

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

March 17, 2011

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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

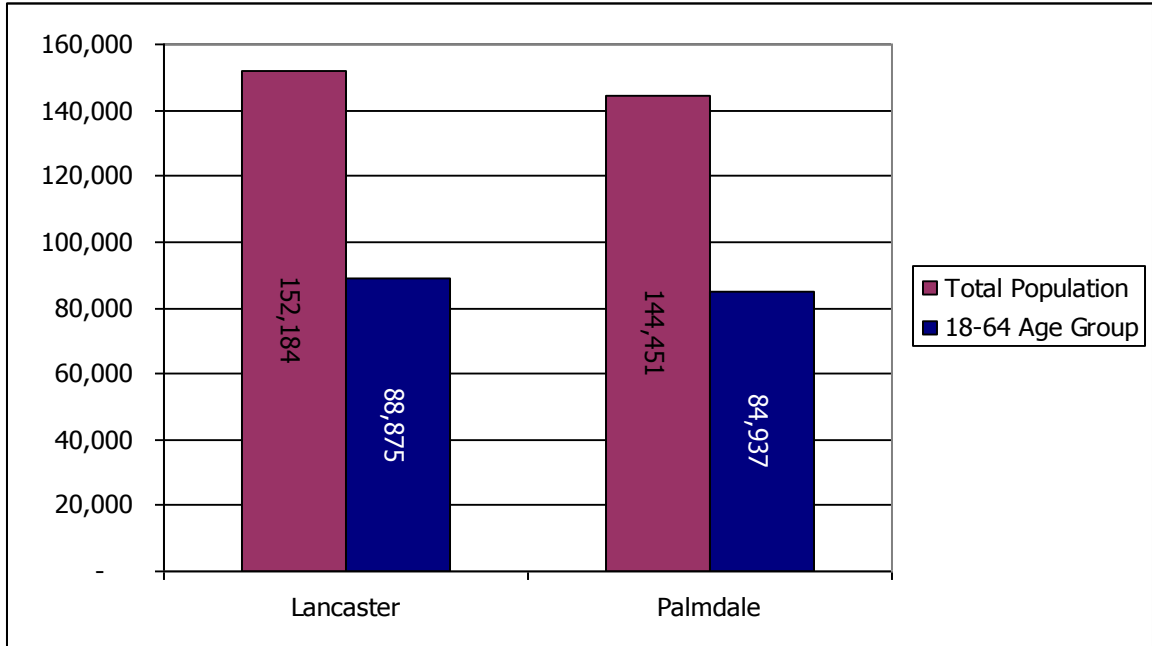
The local populations increased rapidly between the years of 2000 to 2006, and continued to increase, though at a slower rate, from 2007 to 2009. During this time period, Lancaster's yearly growth averaged 2.20 percent, while Palmdale's averaged 2.85 percent. LA County, however, only experienced moderate 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



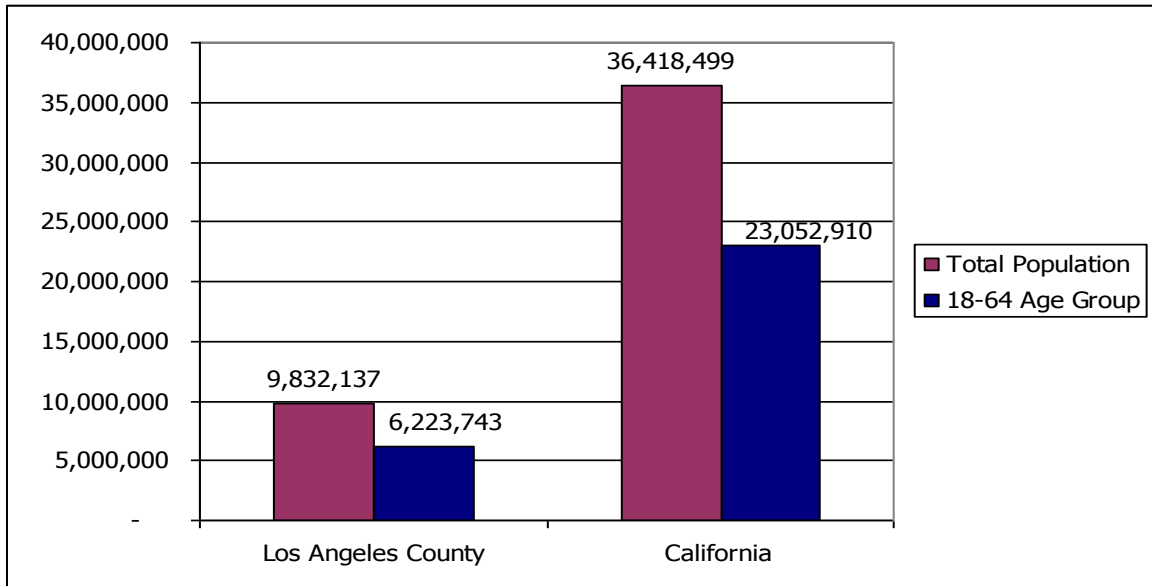
heavily in community college programs. Figure 2 shows the same populations for Los Angeles and California.

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

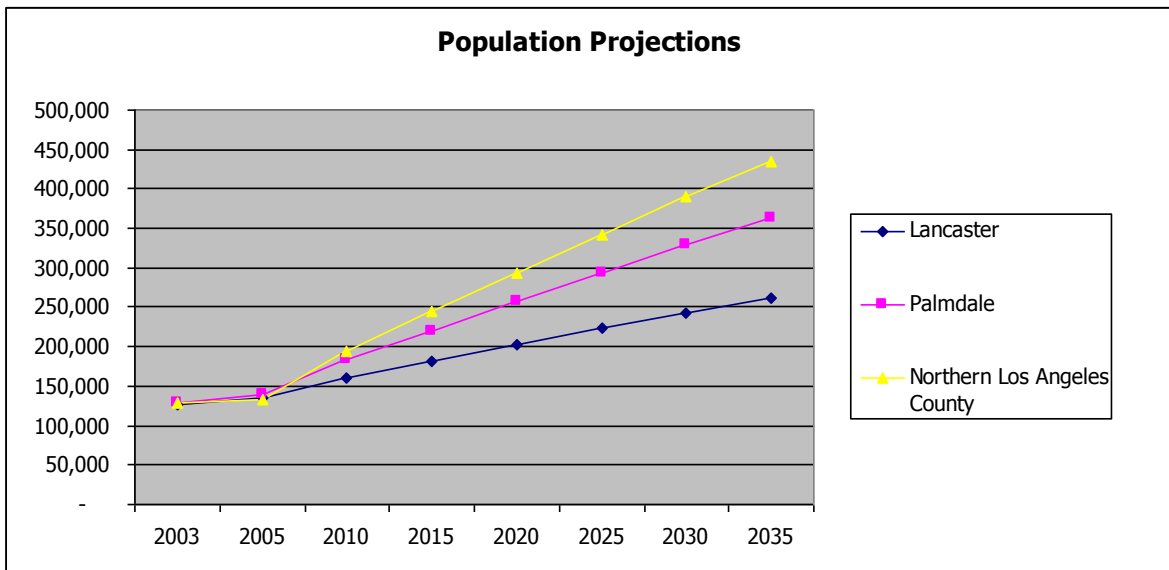


Source: U.S. Census: 2006-2008 American Community Survey 3-Year Estimates

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



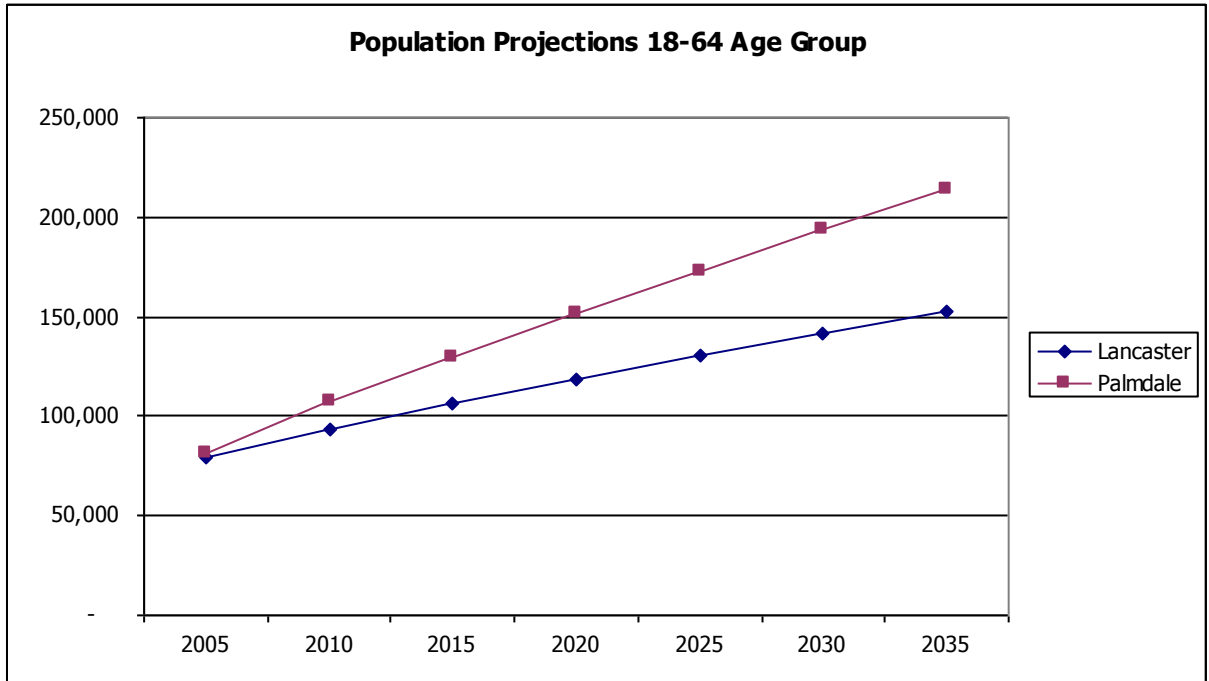
Population Projections for Communities in AVCCD

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 Geograh: 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	1980	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



area. On behalf of the college, ADR Associates staff conducted in depth telephone interviews with key constituency groups:

- Community leaders
- Business leaders
- Campus leaders

The results of the study revealed that all three groups agreed that the college is uniquely positioned to meet the needs of both students and local businesses by offering accessible, affordable, and available education opportunities. The aspect of extending the college's outreach to the community was cited as being of particular importance and focused on three key activities: keeping the community informed of the college's short term planning, seeking input from the community, and addressing community input in realistic planning efforts.

In 1997, the California Community College Chancellor's Office designated the Antelope Valley College's Palmdale site as a grandfathered center. According to Senate Bill 361 (SB 361), the California Postsecondary Education Commission (CPEC) approved a list of grandfathered centers to include the following considerations:

1. Is the center owned or controlled through a long-term lease by the District?
2. Has it been in continuous operation since 1974?
3. Is it a "comprehensive" center with an administrator and student services on Site?
4. Does it serve at least 1,000 FTES?

Despite the fact that Antelope Valley College had not satisfied all the requirements identified in the CPEC guidelines (specifically, appointing an administrative leader and achieving 1,000 FTES) on January 20, 2010, the Chancellor's Office confirmed that the current Antelope Valley College Palmdale site is a grandfathered center. With this confirmation, upon the appointment of the center's administrator, the placement of student support services and reaching the 1,000 FTES threshold, the Palmdale location would become eligible for designation as a fully approved center. At its regular meeting on February 8, 2010, the Antelope Valley College Board of Trustees voted to approve the designation of the Palmdale Center as a grandfathered center. The District seeks the designation to that of a fully approved state education center for the Palmdale Center and the addition of courses that constitute 50 percent or more of a program offered via a mode of distance education through this substantive change proposal.

Anticipated Effect on the Rest of the District and Intended Improvements

The anticipated positive effect on the district is that it will realize an increased apportionment under provisions of Senate Bill 361 (SB 361) to assist in future planning for the permanent campus in the City of Palmdale. As the populations of the communities of Palmdale and the south valley increase in the future, the college



anticipates that there will be a need to further expand instructional offerings at the Palmdale Center prior to the construction and opening of the full service college campus. It is anticipated that the district will have to meet the demands of growth for five to ten years leading to the opening of the new campus.

The expansion of programs and services at the Palmdale Center and the inclusion of distance education demonstrate to residents of the district, particularly the Palmdale/South Valley service area that the college cares about their needs and aspirations. The effect of the change will also be positive because of the further development of the college's Educational Master Plan. The placement of additional instructional programs and student support services at the Palmdale Center, as well as increased distance education offerings, acknowledges the district's commitment to support and sustain current and future enrollment growth. The most important improvement of the proposed change is that Antelope Valley College will further fulfill its mission by providing quality programs and services to all its citizens within the district.

EVIDENCE: HUMAN, ADMINISTRATIVE, FINANCIAL, AND PHYSICAL RESOURCES

Human Resources

Based on district and state guidelines, qualified staff members who meet a program's specific qualifications will be selected for staff assignments at the Palmdale Center. Hiring procedures for all hires follow the Antelope Valley College human resource guidelines. Future hiring recommendations for the Palmdale Center will be based on the Staffing Plan that is part of the Educational Master Plan (strategic plan), which includes a district-wide program review process.

Antelope Valley College has determined that the Palmdale Center's lead administrator, the Director of Palmdale Center/Extended Services, will be located at the current facility until substantial construction of the new campus is achieved.

All faculty members, both full time and adjunct, are hired using the California Code of Regulations, Title 5 Education Code of minimum qualifications criteria, regardless of location or mode of instructional delivery. The hiring procedure approved by the Academic Senate does not distinguish between traditional or online teaching modalities. All faculty have the opportunity to teach at the Lancaster campus, Palmdale Center, or online. Training opportunities for online instruction is offered through the Faculty Professional Development (FLEX) Program (Appendix G). The Distance Education Committee offers distance education training recommendations for the professional development program.



Physical Resources

Physical resources include offering appropriate student support services online and in the Learning Resources Center at the Palmdale Center that replicate the service model at the Lancaster campus. The goal is to provide students with seamless service delivery, whether online or for either of the district's campuses.

At the Palmdale Center there is an appropriate level of counseling, financial aid, student success planning, basic skills and general academic tutoring, and reference, research methods workshops, and reserve library services are currently in place. Counseling faculty are linked and facilitated through utilization of the SARS reporting system. These services ensure accuracy in data collection for the matriculation MIS system, reported each term to the Chancellor's Office. A full array of counseling services is available to all students, as well as a number of categorical counseling services for special populations including EOPS/CARE, DPS, and CalWORKs. In addition, opportunities for assessment testing and transfer services are available.

Personnel, hours of operation, and space configuration are determined as a part of the present planning process (Appendix C). Student services at the Palmdale Center are linked with instruction, institutional research, and information technology services. It is envisioned that rotational meeting structures will be developed between the Lancaster campus and the Palmdale Center to foster communication and the continued commitment to the district's shared governance process. Student satisfaction surveys are initiated to ensure specific needs for services and/or resources are met at the Palmdale Center.

In 2006, the district entered into a contract for Blackboard Platform as the management software. The contract provides unlimited sites and users. The district also uses myAVC as a service portal to provide students access to courses, email, and support services. Information Technology Services provides a help desk and a website for students having difficulty with any of the district's electronic services.

Due to limited available space at the Palmdale Center, bookstore services are provided through the use of a coin operated vending machine located in the student lounge. This machine dispenses Scantron forms, examination books, pencils, pens, calculators, and other items. Soft drinks and snacks are also available to students through vending services. The bookstore also provides online services for all students. The services include purchase and rental of textbooks and supplies.

Standards of Safety and Security are met by the Los Angeles County Sheriffs Department, which is responsible for law enforcement, security, parking, and emergency response at the Lancaster Campus. At this time, the department assigns three officers to the Palmdale Center on a daily basis to provide security coverage through the hours of operation: 7:30 a.m. to 10:00 p.m. Monday-Thursday and 7:30 a.m. to 4:30 p.m. Friday.



Financial Resources

The District allocates sufficient financial resources to support the operational needs of the Palmdale Center and distance education offerings (Appendix K). Upon receiving designation as an official State Educational Center, the district anticipates an additional appropriation of \$968,764 from the State of California to assist with the operation of the Center.

Faculty support for distance education and other alternative instructional delivery methodologies is integrated into the district's operational budget. The Blackboard Platform management software is included in the district's instructional budget that is used for online and hybrid courses, as well as for all traditional courses. While not all faculty members teach distance education courses, many take advantage of the Blackboard platform to post materials such as texts, lectures, handouts, and exams.

Faculty salaries are budgeted through each instructional division. Each instructional division determines the number of courses to be offered via distance education. Full time and part time faculty are assigned to online courses based on faculty requests and preparation to teach online. Faculty members have been encouraged to expand their online offerings and have courses approved by the Academic Policies & Procedures Committee (Appendix H). Each academic year an average of 11 new and nine revised courses have been approved for online or hybrid instruction.

Monitoring Plan: Achievement of the Desired Outcomes

The Institutional Research Department is responsible to obtain the internal and external data and reporting needs of the district. The researchers provide data and reports to administration, faculty, and staff. Data and reports are used for short-term and long-range district planning; department level decision making; accountability; evaluation of institutional effectiveness; institutional learning outcomes; student learning/operational outcomes and student success; effective enrollment management; program reviews; federal and state-mandated research; federal and state-mandated compliance; and for state and federal funding. The Palmdale Center and distance education are included in the research efforts. The Institutional Research Department's mission directly supports the district's mission. All research activities incorporate the district's mission and goals and support the successful attainment of identified student learning and performance outcomes.



ELIGIBILITY REQUIREMENTS

The Accrediting Commission for Junior and Community College (ACCJC) last visited Antelope Valley College in the fall of 2010. The college was fully accredited, with four recommendations. Antelope Valley College continues to meet the eligibility requirements for accreditation in the following areas:

1. Authority

Antelope Valley College's authority to operate a degree granting institution is based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association for Community and Junior Colleges, the institutional accreditation body for California's Community Colleges (California Code of Regulations, Title 5, Division 6, Chapter 2, Subchapter 1, §51016).

2. Mission

Antelope Valley College's mission defines the district's commitment to student success and student learning:

"To serve the community by placing student success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment. Antelope Valley College takes pride in 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."

We offer: *the following: Associate Degree Programs, Career Technical Programs, Transfer/General Education Courses, Basic Skills Courses, Student Support and Instructional Support, Workforce Preparation and Economic Development, and Personal Enrichment and Professional Development.*

3. Governing Board

The Board of Trustees for Antelope Valley College is an independent policy making body, which governs the single college district. Members are elected to the Governing Board for four year terms from within the college district. The board is responsible for the quality, integrity, and financial stability of the college and for ensuring that its mission is practiced. To provide continuity of services, the terms of the trustees are staggered. One elected student serves on the board as the student trustee for a one year term.

The Board of Trustees follows the Brown Act. The board holds open monthly meetings with agendas and notices that are posted widely in advance. Minutes are posted after each meeting. Additionally, the board conducts business according to the college's approved policies and procedures, maintaining a subscription to the Community College League of



California to keep board policies and procedures current. The governance structure of the college provides for integrated planning efforts by all constituencies.

4. Chief Executive Officer

The Superintendent/President of the College, Dr. Jackie L. Fisher, Sr., serves as the chief executive officer with full-time responsibility to the district and college. He has the requisite authority to administer board policies.

5. Administrative Capacity

The Palmdale Center has adequate staffing and oversight for the operation of the facility. The current administrative staff of Antelope Valley College consists of the Superintendent/President, and four vice presidents. In addition, a director for the Palmdale Center was hired in December 2009 to administer the day-to-day operations. Currently, there is sufficient administrative staff to provide the oversight and support for the College and the Palmdale Center (Appendix I).

6. Operational Status

Antelope Valley College has been in continuous operation since 1929 and is celebrating its 82nd year of providing instruction and services to students.

7. Degrees

Antelope Valley College offers 71 associate degrees (AA and AS) and 59 certificates in 43 areas of study in accordance with Title 5 §55063 § 55070 of the California Code of Regulations. Courses are offered at the Palmdale Center to allow students to complete all requirements for the associate degree at that location. Ten certificates and four degrees can be obtained online.

8. Educational Programs

By statute in California, the Board of Governors has statewide responsibility for the approval of all new instructional programs in community colleges. All associate degree majors that are listed by name on a student transcript or degree require Chancellor's Office approval, whether primarily for employment preparation or primarily for transfer. The regulatory process ensures that Antelope Valley College's programs are designed to address higher education fields of study and are conducted at levels of quality and rigor appropriate to the degrees offered and leading to student learning outcomes. The Academic Policies & Procedures Committee, a standing committee of the Academic Senate, ensures that all new or revised courses and programs are in accordance with the district mission. All online course proposals must meet Distance Education Committee guidelines for online courses. Once reviewed by the Distance Education Committee, online course proposals are submitted to the Academic Policies & Procedures Committee for final review and approval. There is one curriculum process for all courses and programs, regardless of location or mode of delivery.

As mentioned previously, educational programs offered at the Palmdale Center or distance education are sufficiently robust to ensure students are able to complete their general education requirements for the associate degree, without having to travel to either



the Lancaster campus or Palmdale Center. Antelope Valley College operates under the semester system. Thus, students are awarded credit according to regulations pertaining to the semester system. The sequence of courses and programs offered at the Palmdale Center and for distance education mirror that of the Lancaster campus.

Learning resources provide students with support services that include study skills workshops, tutoring, learning groups, and directed learning activities. An open computer laboratory is also available for student use. Students also have access to online counseling, registration, financial aid, the student handbook, the college catalog, and class schedules.

9. Academic Credit

Academic credit is based on California Administrative Code, Title 5, § 55002.5. Statutory requirements govern the granting of academic credits. The 2010-2011 college catalog provides information on degrees and certificates on pages 54-55. The college catalog is made available both in print and online.

10. Student Learning and Achievement

Measurable objectives and their identified assessments are a major component of the Course Outlines of Record (CORs) and are required for course approval. Antelope Valley College is currently engaged in campus-wide dialogue in student learning outcomes/operational outcomes assessment measures for all areas: academic, student services, and non instructional. Student learning outcomes/operational outcomes are established for programs and courses offered. Those outcomes are now assessed, data collected, and results examined to determine if students are meeting the learning outcomes. Discipline faculty and program staff participate in the dialogue for courses, programs and degrees, whether offered at the Lancaster campus, Palmdale Center, or online.

11. General Education

The Board of Governors of the California Community Colleges and Antelope Valley College Governing Board specify the minimum requirements for graduation with an AA or AS degree that include, as a substantial component, general education requirements. These general education requirements promote students' growth in both intellectual inquiry and breadth of knowledge. Sixty semester units are required, with a minimum of 18 semester units in a designated major or an area of emphasis. In addition, proficiencies in reading, writing, and math are required. Requirements are the same for all general education courses and proficiencies, regardless of location or mode of delivery.

12. Academic Freedom

Antelope Valley College, through the shared governance process, has designed an academic freedom philosophy statement that is identified in Board Policy 4030. Additionally, the policy is located in the Faculty Handbook and Faculty Union Contract. The college's central function depends upon an atmosphere in which freedom of inquiry, thought, expression, publication, and peaceable assembly are given the fullest protection. Expression of the widest range of viewpoints is encouraged, free from institutional



orthodoxy and from internal or external coercion. It is the freedom to challenge ideas, pose questions, support problem-solving within the classroom, and encourage students to freely ask questions, suggest possible solutions, and either accept or reject ideas.

13. Faculty

As of fall 2010, the college employed 185 full-time and 449 part-time faculty. All faculty members meet or exceed the minimum qualifications to teach their discipline and all full-time faculty is listed in the college catalog. All faculty members represent a broad range of academic backgrounds and experiences in business and industry. The composition of the faculty at Antelope Valley College allows for curriculum and program offerings that are sufficiently diverse in scope and meet the demands of the college service areas. Faculty members make numerous contributions to the communities in which they reside and to the teaching profession. They have worked in various levels of education and share their rich experience with students, colleagues, and community.

14. Student Services

In support of the district's mission (BP 1200), appropriate student services to assist students in learning and development are provided. As listed in the catalog, these services include Enrollment Services, Counseling and Matriculation, Financial Aid, Student Development and Activities, Career/Transfer Center, Job Placement, Veteran Services, Office of Students with Disabilities, Student Transfer and Academic Retention (STAR) Program, Extended Opportunity Program and Services (EOP&S), and Information and Welcome Center. Online Student Services includes counseling, matriculation presentation, college application/registration, the college catalog, the class schedule, and student handbook. Online bookstore services allow students to purchase items such as books and supplies.

Palmdale Center services and Distance Education are also addressed in number 8: Educational Programs.

15. Admissions

As mandated by Title 5 requirements, Antelope Valley College is an "open-door" institution. All high school graduates, anyone who has a Certificate of Proficiency or a G.E.D., and anyone 18 years of age or older who can benefit from a course of study are eligible for admission.

Students presently at the K-12th grade level who have not yet received a high school diploma, California proficiency or GED, and are under the age of 18 may, with college approval, enroll at Antelope Valley College under the "Special Admittance of Minor Students" policy. Veterans and eligible dependents receiving VA education benefits may meet with the veterans' program coordinator. It is anticipated that Veteran Services will provide a veteran process at the Palmdale Center in the future.

In addition, the college operates Students on the Academic Rise (SOAR) High School. It is a specialized high school that integrates college courses into the high school



curriculum and is part of the Antelope Valley Joint Union High School District. SOAR is located on the Lancaster campus.

16. Information and Learning Resources

The Library provides sufficient information and learning resources to maintain effective learning programs. The Library's varied collection of books, periodicals, electronic databases, pamphlets, maps and art prints serves to support the academic, technical, and distance education programs offered by the college. Reference librarians teach students to develop critical thinking and information literacy skills enabling them to identify, locate, and retrieve information. Credit courses in Library Studies (transferable to CSU), research methods workshops, online tutorials and research guides, are also available. The Library is currently accessible to students Monday through Friday. Access to information and learning resources at the Palmdale Center is currently available on a limited basis. Library services will be expanded at the Palmdale Center in fall 2011.

The Learning Center online services are presently moving forward. The Academic Policies & Procedures Committee in the spring 2010 LAC 900, instituted a hybrid tutoring course. For the Palmdale Center, additional broadband is being provided for the use of CCC Confer and Skype. These services will benefit all students, especially those taking course online and the Palmdale Center.

17. Financial Resources

The Finance Plan for Antelope Valley College is developed and monitored by the Budget subcommittee of the Strategic Planning & Budget Council. It currently encompasses 2007-2010 fiscal years. The plan represents a three year extension of the 2007 Educational Master Plan, and now the 2010 Educational Master Plan. Revisions and adjustments to the plan are made to reflect the fiscal conditions and opportunities inherent in the dynamic statewide budget of California. The funding base, financial resources, and plans for financial development are adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

18. Financial Accountability.

The Antelope Valley College District undergoes two annual external financial audits by a certified public accountant: one preliminary and one formal for the previous fiscal year. The report is presented to the Board of Trustees in January, with a monthly report that outlines a corrective action plan and progress towards resolving any audit exceptions. The results of these audits are made available to the public. The Palmdale Center and distance education are included in the audit process as part of the district. This is based on the philosophy that regardless of physical location, there is one institution.

19. Institutional Planning and Evaluation

The Strategic Planning and Budget Council (SPBC) utilizes the Educational Master Plan (strategic plan) as the blueprint for the district. This plan monitors the achievement of desired outcomes. The Antelope Valley College District systematically evaluates and



publicizes how well and in what ways it accomplishes its goals. The district assesses progress through the three year scheduled revisions of the Educational Master Plan. The most recent revision was completed in fall 2010. As part of the planning and evaluation, a systematic four year program review process has been established for Academic Affairs, Student Services, and non-instructional areas, with annual updates. Recommendations from the Educational Master Plan and program reviews are linked to the college's budgetary and planning process. Assessment and evaluation of institutional learning outcomes, student/operational outcomes, student success, retention, persistence, transfer, basic skills attainment, and other important variables are identified, measured, and used in implementation for change.

20. Public Information

Antelope Valley College's catalog (printed and online) and class schedules are available on the college website. These documents contain precise, accurate, and current information. The Office of Academic Affairs and the Department of Public and Governmental Relations maintain these documents.

An open house event for the Palmdale Center is planned to take place in spring 2011 to introduce the expansion of services and to communicate with constituents about current and future instructional programs and student services programs. The open house will be a celebration of the success and viability of the Palmdale Center with invitations to faculty, staff, dignitaries, and the general community.

21. Relationship with the Accreditation Commission

Antelope Valley College was last accredited in 2011. Antelope Valley College assures the Commission that it adheres to the accreditation standards and policies of the Commission and the eligibility requirements. The college describes itself in identical terms to all accreditation agencies and will communicate any changes in its accredited status if necessitated in the future. Antelope Valley College agrees to disclose information required by the Commission to carry out its accreditation responsibilities and will comply with requests, directions, recommendations, decisions, and policies rendered by the Commission, making complete, accurate, and honest disclosures. The submission of this Substantive Change Proposal is in accordance with Antelope Valley College's commitment to the Accreditation Commission.

ACCREDITATION STANDARDS

Standard I: Institutional Mission and Effectiveness

A. Mission:

The expansion of instructional and student services programs at the Palmdale Center is in direct support of the district's mission to serve the community by placing student success



and student-centered learning as our number one priority through higher educational standards and by offering value and opportunity to all members of our community. The expanded services at the Palmdale Center serve to better provide access for the underserved City of Palmdale and the communities of Quartz Hill, Antelope Acres, Rosamond, Littlerock, Pearblossom, Acton, Sun Village, and Lake Los Angeles in the southeast portion of the district. The offering of distance education extends the opportunity for more students in these areas and others in meeting their educational goals.

The commitment of the district in fulfilling its stated mission is reflected in the Educational Master Plan, the strategic plan. Eight of the 14 guiding principles state:

1. *Create a campus culture in which student learning outcomes for all instructional departments and operational outcomes for noninstructional departments are known to the campus community and are the basis for planning;*
2. *Integrate program review fully with the strategic planning process to ensure that college resources are devoted in the most efficient manner to build and maintain strong programs and services;*
3. *Provide students (and employees) with access to current and reliable technology resources necessary to sustain and enhance the teaching and learning environment;*
4. *Continue to increase class offerings and services at locations in Palmdale Center a unique identity for Palmdale based on the needs of the community;*
5. *Plan for appropriate changes to the district to embrace the diversity associated with the changing demographics of the student body. AVC will identify benchmarks for institutional learning outcomes and student learning outcomes and attain them for all groups in the student body;*
6. *Implement streamlined student services through evaluation and utilization of campus technology resources that provide 24-hour online access.*
7. *Explore alternative methods of delivering education offerings and expanded Distance Education, in accordance with community college system goals; and*
8. *Use strategic planning to implement and evaluate priorities in a continuous cycle of review and improvement.*

B. Improving Institutional Effectiveness

The district continues to engage in “ongoing, collegial, self-reflective dialogue” to continually improve student learning that measures learning and assesses how well learning is occurring. The Strategic Planning and Budget Council (SPBC) is responsible for monitoring the district’s strategic plan (Appendix A and B). The plan identifies the



intended future direction in ensuring that the community is well served. The “Blueprint for Planning” and the “Cycle of Evaluation” are used to ensure thoughtful dialogue on meeting the district mission (BP 1200). Tables 11 and 12 in the previous section list programs where more than 50 percent of the degree or certificate may be earned through distance education. Table 16 compares the success rates and retention of those students taking courses online vs. face-to-face instruction. Overall, students in online courses have a lower success rate than students in traditional courses. Success rates in fall and spring 2010 have improved in online courses, reducing the achievement gap.

Table 16. Average Success Rates Online vs. Traditional Courses

Term	Success Rate (Online)	Success Rate (Traditional)	Difference
Fall 2006	49.79%	67.14%	17.35%
Int 2007	64.41%	85.75%	21.34%
Spring 2007	49.92%	67.23%	17.32%
Summer 2007	60.13%	77.82%	17.69%
Fall 2007	51.62%	67.48%	15.86%
Int 2008	69.61%	86.27%	16.66%
Spring 2008	52.66%	66.49%	13.83%
Summer 2008	63.26%	75.90%	12.64%
Fall 2008	51.95%	67.63%	15.68%
Int 2009	70.50%	86.41%	15.90%
Spring 2009	55.08%	66.52%	11.44%
Summer 2009	58.88%	77.92%	19.05%
Fall 2009	55.75%	68.61%	12.86%
Intersession 2010	67.48%	88.21%	20.73%
Spring 2010	55.99%	70.32%	14.33%

Distance education course success rates have risen steadily over the past several years for major terms, but have been inconsistent for intersession and summer. Retention rates for online courses compared to traditional courses vary term to term from five percent to ten percent lower.

The district agrees with the Commission’s philosophy that “professional self-regulation is the most effective means of assuring integrity, effectiveness, and quality.”

Standard II: Student Learning Programs and Services

A. Instructional Programs

The naming of the Palmdale location as an officially designated State Educational Center, and the fact that it provides students the opportunity to complete online 50 percent or more of program requirements, addresses the district’s mission. Specifically, Palmdale Center increases access to education for the community. It provides high-quality programs/courses leading to degrees, certificates, employment, and transfer to higher education institutions. Antelope Valley College continues to use delivery systems and modes of instruction to meet the needs of today’s and future students and assess student learning outcomes across the district. As students’ work schedules, long commutes, and



family demands change, so must modes of instruction. The district has responded to diverse demands by offering online and hybrid courses, as well as providing student support services for online learning. Students taking online courses tend to live farther from campus, and also tend to be female and younger than the campus population as a whole.

Students, for some courses, have videoconferencing available that consists of a system equipped with podcast recording capabilities and the ability for two classrooms separated geographically to be managed by one faculty member. Podcast lectures are also available to students, thus faculty disseminate both audio and video content to students.

Presentations, performances, lectures, demonstrations, debates, tours, and meetings are all available for users to search, download, and play.

B. Student Support Services

Based on enrollment/registration patterns, the district continues to assess and assign student support services at the Palmdale Center and for distance education that best meet the needs of Antelope Valley College's diverse students. In some instances, this requires an expansion of services in conjunction with the Lancaster campus. The systematic assessment of student services embedded as a part of the district's on-going planning and revision of the Educational Master Plan is used to measure the effectiveness of services. The goal, regardless of location or mode of delivery, is to provide student services that parallel the quality of support that students receive at the Lancaster campus.

Currently, student services available online are as follows:

- 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—online catalog, research databases, and tutorials
- Counseling
- Early Alert
- DegreeWorks (a degree audit program for self-monitoring student progress)

While tutoring is available at both the Lancaster campus and Palmdale Center, online tutoring is not available to students. A tutoring course, LAC 900, was approved in spring 2010 that will facilitate tutoring opportunities through CCC Confer and Skype to all students. Smarthinking is provided for all students. The program is an online writing tutorial service that allows students to submit paper assignments for critique. Effective online general tutoring is needed to increase retention and persistence in the online courses. What will certainly need to be considered as the college moves forward is



identifying peer tutors with the requisite content knowledge and the required technical skill.

C. Library and Learning Support Services

Library services at the Palmdale Center are located in the Learning Resources Center and provide access to support services including a collection of reserve textbooks, research methods workshops, and reference services. The Learning Resources Center provides space for group study, tutoring (individual and group sessions), and an area with access to Internet research. Students are able to view video material on three monitors in the Learning Resources Center. Library and learning support services are currently sufficient for the Palmdale Center and expansion continues.

The library provides students' access to EBSCOhost, an electronic periodical database. In spring 2010, a multi-disciplinary online video clip archive, Intelcom Online Resource Network, was introduced and is available to both faculty and students from the Library home page. In fall 2011 "American History in Video" was added to the Library's online databases. This streaming video resource offers full length educational videos from sources such as PBS and the History Channel, and is available on demand via the Internet in the classroom or off campus. In addition, students have access to other online Library resources through the library web page in a range of subject areas.

The present services support Antelope Valley College's instructional programs. The district systematically assesses the services through the monitoring of the Educational Master Plan.

Standard III: Resources

A. Human Resources

Staff hired for the Palmdale Center meets the minimum qualifications, as does the staff employed at the Lancaster campus. All faculty and staff involved with online learning meet the same qualifications and standards as onsite staff, in accordance with state regulations and the Antelope Valley College's Academic Senate hiring procedure for all faculty positions. The Human Resources and Employee Relations Office on the Lancaster campus maintains the responsibility to assure systematic selection of qualified personnel and evaluation based on the college's criteria consistent with its mission. Antelope Valley College's Human Resources web page invites applications for employment, shows current openings, and provides comprehensive information including policies and procedures.

The Human Resources Plan is a planning document that is integrated with the Educational Master Plan (Strategic Plan) in the decision-making processes for the district.



Faculty, as part of the FLEX Program, (professional development), is provided Blackboard training and training in online teaching techniques. During the fall 2010 semester, the faculty contract was revised to include the following provisions:

- **7.0 Evaluation Procedure**
Any unit member who elects to teach an online class must agree to have his or her competency to teach distance education courses evaluated by the respective dean and students during the first semester. Instructors teaching distance education courses shall be evaluated. Anyone who evaluates an online course shall have experience or training in online delivery or evaluation.
- **8.0 Faculty Competency to Teach Online**
Any bargaining unit member who voluntarily elects to teach an online or hybrid class must complete approved training for online teaching or equivalent prior to teaching an online course, or prove prior competence in online teaching from another institution. No compensation will be provided for the training, but the hours can be used for Faculty Professional Development credit.

Complete institutional training for use of current college distance education course management system or equivalent.

Ensure that all courses taught are in compliance with the course outline of record and Title 5 regulations.

Training:

Training will be provided to all faculty wishing to teach distance education courses.

- **9.0 Office Hours**
All full time faculty teaching distance education classes are required to maintain regular on campus office hours and are to participate in campus governance responsibilities as stated in this contract. Unit members teaching distance education courses may elect to fulfill their office hour requirement for the distance education course in an alternative distance mode away from the office. Virtual office hours may be held in proportion to the professor's distance learning load, so long as the proportionate office hour is conducted in a synchronous mode and clearly communicated in the syllabus. Regular effective contact, as defined and identified in the Distance Education Form Question 5A "Regular Effective Contact" from AP&P, between instructor and students includes group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, email or other activities.

Distance learning faculty shall use professional discretion in selecting the appropriate method(s) of student consultation and shall specify those method(s) in



the course description, including the response time for asynchronous communication.

- **11.0 Distance Education Related Working Conditions**

Teaching of distance education courses shall be on a voluntary basis unless indicated as required in the position announcement under which the unit member was hired.

Online classes are excluded from over-enrollment.

It is not the intent of the district to displace full-time faculty because of distance education courses. No distance education work shall be offered to persons not employed within the faculty bargaining unit. No work traditionally performed by unit members shall be awarded to other institutions for transmission to Antelope Valley College District students by electronic means without written agreement with the union.

B. Physical Resources

Planning for physical resources at the current Palmdale location is ongoing. The physical resources efficiently serve student enrollment as the design and planning for construction of the new campus continues. Technological, and furniture, fixtures and equipment (FF&E) needs at the Palmdale Center are coordinated with the appropriate offices and staff at the Lancaster campus. Any required needs of the physical location (i.e. repairs, heating, cooling, etc.) are coordinated through the property management team for the leased location. The responses to any such requests are made in a timely and effective manner such that there is no loss of instructional time. Long range capital plans for the institution include planning for the new campus in the City of Palmdale.

The Lancaster campus maintains the server and technical support for online, hybrid, and television courses. The Blackboard Platform contract for distance education courses was recently renewed. Computer labs are available, both at the Lancaster campus and Palmdale Center, for faculty training and for student use.

C. Technology Resources

The Palmdale Center is connected to the Lancaster campus using Transparent LAN Services. This allows the center's classrooms, offices, and computer labs to connect at one GB backbone speeds. Students, faculty, and staff have the same network response times regardless of the locations they are visiting. The long-range planning for replacement, re-use, and surplus of desktop computers, laptops, servers, printers, phones, and classroom technology at the Palmdale Center is part of the college's Educational Master Plan process.

Each classroom in the Palmdale Center is outfitted with "smart" classroom technology. This includes a wall-mounted media station with a laptop computer that provides



network/Internet access, PowerPoint presentation capability, a projector, DVD player, amp, and speakers. An open computer lab is equipped with sixty computers for student use. These computers have word processing and Internet applications and are available to allow students to submit an application, look up grades, register for classes, and apply for financial aid.

Faculty and staff have access to all network applications, databases, and file shares from the Lancaster Campus. The ShoreTel Call system is in place to allow voice communication via utilization of desk computers.

The Distance Education Committee ensures student authentication with a basic secure log in and password system. Each time a student logs in into an online class, he/she must enter the protected password. The committee confirmed with ACCJC that this process meets the requirement in HEOA section 602.17(g) “student identity is verified by a secure login, pass code, and/or randomly generated personal questions/or proctored exams” requirement.

D. Financial Resources

The district’s financial resources are sufficient in supporting student learning programs and services for the Antelope Valley College District. The district maintains a 10.35 percent reserve. The establishment of the Palmdale Center budget emanates from the overall budget planning process for the district. The budget is evaluated on a continual basis through the strategic planning and budgeting process that utilizes the Cycle of Evaluation and Blueprint for Planning. It incorporates outcomes assessment and program review into the planning process. The Palmdale Center has now completed its first cycle of program review. Distance education programs are incorporated into the instructional division program reviews. This cycle assures that the institutional planning and resource allocations are based on the mission and goals of the district and the Educational Master Plan.

It is anticipated that once the Palmdale Center is designated as a full state educational center, additional funding will be available through increased state apportionment. This will assist with future planning for, and implementation of, increased enrollments and services at the Palmdale Center.

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

The district operates within a shared decision-making process. Antelope Valley College’s faculty and staff have substantive and clearly defined roles in institutional governance. Shared governance philosophy statements have been designed by faculty and staff and are included in the Antelope Valley College Policy and Procedure 2510. The College developed a governance policy that allows for effective strategic planning and management of its operations. The Board of Trustees endorses administrators,



directors, and managers to work in concert with faculty, staff, and students to create an environment where all constituency groups are encouraged to take initiatives in improving the practices, programs, and services in which they are involved.

In the 2007 Educational Master Plan and in the district organization chart, a director for Extended Services-Palmdale Center was identified. The position was filled in December 2009. The director administers the day-to-day operations working with faculty, staff, students, and the general community. The director participates in Academic Affairs deans meetings and in Administrative Council meetings. Instructional division faculty, deans, and where available, department chairs, identify which online, hybrid, and television courses are best suited for online instruction and for the scheduling of these courses.

B. Board and Administrative Organization

The Antelope Valley College Board of Trustees and the superintendent/president work together in assuring that the quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the district, are met through its board policy and administrative procedures. Board policies and administrative procedures support the mission and require that quality and improvements in student learning programs and services, regardless of location or mode of delivery, are made.

