ANTELOPE VALLEY COLLEGE

Fall 2025 Program Review Report | Non-Instructional Areas

Department /Area Name: AVC Palmdale Center/Extended Learning	**For Planning Years: 2026-2027**
Name of person leading this review: Van Rider	
Names of all participants in this review: Debbie Lindsey, Jose Blanco Jr., Elayne Davis	

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

The Antelope Valley College Palmdale Center (consisting of the administration and classroom buildings, the Palmdale Technical Center -AVC Makerspace, Soar Annex, and CTE classrooms/labs) is committed to fulfilling AVC's mission to "provide a quality comprehensive education to a diverse population of learners" to "transforms lives" by providing access to 86 in person sections in Fall 2025 with an expected 79 sections in Spring 2026.

The Palmdale Center continues to support CTE certificates, GE and transfer programs, highlighted by its support of the SOAR South, Aircraft Fabrication and Assembly, and Industrial Manufacturing Technology Apprenticeship program. The Palmdale Center offers access to Student and Academic Support Services including counseling, OSD, Library, and Learning Center.

Throughout the 2024-2025 Academic Year (AY), the center's location in the south Antelope Valley offered access, instruction, and services to its diverse student population of 9,679 students (83% identified as a student of color) through 180 in person and 1517 online sections. Many of whom are from underserved populations, low income/wage earners as evidenced by the Pell Recipient rate.

The Palmdale Center offers access to Student and Academic Support Services including counseling, OSD, Library, and Learning Center. Looking forward to the 2025-2026 and 2026-2027 AYs, the Palmdale Center will continue its development of Palmdale GE and Transfer Degree Pathways, noncredit programs (including the existing ESL courses), Contract Education (workforce training programs), and the Makerspace at the Palmdale Technical Center.
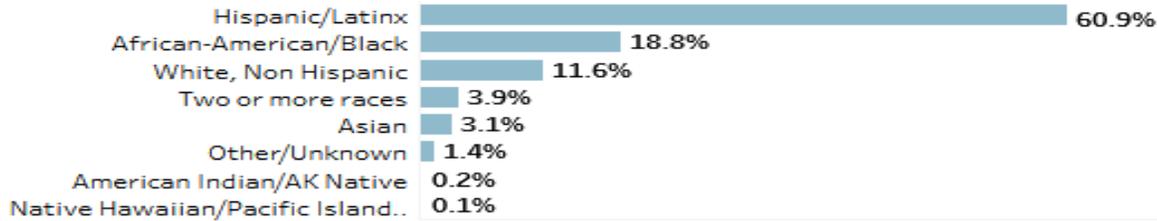
Part 2A. Analyze the program review data for your area including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, etc.

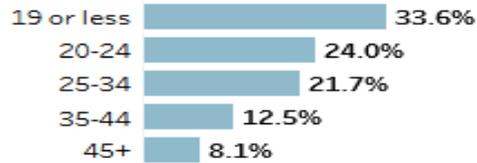**Use the following questions to guide your analysis:**
- Who do you primarily serve and what services do you provide for each of the groups?
- How is the work of your area measured or quantified? What is your measure of success?
- How do the demographics served by your area's work compare to AVC's service 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 Palmdale Center serves over 9,000 students. IERP provides a demographic snapshot of the Palmdale Center illustrating its diversity.
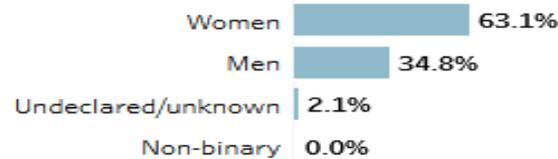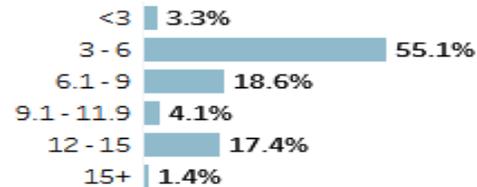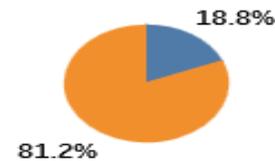
Race/Ethnicity

Category	Percentage
Hispanic/Latinx	60.9%
African-American/Black	18.8%
White, Non Hispanic	11.6%
Two or more races	3.9%
Asian	3.1%
Other/Unknown	1.4%
American Indian/AK Native	0.2%
Native Hawaiian/Pacific Island..	0.1%

Age Groups

Age	Percentage
19 or less	33.6%
20-24	24.0%
25-34	21.7%
35-44	12.5%
45+	8.1%

Gender

Category	Percentage
Women	63.1%
Men	34.8%
Undeclared/unknown	2.1%
Non-binary	0.0%

Enrolled Units

Units	Percentage
<3	3.3%
3 - 6	55.1%
6.1 - 9	18.6%
9.1 - 11.9	4.1%
12 - 15	17.4%
15+	1.4%

PT/FT Status

- 18.8%
- 81.2%

Ed Goals

Goal	Percentage
Transfer-seeking	40.9%
Degree-seeking	29.3%
Unknown/Undecided	18.7%
Earn a vocational certificate	7.5%
Discover/formulate career in..	2.6%
Other goal	1.1%

Avg. Number of Terms

Full-time	Part-time
2.8	3.5

Additionally, the Palmdale Center's front desk provided point of contact information and coordination for student services support. For the 2024-2025 AY, the AVC Palmdale Center staff (comprised of classified and student employees) has provided service to thousands of students in the following areas:

- Front Office Person to Person service – 1826
- Front Office Phone Inquiries – 925
- Front Desk – Student IDs – 135
- Call Center has supported 14 campaigns (outreach, enrollment, registration, and marketing) making 5889 calls.
- Produce Pickup – 1605
- Palmdale Center Computer Lab – 2236

The most recent data dashboards illustrate the ongoing positive impact and growth that the center is having on student progress:
In Person Sections –

Overall Success and Retention

	Number of Sections	Enrollment	Headcount	Retention Rate	Success Rate
2021-2022	222	4,185	2,846	89.4%	72.0%
2022-2023	188	4,159	2,529	91.0%	73.5%
2023-2024	179	4,073	2,523	91.0%	73.1%
2024-2025	180	4,294	2,582	90.9%	72.4%

Online Sections –

Overall Success and Retention

	In-Person ☐ / Online ☑

	Number of Sections	Enrollment	Headcount	Retention Rate	Success Rate
2021-2022	1,321	25,877	9,560	87.3%	71.6%
2022-2023	899	24,064	8,802	88.8%	70.8%
2023-2024	1,184	33,191	10,971	88.7%	70.6%
2024-2025	1,517	43,709	12,973	90.0%	71.9%
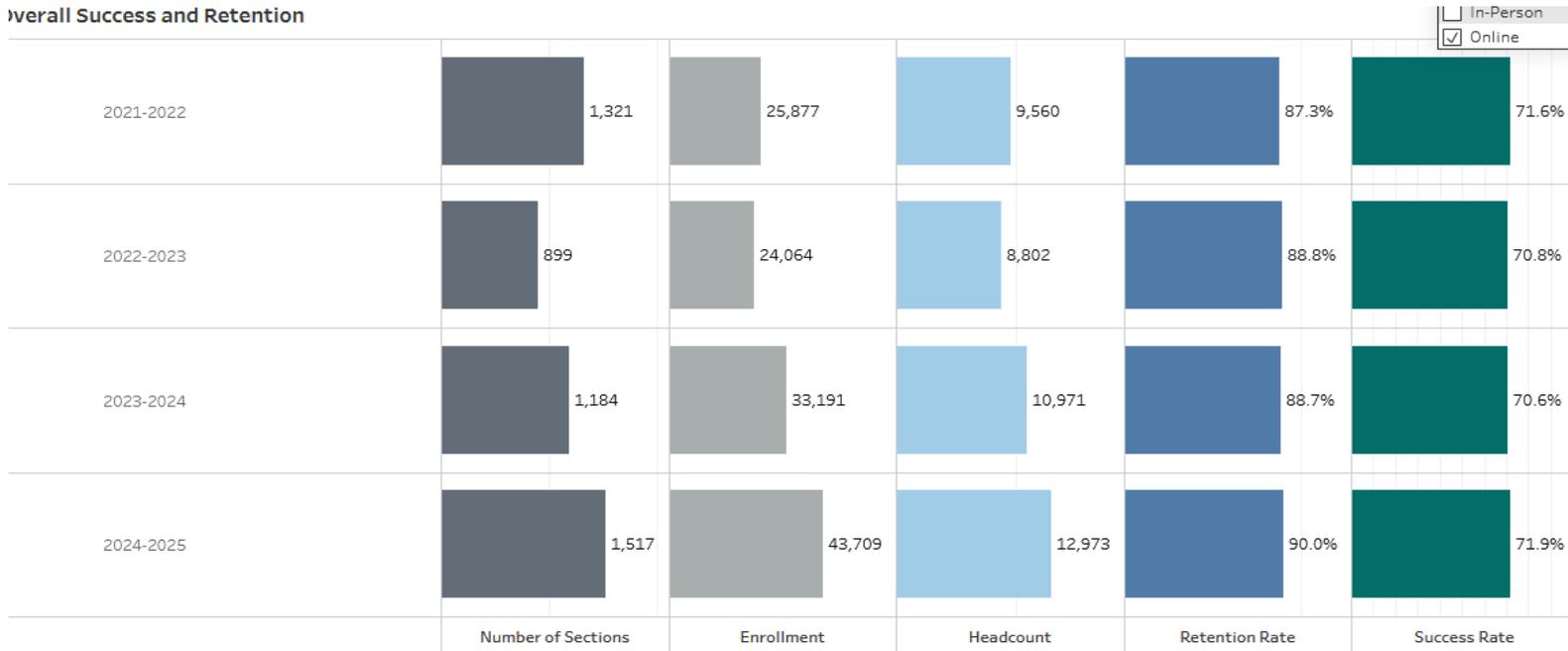
Palmdale All Sections -

Overall Success and Retention

	In-Person ☑ / Online ☑

	Number of Sections	Enrollment	Headcount	Retention Rate	Success Rate
2021-2022	1,543	30,062	10,535	87.6%	71.7%
2022-2023	1,087	28,223	10,130	89.2%	71.2%
2023-2024	1,363	37,264	12,099	88.9%	70.8%
2024-2025	1,697	48,003	13,974	90.1%	71.9%
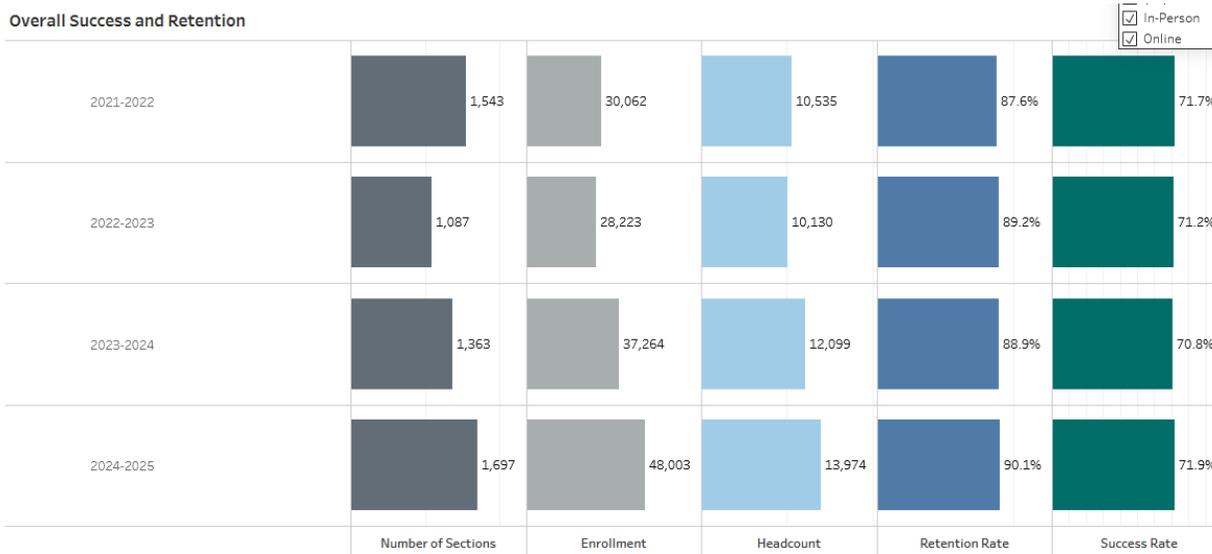
In reviewing and addressing Equity Gaps, IERP dashboards report:

Ethnicity Group	Retention Rate	Success Rate
Black/African American	88.1	63.5
Hispanic/Latinex	90.6	73.9
Two or More	90.6	75
Unknown	91.7	82.3
White	89.8	69.7

When further examined by gender, IERP dashboards report:

Ethnicity Group	Retention Rate – Women	Success Rate - Women	Retention Rate - Men	Success Rate - Men
Black/African American	88.9	66.1	86.5	60.6
Hispanic/Latinex	90.8	75.2	90.2	71.8
Two or More	90.3	73.9	91.6	77.1
Unknown	92.5	83.2	91.1	82.1
White	90.3	74.1	89.4	64.5

A closer look at the Fall 2025 success rate for specific groups of students enrolled highlight the need to work with the academic departments and the available student and academic support services to improve success rates for the following groups: Black/African American (63.5%), Native American/Alaskan Native (56%), Pacific Islander (50%). Hispanic/LatinX continue to hold at 73.9% across the past three reported periods.

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 Palmdale Center continues to support CTE certificates, GE and transfer programs, highlighted by its support of the SOAR South, Aircraft Fabrication and Assembly, and Industrial Manufacturing Technology Apprenticeship programs. The Palmdale Center offers access to Student and Academic Support Services including counseling, OSD, Library, and Learning Center. The Palmdale Center celebrated the following accomplishments:

- **Noncredit Program Development**: The Office of Workforce Development worked with the deans and lead faculty of CE disciplines in increasing access to Career Development and College Preparedness (CDCP) noncredit courses. AVC witnessed the growth of noncredit programs in fall 2025. The catalog published sixteen programs and fourteen standalone courses for student access and learning. (See note in Part 5.)

- **Extended Learning (Contract Education) Program Development**: Extended Learning continues to develop and expand training in *Essential Soft Skills*, *Logistics* (including Warehouse, Transportation, and Distribution), and *Food Service Management Certification*.

  Planned growth in 2025-2026 includes new offerings such as *Project Management* training for *PMP®* and *CAPM®* exam preparation, RocketCert© contractor license exam preparation, *TGA Truck Diving* commercial driver's license training, and increased program availability in online learning opportunities offered through *CareerStep©* and *Ed2Go©*.

  The department also saw **growth in passive revenue** from profit sharing workforce training partners, *Ed2Go* and *CareerStep*.

21-22	22-23	23-24	24-25
$5,925	$8,911	$12,352	$18,009

  In 2024-2025**,** AVC Extended Learning provided **Food Service Management Certification** to 67 participants from regional employers and earned $2112 of revenue from the eight training sessions.

- **Annual Block Party:** One of the crowning annual events, the AVC Palmdale Summer Block Party recorded 825 attendees. This event focused on making connections with our community neighbors, like Olive Support Services, the City of Palmdale, and community partners, providing outreach to promote AVC's programs and commitment to student success in the Antelope Valley, and piloting pre-registration and job fair activities.

- **AVC Palmdale Center – Call Center**:

  The Palmdale Center will continue to support academic divisions scheduling of course sections that lead to work towards and completion of CTE certificates, GE and transfer pathways, and other programs (noncredit or workforce training via Extended Learning). Additionally, the Palmdale Center staff will work with both Student Service and Academic Support Services departments to provide students with critical wrap around support that contributes to student persistence, retention, and success. In 2024-2025, Call Center supported 14 campaigns (outreach, enrollment, registration, and marketing) making 5889 calls.

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

To improve student success and address equity gaps identified, the Palmdale Center staff will:
- Optimize instructional, student, and academic support spaces and schedules to maximize classroom, lab, and shared space utilization.
- Enhance access, communication, and coordination of Academic Support Services.
- Collaborate with divisional deans to clarify and promote Palmdale GE and Transfer Pathways to strengthen access, enrollment, and retention.
- Advance the development of Career Development and College Preparedness noncredit and Adult Education programs in partnership with Academic Affairs and faculty.
- Strengthen Contract Education and Workforce Development training, including infrastructure and operational capacity.
- Plan and host community outreach events to promote AVC programs and deepen partnerships.
- Evaluate and enhance center infrastructure to effectively support Palmdale initiatives.

- Conduct a Palmdale Center Student Survey to assess operations, expectations, and service needs.

- 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?

1. **To promote equity, enhance student success, and provide equitable access** to wrap-around Student Services, the Palmdale Center will work to expand its comprehensive support services to align with those available at the Lancaster Campus. Due to ongoing staff shortages and ongoing recruitments within, the Palmdale Center **has not offered in-person access to Financial Aid (**students must rely primarily on remote delivery) or CalWORKs and only limited on-site coverage for OSD counseling.

    This creates barriers for students who have chosen the Palmdale Center as their primary access point for college resources and processes. **To address these challenges**, the Palmdale Center will collaborate with the respective departments to expand equitable access to key student support services while preparing for the projected growth of the Palmdale Learning Center. For example, there is desire to also offer access to Job Placement and Career Services as well future terms.

    Additionally, the staff will also work to ensure improved access to school supplies (e.g. Scantron) by switching out the cash only vending machines to those with cashless payment options. Most students **do not carry cash**, and those who do often don't have the exact amount required. This morning, two students attempted to purchase Scantrons but were unable to do so because the machine would not accept their bills.

    This has become an **equity issue**. A cash-only vending system limits access for students who rely on digital payment methods or who may not have cash on hand—issues that disproportionately impact low-income and first-generation students. Compounding these are ongoing concerns related to the reliability of older machines and the lack of alternative purchasing methods on site. A **cashless or dual-payment vending machine** for school supplies would eliminate these barriers and ensure students can readily access essential academic supplies, especially during high-stakes periods like finals.

    These improvements will contribute to increasing student completion rates beyond the current 75.8% and prioritize greater access to Financial Aid and CalWORKs for Palmdale-area students who face transportation and access barriers. The center will also conduct a comprehensive demographic analysis of the Palmdale and eastern Antelope Valley region to inform service delivery and ensure responsiveness to community needs.

2. To promote greater accessibility and safety, the Palmdale Center will focus on **improving ADA compliance across the Palmdale campus**, particularly at the classroom and administration building entrances. Campus and center safety and communication infrastructure will be strengthened by ensuring all systems can deliver timely emergency notifications to Palmdale students if warranted by exigent circumstances. Regular RAVE Alert testing protocols will be established to maintain system reliability and readiness.

3. The smaller area, **Extended Learning, while seeing modest growth and impact, faces financial and process obstacles** that impact the area's ability to meet the regional workforce training needs. The area is working to eliminate an existing negative balance in the Community and Corporate Education account. Doing so will allow Extended Learning to use all revenues from passive income sources to support accounting, enrollment, and budgetary aspects of the work.

    However, the current application of sections 6820 and 6840 of the Budget and Accounting Manual (BAM) to determine the allowable use of District and State funds for training and services under BAM Activity Code 6840 – Economic Development effectively prohibits the use of district funds to support

workforce training offerings that may be interpreted as community service classes rather than economic development activities. **This interpretation limits the College's ability to expand access to workforce training that could help individuals seeking to upskill or reskill**. At present, these learners can only access training through revenue-sharing online education partners such as Ed2Go© and CareerStep©. The Extended Learning Department seeks to broaden access, increase enrollment, and serve a wider range of adult learners seeking upward mobility, **not solely** individuals currently employed by a company or organization with whom the College has an active contract.

Challenges	Likelihood (1 being unlikely and 5 being highly likely)
Staffing shortages limit participation in community events, meetings, and training, reducing the Palmdale Center's visibility and engagement. This decreased presence weakens partnerships, hinders collaboration, and lowers awareness of programs and services—ultimately impacting enrollment, contract opportunities, and the Center's overall effectiveness and reputation.	3
To sustain Extended Learning's growth, increased funding and staffing are essential. Expanding contracts will heighten demands on fiscal and registration processes, and without adequate support, service quality and responsiveness may decline. Strategic investment in personnel and resources will ensure continued excellence and the capacity to meet rising community and partner needs. Additionally, examining district and departmental processes to allow for wider outreach and enrollment in workforce training will allow for improved growth.	3
Improve facility accessibility by installing ADA-compliant entry doors for wheelchair access and adding secure doors to the Learning Center and Computer Commons to enhance safety and provide protective barriers during emergencies.	2

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

Moving into 2026-2027 AY, the Palmdale Center will continue its advancement of Palmdale GE and Transfer Degree Pathways, noncredit programs, Contract Education (workforce training programs), and support the required DSA reconstruction of the Palmdale Technology Annex.

At its inception, the Palmdale Center was intended to provide clear GE and transfer pathways to the AVC demographic in the south Antelope Valley. Importantly, the Palmdale Center will work to establish its identity as a primary provider of equitable education, workforce development training, and services to the immediate surrounding communities.

Additionally, the center's staff and departmental staff members and faculty will strive to continue to be recognized for delivering high-quality education and exceptional service to the students and community we serve, supporting efforts that lead to increases in enrollment and graduation rates by expanding the variety of programs students can complete at the Palmdale Center, and to strengthen workforce outcomes by offering diverse career pathways that support both entry and advancement in the local job market.

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
No OIP on file as this is the first year of its utilization. Previous Palmdale Center program review reports used the Instructional Area template. No CIP submitted.	OIP will be discussed, created, and used for future center program reviews
Note: We will discuss practices that could be implemented to improve operational performance, contribute to sustained success, and determine operational outcomes and appropriate assessment measures.	OIP will be discussed, created, and used for future center program reviews

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
Develop contract education workforce training and adequate infrastructure to meet industry, small business community, education, and civic demands.	Expansion of programs, including Food Service Management Certification, Project Management training preparation for PMP and CAPM, increase of logistics courses being offered and an increase of enrollment in online courses offered through Career Step and Ed2go.
Develop Career Development and College Preparedness (CDCP) noncredit programs to prepare students for improved success in college level courses.	AVC witnessed the **growth of noncredit programs in fall 2025.** The catalog published sixteen programs and fourteen standalone courses for student access and learning. Fall 2026 will see the **addition of nine more programs**. (See note below).
Develop student centered, technology supported instructional spaces to improve learning engagement, space flexibility, project based learning, and equitable access to instructional and career education technology	Ongoing assessment and development of the center's spaces; Relocation of the MOA program to the Palmdale Center and further development of the instructional spaces in the classroom buildings.

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				Goal #5 Education:	Develop Palmdale GE and Transfer Pathways to	Coordinate a two-year schedule of courses to offer	Increased numbers of: students enrolled in

#	ILO					Goal			
	Specialized Knowledge					Expansion of offerings and effective course scheduling.	improve access, enrollment, and retention at the Palmdale Center.	an appropriate number of Palmdale sections to improve enrollment and degree completion. Coordinate with counseling and department chairs/division deans to develop and present a Palmdale GE Pathway Coordinate with Academic Support and Student Services to provide appropriate and adequate access to tutoring, library services, and comprehensive student services.	person sections; number of in person sections scheduled (100), increased success rates for identified student groups for all Palmdale Center sections (70%+); increased student engagement and utilization of LC and library (15% increase across multiple metrics)
#2	ILO 4. Career and Specialized Knowledge					Goal #5 Education: Expansion of offerings and effective course scheduling.	Develop Career Development and College Preparedness (CDCP) noncredit programs to meet the current and future workforce demand and gainful employment.	In partnership with Academic Affairs division deans and input from regional partners, develop and offer noncredit programs aligned with industry standards and current AVC CTE programs for improved employment opportunities.	Increase of five new noncredit programs each calendar year; improved access, scheduling, enrollment, and completion rates of noncredit (CDCP) courses
#3	ILO 4. Career and Specialized Knowledge					Goal #3 Resources: Increase student awareness about campus resources.	Developing student centered, technology supported instructional spaces to improve learning engagement, space flexibility, project based learning, and equitable access to instructional and career education technology.	Center and Classroom Renovation: Order desks, computers, and related accessories, to renovate existing classroom with computer/desks. Improved uniform and branded signage for better student wayfinding. Installation of ADA handicap access doors to the Palmdale	Fulfillment of the actions described and/or steps for Area Goal #3.

#	ILO				Goal	Description	Action/Coordination	Outcome/Target
							Classroom and Administration buildings. Installation of alarm system to provide immediate notification of emergencies. CTE Program Expansion: Renovation of current spaces in PTC to meet DSA guidelines	
#4	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Develop contract education workforce training and adequate infrastructure to meet industry, small business community, education, and civic demands.	Coordinate with CTE Advisory Committees, local industry partners, economic development boards and agencies to assess, advance, and develop workforce development training. Hire specialist to support program development, coordination, logistics, and success.	2026-2027 Extended learning revenue (passive and contract) goal: $65,000. Increased enrollment in workforce training opportunities (15%); Increase of workforce agreements (4) with local job board and/or non-profit regional organizations
#5	ILO 3. Community /Global Consciousness				Goals #: Service, Equity, and Resources	Replace all cash only vending machines to improve equitable access to school supplies and other items.	Coordinate with Auxiliary Services to order new machine.	Improved access to school supplies and decrease in student complaints.

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
Physical/Facilities	Order desks, computers, and related accessories, to renovate existing classroom with computer/desks	3	Repeat	$18,000 (furniture – hideaway table, chairs, fixtures). $18,000 (all in one computer): $36,000	One-time	Van Rider
Physical/Facilities	Installation of ADA entrances at the Palmdale Center	3,5	New	$16,000 (Materials, hardware, and labor)	One-time	Van Rider

	classroom and administration building						
Physical/Facilities	To improve security and safety, install doors at the entrances of the Learning Center (137) and Open Computer Lab (181)	3		Repeat	$22,000 (Materials, hardware, labor)	One-time	Van Rider
Physical/Facilities	Improved and uniform signage in the Palmdale Center, SOAR Annex and Technical Center	3		Repeat	$24,000 (Materials, hardware, labor)	One-time	Van Rider
Classified Staff	Strengthening the Palmdale Center and WFD Office staff capacity: Fill open Administrative Coordinator and Clerical III positions	2,3		New	$210,000 (salary and benefits)	Recurring	Van Rider
Classified Staff	Hire program coordinator and/or specialist to support noncredit and contract education program development, logistics, and success	2		Repeat	Estimated costs: coordinator (SR 20) salary/benefits: $82,000 Estimated specialist (SR 13) salary/benefits: $71,500	Recurring	Van Rider
Physical/Facilities	Replace cash only vending machines with cashless options to improve equitable access to school supplies.	5		New	$$3,500 to $5,500	One time	Van Rider

Noncredit Program Development:

Proposed noncredit programs that will have been locally approved and to be offered upon Chancellor's Office approval - effective Fall 2026.

These programs will align to the activities and deliverables outlined in the AVC SEM Academy – Academic Affairs project, specifically to "Develop and approve five new noncredit CDCP programs."

AI Strategies for Entrepreneurs, Small Business Owners, and Employees (Noncredit)
Artificial Intelligence Education Certificate (Noncredit)
Career and College Success Certificate (Noncredit)
Emergency Cardiac Care Provider Certificate (Noncredit)
Real Estate Salesperson Certificate (Noncredit)
Research Fundamentals Skills Certificate (Noncredit)
Structural Steel Welding Performance Certificate (Noncredit)
Wildland Firefighting Certificate (Noncredit)
Yoga Instructor Certification (Noncredit)