

Substantive Change Proposal

**Antelope Valley College
3041 West Avenue K
Lancaster, California 93536**

IDENTIFIED CHANGE:

**Addition of Courses that constitute 50 percent or more of a program offered
through a Mode of Distance or Electronic Delivery
and**

Expanded Antelope Valley College Center in the City of Palmdale, California

*To Board.
Informative Report No. 121-2010/11-1R/AA
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ANTELOPE VALLEY COLLEGE A BRIEF HISTORICAL DESCRIPTION

The institution now known as Antelope Valley College was founded in 1929 as a department of Antelope Valley Joint Union High School in Lancaster. During the 1929-1930 school years, the average daily attendance at the college was only 13 students.

There was little growth in enrollment at the college during the depression years that followed. Alfalfa farmers in the Antelope Valley were hard hit during the 1930s and the smallest junior college in California suffered serious financial difficulties. Teachers took a 20 percent cut in salaries, which ranged from a state-mandated minimum of \$1,350 a year to a \$1,595 maximum.

Subsequently, average daily attendance at the college increased to reach 100 by 1939, until World War II when attendance plummeted to a low of 13, the same average daily attendance as the year the school was founded. Under these conditions, there were pressures to close the junior college, but trustees and staff held out until the veterans returned from the war. Enrollment grew steadily during the postwar years, in part because of the GI Bill of Rights and a new developing aircraft industry in the Antelope Valley.

In 1959, a groundbreaking was held for a new college campus on 125 acres at Avenue K and 30th Street West. Since then, the college has purchased land to expand the campus to approximately 135 acres. At this location, the college has experienced overall growth and success. In 1973 enrollment at the campus was 4,575 students. This increased to 10,084 students by 1990.

In the fall of 2009, Antelope Valley College had an enrollment of 15,366 students. Today, while some of the college land remains undeveloped, the campus is in the midst of a growth phase funded by a local bond. Enrollment is expected to change with projected growth. Also, in order to provide convenience to its students and for added future capacity, in the 2004-2005 academic year the District established a second campus site in Palmdale, the location of the current education center.

The Antelope Valley College District Chief Executive Officer is Superintendent/
President, Dr. Jackie L. Fisher, Sr.



ANTELOPE VALLEY COLLEGE DISTRICT PROFILE

AVCCD Population

The Antelope Valley Community College District (AVCCD) consists of 1,945 square miles of semiarid terrain located north of the mountains that separate the Antelope Valley from the Los Angeles basin. The college district includes 40 percent of the landmass of Los Angeles county, as well as a small section in the southwestern part of Kern county. Within this service area, 84 percent of the population resides in the two major cities of Lancaster and Palmdale. Smaller communities include Quartz Hill, Antelope Acres, Rosamond, Littlerock, Pearblossom, Acton, Sun Village, and Lake Los Angeles.

Table 1 reflects current population estimates.

Table 1: Population for Cities in AVCCD (2010)

Entity	01/01/2010 Population (Estimated)
Lancaster	145,875
Palmdale	152,622
Los Angeles County	10,441,080
California	38,648,090

Source: California Department of Finance

According to the 2000 U.S. Census, the ethnicity of the AVCCD service area is composed mainly of white non-Hispanic (48 percent), Hispanics (31 percent), and African Americans (15 percent). The city of Lancaster has a racial and ethnic distribution displayed in Table 2 that is predominately white non-Hispanic at 52 percent, with its largest minority group being Hispanic at 24 percent. The city of Palmdale has a more balanced distribution that has the majority group white non-Hispanic (41 percent), and the largest minority group Hispanic (38 percent). These numbers will be updated when the 2010 U.S. Census results become available.

In 2000, the largest community in Kern county, Rosamond (14,349), had a racial and ethnicity makeup that was 61 percent white non-Hispanic and only 26 percent Hispanic. The community of Rosamond sits at the edge of AVCCD's service area, but is only 10 miles north of the city of Lancaster.



Table 2: AVCCD Population Distribution by Ethnicity, 2009

Entity	Population	White	Hispanic	Black	American Indian	Asian	Pacific Islander	Other
Lancaster	118,718	62,256	28,644	18,548	706	4,348	231	426
%	100%	52%	24%	16%	1%	4%	0%	0%
Palmdale	116,670	47,831	43,991	16,447	622	4,327	163	265
%	100%	41%	38%	14%	1%	4%	0%	0%
Los Angeles	9,519,338	2,959,614	4,242,213	901,472	25,609	1,124,569	23,265	19,935
%	100%	31%	45%	9%	0%	12%	0%	0%
California	33,871,648	15,816,790	10,966,556	2,181,926	178,984	3,648,860	103,736	71,681
%	100%	47%	32%	6%	1%	11%	0%	0%

Source: California Department of Finance

Table 3: Annual Population Growth

Year	Lancaster		Palmdale		Los Angeles County		California	
	Count	Annual % Change	Count	Annual % Change	Count	Annual % Change	Count	Annual % Change
2000	118,718	-	116,670	-	9,519,330	-	33,873,086	-
2001	120,760	1.69%	119,828	2.64%	9,656,585	1.42%	34,430,970	1.62%
2002	123,051	1.86%	123,615	3.06%	9,815,369	1.62%	35,063,959	1.81%
2003	125,835	2.21%	126,993	2.66%	9,959,447	1.45%	35,652,700	1.65%
2004	128,853	2.34%	130,933	3.01%	10,074,844	1.15%	36,199,342	1.51%
2005	132,865	3.02%	135,743	3.54%	10,158,409	0.82%	36,676,931	1.30%
2006	137,083	3.08%	139,775	2.88%	10,209,201	0.50%	37,086,191	1.10%
2007	141,737	3.28%	143,424	2.54%	10,243,764	0.34%	37,472,074	1.03%
2008	143,512	1.24%	146,209	1.90%	10,301,658	0.56%	37,883,992	1.09%
2009	145,074	1.08%	151,346	3.39%	10,393,185	0.88%	38,292,687	1.07%

Source: California Department of Finance

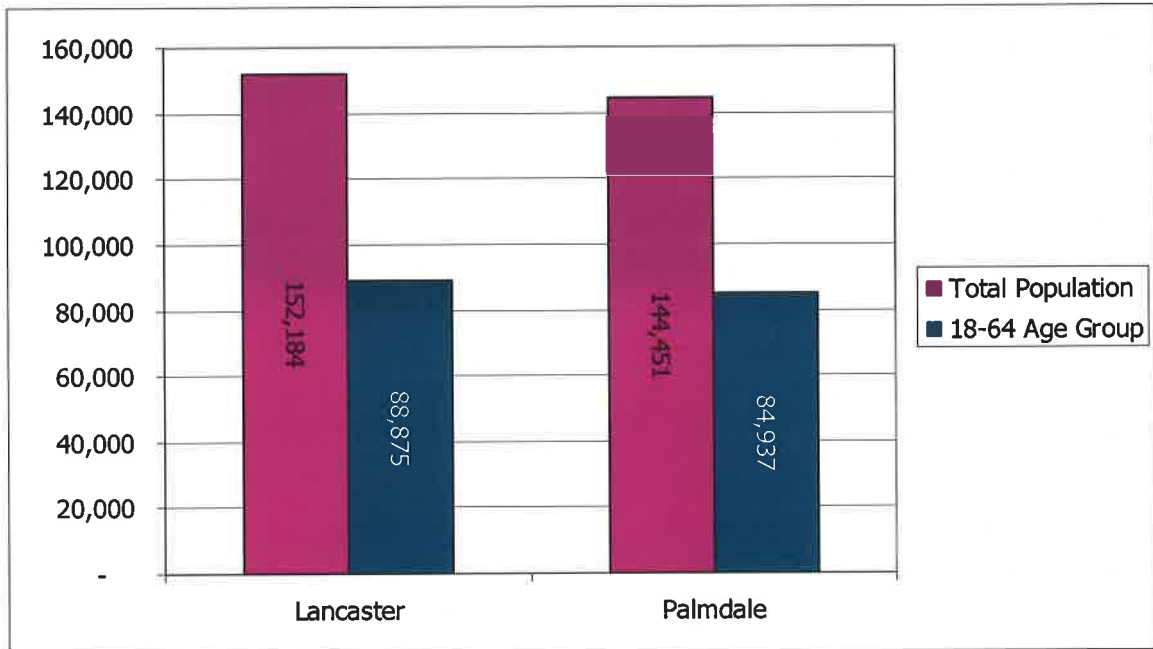
The local populations increased rapidly between the years of 2000 to 2006, and continued to increase, though at a slower rate, from 2007 to 2009. During this time period, Lancaster's yearly growth averaged 2.20 percent, while Palmdale's averaged 2.85 percent. LA County, however, only experienced moderate growth, with an average yearly growth rate of 0.97 percent. Over the 10 years displayed in Table 3, growth in Lancaster and Palmdale more than doubled that of Los Angeles County as a whole. The city of Palmdale grew faster than the city of Lancaster, and now exceeds Lancaster in population.

In 2006-2008, the cities of Lancaster and Palmdale combined represented 84 percent of the service area population. Also, according to the California Community College System Office, the primary participants in community college programs are in the 18 to 64 year old age group. Figure 1 shows the total number of persons in the service area of the District for Palmdale and Lancaster and the number of persons in the 18 to 64 year old age group for each community. These data show that, in 2006-2008, there were over 173,000 persons in the AVCCD service area within the age group that participates most



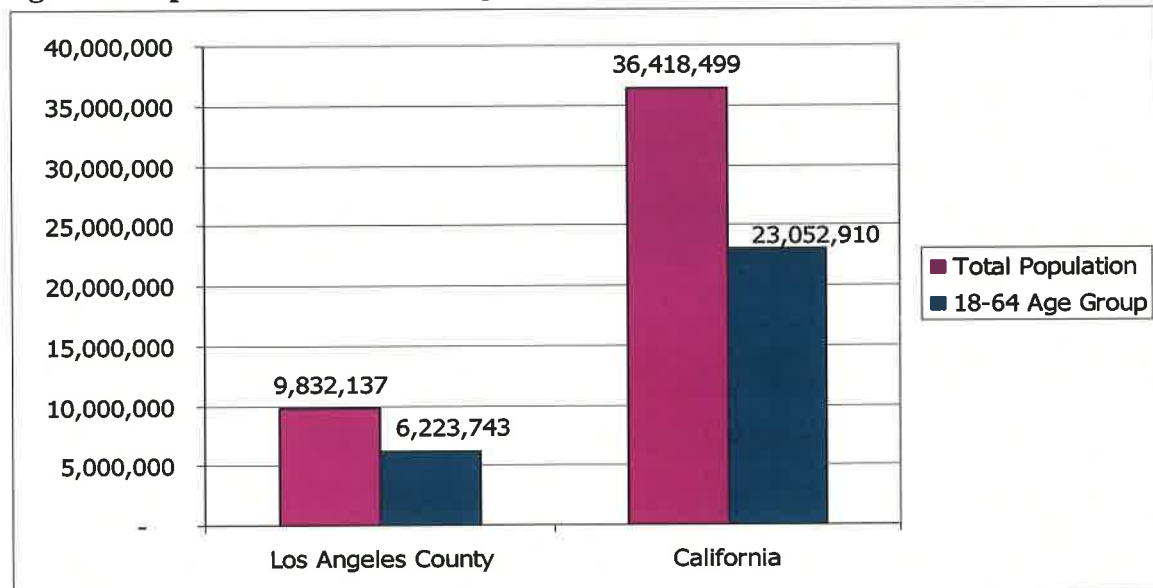
heavily in community college programs. Figure 2 shows the same populations for Los Angeles and California.

Figure 1: Population of the 18-64 Age Group in AVCCD, 2006-2008



Source: U.S. Census: 2006-2008 American Community Survey 3-Year Estimates

Figure 2: Population of the Los Angeles and California 18-64 Age Group, 2006-2008



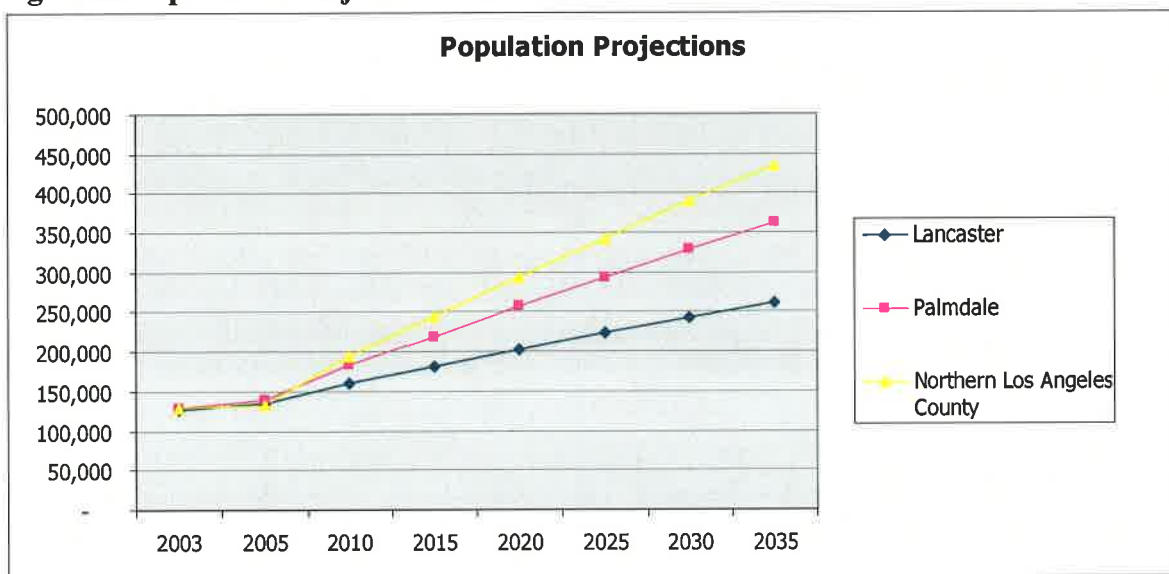
Source: U.S. Census: 2006-2008 American Community Survey 3-Year Estimates



Population Projections

The Southern California Association of Governments projects tremendous growth in the areas of Lancaster and Palmdale, as they remain two of the only places left in Los Angeles County where growth can occur. Figure 3 shows that both Lancaster and Palmdale are each projected to surpass the 200,000-population mark by the year 2020. Palmdale, the location of the proposed education center, is projected to grow at a more rapid rate than Lancaster. The entire district, which had a population in the year 2000 of 277,702, is projected to grow to 559,519 by the year 2020. However, newly revised yearly population estimates from the California Department of Finance suggest a slower growth rate that will also be considered when planning for the future.

Figure 3: Population Projections for Local Communities



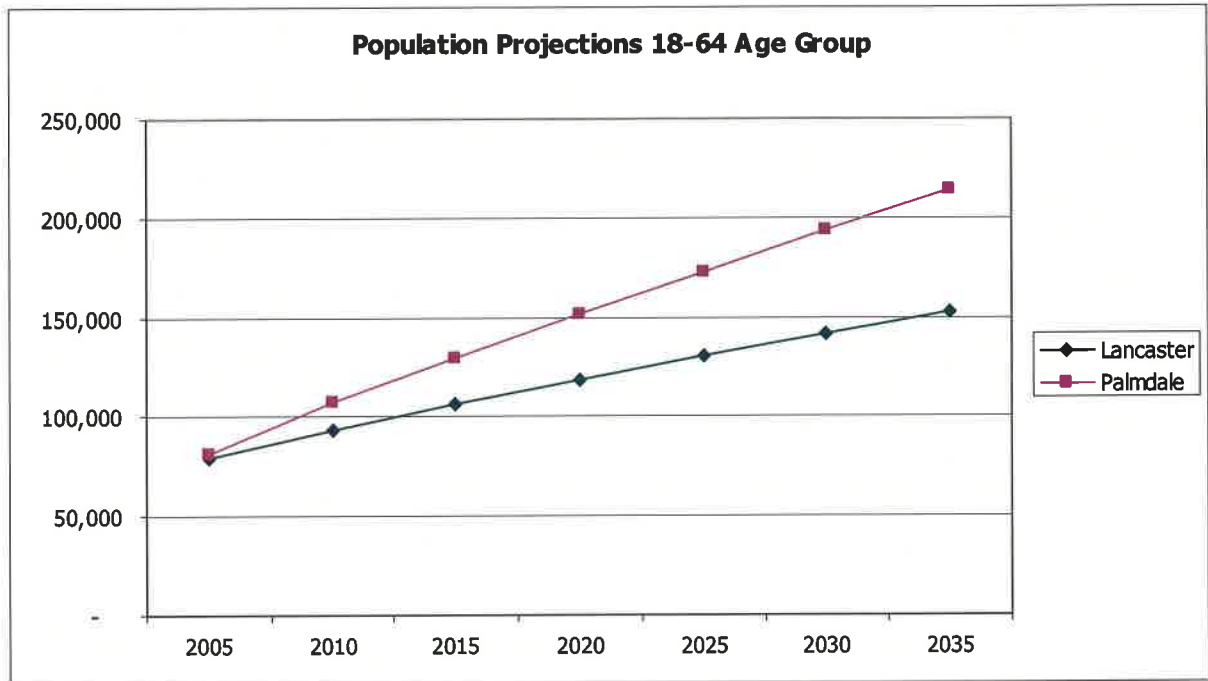
Population Projections for Communities in AVCCD

Populated Area	2005	2010	2015	2020	2025	2030	2035
Lancaster	135,672	160,650	181,493	202,406	222,761	242,523	261,501
Palmdale	138,423	182,663	220,121	257,545	293,971	329,321	363,252

Source: Southern California Association of Governments



Figure 4: Population Projections of 18-64 Age Group in Local Communities



Source: Southern California Association of Governments

Using population projections, it is possible to extract data on the relative adult population (age 18 to 64), the age group considered to be the college aged population. Table 4 displays these data, which underscore previous information showing very substantial population growth for both Lancaster and Palmdale in college aged populations. As a result, AVC can anticipate significant increases in student numbers due to population growth. AVC needs to prepare for these increases to ensure continued success in serving the community.

Another way in which growth in enrollment might occur is if the participation rate (students per 1,000 of adult population) were to increase as a function of the total number of persons enrolled in college. Additional findings demonstrate that the community is becoming younger and more diverse. Hispanic and African American populations have historically attended higher education at lower participation rates than white non-Hispanics and Asian Americans.

Table 4: Population Projections of the 18-64 Age Group in Local Communities

Populated Area	2005	2010	2015	2020	2025	2030	2035
Lancaster	79,232	93,820	105,992	118,205	130,092	141,633	152,717
Palmdale	81,393	107,406	129,431	151,436	172,855	193,641	213,592
Los Angeles County Total	6,460,399	6,719,757	6,945,024	7,171,782	7,392,523	7,606,058	7,810,346

Source: Southern California Association of Governments



DESCRIPTION OF THE PROPOSED CHANGE AND THE REASONS

Description of the Change

Palmdale Center

Located in the City of Palmdale at 1529 East Palmdale Boulevard, the Palmdale Center is easily accessible by automobile and public transportation. Maps and other visual representations show that the center is within two miles of Freeway 14 and Highway 138. This central location makes the center attractive to residents of Palmdale, many of whom utilize public transportation and/or walk to the facility to take classes, and the residents of the South Antelope Valley, for whom the commute is approximately 15 to 20 minutes by automobile.

The Palmdale Center is located approximately eight miles from the college's main Lancaster campus. The current property in Palmdale consists of 18,108 square feet of instructional and student support services. The facility includes nine "smart" classrooms to provide basic skills, general education, and transfer course instruction. A newly constructed state-of-the-art science lab provides space for instruction in Astronomy and Physical Science and an expanded computer lab is in place to facilitate general and technological instruction and assessment needs at the center.

A newly constructed Learning Resources Center provides the following functions:

Student Services

- Career placement
- Counseling and matriculation
- Financial aid
- Student success planning
- Student lounge

Instructional Support/Learning Center

- Basic skills tutoring
- General tutoring
- Media viewing room (3 stations)
- Supplemental Instruction
- Study areas (individual and group)
- Open computer lab



Library

- Reference services
- Reserve services
- Research Methods Workshop

Departmental Offices/Spaces

- Administration
 - Director, Palmdale Center/Extended Services
 - Clerical assistant
- Faculty Offices (two)
- Staff Lounge

Current student enrollment (headcount) at the Palmdale Center is approximately 2,300. Headcount enrollment is planned to increase to between 2,600 and 3,500 students at the Palmdale Center during the next three to five year period (Table 5, Educational Master Plan 2010).

Table 5: Anticipated Palmdale Center Student Demand

Time Frame	Years	Palmdale
Current Student Demand (Near Term)	2010-2012	2,200 to 2,500
Short Term (3-5 Years)	2012-2015	2,600 to 3,500
Long Term (5-10 Years)	2015-2020	3,200 to 4,400

In addition to meeting and sustaining these anticipated enrollments, the proposed change entails planning of increased courses in the following academic areas at the Center:

- Business and Applied Technology (Administration of Justice)
- Language Arts
- Health Sciences
- Science/Mathematics
- Social & Behavioral Sciences

Students may enroll in courses at the Palmdale Center to complete the general education and subject area requirements for the associate degrees in the following areas:

- Administration of Justice
- Child and Family Education
- Deaf Studies
- Education-Instructional Aide
- English (transfer, non-transfer)
- Liberal Arts and Sciences Option I-Math and Sciences; Option II-Social and Behavioral Sciences, and Option III-Arts and Humanities



This Substantive Change Proposal has been prepared to acknowledge the expansion of programming at Antelope Valley College's Palmdale Center. The Center now provides at least 50 percent of all educational programs required for associate degrees that are offered within the district. The Palmdale Center operates as a separate location, geographically apart from the main campus in Lancaster, California. The expansion of instructional programs, support services, and learning resources services is in place to serve the increase in student enrollment at the Palmdale Center of 1,000 sustainable FTES. Present Educational Master Plans (Appendices A and B) combine expanded academic course offerings to accommodate increased numbers of students who choose to pursue degree offerings through exclusive enrollment in courses at the Palmdale Center. Coordination of academic scheduling, with the director of Palmdale and the divisional deans, is undertaken to ensure that class offerings are appropriate and mirror those at the Lancaster campus.

Distance Education

Antelope Valley College offered its first online courses in 2003-2004. During that academic year, 16 online courses were offered. The following academic year, 17 online courses were offered in the fall, and 19 during the spring semester. Seven courses were offered during the summer session. Since that time, the number of online courses offered has steadily increased, with the 2009-2010 year having 134 percent more online courses than the 2006-2007 year (232 vs. 99). Currently, on an average, 60 courses are offered each term with over 90 courses offered in spring and fall. Enrollment has also steadily increased by 20 to 30 percent. In 2003-2004, 438 students enrolled in an online course, increasing to 7457 in 2009-2010. Table 6 details the number of courses offered and attendance over the past five years.

Table 6: Enrollment and Number of Courses Offered for Distance Education Courses

Academic Year	Term	Duplicated Enrollment	Number of Courses	Average Enrollment per Course
2006-2007	Summer 2006	322	10	32
	Fall 2006	1088	37	29
	Intersession 2007	196	5	39
	Spring 2007	1364	47	29
2007-2008	Summer 2007	801	28	29
	Fall 2007	1632	60	27
	Intersession 2008	508	14	36
	Spring 2008	2109	75	28
2008-2009	Summer 2008	1150	37	31
	Fall 2008	2433	80	30
	Intersession 2009	796	23	35
	Spring 2009	2621	88	30
2009-2010	Summer 2009	1406	47	30
	Fall 2009	2928	92	32
	Intersession 2010	139	3	46
	Spring 2010	2984	90	33
2010-2011	Summer 2010	836	27	31
	Fall 2010	3052	96	32



Antelope Valley College currently has ten approved certificates and 40 associate degrees that are offered either completely (or the general education component only) in the online format. This means that at least 50 percent of a program is offered through a mode of distance delivery. Tables 7, 8, and 9 below present the online/distance education courses offered at Antelope Valley College that satisfy General Education requirements.

Table 7 details hybrid courses approved by the Academic Policies & Procedures Committee. Table 8 lists the courses approved for Intelcom Television courses (ITV). Table 9 lists the online courses that do not require a face-to-face meeting.

Table 7: Approved Academic Policies & Procedures Committee Hybrid Courses

				Hybrid	
	Subject	Number	Title	Eff. Date	Rev. Date
8	BUS	101	Intro to Business	200250	201070
7	BIOL	204	General Microbiology	200270	200970
13	CA	171	Intro to Networking	200670	201070
31	ESL	023	ESL Grammar 2	200730	201070
33	ESL	033	ESL Grammar 3	200730	201070
35	ESL	043	ESL Grammar 4	200730	201070
2	ACCT	201	Financial Accounting	200770	201070
17	CHEM	101	Introductory Chemistry - lecture online/SAS online or on campus	200770	200870
4	BIOL	101	General Biology - Lecture Online / Lab Hybrid	200830	
6	BIOL	202	General Human Physiology - online hybrid	200850	
30	ESL	018	ESL Reading and Writing 1	200850	201070
32	ESL	028	ESL Reading and Writing 2	200850	201070
34	ESL	038	ESL Reading and Writing 3	200850	201070
36	ESL	048	ESL Reading and Writing 4	200850	201070
37	ESL	058	ESL Reading and Writing 5	200850	201070
49	HIST	107	U.S. History, 1607-1877	201030	
67	OT	105	Beginning Keyboarding Technique	201030	
69	POLS	101	American Political Institutions	201030	
70	PSY	101	General Psychology	201030	
72	SOC	101	Introduction to Sociology	201030	
50	HIST	108	U.S. History, 1877-Present	201050	
63	NF	100	Introduction to Nutrition	201050	
23	ECON	101	Principles of Macroeconomics	201070	
24	ECON	102	Principles of Microeconomics	201070	
62	MOA	101	Beginning Medical Terminology	201070	
64	NF	102	Nutrition and Food for Children	201070	

Table 8: Approved Academic Policies & Procedures Committee ITV Courses

				ITV	
	Subject	Number	Title	Eff. Date	Rev. Date
49	HIST	107	U.S. History, 1607-1877	199330	200930
50	HIST	108	U.S. History, 1877-Present	200530	200930
68	PHIL	106	Introduction to Philosophy	200770	



Table 9: Online Courses Approved Academic Policies & Procedures Committee

1	ACCT	121	Microcomputer Accounting	Summer 2002	
2	ACCT	201	Financial Accounting		
3	ASTR	101	Astronomy	Summer 2003	Fall 2009
4	BIOL	101	General Biology - Lecture Online / Lab Hybrid	Spring 2008	
5	BIOL	201	General Human Anatomy	Fall 2009	
6	BIOL	202	General Human Physiology - online hybrid		
7	BIOL	204	General Microbiology		
8	BUS	101	Intro to Business		
9	BUS	121	Investment Fundamentals	Spring 2007	
10	BUS	212	Women in Organizations	Summer 2002	Fall 2010
11	CA	103	Intro to Microcomputers	Summer 2002	Fall 2006
12	CA	121	Microcomputer Spreadsheets	Summer 2002	
13	CA	171	Intro to Networking		
14	CA	221	Computer Concepts and Applications in Business	Summer 2002	
15	CFE	102	The Developing Child	Spring 2007	
16	CFE	120	Infant/Toddler Development	Fall 2007	
17	CHEM	101	Introductory Chemistry - lecture online/SAS online or on campus		
18	CIS	101	Intro to Computer Information Science	Summer 2002	Fall 2010
19	CIS	111	Introduction to Programming and Algorithms	Spring 2007	
20	CIS	145	Intro to Visual BASIC.NET Programming	Spring 2007	Summer 2010
21	CIS	174	Introduction to C#.NET Programming	Fall 2010	
22	COMM	105	Intro to Mass Communication	Fall 2005	
23	ECON	101	Principles of Macroeconomics	Intersession 2008	
24	ECON	102	Principles of Microeconomics	Intersession 2008	
25	ENGL	101	Freshman Composition	Fall 2006	Fall 2010
26	ENGL	102	Freshman Composition II: Reasoning and Literary Analysis	Summer 2007	Fall 2010
27	ENGL	103	A Critical Approach to Reading, Writing, and Research	Intersession 2008	Fall 2010
28	ENGL	112	Creative Writing: Poetry	Spring 2007	
29	ENGL	212	Advanced Poetry Writing	Spring 2007	
30	ESL	018	ESL Reading and Writing 1		
31	ESL	023	ESL Grammar 2		
32	ESL	028	ESL Reading and Writing 2		
33	ESL	033	ESL Grammar 3		
34	ESL	038	ESL Reading and Writing 3		
35	ESL	043	ESL Grammar 4		
36	ESL	048	ESL Reading and Writing 4		
37	ESL	058	ESL Reading and Writing 5		
38	FTV	101	Intro to Film	Fall 2003	
39	GEOG	101	Physical Geography: Earth's Surface Landscapes	Summer 2003	
40	GEOG	102	Physical Geography: Earth's Weather and Climate	Spring 2007	
41	GEOG	102L	Physical Geography Lab: Earth's Weather and Climate	Spring 2007	
42	GEOL	101	Physical Geology	Summer 2003	Summer 2010
43	HD	100	Basic Strategies for College Success	Fall 2010	
44	HD	101	College and Life Management	Fall 2007	
45	HD	103	Career Planning	Fall 2010	



46	HD	105	Personal Development	Summer 2009	
47	HD	198O	Orientation to College	Spring 2007	
48	HE	101	Health Education	Spring 2006	
49	HIST	107	U.S. History, 1607-1877	Spring 2009	
50	HIST	108	U.S. History, 1877-Present	Spring 2009	
51	INT	101	Principles of Sign Language Interpreting	Spring 2008	
52	JOUR	121	Beginning Journalism	Fall 2003	
53	LAC	900	Supervised Tutoring	Fall 2010	
54	LIB	107	Information Competency	Intersession 2005	
55	LIB	110	Intro to Internet Research	Summer 2002	Summer 2010
56	MATH	50	Arithmetic -online hybrid	Summer 2008	
57	MATH	60	Prealgebra	Intersession 2008	
58	MATH	070	Elementary Algebra	Spring 2005	
59	MATH	102	Intermediate Algebra	Spring 2006	
60	MATH	130	College Algebra	Intersession 2008	
61	MGT	101	Management Principles	Summer 2002	
62	MOA	101	Beginning Medical Terminology	Summer 2007	
63	NF	100	Introduction to Nutrition	Fall 2009	
64	NF	102	Nutrition and Food for Children		
65	OT	101	Beginning Computer Keyboarding	Summer 2002	Fall 2009
66	OT	102	Intermediate Computer Keyboarding	Summer 2003	Fall 2009
67	OT	105	Beginning Keyboarding Technique	Spring 2007	
68	PHIL	106	Introduction to Philosophy		
69	POLS	101	American Political Institutions	Spring 2007	
70	PSY	101	General Psychology	Intersession 2003	Fall 2009
71	RE	101	Real Estate Principles	Fall 2006	
72	SOC	101	Introduction to Sociology	Summer 2002	Summer 2010

In addition to the general education requirements, the degrees and certificates listed below (Tables 10, 11, and 12) are offered in the distance education format. Some of the courses needed for achieving the degree or certificate are hybrid courses. These courses require at least one face-to-face meeting.



Table 10: GE Requirements Approved and Offered Via Distance Education

GE Requirement	Courses Offered Through DE Which Meet the Requirement	Percentage Through DE
Area A - Natural Sciences	ASTR 101, BIOL 101, CHEM 101, GEOG 101,102, 102L, GEOL 101	100% (3units)
Area B - Social & Behavioral Sciences	BUS 101 ECON 101, 102, POLS 101, PSY 101, SOC 101	100% (3units)
Area C - Humanities	ENGL 102, FTV 101, PHIL 106	100% (3units)
Area D1 - English Composition	ENGL 101	100% (3units)
Area D2 - Communication and Analytical Thinking	BUS 113 CA 103 CIS 101, 111, ENGL 102, 103, MATH 102, 130	100% (3units)
Area E - Additional Breadth	HD 100, HE 100, LIB 107, NF 100	100% (3units)
Area F - Diversity Studies	BUS 212	100% (3units)
Reading Proficiency Requirement	none	0
Writing Proficiency Requirement	ENGL 101	100% (3 Units)
Mathematics Proficiency Requirement	MATH 102	100% (3units)



Table 11: AA/AS Degrees with 50% or More of the Degree Requirements Online

Degree Program	Required courses available through DE	Option/elective courses through DE	DEC units
Liberal Arts and Sciences Degree: Math and Sciences - Option I:	ASTR 101, B10L 101, 201, 202, 204, CHEM 101, GEOG 101, GEOL 101	N/A	55% (33 out of 60 units)
Liberal Arts and Sciences Degree: Social/Behavioral Sciences - Option II	ECON 101, 102, HIST 107, 108, POLS 101, PSY 101, SOC 101	N/A	65% (39 out of 60 units)
Liberal Arts and Sciences Degree: Arts and Humanities Option III	FTV 101, GER 101, 102, PHIL 106	N/A	55% (33 out of 60 units)
A.A. Professional Bookkeeping	ACCT 121, BUS 113, CA 103 or 221, CA 221	BUS 101, OT 101	65% (39 out of 60 units)
A.A. General Business	ACCT 201, BUS 101, 113, CA 103, 221, CIS 101, ECON 101, 102	BUS 212, CA 121, CIS 101, MGT 101, OT 101, RE 101	65% (39 out of 60 units)
A.A. Business Administration	ACCT 201, CA 103 or 221 or CIS 101, ECON 101, 102	N/A	60% (36 out of 60 units)
A.A. Business Computer Information Science	ACCT 201, BUS 101 or MGT 101, CA 103 or CA 221 or CIS 101, CA 121 or ACCT 121, CA 171, CIS 111 or 145	ACCT 121, BUS 101, CA 103, 121, CIS 145, MGT 101	65% (39 out of 60 units)
A.A. Computer Applications	CA 103 or 221, CA 121, 171, MATH 102, CIS 145	CA 103, 221, CIS 145	62% (37 out of 60 units)
A.A. Family and Consumer Education	CFE 102, NF 100	ACCT 201, PSY 101, NF 102	60% (36 out of 60 units)
A.A. Management	ACCT 201, BUS 101, 113, CA 103 or 221 or CIS 101, MGT 101	ACCT 121, CA 103, 121	60% (36 out of 60 units)
A.A. Marketing	ACCT 201, BUS 101, BUS 113, CA 103 or 221, MGT 101	PSY 101, SOC. 101	70% (42 out of 60 units)
A.A. Office Technology	BUS 101, 113, CA 103 or 221, OT 102, CA 121, ACCT 201	N/A	60% (36 out of 60 units)



Table 12: Certificate Programs With At Least 50% Online

Certificate Program	Core Courses available through DE	Percentage Through DE
Professional Bookkeeping	ACCT 201, BUS 101, 113, CA 103, 221, CIS 101, ECON 101, 102	54% (15 out of 28 units)
General Business	ACCT 201, BUS 101, 113, CA 103 or 221, CIS 101, ECON 101 or 102	60% (18 out of 30 units)
Business Computer Information Science	ACCT 201, BUS 101 or MGT 101, CA 103 or CA 221 or CIS 101, CA 121 or ACCT 121, CA 171, CIS 111 or 145	60% (18 out of 30 units)
Computer Applications	CA 103 or 221, CA 121, 171, MATH 102, CIS 145	52% (16 out of 31 units)
Management	ACCT 201, BUS 101, 113, CA 103 or 221 or CIS 101, MGT 101	50% (15 out of 30 units)
Marketing	ACCT 201, BUS 101, BUS 113, CA 103 or 221, MGT 101, PSY 101, SOC 101	63% (21 out of 33.5 units)
Office Specialist	BUS 101, 113, CA 103 or 221, OT 102, CA 121, ACCT 201	56% (15 out of 27 units)
Real Estate Salesperson	BUS 113, CA 103 or 221 or CIS 101, RE 101	50% (9 out of 18 units)

The Academic Policies & Procedures Committee (AP&P) approves all Technology Mediated Instructional Courses (Appendix N).

The Distance Education Committee, a standing committee of the Academic Senate, is charged to perform several functions such as the following: Advocate and monitor campus-wide implementations of distance education activities; work with divisions to facilitate the establishment of distance education courses and programs; act as a liaison to the Academic Policies & Procedures Committee (curriculum) and Blackboard; and



coordinate workshops and training for distance education. The committee was first established in 2006. The Distance Education Committee developed a document titled “Guidelines for Designing an Online Course.” It provides expectation markers for such areas as learner interaction and support, and is accompanied by a suggested rubric for online course development and evaluation. All online course proposals must meet Distance Education Committee guidelines for online course offerings. Once reviewed by the Distance Education Committee, online course proposals are submitted to the Academic Policies & Procedures Committee for final review and approval.

There are many opportunities for faculty to be trained for online instruction. The information technical services trainer, a member of the Distance Education Committee, provides training for Blackboard applications, some of the experienced online faculty offer workshops and mentor other faculty, and the faculty union has now incorporated into the AFT Faculty Contract additional language that assures that faculty are prepared to teach online (Appendix F).

The Distance Education Committee is now planning two major additions: first, the Open Campus Initiative, whereby students have greater access to the college network using their own computers and smart phones. This will also permit greater access for students to connect to online resources. Second is the online student questionnaire that will help students determine their readiness for taking online classes. The Georgia Board of Governors has agreed to provide the questionnaire for the district’s use. The questionnaire is comprehensive in that it evaluates a student’s abilities and constraints for his/her particular lifestyle. For example, can he/she work independently without procrastinating? Does he/she have enough time to devote to online classes? And, does he/she have the equipment necessary to succeed? (Appendix L.)

The district provides the following online student support services:

- College Schedule of Classes
- College Catalog
- Smarthinking (online writing tutorial service)
- Student Handbook
- Registration/enrollment for classes
- Financial aid forms
- myAVC student portal services
- Matriculation Presentation (podcast)
- Library research databases
- Counseling
- Early Alert
- DegreeWorks
- Lecture podcasts
- iTunes University (coming Fall 2011)
- CCCcomfer



Evidence of a Relationship to the District's Stated Mission

Palmdale Center

The proposed addition of the Palmdale Center is directly supportive of Antelope Valley College's mission of "providing a quality, comprehensive education for a diverse community of learners. We are committed to student success, offering value and opportunity to all members of our community." Table 13 demonstrates that there is an anticipated robust population growth for the City of Palmdale and the south valley service area of Antelope Valley College, thus mandating a requisite change for the Palmdale Center to ensure the college's ability to provide equal access to educational opportunities throughout the district's service area.

Table 13 Population Projections of the 18-64 Age Group in Local Communities

Populated Area	2005	2010	2015	2020	2025	2030	2035
Lancaster	79,232	93,820	105,992	118,205	130,092	141,633	152,717
Palmdale	81,393	107,406	129,431	151,436	172,855	193,641	213,592
Los Angeles County Total	6,460,399	6,719,757	6,945,024	7,171,782	7,392,523	7,606,058	7,810,346

Source: Southern California Association of Governments

Distance Education

In addition, directly supportive of the college mission, distance education courses enhance accessibility to an education for many students. Distance Education helps students attain their educational goals in a more flexible learning modality. For many students, traveling to either the Lancaster or Palmdale campus is difficult. The district is spread out within Los Angeles County and it is therefore challenging for many students to physically be in a traditional classroom. Many potential students work outside of the service area and may commute up to 70 miles one way. Online courses have a higher percentage of female students, a somewhat lower percentage of Hispanic students, and tend to consist of younger age groups than the campus in general. Tables 14a, b, and c, respectively, give demographic breakdowns of the online student body by term.

Table 14a. Online student demographics - Gender

Gender	Summer 2009	Fall 2009	Intersession 2010	Spring 2010
Female	68.8%	68.3%	63.4%	71.3%
Male	30.1%	30.4%	36.6%	27.7%
No Response	1.1%	1.3%	0.0%	1.0%
Grand Total	100.0%	100.0%	100.0%	100.0%



Table 14b. Online student demographics - Ethnicity

Ethnicity	Summer 2009	Fall 2009	Intersession 2010	Spring 2010
Am. Indian or Alaskan Native	1.0%	1.0%	1.6%	0.5%
Asian or Pacific Islander	4.7%	3.6%	1.6%	3.7%
Black Non-Hispanic	20.6%	16.9%	22.8%	15.0%
Hispanic	20.9%	19.5%	19.5%	18.6%
Other	20.6%	28.2%	39.0%	35.4%
Unknown	0.1%	0.3%	0.0%	0.3%
White Non-Hispanic	32.1%	30.5%	15.4%	26.5%
Grand Total	100.0%	100.0%	100.0%	100.0%

Table 14c. Online student demographics - Age

Age Group	Summer 2009	Fall 2009	Intersession 2010	Spring 2010
<20	21.7%	22.0%	22.0%	20.6%
20 to 24	34.0%	33.9%	26.8%	37.0%
25 to 29	14.2%	14.1%	23.6%	13.7%
30 to 34	9.2%	7.7%	8.9%	8.2%
35 to 39	5.9%	7.0%	9.8%	6.0%
40 to 49	10.5%	10.4%	6.5%	9.9%
50 +	4.5%	4.9%	2.4%	4.2%
Grand Total	100.0%	100.0%	100.0%	99.6%

During the fall and spring terms, online students take more than one class on average, with the average number of classes a little over one in the summer and one class per student in the intersession. Tables 15 a, b, and c show the average number of online courses taken by the various demographic groups.

Table 15a. Average Number of Online Courses by Gender

Gender	Summer 2009	Fall 2009	Intersession 2010	Spring 2010
Female	1.17	1.41	1.00	1.34
Male	1.13	1.26	1.00	1.26
No Response	1.00	1.19		1.33

Table 15b. Average Number of Online Courses by Ethnicity

Ethnicity	Summer 2009	Fall 2009	Intersession 2010	Spring 2010
Am. Indian or Alaskan Native	1.09	1.35	1.00	1.64
Asian or Pacific Islander	1.17	1.25	1.00	1.22
Black Non-Hispanic	1.20	1.43	1.00	1.34
Hispanic	1.11	1.26	1.00	1.22
Other	1.15	1.38	1.00	1.35
Unknown	1.00	1.00		1.33
White Non-Hispanic	1.16	1.38	1.00	1.34



Table 15c. Average Number of Online Courses by Age

Age Group	Summer 2009	Fall 2009	Interession 2010	Spring 2010
<20	1.12	1.29	1.00	1.29
20 to 24	1.14	1.34	1.00	1.28
25 to 29	1.22	1.45	1.00	1.31
30 to 34	1.23	1.40	1.00	1.39
35 to 39	1.17	1.41	1.00	1.49
40 to 49	1.18	1.36	1.00	1.34
50 +	1.06	1.41	1.00	1.32

The proposed change addresses the community issues of transportation, commuters wishing to continue their education, and the concern to be environmentally conscious. In addition, distance education is a benefit to local businesses through work scheduling flexibility, increases in job readiness, and job improvement skills.

Discussion of the Rationale for the Change

Palmdale Center

Enrollments at the Palmdale Center have dramatically increased, and all prevailing evidence suggests this trend will continue. With the district's vision for the planning and construction of a new comprehensive campus in the City of Palmdale between 2016 and 2020, the proposed substantive change for the current Palmdale Center will facilitate Antelope Valley College's mission and its vision for the future.

After working more than a decade to secure donated property for a permanent Palmdale Campus, in 2008 the district moved forward and purchased a 60 acre parcel for a new college campus. The purchase of the property reached a significant milestone toward establishing a comprehensive college in Palmdale. During 2007, an update of the college's Educational Master Plan was completed that identified the planning for future programs to be offered at the new Palmdale Campus. The 2010 Educational Master Plan, just completed, provides an additional revision to reflect the instructional programs that will be needed to meet the current and anticipated needs of the community over the next 3-5 years.

The Antelope Valley Community College District strives to effectively serve the residents in the community of Palmdale and the greater South Valley. Direction derived from recent discussions with the City of Palmdale and others have served to underscore the district's commitment to address this service deficit through the proposed change for the Palmdale Center.



Distance Education

Technology has changed the way students seek to meet their educational goals. More individuals in the community are relying on computers and technology media for student learning. Distance education provides flexible course offerings, little to no commute, and an accessible learning environment for more students. Demographically, the distance education students tend to have a higher percentage of female students, lower percentages of Hispanic students, and tend towards the lower age groups. Students in distance education tend to take more than one online course in every term but intersession. Research is currently under way to try and identify commuting distance, income, and family status trends amongst the distance education students.

The first Antelope Valley College online offerings were given by only three faculty members, primarily in the business disciplines. During the 2008-2009 academic year, an average of 34 faculty taught online, with 19 teaching over the summer session. In 2009-2010, an average of 32 taught online, with 25 teaching for the summer session, in disciplines ranging from Math, English, Social Science, Physical Education, and Fine Arts, to Business. The faculty in many disciplines recognizes the necessity to be more responsive in meeting the district's mission and the needs of the diverse student population (Appendix M).

DESCRIPTION OF THE PLANNING AND PREPARATION PROCESS, LEADING TO THE REQUEST FOR THE CHANGE

Change Related to the District's Stated Mission

Palmdale Center

The mission of Antelope Valley College is one of service and the offering of quality educational programs to all members of the community. The district fulfills its mission by offering comprehensive quality educational programs, instruction, and services. The mission focuses on placing student success and student centered learning as the district's number one priority through higher educational standards and innovative programs and services (Appendix M).

The proposed center status change relates to the district's stated mission for the intended direction of the Palmdale Center. It will result in solidifying the foundation by addressing the current and projected population growth in Antelope Valley College's service area of Palmdale and the South Valley: the communities of Quartz Hill, Antelope Acres, Rosamond, Littlerock, Pearblossom, Acton, Sun Village, and Lake Los Angeles.



Distance Education

Distance Education began at Antelope Valley College with an ITV course offered in Psychology (PSY 101 was AP&P approved 3/26/87). Subsequent ITV courses approved include HIST 107 (1992), HIST 108 (2004), and PHIL 106 (2007). In fall 2005, the college's shared governance council, the College Coordinating Council, established a Distance Education Taskforce for the purpose of making recommendations on distance education for the district. At the end of fall 2005, three recommendations were presented. First, it was suggested that the district move forward with the purchase of the Blackboard course management system and that the service be hosted off campus. Second, that a standing Distance Education Committee be established to further address distance education issues related to technical guidelines, course delivery, and the quality of future distance education offerings. Third, that the Distance Education Committee become a standing committee of the Academic Senate with the following representation: six faculty from various disciplines, including an Academic Policies & Procedures Committee representative; one counselor; one instructional dean; one member from Information Technical Services management and one classified; one representative each from the faculty union and the classified union; and one student from the Associated Student Organization. The Vice President of Academic Affairs or designee and an Academic Senate faculty appointee serve as co-chairs.

The Academic Senate accepted the Coordinating Council's recommendations, and on February 2, 2006, the Distance Education Committee and the faculty co-chair position were both approved. On March 6, 2006, the Board of Trustees approved the funding for Blackboard, a course management system. On May 8, 2006, the licensing contract with Blackboard was approved. In June 2009, the contract was renewed for the 2009-2010 academic year (Appendix J).

Students now have a varied selection of programs and courses that can be taken through televised programming, videos, and online through the web. Some of the courses are hybrid (combination of online and in class), or Web-enhanced (in-class lecture course that is enhanced by the use of online/web resources). The number of courses delivered through distance education continues to expand and meet the needs of the community. As the number of distance education courses grows, so does the access to online student services. Student services provided for online students have now mirrored the type of services students are able to receive on face-to-face bases (Appendix D). Distance education opportunities are critical to the district mission in that they encourage student proficiency in communication, information retrieval, critical thinking, and applied analysis.

Assessment of Needs and Resources

In association with ADR Associates, during the summer of 2008, Antelope Valley College undertook an extensive community study to assess how best to meet the changing community needs for higher education in the Palmdale/south valley service

