ANTELOPE
VALLEY
COLLEGE

Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: Office of the President	**For Planning Years: 2025-2026**
Name of person leading this review: Dr. Jennifer Zellet	
Names of all participants in this review:	

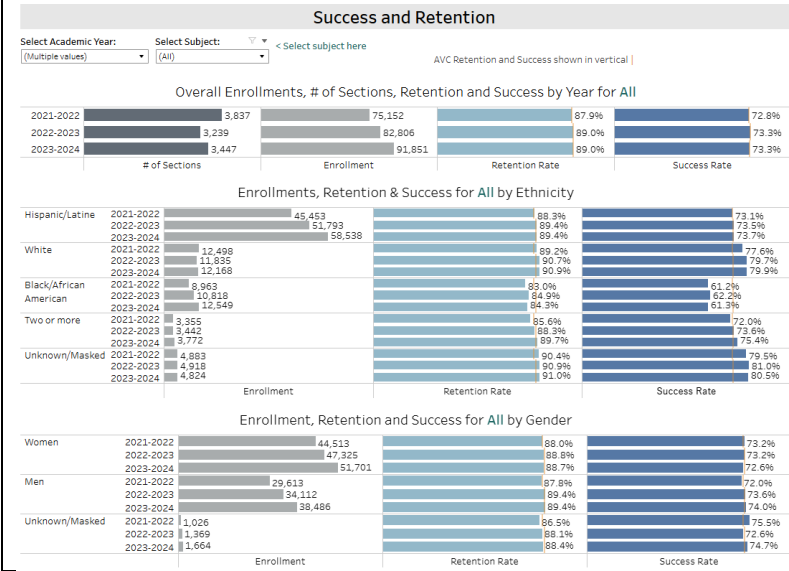| **Part 1. Program Overview:** *Briefly describe how the program contributes to the district_mission* |
|---|
| In accordance with BP2430, the Board of Trustees has delegated authority to the Superintendent/President to conduct the business of the college, promote the attainment of Board Goals, ensure sustainability all in the advancement of the Mission of the College. |

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?
From a high-level perspective, this office serves the entire Institution as well as Community Constituents in our Service Area. With regard to Student Access, Success, and Achievement, the overall student data illustrates upward trends in enrollment and stability in retention and success. Looking at trend data over three academic years, there is an increase in scheduling efficiency and access given that our enrollments and FTES are up while the number of sections offered are fewer. While opportunity gaps appear to be closing in many groups, there is still work to accomplish to ensure our Black/African American students are equitably served.

Success and Retention

Select Academic Year: (Multiple values)   Select Subject: (All)   < Select subject here

AVC Retention and Success shown in vertical |

Overall Enrollments, # of Sections, Retention and Success by Year for **All**

	# of Sections	Enrollment	Retention Rate	Success Rate
2021-2022	3,837	75,152	87.9%	72.8%
2022-2023	3,239	82,806	89.0%	73.3%
2023-2024	3,447	91,851	89.0%	73.3%

Enrollments, Retention & Success for **All** by Ethnicity

		Enrollment	Retention Rate	Success Rate
Hispanic/Latine	2021-2022	45,453	88.3%	73.1%
	2022-2023	51,793	89.4%	73.5%
	2023-2024	58,538	89.4%	73.7%
White	2021-2022	12,498	89.2%	77.6%
	2022-2023	11,835	90.7%	79.7%
	2023-2024	12,168	90.9%	79.9%
Black/African American	2021-2022	8,963	83.0%	61.2%
	2022-2023	10,818	84.9%	62.2%
	2023-2024	12,549	84.3%	61.3%
Two or more	2021-2022	3,355	85.6%	72.0%
	2022-2023	3,442	88.3%	73.6%
	2023-2024	3,772	89.7%	75.4%
Unknown/Masked	2021-2022	4,883	90.4%	79.5%
	2022-2023	4,918	90.9%	81.0%
	2023-2024	4,824	91.0%	80.5%

Enrollment, Retention and Success for **All** by Gender

		Enrollment	Retention Rate	Success Rate
Women	2021-2022	44,513	88.0%	73.2%
	2022-2023	47,325	88.8%	73.2%
	2023-2024	51,701	88.7%	72.6%
Men	2021-2022	29,613	87.8%	72.0%
	2022-2023	34,112	89.4%	73.6%
	2023-2024	38,486	89.4%	74.0%
Unknown/Masked	2021-2022	1,026	86.5%	75.5%
	2022-2023	1,369	88.1%	72.6%
	2023-2024	1,664	88.4%	74.7%

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.)*

While the efforts of this Office support the entire institution, the President's primary sphere of service is with the Executive Cabinet and Campus Leadership. Most directly I work with the Board of Trustees, the Vice Presidents, Deans and Directors, Campus Constituent Leadership (through committee work and other strategic work), and Community Partners. Working with the Board and Community Partners, I am a liaison; essentially facilitating information sharing, policy and program growth and development, and ensuring that the institution is connecting possibilities for students with current services.

Constituent feedback is incorporated in all of the processes essential to the function of this office and the institution. From strategic planning to budget and resource allocation, all institutional processes are governed by 10+1 and the principles of participatory governance. BP/AP 2510 outlines the governance structure of the institution and how work and ideas flow through the institution. All plans, whether for improvement or growth, should adhere to the governance document and ensure participation from all constituent groups. From idea to implementation, committee work filters up to College Coordinating Council whose representatives glean constituent feedback before ultimately making recommendations to the President, who in turn makes recommendations to the Board. If proper processes are followed, all groups are informed, work collaboratively as appropriate, and the institution moves forward.

The leadership of the office of the President promotes the accomplishment of AVC SERVES and the mission of the College, which ultimately is to ensure that all students have equitable access to quality education and good jobs. To make this happen, opportunity gaps must be addressed in ways that comprehensively address the needs of particular student groups. The screen shot of success and retention data in 2A show from an institutional perspective where opportunity gaps exist, and the SEAP offers work plans to address these gaps.

Institutional Accomplishments Supported by this Office:
- Fall launch of new Baccalaureate in Respiratory Care (full cohorts, 2nd Baccalaureate program for AVC)
- Enrollment/FTES Increase (see dashboard: Enrollments, Headcounts, and Headcounts and FTES)
- Campaign for College Opportunity, 2024 Champion for Excellence in Placement Award (Statewide award) -- The Campaign for College Opportunity is pleased to announce that Antelope Valley College has been named a 2024 Champion for Excellence in Placement in LatinX English Success. This remarkable accomplishment, requiring a success rate above 70%, reflects the hard work and dedication of AVC faculty and staff in fostering student achievement and equitable access. This award celebrates the work done to eliminate equity and achievement gaps for LatinX students at AVC.
- 2025 Bellwether Award, Finalist – The Bellwether College Consortium invites community colleges to participate in a transformative and rewarding experience of sharing their respective responses to bellwether issues. AVC has been designated as one of the 30 Bellwether Finalists and is invited to engage in an immersive, interactive final round of competition for this national recognition.
- SOAR High School and AVC Awarded Exemplary Dual Enrollment by California Department of Education (Fall 2024)

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

- FTES/Enrollment growth – while trend data indicate steady increases from Pandemic times, the college still is not yet recovered to pre-pandemic FTES/Enrollment targets. Combined with the pandemic era factors are a declining high school graduation population; the propensity for this generation of students to delay, or entirely forego, college attendance; and an increased emphasis both nationally and statewide on CTE education and jobs training. The institution must continue to meet the needs of our transfer student population while pivoting to meet the needs of our students interested in certificated training for immediate employment. The healthcare fields are still high on the list of chosen majors (with RN being number 1); however, these are highly competitive areas with limited admission to the cohorts. Creative approaches to opening stacked certificates and multiple options for employment in the healthcare industry will benefit both our students and the community.
- Eradication of Equity Gaps – Many institutions speak of "closing" gaps, but it is my conviction that there is not a reason to believe we should be comfortable with the existence of these gaps in our results. The award granted to AVC's English department by the Campaign for College Opportunity celebrates a success rate above 70% for LatinX students. The pedagogical training, curricular work, and classroom interactions evidence that enacting more equitable teaching approaches have positive effect.
- Campus culture and climate – The Institutional Effectiveness page offers surveys of employees and students that indicate both strengths and opportunities. The 2023 RISC Survey of Students offers data indicating the major challenges to student success:

Table 2.1   Major challenges to student success

	AVC % ○	Bench. % ■	Diff.	n
Work and personal issues	65	59	+6	908
Success in courses	53	52	+1	736
Finances and financial aid	44	38	+6	611
Academic support services	43	31	+12	601
Campus environment	35	18	+17	488

Notes

Green indicates that AVC has a lower proportion of students reporting a challenge compared to the benchmark sample proportion; red indicates AVC has a higher proportion. Bold indicates a statistically significant difference from the benchmark sample (two-sample test of proportions, $p < .05$). Percentages do not sum to 100 because students could choose multiple challenges across the five topic areas. n in table row is the number of students choosing a challenge in that area at your college; overall sample $n=1,390$.

In all the areas indicated above, AVC has a higher proportion of students reporting a challenge than the benchmark sample. We can see that four of the five reported areas are directly within our sphere of influence, and as we plan, our focus should be on supporting students through these challenges.

- 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)
Automation of processes (e.g. records, enrollment, student ed planning…institution wide) – The lack of automated systems at AVC cause delays and redundancies in workflow. As we review business processes and student processes, taking into account existing technology solutions, we need to design for efficiency within technology rather than duplicate existing processes in the electronic realm. Work should be prioritized in phases so that campus work is up to date, accessible, and consistent.	4

	5
Current and future focused Governance Process – BP/AP 2510 outline the Governance process at Antelope Valley College. This document does not reflect any changes since pre-COVID times; there are committees in the document that no longer exist; there are committees/councils that exist that are not in the document; roles and employees have changed; and there is too much detail for a policy level document. This is such a heavy lift that there is hesitation to tackle the project; however,	

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

When I consider what I want Antelope Valley Community College to be known for, these major items come to mind:
- A college where there are no equity gaps
- AVC SERVES is fully enacted and Service is the reflexive response of all employees.
- We are vibrant and responsive to emerging needs while executing our mission according to our strategic Service Plans

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.*

- See [President's Goals 2024-2025](#)

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

Review for 2024-2025 AY is not complete, for the President's Goals continue through the end of the fiscal year.

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

Program /Area Goal #	Goal Supports which:				[ESP 2,6Goal](#) 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	Choose ILO				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.	Support Access	- In planning, continue to dedicate resources through proscribed processes to support and increase access to programming. (SEP, Guided Pathways Plan, AVC SERVES, AtD) Support Professional Development that encourages removal of barriers that keep students from enrollment.	Institutional Data

#2	Choose ILO				Goal #5 Education: Expansion of offerings and effective course scheduling.	Support Retention	Support institutional structures that remove the obstacles that encourage students to drop out. (SEP, Guided Pathways Plan, AVC SERVES) Keep data at the fore so we know where to focus efforts (SEP, Guided Pathways Plan, AVC SERVES, AtD) Support Professional Development that trains faculty and Classified Professionals how to best serve students.	Institutional Data
#3	Choose ILO				Goal #6 Success: Boost success rates by prioritizing the student experience.	Support Success	Support enacting plans and creation/modification of structures to promote success. (SEP, Guided Pathways Plan, AVC SERVES, AtD)	Institutional Data

**If applicable for instructional areas*

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
Data is threaded throughout this document; however, see the links and inserts below.
- AVC SERVES
- CCSSE Report
- Culture of Caring by Race & Ethnicity (Comparison) CCSSE
- Antelope Valley College Board Priorities
- President's Goals 2024-2025

Fall 2024 Student Profile

Race/Ethnicity, Gender, Age Groups, Ed Goals, Enrolled Units, and PT/FT status blue bars can be used as filters to further disaggregate the data. *Data as of 09/03/2024.*
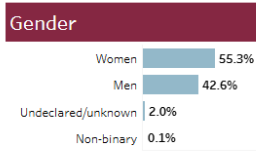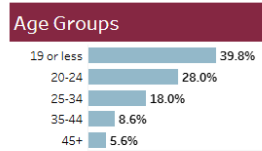
Select for all, new, or returning students:
(All)

Race/Ethnicity

Hispanic/Latine	64.0%
White	13.4%
Black/African American	14.0%
Two or more	4.1%
Asian	3.2%
Unknown	0.8%
Native American/Alaska N..	0.2%
Pacific Islander/Native Ha..	
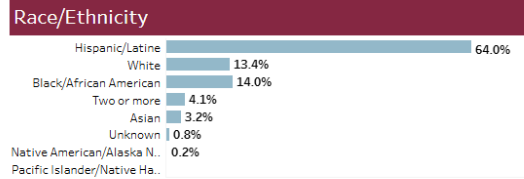
Metrics

Number of students	14,065
Avg. Enrolled Units	8.5
Avg. Count Of Terms	3
Avg. Avc Gpa	2.76
Avg. Avc Earned Hours	34

Age Groups

19 or less	39.8%
20-24	28.0%
25-34	18.0%
35-44	8.6%
45+	5.6%

Gender

Women	55.3%
Men	42.6%
Undeclared/unknown	2.0%
Non-binary	0.1%

Top 20 Majors

Registered Nursing	1,581
LAS: Arts and Humanities	721
AS-T Business Admin 2.0	672
AA-T Psychology	628
Radiologic Technology	576
AS-T Biology	415
Aircraft Fabrication&Assembly	397
Undeclared	389
General Business	377
Mechanical Engineering	333
AS-T Computer Science	326
Child & Family Education	305
AS-T Early Childhood Education	295
Aircraft Fab & Assem Cert	251
AA-T Kinesiology	244
AA-T Sociology	239
AS-T Administration of Justice	236
LAS: Social/Behavioral Science	227
Biological Sciences	195
AA-T English	162

High Schools (Top 20)

Unknown high school	2,895
Quartz Hill High school	1,198
Lancaster High School	1,087
Highland HS	1,009
William J. (Pete) Knight High	961
Palmdale HS	915
Eastside High School	838
SOAR High School	711
Antelope Valley High School	520
Littlerock High School	461
Out-of-state high school	369
The Palmdale Aerospace Acad..	322
Foreign country high school	295
Rosamond HS	228
Antelope Valley Learning Acad	123
R Rex Parris High School	122
Desert Winds HS	109
Desert Sands Charter High Sch	97
Pasadena High	51
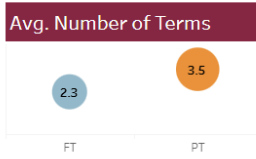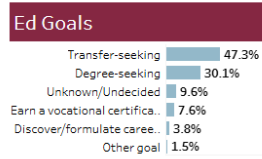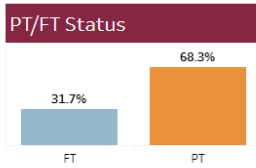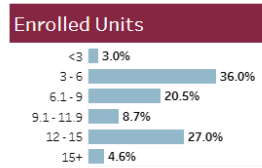
Enrolled Units

<3	3.0%
3 - 6	36.0%
6.1 - 9	20.5%
9.1 - 11.9	8.7%
12 - 15	27.0%
15+	4.6%

PT/FT Status

FT 31.7%
PT 68.3%

Ed Goals

Transfer-seeking	47.3%
Degree-seeking	30.1%
Unknown/Undecided	9.6%
Earn a vocational certifica..	7.6%
Discover/formulate caree..	3.8%
Other goal	1.5%

Avg. Number of Terms

FT 2.3
PT 3.5

View on Tableau Public   Share

Department /Area Name: Academic Affairs	For Planning Years: 2025-2026
Name of person leading this review: Dr. Kathy Bakhit	
Names of all participants in this review:	

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

AA develops, revises, maintains records and compliance for all degrees and programs offered throughout the campus. AA supports hiring and staffing, and evaluations of faculty and support staff. AA collaborates across campus including student services, human resources, facilities, and reporting on all matters pertaining to AA and supports building partnerships with community organizations.

The College offers 1017 courses through 85 degrees and 79 Certificates in 85 Unique disciplines that encompass transfer and career preparation programs in addition to community education and non-credit offerings. All the work AA engages in is aligned with the District mission.

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?

AA's work is college-wide and is measured by enrollments in courses and programs, completion, success, retention, job placement, income increase as a result of degrees. We disaggregate by disproportionately impacted groups (as defined by the Chancellor's Office). Also, FTES enrollment growth can be a measure of our work.

Though enrollment as measured by FTES is not back to pre-pandemic levels, enrollment, success, and retention are on an upward trend as shown by the graph below.

Furthermore, multiple new programs and areas are experiencing growth 20 other credit and non-credit programs in 2023/24 only. Examples area a second BDP in Resperatory Care, Ethnic Studies, Human Resources, Video Design and Production Network System Administrator degrees and Certificates.

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.)*

We serve students, faculty, and the community.

AA assures compliance with all guidelines, legal requirements, and accreditation standards. We support the creation, maintenance, offering and staffing of the academic and labor force development programs and certificates. We assure academic quality and standards in order to meet accreditation requirements, uphold credibility of our degrees and programs and for students feel confident in the degrees they receive and prepared for the jobs that await them. This includes always aiming to use best practices for teaching and learning and universal design principles with inclusion and mindful of diverse students' needs both inside the classroom and outside it.

Faculty development expansion and the creation and offering existing and new of degrees and programs are things we are proud of. All our programs maintain ACCJC and other external accreditation or approval requirements.

We maintain internal and college-wide systems to achieve our goals. We also collaborate effectively across campus to improve operations such as working to address EduNav issues, Catalog issues, a new AdAstra implementation, DegreeWorks collaboration, Grants applications. We are refining processes and tools in order to address pain points such as improving FPD CornerStone set up and eLumin for SLO assessment and program review.

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?

AI: Adapting to the new technologies is an opportunity, a challenge and a threat. Training faculty on the effective use of AI in instruction. It will take focus and allocation of resources both for training, acquisition of software licenses, and hardware such as AI equipped labs and computers. In addition, we need to develop new curriculum or adapt existing curriculum to accommodate to how jobs are changing in response to AI. New policies will need to be adapted, and existing policies may have to be revised. Communication to the campus on all matters must be maintained while keeping an eye on the impacts on faculty and staff on their mental health due to the stress caused by the constant change.

Improving support for distance education classes.

Expanding the number of individuals trained on eLumin and Corner Stone system for FPD are potential areas of growth.

Strengthening equity practices inside and outside the classroom is another opportunity for growth.

Building short-term, vocational, industry recognized programs is a high priority as it will address community needs on individual and business level.

More robust embrace of ADT and other equity work.

Implementation of an Early Alert system so students get the support they need in a timely manner and persist in their classes.

- 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)
AA needs a full time technical analyst to assist in all matters related to technology and data. As we move forward, technology will continue to be the MOST important element in being able to function as an institution.	
Addressing the implications of AB 1111 in the students' enrollment systems and catalog.	

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?

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
Changing the waitlist numbers on sections.	Done.
Grow enrollments	Making progress but still not at pre-pandemic level
Hire Dean of Health and Safety Science	Done
Establish DE Director Position to support DE and AA	Done
Restart POCR approvals for CVC offerings	Done and ongoing
Expand ZTC courses and pathways	Done and ongoing
Expand adjunct hirings to accommodate section offerings based on student demand	Done and ongoing. AA hired about 60 adjunct faculty members in the last year.
Build the Engineering Pathway with CSUB	Done and ongoing. Classes will start Fall 25. An additional pathway for CS has also started.
Initiate CPL efforts	Started and ongoing. Next steps planning is underway.
Grow contract ed partnerships.	Done and ongoing
Initiate NC curriculum offerings	Done and ongoing. Multiple courses and certificates have been approved.
Optimize use of SW funding	A new project proposal process was established this year. We continue to revise it. No last minute spend down issues were faced.
Launch workshops in Maker Space	Done and ongoing. NC courses just approved will be offered there soon.
Re-establish Winter intersession	Done and enrollment for winter 25 is robust and meets goals

Expand Prison Program offerings	Done and ongoing. We are in the process of building that effort into a "program".
Expand dual enrollment	Done and ongoing. Number of students in the program grew from 200 to over 600. Additional CCAP agreements are being pursued.
Expand SOAR South	Done and ongoing.
Introduce Project Based Learning	Done and ongoing. A group of faculty received training on PBL. They are spreading their knowledge to others and initiating across discipline projects.
Implement AB 1111, 928, 706, and 1705 effectively	Ongoing on all fronts.

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
See above	

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	Choose ILO				Choose an item.	Support AI adaptation		
#2	Choose ILO				Choose an item.	Initiate Early Alert System		
#3	Choose ILO				Choose an item.	Support ATD efforts		
#4	Choose ILO				Choose an item.	Continue to grow enrollments back		
						Expand PBL and CPL		
						Re-establish engagement in CAEP		
						Build Internships Operation		
						Normalize 8-week schedule and other short term offerings		
						Address AB 1111 technology challenges		

					Improve CCAP Terms to favor AVC		
					Establish a solid plan for DE improvement in success and retention		
					Move ESL and Advanced Manufacturing departments		
					Continue implementing AdAstra successfully		

*__**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
Choose an item.	Technical Analyst for AA	ALL of AA operations. So much of what we do involves data and technology. Having an AA designated TA will support all of our operations especially around compliance such as institutionalizing AB 1111 changes across all systems and documents (catalog).	Repeat	150,000	Recurring	
Choose an item.	Admin I	ALL of AA operations and goals. AA handles operations that serve the whole campus such as POA lists tracking and updates, evaluations.	Repeat	150,000	Recurring	Dr. Kathy Bakhit
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

Instructions & Definitions | *Success & Retention | *Program Awards | Grade Distribution | Discipline | FTEF | Success & Retention by Modali... | Institutional S

Success and Retention

Select Academic Year: (Multiple values)

Select Subject: (All)

< Select subject here

AVC Retention and Success shown in vertical |

Overall Enrollments, # of Sections, Retention and Success by Year for All

Year	# of Sections	Enrollment	Retention Rate	Success Rate
2021-2022	3,837	75,152	87.9%	72.8%
2022-2023	3,239	82,806	89.0%	73.3%
2023-2024	3,447	91,851	89.0%	73.3%

Enrollments, Retention & Success for All by Ethnicity

Ethnicity	Year	Enrollment	Retention Rate	Success Rate
Hispanic/Latine	2021-2022	45,453	88.3%	73.1%
	2022-2023	51,793	89.4%	73.5%
	2023-2024	58,538	89.4%	73.7%
White	2021-2022	12,498	89.2%	77.6%
	2022-2023	11,835	90.7%	79.7%
	2023-2024	12,168	90.9%	79.9%
Black/African American	2021-2022	8,963	83.0%	61.2%
	2022-2023	10,818	84.9%	62.2%
	2023-2024	12,549	84.3%	61.3%
Two or more	2021-2022	3,355	85.6%	72.0%
	2022-2023	3,442	88.3%	73.6%
	2023-2024	3,772	89.7%	75.4%
Unknown/Masked	2021-2022	4,883	90.4%	79.5%
	2022-2023	4,918	90.9%	81.0%
	2023-2024	4,824	91.0%	80.5%

Enrollment, Retention and Success for All by Gender

Gender	Year	Enrollment	Retention Rate	Success Rate
Women	2021-2022	44,513	88.0%	73.2%
	2022-2023	47,325	88.8%	73.2%
	2023-2024	51,701	88.7%	72.6%
Men	2021-2022	29,613	87.8%	72.0%
	2022-2023	34,112	89.4%	73.6%
	2023-2024	38,486	89.4%	74.0%
Unknown/Masked	2021-2022	1,026	86.5%	75.5%
	2022-2023	1,369	88.1%	72.6%
	2023-2024	1,664	88.4%	74.7%

< Click to go back

Click to go next >

View on Tableau Public

Share

Fall Course Success | Fall Course Retention | Awards | Transfer | CTE Job Placement & Licensur...

Awards

Associates Degrees

Stretch Goal: 1,869 Associates Degrees

ISS: 1,194 Associates Degrees

| 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| 1,996 | 1,902 | 2,172 | 1,888 |

Certificates

Stretch Goal: 1,131 Certificates

ISS: 541 Certificates

| 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| 1,315 | 1,308 | 1,557 | 1,304 |

Baccalaureate Degrees

Stretch Goal: 10 BS Degrees

ISS: 7 BS Degrees

| 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| 6 | 15 | 13 | 16 |
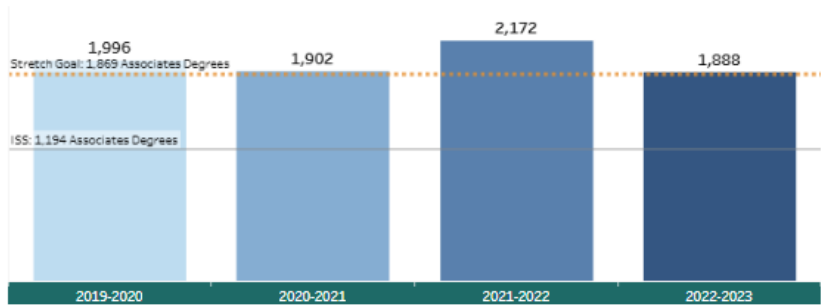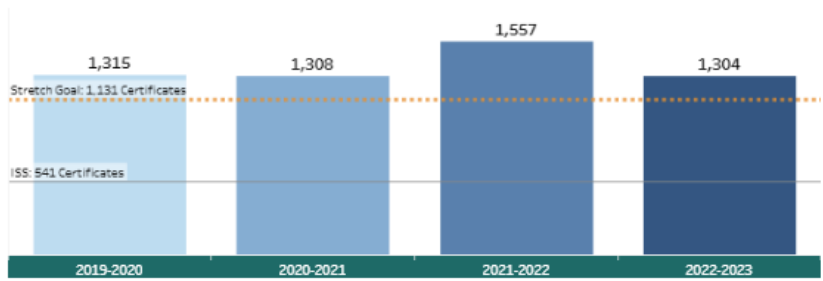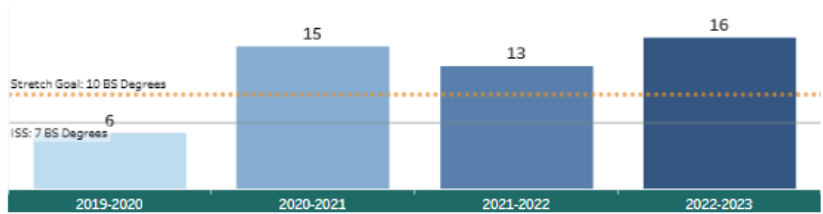
Data Source: CCCCO's DataMart

View on Tableau Public   Share

Fall Course Success | Fall Course Retention | Awards | Transfer | CTE Job Placement & Licensur...

Transfer

Bar chart (by year):
- 2019-2020: 817
- 2020-2021: 828
- 2021-2022: 724
- 2022-2023: 661

Bar chart (by destination, per year):

2019-2020:
- CSU: 480
- Out-of-State: 201
- UC: 95
- In-State Private: 41

2020-2021:
- CSU: 498
- Out-of-State: 209
- UC: 95
- In-State Private: 26

2021-2022:
- CSU: 474
- Out-of-State: 145
- UC: 73
- In-State Private: 32

2022-2023:
- CSU: 420
- Out-of-State: 134
- UC: 92
- In-State Private: 15

Data Sources: CCCCO's DataMart, UC Transfers Dashboard, CSU Data Reports

View on Tableau Public   Share

CTE Job Placement & Licensure Exam Pass Rates

CTE Job Placement Rates
Only rates for programs with a minimum of 10 students in the completion year are shown.

Program Title	2019-20	2020-21	2021-22	2022-23
Administration of Justice	76%	79%	75%	77%
Air Conditioning & Refrigeration Specialist	70%	77%		93%
Aircraft Airframe			92%	70%
Aircraft Fabrication and Assembly Technician	91%	90%	85%	87%
Aircraft Powerplant		80%		
Airframe Manufacturing Technology				94%
Automotive Collision Repair and Refinishing Speci.	45%	85%		
Avionics Technology			67%	71%
Business Administration	73%	82%	57%	75%
Child and Family Education	57%	75%	69%	81%
Clinical Medical Assistant	70%		72%	69%
Commercial Music		80%		
Commercial Photography	33%	80%		
Computer Animation		70%		
Computer Networking	71%			
Deaf Studies: Interpreter Training		46%	82%	64%
Electrical Technology	93%	89%	81%	88%
Electronics Technology			93%	73%
Engine and Drive Trains	50%		81%	
Fashion Design			48%	
Fire Technology			67%	87%
Firefighter I Academy	94%	88%		92%
General Business	70%			75%
Graphic Design	36%			63%
Licensed Vocational Nursing	80%		55%	80%
Office Specialist		18%	45%	71%
Professional Bookkeeping		58%	45%	
Radiologic Technology		91%		100%
Real Estate				64%
Registered Nursing	89%	93%	97%	88%
Respiratory Care/Therapy		86%	72%	100%
Welding	80%			

CTE Licensure Exam Pass Rates

Program Title	2019-20	2020-21	2021-22	2022-23
EMT	100%	36%	63%	
Radiologic Technology	100%	90%	88%	
Registered Nursing	94%	94%	91%	93%
Vocational Nursing	100%	92%	84%	100%

Data Sources: CTE Job Placement Rates - CCCCO's Perkins IV Core Indicator Report; CTE Exam Licensure Pass Rates - CA CDPH, CA BVNPT, LA County EMSA, CA BRN

View on Tableau Public   Share

Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: Administrative Services	For Planning Years: 2025-2026
Name of person leading this review: Shami Brar	
Names of all participants in this review: Angela Musial, Tammara Steffes, Lisa Nowak, Wendy Dumas, James Nasipak, Daniel Conner, Ron Benedetti, Noe Flores	

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

Administrative Services contributes to the District's mission by providing quality service, support, and resources to our students, faculty, staff, and community to enable the success of Antelope Valley College students. Administrative Services encompasses an array of service departments including Auxiliary Services, Financial and Fiscal Services, Purchasing and Contracts, Facilities Services, and Information Technology Services. These departments are responsible for the following:

1) Bookstore operations, food service operations, campus events, performances
2) District-wide business processes, financial planning and budgeting, and upholding rigorous reporting and compliance standards
3) Procuring goods and services, negotiating contracts, managing travel, archiving of records, mail and duplication
4) The maintenance and improvement of the District's buildings, grounds, and physical infrastructure
5) Maintaining reliable, accessible, stable technological infrastructure to support instructional and operational needs

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?

Auxiliary Services areas:

> **Food Service Operations:** Provide daily meal service to the campus and community with low-cost meal items and options, provide catering service to AVC departments, clubs, and teams as well as community partners for their events.

> **Campus Events:** Provide support services for events for AVC departments, clubs, and teams as well as community partners that are hosted at any of AVC's locations, as well as any needed moving requests of departments and/or individuals from one space to another space

> **Performing Arts Theatre:** Provide support services for events for AVC departments, clubs, and teams as well as community partners that are hosted in the Performing Arts Theatre.

Financial and Fiscal Services:

> Serves and services multiple groups within the Antelope Valley Community College District, including students, staff, faculty, and the broader community. Our primary services for students involve financial aid disbursement, cashiering, and supporting equitable access to financial resources.

For faculty and staff, we provide fiscal management, budgeting assistance, accounts payable and receivable, travel reimbursement processing, and compliance oversight. Additionally, we work with district leadership to develop and monitor budgets that support institutional goals and community engagement.

FFS area measures success through timely and accurate completion of financial processes, compliance with federal, state, and local financial regulations, and high-quality service delivery. Key performance indicators include transaction processing times, audit results, budget variance analysis, financial report accuracy, and user satisfaction feedback. Success is further quantified by the accuracy and timeliness of disbursements, adherence to budget timelines, and a reduced number of audit findings. Our primary objective is to ensure transparency, fiscal responsibility, and support for student-centered initiatives through effective financial stewardship.

Purchasing and Contracts primarily serves vendors, faculty, and staff. Our key services include:

Purchasing: Facilitating the acquisition of goods and services needed for various departments, ensuring compliance with regulations and policies.

Travel: Reviewing and approving travel arrangements for faculty and staff, and ensuring adherence to travel policies.

Warehouse: Ensuring timely distribution of supplies, and maintaining organized archives.

Duplication/Mailroom: Providing copying and printing services, and handling outgoing and incoming mail.

Our work is measured through various metrics, including:

Timeliness of service delivery: Tracking turnaround times for purchase orders, deliveries, travel requests, and mail/duplication processing.

Facilities Services:

Facilities Services primarily serves vendors, faculty, staff, and the community at large, comprised of various Divisions, Maintenance and Operations, Facilities Planning, and Capital Projects.

Maintenance & Operations: Provides services for all buildings, structures, infrastructure, systems, grounds and vehicles. Maintenance and Operations includes the following departments: Assesses reported campus troubles through our work order system, preventative maintenance on existing assets to ensure suitability. The wide range of maintenance services includes HVAC and mechanical systems, lighting and electrical systems, plumbing systems, keys and access control systems, fire/life/safety systems and general maintenance tasks for all aspects of buildings and related systems.

Custodial: Comprised of (3) shifts, with 24-hour coverage, performs routine cleaning of interior building areas including classrooms, laboratories, meeting rooms, restrooms, offices, theaters, study areas and common areas.

Motor Pool: Services and makes repairs to all District vehicles, carts, and grounds equipment, such as mowers, skid steers, etc. Addresses all state requirements and inspections.

Grounds: Service and make repairs to the irrigation systems, athletic stadiums and surrounding grounds areas. We also maintain all plant and paths of travel throughout the campus and Fox Field.

Facilities Planning: Establishes, implements and maintains planning and design standards, the department coordinates with professional consultants to program, design and construct physical environments that support and enhance the College's academic mission.

Capital Projects: Capital Projects is responsible for making sure the construction and major maintenance and scheduled maintenance projects are completed as planned and to the design standards of the District. Capital Project works with Planning and all Facilities departments to maintain the safety and integrity of the learning environment District wide.

Information Technology Services:

Information Technology Services (ITS) serves faculty, staff, and students.

ITS Areas:

Technology Operations: Oversees the management, maintenance, and support of all technological infrastructure and services within the college. This area ensures that students, faculty, and staff have access to reliable, secure, and efficient technological resources that support both academic and administrative functions. The following responsibilities are managed by the technology operations area.

1. Network Management: The department is responsible for maintaining AVC's network infrastructure, including Wi-Fi, wired networks, and VPN services. This ensures fast, secure, and reliable internet access across campus.
2. Servers and Data Centers: servers that host applications, databases, and other crucial data, ensuring that systems are operational, and data is secure.
3. Hardware Maintenance: IT Operations oversees the lifecycle of computing devices such as desktop computers, laptops, printers, and other hardware across campus, ensuring they are regularly updated and properly functioning.
4. Software Licensing and Distribution: IT operations manage software installations, updates and licensing agreements, ensuring that all programs used across the college are up-to-date and compliant with licensing requirements.
5. Cybersecurity: The team is responsible for monitoring, detecting, and responding to potential security threats such as hacking, malware, or phishing attempts.
6. Data Backup and Recovery: They handle regular backups and implement disaster recovery protocols to prevent data loss and ensure business continuity in the event of system failures.
7. Identity and Access Management: The department also manages user authentication systems, ensuring only authorized personnel have access to specific systems and sensitive data
8. Help Desk: Help desk services are provided for troubleshooting hardware, software, or networking issues. This includes helping students, faculty, and staff with their technology needs, whether it's logging into systems or resolving device malfunctions.

Enterprise Applications: Supports various business operations, enhances administrative efficiency, and improves the overall educational experience for students, faculty, and staff. Enterprise Applications consists of a director, four programmers, a web developer, a database administrator, a project manager, and technical analysts. The following applications are managed by the enterprise applications team and help manage and streamline processes across different departments within the college:

1. Banner: Banner allows for staff to manage student data, including enrollment, grades, schedules, transcripts, and academic progress. Banner allows for students and staff to access and update records, register for classes, and track academic history. Banner also provides HR and payroll tools to help manage staff and faculty payroll, benefits, recruitment, scheduling, and to streamline HR tasks and ensure compliance with labor laws. Additionally, Banner provides tools to handle budgeting, accounting, and financial reporting, ensuring that AVC can track expenditures, revenues, and funding allocation across different departments and programs.
2. Canvas: The Canvas Learning Management System provides students and faculty with tools for managing course content, assignments, grades, and communications. Canvas also supports online learning, class collaboration, and submission of assignments.

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.)*

1. Auxiliary Services:

    Food Service Operations:

    Strengths:

- Atmosphere and team that operate the Cafe
- Provide quality meals and food items that are reasonably priced for the community.
- Provide the opportunity for student staff to learn new skills and build up work experience.

    Accomplishments:

- Started catering services used by AVC constituents and the community.

    Campus Events:

    Strengths:

- Working effectively with AVC departments and teams, and outside community groups, to support their event.
- Organized policies and processes to enable first-of-class service.
- Team dynamics

    Accomplishments:

- Ensured over 100+ events were successful

    Performing Arts Theatre:

    Strengths:

- A premier location for hosting performances, conferences, workshops, and many other events.
- State-of-the-art technology for best-of-class support of performances and events.

    Accomplishments:

- Completed upgrade to technology and infrastructure to provide additional services.

2. Financial and Fiscal Services:

    Strengths:

- Fiscal Services' strength lies in our unwavering commitment to doing what is right for the District. We prioritize ethical decision-making, compliance, and accountability to ensure financial integrity and support the District's mission

    Accomplishments:

- By integrating compliance guidelines into decisions and process updates, FFS is simplifying operations, reducing audit risks, and improving the accuracy and timeliness of financial reporting. This approach ensures regulatory compliance and builds trust with campus stakeholders who depend on FFS to uphold industry standards.

3. Purchasing and Contracts:

    Strengths:

- Utilization of Cooperative/Piggyback agreements leading to efficiency and cost savings.
- Compliance with procurement District policies, as well as federal/state regulations.
- Mitigation of legal risks through thorough contract review.
- Supporting educational programs through timely acquisition of instructional material, equipment and services.

- Continuously reviewing and updating procedures to drive efficiency and streamline operations.
- Clear and effective communication with District staff, ensuring that any changes in policies and procedures are promptly communicated.
- Strong collaboration with other departments which promotes a cooperative environment.

Accomplishments:
- Despite being short two full-time positions, the department has maintained exceptional performance by consistently processing and responding to District requests in a timely manner. This achievement reflects our team's dedication, adaptability, and commitment to ensuring smooth operations while effectively managing our workload.

Travel:

Strengths:
- Staff member dedicated to processing travel requests and effectively communicating inefficiencies.

Accomplishments:
- Ongoing review and improvement of the District's travel request system and travel policies to enhance efficiency and compliance.
- Updated Pre-Approval and Expense report forms to include additional instructions, as well as enhanced policy and procedure language.

Warehouse:

Strengths:
- Efficient and accurate delivery of received orders to District locations.
- Clear and effective communication with District staff, ensuring that any changes in policies and procedures are promptly communicated.
- Organized cataloging and indexing systems of District archives.
- Strong teamwork, meeting the District's demands efficiently and on time.

Accomplishments:
- Identified additional outdoor storage for surplus items, maximizing available indoor space for environmentally sensitive items.
- Successfully executed the 2024 surplus auction.
- Purchase of new warehouse van to facilitate deliveries.

Mailroom and Duplication Centers:

Strengths:
- Efficient mail sorting service and processing of duplication requests.
- State-of-the-art duplication technology for high-quality reproductions.

Accomplishments:
- Tracking of print job requests to ensure timely completion, accurate record-keeping, and to differentiate between instructional vs. non-instructional costs

4. Facilities Services:

Strengths:
- Staff knowledge in the various trades to address campus issues, minimizing the need to contract out.

Accomplishments:

- Facilities have seen an increase in work orders of 1,102 in the year 2024, from the year 2023, with the increase of exposure with plastering QR codes across campus and instructor's desks. The campus has also seen various public-facing changes, such as painting older buildings, the construction of Cedar Hall and the groundbreaking of The Student Commons.

5. Information Technology Services:

Strengths:
- ITS strengths lie within its people. Everyone within the department is dedicated to the success of our students and district. Our staff continues to work diligently and adapts to new priorities as needed. Due to a lack of human resources, the department has focused on efficiency and productivity.
- The ITS group has significant knowledge and experience in supporting the Banner system and utilizes its expertise to optimize the use of the system within the college.
- The college has a sophisticated network infrastructure that is well-managed despite having several staff openings in the unit.

Accomplishments:
- A disaster recovery plan was developed and tested for the Banner system
- ITS continues to leverage the cloud for hosting critical applications, providing a secure, robust environment that can be scaled to meet the growing needs of the college
- ITS began acting on a security assessment that was performed in late 2023, focusing on securing critical administrative systems and college data
- The college began to more fully utilize Microsoft collaboration products that became available after the migration to Office 365 in 2023, including Teams
- To enhance customer service, a walk-up helpdesk was established in the MH 1st floor IMC area
- Began transitioning Technical Analysts from campus areas to the ITS department

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

1. Auxiliary Services:

Food Service Operations:

Opportunities:
- Implementation of faculty/staff ordering system for meals.
- Working with Campus Events and Performing Arts Theatre to establish a centralized event point of contact.

Challenges:
- Continued rising costs of goods.
- Ensure departments, clubs, and teams follow policies and procedures to ensure successful events.

Campus Events:

Opportunities:
- Working with Food Service Operations and Performing Arts Theatre to establish a centralized event point of contact.
- Process enhancements and request implementation with an Event Management system

Challenges:
- Increased event and transportation requests with short team.
- Ensure departments, clubs, and teams follow policies and procedures to ensure successful events.

Performing Arts Theatre:

Opportunities:

- Provide streaming services for both paid and free performances and events.
- Establishing a new culture and environment in the Performing Arts Theatre.

Challenges:
- Ensure departments, clubs, and teams follow policies and procedures to ensure successful events.

2. Financial and Fiscal Services:

Opportunities:
- Enhanced Technological Integration: There is an opportunity to further automate and digitize financial processes, which can reduce manual errors, improve processing times, while also saving paper expense and waste reduction. By leveraging new financial software and data analytics tools, FFS can increase efficiency and provide more accurate financial insights.
- Consultant Support: The transition of Finance to the Banner enterprise system has created discrepancies in financial records. Bringing in external consultants with expertise in data reconciliation and system integration could expedite the process of identifying and resolving these discrepancies. Their guidance would help ensure that financial data is accurate and consistent across systems, reducing errors and improving reporting accuracy.

Challenges:
- Cost Constraints: Limited budget resources restrict FFS's ability to invest in essential technology upgrades, process improvements and contracting consultants.
- Implementation Constraints: FFS relies on collaboration with other internal departments, many of which are understaffed, to fully achieve these enhancements. This dependency on departments with constrained staffing further delays progress on initiatives and limits FFS's capacity to meet its service and efficiency goals.

3 Purchasing and Contracts:

Opportunities:
- Implementation of a real-time list matching/verification service for IRS data to assist with 1099 reporting and ensure accurate vendor information.
- Integration of automated contract management technology to streamline compliance monitoring, reduce administrative burden, and enhance contract tracking.

Challenges:
- Ensuring District Staff follow purchasing policies and procedures to maintain compliance and efficiency.
- Ensuring legal compliance and keeping abreast of changing regulations to avoid potential risk.
- Short-staffed due to staff on leave and vacant positions, impacting workload and response times.

Travel:

Opportunities:
- Designating staff in each department to handle travel requests ensures expertise and compliance, improving efficiency and reducing errors. Unlike individuals who submit requests sporadically, a dedicated staff member can process requests more smoothly and troubleshoot issues, streamlining the overall process.

Challenges:
- Ensuring Travelers follow travel policies and procedures to provide efficient processing of their travel requests.

Warehouse:

Opportunities:

- Purchase of equipment designed to handle heavier shipments, improving overall efficiency and reducing the risk of damage to goods. This investment would also reduce the District's reliance on renting equipment, which incurs additional costs, further enhancing cost-effectiveness in the long term.

Challenges:
- No clear cart path for staff to move across campus effectively, resulting in potential safety concerns with pedestrians.
- Updated signage for warehouse deliveries needed to direct drivers and ensure a safe loading/unloading zone
- A warehouse cart is deteriorating and in need of replacement to maintain efficiency and safety
- Insufficient staffing to handle the workload, particularly with the increased deliveries to Palmdale, Fox Field, and Marauder market; we need to retain hourly staff once fully staffed to assist during peak demand periods.
- Ensuring District Staff follow policies and procedures, such as scheduling of freight deliveries, which affects workflow and operational efficiency.

Mailroom and Duplication Centers:

Opportunities:
- Implementation of secure mail services to protect sensitive documents and improve overall security.
- Implementation of an electronic duplication request service to streamline request processing and reduce manual workload.

Challenges:
- Excessive duplication requests lead to unnecessary waste and increased operational costs. Addressing this challenge will require closer monitoring and the implementation of an approval process for each area.

4.Facilities Services:

Opportunities:
- With the reassignment of duties of the (2) Directors, there will be additional training, development of a new Facilities Services Master Plan, and improved utilization of the ONUMA system to better schedule our manpower to improve service times year over year.

Challenges:
- Communication has improved, but still needs improvement, staffing, overall attitude, current website design, understanding the total cost of ownership of the added square footage and required Preventative Maintenance.

5. Information Technology Services:

Opportunities:
- Integrate and align the Technology Strategic Plan with the Educational Service Plan and Facilities Service Plan
- Improve communications to college stakeholders through newsletters, announcements, and training. Work with People, Culture, and Talent to incorporate some IT training into the new employee orientation process
- Formal ITS Project Prioritization list to be utilized and maintained
- Rollout DegreeWorks plan to integrate with EduNav over the next several years

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)
Ensuring District Staff follow policies and procedures - Purchasing	4

- Travel
- Warehouse
- Campus Events
- Food Services Operations
- Performing Arts Theatre
- Facilities Services
- Information Technology Services
- Financial and Fiscal Services

Explanation:

One of the primary challenges within our departments is ensuring that all District staff adhere to the established policies and procedures across purchasing, travel, warehouse, campus events, food service, Performing Arts Theatre operations, Facilities Services, Information Technology Services, and all facets of Financial and Fiscal Services.

Despite our efforts in the FFS and purchasing departments to keep our forms and website up to date, create comprehensive checklists, guidelines, and conduct working sessions aimed at educating staff, many do not utilize these resources effectively. This lack of adherence not only results in an additional workload for all but also leads to delays in the processing of requests and receipt of necessary items and services.

In the travel department, the same issue persists; staff often neglect to follow the outlined procedures, which can complicate travel arrangements and lead to increased costs or scheduling conflicts.

For the warehouse, the failure to schedule freight as required creates safety concerns, staffing challenges, and potential equipment issues.

Campus Events, Food Service and Performing Arts Theatre provide forms and checklists online and through our coordinators. Specifically, the lead time that is communicated through online pages, along with the forms, however, many departments wait until last minute to submit requests for space needs, technology, food service, and marketing. This provides additional workload for the teams, along with scheduling conflicts, job assignments, and providing support to make the event a success.

Risk to the Institution:

These challenges pose a significant risk to the institution by hindering operational efficiencies and increasing the likelihood of errors, late fees, finance charges, reporting delays, and potential audit findings. Delays in procurement and payment processes can disrupt service delivery and project timelines, affecting critical resources for students and instructional needs. This can lead to interruptions in academic programs, delay essential supplies, and impede the timely allocation of student support funds. Such disruptions not only impact the institution's effectiveness in fulfilling its mission but also risk damaging its reputation and eroding trust among students, staff, and the broader community.

Likelihood of Disruption:

The likelihood of this challenge posing a disruption to our processes is a **4**.

The factors involved—such as delays in procurement, reporting, financial processing, increased workload on understaffed departments, and the ongoing nature of non-compliance—directly affect the institution's core functions and the student experience. The critical need for timely procurement and logistics increases the likelihood of significant operational disruptions, raising the risk of compliance issues, financial penalties, and reduced responsiveness to instructional and student needs. While immediate action may

prevent these risks from becoming imminent, the cumulative effect of ongoing delays and inefficiencies could escalate, leading to severe disruptions in service and educational delivery if not addressed.	

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

1. Auxiliary Services:

Food Service Operations:
- Providing a platform for faculty/staff to order meals for pick-up.
- Establish a centralized event point of contact that works with all Auxiliary Services areas

Campus Events:
- Process enhancements and request implementation with an Event Management system
- Establish a centralized event point of contact that works with all Auxiliary Services areas

Performing Arts Theatre:
- Provide streaming services for both paid and free performances and events.
- Establish a centralized event point of contact that works with all Auxiliary Services areas

2. Financial and Fiscal Services:
- Improved reporting tools that provide more accurate, timely, and user-friendly data collection.
- Enhance efficiency and accuracy in financial transactions by optimizing the operations. ·
- Deploy tools that streamline the budgeting process, increase accuracy, and offers greater flexibility in planning. ·
- Promote a workplace culture rooted in integrity, dedicated service, and continuous knowledge sharing to drive team performance.

3. Purchasing and Contracts:
- Implementation of e-procurement systems to allow the District to request quotes, create requisitions, and submit purchase orders in a more automated and efficient manner.
- Strengthening collaboration with various departments to understand their unique procurement needs, aligning purchasing strategies with the goals of each department.

Travel:
- Robust policy and procedure manual, which clearly outlines the travel process for District Staff, the Purchasing Department and the Fiscal Services. Department.

Warehouse:
- Implementation of an ERP integrated receiving system which would streamline the receiving process for the District by providing transparency of order receipt to requesting departments, eliminate the need of paper receiving documents, and provide for a more efficient payment process.

Mailroom and Duplication Centers:

- Streamlining duplication requests by implementing an online print job submissions system. A system would eliminate error, provide users with a list of options to better visualize capabilities, visualize how a finished job would look, provide an ETA, and reduce unnecessary copy quantities.

4. Facilities Services:
- This department would like to be known for our excellence in service to the district and our responsiveness to the needs of the students, faculty, and community we serve daily.
- Transition from a reactionary approach to a preventative approach.

5. Information Technology Services:
- Streamline technology prioritization and decision-making linked to strategic planning
- Continuous improvement of cybersecurity and compliance
- Improved communications to the campus community

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
Pur Chas I ng	4/2024 In an effort to support not only the District's Educational Services Plan Goals and Objectives, but also Accreditation Standard 3.2 (professional learning opportunities) and 3.9 (technology resources), Purchasing will work with Fiscal Services to improve the user experience and efficiency of the District's Travel System, Chrome River. • ESP 1 – Improvement of policy and procedure (P&P) • ESP 2 – Meeting with various departments and individuals for feedback	ESP 1 – ongoing effort to work with travel system vendor, legal, and executives to improve the district P&P for travel; decisions regarding policy are currently pending with the District executive team so that P&P can be revised and shared with the District; updated forms are currently pending with the District general counsel. ESP 2 – continue to meet with members of the Chrome River Support Group to share information and improve processes
	4/2024 In an effort to support not only the District's Educational Services Plan Goals and Objectives, but also Accreditation Standard 3.9 (technology resources), Purchasing will work to test and introduce to the District, the contract management system purchased with HEERF funding. The System will provide a single solution to centralize the contract lifecycle management (request, create, deliver, negotiate, sign, share, and store contracts and related documents). • ESP 1 – Improvement of P&P • ESP 2 – Including various departments and individuals to participate in the pilot group	This project is currently on hold until the department can become fully staffed.

a	4/2024 Create a central location for AVC, and the community to find information and request use of the AVC facilities, including the Performing Arts Theatre, as well as catering request. This includes the creation of an Event and Conference Coordinator • ESP 1	ESP 1 – currently running a beta version of the centralized coordination working with a few selective departments while processes and policies are worked through	
	4/2024 Link food service purchasing options to a "One Card" to allow for financial aid, and other forms of aid to be placed on students' card to purchase food through the POS system. This would provide support to students for meal purchases • ESP 1 • ESP 2	This project is currently on hold until more research can be conducted	
	4/2024 Create and implement a professional development program for the staff in the Performing Arts Theatre. This will include training, policy review and process review. • ESP 1 • ESP 2 • ESP 4 • ESP 5	This project will restart in the Spring 2025 term.	
	4/2024 Enhance efficiency and accuracy in financial transactions by optimizing the operations of the Accounts Payable (AP) and Accounts Receivable (AR) departments. • ESP 1 • ESP 2	Internal processes have been put in place to streamline processing time. However, external departments continue to delay providing necessary communication, documentation, approvals, and payments.	
	4/2024 Enhance internal and campuswide knowledge of required fiscal standards to establish consistent and efficient processes within the Financial and Fiscal Services Department. • ESP1 • ESP2	We have begun evaluating our processes and formulating written procedures. Communication and training to the campus will occur as needed.	
ITS	• Improve communications to college stakeholders through announcements, newsletters, and training. • Work with the People, Culture and Talent Department (Human Resources - HR) to incorporate IT training into the new employee orientation process. • Develop and implement an ITS project prioritization plan • Build an effective cybersecurity program to strengthen college information security, mitigate risk, and enhance compliance.		

Facilities	• Improve processes, procedures, and standardization, both campus wide and internally. • Internally: • Standardization of tools, equipment, and parts to ensure consistency. • Enhance custodial cleaning to follow industry standards, such as APPA. • Optimize work order system, Onuma, to communicate with end users and the issues preventing work orders from being completed to enhance communication. • Externally: • Improvements within the Space Planning campus wide, onboarding of potential software and/or support from a space planning consultant. • Expand the use and training of our Onuma work order system to ensure all work order tickets are being tracked.	
Facilities	• Improve forward planning of the institution and maximize the Facilities Sub-Group to align Capital Project and requests to ensure division needs can be met/assessed to increase FTE.	

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
Create efficiencies to streamline processes and procedures 1. Identify and purchase technology/equipment that creates efficiencies for District and Department staff. 2. Request leadership to recruit staff to assist District Departments in processing & submittal of travel requests	1. In the process of implementing Contract Management Service; however, the implementation is currently on hold until the department is fully staffed 2. Suggestion shared with District executives.
Ensure compliance with federal/state regulations to protect the District; decrease District liability/exposure 1. Continued professional development. 2. Securing District mail and duplication requests.	1. Ongoing effort 2. No progress made
Improve District's auction community image by preventing District staff from removing items from advertised auction list. Move up District's deadline to submit items to auction and schedule time for District staff to view surplus auction items prior to Board approving auction list for advertisement.	Communicated timeframes to the District for viewing and removing auction items.
Creation of a Senior Buyer position Request a Senior Buyer (classified position) be recruited and filled.	Position currently in the recruitment process
Reinstatement of the Buyer Supervisor Position Request the Buyer Supervisor Position (CMS position) be recruited and filled.	Position currently in the recruitment process

Create a central location for AVC, and the community to find information and request use of the AVC facilities, including the Performing Arts Theatre, as well as catering request	Started Beta testing a centralized event planning service location for the Antelope Valley College and outside community groups. Working through processes, resource allocation, and implementation with a goal of a "public" role out in July 2025
Link food service purchasing options to a "One Card" to allow for financial aid, and other forms of aid to be placed on students' card to purchase food through the POS system. This would provide support to students for meal purchases.	Has not started
Provide campus events "owned" audio and video equipment to provide for events to streamline the process for customers	Currently looking reviewing needs of the department
Partner Cafeteria and CTE programs to develop a Culinary Arts Program for AVC	Has not started
Establish and provide sufficient staffing, resources, and training to support the expansion of Instructional Design, student success, and district operations.	Filled current vacancies and received approval for Grant Accountant. Created Operational Outcome to identify the need for staff and campus wide training.
Create written procedures and manuals by desk to document directions and steps involved in completing tasks and functions to ensure business continuity and provide evidence for compliance with existing board policies and associated administrative procedures.	Still in process. Staff have begun to put individual area processes in shared file.

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)				
Purchasing #1	Choose ILO			X	Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Create efficiencies to streamline processes and procedures	1. Identify and purchase technology/equipment that creates efficiencies for District and Department staff. 2. Request leadership to recruit staff to assist District Departments in processing & submittal of travel requests	1. Implementation of Contract Management System when department is fully staffed. 2. Replace deteriorating warehouse carts. 3. Purchase of Heavy Duty Forklift 4. Positions established in each area to submit travel requests. 5.
Purchasing #2	Choose ILO			X	Goal #1 Service:	Ensure compliance with federal/state regulations	1. Continued professional development.	1. Implementation of a real-time list

					Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	to protect the District; decrease District liability/exposure	2. Identify and purchase technology/equipment that enables Purchasing staff to ensure compliance.	matching/verification service for IRS data. 2. Securing District mail and duplication requests. 3. Attendance at professional development opportunities 4. Continued review and update of District forms and Agreements.
Purchasing #3	ILO 2. Creative, Critical, and Analytical Thinking			X		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.	Provide increased transportation services for the district departments as well as athletics that are safe and reliable	1. Create new position with a new job description for a part-time driver 2. Post job 3. Interview candidates 4. Hire part-time employee	The hiring of a new part-time driver
Auxiliary #1	ILO 3. Community/Global Consciousness					Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Link food service purchasing options to a "One Card" to allow for financial aid, and other forms of aid to be placed on students' card to purchase food through the POS system. This would provide support to students for meal purchases.	1. Evaluate current card program and POS system in the cafeteria. 2. Work with current stakeholder to determine best location for a "one card" type department. 3. Review current systems for a "One Card" program and	The creation of a "One Card" for use on the AVC Campuses that interacts as a method of purchasing food in the AVC Cafeteria

							4. RFP process to select the vendors for each system. 5. Creation of "One Card" department and purchase of system Purchase of new POS system to support one card, dining program, and financial aid.	
Auxiliary #2	ILO 4. Career and Specialized Knowledge					Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Partner Cafeteria and CTE programs to develop a Culinary Arts Program for AVC	1. Evaluate the current market trends in the Antelope Valley area. 2. Connect with other institutions that provide a program to determine the cost analysis of a program	Determine whether a Culinary Arts program would be a benefit to the local community to impact the labor market.
Financial and Fiscal Services #1					X	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.	Review and revise financial policies and procedures to eliminate unnecessary complexity, redundancies and align with best practices that support fiscal, student and employee success.	1. Prioritize policies and procedures that have the most significant risk for the District. 2. Analyze past required State and Federal Reports to streamline and align our fundamentals with report requirements.	Track the time required to complete key financial processes before and after the policy revisions. Reduction in processing times. Fewer errors or compliance issues.
Financial and Fiscal Services #2					X	Goal #1 Service: Realign college policies,	Develop and implement a comprehensive reconciliation process to identify, address, and	1. Review liability accounts on the trial balance, tracing discrepancies to their source in Banner.	Achieve 100% reconciliation of liability accounts within a defined timeline.

						practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	resolve outstanding liabilities on the trial balance resulting from the implementation of the Banner system, ensuring accurate financial reporting and compliance with institutional and regulatory standards.	2. Resolve discrepancies through adjustments, ensuring proper documentation/justification for audit purposes. 3. Refine Banner configurations, establish clear reconciliation procedures, and integrate monthly reviews into the closing process to prevent future issues.	Reduce or eliminate audit findings related to liability accounts. Decrease the time required to reconcile accounts, demonstrating improved efficiency.
Financial and Fiscal Services #3					X	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 budgeting and accounting software solution to enhance financial accuracy, streamline processes, and provide real-time data for informed decision-making	1. Research vendors offering solutions that align with institutional needs. 2. Conduct a thorough evaluation of shortlisted vendors, including demonstrations. 3. Roll out the software in phases, starting with pilot testing and training. 4. Ensure seamless integration with existing platforms (e.g., Banner).	Track reduction in time required for budgeting, reporting, and reconciliation tasks. Evaluate enhancements in financial precision, operational transparency, and the quality of professional deliverables.
Facilities #1						Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Replace our equipment to meet the state guidelines. Increase the sustainability of the District.	Install charging stations for additional carts. Review the increasing solar collectors and EV charging stations on campus. Phase out existing fleet vehicles exceeding 10 years of age.	New electric vehicles for grounds have been received to replace existing gas-powered equipment. Evaluating proposals for increased charging stations and solar power. Strategic phase out of replacement of 2 vehicles per year.
Facilities #2						Goal #1 Service:	Staffing – Ensure that custodial, maintenance,	Work with HR and Administration to fill all	

						Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	grounds and campus events staff are sized correctly to support the increase in square footage	current vacancies within the department and evaluate hourly personnel to support call-outs/vacations Facilities wide.	

ITS #1						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 access to technology for all students and staff, with particular focus on underrepresented and underserved groups.	1. Survey the community: Gather data from students, faculty, and staff to identify specific technology gaps, challenges, and needs, particularly for underrepresented groups (e.g., low-income students, first-generation students, students with disabilities). 2. Understand the specific barriers to access (e.g., lack of devices, limited internet access at home, geographic challenges) to develop targeted interventions.
								
								3. Prioritize equity: Ensure that those from low-income or underserved backgrounds have priority access to loaned or discounted devices.
								
								4. Community partnerships: Collaborate with community organizations
									1.Survey the community
									    a. Measure of success: Survey Response Rate
									    b. Measure of Success: Representation of underserved groups
									    c. Actionable insights
									    d. Follow-up engagement
									2. Understand the specific barriers to access (e.g., lack of devices, limited internet access at home, geographic challenges) to develop targeted interventions.
									    a. Identification of Barriers: Achieve a comprehensive understanding of the key barriers to access, with at least 80% of survey respondents identifying at least one major challenge

								and local governments to expand broadband access to neighborhoods where students live.	(e.g., lack of devices, internet access). b. Data-Driven Interventions: Develop and implement at least three targeted interventions or solutions based on the identified barriers (e.g., offering loaned devices, providing mobile hotspots, expanding Wi-Fi on campus). c. Equitable Access to Interventions: Ensure that 80% or more of the interventions are specifically aimed at students from low-income, rural, or underserved backgrounds. d. Reduction in Reported Barriers: Conduct a follow-up survey or focus group after implementing interventions to measure a reduction in the identified barriers (e.g., 50% reduction in students reporting lack of devices or limited internet access). 3.Prioritize equity a. Device Distribution Metrics: Ensure that

						Goal			
									at least 70% of loaned devices go to students from low-income, first-generation, or underserved backgrounds. b. Track the percentage of loaned devices that are actively used by students from priority groups, aiming for at least 90% of loaned devices being regularly used for academic purposes. c. Satisfaction and Feedback: Collect feedback from recipients of loaned or discounted devices, aiming for at least 85% satisfaction with the support provided (e.g., feedback on device quality, ease of use, and effectiveness in supporting academic needs).
ITS #2						Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	1. Enhance Digital Accessibility Across All Platforms: Ensure that all college websites, learning management systems (LMS), and digital content (including videos, documents, and apps) meet WCAG (Web	1. Enhance Digital Accessibility Across All Platforms a. Conduct an accessibility audit b. Develop an accessibility policy c. Provide accessibility training	1. Conduct an Accessibility Audit a. Audit Completion: Ensure that 100% of the college's digital platforms (websites, LMS, documents, videos, etc.) are

							Content Accessibility Guidelines) to provide an inclusive experience for all students, including those with disabilities.
							
							2. Expand IT Support for Marginalized Groups: Provide tailored IT support services for underrepresented and marginalized student groups, such as first-generation students, students with disabilities, or students from low-income backgrounds, to ensure they have access to the necessary tools and resources.
								d. Integrate Accessibility Tools
								2. Expand IT Support for Marginalized Groups
								    a. Conduct a needs assessment
								    b. Develop Accessible Digital Resources
								    c. Offer Tech Training for Marginalized Groups
									audited for accessibility compliance (WCAG 2.1) by a set deadline.
									    b. Identified Issues: Track the number of accessibility issues identified in the audit (e.g., color contrast, missing alt text, navigability issues) and aim to identify at least 80% of potential barriers.
									    c. Prioritized Action Plan: Develop a prioritized list of accessibility issues, with 80% of high-priority issues resolved within six months.
									2. Develop an Accessibility Policy
									    a. Policy Development: Develop a clear, formal accessibility policy that outlines compliance with WCAG and other relevant standards, and ensure it is approved by the college's governing body.
									    b. Awareness and Adoption: Aim for 90% of college departments

							(academic, administrative, IT) to acknowledge and integrate the accessibility policy into their operations within the first 3 months of adoption.

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	Heavy Duty Forklift	#1	Repeat	$55,000 One time, plus maintenance of ~$1,500/year	Both	Angela Musial/Teresa Cooper
Physical/Facilities	Replacement Cart	#1	New		One-Time	
Physical/Facilities	Secured mailboxes in mailroom for mail and duplication requests	#1	Repeat	TBD	One-Time	Angela Musial
Technology	W9 matching software	#2	Repeat	~$225/year	Recurring	Angela Musial/Lisa Nowak
Technology	Duplication Request Software	#1	Repeat	TBD	Recurring	Angela Musial
Technology	e-procurement System	#1	Repeat	TBD	Recurring	Angela Musial
Other	Hourly staff for District departments to support travel	#1	Repeat	TBD	Recurring	Angela Musial
Classified Staff	Part-Time Driver	Program Goal 1	New	(Range 15)	Recurring	James Nasipak Mike Harris
Physical/Facilities	Taylor Dunn Electric Carts (Campus Events and Catering)		New	$18,000 - $22,000 each cart	One-time	Mike Harris Cassandra Trice
Classified Staff	Event Services Coordinator	Program Goal 1 (2024/2025)	Repeat		Recurring	James Nasipak
Technology	One Card System	Program Goal 2	Repeat	Quote Needed	One-time	James Nasipak
Other	Consultant	Financial and Fiscal Services Goal #2	Repeat	Estimate $25,000	One-time	Tammara Steffes
Technology	Comprehensive budgeting and accounting software	Financial and Fiscal Services Goal #3	Repeat	$105,000	Both	Tammara Steffes Wendy Dumas
Other	Consultant	Information and Technology Services Goal # 1 and #2	New	$500,000	One-time	Daniel Conner
Other	Hourly Staff for District Department to support	#1	New	TBD	Recurring	Ron Benedetti/Noe Flores

	vacancies, sick/vacation in Maintenance & Motor Pool					
Physical/Facilities	Phasing out of District Vehicles older than 10 years.	#4	New	$80,000	Recurring	Ron Benedetti/Noe Flores

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

Department /Area Name: Equity and Student Achievement Division	For Planning Years: 2025-2026
Name of person leading this review: Rebecca Farley	
Names of all participants in this review: Alberto Mendoza Gonzalez Larreynaga, Ashley Hawkins, Ashley Chavez, Meeta Goel, Linda Parker, Sara Collins, Tiffany Zazueta, Kimberly Castillo, Hal Huntsman, May Sanicolas, Bianca Ascensio, Amanda Stinson, Stephanie Orellana, Deborah Sanchez, Maria West, Dawn Vargas, Dr. Scott Lee, Jerene Kelly, Nicole Lohrman	

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

AVC's Equity and Student Achievement (E&SA) Division exists to support and operationalize the AVCCD mission to provide a quality, comprehensive education to a diverse population of learners and demonstrate commitment to student success by offering value and opportunity, in service to our community. Equity and Student Achievement is responsible for supporting and advancing a campus culture of diversity, equity, inclusion, accessibility, and cultural humility.

To this end, the Equity and Student Achievement Division provides AVCCD with:

- management and oversight of the Student Equity and Achievement Program (SEAP) and related budget from the CCCCO.

- leadership and management of the Institutional Effectiveness, Research, and Planning Department.

- real-time, actionable student data to ensure the district remains nimble in addressing student needs and trends.

- strategic planning and accreditation leadership and support, including related committee leadership.

- institutional review board (IRB) leadership and campus research support.

- professional development opportunities and resources for faculty, staff, and administrators.

- leadership for Vision Aligned Reporting to the CCCCO.

- guidance for Achieving the Dream partnership and related action plan, ICAT administration, core/data team.

- student affinity groups and related spaces/programming to foster unconditional belonging, leadership development, and student achievement. These groups include Umoja, Puente, Dreamers, Pride, Focus 180, and Veterans.

- management and oversight of the programming, reporting, and fiscal management of AVC affinity groups/student achievement programs.

- leadership and implementation of the Books HELP program.

- leadership and management of the student HUB.

- management and oversight of all AVC library department, student research support services, and courses offered by AVC librarians.

- leadership and implementation of the Learning Center (LC), tutoring services, and related courses offered by LC faculty.

- leadership and management of the Veteran Resource Center.

- representation on AVC Executive Council and College Coordinating Council.

- grant and award application leadership and support.

- Committee Co-Chair leadership: Equity Committee, Strategic Planning and Budget Committee, Rising Scholars Committee, Academic Achievement Committee

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?

Broadly speaking, the Equity and Student Achievement Division serves AVCCD with research, strategic planning, data, accreditation, and library services. Additionally, it serves disproportionately impacted groups of students by providing affinity groups/supports, learning center services, and other supports to promote equitable student achievement across the district. And finally, the division provides support to district personnel through professional development, grant development/application processes, and collaboration on all equity and student achievement focused initiatives.

The work of the Equity and Student Achievement Division is primarily guided by the eight goals outlined in the 2022-2025 AVC Student Equity and Achievement Plan (SEAP). Each goal is designed to reduce/eliminate disproportionate impact of specific district sub-groups of students:

Goal 1. Increase **enrollment** of **Black or African American females** to PPG-1, or less than -3.6%.
Goal 2. Increase percentage of **Black or African American males** completing **transfer-level math and English in the first year** to close the 12.8% equity gap identified in 2020-2021.
Goal 3. Increase the **retention** rate of **Black or African American males** from primary term to secondary term to close the equity gap to less than 4%.
Goal 4. Increase the **completion** rate of **Black or African American males** by more than 4%, thereby closing the equity gap in completion for this group by 10% or more.
Goal 5. Increase the **transfer** rate for **Black or African American males** to eradicate disproportionate impact gap.
Goal 6. Increase percentage of **Hispanic/Latinx males** completing **transfer-level math and English in the first year** to eradicate the disproportionate impact gap.
Goal 7. Increase the **transfer** rate for **Hispanic/Latinx males** to eradicate disproportionate impact gap by 2025-2026.
Goal 8. Increase the **retention** rate of **Veteran males** from primary term to secondary term to >60%.

Progress to Date:

For **Goal 1**, outcomes indicate that after a period of declining **enrollment** of **Black or African American female** students, the last two years have shown an increase, and in 2023-2024 exceeded 2020-2021 enrollment (+18.38%) and annual headcount (+17.08%). That said, in 2023-2024 this disproportionately impacted population still lagged significantly from the highwater mark of 2017-2018 in both enrollment (-30.98%) and annual headcount (-26.42%). Please see table below for additional details.

Institutional Success & Retention

The following shows AVC's success, retention, enrollment, and headcount. Use the filters below to disaggregate by ethnicity and gender. If you are interested in including additional years, you can use the 'Academic Year' filter.

Academic Year	Ethnicity	Gender	Modality
(All) ▼	Black/African American ▼	Women ▼	(All) ▼

	Number of Sections	Enrollment	Annual Headcount	Retention Rate	Success Rate
2017-2018	2,896	9,871	1,976	82.6%	61.6%
2018-2019	2,797	9,157	1,869	83.6%	62.3%
2019-2020	2,595	8,444	1,779	82.8%	62.8%
2020-2021	2,152	6,366	1,335	82.4%	62.0%
2021-2022	2,244	5,478	1,163	83.6%	62.7%
2022-2023	2,111	6,498	1,324	84.3%	61.6%
2023-2024	2,337	7,536	1,563	84.0%	60.6%
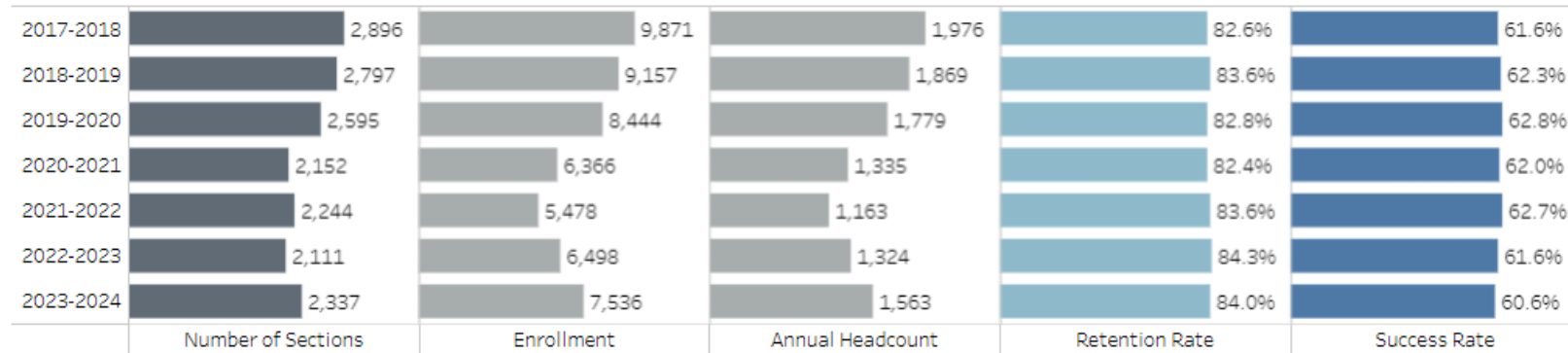
For **Goal 2 and Goal 6**, the Student Equity Plan dashboards have not been updated to reflect the rate of **completion of both transfer-level math and English in the first year** beyond 2020-2021 or 2021-2022. This dashboard will need to be updated ASAP. Please see tables below for additional details.

Disaggregated Metrics | Disaggregated Metrics Overview | **Disaggregated Metrics+Gender** | Subgroup Analysis | Subgroup+Gender Analysis | Overview

2023 STUDENT EQUITY PLAN
Metrics disaggregated by Ethnicity and gender

■ DI Observed
■ No DI Observed

Transfer math & English ▼

Definition: Students who completed both transfer-level math and English within the district in their first year

Disaggregate by: Ethnicity ▼

		17-18 6.2%	18-19 8.7%	19-20 17.6%	20-21 22.3%	21-22 19.5%
American Indian/Alaska Native	Female	No DI	No DI	No DI	DI Observed	No DI
	Male	No DI	DI Observed	DI Observed	No DI	No DI
Asian	Female	No DI	No DI	No DI	No DI	No DI
	Male	No DI	No DI	No DI	No DI	No DI
Black or African American	Female	DI Observed	No DI	No DI	No DI	No DI
	Male	No DI	DI Observed	No DI	DI Observed	DI Observed
Filipino	Female	No DI	No DI	No DI	No DI	No DI
	Male	No DI	No DI	No DI	No DI	No DI
Hispanic	Female	No DI	No DI	No DI	No DI	No DI
	Male	No DI	No DI	DI Observed	DI Observed	No DI
Pacific Islander or Hawaiian Native	Female	No DI	No DI	No DI	No DI	No DI
	Male	No DI	No DI	No DI	No DI	DI Observed
Two or More Races	Female	No DI	No DI	No DI	No DI	No DI
	Male	No DI	No DI	No DI	No DI	No DI
Unknown/Non-Respondent	Female	No DI	No DI	No DI	No DI	No DI
	Male	No DI	No DI	No DI	No DI	DI Observed
White	Female	No DI	No DI	No DI	No DI	No DI
	Male	No DI	No DI	No DI	No DI	DI Observed

Disaggregated Metrics | Disaggregated Metrics Overview | **Disaggregated Metrics+Gender** | Subgroup Analysis | Subgroup+Gender Analysis | Overview

ANTELOPE VALLEY COLLEGE
2023 STUDENT EQUITY PLAN
Metrics disaggregated by Ethnicity and gender

■ DI Observed
■ No DI Observed

Transfer math & English ▼

Definition: Students who completed both transfer-level math and English within the district in their first year

Disaggregate by: Ethnicity		17-18 6.2%	18-19 8.7%	19-20 17.6%	20-21 22.3%	21-22 19.5%
American Indian/Alaska Native	Female	■	■	■	■	■
	Male	■	■	■	■	■
Asian	Female	■	■	■	■	■
	Male	■	■	■	■	■
Black or African American	Female	■	■	■	■	■
	Male	■	■	■	■	■
Filipino	Female	■	■			
	Male	■	■			
Hispanic	Female	■	■			
	Male	■	■			
Pacific Islander or Hawaiian Native	Female	■	■			
	Male	■	■			
Two or More Races	Female	■	■			
	Male	■	■			
Unknown/	Female	■	■			

DISPROPORTIONATE IMPACT OBSERVED FOR
Male, Black or African American students
in the 2021-2022 cohort

Metric | Transfer math & English

Reference Rate | **13.9%** (overall rate excluding subgroup)
Subgroup Rate | **6.6%** (11 out of 166)
PPG-1 | -7.3%
PPG Threshold | -3.8%

Disaggregated Metrics | Disaggregated Metrics Overview | **Disaggregated Metrics+Gender** | Subgroup Analysis | Subgroup+Gender Analysis | Overview

ANTELOPE VALLEY COLLEGE

2023 STUDENT EQUITY PLAN
Metrics disaggregated by Ethnicity and gender

■ DI Observed
■ No DI Observed

Transfer math & English ▼

Definition: Students who completed both transfer-level math and English within the district in their first year

Disaggregate by:
Ethnicity ▼

		17-18 **6.2%**	18-19 **8.7%**	19-20 **17.6%**	20-21 **22.3%**	21-22 **19.5%**
American Indian/Alaska Native	Female	■	■	■	■ (DI)	■
	Male	■	■ (DI)	■ (DI)	■	■
Asian	Female	■	■	■	■	■
	Male	■	■	■	■	■
Black or African American	Female	■ (DI)	■	■	■	■
	Male	■	■ (DI)	■	■ (DI)	■ (DI)
Filipino	Female	■	■	■	■	■
	Male	■	■	■	■	■
Hispanic	Female	■	■	■	■	■
	Male	■	■	■ (DI)	■ (DI)	■
Pacific Islander or Hawaiian Native	Female	■	■			
	Male	■	■			
Two or More Races	Female	■	■			
	Male	■	■			
Unknown/Non-Respondent	Female	■	■			
	Male	■	■			
White	Female	■	■			
	Male	■	■			

DISPROPORTIONATE IMPACT OBSERVED FOR
Male, Hispanic or Latino students
in the 2020-2021 cohort

Metric | Transfer math & English

Reference Rate | **24.3%** (overall rate excluding subgroup)
Subgroup Rate | **17.2%** (128 out of 745)
PPG-1 | **-7.1%**
PPG Threshold | **-2.7%**

Success Rates by SEP Metric

(Red indicates DI observed)

DI observed?	
■ No	
■ Yes	

This view shows the percentage of students in the cohort who achieved the selected metric outcome.

Success Rates for 'Completed Both Transfer-Level Math and English within the District in the First Year'

	2017-18	2018-19	2019-20	2020-21
Black/African American	1.8%	2.8%	7.7%	11.0%
Asian	19.0%	21.1%	41.9%	35.3%
Latinx/Hispanic	6.3%	8.3%	19.7%	22.7%
White	7.6%	12.8%	18.6%	27.2%
Economically Disadvantaged	5.9%	8.0%	17.4%	21.3%
Female	5.6%	8.8%	21.0%	26.8%
First Generation Student	4.7%	6.3%	16.3%	19.8%
Foster Youth	1.3%	2.9%	6.4%	13.8%
Male	7.0%	8.5%	14.1%	17.2%
Veteran	3.3%	3.6%	10.3%	35.7%
OSD	3.9%	4.9%	10.7%	19.3%

Filter by metric, DI & academic year:

Select metric outcome:

[Completed Both Tran... ▼]

Select for DI:
- ⦿ (All)
- ○ No
- ○ Yes

Select academic year:
- ☐ 2011-12
- ☐ 2012-13
- ☐ 2013-14
- ☐ 2014-15
- ☐ 2015-16
- ☐ 2016-17
- ☑ 2017-18
- ☑ 2018-19
- ☑ 2019-20
- ☑ 2020-21

| | Overview | Success Rates: Overall View | PPG-1 Trend: Overall View | Success Rates: Intersectional ... | PPG-1 Trend: Inte > |

Success Rates by SEP Metric & Gender
(Red indicates DI observed)

DI observed?
- No
- Yes

This view shows the percentage of students in the cohort who achieved the selected metric outcome.

Success Rates for 'Completed Both Transfer-Level Math and English within the District in the First Year'

		2017-18	2018-19	2019-20	2020-21
Black/African American	Male	2.9%	1.3%	6.8%	6.1%
Latinx/Hispanic	Male	6.4%	8.5%	14.3%	17.2%
Asian	Male	21.4%	17.2%	30.0%	38.9%
White	Male	8.7%	12.8%	17.0%	21.5%

Filter by metric, gender & academic year:

Select metric outcome:
Completed Both Trans... ▼

Select gender:
- ○ (All)
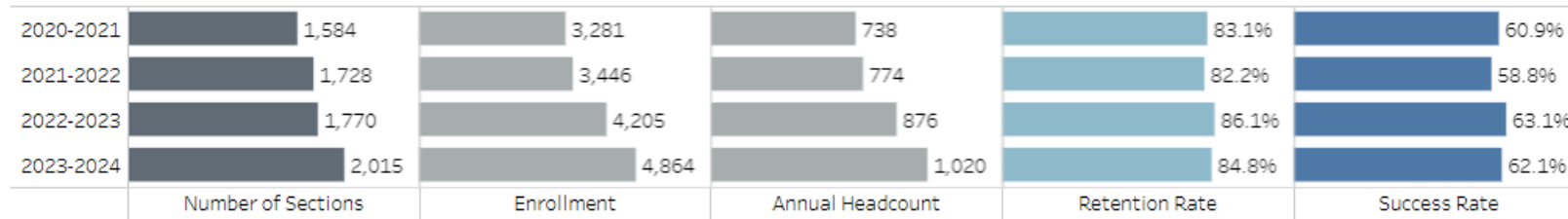- ○ All Other
- ○ Female
- ⦿ Male

Select Academic Year:
- ☐ (All)

For **Goal 3**, outcomes indicate **retention rates** for **Black or African American males** have had a modest increase from 83.1% in 2020-2021 to 84.8% in 2023-2024. This rate is still significantly lower than the college-wide retention rate for all students which was 88.1% and 89.4% respectively during the same timeframe. Please see table below for additional details.

Institutional Success & Retention

The following shows AVC's success, retention, enrollment, and headcount. Use the filters below to disaggregate by ethnicity and gender. If you are interested in including additional years, you can use the 'Academic Year' filter.
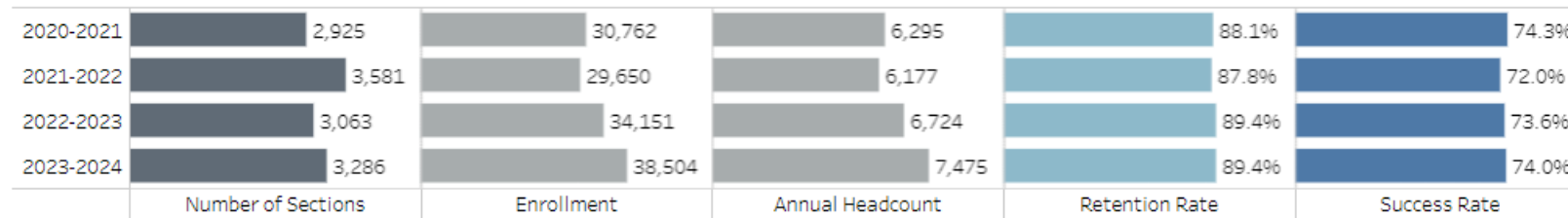
Academic Year	Ethnicity	Gender	Modality
(Multiple values) ▼	Black/African American ▼	Men ▼	(All) ▼

	Number of Sections	Enrollment	Annual Headcount	Retention Rate	Success Rate
2020-2021	1,584	3,281	738	83.1%	60.9%
2021-2022	1,728	3,446	774	82.2%	58.8%
2022-2023	1,770	4,205	876	86.1%	63.1%
2023-2024	2,015	4,864	1,020	84.8%	62.1%

Institutional Success & Retention

The following shows AVC's success, retention, enrollment, and headcount. Use the filters below to disaggregate by ethnicity and gender. If you are interested in including additional years, you can use the 'Academic Year' filter.

Academic Year	Ethnicity	Gender	Modality
(Multiple values) ▼	(All) ▼	Men ▼	(All) ▼

	Number of Sections	Enrollment	Annual Headcount	Retention Rate	Success Rate
2020-2021	2,925	30,762	6,295	88.1%	74.3%
2021-2022	3,581	29,650	6,177	87.8%	72.0%
2022-2023	3,063	34,151	6,724	89.4%	73.6%
2023-2024	3,286	38,504	7,475	89.4%	74.0%

For **Goal 4**, outcomes indicate that **completion rates** for **Black or African American Males** have <mark>increased</mark> since 2021-2022. However, it is important to note that while overall completion of degrees/certificates has increased, a more nuanced analysis illustrates that the increases have been in local degree and certificate completion rather than in completion of associate degrees for transfer. Long term transfer and earning potential of each type of degree/certificate should be considered when assessing progress on this goal. Please see tables below for additional details.

Program Awards

Select Academic Year: Select Ethnicity: Gender

(Multiple values) ▼   Black/African American ▼   Men ▼   (Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

Institutional Awards

Award Type	2021-2022	2022-2023	2023-2024
AA-T/AS-T	24	15	18
AA/AS	34	21	53
Certificate	42	20	52
AVC Local Certificate	9	7	15
Non-Credit		<5	
Grand Total	109	64	138

Program Awards by AVC IERP
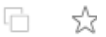
Program Awards | Average Earned Hours

ANTELOPE VALLEY COLLEGE

Program Awards (Last update: 8/7/24; Data Source: AVC Banner System)

Academic Year	Major	Race/Ethnicity	Gender
(Multiple values)	(All)	Black/Afric...	Male

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
AA-T/AS-T	17	24	24	15	18
AA/AS	47	31	34	21	53
AVC Local Certificate	<5	6	9	7	15
Certificate	44	42	42	20	52
Non-Credit Certificate	<5	<5		<5	
Grand Total	114	105	109	64	138

AA/AS 47 ... AA/AS 53
Certificate 44
AA-T/AS-T 17 ... AA-T/AS-T 18
AVC Local Certificate <5 ... AVC Local Certificate 15
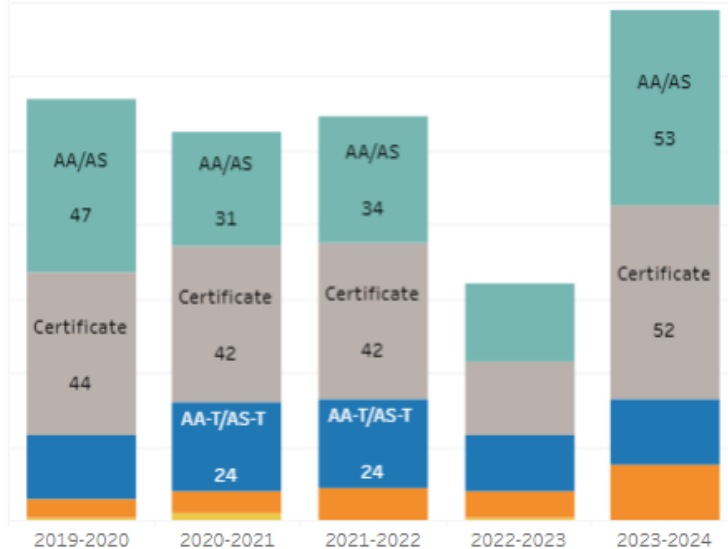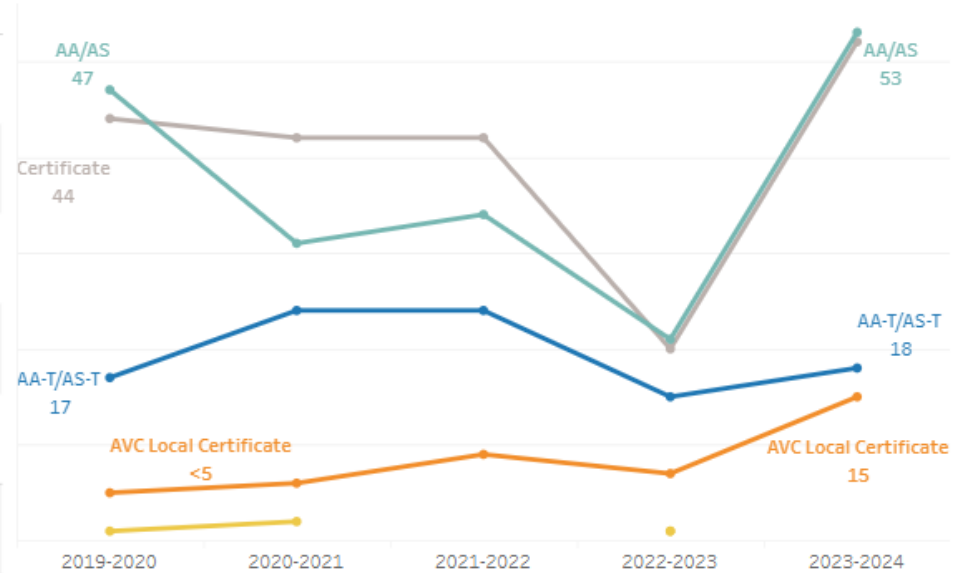
Major	Award Type	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A&A Aircraft Airframe	AA/AS			1		1
A&A Aircraft Powerpla..	AA/AS			1		1
A&A General Aircraft M..	AA/AS					1
AA-T Communication S..	AA-T/AS-T	2	2	5	3	3
AA-T Economics	AA-T/AS-T	1	2	1	1	2
AA-T English	AA-T/AS-T	1	1			2
AA-T History	AA-T/AS-T				3	
AA-T Kinesiology	AA-T/AS-T		1	2		1
AA-T Law, Policy, & Soc..	AA-T/AS-T					1
AA-T Philosophy	AA-T/AS-T			1		
AA-T Political Science	AA-T/AS-T			2		2
AA-T Psychology	AA-T/AS-T	3	3	5	5	1

Stacked bar chart:
- 2019-2020: AA/AS 47, Certificate 44
- 2020-2021: AA/AS 31, Certificate 42, AA-T/AS-T 24
- 2021-2022: AA/AS 34, Certificate 42, AA-T/AS-T 24
- 2022-2023
- 2023-2024: AA/AS 53, Certificate 52

View on Tableau Public

Share

For **Goal 5 and Goal 7,** the Student Equity Plan dashboard currently only reflects three-year **transfer** outcomes through the class of 2017-2018. This dashboard will need to be updated ASAP to determine progress on this goal. Please see table below for additional details.
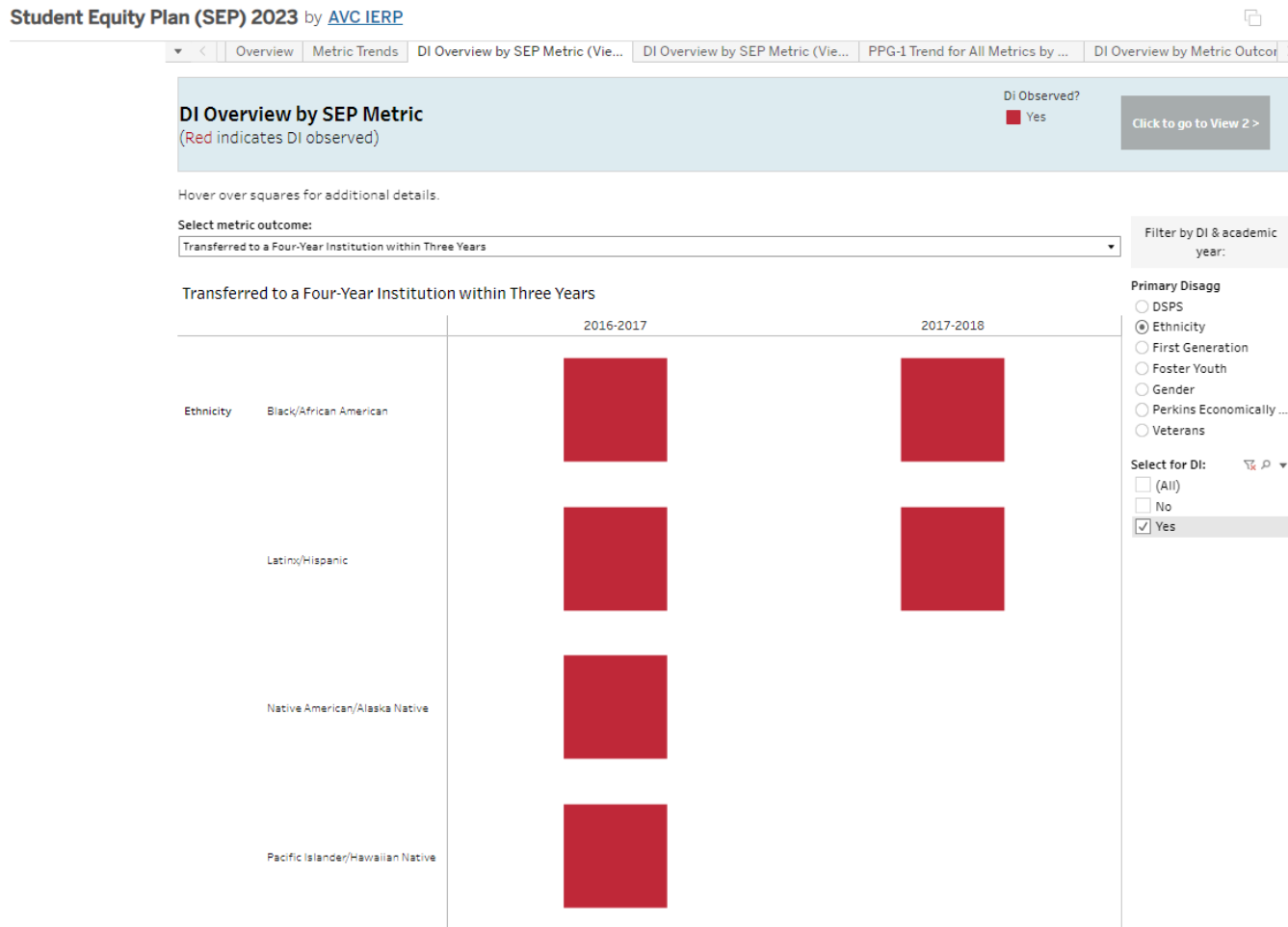
For **Goal 8**, the Student Services Program Review dashboard shows a slight decrease (-0.6 percentage points) in Veteran male student retention rates from 86.9% in 2022-2023 to 86.3% in 2023-2024. The 2023 Student Equity Plan dashboard only reflects retention rates of Veteran students through 2020-2021. This dashboard will need to be updated ASAP to determine progress toward eliminating equity gaps for Goal 8. Please see table below for additional details.

Success and Retention | Awards | Student Services

Student Support Services | Success & Retention

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

Overall Enrollments, Success and Retention

Academic Year	FTES	Headcount	Enrollment	Success Rate	Retention Rate
2021-2022	137.23	247	967	77.9%	89.3%
2022-2023	147.12	266	1,060	74.1%	87.1%
2023-2024	177.49	294	1,335	73.4%	86.0%

Enrollments, Success and Retention by Race/Ethnicity

Year		Headcount	Enrollment	Success Rate	Retention Rate
2021-2022	Hispanic/Latine	118	468	78.7%	89.4%
	Black/African Ame..	31	129	66.7%	86.0%
	White	67	255	79.9%	89.0%
	Unknown/Masked	17	78	82.1%	91.0%
	Two or more	14	37	83.8%	97.3%
2022-2023	Hispanic/Latine	113	444	77.0%	89.2%
	Black/African Ame..	51	190	66.1%	81.0%
	White	68	273	76.0%	88.9%
	Unknown/Masked	21	101	75.0%	86.0%
	Two or more	14	52	67.3%	84.6%
2023-2024	Hispanic/Latine	136	625	77.4%	88.2%
	Black/African Ame..	57	235	62.0%	77.8%
	White	69	296	73.1%	88.1%
	Unknown/Masked	14	71	78.6%	84.3%
	Two or more	18	108	72.2%	86.1%

Enrollments, Success and Retention by Gender

Year		Headcount	Enrollment	Success Rate	Retention Rate
2021-2022	Women	58	235	78.9%	90.0%
	Men	185	721	73.7%	86.6%
	Unknown/Masked				
2022-2023	Women	51	210	73.3%	86.9%
	Men	206	827	76.6%	87.6%
	Unknown/Masked				
2023-2024	Women	63	281	73.3%	85.9%
	Men	224	1,033	73.3%	86.3%
	Unknown/Masked				

Academic Year
- ☐ 2019-2020
- ☐ 2020-2021
- ☑ 2021-2022
- ☑ 2022-2023
- ☑ 2023-2024

CCAP
(All) ▼

ECHS
(All) ▼

First Gen
(All) ▼

Foster Youth
(All) ▼

Prison Education Program
(All) ▼

Puente
(All) ▼

Special Admit
(All) ▼

Umoja
(All) ▼

Veteran
Yes ▼

CalWORKS
(All) ▼

OSD
(All) ▼

View on Tableau Public | Share

Success and Retention | Awards | Student Services

Student Support Services | Success & Retention

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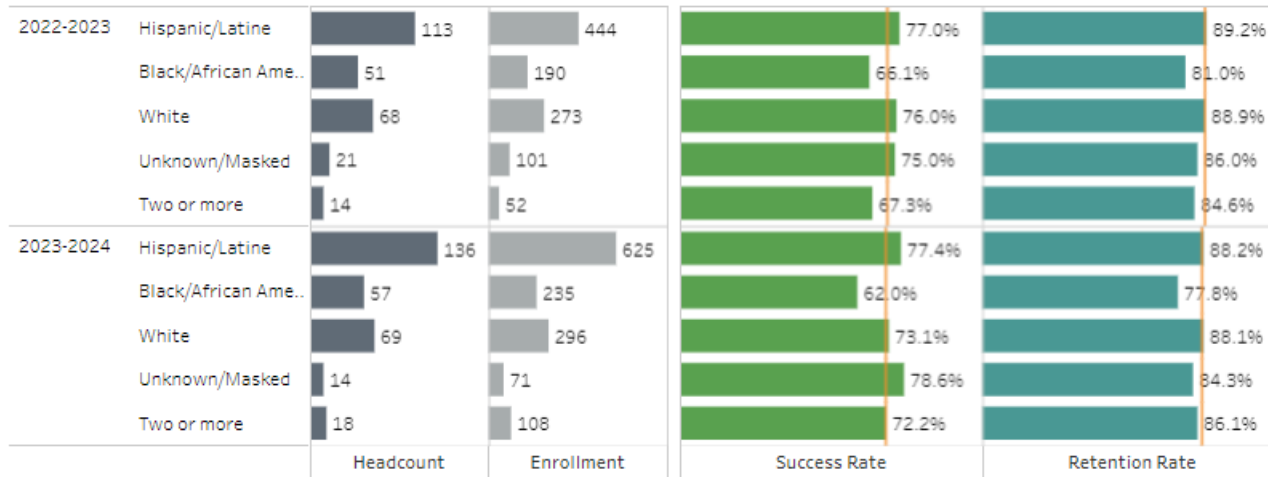
Overall Enrollments, Success and Retention

Academic Year	FTES	Headcount	Enrollment	Success Rate	Retention Rate
2022-2023	147.12	266	1,060	74.1%	87.1%
2023-2024	177.49	294	1,335	73.4%	86.0%

Academic Year
- ☐ 2019-2020
- ☐ 2020-2021
- ☐ 2021-2022
- ☑ 2022-2023
- ☑ 2023-2024

Enrollments, Success and Retention by **Race/Ethnicity**

		Headcount	Enrollment	Success Rate	Retention Rate
2022-2023	Hispanic/Latine	113	444	77.0%	89.2%
	Black/African Ame...	51	190	66.1%	81.0%
	White	68	273	76.0%	88.9%
	Unknown/Masked	21	101	75.0%	86.0%
	Two or more	14	52	67.3%	84.6%
2023-2024	Hispanic/Latine	136	625	77.4%	88.2%
	Black/African Ame...	57	235	62.0%	77.8%
	White	69	296	73.1%	88.1%
	Unknown/Masked	14	71	78.6%	84.3%
	Two or more	18	108	72.2%	86.1%

CCAP
(All) ▼

ECHS
(All) ▼

First Gen
(All) ▼

Foster Youth
(All) ▼

Prison Education Program
(All) ▼

Puente
(All) ▼

Special Admit
(All) ▼

Umoja
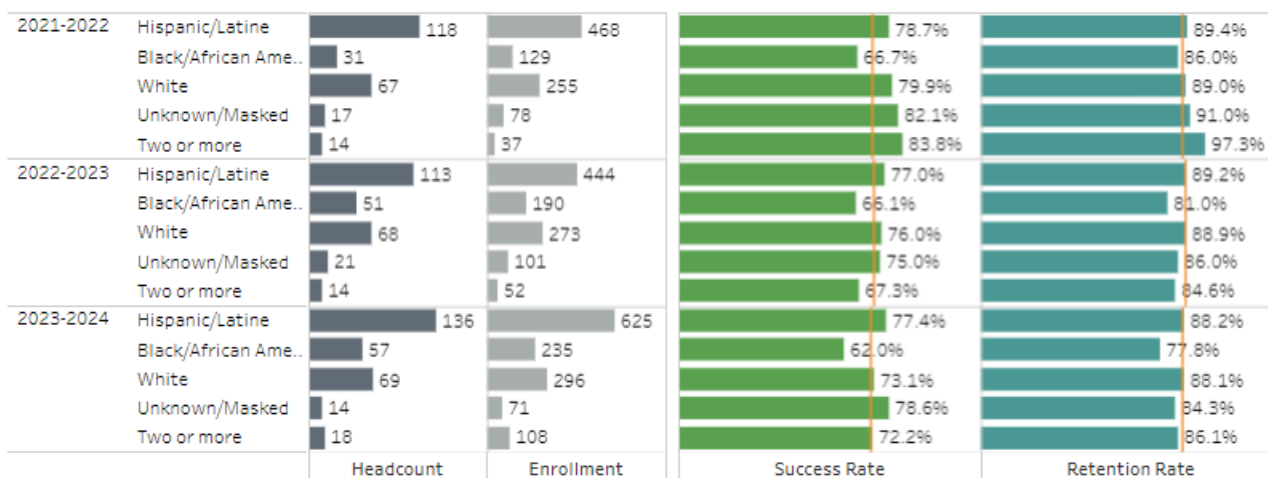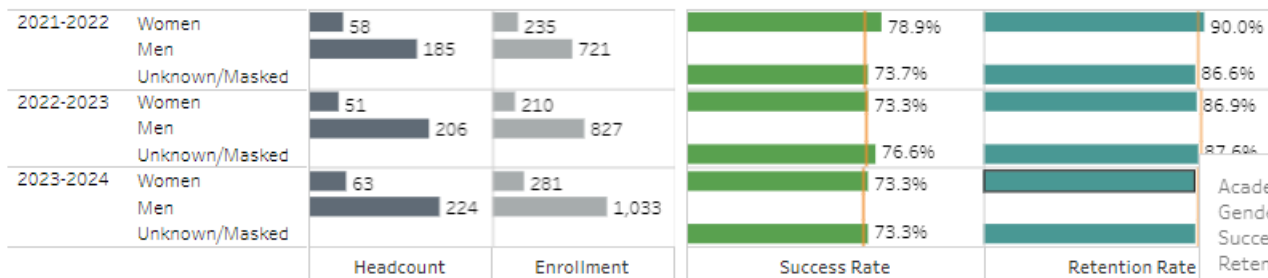(All) ▼

Enrollments, Success and Retention by **Gender**

		Headcount	Enrollment	Success Rate	Retention Rate
2022-2023	Women	51	210	73.3%	86.9%
	Men	206	827	76.6%	87.6%
	Unknown/Masked				
2023-2024	Women	63	281	73.3%	85.9%
	Men	224	1,033	73.3%	86.3%
	Unknown/Masked				
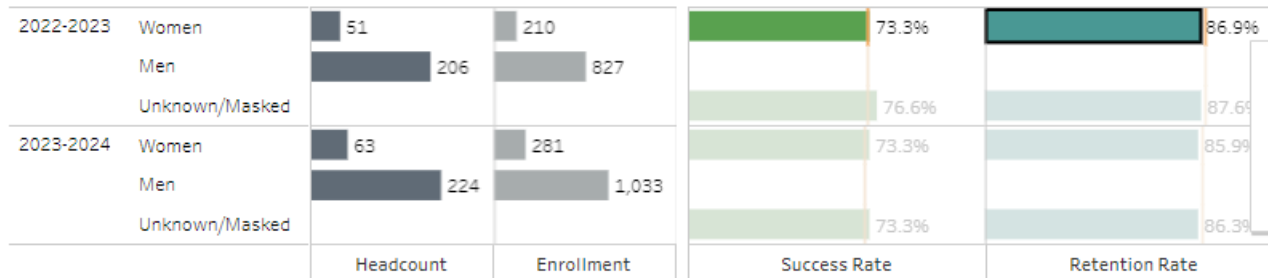
Veteran

Academic Year:	2022-2023
Gender:	Men
Success - Reference Line:	0.728305
Retention - Reference Line:	0.88992
Retention Rate | Masked:	86.9%
Success Rate | Masked:	73.3%

Success and Retention | Awards | Student Services

Student Support Services | Success & Retention

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

Overall Enrollments, Success and Retention

Academic Year	FTES	Headcount	Enrollment	Success Rate	Retention Rate
2021-2022	137.23	247	967	77.9%	89.3%
2022-2023	147.12	266	1,060	74.1%	87.1%
2023-2024	177.49	294	1,335	73.4%	86.0%

Academic Year
- ☐ 2019-2020
- ☐ 2020-2021
- ☑ 2021-2022
- ☑ 2022-2023
- ☑ 2023-2024

Enrollments, Success and Retention by Race/Ethnicity

Year	Race/Ethnicity	Headcount	Enrollment	Success Rate	Retention Rate
2021-2022	Hispanic/Latine	118	468	78.7%	89.4%
	Black/African Ame..	31	129	66.7%	86.0%
	White	67	255	79.9%	89.0%
	Unknown/Masked	17	78	82.1%	91.0%
	Two or more	14	37	83.8%	97.3%
2022-2023	Hispanic/Latine	113	444	77.0%	89.2%
	Black/African Ame..	51	190	66.1%	81.0%
	White	68	273	76.0%	88.9%
	Unknown/Masked	21	101	75.0%	86.0%
	Two or more	14	52	67.3%	84.6%
2023-2024	Hispanic/Latine	136	625	77.4%	88.2%
	Black/African Ame..	57	235	62.0%	77.8%
	White	69	296	73.1%	88.1%
	Unknown/Masked	14	71	78.6%	84.3%
	Two or more	18	108	72.2%	86.1%

CCAP (All)

ECHS (All)

First Gen (All)

Foster Youth (All)

Prison Education Program (All)

Puente (All)

Special Admit (All)

Enrollments, Success and Retention by Gender

Year	Gender	Headcount	Enrollment	Success Rate	Retention Rate
2021-2022	Women	58	235	78.9%	90.0%
	Men	185	721	73.7%	86.6%
	Unknown/Masked				
2022-2023	Women	51	210	73.3%	86.9%
	Men	206	827	76.6%	87.6%
	Unknown/Masked				
2023-2024	Women	63	281	73.3%	
	Men	224	1,033	73.3%	73.3%
	Unknown/Masked				

Umoja (All)

Veteran Yes

CalWORKS (All)

Tooltip:
Academic Year:	2023-2024
Gender:	Men
Success - Reference Line:	0.718469
Retention - Reference Line:	0.87862
Retention Rate	Masked:	85.9%
Success Rate	Masked:	73.3%

⚙ View on Tableau Public

Disaggregated Metrics | Disaggregated Metrics Overview | Disaggregated Metrics+Gender | Subgroup Analysis | **Subgroup+Gender Analysis** | Overview

2023 STUDENT EQUITY PLAN
ANTELOPE VALLEY COLLEGE
Subgroup analysis with gender

■ DI Observed
■ No DI Observed

Veterans - Veteran, Male ▼

Trend | All metrics
Veterans - Veteran, Male students

	17-18	18-19	19-20	20-21	21-22
Successful Enrollment in the First Year					
Persisted First Primary Term to Subsequent Primary Term	■	■	■	■	
Completed Both Transfer-Level Math and English within the District in the First Year	■	■	■	■	■
Attained the Vision for Success Definition of Completion within Three Years	■	■			
Transferred to a Four-Year Institution within Three Years	■				

⌂ ‹ ›

⚙ View on Tableau Public

↺ ↻ ↺ ↻ ▾ | ⊡ ▾ ⛶ ⚇ Share

▼ < :finitions | *Success & Retention | *Program Awards | Grade Distribution | Discipline | FTEF | Success & Retention by Modality | Institutional Success & Retenti... | >

Institutional Success & Retention

The following shows AVC's success, retention, enrollment, and headcount. Use the filters below to disaggregate by ethnicity and gender. If you are interested in including additional years, you can use the 'Academic Year' filter.

Academic Year	Ethnicity	Gender	Modality
(All) ▼	(All) ▼	(All) ▼	(All) ▼

	Number of Sections	Enrollment	Annual Headcount	Retention Rate	Success Rate
2017-2018	4,034	103,705	19,144	87.8%	73.5%
2018-2019	3,927	103,999	19,214	87.9%	73.6%
2019-2020	3,707	98,658	19,270	87.9%	74.5%
2020-2021	3,094	82,586	15,948	88.5%	75.2%
2021-2022	3,837	75,303	15,090	87.9%	72.8%
2022-2023	3,239	82,935	15,886	89.0%	73.3%
2023-2024	3,447	91,944	17,550	89.0%	73.3%

For More Information:

Additional specific details regarding the student groups served and current outcomes can be found in the program review submitted for each of the individual programs/departments in our division (A2MEND, Dreamers, Equity, Learning Center, Library, IERP, Pride, Puente, Umoja, and Veterans).

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.)*

Newly created in Fall 2024, the Equity and Student Achievement division exists to ensure equity in student achievement across the district.

As outlined in Sections 1 and 2A, Equity and Student Achievement serves AVCCD by providing a wide range of programs, services, affinity groups, research, and data. Although these programs/departments functioned under various leaders in the district prior to Fall 2024, they achieved numerous successes in 2023-2024, as outlined in their individual program review reports.

Achievements of the Equity and Student Achievement Division for Fall 2024 included the following highlights:

- balancing the Student Equity and Achievement Program budget and bringing all related reporting current with the state chancellor's office.
- refining the process for campus constituents to request the use of equity funds.
- establishing a shared location in the HUB for Dreamers, Equity, Puente, Pride, and Umoja.
- hosting a successful slate of events for Hispanic Heritage Month, including the visit of former NASA astronaut Dr. Jose Hernandez.
- sponsoring several successful campus and community events for veterans through the Veteran Resource Center.
- leading the ATD institutional capacity assessment tool (ICAT) deployment and related capacity cafe.
- continuing leadership of the Equity Committee.
- re-establishing the Academic Achievement Committee.
- re-engaging the Rising Scholars workgroup.
- soliciting constituent feedback from Equity and Student Achievement Division members and Equity Committee members via survey tools.
- attending HACU national convention and CCCCO Equity Summit.
- supporting the transition of course improvement plan (CIP) support in eLumen to Academic Affairs.
- submitting a semi-finalist winning application for the 2025 Bellwether award.
- establishing rapport and check-ins with affinity group faculty co-coordinators.
- sending 15 students to the Umoja XX Fall 2024 conference.
- sending 15 students to the Puente Fall 2024 conference.
- hosting a series of successful trainings and awareness events for undocumented students and undocu-allies through the Dreamer Center.
- hosting a series of LGTBQIA+ awareness and support events through the Pride Center, including the visit of Dr. Joshua Moon-Johnson.
- providing the district and community access to nearly 3,000 free books through the Fall 2025 Book Giveaway.
- providing VP representation on numerous additional committees including SPBC, Enrollment, CCC.
- engaging an Interim Dean of IERP/Library to backfill the position vacated by the former dean's retirement.

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

The Equity and Student Achievement Division team noted themes regarding numerous opportunities for increased efficiencies across the division's programs/departments, refined practices, improved communication, expanded use of available data, and increased success in equitable student achievement for the coming year (see individual program/department Fall 2024 program review reports).

Equity and Student Achievement also looks forward to bringing the Grants and Innovation Department fully into the division in 2024-2025.

Challenges	Likelihood (1 being unlikely and 5 being highly likely)
Personnel vacancies: Equity and Student Achievement has numerous critical personnel vacancies which hinder division efficiency and effectiveness. • Director of Institutional Research • Research Analyst • Coordinator for Equity (Books HELP and Focus 180) • Clerical III for Equity • Faculty Co-Coordinators for Umoja • Director of Grants and Innovation • Clerical III for Grants and Innovation • Dean of IERP and Library (permanent; replacement for Dean who retired Dec 2024) • Clerical III for Library (replacement for Administrative Coordinator, Fall 2025)	5
Personnel expansion needs: To meet current division goals/objectives, the following positions are needed: • Senior Research Analyst • Coordinator for Equity (x2) • Specialist for Veteran Resource Center • Clerical III for Learning Center • Dean of Student Achievement	4
Establishing protocols and expectations for utilizing the Student Equity and Achievement Program (SEAP) budget and meeting reporting deadlines has been a challenge and will require an ongoing culture change as we transition into a normal annual budget management process.	5
Outdated/delayed IERP data dashboards and research request response processes impedes effective planning and responses to emerging trends.	5
Cumbersome enrollment processes for the Learning Center course offerings reduce FTES generation.	4
Outdated/unsupported inventory system for Books HELP program reduces efficiency and clarity regarding usage.	5
Outdated/broken library equipment at Palmdale Center limits efficiency and makes department vulnerable to loss.	3
Siloed support of student affinity groups by Equity staff, faculty co-coordinators, and student workers has led to variation in program implementation, confusion about priorities, and reduced effectiveness of programming on student achievement. Further normalizing support structures and compensation will be critical to ensuring all affinity groups are given adequate support to thrive.	4
Communication and leadership training across this large, newly formed division is critical to its success. This has been an area of focus and needs continued refinement for success. Regular division meetings, division communications, real time data review, and division leadership training are needed.	5
Outdated/siloed check-in/out technology in the Hub generates unreliable data on Hub usage and student needs.	4

Unmonitored access to the main lobby of Sage Hall has resulted in students gathering in this space and engaging in behavior that is regularly disruptive to classes and tutoring occurring in the building, as well as destructive to the furnishings. This situation poses a safety hazard and must be addressed in a timely manner.	5
Siloed implementation/support of peer mentoring has resulted in significant inefficiency across Equity and Student Achievement and Student Services programs in the Hub. A streamlined approach is necessary to ensure the maximum number of AVC students can access robust, high quality peer mentoring services.	4

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

The Equity and Student Achievement Division aspires to serve AVCCD in pursuit of its six strategic goals by actively supporting and advancing a campus culture of diversity, equity, inclusion, accessibility, and cultural humility.

 Examples include:

Strategic 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. Equity and Student Achievement will foster creative, critical, and analytical thinking in addressing equity gaps and developing culturally responsive learning experiences for all students.

Strategic Goal 2- Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus. Equity and Student Achievement will foster cultural humility and a culture of unconditional belonging for students/faculty/staff/administrators.

Strategic Goal 3- Resources: Increase student awareness about campus resources. Equity and Student Achievement will refine and expand division communications to increase student awareness of programming/supports available; Increase faculty/staff/administrator awareness of and participation in equity initiatives/programs/data.

Strategic Goal 4- Vision: Being more future-thinking, agile, innovative, and proactive. Equity and Student Achievement will provide leadership and support for strategic planning, accreditation, grants and innovation for the district, linking the key planning and resource identification processes to increase District agility.

Strategic Goal 5- Education: Expansion of offerings and effective course scheduling. Equity and Student Achievement will provide real time disaggregated data regarding student enrollment trends and enrollment needs to allow for effective schedule expansion.

Strategic Goal 6- Success: Boost success rates by prioritizing the student experience. Equity and Student Achievement will partner with students to develop and provide relevant and engaging academic support, peer mentorship, and affinity group resources to foster student belonging and increase persistence/retention/completion rates.

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 – this is the initial program review for Equity and Student Achievement	

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 initial program review for Equity and Student Achievement	

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 #3 Resources: Increase student awareness about campus resources.	1A. Refine and expand division communications to increase student awareness of programming/supports available 1B. Increase faculty/staff/administrator awareness of and participation in equity initiatives/programs/data	1A.i – set targets for increased participation 1A.ii – identify events and dates of student events 1A.iii – work with Marketing to develop materials and launch campaigns 1B.i – identify dashboards to be updated/built 1B.ii – work with IERP to update/build data	Increased student participation in affinity groups Increased student participation in equity programming Improved student achievement outcomes Increased faculty/staff/administrator used of data dashboards Increased faculty/staff/administrator

#	ILO					Goal	Objective	Strategy	Outcomes
								dashboards and notify campus when complete 1B.iii – target invitations to faculty/staff/administrators for equity initiative participation; highlight collaboration and supports available 1B.iv – convene VAR workgroup 1B.v – convene affinity group support workgroup	participation in equity initiatives Increased faculty/staff/administrator collaboration on projects to increase student achievement outcomes (VAR reporting, enrollment campaigns, affinity groups, mentorship, tutoring, etc.)
#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.	2A. Foster creative, critical, and analytical thinking in addressing equity gaps and developing culturally responsive learning experiences for all students.	2A.i – conduct program review division debrief; include overview of equity initiatives implemented 2A.ii – generate ideas for closing equity gaps and cross-functional work teams to address key projects 2A.iii – invite affinity group faculty co-coordinators to participate	Successful implementation of programs/projects to close equity gaps Equity gaps reduced or eliminated Increased interest of faculty in serving as an affinity group faculty co-coordinator Increased student participation in affinity groups and related programming
							2B. Support data-informed practices campuswide through the use of current data dashboards and data coaches.	2B.i – fill vacant IERP positions 2B.ii create general data dashboard overview videos/tutorials and share with the campus	Fully staffed IERP team All data dashboards updated Process established to vet research requests through respective administrator to

								2B.iil – revive data coaching program; offer a second cohort training 2B.iv – offer to provide support at department and division meetings across campus; solicit feedback on additional data and training needs 2B.v – revise research request process to maximize efficiency	ensure efficiency and relevance Research requests regularly responded to in a timely manner Department requests for IERP presentations/trainings and then increased use of data tools
#3	ILO 3. Community /Global Consciousn ess					Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	3A. Foster cultural humility and a culture of unconditional belonging for students/faculty/staff/ad ministrators.	3A.i – Expand/Refine Equity Speaker Series 3A.ii – Advertise/Promote student affinity groups 3A.iii – Develop peer mentoring program to be used by all affinity groups 3A.iv – Develop and launch Faculty/Staff affinity groups 3A.v – Revive Caring Campus Initiative 3A.vi – Collaborate with Academic Affairs and Student Services on student outreach, enrollment, registration, and transfer events 3A.vii – Create and launch a student achievement resources awareness	Increased participation in equity speaker series events Increased engagement between students, faculty, and support programs at and following equity speaker series events Increased participation in student affinity groups Improved outcomes of affinity group participants Establishment of faculty/staff affinity groups Convene Caring Campus workgroup Launch Caring Campus initiative with full support of campus leadership

| | | | | | | | | campaign (website, campus tours, video tours, 1-pagers) to ensure all personnel can provide accurate information to students

3A.viii – continue the partnership with USC by implementing the equity minded hiring practices institute for hiring managers. | Inter-division collaboration on campus events

Increased effectiveness of campus events (outreach, enrollment, registration, transfer)

Development of student achievement program resources and awareness campaign

Increased student utilization of student achievement resources.

Completion of the equity minded hiring practices institute for hiring managers. |

**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	Senior Research Analyst	Goals 1-3	New	$150,000	Recurring	Rebecca Farley
Classified Staff	Equity Coordinators (2)	Goals 1-3	Repeat	$160,000	Recurring	Rebecca Farley
Classified Staff	Specialist for VRC	Goals 1-3	New	$70,000	Recurring	Rebecca Farley
Classified Staff	Clerical III for Learning Center	Goals 1-3	New	$60,000	Recurring	Rebecca Farley
Other	Dean of Student Achievement	Goals 1-3	New	$180,000	Recurring	Rebecca Farley

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

Additional program and department data from the members of the Equity and Student Achievement Division can be found in the Fall 2024 program review documents for the following:

- Dreamers
- Equity
- IERP
- Learning Center
- Library
- Pride
- Puente
- Umoja
- Veterans

Department /Area Name: Office of People, Culture, and Talent (Benefits & Risk Management, Payroll, and People, Culture & Talent Departments)	For Planning Years: 2025 - 2026
Name of person leading this review: Lauren Elan Helsper	
Names of all participants in this review: Debby Clark-Hackenberg, Lauren Elan Helsper, Taylor Haynes, Harmony Miller	

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

Personnel is a key resource to any educational institution as it is the personnel who serve as faculty members, instructional support, administration, etc. The Office of People, Culture, and Talent (PCT) is comprised of the People, Culture, and Talent (PCT/HR), Benefits & Risk Management (BRM), and Payroll (PR) departments. The departments serve Antelope Valley Community College District (AVCCD) by recruiting and hiring highly qualified individuals, paying competitive wages, engaging in professional development and training opportunities in order to support employees and develop our personnel, and maintaining a safe and healthy work environment all while being dedicated to accomplishing the mission of the College of supporting students, meeting the dynamic needs of a changing community and affirming the rights of individuals and the institution.   Payroll also reports California retirement earnings and contributions, does tax reporting, and W-2 processing and reporting.

The departments help to maintain a safe and healthy work environment while being dedicated to accomplishing the mission of supporting students, meeting the dynamic needs of a changing community and affirming the rights of individuals and the institution. PCT contributes to the District Mission by "being committed to student success" through increasing institutional effectiveness, training programs, loss control inspections, policies, procedures, and supporting and promoting a safe and healthy environment for employees and students that is as free of hazards as is practicable under due diligence as well as mitigation of those hazardous conditions and actions that may be identified but that cannot be immediately eliminated. Additionally, the benefits and risk management personnel contribute to "service to our community" by supporting the safe learning and working environment for students and staff as new academic programs develop and needs change. For example, supporting the Palmdale Technical Center in ensuring the Makerspace is compliant with Cal/OSHA standards, participants and employees are following safety guidelines, and hazards and risks are minimized.

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 Office of People, Culture, and Talent (PCT) serves all employees and students, and the local community.
The primary services provided include:
- People, Culture, and Talent:
  - Employees, Students, Community
    - Recruitment, compensation, performance management, employee relations, employee training and development, diversity and inclusion, conflict resolution, employee engagement, compliance with employment laws, planning, negotiations, volunteer involvement,etc.

- Payroll:
  - Serves all employees and students
  - Staff is relatively new as the majority of the employees were hired within the past 2 years. There was no payroll turnover in 2023-2024 year.
- Benefits and Risk Management:
  - Employees
    - Benefit services provided regarding benefits include retirement benefits (CalPERS/CalSTRS), health insurance benefits (Anthem Blue Cross, Blue Shield, Kaiser, Navitus, Delta Dental, VSP, Mutual of Omaha Group Life Insurance, etc.), employee assistance program (EAP), SchoolsFirst Plan Administration (403b and 457b savings plans), voluntary insurance (AFLAC, American Fidelity, Colonial, etc.), employee leave programs, worker's compensation and disability through Keenan & Associates.
    - Risk Management services provided regarding managing risks include health & safety programs including loss prevention, ergonomic evaluations and equipment, annual health and safety trainings (i.e. hazardous waste training, asbestos and lead training, etc.), and emergency preparedness tabletop exercises.
  - Students
    - Insurance services provided regarding student injury and illness through Granite Student Insurance.
    - Workers Compensation services provided for Nursing Students.

Work is measured through various means to ensure all employees are allotted the rights, resources, benefits, leaves, and training available to them per bargaining agreement, labor code, education code, and other applicable rules and procedures. Some ways to measure the success:
- People, Culture, and Talent:
  - Compliance, turnover rates, retention rates, time expensed, associated costs, headcounts, employee satisfaction, EEO longitudinal matrix, complaint counts, participation rates, out-processing surveys, performance reviews, etc.
- Benefits and Risk Management:
  - Monthly reconciling, tracking, recording, documentation and leave balance adjustments of leave accruals, absenteeism rates, monthly benefit vendor payment reconciliations, inputting individual benefit deductions, training completions rates through Keenan Safe Colleges, West Coast Consulting, and HazTrainer, incident report tracking, worker compensation open claims, and evacuation drill times.

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 Office of People, Culture, and Talent has made significant progress this past year and is proud of our accomplishments. Listed below is a sampling of the many outstanding accomplishments made by the PCT/HR, Benefits and Risk Management, and Payroll departments this past year: - Strengths: - Work in consultation with District stakeholders through the Campus Safety Committee, Staff Development Committee, HR Subgroup Committee, Benefits Committee, Catastrophic Leave Committee, CCC, Strategic Planning & Budget Committee, EEO Advisory Committee, Calendar Committee, and Reclassification Committee.

- o Committed to creating an environment of collaboration with all departments, employees, community members and outside organizations including insurance companies, vendors, consultants, etc.
  - o Operate and take on all tasks with a growth mindset to better support the dynamic and changing needs of the District.
  - o PCT is staffed by knowledgeable, efficient and dedicated employees. Nine employees have over ten years of dedicated service to the District.

- Accomplishments:
  - o Streamlined processes to increase efficiency and output in serving our constituents which has resulted in quicker recruitment timelines, and increased satisfaction with the services we provide campus constituents.
  - o Reviewed over 6,451 applications.
  - o Successfully processed 544 employees.
  - o Implemented the required recruitments, changes in positions/compensation/benefits/leaves of the Administrative Reorganization.
  - o Retained 455 employees with 10 or more years of service with the District.
  - o Reconciled approximately 45,000 leaves (sick, vacation, etc.).
  - o Successfully, processed and reported benefits monthly for approximately 550 employees and retirees.
  - o Completed hundreds of personnel changes.
  - o Completed exit interviews with all employees who left AVC.
  - o Trained employees on campus on AVC Policies and Procedures, FERPA, Sexual Harassment, Cybersecurity, COVID and Mandated Reporter.
  - o Completed all federal and state reporting in a timely manner.
  - o Completed all MIS/IPEDS reporting in a timely manner
  - o The AVC EEO Advisory Committee (EEOAC) received final approval from CCCCO and was able to increase tracking for recruitments and longitudinal data.
  - o Processed all CCCCO EEO Reports in a timely manner.
  - o Delivered 24 Certificate of Insurance.
  - o 16 individuals participated and graduated Leadership Academy, which produced 4 projects for potential implementation.
  - o Hosted the annual Health and Benefits fair with more than 125 employees and 23 vendors.
  - o Trained employees on campus on IIPP, Asbestos & Lead Training, Safety Procedures, PPE, Heat Illness Prevention, Chemical Hygiene Plans & Training, Bloodborne Pathogen Exposures, and more.
  - o Completed Quarterly Safety Inspections and Annual Hazardous Materials Inventory.
  - o Provided Emergency Management Training in SEMS, NIMS, and ICS to new full-time employees.
  - o Provided Table-Top Exercise in November 2024 for Incident Command Staff to remain in compliance with State & Federal Emergency regulations.
  - o Worker's compensation balance experience modification rate of 94.46 (EMR of 100 would mean we are no more or less risky than most of the other California Community Colleges and anything below 100 is good).
  - o Led the review and updates for the Spill Prevention Control and Countermeasure Plan (SPCC)
  - o Reconciled payment-in-lieu of vacation for 66 classified and CMSA employees in excess of two-year maximum allocation.
  - o Held multiple New Hire Orientations with more than 48 participants.
  - o Held classified recognition events with more than 570 participants.
  - o Completed and implemented the Workplace Violence Prevention Plan.
  - o Completed the Antelope Valley CCD - OSIP Public Annual Report for FY 2022-2023 and submission of Antelope Valley CCD - OSIP Public Annual Report for FY 2023-2024.
  - o Tracked and traced COVID cases in accordance with CalOSHA and county processes.

- o Engaged in a series of training and professional development opportunities for employees on various topics including Title IX, Cybersecurity, hazardous material disposal, EEO requirements, etc.
  - The trainings have been successful and resulted in an increase of reports of protected class and/or sexual misconduct meaning that campus constituents are more knowledgeable about their rights and resources.
  - Received 57 complaints and resolved 30.
- o Held in-person student training for Title IX.
- o Risk Management, in conjunction with the Maintenance & Operations Department and the Los Angeles County Sheriff's Department AVC Unit, has drilled the district locations during maximum high-occupancy time in emergency evacuations to their various assembly areas and achieved the following evacuation times: 9.04 minutes for the entire campus Main Campus; 5 minutes for the Palmdale Center/Palmdale Technical Center; 2 ½ minutes for the Fox Field Site.
- o Actively reviewed, updated, and completed BPs and APs in accordance with District procedures.
- o Increased outreach and reporting by employees and students; thorough investigation and resolution of numerous investigations.
- o Updated, completed, and submitted the Clery Report in a timely manner.
- o Update monthly crime report with AVC Sheriff Department.
- o Onboarded a payroll STH to assist during absences and leaves.
- o Supported employees in the Reasonable Accommodations/Interactive Process.
- o PCT Technician – Sherri Burkholder recipient of AVC CMS Beacon of Excellence Award 2023-2024.
- o PCT Technician – Vicky Remp recipient of President's Service Award 2024.

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

The Office of People, Culture, and Talent is well situated to continue to support our District. As we continue to evolve to meet the changing needs of our campus and personnel in a post-pandemic world, we are currently in the midst of a transformation of job responsibilities and processes in order to increase effectiveness and efficiency. PCT is traditionally an understaffed area in all institutions of higher education, but has significant responsibilities and compliance requirements to abide by. Due to the volume of work, staff is limited to providing only basic services to AVC. The District previously approved two PCT/HR Assistants (growth positions), which were recently filled are now provide support to the office.

Opportunities:
- PCT will continue to make progress in underrepresentation per the EEO plan.
- PCT will continue to close open complaints.
- PCT will finalize and implement the recorded Title IX training for students.
- Risk Management will continue to ensure that current student programs continue to use safe practices.
- RM will continue to ensure that all buildings, classrooms, parking lots, and walkways are free of hazards and any hazards are mitigated.
- RM will be coordinating efforts to ensure Palmdale Technical Center Makerspace and Cedar Hall are compliant to District safety standards and code enforcement.
- RM will enhance proactive practices in order to mitigate potential concerns/risks.

- 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)
Continuous changes to laws, policies and procedures cause increasing workload and the need to constantly make changes and adjustments in the office.	4
Campus community not following processes and procedures increasing workload in order to be compliant.	4
Reliance on paper processes and not being technologically advanced (ex. Paper time reconciliations; seniority lists; etc.); delayed times sheets resulting in a lot of OT for payroll employees	5
Banner system was not fully and properly onboarded which is negatively impacting business practices	5
Payroll is a critical function that affects every employee in the district. Late or inaccurate processing of payroll can adversely affect hundreds of employees at a time. It is imperative that Payroll has fully trained technicians with a minimum of 2 trained backups for each main payroll. With the small team size, the high volume of work and non-flexible deadlines, it can be challenging to devote adequate time to the required in-depth training.	4
The Banner system used is a robust and flexible system with features such as FLAC that, if implemented, can help automate the payroll data entry, reducing the processing days, and especially decrease the possibility of errors. Each month the adjunct/overload (VR) payroll process requires the manual and precise data entry of 1,500-2,000 lines of data involving about 8,000 individual fields into the Banner system. This massive number of manual entries opens numerous chances for errors resulting in over or underpayments situations.	3
Payroll is responsible for the monthly reporting of CalSTRS, Cash Balance, and CalPERS retirement earnings and contributions. The application currently used is close to 10 years old, cumbersome, outdated and requires regular updates to the program to produce the necessary records. Currently the payroll director spends 5-6 full business days each month reviewing individual records to ensure the reporting is correct. Incorrect or late reporting can result in huge penalties to the district.	4

Aspirations: *(Include your data analysis of relevant metrics in your response.)*
The Office of People, Culture, and Talent aspires to provide superior service to AVC employees by recruiting, retaining, and developing exceptional personnel, and providing first rate support services to personnel. We would like to be seen as a leader in the CCC system. We would like to be known for our dedication to serve students by supporting healthy and safe environments for all and supporting the employees that serve students. We would like to support the goals of Vision 2030. Payroll wants to make sure that we are known for being well trained employees who process compensation on time and are knowledgeable and helpful.

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
The Office of People, Culture, and Talent (PCT) is working with the Operational Outcomes Committee to create new Operational Outcomes (OOs) for future use and progress measuring.	PCT met with the Operational Outcomes to create new Operational Outcomes (OOs) for future use and progress measuring, and was waiting for follow-up information.

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

Past Goal	Progress Made
PCT/HR Goal #1 (24-25): Recruitment & Selection: Implement Neoed Onboarding and utilize Neoed automatic and reporting tools, and enhance the diversity of the District's workforce. Increase the presence of AVC for new employee hiring.	Completed the EEO plan and implemented some strategies, hired additional staff in HR, trained new staff in Neoed, and updated recruitment marketing items. Began using requisitions in Neoed, but discovered problems with the Banner feed that delayed Onboarding implementation and Reporting tools. Decreased recruitment processing times.
PCT/HR Goal #2 (24-25): Technical Modernization: Implement Self-Service Banner (SSB) 9. Implement reporting tools for TB monitoring and evaluations. Implement off campus storage of records.	Completed testing of SSB 9 for employee information and leave reporting, but the launch was delayed. Purchased, set-up and began testing of reporting tool for TB compliance. Increased tracking of evaluations.
PCT/HR Goal #3 (24-25): Workforce Excellence: Provide professional development and training opportunities to enhance the knowledge, skills, and abilities of employees.	Completed training initiatives. Updated Neoed system data and training programs. Currently reviewing reporting and tracking processes to ensure compliance.
PCT/HR Goal #4 (24-25): Employer-Employee Relations: Foster a positive working relationship with the employee groups to resolve potential conflicts in a timely and professional manner and engage in good faith negotiations.	Standing meetings were established and held as needed. Outstanding reopener items were Sunshined, but not negotiated. Negotiations training took place. Planning started for next full negotiations cycle.
PCT/HR Goal #5 (24-25): Work Environment: Promote fair and sustainable work environment that is safe and free from discrimination, harassment and violence.	Completed Workplace Violence Plan, provided workplace training to employees, hosted appreciation events, and increased employee benefit communications. Improved complaint intake and tracking process. Implemented secure document sharing software for Title IX complaints.
PCT/HR Goal #6 (24-25): HR Office: Update policies, procedures, plans, forms and the AVC Website for the Office of Human Resources and Employee Relations.	Started reviewing and updating forms and website as necessary. Began reviews of PCT staff job descriptions.
RM Goal #1 (24-25): Health & Safety: Increase awareness and promote a safe and healthy working environment on campus through multiple programs to ensure compliance with Federal, State & local health & safety regulations.	RM sends out monthly health and safety training reminders including but not limited to ladder safety, back injury and lifting, personal protective equipment, slips, trips & falls, and various department-centered health & safety training plans as requested.
RM Goal #2 (24-25): Loss Prevention & Control: Increase awareness of loss prevention and risk management programs at AVC, including Workers Compensation & Environmental Health	RM continues to conduct annual Hazardous Materials Inventory Report and quarterly site inspections (hazardous assessments). RM sends out annual training to mitigate hazards and losses. These training activities include but are not limited to hazardous waste, Asbestos and Lead, Safety Data Sheets, Lockout/Tagout: energy release, Bloodborne pathogen exposure prevention, utility cart safety, and office ergonomics.
RM Goal #3 (24-25): RM Office: Update policies, procedures, plans, forms and the AVC Website for the Office of Human Resources and Employee Relations.	RM has worked to updated information on their webpages especially as it relates to emergency preparedness drills. RM has updated or is in the process of updating the SPCC Plan, Emergency Response/Chemical Spills Plan, Utility Cart Guidelines and procedures, Incident report forms, district vehicle policy,

						district drone policy, and other various policies, plans, forms and waivers as needed or requested by various departments.		
Payroll Goal #1 -Implementation of Banner Faculty Load and Compensation Module (FLAC). This module integrates student data and with HR/Payroll by linking faculty and adjunct assignment data to the employee's job data. This will automate the calculation of compensation, thus improving efficiencies in processing time and accuracy of compensation data.						There has been little discussion these past two years regarding a plan for implementation. This will be an complex project involving personnel from ITS, PCT, Academic Affairs, Payroll, and a consultant with expertise with the Banner HR/Payroll FLAC system. Faculty bargaining agreements will need to be reviewed and discussed. Additional reports will need to be produced to reconcile faculty courses to payroll records. There will be a need to train the campus on any new procedures.		

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)				
PCT/HR #1	Choose ILO			OO	Strategic Plan Goal 1: Service Strategic Plan Goal 2: Equity Strategic Plan Goal 4: Vision	Recruitment & Selection: Implement Neoed Onboarding and utilize Neoed reporting tools, and enhance the diversity of the District's workforce.	1. Improve the Banner/Neoed feed to correct reporting problems. 2. Complete testing and set-up of Neoed Onboarding for full implementation. 3. Implement the CCCCO DEIA strategies and updated EEO Plan. 4. Train staff in additional Neoed reporting and functions. 5. Modernize recruitment marketing items and methods.	• Completed Neoed implementation and use reporting tools for more efficient tracking, processing, and hiring of diverse employees during onboarding. • Decreased recruitment processing times will be a small method of measurement. • Review of the EEO data annually for the CCCCO.
PCT/HR #2					Strategic Plan Goal 1: Service Strategic Plan Goal 4: Vision	Technical Modernization: Implement Self-Service Banner (SSB) 9. Implement reporting tools	1. Complete implementation of SSB 9.	• Completed SSB 9 will provide employees with a modernized end user experience. Changing to

							for TB monitoring and evaluations.	2. Test SSB 9 use of employee information for leave report use versus time report use. 3. Implement reporting tools for TB compliance. 4. Purchase, set-up, test and implement off campus storage of HR records.	Leave Reporting versus Time Reporting will potentially decrease the errors, changes and processing time of leave use. This will be measured through employee feedback and payroll/leave processing times. • Increased compliance with TB and evaluation processing will be a method of measurement.
PCT/HR #3						Strategic Plan Goal 1: Service Strategic Plan Goal 2: Equity Strategic Plan Goal 4: Vision	Workforce Excellence: Provide professional development and training opportunities to enhance the knowledge, skills, and abilities of employees.	1. Review professional development opportunities and further develop the offerings to employees. 2. Review the Leadership Academy curriculum annually with the outgoing cohort and revise as needed. 3. Review Staff Development materials and processes and revise annually if funding is available. 4. Provide annual and special training opportunities to all staff. 5. Provide a series of training opportunities for Executive Council and Administrative Council employees.	• Reviewed training completion reports and risk assessments will provide training success numbers.
PCT/HR #4						Strategic Plan Goal 1: Service	Employer-Employee Relations: Foster a positive working	1. Establish standing meetings with the leadership of each	• Improved relationships, resolved issues, and completed negotiations

						Strategic Plan Goal 2: Equity Strategic Plan Goal 4: Vision	relationship with the employee groups to resolve potential conflicts in a timely and professional manner and engage in good faith negotiations.	federation to improve communication and resolution. 2. Resolve employer-employee relation matters in a timely manner. 3. Complete negotiations training for any new participants. 4. Plan for the next full negotiations cycle. 5. Complete negotiations in a timely manner.	will be methods of measurement.
PCT/HR #5						Strategic Plan Goal 1: Service Strategic Plan Goal 2: Equity Strategic Plan Goal 4: Vision	Work Environment: Promote a healthy work environment. An environment that is fair and sustainable; that is safe and free from discrimination, harassment and violence, and that provides support to employees.	1. Complete an employee environmental analysis survey. 2. Provide training to all employees. 3. Hire a Compliance Officer/Senior Investigator to decrease complaint response times. 4. Provide morale building and employee wellness opportunities. 5. Increase PCT/Leaves/Benefits/ RM communications to campus.	• Information from an environmental survey, compliance training completion, and decreased response time. • Decreased in leave abuse would be a method of measurement.
PCT/HR #6						Strategic Plan Goal 1: Service Strategic Plan Goal 4: Vision	PCT/HR Office: Update policies, procedures, plans, forms and the AVC Website for the Office of People, Culture, and Talent.	1. Complete a review of all policies, procedures, plans, forms and the AVC Website. 2. Update policies and procedures through the Districts established practice. 3. Update the "HR Staffing plans" for the ESP	• A complete review of PCT/HR's policies, procedures, plans, forms and the AVC Website will update and modernize stakeholders' interactions with departments. This will be measured through employee and stakeholder feedback.

						Strategic Plan			
								through the Districts established committees. 4. Update outdated forms. 5. Update the AVC Website for HR with a more modern look.	• Compliance with Standard IIIA Accreditation Standards will be a measurement of success.
RM #1	Choose ILO					Strategic Plan Goal 1: Service Strategic Plan Goal 4: Vision	Health & Safety: Increase awareness and promote a safe and healthy working environment on campus through multiple programs to ensure compliance with Federal, State & local health & safety regulations.	1. Continue to review, and update Safety committee processes and procedures. 2. Conduct quarterly safety inspections of buildings for emergency supplies, signage, etc. 3. Continue to increase workstation training protocols for all employees. 4. Maintain contracts with certified vendors who can provide completion tracking and training that ensure compliance with state and federal regulations and reimbursement requirements to decrease liability and increase safety. 5. Maintain contracts with certified vendors to provide annual Table-Top Exercise for emergency preparedness.	• Departmental and student awareness of emergency procedures and available emergency supplies. • Lowered accident rates. • Compliance with Federal, State & local health & safety regulations. • Decreased number of incident reports.
RM #2	Choose ILO					Strategic Plan Goal 1: Service Strategic Plan Goal 4: Vision	Loss Prevention & Control: Increase awareness of loss prevention and risk	1. Continue to partner with Keenan & Associates for quarterly Safety Inspections and	• Lowered accident rates. • Decrease similar problems on campus, as resolutions are made.

							management programs at AVC, including Workers Compensation & Environmental Health	Annual Hazardous Materials Inventory. 2. Ongoing Asbestos & Lead inspections/Surveys. 3. Schedule internal inspections and briefs for all departments for safety standards and practices 4. Incorporate surveys into applicable plans and publish. 5. Review and update student insurance internal processes. 6. Increase ergonomic, ADA, and accommodation process/devices to support employees in the workplace.	• Decreased reported problems.
RM #3	Choose ILO					Strategic Plan Goal 1: Service Strategic Plan Goal 4: Vision	Benefits & Risk Management Office: Update policies, procedures, plans, forms and the AVC Website for the Office of People, Culture, and Talent	1. Continue review all policies, procedures, plans, forms and the AVC Website. 2. Update policies and procedures through the Districts established practice. 3. Update outdated forms. 4. Update the AVC Website for PCT with a more modern look.	• Annual reviews and updates of Benefits & RM policies, procedures, and guidelines that are subject to revision due to changes in codes, laws, and district needs. • Compliance with Standard IIIA Accreditation Standards
Payroll #1						Strategic Plan Goal 1: Service Strategic Plan	Re-write Cash Balance program to support CalSTRS's new system.	Meet with CalSTRS on specifications of new file format for Cash balance upload.	Successfully upload the monthly cash balance file to CalSTRS.
Payroll #2						Strategic Plan Goal 1: Service	Re-write the CalSTRS and CalPERS program used to	Work directly with ITS to program re-write.	The data production and review of

				Strategic Plan	load date to LACOE. The new spreadsheet will be more complete and accurate, and will be used to compare to the flat file load until LACOE rewrites the flat file load process.		CalSTRS/CalPERS pension reporting will be streamlined, and significantly reduce the current monthly 5-6 day processing time.

**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	Ergonomic/ADA Equipment	RM Goal #2	Repeat	$15,000	Recurring	Taylor Haynes
Physical/Facilities	Swing gates for campus entry area	RM Goal #1	New	$100,000	One-time	Taylor Haynes
Other	Quarterly Safety Inspections & Annual Hazardous Materials Inventory of all 4 District Locations	RM Goal #2	Repeat	$17,000	Recurring	Taylor Haynes
Professional development	Annual Asbestos and Lead Trainings	RM Goal # 2	Repeat	$4,800	Recurring	Taylor Haynes
Professional development	Emergency Management Training (SEMS, NIMS, and ICS)	RM Goal #1	Repeat	$15,000	Recurring	Taylor Haynes
Professional development	Group dynamics action planning workshop and Emergency Preparedness Tabletop Exercise	RM Goal #1	Repeat	$30,000	Recurring	Taylor Haynes
Physical/Facilities	Parking lot Safety Signage	RM Goal #2	New	$5,000	One-time	Taylor Haynes
Supplies	Emergency Preparedness Equipment and Supplies updates	RM Goal #1	New	$20,000	One-time	Taylor Haynes

Physical/Facilities	Alarm and emergency communication updates (alarm systems, blue phones, etc.)	RM Goal #2	New	$20,000	One-time	Taylor Haynes
Supplies	District Vehicle Dashcam/GPS Systems	RM Goal #2	New	$10,000	One-time	Taylor Haynes
Other	Short Term Hourly support: To provide high volume clerical assistance to Payroll unit	Payroll Goal	New	$25,000	Recurring	Debby Clark Hackenburg
Other	Consulting Services: SIG: Provide training to team to improve and refine payroll banner processes	Payroll Goal	Repeat – Previously taken from ITS budget	$6,000	Recurring	Debby Clark Hackenburg

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

CCCCO EEO Annual Certification Form
Neoed Standard Reports
Banner/Argos Reports
Fiscal Payroll Reports
FON Counts
Participation Counts
WCCG-AVC Contract
Antelope Valley CCD Hazard Assessment Quarterly Inspections
Antelope Valley CCD HMI Inspection Report
Keenan Safe College Reports
Antelope Valley CCD Hazard Assessment Quarterly Inspections
Emergency Drill Time Check-off Report
Benefits Fair Raffle Count
SWACC PIPS Program Summary
2023-2024: Wages and salaries paid: $71,322,036.
2023-2024: W-2's produced: 1,742
2023-2024: Payrolls processes, including voids/reissues and adjustment payrolls: 190

Department /Area Name: Vice President Student Services	For Planning Years: 2025-2026
Name of person leading this review: Idania Padron	
Names of all participants in this review: Idania Padron, Angela Urbanoski	

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

The Office of the Vice President of Student Services supports the Antelope Valley College (AVC) mission by working collaboratively with all college units, both internally and externally, to provide students with the resources and support they need to achieve their educational and professional goals. By fostering student engagement and success, Student Services plays a critical role in building strong connections between students, faculty, and the broader AVC community.

Through a comprehensive range of student-centered services, the Student Services Area ensures that students receive academic guidance, career readiness support, and access to essential resources that remove barriers to their success. Whether students are first-time college attendees, transfer-bound scholars, or career-seekers, Student Services is committed to enhancing retention, persistence, and completion rates by addressing diverse student needs.

Additionally, the Student Services team remains deeply committed to equity and inclusion, by working to close achievement gaps through targeted programs likeASO/ICC, EOPS/CARE, RISE, and First-Year Experience (FYE/SYE), etc. These initiatives provide specialized mentoring, academic support, and leadership development, ensuring that historically underrepresented students receive the resources and opportunities they need to thrive.

By guiding students from their first point of contact through graduation and beyond, Student Services directly contributes to AVC's mission of providing transformative educational experiences, building lifelong connections, and fostering an engaged alumni community that supports future generations of AVC students.

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

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

Reorganized Divisions and Responsibilities in Student Services (July 2024)
In July 2024, the Student Services division underwent a reorganization that introduced significant changes to the departments and programs under its oversight. These changes included departmental name updates and shifts in responsibilities to better align with student needs and institutional goals:
1. ***Division Name Changes***:
   - ***Student Life*** *was renamed* ***Student Support Services***.
   - ***Enrollment Services*** *was renamed* ***Enrollment Services and Access***.

- o *Counseling and Matriculation* was renamed *Counseling*.
- o *A new division, **Student Health and Wellness**, was added.*

2. **Enrollment Services and Access**:
   - o *Oversees the **Transcript Office**, **Assessment Center**, **Admissions and Records**, **International Student Programs**, **Study Abroad**, **Financial Aid**, **Job Placement**, **Outreach**, **Dual Enrollment**, **the Welcome Center**, and **Graduation**.*
   - o ***International Student Programs** and **Study Abroad** were moved from Student Support Services (formerly Student Life) to Enrollment Services and Access.*
   - o ***Outreach** and **The Welcome Center** also transitioned from Student Support Services (formerly student life).*
   - o ***Dual Enrollment** was transferred from Academic Affairs to Enrollment Services and Access.*

3. **Counseling**:
   - o *Continues to oversee **General Counseling**, the **Transfer Center**, the **Career Center**, RISE, EOPS/CARE/Guardian Scholars, NextUp, and the **Office for Students with Disabilities (OSD)**.*
   - o ***STAR** and **CalWORKs** are now jointly overseen by Irene Carbajal Perez, who transitioned from Director of STAR/TRIO to Director of STAR and CalWORKs.*

4. **Student Support Services**:
   - o *Formerly known as Student Life, this division now includes a **Director of Student Development, Dean of Student Support Services**, who formerly worked as the Director for the CalWORKs Program responsible for:*
     - ▪ **Restorative Justice/Student Conduct**.
     - ▪ **Associated Student Organization (ASO)/Inter-Club Council (ICC)**.
   - o *The dean oversees the **AV Promise Program formerly known as First-Year and Second-Year Experience Programs** and **Commencement**. The dean oversees a new project called Future Leaders Institute which empowers participants with confidence and leadership skills.*

5. **Student Health and Wellness**:
   - o *This newly formed division, led by Jill Zimmerman (formerly Dean of Student Life), includes:*
     - ▪ **Student Health Center**.
     - ▪ **Mental Health Services**.
     - ▪ **Basic Needs Center**.
     - ▪ **CARE/BIT (Behavioral Intervention Team)**.
     - ▪ **SOAR (Students on the Academic Rise) High School**.

This reorganization was designed to streamline services, create clearer reporting structures, and ensure greater support for student success, equity, and wellness.

Student Services at Antelope Valley College (AVC) serves a diverse population of students at all stages of their academic and personal development. Our primary focus is to remove barriers, foster inclusion, and empower students to achieve success. We provide services tailored to meet the needs of distinct groups, such as:

1. **Current and Prospective Students**: *From dual enrollment opportunities to academic advising and mental health services, we ensure students receive personalized guidance and resources to succeed in their academic journey.*
2. **Special Populations**: *Programs like EOPS/CARE and OSD emphasize meeting students where they are, while services for Guardian Scolars/NextUP address specific challenges these groups face.*
3. **Leaders and Graduates**: *The ASO and ICC promote leadership development, and the Job Placement Center equips students for the workforce. Additionally, our Commencement team celebrates students' achievements with professional and inclusive ceremonies.*
4. **Community Impact**: *Partnerships with employers and external organizations expand career opportunities for students, creating pathways for economic and personal growth.*

Success is measured through participation rates, feedback surveys, equity gap analyses, and retention metrics.

Measurement and Quantification
1. **Program Participation Metrics**
    o *Number of students served by counseling, financial aid, job placement, OSD, and other programs.*
    o *Participation rates in workshops, events, and programs like FYE/SYE, Basic Needs, and ASO activities.*
2. **Student Outcomes:**
    o *Retention and success rates, such as the 94.3% retention rate for SYE students.*
    o *Equity gap analysis to identify and address disparities among different student populations.*
3. **Program-Specific Success Indicators:**
    o *Financial Aid: Total funds disbursed annually (e.g., $53,956,755 in 2023-2024).*
    o *OSD: Increased enrollment of students with disabilities (e.g., an 8.6% increase from 2022-2023 to 2023-2024).*
    o *Job Placement Center: Number of students placed in jobs, employer partnerships, and participation in job fairs (Participation in JPC services increased by 15% in 2023-2024, and job placement rates improved by 8%).*
    o *Health and Wellness: Applications and approvals for Basic Needs services, with an 85% approval rate for eligible students.*
4. **Student Engagement Metrics:**
    o *Surveys: Feedback on student satisfaction with services like advising, health, and wellness.*
    o *Event attendance and participation trends, such as increased student involvement in ASO and ICC activities.*
5. **Collaboration and Feedback:**
    o *Constituent feedback collected through surveys, focus groups, and evaluations after major events like Commencement and Financial Aid workshops.*

Demographics Comparison
The Student Services Department at Antelope Valley College (AVC) serves a diverse population reflective of the broader demographics in the AVC service area. Here's how the comparison aligns:
1. **Representation of AVC Service Area:**
    o The student population served closely mirrors the service area's demographic composition, with Hispanic/Latino students representing the largest group, followed by Black/African American students, and smaller percentages of White, Asian, and other ethnic groups.
    o Programs like EOPS/CARE, STAR/TRIO, CalWORKS, OSD specifically address the needs of historically underrepresented groups, ensuring equitable access to resources and support.
2. **Gender Representation:**
    o FYE/SYE data shows a higher proportion of female students served compared to male students, reflecting trends in the college's enrollment demographics.
    o Programs such as Basic Needs and Financial Aid show a similar demographic split, with female students representing the majority of those receiving services.
3. **Targeted Support for Equity Gaps:**
    o Equity gaps have been identified among Black and Latino male students, with targeted interventions like RISE, FYE/SYE and culturally relevant Human Development courses helping to address these disparities.
    o Students with disabilities, who make up a smaller proportion of the campus population, are provided specialized support through the Office for Students with Disabilities, helping to increase their success and retention rates.
4. **Age Demographics:**
    o Many programs, such as OSD and Basic Needs, serve a significant number of older students (age 25+), who may face unique challenges such as balancing education with work and family responsibilities

Observations and Impact

- While the overall demographics served align with AVC's service area, data highlights specific gaps in engagement for some populations (e.g., Black and Latino males in job placement and career services).
- Programs like SOAR and dual enrollment provide unique opportunities to bridge educational gaps for underrepresented high school students, preparing them for higher education.

By continuously analyzing demographic data, Student Services ensures programs and services are equitably designed to meet the diverse needs of the AVC community.

Race/Ethnicity Groups with the Largest Equity Gaps

1. **Black/African American Students:**
   - Black/African American students experience some of the largest equity gaps across various metrics. For example:
     - In Human Development courses, success rates for Black students have shown improvement over the past three years (56.7% in 2021 to 62.0% in 2023), but they still lag behind other demographic groups.
     - Retention rates for Black students in counseling services averaged 83.4%, lower than the general population average of 87.9%.
   - Targeted programs like Umoja, Academic RISE, and specialized counseling continue to help to address these gaps.
2. **Latino/Hispanic Male Students:**
   - Latino male students also face equity gaps, particularly in career services engagement and leadership participation. Efforts like the Puente program and culturally relevant events are designed to provide additional support.
   - Despite overall success among Latino/Hispanic students (retention rates of 92.2% for 2023), male students in this group tend to underperform compared to their female counterparts.
3. **Students with Disabilities:**
   - Students with disabilities experience gaps in completion rates, taking an average of 4.5 terms to complete compared to the campus-wide average of 3.6 terms. Factors such as functional limitations, technology barriers, and stigma around seeking services contribute to these gaps.
   - The Office for Students with Disabilities (OSD) has implemented equity-driven solutions, such as one-on-one support, accommodations, and alternative media, to address these challenges.

Addressing Equity Gaps

To close equity gaps, Student Services at AVC has expanded and refined several initiatives in 2023-2024, implementing targeted strategies to increase student success and engagement across all departments. Below are the key advancements and improvements made this year:

1. **Counseling**
   - New RISE Program Enhancements: Additional mid-semester check-ins and early intervention strategies helped 364 students return to good academic standing, up from previous years.
   - Flexible Counseling Access: Increased express counseling availability and expanded virtual options to improve accessibility for working students and those with transportation barriers.
2. **Office for Students with Disabilities (OSD)**
   - Improved AIM System Implementation: Now fully streamlined, allowing for faster accommodation requests and exam scheduling, reducing wait times for students.
   - Increased Collaboration with Equity Programs: OSD partnered with Umoja and Puente in 2024 to improve outreach and engagement for students with disabilities from historically underrepresented backgrounds.

- Expanded Workforce Readiness Programs: New partnerships with the Department of Rehabilitation and the Workforce Recruitment Program increased internship and job opportunities for students with disabilities.

3. **Financial Aid Office (FAO)**
- Enhanced FAFSA Support Services: In response to changes under the FAFSA Simplification Act, additional workshops and personalized advising were implemented, leading to a smoother application process for students.
- Emergency Financial Assistance Expansion: Increased funding availability for emergency grants, supporting an additional 150 students in 2024 compared to the previous year.
- Bilingual Financial Aid Services: The addition of Spanish-language workshops and multilingual advising has improved access for students with language barriers.

4. **First-Year and Second-Year Experience (FYE/SYE)**
- Growth in Peer Mentorship Program: The program now serves 20% more students than in 2023, with mentors meeting with students five times per semester to provide academic and personal support.
- New Transfer and Career Pathway Initiatives: Stronger partnerships with four-year universities and local industries have provided clearer academic and career transitions for students.

5. **Job Placement Center (JPC)**
- Significant Increase in Student Employment: Job placement rates improved by 8%, with a 15% increase in student participation in job readiness workshops and employer networking events.
- Hybrid Job Fair Expansion: Attendance at job fairs grew from 341 students in Fall 2023 to 441 students in Spring 2024, reflecting increased student engagement.
- Enhanced Resume and Interview Support: Newly implemented AI-powered resume feedback tools and expanded interview preparation workshops have resulted in higher employer satisfaction ratings.

6. **Student Support Services (Formerly Student Life)**
- New Director of Student Development: This position, introduced in 2024, has led efforts in Restorative Justice/Student Conduct and ASO/ICC leadership development, improving student engagement in governance.
- Growth in ASO and ICC Leadership: Student participation in governance roles and civic engagement initiatives increased by 12% from 2023 to 2024.
- New Promise Program Initiatives: Expanded first- and second-year experience programming, including career planning workshops and leadership development opportunities.

7. **Student Health and Wellness**
- Expanded Mental Health Services: Increased access to culturally competent counseling led to a 20% rise in student engagement with mental health resources.
- Basic Needs Center Growth: The approval rate for food and housing assistance applications remained steady at 85%, but additional funding secured in 2024 allowed for expanded transportation aid.
- SOAR High School Dual Enrollment Success: SOAR received the prestigious National Blue-Ribbon Award and was recognized as an exemplary dual enrollment program, highlighting its continued success.

Increase or Decrease in Rates
- Retention and success rates have generally increased across most areas due to:
  - Enhanced support services, including peer mentoring, mid-semester check-ins, and tailored academic interventions.
  - Strategic initiatives like culturally relevant Human Development courses and expanded FYE/SYE support.

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.)*

Strengths
1. Enhanced Equity-Driven Programming:
   o FYE/SYE Programs: Grew by 20%, now serving over 600 students, with retention rates reaching 94.3% and success rates improving to 84.3%, surpassing campus-wide averages.
   o Basic Needs Center: Maintained an 85% approval rate for food, housing, and transportation support while securing additional funding in 2024 to expand services, including transportation assistance for SOAR students.
2. Innovative Service Delivery:
   o Hybrid Job Fairs: Attendance rose significantly, with 341 students attending in Fall 2023 and 441 students in Spring 2024. Employer participation also increased, with 48 employers in Fall and 56 in Spring.
   o New AIM System for OSD: Fully implemented in 2024, allowing students to efficiently request accommodations and schedule proctored exams, reducing service delays.
   o RISE Program: Early intervention strategies helped 364 students on probation return to good academic standing in 2024, a measurable improvement over previous years.
3. Student-Centered Mentorship and Support:
   o Peer Mentoring in FYE/SYE: Over 600 mentor-student meetings were conducted in 2024, with a mix of in-person, phone, and virtual options. This personalized support addressed barriers early and contributed to higher retention.
   o Mental Health Expansion: Counseling engagement increased by 20% in 2024, with culturally competent services specifically targeting underserved populations.
4. Recognition and Achievements:
   o SOAR High School: Earned the prestigious National Blue-Ribbon Award and was recognized as an exemplary dual enrollment program in California. This reflects both academic success and innovative partnerships with local high schools.

Opportunities
1. Scaling Successful Programs:
   o Financial Literacy Initiatives: Fully implement workshops that address financial planning and budgeting, especially for first-generation and low-income students.
   o Basic Needs Awareness: Improve marketing and outreach to ensure more students access resources for food, housing, and transportation.
2. Strengthening Workforce Readiness:
   o Job Placement Initiatives: Leverage increased employer partnerships to offer more internships and on-campus employment opportunities. Expand hybrid job fairs to include virtual career coaching sessions.
   o Resume and Interview Prep: Introduce AI-driven tools and increase student participation in workshops to build career readiness.
3. Improving Equity Outcomes:
   o Targeted Mentorship: Recruit more peer mentors and academic coaches from diverse backgrounds to support historically underserved student groups.

- o Collaborative Support: Deepen partnerships between Basic Needs, Counseling, and external organizations to provide wraparound services for students.

Aspirations
- Build a Culture of Inclusivity: Expand culturally relevant programming and create safe spaces for first-generation college students, and other historically underrepresented populations.
- Strengthen Pathways to Success: Improve partnerships with four-year universities and industry leaders to provide seamless transitions for transfer and career-bound students.
- Broaden Accessibility: Extend service hours and hybrid options to ensure students with transportation, work, or caregiving responsibilities can access the support they need.

Risks
1. Resource Limitations:
   - o Staffing shortages in areas like Financial Aid, Admissions and Records, Enrollment Services namely the vacant Director of Enrollment Services and Access position, Transcript Office, OSD, and the Basic Needs Center may limit the ability to meet increasing student demand.
   - o The full implementation of financial literacy workshops and expanded mentorship programs depends on securing additional funding.
2. Policy and Technology Challenges:
   - o Compliance with new regulations under the FAFSA Simplification Act required significant staff training in 2024 and may pose ongoing challenges as federal systems evolve.
   - o Continued investment in technology, such as the AIM system and AI-driven tools, is necessary to maintain service efficiency.
   - o Implementation of DegreeWorks may take demand of counselor time to implement successfully.
3. Student Engagement:
   - o Sustaining participation in leadership programs like ASO/ICC requires innovative outreach strategies to appeal to a broader range of students.

By leveraging these strengths, addressing opportunities, and proactively managing risks, the Student Services Department has demonstrated measurable success in 2023-2024 and is well-positioned to continue advancing equity, access, and student success.

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

What Does Student Services Need to Do Better to Support/Improve Student Success?

To better support and improve student success, the Student Services at AVC must address key challenges in staffing, resource allocation, and accessibility while enhancing equity-driven initiatives. One major area of focus is ensuring consistent and timely access to counseling services. While the implementation of walk-in, drop-in, and same-day counseling appointments in Spring 2024 has significantly reduced wait times, expanding these services further and implementing the ESARS online scheduling platform would streamline the appointment-making process and improve convenience for students. Additionally, ongoing funding for counselor training is critical to ensure consistent delivery of accurate information during educational planning and to meet the unique needs of underserved student populations, such as SOAR students and first-generation college attendees.

The Financial Aid Office (FAO) also needs additional support to address regulatory changes and understaffing. The introduction of the FAFSA Simplification Act and the upcoming implementation of the Course Program of Study (CPoS) regulations require extensive staff training and updated processes. Providing sufficient resources to ensure a smooth transition to these new systems will help mitigate the challenges students face in accessing aid, particularly those affected by systemic

barriers like Pell Grant eligibility revisions. Expanding financial literacy workshops for first-generation and low-income students will also equip them with the tools to make informed financial decisions, contributing to their academic success.

Moreover, the expansion of resources at the SOAR Palmdale campus is vital to accommodate growing enrollment and support high school dual-enrollment students. Addressing space limitations by creating additional classrooms and aligning course offerings with high school schedules would significantly enhance the student experience. Enhanced transportation solutions, in collaboration with AVTA, are also essential to ensure students can attend classes and utilize AVC's resources without barriers.

Lastly, the division must focus on increasing access to workforce readiness programs and leadership development opportunities. Programs like the Job Placement Center's hybrid job fairs and AI-driven resume tools have shown success in preparing students for employment, but expanding partnerships with local employers and offering more targeted career workshops would further strengthen these efforts. Similarly, increasing outreach for ASO and ICC leadership opportunities will foster greater representation among underserved student populations and empower them to take on leadership roles that enhance their academic and professional trajectories.

By addressing these areas, AVC's Student Services division can continue to advance its mission of fostering equity, access, and success for all students. Investing in staff development, expanding access to services, and strengthening partnerships will ensure that every student is supported in achieving their educational and professional goals.

- 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)
Staffing shortages across critical areas such as **Financial Aid (FAO)**, **Admissions and Records (A&R)**, and **Counseling Services** present significant risks to the institution. These shortages hinder the ability to meet student demand, process applications efficiently, and provide timely support. The impact of these shortages includes increased wait times, processing delays, and the potential for students to become frustrated or disenfranchised. This could negatively affect retention and enrollment rates	4
The implementation of the FAFSA Simplification Act and Course Program of Study (CPoS) regulations poses substantial risks to compliance and institutional processes. These federal changes require extensive staff training, new methodologies for determining aid eligibility, and updates to technology systems like degree audits. For example, the FAFSA Simplification Act introduced the Student Aid Index (SAI), new family definitions, and expanded Pell Grant eligibility criteria, all of which require precise application and communication to avoid errors. Similarly, CPoS ensures that financial aid only applies to courses within a student's program of study, creating added complexity for both students and staff. If these regulatory changes are not implemented effectively, students could experience delays in accessing aid, potentially leading to retention issues	3

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

1. Build a Culture of Inclusivity
- *Expand culturally relevant programming such as Umoja and Puente, which have demonstrated success in improving retention and success rates for historically underrepresented populations.*
- *Develop safe spaces and support systems for first-generation students, foster youth, and others by enhancing collaborations with Student Health and Wellness and ASO. This would address documented disparities in mental health resource utilization and engagement among historically underrepresented populations.*

2. Strengthen Pathways to Success
- *Improve partnerships with four-year universities by leveraging programs like the Transfer Center and Counseling. Data from 2023-2024 shows that transfer-bound students who utilized counseling services were 15% more likely to meet transfer requirements than their peers who did not engage with counseling resources.*
- *Expand workforce readiness initiatives by increasing employer partnerships through the Job Placement Center (JPC). Hybrid job fairs in 2024 drew a combined 782 attendees, with a reported 8% improvement in job placement rates compared to 2023. Further strengthening these partnerships will provide students with clearer pathways to career success.*

3. Broaden Accessibility
- *Extend service hours and hybrid options across departments, including Financial Aid, Counseling, and Enrollment Services, to accommodate students with transportation, work, or caregiving responsibilities. For instance, the introduction of same-day counseling appointments in Spring 2024 led to a 20% reduction in wait times and significantly improved student satisfaction.*
- *Increase access to Basic Needs resources. The Basic Needs Center maintained an approval rate for food and housing assistance applications in 2024 but saw demand exceed availability. Securing additional funding for 2025-2026 could meet growing demand and support more students.*

By addressing these aspirations with data-backed strategies, Student Services at AVC can build a more inclusive, supportive, and accessible environment that promotes equitable success for all 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
Did not have previous Outcome Improvement Plan	

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

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

Past Goal	Progress Made
Oversee and administer the Office of Student Services as a whole, with a particular focus on SS Deans and Directors. Conduct regular meetings with Deans, and Directors on a bi-weekly basis to facilitate information exchange and address any arising issues.	Meetings schedule maintained
Academic Affairs/Student Service Collaboration: Both divisions continue to proactively participate in coordinating initiatives to ensure each is fully versed on the myriad of student and academic services available and required to meet student needs.	We have ongoing Deans meeting on a monthly basis with Academic Affairs and Student Services to work on enrollment strategies and policy
Assist in the implementation of EduNAV: Weekly ongoing meeting between AVC staff and EduNav staff has enabled collaboration to implement the online educational planning software. AVC, has to include ITS, Enrollment Services, and Counseling and has internal meetings with EduNAV staff to ensure AVC and EduNAV staff complete all present and future ticket requests. Continuous monitoring and corrections will remain a priority after implementation to ensure issues are identified and corrected as needed. It is evident that a full time scribe position is needed for the success of the program	Currently, we are waiting for the implementation of DegreeWorks to help with EduNav process.
Manage the College's student discipline programs to include: investigation, resolution, and due process. The OVPSS has been reviewing previous open caseloads and ensuring all caseloads have been adjudicated in a timely manner. The office is expeditiously scanning all cases from the past seven years and loading them into the case management system advocate to ensure accessibility.	All cases have been scanned, cases older than 7 years have been placed in storage. Cases from before VPSS onboarding 3/15/25 have been closed. New cases continue to be worked and closed.
Progress in Student Job Search Resources: Ongoing developments include the implementation of the Canvas process for student workers in hiring, the College Central Network database for resume building and eportfolios, exploration of platforms like Handshake, and the use of QR codes to streamline student worker applications and event registration. The extended contract with Jobs Connected further enhances virtual/hybrid Career Events to better meet AVC Job Placement advising needs.	The interim director of financial aid is currently working with this team to put in place.

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 #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and	Manage and Supervise Student Services Division	Meet with Dean/Directors every other week as a group and Deans individually every week to discuss needs/issues: staffing needs, staff training, reports schedules, etc.	Calendar meetings, develop an Action notebook to keep track of assignments and action plans

#	ILO				Goal			
					responsive to students, employees, and the community.			
#2	ILO 1. Communication				Goal #6 Success: Boost success rates by prioritizing the student experience.	Improve Financial Aid Processes	Regular weekly meetings with Interim Senior Director Financial Aid to review processes and areas for improvement	Through increased efficiency and improved accuracy of disbursements
#3	Choose ILO				Choose an item.			
#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
Classified Staff	Financial Aid Specialist		Repeat	$75K: Approved Request (Funding unidentified for 50% of the salary)	Recurring	Dr. Windy Franklin-Martinez
Classified Staff	FAO Assistant Director (CMS)		Repeat	$160,000	Recurring	Dr. Windy Franklin-Martinez
CMSA	Director of Enrollment Services and Access		New	$120,000	Recurring	Dr. Windy Franklin-Martinez
Classified Staff	In house clinic and Mental health counselor	ILO2	Repeat		Recurring	Dr. Jill Zimmerman
Classified Staff	Enhance the student experience by hiring for vacant positions which will improve departmental efficiency for A&R and Graduation Office, and Assessment. This will remain important in reducing processing times during peak demand periods.	Goal1: Dedication to Enhancing institutional effectiveness through improved measures and practices.	New	$800,000	Recurring	Dr. Windy Franklin-Martinez
Faculty	Five (5) Full-Time Counselors for HD instruction, non-instructional counseling, and special program EOPS.		Repeat	$575,437.10	Recurring	Dr. Rashitta Brown-Elize

	EOPS is in need of FT Counselor due to program growth and statewide adoption of the NextUP Program. EOPS will fully fund one (1) position.						
Faculty	Adjunct Counselors equivalent to 150 hours/week to assist with SHATATR Clean up, upfront transcript evaluations, and non-instructional counseling.		New	$454,506	Recurring		Dr. Rashitta Brown-Elize
Classified Staff	FAO Default Management Specialist		Repeat	$105,000	Recurring		Dr. Windy Franklin-Martinez
Faculty	One (1) Full-Time Counselor for Respiratory Care bachelor's Program.		Repeat	$115,087.42	Recurring		Rashitta Brown-Elize
Classified Staff	Five (6) Full-Time Education Advisors for Embedded Areas of Study.		Repeat	$635441.64	Recurring		Rashitta Brown-Elize
Technology	Program Mapper		Repeat	Paid by Guided Pathways Funding	Recurring		Rashitta Brown-Elize
Classified Staff	Five (6) Full-Time Education Advisors for Embedded Areas of Study. Will be available 40 hours per week and assist with early alert efforts. These positions would support.		Repeat	$635441.64	Recurring		Rashitta Brown-Elize

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