

Antelope Valley College Educational Master Plan



August 2013

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

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Executive Summary

The Southern California Association of Governments projects growth in the areas of Lancaster and Palmdale to surpass the 200,000 population mark by the year 2020. The entire district, which had a population in the year 2010 of 384,318, is projected to grow to over 500,000 by the year 2020. As the population is growing, it is also becoming far more ethnically diverse. The Antelope Valley continues to be an area rich in leading-edge aerospace research, manufacturing, government, education, managerial/professional occupations, production/ agriculture/ transportation and sales/services and a large commuter population. Antelope Valley College is also changing with a growing student body with rapid decreases in age and increases in ethnic diversity.

In spring 2013, Antelope Valley College began to update its *Educational Master Plan*, released in July 2010. The goal of the project was to develop an updated comprehensive plan that would guide the future direction of the District and be the basis for district, campus, and department planning.

The planning process is guided by several strategy goals, among which were that it would build upon, rather than duplicate, prior planning work done by the College; it would be open and collaborative; and it would follow the planning process outlined by the Strategic Planning and Budget Committee. Through the participatory governance process set up by the Strategic Planning and Budgeting Council (SPBC), the diverse views represented by the members of the Antelope Valley College community are collected, compiled, and refined by the Educational Master Plan Subgroup (EMPS).

The Educational Master Plan Subgroup acted as a planning committee throughout the five-month project, setting the timeline, developing and editing the data forms, assisting the departments and programs in the planning process, and providing a pathway for all groups within the campus community to have input into the development of the plan. The EMPC was co-chaired by Dr. Karen Cowell, Dean of Health Sciences and Technical Education, and Aeron Zentner, Research Analyst in the Office of Institutional Effectiveness Research and Planning. The committee was a representative body of campus constituents including: faculty, classified staff, confidential/management/supervisory employees, and administrators.

The project progressed through interrelated phases, which included a thorough review of the prior plan, internal and external scans, a review of measures of performance, and a broad-based campus wide review of all programs and divisions.

Acknowledgements

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Edward T. Knudson

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President's Statement

*“Planning is bringing the future into the present so that you can do something about it today”
Alan Lakein.*

The Educational Master Plan is the strategic planning document for our college. Within a three-year planning horizon the college lays out its goals and initiatives for the college community – it is intended to be a dynamic, living document in which we are constantly moving forward, revising the plan based on actual performance and matching to the needs of the community we serve.

The master planning process ties together and gives direction to all related, long-term plans of the college: Facilities Master Plan, Enrollment Management, Information Technology, Finance and Budget, and Human Resources. The governance structure and processes of the college encourage and support the ongoing, integrated method of planning and implementation, informed by assessment of outcomes achievement through robust program review, and budget allocation to support continuous improvement.

This is a vital process to the growth, adaptability, and sustainability of college programs in service to our community and students. It is a college-wide effort, informed by community needs, that demands active participation by every constituency to ensure success.

My sincerest appreciation and gratitude is extended to all who diligently participate in the planning and review process of our college. The active, peer-review, participatory governance structure of Antelope Valley College is imperative to the integrity of our institution and in keeping our promise to the community.

Ed Knudson
President



Introduction

Purpose of the Plan and Process

The Educational Master Plan provides a blueprint for the future of the Antelope Valley Community College District over the next three years. It serves as the foundation of subsequent plans for the allocation of campus resources and District goal setting. The Educational Master Plan takes into account: the history of the college; the core values of the institution as represented in its mission, vision, institutional learning outcomes, and strategic goals; data from within the college and from authoritative external sources; and the best thinking of all constituency groups about what the future of the college should be. It is intended to be a “living document” that is read and reviewed throughout its planned three-year lifetime. The previous Educational Master Plan was released in 2010 and is now being revised and reviewed as planned. The new District Educational Master Plan is intended to cover the main Antelope Valley College (AVC) campus, as well as the Palmdale Center. Through the participatory governance process set up by the Strategic Planning and Budgeting Council (SPBC), the diverse views represented by the members of the Antelope Valley College community are collected, compiled, and refined by the Educational Master Plan Committee.

The Educational Master Plan serves the following specific purposes:

1. Establishes clear direction for the District by envisioning the future under the changing conditions of internal and external trends and influences.
2. Provides a foundation and serves as a primary resource for the development of other college planning activities.
3. Supports accreditation reviews and documents compliance with accreditation standards.
4. Informs the community of the College’s present situation needs, and future plans, thereby forging a closer relationship with the community.
5. Explains the status of the College and the dynamics that may impact the College; provides appropriate responses to the situation.
6. Serves as the basis for facility decisions regarding expansion and modification of facilities and the implementation of the bond measure that was provided to improve College facilities.
7. Identifies the limitations, strengths, and capabilities of the College and offers options for the future.
8. Stimulates continuing discussion about College programs and their effectiveness.

Recognizing the need for a renewed planning effort, the 2013 plan updates the previous plan. Using the most recent data available, this new plan takes into account any major changes to the college and community since the development of the previous plan. Changes in enrollment, the economy, finances, community needs, legislative initiatives, and technology are likely to require adjustments to the Educational Master Plan. In a rapidly changing environment, long range planning requires that plans be examined as important guides, which are subject to modification during the course of their life span. Adjustments to the plan may occur as frequently as each year as the college adjusts program projections or FTES (Full Time Equivalent Student) targets



and adds or subtracts programs from its catalog. The Educational Master Plan is a living document that should be seen as a starting point rather than an ending point.

Assumptions, Challenges and Opportunities

1. The college will continue to serve a significant number of students who are economically challenged, first-generation college students, English language learners, and individuals working full or part time.
2. The majority of students entering AVC will continue to require pre-collegiate academic basic skills, especially in math and English, in order to be successful in college-level and university-transferable courses.
3. AVC will continue to progress to integrate research and data driven decisions to support the development of a culture of evidence.
4. The effectiveness measures will be the vehicle utilized by the district to identify needs and provide support in budgetary decision to prioritize requests and facilitate implementation.
5. As technology continues to progress, the district will align itself with modern innovations and prioritize strategies to update facilities infrastructure to supports teaching, learning and operations.
6. Outcomes assessment intended to systematically improve institutional effectiveness will be a continuous district-wide and sustainable exercise.
7. Fluctuating and uncertain funding levels will continue to necessitate fiscal prudence and require integrated strategic planning accountability.

District Overview

History

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 1929-30 school year, 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 Antelope Valley were hard hit during the 1930s, and AVC, 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, 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, which grew by 1990 to 10,084 students. Today, while some of the college land remains undeveloped, enrollment is expected to change with projected growth. In the fall of 2013, Antelope Valley College had an enrollment of 14,466 students.

In 1993, Antelope Valley Community College District identified a site for a future educational center at 47th St. East in Palmdale. The Board of Governors approved the site, but transfer of title never occurred. As a way to ensure a future site in Palmdale, the college purchased a 70-acre site on 25th Street East.

Prior to 2002, Antelope Valley College served residents of Palmdale and the southeastern Valley area by offering classes at Palmdale High School and other locations. An agreement to locate the airframe and powerplant program to the site leased by SR Technics and Swiss Air Group from Los Angeles World Airports led to a sublease of the Boeing recreation center. Beginning on August 26, 2002, classes were offered at Plant 42 on 30th Street East and Avenue P.

The recreation center had nine classrooms, a gymnasium, weight room and handball courts. The college added a new roof and technology infrastructure to the site. About 1400 students enrolled in classes at the site which was designated "South Valley." Sixty four sections of courses in the most popular curricula were offered including English, history, math, psychology, Spanish, physical education and dance. The site closed after one semester of operation due to the cancellation of the lease. Some classes were offered at Palmdale High School in spring of 2003.



In September 2004, the college began offering classes in leased space at 1529 East Palmdale Blvd in Palmdale. Initially six classrooms were remodeled and an administrative suite was established. By fall 2005, the site served 114 full time equivalent students (FTES). In 2007 four new classrooms, faculty offices, a computer lab, and new administrative offices were added. A Learning Center was added in 2008. By 2009-10, the Palmdale site reached 1000 sustained FTES. In 2010, it was designated a center. Over 3300 students are being served at the Palmdale Center in fall 2013.

District Profile

The college District includes 40 percent of the land mass of Los Angeles County, as well as a small section in the southeastern part of Kern County. The geography is characterized by a broad flat high desert valley that merges into the San Gabriel Mountains. These mountains serve as a physical divider between the Antelope Valley and the Los Angeles Basin. Also, located between the mountains and the flat high desert valley is the California Aqueduct, one of the main sources of water for Southern California. This aqueduct runs through nearly the entire District.

In the center of the District are the two cities of Lancaster and Palmdale that account for 81 percent of the District's population. The rest of the population is dispersed somewhat equally throughout the region. The location of the current campus is in the center of the entire District, providing equal access to all the rural areas. The nearest community colleges in other districts are at least 50 miles away, making commuting time to these locations over an hour in length. Despite this long commute some students still choose to attend classes in other districts.

Major residential centers in the valley include the incorporated cities of Lancaster and Palmdale, and the smaller communities of Quartz Hill, Antelope Acres, Rosamond, Littlerock, Pearblossom, Acton, Sun Village, and Lake Los Angeles. Residential areas such as Leona Valley, Green Valley, Lake Hughes, and Lake Elizabeth exist in outlying regions.

For the first half of the 20th century, the basic industry in Antelope Valley was agriculture but, by the late 1950s, aircraft and aerospace industries began to dominate the economy. The region's dry climate and high percentage of sunny days make it an ideal location for aircraft manufacturing and testing.

There are two principal centers of the aircraft industry that house over 20,000 employees: One center is located in Palmdale at Air Force Plant 42 (which is where many advanced aircraft have been developed); and the second is at Edwards Air Force Base, located outside the Antelope Valley Community College District, but with a significant percentage of civilian employees who live within the District. A large portion of the valley's population commutes to jobs in the Los Angeles basin. With nearly 800 employees the college contributes directly to the economic health of Antelope Valley.

Vision and Mission of the College

Vision

The Vision of the District is to provide quality education that enriches lives and builds futures.

Mission

The Mission of the Antelope Valley Community College District is 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 provide:

Associate Degree programs for students who complete the college's General Education and proficiency requirements, combined with the fulfillment of a designated major.

Transfer Courses in liberal arts, the social and natural sciences, and technical education. Completion of these courses allows students to enroll in upper division (junior, senior) programs at accredited four-year institutions through articulation agreements with universities.

Vocational and Technical certificate and degree programs comprised of business, technical and occupational courses designed to enhance students' knowledge and skills leading to employment, career advancement, certification, and state and federal licensure. We award both locally approved certificates and California Community College System Office approved certificates.

Student support services are composed of counseling, matriculation, transfer and employment services, disabled student services, financial aid, and student development. These services support the needs of students in pursuing and achieving their educational goals.

Basic skills courses consist of pre-collegiate, non-degree applicable courses that provide students with the knowledge and skills necessary to enroll in college level courses.

Workforce Preparation and Economic Development serves through workforce programs, job preparation courses (non-degree applicable) and a variety of services that contribute to the educational and economic well-being of the community.



Personal enrichment and professional development provide community education, not-for-credit classes and services that develop the knowledge, skills and attitudes necessary for students to be successful members of the community. These classes enhance the community's social, cultural, and economic well-being.

Philosophy

Antelope Valley College (AVC) is a comprehensive community college in the California Community College System dedicated to providing services to a broad range of students with a variety of educational goals.

AVC is dedicated to providing educational programs and services as expressed in the California Master Plan for Higher Education. The College is committed to equal educational opportunity and reinforces that commitment through a program of active affirmation of diversity.

AVC is dedicated to meeting the dynamic needs of a changing community. The college addresses the educational needs of a diverse and evolving population. The college recognizes that it is uniquely capable of responding to the requirements of regional business, industry and public service, as well as the social and cultural needs of the Antelope Valley.

AVC affirms the rights of the individual and respects human dignity. The programs and activities of the College foster the individual's ability to think clearly, critically and independently to meet the demands of an increasingly complex society. The student is the primary concern of the college. The curriculum, activities and services of the college help students understand their physical, cultural, ethnic and social environment. The preservation of academic freedom provides a college environment in which students and faculty can examine ideas freely.

This philosophy is reflected in the curriculum, the student-faculty relationships, the services and resources, and the policies of the college.

Core Values

1. Education: We are dedicated to students, faculty, staff and alumni in their endeavor for lifelong learning.
2. Community: We create and foster relationships among AVC and its constituents: students, faculty, staff, alumni and the community at large.
3. Innovation: We seek innovative solutions and agile responses.
4. Excellence: We are committed to the highest quality in all of our endeavors.



5. **Customer Service:** We treat our internal and external constituents - students, faculty, staff, administration and the community at large - the way we would want to be treated, emphasizing respect, prompt service, accountability and open communication.
6. **Collaboration:** We believe our collective and individual success requires working together toward shared goals.
7. **Diversity:** We value, build and maintain a diverse workforce of staff and volunteers that reflects the communities we serve.
8. **Integrity:** We expect honesty, trust, candor and professionalism from one another.
9. **Productivity:** We are industrious and diligent and believe in setting realistic and ambitious goals and achieving them expeditiously.
10. **Resource Management:** We make decisions that maximize resources and demonstrate cost effectiveness.

Institutional Learning Outcomes

The Strategic Planning and Budget Committee (SPBC), the campus-wide shared governance council, at its September 14, 2005 meeting, recognized the significance and value of developing Institutional Learning Outcomes (ILOs). The Accrediting Commission for Community and Junior College, Western Association of Schools and Colleges (ACCJC) accreditation standards speak directly to the importance of the College knowing what students must possess upon their departure from AVC. Accountability to the decision-making process must be critical in initiating campus-wide dialogue to ensure that AVC is meeting its mission.

The following six institutional learning outcomes were approved by SPBC at its October 19, 2005 meeting and were supported by the Academic Senate at its November 3, 2005 Academic Senate meeting.

1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.
4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.



5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and an understanding of the role of diversity in modern society.
6. Identify career opportunities that contribute to the economic well-being of the community.

Institutional Set-Standards

In 2013 The Accrediting Commission for Community and Junior Colleges (ACCJC) Commission required each college to report the institution-set standard for the following metrics:

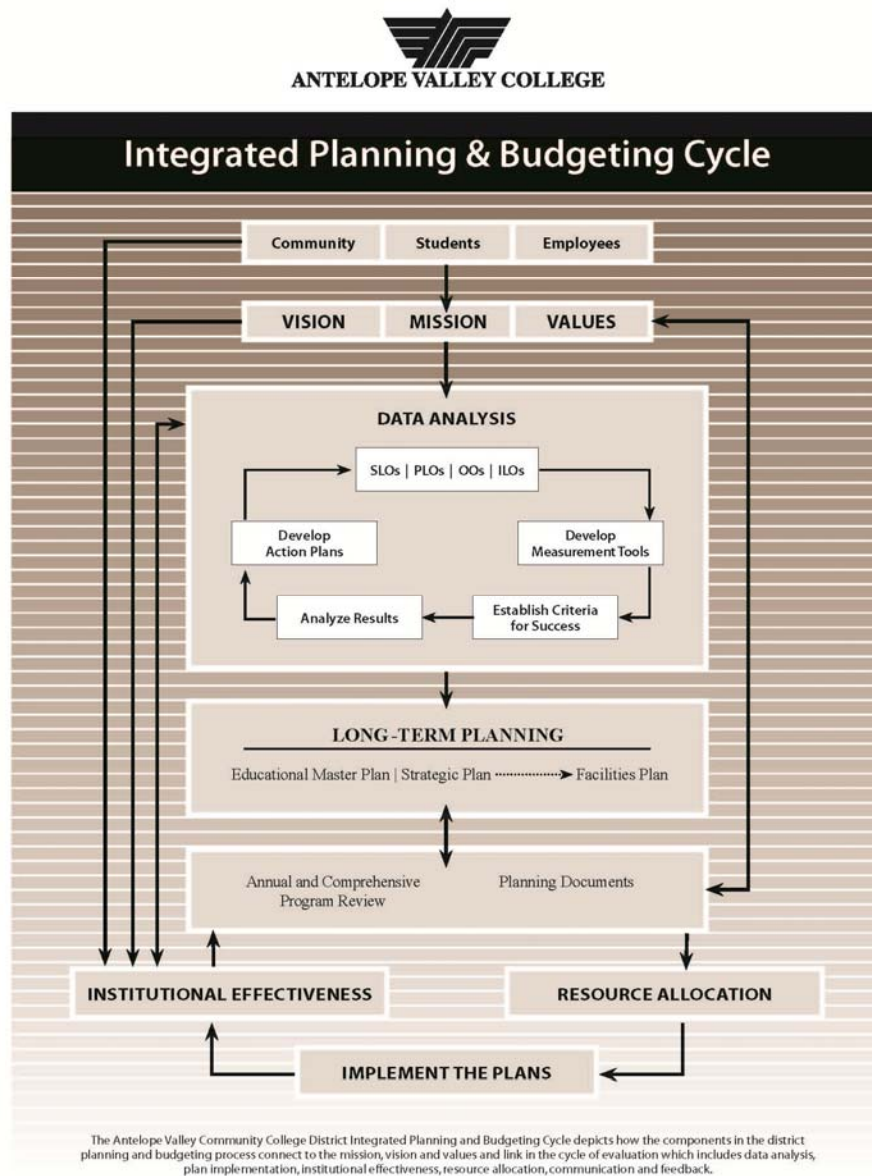
1. **Completion** is the number of students who receive a successful grade over the number of students who are enrolled in the course. The set-standard for completion is 68%.
2. **Fall-to-Fall Retention** is the percent of students retained from fall to fall. The set-standard for fall-to-fall retention is 60%.
3. **Degrees Awarded** is the number of students who received a degree in the academic year. The set-standard for degrees awarded is 826.
4. **Certificates Awarded** is the number of students who received a certificate in the academic year. The set-standard for certificates awarded is 362.
5. **Four-Year Transfer** is the number of students that transfer to a to 4-year institution in the academic year. The set-standard for four-year transfers is 1033.



AVC Strategic Planning and Budgeting Process Chart, 2013

The integrate planning process at Antelope Valley College follows a continuous improvement strategy which utilizes information from research data and outcomes assessment measures to drive the budgetary decision making process. Through the integration of continuous assessment the institution is continually developing a culture of evidence-based decision making in order to advance the mission of the college and increase student success.

Figure 2 *Integrate Planning Strategy*



Environmental Scan

AVCCD Population

The AVCCD service area is almost entirely contained within northern Los Angeles County, with a small portion extending into Kern County. Within this service area, the two main cities are Lancaster, where the only college of the District is currently located, and a second campus center located in Palmdale. The Los Angeles County cities of Palmdale (pop. 152,750) and Lancaster (pop. 156,633) contain about 81 percent of the service area population. Table 1 outlines the most data collected on current population estimates for AVCCD service area.

Table 1: *Population of Cities in AVCCD*

City	Adult Community	Total Community
Acton	5,924	7,596
California City	10,671	14,120
Edwards	1,292	2,063
Lake Hughes	544	649
Lake Los Angeles	8,239	12,328
Lancaster/ Quartz Hill	109,473	156,633
Littleton	958	1,377
Mojave	2,940	4,238
Palmdale	102,236	152,750
Rosamond	12,860	18,150
Tehachapi	11,815	14,414
Total	266,952	384,318

Source: 2010 US Census

According to the 2010 U.S. Census, the ethnicity of the AVCCD service area is composed mainly of Caucasians (36%), Hispanics (31%), and African-Americans (11%).

Table 2: *Population Distribution by Race*

Race	Total Community
African-American	11.2%
American Indian or Alaska Native	0.7%
Asian	2.7%
Hispanic / Latino	30.7%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3.7%
Other/Unknown / Non-Respondent	14.6%
White	36.3%

Source: 2010 US Census



Table 3: *Population Distribution by Age Group*

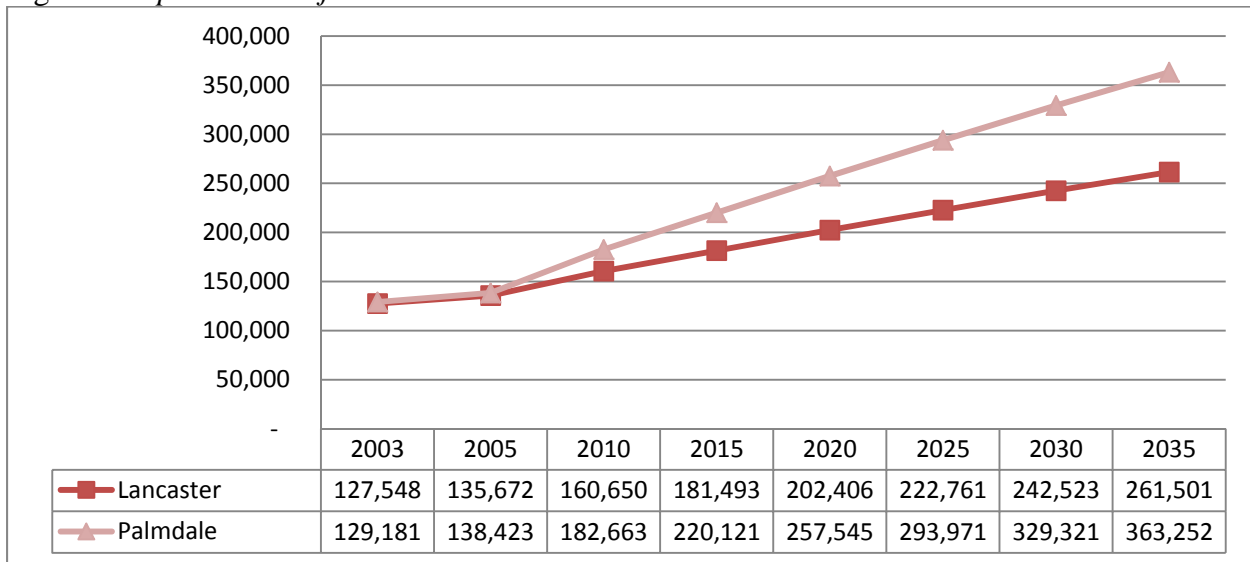
Age Group	Total Community
<20	34.2%
20 - 24	7.7%
25 - 34	13.5%
35 - 49	21.2%
50+	23.4%

Source: 2010 US Census

Population Projections

The Southern California Association of Governments (SCAG) 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. However, annual population estimates from the California Department of Finance suggest a slower growth rate that should be considered when planning for the future.

Figure 3 *Population Projections*



Source: Southern California Association of Governments 2008

The Southern California Association of Governments and Kern Council of Governments have made population projections for the communities that cover the Antelope Valley Community College District service area. One report included the data in Figure 3 that projects population for the period 2010 through 2035 using five-year increments.

A 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 when studying the population by age group



categories, the community is trending toward a younger population while also becoming more diverse. Certain diverse populations have historically attended higher education at lower participation rates than their counterparts.

Enrollment Projections

One method used by the California Post-Secondary Commission to project enrollment identifies participation rates of adults per 1,000 in the population (18 to 64 age group). The enrollment is divided by the population and multiplied by 1,000 to obtain the rate. Using the year 2011-2012 as a baseline, a new average participation rate was calculated and then applied to the District’s population projections. The new participation rate was 68 students per thousand of adult population. Table 4 includes the new enrollment projections in five year increments providing two sets of population projections using a 68 participation rate. The first is from the 2008 SCAG projections, which is a high but could be attainable if the budgetary and economic climates continue to clear out. The second is based on actual growth trends and this set is more realistic if the status quo continues.

Table 4 Enrollment Projections

	2015-2016	2020-2021	2025-2026	2030-31	2035-2036
Enrollment Using SCAG Projections	27,309	31,277	35,139	38,885	42,483
Enrollment Using Actual Growth Trend	19,076	20,049	21,072	22,146	23,276

Source: Southern California Association of Governments 2008; Antelope Valley College DIERP

Employment and Economy

Antelope Valley is currently recovering from a downward economic and employment growth trend. Though the current economic conditions in the valley are considered volatile there are anticipated opportunities to spur more economic development in the future through affordable housing and business incentive programs. Despite a positive economic growth trend in the valley, there are economic concerns that may hinder this anticipated growth, such as the job-housing imbalance, long commutes, and traffic congestion.

Employment

A majority of the working population in Antelope Valley resides in Lancaster and Palmdale, which are the two largest incorporated cities within the Antelope Valley Community College District (AVCCD). In 2012, both cities made up approximately 86 percent of the entire labor force in the valley as shown in Table 5. These two cities also represent 84 percent of the district population. Palmdale experienced an unemployment rate of 12.7 percent and Lancaster has a rate of 14.4 percent, which are above the California rate of 8.5 percent and the national average

of 7.6 percent (California Department of Employment Development Development, June 2013 statistics).

Table 5 Annual Average Employment

City	Labor Force	Small Businesses	Unemployment Rate
Lancaster	67,789	3,554	12.7%
Palmdale	70,902	2,298	14.4%

Source: Zoom Prospector

Lancaster and Palmdale share similar employment trends. Table 6 shows that in 2012, a large portion of the workforce engaged in a broad range of industry sectors.

Table 6 Workforce

Workforce	Palmdale	Lancaster
Architect/engineer	2.4%	2.6%
Arts/entertain/sports	1.5%	1.2%
Building grounds	4.7%	4.2%
Business financial	3.3%	2.6%
Community social services	1.6%	1.9%
Computer/mathematical	1.1%	1.5%
Construction/extraction	7.3%	6.0%
Education/training/library	4.3%	7.0%
Farm/fish/forestry	0.4%	0.5%
Food prep/serving	5.5%	4.6%
Health practitioner/technical	4.3%	6.1%
Healthcare support	1.8%	2.2%
Maintenance repair	4.4%	4.5%
Legal	0.6%	0.5%
Life/physical/social science	0.5%	0.3%
Management	7.5%	7.7%
Office/admin support	14.9%	14.6%
Production	7.2%	4.9%
Protective services	2.9%	3.8%
Sales/related	11.9%	12.3%
Personal care	5.0%	4.4%
Transportation/moving	7.0%	6.6%

Source: Greater Antelope Valley Economic Alliance 2013

According to the Greater Antelope Valley Economic Alliance (GAVEA) the major economic contributors in Antelope Valley are aerospace, agriculture, corrections, government/education, manufacturing, and retail, warehousing and distribution. Table 7 shows the top 25 largest employers throughout the valley.

Table 7 Top 25 Largest Employers in Antelope Valley

Company	Type of Business	Location	# of Employees
Edwards Air Force Base	Military, Aircraft, Aerospace	Rosamond	10,808
China Lake Naval Weapons Center	Military, Aircraft, Aerospace	Ridgecrest	9,172
County of Los Angeles	Public Safety Services	Palmdale	3,953
Lockheed Martin Aeronautics Company	Military, Aircraft, Aerospace	Palmdale	3,000
Palmdale School District	Elementary Education	Palmdale	2,682
Antelope Valley Hospital	Health Services	Lancaster	2,619
Northrop Grumman Corporation B-2 Division	Military, Aircraft, Aerospace	Palmdale	2,573
Antelope Valley Union High School	Secondary Education	Various Locations	2,037
Wal-Mart (5 stores)	Retail	Various Locations	1,922
California Correctional Institute Tehachapi	Corrections	Tehachapi	1,915
Bank of America	Home Loans/ Banking	Various Locations	1,863
Antelope Valley Mall	Retail	Palmdale	1,800
California State Prison Los Angeles	Corrections	Lancaster	1,622
Lancaster School District	Elementary Education	Lancaster	1,420
Kaiser-Permanente Medical Clinic	Health Services	Lancaster	929
Rio Tinto Minerals	Mining, Chemical	Boron	817
Antelope Valley College	Higher Education	Lancaster	800
Westside School District	Elementary Education	Various Locations	800
Palmdale Regional Hospital	Health Services	Lancaster	782
Albertson's Food and Drug (5 Stores)	Retail	Various Locations	682
Boeing (2 Divisions)	Military Air and Space Craft	Palmdale	650
Rite Aid Distribution Center	Distribution	Lancaster	640
City of Lancaster	Government	Lancaster	627
Home Depot (4 stores)	Retail	Various Locations	605
Sierra Sands School District	Education	Ridgecrest	575

Source: Greater Antelope Valley Economic Alliance 2013

Economy

Antelope Valley became an aerospace hub in the 1940's, specializing in advanced research and development. Subsequently the aerospace industry became the region's main source of employment and largest economic contributor. Employers in the aerospace industry within the Valley, mostly located in Palmdale, include Edward Air Force Base, Air Force Plant 42, Mojave Airport, China Lake Naval Weapons Center, Lockheed Martin Aeronautics Company, Northrop-Grumman Corporation, and Boeing.

The aerospace industry constituted approximately 22 percent of the Valley’s workforce in 1990. Due to economic downturns, the aerospace industry experienced a loss of many aerospace related jobs, totaling only seven percent of the workforce in 2003 (Greater Antelope Valley Economic Alliance Industrial Base, Vacancy, & Market Report, 2004). However, the aerospace industry currently remains the leading employer in the Valley with over 25,000 of its residents working locally in the industry (Greater Antelope Valley Economic Alliance Report, 2013). An emerging diverse and skilled workforce indicated the Antelope Valley is not dominated by one or two industries. Managerial/professional occupation comprise 30 percent of the workforce profile, followed by production production/agriculture/transportation which is 25 percent and sales/services which is 44 percent (Greater Antelope Valley Economic Alliance Report, 2013). The emergence of the diverse and skilled workforce is due to the growing expansion of business industries and the industrial park developments in the valley.

Over 20 business and industrial parks are located throughout Antelope Valley providing locations for business expansion opportunities and employment growth. These business and industrial parks create a foundation for business incubators to support innovative startup companies and economic development providing more job opportunities for residents closer to home. Most of the recent industrial, commercial, and retail development has been occurring in Lancaster and Palmdale, as both cities comprise the majority of the working population in the valley.

According to a 2012 survey conducted by the Kosmont-Rose Institute, the cost of conducting business in Antelope Valley is moderately low compared to other cities. Lancaster and Palmdale charge a moderate cost in fees and expenses to businesses within the Valley, whereas other areas in Southern California experience a higher cost as shown in Table 8.

Table 8 *Cost of Doing Business*

City	2012	2013
Los Angeles	Very High	Very High
Lancaster	Low	Low
Palmdale	Average	Average

Source: Greater Antelope Valley Economic Alliance 2013

Table 9 shows an overall comparison of household income by state and county and city. Overall household income has increased from 2012 to 2013 across all regions which may be related to the increase in employment with the upturn in the economy. The comparison with the overall state of California and Los Angeles County shows that households in Lancaster and Palmdale have lower average incomes.

Table 9 Household Income Comparison

Location	2012	2013
California	\$79,547	\$83,188
Los Angeles	\$69,399	\$74,235
Palmdale	\$67,659	\$68,837
Lancaster	\$61,677	\$63,100

Source: Greater Antelope Valley Economic Alliance 2013

However, though income is lower in Lancaster and Palmdale than in California as a whole, the availability of large and affordable undeveloped land in Antelope Valley can relate to the high percentage of homeownership. Table 10 shows that homeowner in Lancaster and Palmdale is over in 12 to 20 percent higher than Los Angeles and 3 to 12 percent higher than the state.

Table 10 Homeownership Rate

City	Occupied housing units	Owner occupied	Person per household
California	13,720,462	56.7%	2.91
Los Angeles County	3,449,273	47.8%	2.99
Lancaster	52,285	59.7%	3.17
Palmdale	46,663	68.0%	3.57

Source: US Census and Greater Antelope Valley Economic Alliance 2013

Table 11 shows a three year comparison of housing prices from Lancaster and Palmdale. By 2012, Lancaster has experienced a slight decrease in average home prices from 155,157 in 2010 to 153,870 in 2012. In contrast, Palmdale experienced an increase in home median prices from 2011 to 2012, but prices were still lower than in 2010.

Table 11 Average Home Price

City/State	2010	2011	2012
Lancaster	\$155,157	\$154,929	\$153,870
Palmdale	\$211,462	\$201,997	\$207,598

Source: Greater Antelope Valley Economic Alliance 2013

Table 12 shows home sales in Antelope Valley have increased from 2011 to 2012. The majority of the sales occurred in Lancaster, which made up 33 percent of all homes sold, followed by Palmdale with 32% of home sales. As the economic climate continues to improve, home purchases should begin to increase.

Table 12 Comparison of Homes Sold

City/Region	2011	2012	Percent Change
Lancaster	2223	2320	4%
Palmdale	2209	2269	3%
Antelope Valley	6892	7031	2%

Source: Greater Antelope Valley Economic Alliance 2013



Job-Housing Imbalance

The housing boom in early 2000's attracted many new residents seeking affordable homes. However, the availability of local jobs to the new residents did not keep up with the surge of new homes in the Valley. Thus, the housing boom created a job-housing imbalance causing residents to commute long hours to the Los Angeles Basin for work. The growth disparity in housing and jobs in the Valley may hinder the economic growth, as services and job availability are limited for an expanding population of homeowners.

Commute and Traffic Issues

According to the Greater Antelope Valley Economic Alliance, nearly 71,000 workers travel into Greater Los Angeles from the Antelope Valley each day. Table 13 presents the average daily commute times for Palmdale and Lancaster workers are 89 minutes and 67 minutes, respectively. The average daily commute for communities in Kern County is 52 minutes. Approximately 63,000 workers from Palmdale/Lancaster sub-region spend at least an hour each day on the road; of those, 38,000 spend two or more hours commuting.

Table 13 *Commute Time*

Location	Average Daily Commute (Minutes)
Lancaster	89
Palmdale	67
Kern County	52

Source: Greater Antelope Valley Economic Alliance 2013

Educational Attainment in the Region

Antelope Valley College has played an important part in educating residents of the large region it serves since its founding in 1929. Since 1959, with its permanent location in Lancaster, it has grown to over 13,000 students and remains the only comprehensive public institution of higher learning serving the large region between Lake Hughes on the west, Lake Los Angeles on the east, Rosamond to the north and Acton on the south. It is part of the region known generically as the "high desert."

While located within the county of Los Angeles, the service area of the college has less in common geographically and economically with the Los Angeles Basin than with communities such as Victor Valley and others in the high desert. In the past, these communities have been sparsely populated and rural. That has changed in recent years as communities on the perimeter of the Los Angeles Basin are now on the leading edge of population growth and economic development. While AVC has been important to the region since its inception, its role as educational leader will take on greater importance in the region in the future.

When its economic base was agriculture, the relatively low level of formal education in the adult population was not a demonstrable hindrance to the economy. As the economic base has changed, the relatively low number of bachelor degree holders residing in the area and a low college-going rate suggest a need for more educational opportunities in response to the challenges of the future. A more populous and complex economy calls for an educated citizenry and workforce.

Much of the population growth of Antelope Valley has originated from urban centers as people sought affordable housing and the amenities that space allows. Families with school age children have been a large component of recent population growth, and public school enrollments reflect that trend.

Historically educational attainment of Antelope Valley residents has lagged below the state average at the college degree level. However, at the high school level the rate of graduation in both Palmdale and Lancaster has exceeded the state average over the past 25 years. Table 14 shows Lancaster with a graduation rate of 29 percent and Palmdale at 14 percent while the state average was 22 percent. At the associate, bachelor and graduate degree levels, Palmdale and Lancaster trail the state averages.

Table 14 *Education Attainment*

Education Level	Lancaster	Percent	Palmdale	Percent
Population 25 years and over	94,978	-	90,208	-
No high school diploma	17,761	18.7%	23,544	26.1%
High school graduate	27,354	28.8%	22,372	24.8%
Some college, no degree	24,789	26.1%	23,634	26.2%
Associate's degree	8,738	9.2%	6,856	7.6%
Bachelor's degree	11,397	12.0%	9,652	10.7%
Master's degree	3,704	3.9%	3,247	3.6%
Professional school degree	760	0.8%	631	0.7%
Doctoral degree	570	0.6%	271	0.3%

Source: Greater Antelope Valley Economic Alliance 2013

At an earlier time, when the employment base was agricultural, attainment of a high school diploma may have been sufficient to earn a living wage. That is no longer the case. With a shift in the labor market in the region to technology and service sector jobs, higher education and advanced training are important to wage-earning. Stated simply, higher education leads to higher earnings.

Educational level is important to the economy, as the level of educational attainment predicts future earnings for full-time salary and employment status. Table 15 shows that in the United States, persons with a higher level of education are more likely to be employed and to earn a higher salary than persons with less education. A person with a Bachelor's degree is likely to generate \$4,722 in monthly earnings, whereas a person with no high school diploma is projected to generate \$1687 in monthly earnings. This statistic is noteworthy because as the economic base changes in the region, employability will be more dependent on education, both general and



technical. In addition to the economic need for increasing educational attainment in the region, the college has a key role in preparing an educated citizens who can lead in the cultural development of Antelope Valley.

Table 15 Salary by Educational Attainment

Education Level	Annual Salary	Monthly Salary	Hourly Rate
No high school diploma	20,241.00	1,686.75	9.69
High school graduate	30,627.00	2,552.25	14.67
Some college, no degree	32,295.00	2,691.25	15.47
Associate's degree	39,771.00	3,314.25	19.05
Bachelor's degree	56,665.00	4,722.08	27.14
Master's degree	73,738.00	6,144.83	35.32
Professional school degree	127,803.00	10,650.25	61.21
Doctoral degree	103,054.00	8,587.83	49.36

Source: U.S. Department of Labor, Bureau of Labor Statistics

Public High Schools

Antelope Valley College partners with public schools who educate K-12 populations and public and private universities that receive AVC transfer students. Nearly 46 percent of first-time students at the College in fall 2012 came from local high schools. The Antelope Valley Unified School District and the Southern Kern Unified School District make up the greatest proportion of high school students attending AVC. Antelope Valley College is the primary receiving collegiate institution for all high schools in the Antelope Valley Union High School District. It is the most accessible college for students from Southern Kern Unified School District as well. The data in Table 16 show the share of high school students from local schools that enroll at AVC following graduation (yield).



Table 16 *High School Yield*

High School	Graduating Class Size 2012	AVC Freshman Fall 2012	High School Yield
Antelope Valley Adult	81	2	2.5%
Antelope Valley HS	366	76	20.8%
Bethel Christian HS	18	3	16.7%
Desert Christian HS	98	25	25.5%
Desert HS (Edwards)	99	19	19.2%
Desert Sands Charter School	186	2	1.1%
Desert Winds HS	41	9	22.0%
Eastside HS	471	58	12.3%
Highland HS	648	165	25.5%
Knight HS	646	49	7.6%
Lancaster HS	510	138	27.1%
Littlerock HS	321	82	25.5%
Mojave HS	45	8	17.8%
Palmdale HS	533	141	26.5%
Paraclete HS	180	51	28.3%
Quartz Hill HS	638	204	32.0%
R. Rex Parris HS	76	1	1.3%
Rosamond HS	177	48	27.1%
SOAR HS	47	1	2.1%
Tehachapi HS	273	25	9.2%
Vasquez HS	104	9	8.7%
Average Local Yield	5558	1116	20.1%

Source: Antelope Valley College Fact Book 2012

Four high schools provide the largest share of freshmen enrolling at AVC. Quartz Hill sends the highest share, with Highland, Palmdale and Lancaster following in that order. The numbers of high school graduates attending AVC has decreased proportionately to the decrease in courses offered due to statewide budget cuts.

Academic Preparation

Across the state a high number of students graduating from high school have not completed the required courses for admission to four-year institutions. The preparation of high school students to perform collegiate level work is an important consideration for planners at AVC for several reasons. First, those who do not successfully complete the requirements for matriculation at four-year institutions in high school are precluded from further higher education unless they enroll in a community college. AVC is the only public alternative for higher education for many high school graduates in the region. Second, for those enrollees at AVC who wish to make up an academic deficit and to transfer, appropriate remedial coursework and academic support are



essential for student success. Nearly 70 percent of high school graduates require pre-collegiate courses. Providing enough curriculum for remediation and still retaining a core of collegiate courses is challenging.

While four-year degrees remain a primary goal of 72 percent community college students when they enroll for the first time in fall 2012, some students coming from the high schools have vocational goals. Relationships with local Regional Occupational Program (ROP) Center for Career Technical Education leadership and employers will be important for the development of expanding career options as the economy of the region expands.

Two other segments of the high school population are important for consideration: Those with limited English proficiency and those who do not receive diplomas. Curriculum addressing the needs of recent immigrants and others English language learners will continue to be important throughout the planning period. Additionally students who drop out of high school, sometimes referred to as a “hidden Tidal Wave” are not accounted for in reports of high school graduates. Nonetheless, they are a population in need of educational services if they are to achieve economic success.

The importance of the community college/high school relationship is critical. In a state where a majority of high school graduates aspire to a college degree and only half of them complete high school with the skill level needed for collegiate work, it is clear that there is joint work to be accomplished between the two partners. Although the problem of student preparation for college is important to all of higher education, it is vital to community colleges because two thirds of all students entering college in the state will attend community colleges first. The burden of collegiate preparation falls most heavily on community colleges.

AVC is well positioned in its relationship with local feeder high school districts to respond to critical educational needs in student preparation. Timely completion of appropriate courses and the alignment of coursework and assessments are fundamental needs in improving the flow of students from high school to college.

Higher Education

Four-year colleges and universities within reasonable driving range of Antelope Valley include California State University, Bakersfield and California State University, Northridge. Bakersfield is a 94 mile drive (approximately 2 hours driving time) from AVC and the drive to Northridge is 54 miles (approximately one hour). The closest campus of the University of California is UCLA which is 65 miles from AVC, an approximate 67 minute drive.

The largest share of AVC transfer students attends CSU Bakersfield (CSUB). CSUB enrolled 36.2 percent of AVC students who transferred to CSUs during the 2008-2012 academic years, while 31.2 percent of the CSU transfers from AVC went to CSU Northridge. In addition, AVC has a partnership with the CSU Long Beach-Antelope Valley engineering program. During the same period, UC campuses received 10.4 percent of all the AVC in-state transfer students. Students who transferred to out-of state colleges and universities were 33.8 percent of the transfer students from AVC over that time period.



The presence of a CSU center and the partnership with CSU Long Beach on the AVC campus are major factors in the growing number of CSU transfers. Having ready access to sequenced curriculum beyond the lower division level enables students to continue a course of study with the assurance that upper division courses are coordinated with prior coursework. Table 17 presents the breakdown of transfer by institutional type with in-state CSU transfers making up the majority followed by out-of state public and in-state private institutions.

Table 17 Transfers by Institutional Type

Four-Year Institution Type	2008-2009	2009-2010	2010-2011	2011-2012
CSU	41.5%	42.3%	47.6%	52.4%
UC	6.5%	7.4%	7.2%	6.2%
In-State Private	15.9%	16.6%	11.9%	11.7%
Out-of-State Public	25.9%	23.2%	22.6%	19.1%
Out-of-State Private	10.1%	10.6%	10.8%	10.7%

Source: National Student Clearinghouse

The availability of four-year college education is not the only education issue in the region. There is a need for advanced career technical training and retraining for people whose jobs have been restructured due to changes in technology or in the economy, as well as for those whose jobs have been eliminated. Career technical training and workforce development are important parts of the community college mission.

Workforce Training

Career education and economic development are critical elements of the community college mission. Many students come to Antelope Valley College to obtain occupational degrees and certificates. In the 2011-2012 academic year, the college awarded 421 certificates; most of those went to career technical education students.

Other students enroll in vocational courses to maintain and upgrade skills so that they can compete more effectively in the workplace. Still others are preparing for career changes, a frequent occurrence in a fast-paced job world. Approximately 20 percent of first-time students state their reason for enrollment as career or job-related. Career technical training is particularly important in the High Desert region as the shifting economic and service base of the area looks to a more highly trained workforce to attract businesses to the area. It is important to note that most of the students who enter with career technical education goals also enroll in academic courses, particularly if they seek an associate degree.

Health occupations, administration of justice, technology, and business are the largest program clusters at AVC focusing on job preparation. The college has responded to the increased demand for trained personnel in nursing, police work, and computer-related fields by developing new curricula in these areas in recent years. Meeting the employment demand and staying current in



fields that are rapidly changing has strained budgets and called for ingenuity in developing public/private partnerships.

While there are a number of proprietary schools offering vocational and career curriculum in Antelope Valley, none can provide the low cost and extensive education that Antelope Valley College provides. The general education that is an integral part of the career technical education curriculum is a valuable component of job success and job advancement.

Summary

An environmental scan provides an opportunity to assess conditions outside the college likely to have an impact over the next decade. Upcoming changes identified in the scan present both challenges and opportunities to educational leaders. AVC can only respond to, not influence, population growth, demographic changes, employment opportunities and major economic forces; but other external factors are within its influence and scope. The discussion of AVC enrollment projections and educational partners are considered here as external to the college, but within its scope.

The service area of the college is 1945 square miles, and rural, but 81 percent of students attending are located in the cities of Lancaster and Palmdale. Both Palmdale and Lancaster are experiencing population growth. Approximately 266,952 people residing the Antelope Valley are in the 18 to 64 age group, the range most likely to attend community college. The ethnic make-up of the two cities is similar, with Caucasians constituting a slight majority, followed by Hispanics, and next, by African-Americans.

Growth in the economy of the area makes prospects for employment favorable over the long term. As the population of the region grows, more jobs will be created locally. Following the growth in new housing and the creation of shopping centers and other business services, the region is entering a more mature stage of development with entrepreneurial opportunities developing based on current industries and new businesses. At present, the major economic contributors to Antelope Valley are aerospace, government, education, managerial/professional occupations, production/agriculture/transportation and sales/services.

Antelope Valley College itself is an important economic and cultural resource in the region. It is the only public comprehensive institution of higher learning in the High Desert. Along with the public schools and the CSU campus in the area, AVC educates the majority of the residents in the area. In this period of economic growth and change, the educational institutions of the area carry a heavy responsibility for preparing Antelope Valley citizens for a future that will require higher level skills than have been necessary in the past. Currently, the Antelope Valley population is close to the state average in its percentage of associate degree holders, but significantly below the state average in its percentage of bachelor degree and graduate degree holders. Raising the level of educational attainment in the region not only provides a more highly skilled workforce, but it improves the earning capacity of residents.



The importance of the relationship of the College to local high schools is hard to over-estimate. Enrollment growth at AVC over the next decade is likely to be strongly affected by enrollment patterns and preparation levels in the high schools. High school enrollments are likely to grow if the pattern of young families moving into the region continues. Furthermore, current patterns of course-taking and preparation levels indicate that many high school graduates will be ineligible for four-year institutions. At the same time, about half of students enrolling at AVC indicate transfer as their educational goal. Timely enrollment in and completion of appropriate courses and the alignment of coursework and assessments are common goals of the College and high schools in the area, and are a focus of future joint endeavors.

The striking decrease in the number of transfer students from AVC over the past four years seems to support the value of proximity and close coordination of educational segments. CSU, Bakersfield has been a presence on the Antelope Valley campus for more than a decade. The CSU system continues to make up the majority of college transfer from AVC followed by out-of state public and in-state private institutions.

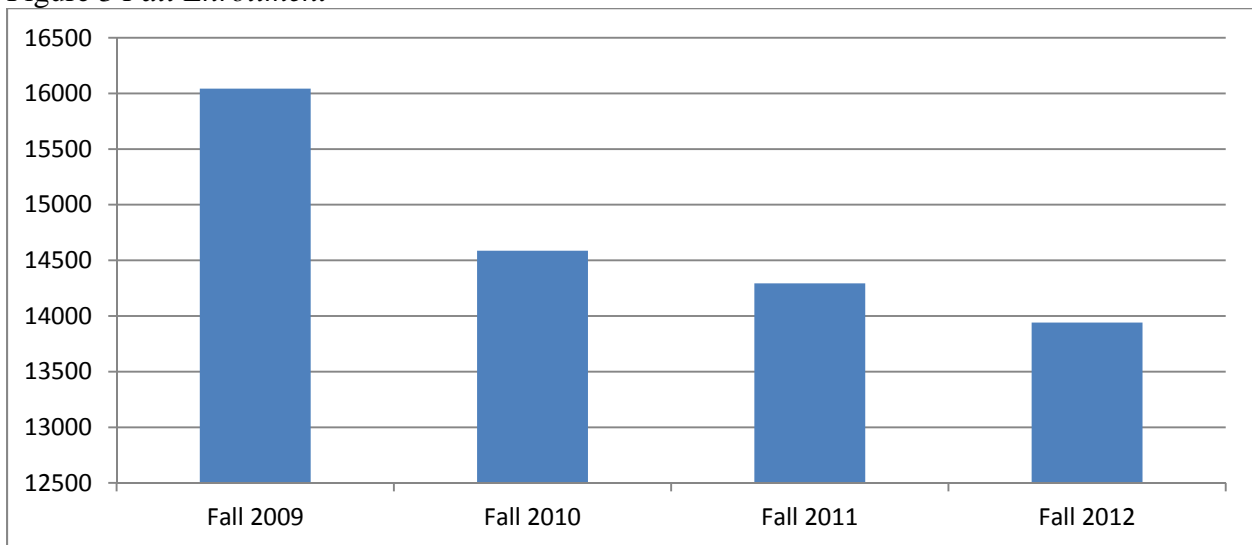
The issue of academic preparation is of equal importance to workforce training. For the sizable segment of students whose goal is career technical education or career enhancement, general education is important. Employer surveys consistently report the high value placed on critical thinking, reading, writing and math skills, as well as the technical skills needed in specific jobs.

Internal Scan

Current Enrollment and Demography

Over the four year period from fall 2009 to fall 2012, Antelope Valley College student headcount peaked in fall 2009. Since the peak of AVC's headcount in 2009 there has been a 13% decrease in fall headcount. This decrease in headcount is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education.

Figure 3 *Fall Enrollment*



Source: CCCC Data Mart

Students enrolling at AVC during fall semester 2012 came primarily from Lancaster and Palmdale. Together, these two municipalities accounted for 81 percent of AVC headcount. Rosamond and Littlerock represented the communities with next largest participation level which make up 6 percent of AVC headcount. The locations of the enrolling students align with density of population and proximity to the Lancaster campus.



Table 18 AVCCD Population Distribution by Location

Community	Zip Code(s)	Fall 2012 Students
Acton	93510	71
California City	93505	145
Edwards	93523, 93524	22
Lake Hughes	93532	49
Lake Los Angeles	93591	162
Lancaster/QH	93534, 93535, 93536	6669
Littlerock	93543	332
Mojave	93544	88
Palmdale	93550, 93501, 93551, 93552	5230
Rosamond	93553	493
Tehachapi	91350, 91351	152

Source: Antelope Valley College Fact Book 2012

The proportion of female and male students remained relatively constant over the period from 2009 to 2012. During these four years, females account for nearly 60 percent and males account for 40 percent. These ratios are consistent with patterns in community college enrollments throughout the state.

Table 19 Student Headcount Distribution by Gender

Percent	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Female	58.8%	58.5%	58.3%	58.4%
Male	40.0%	40.3%	40.2%	40.1%
Unknown	1.1%	1.2%	1.4%	1.5%

Source: CCCC Data Mart

Patterns in student ethnicity reflect a statewide trend toward growth in the Hispanic population. Hispanics are projected to become California’s largest minority group by 2011. Table 20 shows that Hispanic students at AVC have made up the majority of enrollment since fall 2010. African-American student enrollment has increased nearly a 5 percent since fall 2010 and is slightly higher than the fall 2009 headcount. The ethnic distribution of AVC students aligns with the ethnic proportions in the AVCCD service area. The white-non Hispanic population has a lower proportion than the AVCCD service population.



Table 20 Student Headcount Distribution by Ethnicity

Percent	Fall 2009	Fall 2010	Fall 2011	Fall 2012
African-American	16.4%	19.4%	20.8%	21.0%
American Indian/Alaskan Native	0.7%	0.6%	0.4%	0.4%
Asian	1.9%	2.0%	2.0%	1.9%
Filipino	1.8%	2.0%	1.8%	1.8%
Hispanic	24.4%	31.8%	34.1%	42.2%
Pacific Islander	0.3%	0.4%	2.9%	0.2%
Two or More Races	N/A	1.8%	0.3%	4.7%
Unknown/Non-Respondent	29.9%	13.5%	11.1%	1.4%
White Non-Hispanic	24.7%	28.6%	26.7%	26.4%

Source: CCCCCO Data Mart

Students who are 29 years old and under represent 72.1 percent of the total enrolled population. Table 21 shows that between 2009 and 2012 both 20 to 24 and 25 to 29 age groups have increased. In contrast to the growth of older students, the proportion of traditional students enrolling directly from high school has decreased. Students who are ages of 30 through 50+ have also declined.

Table 21 Student Headcount Distribution by Age Group

Headcount	Fall 2009	Fall 2010	Fall 2011	Fall 2012
19 or Less	31.2%	29.3%	27.9%	27.3%
20-24	30.2%	32.6%	33.6%	34.7%
25-29	11.2%	11.4%	11.9%	12.1%
30-34	6.5%	6.8%	7.5%	7.2%
35-39	5.2%	4.8%	4.8%	4.5%
40-49	9.6%	9.0%	8.4%	8.2%
50+	6.1%	6.1%	5.9%	5.9%

Source: CCCCCO Data Mart

Table 22 displays a similar trend to the age group trends. There has been a decrease in first-time students at AVC. In addition, the proportion of continuing student has risen over the past four years by 8 percent which may be due to the decrease in course offerings at the campus due to statewide budget cuts which are forcing students to take longer to graduate and/or transfer.

Table 22 Student Enrollment Type

Student Type	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Continuing Student	56.8%	59.9%	63.6%	64.8%
First-Time Student	22.8%	20.3%	18.7%	17.4%
First-Time Transfer Student	5.3%	5.3%	4.6%	5.1%
Returning Student	11.2%	11.2%	9.8%	8.6%
Special Admit Student	3.9%	3.3%	3.3%	4.1%

Source: CCCCCO Data Mart



Table 23 depicts the percentage of students in the freshman cohort and their ethnicity. Consistent with data showing increases in Hispanic populations relative to white non-Hispanic in the larger community, Hispanics represented 48.6 percent of entering freshmen at AVC in fall 2012 compared to 21.7 percent white non-Hispanic. By ethnicity, African-Americans are the third largest group, comprising 22.2 percent of first-time freshmen. All other groups together make up 7.5 percent.

Table 23 First-Time Students by Ethnicity

Ethnicity	Fall 2009	Fall 2010	Fall 2011	Fall 2012
African-American	13.1%	20.0%	23.1%	22.2%
American Indian/Alaskan Native	0.3%	0.4%	0.2%	0.4%
Asian	0.8%	1.3%	1.5%	1.2%
Filipino	0.4%	1.8%	1.1%	1.3%
Hispanic	15.0%	40.3%	38.9%	48.6%
Pacific Islander	0.2%	0.4%	0.2%	0.1%
Two or More Races	0.0%	3.7%	4.1%	3.8%
Unknown/Non-Respondent	59.6%	5.9%	8.2%	0.7%
White Non-Hispanic	10.5%	26.2%	22.8%	21.7%

Source: CCCC Data Mart

A very high proportion of community college students work while they attend college. They very often do not enroll in the 12 or more units that define full-time status. However, the recent climate of the state budget may suggest that student have elected to be part-time students as the course offerings have not been adequate for many to enroll in 12 or more units. Table 24 shows a majority of students enrolling part time, but the percentage has increased by 2.2 percentage points between fall 2011 and fall 2012.

Table 24 Part-Time/Full-Time Enrollment Status

Enrollment Type	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Part-Time	68.6%	66.7%	65.3%	67.4%
Full-Time	31.4%	33.3%	34.7%	32.6%

Source: CCCC Data Mart

Despite a large part-time enrollment, there has been an increase in daytime enrollments. The apparent preference for day classes has grown over the period from 2009 to 2012. In 2009, 76.2 percent of students enrolled in day classes; in 2012, 83.6 percent enrolled in day classes.



Table 25 Day and Evening Enrollment

Enrollment Time	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Day	76.1%	80.8%	82.8%	83.6%
Evening	21.7%	17.6%	15.8%	15.3%
Unknown	2.2%	1.5%	1.4%	1.1%

Source: CCCCCO Data Mart

The overall the numbers of students enrolled in CalWORKS, DSP&S (Disabled Student Program & Services) and EOPS (Extended Opportunity Program and Services) from fall 2008 through fall 2012 have increased. Table 26 reflects on participation trends over the past five years within special populations at AVC showing California Work Opportunity and Responsibility to Kids (CalWORKs) participation has increased by 9.1 percent additionally DSP&S shows and increase of 29.8 percent participation. In contrast, Extended Opportunity Programs and Services (EOP&S/CARE) participation showed a 34.3 percent decrease.

Table 26 Special Populations

Headcount	Fall 2009	Fall 2010	Fall 2011	Fall 2012
CalWORKS	669	601	645	670
DSP&S	826	839	839	963
EOPS/CARE	682	599	424	533

Source: CCCCCO Data Mart

Table 27 presents the top ten subjects by FTES identifies ten subjects producing the highest amount of FTES. The subjects programs are shown from the greatest FTES to the least. Overall, these programs produce around 50 percent of the college FTES.

Table 27 Top Ten Programs by FTES

2008-2009		2009-2010		2010-2011		2011-2012	
Mathematics	1,694.6	Mathematics	1,534.4	Mathematics	1,638.8	Mathematics	1,460.5
English	752.4	English	661.4	English	728.1	English	784.0
Biological Science	745.5	Biological Science	619.4	Biological Science	641.3	Biological Science	651.0
Kinesiology	662.3	Kinesiology	608.5	Kinesiology	488.6	Kinesiology	467.5
Psychology	414.3	Nursing Science	351.6	History	378.1	Psychology	360.6
Chemistry	407.7	Art	340.1	Nursing Science	325.8	History	357.9
History	388.6	History	328.4	Psychology	320.5	Art	295.8
Nursing Science	361.3	Psychology	319.7	Art	291.3	Chemistry	289.8
Art	349.8	Chemistry	266.4	Chemistry	291.1	Communications	281.0
Health Education	296.5	Health Education	259.7	Communications	249.9	Nursing Science	271.5
Total FTES of Top 10	6,073.0		5,289.6		5,353.5		5,219.5
Total FTES	11,751.4		10,515.7		10,466.5		10,572.2
% of Total	51.7%		50.3%		51.1%		49.4%

Source: Antelope Valley College DIERP



College Employees

Table 28 shows a comparison of the college employee population with faculty members making up the majority with 68.7%. Notably the population of faculty is primarily made up of adjuncts, which is 69.4%.

Table 28 *Employees*

Position	Headcount	Percent
Administration	24	3.0%
Adjunct Faculty	381	47.7%
CMS/Classified	234	29.3%
Fulltime Faculty	168	21.0%
Total	799	100.0%

Source: CCCCCO Data Mart

Technology

When the Health and Sciences Building opened in August 2012, the bar was raised for technology across the campus. The building has wireless capability, and every classroom and some conference areas have data projection systems, document cameras, and electronic classroom controls. A College-wide wireless implementation plan was drafted with the expectation of extending wireless services across the Lancaster, Palmdale & Fox Field sites. Thought an enterprise wide allocation has yet to be made progress has been made in some areas. During summer 2013 wireless was funded for Palmdale through the STEM program. Limited expansion of wireless services has been achieved on the Lancaster campus in the Administration Building, parts of BE, SSV & the Library through one time funds or reallocation of excess access points from the Health Sciences Building. No wireless services are available at Fox Field. A larger campus wide funding allocation is needed to achieve a full coverage.

Antelope Valley College has over forty instructional computer labs, and two open access computer labs. The Health and Sciences Building has the newest computer labs on campus, while the computer labs in the Business Education Building are aging and need to be replaced. The instructional labs in the Learning Center and the Library were upgraded during Summer 2013. The Palmdale Center has data projection systems and laptop computers in every campus. The Center has a computer lab and access to computers for faculty use.

The college needs structural budgetary changes to establish an effective enterprise wide refresh program for it desktop, instructional, core infrastructure, and network services. Though the campus had a one-time infusion of hardware for systems and core networking three years ago, over half the college's network closets are approaching end of life. The core server clusters are in a similar situation, though AVC has been able to keep up with the growing need for additional servers through virtualization. Current blade servers are three years old and a replacement cycle plan is needed before end of life in the next eighteen to twenty four months.



In support of distance learning and mobile learners AVC provides a number of tools and services. The college's learning management system, Blackboard, entering the third year of a five-year agreement, is used to support both our fully online and hybrid courses. Other tools available for faculty include an online plagiarism management tool, TurnItIn, & podcasting. AVC began offering podcasting services in 2005. During academic year 2012-13 IMC supported seventeen faculty and twenty-six courses, each with an average of thirty files per course. Chemistry maintains a library of one hundred fifteen files each semester.

In fall 2013 AVC will go live with Degree Works, an academic planning tools and real-time counseling capabilities help advisors provide consistent and meaningful direction to students. Transfer articulation support helps staff and students determine how coursework from other institutions is assessed and applied at yours. Students receive the consistent and accurate real-time academic advice they need to succeed in planning their academic careers.

There is a critical need for a fully integrated Enterprise Resource Planning/Student Administration system. To date the college has continued to manage with a collection of limited implementation, desk specific business processes, in-house developed custom applications, and a leveraging of Los Angeles County Office of Educations (LACOE) fiscal services. To mitigate some of the recurring double entry issues, over the summer the Business Office leveraged a remote access service offered by LACOE to automate the purchase requisition processes. Though we have a room and resource management system--Ad Astra--it lacks full integration with our Student Administrative system.

In support of this revision to the college's Educational Master Plan, the 2013-2017 Technology Master Plan proposes a number of initiatives to mitigate many of the limitations above. The initiatives include: establishing an enterprise resource planning/student administration system; assessing and revising business processes to leverage new systems; and systemic revisions to infrastructure, desktop, and video systems for public safety. In addition there are projects to enhance instructional media, classroom audiovisual, and the distance learning platform. As a comprehensive package these projects are scoped to place the college in a position to be a leader in its application of technology in support of its instructional and operational missions.



Summary

An internal scan of the college is an opportunity to assess current enrollments and the demography of the student body for the purpose of planning. By looking at patterns over a number of years, decision-makers can anticipate the future, taking into account circumstances in the environment and desired outcomes.

Data analyzed in the current internal scan covered the fall 2009 through fall 2012 period, for the most part, where enrollments, student characteristics, enrollment patterns, and student outcomes were considered. In addition student demand for curricula was reflected by identifying high FTES producing subjects.

Antelope Valley College is in a period of enrollment growth. The greatest share of enrollment (81 percent) comes from the cities of Lancaster and Palmdale, and, currently, it is a young population. An increasing share of the student body falls into the between the ages of 20 and 29. At present, students under age 29 represent 72.1 percent of the student population. Most noteworthy is the increase of Hispanic students to becoming the majority of the ethnic populations at AVC making up 42.2 percent while white non-Hispanic students have decreased to 21.7 percent.

Due to the volatile statewide budget institutions have been forced to decrease course offerings many students have found themselves on a longer path towards completion. The effect of this has trickled down to a decrease in first time freshmen at AVC. Four-year institutions have been feeling the effects of the statewide crisis, which has limited student access to graduate level courses and reflects in the decrease of transfer students at AVC.



Measures of Performance

Institutional Set Standards

1. “Completion” is the number of students who receive a successful grade over the number of students who are enrolled in the course. In fall 2012, the success rate was 70.3 percent which met the institutional set standard for successful completion.

Table 29 shows an upward trend in completion/success over the past four year from 65.6 percent in fall 2009 to 70.3 percent in fall 2012. During that time span there has been an increased emphasis on outcomes assessment and strategies focus on increasing in success which reflects in the numbers.

Table 29 *Completion*

Success	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Rate	65.6%	67.5%	68.3%	70.3%

Source: Antelope Valley College Fact Book 2012

2. “Fall-to-Fall Retention” is the percent of students retained from fall to fall. In fall 2012, the fall-fall retention rate was 62.1 percent, which met the institutional set standard for fall-to-fall retention.

The retention strategy in Table 30 followed the Accountability Reporting for the Community Colleges (ARCC) approach which developed a cohort for fall-to-fall persistence. The cohort requirement was that students enrolled in fall did not transfer or graduates prior to upcoming fall term. Individuals who had transferred or graduated were removed from the cohort.

Table 30 *Fall-to-Fall Retention*

Fall-to-Fall Retention	2008-2009	2009-2010	2010-2011	2011-2012
Rate	57.2%	58.4%	60.9%	62.1%

Source: Antelope Valley College DIERP

3. “Degrees Awarded” is the number of students who received a degree in the academic year. In 2011- 2012, 858 degrees were awarded which met the institutional set standard for degrees awarded.

4. “Certificates Awarded” is the number of students who received a certificate in the academic year. In 2011- 2012, 421 certificates were awarded which met the institutional set standard for certificates awarded.

Table 31 lists the number of degrees and certificates awarded which is an important outcome measure for the college. Although enrollment decreased over the past four years, the number of



degrees and certificates awarded has increased by nearly 15 percent. Most notably there has been a 58.3 percent increase in certificates from 266 in 2008-2009 to 421 in 2011-2012.

Table 31 *Degrees and Certificates*

Award Type	2008-2009	2009-2010	2010-2011	2011-2012
Associate of Arts (A.A.) degree	533	436	488	501
Associate of Science (A.S.) degree	314	314	348	357
Total Degrees	847	750	836	858
Certificate requiring 6 to < 18 units	8	0	0	0
Certificate requiring 18 to < 30 units	121	150	148	170
Certificate requiring 30 to < 60 units	137	203	240	251
Total Certificates	266	353	388	421
Total Awards	1113	1103	1224	1279

Source: CCCCCO Data Mart

5. “Four-Year Transfer” is the number of students that transfer to a to 4-year institution in the academic year. In 2011-2012, 1033 students transferred from AVC which met the institutional set standard for transfer.

Transfer has become another measure of student success and due to the volatile environment of the California state budgetary system there have been very strict limitation on new entrant in the California Stat and University of California systems. Table 32 reflects these limitations with the decrease over the past four years.

Table 32 *Transfer*

Headcount	2008-2009	2009-2010	2010-2011	2011-2012
Transfer to 4-year	2023	1952	1489	1033

Source: National Student Clearinghouse

Institutional Learning Outcomes

The following provides a three year comparison of student perception in regards to the assessing the Institutional Learning Outcomes (ILO) from fall 2010 to fall 2012. An assessment questionnaire asked students to rate their level of learning on a five-point scale (Not improved=1, improved significantly=5) in regards to ILO factors, which were represented by three to four questions per outcome. The findings indicate a static level of improvement with slight increases from 2011 to 2012 for ILO 1, 2, 4, and 5, but are slightly lower than to 2010 results except for ILO 5 and 6

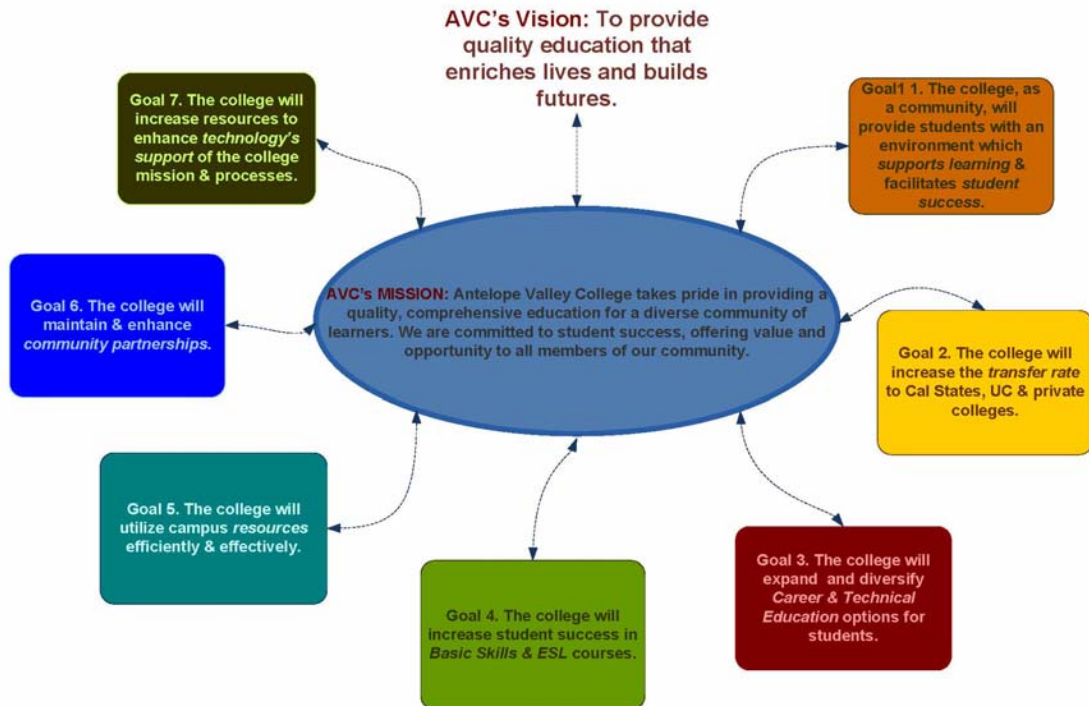
Table 33 Three Year Weighted Average Comparison

Institutional Learning Outcomes	2010	2011	2012
ILO 1	3.89	3.81	3.84
ILO 2	3.87	3.77	3.86
ILO 3	3.44	3.45	3.35
ILO 4	3.76	3.69	3.72
ILO 5	3.68	3.67	3.77
ILO 6	2.63	2.90	2.72

Source: Antelope Valley College DIERP

Table 33 can be interpreted as students indicated moderate improvement of learning in relation to ILO 1, 2, 4, 5 while indicating slight improvement of learning relation to ILO 3 and 6. Therefore, the findings suggest that attention should be focused to increasing learning for all ILOs, but specifically ILO 3 and 6.

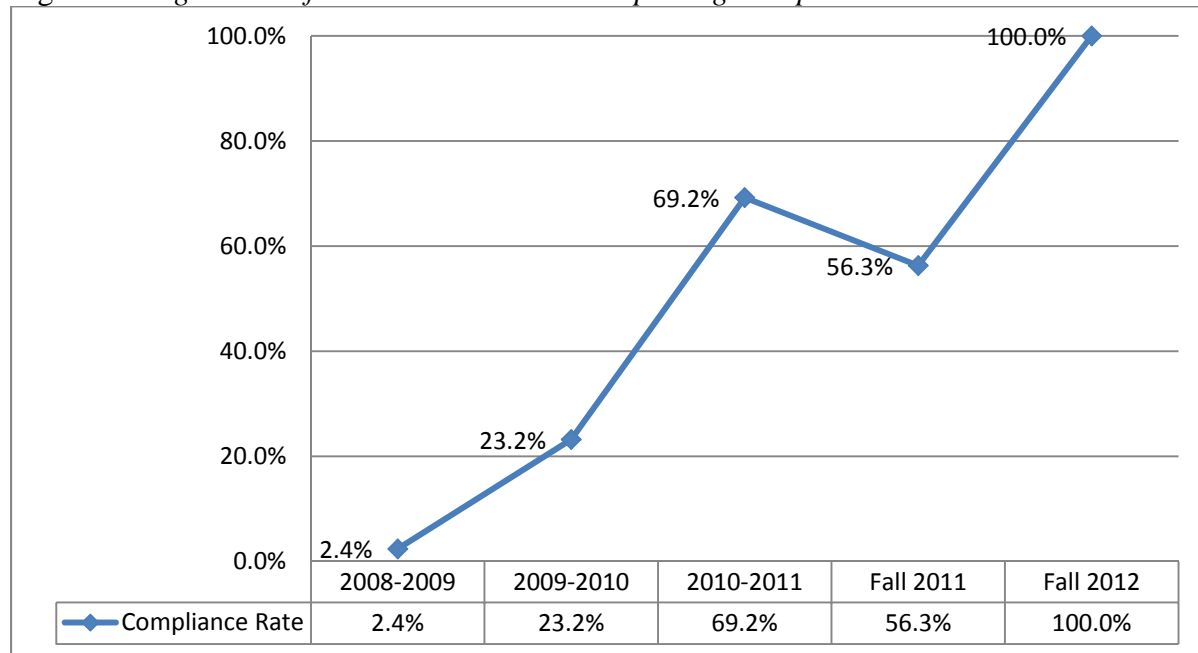
Antelope Valley Community College District 2013-16 Educational Master Plan Overview



Outcomes Assessment

Many training opportunities for SLOs are offered through the college’s faculty professional development program throughout the year for those who need reinforcement, for new faculty, and for adjuncts. In addition, the Office of Institutional Effectiveness, Research, and Planning held sessions in open computer lab sessions for a two-week period, which allowed faculty the opportunity to receive hands-on training and a venue to enter SLO data. Multiple emails and physical copies of reminders with step-by-step directions were provided to all faculty members to assist in the entry of the data. These efforts have paid off. The rates of reporting compliance increased from 69.2 percent in 2010 to 100 percent in fall 2012 as presented in Figure 5. In August 2013, workshops were presented to the faculty on the topic of integrated planning. The SLO process has become a regular and routine aspect of work practices and the campus culture.

Figure 5 *Progression of Outcome Assessment Reporting Compliance*



Source: Antelope Valley College DIERP

Summary

The overall measure of campus effectiveness can be summed across the establishment, assessment, and on-going improvement related to outcome assessment measures. This continuous improvement plan though starting slow has reached a level of proficiency and has become a foundation piece of evidence to guiding the integrated planning process of campus. In addition, the establishment of campus set standards has provided expectations for increasing improvement across the campus regards performance indicators of completion, fall-to-fall retention, degree awarded, certificates awarded and students that transfer. By integrating these strategies throughout all facets of the campus, AVC is building a stronger culture of evidence-based decision-making and greater opportunities to serve the community.



Antelope Valley Community College District Educational Master Plan: 2013-16

Goal #1. The college as a community will provide students with an environment which supports learning and facilitates student success.

Objective 1a. Increase number of degrees and certificates granted to exceed the standard of 1,033 set by the Student Success Committee.

Responsible for Implementation: Everyone (deans, department chairs, faculty, counseling, financial aid)

Responsible for Evaluation: Dean of Institutional Effectiveness, Research & Planning (DIERP), Student Success Committee

Date to be achieved: September (ongoing)

Objective 1b. Strengthen the link between SLO/PLO assessment and action plan development and evaluation.

Responsible for Implementation: SLO Committee; DIERP; deans; faculty

Responsible for Evaluation: DIERP

Date to be achieved: ongoing

Objective 1c. Increase the student success rate to exceed the standard of 68% set by the Student Success Committee.

Responsible for Implementation: Everyone (deans, department chairs, faculty, counseling, financial aid)

Responsible for Evaluation: DIERP

Date to be achieved: September each year (ongoing)

Objective 1d. Develop relationship between classroom instructors and counselors and career advisors by embedding counseling in division areas.

Responsible for Implementation: department chairs, faculty, counseling, VPs of Academic Affairs & Student Services

Responsible for Evaluation: VPs of Academic Affairs & Student Services

Date to be achieved: 14-15 academic year (ongoing)

Objective 1e. Increase student retention to exceed the college standard of 60% set by the Student Success Committee.

Responsible for Implementation: Everyone (deans, department chairs, faculty, counseling, financial aid)

Responsible for Evaluation: DIERP

Date to be achieved: September each year (ongoing)

Objective 1f. Validate prerequisites for courses.

Responsible for Implementation: AP&P; Assessment Center; faculty

Responsible for Evaluation: DIERP & faculty

Date to be achieved: February each year (ongoing)



Objective 1g. Increase class offerings in high demand classes and disciplines.

Responsible for Implementation: Academic Affairs; DIERP; deans; department chairs

Responsible for Evaluation: VP and deans, Academic Affairs; DIERP

Date to be achieved: ongoing

Objective 1h. Combine classes and revise curriculum in areas in which the faculty identify needs.

Responsible for Implementation: AP&P, faculty

Responsible for Evaluation: AP&P

Date to be achieved: February each year (ongoing)

Goal #2. The college will increase the transfer rate to Cal States, UC, and private colleges.

Objective 2a. Increase the number of transfer students by developing TMCs to facilitate transfer to CSUs as the TMCs become available.

Responsible for Implementation: AP&P, faculty

Responsible for Evaluation: DIERP, AP&P

Date to be achieved: July 2014

Objective 2b. Bring an eclectic group of colleges, universities and other higher education options to campus for visits and recruiting.

Responsible for Implementation: Dir. Student Activities & Community Outreach; Dean of Student Development & Services; Career & Transfer Center

Responsible for Evaluation: VP of Student Services

Date to be achieved: ongoing

Objective 2c. Expose students to opportunities for higher education and the skills they need to achieve it.

Responsible for Implementation: Career & Transfer Center; Dean of Student Development & Services

Responsible for Evaluation: VP of Student Services; DIERP

Date to be achieved: ongoing

Objective 2d. Increase the percentage of students who successfully achieve 12 transferrable units and transfer-level English and math courses up to five years after initial enrollment.

Responsible for Implementation: Everyone (deans, department chairs, faculty, counseling, financial aid)

Responsible for Evaluation: DIERP

Date to be achieved: ongoing

Goal #3. The college will expand and diversify Career Technical Education options for students.

Objective 3a. Recruit more non traditional students into CTE programs.

Responsible for Implementation: Dir. Student Activities & Community Outreach; Counseling; Career & Transfer Center; faculty; Dir., Public & Governmental Relations; deans; Dir, EOPS; Dir, Star/TRIO

Responsible for Evaluation: DIERP

Date to be achieved: September each year

Objective 3b. Increase employer outreach for participation on advisory committees in occupational work-experience and in job placement.

Responsible for Implementation: CTE discipline faculty

Responsible for Evaluation: VP, Academic Affairs; Academic Affairs deans

Date to be achieved: May each year

Goal #4. The college will increase student success in Basic Skills and ESL courses.

Objective 4a. Promote student information competency and technology skills.

Responsible for Implementation: Librarians; Basic Skills Committee; Student Success Committee

Responsible for Evaluation: Librarians; ITS; DETC

Date to be achieved: ongoing

Objective 4b. Enhance instructional support for basic skills and ESL courses.

Responsible for Implementation: Learning Center; Basic Skills Committee; deans of IRESLA and MSE; Student Success Committee

Responsible for Evaluation: VP, Academic Affairs; Basic Skills Committee

Date to be achieved: ongoing

Objective 4c. Create curriculum to increase the success rates of basic skills and ESL students.

Responsible for Implementation: AP&P; basic skills faculty; Student Success Committee; Basic Skills Committee

Responsible for Evaluation: AP&P

Date to be achieved: February each year (ongoing)

Objective 4d. Establish a plan for providing professional development opportunities related to basic skills for basic skills staff, basic skills faculty and anyone who might want to be involved in basic skills.

Responsible for Implementation: Academic Senate; Faculty Professional Development Committee; Basic Skills Committee

Responsible for Evaluation: Academic Senate; Basic Skills Committee

Date to be achieved: April each year

Goal #5. The college will utilize campus resources efficiently and effectively.

Objective 5a. Integrate fragmented and redundant District processes and enterprise-wide business process revision.

Responsible for Implementation: VP, Administrative Services; Business Office; SPBC

Responsible for Evaluation: SPBC; VP, Administrative Services

Date to be achieved: June 1, 2014

Objective 5b. Rely on discipline faculty to identify program equipment and facility needs.

Responsible for Implementation: Discipline faculty; SPBC; Facilities Services; ITS

Responsible for Evaluation: Faculty; division deans; SPBC

Date to be achieved: June each year (ongoing)

Objective 5c. Develop creative funding sources for equipment and facilities.

Responsible for Implementation: Advisory Committees; Exec. Dir. Of Institutional Advancement; Dir. Of Public & Governmental Relations; faculty; administrators

Responsible for Evaluation: SPBC; VP, Administrative Services; Exec. Dir. Of Institutional Advancement

Date to be achieved: June 1, 2014

Objective 5d. Increase and enhance professional development for faculty, administrators, and classified staff.

Responsible for Implementation: Academic Senate; Faculty Professional Development Committee; Office of Human Resources & Employee Relations; ITS

Responsible for Evaluation: Academic Senate; VP, Human Resources & Employee Relations

Date to be achieved: June 30, 2014

Goal #6. The college will maintain and enhance community partnerships.

Objective 6a. Link campus needs with community resources through the AVC Foundation.

Responsible for Implementation: Advancement Office & AVC Foundation; advisory committees; President

Responsible for Evaluation: Executive Council; Executive Director of Institutional Advancement

Date to be achieved: December each year



Objective 6b. Promote seamless transfer of high school students

Responsible for Implementation: Counseling; AP&P; discipline faculty; dean, student development & services; dean, enrollment services; financial aid office; Dir, EOPS; Dir, Star/Trio

Responsible for Evaluation: VP, Student Services; DIERP

Date to be achieved: ongoing

Objective 6c. Develop programs to reach out to middle schools

Responsible for Implementation: Dir, Student Activities & Community Outreach Office; grant writer

Responsible for Evaluation: VP, Student Services

Date to be achieved: ongoing

Goal #7. The college will increase resources to enhance technology's support of the college mission and processes.

Objective 7a. Increase support for classroom, counseling, student services offices, and instructional technology.

Responsible for Implementation: ITS; DETC; Information Technology Committee

Responsible for Evaluation: Academic Senate; VP, Administrative Services

Date to be achieved: June 30, 2014

Objective 7b. Develop effective orientation for online and hybrid courses.

Responsible for Implementation: ITS technical trainer; DETC

Responsible for Evaluation: Academic Senate; Director of ITS

Date to be achieved: June 30, 2014

Objective 7c. Provide advanced faculty professional development for instructors of distance education courses.

Responsible for Implementation: ITS technical trainer; DETC; Academic Senate; Faculty Professional Development Cmte

Responsible for Evaluation: Academic Senate; Faculty Professional Development Committee

Date to be achieved: June 30, 2014

Objective 7d. Advocate for increased resources for District-wide systems and services.

Responsible for Implementation: President & Vice Presidents; Dir. Of Public & Governmental Relations; Exec. Dir. Of Institutional Advancement; grant writer

Responsible for Evaluation: Executive Council; SPBC

Date to be achieved: July 1 each year



Palmdale Center Educational Master Plan: 2013-16

Goal #1. Develop an organizational structure for the Palmdale Center aligned with the Educational Master Plan.

Objective 1a. Develop a mission for the Palmdale Center.

Responsible for Implementation: VP of Academic Affairs, Dean of IRES, Director of Extended Services

Responsible for Evaluation: DIERP

Date to be achieved: June 2014

Objective 1b. Review the organizational structure of the Palmdale Center and staffing needs.

Responsible for Implementation: VP, Academic Affairs; Dean of IRES; Director, Extended Services

Responsible for Evaluation: DIERP

Date to be achieved: June 2014

Objective 1c. Develop a comprehensive plan to offer specific STEM & CTE degree/certificate programs that are unique to the Palmdale Center.

Responsible for Implementation: VP, Academic Affairs; deans; department chairs; faculty; Dean, IRES; Director, Extended Services

Responsible for Evaluation: DIERP

Date to be achieved: June 2014

Goal #2. Increase access to support services with additional staff, expanded hours and alternative delivery methods.

Objective 2a. Develop full-service bookstore, financial aid and cashier services to support student enrollment.

Responsible for Implementation: VP, Student Services; deans; Director, Extended Services; Director, Information Technology Services

Responsible for Evaluation: DIERP

Date to be achieved: June 2014

Objective 2b. Develop a cash handling procedure for the Palmdale Center.

Responsible for Implementation: VP, Administrative Services; Dir., Business Services; Dean, IRES; Director, Extended Services

Responsible for Evaluation: VP, Administrative Services

Date to be achieved: June 2014

Objective 2c. Develop full-service assessment services.

Responsible for Implementation: VP, Student Services; Dean, Enrollment Services; Director, Extended Services

Responsible for Evaluation: Dean, Enrollment Services; Director, Extended Services

Date to be achieved: June 2014

Objective 2d. Expand library services to meet the needs of day, evening students, online students.

Responsible for Implementation: VP, Academic Affairs; VP, Human Resources & Employee Relations; Dean, IRES; Director, Extended Services

Responsible for Evaluation: DIERP

Date to be achieved: August 2015

Objective 2e. Develop a plan for student health services to support health care and education.

Responsible for Implementation: VP, Student Services; Dean, of Student Development and Services

Responsible for Evaluation: Dean, Student Development and Services; Director, Extended Services

Date to be achieved: June 2014

Objective 2f. Develop courier services to support the delivery of resource to the center.

Responsible for Implementation: VP, Administrative Services; Director, Extended Services

Responsible for Evaluation: Director, Extended Services

Date to be achieved: December 2014

Objective 2g. Increase access to counseling services.

Responsible for Implementation: VP, Student Services; Dean, Enrollment Services

Responsible for Evaluation: Dean, Enrollment Services; DIERP; Director, Extended Services

Date to be achieved: June 2014

Goal #3. Provide students with an environment which supports learning and facilitates student success.

Objective 3a. Increase number of courses available for transfer.

Responsible for Implementation: VP, Academic Services; deans; department chairs; faculty; Director, Extended Services

Responsible for Evaluation: DIERP

Date to be achieved: June 2014

Objective 3b. Develop a plan to provide students with access to and staff support for a wet lab.

Responsible for Implementation: VP, Academic Services; deans; department chairs; faculty; Director, Extended Services

Responsible for Evaluation: DIERP, Director of Extended Services

Date to be achieved: ongoing

Goal #4. Enhance instructional and student support technology to meet the District's and Center's mission.

Objective 4a. Provide professional development to increase faculty's effective use of classroom smart technology.

Responsible for Implementation: Director, Information Technology; ITS technical trainer

Responsible for Evaluation: Director, Extended Services

Date to be achieved: Ongoing

Objective 4b. Maintain critical technology improvements and upgrades.

Responsible for Implementation: Director, Information Technology; Director, Extended Services; Information Technology Committee

Responsible for Evaluation: Director, Extended Services

Date to be achieved: On-going

Objective 4c. Expand the computer open-lab (SV3L) to support the student population.

Responsible for Implementation: Director, Information Technology Services; Director, Facilities Services; VP, Administrative Services; Director, Extended Services

Responsible for Evaluation: Director of Information Technology, Director of Extended Services

Date to be achieved: August 2015

Objective 4d. Request an evening computer services technician position to support evening courses.

Responsible for Implementation: VP, Academic Affairs; VP, Human Resources; Director, Information Technology Services; Director, Extended Services

Responsible for Evaluation: VP, Human Resources & Employee Relations

Date to be achieved: June 2014

Goal #5. Maintain and enhance community partnerships.

Objective 5a. Develop a comprehensive partnership with The Palmdale Aerospace Academy resulting in links of resources.

Responsible for Implementation: Director, Extended Services

Responsible for Evaluation: Director, Extended Services

Date to be achieved: On-going

Objective 5b. Collaborate with Antelope Valley Transit Authority to enhance public transportation routes between the Palmdale Center and the Lancaster Campus.

Responsible for Implementation: President; Director, Extended Services

Responsible for Evaluation: DIERP

Date to be achieved: On-going

Goal #6. Inform the Palmdale community about programs and services at the Center.

Objective 6a. Develop and implement a marketing/communication plan for the Center.

Responsible for Implementation: Executive Council; Director, Public & Governmental Relations; Director, Extended Services

Responsible for Evaluation: Director, Public & Governmental Relations

Date to be achieved: On-going

Goal #7. Develop revenue enhancement Initiatives

Objective 7a. Develop a fundraising strategy for the Palmdale Center

Responsible for Implementation: President; Exec. Dir., Institutional Advancement; Director, Extended Services; advisory committees

Responsible for Evaluation: Executive Council; Exec. Dir., Institutional Advancement

Date to be achieved: On-going