# Antelope Valley College Educational Master Plan

**October 2010**

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

# Table of Contents

## Table of Contents - continued

## Executive Summary

The Educational Master Plan at Antelope Valley College is the overall strategic planning document for the district.  It is a collaborative 'umbrella' plan developed by the faculty, staff, and administrators designed to guide campus planning efforts in the near term (up to Three Years), mid term (Three - Five years) and long term (Five -Ten Years).   The Human Resources Plan, the Facilities Plan, the Finance Plan, and the Technology Plan all are derived from the Educational Master Plan.  The Master Plan serves as the foundation for subsequent plans for allocation of campus resources and goal setting and is intended to be a "living document," (i.e., one that is read, reviewed, and used during its planned three-year lifespan). The current district Educational Master Plan is intended to cover the main AVC campus as well as the continuing development of the Palmdale Center.

In July of 2009, the Antelope Valley College District began the process of updating the Educational Master Plan.  The previous Educational Master Plan was released in July of 2007 and is now being revised and reviewed as scheduled. This plan is being developed following the budget and planning process outlined in the Antelope Valley College Strategic Planning and Budget Council Annual Review 2005-2006 (Figure 1).

As the district moves forward with the 2010 Educational Master Plan, it is in the midst of a severe economic downturn that has had, and will continue to have, major impacts on the funding levels expected from the state. A section has been added to the division/department planning forms for each area to summarize the current and expected impact of the fiscal situation. Evaluations, Planning, and Improvement, are the core of the planning process and Program Review and are emphasized throughout the accreditation standards. These standards require colleges to maintain an ongoing and systematic cycle of planning and evaluation which must be met regardless of the funding situation.

The primary purpose of the Educational Master Plan is to provide the broad framework for campus planning with the review process serving to clarify and achieve goals that align with the strategic planning outlined in the Educational Master Plan. The information gathered during the Master Plan process and the Program Review process both provide a basis for informed decision-making by faculty, staff, and administration regarding the future of the institution and resource allocations by the Strategic Planning and Budget Council (SPBC).  Budget requests to SPBC will only be reviewed if supported by an up-to-date program review report and if they fit within the plans outlined within the Educational Master Plan.

The Southern California Association of Governments projects tremendous growth in the areas of Lancaster and Palmdale; both are projected to surpass the 200,000 population mark by the year 2020. Palmdale, the location of the proposed Education Center, is projected to grow at a more rapid rate than Lancaster. The entire district, which had a population in the year 2000 of 277,702, is projected to grow to 559,519 by the year 2020. 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 and manufacturing, while the working population has developed

into a large (over 60,000 a day) commuter population. Antelope Valley College is also changing with a growing student body with rapid decreases in age and increases in ethnic diversity.

The planning process was guided by several principles, among which were that it would build upon, rather than duplicate, prior planning work done by the district; it would be open and collaborative; and it would follow the planning process outlined by the SPBC. Through the participatory governance process set up by the SPBC, the diverse views represented by the members of the Antelope Valley College community are collected, compiled, and refined by the SPBC Educational Programs Sub Group (SPBC-EPSG).

The SPBC-EMPSC acted as a planning committee throughout the year long project, setting the timeline, developing and editing the data forms, assisting the divisions/departments 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 EMPSC was chaired by the Director of Institutional Research and Planning. The sub group was a representative body of faculty, staff, and administrators and was the guiding force behind the creation of "2010 The Antelope Valley College Educational Master Plan." While the Master Plan was guided by the sub group, the development of the plans was done from the bottom up with each department, division, and area gathering representatives to discuss, revise, and write the individual plans that formed the broad base upon which the plan was built.

The project progressed through interrelated phases, which included a thorough review of the prior plan; internal and external scans; a review and update of the strategic goals; and a broad-based campus wide review of all departments/divisions and areas. The resulting *2010 Educational Master Plan* for Antelope Valley College District has the following key planning elements:
- District Values and Practices;
- Vision and the Mission statement;
- Fourteen overarching Guiding Principles linking to the district's Values, Vision, and Mission;
- Current, Three - Five year, and 10 year plans for each program at the Lancaster Campus and the Palmdale Center;
- An analysis by program of staffing needs;
- An analysis of equipment needs; and,
- An analysis of facility needs.

This Educational Master Plan serves as the foundation for ongoing and additional planning by the district.

# Guiding Principles

**Guiding Principle 1:**

*Create a campus culture in which student learning outcomes for all instructional departments and operational outcomes for non instructional departments are known to the campus community and are the basis for planning.*

**Guiding Principle 2:**

*Integrate program review fully with the strategic planning process to ensure that college resources are devoted in the most efficient manner to build and maintain strong programs and services.*

**Guiding Principle 3:**

*Address the critical needs of incoming students with additional basic skills classes in reading, writing, math, and ESL. In addition, focus on increasing information literacy skills, and learning and study skills.*

**Guiding Principle 4:**

*Provide students and employees with access to current and reliable technology resources necessary to sustain and enhance the teaching and learning environment.*

**Guiding Principle 5:**

*Continue to increase class offerings and services at locations in Palmdale. Create a unique identity for Palmdale based on the needs of the community.*

**Guiding Principle 6:**

*Focus on continuous improvement of existing programs and develop new programs, such as green technology, to meet the workforce preparation and enhancement, and economic development of area employers.*

**Guiding Principle 7:**

*Increase the success rate of students in college transfer courses, and increase the percent of students who transfer.*

**Guiding Principle 8:**

*Plan for appropriate changes to the district to embrace the diversity associated with the changing demographics of the student body. AVC will identify benchmarks for institutional learning outcomes and student learning outcomes and attain them for all groups in the student body.*

**Guiding Principle 9:**

*Implement streamlined student services through evaluation and utilization of campus technology resources that provides 24 hour online access.*

**Guiding Principle 10:**

*Work with education partners (high schools, universities, business, and industry) to improve student learning outcomes. Continue to support and expand current programs and seek out other appropriate collaborations.*

**Guiding Principle 11:**

*Explore alternative methods of delivering education offerings and expanded Distance Education, in accordance with community college system goals.*

**Guiding Principle 12:**

*Address demand and meet the potential of high enrollment disciplines within district fiscal constraints.*

**Guiding Principle 13:**

*Enhance AVC's contribution to the culture and vibrancy of the community by adding new cultural, athletic, social, and student engagement activities, showcasing successful efforts and outcomes, and combining resources with educational, cultural and industry partners when appropriate.*

**Guiding Principle 14:**

*Use strategic planning to implement and evaluate priorities in a continuous cycle of review and improvement.*

# Acknowledgements

**Superintendent/President**

 Dr. Jackie L. Fisher Sr.

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**Guest Members**

 Professor - Ralph Brax
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**Administrative Support**

 Patricia Harris
 Paula Norsell
 Crystal Ellis
 Deborah Morgan

# President's Statement

*"Good fortune is what happens when opportunity meets with planning."*
*Thomas Edison*

The development of this Educational Master Plan represents the continuation of the strategic planning and budgeting process that began with the Strategic Budget and Planning Council in 2005. The first Educational Master Plan utilizing this new process was completed in 2007 with a full update set for a three year cycle. The three year update cycle continues with this full update of the Educational Master Plan in 2010. The SPBC process evaluates the mission, vision, and values of the district and the six Institutional Learning Outcomes that keep the focus of the district on supporting our students as they achieve their goals. Implementation of this shared governance model for planning and budgeting represents a significant achievement for the district. The 2007 Plan provided a roadmap for guiding the district as we moved into an exciting time of growth and opportunity for the local community and Antelope Valley College District with major construction bond funding at the Lancaster campus, purchase of land in Palmdale for the future campus site, and rapid expansion of courses and enrollment at the Palmdale Center. This current update of the Plan, during a major economic contraction, is of necessity, more focused on maintaining high quality education, services, and planning for recovery of the campus and a resumption of growth.

The Educational Master Plan is intended to be a 'living document' that is used and updated throughout the next three years before the next scheduled major update. The Plan is implemented by SPBC and monitored by the Educational Programs sub group of the Strategic Planning and Budget Council. This 2010 major update is the start of a new cycle in the planning process. The next step in the process will again be to produce the Finance Plan, Facilities Plan, Human Resources Plan, Technology Plan, and Enrollment Management Plan following from this Educational Master Plan.

I wish to thank everyone for their hard work and dedication in making the Educational Master Plan a roadmap for our students' success. Special thanks to the SPBC Educational Programs Sub Group members.

Dr. Jackie L. Fisher, Sr.
Superintendent/President

# Introduction

## Purpose of the Plan and Process

The near term planning of the Educational Master Plan process overlaps with the Program Review process, while providing feedback to the Educational Master Plan Process. In comparing the two, the Program Review Process is more focused on operational successes and challenges while the Educational Master Plan is more focused on the setting and achievement of strategic goals in line with the Mission, Vision, Institutional Learning Outcomes (ILO's) and Goals of the district. The linkage between planning, review, and budgeting serves to keep the resources of the district allocated in line with the actual needs and the mission and goals of the district.

The Educational Master Plan aids the district in:
- Providing a framework for strategic planning in three time frames:
  - Current (up to Three Years),
  - Mid Term (Three - Five Years), and.
  - Long Term (Five - Ten Years).
- Strategic Goal Setting for the district.
- Collecting and organizing individual division/department plans to serve as a basis for updating the districts Facilities Plan, Technology Plan, Human Resources Plan, and Finance Plan, and influence the Enrollment Management Plan, Student Equity Plan, Matriculation Plan, Basic Skills Plan, and the Communication/Marketing Plan.

The Educational Master Plan provides a roadmap for the future of the Antelope Valley Community College District over the next ten 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 district; the core values of the institution as represented in its mission, vision, institutional learning outcomes, and strategic goals; data from within the district and from authoritative external sources; and the best thinking of all constituency groups about what the future of the district should be.  It is intended to be a "living document" that is read and reviewed throughout its planned three-year lifetime.

The Educational Master Plan serves the following specific purposes:

1. To establish clear direction for the district by envisioning the future under the changing conditions of internal and external trends and influences.
2. To provide a foundation and serve as a primary resource for the development of other district planning activities.
3. To support accreditation reviews and demonstrate compliance with accreditation standards.
4. To inform the community of the district's present situation needs, and future plans; thereby forging a closer relationship with the community.
5. To determine the status of the district, the dynamics that may impact the district, and to provide appropriate responses to the situation.

6. To serve as the basis for facility decisions regarding expansion and modification of facilities and the implementation of the construction bond measure that was provided to improve and expand district facilities.
7. To identify the limitations, strengths, and capabilities of the district and offer options for the future.
8. To stimulate continuing discussion about district programs and their effectiveness.

A key part of the planning process developed in 2005 is the three year cycle of major updates to the Educational Master Plan, ensuring that the strategic and educational goals stay in sync with changing financial, community, and educational needs. The 2010 update continues the continuous cycle of planning. Using the most recent data available, this current plan takes into account any major changes to the district 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 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 roster. The Educational Master Plan is a living document that is a starting point rather than an ending point.

## Assumptions, Challenges and Opportunities

1. AVC continues to serve a significant number of students who are economically challenged, first-generation college students, non-native English speakers, and individuals working full or part time.
2. The majority of students entering AVC 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 expects to provide more basic skills instruction for under-prepared high school graduates, UC and CSU-bound students, reverse university transfers, and the local work force.
4. The Strategic Planning and Budget Council (SPBC) identifies needs, and the Strategic Planning and Budgeting Process prioritizes needs and facilitates their implementation.
5. Technology needs continue to change as technology advances. The district provides modern facilities with updated infrastructure that supports teaching and learning.
6. Student learning outcomes assessment, intended to systematically improve student learning at institutions of higher education, is increasingly emphasized at the course, program and degree levels.
7. Fluctuating and uncertain funding levels continue to necessitate fiscal restraint and require strategic planning accountability and rigorous evaluation of all areas of the district.

## 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 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 to a $1,595 a year 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, the campus is in the midst of a growth phase funded by a local construction. Enrollment is expected to change with projected growth.  In the fall of 2009, Antelope Valley College had an enrollment of 15,366 students. Also, in order to provide convenience to its students and for added future capacity, the district established a second interim campus site in Palmdale.

## District Profile

The 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 84 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 the 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 860 employees, the college contributes directly to the economic health of Antelope Valley.  Combined income from college employees is more than $40 million, most of which is spent locally.

AVC's student body consists of a wide range in ages, from pre-teens (11) to senior citizens (82), with the average age of 27 years.  Women comprise the majority of the student body with 60 percent of the population.

## Service Area

**Figure 1. The Antelope Valley Community College District (AVCCD) Service Area**
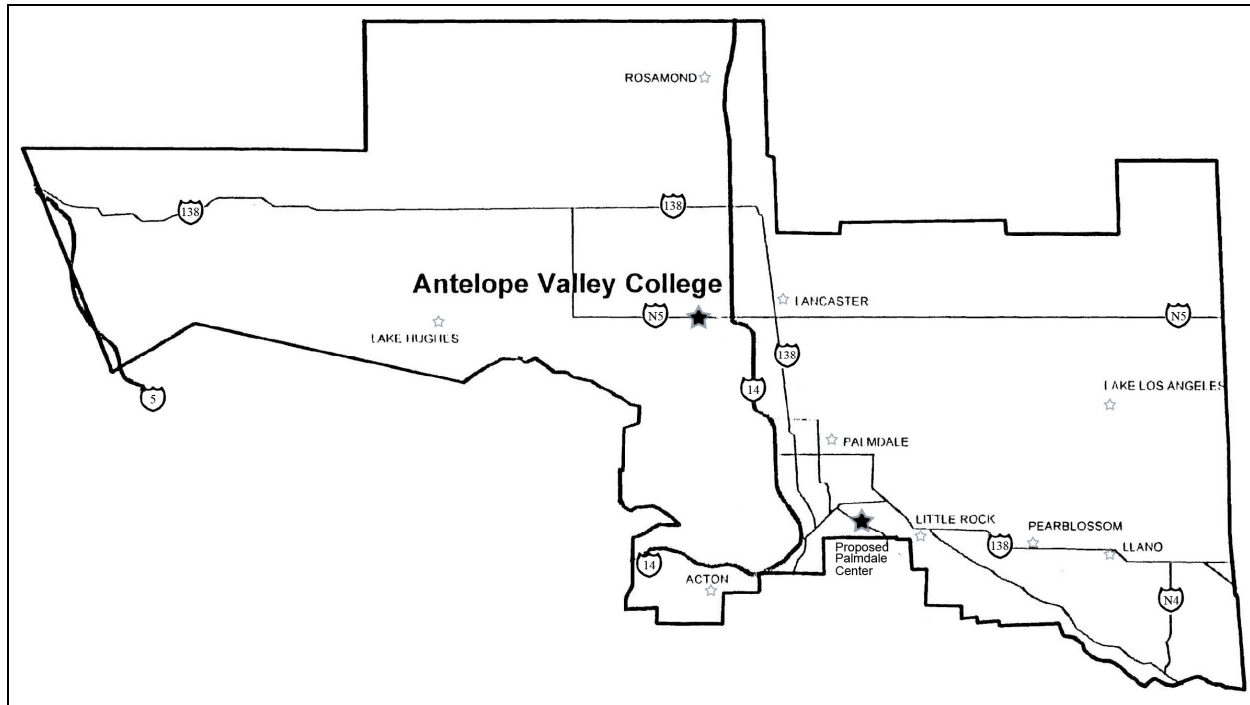


The Antelope Valley Community College District (Figure 1) has a service area of 1,945 square miles. The State of California Master Plan for Higher Education indicates that a community college is primarily oriented to the needs of the local community--a University of California campus is considered statewide and California State University campus regional. The local community has been defined as an attendance area within approximately 30 to 40 driving minutes from the site of the campus. The nearest community college in another district is 51 miles away. The travel distance suggests that this "free flow" will not pull a large percentage of students from the district. However, this issue remains because a large number of residents commute these distances for other reasons (job, shopping, etc.) and may find it convenient to take classes at a college near their destination outside the service area.

**The Palmdale Center Service Area**

In hopes of expanding services in the southern Antelope Valley, plans to establish a Palmdale Center were developed and implemented. The planning began in 1988 as the College began looking for a second campus site in the southeast area of the district. The location of the future Palmdale Center is on a piece of property in Southeast Palmdale that closed escrow in February

of 2008.  Current data shows that growth in the area seems to be moving east along Highway 138, which places substantial growth within the service area of the proposed location.

Although regional approval for a center has already been granted, justification for construction must still be met by demonstrating an enrollment of 1000 Full-Time Equivalent Students (FTES) sustainable for an academic year.  An interim South Valley Campus was established, and, in 2004, the interim South Valley Campus was moved to a larger location on Palmdale Blvd., in order to expand services in the area and to help establish the 1000 sustainable FTES required by the state.  In 2009-2010 school year the interim South Valley Campus in Palmdale generated over 960 FTES.

**The Palmdale Center Contribution**

The Antelope Valley College Catalog indicates that the primary mission of the 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."  To better accomplish this mission the district seeks to establish a new educational center to meet increasing community needs.  A Palmdale Center would contribute to this mission by providing increased access to educational opportunities and services.

In addition to the educational benefits associated with a new Palmdale Center, there are recognized economic benefits.  Better educated citizens have the increased opportunity to obtain rewarding careers.  The campus will also generate new jobs through both the construction of the campus and then through the operation of the campus.  The new Palmdale Center will become another positive influence on the local economy, increasing both revenue and employment.

The site of the future Palmdale Center is 17 miles south of Antelope Valley College.  In comparison, the Palmdale Center will be about 41 miles from the nearest community college from another district, which is College of the Canyons.  There is a limited CSU, Bakersfield branch currently located at the Lancaster campus and a proposal is under review to expand services by establishing a CSU campus in the area.  Currently the nearest four-year college or university is CSU, Northridge, which is 43 miles from the proposed site.

# Vision and Mission of the College

## Vision

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 offer:

■Associate Degree Programs
Associate degree programs comprised of general education courses, proficiency requirements, designated courses in a specific major or area of emphasis.  Associate degrees provide students with "the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding."

■Career Technical Programs
Certificate and degree programs comprised of "essential career technical instruction" in a variety of business, technical, and occupational courses designed to enhance students' knowledge and skills leading to employment, career advancement, certification, and state or federal licensure. We award both Chancellor's Office approved Certificates of Achievement and locally approved Certificates of Proficiency.

■Transfer/General Education Courses
Transfer/general education courses in communication and critical thinking, the physical and biological sciences, arts and humanities, social and behavioral sciences, and technical education. Completion of these courses allows students to fulfill degree requirements or enroll in upper division courses and programs at accredited four-year institutions through our articulation agreements.

■Basic Skills Courses
Basic skills courses in reading, writing, mathematics, English as a Second Language, and learning and study skills. These courses offer students essential foundation skills that are necessary for success in college-level degree applicable courses.

■Student Support and Instructional Support
A variety of services in academic, career, and personal counseling, in library instruction and course support, in learning assistance. These services support the needs of students in pursuing and achieving their educational goals.

■Workforce Preparation and Economic Development
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
Community service offerings, non-credit, not-for-credit classes and services that develop the knowledge, skills and attitudes necessary for students to be effective members of the community. These classes enhance the community's social, cultural, and economic well being. Non-credit course offerings may lead to a Certificate of Completion and/or Certificate of Competency.

## Philosophy

Antelope Valley College 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. Antelope Valley College 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.

Antelope Valley College 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.

Antelope Valley College 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

Education - We are dedicated to students, faculty, staff and alumni in their endeavor for lifelong learning.

Community - We create and foster relationships between AVC and its constituents: students, faculty, staff, alumni and the community at large.

Innovation - We seek innovative solutions and agile responses.

Excellence - We commit to the highest quality in all our endeavors.

Constituent 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, and accountability and open communication.

Collaboration - We believe our collective and individual success requires working together toward shared goals.

Diversity - We value, build, and maintain a diverse workforce of staff and volunteers that reflects the communities we serve.

Integrity - We expect honesty, trust, candor, and professionalism from one another.

Productivity - We are industrious and diligent and believe in setting realistic and ambitious goals and achieving them expeditiously.

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 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 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.

Assessment of the six ILO's has been conducted by survey for the three past academic years. However, some difficulty in adding direct assessments was encountered and in the spring of 2010 the SPBC began a review of the ILO's to consider modifications to keep the spirit of the ILO's, but to make the addition of direct assessments easier.

## Strategic Goals

A set of 10 strategic goals were developed based upon the district Mission, Vision, ILO's and the Guiding Principles developed for the 2010 Educational Master Plan. The following strategic goals should guide the division/departmental planning for the 2010 Educational Master Plan:

1. Ensure a diverse managed enrollment by placing students first in designing and delivering student-friendly programs and services.
   **Measurement**: Student Equity Plan, Enrollment Management Plan, All Program Reviews.

2. Strengthen and develop new external community partnerships.
   **Measurement**: ILO 2, 6 assessment, external grants and contracts

3. Develop a campus culture with a sense of community and a commitment to excellence.
   **Measurement**: ILO 5, 6 assessment, CCSSE survey

4. Improve the utilization of new and existing resources to support all learning outcomes by strengthening organizational effectiveness through research, planning, and the shared governance process.
   **Measurement**: Office of the President Program Review, WEAVEONLINE, Program Reviews

5. Work to maintain or increase quality of campus functions while making necessary fiscal adjustments to mitigate state funding fluctuations. Increase and effectively manage grant

funding and capital financing to supplement district resources by increasing efforts to write and obtain grants and contracts.
**Measurement**: Annual Budget Summary, Assessment of ILO's, SLO's, PLO's, and OO's, and SPBC annual reviews.

6. Develop and maintain facilities to ensure an innovative educational environment that supports appropriate learning outcomes through annual assessment of Operational Outcomes for the Facilities area.
**Measurement**: Facilities Plan

7. Provide students and employees with access to the information technology resources necessary to sustain the learning and workplace environment, enhance student experiences and increase student learning outcomes. Continue to encourage and expand the team approach to computing and technology resources across campus constituencies to foster a culture of innovation in technology for the academic and operational areas of the campus.
**Measurement:** ITS Program Review, ITS constituent survey, Computer and Technology Plan, Information Technology Committee Achievements, Academic Computing and Technology Team Achievements.

8. Create a comprehensive staffing master plan that will identify appropriate staffing to provide for student needs and support new and existing facilities.
**Measurement**: Human Resources Plan, staffing requests in Educational Master Plan

9. Enhance professional development to ensure a well-trained staff to support the district's mission by offsetting state funding cuts where possible with grant funding focused directly on the essential training needs of the college.
**Measurement**: Faculty and Staff professional development attendance, Technical Training Annual Summary (lists numbers and types of training sessions offered and attended)

10. Achieve and maintain 1,000 FTES at the Palmdale Center.
**Measurement**: State 320 Report

**AVC Strategic Planning and Budgeting Cycle of Evaluation, 2010**

## AVC Strategic Planning and Budgeting Blueprint For Planning, 2010

# District Organization Chart, Spring 2010

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Performing Arts
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Education
Vacant

Dean
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Ann Steinberg

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Community Outreach
Michelle Hernandez

# Environmental Scan and Implications

## Population

### AVCCD Population

The AVCCD service area is almost entirely contained within northern Los Angeles (LA) County, with a small portion extending into Kern County. The AVCCD service area consists of three communities and a portion of the unincorporated population of Los Angeles County (pop. 37,410). Within this service area, the two main cities are Lancaster, where the only college of the district is currently located, and Palmdale, the location of the proposed new college. Rosamond is the community located within Kern County. Table 1 is based on the most recent data collected and shows current population estimates for all three communities. The Los Angeles County cities of Palmdale (pop. 151,346) and Lancaster (pop. 145,074) contain about 84 percent of the service area population.

**Table 1: Population for Cities in AVCCD (2009)**

| Entity | 01/01/2009 Population (Estimated) |
|---|---|
| Lancaster | 145,074 |
| Palmdale | 151,346 |
| Los Angeles County | 10,393,185 |
| California | 38,292,687 |

Source: California Department of Finance

According to the 2000 U.S. Census, the ethnicity of the AVCCD service area is composed mainly of White Non-Hispanic (48 percent), Hispanics (31 percent), and African-Americans (15 percent). The city of Lancaster has a racial and ethnic distribution (Table 2) that is predominately White Non-Hispanic at 52 percent, with its largest minority group being Hispanic at 24 percent. The city of Palmdale has a more balanced distribution that has the majority group Caucasian (41 percent), and the largest minority group Hispanic (38 percent).

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

**Table 2: AVCCD Population Distribution by Ethnicity, 2009**

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

Source: California Department of Finance

**Table 3: Annual Population Growth**

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

Source: California Department of Finance

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

In 2006-2008, the cities of Lancaster and Palmdale combined represented 84 percent of the service area population. Also, according to the California Community College System Office, the primary participants in community college programs are those in the 18 to 64 year-old age group. Figure 2 shows the total number of persons in the service area of the district for Palmdale and Lancaster and the number of persons in the 18 to 64 age group for each community. This data shows that, in 2006-2008, there were over 173,000 persons in the AVCCD service area within the age group that participates most heavily in community college programs. Figure 3 shows the same populations for Los Angeles and California.
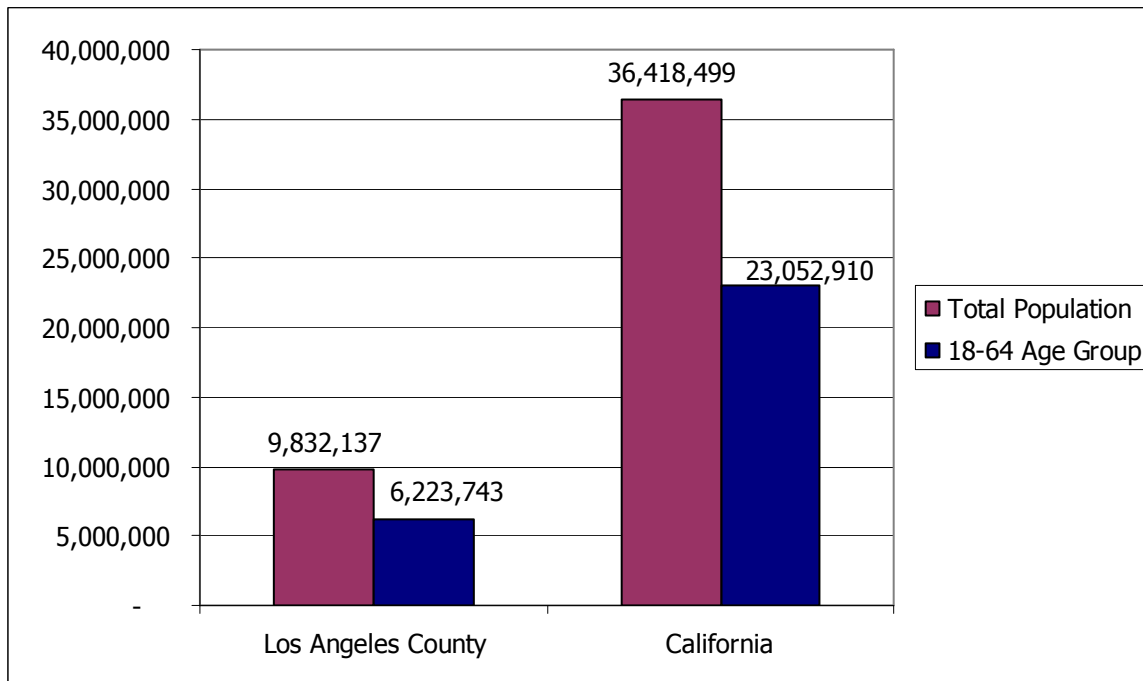
**Figure 2: Population of the 18-64 Age Group in AVCCD, 2006-2008**
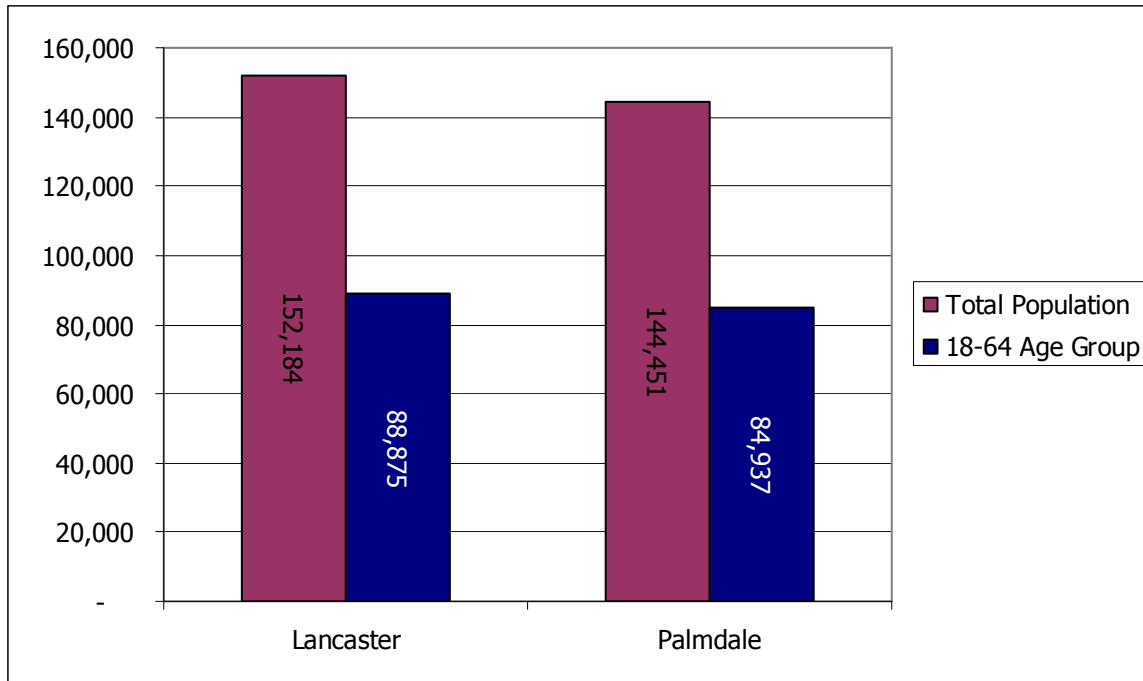


Source: U.S. Census: 2006-2008 American Community Survey 3-Year Estimates

**Figure 3: Population of the Los Angeles and California 18-64 Age Group, 2006-2008**



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

## Population Projections

The Southern California Association of Governments projects tremendous growth in the areas of Lancaster and Palmdale, as they remain two of the only places left in Los Angeles County where growth can occur.  Figure 4 shows that both Lancaster and Palmdale are each projected to surpass the 200,000 population mark by the year 2020.  Palmdale, the location of the proposed College, is projected to grow at a more rapid rate than Lancaster.  The entire district, which had a population in the year 2000 of 277,702, is projected to grow to 559,519 by the year 2020.  However, newly revised yearly population estimates from the California Department of Finance suggest a slower growth rate that should be considered when planning for the future.

**Figure 4: Population Projections for Local Communities**
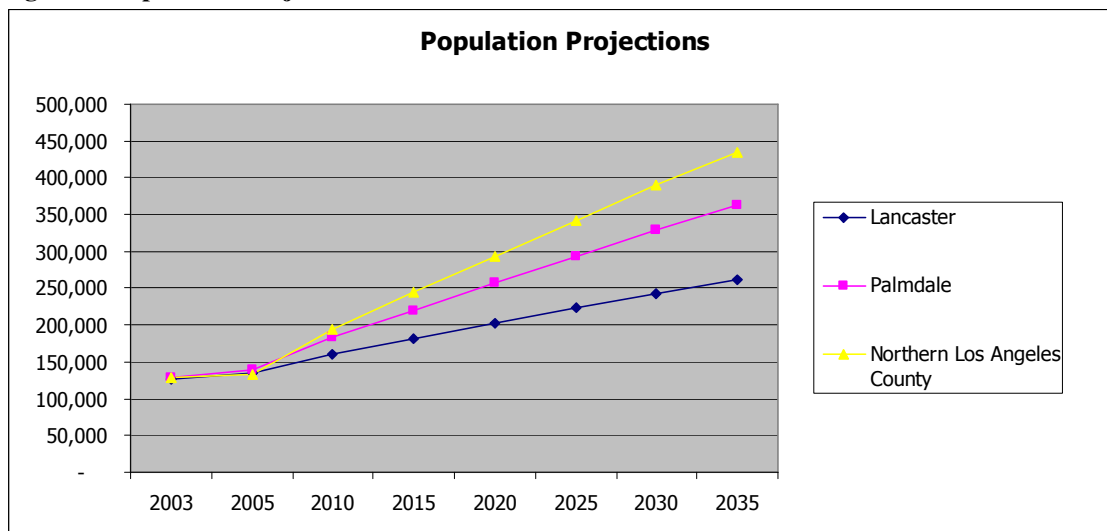


Source: Southern California Association of Governments

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 Table 4 that projects population for the period July 2000 through July 2020 using five-year increments.

**Table 4: Population Projections for Communities in AVCCD**

| Populated Area | 2005 | 2010 | 2015 | 2020 | 2025 | 2030 | 2035 |
|---|---|---|---|---|---|---|---|
| Lancaster | 135,672 | 160,650 | 181,493 | 202,406 | 222,761 | 242,523 | 261,501 |
| Palmdale | 138,423 | 182,663 | 220,121 | 257,545 | 293,971 | 329,321 | 363,252 |
| Northern Los Angeles County Unincorporated | 132,797 | 194,704 | 244,463 | 294,120 | 342,578 | 389,595 | 434,773 |
| Los Angeles County Total | 10,206,001 | 10,615,730 | 10,971,602 | 11,329,829 | 11,678,552 | 12,015,889 | 12,338,620 |

Source: Southern California Association of Governments

**Figure 5: Population Projections of 18-64 Age Group in Local Communities**
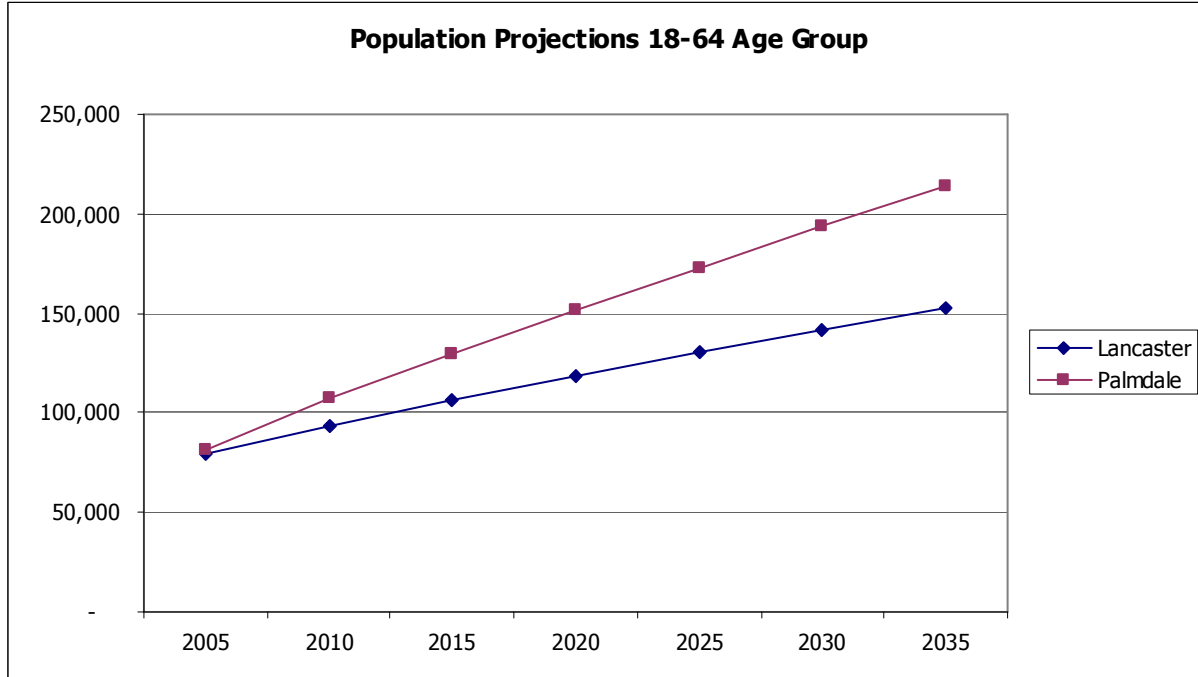


Source: Southern California Association of Governments

Using population projections, it is possible to extract data on the relative adult population (age 18 to 64), the age group considered to be the college-aged population.  Table 5 displays this data, which underscores previous information showing very substantial population growth for both Lancaster and Palmdale in college-aged populations.  As a result, AVC can anticipate that growth in numbers of students from population increases could lead to significant increases in the number of students.  AVC needs to prepare for these increases to maintain continued success in serving the community.

Another way in which growth in enrollment might occur is if the participation rate (students per 1,000 of adult population) were to increase as a function of the total number of persons enrolled in college.  Additional findings demonstrate that when studying the population by age group categories, the community is trending toward a younger population while also becoming more diverse.  Historically, individual sub populations have attended higher education at lower participation rates than their counterparts.

**Table 5: Population Projections of the 18-64 Age Group in Local Communities**

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

Source: Southern California Association of Governments

# Enrollment Projections

One method used by the California Post Secondary Commission to project enrollment is to identify participation rates of adults per 1,000 in the population (18 to 64 age groups). The enrollment is divided by the population and multiplied by 1,000 to obtain the rate. Using the year 2000 and 2005 as a baseline, a new average participation rate was calculated and then applied to the district's population projections. The new participation rate was 65.5 students per thousand of adult population. Table 6 includes the new enrollment projections in five year increments using a 65.5 participation rate. The data is from the Southern California Association of Governments. Following the table is a chart that visually represents the estimated contributions to enrollment from the three areas.

**Table 6: Enrollment Projections for AVCCD**

| Populated Area | 2005* | 2010* | 2015 | 2020 | 2025 | 2030 | 2035 |
|---|---|---|---|---|---|---|---|
| AVC Enrollment | 12,089 | 15,366 | 17,718 | 20,294 | 22,800 | 25,233 | 27,569 |
| Lancaster | 5,868 | 7,351 | 8,600 | 9,850 | 11,067 | 12,248 | 13,382 |
| Palmdale | 4,313 | 5,403 | 6,321 | 7,240 | 8,134 | 9,002 | 9,835 |
| Other Local Cities | 1,909 | 2,391 | 2,797 | 3,204 | 3,600 | 3,984 | 4,352 |

Source:  Southern California Association of Governments
*Represents Actual

**Figure 6: Enrollment Projections for AVCCD**
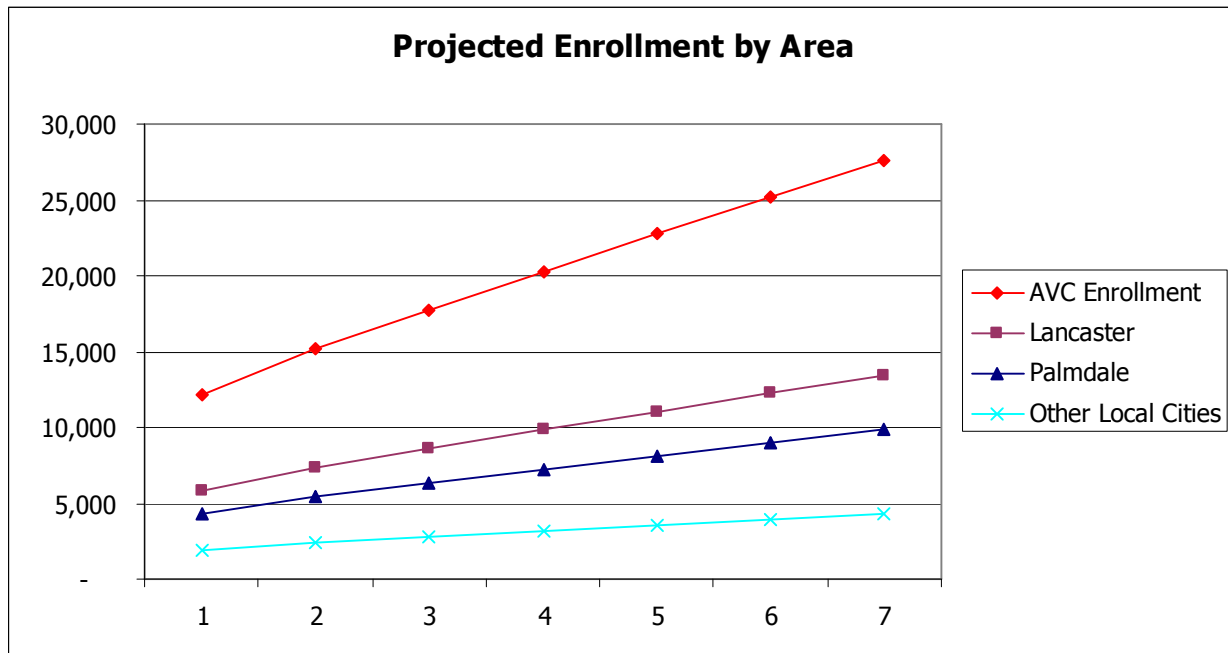


Source:  Southern California Association of Governments; AVC Office of Institutional Research and Planning

## Potential Palmdale Center Enrollment

Expansion of the educational center in the Palmdale area is a high priority for Antelope Valley College District with the ultimate goal of developing a comprehensive Palmdale campus with the full range of student services and broad academic offerings. The Palmdale Center will be expanded with a high level of connectivity to the Palmdale community through an ongoing active information gathering and outreach effort.

Participation rates were used to project the maximum potential enrollment at the proposed Palmdale Center. These projections do not take into account a variety of factors, such as number of course offerings and the demand for courses, the facilities available, and the capacity for institutional support in the form of infrastructure and support services. In addition, participation rates do not take into account the overlap between the service areas of the Lancaster campus and the proposed Palmdale Center location. The significance of the overlap is that the major population centers of the district are within both service areas. It will be important to plan so that the preferred student distribution is achieved.

## Employment and Economy

Antelope Valley is currently experiencing an economic and employment decline following a strong growth trend. This decline is a mirror of the state and national economic downturn. As the state economy moves to growth, it is anticipated that the local economy will also improve. Many of the factors that lead to the previous boom are still in place; open space for development, growth oriented local governments, a solid industrial base with well established aerospace, farming, and manufacturing industries, and a young and dynamic population.

## 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. In 2009, both cities made up approximately 77 percent of the entire labor force in the valley as shown in Table 7. These two cities also represent 84 percent of the district population. Palmdale experienced an unemployment rate of 15.6 percent, which is just below the overall average of the incorporated cities in the valley combined. However, Lancaster generated the highest unemployment rate in the valley with 17.7 percent. The California unemployment rate was 12.1 percent in December of 2009.

**Table 7: Annual Average Employment of Cities in Antelope Valley**

|  |  | 2009 Employment | | 2009 Unemployment | |
|---|---|---|---|---|---|
| **Area Name** | **2009 Labor Force** | **Number** | **Rate** | **Number** | **Rate** |
| California City | 5,000 | 4,500 | 90.0% | 500 | 10.0% |
| Lancaster | 57,100 | 47,000 | 82.3% | 10,100 | 17.7% |
| Palmdale | 56,400 | 47,600 | 84.4% | 8,800 | 15.6% |
| Ridgecrest | 16,100 | 14,800 | 91.9% | 1,300 | 8.1% |
| Rosamond | 8,900 | 7,900 | 88.8% | 1,000 | 11.2% |
| Tehachapi | 3,500 | 3,100 | 88.6% | 300 | 8.6% |

Source: Labor Market Information, California Employment Development Division

In terms of employment levels, Lancaster and Palmdale share similar employment with about 47,000 people employed. Table 8 shows that in 2005, a large portion of the workforce engaged in the industry sectors of education, health, and social services followed by a significant portion who worked in the manufacturing and retail fields.

**Table 8: Employment Level in Antelope Valley (2005)**

|  | Palmdale | | Lancaster | |
|---|---|---|---|---|
| Industry | **# of Employees** | *%* | **# of Employees** | *%* |
| Agriculture, forestry, fishing and hunting, and mining | 311 | 1% | 384 | 1% |
| Arts, entertainment, and recreation, and accommodation, and food services | 5,275 | 10% | 3,116 | 6% |
| Construction | 4,422 | 9% | 4,791 | 9% |
| Educational services, and health care, and social assistance | 8,054 | 16% | 11,985 | 23% |
| Finance and insurance, and real estate and rental and leasing | 3,687 | 7% | 3,902 | 8% |
| Information | 2,810 | 5% | 1,040 | 2% |
| Manufacturing | 7,433 | 14% | 5,057 | 10% |
| Other services, except public administration | 2,285 | 4% | 3,036 | 6% |
| Professional, scientific, and management, and administrative and waste management services | 4,535 | 9% | 5,850 | 11% |
| Public administration | 2,192 | 4% | 2,244 | 4% |
| Retail trade | 6,412 | 12% | 7,159 | 14% |
| Transportation and warehousing, and utilities | 2,816 | 5% | 3,002 | 6% |
| Wholesale trade | 1,235 | 2% | 328 | 1% |

Source: U.S. Census Bureau

As businesses are currently expanding, Lancaster and Palmdale are projected to experience a growth in their employment. According to Table 9, employment in Palmdale is expected to increase at a faster rate than Lancaster, at an average annual growth rate of 2.03 percent. Both Palmdale and Lancaster combined are expected to increase steadily in employment at an average annual growth rate of approximately 1.55 percent. Because of the severe nature of the current economic downturn, these numbers are likely to be revised downwards in the next update from Southern California Association of Governments.

2/9/2011

*Antelope Valley College*
*Educational Master Plan*

**Table 9: Employment Projections in Lancaster and Palmdale (2000 - 2030)**

| City | 2000 | 2005 | 2010 | 2015 | 2020 | 2025 | 2030 | 30 Yr. Avg. Annual Growth |
|------|------|------|------|------|------|------|------|---------------------------|
| **Lancaster** | 52,119 | 52,791 | 59,684 | 62,937 | 66,081 | 69,026 | 71,816 | 1.07% |
| **Palmdale** | 45,116 | 45,876 | 53,695 | 61,591 | 69,133 | 76,059 | 82,470 | 2.03% |
| **Total** | **97,235** | **98,667** | **113,379** | **124,528** | **135,214** | **145,085** | **154,286** | **1.55%** |

Source: Southern California Association of Governments

According to the Greater Antelope Valley Economic Alliance, the major economic contributors in Antelope Valley are aerospace, agriculture, corrections, mining, manufacturing, and warehousing and distribution. Table 10 shows the top 25 largest employers throughout the valley in 2009. Approximately 20 of these largest employers are located in Palmdale and Lancaster.

*33*

**Table 10: Top 25 Largest Employers in Antelope Valley**

| Company | Type of Business | Location | # of Employees |
|---|---|---|---|
| Edwards Air Force Base | Military, Aircraft, Aerospace | Rosamond | 12,800 |
| China Lake | Military, Aircraft, Aerospace | Ridgecrest | 5,608 |
| Lockheed Martin Co. | Military, Aircraft, Aerospace | Palmdale | 3,700 |
| County of Los Angeles | Public Safety Services | Palmdale | 3,827 |
| Wal-Mart (6 stores) | Retail | Various Locations | 2,346 |
| AV Hospital | Health Services | Lancaster | 2,302 |
| AV Union High School District | Secondary Education | Various Locations | 2,174 |
| Northrop-Grumman | Military, Aircraft, Aerospace | Palmdale | 2,100 |
| Tehachapi Correctional Institute | Corrections | Tehachapi | 2,040 |
| AV Mall | Retail | Palmdale | 1,800 |
| Palmdale School District | Elementary Education | Palmdale | 1,798 |
| Mira Loma-CA State Prison | Corrections | Lancaster | 1,754 |
| Countrywide Home Loans | Home Loans | Various Locations | 1,685 |
| Lancaster School District | Elementary Education | Lancaster | 1,500 |
| West Side Lancaster Elementary | Elementary Education | Various Locations | 1,287 |
| Rio Tinto Minerals | Mining, Chemical | Boron | 875 |
| Boeing (2 divisions) | Military Air and Space Craft | Palmdale | 800 |
| Kaiser Permanente | Health Services | Lancaster | 768 |
| Rite Aid Distribution Center | Distribution | Lancaster | 699 |
| Sierra Sands School District | Education | Various Locations | 620 |
| Lancaster Community Hospital | Health Services | Lancaster | 600 |
| Albertson's Food & Drug (4 stores) | Retail | Various Locations | 536 |
| High Desert Health System | Health Services | Lancaster | 500 |
| Tehachapi Unified School District | Elementary Education | Tehachapi | 496 |

Source: Greater Antelope Valley Economic Alliance Roundtable Report 2009

## 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. To date, 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.

Approximately 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, thus providing more job opportunities for residents closer to home.

The cost of land to establish business opportunities in Antelope Valley is competitively low. The Antelope Valley Enterprise Zone (AVEZ) was established to encourage businesses to relocate to

the cities of Lancaster and Palmdale and the northern part of LA County through special tax incentives from the state and federal government. Businesses located within 61 miles of the zone are qualified for the benefits. The intention of the program is to draw more jobs into the cities that would become less dependent on jobs in the Los Angeles Basin. The cost of commercial and industrial land within the AVEZ is approximately half of what is demanded in other parts of Southern California.

According to a 2006 survey conducted by the Kosmont-Rose Institute (Table 11), 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 the chart below.

**Table 11: Cost of Doing Business**

| City | 2006 | 2008 |
|------|------|------|
| Lancaster | Moderate Cost | Low Cost |
| Palmdale | Moderate Cost | Average Cost |
| Indio | High Cost | Average Cost |
| Tulare | High Cost | High Cost |
| Riverside | High Cost | High Cost |
| Palm Springs | High Cost | High Cost |
| Irvine | High Cost | High Cost |
| Long Beach | High Cost | High Cost |
| San Bernardino | Very High Cost | Very High Cost |
| Los Angeles | Very High Cost | Very High Cost |
| Chandler, AZ | Very High Cost | Very High Cost |
| Phoenix, AZ | Very High Cost | Very High Cost |
| Tucson, AZ | Very High Cost | Very High Cost |

Source: Greater Antelope Valley Economic Alliance Roundtable Report 2009

The median household income level of all of the incorporated cities in Antelope Valley combined was at an average of $65,981 in 2008. As shown in Table 12, Palmdale generated the highest median household income in the Antelope Valley in 2008 with $71,547 and grew approximately 4.38 percent from 2007 to 2008, whereas the median household income in Lancaster in 2008 was $65,810 and grew approximately 3.6 percent. This data will be updated following the conclusion of the 2010 Census.

**Table 12: Median Household Income in Antelope Valley (2007-2008)**

| City | 2007 | 2008 | % Change |
|------|------|------|----------|
| Palmdale | $ 68,548 | $ 71,547 | 4.38% |
| California City | $ 65,203 | $ 66,695 | 2.29% |
| Ridgecrest | $ 70,882 | $ 72,420 | 2.17% |
| Lancaster | $ 63,525 | $ 65,810 | 3.60% |
| Tehachapi | $ 50,589 | $ 53,433 | 5.62% |
| Total Average | $ 63,749 | $ 65,981 | 3.50% |
| California Average | $ 47,493 | N/A | N/A |

Source: Greater Antelope Valley Economic Alliance Roundtable Report 2009

The availability of large and affordable undeveloped land in Antelope Valley has contributed to an increase in housing development.  In the 1980's, new residents from Southern California seeking affordable homes and a suburban lifestyle began moving to the valley, particularly in Lancaster and Palmdale.  Palmdale encourages homeownership through its home buyer assistance programs.  Such incentives include the Mortgage Assistance Program (MAP) as well as the Mortgage Credit Certificate Program (MCC), which is also offered at Lancaster and other cities within Los Angeles County.  According to the U.S. Census Bureau, Palmdale experienced a higher rate in homeownership than Lancaster with approximately 71 percent in 2006-2008. Nonetheless, Lancaster is somewhat higher than the statewide rate in homeownership, with 63 percent compared to the California rate of 58%.

**Table 13: Homeownership Rate 2006-2008**

| City/State | Occupied Housing Units | Owner Occupied | % | Renter Occupied | % |
|---|---|---|---|---|---|
| Lancaster | 44,649 | 27,927 | 63% | 16,722 | 37% |
| Palmdale | 39,391 | 28,061 | 71% | 11,330 | 29% |
| California | 12,177,852 | 7,038,202 | 58% | 5,139,650 | 42% |

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

The housing market in Antelope Valley had been experiencing an increase in home sales as well as prices over the past few years but the severe economic downturn has reversed that trend.  In 2005, Lancaster experienced an increase in its assessed property values by 29 percent; whereas Palmdale increased by 21 percent (LA Times Antelope Valley is Upscale Bound July 18, 2006). The data in Figure 7 shows that the recent average sale prices of homes in Lancaster and Palmdale has declined significantly and are now less than half the price of homes located outside Antelope Valley but still in the region.  The average price of a home in Lancaster is $190,000; whereas homes in Palmdale are priced higher, at an average of $206,000. Housing in the Valley remains affordable when compared to other areas in Southern California, a trend which has increased with the bursting of the housing bubble in 2008.

**Figure 7: Median Home Sale Prices**
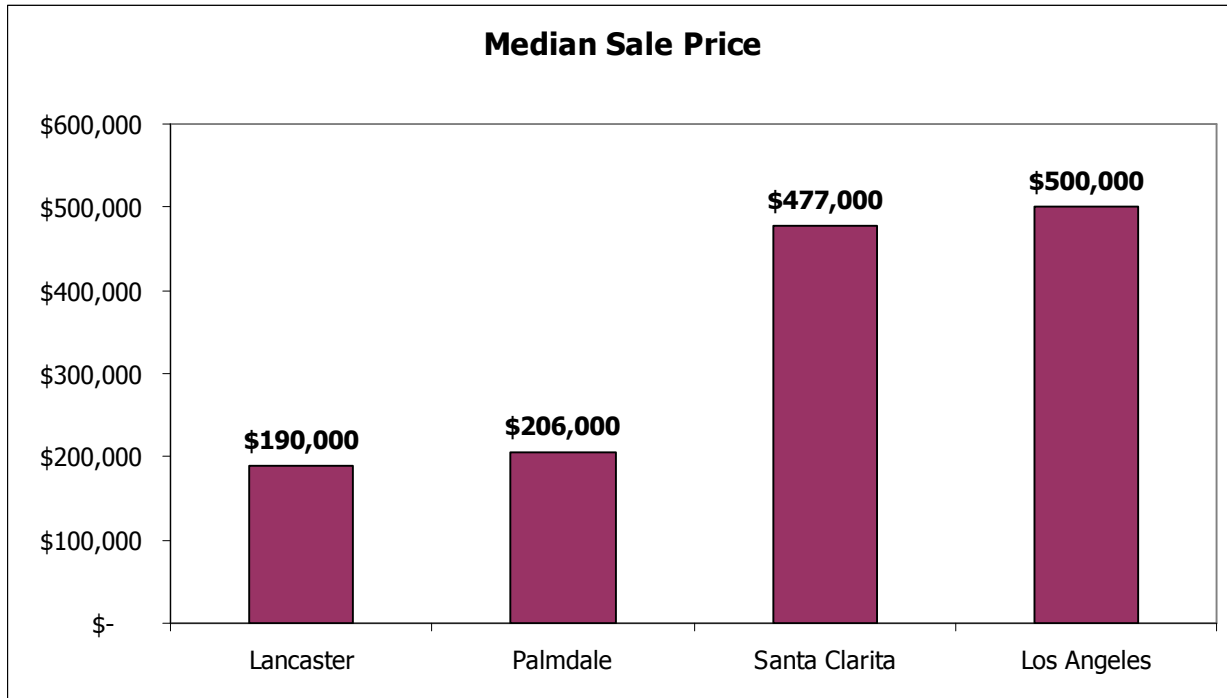


Source: Greater Antelope Valley Economic Alliance Roundtable Report 2009

During the period from 2007 to 2008, Lancaster and Palmdale experienced a large decrease in home median prices. Table 14 shows that home prices in Palmdale have decreased by 41.93 percent; whereas home prices in Lancaster have decreased by 40.63 percent while Santa Clarita and Los Angeles have decreased by 8.09 and 11.89 percent respectively.

**Chart 4: Home Median Prices in 2009**

| City | 2007 | 2008 | % of Change |
|------|------|------|-------------|
| Lancaster | $ 320,000 | $ 190,000 | -40.63% |
| Palmdale | $ 354,750 | $ 206,000 | -41.93% |
| Santa Clarita | $ 519,000 | $ 477,000 | -8.09% |
| Los Angeles | $ 567,500 | $ 500,000 | -11.89% |

Source: Greater Antelope Valley Economic Alliance Roundtable Report 2009

**Figure 8: Single family Housing Building Permits**
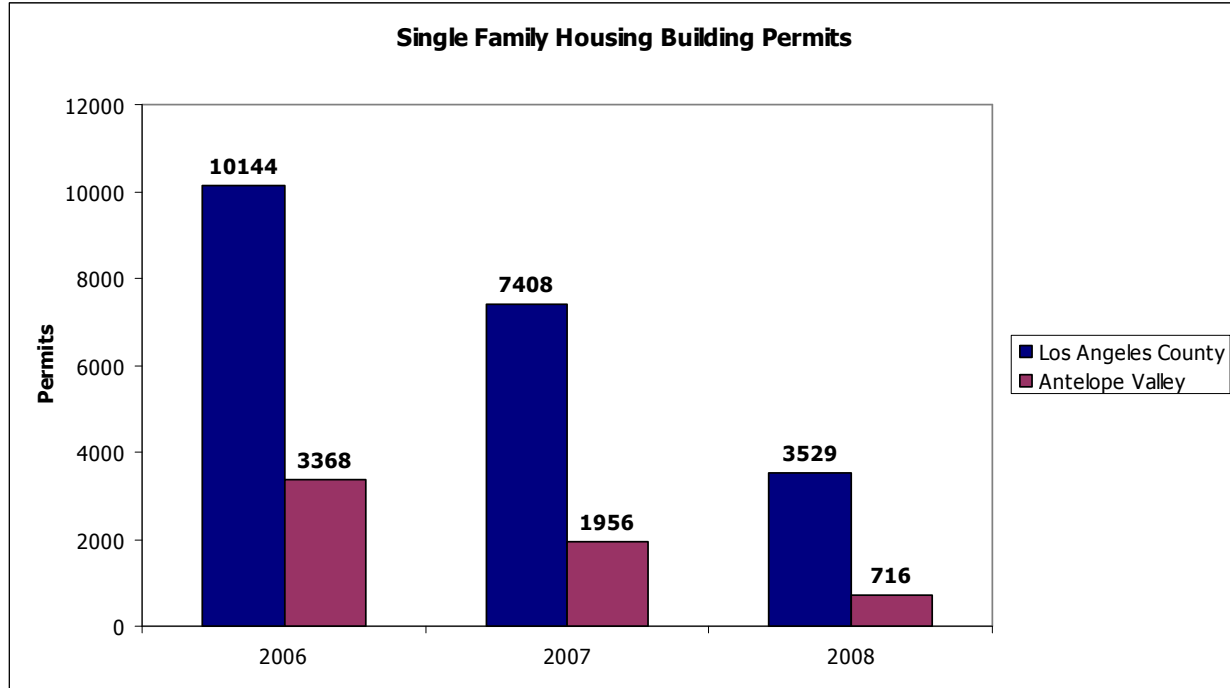


Source: Greater Antelope Valley Economic Alliance Roundtable Report 2009

According to the Construction Industry Research Board and as shown in Table 15, among the 10,144 building permits issued for single family housing in LA County in 2006, 3,368 of the permits were issued in Antelope Valley. The number of permits declined in 2007 and 2008 with the latest numbers showing 3,529 for Los Angeles County and 716 for the Antelope Valley. (Greater Antelope Valley Economic Alliance Roundtable Report, 2009).

Currently Lancaster and Palmdale are issuing home building permits at a much slower rate. Table 15 shows that the Antelope Valley experienced the highest drop in the number of building permits issued for single-family and multifamily housing, declining  by 173 percent in 2007-2008; compared to a decline of 110  percent in Los Angeles County.

**Table 15: Number of Building Permits Issued for Single-Family and Multi-family Housing**

|  | 2006 | 2007 | 2008 | 2006-2007 Percent Change | 2007-2008 Percent Change |
|---|---|---|---|---|---|
| Antelope Valley | 3368 | 1956 | 716 | -72% | -173% |
| Los Angeles County | 10144 | 7408 | 3529 | -37% | -110% |

Source: Greater Antelope Valley Economic Alliance Roundtable Report 2007, 2008 & 2009

## Job-Housing Imbalance

The housing boom in the late 1980'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

A significant portion of the residents in Antelope Valley commute to the Los Angeles Basin for work. In 2007, one third of the working population in the valley commuted long distances to work. Table 16 shows the number of residents commuting to various locations for employment outside of the valley. In 2007, the total number of employed residents was 116,700 residents with the 61,700 commuters making up 53% of the total.

**Table 16: Antelope Valley Commuters (2007)**

| Work Commuter Destination | Share of All Workers | Share of Commuters | Estimated Pool |
|---|---|---|---|
| Santa Clarita Valley | 4.3% | 12.9% | 7,900 |
| Central-Western Kern County | 0.5% | 1.6% | 1,000 |
| San Fernando Valley | 9.1% | 27.2% | 16,800 |
| Burbank-Glendale_Pasadena | 3.0% | 9.0% | 5,600 |
| Downtown LA Region | 9.4% | 28.2% | 17,400 |
| Greater Metro Region | 4.0% | 12.0% | 7,400 |
| No Fixed Location | 3.0% | 9.0% | 5,600 |
| TOTALS | 33.4% | 100.0% | 61,700 |

Source: Antelope Valley Board of Trade 2007 Economic Report

Table 17 indicates the estimated travel time to the most frequent locations for work from the valley by automotive vehicle. The time it takes a commuter to travel from the valley to Santa Clarita, San Fernando, and Los Angeles ranges between 40-82 minutes. In comparison, according to the Southern California Association of Governments website: the Southern California Region average drive time is 28.9 minutes; the State average is 27 minutes; and the National average is 25 minutes.

**Table 17: Travel Time from Antelope Valley by Car to Work**

| Location | Minutes from Rosamond | Minutes from Palmdale | Minutes from Lancaster |
|---|---|---|---|
| Santa Clarita/Newhall | 58 | 40 | 51 |
| San Fernando Valley | 62 | 44 | 54 |
| Downtown Los Angeles | 82 | 63 | 74 |

Source: Antelope Valley Board of Trade 2004 Economic Report

**Table 18: Commuters from Palmdale and Lancaster (2005)**

|  | Palmdale | | Lancaster | |
|---|---|---|---|---|
|  | # of Commuters | % | # of Commuters | % |
| Workers 16 years and over | 49,327 | - | 49,840 | - |
| Car, truck, or van -- drove alone | 34,148 | 69% | 36,677 | 74% |
| Car, truck, or van – carpooled | 11,674 | 24% | 9,534 | 19% |
| Public transportation (excluding taxicab) | 1,578 | 3% | 844 | 2% |
| Walked | 415 | 1% | 527 | 1% |
| Other means | 601 | 1% | 837 | 2% |
| Worked at home | 911 | 2% | 1,421 | 3% |
| Mean travel time to work (minutes) | 40.3 | 0% | 32.7 | 0% |

Source: U.S. Census Bureau

Approximately 70 percent of the population participating in the labor force from both Palmdale and Lancaster commute to work alone as shown in Table 18. Commuters from Palmdale experience a longer commute, with an average of 40.3 minutes compared to the average 32.7 minutes from Lancaster.

# Educational Climate

## 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 15,000 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. But, as the economic base has changed, the relatively low numbers 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

2/9/2011

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.

Table 19 below shows Lancaster with a high school graduation rate of 79.4 percent and Palmdale at 73.1 percent, while the state average was 80.2 percent. Historically, educational attainment of Antelope Valley residents has lagged below the state average at the college degree level.

**Table 19: Education Attainment in Antelope Valley Population 25 years and over (2006-2008)**

|  | Palmdale | % | Lancaster | % | California | % |
|---|---|---|---|---|---|---|
| **Population 25 years and over** | **78,484** |  | **85,860** |  | **23,237,728** |  |
| Less than 9th grade | 9,732 | 12.40% | 6,869 | 8.00% | 2,463,199 | 10.60% |
| 9th to 12th grade, no diploma | 11,380 | 14.50% | 10,818 | 12.60% | 2,137,871 | 9.20% |
| High school graduate (includes equivalency) | 22,132 | 28.20% | 25,930 | 30.20% | 5,205,251 | 22.40% |
| Some college, no degree | 18,051 | 23.00% | 19,920 | 23.20% | 4,833,447 | 20.80% |
| Associate's degree | 5,258 | 6.70% | 7,899 | 9.20% | 1,766,067 | 7.60% |
| Bachelor's degree | 8,084 | 10.30% | 10,475 | 12.20% | 4,368,693 | 18.80% |
| Graduate or professional degree | 3,767 | 4.80% | 3,950 | 4.60% | 2,463,199 | 10.60% |

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

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. In a study conducted by Kane and Rouse, many forms of postsecondary education were shown to lead to higher earnings. The highest increases are for four-year degrees, but substantial returns also exist for two-year degrees. The authors found an increase of eight to 10 percent in annual earnings even for those who attended community college while not completing a degree (Source: Kane, T. J. and C. E. Rouse. "Outcomes for Noncompleters" in College for All. U. S. Government Publications, January 1999).

Educational level is important to the economy, as the level of educational attainment predicts future earnings for full-time salary and employment status. Table 20 below shows that in the United States, persons with a higher level of education are more likely to be employed, as well as earn a higher salary, than persons with less education. This statistic is worthy of note because as the economic base changes in the region, employability will be more dependent on education, both general and vocational. In addition to the economic need for increasing educational attainment in the region, the college has a key role in preparing an educated citizenry who can lead in the cultural development of Antelope Valley.

**Table 20: Median Earning by Educational Attainment for the Antelope Valley (2006-2008)**

| | Palmdale | Lancaster | California |
|---|---|---|---|
| | Estimate | | |
| Total: | **$ 33,074** | **$ 35,508** | **$ 37,363** |
| Less than high school graduate | $ 23,356 | $ 20,335 | $ 19,797 |
| High school graduate (includes equivalency) | $ 30,576 | $ 31,649 | $ 29,791 |
| Some college or Associate's degree | $ 35,639 | $ 36,601 | $ 38,044 |
| Bachelor's degree | $ 54,079 | $ 51,574 | $ 53,826 |
| Graduate or professional degree | $ 71,940 | $ 76,367 | $ 75,117 |

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

Another indication of the level of education in a region is the college-going rate of high school graduates. In California, that rate is calculated by dividing the number of college freshmen by the number of public high school graduates. California Postsecondary Education Commission (CPEC) reported in a recent working paper that the percentage of high school graduates entering community colleges is decreasing (Working Paper WP/06-03, September 2006). Just below 25 percent of California's high school graduates entered community colleges in 2005, compared with 26 percent in 2000 and almost 30 percent in the mid 1990s. The college-going rate for Los Angeles County, which includes most of the Antelope Valley service area, was 27.1 percent in 2005, a slight increase over time; while Kern County, which accounts for a small corner of the College service area, decreased its college-going rate from 31.5 percent in 2000 to 25.3 percent. The current statewide trend of a reduction in college-going is worrisome given the state's need for an educated workforce.

Antelope Valley College includes as its partners in providing education to the citizens of the region, both public schools who educate K-12 populations, and public universities who receive AVC transfer students. Nearly 35 percent of first-time students at the College in fall 2005 came from local high schools. The Antelope Valley Union School District and the Southern Kern Unified School District make up the greatest proportion of high school students attending AVC. Upon completion of their community college educations, most of the students who transfer will enroll at CSU campuses. CSU enrolled 552 Antelope Valley College transfer students during the 2004-05 academic year. During the same period, UC campuses received 64 AVC transfers.

## Public High Schools

### Public Schools in the Region

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 Rosamond High School in Southern Kern Unified School District as well. The data in Figure 9 shows the share of high school students from local schools that enroll at AVC within one year following graduation (yield).

**Figure 9: High School Yield**
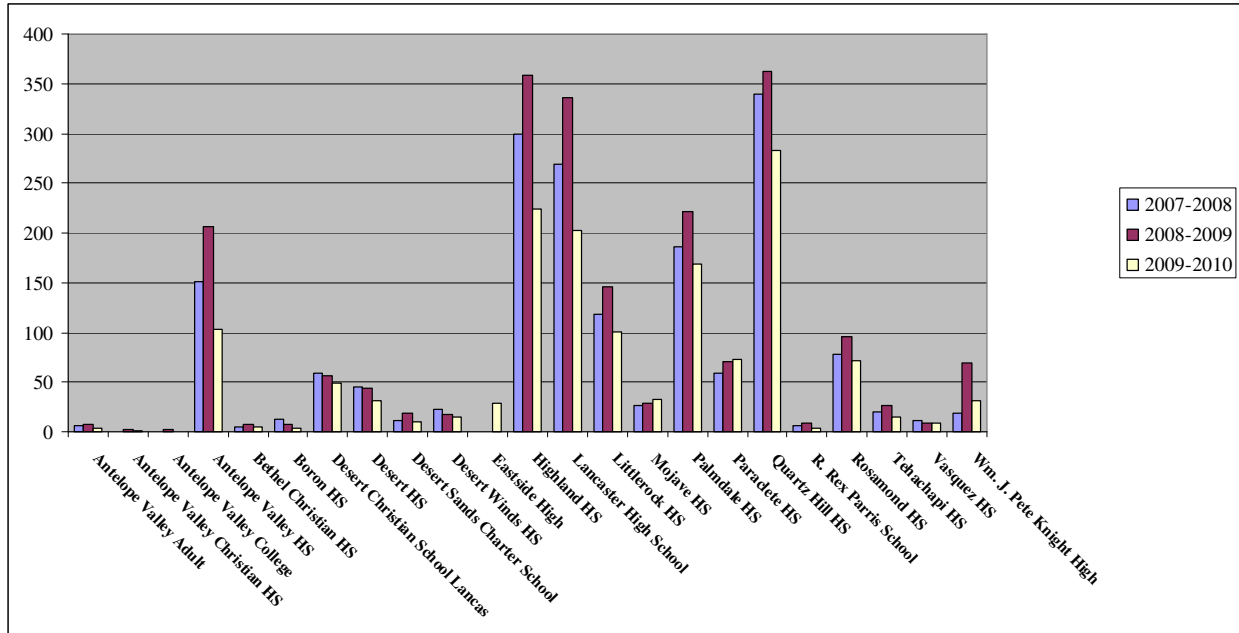


Source: Antelope Valley College Office of Institutional Research and Planning

Four high schools provide the largest share of freshmen enrolling at AVC. Quartz Hill sends the highest share, with Highland, Lancaster and Palmdale following in that order (2007-08 through 2009-10). The numbers of high school graduates attending AVC has increased proportionate to the growth in public school populations during this period. Antelope Valley College SOAR, Eastside, and Pete Knight have just begun having senior classmen and thus were expected to have low yields for that reason. AVC SOAR had it's first senior class in 2009-2010 and thus had no senior class in previous years.

Growth of school populations is part of a larger phenomenon that has been called Tidal Wave II, referencing the earlier "tidal wave" in school enrollments in the 1960's. Currently, not only have communities on the perimeter of the Los Angeles Basin grown as a natural occurrence, but immigration has increased population numbers as people seeking jobs have moved into the area.

Because enrollment growth at AVC over the next decade is likely to be strongly affected by enrollment patterns in local schools, enrollment projections for the public schools are an important source for planning data. Based on historical enrollments in public K-12 schools in the Antelope Valley Community College District and current demographic trends, enrollments at AVC are likely to increase through the planning period. There is an anticipated increase for the next couple of years, followed by a steady decline through 2018-2019 (Figure 10).

**Figure 10: High School Graduation Projections**



Los Angeles County Graduates
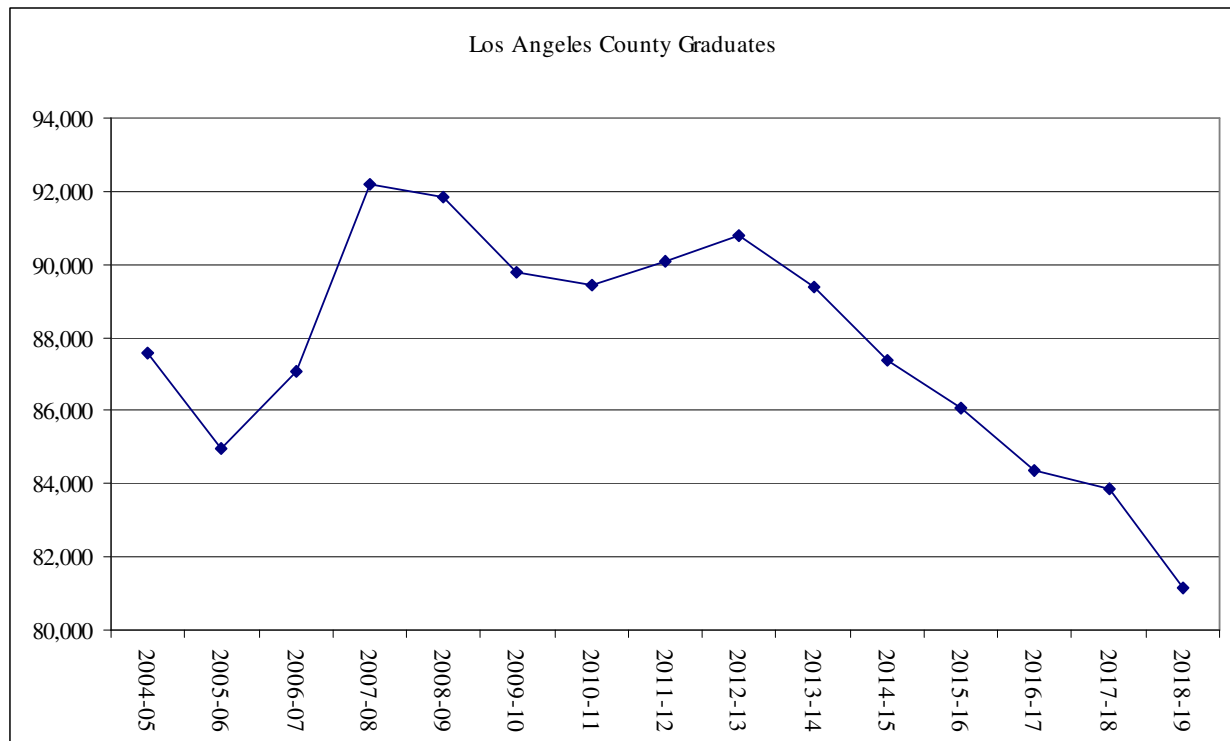
Source: California Department of Education

## Academic Preparation

Across the state, a high number of students graduating from high school have not completed the required courses for admission to UC and CSU 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 UC or CSU in high school are precluded from further higher education unless they enroll in a community college. That is, AVC is the only 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. Seventy five 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 approximately half of community college students when they enroll for the first time, some students coming from the high schools have vocational goals. Relationships with local Regional Occupational Program (ROP) leadership and employers are important for the development of expanding career options as the economy of the region expands, as discussed earlier in the Employment and Economy section.

Two other segments of the high school population are important for consideration: those with limited English and those who do not receive diplomas. Curriculum addressing the needs of recent immigrants and others whose English skills limit their chances of academic success and skill sets that match student needs in second language acquisition 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.

It is hard to overemphasize the importance of the community college/high school relationship. 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. 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 attend community colleges first. So, the burden of collegiate preparation falls most heavily on community colleges.

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


## Public Higher Education

Four-year colleges and universities within reasonable driving range of Antelope Valley include California State University, Bakersfield (CSUN) and California State University, Northridge (CSUN). 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.

AVC transfers the largest share of its university-bound students to CSUB. CSU enrolled 586 Antelope Valley College transfer students during the 2008-09 academic year; 200 of those enrolled at CSUB and 204 at CSUN. During the same period, UC campuses received 71 AVC transfers. In 2000-01, 430 transfer students from AVC matriculated at CSU. By 2008-09, that number reached 586, continuing a strong pattern of growth.

The presence of a CSUB center on the AVC campus is a major factor 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. A number of baccalaureate programs are offered at the site, as well as a Masters of Arts in Education, a Master's degree in Social Work, and school credentials programs. The ability to earn a four-year degree from CSUB, while living at home is also a major cost benefit to area residents.

The result of this productive partnership between the CSUB center and AVC can be seen in an increase in numbers of students transferring to CSUB over time. Between 1995-96, when the CSUB AV Center was established, and 2008-09, transfer student numbers increased from 24 to 200. Table 21 shows an increase in transfers to other CSU institutions as well, with CSUN passing CSUB as the highest transfer site. It is expected that the CSU AV Center will move to full Center status within the coming decade and will serve over 1,000 students. Enrollment demand is expected to be strong at both the baccalaureate and undergraduate levels (CPEC Commission Report 03-07, Commission Review of a Proposal by California State University Bakersfield to Establish the CSUB Antelope Valley Educational Center).

**Table 21: CPEC Transfer Pathways**

| Four-Year Institution | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 |
|---|---|---|---|---|---|---|---|---|---|---|
| University of California, Los Angeles | 16 | 19 | 28 | 28 | 22 | 26 | 27 | 24 | 26 | 26 |
| Other UC Campuses | 29 | 45 | 47 | 30 | 29 | 38 | 46 | 42 | 42 | 45 |
| **UC Total** | 45 | 64 | 75 | 58 | 51 | 64 | 73 | 66 | 68 | 71 |
| | | | | | | | | | | |
| California State University, Bakersfield | 120 | 160 | 204 | 182 | 215 | 214 | 196 | 214 | 200 | N/A |
| California State University, Northridge | 110 | 144 | 154 | 155 | 107 | 168 | 187 | 182 | 204 | N/A |
| California State University, Long Beach | 34 | 22 | 14 | 24 | 17 | 36 | 34 | 33 | 32 | N/A |
| California State University, Los Angeles | 7 | 8 | 4 | 7 | 17 | 22 | 16 | 15 | 12 | N/A |
| Other CSU Campuses | 103 | 96 | 88 | 103 | 80 | 112 | 115 | 141 | 138 | N/A |
| **CSU Total** | 374 | 430 | 464 | 471 | 436 | 552 | 548 | 585 | 586 | N/A |
| | | | | | | | | | | |
| **Total for UC and CSU** | 419 | 494 | 539 | 529 | 487 | 616 | 621 | 651 | 654 | N/A |

Source: CPEC

Of particular concern statewide is the low number of Hispanic students entering higher education. While their population numbers are increasing, Hispanic students not only had the lowest postsecondary participation rate among racial-ethnic groups, but those numbers are declining (CPEC, First-Time Freshmen in California Colleges and Universities, Factsheet 2000-03). This pattern of under-representation is especially likely in areas such as the rapidly growing Southern California region. Not only are many of the newcomers unfamiliar with American education systems, but they may have limited English proficiency.

The availability of four-year college education is not the only education issue in the region. There is a need for advanced vocational 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. Vocational 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.

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 30 percent of first-time students state their reason for enrollment as career or job-related. Vocational and technical training are 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 vocational 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 curriculum in all 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 can provide. The general education that is an integral part of the vocational curriculum is a valuable component of job success and job advancement.

# Internal Scan and Implications

## Current Enrollment and Demography

Over the five year period from fall 2005 to fall 2009, Antelope Valley College grew from 12,094 student enrollments to 15,366, as shown in Figure 11. This increase represents a 27 percent gain in the number of individuals attending AVC. A truer sense of growth, especially as it relates to educational offerings and funding, is FTES, a calculation that represents full-time enrollment. According to the California Community College System Office *Datamart,* FTES growth from 2005 to 2009 was 25.7 percent. The internal data collected and presented in the following charts were used to provide an objective look at the college and was current as of fall 2009.

**Figure 11: Enrollment**
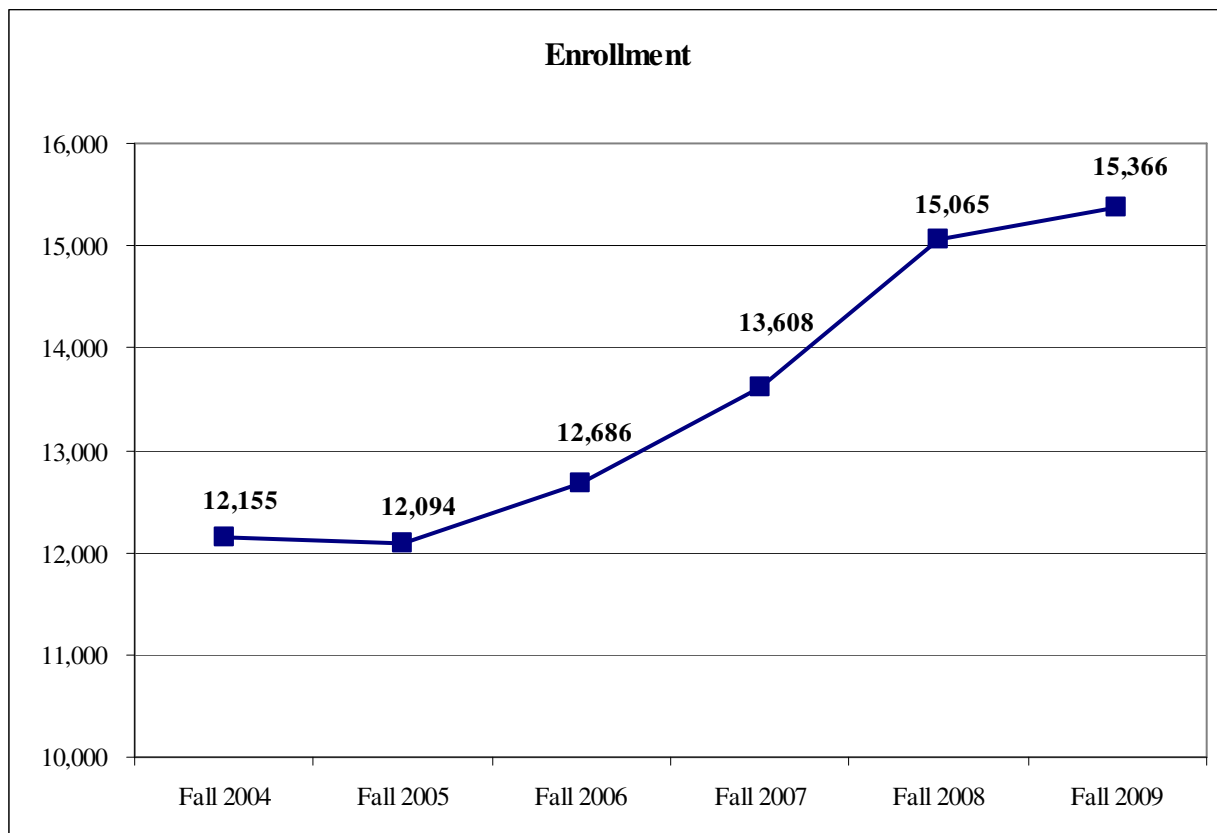


Source: Antelope Valley College Department of Institutional Research and Planning

Students enrolling at AVC during fall semester 2009 came primarily from Lancaster and Palmdale (Table 22). Together, these two municipalities accounted for 13,187 (86 percent) of the 15,366 enrollment. Rosamond and Littlerock represented the communities with next largest participation level with 591 and 393 enrollments respectively. The locations of the enrolling students conform to density of population and proximity to the Lancaster campus. Seventy-six

students come from Santa Clarita, one hundred seventeen students come from Mojave, and one hundred fifty one from Tehachapi, all outside the AVC service area.

**Table 22: Where do our Students come from?**

| Community | Zip | Fall 2009 Students |
|---|---|---|
| Acton | 93510 | 114 |
| Boron | 93516 | 25 |
| California City | 93504 | 8 |
| California City | 93505 | 183 |
| California City Total | | 191 |
| Edwards | 93523 | 31 |
| Edwards AFB | 93524 | 2 |
| Edwards Total | | 33 |
| Lake Hughes | 93532 | 84 |
| Lake Los Angeles | 93591 | 4 |
| Lancaster | 93534 | 1,525 |
| Lancaster | 93535 | 2,646 |
| Lancaster | 93536 | 2,994 |
| Lancaster | PO Box | 177 |
| Lancaster Total | | 7,342 |
| Littlerock | 93543 | 393 |
| Llano | 93544 | 16 |
| Mojave | 93501 | 117 |
| Palmdale | 93550 | 2,241 |
| Palmdale (LV) | 93551 | 2,160 |
| Palmdale | 93552 | 1,191 |
| Palmdale | 93591 | 192 |
| Palmdale | PO Box | 61 |
| Palmdale Total | | 5,845 |
| Pearblossom | 93553 | 52 |
| Rosamond | 93560 | 591 |
| Santa Clarita | 91350 | 8 |
| Santa Clarita | 91351 | 12 |
| Santa Clarita (CC) | 91387 | 16 |
| Santa Clarita (AD) | 91390 | 32 |
| Santa Clarita | PO Box | 8 |
| Santa Clarita Total | | 76 |
| Tehachapi | 93561 | 134 |
| Tehachapi | PO Box | 17 |
| Tehachapi Total | | 151 |
| Valencia | 91354 | 3 |
| Valencia | 91355 | 8 |
| Valencia Total | | 11 |
| Others | | 300 |
| Unknown | | 20 |
| **Total Fall 2009 Enrollment** | | **15,366** |

Source: Antelope Valley College Department of Institutional Research and Planning

The proportion of female and male students showed a small decline over the period from 2004 to 2009 (Table 23). During these five years, females dropped from 61.6% to 58.3% percent and males increased from 37.8 to 40.6 percent. These ratios are consistent with patterns in community college enrollments throughout the state. The relative increase in male students may in part be due to higher loss of employment for males if the local economic trends mirror the state and national situation. Data with that level of detail is not currently available for the Antelope Valley.

**Table 23: Student Enrollment by Gender**

| Gender | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 |
|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| Female | 7,415 | 7,374 | 7,868 | 8,199 | 8,994 | 8,954 |
| Male | 4,553 | 4,597 | 4,852 | 5,254 | 5,903 | 6,237 |
| Unknown | 76 | 118 | 114 | 155 | 168 | 175 |
| **Total** | **12,044** | **12,089** | **12,834** | **13,608** | **15,065** | **15,366** |

| Gender | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 |
|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| Female | 61.6% | 61.0% | 61.3% | 60.3% | 59.7% | 58.3% |
| Male | 37.8% | 38.0% | 37.8% | 38.6% | 39.2% | 40.6% |
| Unknown | 0.6% | 1.0% | 0.9% | 1.1% | 1.1% | 1.1% |
| **Total** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** |

Source: Antelope Valley College Department of Institutional Research and Planning

In fall 2009, a new application created new populations to accommodate additional ethnicity fields as the federal government has adapted to changes in ethnicity in the population and a trend towards increasing numbers of biracial individuals. This accounted for the large increase in students in the other/non-respondent category. This reflects in the large increase of other/non-respondent students and a decrease in all other ethnicities. Patterns in student ethnicity reflect a statewide trend toward growth in the Hispanic population. Table 24 shows that Hispanic students at AVC continued to increased from 3,152 in fall 2004 to 4,661 in fall 2008 before falling to 3,797 in fall 2009. African-American students were represented in greater numbers over the time period as well; in fall 2004 they numbered 2,197 and by fall 2008 that number increased to 3,041, a 38 percent increase. Statewide, enrollments for African-Americans are constant. During the same time period, the numbers of white non-Hispanic students at the college decreased from 5,318 to 5,199, a 2 percent decrease.

**Table 24: Student Ethnicity**

| Ethnicity | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| African American | 2,197 | 2,109 | 2,307 | 2,500 | 3,041 | 2487 |
| Am. Indian or Alaskan Native | 128 | 133 | 132 | 131 | 157 | 109 |
| Asian or Pacific Islander | 651 | 670 | 720 | 755 | 835 | 613 |
| Hispanic | 3,152 | 3,288 | 3,661 | 4,166 | 4,661 | 3727 |
| Other/NonRespondant | 709 | 829 | 904 | 1,074 | 1,172 | 4662 |
| White Non-Hispanic | 5,318 | 5,065 | 4,962 | 4,982 | 5,199 | 3768 |
| **Grand Total** | **12,155** | **12,094** | **12,686** | **13,608** | **15,065** | **15,366** |

Source: Antelope Valley College Office of Institutional Research and Planning

**Figure 12: Student Ethnicity**
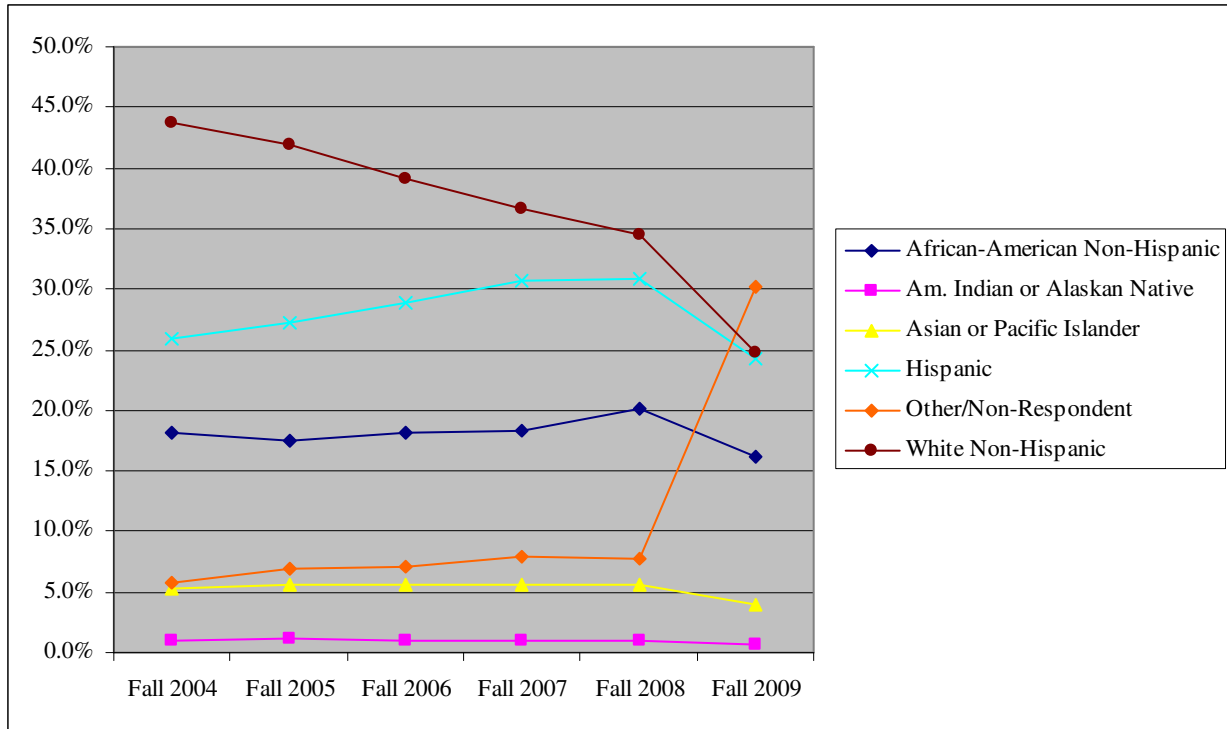


Source: Antelope Valley College Department of Institutional Research and Planning

Students aged 24 and under represent about 60 percent of the total enrolled population. Between 2004 and 2009 both the under-20 and the 20 to 24 age groups have increased in total numbers with the 20-24 age group increasing in percent and the under-20 group slightly decreasing in percent in 2009. Over those five years, the under-20 age group grew by 25 percent and the 20 to 24 age group grew by 39 percent. Table 25 shows that the under-20 age group makes up 29.5 percent of the college population. Combined with the 31.7 percent comprised by the 20 to 24 age group, 61.2 percent of the college is under age 25.

In contrast to the growth of the young populations, groups between the ages of 30 and 50 have declined as a share of the student body. They have all increased in absolute number, though not as rapidly as the under 25 groups. However, the 50 and over group has grown as a percentage of the population from 5.6 percent in 2004 to 6.2% in 2009.

**Table 25: Student Enrollment by Age Group**

| Age Group | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 |
|---|---|---|---|---|---|---|
| Less than 20 | 3,634 | 3,834 | 4,275 | 4,281 | 4,675 | 4,534 |
| 20-24 | 3,509 | 3,449 | 3,578 | 3,941 | 4,501 | 4,864 |
| 25-29 | 1,211 | 1,278 | 1,325 | 1,439 | 1,641 | 1,745 |
| 30-34 | 840 | 775 | 837 | 902 | 984 | 1,004 |
| 35-39 | 737 | 635 | 698 | 747 | 834 | 790 |
| 40-49 | 1,435 | 1,397 | 1,348 | 1,343 | 1,460 | 1,473 |
| 50 or Older | 676 | 717 | 771 | 953 | 969 | 956 |
| Unknown | 2 | 4 | 2 | 2 | 1 | - |
| **Grand Total** | **12,044** | **12,089** | **12,834** | **13,608** | **15,065** | **15,366** |

| Age Group | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 |
|---|---|---|---|---|---|---|
| Less than 20 | 30.2% | 31.7% | 33.3% | 31.5% | 31.0% | 29.5% |
| 20-24 | 29.1% | 28.5% | 27.9% | 29.0% | 29.9% | 31.7% |
| 25-29 | 10.1% | 10.65 | 10.3% | 10.6% | 10.9% | 11.4% |
| 30-34 | 7.0% | 6.4% | 6.5% | 6.6% | 6.5% | 6.5% |
| 35-39 | 6.1% | 5.35 | 5.4% | 5.5% | 5.5% | 5.1% |
| 40-49 | 11.9% | 11.6% | 10.5% | 9.9% | 9.7% | 9.6% |
| 50 or Older | 5.6% | 5.9% | 6.0% | 7.0% | 6.4% | 6.2% |
| Unknown | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| **Grand Total** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** |

Source: Antelope Valley College Department of Institutional Research and Planning

The next three charts examine the characteristics of first time freshmen at AVC. This information is of interest for planning purposes because first-time students at the college represent the largest cohort of enrollees and because many first-time students do not return for a second year.

Table 26 depicts the numbers 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 13.8 percent of entering freshmen at AVC in fall 2009 compared to 10.1 percent white non-Hispanic. By ethnicity, African-Americans are the second largest group, comprising 12.6 percent of first-time freshmen. Once again the new ethnicity groups make up a substantial percentage of the population.

**Table 26: First Time Freshman by Ethnicity, Fall 2009**

| Ethnicity | Students | Percent |
|---|---|---|
| African American | 437 | 12.6% |
| Am. Indian or Alaskan Native | 9 | 0.3% |
| Asian or Pacific Islander | 53 | 1.5% |
| Hispanic | 481 | 13.8% |
| Other/Non-Respondent | 2150 | 61.8% |
| White Non-Hispanic | 351 | 10.1% |
| **Total** | **3481** | **100%** |

Source: Antelope Valley College Department of Institutional Research and Planning

A look at the same group, entering freshmen, by gender and by age (Table 27), shows that there has been a big jump in the under 20 years of age group for both males and females. At this point in time, almost half of the First Time Freshman are under the age of 20. Another 26.6 percent are in the 20 to 24 age group for females and 28.4 percent for males.

**Table 27: First Time Freshman by Gender & Age, Fall 2009**

| Gender | Under 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-49 | 50 or Older | Grand Total |
|---|---|---|---|---|---|---|---|---|
| Female | 48.8% | 26.6% | 6.1% | 4.2% | 3.5% | 7.0% | 3.8% | 54.6% |
| Male | 49.8% | 28.4% | 7.6% | 4.0% | 2.5% | 4.8% | 2.9% | 44.4% |
| Unknown/Unreported | 48.3% | 31.0% | 1.7% | 5.2% | 1.7% | 8.6% | 3.4% | 1.0% |
| **Grand Total** | **49.2%** | **27.5%** | **6.7%** | **4.2%** | **3.0%** | **6.0%** | **3.4%** | **100.0%** |

Source: Antelope Valley College Department of Institutional Research and Planning

Table 28 shows that a high percentage of first-time students enrolling at the college have a high school diploma or its equivalent across all age groups. Among the two younger age groups, however, substantial percentages (17.6 and 34.1 percent) are not high school graduates. Table 28 also indicates that 27.5 percent of the first-time students are in the 20 to 24 age group, suggesting that many of them have not pursued college immediately following high school.

**Table 28: First Time Educational Background & Age, Fall 2009**

| Educational Level first time students | Less than 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-49 | 50 or Older | Grand Total |
|---|---|---|---|---|---|---|---|---|
| Associate Degree | 0.0% | 42.9% | 14.3% | 0.0% | 14.3% | 14.3% | 14.3% | 0.1% |
| Bachelor or higher | 6.7% | 0.0% | 26.7% | 20.0% | 6.7% | 20.0% | 20.0% | 0.2% |
| Enrolled in Adult School | 50.0% | 25.0% | 12.5% | 2.1% | 6.3% | 4.2% | 0.0% | 0.8% |
| High Schl Proficiency | 69.8% | 9.3% | 2.3% | 4.7% | 2.3% | 11.6% | 0.0% | 0.7% |
| Not a High Schl Graduate | 17.6% | 34.1% | 11.0% | 10.7% | 6.2% | 14.8% | 5.5% | 4.8% |
| Passed GED | 22.8% | 20.4% | 17.0% | 9.2% | 7.3% | 16.0% | 7.3% | 3.4% |
| Rcvd High Schl Diploma | 71.4% | 11.8% | 4.8% | 2.9% | 1.8% | 3.9% | 3.4% | 41.8% |
| Special admit enrolled in K-12 | 78.2% | 14.5% | 1.8% | 1.8% | 0.0% | 3.6% | 0.0% | 0.9% |
| unknown/ other | 34.1% | 41.9% | 7.1% | 4.3% | 3.5% | 6.3% | 2.9% | 47.2% |
| **Grand Total** | **49.1%** | **27.5%** | **6.7%** | **4.2%** | **3.0%** | **6.1%** | **3.4%** | **100.0%** |

Source: Antelope Valley College Department of Institutional Research and Planning

Table 29 provides and overview of the educational background of the entire student body of AVC. Of the 15,366 students enrolled during fall 2009, 70.5 percent were high school graduates or the equivalent. The proportion of students holding bachelor's degrees or higher has dropped in the most recent term to a low of 2.8 percent.

**Table 29: Student Enrollment by Educational Background**

| Educational Level | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 |
|---|---|---|---|---|---|---|
| High School Grad or Equivalent | 8,250 | 8,795 | 9,688 | 9,238 | 10,437 | 10,836 |
| Not a High School Graduate | 539 | 515 | 634 | 515 | 656 | 756 |
| Special admit enrolled in K-12 | 340 | 428 | 479 | 1,400 | 1,866 | 2,012 |
| Associate Degree | 456 | 472 | 501 | 483 | 487 | 421 |
| Bachelor or higher | 407 | 478 | 495 | 517 | 477 | 433 |
| Enrolled in Adult School | 168 | 147 | 112 | 82 | 113 | 119 |
| Unknown/ Other | 1,884 | 1,254 | 925 | 1,373 | 1,029 | 789 |
| **Grand Total** | **12,044** | **12,089** | **12,834** | **13,608** | **15,065** | **15,366** |

| Educational Level | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 |
|---|---|---|---|---|---|---|
| High School Grad or Equivalent | 68.5% | 72.8% | 75.5% | 67.9% | 69.3% | 70.5% |
| Not a High School Graduate | 4.5% | 4.3% | 4.9% | 3.8% | 4.4% | 4.9% |
| Special admit enrolled in K-12 | 2.8% | 3.5% | 3.7% | 10.3% | 12.4% | 13.1% |
| Associate Degree | 3.8% | 3.9% | 3.9% | 3.5% | 3.2% | 2.7% |
| Bachelor or higher | 3.4% | 4.0% | 3.9% | 3.8% | 3.2% | 2.8% |
| Enrolled in Adult School | 1.4% | 1.2% | 0.9% | 0.6% | 0.8% | 0.8% |
| Unknown/ Other | 15.6% | 10.4% | 7.2% | 10.1% | 6.8% | 5.1% |
| **Grand Total** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** |

Source: Antelope Valley College Department of Institutional Research and Planning

Table 30 shows the number of students enrolled in CalWORKS, DSP&S (Disabled Student Program & Services) and EOPS (Extended Opportunity Program and Services) from fall 2004 through fall 2009. Overall, the numbers of students in these special programs have increased in this time period. In fall 2004, there were 1,597; by fall 2008 there were 1,843. Among the three programs CalWORKS increased from 401 to 609, DSP&S increased from 519 to 676, and EOPS declined from 677 students to 558. Fall 2009 data was unavailable in November of 2009 when the data was pulled to start the planning process.

**Table 30: Specific Student Populations**

| Program | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 |
|---|---|---|---|---|---|---|
| CalWORKS | 401 | 391 | 322 | 483 | 609 | No Data |
| DSP&S | 519 | 582 | 522 | 552 | 676 | No Data |
| EOPS | 677 | 763 | 933 | 653 | 558 | No Data |
| **Total** | **1,597** | **1,736** | **1,777** | **1,688** | **1,843** | No Data |
| | | | | | | |
| **Total Student Population** | **12,044** | **12,089** | **12,834** | **13,601** | **15,053** | **15,366** |

Source: Antelope Valley College Department of Institutional Research and Planning, Current as of fall 2008

Table 31 shows a striking change in the composition of the AVC student body over a three year period from fall 2007 to fall 2009. Whereas in 2007, 45.8 percent of students were continuing students, in 2009 52.4 percent were continuing students. On the other hand, from 2007 to 2009, the percentage of first-time students has shrunk from 25.2 percent to 22.2 percent.

**Table 31: Students by Enrollment Status**

| Enrollment | Fall 2007 | Fall 2008 | Fall 2009 |
|---|---|---|---|
| Continuing Student | 45.8% | 46.6% | 52.4% |
| First-Time College Student | 25.2% | 24.8% | 22.2% |
| First-Time Transfer Student | 6.3% | 5.5% | 5.3% |
| Returning student | 1.2% | 0.9% | 0.4% |
| Returning Transfer Student | 12.3% | 11.1% | 10.4% |
| Special Admit K-12 | 3.1% | 3.7% | 3.8% |
| Uncollected / Unreported | 6.2% | 7.4% | 5.6% |
| **Total** | **100.0%** | **100.0%** | **100.0%** |

Source: Antelope Valley College Department of Institutional Research and Planning

It is well known that a high proportion of community college students work while they attend college, and they very often do not enroll in the 12 or more units that define full-time status. Table 32 shows a majority of students enrolling part time, with the percentage which had been decreasing, jumped to a high of 73.5 percent in the fall of 2009.

**Table 32: Part-Time/Full-Time Enrollment Status**

| Enrollment | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 |
|---|---|---|---|---|---|---|
| Part-Time | 70.8% | 70.6% | 68.5% | 69.7% | 68.8% | 73.5% |
| Full-Time | 29.2% | 29.4% | 31.5% | 30.3% | 31.2% | 26.5% |
| **Total** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** |

Source: Antelope Valley College Department of Institutional Research and Planning

Despite a large part-time enrollment, a preponderance of students enroll in the day programs of the College (Table 33). The apparent preference for day classes which rose in the middle of the period has declined from 2004 to 2009. In 2004, 72.7 percent of students enrolled in day classes; in 2009, 59.0 percent enrolled in day classes.

**Table 33: Day & Evening Enrollment**

| Day or Evening | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 |
|---|---|---|---|---|---|---|
| Day | 72.7% | 73.6% | 80.5% | 61.6% | 59.8% | 59.0% |
| Evening | 26.5% | 25.6% | 19.5% | 38.1% | 40.0% | 41.0% |
| Unknown | 0.7% | 0.8% | 0.0% | 0.3% | 0.2% | 0.0% |
| **Total** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** |

Source: Antelope Valley College Department of Institutional Research and Planning

Academic Level (Table 34) refers to enrolled numbers of students at the various levels of educational attainment and their percentages by level for the five years from fall 2004 through fall 2008. The percentage distribution remained relatively stable until 2008 with slight increases in the percentage of bachelor and Associate degree holders followed by a jump in 2008 in the percentage of Freshmen. The percentage of students co-enrolled in high school has also increased slightly.

**Table 34: Student Enrollment by Academic Level**

| Academic Level | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 |
|---|---|---|---|---|---|
| Freshmen | 6,128 | 6,612 | 6,764 | 7,149 | 8,889 |
| Sophomore | 1,838 | 1,838 | 2,180 | 2,455 | 2,292 |
| Other Undergraduate | 991 | 1,007 | 1,369 | 1,427 | 1,245 |
| Bachelor Degree or Higher | 407 | 478 | 495 | 548 | 528 |
| Associate Degree | 456 | 472 | 501 | 552 | 576 |
| Co-Enrolled in High School | 340 | 428 | 479 | 500 | 626 |
| Unknown/Other | 1,884 | 1,254 | 1,046 | 966 | 1,246 |
| **Total** | **12,044** | **12,089** | **12,834** | **13,597** | **15,402** |

| Percent | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 |
|---|---|---|---|---|---|
| Freshmen | 51.2% | 50.9% | 52.7% | 52.6% | 57.7% |
| Sophomore | 15.3% | 15.3% | 17.0% | 18.1% | 14.9% |
| Other Undergraduate | 8.2% | 8.3% | 10.7% | 10.5% | 8.1% |
| Bachelor Degree or Higher | 3.4% | 3.4% | 3.9% | 4.0% | 3.4% |
| Associate Degree | 3.8% | 3.8% | 3.9% | 4.1% | 3.7% |
| Co-Enrolled in High School | 2.8% | 2.8% | 3.7% | 3.7% | 4.1% |
| Unknown/Other | 15.6% | 10.4% | 8.2% | 7.1% | 8.1% |
| **Total** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** |

Source: Antelope Valley College Department of Institutional Research and Planning

Table 35 and Figure 13 shows the percentages of students who persist from one term to the next following their enrollment in the fall of 2005, 2006, 2007 and 2008. Approximately 40 percent of students who enroll in fall terms do not return for the following semester. The decline from the second term to the third is less dramatic, but continues the decline. The pattern appears to be consistent across all four cohorts shown here (fall 2005 through fall 2008) with a small but consistent increase in persistence across time.
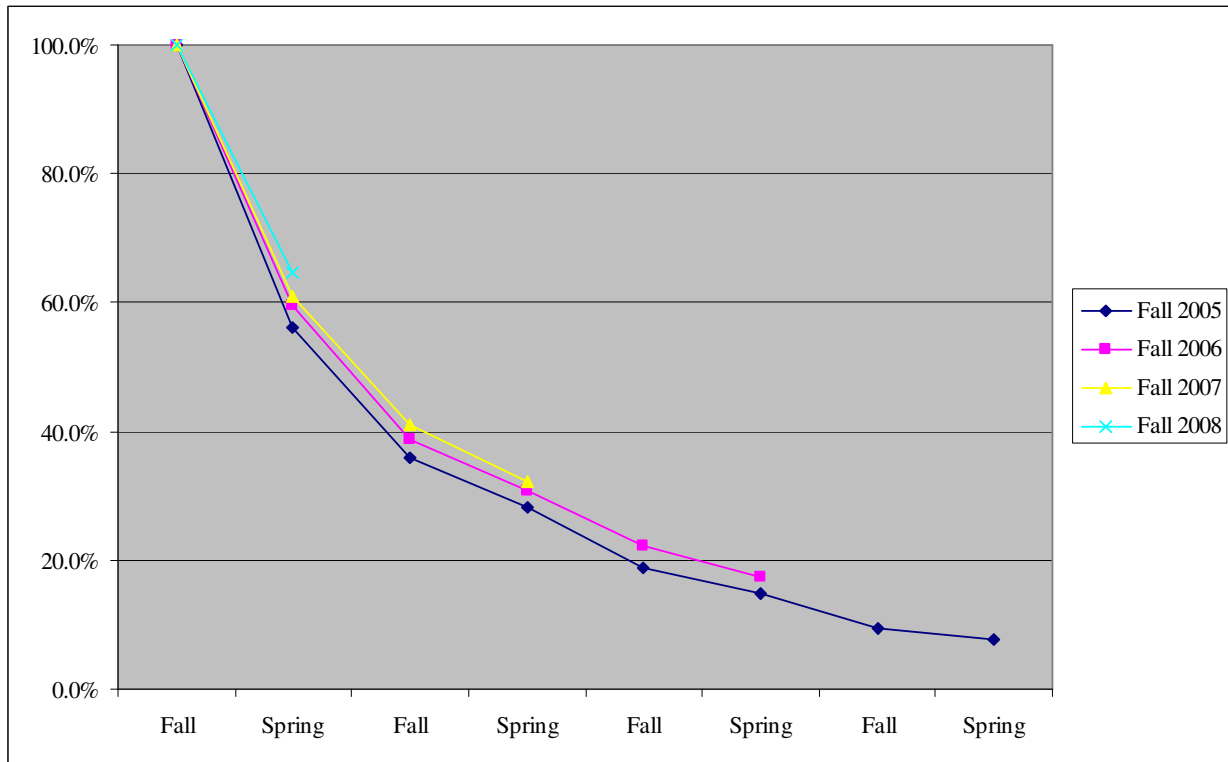
**Table 35: Student Term Persistence Over 8 Terms**

| Percent | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring |
|---|---|---|---|---|---|---|---|---|
| Fall 2005 | 100.0% | 56.1% | 35.9% | 28.1% | 18.8% | 14.8% | 9.5% | 7.8% |
| Fall 2006 | 100.0% | 59.6% | 38.6% | 30.8% | 22.1% | 17.3% | | |
| Fall 2007 | 100.0% | 61.0% | 41.0% | 32.3% | | | | |
| Fall 2008 | 100.0% | 64.7% | | | | | | |

Source: Antelope Valley College Office of Institutional Research and Planning

**Figure 13: Student Term Persistence Over 8 Terms, Fall 2005-2008**



Source: Antelope Valley College Department of Institutional Research and Planning

Table 36 references the number of degrees and certificates awarded, an important outcome measure for the college. The number of degrees and certificates awarded between 2000 to 2001 and 2005 increased from 775 to 939, although 2000-2001 had a particularly low number of Associate degrees and certificate awards. Associate degrees awarded appear to be relatively stable, with 2000 to 2001 appearing to have been an exception with its particularly low number of awards. Certificate awards follow the same pattern of stability.

Another important outcome measure, numbers of transfer students, was discussed in the Environmental Scan section. As a measure of student success, the increasing numbers of transfer students, particularly to CSU, Bakersfield, is an indication of effective academic preparation and advisement on the part of the college. In 2000-2001, 494 students transferred to UC and CSU institutions. By 2004-2005, that number reached 616.

**Table 36: Degrees and Certificates**

| Degrees and Certificates | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | *2009-2010 |
|---|---|---|---|---|---|---|---|---|
| Associates in Arts | 592 | 619 | 616 | 522 | 660 | 644 | 692 | 120 |
| Associates in Science | 222 | 236 | 259 | 250 | 279 | 346 | 376 | 44 |
| Total Degrees | 814 | 855 | 875 | 772 | 939 | 990 | 1,068 | 164 |
| Degrees (Unduplicated) | 800 | 846 | 865 | 765 | 917 | 965 | 1,039 | 163 |
| | | | | | | | | |
| Total Certificates | 235 | 290 | 239 | 231 | 217 | 270 | 298 | 65 |
| Certificates (Unduplicated) | 219 | 272 | 211 | 212 | 197 | 249 | 285 | 65 |
| | | | | | | | | |
| Total Awarded | 1,050 | 1,145 | 1,114 | 1,003 | 1,156 | 1,260 | 1,366 | 229 |
| Total awarded UD | 1,020 | 1,118 | 1,076 | 977 | 1,114 | 1,214 | 1,324 | 228 |

Source: Antelope Valley College Department of Institutional Research and Planning, *Fall Term Only

Table 37 and Table 38 show degrees and certificates attained by ethnicity. More than half of the degrees awarded between the years 2002 to 2003 and 2005 to 2006 went to white non-Hispanic students. However, since 2005-2006 the percentage of white non-Hispanic student's degrees has declined, falling to 43.8% in the 2009-2010 cohort. As these students have decreased as a proportion of the student body, they are slightly over-represented as degree recipients but over the past couple of years have fallen more in line with their proportions. Hispanics are under-represented as degree recipients compared to their numbers in the student population, but have made significant progress as of 2008-2009. The decline in the 2009-2010 year may be due to the incomplete nature of this current term data which was prepared in November of 2009 to start the planning process.

**Table 37: Degrees by Ethnicity**

| Ethnicity | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | *2009-2010 |
|---|---|---|---|---|---|---|---|---|
| Am. Indian or Alaskan Native | 1.3% | 0.7% | 1.0% | 1.2% | 0.7% | 0.5% | 0.7% | 0.0% |
| Asian or Pacific Islander | 4.0% | 3.8% | 5.9% | 6.1% | 7.0% | 6.8% | 7.2% | 10.6% |
| Black Non-Hispanic | 11.3% | 11.9% | 11.0% | 11.2% | 11.7% | 11.5% | 13.8% | 15.6% |
| Hispanic | 19.6% | 21.3% | 21.3% | 19.9% | 22.7% | 26.8% | 27.1% | 16.9% |
| Other | 8.2% | 9.1% | 8.2% | 9.7% | 11.0% | 10.0% | 9.2% | 13.1% |
| White Non-Hispanic | 55.7% | 53.1% | 52.7% | 52.0% | 46.9% | 44.4% | 42.0% | 43.8% |
| Unknown | 0.0% | 0.0% | 0.1% | 0.0% | 0.7% | 0.4% | 0.3% | 0.6% |
| Grand Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Source: Antelope Valley College Department of Institutional Research and Planning, *Fall Term Only

Table 38 presents percentages of certificates awards by ethnicity. The percent of certificates over the same time period as the previous chart shows similar patterns to the degree chart.

**Table 38: Certificates by Ethnicity**

| Ethnicity | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | *2009-2010 |
|---|---|---|---|---|---|---|---|---|
| Am. Indian or Alaskan Native | 1.5% | 3.2% | 1.0% | 0.5% | 0.5% | 0.9% | 0.7% | 0.0% |
| Asian or Pacific Islander | 6.4% | 6.3% | 5.0% | 1.6% | 1.6% | 7.4% | 6.1% | 10.9% |
| Black Non-Hispanic | 10.8% | 11.9% | 14.4% | 16.0% | 16.0% | 10.8% | 13.7% | 14.1% |
| Hispanic | 24.5% | 22.6% | 22.9% | 24.5% | 24.5% | 29.4% | 24.2% | 28.1% |
| Other | 4.9% | 5.6% | 9.5% | 8.5% | 8.5% | 9.1% | 9.4% | 6.3% |
| White Non-Hispanic | 52.0% | 50.4% | 47.3% | 48.4% | 48.4% | 40.7% | 45.5% | 39.1% |
| Unknown | 0.0% | 0.0% | 0.0% | 0.5% | 0.5% | 1.7% | 0.4% | 1.6% |
| **Grand Total** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** |

Source: Antelope Valley College Department of Institutional Research and Planning, *Fall Term

Table 39 and Table 40 move from a consideration of student characteristics and enrollment to curriculum and FTES. Table 39: Top Ten Programs by FTES shows that ten programs at AVC produce approximately half of the college FTES. The programs producing that FTES remain quite stable over the four years under consideration. Mathematics, English, Biological Science and Physical Education are the greatest generators of FTES, in that order. Only three programs (Computer Graphics, Business and Administration of Justice) are not in the top ten FTES producers for each of the four years under review. Course assignments to different departments may account for some of the apparent changes in computer and business programs.

**Table 39: Top Ten Programs by FTES**

| Fall 2005 | | Fall 2006 | | Fall 2007 | | Fall 2008 | |
|---|---|---|---|---|---|---|---|
| Math | 478.70 | Math | 509.22 | Math | 582.43 | Math | 693.20 |
| English | 282.31 | English | 342.96 | English | 372.81 | English | 364.22 |
| Biology | 280.35 | Biology | 321.59 | Biology | 320.01 | Biology | 343.12 |
| Physical Education | 239.60 | Physical Education | 227.22 | Physical Education | 222.36 | Physical Education | 280.75 |
| Business | 166.67 | Business | 205.99 | Business | 215.09 | Business | 225.64 |
| Music | 155.38 | Nursing Science | 188.28 | Nursing Science | 202.34 | Psychology | 191.97 |
| History | 152.39 | Psychology | 169.39 | Psychology | 169.86 | Nursing Science | 181.79 |
| Nursing Science | 150.35 | Music | 168.07 | Music | 168.30 | Administration of Justice | 180.50 |
| Art | 142.43 | Administration of Justice | 167.45 | History | 166.95 | Art | 178.02 |
| Psychology | 140.61 | History | 162.66 | Administration of Justice | 138.72 | History | 170.35 |
| **Total FTES of Top 10** | 2,188.80 | | 2,462.83 | | 2,558.87 | | 2,809.56 |
| **Total FTES** | 4,525.11 | | 4,910.82 | | 5,181.30 | | 5,739.95 |
| **% of Total** | 48.37% | | 50.15% | | 49.39% | | 48.95% |

Source: Antelope Valley College Department of Institutional Research and Planning

Table 40: Bottom Ten Programs by FTES identifies ten programs producing the least amount of FTES. The programs are shown from the least FTES to the greatest. Overall, these programs produce less than two percent of the college FTES. There are a number of reasons for low FTES generation among these programs. These programs may be start-up programs or necessary adjuncts to the curriculum. Others may be programs for which there is currently little student demand. For example, Journalism is traditionally a part of the Communications program.

**Table 40: Bottom Ten Programs by FTES**

| Fall 2005 | | Fall 2006 | | Fall 2007 | | Fall 2008 | |
|---|---|---|---|---|---|---|---|
| Water Treatment | 1.57 | Athletic Training | 1.35 | Nurse Aid | 1.97 | Journalism | 3.52 |
| Latin | 4.55 | Nurse Aid | 2.28 | Athletic Training | 2.07 | Earth Science | 3.52 |
| Journalism | 4.56 | EOPS | 3.00 | Recreation | 2.90 | Recreation | 6.03 |
| Interpreting | 4.69 | Journalism | 3.63 | Drafting | 2.90 | Marketing | 7.36 |
| EOPS | 4.87 | Interpreting | 7.24 | Journalism | 3.21 | Chinese | 7.58 |
| GED | 5.72 | GED | 7.36 | EOPS | 3.32 | Drafting | 7.88 |
| Nurse Aid | 5.81 | Drafting | 7.46 | Culinary Arts | 4.99 | GED | 9.55 |
| Chinese | 5.83 | Chinese | 7.80 | Agriculture | 5.67 | Interpreting | 12.40 |
| Drafting | 6.42 | Agriculture | 8.79 | Workforce Development | 6.10 | Latin | 14.30 |
| Marketing | 7.56 | Library | 8.91 | Marketing | 7.46 | Education | 14.51 |
| **Total FTES of Top 10** | 51.58 | | 57.81 | | 40.59 | | 86.64 |
| **Total FTES** | 4,525.11 | | 4,910.82 | | 5,181.30 | | 5,739.95 |
| **% of Total** | 1.14% | | 1.18% | | 0.78% | | 1.51% |

Source: Antelope Valley College Department of Institutional Research and Planning

# Technology

The importance of technology in effective teaching and learning in the 21st century is hard to overstate. Implementation of technology during the past 10 to 20 years shows a pattern of increasing access to information and increased connectivity as well as speedy access to both. The widespread use of computers, the speed and increased capacity of data gathering, the use of the internet as a resource, and the connectivity resulting from electronic communication systems are some of the innovations that have transformed the educational landscape. Educational institutions are still catching up with the opportunities technology has made possible. As for the future, forecasters predict that technological change will accelerate over the next decade. Students will arrive in their classrooms carrying their hand-held computers; wireless access to the internet will transform classrooms to vast repositories of information. While it is impossible to predict the exact form that advances will take, students and staff at AVC will expect emerging technologies to be part of their college experience, and experience with emerging technologies will be essential for them to function in their careers following college.

The recent educational landscape has been both enriched by technology, and challenged by it. Resource demands, in both personnel and equipment, and the expertise required for technology staff, and for users, have raised obstacles across the state in public sector education. Particularly in community colleges, where budgets are lean and uncertain from year to year, it has been difficult to implement technology.

The need for the college to move forward with technology was acknowledged in the 2007 AVC Educational Master Plan. One of the nine key findings in the published plan called for AVC to "develop ways to integrate technology into instruction and the learning process and expand student access to computers." The college goal for technology stated on page eight of the plan focused on committing sufficient resources to build and maintain technology and equipment.

Another goal in the 2007 Educational Master Plan under Educational Planning was on-going faculty training programs for instructional and support technologies. Included in the need for training are distance education and instructional technology, such as online courses and support services.

Throughout the 2007 Educational Master Plan, division and program personnel identified technology needs.  The most frequently requested  resources for instructional and student services were as follows:  technology support, updated and upgraded equipment, smart classrooms, campus intranet, video-conferencing capacity (especially for remote instructional facilities), computer labs, computer lab technicians (both network and hardware trained), smart card system for library, computer simulation software for life sciences, and equipment technology for technical/vocational programs.

## Environmental Scan Summary and Implications

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 2004 through fall 2009 period, for the most part, where enrollments, student characteristics, enrollment patterns, and student outcomes were considered.  In addition, student demand for curriculum was reflected by identifying high and low FTES programs.

Antelope Valley College is in a period of enrollment growth.  The greatest share of enrollment (86 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 under-20 and 20 to 24 age groups.  At present, students under age 25 represent 61 percent of the student population.  Many young students are coming to the college from feeder high schools in the Antelope Union High School District.  Quartz Hill, Highland, Lancaster and Palmdale High Schools provide the greatest numbers of entering freshmen, in the order listed.

Along with an increase in younger students, the college population is becoming more ethnically diverse.  As the populations in the larger community and public schools have become more Hispanic, so has the college.  The fastest growing groups by ethnicity and age are all young; with Hispanic females, white non-Hispanics, Hispanic males and African-American females all increasing above 20 students on average per year over the past decade.  The largest decrease is in white non-Hispanic females in the 35 to 39 age group.

Data on first-time freshmen confirms the youth of students entering college with nearly half of incoming freshman being 19 or younger.  In fall 2009, first-time students represented 22.2 percent of total enrollment, a decrease of 2.5% from the previous year.  AVC observed an increase of continuing students for fall term of 5.8%, with the proportion of overall enrollment

being 52.4%.  An increase of continuing students provides evidence that students are being retained from year to year at AVC. It has not yet been determined whether students are taking longer to complete their educational goals or if students are just less likely to drop out or stop out in recent terms. One likely cause of this increase is the reduced number of course offerings at AVC is that students can no longer choose not to take courses from term to term, as competition for course enrollment is fierce forcing students to stay engaged in their academic career.

Student outcome information in numbers of degrees and certificates and transfers to UC and CSU shows a 31 percent increase in Associate degrees over a six year period. Certificate awards data shows a similar increase of almost 27 percent for the same period.  The number of transfer students matriculating at UC and CSU increased dramatically, with most of the increases coming from CSU, Bakersfield.  In 2000 to 2001, 494 students transferred to UC and CSU institutions. By 2007 to 2008, that number reached 654.  It may be possible that effective strategies used to improve student success in transfer have applicability to improving other student outcomes.

Ten programs at the college generate slightly less than 50 percent of college FTES. Mathematics, English, Biological Science and Physical Education are consistently the largest programs, as measured by FTES.  Student demand for courses in these disciplines is high for collegiate level courses and, in the cases of Mathematics and English, pre-collegiate courses as well.  The demand for these courses fits the strong preference for a four-year degree as the top goal for entering students.

Programs generating smaller amounts of FTES are of concern.  In some cases enrollments are low because student demand is low, even though the curriculum is important to the college's mission and status as a comprehensive community college.  In other cases, however, low student demand can mean that the curriculum does not meet student expectations or is no longer in demand.  The college may wish to consider revitalization of the curriculum not meeting enrollment expectations.

As could be predicted, as technology is used more widely on the campus, the potential and appetite for it grows.  With the implementation in late 2005 of an Internet-based portal, *my*AVC, for students and employees, the college is now positioned to move forward to focus on instructional and services technology. Blackboard, a course management software program was implemented in fall 2006.  Online course offerings are growing.  Requests for training and for technology support are greater than in the past.

Particularly since the Palmdale campus is being planned, the opportunity for making the new campus a state-of-the-art teaching and learning facility is at hand.  Advanced technology that makes use of online resources, podcasting, streaming video, video-conferencing, and other distance education modalities will be considerations as the new campus is built.  It will be important that advanced technologies available at the Lancaster campus that are compatible and equal to those at Palmdale.

## Planning Form Summary

The Educational Master Plan process is a very bottom up process, with each department/division conducting a broad based discussion during the production of the individual plans. With the expansion of the Palmdale Center component of the planning process the resulting plans are detailed and lengthy and are included in full in a separate appendix. The plans are summarized here to provide a general picture of the short, medium, and long term plan for the Lancaster campus and the Palmdale Center, broken down by the major functional areas: Office of the President, Academic Affairs, Administrative Services, Human Resources, and Student Services.

# Lancaster  Campus
## Office of the President Plan Summary

### Current

The Superintendent/President is the chief executive officer appointed by the governing board to handle the organization and operation of the college district, to lead and manage the district, and to bear executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.  The office manages the President and Board of Trustees budgets, which include funds for salaries and benefits, non-instructional supplies, travel, and community events.  On the other hand, the Office of the Superintendent/President has not requested an increase in funds for travel in an effort to reduce expenditures. The President has reduced attendance to conferences that require an extended stay.

The office of the President does not currently see a need for additional staff, equipment, or facilities at the Lancaster campus. Planning should begin for possible changes to the office after the planned retirement of the current president, scheduled for 2012.

Advancement is under the office of the President as well. The mission of the AVC Advancement and Foundation Office is to advance and promote Antelope Valley College, enriching the lives of community members and involving them in Antelope Valley College's future.

The current state budget crisis impacts Advancement's efforts to raise additional funds in support of the district as a whole primarily due to the lack resources, both in terms of staff and budget, to successfully bring in private funds.  An initial investment and commitment must be made to an advancement office in order to reap the significant rewards of this function. The Advancement office sees an immediate need for additional staff to increase grants to the college and better manage the workflow of the office and the board. There is also an immediate need for additional computer and technology resources and additional facilities for staff.

### Near Term (Three - Five Years)

The office of the President does not currently anticipate a need for additional staff or facilities in the near term. Regular updating of computer equipment will be undertaken following the campus ITS plan as needed and office desks etc. as needed.

The Advancement office sees a need for several positions in the near term time frame to continue the expansion of fundraising and alumni relations; Coordinator of Communications restructured to Director of Marketing and Communications, a Coordinator of Special Events and Protocol and a Director of Alumni Relations. A need for ongoing computer upgrades in the near term is anticipated as well as additional furniture/workspace for additional staff

**Long Term (Five - Ten Years)**

Needs for the office of the President in the long term depend upon state budget constraints on growth and upon the expansion of the Palmdale Center. A resumption of growth in state budgets and full expansion of the Palmdale Center would lead to a need for additional staff and possibly an additional Vice President operating under the President/superintendent.

In the long term, the Advancement office sees the need for a Director of Major Gifts, 2 Administrative assistants (alumni and major gifts) and a writer/editor. Additional computers for new staff and a replacement for the printer are anticipated as well as additional workstations/space for new staff

# Academic Affairs Plan Summary

## Current

Over the next two to three years Academic Affairs will be focused on maintaining high efficiency in course scheduling and offerings to maximize the number of seats available in the three core areas: transfer, career tech, and basic skills. During this time frame all course SLO's and PLO's will be completed and assessments measured and reported in WEAVEonline. Along with maximizing opportunities for students, Academic Affairs will also be moving to add environmental studies courses to help achieve academic affairs and presidents goals for the college.

The number of online classes will be increased in the future as a new course management system is implemented by the college and as more instructors begin to feel comfortable offering their classes online. Instructors must be assured of receiving the necessary administrative, technical, and fiscal support required for an effective online learning environment. The college needs to provide a strong, high-quality online presence where the desired individual courses, certificates, and even Associate degrees are available to students.

Academic Affairs will continue to improve instruction, student success, and student persistence through continued application of data analysis, technology, and professional development activities that keep instruction methods and instructors up to state of practice. For example, we will continue to implement data driven decisions based on data from 2004-2009 Student Equity Plan to strengthen academic support services, boost student success, and improve student learning outcomes through centralized Basic Skills efforts such as AVConnect under the direction of the Basic Skills Director at all instructional sites. In the near term all divisions are focused on meeting challenges and needs arising from high enrollment pressure.

Selected Highlights from the divisions for current plans:

- The Business, Computer Studies and Economic Development Division has identified an immediate need for faculty in the Computer Applications/ Networking and Accounting program areas.
- The state budget crisis has had a profound impact on the health sciences programs, immediate faculty and staff needs were identified in the fall 2009 division program review and include two full time faculty for the RN program and conversion of three additional positions to district funding from current funding sources.
- In a follow-up to the campus-wide reorganization process, the Instructional Resources and Extended Services Division developed an overall vision for increased functionality and service to the college with consolidation of its circulation, reference, and collection development activities, while developing new curriculum.
- Language Arts identified several areas of high demand including Basic Skills courses (ENGL 095, ENGL 097, ENGL 099) and transferable composition sequence (ENG 101, ENGL 102, and ENGL 103).
- Particular enrollment pressures have been exerted upon Math, Science, and Engineering courses such as the basic skills math courses (MATH 050, 060 & 070) General Biology (BIOL 101), and Introductory Chemistry (CHEM 101).
- At present the anatomy–physiology program (laboratory SC2 140) is unable to respond to enrollment pressures; however, the new Health and Sciences building (anticipated occupancy July 2012) will provide separate anatomy and physiology laboratories and hence an opportunity to greatly expand available student seats.
- Demand for PE courses is expected to increase as the enrollment increases at AVC. However, without additional LHE for putting on courses this demand can not be met. The PE division has an immediate need for a full time PE Instructor/Men's Basketball Coach as well as a need for a full time PE Instructor/Athletic Trainer for women's sports.
- There is an immediate need for replacements of two Psychology positions, a full-time position in Education is needed and an additional full-time faculty in social science area to support traditional and online classes to meet student demand.
- All Technical Education programs are filled to capacity as of this writing. Of particular note is the Aircraft Fabrication and Assembly program. This program has been endorsed by Northrop Grumman Corporation as the program of choice for being hired as a structures mechanic for their Palmdale facility. The TE division is in need of an Administration of Justice Instructor, an Automotive Technology Instructor, and a Welding Instructor.
- Courses in music, art, and photography that meet the general education requirements are quick to fill. Class fill rates were over 100% for three areas within the division in the fall of 2009. At this time, all courses in the division that do not have pre-requisites fill within days of the start of enrollment.

## Near Term (Three - Five Years)

Academic Affairs is planning on expansion of all programs over the three to five year time frame. Addition of an Environmental Science program at the Lancaster campus is the main addition to the available curriculum. Continued use of data and technology in this time frame is

required to continue to meet demand and offer high quality instruction. All SLO's and PLO's will be in continuous quality improvement during this time frame.

Selected Highlights from the divisions for near term plans:

- The Business & Computer Studies Division needs to continue to expand the number of courses it has articulated with the local high schools and middle schools. In addition to the Antelope Valley Union High School District, the division needs to reach out to the other public school districts, as well as the local private high schools.
- Availability of quality instructors for the division's programs is a concern for the faculty in the Health Sciences Division. Faculty salaries—both adjunct and full-time—do not approach salaries offered in private industry.
- The number one priority for the IRES Division is to take the lead through its Extended Services component in the creation of a comprehensive Associate's Degree Program in Library Studies and to develop the instructional support services necessary to accompany the program to ensure student access, success, and retention.
- The Language Arts division plans to meet student demand for all classes in the three to five year time frame as budgets recover. We must also continue refining SLOs and PLOs and using the data derived from them to improve our programs.
- In the three to five year time frame the Math, Science, and Engineering division plans on increasing course offerings in the current subject areas to meet anticipated demand. The division plans on fully utilizing the new Health Science building, which will require additional funding for faculty, staff, and equipment. Faculty members in the division envision development of a new Environmental Sciences Degree Program that will be initiated in Lancaster during the three to five year time frame but eventually located on the Palmdale campus when it is built.
- Within the short term (Three - Five years) the PE division will have the Athletic Training Program up and enrolling students. The addition of this new program will also allow our division to grow and be more productive by meeting the needs within the local community for athletic trainers once the state budget improves and the division receives more LHE for putting on classes.
- The goal of Social and Behavioral Science is planning to have a number of AA degrees in place including Political Science and History. Additional full-time faculty in Economics and Education are needed.
- The Technical Education division plans on meeting a new need emerging in the aerospace industry. The cultural change in the workforce at Northrop Grumman has led to discussion of expanding the course offerings in the Aircraft Fabrication and Assembly program or possibly developing a new certificate program in aerospace production systems.
- The VAPA division anticipates a return to growth in all areas followed by a return to hiring of tenure track faculty. The division plans on establishing an AA degree in Art and Theater.

**Long Term (Five - Ten Years)**

Long term plans for Academic Affairs are focused on technological innovation and expansion of courses to meet student demand while remaining state of practice in delivery of instruction. Perhaps one of the most powerful means of meeting the needs of our students in the future will be delivering additional courses over the Internet using both Blackboard (or similar system) and virtual instruction through a platform such as Second Life. Academic Affairs is committed to fundamentally advancing and fulfilling a dynamic vision that strengthens the ability Lancaster campus and Palmdale Center students have to achieve their personal, academic, and professional education goals. It is anticipated that employment changes and changes to academic programs will continue in directions that may or may not be apparent at this point in time. Academic Affairs has started preliminary plans to respond to potential changes, with greater attention in the future if the trends continue.

Selected Highlights from the divisions for long term plans:

- The Business Services division will continue to expand its Internet presence by developing additional courses that will be taught online/hybrid.

- As the radiological technology program grows, there will be demand for a certificate in ultrasound. Dentists in the community asked for a needs assessment for dental hygienists, but the needs assessment showed only a low-moderate need. This may increase in the future as the community grows.

- The IRES division anticipates that videoconferencing space and equipment at the Palmdale Center and campus will facilitate sharing classes and conducting meetings of staff and faculty. Satellite downlinks will be needed for transmitting classes.

- On the long term time frame the Language Arts division envisions increased class offerings in all areas. The movement to online courses and hybrid courses is expected to accelerate and expand to new courses in all areas.

- The Math Science and Engineering division plans to expand our science programs in the new Health and Science Building, providing training in Nanotechnology and Biotechnology and Bioinformatics. The Water Sciences Program as part of Environmental Sciences will need laboratory space to support the practical side of theory presented in the lecture courses.

- The longer term vision of the PE division is to develop a complete lower division course curriculum for students majoring in physical education, health education, athletic training and athletic coaching. A second gymnasium and multi-purpose facility to include another dance facility will be necessary as the campus and the program expand over the long term.

- Technical Education should continue to grow and develop to serve the needs of area employers for skilled, technical workers. A potential new industry for the Antelope Valley that is emerging is solar energy generation through thermal conversion and

through photovoltaic arrays. The aerospace industry continues to develop more capable and exotic unmanned aerial vehicles and micro flyers.

# Administrative Services Plan Summary

## Current

The Department of Business provides indirect support to students and staff. The challenge will be to continually assist the campus in maintaining and improving existing programs and in the creation of new opportunities to integrate efficient operations while maintaining fiscal integrity. It is also anticipated that the expansion of the district and student population, will in turn mandate the needs of the department.

The Antelope Valley College has its own full-service book store, dedicated to serving the needs of students and faculty. The bookstore carries all required textbooks and supplemental materials, including school supplies and reference books. The Marauder bookstore also sells snacks, software, greeting cards, and logo clothing. The Bookstore serves all students at AVC throughout every academic term. It is anticipated that with the current growth of the student population and additional staff, the Bookstore will be forced to grow to accommodate student demand. The Bookstore is currently fully staffed and able to meet current demands. That may change as the campus and the bookstore grow and as the new Palmdale Campus is developed.

Demand for facilities services will increase in direct proportion with the increase in building square footage, improved acreage, and total FTES. Staff needs at this time include two additional maintenance personnel, one additional planning personnel, and three additional custodial personnel. The need for custodial personnel is exacerbated by the addition of new office space and the opening of the facilities building. The opening of the Theater Arts building, followed by the Health Science building will also increase the need for custodial personnel.

As the population of students continue to grow and the amount of land and building square footages increase, the need for additional staff, increased repairs, and preventive maintenance, supplies, and budget, will also increase. The recently increased growth projections for Antelope Valley College did not include the evaluations and implications for said growth on Maintenance and Operations. As a result M&O is resorting to prioritizing all aspects of required maintenance setting Fire, Life and Safety items first; student needs second and emergency repairs as needed.

The Information Technology Services Area contributes effectively to student access, retention, and achievement of learning outcomes by providing the technology and technical assistance necessary for student access to services and instructional resources. ITS provides many basic services upon which students rely, including student e-mail and institutional portal accounts, access to student records, online registration and related services, academic software support, computer lab and classroom technology configuration and support, assistive technology, a variety of online services and instructional resources, technical support for students using institutional portal services and more.

The current open computer labs available to all enrolled students, as well as to prospective students who use the lab equipment to access online registration and related services, appear to be adequate in meeting the current demands by students for these kinds of resources. Access to online resources and AVC services is currently provided to students through AVC's internet portal, myAVC. Significant interest has been expressed by students for wireless access to AVC network services; however, there has been no institutional commitment to implementing this project. A wireless network access infrastructure would help to enable students, as well as faculty, to use their personally owned devices to access AVC networked resources. In addition to the wireless access infrastructure, students would benefit from enrollment based access to networked resources, such as course-related materials and software applications.

**Near Term (Three - Five Years)**

The goals of the Department within the next three to five years are to continue to provide central administrative support to the district with primary customer service to faculty and staff. Direct service to students is limited. However, with significantly increasing campus enrollment, additional staff, contract/grant funding, and new capital building projects, the Department will have to align itself with the campus growth in order to fully accommodate need.

The Bookstore plans to build its online business to be more competitive with online competition. Plans are being developed to expand to the Palmdale campus once it has been constructed, however space may not be available in the next Three - Five year time period. The Bookstore plans to continue to develop customer service programs to better serve the community. To accommodate growth, it is anticipated that the hiring of additional staff, specifically, in the accounting department will be necessary.

In the past 17 years, student enrollment has more than doubled, and the cafeteria, vending and catering have expanded even as staffing has decreased. It would be a much more streamlined business should we be able to accommodate a catering/events supervisor, grill supervisor and a clerical employee to assist with the daily accrual of paperwork.

In the near term, the Food Services Department plans to expand food offerings at AVC Lancaster campus by selling pre packaged sandwiches in the Marauder Bookstore. Another goal is to ensure that some type of food vending is available to the Palmdale Center year round, though this likely will be limited in scope.

The large amount of planned construction over the next five years will justify the addition of grounds personnel (2), custodial personnel (6), and maintenance personnel (4-5) in the facilities services department in the three to five year time frame.

A goal of Maintenance and Operations will be to continue to advance maintenance technology in the maintenance departments and to serve the existing and future student population. There will also be significant effort to research, create and implement policies and procedures specific to the M&O Dept. The department plans to add more office staff, maintenance staff, grounds staff, events staff, fleet staff and custodian staff due to new building construction and expected growth of the student population.

**Long Term (Five - Ten Years)**

The Department of Business Services also wants to provide fiscal oversight to the campus from a department-wide perspective that supports the college vision and leverages expertise. By facilitating long-term financial planning, the College can better provide accurate and meaningful financial information that meets the needs of division staff and our students. For this vision to be successful, additional staff, especially in the area of budget and accounting will be necessary.

The vision will be to have two bookstores serving both the Lancaster and Palmdale campuses. There will be a fully integrated online bookstore and a bigger store in the new student center. The campus will have a computer store and more space to offer more merchandise to the AVC community. The Marauder Bookstore will continue to cooperate with faculty to create an environment of innovative learning. A high priority will be to continue to provide the latest in educational technology for our customers, promote services, products, and information that support campus activities and enhance pride in Antelope Valley College by creating an attractive, welcoming atmosphere in a convenient location.

Plans are envisioned for building renovation with 400+ seating area to accommodate more students. Another goal is the creation of an internet café/coffee house with a satellite station on the north side of campus. This could be augmented by offering a Culinary Arts program at both Lancaster and Palmdale campus after it is built, which would require approval from Academic Affairs. In the long term, plans are to establish debit cards that can be purchased and used at any food service unit on campus. In this time frame it is also planned to schedule on going activities in the cafeteria to increase sales and student participation on campus and in community events. Open food service unit on the north side of campus. Open a C-Store. Offer Grab'n Go, cold and hot food options, and stay open late.

In addition to short term facilities services goals, continue expansion of campus facilities and off-site facilities.

Have all automated facilities system such as Maxicom Irrigation Controls, Siemens Energy Management systems, SMS electronic door management system, AMMS Maintenance Management Software, Sitemaster 200 Key Management software in place and operating. Produce solar electricity to offset the district power consumption. Continue to research and explore methods and techniques to reduce all utility cost over the next ten Years. Accomplish the required staffing needs to properly support the district. Establish and maintain a fixed budget adequate for the districts existing and future growth and needs.

Due to the responsive nature of this service area to the particular academic and administrative needs of the institution, and due to the dynamic nature of emerging information technologies, it is difficult to project information technology services needs beyond 5 years. However, to approach the vision to provide reliable, accessible, high quality information technology services supporting the district's instructional and operational needs, it is imperative that the technology refresh fund and increase in technical support personnel continue to keep pace with the growth rate of the institution and with the changing demands for robust technology. Without an institutional commitment to an ongoing operational fund to maintain currency of institutional

technology, along with a commitment to add personnel as the institution grows and buildings are added, AVC Information Technology Services will be unable to approach this vision.

# Human Resources Plan Summary

## Current

Standards of best practices for staffing levels in departments of human resources as developed by the Society for Human Resource Management (SHRM) establish a ratio of one HR staff person to each 100 employees. There are currently 8 full time employees in the human resources and payroll department and in the year 2008/2009, Antelope Valley College employed 1838 employees for a ratio of 1:230 or roughly one half the number of desired HR staff given the district's current employee base. The district's ability to be more proactive in addressing these strategic issues remains hindered by the lack of available staffing resources to be able to become a more full-range HR partner in the organization. Part time employees are retained for some functions, but due to their temporary nature, their use is limited regarding major initiatives. Regrettably, costs associated with increased legal fees, consultant fees, and higher turnover are a natural consequence of chronic understaffing in Human Resources.

## Near Term (Three - Five Years)

It is not possible to discuss new positions without discussing the inefficiencies caused by our non-integrated information systems. It is likely that the equivalent of one full-time HR technician could be freed up if so much duplicate entry was not required. While it is unrealistic to consider doubling the HR/Payroll staff to meet national ratios for staffing a significant need exists for additional staff given the current state of technology integration at the district. Additional facilities needs are limited; however, we are drowning in paper. Filing cabinets crowd every walkway in the office. Effective implementation of the scanning project would alleviate some of this problem for the short term.

Purchase additional industrial hygiene testing and monitoring equipment.
Hire 1 full-time secretary and 2 full-time technicians.
Transfer hazardous waste management responsibilities to the Risk Management function.
Begin conducting industrial hygiene sampling work in-house in order to save money on these activities.

## Long Term (Five - Ten Years)

When the Palmdale Center moves from center status to campus status, the district will become a multi-campus district. Generally, this is followed by the creation of a centralized Human Resources, Payroll and Risk Management function, with some support staff located at each college. With district Administration remaining at the Lancaster Campus, the needs for additional staff would likely be limited to support staff at the Palmdale Campus with the exception of two additional Technicians, one in Payroll and one in Human Resources.

Expand the Risk Management area to a Department staffed with a Vice-President of Loss Control, a Director of Risk Management, a full-time Secretary, and 3 full-time Technicians. Transfer police & security functions, air permitting, and storm water pollution prevention planning responsibilities from Business Services and Facilities to the Risk Management Department. The Risk Management Department personnel will manage all Industrial Hygiene, Environmental (including air permitting, storm water pollution prevention planning, etc.), Hazardous Waste, Safety, Workers' Compensation, and law enforcement responsibilities of the Lancaster Campus, Palmdale Campus, and Fox Field Site.

# Student Services Plan Summary

## Current

Students are referred to the CalWORKs program by the Los Angeles County GAIN Program and the number of students referred is based upon the Los Angeles County and the economy. Because of the California budget crisis the CalWORKs program is seeing an increase in the number of students the county is referring to the CalWORKs program.

This past fall 2009, the OSD Program served 826 students with disabilities up from fall of 2008 of 676, a 20% increase. The unduplicated count over the past three years has ranged from 616 students in 2008-2009 to 838 students in 2006-2007. OSD serves students with acquired brain injuries, developmentally delayed learners, deaf and hard of hearing, learning disabled, mobility impairments, psychological disabilities, speech and language impairments, blind and visual impairments, and students with other health disabilities.

The future demand for our EOPS and Cooperative Agencies Resources for Education (CARE) services will continue to exceed our fiscal ability to provide the services. Due to budget constraints and the program enrollment cap, the EOPS office must closely monitor the number of students that are approved each semester in direct relationship to the yearly state budget allocation.

The STAR program is funded by the U S Department of Education to serve 160 students. The program is currently at full capacity serving 160 students. Demand for the program has increased dramatically with the downfall of the economy with a 400% increase in applicants.

All students must contact Enrollment Services– approximately 13,000 each semester. Those contacts often occur several times each semester for record changes, online registration problems, registration adds/drops, petitions, concurrent enrollment K-12 students, and add authorization codes to name a few. In addition to the student generated Enrollment Services activity, once faculty submit student grades, course census sheets, and instructor drops each semester, students often contact Enrollment Services by mail, email, phone or in person regarding the status of the faculty submitted information. Enrollment Services provides quality and timely service to the current student population. Given the limited storage space in the file cabinets and in the vault, we can no longer accommodate our storage needs each term and

Enrollment Services will need to hire two hourly workers to scan Class 1 documents and organize and purge Class 2 and 3 documents.

In the near term (up to Three Years), the Veterans Affairs Program will need a scanner. The VAP also needs an Assistant Program Coordinator (approved in Phase II) and an Hourly Clerk III. A need for office space with more privacy is requested for the additional staff members. Space allocation for the veteran students' computer station is requested in a newly designed area for veteran services or the designated Veteran Student Resource Center (or Veterans Lounge) that is requested in the Facilities section.

As the student population increases, so will the demand for counseling, placement, and transfer resource services. The ideal ratio of counseling staff to students is 1:500. Presently, we have a ratio of approximately 1:1500. Demand for additional counselors and support staff will continue for the foreseeable future. Departments need additional support through staff or student workers. High workloads severely impede delivery of services to students.

When the Educational Master Plan was updated last in 2007, 48% of the students were receiving some type of financial assistance from the Financial Aid Office. Currently, 60% of the student population is receiving some type of financial assistance from the Financial Aid Office. With 60% of students receiving aid, as enrollment increases, the numbers of students seeking and receiving assistance will increase.

The student demand for Health Services increases each year. Since 2002, the college contracted with Partners for Health, a local medical *Care-A-Van* that travels to locations in the Antelope Valley to provide medical care to people who are either uninsured or underinsured. AVC contracted with this group to provide health care to our students one day a week on campus. The contract company has a new name and is now called Antelope Valley Community Clinic. In 2005, the college agreed to have the Care-A-Van give the sports and academic-related physicals to our students. This saved the district thousands of dollars. Since the Care-A-Van is here only on Thursdays 8:30-1:00 p.m. when classes are in session, not all students are able to take advantage of this service, due to the limited time it is on campus.

The Information and Welcome Center (Outreach) does anticipate an increase in the demands upon our office. With the advent of the increased growth for the college overall from 15,500 to 21,000 students, we will need to provide information and support services to an increased number of student, faculty, and staff inquiries. We will need to meet the market demands and be strategically placed in more innovative corners of the community. The Palmdale Center will require additional attention and staffing to meet and maintain 1000 plus FTES. This will include our servicing areas which are currently underserved, such as Llano, Phelan, Lake Los Angeles, and Pearblossom.

**Near Term (Three - Five Years)**

CalWORKS goals for the three to five year term are to improve the technology service delivery method to improve the services to students, Adapt a new case management approach to serving

the "Whole Family", Add a Job Developer to improve and expand work opportunities and job placement services. Improve counseling services, including peer counseling; Continue and expand external job-related services throughout Los Angeles County  and establish  Peer Mentor program.

The three to five year goals for the Office for Students with Disabilities develop ways to serve students that incorporates technology and other innovative methods to compensate for the decrease in OSD funding. Continue to work collaboratively with EOPS, STAR, and CalWORKs so as to maximize service to students. Work with the campus community to insure that services address the needs of returning veterans, focusing on our wounded warriors.

The primary EOPS/CARE goal is to provide services to an increasing number of economically and educationally disadvantaged students who will qualify and benefit from participation in the program. The EOPS program must be funded at levels to provide all EOPS and CARE services as prescribed by Title 5, chapter 2.5.  In addition, it is a goal of the program to expand its student outreach/recruitment to the high schools in the college's service area due to an increase in the percentage of younger students, ages 18-25, enrolling at the college.   The program needs to offer students increased access to computer stations as well as training and support for online services.

The primary goal of STAR is to provide services to first generation, low income and/or students with a documented disability.  The STAR mission is to provide services above and beyond what is currently offered at Antelope Valley College so that students will complete their Associate Degree and transfer to a four year institution. The STAR program will maintain the current number of faculty and support staff.

As the number of students increase, so will the need for full-time and part-time personnel to support Enrollment Services, Transcript and Graduation Offices.  In addition, personnel support from ITS is needed.  Two full-time Attendance and Accounting Technicians will provide the needed faculty support for grades, census, instructor drops, petitions and athletic eligibility. They will also assist with the ongoing upkeep of ENROLLMENT SERVICES Class 1 document scanning.

The short-term personnel needs of the VAP are to add an additional full-time Program Coordinator and increase the existing clerical staff from hourly to full-time. The facility and equipment needs during this timeframe pertain to the opening of a Veteran Student Resource Center on the Lancaster campus that is also referenced in the current goals section.

Counseling anticipates an increase in partnerships during the three to five year time frame. Focus will be on partnerships with business, education partners, expanded outreach, and increase the use of technology to leverage resources.

In the three to five year time frame the goals of the Financial Aid department are; to continue to streamline the financial aid application process and procedures with the use of technology to deliver information and aid to students in a timely manner, to complete the implementation of the online Board of Governor's Fee Waiver (BOGFW) application, to continue to offer one-on-one

service to students to resolve issues related to receiving financial aid, and to implement a plan to address the retention, persistence and completion issues of financial aid students.

During the three to five year time frame, Student Health Services plans on beginning the operation as a first-time program. To accomplish this the following people need to be hired; Family Nurse Practitioner (1), Medical Director – Consultant who can be the signor of medical records, Clerical/receptionist (1), Medical assistant (1), Mental health counselors (2), and Student workers (4), and to move into a remodeled space on campus.

During the three to five year time frame the Outreach department plans to; expand the High School Orientation program to include first-time AVC students and other special populations; increase frequency of outreach efforts to target populations to foster college-going-culture in the Antelope Valley; demonstrate to prospective students that AVC is a viable first choice for higher education; expand our campus tour program; increase outreach efforts to middle school and elementary school students and their families; and establish a kinder to college program.

**Long Term (Five - Ten Years)**

The CalWORKs program is projected to double in size in keeping with geographical growth and social change. This growth will necessitate a further increase in staffing, in order to continue high quality services and support to CalWORKs students. Outreach will need to be expanded to potential students and employers.

OSD will need to hire a Counselor, provide disability-related counseling for students with disabilities including verifying eligibility for services, recommending classroom accommodations, developing Student Education Contracts (SEC), and following up with students on academic probation and dismissal, one position. OSD Staff Interpreters, provide interpreter service for Deaf and Hard of Hearing students, two positions. OSD Educational Advisor, provide course advisement, Student Educational Plans (SEP), and follow-up for students on academic probation and dismissal, two positions. Learning Disability Technician, assist the LD Specialist with certain portions of the LD testing process and follow-up with at risk students, one position.

Securing the office space in the new Student Services Building and adding the new staff planned for the area, and to include the necessary office furniture, equipment, and other items as needed. The EOPS program will collaborate with College Outreach to develop a proactive outreach/recruitment effort that extends to all high schools in the college service area. As student enrollment increases, EOPS will seek to increase new student persistence and success by implementing a summer bridge program and a student cohort structure that provides intensive orientation services and encourages students to support one another throughout their college experience.

The STAR program will secure office space within the new Student Services Building to include the necessary office furniture, equipment and other items to meet our participant needs.

As part of the "one stop" concept of delivering service, the following are critical: To process the increase in transcripts and verifications requested, an hourly Records Technician will be required

The goal for the VAP for this timeframe is to have a competent and efficient support staff with short turn around times on any veteran student needs. The average number of certifications should be about 450 per term and about 300 California Fee Waiver Letters. The VAP mission will be maintained and enhanced with more online efficiencies and even stronger community ties.

To have a "one-stop" student services building including counseling. Plan for staff coverage, office and group counseling space, and technology needs at community sites as the district delivers courses to outlying areas. Increase counseling faculty and support staff to keep pace with the campus growth in enrollment.

In the long term time frame the goals of the Financial Aid department are; continue to look for ways to use technology to streamline processes, assist in student learning of financial aid, and the delivery of financial aid programs and services, to create programs and services to enhance student learning of financial aid programs and financial literacy, and to increase the retention and completion rates of financial aid students

It is expected that the Health Services facility will be too small the day it opens. Once the operation is fully functional, the need for additional services and expanded hours will be requested as it has been on other campuses. The need to increase the budget for medical-related supplies will continue to rise. With the increase in students, we will need to increase the staff and expand programming as student needs dictate.

Outreach will be a comprehensive campus-wide venture utilizing all facets of students, staff, faculty and administrators strategically to meet campus, community and institutional growth expectations; and recruitment and retention duties assigned to student ambassadors to increase effectiveness of both efforts

# Palmdale Center
## Office of the President Plan Summary

### Current
At this time, the office of the President and the Advancement office do not plan to have any operations based at the Palmdale Center.

### Near Term (Three - Five Years)
In the near term the office of the President and the Advancement office do not plan to have any operations based at the Palmdale Center.

### Long Term (Five - Ten Years)
A return to growth in the state budget and expansion of the Palmdale Center could lead to a need for some staff under the office of the President and the Advancement office.

# Academic Affairs Plan Summary

## Current

During this time frame Academic Affairs will continue to work on maintaining the educational center requirements for Palmdale of the Accrediting Commission for Community and Junior Colleges, Board of Governors of California Community Colleges, and California Postsecondary Education Commission. This will include sustaining 1000 FTES + at the Palmdale Center to meet the goal outlined in the College's Enrollment Management Plan. It will also include completion of the Substantive Change Reports for the Palmdale Center and online education and filing of the reports with WASC and CPEC. Increase efforts to inform and build relationships with the Palmdale community through an increase in class offerings at the Palmdale Center to meet community and student needs as identified by Palmdale student surveys and the summer community and campus phone interviews conducted by ADR Associates.

## Near Term (Three - Five Years)

In the three to five year time frame Academic Affairs plans on expanding course offerings at the Palmdale Center to meet Enrollment Management growth targets.

## Long Term (Five - Ten Years)

The Math Science and Engineering Division plans to establish a comprehensive Environmental Sciences Program at the new Palmdale Campus by moving the program from the Lancaster Campus after it is developed in the three to five year time frame. This could be incorporated into new construction at the Palmdale Campus and may prove to be of great value to southern California as natural water source/supplies become over drafted and we become more reliant upon reclaimed water.

# Administrative Services Plan Summary

## Current

During this time frame Administrative Services does not plan on having staff at the Palmdale Center.

## Near Term (Three - Five Years)

In the three to five year time frame Administrative Services may initiate some bookstore services at the Palmdale Center. Food services are not likely during this time frame, but preliminary investigations of food services will be undertaken.

## Long Term (Five - Ten Years)

In the ten year time frame Administrative Services plans to develop a presence at the Palmdale Center for purchasing, food services, and bookstore services. Facilities planning and maintenance and operations may have operations in Palmdale near the end of this time frame if work begins at the new site.

# Human Resources Plan Summary

## Current

At this time, Human Resources does not plan to have any operations based at the Palmdale Center.

## Near Term (Three - Five Years)

In the near term Human Resources does not plan to have any operations based at the Palmdale Center.

## Long Term (Five - Ten Years)

A return to growth in the state budget and expansion of the Palmdale Center could lead to a need for some staff under Human Resources.

# Student Services Plan Summary

## Current

Present and future master planning activities combine expanded Student Services staffing and increased service hours to effectively and efficiently serve the increased numbers of students who will choose to pursue studies in basic skills and general education through exclusive enrollment in courses at the Palmdale Center. A recently opened Learning Resources Center provides access for students to several key student support services offices including, counseling, financial aid, campus activities, health services programming, and student success planning. During the current time frame Student Services will continue to offer all services at the Palmdale Center using staff serving one or two days per week at the Palmdale Center. Where possible, technology will be used to improve services for students at the Palmdale Center. Student Services is planning on introducing cross trained staff at the Palmdale Center to provide services within current budget and space constraints.

## Near Term (Three - Five Years)

As the Palmdale Center enrollment increases in the three to five year time frame Student Services is planning on introducing additional staff at the Palmdale Center to fill out the schedule and increase availability of services. The expansion of future student services offices will serve to support the retention of students at the Palmdale Center. Coordination of academic scheduling will be undertaken to ensure that student support services and academic course offerings are appropriate in nature and mirror the quality those provided students attending the Lancaster Campus.

## Long Term (Five - Ten Years)

In the long term, Student Services envisions integration of technology, staff training, and data driven quality improvement to provide seamless and efficient delivery of services to the students

at the Palmdale Center. If the new campus is developed in this time frame, Student Services plans on starting with state of the art facilities fully integrated with the latest technology solutions for delivery of services.