



“INTEGRATED PLANNING IS A SUSTAINABLE APPROACH TO PLANNING THAT BUILDS RELATIONSHIPS, ALIGNS THE ORGANIZATION, AND EMPHASIZES PREPAREDNESS FOR CHANGE.” (SCUP, 2018)

**PURPOSE**

The Strategic Planning Committee (SPC) is a participatory governance committee, which provides oversight and monitoring of the various planning documents within the institution in order to accomplish the mission and goals of the district. SPC utilizes the Educational Master Plan, which is the district’s strategic plan, to review the mission, vision, values, and practices of the institution and to monitor and modify the Strategic Goals and the Institutional Learning Outcomes.

**STRATEGIC PLANNING COMMITTEE  
AGENDA**

**WEDNESDAY, APRIL 6, 2022  
ZOOM MEETING @ 2:30PM – 4:00PM**

**COMMITTEE MEMBERS:**

- |  |  |
|--|--|
| Co-Chair: Meeta Goel (Dean, IERP/Library)      | Jim Landreth (Classified Union)                      |
| Co-Chair: Van Rider (AS, President)            | James Nasipak (Director, Auxiliary Services)         |
| Allison Burch (Library Faculty)                | Desiree Lee (Classified Union)                       |
| Svetlana Deplazes (Director, IR)               | Jenell Paul (Classified, Student Services)           |
| Tamira Palmetto Despain (AS, At Large Faculty) | Veronica Sirotzki (Classified, ITS)                  |
| Nate Dillon (Faculty Union)                    | Erin Tague (Director, Facility Planning & Logistics) |
| Michael Dioquino (Designee-Director, ITS)      | Jill Zimmerman (Dean, Student Services)              |
| Michelle Hernandez (CMS, Director of FYE)      | Kim Sennett (AS: CTE/Vocational Faculty)             |
| Angela Koritsoglou (Co-Chair Enrollment Mgmt)  | Samuel John (AS: Adjunct Faculty)                    |
| Dawn McIntosh (Exec. Director. FAC)            | Rodney Schilling (AS: Counseling Faculty)            |

**VACANT:**

Dean, Academic Affairs  
CMS

**EX-OFFICIOS:**

Ed Knudson (Superintendent/President)  
Shami Brar (VP, Administrative Services)  
Betsy Sanchez (Exec. Director, Marketing)  
Howard Davis (Interim VP, Academic Affairs)

ITEMS	PERSON	ISSUES DISCUSSED/ACTION
I. Approval of January 19, 2022 Minutes	All	
II. Opening comments from the Co-Chairs	Meeta & Van	
III. Internal and External Scans for AVC’s EMP	Dr. Fred Trapp	
IV. Review Progress with ACCJC Institution Set Standards (ISS)- Attachment	Meeta & Svetlana	
V. 2019-2023 Board Initiatives (Attachment)	Meeta	
VI. Follow-Up on the 2019-2022 Strategic Plan	Meeta & Van	
VII. AVC Values Input (Attachment)	All	

**NEXT ZOOM MEETING DATE: May 18<sup>th</sup>, 2022**



SPC MEETING Dates  
(July 6, 2021 – June 15, 2022)

SSV-151 @ 2:30 – 4:00pm  
SPC Meetings (3<sup>rd</sup> Wednesday/Monthly)

<del>June 23, 2021</del> (July 21, 2021-Canceled)	November 17, 2021	<del>March 16, 2022</del> (no meeting)
August 3, 2021	December 1, 2021 (No Meeting)	April 6, 2022
September 1, 2021	January 5, 2022 (rescheduled) January 19, 2022	May 18, 2022
<del>October 20, 2021</del>	February 23, 2022 (Joint SPC & BC meeting)	June 15, 2022



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The Strategic Planning Committee (SPC) is a participatory governance committee that provides oversight and monitoring of the various planning documents within the institution to accomplish the mission and goals of the district. SPC utilizes the Educational Master Plan, the district’s strategic plan, to review the institution's mission, vision, values, and practices and monitor and modify the Strategic Goals and the Institutional Learning Outcomes.

<b>STRATEGIC PLANNING COMMITTEE MINUTES</b>	<b>WEDNESDAY, JANUARY 19, 2022 ZOOM MEETING @ 2:30PM – 4:00PM</b>
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**COMMITTEE MEMBERS:**

Co-Chair: Meeta Goel (Dean, IERP/Library)  
 Co-Chair: Van Rider (AS, President)  
 Allison Burch (Library Faculty)  
 Svetlana Deplazes (Director, IR)  
 Rodney Schilling (AS, Transfer Faculty)  
 Nate Dillon (Faculty Union)  
 Michael Dioquino (Designee-Director, ITS)  
 Michelle Hernandez (CMS, Director of FYE)  
 Angela Koritsoglou (Co-Chair Enrollment Mgmt)

Jim Landreth (Classified Union)  
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 Jill Zimmerman (Dean, Student Services)

**VACANT:**

At Large Faculty

**EX-OFFICIALS:**

Ed Knudson (Superintendent/President)  
 Shami Brar (VP, Administrative Services)  
 Betsy Sanchez (Exec. Director, Marketing)

ITEMS	PERSON	ISSUES DISCUSSED/ACTION
I. Notes from AVC Values: (November 17, 2021)	All	Below is the link to the AVC Values & Draft Survey discussed at the November 17 <sup>th</sup> Special SPC Meeting. <a href="#">..1. January 19, 2022/SPC Values 11.17.21.pdf</a>
II. Opening comments from the Co-Chairs	Meeta & Van	Meeta & Van welcomed everyone back. No comments.
III. EMP 2022 Process	Meeta	Meeta walked everyone through the last EMP plan on the website <a href="https://www.avc.edu/administration/research/edmasterplan">https://www.avc.edu/administration/research/edmasterplan</a>  Meeta reviewed and discussed the 2016 EMP goals with everyone: <a href="https://www.avc.edu/administration/research/plans">https://www.avc.edu/administration/research/plans</a>  Meeta also reviewed the AVC's 2019-2020 Strategic Plan. She stated that as we start brainstorming and looking at data for 2022 to pull what we want out of the respective areas, they need to note which goals are ongoing and completed.  Meeta shared the EMP Process for 2022. After the February Board Meeting, the Consultants will start their work. She asked everyone to return to their divisions,

		<p>inform the staff about the new EMP, and share the process.</p> <p>SPC is going to be involved, and the go to group for presentations of progress and any data.</p>
IV. Follow-up with college areas from fall 2021 college-wide planning retreat	All	<p>Meeta shared that after the college-wide retreat, IERP created a brainstorming planning follow-up spreadsheet for the areas. First, participants responded to questions about what was going well, things not going well, and some priorities for their division. Also, Meeta sent an email to leadership asking them to look at what was brainstormed at the retreat and add it to the spreadsheet.</p> <p>Meeta asked everyone to take one or two areas, close out their 2019-2022 and pick out anything that will carry over to the new EMP. Also, to look at the brainstorming from 2022.</p> <ul style="list-style-type: none"> <li>- Jill: Student Services</li> <li>- Van: Arts &amp; Humanities, CTE</li> <li>- Svetlana: Math, Science &amp; Engineering, Rhetoric &amp; Literacy</li> <li>- Dawn: General Services &amp; Facilities Planning</li> <li>- James: Kinesiology, Health &amp; Safety Sciences, Admin Services (IT &amp; HR)</li> <li>- Allison: Social Behavioral Sciences and Counseling &amp; Matriculation</li> <li>- Betsy: Marketing</li> <li>- Meeta: Business</li> <li>- Meeta &amp; Van: Library</li> </ul> <p>Jill suggested putting the “2019-2022 Strategic Plan Goals” in a shared Google Doc so everyone can write and update the status of their area. Meeta will send out the link to Google docs.</p>
V. Values Survey	Meeta	<p>Meeta reviewed the Value Survey with everyone. She said that there should be a flexible process. The survey is going to be open until Friday. So far, over two hundred people (students and faculty) have taken the survey, which isn't enough.</p> <p><b>Action Item:</b> Meeta will share the survey results at the next meeting.</p>
<b>NEXT ZOOM MEETING DATE: February 23, 2022</b>		



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## **Antelope Valley College Educational Master Plan (draft chapter)**

### External Scan

#### The College in Context to its Environment

The official Antelope Valley Community College District boundaries cover some 1,945 square miles of semiarid land located north of the San Gabriel Mountains that separate the Antelope Valley from the Los Angeles basin and southeast of the Tehachapi Mountains that define the southern border of the San Joaquin Valley. The District's official service area represents 40 percent of the land within Los Angeles County plus a small portion of the southwestern part of Kern County. The two primary cities in the District service area are Lancaster and Palmdale where over eighty percent of the Antelope Valley population resides.

The District consists of three campus locations. The main College campus is located in Lancaster on 135 acres at 3041 W. Ave. K. A second site, the Palmdale Center, opened at a new location in September 2017 as a 50,000 square foot facility with ample parking located at 2301 E. Palmdale Blvd. in Palmdale. The Antelope Valley Transit Authority operates a bus route between the Lancaster and Palmdale locations. A third property is located at Fox Field where the College's Aeronautical and Aviation Technology programs are taught. The facility is adjacent to Apollo Park in Lancaster and features a 10,000 square foot hanger. The grand opening of the Fox Field complex was held in February 2021.

The Antelope Valley CCD is not the only opportunity for a postsecondary education experience open to California residents of this region. The geography of the Tehachapi Mountains and the San Gabriel Mountains create some natural barriers that both help to form the Antelope Valley and also make the College somewhat isolated. The nearest community college facilities from AVC's main campus in Lancaster are presently extension operations. The Canyon Country Campus, located in Santa Clarita, is the second location for the College of the Canyons. Cerro Coso College operates through the high schools in California City, Tehachapi using shared facilities with Monroe High School, and a small building on Edwards Air Force Base. The College has a partnership with Cerro Coso College to collaboratively serve the residents of southeastern Kern County. San Joaquin Valley College, a private college accredited by Accrediting Commission for Community and Junior Colleges (ACCJC), operates a branch in Lancaster where students can pursue degrees in business office administration, medical assisting, medical office administration, pharmacy technology, and heating, ventilation, refrigeration, and air conditioning.

Several four-year institutions have a presence in Lancaster. The privately operated University of Antelope Valley offers seven associate degree programs (business, criminal justice, hospitality management, healthcare management, allied health, paramedic science, fire science) and a variety of certificates (massage therapy, culinary arts and restaurant management, baking and pastry, vocational nursing, paramedic, emergency medical technician, medical assistant, medical billing and coding, and pharmacy technician) at its Lancaster campus location.

### 3. 1AVC EMP External Scan draft 2022 0322

The University of Phoenix provides online instruction with a Learning Center location in Lancaster. Students may pursue a variety of bachelor's degree programs and certificates in business fields, human services, as well as nursing and healthcare,

The California State University Bakersfield (CSUB) has an Antelope Valley presence where nine undergraduate degree fields are taught on the northeast corner of the AVC campus. CSUB intends to increase enrollments at that location from 700 to 1,500 undergraduate slots. That will substantially increase opportunities for AVC students who wish to transfer to the CSU. At the Lancaster University Center CSU Long Beach teaches mechanical and electrical engineering curriculum that leads to a bachelor's degree.

#### Migration In and Out

Out migration, or residents living in the AVC District area who are attending college elsewhere, exceeds in migration, or residents living outside of the AVC District area but attending AVC. From 2010 to 2020, 95% of the AVC enrolled students have lived in the District service area while only 5% lived outside of the District.

One aspect of the economic dynamics in the region is the significant numbers of workers who commute from Lancaster and Palmdale to other areas of Los Angeles County and beyond. In the case of Lancaster, 30% of the residents work in the city while 70% commute to other places. In 2018 35% of the Lancaster commuters spent more than 30 minutes in one-way travel to work. In the instance of Palmdale, 15% of the residents work in the city while 85% commute to other places. In 2018 54% of the Palmdale commuters spent more than 30 minutes in one-way travel to work.

Distances from the main campus location to neighboring community colleges are found in **Appendix 03A**. While most public community colleges are a considerable distance away from the AVC main campus in Lancaster, several of those institutions attracted AVC residents to attend in the fall terms 2014 to 2020. Residents who are commuting to work in Los Angeles County might have found it convenient to take an evening class at one of these colleges. Two of the colleges have long histories of providing online instruction.

### AVC Residents Attending Nine Other Colleges in the Fall Term

Fall Term Headcount of AVC Residents Attending Elsewhere									
College	2014	2015	2016	2017	2018	2019	2020	Total	Average
Canyons	1,958	1,977	2,031	1,904	1,760	1,629	1,535	12,794	1,828
LA Pierce	241	218	189	177	168	155	163	1,311	187
East LA	90	104	104	157	183	202	204	1,044	149
LA Mission	137	149	144	158	177	138	135	1,038	148
Cerro Coso	107	97	128	136	109	100	139	816	117
LA Valley	103	119	116	115	109	106	120	788	113
Santiago Canyon	80	72	130	117	110	110	148	767	110
Coastline	67	118	116	125	119	128	88	761	109
Pasadena	118	106	94	98	94	105	112	727	104

Source: California Community Colleges, Chancellor's Office, Research and Data Analytics Unit. *Fall Term Files*; analysis by Cambridge West Partnership, LLC

When all of the California community colleges are considered together, from fall 2014 to fall 2020, an average of just over 4,000 residents of the AVC District were enrolled at another community college.

#### Economy and Employment

The California economy is expected to continue its expansion and growth. State revenue is greater than projections in November 2021. The Department of Finance and Legislative Analyst's Office found that revenue for the current fiscal year (2022) was some \$13.3 billion above projections. When the prior fiscal year-end amount from 2020-21 is combined with the current fiscal year-to-date total, the preliminary general fund cash receipts are \$18.6 billion above the 2021-22 Budget Act forecast.<sup>1</sup>

The Great Recession seems to have come to a conclusion and even after two years of COVID, California's economy is in a strong position. The economic trajectory has been unlike any in the modern era because the cause of the recession was not economic but rather a health crisis. COVID afflicted a state economy that had been growing for more than a decade. In addition, federal and state direct support, coupled with expanded unemployment insurance, was broad-based as it reached a large share of the workforce. Yet the COVID pandemic has taken a toll on the state economy and has caused two economic shifts that could create or widen disparities in economic opportunity. First, the shift in spending from services to goods has been notable and the leisure and hospitality plus personal services sectors were the hardest hit with their large workforces. Indeed, some workers appear to be electing not to return to service sector jobs. Second, COVID shifted a substantial share of the work activity to remote settings. Before COVID roughly 5% of work was done remotely, but it is thought that into the future 25% of future work will be done remotely.<sup>2</sup> The shift to remote work is expected to be most common in professions

<sup>1</sup> John Myers. "The State Budget's Mountain of Cash," Los Angeles Times. January 7, 2022. California Legislative Analyst's Office. *The 2022-23 Budget: California's Fiscal Outlook*. November 2021.

<sup>2</sup> Nicholas Bloom. "I have Been Studying Work From Home for Years," *Barron's*, January 5, 2022



### 3. IAVC EMP External Scan draft 2022 0322

such as information technology and finance and least common in retail, manufacturing, and healthcare.<sup>3</sup>

The state's unemployment spiked to 16% and lost 2.5 million jobs. By the second quarter of 2020 there were 61,000 fewer businesses than at the close of 2019, a 5% decline. As of December 2021, state unemployment was down to 6.5%, about 2% higher than in February 2020. Regional variations in unemployment are notable with Los Angeles having the highest spike in unemployment and a slower recovery in 2021 than the rest of the state. Three regions are doing better than before COVID- Northern, Central Valley and Sierra, and Central Cost as unemployment rates are half a percent or more lower than in February 2020. Early data indicates that the share of Californians working or looking for work, about 62%, is similar to the pre-pandemic labor force participation rate.<sup>4</sup>

The State economy appears to be on the mend and unemployment levels continue to diminish and a recent report from the Public Policy Institute of California (PPIC) observed in 2019 34% of adults had at least a bachelor's degree compared to 30% in 2009.<sup>5</sup> That progress will help the state meet the future needs for a more educated workforce. As early as 2025 PPIC projected that the State is likely to face a great shortage of workers who have some college education but less than a bachelor's degree. PPIC projections, and those of the Centers of Excellence, are that the requisite number of workers with some college education but less than a bachelor's degree may be as high as 1.4 million to fill middle-skill job openings. These needs are even larger than the projected one-million-worker shortage of college graduates with a bachelor's degree.<sup>6</sup> The analysis affirms that training beyond high school has become increasingly valuable in the labor market.

The State's economic upturn has been slow to reach the Antelope Valley where the key industrial clusters of logistics, construction and manufacturing were particularly hit hard. The average unemployment rate for the cities in the official AVC District area was higher than the unemployment rate for either Kern or Los Angeles counties in nine of the twelve recent calendar years. The average unemployment rate for the cities in the Greater Antelope Valley region was higher than the unemployment rate for either Kern or Los Angeles counties in six of the twelve recent calendar years from 2010 to 2021.

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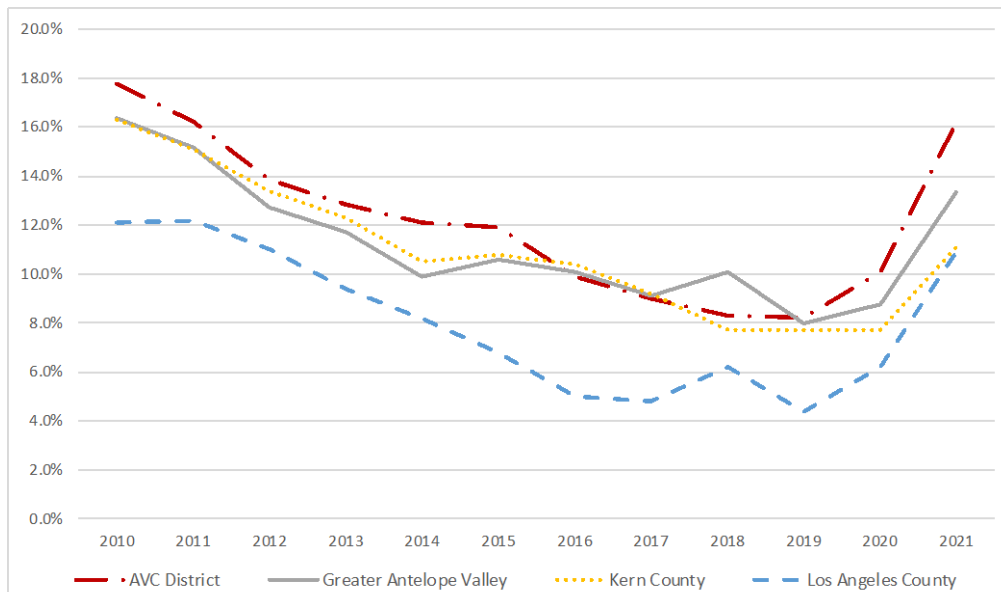
<sup>3</sup> Sarah Bohn. "How Did California's Economy Recover from COVID- and What Comes Next?" *Public Policy Institute of California Blog*, March 9, 2022

<sup>4</sup> Ibid

<sup>5</sup> Cesar Perez, Hans Johnson, Vicki Hsieh. "California Sees More College Graduates, but Progress Is Uneven," *Public Policy Institute of California Blog*, April 15, 2021

<sup>6</sup> *Centers of Excellence. Focus on 2025: A10-year Middle-Skill Occupational Outlook for California*. Retrieved 4/17/16 from <http://doingwhatmatters.cccco.edu>

### Average Unemployment Rates



Source: California Employment Development Department, Labor Force and Unemployment Interactive Map. Retrieved March 12, 2022, from <https://www.labormarketinfo.edd.ca.gov/data/interactive-labor-market-data-tools.html>

### Cost of Living

The relative cost of living in Kern County is considerably less than is the case in Los Angeles County. The costs to live in the Greater Antelope Valley is a blend of the two counties but is lower than California as a whole for most cities. The cost of living in Kern County cities was, on average 65% lower than living in neighboring Santa Clarita. The Los Angeles County communities in the Antelope Valley were more expensive than those in Kern County, but still averaged a cost of living 29 percent lower than that of Pasadena.

## Cost of Living Index Analysis

Cost of Living Indices, 2021*							
	Overall	Food and Groceries	Housing (Homeowner)	Median Home Cost	Utilities	Transportation	Health
<b>AV-Kern County</b>							
California City	97.8	97.3	69.0	\$219,700	117.7	121.3	91.6
Mojave	88.5	95.2	46.7	\$182,100	113.0	100.3	91.6
North Edwards	78.5	92.8	28.1	\$78,200	112.9	103.9	92.7
Ridgecrest	96.1	98.4	83.8	\$241,100	119.6	101.6	92.7
Rosamond	107.9	99.8	108.3	\$329,500	115.6	114.2	92.7
Tehachapi	105.8	100.1	122.3	\$346,400	106.0	99.7	91.6
<b>AV-Los Angeles County</b>							
Acton	168.3	102.2	267.1	\$747,300	113.6	189.1	86.7
Agua Dulce	173.3	102.8	307.9	\$862,600	96.2	162.1	88.9
Lake Hughes	121.3	98.5	122.9	\$373,200	96.2	162.1	88.9
Lancaster	115.0	98.5	125.4	\$385,400	115.8	119.2	88.9
Littlerock	120.7	98.4	122.3	\$368,000	96.2	162.1	88.9
Palmdale	131.5	98.9	135.1	\$420,500	113.6	179.7	88.9
Quartz Hill	124.8	99.6	148.2	\$410,700	96.2	160.5	88.9
<b>Comparison Locations</b>							
Santa Clarita	147.5	101.9	235.8	\$684,100	105.5	124.7	91.8
Pasadena	185.8	104.5	352.8	\$992,600	101.0	155.5	86.7
East Los Angeles	141.2	100.8	196.2	\$566,500	96.8	159.3	90.2
Bakersfield	103.4	99.0	105.0	\$311,100	111.7	103.6	91.6
City of Ventura	149.9	108.1	259.0	\$727,900	91.0	111.0	106.7

\* Index value of 100 is the US average. Below 100 is cheaper than the US average; above 100 is more expensive than the US average.

Source: Best Places to Live. Retrieved March 14, 2022, from <http://www.bestplaces.net>

Housing costs remain considerable in the Antelope Valley but are below the statewide average. Compared to the 2004-06 era, permits for residential housing construction has declined. In 2000 the City of Lancaster had 3.5 permits per 1,000 residents compared to the overall county figure of 2 permits per 1,000 residents. By 2018 the permit ratio was down to 1 per 1,000 residents as opposed to Los Angeles County's rate of 2.2 that same year. Between 2010 and 2018 the median home sales price in the City of Lancaster increased 115 percent. The most common housing type is single family detached, but 15% of the housing units in 2018 were multi-family five-units or more buildings. In 2017 the average share of total household income devoted to housing for renters was 40.5% while it was 23.7% for homeowners.<sup>7</sup>

The circumstances in Palmdale have been a bit more severe. Compared to the 2004-06 era, permits for residential housing construction has declined. In 2000 the City of Lancaster had 5.2 permits per 1,000 residents compared to the overall county figure of 2 permits per 1,000 residents. By 2018 the permit ratio was down to 0.8 per 1,000 residents as opposed to Los Angeles County's rate of 2.2 that same year. Between 2010 and 2018 the median home sales price in the City of Lancaster increased 104 percent. The most common housing type is single

<sup>7</sup> Southern California Association of Governments. *Profile of the City of Lancaster*. May 2019

family detached, but 12% of the housing units in 2018 were multi-family five-units or more buildings. In 2017 the average share of total household income devoted to housing for renters was 42.8% while it was 25.2% for homeowners.

The Center for Women’s Welfare analysis on the cost of self-sufficiency provides a means to compare costs across different family types by county. The family needs calculations for Kern and Los Angeles County are illustrated in the following table.

**Family Needs Calculator for Kern and Los Angeles Counties**

Cost Item	Self-Sufficiency Analysis									
	1 Adult		2 Adults 1 Preschooler		2 Adults 2 Preschoolers		2 Adults 1 Schoolager		2 Adults 2 Schoolagers	
	Kern	Los Angeles	Kern	Los Angeles	Kern	Los Angeles	Kern	Los Angeles	Kern	Los Angeles
Rent	\$663	\$1,532	\$866	\$1,964	\$866	\$1,964	\$866	\$1,964	\$866	\$1,964
Utilities	\$80	\$73	\$104	\$94	\$104	\$94	\$104	\$94	\$104	\$94
Child Care	\$0	\$0	\$1,004	\$1,447	\$2,008	\$2,894	\$696	\$1,003	\$1,392	\$2,006
Health Care	\$166	\$152	\$364	\$565	\$645	\$576	\$644	\$575	\$665	\$595
Food	\$260	\$296	\$620	\$706	\$732	\$833	\$692	\$788	\$868	\$988
Transportation	\$329	\$333	\$646	\$654	\$646	\$654	\$646	\$654	\$646	\$654
Miscellaneous	\$150	\$239	\$387	\$543	\$500	\$701	\$365	\$508	\$454	\$630
Taxes	\$246	\$561	\$677	\$1,236	\$939	\$1,826	\$614	\$1,098	\$811	\$1,448
Child Care Credit	\$0	\$0	\$50	\$50	\$100	\$100	\$50	\$50	\$100	\$100
Child Tax Credit	\$0	\$0	-\$167	-\$167	-\$333	-\$333	-\$167	-\$167	-\$333	-\$333
Eamed Income Tax Credit	\$0	\$0	\$0	\$0	\$0	\$0	\$1	\$0	\$0	\$0
<b>Self-Sufficiency Standard</b>										
Hourly Wage (per Adult)	\$10.76	\$18.10	\$13.42	\$19.87	\$17.06	\$25.87	\$12.53	\$18.37	\$15.26	\$22.58
Monthly Wage	\$1,890	\$3,185	\$4,723	\$6,993	\$6,006	\$9,108	\$4,410	\$6,467	\$5,372	\$7,947
Annual Wage	\$22,732	\$38,217	\$56,671	\$83,915	\$72,070	\$109,294	\$52,921	\$77,609	\$64,461	\$95,358
Emergency Savings (Monthly)	\$59	\$91	\$82	\$110	\$110	\$201	\$78	\$104	\$99	\$138

Source: The Self Sufficiency Standard for California 2021. Center for Women's Welfare, University of Washington. Retrieved March 15, 2022, from <http://www.selfsufficiencystandard.org/California>

**Employment Projections**

Between 2018 and 2028 the California Employment Development Department (EDD) projects an 8.8% employment increase in Los Angeles County. Eight of the eleven non-farm industry sectors will contribute to that growth. The greatest growth is projected in four industry sectors: (1) educational services (private), health care, and social assistance; (2) professional and business services; (3) leisure and hospitality; and, (4) construction. The following table documents the Los Angeles County expected numbers for employment opportunities by industry category.<sup>8</sup>

<sup>8</sup> Southern California Association of Governments. *Profile of the City of Palmdale*. May 2019

## Los Angeles County Projected Employment by Industry

<b>Los Angeles County</b>				
<b>2028,</b>				
<b>2018, Base</b>				
<b>Year</b>				
<b>Year</b>				
<b>North American Industry Classification System (NAICS)</b>	<b>Employment</b>	<b>Employment</b>	<b>Numeric</b>	<b>Percentage</b>
<b>Categories</b>	<b>Estimate</b>	<b>Estimate</b>	<b>Change</b>	<b>Change</b>
Self Employment	306,400	332,000	25,600	8.4%
Private Household Workers	13,200	11,900	-1,300	-9.8%
Total Farm	4,600	3,800	-800	-17.4%
<b>Non-Farm Industry Sectors</b>				
Education (Private), Health Care, and Social Assistance	821,300	1,015,900	194,600	23.7%
Leisure and Hospitality	536,500	610,200	73,700	13.7%
Construction	146,300	162,700	16,400	11.2%
Professional and Business Services	630,400	691,900	61,500	9.8%
Information	216,400	235,500	19,100	8.8%
Trade, Transportation, and Utilities	851,600	899,700	48,100	5.6%
Other Services (excludes 814-Private Household Workers)	158,800	166,400	7,600	4.8%
Government	590,600	612,100	21,500	3.6%
Financial Activities	223,200	224,900	1,700	0.8%
Mining and Logging	1,900	1,900	0	0.0%
Manufacturing	341,200	300,900	-40,300	-11.8%
<b>Total Employment</b>	<b>4,842,300</b>	<b>5,269,800</b>	<b>427,500</b>	<b>8.8%</b>

Source: California Employment Development Department, Labor Market Information. *Long-Term Industry Employment Projections*. Retrieved March 12, 2022, from <https://data.edd.ca.gov/Employment-Projections/Long-Term-Industry-Employment-Projections/sp6i-jezb/data>

The EDD projects a 9.4% increase in employment throughout Kern County. Growth is expected in all twelve non-farm sectors. The greatest growth is concentrated four industrial sectors: (1) educational services (private), health care, and social assistance; (2) professional and business services; (3) construction; and (4) trade, transportation, utilities. The following table documents the Kern County projections for employment opportunities by industry category.

## Kern County Projected Employment by Industry

North American Industry Classification System (NAICS) Categories	Kern County			
	2018, Base Year Employment Estimate	2028, Projected Year Employment Estimate	Numeric Change	Percentage Change
Self-Employed	19,500	20,700	1,200	6.2%
Unpaid Family & Private Households	100	300	200	200.0%
Farm	62,400	66,700	4,300	6.9%
<b>Non-Farm Industry Sectors</b>				
Education (Private), Health Care, and Social Assistance	38,100	46,000	7,900	20.7%
Construction	15,900	18,600	2,700	17.0%
Professional and Business Services	27,200	30,300	3,100	11.4%
Trade, Transportation, Utilities	53,300	59,200	5,900	11.1%
Leisure and Hospitality	26,700	29,300	2,600	9.7%
Other Services	7,900	8,500	600	7.6%
Manufacturing	13,200	13,900	700	5.3%
Financial Activities	7,600	8,000	400	5.3%
Information	2,000	2,100	100	5.0%
Government	66,100	69,300	3,200	4.8%
Mining and Logging	9,300	9,200	-100	-1.1%
<b>Total Employment</b>	<b>349,300</b>	<b>382,200</b>	<b>32,900</b>	<b>9.4%</b>

Source: California Employment Development Department, Labor Market Information. *Long-Term Industry Employment Projections*. Retrieved March 12, 2022, from <https://data.edd.ca.gov/Employment-Projections/Long-Term-Industry-Employment-Projections/sp6i-jezb/data>

The greater Antelope Valley region, east of the Tehachapi Mountains into the southeastern portion of Kern County up to Ridgecrest encompasses over 3,000 square miles of high desert at roughly 2,500 feet above sea level. The area has long been recognized for aerospace manufacturing, defense industry, and research and development. It seeks to become known for developing advanced materials, building clean transportation, crafting high-precision parts, generating fresh, green energy, and adding value to innovative agricultural products.

Conceptually and from an economic perspective, the Antelope Valley Economic Development and Growth Enterprise organization defines the basin as stretching from Palmdale to Ridgecrest in a “V” shape configuration.

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A comprehensive assessment of the Antelope Valley sub-regional labor market and economy can be found in the 2021 Antelope Valley Labor Market Study. A listing of the major employers in the greater Antelope Valley region is found in [Appendix 03B](#).

The workforce, by industry, in the more immediate area served by the College, is described in the following two tables. The tables account for 147,443 working adults in the workforce who are age 16 or older in 2021.

**Antelope Valley College District, 2021 Employment by Industry**

Industry	#	%
Agriculture/Mining	1,572	1.1%
Construction	13,802	9.4%
Manufacturing	14,679	10.0%
Wholesale Trade	2,756	1.9%
Retail Trade	16,376	11.1%
Transportation/Utilities	9,929	6.7%
Information	3,131	2.1%
Finance/Insurance/Real Estate	6,987	4.7%
Services	66,592	45.2%
Public Administration	11,750	8.0%

Source: Environmental Systems Research Institute (ESRI). Market Profile

**Antelope Valley College District, 2021 Employment by Occupational Group**

<b>Occupation</b>	<b>Nbr.</b>	<b>%</b>	<b>Nbr.</b>	<b>%</b>
<b>White Collar</b>			<b>82,471</b>	<b>55.9%</b>
<b>Management/Business/Finance</b>	<b>19,347</b>	<b>13.1%</b>		
Professional	<b>32,945</b>	<b>22.3%</b>		
Sales	<b>14,467</b>	<b>9.8%</b>		
<b>Administrative Support</b>	<b>15,711</b>	<b>10.7%</b>		
<b>Services</b>			<b>25,823</b>	<b>17.5%</b>
<b>Blue Collar</b>			<b>39,157</b>	<b>26.6%</b>
<b>Farming/Fishing/Forestry</b>	<b>805</b>	<b>0.5%</b>		
<b>Construction/Extraction</b>	<b>11,850</b>	<b>7.9%</b>		
<b>Installation/Maintenance/Repair</b>	<b>5,873</b>	<b>3.8%</b>		
<b>Production</b>	<b>7,547</b>	<b>5.2%</b>		
<b>Transportation/Material Moving</b>	<b>13,083</b>	<b>9.0%</b>		

Source: Environmental Systems Research Institute (ESRI). *Market Profile*

Apart from the mobility, conservation, land use, and open space elements of the Antelope Valley Area Plan, the Los Angeles County Department of Regional Planning and the Greater Antelope Valley Economic Development and Growth Enterprise (AVEDGE), a public-private partnership dedicated to facilitating economic growth in the region, are promoting economic development in the following focused areas:

- High-technology manufacturing
- Transportation and logistics
- Agriculture
- Renewable energy
- Construction and housing
- Recreation, tourism, filmmaking

One of their major goals is to improve the jobs and housing ratio in an effort to curtail the volume of home-to-work commuting noted earlier.

Implications for the College

1. The College is geographically isolated with more enrollment out migration than in migration. This is perhaps associated with the large number of commuters who travel from Antelope Valley to parts of Los Angeles County for daily work. *Perhaps online or weekend courses in complete programs of study would appeal to those enrolled at other colleges. Perhaps the College could learn some additional details about courses and mode of instruction for the curriculum in which AVC residents are enrolled at neighboring institutions.*



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2. The COVID pandemic has forced changes in many industries with the future of work undoubtedly being done remotely for some employees. *The College should carefully consider what programs of study and courses might best be offered online.*
3. The COVID pandemic prompted increased unemployment and the “great resignation” phenomenon that has given rise to increased wage offers to attract workers. As a result, enrollments in community colleges have declined. AVC faces still competition with employment opportunities where wages have been increased. *The College will need to craft an effective case to entice students to enroll, even if the enrollment is on a part-time basis, and to stay through completion of certificates and degrees.*
4. Educational preparation and statewide employment projections continue to estimate that by 2030 1 million graduates with bachelor’s degrees and as many as 1.4 million graduates with college certificates and degrees less than the bachelor’s degree will be needed. *There is a strong, ongoing need for community college graduates from programs of study.*
5. Health care and social assistance as an industry is the sector with the greatest job growth projection in both Kern and Los Angeles Counties. *The College is well positioned with programs to prepare students for occupations in this industry. However, the clinical and laboratory education components of those programs limit enrollments. The College and the service area would benefit if ways to expand enrollment could be created.*

#### Higher Education Policy

Several key state initiatives have influenced the California Community College system in recent years. Some have come from the California Community College Chancellor’s Office (CCCCO) while others have emanated from legislation. Although these public policies provide opportunities for the colleges, in some cases they have presented a challenge to AVC in efforts to align itself with both the goals and spirit of these initiatives profiled below.

#### Vision for Success

Developed in September 2017, the Vision for Success established a vision for improving the performance of the California Community College System within five years, by 2022, and some statewide performance targets. Each college was tasked to develop its own metrics for each of the Vision goals. Its purpose is to ensure that the community college system is fulfilling its ultimate aim to help students complete their educational goals.

The Vision for Success adopted six student-outcome goals that clearly define priorities and a focus for the system as a whole:

#### GOAL 1 - COMPLETION:

Increase the number of students earning credentials by at least 20%

#### GOAL 2 - TRANSFER:

Increase the number of students who transfer by 35%

#### GOAL 3 - UNIT ACCUMULATION:

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Reduce average units accumulated by students who complete degrees to 79 total units

#### GOAL 4 - WORKFORCE:

Increase the number of CTE students who get jobs in their field of study to 69%

#### GOAL 5 - EQUITY:

Reduce equity gaps among underrepresented students by 40% over 5 years and eliminate the gap entirely within 10 years

#### GOAL 6 - REGIONAL EQUITY:

Fully close regional achievement gaps by 2026-27 through faster improvements among colleges located in regions with the lowest educational attainment of adults

The Vision for Success is the foundational statewide initiative for ensuring positive outcomes for students entering the community college system. Several other initiatives are aligned with the Vision for Success and are designed to help make the achievement of its goals a reality.

#### Guided Pathways

Guided Pathways is the primary vehicle for achieving the Vision for Success goals. It is a framework designed to help students reach their goals by creating highly-structured, crystal-clear roadmaps that lead to defined educational or career objectives. Guided Pathways also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience. The Guided Pathways framework consists of four major pillars:

- Create clear curricular pathways to employment and further education
- Help students choose and enter their pathway
- Help students stay on their path
- Ensure that learning is happening with intentional outcomes

#### AB 705

AB 705 took effect on January 1, 2018. The bill required community college districts and colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and to use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average. Companion legislation, AB1805, set a target date of July 2021 for colleges to report placement data to the Chancellor's Office. This bill required community college districts and colleges to inform students of their rights under AB 705 regarding placement into English and math courses based on the best of multiple measures. Also, colleges were to report to the Chancellor's Office what measures were used to determine placement, the number of students assessed, and the percentage placed into transfer-level courses disaggregated by race and ethnicity. The colleges were required to publicly publish student rights and placement results disaggregated by race and ethnicity. This legislation was applied to any college receiving Student Equity and Achievement funding.

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#### AB 19: California Promise Program

AB 19, the California Promise Program, provides colleges with funding to waive enrollment fees for one year for all first-time, full-time students who apply for financial aid but do not qualify for the California College Promise Grant. The California Promise was funded in 2018-19 for \$46 million. Those funds may be used to waive enrollment fees or to strengthen student support services to boost outcomes or to help students cover the costs of childcare, transportation, books, and other expenses. To receive these funds a college must operate programs with local high school districts that support pathways to college, implement the guided pathways framework, and help students access need-based financial aid such as Pell or Cal Grants. The California Promise Program builds on the California College Promise Innovation Grant Program legislated (AB 1741) in 2016 to create clear pathways for student to connect K-12, community college, and public university programs of study.

The California Promise Program is sometimes confused with the California College Promise Grant (CCPG), formerly known as the Board of Governors Fee Waiver, which annually serves more than one million California community college students. California/AB540 residents who participate in the CCPG can have the enrollment fee (\$46/unit) and a portion of the parking permit fee for fall and spring terms waived. Only students who meet certain criteria are qualified for this enrollment waiver program.

#### Student Equity and Achievement (SEA) Program

The SEA program consolidated separate funding for three categorical programs – Student Success and Support Program (SSSP), Basic Skills Initiative, and Student Equity. This action integrated the three programs into a single SEA program to advance the system-wide goal of achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups.

#### Student Centered Funding Formula (SCFF)

The Student Centered Funding Formula became effective in 2018-19. In prior fiscal years, enrollment of full-time equivalent students (FTES) was the traditional driver of community college funding. However, concerns were raised that students who entered a community college never completed a degree, certificate, or transfer, or it took them a long time to do so. Thus, the new SCFF is in part a performance-based funding formula intended to reflect the extent to which students at each college are successfully achieving their educational and career outcomes.

State apportionment funds are allocated to community college districts based on three factors:

- A base allocation, which largely reflects FTES;
- A supplemental allocation based on the number of students receiving a California College Promise Grant, a Pell Grant or students covered by AB 540;
- A student success allocation based on outcomes that include the number of students
  - earning associate degrees and credit certificates,

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- transferring to four-year colleges and universities,
- who complete transfer-level math and English within their first year,
- who complete nine or more career education units, and
- who have attained the regional living wage.

#### AB 288: Dual Enrollment

AB 288 established College and Career Access Pathways (CCAP) partnerships to facilitate the development and promotion of K-12 and community college dual-enrollment programs. AB 288 helped advanced high school students begin college early and by doing so, it saves time, money, and scarce educational resources. AB 288 also improves college readiness skills for those students academically underprepared for college-level course work and by doing so helps a broader range of students transition from high school to college, particularly students from underrepresented backgrounds for which a college education was not guaranteed. Companion legislation, SB 544 of 2019, authorized governing boards in public school districts where adult education programs were offered to engage in partnerships with community colleges to facilitate access to community colleges for dual enrollment student.

#### Call to Action

In June 2020 The Chancellor hosted a webinar and issued correspondence to the California community college family that was a “Call to Action” to mobilize around six key areas in order to address structural racism. Colleges were to create a work plan around these areas:

- Review training and curriculum for law enforcement officers and first responders.
- Host local, open dialogues regarding campus climate.
- Audit classroom climate and create actions to develop inclusive classrooms and anti-racism curriculum.
- Local Boards of Trustees were to review and update their Equity plans.
- Shorten the time frame for the full implementation of the Diversity, Equity, and Inclusion integration plan, which in 2018 the Board of Governors had required the community college system to create.
- Join and engage with the “for change” resources located in the community colleges Vision Resource Center.

#### AB132\_SB 129 Student Basic Needs

This legislation was signed into law in July 2021 as a budget trailer bill to provide \$30 million in ongoing investment to community colleges for the purpose of providing a coordinated and integrated approach at each college to meet students’ basic needs. By July 1, 2022, colleges are to create a basic needs center and hire a coordinator to provide a single point of contact for students to access services. Functioning as a broker, the coordinator will link students to on and off-campus housing, food, mental health, and other basic needs services and resources. The goal is to centralize services in a one-stop center.

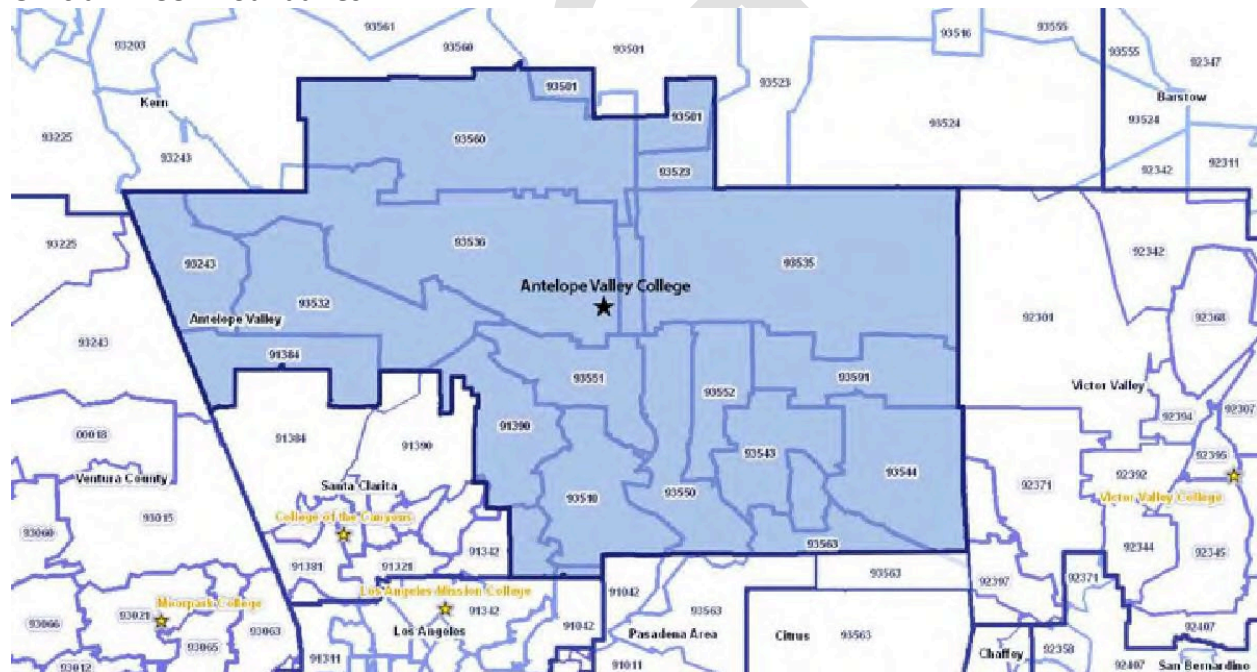
### Implications for the College

1. Several state initiatives have placed a greater emphasis on helping students to complete their programs of study in a timely fashion. *The College should continue its efforts to work on that agenda.*
2. Adult education has long been neglected as a public service that community colleges may provide. State and federal legislation provides fresh funding to promote regional cooperation and elimination of redundancy with incentives to focus the instruction on preparing vulnerable citizens for more effective participation in the workforce. The introduction of increased funding for selective noncredit curriculum, organized into career development and college preparation (CDCP) degrees, presents a unique opportunity to make a very substantial difference in the service area. *The College should grasp the opportunity to implement the planning work for adult education done by the regional consortium.*

### Population Served: Antelope Valley Community College District Effective Service Area

Within Los Angeles and Kern Counties, the official boundaries of the AVCCD include the zip code areas described in this graphic.

#### Official AVCCD Boundaries



Source: Antelope Valley College. Marketing and Public Information Office

Geographically, the District covers 1,945 square miles. In 2021 the area population was estimated to be 411,868 people. The official District service area population is projected to become approximately 415,738 by 2026. The analysis of student residential zip codes from fall 2010 to fall 2019 indicates that most, 95%, of the students attending the College live within the official District service area and only 5% are residing outside of that area. Two cities,

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Tehachapi and California City, which are outside of the Antelope Valley Community College District, contributed the most out-of-District students, but enrollments from Tehachapi have sharply declined overtime. The population in California City and Tehachapi was excluded from the effective service area analysis as both are within another college’s official service area and the enrollments from those cities have been small.

#### Effective Service Area

Based on an analysis of residential zip codes reported by enrolled students from fall 2010 to 2019, the participation from cities in the official District service area is illustrated in the following table.

#### Participation at AVC by City

City	Fall 2010 to 2019 Headcounts				Fall 2010 vs. Fall 2019				
	Average	Total	%*	%**	Fall Headcounts 2010	Fall Headcounts 2019	#Change	%Change	Annual % Change
Lancaster	6,968	69,676	48.6%	51.1%	7,100	6,738	-362	-5.1%	-0.6%
Palmdale	5,614	56,137	39.2%	41.2%	5,547	5,756	209	3.8%	0.4%
Rosamond	543	5,426	3.8%	4.0%	572	498	-74	-12.9%	-1.4%
Littlerock	347	3,465	2.4%	2.5%	390	338	-52	-13.3%	-1.5%
Acton	60	598	0.4%	0.4%	84	42	-42	-50.0%	-5.6%
Lake Hughes	49	487	0.3%	0.4%	65	48	-17	-26.2%	-2.9%
Pearblossom	42	421	0.3%	0.3%	57	35	-22	-38.6%	-4.3%
Llano	10	96	0.1%	0.1%	12	5	-7	-58.3%	-6.5%
<b>Total</b>		<b>136,306</b>	<b>95.1%</b>		<b>13,827</b>	<b>13,460</b>	<b>-367</b>	<b>-2.7%</b>	<b>-0.3%</b>

\*% of all students from all zips      \*\*% of in-district students only

Source: Antelope Valley College, Institutional Effectiveness, Research and Planning Department; analysis by Cambridge West Partnership, LLC

While population in the District area has grown, the participation rate of adults, ages 18 to 69, at the College has declined. The following table compares the annual headcount of students attending AVC to the adult population (ages 18 to 69) in the same year.

#### Antelope Valley College Participation Rate Trends

AVC Counts	Participation Rate: AVC Annual Headcount and Adult Population										2010 vs. 2019	
	Adults	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Average
Ratios	7.7%	7.4%	7.1%	7.4%	7.5%	7.3%	7.1%	7.2%	7.2%	7.2%	7.3%	-0.4%

Source: California Community Colleges, Chancellor’s Office, *Data Mart*, and U.S. Census Bureau. *5-Year American Communities Survey*; analysis by Cambridge West Partnership, LLC

Demographic attributes for the AVC effective service area associated are provided in the following table. Population growth between the year 2021 and 2026 for the AVC effective service area is expected to be 0.9%. Daytime workers cover persons who not only live and work in the same area but also those who work in the area but live elsewhere. A household is an occupied housing unit. Families are households in which one or more persons in the household

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are related to the householder (formerly, the head of the household) by birth, marriage, or adoption.

#### AVC Effective Service Area Demographics

Variable	Census Data		Estimate	Projection	2021 vs. 2026	
	2000	2010	2021	2026	# Change	% Change
Population	308,345	392,305	411,868	415,738	3,870	0.9%
Total Daytime Population			370,598			
Workers			111,315			
Residents			259,283			
Households	96,981	117,403	120,700	121,113	413	0.3%
Families		90,533	93,278	93,840	562	0.6%

Source: Environmental Systems Research Institute (ESRI). *Market Profile*; analysis by Cambridge West Partnership, LLC

An extended population projection for the effective service area is illustrated in the following table.

#### Antelope Valley College Effective Service Area, Extended Population Projections

Variable	Antelope Valley College District Extended Population Projections									
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Population Projection	411,868	412,644	413,422	414,201	414,982	415,738	416,523	417,309	418,097	418,887

Source: Environmental Systems Research Institute (ESRI). *Market Profile*; analysis by Cambridge West Partnership, LLC

Within the effective service area, 48% of the residents have either only a high school diploma or less than a high school diploma. Another one-fourth completed some college but did not complete an Associate Degree. These residents are prime candidates for the instruction offered by the College.

#### Educational Attainment in the AVC Effective Service Area, 2021 Residents Aged 25 or Older

Education Level	2021 Estimate	
	Number	Percent
Less Than High School Diploma	51,712	19.7%
High School or GED	73,700	28.0%
Some College, No Degree	65,446	24.9%
Associate Degree	23,785	9.0%
Bachelor's Degree	32,132	12.2%
Graduate Degree	15,823	6.0%
<b>Total</b>	<b>262,600</b>	

Source: Environmental Systems Research Institute (ESRI). *Market Profile*; analysis by Cambridge West Partnership, LLC

However, educational attainment varies by community in the District.

### Educational Attainment Varies by Community

Education Level	2021 Estimate	
	Number	Percent
<b>High School Diploma or Less Than High School</b>		
Lancaster	35,324	33.2%
Palmdale	119,047	47.7%
Rosemond	6,366	48.0%
<b>Some College, No Degree</b>		
Lancaster	23,940	22.5%
Palmdale	23,988	24.4%
Rosemond	65,446	24.9%

Source: Environmental Systems Research Institute (ESRI). *Market Profile*; analysis by Cambridge West Partnership, LLC

U.S. Census Bureau data indicated that 19% of the adult population, age 18+, either spoke English, but not well, or did not speak English at all. The greatest concentration of these residents is in Palmdale.

### English Language Learners

Language Spoken	Ages and Percent of Population Age 5+						Age 18 to 65+		
	5-17	% of Total	18-64	% of Total	65+	% of Total	Total	#	%
<b>Population Age 5+</b>									
Lancaster							159,028		
Palmdale							144,094		
Rosamond							20,373		
<b>Language Spoken at Home, English Only</b>									
Lancaster							109,538		
Palmdale							80,183		
Rosamond							14,116		
<b>Speaks English but not well</b>									
Lancaster	153	0.1%	3,798	2.4%	1,000	0.6%	4,951	4,798	3%
Palmdale	331	0.2%	8,213	5.7%	1,619	1.1%	10,163	9,832	7%
Rosamond	8	0.04%	829	4.1%	99	0.5%	936	928	5%
<b>Speaks another language, but not English</b>									
Lancaster	1	0.0%	965	0.6%	906	0.6%	1,872	1,871	1%
Palmdale	107	0.1%	2,391	1.7%	1,423	1.0%	3,921	3,814	3%
Rosamond	0		133	0.7%	63	0.3%	196	196	1%
							<b>Totals</b>	<b>21,439</b>	<b>19%</b>
<b>Totals by Age</b>									
	600	0.2%	16,329	5.0%	5,110	1.6%	323,495	Total Age 5+	

Source: U.S. Census Bureau, *5-Year American Communities Survey 2015-2019, 2021, 2026*; analysis by Cambridge West Partnership, LLC

The 2021 Fact Sheet data provided to the Antelope Valley Regional Adult Education Consortium illustrates additional needs of residents to which the College may want to respond.



### Regional Needs Data for the Antelope Valley Regional Adult Education Consortium

Regional Consortia	Poverty	No High School Diploma	Unemployed	English Language Learner*	Adults with Disabilities	Disconnected Youth**	Foreign-born
Antelope Valley	67,189	67,420	15,443	22,556	49,587	2,434	74,149
% of 2020 Population Age 16+	22.1%	22.2%	5.1%	7.4%	16.3%	0.8%	24.4%

\*Among those who responded "yes" to "Does this person speak a language other than English at home?"

\*\*Disconnected youth are 16-24 year olds who are not attending school and are unemployed

Source: U.S. Census Bureau. 5-Year American Communities Survey data provided by the California Adult Education Program.

From the 2021 population estimate to 2026 the age group in the AVC effective service area that will increase the most in proportion to the overall population is the career middle (age 35-44) followed by the 65+ seniors. Out to 2026, the groups of recent high school graduates, late teenagers, and traditional college-agers or early 20s (career choice) is projected to decrease by 9.9% but will continue to represent a substantial proportion of the overall population.

### AVC Effective Service Area Population and Projections By Age Category

Age Category	2010 Census		2021 Estimate		2026 Projection		2021 vs. 2026	
	Number	%	Number	%	Number	%	# Change	% Change
Under 15	95,183	25.5%	88,600	21.5%	90,547	21.8%	1,947	2.2%
Career Choice (15-24)	67,460	18.1%	60,432	14.7%	54,426	13.1%	-6,006	-9.9%
Career Start (25-34)	49,448	13.2%	71,947	17.5%	72,069	17.3%	122	0.2%
Career Middle (35-44)	51,753	13.9%	47,743	11.6%	57,470	13.8%	9,727	20.4%
Career Finish (45-64)	95,293	25.5%	95,475	23.2%	86,118	20.7%	-9,357	-9.8%
Retirement (65+)	31,973	8.6%	47,671	11.6%	55,108	13.3%	7,437	15.6%
<b>Total Population</b>	<b>391,110</b>		<b>411,868</b>		<b>415,738</b>		<b>3,870</b>	<b>0.9%</b>

Source: Environmental Systems Research Institute (ESRI). Detailed Age Report; analysis by Cambridge West Partnership, LLC

A closer look at the high school vs. college age groups indicates that the latter is projected to decrease to a greater degree than the high school age group.

### AVC Effective Service Area High School vs. College Age Population Projections

Age	2010		2021		2026		2021 to 2026	
	Total=		Total=		Total=		Nbr. Change	Change in %
	391,110		411,868		415,738			
15	7,582	1.9%	5,801	1.4%	5,692	1.4%		
16	7,873	2.0%	5,822	1.4%	5,665	1.4%		
17	8,007	2.0%	5,913	1.4%	5,717	1.4%		
<b>High School Age</b>								
15 to 17	23,462	6.0%	17,536	4.3%	17,074	4.1%	-462	-1.9%
<b>College Age</b>								
18 to 24	43,998	11.2%	42,896	10.4%	37,352	9.0%	-5,544	-2.3%

Source: Environmental Systems Research Institute (ESRI). Detailed Age Report; analysis by Cambridge West Partnership, LLC

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From 2017-18 to 2020-21 the annual and average high school graduate yield rates for AVC are shown in the following table. The yield is calculated from the count of graduates (denominator) divided into the count of students who enroll at AVC the following fall after graduation from high school (numerator).

#### High School Graduates Yield Rate for AVC

District	High School	Approx. Distance	Graduates, AVC Fall Enrollment and Yield Rate												Four-Yr Avg Yield
			2017-18	Fall Enr	Yield	2018-19	Fall Enr	Yield	2019-20	Fall Enr	Yield	2020-21	Fall Enr	Yield	
Antelope Valley Union HS District	Antelope Valley High, Lancaster	4 mi	351	115	32.8%	403	140	34.7%	363	90	24.8%	318	89	28.0%	30.1%
Antelope Valley Union HS District	Desert Sands Charter, Lancaster	2 mi	197	1	0.5%	100	7	7.0%	83	10	12.0%	123	10	8.1%	6.9%
Antelope Valley Union HS District	Desert Winds Continuation High, Lancaster	4 mi	114	14	12.3%	97	15	15.5%	71	4	5.6%	66	8	12.1%	11.4%
Antelope Valley Union HS District	Eastside High, Lancaster	7 mi	487	149	30.6%	518	188	36.3%	456	122	26.8%	487	135	27.7%	30.3%
Antelope Valley Union HS District	Highland High, Palmdale	6 mi	650	188	28.9%	627	239	38.1%	591	174	29.4%	522	143	27.4%	31.0%
Antelope Valley Union HS District	Lancaster High, Lancaster	2 mi	506	173	34.2%	504	180	35.7%	538	184	34.2%	452	133	29.4%	33.4%
Antelope Valley Union HS District	Littlerock High, Littlerock	16 mi	282	93	33.0%	290	79	27.2%	287	70	24.4%	284	65	22.9%	26.9%
Antelope Valley Union HS District	Palmdale High, Palmdale	9 mi	547	158	28.9%	512	154	30.1%	487	115	23.6%	416	105	25.2%	27.0%
Antelope Valley Union HS District	Quartz Hill High, Quartz Hill	4 mi	694	266	38.3%	723	240	33.2%	699	224	32.0%	659	161	24.4%	32.0%
Antelope Valley Union HS District	R. Rex Parris High, Palmdale	10 mi	91	11	12.1%	76	11	14.5%	72	9	12.5%	88	18	20.5%	14.9%
Antelope Valley Union HS District	William J. (Pete) Knight High, Palmdale	18 mi	618	213	34.5%	621	227	36.6%	582	146	25.1%	570	143	25.1%	30.3%
Mojave Unified School District	California City High, California City	43 mi	108	3	2.8%	89	10	11.2%	116	5	4.3%	90	5	5.6%	6.0%
Palmdale Elementary	Antelope Valley Learning Academy, Palmdale	15 mi	233	22	9.4%	247	14	5.7%	197	13	6.6%	193	6	3.1%	6.2%
Palmdale Elementary	Palmdale Aerospace Academy, Palmdale	10 mi	170	62	36.5%	164	52	31.7%	191	56	29.3%	209	63	30.1%	31.9%
Southern Kern Unified School District	Rosamond High, Rosamond	14 mi	173	23	13.3%	190	23	12.1%	175	9	5.1%	148	18	12.2%	10.7%
Tehachapi Unified School District	Tehachapi High, Tehachapi	35 mi	278	7	2.5%	249	10	4.0%	259	10	3.9%	220	14	6.4%	4.2%
<b>Totals</b>			<b>5,499</b>	<b>1,498</b>	<b>27.2%</b>	<b>5,410</b>	<b>1,589</b>	<b>29.4%</b>	<b>5,167</b>	<b>1,241</b>	<b>24.0%</b>	<b>4,845</b>	<b>1,116</b>	<b>23.0%</b>	<b>25.9%</b>

Source: Antelope Valley College. Institutional Effectiveness, Research, and Planning Office. *High School Yield Rate Report*. March 2022

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The largest racial group in the AVC effective service areas has been White and that group’s portion of the total population is expected to remain stable while the portion of the self-reported Asian group is anticipated to increase 7.7% by 2026. Residents who report Hispanic ethnicity currently constitute 47.1% of the population. The Hispanic ethnic group is estimated to continue increasing by 4.5% to become 48.7% by 2026.

#### Antelope Valley College Effective Service Area, Racial and Ethnic Composition

Race	2010 Census		2021 Estimate		2026 Projection		2021 to 2026	
	Number	Percent	Number	Percent	Number	Percent	Nbr. Change	Change in %
White Alone	210,102	53.7%	211,422	51.3%	211,728	50.9%	306	0.1%
Black Alone	59,750	15.3%	60,072	14.6%	58,241	14.0%	-1,831	-3.0%
American Indian Alone	5,994	1.5%	3,767	0.9%	3,783	0.9%	16	0.4%
Asian Alone	15,225	3.9%	18,866	4.6%	20,310	4.9%	1,444	7.7%
Pacific islander Alone	822	0.2%	864	0.2%	872	0.2%	9	1.0%
Some Other Race Alone	81,781	20.9%	92,278	22.4%	95,096	22.9%	2,817	3.1%
Two or More Races	20,645	5.3%	24,619	6.0%	25,709	6.2%	1,089	4.4%
<b>Total</b>	<b>39,110</b>		<b>411,888</b>		<b>415,738</b>		<b>3,850</b>	<b>0.9%</b>
<b>Ethnicity</b>								
Hispanic	172,244	44.0%	193,956	47.1%	202,614	48.7%	8,658	4.5%

Source: Environmental Systems Research Institute (ESRI). *Market Profile*; analysis by Cambridge West Partnership, LLC

Across the State, participation in the community college system varies among ethnic and racial groups. However, young people of Hispanic heritage and African Americans (Black Alone) have been historically underrepresented in higher education.

#### Implications for Antelope Valley College

1. The *overall* adult population, ages 18 to 69, in the AVC effective service area has been growing. From 2000 to 2010 the annual rate of growth was 3%, from 2010 to 2021 the annual rate of growth dropped to 0.5%, from 2021 to 2026 the projected annual growth rate is expected to slow to 0.2%. In spite of *overall* population growth, the participation ratios at the College have declined through 2019-20 and declined further due to the COVID pandemic. This has been the experience for most colleges in the system. *The College should mount an aggressive outreach and recruitment effort to rebuild enrollments.*
2. The *subpopulation* in area high schools and among traditional college age, 19 to 24 years, residents has been declining and is projected to decline further from 2021 to 2026. *Dual or concurrent enrollment efforts are important but appeals to working adults will be essential in order to bolster enrollments and serve the area residents.*
3. Forty-eight percent of area residents age 25+ have completed high school or less education. That translates to 125,412 potential students. Educational attainment is lowest in Rosamond and Palmdale. *The College should consider increasing its presence in those communities.*
4. Nineteen percent of adults, age 18-65+, do not speak English well or not at all. The highest percentage of English language learners is in Palmdale. The greatest

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concentration throughout the District are residents in the 18-64 age range. *The College should consider expanding ESL offerings in Palmdale and coordinating with the local adults school to offer non-credit ESL and vocational ESL curriculum packaged as career development and college preparation (CDCP) programs of study.*

5. District residents who claim Hispanic ethnicity are increasing in numbers and will represent 49% of the area population by 2026. The Hispanic heritage and African American (Black) populations have been traditionally underrepresented in higher education. From 1992 to 2019 the portion of the systemwide community college student body that was African American in declined by 1.7% while it increased at AVC by 5.7%. From 1992 to 2019 the Hispanic population proportion of all California community college students grew by 25.8% while at AVC it grew by 42.4%. Because 25% or more of the students attending AVC are of Hispanic heritage, the College is now designated as a Hispanic Service Institution (HIS). *The College should continue pursuing ways to tailor marketing appeals and outreach services to residents of these underrepresented groups.*

## Appendix

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Appendix 03A: Travel Times to Regional Colleges

College/Location	From AVC Main Campus	
	Miles	Time
<b>Antelope Valley College</b>		
Fox Field 4725 William J. Barnes Ave, Lancaster	6	10 min
Palmdale Center 2301 E. Palmdale Blvd., Palmdale	12	20 min
<b>College of the Canyons</b>		
Canyon Country Campus 17200 Sierra Hwy., Santa Clarita	38	39 min
Main Campus 26455 Rockwell Canyon Rd, Santa Clarita	51	49 min
<b>Glendale College</b>		
1500 N. Verdugo Rd., Glendale	68	1 hr.
<b>Pasadena City College</b>		
1570 E. Colorado Blvd., Pasadena	73	1 hr. 15 min
<b>Santa Monica College</b>		
1900 Pico Blvd., Santa Monica	70	1 hr. 15 min
<b>Los Angeles Mission College</b>		
13356 Eldridge Ave., Sylmar	51	49 min
<b>Los Angeles Valley College</b>		
4800 Futon Ave., Van Nuys	58	58 min
<b>Los Angeles Pierce College</b>		
6201 Winnetka Ave., Woodland Hills	64	1 hr
<b>Los Angeles City College</b>		
855 N. Vermont Ave., Los Angeles	66	1 hr. 15 min
<b>Los Angeles Trade Tech College</b>		
400 W. Washington Blvd., Los Angeles	79	1 hr. 34 min

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<b>College/Location</b>	<b>From AVC Main Campus</b>	
	<b>Miles</b>	<b>Time</b>
<b>West Los Angeles College</b> 9000 Overland Ave., Ladera Heights	72	1 hr. 40 min
<b>East Los Angeles College</b> 1301 Avenida Cesar Chavez, Monterey Park	82	1 hr. 32 min
<b>Taft College</b> 29 Cougar Ct., Taft	98	1 hr. 42 min
<b>Ventura College</b> 4667 Telegraph Rd., Ventura	76	1 hr. 30 min
<b>Moorpark College</b> 7075 Campus rd., Moorpark	73	1 hr. 10 min
<b>Oxnard College</b> 4000 S. Rose Ave., Oxnard	96	1 hr. 45 min
<b>Bakersfield College</b> 1801 Panorama Dr., Bakersfield	87	1 hr. 30 min
<b>Cerro Coso College</b> Main Campus 3000 College Heights Blvd., Ridgecrest	80	1 hr. 24 min
Tehachapi location 126 S. Snyder Ave., Tehachapi	43	48 min
Lake Isabella Location 6504 Lake Isabella Blvd., Lake Isabella	113	1 hr. 50 min
<b>Victor Valley College</b> 18422 Bear Valley Rd., Victorville	66	1 hr. 27 min
<b>Citrus College</b> 1000 W. Foothill Blvd., Glendora	87	1 hr. 51 min
<b>Mt. San Antonio College</b> 1100 N. Grand Ave., Walnut	98	2 hr.

Source: Google Maps

Appendix 03B: Greater Antelope Valley Sub-region Largest Employers

<b>Industry/Company</b>	<b>Approx # of Employees</b>
<b>Aerospace / Aviation</b>	
Northop Grumman	28,000
Edwards Air Force Base	8,929
Naval Weapons Air Station China Lake	7,995
Lockheed Martin	3,700
General Atomics	1,000-4,999
NASA Armstrong Flight Research Center	1,370
The Spaceship Company	450
Stratolaunch	255
PPG Aerospace^	250-499
BAE	150
Scaled Composites^	100-249
<b>Government / Corrections</b>	
County of Los Angeles	3,933
CA State Prison (LA County)	1,476
CA Correctional Institute (Tehachapi)	1,581
City of Lancaster~	700
California City State Prison	683
City of Palmdale	585
City of California City	150
City of Ridgecrest	125
County of Kern (AV Region only)	100
<b>Education / Learning</b>	
AV Union High School District	2,300
Lancaster School District	2,600
Palmdale School District	1,792
Antelope Valley College	1,275
Sierra Sands School District	631
Westside School District	587
Mojave Unified School District **	500
Tehachapi Unified School District	464
Southern Kern School District	436
Cerro Coso Community College	350
Desert Haven Center^	100-249

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<b>Industry/Company</b>	<b>Approx # of Employees</b>
<b>Healthcare / Healing</b>	
Antelope Valley Hospital Medical Ctr	2,425
Palmdale Regional Medical Center . 1,100	1,100
Kaiser Permanente	1,270
Ridgecrest Regional Hospital	728
High Desert Health Systems* ^	500-999
High Desert Medical Group	423
Adventist Health Tehachapi Valley*	270
<b>Manufacturing / Mining /Transportation</b>	
Robertson's Ready Mix^	1,000-4,999
Rio Tinto Minerals	800
BYD	830
Lance Campers	650
Granite Construction	400
Kinkisharyo International, L.L.C	260
Incotec	250
Golden Queen Mining, Co	250
Deluxe Checks^	100-249
Syigma^	100-249
Morton Manufacturing^	100-249
US Pole^	100-249
Delta Scientific ^	100-249
CalPortland Cement^	100-249
Progress Rail	140
Lehigh Southwest Cement, Co	120
<b>Energy / Renewables / Waste</b>	
Southern California Edison	250
Waste Management^	100-249
Mojave Sanitation^	100-249
Tehachapi Recycling ^	100-249
Tehachapi Sanitation^	100-249
GE Energy	150
World Wind & Solar	229



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<b>Industry/Company</b>	<b>Approx # of Employees</b>
<b>Retail</b>	
Wal-Mart (5)	1,900
Antelope Valley Mall (All Stores)	1,800
Albertsons (All Stores)	750
Rite-Aid Distribution Center	560
Home Depot (4)	550
Michael's Distribution Center	350
Vallarta (All Stores)	400
Stater Bros (3)^	250-499
Lowe's (3)	350
Target (3)	345
Costco	336
Sam's Club	190
Smart & Final	100-249
Vons^	100-249
Best Buy^	100-249
<b>Automobile Retail / Testing</b>	
Lancaster Auto Mall	590
Rally Hyundai^	100-249
Robertson's Palmdale Honda^	100-249
Carmax Auto Superstore^	100-249
American Honda Motor Co^	100-249

^All sites are combined \*Includes contract personnel \*\*Includes substitutes

Source: Antelope Valley Economic Development and Growth Enterprise. Economic Roundtable Report, 2021

## Internal Scan

### Fall Headcounts and FTES Trends

From fall 2010 to fall 2019, the student headcount at Antelope Valley College initially saw a downward trend to 2013 that might have reflected an impact from the Great Recession. Starting in 2013 headcounts steadily increased to the peak point in 2018. Another downturn began in 2019, the base term for this Plan, and was exacerbated by the COVID pandemic for fall 2020 and 2021.

### Antelope Valley College Headcount Trends

College Name	Fall Term Student Headcounts										2010 vs. 2019		Annual
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Average #	% Change	% Change
Antelope Valley	14,575	14,311	13,959	14,457	14,656	14,739	14,522	14,567	14,699	14,376	14,486	-199	-1.4%
yr to yr % change		-1.8%	-2.5%	3.6%	1.4%	0.6%	-1.5%	0.3%	0.9%	-2.2%	-0.1%		

Source: California Community Colleges, Chancellor’s Office. Data Mart; analysis by Cambridge West Partnership, LLC

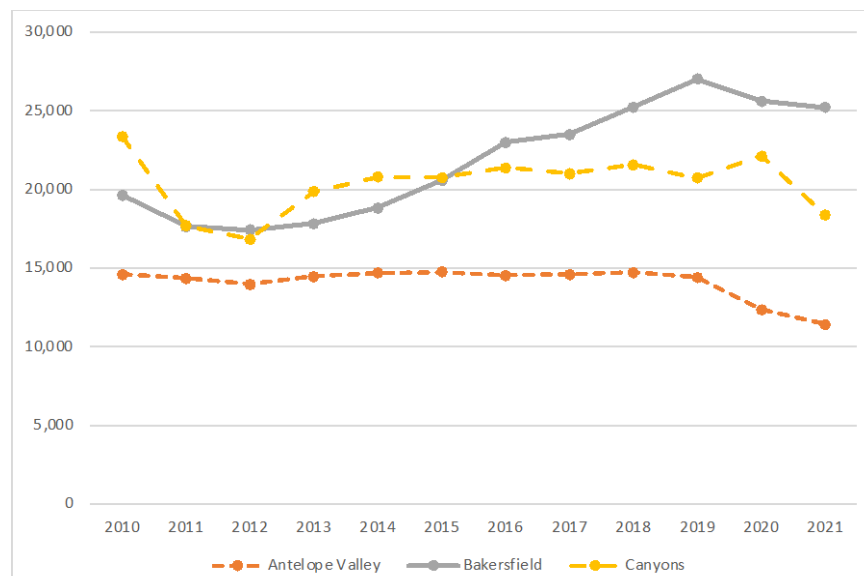
The annual headcounts follow a similar pattern.

College Name	Annual Student Headcounts										2010-11 vs. 2019-20		Annual
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Average #	% Change	% Change
Antelope Valley	19,306	18,198	17,989	19,011	19,097	19,140	18,758	19,135	19,156	19,157	18,895	-149	-0.8%
yr to yr % change		-5.7%	-1.1%	5.7%	0.5%	0.2%	-2.0%	2.0%	0.1%	0.0%	0.0%		

Source: California Community Colleges, Chancellor’s Office. Data Mart; analysis by Cambridge West Partnership, LLC

Neighboring colleges had fall term headcount experiences similar to those of AVC.

### Fall Term Headcount Trends for Neighboring Colleges

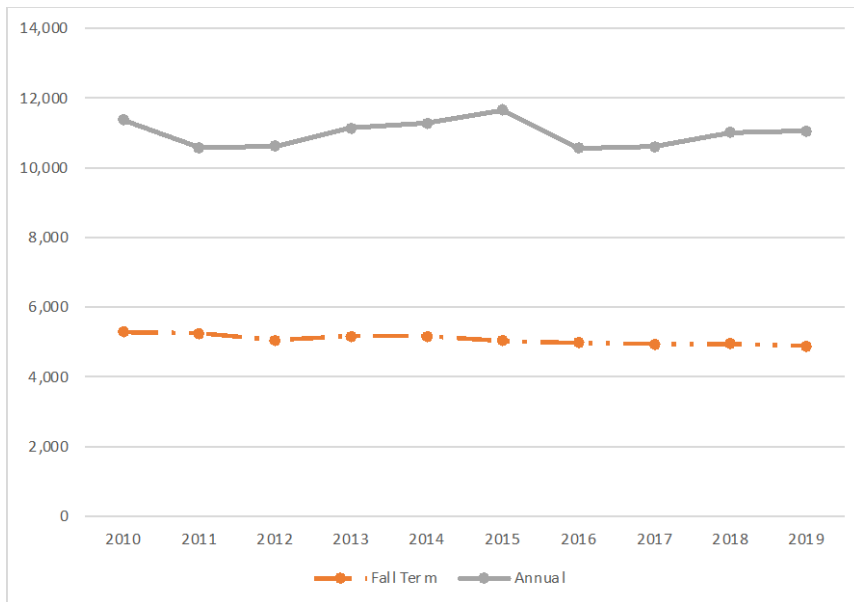


Source: California Community Colleges, Chancellor’s Office. Data Mart; analysis by Cambridge West Partnership, LLC

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The College's Full-time Equivalent Student (FTES) fall patterns somewhat follow the headcount trends; however, the annual trend in recent years may include more shifting of summer FTES from one fiscal year to the next. Growth in fall FTES dropped sharply in 2016 then slowed after that year. In 2018-19 the college changed the term length multiplier from 17.0 to 16.8 which favorably increased the FTES.

#### AVC Fall and Annual FTES



Sources: California Community Colleges, Chancellor's Office. Data Mart and annual Recalculation Apportionment Reports; analysis by Cambridge West Partnership, LLC

Additional analyses of these trends are available in the dashboards produced by the Institutional Effectiveness, Research and Planning (IERP) Office.

#### Current Program of Instruction

The fall 2019 program of instruction was used as a baseline to define the needs for instructional and student support space. The detailed analysis of the projected program of instruction is located in the Projections for Future Growth chapter of this plan.

As of January 2022, the College was authorized to offer 150 instructional programs (degrees and certificates). One of those is the Bachelor of Science Degree in Airframe Manufacturing Technology. Twenty-six of these approved programs are associate degrees for transfer (AD-T). There are also 20 Associate of Arts and 40 Associate of Science degrees

The College sponsors 61 Certificates of Achievement. Fifth-seven of those are in disciplines that are considered career and technical education, two are in liberal arts disciplines, and two are certificates to affirm a student's completion of the general education requirements for CSU or IGETC. AVC also has two approved non-credit programs of study in nursing skills and English as

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a Second Language. Additionally, the Board of Trustees authorized the College to award several Certificates of Career Preparation that require a modest number of credit units. By state policy those certificates are not entered on the students' transcripts upon completion nor are those awards reported to the state.

#### ***Are these accreditations still valid? Are there any others? Asked Greg & Maria***

The College offers several programs that are accredited by county, state, or federal agencies, while others are accredited by national professional associations.

- The Federal Aviation Administration accredits the Aeronautical and Aviation Technology programs.
- The California Board of Registered Nursing accredits the Associate Degree Nursing program.
- The California Board of Vocational Nursing and Psychiatric Technicians accredits the Vocational Nursing Licensed Vocational Nursing program.
- The California State Fire Marshal accredits the Fire Academy and the Fire Technology (Wildland) programs.
- The Los Angeles County Emergency Medical Services Agency accredits the Emergency Medical Technology program.
- The Joint Review Committee on Education in Radiologic Technology (JRCERT) accredits the Radiologic Technology program.
- The National Commission on Accreditation for Respiratory Care accredits the Respiratory Care program.

The fall 2019 program of instruction at the Lancaster main campus consisted of 1,344 retained class sections that generated 127,316 weekly student contact hours (WSCH). A limited number of classes, scheduled off campus in the Lancaster area, generated 2,944 WSCH. The key characteristics of the fall 2019 program of instruction are reflected in the following table where all retained sections and all WSCH have been included, regardless of the instructional mode or the residence status of the enrolled students.

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**Fall 2019 Key Measures for the Program of Instruction  
Lancaster Campus**

Location	Division	WSCH	%	Sections	%	Enrl	%	FTES	%
Lancaster	Arts and Humanities	15,171	11.9%	230	17.1%	3,589	11.4%	485.46	11.9%
Lancaster	Athletics & Kinesiology	6,872	5.4%	91	6.8%	1,939	6.1%	219.91	5.4%
Lancaster	Counseling & Matriculation	2,090	1.6%	23	1.7%	722	2.3%	66.88	1.6%
Lancaster	Health & Safety Sciences	8,512	6.7%	93	6.9%	1,468	4.7%	272.39	6.7%
Lancaster	Institutional Effectiveness, Library	129	0.1%	3	0.2%	64	0.2%	4.14	0.1%
Lancaster	Math, Sciences, Engineering	37,492	29.4%	323	24.0%	8,482	26.9%	1,199.75	29.4%
Lancaster	Language & Communication Arts	18,910	14.9%	213	15.8%	5,393	17.1%	605.12	14.9%
Lancaster	Social & Behavioral Sciences	28,128	22.1%	276	20.5%	8,527	27.0%	900.10	22.1%
Lancaster	Career & Technical Education	10,011	7.9%	92	6.8%	1,362	4.3%	320.36	7.9%
<b>Total</b>		<b>127,316</b>		<b>1,344</b>		<b>31,546</b>		<b>4,074.11</b>	

Source: Antelope Valley College, Institutional Effectiveness, Research & Planning Unit. *Fall and Summer Three-Terms FTES 2010-2021 files*; analysis by Cambridge West Partnership, LLC

**Lancaster Off Campus**

Location	Division	WSCH	%	Sections	%	Enrl	%	FTES	%
Lancaster Off Campus	Arts and Humanities	88	6.2%	2	100.0%	37	7.0%	2.83	3.0%
Lancaster Off Campus	Athletics & Kinesiology	64	4.5%	1	50.0%	22	4.2%	2.04	2.2%
Lancaster Off Campus	Health & Safety Sciences	297	20.9%	1	50.0%	40	7.6%	9.51	10.1%
Lancaster Off Campus	Math, Sciences, Engineering	275	19.3%	6	300.0%	145	27.5%	8.79	9.3%
Lancaster Off Campus	Language & Communication Arts	427	30.1%	4	200.0%	107	20.3%	13.67	14.5%
Lancaster Off Campus	Social & Behavioral Sciences	371	26.1%	5	250.0%	123	23.3%	11.88	12.6%
Lancaster Off Campus	Career & Technical Education	1,421	100.0%	2	100.0%	53	10.1%	45.48	48.3%
<b>Total</b>		<b>2,944</b>		<b>21</b>		<b>527</b>		<b>94.20</b>	

Source: Antelope Valley College, Institutional Effectiveness, Research & Planning Unit. *Fall and Summer Three-Terms FTES 2010-2021 files*; analysis by Cambridge West Partnership, LLC

The fall 2019 program of instruction at the Palmdale Center consisted of 246 class sections that generated 20,679 weekly student contact hours (WSCH). A limited number of classes, scheduled off campus in the Palmdale area, generated 1,697 WSCH. The key characteristics of the fall 2019 program of instruction are reflected in the following table where all retained sections and all WSCH have been included, regardless of the instructional mode or the residence status of the enrolled students.

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### Fall 2019 Key Measures for the Program of Instruction Palmdale Center

Location	Division	WSCH	%	Sections	%	Enrl	%	FTES	%
Palmdale	Arts and Humanities	874	4.2%	11	4.5%	334	5.0%	27.96	4.2%
Palmdale	Athletics & Kinesiology	953	4.6%	10	4.1%	333	5.0%	30.49	4.6%
Palmdale	Counseling & Matriculation	551	2.7%	7	2.8%	207	3.1%	17.63	2.7%
Palmdale	Health & Safety Sciences	764	3.7%	9	3.7%	275	4.1%	24.44	3.7%
Palmdale	Institutional Effectiveness, Library	113	0.5%	3	1.2%	62	0.9%	3.61	0.5%
Palmdale	Math, Sciences, Engineering	4,192	20.3%	51	20.7%	1,120	16.8%	134.15	20.3%
Palmdale	Language & Communication Arts	3,903	18.9%	45	18.3%	1,117	16.8%	124.88	18.9%
Palmdale	Social & Behavioral Sciences	9,125	44.1%	108	43.9%	3,167	47.6%	291.99	44.1%
Palmdale	Career & Technical Education	206	1.0%	2		45	0.7%	6.59	1.0%
<b>Total</b>		<b>20,679</b>		<b>246</b>		<b>6,660</b>		<b>661.74</b>	

Source: Antelope Valley College, Institutional Effectiveness, Research & Planning Unit. *Fall and Summer Three-Terms FTES 2010-2021 files*; analysis by Cambridge West Partnership, LLC

### Palmdale Off Campus

Location	Division	WSCH	%	Sections	%	Enrl	%	FTES	%
Palmdale Off Campus	Math, Sciences, Engineering	0	0.0%	1	5.9%	27	6.4%		0.0%
Palmdale Off Campus	Social & Behavioral Sciences	243	14.3%	5	29.4%	126	29.6%	7.79	14.3%
Palmdale Off Campus	Career & Technical Education	1,453	85.7%	11	64.7%	272	64.0%	46.50	85.7%
<b>Total</b>		<b>1,697</b>		<b>17</b>		<b>425</b>		<b>54.29</b>	

Source: Antelope Valley College, Institutional Effectiveness, Research & Planning Unit. *Fall and Summer Three-Terms FTES 2010-2021 files*; analysis by Cambridge West Partnership, LLC

Regardless of location or mode of instruction, the divisions of the College were used to determine the percentage shares of the total WSCH generated in fall 2019. The two largest contributor were the Math, Sciences, & Engineering Division (26.9%) and the Social & Behavioral Sciences Division (24.3%)

### Fall 2019 Distribution of WSCH Attendance

Division	WSCH	%
Math, Sciences, Engineering	41,959	26.9%
Social & Behavioral Sciences	37,868	24.3%
Language & Communication Arts	23,240	14.9%
Arts and Humanities	16,133	10.3%
Career & Technical Education	13,092	8.4%
Health & Safety Sciences	9,573	6.1%
Athletics & Kinesiology	7,889	5.1%
Counseling & Matriculation	2,641	1.7%
Institutional Effectiveness, Library	242	0.2%

Source: Antelope Valley College, Institutional Effectiveness, Research & Planning Unit. *Fall and Summer Three-Terms FTES 2010-2021 files*; analysis by Cambridge West Partnership, LLC

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During the fall 2019 term 523 different courses were offered covering 78 different subjects. With a total of 39,158 enrollments only 35 courses accounted for 50% of all enrollments in the term. The subject with the most enrollments was math (4,634) followed by English (3,408). Biology enrolled 2,521 students. These subjects attracted more than 1,000 enrollments: psychology, history, communications, administration of justice, sociology, and political science.

As the fall 2019 WSCH distribution suggested, the Math, Sciences, and Engineering Division offered the greatest number of day class meeting patterns but followed the Career Technical Education Division in the number of evening class meeting patterns provided. Although Health and Safety Sciences was sixth in WSCH distribution, it offered the second highest count of day class meeting patterns. The Arts & Humanities and Social & Behavioral Sciences Divisions, which offer a wide range of general education courses, both offered 61 evening class meeting patterns.

Of the 1,910 meeting patterns offered at all locations in the fall 2019 schedule, 79% of them were available in the day, 21% were available in the evening. The distribution of day vs. evening classes at the Palmdale center favors day-time offerings (87% vs. 13%).

Across all locations the most popular day-time starting hours for the class meeting patterns in order were 11:00 am, 8:00 am, 1:00 pm, 9:30 am, then 2:30 pm. Popular evening starting times in order were 7:00 pm, 6:00 pm and 5:30 pm as a distant third.

Across all locations the most popular meeting days for the class meeting patterns in order were Monday and Wednesday followed by Tuesday and Thursday. These were followed by classes meeting for a single day with Monday, Tuesday, Wednesday, and Friday being most popular in that order.

In fall 2019 ninety percent of the classes began when the term started. Only 10% of classes started later with most of those beginning in the ninth week of the term.

**Fall 2019 Time of Day Meeting Pattern Distribution**

Division	Fall 2019 Number of Class Meetings					% of All 1,910 Meetings	
	Day	% of Day	Evening	% of Evening	Total	Day	Evening
Arts & Humanities	262	17.3%	61	15.5%	323	13.7%	3.2%
Counseling Matriculation	25	1.7%	5	1.3%	30	1.3%	0.3%
Health & Safety Sciences	321	21.2%	15	3.8%	336	16.8%	0.8%
Institution Rsrch Library Srvs	6	0.4%		0.0%	6	0.3%	0.0%
Math, Science & Engineering	358	23.6%	106	26.9%	464	18.7%	5.5%
Palmdale & Extended Services	3	0.2%		0.0%	3	0.2%	0.0%
Language & Communication Arts	172	11.4%	32	8.1%	204	9.0%	1.7%
Social & Behavioral Sciences	216	14.3%	61	15.5%	277	11.3%	3.2%
Career Technical Education	152	10.0%	114	28.9%	266	8.0%	6.0%
<b>Total</b>	<b>1,515</b>		<b>394</b>		<b>1,910</b>		

Source: Antelope Valley College, Institutional Effectiveness, Research & Planning Office. *Fall 2019 Faculty Assignments file*; analysis by Cambridge West Partnership, LLC

From fall 2010 to fall 2019 the College attracted fewer evening class enrollments than the state-wide average. AVC attracted far more enrollments in day classes and historically offered fewer online classes than the neighboring colleges.

**Day vs. Evening Enrollments**

Day/Evening	Average Percent of Enrollment, Fall 2010-2019			
	Antelope	Bakersfield	Canyons	State
Day	82%	75%	76%	72%
Evening	15%	15%	15%	18%
Unknown (online)	2%	10%	8%	11%

Source: California Community Colleges, Chancellor’s Office. *Data Mart*; analysis by Cambridge West Partnership, LLC

[Students Who Attend the College](#)

While most students come to AVC primarily to prepare for transfer to a four-year institution or to complete an associate degree, there has been a growing portion of the student body whose goals are unknown. Additional details about the students can be found in the array of dashboards provided by the Institutional Effectiveness, Research, and Planning Office.



### Fall Term Trends in Student Educational Goals

Education Goal	Fall Terms Goals of All Students				Average
	2018	2019	2020	2021	
Degree/Transfer Seeking	81.2%	71.5%	69.7%	66.4%	72.2%
Unknown	8.7%	19.9%	23.8%	26.4%	19.7%
Certificate/Career Planning	7.7%	6.6%	5.2%	6.1%	6.4%
Undecided	1.2%	0.9%	0.7%	0.6%	0.9%
Basic Skills or GED	0.7%	0.6%	0.3%	0.3%	0.5%
University Student	0.2%	0.2%	0.2%	0.1%	0.2%
Intellectual Development	0.2%	0.1%	0.1%	0.1%	0.1%
Skills for Current Job	0.1%	0.1%	0.1%	0.1%	0.1%
Non-credit to Credit	0.0%	0.1%	0.0%	0.0%	0.0%

Source: Antelope Valley College, Institutional Effectiveness, Research, and Planning Office. *Student Profile Dashboards*. Retrieved March 24, 2022, from <https://public.tableau.com/app/profile>

The major programs declared by most students from fall 2015 to 2021 are: (1) registered nursing, AA-T Psychology, AS-T Business Administration, (3) biological sciences, (4) liberal arts and sciences- arts and humanities, and (5) administration of justice. Additional details are found at **Appendix 04A** and at the dashboards provided by the Institutional Effectiveness, Research, and Planning Office <https://public.tableau.com/app/profile/svetlana6591>

An overwhelming majority of students at AVC are considered economically disadvantaged, a term used by the California Community Colleges Chancellor’s Office, which means that they are eligible for CalWORKs or other economic assistance subsidy programs and income-based financial aid such as a Board of Governor’s fee waiver, California Promise Grant, or federal Pell Grant. Their families may also have household incomes below the poverty line.

### Economically Disadvantaged Students at AVC

Student Status	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Eligible for College Promise Grant/BOG Waiver	83%	83%	82%	82%	82%	82%
Not Eligible for College Promise Grant/BOG Waiver	17%	17%	18%	18%	18%	18%

Source: California Community Colleges, *Student Success Metrics Dashboard*. Retrieved March 25, 2022 from <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>

The dashboards prepared by the Institutional Effectiveness, Research, and Planning Office and the data available from the Chancellor’s Office data mart provide a profile of student characteristics from multiple fall terms 2010 to 2019 that are summarized as follows:

- The average portion of the student body who were female outnumbers male students by 18%.
- Traditional-age college students (18 to 24) represented 62% of the student body. The less than 19 years of age group increased since fall 2015.

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- Over the last decade the College has lost the most students in the career middle (ages 35 to 49) and career finish/retirement (age 50+) groups.
- On average, the largest racial/ethnic group was the Hispanic student population (47%) followed by the White group (22%) and the African American group (18%). The greatest gain between fall 2010 and fall 2019 was in the Hispanic student group (26%).
- Over twice as many students at AVC attended part-time (less than 12 units) than attended full-time (12 units or more). This part-time student unit load pattern is somewhat similar to neighboring colleges. Except for the College of the Canyons where there is large non-credit student enrollment.
  - Over the last decade AVC has lost the most students who were taking one class per fall term followed by students who were enrolled full-time, 12+ units per fall term.

**Average Percent of Enrollment, Fall 2010-2019**

Average Percent of Enrollment, Fall 2010-2019				
Unit Load	Antelope	Bakersfield	Canyons	State
Non-Credit	1%	2%	15%	8%
Part-time <12 units	69%	73%	56%	66%
Full-time 12+ Units	30%	25%	29%	26%

Source: California Community Colleges, Chancellor’s Office. Data Mart; analysis by Cambridge West Partnership, LLC

College readiness is a predictor of student success in courses and completing their educational program of study. A student needs readiness in the set of college-bound skills, knowledge, and abilities to be successful in entry-level college courses. As a result of the passage of AB 705 in 2018, AVC placed students into math and English composition courses based on multiple measures that included high school coursework, grades, and grade point average. The College has been successful in steadily increasing the numbers of students enrolled in transfer English or math courses or both.

*Insert placement into transfer courses here with pre and post AB705 implementation  
Put the completion or success rate data into the institutional effectiveness chapter.*

**Enrolling in Transfer English and Math in First Year**

Degree/Transfer Students In First Year						2016-17 vs. 2020-21	
	2016-17	2017-18	2018-19	2019-20	2020-21	# Change	% Change
<b>Students enrolled in a math or English transfer course</b>	4,360	4,314	4,524	4,419	4,638	278	6.4%

Source: Antelope Valley College, Institutional Effectiveness, Research, and Planning Office, *Vision for Success Dashboard*; analysis by Cambridge West Partnership, LLC

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##### [College Resources to Support Student Success](#)

AVC provides a wide range of supports to help students select and get onto a path of study, stay on the path to completion, and be successful learners in their college experiences. The following listing includes many of the major AVC efforts to assist students.

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- Learning Center
  - Learning Center: Academic Skills
  - Learning Center: Computer and Media Check-Out
  - Learning Center: ESL Success Center
  - Learning Center: Math Center
  - Learning Center: Reading Center
  - Learning Center: Supplemental Instruction
  - Learning Center; Writing Center
  - Learning Center: Math Center
  - Learning Center: Tutoring Support
- First Year Experience
- Honors and Transfer Alliance Program
- Instructional Multimedia Center
- Puente Program
- Umoja Community
- Testing and Assessment Center
- Associated Student Organization & Clubs, Student Life Program
- Behavioral Intervention Team CARE
- California Work Opportunity and Responsibility to Kids (CalWORKs)
- Career Center
- Child Development Center
- Counseling Center
- Extended Opportunity Programs and Services (EOPS)
- Cooperative Agencies Resources for Education (CARE)
- Financial Aid and Scholarships
- Information and Welcome Center
- Dreamers (AB540) Center
- International Students Program
- Job Placement Center
- Office for Students With Disabilities (OSD)
- Public Safety (LA Sheriff)
- Student Equity Department
- Student Transfer Academic Retention (START)
- Transfer Center
- Veterans Resource Center
- Family Resource Center
- Basic Needs Committee
- ARCHES Program for homeless students
- Focus 180 Program for formerly incarcerated students
- Books HELP Program
- PRIDE Program for students on academic probation
- Guardian Scholars for foster youth
- Students on the Academic rise (SOAR) High School (early college program)
- Second early college program to begin in Palmdale fall 2022
- AVC2CSU Guided Pathways Program
- Law Scholars Program
- Student Health Services
- Second Year Experience
- Study Abroad

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##### Library

The library located in Building “L” primarily serves students, faculty and staff but is open for public use. The library offers books, videos, and DVD’s, which can be located through the online catalog (Primo) from any location (on or off campus) that has an Internet connection.

Magazines, newspapers, and journal articles are available through EBSCO Discovery Services. From the College library home web page students can also access Congressional Quarterly Researcher for position papers, Science Online, Auto Repair Reference Center, and African American Studies Center databases, and subject-oriented electronic reference books. These electronic resources serve the students at the Palmdale center as well.

The library offers online tutorials for students who need assistance completing library research or navigating the various electronic databases. There are a variety of helpful links for students looking for assistance with citing materials, research methods, and understanding copyright and plagiarism rules. Students can reserve an individual or group study room for two-hour periods. Other services provided by the library include inter-library book loans, free Wi-Fi, and copy machines. Upon request the library faculty members offer research methods workshops and teach four credit courses in library science topics to support student learning.

The Palmdale Center’s Library collection is accessible on Monday to Thursday from 8:00 am to 5:00 pm and Friday from 8:00 am to 11:30 am.

The library professionals offer courses in academic library and Internet research skills plus information literacy.

##### Distinctive Partnership Programs

The College has entered into partnership agreements with several external entities for the purpose of providing AVC students with unique learning or transition opportunities.

##### California Aerospace Technologies Institute of Excellence (CATIE)

CATIE collaborates with the US Air Force Research Laboratory (AFRL), other government agencies and laboratories, universities, and industry to promote leading-edge research and technology development in space exploration, aeronautics, and science. AVC was a founding member of the CATIE initiative and has dedicated a large area (22,000 square feet) at the Palmdale Center as a maker space to promote student participation in the CATIE mission.

##### California State University, Bakersfield Antelope Valley

The University has been present on the AVC Lancaster campus for decades. These undergraduate programs are taught there: business administration; child, adolescent, and family studies; criminal justice, sociology, liberal studies, interdisciplinary studies, natural sciences foundational, religious studies, and the RN to BSN program is provided online. The University has recently announced an intent to double the numbers of undergraduate students accepted at their Antelope Valley location.

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##### Lancaster University Center (LUC)

The LUC is a host site for many different universities that offer distance learning programs. It was developed by the City of Lancaster in 2004 as a 20,000 square-foot facility that includes state-of-the-art classrooms, well equipped labs, and complete administrative facilities. The University Center has expanded the upper division and graduate level offerings of California State University, Bakersfield and Long Beach and California State Polytechnic University, Pomona (MS Aerospace Engineering only), including an engineering program designed to produce "homegrown" engineers of the area's aerospace industry. The \$3.5 million conversion of Challenger Hall was funded by the Lancaster Redevelopment Agency.

AVC students can earn a Bachelor of Science degree in Electrical Engineering or Mechanical Engineering in just 2 ½ years. The opportunity is designed for students who've completed two years of coursework at a community college or another university. The Antelope Valley Engineering Program (AVEP) consists of two degrees accredited by the Engineering Accreditation Commission of ABET, the B.S. in Mechanical Engineering - Antelope Valley and the B.S. in Electrical Engineering - Antelope Valley. The degrees are awarded by the CSULB College of Engineering.

It is a cohort-based program in which AVC students have an opportunity to apply for internships and long-term employment at the Air Force Research Lab, Lockheed Martin Aeronautics, Air Force Test Center at Edwards, NASA Armstrong Flight Research Center, Northrop Grumman, and Hyundai-Kia America Technical Center, as well as other organizations in the Antelope Valley.

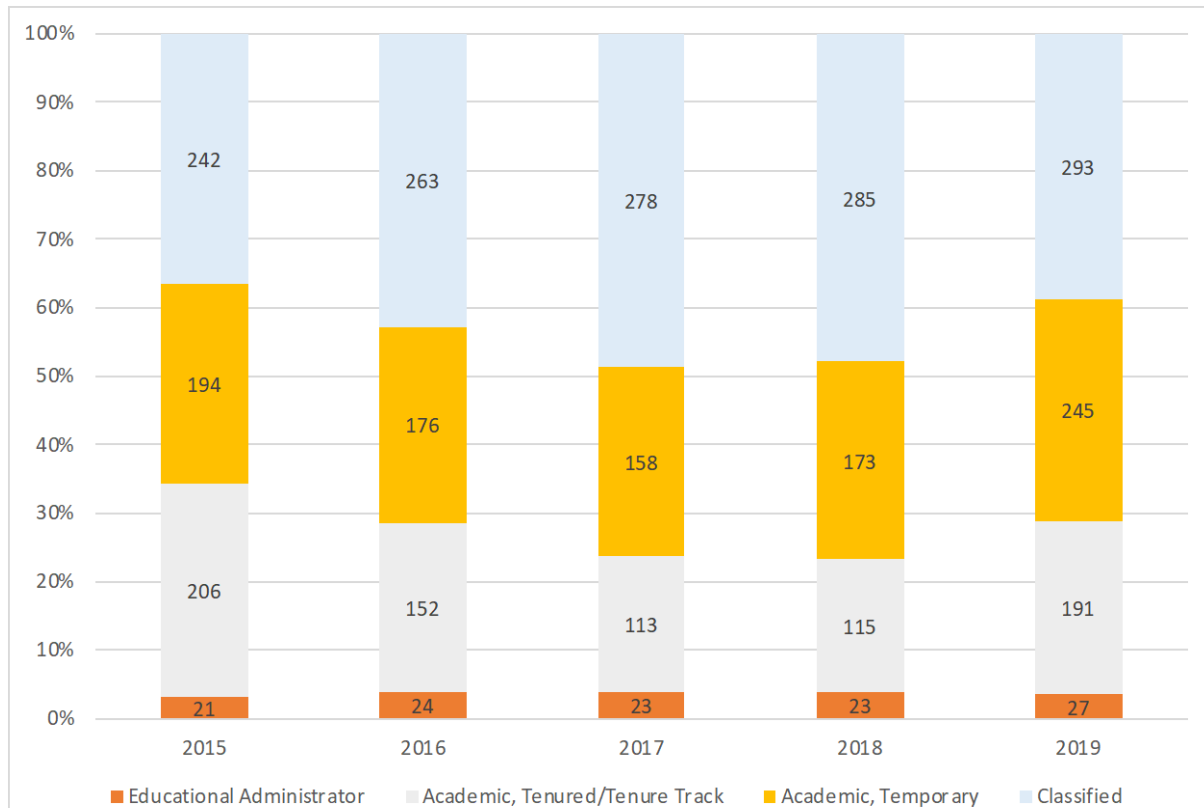
#### Non-Instructional College Resources to Support the Educational Mission

##### College-wide Staffing Patterns

Between fall 2015 and 2019 the College increased the workforce headcount by 7% ,such that AVC employed 955 individuals by fall 2019. The biggest gain was in classified personnel (18%).

Since fall 2015 the workforce, expressed in full-time equivalency (FTE), increased from 662 FTE to 756 FTE , a 14% increase, with the largest gains in classified support, adjunct faculty, and educational administration.

### Distribution of Full-time Equivalent Personnel by Employee Group



Source: California Community Colleges, Chancellor’s Office. Data Mart; analysis by Cambridge West Partnership, LLC

If age 65 is the start of a typical retirement age for personnel participating in the State Teachers Retirement System (STRS), then 13% of the educational administrators, 16% of the tenured faculty, and 20% of the adjunct faculty are within that zone. If 55 is the start of a typical retirement age for personnel participating in the Public Employees Retirement System (PERS), then 30% of the classified workforce is within that zone. The details of the age distribution within each employee classification are presented in the following table.

The alternative view, the distribution across employee classification within the age ranges, is also provided in the following table.

### AVC Workforce Age Distribution Within Each Employee Classifications

Employee Classification	Headcount	Age Ranges & Distribution Within Each Range by Employee Classification								
		18-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+
Educational Administrator	24	0.0%	1.7%	0.9%	2.7%	2.5%	3.7%	7.0%	1.4%	2.9%
Academic, Tenured/Tenure Track	181	5.2%	13.0%	22.1%	23.0%	20.5%	24.6%	23.0%	23.0%	16.2%
Academic, Temporary	457	54.3%	51.3%	39.8%	44.3%	42.6%	43.3%	40.0%	54.1%	73.5%
Classified	293	40.5%	33.9%	37.2%	30.1%	34.4%	28.4%	30.0%	21.6%	7.4%
<b>Total</b>	<b>955</b>									

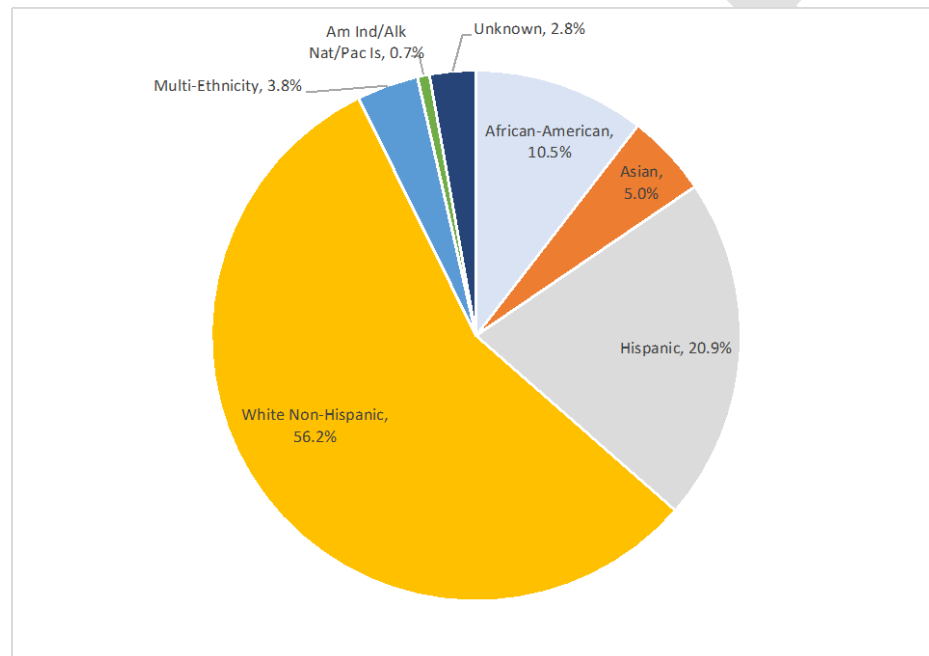
### AVC Workforce Employee Classification Distribution Within Age Ranges

Employee Classification	Headcount	Age Ranges & Distribution Within Each Employee Classification								
		18-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+
Educational Administrator	24	0.0%	8.3%	4.2%	12.5%	12.5%	20.8%	29.2%	4.2%	8.3%
Academic, Tenured/Tenure Track	181	3.3%	8.3%	13.8%	14.4%	13.8%	18.2%	12.7%	9.4%	6.1%
Academic, Temporary	457	13.8%	12.9%	9.8%	10.9%	11.4%	12.7%	8.8%	8.8%	10.9%
Classified	293	16.0%	13.3%	14.3%	11.6%	14.3%	13.0%	10.2%	5.5%	1.7%
<b>Total</b>	<b>955</b>									

Source: California Community Colleges, Chancellor’s Office. Data Mart; analysis by Cambridge West Partnership, LLC

The current workforce is predominantly white with the second largest group being individuals who claim Hispanic heritage.

### Fall 2019 AVC Workforce Ethnicity Distribution



Source: California Community Colleges, Chancellor’s Office. Data Mart; analysis by Cambridge West Partnership, LLC

As of fall 2019 there are differences among the employee classifications. While all employee groups were dominated by White Non-Hispanic personnel, in the classified group there was a larger portion of Hispanic workers than another employee classification. The educational administrator group had a larger portion of African-American personnel than any other employee classification.



**AVC Workforce Distribution by Ethnicity Within Employee Categories, Fall 2019**

<b>Ethnicity</b>	<b>Academic</b>			
	<b>Ed Admin</b>	<b>Tenure</b>	<b>Temporary</b>	<b>Classified</b>
<b>African-American</b>	16.67%	8.84%	8.75%	13.65%
<b>Asian</b>	4.17%	9.94%	5.03%	2.05%
<b>Hispanic</b>	16.67%	13.26%	19.04%	29.01%
<b>White Non-Hispanic</b>	62.50%	60.77%	59.30%	48.12%
<b>Multi-Ethnicity</b>		3.87%	3.94%	3.75%
<b>Am Ind/Alk Nat/Pac Is</b>		1.66%	0.44%	0.68%
<b>Unknown</b>	0.00%	1.66%	3.50%	2.73%

Source: California Community Colleges, Chancellor’s Office. Data Mart; analysis by Cambridge West Partnership, LLC

**Budget**

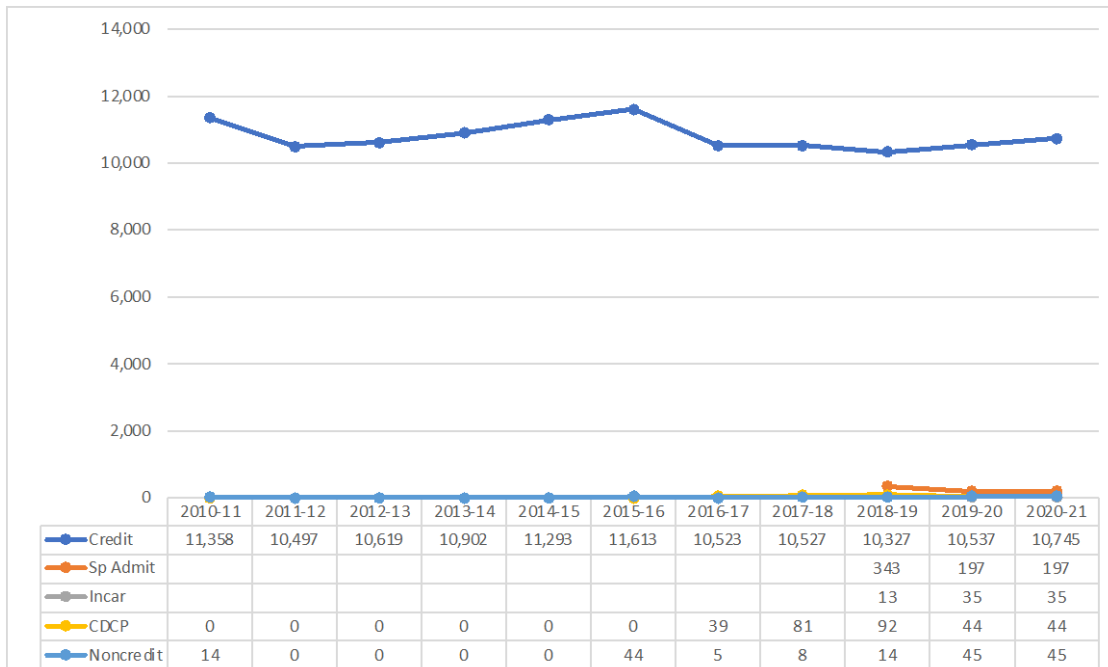
From 2010-11 vs. 2020-21, the annual funded FTES generated by the College decreased by 2.7%. Starting in 2018-19 the College changed its term length multiplier from 17.0 to 16.8 weeks, which boosted FTES. At the same time the state introduced the Student Centered Funding Formula (SCFF). The SCFF

- provided different compensation for categories of FTES,
- introduced a revenue stream as a supplemental allocation for low-income students served by the colleges, and
- rewarded institutions for various student success outcomes.

Funded AVC FTES declined between 2015-16 and 2016-17 and remained below the 2015-16 level through 2020-21.

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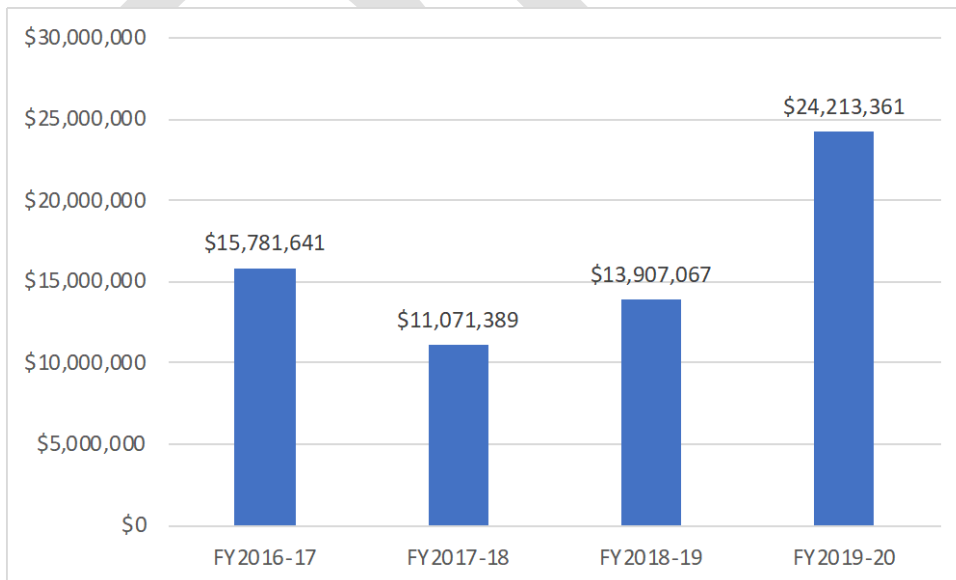
### AVC Funded FTES



Source: California Community Colleges, Chancellor’s Office, Fiscal Services Unit. *Reports of Recalculated Apportionment*; analysis by Cambridge West Partnership, LLC

The College was able to retain healthy general fund ending balances from 2016-17 to 2019-20 as illustrated in the following chart.

### AVC Net Unrestricted General Fund Ending Balances

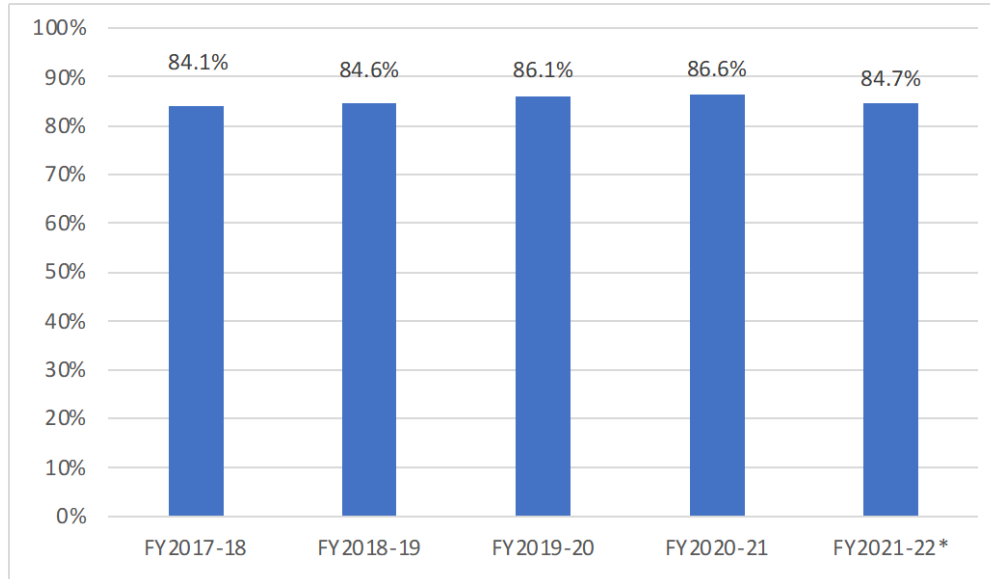


Source: Antelope Valley College, *Annual Fiscal Reports to ACCJC*; analysis by Cambridge West Partnership, LLC

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Salaries and benefits as a percentage of total unrestricted expenditures has remained between 84 to 86% over the last five years.

#### AVC Salary and Benefits as a Percent of Total Unrestricted Expenditures



Source: Antelope Valley College, *Annual Fiscal Reports to ACCJC*; analysis by Cambridge West Partnership, LLC

The College has made steady contributions to an irrevocable trust fund to cover other postemployment benefits. As of FY2019-20, the net OPEB liability as a percentage of OPEB payroll was 16%.

#### AVC Other Postemployment Benefit Contributions

OPEB	FY2016-17	FY2017-18	FY2018-19	FY2019-20
<b>Amount Deposited</b>	<b>\$387,113</b>	<b>\$387,113</b>	<b>\$387,113</b>	<b>\$387,113</b>

Source: Antelope Valley College, *Annual Fiscal Reports to ACCJC*; analysis by Cambridge West Partnership, LLC

There have been no audit findings declared from the annual contracted District audits FT2017-18 through FY2019-20.

The budget development process at Antelope Valley College historically has been completed as a “rollover” process. The managers of departments are provided with budget development sheets that displayed their discretionary accounts, and they are allowed to move their budget from one category to another to better serve their needs. The AVC resource allocation process is portrayed in the graphic found in the discussion of college planning.

## Technology

***Insert here updated information, drawn from a new Technology Plan, provided by Rick Shaw.***

### Implications for Antelope Valley College

1. Fall, and to some extent annual, FTES has been declining. *That will bring less revenue to the College, particularly if the current “hold harmless” provisions are rescinded.*
2. The College offers a wide range of instructional programs. Using the fall 2019 schedule as an example, few short-term classes were offered, most attendance had been generated by two divisions, and half of the enrollments were concentrated in three dozen courses. Over the last decade, AVC attracted more day enrollments than neighboring colleges but fewer online enrollments. *The College may have been missing opportunities to attract students due to its very traditional scheduling.*
3. Most students attending AVC intend to transfer. They have been overwhelmingly economically disadvantaged, predominantly female, with 62% of the student body in the traditional college-age range (18 to 24 years of age). Over the last decade AVC has had slightly more full-time students than neighboring colleges. *The College has responded to the needs of these students but may have missed opportunities to attract the working adult part-time student.*
4. AVC has a rich array of programs to support students in their quest to be successful. The College has created several distinctive partnerships reflecting successful outreach to area industries and four-year institutions. *These efforts need to be sustained, evaluated, and coordinated through the lens of the guided pathways framework.*
5. Since 2015 AVC has increased its workforce, but significant portions are now of retirement age. The workforce, particularly the instructional staff, does not mirror the racial/ethnic distribution of the service area. *There may be an opportunity for the College to act on a diversity, equity, and inclusion agenda as replacement personnel are hired.*
6. The College is in sound financial condition, but eroding enrollments will bring less revenue in the future. *Attention should be given to a comprehensive enrollment management strategy and plan that maximizes the opportunities for revenue generation in the SCFF framework.*

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Students Who Declared This Program of Study								
Top Declared Programs of Study (Majors)	2015	2016	2017	2018	2019	2020	2021	Average
Registered Nursing	1,777	1,826	2,004	2,035	1,977	1,871	1,510	1,857
AA-T Psychology	393	505	565	646	735	649	572	581
AS-T Business Administration	468	474	394	637	777	701	532	569
Undeclared	384	412	597	810	547	455	436	520
Biological Sciences	660	652	689	579	372	312	243	501
LAS: Arts and Humanities	413	429	472	495	535	535	512	484
Administration of Justice	673	604	626	459	377	279	243	466
LAS: Social/Behavioral Science	852	613	449	383	329	259	209	442
Child & Family Education	499	439	464	369	344	296	285	385
AS-T Administration of Justice	297	294	218	369	424	329	235	309
AA-T Sociology	292	307	280	325	336	292	236	295
General Business	265	236	220	278	317	267	264	264
AS-T Biology			2	197	379	367	364	262
Aircraft Fabrication & Assembly	157	167	186	265	340	322	281	245
Radiologic Technology	240	230	236	257	260	212	226	237
AS-T Early Childhood Education	111	149	151	246	277	264	246	206
AA-T Kinesiology	120	164	152	229	295	245	213	203
LAS: Math and Sciences	314	262	185	201	153	113	86	188
Mechanical Engineering				42	229	232	245	187
Computer Software Developer	147	164	192	249	240	188	129	187
AA-T Communication Studies	157	141	146	134	205	213	264	180
AS-T Business Admin 2.0							164	164
AS-T Mathematics	170	170	150	154	152	113	106	145
Graphic Design	151	145	144	140	121	113	107	132
Aircraft Fab & Assem Cert	32	50	88	141	212	176	192	127
AA-T Studio Arts	107	120	115	119	153	131	128	125
Electrical Engineering				40	148	145	120	113

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Top Declared Programs of Study (Majors)	Students Who Declared This Program of Study							Average
	2015	2016	2017	2018	2019	2020	2021	
Medical Assistant	100	105	132	124	108	110	97	111
Computer Animation	125	128	117	118	95	89	67	106
Vocational Nursing Cert	81	69	95	110	146	107	106	102
Respiratory Care	124	98	102	107	92	85	93	100
Fire Technology	101	120	92	101	108	96	69	98
AA-T Music	73	108	103	95	104	80	70	90
AS-T Film, TV, Electronic				32	118	104	97	88
AA-T Theater Arts	66	87	87	113	95	89	67	86
AA-T English	65	66	68	81	106	87	118	84
AA-T Political Science	74	72	75	92	86	72	72	78
Child & Family Education Cert	64	67	59	98	92	80	75	76
AA-T History	74	84	76	82	74	64	65	74
A&A Aircraft Airframe	64	67	66	70	60	73	80	69
AS-T Computer Science						29	108	69
Computer Engineering					29	89	81	66
Nursing Skills Lab Cert							62	62
Welding Cert	52	47	47	57	57	41	65	52
Welding	68	56	48	38	55	39	56	51

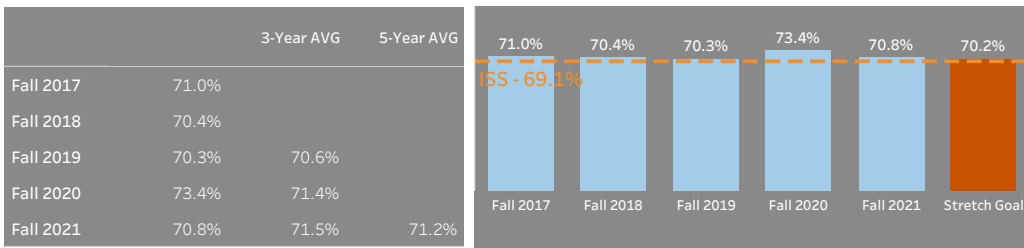
Source: Antelope Valley College, Institutional Effectiveness, Research, and Planning Office. *Majors Dashboard*.

Retrieved March 24, 2022, from

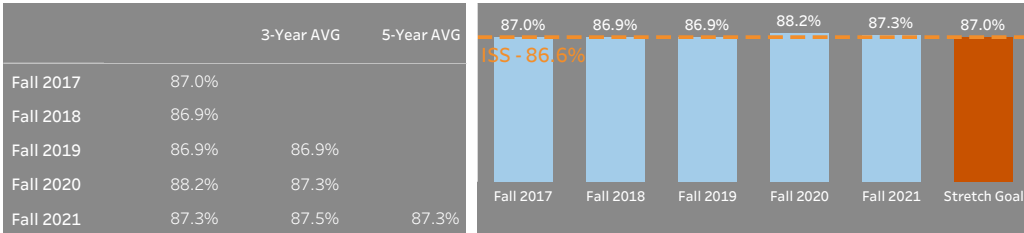
<https://public.tableau.com/app/profile/svetlana6591/viz/Fall2015MajorsbyRaceEthnicityNumbers/Majors>



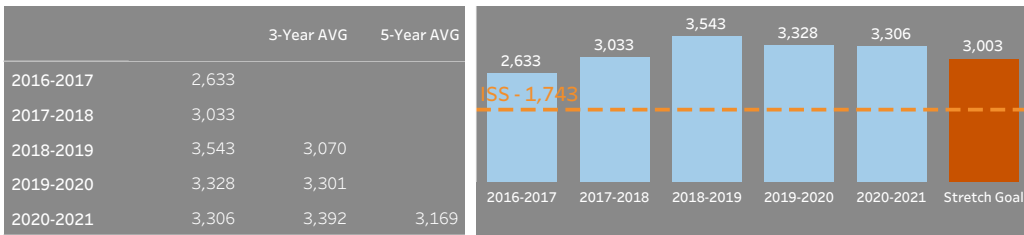
**Course Completion** - Number of students who receive a successful grade (A, B, C, or P) over the number of students enrolled at census



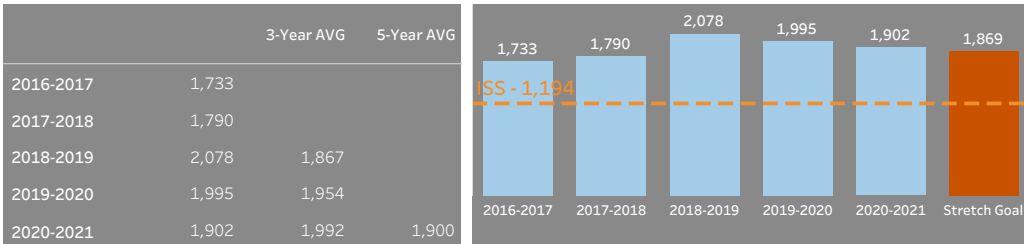
**Retention** - Number of students remaining in the course after the no-penalty drop divided by the number of students enrolled at census



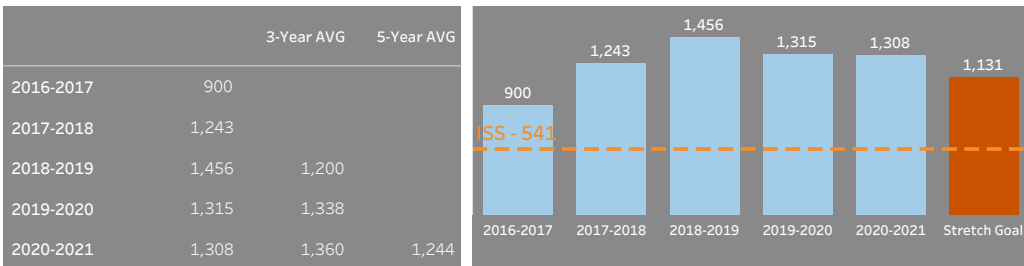
**Degrees and Certificates Awarded**



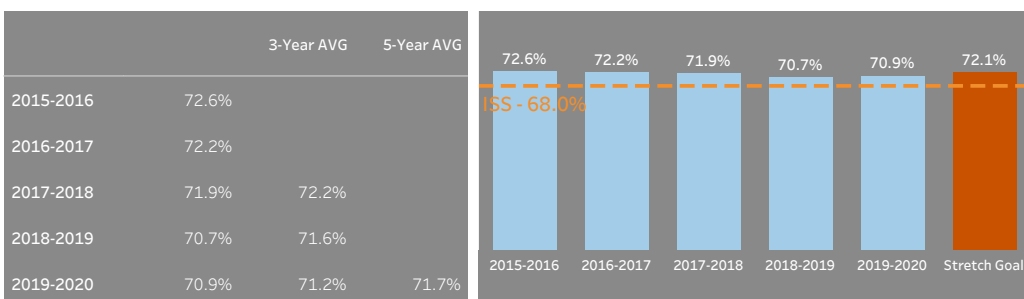
**Degrees Awarded**



**Certificates Awarded**



**Fall to Spring Persistence** - proportion of students who retained from fall to spring at AVC in the selected year, excluding students who completed an award or transferred to a postsecondary institution.



# BOARD INITIATIVES 2019-2023

## Over-Arching Priorities

1. Marketing and Outreach
  - a. Expand into e-newsletter, quarterly marketing magazine, expand social media presence
  - b. Direct communication with all elected officials
  - c. Expand legislative monitoring and communication
  - d. STEM Mobile to K-12
  - e. Highlight faculty, staff and student stories in local and social media
2. Community Participation
  - a. Executive Council members involvement in civic organizations
  - b. College conduct/coordinate a community service project
3. EMP Goal #1: Commitment to strengthen Institutional Effectiveness measures and practices.
  - a. Enhanced data collection and analysis, data-driven decisions. More efficient reporting structures and program review

## 2019-2020

Educational Master Plan Goal #1: Commitment to strengthen Institutional Effectiveness measures and practices.

- Guided Pathways Formation
- Align outcome goals to the Vision for Success plan for the California Community College system.
- Strategic Planning and systems thinking with regard to closing FTES Gap, Enrollment Management and improving key outcomes

Educational Master Plan Goal #2: Increase efficient and effective use of all resources.

- Commence Measure AV build out
- Professional Development for all staff
- Effective scheduling and productivity: faculty and staff planning

Educational Master Plan Goal #4: Advance more students to college-level coursework.

- Curriculum alignment for completion efficiency and transfer
- AB 705 scheduling and impact review
- Develop integration with Guided Pathways and college transfer and completion initiatives



## **2020-2021**

Educational Master Plan Goal #1: Commitment to strengthen Institutional Effectiveness measures and practices.

- Guided Pathways Implementation
- Strategic Planning and systems thinking with regard to closing FTES Gap, Enrollment Management and improving key outcomes

Educational Master Plan Goal #2: Increase efficient and effective use of all resources.

- Continue Measure AV build out
- Professional Development for all staff
- Effective scheduling and productivity

Educational Master Plan Goal #5: Align instructional programs to the skills identified by the labor market.

- CTE Curriculum alignment for completion efficiency, strengthen programs
- AB 705 scheduling and impact review
- Develop integration with Guided Pathways and Strong Workforce initiatives

## **2021 – 2022**

Educational Master Plan Goal #1: Commitment to strengthen Institutional Effectiveness measures and practices.

- Guided Pathways Formation
- Align outcome goals to the Vision for Success plan for the California Community College system.
- Strategic Planning and systems thinking with regard to closing FTES Gap, Enrollment Management and improving key outcomes

Educational Master Plan Goal #2: Increase efficient and effective use of all resources.

- Continue Measure AV build out
- Professional Development for all staff
- Effective scheduling and productivity: faculty and staff planning

Educational Master Plan Goal #4: Advance more students to college-level coursework.

- Curriculum alignment for completion efficiency across the institution and Guided Pathways development
- AB 705 scheduling, impact of non-completion
- Complete integration of Guided Pathways across the institution

## **2022 – 2023** (Continue 2021-2022)

- Reinforce Marketing and Outreach Initiatives to recover enrollments post-pandemic

## Values @ AVC

**Based on the Spring 2022 Values Survey & Input from College Groups in March/April, 2022:**

### Current Values

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

**Integrity** - We create an environment of trust, candor, empathy, and professionalism and expect ethical behavior from one another.

**Excellence** – We commit to the highest quality in all our endeavors, being responsive to our community in innovative ways.

**Community** – We create and foster relationships between AVC and its diverse constituents: students, faculty, staff, alumni, and the community at large. We create and foster relationships through empathy and inclusivity at AVC and among its diverse constituents: students, faculty, staff, administrators, alumni, and the community at large.

### Proposed Values

**Integrity** – We recognize that ethical behavior and trust are a personal, professional, institutional, and societal responsibility due to students, staff, faculty, administration, and the communities we serve.

**Social Responsibility** – We recognize the historical role that educational institutions have had in reproducing social inequities and strive to address the most pressing social issues of our time through the critical

engagement of curriculum, training, and support services.

**Empathy** – We believe in the power of empathy as an essential tool and critical skill for organizational decision-makers as a vehicle for moral recognition of ethical situations, and a greater breadth of understanding of student, employee, and community impact and success. We celebrate each individual's unique capacity to be an integral part of a dynamic community of learners, continuously learning from each other through their varied experiences. We embrace the concepts of learning from each other and their distinctive perspectives.

**Inclusivity** – We recognize that a diverse community of learners, faculty, staff, and administration enriches our educational environment and our commitment to inspire all to act locally and think globally.

**Community** – We strive to work collectively in service to, and in conjunction with members of our community to create and foster relationships at AVC and among its diverse constituents: students, faculty, staff, alumni, and the community at large.

**Respect** – We cultivate, embrace, nurture, and empower all individuals, regardless of race, ethnicity, ability, gender, age, sexual orientation, class status, or religious belief.

**Academic Excellence** – We embrace the potential of all students, and we strive to uphold a transformative standard of academic excellence in their pursuit of certificates, degrees, transfer, and lifelong learning, as well as ongoing professional development for all employees.

**Values @ AVC**