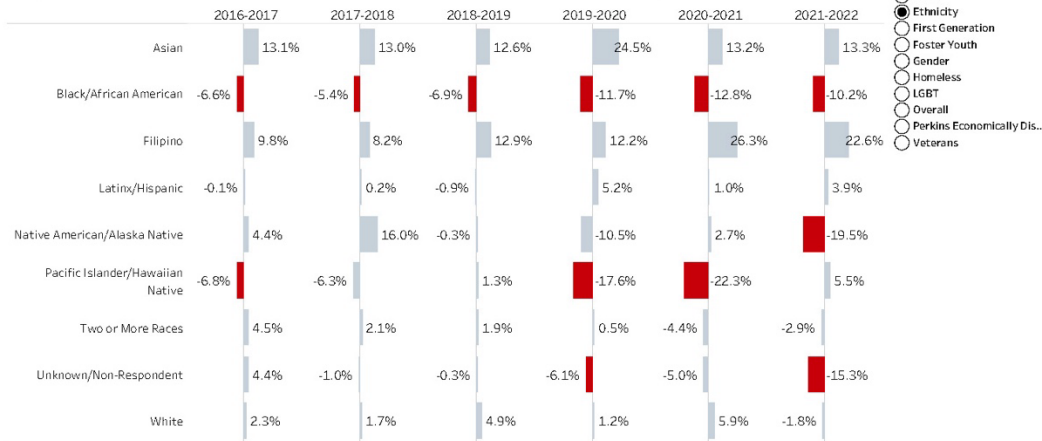
Source: CCCCO's "Percentage Point Gap Minus One (PPG-1) Methodology Notes\_2022"

Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by demographic group & academic year:

#### Completed Both Transfer-Level Math and English within the District in the First Year by Ethnicity



- Select demographic group:
- DSPS
  - Ethnicity
  - First Generation
  - Foster Youth
  - Gender
  - Homeless
  - LGBT
  - Overall
  - Perkins Economically Dis...
  - Veterans

## DI Overview by Metric Outcome & Gender

(Red indicates DI observed)

DI Observed?

No  
Yes

[Click to go to View 2 >](#)

Hover over squares for additional details.

Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

### Completed Both Transfer-Level Math and English within the District in the First Year by Ethnicity

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Black/African American	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Filipino	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Latinx/Hispanic	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Native American/Alaska Native	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Pacific Islander/Hawaiian Native	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Two or More Races	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
White	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Unknown/Non-Respondent	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■

Filter by demographic group, DI & academic year:

Select demographic group:

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Homeless
- LGBT
- Perkins Economically Disadv.
- Veterans

Select for DI:

All

## DI Overview by Metric Outcome & Gender

(Red indicates DI observed)

DI observed?

No  
 Yes

[< Click to return to View 1](#)

This view shows the percentage of students in the cohort who achieved the selected metric outcome.

### Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by demographic group,  
gender & academic year:

### Completed Both Transfer-Level Math and English within the District in the First Year by Ethnicity

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	Female	16.1%	15.2%	28.0%	52.2%	31.3%	38.1%
	Male	24.0%	21.4%	17.2%	30.0%	38.9%	29.2%
	All Other		50.0%	0.0%			0.0%
Black/African American	Female	2.1%	0.8%	4.0%	8.4%	16.2%	13.5%
	Male	0.4%	2.9%	1.3%	6.8%	6.1%	6.6%
	All Other	0.0%	7.1%	0.0%	10.0%	0.0%	50.0%
Filipino	Female	15.6%	11.8%	24.2%	21.6%	56.5%	36.1%
	Male	14.8%	17.1%	18.5%	39.4%	41.4%	50.0%
	All Other	50.0%	0.0%	0.0%			0.0%
Latinx/Hispanic	Female	6.4%	6.4%	8.1%	24.8%	27.4%	23.6%
	Male	7.3%	6.4%	8.6%	14.3%	17.2%	17.7%
	All Other	0.0%	4.0%	6.3%	11.5%	11.8%	25.0%
Native American/Alaska Native	Female	20.0%	33.3%	25.0%	11.1%	0.0%	0.0%
	Male	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%
	All Other		0.0%				
Pacific Islander/Hawaiian Native	Female	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	All Other		0.0%	100.0%			
Two or More Races	Female	11.2%	5.6%	10.6%	17.6%	21.5%	17.1%
	Male	10.0%	11.7%	10.3%	19.0%	14.5%	15.0%
	All Other	25.0%	0.0%	0.0%	0.0%	0.0%	25.0%
White	Female	6.7%	6.7%	12.7%	20.7%	32.8%	22.2%
	Male	11.0%	8.8%	12.9%	17.0%	21.6%	14.8%
	All Other	0.0%	0.0%	13.3%	18.2%	33.3%	11.8%
Unknown/Non-Respondent	Female	7.1%	0.0%	9.4%	12.0%	16.7%	11.1%
	Male	18.2%	10.0%	9.1%	11.8%	13.3%	0.0%
	All Other	0.0%	0.0%	0.0%	11.1%	50.0%	0.0%

Select demographic group:

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Homeless
- LGBT
- Perkins Economically Disadv..
- Veterans

Select gender:

All

## PPG-1 Trend by SEP Metric and Gender

(Red indicates DI observed)

The following view looks at PPG-1 for the primary group at the intersection of gender. This information can be used to answer the question, "Is there intersectional DI observed for the subgroup of interest?" While DI might be present in the primary group, DI may or may not be present when adding gender.

For example, the data shows that DI is present overall for first-generation students completing transfer-level Math and English within the district in the first year in 2020-21. However, when adding gender, there is no evidence of DI for first-generation female students. Still, there is evidence of DI for first-generation male students completing that metric outcome in 2020-21.

Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by demographic group, gender & academic year:

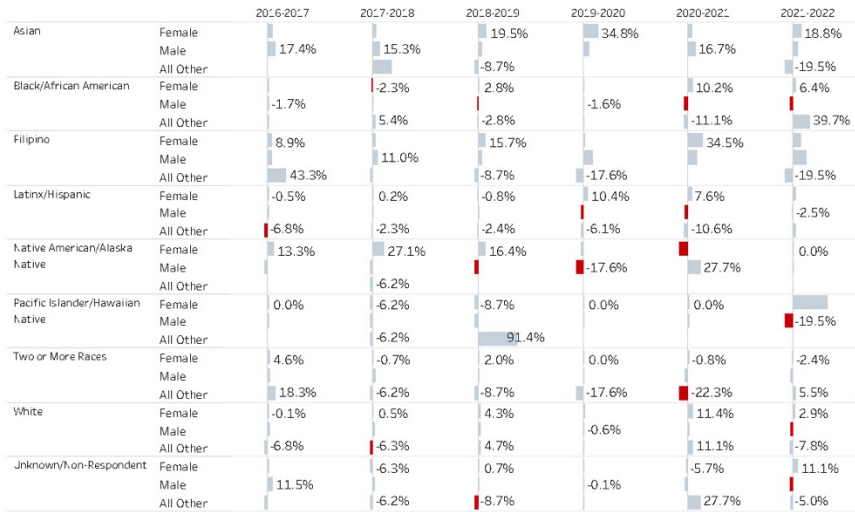
### Completed Both Transfer-Level Math and English within the District in the First Year - Ethnicity by All

Select demographic group:

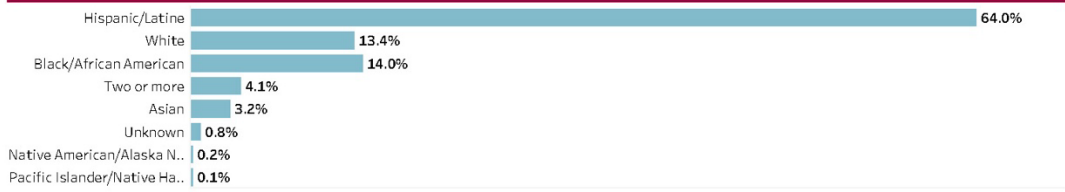
- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Homeless
- LGBT
- Perkins Economically Disadv.
- Veterans

Select gender:

All



## Race/Ethnicity





## Fall 2024 Program Review Report | Non-Instructional Areas

<b>Department /Area Name: Equity/Pride Center</b>	<b>For Planning Years: 2025-2026</b>
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**Name of person leading this review: Alberto Mendoza Gonzalez Larreynaga**

**Names of all participants in this review: Sara Collins and Alberto Mendoza Gonzalez Larreynaga**

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

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

The PRIDE Center stands as a vital component of Antelope Valley College's commitment to its institutional mission, serving as a cornerstone for supporting and empowering LGBTQIA+ students within our diverse campus community. By providing comprehensive support and educational opportunities, the Center actively contributes to creating an inclusive and enriching educational environment that aligns perfectly with AVC's core mission and values.

At its foundation, the Center enhances the quality and comprehensiveness of education at AVC through carefully designed programs and events that serve a dual purpose. These initiatives not only educate the broader campus community about LGBTQIA+ experiences, perspectives, and needs but also create a welcoming learning environment that supports students' academic success. This approach exemplifies AVC's commitment to providing quality education while acknowledging and embracing the diverse needs of our student population.

The PRIDE Center's intentionally inclusive space actively serves and celebrates the diversity within our campus community, with particular attention to supporting students across the full spectrum of sex, gender, and sexual identities. This focused approach to serving diverse populations demonstrates AVC's dedication to meeting the unique needs of all learners while fostering an environment where differences are celebrated and supported.

In its role as a student success facilitator, the Center provides crucial resources, support services, and a safe space that helps LGBTQIA+ students overcome barriers to their academic success and personal growth. By connecting students to both campus and community resources, the Center creates a comprehensive support network that strengthens students' educational journeys and increases their likelihood of success.

Through its specialized programming, educational opportunities, and community connections, the PRIDE Center generates valuable opportunities that extend beyond its immediate constituency to benefit both LGBTQIA+ students and the broader campus community. This inclusive approach to creating value and opportunity aligns with AVC's mission to serve all students while maintaining a focused commitment to supporting diverse populations.

The Center's impact extends into the broader community through its outreach efforts, educational events, and resource sharing. These initiatives contribute to building a more informed, inclusive, and supportive community both on and off campus, fulfilling AVC's commitment to community service while fostering a more inclusive and understanding society.

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

### **Use the following questions to guide your analysis:**

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

The PRIDE Center stands as a vital support hub for AVC's diverse LGBTQIA+ student population, a fact clearly demonstrated through comprehensive survey data and program metrics. Our detailed analysis reveals both the critical



importance of the Center's work and identifies key areas where continued growth is needed to better serve our student population.

A Spring 2023 survey of 357 students provided crucial insights into our service population, with 248 students (69.5%) identifying as LGBTQIA+ community members. This significant representation underscores the importance of maintaining dedicated support services. In response to this demonstrated need, the Center has developed a comprehensive array of programs and services. These include regular community-building events such as Sing your Pride Karaoke, Movie Nights, and Tea Tuesdays, alongside educational programming featuring Queer and Brown panels, pronouns day, and trans awareness programs. The Center also provides practical support through self-defense classes, peer support via three dedicated student workers, advocacy through the LGBTQIA+ Committee, and maintains a safe space for gathering and community connection.

Our demographic analysis reveals significant patterns in our student population. The majority of surveyed students identify as either cisgender women or genderqueer non-conforming, reflecting the diversity of gender identity within our community. When compared to the broader institutional enrollment of 51,701 female and 38,486 male students in 2023-2024, this data highlights the critical importance of providing specialized support for gender-diverse students.

Student success metrics over the past year show mixed results. Bisexual students demonstrated modest improvements, with success rates increasing from 59.3% to 60.2% and retention rates improving slightly from 82.1% to 83% between Fall 2022 and Fall 2023. However, Gay/Lesbian students faced some challenges during this period, with success rates declining significantly from 78.5% to 61% and retention rates decreasing from 89.7% to 85.6%. These fluctuations clearly indicate a need for targeted interventions and enhanced support services.

Perhaps most critically, our survey revealed significant mental health challenges among our LGBTQIA+ student population. An overwhelming 83% reported experiencing anxiety, while 69% struggle with depression, and 67% report feelings of

loneliness or not belonging. These concerning statistics underscore the urgent need for comprehensive mental health support and robust community-building initiatives.

While 103 students identified the PRIDE Center as a potential safe space on campus, our assessment has identified several key areas requiring improvement. These include the need to strengthen our campus presence and visibility, increase event participation and engagement, enhance mental health support services, improve infrastructure with additions like gender-neutral restrooms, and provide professional development for faculty and staff to better serve LGBTQIA+ students. Addressing these areas will be crucial for the Center's continued growth and effectiveness in supporting our LGBTQIA+ student population.

#### Decrease of success rates for Gay/Lesbian students:

Looking at the significant decrease in success rates for Gay/Lesbian students - from 78.5% in Fall 2022 to 61% in Fall 2023 (a 17.5% drop) - alongside the decrease in retention rates from 89.7% to 85.6%, several potential factors warrant investigation based on our available data and program timeline.

This decline coincides with several significant institutional changes and challenges identified in our program review. The PRIDE Center opened in Summer 2023, and while this was a positive development, our data shows challenges with consistent attendance and engagement at Center events. Additionally, our Spring 2023 survey revealed concerning mental health statistics among LGBTQIA+ students, with 83% reporting anxiety, 69% experiencing depression, and 67% feeling lonely or disconnected. These mental health challenges could be contributing factors to the decreased success rates.

Other potential contributing factors identified in our program review include:

- Limited dedicated space for support services
- Need for increased campus presence and visibility
- Insufficient faculty and staff training on LGBTQIA+ student needs
- Limited mental health support specifically tailored to LGBTQIA+ students
- Need for more comprehensive support systems similar to established programs like Puente and Umoja

To better understand this significant decrease, Equity and Student Achievement division can:

1. Conduct a detailed analysis of course completion patterns
2. Gather feedback through targeted focus groups with Gay/Lesbian students
3. Review the timing and accessibility of support services
4. Examine any institutional or environmental changes during this period
5. Assess the impact of the transition period during the PRIDE Center's opening

This concerning trend in success rates reinforces the urgency of our proposed goals, particularly the need for enhanced mental health support services and the development of a more comprehensive student support program modeled after successful equity programs on campus.

#### Decrease of Bisexual students:

While our data analysis shows small increases in both success and retention rates for bisexual students - with success rates rising from 59.3% to 60.2% and retention rates improving from 82.1% to 83% between Fall 2022 and Fall 2023 - these modest gains warrant deeper investigation to ensure we're effectively serving this student population. To better understand their experiences and needs, we propose implementing a comprehensive assessment strategy.

This strategy would begin with targeted assessment methods, including focused group discussions with bisexual students and anonymous surveys designed to capture their unique experiences on campus. We would also implement systematic tracking of bisexual students' participation in Pride Center events and analyze their academic pathways and course-taking patterns. This quantitative data would be enriched by gathering qualitative information through individual interviews exploring their campus experiences, specific support needs, and any encounters with biphobia or bi-erasure. We would also seek to understand their sense of belonging both within the general campus community and the LGBTQIA+ community specifically.

Additionally, we need to conduct a thorough review of our current services and programming. This would include evaluating whether our current programming adequately addresses bi-specific issues, assessing the representation of bisexual identities in Center materials and events, and examining any unintentional barriers to participation. Special attention would be paid to whether our mental health support services address challenges specific to bisexual students.

The insights gathered through these various assessment methods would serve multiple purposes: helping us better understand and address the specific needs of bisexual students, informing the development of targeted support services, ensuring our programming is truly inclusive, identifying and addressing unique barriers to success, and guiding our future goal-setting and resource allocation decisions. This comprehensive approach to understanding our bisexual student population would ultimately help us better serve these students and support their academic success.

#### Pride Center Space Utilization:

Since June 2024, the Pride Center has logged over 337 verified hours of student usage. Although error of hours has to be taken into consideration because not all students check-out, a work in progress at the Center and at the HUB, usage patterns show steady growth, with October recording the highest monthly usage at 95 hours. The Center serves students throughout the day, with peak usage during morning hours (7:30am-9am) and early afternoon (1pm-3pm). This data demonstrates that students are actively utilizing the Center as both a brief check-in space and a longer-term study/community space, with visit durations ranging from quick 30-minute visits to extended 3-hour sessions.

- The establishment of the Center in Summer 2023 represents an important step forward, but our data clearly indicates both the ongoing need for these services and opportunities for enhancement and expansion to better serve our student population.

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

**From the Spring 2023 survey 103 students expressed that they would consider a dedicated LGBTQIA+ Center to be a safe space for them on campus.**

The PRIDE Center has achieved significant accomplishments since its establishment in Summer 2023, demonstrating strong commitment to serving LGBTQIA+ students at AVC. Our data-driven approach to establishing the Center was validated by survey results showing 103 students identifying it as a valuable safe space on campus. The successful launch included hiring three student workers who provide essential peer support and help coordinate Center activities, creating an immediate positive impact on our campus community.

The Center has developed a robust and diverse programming schedule that addresses multiple aspects of student life and development. Monthly events range from cultural and educational programs, such as the Queer and Brown panel discussions and trans awareness sessions, to community-building activities like Sing your Pride Karaoke and Tea Tuesdays. These programs are complemented by practical support initiatives, including self-defense classes and educational workshops on topics like pronoun usage. The establishment of an active LGBTQIA+ Committee, comprising faculty, staff, and student workers, has strengthened our advocacy efforts and campus presence. Additionally, the successful launch of AVC's first Queer Pride Club marks a significant milestone in student engagement and leadership.

Our commitment to comprehensive student support is evident in our multi-faceted approach to addressing student needs. The Center serves as a hub for academic support, social connection, mental health awareness, and identity affirmation. We have taken concrete steps toward increasing campus inclusivity, including initiating work on gender-

neutral restroom signage and beginning plans for AVC's first Lavender Graduation celebration, demonstrating our commitment to creating lasting institutional change.

The Center's effectiveness is supported by robust data collection and analysis. Our comprehensive survey of 357 students has provided valuable insights into student demographics, needs, and preferences, allowing us to make informed decisions about programming and services. Success metrics show promising trends, particularly among bisexual students, whose success rates increased from 59.3% to 60.2% and retention rates improved from 82.1% to 83% between Fall 2022 and Fall 2023.

Perhaps most significantly, the PRIDE Center has successfully integrated itself into the broader institutional framework of AVC, aligning our work with the college's mission of serving diverse student populations. We have developed strong partnerships across campus departments and consistently implemented equity-minded practices in our programming and services. Through strategic outreach during awareness months and regular informational tables, we have increased visibility and accessibility of our services to the broader campus community.

The Center has successfully established consistent daily usage patterns, demonstrating its value as a campus resource. Early morning utilization (7am-9am) is particularly strong, showing the Center meets critical student needs outside of traditional peak hours.

These accomplishments, while significant, represent just the beginning of our work to create an inclusive, supportive environment for LGBTQIA+ students at AVC. They provide a strong foundation for future growth and expanded services, demonstrating the Center's vital role in supporting student success and fostering a more inclusive campus community.

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

**In speaking with LGBTQIA+ students and committee members the following are ideas for increasing opportunities to boost the PRIDE Center and offer more support for the LGBTQIA+ student population:**

The PRIDE Center's initial year of operation has illuminated both significant opportunities for growth and important challenges that need to be addressed. Through ongoing dialogue with LGBTQIA+ students, committee members, and analysis of survey data, several key areas for development and concern have emerged.

A primary challenge facing the Center is the need to increase our campus presence and event attendance. Despite offering diverse programming, attendance at PRIDE events has been minimal, with some events seeing no participation. This challenge represents an opportunity to reimagine our outreach strategies and program offerings to better engage our target population. The data suggests that while students express interest in having a dedicated space (as evidenced by 103 survey respondents), converting this interest into active participation requires new approaches to engagement and communication.

Mental health support emerges as a critical area requiring immediate attention, as revealed by our Spring 2023 survey of 357 LGBTQIA+ students. The data paints a concerning picture of our students' mental health: 83% reported experiencing anxiety, 69% dealt with depression, and 67% expressed feelings of loneliness or not belonging. These striking statistics highlight both a challenge in supporting our students' well-being and an opportunity to develop more robust mental health resources specifically tailored to LGBTQIA+ students' needs.

Infrastructure and institutional support present another area for development. The need for gender-neutral restrooms has been consistently identified as a priority by our community. This challenge extends beyond mere facility modifications to include the broader need for institutional policies that support gender inclusivity. Additionally, our assessment indicates a significant need for comprehensive faculty and staff training to better serve LGBTQIA+ students. This represents an opportunity to build capacity among college personnel and create a more inclusive campus environment.

The Center also faces spatial challenges, as noted in our current programming assessment. While we have established a presence in the HUB, the need for a dedicated, permanent space that can accommodate our growing community and expanding services remains a priority. This spatial limitation impacts our ability to provide consistent services and create the welcoming, accessible environment our students need.

Looking ahead, we see significant opportunities to develop the PRIDE Center into a more comprehensive student support program, similar to established programs like Puente, Umoja, and Dreamers. This evolution could include implementing incentives, peer mentoring systems, and dedicated LGBTQIA+ counselors. Such expansion would address many of our

current challenges while creating a more robust support structure for our students. Usage data reveals opportunities to develop targeted programming during peak attendance hours to maximize student engagement.

These challenges, while significant, also represent opportunities for growth and improvement. Each challenge identified provides a roadmap for enhancing our services and better fulfilling our mission to support LGBTQIA+ students at AVC. By addressing these areas systematically and with appropriate resources, the PRIDE Center can strengthen its role as a vital campus resource and support system for our diverse student population.

- 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)
Limited Mental Health Support Services: Without dedicated mental health resources for LGBTQIA+ students, we risk not adequately addressing the significant mental health challenges revealed in our survey (83% experiencing anxiety, 69% experiencing depression). This could impact student retention, success, and overall well-being, potentially leading to increased dropout rates and decreased student success metrics.	5
Inconsistent Program Participation and Engagement: Low attendance at PRIDE events and limited student engagement poses a risk to program sustainability and effectiveness. Without consistent participation, we cannot effectively serve our target population or justify resource allocation, potentially impacting future funding and support for LGBTQIA+ initiatives.	4
Insufficient Infrastructure and Space: The lack of permanent, dedicated space and gender-neutral facilities poses compliance risks related to Title IX and other equity requirements. This limitation	4



also impacts our ability to provide consistent, accessible services to students, and limiting our ability to meet student needs.

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

The PRIDE Center aligns its mission and operations with AVC's SERVES 2024-2029 Strategic Plan Goals, demonstrating its commitment to institutional objectives while serving its unique student population.

**Strategic Goal 1** - Service emphasizes the removal of barriers and enhancement of institutional responsiveness. The PRIDE Center exemplifies this through creating a safe, welcoming environment, as evidenced by 103 students identifying it as a potential safe space on campus. Through regular programming like Tea Tuesdays, Movie Nights, and cultural events, the Center fosters crucial connections for LGBTQIA+ students, addressing the 67% of surveyed students who report feelings of loneliness or disconnection.

**Strategic Goal 2** - Equity focuses on creating an inclusive campus culture. The Center advances this goal by offering diverse programming that promotes understanding of LGBTQIA+ experiences. Survey data showing that 248 of 357 surveyed students identify as LGBTQIA+ underscores the significant need for such representation. The Center's work with the LGBTQIA+ Committee and emphasis on gender-neutral facilities demonstrates practical steps toward equity and inclusion.

**Strategic Goal 3** - Resources addresses student awareness of campus services. This is particularly crucial given the concerning mental health statistics revealed in our survey: 83% of LGBTQIA+ students experience anxiety, 69% face depression, and 67% feel isolated. These numbers emphasize the urgent need for enhanced counseling and support services specifically tailored to LGBTQIA+ students.

**Strategic Goal 4** - Vision promotes innovative, proactive approaches. The Center implements this through diverse programming including Queer and Brown panels, trans awareness programs, and self-defense classes. These initiatives, supported by three dedicated student workers, create platforms for student voices and experiences, though current attendance challenges indicate the need for enhanced engagement strategies.

**Strategic Goal 5** - Education highlights the need for expanded academic offerings. The Spring 2023 survey identified gaps in LGBT-related curricula, suggesting the need for more inclusive academic content. This aligns with success rate data showing concerning trends, particularly the decline in Gay/Lesbian student success rates from 78.5% to 61%.

**Strategic Goal 6** - Success focuses on enhancing the student experience. The planned Lavender Graduation ceremony represents a significant step toward celebrating LGBTQIA+ student achievements. This initiative becomes particularly important given the varying success rates among different student groups, with bisexual students showing slight improvements (60.2% success rate) while other groups face challenges.

Looking ahead, the PRIDE Center aims to evolve into a comprehensive support program modeled after successful initiatives like Punte, Umoja, and Dreamers. This transformation would include expanded services, peer mentoring, and dedicated counseling support, addressing the demonstrated needs of our LGBTQIA+ student population. The Center's commitment to awareness, education, understanding, and acceptance is supported by clear data showing both the need for these services and their potential impact on student success.

## 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.*

N/A	N/A

**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
Support student success by increasing staff to facilitate student involvement and engagement. Specific actions included: (1) Hire a LGBTQIA Program Specialist and (2) Support the needs of students in this population and create a space (either back in the HUB or in another location to reopen the Pride Center)	Pride Center successfully opened in the HUB in Summer 2023
Pride Center has been actively hosting several monthly events (Karaoke, Movie Nights, Tea Tuesdays, Queer and Brown panel, self-defense class, pronouns day, trans awareness)	These events continue to be part of the Pride Center. Marketing is done with anticipation, but challenges still exist with attendance. Work is being done to have Equity staff increase their presence at the Center to create a more welcoming safe and brave space.
Establish an active LGBTQIA+ Committee with faculty, staff and student workers	The committee is active and meeting on a regular basis. The committee works with the program and club side to provide the best experience possible for our students. Collaboration will continue as the committee will meet

	regularly with the managers in Equity and Student Achievement, including the Vice-President.

**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 Student Engagement Enhancement Initiative	ILO 1. Communication				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and	Increase student engagement and participation in Pride Center activities and events to create a more vibrant and supportive campus community for LGBTQIA+ students	<ol style="list-style-type: none"> <li>1. Develop targeted marketing strategies using student feedback</li> <li>2. Create consistent social media presence</li> <li>3. Implement student ambassador program</li> </ol>	50% increase in event attendance from baseline 25% increase in daily Center usage – Established baseline tracking system for student visits and participation –

					inclusive campus.		4. Partner with other campus organizations for joint events  5. Create scheduled drop-in hours with staff and counselors	Positive feedback from student satisfaction surveys
#2 Mental Health Support Development Program	ILO 2. Creative, Critical, and Analytical Thinking				Goal #3 Resources : Increase student awareness about campus resources.	Enhance mental health support services for LGBTQIA+ students to address the high rates of anxiety (83%), depression (69%), and feelings of isolation (67%) reported in student surveys	1. Partner with campus counseling services or telemedicine partners  2. Develop LGBTQIA+-specific support groups  3. Create mental health resource guide  4. Train staff in mental health first aid  5. Establish regular wellness workshops	Decrease in reported anxiety/depression rates by 15% - 80% satisfaction rate with mental health services - Implementation of at least 2 regular support groups - Creation of comprehensive resource guide
#3 LGBTQIA + Cultural Compete	ILO 2. Creative, Critical				Goal #1 Service: Realign college	Implement comprehensive faculty/staff training program on	1. Develop training curriculum	- Train 75% of faculty/staff - Improve student satisfaction ratings with campus

ncy Training Program	l, and Analytical Thinking				policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	LGBTQIA+ inclusivity to create a more supportive campus environment on a recurring basis	<ol style="list-style-type: none"> <li>2. Create online training modules</li> <li>3. Schedule regular workshops</li> <li>4. Establish mentor program</li> <li>5. Create resource materials</li> </ol>	climate by 25% - Create comprehensive resource library - Positive feedback from training evaluations
#4 Comprehensive PRIDE Support Program Development	ILO 4. Career and Specialized Knowledge			#4	Goal #6 Success: Boost success rates by prioritizing the student experience.	Transform Pride Center into comprehensive student support program similar to Puente/Umoja models to enhance academic success and retention	<ol style="list-style-type: none"> <li>1. Research successful LGBTQIA+ programs at other institutions</li> <li>2. Develop program framework</li> <li>3. Create peer mentoring component</li> </ol>	- Increase retention rates by 10% - Improve success rates by 10% - Establish formal program structure by Fall 2025 - Creation of peer mentoring program

							4. Establish dedicated counseling services	
							5. Implement academic support services	

*\*\*If applicable for instructional areas*

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Professional development	LGBTQIA+ Cultural Competency Training Program - includes training materials, workshop facilitators, and online module development	LGBTQIA+ Cultural Competency Training Program	New	\$1500	One-time	Alberto Mendoza Gonzalez Larreynaga

Other	Dedicated space renovation including gender-neutral restroom facilities and program space enhancement	Comprehensive PRIDE Support Program Development	New	\$50,000	One-time	Alberto Mendoza Gonzalez Larreynaga
Classified Staff	Full-time Program Specialist with emphasis in Mental Health and specializing in LGBTQIA+ student support	Mental Health Support Development Program	New	\$85,000	Recurring	Alberto Mendoza Gonzalez Larreynaga
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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



- Supporting data/information

Figure 1. Member of LGBTQIA+ Community

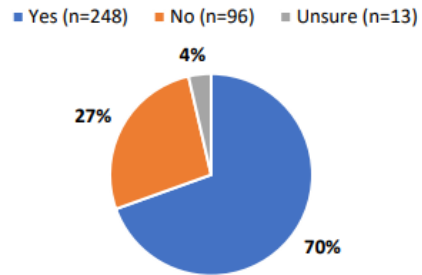
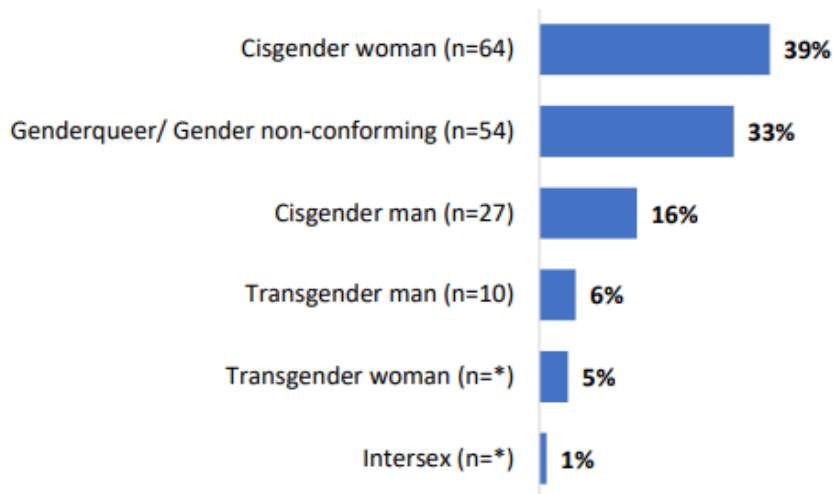


Figure 2. Gender Identity



Enrollment, Retention and Success for All by Gender

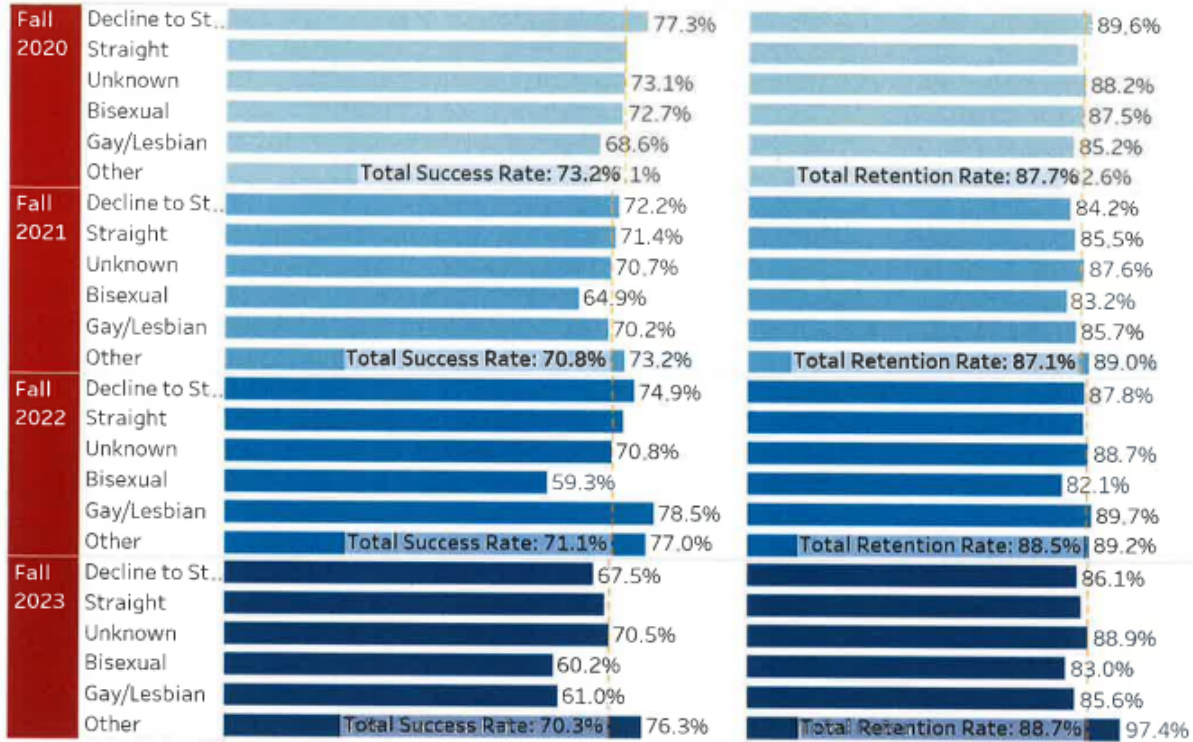
Gender	Year	Enrollment	Retention Rate	Success Rate
Women	2023-2024	51,701	88.7%	72.6%
Men	2023-2024	38,486	89.4%	74.0%
Unknown/Masked	2023-2024	1,664	88.4%	74.7%

# Success & Retention Rates by Sexual Orientation

Select Terms  
Fall Terms

Race/Ethnicity  
All

Age Group  
All



Success Rate

Retention Rate

Source: CCCC Data on Demand

Figure 9. Which of the following would you consider an ideal safe space on campus?

- A dedicated LGBTQIA+ Center (n=103)
- A shared space with other students (n=38)
- Student club (n=29)

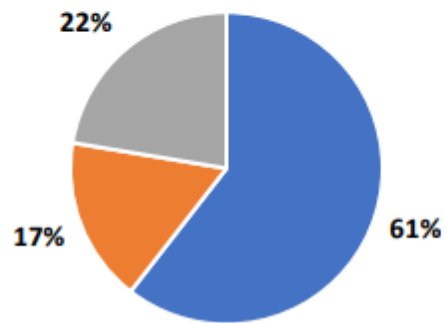
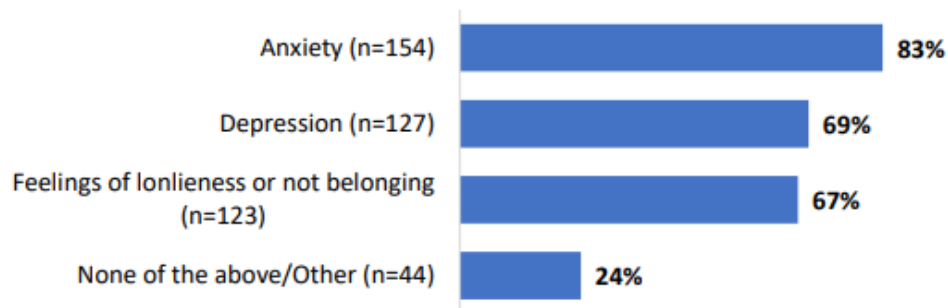


Figure 5. In the past year, have you experienced any of the following (Select all that apply):



## 2023 Student Equity Plan Overview

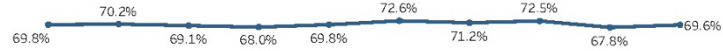
<p><a href="#">Description</a></p>	<p>This dashboard shows data for the five metrics in the Student Equity Plan (SEP). Data are provided by the Chancellor's Office for each metric across cohort years, disaggregated by student demographic groups, and intersected with gender. Disproportionate Impact (DI) is examined for all disaggregations.</p> <p>For additional detail, hover over numbers.</p>
<p><a href="#">Disproportionate Impact (DI)</a></p>	<p>Disproportionate impact (DI) is when the percentage of persons from a particular racial, ethnic, gender, age, or disability group outcome measure is significantly different from the representation of that group in the population of students.</p> <p>DI is calculated using the Percentage Point Gap Minus One (PPG-1) methodology, in which the outcome rate of the primary subgroup is compared to the outcome rate of all OTHER students in the cohort. Throughout this dashboard, DI will be shown in <b>red</b>.</p>
<p><a href="#">Metric Definitions</a></p>	<p><b>Successful enrollment in the first year:</b> Among applicants who indicated an intent to enroll, the proportion who enrolled in at least one term as a non-special admit student in the same community college in the selected year</p> <p><b>Persistence (primary terms):</b> Among students in the selected student journey, the proportion who persisted from fall to spring at AVC in the selected year, excluding students who completed an award or transferred to a postsecondary institution</p> <p><b>Transfer math &amp; English:</b> Among students in the selected student journey, the proportion who completed transfer-level math and/or English in their first academic year of credit enrollment from their first term within the district</p> <p><b>Vision Completion goal in 3 years:</b> Among students in the selected student journey, the number of students who earned one or more of the following within three years: CO-approved certificate, associate degree, and/or baccalaureate degree, and had an enrollment at Antelope Valley College in the selected year</p> <p><b>Transferred in 3 years:</b> Students who transferred to any four-year postsecondary institution within three years</p> <p><i>Source: CCCCQ's Student Success Metrics Dashboard: Metric Definition Dictionary</i></p>

**Metric Trends | Overall Outcome Rate**

Successful Enrollment in the First Year



Persisted First Primary Term to Subsequent Primary Term



Completed Both Transfer-Level Math and English within the District in the First Year



Transferred to a Four-Year Institution within Three Years



Attained the Vision for Success Definition of Completion within Three Years



## DI Overview by SEP Metric

(Red indicates DI observed)

DI Observed?

No

Yes

[Click to go to View 2 >](#)

Hover over squares for additional details.

### Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

### Completed Both Transfer-Level Math and English within the District in the First Year

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Ethnicity	Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Black/African American	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Filipino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Latinx/Hispanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Native American/Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Pacific Islander/Hawaiian Native	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Two or More Races	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unknown/Non-Respondent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Filter by DI & academic year:

#### Primary Disagg

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Gender
- Homeless
- LGBT
- Overall
- Perkins Economically ..
- Veterans

#### Select for DI:

- No
- Yes

### DI Overview by SEP Metric

(Red indicates DI observed)

DI observe..

■ No  
■ Yes

< Click to return to View 1

This view shows the percentage of students in the cohort who achieved the selected metric outcome.

#### Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by DI & academic year:

#### Completed Both Transfer-Level Math and English within the District in the First Year

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Ethnicity	Asian	19.6%	19.0%	21.1%	41.9%	35.3%	32.6%
	Black/African American	1.3%	1.8%	2.8%	7.7%	11.1%	10.6%
	Filipino	16.4%	14.3%	21.3%	29.6%	48.1%	41.5%
	Latinx/Hispanic	6.7%	6.3%	8.3%	19.7%	22.7%	20.9%
	Native American/Alaska Native	11.1%	22.2%	8.3%	7.1%	25.0%	0.0%
	Pacific Islander/Hawaiian Native	0.0%	0.0%	10.0%	0.0%	0.0%	25.0%
	Two or More Races	11.0%	8.2%	10.4%	18.1%	18.2%	16.7%
	White	8.7%	7.6%	12.8%	18.7%	27.3%	18.0%
	Unknown/Non-Respondent	11.1%	5.3%	8.3%	11.9%	17.4%	4.3%

#### Primary Disagg

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Gender
- Homeless
- LGBT
- Overall
- Perkins Economi..
- Veterans

#### Select for DI:

All

### PPG-1 Trend by SEP Metric

(Red indicates DI observed)

DI observed?  
 No  
 Yes

The Percentage Point Gap Minus One (PPG-1) method compares the outcomes of a disaggregated subgroup and all other students (excluding students in the subgroup). For example, the persistence rate of Latinx/Hispanic students to the persistence rate of all non-Latinx/Hispanic students.

PPG-1=Outcome rate (%) for disaggregated subgroup - Outcome rate (%) for all other students.

PPG-1 can result in a positive or negative number. A negative PPG-1 indicates that the disaggregated subgroup has a lower outcome rate compared to the outcome rate of all other students. A positive PPG-1 means that the subgroup has a higher outcome rate.

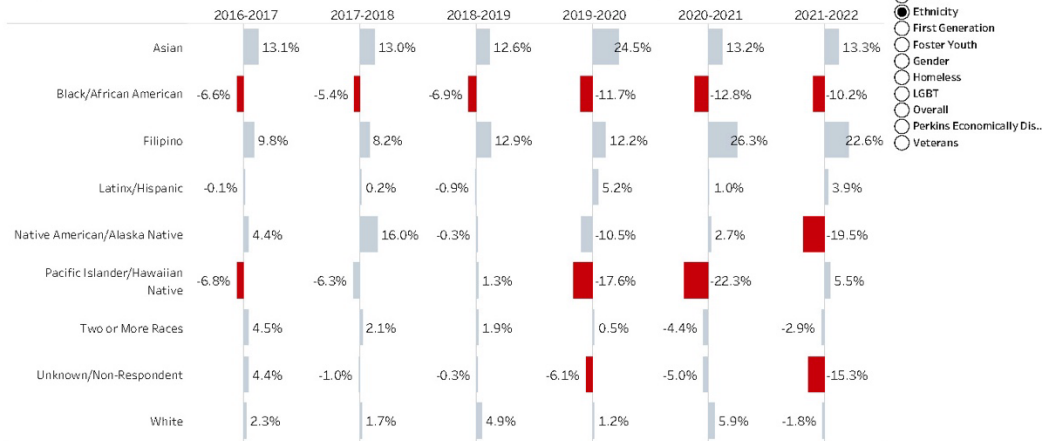
Source: CCCCO's "Percentage Point Gap Minus One (PPG-1) Methodology Notes\_2022"

Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by demographic group & academic year:

#### Completed Both Transfer-Level Math and English within the District in the First Year by Ethnicity





## DI Overview by Metric Outcome & Gender

(Red indicates DI observed)

DI Observed?

No  
Yes

[Click to go to View 2 >](#)

Hover over squares for additional details.

Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

### Completed Both Transfer-Level Math and English within the District in the First Year by Ethnicity

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Black/African American	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Filipino	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Latinx/Hispanic	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Native American/Alaska Native	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Pacific Islander/Hawaiian Native	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Two or More Races	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
White	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Unknown/Non-Respondent	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■

Filter by demographic group, DI & academic year:

Select demographic group:

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Homeless
- LGBT
- Perkins Economically Disadv.
- Veterans

Select for DI:

All

## DI Overview by Metric Outcome & Gender

(Red indicates DI observed)

DI observed?

No  
 Yes

[< Click to return to View 1](#)

This view shows the percentage of students in the cohort who achieved the selected metric outcome.

### Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by demographic group,  
gender & academic year:

### Completed Both Transfer-Level Math and English within the District in the First Year by Ethnicity

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	Female	16.1%	15.2%	28.0%	52.2%	31.3%	38.1%
	Male	24.0%	21.4%	17.2%	30.0%	38.9%	29.2%
	All Other		50.0%	0.0%			0.0%
Black/African American	Female	2.1%	0.8%	4.0%	8.4%	16.2%	13.5%
	Male	0.4%	2.9%	1.3%	6.8%	6.1%	6.6%
	All Other	0.0%	7.1%	0.0%	10.0%	0.0%	50.0%
Filipino	Female	15.6%	11.8%	24.2%	21.6%	56.5%	36.1%
	Male	14.8%	17.1%	18.5%	39.4%	41.4%	50.0%
	All Other	50.0%	0.0%	0.0%			0.0%
Latinx/Hispanic	Female	6.4%	6.4%	8.1%	24.8%	27.4%	23.6%
	Male	7.3%	6.4%	8.6%	14.3%	17.2%	17.7%
	All Other	0.0%	4.0%	6.3%	11.5%	11.8%	25.0%
Native American/Alaska Native	Female	20.0%	33.3%	25.0%	11.1%	0.0%	0.0%
	Male	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%
	All Other		0.0%				
Pacific Islander/Hawaiian Native	Female	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	All Other		0.0%	100.0%			
Two or More Races	Female	11.2%	5.6%	10.6%	17.6%	21.5%	17.1%
	Male	10.0%	11.7%	10.3%	19.0%	14.5%	15.0%
	All Other	25.0%	0.0%	0.0%	0.0%	0.0%	25.0%
White	Female	6.7%	6.7%	12.7%	20.7%	32.8%	22.2%
	Male	11.0%	8.8%	12.9%	17.0%	21.6%	14.8%
	All Other	0.0%	0.0%	13.3%	18.2%	33.3%	11.8%
Unknown/Non-Respondent	Female	7.1%	0.0%	9.4%	12.0%	16.7%	11.1%
	Male	18.2%	10.0%	9.1%	11.8%	13.3%	0.0%
	All Other	0.0%	0.0%	0.0%	11.1%	50.0%	0.0%

Select demographic group:

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Homeless
- LGBT
- Perkins Economically Disadv..
- Veterans

Select gender:

All

### PPG-1 Trend by SEP Metric and Gender

(Red indicates DI observed)

The following view looks at PPG-1 for the primary group at the intersection of gender. This information can be used to answer the question, "Is there intersectional DI observed for the subgroup of interest?" While DI might be present in the primary group, DI may or may not be present when adding gender.

For example, the data shows that DI is present overall for first-generation students completing transfer-level Math and English within the district in the first year in 2020-21. However, when adding gender, there is no evidence of DI for first-generation female students. Still, there is evidence of DI for first-generation male students completing that metric outcome in 2020-21.

Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by demographic group, gender & academic year:

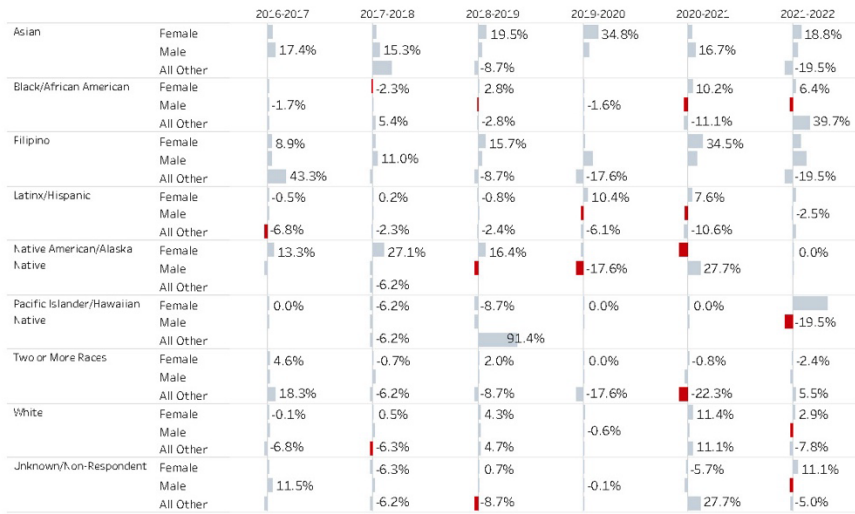
#### Completed Both Transfer-Level Math and English within the District in the First Year - Ethnicity by All

Select demographic group:

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Homeless
- LGBT
- Perkins Economically Disadv.
- Veterans

Select gender:

All



## Pride Center Usage Analysis (June-November 2024) - Revised

\*Data reflects usage between 7:30am-6pm only

### Time of Day Usage Distribution



## Visit Duration Distribution

60

45

30

15

0

Brief (<30 min) Short (30-60 min) Medium (1-3 hrs) Long (3-5 hrs)

## Monthly Usage Trends (Total Hours)

11/15/24, 12:39 PM

PRIDE Center Program Review

100

75

50

25

0

June

July

Aug

Sept

Oct

Nov

### Revised Key Findings:

Highest usage occurs during morning hours (7:30 am-9am) and early afternoon (1pm-3pm)

Brief visits and medium-length stays are most common

October showed highest usage with 95 verified hours (errors exist since some students do not sign-out)

Consistent growth in usage from June through October

Strong early morning utilization suggests importance of maintaining early opening hours



Fall 2024 Program Review Report | Non-Instructional Areas

<b>Department /Area Name: Equity/Umoja</b>	<b>For Planning Years: 2025-2026</b>
--	--------------------------------------

**Name of person leading this review: Alberto Mendoza Gonzalez Larreynaga**

**Names of all participants in this review: Vejea Jennings and Alberto Mendoza Gonzalez Larreynaga**

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

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

The Umoja program at Antelope Valley College directly contributes to the college’s mission by fostering a supportive and culturally relevant learning community that promotes academic success, personal growth, and self-actualization, particularly for African American students. Grounded in African and African American cultural values, Umoja strengthens students' sense of belonging and engagement, which are critical to their educational attainment. By offering dedicated academic resources, culturally relevant coursework, and mentorship, Umoja helps ensure that AVC provides quality and comprehensive education tailored to a diverse population, aligning with the college’s commitment to inclusivity, student success, and community service.

**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.*

**Primary Service Population and Provided Services**

The Umoja program primarily serves Black/African American students at Antelope Valley College, supporting their academic success and sense of belonging. The program offers tailored services, including Umoja-supported courses (such as English, Human Development, and

Statistics), academic counseling, priority registration, peer mentoring, cultural events, and workshops. Additionally, students have access to the Umoja Village space for community and study, along with resources like laptops, tutoring, and mental health support.

### **Measuring Success and Quantifying Impact**

The success of Umoja is measured through retention, persistence, and course success rates, comparing Umoja students with non-Umoja students in equivalent courses. Key performance indicators include higher retention and success rates in Umoja-supported courses, along with the level of student engagement in program activities such as Porch Talks, workshops, and field trips. For instance, Umoja's English 101 courses reported a retention rate of 94% and a success rate of 77.6%, both higher than non-Umoja counterparts.

### **Demographics and Equity Comparisons**

AVC's overall student body is predominantly Hispanic/Latine (64%), followed by Black/African American (14%) and White (13.4%) students. The Umoja program's focus on African American students addresses a critical equity need, as this group has historically faced educational disparities and requires targeted support to close achievement gaps.

### **Identified Equity Gaps**

Black/African American students, a primary focus of Umoja, represent a group experiencing disproportionate impact (DI) across key metrics such as persistence and completion of transfer-level math and English. By offering culturally relevant support and a strong community network, Umoja works to bridge these gaps and improve educational outcomes for this DI group.

### **Success and Retention Rates**

In the last academic year, Umoja students demonstrated high retention rates, with English 101 students retained at 94% compared to 91% for non-Umoja students. Success rates also showed improvement, with Umoja students achieving a 77.6% success rate compared to 66.2% for non-Umoja students in the same courses. These metrics highlight Umoja's effectiveness in supporting student retention and success, especially in foundational courses.



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

**Use the following questions to guide your analysis:**

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

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

*Consider the following questions:*

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

**Primary Service Population and Services Provided**

The Umoja program primarily serves Black/African American students, addressing their unique academic and cultural needs. Umoja offers services such as Umoja-specific courses, academic and personal counseling, priority registration, peer mentoring, and a shared Umoja Village space. The program also provides cultural enrichment activities, including Porch Talks, HBCU tours, and workshops, all designed to foster a sense of community and belonging.

**Incorporating Constituent Feedback**

The Umoja program incorporates feedback from its students through surveys, focus groups, and informal feedback gathered during program events. Students have voiced appreciation for culturally relevant content and community-building opportunities, which reinforce their motivation and engagement. Feedback on areas for improvement, such as the need for expanded academic support, guides program development, including potential enhancements in tutoring and study resources.

**Addressing Equity Gaps**

Umoja addresses equity gaps by providing targeted support to Black/African American students, who face disproportionate impact (DI) in persistence, completion, and transfer outcomes. By offering culturally responsive instruction and community-based support, Umoja creates an environment where students can thrive academically and personally, working to reduce DI gaps and increase educational equity.

## **Strengths and Accomplishments**

### **Key Strengths**

The Umoja program excels in creating a supportive, culturally relevant environment that fosters academic and personal growth. Notable accomplishments include high retention and success rates in Umoja-fied courses—English 101 Umoja sections, for instance, had a 94% retention rate compared to 91% in non-Umoja sections, with a success rate of 77.6%, higher than the campus average of 66.2%. These achievements highlight Umoja's effectiveness in supporting student success.

### **Practices Supporting Student Success and Retention**

To increase success and retention, Umoja has implemented several effective practices:

- **Cohort-Based Learning:** Umoja students enroll in designated courses together, fostering peer support and shared accountability.
- **Culturally Relevant Curriculum:** Umoja-fied courses incorporate African and African American perspectives, which resonate with students and enhance their engagement.
- **Wraparound Support:** By integrating academic counseling, peer mentoring, and priority registration, Umoja offers comprehensive support that extends beyond the classroom, contributing to higher persistence and success rates.
- **Community Engagement:** Events like Porch Talks, workshops, Movies in Colors, the InkWell, and cultural field trips strengthen students' connections to the program and each other, reinforcing their commitment to academic goals.

These strengths and practices align with AVC's mission by promoting student success and contributing to a more inclusive campus environment.

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

*Consider the following questions:*

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

### **Areas for Improvement to Support Student Success**

To better support student success, the Umoja program could expand its academic support offerings, such as implementing mandatory tutoring for foundational courses like English and Math. Although Umoja has a high retention rate, additional tutoring could further improve success rates, particularly in courses that impact long-term academic progress. Additionally, establishing a structured leadership training program for

Umoja Ambassadors would enhance peer mentorship, providing students with role models who can guide them through the academic and personal challenges they may encounter.

**Actions to Close Equity Gaps**

To address existing equity gaps, Umoja can strengthen its academic and career readiness resources by offering regular workshops on time management, study habits, financial literacy, and wellness. These skills are vital for student persistence and completion. Furthermore, creating partnerships with the tutoring and counseling departments would enable Umoja to provide more integrated academic support. Another key action is to increase collaboration with external organizations and community partners to provide mentorship, internships, and career exposure, which are crucial for helping Umoja students visualize and achieve their post-graduation goals.

By expanding academic support and focusing on holistic skill development, Umoja can help narrow equity gaps and ensure that Black/African American students at AVC receive the resources they need to thrive.

- 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)
<p><b>Limited Academic Support Resources for Umoja-Fied Courses</b> - With the expansion to more Umoja-fied courses, students in foundational subjects like Math, English, and now Sociology and Political Science require structured academic support, such as tailored tutoring at the Learning Center or the HUB, to succeed. Umoja’s current academic support resources may be insufficient to cover this expanded curriculum, risking lower success rates if students struggle without adequate help. This challenge has a moderate-to-high likelihood of impacting student outcomes, given the program’s current constraints in tutoring resources.</p>	3
<p><b>Insufficient Staffing and Faculty Training for Expanded Umoja-Fied-</b> As Umoja has expanded its course offerings to include Anthropology, Communication Studies, Music, Political Science, and Sociology, the need for faculty skilled in Umoja practices and culturally relevant teaching methods becomes critical. Limited staffing, along with a need for specialized training, could strain the program’s capacity to maintain high-quality instruction across these additional courses. Without adequate resources to support and train faculty in Umoja-fied teaching practices, the program risks inconsistencies in student experience and engagement. This challenge poses a high likelihood of disruption, especially as the program grows.</p>	4
<p><b>Limited Access to Technology Resources</b> - Many Umoja students face barriers to reliable internet access, computers, and other essential technology, which are crucial for success in their courses, especially with the program's expansion to include more Umoja-fied classes that may require online resources or assignments. Although Basic Needs provides some technology support, such as loaned laptops and hotspots, these resources are limited and may not meet the full demand. Without sufficient access to reliable technology, students risk falling behind in coursework, reducing their engagement and academic</p>	4

performance. This challenge has a high likelihood of disrupting the program, as technology access is foundational to equitable student success.	

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

Consider the following questions:

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

**What Umoja Wants to Be Known For**

The Umoja program aims to be a model of transformative education for Black/African American students nationwide. Known for not only closing equity gaps but eliminating them. Umoja would be seen as a leader in culturally responsive education, empowering students to achieve their full potential academically, professionally, and personally.

**Desired Future**

In this practical vision, Umoja would have sufficient resources to support a comprehensive tutoring program, expanded access to technology (including laptops and hotspots for all students in need), and dedicated staff for academic and personal counseling. This vision also includes maintaining a strong network of culturally relevant events and community-building opportunities that empower students to thrive. Ultimately, Umoja’s success would be measured by consistent improvements in retention and success rates for Black/African American students, narrowing the achievement gap across all metrics.

**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
N/A	N/A

**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
Expand Umoja-fied courses	Added new Umoja-fied courses in Anthropology, Communication Studies, Music, Political Science, and Sociology for Fall 2024. This expansion allows more students to experience culturally relevant education across various disciplines, addressing an identified need for curriculum diversity.
Increase Student Retention and Success Rates	Implemented structured cohort learning and prioritized academic counseling, resulting in higher retention and success rates. For example, Umoja students in English 101 achieved a 94% retention rate and a 77.6% success rate, surpassing non-Umoja sections.
Enhance Technology Support for Students	Provided laptops and hotspots to students in need via Basic Needs department, though resource limitations persist. Additional technology access remains a goal to ensure all students have the tools needed for academic success. Equity and Student Achievement will be working with Basic Needs for tailored solutions to technology gaps.

**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 Course offerings in Umoja	ILO 2. Creative, Critical, and				Goal #1 Service: Realign college policies,	Expand Umoja-fied course offerings for Umoja students.	Identify additional courses for Umoja-fication, secure faculty training in culturally relevant	Successful implementation of at least two (2) additional Umoja-fied courses by Fall 2025, with retention and

	Analytical Thinking				practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.		pedagogy, and coordinate with departments to align course schedules.	success rates meeting or exceeding those of existing Umoja courses. These courses will relate to the CalGETC requirements.
#2 Retention and Completion	ILO 2. Creative, Critical, and Analytical Thinking				Goal #3 Resources: Increase student awareness about campus resources.	Enhance Academic Support Resources for Our Umoja tudents.	Establish a tailored tutoring program for Math and English courses, expand access to study resources, and increase collaboration with the Learning Center.	Improved success rates in Math and English courses, with Umoja students achieving at least a 5% increase in success rates within the academic year. Umoja-supported courses, such as English 101, have demonstrated higher retention and success rates compared to non-Umoja sections. For instance, Umoja students in English 101 achieved a 94% retention rate and a 77.6% success rate, surpassing the general success rate of 66.2% for non-Umoja students. Building on this progress with a focused 5% improvement goal aligns with Umoja’s commitment to closing achievement gaps in key academic areas.

#3 Technology	ILO 3. Community/Global Consciousness				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Strengthen Technology Access for Umoja Students	Expand the availability of laptops, hotspots, and other technology resources to ensure equitable access for all Umoja students in need.	100% of Umoja students in need receive the necessary technology resources by the beginning of each semester.
#4 Peer Mentors	ILO 3. Community/Global Consciousness				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Develop Peer Mentorship and Leadership Training	Formalize leadership training for Umoja students (peer mentors), establish mentorship guidelines, and increase collaboration with the counseling department.	Successful completion of leadership training by all Umoja students who are peer mentors.

\*\*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
Other	Hire additional Learning Center tutors for Umoja-specific academic support in Math and English	Enhance Academic Support Resources (Goal #2)	New	\$25,000	Recurring	Alberto Mendoza Gonzalez Larreynaga

Technology	Increase laptops and hotspots inventory to ensure technology access for all Umoja students	Strengthen Technology Access for Umoja Students (Goal #3)	New	\$20,000	Recurring	Alberto Mendoza Gonzalez Larreynaga
Professional development	Training for faculty in culturally relevant teaching methods for Umoja-fied courses	Expand Umoja-Fied Course Offerings (Goal #1)	Repeat	\$10,000	Recurring	Alberto Mendoza Gonzalez Larreynaga
Other	Establish a fund for culturally relevant field trips and community events that are tailored to Umoja students (including peer mentor students)	Foster Inclusive Community (Goal #4)	New	\$30,000	Recurring	Alberto Mendoza Gonzalez Larreynaga
Other			Choose an item.		Choose an item.	

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

Required:

- Supporting data/information



[View results](#)

Respondent  
14 Anonymous

102:40  
Time to complete

### Umoja Affiliate Program Information and Coordination

Utilize the section below to identify coordination components and resources intended to support student success and sustainability of the Umoja program on your campus.

1. Please list your campus name: \*

Antelope Valley College

2. Umoja Coordinator Email \*

kristalibrahim@avc.edu and vejea.jennings@avc.edu

3. Does your Umoja affiliate program have a completed Umoja Community Memo of Understanding (MOU) \*

Yes

No

4. What year did your program become a Umoja Community Affiliate? \*

2015

5. What services does your Umoja program offer? \*

- Tutoring
- Tutoring led by Umoja Students
- Basic Needs Resources
- Textbooks
- Early/Priority Registration
- Umoja Orientation
- Umoja Summer Bridge
- Umoja Student Leadership
- Jegnaship (Peer/Professional)
- College Trips
- Umoja Academic Workshops
- Umoja Career Workshops
- Umoja Personal Development Workshops
- Mental Health Resources
- School Supplies
- Technology (Laptops/Computers/Printing/Hot Spots, etc.)
- African-Centered Events
- Other

6. Does your Umoja program have a village space? \*

- Yes
- No

7. If there is a village space, is it shared or dedicated? \*

- Shared Umoja Village Space
- Dedicated Umoja Village Space

8. Select the positions that currently make up the Umoja team on your campus that provide direct support. \*

- Umoja Coordinator
- Umoja Co-Coordinator
- Umoja Faculty
- Umoja Classified Professional Position
- Umoja Management Position
- Umoja Counselor

9. Is the Umoja Coordinator full-time? \*

- Yes
- No

10. If no, what amount of reassigned time is provided to coordinate for Umoja? If this question does not apply state N/A. \*

.4 FTE

11. Does the program have a full-time Umoja counselor? \*

- Yes
- No

12. If no, what amount of reassigned time is provided to Umoja Counselor(s)? If this question does not apply state N/A. \*

.2 FTE

13. How many counselors are assigned to support Umoja? \*

- 1
- 2
- 3
- 4 or more

14. Select the following additional support you receive on your campus to run the program. \*

- Student Workers
- Graduate Assistance
- Community Organizations
- Volunteers
- We have some support from our Equity office staff and Equity office student workers. Though only one counselor is formally assigned to support Umoja, si

15. Has your campus been supportive through action in expanding the Umoja team on your campus to aid in coordination and program support? \*

- Yes
- No

16. Use the space below to highlight coordination and team challenges if applicable. \*

AVC's Umoja Program and Learning Community continue to face challenges related to turnover at the student-worker, program specialist, and Equity director levels. These changes in personnel span around a year and a half of "transition" which leads to inefficiencies in operating, a lack of programming and institutional memory, and produces feelings of abandonment and discord amongst the students and staff in the program. Even while we continue to adapt, the instability ultimately affects how we serve students and sustain a feel of genuine community.

17. Use the space below to highlight coordination and team highlights. \*

In the past year, we were able to establish consistent academic counseling (both scheduled and drop-ins), a Human Development course, as well as two courses in English, and are building momentum in terms of student enrollment. A Fall schedule has been shaped that crosses 7 disciplines, including a Learning Community collaboration with Athletics. To accommodate this growth, we introduced an online orientation process to facilitate rolling admissions. Beyond our Umoja Village space, we also secured a large classroom that will house the majority of our courses and workshops. In addition, we are implementing stronger practices to secure data and student information via detailed forms. Students and staff enjoyed trips to The XIX Umoja Conference in San Francisco, California, as well as an HBCU Tour to five universities. Umoja students also toured Northern California universities in collaboration with Puente and the AVC Transfer Center.

18. Briefly share the funding sources provided for your Umoja program. \*

Our AVC Umoja Community is funded primarily by Equity funds. This is the first year that we have applied for NOVA funds, so going forward, we will use that funding as well.

### Umoja Community Professional Development

Utilize the section below to identify compliance met for professional development from Umoja Students and Umoja Practitioners.

19. Did the Umoja Coordinator or a representative from the program attend the 2024 Winter Coordinator's Retreat for professional development? \*

- Yes
- No

20. If you answered no, please share why. If this question does not apply please write N/A \*

NA

21. Have all new Umoja team members attended the Umoja Summer Learning Institute (SLI)? \*

- Yes
- No
- They will attend SLI 2024

22. If you answered no, please share why. If this question does not apply please write N/A \*

We planned to send 15 staff and faculty members (including the two program co-coordinators) to SLI 2024, but ultimately, our administration limited us to six faculty and one staff member. We hope to send ten other faculty (including the two program co-coordinators) and staff to SLI 2025.

23. What Umoja Community professional development opportunities did your Umoja students attend? \*

- Umoja Student Leadership Summit 2024
- Umoja Regional Symposium 2024
- Umoja Conference 2023
- None of the above
- All of the above

### Umoja Courses

The questions below are intended to better understand academic success factors, retention, and completion in Umojafied courses. Umojified course can be defined as a course in which the instructor has attended the Umoja Summer Learning Institute (SLI) and the course content, assignments and methodologies are in alignment with the Umoja practices and African-Centered pedagogy.

24. Have all faculty teaching Umoja courses on your campus gone to the Summer Learning Institute (SLI)? \*

- Yes
- No

25. If you answered no, please share why and list those faculty below with their name and email. If this question does not apply to your faculty, please write N/A \*

NA

26. Does your program offer an Umojaified/Umoja course(s)? \*

- Yes
- No

27. Please list the Umoja course(s) that are offered on your campus based on the definition outlined above. \*

In the 2023/24 academic year, we offered the following Umojaified courses:  
ENGL 101 - College Composition (will change to ENGL 101 - College Reading & Composition in Fall 2024)  
ENGL 103 - Critical Thinking and Research  
HD 101 - College and Life Management

In Fall 2024, we will offer the following Umojaified courses:  
ANTH 103 - Archaeology and World Prehistory  
COMM 101 - Introduction to Public Speaking  
ENGL 101 - College Reading and Composition  
HD 101 - College and Life Management  
MUSC 108 - History of Hip Hop  
POLS 101 - American Political Institutions  
SOC 101 - Introduction to Sociology

28. If your Umoja affiliate program does not have an Umoja course(s), what is the plan and timeline to develop an Umoja course(s) and send that faculty member(s) to SLI? If this question does not apply to your program, type N/A. \*

NA

29. Use the section below to share the quantitative success data of your Umoja courses. This can include overall student GPA, course completion outcomes, and other pertinent information to help articulate the success components of Umoja course(s) on your campus (Minimum 150 words). \*

In Fall 2023, we were pleased to offer three Umoja courses in our learning community. Our Umoja English 101s retained students at 94%, which is higher than their non-Umoja counterparts (91%). In terms of the success of the cohort, they succeeded at a rate of 77.6% compared to those outside of the program at 66.2%, which constitutes a considerable increase in a pivotal and foundational course. Umoja students in Human Development 101 succeeded at a rate of 93.8% (just above the discipline average of 93.3%). While the success rate of Umoja students in Human Development was slightly lower than the campus average of 75.3, the Umoja student success rate for this small sample size was still a strong 68.8, and represents the imparting of valuable college and life navigation skills. Spring 2024 included offerings of one English 101 and 3 English 103s (Critical Thinking and Research) but success data for this term is not yet available.

### Umoja Community Strategic Plan

The questions below are intended to gauge the execution of the strategic plan for your Umoja program that was approved by Umoja Community Education Foundation. Please use the questions below to provide a summary to identify your campus progress in meeting objectives in the plan.

30. Does your campus have an UCEF approved strategic plan? \*

- Yes
- No

31. Please provide an overview of the progress the Umoja program has made in completing "key tasks" from the strategic plan. Include metrics collected from each area as noted in your plan to provide context around objectives met (Minimum 300 words).

\*  
Key task:  
Create professional development opportunities for Umoja Practitioners to build intrusive Counseling, instruction and programming practices and advance student accessibility. Umoja Practitioners will attend Umoja Winter Coordinator's Retreat and Umoja Summer Learning Institute.  
Explanation:  
Both co-coordinators attended SUU 2023, and one of our co-coordinators was able to attend the Winter Coordinator's Retreat. In Summer 2024, and in the 2024/25 academic, program co-coordinators will provide new Umoja faculty with further support by way of curriculum development sessions.

Key task:  
Collaborate with the Transfer Center to host transfer workshops for applying to UC, CSU, and HBCU.  
Explanation:  
One of the co-coordinators is also a Transfer Center counselor, so we were able to work with the Transfer Center team closely to achieve this task.

Key task:  
Collaborate with the Transfer Center to take Umoja students on an HBCU tour(s).  
Explanation:  
We took 35 students on our 2024 HBCU tour to Washington, DC-area institutions, in collaboration with the Transfer Center.

Key task:  
Host monthly Porch Talks, movie screenings, and Student Equity speaker discussions in the Village.  
Explanation:  
We prioritized these events, given the limited amount of time we have to dedicate to program coordination.

Key task:  
Host 1-2 artistic and creative expression workshops per semester to promote community and self-care.  
Explanation:  
We offered weekly breathwork sessions specifically for Umoja students throughout the 2023/24 academic year. We also offered creative expressions workshops specifically for Umoja students monthly.

Key task:  
Curate an Umoja Graduation and Rites of Passage ceremony to maintain cultural end-of-year celebrations.  
Explanation:  
Our Equity office hosted a Black/Umoja Graduation Celebration at the end of the our Spring 2024 term.

Key task:  
Create Umoja Faculty development opportunities for training faculty on Umoja practices.  
Explanation:  
Two Umoja counselors hosted a faculty professional development event pooling best practices for Umojifying faculty syllabi based on the Umoja Practices. We will host further faculty curriculum development sessions in Summer 2024 for new Umoja faculty as well.

32. Please provide an overview of "key tasks" that have not been completed this academic year and why (Minimum 200 words). \*

Key task:  
Increase student completion of Umoja program requirements year-over-year with an advanced onboarding and follow-up component to the program.  
Explanation:  
Due to program staff turnover, we have data gaps. We will use this year's data as a baseline to compare to next year's data.

Key task:  
Implement leadership training and activities each term for Umoja Ambassadors and other Umoja Students.  
Explanation:  
We were able to take Umoja students to the Umoja XIX Conference in November 2023, but due staffing limitations and restrictive board deadlines for travel paperwork, we were unable to offer student leadership opportunities in Spring and Summer 2024.

Key task:  
Establish a peer-to-peer mentorship program.  
Explanation:  
We were unable to achieve this key task because we are not afforded enough time and/or staff to coordinate the program.

Key task:  
Implement Umoja study hall for Math and English courses and Umoja-hosted Math and Writing workshops two times per semester, once for midterms, and once for finals.  
Explanation:  
We were unable to achieve this key task because we are not afforded enough time and/or staff to coordinate the program, and because of internal resistance in the office that coordinates tutors.

Key task:  
Plan with the Umoja team 3 campus tours specifically for Umoja students to provide culturally relevant CSU and UC experiences throughout the academic year. Campus Tours may include:  
● UCLA  
● CSUN  
● UC Irvine  
Explanation:  
We were able to take Umoja students on an HBCU Tour, and a tour of Northern California universities, but due staffing limitations and restrictive board deadlines for travel paperwork, we were unable to offer more university tours than the ones listed in this explanation.

Key task:  
Host 4-5 culturally relevant Personal Statements, UC Personal Insight Question workshops, and Scholarship essay writing workshops throughout the academic year.  
Explanation:  
We were unable to achieve this key task because we are not afforded enough time and/or staff to coordinate the program.

Key task:  
Schedule 3 cultural experiences per year. Schedule a museum trip and two guest speakers.  
Explanation:  
While we were able to bring some Umoja students to the Smithsonian National Museum of African American History and Culture in Spring 2024, we were unable to fully achieve this key task because we are not afforded enough time and/or staff to coordinate the program.

Key task:  
Expand Umoja course offerings to Math, Biology, and Communication Studies over the next three years.  
Explanation:  
While we will offer an Umoja Communication Studies course in Fall 2024, we have struggled to onboard Umoja Math and Science faculty.

Key task:  
Establish a Professional mentorship program for Umoja students.  
Explanation:  
We were unable to achieve this key task because we are not afforded enough time and/or staff to coordinate the program.

Key task:  
Create Academic workshops for Umoja students:  
● Financial Wellness  
● Time Management  
● Study Habits  
● Life/School Balance  
● Mental Health and Wellbeing  
Explanation:  
We offered financial literacy as a Porch Talk topic, but not as a standalone workshop. We also offered breathwork to support Umoja students' mental health and wellbeing.

Key task:  
Hire additional tutors for Math and English courses and implement a virtual tutoring option.  
Explanation:  
Institutionally, there is a shortage of tutors. Further, we did encounter internal resistance in the office that coordinates tutors, as previously noted.



## Umoja Student Impact

The questions below are intended to gauge the impact of the Umoja student experience from the lens of the students participating in the program and events offered.

33. How many active students did your program serve this 2023-2024 academic year?

An Umoja student must have an Umoja application on file using the statewide Umoja application or an application created by the Umoja program on the college campus. The student has a student ID number at the college, is enrolled in a course there, and meets one or more of the following criteria below per academic term.

- Enrolled in or has previously completed an Umoja-designated course or Umoja-supported class as an Umoja cohort participant.
- Using or has used Umoja counseling/advising services or educational planning services.
- Using or has used Umoja-sponsored resources, student services, or academic support services.
- Participates in or has participated in any UCEF-sponsored events or college-based Umoja-sponsored activities such as workshops, field trips (including tours to four-year colleges), Umoja village activities, Umoja student club, and other college-based Umoja community building activities.

\*

235

34. How many Umoja events (Ex. HBCU Trip, workshops, PorchTalks, Umoja Graduation, etc.) did your campus facilitate this academic year? \*

32

35. What positive or negative impact/change have you seen in the experiences of Umoja students in your program?(Minimum 150 words). \*

The students in our Umoja Program seem to gravitate toward Porch-Talks and the comradery and deeper investigations they provide. The learning community courses foster a sense of connection and retention that exceeds previous years when the program mostly featured only campus activities and trips. The courses guarantee another level of connectivity and ties to the experience for those enrolled. Breath-work sessions, Writing and Creative Art sessions, Financial Wellness and Student Advocacy events, all responded to the students "where they are" and increased a sense of "mattering" in our program participants. However, our students were negatively affected by changes in our Umoja Village location and some personnel who demonstrated a lack of cultural awareness and anti-Black attitudes. Some students encountered road-blocks. Perhaps the most vocalized issue is with the perceived loss of Umoja leaders and elders; this is mostly a result of the previous Equity Director/Umoja Coordinator leaving the institution amidst public allegations that she and her team faced racial discrimination. This was and will remain a tension we have to navigate.

36. **UMOJA STUDENT QUALITATIVE DATA COLLECTION**

Please share the following link with students to complete an assessment of their experience in Umoja and campus climate: <https://forms.office.com/r/gT5BdFL1m>

We shared this form with our Umoja students.

37. Provide a list of Umoja students that will transfer to a four-year university starting Fall 2024 and indicate where they are transferring. (Ex. Name, Email, University) \*

Kalisha Myles, CSU Bakersfield  
Taylor Neil Morrow, CSULA  
Devin Grevious, FIDM  
Charles Greer, UCI or UCLA  
Mikel Mokeku, unsure of transfer institution

## 2023 Student Equity Plan Overview

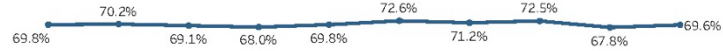
<a href="#">Description</a>	<p>This dashboard shows data for the five metrics in the Student Equity Plan (SEP). Data are provided by the Chancellor's Office for each metric across cohort years, disaggregated by student demographic groups, and intersected with gender. Disproportionate Impact (DI) is examined for all disaggregations.</p> <p>For additional detail, hover over numbers.</p>
<a href="#">Disproportionate Impact (DI)</a>	<p>Disproportionate impact (DI) is when the percentage of persons from a particular racial, ethnic, gender, age, or disability group outcome measure is significantly different from the representation of that group in the population of students.</p> <p>DI is calculated using the Percentage Point Gap Minus One (PPG-1) methodology, in which the outcome rate of the primary subgroup is compared to the outcome rate of all OTHER students in the cohort. Throughout this dashboard, DI will be shown in <b>red</b>.</p>
<a href="#">Metric Definitions</a>	<p><b>Successful enrollment in the first year:</b> Among applicants who indicated an intent to enroll, the proportion who enrolled in at least one term as a non-special admit student in the same community college in the selected year</p> <p><b>Persistence (primary terms):</b> Among students in the selected student journey, the proportion who persisted from fall to spring at AVC in the selected year, excluding students who completed an award or transferred to a postsecondary institution</p> <p><b>Transfer math &amp; English:</b> Among students in the selected student journey, the proportion who completed transfer-level math and/or English in their first academic year of credit enrollment from their first term within the district</p> <p><b>Vision Completion goal in 3 years:</b> Among students in the selected student journey, the number of students who earned one or more of the following within three years: CO-approved certificate, associate degree, and/or baccalaureate degree, and had an enrollment at Antelope Valley College in the selected year</p> <p><b>Transferred in 3 years:</b> Students who transferred to any four-year postsecondary institution within three years</p> <p><i>Source: CCCCQ's Student Success Metrics Dashboard: Metric Definition Dictionary</i></p>

**Metric Trends | Overall Outcome Rate**

Successful Enrollment in the First Year



Persisted First Primary Term to Subsequent Primary Term



Completed Both Transfer-Level Math and English within the District in the First Year



Transferred to a Four-Year Institution within Three Years



Attained the Vision for Success Definition of Completion within Three Years



## DI Overview by SEP Metric

(Red indicates DI observed)

DI Observed?

- No
- Yes

[Click to go to View 2 >](#)

Hover over squares for additional details.

### Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

### Completed Both Transfer-Level Math and English within the District in the First Year

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Ethnicity	Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Black/African American	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Filipino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Latinx/Hispanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Native American/Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Pacific Islander/Hawaiian Native	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Two or More Races	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unknown/Non-Respondent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Filter by DI & academic year:

#### Primary Disagg

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Gender
- Homeless
- LGBT
- Overall
- Perkins Economically ..
- Veterans

#### Select for DI:

- No
- Yes

### DI Overview by SEP Metric

(Red indicates DI observed)

DI observe..

■ No  
■ Yes

< Click to return to View 1

This view shows the percentage of students in the cohort who achieved the selected metric outcome.

#### Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by DI & academic year:

#### Completed Both Transfer-Level Math and English within the District in the First Year

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Ethnicity	Asian	19.6%	19.0%	21.1%	41.9%	35.3%	32.6%
	Black/African American	1.3%	1.8%	2.8%	7.7%	11.1%	10.6%
	Filipino	16.4%	14.3%	21.3%	29.6%	48.1%	41.5%
	Latinx/Hispanic	6.7%	6.3%	8.3%	19.7%	22.7%	20.9%
	Native American/Alaska Native	11.1%	22.2%	8.3%	7.1%	25.0%	0.0%
	Pacific Islander/Hawaiian Native	0.0%	0.0%	10.0%	0.0%	0.0%	25.0%
	Two or More Races	11.0%	8.2%	10.4%	18.1%	18.2%	16.7%
	White	8.7%	7.6%	12.8%	18.7%	27.3%	18.0%
	Unknown/Non-Respondent	11.1%	5.3%	8.3%	11.9%	17.4%	4.3%

#### Primary Disagg

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Gender
- Homeless
- LGBT
- Overall
- Perkins Economi..
- Veterans

#### Select for DI:

All

### PPG-1 Trend by SEP Metric

(Red indicates DI observed)

DI observed?  
 No  
 Yes

The Percentage Point Gap Minus One (PPG-1) method compares the outcomes of a disaggregated subgroup and all other students (excluding students in the subgroup). For example, the persistence rate of Latinx/Hispanic students to the persistence rate of all non-Latinx/Hispanic students.

PPG-1=Outcome rate (%) for disaggregated subgroup - Outcome rate (%) for all other students.

PPG-1 can result in a positive or negative number. A negative PPG-1 indicates that the disaggregated subgroup has a lower outcome rate compared to the outcome rate of all other students. A positive PPG-1 means that the subgroup has a higher outcome rate.

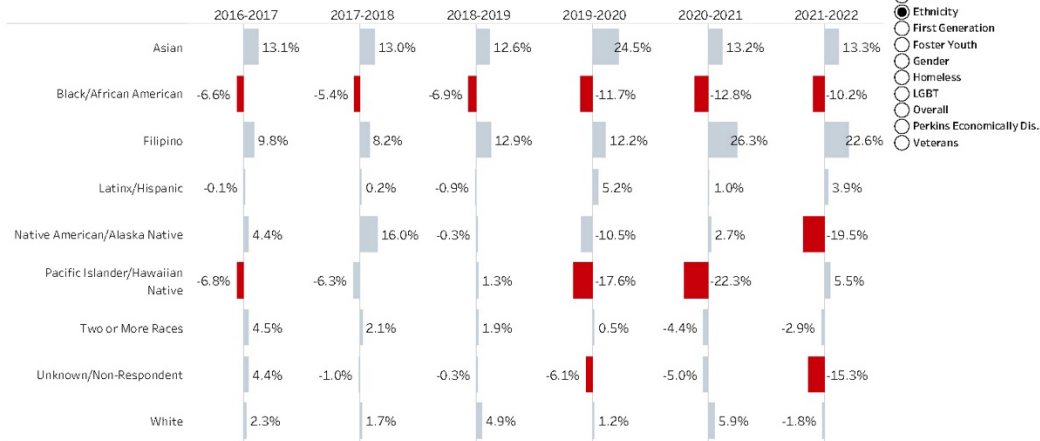
Source: CCCCO's "Percentage Point Gap Minus One (PPG-1) Methodology Notes\_2022"

Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by demographic group & academic year:

#### Completed Both Transfer-Level Math and English within the District in the First Year by Ethnicity



## DI Overview by Metric Outcome & Gender

(Red indicates DI observed)

DI Observed?

No  
Yes

[Click to go to View 2 >](#)

Hover over squares for additional details.

Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

### Completed Both Transfer-Level Math and English within the District in the First Year by Ethnicity

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Black/African American	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Filipino	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Latinx/Hispanic	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Native American/Alaska Native	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Pacific Islander/Hawaiian Native	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Two or More Races	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
White	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■
Unknown/Non-Respondent	Female	■	■	■	■	■	■
	Male	■	■	■	■	■	■
	All Other	■	■	■	■	■	■

Filter by demographic group, DI & academic year:

Select demographic group:

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Homeless
- LGBT
- Perkins Economically Disadv.
- Veterans

Select for DI:

All

## DI Overview by Metric Outcome & Gender

(Red indicates DI observed)

DI observed?

No  
 Yes

[< Click to return to View 1](#)

This view shows the percentage of students in the cohort who achieved the selected metric outcome.

### Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

Filter by demographic group,  
gender & academic year:

### Completed Both Transfer-Level Math and English within the District in the First Year by Ethnicity

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	Female	16.1%	15.2%	28.0%	52.2%	31.3%	38.1%
	Male	24.0%	21.4%	17.2%	30.0%	38.9%	29.2%
	All Other		50.0%	0.0%			0.0%
Black/African American	Female	2.1%	0.8%	4.0%	8.4%	16.2%	13.5%
	Male	0.4%	2.9%	1.3%	6.8%	6.1%	6.6%
	All Other	0.0%	7.1%	0.0%	10.0%	0.0%	50.0%
Filipino	Female	15.6%	11.8%	24.2%	21.6%	56.5%	36.1%
	Male	14.8%	17.1%	18.5%	39.4%	41.4%	50.0%
	All Other	50.0%	0.0%	0.0%			0.0%
Latinx/Hispanic	Female	6.4%	6.4%	8.1%	24.8%	27.4%	23.6%
	Male	7.3%	6.4%	8.6%	14.3%	17.2%	17.7%
	All Other	0.0%	4.0%	6.3%	11.5%	11.8%	25.0%
Native American/Alaska Native	Female	20.0%	33.3%	25.0%	11.1%	0.0%	0.0%
	Male	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%
	All Other		0.0%				
Pacific Islander/Hawaiian Native	Female	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	All Other		0.0%	100.0%			
Two or More Races	Female	11.2%	5.6%	10.6%	17.6%	21.5%	17.1%
	Male	10.0%	11.7%	10.3%	19.0%	14.5%	15.0%
	All Other	25.0%	0.0%	0.0%	0.0%	0.0%	25.0%
White	Female	6.7%	6.7%	12.7%	20.7%	32.8%	22.2%
	Male	11.0%	8.8%	12.9%	17.0%	21.6%	14.8%
	All Other	0.0%	0.0%	13.3%	18.2%	33.3%	11.8%
Unknown/Non-Respondent	Female	7.1%	0.0%	9.4%	12.0%	16.7%	11.1%
	Male	18.2%	10.0%	9.1%	11.8%	13.3%	0.0%
	All Other	0.0%	0.0%	0.0%	11.1%	50.0%	0.0%

Select demographic group:

- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Homeless
- LGBT
- Perkins Economically Disadv..
- Veterans

Select gender:

All



### PPG-1 Trend by SEP Metric and Gender

(Red indicates DI observed)

The following view looks at PPG-1 for the primary group at the intersection of gender. This information can be used to answer the question, "Is there intersectional DI observed for the subgroup of interest?" While DI might be present in the primary group, DI may or may not be present when adding gender.

For example, the data shows that DI is present overall for first-generation students completing transfer-level Math and English within the district in the first year in 2020-21. However, when adding gender, there is no evidence of DI for first-generation female students. Still, there is evidence of DI for first-generation male students completing that metric outcome in 2020-21.

Select metric outcome:

Completed Both Transfer-Level Math and English within the District in the First Year

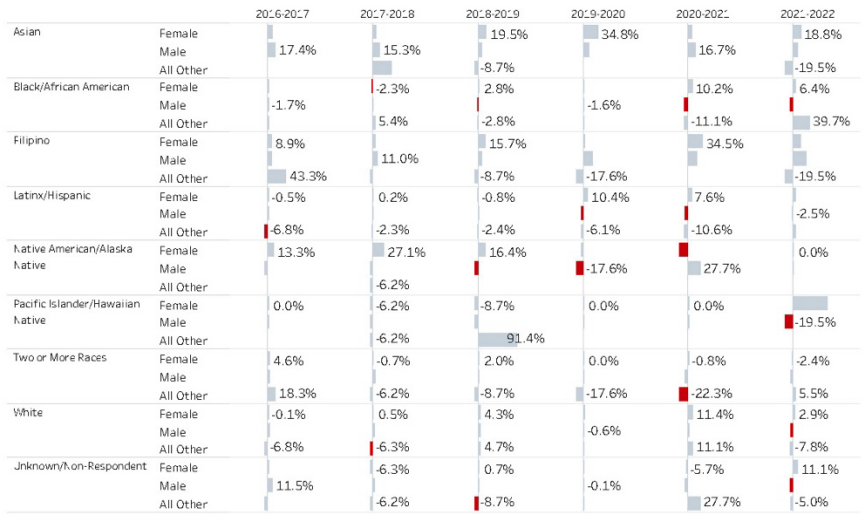
Filter by demographic group, gender & academic year:

#### Completed Both Transfer-Level Math and English within the District in the First Year - Ethnicity by All

- Select demographic group:
- DSPS
  - Ethnicity
  - First Generation
  - Foster Youth
  - Homeless
  - LGBT
  - Perkins Economically Disadv.
  - Veterans

Select gender:

All





Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: <i>Office of Grants and Innovation</i>	For Planning Years: 2025-2026
Name of person leading this review: <i>C VALIOTIS</i>	
Names of all participants in this review:	
<b>Part 1. Program Overview: Briefly describe how the program contributes to the district <u>mission</u></b>	
<p>(How does your program/area help the college meet its mission?)</p> <p><i>The Office of Grants and Innovation is dedicated to fostering a culture of research, innovation, and academic excellence by providing comprehensive support for faculty, researchers, and students in securing and managing external funding. The OGI mission is to:</i></p> <ol style="list-style-type: none"> <li>1. <b>Facilitate Grant Acquisition</b> – <i>Identify funding opportunities and provide guidance on proposal development to enhance the competitiveness of grant applications.</i></li> <li>2. <b>Ensure Compliance</b> – <i>Support adherence to institutional policies and external regulations, ensuring ethical and responsible conduct in research and financial management.</i></li> <li>3. <b>Promote Collaboration</b> – <i>Encourage interdisciplinary and multi-institutional partnerships to advance impactful research and academic initiatives.</i></li> <li>4. <b>Provide Post-Award Support</b> – <i>Assist in budget management, reporting, and compliance throughout the grant lifecycle to optimize project success.</i></li> <li>5. <b>Enhance Research Capacity</b> – <i>Offer training, workshops, and resources to empower faculty and students in grant writing, administration, and project execution.</i></li> </ol> <p><i>By fulfilling this mission, the Office of Grants strives to advance the university’s research, scholarship, and community engagement while maximizing funding opportunities that align with institutional goals.</i></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>
<p><b>Use the following questions to guide your analysis:</b></p> <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>

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

*The primary recipient of OGI services is the whole campus for grants intending to strengthen institutional processes and services as well as individual programs and faculty that are interested in pursuing external funding for research and teaching improvement.*

*In its first year of existence the OGI has assisted in the preparation and submission of 5 federal and state grants with a total budget of over \$1.5 million. The OGI is currently leading or assisting 4 additional proposals that are expected to be submitted by end of Spring of 2025. The total budget of those are \$1.2 to \$1.5M per year.*

*The OGI director has also been engaged with local congressmen to secure approximately \$5M in congressional earmarks that will be used develop the AVC Engineering Complex in collaboration with the CSUB Engineering Program.*

*In addition, the OGI is responsible in managing two existing federal Title V-HSI grants with a total budget of \$1.2 M.*

*The OGI has also been successful to secure federal funding for on full-time professor in Computer Science to lead the CSUB Computer Science bachelor's degree that is offered in its totality at the AVC campus.*

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

**Use the following questions to guide your analysis:**

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

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

*Consider the following questions:*

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

*The OGI is currently lead by an Interim director who's charge is to design the structure and scope of work of the office including making recommendations to the president for its structure both on human and physical resources. A complete report will be submitted to the president by end of Spring 2025.*

*Currently the director operates on ad-hoc basis assisting faculty that are interested in external funding. While the effort has resulted in substantial product of applications it is still in its infancy and the efficiency of the office will be greatly enhanced when the office e is fully staffed and fully operational.*

*As of now, the office is fulfilling its scope of work as best as possible.*

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

*Consider the following questions:*

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

*In recent years Federal and State entities have increased funding for colleges and universities. With an organized and fully staffed office, AVC stands to benefit from these external funding resources.*

- 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)
-----------	---

<i>The main challenge is the recent changes in the federal government that have resulted in a temporary pause in federal funding including grants. If this action is not reversed, AVC stands to lose over \$1.5 M in federal funding every year.</i>	TBD
<i>The office currently is at a transitional planning phase led by an interim director whose main charge is to develop the operational plan that will be submitted for review and approval by the president and the cabinet. There is currently no administrative support or expert staff to develop internal capacity for proposal writing.</i>	TBD

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

Consider the following questions:

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

As described in the mission statement presented in section 1 above, the OGI should be the primary source for information on external funding; provide the necessary support to faculty and staff to develop and submit proposals; and oversee compliance with state and federal guidelines. In that capacity, the OGI can become a driver

It should be noted that starting on or around July 1st, 2025 the office will be headed by a full time director and soon thereafter staffed appropriately. This should streamline the operation and increase the office's capacity to be more efficient and productive.

**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**

N/A

**Progress Made**

N/A

**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
N/A	N/A

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO**	SLO**	OO (Service area Outcomes)				
#1	Choose ILO				Choose an item.			
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

\*\*If applicable for instructional areas

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

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

*The Interim director is currently preparing a proposal for the mission, scope of work and responsibility of the OGI, which will include a full staffing plan and physical resource plan. The uncertainty in the federal government funding availability for 2025-26 is making resource projections difficult at this time. However, we should be able to report on this section next year when we have a better idea of the availability of external funding resources.*

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

Required:

- Supporting data/information

N/A



<b>Department /Area Name: Veteran Resource Center</b>	<b>For Planning Years: 2025-2026</b>
<b>Name of person leading this review: Ashley Chavez</b>	
<b>Names of all participants in this review: Ashley Chavez</b>	

**Fall 2024 Program Review Report | Non-Instructional Areas**

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

The Veterans Resource Center provides support and assistance to all active-duty military service members, Veteran students and their dependents as well as members of the Reserves, in pursuing their academic goals. We create awareness and engagement through our various events on campus. We also partner with various Veteran community resources to ensure the population thrives and succeeds.

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

**Use the following questions to guide your analysis:**

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

The Veterans Resource Center (VRC) serves Veterans, their dependents, active-duty service members as well as members of the reserves and National Guard. The primary objective of the VRC is to connect our population with their state and federal VA education benefits while also connecting them with campus and community resources if needed. Our center also provides a space that our students have earned to thrive in between classes while on campus.

We also provide various specialized events for our students throughout the academic year:

- March 2024: We hosted the first African American female combat pilot for the US Marine Corps to speak at our Women Veteran luncheon in honor of Women’s History Month. This event resulted in becoming our second-highest attended event of our year.
- April 2024: The VRC attended the annual Vets 4 Veterans Evening of Community Support dinner. This local organization conducts fundraising efforts throughout the year to provide emergency assistance throughout our community as well as contribute to their scholarship through AVC’s Foundation. With the purchase of a table the VRC invites veteran students to attend in order to expose them to other veterans in their community as well as the various resources available to them.
- May 2024: We provide a Veteran Graduation celebration dinner the night before annual commencement and provide our students with a dinner, stoles and cords to identify their veteran status on stage, as well as certificates from our local government officials congratulating them on their

academic success. We also host a Memorial Day BBQ that is open to the campus and community and has grown to host 500 people over the past few years.

- August 2024: We provide breakfast for our students on the first and second days of school to send them off with a meal in their stomachs to contribute to a first day of the semester success.
- September 2024: We host our annual Patriot Day Ceremony honoring those that lost their lives on September 11, 2001. This is a tradition that our campus and community enjoy and look forward to as we reflect as a whole on the events on that day and look to building a better future together.
- October 2024: The VRC participated in Hispanic Heritage month by conducting a Latine Veteran student panel that spoke about their specific experiences in the military and transitioning into civilian life on campus.
- November 2024: We celebrate and host our annual Veteran’s Day lunch to honor our campus and community veterans of the past, present and future.
- We also offer bimonthly catered lunches within the VRC as an opportunity for our students to gather, network, and socialize with each other in their community as well as celebrate the US military branch birthdays throughout the year.

The work of the Veterans Resource Center is measured through the increase in students certified each term as well as their success and retention rates. According to our most recent data dashboard, specifically Black/ African American women are experiencing a decrease in their enrollments, success and retention down 0.6% percent from the 2022-2023 academic year.

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

**Use the following questions to guide your analysis:**

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

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

- The Veterans Resource Center serves Veterans, their dependents, active-duty service members as well as members of the reserves and National Guard. We offer a USO style type of environment for our students on campus. We have a computer lab inside our office for their use as well as small meals available to ensure that no veteran student goes hungry. We also connect them with various campus resources for housing and emergency aid as well as community resources if their needs cannot be met on campus.



- Our certification numbers continue to grow and surpass previous years due to our on campus and community involvement. We currently have 288 students on campus that are utilizing their VA education benefits with 450 students total on campus that have self-identified as military related. We saw a 73% increase in VRC students during the 2023-2024 academic year and are currently on track to surpass that number for the 2024-2025 academic year. The Veterans Resource Center engages frequently with our community partners to provide outreach regarding Veteran and Dependent education benefits and the services that the VRC has to offer to its students. We have attended our local VFW's outreach events, Grace Chapel Resource's outreach, attend Coffee 4 Vets meetings bi-weekly and Vets 4 Veterans monthly general meetings. We also have an open line of communication with our local Congressman's office regarding Veteran Affairs. Due to our engagement the VRC is currently serving 288 students for the Fall 2024 semester.
- The Veterans Resource Center also continues its strong inter-campus relationships to connect students to the various resources needed for their success. The VRC has reached out to various instructors on campus and has successfully conducted four classroom presentations to make students and faculty aware of what our center has to offer.
- To address our equity gaps we also offer weekly tutoring in the VRC through our partnership with the Learning Center. We also have a standing PO with our bookstore to purchase basic school supplies as well as graduation caps and gowns for our students. Conversations are in work to offer mental health counseling in the VRC through our local community Veteran Center.
- The VRC has the potential and the aspiration to grow into a much larger program on campus but is restricted by the number of staff in the VRC. With only 1 permanent Classified staff serving 288 students in the VRC and 4 student workers, we do not have the capacity to engage in as many outreach opportunities throughout our community.
- The VRC prides itself in its efforts to meet the students where they are – on campus and in the VRC. We have a veteran point of contact in Financial Aid, Enrollment Services and Academic Counseling.

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

- Staffing has been and continues to be our biggest challenge. The Veterans program has the potential to grow exponentially due to the Veteran community in the Antelope Valley being a large close-knit community that works together to guide Veterans to success. The Veterans Resource Center is unable to fully participate in our community without additional staff as outlined by the Chancellor's Office. We are currently only staffed with one Program Coordinator that oversees the program as a whole, represents Antelope Valley College Veterans Resource Center in our community and campus, certifies students utilizing federal and state VA benefits and Tuition Assistance, maintains various VA compliance requirements, oversees the training, day-to-day operations and scheduling of VA student workers and schedules any necessary travel under the supervision of an Interim Director now under Equity. The VRC has 4 student workers with various schedules and with no other staff in the office, the Veteran Program Coordinator's availability throughout campus is dictated through their schedule so as to not leave the office unmanned throughout the day. We have one Veteran-trained adjunct counselor dedicated only on Wednesdays in the Veteran Resource Center. Her VRC schedule is quickly booked throughout the semester and although she is available through walk-ins on Tuesdays and Thursdays those are served on a first come first served basis and not specific to VRC students.
- In order to maintain compliance, we need a Director separate from the School Certifying Official to oversee the program as a whole and to represent the Antelope Valley College Veteran Resource Center in our community and across campus; a Coordinator separate from the Director to oversee the center, handle certifications, Tuition Assistance and various Veterans Administration compliance requirements; a Clerical III to be a constant at the front desk and handle office tasks as well as travel scheduling and student worker supervision and scheduling; a full-time Veteran-specific academic counselor who is well versed in all VA procedures and actively working on the academic paths of our student population.

- For the 2023-2024 academic year the VRC served 258 students utilizing their federal and state VA education benefits and are currently serving 288 students, already surpassing the previous academic year. Recommended best practices from the Chancellor’s Office is to have 1 School Certifying Official (SCO) for every 125 GI Bill students and/or dependents enrolled.
- Male Veteran retention was identified on our most recent Equity report as being an area to focus on with male Veterans not re-enrolling into the subsequent semester. The VRC is actively working toward identifying the root cause and solutions to assist our male Veteran population in successfully returning and completing their education goals by conducting a survey at the beginning of the Fall 2024 semester to gauge where students’ needs are with little response – 12 in total, just over 4% of our students served for the fall 2024 semester. The VRC will re-engage at the end of the fall 2024 semester in an attempt to gain a bigger response pool.
- 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)
<p>Insufficient staffing in the VRC: The VRC is overseen by a single Program Coordinator whose on campus availability is mostly dictated by the four VRC student workers. No immediate oversight/supervision is provided in the VRC with the Coordinator not in the office. This not only impacts the quality of VRC services but also keeps AVC out of compliance with recommended best practices per the Chancellor’s Office. The scope of work carried out by the Veteran Program Coordinator is too large, specific and complex in order to leverage the support of the larger Equity team. With an increase in Veteran-specific trained staff, the Coordinator would be able to expand off campus outreach opportunities to increase VA education benefit awareness, deliver quality events on campus, and travel to necessary conferences with adequate coverage in the VRC.</p>	5

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

- The Veterans Resource Center would like to be known as the place to go for all military related students. We would like to maintain our relationships with our on-campus partners to give them a point of contact in each department that is well-versed in and sensitive to Veteran needs. Our objective is to transition into a Veteran and Military Service Center with the addition of serving Active-Duty and National Guard personnel. Our desire is to generate a more active presence in our community, however more staff will be required to move forward with this.
- The VRC would also like to expand its outreach into collaborating with the local armed forces bases (Edwards AFB and the National Guard Armory) and their separating active-duty members to assist with any questions on the process of using their education benefits and help with the enrollment process with AVC.

- The VRC would also like to see progress with the Mapping Articulation Pathways (MAP)/Credit for Prior Learning (CPL) initiative active at AVC. So many of our veterans receive advanced training and education through the military but are unable to translate it to CPL when at AVC. Utilizing MAP and being able to afford our veterans CPL credits would allow them to graduate sooner, use a smaller portion of their benefits that they can then use when transferring to a 4-year university which will have higher tuition rates.

**Part 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.*


**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
Renaming the Veterans Resource Center to the Veteran and Military Service Center to align with the populations served to include Veterans, Active-Duty Personnel and Veteran Dependents.	No progress made.
Increasing staff in the VRC	No progress made.
Increasing Veteran Student Support by focusing on specialized areas	In progress. Our partnership with the Learning Center assisted us in providing bi-weekly math and English tutoring in the VRC for the Fall 2024

semester. Those utilizing this service will have their GPAs evaluated for success.

**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 #3 Resources: Increase student awareness about campus resources.	Increasing staffing in the Veterans Resource Center	Hiring of a Director and an increase in hours of a Veteran specific trained Academic Counselor to assist in the success of the Veterans Resource Center to increase campus and community outreach and engagement.	We will be able to measure our success through our increase in participation in our events on campus, in the center and through increased enrollment and VA certifications.
#2	ILO 1. Communication				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Increase Black/African American female veteran enrollment retention and success as well as raise math and English GPAs.	Continuing our partnerships across campus to identify and assist female Black/African American veterans' enrollment into subsequent semesters and advancing their academic careers as well as continuing on-site tutoring in the VRC.	We will know that our goal of success and retention has been achieved through our annual Equity reports and 1 on 1 engagement with the students in the Veterans Resource Center.
#3	ILO 1. Communication				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and	Rename the Veteran Resource Center to align with the population served.	Coordinate with AVC's CCC and Leadership.	Renaming the VRC will identify to more students on campus that this center is for them and not exclusive to the student Veteran population. We will measure our success based on increased

					inclusive campus.			participation and interaction with the Center.
#4	Choose ILO				Choose an item.			

*\*\*If applicable for instructional areas*

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Classified Staff	Hiring a Director	#1, increasing staffing in the VRC	Repeat	\$160,000	Recurring	Alberto Mendoza
Classified Staff	Hiring a Clerical III	#1, increasing staffing in the VRC	Repeat	\$84,000	Recurring	Alberto Mendoza
Faculty	Increasing hours of a Veteran-specific trained Academic Counselor	#1, increasing staffing in the VRC	Repeat	\$100,000	Recurring	Alberto Mendoza
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

Required:

- Supporting data/information

**STAFFING & PROFESSIONAL DEVELOPMENT**- VRCs should consider the local needs and size of the veteran and military-affiliated student population when determining staffing needs.

Required Minimum Standard	Recommended Best Practices
<ul style="list-style-type: none"> <li>• <a href="#">School Certifying Official (SCO)</a></li> <li>• VRC Coordinator and/or Director - separate from the School Certifying Official (SCO) to oversee the day-to-day VRC operations.</li> <li>• Academic Counselor - with VA education benefit training.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">School Certifying Official (SCO)</a> - 1 full-time SCO for every <b>125</b> GI Bill students and/or dependents enrolled in the educational institution (per VA recommendations).</li> <li>• VA work study students to provide support in the VRC and obtain civilian job experience.</li> <li>• Staff engagement in Veterans Regional Meetings, <a href="#">contact your regional representative</a> for meeting schedule.</li> </ul>

## Student Support Services | Success & Retention

Overall AVC Success Rates are shown in orange |. Use this line to determine whether there are existing gaps.

### Overall Enrollments, Success and Retention

Academic Year	FTES	Headcount	Enrollment	Success Rate	Retention Rate
2022-2023	4,321.3	7,567	33,674	74.0%	89.5%
2023-2024	4,673.3	8,208	37,542	72.3%	87.9%

#### Academic Year

<input type="checkbox"/> 2019-2020
<input type="checkbox"/> 2020-2021
<input type="checkbox"/> 2021-2022
<input checked="" type="checkbox"/> 2022-2023
<input checked="" type="checkbox"/> 2023-2024

### Enrollments, Success and Retention by Race/Ethnicity

Academic Year	Race/Ethnicity	Headcount	Enrollment	Success Rate	Retention Rate
2022-2023	Hispanic/Latine	4,142	18,080	73.2%	89.7%
	Black/African Ame..	1,086	4,586	64.1%	85.6%
	White	1,386	6,388	80.0%	91.1%
	Unknown/Masked	566	2,623	81.0%	91.3%
	Two or more	392	1,997	74.9%	89.3%
2023-2024	Hispanic/Latine	4,570	20,920	72.2%	88.1%
	Black/African Ame..	1,293	5,467	60.3%	83.4%
	White	1,377	6,436	80.2%	91.0%
	Unknown/Masked	556	2,477	78.0%	88.2%
	Two or more	415	2,242	74.1%	88.2%

#### CCAP

No

#### ECHS

No

#### First Gen

No

#### Foster Youth

No

#### Prison Education Program

No

#### Puente

No

#### Special Admit

No

### Enrollments, Success and Retention by Gender

Academic Year	Gender	Headcount	Enrollment	Success Rate	Retention Rate
2022-2023	Women	4,048	17,735	73.3%	89.7%
	Men	3,362	15,295	75.2%	89.6%
	Unknown/Masked	159	644	74.5%	89.4%
2023-2024	Women	4,374	19,995	72.7%	88.5%

#### Umoja

No

#### Veteran

All

#### CalWORKS

No

# BENEFITS DATA

## Federal VA Benefits

	Fall 2023	Spring 2024	Fall 2024
Chapter 30	6	5	2
Chapter 31	13	18	20
Chapter 33	59	74	66
Chapter 35	88	95	125
1606	1	2	1
TA	3	1	4
<b>Total</b>	<b>170*</b>	<b>195*</b>	<b>218*</b>

## CalVet Tuition Fee Waiver

22-23 Academic Year	23-24 Academic Year	24-25 Academic Year
97*	89*	93*

## Total Students Using Benefits

Fall 2023	Spring 2024	Fall 2024
226*	264*	288*



# VRC Past/Ongoing Events



**COME IN AND JOIN US FOR BREAKFAST 8/19 & 8/20!**

Start your morning and semester off right and stop by the Veterans Resource Center for a quick bite to eat before your class!

Days: Monday 8/19 and Tuesday 8/20  
Time: 8 am - 11am  
Location: Veterans Resource Center, 55V 170



# Patriot Day

9.11 we will never forget

Wednesday, September 11, 2024 | 8:30 a.m.

Join Antelope Valley College as we gather at the Administration Building flagpole to honor and remember those lost and those who rose in service after the attacks on September 11, 2001.

Make a difference on the campus and in the community by uniting in service on Patriot Day.



## LEGACY OF SERVICE:

LATINE STUDENT VETERAN VOICES



### M-MEET R-RELAX E-EAT

Come to the Veterans Resource Center in the Student Services Building, Room 170 for a free B.A.T. (Bite, Alcohol, and Treats) and collaborate with your fellow veterans.

September 4 and 18 | October 2 and 16  
November 6 and 20  
12pm-2pm

Hope to see you there!

### Project: Homage To Our Heroes

Heroes Fishing Trips  
Heroes Bowling Laps  
Heroes Golfing Trips

Learn more about us!  
Heroes sign up to one of our free trips  
661-488-8329

### POINT MAN ANTELOPE VALLEY

Point Man Antelope Valley (PMAV) is a veteran support group that meets every Tuesday at 6pm in the AV College Veterans Center. Our mission is to promote healing and restoration of the spiritual, emotional and physical needs of ALL VETERANS. Our weekly meetings allow veterans to talk in a trusting, safe, and non-judgmental environment. All services offered by PMAV are free of charge. ALL VETERANS ARE INVITED. For more information, call Mike Bertel (661) 435-7695.

## VETERANS DAY LUNCH

Join us for a  
in honor of all who have served.

**November 7 • 11 am-1 pm**

John P. Eliopoulos Hellenic Center • 43404 30th St W, Lancaster, CA 93536

All veteran allies are welcome. Space is limited. Priority will go to veterans.  
RSVP by October 24, 2024 • <https://links.avc.edu/VetLunCh24>

Activate Windows  
Go to Settings to activate Wind