



Department /Area Name: Equity & Student Achievement / Library	For Planning Years: 2026-2027
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Fall 2025 Program Review Report | Non-Instructional Areas

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

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

The Antelope Valley College (AVC) Library demonstrates its steadfast commitment to the institution's mission by providing comprehensive services and resources that foster student achievement and support lifelong learning. Through the curation and stewardship of diverse collections, including specialized holdings, the library addresses the academic and informational needs of students, faculty, and staff. In alignment with AVC's strategic priorities, the library continues to enhance its collections and services to better serve the college's Spanish-speaking community. This initiative reflects a broader institutional goal of delivering an inclusive and holistic educational experience through multilingual resources and accessible platforms. A key development in this effort includes the availability of Spanish-speaking personnel, enabling more effective engagement with college and library services. Both AVC Library locations, in Lancaster and Palmdale, play a pivotal role in advancing academic success by ensuring equitable access to essential resources, instructional support, and learning opportunities.

Unlike many peer institutions, the Antelope Valley College (AVC) Library distinguishes itself through the robust offering of credit-bearing library instruction courses focused on Academic Research, Information Literacy, and Internet Research. These courses are strategically designed to cultivate mastery of core competencies that align with the college's mission to transform lives through education. Instruction emphasizes effective information-seeking behaviors, critical evaluation of sources, and the development of higher-order thinking skills. These proficiencies are foundational for students' successful transition to university-level coursework and for navigating complex, real-world information environments. Through the integration of these courses, the library not only reinforces academic achievement but also empowers students to become discerning, analytical, and self-directed learners in both academic and professional contexts.

The mission and objectives of the Antelope Valley College (AVC) Library are closely aligned with the college's Institutional Learning Outcomes (ILOs), which include Communication, Creative Thinking, Critical and Analytical Thinking, Community and Global Consciousness,

and Career and Specialized Knowledge. These alignments also extend to the goals articulated in the Educational Services Plan. In support of these institutional priorities, the library delivers a comprehensive suite of services, instructional courses, and research supports that directly contribute to the Vision for Success Goals and AVC S.E.R.V.E.S. initiatives, particularly those focused on closing equity gaps and advancing the principles of the Guided Pathways framework.

To promote student achievement and facilitate progress toward academic and career goals, the library offers a range of accessible support modalities. These include individualized research consultations, real-time chat services with librarians, email and phone-based assistance, drop-in workshops, and instruction across multiple platforms, including Zoom. Collectively, these services are designed to meet the diverse educational and research needs of AVC's student population, thereby enhancing academic performance and supporting equitable student outcomes.

Information literacy is a central focus of the Antelope Valley College (AVC) Library's reference services and instruction. The Library Department pursues two primary objectives: first, to support both academic achievement and lifelong learning by ensuring equitable access to a broad spectrum of print and digital resources, scholarly databases, and support grounded in information literacy principles; and second, to develop and maintain a comprehensive, diverse academic collection (in both physical and electronic formats) that supports student success and intellectual exploration across disciplines such as the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, Mathematics, and the Career Technical Education fields. Through these initiatives, the library equips students with the critical skills necessary to locate, evaluate, and ethically use information in academic contexts and beyond. This emphasis on information literacy not only enhances students' research capabilities but also prepares them to engage thoughtfully and analytically with the complex information environments they will encounter in their professional and civic lives.

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.

- Library services/resources continue to be offered in English and Spanish. We have diverse faculty and staff many of whom are bilingual and able to meet students where they are in terms of language preference. This is especially important since AVC is a Hispanic Serving Institution (HSI) where approximately 65% of the student population identify as Hispanic/Latine.
- Drop-In Workshops and Research Consultations continue to be offered in English or Spanish, depending upon the student’s preference. We have also expanded our Spanish Language collections. Lancaster has approximately 145 materials in the Spanish collection, while Palmdale has approximately 116 Spanish-language materials within that specific collection. Items are regularly added, and our Spanish-speaking faculty member has contacted the new ESL instructors for guidance on other materials to be added.
- At the Reference Desk, librarians conducted 2992 in-person transactions (an approximate 15% increase from the previous year); 415 virtual transactions via phone, email, or the LibChat service; and 38 video consultations – this speaks to the strength of our non-instructional services and supports. Of those 2992 transactions, 665 were in Palmdale – approximately a 41% increase compared to the previous year of 470.
- Research Methods Workshops (RMWs) conducted in AVC classrooms continue to be highly requested by other faculty members. These workshops are offered every term and over the last academic year from Summer of 2024 through Spring of 2025, we completed 75 different workshops serving 1787 students. Given the number of RMWs that have been requested to date for Fall 2025, it is highly likely that we will exceed previous numbers and expectations.
- There was a slight decrease in the number of LIB sections offered between the 23-24 and 24-25 academic years. In 2024-2025, we offered 20 sections of Library Studies courses (2 sections less than what was offered in the prior year), with an unduplicated headcount of 325 students. The retention rate of the most recent academic year (24-25) was 95.1% with a success rate of 82.1%. Courses were offered both in-person and online with in-person courses having higher retention and success rates year over year (from academic year 2021-2022 to 2024-2025).
- The ethnic groups represented in LIB courses were predominantly Hispanic/Latine, but also included White, Black/African American Two or more and Unknown/Masked Race/Ethnicity categories. In AY 24-25, Men enrollment was a slightly higher as compared to Women.
- Black/African American students continue to be an area of DI. However, there was slight improvement in retention and success rates from the 23-24 AY to the 24-25 AY. In 23-24, retention was at 85.2% with a success rate of 66.7%, for 24-25 the retention rate was 92.2% with a success rate of 68.6% for this student group. However, there is always room for improvement.
- In the 24-25 AY, 46% of Black/African American male students had an “A” in LIB courses, 17% had a “B”, 13% a “D” and 17% had an “F”. For the same academic year, 48% of Black/African American female students had an “A”, 28% a “B”, and 12% a “D”. Both categories demonstrate an improved grade distribution for this ethnic group from the previous year. Despite this improvement, an equity gap remains for this student population.

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?
- We have retained our diverse staff and faculty including those who are Spanish speakers as well as those who are Black/African American as a reflection of the populations we serve at AVC.
- The Spanish collections in Lancaster and Palmdale continue to expand and grow. Our Spanish-speaking librarian has facilitated outreach to faculty to curate Spanish-language materials in varied subjects. This helps to address a previous opportunity/challenge noted to enhance partnerships and collaborations across departments and academic disciplines.
- With faculty as part of the A.I. Workgroup, the library contributed to the development of A.I. non-credit courses, which start in Fall 2025.
- The library faculty are also developing non-credit courses and a non-credit Certificate of Competency in Academic Library Research.
- The library's social media presence has grown significantly due to our improved outreach efforts. For example, we now have 250 followers on Facebook, 804 on Instagram, 159 on X, 101 on Threads, and 103 on TikTok. Regular weekly posts have helped increase the library's visibility and engagement across these platforms.
- Over 2100 books were given away at the 6th Annual Book Giveaway.
- Over 1,820 print books were purchased in AY 24-25 totaling \$98,838.73 worth of materials.
- Approximately 900 items were accepted as donations (valuing \$7,040.74), which supports the District's commitment to fiscal responsibility.
- As of August 2025, the library took over the application process, distribution, and return of materials for the Books H.E.L.P. program, a significant change with implications for staff and students alike. This has certainly increased traffic coming in and out of the library, which necessitates a request for a part-time Library Assistant specifically to address Books H.E.L.P. needs.
- The circulation/classified staff put together a Books to Movies event that was well-received and attended.
- The library staff and faculty participated in multiple events throughout the year (i.e., Welcome Week, Veterans BBQ, Mental Health Awareness Week, Student-Parent Success Week, Juneteenth, Palmdale Summer Block Party, and AVC Job Fair)
- The circulation/classified staff and faculty have collaborated to develop numerous displays for holidays like Valentine's Day, events such as Banned Books, Black-Out Poetry for April's National Poetry Month, etc..
- Library faculty have been collaborating across academic disciplines to participate in a Project Based Learning that will advance the digitization of the AVC Archives while fostering student experience and deepening their knowledge. The project goal is to complete as much digitization of AVC materials such as *The Tumbleweed*, AVC Course Catalogs, AVC Yearbooks and more as the 100th anniversary of the college approaches in 2029.
- The library faculty presented during the online accreditation visit for the Respiratory Care program demonstrating its support of the new program in resources and services.
- The library provides students with access to approximately 279 databases that include resources such as academic journals, streaming services, and eBooks. From multiple databases, there were 3,473 eBook titles that were viewed and/or retrieved, 1,672 streaming video titles viewed and/or retrieved, and 90,927 serial titles accessed or viewed.
- The library received approval to purchase Leganto, the new online reading list management system to help instructors, librarians, and students collaborate on and access course materials. Additional products are on the horizon (i.e. Alma-D) and it would behoove the library to expand its vision to plan for funding to add other library products in the future.

- There were 45 student interactions through the last academic year that focused on oral fluency and reading comprehension with at-risk students, the majority of whom are Latino/Latine.
- The Lancaster actual gate count was 102,539, a significant increase from last year's report of 89,173. Palmdale gate counts are estimated at 153,151, a number that could reflect difficulties with accurate gate technology/software.
- Physical transactions and check-out for print books (including reserves) was 8,539, technology check-outs (laptops, calculators, etc.) were 3,432 and other transactions were 3,737 (study rooms, for example).
- Librarians conducted 2,992 reference transactions, 415 of which were virtual.

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?
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- The library is seeking to move from the Equity & Student Achievement(ESA) division and return to Academic Affairs, as part of the Language Arts & Communication Arts (LACA) department. The library faculty and staff believe that we would be better matched with the faculty, leadership and goals of that department as opposed to our current placement within the District.
 - Frequent changes in procurement processes present a challenge for the Library, resulting in administrative holdups, delayed vendor payments, and increased workloads for the coordinator, which are the factors that are outside of Library's control
 - The Circulation Desk in Lancaster is not ADA compliant – a severe accessibility issue, especially now that the library has taken over the Books H.E.L.P. program. Currently, this issue is under review and pending correction/improvement.
 - Continuing to hire, train, and retain the appropriate number of student workers is important for smooth operations. We rely on student workers to monitor various areas in the library, including the Library Commons (L-214), the Information Desk on the second level, the Circulation Desk, and the Student Desk at the Reference Desk area. Additionally, reshelving and organizing of materials takes time and manpower to be accomplished correctly. The appropriate number to meet these ongoing library demands is 10-12 student workers per academic year. Having additional District funding would not only allow us to meet our hiring demands by reaching out to the entire student population, but also assist in bringing increased diversity to the library.
 - So full-time librarians can focus on outreach or other duties, it would be nice if Adjunct librarians could have additional hours to assist with the Reference Desk and workshops.
 - Since the library has increased its participation in events and programs, better display cases and spaces at the front the library would be most helpful to increase student/staff/faculty engagement.
 - Updating the signage at the Palmdale Center Library would greatly enhance clarity for students. Adjusting the placement of the “Reference” sign at the Ref Desk would prevent it from being mistaken for general campus information, especially since the Information Desk outside the library is rarely staffed. Adding a “Librarian” sign at the Ref Desk would further support students in locating the assistance they need.
 - Securing materials has been challenging due to outdated equipment that is no longer compatible with current computers and library software. This affects our ability to effectively manage, track, and safeguard library assets in support of fiscal responsibility. Upgrading to new security gates, equipment, and software would significantly strengthen our security system and improve overall asset management.

- 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)
Library Placement - The library is seeking to move from the Equity & Student Achievement(ESA) division and return to Academic Affairs, as part of the Language Arts & Communication Arts (LACA) department. The library faculty and staff believe that we would be better matched with the faculty, leadership and goals of that department as opposed to our current placement within the District.	1
Accessibility - The Circulation Desk in Lancaster is not ADA compliant – a severe accessibility issue, especially now that the library has taken over the Books H.E.L.P. program. It appears that this is currently under review for correction/improvement.	5
Absorbing the Books H.E.L.P. program has led to a need for additional library workers' training and support.	5

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

Consider the following questions:

- What does your program/area want to be known for?
- What is a desired future?
- To elevate the visibility and impact of AVC Libraries as integral academic and community resources, the department remains committed to fostering an inclusive environment where all students, faculty, staff, administrators, and stakeholders feel welcomed, safe, and represented.
- The appointment of a full-time librarian at the Palmdale Center Library is a strategic enhancement that will significantly improve service delivery. This role will encompass instructional responsibilities, reference desk coverage, and facilitation of Research Methods Workshops during standard operating hours (8 AM–5 PM). The presence of a dedicated librarian will also support student engagement through curated campus displays and consistent oversight of virtual services such as LibChat, ensuring equitable access to library resources across all AVC locations and modalities.
- Future staffing initiatives include the potential addition of specialized librarian roles to further support institutional goals. These may include:
 - An **Archivist** to manage and preserve the college’s historical records, reinforcing AVC’s commitment to institutional memory and academic heritage. This is especially important as the college approaches its 100-year anniversary. Currently, faculty collaboration is taking place across disciplines as part of a Project Based Learning Group to engage students and capture AVC’s unique history.
 - An **Outreach Librarian** to strengthen community and campus engagement by coordinating workshops, building partnerships with local high schools, and increasing awareness of library services among students, faculty, and staff.

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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
Renovation of Library’s Circulation & Ref Desk Areas in Lancaster.	No progress made.
A comparison of SLO data from AY 23-24 to 24-25 shows a couple of declines in actual performance across LIB 101 SLOs but significant improvements across SLOs from LIB 107 and LIB 110.	In LIB 101, SLO assessment results from the previous year showed a 92.52% attainment rate for both SLOs, compared to 86.61% and 89.08% in the 2024–2025 academic year. Notable improvements were seen in both LIB 107 and LIB 110. Some of this progress may be due to more complete assessment reporting, as several SLO results from 23-24 were either unreported or reflected very low attainment rates (e.g., 0.00% and 61.11% for LIB 107, and 40% for LIB 110). In contrast, the 24-25 SLO assessment results indicate strong gains: LIB 107 showed attainment levels of 80.77%, 96%, and 100%, while LIB 110 achieved 76.92%.
Renovation of study rooms.	Completed – rooms have been painted.

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

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

Past Goal	Progress Made
Updated spaces to include a new computer lab, maker space, study room for students with children, and a lactation space.	None.
Improve the Palmdale Center Library space and expand resource offerings.	Some progress made. The collections at the Palmdale Center Library have been expanded. Reference shelving has been adjusted to allow for each side of the shelving to be used. Some updated signage has been posted (i.e., copiers, study room, etc.), and some

	furniture has been shuffled/adjusted, but the area does need some revamping to be a place with comfortable seating, welcoming space, and collaborative environments.
Updating of library computers.	Some progress made. All desktop computers in the library have been updated. However, the laptops used for student check-out are outdated and challenging to use since they don't always readily connect to the WiFi.

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO **	SLO **	OO (Service area Outcomes)				
#1 Increase usage of public learning spaces through redesign and improvement of public spaces in the library (including designated space for individual study, group/collabor	ILO 2. Creative, Critical, and Analytical Thinking				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	The library will continue its commitment to renovating and modernizing existing facilities to create a more effective and inclusive learning environment for Antelope Valley College's diverse student body, while also enhancing workspaces for faculty and staff. This initiative	The library team will evaluate departmental needs, articulate the anticipated impact on student success, and engage in a collaborative process to develop, refine, and present proposals for approval and funding.	Library usage statistics and survey feedback from students/staff/fac ulty.

<p>ative activities, quiet, study areas, and circulation).</p>					<p>supports Strategic Goal #2 of the AVC SERVES Framework, which prioritizes equity through improved access to institutional resources and facilities for all members of the college community. Planned improvements include updating furnishings at the Palmdale Center Library, with the potential addition of display furniture to showcase special collections at both the Lancaster and Palmdale locations.</p>		
<p>#2 Improve and increase productivity</p>	<p>ILO 4. Career and Specialized Knowledge</p>				<p>Goal #2 Equity: Improve the college</p> <p>Technical Services and the Palmdale Library will enhance</p>	<p>Recruit a Library Assistant to support Technical Services and the Palmdale Library. Library staff will focus on enhancing</p>	<p>The improved quality, size, and currency of the library materials</p>

<p>and efficiency in technical services and the Palmdale Library by hiring a Library Assistant</p>					<p>culture by becoming a more caring, welcoming, accessible, and inclusive campus.</p>	<p>productivity and streamline workflows related to the acquisition and processing of library materials. These efforts directly support Strategic Goal #1: Service, and Strategic Goal #2: Success.</p>	<p>operational workflows and strengthening the training and onboarding processes for new employees and student workers.</p>	<p>evidenced by Alma statistics, library usage stats, and patron feedback.</p>
<p>#3 Improve Reference and Improve and increase productivity and efficiency in technical services and the Palmdale Library by hiring a dedicated, full-time, bilingual Palmdale Center Librarian.</p>	<p>ILO 4. Career and Specialized Knowledge</p>				<p>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.</p>	<p>Full-time faculty will be available to support a greater number of students and to offer services at the Palmdale Center that are comparable to those provided at the Lancaster campus. This initiative aligns with the AVC SERVES Framework by advancing Strategic Goal #2 and Strategic Goal #6.</p>	<p>Create a full-time faculty position that serves only the Palmdale Center. This position will teach classes, provide reference assistance, and other services as needed at the Palmdale Center.</p>	<p>Student and faculty surveys and feedback, RMW requests, DeskTracker, LibWizard, and Library usage stats.</p>

<p>#4 Improve and increase Library productivity, efficiency, and organization by hiring a Library Manager or Director.</p>	<p>ILO 4. Career and Specialized Knowledge</p>				<p>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.</p>	<p>Enhance and expand library services and operational capacity at the Lancaster Library through the recruitment of a full-time Manager or Director of Library Services. This position supports the advancement of Strategic Goals #2 and #6 within the AVC SERVES Framework. Serving as the primary point of contact and public representative of the library, the Manager or Director will provide leadership and supervision to staff, coordinate outreach initiatives and events, and act as</p>	<p>Hire full-time Manager or Director of Library Services for the Lancaster Campus.</p>	<p>Document departmental needs, increased event participation or support, benefits to student success, and alignment to institutional goals.</p>
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						a liaison between the library, other institutional departments, and the broader community.		
#5 Build and improve upon outreach to increase student/campus awareness and improve utilization of library resources/services for student success.	ILO 2. Creative, Critical, and Analytical Thinking				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Continued collaboration between library faculty and staff to create a sustainable, effective outreach strategy to improve student awareness of library services and resources.	Conduct a comprehensive review and enhancement of the outreach strategy developed by library faculty and staff, integrating clearly defined objectives, a detailed timeline, and established best practices. This process will be continuous and iterative.	Survey feedback from students and faculty. Increased number of outreach opportunities and participation.
#6 Strengthen and support current and future curricular needs of academic disciplines and CTE programs through	ILO 2. Creative, Critical, and Analytical Thinking				Goal #6 Success: Boost success rates by prioritizing the student experience.	Collection development librarians will maintain alignment between future acquisitions of library materials and resources with current	Librarians will conduct ongoing outreach to engage discipline faculty promptly throughout the semester for title recommendations and to coordinate academic support and services. Additionally, a Spanish-language collection area has been established, and the Young Adult (YA) collection	The evaluation of library collections will consider both the quality and scope of materials, alongside usage statistics and faculty input and feedback.

<p>ongoing, improved collection development and academic service activities.</p>					<p>Career and Technical Education (CTE) and disciplinary curricula, as well as relevant professional standards. Furthermore, librarians will collaborate closely with discipline faculty to deliver targeted academic support and services. This initiative advances Strategic Goal #6 of the AVC SERVES Framework, which aims to enhance student success by ensuring the availability of essential resources and services for students, faculty, and the broader community.</p>	<p>has been expanded to enhance inclusivity in both topics and titles. This work is constant.</p>	<p>Analytics tools within the Library Management System (LMS) will be utilized to support collection development, with particular focus on DEI, as well as culturally responsive materials. This is further evidenced by accreditation approvals and annual library surveys.</p>
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						Additionally, the collection will be evaluated to assess and increase the representation of diversity, equity, and inclusion (DEI), and materials related to specific ethnic groups.		
#7 Strengthen and develop student information literacy understanding through increased & improved library instruction sessions.	ILO 2. Creative, Critical, and Analytical Thinking				Goal #6 Success: Boost success rates by prioritizing the student experience.	Library faculty will continue to enhance instruction, promote inclusion, and facilitate discussions on information literacy, including topics related to artificial intelligence, both within the library and collaboratively across other academic disciplines. These efforts align with Strategic Goal #2	Increased opportunities for instruction have emerged as students and faculty engage both on campus and through ongoing online offerings. Additionally, the library continues to expand its LIB course offerings to better serve AVC's diverse student population. With the rise of artificial intelligence, the library aims to provide informed guidance and serve as a trusted resource in the responsible use of AI tools and technologies.	DeskTracker, LibWizard, RMWs data, and increased course offerings as well as FPD presentations and attendance, and through non-credit course offerings.

						(Equity) and Strategic Goal #6 (Success) of the AVC SERVES Framework.		
#8 Improve and increase productivity and efficiency in access to services through the regular, sustainable funding for equipment refreshes and/or equipment purchases.	ILO 1. Communication				Goal #6 Success: Boost success rates by prioritizing the student experience.	It is essential to equip and empower students for success by ensuring access to up-to-date, reliable technical equipment, such as laptops, tablets, chargers, and Wi-Fi, that fully support their academic needs.	Securing sustainable, continuous funding is critical to maintaining the currency, functionality, and timely replacement of technical equipment, ensuring uninterrupted support for student success.	Student surveys, feedback, and circulation statistics.
#9 Funds to cover the cost of uniforms for student workers employed at the library.	ILO 3. Community/Global Consciousness				Goal #6 Success: Boost success rates by prioritizing the student experience.	To enhance the professional appearance and operational effectiveness of student workers employed in the library, funding is requested to provide uniforms. Student workers	Procure and distribute uniforms to student workers at the start of their employment. Provide uniforms free of charge to remove financial barriers and promote equitable access to student employment opportunities.	Enhanced satisfaction and professionalism among student workers, accompanied by positive feedback from staff and patrons, contribute to greater operational

						undertake diverse responsibilities, including assisting with circulation, supporting technical services, and aiding patrons. Uniforms will promote consistency and professionalism across these roles and make workers easily identifiable.		efficiency and a more polished appearance within the library. Furthermore, these factors are expected to improve student worker retention by fostering a sense of support and team cohesion.
#10 Print material refresh to continue collection.	ILO 3. Community/Global Consciousness				Goal #6 Success: Boost success rates by prioritizing the student experience.	Systematically remove outdated or obsolete physical materials and replace them with current, relevant resources to ensure students have access to a comprehensive and up-to-date collection that supports their academic success.	Funding to assist in the purchase of current, relevant physical items & aggressive collection development for replacement. This is ongoing.	Student surveys, Alma Analytics (the Library's management system), and other state surveys.

<p>#11 Support for Library events.</p>	<p>ILO 3. Community/Gl obal Consciousnes s</p>				<p>Goal #6 Success: Boost success rates by prioritizing the student experience.</p>	<p>The Annual Library Book Giveaway offers students the opportunity to obtain textbooks and general reading materials at no cost. Additionally, extended library hours during midterm and final examination periods provide students with a conducive study environment, complemented by access to snacks, beverages, and other refreshments to support concentration and academic performance.</p>	<p>Funding to support these regular Library events aligning with the college's mission of student success.</p>	<p>The number of books given away, the number of students attending these events, and general student feedback as captured in student surveys.</p>
<p>#12 Purchase of additional displays for library front.</p>	<p>ILO 1. Communicatio n</p>				<p>Goal #6 Success: Boost success rates by prioritizing</p>	<p>Communicate and prioritize awareness of library resources pertaining to special events,</p>	<p>Acquisition of additional display cases for the front of the library to highlight these special events and collections.</p>	<p>Student surveys, general feedback, and circulation statistics.</p>

					the student experience.	programs, holidays, heritage months, and more.		
#13 Purchase of new security gates including software & hardware.	ILO 3. Community/Global Consciousness				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	To better manage college and student resources by using updated technology to secure library materials, it is important to have technology that works.	The purchase of an updated security system, along with the appropriate hardware and software to secure/track materials.	General student feedback, improved collaboration among staff, ease of workflows.
#14 Additional staff/student workers.	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.	The hiring of additional library staff and the ability to expand the student worker pool would be strategic in handling daily library functions, especially with the absorption of the Books H.E.L.P. program into the library suite of services.	Additional staff and student workers would assist in making library processes more streamlined and effective for students.	General student feedback and less staff burnout.
#15	ILO 2. Creative, Critical, and				Goal #1 Service:	Allowing for funding to expand	Planning for expansions to the list of products available to	Improved workflows,

Additional funding to add to Alma products as needed for improved library function.	Analytical Thinking				Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	the types of products the library uses in conjunction with the services platform needs to be considered regularly. Within the last year, we added one new product and are in the process of adding another.	enhance library functions is a must to be future-thinking.	expanded services & resources, and student/staff/faculty feedback.

***If applicable for instructional areas*

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Other	Library Services Mgr or Director	#4	Repeat	\$107,501+	Recurring	Dr. Deplazes
Physical/Facilities	Renovation of Circulation & Ref Desk Areas	#1	Repeat	\$150K	One-time	Dr. Deplazes/Maria West/Linda Parker
Classified Staff	Library Assistant	#2	Repeat	\$46,965+	Recurring	Dr. Deplazes/Maria West
Physical/Facilities	Improved furnishings for the Palmdale Center Library	#1	Repeat	\$30K	One-time	Dr. Deplazes/Maria West

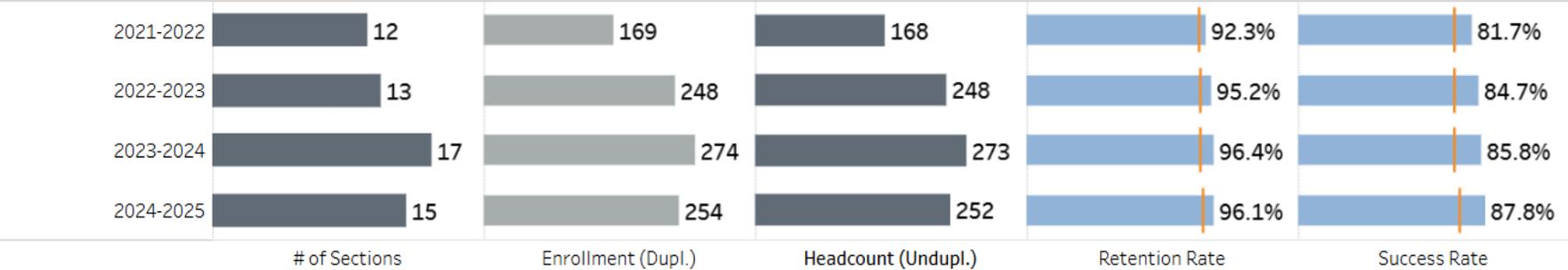
Faculty	Full-time, bilingual Librarian for Palmdale Center Library	#3	Repeat	\$95K+	Recurring	Dr. Deplazes/Linda Parker
Physical	Sustainable funding to refresh and/or obtain new technical equipment such as laptops, tablets, chargers	#8	Repeat	\$70K	Recurring	Dr. Deplazes/Maria West
Physical	Funds to cover the cost of uniforms for student workers employed at the library	#9	Repeat	\$6K	Repeat appx. every 3 years	Dr. Deplazes/Maria West/Nicole Lohrman
Physical	Funds to update the Library's diverse collections	#10	Repeat	\$220K	Repeat	Dr. Deplazes/Linda Parker
Physical	Funds to cover the costs of putting on the annual Library events	#11	Repeat	\$4K	Repeat	Dr. Deplazes/Maria West/Nicole Lohrman
Physical	Display Cases	#12	New	\$4K	One-time	Dr. Deplazes/Maria West
Physical	Security Gate System with Hardware & Software	#13	New	\$40K	One-time	Dr. Deplazes/Maria West
Physical	Furniture and Tech to create Parent Student/Family Study Space in the Lancaster Library	#14	Repeat	\$200K	One-time	Dr. Deplazes/Maria West
Classified Staff	FT Library Assistant for Access Services – Palmdale	#14	New	\$45K	Repeat	Dr. Deplazes/Maria West
Classified Staff	PT Library Assistant for Books H.E.L.P.	#14	New	\$23K	Repeat	Dr. Deplazes/Maria West
Student Workers	District Funding for Student Workers	#14	New	\$75K	Repeat	Dr. Deplazes/Maria West
Physical	Technology Funding for additions to Alma (the LSP)	#15	New	\$30K	Repeat?	Dr. Deplazes/Maria West

Physical	Funding for signage changes to the Palmdale Center Library		New	\$2500	One-time	Dr. Deplazes/Maria West
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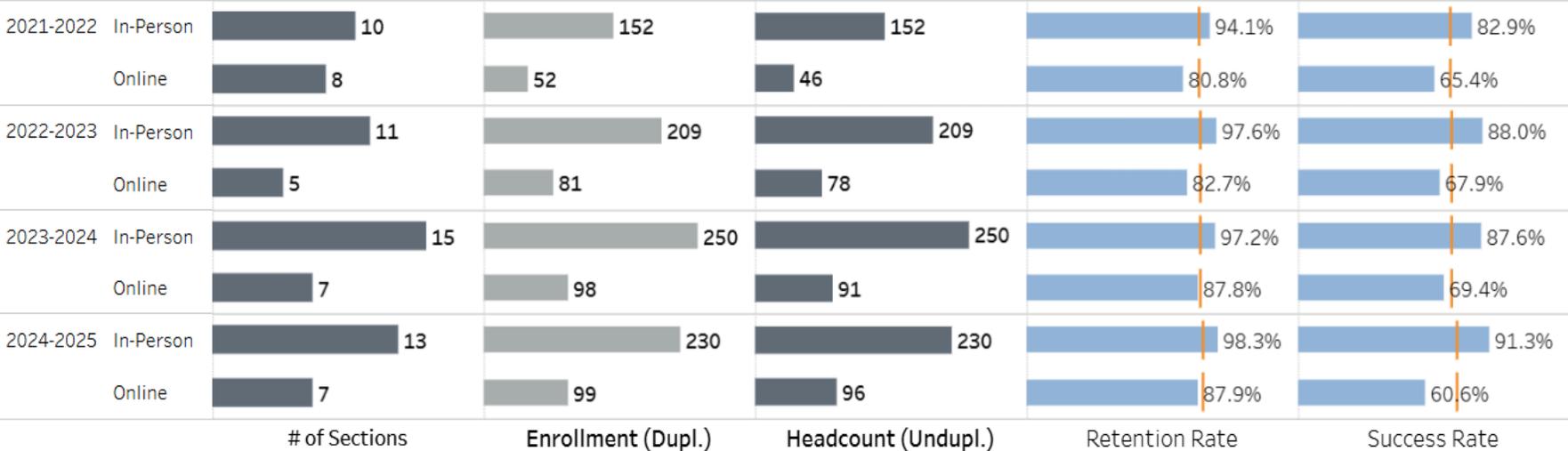
Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above for required data).

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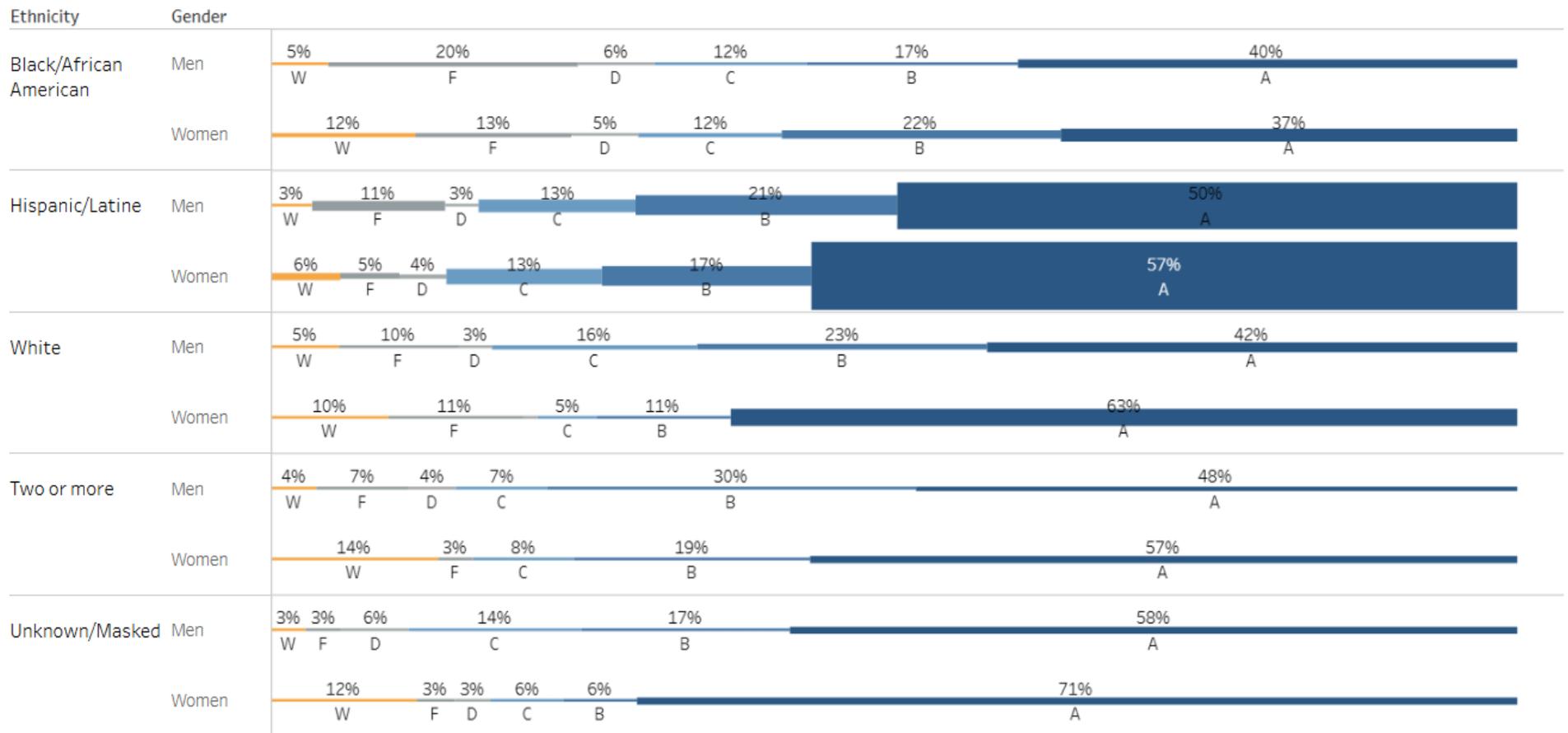
LIB: Enrollments, # of Sections, Retention and Success



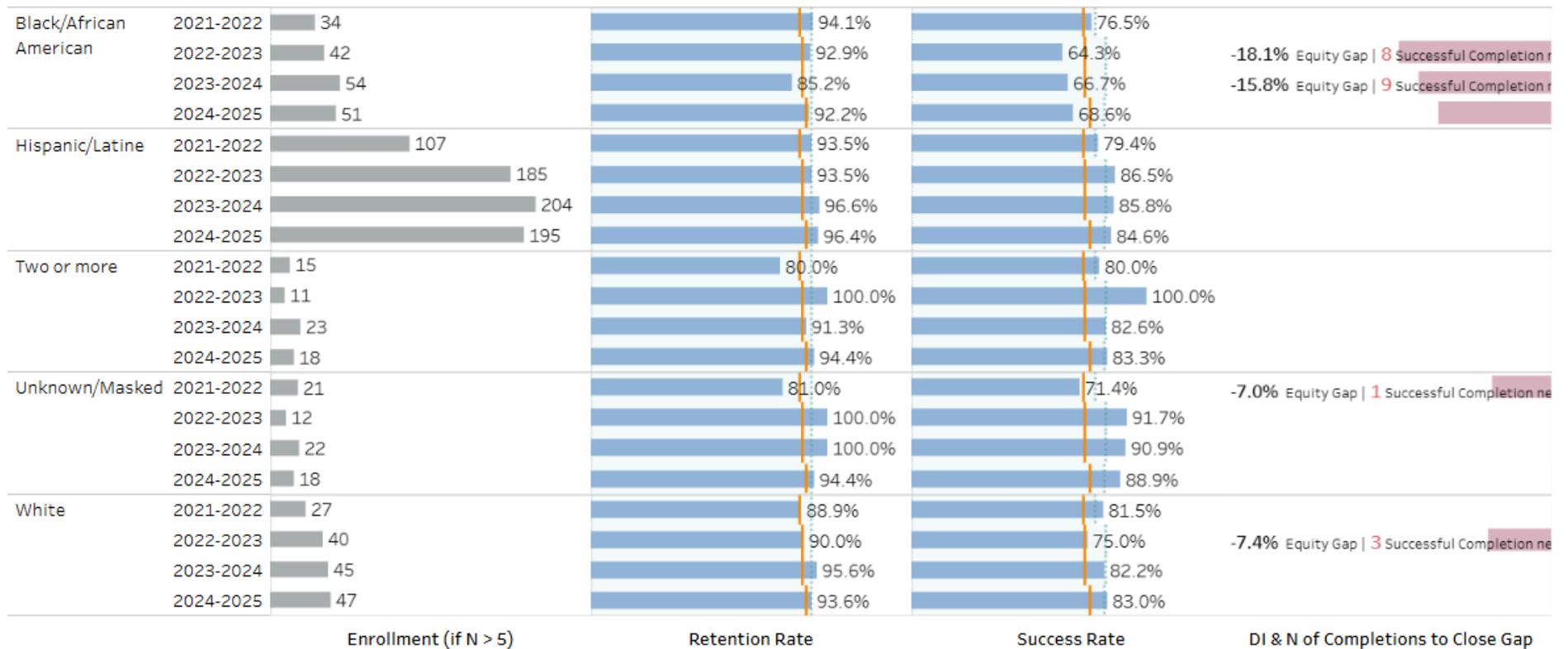
LIB: Enrollments, Number of Sections, Retention and Success by Modality



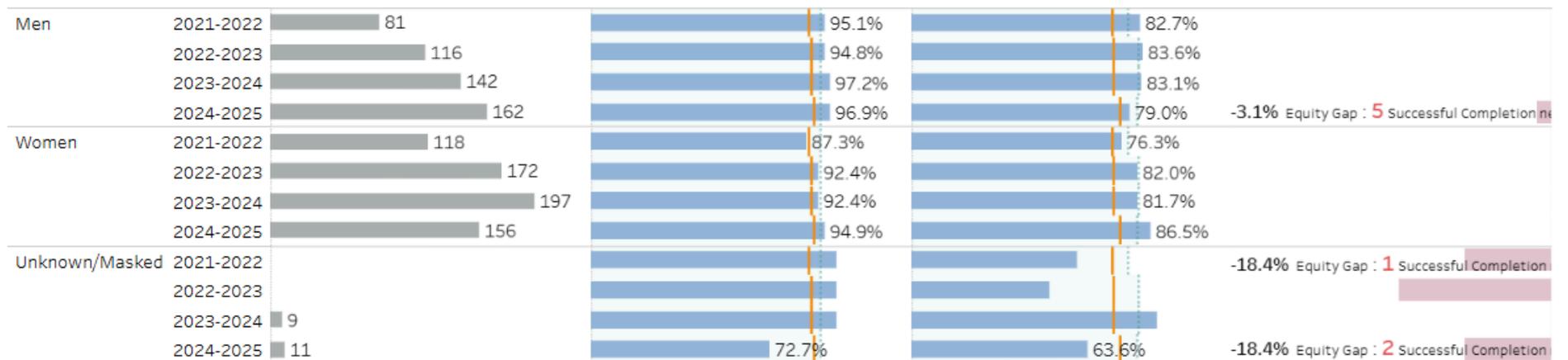
Grade Distribution for LIB by Ethnicity and Gender | 2021-2022, 2022-2023, 2023-2024 and 1 more



LIB Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



LIB Enrollment, Retention & Success for by Gender (if greater than 5)





Department /Area Name: Learning Center / Equity & Student Achievement	For Planning Years: 2026-2027
Name of person leading this review: Ashley Hawkins & Wendy Rider	
Names of all participants in this review: Ashley Hawkins, Sarah Harano, Wendy Rider, Hannah Valencia, Alicia Williamson, Joshua Feldman, Chaz Lemley, Jacklyn Thompson, Richelle Hightower, Vaun Warbear	

Fall 2025 Program Review Report | Non-Instructional Areas

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 Antelope Valley College Learning Center contributes to [the mission of the college](#) in serving “a diverse population of learners” and being “committed to student success.” We value all students and share the colleges’ belief that education can transform lives. Specifically, our mission is to provide a supportive, collaborative space where our diverse community of learners can discover and develop their potential for academic success. To facilitate our mission, we collect and analyze data, identify equity gaps, work to close those gaps, and continually strive to serve our AVC community. Another way the AVC Learning Center supports students is our commitment to kindness, connection, and growth mindset. Faculty, staff, and student workers work together to offer personalized educational experiences and resources that help students build confidence, resilience, and greater independence as critical thinkers and lifelong learners.

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

Use the following questions to guide your analysis:

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

Academic Impact Summary

The Learning Center’s academic impact in 2024–2025 is demonstrated through consistently high tutoring engagement (5,473.5 hours), a 56.9% increase in independent study hours, strong workshop participation (1,242 students), and 100% SLO success across all CRLA tutor training courses. Group and individual tutoring continued to support thousands of students, with targeted interventions in transfer-level English, Math, STEM, and CTE courses. Early alert partnerships expanded proactive academic support, and the 2-for-1 tutoring model in The Zone increased intentional learning time for student-athletes. Collectively, these outcomes reflect the LC’s robust contribution to academic persistence, course success, and equity-centered student learning.

1. Who We Serve and the Services We Provide

The Learning Center (LC) provides comprehensive academic support to a wide range of AVC students, including students with academic support needs and students whose intersectional identities (race/ethnicity, socioeconomic status, disability, veteran status, LGBTQIA+, athletic participation, and first-generation status) contribute to disproportionate academic challenges.

The LC supports students at the Lancaster campus, Palmdale Center, The Marauder Achievement Zone (“The Zone”), in class support and through virtual services. Core offerings include individual tutoring, group tutoring, embedded tutoring, independent study spaces, faculty-led workshops, classroom visits, academic skills programming, and targeted support for disproportionately impacted (DI) groups. These efforts align with the Board of Trustees’ Strategic Priorities, Vision 2030, the Student Equity Plan, and AVC SERVES Strategic Goals.

Table 1. Students Served and Hours Completed (2024–2025)

Term & Location	Unique Students Served	Tutoring Hours	Independent Study Hours	Modality
Fall 2024 – Lancaster	2,252	2,519	23,318.5	In-person & Online
Fall 2024 – Palmdale	416	38.25	2,757.75	In-person
Fall 2024 – The Zone	178	0	2,596.75	In-person
Intersession 2025 – Lancaster	129	178.25	463.75	In-person & Online
Intersession 2025 - Palmdale	48	1.5	188.25	
Spring 2025 – Lancaster	1,771	2,583	12,284	In-person & Online

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Spring 2025 – Palmdale	314	27.5	2,217.5	In-person
Spring 2025 – The Zone	93	0	868	In-person
Fall 2025 to date – Lancaster	1,922	2,139.75	16,059	In-person & Online
Fall 2025 to date – Palmdale	287	51.5	1,756.75	In-person
Fall 2025 to date – The Zone	144	130.5	2,293.5	In-person

While Fall 2025 shows a decrease in the number of unique students served across all Learning Center locations, this trend reflects intentional program redesign and improved data accuracy rather than a decline in Learning Center impact. Several factors shaped this shift in service patterns.

A. Strategic Shift Toward Higher-Impact Academic Support

In Fall 2025, the Learning Center intentionally reduced the number of embedded and group tutoring placements to avoid spreading tutor resources too thin. Tutor classroom presence was reduced by 50 percent so that more tutors were available on the floor in LC spaces where students most frequently request support. This shift allowed the LC to provide immediate, walk-in assistance to a larger number of students and to prepare for the anticipated increase in workload that will accompany the future implementation of a collegewide early alert system. With fewer classroom placements, the in-class support that remained was more intentional and aligned with high-need courses and DI student populations.

B. Intentional Increase in Tutoring Participation Among Student-Athletes

The LC introduced a 2-for-1 tutoring incentive in The Zone to encourage athletes to shift from independent study to tutoring. Under this model, a 30-minute tutoring session counts as one hour toward their four-hour weekly requirement. This intervention successfully increased athlete participation in tutoring and resulted in a decrease in independent study hours. The decrease in IS hours is therefore a sign of improved academic engagement, not reduced demand.

C. Strengthened Equity Alignment Through Targeted Outreach

The LC prioritized outreach to academically vulnerable students including Hispanic and Latinx students, Black and African American students, foster youth, justice-impacted students, low-income students, and men of color. Targeted interventions typically produce smaller headcounts but higher-impact engagement. This approach aligns with the Student Equity and Achievement Plan and supports greater academic persistence for students most likely to benefit from instructional support.

D. Improved Data Integrity and Reporting Accuracy

Accudemia data processes were strengthened to remove duplicated or miscategorized entries. As a result, Fall 2025 numbers more accurately reflect true service patterns. Although total headcount appears slightly lower, this improvement enhances the reliability of apportionment reporting, equity analysis, and longitudinal tracking for future program planning.

E. Foundations for a Collegewide Early Alert System

AVC does not yet have a formal early alert system, but several programs including Dual Enrollment, Veterans Services, and Athletics are working toward early identification structures. The LC is collaborating with the Academic Achievement Committee to design a collegewide early alert software system that will allow for real-time, intrusive outreach. Reducing classroom placements during Fall 2025 was also a strategic decision to ensure that LC staffing and tutor availability are prepared for the increased demand that early alert will generate once implemented.

2. Measuring and Quantifying Our Work

The LC uses Accudemia and supplemental qualitative data to track utilization, modality, course and discipline-level demand and student engagement patterns. We then cross-reference with Argos reports in order to obtain demographic data. This data guides program planning, staffing allocations, and the development of equity-driven interventions.

Observed Trends in 2024–2025

Strong and consistent demand for academic support.

Independent study hours peaked in Fall 2024 and remained robust across terms, with Fall 2025 trending similarly.

Tutoring hours remained stable and high.

Both Fall 2024 and Spring 2025 exceeded 2,500 tutoring hours.

High instructional engagement through classroom visits.

Table 2. Classroom Visits (In-Class Presentations)

Term	Students Served
Fall 2024	279
Spring 2025	203
Fall 2025 (to date)	251

Classroom Visits

Classroom visits are initiated by instructional faculty who request Learning Center support for their students. During these visits, LC faculty provide short, targeted instructional presentations focused on foundational academic skills such as understanding assignment prompts, developing thesis statements, organizing essays, integrating sources, and using MLA or APA format. These sessions allow students to receive direct, course-aligned guidance while strengthening our partnerships with faculty across disciplines. Classroom visits also serve as an important outreach strategy that increases awareness of LC services and connects students to tutoring early in the semester.

Table 3. Workshops Attendance by Discipline (2024–2025)

Term	Academic Skills	COMM/AI	DFST	Math	Writing
Fall 2024	36	130	11	21	36
Spring 2025	43	93	26	7	34
Summer 2025	2	60	N/A	N/A	20
Fall 2025 (to date)	12	118	26	10	42

Workshop participation remained strong across the 2024–2025 academic year, with notable gains in COMM/AI, Writing, and DFST sessions. Communication and AI-focused workshops continued to draw the highest attendance, reflecting increasing student demand for support with presentation skills, digital communication, and AI-enhanced learning tools. Writing workshops also showed steady growth, particularly in Fall 2025, as faculty collaboration increased and classroom-embedded sessions expanded.

DFST workshops demonstrated improved engagement in Spring and Fall 2025, aligning with the college’s commitment to serving Deaf and Hard-of-Hearing students through more intentional, discipline-specific instructional support. Math workshop attendance fluctuated due to fewer faculty requests in Spring 2025, but participation rebounded in Fall 2025 as group tutoring and Zone-based support increased.

Overall, a total of **1,242 students** were served through workshops and classroom presentations in 2024–2025, up from **1,145 students** in 2023–2024. These increases illustrate the impact of strengthened faculty partnerships, more targeted workshop topics, and expanded presence in high-enrollment courses and DI-serving programs.

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Table 4. Unique Students Served in Group and Individual Tutoring

Term	Group Tutoring	Individual Tutoring
Fall 2024	224	695
Spring 2025	197	593
Summer 2025	24	94
Fall 2025 (to date)	120	668

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The Learning Center continued to support a high volume of students through both group and individual tutoring during the 2024–2025 academic year. Individual tutoring remained the primary mode of support, with 695 students in Fall 2024 and 593 in Spring 2025. This 12% seasonal decline aligns with AVC’s typical spring enrollment pattern, where overall course enrollment and campus foot traffic decrease, particularly in the first eight weeks of the term.

Group tutoring participation also decreased from 224 students in Fall 2024 to 197 in Spring 2025. In addition to the standard spring enrollment dip, this decline reflects a reduction in faculty requests for embedded and group tutoring—especially in transfer-level Math and Statistics courses—after instructional changes and scheduling shifts in the Math Department. With fewer sections requesting structured group support, participation decreased accordingly.

Summer 2025 showed expected reductions due to limited course offerings. However, early Fall 2025 data indicates a strong rebound in individual tutoring (668 students) and steady recovery of group tutoring (120 students). This increase reflects strategic Learning Center initiatives, including placing more tutors on the LC floor, expanding support in The Zone, and implementing the 2-for-1 tutoring incentive for student-athletes, which encouraged more intentional academic engagement.

Taken together, these patterns demonstrate that fluctuations in participation are largely tied to predictable enrollment trends and faculty-driven scheduling shifts—not reduced student demand for tutoring. As AVC prepares for collegewide Early Alert implementation, the LC is well positioned to respond to increased referrals and scale direct academic support accordingly.

Modality

In-person tutoring remained the primary form of support. Online tutoring via Zoom and NetTutor were available.

Table 5. Virtual Tutoring

Term	Unique Visitors	Tutoring Hours
Fall 2024	50	78
Intersession 2025	7	4.25
Spring 2025	45	75.5
Summer 2025	6	2.75
Fall 2025	40	43

While in-person tutoring continued to serve the majority of students, virtual tutoring remained an essential modality for those needing flexibility, late-evening support, or assistance in subjects not covered by LC tutors. Across 2024–2025, Zoom-based tutoring supported a steady group of students, with participation highest in Fall 2024 (50 students; 78 hours) and Spring 2025 (45 students; 75.5 hours). These patterns align with overall enrollment trends and mirror the LC’s hybrid service model, which prioritizes in-person support while maintaining accessible online options.

Table 6. NetTutor Utilization

Term	Unique Visitors	Hours Used
Fall 2024	238	443.5
Intersession 2025	8	45.1
Spring 2025	107	375.7
Summer 2025	22	62.42
Fall 2025	281	475.45

NetTutor remains an important contracted academic support service that complements the Learning Center’s in-person and Zoom tutoring. Because NetTutor provides coverage in subjects where the LC does not currently have tutors and offers support outside of LC operating hours, it fills critical gaps for students who need flexible or specialized academic assistance. Although NetTutor does not generate apportionment, it significantly enhances our ability to meet the diverse scheduling needs and course demands of AVC students.

In Fall 2024, **238 students** completed **443.5 hours** of NetTutor support. Usage declined during Intersession, as expected, with **8 students** completing **45.1 hours**, and rose again in Spring 2025 with **107 students** completing **375.7 hours**. During Summer 2025, **22 students** completed **62.42 hours** of NetTutor tutoring.

Fall 2025 demonstrates increased reliance on online academic support, with **281 students** completing **475.45 hours** to date. This growth reflects students continued need for flexible tutoring options, particularly during evenings, weekends, and in courses where in-person tutoring may be

limited. Moving forward, the LC will continue to integrate NetTutor into our multimodal support strategy and highlight it in outreach efforts to ensure students are aware of this additional layer of academic support.

3. Embedded Tutoring and CTE Expansion

Embedded tutoring expanded across CTE, STEM, and humanities pathways, strengthening academic support in courses with high DI enrollment and complex skill requirements.

Table 7. Embedded Tutoring Assignments

Term	Embedded Tutors	Supported Courses
Fall 2024	31	45
Spring 2025	32	42

Supported courses include ABDY 112/122, ACCT 111, AFAB 120 and 220, ART 132, BIOL 110/120/201, CHEM 101/110, COMM 101, DFST 101/102/201, ELEC 110/120, ENGL 101, INT 201, PHIL 105H, POLS 101, and THA 101/101H/239.

The LC’s embedded tutoring model directly aligns with Board of Trustees Priority #3a and Vision 2030’s emphasis on increasing retention and completion within career technical programs.

4. Alignment with AVC Service Area Demographics and DI Populations

The LC prioritizes outreach and programming that directly support students with intersecting identities who are disproportionately impacted by academic barriers.

Table 8. Outreach, Tours, and Location Utilization by Term

Category	SP 2024	FA 2024	WI 2025	SP 2025	SU 2025	FA 2025
Lancaster	4,052	2,779	578	2,375	481	2,030
Embedded / Group	—	1,319	—	1,340	139	896
Tours of LC	936	387	30	420	60	957

Palmdale	—	432	—	160	14	160
Live Online	—	131	—	47	79	75
Total Number of Students	4,988	5,048	608	4,359	773	4,118
Total Number of Classes	191	183	21	169	28	153

The outreach and utilization trends shown above illustrate how the Learning Center continues to serve AVC’s diverse service area and disproportionately impacted (DI) student populations across all locations and modalities. Lancaster remained the highest-volume site, serving between **2,000–4,000 students per major term**, while Palmdale and Live Online support provided consistent access for students whose work, transportation, or family responsibilities require flexible academic support options.

A notable shift occurred in Fall 2025, when outreach totals decreased slightly primarily due to a temporary reduction in faculty-initiated requests. Faculty participation in these activities is voluntary, and fluctuations are expected from semester to semester. Importantly, this decrease does not indicate reduced interest from students. In fact, Fall 2025 saw **increases in tutoring utilization**, driven by intentional LC strategies such as the 2-for-1 tutoring incentive for student-athletes and expanded tutor availability inside LC spaces.

To ensure strong engagement in Spring 2026, the LC is implementing a more structured outreach strategy that directly aligns with AVC’s DI populations. This includes:

- Prioritizing outreach to faculty teaching **transfer-level English and Math**, where DI populations are most heavily represented.
- Offering **streamlined, ready-to-schedule classroom visits** to reduce faculty burden and increase participation.
- Coordinating early-term outreach with partner programs such as **Umoja, Puente, Pride, Dreamers, VRC, RSP, and Athletics**, ensuring DI groups receive early exposure to LC services.
- Integrating LC presentations into onboarding activities such as **Sabor Latine, Black Student Success Week, Dual Enrollment orientations, and athlete orientation**.

These efforts directly support the Student Equity & Achievement Plan by increasing early academic engagement for Black/African American, Hispanic/Latine, male-identifying, first-generation, foster youth, low-income, and justice-impacted students.

With these targeted strategies in place, the LC anticipates **increased classroom presentation and tour participation in Spring 2026**, strengthening outreach and ensuring equitable access across all student groups.

Outreach and Advertising Strategies

The Learning Center uses multiple outreach and communication strategies to connect students with academic support early and consistently throughout the term. These include:

- **Classroom visits** each semester, coordinated with faculty across disciplines to introduce students to LC services at the point of instruction.
- **Workshops and presentations** for Umoja, Puente, Pride, Veterans Resource Center, Dreamers, Rising Scholars, and other affinity programs to ensure DI populations receive targeted academic support.
- **Targeted email campaigns** through Accudemia that promote tutoring for transfer-level English and Math and highlight key study dates, drop-in availability, and Study Jam events.
- **Social media posts, flyers, tabling, Canvas announcements, and faculty referrals** that reinforce awareness and normalize help-seeking behaviors.
- **Athletics-specific communication**, including weekly coach reminders and the 2-for-1 tutoring incentive to increase student-athlete engagement with direct tutoring.
- **Tutor-led follow-up messages** to students who attend tutoring sessions to reinforce learning habits and support persistence.

These combined strategies ensure outreach is equitable, multimodal, and responsive to the ways AVC students prefer to receive information.

H.U.B. Tutoring Expansion Spring 2025

To strengthen access for disproportionately impacted (DI) students and identity-based programs, the Learning Center piloted embedded tutoring directly inside The HUB during Spring 2025. This initiative was designed to meet students where they gather, reduce barriers to academic support, and reinforce a sense of belonging. The table below summarizes HUB tutoring activities and early outcomes.

Table 9: HUB Tutoring Expansion – Spring 2025

Category	Details
Term Implemented	Spring 2025
Purpose	Expand tutoring access for identity-based programs and DI populations by meeting students where they are located.
Total Tutoring Sessions Hosted	9 sessions
Subjects Supported	MATH 110, MATH 150, MATH 230, PHYS 101, COMM C1000

Commented [CL6]: *Classroom visits are coordinated with faculty each semester

Student Feedback	Increased sense of belonging; higher comfort levels; greater likelihood of repeated use.
Strategic Plan for Expansion	Broaden subject coverage to support a wider range of student needs; collaborate with HUB staff on targeted marketing and promotion to increase awareness and utilization.

These early results demonstrate the value of placing tutoring services within affinity-based student spaces. Expanding subject availability and increasing coordinated marketing with HUB staff will allow the Learning Center to deepen academic support for DI populations and ensure broader awareness of tutoring opportunities across campus.

5. LAC Tutor-Training Courses: Success, Retention, and Certification Levels

The LC offers three CRLA-certified tutor training courses, each aligned with a specific certification level:

- LAC 931 – Level 1 Tutor Certification (Regular Tutor)
- LAC 932 – Level 2 Tutor Certification (Advanced Tutor)
- LAC 933 – Level 3 Tutor Certification (Master Tutor)

These courses equip tutors with the culturally responsive strategies and communication techniques needed to support academically vulnerable students with diverse and intersecting identities.

Table 10. LAC Course Outcomes (2024–2025)

Course	Certification Level	Completion Count	Notes
LAC 931	Level 1	35	SLO success = 100%
LAC 932	Level 2	10	SLO success = 100%
LAC 933	Level 3	6	SLO success = 100%

The Learning Center’s three CRLA-certified tutor training courses continue to demonstrate strong outcomes and play a central role in preparing tutors to support academically vulnerable students. Each course builds on the previous certification level, reinforcing culturally responsive tutoring practices, effective communication strategies, and techniques that support students with diverse and intersecting identities.

In 2024–2025, a total of **51 tutors** successfully completed LAC 931, 932, or 933, achieving **100 percent SLO success** across all three courses. The high completion and achievement rates reflect the effectiveness of the instructional model, the close collaboration between LC faculty, and the commitment tutors bring to their professional development. Smaller class sizes also contribute to deeper faculty-student interaction, allowing instructors to tailor support to individual learning needs.

The breakdown of certifications is presented in Table 6. These outcomes strengthen the LC’s capacity to deliver high-quality peer academic support and ensure a well-trained tutor workforce across Lancaster, Palmdale, and The Zone. Continued tracking of disaggregated outcomes will help the LC monitor equitable access to tutor training and support ongoing growth toward a more diverse and representative team.

6. Measures of Success

Table 11: Quantified Measures of Success (2024–2025)

Success Metric	2023–2024	2024–2025	Change / Outcome
Independent Study Hours	21,108 hours	52,097 hours	+56.9 percent increase
Tutoring Hours (per primary semester)	~2,500	2,500+	Consistently exceeded 2,500 hours each primary term
Embedded Tutoring Positions	31	32	Increased support in DI-heavy courses
Workshop & Presentation Attendance	1,145 students	1,242 students	Increase of 97 students served
DI-Focused Program Partnerships	Affinity Groups, R.I.S.E., Athletics	HUB, Veterans, Athletics, RISE, MESA, Affinity Groups, Transfer-level math and english	Strengthened targeted academic support
Athletics GPA Ranking (Statewide)	#81	#30	Significant improvement in academic standing
Teams with 3.0+ GPA	—	11 of 16 teams	Demonstrates strong academic performance

The Learning Center evaluates its success through participation metrics, academic impact, strengthened support for disproportionately impacted (DI) populations, and alignment with AVC SERVES, Vision 2030, and the Board of Trustees' Strategic Priorities. The 2024–2025 academic year reflects significant gains across multiple areas of student engagement and achievement.

Quantified Gains in 2024–2025

- **Independent Study increased from 21,108 hours in 2023–2024 to 48,961 hours in 2024–2025, a 56.9 percent increase**, demonstrating sustained student use of structured academic spaces across all LC locations.
- **Tutoring hours exceeded 2,500 each primary semester**, reflecting high engagement with direct academic support.
- **Embedded tutoring positions increased from 31 to 32**, maintaining targeted coverage in high-demand and DI-heavy courses.
- **Workshops and presentations served 1,242 students**, an increase from 1,145 the previous year, highlighting expanded faculty collaboration and outreach.
- **Targeted partnerships with programs such as Umoja, R.I.S.E., and Athletics strengthened DI student support**, increasing early-term academic engagement.
- **Athletics GPA ranking improved from #81 to #30 statewide**, with **11 of 16 teams earning a 3.0 or higher GPA**, demonstrating the impact of structured study requirements, embedded tutoring, and the 2-for-1 tutoring incentive piloted in Fall 2025.

Collectively, these outcomes demonstrate measurable progress toward institutional goals and reflect the Learning Center's commitment to supporting academically vulnerable students through data-informed, equity-centered practices. The LC will continue refining its tutoring model, outreach strategies, and partnerships to increase direct academic support, improve course outcomes, and further strengthen persistence and completion for DI student groups.

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.)*

FTES Earned From Tutoring Hours

Beginning in Fall 2023, the Learning Center began earning apportionment for tutoring hours. In **2023–2024**, our transition year, the LC successfully generated FTES even while building the new system and onboarding staff to the process. The FTES earned were:

- **Fall 2023:** 5.09 FTES
- **Spring 2024:** 6.21 FTES
- **Summer 2024:** 1.31 FTES

Total FTES for 2023–2024: 12.61 FTES

In **2024–2025**, the first full year of implementation, the LC generated:

- **Total Tutoring Hours:** 5,473.5
- **Total FTES for 2024–2025:** 10.82

This represents a **decline from 2023–2024**, which is expected and explainable based on how the new system matured and how tutoring hours shifted between apportionment-earning and non-apportionment-earning spaces.

Why FTES Declined in 2024–2025

The reduction in FTES from **12.61 FTES** in 23–24 to **10.82 FTES** in 24–25 is supported by the following operational factors:

1. **Shift Toward Targeted, High-Impact Tutoring**

In 2024–2025, more tutoring occurred in specialized environments (Athletics, The Zone, Rising Scholars) that prioritized high-need students but did not always generate apportionment-eligible hours.

2. **Decrease in Group Tutoring Faculty Requests**

Faculty requests for group tutoring—especially in Spring 2025—were significantly lower than in the previous year, reducing some of our largest blocks of apportionment-earning hours.

3. Transition of Hours Into Independent Study Spaces

Student-athletes logged thousands of hours of required study time in The Zone, but independent study hours **do not produce FTES**, which partially offset the gains from tutoring hours.

Table 1. FTES Earned from Tutoring Hours (2024–2025)

525 tutoring hours = 1 FTES

Term	Tutoring Hours	FTES
Fall 2024	2,557	4.87
Intersession 2025	178.75	0.34
Spring 2025	2,610	4.97
Summer 2025	335.25	0.64
Total (AY 24–25)	5,473.5	10.82 FTES

Although FTES generation remains modest relative to AVC’s overall institutional FTES, the LC’s first full year of apportionment demonstrates meaningful progress. Tutoring hours remained consistent across primary semesters, and the expanded presence at Lancaster, Palmdale, and The Zone ensured students had multiple access points for support.

Looking ahead, the Learning Center aims to **increase FTES proportionately with tutoring growth projected at 15-20%**, through a combination of operational, instructional, and outreach strategies that are aligned with Student Equity and Achievement priorities:

Strategies to Increase Tutoring Hours and FTES (2025–2026)

- **Strengthening pathways from independent study to direct tutoring**, particularly for students enrolled in transfer-level English and Math.
- **Increasing faculty referrals** by expanding early-term outreach, classroom visits, and collaborative messaging with instructional departments.
- **Incentivizing tutoring attendance** for high-need groups, such as the successful 2-for-1 tutoring model piloted with Athletics.

- **Expanding visibility and scheduling options for Zoom tutoring** to support working adults, parents, and students with transportation barriers.
- **Deepening partnerships with programs implementing early academic outreach**, including the Veterans Resource Center, Rising Scholars, Dreamers, Pride, Umoja, Puente, and Dual Enrollment.

These strategies collectively position the LC to increase student engagement with direct tutoring, strengthen academic outcomes for disproportionately impacted (DI) groups, and support institutional FTES growth through expanded tutoring apportionment.

Independent Study (I.S.) hours increased significantly due to partnerships with Athletics (launched Fall 2023), R.I.S.E. (Fall 2024; hours no longer required as of 2025–26), and strengthened campuswide outreach beginning Spring 2024. In 2024–2025, **52,097 I.S. hours** were completed by **29,263 student visits** across three LC locations.

Moving forward, as R.I.S.E. no longer requires study hours, LC strategies include:

- Offering voluntary engagement with incentives (study jams, milestone badges, progress tracking).
- Working collaboratively with R.I.S.E. staff through early alert follow-up.
- Targeting DI populations within R.I.S.E. for intentional outreach.
- Embedding tutoring in R.I.S.E.-linked courses when possible.

3. Outreach and Advertising

The Learning Center significantly expanded outreach efforts in 2024–2025 by involving all LC personnel in classroom presentations, tours, workshops, and targeted communication campaigns. Overall outreach increased from **10,036 students in 2023–2024** to **10,788 students in 2024–2025**, demonstrating strong engagement across locations and modalities.

Although the number of instructors requesting classroom presentations varied slightly by term, these fluctuations are normal and expected. Importantly, total outreach still increased, even with intentional reductions in embedded and group tutoring placements. This reflects a more efficient and scalable outreach model that allows the LC to reach large numbers of students without relying solely on in-class tutor placements.

Table 2. Outreach Numbers

Academic Year	Students Reached
2023–2024	10,036
2024–2025	10,788

To continue building on this growth, the Learning Center will implement a structured, proactive outreach strategy that increases visibility, strengthens connections with DI populations, and deepens early academic engagement. Key actions include:

- **Expanding early-term outreach** through a streamlined classroom visit request process and standardized “Week 1–3” presentations that faculty can easily adopt.
- **Prioritizing outreach to DI-dense courses** such as ENGL C1000, STAT C1000, and foundational math pathways, where early LC engagement has the greatest academic impact.
- **Strengthening partnerships with affinity and identity-based programs**, including Umoja, Puente, Pride, Dreamers, Veterans, Rising Scholars, and Dual Enrollment, with increased LC presence at program meetings, workshops, and HUB events.
- **Launching enhanced Accudemia email and Canvas campaigns**, supported by short video introductions and clear tutor pathways to increase awareness and promote help-seeking behaviors.
- **Increasing participation in campuswide events** such as Sabor Latine, Black Student Success Week, SOAR, and athlete orientation to reach new students early.
- **Providing faculty with ready-to-use outreach materials**, including quick referral tools, assignment-friendly LC descriptions, and “introduce the LC” slides for instructional use.

These strategies are designed to sustain strong outreach numbers, deepen engagement among disproportionately impacted students, and ensure students encounter the Learning Center early and often in their academic journey.

Outreach and Advertising Strategies Include:

- Short tutor-led classroom introductions (5–10 minutes)
- Faculty-led presentations + LC tours (15 minutes)
- Study Jam advertising campaigns
- Social media presence under ESA and Athletics
- Faculty Canvas shell announcements and video introductions

- Accudemia email campaigns
- Printed flyers, QR codes, and tabling
- Incentivized engagements (snacks, raffles, “passport” activities)

Table 3: Targeted Email Outreach for High-Impact Courses – Fall 2025

Outreach Round	Dates	Students Emailed	Responses	Tutoring Appointments Scheduled	Appointments Completed	Courses Represented
Round 1	Sept 2–24	4,417	33	31	16	CHEM 101 (1), COMM C1000 (1), ENGL C1000 (4), MATH 110 (1), MATH 149 (1), MATH 150 (5), STAT C1000 (3)
Round 2	Sept 25–Oct 31	Targeted to Study Jam participants	7	11	10	BIOL 201 (1), COMM C1000 (1), ELEC 160 (5), PSY C1000 (1), ENGL C1000 (1), STAT C1000 (2)
Rounds 3 & 4	Nov 3–Dec 5	Finals prep + Study Jam promotion	19	15	11	COMM C100 (1), DFST 102 (1), ELEC 160 (2), MOA 110 (1), NF 100 (1), MATH 110 (1), MATH 150 (1), STAT C1000 (3)
TOTAL – Fall 2025	—	4,417 initial students	59	57	37	

These results demonstrate that structured, milestone-aligned communication is an effective strategy for increasing student engagement with tutoring, especially among students enrolled in high-demand transfer-level and STEM pathways.

DI-Focused Outreach

The Learning Center implements a comprehensive, equity-minded outreach strategy designed to intentionally connect with disproportionately impacted (DI) student groups and ensure they receive early, consistent access to academic support. These efforts align with AVC SERVES, the Student Equity and Achievement Plan, and Vision 2030.

To strengthen engagement among DI populations, LC outreach includes:

- **Program partnerships** with Umoja, Puente, Pride, Dreamers, the Veterans Resource Center (VRC), Rising Scholars (RSP), and STAR (through its final funded year).
- **Collaboration with Math and English departments** to reach students in transfer-level and high-impact courses where DI groups are heavily represented.
- **Early academic outreach** to programs implementing early referral structures, including VRC, Veterans, Dual Enrollment, Athletics, and RISE (in its new model).
- **Participation in cultural and affinity events** such as Sabor Latiné, Black Student Success Week, and other campus-wide initiatives that support students' sense of belonging.
- **Outreach and tutoring within The HUB**, bringing academic support directly into identity-based student spaces and meeting students where they are.

Additionally, the LC's **new tutoring availability in The HUB** and the **pilot support model for Rising Scholars** expand access for DI students who may face barriers to seeking tutoring in traditional academic spaces. These intentional strategies ensure that LC services are visible, accessible, and aligned with the needs of students who benefit most from early and proactive academic support.

5. Workshops, Presentations, and Observed Steady Metrics

The Learning Center continued to offer a robust slate of workshops in Academic Skills, Communication Studies and AI (COMM/AI), Math, and Writing throughout 2024–2025. These workshops provided students with targeted instruction on foundational academic skills, study strategies, writing processes, communication skills, and discipline-specific support.

Workshop and Presentation Engagement

- **2023–2024:** 1,145 students served
- **2024–2025:** 1,242 students served
- **Increase: +97 students**

This growth reflects strengthened faculty collaboration, expanded visibility of LC services, and increased demand for discipline-aligned academic support.

Observed Participation Trends

Workshop and tutoring participation increased notably among:

- **Student-athletes**, supported through targeted academic programming in The Zone
- **COMM/AI students**, who benefited from high-volume workshop offerings and in-class support
- **Distance Learning (DL) populations**, who continued to rely on multimodal workshop and tutoring access

These steady gains indicate that LC academic support continues to reach broad student populations while deepening engagement with groups traditionally underrepresented in tutoring and academic skills development.

The LC will continue to refine its workshop schedule, outreach practices, and faculty partnerships to ensure that structured learning activities remain accessible, equitable, and aligned with the evolving needs of AVC students.

Tutor Workforce Development

Table 4. Tutor Payroll Cost by Term (2024–2025)

(Calculated using hours worked × term-specific pay rate)

Term	Total Tutor Payroll Cost
Fall 2024	\$183,551.88
Intersession 2025	\$9,452.59

Spring 2025	\$179,279.66
Summer 2025	\$22,419.46

Tutor payroll investments reflect intentional scaling aligned with student need and term-by-term demand. The Learning Center allocated approximately **\$183,552** in Fall 2024 and **\$179,280** in Spring 2025, the primary academic terms with the highest enrollment and tutoring activity. Intersession and Summer remained strategically staffed, with **\$9,453** and **\$22,419** allocated respectively, ensuring continuity of support for students enrolled in accelerated or sequential coursework.

These expenditures demonstrate the LC’s commitment to maintaining a well-trained, CRLA-certified tutor workforce capable of supporting DI populations, transfer-level Math and English students, and high-demand subject areas across all AVC locations, including Lancaster, Palmdale, and The Zone.

4. LAC Tutor Training and Equity-Driven Instruction

The Learning Center continues to advance tutor professionalism through the CRLA-aligned tutor training sequence (LAC 931, 932, and 933). In 2024–2025, a total of **52 tutors earned certifications** across Levels 1–3. These courses are central to building an equity-minded tutoring workforce capable of supporting disproportionately impacted (DI) student groups.

Table 5. LAC Certification Completions and Race/Ethnicity Breakdown (2024–2025)

Course	CRLA Certification Level	Completions	Race/Ethnicity Breakdown	Economically Disadvantaged
LAC 931	Level 1	36	66% Hispanic 5% Asian 8% Black	56%
LAC 932	Level 2	10	70% Hispanic 30% Asian	80%
LAC 933	Level 3	6	50% Hispanic 17% Asian 17% Black	83%

This demographic distribution demonstrates that the LC's tutor pipeline strongly reflects AVC's student population, with a particularly high proportion of Hispanic, low-income, and DI-identified students advancing into leadership and instructional roles. This strengthens the LC's commitment to culturally responsive peer support and enhances representation across tutoring programs.

Professional development also expanded this year. Seven Writing Tutors attended the Southern California Writing Centers Association Conference (Spring 2025), and **four presented academically**, demonstrating the LC's emerging culture of tutor scholarship and leadership.

6. Embedded Tutoring and CTE Expansion

Embedded tutoring expanded significantly across high-demand CTE programs, many of which serve academically vulnerable populations with intersecting identities. These placements provide targeted academic support in technical, hands-on learning environments where students often benefit from immediate feedback and guided practice.

Table 6. Embedded Tutoring in CTE Courses (2024–2025)

Term	CTE Courses Supported
Fall 2024	ELEC 110, ELEC 120; AFAB 120; ABDY 112, ABDY 122
Intersession 2025	None
Spring 2025	ELEC 110, ELEC 120; ABDY 112, ABDY 122; AFAB 115, AFAB 220
Summer 2025	AFMT 240

These placements strengthened academic persistence and course success in historically difficult CTE pathways while supporting AVC's regional workforce goals. They also operationalize Board Strategic Priority #3a by increasing direct academic support in certificate and degree-embedded coursework. Continued collaboration with CTE faculty is expected to expand embedded tutoring into additional technical programs in 2025–2026.

The LC is increasingly recognized as a culturally responsive, inclusive learning environment. Monthly cultural décor reinforces belonging, and LC events are intentionally inclusive.

Table 7. Study Jam Attendance by Term (2024–2025)

Term	Independent Study Hours	Tutoring Hours	Notes
Fall 2024	327	59	Strong attendance across Lancaster & Palmdale
Spring 2025	241	102	Increase in tutoring engagement compared to Fall 2024
Summer 2025	N/A	N/A	No Study Jam events held
Fall 2025	334	60	Overall attendance increase, but a return to tutoring hours similar to Fall 2024

Study Jam events continue to serve as a high-impact retention strategy by offering extended hours and increased access to tutoring and independent study support during peak academic periods. In 2024–2025, participation remained strong, with **327 independent study hours and 59 tutoring hours** completed during Fall 2024 events. While Spring 2025 Study Jams showed a **slight decrease in total independent study hours (241)**, tutoring utilization **more than doubled** to **102 hours**, suggesting a shift in student behavior toward more targeted, content-specific academic support.

Study Jams provide an important equity-minded opportunity to engage academically vulnerable students who may not otherwise access tutoring during standard hours. As part of AVC SERVES Strategic Goals 1, 2, and 6, the LC will expand how Study Jams are advertised and aligned with DI-serving programs such as Umoja, Puente, Pride, Dreamers, RSP, VRC, and STEM pathways. Based on student feedback and observed usage patterns, the LC is exploring later-evening Study Jams, additional themed academic skill-building sessions, and collaboration with affinity groups and early alert programs to increase targeted outreach and attendance.

Early Alert Readiness and Future Impact on LC Services

The LC has deepened collaboration with programs implementing early alert, including the Veterans Resource Center, Rising Scholars, Dual Enrollment, Pride, Dreamers, Umoja, and Puente. These partnerships expand pathways into tutoring and academic skills development.

Looking ahead, the Learning Center is working closely with the Academic Achievement Committee to bring a formal, campuswide early alert system to AVC. Once implemented, early alert will allow the LC to conduct **real-time, intrusive outreach** to students who are academically at risk and connect them directly to tutoring, workshops, and academic skills support. This shift will significantly increase demand for tutoring and follow-up services, which is why the LC has proactively strengthened tutor availability, reduced classroom embedding to keep more tutors on the floor, and expanded communication systems in Accudemia. Early alert will create a more intentional and responsive academic support ecosystem, enabling the LC to intervene earlier and more effectively on behalf of DI populations and students in transfer-level Math and English.

8. Marauder Achievement Zone (The Zone)

The Zone continues to serve over 300 student-athletes each year, all of whom are required to complete four hours per week of academic study in LC spaces.

- **Total athletes:** 361
- **Active student-athletes using LC/Zone:** 318
- **Did not complete weekly four-hour requirement:**
 - Fall 2024: 202 unique student-athletes
 - Spring 2025: 78 unique student-athletes
- **Mid-semester GPA of 3.0+:** 77 student-athletes

Table 8. Independent Study Hours

Fall 2024 vs. Spring 2025

Location	Fall 2024	Spring 2025
Sage Hall Learning Center	8,695	2,124
The Zone	2,596	868
Total	11,291	2,992

Fall 2025

Location	Fall 2025
Sage Hall Learning Center	5,166
The Zone	2,777
Total	7,444

Tutoring Hours at The Zone (Fall 2025): 130 hours

This is an increase from 0 tutoring hours in 24-25 for athletes

Intentional Academic Time: Fall 2025 Tutoring Incentive (2-for-1 Model)

During Fall 2025, the Learning Center launched a structured **2-for-1 tutoring incentive** to strengthen academic engagement and ensure that required study hours were meaningful and course-relevant.

Under this model:

- A **1-hour group tutoring session** (ENG C1000 or STAT C1000) counted as **2 hours** toward the study hall requirement.
- A **30-minute 1:1 tutoring session** in *any* subject counted as **1 hour** of study hall.

This incentive was created to:

- Increase intentional academic engagement
- Ensure student-athletes received targeted support in transfer-level Math and English
- Improve study hall efficiency and reduce passive seat time
- Strengthen accountability and follow-up for academically vulnerable athletes

Early outcomes show a noticeable increase in purposeful engagement, with student-athletes shifting from passive study hall attendance toward structured academic support. The 2-for-1 model also contributed to the **130 tutoring hours completed at The Zone in Fall 2025**, and increased participation in both group and individual tutoring sessions.

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

1. ESA Alignment and Division Structure

The 2024–2025 academic year marked the Learning Center’s first full cycle within the Equity & Student Achievement division, creating expanded opportunities to streamline services and align LC operations with ESA-wide commitments to equity, outreach, and data-driven decision making. This realignment strengthened collaboration with Umoja, Pride, Dreamers, Rising Scholars (RSP), The Hub, and the Veterans Resource Center (VRC), and deepened partnerships with programs implementing early alert processes. These relationships increase student entry points into tutoring, workshops, and academic skills development.

Challenge Identified:

Despite increased collaboration, the LC experienced operational strain due to inadequate clerical capacity. The LC manages a high volume of purchasing, travel coordination, scheduling logistics, record keeping, student employment onboarding, and documentation. In Fall 2025, the LC hired 2 short-term Clerical III’s, which provided temporary relief, but workload data demonstrate that long-term clerical coverage is needed to maintain quality, compliance, and service consistency.

The LC processed payroll, hiring, and onboarding for **86 student employees in Fall 2024 and 77 in Spring 2025**, coordinated **160+ classroom presentations annually**, and supported expanding operations at Lancaster, Palmdale, and The Zone. Without dedicated clerical support, these demands shift to specialists, reducing their availability for direct student engagement and academic support.

Opportunity Moving Forward:

This challenge creates an opportunity to redesign LC operations so that staffing structures match program scale. Strengthening clerical infrastructure will allow specialists and faculty to focus on high-impact, student-centered practices that directly improve persistence, course success, and DI student outcomes.

Staffing Structure, Load, and Coverage

The Learning Center’s staffing model reflects a highly committed team serving a large and academically diverse student population across multiple locations. However, the current structure remains limited relative to the number of sites, hours of operation, and the level

of academic support required by students. Rather than framing this as a need simply for “more employees,” the LC identifies this as an opportunity for **intentional restructuring** to align roles, hours, and coverage with institutional priorities, including Early Alert expansion, DI-focused support, and tutoring growth across multiple modalities.

Table 1. Learning Center Staffing Structure (2024–2025)

Position Type	Number	Hours per Week	Notes
Full-Time Tutoring Specialists	2	40 hrs/week	Direct student support, tutor training, cross-site coverage
Short-Term Hourly Specialist	1	20 hrs/week	Limited operational support; discontinued in Fall 2025
Learning Center Specialist (Classified)	1	40 hrs/week	Extended medical leave impacted operations and continuity
Full-Time Faculty	2	35 hrs/week (Fall/Spring) 20 hrs/week (Inter/Summer)	LAC instruction, workshops, classroom presentations
Adjunct Faculty	2	22 hrs/week all terms	Workshops, DI population support, classroom visits
Student Employees (Tutors, DAs)	86 Fall / 77 Spring	Varies	Support across Lancaster, Palmdale, The Zone, and HUB
Director, Learning Center	1	40+ hrs/week	Oversight, apportionment compliance, payroll, operations

Table 2. LC Hours of Operation (2024–2025)

Location	Days	Hours
Lancaster LC	Mon–Thu	7:30 a.m.–6:00 p.m.
	Fri	7:30–11:30 a.m.
Palmdale LC	Mon–Thu	9:00 a.m.–5:00 p.m.

The Zone	Mon–Thu	8:00 a.m.–12:00 p.m. and 1:00–8:00 p.m.
Online Tutoring	Daily	Extended hours
NetTutor	Daily	24/7 access

Challenge Identified

Across three sites plus online tutoring, HUB expansion, classroom visits, outreach events, and The Zone, the Learning Center now supports approximately **123.5 staffed operational hours per week**, not including online services. With only three full-time specialists and one short-term hourly specialist (until Fall 2025), several operational challenges emerge:

- Specialists must frequently rotate between locations, reducing consistent coverage during peak times.
- Staff absences, medical leave, and onboarding cycles create significant service gaps due to limited redundancy.
- Expanding into identity-based spaces such as The HUB requires structured coordination, scheduling, and documentation that exceed current clerical and specialist capacity.
- Early Alert implementation will dramatically increase referrals and require rapid, intrusive outreach—capacity the LC will struggle to absorb under the current staffing configuration.

These challenges highlight a **misalignment between program scale and staffing structure**, rather than a simple need for additional personnel.

Staffing Improvements Implemented in Fall 2025

A major advancement in the Learning Center’s operational capacity occurred in Fall 2025 when the LC strengthened its staffing structure to better align with program scale, multi-site coverage, and anticipated Early Alert demands. During the 2024–2025 year, the LC operated with **2 full-time Tutoring Specialists** and **one 20-hour Short-Term Hourly Specialist**, which constrained coverage across Lancaster, Palmdale, The Zone, and HUB expansion.

To stabilize operations and support program growth, the LC implemented the following improvements in Fall 2025:

Table 3. Fall 2025 Staffing Improvements

Position Type	Previous Staffing (2024–2025)	Fall 2025 Staffing	Weekly Hours Added	Impact on Operations
Full-Time Tutoring Specialists	2 FT Specialists	4 FT Specialists	+80 hrs/week	Expanded tutoring availability, increased cross-site coverage, strengthened early alert outreach capacity
Short-Term Hourly Specialist	1 STH Specialist at 20 hrs/week	Position eliminated	-20 hrs/week	Duties redistributed to new FT Specialists for continuity and consistency
Short-Term Hourly Clerical Assistant III	0 positions	2 positions at 20 hrs/week each	+40 hrs/week	Enhanced clerical support for onboarding, payroll documentation, purchasing, supply management, scheduling, and record keeping
Clerical Infrastructure Overall	Limited clerical coverage	Dedicated operational support team	+40 hrs/week net gain	Increased efficiency, reduced administrative burden on specialists and faculty

Summary of Operational Impact

These staffing changes produced the following improvements:

- Increased Stability**
 Moving from 2 to 4 full-time specialists ensure consistent coverage across Lancaster, Palmdale, The Zone, online services, and HUB expansion.
- Strengthened Student Support Capacity**
 More specialists increase availability for tutoring, group sessions, faculty coordination, and DI student support.
- Early Alert Readiness**
 Additional specialists allow the LC to prepare institution-wide Early Alert workflows, including intrusive outreach, appointment scheduling, and data follow-up.

- **Improved Clerical Infrastructure**

The addition of two clerical III positions provides essential support for purchasing, travel coordination, onboarding 80+ student employees per term, event preparation, and record management—tasks previously overwhelming specialists and reducing time for direct student support.

Opportunity Moving Forward

Intentional restructuring of the staffing model presents a significant opportunity to increase consistency, expand access, and build capacity for the upcoming Early Alert initiative. Key opportunities include:

- Cross-training specialists across Lancaster, Palmdale, The Zone, and HUB coverage to stabilize service hours.
- Refining role assignments so specialists prioritize tutoring quality, tutor development, and DI student support, while clerical staff handle purchasing, supply coordination, scheduling, onboarding, and payroll documentation.
- Aligning staffing patterns with demand trends from athletes, DI groups, dual enrollment, and students accessing The HUB.
- Preparing for campuswide Early Alert processes by establishing workflows for outreach, appointment scheduling, and follow-up support.

This approach positions the Learning Center to sustain program growth, strengthen support for academically vulnerable populations, and advance AVC SERVES and Vision 2030 through efficient, equitable, high-impact academic support.

3. The Zone: Opportunities for Improved Structure and Communication

The Zone has become an essential academic support site for more than **300 student-athletes**, offering structured study hours, group tutoring for ENGL C1000 and STAT C1000, academic skills workshops, and direct pathways to counseling and transfer resources.

A central challenge in 2024–2025 was ensuring consistent communication between Athletics, Counseling, and the LC. Previously, attendance was recorded in a shared spreadsheet with weekly updates; however, this method did not meet the needs of the newly reorganized Athletics structure.

Beginning Spring 2026, the LC will shift to **PDF-based weekly progress reports** sent directly to each coach on staggered days that reflect their game schedules. Reports will include:

- Weekly attendance totals
- Cumulative progress toward required study hours

- Tutoring hours completed
- Athletes nearing “at-risk” status
- Incentive-based engagement opportunities
- Optional **leaderboards** to increase motivation

4. Group Tutoring Attendance and Faculty Engagement

Although individual tutoring hours increased in 2024–2025, **group tutoring attendance declined**, largely due to:

1. Faculty retirement affecting STAT C1000 participation
2. Few Math faculty requesting group tutors
3. Shorter optional session lengths from 90 mins down to 60 minutes, reducing total hours logged

Table 4. Group Tutoring Hours and Participation (2024–2025)

Term	Group Tutoring Students	Group Tutoring Hours	Notes
Fall 2024	224	1,595.5	Includes 335.5 hours from STAT C1000 under Prof. Engelen; overall participation was significantly higher due to strong faculty partnerships that were not replicated in later semesters
Spring 2025	197	1,737.3	Slight decrease in students but higher hours due to extended sessions; fewer faculty requested group support
Fall 2025 (to date)	120	1,204	Significant decrease , expected due to: (1) fewer faculty requests campuswide, (2) Athletics-focused pilot that limited general course offerings, and (3) rebuild period for group tutoring partnerships

While Fall 2025 includes strong participation from Athletics-supported sessions, the overall number of students and hours reflects a **significant decrease** from Fall 2024 and Spring 2025. This decline aligns with the reduction in faculty requests and the transition toward targeted support for student-athletes. The LC is now prioritizing rebuilding broad faculty partnerships and expanding group tutoring assignments in high-demand gateway courses.

5. Campus Partnerships, Early Alert, and Outreach Expansion

The LC has strengthened partnerships with Umoja, Puente, Pride, Dreamers, Veterans (VRC), Rising Scholars (RSP), and Dual Enrollment to align academic support with early alert systems and DI student needs.

HUB Workshops and Promotion

While tutoring and workshops were offered in The HUB during 2024–2025, student engagement remained low.

To address this challenge, the LC will:

- Implement targeted HUB workshop promotion through affinity groups
- Send video introductions to faculty for embedding in Canvas shells
- Use incentivized activities (passport stamps, raffles, badges) for HUB participation
- Increase social media presence highlighting real-time HUB activities

Study Jam Engagement

Study Jam participation advertisement will now be embedded into LC promotional cycles to increase event visibility.

R.I.S.E. Pivot

With R.I.S.E. no longer requiring weekly study hours, its Independent Study hours **fell by more than 50%**. The LC will pivot by:

- Encouraging voluntary tutoring with incentives
- Supporting R.I.S.E. through embedded tutoring where feasible
- Utilizing early alert flags to reach academically vulnerable students earlier

Affinity Group Outreach Opportunities

The LC will engage students more intentionally through:

- Sabor Latiné Week
- Black Student Success Week
- RISE mid-semester check in
- SOAR and VRC engagement
- STEM pathway outreach
- Dreamers workshops
- Focus 180 academic success sessions

Each partnership provides an opportunity for culturally responsive academic skill-building and tailored academic support.

The Learning Center’s opportunities and challenges reflect a rapidly expanding, multi-site operation committed to advancing equitable academic support for AVC’s most vulnerable learners. Through strategic staffing redesign, improved communication structures, expanded partnerships, targeted DI outreach, and enhanced data practices, the LC is positioned to deepen its institutional impact and further operationalize Vision 2030, AVC SERVES, and Board Strategic Priorities.

- 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?

Challenges	Likelihood (1 being unlikely and 5 being highly likely)
<p>Rebuilding Faculty Partnerships in Transfer-Level Math and Statistics</p> <p>The most significant challenge emerging from 2024–2025 is the decline in group tutoring participation for transfer-level Math and Statistics following the retirement of a key faculty partner. This alone accounted for a loss of 335.5 group tutoring hours in STAT C1000. Without consistent faculty champions in high-challenge gateway courses,</p>	5

<p>academically vulnerable students—particularly DI groups—lose access to targeted peer-supported learning environments that improve persistence and completion.</p> <p>While the LC continues to collaborate with dedicated champions such as Professor Mariko Shimizu (MATH 149, MATH 160) and selected English and CTE faculty, the challenge remains to expand these partnerships. Strengthening relationships with department chairs and identifying additional faculty who teach high-enrollment transfer-level courses will ensure more equitable access to group tutoring. Understanding where students gather—Athletics, Umoja, Pride, Dreamers, The Hub, and STEM pathways—also informs where embedded and group tutoring could be most impactful.</p>	
<p>Student Utilization Patterns Across Multiple Sites</p> <p>Although overall LC staffing increased (3 full-time specialists, 1 part-time STH, 1 full-time LC Specialist, 86 student employees in Fall 2024, and 77 in Spring 2025), the number of students served decreased slightly, reflecting a broader challenge: students are not evenly distributed across LC locations or services.</p> <p>Utilization data shows:</p> <ul style="list-style-type: none"> • Palmdale experiences lighter foot traffic compared to Lancaster. • The Zone sees high independent study participation but comparatively low tutoring hours (due to the structured IS requirement for athletes rather than tutoring mandates). • Students increasingly request targeted support (e.g., ENGL C1000, STAT C1000, AI skills, academic skills workshops) rather than general drop-in sessions. <p>This challenge signals an opportunity to redesign delivery models—not necessarily add staff. The LC is exploring:</p> <ul style="list-style-type: none"> • Scheduling alignment with high-traffic times identified through Accudemia • Placement of tutors in student gathering spaces (Athletics, Umoja, VRC, Dreamers, Pride, RSP, The Hub) 	4
<p>Insufficient Clerical Support for Multi-Site Operations and Compliance Requirements</p> <p>As the Learning Center expanded to three physical sites (Lancaster, Palmdale, and The Zone) and increased student support services, the absence of permanent clerical support has become a significant operational challenge. While</p>	4

<p>specialists provide high-level academic coordination—including tutor development, embedded tutoring oversight, workshop facilitation, faculty collaboration, early alert follow-up, and programmatic growth across all locations—the increasing administrative load requires dedicated clerical staff to sustain efficient operations.</p> <p>Temporary Clerical Assistant III support provided relief in Fall 2025; however, short-term positions cannot ensure the continuity required for:</p> <ul style="list-style-type: none"> • Accurate and timely recordkeeping • Supply and inventory management across multiple locations • Processing student employee hiring and onboarding • Maintenance of student-facing schedules, calendars, and communications • Monitoring room reservations, equipment, and daily operations at each site • Document preparation, budget tracking, and travel coordination <p>As LC services grow, clerical duties have increased substantially, and reassigning these tasks to specialists reduces their ability to perform their core responsibilities: academic oversight, data-informed programming, faculty collaboration, and equitable student support.</p> <p>The challenge, therefore, is not merely staffing volume—it is role alignment. Permanent clerical support is essential to:</p> <ul style="list-style-type: none"> • Maintain compliance with apportionment documentation • Ensure consistent, accurate data for reporting and equity analysis • Support the expansion of tutoring, workshops, and embedded support • Strengthen the LC’s capacity to meet Vision 2030 and AVC SERVES goals <p>Without sustained clerical infrastructure, operational efficiency, student access, and program scalability are at risk, making this a critical area for structural investment.</p>	
<p>Structured Academic Identity Development in the Zone</p> <p>The Zone supports over 300 student-athletes, but most academic hours remain concentrated in independent study rather than tutoring. While independent study is required, tutoring is optional—resulting in tutoring hours equating to only about 10% of total potential instructional engagement.</p>	3

<p>This challenge informs opportunities to:</p> <ul style="list-style-type: none"> • Use leaderboards, incentives, and recognition to build academic identity • Increase content-specific group tutoring presence in ENGL C1000 and STAT C1000 • Strengthen collaboration with the Athletic Director, coaches, and counselors through weekly PDF reports tailored to game schedules • Integrate early alert flags with athletic academic monitoring <p>These changes will deepen academic belonging and increase tutoring engagement over time.</p>	
<p>Uneven Student Engagement with Group Tutoring and Workshops</p> <p>Group tutoring hours declined significantly in 2024–2025 due to reduced faculty requests and shorter optional session lengths (60 minutes). Additionally, while workshops served 1,242 students, attendance at The Hub and certain affinity group spaces remained lower than anticipated.</p> <p>Challenges include:</p> <ul style="list-style-type: none"> • Faculty adoption varies by division • Students benefit from embedded, context-specific workshops but do not always attend standalone sessions • DI-serving programs (Umoja, Puente, Dreamers, Pride, VRC, RSP) require customized and culturally responsive workshop designs <p>This challenge highlights the opportunity to expand:</p> <ul style="list-style-type: none"> • Co-created workshops with faculty • Course-specific academic skill sessions • “On-demand” workshops aligned with early alert data • Outreach integration with affinity groups and student services 	4
<p>Aspirations: <i>(Include your data analysis of relevant metrics in your response.)</i></p>	

Building on the momentum of 2024–2025—with **5,473.5 tutoring hours and 10.82 FTES** generated—the Learning Center aspires to advance Vision 2030 and the Student Equity and Achievement Plan through equity-minded, data-driven, and scalable academic support.

1. Scaling Tutoring Impact by 15% (Baseline: 2024–2025 Tutoring Hours)

The LC aims to increase direct tutoring hours by 15% **over the next academic year**, using 2024–2025 tutoring hours (5,473.5) as the baseline. This increase will be supported by:

- Expanded group tutoring in at least **three additional DI-heavy courses**, including transfer-level Math, English, and key CTE pathways
- Increased faculty engagement in transfer-level gateway courses
- Implementation of early alert
- Earlier and stronger outreach using early alert flags
- Strategic placement of tutors in high-traffic DI spaces (Umoja, Pride, Dreamers, RSP, VRC, Athletics, STEM, The HUB)
- Developing tutoring for our Rising Scholars students

Our goal is not only to expand access, but to increase **course success rates, persistence, unit completion, and term-to-term retention**, especially for disproportionately impacted populations.

Adding Professional Tutors to Strengthen Advanced Academic Support

To meet the growing demand for tutoring in high-level and transfer-intensive courses, the Learning Center will introduce **five Short-Term Hourly Professional Tutors** beginning in 2025–2026. Unlike peer tutors—who, as community college students, often become ineligible to tutor once they complete advanced coursework and graduate—professional tutors provide stable, ongoing support in subjects where expertise is critical, including STEM sequences, advanced writing, and CTE pathways.

This structural enhancement addresses a long-standing gap in academic support for students enrolled in upper-level courses and enables the LC to:

- Ensure year-round tutoring coverage in high-demand, high-attrition courses
- Support transfer-level math, science, and CTE programs with consistent, specialized instructional assistance
- Improve course success rates and persistence among disproportionately impacted student groups

- Strengthen the LC's ability to scale tutoring hours by 50% and respond effectively to Early Alert referrals

The addition of professional tutors represents a strategic investment aligned with Vision 2030 and the Student Equity & Achievement Plan, expanding the LC's ability to deliver high-quality, equity-minded academic support across multiple instructional pathways.

2. Strengthening Equity Through Targeted Outreach

In alignment with SEA goals, the LC will expand targeted outreach and intervention strategies for:

- **Male students**
- **Hispanic/Latinx students**
- **Black/African American students**
- **Foster youth**
- **Justice-impacted students (RSP)**
- **Low-income/Pell-eligible students**

We will accomplish this through:

- Customized, culturally responsive workshops
- Collaboration with affinity groups (Umoja, Puente, Veterans, Dreamers, Pride)
- Embedded support in DI-majority courses
- Early-term "welcome campaigns" using Accudemia and email automation
- Coordinated early alert follow-up with faculty and counseling
- On-site presence in The Hub, The Zone, VRC, Dreamers Center, and RSP spaces

Our aspiration is to demonstrate measurable increases in tutoring participation among DI populations and correlate participation with improved academic outcomes.

3. Increasing Student Engagement and Satisfaction

Increasing Student Engagement and Satisfaction

Our aspiration is for the Learning Center to be known as a space where kindness meets results — a place where students feel supported, encouraged, and equipped to succeed academically and personally. Strengthening student engagement requires both high-quality services and robust feedback systems that ensure we are responsive to student needs.

Table 1: Student Engagement & Satisfaction Targets (Baseline + Future Goals)

Metric	2024–2025 Baseline	2025–2026 Target	2026–2027 Target	Notes
Unduplicated Students Served	5,024	+15% increase	Additional +15%	First-time LC usage is a key growth focus
Student Satisfaction (LC Visits)	Not measured (new process)	≥ 90% positive via kiosk surveys	≥ 92% positive	Kiosk surveys administered at checkout in Accudemia
Student Satisfaction (Tutoring/Workshops)	Not measured (new process)	≥ 90% positive via emailed surveys	≥ 92% positive	Emailed surveys auto-sent through Accudemia

4. Strengthening the LC Workforce Through Professional Growth and Representation

To sustain growth and align with Vision 2030, the LC aspires to develop a diverse, skilled internal pipeline of tutors, staff, and faculty. This includes:

- Increasing the number of CRLA Level 1, 2, and 3 certified tutors
- Tracking staff and tutor representation to align with AVC's student demographics
- Promoting internal career pathways for student employees (tutor → lead tutor → master tutor → professional roles)

Professional development will remain central to our identity as an equity-focused learning environment.

5. Operational Excellence Through Accurate Role Alignment

To support multilevel operations across Lancaster, Palmdale, The Zone, online services, and The HUB, the LC will strengthen operational systems and secure appropriate clerical support essential for scaling services, ensuring compliance, and maintaining efficient workflow.

Expanding Operational Capacity at the Palmdale Learning Center

As part of our long-term operational vision, the LC will seek to establish a dedicated **Learning Center Specialist (Classified)** at the Palmdale Learning Center. Currently, Palmdale relies on rotating coverage, which limits continuity in front-counter operations, LAC 900 enrollment and positive attendance reporting, onboarding processes, and day-to-day oversight of student employees. A permanent specialist is essential to ensuring accurate apportionment, strengthening student access and service quality, and supporting the growth of tutoring, workshops, and early alert follow-up at this rapidly expanding site. Establishing this role will provide the stability needed for Palmdale to operate at the same level of consistency and excellence as the Lancaster LC and The Zone.

Table 2: LC Paid Hours Baseline (2024–2025)

Used to project future staffing and operational needs

Position	Count	Weekly Hours	Annual Hours (per position)	Total Annual Hours
Full-Time Tutoring Specialists	3	40	2,080	6,240
LC Specialist (Classified)	1	40	2,080	2,080
Short-Term Hourly Specialist	1	20	1,040	1,040
Full-Time Faculty	2	35	1,820	3,640
Adjunct Faculty	2	20	1,040	2,080
Student Employees (FA 86 / SP 77)	Varies	Varies	(Insert)	(Insert)
Director of the Learning Center	1	40+	2,080	2,080

These calculations provide the foundation for operational planning, staffing ratios, compliance commitments (apportionment, early alert, data reporting), and capacity projections tied to the 15% tutoring growth goal.

Staffing Improvements in Fall 2025

In Fall 2025, the Learning Center made significant progress in stabilizing its staffing structure. We were able to eliminate the short-term hourly Tutoring Specialist position and hire **two additional full-time Tutoring Specialists**, increasing our total to **four full-time specialists**. This shift strengthens continuity across all three LC locations and supports the expansion of embedded tutoring, group tutoring, and early alert follow-up.

Additionally, the LC secured **two Short-Term Hourly Clerical Assistant III positions**, which provided much-needed support for daily operations, record keeping, supply coordination, student employee onboarding, and data management across multiple sites. These enhancements represent important steps toward building sustainable infrastructure and aligning LC staffing with institutional priorities for student success and equity.

6. Innovation in Learning Support

Innovation in the Learning Center will focus on strengthening early intervention, communication systems, and follow-up structures that directly support student persistence and course completion. In partnership with the **Academic Achievement Committee**, the LC aims to play a central role in the adoption and implementation of a collegewide **early alert software system**. This tool will allow faculty to flag academically vulnerable students earlier in the term, enabling the LC to coordinate timely outreach, connect students to tutoring, and create individualized academic support plans.

In addition, the LC will expand the use of **automated outreach campaigns through Accudemia**, including personalized invitations to tutoring, reminders for upcoming sessions, and targeted messaging for DI student groups. These campaigns will help normalize help-seeking behaviors, increase student engagement, and streamline communication across campus.

To deepen impact, the LC will also implement **structured tutor follow-up protocols** for students who attend tutoring. Tutors will provide brief check-ins, shared study recommendations, and reminders tied to course milestones. This follow-up model reinforces accountability, builds stronger tutoring relationships, and supports students in sustaining progress throughout the semester.

Collectively, these innovations will create a more connected, proactive, and data-informed academic support ecosystem that strengthens persistence and closes equity gaps.

7. Vision for the Future

Our vision is for every AVC student to see the Learning Center as an essential partner in their academic journey—a place where they feel supported, equipped, and connected. With continued growth, strategic partnerships, innovative practices, and equity-centered service design, the LC will deepen its impact on student success, persistence, and completion.

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. These are the Student Learning Outcomes and Course Improvement Plans for our noncredit academic support and tutor training courses.*

Past Outcomes Improvement Plans	Progress Made
Maintain at least 70% performance on SLOs for tutor training courses	<p>All SLOs for LAC 931 (Level 1: Regular Tutor), LAC 932 (Level 2: Advanced Tutor), and LAC 933 (Level 3: Master Tutor) exceeded expectations, with 100% achievement across all sections in 2024–2025.</p> <p>Student Enrollment (2024–2025):</p> <ul style="list-style-type: none"> • LAC 931: [36] • LAC 932: [10] • LAC 933: [6] <p>This strong performance reflects several key factors: high-quality instruction, motivated students (who are actively tutoring while enrolled), and small class sizes that allow faculty to provide substantive interaction and individualized feedback. The LC will continue tracking disaggregated SLO data to ensure equity across tutor cohorts and identify any gaps that may emerge in future years.</p>

Commented [CL7]: Should be an accurate count

	<p>We plan to sustain this success through continued faculty collaboration, regular revision of curriculum materials, and alignment of tutor training with CRLA standards and AVC SERVES goals.</p>
<p>Find more effective ways to promote the LAC support courses (LAC 920, 922, & 923). Collaborate with Marketing, try asynchronous options, and explore other possibilities such as a Summer Bridge program.</p>	<p>Asynchronous sections continued to experience low enrollment (fewer than 10 students per session). Although faculty-led workshops on math study skills, managing math anxiety, and writing anxiety remain available, demand has not been strong enough to sustain course viability.</p> <p>Given continued under-enrollment and the shift in student preferences toward modular, skills-based workshops, the LC is evaluating whether these courses should be redesigned, scaled down, or deactivated. We are working with the Academic Achievement Committee and Institutional Research to examine:</p> <ul style="list-style-type: none"> • Demand by student population • DI group enrollment patterns • Feasibility of a noncredit learning support certificate • Whether a Summer Bridge model would produce stronger enrollment and completion outcomes <p>This assessment will guide whether these courses should evolve into a stackable noncredit certificate, remain workshop-based, or be formally retired through curriculum processes.</p>
<p>Develop a noncredit learning assistance course and/or certificate to support students learning how to use Generative AI effectively and ethically in their academic classes.</p>	<p>LAC 950: AI Essentials was successfully approved by the AP&P Committee and the Chancellor's Office for Fall 2025. The course successfully ran in Fall 2025.</p>

Catalog Description for LAC 950 :

LAC 950 introduces students to foundational concepts in Generative Artificial Intelligence (GenAI) and supports the development of digital literacy skills for academic success. Students learn how to use AI tools effectively and ethically within college coursework, including strategies for research, writing support, study skills, and academic problem-solving. The course emphasizes responsible use aligned with AVC’s academic integrity policies and prepares students to navigate evolving AI technologies in both educational and professional settings.

Next Steps:

Now that the first course has been approved, the LC plans to design a **second GenAI course** leading to a *noncredit Certificate of Competency in Generative AI*. This certificate will align with Vision 2030 priorities in technology, innovation, and digital fluency.

Due to AVC’s transition from **eLumen to CourseDog**, curriculum work on the second course will begin in **late Spring or early Summer 2026**. Upon completion of the first offering of LAC 950, faculty will review:

- SLO results
- Student feedback
- DI group participation
- Demand indicators

These findings will inform the structure and outcomes of the second course in the certificate sequence.

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
Hire five (5) hourly professional tutors	<p>While the hiring of professional tutors has not yet been finalized, substantial progress has been made toward achieving this goal. The Learning Center is currently collaborating with People, Culture, and Talent (PCT), formerly Human Resources, to develop a formal job description that aligns with AVC's classification framework and equity-centered staffing priorities. Establishing this classification is a critical step to ensure sustainable funding and clear role of delineation across academic support services.</p> <p>Data from the past academic year indicate a continued rise in tutoring demand, including a 27% increase in course-specific requests in transfer-level math, English, and high-level STEM courses. Because the community college model relies on peer tutors, AVC faces a persistent gap in advanced-course support: once students complete upper-level courses and are eligible to tutor them, they typically graduate or transfer. Hiring five Short-Term Hourly (STH) Professional Tutors directly addresses this structural limitation by providing stable, discipline-specific expertise that peer tutors cannot consistently fill.</p> <p>Professional Tutors will expand capacity in high-need areas, improve continuity of service across semesters, and strengthen academic outcomes for disproportionately impacted students identified in the Student Equity and Achievement Plan. This role also creates a formal advancement pathway for our strongest student tutors—supporting Vision 2030's workforce development goals while improving the quality and consistency of academic support available to students.</p>

<p>Continue to grow Learning Center services at the Palmdale campus and diversify our community offerings</p>	<p>This goal was partially achieved. The Learning Center has continued to expand its presence at the Palmdale Center by hosting regular Study Jam sessions and embedding tutors in key transfer-level courses. A dedicated team of tutors, desk assistants, and adjunct instructors have sustained core operations at the Palmdale Learning Center, ensuring continuity of student support and academic enrichment opportunities. In 2024–2025, Palmdale student participation increased by 18% compared to the prior year, and we plan to expand evening and weekend tutoring availability in 2025–2026 to meet growing demand</p> <p>Efforts to expand partnerships also continued; while initial collaboration with SOAR High School to provide CRLA tutor training did not materialize, the groundwork has been established for future alignment. Data from the past year show a steady increase in Palmdale student usage, underscoring the importance of continued investment to fully realize service expansion and community engagement goals.</p> <p>This work directly supports AVC’s Vision 2030 priorities by advancing equitable access to academic resources, fostering community partnerships, and ensuring that students at both campuses benefit from consistent, high-quality learning support.</p>
<p>Analyze Learning Center contributions to student equity and success with data dashboards and regular surveys</p>	<p>This goal was achieved and remains an ongoing focus of continuous improvement. Over the past year, the Learning Center has significantly enhanced its data capture and analysis processes to better evaluate its impact on student equity and success. Through collaborative efforts led by Dr. Sarah Harano and Chaz Lemley, the Learning Center now systematically tracks attendance, outreach participation, and both student and faculty feedback to identify service trends and inform program development.</p>

	<p>Additionally, Dr. Svetlana Deplazes is developing comprehensive Learning Center data dashboards to centralize and visualize key performance indicators, including course-level engagement, tutoring utilization, and outcomes for disproportionately impacted student groups. These efforts directly support data-informed decision-making and align with AVC's Vision 2030 priorities to advance equitable student success through evidence-based practice. Future goals include integrating survey data and dashboard analytics to inform equity-centered interventions, such as targeted outreach to DI groups underrepresented in tutoring participation.</p>
<p>Improve student success by more fully developing our partnerships with both the Athletics Department and the R.I.S.E. Program.</p>	<p>This goal was partially met. Our partnership with the Athletics program skyrocketed this Fall. Student athletes are required to spend at least 4 hours per week studying and receiving academic support (i.e. tutoring) in the Athletic Zone and/or the Learning Center in Sage Hall. Dr. Sarah Harano and Joshua Feldman have done much to foster student-athletes' sense of belonging and achievement in The Zone by creating a Canvas shell specifically for student-athletes and collaborating with other departments, such as the Transfer Center and Counseling. This collaboration resulted in a two separate day Transfer Workshop event geared to showcase the necessary steps to transfer. A total of 9 students attended. In collaboration with the Learning Center, Counseling and Athletics, a four-day registration series took place where 40 student athletes received updated educational plans followed by registration assistance for the upcoming semesters. The LC Team has been able to coordinate schedules effectively to ensure everyone's participation in growing The Zone and our work with student athletes. Moving forward, we plan to assess GPA and course completion data for student-athletes using The Zone compared to non-users, to quantify the impact of structured academic support.</p> <p>The R.I.S.E. program has not been consistent about the Learning Center requirements for their population, but we still serve R.I.S.E.</p>

students regularly with tutoring, independent study, and faculty led workshops. We've also participated in some productive R.I.S.E. tabling events. We will also work with R.I.S.E. leadership to formalize participation tracking and tutoring expectations, ensuring equitable accountability and consistent engagement for all students in the program

Part 3. Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO**	SLO**	OO (Service area Outcomes)				
#1	ILO 4. Career and Specialized Knowledge				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Hire five (5) hourly professional tutors Hire 2 additional adjunct faculty members, 1 replacement, and 1 for necessary growth.	Continue conversation with PCT and advertise positions by Summer 2025.	Positions filled and hires made.
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Advance equitable access to tutoring and academic support by using data to increase participation among disproportionately	Collaborate with Institutional Research and Equity offices to analyze tutoring participation	Increase in tutoring sessions among DI groups; reduced service gaps between DI and non-DI students;

						impacted (DI) student groups.	trends by DI group; implement targeted outreach and embedded tutoring strategies to close access gaps; use dashboards and survey data to monitor equity in service usage and outcomes.	improved success and retention rates for students utilizing tutoring services.
#3	ILO 2. Creative, Critical, and Analytical Thinking				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Increase LAC 950 enrollment and develop a second course to create a noncredit certificate program in academic GenAI use.	Collaborate with members of the Faculty AI Workgroup to develop the course, follow the curriculum process, and submit the course and the certificate program by Fall 2026.	Curriculum submitted and approved through AP&P. Enrollment increase documented in LAC 950; certificate program established.
#4	ILO 2. Creative, Critical, and Analytical Thinking				Goal #6 Success: Boost success rates by prioritizing the student experience.	Track and increase enrollment and success of students in transfer-level math and English	Collaborate with Institutional Research and faculty to identify and track students	Improved first-year success rates in transfer-level math and English; measurable

						through targeted Learning Center support.	enrolled in transfer-level math and English; implement targeted outreach, embedded tutoring, and data dashboards to monitor progress.	increase in tutoring sessions and distinct students served; higher engagement rates from tracked student cohorts; year-over-year gains in success metrics.
#5	ILO 4. Career and Specialized Knowledge				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Hire one (1) additional full-time Learning Center Specialist to manage apportionment, CRN registration, and tutoring session tracking across all three Learning Center locations	Work with People, Culture, and Talent (PCT) to create and classify a new Learning Center Specialist position; develop an updated staffing plan that aligns with increased apportionment processing and data tracking requirements; secure funding through apportionment revenue.	Position approved and filled; improved turnaround time for apportionment and CRN registration processing; reduced data-entry errors and workload strain; efficient and consistent tracking of tutoring sessions across all sites.

***If applicable for instructional areas*

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Adjunct Faculty (support multiple LC locations)	Goal #1	Repeat	Est \$45,704.00 (each)	Recurring	Ashley Hawkins
Technology	Learning Center Dashboards	Goal #4	New	\$10,000	One-time	Ashley Hawkins
Classified Staff (STH)	Professional Tutors	Goal #1	Repeat	Est \$19,416.00 (each)	Recurring	Ashley Hawkins
Classified Staff	Learning Center Specialist	Goal #5	New	\$86,210.96	Recurring	Ashley Hawkins

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

Data 2025 | Fall Summary for Program Review

- Total number of students served in the 2024-25 academic year (Fall 2024, Spring 2025, Summer 2025) and Fall 2025 to date (12/04/25).

Term & Location	Hours Completed & Students Served	Unique Students Served
Fall 2024 - Lancaster	2,519 hours of tutoring 23,318.5 hours of independent study	872 unique students 2,141 unique students
Fall 2024 - Palmdale	38.25 hours of tutoring 2,757.75 hours of independent study	47 unique students 410 unique students

*Fall 2024 - The Zone	2,596.75 hours of independent study	175 unique students
Spring 2025 - Lancaster	2,583 hours of tutoring 12,284 hours of independent study	768 unique students 1,662 unique students
Spring 2025 - Palmdale	27.5 hours of tutoring 2,215 hours of independent study	22 unique students 302 unique students
Spring 2025 - The Zone	868 hours of independent study	94 unique students
Summer 2025 - Lancaster	296.5 hours of tutoring 1,441.5 hours of independent study	127 unique students 195 unique students
Summer 2025 - Palmdale	70- hours of tutoring 293- hours of independent study	- unique students - unique students
*Summer 2025 – The Zone	N/A	N/A
Fall 2025 (To Date; 12/04/25) - Lancaster	2,132 hours of tutoring 16,209 hours of independent study	725 unique students 1,757 unique students
Fall 2025 (to date) - Palmdale	50 hours of tutoring 1,767 hours of independent study	28 unique students 280 unique students
Fall 2025 (to date) - The Zone	130.5 hours of tutoring 2,293.5 hours of independent study	45 unique students 144 unique students

**The Zone was closed during Summer 2025 for renovations.*

***Tutoring began being offered in The Zone during Fall 2025.*

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

Term	Academic Skills /SSBI	COMM/AI	DFST	MATH	Writing	*Classroom Presentations
Fall 2024	36	130	11	21	36	279
Spring 2025	43	93	26	7	34	203
Summer 2025	2	60	N/A	N/A	20	N/A
Fall 2025 (to date; 12/04/25)	12	118	26	10	42	251

**Classroom presentations are in-class workshops requested by the faculty teaching the class; they are not previously scheduled workshops.*

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

Term	Individual	Group
Fall 2024	695	224
Spring 2025	593	197
Summer 2025	94	24
Fall 2025 (To Date 12/04/25)	668	120

- # of classes with embedded tutors + subject areas.

Term	Tutors & Subjects
Fall 2024	31 Embedded Tutors – 45 Supported Courses ABDY 112, 122; AFAB 120; ART 132; BIOL 120, 201; CHEM 101, 110; COMM 101; DFST 101, 102, 201; ELEC 110, 120; ENGL 101; INT 201; PHIL 105H; POLS 101; THA 101, 101H, 239
Spring 2025	32 Embedded Tutors – 42 Supported Courses ABDY 112, 122; ACCT 111; AFAB 115, 220; BIOL 110, 120, 201; CHEM 110, 120, 210; COMM 101; DFST 101, 102, 202, 205; ELEC 110, 120; ENGL 101, 102, 103; MATH 150; THA 101
Summer 2025	4 Embedded Tutors – 4 Supported Courses AFMT 240; BIOL 201; COMM 101; DFST 101
Fall 2025	21 Embedded Tutors - 28 Supported Courses ABDY 112, 122; ACCT 201; AFAB 115, 120; ANTH 101L; BIOL 110, 201; CHEM 101, 110; CS 140; COMM C1000, C1000H; DFST 101, 102, 201; ELEC 120; ENGL C1000; INT 201

Commented [CL8]: Same as below for group. Assignment tends to be more direct to each course now and there's less overflow coverage for courses that tutors don't attend.

- # of classes with group leaders + subject areas.

Term	Group Leaders and Subjects
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Fall 2024	10 Group Leaders – 20 Supported Courses Group Session Attendance – 224 unique students BIOL 110, 120, 201; CHEM 101, 120, 210, 220; COMM 101; MATH 115, 135, 140; PHYS 120
Spring 2025	10 Group Leaders – 19 Supported Courses Group Session Attendance - 197 unique students BIOL 120; CHEM 101, 110, 120, 210, & 220; MATH 135, 250; PHYS 110; POLS 101, 103
Summer 2025	3 Group Leaders – 4 Supported Courses Group Session Attendance – 24 unique students Biol 202; CHEM 101
Fall 2025	9 Group Leaders – 11 Supported Courses Group Session Attendance – 120 unique students as of 12/04/25 BIOL 202; CHEM 101, 110, 210, 220; MATH 049, 149, 160; PHYS 120

Commented [CL9]: Number has been double checked. Less faculty seem to have requested tutors for multiple courses. Perhaps a blurb about assignment being more direct to each course with half attendance?

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

Term	Study Jam	# Lancaster Study Jams	# Palmdale Study Jams
Fall 2024	327 independent study and 59 tutoring	3	2
Spring 2025	241 independent study and 102 tutoring	3	2
*Fall 2025 (to date, 12/4/25)	334 independent study and 60 tutoring	3	2



Fall 2025 Program Review Report | Non-Instructional Areas

Department /Area Name: IERP	For Planning Years: 2026-2027
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Name of person leading this review: Dr. Svetlana Deplazes / Dr. Rebecca Farley

Names of all participants in this review: Dr. Svetlana Deplazes

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

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

The Office of Institutional Effectiveness, Research, and Planning (IERP) advances Antelope Valley College’s mission by serving as the central hub for institutional data, research, and analysis. The department provides decision-makers with accessible, reliable, and actionable information that strengthens evidence-based planning, accreditation, and continuous improvement efforts.

IERP ensures compliance with federal, state, and accrediting bodies by coordinating annual reporting processes, including IPEDS, ACCJC, and Student-Centered Funding Formula (SCFF) validations. It also supports the AVC’s strategic planning through alignment with Vision 2030, Achieving the Dream (ATD), and the Student Equity and Achievement Plan (SEP).

The department’s mission, to transform data into insight that empowers institutional learning and growth, remains central as IERP transitions into the Division of Equity and Student Achievement (ESA), deepening its role in promoting equity, access, and student success.

In the past year, IERP and Library Services have become an integral part of the newly established Division of Equity and Student Achievement (ESA), which also includes Student Equity and the Learning Center. This integration strengthens collaboration, allowing data, equity, and learning resources to operate in synergy to support student achievement and institutional effectiveness.

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.

During the 2024-2025 cycle, IERP demonstrated sizable institutional impact across compliance, analytics, and strategic planning domains.

a. Compliance and Reporting

IERP completed all major reporting obligations for the year, including:

- IPEDS fall, winter, and spring submissions
- ACCJC Annual Report and Institutional Set Standards Update
- Validation of SCFF data for state funding accuracy
- Coordination with Financial Aid and ITS for new Gainful Employment and Financial Value Transparency compliance requirements

Additionally, the office redesigned its compliance Reporting Calendars, enhancing transparency and tracking for state, county, and federal submissions.

b. Strategic Planning and Integration

In Fall 2024, the office finished coordinating the 2024 AVC Service Plan development (formerly the Educational Master Plan). The ESA Division aligned college targets with district and statewide initiatives (AVC SERVES, Vision 2030, and ATD). Participation in the Program Review Committee and Strategic Planning and Budget Committee deepened integration between resource allocation, equity goals, and institutional planning. IERP as part of ESA also supported the establishment of 2025–2026 Board priorities through data-informed goal tracking.

c. Institutional Research and Data Access

Between summer 2024 and summer 2025, IERP fulfilled 38 formal research requests through the Research Request Form (RRF), alongside numerous ad hoc inquiries. To further expand access to self-service analytics tools, IERP launched eight new dashboards and maintained 24 existing ones, covering metrics such as Fill Rates, Fall-to-Fall Persistence, FTES and Enrollment Comparisons, Demographic Comparisons across student, faculty, and staff groups, Program Awards, Program Review (academic and student services), AB 1705, etc.

d. Surveys and Assessment

IERP supported both internal and external surveys to assess student and program effectiveness. Major initiatives included Achieving the Dream Institutional Capacity Assessment (Fall 2024), CTE Outcomes Survey, CalWORKs, EOPS, Counseling, and Peer Evaluations, etc.

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?

Strengths:

- Leadership in compliance reporting and data governance
- Expansion of dashboards and accessibility of institutional data (8 new dashboards were created, 24 were maintained)
- Continued support in accreditation and planning integration
- Positive feedback from faculty and staff on data quality, usability, and responsiveness

Opportunities:

- Strengthen data literacy through re-established Data Coaching program and micro-trainings to help faculty, classified professionals, and administrators to increase data literacy and usage for program review and equity planning.
- Broaden equity-centered research by deepening disaggregated analyses of disproportionately impacted student groups. Improve data disaggregation practices to capture student identities (including multiethnic) better and prevent the underrepresentation of specific racial groups, such as Black/African American and Native American students, whose identities may be obscured within other categories. These efforts will enhance the accuracy of reporting on race/ethnicity and intersectionality, ensuring that all student populations are appropriately represented in institutional data.
- Integrate qualitative research (e.g., focus groups with Black, Latinx, LGBTQIA+, etc. students) and listening sessions to complement existing quantitative data and strengthen the narrative of student experiences.
- Collaborate with various departments to support the achievement of SEM Academy goals.

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?

Challenges:

- Persistent vacancies in key Institutional Research positions continue to strain departmental capacity. Key vacancies, Director of IR, Research Analyst, pose high risks to continuity and institutional compliance. Filling these roles is essential to maintaining momentum in analytics, research quality, and state and federal reporting.
- AVC's dependence on manual data processing and multiple external vendor platforms underscores the need for greater automation and integration. Building sustainable, homegrown data systems and password-protected dashboards will improve reliability, reduce reporting turnaround times, and ensure data continuity during staffing transitions. Strengthening AVC's data governance framework is critical to

ensuring consistent data definitions, improving data quality, and enabling timely access to accurate information across all institutional reporting and planning needs and processes.

To address these challenges, IERP will:

- Prioritize staffing stabilization by advocating for timely recruitment and onboarding of vacant Institutional Research positions and exploring cross-training opportunities to ensure operational continuity.
- Advance automation and system integration by collaborating with ITS and Administrative Services to develop homegrown reporting solutions that reduce manual processes, improve data reliability, and strengthen long-term sustainability.
- Enhance data governance through the establishment of clear data standards, definitions, and create office protocols to ensure consistency across institutional reports and dashboards.
- Expand disaggregation and equity analysis capacity by refining reporting methodologies to better represent multiethnic and smaller population groups, including Black/African American, Native American, and Latinx students. This will ensure that institutional decision-making is informed by accurate, inclusive data.

- 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)
Long-term vacancies in key Institutional Research positions continue to strain departmental capacity. These gaps limit the ability to respond to data requests in a timely manner, complete compliance reports, and advance new initiatives and reporting. The risk is high, as these vacancies directly affect institutional accountability and compliance with state and federal reporting timelines.	5
The need for improved integration across multiple data systems (Tableau, Precision Campus, Banner, and upcoming VAR reporting tools) presents an ongoing challenge.	3
AVC’s increasing reliance on manual data preparation and external vendor systems highlights the need for more automated, integrated, and sustainable data reporting solutions. Developing robust homegrown data systems and dashboards would enhance reliability, reduce turnaround time, and ensure data continuity despite staffing transitions. Strengthening the AVC’s data governance framework is essential to standardize definitions, improve data quality, and maintain consistency across institutional reports	4

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

Consider the following questions:

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

Aspirations:

ERP, as part of the ESA Division, seeks to be recognized as the cornerstone of a data-informed and equity-centered culture at Antelope Valley College, where information is universally accessible, reliable, and meaningfully applied to decisions at every level. Looking ahead, IERP aims to advance data democratization further and strengthen predictive analytics to support Strategic Enrollment Management (SEM), FTES forecasting, and the evaluation of Student Equity Plan (SEP) outcomes, ensuring data continues to inform equitable student success and institutional improvement.

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
Streamline/simplify dashboards and reports to increase data democratization/accessibility, and usage	<ul style="list-style-type: none"> • Developed and implemented a structured dashboard updates calendar to ensure regular data refreshes, version control, and transparency in reporting timelines. • Updated eight existing dashboards with the latest academic year (AY) and term data, ensuring accuracy and alignment with current institutional metrics and reporting cycles. • Designed and launched nine new dashboards, including student term profiles with term-to-term persistence, SEP (Student Educational Plan), enrollment comparisons, and other key areas supporting student success and operational efficiency. • Redesigned eight existing dashboards to improve layout, interactivity, and overall user experience. • In partnership with Precision Campus, expanded reporting capabilities and add more comprehensive institutional reports, enhancing both depth and scope of available analytics.

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
More informed usage of data for decision-making	<ul style="list-style-type: none"> • During 2024-2025, IERP made significant progress in advancing data-informed decision-making across the college. Through the expansion and enhancement of dashboards, improved access to data tools, and

	<p>increased training opportunities, faculty, classified professionals, and administrators are now better able to integrate data into planning, program review, and equity initiatives.</p> <ul style="list-style-type: none"> • In collaboration with data consumers, IERP customized dashboards to better align with departmental and institutional data needs, ensuring that information is both relevant and actionable. In many cases, data access manuals were developed by <i>data customers</i> to reflect their real-world needs and use cases, promoting shared ownership and understanding of institutional data. These efforts demonstrate measurable progress toward data democratization and the successful expansion of self-service analytics across the campus and its constituent groups. • This work remains ongoing. More data points are still needed to inform decision-making, and IERP will continue expanding its data visualizations and analytic tools to meet the growing programmatic and operational data needs of the college.
<p>More informed and focused improvements in college program and services</p>	<ul style="list-style-type: none"> • During 2024-2025, IERP continued to advance efforts to promote more informed and focused improvements in college programs and services through enhanced data availability, collaboration, and analysis. The office provided targeted data reports, dashboards, and program-specific insights that supported departments in evaluating outcomes, identifying equity gaps, and prioritizing improvement strategies. • Through regular engagement with faculty, classified professionals, and administrators, IERP strengthened the integration of data into continuous improvement processes. This work remains ongoing as the department continues to refine dashboards, expand accessibility, and ensure that data tools are responsive to evolving institutional needs. • What is still needed, however, is a more streamlined process for collecting and integrating student feedback about their college experience. Some listening sessions were conducted as part of the collegewide Achieving the Dream (ATD) and Opening Day initiatives under the umbrella of ESA, but this process requires further scaling and improvement to provide more consistent and actionable insights into student perspectives. • The 2025-2028 Student Equity Plan integrates student listening sessions as strategic interventions to help close equity gaps across various metrics and measures.
<p>A more informed IR Office for addressing college-wide data needs</p>	<ul style="list-style-type: none"> • During 2024-2025, significant progress was made in rebuilding and strengthening the Institutional Research (IR) team by leveraging existing institutional knowledge, professional expertise, and available resources. The interim dean provided leadership in sharing institutional experience and encouraging professional growth among junior staff. This guidance ensured operational stability during a period of

	<p>transition and maintained continuity in compliance reporting, data dashboards, and institutional data-informed decision-making support.</p> <ul style="list-style-type: none"> Professional development remained a high priority, with staff participating in training opportunities both within and outside the college. These experiences enhanced staff competencies in data analytics and visualization tools and reporting accuracy. Additionally, cross-training initiatives improved team collaboration and ensured that essential reporting functions continued uninterrupted even in the face of staffing vacancies. As a result, the small but dedicated IR team, though still severely understaffed, is now better equipped to meet institutional data and planning needs, respond to research requests efficiently, and contribute meaningfully to college-wide initiatives such as Strategic Enrollment Management (SEM) and Student Equity Plan (SEP) outcomes.
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Part 3. Based on Part 2 above, please list program/area goals:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PL O* *	SLO**	OO (Service area Outcomes)				
#1	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	Staff Professional development	Professional development of IR staff is necessary as new staff will be hired to fill existing vacancies	Individual training plans are developed for all new IR staff within their first 90 days. New hires demonstrate increased proficiency in key data tools, systems, and institutional processes (e.g., Tableau, SQL, Banner, Argos, IPEDS). Staff are able to independently complete core

								reporting and analysis tasks within six months of onboarding. Feedback from new staff and supervisors indicates that training effectively supports job readiness and professional growth.
#2	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.	Expand data availability and accessibility while building capacity for actionable interpretation and evidence-based decision-making	The IERP office will collaborate with existing vendors and strengthen internal capacity to maximize the availability, functionality, and usage of both internal and external data tools.	Robust self-service analytics tools are readily available to the campus community and effectively utilized
#3	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	Continue to expand the dashboard portfolio with new metrics tied to strategic priorities and plans	- Gather feedback from leadership, cross-functional teams, and data owners to identify strategic priorities, assess metric gaps, and validate the new metrics needed to enhance dashboard visibility and alignment	All high-priority strategic and Equity Plan metrics are integrated into the dashboard portfolio and validated by stakeholders. Video tutorials are added with evidence of

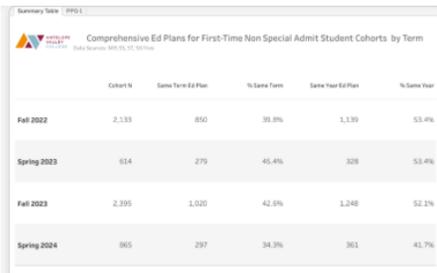
					students, employees, and the community.		<ul style="list-style-type: none"> - Publish and promote updated dashboards and tutorials through internal ESA communication channels to increase usage. - Create video tutorials that accompany the dashboard's metric definitions, explain new metrics, and include key questions users can apply to leverage insights for informed decision-making. 	<p>engagement (e.g., number of views, feedback).</p> <p>Reduction in reporting requests, demonstrating that the dashboards are meeting users' needs.</p>
#4	ILO 1. Communication				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Develop AVC Survey Calendar	Design a clear, user-friendly Survey Calendar that outlines the timing, purpose, and key milestones for all new and existing surveys, and develop consistent feedback mechanisms, such as surveys, focus groups, listening sessions, and informal check-ins, to elevate student perspectives.	<p>Share back findings with students to demonstrate how their input informs actions ("you said, we did"), reinforcing trust and participation.</p> <p>Stakeholder feedback is gathered regularly and based on identified needs, ensuring continuous refinement and relevance of the Survey Calendar</p>

***if applicable for instructional areas*

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Technology	Precision Campus	#2	Repeat	\$50,000	Recurring	Dr. Deplazes/ Dr Farley
Technology	Tableau Maintenance	#2	Repeat	\$5,000	Recurring	Dr. Deplazes
Professional development	Provide professional development and training opportunities for new Institutional Research (IR) staff to ensure effective onboarding and capacity building as vacancies are filled.		Repeat	\$10,000	Recurring	Dr. Deplazes/ Dr. Farley
Other	HEDS and Other Ongoing Memberships	#2	New	\$5,000	Recurring	Dr. Deplazes / Dr. Farley
Classified Staff	Research Analyst #2	#2	Repeat	\$95,000	Recurring	Dr. Deplazes / Dr. Farley
Technology	SPSS Subscription	#4	New	\$4,000	Recurring	Dr. Deplazes

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



Ed Plans
AVC IERP



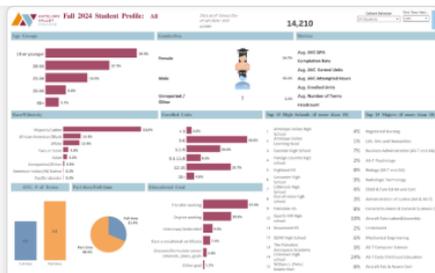
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Fall 2023 Profile
AVC IERP



☆ 0 👁 93



Fall 2024 Student Profile and Persistence
AVC IERP

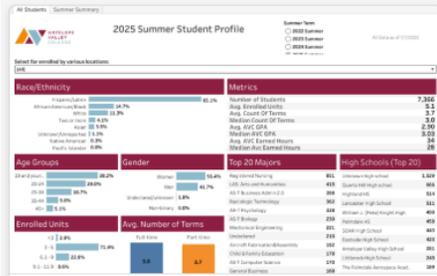


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AVC Factbook 2025
AVC IERP

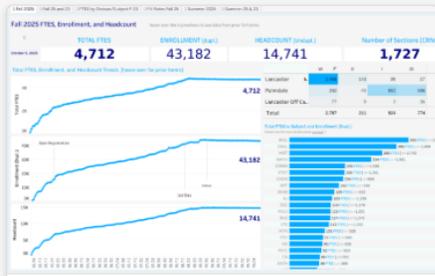
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Summer Student Profile
AVC IERP



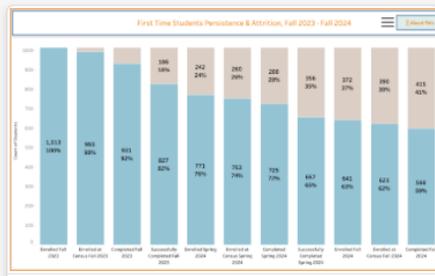
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2025 Fall and Summer FTES
AVC IERP



☆ 0 👁 871



Student Cohort Persistence Fall 2023 to Fall 2024
AVC IERP



☆ 0 👁 207



2025 Institution-Set Standards
AVC IERP

☆ 0 👁 206

Spring 2025 Student Profile
AVC IERP

☆ 0 👁 338

New

ENGL 101 and 901
AVC IERP

☆ 0 👁 326

New

FTES Trends
AVC IERP

☆ 0 👁 519

New

Demographic Comparisons 2024
AVC IERP

☆ 0 👁 147

New

2024 Student Equity Plan
AVC IERP

☆ 0 👁 41

New

Academic Program Review
AVC IERP

☆ 0 👁 3,197

Re-design

Student Services Program Review
AVC IERP

☆ 1 👁 535

Re-design

Basic Needs
AVC IERP

☆ 0 👁 199

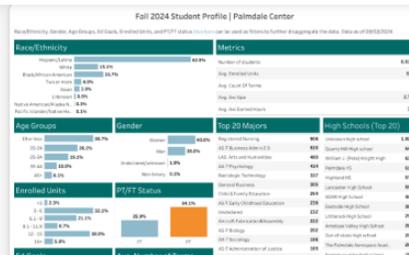
Re-design



SOAR

AVC IERP

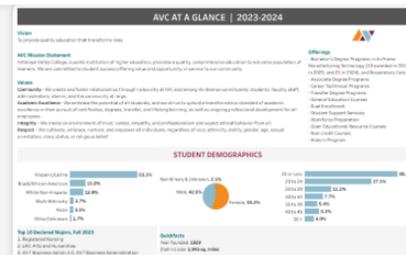
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Fall 2024 Student Profile | Palmdale Center

AVC IERP

☆ 0 👁 125



AVC AT A GLANCE

AVC IERP

☆ 0 👁 143



Program Awards

AVC IERP

☆ 0 👁 455

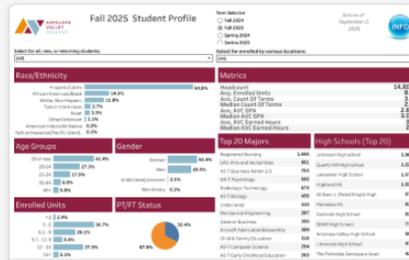


Rank	Major	Fall 2023	Fall 2024	Fall 2025
1	Regional Nursing	2,449 (12.7%)	2,446 (12.2%)	2,658 (12.7%)
2	LAS, Arts and Humanities	629 (4.7%)	703 (5.0%)	505 (2.4%)
3	AS-T Business Admin-Z	638 (3.9%)	729 (5.2%)	703 (4.7%)
4	AS Psychology	632 (4.6%)	640 (4.6%)	694 (4.7%)
5	Biological Technology	483 (3.9%)	562 (4.0%)	677 (4.3%)
6	ASL-Biology	354 (2.9%)	428 (3.0%)	457 (3.1%)
7	Aircraft Fabrication/Assembly	368 (2.9%)	409 (2.9%)	391 (2.8%)
8	General Business	326 (2.5%)	399 (2.9%)	391 (2.7%)
9	Electrical Engineering	300 (2.8%)	347 (2.8%)	396 (2.7%)
10	Undergrad	291 (2.8%)	303 (2.2%)	488 (2.8%)
11	Child & Family Education	311 (2.4%)	314 (2.2%)	333 (2.1%)
12	ASL-Early Childhood Education	310 (2.8%)	313 (2.2%)	261 (1.8%)
13	ASL-Computer Science	272 (2.2%)	279 (2.0%)	293 (2.0%)
14	LAS-Social Behavioral Science	267 (2.0%)	267 (2.0%)	349 (2.0%)
15	ASL-Technology	261 (2.0%)	255 (1.8%)	238 (1.8%)
16	ASL-Subsistence of Justice	248 (1.9%)	252 (1.9%)	236 (1.8%)
17	ASL-Paralegal	233 (1.7%)	240 (1.7%)	271 (1.8%)
18	Accounting & Business Cert	228 (1.7%)	239 (1.6%)	343 (2.0%)
19	Administration of Justice	228 (1.7%)	176 (1.2%)	251 (1.4%)
20	ASL-Studio Arts	177 (1.3%)	174 (1.2%)	146 (1.0%)
21	Electrical Engineering	146 (1.1%)	152 (1.1%)	201 (1.4%)
22	Medical Assistant	140 (1.1%)	146 (1.2%)	143 (1.0%)

Student Majors

AVC IERP

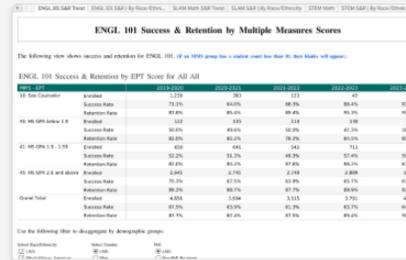
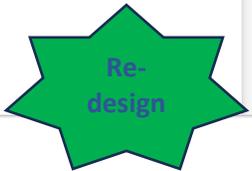
☆ 0 👁 69



AVC Student Profile

AVC IERP

☆ 0 👁 4,375



AB1705 Dashboard

AVC IERP

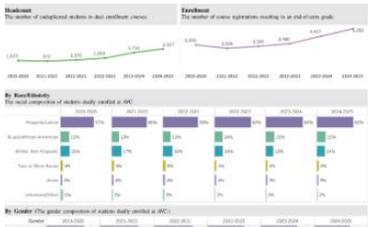
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Service Area Demographics 2024

AVC IERP

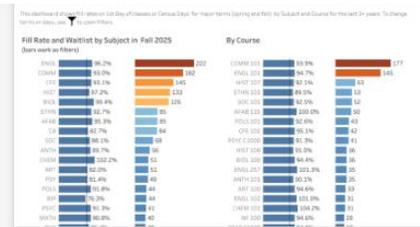
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Special Admit Students

AVC IERP

☆ 0 👁 467



Fill Rates for Major Terms

AVC IERP

☆ 0 👁 371



K-12 Enrollment and Projections

AVC IERP

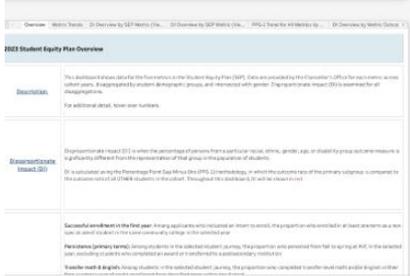
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Placement Dashboard

AVC IERP

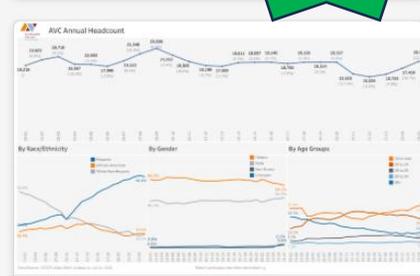
☆ 0 👁 527



Student Equity Plan (SEP) 2023

AVC IERP

☆ 0 👁 1,322



AVC Annual Headcount

AVC IERP

☆ 0 👁 502



Student Support Services

AVC IERP

☆ 0 👁 482





Fall 2025 Program Review Report | Non-Instructional Areas

Department /Area Name: Equity/A2MEND For Planning Years: 2026-2027

Name of person leading this review: Alberto Mendoza González Larreynaga

Names of all participants in this review: Alberto Mendoza González Larreynaga and Golden Hicks

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 A2MEND Program clearly aligns with AVC’s mission and the Board of Trustees’ strategic priorities by directly addressing the needs of one of the institution’s most disproportionately impacted student populations. Black and African American male students consistently experience DI across enrollment, transfer-level English and math completion, persistence, and degree attainment, as outlined in the 2025 to 2028 Student Equity Plan. A2MEND’s purpose is tightly woven into the College’s race-conscious approach to equity, which emphasizes belonging, representation, institutional capacity building, and targeted resource allocation. These commitments are central to the College’s broader equity work and to the statewide directive under Vision 2030 to eliminate equity gaps.

The program’s integration with the HUB, Equity Department, Equity and Student Achievement Division, and student support services directly advances the AVC SERVES framework by removing procedural barriers, fostering inclusive environments, improving awareness of campus tools, and increasing community engagement. A2MEND’s focus on leadership development, mentorship, and culturally relevant academic support reflects best practices identified in national research for improving outcomes among men of color in higher education. Its intentional design positions it as a critical component of AVC’s strategy to improve persistence, completion, and transfer rates for DI groups.

Furthermore, the program contributes to Board Priority 1 (Enrollment and FTES) through recruitment and high participant retention, Board Priority 2 (Transfer-level Math and English Completion) through structured academic support, Board Priority 3 (Career Readiness) through leadership and professional development, and Board Priority 4 (Community Engagement) through service activities and partnerships. The program’s purpose is therefore fully aligned with the mission of providing opportunity, cultivating success, and serving the broader Antelope Valley 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.

A2MEND contributes to the Antelope Valley College mission by fostering student success and ensuring equitable access to educational opportunities for a diverse population of learners. Currently in a phase of active rebuilding and membership growth, the program focuses on empowering Black and African American male

students through a brotherhood-based support structure. Rather than serving the entire demographic at large, A2MEND engages a dedicated, growing cohort, the program records 15 active club members and 45 course enrollments, while remaining open to all students seeking to be part of the A2MEND program. To promote persistence and academic achievement, the program offers advisor meetings, faculty-to-student mentorship where expansion is in the works, relevant field trips that is in the mission of the college and A2MEND such as HBCU Caravan, HBCU Tour, and Umoja Conferences, Men of Color Conference, and others, community service, and peer networking. Additionally, A2MEND leverages institutional resources through collaboration with the HUB, Student Services, and Equity and Student Achievement division, i.e., the Library and the Learning Center, connecting students to transfer advising, mental health resources, and basic needs services to remove barriers to completion,.

Measures of Success

Success is quantified through GPA trends, transfer and degree completion, and participation rates in A2MEND activities. Year-in-Review data for 2024-25 show that A2MEND participants achieved a mean GPA of 2.8 and a 63 percent fall-to-spring persistence rate; surpassing the 2.3 GPA and 58 percent persistence average for African American males college-wide.

Demographic Comparison

AVC’s Fall 2025 student body (14,806 students) is 64.9 percent Hispanic/Latine and 14.8 percent Black/African American, with 43.5 percent male and 54.4 percent female enrollment. A2MEND’s cohort mirrors the campus’s male representation but disproportionately serves African American students, addressing documented equity gaps in persistence and first-year completion.

A2MEND and AVC Students Comparison

Dimension	A2MEND (Spring 2025) Source: A2MENDARGOS Report	AVC Overall (Spring 2025) Source: Student Services Program Review Data Dashboard 2024-2025
Cohort size	15 students from fall 2024 to summer 2025 semester	13,641 students enrolled at AVC in Spring 2025
Gender distribution	100% male	43.0% male, 54.5% female, 2.5% other/unreported
Ethnicity – African American/Black	African American/Black – 9 (60%); Hispanic/Latinx – 3 (20%); Two or more races – 3 (20%)	14.3% African American/Black, 63.9% Hispanic/Latinx, 12.7% White, 9.1% remaining ethnicities
Mean cumulative GPA	2.63 mean GPA in Spring 2025	2.81 mean GPA in Spring 2025

Progress Toward Program of Study Completion	Mean progress toward program completion: 68%	79.1% progress toward program of study completion at AVC in Spring 2025
Support services participation	2 in EOPS, 1 Foster Youth, 0 in CalWORKs, 0 Veterans	Among AVC students overall in 2024–25 with support service data: 666 in EOPS, 1,131 Foster Youth, 413 in CalWORKs, 310 Veterans (Student Services Program Review for 2024 – 2025)
Educational Plan	15 out of 15 had an educational plan on file (100%)	Information available from IERP Ed Plans dashboard (Comprehensive Ed Plans for First-Time Non Special Admit Student Cohorts by Term) has Fall 2023 cohort at 52.1% (n = 2,395) and Spring 2024 cohort at 41.7% (n = 865).

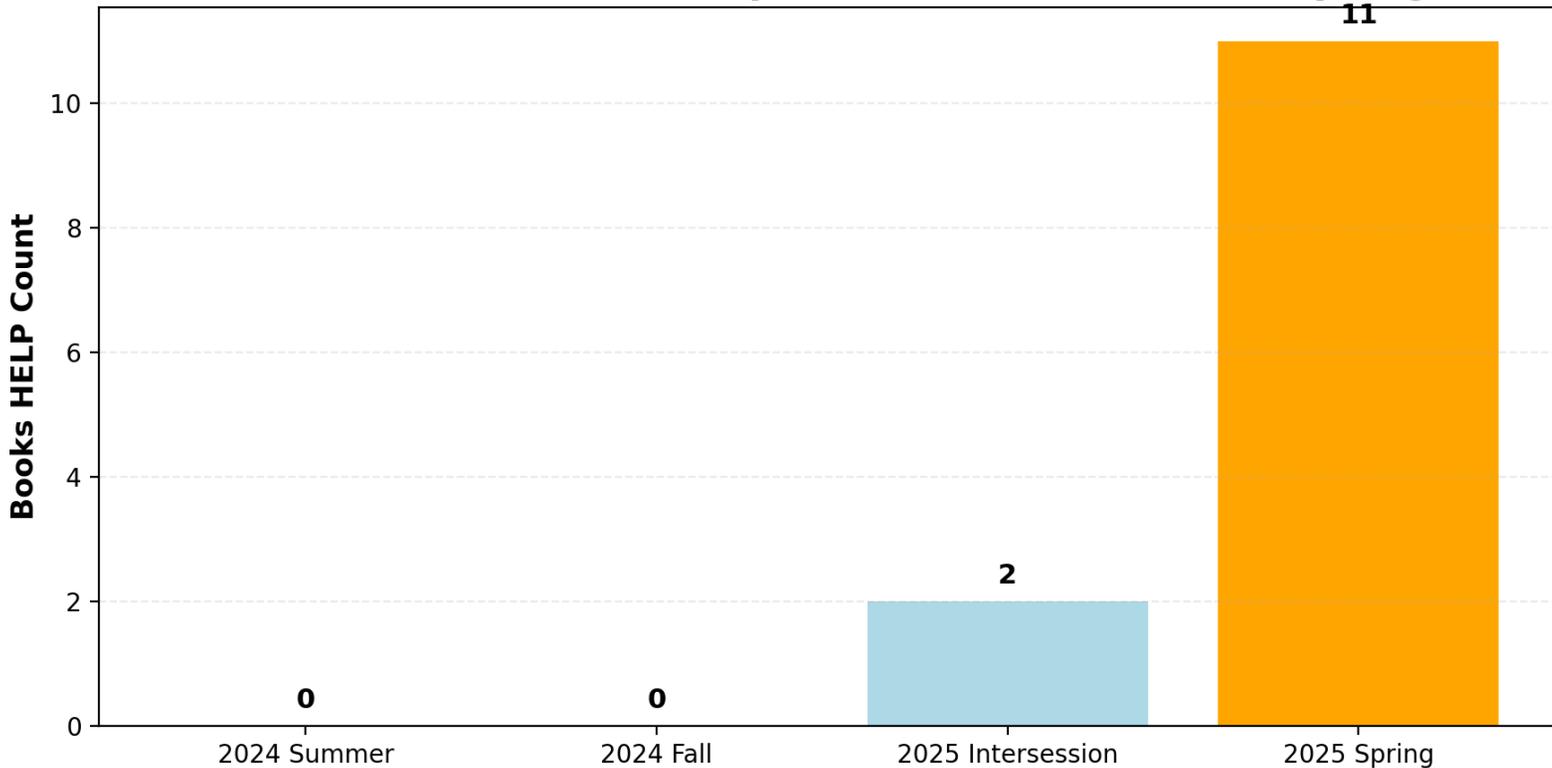
Equity Gaps and Trends

Disaggregated Equity Plan data show that African American/Black students continue to experience very low transfer-level math completion (9 percent vs. 18.5 percent overall per the 2024 Student Equity Plan) and three-year completion rates below the college average. Over the past year, A2MEND’s retention rose from 74 to 77 percent and persistence by five percentage points, correlating with the launch of mandatory study halls and expanded mentorship activities.

A²MEND Key Program Metrics (Fall 2024 – Summer 2025)

Category	Metric	Value	Year
Membership	A ² MEND program/charter members	15 students	2024–2025
Membership	Student leadership officers	5 officers	2024–2025
Ethnicity	Students’ ethnicity	African American/Black – 9; Hispanic/Latinx – 3; Two or more races - 3	2024–2025
Educational Plans	Students with an Educational Plan	15 of 15 (100%)	2024–2025
Progress to Completion	Mean progress toward program completion	68%	2024–2025
Academic Performance	Mean cumulative GPA	2.63	2024–2025
Transfer	Students who transferred	2 – U.C., Davis, and CSU, Sacramento	2024–2025
Degrees Earned	Students who completed a degree	3 (2 transferred; 1 graduated without transferring)	2024-2025
Other student associations	Students part of other AVC programs/groups	13 – Umoja; 5 – Dreamers; 1- Veteran dependent; 1 – MESA; 2 - Puente	2024-2025
Special Populations	Special Populations Participation	2 – EOPS; 1 – Foster Youth	2024-2025

A2MEND Books HELP Count by Term (Summer 2024 - Spring 2025)



Critical Finding: A2MEND produces strong on-ground outcomes (91.89% success/retention) but experiences a pronounced online drop (50% success/retention). The modality gap of approximately 42 percentage points is the single most impactful factor affecting program outcomes. Some ways to address this gap are the following:

- **Adopting Best Practices:** A2MEND advisors and associated faculty should utilize professional development opportunities focused on "best practices in online instructional pedagogy" and course design. This includes training on how to foster "substantive interaction" and "meaningful student engagement" in online environments.
- **Advisor Training:** The A2MEND 2024-2025 Nova Plan includes funding for advisor training to "sharpen our strategies". This training should be specifically targeted at online engagement tools to ensure the "brotherhood" and "sense of belonging" are communicated effectively through digital channels.
- **Cross-Trained Mentors:** Future priorities include expanding the peer mentorship network with "cross-trained student mentors". These mentors should be specifically trained to support online peers, helping them navigate Canvas and stay connected to the group virtually.
- **Online Academic Support:** While A2MEND students can take part in tutoring at the HUB, the program must actively refer online students to the Learning Center's online tutoring options and inform them of NetTutor as an online tutoring resource that can be used via Canvas. The Educational Service Plan notes that future tutoring will be a mixture of face-to-face and Zoom sessions. Ensuring A2MEND students utilize the tutoring available in gateway courses is critical for remote learners by ways of check-ins and an early-alert system.
- **Monitor "Falling Off" Points:** A2MEND will implement an early alert system to identify when students are "falling off their program plans." A2MEND will devise an

early alert system using "A2MEND announcements"; this should be aggressively applied to online students who miss assignments or log-ins early in the semester and do check-ins in early parts of the semester, midterm time, and before the withdrawal dates. Noting the low mathematics success rates, working with the Dean of Math, Science, and Engineering will take place in finding experienced faculty to work with A2MEND students in a similar fashion that math Umoja-fied faculty would with the Umoja program. Work in collaborating more with the Learning Center to provide referrals for their online and in-person tutoring in mathematics, while also reminding students about NetTutor (online based tutoring available in Canvas shell courses).

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

Use the following questions to guide your analysis:

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

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

Consider the following questions:

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

• **Professional Development at UC Berkeley:** Two coordinators attended the A2MEND Student Charter Advisor Training at the Haas School of Business, University of California, Berkeley, on August 6–7, 2025,. The training focused on critical operational and theoretical areas, including African American Male Theory (AAMT), NOVA reporting roles and responsibilities, and strategies for charter institutionalization. Coordinators also participated in a "Year in Review" analysis to align future program goals with state requirements.

• **Success in Traditional Modalities:** The A2MEND program with 15 students demonstrated a high level of academic success in face-to-face instruction, achieving a 91.89% Retention and Success Rate in Non-Distance Education Courses in Spring 2025. (CCCCO DataMart Data – Spring 2025 – A2MEND Student Outcomes). Based on the Spring 2025 course retention and success data, the 91.89% figure highlights a significant disparity between instructional modalities for A2MEND participants. While the cohort excelled in face-to-face settings, their performance in online coursework was markedly lower, providing the statistical justification for the program's focus on "aggressive" early alerts for online students.

A2MEND Spring 2025 Performance Breakdown The data reflects the academic outcomes of the program's active cohort (approximately 15 members) across 45 total course enrollments:

- **Face-to-Face Success (Non-Distance Education):** A2MEND students achieved a 91.89% retention and success rate in traditional classroom settings. Out of 37 enrollments in this modality, 34 were successfully retained and completed.
- **Online Challenges (Delayed Interaction):** In contrast, the retention and success rate for A2MEND students in internet-based courses dropped to 50.00%. Out of 8 online enrollments, only 4 were successfully retained and completed.

Contextualizing the Success

- **Outperforming General Trends:** The 91.89% face-to-face success rate for A2MEND students is notably higher than the general campus-wide face-to-face success rate, which was 75.2% in the preceding Fall 2024 term.

• **Broader Demographic Comparison:** The A2MEND cohort's struggle with online courses (50.00% success) mirrors a broader equity gap at the college. For the Fall 2024 semester, the general success rate for African American students in online courses was 56.1%, the lowest among all reported ethnic groups for that modality. Strategic Implication This sharp contrast—91.89% success in person versus 50.00% online—directly supports the A2MEND Nova Plan's directive to implement an early alert system specifically designed to be "aggressively applied to online students who miss assignments or log-ins early in the semester". The data indicates that while the "brotherhood" and in-person mentorship model is highly effective for traditional instruction, the digital disconnect remains a critical "falling off" point for these students.

• **Strong Program Structure and Focus:** The A2MEND program excels at cultivating a "sense of campus connection and belonging" and brotherhood for men of color by maintaining a culturally affirming environment through "weekly hybrid charter meetings" and study sessions in the HUB and Umoja Village. The program's structure is intentionally intersectional; during the intake process, students are connected to a broader support network that utilizes the existing efforts of affinity partners, including Umoja, Puente, and the Dreamers Center. This immediate introduction to campus resources ensures that participants are not only supported by A2MEND but are also integrated into the wider campus community. the "sense of campus connection and belonging" is measured through a combination of qualitative engagement practices (such as the meeting rituals you mentioned) and quantitative retention metrics.

Here is how these concepts are operationalized and measured:

Qualitative Measurement: The "Check-In" and Mantra (A2MEND NOVA Plan)

The program utilizes high-touch, culturally affirming rituals to gauge belonging in real-time.

1. **Weekly Check-Ins:** The "weekly hybrid charter meetings" serve as a primary measurement tool for student well-being. Time is specifically devoted to "checking in," where each student updates the group on their status to let the "brotherhood" know how they are doing and identify necessary support.
2. **Holistic Assessment:** These check-ins allow coordinators to qualitatively measure how things are going in specific areas, including school, home, and mental care, thereby ensuring the environment remains "supportive and culturally affirming."
3. **Culturally Affirming Environment:** The reading of the mantra and the structure of the meetings are designed to instill a "sense of 'I CAN'" and the belief that success is possible, which is a core qualitative indicator of the program's impact on student mindset.

• **Student Support:** A2MEND has advisors (currently three where one is a faculty member, one is a program specialist, and one is an administrator) who assist in academic support, cultural enrichment, career guidance, and crucial referrals to financial and basic needs resources. Warm handoffs are provided to students at Financial Aid, Student Health, Office for Students with Disabilities, EOPS, Basic Needs, other affinity groups, ASO (for roles in student government and emergency grant information and application), The Learning Center, and the library.

• **Leadership Development:** A2MEND students demonstrate active leadership, serving as club officers, ASO Vice President of Equity and Student Achievement, UFW Fellows, and campus ambassadors, embodying the program's mission through representation and service.

Leadership Curriculum and Resource Integration:

1. **Multimedia Engagement:** To reinforce the "brotherhood" and connect students with broader perspectives, A2MEND videos featuring A2MEND leaders and past speakers are played during meetings. This practice brings the insights of the statewide organization directly into the local charter, complementing the "Barbershop Talks" format where "real talk" and "judgment-free dialogue" are prioritized. These videos serve as a digital extension of the "mentorship and peer guidance" core service, exposing students to thought leaders beyond the immediate campus.
2. **Practical Application:** Discussions incorporate parts of the book "LIFE SKILLS: How to Cook, Clean, Manage Money, Fix Your Car, Perform CPR, and Everything in Between." This text directly supports the program's mandate outlined in the Nova Plan to provide workshops on "financial literacy," "workforce

preparation," and the development of students' awareness of their "roles and responsibilities as young adults." By addressing these practical competencies, the meetings help transition students into independent adulthood and professional environments.

• **Measurable Outcomes:**

1. Academic Success and Transfer: From a cohort of 15 active A2MEND student members, the program successfully facilitated three key completion outcomes: one degree graduation and two transfers to four-year institutions (UC Davis and CSU Sacramento).
2. Professional Development and Conference Engagement: 12 students from diverse areas such as A2MEND, Umoja, Dreamers, Puente, STEM Club, and MESA, demonstrated leadership and professional growth by participating in the Men of Color Action Network (MOCAN) Conference: "Elevating Diverse Masculinities" at Santa Monica College on May 9, 2025. To address economic barriers and ensure professional readiness, the program utilized budgeted funds to provide guidance on professional dress and donated business attire to students who did not own suitable clothing.
3. Culturally Responsive and Holistic Support: Leveraging the program's intersectional partnership with the Umoja Community, students engaged in the following retention activities:
 4. ◦ Statewide Networking: Attendance at the Umoja XX Conference (October 31 – November 2, 2024).
 5. ◦ Community Building: Consistent participation in "Porch Talks" during the Fall 2024 and Spring 2025 semesters to foster peer-to-peer connection.
 6. ◦ Mental Wellness: Completion of breathwork sessions facilitated by a trained counselor throughout the 2024–2025 year to support emotional regulation and mental health.
 7. ◦ Advocacy: Active engagement in Black Student Success Week events (April 21–25, 2025).
8. Intersectional Resource Utilization: Recognizing the diverse identities within the cohort, five members actively utilized cross-campus resources, including the Dreamers Center's "Platicas con Proposito" (Talks with a Purpose). These sessions provided critical Measurable Outcomes regarding financial literacy, federal and state immigration updates, and resource navigation for undocumented students.

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

Consider the following questions:

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

The AVC A2MEND Charter has demonstrated significant success in fostering a supportive, culturally relevant environment that contributes directly to improved retention and development among men of color, primarily African American males.

1. High Retention and Success Rates (15 A2MEND students): The program demonstrated a Spring 2025 Credit Course Retention Rate of 84.44% for A2MEND participants. The corresponding success rate was also 84.44%. This performance demonstrates the efficacy of the program's retention strategies, particularly within non-distance education methods (91.89% retention/success rate). (CCCCO DataMart – Spring 2025 – A2MEND)
2. Culturally Affirming Environment: The program successfully creates and maintains a supportive and culturally affirming environment that increases a sense of belonging. A key practice is the Barbershop Talk Series, which provides "bold, unapologetic, and empowering spaces" for discussing critical issues such as mental health, relationships, manhood, and academic success, promoting personal growth and brotherhood. (A2MEND NOVA Report)
3. Holistic Student Development: A2MEND integrates various high-impact practices and critical supports, leadership development opportunities, career and transfer guidance and referral, and academic support strategies from advisors and referrals to college services. The ultimate qualitative performance outcome is instilling the sense of "I CAN" in participants. (End-of-Year Review Report – A2MEND)

4. Leadership and Civic Engagement: A2MEND members are active campus ambassadors, serving as club presidents, ASO Vice President of Equity and Student Achievement, and UFW Fellows. Furthermore, A2MEND students actively volunteer at key Equity events, demonstrating civic engagement and service to the campus community (e.g., VRC’s Memorial Day BBQ, Black Pre-Commencement Celebration, and Juneteenth). (End-of-Year Review Report – A2MEND)

Volunteer Events A2MEND students served the campus community by volunteering at the following specific events:

- VRC’s (Veterans Resource Center) Memorial Day BBQ (278 students, faculty, staff, and community partners) - 1 A2MEND volunteer
- Black Pre-Commencement Celebration (21 students and 48 family guests) – 2 A2MEND volunteers
- Juneteenth Celebration (300 students, faculty, staff, and community partners) – 3 A2MEND volunteers

5. Targeted Support and Resource Referral: The program utilizes the Charter Advisor and Executive Student Cabinet to connect students with essential resources such as the AVC Basic Needs Program, EOPS, the Learning Center, Veterans Resource Center, Library, Books HELP, and external scholarship opportunities, addressing financial stability, food insecurity, and housing needs.

Consideration	Description	Actions to Close Equity Gaps
Opportunity 1: Scaling Impact & Recruitment	Create more recruitment opportunities. The number of student members reported was 12 for Fall 2024 to Spring 2025. There is a large opportunity to increase participation among African American and Hispanic/Latine students to better close equity gaps systemically.	Increase targeted recruitment efforts in partnership with K-12 outreach initiatives and community-based organizations. Utilize success data (84.44% retention/success) in promotional materials to draw in prospective students.
Opportunity 2: Academic Achievement	The program's mean Cumulative Grade Point Average (CGPA) is 2.63. While retention is high, opportunities exist for targeted interventions to raise the mean CGPA and accelerate progress toward graduation and transfer.	Create structured study sessions opportunities and seek collaboration with the Learning Center. and integrate study skills/time management workshops into the weekly charter meetings to improve overall academic performance.

- 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)
Key high-impact activities designed to enhance professional well-being and transfer, such as College Tours (Northern/Southern California UC/CSU) and attendance at the Men of Color Conference, rely heavily on specific grant funding (A2MEND Fund 1). Another way to assist in this is by more local exposure of universities and colleges such as CSUB-AV, alumni connections from UC, CSU, and private universities graduates, and co-programming with other affinity groups, as is currently done with Umoja. Note: If this funding stream is reduced or ends, these critical student enrichment opportunities would cease.	5

<p>The program relies on the Charter Advisor and faculty/staff connections to provide advising, counseling services, and resource referrals. As membership grows (Opportunity 1), the demand on the current team's bandwidth for one-on-one meetings and providing comprehensive support for academic and basic needs referrals will increase. There will be a need for additional mentors, alongside collaboration with the Umoja counselor.</p>	<p>4</p>
<p>Significant Modality Gap in Online Success and Retention (50 percent online vs. 91.89 percent on-ground) - A2MEND students show strong outcomes in face-to-face courses, but online success and retention drop to 50 percent, a 42-point gap. This presents a structural risk to the institution because online enrollment continues to grow districtwide, and the disparity directly widens equity gaps for African American male students. Without improved online engagement systems, digital case management, and staff training in online pedagogy, students taking online classes remain at high risk for course failure, withdrawal, and reduced persistence.</p>	<p>4</p>
<p>Low Mean Cumulative GPA (2.63) and Inconsistent Academic Momentum Toward Completion - Although A2MEND demonstrates strong retention, the program's mean cumulative GPA of 2.63 signals that many students are progressing but not at a level that ensures timely completion, transfer eligibility, or competitive access to four-year institutions. This creates an institutional risk because lower GPAs slow academic momentum, reduce qualification for transfer pathways, limit access to financial aid tied to satisfactory academic progress, and widen equity gaps among African American male students whose college-wide outcomes already fall below institutional averages. The data also show that academic progress toward completion is at 68 percent, confirming the need for more structured study support, tutoring integration, and academic skill-building.</p>	<p>4</p>

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 AVC A2MEND Charter's aspirations are firmly rooted in driving quantifiable improvements in student outcomes and institutional equity gaps, ensuring the program is known as a critical engine for success for men of color alongside aligning with Vision 2030 and the 2025-2028 SEA Plan's commitment to eliminating equity gaps. The program also seeks to increase membership to serve more of AVC's men of color. (2025-2028 SEA Plan and A2MEND NOVA Plan 24-25)

1. Retention and Persistence Excellence: The program aspires to maintain and build upon its high retention success by consistently meeting or exceeding institutional and state goals.

- Metric Goal: Maintain the strong overall Credit Course Retention Rate (currently 84.44%) and specifically improve non-distance education retention rates (currently 91.89%). (CCCCO DataMart – Spring 2025 – A2MEND)
- Metric Goal: Using the baseline of 15 students, achieve a 20% increase in the number of A2MEND charter participants retained from year 1 to year 2. (A2MEND NOVA Plan 24-25)
- Metric Goal: Achieve a minimum 20% increase in the number of A2MEND charter participants who persist from the fall to the spring semester. (A2MEND NOVA Plan 24-25)

2. Academic Achievement and Completion: A2MEND aims to accelerate members' academic progress, ensuring that participants are successful scholars destined for completion and transfer.

- Metric Goal: Increase the program's mean Cumulative Grade Point Average (CGPA) to meet the student profile in Spring 2025 - 2.81, moving beyond the current mean of 2.63.
- Metric Goal: Significantly increase by 20%, as noted in the NOVA A2MEND 2024 – 2025 Plan, the Mean Progress toward Program of Study Completion (currently 68%) by ensuring students utilize academic support strategies and tutoring services.
- Metric Goal: Achieve the Vision for Success goal of increasing the number of students annually who acquire associate degrees, credentials, or certificates that prepare them for in-demand jobs by at least 20 percent. The baseline is 3 students, so a 20% increase is targeting 4 student completions/transfers for the next academic year.

3. Transfer Leadership and Advancement: The charter seeks to substantially increase the pipeline of African American and Hispanic/Latine students transferring to four-year institutions.

- Metric Goal: Meet the Vision for Success goal of increasing the number of students systemwide transferring annually to a UC or CSU by 20 percent. Similar to aspiration 2, the baseline is 3; hence a 20% increase would have 4 A2MEND students transferring to a UC or CSU.
- Qualitative Aspiration: To instill the powerful sense of "I CAN" in every young man, cementing the belief that anything is possible, which is a key performance outcome of the High Impact Practices objective. The program aspires to cultivate a deep and enduring sense of possibility in every participant by building an environment where mentorship, cultural affirmation, leadership development, and holistic support converge to reinforce the message that students are capable of achieving their goals. Through the building of comprehensive mentorship structures, including trained mentors, peer-to-peer guidance, and intentional matching practices, students will develop confidence by both receiving and providing support. Culturally grounded spaces such as Barbershop Talks and weekly check-ins further strengthen this belief by offering empowering environments where students can speak openly, feel affirmed, and experience genuine brotherhood. Leadership opportunities, college tours, and participation in statewide conferences such as the A2MEND Conference and Men of Color Conference, other conferences from other affinity groups and college programs, expose students to academic and professional pathways that expand their vision of what is attainable. Academic study halls, mandatory tutoring, skill-building workshops, mental health programming, and access to basic needs resources, the Library, The Learning Center services, and other resources and program from Student Services, remove barriers that undermine student confidence. Together, these practices create a developmental pathway that encourages each young man to internalize the belief that students can succeed, contribute, and lead within and beyond the college.

4. Equity Gap Reduction: The ultimate aspiration is for A2MEND to be recognized as a critical program that helps the college reduce equity gaps across all measures by realizing faster and better improvements among traditionally underrepresented student groups. This includes fostering institutional change that supports the success of African American faculty, staff, and administrators.

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

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

Past Outcomes Improvement Plans	Progress Made
N/A – Previously part of General Equity Program Review and prior to that the program was under LACA.	

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
Strengthen first-year retention and academic progress.	The program is making progress in tracking retention, with an objective to increase retention and strive for 90% since last academic year's it was 84.44% (CCCCO DataMart – Spring 2025 – A2MEND). The mean GPA for 15 participants was 2.63.
Support GPA growth through mentoring, tutoring collaboration, and accountability structures.	Mentoring is a core service. The program utilized advisors for mentoring and held weekly hybrid meetings where students discussed how to support one another, including tutoring. Peer mentoring is a goal to have in the spring 2026 semester to better assist members in the program in succeeding with the college's metrics. 15 students have currently been served and looking to expand as stated earlier.
Develop Leadership.	A2MEND students served as campus ambassadors/volunteers and held key leadership roles, including club presidents, ASO Vice President of Equity and Student Achievement, a UFW Fellow, student workers, and athletes. Expanding students being in leadership positions across campus and local community is a goal to be expanded upon with consistent advisors and having a complete academic year to meet this goal. Events in which students served as campus ambassadors/volunteers were the VRC's Memorial Day Event, Black Pre-Commencement Event, and Juneteenth.

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 Reduce equity gaps across all measures	ILO 3. Community /Global Consciousness				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Increase Persistence, Retention, and Sense of Belonging among all students, especially our Hispanic/Latine students, Black/African-American, and White, non-Hispanic students which are our top three students with	Maintain bi-weekly, culturally affirming charter meetings with advisors and counselors implementing structured "checking in" during weekly hybrid meetings to provide support and encourage peer support. Reintroduce the culturally affirming	With the baseline of 15 students, achieve a 20% increase in charter participants retained from year 1 to year 2. Achieve a 20% increase in charter participants who persist from fall to spring semester.

						respect to race/ethnicity at AVC.	Barbershop meetings and Talk Series.	
#2 Transfer and Completion	ILO 4. Career and Specialized Knowledge				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Increase Degree/Certificate Completion and Transfer Rates by strengthening academic pathways and preparation.	Provide targeted academic guidance, mentor matching, and counseling. Facilitate College Tours to UC and CSU campuses. Sustain collaboration with the Learning Center and create a time and space for dedicated Study Hall sessions. Collaboration will be key with other affinity groups in meeting this goal, especially with travel.	Increase the number of A2MEND students who complete associate degrees, certificates, credentials, or defined skill sets to at least 8 annually, building on the current baseline of 3 graduates and 2 transfers. Increase the number of students who transfer to a UC or CSU each year to at least 8.
#3 Leadership and Holistic Well-being	ILO 1. Communication				Choose an item.	Promote leadership development and ensure access to financial and personal well-being resources.	Provide leadership development training and opportunities (e.g., student ambassador roles). Ensure Charter Advisor(s) share academic resources supportive of financial stability (emergency aid, scholarships, housing referrals). Engage in at least one community outreach initiative per semester.	Increase participation in leadership roles and campus engagement by 20 percent, using the current baseline of 15 students. Increase, by 20 percent, the number of Black/African American and all A2MEND students who access Basic Needs Program services, receive local and non-local scholarship opportunities, and demonstrate understanding of their financial aid benefits. Additionally, increase leadership on campus and campus engagement to similar events expressed in Parts 1 and 2.
#4	Choose ILO				Choose an item.			

***If applicable for instructional areas*

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

Professional development	Funding for advisors and 15 students to attend the A2MEND Annual Conference, the Men of Color Conference, and other related conferences or HBCU Caravans held in Northern CA or Southern CA.	Goal #1 (Belonging), Goal #2 (Academic Pathways), and Goal #3 (Leadership/Professional).	New	\$20,000	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga
Other	Funding for promotional materials to use as outreach tools at local high schools and middle schools.	Goal #3 (Leadership/Professional).	New	\$2,000	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga
Supplies	Funding for Professional Attire (t-shirts, polo shirts, slacks, shirts, and ties).	Goal #3 (Professional Well-being/Career)	New	\$3,500	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga
Other	Funding for Network Mixer/Recruitment Keynote Speaker and Community Outreach.	Goal #1 (Retention/Belonging) and Goal #3 (Outreach).	New	\$8,000	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga
Classified Staff	Program Specialist - To operationalize the A2MEND program's active rebuilding phase and execute the eight specific objectives mandated by the Chancellor's Office Nova grant. This position is critical for implementing high-touch retention strategies, such as the Early Alert System to address the significant disparity between	Goal #1 (Belonging), Goal #2 (Academic Pathways), and Goal #3 (Leadership/Professional).	New	\$86,211	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga

	online and face-to-face success rates, while coordinating the travel and "brotherhood" events that foster belonging.					
Other	To host university transfer/admissions professionals from statewide universities	Goal #2 (Academic Pathways), and Goal #3 (Leadership/Professional).	New	\$1,000	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga
Supplies	Campus connection and belonging incentives (for those meeting academic and/or milestones) such as A2MEND materials, e.g., planners, backpacks, t-shirts, etc.	Goal #1 (Belonging), Goal #2 (Academic Pathways), and Goal #3 (Leadership/Professional).	New	\$6,000	Recurring	Dr. Rebecca Farley, Nate Dillon, and Alberto Mendoza González Larreynaga
Supplies	A book for a book read with material that is related to the A2MEND program and goals.	Goal #1 (Belonging), Goal #2 (Academic Pathways),	New	\$1,000	Recurring	Dr. Rebecca Farley, Nate Dillon, and Alberto Mendoza González Larreynaga

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

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	ECHS	EOPS	First Gen	Foster Youth
Academic Year	All	All	All	All	All	All
Academic Year	OSD	Puente	Rising Scholars	Special Admit	Umoja	Veteran
Multiple values	All	All	All	All	Yes	All

Headcount, Enrollments, FTES, Success and Retention

Term/Annual	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	251	1,134	134.74	85.6%	64.2%
2023-24	197	736	82.62	85.4%	67.1%
2024-25	267	1,367	154.62	84.3%	65.7%

Headcount, Enrollments, Success and Retention by Race/Ethnicity

Term/Annual	Race/Ethnicity	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	Hispanic/Latino	67	303	35.64	88.4%	71.3%
	White		29		79.3%	59.0%
	Black/African American	148	647	76.78	85.8%	60.6%
	Asian		19		84.2%	84.2%
	Two or more	19	97	10.70	77.3%	56.7%
	Unknown/Masked		39		84.6%	74.4%
2023-24	Hispanic/Latino	58	210	24.05	86.7%	58.1%
	White				87.5%	50.0%
	Black/African American	121	466	52.12	84.8%	65.8%
	Asian				100.0%	100.0%
	Two or more	12	37		86.5%	78.4%
	Unknown/Masked		12		71.0%	66.7%
2024-25	Hispanic/Latino	93	455	52.97	87.0%	59.7%
	White		25		72.0%	52.0%
	Black/African American	148	737	82.18	83.5%	64.2%
	Asian		27		77.8%	66.7%
	Two or more	15	97	11.42	84.5%	74.2%
	Unknown/Masked		26		74.9%	59.2%

Headcount, Enrollment, Success and Retention by Gender

Term/Annual	Gender	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	Women	172	801	96.96	84.7%	61.3%
	Men	73	305	34.41	87.2%	66.8%
	Non-Binary				100.0%	66.7%
	Other/Unknown		25		91.3%	60.9%
2023-24	Women	113	412	45.49	83.0%	66.7%
	Men	74	282	32.45	88.3%	58.4%
	Non-Binary				80.0%	60.0%
	Other/Unknown		37		90.9%	60.6%
2024-25	Women	166	851	95.45	84.2%	67.0%

Success and Retention by Demographic Groups and Modality for Credit Courses

Demographic Group:
Ethnicity

Course Instruction Method:
Delayed Interaction (Internet Based)

Delayed Interaction (Internet Based) Success Rate by Ethnicity

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Ethnicity	African-American	55.5%	57.2%	54.7%	55.8%	62.3%
	American Indian/Alaskan Native	55.6%	70.8%	57.1%	57.1%	56.1%
	Asian	91.4%	81.2%	74.2%	82.6%	88.6%
	Hispanic	73.3%	70.3%	69.0%	69.7%	73.0%
	Multi-Ethnicity	65.6%	67.2%	68.1%	67.1%	78.5%
	Pacific Islander	83.3%	80.6%	48.5%	62.5%	50.0%
	Unknown	59.4%	71.6%	75.6%	64.6%	73.6%
	White	80.2%	72.9%	74.6%	75.3%	75.3%

Delayed Interaction (Internet Based) Retention Rate by Ethnicity

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Ethnicity	African-American	80.2%	81.5%	84.6%	84.3%	87.8%
	American Indian/Alaskan Native	77.8%	87.5%	85.7%	80.0%	78.0%
	Asian	96.4%	90.5%	87.6%	91.7%	94.8%
	Hispanic	86.8%	86.8%	88.5%	88.1%	90.1%
	Multi-Ethnicity	80.2%	84.2%	85.8%	86.0%	92.0%
	Pacific Islander	100.0%	90.3%	84.8%	83.3%	75.0%
	White	80.2%	72.9%	74.6%	75.3%	75.3%

Success and Retention by Demographic Groups and Modality for Credit Courses

Demographic Group:
Ethnicity

Course Instruction Method:
Delayed Interaction (Internet Based)

Delayed Interaction (Internet Based) Success Rate by Ethnicity

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Ethnicity	African-American	55.5%	57.2%	54.7%	55.8%	62.3%
	American Indian/Alaskan Native	55.6%	70.8%	57.1%	57.1%	56.1%
	Asian	91.4%	81.2%	74.2%	82.6%	88.6%
	Hispanic	73.3%	70.3%	69.0%	69.7%	73.0%
	Multi-Ethnicity	65.6%	67.2%	68.1%	67.1%	78.5%
	Pacific Islander	83.3%	80.6%	48.5%	62.5%	50.0%
	Unknown	59.4%	71.6%	75.6%	64.6%	73.6%
	White	80.2%	72.9%	74.6%	75.3%	75.3%

Delayed Interaction (Internet Based) Retention Rate by Ethnicity

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Ethnicity	African-American	80.2%	81.5%	84.6%	84.3%	87.8%
	American Indian/Alaskan Native	77.8%	87.5%	85.7%	80.0%	78.0%
	Asian	96.4%	90.5%	87.6%	91.7%	94.8%
	Hispanic	86.8%	86.8%	88.5%	88.1%	90.1%
	Multi-Ethnicity	80.2%	84.2%	85.8%	86.0%	92.0%
	Pacific Islander	100.0%	90.3%	84.8%	83.3%	75.0%

Success and Retention by Demographic Groups and Modality for Credit Courses

Demographic Group:
Ethnicity

Course Instruction Method:
Non-Distance Education Methods

Non-Distance Education Methods Success Rate by Ethnicity

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Ethnicity	African-American	62.1%	61.8%	61.9%	59.8%	64.2%
	American Indian/Alaskan Native	77.3%	80.6%	78.1%	65.8%	63.3%
	Asian	85.3%	82.3%	81.2%	83.6%	84.7%
	Hispanic	73.1%	71.5%	72.2%	72.9%	74.9%
	Multi-Ethnicity	71.9%	71.8%	72.1%	76.4%	75.6%
	Pacific Islander	57.1%	90.0%	55.6%	65.2%	68.8%
	Unknown	75.9%	74.9%	75.6%	75.0%	78.9%
	White	81.7%	78.6%	79.6%	80.7%	83.5%

Non-Distance Education Methods Retention Rate by Ethnicity

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Ethnicity	African-American	83.3%	83.9%	84.4%	82.7%	85.9%
	American Indian/Alaskan Native	89.4%	88.9%	93.8%	86.8%	90.0%
	Asian	93.0%	91.8%	91.5%	91.8%	92.8%
	Hispanic	88.4%	88.7%	89.5%	89.8%	90.3%
	Multi-Ethnicity	87.0%	84.8%	87.4%	91.6%	87.7%
	Pacific Islander	82.9%	90.0%	74.1%	91.3%	93.8%



Fall 2025 Student Profile

Term Selector

- Fall 2024
- Fall 2025
- Spring 2024
- Spring 2025

Date as of:
September 2,
2025

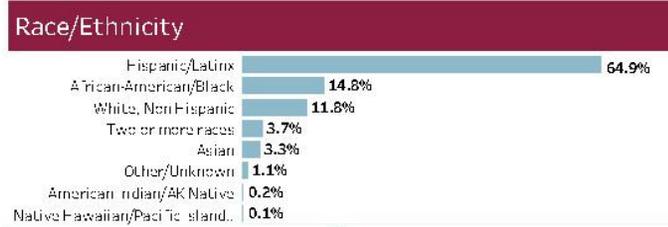


Select for all, new, or returning students:

All

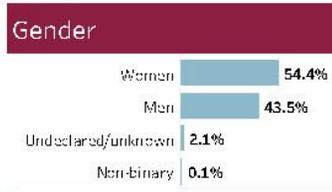
Select for enrolled by various locations:

All



Metrics

Headcount	14,806
Avg. Enrolled Units	8.6
Avg. Count Of Terms	3.1
Median Count Of Terms	2.0
Avg. AVC GPA	2.81
Median AVC GPA	3.00
Avg. AVC Earned Hours	34
Median AVC Earned Hours	27

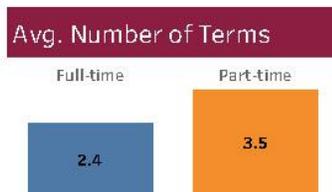
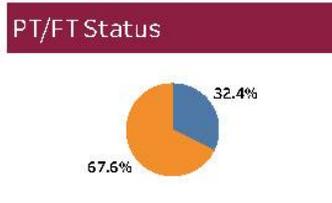
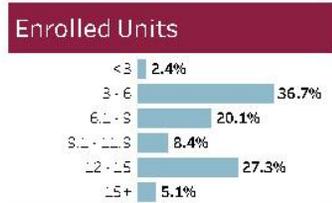


Top 20 Majors

Registered Nursing	1,656
LAS: Arts and Humanities	801
AS-T Business Admin 2.C	703
AA-T Psychology	695
Radiologic Technology	673
AS-T Biology	435
Undeclared	410
Mechanical Engineering	397
General Business	390
Aircraft Fabrication & Assembly	389
Child & Family Education	318
AS-T Computer Science	294
AS-TE Early Childhood Education	263
AS-T Administration of Justice	235
AA-T Kinesiology	233
AA-T Sociology	229
Aircraft Lab & Assen Cert	185
LAS: Social/Behavioral Science	182
AA-T English	144
Biological Sciences	109

High Schools (Top 20)

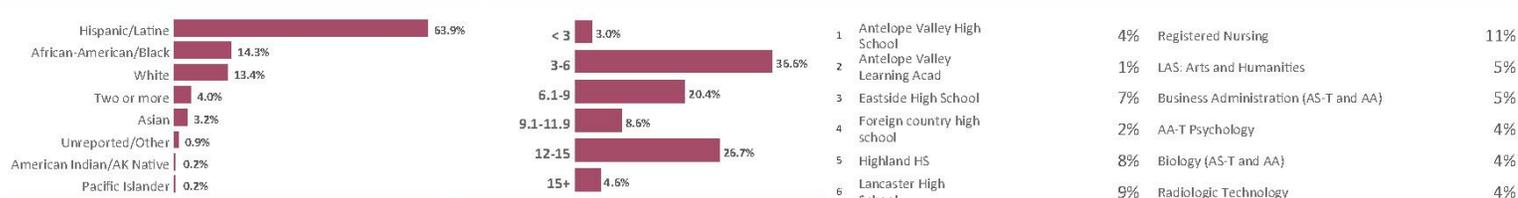
Unknown high school	3,082
Quartz Hill High school	1,229
Lancaster High School	1,071
Highland HS	1,034
William J. (Pete) Knight High	979
Palmdale HS	938
EastSide High School	915
SOAR High School	779
Antelope Valley High School	582
Litlerock High School	470
The Palmdale Aerospace Acad..	421
Out-of-State high school	408
Foreign country high school	309
Rosemead HS	285
Desert Sands Charter High Sch	139
R Rex Parris High School	131
Antelope Valley Learning Acad	126



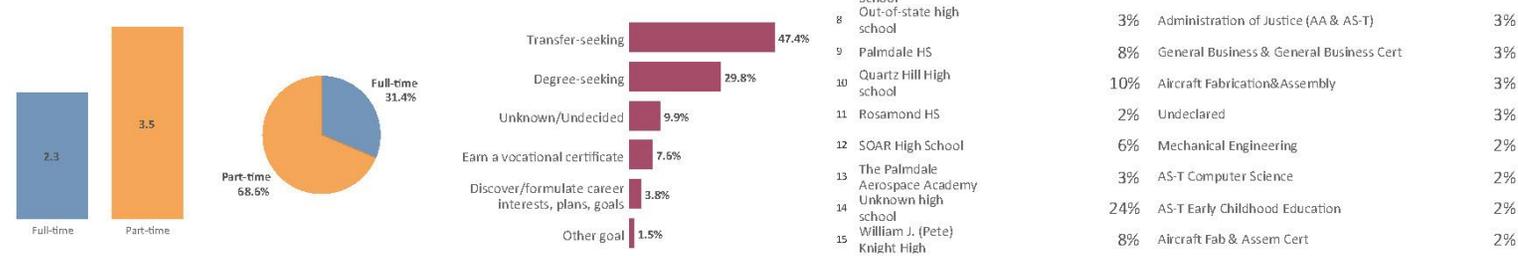
Age Groups | Gender/Sex | Metrics



Race/Ethnicity | Enrolled Units | Top 15 High Schools (if more than 10) | Top 15 Majors (if more than 10)



AVG. # of Terms | Part-time/Full-time | Educational Goal





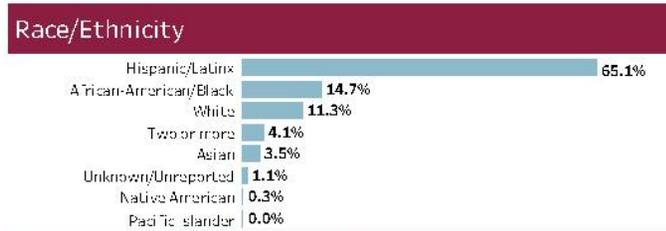
2025 Summer Student Profile

- Summer Term
- 2022 Summer
 - 2023 Summer
 - 2024 Summer
 - 2025 Summer

All Dates as of 7/7/2025

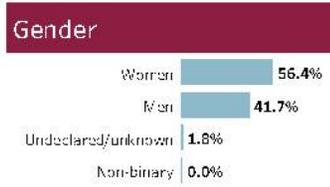
Select for enrolled by various locations:

All



Metrics

Number of Students	7,366
Avg. Enrolled Units	5.1
Avg. Count Of Terms	3.7
Median Count Of Terms	3.0
Avg. AVC GPA	2.90
Median AVC GPA	3.03
Avg. AVC Earned Hours	34
Median Avg Earned Hours	28

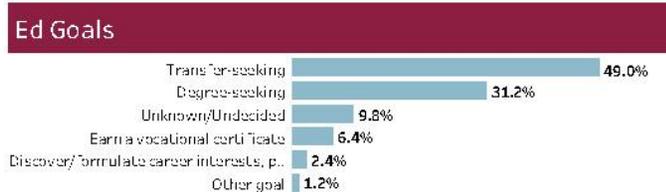
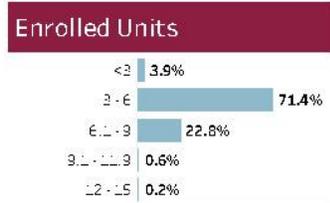


Top 20 Majors

Registered Nursing	851
LAS: Arts and Humanities	413
AS-T Business Admin 2.0	398
Radiologic Technology	362
AA-T Psychology	338
AS-T Biology	230
Mechanical Engineering	221
Undeclared	210
Aircraft Fabrication&Assembly	192
Child & Family Education	178
AS-T Computer Science	170
General Business	168
AA-T Kinesiology	139
AS-T Early Childhood Education	138
AA-T Sociology	132
AS-T Administration of Justice	131
LAS: Social/Behavioral Science	115
Biological Sciences	92
Aircraft Lab & Assess. Cert.	76
AA-T English	65

High Schools (Top 20)

Unknown high school	1,529
Quartz Hill High school	666
Highland HS	514
Lancaster High School	511
William L. (Pete) Knight High	499
Palmdale HS	458
SOAR High School	443
Eastside High School	423
Antelope Valley High School	281
LiUterock High School	249
The Palmdale Aerospace Acad.	189
Out-of-State high school	183
Foreign country high school	153
Rosamond HS	146
R Rex Parris High School	63
Desert Sands Charter High Sch	54
Antelope Valley Learning Acad	50
Desert Winds HS	45
Paradise High	36





Spring 2025 Student Profile

As of March 11, 2025



13,553

Cohort Selector
All Students



Age Groups	Gender/Sex	Metrics
19 or younger 36.3%	Female 54.3%	Avg. Number of Terms @ AVC 3.5
20-24 30.4%		Avg. AVC GPA 2.81
25-34 18.6%	Male 43.1%	Avg. Enrolled Units 8.4
35-44 8.8%		Completion Rate 79.2%
45+ 5.9%	Unreported / Other 2.5%	Avg. AVC Earned Hours 32
		Avg. AVC Attempted Hours 41
		Number of Students 13,553

Race/Ethnicity	Ed Goal	Top Majors (if n > 10)
Hispanic/Latino 63.9%	Transfer-seeking 48.2%	1 Registered Nursing 10.8%
African-American/Black 14.3%	Degree-seeking 30.4%	2 AS-T Business Admin 2.0, AS-T Business Administration 5.1%
White 12.6%	Unknown/Undecided 8.3%	3 LAS: Arts and Humanities 4.9%
Two or more 4.1%	Earn a vocational certificate 7.7%	4 AA-T Psychology 4.4%
Asian 3.2%	Discover/formulate career interests, plans, goals 3.2%	5 Radiologic Technology 4.4%
Unreported/Other 1.5%	Other goal 2.2%	6 AS-T Biology & Biomedical Sciences 4.2%
American Indian/AK Native 0.2%		7 Administration of Justice & AS-T Administration of Justice 3.0%
Pacific Islander 0.1%		8 Aircraft Fabrication & Assembly 2.7%
		9 General Business 2.6%
		10 Unrec area 2.5%

Part-time/Full-time	AVG. # of Terms	Enrolled Units	Top High Schools (if n > 10)

2025–2026 AVC Strategic Priorities

Priority 1 - FTES and Enrollment

Goal 1a. Increase FTES by 10% annually

2025-2026 Target: 11,300 FTES

Goal 1b. Increase Enrollment by 10% annually

2025-2026 Target: 96,250 students enrolled

Priority 2 - Transfer-level math and English Completion

Goal 2: Increase rate of students completing both transfer-level math and English within the first year of enrollment at AVC by 5%

2025-2026 Target: 19% of students completing both transfer-level math and English within the first year of enrollment

Priority 3 - Job Placement Rates

Goal 3a. Increase the number of CTE awards earned by 5%

2025-2026 Target: 1,408 CTE program awards

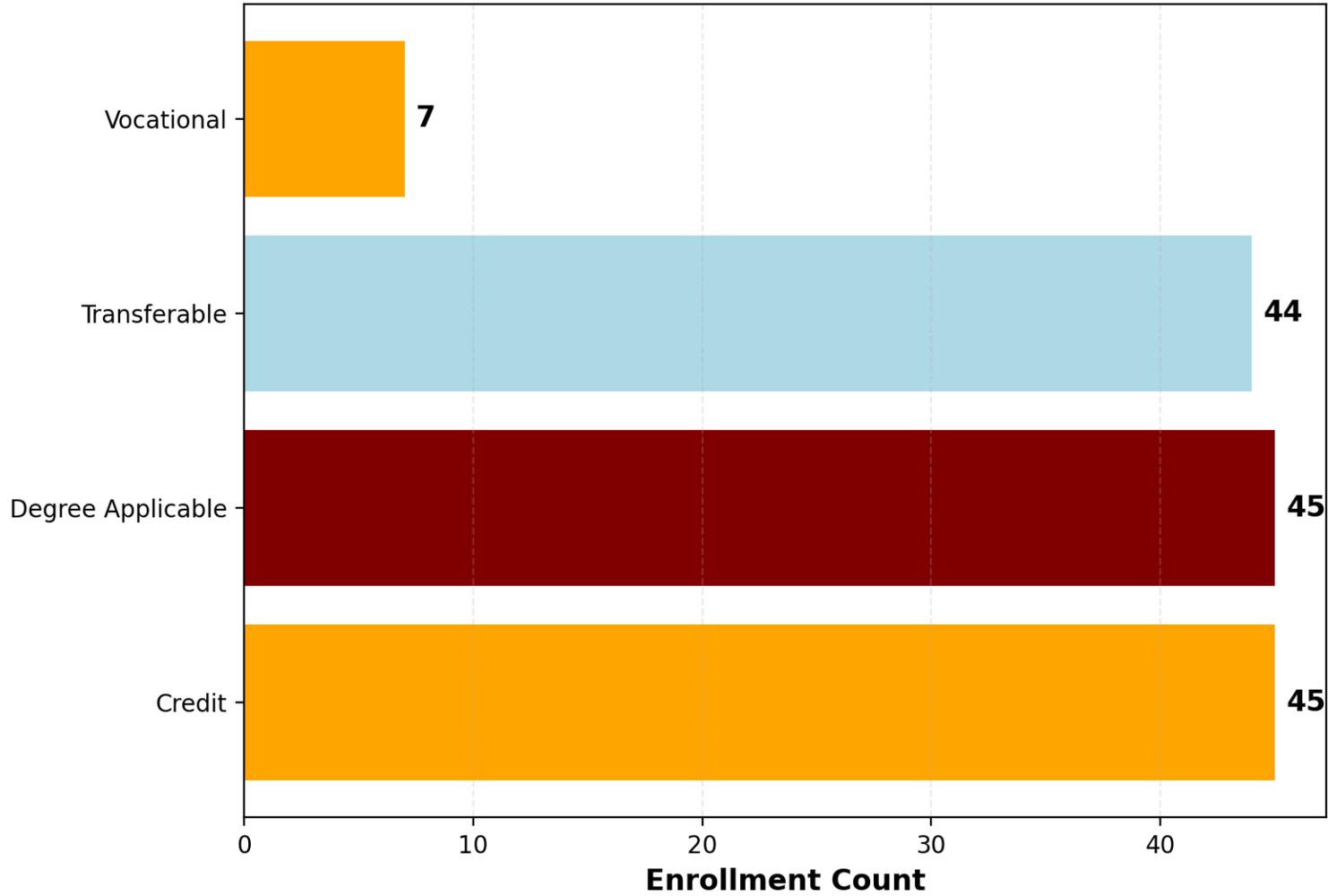
Goal 3b. Increase job placement rates in programs with less than 70% to 70% or higher

Priority 4 - Community Outreach, Participation, and Involvement

Goal 4. Increased AVC outreach, participation, and involvement in the community

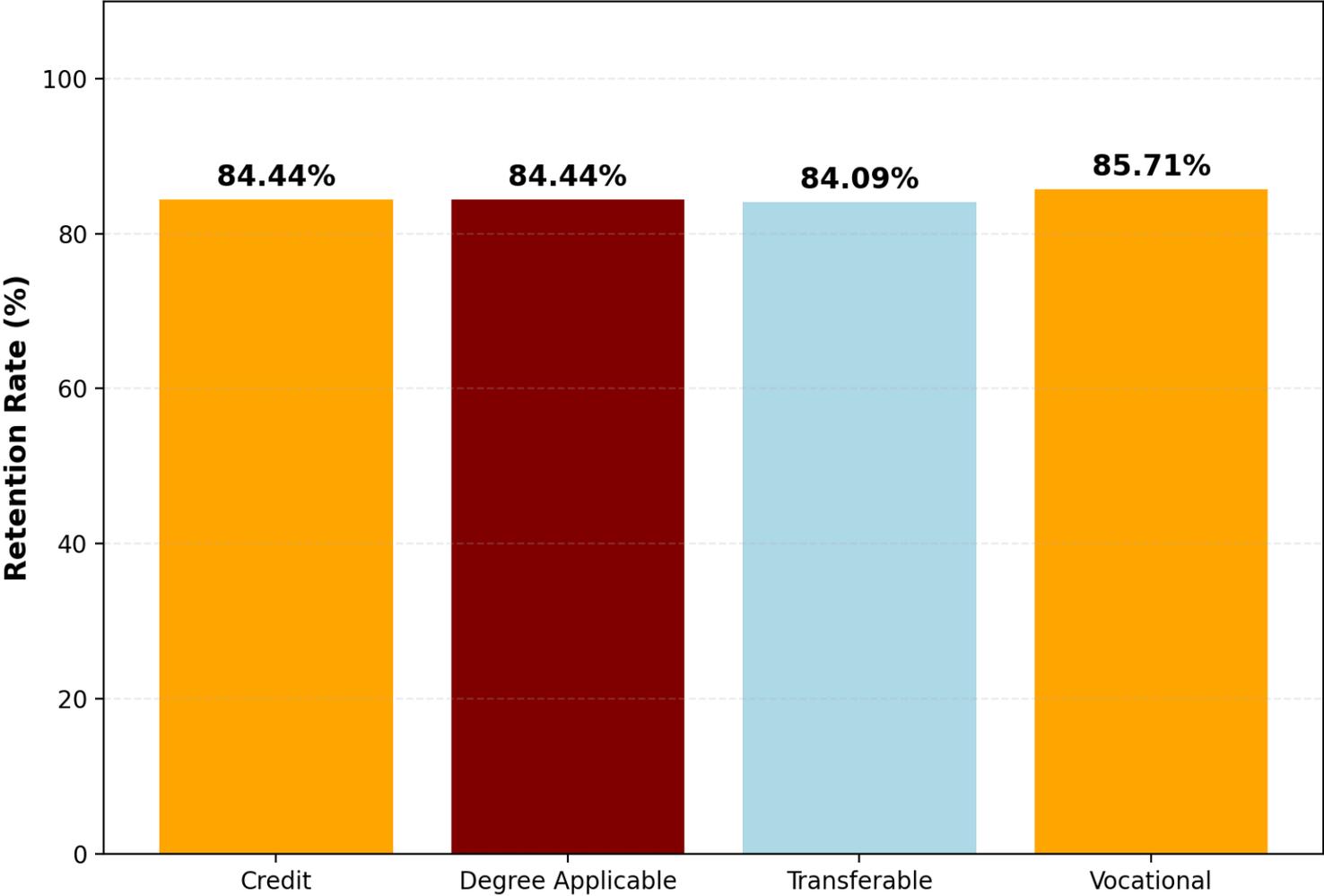


Spring 2025 A2MEND Enrollment by Course Type



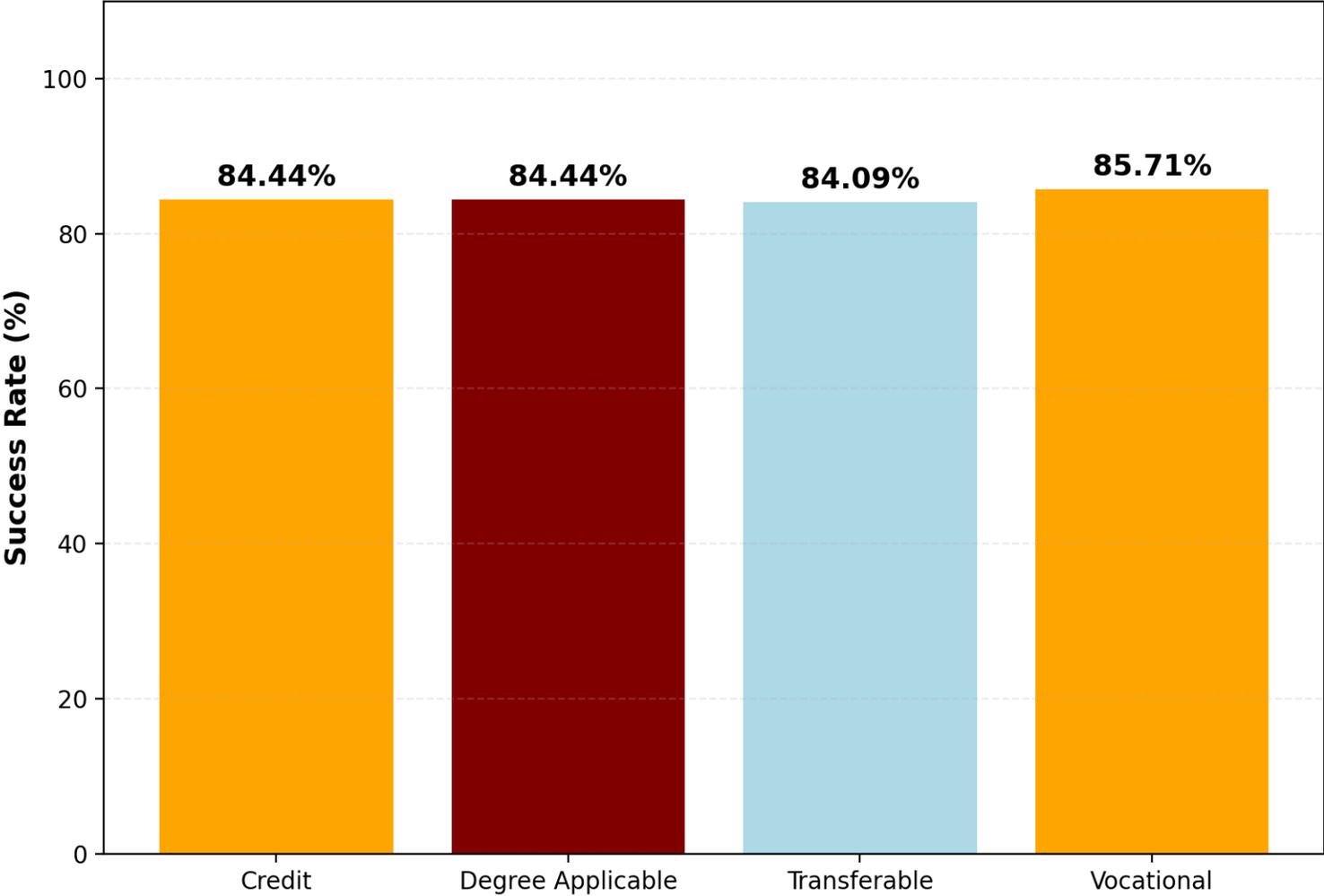
Source: California Community Colleges Chancellor's Office - Data Mart

Spring 2025 A2MEND Student Retention Rate by Course Type



Source: California Community Colleges Chancellor's Office - Data Mart

Spring 2025 A2MEND Student Success Rate by Course Type



Source: California Community Colleges Chancellor's Office - Data Mart



Fall 2025 Program Review Report | Non-Instructional Areas

Department /Area Name: Equity/Books H.E.L.P. (Help. Enhance. Learning. Possibilities) For Planning Years: 2026-2027

Name of person leading this review: Alberto Mendoza González Larreynaga

Names of all participants in this review: Alberto Mendoza González Larreynaga, Dr. Svetlana Deplazes, and Crystal Garcia

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 Books H.E.L.P. Program contributes to Antelope Valley College’s mission and the Board of Trustees Strategic Priorities by eliminating a major financial barrier that undermines college access, academic success, and completion. The program not only removes obstacles to course participation but also supports disproportionately impacted students who, without financial support for textbooks and access codes, are at high risk of withdrawing or reducing their course load.

The criticality of this program is underscored by data from the California Community Colleges Chancellor’s Office, which indicates that 82% of students skip buying required textbooks due to cost. Furthermore, 44% of students take fewer classes, 32% earn a poor grade, and 24% report dropping out of a course due to these financial burdens. By mitigating these costs, Books H.E.L.P. is a crucial non-instructional resource listed among AVC’s college resources to support student success. Source: California Community Colleges Chancellor’s Office. (n.d.). Zero Textbook Cost Program. Retrieved from California Community Colleges website: California Community Colleges Chancellor’s Office

Additionally, AVC’s Dashboards (Spring 2025 and Fall 2025 Student Profile with Books HELP student data) confirm that Books H.E.L.P. students are more likely than the general AVC student population to be:

- **Economically disadvantaged**, as indicated by greater full-time enrollment and higher loan volume of materials.
- **Older learners**, with significantly higher representation in the 25–34, 35–44, and 45+ age groups.
- **Black and Hispanic/Latinx students**, aligning with DI groups identified in the Student Equity and Achievement Plan (2025-2028).
- **Goal-driven**, with higher rates of transfer-seeking and degree-seeking intentions than the general population.
- **Academically engaged**, with higher average units attempted, earned hours, and GPA.

A breakdown of the groups:

Economically Disadvantaged

The "Books H.E.L.P." program identifies its student population as economically disadvantaged based on financial barriers and material needs.

• **Loan Volume of Materials:**

- The program reports a total of **3,330** items loaned or provided during the 2024-2025 Academic Year.

- **Breakdown by Term:**

- Fall 2024: **1,615** materials.
- Intersession 2025: **112** materials.
- Spring 2025: **1,603** materials.

- **Part-Time and Full-Time Enrollment:**

- *Note: The dashboard data indicates that Books H.E.L.P. students enroll full-time at higher rates than the general AVC population.*
- **Fall 2025:** Books H.E.L.P. students were **53.5%** Part-time (compared to 71.4% for other AVC students).
- **Spring 2025:** Books H.E.L.P. students were **61.8%** Part-time (compared to 69.9% for other AVC students).

Older Learners

Books H.E.L.P. students show significantly higher representation in older age brackets compared to the general student body ("Other AVC Students").

- **Fall 2025 Data:**

- **25–34:** 23.1% (vs. 16.8% for other students).
- **35–44:** 13.1% (vs. 7.5% for other students).
- **45+:** 9.2% (vs. 5.3% for other students).

- **Spring 2025 Data:**

- **25–34:** 23.0% (vs. 17.2% for other students).
- **35–44:** 15.4% (vs. 7.6% for other students).
- **45+:** 11.4% (vs. 5.4% for other students).

Black and Hispanic/Latinx Students

The program specifically serves groups identified as Disproportionately Impacted (DI) in the Student Equity and Achievement Plan.

- **Black/African American Representation:**

- **Fall 2025:** 22.4% of Books H.E.L.P. students vs. 13.7% of other students.
- **Spring 2025:** 25.8% of Books H.E.L.P. students vs. 14.0% of other students.
- **DI Alignment:** This group is identified as experiencing disproportionate impact in Successful Enrollment (-19.5% below average) and Transfer Math & English Completion (-0.3% below average).

- **Hispanic/Latinx Representation:**

- **Fall 2025:** 60.5% of Books H.E.L.P. students vs. 65.0% of other students.
- **Spring 2025:** 56.7% of Books H.E.L.P. students vs. 65.0% of other students.
- **DI Alignment:** This group is identified as experiencing disproportionate impact in Successful Enrollment (-10.4% below average) and Transfer Math & English Completion.

Goal-Driven

Books H.E.L.P. participants demonstrate higher intentions for transfer and degrees compared to the general population.

- **Fall 2025 Data:**

- **Transfer-seeking:** 50.9% (vs. 44.3% for other students).

- **Degree-seeking:** 37.6% (vs. 31.0% for other students).

- **Spring 2025 Data:**

- **Transfer-seeking:** 55.1% (vs. 44.4% for other students).
- **Degree-seeking:** 36.8% (vs. 31.4% for other students).

Academically Engaged

Books H.E.L.P. students consistently show higher metrics in units attempted, units earned, and GPA.

- **Average Earned Units:**

- **Fall 2025:** 37.9 units (vs. 33.0 for other students).
- **Spring 2025:** 42.8 units (vs. 32.8 for other students).

- **Average Attempted Hours:**

- **Fall 2025:** 48.3 hours (vs. 41.7 for other students).
- **Spring 2025:** 54.4 hours (vs. 41.5 for other students).

- **Average GPA:**

- **Fall 2025:** 2.89 (vs. 2.81 for other students).
- **Spring 2025:** 2.94 (vs. 2.81 for other students).

These characteristics show that Books H.E.L.P. is not simply a lending program; it is an equity strategy reaching students who face compounded barriers related to age, work, income, and racial equity.

By ensuring that these students receive timely learning materials, the program strengthens AVC's ability to meet its objectives in transfer-level completion, persistence, and long-term degree attainment.

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.

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

Books H.E.L.P. primarily serves eligible Antelope Valley College students by providing them the opportunity to borrow course textbooks, calculators, and access codes free of charge until the agreed return date.

Eligibility for the Program:

- Currently be enrolled as an AVC Student
- Currently registered in the class for which the book is required

- Have a 50% or higher completion rate
- Be in good academic standing with a 2.0 GPA or higher
- Have a current Education Plan and on track for degree/certificate completion
- FAFSA/DREAM ACT/FINANCIAL AID VERIFICATION OF FUNDS FORM/AB540 application completed at the AVC Financial Aid office for the academic year that books are requested
- Demonstrate financial need
- Submit a complete online Books HELP application
- No prior penalties within the Books HELP program

The students utilizing the program are frequently associated with specific support services and affinity groups, indicating a strong focus on high need, disproportionately impacted (DI) populations. These programs include Umoja, Basic Needs, EOPS/CARE, FYE/SYE, Puente, Dreamers, CalWORKS, Veterans, Pride, Focus 180, A2MEND, and S.T.A.R.. These populations often align with the institutional imperative to close equity gaps.

Table 1

Affinity Groups/Other	Summer 24	%	Fall 24	%	Intersession 25	%	Spring 25	%
A2mend	0	0.00%	0		2	0.56%	11	0.87%
Basic Needs	191	37.09%	440	23.48%	116	32.22%	388	30.70%
CalWORKS	111	21.55%	234	12.49%	71	19.72%	178	14.08%
Dreamers	22	4.27%	51	2.72%	14	3.89%	61	4.83%
EOP&S/CARE	96	18.64%	231	12.33%	74	20.56%	222	17.56%
Focus 180	0	0.00%	6	0.32%	0	0.00%	4	0.32%
Guardian Scholars/NextUP	2	0.39%	17	0.91%	4	1.11%	23	1.82%
MESA	0	0.00%	0		10	2.78%	17	1.34%
OSD	0		0		0		0	
PRIDE	0	0.00%	0		6	1.67%	14	1.11%
Puente	8	1.55%	29	1.55%	8	2.22%	13	1.03%
RISE	0		0		0		56	4.43%
S.T.A.R.	36	6.99%	66	3.52%	26	7.22%	68	5.38%
Marauder Promise (FYE & SYE)	0	0.00%	165	8.80%	40	11.11%	119	9.41%
Umoja Community	36	6.99%	99	5.28%	18	5.00%	96	7.59%
Veterans	15	2.91%	50	2.67%	11	3.06%	34	2.69%
None	170	33.01%	926	49.41%	135	37.50%	487	38.53%
Other	39	7.57%	123	6.56%	34	9.44%	101	7.99%

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

The program's primary quantifiable measure of activity is the volume of materials loaned or provided to students.

Term	Materials Loaned or Provided
Fall 2024	1615

Interession 2025	112
Spring 2025	1603

Total (2024-2025 AY) 3330

During the 2024-2025 academic year, the program utilized \$278,159 (new purchases) in funds to support these loans. The ultimate measure of success for Books H.E.L.P. is its impact as a retention and equity strategy, specifically its ability to enhance academic success and close equity gaps in outcomes such as enrollment, retention, completion, and transfer. These indicators in Parts 1 and 2 reinforce that Books H.E.L.P. is positively correlated with academic persistence and course success.

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

Economic and Service Area Context

The Program Review notes that AVC’s overall student body is "overwhelmingly economically disadvantaged," with 82–83% of students eligible for federal Pell Grants or fee waivers. The college’s effective service area includes a large Hispanic population (47.1% of residents) and an African American (Black) population that makes up 18% of the student body, both of which are historically underrepresented in higher education.

Race and Ethnicity Comparison

Books H.E.L.P. demographics show a strong alignment with disproportionately impacted (DI) groups, particularly serving Black/African American students at significantly higher rates than their representation in the general AVC population.

- Black/African American Students: The program serves this demographic at nearly double the rate of the general student body.
 - Fall 2025: 22.4% of Books H.E.L.P. students vs. 13.7% of other AVC students.
 - Spring 2025: 25.8% of Books H.E.L.P. students vs. 14.0% of other AVC students.
- Hispanic/Latinx Students: While they constitute the majority of program participants, their representation is slightly lower than the general population.
 - Fall 2025: 60.5% of Books H.E.L.P. students vs. 65.0% of other AVC students.
 - Spring 2025: 56.7% of Books H.E.L.P. students vs. 65.0% of other AVC students.

Age Group Comparison

The program serves "Older learners" at much higher rates than the general AVC population, indicating it is a critical resource for non-traditional students.

- Ages 25–34 (Fall 2025): 23.1% of program users vs. 16.8% of other students.
- Ages 35–44 (Fall 2025): 13.1% of program users vs. 7.5% of other students.
- Ages 45+ (Fall 2025): 9.2% of program users vs. 5.3% of other students.
- Younger Students (19 or younger): The program serves fewer traditional-age students (31.1%) compared to the general population (41.8%).

Gender Comparison

The Books HELP data identifies a challenge in engaging male students, who are underrepresented in the program compared to the general service area.

- **Male Representation (Spring 2025):** 27.7% of program users vs. 44.2% of other AVC male students.
- **Female Representation (Spring 2025):** 70.1% of program users vs. 53.7% of other AVC female students.

Affinity Group Alignment

The demographics served are heavily associated with specific support populations. Students utilizing Books H.E.L.P. are frequently associated with 13 distinct support services, including Umoja, Basic Needs, EOPS/CARE, CalWORKS, Veterans, and Dreamers. This indicates the program is "strategically aligning its resources with the populations most impacted by financial barriers and equity gaps".

See "Books HELP Connection" in Part 4 in connecting this information regarding race/ethnicity, affinity groups, and gender.

4. Which race/ethnicity groups experience the largest equity gaps?

Based on the 2024 Student Equity Plan dashboard data, the race and ethnicity groups experiencing the largest equity gaps are Black/African American students, Hispanic/Latinx students, and specific smaller populations such as Pacific Islanders and American Indian/Alaska Natives.

Here is the data breakdown by metric to answer this section of your report:

Disproportionate Impact (DI) in Successful Enrollment

In the 2023-2024 cycle, significant negative gaps were observed for students attempting to enroll at AVC in their first year.

- Black or African American: Experienced a gap of -19.5% below the average.
- Hispanic/Latinx: Experienced a gap of -10.4% below the average.
- Pacific Islander or Hawaiian Native: Experienced the largest percentage gap at -23.5% below the average, though the population size is smaller.
- American Indian/Alaska Native: Experienced a gap of -19.2% below the average.

Disproportionate Impact (DI) in Transfer-Level Completion

For students completing both transfer-level math and English within their first year, gaps persist for several groups.

- American Indian/Alaska Native: Shows the largest gap in this metric at -10.5% below average.
- Pacific Islander or Hawaiian Native: Experienced a gap of -5.7% below average.
- Hispanic/Latinx: Experienced a gap of -0.9% in the 23-24 cycle (and -3.1% in the 22-23 cycle), indicating consistent DI.
- Black or African American: Experienced a gap of -0.3% below average.

Course Success Rates (Fall 2024 Data)

Recent course success data highlights a distinct gap between Black/African American students and their peers.

- Black/African American Students: Documented a success rate of 59.4% in Fall 2024.
- Pacific Islander Students: Documented a success rate of 57.2% in Fall 2024.
- Comparison: These rates are significantly lower than the success rates for White students (83.3%), indicating an equity gap of over 20 percentage points for these groups.

Books HELP Connection

Targeted Intervention for Black/African American Students

The Data:

- The Challenge: The 2024 SE Plan identifies Black/African American students as a primary group facing Disproportionate Impact (DI), with a -19.5% gap in successful enrollment and a -0.3% gap in completing transfer-level Math and English. Additionally, Fall 2024 data shows this group has a course success rate of 59.4%, significantly trailing the 83.3% success rate of White students.

- Books HELP Connection: In contrast to the general population (approx. 14%), Black/African American students make up 22.4% (Fall 25) and 25.8% (Spring 25) of Books H.E.L.P. participants.

The data indicates that Books H.E.L.P. is functioning as a targeted retention mechanism rather than a passive service. By serving Black/African American students relative to their general population size, the program effectively funnels resources directly to the demographic the college is most struggling to retain. This high utilization rate suggests that when material barriers are removed, this specific DI group actively seeks out and utilizes academic support, validating the program as a key component in the college's strategy to close the -19.5% enrollment gap.

Validating the "Resource-Performance" Link

The Data:

- The Challenge: Financial barriers are historically linked to lower academic output; 82% of students skip buying books due to cost, and 32% earn poor grades as a result (California Community Colleges Chancellor's Office).
- Books HELP Connection: Despite being economically disadvantaged, Books H.E.L.P. students outperform the general population. In Spring 2025, they attempted an average of 54.4 hours (vs. 41.5 generally) and maintained a higher GPA of 2.94 (vs. 2.81 generally).

This data suggests that the "performance gap" often attributed to economically disadvantaged students is actually an "access gap." When the specific variable of textbook cost is neutralized, these students do not merely survive; they accelerate. The fact that Books H.E.L.P. users attempt significantly more units than their peers contradict the assumption that low-income students must take lighter loads to succeed. Instead, the data confirms that ensuring access to materials empowers students to increase their "time on task" and academic momentum.

The "Male Engagement" Disconnect

The Data:

- The Challenge: Male students are a critical red flag in the SE Plan, showing a -19.7% gap in successful enrollment and a -5.8% gap in transfer-level completion.
- Books HELP Connection: While men make up 44.2% of the general student body, they represent only 27.7% of Books H.E.L.P. users in Spring 2025.

This data shows a critical operational insight: the program mirrors the institution's broader struggle to engage male learners. The underrepresentation of men in Books H.E.L.P. is not just a demographic variance; it is a missed equity opportunity. Since men are experiencing significant gaps in enrollment and completion, their low participation in this material support program represents a specific "leak" in the equity pipeline that the area must address through intentional outreach in the this academic year and the next. One tactic is to place signage/flyers and QR codes specifically in the labs and buildings housing programs that have high male students while not leaving out other programs and students. Faculty in these disciplines should be equipped with "referral cards" (provided by Books HELP program staff) to hand to students, as male students may be less likely to seek "help" voluntarily but may respond to a direct faculty recommendation.

Strategic Alignment with High-Need Subgroups

The Data:

- The Challenge: Smaller but distinct populations, such as Veterans and Foster Youth, face specific hurdles; Veterans, for instance, show a -3.3% gap in transfer-level completion.
- Books HELP Connection: Books H.E.L.P. users are frequently co-enrolled in 13 specific support programs, including Veterans, EOPS/CARE, and Umoja.

The demographics confirm that Books H.E.L.P. does not operate in a silo but acts as a force multiplier for existing categorical programs. By serving students already identified by Umoja, Veterans, EOPS, and other programs such as Puente, the program ensures its funds are efficiently directed toward students with verified retention needs. This alignment confirms that the program is structurally embedded within the college's student support framework, directly serving the specific populations identified in the Student Equity Plan.

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

While direct Success and Retention (S&R) tracking for Books H.E.L.P. is currently being formalized through the program's transition to the library, the available "Completion Rate" data serves as the primary indicator for this metric.

Success (Completion) Rates: The data indicates that Books H.E.L.P. students maintain completion rates that are statistically comparable to the general student body, despite the fact that these students face significant economic disadvantages and attempt higher unit loads.

- Fall 2025 Completion Rate:
 - Books H.E.L.P.: 78.4%
 - General AVC Population: 79.0%
 - *Status*: The rate is slightly lower (-0.6%) than the general population but represents effective parity.

- Spring 2025 Completion Rate:
 - Books H.E.L.P.: 78.7%
 - General AVC Population: 78.9%
 - *Status*: The rate is virtually identical (-0.2%) to the general population.

Trend Analysis (Increase/Decrease):

- Term-to-Term Trend: The Completion Rate showed a slight increase (+0.3%) from Fall 2025 (78.4%) to Spring 2025 (78.7%).

Supplemental Success Indicators (GPA & Momentum): Because standard S&R rates do not account for course load intensity, the program emphasizes "Academic Engagement" metrics to provide a more accurate picture of student success. Books H.E.L.P. students consistently outperform the general population in these quality and momentum measures:

- GPA (Quality of Success):
 - Fall 2025: Users earned a 2.89 GPA (vs. 2.81 general).
 - Spring 2025: Users earned a 2.94 GPA (vs. 2.81 general).

- Unit Completion (Volume of Success):
 - Fall 2025: Users earned an average of 37.9 units (vs. 33.0 general).
 - Spring 2025: Users earned an average of 42.8 units (vs. 32.8 general).

Note: While the raw "Completion Rate" remained stable and comparable to the college average, the intensity of success (GPA and Units Earned) increased significantly in the last year, particularly in Spring 2025. This suggests that the program effectively supports high-performing, high-need students in maintaining their academic momentum.

Ties to last year's Program Review (under General Equity - 2024)

With respect to last year's program review where Books HELP information was provided, the definition and measurement of "success" for the Books H.E.L.P. area were previously focused on operational capacity and access equity rather than the direct course completion rates found in the current dashboards. Here is the relevant information regarding success and retention from last year's program review:

Success Measured by Volume and Capacity In the 2024-2025 Program Review, success was primarily defined by the program's ability to meet student demand and the volume of inventory managed.

- Metric Definition: "The success of the Books HELP Program is measured by the number of students served, materials distributed, and its alignment with broader initiatives like Zero Textbook Cost (ZTC) and Open Educational Resources (OER)".
- Operational Data (Fall 2024): The program reported that 6,433 textbooks were available, 50 graphing calculators were checked out, and 590 access codes were provided.
- Service Capability: Success was also gauged by "the program's capacity to fulfill requests, reduce appeal rates, and adapt to the increased need for digital learning resources".

Success Measured by Equity Access The program review highlighted that success was also determined by how effectively the program reached specific demographic groups compared to the AVC service area.

- Hispanic/Latinx Students: The program successfully served 1,071 applicants, noted as a significant portion reflecting the service area demographics.
- Black/African American Students: The program served 486 applicants, which was identified as effectively serving a group with "significant needs for resources".
- Gender Breakdown: The data highlighted a disparity in gender access similar to current trends, with 1,299 female applicants compared to only 544 male applicants.

Identified Gaps in Support The 2024-2025 review explicitly noted that while major populations were served effectively, success was lower for smaller equity groups.

- Smaller Populations: The review stated that "smaller populations, such as Native American/Alaska Native and Pacific Islander students, may require additional outreach and support to ensure equity gaps are minimized".

Summary of Change in reporting in Program Review: Unlike the current dashboard analysis provided by IERP which links program usage to GPAs (2.94) and Completion Rates (78.7%), the previous year's review focused on the inputs (inventory available and applications processed) as the primary indicators of program success. This new model with expanding components of data gathering is where future program review information will be provided.

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?

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

The Books H.E.L.P. program primarily serves students facing financial barriers, particularly those from disproportionately impacted groups. In Spring 2025, 56.7% of participants identified as Hispanic/Latinx and 25.8% as African-American/Black. The African-American/Black participation rate significantly exceeds the general AVC student population for this demographic (14.0%), highlighting the program's vital role in supporting this group. The program also serves a predominantly female population (70.1%) and supports older adult learners, with 11.4% of participants aged 45 or older, compared to only 5.4% of the general student body.

We provide these groups with the temporary loan of essential course materials, including textbooks, calculators, and access codes. In Spring 2025, the program loaned or provided 1,603 materials to students. Eligible students are drawn from various support programs, including Umoja, Basic Needs, EOPS/CARE, FYE/SYE, Puente, and Veterans, ensuring that students have the tools necessary to engage with their coursework immediately.

Describe how your program/area incorporates constituent feedback.

The program incorporates feedback through demand analysis and operational adjustments. A significant outcome of analyzing constituent needs was the official transition of Books H.E.L.P. to the AVC Library. This move allows for centralized operations, better inventory oversight, and streamlined processes to improve the student experience.

Additionally, the program measures constituent satisfaction through utilization rates. In Spring 2025, the program successfully served a headcount of **862 students** and distributed over 1,600 items, demonstrating sustained demand and the program's responsiveness to student needs.

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

Books H.E.L.P. addresses equity gaps by removing the financial barrier of textbook costs, which disproportionately affects marginalized communities.

• Targeted Demographics (as shown in Table 1 above):

In Spring 2025, the program successfully reached specific student populations that historically experience equity gaps or face unique financial barriers to education.

• Black/African American Students: The program successfully served a high volume of Black/African American students, who made up 25.8% of Books H.E.L.P. participants. This is a significant over-representation compared to the general AVC student population, where this demographic accounts for only 14.0%. This indicates the program functions as a critical resource for Black students, effectively reaching a group often identified in Student Equity Plans for disproportionate impact.

• Hispanic/Latinx Students: Consistent with AVC's status as a Hispanic Serving Institution (HSI), the majority of program participants (56.7%) identified as Hispanic/Latinx. While this is slightly lower than the general campus population (65.0%), it remains the largest group served, ensuring that the college's primary demographic has substantial access to textbook support.

• Non-Traditional and Adult Learners: The program serves a much higher percentage of older, non-traditional students compared to the general student body. In Spring 2025:

◦ 26.8% of participants were aged 35 or older (15.4% aged 35–44 and 11.4% aged 45+), compared to only 13% of the general AVC population in these age brackets.

◦ Conversely, students aged 19 or younger made up only 22.7% of the program, despite comprising 41.7% of the general student body. This suggests that Books H.E.L.P. provides an essential safety net for independent adult learners who may not have the same access to parental support or state tuition waivers as recent high school graduates.

• Female Students: The program serves a predominantly female population. In Spring 2025, 70.1% of participants were female, significantly surpassing the general AVC female population of 53.7%.

• Affinity Group Alignment: These demographics align with the program's strategy of drawing eligible applicants from specific equity and support programs, including Umoja (targeting African American student success), Puente (targeting Latinx student success), CalWORKs, EOPS, and Basic Needs. This intentional recruitment ensures resources are directed toward students already identified as having high financial or academic needs by using the ARGOS Financial Aid unmet needs tool.

• Support for Older Learners: The program supports non-traditional students, with 15.4% of participants aged 35–44 and 11.4% aged 45+, rates significantly higher than the general student population (7.6% and 5.4% respectively).

• Monitoring Small Populations: The program tracks service to smaller demographic groups, such as American Indian/Alaska Native (0.2%) and Native Hawaiian/Pacific Islander (0.1%), to ensure inclusive support.

Strengths and Accomplishments

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

- **Operational Efficiency and Technology:** In 2024 – 2025, Books H.E.L.P. gained access to ARGOS reporting to more efficiently determine if applicants have unmet financial needs. This capability allows the program to verify eligibility faster and ensure resources reach the students who need them most.
- **Strong Academic Performance:** Students participating in Books H.E.L.P. in Spring 2025 achieved a higher Average Term GPA of 2.94, compared to the 2.81 GPA of other AVC students.
- **Increased Academic Load:** The program enables students to take on heavier course loads. In Spring 2025, participants attempted an average of 9.4 units, compared to 8.3 units for the general student population. Furthermore, Books H.E.L.P. students had an average of 42.8 earned units, significantly higher than the 32.8 earned units of their peers, suggesting the program supports students who are persisting longer in their education.
- **High Volume Distribution:** A major accomplishment is the distribution of 1,603 materials in Spring 2025 alone, utilizing funds effectively to mitigate the high costs of education.

What are the practices that were implemented to increase student success/retention rates or completion rates, or other practices that support the college mission?

- **Encouraging Full-Time Enrollment:** By alleviating material costs, the program supports full-time study. In Spring 2025, 38.2% of Books H.E.L.P. students were enrolled full-time, compared to only 30.1% of other AVC students.
- **Retention and Persistence:** The program supports students with a high average number of terms enrolled (4.6 terms vs. 3.0 for other students), indicating that the service is a key component of long-term student retention strategies.
- **High Completion Rates:** The completion rate for Books H.E.L.P. students in Spring 2025 were 78.7%, consistent with the general student population (78.9%), demonstrating that economically disadvantaged students can perform at the same level as their peers when provided with necessary resources.
- **Integration with Support Programs:** Linking eligibility to programs like EOPS, CalWORKS, NextUp, Veterans Resource Center, and affinity groups ensures students receive wrap-around services, contributing to the retention and success metrics observed.

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?

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

Challenge	Likelihood (1 being unlikely and 5 being highly likely)
<p>Technology Systems and Inventory Management</p> <ul style="list-style-type: none"> • Description: In the 2023-24 academic year, the program's inventory platform reached its end-of-life, forcing a reversion to manual inventory tracking via Excel. While a strategic decision was made to transition Books H.E.L.P. to the AVC Library to utilize their systems, the migration to the Library's Alma digital platform has been very slow. • Risk to Institution: Reliance on Excel for an inventory of over 6,000 items creates a high risk of data loss, inventory shrinkage (lost books), and significant delays in checking materials out to students. This inefficiency threatens the program's core mandate of providing <i>timely</i> access to materials, potentially leading to lower success rates for participants. 	5

<p>Staffing and Distribution Logistics</p> <ul style="list-style-type: none"> • Description: The program faces ongoing challenges in securing adequate staffing to facilitate material distribution at both the Lancaster and Palmdale locations. • Risk to Institution: Without consistent staffing, the program cannot maintain adequate operating hours to serve the working adult and non-traditional students who make up a significant portion of the Books H.E.L.P. demographic. Inconsistent availability prevents students from picking up approved materials, rendering the financial aid ineffective if the course has already progressed. 	5
<p>Strengthening Male Student Engagement: Books H.E.L.P. serves disproportionately fewer male students (Fall: 27.8 percent vs. 43.9 percent general), despite males being among the highest DI groups.</p>	4
<p>Digital Access Code Procurement and Cost</p> <ul style="list-style-type: none"> • Description: There is a significant increase in faculty selecting curriculum that requires one-time use digital access codes. Additionally, instructors frequently fail to list these codes as "mandatory" with the college's bookstore. • Risk to Institution: One-time codes cannot be reused, which drastically increases the cost per student and reduces the efficiency of the program's budget (\$278,159 utilized in 2024-25). Furthermore, if codes are not listed as mandatory, Books H.E.L.P. cannot authorize their purchase through standard channels, causing delays that leave equity-impacted students without access to graded homework platforms. 	

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 Premier Equity & Retention Engine: Books H.E.L.P. aims to be recognized not merely as a lending service, but as a critical academic intervention strategy that directly correlates to student retention and success. We want to be known for dismantling the financial barriers that cause students to skip buying textbooks and to take fewer classes as noted in Parts 1 and 2A. By ensuring students have materials on day one, we aspire to be the primary factor enabling disproportionately impacted groups—specifically African-American/Black and Hispanic/Latinx students—to attempt higher unit loads (currently 10.3 units for participants vs. 8.1 for the general population) and maintain higher GPAs (2.89 vs. 2.81).
- A Model of "Service and Equity" (AVC SERVES): Aligning with the "Service" and "Equity" pillars of the AVC SERVES framework, we want to be known for creating a culture of belonging where financial need does not stigmatize a student's educational journey. We aim to be the standard-bearer for supporting "high-need" affinity groups, evidenced by our current service to 22.4% of the Black/African American student population (compared to their 13.7% general campus representation), ensuring these students have the same resources as their most privileged peers.
- The Bridge to STEM and CTE Success: We aspire to be known as the essential partner for high-cost programs. With rising demand in local labor markets for healthcare and aerospace,, we want to be recognized for ensuring that the high cost of STEM textbooks, graphing calculators, and access codes never deters a student from entering high-yield career pathways like Registered Nursing, Airframe Manufacturing, or Engineering.

What is a desired future?

- Proactive "Zero-Friction" Access via Technology: In the future, Books H.E.L.P. aspires to move from a reactive application model to a proactive, automated support system. Building on our 2024-2025 integration of ARGOS reporting to verify financial need, our desired future involves seamless integration with the Library's Alma digital platform. We envision a system where eligible students (identified via financial aid data) are automatically approved and notified of available materials before the semester begins, completely removing the administrative burden from the student and eliminating the "sticker shock" phenomenon entirely.

- Closing the Gap for "Invisible" Populations: While we successfully serve large equity groups, our desired future involves closing the service gap for smaller, often overlooked populations. Data indicates that American Indian/Alaska Native (0.4% of participants) and Native Hawaiian/Pacific Islander (0.1%) students are represented in low numbers. The desired future includes targeted partnerships with specific student services to ensure these groups, who often experience disproportionate impact in successful enrollment metrics, are utilizing Books H.E.L.P. at rates equal to their peers.
- Institutionalized Financial Wellness: We aspire to evolve into a permanent "Basic Needs" fixture that insulates students from economic volatility. As noted in the Educational Service Plan, 20% of households in our service area are at poverty level. A desired future is one where Books H.E.L.P. is fully institutionalized with stable funding streams, ensuring that even as textbook costs rise or digital licensing models change, AVC students can consistently enroll full-time (aiming to increase the 46.5% full-time rate among our users) without fear of hidden costs.

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

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

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

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

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

Past Goal	Progress Made
N/A – This is the first time Books H.E.L.P. has had its own program review. It was previously under Equity’s Program Review, and prior to that under Student Equity under LACA/Academic Affairs.	

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

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

#1	ILO 2. Creative, Critical, and Analytical Thinking				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Increase Academic Success and Retention by ensuring 90% of students utilizing Books H.E.L.P. resources persist from fall to spring term, especially within DI populations.	1. Leverage the Library transition to track utilization data and correlate it directly with student academic outcomes (S&R). 2. Target outreach and loan campaigns to students in DI groups (e.g., African American and Male students, who show DI in enrollment and lower DI success rates).	<ul style="list-style-type: none"> • Metric 1 (Persistence): Books H.E.L.P. participants will achieve a Fall-to-Spring persistence rate of 80%, exceeding the institutional average (which has historically hovered around 68-72%) (AVC Ed Service Plan 2024). • Metric 2 (Equity in Enrollment): Increase the percentage of Male applicants from the current 29.5% to closer align with the general college male population of 45%, thereby reducing the gender equity gap in accessing financial resources. • Metric 3 (Academic Performance): Participants from DI groups (specifically African American and Hispanic/Latinx males) will maintain a higher Average Term GPA and Course Completion Rate than their non-participant counterparts (Current baseline: Books H.E.L.P. GPA 2.89 vs. General Student GPA 2.81).
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal #4 Vision: Being more future- thinking, agile, innovative, and proactive.	Expand Resource Scope to eliminate the non- textbook materials gap by acquiring sufficient access codes and calculators to support an additional 5% of program users.	Establish a Recurring Digital Materials Budget: Secure a dedicated annual budget line specifically for "one- time use" digital access codes and specialized hardware (calculators). This direct investment is required to close any gaps	<ul style="list-style-type: none"> • Metric 1 (Inventory Growth & Utilization): Secure and utilize a dedicated budget to purchase and distribute at least 620 access codes and 55 graphing calculators in the next academic year. This target represents a 5% increase over the Fall 2024

						<p>where students skip purchasing access codes due to cost, a barrier that cannot be mitigated through traditional textbook reuse strategies.</p> <p>2. Leverage Library Infrastructure for Inventory Management: Fully operationalize the transition to the AVC Library system to streamline the tracking of digital assets and hardware. By centralizing these distinct inventory types within the Library's framework, the program will enhance data collection on utilization and improve accountability for high-value items.</p>	<p>baseline (590 codes and 50 calculators). Achieving this will indicate the program is successfully scaling to meet the demand for non-textbook materials.</p> <ul style="list-style-type: none"> • Metric 2 (Operational Efficiency): Achieve 100% inventory tracking accuracy for digital assets by successfully migrating the logging of "one-time use" codes into the AVC Library's digital platform (Alma). Success will be measured by the ability to generate real-time utilization reports that correlate access code usage with student retention data, moving away from the manual tracking methods used in 2023-2024. 	
#3	ILO 2. Creative, Critical, and Analytical Thinking				<p>Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.</p>	<p>Standardize Equitable Access and Service Quality by establishing clear resource allocation protocols and fully integrating Books H.E.L.P. into Library operations, ensuring that 100% of eligible students experience a seamless, dignified, and consistent material distribution process regardless of which staff member assists them.</p>	<p>1. Develop Standard Operating Procedures (SOPs) for Allocation: Create a comprehensive protocol manual for determining resource allocation that utilizes ARGOS reporting to verify "unmet financial need" and priority status (e.g., Umoja, EOPS, Basic Needs participants). This ensures resources are prioritized for the most disproportionately impacted students when inventory is limited.</p> <p>2. Implement "Caring Campus" Staff Training:</p>	<p>Metric 1 (Staff Readiness): 100% of Library staff (full-time and student workers) will complete the Books H.E.L.P. operational training module by the start of the Fall 2026 term, ensuring that distribution is not bottlenecked by the availability of a single coordinator.</p> <ul style="list-style-type: none"> • Metric 2 (Service Efficiency): Reduce the average "application-to-pickup" turnaround time by streamlining the verification process. Success will ensure that 95% of students with

						<p>Conduct mandatory training for all Library personnel (classified and student workers) on Books H.E.L.P. workflows. Aligning this training with the "Caring Campus" initiative, emphasizing behavioral commitments like "Warm Referrals" and "Identifying Yourself" to reduce the stigma students may feel when requesting financial assistance for textbooks (AVC Ed Service Plan 2024).</p> <p>3. Operationalize Alma Integration: Finalize the migration of the Books H.E.L.P. inventory (textbooks and calculators) into the Library's Alma digital platform. This step allows any trained library staff member to check out materials using standard library protocols, rather than relying on the previous manual/Excel methods, thereby expanding the hours and locations where students can receive help.</p>	<p>verified need (via ARGOS) receive their materials within 48 hours of request during peak registration periods.</p> <ul style="list-style-type: none"> • Metric 3 (Student Satisfaction/Equity): Achieve a 90% satisfaction rate on student service surveys regarding the "ease of access" and "helpfulness of staff." This directly measures if the protocols and training are effectively removing the "friction" and "sticker shock" barriers that currently cause students to skip buying textbooks.
#4	Choose ILO				Choose an item.		

***If applicable for instructional areas*

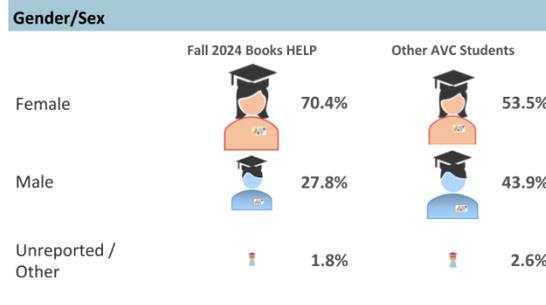
Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)							
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name	
Professional development	Funding and allocated time for	Goal #1, Goal #2, and Goal #3	New	\$1,000	Recurring	Dr. Rebecca Farley, Dr. Svetlana	

	<p>comprehensive professional development for Library Classified Staff and Student Workers to support the full integration of Books H.E.L.P. This training will cover two critical areas:</p> <p>1. Technical Competency (Alma & Data Tracking): Specialized training on the Library's Alma digital platform to manage the Books H.E.L.P. inventory (6,400+ items) and digital access codes. This is essential to move away from manual Excel tracking, ensure accurate real-time inventory management, and utilize ARGOS reporting for verifying student financial need and tracking equity data.</p> <p>2. Service & Equity Competency (Caring Campus & De-escalation): Interactive workshops on Trauma-Informed Care, De-escalation, and Equity-Minded Customer Service. Because Books</p>					<p>Deplazes, and Alberto Mendoza González Larreynaga</p>
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	H.E.L.P. serves students facing financial crises (Basic Needs, Homelessness, Unemployment), staff must be trained to reduce stigma and handle sensitive interactions with dignity. This aligns directly with AVC's "Caring Campus" initiative (specifically "Warm Referrals" and "First-Week Engagement") and the AVC SERVES framework,.					
Classified Staff	STH – Program Specialist The program faces a staffing shortage while serving a high volume of students, which restricts its ability to maintain distribution hours in Lancaster and Palmdale and slows the migration from manual spreadsheets to the Alma system, delaying timely access to materials. This directly affects disproportionately impacted students who rely on immediate textbook availability, and in the	Goal #1, Goal #2, and Goal #3	New	\$30,000	One-time	Dr. Rebecca Farley, Dr. Svetlana Deplazes, and Alberto Mendoza González Larreynaga

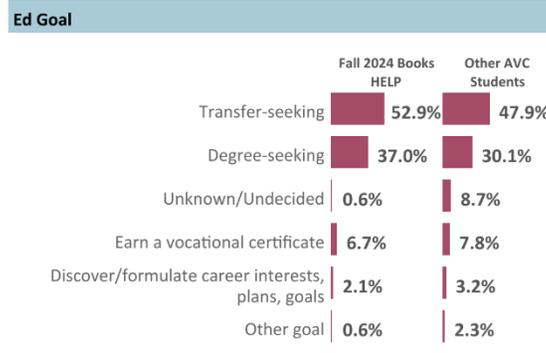
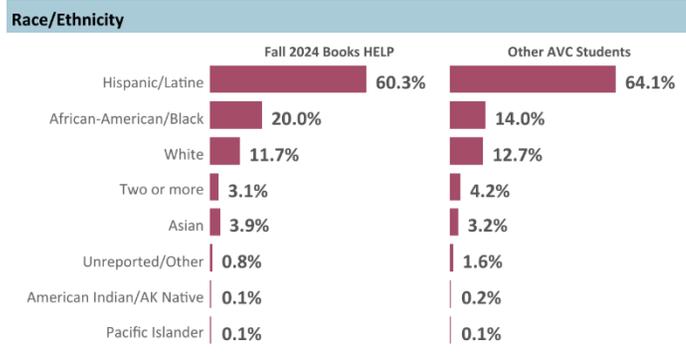
	case of continued staffing shortages, delays would contribute to students falling behind and limit equitable access at the Palmdale Center.					
Classified Staff			Choose an item.		Recurring	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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



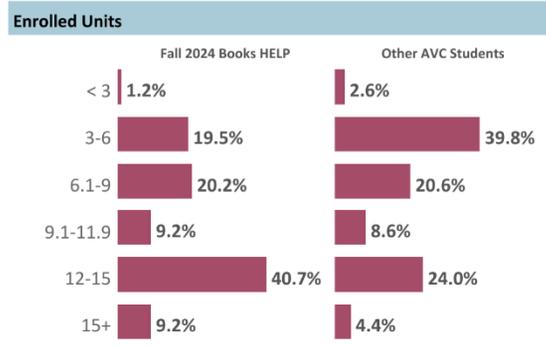
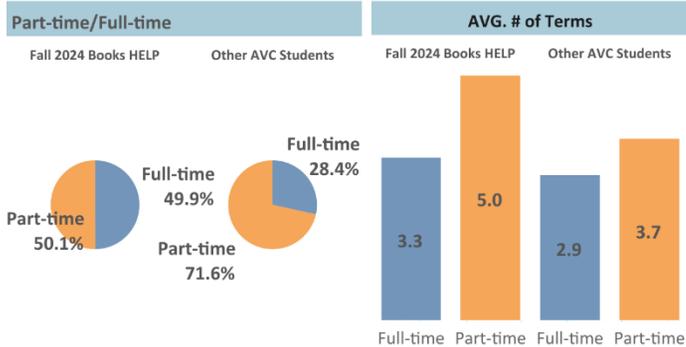
Metrics

	Fall 2024 Books HELP	Other AVC Students
Avg. Number of Terms @ AVC	4.1	3.5
Avg. AVC GPA	2.99	2.79
Avg. Enrolled Units	10.4	8.2
Completion Rate	80.0%	79.1%
Avg. AVC Earned Hours	38	32
Avg. AVC Attempted Hours	48	40
Number of Students	771	12,870



Top Majors (if n > 10)

Rank	Major	Fall 2024 B..	Other AVC ..
1	Registered Nursing	16.1%	10.5%
2	AS-T Business Admin 2.0, AS-T Business Administrati..	7.8%	4.9%
3	LAS: Arts and Humanities		5.2%
4	AA-T Psychology	4.4%	4.4%
5	Radiologic Technology	6.1%	4.3%
6	AS-T Biology & Biological Sciences	4.5%	4.1%
7	Administration of Justice & AS-T Administration of Ju..	4.5%	2.9%
8	Aircraft Fabrication&Assembly	1.9%	2.8%
9	General Business	3.0%	2.6%
10	Undeclared		2.6%

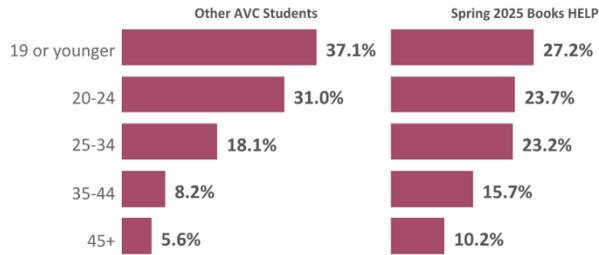


Top High Schools (if n > 10)

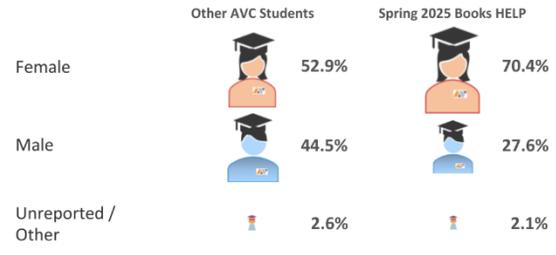
Rank	High School	Fall 2024 Books H..	Other AVC Stude..
1	Unknown high school	23.7%	20.4%
2	Quartz Hill High school	6.2%	8.6%
3	Lancaster High School	7.3%	7.3%
4	Highland HS	6.2%	7.0%
5	William J. (Pete) Knight High	6.5%	6.4%
6	Palmdale HS	4.4%	6.4%
7	SOAR High School	1.7%	5.3%
8	Eastside High School	6.7%	5.5%
9	Antelope Valley High School	5.6%	3.7%
10	Littlerock High School	2.9%	3.2%
11	Out-of-state high school	4.4%	2.6%
12	The Palmdale Aerospace Academy	1.7%	2.3%
13	Foreign country high school	3.9%	2.1%
14	Rosamond HS		1.9%
15	Antelope Valley Learning Acad		1.0%



Age Groups



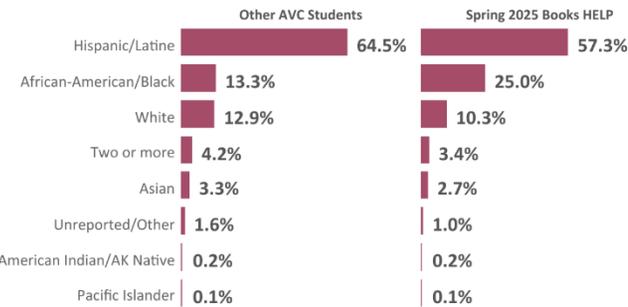
Gender/Sex



Metrics

Metric	Other AVC Students	Spring 2025 Books HELP
Avg. Number of Terms @ AVC	3.5	3.8
Avg. AVC GPA	2.80	2.88
Avg. Enrolled Units	8.2	10.5
Completion Rate	79.4%	77.7%
Avg. AVC Earned Hours	32	36
Avg. AVC Attempted Hours	40	47
Number of Students	12,396	1,245

Race/Ethnicity



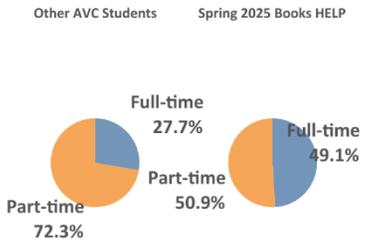
Ed Goal



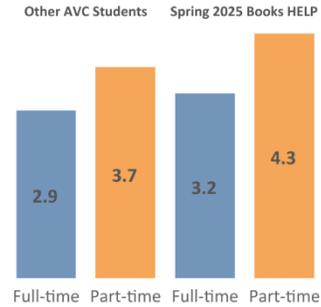
Top Majors (if n > 10)

Rank	Major	Other AVC ..	Spring 2025 ..
1	Registered Nursing	10.4%	14.8%
2	AS-T Business Admin 2.0, AS-T Business Administrati..	4.8%	7.5%
3	LAS: Arts and Humanities	5.3%	
4	AA-T Psychology	4.3%	5.9%
5	Radiologic Technology	4.4%	4.3%
6	AS-T Biology & Biological Sciences	4.2%	3.6%
7	Administration of Justice & AS-T Administration of Ju..	2.9%	4.0%
8	Aircraft Fabrication&Assembly	2.9%	1.4%
9	General Business	2.6%	3.3%
10	Undeclared	2.7%	

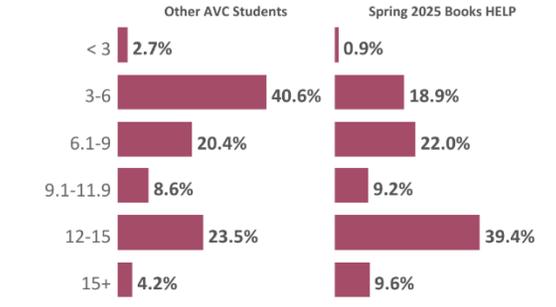
Part-time/Full-time



AVG. # of Terms



Enrolled Units



Top High Schools (if n > 10)

Rank	High School	Other AVC Stude..	Spring 2025 Book..
1	Unknown high school	20.2%	24.2%
2	Quartz Hill High school	8.7%	6.0%
3	Lancaster High School	7.5%	6.2%
4	Highland HS	7.1%	5.1%
5	William J. (Pete) Knight High	6.5%	5.5%
6	Palmdale HS	6.3%	5.7%
7	SOAR High School	5.5%	1.5%
8	Eastside High School	5.4%	7.4%
9	Antelope Valley High School	3.8%	3.9%
10	Littlerock High School	3.3%	2.2%
11	Out-of-state high school	2.5%	4.3%
12	The Palmdale Aerospace Academy	2.4%	1.4%
13	Foreign country high school	2.1%	3.4%
14	Rosamond HS	1.9%	1.4%
15	Antelope Valley Learning Acad	1.0%	

2025–2026 AVC Strategic Priorities

Priority 1 - FTES and Enrollment

Goal 1a. Increase FTES by 10% annually

2025-2026 Target: 11,300 FTES

Goal 1b. Increase Enrollment by 10% annually

2025-2026 Target: 96,250 students enrolled

Priority 2 - Transfer-level math and English Completion

Goal 2: Increase rate of students completing both transfer-level math and English within the first year of enrollment at AVC by 5%

2025-2026 Target: 19% of students completing both transfer-level math and English within the first year of enrollment

Priority 3 - Job Placement Rates

Goal 3a. Increase the number of CTE awards earned by 5%

2025-2026 Target: 1,408 CTE program awards

Goal 3b. Increase job placement rates in programs with less than 70% to 70% or higher

Priority 4 - Community Outreach, Participation, and Involvement

Goal 4. Increased AVC outreach, participation, and involvement in the community





Fall 2025 Program Review Report | Non-Instructional Areas

Department /Area Name: Equity/Dreamers Center For Planning Years: 2026-2027

Name of person leading this review: Alberto Mendoza González Larreynaga

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

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 Dreamers Center advances Antelope Valley College’s mission to provide quality, comprehensive education and support to a diverse population of learners by serving undocumented and mixed-status students who experience persistent educational and financial barriers. The Center provides a welcoming, high-touch environment that supports college admissions, enrollment, persistence, graduation, and transfer.

The Center aligns with the Board of Trustees Strategic Priorities by supporting:

- Priority 1 (Enrollment and FTES Growth): External community partners such as Chase Bank (Financial Literacy discussions during the fall and spring semesters), involvement in HUB tours, and California Dream Act Application (CADAA) support, Priority Registration that is forthcoming for the Summer 2026 and Fall 2026 semesters and onward, the Center contributes to increased access and enrollment.
• Priority 2 (Transfer-Level Math and English Completion): Students receive academic counseling, referrals to tutoring and Learning Center services, and targeted workshops that strengthen academic readiness.
• Priority 3 (Career and Job Placement Readiness): Financial literacy workshops, peer leadership opportunities, and immigration legal service referrals support long-term educational and professional pathways.
• Priority 4 (Community Engagement): UndocuAlly trainings for faculty, staff, and community members and collaborations with the UFW Foundation strengthen community partnerships.

The Center’s mission and daily operations are directly aligned with the 2025 to 2028 Student Equity and Achievement Plan, which emphasizes race-conscious practices, increased belonging, reduction of DI gaps, and support for Latine and African American students. SERVES values are reflected in the Center’s commitment to removing barriers, increasing awareness of available supports, and fostering student leadership.

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

Use the following questions to guide your analysis:

- Who do you primarily serve and what services do you provide for each of the groups?
• How is the work of your area measured or quantified? What is your measure of success?

- How do the demographics served by your area’s work compare to AVC’s service area demographics?
- Which race/ethnicity groups experience the largest equity gaps?
- What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year?

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

The Dreamers Center served the following student groups during the 2024-2025 academic year:

The Dreamers Center primarily served undocumented, and mixed-status students, a population predominantly characterized by Latine/Hispanic (137 students) and Black/African American (33 students) individuals, with a majority being female (67.5%) and falling within the traditional college age range (16-21).

Services Provided:

Services are quantified through utilization data, showing the center is successfully providing both high-touch services and dedicated space for students:

- Total visits recorded (Current Year to Date): 360.
- Unique students served (Current Year to Date): 131. (This is comparable to the Spring 2025 headcount of 141 students served via the program).
- Top Services Utilized (by visit reason):
 - Study / Relaxation (111 visits)
 - Event / Workshop (53 visits)
 - Counseling Appointment [Kimberly Castillo] (39 visits)
 - Student Worker Appointment (35 visits)
 - Immigration Legal Services Appointment [United Farm Workers Foundation] (11 visits)
 - Dreamers Center Information (5 visits)
 - School Supplies Pickup (4 visits)
 - Grocery cards (30 visits)

Primary services remain holistic, including drop-in support, grocery cards, peer mentorship, wellness workshops, engagement activities that include check-ins with students called Platicas con Propósito (Talks with a Purpose), academic counseling referrals, application/enrollment assistance, and immigration legal services referrals provided through the UFW Foundation partnership. We also engage the campus community by providing Undocu-Ally training (35 participants in Fall 2025).

The work is measured through key metrics focusing on outreach, persistence, and utilization. Our success is quantified by program participation rates, enrollment and retention rates, and the effectiveness of service delivery.

Quantification Metrics (Current Year to Date):

- Service Modality Breakdown: The primary modality is In-Person (333 visits), reinforcing the importance of the dedicated HUB space. Virtual contacts remain low, with Email (15), Phone Call (10), and Zoom Meeting (2) incoming contacts recorded.
- Student Success Indicators (Annual Data – ARGOS Report - 2025): Students participating in the program demonstrate a Mean GPA of 2.98 and a Mean Progress Toward Program of Study Completion of 82% (among 136 students).

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- **Event Participation:** The Dreamers Center hosted 23 events during the current academic year with a total of 94 student attendances, which represents a marked decrease from the 374 attendances reported across 24 events in the previous year. Based on student feedback gathered through Platicas con Propósito (Talks with a Purpose), this reduction aligns with the uncertainty that undocumented and mixed status students are currently navigating. Students consistently expressed heightened concerns regarding visibility, safety, and public association with institutional events due to the shifting political climate at the state and national levels. These concerns influenced their willingness to attend in person activities, particularly those explicitly connected to immigration status or DREAMer identity.

Students also described feeling emotionally taxed by the rhetoric surrounding immigration and reported preferring smaller, more private check ins rather than public gatherings. This trend reflects a need to adjust programming toward formats that feel safer, more discreet, and more responsive to the lived experiences students shared. The attendance decline therefore signals not a lack of interest or relevance, but a broader context of fear, caution, and fatigue that affects how undocumented and mixed status students choose to engage.

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

AVC Dreamers Center Students

Category	Metric	Value	Term/Year
Student Outcomes	Mean progress toward program of study completion	82% (106/141 are at 70% or above)	2024–2025
Student Outcomes	Number of students included in completion metric	136	2024–2025
Student Outcomes	Students in non-credit-only courses	5	2024–2025
Student Outcomes	Average GPA	2.98	2024–2025
Student Outcomes	Educational Plan	99% (139/141)	2024–2025
Special Populations – Student Services	Participants in EOPS, Veterans, CalWORKS, or Foster Youth	36	2024–2025
Student Gender	Gender	93 – F; 46 – M; 2 Undeclared/Unknown	2024–2025

The Dreamers Center Top 10 Student Majors plus Other

Student Major	Number of Students
Registered Nursing	16
AA-T Psychology	12
AS-T Business Admin 2.0	10
Child & Family Education	8
AA-T English	5
LAS: Social/Behavioral Science	5

LAS: Arts and Humanities	5
AA-T Kinesiology	4
General Business	4
AS-T Early Childhood Education	4
Other	68

The Dreamers Center focuses on serving Latine/Hispanic and Black/African American students, which aligns with addressing AVC's institutional equity goals. The Hispanic ethnic group is estimated to continue increasing, projected to reach 57.3% of the effective service area population by 2028. The College is already designated as a Hispanic Service Institution (HSI). The Center's focus supports these demographics, addressing institutional equity gaps particularly affecting Latine/Hispanic and Black/African American students.

At the institutional level, Latine/Hispanic and Black/African American students experience the largest equity gaps in metrics such as completion of transfer-level math and English, persistence from fall to spring, and transfer rates.

The Dreamers Center serves a highly concentrated Hispanic/Latinx population (approximately 76% of participants), compared to roughly 65% Hispanic/Latinx among AVC's overall student body in Spring 2025. Non-Hispanic student populations, including African American/Black, White, and Asian students, are correspondingly under-represented relative to their college-wide proportions. Gender distribution among Dreamers Center students closely aligns with AVC overall, with a slightly higher share of women (57% vs. approximately 54–55% AVC-wide). In terms of age, Dreamers Center participants are less likely to be 19 or younger and more likely to be between 20 and 34 years old, indicating stronger engagement among early- and mid-career college students rather than exclusively first-time recent high school graduates.

Data from the 2024 Student Equity Plan confirms significant disparities in *Successful enrollment in first year* (among applicants), with Hispanic students at 14.2% and Black or African American students at 23.2% experiencing disproportionate impact (DI observed) in 2023-2024. Additionally, the success rate in *Transfer math & English completion* for Hispanic students was 17.7% and for Black or African American students was 10.0% in 2023-2024.

Race/Ethnicity	Dreamers Center Students (2024–2025)	AVC Overall Students (2024–2025)
Hispanic/Latinx	≈76%	≈65%
African American/Black	Very small share (included in remaining ≈4%)	≈14–15%
White, non-Hispanic	Very small share (included in remaining ≈4%)	≈12–13%
Asian	Very small share (included in remaining ≈4%)	≈3–3.3%
Two or more races	Very small share (included in remaining ≈4%)	≈3.7–4.1%
Other / Unknown	Part of remaining ≈4%	≈1%
Native American / AK Nat.	N/A	≈0.2%
Native Hawaiian / PI	N/A	≈0.1%

As a non-instructional area, the program headcount decreased from 202 students in Fall 2024 to 141 in Spring 2025, signaling a challenge in term-to-term persistence/retention and outreach. The current year-to-date data shows 137 unique students served, which confirms that the number of highly engaged students remains critical but small relative to previous targets.

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?

Strengths and Accomplishments:

Integrated Student Support Practices

To support the college mission of promoting admissions, persistence, graduation, and transfer, the Dreamers Center operationalized your listed requirements (event attendance, peer mentoring, and counseling) through the following high-impact practices:

1. **Holistic & Bilingual Academic Counseling (Completion & Transfer)** To meet the counseling requirement and drive completion rates, the Center implemented accessible, specialized academic guidance.
 - **Bilingual Accessibility:** Counseling sessions are offered in both English and Spanish, available in-person and online, ensuring language barriers do not hinder academic planning.
 - **Targeted Workshops:** The Center specifically supports completion and transfer goals through "Undocu-Transfer" workshops and "Undocu-Financial Literacy" sessions.
 - **Application Support:** To ensure access to necessary funding, the Center hosts "CADAA Assistance Workshops" where staff and financial aid representatives provide hands-on help with the California Dream Act Application before deadlines.
2. **Peer Mentoring and Community Building (Retention & Success)** To fulfill the peer mentor meeting requirement, the Center utilizes a trained cohort of mentors to create a sense of belonging, which is critical for retention.
 - **Structured Mentor Interaction:** Students can check in with peer mentors during "Dreamers Café" drop-in hours to ask questions or simply relax in a welcoming space.
 - **Rigorous Mentor Training:** Peer mentors and student workers undergo specific training that covers best practices for assisting undocumented and mixed-status students, including the use of inclusive language and handling real-life scenarios to ensure interactions are empowering rather than stigmatizing.
 - **Virtual Accessibility:** For students unable to visit campus, a "Virtual Counter" via Zoom allows them to connect with staff and mentors, ensuring off-campus students remain supported and retained.

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3. "High-Touch" Engagement Events (Persistence & Wellness) To meet the three-event requirement, the Center offers a diverse calendar designed to support mental health and civic engagement.

- Wellness Initiatives: Recognizing the stress unique to this population, the "Dreamers Wellness Palette" and breathing sessions with Counselor Towana Catley provide tools for stress management and mindfulness to help students balance academic life.
- Shared Experience: "Talks with A Purpose" (Pláticas con Propósito) offers a safe space for students to share stories and build community while enjoying a meal. Participation in these specific events meets the Dreamers Center requirements.
- Legal & Rights Education: In partnership with the UFW Foundation, the Center provides free immigration legal services (including DACA renewals) and "Know Your Rights" workshops, directly addressing external barriers that often force students to drop out.

4. Material Support and Incentives (Basic Needs) To further support retention, the Center links engagement requirements to tangible material relief.

- Welcome Week Support: The "Dreamers Center Welcome Event" provides immediate material support, supplying attendees with notebooks, pens, highlighters, and food, directly lowering the financial barrier to entry for the semester.
- Financial Relief: Through the United Farm Workers Foundation, the Center hosts the UFWF to assist students in covering the \$495 DACA filing fees, removing a significant financial burden for students and staff.
- Key Resource Delivery: We effectively deliver core services, including academic counseling (39 appointments recorded) and access to critical legal aid (11 Immigration Legal Services Appointments) through the UFW Foundation partnership.
- Staffing Advancement: Two program specialists in Equity were approved and is going through the process advertising, interviewing, and hiring. The specialists will serve Equity programs, but adding two additional full-time program specialists will provide more attention to the Dreamers Center. A Clerical III was also hired in the Equity Department and they are stationed at the Dreamers Center to assist the Center and Equity Department.
- Campus Collaboration: We maintain robust partnerships across campus (EOPS, Financial Aid, The Learning Center, Library, Counseling, Affinity Groups, Books HELP, Basic Needs) to deliver essential wraparound services. There are also semester workshops on financial literacy provided by Chase Banking.
- Cultural Competency: The Undocu-Ally Training successfully engaged 35 faculty, staff, and community members in Fall 2025, improving campus-wide 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?

Opportunities and Challenges:

- Targeting Non-AB540 Students: Advocating for institutional policies, such as the implementation of Ed Code 76140 for reduced tuition rates for part-time students.
- Enhancing Onboarding: Implementing a structured "First Two Weeks" program that includes meetings with Dreamers Center counselors, financial aid assistance, and peer mentor connections.

- FTES Conversion: Focusing on converting part-time students to full-time status through enhanced support and guidance. Additionally, focusing on newly formed English as a Second Language faculty partnerships, High Wage Pathways, and Non-Credit to Credit Pathways.

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

Challenge	Likelihood (1 being unlikely and 5 being highly likely)
<p>Missing framework for implementation of Ed Code 76140 for reduced unit enrollment. The lack of approved Board Policies (BP) and Administrative Procedures (AP) to process reduced tuition rates creates a financial barrier for non-AB540 undocumented students. Although the exact number of students are not known who are currently affected by this missing framework, since the institution does not require a student's legal status, feedback has been received by some students during the student check-ins.</p>	5
<p>The Dreamers Center continues to experience challenges in delivering both in-person and virtual services. Although online Zoom sessions are available, students are not attending them. Current data shows a strong reliance on in-person visits (333) compared to minimal virtual engagement (2 Zoom meetings, 15 emails, 10 calls), yet even in-person participation has decreased due to the current political climate that undocumented and mixed-status students are traversing. This climate has contributed to heightened fear, uncertainty, and reduced willingness to be visibly present on campus. As a result, limited virtual participation and declining in-person engagement create barriers for commuting and older students and restrict the Center's ability to serve students across a geographically isolated district.</p> <p>To address this gap, a reassessment of optimal times for virtual support and revisit the Center's previous COVID-19 practice of maintaining an open Zoom "front desk" during operating hours for drop-in purposes. Restoring a more accessible and flexible virtual presence could help reduce barriers for students balancing work, family responsibilities, or transportation challenges, and it may also provide a safer and more comfortable access point for students who are hesitant to engage in person due to the current political environment.</p>	4
<p>There is a critical need for consistent Professional Development (PD) for faculty and staff regarding undocumented student support. This training is often provided by the California Community College Chancellor's Office and specialized organizations such as United Farm Workers (UFW), Immigrants Rising, etc.</p> <p>The Dreamers Center mission relies on creating a "welcoming and supportive environment" across the college. However, complex compliance mandates (such as AB 540/SB 68 and the California Dream Act) require specialized knowledge. Without regular PD, there is a risk that faculty and general staff may unintentionally provide misinformation or fail to refer students effectively. Since counseling referrals are currently a top driver for visits (39 visits), a lack of training across campus could disrupt the pipeline of students connecting with vital financial aid and legal resources, potentially widening equity gaps.</p>	4

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

Consider the following questions:

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

The Dreamers Center aspires to be known as the leading advocate and resource provider for undocumented students in the Antelope Valley. A desired future involves structurally removing systemic barriers, including achieving priority registration and implementing policies like Ed Code 76140 to ensure equitable financial access for all undocumented students.

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

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

Past Outcomes Improvement Plans	Progress Made
N/A	

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

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

Past Goal	Progress Made
Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Policies and other support have been identified by connecting with other community colleges that have them in place.
Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Basic Needs	More use of the Dreamers Center in the HUB is occurring. Highlighting the space is done with Outreach tours and other community members enter the space. Additionally, the Dreamers Center funds for meal cards were available, but it will expand to gas cards for active Dreamers Center students.

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 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.	Enhance Student Development and Leadership: Increase support, on-campus activities, and opportunities for student leadership.	Target outreach to students with high school diplomas, or equivalent, and expand Dream Act application support. This will be done in conjunction with the United Farm Workers Foundation fellow.	By the end of the academic year, increase targeted outreach to eligible students by implementing at least 3 coordinated outreach campaigns per semester, resulting in a 10 percent year-over-year increase in student contacts for Dream Act and postsecondary transition support. The request from Enrollment Services will be made to gather weekly reports of those applying to AVC without residency to also ensure the measure of success.
#2	ILO 1. Communication				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Increase Enrollment and Retention: Restore and sustain enrollment of undocumented, mixed status students, as well as allies and support their transition to college.	Collaborate with other departments and local high schools to identify and enroll students. Continue the implementation of Dreamers Center student orientations that include online components to meet students' needs.	Increase the number of newly enrolled undocumented and mixed-status students by 5 to 10 percent compared to the previous academic year, as tracked through the CCCApply filters (requesting access from Enrollment Services), and Dreamers Center intake forms. Achieving a 5 percent year-over-year increase in Fall-to-Spring persistence among students engaged with the Dreamers Center, tracked through ARGOS reports and individual student engagement records.
#3	ILO 2. Creative, Critical, and				Goal #2 Equity: Improve the college culture by becoming a	Strengthening academic success and pathway clarity for disproportionately	• Collaborate with Counseling, CalWORKS, NextUP, EOPS, and affinity groups to schedule	

	Analytical Thinking				more caring, welcoming, accessible, and inclusive campus.	impacted students by increasing course success rates, completed educational plans, and overall certificate/degree completion.	dedicated educational plan sessions for students served by the Centers. <ul style="list-style-type: none"> • Integrate Learning Center’s academic skills workshops and tutor-led study sessions into HUB operations. • Implement proactive case management for students on academic probation or those with mid-semester progress concerns. • Promote tutoring, and embedded academic support services. • Strengthen a coordinated outreach plan that uses text messages, emails, and Canvas announcements to remind students about available support services at key points in the semester, especially before midterms and withdrawal deadlines. 	
#4	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.	Expand student engagement, resource utilization, and transfer readiness by increasing Books HELP program participation, Center event attendance, and successful transfer outcomes for students served by Equity programs.	<ul style="list-style-type: none"> • Collaborate with Outreach, Transfer Center, and local community partners to provide targeted transfer workshops and university site visits. • Strengthen communication and marketing campaigns to raise awareness of Books HELP distribution timelines and eligibility. • Offer culturally responsive and high-impact events that elevate belonging and 	<ul style="list-style-type: none"> • Increase Books HELP program usage by 10 percent across fall and spring distribution cycles, measured through sign-in and distribution records. • Increase attendance at Center-sponsored events by 10 percent compared to the prior academic year. • Increase the number of students completing transfer applications or participating in transfer-related activities by 10 percent, verified through Transfer Center

							<p>connection, including collaborations with affinity groups and academic departments.</p> <ul style="list-style-type: none"> • Develop structured follow-up processes with Books HELP users to connect them to tutoring, counseling, and academic planning. • Collect and analyze event participation data to better understand trends, interests, and unmet needs. 	<p>documentation.</p> <ul style="list-style-type: none"> • Produce an end-of-year engagement summary demonstrating correlations among resource usage, event participation, and improved academic or transfer outcomes.
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***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	Program Specialist	#1, #2, #3, and #4	New	\$86,211	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga
Classified Staff	STH – Program Specialist	#1, #2, #3, and #4	New	\$30,000	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga
Professional development	Professional Development opportunities for staff, faculty, and administrators. Topics: • AB 540 eligibility and residency requirements • California Dream Act updates and application guidance	#1, #2, #3, and #4	New	\$5,000	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga

- Federal immigration policy updates and legal considerations
- Trauma-informed practices for supporting undocumented and mixed-status students
- Mental health considerations and stressors affecting undocumented students
- Allyship and UndocuAlly training for faculty, staff, and student workers
- FERPA, confidentiality, and safe-space protocols
- Effective referral processes to campus and community resources
- Best practices for case management and student follow-up
- Culturally responsive student engagement strategies
- Financial aid navigation for undocumented students
- Employment pathways for undocumented students, including ITIN and entrepreneurship
- Building

	partnerships with community organizations that support immigrant populations					
Other	Food and meal cards.	#2 and #4	New	\$10,000	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga
Other	The program seeks to implement a coordinated peer mentor model across affinity groups by hiring student workers/mentors who are not only embedded within their designated centers but also cross-trained in the services and referral processes of the Dreamers Center. This includes peer mentors for AVC's affinity groups, as well as a peer outreach ambassador who supports all affinity programs. Each mentor will receive training on undocumented and mixed-status student needs, AB 540 and Dream Act basics, confidentiality protocols, and culturally responsive engagement so they can identify students	#1, #2, #3, and #4	New	\$303,600 (no student having federal work study)	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga

	<p>who would benefit from Dreamers Center support and provide timely, accurate referrals. This structure ensures that undocumented and mixed-status students are supported regardless of which space they enter, while also strengthening collaboration and continuity across the Equity and Student Achievement division and other divisions.</p>					
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Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above for required data).

2025–2026 AVC Strategic Priorities

Priority 1 - FTES and Enrollment

Goal 1a. Increase FTES by 10% annually

2025-2026 Target: 11,300 FTES

Goal 1b. Increase Enrollment by 10% annually

2025-2026 Target: 96,250 students enrolled

Priority 2 - Transfer-level math and English Completion

Goal 2: Increase rate of students completing both transfer-level math and English within the first year of enrollment at AVC by 5%

2025-2026 Target: 19% of students completing both transfer-level math and English within the first year of enrollment

Priority 3 - Job Placement Rates

Goal 3a. Increase the number of CTE awards earned by 5%

2025-2026 Target: 1,408 CTE program awards

Goal 3b. Increase job placement rates in programs with less than 70% to 70% or higher

Priority 4 - Community Outreach, Participation, and Involvement

Goal 4. Increased AVC outreach, participation, and involvement in the community



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 Academic Year	All	CalWorks	All	CCAP	All	ECHS	All	EDPS	All	First Gen	All	Foster Youth
Academic Year		OSD		Puente		Rising Scholars		Special Admit		Umoja		Veteran
Multiple values	All		All		All		All		All	Yes		All

Headcount, Enrollments, FTES, Success and Retention

Term/Annual Academic Year	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	251	1,134	134.74	56.6%	64.2%
2023-24	197	736	82.62	35.4%	7.1%
2024-25	267	1,367	154.62	44.3%	6.7%

Headcount, Enrollments, Success and Retention by Race/Ethnicity

Term/Annual Academic Year	Race/Ethnicity	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	Hispanic/Latino	87	303	35.64	38.4%	71.3%
	White	29	129	17.33	70.3%	89.0%
	Black/African American	148	647	76.78	35.8%	6.6%
	Asian	19	19	14.2%	34.2%	84.2%
	Two or more	19	97	10.70	7.3%	56.7%
	Unknown/Masked	19	39	34.6%	34.6%	74.4%
2023-24	Hispanic/Latino	58	230	24.05	36.7%	34.1%
	White	121	466	52.12	57.5%	50.0%
	Black/African American	12	37	66.5%	66.5%	78.4%
	Asian	12	12	71.0%	71.0%	66.7%
	Two or more	15	97	11.42	44.5%	74.2%
	Unknown/Masked	15	26	74.9%	74.9%	59.2%
2024-25	Hispanic/Latino	93	455	52.97	57.0%	39.7%
	White	25	125	72.7%	72.7%	52.0%
	Black/African American	148	737	82.18	55.5%	65.2%
	Asian	17	17	71.0%	71.0%	66.7%
	Two or more	15	97	11.42	44.5%	74.2%
	Unknown/Masked	15	26	74.9%	74.9%	59.2%

Headcount, Enrollment, Success and Retention by Gender

Term/Annual Academic Year	Gender	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	Women	172	801	96.96	34.7%	6.3%
	Men	73	305	34.41	37.2%	45.8%
	Non-Binary	1	1	100.0%	100.0%	66.7%
	Other/Unknown	1	25	91.3%	91.3%	60.0%
2023-24	Women	113	412	45.49	13.0%	66.7%
	Men	74	282	32.45	38.3%	35.4%
	Non-Binary	1	1	100.0%	100.0%	60.0%
	Other/Unknown	1	37	90.0%	90.0%	60.0%
2024-25	Women	166	851	95.45	34.2%	67.0%
	Men	90	454	52.75	35.9%	67.0%
	Other/Unknown	11	62	6.42	74.2%	59.7%

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 Academic Year	All	CalWorks	All	CCAP	All	ECHS	All	EDPS	All	First Gen	All	Foster Youth
Academic Year Multiple values	All	OSD	Yes	Puerta	All	Rising Scholars	All	Special Admit	All	Umoja	All	Veteran

Headcount, Enrollments, FTES, Success and Retention

Academic Year	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	25	220	24.18	90.5%	71.8%
2023-24	54	419	48.64	90.2%	80.4%
2024-25	69	495	59.12	90.5%	75.5%

Headcount, Enrollments, Success and Retention by Race/Ethnicity

Academic Year	Race/Ethnicity	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	Hispanic/Latino	25	220	24.18	90.5%	71.8%
2023-24	Hispanic/Latino	54	419	48.64	90.2%	80.4%
2024-25	Hispanic/Latino	66	470	56.43	90.0%	75.0%
	White	15			100.0%	86.7%
	Black/African American				100.0%	50.0%

Headcount, Enrollment, Success and Retention by Gender

Academic Year	Gender	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	Women	18	164	18.08	91.5%	77.4%
	Men		47	5.05	85.1%	57.9%
	Other/Unknown				100.0%	44.4%
2023-24	Women	38	289	33.42	89.3%	78.9%
	Men	15	127	14.91	92.9%	85.8%
	Other/Unknown				86.0%	0.0%
2024-25	Women	44	332	39.84	89.7%	74.8%
	Men	24	159	18.83	91.8%	78.0%
	Other/Unknown				100.0%	25.0%

Success and Retention by Demographic Groups and Modality for Credit Courses

Demographic Group:
Ethnicity

Course Instruction Method:
Delayed Interaction (Internet Based)

Delayed Interaction (Internet Based) Success Rate by Ethnicity

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	55.5%	57.2%	54.7%	55.8%	62.3%
American Indian/Alaskan Native	55.6%	70.8%	57.1%	57.1%	56.1%
Asian	91.4%	81.2%	74.2%	82.6%	88.6%
Hispanic	73.3%	70.3%	69.0%	69.7%	73.0%
Multi-Ethnicity	65.6%	67.2%	68.1%	67.1%	78.5%
Pacific Islander	83.3%	80.6%	48.5%	62.5%	50.0%
Unknown	59.4%	71.6%	75.6%	64.6%	73.6%
White	80.2%	72.9%	74.6%	75.3%	75.3%

Delayed Interaction (Internet Based) Retention Rate by Ethnicity

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	80.2%	81.5%	84.6%	84.3%	87.8%
American Indian/Alaskan Native	77.8%	87.5%	85.7%	80.0%	78.0%
Asian	96.4%	90.5%	87.6%	91.7%	94.8%
Hispanic	86.8%	86.8%	88.5%	88.1%	90.1%
Multi-Ethnicity	80.2%	84.2%	85.8%	86.0%	92.0%
Pacific Islander	100.0%	90.3%	84.8%	83.3%	75.0%
Unknown	74.0%	83.1%	89.3%	83.8%	82.9%
White	89.2%	87.0%	88.7%	89.9%	89.2%

Source: CEECCO's Data Mine
Updated August 2025

[AVC ICRP](#)



Success and Retention by Demographic Groups and Modality for Credit Courses

Demographic Group:
Ethnicity

Course Instruction Method:
Delayed Interaction (Internet Based)

Delayed Interaction (Internet Based) Success Rate by Ethnicity

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	55.5%	57.2%	54.7%	55.8%	62.3%
American Indian/Alaskan Native	55.6%	70.8%	57.1%	57.1%	56.1%
Asian	91.4%	81.2%	74.2%	82.6%	88.6%
Hispanic	73.3%	70.3%	69.0%	69.7%	73.0%
Multi-Ethnicity	65.6%	67.2%	68.1%	67.1%	78.5%
Pacific Islander	83.3%	80.6%	48.5%	62.5%	50.0%
Unknown	59.4%	71.6%	75.6%	64.6%	73.6%
White	80.2%	72.9%	74.6%	75.3%	75.3%

Delayed Interaction (Internet Based) Retention Rate by Ethnicity

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	80.2%	81.5%	84.6%	84.3%	87.8%
American Indian/Alaskan Native	77.8%	87.5%	85.7%	80.0%	78.0%
Asian	96.4%	90.5%	87.6%	91.7%	94.8%
Hispanic	86.8%	86.8%	88.5%	88.1%	90.1%
Multi-Ethnicity	80.2%	84.2%	85.8%	86.0%	92.0%
Pacific Islander	100.0%	90.3%	84.8%	83.3%	75.0%
Unknown	74.0%	83.1%	89.3%	83.8%	82.9%
White	89.2%	87.0%	88.7%	89.9%	89.2%

Source: CCCC's Data Mine
Updated August 2025

[AVC ICRP](#)



Success and Retention by Demographic Groups and Modality for Credit Courses

Demographic Group:
Ethnicity

Course Instruction Method:
Non-Distance Education Methods

Non-Distance Education Methods Success Rate by Ethnicity

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	62.1%	61.8%	61.9%	59.8%	64.2%
American Indian/Alaskan Native	77.3%	80.6%	78.1%	65.8%	63.3%
Asian	85.3%	82.3%	81.2%	83.6%	84.7%
Hispanic	73.1%	71.5%	72.2%	72.3%	74.9%
Multi-Ethnicity	71.9%	71.8%	72.1%	76.4%	75.6%
Pacific Islander	57.1%	90.0%	55.6%	65.2%	68.8%
Unknown	75.9%	74.9%	75.6%	75.0%	78.9%
White	81.7%	78.6%	79.6%	80.7%	83.5%

Non-Distance Education Methods Retention Rate by Ethnicity

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	83.3%	83.9%	84.4%	82.7%	85.9%
American Indian/Alaskan Native	89.4%	88.9%	93.8%	86.8%	90.0%
Asian	93.0%	91.8%	91.5%	91.8%	92.8%
Hispanic	88.4%	88.7%	89.5%	89.8%	90.3%
Multi-Ethnicity	87.0%	84.8%	87.4%	91.6%	87.7%
Pacific Islander	82.9%	90.0%	74.1%	91.3%	93.8%
Unknown	86.9%	89.5%	87.1%	87.2%	91.5%
White	91.1%	89.7%	90.2%	91.0%	91.8%

Source: CEECCO's Data Mine
Updated August 2025

[AVC ICRP](#)





Fall 2025 Student Profile

Term Selector
 Fall 2024
 Fall 2025
 Spring 2024
 Spring 2025

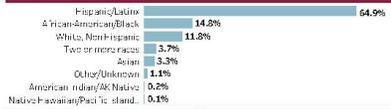
Data as of:
 September 22, 2025



Select for all, new, or returning students:
 All

Select for enrolled by various locations:
 All

Race/Ethnicity



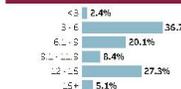
Age Groups



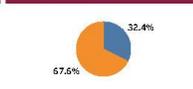
Gender



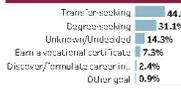
Enrolled Units



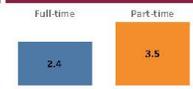
PT/FT Status



Ed Goals



Avg. Number of Terms



Metrics

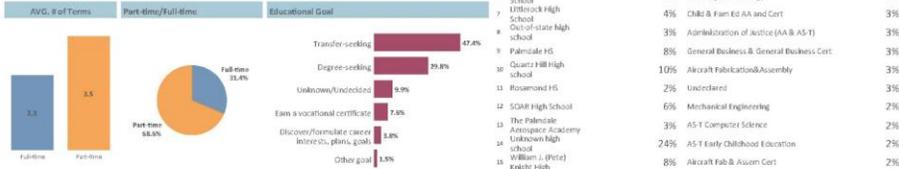
Headcount	14,806
Avg. Enrolled Units	8.6
Avg. Count Of Terms	3.1
Median Count Of Terms	2.0
Avg. AVC GPA	2.81
Median AVC GPA	3.00
Avg. AVC Earned Hours	34
Median AVC Earned Hours	27

Top 20 Majors

Registered Nursing	1,656
LAS: Arts and Humanities	801
AS-T Business Admin 2-C	703
AA-T Psychology	695
Radiologic Technology	673
AS-T Biology	435
Undeclared	410
Mechanical Engineering	397
General Business	390
Aircraft Fabrication/Assembly	389
Child & Family Education	318
AS-T Computer Science	294
AS-T Early Childhood Education	263
AS-T Administration of Justice	235
AA-T Kinestiology	233
AA-T Sociology	229
Aircraft Fab & Assoc Cert	185
LAS: Social/Behavioral Science	182
AA-T English	144
Biological Sciences	109

High Schools (Top 20)

Unknown high school	3,082
Quartz Hill High school	1,229
Lancaster High School	1,071
Highland HS	1,034
William J. (Pete) Knight High	979
Palmdale HS	938
Eastside High School	915
SDAR High School	779
Antelope Valley High School	582
Littlerock High School	470
The Palmdale Aerospace Acad.	421
Quartz Hill high school	406
Foreign country high school	309
Rosemead HS	285
Desert Sands Charter High Sch	139
River Park High School	131
Antelope Valley Learning Acad	126



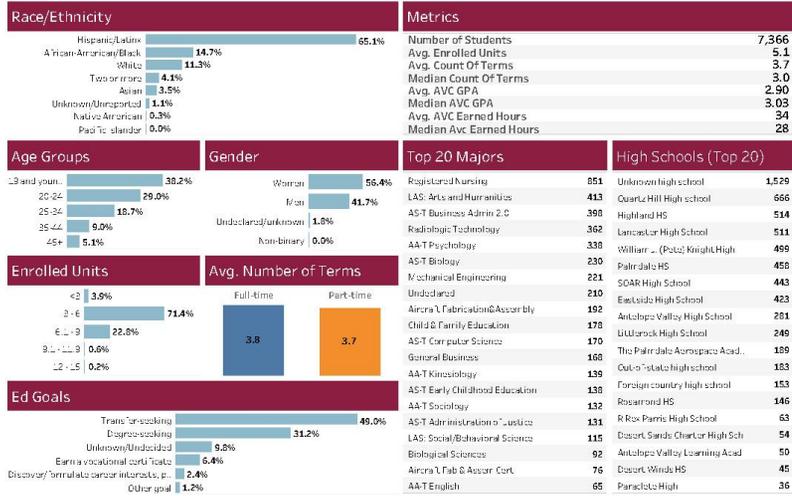


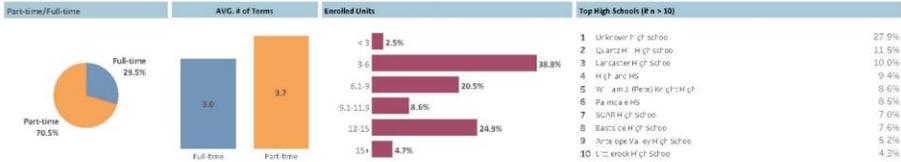
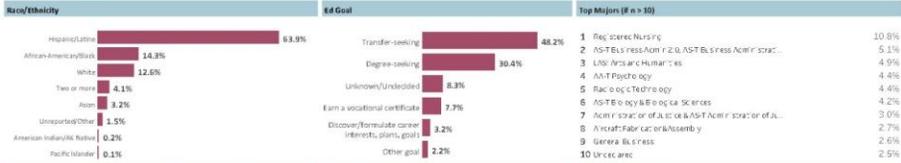
2025 Summer Student Profile

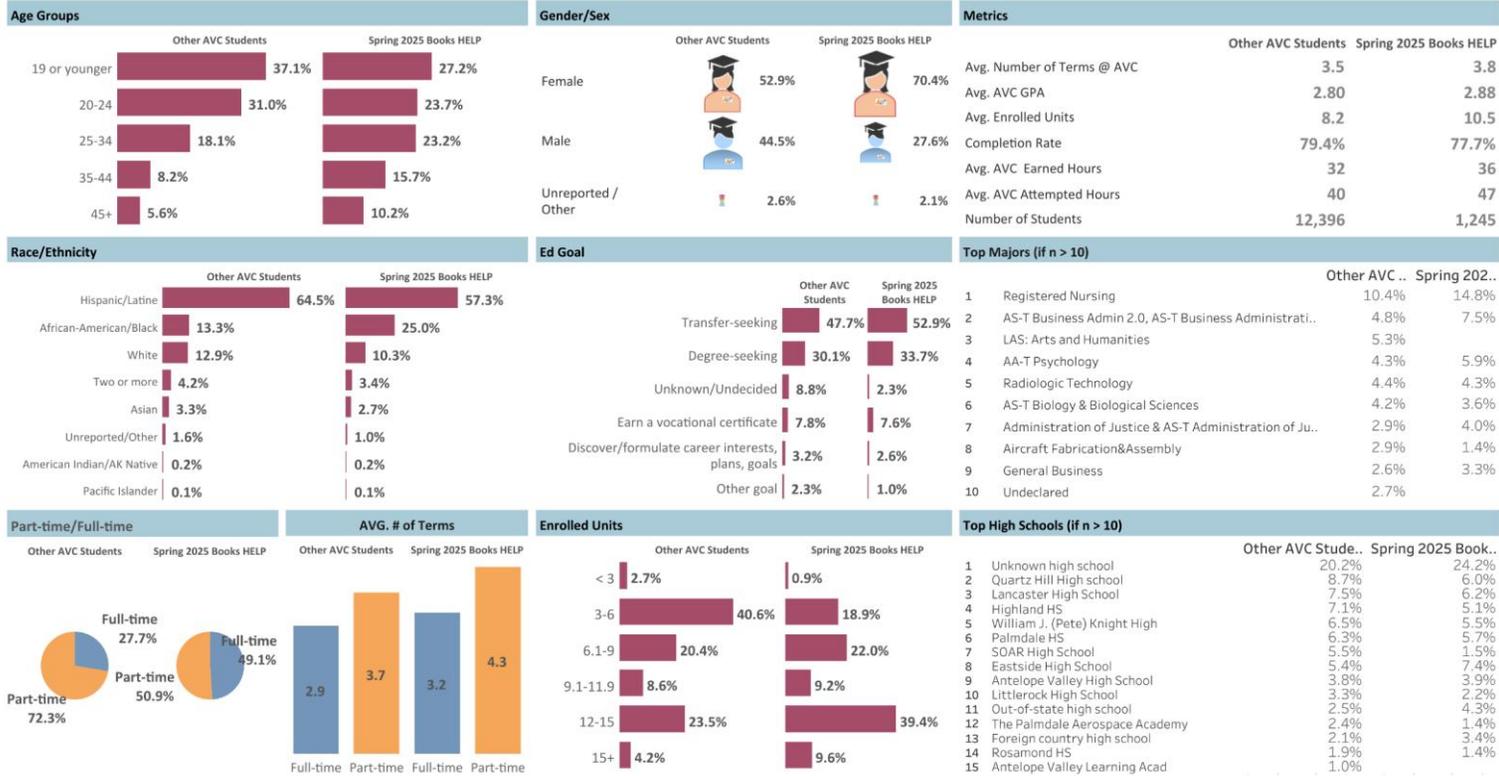
Summer Term
 2022 Summer
 2023 Summer
 2024 Summer
 2025 Summer

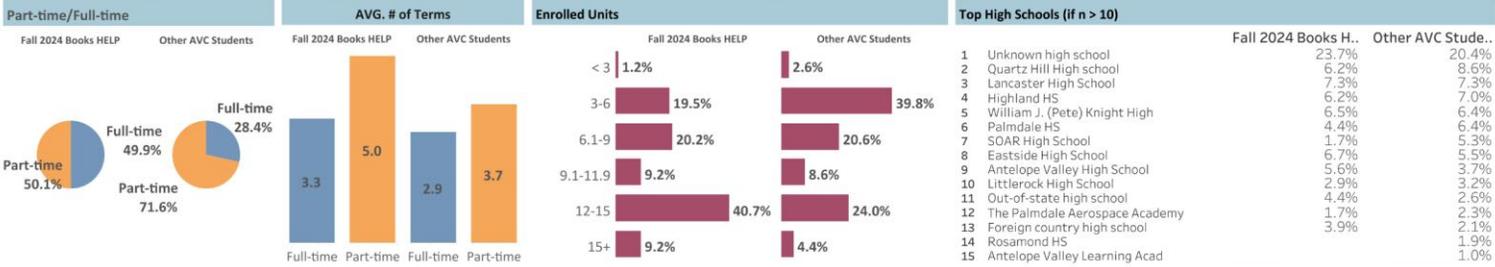
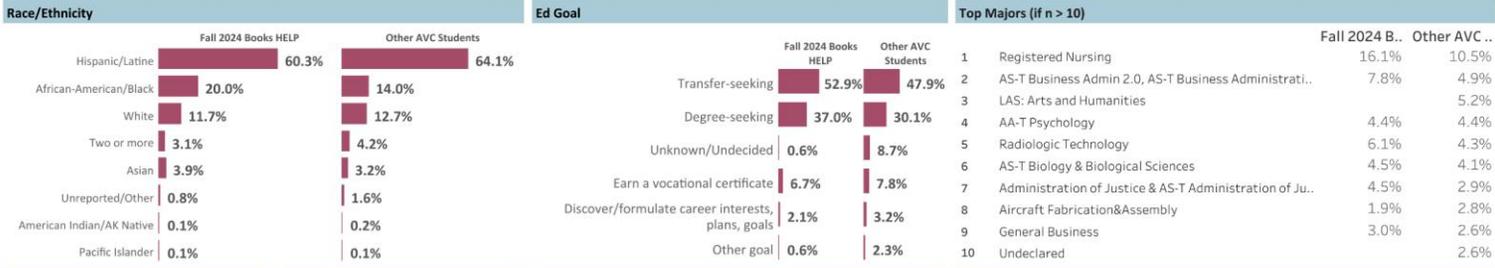
All Dates as of 7/7/2025

Select for enrolled by various locations:
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Fall 2025 Program Review Report | Non-Instructional Areas

Department /Area Name: Equity/Focus180 For Planning Years: 2026-2027

Name of person leading this review: Alberto Mendoza González Larreynaga

Names of all participants in this review: Alberto Mendoza González Larreynaga

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

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

The Focus 180 Program contributes meaningfully to Antelope Valley College’s mission by supporting one of the most marginalized and disproportionately impacted student populations: justice-impacted individuals, including students on probation or parole, system-impacted youth, and students whose academic pathways are disrupted by incarceration or justice-related family circumstances. The program provides integrated, welcoming, and culturally responsive services designed to eliminate structural barriers that restrict educational access, persistence, and completion.

By offering priority registration, reentry support, case management, community-based referrals, and holistic connections to Basic Needs, Student Health, Counseling, EOPS, CalWORKs, and Veterans Services, Focus 180 helps justice-impacted students begin, stabilize, and continue their college journey. This aligns with AVC’s mission to promote equitable success and provide quality education to diverse learners, particularly those historically underserved.

The program directly supports the Board of Trustees Strategic Priorities by contributing to:

- Priority 1 (Enrollment and FTES Growth): Through targeted outreach and reentry partnerships, Focus 180 re-engages individuals unlikely to pursue higher education without structured support.
- Priority 2 (Transfer-Level Math and English Completion): Case management and referrals promote academic success in foundational courses, which are known barriers for disproportionately impacted populations.
- Priority 3 (Job Placement and Career Readiness): The program provides career, financial literacy, and reentry workshops that strengthen long-term employability.
- Priority 4 (Community Engagement): Strong collaborations with LA County Probation, LARRP, PACT, AV Parole Office, and reentry organizations such as Paving the Way deepen the College’s regional impact.

Focus 180 operationalizes the Student Equity and Achievement Plan’s race-conscious framework by directly addressing structural inequities in justice systems, educational access, and reentry barriers. The program embodies SERVES values by removing barriers, centering student well-being, and fostering community connections.

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?

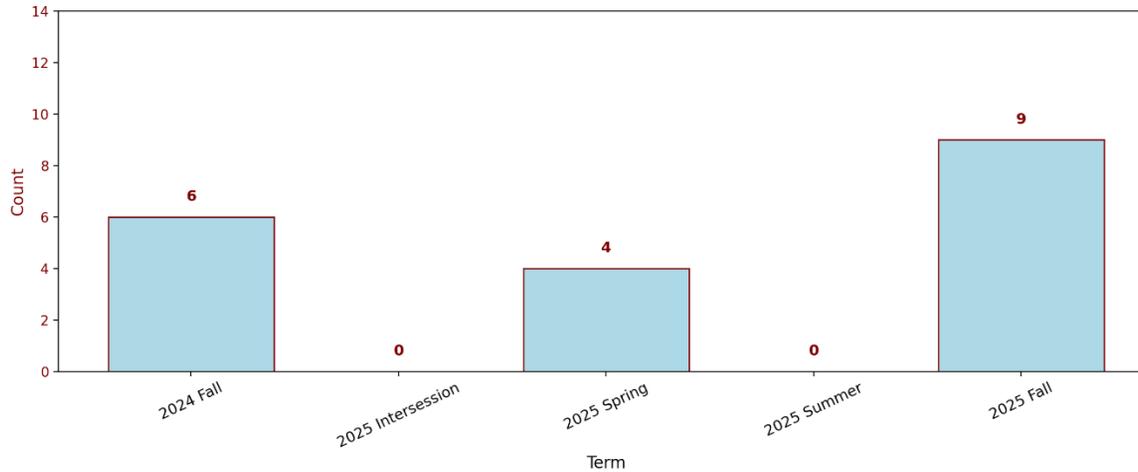
Consider the above questions and provide written analysis of your data.

The Focus 180 Program's Target Population is justice-impacted students. This includes individuals on probation/parole, system-impacted youth, and students whose educational success is affected by incarceration, reentry, or justice-related family circumstances.

Core services provided to this population include:

- Priority Registration
- Reentry support and connections to community agencies, including legal aid. The Program Specialist and H.U.B. Manager attended 24 meetings via Zoom with The Los Angeles Regional Reentry Partnership (LARRP) and attended Parole and Community Team (PACT) meetings at Lancaster’s Parole Office.
- Referral to programs in Basic Needs, Student Health, Counseling, EOPS, NextUp, CalWORKS, affinity groups, The Learning Center, and the Veterans Resource Center.

Books HELP Data on Focus 180 Students Usage



Term	Count	Percentage
2024 Fall	6	0.32%
2025 Intersession	0	0.00%
2025 Spring	4	0.32%
2025 Summer	0	0.00%
2025 Fall	9	0.53%

Success for Focus 180 is measured by quantifying several key outcomes:

1. Enrollment and participation numbers.
2. Retention and persistence rates.
3. Successful referrals to support services including other affinity groups, Basic Needs, CalWORKS, EOPS-CARE, NextUP, and community partners such as Paving the Way, The Los Angeles Regional Reentry Partnership (LARRP), The Prism Way, Olive Support Services, Timelist, etc.
4. Student progress toward educational goals (units completed, certificates, degrees, or transfers).

The program also has explicit Student Success Goals, which include increasing enrollment, improving fall-to-spring persistence and first-year retention, strengthening academic momentum through case-management style support, and promoting long-term reentry success.

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

Specific comparative demographic data for the justice-impacted population, those who were formerly incarcerated, versus the general AVC service area is not available in our AVC dashboards. However, the program provided a snapshot of participation impact for 2024-2025. AVC served 16 initial Focus 180 students in Fall 2024, but 7 persisted into the spring 2025 semester. The demographic breakdown of these students by Gender, Ethnicity, Educational Plan, and Majors was tracked. The mean Cumulative Grade Point Average (GPA) for this group was 2.06, and the mean Progress Toward Program of Study Completion was 57%.

Dimension	Focus 180 (Spring 2025) Source: ARGOS Report	AVC Overall (Spring 2025) Source: Student Services Program Review Data Dashboard 2024-2025
Cohort size	16 continuing Focus 180 students (justice-impacted); 7 persisted from fall 2024 to spring 2025 semester	13,641 students enrolled at AVC in Spring 2025
Gender distribution	71% male, 29% female	43.0% male, 54.5% female, 2.5% other/unreported
Ethnicity – African American/Black	100% African American/Black	14.3% African American/Black, 63.9% Hispanic/Latine, 12.7% White, 9.1% remaining ethnicities
Mean cumulative GPA	2.06 (Focus 180 program average across 2024–2025; continues into Spring 2025 cohort)	2.81 average GPA in Spring 2025
Cumulative GPA bands (Focus 180 subset)	Overall mean = 2.06	No official band breakdown reported; overall mean GPA = 2.81
Progress Toward Program of Study Completion	Mean progress toward program completion: 57% (across Focus 180 students with available data)	79.1% course completion rate at AVC in Spring 2025
Support services participation	3 in EOPS, 2 Foster Youth, 2 in CalWORKs, 0 Veterans	Among AVC students overall in 2024–25 with support service data: 666 in EOPS, 1,131 Foster Youth, 413 in CalWORKs, 310 Veterans (Student Services Program Review for 2024 – 2025)
Educational Plan	6 out of 7 had an educational plan on file (86%)	Information available from IERP Ed Plans dashboard (Comprehensive Ed Plans for First-Time Non-Special Admit Student Cohorts by Term) has Fall 2023 cohort at 52.1% (n = 2,395) and Spring 2024 cohort at 41.7% (n = 865).

Which race/ethnicity groups experience the largest equity gaps?

The program's core purpose is to address equity gaps for a marginalized student population. Reviewing institution-wide Student Equity Plan metrics reveals that Black or African American students experienced significant disproportionate impact (DI) in key metrics for 2023-2024:

- In the metric for students who completed both transfer-level math and English within the district in their first year, Black or African American students had the largest DI observed, at -18.5%.
- Within the broader Student Equity 2024 dataset, Black or African American students experienced the largest equity gap in successful first-year enrollment, with a disproportionate impact rate of negative 19.5 percent. This districtwide pattern is particularly relevant to Focus 180, since the program served a cohort of seven Black or African American students during the fall 2024 to spring 2025 academic year. Persistent gaps also appear in completion of transfer level math and English, where Hispanic students showed a negative 11.1 percent DI rate and economically disadvantaged students showed a negative 0.8 percent DI rate for 2023–2024. These systemic barriers reflect the academic pressures that justice-impacted students must navigate, often compounded by intersecting racial and economic inequities.

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

While formal success and retention rates (S&R) for courses are not provided for this non-instructional program, enrollment and participation data indicate challenges in persistence over the past year. The program served 16 initial Focus 180 students in Fall 2024, but this decreased to 7 Focus 180 students in Spring 2025. This drop suggests that strengthening the case-management support model is necessary to achieve the goal of improving fall-to-spring persistence and first-year retention. The strengthening of the case-management includes a newly requested Equity dashboard from ARGOS and more collaboration with the Office of Institutional Effectiveness, Research and Planning.

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?

Focus 180's greatest accomplishment is the establishment of support services at AVC and with our external partners, i.e., Lancaster Parole Office, and The local

chapter of The Los Angeles Regional Reentry Partnership (AV-LARRP), for a critically marginalized student population.

- **Integrated Support Model:** The program connects students with vital resources such as the AVTA Bus Pass, Hearts & Hands Food Pantry, and essential referrals for childcare and housing (from Basic Needs on campus), Equity and Student Achievement’s Books HELP Program, and a newly dedicated space in the HUB. Meetings often involve guided connections to campus resources (Basic Needs, Student Health, CalWORKS, EOPS, and Counseling, etc.).
- **Partnership Development:** The program is actively building external partnerships crucial for reentry success. Progress includes developing partnerships with LA County Probation, LARRP, and community-based reentry organizations. The program is also planning an expungement workshop with the LA County Public Defender’s Office for the spring 2026 semester.
- **Physical Presence and Staffing:** Focus 180 now benefits from a newly dedicated space within the HUB that is intentionally designed to create a welcoming and functional environment for formerly incarcerated and system-impacted students. The space has been furnished with new furniture, equipped with a smartboard to support workshops and study sessions, and branded with a newly developed Focus 180 logo and icon that reinforces program identity and visibility. During the 2024–2025 academic year, the program also strengthened its community and institutional partnerships through a Re-entry Symposium that brought together AVC and Los Angeles County organizations, as well as by hosting the Los Angeles Probation Office to discuss the Rising Scholars Network Youth Program. Staffing support continues through the Interim HUB Manager and a Program Specialist, and the college has approved a Project Supervisor position for Rising Scholars which will also provide direct supervision for the Focus 180 program.

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?

Opportunity	Description
Strengthen Enrollment Retention Support	Increase outreach and visibility for the Focus 180 program by expanding marketing efforts and conducting classroom visits, as well as presenting at division meetings across Academic Affairs and Student Services to support enrollment growth. Strengthen the case-management model to improve retention, which remains a key priority for the program. This work is especially important given the decline in student participation from 16 students in Fall 2024 to 7 students in Spring 2025.
Expand Outreach/ Access	Expand reentry partnerships and outreach to increase initial enrollment, especially with the contacts made at the AV-LARRP Symposium had in October 2025.
Implement Regular Workshops	Opportunity Implement Regular Workshops: Develop a recurring workshop series that includes legal aid and expungement resources, as well as Rising Scholars-aligned professional development, resume building, career exploration, workforce preparation, and financial literacy. This coordinated set of workshops would offer targeted support that addresses the academic, employment, and re-entry barriers commonly experienced by justice-impacted students, while also creating a more structured and consistent program framework.
Program Innovation	Advance the justice-impacted dual-enrollment concept in progress for system-impacted minors.

- 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	Explanation of Risk to Institution	Likelihood (1-5)
Funding Core Requests from Focus 180 Students	Providing gas cards, meal cards, and bus passes have been requested. Not securing this poses a risk of disruption to the services that remove barriers to enrollment and persistence, will challenge the program's equity mandate. A structure for program requirements can be looked into to assist in equity indicators being met so the cards are available to students taking action to close the equity gaps. A collaboration will also be discussed with Basic Needs for a Focus 180 pantry allocation alongside reaching out to community food pantries.	5 (Highly Likely)
Staffing Continuity and Capacity	Disruptions in 2023 and early 2024 created significant breaks in program continuity, limiting the development of a consistent support structure for Focus 180 students. During this period, the transition between program specialists posed additional challenges, particularly because essential components such as case management, an early-alert system, and mandatory regular check-ins needed substantial rebuilding. A new and more experienced program specialist is now positioned to move the program forward on a stronger trajectory and is actively working to establish a cohesive structure that includes the full implementation of a strengthened case-management model, early-alert system, and mandatory check-in process.	4 (High Moderate)
Enrollment Variability and Persistence	The significant decrease in participation from Fall 2024, at 16 students, to Spring 2025, at 7 student engagement and poses a risk to achieving retention and persistence goals. During this period, the p such as a structured survey or exit process, to understand why students stopped out. Informal feed suggested factors such as limited local family support and the need for greater access to basic resou and bus passes. As the program structure is expanded under the new specialist, formalized and regu identify concerns early, strengthen wraparound support, and reduce future stop outs.	3 (Moderate)

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?

Focus 180 aims to be recognized as AVC’s comprehensive reentry-support program known for connecting justice-impacted students to stable educational pathways, strong career outcomes, and supportive networks that include family engagement. The program envisions seamless coordination with Rising Scholars – Prison Education Program, expanded legal aid, mental health services, and career development resources, along with a fully funded support structure that addresses transportation, food insecurity, and the unique barriers faced by reentry populations. Its long-term goal is to eliminate DI equity gaps in enrollment, persistence, and completion by stabilizing, supporting, and empowering system-impacted students and their families.

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

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

Past Outcomes Improvement Plans	Progress Made
N/A – Previously part of General Equity Program Review and prior to that the program was under LACA.	

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

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

Past Goal	Progress Made
Increase enrollment and college reengagement among justice-impacted students by 10%.	Status: Initial Enrollment Achieved, but Follow-Through Needs Improvement. The program successfully enrolled 16 initial Focus 180 students in Fall 2024. However, the substantial drop to 7 students in Spring 2025 suggests that enrollment processes were successful, but persistence challenges arose.
Strengthen academic momentum through early resource connection and case-management style support to all Focus 180 program participants.	Status: A Rebuilding Support Structure Is Underway. With the assignment of a new and more experienced program specialist, Focus 180 is reestablishing consistent support and mentorship practices. Meetings will now begin in the HUB (HUB 109 – Focus 180 Space) and include guided referrals to key campus resources such as Basic Needs, Student Health, and Counseling, creating a more coordinated network of care. For the Fall 2024 cohort, the Mean Cumulative GPA was 2.06, and students showed an average of 57 percent progress toward completion of their program of study, indicating a need for continued structured support as the program strengthens its framework.

Establish operational continuity and dedicated student support space to all Focus 180 program participants.	Status: Continuity Rebuilding in Progress. The program is actively rebuilding continuity after 2023 staffing disruptions in Student Equity. A dedicated space has been established in the HUB for accessible student support, which will aid in providing services.
Promote long-term reentry success through education and workforce pathways to all Focus 180 program participants.	Status: Partnerships and Reentry Infrastructure in Development. Significant progress reflects not only the expansion of external partnerships but also the rebuilding of internal structures necessary for a comprehensive reentry-support model. The program has reestablished coordination with key partners such as the Lancaster Parole Office, AV-LAARRP, Paving the Way, and the Justice, Care, and Opportunities Department, and is actively developing new partnerships with LA County Probation, Prism Way, the Center for Employment Opportunities, Race Communications which employs justice-impacted individuals, Olive Support Services, and additional community-based reentry organizations. These efforts, combined with the onboarding of a more experienced program specialist and the redevelopment of case management, early-alert, and check-in systems, signal substantial movement toward a fully integrated reentry infrastructure that will better support student stability, family engagement, and career advancement.

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 Access/Enrollment Equity	ILO 3. Community /Global Consciousness				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Increase enrollment and college reengagement among justice-impacted students by achieving a minimum of 20+ new student enrollments in Spring 2026, representing at least a 25 percent increase above the Fall 2024 cohort of 16 students.	1. Expand reentry partnerships and outreach aggressively. 2. Implement a minimum of three targeted enrollment/expungement workshops per year	Achieve 20+ new students initial student enrollments in spring 2026, surpassing the 16 students enrolled in Fall 2024.
#2 Retention/Success Equity	ILO 2. Creative, Critical, and Analytical Thinking				Goal #6 Success: Boost success rates by prioritizing the student experience.	Improve student persistence and first-year retention through enhanced support.	1. Strengthen the case-management support model. 2. Fully utilize the dedicated space in the HUB	Increase the Fall-to-Spring persistence rate to 70% for the 2026–2027 academic year, reversing the sharp decline observed in the

							for accessible student support.	2024–2025 cohort, which dropped from 16 to 7 students. This target will be supported through strengthened case management, mandatory check-ins, early-alert interventions, and coordinated referrals to campus and community resources designed to stabilize student engagement throughout the first year.
#3 Community Connection/ Basic Needs	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.	Secure long-term funding stability to maintain essential basic needs and reentry services, while supporting a comprehensive case management system that includes a structured mentorship program, regular check-ins, and an early-alert system to proactively address barriers faced by justice-impacted students.	1. Identify and secure ongoing needs requested by students such as gas and meals cards. 2. Legal clinics and expungement workshops. 3. Document the impact of essential resource provision on student success.	Implement a wrap-around services model that meets all Rising Scholars Network funding requirements, demonstrated by establishing at least three core service areas that align with the grant’s terms. These service areas will include basic needs support, structured case management, and mentorship or career development programming. Annual progress will be measured by documenting service utilization rates, student participation, and alignment with state-defined deliverables to meet the targets in goals #1 and #2.
#4	Choose ILO				Choose an item.			

***If applicable for instructional areas*

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

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Other	Rising Scholars Network (RSN) - Project Supervisor to be hired in 2025-2026 academic year	Goal #1, Goal #2, and Goal #3	New	\$100,000	Recurring	Dr. Rebecca Farley, Nate Dillon, and Alberto Mendoza González Larreynaga
Supplies	New supplies for rebranding the Rising Scholars Network such as table covers, banner, step and repeat, and promotional material.	Goal #1 and Goal #3	New	\$10,000	Recurring	Dr. Rebecca Farley, Nate Dillon, and Alberto Mendoza González Larreynaga
Other	Funding for guest speakers to facilitate workshops on expungement (LA County Public Defender), legal aid, financial literacy, and career readiness to support reentry and student success	Goal #2, and Goal #3	New	\$5,000	Recurring	Dr. Rebecca Farley, Nate Dillon, and Alberto Mendoza González Larreynaga
Other	Campus connection and belonging incentives (for those meeting academic and/or program milestones) such as Focus 180 materials, e.g., planners, backpacks, t-shirts, etc.	Goal #1, Goal #2, and Goal #3	New	\$5,000	Recurring	Dr. Rebecca Farley, Nate Dillon, and Alberto Mendoza González Larreynaga

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

2025–2026 AVC Strategic Priorities

Priority 1 - FTES and Enrollment

Goal 1a. Increase FTES by 10% annually

2025-2026 Target: 11,300 FTES

Goal 1b. Increase Enrollment by 10% annually

2025-2026 Target: 96,250 students enrolled

Priority 2 - Transfer-level math and English Completion

Goal 2: Increase rate of students completing both transfer-level math and English within the first year of enrollment at AVC by 5%

2025-2026 Target: 19% of students completing both transfer-level math and English within the first year of enrollment

Priority 3 - Job Placement Rates

Goal 3a. Increase the number of CTE awards earned by 5%

2025-2026 Target: 1,408 CTE program awards

Goal 3b. Increase job placement rates in programs with less than 70% to 70% or higher

Priority 4 - Community Outreach, Participation, and Involvement

Goal 4. Increased AVC outreach, participation, and involvement in the community



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 Academic Year	All	CalWorks	All	CCAP	All	ECHS	All	EOPS	All	First Gen	All	Foster Youth
Academic Year	All	OSD	All	Puente	All	Rising Scholars	All	Special Admit	Yes	Umoja	All	Veteran

Headcount, Enrollments, FTES, Success and Retention

Term/Annual Academic Year	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	251	1,134	134.74	35.6%	64.2%
2023-24	197	736	82.62	35.4%	67.1%
2024-25	267	1,367	154.62	34.3%	68.7%

Headcount, Enrollments, Success and Retention by Race/Ethnicity

Term/Annual Academic Year	Race/Ethnicity	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	Hispanic/Latine	67	303	35.64	38.4%	71.3%
	White	29	129	15.62	79.3%	39.0%
	Black/African American	148	647	76.78	35.8%	69.6%
	Asian	19	97	10.70	34.2%	84.2%
	Two or more	19	97	10.70	7.3%	56.7%
	Unknown/Masked	19	97	10.70	34.6%	74.4%
2023-24	Hispanic/Latine	58	210	24.05	86.7%	58.1%
	White	121	466	52.12	87.5%	50.0%
	Black/African American	12	37	4.42	34.8%	45.8%
	Asian	12	37	4.42	100.0%	100.0%
	Two or more	12	37	4.42	86.5%	78.4%
	Unknown/Masked	12	37	4.42	7.0%	66.7%
2024-25	Hispanic/Latine	93	455	52.97	87.0%	39.7%
	White	25	125	15.12	72.0%	52.0%
	Black/African American	148	737	82.18	33.5%	64.2%
	Asian	27	127	15.27	77.8%	46.7%
	Two or more	15	97	11.42	34.5%	74.2%
	Unknown/Masked	15	97	11.42	7.9%	39.2%

Headcount, Enrollment, Success and Retention by Gender

Term/Annual Academic Year	Gender	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	Women	172	801	96.96	34.7%	61.3%
	Men	73	305	34.41	87.2%	66.8%
	Non-Binary	11	52	6.12	100.0%	66.7%
	Other/Unknown	11	52	6.12	91.3%	60.9%
	Other/Unknown	11	52	6.12	91.3%	60.9%
2023-24	Women	113	412	45.49	33.0%	46.7%
	Men	74	282	32.45	88.3%	88.4%
	Non-Binary	11	52	6.12	100.0%	60.0%
	Other/Unknown	11	52	6.12	90.3%	60.6%
	Other/Unknown	11	52	6.12	90.3%	60.6%
2024-25	Women	166	851	95.45	34.2%	67.0%
	Men	90	454	52.75	85.9%	67.0%
	Non-Binary	11	52	6.12	74.2%	59.7%
	Other/Unknown	11	52	6.12	74.2%	59.7%

Success and Retention by Demographic Groups and Modality for Credit Courses

Demographic Group:
Ethnicity

Course Instruction Method:
Delayed Interaction (Internet Based)

Delayed Interaction (Internet Based) Success Rate by Ethnicity

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	55.5%	57.2%	54.7%	55.8%	62.3%
American Indian/Alaskan Native	55.6%	70.8%	57.1%	57.1%	56.1%
Asian	91.4%	81.2%	74.2%	82.6%	88.6%
Hispanic	73.3%	70.3%	69.0%	69.7%	73.0%
Multi-Ethnicity	65.6%	67.2%	68.1%	67.1%	78.5%
Pacific Islander	83.3%	80.6%	48.5%	62.5%	50.0%
Unknown	59.4%	71.6%	75.6%	64.6%	73.6%
White	80.2%	72.9%	74.6%	75.3%	75.3%

Delayed Interaction (Internet Based) Retention Rate by Ethnicity

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	80.2%	81.5%	84.6%	84.3%	87.8%
American Indian/Alaskan Native	77.8%	87.5%	85.7%	80.0%	78.0%
Asian	96.4%	90.5%	87.6%	91.7%	94.8%
Hispanic	86.8%	86.8%	88.5%	88.1%	90.1%
Multi-Ethnicity	80.2%	84.2%	85.8%	86.0%	92.0%
Pacific Islander	100.0%	90.3%	84.8%	83.3%	75.0%
Unknown	74.0%	83.1%	89.3%	83.8%	82.9%
White	89.2%	87.0%	88.7%	89.9%	89.2%

Source: CCCCO's DataMart
Updated August 25, 25

[AVC ICRP](#)



Success and Retention by Demographic Groups and Modality for Credit Courses

Demographic Group:
Ethnicity

Course Instruction Method:
Non-Distance Education Methods

Non-Distance Education Methods Success Rate by Ethnicity

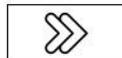
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	62.1%	61.8%	61.9%	59.8%	64.2%
American Indian/Alaskan Native	77.3%	80.6%	78.1%	65.8%	63.3%
Asian	85.3%	82.3%	81.2%	83.6%	84.7%
Hispanic	73.1%	71.5%	72.2%	72.9%	74.9%
Multi-Ethnicity	71.9%	71.8%	72.1%	76.4%	75.6%
Pacific Islander	57.1%	90.0%	55.6%	65.2%	68.8%
Unknown	75.9%	74.9%	75.6%	75.0%	78.9%
White	81.7%	78.6%	79.6%	80.7%	83.5%

Non-Distance Education Methods Retention Rate by Ethnicity

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	83.3%	83.9%	84.4%	82.7%	85.9%
American Indian/Alaskan Native	89.4%	88.9%	93.8%	86.8%	90.0%
Asian	93.0%	91.8%	91.5%	91.8%	92.8%
Hispanic	88.4%	88.7%	89.5%	89.8%	90.3%
Multi-Ethnicity	87.0%	84.8%	87.4%	91.6%	87.7%
Pacific Islander	82.9%	90.0%	74.1%	91.3%	93.8%
Unknown	86.9%	89.5%	87.1%	87.2%	91.5%
White	91.1%	89.7%	90.2%	91.0%	91.8%

Source: CCCCO's DataMart
Updated August 26, 25

[AVC ICRP](#)





Fall 2025 Student Profile

Term Selector

- Fall 2024
- Fall 2025
- Spring 2024
- Spring 2025

Date as of:
September 2,
2025



Select for all, new, or returning students:
All

Select for enrolled by various locations:
All

Race/Ethnicity

Hispanic/Latino	64.9%
African-American/Black	14.8%
White, Non-Hispanic	11.8%
Two or more races	3.7%
Asian	3.3%
Other/Unknown	1.1%
American Indian/Al Native	0.2%
Native Hawaiian/Pacific Islander	0.1%

Metrics

Headcount	14,806
Avg. Enrolled Units	8.6
Avg. Count Of Terms	3.1
Median Count Of Terms	2.0
Avg. AVC GPA	2.81
Median AVC GPA	3.00
Avg. AVC Earned Hours	34
Median AVC Earned Hours	27

Age Groups

18 or less	41.4%
20-24	27.3%
25-34	17.5%
35-44	8.0%
45+	5.8%

Gender

Women	54.4%
Men	43.5%
Undeclared/unknown	2.1%
Non-binary	0.1%

Enrolled Units

<3	2.4%
3 - 6	36.7%
6.1 - 9	20.1%
9.1 - 11.9	8.4%
12 - 15	27.3%
15+	5.1%

PT/FT Status

Full-time	67.6%
Part-time	32.4%

Ed Goals

Transfer-seeking	44.0%
Degree-seeking	31.1%
Unknown/Undecided	14.3%
Earn a vocational certificate	7.3%
Discover/formulate career int.	2.4%
Other goal	0.9%

Avg. Number of Terms

Full-time	2.4
Part-time	3.5

Top 20 Majors

Registered Nursing	1,656
LAS: Arts and Humanities	801
AS-T Business Admin 2.C	703
AA-T Psychology	695
Radiologic Technology	673
AS-T Biology	435
Undeclared	410
Mechanical Engineering	397
General Business	390
Aircraft Fabrication/Assembly	389
Child & Family Education	318
AS-T Computer Science	294
AS-T Early Childhood Education	263
AS-T Administration of Justice	235
AA-T Kinesiology	233
AA-T Sociology	229
Aircraft, Fab & Assm Cert	185
LAS: Social/Behavioral Science	182
AA-T English	144
Biological Sciences	109

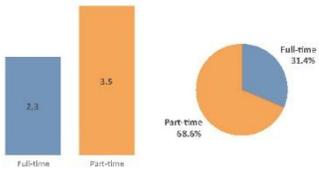
High Schools (Top 20)

Unknown high school	3,082
Quartz Hill High school	1,229
Lancaster High School	1,071
Highland HS	1,034
William J. (Pats) Knight High	979
Palmdale HS	938
Eastside High School	915
SOAR High School	779
Antelope Valley High School	582
Liverock High School	470
The Palmdale Aerospace Acad.	421
Out-of-State high school	408
Foreign country high school	309
Rosamond HS	285
Desert Sands Charter High Sch	139
Rex Parris High School	131
Antelope Valley Learning Acad	126

Age Groups	Gender/Sex	Metrics
19 or younger 39.5%	Female	Avg. AVC GPA 2.76
20-24 27.7%		Completion Rate 78.0%
25-34 18.2%	Male	Avg. AVC Earned Units 33.9
35-44 8.8%		Avg. AVC Attempted Hours 43.5
45+ 5.7%	Unreported / Other	Avg. Enrolled Units 8.5
		Avg. Number of Terms 3.1
		Headcount 14,210

Race/Ethnicity	Enrolled Units	Top 15 High Schools (If more than 10)	Top 15 Majors (If more than 10)
Hispanic/Latine 63.9%	< 3 3.0%	1. Antelope Valley High School 4%	Registered Nursing 11%
African American/Black 14.3%	3-6 36.5%	2. Antelope Valley Learning Acad 1%	LAS Arts and Humanities 5%
White 13.4%	6.1-9 20.4%	3. Eastside High School 7%	Business Administration (AS-T and AA) 5%
Two or more 4.0%	9.1-11.9 8.5%	4. Foreign country high school 2%	AA-T Psychology 4%
Asian 3.2%	12-15 25.7%	5. Highland HS 8%	Biology (AS-T and AA) 4%
Unreported/Other 0.9%	15+ 4.5%	6. Lancaster High School 9%	Radiologic Technology 4%
American Indian/AK Native 0.2%		7. Littlerock High School 4%	Child & Fam Ed AA and Cert 3%
Pacific Islander 0.2%		8. Out-of-state high school 3%	Administration of Justice (AA & AS-T) 3%

AVG. # of Terms	Part-time/Full-time	Educational Goal
2.3	3.5	Transfer-seeking 47.4%
		Degree-seeking 29.8%
		Unknown/Undecided 9.9%
		Earn a vocational certificate 7.6%
		Discover/formulate career interests, plans, goals 3.8%
		Other goal 1.5%



High School	Percentage	Major	Percentage
1. Antelope Valley High School	4%	Registered Nursing	11%
2. Antelope Valley Learning Acad	1%	LAS Arts and Humanities	5%
3. Eastside High School	7%	Business Administration (AS-T and AA)	5%
4. Foreign country high school	2%	AA-T Psychology	4%
5. Highland HS	8%	Biology (AS-T and AA)	4%
6. Lancaster High School	9%	Radiologic Technology	4%
7. Littlerock High School	4%	Child & Fam Ed AA and Cert	3%
8. Out-of-state high school	3%	Administration of Justice (AA & AS-T)	3%
9. Palmdale HS	8%	General Business & General Business Cert	3%
10. Quartz Hill High School	10%	Aircraft Fabrication&Assembly	3%
11. Rosamond HS	2%	Undeclared	3%
12. SOAR High School	6%	Mechanical Engineering	2%
13. The Palmdale Aerospace Academy	3%	AS-T Computer Science	2%
14. Unknown High School	24%	AS-T Early Childhood Education	2%
15. William J. (Pete) Knight High	8%	Aircraft Fab & Assem Cert	2%

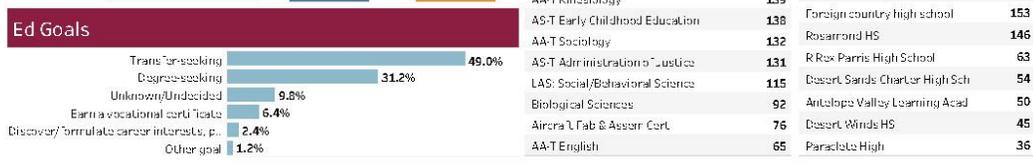
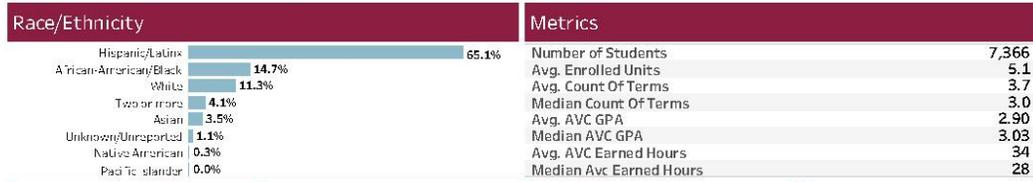


2025 Summer Student Profile

Summer Term
 2022 Summer
 2023 Summer
 2024 Summer
 2025 Summer

All Dates as of 7/7/2025

Select for enrolled by various locations:
 All





Age Groups	Gender/Sex	Metrics
19 or younger: 36.3%	Female: 54.3%	Avg. Number of Terms @ AVC: 3.5
20-24: 30.4%	Male: 43.1%	Avg. AVC GPA: 2.81
25-34: 18.6%		Avg. Enrolled Units: 8.4
35-44: 8.8%	Unreported/Other: 2.5%	Completion Rate: 79.2%
45+: 5.9%		Avg. AVC Earned Hours: 32
		Avg. AVC Attempted Hours: 41
		Number of Students: 13,553

Race/Ethnicity	Ed Goal	Top Majors (# n > 10)
Hispanic/Latino: 63.9%	Transfer-seeking: 48.2%	1 Registered Nursing: 10.8%
African-American/Black: 14.3%	Degree-seeking: 30.4%	2 AS-T/ELS/ress/Actm/r 2.0, AS-T/ELS/ress/Actm/r'strac...
White: 12.6%	Unknown/Undecided: 8.3%	3 LAS: Arts and Humanities: 4.9%
Two or more: 4.1%	Earn a vocational certificate: 7.7%	4 AA-T Psychology: 4.4%
Asian: 3.2%	Discover/formulate career interests, plans, goals: 3.2%	5 Radiologic Technology: 4.4%
Unreported/Other: 1.5%	Other goal: 2.2%	6 AS-TE Biology & Biologica Sciences: 4.2%
American Indian/AK Native: 0.2%		7 Actm/r'strac'on of Justice & AS-T/Actm/r'strac'on of Ju...
Pacific Islander: 0.1%		8 Aircraft Fabrication/Assembly: 2.7%
		9 General Business: 2.6%
		10 Uncecarec: 2.5%

Part-time/Full-time	AVG. # of Terms	Enrolled Units	Top High Schools (# n > 10)
Part-time: 70.5%	Full-time: 3.0	< 3: 2.5%	1 Unknown High school: 27.9%
Full-time: 29.5%	Part-time: 3.7	3-6: 38.8%	2 Quartz Hill High school: 11.5%
		6.1-9: 20.5%	3 Lancaster High School: 10.0%
		9.1-11.9: 8.6%	4 Highland HS: 9.4%
		12-15: 24.9%	5 William J. (Peze) Knight High: 8.6%
		15+: 4.7%	6 Palmdale HS: 8.5%
			7 SCDR High School: 7.0%
			8 Eastside High School: 7.6%
			9 Antelope Valley High School: 5.2%
			10 Lincoln High School: 4.3%



Fall 2025 Program Review Report | Non-Instructional Areas

Department /Area Name: Equity/Pride Center For Planning Years: 2026-2027

Name of person leading this review: Alberto Mendoza González Larreynaga

Names of all participants in this review: Alberto Mendoza González Larreynaga and Paloma Astorga

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?)

Contribution to District Mission and Strategic Alignment (SERVES)

The Pride Center contributes directly to Antelope Valley College’s mission by operating as a student-centered, equity-driven hub that fosters belonging, academic success, and well-being for LGBTQIA+ students and their allies. By operationalizing the institution’s commitment to inclusion and academic excellence, the Center advances the AVC SERVES Framework through the following strategic mandates:

- Strategic Goal 2: EQUITY (Improve culture by becoming caring, welcoming, and inclusive): As outlined in AVC’s 2025–2028 Student Equity Plan, the College is committed to eliminating equity gaps and strengthening belonging for disproportionately impacted populations. The Pride Center actively advances this goal by providing culturally responsive programming and affirming spaces that utilize race-conscious and identity-affirming practices to uplift marginalized identities.
• Strategic Goal 3: RESOURCES (Increase student awareness about campus resources): The Center operationalizes this goal by serving as a critical coordinated referral pathway. By removing access barriers and actively connecting students to vital services, the Center addresses acute needs within the community, such as the 83% of LGBTQIA+ students who report experiencing anxiety and the 69% who report depression, ensuring they have the support required to thrive.
• Strategic Goal 1: SERVICE (Realign processes to remove barriers) & Goal 6: SUCCESS (Boost success rates): The Center’s work reinforces AVC’s promise to provide responsive student services that encourage persistence, completion, and transfer. Through specialized support services and community partnerships, the Center enhances AVC’s capacity to serve diverse learners, directly strengthening the College’s alignment with Strategic Goal 4: VISION and the state’s Vision 2030 framework.

By integrating these goals, the Pride Center ensures that every student experiences a profound sense of belonging that is essential for academic and personal development.

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 Pride Center primarily serves LGBTQIA+ students, a population historically underrepresented in higher education data systems and disproportionately affected by barriers to access, mental health challenges, and campus climate concerns. Within the 2025–2028 SEP, LGBTQIA+ students are not disaggregated as a standalone DI group, yet they remain a population that institutions must support through culturally responsive, identity-specific practices. The Pride Center fulfills this role by offering community engagement programs, affirming space for identity exploration, and referrals to academic, counseling, and mental health services.

Service Utilization and Quantitative Indicators:

Accudemia data indicates a shift in Pride Center engagement patterns. Between July and early December 2025, the Center logged 837 usage hours across 299 visits by 47 unique students. In comparison, Spring 2025 showed higher overall hour accumulation with 1,347 logged hours from February to May, generated through 252 visits by 31 unique students. This reflects a broader reach in Fall 2025, with more students engaging with the Center, though for shorter durations per visit, compared to Spring when fewer students accounted for more sustained time in the space.

To understand why fewer visits occurred, the Center can implement brief point-of-service surveys or QR check-ins to ask students what influences their decision to visit. The Center can also host targeted focus groups with new, returning, and LGBTQIA+ students to identify potential barriers. Analyzing Accudemia patterns such as peak times and repeat user trends, along with reviewing scheduling or campus event conflicts, would further clarify whether changes in awareness, timing, or student needs contributed to the decline.

Academic Outcomes:

Using ARGOS datasets, Pride Center-engaged students demonstrate measurable improvement in academic standing. For the 43 students tracked between 2024 and 2025, the mean GPA (2.71) and average progress toward program completion (72.8%) provide a baseline for continued support. In the most recent cohort (Summer 2025–Fall 2025), the average GPA increased to 2.87 and program-completion progress rose to approximately 80 percent, indicating improvement in persistence and academic momentum. These gains mirror institutional goals within the SEP emphasizing improvement among DI groups across persistence and completion metrics.

Demographics and Equity Gaps:

The Pride Center’s work occurs within an HSI context where Hispanic/Latinx students compose the majority of the service area. Programming such as the Pride Panel in November 2025, HUB Commons, intentionally aligns Pride Center initiatives with AVC’s race-conscious commitment to increasing representation and belonging for students who live at the intersections of race, ethnicity, gender identity, and sexual orientation.

The Pride Center’s work is deeply embedded within a Hispanic Serving Institution (HSI) context, where Hispanic/Latinx students comprise the majority of the student body. According to the Spring 2025 Student Profile, Hispanic/Latinx students represent approximately 65% of the general student population. Furthermore, demographic projections for the college's service area indicate that the Hispanic population will reach nearly 49% by 2026. The Center operationalizes AVC’s race-conscious commitment to inclusion through intersectional programming, such as the Pride Panel in November 2025, which specifically addresses the lived experiences of Hispanic/Latinx staff navigating the intersections of race, ethnicity, gender identity, and sexual orientation.

Equity Gaps and Disproportionate Impact (DI) Broader analysis of the 2023-2024 Student Equity Plan (SEP) metrics reveals that Disproportionate Impact (DI) gaps persist for specific populations that intersect with the LGBTQIA+ community. The largest equity gaps in transfer-level math and English completion during the 2023-2024 academic year occurred among Black or African American students (-10.5%) and those identifying with Two or More Races (-3.1%). Additionally, male students

experienced a significant -19.7% equity gap in successful enrollment during the same period. While the equity gap for LGBTQ students in transfer-level math and English has narrowed to -0.2% as of 2023-2024, the historical trend indicates a need for continued vigilance to prevent regression.

Dimension	Pride Center (Spring 2025) Source: ARGOS Report	AVC Overall (Spring 2025) Source: Student Services Program Review Data Dashboard 2024-2025
Cohort size	47 students from fall 2024 to summer 2025 semester	13,641 students enrolled at AVC in Spring 2025
Gender distribution	28% female, 36% male, 23% non-binary, 2% undeclared/unknown	43.0% male, 54.5% female, 2.5% other/unreported
Ethnicity – African American/Black	38% White, 30% Hispanic/Latinx, 17% African American/Black, 9% Asian, 4% Two or more, and 2% Pacific Islander	14.3% African American/Black, 63.9% Hispanic/Latine, 12.7% White, 9.1% remaining ethnicities
Mean cumulative GPA	2.71 mean GPA in Spring 2025 (four students were in non-credit-only courses)	2.81 mean GPA in Spring 2025
Progress Toward Program of Study Completion	Mean progress toward program completion: 73% four students were in non-credit-only courses)	79.1% progress toward program of study completion at AVC in Spring 2025
Support services participation	2 in EOPS, 6 Foster Youth, 1 in CalWORKs, 0 Veterans, 1 Veteran dependent	Among AVC students overall in 2024–25 with support service data: 666 in EOPS, 1,131 Foster Youth, 413 in CalWORKs, 310 Veterans (Student Services Program Review for 2024 – 2025)
Educational Plan	42 out of 47 had an educational plan on file (89%)	Information available from IERP Ed Plans dashboard (Comprehensive Ed Plans for First-Time Non Special Admit Student Cohorts by Term) has Fall 2023 cohort at 52.1% (n = 2,395) and Spring 2024 cohort at 41.7% (n = 865).

Books HELP Data – Pride Center

Affinity Group	Summer 24	%	Fall 24	%	Intersession 25	%	Spring 25	%
Pride Center	0	0.00%	0	0.00%	6	1.67%	14	1.11%

Overall Trend:

The Pride Center’s academic and engagement indicators increased across the last year, demonstrating positive movement in alignment with institutional commitments under Vision 2030 and the AVC SERVES framework.

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 Pride Center has developed into an essential component of AVC’s equity infrastructure, reflecting effective implementation of the 2025–2028 SEA Plan’s commitments to belonging, awareness, and support. Key strengths include:

- **Usage and Community Impact:** Accudemia data show a meaningful shift in how students used the Pride Center across the two terms. From July to early December 2025, the Center logged 837 hours of use from 299 visits by 47 unique students, indicating wider reach and stronger visibility among a larger group of students. In Spring 2025, the Center logged 1,347 hours from 252 visits by 31 unique students, showing deeper, sustained engagement among a smaller core group. Together, these patterns suggest that the Pride Center continues to serve as an important community space, meeting both broad access needs and providing sustained support for students who rely on the Center for longer periods.
- **Robust Programming and Student Engagement:** From Summer 2024 to Summer 2025, the Center hosted events designed to empower and connect students. Events such as the Dr. Joshua Moon Johnson Equity Speaker Series, Tea Tuesdays, Pride Panel, Movie Days with led discussions by Equity’s coordinator on Pride/Queer themes in documentaries and films, Resume Workshop, Transgender Day of Remembrance, and the 2nd Lavender Pre-Commencement Celebration (14 students) align with SEP strategies that emphasize community-building and cultural relevance.
- **Student Worker Integration and Academic Success:** Peer support is being expanded for all of Equity’s affinity groups, and student workers stationed at the Pride Center assists in reinforcing AVC’s focus on student voice and representation in reporting when a student is distressed, is in need of a warm-handoff to Student Health, or the Student Services building and services provided in that space. This high-touch support model correlates with positive academic outcomes; Pride Center participants maintained a mean GPA of 2.71 and a program of study completion progress rate of 73%.

• **Institutional Advocacy and Safe Space Designation:** Re-establishing the LGBTQIA+ Committee, which was last active November 2024, and expanding collaboration across ESA has strengthened internal advocacy. Tabling across campus events held by Outreach (on campus and in the AV Community such as the Poppy Festival), Counseling, Academic Affairs (Majors Fair and Arts and Humanities Festival), EOPS, NextUp, and others, alongside Equity’s affinity groups, is one part in informing the campus, especially students of the Pride Center and its Safe Space designation, events, and services.

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?
-

Building on the SEA Plan’s identification of awareness, access, and support gaps, the Pride Center faces several opportunities for growth:

• **Student Engagement:** There is a persistent gap between student interest and event attendance. Expanded marketing, faculty partnerships, and student co-design of programming are key next steps, and as noted above, tabling with campus partners will continue alongside marketing the Pride Center alongside its other affinity groups. Classroom presentations are also in the works to engage directly with professors and students across campus.

• **Mental Health Support:** LGBTQIA+ students consistently report higher mental health challenges. Dedicated mental health collaboration with the Student Health Center and Counseling is essential and aligns with Vision 2030’s emphasis on wraparound supports.

• **Program Structure:** To better support academic success and persistence, the Center must evolve toward a more structured model similar to established affinity programs that integrate counseling, peer mentoring, and academic case management. To date, the Dean of Counseling has been unable to identify a particular counselor to serve as the LGBTQ+ point of contact and this is an area where ongoing discussion will occur until such a counselor exists for Pride Center students.

• **Professional Development:** Expanded professional development, aligned with the SEA Plan’s capacity-building strategies, is essential. Implementing training for faculty and staff will help close equity gaps and foster the inclusive campus culture mandated by Strategic Goal 2: EQUITY.

Risks

• **Low Engagement at Events (Likelihood: 5):** Without improved outreach and targeted programming, students miss critical opportunities for belonging and retention support. As noted above in student engagement, more outreach is being worked on to increase engagement with the Pride Center.

• **Insufficient Tailored Mental Health Resources (Likelihood: 5):** While Student Health has expanded service capacity by contracting with the Bartz Altadonna Health Clinic for in-person therapy and providing virtual access via TimelyCare on Canvas, a critical gap remains in ensuring these resources are effectively utilized by LGBTQIA+ students. Currently, Equity staff and student workers facilitate soft hand-offs to Student Health; however, the lack of *embedded* mental health services specifically tailored to the unique anxieties and identity-based challenges of this population poses a significant risk to persistence and well-being. Collaboration with the Dean of Student Health and Basic Needs to assist specific students from the Pride Center is ongoing such as mental health workshops for the spring 2026 semester.

- 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)
Student engagement - Minimal attendance at many PRIDE events, despite expressing interest in the space. Opportunity: Reimagine outreach and communication to convert interest into consistent active participation.	5
Limited Mental Health Support Services – Without dedicated, tailored resources, we risk not adequately addressing these issues, which are severe barriers to academic persistence. This directly impacts student retention, success, and overall well-being, potentially driving up dropout rates and failing to meet institutional completion goals.	5
Professional Development for campus staff and faculty – Limited professional development that is offered to the campus community. The Keenan Compliance Training has one of the courses, “Making Campus Safe for LGBTQ+ Students” marked as optional. Opportunity: Identify existing curriculum or develop training to offer to the campus community.	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?

In alignment with AVC SERVES (Service, Equity, Resources, Vision, Education, Success) and the 2025–2028 Student Equity Plan, the Pride Center aspires to:

- **Be recognized as a comprehensive, high-impact support hub modeled after successful equity programs.**
 - Strategic Alignment (Goal 6: SUCCESS): The Center seeks to transition from a "drop-in" space to a structured cohort model similar to Umoja and Puente. Current data demonstrates that high-touch engagement correlates with academic stability; for the 2024–2025 period, the 47 students actively engaged in Pride Center programming maintained a mean GPA of 2.71 and a program of study completion progress rate of 72.8%.
 - Benchmark: The Center aspires to replicate the success of established affinity cohorts like the Books HELP program. For example, the Fall 2025 Books HELP cohort achieved a mean GPA of 2.89 (higher than the general student population's 2.81) and a completion rate of 78.4%. By formalizing membership and case management, the Pride Center aims to elevate its participants' outcomes to these institutional benchmarks.
- **Expand mental health services and create a tailored support network reflecting LGBTQIA+ identities and intersectional challenges.**
 - Strategic Alignment (Goal 3: RESOURCES & Goal 1: SERVICE): The Center aims to operationalize the Educational Service Plan’s call for "wraparound supports" by embedding dedicated mental health resources directly within the program and a point of contact counselor.
 - Intersectional Focus: Programs such as the Pride Panel and "Transgender Day of Remembrance", highlight the Center's commitment to intersectionality. Future aspirations include formalizing partnerships with Student Health to provide culturally competent care that addresses the specific stressors affecting retention, particularly for students navigating the intersections of race, gender identity, and neurodiversity.
- **Foster a campus culture that embraces LGBTQIA+ inclusion through expanded faculty/staff training and improved visibility.**
 - Strategic Alignment (Goal 2: EQUITY): The Center strives to be part of the campus’s "Caring Campus" initiatives by expanding professional development. Current engagement shows room for significant growth; in the 2024-2025 year, only 11 faculty and staff were formally recorded as engaged in Pride Center events.

- **Capacity Building:** To create a truly inclusive environment, the Center aspires to implement mandatory "Safe Zone" or cultural competency training. This is essential for closing equity gaps, particularly given that the campus serves a diverse demographic where Hispanic/Latinx students comprise approximately 65% of the population, requiring an intersectional approach to inclusion that faculty and staff must be trained to support.

- **Enhance academic momentum and success through structured mentoring, holistic support, and clear referral pathways.**

- **Strategic Alignment (Goal 5: EDUCATION & Goal 4: VISION):** The Center’s ultimate goal is to reverse negative trends in academic throughput. Furthermore, 2023-2024 SEP metrics indicate that LGBTQ students face a -1.7% equity gap in completing transfer-level math and English compared to their non-LGBTQ peers.

- **Actionable Vision:** By implementing structured mentoring and utilizing early alert systems (similar to the guided pathways framework, Puente, Dreamers Center, and Umoja Program requirements), the Center aspires to close these specific DI gaps. The goal is to move from reactive support to proactive academic case management, ensuring LGBTQIA+ students not only persist but transfer and complete degrees at rates parity with or exceeding the general population.

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

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

Past Outcomes Improvement Plans	Progress Made
N/A	

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

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

Past Goal	Progress Made
Support student success by increasing staff to facilitate student involvement and engagement. Specific actions included: (1) Hire a LGBTQIA Program Specialist and (2) Support the needs of students in this population and create a space (either back in the HUB or in another location to reopen the Pride Center)	Work is being done by Equity staff to increase presence and create a welcoming, and safe space. Two full-time program specialist positions have been approved and are in the hiring process. Such positions will provide more presence, programming, outreach, and overall support to the Pride Center and other Equity affinity groups. Additionally, with the transition of one short-term hourly program specialist and the Queer Pride Club president, Equity and Student Achievement assigned support with two program specialists, added regular check-ins with the Queer Pride Club President, and folded Pride Center event planning into the regular planning cycles of Equity and Student Achievement team.

Part 3. Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO**	SLO**	OO (Service area Outcomes)				
#1	ILO 1. Communication				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Increase student engagement and participation in Pride Center activities and events to create a more vibrant and supportive campus community for LGBTQIA+ students.	<ol style="list-style-type: none"> 1. Develop targeted marketing strategies using student feedback. 2. Create consistent social media presence. 3. Implement Equity department student mentor program. 4. Partner with other campus organizations for joint events. 5. Create scheduled drop-in hours with staff and counselor(s). 	50% increase in event attendance from baseline of 47 unique students engaged across 18 events. 25% increase in daily Center usage from 31 unique students visiting the Pride Center in spring 2025. Positive feedback from any student satisfaction surveys created for the fall and spring semesters.
#2	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.	Implement a comprehensive faculty/staff training program on LGBTQIA+ cultural competency and inclusivity to create a more supportive campus environment.	<ol style="list-style-type: none"> 1. Implement existing training modules available through Keenan and related partners. 2. Create a Canvas-based resource hub with curated materials specific to LGBTQIA+ identities and student needs. 3. Offer recurring workshops and professional development sessions in collaboration with ESA and Human Resources. 4. Integrate the Equity student mentor program to support training rollouts 	Train all Equity staff on LGBTQIA+ cultural competency and inclusivity provided by the State Chancellor's Office and Keenan. Positive feedback from any training program evaluations.

							and peer-led awareness sessions. 5. Develop campus-wide guides informed by national best practices and local student feedback.	
#3	ILO 3. Community /Global Consciousness				Goal #6 Success: Boost success rates by prioritizing the student experience.	Enhance academic outcomes for Pride Center participants by increasing access to structured academic supports that contribute to persistence, course success, and progress toward degree completion such as having similar requirements that the Dreamers Center, Umoja, and Puente have. These include required attendance of events, counseling check-ins, and the forthcoming peer mentor check-in.	<ol style="list-style-type: none"> 1. Create a case management process similar to ESA's other affinity groups to support academic referrals, follow-up, and progress tracking. 2. Partner with Counseling to expand timely access to academic advising for LGBTQIA+ students. 3. Collaborate with the Learning Center, Library, peer tutors, and embedded support to promote consistent use of tutoring services. 4. Increase awareness of completion milestones and SEP-aligned resources through targeted communication. 5. Engage faculty allies to support early alert interventions and outreach to Pride Center students. 	<p>An increase in mean GPA of 2.71 and progress toward program completion of 73% among Pride Center-engaged students, using the 2024 to 2025 cohort as a baseline. The target for the mean GPA is the general AVC student population of 2.81, and 75% for the program completion progress.</p> <p>A documented increase in referrals to academic support services and subsequent student follow-through. The baseline of 19% (9/47 engaged students were participants in other student services) to 40% to ensure wraparound care.</p>
#4	ILO 4. Career and Specialized Knowledge				Goal #3 Resources: Increase student awareness about campus resources.	Improve access to affirming mental health support that addresses the specific needs of LGBTQIA+ students and reduces barriers to persistence.	<ol style="list-style-type: none"> 1. Formalize collaboration with the Student Health Center to offer tailored workshops and referral pathways. 2. Advocate for counselor availability with training in 	<p>Increased student utilization of mental health services. Positive trends in self-reported well-being from event evaluations or satisfaction surveys. Reduced instances of escalated mental health</p>

						<p>LGBTQIA+ affirmative practices.</p> <p>3. Develop wellness programs that integrate identity affirmation, community-building, and coping strategies.</p> <p>4. Provide staff and student worker training on recognizing signs of distress and facilitating warm hand-offs.</p> <p>5. Create outreach materials that increase student awareness of mental health services and reduce stigma.</p>	<p>concerns reported during student interactions.</p> <p>Baseline: The Spring 2023 survey of 357 students revealed a critical mental health crisis: 83% of LGBTQIA+ students reported experiencing anxiety, 69% reported depression, and 67% reported feelings of loneliness/not belonging.</p>
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***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	<p>One full-time program specialist.</p> <p>Justification: The Spring 2023 survey of 357 students revealed a critical mental health crisis: 83% of LGBTQIA+ students reported experiencing anxiety, 69% reported depression, and 67% reported feelings of loneliness/not belonging. Current staffing is insufficient to address these high-touch needs. A</p>	1-4	New	\$100,000	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga

	dedicated specialist is required to stabilize these metrics and provide the "comprehensive support" envisioned in the program goals.					
Professional development	Contract with external organizations (e.g., The Equality Institute or Safe Zone Project) to provide specialized LGBTQIA+ cultural competency training for AVC faculty and staff.	1-3	New	\$1,000	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga
Faculty	Dedicated Adjunct Counselor hours (approx. 10-15 hours/week) connected with the Pride Center to provide academic planning and "intrusive" counseling interventions.	1-4	New	\$30,000	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga
Other	Equity Series Speakers geared toward Pride Center students, e.g. Dr. Joshua Moon Johnson and Yosimar Reyes	1 and 3	New	\$10,000	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga
Supplies	Purchase of affirming promotional items (SWAG), flags, and pins to use as engagement incentives during outreach events (Welcome Week, Club Rush, Outreach	1	New	\$3,000	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga

	events, tabling) and specific Pride events.					
Supplies	Establish a LGBTQ+ Library in the Pride Center for educational materials that students, staff, and faculty can utilize. One-time start-up cost to purchase books, videos, magazine subscriptions, CDs and technology (television, DVD and CD players) for Resource Library	2	New	\$4,000	One-Time	Dr. Rebecca Farley and Alberto Mendoza González Larreynaga

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

2025–2026 AVC Strategic Priorities

Priority 1 - FTES and Enrollment

Goal 1a. Increase FTES by 10% annually

2025-2026 Target: 11,300 FTES

Goal 1b. Increase Enrollment by 10% annually

2025-2026 Target: 96,250 students enrolled

Priority 2 - Transfer-level math and English Completion

Goal 2: Increase rate of students completing both transfer-level math and English within the first year of enrollment at AVC by 5%

2025-2026 Target: 19% of students completing both transfer-level math and English within the first year of enrollment

Priority 3 - Job Placement Rates

Goal 3a. Increase the number of CTE awards earned by 5%

2025-2026 Target: 1,408 CTE program awards

Goal 3b. Increase job placement rates in programs with less than 70% to 70% or higher

Priority 4 - Community Outreach, Participation, and Involvement

Goal 4. Increased AVC outreach, participation, and involvement in the community



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 Academic Year	All	CalWorks	All	CCAP	All	ECHS	All	EOPS	All	First Gen	All	Foster Youth
Academic Year	All	OSD	All	Puente	All	Rising Scholars	All	Special Admit	Yes	Umoja	All	Veteran

Headcount, Enrollments, FTES, Success and Retention

Academic Year	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	251	1,134	134.74	35.6%	64.2%
2023-24	197	736	82.62	35.4%	67.1%
2024-25	267	1,367	154.62	34.3%	68.7%

Headcount, Enrollments, Success and Retention by Race/Ethnicity

Academic Year	Race/Ethnicity	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	Hispanic/Latine	67	303	35.64	38.4%	71.3%
	White	29	129	15.62	79.3%	39.0%
	Black/African American	148	647	76.78	35.8%	69.6%
	Asian	19	97	10.70	34.2%	84.2%
	Two or more	19	97	10.70	7.3%	56.7%
	Unknown/Masked	19	97	10.70	34.6%	74.4%
2023-24	Hispanic/Latine	58	210	24.05	86.7%	58.1%
	White	121	466	52.12	87.5%	50.0%
	Black/African American	12	37	4.35	34.8%	45.8%
	Asian	12	37	4.35	100.0%	100.0%
	Two or more	12	37	4.35	86.5%	78.4%
	Unknown/Masked	12	37	4.35	7.0%	66.7%
2024-25	Hispanic/Latine	93	455	52.97	87.0%	39.7%
	White	25	125	15.12	72.0%	52.0%
	Black/African American	148	737	82.18	33.5%	64.2%
	Asian	27	127	15.22	77.8%	46.7%
	Two or more	15	97	11.42	34.5%	74.2%
	Unknown/Masked	15	97	11.42	7.9%	39.2%

Headcount, Enrollment, Success and Retention by Gender

Academic Year	Gender	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	Women	172	801	96.96	34.7%	61.3%
	Men	73	305	34.41	87.2%	66.8%
	Non-Binary	1	1	0.01	100.0%	66.7%
	Other/Unknown	1	25	2.94	91.3%	60.9%
2023-24	Women	113	412	45.49	33.0%	46.7%
	Men	74	282	32.45	88.3%	88.4%
	Non-Binary	1	1	0.01	100.0%	60.0%
	Other/Unknown	1	37	4.35	90.3%	60.6%
2024-25	Women	166	851	95.45	34.2%	67.0%
	Men	90	454	52.75	85.9%	67.0%
	Non-Binary	1	1	0.01	100.0%	60.0%
	Other/Unknown	11	62	6.42	7.2%	59.7%

Success and Retention by Demographic Groups and Modality for Credit Courses

Demographic Group:
Ethnicity

Course Instruction Method:
Delayed Interaction (Internet Based)

Delayed Interaction (Internet Based) Success Rate by Ethnicity

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	55.5%	57.2%	54.7%	55.8%	62.3%
American Indian/Alaskan Native	55.6%	70.8%	57.1%	57.1%	56.1%
Asian	91.4%	81.2%	74.2%	82.6%	88.6%
Hispanic	73.3%	70.3%	69.0%	69.7%	73.0%
Multi-Ethnicity	65.6%	67.2%	68.1%	67.1%	78.5%
Pacific Islander	83.3%	80.6%	48.5%	62.5%	50.0%
Unknown	59.4%	71.6%	75.6%	64.6%	73.6%
White	80.2%	72.9%	74.6%	75.3%	75.3%

Delayed Interaction (Internet Based) Retention Rate by Ethnicity

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	80.2%	81.5%	84.6%	84.3%	87.8%
American Indian/Alaskan Native	77.8%	87.5%	85.7%	80.0%	78.0%
Asian	96.4%	90.5%	87.6%	91.7%	94.8%
Hispanic	86.8%	86.8%	88.5%	88.1%	90.1%
Multi-Ethnicity	80.2%	84.2%	85.8%	86.0%	92.0%
Pacific Islander	100.0%	90.3%	84.8%	83.3%	75.0%
Unknown	74.0%	83.1%	89.3%	83.8%	82.9%
White	89.2%	87.0%	88.7%	89.9%	89.2%

Source: CCCCO's DataMart
Updated August 25, 25

[AVC ICRP](#)



Success and Retention by Demographic Groups and Modality for Credit Courses

Demographic Group:
Ethnicity

Course Instruction Method:
Delayed Interaction (Internet Based)

Delayed Interaction (Internet Based) Success Rate by Ethnicity

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	55.5%	57.2%	54.7%	55.8%	62.3%
American Indian/Alaskan Native	55.6%	70.8%	57.1%	57.1%	56.1%
Asian	91.4%	81.2%	74.2%	82.6%	88.6%
Hispanic	73.3%	70.3%	69.0%	69.7%	73.0%
Multi-Ethnicity	65.6%	67.2%	68.1%	67.1%	78.5%
Pacific Islander	83.3%	80.6%	48.5%	62.5%	50.0%
Unknown	59.4%	71.6%	75.6%	64.6%	73.6%
White	80.2%	72.9%	74.6%	75.3%	75.3%

Delayed Interaction (Internet Based) Retention Rate by Ethnicity

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	80.2%	81.5%	84.6%	84.3%	87.8%
American Indian/Alaskan Native	77.8%	87.5%	85.7%	80.0%	78.0%
Asian	96.4%	90.5%	87.6%	91.7%	94.8%
Hispanic	86.8%	86.8%	88.5%	88.1%	90.1%
Multi-Ethnicity	80.2%	84.2%	85.8%	86.0%	92.0%
Pacific Islander	100.0%	90.3%	84.8%	83.3%	75.0%
Unknown	74.0%	83.1%	89.3%	83.8%	82.9%
White	89.2%	87.0%	88.7%	89.9%	89.2%

Source: CCCCO's DataMart
Updated August 25, 25

[AVC ICRP](#)



Success and Retention by Demographic Groups and Modality for Credit Courses

Demographic Group:
Ethnicity

Course Instruction Method:
Non-Distance Education Methods

Non-Distance Education Methods Success Rate by Ethnicity

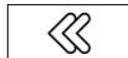
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	62.1%	61.8%	61.9%	59.8%	64.2%
American Indian/Alaskan Native	77.3%	80.6%	78.1%	65.8%	63.3%
Asian	85.3%	82.3%	81.2%	83.6%	84.7%
Hispanic	73.1%	71.5%	72.2%	72.9%	74.9%
Multi-Ethnicity	71.9%	71.8%	72.1%	76.4%	75.6%
Pacific Islander	57.1%	90.0%	55.6%	65.2%	68.8%
Unknown	75.9%	74.9%	75.6%	75.0%	78.9%
White	81.7%	78.6%	79.6%	80.7%	83.5%

Non-Distance Education Methods Retention Rate by Ethnicity

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	83.3%	83.9%	84.4%	82.7%	85.9%
American Indian/Alaskan Native	89.4%	88.9%	93.8%	86.8%	90.0%
Asian	93.0%	91.8%	91.5%	91.8%	92.8%
Hispanic	88.4%	88.7%	89.5%	89.8%	90.3%
Multi-Ethnicity	87.0%	84.8%	87.4%	91.6%	87.7%
Pacific Islander	82.9%	90.0%	74.1%	91.3%	93.8%
Unknown	86.9%	89.5%	87.1%	87.2%	91.5%
White	91.1%	89.7%	90.2%	91.0%	91.8%

Source: CCCCO's DataMart
Updated August 26, 25

[AVC ICRP](#)





Fall 2025 Student Profile

Term Selector

- Fall 2024
- Fall 2025
- Spring 2024
- Spring 2025

Date as of:
September 2,
2025



Select for all, new, or returning students:
All

Select for enrolled by various locations:
All

Race/Ethnicity

Hispanic/Latino	64.9%
African-American/Black	14.8%
White, Non-Hispanic	11.8%
Two or more races	3.7%
Asian	3.3%
Other/Unknown	1.1%
American Indian/Al Native	0.2%
Native Hawaiian/Pacific Islander	0.1%

Metrics

Headcount	14,806
Avg. Enrolled Units	8.6
Avg. Count Of Terms	3.1
Median Count Of Terms	2.0
Avg. AVC GPA	2.81
Median AVC GPA	3.00
Avg. AVC Earned Hours	34
Median AVC Earned Hours	27

Age Groups

18 or less	41.4%
20-24	27.3%
25-34	17.5%
35-44	8.0%
45+	5.8%

Gender

Women	54.4%
Men	43.5%
Undeclared/unknown	2.1%
Non-binary	0.1%

Enrolled Units

<3	2.4%
3 - 6	36.7%
6.1 - 9	20.1%
9.1 - 11.9	8.4%
12 - 15	27.3%
15+	5.1%

PT/FT Status

Full-time	67.6%
Part-time	32.4%

Ed Goals

Transfer-seeking	44.0%
Degree-seeking	31.1%
Unknown/Undecided	14.3%
Earn a vocational certificate	7.3%
Discover/formulate career int.	2.4%
Other goal	0.9%

Avg. Number of Terms

Full-time	2.4
Part-time	3.5

Top 20 Majors

Registered Nursing	1,656
LAS: Arts and Humanities	801
AS-T Business Admin 2.C	703
AA-T Psychology	695
Radiologic Technology	673
AS-T Biology	435
Undeclared	410
Mechanical Engineering	397
General Business	390
Aircraft Fabrication/Assembly	389
Child & Family Education	318
AS-T Computer Science	294
AS-T Early Childhood Education	263
AS-T Administration of Justice	235
AA-T Kinesiology	233
AA-T Sociology	229
Aircraft, Fab & Assm Cert	185
LAS: Social/Behavioral Science	182
AA-T English	144
Biological Sciences	109

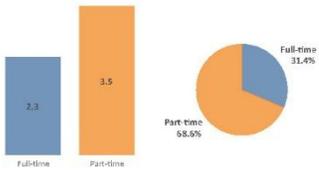
High Schools (Top 20)

Unknown high school	3,082
Quartz Hill High school	1,229
Lancaster High School	1,071
Highland HS	1,034
William J. (Pats) Knight High	979
Palmdale HS	938
Eastside High School	915
SOAR High School	779
Antelope Valley High School	582
Liverock High School	470
The Palmdale Aerospace Acad.	421
Out-of-State high school	408
Foreign country high school	309
Rosamond HS	285
Desert Sands Charter High Sch	139
Rex Parris High School	131
Antelope Valley Learning Acad	126

Age Groups	Gender/Sex	Metrics
19 or younger 39.5%		Avg. AVC GPA 2.76
20-24 27.7%		Completion Rate 78.0%
25-34 18.2%		Avg. AVC Earned Units 33.9
35-44 8.8%		Avg. AVC Attempted Hours 43.5
45+ 5.7%		Avg. Enrolled Units 8.5
		Avg. Number of Terms 3.1
		Headcount 14,210

Race/Ethnicity	Enrolled Units	Top 15 High Schools (If more than 10)	Top 15 Majors (If more than 10)
Hispanic/Latine 63.9%	< 3 3.0%	1. Antelope Valley High School 4%	Registered Nursing 11%
African American/Black 14.3%	3-6 36.5%	2. Antelope Valley Learning Acad 1%	LAS Arts and Humanities 5%
White 13.4%	6.1-9 20.4%	3. Eastside High School 7%	Business Administration (AS-T and AA) 5%
Two or more 4.0%	9.1-11.9 8.5%	4. Foreign country high school 2%	AA-T Psychology 4%
Asian 3.2%	12-15 25.7%	5. HighMand HS 8%	Biology (AS-T and AA) 4%
Unreported/Other 0.9%	15+ 4.5%	6. Lancaster High School 9%	Radiologic Technology 4%
American Indian/AK Native 0.2%		7. Litterock High School 4%	Child & Fam Ed AA and Cert 3%
Pacific Islander 0.2%		8. Out-of-state high school 3%	Administration of Justice (AA & AS-T) 3%

AVG. # of Terms	Part-time/Full-time	Educational Goal
2.3	3.5	Transfer-seeking 47.4%
		Degree-seeking 29.8%
		Unknown/Undecided 9.9%
		Earn a vocational certificate 7.6%
		Discover/formulate career interests, plans, goals 3.8%
		Other goal 1.5%



High School	Percentage	Major	Percentage
1. Antelope Valley High School	4%	Registered Nursing	11%
2. Antelope Valley Learning Acad	1%	LAS Arts and Humanities	5%
3. Eastside High School	7%	Business Administration (AS-T and AA)	5%
4. Foreign country high school	2%	AA-T Psychology	4%
5. HighMand HS	8%	Biology (AS-T and AA)	4%
6. Lancaster High School	9%	Radiologic Technology	4%
7. Litterock High School	4%	Child & Fam Ed AA and Cert	3%
8. Out-of-state high school	3%	Administration of Justice (AA & AS-T)	3%
9. Palmdale HS	8%	General Business & General Business Cert	3%
10. Quartz Hill High School	10%	Aircraft Fabrication&Assembly	3%
11. Rosamond HS	2%	Undeclared	3%
12. SOAR High School	6%	Mechanical Engineering	2%
13. The Palmdale Aerospace Academy	3%	AS-T Computer Science	2%
14. Unknown High School	24%	AS-T Early Childhood Education	2%
15. William J. (Pete) Knight High	8%	Aircraft Fab & Assem Cert	2%

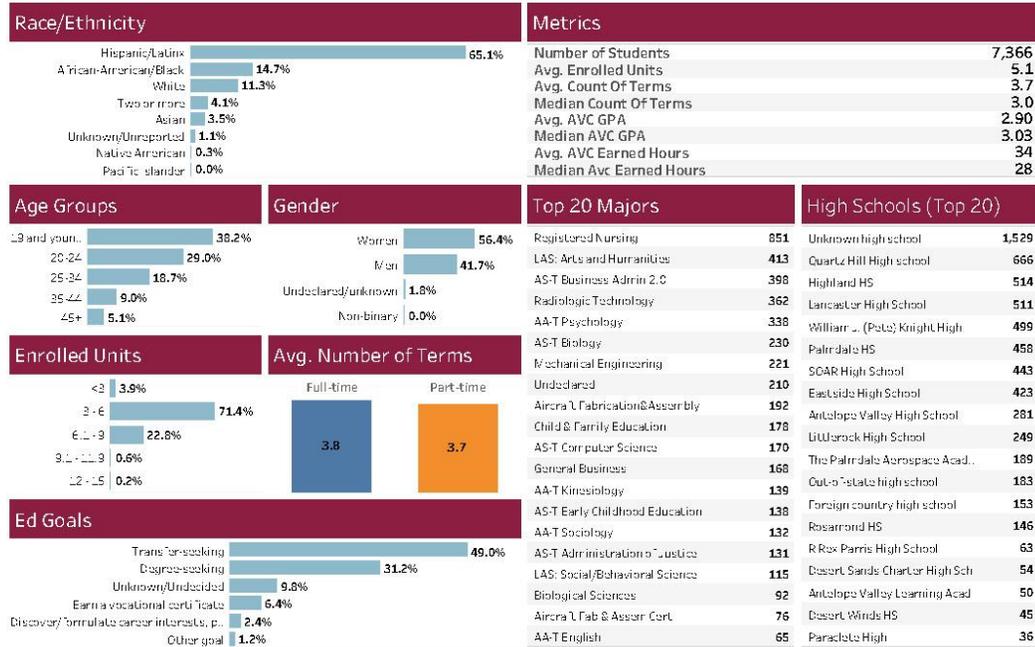


2025 Summer Student Profile

Summer Term
 2022 Summer
 2023 Summer
 2024 Summer
 2025 Summer

All Dates as of 7/7/2025

Select for enrolled by various locations:
 All





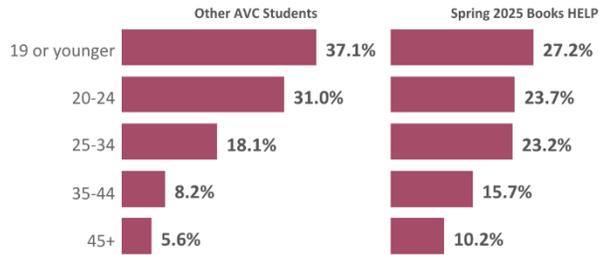
Age Groups	Gender/Sex	Metrics
19 or younger: 36.3%	Female: 54.3%	Avg. Number of Terms @ AVC: 3.5
20-24: 30.4%	Male: 43.1%	Avg. AVC GPA: 2.81
25-34: 18.6%	Unreported/Other: 2.5%	Avg. Enrolled Units: 8.4
35-44: 8.8%		Completion Rate: 79.2%
45+: 5.9%		Avg. AVC Earned Hours: 32
		Avg. AVC Attempted Hours: 41
		Number of Students: 13,553

Race/Ethnicity	Ed Goal	Top Majors (# n > 10)
Hispanic/Latino: 63.9%	Transfer-seeking: 48.2%	1 Registered Nursing: 10.8%
African-American/Black: 14.3%	Degree-seeking: 30.4%	2 AS-T/ELS/ress/Actm/r 2.0, AS-T/ELS/ress/Actm/r'strac...
White: 12.6%	Unknown/Undecided: 8.3%	3 LAS: Arts and Humanities: 4.9%
Two or more: 4.1%	Earn a vocational certificate: 7.7%	4 AA-T Psychology: 4.4%
Asian: 3.2%	Discover/formulate career interests, plans, goals: 3.2%	5 Radiologic Technology: 4.4%
Unreported/Other: 1.5%	Other goal: 2.2%	6 AS-TE Biology & Ecological Sciences: 4.2%
American Indian/AK Native: 0.2%		7 Actm/r'strac/on of Justice & AS-T/Actm/r'strac/on of Ju...
Pacific Islander: 0.1%		8 Aircraft Fabrication/Assembly: 2.7%
		9 General Business: 2.6%
		10 Urcecarec: 2.5%

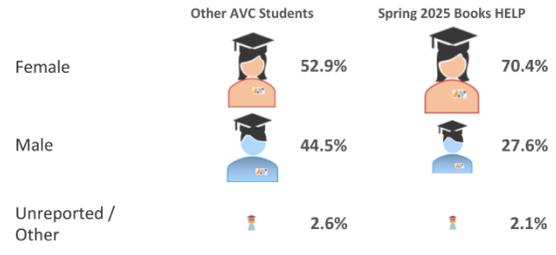
Part-time/Full-time	AVG. # of Terms	Enrolled Units	Top High Schools (# n > 10)
Part-time: 70.5%	Full-time: 3.0	< 3: 2.5%	1 Unknown High school: 27.9%
Full-time: 29.5%	Part-time: 3.7	3-6: 38.8%	2 Quartz Hill High School: 11.5%
		6.1-9: 20.5%	3 Lancaster High School: 10.0%
		9.1-11.9: 8.6%	4 Highline HS: 9.4%
		12-15: 24.9%	5 William J. (Peze) Knight High: 8.6%
		15+: 4.7%	6 Palmdale HS: 8.5%
			7 SCDR High School: 7.0%
			8 Eastside High School: 7.6%
			9 Antelope Valley High School: 5.2%
			10 Lincoln High School: 4.3%



Age Groups



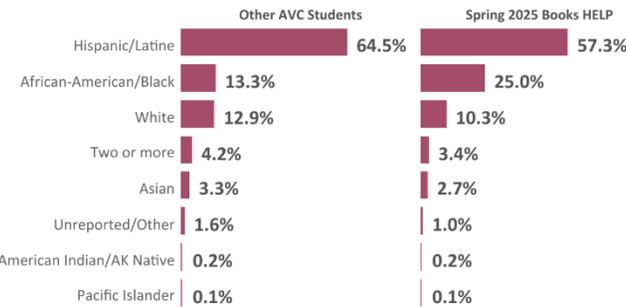
Gender/Sex



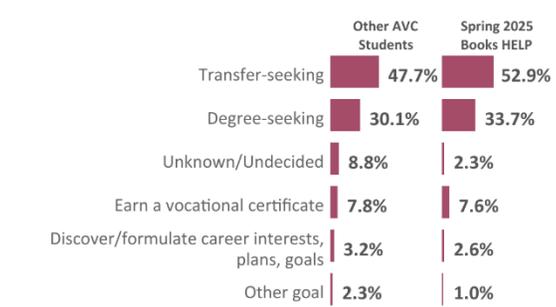
Metrics

Metric	Other AVC Students	Spring 2025 Books HELP
Avg. Number of Terms @ AVC	3.5	3.8
Avg. AVC GPA	2.80	2.88
Avg. Enrolled Units	8.2	10.5
Completion Rate	79.4%	77.7%
Avg. AVC Earned Hours	32	36
Avg. AVC Attempted Hours	40	47
Number of Students	12,396	1,245

Race/Ethnicity



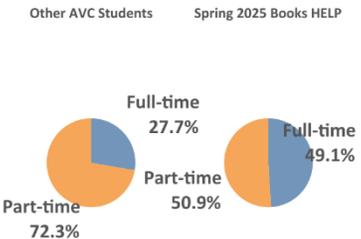
Ed Goal



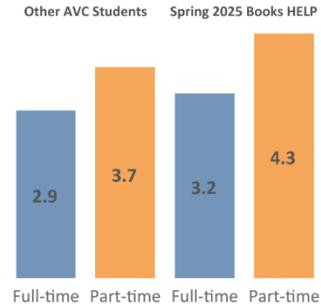
Top Majors (if n > 10)

Rank	Major	Other AVC ..	Spring 202..
1	Registered Nursing	10.4%	14.8%
2	AS-T Business Admin 2.0, AS-T Business Administrati..	4.8%	7.5%
3	LAS: Arts and Humanities	5.3%	
4	AA-T Psychology	4.3%	5.9%
5	Radiologic Technology	4.4%	4.3%
6	AS-T Biology & Biological Sciences	4.2%	3.6%
7	Administration of Justice & AS-T Administration of Ju..	2.9%	4.0%
8	Aircraft Fabrication&Assembly	2.9%	1.4%
9	General Business	2.6%	3.3%
10	Undeclared	2.7%	

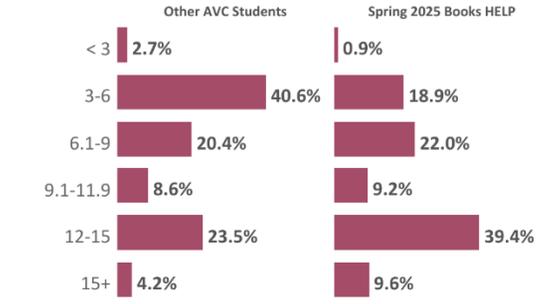
Part-time/Full-time



AVG. # of Terms



Enrolled Units

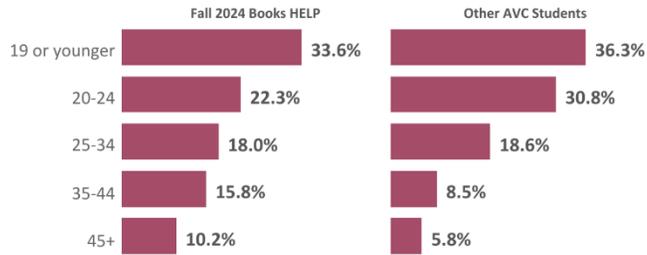


Top High Schools (if n > 10)

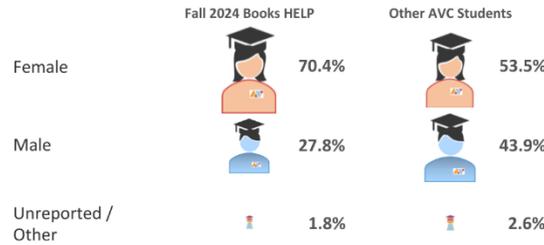
Rank	High School	Other AVC Stude..	Spring 2025 Book..
1	Unknown high school	20.2%	24.2%
2	Quartz Hill High school	8.7%	6.0%
3	Lancaster High School	7.5%	6.2%
4	Highland HS	7.1%	5.1%
5	William J. (Pete) Knight High	6.5%	5.5%
6	Palmdale HS	6.3%	5.7%
7	SOAR High School	5.5%	1.5%
8	Eastside High School	5.4%	7.4%
9	Antelope Valley High School	3.8%	3.9%
10	Littlerock High School	3.3%	2.2%
11	Out-of-state high school	2.5%	4.3%
12	The Palmdale Aerospace Academy	2.4%	1.4%
13	Foreign country high school	2.1%	3.4%
14	Rosamond HS	1.9%	1.4%
15	Antelope Valley Learning Acad	1.0%	



Age Groups



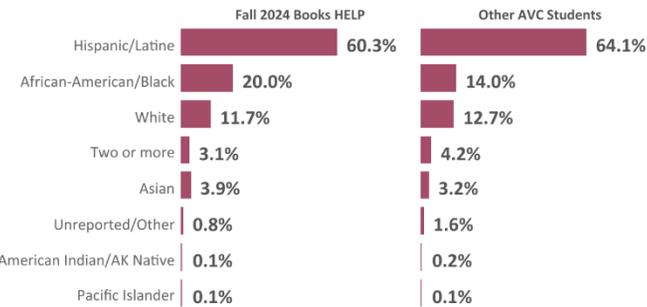
Gender/Sex



Metrics

Metric	Fall 2024 Books HELP	Other AVC Students
Avg. Number of Terms @ AVC	4.1	3.5
Avg. AVC GPA	2.99	2.79
Avg. Enrolled Units	10.4	8.2
Completion Rate	80.0%	79.1%
Avg. AVC Earned Hours	38	32
Avg. AVC Attempted Hours	48	40
Number of Students	771	12,870

Race/Ethnicity



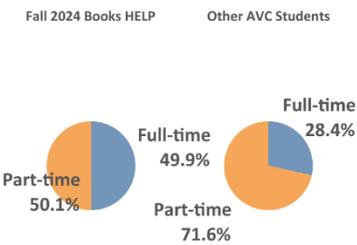
Ed Goal



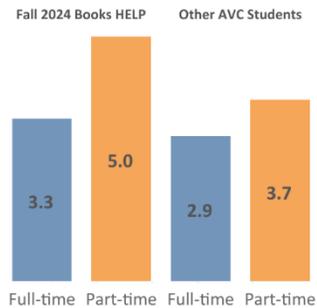
Top Majors (if n > 10)

Rank	Major	Fall 2024 B..	Other AVC ..
1	Registered Nursing	16.1%	10.5%
2	AS-T Business Admin 2.0, AS-T Business Administrati..	7.8%	4.9%
3	LAS: Arts and Humanities		5.2%
4	AA-T Psychology	4.4%	4.4%
5	Radiologic Technology	6.1%	4.3%
6	AS-T Biology & Biological Sciences	4.5%	4.1%
7	Administration of Justice & AS-T Administration of Ju..	4.5%	2.9%
8	Aircraft Fabrication&Assembly	1.9%	2.8%
9	General Business	3.0%	2.6%
10	Undeclared		2.6%

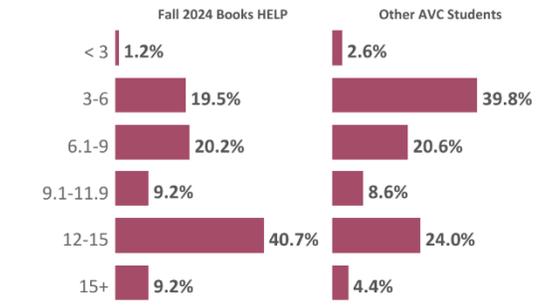
Part-time/Full-time



AVG. # of Terms



Enrolled Units



Top High Schools (if n > 10)

Rank	High School	Fall 2024 Books H..	Other AVC Stude..
1	Unknown high school	23.7%	20.4%
2	Quartz Hill High school	6.2%	8.6%
3	Lancaster High School	7.3%	7.3%
4	Highland HS	6.2%	7.0%
5	William J. (Pete) Knight High	6.5%	6.4%
6	Palmdale HS	4.4%	6.4%
7	SOAR High School	1.7%	5.3%
8	Eastside High School	6.7%	5.5%
9	Antelope Valley High School	5.6%	3.7%
10	Littlerock High School	2.9%	3.2%
11	Out-of-state high school	4.4%	2.6%
12	The Palmdale Aerospace Academy	1.7%	2.3%
13	Foreign country high school	3.9%	2.1%
14	Rosamond HS		1.9%
15	Antelope Valley Learning Acad		1.0%



Fall 2025 Program Review Report | Non-Instructional Areas

Department /Area Name: Equity/Umoja Program	For Planning Years: 2026-2027
Name of person leading this review: Alberto Mendoza González Larreynaga	
Names of all participants in this review: Alberto Mendoza González Larreynaga, Paloma Astorga, Cierra Gooden, Erica Meadows, and Patreicia Sims	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>(How does your program/area help the college meet its mission?)</p> <p>The Umoja Program at Antelope Valley College (AVC) advances the district mission by providing a culturally relevant, academically grounded learning community that supports the success, retention, and transfer of Black and African American students and other historically underserved populations. Umoja integrates African-centered principles, culturally responsive pedagogy, community building, and holistic student support, ensuring that AVC meets its commitment to inclusivity, quality education, student development, and community service.</p> <p>The program directly aligns with the Board of Trustees Strategic Priorities:</p> <ul style="list-style-type: none">• Priority 1 (FTES and Enrollment): Umoja’s recruitment and outreach strategies actively draw disproportionately impacted students into structured academic communities through high school partnerships and enrollment fairs. The program generates FTES by expanding "Umoja-fied" course pathways, which include sequences in English, Math 115 (Statistics), and Music, alongside expansion into Political Science and Sociology. Engagement is further driven by attendance at Fall Conferences, such as the Umoja XX Conference, where students and staff engage in workshops designed to strengthen leadership skills and support academic success.• Priority 2 (Transfer-Level Math and English Completion): Culturally grounded instruction and embedded supports have resulted in measurable success; for example, Umoja students in English 101 achieved a 94% retention rate, significantly outperforming non-Umoja sections. To support this, tutoring is provided in the H.U.B. (where the Umoja Village is located), with math and English tutors available fourteen weeks throughout the semester. The program features an embedded counselor, available twice a week for appointments and walk-ins, to ensure students meet the mandatory orientation and educational plan requirements necessary to keep them on track for degree completion.• Priority 3 (Job Placement and Career Readiness): Leadership development is fostered through Porch Talks, which facilitate critical dialogue on networking, professional goals, and navigating systems. Career preparedness is bolstered by Black Student Success Week, which features guest speakers including those hiring in the community and representatives from the Black Chambers of Commerce. Students also build confidence through the Equity Speaker Series and participation in the Men of Color Leadership Conference, where groups like A2MEND represent the campus as ambassadors of academic excellence.• Priority 4 (Community Engagement): Umoja-sponsored cultural programming uplifts institutional visibility through large-scale events like the Juneteenth Celebration, which honors African American history and creativity. These events rely on robust faculty collaboration and community partnerships with organizations such as Divine 9, AV Uplift, the local NAACP, and the Office of U.S. Representative Whitesides. Additionally, communal gatherings like Friendsgiving/Umoja-giving and Movies in Color foster a strong sense of belonging and heritage celebration within the Village.	

Umoja's alignment with the **2025 to 2028 Student Equity and Achievement Plan** reinforces race-conscious practice, belonging, and intentional institutional design,. Its work directly advances **Vision 2030** by closing equity gaps for Black and African American students, emphasizing equitable baccalaureate attainment through transfer partnerships to UCs, CSUs, and HBCUs.

Umoja's alignment with the 2025 to 2028 Student Equity and Achievement Plan reinforces race-conscious practice, belonging, holistic support, and intentional institutional design. Its work directly advances Vision 2030, which emphasizes equitable baccalaureate attainment and closing equity gaps for Black and African American students across persistence, completion, and transfer.

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 Umoja program primarily serves Black/African American students at Antelope Valley College. The program also serves other students who are historically underrepresented.

Services provided include:

- **Umoja-supported Courses:** Umoja-dedicated or allocated sections in courses like English 101, Math 115 (Statistics), Ethnic Studies, Human Development (HD 101), Anthropology, Communication Studies, Music, Political Science, and Sociology.
- **Academic Support:** Academic counseling, priority registration, peer mentoring, and tutoring services located in the Umoja Village space (The H.U.B.).
- **Community and Cultural Enrichment:** Access to the Umoja Village space located in the HUB for study and community, cultural events such as Porch Talks, Movies in Colors, the InkWell, workshops, Breakwork, cultural field trips, and the Black Pre-Commencement Celebration.
- **Resources and Planning:** Access to resources such as laptops and mental health support (Student Health Services)/TimelyCare sessions, scholarships application assistance, transfer application workshop, career readiness workshops, and transfer guidance emphasizing CSU, UC, HBCU, and private institutions.

The success of the Umoja program is quantified and measured primarily through student achievement metrics, comparing outcomes for Umoja students versus non-Umoja students in equivalent courses.

Measures of success include (NOVA Plan – Umoja):

- Retention, persistence, and course success rates.
- The level of student engagement in program activities such as Porch Talks, workshops, and field trips.
- Increased student enrollment in the program (with targets of 5% in Year 1, 10% in Year 2, and 15% in Year 3 compared to baseline).
- Improving Umoja student success rates in transfer-level English and math courses by target percentages over three years.
- Increasing the proportion of Umoja students graduating within two years by 5% each year.
- Increasing Umoja student transfers to four-year institutions by targeting annual percentages.
- Increasing the number of degrees or certificates earned by Umoja students by targeted annual percentages.

The Umoja program primarily focuses on Black/African American students to address a critical equity need. This focus is strategic given the overall demographics of AVC: the student body is predominantly Hispanic/Latine (64%), followed by Black/African American (14%) and White (13.4%) students.

The Black/African American student population, the primary focus of Umoja, represents a group experiencing disproportionate impact (DI) across key metrics such as persistence and completion of transfer-level math and English.

Reviewing the most recent available transfer-level math and English completion metrics (2023-24 data):

- **Black or African American** students experienced the largest negative DI at **-18.5%**. (2024 Student Equity Plan Data Dashboard)
- Other groups showing negative DI include American Indian/Alaska Native (-11.1%) and Pacific Islander or Hawaiian Native (-0.3%).
- For comparison, White students had a positive DI of 3.8%.

Reviewing the successful enrollment in the first-year metric (2023-24 data):

- **American Indian/Alaska Native** students experienced the largest negative DI at **-19.5%**.
- **Black or African American** students experienced the second largest negative DI at **-13.5%**.

In terms of overall outcomes for African American students (Delayed Interaction modality, Fall 2023 to Fall 2024):

- Delayed Interaction (Online) Success Rate (African American): Increased from 75.6% in Fall 2023 to 80.2% in Fall 2024.
- Delayed Interaction (Online) Retention Rate (African American): Increased from 86.8% in Fall 2023 to 89.2% in Fall 2024.

Based on the "Success & Retention by Course Type" data for Distance Education, which corresponds to the Delayed Interaction (Online) modality, the college-wide averages are as follows:

Success Rate (Distance Education/Online)

- Fall 2023: 73.1%
- Fall 2024: 72.5%
 - *Comparison:* The African American success rate of 80.2% in Fall 2024 significantly exceeded the college average of 72.5%.

Retention Rate (Distance Education/Online)

- Fall 2023: 89.3%
- Fall 2024: 89.3%
 - *Comparison:* The African American retention rate of 89.2% in Fall 2024 is effectively on par with the college average of 89.3%.

Umoja Program End-of-Year Review shows data regarding the program, its participants, outcomes, and events for the fall 2024 to spring 2025 semesters:

- 2024-2025
 - Umoja Program students served (Summer 2024 - Spring 2025): 233
 - Faculty & staff engaged: 100+
 - Community members: 200+
 - IERP Data (see Part 5):
 - Headcount: 267
 - Enrollment: 1,367
 - FTES: 154.62
 - Retention Rate: 84.3%
 - Success Rate: 66.7%
 - Awards (44 total):
 - AA-T/AS-T: 15
 - AA/AS: 29
 - Certificate: 31
 - AVC Local Certificate: 2
 - Total: 77
 - Ethnicity

- African American/Black: 131
- Hispanic/Latinx: 79
- Two or More Races: 12
- White: 5
- Unknown/Unreported: 4
- Pacific Islander: 2
- Asian: 1
- Gender
 - Female: 144
 - Male: 79
 - Undeclared/Unknown: 10
- Student Major
 - Other: 118
 - Health & Safety Sciences: 40 (38 RN; 8 RADT)
 - Social & Behavioral Sciences: 31 (24 PSYCH; 7 SOC)
 - Business, Economics, & Computer Applications: 16 (BUS)
 - Arts/Language Arts & Communication/Humanities: 16 (6 FILM/TV, 5 MUS, 5 LAS)
 - Aerospace, Industrial Arts and Applied Technologies: 5 (AFAB)
 - Math, Science, Engineering: 7 (CS)
- Education Plan
 - Yes: 228
 - No: 5
- Special Populations
 - EOPS: 38
 - Foster Youth: 30
 - CalWORKS: 13
 - Veteran: 7
- Completion Rate
 - 100-76%: 135
 - 75-51%: 61
 - 50-26%: 28
 - 25-0%: 9
 - Mean: 75%
- GPA
 - 4.00-3.00: 104
 - 2.99-2.00: 87
 - 1.99-1.00: 30
 - 0.99-0.00: 12
 - Mean: 2.73

- Events

- Umoja XX Conference 10/31/24-11/02/24
 - In Fall 2024, 15 AVC Umoja students and 8 staff attended the Umoja XX Conference in Los Angeles, engaging in workshops, networking, and cultural sessions designed to strengthen leadership skills and support academic success.
- African Ceramics Workshop Series
 - October 2024
 - 3 sessions hosted by AVC faculty, Fidelia Anyia
 - 25 students
- Umoja Voting Consciousness Event 11/04/24
 - Past Co-Coordinator, Professor Jennings, current Co-Coordinator Cierra Gooden and Professor John Vantor held an in-person Umoja Voting Consciousness Event which provided Umoja faculty, staff, and students an opportunity to engage in dialogue about the election, share voting poll locations and expectations for first-time voters.
- Porch Talk 11/20/24
 - A discussion focused on the American Justice System, Sexism and Racism, Mentoring and Support, Self-Confidence and Assertiveness, Connection with the Community, Networking and Professional Groups, Setting and Achieving Goals, Building Relationships, AND Getting a SEAT at the TABLE!
- Umoja Friendsgiving Celebration
 - Students, faculty, and staff share a meal together to celebrate friendship, cultural connection, and gratitude, supporting student engagement and belonging within the Umoja community.
- Radical Self Care Breathwork
 - Held remotely by Umoja Counselor and Certified Breathwork Facilitator, Towana Catley
- 2025 Umoja (UCEF) Coordinator Retreat
 - From January 6–9, 2025, former Umoja Coordinator Vejea Jennings attended the 2025 Umoja (UCEF) Coordinator Retreat. The retreat provided an opportunity to engage with colleagues statewide, share best practices, and develop strategies to strengthen support for Umoja students. Jennings participated in workshops and planning sessions focused on leadership development, program growth, and enhancing student success initiatives for the upcoming year.
- Black History Month: February 2025
 - Movies at the HUB celebrating BHM (Feb 5, Feb 12, Feb 19, Feb 26)
 - Feb 18 - BHM and STEM: A talk on STEM and the significant contributions of Black scientists - by Physics Professor , Dr. Jason Bowen
 - Feb 26 - Professional Development Collaboration - Lecture: LBJ, Civil Rights & the Great Society 60 Years
 - Feb 27 - BHM Panel Discussion featuring Black/African American AVC faculty & staff
 - Feb 28 - BHM and Musical Contributions hosted by music instructor Cierra Gooden
 - VRC honored and celebrated African American veterans all month.
- VP Umoja Meeting 02/06/25
 - VP Umoja Meeting, attended by seven Umoja students and VP.
- Umoja Breakfast w/VP 03/21/25
 - Umoja students joined the VP and staff for breakfast to share feedback on faculty changes, event ideas, mentorship, and support needs, while also discussing challenges and suggestions for program growth and community engagement.
- Black Women's History Month: Movies in Color
 - 04/17/25: The Six Triple Eight
 - 04/30/25: The Help

- Black Student Success Week 04/21/25-04/25/25
 - Black Student Success Week featured daily webinars, a Meet & Greet Mixer, guest speakers, a movie screening, and "Night at the Apollo" talent show. Attendance grew throughout the week, highlighting strong student engagement, cultural pride, and a focus on advocacy, leadership, and community connection.
 - Participation included 200 student check-ins, 26 AVC employees, and 2 community members.
- Umoja Community Education Foundation
 - The college hosted the Umoja Community Education Foundation for a site visit, featuring student testimonials, a campus tour, and a community lunch highlighting Umoja's support for Black student success.
- Men of Color Conference May 2025
 - A group of inspiring student leaders from AVC proudly took part in the 7th Annual Men of Color Leadership Conference, hosted by the Men of Color Action Network (MOCAN) at Santa Monica College. Representing a powerful cross-section of our campus including A2MEND, Umoja, Dreamers, Puente, STEM Club, and MESA, our students stood as proud ambassadors of diversity, resilience, and academic excellence.
- Stress Management Workshop on Zoom May 2025
 - TimelyCare workshop services were provided through a licensed mental health therapist via Zoom connection to the Umoja Village. The session focused on study strategies, effective stress management techniques, relationship dynamics, and overall mental well-being.

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

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

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 Umoja program excels in creating a supportive, culturally relevant environment that fosters both academic and personal growth for its students. Key accomplishments include:

- **High S&R Rates:** Umoja-fied courses consistently outperform non-Umoja sections, as evidenced by the English 101 Umoja sections achieving a 94% retention rate (compared to 91% non-Umoja) and a 77.6% success rate (compared to 66.2% non-Umoja).
- **Effective Practices:** Implemented practices include Cohort-Based Learning, Culturally Relevant Curriculum, Wraparound Support (counseling, mentoring, priority registration), and strong Community Engagement (Porch Talks, field trips, etc.).

- Curriculum Expansion: Successfully expanded Umoja-fied course offerings for Fall 2024 and Spring 2025, adding Anthropology, Communication Studies, Music, Political Science, and Sociology.

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

Consider the following questions:

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

To support student success and close equity gaps, Umoja identified areas for improvement:

*The continuation of a dedicated Umoja counselor. By providing consistent, culturally responsive, and holistic support, the counselor becomes a cornerstone of student success, retention, and empowerment. Investing in this role means investing in the future of Umoja students and the broader mission of equity in higher education.

- Academic Support Expansion: Expanding academic support, such as mandatory tutoring for foundational courses (English and Math), to further improve success rates. Implement mandatory tutoring for students enrolled in foundational courses, with progress tracked by completion rates and GPA improvements. Proactive advising: Track students' progress early and intervene before challenges escalate.
- Holistic Skill Development: Offering regular workshops focused on crucial life and academic skills like time management, study habits, financial literacy, and wellness. Launch a semester-long workshop series on life skills, with attendance tied to incentives or program requirements.
- Career Readiness: Collaborating with external partners to provide mentorship, internships, and career exposure opportunities, essential for student persistence and goal visualization. Develop a career mentorship pipeline by partnering with local employers, alumni, and professional organizations.
- Integrated Support: Creating partnerships with the Learning Center and counseling departments to provide more integrated academic support. Create a shared case management system between Umoja, counseling, and the Learning Center to monitor student progress holistically.
- Partnering and collaborating with Student Health mental care experts: Experts trained in culturally responsive care to work directly with Umoja students. Partnering with mental health professionals within Umoja spaces (e.g., Umoja Village) to reduce stigma and increase access. Ensuring immediate support for students facing acute challenges, reducing drop-out risk.
- Strengthen culturally responsive pedagogy: Continue the deepening of integrating Black and African American history, culture, and identity into curriculum so students see themselves reflected in their learning (Umojafying courses). Recruiting current faculty/staff for Umoja courses and community.
- Expand mentoring networks: Pair students with faculty, staff, alumni, and community mentors who understand their lived experiences.
- Faculty and staff development: Provide ongoing training in Umoja mission and practices, equity-minded practices, implicit bias, and inclusive teaching.

Books HELP Data – Umoja Community

Affinity Groups	Summer 24	%	Fall 24	%	Intersession 25	%	Spring 25	%
Umoja	36	6.99%	99	5.28%	18	5.00%	96	7.59%

What actions can be taken to help close equity gaps?

- Representation and leadership: Recruit Lead Faculty primary leader overseeing the Umoja program in meetings, partnerships, and stakeholder engagements
 - Community-building: Create intentional spaces where students feel a sense of belonging, cultural affirmation, and collective responsibility.
 - Bridge programs: Offer summer readiness, study skills workshops, and first-year learning communities to ease transitions.
 - Financial equity: Increase resources for students' balancing work, family, and school, and informing students of existing resources from Basic Needs, ASO, Financial Aid, etc.
 - Partnerships with local organizations: Build pipelines for internships, apprenticeships, and community service opportunities that align with students' cultural and career goals.
 - Celebration of identity: Highlight African and African American contributions through events, guest speakers, and cultural programming to affirm student identity.
- Identify 2-3 challenges within your department and explain why these challenges pose a risk to the institution. These challenges can be systems, functions or programs involving financial/business processes, information technology, policies, program administration, compliance issues, etc. What is the likelihood they will pose a disruption to your program/processes with 1 being unlikely and 5 being highly likely?

Challenge	Likelihood (1 being unlikely and 5 being highly likely)
Limited Academic Support Resources for Umoja-Fied Courses - Current academic support may be insufficient to cover the expanded curriculum, risking lower success rates if students lack adequate tutoring in foundational subjects.	3
Limited Access to Technology Resources - Many Umoja students face barriers to reliable internet and computer access, risking reduced engagement and academic performance, especially as the program expands classes requiring online resources.	4
Insufficient Faculty Training for Expanded Umoja-Fied Curriculum - Limited staffing and lack of specialized training could strain capacity and lead to inconsistencies in high-quality, culturally relevant instruction across newly added courses. The biggest hurdle is an Umoja-fied transfer-level mathematics course as it depends on a mathematics instructor to agree to attend the Summer Learning Institute (SLI) training by the Umoja Community Statewide and modifying the course with the Umoja practices learned at the SLI.	5
Student Basic Needs Insecurity: Many Umoja students face housing, food, and childcare challenges. These insecurities directly affect academic performance and persistence.	5
Program visibility continues to be an area for growth, since some students, faculty, and staff may not yet have a clear understanding of Umoja's mission or the range of support it offers. Strengthening awareness will help increase enrollment and ensure that students who would benefit most are connected to these resources.	5

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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 Umoja program aspires to be a model of transformative education nationwide for Black/African American students and all students who take part in the Umoja program. The ultimate goal is to eliminate equity gaps, not just close them, positioning Umoja as a leader in culturally responsive education.

The desired future includes having sufficient resources to support a comprehensive tutoring program, expanded access to technology (laptops/hotspots for all in need), a robust curriculum with Umoja-fied courses that focus on transfer-level courses (especially in English and mathematics in their first-year), peer mentors from Equity who are trained in the Umoja program, and maintaining a strong network of culturally relevant events.

Umoja wants to be known for consistent and unbiased leadership, a reliable and supportive community, and a commitment to whole wellness that integrates physical, social, emotional, and academic wellbeing. The program strives to create spaces that foster belonging, cultural affirmation, and engagement, while empowering students to thrive both inside and outside the classroom.

Its desired future is grounded in a holistic, student-centered approach that emphasizes consistency, fairness, and equity-driven leadership. Umoja envisions a community of care that expands engagement opportunities, strengthens representation, and celebrates Black and African American identity through events, curriculum, and cultural programming. In addition, outreach at high schools is the foundation of Umoja’s desired future. It extends the program’s impact beyond the college campus, ensuring that students arrive not only academically prepared but also culturally affirmed and connected to a network that will carry them through to graduation and transfer. In this future, Umoja students are not only supported academically but also empowered to lead, contribute, and succeed in their personal, professional, and cultural journeys.

Umoja aspires to be a nationally recognized model of transformative, culturally grounded higher education. The program seeks to eliminate equity gaps for Black and African American students by expanding Umoja-fied courses, increasing technology access, enhancing tutoring, integrating mental health support, and strengthening peer and professional mentorship. Umoja aims for seamless pathways from high school to AVC to transfer institutions, supported by consistent counseling, summer bridge opportunities, and a community of care that champions holistic wellness and student leadership.

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

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

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

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

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

Past Goal	Progress Made
Expand Umoja-fied courses	Successfully added new Umoja-fied courses in Anthropology, Communication Studies, Music, Political Science, and Sociology for Fall 2024 and Spring 2025, diversifying curriculum. The work continues to find a mathematics professor to receive training at Umoja’s SLI to modify their course; hence, Umoja-fying it.
Enhance Technology Support for Students	Talks with the Basic Needs were in early stages, but due to some changes in staffing at Basic Needs, a pause has occurred with looking to see an expansion of technological items being available to Umoja and affinity group students.

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.	Empower Umoja students to complete their general education and transfer requirements within a culturally affirming learning community by establishing a comprehensive, two-year sequence of "Umoja-fied" courses aligned with CalGETC standards. This pathway will ensure students have access to 4–8 dedicated course sections, including HD101,	Develop a CalGETC-Aligned Umoja Course Sequence <ul style="list-style-type: none"> Action: Identify and designate specific general education courses for "Umoja-fication" that satisfy Intersegmental General Education Transfer Curriculum (CalGETC) requirements. Specifics: Secure Umoja-dedicated sections for HD101 (Human Development), STATC1000 (Statistics), and ENGL1000 	Implementation & Performance: The successful addition of at least two (2) new Umoja-fied courses by Fall 2026, with the specific requirement that retention and success rates in these new sections meet or exceed the high benchmarks established by existing Umoja courses. Broader Program Success Metrics: To evaluate the effectiveness of these courses and the program as a

					<p>STATC1000, ENGL1000, a critical thinking course, and an ethnic studies course, designed to foster belonging, strengthen academic success, and streamline transfer to UC and CSU institutions.</p>	<p>(English), while expanding offerings to include a required critical thinking course and an ethnic studies course.</p> <ul style="list-style-type: none"> • Expansion: Build upon recent expansions into Anthropology, Communication Studies, Music, Political Science, and Sociology to create a robust course inventory that supports a full two-year educational plan. 	<p>whole, success is further quantified through the following key performance indicators:</p> <ul style="list-style-type: none"> • Comparative Achievement: Umoja students are expected to outperform non-Umoja students in equivalent courses. For example, the program benchmarks success against current achievements such as the 94% retention rate and 77.6% success rate seen in Umoja English 101 sections (compared to 91% and 66.2% for non-Umoja sections),, • Transfer-Level Improvement: A targeted 5% increase in success rates for transfer-level English and math courses in Year 1, growing to 15% by Year 3 (Umoja NOVA Plan). • Efficiency: A measurable decrease in the average number of excess units accumulated by Umoja students, ensuring a more streamlined path to degree completion. 	
#2	ILO 2. Creative, Critical, and Analytical Thinking				<p>Goal #3 Resources: Increase student awareness about campus resources.</p>	<p>Enhance Academic Resources: Support Our Umoja Students.</p>	<p>The continued promotion of Learning Center tutors at the HUB, study resources access, and increase collaboration with the Learning Center.</p>	<p>Improved success rates in Math and English courses, with Umoja students achieving at least a 5% increase in success rates within the academic year.</p>

#3	ILO 3. Community /Global Consciousness				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Develop Peer Mentorship and Leadership Training for Umoja students.	Formalize leadership training for Umoja students and other affinity groups (peer mentors), establish mentorship guidelines, and increase collaboration with the departments that have peer mentoring programs such as Marauder Promise.	Successful completion of leadership training by all Umoja students who hold leadership positions in the program and club. Additionally, once the peer affinity group peer mentor program is established, Umoja students start accessing peer mentors.
#4	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.	Strengthening Technology Access for Umoja Students.	Expand the availability of laptops and computer stations while at the HUB, and other technology resources to ensure equitable access for all Umoja students in need.	100% of Umoja students in need receive the necessary technology resources by the beginning of each semester.
#5	ILO 2. Creative, Critical, and Analytical Thinking				ILO 3. Community/Global Consciousness	Implement and expand a comprehensive suite of culturally responsive engagement opportunities, including college tours, an Equity Speakers Series, and heritage celebrations, that validate student identity, foster a sense of belonging, and visualize transfer and career pathways.	1. College Tours: Organize and execute HBCU tours and local UC/CSU visits to expose students to transfer environments and academic possibilities.2. Equity Speakers Series: Institutionalize the "Equity Speaker Series" (including Porch Talks) to bring academic scholars, industry professionals, and community leaders to campus to discuss career readiness, social justice, and leadership.3. Heritage Celebrations: Coordinate	1. Participation Growth: Achieve a 5% annual increase in student participation in transfer-related activities and cultural workshops, totaling a 15% cumulative increase by Year 3 (Umoja NOVA Plan). 2. Sense of Belonging: Student surveys (e.g., post-event evaluations) indicate that at least 80% of participants feel an increased sense of belonging and cultural validation.3. Transfer Impact: A measurable increase in the number of Umoja students applying to the specific four-

						campus-wide programming for Black History Month and Juneteenth, partnering with community groups (e.g., Divine 9, NAACP) to uplift institutional visibility and celebrate African American history.4. Student Success Initiatives: Host Black Student Success Week featuring daily webinars, mixers, and talent showcases (e.g., "Night at the Apollo") to drive engagement and advocacy.5. Integration: Collaborate with the Transfer Center and Counseling to ensure these events include direct links to academic planning and transfer application support.	year institutions visited during college tours.
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***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	Funding to organize a tour of Historically Black Colleges and Universities (HBCUs). This initiative will provide Umoja students with direct exposure to transfer pathways, academic programs, and the	Goal #2	New	\$85,000	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga

	cultural heritage of HBCUs, directly supporting the program's transfer and acculturation objectives.					
Professional development	Training for faculty in culturally relevant teaching methods for Umoja-fied courses.	Goal #1	Repeat	\$30,000	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga
Classified Staff	Full-time Program Specialist	Goals #2 and #3.	New	\$86,211	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga
Other	Equity Speaker Series: Funding to host academic scholars, industry professionals, and community leaders for events such as Porch Talks and Black Student Success Week panels. This series will provide critical mentorship, career exposure (e.g., STEM contributions, justice system navigation), and culturally affirming narratives to support student retention and belonging.	Goals #2 and #3.	New	\$50,000	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga
Classified Staff	Part-time Program Specialist	Goals #2 and #3.	Repeat	\$30,000	Recurring	Dr. Rebecca Farley, and Alberto Mendoza González Larreynaga
Choose an item.			Choose an item.		Choose an item.	

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



Student Support Services (Special Populations)

Student Service: Umoja
Term Type: Fall Terms



Umoja Program Awards

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
AA-T/AS-T	26	16	26	11	15
AA/AS	44	34	22	16	29
Certificate	30	19	24	15	31
AVC Local Certificate	2		2	1	2
Non-Credit Certificate					
Grand Total	102	69	74	43	77

Source: CCCC DataMart; Last Update: October 2025



Student Support Services (Special Populations)

Student Service
Umoja

Term Type
Spring Terms



Umoja Program Awards

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
AA-T/AS-T	26	16	26	11	15
AA/AS	44	34	22	16	29
Certificate	30	19	24	15	31
AVC Local Certificate	2		2	1	2
Non-Credit Certificate					
Grand Total	102	69	74	43	77

Source: CCCC DataMart; Last Update: October 2025

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 Academic Year	All	CalWorks	All	CCAP	All	ECHS	All	EOPPS	All	First Gen	All	Foster Youth
Academic Year Multiple values	All	OSD	All	Puente	All	Rising Scholars	All	Special Admit	Yes	Umoja	All	Veteran

Headcount, Enrollments, FTES, Success and Retention

Academic Year	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	251	1,134	134.74	35.6%	64.2%
2023-24	197	736	82.62	35.4%	47.1%
2024-25	267	1,367	154.62	34.3%	63.7%

Headcount, Enrollments, Success and Retention by Race/Ethnicity

Academic Year	Race/Ethnicity	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	Hispanic/Latino	67	303	35.64	38.4%	71.3%
	White	29	129	15.62	79.3%	59.0%
	Black/African American	148	647	76.78	35.8%	69.6%
	Asian	19	19	2.30	34.2%	84.2%
	Two or more	19	97	10.70	7.3%	56.7%
	Unknown/Masked	19	39	4.62	34.6%	74.4%
2023-24	Hispanic/Latino	58	210	24.05	86.7%	58.1%
	White	12	37	4.44	87.5%	50.0%
	Black/African American	121	466	52.12	34.8%	45.8%
	Asian	12	12	1.44	100.0%	100.0%
	Two or more	12	37	4.44	96.5%	78.4%
	Unknown/Masked	12	12	1.44	7.0%	65.7%
2024-25	Hispanic/Latino	93	455	52.97	37.0%	59.7%
	White	25	125	15.00	72.0%	52.0%
	Black/African American	148	737	82.18	33.5%	63.2%
	Asian	27	27	3.24	77.8%	46.7%
	Two or more	15	97	11.42	34.5%	74.2%
	Unknown/Masked	15	26	3.12	76.9%	59.2%

Headcount, Enrollment, Success and Retention by Gender

Academic Year	Gender	Headcount	Enrollment	FTES	Retention Rate	Success Rate
2022-23	Women	172	801	96.96	34.7%	61.3%
	Men	73	305	34.41	37.2%	46.8%
	Non-Binary	1	1	0.12	100.0%	46.7%
	Other/Unknown	1	25	3.00	91.3%	60.9%
2023-24	Women	113	412	45.49	33.0%	46.7%
	Men	74	282	32.45	88.3%	58.4%
	Non-Binary	1	1	0.12	80.0%	60.0%
	Other/Unknown	1	37	4.44	90.9%	60.6%
2024-25	Women	166	851	95.45	34.2%	47.0%
	Men	90	454	52.75	35.9%	47.0%
	Other/Unknown	11	62	6.42	76.2%	59.0%

Success and Retention by Demographic Groups and Modality for Credit Courses

Demographic Group:
Ethnicity

Course Instruction Method:
Delayed Interaction (Internet Based)

Delayed Interaction (Internet Based) Success Rate by Ethnicity

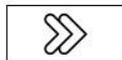
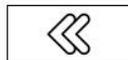
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	55.5%	57.2%	54.7%	55.8%	62.3%
American Indian/Alaskan Native	55.6%	70.8%	57.1%	57.1%	56.1%
Asian	91.4%	81.2%	74.2%	82.6%	88.6%
Hispanic	73.3%	70.3%	69.0%	69.7%	73.0%
Multi-Ethnicity	65.6%	67.2%	68.1%	67.1%	78.5%
Pacific Islander	83.3%	80.6%	48.5%	62.5%	50.0%
Unknown	59.4%	71.6%	75.6%	64.6%	73.6%
White	80.2%	72.9%	74.6%	75.3%	75.3%

Delayed Interaction (Internet Based) Retention Rate by Ethnicity

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	80.2%	81.5%	84.6%	84.3%	87.8%
American Indian/Alaskan Native	77.8%	87.5%	85.7%	80.0%	78.0%
Asian	96.4%	90.5%	87.6%	91.7%	94.8%
Hispanic	86.8%	86.8%	88.5%	88.1%	90.1%
Multi-Ethnicity	80.2%	84.2%	85.8%	86.0%	92.0%
Pacific Islander	100.0%	90.3%	84.8%	83.3%	75.0%
Unknown	74.0%	83.1%	89.3%	83.8%	82.9%
White	89.2%	87.0%	88.7%	89.9%	89.2%

Source: CCCC's DataMart
Updated August 26, 25

[AVC IERP](#)



Success and Retention by Demographic Groups and Modality for Credit Courses

Demographic Group:
Ethnicity

Course Instruction Method:
Delayed Interaction (Internet Based)

Delayed Interaction (Internet Based) Success Rate by Ethnicity

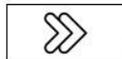
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	55.5%	57.2%	54.7%	55.8%	62.3%
American Indian/Alaskan Native	55.6%	70.8%	57.1%	57.1%	56.1%
Asian	91.4%	81.2%	74.2%	82.6%	88.6%
Hispanic	73.3%	70.3%	69.0%	69.7%	73.0%
Multi-Ethnicity	65.6%	67.2%	68.1%	67.1%	78.5%
Pacific Islander	83.3%	80.6%	48.5%	62.5%	50.0%
Unknown	59.4%	71.6%	75.6%	64.6%	73.6%
White	80.2%	72.9%	74.6%	75.3%	75.3%

Delayed Interaction (Internet Based) Retention Rate by Ethnicity

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African-American	80.2%	81.5%	84.6%	84.3%	87.8%
American Indian/Alaskan Native	77.8%	87.5%	85.7%	80.0%	78.0%
Asian	96.4%	90.5%	87.6%	91.7%	94.8%
Hispanic	86.8%	86.8%	88.5%	88.1%	90.1%
Multi-Ethnicity	80.2%	84.2%	85.8%	86.0%	92.0%
Pacific Islander	100.0%	90.3%	84.8%	83.3%	75.0%
Unknown	74.0%	83.1%	89.3%	83.8%	82.9%
White	89.2%	87.0%	88.7%	89.9%	89.2%

Source: CCCCO's DataMart
Updated August 26, 25

[AVC IERP](#)



Success and Retention by Demographic Groups and Modality for Credit Courses

Demographic Group:
Ethnicity

Course Instruction Method:
Non-Distance Education Methods

Non-Distance Education Methods Success Rate by Ethnicity

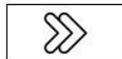
		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Ethnicity	African-American	62.1%	61.8%	61.9%	59.8%	64.2%
	American Indian/Alaskan Native	77.3%	80.6%	78.1%	65.8%	63.3%
	Asian	85.3%	82.3%	81.2%	83.6%	84.7%
	Hispanic	73.1%	71.5%	72.2%	72.9%	74.9%
	Multi-Ethnicity	71.9%	71.8%	72.1%	76.4%	75.6%
	Pacific Islander	57.1%	90.0%	55.6%	65.2%	68.8%
	Unknown	75.9%	74.9%	75.6%	75.0%	78.9%
	White	81.7%	78.6%	79.6%	80.7%	83.5%

Non-Distance Education Methods Retention Rate by Ethnicity

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Ethnicity	African-American	83.3%	83.9%	84.4%	82.7%	85.9%
	American Indian/Alaskan Native	89.4%	88.9%	93.8%	86.8%	90.0%
	Asian	93.0%	91.8%	91.5%	91.8%	92.8%
	Hispanic	88.4%	88.7%	89.5%	89.8%	90.3%
	Multi-Ethnicity	87.0%	84.8%	87.4%	91.6%	87.7%
	Pacific Islander	82.9%	90.0%	74.1%	91.3%	93.8%
	Unknown	86.9%	89.5%	87.1%	87.2%	91.5%
	White	91.1%	89.7%	90.2%	91.0%	91.8%

Source: CCCC's DataMart
Updated August 26, 25

[AVC IERP](#)





Fall 2025 Student Profile

- Term Selector
- Fall 2024
 - Fall 2025
 - Spring 2024
 - Spring 2025

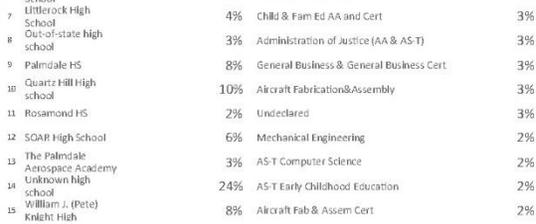
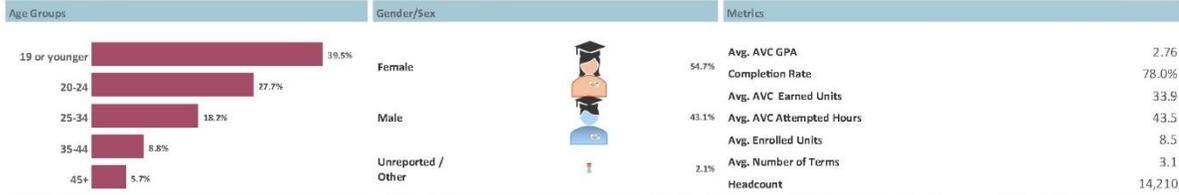
Date as of:
September 2,
2025



Select for all, new, or returning students:
All

Select for enrolled by various locations:
All

<h3>Race/Ethnicity</h3> <ul style="list-style-type: none"> Hispanic/Latino 64.9% African-American/Black 14.8% White, Non-Hispanic 11.8% Two or more races 3.7% Asian 3.3% Other/Unknown 1.1% American Indian/Al Native 0.2% Native Hawaiian/Pacific Islander 0.1% 		<h3>Metrics</h3> <ul style="list-style-type: none"> Headcount 14,806 Avg. Enrolled Units 8.6 Avg. Count Of Terms 3.1 Median Count Of Terms 2.0 Avg. AVC GPA 2.81 Median AVC GPA 3.00 Avg. AVC Earned Hours 34 Median AVC Earned Hours 27 																																																																											
<h3>Age Groups</h3> <ul style="list-style-type: none"> 18 or less 41.4% 20-24 27.3% 25-34 17.5% 35-44 8.0% 45+ 5.6% 	<h3>Gender</h3> <ul style="list-style-type: none"> Women 54.4% Men 43.5% Undeclared/unknown 2.1% Non-binary 0.1% 	<h3>Top 20 Majors</h3> <table border="1"> <tr><td>Registered Nursing</td><td>1,656</td></tr> <tr><td>LAS: Arts and Humanities</td><td>801</td></tr> <tr><td>AS-T Business Admin 2.C</td><td>703</td></tr> <tr><td>AA-T Psychology</td><td>695</td></tr> <tr><td>Radiologic Technology</td><td>673</td></tr> <tr><td>AS-T Biology</td><td>435</td></tr> <tr><td>Undeclared</td><td>410</td></tr> <tr><td>Mechanical Engineering</td><td>397</td></tr> <tr><td>General Business</td><td>390</td></tr> <tr><td>Aircraft Fabrication/Assembly</td><td>389</td></tr> <tr><td>Child & Family Education</td><td>318</td></tr> <tr><td>AS-T Computer Science</td><td>294</td></tr> <tr><td>AS-T Early Childhood Education</td><td>263</td></tr> <tr><td>AS-T Administration of Justice</td><td>235</td></tr> <tr><td>AA-T Kinesiology</td><td>233</td></tr> <tr><td>AA-T Sociology</td><td>229</td></tr> <tr><td>Aircraft Fab & Asscm Cert</td><td>185</td></tr> <tr><td>LAS: Social/Behavioral Science</td><td>182</td></tr> <tr><td>AA-T English</td><td>144</td></tr> <tr><td>Biological Sciences</td><td>109</td></tr> </table>	Registered Nursing	1,656	LAS: Arts and Humanities	801	AS-T Business Admin 2.C	703	AA-T Psychology	695	Radiologic Technology	673	AS-T Biology	435	Undeclared	410	Mechanical Engineering	397	General Business	390	Aircraft Fabrication/Assembly	389	Child & Family Education	318	AS-T Computer Science	294	AS-T Early Childhood Education	263	AS-T Administration of Justice	235	AA-T Kinesiology	233	AA-T Sociology	229	Aircraft Fab & Asscm Cert	185	LAS: Social/Behavioral Science	182	AA-T English	144	Biological Sciences	109	<h3>High Schools (Top 20)</h3> <table border="1"> <tr><td>Unknown high school</td><td>3,082</td></tr> <tr><td>Quartz Hill High school</td><td>1,229</td></tr> <tr><td>Lancaster High School</td><td>1,071</td></tr> <tr><td>Highland HS</td><td>1,034</td></tr> <tr><td>William J. (Patsy) Knight High</td><td>979</td></tr> <tr><td>Palmdale HS</td><td>938</td></tr> <tr><td>Eastside High School</td><td>915</td></tr> <tr><td>SOAR High School</td><td>779</td></tr> <tr><td>Antelope Valley High School</td><td>582</td></tr> <tr><td>Litlerock High School</td><td>470</td></tr> <tr><td>The Palmdale Aerospace Acad.</td><td>421</td></tr> <tr><td>Out-of-State high school</td><td>408</td></tr> <tr><td>Foreign country high school</td><td>309</td></tr> <tr><td>Rosemead HS</td><td>285</td></tr> <tr><td>Desert Sands Charter High Sch</td><td>139</td></tr> <tr><td>R Rex Parris High School</td><td>131</td></tr> <tr><td>Antelope Valley Learning Acad</td><td>126</td></tr> </table>	Unknown high school	3,082	Quartz Hill High school	1,229	Lancaster High School	1,071	Highland HS	1,034	William J. (Patsy) Knight High	979	Palmdale HS	938	Eastside High School	915	SOAR High School	779	Antelope Valley High School	582	Litlerock High School	470	The Palmdale Aerospace Acad.	421	Out-of-State high school	408	Foreign country high school	309	Rosemead HS	285	Desert Sands Charter High Sch	139	R Rex Parris High School	131	Antelope Valley Learning Acad	126
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Radiologic Technology	673																																																																												
AS-T Biology	435																																																																												
Undeclared	410																																																																												
Mechanical Engineering	397																																																																												
General Business	390																																																																												
Aircraft Fabrication/Assembly	389																																																																												
Child & Family Education	318																																																																												
AS-T Computer Science	294																																																																												
AS-T Early Childhood Education	263																																																																												
AS-T Administration of Justice	235																																																																												
AA-T Kinesiology	233																																																																												
AA-T Sociology	229																																																																												
Aircraft Fab & Asscm Cert	185																																																																												
LAS: Social/Behavioral Science	182																																																																												
AA-T English	144																																																																												
Biological Sciences	109																																																																												
Unknown high school	3,082																																																																												
Quartz Hill High school	1,229																																																																												
Lancaster High School	1,071																																																																												
Highland HS	1,034																																																																												
William J. (Patsy) Knight High	979																																																																												
Palmdale HS	938																																																																												
Eastside High School	915																																																																												
SOAR High School	779																																																																												
Antelope Valley High School	582																																																																												
Litlerock High School	470																																																																												
The Palmdale Aerospace Acad.	421																																																																												
Out-of-State high school	408																																																																												
Foreign country high school	309																																																																												
Rosemead HS	285																																																																												
Desert Sands Charter High Sch	139																																																																												
R Rex Parris High School	131																																																																												
Antelope Valley Learning Acad	126																																																																												
<h3>Enrolled Units</h3> <ul style="list-style-type: none"> <3 2.4% 3 - 6 36.7% 6.1 - 9 20.1% 9.1 - 12 8.4% 12 - 15 27.3% 15+ 5.1% 	<h3>PT/FT Status</h3> <ul style="list-style-type: none"> Full-time 67.6% Part-time 32.4% 																																																																												
<h3>Ed Goals</h3> <ul style="list-style-type: none"> Transfer-seeking 44.0% Degree-seeking 31.1% Unknown/Undecided 14.3% Earn a vocational certificate 7.3% Discover/formulate career int. 2.4% Other goal 0.9% 	<h3>Avg. Number of Terms</h3> <ul style="list-style-type: none"> Full-time 2.4 Part-time 3.5 																																																																												



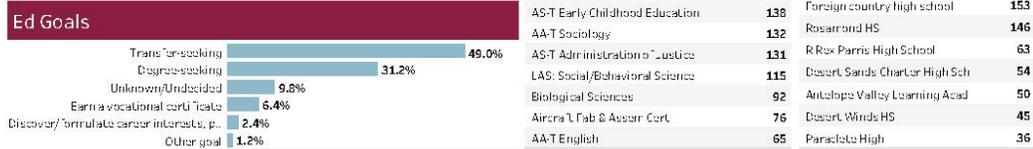
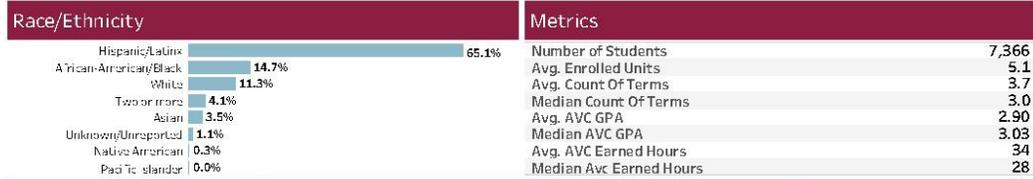


2025 Summer Student Profile

Summer Term
 2022 Summer
 2023 Summer
 2024 Summer
 2025 Summer

All Dates as of 7/7/2025

Select for enrolled by various locations:
 All





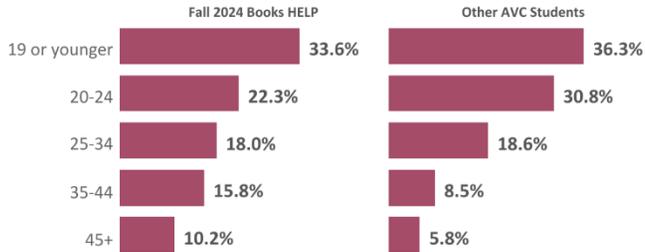
Age Groups	Gender/Sex	Metrics
19 or younger: 36.3%	Female	Avg. Number of Terms @ AVC: 3.5
20-24: 30.4%		Avg. AVC GPA: 2.81
25-34: 18.6%	Male	Avg. Enrolled Units: 8.4
35-44: 8.8%		Completion Rate: 79.2%
45+: 5.9%	Unreported/Other	Avg. AVC Earned Hours: 32
		Avg. AVC Attempted Hours: 41
		Number of Students: 13,553

Race/Ethnicity	Ed Goal	Top Majors (# n > 10)
Hispanic/Latine: 63.9%	Transfer-seeking: 48.2%	1 Registered Nursing: 10.8%
African-American/Black: 14.3%	Degree-seeking: 30.4%	2 AS-T Business Administration: 5.1%
White: 12.6%	Unknown/Undecided: 8.3%	3 LAS: Arts and Humanities: 4.9%
Two or more: 4.1%	Earn a vocational certificate: 7.7%	4 AA-T Psychology: 4.4%
Asian: 3.2%	Discover/formulate career interests, plans, goals: 3.2%	5 Radiologic Technology: 4.4%
Unreported/Other: 1.5%	Other goal: 2.2%	6 AS-T Biology & Biotechnology Sciences: 4.2%
American Indian/AK Native: 0.2%		7 Administration of Justice & AS-T Administration of Justice: 3.0%
Pacific Islander: 0.1%		8 Aircraft Fabrication/Assembly: 2.7%
		9 General Business: 2.6%
		10 Urcecare: 2.5%

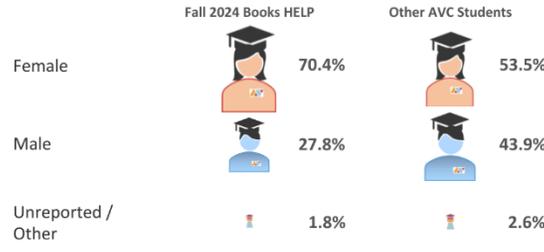
Part-time/Full-time	AVG. # of Terms	Enrolled Units	Top High Schools (# n > 10)
<p>Part-time: 70.5%</p> <p>Full-time: 29.5%</p>	<p>Full-time: 3.0</p> <p>Part-time: 3.7</p>	<p>< 3: 2.5%</p> <p>3-6: 38.8%</p> <p>6.1-9: 20.5%</p> <p>9.1-11.9: 8.6%</p> <p>12-15: 24.9%</p> <p>15+: 4.7%</p>	<p>1 Unknown High School: 27.9%</p> <p>2 Quince High School: 11.5%</p> <p>3 Lancaster High School: 10.0%</p> <p>4 Highland HS: 9.4%</p> <p>5 William J. (Peze) Knight High School: 8.6%</p> <p>6 Palmdale HS: 8.5%</p> <p>7 SDR High School: 7.0%</p> <p>8 Eastside High School: 7.6%</p> <p>9 Antelope Valley High School: 5.2%</p> <p>10 Lincoln High School: 4.3%</p>



Age Groups



Gender/Sex



Metrics

Metric	Fall 2024 Books HELP	Other AVC Students
Avg. Number of Terms @ AVC	4.1	3.5
Avg. AVC GPA	2.99	2.79
Avg. Enrolled Units	10.4	8.2
Completion Rate	80.0%	79.1%
Avg. AVC Earned Hours	38	32
Avg. AVC Attempted Hours	48	40
Number of Students	771	12,870

Race/Ethnicity



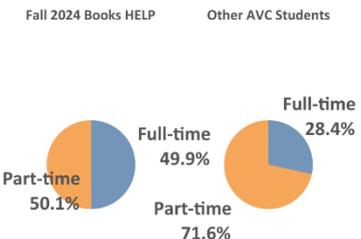
Ed Goal



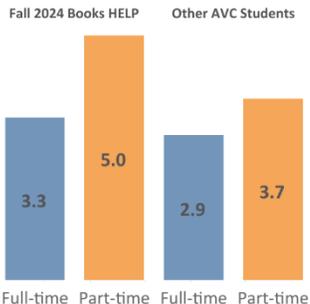
Top Majors (if n > 10)

Rank	Major	Fall 2024 Books HELP	Other AVC Students
1	Registered Nursing	16.1%	10.5%
2	AS-T Business Admin 2.0, AS-T Business Administrati..	7.8%	4.9%
3	LAS: Arts and Humanities		5.2%
4	AA-T Psychology	4.4%	4.4%
5	Radiologic Technology	6.1%	4.3%
6	AS-T Biology & Biological Sciences	4.5%	4.1%
7	Administration of Justice & AS-T Administration of Ju..	4.5%	2.9%
8	Aircraft Fabrication&Assembly	1.9%	2.8%
9	General Business	3.0%	2.6%
10	Undeclared		2.6%

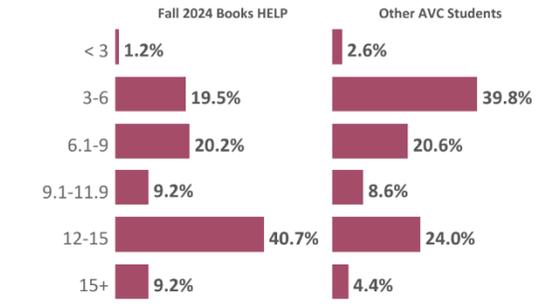
Part-time/Full-time



AVG. # of Terms



Enrolled Units

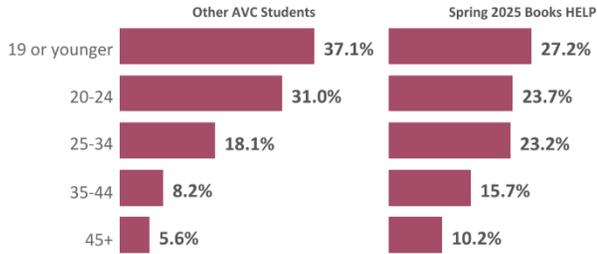


Top High Schools (if n > 10)

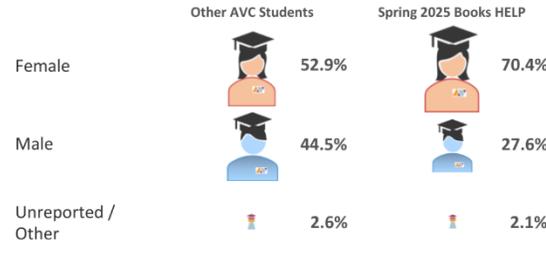
Rank	High School	Fall 2024 Books HELP	Other AVC Students
1	Unknown high school	23.7%	20.4%
2	Quartz Hill High school	6.2%	8.6%
3	Lancaster High School	7.3%	7.3%
4	Highland HS	6.2%	7.0%
5	William J. (Pete) Knight High	6.5%	6.4%
6	Palmdale HS	4.4%	6.4%
7	SOAR High School	1.7%	5.3%
8	Eastside High School	6.7%	5.5%
9	Antelope Valley High School	5.6%	3.7%
10	Littlerock High School	2.9%	3.2%
11	Out-of-state high school	4.4%	2.6%
12	The Palmdale Aerospace Academy	1.7%	2.3%
13	Foreign country high school	3.9%	2.1%
14	Rosamond HS		1.9%
15	Antelope Valley Learning Acad		1.0%



Age Groups



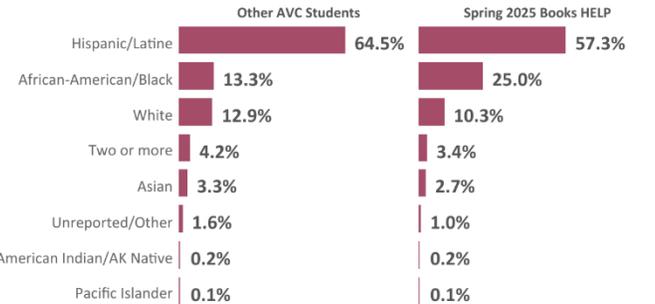
Gender/Sex



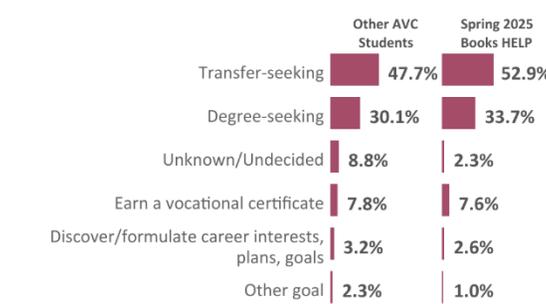
Metrics

	Other AVC Students	Spring 2025 Books HELP
Avg. Number of Terms @ AVC	3.5	3.8
Avg. AVC GPA	2.80	2.88
Avg. Enrolled Units	8.2	10.5
Completion Rate	79.4%	77.7%
Avg. AVC Earned Hours	32	36
Avg. AVC Attempted Hours	40	47
Number of Students	12,396	1,245

Race/Ethnicity



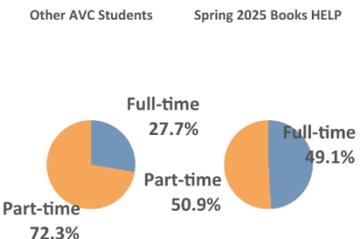
Ed Goal



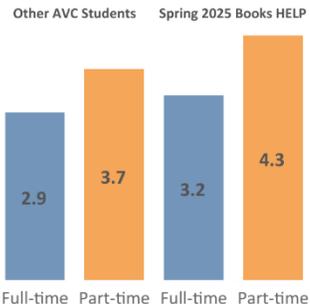
Top Majors (if n > 10)

Rank	Major	Other AVC ..	Spring 202..
1	Registered Nursing	10.4%	14.8%
2	AS-T Business Admin 2.0, AS-T Business Administrati..	4.8%	7.5%
3	LAS: Arts and Humanities	5.3%	
4	AA-T Psychology	4.3%	5.9%
5	Radiologic Technology	4.4%	4.3%
6	AS-T Biology & Biological Sciences	4.2%	3.6%
7	Administration of Justice & AS-T Administration of Ju..	2.9%	4.0%
8	Aircraft Fabrication&Assembly	2.9%	1.4%
9	General Business	2.6%	3.3%
10	Undeclared	2.7%	

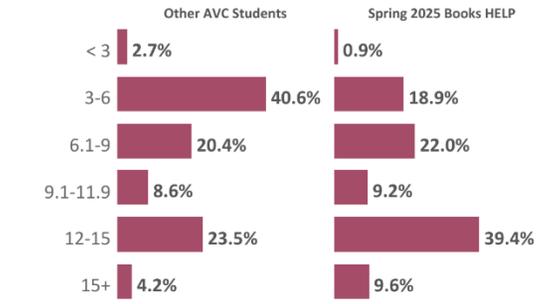
Part-time/Full-time



AVG. # of Terms



Enrolled Units



Top High Schools (if n > 10)

Rank	High School	Other AVC Stude..	Spring 2025 Book..
1	Unknown high school	20.2%	24.2%
2	Quartz Hill High school	8.7%	6.0%
3	Lancaster High School	7.5%	6.2%
4	Highland HS	7.1%	5.1%
5	William J. (Pete) Knight High	6.5%	5.5%
6	Palmdale HS	6.3%	5.7%
7	SOAR High School	5.5%	1.5%
8	Eastside High School	5.4%	7.4%
9	Antelope Valley High School	3.8%	3.9%
10	Littlerock High School	3.3%	2.2%
11	Out-of-state high school	2.5%	4.3%
12	The Palmdale Aerospace Academy	2.4%	1.4%
13	Foreign country high school	2.1%	3.4%
14	Rosamond HS	1.9%	1.4%
15	Antelope Valley Learning Acad	1.0%	

2025–2026 AVC Strategic Priorities

Priority 1 - FTES and Enrollment

Goal 1a. Increase FTES by 10% annually

2025-2026 Target: 11,300 FTES

Goal 1b. Increase Enrollment by 10% annually

2025-2026 Target: 96,250 students enrolled

Priority 2 - Transfer-level math and English Completion

Goal 2: Increase rate of students completing both transfer-level math and English within the first year of enrollment at AVC by 5%

2025-2026 Target: 19% of students completing both transfer-level math and English within the first year of enrollment

Priority 3 - Job Placement Rates

Goal 3a. Increase the number of CTE awards earned by 5%

2025-2026 Target: 1,408 CTE program awards

Goal 3b. Increase job placement rates in programs with less than 70% to 70% or higher

Priority 4 - Community Outreach, Participation, and Involvement

Goal 4. Increased AVC outreach, participation, and involvement in the community





Fall 2026 Program Review Report | Non-Instructional Areas

Department /Area Name: Veterans Resource Center For Planning Years: 2026-2027

Name of person leading this review: Ashley Chavez

Names of all participants in this review: Ashley Chavez, and Alberto Mendoza González Larreynaga

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

The Veterans Resource Center (VRC) at Antelope Valley College advances the District’s mission by providing holistic, high-quality support for active-duty service members, veterans, National Guard and Reserve personnel, and military-connected dependents. The Center ensures that these students receive equitable access to their state and federal VA educational benefits, comprehensive case management, and supportive services that promote academic persistence, degree completion, and successful transition to civilian and academic life. The VRC also creates a dedicated space that fosters belonging, wellness, and engagement, reflecting AVC’s commitment to serving diverse learners and eliminating barriers to success.

The VRC contributes directly to the Board of Trustees Strategic Priorities by supporting:

- Priority 1 (Enrollment and FTES Growth): Through outreach, benefit activation, and priority registration the VRC increases access and re-engagement for veterans returning to college.
• Priority 2 (Transfer-Level Math and English Completion): VRC case management and academic counseling are essential for progress through foundational courses, particularly for veterans who have been removed from formal education for significant periods.
• Priority 3 (Job Placement and Career Readiness): Veterans benefit from workforce preparation, Credit for Prior Learning (CPL), mapping military experience to academic pathways, and access to professional development resources.
• Priority 4 (Community Engagement): The VRC cultivates strong partnerships with regional organizations and military bases, reinforcing AVC’s presence in the Antelope Valley community and expanding service opportunities.

Through individualized support, collaboration with academic departments, and intentional integration with Basic Needs, Student Health, Financial Aid, and affinity groups, the VRC embodies AVC’s mission to be an accessible, inclusive, and student-oriented institution.

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

Use the following questions to guide your analysis:

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

- The Veterans Resource Center (VRC) primarily serves Veteran students, their dependents, active-duty service members as well as members of the reserves and National Guard. The primary objective of the VRC is to connect our population with their state and federal VA education benefits while also connecting them with campus and community resources if needed. Our center also provides a space that our students have earned to thrive while between classes on campus, comprehensive case management as well as priority registration assistance for Veterans.
- The VRC measures its success by both the increase of students using their education benefits and successfully completing their terms. For the 24-25 academic year, the VRC experienced an 11% increase of students utilizing their state and federal VA education benefits compared to the previous academic year.
- Compared to AVC's overall service area demographics, the Veterans Resource Center (VRC) primarily serves students within the 25–34 age range, reflecting the typical timeline of veterans who complete one or more terms of military service before pursuing higher education. Male students make up the largest gender demographic served by the VRC, consistent with the broader veteran population. The center also supports a significant number of Hispanic/Latine students, aligning with AVC's commitment to equity and the diverse makeup of the Antelope Valley community.
- When looking at equity among our veteran students, the data shows that Hispanic/Latine and Black/African American veterans experience the largest equity gaps in both course success and retention. These trends mirror what we see in the overall student population but can be more pronounced for veterans who are also navigating the transition from military to civilian and academic life. Many of these students face additional barriers, such as delays in benefit processing, balancing work and family responsibilities, and adjusting to different learning environments. Moving forward, the VRC is focusing on early outreach, one-on-one check-ins, and stronger connections to counseling and academic resources to help close these gaps and ensure all veterans have an equitable path to completion.
- Over the past year, the Veterans Resource Center (VRC) has observed a 7% decline in retention and an 11.3% decrease in student success rates for the past fall semester and a 3% decline in retention and .7% decline in success rates for the past spring semester. While many of our students are financially incentivized to remain enrolled, these shifts have provided valuable insight into the ongoing challenges veteran and military-connected students face in balancing academics, benefits, and personal responsibilities. In response, the VRC has developed and begun implementing a comprehensive early alert system and withdrawal survey process designed to identify at-risk students sooner, provide timely outreach, and connect them with the resources and support needed to stay on track. These efforts reflect the VRC's commitment to continuous improvement and ensure that every student has the opportunity to succeed.
- For the 24-25 academic year the VRC's students received a total of 113 awards to include 1 BS, 64 degrees, 45 certificates and 3 local certificates. The VRC was also able to contribute \$159,559.19 in tuition to AVC from the VA at the federal and state level, serving 116 veterans and 223 veteran dependents activating their federal and state VA education benefits.
- The VRC adjunct counselors created and/or updated 257 academic education plans for the 24-25 academic year.

Commented [AC1]: Insert data here from VAC chart

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

Use the following questions to guide your analysis:

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

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

- The Veterans Resource Center (VRC) serves Veteran students, their dependents, active-duty service members as well as members of the reserves and National Guard. We connect each of them with both their federal and state level Veteran education benefits as well as active-duty Tuition Assistance.

- The VRC actively addresses equity gaps by implementing case management practices and targeted interventions designed to remove barriers that disproportionately impact any Veteran and military-affiliated student on campus. Each student receives individualized support that considers not just their educational benefits but also their holistic needs such as housing, food security, mental health, and access to financial aid. Through proactive orientation, early alert follow-ups, and collaboration with campus and community partners, the VRC ensures students are connected to academic counseling, credit for prior learning (CPL) evaluations from their Joint Services Transcripts, tutoring, and workforce pathways that accelerate completion. The VRC also collects and disaggregates data by Veteran status and demographics to identify gaps in persistence, completion and transfer outcomes.
- The VRC engages with students daily through individualized, one-on-one interactions within the center and by distributing withdrawal surveys to those who leave their courses before the end of the term to identify areas of improving within our center or the possibility of referrals to resources for our students. Students are also provided on-boarding VRC orientation services where their education benefits and expectations are explained, and any AVC resources are distributed. The VRC also maintains an active Canvas shell where important reminders and deadlines, both through AVC and the VA, are marketed.
- The VRC maintains a working relationship with AVC's Learning Center and has implemented referrals to their tutoring center throughout the academic year. We also host several community partners in the VRC weekly to include the Veteran Peer Access Network (VPAN) to connect them with any resources outside of AVC's scope, as well as People Assisting the Homeless (PATH) to connect them with additional emergency support services and job training opportunities for our homeless veterans.
- AVC has also contributed to the state Chancellor's Office's Vision 2030 by participating in their Mapping Articulated Pathways (MAP) initiative, offering credit for prior learning for our veteran students through evaluation of their Joint Military Transcripts with 4 courses approved for articulation in the MAP platform: EMT 101, MGT 101, WELD 101, KINF 130, and HE 100. AVC is currently working toward a process to transcribe these onto academic transcripts.
- The VRC's program coordinator and the Learning Center's director attended the state Chancellor's office Veteran Symposium in June 2025 and the 2025 WAVES annual conference in July 2025. The symposium is a statewide convening of educators, administrators, and student-service professionals committed to supporting military-affiliated students. Its purpose is to share proven practices, foster collaboration, and coordinate a comprehensive support network. The WAVES conference brings together School Certifying Officials (SCOs), veteran-serving professionals, administrators, and advocates from across the nation for a focused, educational, and community-building event. Its purpose is to promote high ethical and professional standards in veteran education services, foster collaboration among institutions, and share best practices to support military-affiliated students.
-

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

- Staffing has been and continues to be our biggest challenge. The Veterans program has the potential to grow exponentially due to the Veteran community in the Antelope Valley being a large close-knit community that works together to guide Veterans to success. The Veterans Resource Center is unable to fully participate in our community without additional staff as outlined by the state Chancellor's Office. We are currently only staffed with one Program Coordinator that oversees the program as a whole, represents Antelope Valley College Veterans Resource Center in our community and campus, certifies students utilizing federal and state VA benefits and Tuition Assistance, maintains various VA compliance requirements, oversees the training, day-to-day operations and scheduling of VA student workers and schedules any necessary travel under the supervision of an Interim Manager of the HUB under Equity.
- The Department of Veterans Affairs and the California Community Colleges Chancellor's Office recommend maintaining a ratio of one fully active School Certifying Official (SCO) per 125 GI Bill® beneficiaries due to the increasing complexity of enrollment reporting, compliance

updates, and ongoing student support requirements. This ratio should be further adjusted when SCO duties extend beyond certification responsibilities, such as programming, student engagement, data auditing, and supervision of student employees.

- At AVC, there is currently one fully active SCO responsible for supporting 365 military-affiliated students during the 2024–2025 academic year. This individual performs all certification and compliance functions, manages communications with VA systems, ensures accuracy of student enrollment records, and coordinates ongoing VRC programming and supervision of student workers. A second staff member is trained but not actively certifying, and a third is currently in training to assume backup SCO duties as needed.
- In order to maintain compliance and balance the workload for the Coordinator/School Certifying Official, we need a Director separate from the Coordinator/School Certifying Official to oversee the program as a whole, identify and pursue equity gaps for our identified DI groups and to represent the Antelope Valley College Veteran Resource Center in our community and across campus; a Coordinator/School Certifying Official separate from the Director to oversee the center, handle certifications, Tuition Assistance and various Veterans Administration compliance requirements; a Clerical III or Short Term Hourly employee to be a constant at the front desk and handle office tasks as well as travel scheduling and student worker supervision and scheduling; increased number of adjunct Veteran-specific academic counselors who are well versed in all VA procedures and actively working on the academic paths of our student population as well as the anticipated growth of our Credit for Prior Learning initiative through the Mapping Articulated Pathways (MAP) from a Veteran students’ Joint Services Transcripts which grants this prior credit for their past military service.
- For the 2024-2025 academic year, the VRC served 365 students utilizing their federal and state VA education benefits and are currently serving 295 students for the 25-26 academic year, already in line to surpass the previous academic year. Male Veteran retention was identified on our most recent Equity report as being an area to focus on with male Veterans not re-enrolling into the subsequent semester. The VRC is actively working toward identifying the root cause and solutions to assist our male Veteran population in successfully returning and completing their education goals. The VRC has experienced an 11% increase of participation in military-affiliated students utilizing their state and federal VA benefits.
- The VRC has significant opportunities for continued growth through intentional cross-campus collaboration. By strengthening coordination with the Office of Equity & Student Achievement, the Learning Center, the Transfer Center, and the Basic Needs department, we can provide more comprehensive support that addresses both academic and non-academic barriers to success. Working together, we can ensure military-affiliated students are connected early and consistently to tutoring, transfer planning, financial wellness, and essential living resources. These partnerships will allow us to proactively identify needs, close equity gaps, and streamline referrals — ultimately improving persistence, degree completion, and post-graduation outcomes for our veteran and dependent student population.

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

Challenge	Likelihood (1 being unlikely and 5 being highly likely)
The VRC is currently overseen by a single full-time Program Coordinator/School Certifying Official whose on-site schedule is dictated by student worker availability to maintain center hours. When the Coordinator is required to be away from the VRC for compliance	5

<p>responsibilities — including SCO certifications, VA reporting, institutional meetings, or student case management — there is no designated professional staff member in the center to provide supervision, ensure continuity of services, or address urgent student needs.</p> <p>This staffing model creates operational gaps that impact service quality, student safety oversight, and timely benefits processing. It also introduces significant compliance risks. The Coordinator is responsible for both VA certification accuracy and center operations/programming, which divides attention and increases the likelihood of reporting errors, delayed certifications, or missed VA deadlines — all of which can negatively affect students’ monthly housing allowance, tuition coverage, and academic standing.</p> <p>The California Community Colleges Chancellor’s Office and the Department of Veterans Affairs require appropriately trained personnel to oversee veteran-related services during open hours to ensure accurate benefits processing and compliant student support. Increasing professional staffing and on-site coverage is necessary to uphold service standards, maintain regulatory compliance, and meet the needs of our growing military-affiliated student population. During a recent VA compliance survey there were preventable errors found that indicate more staffing is needed in the VRC.</p>	
<p>Our two adjunct academic counselors are currently managing a high caseload, resulting in a 2–3 week wait for military-affiliated students to receive comprehensive education plans. This delay impacts timely enrollment decisions, degree applicability, and GI Bill certification — all of which have direct consequences on funding eligibility, monthly housing allowance, and student persistence. To meet required onboarding timelines, CPOS implementation and reduce barriers to success, the VRC needs additional counseling support with expertise in veteran-specific pathways, credit for prior learning, and transfer planning. Expanding counseling capacity will ensure students receive proactive, accurate guidance that keeps them on track toward degree completion and successful transfer.</p>	5
<p>During the most recent VA Compliance Survey, the School Certifying Official encountered barriers in accessing several pieces of required documentation from Admissions & Records and Financial Aid. While all departments were responsive and supportive, many of the compliance records and institutional reporting elements were not centrally accessible to the SCO. This limited access delayed the survey response process and highlighted the need for clearer data-sharing workflows and more streamlined cross-departmental access to information related to VA beneficiaries.</p>	5

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

- The VRC seeks to expand outreach and engagement both on and off campus to ensure all military-affiliated students receive the support they need—regardless of whether they are currently using education benefits. This includes strengthening collaboration with Edwards Air Force Base and the California National Guard Armory to provide transition guidance, education benefits counseling, and a streamlined onboarding process for separating service members interested in enrolling at AVC.
- The VRC also aims to increase campus-wide understanding of veteran student needs through professional development opportunities for faculty and staff. These trainings will enhance cultural awareness, improve communication and instructional support, and ensure compliance with VA requirements that impact academic decision-making. By improving holistic awareness and responsiveness across campus departments, we better support the success, belonging, and retention of our veterans.

- Additionally, the VRC aspires to launch a Half-Way There Ceremony—recognizing military-affiliated students who have successfully completed 30 units and are on track for graduation or transfer. This milestone event reinforces momentum, improves persistence, and creates opportunities to connect students with key campus resources such as counseling, career education, transfer services, and basic needs support.
- Together, these strategic initiatives will broaden the VRC’s impact, reduce equity gaps, and promote a more inclusive and achievement-focused culture for all veterans and military-connected students at AVC.

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

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

Past Outcomes Improvement Plans	Progress Made

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

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

Past Goal	Progress Made
Renaming the Veterans Resource Center to the Veteran and Military Resource Center to align with the populations served to include Veterans, Active-Duty Personnel and Veteran Dependents.	No progress made.
Increasing staff in the VRC	No progress made.
Increasing Veteran Student Support by expanding specialized services and targeted interventions.	In progress. To address these trends, the VRC is implementing a targeted early alert system with regular grade checks and incentives and a withdrawal survey process to better understand barriers and provide timely outreach. These tools will allow staff to monitor student progress, identify challenges early, and connect students to academic counseling, financial aid, and mental health resources.

Part 3. Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO**	SLO**	OO (Service area Outcomes)				
#1	ILO 4. Career and Specialized Knowledge				Goal #3 Resources: Increase student awareness about campus resources.	Increasing staffing in the Veterans Resource Center	Hiring of a Director and an increase in hours of a Veteran-specific trained Academic Counselor to assist in the success of the Veterans Resource Center to increase campus and community outreach and engagement.	We will be able to measure our success through our increase in participation in our events on campus, in the center, and through increased enrollment and VA certifications.
#2	ILO 1. Communication				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Increase male veteran enrollment retention as well as increase success and retention	Continuing our partnerships across campus to identify and assist male veterans' enrollment into subsequent semesters and advancing their academic careers as well as implementing an early alert system and withdrawal follow up survey.	We will know that our goal has been achieved through our annual Equity reports and 1 on 1 engagement with the students in the Veterans Resource Center.
#3	ILO 1. Communication							
#4	Choose ILO				Choose an item.			

**If applicable for instructional areas

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Other	Hiring a Director	#1, increasing staffing in the VRC	Repeat	\$170,000	Recurring	Ashley Chavez, Alberto Mendoza González Larreynaga, and Dr. Rebecca Farley
Classified Staff	Hiring two STH Program Specialists	#1, increasing staffing in the VRC	New	\$90,000	Recurring	Ashley Chavez, Alberto Mendoza González Larreynaga, and Dr. Rebecca Farley
Faculty	Two additional adjunct academic counselors to cover M-F in the VRC	#1, increasing staffing in the VRC	Repeat	\$100,000	Recurring	Ashley Chavez, Alberto Mendoza González Larreynaga, and Dr. Rebecca Farley
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

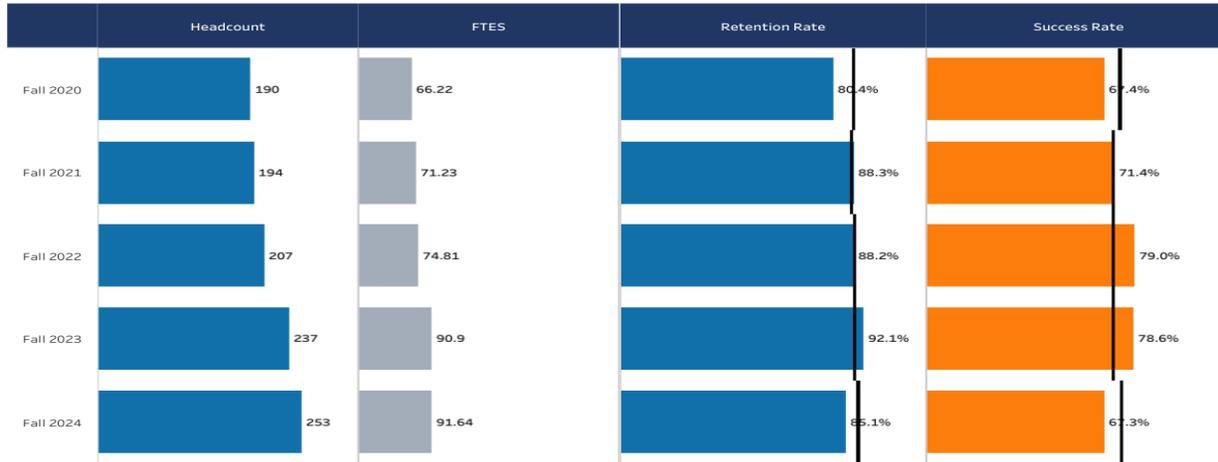
Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
 Required:

- Supporting data/information



Student Support Services (Special Populations)

Student Service Term Type
 Military (Active Duty, Active .. Fall Terms



Military (Active Duty, Active Reserve, National Guard, Veteran) Program Awards

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
AA-T/AS-T	4	4	3	4	3
AA/AS	2	1	1	6	8
Certificate	2	3	2	7	4
AVC Local Certificate		1	1	2	
Non-Credit Certificate	1				
Grand Total	9	9	7	19	15

Source: CCCC DataMart; Last Update: October 2025



Student Support Services (Special Populations)

Student Service
Military (Active Duty, Active ... Spring Terms



Military (Active Duty, Active Reserve, National Guard, Veteran) Program Awards

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
AA-T/AS-T	4	4	3	4	3
AA/AS	2	1	1	6	8
Certificate	2	3	2	7	4
AVC Local Certificate		1	1	2	
Non-Credit Certificate	1				
Grand Total	9	9	7	19	15

Source: CCCC DataMart; Last Update: October 2025



NUMBER OF MILITARY-AFFILIATED STUDENTS USING THEIR FEDERAL VA EDUCATION BENEFITS EACH TERM



	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025*
MGIB-AD (Active Duty GI Bill)	6	8	2	1	6
Veteran Readiness & Employment	13	22	19	28	31
Post 9/11	59	96	71	64	74
Dependent Education Assistance (Dependent GI Bill)	90	118	131	114	109
MGIB-SR (Reservist GI Bill)	1	3	2	3	3
Tuition Assistance (Active Duty)	3	1	2	3	4
Total	172	248	227*	213*	227*

*As of 10/10/25





Students Using Federal VA Benefits

Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025
172	248	227*	213*	227*

CalVet Tuition Fee Waiver (State VA Benefits)

AY 23-24	AY 24-25	AY 25-26
91	127*	82*

Total Students Using Federal and State Benefits (Unduplicated)

AY 23-24	AY 24-25	AY 25-26
324	365*	288*

*As of 10/10/25