![Antelope Valley College logo]

Fall 2025 Program Review Report | Non-Instructional Areas

Department /Area Name: Enrollment Services	For Planning Years: 2026-2027
Name of person leading this review: Windy Franklin Martinez	
Names of all participants in this review: Sharmaine Wiley, Anna Becerra, Kelly Brogan, Esperanz Perez, Susie Rivas, Adriana Morales, Wade Saari, Ryan Azimianaraki, Christy Chereshkoff, Mary Skipper, Rachel Htut, LaTara Edmondson, and Anet Youkhana	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*
Enrollment Services (A&R) play a vital role in fulfilling our mission of delivering high-quality, comprehensive education to a diverse student body. Our commitment is centered on facilitating student success, extending valuable opportunities, and serving our community. Specifically, Enrollment Services caters to the record-keeping needs of a diverse group of applicants, accepted students, and community members. Those who can benefit from our educational programs receive assistance for a wide range of concerns, both simple and complex, through the Admissions and Records office. Additionally, A&R offers support to faculty and other internal departments when necessary.   **The Assessment Center** ensures that students with disabilities have appropriate and reasonable exam accommodations to meet their needs, whether for physical, cognitive, or mental health disabilities. The center creates a welcoming environment that minimizes distractions, providing a setting where students with disabilities can focus fully on the test, helping to reduce test anxiety, and allowing students to perform their best without unnecessary barriers. The Alternative Testing service helps ensure that students with disabilities have the same opportunities for reaching their educational goals as their peers. Providing equal access to testing is critical to promoting inclusivity and diversity in education at the college.   **Graduation Office (GRAD)** is responsible for conferring District and Chancellor Office approved degrees and certificates. The office verifies degree and certificate requirements by maintaining accurate academic records and evaluating degree audits, upholding the integrity of the college's credentials. Degree and certificate completion data helps assess program effectiveness, identify equity gaps, and inform district strategic planning.   **Transcript Office (TRX)** is dedicated to ensuring the timely and accurate delivery of official student records. Committed to promoting equitable access, student success, and retention by upholding the highest standards of service and integrity. In addition to managing transcript requests, we process transcripts from other institutions and provide education and enrollment verification services. In support of our mission to foster academic achievement, we provide comprehensive online services tailored to meet the diverse needs of our student community.

Part 2A. Analyze the program review data for your area including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, etc.
Use the following questions to guide your analysis: • Who do you primarily serve and what services do you provide for each of the groups?   • How is the work of your area measured or quantified? What is your measure of success?   • How do the demographics served by your area's work compare to AVC's service area demographics?   • Which race/ethnicity groups experience the largest equity gaps?   • What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year?
1. Who Enrollment Services Serves & What Services Are Provided   Enrollment Services serves all AVC applicants, enrolled students, former students, faculty, and community members through four primary units: • Admissions & Records (A&R): Supports all enrollment-related processes including admissions applications, registration transactions, student record updates, petitions, residency, special admit processing, AB 540 classification, and faculty roster/grade support.

- Assessment Center (ASMT): Provides placement services using AB 1705 multiple measures and serves students with disabilities through Alternative Testing accommodations.
- Transcript Office (TRX): Processes outgoing and incoming transcripts, enrollment and education verifications, academic renewals, and digitizes historical records.
- Graduation Office (GRAD): Evaluates and awards degrees/certificates, maintains degree audit integrity, and communicates deadlines to students.

2. How the Work Is Measured or Quantified
Each area's work is quantified by service volume and processing outputs, including:
- A&R: 732,558 registration transactions (in-person + online), 11,392 online applications, 236 Rising Scholars paper applications, 1,801 special admit records, and 340 AB 540 records.
- Assessment Center: 30,927 English placements, 30,544 math placements, 30,913 STEM math placements, and 1,822 Alternative Testing exam requests.
- Transcript Office: Over 4,900 transcripts/verification documents processed and 10,000 electronic transcript requests.
- Graduation Office: 2,383 degrees, 1,779 certificates, 331 certifications, 46 noncredit certificates, and 13 bachelor's degrees awarded—representing a 36.5% increase from the previous year.

These metrics serve as the primary indicators of productivity, efficiency, and service demand across the division.

3. How Served Demographics Compare to AVC's Service Area
Enrollment Services serves all AVC students, so its service population reflects the overall collegewide demographics shown in the Fall 2025 Student Profile. According to the Fall 2025 report, AVC's student population is predominantly Hispanic/Latinx, followed by African American/Black and White students. The distribution is as follows:

Fall 2025 Race/Ethnicity (Collegewide Student Population)
- Hispanic/Latinx: 64.5%
- African American/Black: 14.7%
- White: 11.7%
- Asian: 3.6%
- Two or More Races: 3.3%
- Other/Unknown: 1.8%
- Pacific Islander: 0.2%
- American Indian/Alaska Native: 0.1%

Fall 2025

These percentages represent the demographics of the population served by Enrollment Services.

A comparison to the prior year, **Fall 2024**, shows similar proportions:

Fall 2024 Race/Ethnicity (Collegewide)
- Hispanic/Latinx: 63.9%
- African American/Black: 14.3%
- White: 13.4%
- Asian: 4.0%
- Two or More Races: 3.2%
- Unreported/Other: 0.9%

- American Indian/AK Native: 0.2%
- Pacific Islander: 0.2%

Because Enrollment Services provides institutional-level services that support every student, these districtwide demographic distributions accurately reflect the groups served. The student population remains largely stable over the two years.

4. Race/Ethnicity Groups Experiencing the Largest Equity Gaps

Equity data from the Success & Retention dashboard show meaningful differences in course success across racial and ethnic groups. For 2024–2025, Black/African American students experienced a 64.3% success rate, representing the largest equity gap relative to the overall institutional success rate of 73.4%. Other groups had success rates at or above the overall average.

These patterns highlight an opportunity for continued institutional focus on practices and supports that foster equitable outcomes for all student groups.

5. Success and Retention Rates (S&R)
The Success & Retention dashboard includes overall AVC rates for the past three years.
Overall AVC Retention Rates
- 2022–2023: 89.0%
- 2023–2024: 88.0%
- 2024–2025: 88.9%

Overall AVC Success Rates
- 2022–2023: 72.7%
- 2023–2024: 71.7%
- 2024–2025: 73.4%

Did Success and Retention Increase or Decrease in the Last Year?
Success Rate
- Increased from 71.7% (2023–2024) → 73.4% (2024–2025)
   (+1.7 percentage points)
Retention Rate
- Increased from 88% (2023–2024) → 88.9% (2024–2025)
   (+0.9 percentage point)

Program Review Summary Statement

Both success and retention rates increased in the most recent academic year (2024–2025). The overall success rate rose by 1.7 percentage points, and the retention rate increased by 0.9 percentage point compared to 2023–2024. These improvements reflect positive movement in institutional-level student outcomes.

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

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

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

(A&R)

A&R assists students with a wide range of requests, such as admissions applications, profile updates, major changes, course registration, petitions, residency classification, special admit processes, and any other student concerns. A&R supports faculty by completing procedures related to enrollment rosters, census data, instructor drop requests, and grade changes. In 2024-2025, the A&R team served the 19,366 enrolled students at AVC with the following:

- 83,231 - In Person Registration Transactions
- 649,327 - Online Registration Transactions
- 11,392 - New Applications
- 236 - Hard Copy Applications (Rising Scholars)
- 1,801 - Special Admit _Unique records
- 340 - AB 540_ Unique records

(ASMT)

The passage of AB 1705 created major change that eliminated the time limit for receiving placements. Students now receive placements based on Chancellor-approved default high school multiple measures, regardless of when they last attended high school. This change has led to increases in students receiving placements. In 2024-2025 year:

- The number of English placements = 30927.
- The number of Math placements = 30544
- The number of Math placements for STEM = 30913

The ASMT Office remains the primary proctoring resourse for the Office for Students with Disabilities. In the 2024 -2025 year, alternative testing exam requests were slightly up at 1,822 compared with the prior year of 1,740.

(TRX)

The Transcript Office has enhanced its operational efficiency in processing record requests, including enrollment and education verifications as well as academic renewals, resulting in faster delivery of both electronic and hard-copy transcripts and verification documents.
- The office processes transcripts from other institutions into our **OnBase electronic record system**, ensuring secure and organized record management.

- To provide convenient access for our diverse student population, we offer multiple options for requesting and receiving transcripts in a variety of formats.
- We also maintain a rapid turnaround time for processing supplementary documents such as in-school deferment forms, insurance forms, EDD forms, subpoenas, and more.
- Recognizing the challenges posed by aging records, such as microfiche and microfilm which can't be read due to document deterioration, we successfully implemented a new electronic record-keeping program that digitized these materials to preserve their integrity and prevent further loss.
- The TRX office received, processed or sent over 4,900 transcripts and the electronic transcript service processed 10,000 requests.

(GRAD)

- The Graduation Office developed new communication campaigns aimed to increase student awareness of evaluation timelines. Enforcing our deadlines has been a constant issue because students tend to forget and apply later in the semester. The campaigns have reduced the number of late applications received in our office. Students were more inclined to apply earlier which made them eligible to participate in the yearly commencement ceremony.
- The Graduation Office increased the degrees and certificates awarded by 36.5% more in the 2024-2025 academic year than the 2023-2024 year.
- An enormous strength our office has are the collective years of evaluation experience and the vast knowledge of district evaluation policies and procedures.

The GRAD Team verified and confirmed the following AVC awards:

- AA and AS Degrees = 2,383
- Certificates = 1,779
- Certifications Completed = 331
- Noncredit Certificates = 46
- Bachelor's Degrees = 13

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

(A&R) - The Admissions and Records office has been grappling with a persistent staff shortage, directly affecting our ability to provide timely support to students and programs. Programs like Special Admit, Dual Enrollment, International student applications, and Rising Scholars (Prison Education Program) demand substantial manual involvement from our A&R staff. Moreover, there has been a significant increase in fraudulent and spam activities in the CCC Apply and financial aid processes, posing ongoing challenges. Balancing the efficient processing of applications with screening for suspicious activity to safeguard the college's resources and funding is exceedingly time-consuming. Additionally, the problem of creating duplicate accounts through the Banner system remains a concern and requires considerable time to rectify once identified.

(ASMT) - The Assessment Center, partnering with the Office for Students with Disabilities, will need to continue developing ongoing training programs for students, staff and faculty. Training should emphasize improvement in how to communicate with students with various disabilities, how to use assistive technologies and how to ensure that students feel included throughout the Alternative Testing process. Students with disabilities have

unique needs that may not always be fully addressed. Raising awareness with the campus at large while promoting advocacy for underrepresented disability groups will help to improve the testing experience.

(TRX) - The Transcript Office currently lacks sufficient staff to fully support the new Brainware Intelligent Capture Software system. Adequate personnel are essential to meet the demands of this system, which is designed to interpret the context and meaning of documents for more effective handling of unstructured and semi-structured data. This work includes carefully reviewing each transcript for accuracy and processing. Additionally, we do not have a microfiche or microfilm machine to access older records that are not in BANNER, further complicating the retrieval and processing of these documents.

(GRAD) - Officially changing the Graduation Office name to Evaluation Office is an opportunity to help distinguish our office from the commencement process and to reflect the nature of the work of the office. (Note: The job title of the staff in the office is Coordinator of Evaluations.). The SHATATR Project: cleaning our transfer database will expedite the upfront transfer processing. Placing a drop-box in front of our office door will open communication and will provide a designated primary drop-off point. DegreeWorks project is connected to the SHATATR project and will bring a degree auditing system that will help us expedite processes. Challenges include the SHATATR Project which will take up time and will reduce the time dedicated to awarding degrees and certificates, buts it's needed to accurately reflect coursework in a student's educational plan. Deadlines must be enforced to reduce delays in completing evaluations. Parchment has increased prices for the printing of degrees and certificates. We would like to explore bringing back in-house printing of degrees and certificates. Upfront transcript evaluation is a suggested practice where the evaluators would evaluate non-AVC college transcripts to identify AVC-articulated coursework. This would take up too much time for evaluators and it doesn't guarantee students will enroll at AVC.

- 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)
Understaffing in Admissions, the one area of student services that touches every enrollee in the district.	4
Lack of adequate and effective technology and technology support; affects Admissions, Records, and Evaluations.	4
Lack of security technology for Accommodated Testing.	5

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

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

(ASMT) The Assessment Center plays a crucial role in supporting academic integrity, providing a fair testing environment, and helping students achieve their educational and professional goals. The center strives to create a seamless, equitable, and efficient experience for students to demonstrate their knowledge and skills. The center provides testing accommodations for students with disabilities in adherence to AD 504 requirements that seek to eliminate barriers to access. The center is committed to continuous improvement by focusing on equitable access, maintaining secure testing conditions, fostering collaboration with faculty and students, and providing a professional and courteous environment where students have the opportunity to perform at their best potential.

(TRX) The Transcript Office is recognized for its helpfulness, integrity, and exceptional service to students and the broader community. Our collaborative workspace fosters strong interactions with other departments, promoting a unified and coordinated approach. We are committed to supporting both current and former students and aim to begin actively participating in campus fairs and events to increase awareness of our services. Additionally, we strive to attend conferences and training sessions alongside peer records technicians to continually enhance our practices and maintain high professional standards.

(GRAD) With the addition of two new team members, we aim to have a better balance in distribution of workload across the team. This change will allow senior employees to reduce the amount of overtime required while maintaining productivity and service quality. We hope CourseDog enables us to have a more accurate catalog that allows us to extend the one-year catalog into to a two-year and reduce the amount of catalog addendums. We aspire to have our Gmail application information feed into Banner. We also aim to have a team solely dedicated to tracking and reviewing the constant changes in Assist.org, C-ID website, and other college courses to ensure our transfer database is accurate. We aim to have reliable resources which may include the removal or elimination of resources that are not useful or are unreliable and explore more suitable resources. Our office also aspires to attend cross departmental meetings and participate in campus tours for employees to gain knowledge on-campus resources (what other departments do and what services they may provide)

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
Enrollment Services did not have past outcomes improvement plans last year.	Progress not made/ or met in the absence of an outcomes improvement plan.

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
(A&R) Increase online self-service	Reviewed and updated online forms available for student access.
(A&R) Increase personnel of department	Hiring of Director of Enrollment Services and Clerical III for Admissions Department.
(A&R) Streamline interactions between tech platforms	This continues to be an opportunity and a work in progress
(TRX) Implement Parchment Online in the future for processing enrollment and education verifications	This remains an ongoing opportunity and a work in progress.

(TRX)Increase efficient use of existing and modern technology. All services were made available online, including the creation of a **QR code** to simplify access to the online Transcript Request form and related documents for students.	We have also collaborated with OnBase, the Counseling Department, and ITS to develop the BrainWare Intelligent Capture Software program, which is currently in its testing phase.
(GRAD) Increase number of applications for degree/certificate evaluation.	Created a QR code to increase the ease of accessing the online application so students could access the steps to apply. Increased advertising of evaluation deadlines to students which has led to an increase in evaluation applications.
(ASMT) Increase online and in-person communication and placement process.	Assessment webpage updated information regarding automated placement process.
(ASMT) Implement AB 1705 provisions, increasing access to gateway math STEM requirements.	The assessment center collaborated with the math division and various stake holders in developing a new STEM math sequence and placement process. The new sequence eliminates the traditional pathway replacing it with a single innovative course (MATH 149) in preparation for the gateway calculus course (MATH 150).
(ASMT) Develop faculty training of Alternative Testing Services and Process	Assessment Center Coordinator trainer has maintained and reviewed the online training for faculty to ensure current information. through Canvas and assessable to all faculty.

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 Enrollment Services	ILO 1. Communication	Technology		Increase the efficient use of technology	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 students' access to and awareness of online services provided by A&R, Assessment, Graduation and Transcripts, so that students can navigate the online necessary for college. Increase communication between the Graduation	Provide students with written communications that are useable, and equity minded. Hire a Graduation Office Supervisor to stay abreast and communicate with Counseling and Curriculum about state regulatory degree requirements, technology and internal procedures that negatively impact	Track increased user engagement, website traffic, and service utilization. Gather student feedback and assess the reduction in manual requests. Evaluate time and resource efficiency, completion rates, and accessibility and improvement Increase the number of changes that are implemented in each

							office, Counseling and Curriculum by offering more transparent understanding of state regulatory requirements, EduNav Summit, internal operating procedures and technologies that impact student success and completion.	student success and completion.	offices' internal operating procedures that remove student success and completion barriers
#2 Admissions & Records	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.	Enhancing technology platform integration, reducing manual updates, and resolving duplicate account issues during data transfers.	A&R: Communicate or work with IT to streamline/coordinate technology updates and changes.	Track the reduction in manual updates and data errors, assessing time and cost savings. Gather user feedback on the improved experience and monitor the decrease in duplicate accounts.
#3 Assessment Center	ILO 4. Career and Specialized Knowledge					Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Continue to collaborate with the math division to ensure AB 1705 compliance with STEM pathway.	Collect data and assess the impact of new AB 1705 STEM placement and sequence, particularly as it relates to the need and/or success rates of corequisite support options.	By providing an equitable and direct placement pathway for all students to begin their STEM sequence at the gateway level without having to take unnecessary lower-level courses.
#4 Transcripts	ILO 1. Communication	Technology				Goal #3 Resources: Increase student awareness about campus resources.	Increase students' access to and awareness of the online services offered by the Transcript Office, enabling them to effectively navigate the necessary online resources for their academic needs.	A QR code has been created to streamline access to online documents. This QR code provides students with immediate access on their mobile devices to the Transcript Request form,	Monitor increased user engagement, website traffic, and utilization of services. Run semester reports. Collect student feedback to evaluate satisfaction of online services.

							online services, and other related forms.	

**If applicable for instructional areas

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Classified Staff	Enhance student experience by assigning a Clerical II or Clerical III position to the Transcript Office to improve daily departmental efficiency and help reduce processing times during peak demand periods. Although BrainWare has not yet been implemented, having additional clerical support will help ensure a smooth transition once it is in use and maximize its effectiveness	Goal 1: Service	New	$100,000	Recurring	Dr. Windy Franklin Martinez
Other	The process of providing accommodated testing is very detailed and requires knowledge of processes and technology. With the steady increase in students using the	Goal 1: Service	New	$50,000	Recurring	Dr. Windy Franklin Martinez

	services, there are only three staff members who know how to navigate the process, one of whom works in a different area. When either of the primary center staff are out of the office, and there is no coverage, students must be turned away. A dedicated and trained STH could ensure coverage during the inevitable absences.					
Classified Staff	As the college recovers from COVID-era enrollments, there is a need to continue to build up staff in Enrollment Services. As of the submission of this review, almost 15K students have enrolled in AVC courses. Each of those students have their records touched by A&R staff. Currently, there are 3.5 staff members who are supporting a growing population of students. Special programs including	Goal 1: Service	New	$160,000	Recurring	Dr. Windy Franklin Martinez

	dual enrollment, prison education, international students, athletics, continue to grow, along with the provisions required to be compliant and serving them					
Supplies	Window blinds for North -facing side of Graduation Office to reduce glare.	Goal 2: Equity (This request is to create an accessible place for staff to do their work without having to worry about sunstroke.)	Repeat	TBD	One-time	Dr. Windy Franklin Martinez
Physical/Facilities	Graduation office door sign in SSV lobby (currently reads "Transcripts Office). Sign should say "Evaluation Office" when proposed name is officially changes.	Goal 1: Service Students will be able to clearly identify location of our office for drop-off location. An accurate name for the door will inform the campus community of the nature of the work being done in the department: Evaluation NOT Graduation.	Repeat	TBD	One-time	Dr. Windy Franklin Martinez
Physical/Facilities	Remove 'Entrance' sign on Emergency exit door in SSV 107.	Goal 1: Service (To keep the community from attempting to enter an inaccessible area of the student services building.)	Repeat	TBD	One-time	Dr. Windy Franklin Martinez
Physical/Facilities	A vending machine in the SSV lobby so that Student Services staff can get a snack or a beverage without leaving the building, especially when service demand is high.	Goal 2: Equity A large number of students, faculty, and staff occupy the students services building. A vending machine would allow them to have to leave the building for sustenance.	Repeat	TBD	Recurring	Dr. Windy Franklin Martinez

Physical/Facilities	A security staff member in the building to help deter issues related to violence: student fights, disruptive students, angry community members.	Goal 1: Service (To ensure the perceived safety of both staff and students by creating a safe space for working and learning.)	Repeat	TBD	Recurring	Dr. Windy Franklin Martinez
Choose an item.			Choose an item.		Choose an item.	

QUANTITY OF SERVICES
ENROLLMENT SERVICES 2017-2024

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Admissions and Records								
In Person Registration Transactions	69,936	70,557	61,741	30,667	79,713	198,936	219,779	83,231
Online Registration Transactions	754,997	704,329	727,450	475,914	405,082	303,398	260,048	649,327
New Applications	25,088	28,490	29,397	61,642	32,289	7,978	14,649	11,392
Inmate Hard Copy Applications			133	131	131		299	236
Number of Students on Waitlist	7,006	22,381	25,106	12,112	9,689	12,154	15,309	37,620
Student Authenticated Add Codes	14,663	10,838	9,496	6,270	7,406	7,878	10,040	12,421
Special Admit _Unique records	966	911	800	884	884	974	1590	1,801
AB 540_ Unique records	1,659	1,294	1,236	742	694	583	333	340
Graduation								
AA and AS Awards	1,809	1,778	2,070	2,019	2,036	1,902	1,944	2,383
Certificate Awards	1,099	1,200	1,196	1,286	1,263	1,433	1,127	1,779
Certifications Completed	725	786	1,128	996	1128	514	487	331
Noncredit Certificate								46
Bachelor Awards		9	6	15	13	15	21	13
Transcripts Processed								
Received TRX (HS and Col)	2808	2,690	4,078	2,378	2,685	2,811	4,478	4,191
Transcripts Office-Sent TRX	8770	2,323	2,339	639	639	1071	885	734
Parchment- Sent TRX	735	5,346	10,610	10,457	12,187	14,011	4,506	10,000
Assessment Tests								
Number of Tests	26,199	No longer testing	-	-	-	-		
EPT	-	-	4,717	8,624	12,918	16,705	17,437	30,297
MPT	-	-	5,072	8,820	13,076	16,719	17,440	30,544
MPTS	-	-	4,921	8,708	13,068	16,824	17,861	30,913
GSP Math Submissions:					2,821			
GSP English Submissions:					2,405			
Alternative Testing Exam Requests:					765			
OSD Alternative Testing Agreements					382			
Makeup Exam Submissions:					323			
ATB Tests: 10					10			

ASSESSMENT CENTER DATA

Course	Support	Test	202470	202530
See Counselor	N/A	EPT	2228	1203
ENGL 101	Not Required	EPT	13675	10051
ENGL 101	Recommended	EPT	1562	1034
ENGL 101	Strongly Recommended	EPT	350	194
	Total:		**17815**	**12482**
See Counselor	N/A	MPT	2261	1208
1st Year Transfer	Not Required	MPT	12187	9217
1st Year Transfer	Recommended	MPT	2352	1489
1st Year Transfer	Strongly Recommended	MPT	1132	698
	Total:		**17932**	**12612**
See Counselor	N/A	MPTS	2891	1724
MATH 135	Not Required	MPTS	2434	2082
MATH 135	Recommended	MPTS	1866	1386
MATH 135	Strongly Recommended	MPTS	7153	4554
MATH 140	Not Required	MPTS	463	284
MATH 140	Recommended	MPTS	322	164
MATH 140	Strongly Recommended	MPTS	65	39
MATH 150	Not Required	MPTS	1744	1140
MATH 150	Not Required	MPTS	1361	1241
	Total:		**18299**	**12614**

Fall 2025 Program Review Report | Non-Instructional Areas

Department /Area Name: Student Services / Financial Aid Office (FAO)	**For Planning Years: 2026-2027**

Name of person leading this review: Dr. Christina Tangalakis

Names of all participants in this review: Dr. Christina Tangalakis, Paige Vivas, Geneva Cardinas, Daniel Garcia, Jacqueline Cartwright, Kendra Doss, Ernestine Jordan, Linda Sanchez, Carisha Duvall, Marlene Santos, Roxanna Alvarado, Naiby Duarte, and Patrick Lozano

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 Financial Aid Office directly supports Antelope Valley College's district mission by ensuring that all students, regardless of their financial background, have equitable access to quality and comprehensive education. By providing accurate, timely, and student-centered financial aid services, the office removes financial barriers that might otherwise prevent students from pursuing or completing their educational goals.

Through its commitment to integrity, accountability, and inclusivity, the Financial Aid Office upholds the college's dedication to serving a diverse population of learners. By empowering students to make informed financial decisions and supporting their academic persistence, the program enhances student success, fosters opportunity, and strengthens the college's role as a vital resource to the community.

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

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

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

The Financial Aid Office serves all Antelope Valley College students who apply for financial aid. While certain student groups may be more likely to seek financial assistance due to socioeconomic factors, the FAFSA and California Dream Act Application focus on financial need rather than demographic information. As a result, we do not collect or analyze data on race, ethnicity, or other demographic variables through these applications. It is also important to note that federal regulations strictly limit the type of data that can be shared externally. Therefore, while we know we serve a diverse student population, we are unable to disaggregate financial aid recipient data by demographic categories at this time. We recognize the importance of understanding and addressing potential equity gaps and hope to collaborate with the Institutional Research Office in the future to explore compliant ways of obtaining and analyzing this information.

Our office's work is primarily measured by the number of students who qualify for and receive financial aid each academic year. Quantitative measures include the total number of applications processed, eligibility determinations completed, and funds disbursed. While these data points provide a snapshot of operational efficiency, they do not fully capture the student's experience. To address this, we are in the process of implementing a new line management software system that includes a student satisfaction component. This tool will allow us to gather direct feedback from students, helping us measure success from their perspective and identify opportunities for improvement in service delivery.

The Financial Aid Office does not currently track student success and retention rates specific to financial aid recipients, as these metrics are measured institutionally rather than by department. However, financial aid plays a critical role in supporting persistence and completion by reducing financial barriers that might otherwise prevent students from continuing their education.

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 Financial Aid Office excels at serving a large and diverse student population while navigating complex and ever-changing federal, state, and institutional regulations. Despite the volume and intricacy of the work, our team consistently ensures that eligible students receive timely and accurate financial aid disbursements. One of our greatest strengths is our ability to balance individualized student support with large-scale processing demands. The office maintains compliance with federal and state requirements while adapting to changes in financial aid policy and technology. This commitment to accuracy, accountability, and service allows us to remove financial barriers for thousands of students each year, directly supporting Antelope Valley College's mission of access and student success.

Over the past year, the Financial Aid Office has made significant progress in improving both student experience and operational efficiency. Key accomplishments include:
- **Website Redesign**: The department completely restructured and updated its website to remove outdated information, improve navigation, and strengthen connections to other campus programs that offer financial and student support resources.
- **Technology Improvements**: System updates and new functionality were implemented to ensure the reliability and accuracy of financial aid processing and communication systems.
- **Organizational Development**: The team engaged in brainstorming and planning sessions to redefine and refresh staff roles, promoting clearer responsibilities and greater collaboration across the department.
- **Staff Growth**: The addition of an **Interim Senior Director, Interim Manager as well as the hiring of open positions for Financial Aid Specialist, Financial Aid Technician I** and **Clerical III** has brought new perspectives, enhanced leadership, and revitalized team energy, fostering a more cohesive and student-centered office culture. The Interim Senior Director brings a wealth of knowledge and experience that has enabled the department to address long-standing compliance issues and strengthen adherence to federal and state regulations. While there is still progress to be made, the presence of an Interim Manager has provided essential support in overseeing daily operations, allowing leadership to focus on broader strategic initiatives. With this strengthened leadership structure, the Financial Aid Office has been able to re-engage with outdated policies and procedures, resolve escalated student concerns more effectively, enhance staff training and professional development opportunities, and rebuild collaborative relationships with key campus partners. These efforts collectively contribute to improved service delivery, operational efficiency, and overall departmental success. These efforts have strengthened the Financial Aid Office's ability to provide equitable, efficient, and student-focused services, furthering the college's mission to promote student success and serve the diverse needs of the community.

- **Consultant Utilization**: Another significant success this year has been the department's ongoing collaboration with expert consulting partners to strengthen financial aid operations, enhance staff training, and resolve data management issues. The Interim Senior Director initiated a partnership with **Financial Aid Services (FAS)** to address a range of technical and compliance-related challenges. This collaboration has provided targeted support through three specialized FAS branches:
  - **Office:** Assisting in identifying and addressing policy gaps to ensure continued compliance with federal and state regulations.
  - **Technology:** Expanding staff knowledge of Banner functionality by identifying underutilized features and improving system efficiency.
  - **Student Data (R2T4)**: Resolving outstanding student data issues and Return to Title IV (R2T4) processing following staffing transitions.

  In addition, the Financial Aid Office has continued its partnership with **Strata Information**, a consulting firm that provides ongoing staff training in Banner functionality for day-to-day operations. While FAS's technology team focuses on identifying unused or underutilized system capabilities, Strata's training reinforces and deepens staff proficiency with the Banner tools currently in use. Together, these partnerships have strengthened the department's operational knowledge, improved data accuracy, and enhanced the team's overall efficiency and confidence in managing complex financial aid processes.

- **Training**: Staff training and professional development have remained key priorities for the Financial Aid Office. Over the past year, team members have participated in multiple training opportunities designed to refresh and expand their knowledge of financial aid regulations, compliance requirements, and best practices. These opportunities have included **national and regional conferences, online webinars, and in-house training sessions**, ensuring that staff remain current on federal and state policy changes as well as institutional procedures. This ongoing investment in staff development not only enhances individual expertise but also strengthens the department's overall ability to deliver accurate, compliant, and student-centered financial aid services.

- **Volume Increase:** The data outlined in Part 5 indicates a significant increase in the volume of financial aid awarded and received by students. This upward trend has expanded the workload and operational demands placed on the Financial Aid Office. To maintain timely service delivery, uphold regulatory compliance, and meet the growing needs of our student population, the addition of new staff is essential. Increased staffing will ensure that students continue to receive accurate, efficient, and compliant financial aid support.

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?
- **Reducing Student Wait Times:** The Financial Aid Office faces challenges with long student wait times, both in person and via email and phone communication. Current systems are frequently overrun, resulting in extended waits, higher complaint rates, and frustrated student interactions. Optimizing technology and office structure, including implementing line management software, will help streamline workflows and improve the student experience.
- **Staff Knowledge and Workload Balance:** Certain staff members hold specialized knowledge, which can create workload imbalances and service gaps when they are unavailable. Peer frustration and inconsistency in service can result from this reliance on individual expertise. Cross-training staff across functional areas will enhance flexibility, ensure coverage during absences, and allow for more consistent, high-quality service to students.
- **Staffing and Leadership Stability:** Interim leadership positions, while providing valuable guidance, need to be converted into permanent roles to ensure continuity and long-term strategic planning. The office would benefit from an additional Financial Aid Specialist to support timely disbursements, as the returning Specialist is currently carrying a heavy workload. Addressing turnover and workload distribution will improve operational efficiency and enable staff to provide better support for students.
- **Improving Vendor Partnerships:** Vendor service challenges have occasionally caused operational delays. The office is actively working to communicate errors and frustrations while maintaining consistent service to students. Consultants from Financial Aid Services (FAS) assist in identifying unused system capabilities, improving Banner knowledge, and resolving student data and R2T4 issues. Strata Information supports staff training to enhance daily Banner operations. These efforts collectively improve departmental efficiency, compliance, and service delivery.

- **Policies, Procedures, and Organization:** Many existing policies and procedures are outdated or difficult to locate, which can lead to inefficiencies in training and service. Refreshing and centralizing departmental documentation will improve staff efficiency, support consistent training, and ensure accurate, timely service for students.
- **Equity and Access:** Although demographic data is limited due to federal privacy regulations, the office is taking steps to promote equitable access to financial aid. Simplifying materials and providing multilingual resources supports non-native English speakers and first-generation students. Partnerships with The Dreamer Center and the Office of students with Disabilities (OSD) will also help our office address students who may have factors preventing them from being able to access our office for support.
- **Establishing digital access:** Currently our office is hoping to streamline online processes and mobile accessibility. Not only would this reduce barriers for students who cannot attend in-person services, but it would allow for more secure documentation processing.

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

Challenge	Likelihood (1 being unlikely and 5 being highly likely)
Unstable Leadership Roles: Currently both leadership positions for the department are Interim. If there were to be a change in leadership, it would likely disrupt the many projects currently in progress to improve office functionality and compliance.	5
Compliance Issues: With outdated policies and procedures as well as inaccurate technology, our Financial Aid Office is at a higher risk for audit findings and compliance issues overall.	5
Siloed Staff Knowledge: With certain staff members having specialties if there is any absence from the office or transition of personnel, it causes great disruption for the students being serviced by that program.	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?

The Financial Aid Office aspires to be recognized as a trusted leader in financial aid expertise and student financial wellness for both AVC students and the broader community. We aim to provide an experience that empowers students, helping them feel safe, confident, and prepared for success. As a single college district, we strive to be the primary choice for students in our service area, delivering seamless, supportive, and student-centered financial aid services that contribute to their academic and personal achievements.

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
Due to Administrative Leadership changes our office is currently evaluating establishing an Outcome Improvement Plan.	In Progress

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
Streamline the Financial Aid Application Process	50% - While we have hired a new FA Specialist and have been having successful disbursements, they are not weekly. We have determined that in order to meet that goal we would need an additional Specialist to keep up with the demand.
Strengthen FAO Policies and Procedures	75% - Progress has been made by hiring an Interim Senior Director with a wealth of experience and knowledge. Their leadership has helped to identify gaps in policy and procedure as well as provide recommendations and enabled staff to receive recent training in a variety of methods.
Maintain Low Loan Default Rate (Below 20%)	50% - While the loan rates of the office have remained in our desired range, it was determined that there was not a need for a Default Management Specialist to oversee the process specifically and that it could be better maintained by a third-party agreement.

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO**	SLO**	OO (Service area Outcomes)				
#1	ILO 2. Creative, Critical, and Analytical Thinking				Goal #6 Success: Boost success rates by prioritizing the student experience.	Improve Student Experience	Technology Optimization Increase Accessibility	Onboard new technology feature(s) to help become a more digitally accessible office. This will help us to serve students in a more organized and efficient manner. Establish office hours with Dreamer Center and OSD.

								Hire STH Technician I to assist with Student counter experience and line/appointment management.
#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.	Create more Staff Stability and Team Support	Increase Staff	Transition Interim Leadership to become Permanent. Hire an Additional Financial Aid Specialist. Fill the open position of a Financial Aid Technician I.
#3	ILO 3. Community /Global Consciousness				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Be community leaders in Financial Aid	Events Student Centered Resources	Refresh Financial Aid Website, post online videos, refresh handouts, attend outreach events on and off campus.
#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.	Refresh Office Structure and Current Knowledge	Policy & Procedure Staff cross training	Refresh staff roles in the department and allow for cross training. Also work with consultants and other Financial Aid representatives at the community college level to review and update necessary policies and procedures documentation for compliance and best practices.

***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)
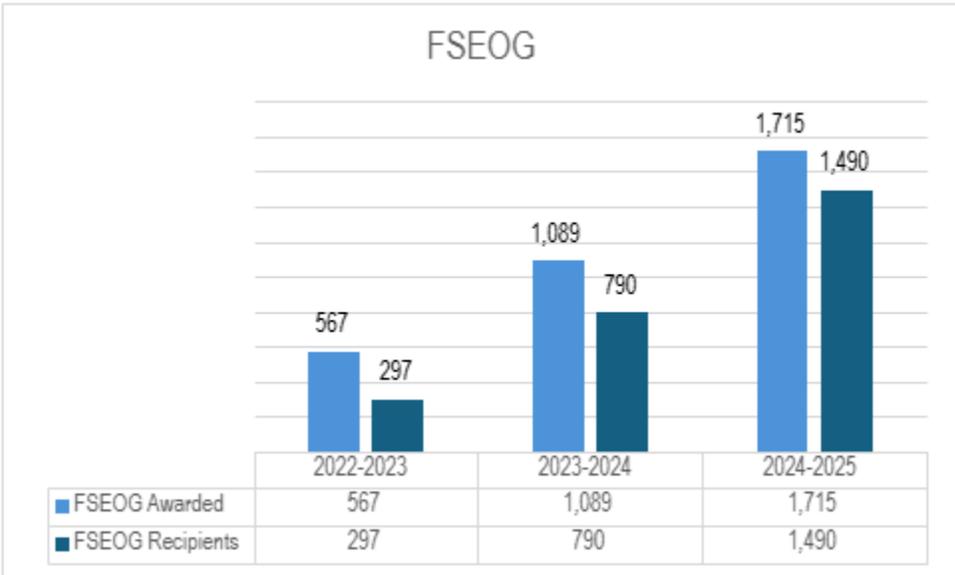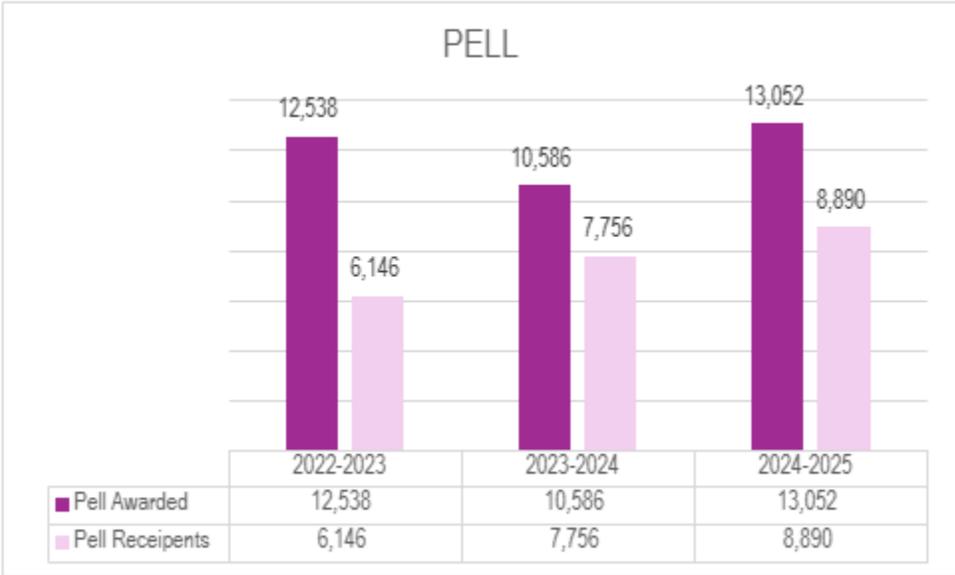
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Other	Permanent FA Senior Director	Goal 2	Repeat	Estimated $200k	Recurring	Dr. Christina Tangalakis
Other	Permanent FA Manager aka Assistant Director	Goal 2	Repeat	Estimated $160k	Recurring	Dr. Christina Tangalakis
Classified Staff	FAO Technician III	Goal 2	New	TBD	Recurring	Dr. Christina Tangalakis
Classified Staff	FAO Specialist	Goal 2	Repeat	Estimated $75k	Recurring	Dr. Christina Tangalakis
Other	FA Technician I	Goal 1	New	Estimated $70k	One-time	Dr. Christina Tangalakis
Other	STH FA Technician I	Goal 1	New	Estimated $30k	One-time	Dr. Christina Tangalakis

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above for required data).
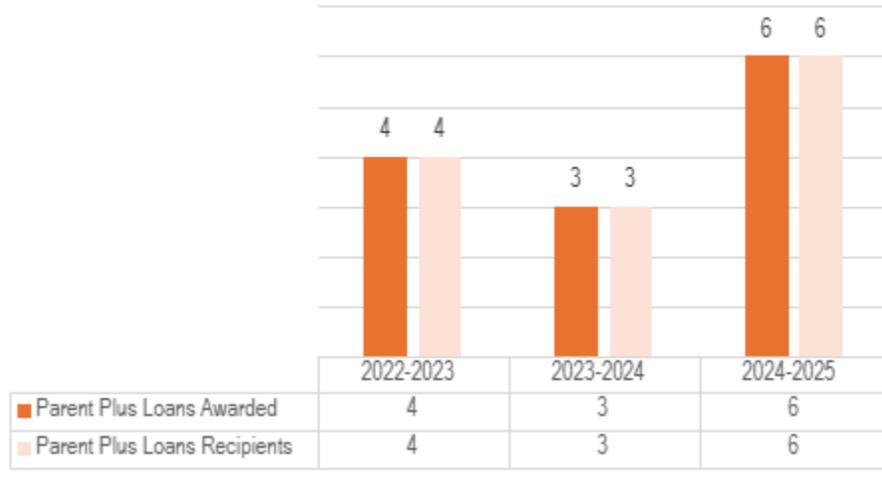
2024–2025 Academic Year Financial Aid Disbursements

The Financial Aid Office successfully disbursed **$66,689,252** in student aid, including:

- **Pell Grants:** $36,603,333
- **Direct Student Loans:** $5,162,726
- **California College Promise Grant (CCPG):** $9,518,444
- **Promise Program (AB19):** $156,469
- **Cal Grants:** $5,415,420
- **Chafee Grants:** $337,500
- **FSEOG:** $701,250
- **SSCG:** $5,262,064
- **Scholarships:** $357,898
- **Federal Work Study:** $633,942

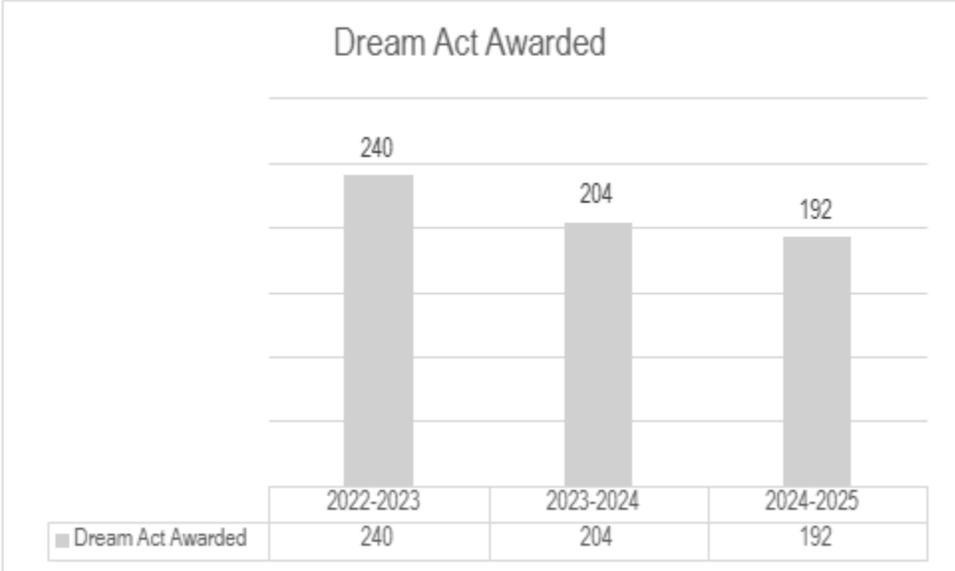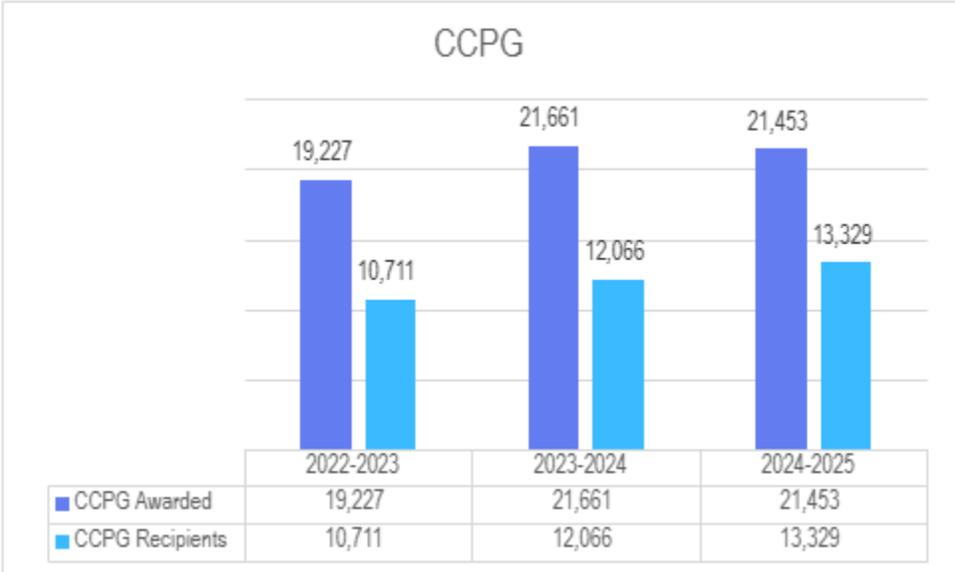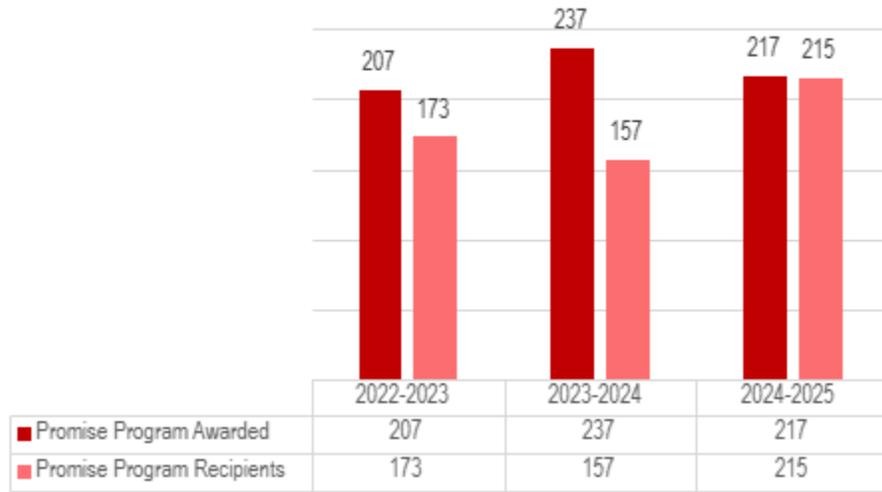**PELL**

	2022-2023	2023-2024	2024-2025
Pell Awarded	12,538	10,586	13,052
Pell Receipents	6,146	7,756	8,890

FSEOG

	2022-2023	2023-2024	2024-2025
FSEOG Awarded	567	1,089	1,715
FSEOG Recipients	297	790	1,490

FWS

	2022-2023	2023-2024	2024-2025
FWS Awarded	110	181	111
FWS Recipients	71	128	106

DSUB/UNSUB

	2022-2023	2023-2024	2024-2025
Loans Sub/Unsub Awarded	880	1,172	1,285
Loans Sub/Unsub Recipients	877	1,172	1,275

Plus Loans

	2022-2023	2023-2024	2024-2025
Parent Plus Loans Awarded	4	3	6
Parent Plus Loans Recipients	4	3	6

CAL Grant

	2022-2023	2023-2024	2024-2025
CAL Grant Awarded	2,800	2,924	3,915
CAL Grant Recipients	2,205	2,611	3,373

CCPG

	2022-2023	2023-2024	2024-2025
CCPG Awarded	19,227	21,661	21,453
CCPG Recipients	10,711	12,066	13,329

Dream Act Awarded

	2022-2023	2023-2024	2024-2025
Dream Act Awarded	240	204	192

Promise Program

	2022-2023	2023-2024	2024-2025
Promise Program Awarded	207	237	217
Promise Program Recipients	173	157	215

CHAFEE

	2022-2023	2023-2024	2024-2025
CHAFEE Awarded	101	106	87
CHAFEE Recipients	60	103	86

SSCG

	2022-2023	2023-2024	2024-2025
SSCG Awarded	1,253	1,392	1,927
SSCG Recipients	1,235	1,390	1,902

Scholarships

	2022-2023	2023-2024	2024-2025
Scholarships Awarded	255	267	543
Scholarships Recipients	158	160	201

Department /Area Name: Job Placement Center	For Planning Years: 2026-2027
Name of person leading this review: Dr. Christina Tangalakis	
Names of all participants in this review: Dr. Christina Tangalakis, Paige Vivas, Shannon Thompson, Olivia Mckinstry, and Ray Betancourt	

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

The Job Placement Center (JPC) supports Antelope Valley College's mission by equipping students with the tools, experiences, and confidence to transition successfully from education to employment. We provide job readiness support, connect students with real-world opportunities, and build partnerships with employers to ensure our graduates are competitive in today's workforce. This work aligns directly with AVC's goals of student support, workforce preparation, economic development, and personal and professional growth.

Our department serves a diverse student population through resume development, interview preparation, career workshops, hybrid job fairs, on-campus employment processing, and employer referrals. We also manage compliance for student employment (including Federal Work-Study and district-funded jobs) and support equity-focused access to career preparation services, particularly for first-generation and underrepresented students.

The Job Placement Center has maintained consistent student worker hiring numbers (approx. 260 placements annually), which has been vital to both office operations and student professional development. Continued support for high student worker participation, and exploring options for short-term hourly staffing, remains critical to sustaining service levels and expanding outreach capacity.

While the Job Placement Center was not included in the official 2025 Program Review organizational list, we see this as an opportunity to highlight the important contributions of career services and ensure that our work is fully integrated into institutional planning. This review provides a valuable chance to formally acknowledge the JPC's essential role in supporting student success and workforce readiness.

Looking ahead, we are excited to expand access, strengthen employer partnerships, integrate innovative technology such as Virtual Reality (VR) Career Labs, and provide more flexible, scalable job readiness tools to benefit all AVC students.

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 Job Placement Center (JPC) at Antelope Valley College serves current students, alumni, and community job seekers, offering comprehensive career readiness services such as resume and cover letter assistance, interview preparation, job search coaching, career workshops, and coordination of both district-funded and

Federal Work-Study placements. We also support employers through job postings, student referrals, and assistance with building hiring pipelines tailored to AVC graduates. Until recently, these services were hosted through College Central Network (CCN); however, we are currently transitioning to Handshake, which will allow for enhanced employer engagement and better tracking of student job application outcomes moving forward.

In the 2024–2025 academic school year, we facilitated over 220 student appointments, conducted 720+ resume revisions, and maintained consistent student worker hiring levels with approximately 260 placements. We also hosted a range of monthly workshops (Resume Building, Interview Skills, Effective Job Search), which grew from just 12 participants in January to 171 students by the end of Spring 2025. Our Spring 2025 hybrid job fair welcomed over 390 attendees, including community members and students, and featured 62 employers. In Fall 2024, our in-person fair drew over 441 attendees and 67 employers, demonstrating strong demand for in-person engagement opportunities despite staffing and outreach constraints.

Across four quarters, we tracked the following outcomes from our direct service efforts:

- New employers engaged: 55
- Paid jobs posted (FT, PT, Contract): 183
- Total job applications submitted by students: 615+
- Internship/apprenticeship opportunities coordinated: 36+

Although our overall engagement is increasing, awareness remains a challenge. Many students are still unaware of the full scope of services the JPC provides. Looking ahead, we intend to gather disaggregated participation data across demographics, majors, and eligibility categories (e.g., FWS, CTE, DSPS) to guide inclusive, targeted outreach. We also aim to pilot innovative approaches like Virtual Reality (VR) Career Labs, which would make career exploration more immersive and equitable, especially for students who lack direct industry exposure. These strategies will support our long-term vision of becoming a centralized, equity-driven hub for career readiness 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.)*

The Job Placement Center serves current students, recent graduates, and campus departments through career readiness programming and student employment coordination. Our services include resume assistance, job interview preparation, on-campus job processing (Federal Work-Study and district-funded positions), and external employer engagement.

We measure our work by tracking job fair attendance, resume reviews, student worker hires, and employer participation. In the last year, we continued hosting events and onboarding student workers, but student engagement has been limited due to visibility challenges and platform constraints. Our existing platform (College Central Network) proved ineffective, leading to the decision to transition to Handshake, which offers more modern tools and better employer connectivity.

Our service usage is not yet tracked through a centralized data system, and we currently rely on manual counts, sign-in forms, and event feedback. This lack of institutional tracking makes it difficult to disaggregate by race, major, or other equity factors.

As a non-instructional department, our primary measure of impact is engagement rather than traditional academic outcomes. While we have seen growth in participation and maintained strong employer partnerships, we recognize the ongoing opportunity to increase visibility, strengthen equity-focused engagement, and ensure that all students have access to the career resources and support they need to succeed after AVC.

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

One major opportunity is to expand outreach to students who are currently less engaged with our services. Based on informal tracking and feedback, we know that some students participate less frequently in workshops, resume review appointments, and job fairs. We believe this is not due to lack of interest, but rather a lack of visibility and confidence. Increasing targeted outreach and events, bringing employers into classrooms, and embedding job readiness tools directly into student-facing programs could help address these gaps. Additionally, we have an opportunity to formalize more employer partnerships and develop intentional pipelines tied to specific academic or career pathways.

Our aspiration is to be known as a hub for workforce readiness at AVC, where students from all programs, backgrounds, and goals can build the skills, connections, and confidence they need to succeed in the job market. We want to be recognized not only for helping students get jobs but for preparing them for long-term career success. This includes being seen as a central partner in Guided Pathways, CTE, equity efforts, and institutional completion strategies.

The Job Placement Center has experienced changes in leadership over time. Currently, we are supported by the Interim Senior Director of Financial Aid and the Interim Manager of Financial Aid. While their primary focus remains on Financial Aid, Job Placement now benefits from dedicated weekly meetings with leadership to provide guidance and support. An opportunity moving forward is to expand one-on-one engagement between leadership and the Job Placement team, helping the department grow, stabilize, and better achieve its goals.

Another opportunity is to establish and utilize tracking and data gathering techniques to better understand gaps in our services so our team can make strategic shifts in support for students and better their experience.

- 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)
Need for additional leadership support to increase our capacity to plan, scale, and meet rising student/employer needs	4
Need to become more visible on campus and build stronger relationships with on campus employers	4
No centralized outcomes tracking; Makes it harder to show impact or tailor interventions	5

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

The Job Placement Center aspires to be recognized as the central hub for student career readiness at Antelope Valley College. We aim to be known not only as the place where students receive support with resumes and job applications, but as a trusted, student-centered space for long-term career planning, mentorship, and workforce development. Our vision is to be fully integrated into the student experience, from the first year through graduation, ensuring that every student leaves AVC with the tools, confidence, and opportunities to succeed in the workforce.

As part of institutional planning conversations, we understand that the college-wide goals for 2025–2026 include increasing Career & Technical Education (CTE) awards and improving job placement rates in certain programs that currently fall below the 70% employment benchmark. While we fully support these goals, it is important to note that the Job Placement Center is not a CTE program and does not manage program-specific data, enrollment, or completer tracking. Our work is primarily student-facing, serving all AVC students and alumni regardless of major or pathway. We aspire to hire and train a third Job Placement Specialist who will

concentrate their efforts on the CTE to employment pipeline. This position will bring valued support and focus to the college-wide goal of meeting or exceeding the 70% threshold mark for job placements for AVC's CTE programs.

With the upcoming launch of Handshake, we see a necessary opportunity to collaborate with our CTE programs by connecting CTE students with program-compatible employers, promoting industry-specific opportunities, and supporting broader employment outcomes. Handshake offers tracking features that will allow us to collect basic engagement and hiring data, which can inform strategic institutional reporting, goal setting, and planning in partnership with faculty and staff. We also plan to introduce new career readiness tools, such as Virtual Reality Career Labs and, when funded, VMock software that will expand access and ensure that all students have equitable opportunities to engage with career preparation.

Looking ahead, we aim to establish formal employer pipelines, strengthen partnerships across departments, and serve as a model career services program within the California Community College system.

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
Secure VMock subscription for scalable, AI-powered resume feedback and career readiness tools.	Not completed. The department was unable to secure VMock due to funding and resource limitations, despite repeated attempts. It remains a top priority.
Increase student awareness through coordinated marketing, tabling, and outreach campaigns.	Minimal progress. Limited tabling was done, but no coordinated marketing campaign was implemented. The need remains urgent.
Improve employer engagement through classroom visits, info sessions, and event collaboration.	Some success through job fairs and employer panels, but a consistent annual structure or calendar has not been developed.
Develop formal outcome tracking to measure student engagement and employment success.	Not implemented. The onboarding of Handshake will allow us to gather metrics that will be valuable for the CTE department, which will help the institution achieve is stated strategic goals of increasing job placement for CTE program participants.

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

Past Program Review Goal	Progress Made
Secure innovative career readiness tools (such as VMock) for student resume and interview skill development.	Not achieved. A request was made, but the process never moved forward. This resource is still needed to increase equity and capacity.
Establish formal employer partnerships that result in the direct hiring of AVC students.	Informal relationships were strengthened, but no formal hiring pipelines or written agreements were finalized.

Sustain student worker pipeline to support operational efficiency and expand peer-led services.	Successfully maintained approx. 260 placements annually. However, due to increasing workload and outreach needs, we recognize the growing need for student worker and short-term hourly staffing to support event coordination, employer relations, and program development.
Expand outreach to underserved students (especially African American and Latino males) to increase access to services.	Very little progress. No targeted campaigns were launched due to staffing constraints, but the need remains high.
Launch innovative offerings such as a VR Career Lab to enhance student career exploration.	Early research and vendor outreach began, but no purchases or implementation occurred. The concept is viable and still actively pursued.

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 #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Give students 24/7 access to AI-powered resume and job readiness feedback through the implementation of VMock.	• Submit a formal funding request for VMock licensing. • Collaborate with IT and Student Services for implementation support. • Launch a promotional campaign to introduce VMock to students. • Integrate VMock into workshops, Canvas modules, and advising.	• Platform implemented and live by Fall 2026. • At least 300 students use VMock in their first academic year. • 85% of users surveyed report improved confidence in their resumes.
#2	ILO 4. Career and Specialized Knowledge				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Provide hands-on, immersive career exploration using VR simulations to increase student access to job environments and skills development.	• Research and select a vendor (e.g., CareerLabsVR, Transfr, CareerViewXR). • Request funding for VR equipment and licensing. • Pilot the VR Lab with students from CTE and general education. • Track engagement and collect feedback for future expansion.	• VR Lab operational by Spring 2027. • At least 100 students participate in VR experiences during pilot phase. • Positive feedback from 80% of participants and faculty partners.
#3	ILO 3. Community				Goal #6 Success: Boost success	Close equity gaps in access to career services	• Collaborate with Umoja, Puente, Athletics, and	• 20% increase in participation among

	/Global Consciousness				rates by prioritizing the student experience.	by increasing outreach and participation among African American and Latino male students.	student clubs to co-host events. • Offer drop-in workshops and employer panels tailored to these groups. • Include career readiness modules in targeted classroom presentations.	targeted students by Spring 2027. • Pre/post workshop surveys show increased job readiness confidence. • At least 3 new student group partnerships formed.
#4	ILO 4. Career and Specialized Knowledge				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Improve student experience with Job Placement Center by restructuring staff and/or refreshing duties.	• Evaluate need for short-term hourly • Co-locate or re-locate staff with Career Services to help students connect	• To measure success, determine if the increase in staff has helped increase student employment on and off campus.

**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	Subscription to **VMock**, an AI-powered resume review and career readiness platform for scalable student access.	Goal #1 – Implement VMock for job readiness	Repeat	$15,000	Recurring	Dr. Christina Tangalakis
Technology	Purchase and launch a **Virtual Reality (VR) Career Lab** for immersive career exploration and skills training.	Goal #2 – Launch Virtual Reality Career Lab	New	$25,000-$40,000	One-time	Dr. Christina Tangalakis
Professional development	**Marketing and outreach support** for digital, print, and social media campaigns to increase student engagement.	Goal #3 – Increase engagement of underrepresented students	New	$3,000-$5,000	Recurring	Dr. Christina Tangalakis
Other	Continued support to fund approx. 6–7 student workers year-round (avg.	Goal #4 – Maintain strong student worker pipelines and expand office operations, peer-led services, and employer relations.	Repeat	$60,000–$70,000	Recurring	Dr. Christina Tangalakis

	$10,000 per student) to assist with front desk, marketing, event coordination, employer communication, and peer support services.					
Professional development	Staffing – Short-Term Hourly Support	Goal #4 – Hire one short-term hourly employee to support coordination of employer outreach, job fairs, workshop logistics, and expansion of student-alumni-employer engagement	New	$32,337.63	Recurring	Dr. Christina Tangalakis

Quarterly Metrics: Employers, Jobs, Applicants, Internships
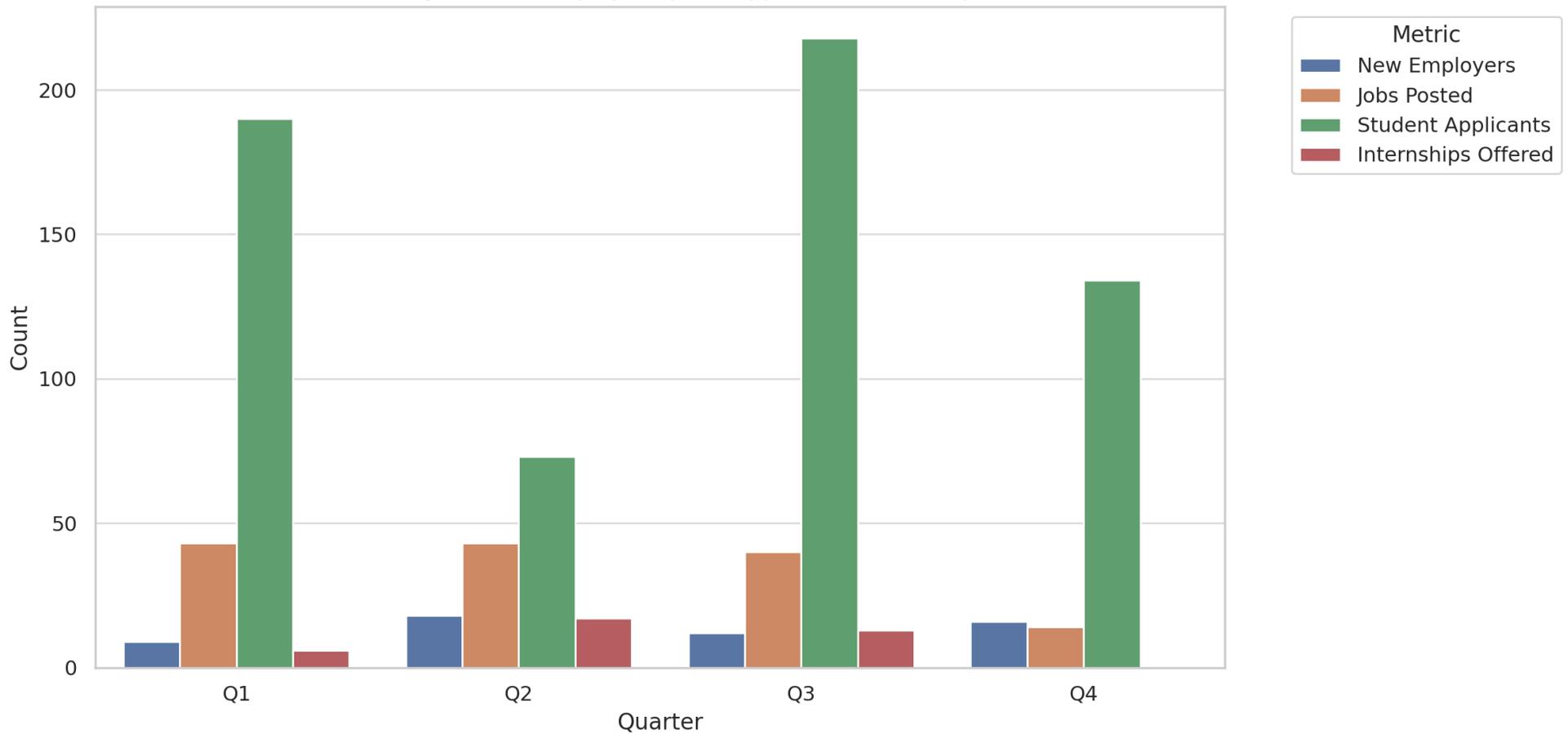
Workshop Participation (Spring 2025)
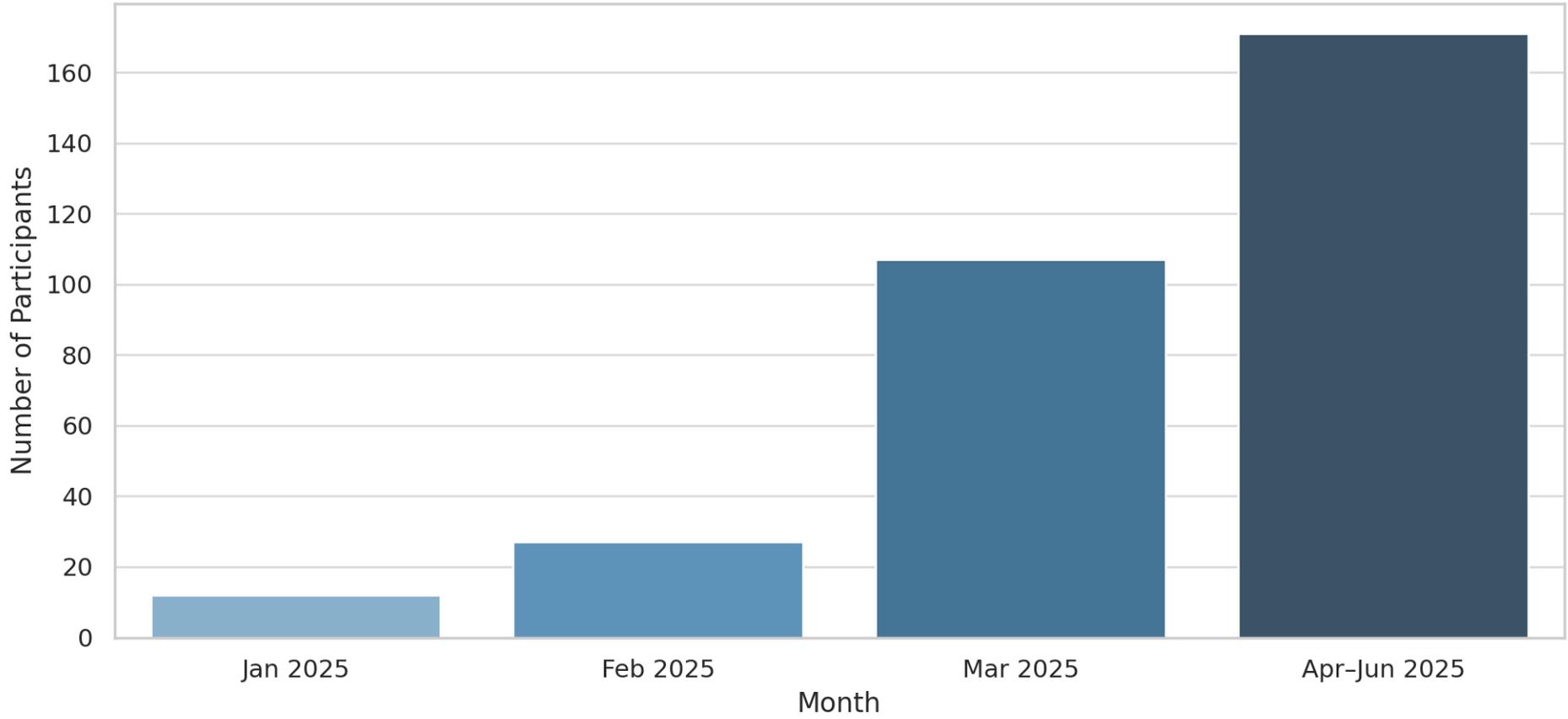
Job Fair Attendance and Employer Participation
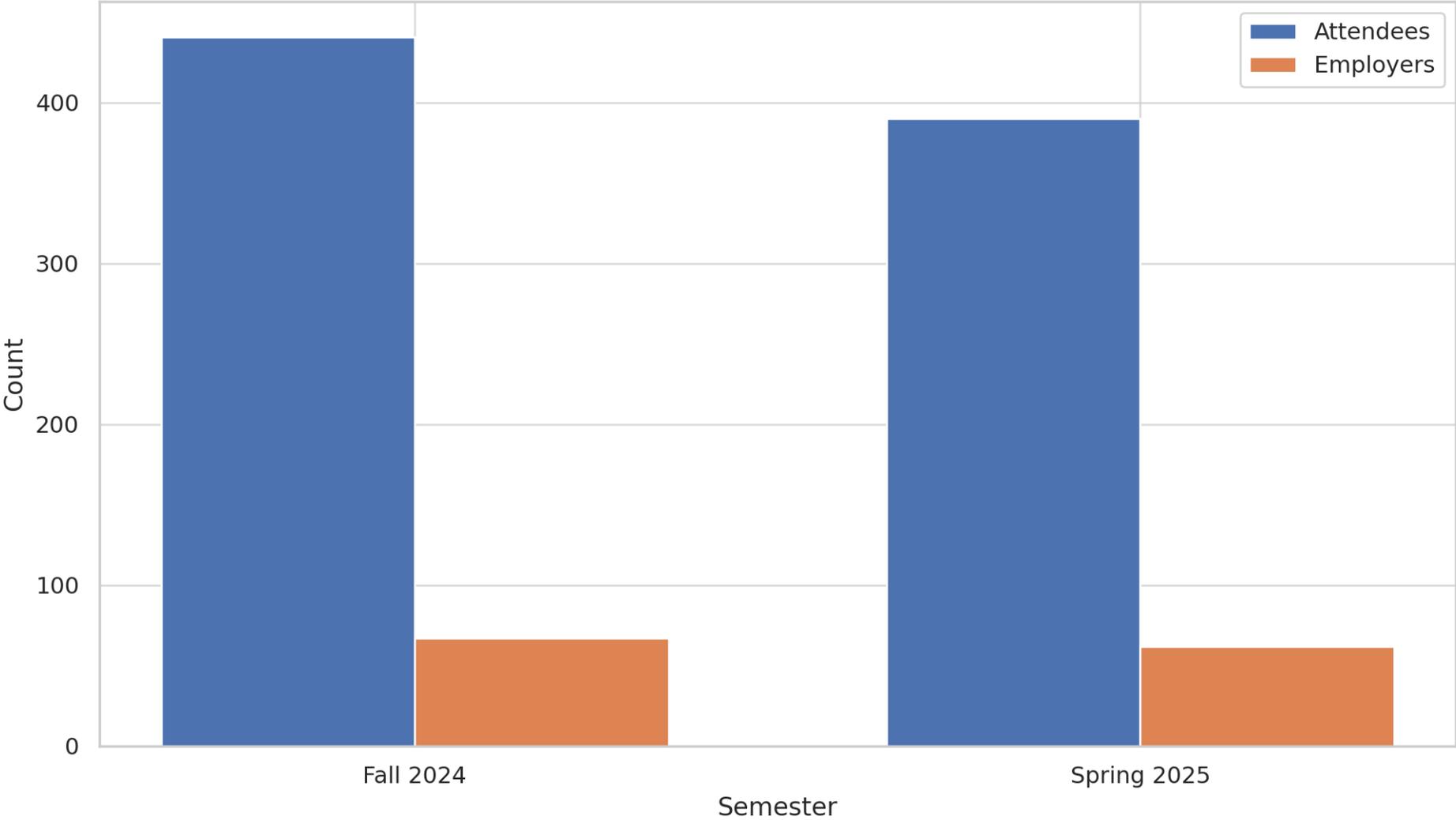
Department /Area Name: OUTREACH	DUAL ENROLLMENT	For Planning Years: 2026-2027
Name of person leading this review: ROSALIND BROWN	
Names of all participants in this review: ROSALIND BROWN [Viewed by] STH-Program Specialist, Christina Rasperry Daniel Venegas, Gem Williams, Kisha Miller, Paul Rivas, Phillip Stewart.	

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

The Outreach | Dual Enrollment Division directly supports Antelope Valley College's mission by removing barriers and actively promoting equitable access to higher education and career pathways for all members of our community particularly those from traditionally underrepresented populations. Through targeted recruitment and strategic partnerships with local high schools, community organizations, and businesses, the division ensures that diverse student populations are introduced to college-level opportunities and supported along their educational journey.

This work advances **Board Priority #1** – FTES and Enrollment, by contributing to the college's goal of increasing both FTES and overall student enrollment by 10% annually. Dual Enrollment provides early access to college coursework, helping students earn transferable credits, build confidence, and establish a sense of belonging in higher education, all of which directly support sustained enrollment growth and student retention.

In addition, the division aligns with **Board Priority #4** – Community Outreach, Participation, and Involvement, by strengthening AVC's visibility and engagement throughout the Antelope Valley region. Through campus tours, informational sessions, and community-based events, as well as collaboration with academic and student-centered departments, the division fosters meaningful connections and promotes AVC as a college of choice within the community.

Consistent with the mission and philosophy of Antelope Valley College, the division's initiatives reflect the institution's dedication to equal educational opportunity, diversity, and responsiveness to the evolving educational and workforce needs of the Antelope Valley region. Through its intentional outreach and equity-driven practices, the Outreach | Dual Enrollment Division plays a vital role in expanding access, increasing enrollment, and cultivating long-term student success.

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?

2024-2025 – Welcome Center
The Welcome Center serves new, returning, continuing students with the onboarding steps of student enrollment and general questions.

We support areas of students requiring

- General Information [answer to questions, location, etc
- Inquiries regarding student services
- ID Cards
- How To Assistance [AVC Application, Course Enrollment, Log-in/PW assistance, Orientation, etc.

2024-2025 – Student Success Workshops
Student Success workshops are information sessions intended to provide new and returning students with essential tools and campus resources that will be beneficial to their success here at AVC.
- # of Workshops: **20**
- # of Students attended: **103**

2024-2025 – High School Campus Presentations Given [on HS Campus]
High School campus presentations provide students considering enrollment after graduation with an overview of AVC campus culture, resources, and processes**.**
- # of High Schools: **2**
- # of Presentations: **2**
- Estimated Student Count: **60**

2024-2025 – Campus Tours
Campus Tours provide students with an opportunity to experience the vibrant community awaiting them at AVC, helping them envision themselves as future college students and feel a sense of belonging before they even enroll.

Campus Tours [High School]
- Total # of Tours: **18**
- Estimated Student Count: **650**

Campus Tours [Elementary – Middle School]
- Total # of Tours: **19**
- Estimated Student Count: **1020**

Campus Tours [Adult Institutions]
- Total # of Tour: **1**
- Estimated Student Count: **8**

Summer Tours
Targeted outreach efforts invite graduating seniors and their parents who attended the SSC and have chosen to matriculate to AVC. These events introduce career exploration and financial literacy information sessions designed to support a smooth transition from high school to college.
- Total # of Tours: **6**
- Estimated Student Count: **70**

2024-2025 – College & Career Fairs Attended
- Total # of Fairs: **12**
- Estimated Student Count: **3,000**

2024-2025 – Registration Festivals
- **Fall Registration Event: July 25, 2024**
  - Estimated Number of Attendees: **500**

- **Spring Dual Enrollment | Special Admit Fall Registration Event: January 8, 2025**
  - Estimated Number of Attendees: **40**

- **Spring Registration Event: January 16, 2025**
  - Estimated Number of Attendees: **640**

2024-2025 – Community Outreach Events
- Total # of Outreach Events Attended: **8**
  - Rosamond – Trunk or Treat
  - New Commers Event
  - Solute to the Youth
  - City of Palmdale Women's Symposium
  - Poppy Festival
  - Empowering YOUth Family Festival
  - Voices of Our Youth - BBQ

2024-2025 – AVC Inreach Events
- Total # of AVC In reach Events Attended / Assisted: **8**
  - Opening Day
  - Campus Job Fair
  - Breast Cancer Awareness Scavenger Hunt
  - AVC Majors Fair
  - Student Success Conference
  - Palmdale Block Party
  - Project Blue CommUNITY Resource Fair
  - Take Action for Mental Health

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?

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

The Outreach | Dual Enrollment Division excels in building bridges between the college, local high schools, and the broader community. Through intentional partnerships, innovative early outreach strategies, and personalized student support, the division continues to expand equitable access to higher education. Our work actively supports Antelope Valley College's mission and Board Priorities #1 (FTES and Enrollment) and #4 (Community Outreach, Participation, and Involvement) by promoting enrollment growth, retention, and student completion.

Looking ahead to the 2026–2027 academic year, the division aims to deepen its impact by taking a more intrusive and intentional approach meeting students and community members where they are, whether on campus or in their local communities. This approach ensures that every interaction reflects our commitment to access, equity, and student success.

To close equity gaps and strengthen support systems, the division continues to propose the creation of **four strategic subdivisions** within Outreach | Dual Enrollment:

- **Welcome Center** – Serving as the first point of contact for prospective and current students.

- **In-Reach** – Focused on connecting current students with on-campus resources that enhance retention and completion.

- **Outreach** – Dedicated to expanding community engagement and awareness of college pathways.

- **Technology** – Dedicated to branding, policies, guidelines, training and procedures

- **Dual Enrollment Case Management** – Providing structured academic and personal support for high school students enrolled in college-level courses.

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

- **WELCOME CENTER UNIT**

Staffing Needs
- [1] Clerical III – [F/T Permanent]
- [5] Student Workers – 20Hrs/Week

Essential Duties of the Unit

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

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

- **DUAL ENROLLMENT CASE MANAGEMENT | IN-REACH UNIT**

Staffing Needs
- [2] Program Specialist [F/T Permanent]

Essential Duties of the Unit
- Campus Tours
- On-Campus Tabling [Campus-Wide Workshop / Surveys / Event Sign Ups i.e. Outreach, Equity, Counseling, Open Courses, PATS events]
- On-Campus Events [Welcome Week, etc
- Classroom Workshops [In-Person / Virtually]
- Ed Sights Persistence Check-in Follow-up
- Case Management - High School Registration Steps
- Case Management - Instructor Steps Case Management
- Case Management - Enrollment Steps [Banner Codes, Counseling Approvals, Fee Waivers, Drops]
- Case Management - Early Alerts
- Webpage updates – Division-wide

In-Reach | Dual Enrollment Case Management Unit
The In-Reach and Dual Enrollment Case Management Unit will focus on campus visibility, retention, and collaboration, ensuring that Dual Enrollment students receive the same level of care and support as AVC's general student population. This unit will facilitate campus tours, on-campus workshops, social media outreach, and the dissemination of key announcements and information on behalf of other divisions, while also conducting retention alert follow-up. By intentionally leveraging tools such as Ed Sights, the unit will proactively reach out to students who indicate they are considering dropping out, providing timely intervention resources and personalized support.
Through dedicated case management and the assignment of specific high school cohorts for registration, early alerts, and enrollment steps, the unit will foster confidence and a college-going mindset among students who may have had limited exposure to higher education.

- **DUAL ENROLLMENT CASE MANAGEMENT | OUTREACH UNIT**
Staffing Needs

- [2] Program Specialist [F/T Permanent]

Essential Duties of the Unit
- o Community Based College & Career Fairs
- o Community Requested Presentations [AVC Gen Info & Dual Enrollment]
- o Off Campus Dual Enrollment Registration Festivals
- o AVC Sponsorship Events
- o Case Management - High School Registration Steps
- o Case Management - Instructor Steps Case Management
- o Case Management - Enrollment Steps [Banner Codes, Counseling Approvals, Fee Waivers, Drops]
- o Case Management - Early Alerts

Outreach | Dual Enrollment Case Management Unit
The Outreach and Dual Enrollment Case Management Unit will serve as a dynamic and student-centered branch of the division, ensuring mobility, accessibility, and comprehensive support for students from outreach to completion. This unit will operate with a dual focus: extending AVC's reach into the community while providing ongoing case management for high school students enrolled in Dual Enrollment programs.
The Outreach component will ensure the division remains consistently visible and active, meeting students and community members where they are, at high schools, career fairs, and community events. By focusing on mobility, the unit will advance the mission of equitable access by ensuring services and resources are brought directly to underrepresented populations. Outreach efforts will highlight programs and initiatives such as AB540, AVC Promise, Umoja, UNDOCU-Ally, NextUP, OSD, and Basic Needs, promoting awareness of the many educational and support opportunities available at AVC.
The Case Management component will ensure that Dual Enrollment students receive the same level of care and support as AVC's general student population. Through dedicated case management and the assignment of specific high school cohorts for registration, early alerts, and enrollment steps, the unit will foster confidence and promote a college-going mindset among students who may have had limited exposure to higher education.

- **DUAL ENROLLMENT CASE MANAGEMENT | TECH & MARKETING UNIT**

Staffing Needs
- [2] Program Specialist [F/T Permanent]
  - o Includes [2] Program Specialists designated to perform Enrollment Technician duties

Essential Duties of the Unit
- o Division Branding and Materials
- o Handbooks, Orientation, Forms
- o Data Collection
- o Social Media updates – Division-wide
- o Marketing Requests
- o Webpage updates – Division-wide
- o DE Enrollment Tech [manual enrollment, student drops, liaison between Dual Enrollment & Enrollment Services for Fraud alert resolve]
- o Case Management - High School Registration Steps
- o Case Management - Instructor Steps Case Management
- o Case Management - Enrollment Steps [Banner Codes, Counseling Approvals, Fee Waivers, Drops]
- o Case Management - Early Alerts

Outreach | Dual Enrollment Case Management Unit

- **OTHER STAFFING NEEDS**

Staffing Needs
- [1] Clerical III [STH]
- [1] Adjunct Counselor or Education Advisor [Dedicated to Dual Enrollment]
- [8] Student Ambassadors

- **SUPPORT**

Needs
- **Permissions**: Student Worker Outreach Attendance
  - Permission for Student Workers to attend Outreach events without full-time staff supervision to increase visibility and representation at community and high school functions.
- **Permissions**: Outreach Vehicle Usage
  - Authorization for Short-Term Hourly employees to drive the Outreach vehicle to support event mobility and scheduling flexibility.
- **Permissions**: Mileage Reimbursement
  - Approval of Short-Term Hourly and Permanent staff to receive mileage reimbursement for off-site outreach activities.
- **Collaboration**: Best Practices – Dual Enrollment Instructors
  - Academic Affairs, Deans, and Department Chairs – Partner with the Outreach | Dual Enrollment Division to support Dual Enrollment instructors by providing training, pedagogical guidance, and best practices for effectively engaging high school students.
- **Collaboration**: Best Practices – Dual Enrollment Students and Partners
  - Counseling Division – Ensure Dual Enrollment students are included in counseling outreach efforts and receive comprehensive guidance. Support high school partners in making informed, pathway-aligned courses and program selections for their students.
- **Collaboration**: Best Practices – Enrollment Services
  - Enrollment Services – Acknowledge, implement, and actively participate in serving high school populations, specifically Dual Enrollment students. Provide equitable access to enrollment services and information through a unified approach that removes barriers and supports all students.

Having this level of support in place will allow the division to remain focused on its mission and the Board's priorities, ensuring that our community and Dual Enrollment partners can trust and rely on Student Services as a solid foundation, one that consistently shows up and supports the students we serve, from high school through adulthood.

The mission of the Outreach | Dual Enrollment Division, in alignment with the college's mission and Board priorities, requires the ability to concentrate fully on strategic objectives rather than tasks more appropriately managed by other divisions. Strengthening this support structure will enhance efficiency, collaboration, and the division's overall impact on student access, equity, and success.

- 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)
Challenge #1 – Outreach Staffing Gaps, Essential Job Functions and Dual Enrollment Program Efficiency	**5** **Highly Likely** to pose a disruption to the Outreach |Dual Enrollment Program
Challenge #2 – Compensatory – Flex Time & Mileage	**5** **Highly Likely** to pose a disruption to the Outreach |Dual Enrollment Program
Challenge #3 – AVC Online Orientation as a Barrier to Registration	**5** **Highly Likely** to pose a disruption to the Outreach |Dual Enrollment Program
Challenge #4 – Ingrained Procedures and Long-Standing Practices Concerning Dual Enrollment	**5** **Highly Likely** to pose a disruption to the Outreach |Dual Enrollment Program

CHALLENGE #1
Outreach Staffing Gaps, Essential Job Functions and Dual Enrollment Program Efficiency

Outreach has faced ongoing challenges with staff retention, and this academic year is no different. The division requires at least 6–8 full-time Program Specialists, 1 full-time Clerical III, 1 full-time Clerical II, and at least 10 student workers working their full 20 hours per week to meet institutional goals. However, since the reorganization that combined Outreach and Dual Enrollment, the division has never had a permanent Clerical III position. This semester, the division lost its only two full-time staff members, leaving only the Director and one Short-Term Hourly [STH] employee, temporarily loaned from another division, to manage the extensive workload of event coordination, implementation, training, tours, travel, and inherited responsibilities from other departments.

In the last 60 days, thanks to executive leadership support, the division has onboarded seven STH Program Specialists and one STH Clerical III, all still in training, while simultaneously expanding outreach and Dual Enrollment efforts. Although this additional staffing has been helpful, the limited hours permitted for STH positions yield the equivalent of roughly four full-time employees, but without the consistency, continuity, or accountability required for long-term impact. Frequent hour reductions and training turnover interrupt services and delay progress in key institutional initiatives such as recruitment, retention, and equitable access.

The daily management of the Dual Enrollment Program continues to fall solely on the Director. As outreach activities and staff training increase, the shared responsibility of overseeing both Outreach and Dual Enrollment has significantly affected the timely implementation of protocols, policies, and communication with high school partners. This year also brought miscommunication among AVC Bridge Counselors and the Counseling Division, which further disrupted Dual Enrollment processes delaying registration efforts, student, parent and community engagement.

These staffing gaps and inefficiencies pose institutional risks by hindering the college's ability to meet Board Priorities #1 [FTES and Enrollment Growth] and #4 [Community Outreach, Participation, and Involvement]. Without adequate, stable staffing, the division's capacity to effectively recruit, retain, and support students, and uphold AVC's mission of equitable access and service to the community, is severely compromised.

To address the gaps and enhance operational efficiency and effectiveness of the division, there is an urgent need for additional personnel, including

- [6] F/T Program Specialist
    - Includes [2] Program Specialists designated to perform Enrollment Technician duties
- [1] Adjunct Counselor or Education Advisor
- [1] Clerical III
- [10-15] Student Ambassadors budgeted at 20 hrs. per week.

This staffing proposal is critical to meeting the growing demands of expanding our student population and our Outreach efforts by establishing our subdivisions. Without this expansion, the institution risks a significant impact on overall enrollment and retention goals. The additional personnel will allow the division to meet the increasing demands of its expanding student population, ensure effective outreach efforts, and maintain the high standards expected by our partners.

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CHALLENGE #2
Compensatory Time, Flexible Scheduling, Mileage, and Use of Campus Vehicles [STH]

Many Outreach and Dual Enrollment events occur outside of regular business hours, including late Fridays, evenings, and weekends. While overtime compensation is available for some staff, it can inadvertently create financial drawbacks. More importantly, monetary compensation does not address the essential need for adequate rest and recovery following these extended events. The resulting fatigue can affect morale, productivity, and increase the risk of burnout.
This concern is amplified for STH employees, who are not eligible for overtime pay and are restricted by limits on the number of hours and days they may work per week. These scheduling constraints create inequities within the division and can discourage staff participation in community events that are vital to student outreach and engagement.

Flexible and Compensatory Time
Implementing flexible scheduling or compensatory time off within the same work week would support staff well-being and balance. Providing this flexibility would reduce absenteeism, increase morale, and encourage greater participation in community-based and recruitment events. It would also model the type of care and balance we promote for our students, emphasizing the value of sustainability and holistic success.

Mileage Reimbursement and Use of College Vehicles
Staff, including full-time, STH, and administrative employees, should be afforded the opportunity to access mileage reimbursement when using personal vehicles to attend events. Currently, requiring employees to retrieve or return college vehicles adds unnecessary time and inconvenience to already long workdays. STH staff are prohibited from using college vehicles altogether, further limiting flexibility and increasing personal cost.
Allowing staff to travel directly to and from event locations by personal vehicle and receive reimbursement would streamline operations and allow staff to feel supported in their efforts to attend such events.

Implementing flexible scheduling, compensatory time off, mileage reimbursement, and equitable use of college vehicles for all Outreach and Dual Enrollment staff demonstrates the college's commitment to employee well-being and retention. These adjustments not only strengthen morale and productivity but also enhance the college's ability to engage meaningfully with the community it serves. By supporting those who represent the college in the field, we reinforce our shared mission: expanding access, fostering belonging, and promoting student success through intentional outreach.

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CHALLENGE #3
AVC Online Orientation as a Barrier to Registration

After thoroughly reviewing the AVC Online Orientation, it has become clear that this requirement serves as a significant barrier for students during the registration process. Issues include its time-consuming nature, lack of engagement, and restrictive access to enrolling in courses if not completed. The orientation itself does not provide enough meaningful or relevant information to justify its requirements and poses a substantial risk to student enrollment as it delays the process and discourages students, particularly first-time and Dual Enrollment students, from fully registering.

Additionally, the orientation does not fully meet the student orientation requirements outlined in the **2023 California Community Colleges Memorandum** from the Office of Equitable Student Learning, Experience, and Impact.
The ability for students to skip through material without fully engaging and the unexpected test at the end, prompting students to restart the entire orientation session if they fail, creates further unnecessary obstacles.
This is particularly concerning since we no longer require math and English assessments for course placement.

It should be noted that Outreach's Student Success Workshop, which provides pertinent information necessary for our students' success here on campus, continues to see low engagement possibly due to what students have perceived to be the same orientation.
Given these challenges, revising the orientation is essential. It should no longer be a mandatory step prohibiting course enrollment. Removing the requirement will ensure smoother and more equitable access for all students.

Dual Enrollment Students
The Dual Enrollment program aims to serve underrepresented students who may be unsure about attending college or uncertain about their ability to succeed in college. By offering college courses directly at their high schools, their safe space, we provide equitable access, opportunity and wrap around support. The content of the AVC Orientation is irrelevant to this student population as it is mostly campus specific and does not address their unique needs and it could be quite intimidating, especially with the test attached. Not at all what we want our Dual Enrollment students to perceive as their first impression of college life. Not only is a revision to the AVC Orientation necessary, in the event the mandate is not removed from the enrollment process, Dual Enrollment students should be exempt from the AVC Orientation.

Instead, their orientation requirement should be fulfilled by a Dual Enrollment specific orientation tailored to focus on college expectation, terminology, supports, and resources specific to Dual Enrollment. This orientation for our Dual Enrollment students should be mandatory.

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Challenge #4
Ingrained Procedures and Long-Standing Practices Concerning Dual Enrollment

The Dual Enrollment Program was established to expand early college access and minimize barriers for all students. To support equitable access, college-level courses are offered on the high school campus or online through partnerships with local high school districts. The intent of the program is firmly grounded in access without barriers, opportunity, and equity.

However, ingrained procedures and long-standing practices have unintentionally restricted access to the very students the initiative aims to serve. Common institutional processes, such as fraud alerts, duplicate accounts, orientation holds, continue to pose significant barriers.

Dual Enrollment students are experiencing unnecessary delays due to system-level verifications that duplicate the work already completed by their high school partners. For example, high school counselors verify and approve student identities through the Dual Enrollment portal or via hardcopy applications. Yet, these same students are often flagged for fraud or duplicate accounts, without notification, and instructed upon reaching out to Enrollment Services, to visit the college campus, sometimes being told to allow up to two hours to resolve the issue. This practice is both redundant and discouraging, particularly for underrepresented students with limited access to transportation or family support.

Student Requests to Drop

Currently, the Dual Enrollment division has requested that high school students contact their professors directly when requesting to drop a course. The intent is twofold:

1. To alleviate delays caused by routing drop requests through the Dual Enrollment office and Enrollment Services, both divisions are experiencing severe staffing gaps.
2. To provide an opportunity for professors to engage with the student and encourage persistence whenever possible.

However, faculty responses vary. While some instructors take the time to discuss the student's concerns and assess whether a drop is necessary, others direct students to handle the process independently. Although the drop form is accessible and fillable through Enrollment Services, many students requesting to drop are doing so from a place of uncertainty or low confidence. These moments are opportunities for faculty to re-engage, encourage, and affirm students, especially those for whom this is their first college experience.

Reframing Long-Standing Practices

The procedures described above are longstanding and were designed for traditional college students. Yet, the current state initiative calls for a reimagining of practice. California's goal, that all high school students complete at least 12 college units by graduation, specifically emphasizes reaching underrepresented populations and ensuring that their introduction to college is seamless, supportive, and confidence-building.

To achieve this, separate but aligned guidelines must be created, ones that honor institutional policy while being responsive to the developmental, logistical, and emotional needs of high school students. These guidelines should be supported by executive leadership and developed through a collaborative, cross-departmental approach involving Enrollment Services, Equity, Academic Affairs, IT, and the Dual Enrollment division.

This new lens on student engagement is critical to sustaining the growth and success of Dual Enrollment while aligning with the Chancellor's Office vision for equitable access to higher education. Without these shifts, the institution risk hindering our own enrollment and retention goals. A new, equity-based pedagogy and procedural framework must be intentionally developed and supported to ensure that every student, regardless of background, experiences Dual Enrollment as a clear and empowering first step toward college 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 the Program Wants to Be Known For

The Outreach | Dual Enrollment Division will be known as Pathway Builders and Promise Partners, creating clear, equitable pathways for students to access higher education and honoring the promise to support them every step of the way. We are dedicated to building a comprehensive pipeline of education, resources, access, and support for all students, potential students, parents, and community partners.

Aligned with AVC's goals of outreach, enrollment, retention, and student success, the division strives to ensure that every population we serve can confidently access college opportunities, achieve their educational goals, and explore diverse career pathways.

Desired Future

The desired future of the Outreach | Dual Enrollment Division is one of growth, integration, and innovation, a future where early access to higher education becomes the norm, not the exception.

As the Dual Enrollment program reaches full implementation for grades 9–12, we will expand our efforts to include intentional outreach to 8th-grade students and their families, helping them see college as both possible and personal from the start. At the same time, we will strengthen our connection to the local workforce by collaborating with businesses and community partners to promote professional development, job growth, and lifelong learning.

In the future, Outreach | Dual Enrollment will be recognized as the trusted bridge between education and opportunity, where students from all backgrounds can move seamlessly from high school to college with confidence and support. We will remain steadfast in our promise to provide wraparound services and walk alongside every learner on their path toward success.

Our goal is to build the capacity to assist students from any location within the AVC service area, ensuring that technology, geography, or circumstance never limit participation. A team of Success Coaches within the division will focus on strategic areas such as recruitment, student success, data tracking, and community partnerships, each contributing to a unified mission of equity, access, and empowerment.

With a team rooted in empathy, innovation, and purpose, the Outreach | Dual Enrollment Division will continue to nurture the wellness and creativity necessary to lead Antelope Valley College toward higher enrollment, stronger retention, and deeper community trust and impact.

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

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

Past Outcomes Improvement Plans	Progress Made
Fall 2023 Outcome Improvement Plan Indicated - More staffing was needed [3 F/T]	Progress Made: NONE • The Division is currently without any F/T staff as we lost our only two F/T staff members this semester. The Clerical III position is being circulated. The two program specialist positions Job descriptions has been changed to align with job expectations concerning Outreach and Dual Enrollment and Spring 26.
Implementation of Popp persistence check-ins to include Dual Enrollment students	Progress Made: NONE • FYE|SYE|AVC Promise division is aware of the request and need.

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
Hiring Additional F/T Staff	Progress Made: NONE
Implement Case Management Units for Dual Enrollment	Progress Made: MINIMAL Moving towards this model with the hiring of 7 STH staff within the past 60 days
Strengthen DE Partnerships • Establish and refine program protocols and guidelines • Foster strong partnerships with high schools through consistent communication and collaborations	Progress Made: YES • A handbook is currently being created • Director meets with high school partners and stakeholders by-weekly for F.U.S.I.O.N [**F**ostering **U**nity through **S**upport, **I**nnovation, **O**utreach and **N**etworking]
Revise AVC Online Orientation	Progress Made: MINIMAL • The topic is currently under discussion
Spanish Language Marketing	Progress Made: NONE
Intentional Outreach • 8th Graders • Hispanic and Black HS Students • Foster Youth	Progress Made: MINIMAL • Minimal. With the incoming STH, we are in discussion about how to plan this intentional outreach. Additionally, the Director and Student Ambassadors engage our incoming tour students [8th – 12th grade] about the Dual Enrollment opportunity
Create Community Based Team Recruitment Cohorts	Progress Made: MINIMAL • With the incoming STH, we are in discussion about how to plan this intentional outreach.
Increase On Campus Presence at High Schools	Progress Made: YES • The Outreach team is on track to exceed the previous academic year's high school outreach numbers through the successful implementation of the Dual Enrollment Caravan. This initiative brings hands-on support directly to high school campuses, assisting students and staff with registration, orientation, and onboarding needs. The Caravan has not only expanded our reach but also strengthened relationships with school partners and improved the overall efficiency of the enrollment process
• Acknowledge Student Achievement • Recognition Program • Dual Enrollment Ambassadors/Mentors • End of Year Celebratory Events	Progress Made: MINIMAL • With the incoming STH, we are in discussion about how to plan this intentional outreach.
Develop a list of targeted courses and programs based on identified needs	Progress Made: YES

		• The team has developed a document for high school partners and stakeholders to review that provide details regarding targeted programs. However, the director feels this task should be the responsibility of the Counseling division.

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 #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	To enhance operational efficiency and processes, increase outreach efforts, and effectively target and engage a larger student population	• **Hire Additional Staff** • [6] Program Specialist o Includes [2] Program Specialists designated to perform Enrollment Technician duties • [1] Adjunct Counselor | Education Advisor • [1] Clerical III • [10-15] Student Ambassadors budgeted at 20 hrs. per week. • **Implement the [3] Units of Outreach |Dual Enrollment** • **Strengthen Dual Enrollment Unit** • Establish and refine program protocols and guidelines	**Expanded Outreach** **Measurement:** O|DE Calendar of Events, registration logs, student surveys. **Enhanced Critical and Analytical Thinking** **Measurement**: Creation of new processes streamlined processes and innovative program planning aligned with campus mission and student needs. **Increased Community Partnerships** **Measurement:** Database maintained by O|DE tracking partnership activities. Measured by database kept and maintained by Outreach **Reduced Staff Burnout**

								• Foster strong partnerships with high schools through consistent communication and collaborations.	**Measurement:** Noting staff retention rates at the time of the next program review
#2	ILO 3. Community /Global Consciousn ess					Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	To cultivate a college going mindset by removing barriers that contribute to negative first impression of college and creating a welcoming, supportive experience where students feel confident in their ability to succeed and our ability to serve them. engagement and enrollment.	**1. Revise AVC Online Orientation** • Update to align with current campus resources and CCC requirements. • Remove the test to reduce barriers • Remove course registration restriction tied to the completion of the orientation. • Exempt Dual Enrollment students from AVC Orientation • Implement an AVC Dual Enrollment Specific Orientation • Add verbal Spanish option **2. Spanish-Language Marketing** • Expedite and prioritize the process of obtaining Spanish-language marketing materials to better communicate with	**Higher Application Completion Rates and Increased Enrollment** **Measurement**: Analyze orientation and application completion rates before and after revisions. Review campus data for overall enrollment trends. **Reduced Spanish-Language Marketing Production Timeline** **Measurement:** Standard turn-around time for marketing materials of less than one month. Increased engagement from Spanish speaking community. **Enhanced Outreach to Non English-Speaking Community.** **Measurement**: Review interpreter services data to access the frequency of services, requested language, and the nature of the students' inquiries.

#	ILO					Goal	Objective	Activities	Measurement
								our students and community 3. **Expand Support Services** • Implement language interpreter services to assist non-English speaking students	
#3	ILO 1. Communication					Goal #3 Resources: Increase student awareness about campus resources.	To increase student, parent, district, faculty, and community knowledge of the Dual Enrollment program, leading to higher engagement and enrollment.	1. **Development of the Dual Enrollment Case Management Unit College within a College Model** 2. **Increase awareness and understanding** 3. **Intentional Outreach** Target: • 8th Graders • Hispanic and Black High Schoolers • Foster Youth 4. **Create Community Based Team Recruitment cohort**s • Local Sports Groups • Churches • AV Chambers of Commerce, Black & Hispanic • Youth based mentorship programs	**Expanded Outreach** **Measurement:** O|DE Calendar of Events, registration logs, student surveys. **Offer information sessions** **Measurement:** track number of attendees at create and analyze surveys to assess knowledge gained from sessions. **Intentional Outreach** **Measurement:** Monitor the volume of calls, emails, and online inquiries received about the program. Analyze engagement metrics from social media and marketing campaigns targeted towards these groups. **Increased Engagement**

#4	ILO 2. Creative, Critical, and Analytical Thinking					Goal #6 Success: Boost success rates by prioritizing the student experience.	To engage Dual Enrollment students in campus culture and activities, increase visibility on their high school campuses, and provide acknowledgments, awards and SWAG in recognition of their participation in the program.	1. Increase on campus presence at the high school • Conduct regular visits to high school partners to include information sessions or pop-ups from AVC affinity groups and academic divisions. 2. Host campus events for Dual Enrollment students • Student/Parent campus tours • Registration Festivals with Student ID distribution privileges • Athletic Events 3. Acknowledge Student Achievement • Recognition Program • Dual Enrollment Ambassadors/mentors End of the year celebratory event	**Increased Visibility** **Measurement:** Track number of visits to sites as well as create and provide results of interest surveys. **Participation Rates** **Measurement**: Track attendance logs and survey feedback. **Positive feedback stronger sense of belonging** **Measurement:** • Track the number of recognitions given. Collect student testimonials about Dual Enrollment classes. • Build Dual Enrollment Ambassadors to encourage leadership/mentorship within their high schools. Assess the overall impact on retention and students' overall satisfaction.

(top of page, continuation of a row): **Measurement:** track the number of community partnerships established and the number of students recruited through that partnership.

**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 [4] Program Specialist	#1	New	[4] Program Specialist $52,322.68	Recurring	VP Idania Padron
Faculty	HIRE [1] Adjunct Counselor or Education Advisor	#1	Repeat	$54.94/hr	Recurring	VP Idania Padron
Other	HIRE [10-15] Student Ambassadors at 20hrs/wk	#1	Repeat	$1280 / month per Student Ambssador	Recurring	VP Idania Padron
Choose an item.			Choose an item.	Choose an item.	Choose an item.	
Choose an item.			Choose an item.	Choose an item.	Choose an item.	

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

DUAL ENROLLMENT PROGRAM STATS		
Total # of High Schools Under CCAP Agreement	Total Pending Agreements	Fall 2024 – Spring 2025 DE Enrollment
23	2 • [1] additional site • [13] additional site	599

2025-2026 OUTREACH | IN REACH DEMOGRAPHICS	
2024-2025 - Staffing • Program Specialists: **2** • Clerical III: **0** • STH: **1** • Student Workers: **5**	**2024-2025 -College & Career Fairs** • Total Fairs Attended: **12** • Estimated Student Count: **3,000**

2024-2025 – Campus Tours
• **High School**: Total # of Tours: **18**
   o Estimated Student Count: **650**
• **Elementary | Middle School**: **19**
   o Estimated Student Count: **1020**
• **Adult Institutions**: **1**
   o Estimated Student Count: **8**
	2024-20255 – Summer Tour [Pilot]
	• Total # of Tours: **6**
	• Estimated Student|Parent Count: **70**

Registration Festival • **Fall** Registration Fest	**Community Outreach Events** • Total Community Outreach Event Attended: 8

o Estimated Number of Attendees: **500** • **Spring** Dual Enrollment | Special Admit Fest o Estimated Number of Attendees: **40** • **Spring** Registration Fest • Estimated Number of Attendees: **640**	**AVC In Reach Events** • Total In Reach AVC Events Assisted: 8

Student Services Program Review by <u>AVC IERP</u>

Success and Retention | Awards

Student Support Services | Success & Retention

Overall AVC Retention & Success Rates are shown in orange | Use this line to determine whether there are existing gaps.

Term/Annual	CalWorks	CCAP	Early College HS	EOPS	First Gen	Foster Youth
Academic Year ▼	(All) ▼	Yes ▼	(All) ▼	(All) ▼	(All) ▼	(All) ▼

☐ (All)
☐ No
☑ Yes

Academic Year	OSD		Rising Scholars	Special Admit	Umoja	Veteran
(Multiple values) ▼	(All) ▼	(All) ▼	(All) ▼	(All) ▼	(All) ▼	(All) ▼

Headcount, Enrollments, FTES, Success and Retention

	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	64	64	6.37	76.2%	66.7%
2023-24	336	354	37.28	96.9%	87.3%
2024-25	495	599	59.09	95.0%	84.1%