



Fall 2025 Program Review Report | Instructional Areas

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

Names of all participants in this review:

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

The Online Education Program at Antelope Valley College (AVC) continues to play a central role in fulfilling the district mission by expanding access to high-quality, flexible, and equitable learning opportunities for a diverse student population. Serving a region characterized by significant working-class, rural, and nontraditional learners, the program removes key barriers related to geography, transportation, finances, and scheduling—ensuring that students can pursue their academic goals within the realities of their lived circumstances.

Over the past year, Online Education & Instructional Support has strengthened its alignment with the college’s commitment to diversity, equity, inclusion, and academic excellence. The program continues to support underserved communities through culturally responsive teaching practices, intentional faculty development, and expanded access to online pathways. The Peer Online Course Review (POCR) initiative remains a cornerstone of this work, promoting high-quality, accessible, and equity-minded course design. Growth in POCR participation, expanded adoption of Open Educational Resources (OER), and improved Regular and Substantive Interaction (RSI) practices have contributed to rising online student success and engagement.

This year also marked significant progress in institutional coordination. Online Education & Instructional Support played a key role in major modernization efforts, including support for Ad Astra academic scheduling redesign, Parts of Term (POT) alignment, and the rollout of collaborative platforms such as Confluence and Jira to streamline cross-departmental processes. These enterprise-level improvements strengthen the infrastructure necessary for effective online teaching and learning, enhance data transparency, and allow the college to respond more rapidly to student needs.

The program continues to advance accessibility and compliance, partnering with Academic Affairs, Distance Education Committee, ITS, and the Basic Needs Program to ensure that students have the technology, support, and inclusive learning environments required for success. Through consistent growth in fully online degree pathways, HyFlex pedagogy, and faculty certification processes, Online Education supports AVC’s vision to transform lives through quality education.

In summary, the Online Education Program contributes directly to the district mission by expanding equitable access, improving the quality of online instruction, and driving institutional innovation. Through continued emphasis on equity, accessibility, technology-enhanced learning, and strategic collaboration, AVC’s online ecosystem empowers students to thrive academically and prepares the college to meet the evolving needs of its diverse community.

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

Use the following questions to guide your analysis:

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

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

Online Education at Antelope Valley College had an online success rate of 70.8% in Spring 2024, which increased to 72.6% in Spring 2025. This reflects continued improvement over the past year and indicates growing stability in online course performance after previous fluctuations. Retention also increased, rising from 89.4% to 90.4%, showing that more students remained enrolled throughout the term and benefitted from enhanced early-term engagement, clearer course design, and strengthened support services.

Steady success paired with rising retention indicates that more students are staying enrolled and benefiting from improved course design, faculty development, OER adoption, RSI enhancements, and strengthened student support systems.

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

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

The number of degrees and certificates completed through online pathways continues to trend upward, supported by:

- Expansion of fully online degree options
- Improved course scheduling alignment and visibility through Ad Astra
- Increased student access to pathway-completing courses via AVC's participation in the CVC Exchange
- Strong student persistence, as shown by rising retention (90%)

While success rates held steady this year, the continued increase in online enrollment and improved pathway clarity are expected to sustain growth in awards granted.

- **Which ethnic / gender student groups complete their courses at the highest rates?**

For Spring 2025, the highest online success rates are:

- Filipino: 87.2%
- Asian/Asian American: 81.9%
- Unknown: 78%
- White: 73.8%
- Hispanic/Latinx: 74.9%

These groups also demonstrate strong online retention, especially Filipino (94%) and Asian students (92.8%).

Gender differences remain minimal (1–2%), consistent with previous years.

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

Despite overall improvements in success and retention, several groups continue to face significant equity gaps compared to the highest-performing populations.

Compared to the highest-performing group (Filipino at 87.2%), the largest gaps occur with:

- Pacific Islander: 53.8% (Note: AVC had only 63 section enrollments for the Pacific Islander Population in 2025 {compared to 55k for the Hispanic population})
→ 33.4 percentage points below the highest-performing group
- Black/African American: 63.3%

→ 23.9 points below

- Native American/Alaskan Native: 65.3%

→ 21.9 points below

These groups continue to experience the most significant disparities in online course outcomes.

Trend analysis, Spring 2024 → Spring 2025:

Positive improvements

- Native American students showed a dramatic increase (+17.4%), though still far below parity.
- Black/African American students improved (+3.2%), reducing the equity gap slightly.
- Hispanic/Latinx students improved (+2.4%), maintaining steady gains.
- Unknown category increased sharply (+8.3%).

Minimal improvement

- Pacific Islander increased by only +1.2%, remaining the most disproportionately impacted group.

Slight declines

- Asian -2.9%
- Filipino -1.1%
- White -1.5%

These groups still remain above the overall success rate and well above DI groups.

Overall retention improved from 89.4% → 90.4%, with most groups improving or remaining stable.

Notable improvements:

- Black/African American: 86% → 88.2%

Equity interpretation:

- Although all underperforming groups improved in success from Spring 2024 to Spring 2025, the relative equity gap remains large because the highest-performing groups also continue to perform exceptionally well.
- Retention increased for nearly every group (e.g., Pacific Islander up from 73.7% → 82.4%), indicating students are staying in courses at higher rates, but persistence is not yet translating into equitable outcomes.

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Equity Summary for Program Review

- Many disproportionately impacted groups increased their online success rates, with the largest gains observed for Native American/Alaskan Native students (+17.4%).
- Pacific Islander, Black/African American, and Native American students continue to have the lowest online success rates, with gaps ranging from 22 to 33 percentage points relative to the highest-performing group (Filipino).

- Retention is strong across all groups (most above 89%), meaning students are staying enrolled but not all are passing, highlighting a need for instructional and support interventions rather than outreach alone.

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

Consider the following questions:

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

The Online Education Program continues to excel in several key areas:

1. Faculty Development & Quality Assurance

- Ongoing growth in POGR participation, RSI-focused training, and HyFlex pedagogy.
- More faculty engaged in high-quality design practices, supporting stable success rates and increasing retention.

2. Institutional Coordination & Infrastructure Modernization

- Leadership role in Ad Astra implementation and Parts of Term alignment.
- Expansion of Confluence and Jira for consistent, collegewide process management.
- Improved transparency and accuracy in academic scheduling, benefiting online learners.

3. Equity & Accessibility Efforts

- Increased OER adoption lowering student costs and improving day-one readiness.
- Continued compliance work on accessibility (Section 508/ADA).
- Ongoing RSI improvements contribute to a more engaging learning experience.

4. Student Support Services

- Technology lending program, Wi-Fi hotspot access, and helpdesk support continue reducing digital barriers.
- Early-term outreach and tutoring expansions support higher retention.

5. Participation in Statewide Initiatives

- Integration with the CVC Exchange enhances access to pathway-completing courses.
- Collaboration with statewide partners strengthens course quality and alignment with online learning standards.

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

The following practices have sustained success rates and improved retention:

1. POGR expansion and strengthened course quality guidelines
2. HyFlex and RSI-centered faculty training
3. Enhanced access to technology, including devices and hotspots
4. Virtual tutoring and academic coaching enhancements
5. Improved course scheduling clarity via Ad Astra and POT restructuring
6. OER adoption, reducing financial barriers

These combined efforts contributed to holding success steady at 72% and increasing retention to 90%.

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

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

Consider the following questions:

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

Despite maintaining a stable overall online success rate (72.6%) and improving retention to 90.4%, several opportunities and challenges remain for advancing student success, closing equity gaps, and strengthening AVC's online education infrastructure.

Opportunities

1. Targeted Support for Disproportionately Impacted (DI) Student Groups

Online success improved for most DI groups—especially Native American (+17.4%), Black/African American (+3.2%), Hispanic/Latinx (+2.4%), and Pacific Islander (+1.2%) students.

However, significant gaps persist:

- Pacific Islander: 53.8%
- Black/African American: 63.3%
- Native American: 65.3%

These increases show that interventions are helping, but further targeted, culturally responsive support is needed to sustain and deepen improvement.

Opportunity:

Expand equity-focused faculty development, include culturally relevant pedagogy in online course design, and strengthen peer mentoring and intrusive support models for online DI populations.

2. Strengthening RSI, Course Design Quality, and Faculty Development

Retention is high (90.4%), but success rates remain uneven across groups.

This suggests that students are showing up, but not all are achieving.

Opportunity:

Enhance POER participation, improve RSI practices, and expand training in online pedagogy—particularly formative assessments, scaffolding strategies, and universal design.

3. Increased Adoption of OER to Reduce Financial Barriers

OER expansion has already contributed to improved access and day-one readiness.

Opportunity:

Continue scaling ZTC/OER adoption across high-enrollment online courses, particularly those disproportionately taken by DI groups.

4. Enhanced Early Alert and Analytics Tools

Retention rose from 89.4% → 90.4% without a parallel rise in success.

This indicates a need for earlier academic interventions—not just persistence interventions.

Opportunity:

Use predictive analytics, Canvas data dashboards, and AI-assisted early alert systems to identify academic risk earlier in the semester.

5. Institutional Modernization Through Ad Astra, Parts of Term, and Confluence/Jira

2024–2025 marked significant progress toward:

- Academic scheduling alignment
- POT restructuring
- Process transparency through Confluence/Jira
- Course demand analysis via Ad Astra

Opportunity:

Leverage these systems to optimize online offerings, reduce scheduling bottlenecks, and improve time-to-completion for online students.

Challenges

1. Persistent and Large Equity Gaps in Online Success Rates

Even with gains, success gaps remain wide:

- 33.4 points (Pacific Islander vs. Filipino)
- 23.9 points (Black/African American vs. Filipino)
- 21.9 points (Native American vs. Filipino)

These disparities are the most pressing challenge for the Online Education program.

Challenge:

Achieving parity will require additional faculty support, DI-centered instructional strategies, and coordinated student support.

2. Misalignment Between High Retention and Lower Success Rates

With retention at 90.4%, most students remain enrolled, yet only 72.6% succeed.

This signals issues in:

- Academic preparedness
- Course design rigor and clarity
- Digital literacy gaps
- Inconsistent use of formative assessment and feedback loops

Challenge:

Ensuring persistence translates into successful completion.

3. Uneven Faculty Readiness in Online Pedagogy

While many faculty excel, a subset still needs support with:

- RSI compliance
- Culturally responsive pedagogy
- Effective Canvas course design
- Timely student feedback
- Universal design and accessibility

Challenge:

Making high-quality online instruction consistent across all departments and divisions.

4. Ensuring Access to Technology and Digital Skills

Although device lending and hotspot programs are strong, DI groups continue to face:

- Limited digital literacy
- Inconsistent Wi-Fi or device reliability at home
- Difficulty adapting to online learning expectations

Challenge:

Bridging digital skill gaps that directly affect online academic performance.

5. Sustaining Growth Without Dedicated Online Education Staffing

The Online Education program continues to expand responsibilities:

- POCR
- RSI compliance

- Canvas support
- Ad Astra scheduling integration
- Confluence/Jira process development
- Distance Education certification and recertification
- OER/ZTC leadership

Challenge:

Expansion without sufficient instructional designers, technologists, or accessibility staff risks slowing progress and diminishing quality.

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

Despite improvements across multiple groups from Spring 2024 to Spring 2025, significant equity gaps persist for Pacific Islander, Black/African American, and Native American students in online courses. The following actions are designed to directly address these disparities by strengthening instruction, student support, and institutional coordination.

1. Expand Culturally Responsive Online Teaching Practices

Disproportionately impacted (DI) groups succeed at much lower rates—even when retention is high—indicating that course experience, not persistence, is the primary barrier.

Actions:

- Provide targeted faculty development in culturally responsive pedagogy specifically geared for online modalities.
- Integrate cultural relevance and representation into course content, examples, and assessments.
- Build discipline-specific equity toolkits for faculty teaching high-enrollment online courses.
- Encourage departments with the largest gaps to participate in facilitated equity course redesign cohorts.

Impact Goal:

Increase DI student success by 5–7 percentage points per year over the next two years.

2. Strengthen Early Academic Intervention Systems for Online Students

Retention rose to 90.4%, but success remains at 72.6%, showing students remain enrolled yet struggle academically.

Actions:

- Implement proactive early alert systems using Canvas analytics (late logins, inactivity, low scores).
- Deploy AI-informed predictive tools to flag at-risk online learners in weeks 2–4.
- Expand virtual tutoring and peer mentoring targeted to DI groups.
- Coordinate tutoring, Basic Needs, and Counseling outreach triggered by early alerts.

Impact Goal:

Improve academic performance earlier in the semester to convert retention into successful course completion.

3. Scale OER Adoption and Zero Textbook Cost (ZTC) Pathways

Financial barriers disproportionately affect DI populations, and data consistently shows OER adoption improves student success and day-one readiness.

Actions:

- Prioritize OER/ZTC development in online gateway and high-DI-enrollment courses.
- Provide faculty creation/adoption stipends via ZTC grant resources.
- Highlight ZTC pathways in scheduling tools (Ad Astra) to allow students to choose low-cost sequences.

Impact Goal:

Expand ZTC to reduce equity gaps tied to socioeconomic factors.

4. Enhance POCR and RSI Implementation for High-DI-Enrollment Courses

Pacific Islander (53.8%), Black/African American (63.3%), and Native American (65.3%) students experience wide gaps compared to the highest-performing group (Filipino at 87.2%).

Actions:

- Prioritize POCR review for courses with the largest DI enrollment and lowest outcomes.
- Strengthen Regular and Substantive Interaction (RSI) in courses taught by faculty with larger equity gaps.
- Increase instructional designer and technologist support for faculty teaching DI-heavy online sections.

Impact Goal:

Make high-quality course design consistent and equity-centered across departments.

5. Build DI-Focused Online Learning Communities and Student Support Cohorts

DI students often face digital literacy challenges and lower familiarity with online learning expectations.

Actions:

- Launch DI-centered online student affinity groups (e.g., Black student success cohort, Pacific Islander support network).
- Offer weekly virtual “Online Success Labs” covering Canvas navigation, assignment planning, and time management.
- Create a first-term “Online Success Track” for DI students with curated courses using best-practice design.

Impact Goal:

Increase belonging, confidence, and digital skills among DI online learners.

6. Partner with Community Organizations Serving DI Populations

Community-informed practices help address the cultural and structural barriers DI groups experience.

Actions:

- Collaborate with Pacific Islander and Native American community organizations for outreach, support, and culturally grounded interventions.
- Conduct focus groups with DI students each semester to identify course and support gaps.
- Incorporate community recommendations into tutoring, mentoring, and faculty development.

Impact Goal:

Ensure interventions are culturally aligned and informed by the lived experiences of DI students.

7. Improve Institutional Infrastructure Supporting Equity Work

Online Education continues to expand institutional responsibilities (POT redesign, Ad Astra scheduling, Confluence/Jira alignment), and sustained equity progress requires staffing support.

Actions:

- Advocate for dedicated instructional designer, educational technologist, and accessibility specialist positions.
- Build Confluence/Jira workflows to track equity-related interventions, faculty engagement, and POCR progress.
- Use Ad Astra to ensure DI-heavy courses are offered at predictable times and in optimized formats (16-week, 8-week, etc.).

Impact Goal:

Create a sustainable structure for ongoing equity-centered improvement..

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

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

Consider the following questions:

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

The Online Education Program at Antelope Valley College aspires to be recognized as a statewide model for high-quality, equitable, and student-centered online learning. Building upon recent gains in retention and targeted improvements in success among disproportionately impacted (DI) groups, the program seeks to create an online ecosystem where all students—regardless of background, digital literacy, or life circumstances—can thrive academically and complete their educational goals.

At the core of these aspirations is a commitment to closing long-standing equity gaps. Online Education envisions a future in which Pacific Islander, Black/African American, Native American/Alaskan Native, and other underrepresented students achieve success rates that match the highest-performing groups. To realize this vision, the program will continue advancing culturally responsive pedagogy, expanding early intervention efforts, integrating OER/ZTC pathways, and strengthening faculty development through POCR, RSI-centered design, and robust instructional support.

- The program also aspires to be a leader in institutional modernization. As AVC implements Ad Astra for academic scheduling optimization, restructures Parts of Term, and expands Confluence/Jira for process transparency, Online Education will continue serving as a collaborative partner in designing efficient, student-centered systems that support completion, enrollment stability, and strategic growth. These infrastructure improvements will enable clearer online pathways, more predictable course offerings, and stronger alignment between instructional planning and student needs.

- **What is a desired future?**

Looking forward, the Online Education Program aims to expand:

- Fully online degree and certificate pathways to support working learners, rural students, and those balancing complex life responsibilities.
- Innovative faculty development models that integrate AI-enhanced tools, culturally responsive practices, and ongoing pedagogical mentorship.
- Technology-enabled academic support systems, including analytics-driven early alert, virtual tutoring, and peer mentoring.
- Accessibility and universal design excellence, ensuring every online course reflects inclusive, equitable, and fully compliant learning environments.

Ultimately, the program seeks to transform online learning at AVC into a high-impact, equity-centered driver of student success. By continuing to remove structural barriers, expanding support for faculty and students, and strengthening institutional coordination, Online Education aspires to create a future in which every student who chooses an online pathway can succeed at the highest levels.

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

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

N/A

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

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

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

List your past **Course Improvement Plans (CIPs)** and progress toward meeting those plans. Since last year’s Program Review was the first submitted for the Online Education & Instructional Support area, no formal Course Improvement Plans (CIPs) were previously recorded. However, several significant course-related improvements occurred over the past year that align with continuous quality enhancement across online instruction at AVC.

Past Course Improvement Plans	Progress Made
Expansion of POCR (Peer Online Course Review) Participation	Although not entered as official CIPs, multiple faculty completed POCR review cycles this year, resulting in improved alignment with OEI Rubric standards for course design, accessibility, and student engagement. These improvements have contributed to the rise in online success rates from 70.8% to 72.6%.
RSI (Regular and Substantive Interaction) Strengthening Across Courses	Following updated federal and institutional requirements, faculty received targeted RSI guidance and support, leading to clearer instructor presence, more timely feedback practices, and improved course structure for online learners.
Accessibility Enhancements Across Canvas Courses	Many faculty worked with DE staff to resolve Panorama and Word/PowerPoint accessibility issues, resulting in more compliant course materials and improved experiences for students with accommodations.
Greater Consistency in Canvas Course Navigation	Faculty development efforts emphasized simplified course layouts, predictable module structures, and standardized navigation patterns, which reduced student confusion and increased persistence.
Increased Integration of OER in High-Enrollment Courses	Faculty in gateway disciplines adopted OER materials, supporting equity efforts and reducing financial barriers for disproportionately impacted students.
These achievements demonstrate meaningful progress toward improving online course quality across disciplines, even in the absence of formal prior CIPs.	

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

List your past program review goals and progress towards those goals. The 2024–2025 Program Review cycle marked the first formal submission for the Online Education & Instructional Support area; therefore, no prior long-term program goals existed before last year. However, the goals established in the 2024–2025 review cycle became the foundation for several major initiatives that advanced online learning quality, institutional alignment, student success, and equity at Antelope Valley College.

Past Goal	Progress Made
Improving Online Student Success and Equity	Online success rates improved from 70.8% in Spring 2024 to 72.6% in Spring 2025, reflecting momentum generated by increased faculty development, OER adoption, RSI strengthening, and improved course navigation. Retention also increased to 90.4%, indicating improved engagement and persistence.

Expanding Faculty Training in Equity, Accessibility, and Online Pedagogy	Hundreds of faculty participated in HyFlex training, RSI workshops, accessibility support, POOCR activities, and consultations on culturally responsive teaching. This enhanced readiness has contributed to stronger online teaching practices across departments
Enhancing Institutional Infrastructure for Online Success	<p>Significant progress was made in collegewide systems that directly support online learning pathways:</p> <ul style="list-style-type: none"> • Ad Astra implementation advanced scheduling transparency and optimized course offerings. • Parts of Term (POT) realignment is underway, improving consistency and reducing barriers for students navigating online timelines. • Confluence and Jira adoption strengthened workflow stability, documentation, and cross-department coordination. <p>These improvements support clearer online pathways and better student planning.</p>
Increasing Online Pathways and Course Availability	Collaboration with academic divisions led to expanded fully online degree and certificate pathways, especially in high-demand areas. Participation in the CVC Exchange continued to benefit students by increasing access to pathway-completing courses.
Advancing OER and ZTC Adoption	Faculty increased OER usage in high-enrollment online courses, reducing costs and improving day-one readiness for disproportionately impacted students. This work directly supports equity goals outlined in the prior program review.
Building the Case for Dedicated Staffing	Online Education’s expanded scope—RSI compliance, POOCR coordination, Canvas support, OER expansion, Ad Astra collaboration, scheduling accuracy, accessibility oversight—highlighted the ongoing need for an Instructional Designer, Educational Technologist, and Accessibility Specialist. Significant progress was made toward defining and justifying these positions to support long-term sustainability.

Part 3: Based on Part 2 above, please list program/area goals: The program goals established in the 2024–2025 Program Review remain fully relevant and aligned with AVC’s institutional priorities. As these are multi-year goals, they continue to guide Online Education’s efforts without modification in this review cycle.								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you’ve achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community /Global Consciousness				Goal #6 Success: Boost success rates by prioritizing the student experience.	Enhance online student success and equity by increasing success rates to 75% by 2028 and closing equity gaps by 10 percentage points.	Expand POOCR certification to more online courses- Offer targeted faculty development focused on equity and accessibility-	Achieve overall success rate of 75% by Fall 2028- Reduce equity gap for Black/African American, Native American, and

						Expand early alert systems and tutoring services	Pacific Islander students by 10 percentage points	
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Foster a supportive and inclusive digital learning environment by implementing culturally responsive practices and tailored support services.	Provide faculty with ongoing equity-focused training- Expand culturally relevant academic support programs- Conduct regular assessments of equity-related outcomes	Document 10% annual improvement in student satisfaction and engagement among underrepresented student groups
#3	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Increase online program offerings and workforce alignment by developing 3 fully online programs by 2027 that meet regional labor needs.	Collaborate with academic departments to develop programs- Ensure alignment with local workforce demands- Partner with local employers for work-based learning opportunities	Launch 3 new fully online programs by Fall 2027- Increase enrollment in online career pathways by 20% over three years
#4	ILO 2. Creative, Critical, and Analytical Thinking				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Improve digital literacy and access for students and faculty by expanding training and technology support programs.	Provide student workshops on digital literacy- Implement faculty development for online pedagogy and tech tools- Expand device lending and broadband access initiatives	Increase student self-reported digital competency by 15% within two years- Ensure 90% faculty participation in training
#5	ILO 2. Creative, Critical, and Analytical Thinking				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Enhance data-informed decision-making by evaluating program effectiveness through disaggregated data analysis and feedback mechanisms.	Conduct annual reviews of disaggregated success and retention data- Implement surveys and focus groups to gather feedback- Use findings to inform continuous improvements	Complete comprehensive program assessments annually- Demonstrate continuous success rate improvements by addressing data-driven gaps

#6	ILO 4. Career and Specialized Knowledge				Goal #3 Resources: Increase student awareness about campus resources.	Secure sustained institutional funding and resources for online education initiatives, including staffing, instructional design, and accessibility improvements.	Advocate for recurring budget allocation- Create new positions for instructional designers and accessibility specialists- Collaborate with administration and faculty	Obtain sustained budget increases within two years- Hire instructional designer, educational technologist, and accessibility specialist by 2025
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Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Classified Staff	Instructional Designer	1,2,3,4,5,6	New	90,000	Recurring	Dr. Alex Parisky
Classified Staff	Educational Technologist	1,2,3,4,5,6	New	90,000	Recurring	Dr. Alex Parisky
Classified Staff	Accessibility Specialist	1,2,3,4,5,6	New	70,000	Recurring	Dr. Alex Parisky
Other	Online Education Budget	1,2,3,4,5,6	New	20,000	Recurring	Dr. Alex Parisky

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

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

	Spring 2025				
	Credit				
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
<input type="checkbox"/> Antelope CCD Total	16,153	14,589	11,665	90.32%	72.22%
Delayed Interaction (Internet Based)	16,153	14,589	11,665	90.32%	72.22%

Measures: Retention Rate and Success Rate

Ethnicity	Spring 2024		Spring 2025	
	Retention Rate	Success Rate	Retention Rate	Success Rate
Asian/Asian American	94.2%	84.8%	92.8%	81.9%
Black/African-American	86%	60.1%	88.2%	63.3%
Filipino	95.3%	88.3%	94%	87.2%
Hispanic/Latinx	89.9%	72.5%	91.2%	74.9%
Native American/Alaskan Native	91.7%	47.9%	79.6%	65.3%
Pacific Islander	78.9%	52.6%	76.9%	53.8%
White	91.3%	75.3%	89.7%	73.8%
Multi-Ethnicity	88.6%	71%	89.3%	71.5%
Unknown	85.3%	69.7%	94.1%	78%
Total	89.4%	70.8%	90.4%	72.6%

Data loaded 10-Dec-2025