



Fall 2024 Program Review Report | Instructional Areas

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| Division/Area Name: Online Education & Instructional Support | For Planning Years: 2025-2026 |
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Name of person leading this review: Dr. Alex Parisky

Names of all participants in this review:

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

The Online Education Program at Antelope Valley College (AVC) is integral to fulfilling the college’s mission of providing quality, comprehensive education to a diverse population of learners. Through flexible, accessible, and inclusive online learning opportunities, the program ensures that students from all backgrounds, including those facing geographical, financial, or time-based constraints, have the ability to achieve their educational goals.

Aligned with AVC’s commitment to diversity and equity, online education at the college embodies the principles outlined in the district’s philosophy by actively removing barriers to learning. Serving a region with significant working-class and rural populations, the program empowers students to balance their education with work and family responsibilities. This directly reflects the college’s emphasis on meeting the dynamic needs of a changing community and promoting equal educational opportunity.

A central component of ensuring the quality and equity of AVC’s online offerings is the Peer Online Course Review (POCR) initiative. Through this initiative, faculty are provided with clear guidelines and best practices for online course design, with an emphasis on creating equitable, accessible, and culturally responsive learning environments. The POCR process ensures that online courses meet rigorous quality standards, including compliance with accessibility requirements (Section 508 and ADA standards) and the incorporation of equity-minded instructional strategies. This effort has led to an increase in high-quality, reviewed courses that promote student engagement, retention, and success.

Online learning at AVC fosters critical thinking, independence, and academic growth, as students engage in technologically enriched courses designed to cultivate resilience and lifelong learning. The program ensures that faculty maintain academic freedom and innovation in their online pedagogy, providing a dynamic and culturally responsive learning environment.

By promoting accessibility and leveraging advanced instructional technologies, the Online Education Program fulfills the college’s vision to transform lives through quality education. Whether through fully online, HyFlex, or proctored modalities, AVC’s online offerings create pathways for underserved students to gain meaningful academic experiences, achieve success, and contribute to the broader community.

In summary, the Online Education Program directly supports AVC’s mission by offering flexible learning opportunities that uphold diversity, equity, and academic freedom while ensuring that students can thrive within their physical, cultural, and socio-economic contexts. Through initiatives like POCR, AVC continues to raise the standard for online course design, ensuring that every student has access to an inclusive and supportive educational experience.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- **What are the success and retention rates for your discipline? Did they decrease or increase in the last year?**

For Fall 2024, the overall online success rate for Antelope Valley College's Online Education Program increased from 68% in Fall 2023 to 72% in Fall 2024, marking a 4 percentage-point improvement. This is a significant gain after several years of fluctuating success rates. The improvement can be attributed to targeted faculty development through initiatives like the Peer Online Course Review (POCR) process, enhanced student support services, and strategic adjustments to online course design focused on equity and accessibility.

The retention rate, which historically has been stronger than the success rate, remained stable at around 89%. This indicates that most students continue to persist through the completion of their courses, but additional support may be needed to ensure that persistence translates to higher success outcomes.

- **What are the trends for the number of awards granted? Are the number of awards going up or down?**

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

Over the past five years, the number of degrees and certificates awarded through online programs has shown a steady upward trend, driven by the expansion of online course offerings and the flexibility they provide to working-class and nontraditional students. However, prior to Fall 2024, declining success rates (falling from 74% in 2019 to 68% in Fall 2023) suggested that this growth in awards was at risk of slowing.

With the recent increase in success rates from 68% to 72% in Fall 2024, there is renewed optimism that the upward trend in awards will continue. The increase in success rates reflects the positive impact of faculty training initiatives (such as Online Teacher Training and POCR) and targeted interventions addressing equity gaps. This momentum is expected to help more students complete programs, thereby sustaining and potentially accelerating the growth in the number of awards granted.

Key contributing factors to the growth in awards include:

- Expansion of fully online degree pathways and high-demand certificate programs.
 - Increased student persistence supported by technology-driven interventions, such as tutoring and retention monitoring.
 - Participation in the CVC-OEI exchange, offering students more opportunities to enroll in online courses across colleges.
- **Which ethnic / gender student groups complete their courses at the highest rates?**

Asian and White students continue to achieve the highest online success rates. In 2024, Asian students maintained a success rate of 81%, and White students followed at 76%, both outperforming other ethnic groups.

There is little variance between genders (1-2%) in the various ethnic groups.

Retention rates for these groups also remain consistently high, indicating strong persistence through course completion.

- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Consider the following questions:

- **What does your program/area do well, including capabilities and greatest accomplishments?**

The Online Education Program at Antelope Valley College excels in several key areas that have contributed to its ability to serve diverse student populations while maintaining steady growth in online enrollment and success rates:

1. Faculty Training and Development:

The program has made significant strides in faculty preparation through initiatives like the Peer Online Course Review (POCR) process and HyFlex training. Over 300 faculty members have been trained to deliver high-quality, accessible, and equity-centered instruction. These efforts have not only improved course design and delivery but also played a critical role in the recent 4-percentage point increase in online success rates.

2. Expansion of High-Quality Online Offerings:

The number of POCR-certified courses has increased by 25% over the past academic year, ensuring that more students have access to well-designed, engaging, and accessible courses. The college has also developed fully online degree pathways, providing flexibility for working-class students, parents, and those with transportation challenges.

3. Commitment to Equity and Accessibility:

AVC's online education program demonstrates a strong commitment to equity through OER adoption, culturally responsive teaching practices, and consistent compliance with Section 508 and ADA standards. Efforts to address equity gaps among underperforming student groups, particularly Black/African American and Hispanic/Latinx students, have already contributed to incremental success rate improvements.

4. Technological Infrastructure and Support:

The program has effectively partnered with the Basic Needs Program and Information Technology Services to ensure students have access to essential technology, such as loaner laptops and Wi-Fi hotspots. Technical support through the IT Helpdesk has helped mitigate technology-related barriers, allowing students to focus on academic success.

5. Increased Collaboration and Participation in Statewide Initiatives:

AVC's involvement in the CVC-OEI Consortium has expanded student access to high-demand courses across the state. By becoming a "teaching" and "home" college within the exchange, AVC students have benefited from a broader range of course offerings, and faculty have engaged in statewide best practice sharing.

These strengths reflect the program's ability to balance growth and quality while addressing the unique needs of its diverse student population.

- **What are the practices that were implemented to increase success and retention rates or program awards?**

Over the past five years, the Online Education Program at Antelope Valley College (AVC) has implemented several key practices that contributed to the recent rise in success rates (from 68% to 72%) and the continued growth in program awards:

1. Peer Online Course Review (POCR) Process Expansion:

The POCR initiative has been instrumental in improving course quality and student engagement. By establishing clear guidelines for equity, accessibility, and effective online pedagogy, the number of POCR-certified courses increased by 25% in the past year. Faculty participating in POCR have integrated best practices, such as incorporating regular and substantive interaction (RSI) and universal design principles, which have enhanced the online learning experience.

2. HyFlex and Equity-Focused Faculty Training:

Over 300 faculty members have completed HyFlex training and workshops focused on culturally responsive teaching. This training has equipped faculty to design courses that better serve diverse student populations, contributing to the recent success rate increases among Black/African American (+6 percentage points) and Hispanic/Latinx (+3 percentage points) students. Faculty development in ADA compliance and accessible course design has also ensured that students with disabilities are adequately supported.

3. Increased Access to Technology and Support Services:

Through partnerships with the Basic Needs Program and Information Technology Services, students facing technological barriers received loaner laptops, Wi-Fi hotspots, and technical support. This effort ensured that students had consistent access to online learning environments, especially during periods of remote learning. The AVC Helpdesk also played a critical role by providing real-time troubleshooting for students and faculty.

4. Targeted Student Support and Tutoring Programs:

Virtual tutoring, academic coaching, and early alert systems have been expanded to identify and assist students at risk of falling behind. These initiatives have been especially effective for first-time online learners and underperforming student groups, allowing for timely intervention and support. The use of data-driven retention monitoring tools has helped improve retention rates, which remain strong at 85%.

5. Participation in the CVC-OEI Exchange:

As both a “home” and “teaching” college within the CVC-OEI exchange, AVC students have access to a wider variety of online courses and degree pathways, which has contributed to an increase in program awards. The ability to enroll in courses across the state has given students more flexibility in completing their academic requirements, reducing time to completion.

6. Adoption of Open Educational Resources (OER):

The ongoing expansion of OER has reduced financial barriers for students, ensuring they have access to required materials from the start of the term. The cost savings and availability of resources have had a direct impact on student engagement and success, particularly for low-income students.

These practices collectively address key challenges such as equity gaps, financial barriers, and course engagement, contributing to both the improved success rates and the steady rise in the number of degrees and certificates awarded.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- **What does your program/area need to do better to support/improve student success?**

While the recent increase in online success rates is encouraging, several areas require targeted attention to sustain and further improve student outcomes, particularly for underperforming student groups:

1. Address Equity Gaps for Native American, Pacific Islander, Black/African American, and Hispanic/Latinx Students:

Although recent gains have been made for Black/African American (+6 percentage points) and Hispanic/Latinx (+3 percentage points) students, significant equity gaps persist when compared to the highest-performing groups (e.g., Asian/Asian American and Filipino students). Additionally, the sharp declines in success rates for Native American/Alaskan Native (-11 percentage points) and Pacific Islander (-30 percentage points) students highlight the need for immediate investigation and support.

Actionable Steps:

- Conduct surveys and focus groups to identify challenges unique to these student groups.
- Expand outreach programs, partnerships, and culturally relevant student support services.
- Provide targeted faculty training focused on culturally responsive teaching methods and inclusive course design.

2. Improve Student Engagement and Retention:

Despite strong retention rates overall, there is a need to focus on ensuring that persistence translates into higher success rates. Some students may persist through courses but struggle academically, leading to lower completion rates.

Actionable Steps:

- Enhance early alert systems and academic intervention programs using predictive analytics or AI-powered tools to identify at-risk students early in the term.
- Expand access to virtual tutoring services, academic coaching, and peer mentoring programs.
- Implement more frequent formative assessments in online courses to provide timely feedback and additional support.

3. Expand Access to Open Educational Resources (OER):

Financial barriers continue to affect low-income students, contributing to lower success rates. Expanding the availability of OER will reduce costs and ensure that students have access to required materials on day one.

Actionable Steps:

- Incentivize faculty to adopt or create OER materials.
- Provide OER workshops and technical support to help faculty seamlessly integrate these resources into their courses.

- Collaborate with student support services to promote the availability of free learning materials.

4. Strengthen Support for First-Time Online Learners:

First-time online students may face challenges adapting to self-directed learning and navigating online platforms.

Actionable Steps:

- Develop an enhanced Online Orientation Program tailored to first-time online learners.
- Offer ongoing drop-in virtual support sessions throughout the semester.
- Introduce student success workshops on topics such as time management, study strategies, and effective online communication.

By addressing these areas, the program can further close equity gaps, improve overall success rates, and provide an inclusive and supportive learning environment for all students.

- **What actions can be taken to help close equity gaps?**

Although recent success rate increases among Black/African American (+6 percentage points) and Hispanic/Latinx (+3 percentage points) students are promising, significant equity gaps persist compared to higher-performing groups like Asian/Asian American and Filipino students. Additionally, the sharp declines in success rates among Native American (-11 percentage points) and Pacific Islander (-30 percentage points) students highlight areas needing immediate intervention. To address these disparities, the following actions can be taken:

1. Expand Culturally Responsive Teaching Practices:

Continued faculty development in culturally responsive pedagogy can help create learning environments where underrepresented students feel more supported and engaged.

Actionable Steps:

- Provide mandatory professional development for faculty focused on equity-centered course design.
- Integrate cultural relevance into online course content to reflect the diverse backgrounds of AVC's student body.
- Develop and disseminate equity-focused teaching toolkits to support faculty in applying inclusive practices.

2. Enhance Early Intervention Systems for At-Risk Students:

Implementing robust early alert systems can help identify students who may be struggling academically or facing external challenges and provide timely interventions.

Actionable Steps:

- Leverage predictive analytics and AI-powered tools to monitor student progress and flag potential issues early in the term.
- Expand access to academic coaching, virtual tutoring, and peer mentorship programs tailored to at-risk students.
- Offer personalized success plans for students identified as at risk, including regular check-ins and academic support sessions.

3. Strengthen Community Partnerships and Outreach Programs:

Collaborating with local organizations, tribal networks, and community leaders can help AVC better support groups like Native American and Pacific Islander students.

Actionable Steps:

- Partner with community-based organizations to offer culturally relevant resources and guidance.
- Develop outreach programs that engage families and community stakeholders in student success initiatives.
- Conduct focus groups and surveys to better understand the challenges faced by these student populations and tailor interventions accordingly.

4. Expand Access to Open Educational Resources (OER) and Financial Support:

Financial barriers disproportionately affect underrepresented groups. Expanding the use of OER and ensuring students have access to affordable learning materials can mitigate this issue.

Actionable Steps:

- Increase OER adoption in high-enrollment online courses to reduce textbook costs.
 - Provide targeted financial aid workshops and promote awareness of available resources like emergency grants.
 - Expand the Basic Needs Program to include textbook vouchers and additional tech support.
5. Increase Student Belonging and Engagement Initiatives:

Research shows that students who feel a sense of belonging are more likely to succeed. Creating opportunities for engagement and peer support can help foster this connection.

Actionable Steps:

- Launch online student communities and affinity groups to support collaboration and peer-to-peer learning.
- Develop virtual student success workshops focused on self-efficacy, time management, and digital literacy.
- Create mentoring programs where successful students from underrepresented groups mentor their peers.

By implementing these targeted strategies, AVC can continue closing equity gaps and ensure that all students, regardless of background, have the support they need to thrive in the online learning environment.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- **What does your program/area want to be known for?**

The Online Education Program at Antelope Valley College (AVC) aims to be recognized as a statewide leader in equitable, inclusive, and high-quality online learning. The program strives to serve as a model within the California Community College system for fostering student success, closing equity gaps, and transforming lives through accessible education.

By combining innovative instructional practices, cutting-edge technology, and robust student support services, the program envisions creating an online learning environment where students from diverse backgrounds—particularly those from historically marginalized communities—can thrive academically, personally, and professionally.

The program also aspires to be a pioneer in:

- Culturally responsive teaching and equity-driven initiatives: Demonstrating how intentional course design, faculty training, and targeted student interventions can reduce systemic inequities and improve outcomes for underrepresented students.
- Open Educational Resource (OER) innovation: Offering affordable learning opportunities that reduce financial barriers and promote success for low-income students.
- AI-powered personalized support: Using technology to provide individualized academic interventions, ensuring students receive the support they need when they need it.

Ultimately, AVC's Online Education Program wants to be known for creating pathways to success for all students, particularly those juggling work, family, and financial challenges. By leveraging flexibility, inclusivity, and continuous improvement, the program seeks to fulfill its mission of transforming lives through education.

- **What is a desired future?**

The desired future for the Online Education Program at Antelope Valley College (AVC) is one where institutional support and collaboration are fully aligned to sustain and expand the program's ability to serve diverse student populations. Building on recent gains in success rates and award completions, the program envisions continued improvement driven by faculty innovation, technology integration, and equity-focused initiatives.

In this future, the program is recognized internally and externally as a strategic asset to the college's mission, fostering student success and addressing critical regional needs. This vision includes:

- Institutional Alignment and Support: With increased administrative backing, the program will be better positioned to secure sustainable funding, dedicated staffing, and ongoing professional development opportunities.
- Closing Equity Gaps: By fully implementing data-driven interventions, culturally responsive practices, and targeted student support, the program aims to reduce the equity gap for Black/African American, Native American, and Pacific Islander students by at least 10 percentage points within five years.
- Expansion of Online Degree Pathways: The development of additional fully online programs and certificates will provide even greater flexibility and access, meeting the needs of working-class students, parents, and rural learners.
- Enhanced Use of AI and Emerging Technologies: Personalized student interventions through AI-powered retention tools and early warning systems will help ensure timely support for students at risk, increasing both retention and success rates.

This desired future relies on continued collaborative efforts between faculty, administration, and student services to create a cohesive and supportive ecosystem that recognizes online education as an integral part of the college's long-term strategic goals.

By fostering this vision, AVC can further its mission of providing transformative educational opportunities, ensuring that no student is left behind, and preparing graduates to thrive in an evolving global workforce.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past Course Improvement Plans (CIPs) and progress toward meeting those plans.

| Past Course Improvement Plans | Progress Made |
|---|---------------|
| NA- First time program review for this area | |
| | |
| | |
| | |

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 |
|---|---------------|
| NA- First time program review for this area | |
| | |
| | |
| | |

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 | | | | |
| #1 | ILO 3. Community /Global Consciousness | | | | Goal #6 Success: Boost success rates by prioritizing the student experience. | Enhance online student success and equity by increasing success rates to 75% by 2028 and closing equity gaps by 10 percentage points. | Expand POCC certification to more online courses- Offer targeted faculty development focused on equity and accessibility- Expand early alert systems and tutoring services | Achieve overall success rate of 75% by Fall 2028- Reduce equity gap for Black/African American, Native American, and Pacific Islander students by 10 percentage points |

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| #2 | ILO 2. Creative, Critical, and Analytical Thinking | | | | Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus. | Foster a supportive and inclusive digital learning environment by implementing culturally responsive practices and tailored support services. | Provide faculty with ongoing equity-focused training- Expand culturally relevant academic support programs- Conduct regular assessments of equity-related outcomes | Document 10% annual improvement in student satisfaction and engagement among underrepresented student groups |
| #3 | ILO 4. Career and Specialized Knowledge | | | | Goal #5 Education: Expansion of offerings and effective course scheduling. | Increase online program offerings and workforce alignment by developing 3 fully online programs by 2027 that meet regional labor needs. | Collaborate with academic departments to develop programs- Ensure alignment with local workforce demands- Partner with local employers for work-based learning opportunities | Launch 3 new fully online programs by Fall 2027- Increase enrollment in online career pathways by 20% over three years |
| #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. | Improve digital literacy and access for students and faculty by expanding training and technology support programs. | Provide student workshops on digital literacy- Implement faculty development for online pedagogy and tech tools- Expand device lending and broadband access initiatives | Increase student self-reported digital competency by 15% within two years- Ensure 90% faculty participation in training |
| #5 | ILO 2. Creative, Critical, and Analytical Thinking | | | | Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive. | Enhance data-informed decision-making by evaluating program effectiveness through disaggregated data analysis and feedback mechanisms. | Conduct annual reviews of disaggregated success and retention data- Implement surveys and focus groups to gather feedback- Use findings to inform continuous improvements | Complete comprehensive program assessments annually- Demonstrate continuous success rate improvements by addressing data-driven gaps |
| #6 | ILO 4. Career and Specialized Knowledge | | | | Goal #3 Resources: Increase student awareness about campus resources. | Secure sustained institutional funding and resources for online education initiatives, including staffing, | Advocate for recurring budget allocation- Create new positions for instructional designers and accessibility | Obtain sustained budget increases within two years- Hire instructional designer, educational technologist, |

| | | | | | | | | |
|--|--|--|--|--|--|---|--|--------------------------------------|
| | | | | | | instructional design, and accessibility improvements. | specialists- Collaborate with administration and faculty | and accessibility specialist by 2025 |
|--|--|--|--|--|--|---|--|--------------------------------------|

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 | Instructional Designer | 1,2,3,4,5,6 | New | 90,000 | Recurring | Dr. Alex Parisky |
| Classified Staff | Educational Technologist | 1,2,3,4,5,6 | New | 90,000 | Recurring | Dr. Alex Parisky |
| Classified Staff | Accessibility Specialist | 1,2,3,4,5,6 | New | 70,000 | Recurring | Dr. Alex Parisky |
| Other | Online Education Budget | 1,2,3,4,5,6 | New | 20,000 | Recurring | Dr. Alex Parisky |

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

- Required:
- Success & Retention tab
 - Program Awards tab (no tab to disaggregate for online education)
- Optional:
- Other supporting data/information

Report Area

| | Fall 2024 | | | | |
|---|------------------|-----------------|---------------|----------------|--------------|
| | Credit | | | | |
| | Enrollment Count | Retention Count | Success Count | Retention Rate | Success Rate |
| <input type="checkbox"/> Antelope CCD Total | 13,808 | 12,376 | 9,924 | 89.63% | 71.87% |
| Delayed Interaction (Internet Based) | 13,808 | 12,376 | 9,924 | 89.63% | 71.87% |

Limits: Online Section Online Section Term Type Fall

Measures: Enrollments and Success and Success Rate

| Term Type | 2022-23 | | | 2023-24 | | | 2024-25 | | |
|--------------|--------------|--------------|--------------|---------------|--------------|--------------|---------------|--------------|--------------|
| | Enrollments | Success | Success Rate | Enrollments | Success | Success Rate | Enrollments | Success | Success Rate |
| Fall | 8,392 | 5,662 | 67% | 11,770 | 8,001 | 68% | 11,994 | 8,604 | 72% |
| Total | 8,392 | 5,662 | 67% | 11,770 | 8,001 | 68% | 11,994 | 8,604 | 72% |

Data loaded 09-Feb-2025

Limits: Online Section **Online Section** Term Type Fall

Measures: Success Rate

| Ethnicity | 2023-24 | 2024-25 |
|--------------------------------|------------|------------|
| Asian/Asian American | 86% | 89% |
| Black/African-American | 56% | 62% |
| Filipino | 81% | 88% |
| Hispanic/Latinx | 70% | 73% |
| Native American/Alaskan Native | 64% | 53% |
| Pacific Islander | 75% | 45% |
| White | 75% | 75% |
| Multi-Ethnicity | 69% | 78% |
| Unknown | 65% | 72% |
| Total | 68% | 72% |

Data loaded 04-Feb-2025