Antelope Valley College
Educational Master Plan

July 2007

Antelope Valley College
3041 West Avenue K
Lancaster, California 93536

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Executive Summary

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, but the working population also has developed a large (over 50,000 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.

In Fall 2006, Antelope Valley College began to update its *Educational Master Plan*, released in July 2002. The goal of the project was to develop an updated comprehensive plan that would guide the future direction of the District and be the basis for district, campus, and department planning. An important part of the planning was a focus on the future of the Palmdale site as the District moves ahead with expansion of the site to a near term goal of 500 FTES..

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 College; it would be open and collaborative; and it would follow the planning process outlined by the Strategic Planning and Budget Committee. Through the participatory governance process set up by the Strategic Planning and Budgeting Council (SPBC), the diverse views represented by the members of the Antelope Valley College community are collected, compiled, and refined by the Educational Master Plan Steering Committee.

The Educational Master Plan Steering Committee (EMPSC) acted as a planning committee throughout the six-month project, setting the timeline, developing and editing the data forms, assisting the departments and programs in the planning process, and providing a pathway for all groups within the campus community to have input into the development of the plan. The EMPSC was co-chaired by Dr. Rosa Hall, VP Student Services, and Sharon Lowry, VP Academic Affairs. The committee was a representative body of 25 faculty, staff, students and administrators and was the driving force behind the creation of "The Antelope Valley College Educational Master Plan." CCS consulting assisted the committee in development of the process, data collection, and preparation of the report.

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 programs and divisions. The result is this *Educational Master Plan* for Antelope Valley College, which has the following key planning elements:
  - College Values and Practices;
  - Vision and Mission statements;
  - Fourteen overarching Guiding Principles that link to the College's Values, Vision, and Mission;
  - Current, 3-5 year, and 10 year plans for each program at Palmdale;

- An analysis by program of staffing needs;
- An analysis of equipment needs; and,
- An analysis of facility needs.

This Educational Master Plan will serve as the foundation for additional and ongoing planning by the College.

Guiding Principles

Introduction to Guiding Principle 1:

Antelope Valley College (AVC) has organized planning functions into an integrated system to achieve clarity as to how various planning processes relate and to make its priorities clear. The College has also committed itself to decision-making based on data and research. The college is well positioned now to address the important priority of student learning outcomes (SLO's) for instructional programs and administrative unit outcomes (AUO's) for non-instructional programs as an important element in campus culture. Explaining the relationship between achieving AUOs and achieving SLOs will bring the campus functions together into a cohesive effort. Ultimately, all members of the college community are all working to help improve student access and success.

Create a campus culture in which student learning outcomes for all instructional departments and administrative unit objectives for non-instructional departments are known to the campus community and are the basis for planning.

> System Strategic Goals A1, B1, B4, B6
> College Strategic goals 3, 4
> Accreditation Recommendations 2, 3, 5
> Institutional Learning Outcomes 1, 2,3,4,5

Introduction to Guiding Principle 2:

The Antelope Valley College 2002 Educational Master Plan recommended that the college "develop ways to integrate technology into instruction and the learning process and expand student access to computers." (Key finding 3) Since that time, progress has been made in both the use of technology in instruction and in additional access for students through computer labs and general availability on campus. However, the availability of new software, increased "user" demand and new hardware make the 2002 finding even more relevant today. The ability of Student Services to provide online application, registration, orientation, and other services to an expanding population at both Palmdale and Antelope Valley College in a timely and cost-effective manner will require additional integration of technology resources.

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

> System Strategic Goals A4, D7
> College Strategic goal 7
> Institutional Learning Outcomes 1, 2, 3, 4, 5

Introduction to Guiding Principle 3:

Providing effective basic skills education is a major challenge to the promise of community college as a gateway to opportunity and success for students. Assessment tests show a high percentage of first time students in California community colleges place below transfer level math and English. Furthermore, success rates in basic skills courses are lower than in transfer courses, and basic skills students are less likely to receive a degree or transfer to a university. The basic skills mission of Antelope Valley College is vital to all other academic goals of the college. Antelope Valley College is participating in the California Community College Basic Skills Initiative to improve the assessment and evaluation of students and their success in basic skills courses.

Address the critical needs of incoming students with additional basic skills classes in reading, writing, math, learning, and study skills.

> System strategic goal A2, A3, B1, B3, B4, B5
> Strategic Goals 1, 3, 4, 9
> Accreditation Recommendations 3, 5
> Institutional Learning Outcomes 2, 3, 4

Introduction to Guiding Principle 4:

Part of the Mission of Antelope Valley College is "Vocational and Technical certificate and degree programs" for workforce preparation, skill enhancement, and economic development. The college has a wide range of high quality career, technical, and vocational programs that meet the needs of students and the local industry. The Antelope Valley expects continued growth in population, which means greater numbers of locally created jobs. New programs will need to be developed to ensure that the college continues to meet the needs of area employers while simultaneously increasing student success and retention in all vocational programs.

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

> System Strategic Goals C1, C2, C3, E2
> College Strategic Goals 1, 2
> Accreditation Recommendation 1
> Institutional Learning Outcomes 2, 6

Introduction to Guiding Principle 5:

Antelope Valley College has increased the number of students transferring to four-year universities over the past ten years despite the low college-going history of the region and the many barriers to transfer. In addition to cost; successful completion of required courses, complexity of the transfer process, and proximity to a university campus are hurdles that students must overcome to transfer. Given the success the college has shown in its current transfer efforts, Antelope Valley College is positioned to build on the strengths it has demonstrated to increase its transfer rates substantially.

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

> System Strategic Goals B4, B5, D8
> College Strategic Goals 1, 3, 4, 7
> Accreditation Recommendations 3, 5
> Institutional Learning Outcomes 2, 3, 4

Introduction to Guiding Principle 6:

As the population of the region and the enrollment of the college become more ethnically diverse, Antelope Valley College will provide a welcoming environment for all students and support their success in an environment of changing demographics. Educational attainment is perhaps the most important indicator of lifetime economic opportunities, so the college has a responsibility to increase success in an increasingly diverse student population.

Plan for changes to the college as the student body becomes increasingly diverse. AVC will identify benchmarks for institutional learning outcomes and student learning outcomes and attain them for all groups in the student body.

> System Strategic Goals A1, A5, B5, D8
> College Strategic Goals 1, 3, 4, 7, 9
> Accreditation Recommendations 3, 4, 5
> Institutional Learning Outcomes 1, 2, 3, 4, 5

Introduction to Guiding Principle 7:

Antelope Valley College serves students who face substantial challenges in their personal lives. While Antelope Valley College provides a wide range of services to students to enable them to continue toward their educational goals, it continues to be a challenge to make students aware of the availability and importance of support services. Utilizing multiple modes and formats, as well as expanding access to all students, will continue to fuel development in the Antelope Valley and promote economic and social health.

Implement a streamlined "Student Services One Stop" approach utilizing campus resources through technology that provides 24 hour online access.

> System Strategic Goals A2, A5
> College Strategic Goals 1, 2, 3, 4, 6, 7, 9
> Institutional Learning Outcomes 1, 5

Introduction to Guiding Principle 8:

Collaboration across the educational segments has rarely included classroom level issues even though misaligned curriculum and problematic course placements are known impediments to student goal attainment. Antelope Valley College has been a leader in collaborating with its feeder high schools and public universities. Implementation of additional successful models of partnership in improving academic preparation and in making students aware of career options early in their educational processes is likely to have a strong impact on increasing student learning outcomes and attain institutional learning outcomes across the college and in transfer universities.

Work with education partners (high schools and universities) to improve student learning outcomes.

> System Strategic Goals B1, B3, B5,
> College Strategic Goals 1, 2, 3
> Accreditation Recommendation 4
> Institutional Learning Outcomes 1, 2, 3, 4, 5

Introduction to Guiding Principle 9:

As the lives and schedules of students become ever more demanding, the opportunity to complete an education within the traditional college structure becomes increasingly difficult. The College needs to serve students in remote locations, commuters, schedules that don't fit traditional academic timelines and others who require alternatives. Emerging technologies provide opportunities to improve access to education, but implementation of technology has been costly and places a financial strain on institutional budgets. In order to relieve part of this burden the California Community College System seeks to promote regional cooperation in providing expanded access to education.

Explore alternative methods of delivering education offerings, in accordance with community college system goals.

> System Strategic Goals B7, C4, D6
> College Strategic Goals 1, 3, 4
> Accreditation Recommendations 1, 3, 5
> Institutional Learning Outcomes 2,3,4,6

Introduction to Guiding Principle 10:

The top ten disciplines at Antelope Valley College currently generate slightly more than 50 percent of the FTES. Mathematics, English, Biological Science, Nursing, and Physical Education are consistently the largest disciplines, as measured by FTES. The demand for these courses fits the strong preference for a four-year degree as the top goal for entering students as demonstrated by the high demand for pre-collegiate courses in Mathematics and English. An in depth review may reveal gaps in course offerings or opportunities for potential partnerships with other educational institutions.

Address demand and meet the potential of high enrollment disciplines.

> System Strategic Goals A2, A3, A4, B4, B5, B6
> College Strategic Goals 1, 3, 4, 6, 7
> Accreditation Recommendation 2
> Institutional Learning Outcomes 1, 2, 3, 4

Introduction to Guiding Principle 11:

Institutions of higher education maintain an important role in the cultural and social development of students and the community. Collaboration with local cultural, educational and industry partners is one way of expressing that role. Experiences in the arts, athletics, and co-curricular activities contribute to the spirit of the college and the community, and create a desirable, enjoyable lifestyle for its citizens. Building on current strengths, the college has opportunities to provide a well rounded community college experience for its students.

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.

> System Strategic Goals C4, C5
> College Strategic Goals 1,2,3,4
> Accreditation Recommendation 3
> Institutional Learning Outcome 2

Introduction to Guiding Principle 12:

College programs and support functions are intended to serve the needs of students and area employers. These needs evolve over time. Programs and services will be evaluated to ensure that they are meeting the needs of industry and making effective use of college resources.

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.

> System Strategic Goals C3, C6
> College Strategic Goals 1, 4
> Accreditation Recommendations 3, 5
> Institutional Learning Outcome 6

Introduction to Guiding Principle 13:

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 full Palmdale campus with the full range of student services and broad academic offerings. The Palmdale educational center will be expanded with a high level of connectivity to the Palmdale community through an ongoing active information gathering and outreach effort. A number of steps must be followed to obtain approval for the Palmdale campus. The development of 500 sustainable Fall FTES is a crucial step as it demonstrates educational need and unmet educational demand in the area. The demonstration of 500 sustainable FTES is viewed by the California Community College System Office as quantifiable evidence that justifies the establishment of an educational center. 500 FTES is also the benchmark at which initial project proposals submitted to the state are approved and allowed to move forward toward further development.

Continue to increase class offerings at locations in Palmdale as population growth dictates. Provide a campus site when the Palmdale FTES has reached 500+ sustainable FTES. Increase general education course offerings and offer the full range of student services in Palmdale to enhance satellite campus development.

> System Strategic Goals A6, A3, A4, C5, C6
> College Strategic Goals 1, 2, 3, 4, 5, 6, 7, 8, 9

Introduction to Guiding Principle 14:

The Educational Master Plan provides a direction for the future of the Antelope Valley Community College District and provides the foundation for the development of subsequent plans. As a "living document" that is read and reviewed throughout its planned lifetime, the educational master plan communicates the preferred direction of campus resources based upon District goals. Implementation requires identifying steps and developing measurable criteria to

evaluate and reach the goals of the educational master plan. Regular meetings of the Strategic Planning and Budget Council master plan sub-group will be necessary for continuing the process and in adapting the plan as the need arises.

Implement priorities from the 2007 Educational Master Plan with a continuous review cycle.

Accreditation Recommendations 1, 2

Acknowledgements

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Dr. Jackie L. Fisher Sr.

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President's Statement

"Planning is bringing the future into the present so that you can do something about it today"
Alan Lakein

The development of this Educational Master Plan represents the next step in the planning and budgeting process begun with the Strategic Budget and Planning Council in 2005. The SPBC process considers the mission, vision, and values of the college and specifically identified the six Institutional Learning Outcomes that keep the focus of Antelope Valley College 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 College. The Plan provides a roadmap for guiding the College as we move into an exciting time of growth and opportunity for the local community and Antelope Valley College.

The Educational Master Plan is intended to be a 'living document' that is used and updated throughout the time ahead. The Plan will be implemented and adapted by the Master Plan subcommittee of the Strategic Planning and Budget Council in conjunction with the individual departments as needs arise due to internal and external factors. The next step in the process will be to produce the Finance Plan, Facilities Plan, Human Resources Plan, Technology Plan, and Enrollment Plan following from this Educational Master Plan. Successful implementation will require hard work and good communication across the campus and with the community.

I wish to thank everyone for their hard work and dedication in making the Educational Master Plan a blueprint for our students' success. Special thanks to all of the Educational Master Plan Steering Committee members.

Jackie L. Fisher, Sr., Ed.D.
Superintendent/President

Introduction

Purpose of the Plan and Process

The Educational Master Plan provides a blueprint for the future of the Antelope Valley Community College District over the next 10 years. It serves as the foundation of subsequent plans for the allocation of campus resources and District goal setting. The Educational Master Plan takes into account: the history of the college; the core values of the institution as represented in its mission, vision, institutional learning outcomes, and strategic goals; data from within the college and from authoritative external sources; and the best thinking of all constituency groups about what the future of the college should be. It is intended to be a "living document" that is read and reviewed throughout its planned three-year lifetime. The previous Educational Master Plan was released in 2002 and is now being revised and reviewed as planned. The new District Educational Master Plan is intended to cover the main Antelope Valley College (AVC) campus, as well as the development of the Palmdale Center. Through the participatory governance process set up by the Strategic Planning and Budgeting Council (SPBC), the diverse views represented by the members of the Antelope Valley College community are collected, compiled, and refined by the Educational Master Plan Steering Committee.

The Educational Master Plan will serve 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 college planning activities.
3. To support accreditation reviews and demonstrate compliance with accreditation standards.
4. To inform the community of the College's present situation needs, and future plans; thereby forging a closer relationship with the community.
5. To determine the status of the College, the dynamics that may impact the College, 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 bond measure that was provided to improve College facilities.
7. To identify the limitations, strengths, and capabilities of the College and offer options for the future.
8. To stimulate continuing discussion about College programs and their effectiveness.

Recognizing the need for a renewed planning effort, the 2007 plan updates the previous plan. Using the most recent data available, this new plan takes into account any major changes to the college and community since the development of the previous plan. Changes in enrollment, the economy, finances, community needs, legislative initiatives, and technology are likely to require adjustments to the Educational 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 should be seen as a starting point rather than an ending point.

Assumptions, Challenges and Opportunities

1. The college will continue to serve a significant number of students who are economically challenged, first-generation college students, non-native English speakers, and individuals working full or part time.
2. The majority of students entering AVC will continue to require pre-collegiate academic basic skills, especially in math and English, in order to be successful in college-level and university-transferable courses.
3. AVC will be expected 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) will be used to identify needs, and the Strategic Planning and Budgeting Process will prioritize needs and facilitate their implementation.
5. Technology needs will continue to change as technology advances, and the college will provide 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, will be increasingly emphasized at the course, program and degree levels.
7. Fluctuating and uncertain funding levels will continue to necessitate fiscal restraint and require strategic planning accountability.

District Overview

History

The institution now known as Antelope Valley College was founded in 1929 as a department of Antelope Valley Joint Union High School in Lancaster. During the 1929-30 school year, the average daily attendance at the college was only 13 students.

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

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

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

Today, while some of the college land remains undeveloped, enrollment is expected to change with projected growth. In the fall of 2005, Antelope Valley College had an enrollment of 12,089 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 college District includes 40 percent of the land mass of Los Angeles County, as well as a small section in the southeastern part of Kern County. The geography is characterized by a broad flat high desert valley that merges into the San Gabriel Mountains. These mountains serve as a physical divider between the Antelope Valley and the Los Angeles Basin. Also, located between the mountains and the flat high desert valley is the California Aqueduct, one of the main sources of water for Southern California. This aqueduct runs through nearly the entire District.

In the center of the District are the two cities of Lancaster and Palmdale that account for 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 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 850 employees, the college contributes directly to the economic health of

Antelope Valley. Combined income from college employees is more than $30 million, most of which is spent locally.

AVC's student body consists of a wide range in ages, from teenagers to senior citizens, with the average age of 27 years. Women comprise the majority of the student body with 62 percent of the population. In fall 2005, 12,089 students attended AVC.

Service Area

The Antelope Valley Community College District (AVCCD) Service Area
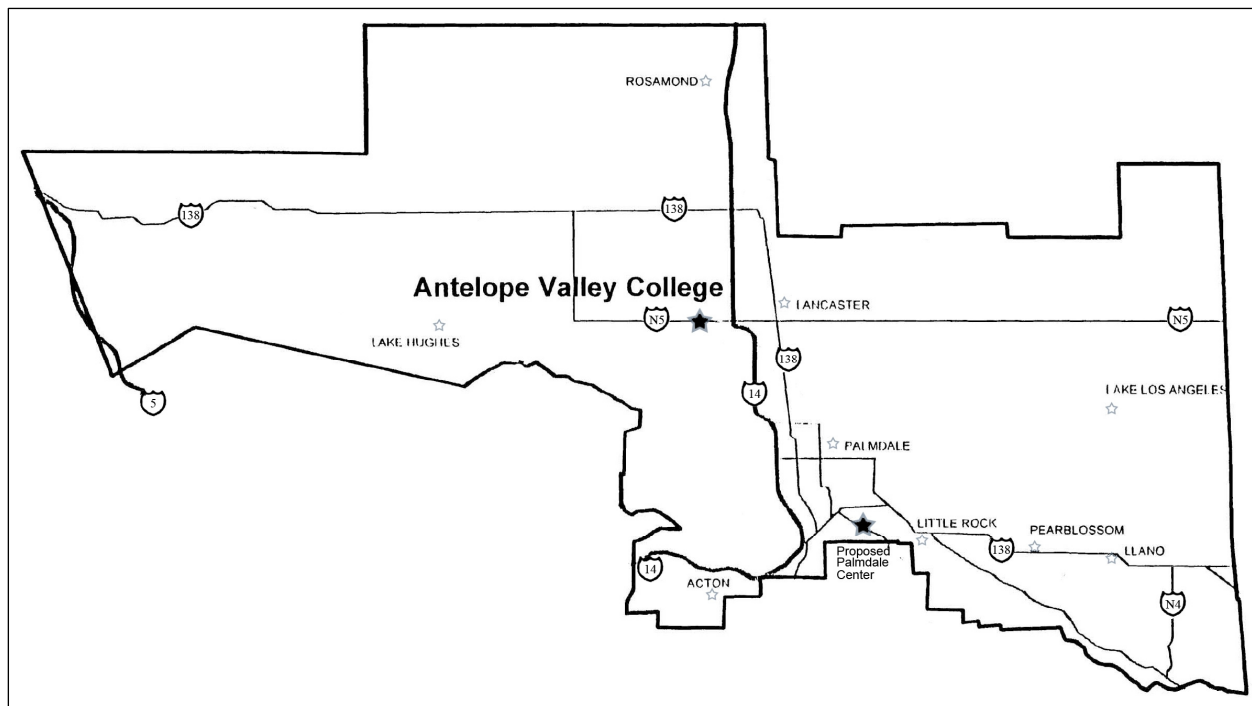
The Antelope Valley Community College District has a service area of 1,945 square miles. The State of California Master Plan for Higher Education indicates that a community college is primarily oriented to the needs of the local community--a University of California campus is considered statewide and 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 to south Antelope Valley, plans to establish a Palmdale Education Center are being developed. The planning began in 1988 as the College began looking for a second campus site in the southeast area of the District. Today the proposed location of the Palmdale Center is on a piece of property in Southeast Palmdale. This site has been offered as a donation and is to be incorporated as part of a larger 540-acre master planned community. 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. The proposed location has gone through various land studies and escrow is anticipated to close in the summer of 2007.

Although regional approval for a center has already been granted, justification for construction must still be met by demonstrating an enrollment of 500 Full-Time Equivalent Students (FTES) sustainable for a Fall semester. An interim South Valley Campus was established, and, in 2004, the interim South Valley Campus was moved to a new larger location on Palmdale Blvd., in order to expand services in the area and to help establish the 500 sustainable FTES required by the state. In 2006 the interim South Valley Campus in Palmdale generated almost 150 FTES in the Fall term.

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 will 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 proposed site of the Palmdale Center is 19 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 AVC 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 45 miles from the proposed site.

Vision and Mission of the College

Vision

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

Mission

The Mission of the Antelope Valley Community College District is to serve the community by placing student success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment.

Antelope Valley College takes pride in providing a quality, comprehensive education for a diverse community of learners. We are committed to student success, offering value and opportunity to all members of our community.

We provide:

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

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

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

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

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

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

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

Philosophy

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

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

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

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

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

Core Values

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

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

3. Innovation: We seek innovative solutions and agile responses.

4. Excellence: We are committed to the highest quality in all of our endeavors.

5. Customer Service: We treat our internal and external constituents - students, faculty, staff, administration and the community at large - the way we would want to be treated, emphasizing respect, prompt service, accountability and open communication.

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

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

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

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

10. Resource Management: We make decisions that maximize resources and demonstrate cost effectiveness.

Institutional Learning Outcomes

The Strategic Planning and Budget Committee (SPBC), the campus-wide shared governance council, at its September 14, 2005 meeting, recognized the significance and value of developing Institutional Learning Outcomes (ILOs). The 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.

Strategic Goals

The strategic goals of the Educational Master Plan focus on providing the foundation, resources, and environment to enable achievement of the Institutional Learning Outcomes.

Master Plan Strategic Goals:

1. Ensure a diverse and growing enrollment by placing students first in designing and delivering student-friendly programs and services to the entire District.

2. Strengthen external community partnerships.

3. Develop a campus culture with a sense of community and a commitment to excellence.

4. Improve the utilization of new and existing resources to support student learning outcomes by strengthening organizational effectiveness through research, planning, and the shared governance processes.

5. Increase and effectively manage grant funding and capital financing to supplement District resources.

6. Develop and maintain facilities to ensure an innovative educational environment that supports student learning outcomes.

7. Provide students and employees with access to the information technology resources necessary to sustain and enhance the learning and workplace environment.

8. Create a staffing master plan to provide appropriate staffing to account for growth in enrollment and support new and existing facilities.

9. Enhance professional development to ensure a well-trained, diverse staff to support the District's mission.

AVC Strategic Planning and Budgeting Process Chart, 2006

COMMUNITY

CAMPUS

SPBC

MISSION

VISION

VALUES

ILO's

OUTCOMES ASSESSMENT

EDUCATIONAL MASTER PLAN
INSTRUCTION, STUDENT SERVICES, OPERATIONS

RESOURCE ALLOCATION

FINANCE PLAN

FACILITIES PLAN

HUMAN RESRCES PLAN

TECHNOLOGY PLAN

ENROLLMENT MGMT

EFFECTIVENESS CRITERIA

STUDENT LEARNING OUTCOMES/ OPERATIONAL OUTCOMES

COMMUNICATION

Organization Chart, Spring 2007

Antelope Valley Community College District Board of Trustees

Superintendent/President

Information Technology Services
Director

Institutional Advancement and Foundation
Executive Director

Public and Governmental Relations
Director

Vice President Academic Affairs

- Business, Computer Studies, and Economic Development
Dean
  - Corporate and Community Education
- Health Sciences
Dean
  - Child Development Center
Director
- Instructional Resources/Extended Services
Dean
  - Library, Learning Center, IMC
- Language Arts
Dean
- Institutional Research and Planning
Director
- Math, Science and Engineering
Dean
- PE/Athletics, Athletic Director
Dean
- Social & Behavioral Sciences
Dean
  - Work Experience
- Technical Education
Dean
- Visual & Performing Arts
Dean

Vice President Business Services

- Auxiliary Services
Director
  - Bookstore
  - Food Service
- Business Services
Director
  - Budgeting & Accounting
  - Cashier's Office
  - Mail/Duplication
  - Purchasing
  - Warehouse
- Campus Security
Director
- Facilities Planning and Campus Development
Director
- Maintenance and Operations
Director
  - Custodial
  - Grounds Maintenance
  - Maintenance

Vice President Human Resources

- Human Resources
Director
- Human Resources
- Payroll
- Risk Management and Environmental Health
Director

Vice President Student Services

- Counseling & Matriculation
Dean
  - Assessment, Career/Transfer Centers
- Enrollment Services
Dean
  - Admissions & Records
- Student Development & Services
Dean
  - Early College High School/SOAR
  - Financial Aid
Director
  - Health Services
  - Job Placement
Director
  - Student Activities & Community Outreach
Director
    - Welcome Center
- Student Programs & Services
Dean
  - CalWORKs
Director
  - Disabled Student Services
Director
  - Extended Opportunity Program & Services
Director
  - G.E.D. Program
  - Student Support Services/STAR
Director

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 education center. Rosamond is the community located within Kern County. Chart 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. 141,012) and Lancaster (pop. 138,392) contain about 84 percent of the service area population.

Chart 1: Population for Cities in AVCCD (2006)

City	1/01/06 Population (estimated)
Lancaster	138,392
Palmdale	141,012
Rosamond	17,157

Source: California Department of Finance and Kern Council of Governments

According to the 2000 U.S. Census, the ethnicity of the AVCCD service area is composed mainly of Caucasians (48 percent), Hispanics (31 percent), and African-Americans (15 percent). The city of Lancaster has a racial and ethnic distribution that is predominately Caucasian at 52 percent, with its largest minority group being Hispanic at 24 percent. The city of Palmdale has a distribution that is similar: the majority group is Caucasian (41 percent), and the largest minority group is Hispanic (38 percent), although Palmdale has a more balanced distribution between Caucasian and Hispanic. Also, because this District encompasses a huge area that is occupied by unincorporated communities, a proportion of LA County's unincorporated population was included in all projections and estimates. The racial and ethnicity percentages for the unincorporated area of LA County were obtained by averaging the percentages from both Lancaster and Palmdale, and then applying that percentage to the unincorporated population.

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.

Chart 2: AVCCD Population Distribution by Race and Ethnicity, 2000

City	Population	Caucasian	Hispanic	African American	Asian/Pac Islander	American Indian	Other
Rosamond CDP	14,349	8,695	3,684	950	465	189	366
%	100%	61%	26%	7%	3%	1%	3%
Lancaster	118,718	62,256	28,644	19,009	4,801	1,213	2,795
%	100%	52%	24%	16%	4%	1%	2%
Palmdale	116,670	47,831	43,991	16,913	4,692	1,198	2,045
%	100%	41%	38%	14%	4%	1%	2%
Unincorporated LA County in AVCCD	27,965	13,144	8,669	4,195	1,119	280	558
%	100%	47%	31%	15%	4%	1%	2%
Total	277,702	131,926	84,988	41,067	11,077	2,880	5,764
%	100%	48%	31%	15%	4%	1%	2%

Source: California Department of Finance—Summary of State and County Population for 2000 Census

Chart 3: Annual Population Growth

	Lancaster		Palmdale		LA County		Rosamond	
Year	Count	Annual % Change	Count	Annual % Change	Count	Annual % Change	Count	Annual % Change
2000	118,718	-	116,670	-	9,519,330	-	14,349	-
2001	120,825	1.77%	119,896	2.77%	9,663,243	1.51%	15,763	9.85%
2002	123,202	1.97%	123,775	3.24%	9,829,115	1.72%	16,001	1.51%
2003	126,063	2.32%	127,236	2.80%	9,979,472	1.53%	16,238	1.48%
2004	129,011	2.34%	131,102	3.04%	10,088,934	1.10%	16,572	2.06%
2005	132,951	3.05%	135,834	3.61%	10,166,417	0.77%	16,845	1.64%
2006	138,392	4.09%	141,012	3.81%	10,245,572	0.78%	17,157	1.85%

Source: California Department of Finance

The local populations increased between the years of 2000 to 2006. During this time period, Lancaster's yearly growth averaged 2.59 percent. Palmdale experienced a higher growth rate during the same period, with its average yearly growth rate at 3.21 percent. LA County however, only experienced moderate growth, with an average yearly growth rate of 1.23 percent. Over the seven years displayed in Chart 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 2000, 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. Chart 4 shows the total number of persons in the service area of the District for each community and the number of persons in the 18 to 64 age group for each community. This data shows that, in 2000, there were over 162,000 persons in the AVCCD service area within the age group that participates most heavily in community college programs.

Chart 4: Population of the 18-64 Age Group in AVCCD, 2000
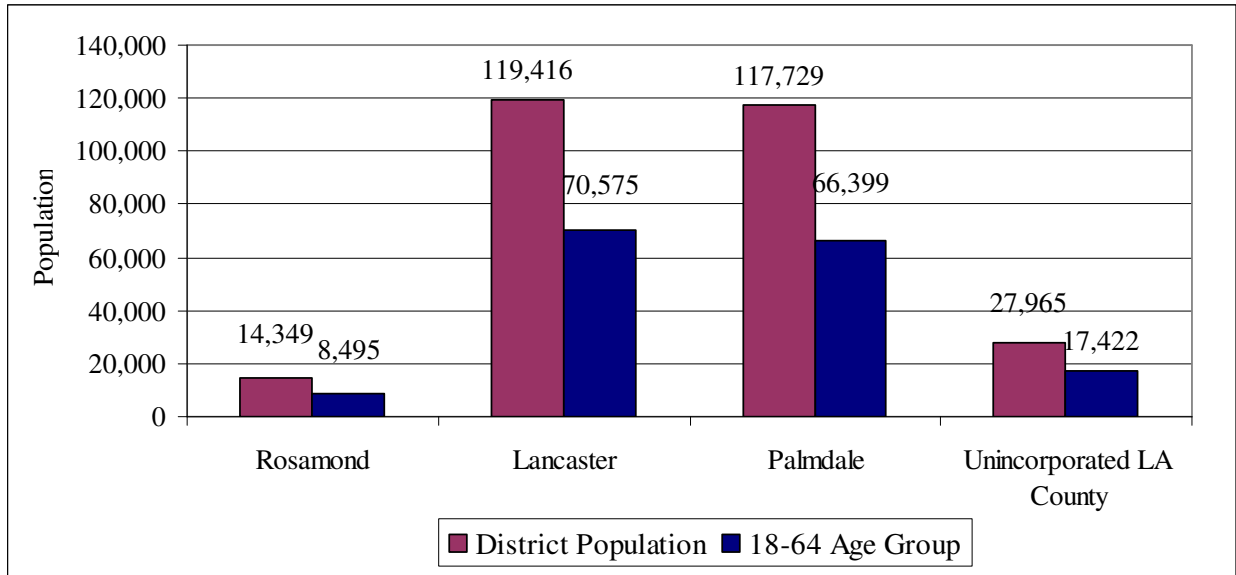
Source: Based on data from the 2000 U.S. Census

Population of Proposed Palmdale Center Service Area

The same method that was used to identify the population of the entire AVCCD service area was applied to the proposed Palmdale Center service area. It was more difficult to match the U.S. Census area boundaries to the proposed Palmdale Center service area boundaries since the proposed service area boundaries did not always follow clear physical features or political designations. Because it was more important to determine the population with accuracy, the census boundaries that best fit the proposed service area were used to refine and establish the final service area boundary. Chart 5 shows the population in the proposed Palmdale Center service area and the number of persons 18 to 64 years old.

Chart 5: Population of the 18-64 Age Group in Palmdale Center Service Area
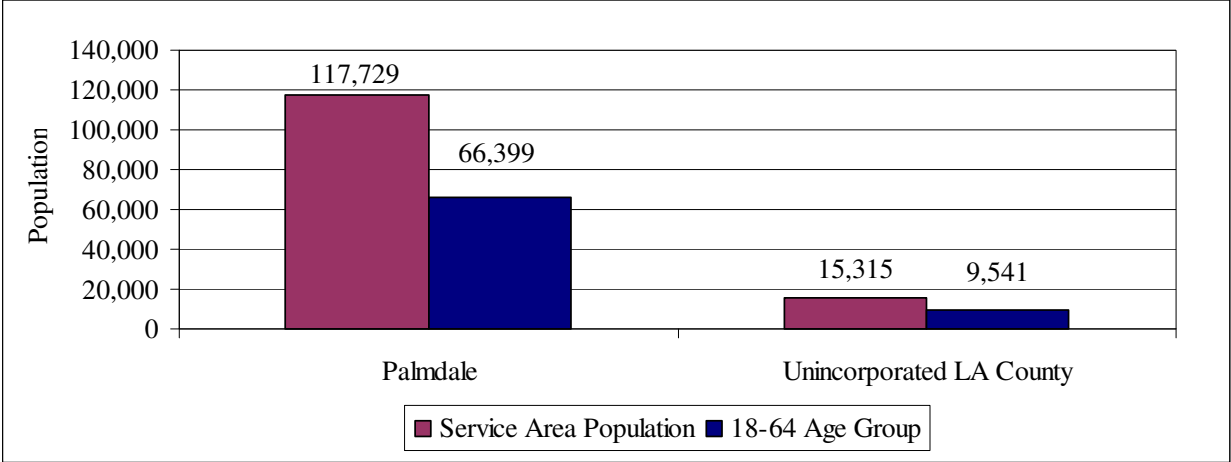
Source: Based on data from the April 2000 U.S. Census

This information shows that there were over 75,000 persons in the Palmdale Center service area in the age group most likely to participate in community college programs. With little distance between Lancaster and Palmdale and a good highway connecting the two cities, a reasonable estimate would suggest that a portion of the Palmdale Center population could overlap with the existing service area of Lancaster and the existing Antelope Valley College.

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. Chart 6 shows that both Lancaster and Palmdale are each projected to surpass the 200,000 population mark by the year 2020. Palmdale, the location of the proposed Education Center, is projected to grow at a more rapid rate than Lancaster. The entire district, which had a population in the year 2000 of 277,702, is projected to grow to 559,519 by the year 2020. However, newly revised yearly population estimates from the California Department of Finance suggest a slower growth rate that should be considered when planning for the future. The added line shows that current, actual growth in the area appears to lag behind original projections.

Chart 6: Population Projections for Communities in AVCCD
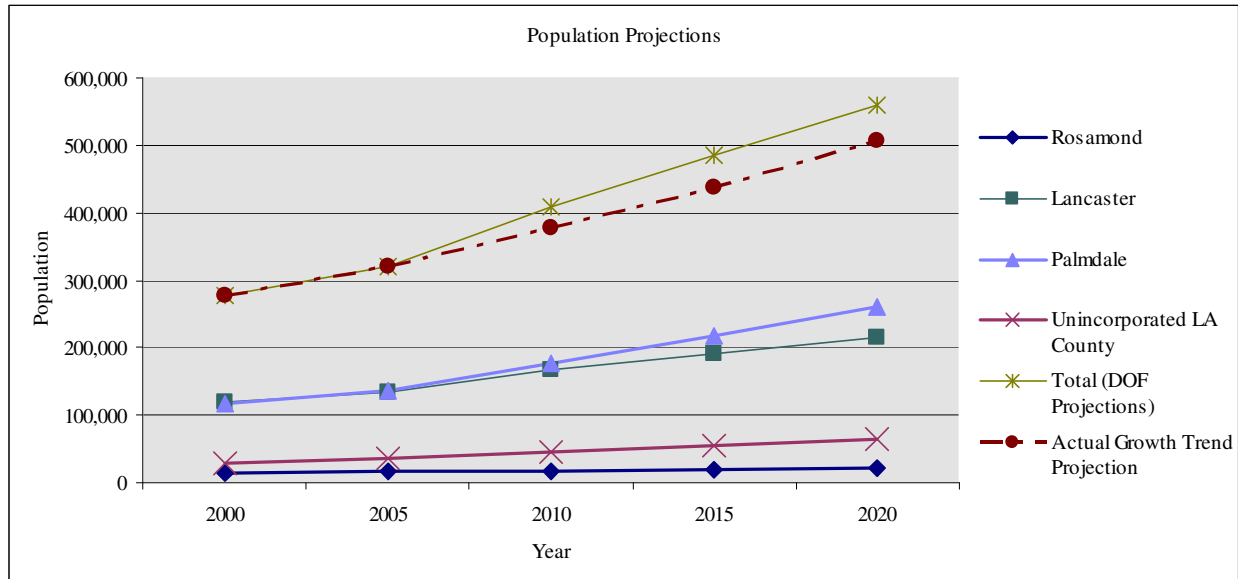
Source: Southern California Association of Governments and Kern Council of Governments. Estimated 2000 & 2005; Projected 2010-2020

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 Chart 7 that projects population for the period July 2000 through July 2020 using five-year increments.

Chart 7: Population Projections for Communities in AVCCD

Populated Area	July 2000*	July 2005*	July 2010	July 2015	July 2020
Rosamond	14,349	16,436	17,537	19,005	20,595
Lancaster	118,718	132,951	168,032	191,912	215,468
Palmdale	116,670	135,834	176,506	218,387	259,712
Unincorporated LA County	27,965	35,561	46,060	55,055	63,744
Total	277,702	320,781	408,135	484,359	559,519

Source: Southern California Association of Governments; Kern Council of Governments
*Population estimates

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. Chart 8 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. Certain diverse populations have historically attended higher education at lower participation rates than their counterparts.

Chart 8: Population Projections of the 18-64 Age Group in AVCCD

	2000	2005	2010	2015	2020
Rosamond CDP	8,495	9,730	10,382	11,251	12,192
Lancaster	70,162	78,574	99,307	113,420	127,342
Palmdale	65,802	76,610	99,549	123,170	146,478
Unincorporated LA County	17,422	22,154	28,695	34,300	39,712
Total	161,881	187,069	237,934	282,141	325,724

Source: Department of Finance (DOF), 2000 U.S. Census, 2005 U.S. Census update

Enrollment Projections

One method used by the California Post Secondary Commission to project enrollment identifies participation rates of adults per 1,000 in the population (18 to 64 age group). The enrollment is divided by the population and multiplied by 1,000 to obtain the rate. Using the year 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. Chart 9 includes the new enrollment projections in five year increments providing two sets of population projections using a 65.5 participation rate. The first is from the DOF, which is a little high but could be attainable with the opening of an educational center. The second is based on actual growth trends and this set is more realistic if the status quo continues. Following the table is a chart that visually represents the difference between the sets.

Chart 9: Enrollment Projections for AVCCD

	July 2000*	July 2005*	July 2010	July 2015	July 2020
Enrollment Using DOF Projections	10,728	12,089	15,585	18,480	21,335
Enrollment Using Actual Growth Trend	10,728	12,089	14,461	16,761	19,349

Source: Southern California Association of Governments; Kern Council of Governments; California Community College Research and Planning Unit, *Represents Actual

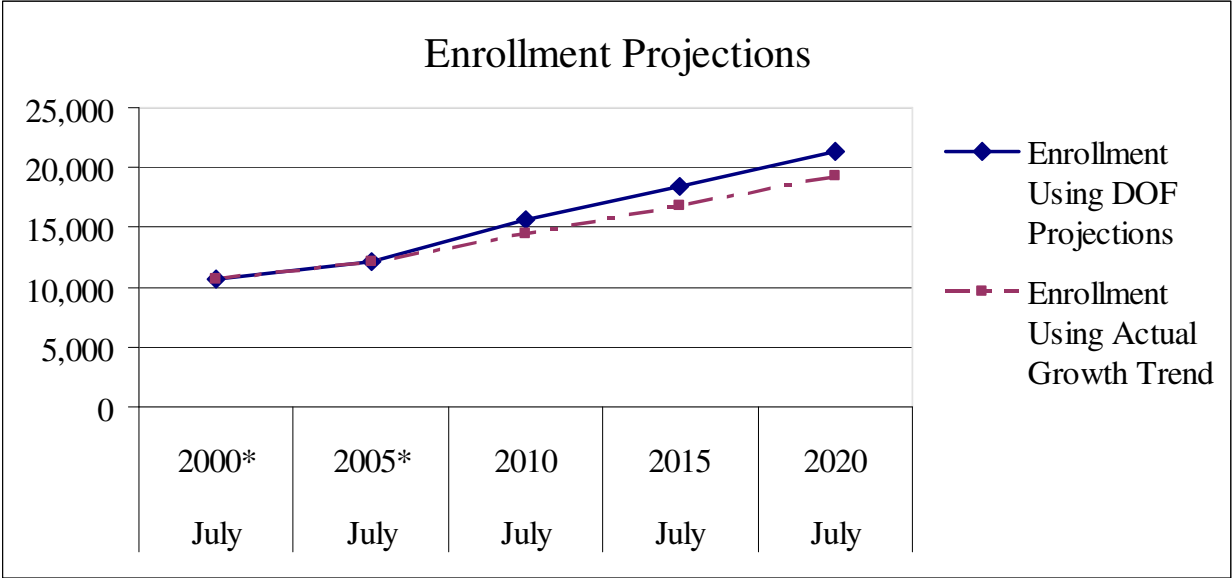**Chart 10: Enrollment Projections for AVCCD**

Enrollment Projections

Legend:
- Enrollment Using DOF Projections
- Enrollment Using Actual Growth Trend

	2000*	2005*	2010	2015	2020
	July	July	July	July	July

Chart 11: AVCCD Long Range Enrollment and WSCH Forecast, 2006

| | Enrollment | WSCH | | WSCH/Enrollment | | Enrollment | WSCH | |
	Actual	Actual	% Chg.	Actual	Forecast	Forecast	Forecast	% Chg.
1970								
1971								
1972								
1973	4575							
1974	4891	54570		11.16				
1975	6448	66828	22.5%	10.36				
1976	6194	63319	-5.3%	10.22				
1977	6603	60794	-4.0%	9.21				
1978	5654	52787	-13.2%	9.34				
1979	6405	55918	5.9%	8.73				
1980	7424	60332	7.9%	8.13				
1981	7732	61746	2.3%	7.99				
1982	7290	61348	-0.6%	8.42				
1983	6888	60795	-0.9%	8.83				
1984	6834	57688	-5.1%	8.44				
1985	6927	56693	-1.7%	8.18				
1986	7730	62216	9.7%	8.05				
1987	7724	64602	3.8%	8.36				
1988	8557	68226	5.6%	7.97				
1989	8637	72001	5.5%	8.34				
1990	10084	84118	16.8%	8.34				
1991	10229	93276	10.9%	9.12				
1992	10845	94212	1.0%	8.69				
1993	9730	91640	-2.7%	9.42				
1994	9602	85593	-6.6%	8.91				
1995	9367	85942	0.4%	9.17				
1996	9302	88685	3.2%	9.53				
1997	9866	92191	4.0%	9.34				
1998	10670	98324	6.7%	9.21				
1999	10328	102520	4.3%	9.93				
2000	10728	106586	4.0%	9.94				
2001	10938	115204	8.1%	10.53				
2002	12668	129742	12.6%	10.24				
2003	12072	133593	3.0%	11.07				
2004	12044	140899	5.5%	11.70				
2005	12089	132783	-5.8%	10.98				
2006					10.98	12186	133848	0.8%
2007					10.98	12689	139379	4.1%
2008					10.98	13009	142887	2.5%
2009					10.98	13329	146403	2.5%
2010					10.98	13648	149906	2.4%
2011					10.98	13909	152774	1.9%
2012					10.98	14149	155406	1.7%
2013					10.98	14349	157609	1.4%
2014					10.98	14531	159606	1.3%
2015					10.98	14690	161356	1.1%

Source: California Community Colleges Research and Planning Unit

The above chart is a copy of the official 2006 Long Range Enrollment and WSCH Forecast from the California Community College System Office - Office Research and Planning Unit. It should be noted that this projection does not take into account the impact of creating a new educational center within the Antelope Valley Community College District, but is based upon a

continuation of existing conditions as modified by demographics, population, economics, and other factors.

By viewing Chart 11, it can be seen that AVCCD has grown steadily since 1973; its average growth rate over the 30-year time period is 3.5 percent a year. In 1973, enrollment for the campus was 4,575 students and this grew to over 12,000 in 2004; an increase of over 7,400 students. The enrollment projections do not exceed 2.2 percent, which is 1.3 percent lower than the District's average growth rate. This lower growth rate leads to a 2015 enrollment projection of 13,969 students according to the California Community College System Office. The actual growth rates suggest the projections may be conservative.

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 educational 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.

As the college transitions from the current temporary site to a permanent Palmdale campus, the initial core curriculum will expand for the major divisions. The Business and Computer division's course offerings will expand beyond the basic non-lab offerings necessitated by current space limitations. Currently, the division is only offering a very limited number of core classes that tend to have the highest demand and which do not require large computer labs. As enrollment continues to expand at the Palmdale campus, so will the number and variety of classes offered by the Business division. The math and science course offerings will be expanded, making it possible for Palmdale students to complete their degrees or transfer requirements without having to attend the Lancaster campus. With continued enrollment pressure and projected student population growth, plus the loss of instructional space associated with new construction, it is anticipated that a significant number of sections of mathematics currently taught on the Lancaster campus will have to be moved to the Palmdale site. Twenty-eight classes in the social science curriculum are now offered at the Palmdale site. More classes will be added as enrollment increases. Because this division's classes are an integral part of general education requirements, it is seen as a natural extension of the mission of the College to provide these classes for the Palmdale campus. The 3-5 year development of the Social Sciences

Division at the Palmdale campus is anticipating more course offerings in all Social Science disciplines both in the daytime, evenings and Saturdays

As the Palmdale site develops from a center to a self-sufficient campus, career, technical, and vocational programs need to be added into the course offerings to assure that the comprehensive nature of a community college is maintained. Dedicated laboratories will need to be developed, but these are relatively expensive and are usually only considered in Phase II or Phase III of new campus development. However, there are aspects of career and technical education that can be offered in a lecture-only format or in a multi-disciplinary laboratory environment. Additionally, some programs may choose to offer lecture sections at the Palmdale site with laboratory experiences offered on Saturdays at the Lancaster campus. Synchronous distance education may also be effective if accompanied by some form of supervised laboratory or work experience.

Career cluster or magnet programs typically are used to establish a career and technical presence at a new campus. For instance, the new campus offers the opportunity to unify Administration of Justice, Fire Technology, and Emergency Medical Technology into a comprehensive Public Service department. If the campus is located in a relatively new housing development, the needs of the construction industry might be a logical approach. This cluster could include Construction Management, Electrical Technology, and Interior Design in some type of multi-use environment. Physical Education classes could be clustered in areas related to the outdoor lifestyle reflected in the community such as Recreation and Leisure classes. Meeting the needs of the Palmdale community for physical fitness and recreation and leisure classes will provide significant opportunity for growth of the PE division at the new campus. As demand for EMT is high on the Lancaster campus, the courses offered at Palmdale may be offered in addition to the courses at Lancaster. Cost for establishing a new EMT or Paramedic lab in Palmdale may approach $25,000 for equipment and supplies. The community has asked for a full-service campus that includes an RN program. However, to duplicate the equipment, faculty and supplies of the RN program at Palmdale, the District would have an initial investment of $200,000, not including the cost of the facility (nursing skills lab). Nurse Aide and Lens fall into the same category as RNs—high cost programs that should not be offered in Palmdale.

Employment and Economy

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

Employment

A majority of the working population in Antelope Valley resides in Lancaster and Palmdale, which are the two largest incorporated cities within the Antelope Valley Community College District (AVCCD). In 2005, both cities made up approximately 83 percent of the entire labor force in the valley as shown in Chart 12. These two cities also represent 84 percent of the district population. Palmdale experienced an unemployment rate of 6.3 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 7.2 percent. The California unemployment rate was 5.2 percent in 2005 and 4.9 percent in 2006.

Chart 12: Annual Average Employment of Incorporated Cities in Antelope Valley

City	2005 Labor Force	2005 Employed	2005 Unemployed	2005 Unemployment Rate	2003 Unemployment Rate
California City	4,500	4,200	300	6.7%	8.0%
Lancaster	53,800	49,900	3,900	7.2%	9.5%
Palmdale	53,600	50,200	3,400	6.3%	8.3%
Ridgecrest	14,400	13,700	700	4.9%	5.8%
Tehachapi	3,100	2,900	200	6.5%	6.9%
Total	**129,400**	**120,900**	**8,500**	**6.6%**	**8.5%**

Source: Labor Market Information, California Employment Development Division, Data not available for Rosamond

In terms of employment levels, Lancaster and Palmdale share similar employment trends. Chart 13 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.

Chart 13: Employment Level in Antelope Valley (2005)

Industry	Palmdale		Lancaster	
	# 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 Chart 14, 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.

Chart 14: 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 (GAVEA), the major economic contributors in Antelope Valley are aerospace, agriculture, corrections, mining, manufacturing, and warehousing and distribution. Chart 15 shows the top 25 largest employers throughout the valley. Approximately 20 of these largest employers are located in Palmdale and Lancaster.

Chart 15: Top 25 Largest Employers in Antelope Valley

Company	Type of Business	Location	# of Employees
Edwards Air Force Base	Military, Aircraft, Aerospace	Rosamond	11,285
China Lake Naval Weapons Center	Military, Aircraft, Aerospace	Ridgecrest	6,838
Lockheed Martin Aeronautics Company	Military, Aircraft, Aerospace	Palmdale	3,900
County of Los Angeles	Public Safety Services	Palmdale	3,604
Northrop Grumman Corporation B-2 Division	Military, Aircraft, Aerospace	Palmdale	2,294
Antelope Valley Hospital	Health Services	Lancaster	2,280
Antelope Valley Union High School	Secondary Education	Various Locations	2,100
Wal-Mart (5 stores)	Retail	Various Locations	1,957
Palmdale School District	Elementary Education	Palmdale	1,800
Antelope Valley Mall	Retail	Palmdale	1,800
Tehachapi State Prison	Corrections	Tehachapi	1,750
Lancaster School District	Elementary Education	Lancaster	1,500
Mira Loma - CA State Prison	Corrections	Lancaster	1,376
Antelope Valley College	Higher Education	Lancaster	1,303
Westside School District	Elementary Education	Various Locations	1,121
Countrywide Home Loans	Home Loans	Various Locations	1,050
Rio Tinto Minerals	Mining, Chemical	Boron	761
Boeing (2 Divisions)	Military Air and Space Craft	Palmdale	750
Rite Aid Distribution Center	Distribution	Lancaster	700
Kaiser-Permanente Medical Clinic	Health Services	Lancaster	650
Albertson's Food and Drug (5 Stores)	Retail	Various Locations	596
Lancaster Community Hospital	Health Services	Lancaster	580
Federal Aviation Administration	Government	Palmdale	505
High Desert Health System	Health Services	Lancaster	500
Tehachapi Unified School District	Elementary Education	Tehachapi	500

Source: Greater Antelope Valley Economic Alliance Roundtable Report 2007

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.

The aerospace industry constituted approximately 22 percent of the Valley's workforce in 1990. Due to economic downturns, the aerospace industry experienced a loss of many aerospace related jobs, totaling only seven percent of the workforce in 2003 (Greater Antelope Valley Economic Alliance Industrial Base, Vacancy, & Market Report, 2004). However, the aerospace industry currently remains the leading employer in the Valley, with over 20,000 of its residents working locally in the industry (Edwards Community Alliance Team Aerospace Valley Regional Economic Information, 2001). An emerging diverse and skilled workforce has replaced the loss of aerospace related jobs over the years, thus reducing the Valley's dependency on the aerospace and defense field as a source of employment (Greater Antelope Valley Economic Alliance Industrial Base, Vacancy, & Market Report, 2004). The emergence of a diverse and skilled workforce is due to the growing expansion of business industries and the industrial park developments in the Valley.

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.

Most of the recent industrial, commercial, and retail development has been occurring in Lancaster and Palmdale, as both cities comprise the majority of the working population in the Valley. The cities include a total of 13 of the 20 existing business and industrial parks in the Valley. There are currently five business and industrial parks in Lancaster, which utilize approximately 5,638 acres of industrial space. Palmdale operates eight business and industrial parks, which utilize a total of 1,277 acres of industrial space (Antelope Valley Board of Trade Demographic Study, 2005).

Antelope Valley offers business growth opportunities through tax incentive programs, such as the Enterprise Zone and the Foreign Trade Zone (FTZ). 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 FTZ in Palmdale is located 60 miles from Los Angeles. The FTZ encourages global commerce by offering benefits to businesses within the zone, such as affordable land and building costs, close proximity to the ports of Los Angeles and Long Beach, and transportation facilities.

Chart 16: Industrial Land Price Comparisons in Southern California

City	Price
San Fernando	$20-25 per square feet
Valencia	$15 per square feet
Antelope Valley	$3 per square feet

Source: Antelope Valley Enterprise Zone

The cost of land to establish business opportunities in Antelope Valley is competitively low. The cost of commercial and industrial land within the AVEZ is approximately half of what is demanded in other parts of Southern California. Chart 16 shows a comparison of industrial land prices in Southern California.

According to a 2006 survey conducted by the Kosmont-Rose Institute, the cost of conducting business in Antelope Valley is moderately low compared to other cities. Lancaster and Palmdale charge a moderate cost in fees and expenses to businesses within the Valley, whereas other areas in Southern California experience a higher cost as shown in the chart below.

Chart 17: Cost of Doing Business

City	2005	2006
Lancaster	Moderate Cost	Moderate Cost
Palmdale	Moderate Cost	Moderate Cost
Victorville	Moderate Cost	Moderate Cost
Tulare	High Cost	High Cost
Riverside	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	High Cost

Source: Kosmont-Rose Institute Cost of Doing Business Survey 2006, Greater Antelope Valley Economic Alliance Roundtable Report 2007

The median household income level of all of the incorporated cities in Antelope Valley combined was at an average of $41,596 in 2000. As shown in Chart 18, Palmdale generated the highest median household income in 2000 with $46,941 and grew approximately 10.49 percent by 2006, whereas the median household income in Lancaster in 2000 was $41,127 and grew approximately 8.65 percent by 2005.

Chart 18: Median Household Income in Antelope Valley (2000-2005)

City	2000	2006	% Change
Palmdale	$46,941	$51,867	10.49%
California City	$45,735	$51,894	13.47%
Ridgecrest	$44,971	$50,845	13.06%
Lancaster	$41,127	$44,686	8.65%
Tehachapi	$29,208	$33,312	14.05%
Total Average	**$41,596**	**$46,521**	**11.84%**
California Average	**$47,493**	**N/A**	**N/A**

Source: US Census, Greater Antelope Valley Economic Alliance Roundtable Report 2006*

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 2005. Nonetheless, Lancaster matches close to the statewide rate in homeownership, with 59 percent.

Chart 19: Homeownership Rate 2005

City/State	Occupied Housing Units	Owner Occupied	%	Renter Occupied	%
Lancaster	42,245	24,872	59%	17,373	41%
Palmdale	38,520	27,301	71%	11,219	29%
California	12,097,894	7,070,138	58%	5,027,756	42%

Source: U.S. Census Bureau

The housing market in Antelope Valley has been experiencing an increase in home sales as well as prices over the past few years. 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 Chart 20 shows that the recent average sale prices of homes in Lancaster and Palmdale are almost half the price of homes located outside Antelope Valley but still in the region. The average price of a home in Lancaster is $289,287; whereas homes in Palmdale are priced higher, at an average of $338,161. Nonetheless, housing in the Valley remains affordable when compared to other areas in Southern California.

Chart 20: Average Home Sale Prices
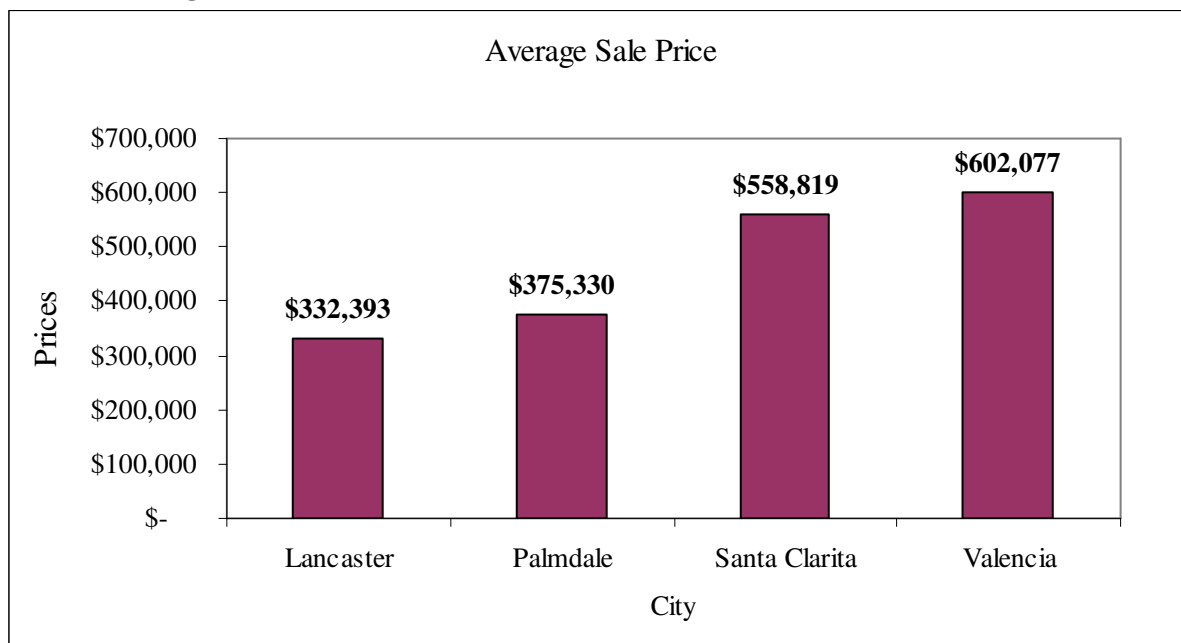
Source: First American Real Estate Solution, Greater Antelope Valley Economic Alliance Roundtable Report 2006

During the summer of 2006, Lancaster and Palmdale experienced a slight increase in home median prices. Chart 21 shows that home prices in Palmdale have increased by 2.7 percent between June and August; whereas home prices statewide, including Lancaster and other cities in LA County, have increased by less than 1 percent.

Chart 21: Home Median Prices in Summer 2006

City/State	June	August	% Change
Palmdale	$365,000	$375,000	2.7%
Lancaster	$335,000	$338,000	0.9%
Los Angeles County	$520,000	$522,000	0.4%
California	$575,800	$576,360	0.1%

Source: www.dailynews.com

Chart 22 shows home sales in Antelope Valley decreased by 46 percent in 2006. Approximately 2,697 homes were sold in 2005 between January and July; whereas 1,447 were sold in 2006 within the same time period. This could suggest that the influx of population into Antelope Valley is beginning to decline.

Chart 22: Home Sales in Antelope Valley between January and February

2005	2006	% Change
2,687	1,447	46%

Source: www.dailynews.com

Chart 23: Single family Housing Building Permits
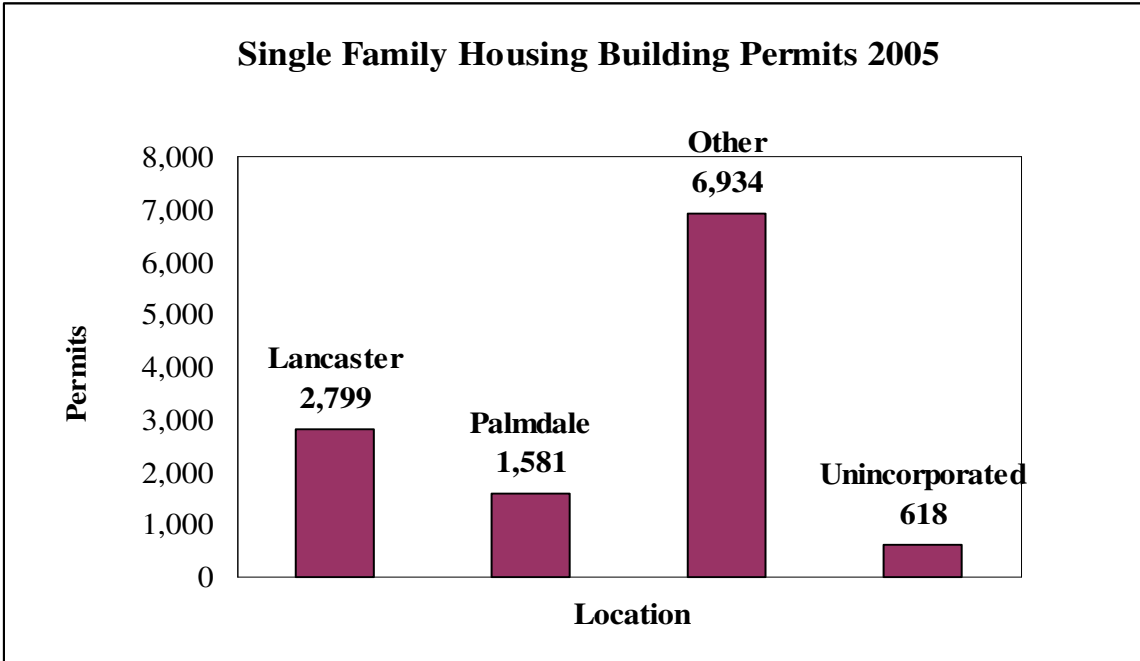
Source: Construction Industry Research Board, Greater Antelope Valley Economic Alliance Roundtable Report 2006

According to the Construction Industry Research Board and as shown in Chart 23, among the 11,932 building permits issued for single family housing in LA County in 2005, 41.89 percent of the permits were issued in Antelope Valley. A large portion of the permits issued in Antelope Valley were located in Lancaster and Palmdale. Approximately 2,799 permits were issued in Lancaster; whereas 1,581 were issued in Palmdale (Greater Antelope Valley Economic Alliance Roundtable Report, 2006).

Currently Lancaster and Palmdale are issuing home building permits at a slower rate. Chart 24 shows that Lancaster experienced the highest drop in the number of building permits issued for single-family and multifamily housing by 20.6 percent in 2006; whereas Palmdale experienced a drop by 15.7 percent and 18.2 percent in the Los Angeles County portion of Antelope Valley.

Chart 24: Number of Building Permits Issued for Single-Family and Multi-family Housing

City/State	2005	2006	% Change
Palmdale	1,264	1,065	15.7%
Lancaster	1,760	1,397	20.6%
Antelope Valley*	3,450	2,821	18.2%

Source: www.dailynews.com, *Los Angeles County portion of Antelope Valley

This data suggests that the increasing population may be shifting to areas outside of Palmdale and Lancaster, the traditional centers within the Valley.

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 2003, close to half the working population in the valley commuted long distances to work. Chart 25 shows the number of residents commuting to various locations for employment outside of the valley. In 2003 the total number of employed residents was 116,700 residents.

Chart 25: Antelope Valley Commuters (2003)

City	Commuters
Santa Clarita	19,700
East San Fernando Valley	6,600
West San Fernando Valley	7,500
San Gabriel Valley	1,500
Downtown Los Angeles	7,500
South Bay	1,500
No fixed area	6,400
Other locations	6,200
Total	**56,900**

Source: Antelope Valley Board of Trade 2004 Economic Report

Chart 26 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.

Chart 26: 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 2005 Economic Report

Chart 27: 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 Chart 27. Commuters from Palmdale experience a longer commute, with an average of 40.3 minutes compared to the average 32.7 minutes from Lancaster.

According to a labor analysis done for the Greater Antelope Valley Economic Alliance (GAVEA), the average household income of employed workers in Antelope Valley was approximately $70,608 per year in 2004. In terms of the income of residents traveling outside the Valley for employment, these residents reported a higher average household income ($76,294 per year) compared to households with no workers commuting outside the Valley ($66,375 per year) in 2004. In Chart 28, the differential in household income between commuters and non-commuters is approximately $10,000.

Chart 28: Comparison of Household Income, Antelope Valley (2004)

Total Average Household Income in Antelope Valley	$70,608
Workers in household traveling outside of Antelope Valley for work	$76,294
Workers in household not commuting outside of Antelope Valley for work	$66,375

Source: Greater Antelope Valley Economic Alliance Industrial Base, Vacancy, & Market Report, 2004

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 12,000 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 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.

In Lancaster and Palmdale school enrollments have increased during the past five years from 71,271 to 81,203. While population growth is expected to continue through 2020, public school enrollments are projected to increase as well. Antelope Valley College is now experiencing growth in its young student population, resulting from the influx of family populations into the service area, although a recent decline in housing starts indicates that the trend may be slowing. Currently, approximately 50 percent of the student body at AVC is under 25. The trend toward a majority of young students is likely to continue as long as housing remains affordable compared to housing prices in the Los Angeles Basin, and as young families continue to move to the region.

Historically, educational attainment of Antelope Valley residents has lagged below the state average at the college degree level. However, at the high school level, the rate of graduation in both Palmdale and Lancaster has exceeded the state average over the past 25 years. Chart 29 below shows Lancaster with a graduation rate of 29 percent and Palmdale at 30 percent, while the state average was 22 percent. But, at the associate, bachelor and graduate degree levels, Palmdale and Lancaster trail the state averages.

Chart 29: Education Attainment in Antelope Valley Population 25 years and over (2005)

	Palmdale	**%**	**Lancaster**	**%**	**California**	**%**
Population 25 years and over	77,992	-	74,707	-	22,299,041	-
Less than 9th grade	10,388	13%	5,975	8%	2,337,733	10%
9th to 12th grade, no diploma	12,149	16%	8,129	11%	2,104,465	9%
High school graduate (includes equivalency)	23,475	30%	21,945	29%	4,868,430	22%
Some college, no degree	16,976	22%	21,186	28%	4,692,874	21%
Associate's degree	5,112	7%	7,020	9%	1,709,579	8%
Bachelor's degree	6,289	8%	7,693	10%	4,215,208	19%
Graduate or professional degree	3,603	5%	2,759	4%	2,370,752	11%

Source: U.S. Census Bureau

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 but did not complete 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. Chart 30 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. A person with a Bachelor's degree is likely to generate $937 in median weekly earnings with an unemployment rate of 2.6 percent; whereas a person with no high school diploma is projected to generate $409 in median weekly earnings with an unemployment rate of 7.6 percent. 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.

Chart 30: Salary and Unemployment Rate Based on Educational Attainment in the U.S. (2005)

Unemployment rate in 2005 (Percent)	Education attained	Median weekly earnings in 2005 (Dollars)
1.6	Doctoral degree	$1,421
1.1	Professional degree	$1,370
2.1	Master's degree	$1,129
2.6	Bachelor's degree	$937
3.3	Associate degree	$699
4.2	Some college, no degree	$653
4.7	High-school graduate	$583
7.6	Some high-school, no diploma	$409

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

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 Unified 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 Chart 31 shows the share of high school students from local schools that enroll at AVC following graduation (yield).

Chart 31: High School Yield
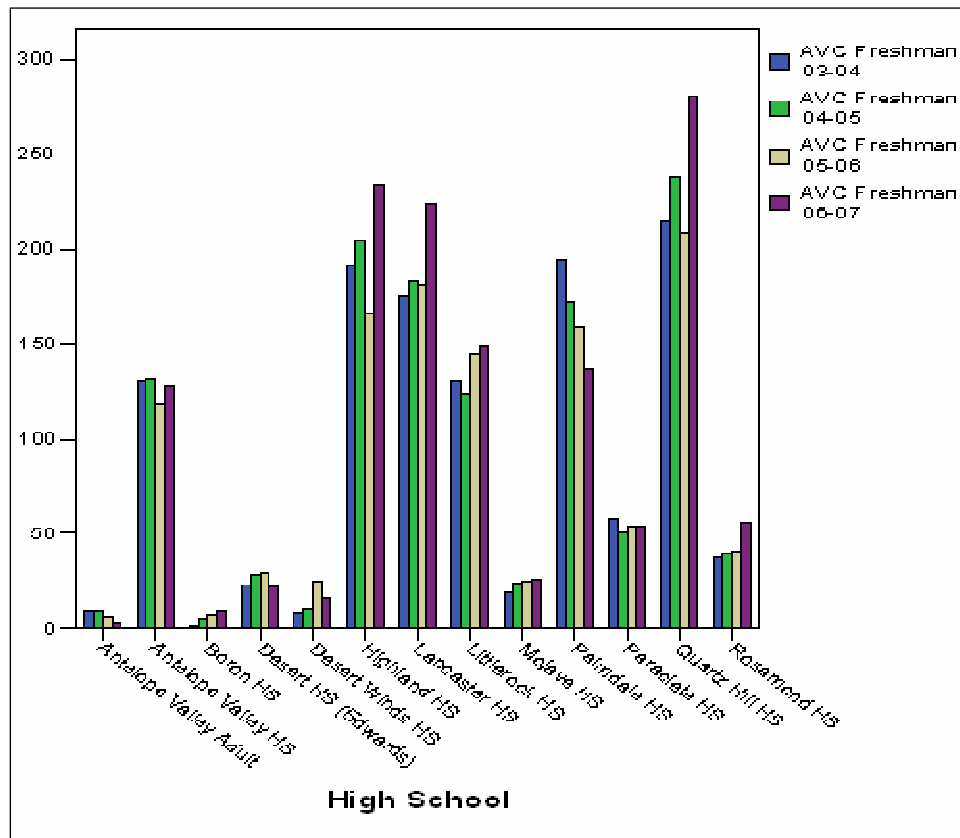
Source: Antelope Valley College

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 (2003-04 through 2006-07). The numbers of high school graduates attending AVC has increased proportionate to the growth in public school populations during this period.

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.

Chart 32: High School Graduation Projections
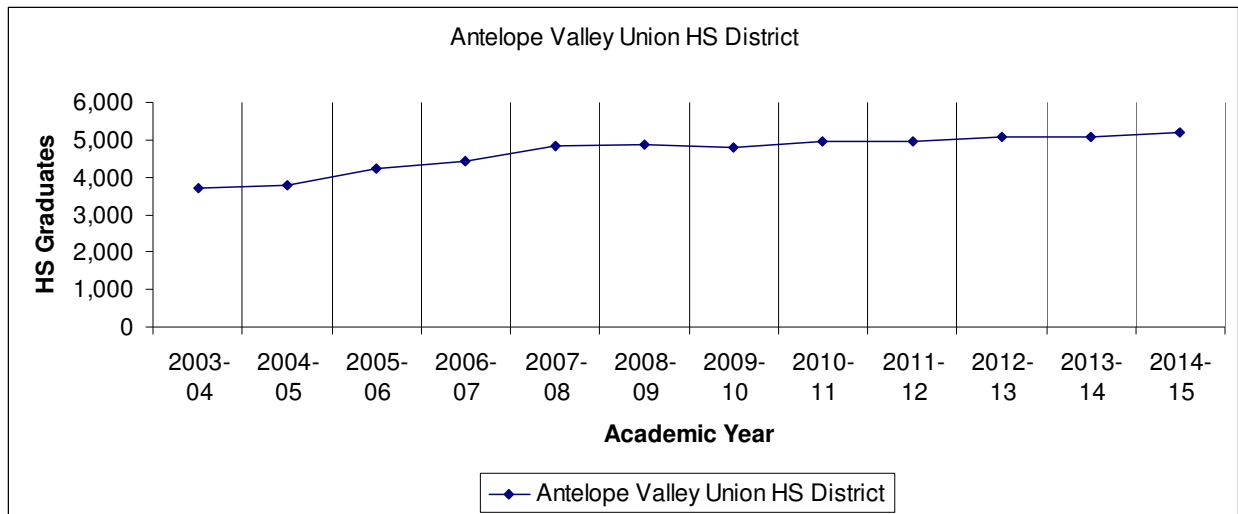
Source: California Department of Education, DOF

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. Locally, the 2004-05 graduates of the four largest feeder high schools had the following percentage of UC and CSU required courses: Highland – 64.6 percent, Lancaster – 64.4 percent, Palmdale – 82.5 percent, and Quartz Hill – 73.2 percent. As Chart 33 indicates, this lack of preparation suggests that most high school graduates within the District's service area who want to go to college are eligible only for community college.

Chart 33: High School Graduates Prepared for UC/CSU in Palmdale Center Service Area, 2004-2005
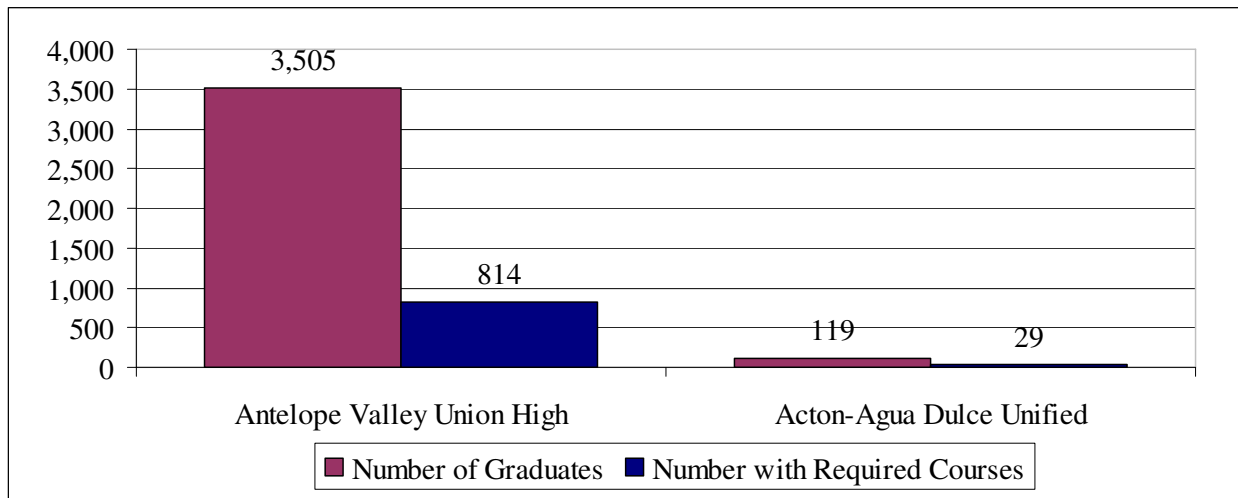
Source: California Department of Education

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 will be important for the development of expanding career options as the economy of the region expands, as discussed in the Employment and Economy section of this chapter.

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 will continue to be important throughout the planning period. Additionally, students who drop out of high school, sometimes referred to as a "hidden Tidal Wave" are not accounted for in reports of high school graduates. Nonetheless, they are a population in need of educational services if they are to achieve economic success.

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 between the two segments. Although the problem of student preparation for college is important to all of higher education, it is vital to community colleges because two thirds of all students entering college in the state will attend community colleges first. 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 and California State University, Northridge. Bakersfield is a 94 mile drive (approximately 2 hours driving time) from AVC and the drive to Northridge is 54 miles (approximately one hour). The closest campus of the University of California is UCLA which is 65 miles from AVC, an approximate 67 minute drive.

AVC transfers the largest share of its university-bound students to CSU, Bakersfield. CSU enrolled 552 Antelope Valley College transfer students during the 2004-05 academic year; 214 of those enrolled at CSU, Bakersfield and 168 at CSU, Northridge. During the same period, UC campuses received 64 AVC transfers. It is noteworthy that the college exceeded its goal of 408 transfers to CSU in 2005-06. In 2000-01, 430 transfer students from AVC matriculated at CSU. By 2004-05, that number reached 552, continuing a strong pattern of growth.

The presence of a CSU 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 CSU while living at home is also a major cost benefit to area residents. Estimated per year costs of attending a public college or university away from home in California are as follows: for community colleges - $7,990 to $12,908; for CSU - $14,799 to $21,067; and for UC - $36,226 to $48,739. Room and board costs are estimated to range from $3,300 for community college students to $12,554 for UC campus residency (2006-2007 Per Year Estimated College Costs, adopted from Student Outreach Services San Francisco State University, revised 9/06/06). For low income students, being able to live at home while pursuing higher education may make the difference in whether higher education is even an option.

The result of this productive partnership between the CSU center and AVC can be seen in an increase in numbers of students transferring to CSU, Bakersfield over time. Between 1995-96, when the CSU, Bakersfield Center was established, and 2004-05, transfer student numbers increased from 24 to 214. Chart 34 shows an increase to other CSU institutions as well, but in nowhere near the numbers to CSU, Bakersfield. It is expected that the 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).

Chart 34: CPEC Transfer Pathways

Four-Year Institution	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05
University of California, Los Angeles	15	21	14	14	16	19	28	28	22	26
Other UC Campuses	34	42	38	49	29	45	47	30	29	38
California State University, Bakersfield	24	18	22	85	120	160	204	182	215	214
California State University, Northridge	105	111	113	92	110	144	154	155	107	168
California State University, Long Beach	10	8	13	14	34	22	14	24	17	36
California State University, Los Angeles	0	6	7	4	7	8	4	7	17	22
Other CSU Campuses	111	94	100	94	103	96	88	103	80	112
CSU Total	250	237	255	289	374	430	464	471	436	552
UC Total	49	63	52	63	45	64	75	58	51	64
Total for UC and CSU	299	300	307	352	419	494	539	529	487	616

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. In the 2005-06 academic year, the college awarded 231 certificates; most of those went to vocational students. During the same year, 251 out of 737 degrees went to students in vocational, and math and science disciplines.

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 will 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.

Summary and Implications

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

The service area of the college is 1945 square miles, and rural, but 84 percent of students attending are located in the cities of Lancaster and Palmdale. Both Palmdale and Lancaster are experiencing population growth, with Palmdale slightly exceeding Lancaster at an average annual growth of 3.21 percent compared to Lancaster's 2.59 percent. Approximately 75,000 people residing in Palmdale are in the 18 to 64 age group, the range most likely to attend community college. The ethnic make-up of the two cities is similar, with Caucasians constituting a slight majority, followed by Hispanics, and next, by African-Americans.

Planning for the new Palmdale campus should take into account population projections that forecast approximately 200,000 residents in both Lancaster and Palmdale by midyear 2015. Another important planning provision is the relatively short distance between the two cities. Planners will want to insure that demand for course offerings in Palmdale will not draw students away from the Lancaster campus.

Growth in the economy of the area makes prospects for employment favorable over the long term. As the population of the region grows, more jobs will be created locally. Following the rapid growth in new housing and the creation of shopping centers and other business services, the region is entering a more mature stage of development with entrepreneurial opportunities developing based on current industries and new businesses. With new job development, the unemployment rates for Palmdale (6.3 percent) and Lancaster (7.2 percent) are likely to fall, at least to the state average of 5.2 percent (2005). At present, the major economic contributors to Antelope Valley are aerospace, agriculture, corrections, mining, manufacturing, and warehousing and distribution.

Employment in Antelope Valley was greatest in the following industries in 2005: education, health and social services, followed by manufacturing and retail fields. The largest employers in the area are Edwards Air Force Base, China Lake Naval Weapons Center and Lockheed Martin Aeronautics Company. Currently, aerospace employers employ 20,000 workers. Employment growth is expected for both Palmdale and Lancaster, with Palmdale employment expected to grow at an average of 2.3 percent annually through 2030. Lancaster's rate of job growth during the same period is expected to be 1.07 percent per year.

Business and industrial parks in the area are encouraging business growth, and incentives such as the Enterprise Zone and the Foreign Trade Zone stimulate businesses to relocate into Antelope Valley. The comparative advantages of affordable land prices and moderate costs while doing business create further incentives for business development in the region, as does the relatively affordable housing. There are some signs, however, that the sale of homes is beginning to decline.

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

The importance of the relationship of the College to local high schools is hard to over-estimate. Enrollment growth at AVC over the next decade is likely to be strongly affected by enrollment patterns and preparation levels in the high schools. High school enrollments are likely to grow if the pattern of young families moving into the region continues. Furthermore, current patterns of

course-taking and preparation levels indicate that many high school graduates will be ineligible for CSU and UC. At the same time, about half of students enrolling at AVC indicate transfer as their educational goal. Timely course-taking of appropriate courses and the alignment of coursework and assessments are common goals of the College and high schools in the area, and a possible focus of future joint work.

The striking increase in the number of transfer students from AVC over the past 10 years seems to support the value of proximity and close coordination of educational segments. CSU, Bakersfield has been a presence on the Antelope Valley campus for more than a decade. In 1995-96, 24 students transferred from AVC to CSU, Bakersfield. In 2004-05, 214 students transferred to CSU, Bakersfield. Future collaboration between AVC and CSU, Bakersfield should lead to even greater transfer success.

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

Internal Scan and Implications

Current Enrollment and Demography

Over the five year period from fall 2001 to fall 2006, Antelope Valley College grew from 10, 942 student enrollments to 12,834, as shown in Chart 35. This increase represents a 17 percent gain. Some of the growth during the period may result from additional students, but some of the increase may be due to changes in how registrations are counted and how programming is determined. Fluctuations can be caused by changes in registration formats, such as adding short-term classes and splitting summer session terms. 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 2003 to 2006 was 8.4 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 2006.

Chart 35: Enrollment
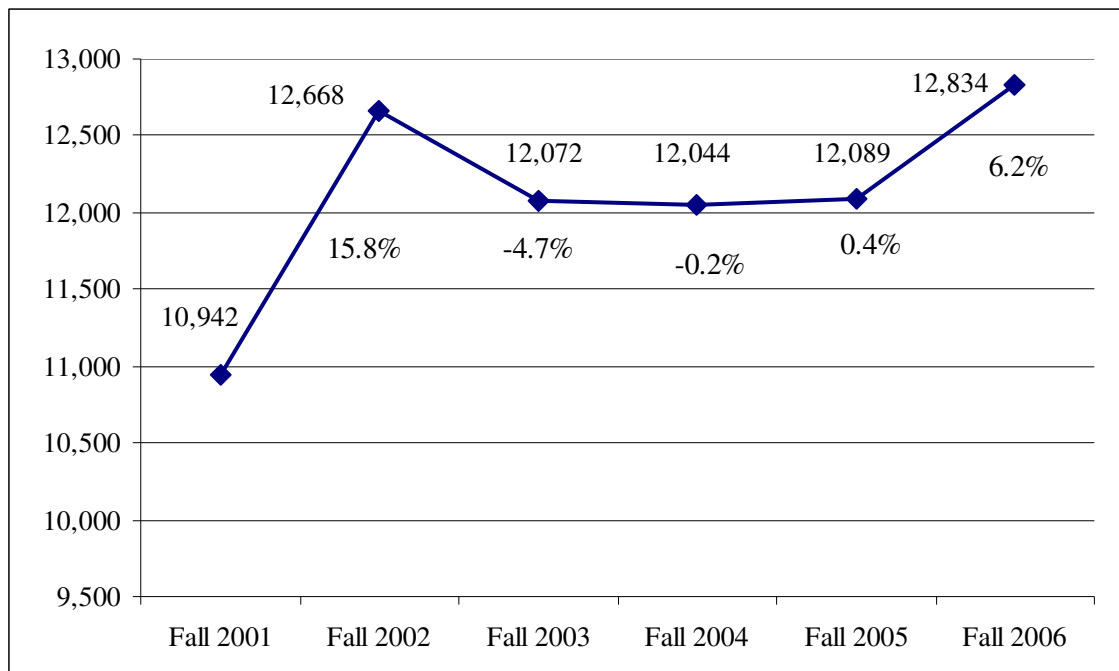
Source: Antelope Valley College Office of Institutional Research

Students enrolling at AVC during fall semester 2006 came primarily from Lancaster and Palmdale. Together, these two municipalities accounted for 10,656 (83 percent) of the 12,834 enrollment. Rosamond and Littlerock represented the communities with next largest participation level with 517 and 307 enrollments respectively. The locations of the enrolling students conform to density of population and proximity to the Lancaster campus. Seventy students come from Santa Clarita, outside the AVC service area.

Chart 36: Where do our Students come from?

Community	Zip	Fall 2006 Students
Acton	93510	124
Boron	93516	23
California City	93505	134
California City	PO Box	6
California City Total		140
Edwards	93523	50
Edwards AFB	93524	6
Edwards Total		56
Lake Hughes, EL	93532	104
Lake Los Angeles	93591	165
Lancaster	93534	1,369
Lancaster	93535	2,095
Lancaster (QH)	93536	2,449
Lancaster	PO Box	135
Lancaster Total		6,048
Little Rock, JH	93543	307
Llano	93544	14
Mojave	93501	93
Mojave	PO Box	8
Mojave Total		101
Palmdale	93550	1,844
Palmdale (LV)	93551	1,845
Palmdale	93552	872
Palmdale	PO Box	47
Palmdale Total		4,608
Pearblossom	93553	53
Rosamond	93560	517
Santa Clarita	91350	7
Santa Clarita	91351	12
Santa Clarita (CC)	91387	14
Santa Clarita (AD)	91390	36
Santa Clarita	PO Box	1
Santa Clarita Total		70
Tehachapi	93561	125
Tehachapi	PO Box	9
Tehachapi Total		134
Valencia	91354	10
Valencia	91355	7
Valencia Total		17
Others		257
Unknown		96
Total Fall 2006 Enrollment		12,834

Source: Antelope Valley College Office of Institutional Research

The proportion of female and male students remained relatively constant over the period from 2001 to 2006. During these five years, females account for slightly over 60 percent and males account for 35.6 to 38 percent. These ratios are consistent with patterns in community college enrollments throughout the state.

Chart 37: Student Enrollment by Gender

Gender	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Female	6,995	7,963	7,515	7,415	7,374	7,868
Male	3,898	4,618	4,482	4,553	4,597	4,852
Unknown	49	87	75	76	118	114
Total	**10,942**	**12,668**	**12,072**	**12,044**	**12,089**	**12,834**

Percent	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Female	63.9%	62.9%	62.3%	61.6%	61.0%	61.3%
Male	35.6%	36.5%	37.1%	37.8%	38.0%	37.8%
Unknown	0.4%	0.7%	0.6%	0.6%	1.0%	0.9%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Antelope Valley College Office of Institutional Research

Patterns in student ethnicity reflect a statewide trend toward growth in the Hispanic population. Hispanics are projected to become the state's largest minority group by 2011. Chart 38 shows that Hispanic students at AVC increased from 2,455 in fall 2001 to 3,690 in fall 2006, a 50 percent increase. African-American students were represented in greater numbers over the time period as well; in fall 2001 they numbered 1,685 and by fall 2006 that number increased to 2,387, a 42 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 5,544 to 5,006, a 9 percent decrease.

Chart 38: Student Ethnicity

Ethnicity	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
White Non-Hispanic	5,544	6,248	5,590	5,326	5,102	5,006
Hispanic	2,455	2,916	2,977	3,136	3,275	3,690
African-American	1,685	2,068	2,060	2,174	2,110	2,387
Asian	320	340	330	315	314	367
Filipino	249	295	290	276	299	313
Other Non-White	176	208	217	195	206	218
American Indian/ Alaskan Native	135	161	131	131	128	133
Pacific Islander	47	54	51	56	56	50
Unknown	331	378	426	435	599	670
Total	**10,942**	**12,668**	**12,072**	**12,044**	**12,089**	**12,834**

Source: Antelope Valley College Office of Institutional Research

Chart 38 shows student ethnic groups at AVC as a proportion of the entire student body. Overall, white non-Hispanics have declined from just over 50 percent to 39 percent. By 2006, Hispanics made up 28.8 percent and African-Americans made up 18.6 percent of the population. All other groups comprised 13.6 percent. Furthermore, the dramatic rate of increase for

Hispanics, as seen in Chart 39, combined with the picture of the composite student body, suggests the approaching new majority status of the college.

Chart 39: Student Ethnicity
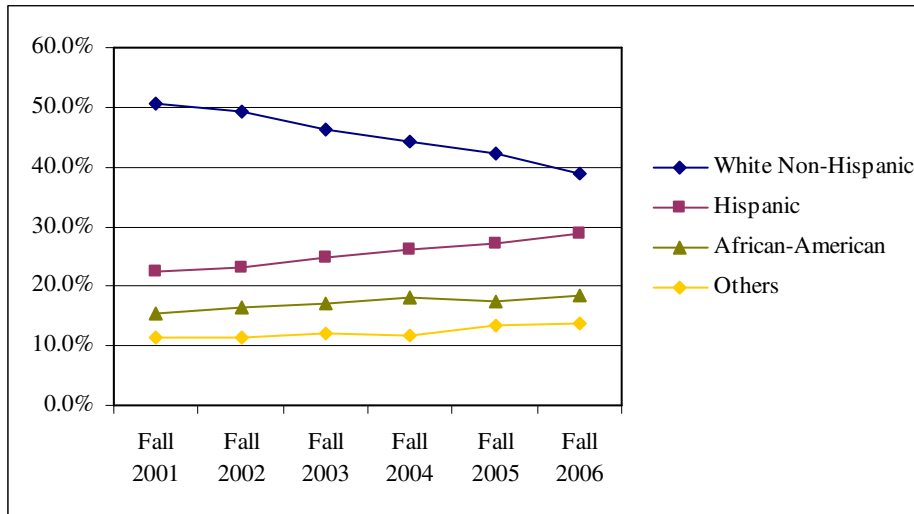
Source: Antelope Valley College Office of Institutional Research

Students aged 24 and under represent about 60 percent of the total enrolled population. Between 2001 and 2006 both the Under-20 and the 20 to 24 age groups have increased. Over those five years, the Under-20 age group grew by 40 percent and the 20 to 24 age group grew by nearly 36 percent. Chart 40 shows that the Under-20 age group makes up 33.3 percent of the college population. Combined with the 27.9 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. The greatest decline in numbers of students has been in the 40 to 49 age group. This group decreased by 405 students (23 percent).

Chart 40: Student Enrollment by Age Group

Age Group	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Under 20	3,051	3,739	3,608	3,634	3,834	4,275
20-24	2,640	2,990	3,273	3,509	3,449	3,578
25-29	1,043	1,248	1,260	1,211	1,278	1,325
30-34	781	955	866	840	775	837
35-39	950	989	783	737	635	698
40-49	1,753	1,871	1,576	1,435	1,397	1,348
50+	707	860	704	676	717	771
Unknown	17	16	2	2	4	2
Total	**10,942**	**12,668**	**12,072**	**12,044**	**12,089**	**12,834**

Percent	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Under 20	27.9%	29.5%	29.9%	30.2%	31.7%	33.3%
20-24	24.1%	23.6%	27.1%	29.1%	28.5%	27.9%
25-29	9.5%	9.9%	10.4%	10.1%	10.6%	10.3%
30-34	7.1%	7.5%	7.2%	7.0%	6.4%	6.5%
35-39	8.7%	7.8%	6.5%	6.1%	5.3%	5.4%
40-49	16.0%	14.8%	13.1%	11.9%	11.6%	10.5%
50+	6.5%	6.8%	5.8%	5.6%	5.9%	6.0%
Unknown	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Antelope Valley College Office of Institutional Research

The 20 fastest growing groups, with their estimated annual growth rates, are presented in Chart 41. Over the past 10 years, these groups have increased in population an average of 365.6 students per year. The majority of the fastest growing groups are young (under age 25) and female, with Hispanics and African Americans well represented. Many of these groups are in the target demographic of campus outreach efforts.

Chart 41: Annual Increase of 20 Fastest Growing Sub-Groups at AVC, by Ethnicity, Age, and Gender

Ethnicity	Age Group	Gender	Increase (Students/year)
Hispanic	20 to 24	Female	46.7
Hispanic	19 or Less	Female	35.2
White Non-Hispanic	20 to 24	Female	30.5
White Non-Hispanic	20 to 24	Male	30.3
Hispanic	19 or Less	Male	29.4
Hispanic	20 to 24	Male	24.1
African-American	20 to 24	Female	22.1
African-American	19 or Less	Female	17.5
African-American	40 to 49	Female	14.7
African-American	20 to 24	Male	14.2
White Non-Hispanic	19 or Less	Female	14.1
African-American	19 or Less	Male	13.9
Hispanic	25 to 29	Female	13.8
Hispanic	40 to 49	Female	12.0
White Non-Hispanic	19 or Less	Male	11.6
African-American	25 to 29	Female	10.3
White Non-Hispanic	50 +	Female	7.8
Hispanic	25 to 29	Male	7.7
African-American	50 +	Female	5.4
Other Non-White	20 to 24	Female	4.1

Source: Data from CCC Data Mart

The 10 fastest declining groups are presented in Chart 42 below. The majority of the declining groups are older (over age 30) white non-Hispanic and female. Over the past 10 years, these groups have decreased in population an average of 103.2 students per year. The decline in these groups offsets a large part of the rapid growth of the fastest growing groups. The dramatic decrease in the percentage of white non-Hispanic females in the 30 to 39 age group is worth consideration in enrollment planning.

Chart 42: Annual Decrease of 10 Fastest Declining Sub-Groups at AVC, by Ethnicity, Age, and Gender

Ethnicity	Age Group	Gender	Decrease (Students/year)
White Non-Hispanic	35 to 39	Female	-31.3
White Non-Hispanic	30 to 34	Female	-18.9
White Non-Hispanic	35 to 39	Male	-15.2
White Non-Hispanic	40 to 49	Female	-12.6
White Non-Hispanic	40 to 49	Male	-10.1
White Non-Hispanic	25 to 29	Female	-5.8
White Non-Hispanic	30 to 34	Male	-5.4
African-American	35 to 39	Male	-1.3
American Indian/Alaskan Native	20 to 24	Female	-1.3
American Indian/Alaskan Native	40 to 49	Female	-1.2

Source: Data from CCC Data Mart

The next three charts look at 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.

Chart 43 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 32.6 percent of entering freshmen at AVC in fall 2006 compared to 36.1 percent white non-Hispanic. By ethnicity, African-Americans are the third largest group, comprising 19 percent of first-time freshmen. All other groups together make up 12.3 percent.

Chart 43: First Time Freshman by Ethnicity, Fall 2006

Ethnicity	Students	Percentage
White Non-Hispanic	2,385	36.1%
Hispanic	2,151	32.6%
African-American	1,253	19.0%
Asian	175	2.6%
Filipino	142	2.1%
Other Non-White	119	1.8%
American Indian/ Alaskan Native	46	0.7%
Pacific Islander	26	0.4%
Unknown	311	4.7%
Total	**6,608**	**100.0%**

Source: Antelope Valley College Office of Institutional Research

A look at the same group, entering freshmen, by gender and by age, shows that more than half (52.4 percent) of the male students at AVC are under 20 years of age. Another 31.7 percent are in the 20 to 24 age group. First-time freshman females also are heavily concentrated in the under-20 and 20 to 24 age groups (45.2 and 29.8 percent respectively), but to a slightly less degree than males. Collectively, the gender ratio of first-time students is 57.9 percent female to 41.1 percent male.

Chart 44: First Time Freshman by Gender & Age, Fall 2006

First-Time Students	Under 20	20-24	25-29	30-34	35-39	40-49	50+	Total
Female	45.2%	29.8%	5.8%	4.5%	4.3%	7.3%	3.2%	57.9%
Male	52.4%	31.7%	5.0%	2.8%	2.2%	4.0%	2.0%	41.1%
Unknown	50.0%	20.3%	9.4%	1.6%	3.1%	12.5%	3.1%	1.0%
Total	**48.2%**	**30.5%**	**5.5%**	**3.7%**	**3.4%**	**6.0%**	**2.7%**	**100.0%**

Source: Antelope Valley College Office of Institutional Research

Chart 45 shows that a high percentage of first-time students enrolling at the college have a high school diploma or its equivalent (84.5 percent). Among the younger age groups, however, a substantial percentage(23.8 percent) indicate they are not high school graduates. Chart 45 also indicates that 30.5 percent of the first-time student population are in the 20 to 24 age group, suggesting that many of them have not pursued college immediately following high school.

Chart 45: First Time Educational Background & Age, Fall 2006

Percent	Under 20	20-24	25-29	30-34	35-39	40-49	50+	Total
High School Grad or Equiv	53.4%	28.4%	4.9%	3.1%	2.7%	5.1%	2.3%	84.5%
Not High School Grad	23.8%	30.0%	12.7%	9.5%	7.9%	10.9%	5.3%	6.6%
In Adult School	31.2%	27.3%	13.0%	6.5%	13.0%	7.8%	1.3%	1.2%
Associate Degree	0.0%	0.0%	8.3%	16.7%	25.0%	41.7%	8.3%	0.2%
Bachelor Degree or Higher	0.0%	0.0%	11.1%	11.1%	27.8%	33.3%	16.7%	0.3%
Unknown/Other	15.6%	56.8%	4.1%	4.9%	5.1%	9.3%	4.1%	7.4%
Total	**48.2%**	**30.5%**	**5.5%**	**3.7%**	**3.4%**	**6.0%**	**2.7%**	**100.0%**

Source: Antelope Valley College Office of Institutional Research

Chart 46 enables us to look at the educational background of the entire student body of AVC. Of the 12,834 students enrolled during fall 2006, 75.5 percent were high school graduates or the equivalent. That percentage is the highest of the most recent six years. For first-time students, the number was even higher at 84.5 percent. The proportion of students holding bachelor's degrees or higher has been relatively constant over the six years as shown in Chart 46, ranging between 3.4 percent and 4.5 percent.

Chart 46: Student Enrollment by Educational Background

Educational Background	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
High School Grad or Equivalent	7,904	8,911	8,219	8,250	8,795	9,688
Not High School Grad	675	770	592	539	515	634
Co-Enrolled in High School	557	697	343	340	428	479
Associate Degree	561	605	464	456	472	501
Bachelor Degree or Higher	491	536	407	407	478	495
In Adult School	138	196	206	168	147	112
Unknown/Other	616	953	1841	1884	1254	925
Total	**10,942**	**12,668**	**12,072**	**12,044**	**12,089**	**12,834**

Percent	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
High School Grad or Equivalent	72.2%	70.3%	68.1%	68.5%	72.8%	75.5%
Not High School Grad	6.2%	6.1%	4.9%	4.5%	4.3%	4.9%
Co-Enrolled in High School	5.1%	5.5%	2.8%	2.8%	3.5%	3.7%
Associate Degree	5.1%	4.8%	3.8%	3.8%	3.9%	3.9%
Bachelor Degree or Higher	4.5%	4.2%	3.4%	3.4%	4.0%	3.9%
In Adult School	1.3%	1.5%	1.7%	1.4%	1.2%	0.9%
Unknown/Other	5.6%	7.5%	15.3%	15.6%	10.4%	7.2%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Antelope Valley College Office of Institutional Research

Chart 47 shows the number of students enrolled in CalWorks, DSP&S (Disabled Student Program & Services) and EOPS (Extended Opportunity Program and Services) from fall 2001 through fall 2006. Overall, the numbers of students in these special programs have declined. In fall 2001 there were 2,010; by fall 2006 there were 1,255. Among the three programs CalWorks declined from 807 to 322, DSP&S remained relatively constant with 522, and EOPS grew from 691 students to 933 (+26 percent).

Chart 47: Specific Student Populations

Program	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
CalWorks	807	663	217	401	391	322
DSP&S	512	610	528	519	582	522
EOPS	691	784	594	677	763	933
Total	**2,010**	**2,057**	**1,339**	**1,597**	**1,736**	**1,777**

Total Student Population	**10,942**	**12,668**	**12,072**	**12,044**	**12,089**	**12,834**

Source: Antelope Valley College Office of Institutional Research, Current as of fall 2006

The high number of females in the CalWorks and EOPS programs is expected because many of these program participants are single parents with children having child care responsibilities. In fall 2006, 292 out of 322 students in CalWorks were female. EOPS enrolled 711 females out of 933 total students. DSP&S students were more evenly balanced as to gender. As to age, CalWorks, EOPS and DSP&S had wide age distributions.

Chart 48 shows a striking change in the composition of the AVC student body over the six years from fall 2001 to fall 2006. Whereas in 2001, 60.2 percent of students were continuing students, in 2006 only 5.5 percent were continuing students. On the other hand, from 2001 to 2006, the percentage of first-time students has grown from 18.6 percent to 51.5 percent. Even disregarding 2001 as an unusual year, the pattern of increasing percentages of first-time students and decreasing continuing students holds.

Chart 48: Students by Enrollment Status

Enrollment Status	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
First-Time College Student	18.6%	34.7%	44.7%	48.9%	50.7%	51.5%
Returning Student	12.5%	24.1%	26.0%	26.8%	26.4%	27.5%
First-Time Transfer Student	4.3%	8.8%	9.5%	10.8%	11.9%	11.8%
Continuing Student	60.2%	28.1%	16.9%	10.7%	7.4%	5.5%
Not Applicable	4.4%	4.4%	2.8%	2.8%	3.5%	3.7%
Uncollected/Unreported	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Antelope Valley College Office of Institutional Research

It is well known that a very 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. Chart 49 shows a majority of students enrolling part time, but the percentage has decreased by 4.3 percentage points between fall 2001 and fall 2006. With an increasing number of students under the age of 20, more students may be able to participate full time.

Chart 49: Part-Time/Full-Time Enrollment Status

Percent	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Part-Time	72.8%	73.8%	72.1%	70.8%	70.6%	68.5%
Full-Time	27.2%	26.2%	27.9%	29.2%	29.4%	31.5%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Antelope Valley College Office of Institutional Research

Despite a large part-time enrollment, a preponderance of students enroll in the day programs of the College. The apparent preference for day classes has grown over the period from 2001 to 2006. In 2001, 69.2 percent of students enrolled in day classes; in 2006, 80.5 enrolled in day classes.

Chart 50: Day & Evening Enrollment

Percent	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Day	69.2%	68.9%	72.0%	72.7%	73.6%	80.5%
Evening	30.5%	30.5%	27.5%	26.5%	25.6%	19.5%
Unknown	0.3%	0.6%	0.6%	0.7%	0.8%	0.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Antelope Valley College Office of Institutional Research

Academic Level (Chart 51) refers to enrolled numbers of students at the various levels of educational attainment and their percentages by level for the five years from fall 2001 through fall 2005. The percentage distribution has remained relatively stable with slight declines in the percentage of bachelor and associate degree holders. The percentage of students co-enrolled in high school has also declined slightly.

Chart 51: Student Enrollment by Academic Level

Academic Level	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Freshmen	6,252	7,180	6,177	6,128	6,612
Sophomore	1,609	1,763	1,875	1,838	1,838
Other Undergraduate	856	934	965	991	1,007
Bachelor Degree or Higher	491	536	407	407	478
Associate Degree	561	605	464	456	472
Co-Enrolled in High School	557	697	343	340	428
Unknown/Other	616	953	1,841	1,884	1,254
Total	**10,942**	**12,668**	**12,072**	**12,044**	**12,089**

Academic Level	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Freshmen	57.1%	56.7%	51.2%	50.9%	54.7%
Sophomore	14.7%	13.9%	15.5%	15.3%	15.2%
Other Undergraduate	7.8%	7.4%	8.0%	8.2%	8.3%
Bachelor Degree or Higher	4.5%	4.2%	3.4%	3.4%	4.0%
Associate Degree	5.1%	4.8%	3.8%	3.8%	3.9%
Co-Enrolled in High School	5.1%	5.5%	2.8%	2.8%	3.5%
Unknown/Other	5.6%	7.5%	15.3%	15.6%	10.4%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Antelope Valley College Office of Institutional Research

Charts 52 and 53 shows the percentages of students who continue to be enrolled following their enrollment in the fall of 2001, 2002, 2003 and 2004. 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 2001 through fall 2004).

Chart 52: Student Term Persistence Over 8 Terms

Percent	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Fall 2001	100.0%	64.0%	45.5%	36.3%	27.8%	23.4%	17.4%	15.0%
Fall 2002	100.0%	58.3%	43.2%	35.7%	26.2%	22.2%	16.3%	
Fall 2003	100.0%	61.5%	43.6%	35.5%	25.7%			
Fall 2004	100.0%	60.4%	42.4%	35.5%				

Source: Antelope Valley College Office of Institutional Research

Chart 53: Student Term Persistence Over 8 Terms, Fall 2001-2004
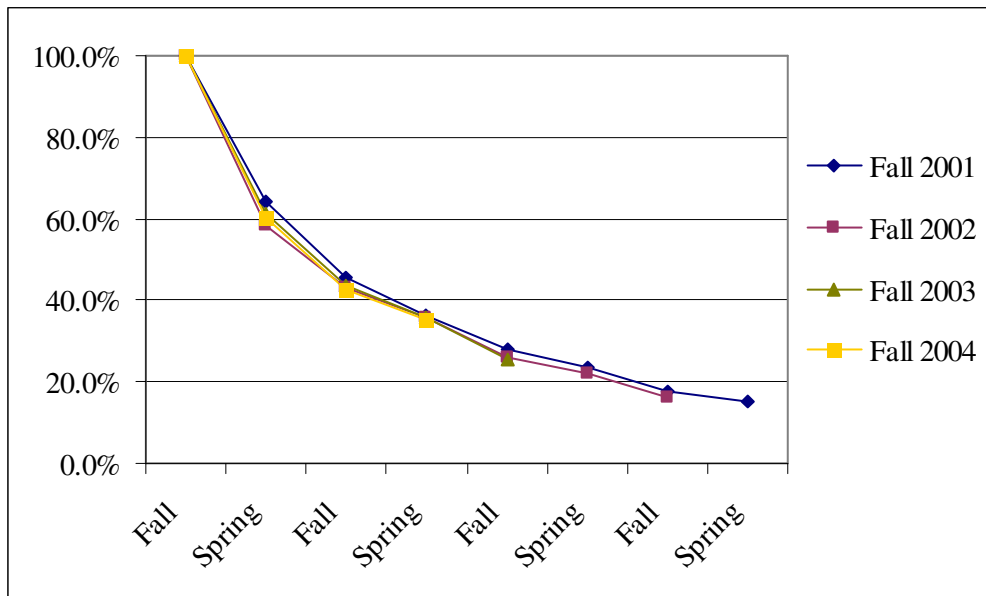
Source: Antelope Valley College Office of Institutional Research

Chart 54 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 of this document. 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.

Chart 54: Degrees and Certificates

Degrees and Certificates	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007*
Associate in Arts	435	566	594	618	614	524	243
Associate in Science	175	180	235	237	258	251	111
Total Degrees	610	746	829	855	872	775	354
Total Degrees (Unduplicated)	583	711	786	821	834	737	328
Total Certificates	232	203	259	298	240	231	32
Total Certificates (Unduplicated)	192	163	210	259	202	199	29
Total Awarded	842	949	1,088	1,153	1,112	1,006	386
Total Awarded (Unduplicated)	775	874	996	1,080	1,036	936	357

Source: Antelope Valley College Office of Institutional Research, *Fall Term

Chart 55 shows degrees attained by ethnicity. More than half of the degrees awarded between the years 2000 to 2001 and 2005 to 2006 went to white non-Hispanic students. As these students have decreased as a proportion of the student body, they are slightly over-represented as degree recipients. Hispanics are under-represented as degree recipients compared to their numbers in the student population, and African-American students receive degrees commensurate with their numbers as a share of the student body (see Charts 38 and 39).

Chart 55: Degrees by Ethnicity

Ethnicity	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007*
White Non-Hispanic	58.3%	58.5%	55.6%	54.3%	55.0%	53.5%	50.3%
Hispanic	16.6%	16.0%	20.2%	21.7%	21.5%	20.4%	20.1%
African-American	15.4%	13.8%	13.7%	13.0%	12.0%	12.2%	13.4%
Filipino	2.7%	1.4%	2.2%	1.2%	2.3%	3.7%	3.0%
Asian	2.2%	3.1%	2.2%	2.4%	3.6%	2.3%	2.1%
Other Non-White	0.5%	1.3%	1.1%	2.2%	1.3%	2.3%	2.4%
American Indian/ AkNative	1.0%	1.0%	1.4%	1.1%	0.7%	1.4%	0.6%
Pacific Islander	0.2%	0.8%	0.5%	0.4%	0.4%	0.4%	1.2%
Unknown	2.9%	4.1%	3.1%	3.7%	3.2%	3.9%	6.7%
Total Degrees (Unduplicated)	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Antelope Valley College Office of Institutional Research, *Fall Term

Chart 56 presents percentages of certificate awards by ethnicity. The percent of certificates over the same time period as the previous chart shows white non-Hispanics declining as a share of the awards, with Hispanics and African-Americans increasing. At the mid-year, 2006-2007 awards for white non-Hispanics and Hispanics were both at 34.5 percent. African-Americans were 27.6 percent of certificate awards.

Chart 56: Certificates by Ethnicity

Ethnicity	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007*
White Non-Hispanic	53.4%	53.4%	55.2%	51.0%	48.0%	42.2%	34.5%
Hispanic	19.6%	19.6%	23.3%	23.2%	23.8%	23.6%	34.5%
African-American	17.2%	17.2%	12.4%	12.4%	15.8%	18.6%	27.6%
Asian	1.8%	1.8%	2.9%	2.7%	2.5%	4.0%	0.0%
American Indian/ AkNative	0.6%	0.6%	0.5%	3.9%	1.5%	2.5%	0.0%
Filipino	1.8%	1.8%	2.9%	3.1%	2.0%	2.0%	0.0%
Other Non-White	1.8%	1.8%	1.4%	0.4%	3.5%	2.0%	0.0%
Pacific Islander	0.0%	0.0%	0.5%	0.4%	0.0%	0.5%	0.0%
Unknown	3.7%	3.7%	1.0%	3.1%	3.0%	4.5%	3.4%
Total Degrees (Unduplicated)	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Antelope Valley College Office of Institutional Research, *Fall Term

Charts 57 and 58 move from a consideration of student characteristics and enrollment to curriculum and FTES. Chart 57: 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.

Chart 57: Top Ten Programs by FTES

Top 10 FTES Producers (Fall Term Only)							
Fall 2003		**Fall 2004**		**Fall 2005**		**Fall 2006**	
Mathematics	433.37	Mathematics	449.68	Mathematics	474.77	Mathematics	510.26
English	284.34	English	293.33	English	281.8	English	342.44
Biological Science	274.76	Biological Science	279.72	Biological Science	280.35	Biological Science	321.59
Physical Education	229.21	Physical Education	235.78	Physical Education	236.34	Physical Education	226.49
Music	149.9	Computer Graphics	153.26	History	152.39	Registered Nursing	183.24
Art	138.8	Music	149.08	Registered Nursing	146.48	History	166.95
Computer Graphics	138.8	Registered Nursing	144.28	Psychology	140.61	Psychology	164.31
Registered Nursing	130.34	Psychology	139.02	Music	140.52	Music	155.21
History	123.93	History	133.88	Art	131.94	Art	130.73
Psychology	112.43	Art	126.95	Admin of Justice	111.79	Business	114.66
Total FTES of Top 10	2,015.88		2,104.98		2,096.99		2,315.88
Total FTES	4,043.28		4,200.91		4,205.89		4,482.36
% of Total	49.86%		50.11%		49.86%		51.67%

Source: Antelope Valley College Office of Institutional Research

Chart 58: 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 traditional a part of the Communications program and Nursing Aide is currently only one class not a series of classes like other programs.

Chart 58: Bottom Ten Programs by FTES

Bottom 10 FTES Producers (Fall Term Only)							
Fall 2003		**Fall 2004**		**Fall 2005**		**Fall 2006**	
Drafting / CAD	3.52	Nursing Aide	1.87	Nursing Aide	2.8	Nursing Aide	2.28
Journalism	5.6	Journalism	4.25	Foreign Lang. Other	4.55	Electronics Technology	3.42
Medical Office Asst.	6.63	Foreign Lang. Other	5.72	Journalism	4.56	Journalism	3.63
Foreign Lang. Other	7.24	Drafting / CAD	5.91	Drafting / CAD	6.42	Drafting / CAD	7.46
Marketing	9.01	Electronics Technology	6.8	Marketing	7.56	Ag/Park/Landscp. Mgt.	7.62
Electrical Technology	9.08	Ag/Park/Landscp. Mgt.	8.13	Education	7.77	Marketing	9.12
Ag/Park/Landscp. Mgt.	9.49	Marketing	8.5	Ag/Park/Landscp. Mgt.	7.84	Foreign Lang. Other	9.76
French	11.96	French	11.96	Electronics Technology	9.87	Respiratory Therapy	9.8
Education	13.07	Education	12.62	Medical Office Asst.	11.81	Education	10.78
Welding	13.89	Medical Office Asst.	14.2	German	12.34	Medical Office Asst.	11.99
Total FTES of Top 10	89.49		79.96		75.52		75.86
Total FTES	4,043.28		4,200.91		4,205.89		4,482.36
% of Total	2.21%		1.90%		1.80%		1.69%

Source: Antelope Valley College Office of Institutional Research

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 2002 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 2002 Educational Master Plan under Educational Planning was an on-going faculty training program 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 2002 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 up-graded 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.

Much has been accomplished toward reaching the technology goal. The 2004 Accreditation Team acknowledged those accomplishments when it commended the college for the work of its Information Technology Service for the "support services provided by the Information Technology division."

Some of the accomplishments that point to the future are as follows. The Information Technology Committee, a participatory governance committee, developed a Computer and Information Technology Plan in 2003/2004. The plan identified goals and strategies that incorporated needs identified in the 2002 Educational Master Plan as Information Technology Requirements. In addition the committee articulated the role of the Information Technology Services department with regard to its budget responsibility for upgrading and replacing computers and the process to be used for decision-making. Along with the development of the plan, computer labs, computers and software have been made more widely available across the campus. A campus intranet is now in place. Blackboard, an online course management program, has been implemented. A faculty member has been given 20 percent reassigned time to support online course offerings. Course offerings online appear to be increasing. In fall 2006, the class schedule showed 36 online classes. The spring 2007 class schedule listed 47online courses. Implementation of Banner, an integrated administrative management system; is another important technology accomplishment.

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 2001 through fall 2006 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 (84 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 60 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. A decrease in the percentage of students in the 40 to 49 age group and a striking decline in white non-Hispanic females in the 30 to 39 age are noteworthy.

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 negative 31 percent in white non-Hispanic females in the 35 to 39 age group.

Data on first-time freshmen confirms the youth of students entering college and the increasing percentage of Hispanics. In fall 2006, first-time students represented 51.7 percent of total enrollment. From fall 2001 to fall 2006 the percentage of first-time students on campus increased by 32.9 percent. Over the same time period, the proportion of continuing students dropped from 60.2 percent to 5.5 percent, a 54.7 percent decline. The pattern of increasing first-time students and decreasing continuing students is of concern. The low percentage of continuing students raises questions about the likelihood of student success, if students are attending college intermittently and if they are discouraged during their first term of college. Data on student term persistence confirms the challenge of retaining students from term to term, a problem well-known throughout community colleges.

Student outcome information in numbers of degrees and certificates and transfers to UC and CSU shows a 26 percent increase in associate degrees over a six year period, but certificate awards remained stable. 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 2004 to 2005, that number reached 616. 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 more 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 small 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 curriculum not meeting enrollment expectations.

As could be predicted, as technology is used more widely on the campus, the potential and appetite for it grow. 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 are available at the Lancaster campus that are compatible and equal to those at Palmdale.

Planning Information Form Responses

All divisions/areas were given the opportunity to participate in the development of the Educational Master Plan by completing the Program Information Form. At the time they were given the form, programs were provided with data covering operations over four years to aid them in planning for their programs. (Program data was not available for every program). Program respondents were also asked to respond to how their respective programs might fit into the Palmdale campus over the short and long terms. The written responses provide descriptions of divisions/areas, goals, identify resources needed, and, most importantly, present a vision of program and division operations of the future.

Responses to the Information Planning Form are included on the following pages. They have been included much as they were submitted to preserve the spirit, as well as the content, of the submission. Each completed form has been considered in identifying long-range planning priorities for the Educational Master Plan, as well as for more immediate planning.

The process for the collection of the following information was developed through a participatory governance process coordinated by the SPBC. The Educational Master Plan Committee had oversight responsibility for the incorporation of the information received into the plan.

Academic Affairs

Business and Computer Studies Division

Programs

Accounting	Corporate and Community Education
Business	Management
Computer Applications	Marketing
Computer Networking	Office Technology
Computer Information Science	Real Estate

Mission

The Business and Computer Studies Division offers programs that meet the first three educational objectives listed in AVC's mission statement: 1) Transfer students who complete our transfer coursework, along with the required general education courses, can complete upper division (junior, senior) work at accredited four-year institutions through our articulation programs with universities; 2) Students who wish to combine general education requirements with one of the certificate programs can earn an associate degree; and 3) Vocational students who complete our certificate or degree programs designed to develop employment skills can achieve employment, job advancement, or certification.

The division also offers courses that various workforce programs can use to provide job training for students as a way of meeting the Workforce Preparation portion of our mission.

Student Learning Outcomes:

The Business and Computer Studies Division is currently in the process of revising the "Course Outlines of Record" (CORs) for each of its courses. As the CORs are revised the course objectives are written so they are measurable, performance based and, when appropriate, will include SCANS competencies appropriately identified.

Virtually all of the programs in the Business and Computer Studies Division developed program-level student learning outcomes during the program review process in fall 2006. These student learning outcomes define the skills and knowledge that our students have when entering the workforce.

Degrees and Certificates Awarded

Program	Degree	Certificate
Administrative Medical Assistant	X	X
Business Administration	X	
Business Computer Information Science	X	X
Computer Applications	X	X
Computer Networking	X	X
Computer Software Developer	X	X
General Business	X	X
Management	X	X
Small Business Management	X	X
Marketing	X	X
Office Technology	X	X
Office Specialist	X	X
Administrative Assistant	X	X
Professional Bookkeeping	X	X
Real Estate	X	
Real Estate Broker		X
Real Estate Salesperson		X

Most of the above programs are both transfer and vocational. Students may elect to take any course with the objective of transferring to a four-year institution or using the knowledge for vocational purposes. The division also offers an associate degree in business administration for business majors planning to transfer to a four-year institution to earn their bachelor's degree in this popular discipline. Each program offers at least one certificate for vocational students. Each certificate can be combined with the general education requirements to earn an associate degree.

Corporate and Community Education

The Corporate and Community Education office is committed to providing lifelong learning experiences to our community through a variety of personal, professional development, and continuing education classes, which are targeted to the needs and interests of the public and local businesses.

Corporate Education provides customized training to business, industry, government agencies, and other public or private organizations. The process may involve creation of new training courses, revision of existing course outlines for use in a particular training program, special assistance and assessment, and consultative or developmental services to define specific needs. These contracted activities are generally closed to the public.

The goal of Community Education is to enhance the college's community services by providing a wide range of programs that include basic skills development and customer service programs. The intent is to be responsive to industry and the community by focusing on workforce improvement, community education, cultural improvement, personal exploration and enhancement, and business development. Community Education programs are designed to contribute to the physical, mental, moral, economic or civic development of the individuals or groups enrolled and are open for admission to adults and to minors who can benefit from the programs.

Corporate and Community Education instruction typically consists of Not-For-Profit classes. This refers to classes that are offered without credit and which are not eligible for apportionment funding. Not-For-Credit classes are required to be financially self-supporting. Credit and Non-Credit classes are also offered through Corporate and Community Education.

The Corporate and Community Education program is part of the Business and Computer Studies Division. Its only staff member is a full time secretary. All other staff members are instructors who are hired on an as needed basis. The office currently consists of one small cubicle that shares office space with the high school SOAR program.

The program is currently offering 25 courses through Community Education. This past year has seen a resurgence of leadership development and management training classes offered through our short-term corporate training program. Additional community education classes are being developed each semester and industry has requested more training classes in the near future.

The Corporate and Community Education program is expected to be self-supporting, not using any general fund monies from the District. After a very difficult financial struggle a couple of years age and reducing the staff to the current single secretary, the program is slowly becoming healthy and more profitable. Each semester the number of classes that are successfully offered grows. The program has reached the point where there is a critical need to expand the administrative staff. The volume of clerical work is growing each semester. As the number of class offerings grow, so does the need to work with instructors, meet students' needs, process all the paperwork to develop new classes, prepare the class schedule, oversee instructor contracts, process payroll, keep program records, and accept and account for class payments. The office needs to expand from its single secretary to another full time clerical staff member and several student workers to provide the proper level of customer service.

For the program to continue to grow, especially in the corporate education area, it is important to hire a director who can reach out to the local business and industry entities. In addition to supervising the community education program, the director needs to develop the relationships and contacts that will result in a strong corporate and contract education program. The director would also be responsible for effectively marketing the community education classes and contract training courses that are developed and scheduled.

As the program grows, so must the office space. The need to immediately hire student workers to properly serve clients/students requires additional space. When the program is able to hire additional clerical staff and the director, again, more space will be required.

There is also a critical need for classrooms that are available to our classes. Currently, all classes offered through the Corporate and Community Education program must wait for any room assignments until after all the needs of the for-credit, traditional classes have been met. That means that the only time this program can schedule classes is Friday evenings and Saturdays when classrooms are available. If the program is to grow and become self-sufficient, it needs to have classrooms it can use during the prime times of the week when students want to take classes—especially weekday evenings.

Current Student Demand

An extensive student evaluation of the classes and the program was administered in most of the classes during the spring 2006 semester. The survey sought students' opinions about the division's curriculum, scheduling, facilities and equipment, student support services, and community outreach. Students provided useful demographic data, and wrote comments about specific items on the survey.

Over two-thirds (69 percent) of the students are planning to earn an A.A. /A.S. degree, transfer to a four-year institution without an A.A./A.S. degree, or earn an A.A./A.S. degree and then transfer. In fact, 57 percent currently expect to transfer to a four-year institution. It is somewhat interesting that only 16 percent of the students are taking courses for vocational, job-related purposes.

Most of our classes have both day and evening offerings; however, due to low enrollments in certain specialized (often advanced) areas, some classes are offered only during the evening hours when both traditional and working students can attend. If there is sufficient anticipated enrollment, a course that is normally an evening course will occasionally be offered during the daytime in an attempt to meet the needs of students who can only attend classes during the day. To accommodate the student who is unable to take classes during the traditional Monday through Friday schedule, the division offers a variety of classes on Friday evenings and Saturday mornings.

The division's online classes offer another option for students. To help reach disabled students, individuals who lack proper transportation, care-givers who cannot leave dependent children or adults, or many other unique situations that make it impossible for students to attend classes on-site at our campus, the division was one of the first to offer online classes at the college. The division currently offers thirteen online classes in eight different areas. Very few of these online classes require on-campus meetings. Reaching out to those students who have difficulty coming to a traditional class on campus through online courses provides an important alternative and opportunity for those students, enabling them to take classes they might not be able to take otherwise.

Based on enrollment trends, online classes appear to be well-received, as many of our online sections achieve full capacity. 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 division, as well as 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.

Every semester the dean closely monitors the enrollments in each class. As demand changes, the number of sections offered is increased or decreased appropriately. As the demand in any particular course increases, the variety of times and places this course can be offered increases as well. The more sections that can be scheduled on different days, at different times and places, the easier it is to provide students with more choices to meet their needs.

At the beginning of fall 2006, 88 classes out of 140 closed. That means almost 63 percent of the division's classes were at full capacity.

Anticipated Student Demand

Looking at student enrollment (headcount) over the past three years (Fall 2004, Fall 2005 and Fall 2006), the division's overall enrollment has decreased from almost 3,630 in Fall 2004 to slightly over 3,400 in Fall 2006, representing a 5.8 percent decrease in enrollment.

The three programs experiencing the most decrease in enrollment are Computer Information Science (16.9 percent decrease), Management (12.9 percent decrease), and Office Technology (38.1 percent decrease). Two areas that increased in enrollments over the past three years are Accounting (24 percent increase) and Real Estate (19 percent increase). The remainder of the programs stayed relatively stable.

These trends will probably continue in the near future with the computer-related courses (including computer applications) expected to see lower student demands due to changes in employment demands. The Management program is relatively small and, while any single semester may see changes in enrollments, this area should remain fairly consistent in the future. The Management/Marketing programs needs evaluating with new courses and certificates developed. Accounting enrollments should continue to be strong because of industry demand for accountants and the anticipated growth in demand for the business administration degree. Real Estate tends to follow the industry activity of the local real estate market, so this program may experience a slight decrease in popularity as the real estate market slows down over the next couple of semesters.

The Business Administration program should expand in the future because CSU, Bakersfield has brought the upper-division portion of its Business Administration Degree to Antelope Valley. Fall 2006 saw the first set of classes offered at the University's Antelope Valley site that will

allow a cohort of students to complete their degrees within the next two years, while taking all required classes in the Valley.

Every classroom available to the division is intensively used during the peak times which are mornings and evenings. Currently, the division does not have enough classrooms available to meet student demands for additional classes during these peak times.

Recommendations to Support Current Enrollment

Personnel

The Division's administrative staff includes the Dean, a full-time Administrative Assistant, and a full-time Clerical Assistant II (shared equally with the Social and Behavioral Sciences Division). There are 12 full-time faculty members and 59 part-time instructors.

The ratio of full-time to part-time faculty is out of balance. In fall 1999, there were 10 full-time instructors in the division with 42 percent of the classes being taught by full-time faculty. At that time, the total teaching load would have been 27 full-time equivalent instructors. Currently there are only 12 full-time instructors in the division, yet the total teaching load has expanded to the equivalent of 31 full-time instructors. The current situation of having 52 percent of our classes being taught by part-time instructors is not in the best interest of the students because full-time instructors are generally more accessible to students, provide program leadership and curriculum development, and more. It is certainly not close to the 75/25 goal, where only 25 percent of our classes are supposed to be taught by part-time instructors.

Currently, the division needs full-time faculty leadership in the Business Law and the Real Estate programs. Both of the classes in these areas are primarily taught by adjunct faculty. While the adjunct faculty bring a tremendous amount of experience and dedication to the classroom, these programs need leadership that only full-time instructors can provide.

The division has reached the point where it is having difficulty finding qualified instructors for all daytime classes, and to some extent, for the evening courses in various areas. Consequently, the integrity of the class offerings has been compromised.

Another critical need the division has at the present time is to provide relief for the computer lab technician. This very important member of the instructional team has the responsibility of maintaining nine computer labs that are networked, using a multitude of complex software that must function together seamlessly.

The number of staff needed to properly support the computer network and communication requirements for our classes (including online classes) along with the computer needs of the division's staff, instructors, and dean, currently work in the Information Technology Services Department. The present technological needs of the division are not being met.

Equipment

Instructional equipment needs in the Business and Computer Studies Division can be divided into two categories: 1) the continual need for the latest student computers and computer peripherals in our computer labs and 2) the need for instructional equipment for classrooms and computer labs.

At the rapid rate of change in the computer technology area (which includes both hardware and software), this division needs to replace the computers and software in each of its labs about every three years. Since relocating to the Business Education building, the division has been able to replace the computers in five labs, with three additional labs being replaced in spring 2007. However, the college currently has no replacement policy for this type of equipment, and unless something is changed in the near future, the division will continue to rely on year-to-year funds that have historically not been dependable.

Instructional equipment for the classrooms is currently up-to-date because of the ability to purchase computerized projection systems in every classroom and computer labs in the new Business Education building. However, it is important to recognize that these units are approaching the age limit for computerized equipment and funds to begin replacing these systems for five classrooms and nine labs will be needed in the near future.

Facilities

Since the Business and Computer Studies Division has moved into the Business Education (BE) building, it has gained the use of excellent classrooms and computer labs with up-to-date computers, projection systems, VCRs, CD/DVD players, and presentation lighting. The general feeling from the instructors is that the new facilities in the BE building provide an excellent environment for instruction and learning. During the most popular time zones (mornings and evenings), the demand for classes exceeds the availability of classrooms.

The program support space in the new BE building appears to be meeting the needs of the division's programs, as well as the faculty, staff, and students. Every full-time instructor in the division has his or her office in one of 26 faculty offices. These faculty offices are comfortable, well-equipped, and conveniently located near the dean's office.

The administrative office suite is a very efficient combination of two separate deans' offices with adjoining administrative assistant offices. There is also a relatively large reception area just outside these four offices where a full-time secretary serves as receptionist for anyone entering this administrative office suite.

External Factors

Community

Over the years, this division has seen competition come into Antelope Valley directly impact enrollment in several of our programs. For many years, Antelope Valley High School District's Regional Occupational Programs (ROP) has offered several programs that directly compete with the division's courses—especially in the computer area. To a lesser degree, our students have also had the opportunity to choose alternative courses offered at the University of Phoenix, ITT Technical Institute, High Desert Medical College, and Career Care Institute. Recently, the most aggressive competitor has been Antelope Valley Medical College, which has significantly reduced the number of administrative medical assistant students enrolled in this once very popular program.

For students in the northwestern portion of our District, College of the Canyons is geographically as close as AVC, and more and more of our students consider this as an option. In the near future, online courses offered by other institutions will become a major competitor as this mode of delivery becomes more accepted.

The goals of the College's Strategic Plan continue to accurately reflect the division's philosophy and purpose as part of a vibrant community college serving the Antelope Valley. The Business and Computer Studies Division recognizes its potential for helping to contribute toward the goals of the College and optimize the use of scarce resources. This division has worked cooperatively with the entire College in the past, and will continue to partner with those who seek to help our students succeed while serving our local community.

Most of the programs are articulated with the appropriate high school courses wherever possible. The division is currently working with the Antelope Valley Union High School District to reestablish a new 2 + 2 articulation agreement to help high school graduates receive proper recognition and credit for college-level work completed at the high schools. However, articulation efforts with the other local high schools have been very limited. Articulation with all local K-12 schools needs to be expanded.

Grants/Partnerships Participation

The A.A. degree in Business Administration has articulation agreements with several four-year institutions. Articulation with the primary California State University systems to which our students tend to transfer, especially for Business Administration majors, is fairly clear and complete. The new B.S. degree in Business Administration from CSU, Bakersfield, where all of the classes will be offered at their Antelope Valley facility, will be a significant opportunity for our students. The impact of the CSU, Bakersfield program on classes offered through our division has not been fully realized.

Legislative Factors

Additional

Short Term Trends and Goals (3-5 years)

Goals & Mission

The Business and 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.

As online offerings continue to expand, the division will see the number of courses it offers online increase. Of particular interest and benefit to the students would be to offer every course required for the Business Administration Degree online so a student could complete this popular degree totally online.

Personnel

Currently, the division needs full-time faculty leadership in the Business Law and the Real Estate programs. The classes in these areas are primarily taught by adjunct faculty. While the adjunct faculty bring experience and dedication to the classroom, these programs need leadership that only full-time instructors can provide.

Within a couple of years, the division will need to consider hiring a full-time instructor in the database management area and in the management information systems/web designer area.

Equipment

Computer-related courses are always in a state of flux because of the increasingly rapid change of the software used. Most of our computer applications courses (e.g., microcomputer introduction classes, network classes, classes in Word, Excel, etc.), as well as our programming languages, must regularly reflect changes in the curriculum to properly incorporate updated software. Currently, the students completing the numerous computer-related courses are properly prepared to enter the workplace and/or transfer to four-year institutions. However, the division does not generally have the luxury of being on the "cutting edge" of technology because local industry/businesses do not necessarily immediately adopt the latest software, quality

textbooks are often not yet published, and hardware needed to properly operate the new software is not available in the division's computer labs. Each new software version requires more powerful hardware. The challenge to replace outdated technology in both our computer labs and in our instructors' offices tends to hinder the division's ability to maintain the highest level of currency.

Most instructors in the division now use the computerized projection systems for their presentations to incorporate PowerPoint and Internet information. The Business Education building (where virtually all of the division's classes are scheduled) has a computerized projection system with access to the Internet in every classroom and lab. However, classes are being scheduled in other classrooms around the college which either do not have these systems or are not readily accessible due to a security issue. Also, most of the units in classrooms outside of the BE building do not have computers, forcing the instructors to bring a laptop computer with them. However, this presents a real logistics problem because not all instructors have laptop computers.

As the division and the college continue to expand their distance learning offerings, specifically online courses, more attention and resources need to be provided to better meet the needs of our students and the instructors who choose to teach online classes

Facilities

Most of our specialized facilities needs are currently being met. Currently, and in the short term, the computer labs available to the division should continue to meet the needs of the students.

Long Term Vision (10 Years)

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. The division will continue to expand its Internet presence by developing additional courses that will be taught online. The division needs to develop a strong distance learning support and training structure to increase online offerings, and that will help students succeed in this new learning environment. As expansion continues in this area, the division will need to develop entire certificate and degree programs completely offered online.

In addition to the Palmdale site, the division would also like to provide more course offerings at alternate off-campus locations throughout our District. By using video-conferencing technology to synchronously teach at remote sites, the division could provide important courses that otherwise often tend to be under-registered.

As the computer continues to be the tool of learning, even the lecture classrooms will need computers for each student, much like the current computer labs. However, it will not be long before computers in the classroom, including labs, will be less important because more and more

students will bring their own laptops to school. While it is already started in portions of the campus, the entire college campus will soon become totally wireless allowing effortlessly fast connection to on-campus servers and to the Internet.

Palmdale

Involvement at the Palmdale Campus

Because the Business and Computer Studies Division offers both certificate programs and transfer programs to meet the needs of the Palmdale community, most of the division's courses and programs will need to be offered at the Palmdale campus. At the present time, the Palmdale campus does not have a computer lab large enough to offer computer-related courses. However, most of the classroom-oriented courses can be successfully offered at the current facilities.

Development at the Palmdale Campus - Short-Term (3-5 years)

As the college transitions from the current temporary site to the permanent Palmdale campus, the division's course offerings will expand. Currently, the division is only offering a very limited number of core classes that tend to have the highest demand. As enrollment continues to expand at the Palmdale campus, so will the number and variety of classes offered from this division.

Vision at Palmdale Campus - Long Term (10 Years)

In the long-term projection of the Palmdale Campus, this division should be able to offer all of its certificates and degrees to that portion of the Antelope Valley. While some of the more specialized courses will need to be scheduled on a rotational basis, most of the division's courses will be available at the Palmdale Campus.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

While the Palmdale campus could be self-sufficient without most of our course offerings, it would not be truly meeting the needs of the Palmdale area if it did not offer one of the most popular programs on campus—the Business Administration Degree. The classes that compose this very popular program should be offered if the Palmdale campus is to fulfill its educational purposes in Palmdale.

Program Data

Accounting								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	40.3	43.3	35.5	43.5	47.4	44.0	49.8	N/A
WSCH	1,244.4	1,338.4	1,097.0	1,343.6	1,463.8	1,360.0	1,538.6	N/A
Enrollment	327.0	357.0	291.0	366.0	406.0	368.0	429.0	N/A
FTEF	1.7	1.8	1.7	2.0	2.2	2.1	2.3	N/A

Business								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	94.7	95.9	106.9	104.1	104.4	90.7	106.3	N/A
WSCH	2,924.8	2,960.0	3,302.4	3,216.0	3,222.5	2,800.0	3,283.2	N/A
Enrollment	922.0	928.0	1,035.0	1,012.0	1,011.0	877.0	1,029.0	N/A
FTEF	3.4	3.7	4.1	4.3	4.2	4.1	4.6	N/A

Computer Applications, Computer Networking								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	103.0	93.7	96.9	98.0	88.3	77.0	98.0	N/A
WSCH	3,179.6	2,892.6	2,993.8	3,027.8	2,727.1	2,377.0	3,024.8	N/A
Enrollment	755.0	685.0	704.0	714.0	634.0	560.0	714.0	N/A
FTEF	5.4	4.8	5.3	4.9	4.3	4.2	4.9	N/A

Computer Information Science								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	41.2	43.4	38.6	34.6	33.4	34.5	30.9	N/A
WSCH	1,272.2	1,339.8	1,192.2	1,066.8	1,031.8	1,066.8	954.2	N/A
Enrollment	306.0	322.0	290.0	257.0	251.0	255.0	235.0	N/A
FTEF	2.2	2.1	2.1	2.0	1.8	2.0	1.8	N/A

Management								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	22.2	19.3	18.7	14.9	16.9	10.1	16.3	N/A
WSCH	684.8	595.2	576.0	460.8	521.6	310.4	502.4	N/A
Enrollment	215.0	186.0	180.0	145.0	166.0	97.0	157.0	N/A
FTEF	0.9	0.8	0.9	0.7	0.8	0.5	0.8	N/A

Marketing

	2003-04		2004-05		2005-06		2006-07	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	9.0	6.7	8.5	5.8	7.6	8.1	9.1	N/A
WSCH	278.4	208.0	262.4	179.2	233.6	249.6	281.6	N/A
Enrollment	87.0	65.0	82.0	56.0	74.0	78.0	88.0	N/A
FTEF	0.3	0.2	0.3	0.2	0.3	0.3	0.3	N/A

Office Technology

	2003-04		2004-05		2005-06		2006-07	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	73.7	64.4	73.8	65.8	56.3	40.9	41.3	N/A
WSCH	2,276.6	1,987.4	2,279.2	2,033.0	1,739.4	1,263.2	1,275.4	N/A
Enrollment	538.0	462.0	506.0	452.0	387.0	276.0	279.0	N/A
FTEF	3.9	3.9	3.9	3.9	5.9	2.5	2.6	N/A

Real Estate

	2003-04		2004-05		2005-06		2006-07	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	21.1	26.7	25.5	32.6	27.2	30.4	28.4	N/A
WSCH	652.8	825.6	787.2	1,008.0	838.4	937.6	876.8	N/A
Enrollment	205.0	258.0	246.0	315.0	263.0	293.0	274.0	N/A
FTEF	0.7	0.8	0.8	1.0	0.8	2.0	0.9	N/A

Health Sciences Division

Programs

Emergency Medical Technology	Nutrition and Foods
Health Information Technology	Registered Nursing
Home Health Aide	Respiratory Therapy
Medical Assisting	Vocational Nursing
Nurse Aide	

Mission

The division faculty and staff established a mission that states: "We provide quality healthcare and wellness education that empowers students to meet their goals of workforce preparation, personal development and community service." The mission of the division aligns with the college's mission to provide transfer courses, workforce preparation and vocational/technical education through its vocational programs, personal development for students who take classes in the division to enhance their personal skills, and associate degrees in career technical areas.

Student Learning Outcomes

Because of the career technical nature of most of the division's programs, student learning outcomes were established long ago to meet accreditation standards mandated by state agencies and boards. The faculty of the LVN and RN programs has selected instruments to measure students' achievement of student learning outcomes. Furthermore, graduates of the LVN, RN and Respiratory Care programs are eligible to take licensing exams upon completion of their programs. The success rate on the national licensing exams for LVN and RN students ranges from 87% (the statewide average) to 95%, depending on the year. The EMT students are eligible to take the National Registry Exam for EMT, which could be a measure of student learning outcomes. Additional work needs to be done to establish methods of measuring student learning outcomes for the nutrition and foods program and health information technology. Students who complete the Medical Office Assisting programs would be eligible to take the certification exam in that field, which is offered by the California Medical Assisting Association (CMAA). However, the college's current program does not meet the CMAA standards.

Degrees and Certificates Awarded

Program	Degree	Certificate
Clinical Medical Office Assisting	X	X
Family and Consumer Science	X	
Health Information Technology	X	
Licensed Vocational Nursing		X
Medical Assisting	X	X
Medical Office Technology	X	X
Nutrition & Foods	X	
Registered Nursing	X	
Respiratory Care	X	

Current Student Demand

Most classes are full every semester. Exceptions are: MOA 101 and 102 (Beginning and Advanced Medical Terminology) and MOA 110 and 111 (Beginning and Advanced Medical Office Assisting).

At first day of classes, Nursing Science, LVN, Respiratory Care, EMT and Nutrition and Foods classes are at 100 percent capacity. At census date, EMT and MOA classes generally are at 80-90 percent capacity.

The Health Information Technology (HIT) program is offered in conjunction with Santa Barbara City College (SBCC) as an online hybrid program. Students complete the general education courses at Antelope Valley College and take the specialized HIT courses through SBCC. The program is administered by SBCC and does not enroll many students from AVC. Students in the HIT program can elect to receive their degrees from AVC or SBCC. Demand for medical records professionals is extremely high; it is reported that few students complete the HIT program, as they are employable after taking just a few courses in the discipline.

Anticipated Student Demand

There is a high demand for RNs based on nationwide shortage, high salaries in the profession, and a two-semester waiting list for enrollment in the first nursing science course. The division could enroll 172 students in spring 2007 if the College had lab space, clinical facilities (hospitals and community placements), and qualified faculty.

Also, there is high demand for LVN courses based on the low cost and high quality of education at AVC. There were 134 students on the waiting list as of March 7, 2007.

A high demand for EMT training is related to the low cost of the course when compared to proprietary providers.

The high demand for Nurse Aides/Home Health Aides is based on the fact that AVC currently is the only provider for this training in the Antelope Valley area.

There is also a high demand for Nutrition and Foods courses. Two of the courses meet general education requirements and a third course is required for employment in daycare centers. Elementary school teachers often enroll in the course for professional development. The Nutrition and Foods courses transfer to the CSU baccalaureate programs in nutrition or dietetics.

There is moderate demand for Respiratory Care training. There is a statewide shortage of respiratory care practitioners, and statewide student capacity is low. This program needs to be marketed.

Currently there is low demand for Medical Office Assisting courses. This is a potentially high-growth area, but the program is too long, has no full-time leadership, and needs to have the curriculum updated

Recommendations to Support Current Enrollment

Personnel

The number of programs and course offerings in the division has increased by 20 to 50% since 2000, depending on the program or course. The number of faculty and staff has not increased concomitantly. To support past growth of programs and to meet state regulations in various areas, the following immediate faculty and staff needs have been identified:

- Conversion of one categorically-funded position for a nursing skills lab instructor to District funding
- Full-time instructor in medical office assisting, if the program is to be maintained.
- Full-time instructor in EMT to meet student demand and plans for a paramedic program
- Full-time non-instructional faculty in Radiological Technology to plan for opening a new program in the discipline by June 2008
- Increase 50 percent full-time clerical assistant to 100 percent
- Department chairs to ease the administrative burden of the dean
- Full-time, designated division counselor for health sciences students
- ITS support for nursing computer lab

Equipment

The EMT, nursing and respiratory care programs use expensive technological equipment that allow instructors and students to simulate clinical situations in the campus lab setting prior to students using the equipment with patients. The use of simulations builds students' confidence

in their abilities to perform under stress in the clinical setting. The faculty and staff have identified the following immediate equipment needs:

- Manikins, airway trainers, and childbirth simulators for EMT course;
- Intravenous pumps for RN and LVN programs (minimum of three); and
- Pediatrics simulator (LVN, RN and Respiratory Care students).

Facilities

To start a new radiological technology program in summer 2008, the college needs to provide space for a campus positioning lab and film processing room. The positioning lab does not need to be a "live" lab, but can be a phantom lab in which students practice in preparation for the use of live equipment in the clinical setting. The use of phantom lab limits the likelihood of potential exposure to radiation from the radiological equipment. The equipment used in the positioning lab weighs approximately 2800 pounds and requires a stable floor and reinforced ceiling. Therefore, once the equipment is located in a specific classroom, it is unlikely that the equipment will be moved to a new facility. Although film processing has been replaced by digitalization in most local hospitals, it is still used in small clinics and physicians' offices. Teaching film processing is still a requirement of the California Radiological Health Branch, which is the division of the state Department of Health Services that approves radiological technology programs.

Faculty and staff have participated in the planning stages for the future Health and Science building that will be constructed using local and state bond funds by 2012.

External Factors

Community

The ROP, Antelope Valley Adult School and proprietary schools offer medical office assisting programs and EMT courses. The ROP and Adult School offer the medical office assisting courses at a much lower cost, ranging from free at the ROP to $40 at the Adult School. Proprietary schools offer the courses for $7,000. The Palmdale High School Health Careers Academy plans to start a medical assisting class in 2007-08.

Four proprietary schools offer LVN programs. However, the costs of proprietary programs ranges from $17,000 to $25,000 for the certificate. The AVC program is a bargain when compared to those costs.

A proprietary school and the ROP also offer EMT classes. The cost of the proprietary school is high compared to AVC, but the length of the class is shorter than one semester.

The RN program at AVC has no local competition, but pressure to maintain high enrollment and to expand enrollment is high. There is a new hospital opening in Palmdale in 2008 and Kaiser

Permanente is planning to open a hospital in Antelope Valley in the future. These will fuel growth in the RN program.

There is currently a nationwide shortage of RNs. California is the only state in the nation with a nurse-to-patient ratio, which has exacerbated the shortage. There are statewide shortages of registered nurses, licensed vocational nurses, respiratory care practitioners, dieticians and radiological technologists. California also has mandated the associate degree as the entry level to practice for respiratory therapists as of January 2006. There already is demand from Certified Respiratory Therapists who want to complete their education to become Registered Respiratory Therapists.

AVC is the only provider of nurse aide education at this time, as a result of state legislation passed in July 2006 which increased the cost of providing nurse's aide education and restricted who could fund the cost of fingerprinting nurse's aide candidates. A local donor provided funding for fingerprinting students who enroll in the program in 2007.

Grants/Partnerships Participation

The RN program has two grants at this time: a 2006-08 Nursing Capacity Grant for $512,787 and a 2006-08 Nursing Enrollment Grant for $114,284. These grants support additional enrollment in the RN program for 40 students in 2006 and 10 students in 2007. Included in the grant plans are the T502 modular skills lab (funded by the nursing capacity grant but used by the respiratory care program as well) and two full-time nursing faculty to teach the additional students. A third RN faculty member is funded by a combination of VTEA and the nursing enrollment grant.

As part of the nursing grants that have been awarded since 2002-03, the District has committed itself to sustaining enrollment in the RN program. This has become extremely difficult to accomplish using only adjunct faculty as additional instructors. As the local hospitals have increased wages to attract RNs to the area, the number of RNs who have been willing to teach for the college has diminished. The hospitals are offering overtime pay that far exceeds the college's adjunct wages. Therefore, teaching as a source of secondary income is not as attractive as it was in the recent past.

Future grant funding for program expansion will not be available to the RN program unless the attrition rate in the program drops to a level acceptable to the California Community College System Office. In 2006, SB 1309 set the acceptable attrition rate at 15 percent; AVC's attrition rate is about double that rate. The AVC program would only be eligible for program improvement funds if the attrition rate does not drop.

Legislative Factors

AB 1309 (signed by the Governor on September 30, 2006) mandates an attrition rate of 15 percent or less in the RN program, in order for the program to be eligible for grant funding. If a program does not meet that level, the program can only apply for "program improvement"

funding for support services or assessment testing (an additional assessment test to supplement the college's assessment test).

The Governor and several state legislators have proposed funding for community college RN program improvement and expansion for 2007-08. Some funding associated with SB 1309 extends to 2014.

Additional

The state has placed pressure on RN programs to increase enrollment and reduce attrition.

The nursing programs cannot expand faster than clinical facilities expand. Further enrollment expansion (beyond 90 students per semester) will be dependent on the availability of future hospital facilities.

The EMT faculty has attempted to start a paramedic program. All local permissions were obtained; however, the Los Angeles County Emergency Medical Services Agency blocked the program when it required that it have written contracts guaranteeing placement in field internships for 90 percent of its students. Clinical agencies (ambulance companies in particular) could not meet the guarantee, as they cannot find enough qualified paramedics to serve as preceptors. Only the LA County Fire Department was willing to commit, but it could guarantee only five placements annually.

Short Term Trends and Goals (3-5 years)

Goals and Mission

It is notable that health science programs can be costly for the college. However, they meet the demand for high quality, high salaried health professionals. About half of most health science programs contain clinical courses that do not use campus facilities, as the clinical courses are conducted in local health care agencies. To maintain FTES in the area and meet student demand, the division needs to:

- Establish a Radiological Technology program in response to community needs (which will create the equivalent of 36 FTES annually);
- Maintain current enrollment in RN program (to maintain fall 2006 level of FTES);
- Convert the LVN program into a 12-month program (which will increase annual FTES in this area by 33 percent);
- Expand our Nutrition and Foods courses by offering online courses, offering more sections at Palmdale, and developing new courses to improve the major and meet student demands for those courses that are general education courses;
- Commit to full-time leadership in medical office assisting (which could double FTES in this discipline);

- Establish a paramedic program (which will increase FTES by at least 6 annually);
- Provide a counselor with responsibility for advising and counseling health science students as the person's area of expertise;
- Hold discussions about articulation with the Palmdale High School Medical Magnet academy and the Regional Occupational Program.

Personnel

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. Adjunct faculty who meet the minimum qualifications to teach clinical courses are not readily available. Some are employed by the proprietary LVN programs, which do not require faculty to meet the minimum qualifications set forth in Title 5. In order to maintain programs at their fall 2006 levels of enrollment, the following personnel would be required:

- Two RN instructors (conversion of two categorically-funded positions to District funding) to meet the college's commitment to sustaining growth achieved through state capacity building and enrollment growth grants;
- Two additional full-time RN clinical faculty to support enrollment in critically-short faculty areas of maternity/obstetrical nursing and psychiatric/mental health nursing;
- Full-time LVN faculty to continue growth achieved by converting the program to a 12-month calendar; and
- Full-time instructional faculty in Radiological Technology when the program reaches enrollment of 30 students.

Equipment

In the near future, the District should anticipate the need for equipment to support faculty, students, and new programs. Equipment funded in the past through VTEA and various state RN enrollment grants will become obsolete or will lose functionality. If a paramedic program becomes a reality for the division, the program will require approximately $25,000 in equipment to provide a quality educational experience. The Health Sciences Division stores student files for four years to comply with state regulations and accreditation standards. The needs in three to five years are:

- Scheduled replacement of computers for nursing lab and faculty;
- Equipment for the radiological technology program to supplement donations provided by the two local hospitals, including the positioning table, arm, and manikin for student training in the campus lab; and start-up materials such as videos, data projection equipment and disposable medical supplies for student use;
- File cabinets for storage of student records for respiratory care and radiological technology programs; and

- Medical equipment and classroom furniture to equip classrooms in the proposed Health and Science Building.

Facilities

Lab space for all programs is included in the plan for the new Health and Science Building. Establishing the radiological technology lab is under discussion with the Director of Campus Facilities, as this program needs to be housed on the first floor of a building because of the weight of the equipment.

Long Term Vision (10 Years)

Few programs in the division can be offered at the Palmdale campus. Nutrition and Foods courses certainly should be offered there, as two of them are designated to meet general education requirements.

Possibly the EMT course and paramedic program should be offered at Palmdale if a Public Safety Academy is established there.

Other health sciences programs might be established, depending on community needs assessment data. For example, a pharmacy technician program currently is available through the Antelope Valley Adult School. This program might be suitable for the community college setting in the future, if demand warrants. 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 California Community College System Office is exploring the option of applied baccalaureate degrees in registered nursing that would be offered by community colleges. This would be an option that the RN faculty would favor offering at AVC, but it would require a change in the college's mission.

Palmdale

Involvement at the Palmdale Campus

Nutrition and Foods courses should continue to be offered for general education requirements. NF 100 and 105 fit that category of classes. NF 100 (Nutrition) can be offered as an online class.

MOA 101 (Beginning Medical Terminology) should continue to be offered to meet the demand from employees who work in physician's offices and clinics in the Palmdale area.

The EMT course and a Paramedic program might be candidates for a Public Safety Academy, if one is developed on the Palmdale campus. As demand for EMT is high on the Lancaster campus, the courses offered at Palmdale may be offered in addition to the courses at Lancaster. Cost for establishing a new EMT or Paramedic lab in Palmdale may approach $25,000 for equipment and supplies.

A more salient question is: What should not be offered in Palmdale by the Health Sciences Division? The community has asked for a full-service campus that includes an RN program. However, to duplicate the equipment, faculty and supplies of the RN program at Palmdale, the District would have an initial investment of $200,000, not including the cost of the facility (nursing skills lab). Nurse Aide and LVN fall into the same category as RN—high cost programs that should not be offered in Palmdale.

Development at the Palmdale Campus - Short-Term (3-5 years)

NF and MOA require only classrooms, videos, and data projectors. This can be accomplished in one year at Palmdale.

Vision at Palmdale Campus - Long Term (10 Years)

Other than the 3-5 year plan, it is not in the vision of the division to be offering vocational programs at the Palmdale campus, except for the EMT or Paramedic programs.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

There are none, as there are many other courses that meet Area E of the general education requirements. MOA 101 is a transferable elective, not required for graduation and not a general education course.

Program Data

Emergency Medical Technology								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	25.5	22.4	25.7	28.9	28.5	33.6	29.2	N/A
WSCH	787.8	693.0	793.2	891.0	881.4	1,038.6	903.0	N/A
Enrollment	175.0	154.0	176.0	198.0	196.0	231.0	201.0	N/A
FTEF	0.9	0.9	1.1	1.1	1.1	1.4	1.4	N/A

Medical Assisting

	2003-04		2004-05		2005-06		2006-07	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	6.6	16.0	14.2	15.3	11.8	8.1	8.0	N/A
WSCH	204.8	492.8	438.4	473.6	364.8	249.6	246.4	N/A
Enrollment	65.0	138.0	129.0	133.0	114.0	78.0	78.0	N/A
FTEF	0.2	0.7	0.7	0.7	0.5	0.3	0.5	N/A

Nurse Aide

	2003-04		2004-05		2005-06		2006-07	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	0.0	0.0	1.9	0.0	2.8	0.0	2.3	N/A
WSCH	0.0	0.0	57.6	0.0	86.4	0.0	70.4	N/A
Enrollment	0.0	0.0	18.0	0.0	27.0	0.0	22.0	N/A
FTEF	0.0	0.0	0.1	0.0	0.1	0.0	0.1	N/A

Nutrition and Foods

	2003-04		2004-05		2005-06		2006-07	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	33.1	36.0	36.8	43.0	37.8	31.7	39.3	N/A
WSCH	1,020.8	1,110.4	1,136.0	1,328.0	1,168.0	979.2	1,212.8	N/A
Enrollment	320.0	347.0	355.0	415.0	365.0	307.0	380.0	N/A
FTEF	1.1	1.2	1.1	1.3	1.4	1.3	1.4	N/A

Registered Nursing

	2003-04		2004-05		2005-06		2006-07	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	68.5	91.8	83.3	94.4	84.0	87.8	104.2	N/A
WSCH	2,115.6	2,835.0	2,572.6	2,916.0	2,593.2	2,712.6	3,218.4	N/A
Enrollment	206.0	249.0	223.0	256.0	240.0	245.0	296.0	N/A
FTEF	3.4	4.2	3.5	4.2	4.2	4.2	4.9	N/A

Respiratory Therapy

	2003-04		2004-05		2005-06		2006-07	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	0.0	0.0	0.0	0.0	0.0	0.0	6.8	N/A
WSCH	0.0	0.0	0.0	0.0	0.0	0.0	210.0	N/A
Enrollment	0.0	0.0	0.0	0.0	0.0	0.0	50.0	N/A
FTEF	0.0	0.0	0.0	0.0	0.0	0.0	0.3	N/A

Institutional Research and Planning

Mission

The mission of Institutional Research and Planning is to provide accurate research and analyses to all groups within the Antelope Valley College and to the greater community as well as to direct the planning efforts for the AVC campus and district. The Institutional Research and Planning Department provides unbiased, accurate, and timely data and analysis for enabling all campus groups to function in a data driven environment. In addition, the office serves as a clearinghouse for information about the campus and the students.

Student Learning Outcomes:

Institutional Research and Planning will work with the campus as SLO's are incorporated into the Course Outline of Record, syllabi and programs. The office will work primarily in helping department in the development, collection, and analysis of assessment metrics. Tracking progress in instituting SLO's on a campus-wide basis will be a primary responsibility of the Institutional Research and Planning office. The office of Institutional Research and Planning will take a lead role in designing assessment tools for administrative units for use in developing Administrative Unit Outcomes (AUO's).

Current Demand

Current demand for institutional research is high because of increasing demand from government mandated research for Integrated Postsecondary Education Data System (IPEDS) and Accountability Reporting for Community Colleges (ARCC) reporting, the campus move to implementation of SLOs and AUOs, re-establishment of the annual AVC Student Fact Book and Student Equity Report, and the move towards a data-driven campus environment. Research support for the Enrollment Management and Student Equity committees has resulted from this move to making data driven decisions, but has also led to greater confidence in the actions taken. Institutional Research and Planning also provides research support to the Marketing Task Force as well as the Strategic Planning and Budget Committee. The office is currently providing research support to the Accreditation report, the Educational Master Plan, and several on-going program reviews. Survey support for campus groups and collaborators in the community on projects important to the College also place a demand on the services of the research office staff.

The number of students enrolling in the Fall term has grown 6.2 percent (from 12,089 to 12,834) for Fall of 2005 to Fall of 2006 after three relatively flat enrollments and this growth trend is expected to continue into the future as the Antelope Valley continues it's rapid growth. Over the past five years there has also been a dramatic decline in the median age of students at AVC,

declining from 27 years old in 2001 to 22 years old in 2002. These rapid changes in student body demographics and size have increased the demand for institutional research to help the campus understand and adapt to the changes with good policy decisions.

Anticipated Demand

Growth in the demand for the services of the Office of Institutional Research and Planning will be driven in the future by three main forces; the expansion of the district and student population, the increasing complexity of data and analysis necessary for meeting legislated requirements, and the increasing demand for data analysis to support campus management needs. Institutional Research and Planning will always work closely with the Admissions and Records Department and Information Technology Services, but in the future Institutional Research and Planning will also conduct completely independent research as well. This will enable the Office of Institutional Research and Planning to provide more robust analyses to campus customers and quicker response to campus needs. As the Palmdale site grows Institutional Research and Planning will become a more integral part of organizing data for both the Lancaster campus and the Palmdale site, and reporting those numbers to the campus constituencies, community, and state.

Growth in the campus population will result in a larger number of requests for survey help and information from individual students and student groups as well as increased demand from the campus administration. The growth in the size of the student body will also drive demand for analysis of classroom usage because of the need to maximize space utilization. Room utilization in the Palmdale site grew from an average of 40 percent in the fall term of 2005 to 61 percent in the spring term of 2007, with peak time usage levels approaching 90 percent Monday through Thursday. This type of accurate room usage tracking will become a necessity as the campus continues to increase in enrollment and will place an increasing demand on research office staff.

Maintaining a high level of responsiveness to campus clients is a primary goal of the office of Institutional Research and Planning. Cyclical demand for data for accreditation, program review, prerequisite validation studies and educational master plan annual updates will place periodic peaks in demand for Institutional Research and Planning services. Meeting surges in demand will require some flexibility in staffing. To identify and anticipate these surges in demand the office will need to fully implement a project tracking and workflow management system.

Growth of the Palmdale site and the district as a whole will be a significant factor in the anticipated demand for the services of the Institutional Research and Planning office. Medium sized districts (10,000 to 14,999 students) average 1.91 FTE in the research office, Medium to Large (15,000 to 19,999 students) average 2.3 FTE in the research office, and large districts (20,000 or more students) average 3.17 FTE within the research office. District offices average 2.95 FTE compared with 2.13 FTE for college offices.

Recommendations to Support Current Enrollment

Personnel

The Office of Institutional Research and Planning would need a grant and contract proposal writer to be able to meet our current needs. Support staff needed include an administrative assistant as well as a data entry person or hourly worker to handle survey data. With a current enrollment of close to 13,000 students, the office of institutional research at Antelope Valley College with two full time staff members is staffed near the mean of similarly sized campuses within the California Community College system.

Equipment

Current equipment needs can be met with one computer per person with SPSS and the standard MS Office software. The SAS/STATS statistical software package is needed at this time to provide probability estimates for student equity and retention studies. The color printer for the Office of Business Services meets the current needs for color printing, but a fax/copier/scanner for small volume use would increase the autonomy of the research office.

Surveymonkey.com currently provides sufficient utility for the survey needs of the office, but addition of survey development software and corresponding survey scanning equipment would allow for the expansion of in-person surveys. In-person surveys currently make up roughly 20% of the surveys conducted by the office, but have been intentionally limited because of the lack of data entry ability for most projects. Large in-person surveys are expected to rise to close to 50% of the survey work for the office if demand is met.

Facilities

The current office space will be adequate to meet the needs of the office under the current staffing after cubicle installation has been completed.

External Factors

Community

Local, state, and national public and private organizations require information about Antelope Valley College and its students. Major customers for research include:
- The Integrated Postsecondary Education Data System (IPEDS);
- Accountability Reporting for the Community Colleges (ARCC);

- The Greater Antelope Valley Economic Alliance; and
- The California Space Authority;
- The State of California; and
- The U.S. Department of Education

Grants/Partnerships Participation

For the last six years the college has been very active in pursuing federal and state grants, as well as industry partnerships. Currently, AVC is a part of a grant partnership, funded by the federal Dept of Ed, with CSU Bakersfield and CSU Fresno. A second proposal to the federal Dept of Ed is also in the works. IRP is committed to support both the preparation of the proposals and the management of the grants by collecting and analyzing the necessary data. Activities such as establishing baseline data, collecting and analyzing success and retention rates, preparing relevant surveys, etc., are within the scope of our involvement. The office also provides support for grants with the California Space Authority and the National Science Foundation.

Legislative Factors

There are three California Initiatives that affect Institutional Research and Planning: AB 1417, AB 1943, and SB 361. These initiatives have mandatory data reporting requirements that require time and effort from the OIRP. Federal legislation dealing with VTEA and Technical Preparation affect Institutional Research and Planning, in addition to Accreditation requirements.

Additional

It is important for the Office of Institutional Research and Planning to maintain an open line of communication with major community components, such as school districts, the chamber of commerce, and the local board of trade soothe research office can ascertain pertinent data for relevant analyses. The office both collects data from outside groups and provides data to outside groups; for this reason, involvement in the external community is an important component of Institutional Research.

Institutional Research and Planning provides support for the College's current federal Title V grant, which will continue for the next three years. In addition, the office will participate in any new Title V proposals.

Short Term Trends and Goals (3-5 years)

Goals and Mission

Within the next three to five years the Office of Institutional Research and Planning will need to expand its scope by taking on the responsibility of helping the campus apply for grants and contracts to increase supplemental revenue. It is also anticipated that the Office will initiate its own proposals where appropriate. In addition, as the size of the student body grows and as the Palmdale campus expands, the needs for accurate research will increase. The three to five year goal will be to increase the size of the Office to include a data entry person as well as an additional data analysis person to maintain or decrease response times on data analysis requests.

As the Institutional Research and Planning office reduces the backlog of projects, the office will be pursuing a goal of moving all appropriate research projects into the office. State estimates of FTES for facility five year planning, VTEA related research, and data reporting associated with the Nursing programs are all targeted for inclusion within the research office.

A second short term goal is to make all program review and general interest data available on the web for ease of access.

Personnel

A research technician with experience preparing data for the web will also be required in this time frame. It is assumed that the IT department will oversee the actual web programming, but the production of web content will be conducted within the Institutional Research and Planning office. In the near term there will also be a need for an additional data entry person as well as a survey specialist. Meeting demands for services on large projects while maintaining a high level of service to the general campus community could be met with short term contract staff on an as-needed basis.

Equipment

At this time there are no foreseeable equipment needs beyond additional computers for additional staff.

Facilities

Additional office space will be required to accommodate the new staff for the three to five year time frame. The current space can comfortably work for three individuals. A contract and grant writer, because of the nature of the work, will require a private office outside the current work space.

Long Term Vision (10 Years)

The Office of Institutional Research and Planning anticipates a need for data and subsequent analyses as well as rapid growth in the community and the expansion to a two campus district. These increases in necessary service, along with the increased demand and complexity of the planning function for the district will lead to a need for a Vice President of Institutional Research and Planning as well as having a Director of Institutional Research and Planning at both the Lancaster campus and the Palmdale Site.

Palmdale

Involvement at the Palmdale Campus

As the Palmdale Site grows, the Department for Institutional Research and Planning will play a large role in managing student and faculty data so that administrators can be fully informed about progress and trends for that site. In the near term it will be handled from the Lancaster campus. However, as the Palmdale site grows it will be more efficient to have an on-site office and a researcher to deal with Palmdale campus needs. In the longer term it is anticipated that there will be a need for a Director of Research with a research technician at each campus in the district.

Development at the Palmdale Campus - Short-Term (3-5 years)

It is not anticipated that the office of Institutional Research and Planning will have a direct presence at the Palmdale site in the three to five year time frame. The needs of the Palmdale site in this time frame will be met from the AVC office.

Vision at Palmdale Campus - Long Term (10 Years)

Over the longer term, the office of Institutional Research and Planning will need to establish an on-site office for an assistant research technician to provide support to the instructors and students at the site. Major reports and state mandated reporting will continue to be done from the AVC campus through this time period with the on-site technician providing support.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

The office of Institutional Research and Planning can be self sufficient at the Palmdale campus with office space and one full time research technician. The need for a self-sufficient IRP office is possible at the end of the ten year time frame.

Program Data

Instructional Resources Extended Services Division

Programs

Library	Instructional Multimedia Center
Learning Center	Extended Services

Mission

The Instructional Resources and Extended Services (IR/ES) Division of Antelope Valley College promotes a culture of academic success and lifelong learning by providing instruction, information resources, and support services to students, faculty, and staff. IR/ES values and promotes:

- Active Learning strategies that emphasize independent, critical, and analytic thinking;
- Help-seeking behaviors that empower learners to achieve the assistance they need;
- Technology and the skills necessary to effectively incorporate that technology into teaching and learning practices;
- A welcoming environment that reduces the fear and anxiety of asking questions and acquiring new skills;
- An attitude of possibility and of taking responsibility for one's own learning;
- An understanding of the power of knowledge and of applying knowledge to problem-solving;
- A community of learners who emphasize cooperation, creativity, and experimentation; and
- An ongoing curiosity to learn and the "aha" of new-found knowledge.

Within the IR/ES, the various service areas of the Learning Center, Library, and IMC are as follows:

Academic Skills Center provides help for students to develop the academic skills necessary to be successful at Antelope Valley College by individual consultation with a faculty learning specialist, workshops on a variety of study techniques, handouts, videos and DVD0s, support for students on academic or financial aid probation, early intervention for students at risk, and peer mentors. Individual assessment of academic problems and plans for academic skills improvement

General Tutoring provides weekly tutorial appointments for a variety of classes through subject-specific study strategy tutoring to improve test preparation and test taking skills. Quiet study area on a space-available basis is also provided.

Supplemental Instruction provides assistance for historically difficult classes specifically designed to help students review lecture notes, develop effective content-specific study strategies, create study aids and prepare for tests.

Math Center provides drop in tutoring for math or math related classes as well as math videos and DVDs, and computer assisted instruction software for skill development and improvement. Math workshops and individual assessment of math problems and plans for math improvement developed by the faculty learning specialist are also available to students.

Writing Center provides individual and group tutoring for written assignments in any AVC course. Workshops on a variety of writing topics, sample papers, instructional videos and online resources, handouts and computer assisted instruction are also available to students. A faculty learning specialist is available to develop individual assessment of writing problems and a plan for writing improvement.

ESL Study Center provides specialized equipment funded by a grant. Individual and group tutoring is available for vocabulary, grammar, pronunciation, reading, and writing, listening and speaking development. Handouts and computer-assisted instruction are available as well.

Reading Center provides reading and study skills tutorial assistance for students across the curriculum as well as Reading groups for composition and literature courses and computer assisted instruction. The Reading Lab also provides individual assessment of reading problems and plans for reading improvement as well as workshops related to reading and study skills.

Computer and Media checkout provides media checkout for videos and DVDs and study skills related topics.

Courses: LAC 900, 901, 098, 099, 100, 200

Learning Specialists: All faculty Learning Specialists provide individualized assessment of student learning needs based on formal and informal diagnostic procedures, assistance in skills improvement, and workshops on various topics, classroom visits, and consultation with content area faculty on active learning, learning styles, assessment tools, and other concerns about student learning needs, including early alert interventions.

The Instructional Media Center (IMC) provides equipment, multimedia and graphic design services to enhance instruction. Multimedia for computer/media assisted learning and research are housed and available for viewing by students, faculty, and staff. IMC technicians provide technical and repair services for multimedia technologies. Staff provide support services for videoconferences, podcasting, and satellite downlinks, as well as graphic support and audio/visual set-up and support for on and off campus events.

The Library instructs and supports students, faculty, and staff (both traditional and distant) in how to find, access, use, and evaluate academic resources. The Library Instructional Program includes one-to-one reference interactions, a wide variety of research workshops, online tutorials, and credit courses.

Courses: LIB 101, LIB 105, LIB 107, and LIB 110

Library Technical Services maintains, updates, and provides access to the Library's online materials and catalog. Technical Services manages acquisition of library materials and prepares materials for use through physical processing, cataloguing, and other related tasks.

Reference Services provides Reference Librarians at the Reference Desk at all times. Reference Librarians instruct students in research skills and how to find materials for assignments.

Collection Development is supervised and coordinated by Library faculty who works with fellow faculty across campus. Library Journal, Publishers Weekly, and various publishers' catalogs are used by faculty to select materials for the collection.

Librarians: All faculty Librarians provide individualized instruction for student research needs through reference interviews, one-to-one skills sessions, workshops, and classroom visits. Librarians consult with content area faculty on needs for library collection development.

Student Learning Outcomes (SLOs)

IR/ES is committed to developing SLOs and accompanying assessment cycles at the college, program, and course level. Within the year, the initial goal is to develop at least one division level SLO that is tied meaningfully to one or more of AVC's institution-wide SLOs, and then go on to develop corresponding SLOs at the course and/or specific service-area levels that can be measured or observed on a cyclical basis. SLOs have become a standing agenda item for IR/ESP's monthly division meetings, and additional area specific SLO development sessions will be scheduled. Student learning outcomes have been determined at the course level (LAC 900 tutoring) in the learning center and the first SLO report is in process for General Tutoring/SI. It will be ready for inclusion in Program Review.

Degrees and Certificates Awarded

Professional tutor certification through the College Reading and Learning Association (CRLA) through completion of LAC 100, Introduction to Tutoring, and LAC 200, Advanced Tutoring plus observed field experience of twenty five hours.

Current Student Demand (duplicated)

In fall of 2005, the Learning Center's total contact hours were 23,410. For 2006 that number is down slightly to a total contact (all tutoring, media usage, workshop attendees and classes) number of 20,293 for fall of 2006 and 20,615 for spring of 2006.

During 2005-2006, students took 6,127 Library Tutorials, had 14,980 Reference Encounters, and performed 230,717 EBSCOhost Searches; 1,124 students attended Bibliographic Instructions sessions. The total student gate-count was 233,814.

During the spring of 2006, 2,857 students were assisted with multimedia in the IMC, and during the fall of 2006, 2,903 students received multimedia assistance in the IMC.

The Library faculty offers four courses in information literacy and library research. Five sections were offered in fall 2006 and they were full on the first day of classes. Five sections are scheduled for spring 2007. At the first day of classes, Library classes are at capacity; enrollment drops little by census date.

At this point there is still room in some of the courses offered in the Learning Center, particularly LAC 100 and 200. The current courses are being revised and a full compliment of courses is being developed and sent to AP&P. LAC 900 (SI) is seeing a decline from serving 500 students a semester to less than 200 due to the reduced number of SI sessions offered because of a reallocation of facility space. Enrollment in LAC continues to be strong, but there is still room for growth.

Anticipated Student Demand

Demand should increase based on the expectation of increasing enrollment each year of college students and AV SOAR students who take LIB 101 as a mandatory class, and increase in capacity at the Palmdale site and future Palmdale campus.

As the headcount increases at both areas and the future Palmdale campus is developed, students will need access to research services, library workshops, materials and classes, and technologies and services from IMC. The increase in distance education will push demand for supportive technologies such as podcasting.

The Learning Center anticipates the need for an increase in non-credit and credit courses in tutoring, basic skills, writing anxiety, cross age tutoring and study skills. Also anticipated is a need to extend services to the Palmdale site and to students enrolled in distance courses. There is greater need for earlier faculty intervention with students to impact retention and persistence rates, which supports the enrollment management plan. The Learning Center is in need of an increase in funding both to increase the number of hours of tutoring available to students, and to increase the current pay rate for trained tutors. There is growing competition for trained tutors in the Antelope Valley and the Learning Center needs to be able to compete for those students.

Division/Area Recommendations to Support Current Level of Enrollment

In a follow-up to the campus-wide organization process, the Instructional Resources and Extended Services Division has developed an overall vision for increased functionality and service to the college. The key will be for the division to bring together its areas most particularly through universalizing its circulation and reference services and developing new curriculum; the division also recommends that a much-needed management structure be instituted that will fit into the college's faculty chair negotiations and will optimize functionality as student enrollment continues to grow over the next five years. In this respect, the Division's immediate goals are to:

- Reorganize the Division itself into three distinct areas: (1) Library and IMC, (2) Learning Center, and (3) Extended Services [(Palmdale Campus and Distributed Education (DE)];
- Complete cataloging of IMC materials, including conversion to Library of Congress call numbers;
- Catalog LC materials according to Library of Congress and MARC record standards;
- Provide an academic supported reference function with reference library faculty for the media collection to support students and faculty with their research and teaching and learning needs; and
- Institute a system for cataloging, searching, and checking out instructional multimedia materials (with accompanying policy and procedures). What is intended is a universal circulation function in order for all instructional materials (other than reference, reserve, and tutorial aids) to be checked out by students, faculty, and staff under the same system.

Personnel

Faculty Chair/Director for (1) Library/IMC, (2) Learning Center, and (3) Extended Services (Palmdale Campus and DE) with accompanying clerical support staff for each

IMC—Media Assistant (for evening coverage)

Library— Librarian (Media Specialization); Library Assistant

The Learning Center needs a full-time faculty ESL/Reading Learning Specialist, and additional adjunct learning specialists. The Clerical III, which will be hired in spring 2007, will assist with the workload.

Equipment

- Server for Horizon reporting software;
- Computers for library classroom and library reference area; laser printer for reference desk;
- Furniture for L 118 classroom;

- Label maker/printer;
- Four smart carts;
- Graphics computer and upgrades for current graphics computer;
- Editing station;
- Scanner;
- Mac Mini to create/record podcasts;
- IMC computer (for use by faculty for instructional development);
- ITS support for library reference computers and distance education including infrastructure support of videoconferencing and podcasting and the college website. ITS support for Apple computer products. ITS support and external training for specialized software used by the Library and IMC, such as Dreamweaver, Filemaker Pro and Horizon;
- Significant additional ongoing funding is needed for collection updates in library and IMC; and
- Document, media and book delivery service to the Palmdale site.

In terms of equipment needs for tutorial and instructional assistance in the Learning Center, all of the faculty and staff need new computers and monitors. All student computers need to be replaced so that students are using the most current technology. Other equipment needs include headphones, filing cabinets, and storage cabinets. Signage, bulletin boards, smart boards, wireless access point for computer cart, a Tegrity cart as well as equipment to facilitate online tutoring are also needed.

Facilities

- Wall to separate L201 and L202 (need privacy for office and classroom);
- Shelving for L201 oversized materials;
- Remodeling old IMC area for administrative offices and other library needs;
- Room in support of podcasting, DVD/CD burning & printing and editing;
- Equipment storage space for IMC; and
- Additional student viewing rooms (2 rooms accommodating 6-8 students each)

The Learning Center needs more tutorial space, quiet study space, workshop space, and study carrels.

External Factors

Community

The Library faculty works cooperatively with public libraries. The collections in public libraries complement and supplement the AVC collection. Students at CSUB, CSUN, Chapman, LaVerne, and University of Phoenix also use Library services. High school students, home-schooled students and community members sometimes utilize the collections at AVC.

Nevertheless, the continued limitation of funds for expanding the Library's collection significantly impacts the breadth and depth that should be available to AVC students, faculty, and staff onsite.

IMC supports community organizations with equipment and various services—including graphic support—as requested by administration and is scheduled by outside organizations using the gym, football field, board room, and cafeteria. For example, support of Special Olympics, High school football games, GAVEA, Woman's Club, Golf Tournament fundraiser, outreach at high school campuses, and other off-campus events. IMC competition includes video rental shops like Blockbuster and Netflix. Campus equipment is installed by outside vendors (such as CCS Presentations) and some outside services provide CD/DVD duplication services.

Private for profit tutoring centers, individual private tutors, competition from the K-12 sector for trained tutors are all sources of competition for the Learning Center. The K-12 system pays more for tutors and the College is losing tutors to AVID and other supplementary educational services.

Grants/Partnerships Participation

The Library belongs to CCL-EAR Consortium to purchase electronic databases. The Library participates in the Basic Skills Grant ($10,000) for collection development to support basic skills and ESL courses.

The Learning Center is taking the lead in a new Title V grant that is being written and that will focus on developing a comprehensive basic skills academy that at the Palmdale Campus. Additionally, the Learning Center takes part in:

- Title V: Summer Bridge and other tutorial support services;
- VTEA: Tutorial Support;
- ESL Verizon: tutorial and computer assisted instruction support;
- Early College High school grant; and
- Basic Skills grant.

The Learning Center also plans to have closer collaboration with programs such as STAR, Cal WORKS, EOPS and Work Experience.

Legislative Factors

There are several legislative factors that impact all service areas of the IR/ES.

- Patriot Act—Borrowing records of patrons can be subpoenaed if their loyalty to the US is suspect;

- Americans with Disabilities Act—The Library, Learning Center, and IMC must have alternative access for disabled patrons;
- Copyright laws—Use of materials in the Library, Learning Center, and IMC is subject to copyright laws, which affects their use in streaming videos, distance education and duplication of materials;
- Changes in the Title V guidelines, AB 1303, AB 361, and new emphasis on Veterans and Foster Youth from the Secretary of Education; and
- Required tutorial and assessment support imposed by State Nursing Grants.

Additional

When the fee structure changes, library usage changes. Example: When college attendance fees rise, more students cannot afford books. Reserve book room usage increases.

When financial aid amounts change, an inverse reaction occurs. Also, the number of student workers the Learning Center, IMC, and Library can hire changes with the amount of funding available for student financial aid (CalWorks and Federal Work Study funds, in particular). Student turnover is affected and Learning Center, IMC, and Library staff have to invest more time in training new workers.

Large campus events, such as the 75th Anniversary, Nursing Graduations, Board Meetings and other special programs, affect the workload of the IMC in multiple services: it affects the graphic artist, in regard to demands for flyers and signage increase, as does the workload of IMC staff to support equipment and sound usage/setups, video and DVD production, PowerPoint presentations, video taping, media usage, various graphics, etc. Similarly, this occurred as a result of opening the Palmdale site, re-instituting intersession, and changing the college calendar.

AVC needs to improve its retention, persistence and student success rates and the IR/ES Division is an integral part to increasing growth and student success through our academic support programs. IR/ES needs to develop stronger methods of referral. Although IR/ES are an integral part of the campus, the "end users" must value and refer to and use the services to maximize the benefits IR/ES has to offer for student success.

Short Term Trends and Goals (3-5 years)

The number one priority for the Division is to take the lead through its Extended Services component in the creation of a comprehensive Associate's Degree Program in Liberal Studies for the Palmdale Campus and to develop the instructional support services necessary to accompany the program and to ensure increased student access, success, and retention. Additionally, the Division has further significant priorities that support student engagement and success:

- Increase FTE growth by increasing persistence and retention numbers by improving early alert program and adding a peer mentorship component;
- Increase support for online students and Palmdale students;
- Increase funding for additional tutors and tutor raises;
- Increase number of adjunct faculty focused on basic skills retention;
- Reclaim space that has been reallocated to other purposes; and
- Create curriculum that particularly addresses reference/research needs in media and new technology in order to increase student access, success, and retention.
- Create a Library Technology Certificate/AA. The valley has changed a great deal since the mid 1990s, when this idea was last proposed and there are many more people living here who might want such a certificate/degree.
- Revive "Libraries and You" program for GED and Basic Skills students.

Goals and Mission

The following is a list of basic and essential nuts and bolts items our Division plans to address over the course of the next few years:

- Extend hours for Library, Learning Center, and IMC (earlier in the day and later at night) at the main campus; offer Saturday and Sunday hours for all support services;
- Offer Library and Learning Center courses at Palmdale;
- Increase IMC services to students at the current Palmdale site and offer Library and Learning Center services at the Palmdale site;
- Establish 24/7 online reference and tutorial services;
- Provide additional access to computers at Palmdale for online research including use of the library catalog (which will include all instructional materials housed in the Library, Learning Center, and IMC) and library tutorials. Students and faculty need the ability to print materials that are located online;
- Provide color copier for student use in the library;
- Provide reserve instructional materials at Palmdale;
- Support online and other distance education modalities, including tutoring, reference services, videoconferencing and podcasting;
- Provide a secure location for students to study and research at the main campus and Palmdale;
- Provide more space for students to view media in the Learning Center and IMC and add space in the Library for students to view multimedia associated with reserved library materials;
- Provide sound amelioration and monitoring of cell phone usage in the Library, Learning Center, and IMC;
- Update library and multimedia collections;
- Retrofit and rewire classrooms/buildings with internet, data projectors and computers on a scheduled basis (provide for replacements as equipment ages and fails);
- Provide preventive maintenance and installation for multimedia equipment campus wide through the IMC;

- Increase streaming video capabilities in order to transition from telecourses to fully online courses;
- Expand equipment, videoconferencing, teleconferencing, and software training sessions for faculty and staff at Palmdale and on main campus;
- Include videoconferencing classroom in the plan for the Palmdale campus; and
- Develop online tutorials for faculty to use IMC equipment and podcasting equipment.

Personnel

- Librarian;
- Library Assistant ;
- Reclassification of IMC clerical staff to Library Media Technicians;
- Additional graphic artist; and
- Adjunct faculty to support instructional services in all the areas of the Learning Center.

Equipment

As these needs will not be funded in 2006-07, these needs will persist in 2007-08 and beyond:

- Computers for library classroom and reference area;
- Four smart carts;
- Graphics computer and upgrades for current graphics computer;
- Editing station;
- Scanner and printer for Library;
- Mac Mini recorder to create/record podcasts;
- IMC computer;
- DVD burner;
- Laptops for circulation (3 Macs and 5 PCs);
- iMacs for student use (7) and (5) PC computers;
- Fax machine (replacement for IMC);
- Laminator;
- High quality wide-format (42") color inkjet printer for graphics area;
- LCD flat screens for BE 132 and BE 118;
- Color copier for student use in Library;
- Electric cart to transport heavy equipment across campus;
- Upgrade videoconference system (The software has not been upgraded since the original installation six years ago. It will eventually be obsolete.);
- Videoconferencing equipment at the Palmdale campus; and
- New computer equipment for all staff in the Learning Center to facilitate new software needs of students.

Facilities

- Students want more study carrels and more group study rooms (Space in the library could be reconfigured for this);
- Additional space is required for reference stacks and computer desks;
- Students need additional media viewing rooms at the main campus and future Palmdale site;
- Additional locked storage area for IMC equipment; and
- Move the projection screen to better use the Learning Center space.

Additional Notes on Plans for Achieving Virtual Services in All Division Areas

Following are IT support and campus support needs in bringing IR/ES online:

- Fiber optic infrastructure to support our services;
- Bandwidth increase;
- Resolution of security issues in order to provide WiFi for IR/ES;
- Committed follow up (regular trouble-shooting meetings and punchcards for completion of work and accountability);
- Regular training;
- Need to clearly know who to go to get help needed (Mapping out of organization, centralizing help desk, training and publication of policies and procedures campus-wide);
- Need to have a campus-wide commitment to ongoing faculty/staff training and a training standard;
- Need concrete and accountable planning for growth with built-in assessment of effectiveness: for new technologies (users to describe needs, techs to get what's needed and to train), new approaches to teaching and learning (tied to student learning outcomes); and
- Need to have a concrete action plan in order to better communication across the campus and to tie campus communication to achievement of strategic goals in the Education Master Plan.

Long Term Vision (10 Years)

The Division is committed to fundamentally advancing and fulfilling a dynamic vision that strengthens the ability of students at the main campus and Palmdale to achieve their personal, academic, and professional education goals.

- As the Palmdale site is developed into a campus, there will be a need for Learning Center, IMC, and Library facilities with its own collection and staff. There should be an integrated search mechanism for searching all electronic, print and related library resources (Federated search engines and link resolvers);

- Videoconferencing space and equipment at the Palmdale campus would facilitate sharing classes and conducting meetings of staff and faculty. Satellite downlinks will be needed for transmitting classes; and
- As more and more integrated learning practices are introduced to the college, there will be more and more of an emphasis on student-centered teaching and learning practices. The following list encompasses many of the changes that will help sustain this vision of a learning college:
    - o Expanding tutorial services (technology);
        - Computers for tutors to reinforce skills,
        - Online tutoring/SI,
        - CD tutoring,
        - QA – LC,
        - Distance Learning – availability of media resources,
        - Online Learning Center,
        - Button in Blackboard to provide access to LC,
        - Handouts available PDF online,
        - Conducting workshops, SI, tutoring via video conference, and
        - SI/Tutor access to blackboard,
    - o Mentor program (Faculty/staff to student mentoring);
    - o Space utilization;
        - Larger rooms for SI sessions,
        - Additional tutorial space,
        - LC in Palmdale, and
        - Completion of Library Renovation
    - o Courses;
        - Study strategies,
        - Learning strategies for targeting particular student populations,
        - Full complement of courses for local area tutor certification,
        - Full complement of study skills courses (including for nursing),
        - Associate's level degree in tutoring and learning assistance, and
        - Full compliment of courses covering information literacy.
    - o Faculty training;
        - Teaching students how to learn,
        - Discussion of learning theories,
        - Activities for students,
        - At risk students and special populations, and
        - Mentoring.
    - o Additional faculty for:
        - Reference assistance (covering media as well),
        - Workshops,
        - Student appointments,
        - New classes, and
        - Faculty Learning Specialist in all areas.
    - o Technology improvements/modernization;

- Laptop computers for workshops,
- WiFi access in the IMC including BE 118 and 132, LC, Library, and Palmdale,
- Streaming services available for all division departments,
- Voice or IP (VOIP), and
- Continuous updating of videoconferencing and streaming equipment.

Palmdale

Involvement at the Palmdale Campus

Students need Library and Learning Center services and additional IMC services at the current Palmdale Site and at the future campus when it is built. Plans for the campus should include space for these services. Students will need document delivery service and a librarian, library assistants, learning specialist, tutorial specialist, tutors, student workers, and technical, multimedia, and support staff to provide services.

The Library and IMC will need to provide reference services, a reference collection and reserve books, library tutorials and workshops, onsite multimedia collection, workshop, tutorials, videoconferencing and graphics support. The IMC will also need student multimedia viewing space and a locked area to house multimedia equipment and perform equipment repairs. The Learning Center will need to provide tutorial and workshop space, learning assistance course offerings, computers for software tutorials, and early alert and bilingual services. Satellite downlink and distance education equipment will be needed if Palmdale becomes the distance education campus center. Intercampus resources should have a "sharing" service between the two campuses.

Development at the Palmdale Campus - Short-Term (3-5 years)

Three years: Services available from all areas at the Palmdale campus. In order to achieve this goal, a reference librarian and adjunct librarian need to be hired to provide tutorials and reference assistance as well as an adjunct instructional librarian to provide library classes. A Library Technician and Library Assistant will be needed to provide support for library services on a full-service basis. Branch circulation staff and equipment are also necessary. In addition, IMC likely will need a staff person on site in addition to the current classified staff needed to be on-call to provide full support services and preventive maintenance for instructional equipment and technical services. A full complement of Learning Center faculty, staff, and tutors will need to be put in place to provide academic support for student access, success, and retention.

Five years: Substantial instructional collections need to be developed to support courses and programs at the new campus, including reserve books, print, and electronic media.

Vision at Palmdale Campus - Long Term (10 Years)

Free-standing building erected for the Library, Learning Center, and IMC at the Palmdale campus, fully staffed and equipped to support instruction, including distance education. Librarians, library classified staff, Learning Specialists, Adjunct Faculty, Learning Center classified staff, tutors, student workers, and IMC staff hired to accomplish mission of providing instruction and academic support services to students.

For distance education, a videoconferencing facility/classroom and satellite downlink will be needed, along with computers, servers, etc. for podcasting and other instructional technologies. The new campus will need its own graphics services.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

In addition to an academic resources facility to house all of the IR/ES support services, an institutionalized budget to provide for the necessary staff, equipment, and supplies to operate at full capacity needs to be in place.

Program Data

Library Usage

Year	Library Tutorials Taken by Students	Reference Encounters	EBSCOhost Searches	Catalog Sessions	Biblio-graphic Instruction	Gate Count
2003-04	3,412	15,086	Not available	Not available	36 sessions; 858 students	Not available
2004-05	Not available	13,277	156,135	77,215	35 sessions; 642 students	238,727
2005-06	6,127	14,980	230,717	66,525	48 sessions; 1124 students	233,814

Instructional Multimedia Center Usage

Year	Students Assisted	Equipment Check-Out	Media Check-Out	CD/CR Duplication Services	Event Requests
Fall 2004	2,467	2,591	3,318	831	200+
Spring 2005	2,622	3,121	3,273	1,131	200+
Fall 2005	2,781	3,295	3,455	1,135	200+
Spring 2006	2,857	3,353	4,341	1,445	200+
Fall 2006	2,903	3,409	4,698	1,500	200+

IMC Repair Statistics

Semester/Year	Equipment Repairs (estimate)	Video Duplication (estimate)	Editing Requests (estimate
Fall 2004	250	120	15
Spring 2005	150	75	15
Fall 2005	250	115	15
Spring 2006	100	50	15
Fall 2006	200	50	15

Learning Assistance								
	2003-04		2004-05		2005-06		2006-07	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
FTES	0.6	0.8	0.7	0.8	0.7	0.4	1.5	N/A
WSCH	18.0	26.0	20.0	26.0	22.0	12.0	46.8	N/A
Enrollment	9.0	13.0	10.0	13.0	11.0	6.0	15.0	N/A
FTEF	0.1	0.2	0.2	0.2	0.2	0.2	0.2	N/A

Library								
	2003-04		2004-05		2005-06		2006-07	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
FTES	4.5	2.9	5.7	5.6	7.8	6.0	6.9	N/A
WSCH	140.2	90.0	174.6	171.8	240.4	183.8	214.0	N/A
Enrollment	58.0	33.0	83.0	69.0	96.0	78.0	94.0	N/A
FTEF	0.3	0.2	0.4	0.3	0.4	0.4	0.3	N/A

Language Arts Division

Programs

Chinese	Hebrew
Communication Arts	Interpreter Training
Deaf Studies	Japanese
English	Journalism
English as a Second Language	Latin
French	Reading
German	Russian
Greek	Spanish

Mission

The mission of the division of Language Arts at Antelope Valley College is to provide quality comprehensive programs and educational activities in the disciplines taught, thus encouraging students in the development of their critical thinking skills. The division attempts to match student career objectives with growing labor force needs. Beyond the intrinsic value of Language Arts, the division believes in and promotes the applicability of the liberal arts curriculum. Innovative techniques and strategies are highly emphasized and enhanced by modern technology. Outside of the classroom our students participate in the Forensics Team, International Film Festivals, Study Abroad and in other activities which emphasize their role as global citizens. The department is committed to promoting cultural understanding and diversity. Student success and student-centered learning are paramount.
.
The Language Arts division as a whole meets the objectives listed in AVC's mission statement:

- Transfer students who complete our transfer coursework, along with the required general education courses, can complete upper division (junior, senior) work at accredited four-year institutions through our articulation programs with universities.
- Students who wish to combine general education requirements with one of the certificate programs or use our courses for the Letters, Arts and Sciences degree can earn an associate degree from AVC.
- Students can complete our Basic Skills courses consisting of pre-collegiate, non-degree applicable courses that provide students with the knowledge and skills necessary to enroll in college level courses.
- Vocational students who complete our certificate or degree programs designed to develop employment skills can achieve employment, job advancements, or certification.

Student Learning Outcomes

Our SLOs will be incorporated into the COR, syllabi and program descriptions. They will clearly state what students will be expected to achieve at the completion of a course or course assignment. They will build on the course objectives but rather than a focus on the course content and skills, they will focus on the learning that has occurred between beginning and ending of the course or assignment. The divisions 101 courses will be the first courses for which the Campus develop SLOs. SLOs offer a tool for faculty to evaluate and improve the outcome of their efforts.

Progress achieving SLOs will be reflected in college-wide documents such as Program Reviews and Accreditation Reports.

Degrees and Certificates Awarded

Program	Degree	Certificate
Chinese		
Communication Arts / Forensics		
Deaf Studies – Interpreter Training	X	X
Deaf Studies – American Sign Language	X	X
English		
English as a Second Language		
French		
German		
Journalism		
Latin		
Reading		
Spanish		

The Deaf Studies/Interpreter Training offers the following:

- Deaf Studies — Interpreter Training, AA Degree
- Deaf Studies — American Sign Language (ASL), AA Degree
- Deaf Studies — Interpreter Training, Certificate
- Deaf Studies — American Sign Language (ASL), Certificate

Current Student Demand

In English, 135 sections are offered, with base enrollment of 30 students per section. ESL registered "seats" over the past three fall terms have been estimated at: Fall 2004 – 269; Fall 2005 – 337; Fall 2006 – 383. So, the growth seems obvious.

Approximately 330 students are enrolled in approximately 20 classes in the Deaf Studies program.

All sections of READ 097, 099 and 175, which are offered from the beginning of registration in both the paper schedule of classes and online, are filled well before the beginning of classes. The division is starting to offer classes at non-traditional times (Saturday mornings, for example) in order to be able to hire adjunct faculty at additional times. We have been offering approximately 5 sections of READ 097 (Intermediate Reading), 5 of READ 099 (Critical Reading and Study Skills), and 1 section of READ/ED 175 (Literacy Tutoring and Supervised Field Experience) per semester, and offer 1 section of READ 150 (Speed Reading) on a less frequent basis. All sections of Reading classes are limited to 25 students per class section.

All sections of Spanish 101 and 102 are filled.

Anticipated Student Demand

The demand for our 95/97/99/101/102/103 classes is extremely high. Every semester there are students who cannot be accommodated, especially in the areas of English, ESL, Reading, Communications Arts, Deaf Studies and Spanish. Based on the increased numbers of under prepared students and those for whom English may not be the primary language, demand will increase for basic skill and ESL programs.

Due to an interpreter shortage, there is and will continue to be a huge demand for Sign Language interpreters in the state of California, in the Antelope Valley, and also here at Antelope Valley College. The state of California Department of Education (DOE) has also adopted a mandate for Sign Language interpreters in the elementary and secondary setting that goes into effect in 2007. With the demand for interpreters and the new state DOE mandate, the number of students is expected to grow both in the short term and over the next several years.

To better compete in a highly competitive global marketplace and in the State of California, competency in a second language is crucial. The number of students is expected to grow as well as the number of critical languages offered (i.e., Arabic and Japanese). There are plans to offer interdisciplinary courses like Business Chinese, Spanish for the Medical and Health Care Professionals and Spanish for the Social Services which will greatly benefit the community. In addition, in order to better serve our home background Spanish speakers, a proposal has been submitted to introduce a Spanish for Heritage Speakers course.

Recommendations to Support Current Enrollment

Personnel

The Language Arts Division has recently hired a new dean. Levels of management represented by intermediate and supporting positions (ex. chairs and coordinators) need to be established for the smooth functioning of such a large division. There is also a need for a full time clerk.

Because of the high demand for and steadily increasing student enrolment in ASL, Communications, English, ESL, Spanish and Reading, additional full time and adjunct instructors are needed. It has always been extremely difficult to find competent adjunct instructors in the Valley, soothe division has been unable to meet the demand in this way. There is an urgent immediate need to broaden the advertising market.

Currently, with only 39 full-time faculty and 44 adjuncts, so it is a struggle to handle the growth within the division. There has been increasing demand for 101 and 102 sections across the disciplines, but the division simply does not have the faculty to support this request. In addition, there is a need for faculty trained in developing on-line courses.

Equipment

The Journalism program needs ongoing updated computers and software in order to produce the newspaper.

Equipment that is used and needed on a daily basis in the Deaf Studies program are Televisions with 24" or larger screens, DVD recorders/players, VHS recorders/players and carts for these units. Video cameras and tripods are used on a regular basis for in-class assignments, as well as for homework assignments.

Computers with webcams and internet access are an integral part of student learning because the newest aspect of the interpreting profession is Video Relay Service and Video Remote Interpreting. A document camera would also be well utilized.

The computers and monitors in the ESL lab (LS2–141) need to be replaced as soon as possible.

The Reading Program operates within the Learning Center. All of the 28 computers use in the program need to be replaced. According to the AVC Technology Master Plan, the Reading Lab should be near the top of the list for new computers on campus using the $200,000 set aside for this purpose.

The Reading Classroom in LC–113 needs a document camera and Starboard software setup similar to the setup in LC–114, in order to show students textual materials while the instructor is

discussing them. This setup has been extremely effective in LC–114, and should be duplicated in LC–113 and in any other classroom where Reading is taught.

If the College is to offer ESL and ASL classes at the Palmdale Campus, classrooms should be equipped with a computer, overhead projection unit, and a document camera in order to show students the textual materials they are learning to analyze.

Facilities

There is a need for a second designated room/lab for ESL similar to LS2–141 here in Lancaster, as classes are overflowing into classrooms that do not offer the necessary technological support that is needed in ESL. Of course, if there is a serious attempt to offer a viable ESL Program at Palmdale, a third room like LS2–141 would then be required.

The Deaf Studies program needs a room that can be both a classroom and a Sign Language/Interpreting lab. In this room, TV's, videos, DVDs, video cameras, and computers would be available for student use. This room should have storage for all the required supplies, materials and equipment. Having it serve as both a lab space and a classroom for Interpreting and ASL classes would be a tremendous asset for students. Adult hourly personnel to run the lab when it is not in use as a class would be needed.

In order to support a fully functioning Reading Lab, there will be a need for a room for storage of testing materials, a room with a door (not just an open area) for administering tests in a one-on-one basis, an area where students can work quietly or make up reading tests, an area for offering workshops to small groups of students (8–10), and capability for library-like checking out of books and videotapes. Students will also need access to video tape/DVD players to permit them to view tapes/DVDs.

There is a need to set up a Language Lab which will offer the opportunity for faculty and students who wish to utilize various media to enhance their learning experience to do so in a target language setting.

External Factors

Community

The Antelope Valley Adult School as well as a few K–12 campuses offer ESL courses for adults. These tend to be lower level, less academic, and less rigorous than AVC's ESL courses. Their goals are more for English "survival" and basic communication skills.

AVC is the only educational institution that provides training in Deaf Studies and Interpreting. There is presently no competition in the area for this program.

There is no competition in the Reading area, which is why AVC needs to offer a full reading program.

Our ESL population is predominantly immigrants. Some are also the offspring of immigrants ("Generation 1.5") and others are international students. As the Antelope Valley grows in the manner that other areas of Southern California have grown, it would be expected that these types of ESL students would continue to move into the area.

A study of the demographics of the Antelope Valley should be able to identify the low social economic status of a large proportion of the residents in the area, and the reading levels of these individuals. In our reading classes, the students are disproportionately Hispanic and African American, and need considerable assistance in achieving the same levels of academic performance as their Anglo counterparts. The College should be greatly increasing the number and types of reading assistance program components in order to adequately serve our population. The Palmdale area has just as much, if not greater, need than Lancaster, and AVC should therefore prepare to meet the needs of this population at the Palmdale site.

Grants/Partnerships Participation

Around 2000 Title V was very helpful in setting up the ESL lab/classroom. In 2005, Verizon awarded the ESL Study Center $40,000 for hardware/software and ESL instructional materials. The ESL program will again apply for the same amount in 2007 to enhance the ESL and reading/literacy software licensing on our computers.

The Deaf Studies/Interpreter Training program presently has a relationship with the Western Region Interpreter Education Center, a federal grant project, which is housed at Western Oregon University in Oregon and El Camino College in California. The Deaf Studies and Interpreter Training programs are presently seeking the availability of partnerships and possible grants.

Two faculty members are involved in the Title V grants process in the area of reading and teacher preparation. The literacy tutoring course and the Pathways Program both point out the interest in and need for a fully functioning Teacher Preparation program at AVC. The Pathways Program will no longer be funded by the National Science Foundation after the summer of 2007. The faculty member in charge of this program has yet to find out how much her involvement in Teacher Preparation will be, and has no firm commitment from the administration, in terms of hours, job duties, etc.

A grant proposal will be submitted to fund an annual study abroad program to Latin America and a sponsor sought for the construction and equipping of a state-of-the art language lab.

Legislative Factors

As a "Hispanic serving institution", our ESL population contributes solidly to this status by enrolling about 60–70% Latinos each term.

The California Department of Education has a mandate for elementary and secondary interpreters to become nationally certified. The newest proposal to the regulatory language, which is expected to be adopted on January 3, 2007, provides until July 1, 2009, for all K–12 interpreters be certified by the Registry of Interpreters for the Deaf (RID) or an equivalent certification organization. Due to this mandate, it is probable that AVC will see an increase in Interpreting students who are wishing to enhance their skills in order to satisfy the state DOE mandate. The increase will likely be interpreters who presently work in K–12 but who have yet to achieve the required certification.

Since AVC is a Hispanic serving institution with great need of basic skills instruction, the College should be receiving some funding to support the program. It is not yet known if any funding will be provided to the Reading Program.

There is a call for grant applications from the Governor's office, in the area of a Teacher Preparation Pipeline. At this point, it has not been verified if any faculty member is submitting an application.

Additional

An important change in the Deaf Studies/Interpreter Training area involves the Registry of Interpreters for the Deaf, which will require all candidates for certification to have in their possession an Associates degree prior to applying to take the certification tests. This requirement begins in 2008.

The Reading Program and Teacher Preparation Program need more support and funding in order to become fully functioning programs. Reading has been identified as one the three basic skills which needs improvement. The ideal program would meet the needs of our students, and offer programs whereby our students work with students and adults throughout the community on reading skills. AVC students could provide after school tutoring for children, evening and weekend tutoring for adults, and outreach tutoring and reading programs for elderly citizens.

Another area where the college has started to support the community has been in the area of teacher preparation. Through the TEACH program, the Literacy Tutoring Program, and the Pathways Program. There has been community outreach, attracting students who are interested in becoming teachers, provided essential information and experiences for prospective teaching students, and also had a quite positive impact on children in local schools. This needs to be given support to expand, as it is one of those win-win situations, where both students as teachers and local schools and children benefit. Support is needed from the college to expand this program. A fully functioning teacher preparation program is long overdue.

Short Term Trends and Goals (3–5 years)

Goals and Mission

Enrollment in Communication Arts courses will continue to grow. COMM 103 will soon replace COMM 101 as a required course for the nursing program, which will affect those numbers. COMM 114 is strongly recommended for the ASL program, which helps keeps enrollment strong in that course.

A look at the ESL growth pattern over the past three years shows that the program could easily enroll about 500 "seats" within the next two years, which would basically double the total from Fall 2004.

Short term goals are to see an increase in the entire Deaf Studies program by 15%–30%

There are plans to expand the Spanish and Chinese programs, and to start offering critical languages.

Information is needed regarding student reading performance.

The process of gathering information and data identifying students who are interested in going into the teaching field needs to be initiated, so that the need to provide a support program can be documented, as indicated by the number of students who are interested in the teaching profession.

Personnel

See Above.

Equipment

See Above.

Facilities

A second lab/classroom is needed for many (about half) of Deaf Studies courses, which do not have access to LS2–141. Also, in order for classes to be successful at the Palmdale campus, any classroom used by the program should be equipped with a similar lab/classroom.
A room that can be both a classroom and a Sign Language/Interpreting lab space is needed. In this room, TV's, videos, DVDs, video cameras, and computers would be available for student use. The room should have storage for all the supplies, materials and equipment. Having it

serve as both a Sign Language/Interpreting lab space and a classroom for Interpreting and ASL classes would be a tremendous asset for students. An adult hourly person to run the lab when it is not in use as a class would be needed.

In order to support a fully functioning Reading Lab, room for the storage of testing materials is needed, a room with a door (not just an open area) for administering tests in a one-on-one basis, an area where students can work quietly or make up reading tests, an area for offering workshops to small groups of students (8–10), and capability for library-like checking out of books and videotapes. Students will also need access to video tape/DVD players to permit them to view tapes/DVDs.

Also needed is access to computers, either in a dedicated lab, or with the laptop system discussed above. There is currently no access to computers in the Learning Center; however, in order to teach READ 097, 095, and 150 at the Palmdale Campus, computer access is needed there too.

A Foreign Language lab is needed.

Long Term Vision (10 Years)

As the ESL program grows due to the increase in the immigrant population, the addition of at least two full-time and seven adjuncts working within two updated lab/classrooms on the Lancaster campus, and one full-time coordinator/instructor and several adjuncts functioning within one lab/classroom at Palmdale is critical. Palmdale will need access to a Learning Center with tutors and resources like those available in Lancaster.

Long term goals for the Deaf Studies/Interpreter Training program are:

- 100% increase in student enrollment;
- Distance education program with a focus on providing interpreter training through distance education;
- At least two (2) classrooms dedicated completely to Deaf Studies, thereby allowing access to the technology needed on a per-semester basis which will enhance student success;
- One additional room to be used as both a Sign Language/Interpreting lab and an Interpreter Training Classroom;
- Additional adjunct instructors to staff all the course offerings;
- At least one dedicated space on the Palmdale campus for Deaf Studies courses and a Sign Language/Interpreting lab;
- Computers with webcams and internet access so that state-of-the-art training in the profession of interpreting can continue to be provided to students;
- Relationship with local video relay services to possibly provide training and internships to students;
- Relationships with local school districts, AVC Disabled Student Services, community organizations to provide training and internships for interpreting students; and

- Adult hourly personnel to staff the Sign Language/Interpreting labs at the Lancaster and Palmdale campuses.

Long term goals for the Reading program include:

- Reinstate Reading as a graduation requirement;
- Increase the number of READ 097 sections;
- Increase the number of READ 099 sections;
- Offer READ/ED 175 every semester, perhaps increasing to 2 sections per semester
- Offer READ 150, Speed Reading, every semester;
- Develop a sequence of low level Reading courses (a series of courses from beginning literacy to pre-READ 097 levels) to meet needs of all readers at AVC; then to teach this sequence on a rotating basis, so that new students can enter the sequence at the beginning of any semester;
- Develop a college level Reading course, teaching college level critical analysis of college level texts;
- Create a fully functional Reading Lab, with a faculty member in charge, to offer both workshops for reading improvement in comprehension, vocabulary, and study skills, content area reading, and drop-in reading improvement for students having difficulty comprehending or studying their texts. Additionally, the faculty member should be able to do one-on-one diagnostic testing of students with weak reading skills in order to develop instructional plans for these students;
- Create an online presence, develop and offer reading improvement and study improvement courses online, and have reading and study information on a webpage (just as many other colleges have developed for their students);
- Offer 1–unit short term courses in content area reading improvement, study skills, and test taking skills; and
- Support the entire Antelope Valley community through tutoring for school age children and literacy instruction for adults and seniors.

Long term goals for the Foreign Language Program include:
- Increase the number of 101 and 102 sections;
- Construct and equip a state-of-the art language lab;
- Develop high demand interdisciplinary courses like Business Chinese and Spanish for Medical and Health Professionals; and
- Develop a series of specialized courses for the heritage speaking Hispanic community,

Palmdale

Involvement at the Palmdale Campus

COMM 101 and COMM 103 should be offered regularly. There is not enough demand for specialized programs such as forensics or journalism to be offered there at this time.

As previously described, a gradual duplication of the ESL program at Palmdale should be sought.

The Deaf Studies Program has already been proactive in offering courses at the Palmdale Campus. Our presence in Palmdale will continue to grow with the overall growth of the program.

There needs to be fully functioning Reading programs at both the Lancaster and Palmdale campuses. Reading support needs to be offered (READ 097, READ 099, and the lower levels of Reading which will be developed in the near future) for students in Palmdale as well as in Lancaster. The students with the greatest needs are the least able to afford a car to drive to and from AVC at night. The remedial courses should be offered at the Palmdale campus.

A teacher preparation program can be offered at either campus. It might provide a special opportunity to students at the Palmdale site, as there is not a great need for technology other than computers, but no need for specialized laboratory classrooms. There would need to be office space and an area for meeting with 8–10 students, a library of resources, and place to display materials. A faculty member with a support staff member could develop this program. Computer and printing needs will have to be funded.

Spanish 101 and 102 should be offered every semester.

Development at the Palmdale Campus - Short-Term (3–5 years)

Beyond COMM 101 and COMM 103, other general communication classes should be offered, though perhaps only one or two a semester until demand grows. A communication course that fits the diversity category might be a good choice.

As previously stated, a point-person or coordinator should be assigned to develop an ESL program there.

Based on continued growth, the Deaf Studies program will offer more sections at the Palmdale campus.

The first priority is to offer some components of the Reading Program at Palmdale, at the very least READ 097 and READ 099 classes, and whatever low level literacy—pre READ 097 courses are developed in the near future. There is also a need to have a computer lab available so that students can access computer software which will assist in their progress in reading. There also is a need to offer workshops at Palmdale as well as 1–unit support courses.

The second priority is to develop school age tutoring and adult literacy instruction programs at both campuses.

Vision at Palmdale Campus - Long Term (10 Years)

Eventually the journalism program should expand to include a Palmdale campus edition. A full range of general communication, English and Foreign Language courses should be offered each semester.

There is great potential for expansion of the ESL program in Palmdale.

The Deaf Studies Program will thrive on the Palmdale campus with the proper equipment, materials and a dedicated classroom and Sign Language/Interpreting lab there. The dedicated room is extremely important because of the type of equipment and materials that is needed to enhance student learning and success.

Long term goals are to have a fully functioning Reading Lab, and school age tutoring programs and adult literacy programs at both the Lancaster and the Palmdale campuses. A Teacher Preparation office could be located at either the Palmdale or the Lancaster site.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

Regular offerings of all our 101 and 102/3 would be necessary for the Palmdale campus to be self-sufficient.

An on-site ESL coordinator would ensure that this program would develop and run efficiently. After that, adjuncts could be added, along with the vitally important support services of tutoring and learning center resources.

Deaf Studies could be self-sufficient on the Palmdale campus with at least one dedicated room. The room(s) could be dedicated for both Deaf Studies courses as well as a Sign Language/Interpreting lab. (Similar to that at the Lancaster campus).

For the Reading program, the courses currently offered at the main campus, (including READ 097, READ 099, READ 150 and READ/ED 175 (scheduled for the Palmdale campus starting in Spring of 2007), all need to be offered at the Palmdale campus. READ/ED 175 is the only one of the reading courses without need for student access to computers and software during class, so that is the first class to transition over to the Palmdale campus (as well as the convenience for the new Reading adjunct faculty member who will be teaching it for the first time in Spring 2007). In the past it has always been offered at the Lancaster campus for the convenience of the full time faculty member who has taught it.

Program Data

Chinese				
	2003-04	**2004-05**	**2005-06**	**2006-07**

	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
FTES	0.0	0.0	0.0	0.0	0.0	0.0	4.9	N/A
WSCH	0.0	0.0	0.0	0.0	0.0	0.0	150.8	N/A
Enrollment	0.0	0.0	0.0	0.0	0.0	0.0	30.0	N/A
FTEF	0.0	0.0	0.0	0.0	0.0	0.0	0.2	N/A

Communication Arts								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	79.6	78.2	83.4	98.6	111.0	107.2	97.7	N/A
WSCH	2,457.2	2,415.8	2,575.4	3,043.8	3,427.6	3,311.4	3,015.8	N/A
Enrollment	735.0	723.0	781.0	921.0	1,043.0	1,013.0	922.0	N/A
FTEF	5.4	4.9	5.3	5.8	6.1	6.2	6.6	N/A

Deaf Studies								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	56.3	53.1	44.2	47.4	54.7	47.5	49.3	N/A
WSCH	1,740.0	1,640.4	1,365.6	1,464.8	1,688.4	1,467.6	1,522.0	N/A
Enrollment	380.0	358.0	288.0	315.0	357.0	303.0	311.0	N/A
FTEF	2.3	2.1	1.8	2.0	2.5	2.4	2.3	N/A

English								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	281.7	257.3	283.1	282.1	281.8	290.4	340.1	N/A
WSCH	8,700.4	7,946.8	8,741.6	8,712.4	8,702.8	8,968.4	10,502.0	N/A
Enrollment	2,756.0	2,524.0	2,770.0	2,753.0	2,759.0	2,845.0	3,014.0	N/A
FTEF	12.3	12.4	18.1	13.9	12.7	14.5	15.0	N/A

English as a Second Language								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	39.4	35.8	34.7	41.1	42.8	40.0	49.3	N/A
WSCH	1,217.0	1,104.0	1,071.6	1,268.0	1,322.8	1,234.0	1,522.2	N/A
Enrollment	318.0	287.0	265.0	325.0	333.0	317.0	388.0	N/A
FTEF	1.8	1.7	1.7	1.9	1.9	1.9	2.1	N/A

French								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	12.0	13.1	12.0	13.6	15.8	19.7	19.2	N/A
WSCH	369.2	405.6	369.2	421.2	488.8	608.4	592.8	N/A
Enrollment	71.0	79.0	72.0	81.0	94.0	117.0	116.0	N/A
FTEF	0.7	0.5	0.7	0.5	0.7	1.1	0.7	N/A

German								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	15.6	4.6	15.5	6.4	12.3	9.8	14.3	N/A
WSCH	481.2	142.8	477.2	197.6	381.0	301.6	440.4	N/A
Enrollment	96.0	29.0	96.0	38.0	81.0	58.0	87.0	N/A
FTEF	0.7	0.3	0.7	0.4	0.6	0.5	0.7	N/A

Interpreter Training								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	3.4	3.5	0.0	5.3	4.7	5.7	4.9	N/A
WSCH	104.0	108.8	0.0	164.0	144.8	176.8	151.6	N/A
Enrollment	20.0	34.0	0.0	40.0	34.0	39.0	38.0	N/A
FTEF	0.2	0.1	0.0	0.5	0.5	0.7	0.5	N/A

Journalism								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	5.6	4.7	4.3	5.6	4.6	5.1	3.6	N/A
WSCH	172.8	144.0	131.2	172.8	140.8	156.8	112.0	N/A
Enrollment	44.0	36.0	32.0	42.0	39.0	39.0	32.0	N/A
FTEF	0.5	0.5	0.5	0.5	0.6	0.6	0.6	N/A

Latin								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	7.2	6.7	5.7	6.2	4.6	5.2	4.9	N/A
WSCH	223.6	208.0	176.8	192.4	140.4	161.2	150.8	N/A
Enrollment	43.0	40.0	34.0	37.0	28.0	31.0	29.0	N/A
FTEF	0.5	0.5	0.5	0.5	0.5	0.5	0.2	N/A

Reading								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	29.0	27.7	28.0	21.9	21.7	22.9	26.5	N/A
WSCH	894.2	854.8	864.0	675.6	671.4	705.4	819.0	N/A
Enrollment	219.0	213.0	221.0	161.0	179.0	168.0	199.0	N/A
FTEF	1.4	1.5	1.5	1.9	1.0	1.5	1.4	N/A

Spanish								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	44.3	49.6	44.3	52.6	55.9	58.5	60.1	N/A
WSCH	1,367.6	1,532.6	1,367.0	1,623.2	1,726.4	1,806.8	1,855.8	N/A
Enrollment	265.0	298.0	266.0	321.0	333.0	352.0	360.0	N/A
FTEF	1.8	1.9	1.7	2.2	2.1	2.3	2.2	N/A

Math Science and Engineering Division

Programs

Astronomy	Geology
Biological Sciences	Geosciences
Chemistry	Mathematics
Drafting	Physical Science
Engineering	Physics
Geography	

Mission

The mission of the Division of Mathematics, Science and Engineering is to provide our students, through basic skills, nontransferable, and transferable collegiate curricula, the skills and knowledge that will enable them to be life long learners able to function qualitatively and quantitatively in the physical and biological world in which we live. As part of a dynamic college with a very diverse curriculum, the division strives to prepare students to be adaptable to future personal activities and transformations in local, regional, national and global marketplaces.

The division strives to achieve course and programmatic learning objectives through a continuous reassessment of College objectives and those of our students.

Student Learning Outcomes

Course Objectives have been clearly defined in measurable terms in each Course Outline of Record and the faculty is working to clearly define course and programmatic Student Learning Outcomes (SLOs) that reflect not only the course objectives but a measure of overall student learning as a result of their classroom and laboratory activities and interactions with faculty teaching. In addition, the measurable SLOs will align with the Institutional Learning Outcomes (ILOs) and reflect overall institutional effectiveness in the educational process. The division strives to determine effectiveness through continuous reassessment of course objectives and SLOs.

Degrees and Certificates Awarded

The Division of Mathematics, Science and Engineering teaches a wide variety of courses that fulfill a great many Associate degree requirements and the Intersegmental General Education Transfer Curriculum (IGETC). The degrees, certificates and local certificate offered through the division are presented below.

Program	Degree	Certificate
Biological Sciences	X	
Drafting/Computer Aided Design	X	X
Engineering Technology	X	X
Mathematics	X	
Physical Science	X	
Geographic Information Systems (GIS)		X

Current Student Demand

Demand for courses in the Division had increased consistently over the past five academic years and 619, 624, 699, 727 and 861 courses sections have been taught during the 2002-03, 2003-04, 2004-05, 2005-06, and 2006-07, respectively. Particular enrollment pressures have been exerted upon courses such General Biology (BIOL 101), Introductory Chemistry (CHEM 101) and the basic skills Arithmetic courses (MATH 050) and many of these sections close before the beginning of semester instruction. The numbers of sections taught in various disciplines and the numbers of student served are presented in the table below.

Discipline	Sections	Number of students	FTES
Astronomy	13	379	38.86
Biology	86	2818	321.6
Chemistry	43	933	94.6
Drafting	3	36	7.46
Engineering	11	153	20.78
Geography	24	457	47.21
Geology	3	253	26.22
Mathematics	152	3634	494.2
Physics	9	143	23.46
Physical Science	17	130	26.94

Students have significant difficulties enrolling in General Human Anatomy (BIOL 201) and General Human Physiology (BIOL 202). General Anatomy is a gateway to the other requisite courses needed for application to the ADN Nursing Program. It closes within days of the opening of registration and a great many students attempt to "crash' the course. These difficulties in enrollment are a function of our inability to schedule additional sections because laboratory space is not available. The Anatomy and Physiology laboratory SC2 140 is fully scheduled from 7:45 a.m. Monday morning to Saturday afternoon at 2:20 p.m. (22 laboratory sections). It is noteworthy to indicate that General Microbiology (BIOL 204) has also experienced significant enrollment pressure and additional sections have been scheduled. The ability to further expand this course is limited by our ability to support the technical needs of

laboratory instruction, i.e. available incubators, refrigerators for storage, preparative space and electrical power to the building.

With respect to all other courses, including high demand courses such as Arithmetic (MATH 050), General Biology (BIOL 101,101L) and Introductory Chemistry (CHEM 101, 101SA, 101L) there is some opportunity to expand our offerings to meet student demand; however, our ability to add sections on the Lancaster campus is limited as competition between all college divisions for available time slots/rooms increases as they respond to the respective student demands for their programs. This competition will limit offerings on the Lancaster campus and require the further expansion of the Palmdale site. With respect to the 201 and 202 courses, sections maybe scheduled for late Saturday and Sunday afternoons. However, Sunday instruction has yet to be considered.

Anticipated Student Demand

As our overall college enrollment increases, there will be commensurate increases in the demands for basic skills mathematics, the general education courses needed for transfer, courses aligned with transfer as a junior with a defined major and those courses supporting the Associate Degree Nursing Program, LVN Program, Respiratory Care and Radiological Technology i.e. BIOL 101-101L, 201-201L, 202-202L, 204-204L and CHEM 101-101SA-101L.

It is readily apparent there will be a need for additional sections of basic skills mathematics: Arithmetic (MATH 050) (Fall05-22 sections taught; Spring06-27; Summer06-13; Fall06-31; Spring07-26). As well, as student success in this course increases, sections of additional sequential skill building courses will have to be added to the schedule. These course include Prealgebra (MATH 060), Elementary Algebra (MATH 070), Geometry (MATH 080) and Intermediate Algebra (MATH 102). Recent experiences in the basic skills math courses has indicated that 'time-on-task' has become a very important factor for student retention and success in these courses. Use of computer based software to provide additional supportive instruction and practice during class time has proven to be very effective.

As well, General Biology (BIOL 101-101L) is experiencing some student enrollment pressure (Fall05-28 lab sections taught; Spring06- 28; Fall06-31; Spring07-31). It is also evident Introductory Chemistry (CHEM 101, 101SA, 101L) is going to see an increase in demand.

Recommendations to Support Current Enrollment

Personnel

To achieve its mission, the Division of Mathematics, Science and Engineering currently comprises 104 faculty members. These include 37 full-time (36 percent) and 67 adjunct faculty (64 percent) members resulting in an adjunct to full-time faculty ratio of 1.81 and it is apparent

that with the hiring of new full-time faculty there has been a corresponding need to hire new adjunct faculty. Of the 37 full-time faculty members, 34 taught overload or over the required 15 lecture hour equivalents (LHE). During the Fall06 semester, 1093.9 FTES were taught by 41.2 FTEF. Within the nine discipline groups presented in this report, a measure of divisional productivity the ratio of FTES to FTEF, revealed an averaged 25.7 FTES/FTEF and ranged from 15.8 to 37.4. The distribution of faculty within the disciplines is presented in the table below.

Faculty Discipline	Full-time	Adjunct
Astronomy	1	1
Biology	10	10
Chemistry	3	7
Drafting		2
Engineering	1	2
Geography	1	5
Geology	1	2
Mathematics	17	33
Physics	2	2
Physical Science	1	3
Totals	37	67

Based on an analysis of enrollment trends, three new full-time faculty positions have been approved to start employment in the fall 2007 semester. These include: Mathematics, Chemistry and Earth Science positions and with the selection process initiated it is anticipated they will be filled. At present, it is not clear if and where office space will be found.

To support the administrative and instructional responsibilities of the division, the classified personnel include:

- 1-Administrative Assistant;
- 1-50 percent Clerical assistant II;
- 2-Biological Science Technicians;
- 1-Chemistry Technician; and
- 1-Physical Science Technician.

New Classified Positions were approved in December 2006. It is anticipated that a Math Science and Engineering Instructional Computer Technician and a Math Instructional Technician will be hired midway through the Spring 07 semester. The Computer Technician will directly support divisional instructional computing while the Math Technician will support the open Mathematics computer classroom that supports all instructional in mathematics.

The Division continues to need a full-time laboratory technician to support the afternoon-evening offerings in the Science laboratories. At present, afternoon and evening faculty are essentially on their own should a technical issue arise.

To support the administrative needs of the division, there is a need to increase the 50 percent Clerical Assistant II to 100 percent.

Equipment

The laboratory and computing equipment needed to support instruction receives a great deal of use and, occasionally, abuse. It is imperative to provide students and faculty with a safe functional facility and equipment that will enable them to meet the needs of their courses. Some of the most pressing issues include:

- Installation of computer projection systems and screens in 6 instructional laboratories: 3 in SC1 and 3 in SC3;
- Replacement of student chairs in the SC1 laboratories-72 chairs;
- Replacement of computers in many faculty offices;
- Replacement of computers in the chemistry labs;
- Replacement of microscopes in the Microbiology and Anatomy/Physiology laboratories; Upgrade of computer software: AutoCAD, SolidWorks, Maple, GIS Software Mathematica, Spectrum, and MatLab; and
- Nerve and muscle stimulators in the physiology laboratory.

Facilities

A new Health and Science Building is anticipated for occupancy by 2012 and planning for this eventuality is ongoing. This building as planned will provide sufficient room for growth in the lab sciences. At present, there is a need of wet lab space in support of Anatomy (BIOL 201) and Physiology (BIOL 202). Moreover, it is anticipated that demand for General Biology (BIOL 101) and Introductory Chemistry (CHEM 101) will soon utilize existing lab times and will demand new space to be found. It is possible the College will be able to utilize lab space in local high schools, such as Pete Knight High School, although the logistics of technical and equipment support at these remote sites will need to be worked out.

With construction of a new Performing Arts Theatre pending, the area occupied by Modular Buildings including T902, T903 and T905, rooms used by this Division, will be engaged in construction and removed from that site. At present, 25 sections of mathematics courses are taught in these locations and will have to be relocated on the Lancaster campus or relocated to the Palmdale site.

At present, our ability to support faculty with office space is a pressing issue. Full-time faculty occupy office space in the Business Education, Applied Arts, OF1, OF2, Technical Education, T500 and less then desirable space immediately adjacent to the instructional laboratories in SC1, SC2 and SC3. To assist adjunct faculty with office hours and instructional preparations, the workroom in OF1 is available for their use. However, this space which houses our Clerical Assistant and copying equipment is for general usage and privacy essential for some office hours is not always. This room is a valuable asset for the division.

Over the past few semesters the Division has offered online courses in math, geology, geography, and physical science. These courses have proven to be very popular and it is

apparent that with the introduction of more online math and science courses some of the above scheduling pressures could be remediated through this educational/instructional alternative. Currently, offerings of College Algebra and Statistics are being considered and a Physical Science instructor is researching the development of an online science laboratory and its instructional effectiveness.

In addition to its use in lecture rooms and halls, computer technology has proven to be an important learning tool in our Physics, Physical Science, Chemistry, and Physiology laboratories, AutoCAD, GIS and the open mathematics classroom, The Prime Room (ME100). The need for a stable network and equipment is paramount to the integrity of instruction and must be maintained. It is anticipated that a new instructional computer technician will contribute greatly to current operations and those into the future. With respect to the immediate future, the anatomy and physiology faculty is digitally recording lectures for podcasting via iTunes University and developing protocols for this alternative method of delivery of lecture materials. In possible support of this technology, a local representative of the Boeing Company has approached the division concerning a collaborative arrangement with their engineers to develop instructional videos that would present laboratory activities and be available via podcasts.

External Factors

Community

Currently there is no comparable local competition impacting the programs in Math, Science and Engineering; however, regionally AVC does compete with Cerro Coso, Victor Valley and College of the Canyons community colleges. Students turned away from AVC prerequisite nursing courses (Anatomy, Physiology and Microbiology) do consider these campuses as alternatives. As well, because of limited offerings in calculus and physics by Cerro Coso Community College at Edwards AFB, the College attracts students from southern Kern County to AVC offerings.

The Mathematics, Science and Engineering Division draws its students from local and regional high schools and Air Force personnel at Edwards AFB. The division works closely with the ROP through its support of Project Lead the Way, a national pre-engineering program offered in three local high schools: Lancaster, Highland and Pete Knight. Students from this program are attracted to AVC's engineering program that works closely with the College of Engineering, CSU Fresno at the University Center in Lancaster. The Health Care Academy, housed at the ROP in Palmdale, also yields students interested in careers in the medical field and with needs for additional study in Anatomy, Physiology and Microbiology (BIOL 204).

The local certificate in Geographic Information Systems has attracted students from across the greater Antelope Valley. In most instances, rather then traditional entry level high school students, it has attracted adults in need of skill enhancement to meet job requirements and advancements. At present, the Geography faculty is working with the Regional Occupational

Programs of the Antelope Valley Union High School District to establish a pathway for high school students into this exciting career field and to the AVC courses of student. It is anticipated that enrollments in this program will increase.

Articulation agreements with local high school programs will be developed. These will include, but are not limited to, the pre-engineering curriculum, engineering technology and environmental science.

Grants/Partnerships Participation

The visibility and outreach potential of the Division and the college has been greatly enhanced through the assistance of our community partners including: Edwards AFB, NASA Dryden Flight Research Center, Lockheed Martin Aeronautics, The Boeing Company, Northrop Grumman Corp., Edward's Community Alliance, MSET Consortium, AERO Institute, Regional Occupational Programs, and the Tech Week Committee. As well specific activities have brought attention to our programs and faculty. These include:

- Opening Pathways to College Degrees for Hispanic Students: A Comprehensive and Collaborative Approach, US Dept. of Education Title V Grant, AVC, CSU Bakersfield-AV & CSU Fresno-AV. 5year cooperative grant 2006-2011;
- Implementing a highly successful instruction model to reduce attrition rate in critical mathematics courses, Minority Science Engineering Instructional Improvement Grant, US Dept. Of Education, 3 years 2006-2009;
- California Space Authority US Dept. of Labor Workforce Innovation in Regional Economic Development (WIRED): California Innovation Corridor, AVC. 2006-2008;
- Creating Pathways for Prospective Science and Mathematics Teachers, NSF ATE Project 0402690, AVC. 3 years 2004-2007;
- Antelope Valley College and the Division works closely with the Northrop Grumman Corp. and the California Institute of Technology to provide their engineers and managers with a technical program in Systems Engineering;
- The Division of Mathematics, Science and Engineering is working jointly with California State University, Bakersfield and the Palmdale School District to provide enrichment of mathematics and science competency in school teachers;
- The Boeing Company and the Division (Christos Valiotis) are working jointly to provide local school districts with equipment that can be used in mathematics and science instruction;
- The Division is working jointly with the College of Engineering, California State University, Fresno to provide a complete undergraduate instructional program in electrical and mechanical engineering in Lancaster. This program has been embraced by the City of Lancaster at the University Center;
- The Air Force Research Laboratory, Edwards AFB has made very generous contributions to material and equipment to the Physics, Astronomy, Chemistry and Engineering materials laboratories; and

- Math Field Day and the Math Science Odyssey have provided middle school and high school students, respectively, with outstanding opportunities to explore mathematics and science. Together with Engineering Day, these events could not take place if it were not for support by essentially the entire local aerospace industry.

Legislative Factors

The certificate program in Engineering Technology and the local certificate program in GIS are supported through CTE-VTEA funding, while Drafting has been supported through federal Carl Perkins funding.

Additional

District funding to the Division has been better than it has been in the past. However, it is clear from the need to replace old equipment and the anticipated growth within programs that additional funding for consumable supplies and equipment will be required.

Short Term Trends and Goals (3-5 years)

Goals and Mission

Trends in enrollment for ten instructional programs in Mathematics, Science and Engineering as indicated by their relative contributions (%) to total FTES for Fall and Spring semesters from Fall 2003-Fall 2006.

Semester														
Inst. Program	FTES F03	%	FTES S04	%	FTES F04	%	FTES S05	%	FTES F05	%	FTES S06	%	FTES F06	%
ASTR	18.44	1.9	29.11	3.0	21.97	2.2	35.75	3.5	43	4.1	38.24	3.9	38.86	3.5
BIOL	271.9	27.8	271.7	28.2	279.7	27.6	276.9	27.3	280.4	26.6	264.2	26.7	321.6	29.2
CHEM	97.65	10.0	91.61	9.5	99.32	9.8	103.4	10.2	94.33	8.9	94.07	9.5	94.6	8.6
DRFT	3.52	0.4	3.73	0.4	5.91	0.6	4.35	0.4	6.42	0.6	6.32	0.6	7.46	0.7
ENGR	25.47	2.6	21.66	2.2	31.7	3.1	24.65	2.4	22.15	2.1	26.14	2.6	20.78	1.9
GEOG	51.5	5.3	60.41	6.3	63.83	6.3	66.31	6.5	58.44	5.5	51.4	5.2	47.21	4.3
GEOL	20.31	2.1	16.89	1.8	19.06	1.9	15.23	1.5	24.24	2.3	18.55	1.9	26.22	2.4
MATH	432.6	44.2	413.9	42.9	435.7	42.9	430.7	42.5	471.1	44.7	437.6	44.3	494.2	44.9
PHYS	25.97	2.7	24.7	2.6	27.02	2.7	26.34	2.6	30.11	2.9	26.54	2.7	23.46	2.1
PSCI	30.46	3.1	31.09	3.2	30.98	3.1	29.64	2.9	24.24	2.3	25.9	2.6	26.94	2.4
TOTAL	977.8	100.0	964.8	100.0	1015	100.0	1013	100.0	1054	100.0	988.9	100.0	1101	100.0

Trends in enrollment over seven semesters in the Division of Mathematics, Science and Engineering.

Institutional Program	Semester AVG %	Semester Range %	Fall 06 %	TRENDS
ASTR	3.2	1.9 - 4.1	3.5	slightly upward
BIOL	27.6	26.6 - 29.2	29.2	upward
CHEM	9.5	8.6 - 10.0	8.6	down
DRFT	0.5	0.4 - 0.7	0.7	upward
ENGR	2.4	1.9 - 3.1	1.9	down
GEOG	5.6	4.3 - 6.5	4.3	down
GEOL	2	1.5 - 2.4	2.4	upward
MATH	43.8	42.5 - 44.9	44.9	upward
PHYS	2.6	2.1 - 2.9	2.1	down
PSCI	2.8	2.3 - 3.2	2.4	down
FTES	1016.4	964.82 - 1101.4	1101.4	upward

As evident in the above chart, the total amount of FTES generated by the Division of Mathematics, Science and Engineering has increased from 977.8 to 1101.0 FTES over the past seven fall and spring semesters. During the same time period, the ten principle instructional programs have experienced interesting enrollment trends. A comparison of the Fall 06 enrollments as a percentage of total FTES with the average percentage for seven semesters, is shown in the Trends in enrollment table above. Sizeable increases in FTES are indicated for Biology, Drafting, Geology and the Math courses (264.2 to 321.6 FTES). Astronomy shows a slight upward trend in enrollment for the past two semesters.

Clearly, over the next 3-5 years there will be a continued increase in demand for the mathematics and biological courses. With respect to math, it is anticipated the need for basic skills/ developmental math courses will continue to increase as a function of the deficiencies of math preparation in high schools students. Continued growth in the biological sciences reflects the high interest for courses prerequisite to the Programs in Health Sciences and students are somewhat familiar with biology and the perception that biology does not require significant math skill and hence is easier. Although this has not been substantiated, it is apparent that students are refraining from taking many of the science courses, other than chemistry needed for the Health Science programs, because they do not have the mathematics skills needed for success. Anecdotally, faculty who teach these science classes lament the lack of math preparation in these students. I'm concerned about this and our college's inability to retain high numbers of students classified as true freshman and not continuing as sophomores.

As the AVC student population continues to grow, it is readily apparent it will become increasingly more difficult to schedule greater numbers of math and biology sections. This concern is a reflection of compensatory growth in the other divisions and the competition for limited space on the Lancaster campus. This situation clearly indicates the need to expand the offerings at the Palmdale campus and to explore the use of space (lecture and laboratory) in the community's high schools. Laboratory space will be an issue and the ability to support offerings

at remote sites will be problematic considering the supplies and materials that are need and will have to be transported to operate a laboratory for 24 students.

It is anticipated that along with Earth Sciences, a new Environmental Sciences Program will be developed in conjunction with the AVUHSD, ROP and Eastside High School. This program will include the drinking and waste water management programs and offer, among others, instruction in environmental chemistry, environmental geology, and alternative energy.

It is anticipated that the AVC Engineering program will continue to grow and work with CSU Fresno, College of Engineering Program at the University Center in Lancaster. The Title V grant will contribute to the enhancement of the student pipeline of prospective engineering students from local high schools to AVC. It is also anticipated that the Project Lead the Way pre-engineering courses will be introduced to the college and made available to all area high school students.

It is anticipated that the Engineering Technology program will be revised and provide for the introduction of GIS/GPS technology in the application of AutoCAD to engineering applications. This will involve the reintroduction of surveying to the curriculum. As well, the preparation of transfer engineering students and well rounded engineering technologists will require the introduction of a course in product development/machine tool technology that will cover basic principles and operation of conventional and computer numerically controlled (CNC) machine tools, etc. and will include design, fabrication, assembly and testing of a product.

The Division will continue to support the Pathways Program for Teacher Preparation including future teachers and in service teachers needing additional course work in mathematics and science. Once again, Title V will provide support and it is anticipated that additional grant funding will be acquired.

The Division would like to explore the possibility of offering course work and certificate development in two areas: Nanotechnology and Biotechnology and Bioinformatics. At present, the Lockheed Martin Aeronautics Company and the AERO Institute in Palmdale are engaged in the development of a Nanotechnology Program and discussions concerning AVC's participation have begun. As with Nanotechnology, the National Science Foundation, Advanced Technical Education Program has established national centers providing guidance for the establishment of these programs of study at community colleges and AVC will utilize these resources in the establishment of the programs.

Personnel

- It is anticipated that a significant number of long term full-time faculty will be retiring over the next 3-5 years. These positions will have to be replaced and it is further anticipated that additional new positions will be needed to support the mathematics program. As well, with the development of new programs in biotechnology, nanotechnology, bioinformatics and environmental science, new faculty will need to be hired.

- As stated previously, the Division is in significant need of a laboratory technician to work afternoons and evenings in support of our late afternoon and evening instructional laboratories. The instructors of these sections are presently on their own should a technical need arise. With expansion of programs at both the Lancaster and Palmdale sites this will require an additional need bringing our technical personnel needs to 2 technicians over the next 3-5 years.
- In order to be able to meet the management /administrative needs of a large college, the division is in great need of a Department Chair structure. This will provide for a much more efficient means of communication and hence general operation including management and instructional issues.

Equipment

- Aging microscopes in the microbiology and anatomy/physiology laboratories are in need of replacement.
- The college is in need of a comprehensive/time dependent computer replacement plan. This includes all facets of instructional and administrative computing. The stability of the network is paramount in these considerations and wireless systems must be incorporated into our operations.
- Student chairs are needed in many of the mathematics and science laboratories and new desks are need in many of the existing lecture rooms and halls. With respect to the latter a comprehensive college wide plan must be developed.
- Capital expenditure required for the replacement of the autoclave in the existing Microbiology preparative laboratory.
- There will be a need to provide equipment for new programs. These programs could include nanotechnology, biotechnology and environmental sciences.

Facilities

Our ability to support the demand placed on the prerequisite health science courses with our present physical plant is very problematic. The use of the Anatomy/Physiology lab is almost at maximum weekly capacity. Students are being turned away and there is considerable resentment because of this. The College loses students to neighboring colleges. This student demand will increase over the next semesters and for 5 years, when the new Health and Science Building maybe on line. This facility will provide significantly more lecture space, office space for faculty and laboratories. The latter will include separate anatomy and physiology labs which will double our student capacity in these courses. In the interim, the College needs to do something to alleviate the situation by increasing capacity. This may require creative weekend scheduling or online lectures and Saturday-Sunday labs. A temporary modular wet lab may also be needed. It is also possible local high schools will be available and the division is presently investigating the use of laboratory facilities at Pete Knight High School in Palmdale. The wet lab provided through the AV SOAR High School Early College High School may provide some scheduling relief.

Long Term Vision (10 Years)

- Establish a comprehensive Environmental Sciences Program at the new Palmdale campus. Certificate and transfer education will be provided.

- Expand our science programs into the new Health and Science Building, providing training in Nanotechnology and Biotechnology and Bioinformatics. It is anticipated this program will support local public and private aerospace industries plus provide training for employment in advanced future medical technology and diagnostics.

- Support outstanding student preparation in mathematics and science leading to careers in education.

- AVC is a partner on the Workforce Innovation Regional Economic Development (WIRED) grant received by the California Space Authority from the U.S. Department of Labor. One aspect of this three year grant intended to support the California Innovation Corridor is the preparation of a skilled workforce including academics, engineers, scientists and technicians. With an emphasis on education in mathematics, science engineering and technology (MSET or STEM), the goal is to assure that local, regional, and national public and private aerospace industrial firms and businesses are competitive in regional, national and global markets. This competitiveness that will impact the status of the nation's standard of living will be achieved through innovation and entrepreneurial capabilities and transformability. Clearly the need for STEM education will be necessary and AVC and the Division should place short-term and long-term emphasis on math, science, engineering and career technical education programs. This is very important considering the graying of the national workforce, the flattening of global economics and the need for the nation to maintain and nurture its innovative edge.

- AV SOAR High School, as a part of the national Early College High School initiative is contributing to the development of a new educational paradigm that will enhance student success in high school and completion of programs of study in higher education or career technical fields. This will result in an infusion of highly qualified students into graduate education and/or the job market. The results of these infusions will be a significant stimulation of the US economy and a competitive edge in global markets.

Palmdale

Involvement at the Palmdale Campus

The Division of Mathematics, Science and Engineering is integral to the course offerings of a comprehensive community college and as such is integral to the Palmdale campus. A total of 20

sections were taught at this site during the Fall06-Spring07 Semesters. For the first time sections of Geography 101 and 101L were taught during Spring07 and it is anticipated that additional science courses, not in need of a wet laboratory, will be taught.

Development at the Palmdale Campus - Short-Term (3-5 years)

Continue to expand the math and science course offerings making it possible for Palmdale students to complete their degrees or transfer requirements. This will require the presence of wet laboratories and may require theses sections being taught at area high schools. The division is currently exploring the possible use of the labs at Pete Knight High School. However, the provision of instructional equipment and supplies may be problematic.

With continued enrollment pressure and projected student population growth plus the loss of instructional space associated with new construction, it is anticipated that a significant number of sections of mathematics currently taught on the Lancaster campus will have to be moved to the Palmdale site.

Many of the online courses taught in mathematics and science are hybrid courses requiring visits to the campus several times during the period of instruction. Because of space limitations on the Lancaster campus it is conceivable that the Palmdale campus could become a hub for online instruction and provide space for the visitations.

Vision at Palmdale Campus - Long Term (10 Years)

The mathematics and science core curriculum will be taught at this site. In addition, an Environmental Sciences Program will be developed and anchored at that site. It is also conceivable that with the establishment of a Nanotechnology Program with Lockheed Martin and the AERO Institute, in Palmdale, that our program would be on this campus.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

Lectures and laboratory space in support of all the sciences: chemistry, geology, physics, biology, biotechnology, nanotechnology, etc. and mathematics. To achieve this, there will be the need for permanent faculty and an administrative staff to operate the facilities.

Program Data

Astronomy								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	18.4	29.1	22.0	35.8	43.0	38.2	38.9	N/A
WSCH	569.6	899.2	678.4	1,104.0	1,328.0	1,180.8	1,200.0	N/A
Enrollment	182.0	284.0	213.0	346.0	417.0	370.0	379.0	N/A
FTEF	1.1	1.7	1.3	2.1	2.8	2.8	2.8	N/A

Biological Sciences								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	271.9	271.7	279.7	276.9	280.4	264.2	321.6	N/A
WSCH	8,397.4	8,391.2	8,638.4	8,551.0	8,658.0	8,157.6	9,931.6	N/A
Enrollment	2,554.0	2,501.0	2,563.0	2,547.0	2,600.0	2,444.0	2,818.0	N/A
FTEF	17.6	17.8	18.2	18.2	26.9	26.5	22.7	N/A

Chemistry								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	97.7	91.6	99.3	103.4	94.3	94.1	94.6	N/A
WSCH	3,015.6	2,829.0	3,067.4	3,194.6	2,913.0	2,905.0	2,921.4	N/A
Enrollment	1,111.0	1,013.0	1,110.0	1,147.0	851.0	825.0	933.0	N/A
FTEF	7.0	7.1	8.3	9.1	11.9	13.5	8.6	N/A

Engineering								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	25.5	21.7	31.7	24.7	22.2	26.1	20.8	N/A
WSCH	786.6	668.8	979.0	761.2	683.8	807.4	641.8	N/A
Enrollment	155.0	152.0	218.0	169.0	150.0	170.0	153.0	N/A
FTEF	2.8	2.8	3.0	3.2	2.6	2.7	2.1	N/A

Geography								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	51.5	60.4	63.8	66.3	58.4	51.4	47.2	N/A
WSCH	1,590.4	1,865.6	1,971.2	2,048.0	1,804.8	1,587.2	1,458.0	N/A
Enrollment	500.0	588.0	620.0	640.0	570.0	499.0	457.0	N/A
FTEF	2.8	3.4	4.3	4.5	3.6	3.2	2.8	N/A

Geology								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	20.3	16.9	19.1	15.2	24.2	18.6	26.2	N/A
WSCH	627.2	521.6	588.8	470.4	748.8	572.8	809.6	N/A
Enrollment	200.0	163.0	184.0	149.0	234.0	179.0	253.0	N/A
FTEF	1.1	0.9	1.1	0.9	1.3	1.1	1.3	N/A

Mathematics								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	432.6	413.9	435.7	430.7	471.1	437.6	494.2	N/A
WSCH	13,359.8	12,782.5	13,456.4	13,299.5	14,547.2	13,514.8	15,262.7	N/A
Enrollment	3,318.0	3,174.0	3,331.0	3,298.0	3,612.0	3,365.0	3,634.0	N/A
FTEF	26.6	27.3	28.3	32.1	33.9	34.6	35.9	N/A

Physics								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	26.0	24.7	27.0	26.3	30.1	26.5	23.5	N/A
WSCH	802.0	762.8	834.4	813.6	929.6	819.8	724.6	N/A
Enrollment	302.0	283.0	319.0	305.0	172.0	117.0	143.0	N/A
FTEF	2.3	1.8	2.3	1.8	5.2	4.2	2.3	N/A

Physical Science								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	30.5	31.1	31.0	29.6	24.2	25.9	26.9	N/A
WSCH	940.8	960.0	956.8	915.2	748.8	800.0	832.0	N/A
Enrollment	296.0	302.0	299.0	292.0	238.0	126.0	130.0	N/A
FTEF	2.6	2.8	2.6	2.8	2.6	3.0	3.4	N/A

Physical Education and Athletics Division

Programs

Physical Education and Athletics	Health Education
Dance	

Mission

The Physical Education and Athletics Division offers physical activity and health education courses for the general student population.

Student Learning Outcomes

Student Learning Outcomes will be incorporated into the COR, syllabi and program descriptions. They will clearly state what students will be expected to achieve at the completion of a course or course assignment. They will build on the course objectives but rather than a focus on the course content and skills, they will focus on the learning that has occurred between the beginning and ending of the course or assignment. Progress achieving SLOs will be reflected in college-wide documents such as Program Reviews and Accreditation Reports.

Degrees and Certificates Awarded

Program	Degree	Certificate
Physical Education	X	

Current Student Demand

The past three years have seen a steady increase in the number of classes offered as well as the number of students enrolled within the PE Division. There were 138 classes in the fall of 2003, with a total of 2635 students enrolled. On September 1, 2006 there were 3290 students enrolled in 161 Physical Education Division classes. The median age of students in the Physical Education and Athletics division in the Fall of 2006 was 22 years old, the same as the AVC campus overall, but the gender breakdown showed a higher proportion of male students in the division compared with the campus as a whole. Since the spring of 2003,the PE division added women's golf and tennis and men's golf intercollegiate sports teams. A full time instructor/softball coach was added to the division in 2005. Two new Health classes have been

added to our course offerings, Women's Health Issues and Stress Management have been added to meet student demand in these areas.

Classes within the division overall have good student demand. On September 1, 2006 there were 41 of the 161 classes at full capacity (25.4%) with nineteen other classes needing four or fewer students to reach full capacity. Thus, 37.2 percent of the classes in the division were at full capacity or within a few students of full capacity. Student demand is high in several areas where the enrollment is limited by available facilities, such as dance, yoga, weight lifting, physical conditioning, health classes and many other activity classes.

Anticipated Student Demand

Demand for courses in the division is expected to increase as the enrollment increases at AVC. While there is a higher proportion of males within the classes in the division and the campus as a whole is increasingly female, outreach efforts are under way to increase the profile of the female athletics programs and the enrollment of females in classes within the division. These outreach efforts are expected to help the division grow at least as fast as the campus as a whole. In addition, increased demand will be coming due to the development of new course offerings, the expansion of our facilities with a new fitness center, the growing population in the Valley and finally the growing physical fitness awareness of the people throughout the country. With the addition of the fitness center, our division plans to offer classes and activities for targeted community groups. One of the groups that the division would plan classes for is seniors.

Recommendations to Support Current Enrollment

Personnel

An additional, second Trainer is needed to provide coverage for our athletic teams and contests. This person would also teach related athletic training classes. PE presently has 14 sports programs and only one full time trainer. The division also has an immediate need for full or part-time classified positions to serve as lifeguards for the swimming classes, part-time office secretary and full time head coaches for sports that have adjunct coaches serving as head coaches. Women's soccer, baseball and men & women's golf are the sports that do not have full-time faculty serving as head coaches. There needs to be an increase in the adjunct hiring pool. Also a study of the feasibility of adding a dance team to enhance the viability of the cheerleading squad in support of the athletic teams is being considered.

Equipment

Instructors within the division would be better able to use the latest instruction methods with the establishment of smart classrooms for division use. At present there is only one classroom that the division can call its own. There is a need to have more classrooms designated for Division

use. While many of the classes are taught on sports fields, there are significant numbers of classes that could make use of modernized instruction facilities including classrooms for health, yoga, dance and other lecture classes. The lack of equipment in this are may be keeping the department from fully meeting demand. Computers are needed for all faculty including adjuncts. More efficient operation within the division could be achieved with the addition of 3 to 4 new computer systems. Specialized equipment for teaching activity classes such as equipment that could be used in our adaptive PE classes.

Facilities

The current swimming pool is over 45 years old, and has limited appeal for class usage or swimming teams. The addition of a new pool would enable the division to meet current demand for swimming facilities. The current weight room is somewhat limiting for its intended use by sports teams, students, PE classes, and staff of the college. An expanded weight room would provide better facilities for attracting students in general as well as student athletes to AVC. There is also a need for a completely remodeled locker room facility to accommodate the sports teams at AVC as well as the students and staff who use the facilities. The number of student athletes has exceeded the space limits of the current training room and a larger training room that is co-ed would greatly expand the ability of the division to meet current needs as well as near term growth. The active sports programs at AVC also require an equipment room that can accommodate 14 sports, with attached meeting rooms and much more storage. Some of these issues will be addressed with the facilities being built with bond money.

External Factors

Community

Our biggest competition for student athletes comes from other community colleges who recruit our students. The success of our coaches recruiting efforts in the local high schools is hampered by the lack of facilities in our area. The lack of modern facilities increases the difficulty of recruiting and keeping student athletes. One of the biggest factors that affect the supply and demand of our students from within the community is the lack of modern facilities. Community participation in division classes is reduced because our facilities are outdated and incredibly poor in comparison to other workout options such as local gyms and health clubs. General interest fitness classes as well as specialized classes for the disabled and senior citizens face difficult competition from the other options within the local community.

Grants/Partnerships Participation

At the present there are several partnerships being utilized. Fund raising activities with many community members is an ongoing activity. Several Head Coaches have groups that they seek

support from. The PE division is currently exploring the idea of forming the Marauder Club to serve as a fund raising group for all Marauder Athletic teams. The division is also discussing forming partnerships with the local Martial Arts people in the Valley in order to possibly teaching classes off campus at their facilities.

Legislative Factors

In December 2003, the California Community College System Office issued an advisory to address questions regarding the interpretation and implementation of the law on concurrent enrollment as amended by SB 338, which was passed by the Legislature and signed by the Governor in 2003. The passage of SB 338 hurt summer enrollment which resulted in a reduction of course offerings and a large decline in summer FTES from the division.

Additional

The Division can possibly offer more online courses and this is certainly an area that is being actively pursued. The Division is also looking at researching other institutions class offerings and maybe writing new courses to be taught within the division.

Short Term Trends and Goals (3-5 years)

Goals and Mission

In the short term, the division hopes to have the new Fitness Center open which will increase the course offerings and FTES produced by the Physical Education Division. This center will give additional faculty office space and storage space. With the development of an athletic complex, football stadium and track renovation, renovation of the softball stadium and the building of a baseball stadium, the Division will certainly be able to attract more athletes thus accomplishing one of our goals of growth. The addition of the Fitness Center will also increase the attractiveness and number of potential classes compared with other fitness options in the local area which will in turn increase enrollment within the division.

Within the short term (3-5 years) the 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. The division is also in the process of creating Recreation and Leisure Study program which will meet growing demand within the community as the Antelope Valley population continues to expand and mature.

Personnel

Staff will be needed for the Fitness Center upon completion of the building. It is expected that there will be a need for a classified position to manage the facility, 3 to 4 hourly workers to maintain and staff the center, and 8 to 10 student workers to fill out staffing needs. In addition, there will be a need for instructors for assorted fitness classes such as aerobics, weight training, yoga, pilates, kickboxing, and cycle aerobics.

Adjunct instructors will be needed once the Athletic Training and Recreation and Leisure programs are in place. A classified staff position will be needed to manage the equipment and supplies for these programs.

Equipment

During this time frame there will be a need for equipment in the Fitness Center. This will include:
8 to 10 resistance weight machines that target different major muscle groups;
Free weights;
3 recumbent bikes;
5 treadmills;
3 elliptical trainers;
3 Stairmasters;
Rock climbing wall;
Full set of medicine balls, assorted weights;
Mats for yoga/pilates room;
Bags and mats for kickboxing area;
Mats and equipment for aerobics classes; and
15 cycles for spin classes

For our athletic training program the Division will need a new training room facility to accommodate both male and female students. This room would need at least four whirlpools, two ice machines, two hydrocolator units with pads, two ultra sound machines, two electrical stimulation machines, two light therapy units and at least 6 benches for taping.

Facilities

The Fitness Center and weight room are needed now. Over the next three to five years the Fitness Center and the Athletic Complex are needed. The athletic complex would include the renovation of the football stadium and the track. A baseball complex would also be built. A throws area for track would be added as well as renovation of the softball complex. The gym would need to be renovated also during this time. Between the Fitness Center and the renovated gymnasium, our Division will receive much needed classrooms for lecture classes and activity classes.

Long Term Vision (10 Years)

The longer term vision of the 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. Addition of these new facilities will expand the FTES generated by the division considerably. The development of modern facilities and a full range of classes in physical education, health education, athletic training and athletic coaching will enhance the profile of the campus within the community and also provide a strong link to the community through participation by members of the community.

Palmdale

Involvement at the Palmdale Campus

The Physical Education and Athletics Division will expand its offerings at the Palmdale site through physical activity and health education courses for the general student population. The division anticipates growing with the Palmdale site, with very limited offerings in the near future because of facility limitations. However, as the Palmdale site expands the division will be participating though addition of facility appropriate classes. These will initially be concentrated within the health education area because of the limit to classroom only.

Development at the Palmdale Campus - Short-Term (3-5 years)

The short-term development of our division at the Palmdale campus will be to continue to increase our course offerings, primarily in the health education area. On-line classes in health education and possibly the Athletic Training area may be scheduled with testing conducted at the Palmdale site. Some of the Athletic Training classes may be offered in full at the Palmdale site when storage for supplies and equipment becomes available.

Vision at Palmdale Campus - Long Term (10 Years)

As the Palmdale site is developed, the Physical Education and Athletics Division will offer an expanded range of classes. While it is not expected that any of the campus teams would move to the new site, many of the PE classes could be offered at the Palmdale site as facilities are built. The growing population in the Palmdale area and the adjacent easily accessible wilderness areas make this site a good place for Recreation and Leisure classes. Meeting the needs of the Palmdale community for physical fitness and recreation and leisure classes will provide significant opportunity for growth of the division at the new campus.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

The Physical Education and Athletics Division could be self-sufficient at the Palmdale campus once proper facilities are built for the full range of classes. While it is not expected that the Palmdale campus would offer everything that is offered at the main campus, sufficient facilities will be required to take the classes necessary for a limited set of degree and certificate options.

Program Data

Adapted Physical Education								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	14.6	0.0	0.0	0.0	0.0	0.0	0.0	N/A
WSCH	451.2	0.0	0.0	0.0	0.0	0.0	0.0	N/A
Enrollment	142.0	0.0	0.0	0.0	0.0	0.0	0.0	N/A
FTEF	1.8	0.0	0.0	0.0	0.0	0.0	0.0	N/A

Athletics								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	0.0	0.0	0.0	0.0	0.0	0.0	1.4	N/A
WSCH	0.0	0.0	0.0	0.0	0.0	0.0	41.6	N/A
Enrollment	0.0	0.0	0.0	0.0	0.0	0.0	14.0	N/A
FTEF	0.0	0.0	0.0	0.0	0.0	0.0	0.1	N/A

Dance								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	35.3	52.7	51.1	43.3	48.0	45.9	56.5	N/A
WSCH	1,091.2	1,628.8	1,579.2	1,337.6	1,483.6	1,417.6	1,745.9	N/A
Enrollment	342.0	495.0	464.0	418.0	440.0	444.0	521.0	N/A
FTEF	1.9	2.3	2.3	1.8	2.3	2.7	2.5	N/A

Health Education								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	80.3	84.9	81.2	79.2	76.3	79.1	90.7	N/A
WSCH	2,480.0	2,620.8	2,508.8	2,444.8	2,355.2	2,441.6	2,800.0	N/A
Enrollment	786.0	824.0	791.0	766.0	743.0	764.0	889.0	N/A
FTEF	1.9	2.1	2.1	2.4	2.2	2.4	2.6	N/A

Physical Education								
	2003-04		2004-05		2005-06		2006-07	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	229.2	216.3	235.8	207.6	222.9	185.4	211.4	N/A
WSCH	7,078.6	6,678.6	7,281.5	6,412.2	6,884.2	5,724.0	6,527.4	N/A
Enrollment	1,956.0	1,833.0	1,993.0	1,760.0	1,869.0	1,524.0	1,760.0	N/A
FTEF	12.2	11.1	12.1	11.7	12.0	11.1	12.2	N/A

Social and Behavioral Sciences/Child and Family Education Program Division

Programs

Administration of Justice	History
Anthropology	Philosophy
Child and Family Education	Political Science
Economics	Psychology
Education	Sociology

Mission

The primary goal of this division is student success and student-centered learning of the social sciences. This goal will be obtained through higher educational standards, innovative programs and services in a professional team-driven environment.

Courses in the Social and Behavioral Sciences are those which focus on people as members of society. Social Science courses develop an awareness of the method of inquiry used by the social and behavioral sciences. They are designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social sub-groups operate.

The Child and Family Education program is designed to train the students to work with young children in private and public programs. In addition, the Child Development Center provides programs and services that meet the needs of the community. The Child Development Center also serves as an on-campus laboratory.

Student Learning Outcomes (SLOs)

The Social & Behavioral Sciences/Child & Family Education Program Division is committed to developing SLOs and accompanying assessment cycles at the college, program, and course level. Course level SLOs are being developed first in conjunction with the objectives of the classes as defined in the Course Outline of Record.

Degrees and Certificates Awarded

Program	Degree	Certificate
Administration of Justice	X	
Child and Family Development	X	
Child and Family Education	X	X
Consumer Education	X	
Education –Instructional Aide	X	X
Foster Parenting		X
School-Aged Child Care	X	X

Current Student Demand

There is a tremendous demand for general education courses and Child and Education courses that satisfy transfer students' needs. Therefore, student demand for classes will continue to increase.

More than forty sections of history are at capacity. More than thirty sections of psychology are at capacity. At least fifteen sections of philosophy are at capacity. Over thirty sections of Administration of Justice courses are required to meet student demand. The college campus also has a partnership with the Los Angeles County Sheriff's Department, Sheriff's Training Academy for those seeking careers in law enforcement.

A proposed partnership with the state of California Correctional Officers Training Academy is scheduled to begin operation in the Fall of 2007. The Correctional Officer's Academy will become a major program in the Social and Behavioral Science/Child and
Family Education Division along with the Sheriff's Academy and the eight-week Custody Assistant Training Program.

Anticipated Student Demand

Therefore, student demand for classes will continue to rise. It is anticipated that students who possess a bachelor's degree in any area and want to work with young children in child and family education will need twelve units in child development to obtain a permit. Other segments of the community are requesting on-line courses, thus the need for instructional technology.

Recommendations to Support Current Enrollment

Personnel

- Additional full-time faculty in all social science area to support on-line classes to meet student demand.

- A full-time clerical assistant will be needed to help with the division workload.
- Sufficient staff for the Child Development Center in Palmdale and the main campus.
- Additional clerical assistance to support Child Development Center staff.

Equipment

- Scheduled upgrading of existing computers.
- Sufficient laptop computers for faculty use.
- Few of the Social Science classrooms are fitted out as Smart classrooms. There is a need for computers so that faculty can use current technologies. Many of the rooms have technologies going back to the 1980's.

Facilities

- The Palmdale campus will need a full-serve Child Development Center to address the needs of the community. It is anticipated that a neighboring school in the Keppel Union District will form a collaborative partnership with the Palmdale Child Development Center in a concerted effort to provide early childhood training for parents and classroom teacher aids who will work directly with children.
- The main campus Child Development Center is in need of lab classrooms where students can develop curriculum projects taught in classes.
- Expansion of the main campus Child Development Center needs to include additional spaces for infants, as well as school age children.
- The Anthropology/Archaeology program needs a lab. The current facility was never designed as a laboratory for student use.
- Within the next five years, a new Health Science building will house the Anthropology Program with fully functioning laboratories.

External Factors

Community

None of the numerous private technical schools, private colleges, or the extension campuses of California State University, Bakersfield office has competitive degrees or certificates in the social science areas.

The department takes high school students from the public, private and Christian schools in equal proportions to those coming into other disciplines within Social Science and other divisions. Some current high school students and home-schooled students also attend as well as the on-campus high school students in the AV SOAR (Students on the Academic Rise) program.

Feeder high schools that have ROP (Regional Occupational Programs) participate in our Child Development lab school.

Grants/Partnerships Participation

The Child Development Center is contracted with the California Department of Education to provide a subsidized state preschool program for eligible children ages three to five years. The college has a partnership with the Los Angeles County Sheriff's Department for the Training Academy.

Developing a Partnership (DAP) – Collaborates with Head Start to provide parents with the opportunity to take early childhood course work. Temporary Assistance to Needy Families (TANF) provides students Early Childhood programs with financial aid.

Legislative Factors

The Perkins Career and Technical Education Improvement Act of 2006 directly effects vocational education and teacher preparation. This is a federal initiative that provides funding for secondary and post-secondary Early Childhood Education programs. All programs in the Child and Family Education area are eligible for this source of funding.

Additional

Los Angeles Universal Preschool project
Instructional collaboration with CSUB (California State University, Bakersfield) is one of a cooperative venture for the benefit of Child and Family Education students.

There are other community colleges within sixty miles of Antelope Valley College – College of the Canyons, San Bernardino College, Barstow College, Cerro Coso College and Victor Valley College. There are several private institutions nearby – Chapman, LaVerne and the University of Phoenix. Four-year universities have satellite facilities – Cal State Bakersfield and Fresno, for example. Our relationship is much more one of cooperation than competition.

The department is susceptible to all the same external factors as are most of the other disciplines in Social Science, except, perhaps, for Administration of Justice and Child and Family Education.

All Social and Behavioral Science programs are subject to the needs and interests of students. Programs such as Administration of Justice and Child and Family Education are essentially vocational in nature; however, students seeking advance degrees have transferred to four-year institutions to complete their program.

Short Term Trends and Goals (3-5 years)

Goals and Mission

In the short term, IMC is likely to see more of what has been seen over the last few years, increasing, if sometimes uneven, growth. This means there will be need for one, if not conceivably more, full-time as well as some new adjuncts to replace those who anticipate retiring and additional instructors to keep up with growth. IMC would like to see all the classrooms utilized by faculty, especially those in the LS1-LS2 complex, fitted out as "Smart" classrooms. Increasing divisional funds devoted to maintaining and increasing the use of technology and new media at the IMC is reccomended.

Personnel

- Additional full-time faculty in Economics, History and Administration of Justice are needed.
- Child Development Center Assistants for new classrooms.
- Site Supervisor/Assistant Director to assist with growing needs of the Child Development Center.

Equipment

- Computers for new faculty and staff
- Equipment for the child development lab classroom where children are taught.
- Every classroom equipped with "Smart" classroom technology, PowerPoint, DVD's

Facilities

- Standard classrooms and offices, that is, a clean environment that is comfortable and safe.
- Suitable classrooms and laboratories for the Anthropology program.

Long Term Vision (10 Years)

- A new Language Arts/Social Science building with more classrooms and office space.
- New instructors to match the expected enrollment of 10,000 or more students and permanent buildings (by then) at Palmdale.
- Appropriate support personnel.
- Updated equipment in all classrooms to reflect their current level of technology.
- All classrooms in LS1 and LS2 will have up-to-date technology found at the average two-year college.

Palmdale

Involvement at the Palmdale Campus

Twenty-eight classes in the social science curriculum are now offered at the Palmdale site. More classes will be added as enrollment increases. Because this division's classes are an integral part of general education requirements, it is a natural extension of our mission to provide these classes to our Palmdale campus.

Development at the Palmdale Campus - Short-Term (3-5 years)

The three to five year development of the Social Sciences Division at the Palmdale campus is anticipating more course offerings in all disciplines both in the daytime, evenings and Saturdays. Additionally, each classroom in our division will have internet access, PowerPoint, overhead projectors, TV, VCR and DVD players available to the instructors. This technical equipment is necessary to maintain quality instruction by providing a full array of learning devices.

Vision at Palmdale Campus - Long Term (10 Years)

All current courses, including whatever new ones might be developed in the interim, would be offered at all times of the day and all terms and in all formats. Several full-time faculty as well as some adjuncts (who might still commute between the two campuses) will be in place. All needed infrastructure will be in place. A Public Safety Academy will have a permanent training facility in Palmdale.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

In order for our division to be self-sufficient at the Palmdale campus, a full-time dean and a full-time faculty are required. Such a circumstance would hopefully produce a full program that leads to AA degrees in the various disciplines of this division. Students from Palmdale and its other nearby communities would save much time and driving if their coursework could be completed in Palmdale. The campus will also need a Child Development Center along with a Child and Family Education curriculum designed to meet the needs of students seeking an associate of arts degree in Child and Family Education. There will also be a need for a Child and Family Education Certificate Program designed to enable students to gain employment at the entry level in selected occupational areas.

Program Data

Administration of Justice								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	92.6	91.1	93.5	100.5	111.8	102.9	104.9	N/A
WSCH	2,860.8	2,812.8	2,886.4	3,104.0	3,452.3	3,178.2	3,238.4	N/A
Enrollment	896.0	887.0	906.0	974.0	1,075.0	968.0	1,013.0	N/A
FTEF	3.1	3.1	3.7	4.3	5.1	4.5	4.5	N/A

Anthropology								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	40.4	40.1	33.6	33.8	34.0	30.4	30.5	N/A
WSCH	1,248.0	1,238.4	1,036.8	1,043.2	1,049.5	937.6	940.8	N/A
Enrollment	379.0	378.0	317.0	320.0	311.0	286.0	294.0	N/A
FTEF	1.9	1.9	1.8	1.8	1.9	1.8	1.0	N/A

Child and Family Education								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	61.1	59.8	54.5	47.5	57.2	56.4	55.6	N/A
WSCH	1,888.0	1,846.4	1,683.2	1,465.6	1,766.4	1,740.8	1,718.4	N/A
Enrollment	548.0	543.0	495.0	425.0	521.0	508.0	505.0	N/A
FTEF	2.8	2.2	2.7	2.4	2.7	2.8	2.7	N/A

Economics								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	38.6	38.3	40.3	42.0	41.2	38.2	40.5	N/A
WSCH	1,190.4	1,184.0	1,244.8	1,296.0	1,273.6	1,180.8	1,251.2	N/A
Enrollment	372.0	373.0	392.0	406.0	402.0	380.0	394.0	N/A
FTEF	1.1	1.2	1.1	1.2	1.2	1.2	1.2	N/A

Education								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	13.1	13.0	12.6	14.2	7.8	9.3	10.8	N/A
WSCH	403.6	400.6	389.8	438.0	240.0	287.2	332.8	N/A
Enrollment	113.0	116.0	110.0	119.0	75.0	80.0	104.0	N/A
FTEF	0.7	0.7	0.7	0.8	0.5	0.7	0.6	N/A

History								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	123.9	125.0	133.9	145.4	148.2	150.5	155.7	N/A
WSCH	3,827.2	3,859.2	4,134.4	4,489.6	4,577.9	4,646.4	4,809.6	N/A
Enrollment	1,202.0	1,212.0	1,296.0	1,408.0	1,423.0	1,460.0	1,512.0	N/A
FTEF	3.4	3.8	4.1	4.2	4.6	4.9	5.1	N/A

Philosophy								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	61.8	84.0	83.8	75.4	83.4	68.0	83.9	N/A
WSCH	1,907.2	2,595.2	2,588.8	2,329.6	2,576.0	2,099.2	2,592.0	N/A
Enrollment	600.0	814.0	815.0	735.0	807.0	661.0	814.0	N/A
FTEF	2.1	2.8	2.4	2.6	3.1	2.6	3.1	N/A

Political Science								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	49.0	73.2	66.2	59.5	61.3	55.4	70.3	N/A
WSCH	1,513.8	2,261.6	2,044.8	1,836.2	1,892.8	1,711.4	2,169.6	N/A
Enrollment	467.0	708.0	637.0	572.0	600.0	534.0	684.0	N/A
FTEF	1.9	2.2	2.1	2.4	2.3	2.3	2.4	N/A

Psychology								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	112.4	117.9	136.0	149.1	140.6	129.9	161.1	N/A
WSCH	3,472.0	3,641.6	4,198.4	4,604.8	4,342.4	4,012.8	4,976.0	N/A
Enrollment	1,095.0	1,149.0	1,319.0	1,447.0	1,360.0	1,259.0	1,561.0	N/A
FTEF	3.3	3.8	4.2	4.6	4.8	4.9	5.5	N/A

Sociology								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	62.3	70.1	73.6	77.3	86.9	77.8	80.8	N/A
WSCH	1,923.2	2,163.2	2,272.0	2,387.2	2,684.8	2,403.2	2,496.0	N/A
Enrollment	607.0	680.0	716.0	750.0	844.0	759.0	784.0	N/A
FTEF	1.8	2.1	2.2	2.5	3.0	2.8	2.9	N/A

Technical Education Division

Programs

Aeronautical and Aviation Technology	Construction Technology
Agriculture/Park and Landscape Management	Drafting/Computer Aided Design
Air Conditioning and Refrigeration	Electrical Technology
Aircraft Fabrication and Assembly	Electronics Technology
Auto Body	Fire Technology
Automotive Technology	Interior Design
Clothing and Textiles	Welding

Mission

The mission of the Technical Education Division is to provide interested students with the skills, knowledge, and workplace attitudes and traits necessary to secure entry-level employment in any one of the 12 career fields represented by our educational programs. This mission is directly related to the college mission of: "Workforce Preparation and Economic Development through programs, job preparation courses (non-degree applicable) and a variety of services that contribute to the educational and economic well being of the community."

The education and training provided gives students the entry-level skills necessary to enter high pay, high skills employment with opportunities for continued growth throughout a life-long career.

Student Learning Outcomes

All programs developed program-level student learning outcomes during the program review process in fall 2005. These student learning outcomes define the skills and knowledge that our students have when entering the workforce.

Degrees and Certificates Awarded

Program	Degree	Certificate
Aeronautical & Aviation Technology	X	
Aircraft Airframe Maintenance		X
Aircraft Powerplant Maintenance		X
General Aircraft Maintenance		X
Grounds Maintenance	X	
Environmental Horticulture	X	X
Landscape Construction	X	X
Air Conditioning Specialist	X	X
Refrigeration Specialist	X	X
Air Conditioning and Refrigeration Specialist	X	X
Aircraft Fabrication & Assembly	X	X
Automotive Collision Repair Specialist	X	X
Automotive Refinishing Specialist	X	X
Automotive Collision Repair and Refinishing Specialist	X	X
Automotive Drivability, Emissions & Electrical	X	X
Automotive Engines and Drive Trains	X	X
Clothing and Textiles	X	X
Construction Technology	X	X
Electrical Technology	X	X
Electronics Technology	X	X
Fire Technology	X	X
Wildland Fire Technology	X	
Interior Design	X	X
Welding	X	X

Current Student Demand

Program enrollment and capacity vary widely by individual programs and by the strength of the local economy or the visibility of the occupation. In general, programs that have a history of filling on early enrollment include: Air Conditioning and Refrigeration, Auto Body, Electrical Technology, Interior Design, Fire Technology, Wildland Fire Technology and Welding. All programs make except Electronics Technology make sufficient enrollment to make faculty loads and sustain students throughout their educational goals. The Electronics Technology program

has had weak enrollments for a number of years. This fall, it was studied by a program discontinuance committee. The committee made specific recommendations for revitalization, and will continue to monitor this program.

Anticipated Student Demand

Employment trends in all fields in this area are experiencing good rates of growth. Therefore, there should be continued demand for these programs in the future. Besides the normal attrition that employers experience through resignations and promotions, technical careers are expected to be especially hard hit by the retirement of the baby boom generation over the next 10 years. Shortages of skilled workers are expected in virtually all occupations. This is a national trend that is just beginning to be covered by educational literature.

Recommendations to Support Current Enrollment

Personnel

Classified Needs Identified for 2007/08:

An Instructional Assistant is needed for evening classes in the Auto Body program. This position was requested for the 2006/07 year and was not approved. It will be requested for the 2007/08 year as well. When the Auto Body program relocated to the new facility that is adjacent to the Automotive building, this need will become critical as the Welding Instructional Assistant will no longer be physically able to provide Auto Body with even minimal services.

A half-time clerical assistant is needed for the Division Office. The current workload is not reasonable for one administrative assistant. Other division offices have either a half-time clerical assistant or a full-time clerical assistant in addition to the Administrative Assistant.

Faculty Needs Identified for 2007/08:

An additional Fire Technology Instructor and an Interior Design Instructor. The Welding Instructor position has not been addressed.

Fire Technology:

The college has long had a dream of starting a Fire Fighter I Academy to serve the students of the High Desert Area. Initial steps are currently being taken for approval of curriculum to start an academy. Growth in the current Fire Technology courses is as follows: 2003/04 =159.75, 2004/05 = 138.36, 2005/06 – 258.0. The FTEF for Fire Technology classes is 7.2 and the ratio of full-time faculty to part-time faculty is 1 to 10. It is unreasonable expect that a successful new Fire Academy can be launched without at least one additional full-time faculty.

Interior Design:

A full-time instructor is urgently needed to sustain and develop the Interior Design program in order to meet increased demand for class offerings. There currently is no full-time faculty in this program. Growth in the current Interior Design courses is as follows: 2003/04 = 32.24, 2004/05 = 38.5, 2005/06 = 32.87. There are currently 5 adjunct faculty and additional adjunct are very difficult to find since they are working professionals with busy schedules. To support any future enrollment growth, a full-time faculty is required.

Welding:

There is no full-time faculty in this program. Growth in the current Welding courses is as follows: 2003/04 = 30.72, 2004/05 = 34.97, 2005/06 = 36.95. There are currently 4 adjunct faculty and additional adjunct are very difficult to find since they are working professionals subject to overtime requirements. Additionally, this program is very equipment and supplies intensive and there is little ability to coordinate budget needs with adjunct faculty. To support any future enrollment growth, a full-time faculty is required.

Equipment

The equipment needs of the Technical Education Division are some of the most complex on campus. Every program has dedicated laboratories with extensive equipment that must be maintained and kept current with technology. Additionally, almost every program has some involvement with computers in their laboratories or a shared computer laboratory. Computer skills are an integral part of all technical careers. The college does not have a systematic approach to computer replacement and technical support for computer laboratories is not considered adequate. Please refer to the individual programs for specifics.

Agricultural/Landscape Technology:

The Agriculture/Landscape Technology program is lacking in tools and equipment to efficiently operate the program. The last estimate to bring the program's tools and equipment up to industry standards would be approximately $75,000.00, and to bring the program up to "state of the art" status in the landscape industry would be an additional $60,000. This need will become critical when the program moves to the new facilities.

Air Conditioning and Refrigeration:

The equipment in this program was purchased when the TE7 building was built four years ago. Therefore, it is very new and in excellent condition. Additionally approximately $40,000 worth of equipment was donated to the college by the Manitowoc Ice Machine Company. This equipment should sustain the program for the next five to ten years. The college, as a whole, however, does not have a good plan for long term equipment and furniture replacement.

Aerospace/Airframe and Powerplant:

During the past six years, allocations of Vocational Technical Education Act (VTEA) funds and other donations have permitted the program to acquire a Bell UH1-B helicopter, Rockwell Aero Commander, Long EZ, six mock-up systems trainers, five Lycoming reciprocating engines (O-320), eight Lycoming turboprop jet engine (T-53), Metal Inert Gas welder, magneto tester, hydraulic mule, twelve computer stations with computer desks and chairs, which has improved the teaching and learning environment by allowing the students to experience realistic hands-on education.

In addition, the Airframe and Powerplant program has acquired a state-of-the-art borescope and is in the process of purchasing avionics digital training equipment. These upgrades have made a significant improvement on the equipment and tools available for students.

The Airframe and Powerplant staff and laboratory are in need of new computers. All of the computers in the office and classroom computer lab are at least four years old.

Auto Body Technology:

A weakness of the program is the limitations of the quantity of equipment for student use. This discipline requires students to develop skills to be proficient. Proficiency is attained by instruction and practice. The lack of sufficient numbers of specialized equipment limits the students from obtaining the needed practice. The lack of ample space in the current facility prohibits the installation of any additional equipment. With the current enrollment of the program, one additional spray booth is needed. Two additional E-Z-Liner™ frame machines and two additional Genesis™ analyzation systems, six additional MIG welders, two additional spot welders, and twelve additional work stations are also needed.

Automotive Technology:

The computers in the automotive technology laboratory are in serious need of replacement. They are at least eight years old. Network capability to a central printer and internet access is needed. Additionally, improved support for computers is a campus-wide issue. Three updated smart carts would greatly improve the interactivity of lectures.

Clothing and Textiles:

Replacement of a variety of equipment is required such as unreliable sewing machines, additional power machines, pressing and cutting equipment, updated computer equipment, additional dress forms, and improved storage areas.

A Proxima style data projector, Elmo style of three dimensional projector and a closed circuit TV with a camera is needed so students are able to see instructor demonstrations.

Fire Technology:

Fire Technology has recently purchased a lot of smaller manipulative training items through VTEA grants. These items are a necessary portion of the present program and will be extensively used with a Fire Fighter I Academy. The Fire Technology program also has a 100-foot aerial ladder truck, which is an excellent instructional tool for some of the advanced classes. The Fire Technology program is in severe need for two pumping type fire apparatus for current courses. One of these needs to be a Municipal type Engine and one a Wildland Engine. Currently, fire hydrants are being used to train students in hose handling evolutions on campus. This is a very poor method of instruction and does not meet the needs of real hands on activities with apparatus.

Interior Design:

CAD software and / or access to AutoCAD lab is needed. A Proxima type projection system is also needed to enhance lecture delivery and student learning.

Welding:

Over the last two years, the welding program has been completely modernized through the judicious use of VTEA funds. All work stations are now state-of-the-art and reflect the current needs of the industry. This modernization should be sufficient for the next five to seven years except for replacement of equipment that fails unexpectedly and cannot be economically repaired.

Facilities

There are several major areas of concern with the current Facilities Master Plan for the Lancaster Campus.

Aeronautics:

There is no current plan for a permanent facility for the Aeronautics (Airframe and Powerplant) program. This program is currently housed in a rented facility shared by Barnes Aviation at Fox Field (approximately 5 miles northwest of the Lancaster campus). This program has sufficient enrollments to support two tracks of full-time students and currently employs two full-time faculty and two full-time instructional assistants. A permanent plan for facilities needs to be included in any facility master plan update. The most logical location would be the next expansion of the Technology building (TE7).

Auto Body Technology:

The Facilities Master Plan calls for the existing maintenance facility to be demolished and the new science building constructed at this site. The new spray booth is located next to the maintenance building, and there is not a plan to relocate the spray booth. The auto body program

and welding program each have a storage area designated adjacent to the maintenance building. No planning has been provided to replace these storage areas once demolition begins for the construction of the science building.

Plans are being finalized to build an Auto Body extension adjacent to the current Automotive building. This facility would essentially duplicate the current Auto Body Shop and spray booths. This will be adequate only to keep the program operational at the current level but it will not allow for any program expansion. Even with this, there is significant concern about outside storage areas required by Auto Body and Welding, and parking problems between Auto Body and Automotive.

Automotive Technology:

The current Automotive Technology area has reached the limitations on effective space utilization. There is no room for future growth in this area with the current facilities. There are also challenges related to maintenance issues, parking, internet access, etc. The parking challenges will be critical during the 2008/09 year when the Auto Body program relocates. The parking challenge should ease when the Agriculture program moves to new facilities and the old agriculture area can be converted to parking. The long term solution for the Automotive program facilities is the completion of the automotive complex expansion planned for the future.

Welding, Auto Body, Fire Technology and Electronics:

These programs are housed in the TE1 and TE2 buildings. Those buildings are among the oldest on campus and have been identified for demolition rather than restoration. The Auto Body program is being addressed in an accelerated manner due to the critical location of the spray paint booth. The Welding program should be included in the future expansion of the automotive complex as well. The Electronics program should be included in any expansion of the Technology (TE7) building. The Fire Technology program would be a logical relocation to the Palmdale site should a "Public Services" magnet program be located there.

External Factors

Community

There are very few competing interests offering the breadth and diversity of technical programs in the local area. In the past several months, a company attempted to start an Heating, Ventilation and Air Conditioning (HVAC) program in Lancaster. They do not have any laboratory space, or any equipment or tools. Therefore they are not able to teach any "hands-on" skills and they are not accredited. ITT Technical Institute, DeVry Institute, and UTI have campuses in the Valencia area. This is generally considered outside of the desirable commuting range of the Antelope Valley. Wyoming Technical Institute is well known for a nationally recognized automotive program. They do recruit students nationally, including visits to the

Antelope Valley. They are extremely expensive and do require students to relocate and incur additional expenses for housing.

The Airframe and Powerplant program has established an internship with NASA and Edwards Air Force Base propulsion shop. Students have had opportunities to tour that facility. In addition, recruiters from Lockheed-Martin, Northrop-Grumman and General Atomics Aeronautical Systems have been guest speakers in program classes to make students aware of local job opportunities. Students are also hired by many of the local aerospace companies including Scaled Composites, Lockheed-Martin, and Northrop-Grumman.

The Automotive program maintains with the feeder programs in the Antelope Valley Union High School District and ROP. Each year the program hosts the Automotive Career Day serving approximately 80 high school automotive students. It is an opportunity for students to see the facilities, meet industry contacts and employers, see what AVC has to offer them and compete in various activities. This has been very successful and the high school students look forward to Auto Career Day at AVC. AVC automotive teachers visit local high school automotive programs to promote the programs. Re-establishment of articulation agreements with these programs should be explored.

There are no electronics programs at area high schools or the ROP. A promising program at the feeder high schools is the Project Lead the Way courses. This program is intended to interest high school students in careers in engineering. It may be possible to feed these students into the Electronics program as well. An articulation agreement with the Project Lead the Way programs and the digital electronics course is being explored.

The Fire Technology Programs have a strong tie to the ROP program in the Antelope Valley Union High School District (AVUHSD) as well as close contact with the Hart High School District ROP program. An articulation agreement with the AVUHSD program and AVC is being explored.

Grants/Partnerships Participation

The division currently participates in a National Science Foundation Advanced Technology Education grant called SpaceTEC. SpaceTEC is a consortium of 8 to 12 colleges nationally that are geographically located by a NASA center or are in some other way affiliated with the aerospace industry. The fiscal agent for this grant is Brevard Community College in Cocoa FL. While the monetary contribution of SpaceTEC is minor, the contacts and visibility that the program has received has been very worth while. They are also attempting to develop a national testing and licensing process for space technicians similar to the FAA aircraft mechanic license.

The program most closely aligned with this grant is the Aircraft Fabrication and Assembly program. In working with SpaceTEC, the program instructor, along with the dean, are currently in the process of developing a composites concentration written exam. Once completed, it will be used nationwide as a testing standard and recognized national certificate. The program also offers a composite workshop every summer for SpaceTEC and local aerospace industry partners.

Currently the Fire Technology program is developing an agreement with Los Angeles County Fire Department for the Fire Fighter I Academy to share resources and facilities for this program. The program has also received several hundred thousand dollars of excess equipment for training purposes from Los Angeles County Fire Dept. which has reduced some of the budget requests for district funds. Fire Technology has a close working agreement with the U.S. Forest Service for training Wildland Firefighters and placing students into temporary and career firefighter jobs.

Legislative Factors

The major legislation that affects the Technical Education Division is the Carl D. Perkins Vocational Technical Education Act (VTEA). This is a federal initiative that provides funding for secondary and post secondary career, vocational, and technical programs. Currently, AVC receives approximately $450,000 per year in VTEA funds. These funds are available to all vocational, career, and technical education programs across the campus and in any division. All programs in the Technical Education division are eligible for this funding source. The funds can only be used for equipment and supplies or professional development directly related to improving vocational programs or services to vocational students and they must supplement but not supplant local district funds. After many continuing resolutions, the legislation was finally reauthorized in fall 2006. Now, however, come the negotiation and interpretation of acceptable uses and accountability measures between the State of California and the U. S. Department of Education. Funding should remain stable for 2007/08. It is unclear what the impact of the new legislation will have beyond that.

Additional

All programs maintain active advisory committees of working technicians and supervisors from local businesses, industries and government agencies. This is vital to keep the programs in line with changes in technology and keeping the curriculum such that our program completers have the skills for entry-level skilled employment. Depending upon the program, industry trade associations or advisory committees can be a welcome source of high quality donations of equipment and supplies. This source, however, is not a reliable source for keeping programs up to industry standards.

All faculty take full advantage of professional development activities through various industry trade associations, educational associations, academic senate, and other sources. Funding for these activities is provided through VTEA, Staff Development, and SpaceTEC.

Changes in employment visibility can affect enrollment patterns. The recent building boom caused careers as electricians to become visible and attractive. Therefore, increases in enrollment in that program exceeded our projections.

Short Term Trends and Goals (3-5 years)

Goals and Mission

In general, programs within this division should grow at a rate that is in line with the growth of the Lancaster campus. Program management is much more important in Technical Education than uncontrolled growth. The throughput of students should be reasonably in line with the needs of employers so that there are sufficient students competing for positions to assure employers' quality selections, but not so many graduates that employment rates are low. High rates of unemployed graduates can result in negative impact to the programs. Additionally, technical education programs tend to "compete" with each other for a similar pool of students and they require significant resources for equipment and supplies. Therefore, program expansion or development of new programs must consider a variety of factors.

No programs are being considered for obsolescence over the next 3 to 5 years. However, enrollments in the Electronics Technology program have been very weak and it is being reviewed by an ad hoc program discontinuance committee. Industry support for the program is good. It appears to be a student recruiting issue rather than lack of need for the program. The committee recommended that the program continue for 2007/08 with an aggressive recruiting plan and monitor future enrollment trends.

It is hard to envision what opportunities might be revealed in the next 5 years. The only firm plans are to offer a Fire Fighter I Academy.

Personnel

Faculty Needs Identified for 3 to 5 Years:

Over the next 3 to 5 years, additional faculty should be considered for the Electrical Technology, Fire Technology, Air Conditioning and Refrigeration, and any new programs that are developed. An additional faculty member could be considered for Automotive if the enrollment pattern returns to one of dependable growth.

Classified Needs for 3 to 5 years:

An additional Instructional Assistant is needed for the TE7 building to support the Air Conditioning program and assist in inventory control for Electrical Technology and Aircraft Fabrication. This would allow the current Instructional Assistant to focus all of his time on serving the evening classes that are staffed with adjunct faculty. The new person could serve the day classes.

If daytime Welding classes are considered for enrollment growth, a full-time day Instructional Assistant would be required for student safety and inventory control

Should enrollments stabilize and grow in Electronics Technology to support day and evening classes, an Instructional Assistant should be hired for equipment and trainer maintenance and inventory control. This program requires an extensive parts inventory and a variety of trainers that are expensive to service outside, but easy to maintain with a properly trained instructional assistant.

If a full-time instructor is hired for the Interior Design program and enrollments increase as expected, that program could benefit from a part-time instructional assistant in the future to assist the instructor with inventory control in the resources room.

With the increased size of the newly planned facilities for Agriculture/Landscaping, additional support staff will be needed to maintain the facilities. This can be accomplished in many ways, additional classified staff, hourly workers, new curriculum, work experience or docents (volunteers).

Equipment

The equipment needs of the technical education division are some of the most complex on campus. Every program has dedicated laboratories with extensive equipment that must be maintained and kept current with technology. Additionally, almost every program has some involvement with computers in their laboratories or a shared computer laboratory. Computer skills are an integral part of all technical careers. The college does not have a systematic approach to upgrading computer equipment in offices or laboratories. Additionally, technical support for keeping computers operational has been a source of frustration for many years.

In general, the college does not have a good plan for dealing with the systematic replacement of equipment or furniture over the long haul. Equipment and furniture comes with the building funds and is supposed to last the life of the building. This is not realistic. Funding from VTEA is used when appropriate to upgrade equipment but there are restrictions on these funds. The SPBC process is also a source for funding but the lag time from request to granting of funds can be in excess of two years. This can have serious detrimental affect on programs when timely replacements for equipment cannot be purchased.

Facilities

There are several major areas of concern with the current Facilities Master Plan for the Lancaster Campus. The short term facility needs are the same as the 3 to 5 year needs due to the length of the planning and construction process. Those needs are repeated here as it is not clear when they might be addressed.

Aeronautics:

There is no current plan for a permanent facility for the Aeronautics (Airframe and Powerplant) program. This program is currently housed in a rented facility shared by Barnes Aviation at Fox Field (5 miles northwest of the Lancaster campus). This program has successful enrollments and currently employees two full-time faculty and two full-time instructional assistants. A permanent plan for facilities needs to be included in any facility master plan update. The most logical location would be the next expansion of the Technology building (TE7).

Welding, Auto Body, Fire Technology and Electronics:

These programs are housed in the TE1 and TE2 buildings. Those buildings are among the oldest on campus and have been identified for demolition rather than restoration. The Auto Body program is included in the Lancaster Facilities Master Plan as part of the automotive complex expansion. The Welding program should be included in the automotive complex as well. The Electronics program should be included in any expansion of the Technology (TE7) building. The Fire Technology program would be a logical relocation to the Palmdale site should a "Public Services" magnet program be located there.

Automotive Technology:

The current facilities master plan for the Lancaster Campus shows a proposed expansion to the automotive complex in the future. This is much needed but should be completely redesigned with any update to the facilities master plan. The footprint for this facility was conceived over 20 years ago. It does not reflect the changes in the automotive and auto body industry in the uses of electronics diagnostic equipment or composites technology. Also, it does not include any consideration of the logical inclusion of the Welding program in this complex.

Agricultural/Landscape Technology:

With the building of the facilities, the water infrastructure, irrigation system, low voltage wiring and plantings will be accomplished by the students enrolled in the program. This means the program will need an increase in supplemental budget the buy the materials in order to complete the facilities. (Approximately $180,000.00 as per program review document).

Long Term Vision (10 Years)

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 may be related to the construction and testing of personal space vehicles, components or propulsion units for those vehicles or exotic aircraft such as unmanned, aerial vehicles and micro flyers.

No programs in the Technical Education division should be considered for obsolescence over the next 10 years as all of them are involved in the repair and maintenance of infrastructure technologies rather than manufacturing which can be outsourced overseas. There will continue

to be a strong need for air conditioning technicians, electricians, automotive technicians, landscape designers, welders, interior designers, auto body technicians, aircraft maintenance technicians, tailors, and fire fighters for many years to come.

Palmdale

Involvement at the Palmdale Campus Now, and Short Term (3 – 5 years)

In the short-term, the Technical Education Division will have a very minor presence in Palmdale. The need for specialized facilities with expensive equipment and supplies severely limits the ability of Technical Education to offer "chalk and talk" classes in general purpose classrooms or temporary buildings.

Vision at Palmdale Campus - Long Term (10 Years)

Only the most popular Technical Education programs with significant enrollments should be considered for duplication at both Lancaster and Palmdale. Otherwise, the programs will compete against each other for resources and students. New programs for Palmdale should be considered given the development of new industries in Palmdale that are not currently being served by the Lancaster campus.

Again, magnet career clusters should be used to determine the mix of technical education programs established at Palmdale. One that has been extensively discussed is Public Safety, and as mentioned above, Fire Technology would be essential to the success of a public safety academy. This would require extensive dedicated facilities such as a burn tower, smoke evacuation room, and confined space escape area as well as parking and storage for fire apparatus and equipment.

Should a construction related magnet presence develop, consideration should be given to permanently locating the Electrical Technology and Interior Design programs to Palmdale. Their space at Lancaster is limited and easily converted to other uses but they have no planned expansion at Lancaster.

A permanent facility for Electrical Technology at Palmdale would include a residential construction laboratory, a commercial/industrial laboratory, joined together with a joint storage room. There should also be a dedicated, computer equipped lecture room.

Interior Design would require two dedicated laboratories equipped with drafting tables (not just for drafting but also for project assembly). These rooms should be connected by a storage area for resources of cloth, wood, tile, draperies, etc. Access to a standard classroom and a computer laboratory with AutoCAD would also be required.

The only way for that the Airframe and Powerplant Program to fit into the Palmdale campus is if adequate space could be provided with approximately 20,000-25,000 square feet to house the program. In addition, an outside area is required to operate and store aircraft. The program would also need to maintain a presence at Fox Airfield in order to run aircraft engines and weigh aircraft. Space must include an area to run the aircraft engines. This would require some means to diminish the noise level generated by the operating engines.

There has been community interest related to horse husbandry, equestrian and veterinary technician programs at the Palmdale campus.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

No comprehensive community college is complete if it is only addressing the general education, transfer component of our mission. The Palmdale campus should not be considered self-sufficient until it includes a robust mix career and technical education programs. These programs must have dedicated laboratories equipped with the latest equipment. They provide a much needed boost to the economic development activities associated with any college campus.

Program Data

Aeronautical and Aviation Technology								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	40.7	30.8	29.7	21.5	23.1	27.3	26.4	N/A
WSCH	1,257.5	950.0	918.0	663.0	714.0	841.5	816.0	N/A
Enrollment	124.0	93.0	36.0	26.0	28.0	33.0	34.0	N/A
FTEF	2.5	2.7	1.7	1.7	1.7	1.7	1.7	N/A

Agriculture/Park and Landscape Management								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	9.5	10.9	8.1	9.1	7.8	7.9	7.6	N/A
WSCH	293.0	337.6	251.2	280.0	242.0	242.4	235.4	N/A
Enrollment	85.0	93.0	71.0	80.0	70.0	67.0	58.0	N/A
FTEF	0.5	0.7	0.5	0.7	0.5	0.7	0.6	N/A

Air Conditioning and Refrigeration								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	34.7	34.5	32.7	26.9	23.6	27.4	28.2	N/A
WSCH	1,072.4	1,064.2	1,008.8	831.2	730.0	846.4	872.4	N/A
Enrollment	79.0	80.0	73.0	66.0	60.0	63.0	70.0	N/A
FTEF	1.9	1.9	1.9	1.9	1.9	1.9	1.9	N/A

Aircraft Fabrication and Assembly

	2003-04		2004-05		2005-06		2006-07	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	0.0	0.0	18.6	20.0	16.2	16.3	13.6	N/A
WSCH	0.0	0.0	575.4	617.4	499.8	504.0	420.0	N/A
Enrollment	0.0	0.0	93.0	99.0	76.0	84.0	68.0	N/A
FTEF	0.0	0.0	1.6	1.3	1.1	1.3	0.9	N/A

Autobody

	2003-04		2004-05		2005-06		2006-07	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	34.7	33.4	37.4	37.7	32.1	27.8	32.0	N/A
WSCH	1,071.2	1,031.2	1,156.0	1,163.0	992.4	859.4	988.8	N/A
Enrollment	78.0	76.0	86.0	84.0	75.0	66.0	72.0	N/A
FTEF	4.2	4.2	4.2	4.2	4.2	4.2	2.8	N/A

Automotive Technology

	2003-04		2004-05		2005-06		2006-07	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	40.0	38.7	43.2	41.5	34.0	42.8	28.6	N/A
WSCH	1,236.4	1,194.4	1,335.2	1,282.4	1,048.8	1,320.8	881.8	N/A
Enrollment	238.0	259.0	258.0	221.0	211.0	206.0	196.0	N/A
FTEF	2.7	2.9	2.5	2.5	2.5	2.7	1.6	N/A

Clothing and Textiles

	2003-04		2004-05		2005-06		2006-07	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	18.4	19.8	22.1	19.7	14.7	17.7	15.9	N/A
WSCH	566.8	612.0	681.6	608.8	452.4	546.8	489.6	N/A
Enrollment	109.0	135.0	138.0	129.0	87.0	114.0	103.0	N/A
FTEF	1.8	1.8	1.7	1.8	1.2	1.5	1.2	N/A

Drafting/Computer Aided Design

	2003-04		2004-05		2005-06		2006-07	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	3.5	3.7	5.9	4.4	6.4	6.3	7.5	N/A
WSCH	108.8	115.2	182.4	134.4	198.4	195.2	230.4	N/A
Enrollment	17.0	18.0	32.0	21.0	31.0	34.0	36.0	N/A
FTEF	0.5	0.5	0.4	0.5	0.7	0.6	0.7	N/A

Electrical Technology								
	2003-04		2004-05		2005-06		2006-07	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
FTES	9.1	17.0	18.9	23.8	31.2	30.4	29.5	N/A
WSCH	280.4	526.2	584.0	734.4	961.8	938.2	910.0	N/A
Enrollment	50.0	98.0	105.0	134.0	174.0	189.0	170.0	N/A
FTEF	0.4	0.9	1.2	0.9	1.7	1.5	1.4	N/A

Electronics Technology								
	2003-04		2004-05		2005-06		2006-07	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
FTES	19.2	22.9	6.8	4.8	9.9	9.7	3.4	N/A
WSCH	592.4	706.2	210.0	147.2	304.8	299.4	105.6	N/A
Enrollment	110.0	127.0	43.0	23.0	62.0	57.0	23.0	N/A
FTEF	1.5	1.7	0.7	0.5	0.7	1.2	0.6	N/A

Fire Technology								
	2003-04		2004-05		2005-06		2006-07	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
FTES	30.7	33.2	31.1	26.6	31.7	28.9	25.3	N/A
WSCH	947.2	1,024.0	960.0	822.4	979.2	892.0	780.4	N/A
Enrollment	296.0	320.0	300.0	257.0	306.0	265.0	242.0	N/A
FTEF	0.9	1.2	1.0	1.1	1.1	1.5	1.2	N/A

Interior Design								
	2003-04		2004-05		2005-06		2006-07	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
FTES	17.3	18.5	18.1	19.0	16.8	15.7	19.3	N/A
WSCH	534.8	571.6	558.0	587.2	518.8	484.2	596.6	N/A
Enrollment	150.0	163.0	155.0	166.0	144.0	141.0	168.0	N/A
FTEF	0.9	1.0	0.9	1.0	0.9	0.9	1.0	N/A

Welding								
	2003-04		2004-05		2005-06		2006-07	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
FTES	13.9	17.5	17.0	16.0	17.0	19.6	18.1	N/A
WSCH	429.0	540.8	525.8	493.8	524.6	604.8	558.6	N/A
Enrollment	105.0	134.0	129.0	125.0	128.0	149.0	114.0	N/A
FTEF	1.5	1.9	1.9	1.9	2.3	2.5	1.8	N/A

Visual and Performing Arts Division

Programs

Art	Music
Computer Graphics	Photography
Film & Television	Theater Arts
Multimedia	

Mission

The mission of the Performing Arts Division is to provide students with the necessary educational preparation to transfer to four-year colleges and the practical skills, established by industry standards, for both entry-level jobs and fulfillment of vocational certificates.

In addition to its academic preparation, the division provides both students and community members with diverse artistic enrichment. Gallery shows, theatre productions, and instrumental and vocal music performances serve to promote a dialogue among the many constituencies represented in the region.

Student Learning Outcomes

Visual, Media, & Performing Arts SLOs are incorporated into CORs, syllabi, and program descriptions in accordance with the course update schedule. These SLOs will clearly state what students will be expected to achieve at the completion of a given course and/or course-related assignment. Per SLO protocol, they will build on the course objectives… but rather than focus on course content and skill development, they will essentially focus on the learning which occurred between the onset and conclusion of the course. Visual, Media, & Performing Arts introductory level courses will be the first course group for which SLOs are developed.

SLOs offer a tool with which Visual, Media, & Performing Arts' faculty may evaluate and ultimately improve the learning outcome of their instructional efforts Slos also offer a more omnibus platform upon which faculty may consider the outcome of their efforts. Progress towards the achievement of SLOs in all Visual, Media, & Performing Arts' departments will be chronicled in college-wide documents such as Program Reviews and Accreditation Reports.

Degrees and Certificates Awarded

Program	Degree	Certificate
Commercial Music		X
Photography		X
Multimedia	X	X
Computer Graphics		X
Music	X	X

Current Student Demand

Courses in music, art, and photography that meet the general education requirements are quick to fill. Courses such as History of Rock and Roll, Music Appreciation, Art History, and Beginning Photography close out in the first few days of registration.

Courses such as Painting, Drawing, Survey of Theatre, Ceramics, Beginning Guitar, Jazz Ensemble, Beginning PhotoShop, Multimedia, Cinema, and Television courses close in the first ten days of priority registration. Student demand in the music discipline is particularly strong. Enrollments in computer graphics and multimedia have decreased in the last two years. To help identify the cause(s) of this declining trend, the Division has inaugurated the Vocational Digital Media Community Advisory Board in spring of 2007. The VDM Board is presently researching ways to help ameliorate the decline.

Anticipated Student Demand

As more and more of the disciplines in the arts turn to computer-assisted instruction, student demand should increase. Current industry personnel trained solely in traditional artistic methods will be replaced by students trained in both fine arts and mediated technologies. Proximity to Los Angeles and its vibrant industry in film, technical theatre, animation, multimedia, computer graphics, commercial music, and other computer-assisted art should drive student demand. New technologies currently employed in the industry should continue to spur student demand in the arts.

Recommendations to Support Current Enrollment

Personnel

Classified Needs:

The division needs a full time clerk. The Visual and Performing Arts Division, like that of Physical Education/Athletics Division, serves a dual function. It runs the regular complement of courses but unlike many of the other divisions, it also offers co-curricular activities in theatre,

music, and art. This increase in division work includes gallery offerings, theatre productions, musical ensembles, and choral performances. It results in almost twice the amount of work (well as time) needed to complete the work. This need is [perhaps] the most acute need of the division because of the opening of the new theater complex.

The division has an acute need for a Performance Arts/Fine Arts Coordinator. This person (similar to an athletic coordinator) manages the division's co-curricular events. This job includes the preparation of publicity, supervision of ticket sales, recruitment and training of ushers, all front-of-house issues, and serves as the contact person for arts patrons. This position would relieve the instructors from hours they spend creating publicity and working with on-campus and off-campus agencies. The Performance Arts Coordinator would serve as the interlocutor between the instructors, the dean, and the community. This position was requested in 2005-2006 but was not funded. It will be requested again for 2007-2008.

Music:
The music discipline needs one full time piano accompanist. Currently, the discipline barely maintains a list of five or six local accompanists, each working for less-than-market wages and therefore each less willing to commit hours to AVC programs with each passing semester. Each semester, accompanists work the maximum time permitted by education law and yet they do not meet the student/program demand. An essential component of the music discipline, the accompanist-hiring schema was instituted over fifteen years ago and salaries need to be updated.

Computer Graphics/Multi-Media:
Part-time student aides currently operate the Computer Graphics/Multi-Media Department's checkout facility. Student aides "come and go" as they complete their education. Checkout procedures involve technically complex video and photographic equipment, expendables, peripherals, etc. These student aides serve the Computer Graphics/Multi-Media Department, Photography Department, and the Film & Television Department.

There is currently no full-time employee for this task. There is currently no inventory procedures nor consistent operational/checkout protocols in this important area. This leads to broken, misplaced, and lost equipment and often frustrated and dissatisfied students. Other colleges as well as other areas within AVC (e.g. Automotive Technology, and Physical Education) have permanent employees to staff the daily checkout of expensive equipment to AVC students. There should be a permanent employee to oversee Computer Graphics/Multi-Media, Photography, and Film & Television checkout functions. The employee would also be responsible for minor repairs, vendor contact, coordination/scheduling of complex repairs, and staying current on new equipment/technology within the instructional areas served. Storage is limited, so overflow supplies and equipment could be stored in large cabinets adjacent to Checkout located in the photography studio. These large, lockable cupboards are currently unused.

Certificated Needs

Music:
There are three full time instructors in music and over thirty adjunct instructors who teach each semester. To address the student demand in music, including instrumental, vocal, and commercial, there is a need for two full time instructors. The area produces increasing FTES and is growing. Generally speaking, the music instructors should be pluralists with teaching experience in large lecture classes as well as the smaller ensembles.

Theatre:
There is a need for one instructor in theatre. There is no instructor for costume and make-up nor for set design and choreography. To meet the needs of students, the division hires outside contractors to meet these needs.

Film and Television:
At present, there is a pool of candidates to be interviewed for a full time position in Film and Television, but there has been no full time instructor in the area for years. There are numerous adjuncts with backgrounds in diverse areas. With a full time instructor to anchor the discipline, revise course outlines, and develop new curriculum that addresses job openings and essential skills in the industry, the area is poised for significant expansion and growth.

Equipment

The equipment needed in the Visual and Performing Arts Division is frequently industry and site specific.

General division equipment:

All division classrooms must be equipped with LCD projectors, data projectors, closed circuit televisions, and CD/DVD players. Currently, there is only one room in FA1, FA2, FA3, and FA4 that has any electronic visual equipment for enhancing instruction.

The large lecture/performance rooms in FA3 must have new acoustical treatments. These rooms have such significant flutter echoes that acoustical engineers have ruled them insufficient for the classes. The division needs these rooms to maximize student enrollments. These classrooms have capacities of over 65 students. Unfortunately, they are only able to handle 45 students because of the severity of the flutter echo.

The furniture in most of the rooms needs to be replaced. The furniture is a collection of different odds and ends and much of the student's stations are either cracked or broken.

FA4-182 (the "kitchen") is in great need of remodeling, and should be converted into a Cinema lecture and presentation facility.

Film and Television

Film & Television is in the greatest need of equipment. During the time the discipline was divided between two divisions, the equipment was not replaced or it was cannibalized for the benefit of other programs. The equipment in Film & Television is integral to its success and to the students' education and employment preparation. The area needs new cameras. One instructor has developed a VTEA grant request which specifically addresses and itemizes the needed equipment.

Computer Graphics/Multi-Media

The Computer Graphics/Multi-Media attendance system is on a computer system which is obsolete, out-dated, and uses an operating system which is no longer supported. The attendance database uses a programming application which is no longer supported by the vendor and is not upgradeable. An off-the-shelf attendance application should be purchased.

Additionally, a barcode scanner system is needed to track all equipment and link all checked-out equipment to student and/or employee IDs. Such systems are readily available "off the shelf" in both Mac and PC versions and are relatively inexpensive (especially considering the potential savings to the college regarding lost and damaged equipment).

Facilities

The Visual and Performing Arts Division facilities have acoustic needs that must be addressed if it is to maximize student enrollments. Plans for the remodel of the arts complex are currently projected for 2010. The entire performing arts division has only eight rooms and some of these spaces are not dedicated rooms. Because the performing arts are frequently site-specific (painting, acting, piano), the number of classes that can be offered is severely limited.

Music:
FA3 is primarily used for music classes. The building contains practice rooms that are not soundproof. Instructors who have offices in this building cannot meet with their students because of the noise from the five regular practice rooms. The division office personnel cannot hear people telephoning into the college because of the noise. Acoustic engineers and the Wanger Music Company have inspected the rooms and determined that the walls and the ceilings need special treatments.

Theatre:
A structural remodel of FA1 could double the course offerings in the building. Currently, the experimental theatre and the workshop used to build sets for its productions, share the same space. This situation excludes two classes from meeting at the same time. By creating a retractable wall between the two spaces, the division could accommodate up to 120 additional students.

FA1 has the potential to house four classroom spaces. Currently, only two spaces can be used… the performance space and a small classroom next to it. There is another classroom space used to teach stage makeup but it has no electricity connected to it, making it unusable. The room needs to be properly wired and the make up stations remodeled to accommodate the maximum student enrollment for the room… or the makeup tables should be demolished to make room for more desks. The space also needs a permanent wall dividing it from the adjacent room to replace the existing acoustically unsound accordion wall. This will increase FTES.

Computer Graphics/Multi-Media:
APL 205 is configured as a "theatre in the round," with a modeling stage in the center. This causes some of the students to be seated in a way that precludes them from seeing the projection screen. This seating configuration also forces instructors to always have their backs to some students. In addition, the computers are inadequate for current needs.
This classroom was once used for several live modeling classes, which have been de-emphasized or moved. The circular arrangements are not only no longer needed, but constitute difficult teaching venue logistic. In addition, last year APL206 use was expanded to include non Computer Graphics/Multi-Media classes, relocating many Computer Graphics/Multi-Media classes. Classes now held in APL205 have higher-level computer requirements and the present APL 205 machines cannot run the software necessary to teach these additional classes.

If another location could be found somewhere in Fine Arts, APL205 could be reconfigured to the standard Computer Graphics/Multi-Media teaching configuration by removing the stages, re-positioning the desks so that all have a clear view of the instructor and the screen, re-routing cabling, and ultimately installing additional outlets as necessary. Most importantly, it would be important to upgrade the APL205 computers to at least 20 inch, Intel-based, Dual-Core iMacs with a minimum 2 GB of memory.

Additionally, faculty report that the loss of the enclosed instructional area in the Lab (APL203A) has continued to be an operational problem. Now, after the move discussed above, there is insufficient room for stations in the APL203 Lab to accommodate all Computer Graphics and especially Multimedia students. These students require high-end equipment to complete video and animation projects and more room for the lab instructors to work.

There exists sufficient office space for the classified computer technician in APL212A, where she currently also maintains a workspace. Moving the classified technician into APL 212A will allow the program to add at least 9 high-end workstations plus an instructor's area. The student-files server that currently resides in that area could accompany the technician back to APL212A. This would also allow advanced multimedia and F/TV students to have the space needed to work on video and audio projects.

The present organizational relationship of the Computer Graphics/Multi-Media Department technician now reports to the Information Technology Directorate, which is neither tasked with nor trained in pedagogical techniques on instructional technologies. The establishment of Information Technology policies as they relate to Instructional Technology is inappropriate and

hampers the efforts of faculty to present timely and pertinent material to the students. This problem has become acute.

Sufficient funds exist to provide faculty with adequate and up-to-date equipment for on-campus office use and provide both application software and training opportunities on-and off-campus. Hardware and software should be provided to faculty according to their evaluation of academic need and not based on the interpretation of such needs by the Information Technology Directorate.

External Factors

Community

The Visual and Performing Arts Division is actively involved with the feeder high schools of the valley. The concert band has both high school instructors and high school transfer students involved. The music faculty are professionally involved with their counterparts in the local high schools.

The theatre faculty also has linkages with the K-12 system and high school students frequently are co-enrolled in theatre college classes.

The music and theatre disciplines are booked each year into the Lancaster Performing Arts Center (LPAC). The LPAC performances offer the residents of the high desert major the opportunity to experience quality music and theatre in a professional setting.

The art gallery offers residents a valuable site to explore diverse works of art. In addition to the professional galleries of the area, the Antelope Valley Art Gallery explores a wide range of media, artists, and themes, important for student learning and community interest.

Grants/Partnerships Participation

The division maintains partnerships with LPAC, other colleges, several professional organizations/guilds, and partners with the community symphony. The Division is purposefully exploring new partnerships.

Legislative Factors

The division has four programs currently working with Carl D. Perkins Vocational Technical Education Act (VTEA). The federal funds from this program are allotted to the college. Competitive grant writing to secure program funds for instructional equipment in 2006/2007 resulted in a $48,000 grant to Commercial Music for new IMac Computers.

Multimedia/Computer Graphics received in excess of $30,000. The music discipline and the theatre discipline each received a grant of $10,000 from a State Assembly representative.

Additional

Programs receiving VTEA money maintain advisory committees of industry professionals. The advisory committee volunteers serve as advisors to the discipline faculty members. They inform the faculty members of any changes within the skill sets needed for entry-level jobs. They inspect and rate the equipment used in the college program and recommend changes that will compliment the standards of the industry. Occasionally, the representatives from the advisory committees recruit students for internships.

The faculty of the Visual and Performing Arts Division participate in campus flex activities, workshops, and professional conferences. Various faculty are able to participate in these activities via funding from competitive AVC Foundation grants, senate grants, and staff development monies.

Short Term Trends and Goals (3-5 years)

Goals and Mission

The division anticipates growth in the Film and Television discipline with the hiring of a full time instructor and the updating of all course outlines. The commercial music discipline, with its new computers, should experience a spike in its enrollment, too. The industry is thriving and AVC students should be poised to assume many of the entry-level jobs.

The increase in digital photography courses will continue to maintain its popularity. The reassessment of course work in multimedia and computer graphics will identify the best methods to serve the students and the industry personnel who advise the faculty members.

The division will establish an AA degree in Art and Theatre. Accordingly, the art and theatre disciplines will offer course sequences that align with the transfer patterns established by the California State University system.

Personnel

Faculty Needs Identified for 3 to 5 Years

The division needs a full time clerk and a Performance Arts/Fine Arts Coordinator. These positions would greatly support the primary pedagogical functions of instructors as well as overall Division functions.

Equipment

Computer and F/TV equipment will need regular periodic upgrades to keep up with industry standards.

Facilities

Four priorities dominate this list. First, upgrade the electrical power in the Black Box Theater FA1. Second, connect power to the make up area in FA4. Third, remove sinks and cabinets from FA4. Last, add a security system to the Art Gallery (FA1).

Long Term Vision (10 Years)

The Division:

The division will move into the new Performance Arts Complex. This facility will permit the arts to house their performances and to no longer rely on the Lancaster Performing Arts Center. The audience for the division performances should increase revenues.

The remodel of FA1, FA2, FA3, and FA4 will increase the number of classes that can be offered by increasing the number of teaching spaces. There will also be more access to performance rehearsal spaces so students can practice their work.

Palmdale

Involvement at the Palmdale Campus

In its current space, the Visual and Performing Arts Division maintains a low visibility at the Palmdale site. While courses such as Art History or Theatre History could be taught with basic technology, courses in music need soundproof rooms or a designated space where music does not affect other instruction.

Development at the Palmdale Campus - Short-Term (3-5 years)

Vision at Palmdale Campus - Long Term (10 Years)

The Visual and Performing Arts Division seeks an active presence on the new Palmdale campus. A community's profile is reflected in its industries and in its arts. Music, art, and theatre are inclusive activities and joint productions with residents of Palmdale make for strong community ties. The development of performance courses that reflect the population could showcase the local talent and reflect the increasing diversity of the geographic area served. For one example, as the Hispanic population grows, Mariachi Music, Mural Painting, and Latin American art might be courses that could be added to Palmdale to better reflect the interests of Hispanic arts students.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

The presence of the arts, in general, calls for subject-specific and site-specific facilities. Theatre courses need performance spaces and music courses need specialized soundproofing rooms. The fine arts classes of painting, drawing, and illustration need specific equipment and specialized lighting.

Lecture classes should be fine in any classrooms equipped with LCD projectors, computers, sound reproduction gear, and screens

Program Data

Art								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	138.8	136.6	126.9	130.3	131.9	139.9	130.7	N/A
WSCH	4,286.4	4,216.8	3,920.4	4,024.4	4,074.6	4,321.5	4,037.4	N/A
Enrollment	881.0	893.0	831.0	841.0	890.0	953.0	894.0	N/A
FTEF	10.0	9.9	9.8	10.0	10.4	10.6	11.0	N/A

Computer Graphics								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	138.8	154.8	153.3	157.9	86.4	99.2	95.6	N/A
WSCH	4,286.6	4,781.9	4,732.9	4,877.5	2,667.4	3,064.2	2,952.0	N/A
Enrollment	526.0	582.0	591.0	593.0	646.0	754.0	720.0	N/A
FTEF	7.8	9.4	9.5	10.0	5.3	5.8	6.0	N/A

Film and Television								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	51.7	57.5	48.3	49.2	32.0	30.3	34.7	N/A
WSCH	1,596.4	1,774.5	1,491.2	1,518.6	988.9	936.2	1,071.6	N/A
Enrollment	394.0	437.0	359.0	374.0	242.0	233.0	261.0	N/A
FTEF	2.4	2.9	2.5	2.8	1.9	1.6	1.9	N/A

Multimedia								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	55.9	47.1	35.8	40.0	33.0	15.6	24.7	N/A
WSCH	1,726.9	1,453.9	1,105.1	1,236.5	1,018.3	480.7	763.9	N/A
Enrollment	209.0	177.0	135.0	151.0	247.0	120.0	187.0	N/A
FTEF	5.8	4.7	5.2	4.5	3.6	2.8	4.1	N/A

Music								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	145.5	154.3	149.1	131.1	140.5	134.5	155.2	N/A
WSCH	4,494.4	4,766.2	4,604.0	4,047.9	4,339.6	4,153.5	4,793.2	N/A
Enrollment	1,412.0	1,474.0	1,432.0	1,256.0	1,398.0	1,328.0	1,561.0	N/A
FTEF	9.9	10.9	10.0	9.4	8.3	9.4	9.0	N/A

Photography								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	0.0	0.0	0.0	0.0	45.7	47.2	47.5	N/A
WSCH	0.0	0.0	0.0	0.0	1,410.8	1,456.3	1,467.2	N/A
Enrollment	0.0	0.0	0.0	0.0	347.0	354.0	359.0	N/A
FTEF	0.0	0.0	0.0	0.0	2.2	1.9	1.8	N/A

Theater Arts								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	40.8	40.7	39.7	35.4	36.1	32.9	36.1	N/A
WSCH	1,260.6	1,256.4	1,224.4	1,093.0	1,115.4	1,016.2	1,114.6	N/A
Enrollment	334.0	329.0	334.0	281.0	292.0	270.0	295.0	N/A
FTEF	2.1	2.2	2.1	2.0	2.3	2.5	2.2	N/A

Business Services

Business Services

Mission

The Department of Business Services mission is to provide central management and support services in the areas of budget and accounting, including procurement, accounts receivable, and payables, warehouse, mail and reprographic services, security and parking, maintenance and operations relations, facilities and campus development, and auxiliary services which include: bookstore and cafeteria services. Indirect student and staff support provides fiscal oversight and practical business services to promote and achieve the efficient management and preservation of Antelope Valley College resources.

Current Student Demand

The District has experienced an increased in the FTES since the intersession was revived in fiscal year 2006-2007. Overall FTES are predicted to be over 10,000 for 2006-2007, with increases thereafter, reaching FTES of over 11,000 by 2008-2009. Measure R funding will provide for needed or improved facilities and equipment.

Anticipated Student Demand

Because the Department of Business provides indirect support to students and staff we anticipate future demand to be based upon the direct needs of the campus community. 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.

Recommendations to Support Current Enrollment

Personnel

Support staff needed at this time for the department include additional maintenance and operations personnel, additional classified staff in campus police and security, and clerical support in the campus development area.

Equipment

At this time, additional equipment is needed in the maintenance and operations area. This is due to the obsolescence of several existing equipment items, such as carts, maintenance vehicles and the parking lot sweeper. Several vehicles are needed in the campus police area due to the expansion of the parking lots and Palmdale site.

Facilities

The District is reviewing space capacity to support current enrollment. Specifically, within the Department of Business Services the maintenance and warehouse, and the campus security facilities are too small. The passage of the Measure R General Obligation Bond will allow the District to construct, expand and renovate and modernize facilities. One of the goals of the District is to maximize current space in all buildings and design the facilities with consideration for their life-cycle costs that helps minimize operating expenses and maximize energy efficiency.

External Factors

Community

Grants/Partnerships Participation

Our campus police and security services area is currently working on several grants through local and federal governments that will provide in-kind and financial support for equipment and additional personnel.

Legislative Factors

Currently one of the major legislative initiatives is the Community College initiative. The initiative seeks to fund the increase to community colleges over the next ten years through natural growth in the state's general fund, and does not raise taxes. It will also reduce student fees to $15 per unit versus the $21 currently being paid. Predicted for the 07-08 fiscal year is the expansion of three community college initiatives, namely, Student Success, Nursing, and Career Technical. These initiatives, if passed, could have significant budget implications.

Additional

General Accounting Standards Board (GASB) 45 could have a significant impact on the way the District accounts for the Other Post Employee Benefits (OPEB). The GASB 45 will require accounting for the OPEBs. Not funding the liability will likely result in unfunded liabilities appearing on the District's financial statements. This has the potential to negatively impact bond and credit rating, investments returns and borrowing costs.

Short Term Trends and Goals (3-5 years)

Goals and Mission

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.

Personnel

Historically, the Department of Business Services staffing levels and budget allocations, specifically, in the maintenance and operations area, have not kept pace with campus growth and programmatic demands. Consequently, the Department of Business Services anticipates an additional need in the accounting department, specifically accounts payable. With continued construction growth in the campus development department and bond funding, additional staff will be needed to help ensure vendors are paid timely. It is also anticipated that the campus police and security department will phase out the contractual services and begin direct hiring of more police officers. Also, as the college expands there is the need to expand the mailroom/duplication area.

Equipment

Upon hiring additional staff, computers and supporting equipment will be needed. This also includes furniture. Short term, the maintenance and operations department is in need of updated equipment, such as carts and mowers to replace some its obsolete items.

Facilities

If additional staff is hired in the department, office and storage space will be needed.

Long Term Vision (10 Years)

The Department of Business Services will continue to provide professional and timely services in response to the needs of our campus and community. The Department strives to continually work to improve the various business processes used within the department, while maintaining a positive and rewarding working environment. The goal is to maintain accurate and current information regarding federal, state and local policies, while providing students and staff a safe and secure campus environment, while fostering student success.

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.

Palmdale

Involvement at the Palmdale Campus

The department of Business Services will continue to provide business and related support services to the Palmdale campus.

Development at the Palmdale Campus - Short-Term (3-5 years)

Depending on the growth of the campus, additional business services staff may be needed to assist the campus with operational services. The Palmdale campus will need the same indirect support services as the Lancaster campus. Namely, maintenance and operations, fiscal oversight, accounting services, public safety, and purchasing support.

Vision at Palmdale Campus - Long Term (10 Years)

Elements Necessary for Self-Sufficiency at the Palmdale Campus

In order for the Palmdale campus to be self-sufficient, all areas currently in the department of Business Services that provide indirect support should be fully functional.

Program Data

Auxiliary Services - Marauder Bookstore

Mission

To serve the AVC community with distinction by providing course materials and supplies to meet academic needs.

Current Student Demand

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.

Anticipated Student Demand

In the next couple of years, as the AVC enrollment increases, the demand for course materials will also increase. As course offerings increase, so will the demand for course materials. This will also be true with the Palmdale Campus.

Recommendations to Support Current Enrollment

Personnel

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.

Equipment

Our workstation computers are old and slowing down. Upgrading in the near future will increase efficiency of the staff and improve service to the customers. The current operating system is good, as is the server and RS 6000 system.

Facilities

Currently, the Bookstore needs additional space to promote services and products and information that support campus activities and enhance pride in the District. A more user friendly loading dock for freight may provide better access for vendors. More sales floor space is currently needed to accommodate growth and additional store merchandise and supplies for our students.

External Factors

Community

Barnes and Noble in Palmdale is a competitor, as well as any other bookstore in the mall, and in the cities of Palmdale and Lancaster. Online competition will have to be considered. However, the two main product lines, textbooks and school logo merchandise, do not have direct community competition.

Grants/Partnerships Participation

Legislative Factors

College textbooks are an essential, but an increasingly expensive part of obtaining a higher education. Major publishers have done little to provide adequate lower-cost versions of most textbooks and advertise them to professors ordering books for their classes. There is current legislation pending in Sacramento that deals with the cost of textbooks and textbook rentals. Original legislation was vetoed with new legislation forthcoming.

Additional

Short Term Trends and Goals (3-5 years)

Goals & Mission

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 completed, however space may not be available in the next 3-5 year time period. The Bookstore plans to continue to develop customer service programs to better serve the community.

Personnel Needs

At the moment, the Marauder Bookstore is fully staffed. Staffing needs would only involve replacing those who terminate, resign, or leave the District through natural attrition. To accommodate growth, it is anticipated that the hiring of additional staff, specifically, in the accounting department will be necessary. The Marauder Bookstore also needs to hire a Director of Auxiliary Services to assist with continually improving operations and services.

Equipment Needs

The Marauder Bookstore desperately needs new computers at all workstations and a network printer in the bookstore and it is anticipated that these needs will continue in the next 3 to 5 years. To accommodate growth, the bookstore will need to replace cash registers, purchase a new pallet mover, and upgrade existing equipment.

Facilities

More sales floor space will be a priority in this time frame. Industry standards state that a bookstore should have 2.5 square feet per FTE. We have about 1.8 at the moment and with enrollment projected to grow significantly for the District additional space will have to be added to meet growth as well as to bring the square footage up to the standard.

Long Term Vision (10 Years)

The vision will be to have two stores 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 continue to be 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.

Palmdale

Involvement at the Palmdale Campus

A significant goal is to have a store on the Palmdale campus to serve students, much as is done on the Lancaster campus at the present time.

Development at the Palmdale Campus - Short-Term (3-5 years)

Vision at Palmdale Campus - Long Term (10 Years)

The vision for the Palmdale campus is to have a fully operational book store to support the diverse customer needs of the College, by offering responsive and convenient services and resources.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

The bookstore will need dedicated space for a sales floor, offices, equipment, and staff to be able to accommodate a fully operational site.

Program Data

Auxiliary Services - Food Service

Mission

- Provide a wide variety of high quality food And beverages.
- Meet the daily needs for the students at Antelope Valley College.
- Provide high quality catering for college- related special events.
- Provide food and beverage catering throughout the AVC campus.

Degrees and Certificates Awarded

Program	Degree	Certificate
SERV - SAFE Safety and Sanitation		X

The Food Services Supervisor is certified by the National Restaurant Association to teach SERV - SAFE Safety and Sanitation Certificate Program This material is taught to the new cafeteria student each semester. This program is offered under the corporate and community program.

Current Student Demand

- We provide an important service open to all of the students and staff at Antelope Valley College.
- The demand is much larger than the present cafeteria can provide.
- Space, equipment, and locations are limited.

Anticipated Student Demand

- As student population increases, demand for Food Service will increase to include catering and vending.

Recommendations to Support Current Enrollment

Personnel

In the past 17 Years, student enrollment has more than doubled, and the cafeteria vending and catering have expanded even though the cafeteria hours decreased when the night shift supervisor was not replaced. At that point the cafeteria could not be kept open until 9:00pm.

Equipment

Cafeteria needs:
- Additional Phone Line Office;
- ATM at Registers;
- 2 Full Size Convection Ovens;
- Pizza Oven; and
- 1 Six-Burner Stove.

Facilities

- Need an office to accommodate a cash counting area for cashiers.

External Factors

Community

There are very competitive food outlets in the local community. However, due to the distance of these outlets, most students and staff frequent the cafeteria. During the academic school year, the Cafeteria provides a full complement of both hot and cold menu choices, which is very convenient for students.

Grants/Partnerships Participation

- It may be possible to qualify for some grants if the Cafeteria sponsors a "five-away" program. There are grants available for culinary programs.

Legislative Factors

- State Budget - 2006 - 2007 SB 361 - Local Bonds

Additional

- Food Service Establishments around the local area of the college

Short Term Trends and Goals (3-5 years)

Goals and Mission

● To expand AVC Campus, build Palmdale Campus and CSUB in order to meet the needs of the communities of the Antelope Valley.

● To include certificate programs, Career Training, Medical Training, Associate, and Bachelor Degrees.

● To be innovative and never lose sight of our purpose.

● To provide the best opportunity for the Students to fulfill their dreams and goals through higher education.

Personnel

- Move Food Service Assistant from 10 month to 12 month Position

Equipment

Cafeteria Needs:
- Additional phone line office
- ATM at registers
- 2 full-size convection ovens
- Pizza oven
- 1 six-burner stove
- 4th cash register

Facilities

At present, the existing cafeteria is inadequate to serve the campus. Long lines and crowded conditions at peak hours will force us to grow. There are some needs for minor and major renovations or upgrades, and these can be handled internally. As the Cafeteria expands services, there will be a need for additional food preparation space to meet the needs of the District and the student population.

Long Term Vision (10 Years)

- ATM credit cards accepted in cafeteria - Spring 2007 .
- Building renovation with 400+ seating area.
- Internet café/Starbucks coffee house with satellite station on the north side of campus.
- Four full service food service build out units in the cafeteria.
- Offer a Culinary Arts program at the Palmdale campus.
- Offer a Food Service Certificate program.
- Establish debit card that can be purchased and used at any food service unit on campus.
- 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.
- Serve popular foods.

Palmdale

Involvement at the Palmdale Campus

- At AVC, offer a Food Service Certificate.
- At Palmdale campus, offer Culinary Arts.

Development at the Palmdale Campus - Short-Term (3-5 years)

- Food and Coffee operations should include Catering, Vending, C-store and Culinary Arts program

Vision at Palmdale Campus - Long Term (10 Years)

- Cordon Bleu Culinary Arts program, if need is validated.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

- Food and Coffee operations to include Catering, Vending, C-store and Culinary Arts program

Program Data

Campus Police

Mission

The mission of the Antelope Valley College Police Department is to provide a safe and secure learning environment for students and employees. The department provides a number of services for the college community; namely, crime prevention, emergency assistance, general information and assistance, escorting students and staff to vehicles/class service, as well as the general responsibility for the safety and well being of the college community and its guests. In addition, the department is responsible for fire and life safety management, access control/intrusion control/key control, and developing and updating the Disaster Emergency Preparedness Plan.

Degrees and Certificates Awarded

Program	Degree	Certificate
Training and outstanding performances		X

Current Student Demand

The campus has grown over the last three years and has also had a shift in student population age. The median age declined from 27 to 22 in the past 5 years. The increase in youth has increased the demand for police and security services. Current there is one full-time Chief of Police, two full-time certified police officers and a contract with a local security company in the city of Lancaster. The Department currently provides support for over 14,000 students.

Anticipated Student Demand

A larger Police force to accommodate the growing needs of the campus community.

Recommendations to Support Current Enrollment

Personnel

- (4) Full-time police officers.
- (2) Full-time communications personnel

Equipment

- (3) vehicle computers
- Photocopier
- Red man suits
- Firearms and ammunition

Facilities

- A real Police Department headquarters to handle the growth.

External Factors

Community

The campus police and security have a very good working relationship with the federal, state, and local law enforcement agencies in the community. The Chief of Police has established several partnership agreements that assist the campus with safety concerns.

Grants/Partnerships Participation

The Police Department is currently reviewing several federal and local grants that support equipment needs and training mandates. The Department has received donated equipment from both state and federal agencies that provides the department with a suspect database, and fingerprinting capabilities.

Legislative Factors

Additional

Short Term Trends and Goals (3-5 years)

Goals and Mission

The vision for the next 3-5 years is to establish a fully functional police station with Antelope Valley College employees versus contract employees. With the current growth in the district, Campus Police should expand the size of the department. Currently at Antelope Valley College, there is one (1) full-time police officer for approximately every 4,700 students. This ratio is far below that of other colleges. We will also continue to forge strong and lasting relationships with federal, state, and local agencies to continue to provide safety and training for our campus.

Personnel Needs in the Short-Term

- (4) Full-time police officers
- (2) Ful-ltime communications personnel

Equipment Needs in the Short-Term

- (2) fully equipped police vehicles
- (3) laptop computers
- Communications program for our Police Department Dispatch Center

Facilities Needs in the Short-Term

In the short term, the department is desperately in need of additional space. There is no space in the current facility for intake of suspects, our communications or clerical personnel. Storage space is virtually non-existent.

Long Term Vision (10 Years)

- A fully functional 25 person police force

Palmdale

Involvement at the Palmdale Campus

Development at the Palmdale Campus - Short-Term (3-5 years)

Vision at Palmdale Campus - Long Term (10 Years)

Elements Necessary for Self-Sufficiency at the Palmdale Campus

Program Data

Facilities Planning

Mission

To keep our campus environment safe, attractive, functional, and efficient.

Current Student Demand

Anticipated Student Demand

Demand for facilities services will increase in direct proportion with the increase in building square footage, improved acreage, and total FTES.

Recommendations to Support Current Enrollment

Personnel

Staff needs at this time include two additional maintenance personnel, one additional planning personnel, and one additional custodial personnel.

Equipment

Equipment requirements currently include miscellaneous equipment for grounds, maintenance, and custodial.

Facilities

Current facility needs have been defined for a new Maintenance and Operations facility and new grounds for the P.E. fields support area.

External Factors

Community

Grants/Partnerships Participation

Legislative Factors

Non-DSA plan check process will have an impact. Procedures and protocols are still pending.

Additional

Short Term Trends and Goals (3-5 years)

Goals and Mission

Improve the quality of the existing facilities. Improve the standards for maintaining facilities.

Personnel

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).

Equipment

Equipment requirements are directly related to the new personnel hired as described above.

Facilities

Planned new facilities will meet long term needs.

Long Term Vision (10 Years)

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

Palmdale

Involvement at the Palmdale Campus

Development of permanent maintenance/custodial/grounds department.

Development at the Palmdale Campus - Short-Term (3-5 years)

Planning and off-site support only.

Vision at Palmdale Campus - Long Term (10 Years)

Establish permanent maintenance/custodial/grounds staff for the new campus.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

Maintenance/custodial/grounds staff.

Program Data

Maintenance and Operations

Mission

To provide a safe and well maintained campus for Students, Faculty, and Staff.

Current Student Demand

Anticipated Student Demand

As the population of students grow and the amount of land and building square footages increase, the need for staff, repairs, and budget, will also increase. Most facilities personnel are based on a formula of square footage. Repairs will increase with added buildings and grounds. Budgets will increase automatically with added personnel and building upkeep. The state recently increased the growth projections for Antelope Valley College and the implications for Maintenance and Operations have not been fully evaluated at the present time.

Recommendations to Support Current Enrollment

Personnel

Maintenance and Operations are currently short of full-time support staff at present and do not have enough custodians, maintenance personnel, and grounds staff. Maintenance and Operations have recently added three new buildings and new parking lots and will adding a new Maintenance and Operations area.

Equipment

The maintenance staff that use computers are using Pentium II series. Maintenance and Operations recently were given permission to spend one time monies for equipment in the amount of $150,000. This will help bring our existing equipment and some new equipment up to date. Maintenance and Operations can always use more equipment and specialized tools to do particular jobs better.

Facilities

With the passage of the Measure R Bond the maintenance and operations will be one of the first construction projects. Maintenance and Operations anticipates completion of the facility at the end of the 2008 calendar year. Currently, space for the maintenance and operations facilities is very limited. Storage space is also limited. The new facility should accommodate growth for many years to come.

External Factors

Community

Supply and demand will be affecting us until at least 2010. All building materials are expected to increase in price due to China's extensive infrastructure demand and their hosting of the next Olympics. Katrina damages have not even begun to start cleanup that cost is estimated to be in the billions and new construction also in the billions. All of these add up to a continuing increase in the cost of construction supplies and additional pressure on wages.

Grants/Partnerships Participation

Maintenance and Operations plan on some type of grants, but have yet to have time to organize or learn to write them. Recycling is a good example of one of the many free monies available to the benefit of the campus.

Legislative Factors

Additional

Short Term Trends and Goals (3-5 years)

Goals and Mission

Continue to advance technology in the maintenance departments and serve the upcoming student population. Have all procedures and policies in place for the department.

Personnel

Add more office staff, maintenance, grounds, and custodians due to new buildings and development of current land.

Equipment

Replace obsolete equipment as needed, such as mowers, maintenance carts, trucks and parking lot sweeper.

Facilities

Get the new building up and running so the department can support the campus better and more efficiently.

Long Term Vision (10 Years)

Have all automated facilities equipment in place and operating. Produce electricity and heat buildings with solar panels. Have thermal energy storage plant in place to reduce HVAC load. Reduce all utility cost to 50 percent or less within 10 years or less. Have all staffing needs at optimum levels.

Palmdale

Involvement at the Palmdale Campus

As long as Maintenance and Operations are involved in the planning stages and adequate staff, equipment, and resources are available, the department should be fine.

Development at the Palmdale Campus - Short-Term (3-5 years)

An adequate amount of staff working, and a maintenance area to house equipment and tools.

Vision at Palmdale Campus - Long Term (10 Years)

Elements Necessary for Self-Sufficiency at the Palmdale Campus

Maintenance site manager and maintenance, grounds, and custodial staff. Equipment, tools, and office and maintenance storage space.

Human Resources

Human Resources

Mission

The mission of the Antelope Valley College Office of Human Resources & Employee Relations / Payroll is providing quality services for a diverse population of employees.

Human Resources/Payroll is committed to employee success, providing opportunities for personal and professional development.

Human Resources advises and assists the institution's personnel in the following areas:

- Employment;
- Management and development of faculty & staff;
- Administration of payroll and benefits functions;
- Compliance with state and federal regulations;
- Development and improvement of Risk Management; and
- Processes.

Current Student Demand

Anticipated Student Demand

The demand for Human Resources services, e.g. recruitment, hiring, payroll, etc. will increase as the number of employees, both full-time and part-time, increases. Human Resources does not yet have a quantitative means of measuring this, but have relied on subjective observations of workload. Human Resources are hoping to develop quantitative measurements for the Human Resources staffing plan.

Recommendations to Support Current Enrollment

Personnel

Clerical Assistant II
The Office of Human Resources is in need of a Clerical II Assistant to assist the Director of Risk Management and Environmental Health. There are three separate locations at this time that require the attention of the Risk Manager; the AVC Main Campus, the Fox Field site, and the Palmdale site. In the near future there will be the separate Palmdale Campus. There is consideration for a location near Gorman. All sites will require the attention of the Risk Manager. Currently, the Risk Manager spends approximately 12 hours per day (on the average) at work. Approximately half of this time is spent performing clerical work such as filing, scheduling, completing routine forms, preparation and mailing of correspondence, packaging items for mailing etc. The Sr. Administrative Assistant for HR spends a portion of her time assisting the Risk Manager with routine matters and takes minutes at the Safety Committee Meetings. Additionally, duties related to liability issues have been acquired by the Risk Manager following the departure of Mr. Tom Brundage, VP for Business Services. Consequences of not having immediate clerical help may result in code violations, non-compliance with the workers' compensation program and so on.

Clerical Assistant II
A second Clerical II Assistant has been requested for the front counter to serve as receptionist. The receptionist would answer incoming telephone calls; pick-up and distribute mail; greet job applicants and other customers. An additional Clerical Assistant II would allow our existing Clerical Assistant II to concentrate on employment and benefits, which will relieve those areas of their excessive workloads.

Clerical Assistant III
One Clerical III Assistant is needed to support the HR Technicians with HRS data entry and maintenance, which will free them up to do other HR Technician duties.

Payroll Coordinator
Lastly, one Payroll Coordinator is needed to assist with the increasing workload of the Payroll Department. A Payroll Coordinator would assist with the monthly payrolls, provide back-up when a Payroll Technician is on vacation or otherwise absent, and answer payroll related questions. In addition, the coordinator would provide guidance to payroll staff and keep them informed of continuing changes in State and Federal rules and regulations, and provide additional training in the Human Resources System (HRS).

Equipment

Human Resources have requested new workstations at the front counter area, the lobby, and the wall next to our administrative assistant. Human Resources have also requested computers and

telephones for these area and will also need furniture and equipment for the incoming HR Director. The Director of Risk Management has requested test equipment.

Facilities

Human Resources will need an office for the incoming HR Director. There is not a designated space for this position at this time.

External Factors

Community

Human Resources are in competition with other employers: local, state, and, to some extent, national, for job applicants.

The local, state, and national economy, labor markets, and the local housing market, affect the availability of qualified job applicants.

Grants/Partnerships Participation

Legislative Factors

Additional

Short Term Trends and Goals (3-5 years)

Primary Goal/Mission in the Short Term

Personnel Needs in the Short-Term

Equipment Needs in the Short-Term

Facilities Needs in the Short-Term

Long Term Vision (10 Years)

Palmdale

Involvement at the Palmdale Campus

Human Resources will be responsible for the recruiting, hiring, evaluation, etc. for all employees at the Palmdale campus. Human Resources may require an HR presence on that campus.

Development at the Palmdale Campus - Short-Term (3-5 years)

Additional recruiting, hiring, and, possibly, setting up an office at Palmdale.

Vision at Palmdale Campus - Long Term (10 Years)

Expansion of staff at Lancaster and/or Palmdale to handle increased employment.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

Human Resources would have to duplicate all HR/Payroll functions which would probably not be efficient. Usually these functions are centralized at the main campus or a district office. At some point, there might have to be a Human Resources contact person(s) at Palmdale.

Program Data

Risk Management

Mission

To enhance the District's ability to provide for the health and safety of its students, employees, and visitors; to enhance the District's ability to protect the environment, its property, and its neighbors' property.

Current Student Demand

Anticipated Student Demand

The future demand for Risk Management services is increasing steadily with additional courses and students. Two such examples follow:

1) The AVC Theatre Arts Department plans presentations requiring unorthodox venues that serve as risk management challenges with students performing more and more gymnastics feats in the production and being asked to help perform hard construction labor in the pre-production set up of the venue. 3) The college is rapidly approaching the transition from being a Small Quantity Generator to a Large Quantity Generator of hazardous waste. Although the management of this function is not currently in the job purview of Risk Management staff, current staff is the only employee of the College in possession of professional certifications in the field of Hazardous Waste Management, as well as a Master of Science Degree in Environmental Health & Safety. The Facilities personnel who currently handle hazardous waste for the College seek Risk Management counsel in this area frequently.

Demand for Risk Management services will grow as the College grows. Risk management needs will take a sharp upturn when plan review for the new Palmdale Campus begins and will double when the new campus is operational. It will continue to increase as the Lancaster Campus, Palmdale Campus, and Fox Field site grow.

Recommendations to Support Current Enrollment

Personnel

The assistance of a full-time secretary is required at the present time.

Equipment

The following equipment is needed at present:
- 2 Sound Level Meters/Noise Dosimeters at $1,300 per meter = $2,600;
- Calibration Kit for Sound Level Meter/Noise Dosimeter at $500 per kit = $500;
- 2 Personal Sampling Pumps at $945 per pump = $1,890;
- Dry Cell Calibration Kit for Personal Sampling Pump at $800.00 per kit;
- 1 Thermal Imager and Moisture Probe at $825 = $825;
- 1 dozen smoke tubes at $35 per dozen = $35;
- 1 Vane Anemometer at $350 = $350;
- Computer;
- Printer; and a
- Fax Machine.

Since Risk Management does not have the equipment listed above or in 2c, current procedures require that the campus contract out industrial hygiene sampling work.

Facilities

- Running hot and cold water.
- Counter top for preparing samples for submittal to analytical lab, drying sampling equipment, etc.

External Factors

Community

Grants/Partnerships Participation

Legislative Factors

Additional

Short Term Trends and Goals (3-5 years)

Goals and Mission

Acquire the equipment listed above; expand the staffing of the Risk Management area by 2 Full-time technicians and 1 Full-time secretary. Transfer hazardous waste management responsibilities from Facilities to the Risk Management area. If these changes are made, the College can perform industrial hygiene sampling work and save the expense of consultant/contractor fees (which include round trip travel time from the Los Angeles basin at their normal hourly rate) and better manage the Hazardous Wastes generated on campus.

Personnel

One full-time secretary and two full-time technicians.

Equipment

- 6 Sound Level Meters/Noise Dosimeters at $1,300 per meter = $7,800
- Calibration Kit for Sound Level Meter/Noise Dosimeter at $500 per kit = $500
- 6 Personal Sampling Pumps at $945 per pump = $5,670
- 1 Dry Cell Calibration Kit for Personal Sampling Pump at $800.00 per kit
- 1 Thermal Imager and Moisture Probe at $825 = $825
- 1 dozen smoke tubes at $35 per dozen = $35
- 1 Vane Anemometer at $350 = $350
- Computers for all personnel (4 people total)
- 2 printers
- 1 fax machine

Facilities

- Running hot and cold water.
- Counter top for preparing samples for submittal to analytical lab and for assembling, calibrating, cleaning, and drying sampling equipment, etc.

Long Term Vision (10 Years)

Expand the Risk Management area to a Department staffed with a Vice-President of Risk Management, a Director of Risk Management, a full-time Secretary, and 3 full-time Technicians. Transfer air permitting, storm water pollution prevention planning, and etc. responsibilities from

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, and Workers' Compensation responsibilities of the Lancaster Campus, Palmdale Campus, and Fox Field site.

Palmdale

Involvement at the Palmdale Campus

Risk Management will perform the same functions for the Palmdale Campus as for the Lancaster Campus.

Development at the Palmdale Campus - Short-Term (3-5 years)

Fully equipped office spaces for the staff will be necessary at the Palmdale Campus with the typical office equipment and furniture. The Staff will travel between the 2 Campuses as needed. The specialized industrial hygiene sampling equipment can be carried back and forth between the Lancaster and Palmdale Campuses as needed. The following facilities accommodations will also be necessary: Running hot and cold water; Counter top for preparing samples for submittal to analytical lab and for assembling, calibrating, cleaning, and drying sampling equipment, etc.

Vision at Palmdale Campus - Long Term (10 Years)

The development will mirror what has been described earlier with the same Staff covering both campuses and the Fox Field site.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

The entire area or Department will need to be replicated at the Palmdale campus.

Program Data

Information Technology

Information Technology Services

Mission

Vision
To provide reliable, accessible, high quality information technology services supporting the District's current needs and fostering positive change.

Mission
Information Technology Services provides a stable information technology (IT) infrastructure and protect the accessibility, integrity and availability of the District's IT resources for our students, employees, alumni and community members. Information Technology Services applies technical competence toward effective management and efficient utilization of these resources, while exploring and appropriately developing emerging technologies to meet the challenges of the District's changing IT needs.

GOAL 1
Ensure reliability of ITS infrastructure and District IT equipment, computer-based resources, processes and procedures.

GOAL 2
Facilitate secure access to District computers, computer-based resources, and other information technologies available to students, employees, alumni and community members.

GOAL 3
Strive to provide high quality, seamless technical support to the IT user community.

GOAL 4
Collaborate with others, both within and outside the District, to implement quality IT solutions and support to meet the District's current needs.

GOAL 5
Collaborate with others, both within and outside the District, to identify, assess, and develop emerging information technologies to encourage appropriate use of IT resources and foster positive change in District operations.

Current Student Demand

Anticipated Student Demand

Information technology is an essential tool for productivity in virtually all career fields, businesses and industries, including higher education. The use of information technology is an essential skill for students in all academic, technical and vocational disciplines. In addition, information technology can be used to enhance the learning environment and provide students with the widest possible array of learning experiences related to a variety of learning styles. Furthermore, the use of information technology by college employees is fundamental to the support of our educational services. Therefore, Antelope Valley College is committed to providing students and employees with access to the information technology resources necessary to sustain and enhance the learning and workplace environments. (Excerpt from the Computer and Information Technology Plan 2004-2007, section III. Computer and Information Technology Vision.)

Recommendations to Support Current Enrollment

Personnel

System Security Administrator (requested in FY0506 and FY0607)
Computer security has been a topic of concern on the IT Committee's agenda for more than two years. Computer and data security is becoming a more significant part of information technology operations, and maintaining the integrity of District systems is becoming more complex with each additional computer application and initiative. While ITS currently spreads account management responsibilities and functions across several staff members, this position would be dedicated to administering computer system security configurations and accounts. A System Security Administrator would also manage the many (and increasing) computer system accounts and the changes that occur regarding maintenance of these accounts on a daily basis. With the addition of student portal and e-mail accounts, wireless network applications, and other emerging technology initiatives, we must invest in focused attention to District computer system security.
Supports ITS GOALS 2, 3, 4 and 5.

Network Technician/Evening Technical Support (requested in FY0506 and FY0607)
There is currently no technical support available for evening operations on campus. This continues to be a concern expressed by the IT Committee, the Academic Senate, and other campus groups. ITS currently has 2.5 Network Technicians. This position would expand technical support coverage to include evenings, providing much-needed support for evening instructors who are often adjunct, and may need additional assistance with campus computing resources.
Supports ITS GOALS 1, 3 and 4.

Academic Support Manager (requested in FY0607)

It has been expressed in many venues that ITS is not providing adequate support for instruction. This position would enable focused support of instruction by providing oversight of instructional technologies, campus computer labs, the Help Desk for faculty and students, special-purpose instructional software applications, and support for online learning applications.
Supports ITS GOALS 2, 3, 4 and 5.

Online Media Specialist (requested in FY0607)
This position is needed to provide technical support to faculty who are developing instructional materials for online courses, as well as technical support for other online applications. This position would support instructional technologies and provide the campus with expertise in web applications and web page design specifically for online delivery.
Supports ITS GOALS 2, 3, 4 and 5.

Equipment

Campus-wide Computer Upgrades (requested in FY0506 and FY0607)
This budget request continues the implementation of the Computer and Information Technology Plan, which requires that "a centralized fund be maintained as part of the Information Technology Services departmental budget that will be used to upgrade and replace computer equipment campus-wide." Guidelines for allocation of the fund are also identified in the Computer and Information Technology Plan. This fund enables AVC to build and maintain a standard level of computer equipment by providing ongoing replacement for computers as they age. Computers should be like telephones: provided to every employee whose job requires a telephone, standardized, with added features for those whose job requires added features, and provided from a central budget to eliminate drains on instructional block grants and supply funds.
Supports ITS GOALS 1, 2, 3, 4 and 5.

Document imaging enterprise license (requested in FY0506 and FY0607)
Singularity document imaging software was installed in the Financial Aid office during FY0405. This software provides the ability for users to electronically scan, archive, route, and retrieve documents that were originally in paper form. A document imaging solution is needed in many areas of campus, including human resources, business services, student services, and other areas. Singularity has not proven to be effective in Financial Aid and would not be preferable as an enterprise solution; however, an enterprise document imaging application is required to support document management in many departments. An application that would directly interface with the District's student information system, Banner, would provide the most effective District-wide solution, given the types of records management applications required. Most of the applications involve scanning and maintaining paper forms or documents that are associated with a student's or an employee's record.
Supports ITS GOALS 1, 2, 3, 4 and 5.

Document imaging maintenance
Ongoing maintenance for the document imaging application license above. This will not be needed until FY0809, but should be considered along with the enterprise license described above.
Supports ITS GOALS 1, 2, 3, 4 and 5.

Document imaging hardware
At least one production document scanner is required to process incoming paper documents through the document imaging system described above. This item should be considered only if the document imaging enterprise license above is funded.
Supports ITS GOALS 1, 2, 3, 4 and 5.

Disaster Recovery for Mission Critical Systems (requested in FY0607)
Although AVC data security practices currently protect and back up critical data by utilizing data storage in two different physical locations, those storage sites are both located on campus. Through dialogs with colleagues at other districts, we have identified a low cost option for providing data storage and back up by placing data storage and basic back up (restoration) equipment at one of the other California community colleges, in exchange for like placement of that college's data storage and equipment. Each college would serve as the fail-safe data location for the other. We recommend partnership with a geographically distant college to provide maximum benefit in case of a disaster that affects a widespread geographic area. Similar commercially available solutions cost hundreds of thousands of dollars annually.
Supports ITS GOALS 1, 2 and 4.

Office Equipment for 4 current employees in Computer Systems (OF2 building) plus new programmer analyst and technical trainer (requested in FY0607)
ITS employees in the OF2 building have used furniture scavenged from the auction yard for more than 5 years. The ITS Computer Systems employees located in the OF2 building spend the majority of their workday at their desks. Providing decent furniture would not only be appropriate for these employees, but would serve to enhance their productivity and loyalty to AVC by tangibly demonstrating their value as district employees.
Supports ITS GOALS 1 and 2.

Supplies for improving response to parts replacement requests (requested in FY0607)
ITS has not traditionally stocked many supplies so this would enable faster response when computer parts are required in order to maintain the operation of any computer on campus. Although historically ITS has maintained a few supplies, over the years basic cables, tools, and small parts have been used up or worn out. This would replenish tools and basic equipment needed to support the campus.
Supports ITS GOALS 1, 2 and 3.

Fax Server (requested in FY0607)
For almost two decades it has been technologically possible to send and receive faxes via e-mail, as opposed to printing material to be faxed, then scanning that material into a fax machine to send. Special purpose fax machines are numerous on campus and have ongoing operational costs, including maintenance and supplies. This project would allow AVC to initiate paperless

fax services that would eventually be available to all campus offices and employees, even to adjunct faculty, at a fraction of the cost to purchase and maintain fax machines.
Supports ITS GOALS 2, 4 and 5.

Security Systems for Network Operations Centers (requested in FY0607)
To increase the security of the network operations centers on campus, we recommend acquiring these basic security camera systems. These systems are neither sophisticated nor expensive; however, they will provide remote visual access and digital recording of any activity in the network operations centers. Plans include installation of these security systems in the BE, SSV, and OF2 network operations centers and the equipment storage room in APL.
Supports ITS GOALS 1 and 2.

Network Operations Center Upgrades and Maintenance (requested in FY0506 and FY0607)
As the District's network operations centers age, equipment supporting these resources must be replaced or upgraded. This request would provide large-scale UPS battery replacements and additions to cover additional equipment provided in these centers, new or replacement keyboard virtual machine switches used to operate the racks of servers, needed electrical upgrades, virtual servers, and other necessary improvements to some of the IDF (intermediate distribution frame) closets.
Supports ITS GOALS 1, 2, 3, 4 and 5.

Oracle License (requested in FY0506 and FY0607)
Oracle software is the foundation for the Banner database. Since Banner was upgraded to internet native operation this year, the Oracle database must be licensed to support broader access than its current 45 user configuration, particularly as AVC grows. AVC has held out longer than any of our CCC counterparts who currently license Banner. We are the last District to pursue an upgrade of our Oracle license, even though we are ahead of many of the other Districts in terms of Banner version implemented. We can achieve this license change either through our Banner provider, Sungard Higher Education, or directly from Oracle. Best price will be negotiated.
Supports ITS GOALS 1, 2 and 4.

Oracle Maintenance
Ongoing maintenance for the Oracle license above. This will not be needed until FY0809, but should be considered along with the Oracle License above.
Supports ITS GOALS 1, 2 and 4.

Facilities

External Factors

Community

Grants/Partnerships Participation

Title V funds provide some minimal staffing in the area of portal support, specifically to staff the Help Desk and respond to student and faculty requests for assistance with computer related problems. Information Technology Services representatives serve in an advisory capacity to the Title V steering group as they formulate strategies to meet the grant requirements by using information technologies.

Legislative Factors

Additional

Short Term Trends and Goals (3-5 years)

Goals and Mission

Personnel

Equipment

Facilities

Long Term Vision (10 Years)

Palmdale

Involvement at the Palmdale Campus

Development at the Palmdale Campus - Short-Term (3-5 years)

Vision at Palmdale Campus - Long Term (10 Years)

Elements Necessary for Self-Sufficiency at the Palmdale Campus

Program Data

Institutional Advancement

Institutional Advancement and Foundation

Mission

Advancement is a systematic, integrated method of managing relationships in order to increase an educational institution's support from its key outside constituents, including alumni and friends, government policy makers, the media, members of the community, and philanthropic entities of all types. The primary core disciplines of educational advancement are alumni relations, communications and marketing, and development (fund raising).

The mission of the AVC Advancement 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 mission of the AVC Foundation is to increase the resources, raise funds, and create friends and partnerships to support the mission of Antelope Valley College.

The mission of the Public and Governmental Relations area is to advance the interests of AVC through effective communication with our publics and advocating positions on matters of concern.

Current Student Demand

Anticipated Student Demand

With regard to the development and alumni relations efforts, the instability of state funding, combined with the growth of the Antelope Valley and the needs of our students (current, prospective, and alumni), will indicate a growing demand for private financial support and partnerships. In addition, the development and alumni relations efforts help to increase financial support for students through scholarships, support for faculty and staff programs through Foundation grants, as well as unfunded needs such as the fingerprinting for our nurses aid students. The community partnerships that are cultivated through the advancement efforts will help to increase support for the college and provide additional academic and vocational opportunities to Antelope Valley College students.

Demand for our services continues to increase along with the growth of the college district. The cities of Lancaster and Palmdale have both seen remarkable growth since 2000, with Lancaster growing from a population of 118,718 to 138,392 in 2006 and Palmdale growing from 116,670 in 2000 to 141,012 in 2006. For instance, as AVC expands its programs, it generates the need for media relations, publicity, marketing, and events. Such additions as the sheriff's training

academy, respiratory therapy, Model United Nations, and forensics team all generate new, ongoing needs. In the realm of advertising, we are continually challenged to find new, effective ways to reach prospective students in a fragmented and increasingly sophisticated marketplace. Newspapers are now out and the Internet is in, but it is far more difficult to reach people through the Internet for a localized program such as ours.

The push toward a Palmdale site is also increasing demand.

In short, Institutional Advancement expects to see a continued increase in demand for services, including writing, photography, and special events.

Recommendations to Support Current Enrollment

Personnel

The greatest immediate need is for a Web master who would create and maintain content for AVC's Web site. Currently, there is no AVC employee with this responsibility as we have relied on an assortment of students, faculty members, staff, and contractors to provide this service since the inception of www.avc.edu. The need is dire, especially recognizing society's reliance on the Internet for accessing information. This position would also provide assistance in the realm of podcasting and other emerging technologies, which are changing the face of higher education. This position is needed now to meet existing demand.

In addition, a director of development who could manage the annual fund and special events would greatly assist the increasing demands on the fundraising efforts, especially if we are to consider implementing a major gifts campaign that will leverage bond projects.

Finally, a grants coordinator in the office would orchestrate and control the grants process. This would benefit the College by increasing grant funding to supplement other district revenue sources.

Equipment

Institutional Advancement needs funding (or funding through Information Technology Services) for computer updates and replacement. Currently, there is no ongoing computer technology fund to upgrade computers that no longer can serve the needs of the department.

Facilities

The Advancement and Foundation Office needs a designed furniture layout for cubicles for our advancement assistant and student assistants. Currently, Institutional Advancement are using salvaged desks for some of the employees, and there is no reception area designed to greet prospective donors, alumni, or other business professionals that come to the office. As an office

that frequently interacts with the public, a more ergonomically and efficiently designed workspace would help tremendously.

External Factors

Community

Foundation and Alumni Relations
Competition for private funding is driven by numerous small non-profit organizations, as well as a number of large, nationwide entities. The United Way, The American Cancer Society, YMCA, among others, compete in fundraising with greater resources and centralized support. Our stakeholders are defined, however, and support for the education offered at AVC has relevance to a wide variety of prospective donors. With regard to alumni relations, our primary competition comes from the four-year universities to which our students transfer. Because AVC provides such a transformational experience, with some investment in resources, the department could readily harness the loyalties of those students who have attended.

Public and Government Relations
For a complete SWOT analysis, please see AVC's 2006 Marketing Plan. Institutional Advancement can expect increasing competition from existing private schools in the area such as University of Phoenix and Chapman University, as well as the arrival/growing presence of private technical schools such as DeVry and AV Medical College. Institutional Advancement have learned of a new technical school, Clarita College, which has moved into Lancaster. The prospect of a public four-year university program offering lower division course work would create direct competition for AVC, and it creates a direct impact on the public relations and marketing functions, especially facing private schools that spend as much as 20 percent or more of their annual budgets on marketing.

Student fees, employment rates and access to desired higher education programs (including distance education) are among the most important factors related to student supply and demand.

Grants/Partnerships Participation

The AVC Foundation will participate in grants as time to apply allows. With only one manager overseeing these efforts, the time available for this type of support is limited. Partnerships are key to the success of the development efforts, and will continue to be a cornerstone of the AVC Foundation.

The Public and Governmental Relations area will not participate in grants, but partnerships may be extended through our dealings with our governmental relations efforts.

Legislative Factors

The state and federal legislative environments can change quickly. The drive to qualify the California Community College Initiative is certainly attracting much attention, as it has the potential to significantly increase funding to the college and provide for more stable financing in future years.

Additional

Changing demographics within the rapidly growing population are presenting added challenges of overcoming cultural barriers, etc. to attract students to AVC. For example, statewide data indicates Latinos are less likely to take advantage of higher education opportunities, and this is one of our fastest growing demographic groups.

Also, Institutional Advancement desperately needs data to determine media choices within our target markets so we can better utilize our limited resources to reach people effectively.

In addition, alumni and development efforts must be tailored to these changing demographics, and the publications and media support for these efforts must be increased to provide the communications tools to ensure success. As of the 2000 US Census, the city of Lancaster had a population that was 24 percent Hispanic, while Palmdale had 38 percent Hispanic. In 2007, the Greater Antelope Valley Economic Alliance estimates that Lancaster is now 28 percent Hispanic and Palmdale is now over 42 percent Hispanic.

Short Term Trends and Goals (3-5 years)

Goals and Mission

Keeping in mind the need for data to determine media choices within target markets, we need to be able to communicate AVC's message to a fast-growing and increasingly diverse population. We need to join with other areas of the campus to develop strategies aimed at strategic outreach, starting with grade school youth, to create a college-going culture. Institutional Advancement cannot rely on sporadic, promotional messages to drive enrollment growth.

The goal of marketing and public relations is to help build that quality image of AVC, while supporting faculty and staff in their efforts to reach prospective students individually and through mass media, and to support retention efforts.

In addition, an investment in staffing resources is needed to create a robust program of private giving and community partnerships. Standard fund raising guidelines indicate that one development manager can anticipate raising approximately $250,000 annually, unless there is strictly a major gifts focus. Until additional resources are provided, the scope of these efforts will, by necessity, be limited.

Personnel

As the District continues to expand through creation of a new Palmdale campus, growth at the Lancaster campus, and creation of new sites in the district, there will be a need to add more staff to the department. There is an immediate need for a Web master, as well as a designer. In the development area, an annual giving and special events director would enable the college to embark on the desired major gifts campaign to raise $3-5 million.   This position would serve to cultivate, maintain and expand the relationships with our scholarship donors, work with our annual gifts, and help to facilitate the college's annual Achievement Award dinner and other special events.

By 2009-10 and assuming the district continues to grow significantly, there will be need for a public relations specialist to assist with news media and marketing functions. This assumes the district will maintain centralized functions for public relations/marketing in Lancaster, Palmdale and other sites, as centralization would make for the most efficient use of district resources.

Equipment

The current Institutional Advancement staff of seven requires computer work stations to be updated and replaced in 3 year cycles. As technologies emerge, it is possible the Web master could require some equipment beyond a computer workstation. Any additional staff would also require computers and office equipment to perform their duties.

Facilities

Additional staffing that would be required for a major gifts campaign and the proposed growth to two campuses will necessitate the addition of office space for those employees. Requested positions include a Director of Annual Giving and Special events, a Web master, a Writer, and a Scholarship Coordinator. The current office space in Administration 118 will not support these individuals, nor the student worker support that is required as the program grows. In addition, the current office structure is in need of furniture, as it is functioning with "found" furniture that have been cast off from other offices. Because of the need to be in close proximity to the Superintendent/President, there will need to be additional infrastructure support to accommodate these staffing requirements.

Long Term Vision (10 Years)

Advancement and Foundation
In the long term, the Advancement and Foundation could provide ongoing financial and community support for Antelope Valley College.

Alumni Relations
AVC's alumni relations programs can build and strengthen relationships with students and former students, faculty, and friends. An alumni program can keep alumni informed about the institution and in contact with each other by providing opportunities such as homecomings,

reunions, and alumni club events. An alumni program can generate additional enrollment by providing educational opportunities to alumni through continuing education programs, weekend seminars, and travel programs.

Development

Development at educational institutions encompasses a sophisticated and comprehensive program of annual giving, campaigns, major gifts, and planned giving. While alumni annual giving remains the cornerstone of the development function, other sources of funding include corporations, foundations, trustees, faculty and staff, parents, and current students. With proper staffing and support resources, including (and importantly) those provided from the communication and publications area of advancement, we could generate multi-million dollar endowments in support of students, programs, and services at Antelope Valley College.

Public and Governmental Relations

With increasing sophistication and diversification of consumers, AVC will need to shift more resources into Internet and emerging technologies to recruit students. 40 years ago, someone could put ads in a newspaper or buy time on the three major TV network stations and expect to effectively reach consumers. Now we have choices of 100s of TV stations, radio, satellite radio, Internet, newspapers, magazines, etc. The proliferation of online education will open up extensive opportunities for students and could drastically cut into AVC's enrollment unless we are ready. The college has had a Web site for about 10 years, yet has yet to hire a Web master to oversee the content management for our site.

Also, AVC – given its role as a community college – should consider looking to the old-fashioned way of reaching students: through personal/individual connection. This will be needed as people are increasingly bombarded by advertising messages, which they have a tendency to tune out. What AVC will need to do is energize and direct its faculty and staff to make meaningful connection with people through grade schools, places of employment, etc. It will require a shift in the way we think and operate, beginning at the job interview process and how we select faculty who are outreach-oriented.

Palmdale

Involvement at the Palmdale Campus

Advancement efforts are not limited to Lancaster, nor are they even limited to the Antelope Valley. Institutional Advancement have established relationships with stakeholders across the entire valley, and look to continue that support. With a permanent site, there will be a greater opportunity for the AVC Foundation to create development efforts and events at the Palmdale

campus. Depending on the types of programs offered at the AVC Palmdale campus, we can create support organizations tailored to donors and prospects with an affinity to those site-related programs.

Public relations support is already provided for Palmdale, and this will only increase in the years ahead as we create a permanent site. From the time a Palmdale site was first discussed during the Kurki era, there has been a prevailing thought to have centralized support functions, as opposed to each site having its own public relations department, own business services, etc. A centralized function for the advancement and foundation office (Public and Governmental Relations as well as the AVC Foundation) is recommended, especially considering the use of technology within the PR/marketing arena and the relatively limited scope of the donor/prospect demographics.

Development at the Palmdale Campus - Short-Term (3-5 years)

As already noted, additional staffing will be needed to support all centralized advancement and foundation functions in Palmdale, Lancaster, and elsewhere.

Vision at Palmdale Campus - Long Term (10 Years)

Long-term development is the same as Lancaster, although there should not be need for a separate office at Palmdale for Advancement and Foundation functions.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

The Advancement and Foundation functions can be conducted from anywhere and are not dependent on being at multiple locations. The success of development efforts, as well as public relations efforts, requires a close working relationship with the college's superintendent/president. The Advancement and Foundation functions should be housed with the central district office.

Program Data

Special Programs

CalWorks

Mission

Californian Work Opportunity and Responsibility to Kids, or "CalWORKs," is the State's welfare program for families with children. CalWORKs replaced the former AFDC program in January 1998. Most adult recipients cannot receive CalWORKs cash aid for more than 60 months in their lifetime.

Degrees and Certificates Awarded

Current Student Demand

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 system.

Anticipated Student Demand

The demand for services will be based upon the referrals received from Los Angeles County.

Recommendations to Support Current Enrollment

Personnel

The CalWORKs program is currently staffed with a Director, Counselor, Coordinator, Technical Analyst, CalWORKs Technician I, Clerical Assistant II, two (2) Adjunct Counselors, and five (5) student workers.

Equipment

Technology infrastructure, continuing training as needed, and direct support to current and emerging technologies is essential to provide increased access and services for students in CalWORKs.

There is a need on an ongoing basis to continually update office computer equipment and related software. The CalWORKs program has a copier, fax machine, and all permanent employees

have a computer. Additionally, the CalWORKs program has the Los Angles County Computer system (GEARS) and a scanner.

Facilities

None

External Factors

Community

N/A

Grants/Partnerships Participation

The CalWORKs program receives a grant from Los Angeles County Department of Public Social Services (DPS).

To assist with the services to CalWORKs students, Los Angeles County has incorporated this grant into their yearly budget.

Legislative Factors

SB 361 new funding for noncredit instructions; 2006-2007 Budget Act provides 30 million as a first installment of augmented resources to community colleges to enhance funding for certain non-credit courses in basic skills, *English as Second Language* (ESL), and short term vocational courses with high employment potential.

Additional

Short Term Trends and Goals (3-5 years)

Goals and Mission

- Increase the number of students being served in relation to the increase in total number of students at Antelope Valley College;

- Increase childcare services – especially for those children over five years of age who can't be served through the on-campus child development program;
- Increase job placement services as coordinated through the campus job placement office;
- Greatly expand new instructional programs for CalWORKs participants;
- Improve counseling services, including peer counseling;
- Establish solid links with job-related external services;
- Proximity to related student services;
- Facilitate coordination of CalWORKs with other student service and academic programs; and
- Develop latchkey child development programs.

Personnel

Two full time counselors, secretary and a Job Developer

Equipment

Continue upgrades as appropriate.

Facilities

None.

Long Term Vision (10 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 to CalWORKs students. Outreach will need to be expanded to potential students and employers.

Palmdale

Involvement at the Palmdale Campus

Operations at locations other than the main Lancaster campus would be a very important factor to the success of the CalWORKs program and the students it serves. Approximately 75% of the CalWORKs students that are served by Antelope Valley College reside in Palmdale, Littlerock, Sun Village, or East Lancaster. Having a service facility in East Palmdale with CalWORKs

representation should help to ease many of the transportation problems. The area CalWORKs/GAIN office is located in Palmdale. Many of the service agencies that support students going through the GAIN program have co-located with this office to provide better service to the clients they serve.

Development at the Palmdale Campus - Short-Term (3-5 years)

As the campus in Palmdale grows, the vision is to have comparable CalWORKs services on site to serve CalWORKs students.

Vision at Palmdale Campus - Long Term (10 Years)

A full range of web resources and other emerging technologies should be integrated into the Palmdale plan.

Moreover, as the CalWORKs program continues to grow, the level of staffing and technology will need constant upgrade and review. Support staff that schedule appointments and answer routine questions will need to be increased. The program does not have a full-time secretary at this time. Continued cross-training with other departments and community agencies will contribute to the success of the CalWORKs program.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

The necessary parts of CalWORKs would require a counselor and case manager and all necessary equipment.

Program Data

Disabled Student Services

Mission

Disabled Student Services (DSS) is a program that affords disabled students the opportunity to achieve their educational goals by providing support services that address their needs resulting from their specific disability. DSS serves students with physical, learning, and psychological disabilities and works with each student to determine appropriate support services.

DSS has a staff consisting of a 12-month director, Learning Disability (LD) specialist, a program secretary, an adaptive physical education instructor, a half-time high tech center lab technician, an educational advisor, an LD technician, and a lead interpreter for the deaf. The types of support services provided are interpreting and real-time closed captioning for deaf students, note-takers, readers, scribes, test accommodations, equipment check out, disability related counseling, and early registration.

The LD technician and educational advisor have greatly improved services for disabled students. The LD technician provides direct assistance to the LD specialist in the area of administering portions of the LD assessment and follows up with students to insure that they are receiving appropriate supportive services. The educational advisor provides one-on-one student to staff contact focusing on academically at-risk students and develops their educational plans. The goal is to increase retention and improve success by closely monitoring a student's progress throughout the course of the semester.

Additionally, efforts will be made to inform students as to the many support services available to all Antelope Valley College students, i.e., subject area tutors, math and writing lab services, academic planning, psychological counseling, and career planning. The educational advisor makes follow up contact with students to insure that they are receiving appropriate disability support services as well.

Current Student Demand

Currently, over the course of an academic year, DSS serves approximately 900 unduplicated disabled students. Students with hidden disabilities (i.e., learning disabled, psychological disabilities and students with health issues) make up the largest number of disabled students, with approximately 575 students. Mobility impaired students who have difficulties walking, standing, or writing make up the third largest number segment with approximately 161 students.

DSS further services approximately 42 deaf students, which is a relatively large number of hearing-impaired students. Coordinating services for deaf students is personnel intensive, requiring constant vigilance. Approximately 18%, or $140,000 of the DSS budget is used to employ interpreters, real time captioning, closed caption conversion, conversion of streaming

audio and visual. An additional service that has grown tremendously over the past two years is the conversion of standard text into alternative format such as Braille, large print, audio CD's, and electronic media.

Anticipated Student Demand

It is expected that the rate of disabled students attending Antelope Valley College will continue to slowly rise at approximately the current growth rate of two percent annually over the next three to five years. If the ratio of disabled students to the general student body stays at 7.5%, it will greatly impact the ability of staff to serve students at their current numbers. It is further expected that the DSS state allocation will not keep pace with the growing needs of the DSS program, which will necessitate greater assistance from the Antelope Valley College general fund.

Recommendations to Support Current Enrollment

Personnel

In order to provide quality deaf services, it is necessary to employ skilled interpreters, match students up with the appropriate interpreter, taking into account the particular course, and locating replacement interpreters when needed. A constant concern regarding deaf services will always be to have a deaf services coordinator/interpreter, create several half-time staff interpreter positions, and the need for adequate funding.

Equipment

Technology infrastructure, continuing training as needed, and direct support to current and emerging technologies is essential to provide increased access and services for students in DSS.

Barriers of inadequate funding, inadequate test proctoring arrangement, insufficient space, and the need for additional staff are the largest impediments to achieving program goals. Furthermore, computer support focusing on quick turn around for hardware and software issues is essential. With the integration of technology into every aspect of service to students, it is becoming apparent that when technology stops, so too does service to students.

Facilities

DSS is located in the Student Services Building (SSV 108). The complex has three offices, an office for the director, the LD specialist, and an inadequate test proctoring room. There is currently no space in DSS to house a counselor, interpreter/coordinator, and LD technician.

It should be noted that DSS' proctoring of exams has increased three-fold. It is difficult to find enough rooms to proctor tests. Our current test proctoring room only holds seven. We often have up to 20 students at a time that need to be proctored.

DSS also has the High Tech Center located in the Learning Center. The High Tech Center lab technician is responsible for training students with disabilities on how to use specialized access hardware and software.

External Factors

Community

Grants/Partnerships Participation

Legislative Factors

Other External Factors

Short Term Trends and Goals (3-5 years)

Primary Goal/Mission in the Short Term

- Expand number of staff in order to adequately deal with language-impaired students.
- Improve referral service for students with psychological problems.
- Improve follow-up of DSS students once they have finished obtaining services.
- Provide more intensive counseling for at-risk students.
- Serve all student clients with better "above and beyond" level service.
- Ensure all students have an updated Ed Plan.
- Hire a counselor.
- Locate a classroom size room as well as three individual rooms that can be used for DSS test proctoring.

- Set aside funds to be used to insure that specialized access software and hardware remain current.

Personnel Needs in the Short-Term

Over the next three to five year period, it is anticipated that a full-time counselor will be needed to insure adequate DSS support services are maintained. It is also anticipated that the high tech center lab technician position will require a change to 12 month, full-time, as well. The anticipated 7.5 ratio to the general student body will greatly impact the ability of the director and the LD specialist to meet with the large number of DSS students. For this reason, it is predicted that there will be a strong demand to hire an additional LD specialist.

Equipment Needs in the Short-Term

Over the next three to five years, it will be further necessary to create a campus-wide test proctoring service, as the current DSS test proctoring arrangement is severely inadequate. The transition to an Antelope Valley College test proctoring service would benefit all Antelope Valley College faculty and students, including meeting the needs of DSS students.

Facilities Needs in the Short-Term

Over the next three to five years, the increase in staff will also mean that DSS will require more office space.

Long Term Vision (10 Years)

As Antelope Valley College's student body approaches 18,000, it is expected that there will be in excess of 1,350 disabled students requiring support services from the DSS program. LD students, entering freshman with learning disabilities, plus mobility and psychological students will make up the largest number of disabled students in need of support services.

The use of technology, teamwork, and cross training would be essential in the delivery of top-notch service for students attending the Palmdale campus.

Over the next six to ten year period, it is expected that additional educational advisors and LD technicians will need to be hired to keep pace with the level of services that disabled students will require. Clerical assistance, along with additional permanent staff interpreters to meet the needs of the 70 plus deaf students, will also be essential.

DSS will constantly strive to improve service to students through a systematic review of their program and services to students. As a part of the evaluation process, DSS will continue to

administer on an annual basis, the student satisfaction survey. A large component of quality service is ongoing student and staff training. DSS further plans to work more closely with other student services departments in respect to team building and cross training efforts. Moreover, DSS will use annual student satisfaction surveys to evaluate and improve service.

Over the next six to ten years, as a result of additional DSS staff, it will be necessary to increase the square footage allotted to the DSS program. It is further expected that the DSP&S state allocation will never keep pace with students' needs and therefore, the DSS program will strive to have disabled students integrated into as many service programs on campus as possible. DSS will further work toward a smoother sharing and possibly a blending of services throughout student services as a whole.

Over the next six to ten years, technology will continue to play a major role in improving access for the disabled in higher education, and funds must be set-aside in the general college budget to insure that access technology, including hardware and software, is built-in when upgrading computers throughout the campus. DSS will constantly explore technology in its many forms to improve service and information to disabled students. It is further expected that technology will enable DSS to make available information and apply for services 24 hours a day, seven days a week, via the internet. Likewise, as Antelope Valley College makes available more services over the Web, all Antelope Valley College students, including disabled students, will have improved access and better overall service.

Palmdale

Involvement at the Palmdale Campus

It is anticipated that clerical staff that have been crossed-trained in several Student Services areas will, at the outset, be providing initial information for students with disabilities who are attending the Palmdale campus. This will mean that the vast majority of DSS services will be still offered at the Lancaster campus.

Development at the Palmdale Campus - Short-Term (3-5 years)

As the Palmdale campus grows and more students with disabilities are attending that location, DSS staff will need to spend part of their scheduled hours at that site. Eventually, the DSS Director and the LD Specialist will need to spend several days a week at the Palmdale campus to meet the needs of the growing number of disabled students.

Vision at Palmdale Campus - Long Term (10 Years)

A full range of internet resources and other emerging technologies should be integrated into the Palmdale plan.

Projections are that as the Palmdale campus grows and reaches 3,000 students, there will be approximately 225 disabled students who will need services at that location. This means that the DSS program and staffing needs will increase over time as the Palmdale campus grows. It is further anticipated that a full-time counselor/LD specialist, along with classified support staff, will be necessary to provide a comparable level of disability services as provided on the Lancaster campus. It will also bring added responsibilities in the areas of management and oversight for the director and other DSS staff.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

Program Data

EOPS (Extended Opportunity Program and Services)

Programs

Mission

To supplement the regular educational programs of the community college district to encourage the enrollment of students handicapped by language, social, and economic disadvantages, and to facilitate the successful completion of their educational goals and objectives.

Degrees and Certificates Awarded

None

Current Student Demand

Total number of students, 2005-06, was 1149. Total number of EOPS classes, 2005-2006, was two. One class was at full capacity.

Anticipated Student Demand

The future demand for our EOPS and Cooperative Agencies Resources for Education (CARE) services and programs will be on-going. CARE is a state funded program designed to assist single parents receiving Aid to Families with Dependent Children (AFDC) with child care expenses while they pursue a college education. However, because the program is capped by the California Community College System Office in terms of the number of students that can be served, the office closely monitors the number of students that are approved each semester in direct relationship to the yearly state budget allocation.

Recommendations to Support Current Enrollment

Personnel

The EOPS/CARE program currently needs to hire an EOPS Technician position which is still open and a new position titled EOPS/CARE Secretary.

Equipment

Updated computers, technology infrastructure, continuing training as needed, and direct support to current and emerging technologies is important to provide increased access and support for EOPS students, staff, and faculty.

Facilities

None

External Factors

Community

None

Grants/Partnerships Participation

The EOPS and CARE program have internal grant programs. To be eligible for either grant program a student must fill out the federal financial aid form and be determined as having an unmet financial need.

Legislative Factors

Education Code, Sections 69640–69656, and Title V (Guidelines of the California Administrative Code, Chapter 2.5 as added to Division 8 of Part VI.

Additional

California Community College System Office, EOPS guidelines.

Short Term Trends and Goals (3-5 years)

Goals and Mission

The primary EOPS/CARE goal is to gain an increase in district funding to supplement the state allocation that the programs receive from the California Community College System Office.

Personnel

- One (1) Counselor;
- One (1) Technician;
- One (1) Secretary position.

Equipment

A computer and monitor for each new staff member in item (b) above, and two additional computers and monitors for student use.

Facilities

None

Long Term Vision (10 Years)

Securing the office space in the new Student Services Building and adding the new staff planned for the area, and also to include the necessary office furniture, equipment, and other items as needed.

Palmdale

Involvement at the Palmdale Campus

With sufficient staffing, equipment, and office area to serve five hundred plus (500+) students.

Development at the Palmdale Campus - Short-Term (3-5 years)

Assistant Director, two (2) counselors, three (3) technicians, and three (3) student assistant positions. Maintain and expand ongoing EOPS and CARE programs and services as outlined in the Guidelines and Regulations.

Vision at Palmdale Campus - Long Term (10 Years)

A full range of web resources and other emerging technologies should be integrated into the Palmdale plan.

The Palmdale campus will need to add EOPS additional staff as needed, and expand the EOPS student support programs and services to maintain the goals and objectives pursuant to Title 5 Guidelines.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

Adequate office space, equipment, and furniture to house the staffing as previously outlined.

Program Data

STAR Student Support Services

Mission

The mission of the Student Transition and Retention (STAR) Student Support Services (SSS) program is to increase the college retention and graduation rates of eligible participants and facilitate the process of transition from one level of higher education to the next. The program assists 160 eligible first-generation, low income, or students with a learning or physical disability through the use of a variety of services to clarify their goals, succeed academically in their chosen program of study, and to graduate and transfer to the university. STAR is a Federally funded Student Support Services TRIO program.

Current Student Demand

The program is funded by the U S Department of Education to serve 160 students. The program is currently at full capacity serving 160 students.

Anticipated Student Demand

The program consistently maintains applications for more students than we are funded to serve.

Recommendations to Support Current Enrollment

Personnel

- One (1) full-time Director;
- One (1) full-time Counselor;
- One (1) full-time Clerical Assistant;
- Four (4) Peer Mentors (student workers).

Equipment

Technology infrastructure, updated computers, continuing staff training as needed, and direct support to current and emerging technologies is essential to provide increased access and services for students in the STAR program.

- One (1) Xerox machine;

- Four (4) Printers;
- Nine (9) Computers;
- Office furniture for three (3) full-time staff;
- Work stations for two (2) student workers;
- Computer desks for four (4) computer lab stations;
- Student desks and chairs for the study area.

Facilities

The current facilities in SSV 208 meet our needs at the current time. The students in the program could benefit from increased capacity in our study area and computer lab. To increase the capacity in the computer lab, it is likely that the electrical wiring would need to be improved in the building.

External Factors

Community

Grants/Partnerships Participation

This STAR Student Support Services TRIO program is currently funded by a federal grant through the US Department of Education through 2010. In 2009, the college will have the opportunity to write a grant for continued funding in the upcoming grant cycle.

Legislative Factors

The legislation that provides program authority for this SSS TRIO program is the Higher Education Act of 1965, 1998 Higher Education Act Amendments Subpart 2, Federal Early Outreach and Student Services program. Currently, the Annual Performance Report for the Student Support Services programs is being approved, so there has been an extension on when the 2005-2006 APR will be due while the new reporting form is being approved. The report is normally due November 30 of each year, but the estimates for this year are that it will be due January 31, 2007, depending on when the reporting form is approved.

Additional

Short Term Trends and Goals (3-5 years)

Goals and Mission

The program is currently funded through 2010 to provide services to 160 eligible students.

Personnel

Maintain the current number of faculty and support staff.

Equipment

Maintain the current level of computer and equipment for the short term.

Facilities

Maintain our current classroom and office space to meet our short-term goals.

Long Term Vision (10 Years)

Antelope Valley College will need to make the decision to write for continued grant funding beyond 2010, and receive federal funding from the US Department of Education to ensure the continuation of the STAR Student Support Services program.

Palmdale

Involvement at the Palmdale Campus

A separate Student Support Services TRIO grant would need to be written for funding at the Palmdale campus. It would be my recommendation that a Talent Search TRIO grant would be a better fit to provide services at the Palmdale campus. Talent Search competitions are held every fourth year. The next competition will be winter 2010.

Development at the Palmdale Campus - Short-Term (3-5 years)

Vision at Palmdale Campus - Long Term (10 Years)

It would be my recommendation that when the next opportunity arises to write a grant to fund a TRIO Talent Search program, that this program would be an excellent fit to provide services to students and adults in the Palmdale campus area. The opportunity to compete for a Talent Search grant will be in winter 2010.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

The present federal STAR Student Support Services TRIO grant was not written or funded to serve the Palmdale campus.

Program Data

None.

Student Services

Admission and Records

Mission

Admission & Records (A&R) serves as a continuous resource for students throughout their academic experience. A&R serves as a resource for admission, registration, graduation evaluation, enrollment verification, and the production of a timely and accurate transcripts. We are committed to a positive student experience by offering a variety of accurate, efficient, and prompt services using a variety of resources and technologies.

Current Student Demand

All students must contact A&R – approx. 13,000 per term – often several times each semester for records changes, unofficial transcripts, assistance with online registration problems, adds/drops, petitions, etc.

Anticipated Student Demand

- The college goal for FTES in 06/07 is 3.67 percent increase, including 145 FTES for Palmdale. The goal for 07/08 is 5.58 percent increase in FTES with Palmdale at 500 FTES;
- Increased online presence – students require access to services online to order transcripts, register for classes, and apply for graduation, process information changes. As distance education offerings increase, online service must be provided;
- More comprehensive records management system to meet increased demand for information;
- For faculty there is a need for online drops and census processing;
- Greater technical support for students using myAVC; and
- Greater training capability and staff development funding for staff and faculty to stay abreast of technology used in A&R.

Recommendations to Support Current Enrollment

Personnel

- One (1) full-time floating clerical person for peak times in A&R Graduation/Evaluation and Transcripts Offices;
- One (1)A&R generalist clerical for Palmdale campus; and

- Continued support from ITS staff.

Equipment

- File cabinets and drawers for security;
- Regular replacement of computers and peripherals according to the technology plan approved for AVC; and
- Imaging system for records management and retrieval.

Facilities

- Storage for easy retrieval of confidential and Family Educational Rights and Privacy Act (FERPA) documents;
- Need security of equipment and files in A&R. Currently all locked files are exposed as A&R has no way to "lock down" the office;
- Larger space in the vault to store sensitive, confidential files currently kept elsewhere

External Factors

Community

The nearest California community college is 40 miles away. Available career and transfer programs may cause some competition. Private technical schools are far more expensive and do not pose much competition.

When AVC is unable to deliver certain programs in an expeditious manner, some threat of lost enrollment may arise.

Grants/Partnerships Participation

Several college initiatives bring in new cohorts of students who require special processing and tracking of their enrollments: AV SOAR, Sheriff's Academy, Dual Admission with CSUB, Special Admit.

Legislative Factors

- Change in enrollment fees;
- Special Admit laws;

- FERPA laws; and
- Legislative changes to apportionment.

Additional

- Accelerated growth of Palmdale site;
- Increase in number of people coming to AV: 2.59 percent growth in Lancaster, 4.9 percent in last year; 3.21 percent growth in Palmdale, 3.81 percent in last year; and
- Projected growth of 559,519 in AV area by 2020.

Short Term Trends and Goals (3-5 years)

Goals and Mission

- College expects to increase enrollment by 3.67 percent in 06/07. The Palmdale site needs to increase enrollment by 75 percent.
- Increase in use of online registration services.

Personnel

- One (1) full-time clerical floater;
- Two (2) clerical positions in A&R Registration Office;
- Two (2) clerical positions in Palmdale; and
- Improved ITS support.

Equipment

- Imaging system, over 11,000 official transcripts in the vault accessed by many offices.

Facilities

- Storage – 16,000 applications are accepted each term, and over 7,000 Add/Drop slips were collected in fall 2006.

Long Term Vision (10 Years)

As part of the "one stop" concept of delivering service, the following are critical to achieve the mission of Admissions and Records:

- Equipment and staff to operate Palmdale campus and coordinate with Lancaster campus;
- Improved electrical and data access points;
- A comprehensive set of online services to accommodate a wide variety of student needs;
- Records stored in a way that provides easy access for less research time and retrieval effort; and
- Sufficient clerical staff to accommodate services for an increased number of students at both Lancaster and Palmdale campuses.

Palmdale

Involvement at the Palmdale Campus

Registration, maintenance of records, coordination with Lancaster campus

Development at the Palmdale Campus - Short-Term (3-5 years)

- The enrollment goal is 500+ FTES to become established as an Education Center and ultimately a 2nd campus;
- Ability to offer basic admissions functions at Palmdale: registration, information changes, etc.

Vision at Palmdale Campus - Long Term (10 Years)

- The long-term goal is to have a fully functional campus serving the comprehensive needs of the South AV area.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

- A&R, Graduation/Evaluations, Assessment, Transcripts.

Program Data

Counseling

Mission

The Counseling Services Mission is to assist students to define and accomplish academic, career, and personal goals. The counseling program provides academic, career and personal counseling, as well as student advocacy services and crisis intervention, to a diverse student population. The counseling program at AVC recognizes each student as a whole and complex human being with concerns and issues that are not completely separate from academic issues. Our mission is consistent with the mandate of Title V, Section 51018 and the mission of Antelope Valley College.

The mission of the Assessment Center is to support the academic needs and educational goals of students by providing timely, secure, and reliable academic skills assessment, course placement and testing services while endeavoring to improve the quality of the teaching and learning process.

The Career Center mission is to serve community members and students upon entry into the college and throughout their college experience, by providing them with career assessment and resource materials to help them formulate their career and educational plans.

The mission of the Transfer Center is to identify, recruit and motivate Antelope Valley College students representing diverse backgrounds, as well as all socioeconomic levels, and provide appropriate support services enabling them to select and apply to four-year colleges and universities in order to complete a baccalaureate degree.

Current Student Demand

For the academic year of 2005-2006, counselors saw a total of 31,729 students either through appointments, walk in advising, Walk in Express, Orientations, or Probation Workshops. The Career/Transfer Resource Center saw 3,671 students. The Assessment Center had 22,522 assessments taken.

In 2005–2006, we offered 13 sections of Human Development courses each semester. Course offerings are adequate at this time with future review of these courses planned in 2006 – 2007 and 2007 – 2008. We are also adding a Human Development 198 course that will have several topics, such as orientation and career. The course will be offered in the spring 2007 semester; and Probation, which will be offered in fall 2007.

Anticipated Student Demand

The counseling services faculty and staff are one of the first points of contact for students at Antelope Valley College for career/educational planning and decision-making and personal problem solving as they begin their education. Counseling also provides web-based orientation, assessment, academic advising, transfer information, and human development courses to help assure student success.

The assessment center provides ESL, English, Reading and Math assessments to assist students with appropriate placement in the curriculum. In 2005 – 2006 there were 22,522 assessments taken, which is an increase of 21 percent as compared to the previous two academic years. The increasing population in the Antelope Valley will likely continue this trend. The assessment center staff interfaces with the counseling staff and faculty and the faculty in the Math and English disciplines, and other faculty.

The Career Transfer Resource Center provides career assessments (In 2005 – 2006, 651 assessments done) and information to help students make satisfying career choices and make educational plans to achieve their career objective. These services are also available to faculty and staff so they may keep abreast of career trends within their area of expertise. If a student's career choice requires additional education at the university level, the transfer staff provides services that focus on assisting students in their transition from Antelope Valley College to the university. The staff provide course articulation information so students are informed about the course requirements they need to be fully prepared to transition to the university. In addition, students are assisted with admission requirements and the admission application process to assure a smooth transition to the university. All of these services are critical for students to achieve their career objectives.

As the student population increases, so will the demand for these 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.

Division/Area Recommendations to Support Current Level of Enrollment

Personnel

Establish a reasonable counselor student ratio and increase the staff to that level by hiring three full-time counselors. Hire and train educational advisors to assist counselors in developing student educational plans.

Hire and train support staff to assist in the delivery of services available in the counseling department and the Career and Transfer Resource Center: Clerical Assistant III and the Dean of Counseling's Administrative Assistant (being hired in February 2007).

Hire and train hourly workers on an as needed basis to assist in the assessment center during peak times of enrollment.

Equipment

- Imaging equipment to provide the counseling file information to all counseling services to help assure consistent information given to students;
- Regular replacement of computers and peripherals according to the technology plan approved for AVC;
- Provide up-to-date software to support counseling functions;
- Increase electrical, data and telephone lines to support the needs of the department to better serve students;
- File cabinets and drawers for security; and
- 21 flat screen computer monitors for the assessment center to replace the bulky ones that take up most of the available desktop work space.

Facilities

- Provide confidential space to conduct activities such as group counseling and workshops;
- Provide confidential office space for individual counseling sessions (3 full-time counselor offices and an adjunct counselor office);
- Provide confidential office space for the Technical Analyst, 2 clerical staff (counseling and career transfer resource center), career technician/coordinator, transfer technician, and assessment coordinator; and
- Expand the current assessment center from 18 stations to 45 or 50 stations. Increase the electrical, data and telephone lines available in all areas under counseling to be able to support current staff, as well as the staff to be hired.

External Factors

Community

Community competition in our area are the private, post-secondary and proprietary schools, such as College of the Canyons and University of Phoenix.

Grants/Partnerships Participation

The Assessment Center is working with Antelope Valley Union High School District to begin offering assessment tests at the local high school campuses. As a recruitment tool and outreach service, this added convenience may serve to bolster enrollments.

Currently, Antelope Valley College is working on partnerships with California University of Bakersfield Antelope Valley with Dual Admission program. They are also building a partnership with CSU Fresno in the Engineering and Pathways programs.

Legislative Factors

CAHSEE – The High school exit exam

Additional

Pursuant to a change to Title V, section 55806 the minimum proficiency of English 101 and Math 102 will be mandated in 2009. This will increase demand for basic math and counseling services to help students achieve success in the basic skills math courses.

Short Term Trends and Goals (3-5 years)

Goals and Mission

With an expected increase in enrollment of 3.67% in 2006 – 2007 counseling needs to evaluate counseling programs and services to assure high quality counseling services: Conduct a needs assessment and student satisfaction survey to determine the effectiveness of the counseling services, including specialty programs. Evaluate the need to expand functions from counseling. Evaluate current policies, processes and procedures within counseling services and modify if needed. Review the tracking of students from pre-college through graduation and adjust services, programs and processes. Expand and enhance current counseling services and human development curriculum to meet the needs of students. Update and maintain the academic advising manual and operating procedures manual. Develop and maintain a systematic plan to assure compliance with matriculation regulations.

Increase the presence of counseling services within the campus and community, so that students and staff are aware of the counseling services available: Develop a marketing plan for the department. Increase interaction between faculty and staff from other departments. Improve relationships between AVC and local high schools, universities and the community.

Provide training and staff development opportunities for counseling staff and faculty to enhance job satisfaction and quality of service to students: Provide opportunities for professional growth and training for faculty and staff. Provide evaluation for counseling faculty and staff. Provide training for the counseling faculty for better continuity to meet needs of the students.

Personnel

To help meet the increase in growth, full-time counselors are needed for the following areas: Career, Transfer, DSS and general counseling. Two Clerical III support staff needed in Transfer and General Counseling.

Equipment

Imaging equipment; hardware and software upgrades; building electrical, data and telephone lines needed.

Facilities

Modular temporary office/group counseling and classroom space, storage (seeing 31,729 students annually produces lots of counseling files), power/data/telephone lines are needed to meet current and future needs.

Long Term Vision (10 Years)

To have a "one-stop" student services building. 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. Maintain currency in computer hardware and software to assure high quality counseling services for students. Provide a comprehensive set of online services to accommodate a wide variety of student needs.

Palmdale

Involvement at the Palmdale Campus

Counseling is an essential part of the enrollment process and growth development for the Palmdale site. Counseling is one of the first contacts that students need to be successful in achieving their goals.

Development at the Palmdale Campus - Short-Term (3-5 years)

With the enrollment goal of 500+ FTES to become an established Education Center and a second campus, Palmdale needs the appropriate staffing for services. Assessment, academic, and career

counseling are needed as one of the initial contacts a student needs and transfer services are needed for when a student is ready to transfer to a university.

Vision at Palmdale Campus - Long Term (10 Years)

The long-term goal is to have a fully functional campus to serve the needs of the South Antelope Valley area. Plan for staff coverage, office space, and technology needs. Increase counseling faculty and support staff to keep pace with the campus growth in enrollment. Maintain currency in computer hardware and software to assure high quality counseling services for students.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

Assessment, Academic and Career Counseling and Career/Transfer services are all necessary.

Program Data

Human Development								
	2003-04		**2004-05**		**2005-06**		**2006-07**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
FTES	19.8	9.3	17.9	15.5	22.2	18.1	23.0	N/A
WSCH	611.2	288.0	553.6	480.0	684.8	560.0	710.4	N/A
Enrollment	197.0	90.0	176.0	150.0	220.0	175.0	226.0	N/A
FTEF	1.3	0.6	1.3	1.1	1.7	1.9	2.1	N/A

Financial Aid

Mission

The Financial Aid Office was established to meet the economic needs of students. With that in mind, financial aid office operates with the following mission:

Realizing that the Financial Aid Office is here for the students, the staff are committed to the prompt delivery of student financial aid. The financial aid office strives to provide quality service to students, the community, and colleagues with integrity and compassion. Office staff are encouraged to develop teamwork, cooperation and innovation, as well as the pursuit of increased knowledge.

Antelope Valley College participates in the federal financial assistance programs—Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Academic Competitiveness Grants (ACG), Federal Work Study (FWS), and the Federal Family Educational Loan Programs (FFELP).

AVC also participates in state financial aid programs including the Board of Governor's Fee Waiver program (BOGFW), California Student Aid Commission's Cal Grant Programs, Chafee Grants, Child Development Grants, Real Estate Scholarships, as well as other state grant/scholarship programs.

In addition to these programs, the Financial Aid Office is responsible for the administration of community donor scholarships, AVC Foundation scholarships, Bureau of Indian Affairs grants, private donor scholarships, AVC tuition payment plans and deferral plans. Furthermore, the Financial Aid Office is responsible for the coordination of all resources which may affect the eligibility of students and create over award of financial aid funds, such as EOPS/CARE grants, Student Support Services grants, vocational rehabilitation awards, veteran's benefits, and all other related funding.

By regulation, the financial aid office is charged with monitoring the academic progress of students receiving financial aid.

The financial aid office is also charged with providing outreach activities and opportunities both on and off campus to "get the word out" that financial aid is available to assist students with college expenses to increase participation in seeking financial assistance and college opportunities. Outreach activities include participation in community events, as well as providing financial aid workshops and presentations on campus and in the community at high schools and community organizations.

The financial aid office acts as a liaison to the United States Department of Education, California Student Aid Commission, California Community College System Office, as well as other federal, state, and community organizations.

Current Student Demand

There are 12 full-time permanent financial aid staff members. In the 2005-2006 year, there were 15,659 separate awards of aid disbursed to students. 15,659/12 = 1,305 awards per staff member. 17,121 Free Application for Federal Student Aid (FAFSA) Applications and corrections were processed. 17121/12 = 1427 FAFSA's per staff member. 11,644 Board of Governor's Fee Waivers were processed. 11,644/12 = 970 per staff member.

Anticipated Student Demand

With 48% of students receiving some form of financial assistance from the financial aid office, as enrollment increases, the numbers of students seeking and receiving assistance will increase. However, there are several factors that will increase the demand for financial assistance and, in turn, increase the percentage of students receiving aid.

- More aid opportunities with the creation of new grant and loan programs;
- Our outreach efforts will continue to increase the numbers of students applying and receiving aid;
- As college costs rise (including books and supplies, room and board, transportation, child care costs, etc.), the number of students seeking financial assistance to cover those costs will increase; and
- As college costs rise, we will see an increase in middle and upper income students applying and receiving non-need based aid in the form of unsubsidized Stafford and alternative loans.

Recommendations to Support Current Enrollment

Personnel

- Assistant Director of Financial Aid to work on compliance with state and federal regulations, training, office management, student issues;
- Currently, there are two positions in the financial aid office that are being filled. Financial Aid Technician I and Financial Aid Specialist.

Equipment

- Updated computers to provide quick and efficient access;
- Equipment to support new and emerging technologies relevant to financial aid.

Facilities

- Infrastructure (electricity, phones) to support current staff and technology needs.

External Factors

Community

- The economy has an effect on the demand of financial services.

Grants/Partnerships Participation

The Financial Aid Office partners with the Outreach Department to inform students of financial aid resources available and to coordinate outreach efforts.

It is essential that the Financial Aid Office work closely with the Office of Business Services to deliver funds to students.

The Financial Aid Office relies heavily on the use of technology to deliver aid to students. The Financial Aid Office works closely with the IT department to maintain computer programs and systems.

The Financial Aid Office works with the EOPS Office, STAR Program, AVC Foundation Office, CalWORKs, and Job Placement to coordinate aid programs. In addition, it is essential that the Financial Aid Office work closely with academic programs and services to insure the ability to make aid available to new academic programs and academic delivery methods.

Legislative Factors

Financial aid is governed by state and federal legislation that is consistently changing. The Financial Aid Office must be flexible and able to respond to ever-changing financial aid regulations. For example, two new federal aid programs were established in April 2006. The Financial Aid Office had to learn the regulations of these new programs, develop policies and procedures to identify, determine eligibility, award, and disburse aid to students eligible for these programs for the fall 2006 semester.

Additional

New federal and state financial aid programs will emerge that will require staff and technology to administer. For example, the state recently created the Chafee Grant, a grant for former foster youth that is now administered by the Financial Aid Office. This is in addition to the United States Department of Education Academic Competitiveness Grant (ACG) mentioned above that was developed in April 2006 and now administered by the Financial Aid Office.

Currently, the focus at the state level is in creating programs aimed at foster youth and veterans. We are sure to see new aid programs in the future aimed at these special populations. At the federal level, the focus is on merit-based aid programs and issues related to the retention, persistence, and completion of academic programs for financial aid students.

Short Term Trends and Goals (3-5 years)

Goals & Mission

- 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;
- Complete implementation of document imaging project;
- Implement online Board of Governor's Fee Waiver (BOGFW) application;
- Implement "Financial Aid TV" an internet channel that provides general and AVC specific answers to financial aid questions;
- Implement online financial aid orientation quiz to measure student learning;
- Implement direct deposit of financial aid funds to student's bank accounts;
- Continue to offer one-on-one service to students to resolve issues related to receiving financial aid;
- Implement a plan to address the retention, persistence and completion issues of financial aid students;
- Provide advising, as well as financial learning opportunities, to financial aid students;
- Provide financial aid services at the Palmdale location;
- Continue to increase outreach efforts to "get the word out" that financial aid is available to students and increase the numbers of students applying for and receiving aid;
- Review policies and procedures to enhance processes and focus on training and compliance of state and federal regulations;
- Continue to enhance and expand relationships with the external community to raise awareness of financial aid programs and services; and
- Create partnerships with potential scholarship donors to increase scholarship funding for students.

Personnel

- One (1) full-time advisor reporting to financial aid and dedicated to meeting the academic advising needs of financial aid students;
- One (1) Clerical Assistant II to work the front counter; and
- Two (2) Financial Aid Technician I's to process aid for increased population;
- One (1) Financial Aid Technician II to serve in special functions related to maintaining FA reporting for new programs;
- One (1) IT person dedicated to maintenance of Financial Aid technology and the creation of new enhancements, reports, and functions.

Equipment

Computers, printers, scanners, copiers, and phones to provide for increased staff and student demand

Facilities

- Space and infrastructure to accommodate new staff and new technology

Long Term Vision (10 Years)

- 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;
- Create programs and services to enhance student learning of financial aid programs and financial literacy;
- Increase the retention and completion rates of financial aid students;
- Continue to provide one-on-one service to students for complex financial aid related issues;
- Respond to the needs of students by quickly implementing any new aid programs as they become available; and
- As the need for financial aid services grows in the next 6 to 10 years, the additional staffing needs will include:
    - One (1) Clerical Assistant II to work the front counter;
    - Two (2) Financial Aid Technician I's to process aid for increased population;
    - One (1) Financial Aid Technician II to serve in special functions related to maintaining FA reporting for new programs.
    - One (1) Financial Aid Specialist to help manage technology related issues.

Palmdale

Involvement at the Palmdale Campus

Providing financial aid services to students at the Palmdale campus will be an integral part of the development of a student services division on that campus. Students currently attending classes in Palmdale must travel to the Lancaster campus if they need any assistance with completing their financial aid package. Thus, the need for financial aid services at the Palmdale campus will grow as more students attend classes exclusively at that site. The financial aid office will be one of the first student service programs to establish a constant presence at the Palmdale campus.

Development at the Palmdale Campus - Short-Term (3-5 years)

The short-term goals will be to establish a presence at the Palmdale campus providing general in-person financial aid assistance, as well as access to and assistance with online financial aid services.

In addition, there will be a need for one or two financial aid technicians to work the "caseload" of Palmdale campus student files and to provide one-on-one more in depth assistance to students wishing to complete their financial aid files and receive aid.

There will also be a need for supervision of financial aid staff and expertise of a financial aid director or assistant director for more complex issues related to financial aid.

Vision at Palmdale Campus - Long Term (10 Years)

The development of a financial aid office at the Palmdale campus can be approached in a couple of ways. Financial aid can be administered as an extension of the financial aid office at the main campus, or the financial aid office can develop into its own identity as a separate financial aid office on the Palmdale campus with its own Director, staff, technology, and policies and procedures specific to that campus. Several factors will determine what course of action is best, including how fast the campus population grows, how the rest of the campus develops, staffing issues, technology issues, etc. The financial aid office will be able to adapt to these factors and create the office based on needs and resources available.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

If the financial aid department operates as an extension of the Lancaster campus, then the additional staff would be sufficient to get the financial aid program off the ground and running. However, if self-sufficient means an office completely separate from the Lancaster financial aid office, then that would mean a replication of all our functions related to software systems, US Department of Education accounts, reporting functions, business office support, IT support, and financial aid staff.

Program Data

Approximately 48 percent of students in any given semester will receive some form of financial assistance from the financial aid office

Student Health Services

Mission

The primary mission of Health Services is to provide direct medical care to students, provide health educational materials and programs, and make available to students insurance plans they can purchase.

Current Student Demand

The student demand increases each year. In 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 under insured. AVC contracted with this group to provide health care to our students one day a week on campus. 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 one day a week from 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.

Another issue is the lack of staff to help with the educational programming. This year the total Health Services function was moved into the Student Development and College Activities Office, and is supervised by the Dean of Student Development and Services. There is some support staff help, but there is no help in planning educational programs. Programs like alcohol education, drug education, health fairs, etc., have been limited due to the lack of staffing support.

Anticipated Student Demand

The demand for this service has increased each year. It is important to remember that we are one of the few comprehensive community colleges without full-time health services. When the remodel for the Student Center is completed, the college has designed space for a Health Services function. This new facility will allow us to have a full-time health center to meet the needs of our students.

Recommendations to Support Current Enrollment

Personnel

At this point, we have the contracted service and there is no need for staff. The Student Center remodel is one to two years out. When we begin to prepare for that building, we will need staff. The most pressing is the need for a Medical Director who can be the administrator and provide direct medical care: one nurse, one clerical/receptionist, one health educator, and two psychological counselors. To be fully functional, all these personnel will need to be phased in as resources permit.

Equipment

Once the new facility opens, we need to purchase all the equipment to begin serving students. A short list includes furniture for the exam rooms, waiting room, counseling rooms, doctor's office, first aid station, and lab equipment. Additionally, medical and office supplies will be needed.

Facilities

When the remodel for the Student Center is completed, the design for the new space for Health Services includes a receptionist station, 2 exam rooms, one doctor's office, a first aid station, lab station, a waiting room, restroom, two individual counseling rooms, and one group counseling room.

External Factors

Community

Grants/Partnerships Participation

Health Services are currently working with community agencies, and when we open the facility we will be better able to partner with other health agencies to support our students' needs. These include non-profit and for-profit groups and community agencies and businesses.

Legislative Factors

In January 2006, the laws changed to allow community college governing boards to charge all students a Student Health Fee. Prior to this time, schools could not bill students who received

Board of Govenors Fee Waivers and, therefore, were not able to collect enough money to support the operation. With the passing of this law, AVC could gain the approval of the Board of Trustees to charge each student this amount to help fund the Health Services operation.

Additional

Short Term Trends and Goals (3-5 years)

Goals and Mission

As the District student population gets younger, their health care needs are more important. Health Services staff have noticed that younger students take more risks and do not take as good care of themselves. Alcohol and drug related issues and illnesses, sexually transmitted diseases, poor eating, poor sleeping habits, and general sickness prevention are needed. Also college students, no matter what their age, are dealing with a great deal of personal adjustments in managing life issues. Through the holistic approach to well-being, the health services program can help students stay healthier and more focused in school so that students can reach their educational goal.

If the trend in the student age changes, the need for health care continues to be an issue. The focus on serving an older population is just as strong. Often students who attend college when they are older do not have health insurance and often neglect their own health care needs. Regular medical check-ups and follow-up on issues such as diabetes, annual female exams, high blood pressure and heart and cancer check-ups are needed. Many times the issues of being back into school after a break, creates stress that can be overwhelming and seeking help in making the life adjustments are necessary.

Personnel

Equipment

Facilities

Long Term Vision (10 Years)

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.

Palmdale

Involvement at the Palmdale Campus

As the Palmdale campus gets built, the inclusion of Health Services will be needed. As indicated, having these services available to our students will increase the retention and persistence rate of our students. If a student becomes ill, medical care is available and the student is not required to wait, or, possibly miss classes. Students will not be able to travel back and forth from Palmdale to Lancaster for health services.

Development at the Palmdale Campus - Short-Term (3-5 years)

As the campus gets built, the need to build a Health Services program from the beginning is a needed student services that should be part of the overall support services for students. The same set up that is planned for Lancaster can be used for Palmdale with the inclusion of any corrections which we did not anticipate in designing the Lancaster facility.

Vision at Palmdale Campus - Long Term (10 Years)

Elements Necessary for Self-Sufficiency at the Palmdale Campus

The Palmdale Health Services program needs to be self-sufficient from Lancaster, since students will not or cannot travel back and forth from one campus to another, in case of an injury or illness.

Program Data

Information and Welcome Center

Mission

The Information/Welcome Center (Outreach) provides accurate information and appropriate referral services about college programs, services, and procedures to students, faculty, staff, and the community at-large in a manner that is pleasant and inviting, and effectively reaches out to both traditional and non-traditional students for the purpose of recruitment, matriculation, and retention at Antelope Valley College.

The primary objectives of the Information and Welcome Center (Outreach) are to:
- Persuade members of the Antelope Valley community that a college education is a viable option;
- Encourage them to enroll and attend an institution of higher learning; and
- Provide information and access to the resources on the AVC campus will help students to success.

These goals are in concert with the following Institutional Learning Outcomes:

- Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness;
- Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies; and
- Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.

Current Student Demand

Approximately 30-40 calls per hour during peak and 15 people per hour at the walk-in window.

Anticipated Student Demand

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 12,000 to 25,000 students, we will need to provide information and support services to an increased number of student, faculty, and staff inquiries. To reach growth, we will need to meet the market demands and be strategically placed in more innovative corners of the community. The Palmdale site will require additional attention and staffing to meet and maintain 500 plus FTES. This will include our servicing areas which are currently underserved, such as Llano, Phelan, Lake Los Angeles, and Pearblossom.

Recommendations to Support Current Enrollment

Personnel

Information/Welcome Center are currently working to restore the Outreach office to the staff it was prior to budget cuts, reorganizations, and turnover in personnel when five dedicated full-time staff members supported the college's efforts for recruitment. There are target populations that do not receive the attention deserved such as re-entry, parolee, chancellor mandates for foster youth and veterans, middle schools, elementary schools, parent groups, and the business community.

Currently, the Information/Welcome Center has one (1) director, one (1) program specialist (district), one (1)1 program specialist (Title V), and one (1) clerical assistant III.

Additional staff will increase the impact of the program. The growth of events and schools, as well as geographic area to be covered, require additional workforce. The current staff can cover most of the proximal high schools, however, if Information/Welcome Center staff are to respond to invitations to the outlying high schools as well as begin to have a presence in the middle schools and elementary schools, additional staff will be necessary.

Currently, at least one clerical assistant III is necessary to complete paperwork and mailings, so that the current staff can provide a presence on high school campuses and at community events.

The addition of the student ambassador corps will continue to encourage high school students to pursue a college education. Current students have a greater impact on members of the community who doubt the availability of a certificate or a degree program that they can access. The student ambassador corps will need to provide enough student assistants to maintain a presence on each high school campus and at every community event.

The Information/Welcome Center are currently working to construct an outreach/enrollment management team to assist in outreach. These would be members of the matriculation offices who could offer more in-depth responses to community inquiries.

Equipment

Immediate equipment needs include a Sports Utility Vehicle (SUV) dedicated to the Information and Welcome Center (Outreach) for the purpose of traveling around the 2,000 square miles of the district and carrying totes of information, display boards, tents, tables and chairs, and staff to various community events. Additional space is needed to accommodate the growing staff. The office currently has two program specialists sharing a 60 square foot office space and student ambassadors have no additional space to conduct follow-up assignments as needed to promote growth and retention. Space for the ambassadors needs to include desk, chairs, telephone and

computer access for proper contact and logging of information on the college's student information system.

An automatic phone system will be utilized to contact potential and existing students about important dates, events, and activities regarding the college. Thousands of students will be called in a matter of minutes.

With an expanded staff, the office will need additional monitor projectors and portable screens, display backdrops, banners, portable lights, chairs, carts and brochure holders to complete our presentation toolbox. Replenish able materials are also needed such as totes, tents and table cloths.

The outreach teams, including the student ambassadors, are in need of district-funded uniforms/apparel. It is a statement to enter a classroom of high school students, or a room full of community members, etc., in polished college attire and all members unified by the attire. Polo shirts (short and long sleeve) and jackets would afford the outreach teams the opportunity to make a lasting visual impression visually on perspective students. It says we are a unified group, professional, collegiate, and identifiable in crowded fairs.

Facilities

Currently, there are plans for a new student services building affording Information/Welcome Center four offices for student ambassadors, two program specialists, a clerical assistant, a director, a front counter for receiving student and community inquiries, a storage area and combined conference room for training and meetings. Unfortunately, by the time the building is built, the staffing plan will have surpassed the space planned in the new building.

External Factors

Community

The main competitive proponents include four-year institutions: CSU's, UC's, and private satellite colleges and universities located in the valley. The Information/Welcome Center also compete with quick money opportunities, low self-esteem, the video game age, peer influence, and other socially accepted deterrents of higher education.

Grants/Partnerships Participation

Our office currently has the following involvement in grants and partnerships:
- Chair, Higher Education Consortium;
- Member, Hispanic Advisory Board;
- Member, Pathways Advisory Board;

- Collaborative, Title V Grant;
- Member, Career Preparation Council;
- Member, Enrollment Management;
- Member, Matriculation Committee; and
- Member, Calendar Committee.

Legislative Factors

SB 1303 allows the college to open enrollment to concurrent students in efforts to assist them in passing the California High School Exit Exam (CAHSEE). This allows the outreach staff to market classes specifically to current high school students for the purposes of taking developmental courses to pass CAHSEE.

Additional

Short Term Trends and Goals (3-5 years)

Goals and Mission

- Increase frequency of outreach efforts to target populations to meet growth projections of the college;
- Expand the Student Ambassador Corps to mentor/role model for prospective students;
- Demonstrate to prospective students that AVC is a viable first choice for higher education;
- Establish a first year experience program run by student ambassadors;
- Establish annual community information events on going to college;
- Expand our campus tour program to a more systematic, predictable campus-wide engagement in outreach activities.

Personnel

- Provide district funding to continue program specialist-outreach (Title V);
- Hire an additional program specialist ;
- Maintain a student ambassador corps of 20 plus students to assist the student success and equity committee and enrollment management committee with campus retention;
- Hire an additional clerical for support of the office logistics and the front counter operations.

Equipment

- Another vehicle dedicated to outreach.

Facilities

Long Term Vision (10 Years)

- 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;
- Recruitment and retention duties assigned to student ambassadors to increase effectiveness of both efforts;
- *Kinder to College* program will be established.

Palmdale

Involvement at the Palmdale Campus

The Information and Welcome Center (Outreach) will be very instrumental in promoting opportunities available on the Palmdale campus. Through promotional materials, presentations, workshops, orientations, events, tours, etc. staff will be able to assist in the marketing of the campus and its specified programs. The department will extend efforts to target specific geographic regions currently underserved such as Llano, Phelan, Lake Los Angeles, Acton, and Pearblossom. Staff will have dedicated hours to providing information services to students once they have made the choice to enroll at Palmdale.

Development at the Palmdale Campus - Short-Term (3-5 years)

For the next 3-5 years we will lay the foundation and structure of staffing and begin to meet the needs of the south valley sector through educational workshops and information meetings to those most connected to the benefits of the Palmdale site. The Information/Welcome Center will introduce the concept of access to classes in the community's backyard to prospective students and their families, keeping them up-to-date on the progress of the new campus. There will be an increased effort to have a presence in those high schools, community groups and events to promote the college's presence in the community.

Vision at Palmdale Campus - Long Term (10 Years)

Elements Necessary for Self-Sufficiency at the Palmdale Campus

Once the campus is complete, the department will look to have adequate staffing to sustain an Information and Welcome Center (Outreach) to service students, faculty, staff, and the community. Staff should be cross-trained to know programs and services offered at both the main campus and the Palmdale Site. The Center will be large enough to accommodate a dedicated program specialist, student ambassadors, and storage for outreach materials and supplies, general office provisions, and access to the college network including banner. A shared workspace for training and the compilation of program packets and totes will be necessary. The structure of the center will mirror that at the main campus.

Program Data

Job Placement Center

Mission

The Mission of the Job Placement Center is to provide ongoing comprehensive assistance to students and to members of the community. Opportunities are offered to secure gainful employment and to ensure the realization of educational and professional goals.

Specifically, the Job Placement Center supports student success by:
- Providing a linkage from the academic programs to the workforce;
- Assisting a diverse population of students, alumni, and the community, by offering current information so that they can maximize their marketable skills;
- Offering information on the latest labor market practices;
- Offering local and regional employers, community-based organizations, and government agencies a recruitment solution;
- Assisting students, alumni, and community members in their career direction by promoting additional education opportunities;
- Promoting continual growth and life long learning;
- Providing paid part- and full-time employment opportunities for students enrolled in credit, non-credit, and not-for credit college courses that lead to a direction of study;
- Providing community collaboration and awareness of programs that are offered, while allowing potential employees to fill employer needs;
- Providing tracking of students in specific career paths;
- Providing up-to-date "job board" of opportunities for on/off campus employment; and
- Providing assistance with self-directed job search using technical equipment such as computers, the World Wide Web, etc.

Job Placement fulfills its educational mission to provide job preparedness though workshops, one-on-one training and classroom interaction of résumé preparation, personal attire and presence, interviewing skills, and work ethics training.

Degrees and Certificates Awarded

The JPC provides typing and filing proficiently certificates upon students' requests for employment opportunities. This is not a degree or certificate program.

Current Student Demand

The JPC serves an average of nearly 9,000 students, alumni, staff, and community members for job seeking assistance. Job Placement provides all on campus student employment and has

placed 1,041 students. Furthermore, the JPC assists in the placement of over 1,000 students, alumni and community members in jobs off campus. There has been an increase in service by 28 percent since 2002.

Anticipated Student Demand

With the anticipated growth for the local community, the campus will expand as well. There will continually be new students and returning students that will desire to work on campus. In 2005-06, there were 1,041 Student Employment Request Forms (SERF's) that were processed in the JPC. It is projected that each year AVC will experience significant growth, which will translate to significant of increases for the JPC.

As more technical courses are added, the need for jobs related to the specific fields will increase. As AVC develops more fields of study and creates more majors that transfer to the UC and CSU systems, the need for JPC to develop additional job opportunities will increase. This will result in the increased need for more staff and space.

There will be an increased need to address classes on proper presentation, resume writing, transferable skills and other workshops. The new Student Services building has a training room for various training and additional staffing to promote space to address this need. Furthermore, there is a need for JPC staff to present in classes and/or within the community.

The JPC will be affected by this growth as greater need for job development and job placement services will need to be supported by additional staff. By 2010, the new student services building is to be built. The JPC is allocated 1,425 square feet. The plan is to have 6 staff offices and one office for the director, plus a storage and training area. Similar area needs to be planned at the Palmdale campus.

Division/Area Recommendations to Support Current Level of Enrollment

Personnel

- 1 Employment Outreach Specialist.
- 1 Job Placement Specialist.
- 1 Work Study Work Experience Specialist.

Equipment

- The JPC needs all new computer systems at this time. The systems are not always able to serve the students in a timely manner.

- JPC needs continual support for Web-based services and/or software, to allow our job seekers access to a resuméand database that will track student progress for the employer, job seeker, and the job placement center.
- The JPC needs more funds to purchase materials from publishers on strategies needed for job search success.
- There is a need to give training in the application process which includes, interviewing, dressing properly, and an overall professional presentation. To serve this purpose, it would be helpful to have a camera and television set up for mock interviews. The interviews will be reviewed by a specialist with the student to allow them instruction on proper presentation to a potential employer. This process would also allow the job seekers to visualize their appearance.

Facilities

The JPC needs an interview room that will give the on and off campus employers a confidential location to hold interviews. This room can be utilized by staff assisting job seekers to prepare for a professional presentation, by allowing staff to critique students or job seekers in a confidential manner.

External Factors

Community

EDD, WorkSource California (Antelope Valley and South Valley), and the Career Planning Center are partners with AVC and they all provide placement services. Generally, the information is shared between all mentioned agencies.

Grants/Partnerships Participation

The JPC works in collaboration with the local and regional WorkSource Centers, Employment Development Department, Goodwill Industries, Department of Social Services, GAIN, GROW, the Parole office, public and private correctional facilities, Penny Lane, Foster Youth centers, County offices, the cities of Palmdale, Lancaster, Rosamond, and other surrounding areas. The JPC assists with referrals of students or community members to employers, agencies that are developing programs to train and place individuals. As new grants become available, information from the JPC will be submitted to secure funding for the community or agencies including AVC. Additional grant or funding opportunities will be considered as the department becomes aware.

Legislative Factors

Additional

The increased population of the community and new employment opportunities.

Short Term Trends and Goals (3-5 years)

Goals and Mission

With the projected growth of the college district and the community at large within the next five years, and with the increase in academically under prepared students entering the college and the state mandated requirement for community colleges to assist in transitional programs, the following is recommended:

- Expand marketing of the Job Placement Center to faculty and staff to enhance student opportunities.
- Expand marketing to community, linking college offered courses with labor market demands of all local and regional areas via personal interaction, fliers, electronic equipment/World Wide Web, etc.
- Streamline tracking to provide current data.
- Create courses such as: How To Be a Quality Employee, Starting Your New Job, Keeping Your Job, etc., with new courses to be added as needed.
- Develop a link between enrollment data and labor needs to improve placement of students.
- Maintain a Job Placement Center Web site for student and community job seekers and employers.

The goals are ongoing to maintain the department as a leading-edge campus resource.

Personnel

- The JPC needs an Employment Outreach Specialist (Job Developer), an additional Job Placement Specialist, and Work Study/Work Experience Specialist.
- As the growth continues, there will be a need for a supervisory level person to work at the Palmdale campus along with at least one Job Placement Specialist, and 2-4 student workers daily for training opportunities of reception responsibilities.
- Resource materials delivered 24/7 through the web and other resources (podcasts, streamed video, etc.) should be available to students.

Equipment

The JPC will need additional equipment for the added staffing, upgraded technology for the computer lab, interview room, and electronic tools for workshops.

Facilities

JPC needs a room to provide Interviews, office space to support new positions at the Lancaster Campus as well as positions in the Palmdale Campus.

Long Term Vision (10 Years)

- Expand marketing of students and job availability on-campus with faculty and off-campus with local and regional employers.
- Expansion to include:
  - Offering same services at the Palmdale campus as Lancaster campus;
  - To develop curriculum and provide classroom training that will adapt to the students needs;
  - Develop a process to acknowledge student workers, key employers and support staff; and
  - To build strong linkages with the campus career center to better serve our new and returning students.

Palmdale

Involvement at the Palmdale Campus

- The students, alumni and community will need Job Placement services that are aligned with the curriculum offered.
- Manager of Job Placement, Clerical III, Job Placement Specialist, and Work Study/Work Experience Specialist
- Utilize Employment Outreach Specialist (Job Developer) from Lancaster to cover both locations.
- Job Placement will provide the campus with student workers to serve in positions such as tutors, outreach ambassadors, student services support, library aids, book store or food service, classroom assistance, maintenance, and more.
- JPC will provide support services to local and regional employers such as recruitment support, prescreening, and create a connection in the form of a liaison to the college community

- Develop curriculum that can be offered as a workshop or on a semester basis.
- The need will grow as the campus grows and the processes can be replicated from the main campus.
- A full range of web resources an other emerging technologies should be integrated into the Palmdale plan.

Development at the Palmdale Campus - Short-Term (3-5 years)

- The JPC will start with a Job Placement Specialist and a student worker, as the needs increase with population growth, there will be a need for additional staff and student workers support within Job Placement in Palmdale.
- The programs that will be offered will include job search assistance, resume writing guidance, interviewing skills, on campus employment to students, typing and filing tests.
- Off campus employer support will be in the form of assistance with recruitments, prescreening candidates of local and regional employers, and a continuing collaboration with the work source centers.
- Web resources should be made available for ready, 24/7 access to information.

Vision at Palmdale Campus - Long Term (10 Years)

The goals are aligned with the main campus. Student employment is always a key issue to maintain enrollment. The growth and development of the Palmdale campus will create a continued need for student workers who will be provided by JPC in the same processes that are established. The JPC in Palmdale will be expanding to include more curriculum development to benefit our students, alumni and community members, both in and out of the classroom. The training will be one to one, groups for students and community, and presented as classroom instruction.

The more services that are provided by the JPC, the more need to show student success. This is to be done with high tech tracking methods. Collaboration with AVC's information technology services is critical in an effort to stay abreast of the latest technical advances with equipment and software both on and off campus. With that there will be a need for persons collecting, compiling, entering, and generating the reports. These individuals will need to be highly skilled and continually trained.

The Palmdale Campus would need to be accountable proving the continued need for services as well as the data should be linked between the two campuses. A trained staff member would need to be stationed at the Palmdale campus to collect record and disseminate the data.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

Job Placement in Palmdale needs to be set up as a parallel to Lancaster. To begin with in a smaller scale, with it growing to meet the needs of the Palmdale campus including annual job fairs, recruitments and all the student services that have been mentioned before.

Program Data

AV SOAR (Students on the Academic Rise)

Mission

The primary mission of AV SOAR (Students on the Academic Rise) is to combine high school and college so that students complete their high school diploma and their AA degree within 5 years. AVC and the Antelope Valley Joint Union High School District have partnered with the Community College Foundation to create this grant-funded program. Within the first five years, the grant will help support the program, but it will be the responsibilities of the two districts to find additional funds to sustain the program thereafter. The academic focus of this program is Math, Science and Engineering.

The program started in the 2006-2007 school year with 50 students and will enroll a new 9th grade class of about 90 students each year thereafter for a total school enrollment of no more than 400 students. Students take high school classes on campus (in modular buildings supplied by the high school district, infrastructure funded by AVC) and take college classes throughout each day.

Degrees and Certificates Awarded

- High school diploma;
- Associate of Arts degree.

Current Student Demand

The demand for the program will continue to grow but the total enrollment will be no more than 400 students. In determining which 90-100 students we enroll each year, there is an application and screening process. Since the program is so new, we do not yet know what the interest level is in the community.

Anticipated Student Demand

If this program is successful and the demand for more students to enroll in the program increases greater than the space allocated, we will need to assess if there is a need to expand beyond what is currently planned.

Recommendations to Support Current Enrollment

Personnel

The high school is currently providing the faculty and staff for the high school. The college has assigned two deans to work on the project. Additional full time staff are not needed at the current time due to the small number of students in the program, but student workers i.e. college role models are necessary.

Equipment

The current need is to fund the infrastructure for the placement of the modules on campus to support the program and space for these students to congregate on campus. As the new buildings are built, equipment for the science lab experiments will be needed since the science lab can be shared with AVC's Math, Science and Engineering department. Computer lab stations in the modules are needed to help support the students in their classes and reduce the impact on the already crowded campus computing labs.

Facilities

The current need is to fund the infrastructure for the placement of the modules on campus to support the program and space for these students to congregate on campus. As the new buildings are built, equipment for the science lab experiments will be needed since the science lab can be shared with AVC's Math, Science and Engineering department.

External Factors

Community

Students have a choice to apply for admittance into AV SOAR, although this program does not offer everything that a traditional high school offers. The students in this program understand that the rigor is intense and in applying and accepting enrollment into AV SOAR, they are choosing to forego a traditional high school for this outstanding educational experience.

Grants/Partnerships Participation

The program began with a $400,000 grant over 4-5 years from the California Community College Foundation. The funding goal of this program is to find additional funds from our aerospace companies and other local, regional and national partners to help support this concept

of accelerated high school and college education. AV SOAR school is a school-wide AVID program. Other grants such as Title V and programs like Project Lead the Way are anticipated to assist AV SOAR.

Legislative Factors

Through the efforts of the state legislature and interest in making public schools more effective, additional legislation will be enacted. AV SOAR will be involved to the extent possible.

Additional

Short Term Trends and Goals (3-5 years)

Goals and Mission

Due to the nature of our program, all students are between 12 and14 years old upon entering the program. This is impacting the age of the AVC college student. As these younger students continue to progress in their college classes toward their degrees, we hope to see these students attract additional students to AVC, particularly those who are interested in college, but are not enrolled in AV SOAR.

Personnel

As the program grows to the maximum of 400 students, we anticipate that the needs of the students related to college issues will increase and therefore the need for additional staff from the college will be necessary.

Equipment

Facilities

Assuming that the planned modular buildings are adequate and meet the needs of the AV SOAR students, there should not be a need for additional facilities.

Long Term Vision (10 Years)

The long term goal of this program is to have a 100 percent college graduation or certificate rate of all students and that we can track these students as they enter professional careers. Based on feedback for the graduates, adjustments to the program will be made.

Palmdale

Involvement at the Palmdale Campus

At this point there are no plans for a high school to be placed at the Palmdale campus. If the program is successful, additional funds are provided, and both the college and high school district want to enter into another agreement, then possibly another high school can be created.

Development at the Palmdale Campus - Short-Term (3-5 years)

Vision at Palmdale Campus - Long Term (10 Years)

Elements Necessary for Self-Sufficiency at the Palmdale Campus

Program Data

Student Development and College Activities

Mission

The primary mission of the Student Development and College Activities Office is to provide an environment that fosters and facilitates the planning and implementation of educational, cultural, and recreational events and activities that expands the leadership abilities and civic responsibility of the student.

Mostly, the advising of the Associated Student Organization (ASO), the student clubs (currently 15), and the Student Activities Council (the campus-wide programming council) (currently 4 members), is the responsibility of the office. The number of students involved and the level of activity and creativity on the part of student groups, often determines the amount of student involvement.

Other activities occur in the office such as supervision of the Student Lounge, Concession and Ticket Takers at home athletic events, sales of discount theme park tickets, AVTA bus passes, and the sale of the ASO discount sticker. One of the most constant activities we do for students is make student AVC IDs and sell the ASO Stickers.

A new service we moved over to the Student Development and College Activities Office is the Student Health Services Program. This service will be talked about under that program's Educational Master Plan.

Current Student Demand

The demand of students depends on a number of factors. Each year the number of clubs differs depending on the students and the support from faculty to serve as advisors. Currently there are 15 clubs and a full board of ASO officers, which is 15 members. The Student Activities Council, a student programming board working out of the office is at four members. The demand for services also fluctuates depending on the time of the semester and the needs of the students. The need for ID's is higher around the registration cycles, the need for discount tickets is higher around vacation breaks, and the need for club activities is higher at mid-semester.

Anticipated Future Student Demand

The increase on this department will depend on the support offered. Students want a full college experience and we understand that a key factor in retaining students is the need for students to be engaged in their educational experience. As the age of the AVC students drops, the need for more activities that reflect a "real" college is necessary to keep these young people involved in the educational experience. Since many of these students do not know how to create clubs,

activities and campus events, the college must create a place for students to join together and help them make things happen on campus. By providing a stronger leadership development program for students and more guidance for faculty advisors, students will gain the necessary skills to be stronger leaders on campus and in the community. If a full time staff was dedicated to the development of student leadership and civic responsibility, then more activities could be created and more students, with varied interests, could be created. The overall outcome would be a larger and more engaged student body.

Recommendations to Support Current Enrollment

Personnel

Currently, there is no one dedicated to this program. Currently the Dean serves as the adviser to ASO, as well as working with the clubs and the Student Activities Council. The ASO and the student clubs have an Accountant who is very interested in helping to advise these groups. There is a Director of Student Activities and Outreach who assists the Dean, but due to the needs of the campus for outreach and recruitment, the director is in the field recruiting students and not on campus working with students to increase their student leadership and advising them on program planning as much as what is needed. The demands of being Dean often preclude helping in ASO and Student Activities Council which requires staff help in the advising of student activities and ASO. This has been a great help, but not very effective in advising the students.

In the reorganization it was requested that the position of Director of Student and Campus Activities and Outreach be split and made into two positions. This should occur quickly so that the Director of Outreach can spend time with the Outreach staff and provide direction to the current position and expand our Outreach efforts. Additionally, the need for a Director of Student and Campus Activities is critical if the College wants to expand the student leadership and engagement activities necessary for increased student retention.

Equipment

Equipment is needed to help promote campus events such as a marquee in the Cafeteria and at the main entrances of AVC. Additionally, other methods of letting students know what is happening on campus are necessary so that they can make decisions about what they want to get involved. Other needs include a portable generator for outdoor events, and a sound system.

Facilities

Plans are underway for the remodel of the Student Center. In the design plan there is a space allocated to expand the Associated Student Organization, clubs and Student Activities Council as well as space for a common work room to create campus events. There is also a plan for

activities space that has electrical and lighting needs. The Student Lounge as well as a coffee house type space for students to interact with each other in a supportive and safe environment is also planned for the building.

Currently, there is no way to use outdoor space to the best of our ability due to the lack of electricity to the exterior of the buildings. As new buildings come on line, this issue should resolve itself and make our new outdoor space much improved.

External Factors

Community

The factors that affect our students are the lack of a "real' college feel. Many of our students are leaving AVC because they do not feel connected. The programs and services offered by the Student Development and College Activities Office will help increase our retention and persistence rates.

Grants/Partnerships Participation

Legislative Factors

Additional

Short Term Trends and Goals (3-5 years)

Goals and Mission

The younger age of our students is creating a stronger need for these students to have productive time outside the class time that supports their educational endeavors. Also, the large number of students who are not retained and who do not come back to AVC can be impacted by students feeling more connected to the campus. Research shows that students who are connected specifically with other students and faculty have a higher rate of success and retention than students who do not. The Student Development and College Activities Office can have an impact on our enrollment. The need for additional funds to create the activities as well as more student workers to help be involved in the planning of student and college events is necessary.

Personnel

- A Director of Student and Campus Activities and a Program Specialist – Activities

Equipment

Facilities

Space and infrastructure to accommodate new staff and new technology in the new Student Center. Once this is created, additional equipment will be needed, but not until we have the space to conduct the programming.

Long Term Vision (10 Years)

The ten-year goal would increase the staff to have clerical support for the operation and additional funds to help create the activities and support needed to fulfill the goals of the office.

Palmdale

Involvement at the Palmdale Campus

As the Palmdale campus gets built, the inclusion of the Student Activities and College Activities Office needs to reproduce on that campus. Students will not be coming back and forth for activities and programs and it will be necessary to create a college life for the student attending Palmdale. This includes cultural and educational types of programs and support of student clubs that will develop around the new academic programs that are housed at the Palmdale campus and the social interests of the students.

Development at the Palmdale Campus - Short-Term (3-5 years)

A Director of Student and Campus Activities and funding for student assistants.

Vision at Palmdale Campus - Long Term (10 Years)

The long-term plan for Palmdale will determine how the campus is built out. If a Student Center is being recreated and the age of the student is younger and taking more classes on campus rather then just one class in the evening, then there might be a higher need to create a stronger campus life. If the programs that are developed do not lend themselves to a full college experience and just a "take a class and go" idea, then the need for student activities is limited. A campus that features best practices, however, needs to look at the student engagement aspects of student success as a necessary component.

Elements Necessary for Self-Sufficiency at the Palmdale Campus

If the Palmdale campus is built out like the Lancaster campus, then the planning for a full student activities program is necessary for student engagement and success. It is strongly recommended that advance planning on the types of students the College wants to support at the site be matched with the programs we set in place at the Palmdale site. Student Activities is more often an afterthought and not built into the concept of student learning throughout their experience. Student leadership and engagement activities should be planned as an integrated part of the Palmdale Campus. A survey of student engagement would be essential in defining how best to serve students at the site.

Program Data

Office of Veteran Affairs

Mission

The Office of Veteran Affairs (OVA) provides assistance to military veterans and/or their eligible dependent spouses and children in their goal of achieving their educational objective. The primary objectives of the program are to effectively promote retention, graduation, and transfer of a student populace, i.e., military veterans.

Current Student Demand

A total of over 700 students claim to be military veterans/dependents. OVA certifies approximately 250 students each semester for educational benefits. The California Community College System Office strongly support this student population.

Anticipated Student Demand

With the increase of adult population anticipated in the district and the rotation of personnel at military facilities, it is estimated that the OVA could increase 10 percent each year in certified students for benefits and enrollment.

Recommendations to Support Current Enrollment

Personnel

Need an additional full-time coordinator and clerical support person. This is essential to allow outreach, recruitment, and retention as listed in job requirements for the area.

Equipment

Continued computer upgrade and a copier, printer, scanner to scan, copy and print hardcopy forms into electronic forms.

Facilities

Need facilities whereby students can submit electronic applications for VA benefits and verify school enrollment.

External Factors

Community

The military installation located within 25 miles of the campus is in another community college district (which is located approximately 50 miles from the installation). Most of the civilian workers and some of the military personnel assigned to the installation live within AVC district. The Veteran's Office needs access to Edwards Air Force Base and other military unit facilities to recruit and provide information on services at AVC.

Grants/Partnerships Participation

Legislative Factors

California's Governor has an initiative to aid California Reserve and National Guard personnel to receive additional support in acquiring their educational benefits/services more expeditiously in state community colleges. At this time, no final action has been initiated.

Additional

Short Term Trends and Goals (3-5 years)

Goals and Mission

Personnel Needs

Besides another Veterans Affairs Coordinator, the OVA will need clerical assistance to provide reception, filing, and computer data-entry support. When the new Palmdale campus is on-line, and fully functional, a clerical assistant will be asked to staff an office at that campus.

Equipment

Additional computer equipment for personnel as well as a facility for students to complete applications and verify data electronically is necessary.

Facilities

Space for two computers that students can use for submitting electronic applications and verifying data in support of VA educational benefits in addition to other VA benefits is necessary.

Long Term Vision (10 Years)

- Work with other services on campus to increase eligible student enrollment by 10 percent each year;
- Continue training in the student software program to provide better computer service to students;
- Continue to evaluate current physical operations to eliminate unnecessary documents, publications and office equipment/furniture;
- Continue to evaluate current policies/processes/procedures for the purpose of streamlining operations within the OVA;
- Continue to attend VA seminars to acquire up-to-date information on educational benefits procedures, processes and policies for the purpose of providing better service to veteran students.

Palmdale

Involvement at the Palmdale Campus

In the beginning, clerical person will be available on campus to accept applications and other documents to be brought to the main campus for processing. Within three to five years after the Palmdale campus is established, an additional Veterans Coordinator with clerical support similar to services/facilities as on main campus will need to be added.

Development at the Palmdale Campus - Short-Term (3-5 years)

Vision at Palmdale Campus - Long Term (10 Years)

With the growth rate of ten percent each year in veteran students, it is anticipated that the Palmdale campus will need a full-time Veterans Coordinator with clerical support in their own office space for advising and facilities for electronic submission of applications/verification of data within this time frame.