

# Educational Service Plan



Fall 2022

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## Message from the President

Antelope Valley Community College District exists to serve and educate the community in which we reside. In this time of reinvention, re-visioning, and redesigning the structure of higher education, old notions of a “Master Plan” sound oppressive, paternalistic, and heavy handed. “Master Plans” do not reflect who we want to be as stewards of this Community’s College, as agents of change, and as proponents of the democratization of knowledge. The move from “Master Plans” to **Service Plans** organized around the title AVC SERVES summarizes our new focus: Service.

**Students, Equity, Resources, Vision, Education, Success**

Centered on these concepts, these plans encompass the Vision for Success goals and the mission, vision, and values of Antelope Valley Community College District. Like a phoenix rising from the ashes, we emerge from pandemic times with renewed determination to:

Serve Students.

Be Kind.

Serving together,

[INSERT SIGNATURE]



Superintendent/President Dr. Jennifer Zellet

## Introduction

During the spring of academic year 2021-2022 the Cambridge West Partnership, LLC and Gensler Architects were invited to assist the College in updating its Educational and Facilities Master Plans. The purpose of the Educational Service Plan (ESP) is to delineate what the College does now and what it reasonably intends to do in the future. It highlights the characteristics of the service area then provides an internal scan that outlines the educational program offerings and student support services, how both are delivered, and the attributes of the students attending the college. College performance against its goals is considered followed by the articulation of visions for modifications the institution expects to make over time. The ESP evaluates labor market data and suggests opportunities for modified or additional programs of study. The ESP also sketches the structures and services in place to support students in their educational journeys and how those are expected to evolve in the future.

A second purpose of the ESP is to provide a projection of future attendance that can be used in the Facilities Master Plan to determine the amount and type of space that will be needed to accommodate the future academic program of instruction and support services. The Facilities Master Plan will cast the projected space need into a sequenced building and facility program that addresses the primary elements of site development and facilities planning through the year 2030.

### Deliverables of the Educational Service Plan

This Plan will deliver the following:

- Describe environmental factors that impact the future of the College.
- Provide a description and projection of economy and demographics of individuals living in the District service area.
- Identify occupations with projected openings into the future.
- Describe faculty visions for future curriculum and student services visions for anticipated future services.
- Identify general opportunities for instructional program development.
- Evaluate the mix of programs vs. labor market and transfer opportunities.
- Provide a projection of future weekly student contact hours.

### Sources of Information to Develop the Educational Service Plan

The planning process principally uses: (1) an analysis of the external and internal environment of the College including the demographic profile/characteristics; (2) the current and historical performance of the College relative to the areas of academic and support services; (3) the wisdom of those professional educators and administrators who are responsible for delivering the program of instruction and support services; and, (4) input from the consulting teams of Cambridge West Partnership and Gensler Architects.

The process for generating the ESP relies heavily on the analysis of the existing program of instruction, the dynamics of the service area, and the vision of future directions articulated by

faculty, staff, and administrators. The 2019 fall semester was used as a "snapshot" in time from which a planning baseline was constructed. That term was selected as the benchmark because it was the last complete term of data available before the impact of COVID-19 lockdowns.

Analysis was also conducted relative to the demographic and income capacity of the "effective service area" of the College. This was defined as a geographic area with a sufficient and appropriate population base from which students of the future could be drawn. Additionally, a detailed look at the College was provided via an analysis of its external and internal conditions, its past characteristics, its trends over ten years from 2010 to 2019 its recent fall term trends in some cases only from 2015 to 2019, its current productivity and efficiency, and its future needs for space.

At the present time the College offers a comprehensive curriculum at the 135-acre main campus in Lancaster and an array of offerings at the Center located in the City of Palmdale. The Center at Palmdale operates within 50,000 assignable square feet of classrooms, offices, and reading/study rooms for the Learning Resources Center. There is a 22,000 square foot building adjacent to the Center that is being remodeled for instructional purposes and will open in fall 2022. Aeronautical sciences and technology instruction has been consolidated at facilities adjacent to Los Angeles County General William J. Fox Airfield five miles northwest of Lancaster. Foxx Field is a general aviation facility with limited cargo operations. Forecasting the future program of instruction was based on determining weekly student contact hours (WSCH) in fall 2019 and applying growth factors from fall 2010 to 2019. The future space needs were largely predicted after defining a future program of instruction.

### Activities

The development of the Plan included the following activities:

- Referencing and use of the College data files and dashboards for student basic demographics and enrollment information.
- A review of the history and evolution of the College.
- An environmental assessment (environmental scan) to consider the present and anticipated impacts both within and outside the College's service area.
- The development of a "vision for the future of instructional programs and delivery of student services" derived from qualitative analyses.
- The development of attendance growth and enrollment estimates extending to the year 2030.
- Collaboration with the Strategic Planning Committee to validate the ESP material.

The ESP is presented with the intent that it will serve as an educational programming blueprint for the College over the next ten years and as a facilities blueprint out to the year 2030.

## College Overview and Planning

### A Short History and Overview

Antelope Valley College held its first classes on Sept. 10, 1929, as an extension of Antelope Valley Joint Union High School in Lancaster. Then known as Antelope Valley Junior College, the College was established by high school officials as a way to provide local residents with access to the first two years of a college education in what was then a remote, rural area. The average daily attendance at the college was 13 during the 1929-30 school year. The stock market crash in October 1929 and subsequent Great Depression led to challenging times for the new institution. The College shared classrooms in the same building with Antelope Valley High School on the existing high school campus site.

Enrollment began to grow steadily after the end of WW II, partly due to the GI Bill of Rights that provided higher education opportunities to veterans and partly because Antelope Valley began developing an aircraft industry. At that time the College launched its first vocational programs as it moved toward becoming the comprehensive community college it is today.

In 1957 the College's first president was hired and groundbreaking was held in September 1959 for a new college campus designed to accommodate 1,500 students. Located on 110 acres at Avenue K and 30th Street West, the new campus opened two years later. The College expanded from 110 to approximately 135 acres through land purchases. In fall 2019 enrollment at Antelope Valley College exceeded 14,300 students.

California State University, Bakersfield-Antelope Valley, which has had its own satellite facility at AVC's Lancaster campus since 1995, offers upper division and graduate level programs to over 700 students.

California State University, Long Beach offers an engineering program located at the Lancaster University Center (45356 Division Street, Lancaster 93535). AVC students transfer there to earn a Bachelor of Science in electrical or mechanical engineering.

### Palmdale Center

AVC responded to the needs of south valley residents by establishing a Palmdale Site, which opened in 2017 at a new location, 2301 E. Palmdale Blvd., Palmdale 93550. The 50,000 square foot Center is approximately 10 miles from the main Lancaster campus. In fall 2019 approximately 5,700 students were served at the Palmdale Site. The Palmdale Center also provides students with access to key support services including academic tutoring and counseling, financial aid, open computer lab, Office for Students With Disabilities (OSD) program, and library services. An adjacent building with 22,000 square feet, is being remodeled to provide a maker space and to accommodate AVC students interested in the California Aerospace Technologies Institute of Excellence (CATIE) as well as students enrolled in the rapid air fabrication program.

## Philosophy, Vision, Mission, Values, Core Offerings, and Practices

The College web pages announce the philosophy, vision, mission, and values that the institution uses to guide its activities and decisions.<sup>1</sup>

### Philosophy

Antelope Valley College (AVC) is a comprehensive community college in the California Community College System dedicated to providing services to a broad range of students with a variety of educational goals. AVC is dedicated to providing educational programs and services as expressed in the California Master Plan for Higher Education. The College is committed to equal educational opportunity and reinforces that commitment through an active diversity program.

The College recognizes that it is uniquely capable of responding to the requirements of regional business, industry, and public service, as well as the social and cultural needs of the Antelope Valley.

Antelope Valley College affirms the rights of the individual and respects human dignity. The programs and activities of the College foster the individual's ability to think clearly, critically, and independently to meet the demands of an increasingly complex society. The student is the primary concern of the College. The curriculum, activities, and services of the College help students understand their physical, cultural, ethnic, and social environment. The preservation of academic freedom provides a college environment in which students and faculty can examine ideas freely. Such freedom shall be recognized as a right of all members of the faculty, whether of tenure or non-tenure rank, of all administrative officers, and of all students.

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

### Vision

To provide quality education that enriches lives.

### Mission

Antelope Valley College, a public institution of higher education providing a quality, comprehensive education to a diverse population of learners and is committed to student success. The College offers value and opportunity as a service to its community.

### Values

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

<sup>1</sup> Antelope Valley College web pages. Retrieved February 23, 2022, from <https://www.avc.edu/aboutavc> and Antelope Valley College. *2021-22 Catalog*.



- 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.
- Integrity- We create an environment of trust, candor, empathy, and professionalism, and expect ethical behavior from all.
- Respect- We cultivate, embrace, nurture, and empower all individuals, regardless of race, ethnicity, ability, gender, age, sexual orientation, class status or religious belief.

For students seeking an associate degree, the College intends that they develop the following institutional learning outcomes representing the knowledge, skills, and abilities of graduates.

#### Communication

- Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation, and synthesis.
- Demonstrates listening and speaking skills that result in focused and coherent communications.

#### Creative, Critical, and Analytical Thinking

- Uses intellectual curiosity, judgment and analytical decision making in the acquisition, integration, and application of knowledge and skills.
- Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

#### Community/Global Consciousness

- Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment.
- Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

#### Career and Specialized Knowledge

- Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

### College Planning

#### Institutional Plans

The Educational Service Plan (ESP) is a long-range plan for Academic Affairs and Student Services at the AVC. It provides an environmental scan (external and internal), a review of

institutional effectiveness, labor market analysis relative to existing and new programs of study, visions of future development of instructional and student services programs, goals, and a projection for future enrollment and attendance. It is intended to work in conjunction with other Antelope Valley College planning efforts through an integrated planning process.

The Facilities Service Plan (FMP) provides a roadmap for the development of campus property to support the educational program needs, address long-range forecasts for enrollment, and maximize funding opportunities. The plan addresses sustainability and stewardship of resources, facility conditions, future needs for instructional and student services facilities, building zoning, and circulation topics. Capital construction and major renovation recommendations are projected in phases and a total cost of ownership is calculated. The FMP draws on the enrollment and attendance projections captured in the ESP and translates those to space needs.

#### Strategic Plan

The AVC Strategic Plan is created with a three-year time horizon but reviewed and revised annually to implement other plans that are pursuing the larger institutional goals articulated in the Educational Services Plan and by the Board of Trustees. It summarizes the focus areas, strategies, measurable objectives, and responsible parties for implementation that characterize the work and progress the College is achieving.

#### Functional (Area) Plans

The intent and frequency of these functional or topical area plans that support the institutional plans are briefly described as follows.

#### Information Technology Plan

The Technology Plan guides the implementation of technology at the College. It evaluates technology needs and requirements for instructional activity, student learning, student Service, and general administration at the College. The Information Technology Committee also helps to establish priorities for replacement and installation of information technology resources. The Information Technology Plan is developed roughly every five years and reviewed annually.

The College has a Distance Education and Technology Committee (DETC) that provides recommendations to the Academic Senate on guidelines for the delivery of distance education and promotes best practices in that modality of instruction. The group also serves as a resource for technical matters related to academic computing. As such, the group deals with planning and implementing technology mediated instruction used by faculty and staff who prepare and present learning materials. It also promotes pedagogical and technology strategies to support traditional (face-to-face) and distance education. It has created a faculty handbook for those teaching online and its suggestions are included in the Information Technology Plan, but the DETC has not authored a Distance Education Plan per se. The College changed Learning Management Systems from Blackboard to Canvas in 2016-17, an online course rubric was

provided, and an instructional designer was hired. In response to the COVID pandemic all instruction and student Service were moved to the online modality.

#### Human Resources Plan

The Human Resources Plan is a uniform planning document of human resource-related goals and objectives from the institutional plans. It addresses both staffing needs and employee diversity issues.

#### Student Equity and Achievement

The Student Equity and Achievement (SEA) plan integrates planning efforts that previously had been separately accomplished by basic skills, student equity, and student success and support program plans.

#### Unit (Department) Plans

The intent and frequency of these unit or department plans that support the institutional and functional plans are briefly described as follows.

#### Program Review

The program review process unfolds on an annual cycle to assess instructional, academic support, and student support programs. It includes a narrative about strengths, weaknesses, opportunities, and threats, comments regarding the non-instructional unit's or discipline's contribution to College goals, reflections about performance, and support requests for future program development, staffing, facilities, equipment, technology, etc. Those requests are forwarded to the Planning and Budgeting Committee.

#### The Planning Process

The Strategic Planning Committee (SPC) provides oversight and monitoring of the various planning processes and documents within the College. SPC uses the ESP and Strategic Plan in an annual review process to monitor progress toward goals and objectives and to modify the strategic goals and institutional learning outcomes. The SPC includes individuals who represent:

- Facilities
- Human Resources
- Communications
- Technology Resources

These subgroups develop each of the functional plans and the communications subgroup disseminates information to the general community and to the entire campus through the campus update series.

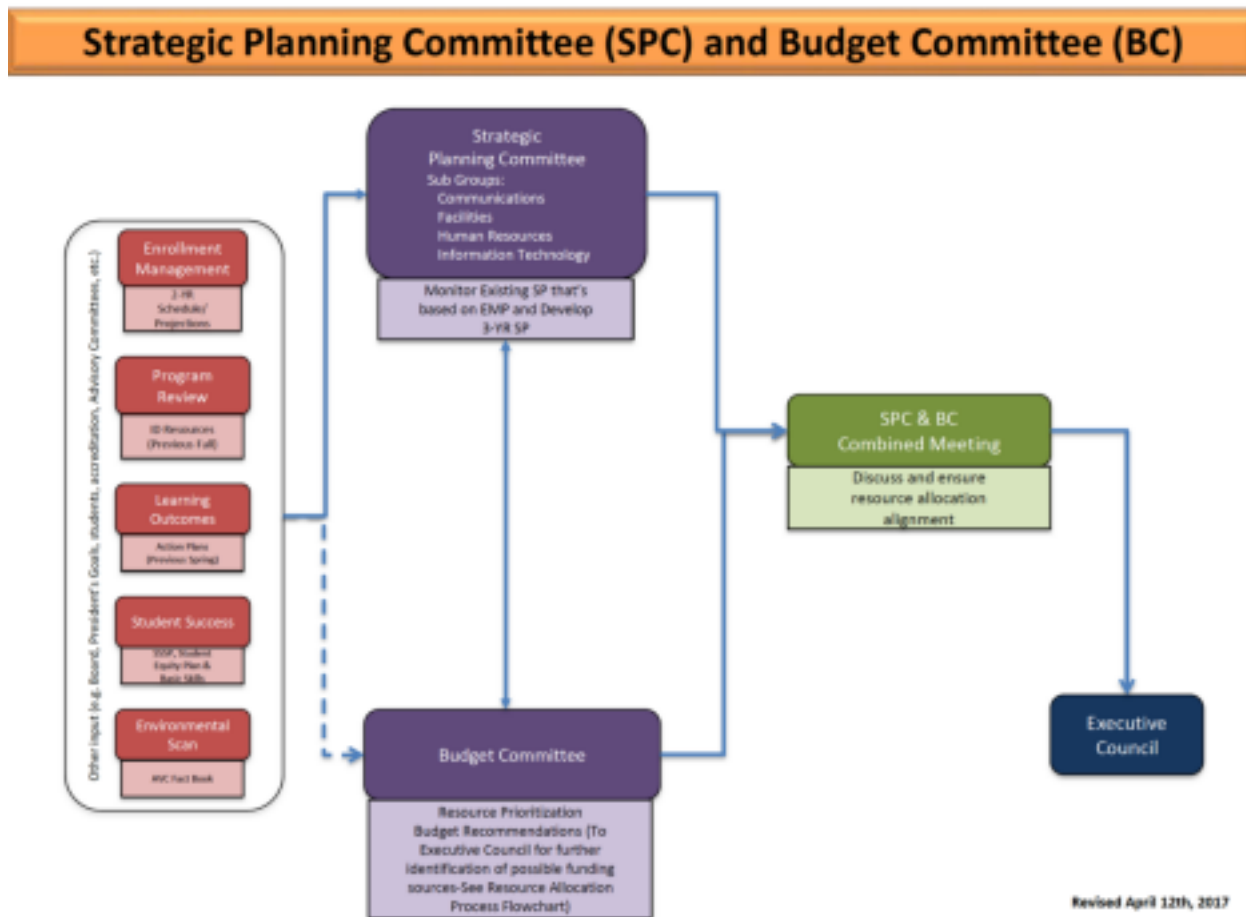
The charge of the Budget Committee is to evaluate and prioritize annual budget requests in order to utilize resources efficiently and effectively and to present recommendations to the Executive Council. The SPC meets periodically with the Budget Committee to ensure alignment of AVC's institutional learning outcomes with the strategic goals. The Budget Committee itself is

responsible for analyzing and determining the fiscal impact and necessary resources to implement the ESP, FMP, functional and unit or area plans.

The flow of the planning and budgeting processes is illustrated in the following

graphic. Graphic of the AVC Planning and Budgeting Process Flow

**Graphic of the AVC Planning and Budgeting Process Flow**



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

**Note- the graphic on college resource allocation needs to be reviewed and updated per Sarah Miller 6/17/22**

## 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.

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.

California State University Los Angeles (CSULA) offers a bachelor's degree in communications at the Lancaster state prison for inmates in yard A only. AVC has complemented that program of study by offering an AD-T in communications studies at the Lancaster prison facility. Both programs provide in person face-to-face instruction.

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 03.A. 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
LAPierce	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
LAValley	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>2</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

<sup>2</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.

will be done remotely.<sup>3</sup> The shift to remote work is expected to be most common in professions such as information technology and finance and least common in retail, manufacturing, and healthcare.<sup>4</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 Coast 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>5</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>6</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>7</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.

<sup>3</sup> Nicholas Bloom. "I have Been Studying Work From Home for Years," *Barron's*, January 5, 2022

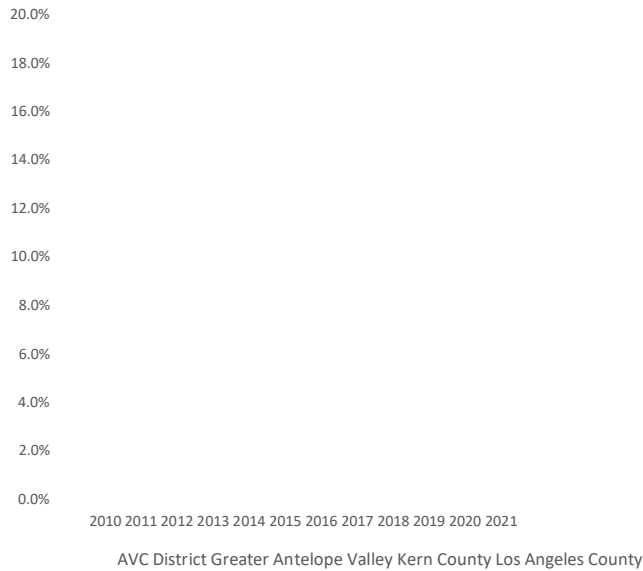
<sup>4</sup> Sarah Bohn. "How Did California's Economy Recover from COVID- and What Comes Next?" *Public Policy Institute of California Blog*, March 9, 2022

<sup>5</sup> Ibid

<sup>6</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>7</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 Indices, 2021\***

**Cost of Living Index Analysis**

<b>Median</b>	<b>AV-Kern County</b>	<b>Food and Groceries</b>
<b>Home Cost Utilities</b>		<b>Housing</b>
<b>Transportation Health</b>	<b>Overall</b>	<b>(Homeowner)</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

**AV-Los Angeles County**

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

**Comparison Locations**

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>8</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>8</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



Rosamond, Lancaster, Quartz Hills, Palmdale, and Lake Los Angeles have consumer fixed downstream deployment that exceeds the recommended Mbps levels. Detailed maps of coverage are found in Appendix 03.B.

The U.S. Census reports a very high level of computer ownership and Internet subscription access in the principal communities served by AVC.

### Computer Ownership and Internet Access

#### Communities Served by AVC

Internet Access Lancaster Palmdale Rosamond Littlerock Acton Lake Hughes Pearblossom Llano Average Households with a computer 90.0% 93.9% 92.2% 92.7% 93.8% 96.4% N/A N/A 93.2% Households with a broadband Internet subscription 83.1% 88.9% 85.0% 80.2% 91.0% 70.9% N/A N/A 83.2% Source: U.S. Census, American Communities Survey, 5-Year Estimates 2020 (Table S2801). Retrieved August 18, 2022, from <https://data.census.gov/cedsci/table?q=internet%20access,%20los%20angeles%20county&g=1600000US0600212,0639556,0640130,0655156,0662826&tid=ACSS15Y2020.S2801>

### Employment Projections

A 2020 study commissioned by the Los Angeles Economic Development Corporation (LAEDC), found that the greatest job growth from 2018-2023 in the Los Angeles, Orange, Ventura, Riverside, and San Bernardino Counties region favored those with a bachelor’s degree or higher. Job openings where a bachelor’s, master’s, or professional degree were expected as preparation for entry level positions were anticipated to grow by 24%. However, expected growth in jobs where an associate degree is required for entry was strong at 7.7%.

### Regional Job Growth (Percentage Change in Job Openings) 2018-2023 by Required Education

Required Education	Percentage Change in Job Openings (2018-2023)
Associate degree	7.7%
Master's degree	5.3%
Some college, no degree	6.2%
Less than high school	6.5%
High School diploma or GED	7.0%
Bachelor's degree	7.1%
Professional degree	7.1%
Postsecondary certificate	7.1%

7.7%

9.6%

0.0% 2.0% 4.0% 6.0% 8.0% 10.0% 12.0%

Source: LA Economic Development Corporation. *Addressing the Knowledge Worker Talent Gap in Southern California*. November 14, 2020.

The California Employment Development Department (EDD) commonly provides a 10-year projection of growth in industries and occupations at the county and metropolitan area level of detail. Between 2018 and 2028 the 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>9</sup>

In viewing the following tables, it is important to note that within each industry there are a variety of occupations. Healthcare can include medical professions as well as accountants, food preparers, orderlies, lawyers, data processors, janitors, etc. Conversely, individuals educated in an occupation may find employment in a variety of industries. Sales representatives work in retail, manufacturing, health care services, etc. Nurses can be employed in hospitals, schools, or by insurance firms.

A discussion about the projected openings for individual occupations and an analysis of that labor market demand compared to the supply from college graduates will be taken up in the chapter on Opportunities for the Future.

<sup>9</sup> Southern California Association of Governments. *Profile of the City of Palmdale*. May 2019

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<b>Los Angeles County Projected Employment by Industry</b>	<b>Year Los Angeles County 2028, Projected Year</b>
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**2018, Base**

<b>North American Industry</b>	<b>Classification System Estimate (NAICS) Categories Employment</b>	<b>Estimate</b>	<b>Numeric Change Percentage 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% **Total Employment 4,842,300 5,269,800 427,500 8.8%**

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.

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**Kern County Projected Employment by Industry**  
**Year**  
**Kern County 2028,**  
**Projected**  
**Year**

**2018, Base**

North American Industry	Classification System (NAICS) Categories	Estimate Employment	Estimate Employment	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% **Non-Farm Industry Sectors**

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% **Total Employment 349,300 382,200 32,900 9.4%**

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.



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 03.C.

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*

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

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

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 Antelope Valley 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.*
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.*

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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:

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

### units GOAL 4 - WORKFORCE:

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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. 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

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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,
  - 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.

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#### 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

The tragic death of George Floyd and others brought issues of racism and equity to the top of the public agenda. In response, during 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.

State legislation (AB1460) passed in August 2020. It required the California State University system, to which most AVC students transfer, to offer courses in ethnic studies by fall 2021. The CSU response to the law added an ethnic students (Area F) new requirement to its general education pattern. The new requirement applies to students entering the University or AVC as of fall 2021. In the case of AVC students seeking to transfer, they must complete a course from Area F in order to achieve full CSU GE certification. That prompted AVC faculty to propose an initial set of courses to meet the Area F requirement. Additional course ideas are currently being considered by AVC faculty.

#### 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

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off-campus housing, food, mental health, and other basic needs services and resources. The goal is to centralize services in a one-stop center.

Federal and state legislation in response to the COVID pandemic, the federal Coronavirus Aid, Relief, and Economic Security Act (CARES)/Higher Education Emergency Relief Fund (HEERF I) has provided additional resources to the College. The funds, \$120 million, were directed through a block grant from the Chancellor’s Office authorized in the 2020-21 budget. The funds were to cover costs incurred between March 1, 2020, and December 30, 2020. A supplemental appropriation, passed in winter 2020 added more funds and the American Rescue Plan, passed in March 2021 supplied even more resources for higher education. The challenge facing the community college system and individual colleges is how to avoid a fiscal cliff, like the one in 2012, when the state exhausted its federal funds.

#### Implications for Antelope Valley 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. U.S. Census Bureau population estimates reveal that between July 2020 and 2021 Lancaster lost roughly 2,700 people and Palmdale lost 3,500 residents.<sup>10</sup>

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, 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.

<sup>10</sup> U.S. Census Bureau. Population and Housing Unit Estimates City and Town Population Totals 2020-21. Retrieved May 25, 2022, from [https://www.census.gov/programs-surveys/popest/data/tables.html?utm\\_campaign=20220526msprts1ccpuprs&utm\\_medium=email&utm\\_source=govdelivery](https://www.census.gov/programs-surveys/popest/data/tables.html?utm_campaign=20220526msprts1ccpuprs&utm_medium=email&utm_source=govdelivery)

### **Participation at AVC by City**

	Fall 2010	Fall 2019	Change	% Change	Annual % Change	City Average	Total %	%**
Lancaster	6,968	69,676	48.6%	51.1%	7,100	6,738	-362	-5.1%
Palmdale	5,614	56,137	39.2%	41.2%	5,547	5,756	209	3.8%
Rosamond	543	5,426	3.8%	4.0%	572	498	-74	-12.9%
Littlerock	347	3,465	2.4%	2.5%	390	338	-52	-13.3%
Acton	60	598	0.4%	0.4%	84	42	-42	-50.0%
Lake Hughes	49	487	0.3%	0.4%	65	48	-17	-26.2%
Pearblossom	42	421	0.3%	0.3%	57	35	-22	-38.6%
Llano	10	96	0.1%	0.1%	12	5	-7	-58.3%
<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>	<b>%% of allstudents from allzips **% of in-districtstudents only</b>

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. An analysis of participation rates by zip code is found in Appendix 03.D.

### **Antelope Valley College Participation Rate Trends**

**Participation Rate: AVC Annual Headcount and Adult Population**

**Adults 2010-11 2011-12 2012-13 2013-14 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20 Average Change in % 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% or 0.2% annually. Rosamond is projected to grow faster (annual rate of 0.55%) than Lancaster or Palmdale. 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 are related to the householder (formerly, the head of the household) by birth, marriage, or adoption.

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**AVC Effective Service Area Demographics**

**Census Data 2021 vs. 2026**

**Estimate Projection 2021 to 2026**

<b>Variable</b>	<b>2000</b>	<b>2010</b>	<b>2021</b>	<b>2026</b>	<b># Change</b>	<b>% Change</b>	<b>An Growth Rate</b>	Population	308,345	392,305
	411,868	415,738	3,870	0.9%	0.2%	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**

**Antelope Valley College District Extended Population Projections**

<b>Variable</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>
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**

**2021 Estimate**

**Education Level 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% *Total 262,600*  
 Source: Environmental Systems Research Institute (ESRI). *Market Profile*; analysis by Cambridge West Partnership, LLC

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However, educational attainment varies by community in the District.

**Educational Attainment Varies by Community**

**2021 Estimate**

**Education Level Number Percent**

High School Diploma or Less Than High School

Lancaster 35,324 33.2%  
 Palmdale 119,047 47.7%  
 Rosamond 6,366 48.0%

Some College, No Degree

Lancaster 23,940 22.5%  
 Palmdale 23,988 24.4%  
 Rosamond 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**

17	not well	<b>Ages and Percent of Population Age 5+ All Ages Age 18 to 65+</b>				
Language Spoken 5-	Speaks English, but	% of City	Total 18-64	Total 65+	Total Total	# by City
			% of City	% of City	% of City	% of City

Lancaster 153 0.1% 3,798 2.4% 1,000 0.6% 4,951 3.1% 4,798 3.0%  
 Palmdale 331 0.2% 8,213 5.7% 1,619 1.1% 10,163 7.1% 9,832 6.8%  
 Rosamond 8 0.04% 829 4.1% 99 0.5% 936 4.6% 928 4.6%  
*Totals 16,050 14.8% 15,558 14.4%*

Speaks another language, but not English

Lancaster 1 0.0% 965 0.6% 906 0.6% 1,872 1.2% 1,871 1.2%  
 Palmdale 107 0.1% 2,391 1.7% 1,423 1.0% 3,921 2.7% 3,814 2.6%  
 Rosamond 0 133 0.7% 63 0.3% 196 1.0% 196 1.0%  
*Totals 5,989 4.9% 36,997 4.8%*

*Speaks English, But Not Well/Another Language*

*District-wide Totals by Age 600 0.2% 16,329 5.0% 5,110 1.6% Speaks (% of 323,495 age 5+)*

*English, But Not Well/Another Language Totals by City and Age:*

Lancaster 154 0.1% 4,763 3.0% 1,906 1.2% 6,823 4.3% 6,669 4.2%  
 Palmdale 438 0.3% 10,604 7.4% 3,042 2.1% 14,084 9.8% 13,646 9.5%  
 Rosamond 8 0.04% 962 4.7% 162 0.8% 1,132 5.6% 1,124 5.5%  
*Totals 22,039 19.6% 21,439 19.2%*

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

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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 English

Regional Consortia Poverty	No High School Diploma	Unemployed	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	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%

**Total Population 391,110 411,868 415,738 3,870 0.9%** 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.

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**AVC Effective Service Area High School vs. College Age Population Projections 2010 2021**

**2026 2010 vs 2026**

**Age Total= 391,110 Total= 411,868 Total= 415,738 Nbr. Change Change in % 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%

High School Age

15 to 17 23,462 6.0% 17,536 4.3% 17,074 4.1% -462 -1.9% College Age

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

The larger of the two public school districts in the effective service area is the Antelope Valley Union High School District (AVUHSD). From 2010 to 2021 the district grades 7 to 12 averaged 24,197 students but lost an average of 281 students each year meaning an average annual drop of 1.1%<sup>11</sup>. Data limited to the more recent years from 2015-16 to 2021-22 showed the secondary segment, grades 9-12, averaging 22,639 students but declining annually by 203 students representing an average annual drop of 0.8%. The numbers of high school graduates from 2015-16 to 2020-21 averaged 4,191 but declined by a 4.5% annual average of 202 graduates.

The smaller of the two public school districts in the effective service area is the Southern Kern Unified School District (SKUSD) which serves Rosamond with grades K to 12. From 2010 to 2021 the district averaged 3,285 students and lost an average of only 6 students each year or an average annual drop of 0.1%. In this smaller district, from 2015-16 to 2021-22 the secondary

segment, grades 9-12, averaged 1,168 students but increased annually by 12 students or an average annual increase of 1.1%. The numbers of high school graduates from 2015-16 to 2020-21 averaged 202 but declined annually by an average of 5 students or 2.3% annually.

With an annual average increase of 234 graduates or 1.7% annually, the California Department of Finance projections for high school graduates, 2020-21 to 2030-31, indicates an average of 14,377 graduates in Kern County. However, in Los Angeles County the same projection report indicates an average of 94,129 graduates, signifying an average annual decline of 1,551 graduates or a 1.6% annual decline over the period 2020-21 to 2030-31.<sup>12</sup>

<sup>11</sup> Population Reference Data. *KidsData*. Retrieved June 30, 2022, at <https://www.kidsdata.org/topic/558/school-enrollment/trend#fmt=749&loc=761&tf=17,141> and California Department of Education. Data Quest. Retrieved June 30, 2022, from <https://dq.cde.ca.gov/dataquest/>; analysis by Cambridge West Partnership, LLC and Antelope Valley College, Institutional Effectiveness, Research, and Planning Office.

<sup>12</sup> California Department of Finance, *California Public K-12 Graded Enrollment and High School Graduates Projections by County- 2021 Series*. Retrieved July 12, 2022, from <https://dof.ca.gov/forecasting/Demographics/>; 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

Graduates, AVC Fall Enrollment and Yield Rate

Four  
Yr

#### District High School

Approx. Distance

2017- 18

Fall

Enr Yield

2018- 19

Fall

Enr Yield

2019- 20

Fall

Enr Yield

2020- 21

Fall

Enr Yield

Avg 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% **Totals 5,499 1,498 27.2% 5,410 1,589 29.4% 5,167 1,241 24.0% 4,845 1,116 23.0% 25.9%**  
 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**

		2010 Census				2021 Estimate				2026 Projection			
Race	Number	Percent	Number	Percent	Number	Percent	Nbr.	Change	Change in %	Number	Percent	Number	Percent
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%
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%
Pacific islander Alone	822	0.2%	864	0.2%	872	0.2%	9	1.0%	Other Race Alone	81,781	20.9%	92,278	22.4%
Two or More Races	20,645	5.3%	24,619	6.0%	25,709	6.2%	1,089	4.4%					
<b>Total 39,110 411,888 415,738 3,850 0.9% 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 concentration throughout the District are residents in the 18-64 age range. *The College*

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*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 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 (HSI). *The College should continue pursuing ways to tailor marketing appeals and outreach services to residents of these underrepresented groups.*



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. Academic year 2019-20 was the last “normal” year before the COVID-19 pandemic lockdowns.

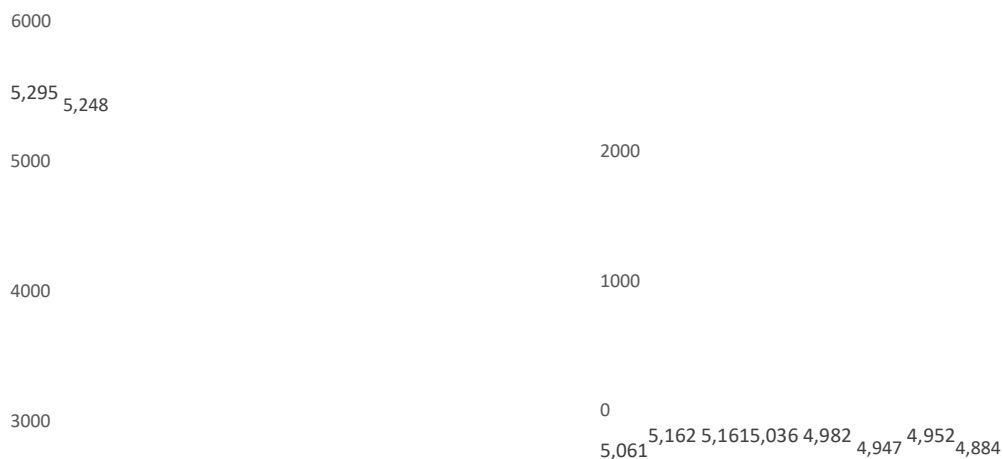
**AVC Annual FTES**

**AVC Annual FTES**

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Actual
11,377	10,583	10,619	11,140	11,290	11,657	10,567	10,616	11,013	11,055	Source: Antelope Valley College, Institutional Effectiveness, Research, and Planning Office

Growth in fall FTES dropped sharply in 2016 then slowed after that year.

**AVC Fall FTES**





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

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### 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 149 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. Fifty-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 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.

A detailed listing of the Chancellor's Office authorized program inventory for AVC is found at Appendix 04.B. A detailed analysis of the trends in program awards for these programs of study has been produced by the IERP Office and can be found at this URL <https://public.tableau.com/app/profile/svetlana6591/viz/ProgramAwards/ProgramAwards>

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 State of California Department of industrial Relations Division of Labor Standards Enforcement-Electrician Certification Unit accredits the Electrical Technology program.
- The National Institute for Automotive Service Excellence accredits the Automotive program.
- The California Board of Registered Nursing approves the Associate Degree Nursing program.
- The California Board of Vocational Nursing and Psychiatric Technicians approves the Vocational Nursing Licensed Vocational Nursing program.

- The College is seeking re-accreditation from the California State Fire Marshal the Fire Fighter 1 Academy and the Fire Technology (Wildland) Academy.
- 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.

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- 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.

## 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% **Total 127,316 1,344 31,546 4,074.11**

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% **Total 2,944 21 527 94.20**

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.

## 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% **Total 20,679 246 6,660 661.74**

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% **Total 1,697 17 425 54.29**

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 daytime 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	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 Svcs	6	0.4%	0	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% **Total 1,515 394 1,910**

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

Average Percent of Enrollment, Fall 2010-2019

Day/Evening 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

Fall Terms Goals of All Students

Education Goal 2018 2019 2020 2021 Average 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 04.A 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 outnumbered 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.
  - 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.

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- 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%

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.

## Enrolling in Transfer English and Math in First Year

2016-17 vs. 2020-21

### Degree/Transfer

**Students In First Year 2016-17 2017-18 2018-19 2019-20 2020-21 # Change % Change Students enrolled in a math or English transfer**

**course** 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

## 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 (STAR)
  - 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
- RISE 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
- Student Health Services
- Second Year Experience
- Study Abroad

### 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 DVDs, which can be located through the online catalog (Primo) from any location (on or off campus) that has an Internet connection. Online access to a variety of periodicals (scholarly/peer-reviewed journals, magazines, newspapers, and other sources) are available through EBSCO Discovery Services. From the Antelope Valley College library home web page students can also access Congressional Quarterly Researcher for position papers, PressReader, Science Online, JSTOR, and African American Studies Center databases, and subject-oriented electronic reference books like the Grove Music Online and

Workbook Online. These electronic resources serve the students at the Palmdale center as well.

The library offers online academic support services and research assistance to students who need assistance completing library research or navigating the various electronic databases through online tutorials, subject specific research guides, online support via research consultations, email, and chat services. There are a variety of helpful links for students looking for assistance with citing materials, research methods, and understanding copyright and plagiarism rules. Additionally, the library provides access to physical study spaces. 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, WEPA print stations, and computer/laptops. Upon request the library faculty members offer library instruction through research methods workshops, orientations, and for-credit courses in library science topics to support student learning and information literacy at both the Lancaster campus and the Palmdale Center.

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 center provides access to course reserved textbooks and materials, reference and book collection, research assistance, and similar services offered on the Lancaster campus.

#### 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.

#### Law Scholars Program

The Antelope Valley College Law Scholars program is designed to prepare community college students for admission to law school in California. AVC is part of a consortium of community college and the law schools at UCLA, UCI, USC, UC Berkeley, UC David, Loyola Marymount University, and Santa Clara. Program benefits include financial aid counseling, academic advising, LSAT prep, exposure to the legal profession and other steps designed to increase the interest of community college students in law school. Pre-law has recently been established as an AVC degree program.

#### 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.

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.

#### 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%).

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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**



## AVC Workforce Employee Classification Distribution Within Age Ranges

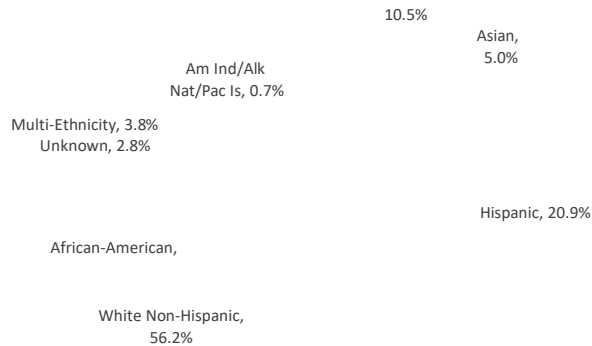
### Age Ranges & Distribution Within Each Employee Classification

Employee Classification Headcount 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%  
**Total 955**

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

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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

#### Academic

#### Ethnicity Ed Admin Tenure Temporary Classified

African-American 16.67% 8.84% 8.75% 13.65% Asian 4.17% 9.94% 5.03%

2.05% Hispanic 16.67% 13.26% 19.04% 29.01% White Non-Hispanic 62.50%  
60.77% 59.30% 48.12% Multi-Ethnicity 3.87% 3.94% 3.75% Am Ind/Alk  
Nat/Pac Is 1.66% 0.44% 0.68% Unknown 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 state introduced the Student Centered Funding Formula (SCFF). The SCFF sections include the following:

- Different compensation for categories of FTES- Credit, Incarcerated Credit, Special Admit Credit, CDCP, and Noncredit,
- A supplemental allocation based on headcount for AB540 students, Pell, and Promise Grant recipients, and
- A student success allocation based on headcount for outcomes- Associate Degrees for Transfer, Associate Degrees, Baccalaureate Degrees, Credit Certificates, Transfer Level Math and English, Transfer to a Four-Year University, Nine or More CTE units, and Regional Living Wage.

Funded AVC FTES declined between 2015-16 and 2016-17 and remained below the 2015-16 level through 2020-21, which rounds to 11,067.

### **AVC Funded FTES**

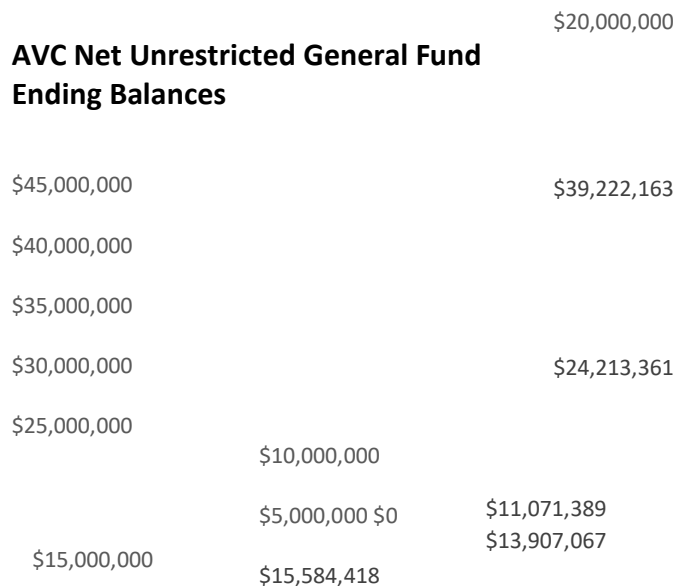
14,000  
12,000  
10,000  
8,000  
6,000  
4,000  
2,000

0  
 2010-11 2011-12 2012-13 2013-14 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21  
 Credit 11,358 10,497 10,619 10,902 11,293 11,613 10,523 10,527 10,327 10,537 10,745 Sp Admit 343 197 197 Incar 13 35 35 CDCP 0 0 0 0 0  
 0 39 81 92 44 44 Noncredit 14 0 0 0 44 5 8 14 45 45

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 unrestricted general fund ending balances from 2016-17 to 2020-21 as illustrated in the following chart. A good ending balance is expected for 2021-22 and another is projected for 2022-23.

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FY2016-17 FY2017-18 FY2018-19 FY2019-20 FY2020-21

Source: Antelope Valley College, *Annual Fiscal Reports to ACCJC, and Annual Budget and Financial Reports (CCFS 311) to CCCCCO*; analysis by Cambridge West Partnership, LLC

Salaries and benefits as a percentage of total unrestricted expenditures has remained between 84 to 86% in recent years.

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



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

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The College has made steady contributions to an irrevocable trust fund to cover other postemployment benefits. As of FY2020-21, the net OPEB liability as a percentage of OPEB payroll was 11%. In FY2021-22, deposits totaling \$5.4M were made to fully fund the OPEB trust.

### **AVC Other Postemployment Benefit Contributions**



OPEB FY2016-17 FY2017-18 FY2018-19 FY2019-20 FY2020-21 FY2021022\* Amount Deposited  
\$387,113 \$387,113 \$387,113 \$387,113 \$387,113 \$5,433,131 \*fully funded

Source: Antelope Valley College, *Annual Fiscal Reports to ACCJC* and the FY2022-23 Tentative Budget; analysis by Cambridge West Partnership, LLC

The budget development process for unrestricted funds at Antelope Valley College uses an incremental budgeting process. Financial and Fiscal Services estimates labor costs based on the current staffing and pending recruitments along with step and column increases. Estimated benefit rates, provided by the California Community College Chancellor's Office (CCCCO) in the Joint Analysis or the Dartboard from School Services of California are used. For other expense accounts, Financial and Fiscal Services reviews prior year budgets vs. actual expenses and future funding needs with department managers. Unless justified, unspent fund accounts are reset to zero and all equipment accounts are reduced to zero. Three years of actual expenditures are analyzed. The majority of revenue is based on SCFF using estimated FTES and headcount. SCFF and COLA rates provided by the CCCCCO in the Joint Analysis are used.

Department managers view their budget in Self Service Banner, and they are allowed to move their budget funds from one category to another throughout the fiscal year to better serve their needs. The AVC resource allocation process is portrayed in the graphic found in the discussion of college planning.

***Note- the graphic on college resource allocation needs to be reviewed and updated per Sarah Miller 6/17/22***

## Institutional Effectiveness

Assessment of Institutional Performance Against Goals

### Effectiveness Goals

The College has set a variety of effectiveness goals that follow the guidance provided by the Chancellor’s Office and the Accrediting Commission for Community and Junior Colleges (ACCJC).

### Vision for Success

The 2017 state initiative to establish system-wide student outcome goals is known as the Vision for Success. Each college was tasked to create local goals within that framework. As such, AVC crafted the following goals and has monitored its progress toward the accomplishment of those goals.

### AVC Vision for Success Targets and Performance

Goal/Metric Name (Chancellor's	Office Target) Goal 1: Completion		AVC Performance			
	AVC's Target	2016-2017	Baseline 2017-2018	2018-2019	2019-	Change by 2021-2022
Earned a CO Approved Credit Certificate (20% increase)	20%	789	871	1,098	1,020	1,014 ★ 947
Earned an Associate Degree (AA/AS) (20% increase)	20%	947	868	972	933	
AA/AS + ADT (20% increase)	20%	1,352	1,352	1,565	1,582	1,543 1,622
Attain the Vision Goal Completion (20% increase)	20%	1,344	1,369	1,601	1,545	1,536 1,613
Earn an Associate Degree for Transfer (ADT) (35% increase)	35%	405	484	593	649	663 ★ 547
All Students Who Trnsferred to a CSU or UC (35% increase)	35%	645	669	757	773	
<b>Goal 3: Unit Accumulation</b>						
Average Number of Units Accumulated by All Associate Degree Earners						
(reduce from 87 to 79 or 9% decrease)	-12%	89.5	89.5	89.6	87.6	85.4 79.0
<b>Goal 4: Workforce</b>						
Median Annual Earnings \$ (10% increase)	5%	\$23,960	\$26,494	\$26,112	\$27,454	★ \$25,158
Attained the Living Wage for the Region % (10% increase)	10%	28%	31%	31%	31%	31%
Job Closely Related to Field of Study (from 60% to 69% increase)	1%	71%	68%	65%	72%	

Source: Antelope Valley College, Institutional Effectiveness, Research and Planning Office. DalPassPlus.org, SSM 4.0 retrieved May 18, 2022

The College has *exceeded* its goals with respect to:

- Number of students earning an approved credit certificate.
- Number of students who earned an Associate Degree for Transfer.
- The median annual earnings of students who did not transfer but instead went to work.

The College is *on target* to achieve its goals with respect to:

- Number of students who complete an associate degree.
- Number of students who attain a vision for success completion goal.
- The percentage of career technical education students who earn a living wage when they did not transfer but instead went to work.

The College is *below the target* and may need more effort with respect to:

- Number of students who earn an associate degree (AA or AS); however, this may be associated with the significant increase in the numbers of students who earned an Associate Degree for Transfer.

- Number of students who transfer to a CSU or UC.
- The average number of units accumulated by students who earn an AA or AS degree.

The percentage of career technical education students who secure a job that is closely related to their field of study by going directly to work rather than transferring. It should be noted that the return rate for the survey that is the source of this data is not very large.

The State's Vision for Success framework also provides a fifth goal to close equity gaps by 40% across all of four goals, and fully close those gaps by 2027. AVC therefore has monitored the progress made by various subgroups of students as detailed in the Vision for Success 4.0 dashboard at this URL

[https://public.tableau.com/app/profile/svetlana6591/viz/VisionforSuccess4\\_0/VisionforSuccessV4](https://public.tableau.com/app/profile/svetlana6591/viz/VisionforSuccess4_0/VisionforSuccessV4)

As noted earlier in this Plan, the ethnicity of students attending the College has changed with a substantial increase of 14.2% in the Hispanic student population in spite of a 19% decline in student headcount between 2014-2015 and 2020-2021.

The College has evaluated its progress by following the trends in the portion of each subgroup who achieve a desired outcome compared to the number of students in that subgroup. The comparisons summarized below are 2015-16 vs. 2020-21. Additional details and data for other subgroups can be found in the tables at Appendix 05.A and in the IERP dashboards at this URL [https://public.tableau.com/app/profile/svetlana6591/viz/VisionforSuccess4\\_0/VisionforSuccessV4](https://public.tableau.com/app/profile/svetlana6591/viz/VisionforSuccess4_0/VisionforSuccessV4)

- All ethnic subgroups have *improved* with respect to the completion of a Vision for Success award outcomes. Between 2015-16 and 2020-21 the greatest gains have been realized by Asian (4.3%), White (4.2%), Hispanic (3.8%), and African American (3.6%) students.
- Students in all subgroups have *reduced the average number of accumulated units* for those who earn an associate degree. The greatest reductions (33.7%) are among students whose numbers are so small they are not shown for FERPA reasons and Asian students (16.8%).
- Students in all of the major subgroups *increased* the portion who successfully transferred to CSU or UC. Asian students advanced the most (5.5%).

The Department of Finance 2022-23 Governor's Budget Summary document included a narrative entitled the California Community Colleges Roadmap to California's Future. It provides

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several potential system-wide Vision for Success goals from 2022-23 to 2026-27.<sup>13</sup> The system wide goals to improve educational outcomes for community college students expressed in that document are found in Appendix 05.B of this Plan.

Institutional Set Standards

The ACCJC has annually required member institutions to report on a series of student achievement outcomes that regional accreditors are expected to monitor based on regulations from the U.S. Department of Education. AVC has annually set a minimal and a stretch goal for each of the metrics. Additional details are found in tables located at Appendix 05.C.

- Course completion counts the number of students who received a successful grade (A, B, C, or P) over the number of students enrolled in the class at census. AVC has consistently *exceeded its ISS target* percentage for course completions. In light of that experience, the stretch goal might be increased a little.
- Retention counts the number of students remaining in the class after the no penalty drop date divided by the number of students enrolled in the class at census. AVC has consistently *exceeded its ISS target* percentage for course retention. In light of that experience, the stretch goal might be increased a little.
- Degrees awarded count the bachelor's, "regular" associate (AA or AS), and associate degrees for transfer conferred in the academic year (summer, fall, spring). AVC has consistently and *substantially exceeded its ISS target* percentage for degree awards. In light of that experience, the stretch goal might be increased significantly.
- AVC is one of only 15 colleges that also awards a bachelor's degree; therefore, those awards have been separately tabulated.
  - Certificates awarded include the Chancellor's Office approved certificates and locally approved (low unit) certificates conferred in the academic year (summer, fall, spring). AVC has *consistently and substantially exceeded its ISS target* percentage for degree awards. In light of that experience, the stretch goal might be increased significantly.
- Fall to spring term persistence is the portion of students who are retained from fall to spring at AVC in the selected year, excluding students who completed an award or transferred to a postsecondary institution. AVC has *consistently exceeded its ISS target percentage* for course retention. In light of that experience, the stretch goal might be increased a little.

<sup>13</sup> California Department of Finance. Multi-year Road Map Between the Newsom Administration and the California Community Colleges. January 10, 2022. Retrieved June 9, 2022, from <https://www.ebudget.ca.gov/budget/2022-23/#/BudgetSummary>

Additional details regarding all of these outcome metrics are also available in an excellent Factbook 2022 dashboard developed by the Institutional Effectiveness, Research, and Planning Office. See this URL:

<https://public.tableau.com/app/profile/svetlana6591/viz/Factbook2022/TotalAnnualHeadcount>

In addition to these student achievement outcome frameworks the College has fashioned five long-term goals expressed in the 2016 Educational Master Plan as follows. Each goal has several subgoals or objectives that were added later.

1. Commitment to strengthen institutional effectiveness measures and practices. (37 subgoals)
2. Increase efficient and effective use of all resources.
  - a. 2.1 Technology (14 subgoals)
  - b. 2.2 Facilities (18 subgoals)
  - c. 2.3 Human Resources (18 subgoals)
  - d. 2.4 Business Services (16 subgoals)
3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills. (11 subgoals)
4. Advance more students to college-level coursework. Develop and implement effective placement tools. (15 subgoals)
5. Align instructional programs to the skills identified by the labor market. (18 subgoals)

These five goals were adopted for a series of three-year strategic plans to implement the broad goals. The strategic plan's subgoals or objectives are adjusted annually with measures of achievement and the identification of resources needed. Program review-related data via tableau dashboards, progress with Vision for Success goals, ISS, and any additional measures of success/key performance indicators are reviewed annually and serve as overall indicators of success. The current, summer 2022, version of the 2019-2023 Strategic Plan can be reviewed at this URL <https://www.avc.edu/sites/default/files/administration/1AVC's%202019-2022%20Strategic%20Plan.pdf>

Progress in achieving the five goals is routinely reported throughout the year, summarized annually, and shared with both the Strategic Planning Committee and the Board of Trustees. The current intention is to continue work on these goals and some of the related subgoals during the 2022-2023 academic year. During that time the College community will discuss new goals and hold a planning retreat in spring 2023. In spring 2023 the College intends to articulate new goals and create the first of two three-year strategic plans to implement the new goals.

The Board of Trustees has annually prioritized these goals for planning and budgeting purposes and added any new initiatives under them. Most often they have included one or more of the five long-term goals. For 2021-22 the Board priorities included these three long-term goals:

1. 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, addressing Enrollment Management and improving key outcomes
2. Educational Master Plan Goal #2: Increase efficient and effective use of all resources.
    - Continue Measure AVC physical build out
    - Professional development for all staff
    - Effective scheduling and productivity: faculty and staff planning
  3. Educational Master Plan Goal #4: Advance more students to college-level coursework.
    - Curriculum alignment for efficient completion across the institution and Guided Pathways development
    - AB 705 scheduling, impact of non-completion
    - Complete integration of Guided Pathways across the institution

### Interventions

To accomplish these goals and objectives the College has engaged in a variety of activities as captured in the strategic plan. However, two comprehensive plans have been the primary areas of focus:

1. Student Equity and Achievement Program (SEP)
  - a. Formerly the Basic Skills Initiative, Student Equity Plan, and Student Services and Support Program
2. Guided Pathways

### Student Equity and Achievement Program (2019-2021 Plan)

All colleges that want to continue receiving state categorical funds to support activities that would help close equity achievement gaps must submit a SEA plan and provide annual reports on progress. The SEAP Plan legislation identifies the student subgroups whose performance is to be monitored and analyzed. In addition to an overall assessment of student achievement, these student subgroups are named in the legislation for disproportionate impact analysis with disaggregation by gender being expected:

- Disabled
- Economically disadvantaged
- All ethnicity groups
- First generation
- Foster youth
- LGBT students
- Veterans

For each subgroup AVC identified a student achievement metric for improvement in order to

close equity outcome gaps. The following summarizes the subgroup identification and target metrics:

### **AVC SEAP Subgroup Identification and Performance Metrics 2019-20**

#### **Subgroup Target Metric**

Disabled Transferred to a four-year institution

LGBT Attained the Vision for Success Completion Goal

LGBT Enrolled (initially) in AVC after completing application Foster Youth

Enrolled (initially) in AVC after completing application Foster Youth Attained the Vision for Success Completion Goal

Foster Youth Retained from fall to spring at AVC

Foster Youth Completed both transfer-level math & English in first year

Hispanic Transferred to a four-year institution

African American Transferred to a four-year institution

African American Retained from fall to spring at AVC

Source: Antelope Valley College, *SEA Annual Report 2019-20*

Additional details regarding the gender disaggregation, baseline performance, numbers of students required to close the gap, and the percentage of equity change are found in Appendix 05.D of this Plan and at the IERP SEA 2019 dashboard are located at this URL [https://public.tableau.com/app/profile/svetlana6591/viz/SEA\\_15541626846920/SEA](https://public.tableau.com/app/profile/svetlana6591/viz/SEA_15541626846920/SEA).

As described in the 2019-20 SEAP Plan Annual Report, AVC has engaged in a variety of student support services, which were listed in the internal scan chapter of this Plan, to help each of the targeted populations be more successful.

Over the last five years some progress has been made in the metrics associated with the targeted subgroups noted above. Transfers show gains for Hispanic and disabled students. Big gains are recorded for achieving a Vision for Success goal by LGBT and foster youth. The portion of foster youth completing transfer math and English had doubled, but persistence declined slightly.

**Progress on Outcomes for SEAP Plan Targeted Subgroups**

**Transferred to a Four-Year Institution Metric**

**DI Identified Subgroups 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21** **Hispanic** 19.0% 20.0% 20.0% 22.0% 22.0% 21.0% not available **African American** 16.0% 13.0% 15.0% 16.0% 16.0% 16.0% not available **Disabled** 3.5% 3.2% 3.8% 16.0% 14.0% 16.0% not available

**Attained Vision for Success Completion Goal Metric**

**DI Identified Subgroups 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21** **LGBT** 3.2% 4.2% 2.7% 1.7% 5.0% 8.0% not available **Foster Youth** 2.7% 3.0% 3.7% 3.8% 8.0% 8.0% not available

**Persisted Fall to Spring Metric**

**DI Identified Subgroups 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21** **African American** 64% 65% 65% 63% 63% 63% **Foster Youth** 66% 64% 63% 64% 63% 63%

**Completed Transfer Math and English in First Year Metric**

**DI Identified Subgroups 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21** **Foster Youth** 3% 5% 6% 5% 8% 6% 12%

**Enrolled After Applied Metric (data not available)**

**DI Identified Subgroups 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21** **LGBT**  
**Foster Youth**

Source: California Community Colleges, Student Success Metrics Dashboard. Retrieved June 2, 2022, from <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx> (all students journey data)

The Chancellor’s Office has directed districts to prepare a Student Equity and Achievement Program Plan (SEP) 2.0 Plan for submission by November 2022. A data set, which AVC is now reviewing, was provided to each district to support planning for the new SEP document. The latest SEP dashboard (2022) is available at this URL

<https://public.tableau.com/app/profile/svetlana6591/viz/StudentEquityPlanSEP2022/Overview>

**AVC Overall SEP Metric Trends**

**SEP Metrics 2011-12 2012-13 2013-14 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21** Successful Enrollment in the First Year 49.9% 46.7% 42.0% 38.1% 38.0% 38.0% 41.2% Persisted First primary Term to Subsequent Primary Term 69.7% 70.2% 69.1% 67.9% 69.8% 72.5% 71.2% 72.5% 67.8% Completed Both Transfer-Level Math and English within the District in the First Year 3.0% 3.2% 3.2% 3.5% 5.1% 6.8% 6.2% 8.6% 17.6% 22.3% Transferred to a Four-Year Institution within Three Years 17.1% 14.2% 14.2% 14.7% 17.2% 20.1% Attained the Vision for Success Definition of Completion within Three Years 6.3% 6.6% 7.0% 7.5% 8.3% 11.2% 11.0%

Source: AVC, Institutional Effectiveness, Research, & Planning Office SEP Dashboard. Retrieved July 25, 2022, from <https://public.tableau.com/app/profile/svetlana6591/viz/StudentEquityPlanSEP2022/Overview>

Guided Pathways

The core idea of Guided Pathways is to improve the college experience for students by supporting more of them through to completion of their educational goal. Starting in 2017-18 AVC received a \$1.8 million grant to support the Guided Pathways work. A summary of the Guided Pathways implementation as of spring 2022 is found in Appendix 05.E of this Plan. The



implementation summary is organized around the four pillars of the Guided Pathways framework with annotations regarding the College work and major purchases/investments that have been made over the last five years, e.g., EduNav- a dynamic course planning tool that helps a student navigate their degree the way a GPS system helps for navigating roads.

Additional investments have been made to support students with completion strategies embedded in categorical programs such as Student Transfer Academic Retention, Umoja, Veterans, Extended Opportunity Programs and Services and Co-operative Agencies Resources for Education, Puente, CalWorks, First and Second Year Experience, and the Office for Students with Disabilities. Each categorical program has ongoing academic, cultural, and socially relevant programming to address student needs based on where they are in their educational journey. Gray numbers indicate the timeframe allowed to meet the metric outcome is not yet complete.

## AVC Guided Pathways Outcomes

Outcomes As Student Counts or Percentage Who Achieved the Metric Within 6 Years												
Guided Pathways Metric	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Students in Cohort	
Starting in These Years	4,066	3,938	4,187	3,991	3,675	3,583	3,756	3,672	3,905	2,694		
Learning Progress												
Course Success Rate In First Year	65%	65%	64%	65%	66%	69%	70%	70%	68%	71%	Completed Transfer-Level Math & English* 4% 4% 4% 5% 7%	
	9%	9%	12%	21%	27%	Completed Transfer-Level Math* 6% 6% 6% 7% 9% 11% 12%		15% 25% 31%		Completed Transfer-Level English* 18% 20%		
											21% 22% 27% 30% 26% 36% 43% 52%	

### Momentum

Persisted from 1st term to subsequent term at AVC 70% 70% 69% 68% 70% 73% 71% 72% 68% 60% Full-time in 1st term (attempted 12 or more units) 36% 35% 35% 35% 36% 39% 40% 40% 43% 50% Full-time in first year 25% 24% 24% 25% 25% 27% 27% 28% 31% 38% Average total semester units completed in 1st year 8 8 8 8 9 9 11 12 13 \*expanded view allows students who started in spring terms to have a full year to achieve the outcome.

Source: California Community Colleges, *Student Success Metrics Dashboard*. Retrieved August 5, 2022, from <https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View>

The course success rate had been improving until the COVID pandemic period. Completion of transfer math and English courses had shown a dramatic increase. Retention and the portion of students taking 12 units or more in the primary terms also had experienced increases.

Fiscal year 2021-22 marks the conclusion of the initial five-year grant allocations to support Guided Pathways implementation. While it is anticipated that the initiative will be renewed, the funding is likely to be reduced from the initial level.

The College has drawn on five benchmarks developed from questions in the Community College Survey of Student Engagement (CCSSE) to gather student perception data about their college

experience. The CCSSE benchmark information is shared with the Strategic Planning Committee (SPC) and other shared governance groups involved with planning at AVC. The following table illustrates the changes in student responses to the benchmark questions from 2008 to 2022.

## AVC Standardized Benchmark Scores

Benchmark 2008 2014 2016 2019 2022

Active and Collaborative Learning 50.5 49.9 52.6 52.0 54.5 Student Effort 48.2 48.0  
51.4 50.8 48.5 Academic Challenge 49.9 52.6 55.2 52.6 50.4 Student-Faculty  
Interaction 48.1 47.3 50.3 51.7 51.8 Support for Learners 51.3 48.8 52.5 51.0 48.2

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

### AVC Institutional Learning Outcomes

AVC has also articulated a set of Institutional Learning Outcomes (ILOs) as an expression of faculty members' collective intentions with respect to student learning for any students who completes a degree at the College. The four broad areas of learning outcomes are as follows:

#### Communication

- Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation, and synthesis.
- Demonstrates listening and speaking skills that result in focused and coherent communications.

#### Creative, Critical, and Analytical Thinking

- Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration, and application of knowledge and skills.
- Solves problems utilizing technology, quantitative and qualitative information, and mathematical concepts.
- Demonstrates information literacy by locating, evaluating, and ethically using information from diverse sources, and employing proper citation formats.

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#### Community/Global Consciousness

- Understands and applies personal concepts of integrity, ethics, self-esteem, and lifelong learning while contributing to the well-being of society and the environment.
- Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics, and varied cultural expressions.

## Career and Specialized Knowledge

- Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer, and personal enrichment.

The College has drawn on questions in the Community College Survey of Student Engagement (CCSSE) to gather student perception data about the accomplishment of these intended learning outcomes. These perceptions are self-reported, indirect evidence of student learning. The mean score of student responses to the selected items is found in Appendix 05.F and additional details are reported in the Institutional Effectiveness, Research, and Planning dashboard at this URL <https://public.tableau.com/app/profile/svetlana6591/viz/2016CCSSEandILOs/SampleDescription>

Responses to the CCSSE are shared with the Learning Outcomes Committee, Strategic Planning Committee, Program Review Committee, Executive Council/Deans Meeting, and therefore more broadly with Academic Affairs and Student Services colleagues.

The 2016, 2019, and 2022 results are summarized as follows.

- The overall average of mean scores from questions selected to represent ILO 1, Communication, was 2.88 in 2016, 2.73 in 2019, and 2.74 in 2022 on a 4.0 scale with 1 representing very little or never and 4 representing very often or very much.
- The overall average of mean scores from questions selected to represent ILO 2, Creative, Critical, and Analytical Thinking, was 2.88 in 2016, 2.77 in 2019, and 2.81 in 2022 on a 4.0 scale with 1 representing very little or never and 4 representing very often or very much.
- The overall average of mean scores from questions selected to represent ILO 3, Community/Global Consciousness, was 2.55 in 2016, 2.18 in 2019 and 2022 on a 4.0 scale with 1 representing very little or never and 4 representing very often or very much.
- The overall average of mean scores from questions selected to represent ILO 4, Career and Specialized Knowledge, was 2.37 in 2016, 2.44 in 2019 and 2022 on a 4.0 scale with 1 representing very little or never and 4 representing very often or very much.

### AVC's Institutional Learning Outcomes (ILOs) & RISC Survey Results

Additional insights to student learning are found in the student responses to four custom questions inserted into the Revealing Institutional Strengths and Challenges (RISC) survey which

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little.

the College administered in spring 2021 and 2022 for the indirect assessment of ILOs. Student ratings of how their classes helped them with the ILOs were high across the two RISC administrations and went up slightly from 2021 to 2022 with the exception of Community/Global Consciousness, which dropped a

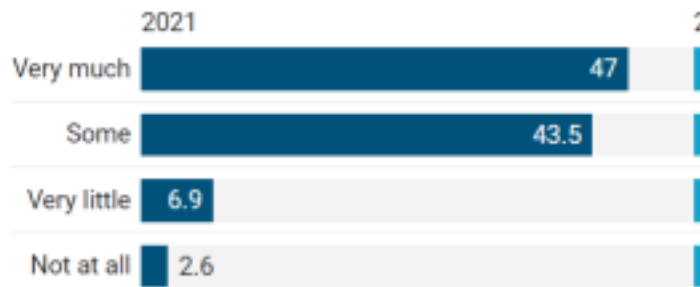
#### ILO 1. Communication

- Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation, and synthesis.
- Demonstrates listening and speaking skills that

result in focused and coherent communications.

- Demonstrates information literacy by locating, evaluating, and ethically using information from diverse sources, and employing proper citation formats.

**91% of students say that AVC classes helped “very much/some” with their communication skills.**



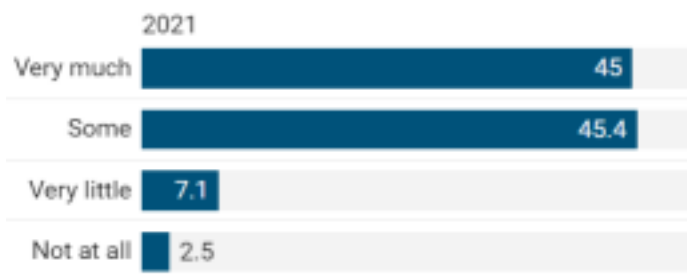
**2 In 2022, 92% (+2%) of students said that AVC classes helped “very much/some” with their creative, critical, and analytical thinking skills.**

RISC Question: How much do your AVC classes help you with your communication skills e.g., reading, writing, listening and public speaking  
(2021 *N* = 1,544 | 2022 *N* = 1,210)

## ILO 2. Creative, Critical, and Analytical Thinking

- Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.
- Solves problems utilizing technology, quantitative and qualitative information, and mathematical concepts.

▶ +6.3 ◀ -6.2



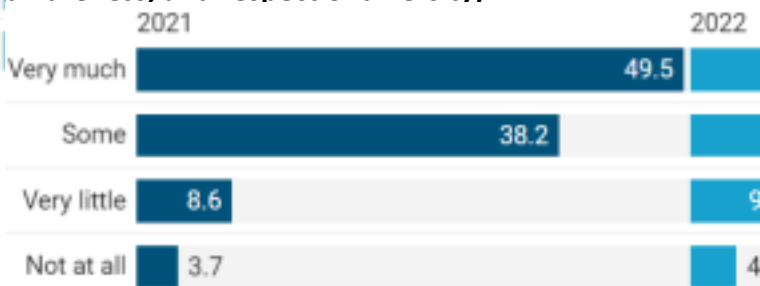
RISC Question: How much do your AVC classes help you with your creative, critical, and analytical thinking e.g., problem-solving, technology skills?  
 (2021 N = 1,525 | 2022 N = 1,203)

**ILO 3. Community/Global Consciousness**

- Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.
- Demonstrates an awareness and

respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

**In 2022, 86% (-1%) of students said that AVC classes helped “very much/some” with encouraging community consciousness (integrity, awareness, and respect of diversity).**



RISC Question: How much do your AVC classes help you with encouraging community consciousness e.g., integrity, awareness, and respect of diversity?  
 (2021 N = 1,524 | 2022 N = 1,197)

**ILO 4. Career and Specialized Knowledge**

- Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer, and personal enrichment.

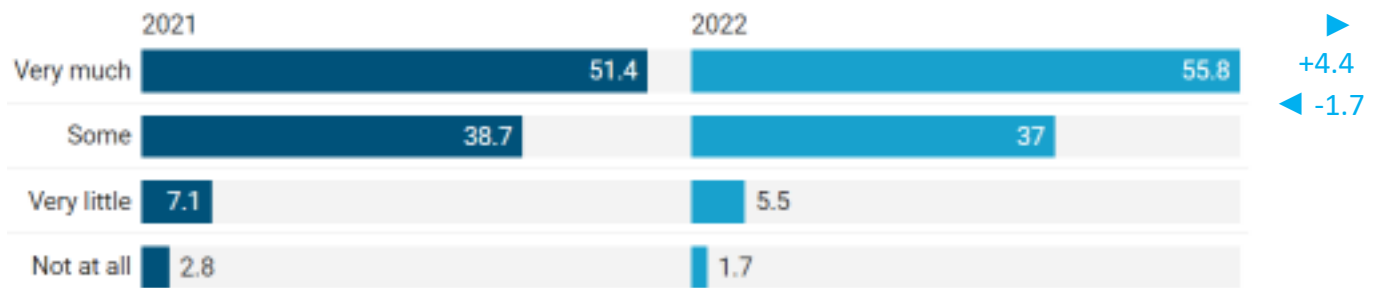
▶ +0.6

◀ -1.9

**In 2022, 93% (+1%) of students said that AVC classes helped “*very much/some*” with career & specialized knowledge skills related to their educational goals.**

▶ +5.3

◀ -3.4



RISC Question: How much do your AVC classes help you with career and specialized knowledge skills related to your educational goals?

(2021 N = 1,523 | 2022 N = 1,197)

Source: Revealing Institutional Strengths and Challenges. *Custom Questions Report*, Spring 2021 and 2022

As AVC considers its future course scheduling and student support strategies, student responses to other items on the RISC instrument might provide insights for consideration. For example, students were asked about their greatest challenges and were invited to rank them with most challenging at the top. These were the 2022 results regarding the greatest challenges.

### AVC RISC Greatest Challenges Question Responses

Variable	Avg Rank	1st	2nd	3rd	% Choosing the Rank
Having time for schoolwork	2.7	23	26	20	
Taking care of family members	3.1	17	28	18	
Financial concerns	3.2	24	17	15	
Fully online classes	3.5	27	11	12	
Technology related	3.9	5	11	24	
Inadequate space & resources to succeed	4.6	5	7	11	

Note: total number of question respondents was 1,213

Source: Revealing Institutional Strengths and Challenges. *Custom Questions Report*, Spring 2022

Students were also asked to identify the extent to which five broad topic areas presented challenges. In each broad area students were provided some follow up questions about more specific area examples, depending upon how students initially responded. A negative number in the difference column indicates a lower proportion of students at AVC reported challenges in that topic while a positive number indicates a greater proportion reported challenges when compared to responses from students in benchmark institutions. The bold numbers indicate a statistically significant difference between the responses from students at AVC vs. students at the 57 benchmark colleges. In the following table that summarizes the broad topic area challenges, responses were ranked in descending order.

**Responses Challenge****AVC Student Broad**

Area AVC %	Bench mark % Differ ence n
------------	----------------------------------

**Challenge Topics**

Work and personal issues 67 59 **8** 858 Success in courses 55 56 -1 706 Finances and financial aid 41 37 **4** 534 Academic support services 41 32 **9** 532 Campus environment 36 20 **16** 465 Note: totalresponses 1,290

Source: Revealing Institutional Strengths and Challenges. *Custom Questions Report*, Spring 2022

Students were also asked to express their preference for instructional delivery modalities. Those responses are summarized in the following table.

**AVC RISC Instructional Delivery Preference Question Responses**

Course Presentation Mode % n
Fully online classes 24 283
Mostly online but some face-to-face classes 29 344
Mostly face-to-face with some online classes 36 426
Only face-to-face classes 12 146
Total Responses 1,199

Source: Revealing Institutional Strengths and Challenges. *Custom Questions Report*, Spring 2022

Responses to the RISC survey are also shared with the Learning Outcomes Committee, Strategic Planning Committee, Program Review Committee, Executive Council/Deans Meeting, and therefore more broadly with Academic Affairs and Student Services colleagues. The purpose in sharing the results is to stimulate discussions about future interventions.

**Implications for Antelope Valley College**

1. The College, despite making steady progress with respect to its Vision for Success goals, needs to focus on the number of students who transfer, and on the average number of units accumulated for those earning an AA or AS degree.<sup>14</sup> *Both are areas for additional concentrated attention. The College should also be mindful of the upcoming set of system-wide goals contained in the Road Map document created in connection with the 2022-23 state budget.*

<sup>14</sup> Transfer to a public university is difficult for AVC students who are unable to finance living away from home. There is only a small outreach branch of CSUB in the immediate area.



2. The College has also performed well relative to the Institutional Set Standards stretch goals. *Stretch goals for course completion, retention, associate degrees, and certificates awarded may merit some increase in order to offer a challenge to AVC.*
3. The 2019-22 Strategic Plan has been concluded and represents a dazzling array of activities in pursuit of the five overarching goals. Some activities will be carried forward, but most were completed. *It behooves the College to consider ways to limit the focus of future strategic plans and to find ways to celebrate accomplishments along the way when action step milestones and objectives are achieved.*
4. The advancements for various subgroups identified in the Student Equity and Achievement (SEA) Plan are commendable. By the fall of 2022 AVC will have to craft a new -Plan, SEA 2.0. *The Chancellor's Office seeks to have districts think beyond transactional strategies and to embrace transformational efforts to close equity gaps.*
5. Progress is evident in the Guided Pathways metrics, particularly in the throughput of students in transfer-level math and English composition courses. However, the implementation of the Guided Pathways framework appears to have stalled. *The College will want to renew its efforts to completely implement the vision of this transformational framework and should revisit the recommendations made in the CSUN Report.*
6. The accomplishment of Institutional Learning Outcomes is hard to measure without exit exams or Collegiate Learning Assessment types of evaluation, but the College has made a commendable effort to capture indirect evidence through standardized survey responses from students and licensure exams for select programs. *The College needs to consider ways to gather and review direct evidence of student learning in relation to the Institutional and Program level learning outcomes.*

## Opportunities for the Future

A narrative of future curriculum visions articulated by deans and faculty members in each division and the future delivery of student services was developed in spring 2022. The future visions were based upon responses to a questionnaire, interviews and listening sessions, and inspection of recent program review documents. The narratives provide a brief listing of the departments, disciplines or services in the divisions followed by an accounting of the programs of study and awards conferred by the instructional area. A discussion of the future vision for program development concludes the narrative. Faculty members, student services professionals, administrative support specialists, and deans were also asked to identify their future interests in technology. The following narratives summarize those visions of a potential future.

### Instructional Areas

#### Arts and Humanities Division

This division encompasses the following departments and disciplines:

- Performing Arts
  - Dance
  - Music
  - Commercial Music
  - Theater Arts
  
- Visual Arts
  - Art
  - Digital Media
  - Film and Television
  - Photography
  - Commercial Photography

The Division sponsors 14 associate degrees and nine certificates of achievement. The degrees most commonly conferred are in the state-authorized programs of Art, Computer Graphics and Digital Imagery, Dramatic Arts, Applied Photography, Animation, and Music. The most frequently granted certificates of achievement are for: Computer Graphics and Digital Imagery, Animation, and Photography.

Division faculty members have launched several outreach efforts intended to build additional enrollments from current or graduating high school students. These outreach efforts include college rock band performances at the high schools, the band director's visits to high school bands, and invitations extended to high school groups to attend college campus events. Art and music courses are offered at the high schools after the high school academic day concludes. A second effort is to advertise the opportunity to earn a Pro Tools and/or Sibelius User certificate through the AVID Learning Partnership. The commercial music curriculum has been designed to culminate with the opportunity for AVC students enrolled in Studio Production I, II, and III courses to take the industry recognized certification exams administered by AVC faculty who have become AVID certified instructors. Division leadership wants to extend the linkage of college curriculum and industry-recognized certificates to other disciplines.

Music faculty are continuing to discuss the co-requisite strategy for portions of their curriculum and would like to expand the offerings with Latin Music History and Performance courses. There are also plans for commercial music faculty to collaborate with digital media, film, and television instructors starting with a new Media Scoring course offered in fall 2022 and continuing on to explore ways to expand into video gaming and digital streaming (YouTube/Twitch/TikTok, etc.) in the future.

Film and television faculty intend to create a local associate of arts degree in film studies that would emphasize film as literature with consideration to the aesthetics, history, intercultural aspects, or women's perspective, etc. topics.

Faculty members in the division are considering several new courses and programs of study. The theater faculty are intending to revise several course outlines and perhaps add some curriculum to support a stagecraft or technical theater certificate which would be a career technical education program of study.

Dance faculty have recently established a local associate of arts in the discipline. Faculty in this discipline are intending to expand awareness and refine the course offerings by introducing a dance course from an ethnic studies emphasis, a yoga for dancers course, and to revise the dance and technology class.

Digital Media faculty intend to review and revise their programs in order to bring the courses current with the industry standards. The faculty recognizes the need for currency in their highly desired field, and to compete with other community colleges, the department plans to revise and improve computer animation, graphic design, and media certificates and degrees through curriculum revision.

During the COVID pandemic lockdown the faculty found that courses taught primarily by lecture were successfully taught online, with many students preferring that modality. However, laboratory instruction, where the learning depends upon collaboration and the doing or performing of a task, was not effectively taught at a distance. However, faculty felt that some of the tools available online could be used to augment in person instruction of visual arts courses. Art faculty, for example, found useful ways to enhance their face-to-face instruction by using Zoom recordings and projecting images of student work submitted via Canvas for group critiques. Online education has opened a door for visual arts instructors to reach new audiences meaningfully through the digital lens.

Several disciplines in the division depend upon specialized computer or other equipment and software licensing agreements which are not adequately covered by current division resources. Establishing portions of the division curriculum as career technical education has provided some access to Strong Workforce and Perkins grant funding that has provided support, but not complete relief from the resource shortfall that adversely impacts the quality of instruction.

#### Athletics and Kinesiology Division

The Division offers an array of kinesiology courses (KINF and KINT), a recreation leadership set of courses (REC), classes that support an education in athletic training (ATH), and general education courses in health education (HE). The Division is authorized to offer a degree and several certificates requiring different levels of credit hours.

Until recently, the most common degree offered was in Physical Education. That degree was replaced by an AA-T degree in Kinesiology. The most common certificate awarded had been for Fitness Trainer (Yoga Instructor), but there have been no awards granted since 2018-19 for the version of this certificate requiring 18 to 30 semester units. A few awards have been granted in recent years for a 12-unit, locally approved certificate as a Yoga Instructor.

AVC offers student athletes the opportunity to compete in eight intercollegiate sports for men and another eight for women. The primary goal of the competitive athletics program is to provide student athletes with a positive, team-sport experience, focusing on recruitment, retention, and matriculation. In the fall 2019, baseline term courses using the IATH subject designation attracted 557 enrollments from student athletes. However, the student athletes were likely also enrolled in kinesiology curriculum (KINF and KINT) and may be enrolled in athletic training courses (ATH).

During the COVID pandemic period, the Division experimented by offering a number of eight week courses online in the subjects that did not require laboratory activity (KINT, HE, and REC). The experiment proved to be very popular and will be continued.

Faculty in the Division are developing new curriculum to establish a local, non-AD-T associate degree in the discipline that would emphasize fitness, wellness, and sports. They anticipate implementing the new degree in academic year 2023-24 to coincide with the completion of major remodeling work on the gymnasium and workout areas.

### Career Technical Education Division

This division encompasses the following departments and disciplines:

- Aeronautical Sciences & Technology
  - Airframe and Powerplant
  - Airframe Manufacturing Tech (B.S.)
  - Aircraft Fabrication and Assembly
  - Advanced Manufacturing
- Trades and Technology
  - Air Conditioning, Refrigeration & Ventilation
  - Auto Body
  - Automotive Technology
  - Electrical Technology
  - Electronic Technology
  - Welding
  - Industrial Manufacturing Apprenticeship

Collectively, the disciplines provide curriculum for 33 state-authorized degrees and certificates in career technical education disciplines. The Division sponsors 15 Associate of Science degrees, 18 certificates of achievement, and three locally approved certificates. The degree most commonly conferred is in the state-authorized program of Aircraft Fabrication. The most frequently granted certificates of achievement are for: Aircraft Fabrication, Automotive Collision Repair, Industrial Electronics, Aviation Airframe and Power Plant Mechanics, Electronics and Electric Technology, and Electrical Technology.

Division faculty members are working on several new certificates. Aeronautical Sciences and Technology (AS&T) Department faculty members are collaborating with the Auto Body faculty on an aircraft painting, low observability (stealth technology) certificate. With the faculty in the welding discipline AS&T faculty members are developing an aeronautical wiring and an aircraft welding certificate that will be available in fall 2022. The Division has recently also implemented three additional certificates: (1) advanced aircraft fabrication; (2) American Society for Metals (ASM) nondestructive inspection; and, (3) aerospace leadership and management. The overall strategy is to create stackable certificates and provide on-ramps for students to return to the College for additional education. Also, a precision measurement course is being developed by the AS&T faculty. The AS&T faculty members teach the Bachelor of Science program in Airframe Manufacturing Technology, division leadership is thinking about a second Bachelor's of Science in Advanced Manufacturing.

To support businesses and industries and to make program graduates more competitive for job openings, several steps have been taken or are being considered for future action. Faculty leadership in the automotive technology discipline is seeking Automotive Service Excellence (ASE) certification for the program. Faculty members in air conditioning and refrigeration, electronics, and electrical technology are seeking stronger relationships with industry partners to develop new certificates.

A new set of Federal Aviation Administration (FAA) regulations will prompt the faculty members to ensure that the curriculum being taught prepares students adequately for the Airman Certification Standards (ACS) practical test. A preliminary review of the current curriculum suggests it is largely in line but some instruction in human factors will need to be added.

Division leadership is seeking to have Zoom, or some other camera equipment, installed in the laboratory areas where demonstrations of construction, maintenance, and repair techniques could be filmed and archived for students to consult.

While there is a possibility of high school and college Career technical education faculty to conduct future discussions leading to career pathway development, high school instruction in those disciplines has been curtailed in favor of college preparatory curriculum.

Division leadership believes that any new program development or program expansion has to consider the impact of technology (industrial revolution 4.0) that is taking place in industry. More automation is coming to industries. The leadership believes that career technical education faculty members need to understand what is happening in maintenance and manufacturing because the technology is changing. Graduates and faculty members have to be computer literate as a standard. Therefore, AVC needs to develop programs that give students foundational computer knowledge of software that is being used in big manufacturing and repair facilities. That will give graduates a better chance for initial employment and advancement.

#### Community Projects, Extended Learning, and Palmdale Center

A wide range of activities in this AVC division focus on groups within the communities served by the District. These activities include liaison with the regional adult education consortium, community and contract education, economic development, apprenticeships, prison education, high school dual and early college, Perkins and Strong Workforce grants, and the Palmdale Center. The Dean is assisted by a Director for operations at the Palmdale Center. Additional leadership positions will need to be created and filled in order to advance some of the activities such as community and contract education.

The Dean for Community Projects and Extended Learning and others at AVC are exploring options with Los Angeles County consultants regarding the possibility of providing instructional and wrap-around support services at the Challenger Memorial Youth Center for transitional aged foster youth, formerly incarcerated individuals, and unhoused persons. The proposed center is a 65-acre property being renovated by the County. The vision from the County supervisor is to provide training that would enable these individuals to earn a living wage to support themselves and their families. In addition to credit curriculum there may be possibilities of collaboration with the Antelope Valley Union High School District (AVUHSD) to develop vocationally oriented noncredit programs of study.

Another vision is to expand early college opportunities in the AVC service area. A second early college operation, located at the Palmdale Center and in cooperation with the AVUHSD), will open in fall 2022.

The Dean and others at AVC are discussing the possibilities of a third early college that would be offered on Tuesdays late afternoon or evening only, perhaps located in Rosamond. The third early college effort would be focused on providing courses that would meet the Intersegmental General Education Transfer Curriculum or the California State University general education patterns. However, AVC and AVUHSD recently have been included in a Gates-Foundation grant award lead by the Linked Learning organization. This Accelerate[Ed] learning grant is intended to reach underserved high school students in order to afford them the opportunity to attain an associate degree through one additional year of formal education after high school graduation. With an equity lens focus the Dean and a representative from AVUHSD are building partnerships with the Antelope Valley Economic Development and Growth Enterprise (AVEDGE) and youth serving non-profit agencies such as the Boys and Girls Clubs. There may be opportunities to relate this grant effort to the high school career technical education academies and utilize articulated courses as part of the opportunity for high school career technical education-minded students.

The Dean and others are evaluating a software application that would make it easier for high school students to navigate the college catalog, complete the application for enrollment, and register for classes.

The possibility of a second degree offering in Drug and Alcohol Studies for the prison education program is being explored. The current prison education effort is a face-to-face instructional program in communication studies, but participating inmates are periodically moved to different prison facilities. The Dean anticipates that the College will seek authority to offer prison instruction through correspondence courses as a contingency plan only, but the correspondence strategy might assist those involuntarily moved inmates to complete their studies. The College is also seeking ways to recruit the less transient incarcerated individual into the associate degree program of study and to establish a more regular cadence of class offerings.

#### Palmdale Center

The AVC Palmdale Center, opened in September 2017, is on the highly traveled Palmdale Boulevard as was the original Center. The previous site consisted of 18,000 square feet in a three-story County building. The new replacement Center consists of 50,000 square feet or classroom, student support, and administrative space. A variety of subjects are taught at the Center based on decisions made by instructional leaders located at the main campus in Lancaster. The Palmdale Center also provides students with access to key support services including admissions and records, academic tutoring and a learning center, counseling, financial aid, an open computer lab, the Office for Students With Disabilities (OSD) program, a bookstore, EOPS, CalWORKs, and library services. All of the student services support staff at the Palmdale Center, cross-trained in various student services areas, function like those on the

main campus and are considered extensions of those at the main campus located in Lancaster. The Palmdale support staff would like to augment face-to-face services by continuing to offer online student services which proved useful during the COVID pandemic. Center leaders believe it would help the Palmdale Center students if more of the wrap-around service programs were available to them.

During the COVID pandemic lockdown enrollments declined at the Palmdale. To restore enrollment numbers the Center leadership is considering the administration of a student interest survey to determine preferences for the scheduling of classes. At this time, there are two credit certificates that can be accomplished by taking courses at the Palmdale Center: accelerated aircraft fabrication and an apprenticeship in industrial manufacturing for technicians. There has been discussion about the possibility of offering two certificate or degree programs at the Palmdale Center: one in child and family education, and another in Spanish. Center leadership would like to see some additional programs of study established in Palmdale. The Center facility has both lecture and laboratory instructional spaces available that would support a wide range of curriculum.

A second 22,000 square-foot facility adjacent to the Palmdale Center is being renovated to support the accelerated aircraft fabrication and a makerspace available for the California Aerospace Technologies Institute of Excellence (CATIE). AVC; CSUs at Bakersfield, Northridge, Pomona, and Long Beach; UCs at Riverside and San Diego; the University of Southern California, and the Air Force Research Laboratory at Edwards Air Force Base established the CATIE consortium to promote exploration of emerging and advanced technologies in space propulsion and responsiveness systems. The facility, equipped by the Air Force, will open in fall 2022.

### Counseling Instruction

In addition to providing services described in the Student Services Counseling section, counseling faculty provide academic instruction through Human Development (HD) courses at the Lancaster and Palmdale campuses, as well as online. Prior to the pandemic, HD online success rates were within 4% of the success rates reported for the on-campus sections of the same courses. The rapid move to online instruction for all HD courses did not allow adequate training for faculty, and success rates suffered. Counselors have now received training in online teaching strategies and pedagogy, and success rates in online sections are currently coming back to pre-pandemic rates.

Human Development courses are open to both new and continuing students. These courses are designed to increase students' awareness of factors that affect college success and strategies to help students overcome obstacles that might impede their ability to achieve career and educational goals. While most of the HD courses are directed to all students, one is developed specifically for students who have served in a uniformed service, their family members, friends, and supporters.

In total, approximately 30 sections of HD courses are offered each full term. Late-start sections of HD courses are used to avoid cancelling low-enrolled sections, and to accommodate students



