2003 Facilities Master Plan Update

ANTELOPE VALLEY COLLEGE

ANTELOPE VALLEY COMMUNITY COLLEGE DISTRICT

Antelope Valley College...Imagine the Possibilities

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2003 Facilities Master Plan Update

Antelope Valley Community College District

3041 West Avenue K
Lancaster, California 93536

(661) 722-6300

Dr. Jackie Fisher Sr.
Superintendent/ President

SPENCER / HOSKINS . associates

Architecture & Planning

James G. Spencer, AIA Principal
Stephen R. Hoskins, AIA Principal
2245 North Lake Avenue
Altadena, California 91001
(626) 398 3576 Fax (626) 398 7438

Antelope Valley College...Imagine the Possibilities

PRESIDENT'S STATEMENT

This is an exciting time as Antelope Valley College approaches its 75th year of serving the educational needs of Antelope Valley residents.

During the last 74 years, Antelope Valley College's student enrollment has reflected the population growth of the community. When the current Lancaster campus was opened in 1961, it was large enough to accommodate 1,500 students. Today, through the addition of new classrooms and labs, we are able to serve more than 13,000 students.

Looking ahead we know that we will need to respond to the needs of a rapidly growing community. This Facilities Master Plan will guide us in our long-range planning so we can respond to those needs effectively.

The dedicated and hard-working faculty and staff of the college have spent many hours to develop this plan, which will help us to continue to provide a quality learning environment for area residents.

Jackie Fisher Sr.

Superintendent/President (Interim)

Antelope Valley College....Imagine the Possibilities

Acknowledgments

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Dr. Jackie Fisher Sr., *Superintendent/President (Interim)*
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Brent Carder, *Dean, Athletics & Physical Education (Former)*
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Margaret Drake, *Dean, Technical Education*
Dr. Rosa Hall, *Dean, Student Services and Instructional Resources*
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Fred Thompson, *Dean, Social and Behavioral Sciences*
Dr. Les Uhazy, *Dean, Math/ Science*
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Bridget Razo, *Executive Director - Institutional Advancement, Resource Development & Research*
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Background

Introduction

It has been 13 years since the last Facilities Master Plan was produced in 1990. In 1990 the Master Plan framed a vision for how the Antelope Valley communities would develop and what role the college would play. Although there was much speculation about the exponential growth that would take place throughout the 1990s, no one could have conceived the drastic transformation that has occurred over a 13 year period. Antelope Valley Community College District's service area reached 370,430 persons by 2002 and will exceed 500,000 by the year 2010 and 760,231 by 2020. As we set to plan the future growth of Antelope Valley College, we find that this second tidal wave of development has now hit and will quickly continue to populate the area. The experiences of the past 12 years will serve as indicators to continue to plan for the educational needs of the Antelope Valley College community and its community college. Throughout the past 13 years, Antelope Valley College has experienced significant changes in their facilities. These changes where successful due to the development of the 1990 Facilities Master Plan and the effort of the college's leaders to implement it. As the college will undoubtedly continue to grow to meet the community demand, new challenges and goals will have to be addressed via this Updated Facilities Master Plan.

Where do we go from here?

The goal of this facilities master plan update is to carry out a seamless development of facilities and improvements to the existing campus, including new buildings, infrastructure improvements, technology upgrades and parking, to meet the present and future needs of the district. It will be paramount to include the ideas and findings of all additional studies and master plans conducted in the previous 13 years, which should be approved by the Antelope Valley College District. There will be many references to the 2001 Landscape Master Plan, the 2002 Educational Master Plan and the 2002 five-Year Construction Plan throughout this document.

Like the 1990 Facilities Master Plan, this document will continue to develop a balanced campus, by emphasizing the development of the northern open land for vocational programs and parking while continuing a strong presence at the center. This document will also allow an opportunity to revisit many principles of the 1990 Facilities Master Plan and to redirect the phasing of new projects according to what has been experienced in the previous 12 years. As stated previously, this will continue to be a living document, and therefore will continue to be molded and redefined to reflect the contemporary state of the district's educational and community needs.

Because this document will focus primarily on the needs and development of Antelope Valley College, it will not make any specific reference to any other district center or future planned campus. Chapter 2 will point out several recommendations for future centers due to the raise of population in areas distant form Antelope Valley College and to the changes in participation rates.

Updated Educational Master Plan

The college has developed a separate Educational Master Plan in July 2002. This document has served as the road map for the planning efforts of this document. The primary shifts outlined by the Educational Master Plan are in response for the growing demand for digital media and the use of the computer and internet. Contrary to previous theories, of computers limiting the need for space, it has created a larger demand for computer lab environment, network access and access to open laboratories.

Throughout the college's Educational Master Plan, there is an evident need for such space and for the adequate environment for computer facilitated instruction. One example is the modernization of the college's Learning Center in 1995, which provides over 15,000 ASF for the use of an open computer lab, a drop in math center and a tutorial center. The center's highly used and has been a successful addition to the campus, such that it has become impacted and has led to an overcrowding condition.

Previous principles for developing lab space where more specialized and limited to a mechanical shop environment or wet science laboratories. As we have learned from the previous decade, and demonstrated by the Educational Plan, general education disciplines have develop a large demand for digital and computer instruction. This demand will continue to grow as technology will continue to develop. There is also a growing demand by the universities and in the job market for students graduating from community college to be familiar with current computer programs and networks.

The shift in instruction will be reflected in future changes of lab and lecture space distribution throughout the College. Chapter 6 illustrates the results of this planned shift from a traditional 100 percent lecture chalk and blackboard environment to a computer instruction, and future lab top stations, and computer interactive semi-smart and full-smart classrooms.

These changes will impact the sizes of future classrooms and buildings. This will present a challenge to colleges who's building stock is more than 40 years old and has limited options for expansion and adequate modernization.

The following projects were included to help illustrate the needs and potential for developing future facilities to meet the demands of the Antelope Valley Educational Master Plan.

Impact of New Technologies on Educational Delivery

The development of new technologies will offer alternative ways to revise, improve, and expand the learning environment for students.

As specified by the Educational Master Plan, the demand for self-pace and Internet programs and the flexibility they offers, have made the use of the CD-ROM , Internet, e-mail and other media sources more attractive.

Lap Top "Docking" Stations

Presently, every classroom should include a television monitor or projection TV unit and at least one or more computers depending on the application and subject matter. As time progresses and computers become more compact and lower in cost, it is likely that students will be required to purchase their own portable computers—much like they are required to purchase their textbooks today. Instead of the college providing computers in every classroom or lab, it will only need to provide network tie-ins at each work station--essentially "docking" stations.

Networking

At Antelope Valley College, Internet and local networking has already been an integral part of the education curriculum. For example using the computer and multi-media technology, simulations provide experiences for students that would otherwise not be available.

There is probably not one course on campus where computers cannot be used to advantage. Access to a computer and computer literacy will probably be requirements for every student in the future.

Networking is a critical part of the technological learning environment of the future. New networks need to be designed with large bandwidth and speed in order to handle the growing demands of text, graphics, audio and video resources.

Furthermore, a new facility needs to be designed near the center of Antelope Valley College campus to provide adequate flexible space for future growth. Many students and faculty will have computers at home and will need access to the libraries, assignments, campus resources or other services through dial-up access. Most will not have a computer and will need access to this technology on the campus. With proper networking, the campuses can put themselves in a position to provide gateways to the growing resources both inside and outside the institutions. The computer of the future is not the PC on a desk, a file server in an office, or a mainframe on a computer room floor. The computer of the future is a network connecting all of these systems. Properly designed, new network technology will provide a cost effective system because it will facilitate the sharing of information, telecommunication, computing, and human resources. The soon-to-be-available radio frequency wireless technology will make it even easier and less costly to implement networking.

Phoenix-area Facilities

An example of colleges aggressively moving toward the expanded use of computers for learning is Glendale Community College and Estrella Mountain Community College Center, both near Phoenix, Arizona.

Glendale College High Tech Centers

Glendale College (in Glendale, Arizona) has established two very large computer laboratories (called High Tech Center I and High Tech Center II) which include entire courses being offered through the computer in an interactive mode on an open-entry/open-exit basis. Instructors and assistants are available at all times to help the students. In the fall semester of 1995, there were 85 sections of English offered through this mode. Many other courses from other areas were also offered. This has proven successful for them in terms of learning and student satisfaction. When a new methodology such as this or other innovations are implemented, it is necessary to provide training for faculty and staff.

Included in the Glendale College Computer Lab is an area called the *Innovation Center* where faculty are trained to develop courses using this mode.

Rio Salado College

Also a part of the Maricopa County Community Colleges in Arizona is Rio Salado College, which is specifically dedicated to distance learning. It provides most of its curriculum through distance education and independent learning.

They use video tapes, live video and other materials for this process through both home learning and at outreach sites throughout the community.

Rio Salado College is largely a campus without walls. And the "walls" which do exist are distributed throughout the greater Phoenix area in the form of outreach facilities housed in shopping centers and similar non-traditional educational venues.

Estrella Mountain Community College Center

Newest at Maricopa County Community Colleges is the Estrella Mountain Community College Center, which combines library, remedial learning, independent learning, and distance learning into a single integrated information resource center. Called the Information Commons, it provides most areas of independent learning and information resources under one roof and in coordination with conventional classroom instruction. There are many new technologies available which provide an opportunity for faculty to develop new approaches to education delivery which can enhance learning and provide more educational opportunities for students.

Not only are many technologies available, but more are being developed every year. All technologies must be constantly evaluated to determine how they might enhance teaching and learning so that the colleges cannot only improve student learning and access, but also reduce the cost per student. The classroom of the future could look much different from today's classroom.

California Virtual Campus

The State Chancellor's Office for the California Community Colleges has committed extensive resources to developing and expanding the online possibilities throughout the state. The California Virtual Campus (CVC) is the established network for the state, not just community colleges, providing the technical support and training needed for faculty and staff to offer online education and services. One of the goals is to centralize efforts, thereby reducing the overall cost for each individual campus.

The state, through the CVC, has funded five centers, each housed on a community college campus. Four of the centers offer server access, technical support, delivery platform options, and appropriate training for faculty and staff. The fifth center, housed at De Anza College, more exclusively devotes its resources to faculty and staff training opportunities, especially emphasizing design features and universal accessibility concerns. Currently, more than 130 institutions, offering more than 3,500 courses, are part of the CVC Network.

A recent survey conducted by the State Chancellor's Office (Fall 2001) indicates that, even though currently only 1 percent of the California Community Colleges offer a full degree program via distance education, many campuses are developing distance education opportunities for their students, including increasing attention to making "distant student services" available as well as courses.

The top three pedagogical concerns as this development takes place are Student Learning, Faculty Training, and Curriculum Development/Approval. Survey results indicate the following for those from the Community College system who responded:

- nearly 50 percent offer distance education options for their students
- nearly 30 percent are working on expanding their distance education program
- nearly 20 percent are adding new methodologies to their distance education options

Distance Learning Lab, Estrella Mountain Community College Center

Information Commons, Estrella Mountain Community College Center

HiTech Center #I, Glendale Community College, Maricopa County Community Colleges, Arizona

State Laws and Regulations

Numerous state laws and regulations can have a great influence on long term planning, including: the 75 percent/25 percent full-time/part-time ratio of faculty; the 50 percent law which requires that 50 percent of the operating costs be spent for instruction; enrollment caps which limit growth of the district; collective bargaining which determines class size limitations and other working condition issues; graduation requirements; prerequisite regulations; and special requirements for categorical programs.

Long Term Budgetary Considerations

Long term planning in the California community colleges has become increasingly difficult because of inadequate funding in the past decade. Though financial conditions may improve in years to come, the prospect of inadequate funding is always likely to return in the future in response to economic and demographic cycles. This uncertainty makes a definitive time line for planning difficult or impossible. This should not however deter the development of a Master Plan, since every district and college needs to know where it wants to go in terms of educational programming and then determine the best way to get there within the constraints imposed. The action plans may take longer than originally projected, but with perseverance and ingenuity many of the goals can be reached.

Cost-Benefit of Programs

It is important that student and community needs be given first consideration in the planning process, but it is also necessary to consider the cost/benefit of programs and services. Some programs will cost much more than others due to high equipment costs, small class size, large or inefficient use of space, and other cost considerations. With enrollment caps in place and a need to serve as many students as possible within the financial constraints, it becomes even more important to analyze programs for their cost effectiveness and the benefit to students. For example, a high cost program which serves only a few students and which is not a high community priority might be replaced by a high priority program that would serve more students for the same cost. The cost consideration must be an important part of any program review.

California Community College Governance System

The board of Governors of the California Community Colleges sets policy and provides guidance for the 72 districts and 108 colleges which constitute the system. The 16-member Board, appointed by California's Governor, formally interacts with state and federal officials and other state organizations. The Board of Governors selects a chancellor for the system. The chancellor, through a formal process of consultation, brings recommendations to the board, which has the legislatively granted authority to develop and implement policy for the colleges. Additionally, each of the 72 community college districts in the state has a locally-elected board of trustees, responsive to local community needs and charged with the operations of the local colleges.

The governance system of the California Community Colleges is one which uses processes of "shared governance." In March 1988, the Board of Governors adopted a process known as "consultation," through which a council composed of representatives of selected community college institutional and organizational groups, assist in development and recommendation of policy to the chancellor and Board of Governors. The council includes representatives from each of the following: chief executive officers, the Academic Senate, chief instructional officers, chief student services officers, chief business officers, chief human resources officers, chief student body government officers, faculty members, and community college organizations. The council meets regularly throughout the year. It develops and recommends policy, and reviews and comments on policies developed by other groups, locally-elected boards, and the Legislature.

Legislation--including funding for buildings--affecting the California Community Colleges is, for the most part, channeled through the Board of Governors and presented to the Legislature. The Department of Finance and the Legislative Analyst's Office process funding requests and make recommendations to the Legislature.

State Chancellor's Office Guidelines & Rules

The state Chancellor's Office has in recent years changed or refined its recommended guidelines to reflect the post-Proposition 13 budget constraints and to incorporate lessons learned from the past. The following are some of their informal guidelines followed by the current Priority Criteria for State Funding of various project types and the Title V Regulations which govern entitlement for space (Specific application of these are included in later chapters):

Informal Guidelines

- District boundaries no longer define the service area of a particular campus. With the adoption of 'Free-flow' in the mid-1980s, students can attend whatever campus meets their needs without special permission or fees. The potential effect of this is to redefine the service area of each campus from traditional legal boundaries to other criteria such as driving times, curricula, or programs.
- Campuses should not be closer together than 10 miles, and in rural areas can be considerably farther apart. Research has found 20 minutes the ideal limit and 30 minutes the maximum commuting time, with a noticeable drop-off in participation when times are greater. This suggests campuses be spaced at a 40- to 50-minute drive apart. In non-congested rural areas, this means campuses may be spaced as much as 70 miles apart and still adequately serve the region. But in dense urban ares with heavy traffic congestion, the distance between campuses may need to fall below 10 miles.

Roughly 40,000 to 45,000 WSCH (weekly student contact hours) seem to form the minimum "critical mass" to support a full-service campus. Below that figure, except in isolated rural areas, there appears to be insufficient enrollment to sustain a governing structure. This is especially true where there are nearby competing campuses.

For a satellite center to be considered for capital outlay support, it should be capable of generating 500 FTES (full time equivalent students) or roughly 16,500 WSCH by the third year of operation. This is not intended to discourage smaller operations that can be accommodated without capital outlay support in temporary rentals or portables.

Where a new full service campus or college is ultimately anticipated, the area of the site should be at least 100 acres and preferably 120 acres. This is actually a decrease from the 125 to 150 acres which used to be recommended. Where large-scale P.E./athletics programs, space-intensive lab programs such as agriculture, or simply very large enrollments are planned, added space should be considered. *However, it should be noted that there is no legal definition as to the minimum required campus acreage.*

- Where a campus is expected to remain a center, the area of the site should be at least 50 acres.

Fixed or Prescriptive Rules

The following are the current rules under which the qualification and funding of community college space is governed and justified:

Priority Criteria for State Funding

The following is a paraphrasing of the list of categories and priority ranking of projects started before 2002, as summarized in the Chancellor's Office's Facilities Planning Manual, formerly called the Capital Outlay Handbook:[1]

Category A.

Activate existing space

- A-1 Safety hazards/disabled access
- A-2 Equipment of previously funded projects
- A-3 Emergency infrastructure work

Category B.

New space or remodel existing space for instruction & academic/administrative support

- B-1 Master plans/preliminary plans where major deficiencies exist
- B-2a Renovation projects
- B-2b New construction classrooms & labs
- B-2c New construction library & learning resources
- B-3a Reconstruction academic / administrative support facilities, land acquisition, site development
- B-3b New construction faculty offices
- B-3c New construction administrative offices
- B-3d New construction other support facilities

Category C.

Other capital outlay improvements to promote a complete campus concept

- C-1 P.E., performing arts, child care/ development facilities
- C-2 Cafeterias, maintenance shops, warehouses, energy conservation & other support projects
- C-3 Other capital outlay projects to promote a complete campus
- C-4 Renewal/improvement existing instructional/support facilities

These Categories are under continuous review, and have been changed for 2002. Another development is a category for Collaborative projects wherein construction is permitted to be co-funded by other segments of public education, or through local district or private funds--these will be allowed to compete on an equal basis with conventional state funded projects.

Priority Criteria for 2002 and On

The Chancellor's Office has developed a new six-category breakdown to replace the current three (A,B,C) categories, beginning with 2002-03 new start projects. They are as follows:

Category A.

To provide for safe facilities and activate existing space. No more than 50 percent of funds available in any given year.

- A-1 Imminent danger to the life or safety of the building occupants--with adequate documentation from a qualified independent third party (least cost/no growth)
- A-2 Equipment to complete previously state funded construction projects
- A-3 Seismic deficiencies--potential seismic risk (least cost/no growth)
- A-4 Immediate infrastructure failure (least cost/no growth)

Category B.

To increase instructional capacity. Up to 50 percent of funds available in any given year after funding Category A projects.

- Reconstruction of existing space
- Construction of new space

Category C.

To modernize instructional space. Up to 25 percent of funds available in any given year after funding Category A projects.

- Reconstruction of existing space
- Replacement of existing space Category D.

To promote a complete campus concept. Up to 15 percent of funds available in any given year after funding Category A projects; funds may be shared with Categories E & F as necessary to fully fund a project.

- D-1 Physical education, performing arts, child development facilities, and other capital projects which promote a complete campus
- D-2 Cafeterias, maintenance shops, warehouses and capital energy projects

The state has acknowledged that the lecture formula is significantly inadequate—and in fact in violation of the California Building Code which requires 20 SF/station.

Laboratories

Lab space is also governed by hours of use per week. All campuses regardless of size are expected to use their Lab space on the basis of 27.5 hours per week with 85 *percent* of the stations occupied in order to achieve 100 *percent* utilization. This however translates to a series of variable area calculations which depend upon the nature of the lab use. It ranges from a high of 856 ASF/100 WSCH (200 ASF/station) for industrial programs such as diesel and auto mechanics to a low of 128 ASF/100 WSCH (30 ASF/station) for business and management. Because lab programs differ considerably from campus to campus and the percentage of lecture WSCH versus lab WSCH can also vary, each campus becomes quite unique in its allocation of instructional space.

Office

Office space is based on the number of full time equivalent faculty (FTEF) currently on campus (as opposed to off-campus) and projected in the near future. The formula for computing all college office needs is 140 ASF/FTEF. Of that, 80 ASF is allocated to each FTEF and the balance of 60 ASF is for all other office uses. As a result of the recent AB 1725 legislation which increased demand for office space, the Chancellor's Office is permitting AB 1725-related uses to be moved to a non-office category--usually 680 or 250.

Category E.

To increase institutional support services capacity. Up to 5 percent of funds available in any given year after funding category A projects; funds may be shared with categories D & E as necessary to fully fund a project.

- Reconstruction of existing space
- Construction of new space

Category F.

To modernize institutional support services space. Up to 5 percent of funds available in any given year after funding category A projects; funds may be shared with categories D & E as necessary to fully fund a project.

- Reconstruction of existing space
- Replacement of existing space

Title V Regulations

California's community colleges are governed by a complex and highly variable set of rules governing certain categories of space. (This is in contrast to public K-12 schools which are governed by relatively simple space formulas for each grade level.)

Under Title V, California Community Colleges of the State Administrative Code, entitlement for space is regulated in five general categories of use:

- Classrooms (Lecture) and Seminars (110-115)
- Laboratories (210-235)
- Office (310-355)
- Library (410-455)
- AV Radio TV (530-535)

Classrooms and Seminars

Lecture space is governed by hours of use per week. Campuses are expected to use their Lecture space on the basis of 53 hours per week with 66 *percent* of their stations occupied in order to achieve 100 *percent* utilization. This translates into a formula to compute classroom entitlement of: 42.9 ASF/100 Weekly Student Contact Hours (WSCH). This is approximately 15 ASF/station.

Library

Library space has been based on day credit or day graded (D.G.) Enrollment, though this will change in the near future. It is computed on a sliding scale:

Initial allotment	3,795 ASF
First 3,000 students	3.83 ASF/D.G.
Between 3,000 & 9,000	3.39 ASF/D.G.
Above 9,000 students	2.94 ASF/D.G.

AV Radio TV

AV Radio TV space is also based on day credit or day graded (D.G.) Enrollment. It is computed on a sliding scale:

Initial allotment	3,500 ASF
First 3000 students	150 ASF/D.G.
Between 3,000 & 9,000	75 ASF/D.G.
Above 9,000 students	25 ASF/D.G.

Other

Other categories of space including the aforementioned office categories mandated by the AB 1725 legislation as well as independent learning (250-255), indoor physical education (520-525), cafeteria (630-635), bookstore (660-665), maintenance (720-725) and warehouse (730-735), etc. are currently not governed by special Title V regulations. Some are governed by unpublished internal Chancellor's Office guidelines as well as 'generally accepted practice.'

The Title V space standards have not been fundamentally updated in more than 30 years. In many areas they no longer reflect current needs or practice. In categories such as lecture and office, there is evidence that the allowance for space is inadequate. Newly emerging uses of space such as open computer labs, computerized lecture, and independent learning are not addressed at all. In response to these issues, a revamping of the space standards was proposed in 1990 by the Chancellor's Office. However these were never adopted. Revision of the standards (if ever adopted) may have a significant impact on present long-range planning and should be anticipated where possible.

Purpose of This Report

This report is intended primarily to assist Antelope Valley College in planning for its growth over the next 17 years. As a detailed planning study, it focuses on the existing campus. It does not consider possible future learning sites or satellite campuses elsewhere in the district. Detailed planning for these is not a part of this plan.

The following Facilities Master Plan will allow the college to plan for future buildings to increase its space and best serve the continuing population growth of the district. This Facility Master Plan was written to reflect the educational goals of the college. The 2002 Educational Master Plan played a central role in making decisions and establishing the priorities of projects throughout this document. The previous decade has served as an indicator to measure how fast schools and most importantly, instruction, will move towards a more digital computer environment. This was reflected in the existing Educational Master Plan. The linkage section of this document will demonstrate the shifts on laboratory and lecture throughout the college's discipline and its impact on facilities. The facilities master plan section of this document will provide additional information for future planning of the colleges services, circulation and infrastructure that will support a campus of 20,000 students. The final projects section will translate the calculated assignable square footage in the linkage section and strategically plan projects to serve the projected 20,000 students.

Antelope Valley College Business Studies Building, South Facade 2002. This project was identified in the previous 1992 Facilities Master Plan.

Antelope Valley College Advance Technology Building 2003. This project was identified in the previous 1992 Facilities Master Plan.

Study of Growth

Updated Growth

An integral part in updating the Facilities Master Plan is projecting the future growth potential of the Antelope Valley District and its rate for participation. Considerable data collection and research must be done to arrive at future growth potential conclusions. Consideration must be given not only to population growth within community college district boundaries, but to participation rates and free-flow analysis that allow for relatively accurate predictions of future student enrollments within given colleges.

The Antelope Valley Community College District serves a diverse and rapidly growing population in the Mojave high desert area of Los Angeles and Kern counties. The Southern California Association of Governments (SCAG) has forecast that the population of the district's service area will continue to grow rapidly, 45.58 percent during the 10 years from 2000 to 2010 and 105.23 percent between 2000 and 2020, to a population of 760,231 in 2020. The driving force behind this rapid population growth is "cheap dirt" -- affordable land for residential property and low cost land for small businesses. As property values appreciate in the Los Angeles basin, people and small business enterprises will relocate to where they can find "cheap land," the Lancaster/Palmdale area. This movement will intensify as the economy recovers.

The 2000 Census found that the population of the district has become increasingly diverse and younger. The district's service area adult population is only 65.7 percent of the total population. This compares with 72.7 percent for the state of California as a whole, and 74.3 percent for the nation. For planning purposes, this means Antelope Valley College must anticipate a greater flow of students out of its feeder high schools in future years as the sub-18 year olds progress through the schools. The diversity of the district's population is shown below:

Ethnicity/Race	Percentage
African American	14.0%
Asian	4.1%
Hispanic	29.2%
Caucasian (non-Hispanic)	51.3%
Other	1.4%
Total	100.0%

The following sections of this chapter will show that Antelope Valley participation rates are below average for the state and the free-flow of students to nearby colleges is a 2.8 to 1 ratio of those going to other colleges compared with those coming to Antelope Valley.

Funding

A local bond measure is necessary to fully implement this Facility Plan to update the Lancaster campus for the projected rapid population growth for the district. Bond measure funds could be used in part to match state funds for specific construction projects to get the maximum benefit from bond measure funds.

Expected Outcome

The projected doubling of the district's service area population over the coming 20 years, its diversity and its young population looms huge. The district could easily double in size, and if the participation rate increases, the student population could easily increase more than 100 percent. This tremendous growth is the expected outcome for which this Master Plan prepares the Lancaster campus.

Projections of Antelope Valley College Enrollment, WSCH and FTE

Table 2.1 shows enrollment and WSCH projections for Antelope Valley College with a year of fall 2000 until it reaches 20,000 students 200,000 WSCH's.

Antelope Valley Community College District is defined as all the zip codes within the district's boundaries. The source for the total population was the 2000 United States Census. According to the Census, persons 18 years of age or older comprised 65.7 percent of the total population of the district's service area, 243,372 out of 370,430. It is projected that the district's service area population will increase by 19.52 percent from 2000 to 2005, 46.68 percent between 2000 and 2010, 71.74 percent between 2000 and 2015, and 105.23 percent between 2000 and 2020. The present unincorporated service area is forecast to grow the fastest, 150.95 percent between 2000 and 2020. This compares with 106.08 percent for the city of Lancaster and 74.67 percent for Palmdale. The enrollment of students residing within the district's service area for fall 2000 was 10,079, plus 649 from outside its service area. This breaks down to 94 percent in–district students and 6 percent out-of-district students. It is anticipated that this ratio will continue unchanged through growth to 20,000 students.

Participation rates were calculated in two ways. The service area participation rate was obtained by dividing the service area enrollment by the service area population then dividing by 1,000: 41.4 per thousand for fall 2000. The second participation rate was computed by dividing the total college enrollment by the service area population for each year shown on the table: 44.0 per thousand.

These are both lower than the state average of approximately 64.3 per thousand. Reasons for these lower rates include a combination of several factors including: older, inadequate buildings for crucial disciplines, e.g., sciences, mathematics, social sciences, and fine and performing arts. The crucial service buildings are also older and inadequate - the Student Center and Student Services Building. This is especially true of the Student Center that has an unattractive and out-of-date food service area. Student centers are recognized as important to the overall cohesiveness of a college/university campus. During the 1990s the state did not fund community colleges for increased enrollments for three years, and these years have not been made up – this represents a loss of some 1,200 to 1,400 students.

The fall 2000 WSCH was obtained from the California Chancellor's Office Research and Planning Department. The WSCH per student per enrolled student was obtained by dividing the total enrollment into the total WSCH: 106,586 WSCH divided by 10,728 students = 9.94 WSCH per student. For planning purposes, this was rounded to 10.0 WSCH per student.

Participation Rates

A participation rate is a system by which the number of students being served within a college or district can be analyzed. The CPEC Guideline Manual states, "A participation rate is enrollment divided by population multiplied by 1,000." The population data used should be adult population, ages 18 and over. Participation rates are a rather simplified method of determining how well a given college or district is reaching its service area in comparison with other college or districts. The most common comparison is with the state community college average. The California Community College Chancellor's Office in its 1995 report on future enrollments stated,

POPULATION PROJECTIONS FOR THE ANTELOPE VALLEY COLLEGE SERVICE AREA FOR THE 2000-2025 PERIOD FOR CITIES AND UNICORPORATED AREA

Cities/Area	YEAR						% Change
	2000	2005	2010	2015	2020	2025	2000-2025
Lancaster	137,820	156,755	195,447	231,806	284,019	332,574	141.31
Palmdale	129,160	150,948	174,132	195,696	226,275	255,548	97.85
Unincorpora	102,753	135,065	172,585	207,622	257,795	306,005	197.80
Total	**369,733**	**442,768**	**542,164**	**635,124**	**768,089**	**894,127**	**141.83**

Population Projections for Antelope Valley Region
Data based on 2000 Census Information by Southern California Association of Governments

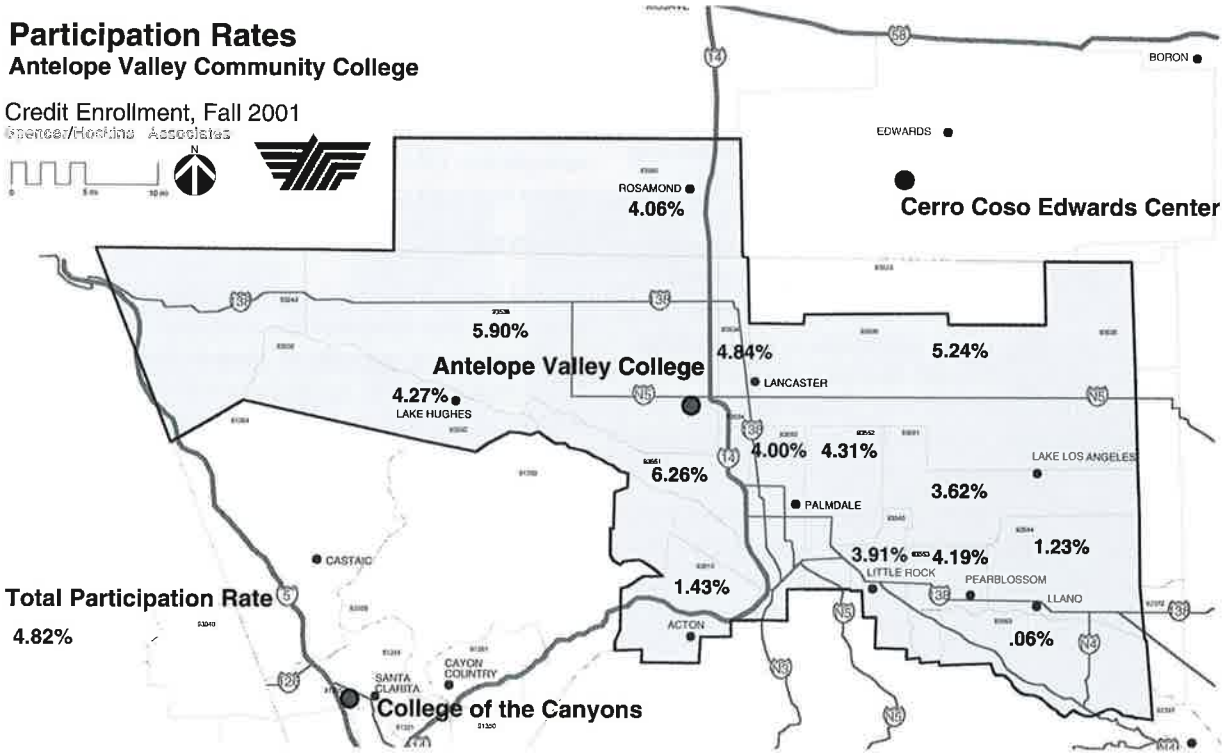


Image 2.1 Antelope Valley College District Participation Rates based on fall 2001 credit enrollment

Participation rates are at their lowest level in 25 years: 66 students per 1,000 adult population. This is forecasted to increase gradually to 72:1,000 by 2005 and to 73.1:1,000 by 2010.

The increase from current percentage to 7.3 percent participation rate has a major effect on future planning as it implies considerable growth in enrollments statewide.

In an area such as the High Desert where there are limited districts and campuses within reasonable driving distances, participation rates are relatively straight-forward and give a clear picture of enrollments.

In-District Participation Rates

Antelope Valley College for fall 2000 had a participation rate 42.9 per 1,000, which is significantly lower than the statewide average of 64.3 per 1,000 students.

Over the 10-year period, 1980-89, the population of the Antelope Valley College service area increased from 104,812 to 238,136, a 127.20 percent increase. During the same period, the college's student enrollment increased from 7,424 to 8,637, a 16.33 percent increase.

For the 20-year period, 1980-99, the population of its service area increased from 104,812 to 370,430, a 227.20 percent increase. However, the Antelope Valley College student enrollment increased only 2,904 students, from 7,424 to 10,328, a 39.11 percent increase.

These are significant differences that clarify why Antelope Valley's participation rate is 49.88 percent lower than the statewide average. If Antelope Valley were serving 64.3 of its adult population, its 2000 student enrollment would have been 15,649 rather than 10,728. The college would have already exceeded its mid-term future enrollment goal.

Individual ZIP codes show some variations that appear to be a result of driving time to the Lancaster campus.

The highest participation rates are found within a 15-minute driving distance of the campus, and the lowest in the Acton, Pearblossom, Llano and Lake Hughes ZIP code areas, which are more distant. A majority of students from the Acton area find the drive to College of the Canyons preferable.

Ethnicity

From 1990 to 2000 the Hispanic population of the Antelope Valley College service area increased from 17.17 percent to 29.20 percent, and the African American population increased from 6.37 percent to 14.0 percent. The Asian population remained fairly stable, and the white population decreased to 51.3 percent of the service area population.

These shifts in the service area population may have had some affect upon the declining participation rate of the college. Declines in college enrollment seem to parallel the increase in the Hispanic population. These increases also no doubt affect the lowering percentage of adult population. This growing population of school-age children is expected to increase participation rates as they reach adulthood, and their numbers will be especially large due to the increasing percentage of Hispanic children. Community College is vital to Hispanic and other immigrant populations, who have lower access to other institutions of higher education.

For fall 2000, Antelope Valley College's student ethnic distribution was fairly comparable to the service area population, with 27.6 percent Hispanic students as compared with 29.2 percent Hispanics in the area population. The population seriously under represented was African Americans, with 7.0 percent of student population as compared with 14.0 percent of the service area population.

Percentage of Adults

The percentage of adults in a population has an effect upon the participation rate, as children do not attend community colleges. When the number of children rises, the percentage of college students falls. It is possible for a population to increase while the number of college students decreases due to a shift in the age distribution.

According to the 2000 Census only 65.7 percent of the Antelope Valley College service area are adults. This compares with 72.7 percent for the state of California as a whole and 74.3 percent for the nation. Of the projected 2000 population of 370,430, 243,372 were adults. For planning purposes, this means Antelope Valley must anticipate a greater flow of students from its feeder high schools in the future as the sub-18 year olds progress through the system.

This is clearly reflected in the high school graduation rate increase by 8.98 percent for 2001-02 and a projected 12.33 percent increase for 2002-03 for Antelope Valley service area feeder high schools.

The low participation rate of the Antelope Valley College service area adult population is significant. So much so, that its causes need to be identified in greater detail than is feasible by this study. We know that some of the crucial Lancaster campus buildings are older, inadequate and out of date, and as a result are not attractive to students. A low participation rate was found among the African American population. The college should be serving at least 50 percent more students than it is. As a college serving a service area population that will double in number by 2020, this is a critical problem that must be addressed.

The enrollment history and future projections for Antelope Valley College are presented in the next chapter, which studies the existing campus

Updated FREE-FLOW

Causes of Free-flow

Physical issues of transportation and driving times appear to have the most dominant role in shaping Free-flow patterns in AVCCD. Antelope Valley College is located relatively central to the entire district. This has certain benefits to the large population concentrated near Lancater and the northern Palmdale area at the center of the district, but has hindered its service potential to rural communities at the south, east, and west edges of the district. A second contributor has been the overwhelming number of commuters from Antelope Valley to the Los Angeles Basin and San Fernando Valley. This phenomenon allows commuters to attend colleges located in the San Fernando Valley, Los Angeles and in Santa Clarita districts. This pattern south commuting has benefitted Antelope Valley College by increasing the enrollment of Rosamond residents.

Driving Times and the "Counter-Commute"

Colleges at a geographic or urban "edge" tend to gain enrollments through free-flow. However, the geography surrounding Antelope Valley makes it difficult to reach and all potential students coming from the San Fernando Valley are intercepted by College of the Canyons in Santa Clarita. The counter commute phenomenon has also allowed AVCCD communters access to colleges near their place of employment in neighboring districts. Therefore, it has become more attractive for Antelope Valley commuters to attend a college in the San Fernando Valley or choose Santa Clarita which is located at the nexus of the Interstate 5 and Freeway14, then battle through traffic to return to Lancaster to attend classes. For this reason, there needs to be a formal study on the feasibility of strategically locating new educational centers adjacent to mass transportation centers, commuter parking areas, freeways and major access ateries near the southern part of the district.

The district has also experienced a significant growth in the southern edge communities of Acton, Littlerock, and even Southern Lancaster, whose residents primarily now attend College of the Canyons. As traffic will undoubtedly increase in the coming years, new centers in the southern region will encourage counter-commuting rather than sitting in traffic to get to Santa Clarita. Northern communities of Rosamond, Mojave, Tehachapi and California City will also benefit from commuting south to Lancaster rather than trying to reach Bakersfield.

Free-Flow with other districts

Out of district free-flow is a major concern to Antelope Valley College. Although population has significantly increased throughout the past ten years, the district's free-flow ratios have dropped significantly.

Kern County

AVCCD has a free-flow gain of 127 students from Kern Community College District. This may diminish as students from AVCCD continue to seek online courses offered by Cerro Coso College. The posibility for future Free-flow gain by AVCCD from Kern County will be due to a growth in population in Rosamond and its neighboring communities.

Santa Clarita

AVCCD has suffered its largest loss in Free-flow to College of the Canyons. AVCCD had a net loss of 660 students in 2001 to College of the Canyons. As stated previously, there is an inherent relationship between the large number of commuters from AVCCD and the amount of students who find College of the Canyons more accessible.

The recent growth in Acton, South Palmdale and Littlerock communities, have established a pattern and realtionship with COC, which will take a large effort by AVCCD to attract these students to attend Antelope Valley College.

Other Los Angeles and San Fernando Valley districts have captured few students but are not showing any significant amounts. Any future development along the south and eastern edge of the district could further aggravate the free-flow relationship with Santa Clarita, San Fernando and Los Angeles districts.

Internal District Free-flow

As assumed, the majority of the internal free-flow to Antelope Valley College is from Lancaster (5,425) with Palmdale second (3,880) and Rosamond a distant third (417 students). The pattern is fairly typical with Lancaster and Palmdale being the closest areas to the college with the exception of Rosamond. Rosamond is located approximately 15 miles north of the college along Freeway 14. Southward commuting could also be a major contributor to the growing number of Rosamond residents attending Antelope Valley College.

Southern and eastern communities have relatively small numbers in attendance. This is due to small population of the areas and also to the accessibility to College of the Canyons.

The college currently has two centers. By developing centers near these areas, the college will gain more exposure and will become more attractive for both commuters and local residents throughout the rural areas of the district.

Free-flow Factors

Many of the facilities on the Antelope Valley College campus are more than 40 years old, and although they have been well maintained, they are showing the effect of growth on an aging campus.

New pedagogy will be driven by access to interactive information via contemporary and future technologies—computer networks, and digital media. Most of the facilities are being used to their maximum, and for expected increases in enrollment, additions, renovations and replacements will be necessary. Serious consideration will be given to the adequacy of the performance of the current facilities in relationship to future shifts in instructional delivery methods.

Campus Location

Antelope Valley College is located at the center of the district. This has great benefits in serving the north central Lancaster and Palmdale communities, but has great disadvantages in serving areas located along the south, east and west edges of the district. The district is also disconnected from the San Fernando Valley, Los Angeles and Pasadena areas by the San Gabriel Mounatins. This limits the access to all southern districts. There is a single major Freeway 14 that serves to connect the high desert region to the Los Angeles metropolitan area. Other smaller roads like the 138 and the N5 bisect the district east west and allow access to many smaller communities.

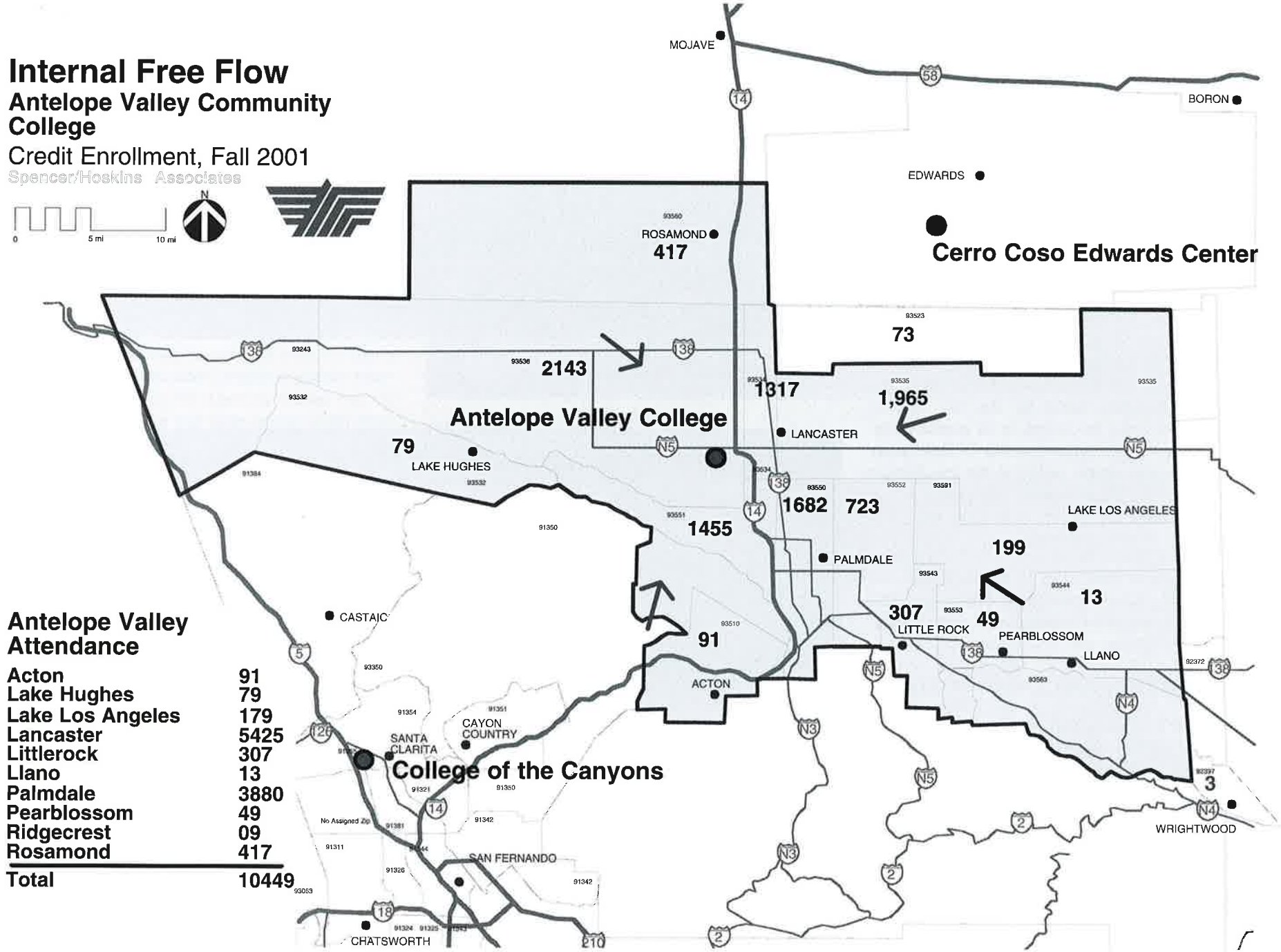
Antelope Valley and many of its surrounding areas are composed primarily of unpopulated desert land. This also limits the potential for any significant exterior free-flow from Kern County and San Bernardino County.

Traffic Patterns and Transportation

The projected increase in population will have a parallel increase in traffic congestion on Freeway 14, therefore increasing commute times. The "counter-commute" phenomenon could benefit Antelope Valley College by attracting students from the southern Acton, Lake Hughes, and southern Palmdale areas who are now attending College of the Canyons but who do not wish to fight traffic to Santa Clarita Valley and find it more beneficial to commute north to Lancaster, or attend a nearby center.

Image 2.2 Lancaster, 1988

Image 2.3 Antelope Valley College Looking West, 1988

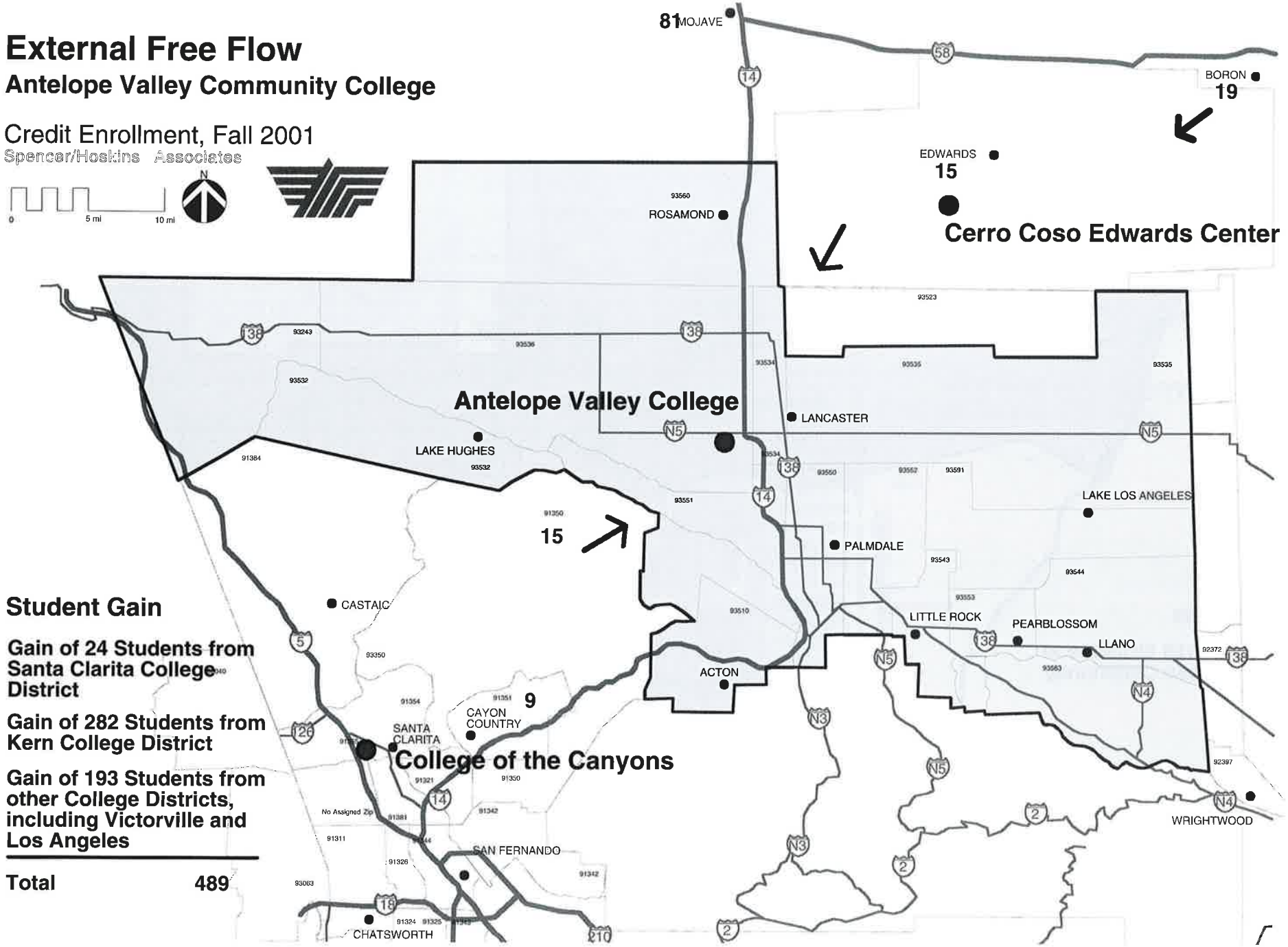

Internal Free Flow
Antelope Valley Community College
Credit Enrollment, Fall 2001
Spencer/Hoskins Associates
0 5 mi 10 mi
N
MOJAVE
BORON
EDWARDS
ROSAMOND
417
Cerro Coso Edwards Center
73
2143
1317
1,965
Antelope Valley College
LANCASTER
79
LAKE HUGHES
1682
723
LAKE LOS ANGELES
1455
199
PALMDALE
13
307
49
LITTLE ROCK
PEARBLOSSOM
LLANO
91
CASTAIC
ACTON
CAYON COUNTRY
SANTA CLARITA
College of the Canyons
3
WRIGHTWOOD
SAN FERNANDO
CHATSWORTH
Antelope Valley Attendance
Acton 91
Lake Hughes 79
Lake Los Angeles 179
Lancaster 5425
Littlerock 307
Llano 13
Palmdale 3880
Pearblossom 49
Ridgecrest 09
Rosamond 417
Total 10449

External Free Flow

Antelope Valley Community College

Credit Enrollment, Fall 2001

Spencer/Hoskins Associates



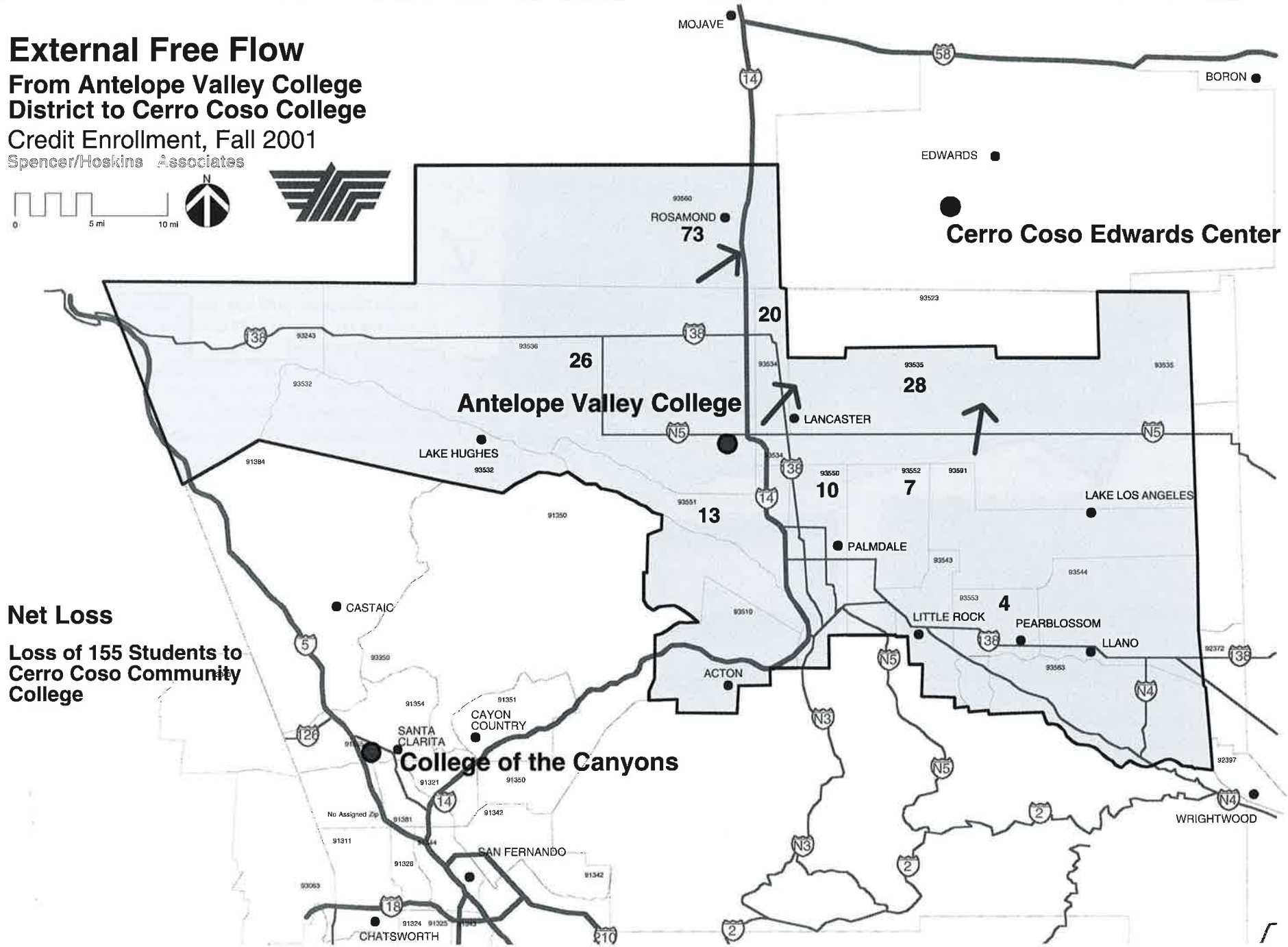
Student Gain

Gain of 24 Students from Santa Clarita College District

Gain of 282 Students from Kern College District

Gain of 193 Students from other College Districts, including Victorville and Los Angeles

Total	**489**

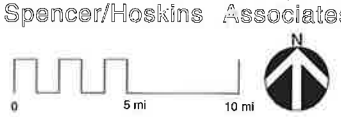

External Free Flow
From Antelope Valley College District to Cerro Coso College
Credit Enrollment, Fall 2001
Spencer/Hoskins Associates
N
0
5 mi
10 mi
MOJAVE
BORON
EDWARDS
ROSAMOND
73
Cerro Coso Edwards Center
20
26
28
Antelope Valley College
LANCASTER
LAKE HUGHES
10
7
13
LAKE LOS ANGELES
PALMDALE
CASTAIC
4
LITTLE ROCK
PEARBLOSSOM
LLANO
ACTON
CAYON COUNTRY
SANTA CLARITA
College of the Canyons
WRIGHTWOOD
SAN FERNANDO
CHATSWORTH
Net Loss
Loss of 155 Students to Cerro Coso Community College

External Free Flow

From Antelope Valley College District to College of the Canyons

Credit Enrollment, Fall 2001

Spencer/Hoskins Associates



Net Loss

Loss of 667 Students to College of the Canyons

Existing Campus

College History

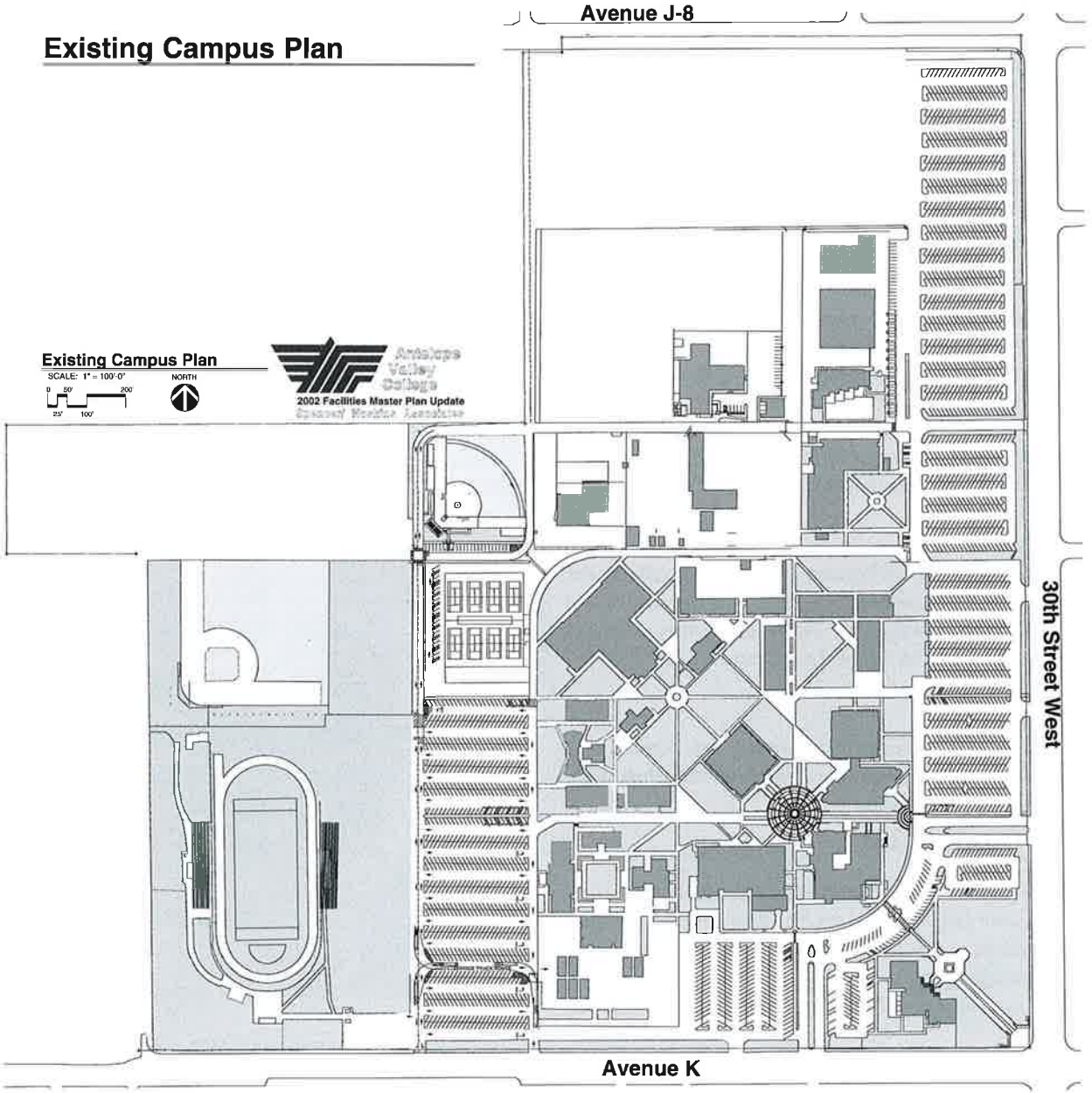
Antelope Valley College will celebrate its 75th birthday September 10, 2004. Founded in 1929, the college district is actually older by several days than the Los Angeles Community College District.

This report will not attempt to cover the history of the college. That is already partially covered in a document entitled *A History of the First 34 Years of Antelope Valley College, 1929-1963.*

Though that document does not cover the most recent 25 years after the college was relocated to its present site, it does cover the important formative years of the college in the context of the broader history of the community. Beginning with the difficult years during the Depression and later, during World War II when enrollments were tiny, the college was run essentially as a department of the high school. Other highlights in the college's history include the development of an identity separate from the high school, the development of the college as an athletic power, and a period of discovery when, in 1957, the college was placed on athletic probation and lost its accreditation for a short time. The college recovered fully from this setback and finally was able to construct and staff the Lancster campus.

Since 1992, the college has experienced a significant growth in its facilities with the development of a new library, an administration building, a child development center, an applied arts facility a business education center and a new vocational technology building. This document will continue the vital development of the campus in order to respond to the growing needs of the district.

by Roy A Knapp, D. Ed., District Superintendent, Antelope Valley Joint Union High School and Junior College District, 1934 - 1960



EXISTING CAMPUS

2001 Updated Capacity Load Ratios

Graphs 3.1 and 3.2 demonstrate the relationhip between the assignation of space between lecture and lab and the assigned space. Generally, the differences of space allocation is proportional to the size of their instructional laboratory enrollments. Laboratory capacity is expressed in assignable square feet (ASF), using formulas from the state that convert the weekly student contact hours, WSCH, into ASF.

The chart on the bottom right shows the projected load, as projected for a college of 20,000 students and 200,000 WSCH. Some disciplines will require more space than others in proportion to the changes in WSCH for their instructional laboratory offerings and factoring in their existing space allocation. The load is also expressed in terms of ASF, again converted from WSCH using the same formulas.

Capacity

The Space Inventory Report prepared annually by the district tabulates capacity, the existing assignable square feet of college buildings. The master plan proposes building projects to adjust future capacity as needed.

Load

The Educational Master Plan estimates enrollment load resulting from changes in college and individual discipline enrollments.

Lecture

Lecture space is not allocated by disciplines, but rather for general assignment. Lecture classrooms under state procedures are not classified by program or discipline. As a result, the need for classrooms are not analyzed by program or discipline, but rather the overall needed classroom space for the college as a whole is studied.

Laboratory

Laboratory space is allocated by discipline resulting in the need to project the changes in each discipline (by TOP code) separately. This also results in the need to determine the WSCH derived from lecture and laboratory for each discipline. The space inventory distinguishes between lecture and laboratory room use.

Ratio from Lecture to Laboratory WSCH

The two graphs shown below demonstrate the impact that WSCH has on programs with a high lab WSCH assignement. The ratio of lecture to laboratory class time has a profound effect upon the amount and type of space earned and developed.

This is because laboratory classes require much more floor space per student than do lecture classes – the difference ranges from 3 to 1 for business programs to 7.5 to 1 for technology programs. Long-term WSCH estimates are used for the following examples.

Mathematics

Chart 3.1 below on the left shows three scenarios for mathematics, the largest Antelope Valley College discipline. The difference between laboratory and lecture space is 3.5 to 1.

Mathematics taught exclusively as lecture, 11,233 WSCH, as it was for fall 2000, qualified for 11,229 square feet of space. At 50/50 ratio of lab to lecture WSCH, the college would have qualified for 25,255 square feet of space. At 80/20 ratio of lab to lecture WSCH, the college would have qualified for 33,681 square feet of space. These are significant differences.

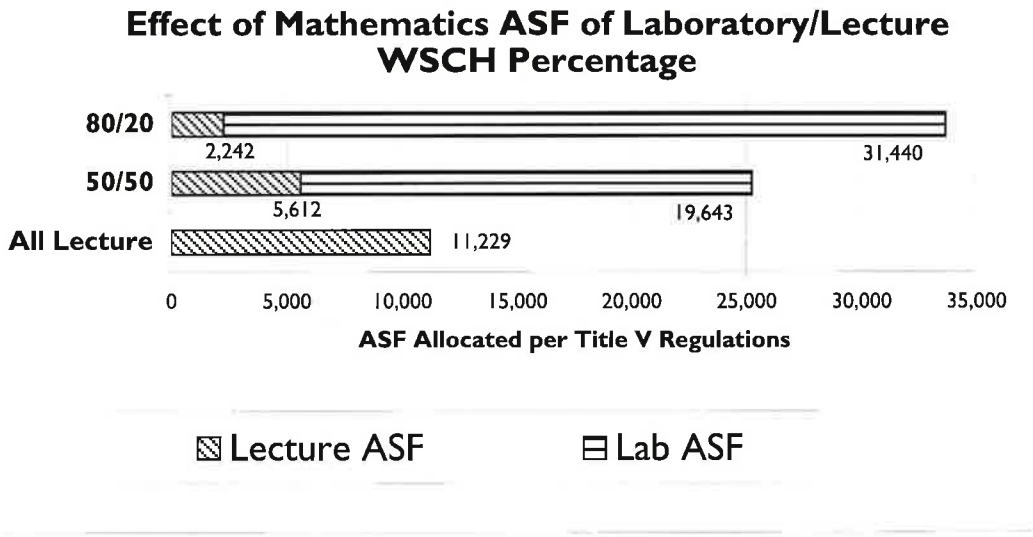


Chart 3.1 Current and future effect of mathematics ASF due to changes in laborary and lecture WSCH percentages.

Physics

Chart 3.2 below shows a similar analysis for physics, a discipline with a relatively small enrollment. The difference between laboratory and lecture space entitlements is 6 to 1. The chart demonstrates that when teaching hours are shifted to increase laboratory WSCH and decrease lecture WSCH an increase in building space is justified.

For fall 2000 physics had 759 WSCH taught at a 54/46 ratio of lecture to lab. This resulted in space entitlement of 410 square feet of space for lecture and 2,094 square feet for lab for a total of 2,504 square feet of space. A 30/70 ratio would have resulted in 3,416 square feet of capacity entitlement. A 20/80 ration would have resulted in 3,795 square feet of capacity entitlement.

Conclusions

The continuing use of equipment and technology, particularly computer technology, in the teaching/learning process has led to a necessary shift from lecture to laboratory type classrooms for a increasing number of disciplines. As demonstrated above, as a discipline shifts from lecture to laboratory teaching environment it increases its needed building capacity.

Facilities Capacity/Load Ratios Scenarios

Ideally, Antelope Valley College's total assignable square feet of space would match the need (load) for square feet by instructional programs. In reality, the supply (capacity) usually varies from the need (load).

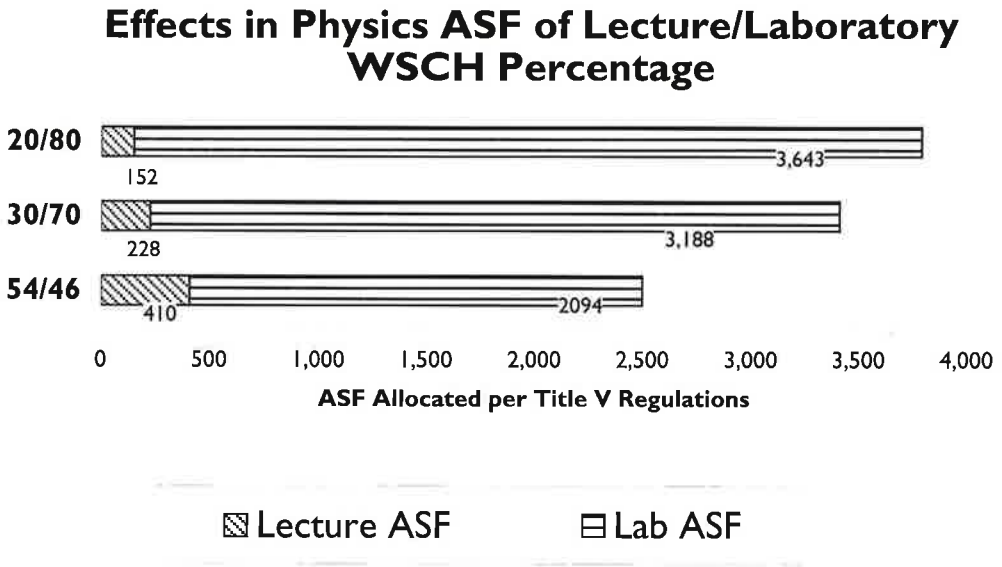


Chart 3.2 Effect of physics ASF due to changes in laborary and lecture WSCH percentages

At the time of this writing, Antelope Valley College had 95 percent of needed lecture classroom space, 88 percent of needed laboratory space, 86 percent of office space, and 50 percent of needed library space.

As Antelope Valley College is in one of the most rapidly growing districts in the state, without planning for increasing capacity to match the projected load it will not have enough classroom, laboratory, office and library space to serve students. As a result, we must plan to add space reflecting projected need. The charts presented here show how capacity and load vary over time, and illustrate several scenarios of building construction, remodeling and demolition.

For the fall 2000 semester the ratio between lecture and laboratory WSCH was 63.25 to 36.75 percent. At the mid-term future (about 2010) this ratio is projected to shift significantly to 39.80 to 60.20, and at the long-term future (about 2020) to 26.50 to 73.50. These are significant ratio changes and will substantially affect the kind and size of classrooms and laboratories that are designed and constructed. It will also significantly affect the district's eligibility for state construction funding.

Additional Classrooms, Laboratories And Offices Needed For Long-Term

A plan for long-term enrollment of 20,000 students at the Lancaster campus presents complications resulting in the need to move services, demolish several older buildings, and move several disciplines. Such a plan could have eight or more phases. For example, Phase I could be moving the Facilities Building and yard from its present internal campus location to the edge of campus. Phase II would be the construction of a multi-story science and health science building in the space vacated by Facilities Building and Yard. Phase III would include demolition of one or more of the present science buildings and the lecture hall to make room for an advanced technology building.

This type of sequential planning and execution would continue until the campus has 20,000-student capacity, and modernized the capacity for the changing teaching methodology employing computer technology.

Conclusion

The college has a golden opportunity – provided the voters approve a bond measure – to eliminate or reconstruct older buildings and organize the campus for 20,000 students. Buildings that need to be demolished include: Science II, Science III, Lecture Hall, Automotive Tech, Auto Shop, Welding and Electronics. Buildings that need to be reconstructed and/or added onto include: Fine Arts 1, 2, 3, and 4, Gymnasium, Library, Student Center, and Student Services.

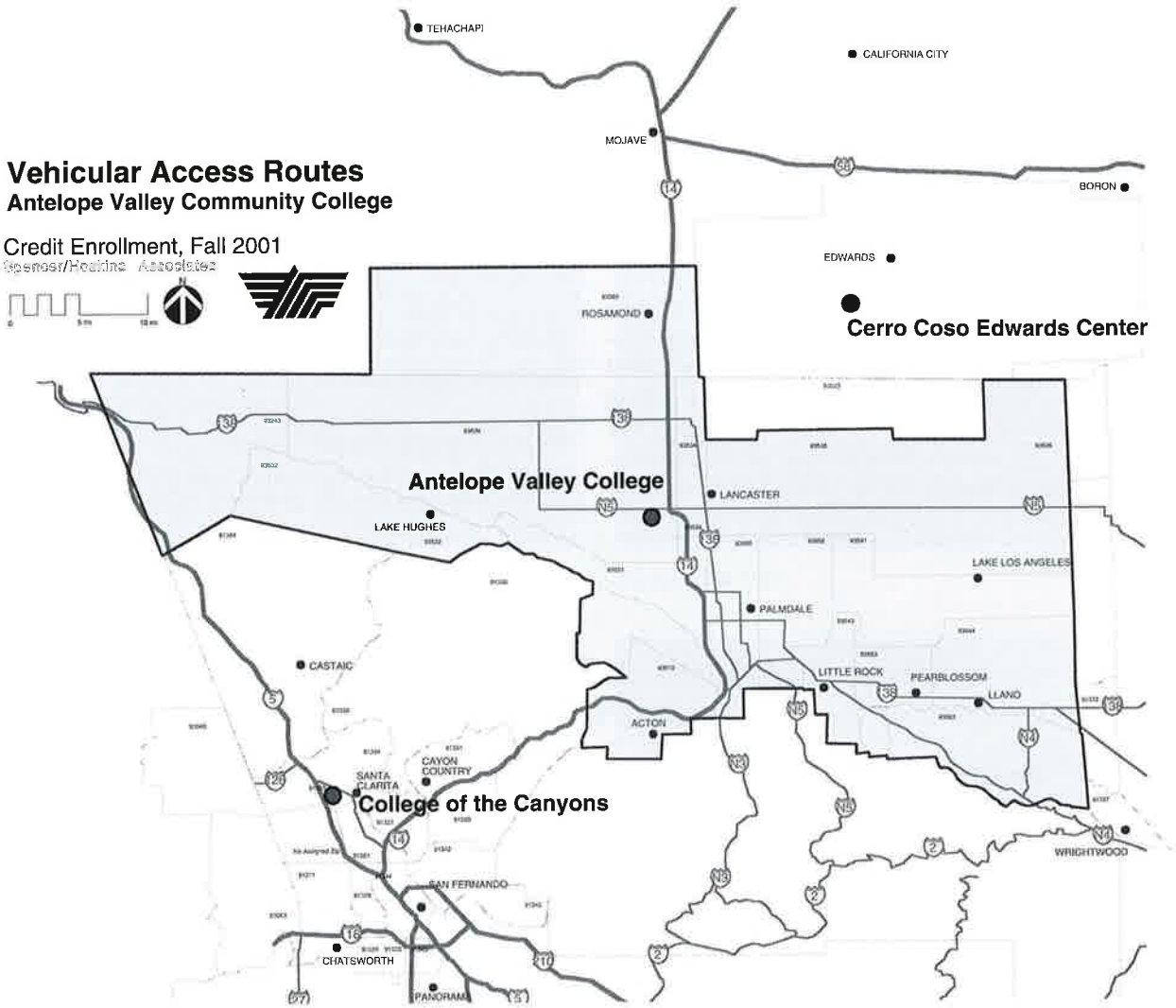
New buildings needed included: maintenance and operations, science and allied health, high technology learning facility, art studios, performing arts center, technology building, automotive technology, wellness/fitness center, student services center.

The Facilities Master Plan is based upon the phasing and sequential organization of the previously listed projects.

Access to Main College Campus

Vehicular Access Routes:
The major access routes into the valley include the north-south Antelope Valley Freeway, routed through Soledad Canyon and over the Tehachapi Pass, and the east-west Highway 138 from the Cajon Pass to I-5 and the "Grapevine."

Existing highways with the exception of the Antelope Valley Freeway are generally two lane and narrow. Many do not follow direct routings and are instead routed along old survey section lines.



Map 3.1 Vehicular Access Routes throughout Antelope Valley and San Fernando Valley

The result is that it is not possible to drive directly in a diagonal direction along the north side of the mountains to follow the areas of greatest development. The propsed Metropolitan Bypass Freeway would partially solve this by replacing Highway 138 as the primary southeast-northwest route, but this apparently will not be realized until well in the future. More distant plans include the Lancaster and Barstow freeways, one of which would connect to the long-proposed Tunnel Freeway, which would drill under the San Gabriel Mountains to provide a direct all-weather link to the L.A. Basin.

Because Antelope Valley College is relatively centered within the district and near where the majority of the population is concentrated, most students living within the district experience reasonable driving times (under 30 minutes). But this is changing as areas continue to develop farther east and northeast away from the college, which will generate traffic congestion. Already AVC students must compete with rush-hour commuters into and out of Los Angeles, resulting in longer morning driving times.

Driving times will only worsen as growth occurs, and will progressively separate AVC from its growing population in the southern regions of the district. In fact, this pattern is already evident in the participation rates discussed in the study of growth and free-flow sections of this document.

A second phenomenon has been the vast development of park and ride sites along the Antelope Valley Freeway and the planning of new mass rail public transportation. The district could very well plan new education centers near these transportation centers to intercept commuters. The location of these transportation centers, near the freeway, will also make it more attractive to commuters

Land Use

Due to the current shape and location of the campus the new college facilities will continue to develop to the north. Since 1992, three new buildings and four new parking lots have been developed in the northern sector of the college. The limitations and lack of available land, have led to the design of larger multi-story buildings to make more efficient use of the existing land. Second, there is a need to relocate all remaining vocational programs away from the central core of the college and create space for other future instructional buildings. This process will help create a series of secondary effects, which will allow the central building core of the campus to provide larger and more modern instructional facilities.

The use of the car as the primary source of transportation, has continued to drive the need for additional parking. The need to develop additional parking areas will limit the expansion of the perimeter of the building core.

The college is currently at a 4.33 : 1 parking ratio (students per parking stall) and will seek to maintain a 4 : 1 parking ratio upon reaching the targeted 20,000 students. The development of parking will take place primarily at the perimeter of the campus, to the north and to the west where more open areas are available for development.

Two other factors to consider when planning for a campus of 20,000 students are organization and accessibility. Although it is inevitable for the campus to continue to expand, walking distances and organization will play a key roles in maintaining the pedestrian environment of the campus.

To create a well-balanced campus, future facilities will continue to be larger multi-story buildings, which will yield a higher density at the center. This will allow the college to provide modernized instructional space and keep walking distances smaller.

As a whole, the campus will be planned to develop a consistent density at the center and the north. It is important to note that by adding more modern multi-story buildings should reduce the effect of a sprawling campus and therefore achieve a smaller over all building footprint and reinforce the current open quality of the campus.

Additional Campus Owned Land

Antelope Valley College acquired 4.2 acres at the southwest corner at the intersection of Avenue K and 30th Street West. The land has remained vacant due to its location across a busy street from the main campus. The property is divided by Avenue K, which is a heavily trafficked street, posing a problem for pedestrian safety. The land's size does not justify the financial implications needed to construct a bridge across Avenue K. The cost of building a bridge, which would have to be handicap accessible, would exceed the value of the proposed development of the 4.2-acre land and the efficiency of having students using the bridge would still be questionable. Studies have also proven the inefficiency of these bridges.

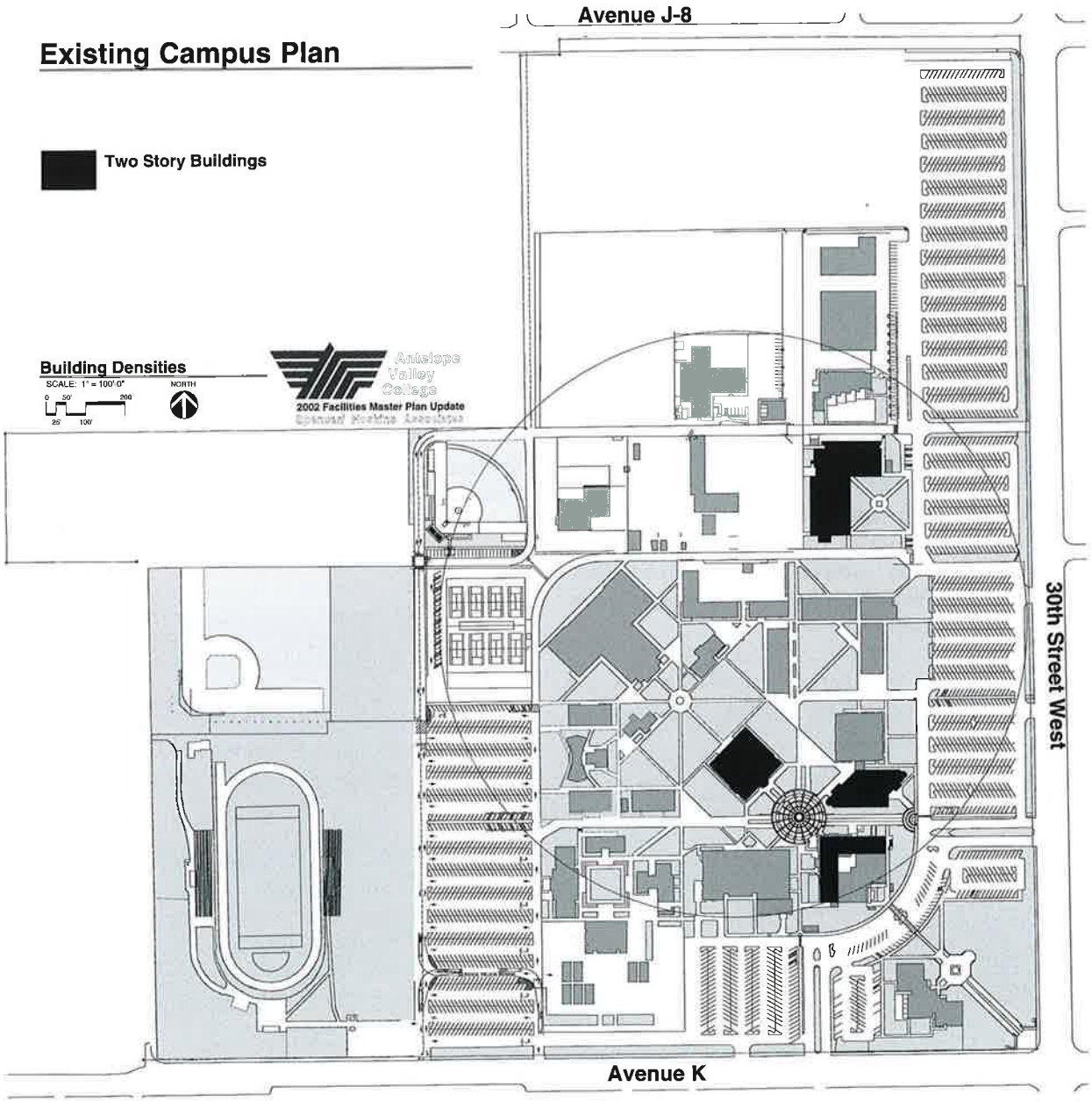
The property could be best utilized under two different scenarios. The first option would be to lease the entire 4.2 acres to create a C.S.U. center. The second option would be for the college to individually develop a University and Community Conference and Education Center. The center would provide leasing space for C.S.U. schools and additional space for college and citywide education and community programs.

Densities

The densification of the campus will be driven by the idea to create a balanced growth of facilities that will respond to the various needs of parking, new instructional and administrative space and preservation of the open green spaces. The need for raising the density of the college is driven primarily by the projected need for space and future capacity load ratios. It is also important to acknowledge the changes in contemporary and future instruction. Computer networks and new media will demand more interior open space for equipment, network support spaces, working spaces, and accessibility to instructional equipment. Self-paced programs now demand more computer centers and open drop-in labs and testing centers. The theory that the computer age would minimize the need for space has been contradicted and new facilities have to incorporate more space for equipment, work areas, and to house the technological infrastructure.

While new instructional requirements have changed the size and shape of needed buildings, there are other local influences on Antelope Valley College that require higher densities. It is extremely difficult for any college to acquire adjacent land, especially one located at the center of a highly developed area. Antelope Valley College has been landlocked at three of the four borders, but may have the opportunity to acquire the remaining 10 acres adjacent to the west. Even including this 10 acres to the west, it will be difficult for the college to develop a campus that will serve 20,000 students. There will be a need to develop multi-story buildings that will take advantage of the limited land and yet allow the campus to retain some of its open common areas.

The campus will benefit from the aesthetical organization of larger more prominent buildings defining large open courts and open lawn areas. Smaller open spaces, will be defined in between buildings and in planned courtyards. Therefore, the placement and shape of any new project will be extremely important.



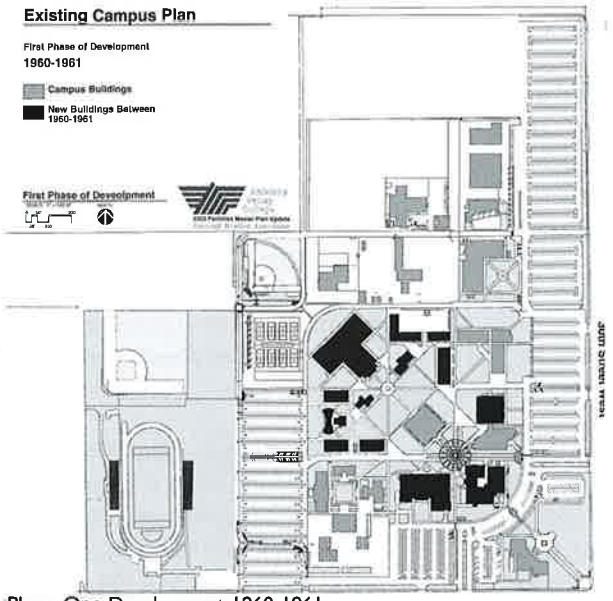
GENERAL CAMPUS DESCRIPTION

Campus Development

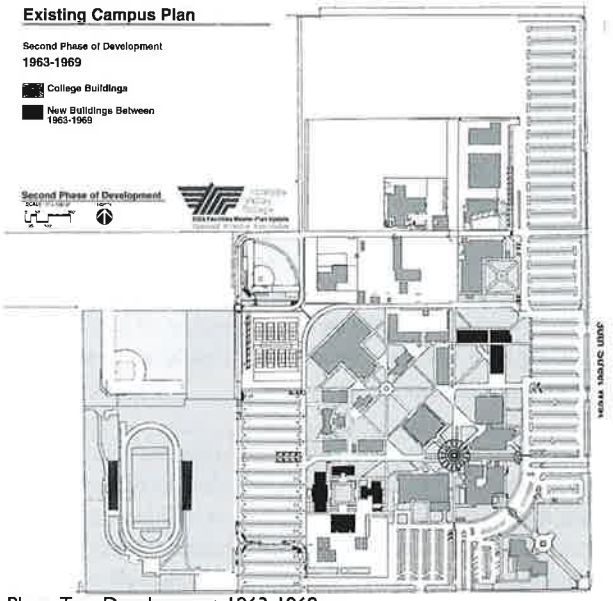
Antelope Valley College began development of its campus in 1960. This carried on through four other phases: phase one in 1960-1961, phase two in 1963-1969, phase three in 1971-1981and phase four in 1994-2000. The first phase of development in 1960 was the most significant in organizing the central area of the campus by placing the college services at the center of the campus and defining the central open lawn area. The second phase reinforced the central open area by closing the southwest and northeast corners of the central quadrant. The focus throughout the initial two phases was on defining the central open area by arranging instructional and college services along its perimeter. Each grouping of small buildings at the perimeter is composed of related disciplines, and each has small courtyards.

The third phase from 1971 to 1981, was the first attempt to develop the northern area of the campus. By phase three the center of campus had been well defined, therefore all new development would occur to the north. All new programs were concentrated in vocational fields. By developing a new facilities maintenance building, space was created to develop north away from the central green open area.

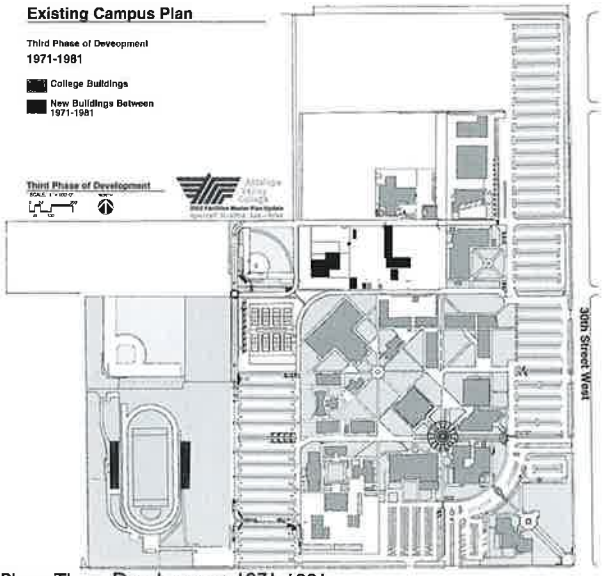
Phase four, from 1992 to 2002, developed new larger instructional facilities, a new Administration Building, a new Library, Child Development Center and an advance technology facility to concentrate the vocational/technical programs. This phase developed projects in the northern area of the campus and the center of campus.



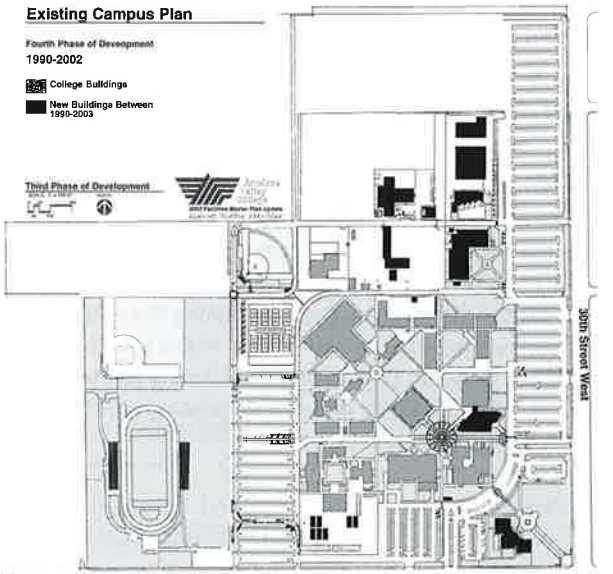
Phase One Development 1960-1961



Phase Two Development 1963-1969



Phase Three Development 1971-1981



Phase Four Development 1990-2002

The Sites

The "Quad Green" and other Features

The central quad has been the most prominent feature of the campus. Although it was initially conceived to be a single large open square, it has been divided over the previous four phases of development by new facilities and pedestrian sidewalks. The addition of the Library has also changed the use and relationship and function of the original open space to a more intimate and functional setting. The inherent relationship of the Library reading uses are able to extend outside to provide an extensive outdoor reading area.

Future planned expansions to the current Library will once again change its function and use. In order to rescue its most important attributes it will be important to consider the removal of the existing faculty office buildings located in front of the Gym. This will allow for a better relationship between the entrance of the Gym and the future north entrance to the Library. The open quad will change to two larger areas which will meet at the access of the Gym and the Library. The central quad will also help connect the future math and humanities centers and provide a nexus for students moving from class to class.

The "Center" of the Campus

Antelope Valley College has maintained its centralized organization. Its various stages of development have taken place in a concentric manner projecting back to the central green areas and maintaining the relationship between programs. This is evident in the phasing of the campus' growth. By locating the Library at the center of the campus, it has joined the existing central open space with the center of learning.

Because much of the new planned development will occur in the northern areas, it will be the challenge of this master plan and any to follow to maintain the integrity and connection of all future development to the center of the campus.

It is also important to retain the inherent relationship of the campus programs that has developed over time.

Circulation in relationship to new development

Although all phase of development have occurred in a concentric manner, all of the campus pedestrian circulation has been developed under a rational "tartan grid." All circulation paths occur north-south and east-west. There is an advantage to this organizational pattern, which provides a simple and straightforward orientation and allows for better future planning and additions to the campus.

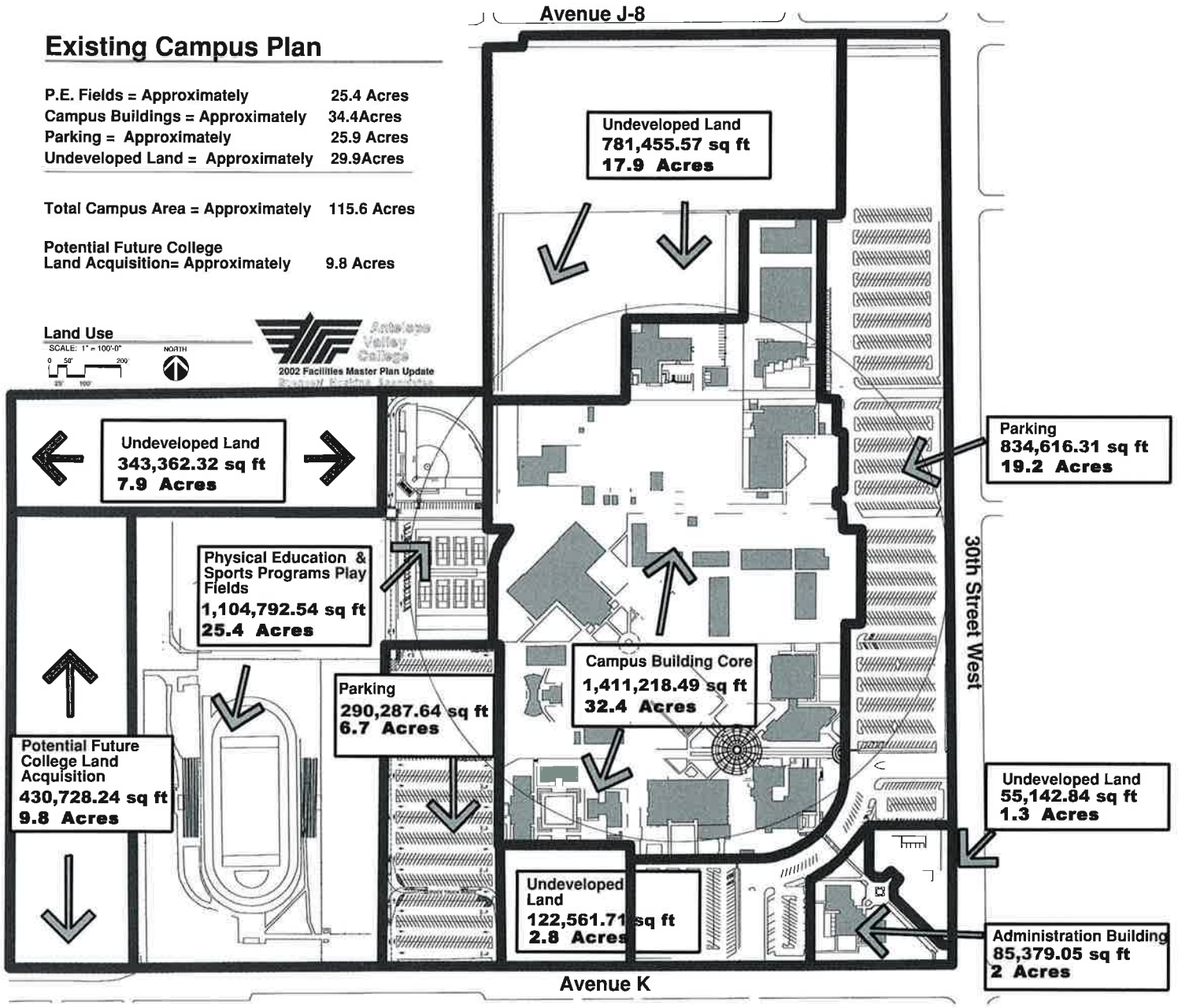
All new development will continue to follow the existing circulation layout. This will provide a strong relationship between any new development and the existing campus. The northern development will be farthest from the center of campus and therefore the existing north-south promenades will be reinforced via lighting, landscape and adjacent open space. New facilities will be planned in relationship to these promenades.

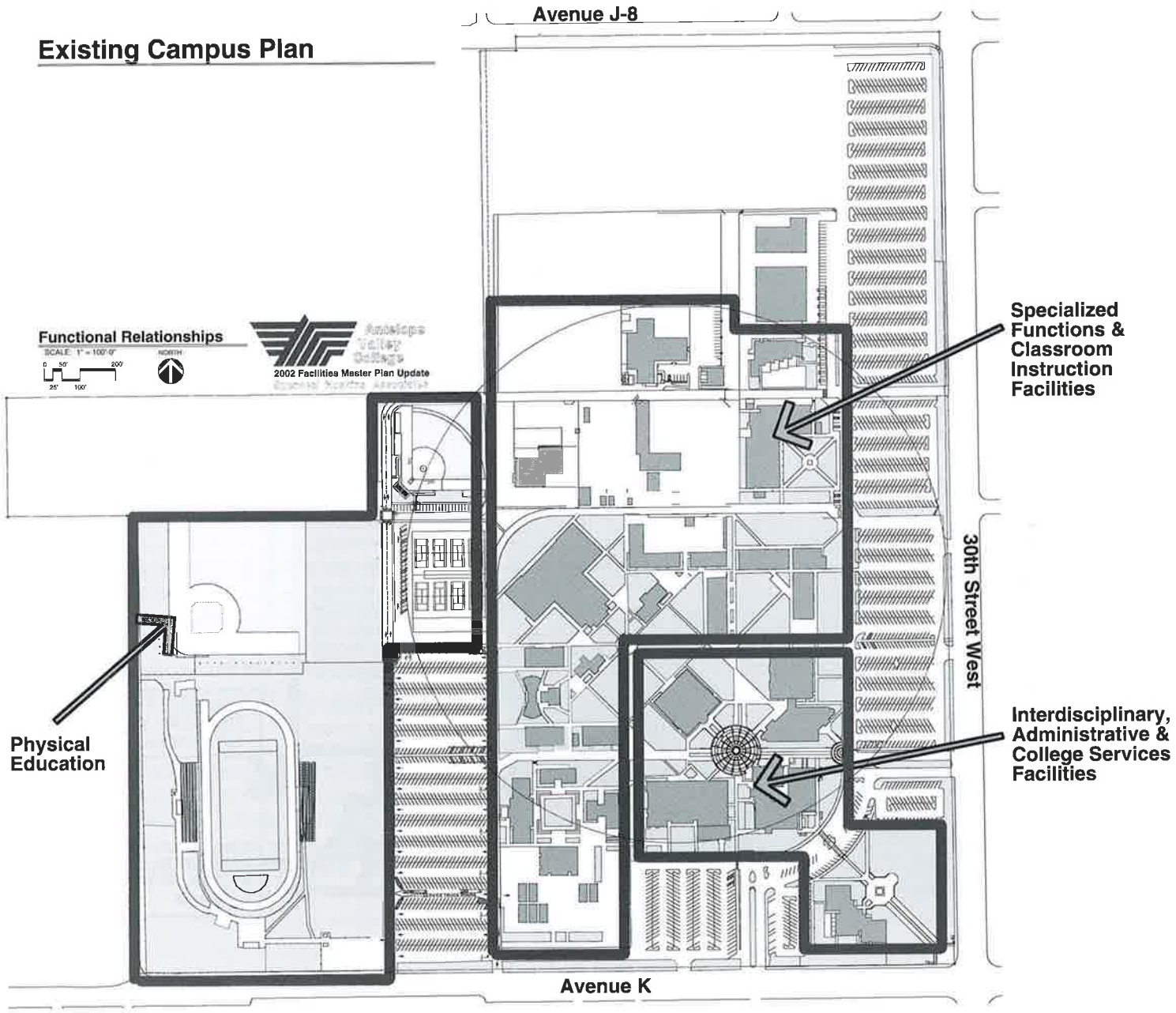
Central Lawn

Campus Walkway

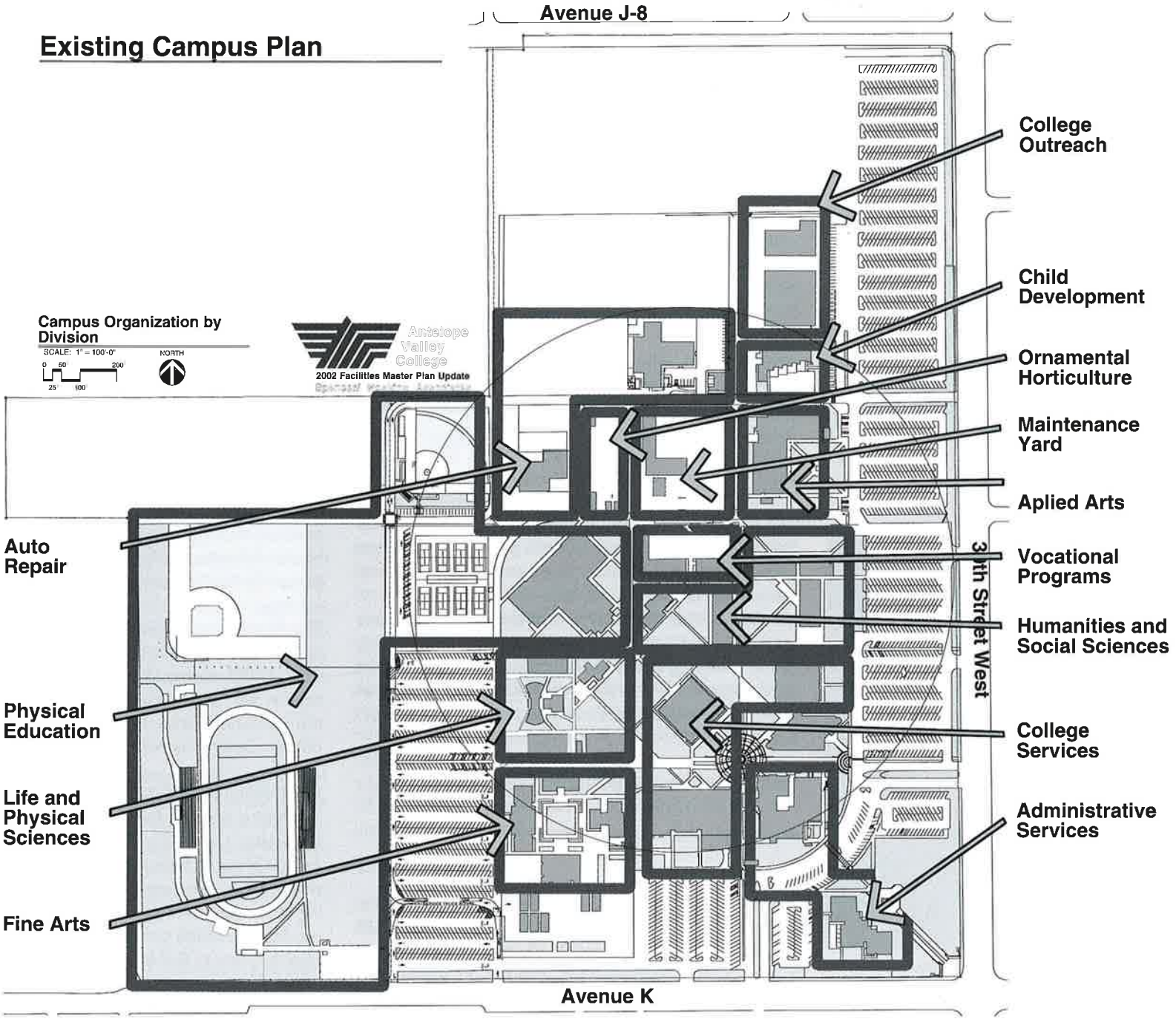
Existing Campus Plan

P.E. Fields = Approximately	25.4 Acres
Campus Buildings = Approximately	34.4Acres
Parking = Approximately	25.9 Acres
Undeveloped Land = Approximately	29.9Acres
Total Campus Area = Approximately	115.6 Acres
Potential Future College Land Acquisition= Approximately	9.8 Acres




Existing Campus Plan
Functional Relationships
2002 Facilities Master Plan Update
Avenue J-8
30th Street West
Avenue K
Specialized Functions & Classroom Instruction Facilities
Interdisciplinary, Administrative & College Services Facilities
Physical Education

Existing Campus Plan



Administration Building Interior Reception area
Built in 1994

Applied Arts Building Emergency Medical Technician Laboratory

Inventory and Assessment of Exstinig Facilities

Existing Facilities

The majority of buildings constructed between 1960 and 1975 are in poor condition. Most of these buildings were constructed using outdated concrete tilt-slab methods, which are not in compliance with current structural seismic codes. The buildings also need to be extensively upgraded to meet energy codes and to include media and network connections. Their physical restrictions will require a substantial investment.

The current state of the college services buildings is of great concern. The Gymnasium, Student Services and Student Center were all built during the first phase of development between 1960 and 1961. These buildings house programs and services that in most cases have long out-grown the size of their facilities. Like the previous instructional buildings constructed in the same era, these were developed under different load ratios and different uses. For example, the Student Services Building currently houses over 16 programs and is the primary counseling center on campus. The Student Center is currently underused due to its inability to attract students. Its location near the center of campus provides great advantages for future use by remodeling it and providing better uses and student programs. Its steel construction will allow the interior to be modified and reprogrammed to allow new services and student activities.

EXISTING BUILDINGS

Building AD- Administration Building

PROGRAMS

The Administration Building is a relatively recent building having been constructed in 1994. It contains 8,579 assignable square feet and 14,163 gross square feet.

The building houses the superintendent/president and the four vice presidents and their related staff functions. The building was constructed in three pods, each of which can be expanded independently if needed in the future. It is located at the southeast corner of the campus at Avenue K and 30th Street West making it easily visible and accessible to the general public as well as conveniently located for the campus community.

RECOMMENDATION

The Administration Building is well located and fulfills the administrative needs of the campus. At some time in the future a mirror image second building could be located on the northeast side of the main campus entry walkway to house the Student Services Building as well that will be needed in the future as the campus grows.

Building APL Applied Arts

PROGRAMS

Journalism, Applied Design, Drafting, Computer Aided Design, Computer Graphics, Film and Television, Multimedia, Film Production, Communication Arts, Nursing, Health Information Tech, Medical Assisting and Emergency Medical Technology. Faculty Offices.

The Applied Arts Building is one of the newer buildings at Antelope Valley College. It was constructed in 1995 with 37,085 assignable square feet and 53,992 gross square feet. It is a two-story building located toward the northeast corner of the campus. It includes faculty offices, classrooms and laboratories.

RECOMMENDATION

There is a concern for lack of growth capacity for the Computer Graphics program - "At the rate the program is growing, the program will be using all of the labs within three years, seven days a week, from early morning to the late evening hours." This could be solved by moving the health programs into the new Science and Health Sciences Building.

There is a need for specially equipped classroom/labs for speech-communication classes with video cameras and VCR recorders.

Building BE - Business Education

PROGRAMS
Media Service, College Information Systems Department, and Business Instructional programs: Accounting, Business, Computer Applications, Computer Information System, Management, Marketing, Office Technology and Real Estate.

The Business Education Building is the newest college building with first classes being offered in it January 2001. It contains 24,496 assignable square feet and 42,750 gross square feet. The building is adjacent to the Learning Center and has three floors. These floors include seven classrooms, nine computer labs, and 36 faculty offices. The district media and Information system services are included in the building.

RECOMMENDATION
There is a need for a large "open, self-paced" computer learning on the campus. This would enable the nine computer labs in the Business Education building to be used for structured classes.

Building CDC –Child Development Center

PROGRAMS
The Child Development Center serves the dual role of providing child development services and serving as a laboratory for the child and family educational program offerings. The center is licensed for six infants, six toddlers and 60 preschool children. The program offerings include: Early Childhood Education, Foster Parenting and Independent Living.

The center is open some 240 days during the year, Monday through Friday, 7:45 am-4:15 pm and provides services predominately for children of Antelope Valley College students. It was opened in August 1995 with 5,340 assignable square feet in 8,822 gross square feet. It has one general-purpose classroom. A majority of 40 plus classes offered each semester have to find rooms in the communities. Classrooms/labs are needed for the program on the Lancaster campus. The Child Development Center needs to be expanded to meet service demand and laboratory site needs for Early Childhood Education students. It is projected that facilities are needed for an additional 12 infants, 12 toddlers and 48 pre-school children.

RECOMMENDATION
A new facility will be added just north of the existing Child Development Center to meet the service numbers listed above. The center is well located at the northeast end of the campus with convenient parking and drop-off capacities. Semi-smart classroom and laboratories for the child and family programs should be included in the new facility as well as faculty offices, shared workrooms and storage space.

Building FA1 Fine Arts (Art); F
FA2 – Fine Arts (Theatre);
FA3 – Fine Arts (Music); and
FA4 – Fine Arts

PROGRAMS

Art History, Art Appreciation, Ceramics, Painting, Sculpture, Clothing and Textiles, Interior Design, Commercial Music, Fine Arts Dance, Symphonic, and Instrumental Music and Theatre Arts. Fashion Merchandising is being introduced.

Child Development Center, Interior child care area
Built in 1995

Arts Complex, Ceramics kiln, storage and work yard
Built in 1969

Arts Complex, Ceramics chemical and general storage area
Building Built in 1969, Storage area modified 1999.

Arts Complex, Music piano instruction room
Built in 1969

The four buildings that make up the Fine Arts Quad were constructed in 1969 and have a total of 20,964 assignable square feet and 30,401 gross square feet.

These four fine arts buildings are insufficient for the Antelope Valley College fine arts programs of 2002 and the future. The buildings were designed and constructed without faculty, staff or administrative offices, insufficient electrical power, and insufficient rest room facilities. The limitations of the present facilities are too numerous to list in this report, however some examples include:

- No costume construction or permanent storage
- No performing arts make-up/dressing space
- No ticket office
- 15-year-old lighting in the Black Box Theatre
- No fine arts dance studio (use gym)
- Insufficient music practice room
- No small group or small size ensemble practice rooms
- No music library space
- No soundproof recording sound studio
- No fine arts MIDI/Synthesizer lab
- Inadequate storage for a wide variety of needs
- No student lockers in Music Building
- No semi-smart classrooms for Art History, Art Appreciation and Film Studies (elevated seating, acoustics, lighting, Internet access)
- No computerized art lab
- Painting labs too small, out of date, poor lighting
- No computerized lab for interior design programs
- Ceramics grossly undersized, need another lab and storage, drying area, glaze area, hard building area
- Ceramics, no mid-sized kilns and sufficient electrical power
- No dedicated sculpture lab - use ceramics lab during summer
- No foundry
- No welding capabilities
- No photographic labs
- Improper storage of hazardous materials.

"The Art Gallery is little more than a student pathway to and from their classrooms." A gallery needs better lighting and security, and needs to be located for convenient public access such as the Library.

The future quad needs a faculty office cluster including a dean's office, work area, meeting room and space for adjunct faculty.

A new theater is needed that will seat 400 or more persons including costume tech lab, set design lab, technical lab, green room, dressing rooms, computerized lighting, computer control system and digital sound system.

RECOMMENDATION
The Fine Arts Quad be designed for reconstruction to include the numerous needs of the present 33-year-old buildings. This should include building a new theater and adding on to one or more of the present buildings.

Building FC - Facilities

PROGRAMS
The Facilities Complex was constructed in 1971 at its present site. It has since been remodeled and added to. It now has 3,145 assignable square feet out of 4,000 gross square feet. The facility houses the maintenance and operations administrative staff. Among the services provided are: maintenance, grounds, custodial, storage, receiving, asset inventory and facility planning.

The Facilities Complex is located immediately west of the Applied Arts Building and immediately south of the Technology Building currently under construction. These facilities are typically located at the edge of a campus for safe access for delivery vehicles, storage and noise factors.

RECOMMENDATION
The facilities complex needs to be moved to the northwest portion of the campus immediately west of the new technology complex. This location will make it safe to access by delivery vehicles and next to the "dirty"/noisy campus instructional programs, the technical programs.

This would free up campus space for a much needed multi-story Science and Health Science Building. It would also enable the district to plan and construct facilities needed for the maintenance and operations programs, this includes a substantial increase in space.

Building GYM - Gymnasium

PROGRAMS
Physical Education, Adapted Physical Education, and Intercollegiate Athletics

The Physical Education and Intercollegiate Athletic programs include a Gymnasium, eight tennis courts, a softball field, a baseball field, a soccer field and a football stadium. The stadium includes at track. There is also a practice field immediately east of the stadium. The gymnasium includes an enclosed swimming pool. The complex also includes offices located in adjacent modular units.

The Gymnasium is one of the original campus buildings having been constructed in 1961. It has some 34,342 assignable square feet in 43,962 gross square feet. The physical education modular units were purchased in 2000, and include 1,318 assignable square feet and 1,434 gross square feet.

RECOMMENDATION
The Gymnasium needs to be redesigned and reconstructed. It is a 40-year-old building. The building needs air conditioning, a ventilation system, and an energy efficient heating system. The locker rooms including lockers, showers, rest rooms, training rooms and equipment rooms all need to be enlarged and modernized. The rest rooms, training room and equipment room are inadequate.

The weight room/fitness center is about half the size it needs to be. The existing pool needs to be replaced with a modern 50-meter pool with a modern filtering system. The enclosed area (with dividers) for Adapted Physical Education is grossly inadequate in space, equipment and air quality.

The lobby entrance area is inadequate and unattractive for a high quality physical education and intercollegiate athletic program. A dance studio needs to be added to the complex. The campus needs a dance studio that can be used for performances and instruction. A decision needs to be made as to where it will be located: physical education or theatre arts. Classrooms and office space are desperately needed – the modular unit needs to be eliminated. The present offices in the gymnasium are too small and lack privacy. There is need for office workspace, storage and meeting space. Office space for adjunct faculty members needs to be addressed.

The Gym floor is in good condition, but seating and lighting need to be addressed also in the reconstruction process.

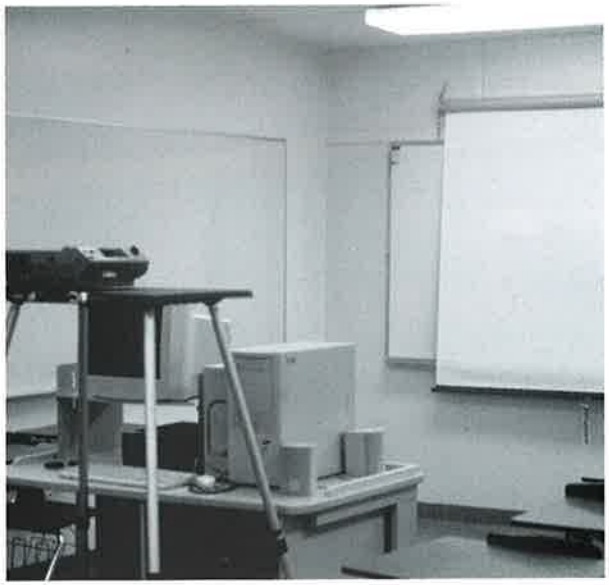
Building L - Library

PROGRAMS
The Library building was constructed in 1994 with 27,463 assignable square feet and 33,536 gross square feet. It was designed to facilitate expansion on the west


Gymnasium Existing Faculty Offices


Library Learning/ Research Center

Learning Center, Interior computer mall and tutoring areas
Built in 196, remodeled in 1995



Humanities Classroom with Adapted Network and Digital Projector

side. Based upon actual 2001 fall semester weekly student contact hours, WSCH, and the conservative Chancellor's Office enrollment forecast by 2006/07, the present Library will fulfill only 50 percent of the district's library space needs. The Library is located in the Central Quad of the campus making it convenient for students, faculty and staff to use.

RECOMMENDATION
An expansion of the Library should be planned to meet the projected enrollments of the Lancaster campus. The expansion could include an art gallery and an increase in student computer access. Group study rooms should include computer outlets for students to study as teams.

Building LC - Learning Center

PROGRAMS
The Learning Center building is one of the original campus buildings constructed in 1961. It has been remodeled into a Learning Center, and is located adjacent to the new Business Education building on the east side of the campus. It is a single-story building with 10,720 assignable square feet and 15,412 gross square feet. It was designed as a large computer lab with limited dedicated space for specialized programs such as tutoring, supplemental education, and learning disabled. The computer stations are at tables with six student computer stations. Other programs using the center include writing, mathematics, computer media, reading and the DSP&S High Tech Center.

RECOMMENDATION
Each of the programs using the Learning Center has reached the point that it needs more student computer and/or space, for example, the Supplemental Instruction has a need for two or more "classroom/labs" of 10 to 15 student stations each rather than the present "classroom." The campus needs a large student computer lab for specialized and self-paced learning.

Building LS1, LS2, - Liberal Studies 1 and 2 OF 3 – Offices 3

PROGRAMS
The Liberal Studies buildings are single-story buildings constructed in 1967 with 6,840 assignable square feet and 7,997 gross square feet. The buildings have a total of 11 classrooms with 343 student-learning stations. The adjoining office building has a group of offices about 80 square feet each. The buildings are located on the east side of the campus immediately north of the Learning Center and south of the Applied Arts Building.

Programs using the buildings and offices include: Anthropology, Economics, Education, Geography, History, Philosophy, Political Science, Psychology and Sociology.

RECOMMENDATION
These 35-year old buildings are inadequate to meet the future classroom/lab/office needs for these programs. A new multiple-story building should be planned to be located in the space currently occupied by technology buildings for Auto, Welding, Electronics and Photography. These buildings need to be demolished or reconstructed after the programs are moved to new technology buildings on the north end of the campus. (Photography would be relocated to classrooms/labs in the Fine Arts complex expansion.) The new building would provide classrooms/labs/offices for the Social Science and Liberal Studies programs including, among other, English, Comparative Literature, Speech, Creative Writing, Child Development, Nutrition and Foods, and Reading. All of the classrooms/labs are to be designed for smart or semi-smart computer teaching/learning technology.

If the Liberal Studies buildings are reconstructed, the classrooms need to be remodeled including computer learning/teaching technology, moveable walls, and ergonomic tables and chairs.

Building ME, Math and Engineering
OF2, Offices 2

PROGRAMS
The Math and Engineering Building is one of the original buildings at the Lancaster campus. It was constructed in 1962, and is a single-story building with 11 classrooms/labs in 7,659 assignable square feet and 15,412 gross square feet. The building currently provides classroom/lab space for the Mathematics and Engineering programs, and includes a GED lab. As with other older campus buildings, the restrooms located in the building are inadequate. The building has an office area for one small office and limited support staff area. There is one student computer lab for math in the building. The other rooms do not have sufficient boards or have newer white boards, and lack semi-smart computer technology.

The office building includes 18 small offices, a small reception area and a work area.

RECOMMENDATION
The 40-year old one-story building should be demolished. Math and Engineering programs need to be relocated to a new multi-story building, Advanced Technology Building. This building would be located immediately west of the Library and between the fine arts complex and the physical education complex. The building could house the computer and information science, computer programming, language labs, creative writing labs, speech labs in addition to math and engineering. The building would also include office clusters for these programs with shared meeting and workrooms. Adjunct faculty needs for these programs need to be addressed. Sufficient rest rooms need to be included with interior access for safety and security purposes.

The Lecture Hall and Science 2 and 3 buildings would be demolished after relocating the science programs to a new Science and Health Building to make way for the Advance Technology Building.

The office building is poorly located for student convenience and access.

Buildings SC1 – Science 1; SC2 – Science 2;
SC3 – Science 3 & LH – Lecture Hall
OF1 - Office 1

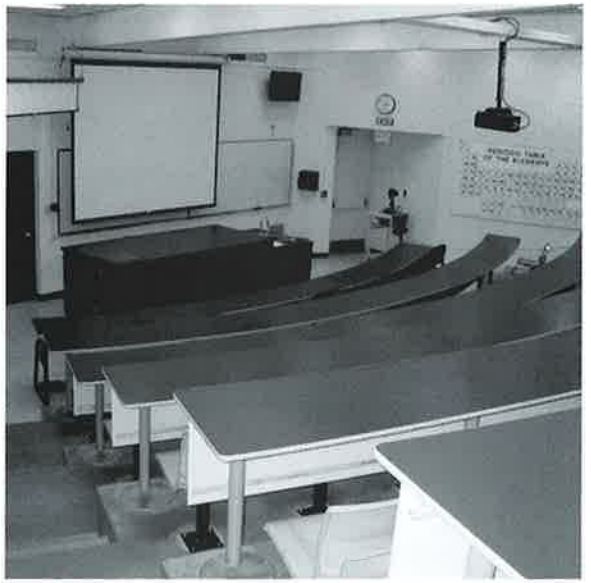
PROGRAMS
The three science buildings were among the original buildings at the Lancaster campus having been constructed in 1960. This means they were designed in the mid-1950s. Each building contains three labs as well as storage and prep space. The buildings are made of tilt-up concrete walls that are believed to be seismically at risk. Only Science 3 has an office. None of the buildings has rest rooms, and they lack the infrastructure for modern computer technology. One of the Science 3 labs is half-classroom, half-lab, Room 168. This room needs to be totally lab.

The Office 1 building has 11 small offices for faculty. It is inadequate and results in faculty offices being poorly located for student convenience and access. This building was also constructed in 1960.

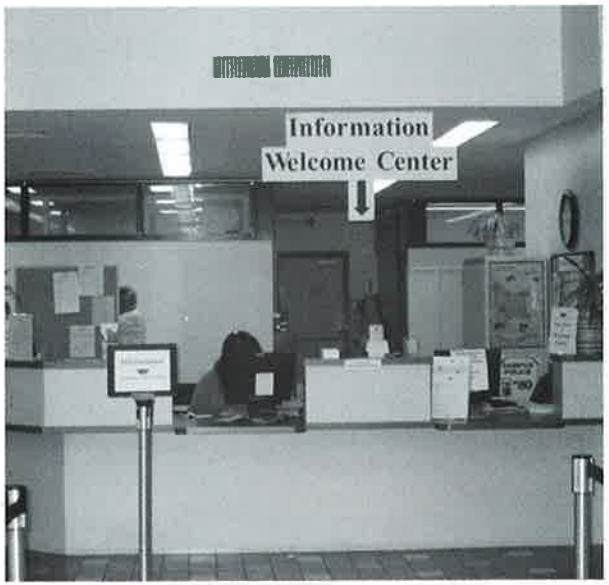
The Lecture Hall building was also constructed in 1960. The building has 4,930 assignable square feet out of 6,270 gross square feet. It includes two large classrooms that have 87 student seats each. The building also has a Geology "lab" of some 50-student stations. There is also a small Geology "lab" of 10 stations that appears to be used for storage. The rest rooms are grossly inadequate, e.g., the men's has one stall and three urinals.

RECOMMENDATION
Construct a new multiple-story Science and Health Science building where the Facilities Building and yard are currently located.

GED Computer Laboratory



Lecture Hall at the existing Science Complex Building D4



Student Services Welcome Center

Student Services Job Placement Center

This would enable the campus to plan, construct and equip modern science and health science classrooms/labs/prep space/storage/offices without disrupting science classes.

In turn, the Science 2 and 3 and the Lecture Hall buildings would be demolished for a new multiple-story Advanced Technology Building to house mathematics, speech, language and computer information and programming sciences.

Building SSV and SCT, Student Services and Student Center

PROGRAMS

SSV – The SSV building is a two-story building located on the southeast corner of the inner campus. It is one of the original campus buildings constructed in 1961. It originally housed the district/campus administration. It was reconstructed in 1995 into a Student Services Building following construction of the Administration Building. An addition was made to the northwest side of the building resulting in a central courtyard.

Services located on the first floor of the building include: Admissions and Records, Counseling, Financial Aid, Student Assessment, EOP&S/CARE, Disabled Student Services and Programs, Student Development, Associated Student Body, Career Center, Job Placement Center, Transfer Center and Veterans Services. The building also includes the Board Room and the Cashier's Office.

The second floor of the building houses the dean of student services office, a GIS lab, CalWorks, TRIO Program, and Community Education, including two computer labs.

The building also houses the campus telephone switch/server room in 196 assignable square feet.

The building includes 21,940 assignable square feet out of 29,302 gross square feet.

SCT – The SCT, Student Center building is also one of the original campus buildings constructed in 1961. It includes 24,433 assignable square feet in 27,200 gross square feet. The building houses two major auxiliary services: the food service and bookstore operation. It also has a Student Lounge. The campus Security Office is located on the south side of the building.

RECOMMENDATION

SSV, Student Services Building - The building is more than 40 years old, and although remodeled in 1995, the building needs to be reconstructed to create a reasonable flow of the matriculation process: Admission and Records, Orientation, Assessment, Counseling, EOP&S, DSP&S, Financial Aid and the Cashier's Office. This includes designing sufficient space for confidential discussions that take place in those vital services.

The Board Room, Student Development (Associate Student Organization), GIS lab, and Community Education belong in other buildings. The telephone/server room is grossly inadequate and needs to be relocated where the technical support staff can be included in one site: telephone systems, servers, technical support, setting-up new computers and temporary storage of new computers. The need for this space will grow as the campus grows and moves more into computer technology. The Board Room should be in an Administration Building and Student Development in the Student Center.

As the concrete under the "addition" is disintegrating, it needs to be demolished as part of the reconstruction. As the courtyard serves no purpose, it is a waste of valuable space and is a security hazard; it should be eliminated in reconstruction of the building. Restrooms for Student Services are inadequate, and this needs to be corrected in the reconstruction planning. The elevators are too slow for heavy student use.

The Cashier's office needs to be relocated to the end of the matriculation flow with sufficient space for large numbers of student's who need access to this valuable service during "rush" times.

Sufficient storage and work space are essential in planning of the reconstruction of the Student Services Building. These should include image record storage and the sharing of storage and workspace by the several services.

This building, as with other buildings on the campus, must have sufficient electricity to fully use computer/electronic technology.

SCT, Student Center

The 40-year-old Student Center building needs to be reconstructed. The cafeteria-style food service is out-of date and is costly to the district. Students are acclimated to mall-style food outlets. The dining area needs to be redesigned to make it appealing to students, faculty and staff. There is a lot of dead space and the stage is an elementary school concept, both of which need to be redesigned into usable space. The restrooms are totally inadequate, for example, the men's has only one stall and one urinal. For a building that can have several hundred users at a time, this is insufficient. The building has one loading dock – on the food service side. It obviously needs loading docks for both the food service portion of the building and to the bookstore. The bookstore needs additional storage and processing space.

A food court with outlets for at least four food vendors would be appropriate. Currently, the kitchen is much too large for a cafeteria- style service, and the food serving area is too small and too enclosed. The redesigned dining area for students should seat at least 300 students.

Security should be located so that the service is visible and accessible within the building for security and safety purposes.

A variety of meeting/conference rooms should be included to meet the myriad of meeting needs of students, faculty and staff.

There is a need for a student computer outlet to enable students to have computer and network and Internet access for their college related work. This could be managed by the Associated Students if designed for convenient overseeing.

Student centers of today should have computer access for students to study while using the center.

The Associated Students should be returned to the reconstructed Student Center in a prominent location including offices, work area, computer outlet, meeting room and space for clubs.

Building TE1, TE2, TE3, TE4, TE5, TE6 – Technical Education

PROGRAMS

The five buildings that make up the technical education complex range from buildings constructed in 1960 - the Auto/Welding, TE6 and Electronics TE1 and 2 to the agriculture buildings, TE3 & 4 added in 1975. The agriculture lab, TE5 was added in 1981. The agriculture lab is made of two modular units, now 21 years of age. An addition was added to the original Auto Tech building in 1975 for a total of 19,044 assignable square feet and 22,610 gross square feet. The technology programs currently use in excess of 100-student computer learning stations. Currently, however, the auto CAD lab is located in the Applied Arts Building, Room 105.

The programs conducted in these buildings include: Agriculture, Landscape Management, Air Conditioning and Refrigeration, Electronics, Auto Technology, Auto

Electronic and Welding Shops Storage Containers Behind Existing F2 Building

Existing Paint Booth South of Maintenance and Operations Complex

Auto Body and Auto Mechanics Storage Yard

T901-T906 Temporary modular Classrooms South of the Art Complex

Body Technology, Construction Technology, Welding Technology, Materials Fabrication, Drafting, Computer Aided Design, Administration of Justice and Fire Technology.

The buildings also include some offices, workspace, and tool rooms, among others. As with the other older campus buildings, restrooms are scarce.

The Technology Building currently under construction will provide modern space for the Engineering, Construction Technology, Welding Technology, Air Conditioning and Refrigeration Technology, Drafting and Material Fabrication. The Technology Building is expected to be available for classes commencing with the 2003 fall semester.

The Technical Education buildings 1,2,3,4, and 5 are located where a new multiple-story building will be constructed for the Social Sciences, Liberal Studies, and Child Development, among others, programs.

RECOMMENDATION

The Technical Education buildings 1-5 need to be demolished to make way for the Resource Center building. Two new technology buildings need to be planned and constructed at the north end of campus, one adjoining the new Technology Building and the other in the area of the present Auto Technology Building, TE6. These buildings need to include classrooms/labs/offices/storage/meeting space for Landscape Management, Auto Technology, Auto Body Repair Technology, Administration of Justice, Fire Technology, Electronics, Photography and Welding Technology.

It is important that these buildings have necessary air and dust filtering systems, and hazardous materials storage and safety equipment. It is equally important that sufficient restroom facilities are included.

The agriculture laboratories and green houses need to be relocated to immediately north of the new Facilities Maintenance Building and yard.

Building T901 – T906
Temporary 901-906

PROGRAMS

These are six temporary modular unit classrooms that were added in 2002 to replace earlier temporary modular unit classrooms. These units have a total of 4,002 assignable square feet out of 4,302 gross square feet. They are located on the south end of the campus immediately south of the Fine Arts 2 Building.

RECOMMENDATION

These modular unit classrooms are temporary, and should be removed as soon as the campus has completed its building program.

OTHER POTENTIAL ISSUES

1. Most instructional programs favor a clustered office arrangement close to their classrooms/labs to facilitate communication and collegiality. These clusters need to include workroom space, meeting space and storage. Clusters must include office/workroom space for adjunct faculty.

2. Lighting and pedestrian corridor planning for the Lancaster campus needs to continue to emphasize student, faculty, staff and guest safety.

3. There is a need for one or more large centralized computer labs that could include dedicated labs and faculty offices.

4. Future classrooms/labs need to be designed to include:
a. Students bringing some form of computer to class with them
b. Being at least semi-smart
c. Light dimming control
d. Moveable, adjustable tables and chairs for student stations.

5. There is need for off-load parking at or near classrooms/labs and/or service locations including: Ceramics, Art, Music, Information Systems, Bookstore, Food Service, Duplicating, Child Development Center, among others.

6. Restroom facilities need to be planned in sufficient number and convenient locations to serve 20,000 students and faculty, staff and guests at the Lancaster campus. Restrooms also need to be located so that they are safe to access. This is especially important for college persons who handle money and/or control valuable equipment and technology.

7. Storage needs should be addressed at the office, department, classroom/lab and service level as well as at the warehousing level to meet needs. This is especially true for delivery/storage/set-up of computer equipment for the campus.

8. An interior designer/colorist needs to be retained to help select furniture/equipment and color scheme to make classrooms, Student Center and service areas attractive and inviting.

9. A signage planner needs to be retained to develop a comprehensive signage communication plan for the Lancaster campus.

10. As land at the Lancaster campus is finite, it is necessary to plan multi-story buildings.

11. A cashier/bursar office needs to be located at the end of the matriculation process for student fee-paying convenience. This office needs a safe/vault, safety glass, a secure area and restroom facilities. The office must be accessible for armored car service.

12. The Lancaster campus needs an infrastructure plan so that there will be sufficient utilities with reasonable access for a campus of 20,000 students.

13. Classrooms and labs where possible need to be designed for collaborative/team learning, e.g., be able to change seating arrangements and labs designed for small group interaction.

14. For convenient access and security purposes, the Art Gallery should be included in the planning for the expansion of the Library building. This would greatly increase the viewing population and security for displayed art.

15. The Student Services Building reconstruction needs to include the matriculation process so that students move in a logical flow from Admissions and Records to Counseling, Orientation, Assessment, Financial Aid, Cashier as well as EOPS/CARE and DSP&S.

16. Services increasingly need:
a. Server equipment space
b. Workroom with printers, duplicating, image-record keeping storage, other storage
c. Safety glass and secure areas
d. Escape doors
e. Meeting rooms for team meetings/interviews

17. Adapted Physical Education facilities and equipment need to be included for reconstruction of the Gymnasium building. The present is grossly inadequate.

18. The storage, use and disposal of hazardous materials need to be included in planning the reconstruction of present buildings and new buildings, e.g.: Ceramics, Chemistry, Biological Sciences, Photography, and Auto Technology, among others.

19. Air purity needs to be planned for some programs, e.g.: Ceramics, Art, Biological Sciences, Chemistry, Auto Technology, and Photography, among others.

20. Landscape planning needs to include consideration for plants indigenous to the High Desert and are drought resistant to conserve water.

21. Sufficient parking needs to be planned for 20,000 students at the Lancaster campus, at least 4,000 parking spaces.

22. Parking lots should be large, on the exterior of the campus, with limited vegetation, and well lighted for safety and security purposes.

23. The five acre site across the street from the Lancaster campus needs to be planned for a use that will benefit the district.

24. Stop lights are needed at the major entrances to the campus to provide safe access and egress. This is of particular importance because of the high traffic speeds for the streets adjoining the campus. It must be recognized that it will be necessary to remove/move a limited number of trees to complete the campus.

Linkage Between Educational and Facilities Master Plan

Updated Needs:

The 1992 Antelope Valley College Educational Master Plan presents an analytical overview of existing programs and services. This chapter takes the data from that analysis and projects the impact of the expected growth on WSCH and FTES. These projections provide the direct link needed to determine the facilities needs presented in the next chapter.

WSCH Projections for the Future

The Educational Master Plan presents weekly student contact hours (WSCH) projections for academic disciplines for near-term (2011) and long-term (2021) enrollments.

To make these projections, the actual WSCH of programs in Fall 2000 was multiplied by a specific growth factor to project the future WSCH in two increments. The growth factor for each program was selected to match its estimated growth rate. The first increment (2011) was chosen as an approximate completion date for midterm building projects that would be implemented in the first part. The second increment (2021) was chosen as a completion date for longer-term projects.

Not all programs will grow at the same rate; some may be near maximum now while other programs, especially those most affected by technology, will grow substantially over the next decade and beyond. The WSCH projections are, therefore, the best estimates for the future and will need to be adjusted as actual conditions materialize. They must be validated periodically as the college continues to refine academic plans and gains the facilities to introduce and expand academic programs.

Conversion of WSCH into ASF

An extensive study of the WSCH in each academic discipline was used to create a conversion chart that translated WSCH into approximate assignable square footage (ASF) floor space in both lecture and laboratory categories.

The conversion data are presented in the following pages. Using 2000 as the base year, the increased growth in each discipline was converted into ASF. The computed floor-area data were then used to determine the number of student stations necessary for lecture and laboratory space for each discipline.

Determining Room Count

Using Section 57028 of Title V "Capacity of Future Laboratory and Service Areas" for California Community Colleges, the estimated number of lecture and laboratory rooms was calculated. This code section for California Community Colleges also contains the factors that are used by the state to determine the amount of new space eligible for state funding by discipline.

Applying the factors noted above generated a fractional number of rooms necessary for each program.

Design of Future Facilities

Once the number of lecture and laboratory rooms has been determined, appropriate combinations of lecture and laboratory spaces for each building can be developed to accommodate a variety of disciplines.

In conjunction with lecture and laboratory space, other types of space such as faculty offices must be provided proportionally to ensure a balanced campus.

Space on campus must be suitable in both size and location to accommodate each building, including sufficient space for expansion, especially if the building must be funded in phases.

"Linkage"

The room counts from the summary at the end of this chapter will be used directly for facilities planning and design, thus providing direct linkage between the Educational Master Plan and the Facilities Master Plan.

Presentation of Data

The following four charts show the WSCH calculated from the year 2000 through 2011 and 2021. Every subject grouping is listed to the far left followed by the individual disciplines. The first two pages show the individual growth in lecture WSCH and ASF. The first column shows the 2000 WSCH values. The second set of values show the calculated lecture WSCH and ASF for 2011. The data also shows the assigned number of students per room and the total number of rooms earned by each discipline. Similarly, the second set of numbers shows the calculated lecture WSCH and ASF for 2021.

Pages 44 and 45 show the the disciplines' laboratory WSCH and ASF projections for 2011 and 2021. The projected WSCH values and the changes in laboratory and lecture assignments were determined by the growth rates defined in the Antelope Valley College 2002 Educational Mater Plan. The most significant changes and ASF gain will be by the disciplines with the most extreme lab/lecture changes. Other disciplines with current large lab components assigned a large growth factor by the college will also experience a large growth factor.

Overall, most general education programs will experience an exponential growth in ASF because of their changes in lab/lecture assignments. While others, such as, allied health, biology and administration of justice will also have larger than commensurate growth in ASF due to their expected faster growth by the college.

	Lecture	Fall 2000	Near Term: Fall 2011				Long Term: Fall 2021			
Title V Subject Grouping	Discipline	Total WSCH	Total WSCH	Total ASF	No. of Stations	No. of Rooms	Total WSCH	Total ASF	No. of Stations	No. of Rooms
Agriculture & Natural Resources	Ornamental Horticulture	330	221	95	50	0	177	76	50	0
Biological Sciences	Biology	5799	2721	1167	50	2	0	0	50	0
Business & Management	Business, General	2103	1591	682	40	1	1060	455	40	1
	Accounting	1250	945	406	40	1	0	0	40	0
	Business Management	501	568	244	40	0	505	217	40	0
	Marketing	213	143	61	40	0	95	41	40	0
	Real Estate	312	314	135	40	0	419	180	40	0
	Secretary /Administrative Assistant	1572	594	255	40	0	0	0	40	0
Communications	Journalism	117	39	17	35	0	52	22	35	0
	Film/ Television	1066	72	31	25	0	95	41	25	0
Computer & Information Science	Computer and Information Science	1289	0	0	10	0	0	0	10	0
	Computer Programming	4383	0	0	40	0	0	0	40	0
Education	Health Education	2441	2769	1188	50	2	2462	1056	50	1
	Physical Education	7503	NA	NA	40	NA	NA	NA	40	NA
Engineering	Engineering, General	251	95	41	40	0	76	33	40	0
	Electronics Technology	1617	489	210	32	0	652	280	32	1
	Mechanical Technology/ (HVAC)	1000	0	0	32	0	0	0	32	0
	Automotive Technology/ Automotive Collision Repair	1738	0	0	27		0	0	27	0
	Aeronautical and Aviation Technology	1044	395	169	32	0	526	226	32	0
	Construction Crafts Technology	180	60	26	27	0	81	35	27	0
	Welding Technology	124	0	0	27	0	0	0	27	0
Fine & Applied Arts	Art, General	1170	1593	683	50	1	2124	911	50	1
	Art (Painting, Drawing & Sculpture)	1988	0	0	50	0	0	0	50	0
	Music	2178	852	365	25	1	1135	487	25	1
	Commercial Music	1075	420	180	50	0	336	144	50	0
	Dramatic Arts	1546	484	207	50	0	645	277	50	0
	Applied Photography	180	0	0	40	0	0	0	40	0
	Graphic Arts	3963	0	0	50	0	0	0	50	0
	Multi Media	920	0	0	50	0	0	0	50	0
Modern Languages	French	120	121	52	35	0	161	69	35	0
	German	566	570	244	35	0	759	326	35	1
	Spanish	1355	1589	682	35	1	2119	909	35	2
	Chinese	165	187	80	35	0	250	107	35	0
	Latin	130	131	56	35	0	174	75	35	0
	Greek	66	66	28	35	0	89	38	35	0
	Other (Deaf Studies)	1062	83	36	35	0	111	47	35	0

	Lecture	Fall 2000	Near Term: Fall 2011				Long Term: Fall 2021			
Title V Subject Grouping	Discipline	Total WSCH	Total WSCH	Total ASF	No. of Stations	No. of Rooms	Total WSCH	Total ASF	No. of Stations	No. of Rooms
Health	Nursing	4077	956	410	40	1	1275	547	40	1
	Nursing Practical (LVN)	988	232	99	40	0	309	133	40	0
	Certified Nurse Assistant	304	71	31	40	0	95	41	40	0
	Emergency Medical Technology	597	467	200	40	0	0	0	40	0
	Medical Laboratory Technology	759	178	76	40	0	237	102	40	0
Consumer Ed. & Home Economics	Interior Design	434	146	62	50	0	0	0	50	0
	Clothing & Textiles	435	0	0	50	0	0	0	50	0
	Child Development	2530	1913	821	50	1	1276	547	50	1
	Nutrition & Food	687	520	223	50	0	416	178	50	0
Humanities (Letters)	English	6033	7757	3328	27	8	9126	3915	27	10
	Comparative Literature	593	762	327	150	0	897	385	150	0
	Speech	2043	1545	663	50	1	0	0	50	0
	Creative Writing	219	147	63	30	0	0	0	30	0
	Philosophy	1827	2349	1008	30	2	2764	1186	30	3
Library Science	Library Science	22	15	6	40	0	8	3	40	0
Mathematics	Mathematics	11233	8496	3645	40	6	4531	1944	40	3
Physical Sciences	Physical Science	412	187	80	75	0	166	71	75	0
	Physics	759	344	148	50	0	306	131	50	0
	Chemistry	2065	937	402	75	0	833	357	75	0
	Astronomy	567	257	110	40	0	229	98	40	0
	Geology	462	210	90	40	0	186	80	40	0
Psychology	Psychology	2925	3761	1613	50	2	4424	1898	50	3
Public Affairs & Services	Administration of Justice	1662	1300	558	40	1	693	297	40	0
	Human Services	27	20	9	40	0	11	5	40	0
	Education Aide (Classroom Assistance)	258	173	74	40	0	92	40	40	0
	Fire Control Technology	492	385	165	40	0	205	88	40	0
Social Sciences	Anthropology & Archaeology	420	318	136	50	0	0	0	50	0
	Economics	831	628	270	50	0	0	0	50	0
	History	3302	2497	1071	50	1	4995	2143	50	3
	Geography	945	715	307	40	1	381	164	40	0
	Political Science	1160	1491	640	50	1	1755	753	50	1
	Sociology	1164	880	378	50	1	1761	755	50	1
Interdisciplinary Studies	General Studies	2737	1712	735	35	1	1141	490	35	1
	Tutoring	0	0	0	35	0	0	0	35	0
	Reading skills	1021	639	274	35	1	426	183	35	0
	E.S.L.	871	545	234	35	0	363	156	35	0
	Citizenship	0	0	0	35	0	0	0	35	0
	TOTALS	**106,178**	**59,665**	**25,596**	**3,089**	**43**	**53,004**	**22,739**	**3,089**	**39**

	Laboratory	Fall 2000	Near Term: Fall 2011				Long Term: Fall 2021			
Title V Subject Grouping	Discipline	Total WSCH	Total WSCH	Total ASF	No. of Stations	No. of Rooms	Total WSCH	Total ASF	No. of Stations	No. of Rooms
Agriculture & Natural Resources	Ornamental Horticulture	330	221	1089	50	0	413	2033	50	0
Biological Sciences	Biology	5799	6348	14918	25	11	12092	28416	25	21
Business & Management	Business, General	2103	1591	2036	30	2	3181	4072	30	5
	Accounting	1250	945	1210	30	1	2521	3227	30	4
	Business Management	501	189	243	30	0	505	647	30	1
	Marketing	213	143	183	30	0	286	366	30	0
	Real Estate	312	105	134	30	0	140	179	30	0
	Secretary /Administrative Assistant	1572	1783	2283	30	3	3170	4058	30	5
Communications	Journalism	117	118	252	15	0	157	336	15	0
	Film/ Television	1066	1359	2908	25	2	1812	3877	25	3
Computer & Information Science	Computer and Information Science	1289	2016	3447	10	9	2688	4596	10	11
	Computer Programming	4383	6630	11337	30	9	8840	15116	30	13
Education	Health Education	2441	923	2963	30	1	2462	7901	30	4
	Physical Education	7503	NA	NA	NA	NA	NA	NA	NA	NA
Engineering	Engineering, General	251	285	2437	30	1	430	3683	30	2
	Electronics Technology	1617	1957	6281	32	3	2609	8375	32	3
	Mechanical Technology/ (HVAC)	1000	1513	8410	32	4	2017	11213	32	5
	Automotive Technology/ Automotive Collision Repair	1738	2629	22504	30	4	3505	30005	30	5
	Aeronautical and Aviation Technology	1044	1184	8871	32	2	1579	11828	32	2
	Construction Crafts Technology	180	181	581	30	0	242	775	30	0
	Welding Technology	124	166	534	30	0	222	712	30	0
Fine & Applied Arts	Art, General	1170	177	455	35	0	236	606	35	0
	Art (Painting, Drawing & Sculpture)	1988	3109	7990	25	5	4145	10653	25	7
	Music	2178	2555	6565	30	4	3406	8754	30	5
	Commercial Music	1075	1261	3240	25	2	1905	4897	25	3
	Dramatic Arts	1546	1934	4971	25	3	2579	6628	25	4
	Applied Photography	180	272	700	25	0	363	933	25	1
	Graphic Arts	3963	5994	15406	40	6	7993	20541	40	9
	Multi Media	920	1392	3576	40	1	1855	4769	40	2
Modern Languages	French	120	40	60	25	0	54	81	25	0
	German	566	190	285	25	0	253	380	25	0
	Spanish	1355	530	795	25	1	706	1060	25	1
	Chinese	165	62	94	25	0	83	125	25	0
	Latin	130	44	65	25	0	58	87	25	0
	Greek	66	22	57	25	0	30	76	25	0
	Other (Deaf Studies)	1062	1578	2367	25	3	2104	3156	25	4

	Laboratory	Fall 2000	Near Term: Fall 2011				Long Term: Fall 2021			
Title V Subject Grouping	Discipline	Total WSCH	Total WSCH	Total ASF	No. of Stations	No. of Rooms	Total WSCH	Total ASF	No. of Stations	No. of Rooms
Health	Nursing	4077	5420	11598	25	9	7226	15464	25	12
	Nursing Practical (LVN)	988	1313	2811	25	2	1751	3747	25	3
	Certified Nurse Assistant	304	404	865	25	1	539	1153	25	1
	Emergency Medical Technology	597	467	999	25	1	1245	2664	25	2
	Medical Laboratory Technology	759	1009	2159	25	2	1345	2879	25	2
Consumer Ed. & Home Economics	Interior Design	434	437	1122	15	1	776	1995	15	2
	Clothing & Textiles	435	584	1500	15	2	778	2000	15	2
	Child Development	2530	1913	4918	15	5	3827	9835	15	11
	Nutrition & Food	687	520	1335	15	1	970	2493	15	3
Humanities (Letters)	English	6033	1369	2053	25	2	3042	4563	25	5
	Comparative Literature	593	135	202	25	0	299	448	25	1
	Speech	2043	1545	2318	25	3	4120	6181	25	7
	Creative Writing	219	147	220	25	0	392	588	25	1
	Philosophy	1827	415	622	25	1	921	1382	25	2
Library Science	Library Science	22	15	22	25	0	31	47	25	0
Mathematics	Mathematics	11233	8496	12743	25	15	18124	27186	25	31
Physical Sciences	Physical Science	412	436	1121	30	1	665	1708	30	1
	Physics	759	804	2065	25	1	1225	3147	25	2
	Chemistry	2065	2186	5619	30	3	3332	8563	30	5
	Astronomy	567	600	1543	40	1	915	2351	40	1
	Geology	462	489	1257	25	1	745	1916	25	1
Psychology	Psychology	2925	664	995	40	1	1475	2212	40	2
Public Affairs & Services	Administration of Justice	1662	1300	2781	25	2	2772	5933	25	5
	Human Services	27	20	44	25	0	44	93	25	0
	Education Aide (Classroom Assistance)	258	173	370	25	0	369	790	25	1
	Fire Control Technology	492	385	823	25	1	821	1756	25	1
Social Sciences	Anthropology & Archaeology	420	318	476	25	1	847	1271	25	1
	Economics	831	628	943	40	1	1676	2514	40	2
	History	3302	2497	3746	40	3	1665	2497	40	2
	Geography	945	715	1072	40	1	1525	2287	40	2
	Political Science	1160	263	395	40	0	585	877	40	1
	Sociology	1164	880	1321	40	1	587	880	40	1
Interdisciplinary Studies	General Studies	2737	2568	6600	15	7	4566	11734	15	13
	Tutoring	0	0	0	15	0	0	0	15	0
	Reading skills	1021	958	2462	15	3	1703	4377	15	5
	E.S.L.	871	817	2100	15	2	1453	3734	15	4
	Citizenship	0	0	0	15	0	0	0	15	0
	TOTALS	**106,178**								

Facilities Master Plan Update

New Master Plan Organizational Goals

Facility Planning for Antelope Valley College includes the following:

1. The plan will establish the optional size for the Lancaster Campus.

2. The plan will establish the projected use of the campus 15.6 acres of land.

3. The plan will establish outdoor spaces that will encourage student, faculty, staff and guest use.

4. The plan will establish a projected "campus epicenter," around which certain facilities will be strategically grouped.

5. The plan will establish the design of multi-story buildings to better use limited and expensive land for projected student enrollments.

6. The plan will establish access for disabled students, faculty, staff and guests that will encourage enrollment and use of the campus.

7. The plan will establish pedestrian circulation for up to 20,000 students assuring a maximum of 10-minute access between classroom/laboratory/service buildings.

8. The plan will establish lighting for the interior and exterior of buildings that will ensure quality lighting and safety for classrooms, laboratories, offices, hallways, exterior walkways and parking lots.

9. The plan will establish safety and security requirements that will encourage students, faculty, staff and guests to the campus days, nights and weekends.

10. The plan will establish vehicular circulation that will ensure safe and convenient access to the total campus without having to exit the campus to travel from one location to another.

11. The plan will establish a student friendly campus that is attractive, with a core that is easy and convenient to access, with quality features such as attractive rest rooms, ergonomic furniture, quality lighting and state-of-the-art telecommunications equipment.

12. The plan will encourage the establishment of a building color scheme that is attractive throughout the campus.

13. The plan will establish a design for computerized and networked classrooms/laboratories of differing degrees of "smartness" to facilitate the teaching/learning process.

14. The plan will establish computer-assisted learning through laboratories designed for that purpose.

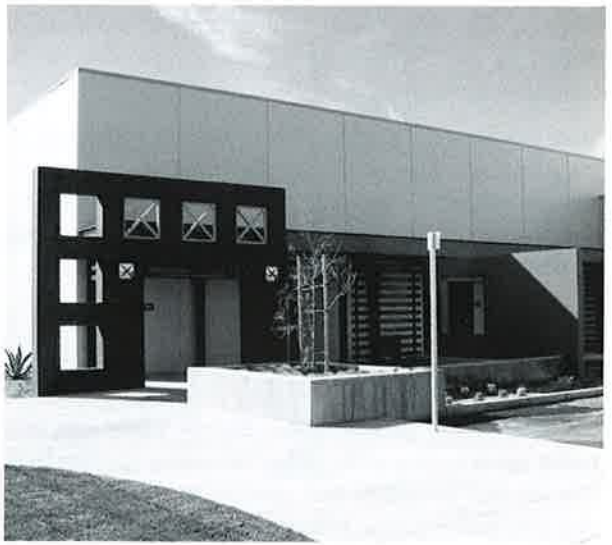
15. The plan will establish construction projects needed for the campus to accommodate projected student enrollment growth and serve its community service area.

16. The plan will establish the infrastructure needed for a campus serving 20,000 students employing extensive computer and other electronic hardware and software.

17. The plan will encourage the establishment of signage policies and processes that will enable students and guests to access services, classrooms/laboratories and activities conveniently and safely.

18. The plan will establish sufficient rest room facilities distributed across the campus for convenient access and for safety.

Computer Rendering of New Technology Building
New Technology Building



Photograph of New Technology Building
The New Technology Building was completed in April 2003

Updated Master Plan for 20,000 Students

Antelope Valley College's unduplicated enrollment for 2000 was 10,728, while the previous year's enrollment was 10,328, an increase of 3.87 percent. Based upon projected population increases in the district's service area and an increase from 44 per thousand participation rate to 50 per thousand, and holding the adult population percentage constant at 65.7 percent, Antelope Valley College will reach 20,000 students by the year 2015.

The California Community College Chancellor's Office forecasts 73 students per 1,000 adults to attend California community colleges. Currently, on the average, the statewide participation rate is 64.3 students per 1,000 adults.

If Antelope Valley closes the gap between the advocated participation rate and actual rate, the district could grow much more rapidly and with a much greater student population than this plan calls for. For example, at 60 students per thousand adults the district would reach 25,077 enrollment by the year 2015, and at 73 students per thousand adults, enrollment would reach 30,511 by 2015. These numbers would far exceed the Lancaster campus' physical capacity.

State funding permitting Antelope Valley College to grow in excess of adult population change, and modernizing fine arts, science, physical education, social sciences and languages would also act to encourage increased participation by service area students.

Conclusions

The Antelope Valley College Lancaster campus plan for 20,000 students was based upon projected population increases in its service area. Equally important, it is based upon modernizing older Lancaster campus facilities for vital disciplines and services to increase its service area participation rate from 44 students per 1,000 adults to 50 students by 2015. This increase is conservative, and if the average approaches the statewide average of 64.3 students per 1,000 adult populations, the district's student population could potentially exceed 26,000 students by 2015.

As a result, it is imperative that the Master Plan use the Lancaster campus land wisely, to plan for multi-story buildings and to anticipate substantial increases in access and parking demands. The district also should address the future need for a second and possibly a third campus.

2010 & 2020 College

This Facilities Master Plan moves the college into the future as best as can be projected. The college must be prepared to implement new programs and standards as required by federal and state mandates and legislation. The latest example is mandated water run-off control.

Planning for the future will aim at achieving maximum flexibility to accommodate the changing nature of the High Desert region, changing technology, instructional methods and the students to be served. The facilities to support these changes will be planned to meet the expected enrollments.

Financing of future projects, whether from state or local bond funding, will generally require building in phases and designing for expansion and remodeling of existing buildings. A local bond would cover the cost of a portion of the projects needed by the college, and additional state funding will be required for the remaining projects. The college should develop a strategy for state funding using local bond funds as matching where possible to expand the total value of local bond funds.

Open campus spaces for circulation, outdoor activities, physical education and parking will need to expand commensurately with the growth of the campus to keep a balance between indoor and outdoor space.

Antelope Valley College is dedicated to its stated goals and objectives, including the continuing improvement of educational programs through a process of planning and evaluation. The development of an Education Master Plan and a Facilities Master Plan demonstrates the college's commitment to turning these into reality. The ongoing implications of this planning and evaluation process are explored through this report – and will be seen across campus over the coming 20 years.

Updated Growth Potential

As established in earlier chapters, Antelope Valley College will continue to experience substantial increases in student enrollments for the coming 20 years. The population growth summarized in the "Study of Growth" chapter conservatively supports the belief that there is rapid growth potential to enable Antelope Valley College to reach the projected campus enrollments.

Expected Enrollment Size

An unduplicated headcount of 20,000 is expected by the year 2016. This increase is dependent upon factors outside the control of the college and could materialize before or after that date.

Regardless of the actual rate of growth, the important fact is that significant growth is expected in the future, and long-range planning to address it has become an ongoing process.

"Mid-term" and "Long-term" Projects:

For purposes of defining building projects to accommodate increased student enrollments, two benchmarks are used in this report.

The "mid-term" growth target is when campus enrollment reaches 15,000 students. The "long-term" growth target is when campus enrollment reaches 20,000 students. The design work for mid-term projects should begin soon due to long lead times needed for state funding, designing and constructing college facilities.

Long-term projects can be postponed until the appropriate time to begin necessary design work, but these must be anticipated in current planning so that building sites, traffic flow, utilities and other requirements are not compromised.

Campus Circulation

Recommendation for a Traffic Study

Antelope Valley College has been encouraged to contract with a traffic engineering company to perform a traffic study for the college. The objective of such a study would be to determine traffic congestion and parking problems on and around the campus in order to make recommendations on how to best remedy the situation. The study would also identify the number of students, faculty and staff using public transportation or walking to the campus.

Updated Internal Traffic

As parking continues to expand, congestion and adequate orientation will be of concern. The new perimeter road will become the primary vehicular route, which will allow traffic to flow more effectively and provide better access to all parking areas. There will be a secondary east-west road north of the new Science and Allied Health Building, which will be used primarily by service vehicles, faculty and for disabled access. This road will also provide the only east-west vehicular connection near the center of campus. A limited east-west access promenade will be developed north of the new humanities and social sciences buildings and south of the Science and Allied Health Building. This limited access promenade will provide a generously wide pedestrian link between the east and west parking lots into the center of the campus. The scale of the promenade will allow a large number of students to move efficiently. It will also allow access for emergency vehicles and a service route for small maintenance carts.

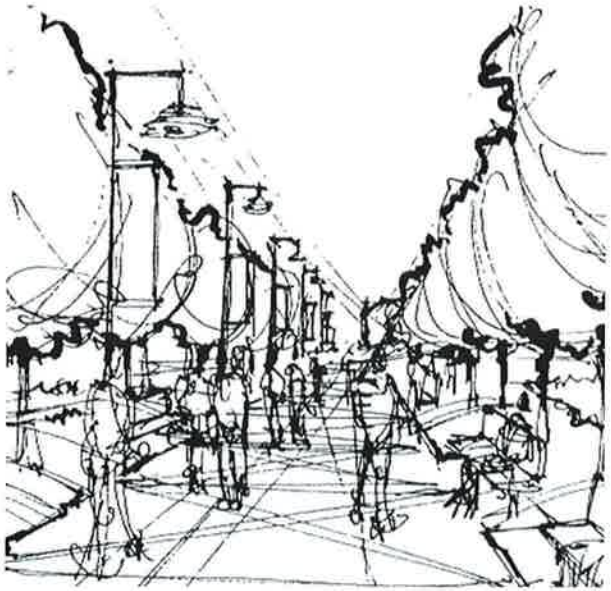
There is a great need to redesign the circulation pattern at the southeast corner of the campus between the Administration Building and the Student Services Building. This area is limited by its curving form and tightly organized parking. To reform this area, the northern row of parking will have to be removed to widen the road and allow for easier maneuvering. The road will be widened enough to allow buses and van pool vehicles to use this area as a formal stop. The entrance planting islands will have to be cut back to allow for the required turning radius.

Service Vehicles

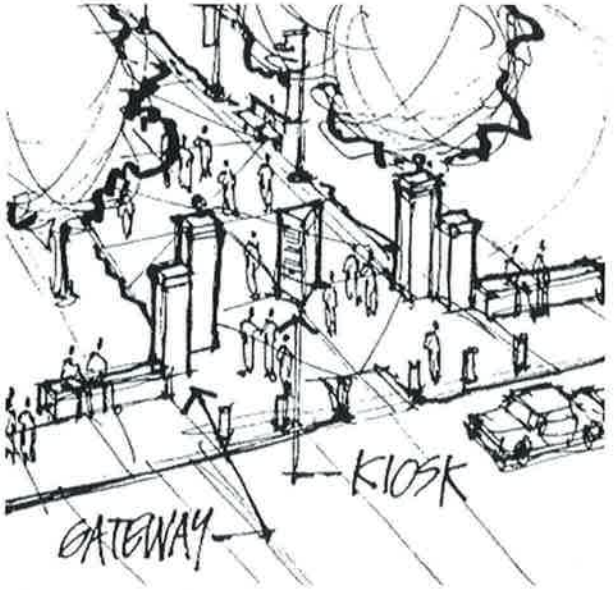
College facility maintenance has expanded and will continue to grow at the rate of the college. The growth in maintenance will create a demand for more space and will also increase the traffic along pedestrian routes with small service carts. by widening specific primary circulation routes to be shared by pedestrians and maintenance carts will assure the efficiency of workers and the security of students and staff.

Parking

Parking demand will be influential in limiting the development and in measuring the capacity of the campus. Although the use of public transportation has risen since 1992, the automobile will continue to be the primary source of transportation. The amount of parking and its accessibility could be a deciding factor for future students.



View of Pedestrian Walkways and Promenades
Sketch Prepared by Troller Mayer Associates,
Landscape Architecture Planning Urban Design

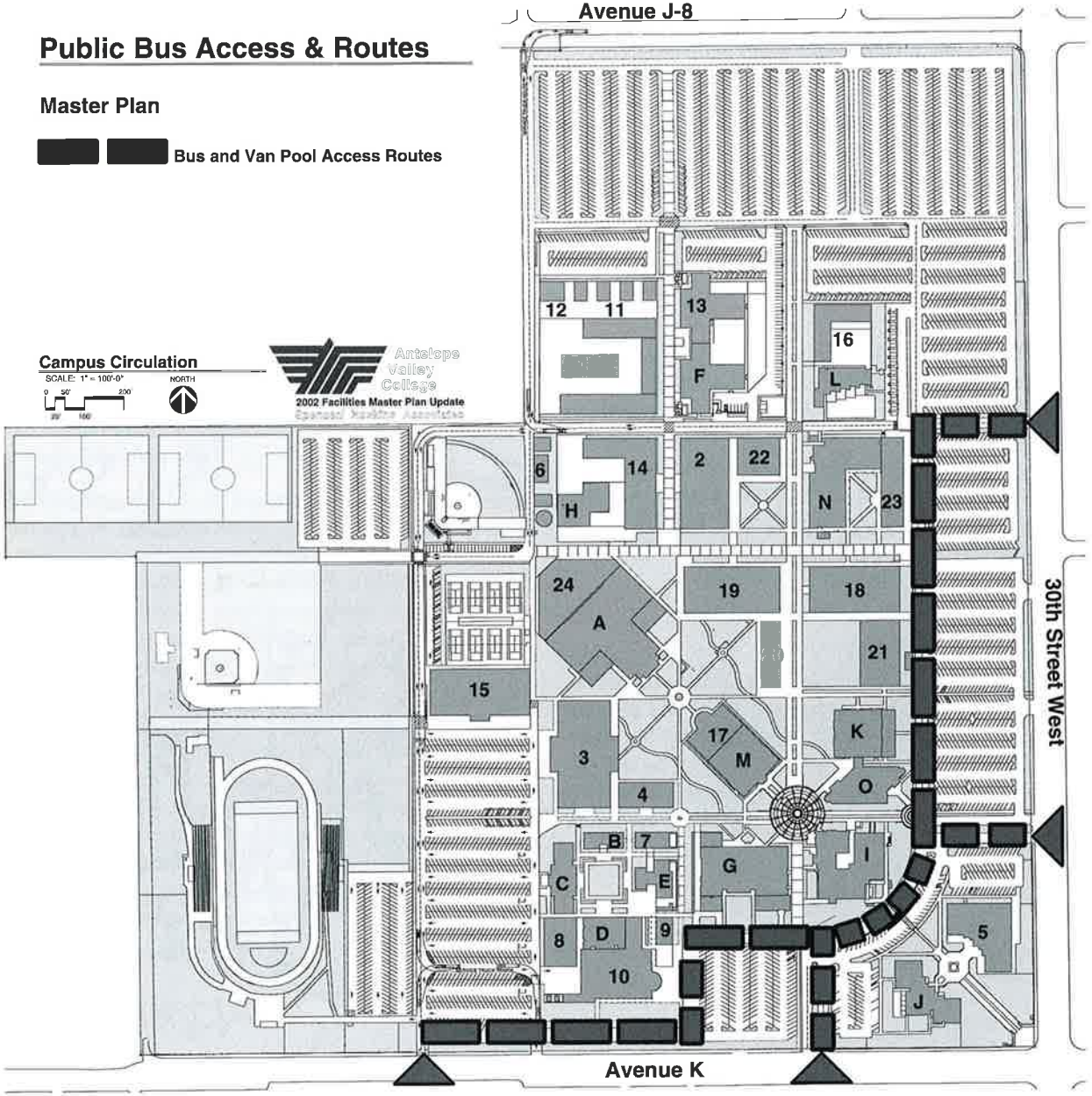


View of Campus Entries
Sketch Prepared by Troller Mayer Associates,
Landscape Architecture Planning Urban Design

Public Bus Access & Routes

Master Plan

Bus and Van Pool Access Routes



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23. New Digital Film Center
24. New Enclosed 50 Meter Pool Addition

LEGEND:

EXISTING BUILDINGS TO BE REMODELED

A	Gymnasium Remodel & Office Additions
B	Fine Arts Building
C	Music Building
D	Experimental Theater
E	Ceramics and Art Gallery Building
F	Technology Building
G	Student Center
H	Auto Mechanic's Building
I	Student Services
J	Administration Building
K	Learning Skills & Computer Center
L	Child Care Center
M	Library
N	Applied Arts Building
O	Business Education Building

NEW PROJECTS

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Campus Orientation

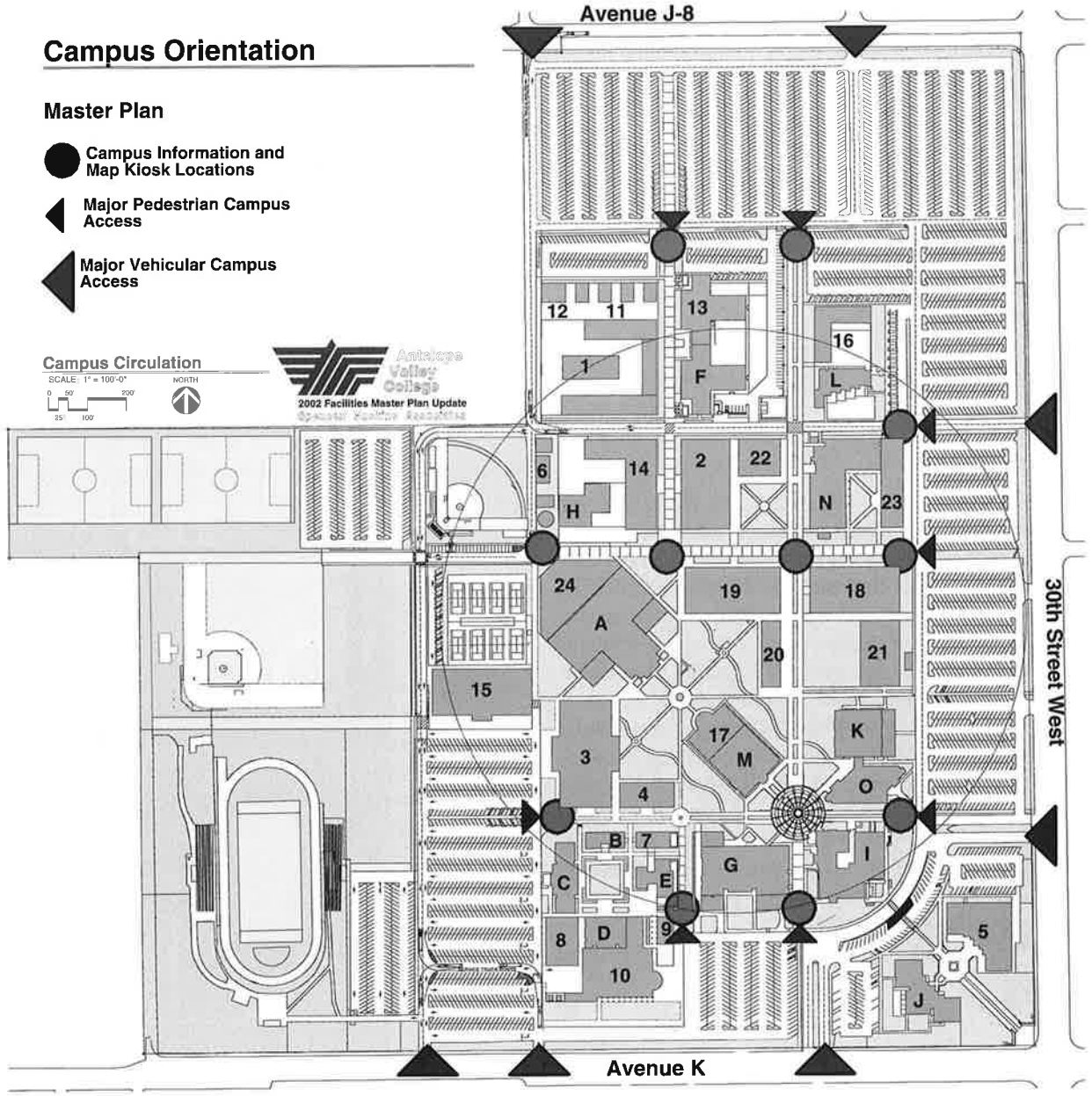
Points Entry:

Antelope Valley College has two main entrances, both located near the corner of Avenue K and 30th Street. In addition, two entrances are located along Avenue K, one along 30th Street and two new entrances along Avenue J-8. The college has been working to redevelop the appearance of the landscaping along the perimeter of the campus. This also included additional uniform signage and lighting. Each entry allows direct access to the perimeter parking lots. New large promenades with visible gateways and information kiosks would help define the entrance points to the campus and provide better orientation from every perimeter parking area into the center of campus

Additional kiosks and campus maps throughout other major pedestrian intersections within the campus will increase the efficiency in circulation and provide better orientation.

There are ticket dispensers located along the sidewalks adjacent to the eastern parking. More will need to be installed along the north to accommodate the new parking lots and along the west for existing and new parking areas. The projected increase in community use of campus health, athletic and library facilities will bring more traffic and more first time visitors with limited knowledge of the campus. The college will have a need for a Security and Information Booth to be located near the southeast corner at the main entrances to the campus.

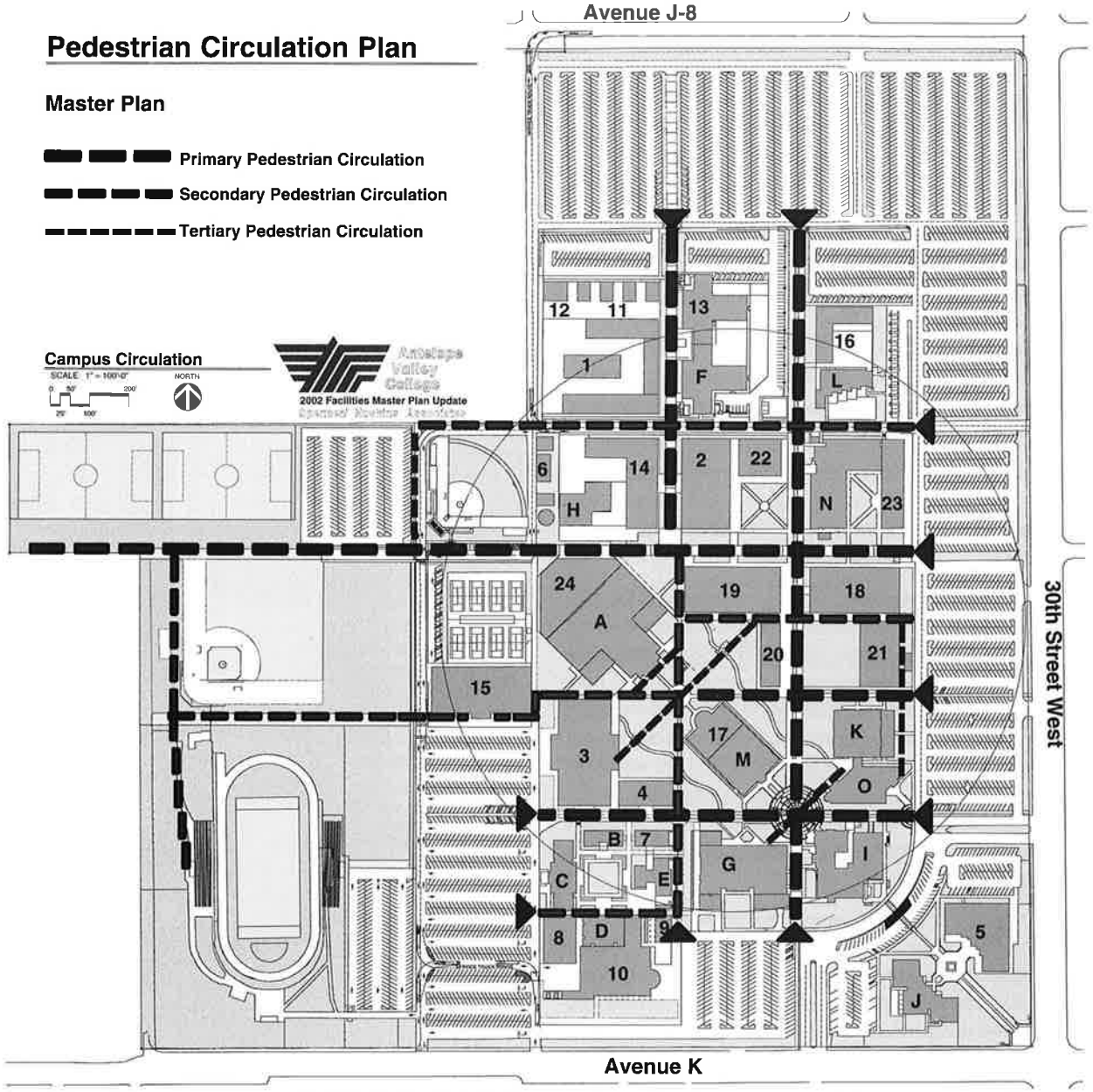
Orientation within the Campus: According to the 2001 Landscape Master Plan produced by Troller Mayer Associates, there are current efforts to provide a better definition of pedestrian circulation via; announced entries and designed gateways with campus information and maps. This will redefine and create a desirable quality of landscape and lighting throughout the campus. Furthermore, they will create system references and markers throughout the campus for better pedestrian reference, accessibility and security.



Pedestrian Circulation

Antelope Valley's grid plan allows the campus to maintain simple and clear pedestrian circulation and orientation. Three major pedestrian promenades will be remodeled and one will be created. These will bisect the college, two east-west and two north-south. They will direct pedestrians from the center of campus to the parking areas at the perimeter. The promenades will be improved via lighting, sitting areas, and signage for orientation and campus information. Besides serving various functions, the four promenades will help unify the campus and create four clear connections between the center of campus and the new northern and eastern developments. Secondary circulation walkways provide access to facilities located away from the primary promenades.

Accessibility will be an important part of the facilities planning at Antelope Valley College. As the campus grows, there will be a greater need to maintain the current rational relationship between the different parts of the campus. This will include providing disabled access into the campus and to classrooms, offices, services and parking throughout the campus. This will have to be integrated into every building improvement and new building projects. All new buildings should take advantage of the relatively flat terrain of the college to minimize the use of ramps and steps. Where steps and ramps are absolutely necessary, they should be incorporated into both the adjacent landscape ideas and remain consistent with the building details and should not make the accessibility for the disabled population more complicated or restrictive.



Vehicular Circulation

This master plan update will develop more parking at the north and west areas of the campus. The completion of the perimeter road will complement the vehicular access to the new parking areas and will also allow service vehicles to reach maintenance areas without entering the center of campus.

As parking continues to expand, congestion and adequate orientation will be of concern. The new perimeter road will become the primary vehicular route. There will be a secondary east-west road north of the new Science and Allied Health Building, which will be used primarily by service vehicles, faculty and for handicap access. This road will also provide the only east-west vehicular connection near the center of campus. A limited east-west access promenade will be developed north of the new Humanities and Social Sciences Buildings and south of the Science and Allied Health Building. This limited access promenade will provide a generously wide pedestrian link between the east and west parking lots into the center of the campus. The scale of the promenade will allow a large number of students to move efficiently. It will also allow access for emergency vehicles and a service route for small maintenance carts.

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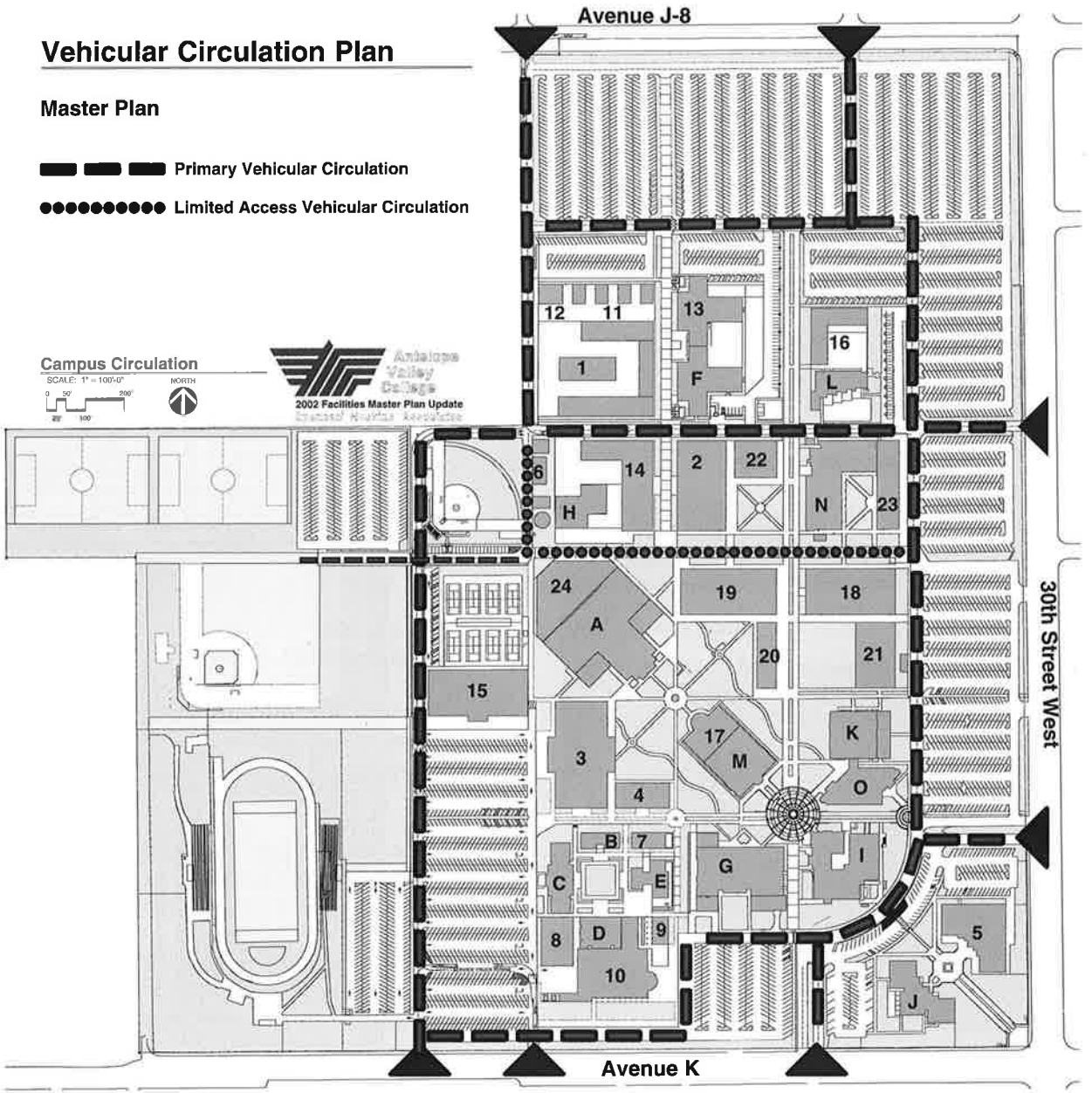
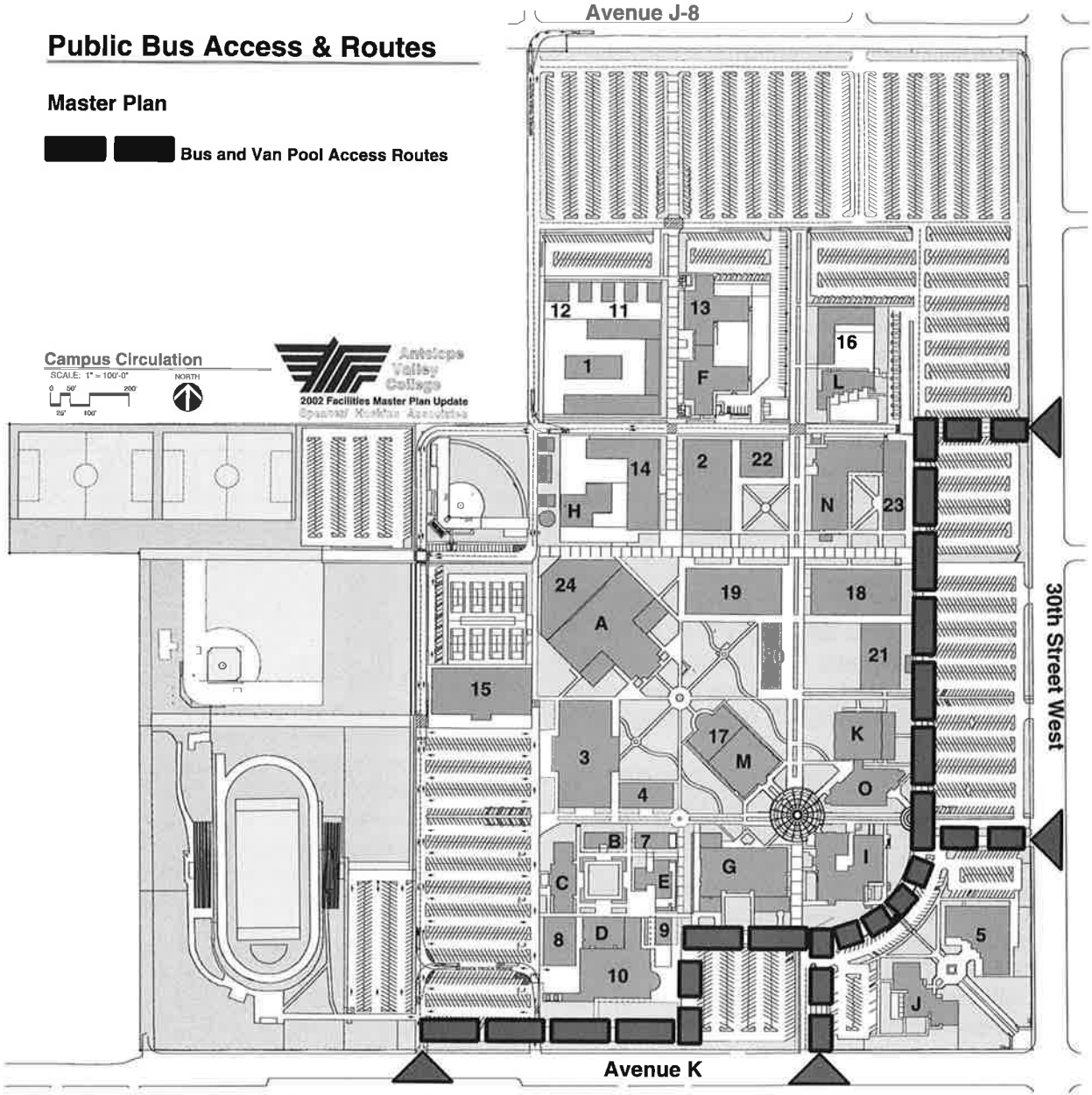


Public Transportation Access

Special consideration has been given to public transportation in an effort to include potential bus stops within the college. Large constituencies of bus commuters are elder and disabled students. The bus routes would be routed through entrances along Avenue K and 30th Street West. The stops would be located along the eastern edge of the campus core and at southeast corner of the current Student Services Building. Other stops could also be designated along the east edge of the Applied Arts Building and Child Development Center and outside the future Theater Arts Facility. The southeast corner opposite the Student Services Building would facilitate access to both the center of campus and to the Administration Building and future student services buildings.

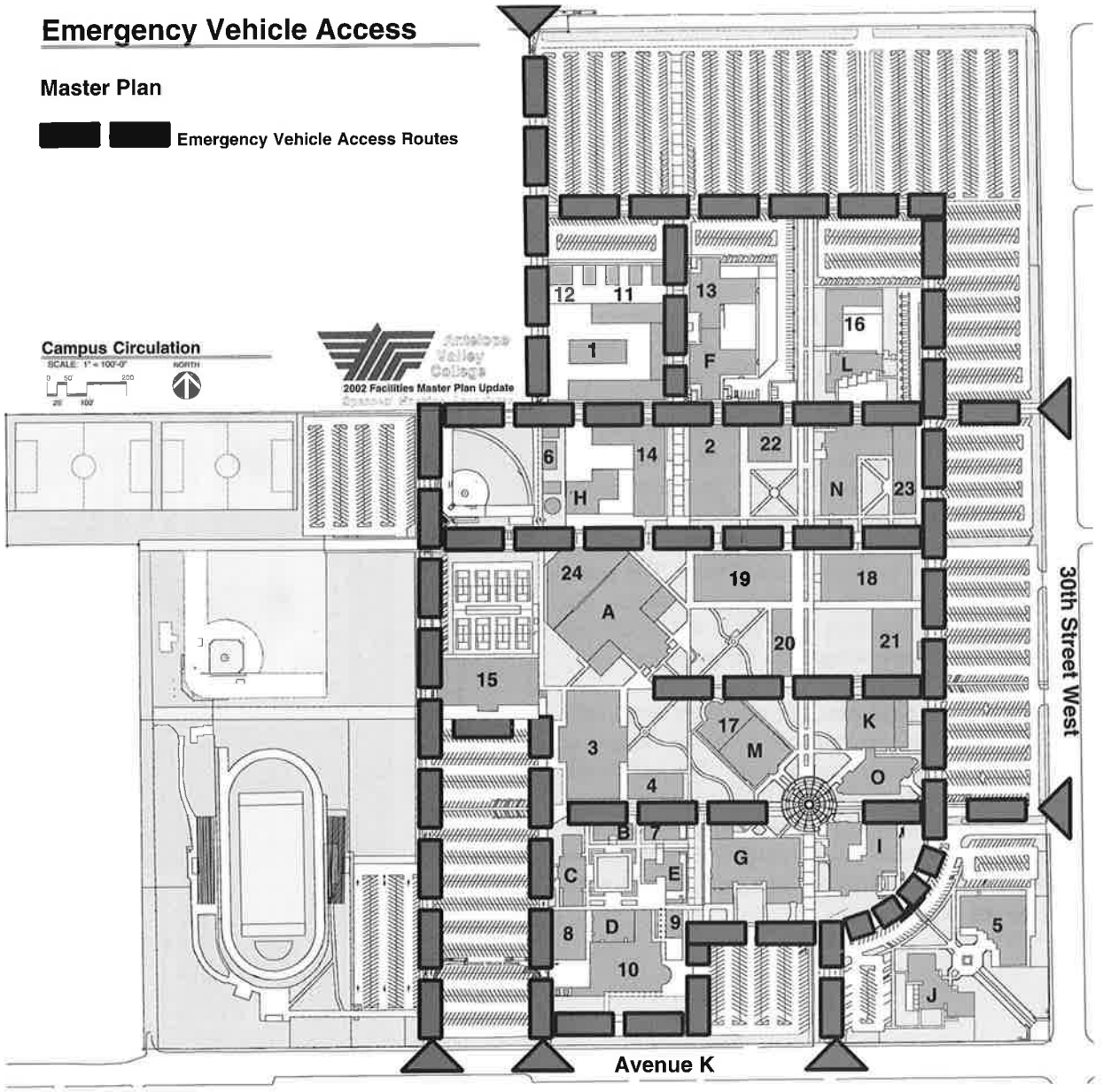


Emergency Vehicle Access

A major concern in planning the future of the campus is to provide a safe environment, which will include adequate accessibility for emergency vehicles to all existing and future buildings. The 1997 Fire Code requires that no portion of a building can be located more than 150 feet from the fire apparatus or road. Furthermore, the access road shall have an unobstructed width of not less than 20 feet with unobstructed vertical clearance of not less than 13.5 feet.

To facilitate the accessibility of emergency vehicles into the campus six out of the seven entrances into the campus will lead to a fire access route. The development of the exterior loop road will allow further flexibility and ability for vehicles to reach near the central core of the campus.

To incorporate this requirement into the overall design of the campus, all fire access roads within the campus core will serve various functions. They will function as limited access roadways for emergency vehicles, but otherwise will only serve for pedestrian and maintenance cart circulation.



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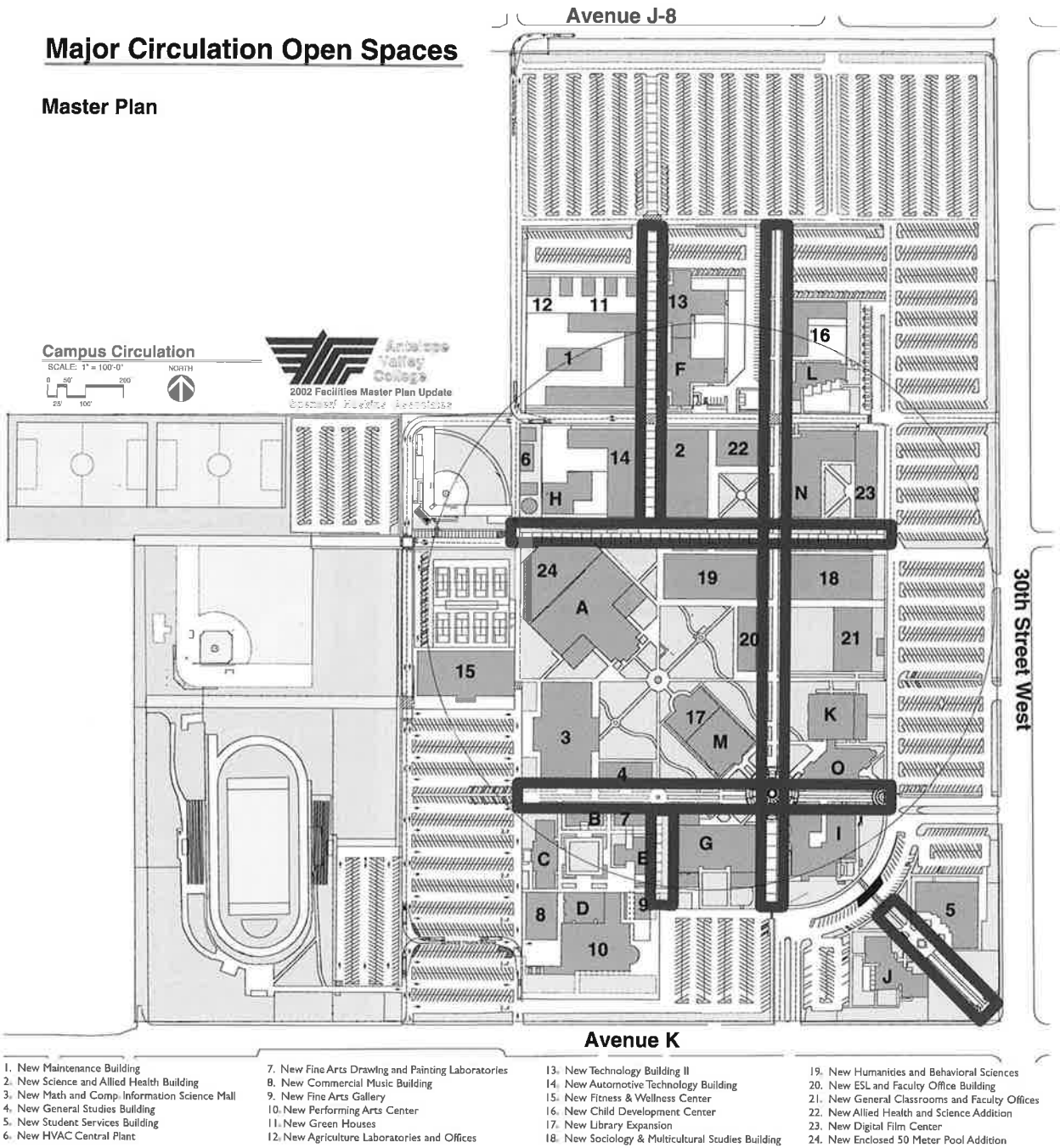
Circulation Open Spaces

A campus of 15,000 or 20,000 students will generate a heavy pedestrian traffic flow at peak hours. The idea to create open accessible promenades from parking areas into the center of campus is not only to allow a good flow of pedestrians in and out of the campus, but to provide pleasant open circulation areas with adequate lighting, areas to sit, and trees and shrubs to provide wind protection and shade.

The promenades should be named and given identities to mark specific places and to encourage collegiate pride. Some could depict the history of the college, others could inspire a future aspiration or a specific relationship to the area. The naming of the promenades will also strengthen the sense of direction for students and first time visitors. The promenade between the Administration Building and the future Student Services Building will be a prominent space that will define the gateway to the college. This space will also define a larger open square between the entrances of both buildings. This plaza will be defined by rich landscape and sitting areas for gathering.

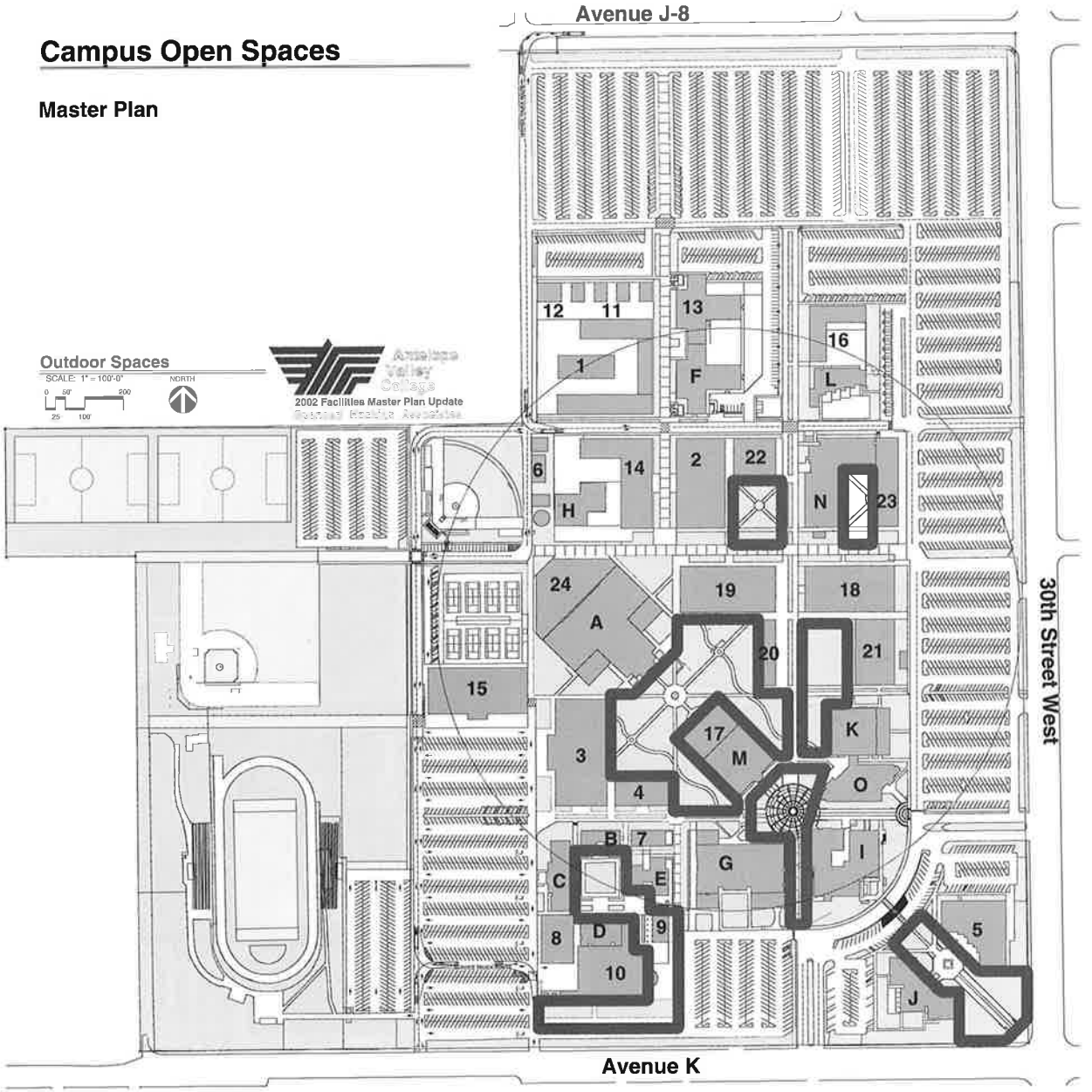
The remainder promenades run east-west and north-south and will offer opportunities for special designs at each end and at every intersection. The Landscape Master Plan defines various ideas for establishing strong gateways into the campus and important point or intersections. These could be designed via landscape elements, paving ideas, sculptures or simple student gathering spaces.



Open Spaces

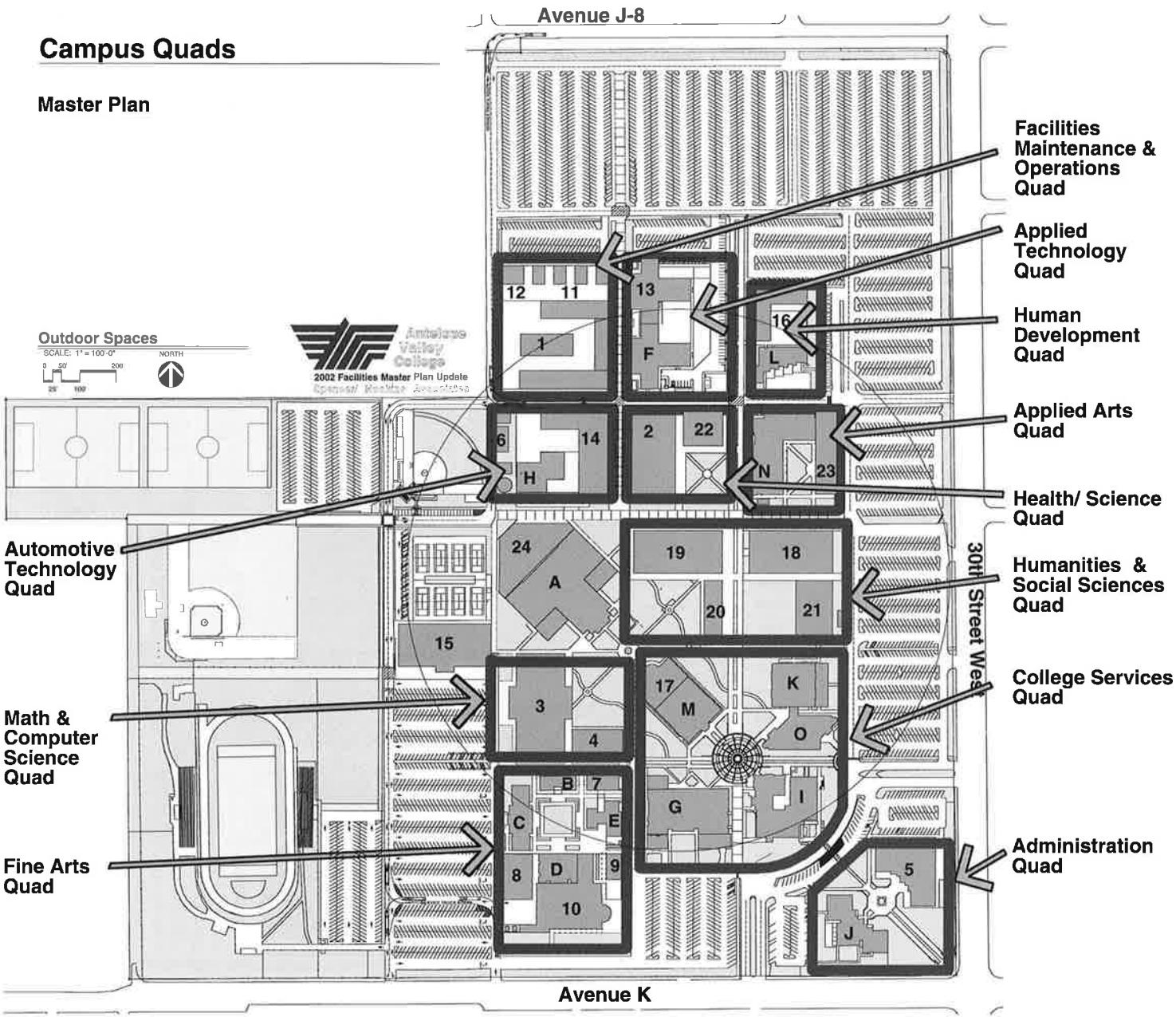
This master plan will increase the density of the campus in order to provide larger more efficient buildings for programs to continue to grow. The planning process has been a balancing of demand for adequate instructional space and the need to define adequate open space throughout the campus. The college was conceived to allow for an open green environment that would allow lawns, gardens, courtyards and plazas throughout. The 2001 Landscape Master Plan prepared for Antelope Valley College by Troller Mayer Associates Landscape Architecture, Planning and Urban Design, used these ideas to define important guidelines for an environmentally acceptable campus that could continue to develop without losing its character.

The image on the right outlines six important open areas that reference the original concept of the campus design. It shows a fully built campus that would serve 20,000 to 23,000 students, with various new larger buildings throughout the central area and directly north. The specified areas identify new courtyards, open lawn areas, garden areas and plazas throughout the campus that will continue the tradition of Antelope Valley College planning.



Campus Quads

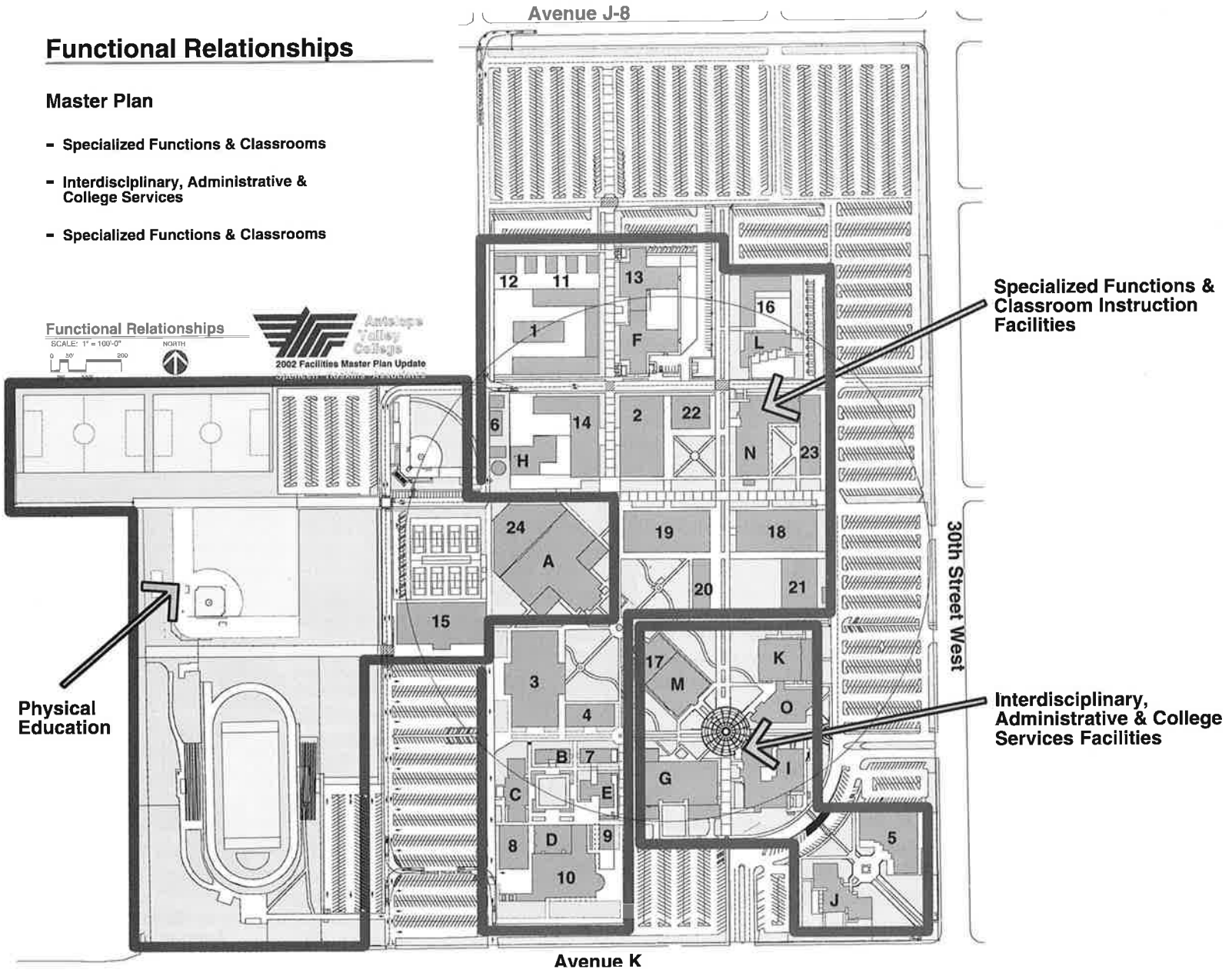
Master Plan



Functional Relationships

Master Plan

- Specialized Functions & Classrooms
- Interdisciplinary, Administrative & College Services
- Specialized Functions & Classrooms



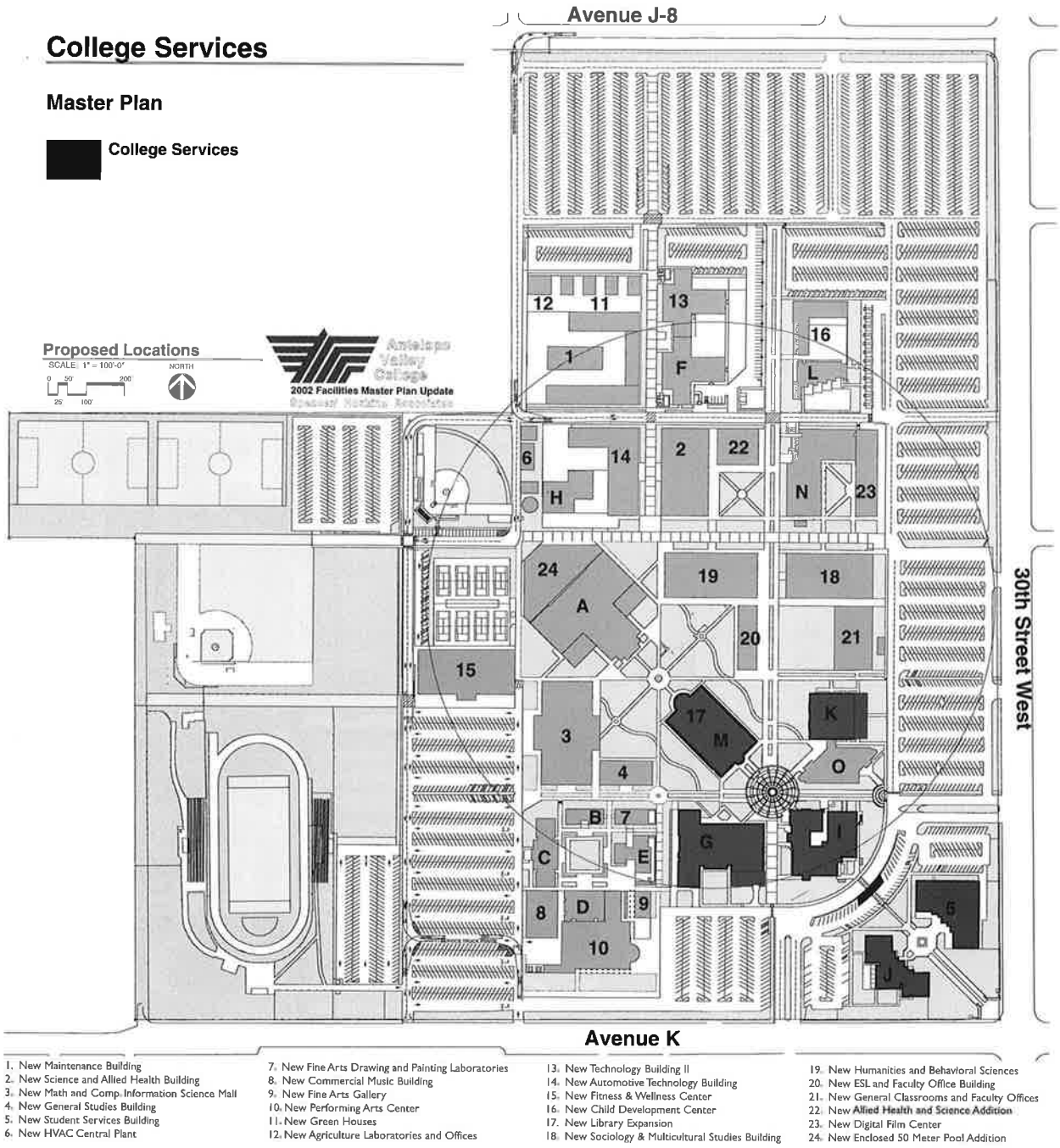
College Services

The college has maintained all of its student, community and staff service buildings near the southeast corner of the campus. This Facilities Master Plan Update will follow this concept to allow the college services to grow in the same area by providing a new Student Services Building and by improving the existing Student Services Building to accommodate community programs and remodeling and enlarging the existing board room, and providing community use spaces.

The Master Plan also emphasizes the need to enlarge the existing Library due to its significant role with students and with the community. The Library will remain at the center of campus but will be adjacent to the Learning Center, the new community/ college center, and the Student Services Building.

The Learning Center will also be slightly enlarged to address the growing demands for tutoring programs. The Student Center will be remodeled to improve its use and to enhance its connection with the rest of the student services and the entire campus. The interior spaces will be reconfigured to allow better use and programming and to provide a connection between the southern parking areas and the center of campus. The exterior will be opened to the center of campus and to the south to improve the accessibility and attraction to students.

The new Student Services Building and the existing Administration Building will complete the gateway into the campus at the southeast corner of the college. These buildings will also define a small plaza between the two buildings and a grand pedestrian promenade that will lead directly to the new community/ college center and into the heart of the campus.



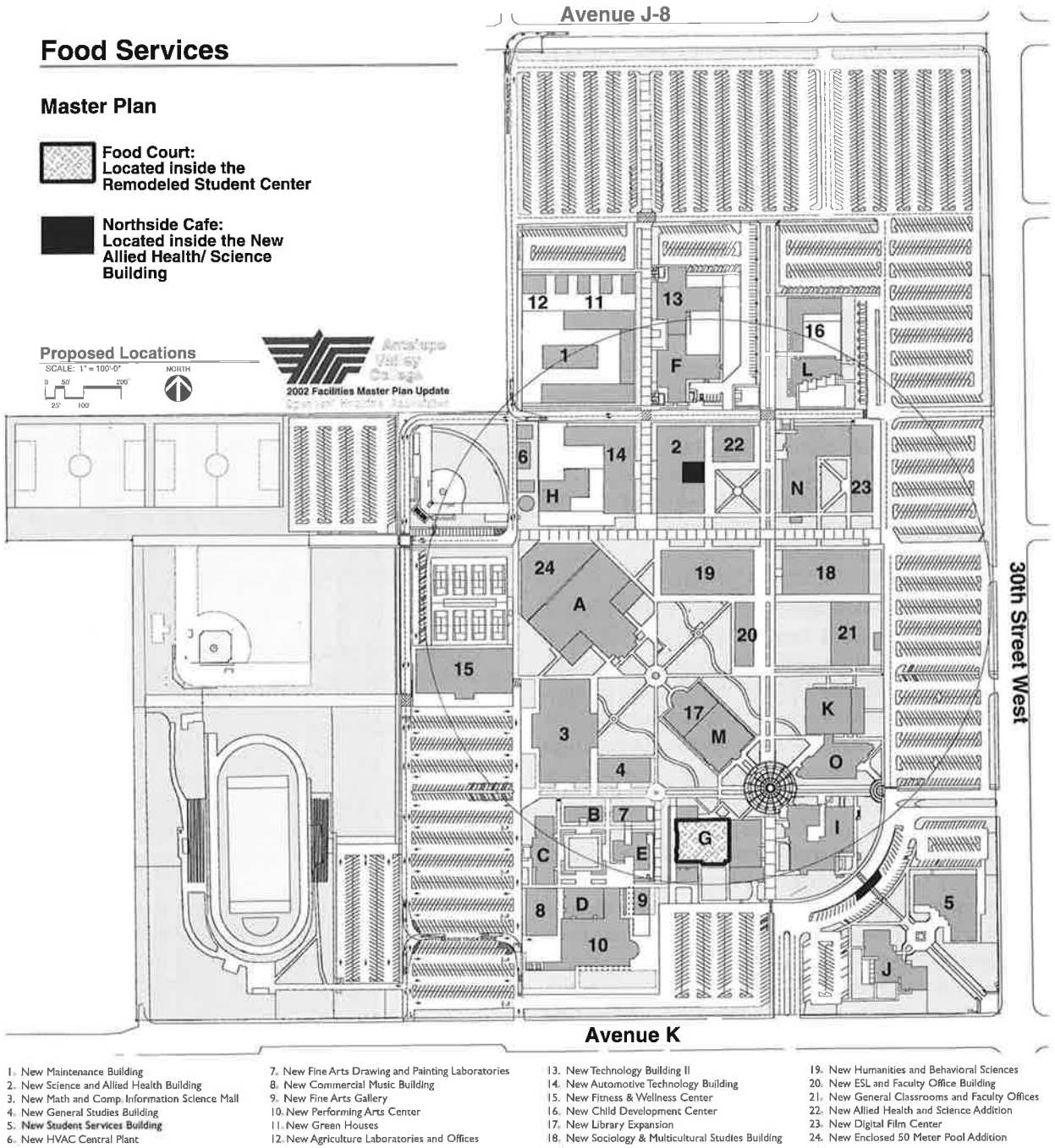
Food Services

Antelope Valley College's food services will be improved via a large scale remodeling and addition project to the existing Student Center. The remodel will generate more space for food preparation and for the dinning areas. It will also make the Student Center a more desirable place by improving the accessibility and relationship to the southern parking lots and to the center of campus.

The new food facilities at the remodeled Student Center will allow the college the option to develop a larger food court with outside vendors, which will offer a more diverse variety of food and more efficient service.

The second planned food facility will be located at the future Science and Allied Health Building. The plan is to develop a cafe with cold and hot drinks, a small food service area for sandwiches and reheatable food and snacks. There is no plan to develop a full kitchen, but a future addition to the Science and Allied Health Building, could include enlarging the cafe or developing a full kitchen service in response to growth and demand at the time the new facility is developed.

The plan is for the existing Student Center to continue to be the central food service facility and for the new northern cafe to provide snacks, light meals, coffee and soft drinks for the northern part of the campus. This will provide students attending classes at the future facilities a more convenient location alternative.



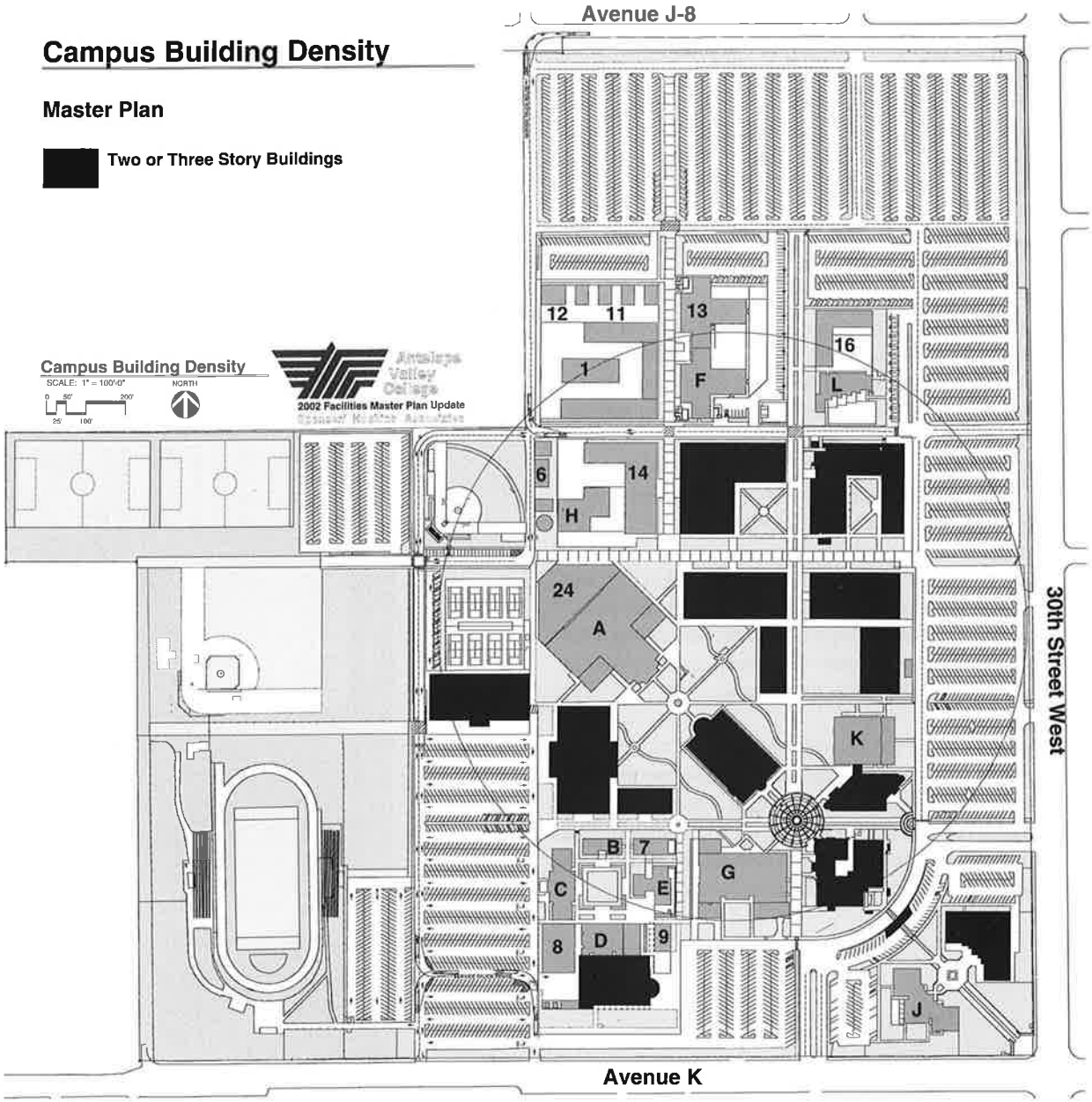
Campus Building density

Antelope Valley College has developed over four phases in the past four decades. Although in the first phase in 1961 one two-story building was developed, it was not until 1994 in the fourth phase that the second two-story building was constructed. Since 1994 two other multi-story buildings have been constructed, the Applied Arts and the Business Education buildings. This trend to raise the density throughout the core of the campus will continue as the college continues to grow and the demand for space increases.

For thirty years, the college developed a number of small concrete slab tilt-up buildings, which accommodated the demand for general classrooms. The past three decades have marked significant changes in instruction and in curriculum. New technologies and industry demands have created new instructional and pedagogical shifts that demand different types of space for teaching and learning.

Contrary to the assumption that public transportation and ride sharing would become a popular mode of transportation, the automobile has continued to lead. This has had a profound affect in the planning of campuses and demand for parking. The high demand for parking provides another incentive to developing a high density core of campus buildings and to allow parking to grow at the perimeter.

The raise in density is most favorable when there is an opportunity to develop large buildings, while creating a balance of open green space. The long term campus master plan, as shown on the adjacent image, has been developed to take advantage of the open quality of the campus and to further develop the idea of open public lawns, courtyards and plazas. This was achieved by using the College's Landscape Master Plan developed in November 2001 by the design team of Troller Mayer Associates Landscape Architecture, Planning and Urban Design.



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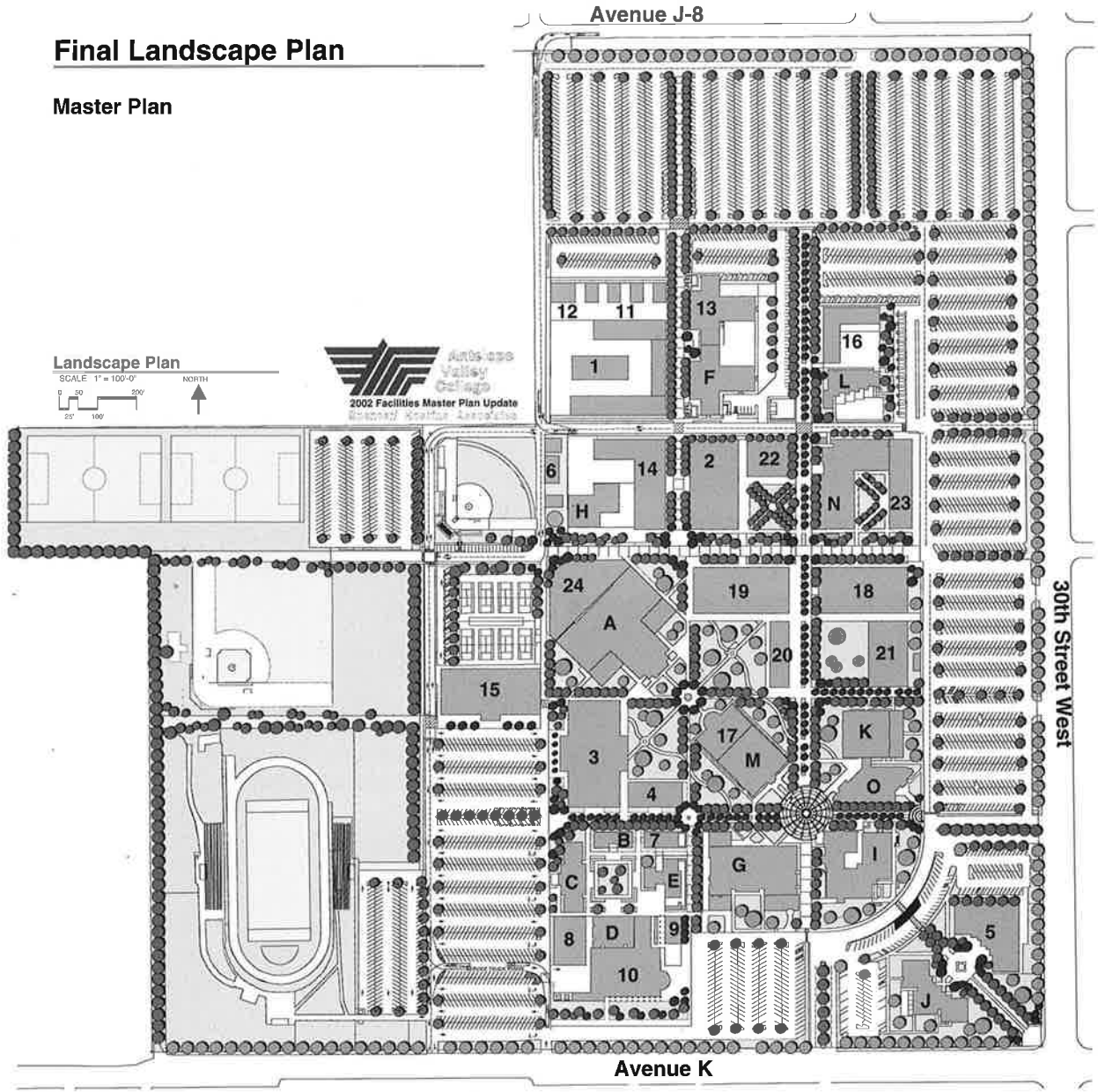
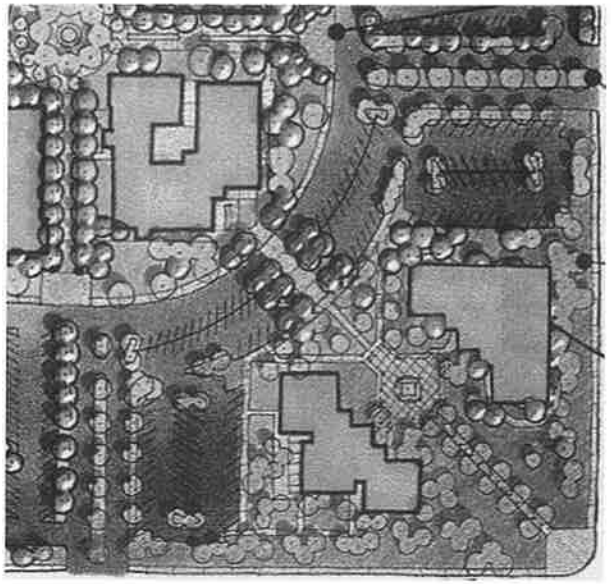
Campus Landscape

An important part of developing a comprehensive master plan is the simultaneous development of landscaping throughout the campus. Antelope Valley College commissioned the design group of Troller Mayer Associates Landscape, Planning and Urban Design to develop a landscape master plan. This master plan served as a primary source in understanding where the future growth of the campus should take place and where future buildings would be best suited.

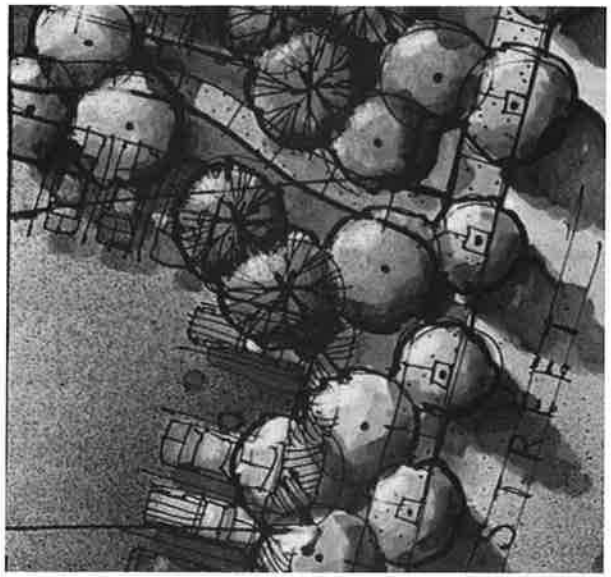
The plan on this page demonstrates the integration of landscape with the development of future buildings, parking and athletic fields. Every effort was taken to develop a plan that would allow the campus to follow its natural direction for growth along the landscaped promenades and the rows of trees that hold the campus together.

The following pages demonstrate various renderings found in the Landscape Master Plan, that depict various improvements to the campus and a general landscape plan for the entire campus. The plan was produced in 2001 with the 1992 Facilities Master Plan serving as a reference. The original plan produced by Troller Mayer Associates was updated to reflect the future development and to show the future buildings in relationship to the landscape.





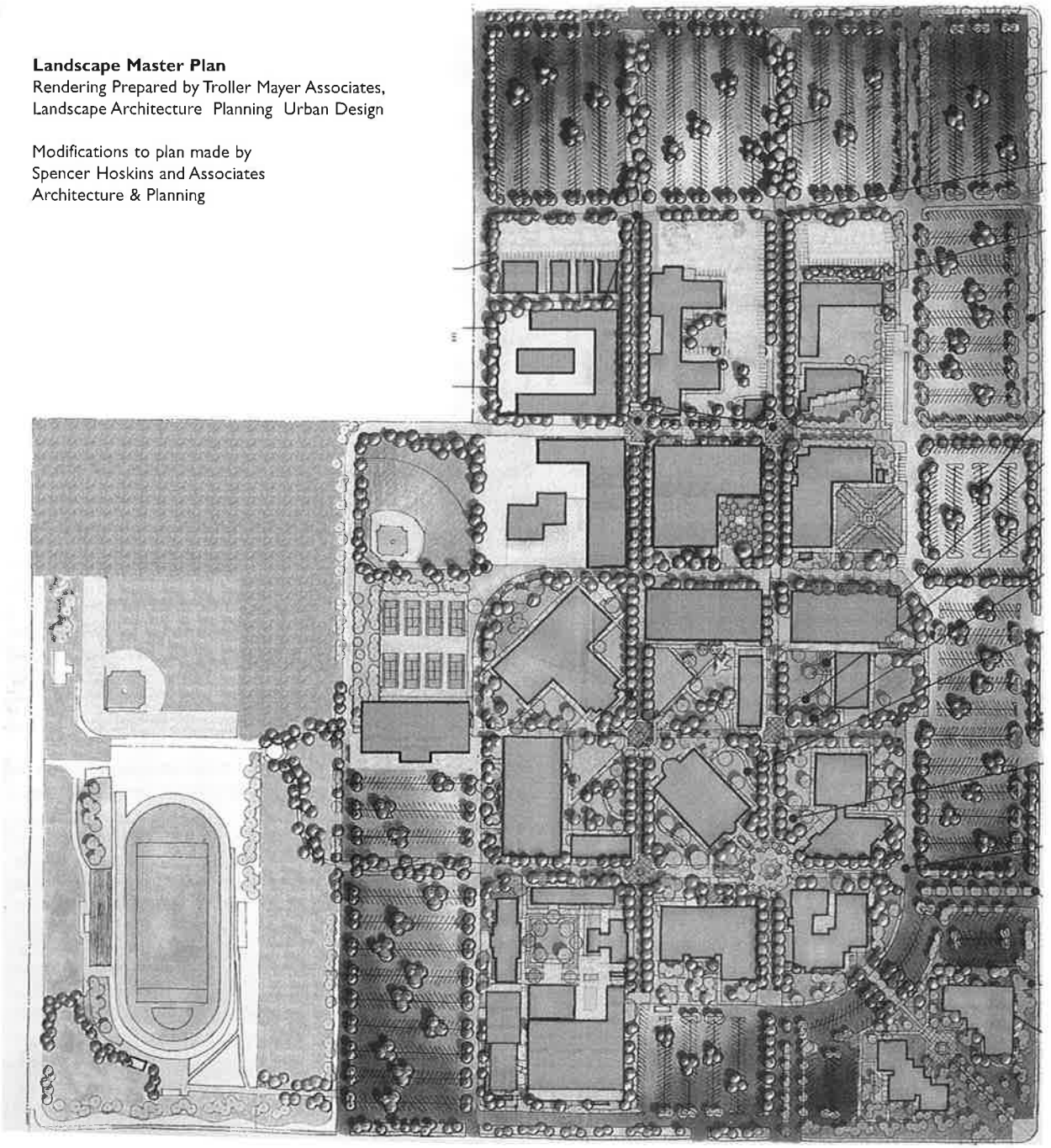
View of Campus Perimeter and Street
Rendering Prepared by Troller Mayer Associates,
Landscape Architecture Planning Urban Design

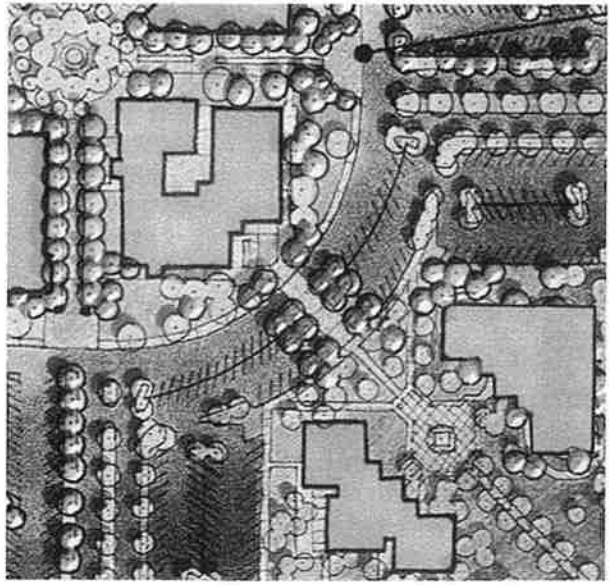


Top View of Pedestrian Walkways, Street & Parking Areas
Rendering Prepared by Troller Mayer Associates,
Landscape Architecture Planning Urban Design

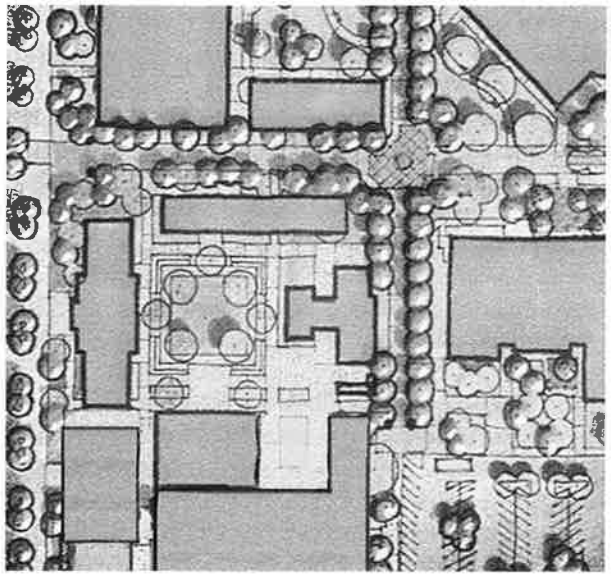
Landscape Master Plan
Rendering Prepared by Troller Mayer Associates,
Landscape Architecture Planning Urban Design

Modifications to plan made by
Spencer Hoskins and Associates
Architecture & Planning

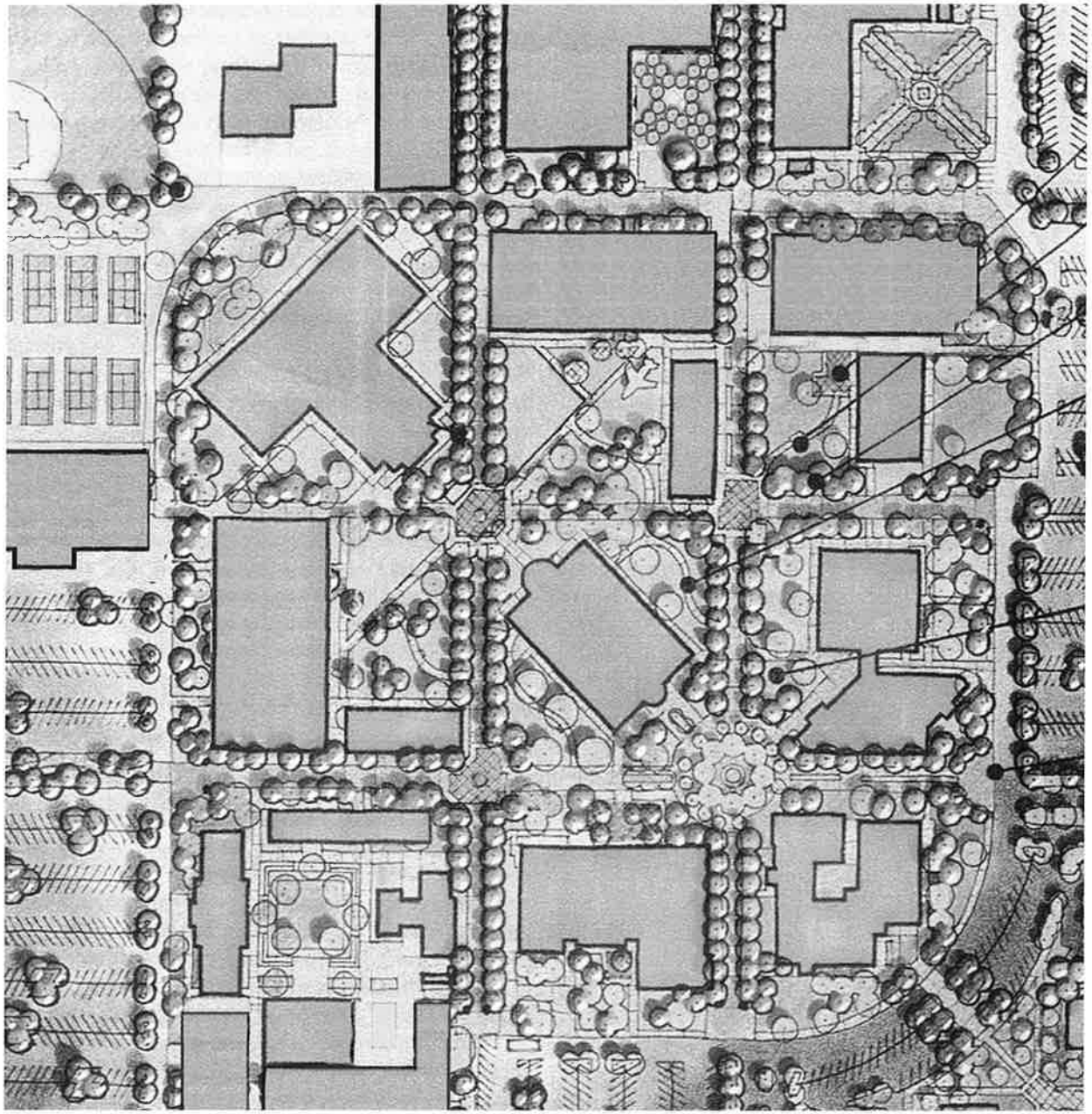




View of Administration and Student Services Plaza
Rendering Prepared by Troller Mayer Associates,
Landscape Architecture Planning Urban Design



View of Arts Courtyard
Rendering Prepared by Troller Mayer Associates,
Landscape Architecture Planning Urban Design



Plan View of the Center of Campus
Rendering Prepared by Troller Mayer Associates,
Landscape Architecture Planning Urban Design

Parking Ratio:
When assessing the appropriate amount of parking, a campus should strive to maintain 1: 4 ratio of parking stalls to students. For this reason, the number of parking stalls will in many instances drive the growth capacity of the college. The 1992 Facilities Master Plan allowed for parking to be expanded up to 3,350 stalls, which would adequately serve about 13,400 students. The college currently has 2,473 stalls, which will serve 9,892 students at a ratio of four students per parking stall.
According to the current parking ratios, the college must develop new parking capacity in order for it to grow any further. The parking is currently ideally located around the perimeter of the instructional buildings and with direct access to Avenue K and 30th Street West. Future proposals include an additional 909 parking stalls to be developed at the northern edge of the college's property limits along Avenue J-8. This will terminate the northern development and will allow the far north parking to service the northern programs, child care, allied health, science, auto mechanics and facilities. The addition of the western road along the western edge of the college property line will provide an inner loop road with access to all parking areas without exiting the campus.

Much of the open land immediately adjacent to the new facilities will have to be developed for disabled parking. Upon approaching 20,000 students, the college should have about 5,000 parking spaces, which would yield more than 125 disabled access spaces. All disabled parking spaces will be located with direct access to the campus grounds and circulation routes per ADA code requirements.

Parking Alternatives
The planning of parking for the total existing land development and to meet 20,000 students will be 4,266 parking stalls, which results in a ratio of 4.7:1. Pages 67 and 69 show potential scenarios for future development of the 10-acre site west of the football stadium. The first scenario will develop additional parking in place of the existing practice fields east of the football stadium and along the north edge of the college property line where the new soccer fields would be developed. This scenario would add 460 parking stalls closer to the center of campus and extra space for the athletic fields to develop. This would bring the total parking count to 4,675 stalls and a ratio of 4.2:1. The second scenario will develop the entire ten acres into 960 additional parking stalls and a ratio of 3.9:1. This scenario would maintain the practice fields where they are currently located and would place the parking farther away from the college.

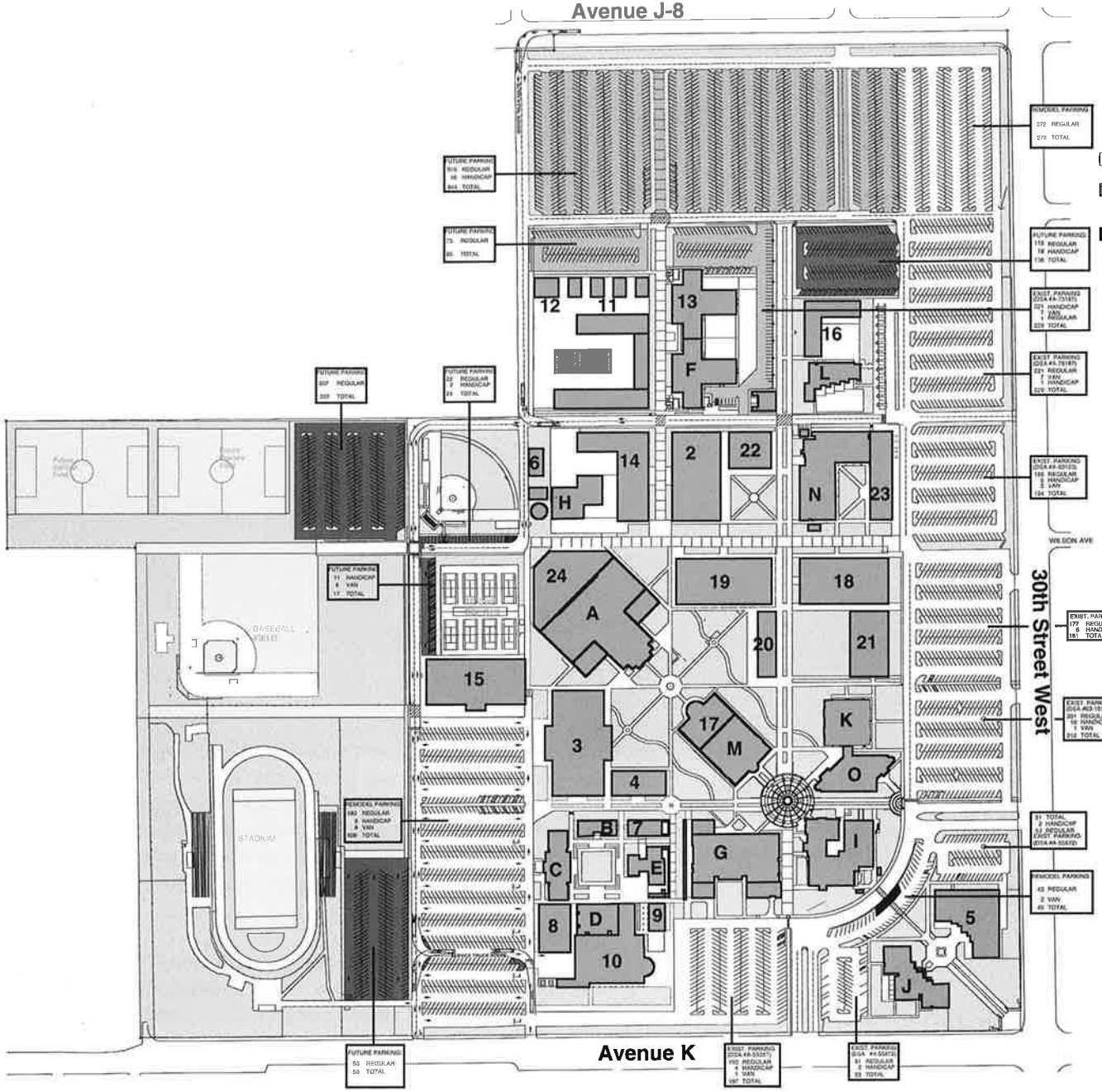
Safety and Security
Safety and security will be a large concern in the developing parking farther away from the campus. New north and northeast parking lots will have distances up to 1,500 feet from the center of campus. New parking lots to be located on the east will also be blocked from the campus by the existing softball field and tennis courts. Security was a main objective for providing wide-open well-lighted promenades from the center of campus to perimeter parking areas. By allowing the promenades to extend into the parking lots, students arriving to the campus could quickly identify the access to the campus and feel comfortable walking down a wide unobstructed well-lighted area that will allow a direct connection to the center of campus.

Within the campus, the development of new wider promenades will concentrate the majority of the pedestrian circulation and provide an open and well-lighted environment for students to gather and feel comfortable. There will also be various open spaces linked to the promenades for students to gather.

Cash Centers
The campus has three cash centers; the Student Center, Student Services and the Theater Box Office. The campus security office is located in the southwest corner of the Student Center, which places it in a favorable position adjacent to all three buildings. The security office will be enlarged with improved access and visability.

Equipment:
As we plan for more technologically advanced buildings, the cost of equipment and the vulnerability to theft will be greater. The computer mall will be most susceptible to loss due to the large amount of computer equipment. One of the purposes of creating large promenades that cross the campus is to allow access for security vehicles and bicycles to patrol or reach anywhere quickly. Most laboratory buildings are also located with good access to campus police surveillance.

Campus and Center Architecture
Since the development of the previous master plan eight new buildings have been developed. Three of the eight buildings are multiple stories, two of them at the center of campus: the Library and the Business Education Building. The Library was opened in 1994 and has 33,535 square feet; the Business Education Building was opened in 2002 and has 42,750 square feet. Five new buildings were developed in the northeast part of the campus; the Applied Arts Building (2-stories 53,992 square feet), the Child Development Center (1-story 8,822 square feet), the Technology Building (1-story 17,500 square feet) and two new buildings constructed by the California State University Bakersfield. A Administration Building was added in 1994 at the southeast corner of the campus. The Administration Building defines a prominent gateway into the campus and establishes the southeast corner of the campus as the primary visual connection and access to the Antelope Valley community.
The character of the college's architecture began to transform throughout the past decade. The primary changes have been in the size of new buildings both in height and footprint. The styles have managed to remain close to the existing modern steel and glass, and tilt-up concrete single story buildings. New buildings have maintained some of the long ribbon window features, smooth finishes, steel details and steel canopies.



Parking Analysis

Parking	Regular Stalls	Handicap Stalls	Ratio at 15,000 Students	Ratio at 20,000 Students
Current Parking	2401	72	6.1 : 1	8.1 : 1
Short - Term Planned Parking	3161	89	4.6 : 1	6.2 : 1
Long - Term Planned Parking	3663	121	4.0 : 1	5 : .31

NOTES:

1. EXISTING NATURAL GRADE IS NOT MORE THAN 1:20.
2. ALL EXISTING AND NEW PAVED WALKS ARE 1:12 OR LESS.

PARKING ANALYSIS:

2,401 EXISTING STANDARD PARKING SPACES
\+ 60 EXISTING HANDICAPPED PARKING SPACES
\+ 12 EXISTING VAN SPACES
72 HANDICAPPED SPACES (3% OF TOTAL)
2,276 TOTAL PARKING SPACES

Parking Analysis

Parking

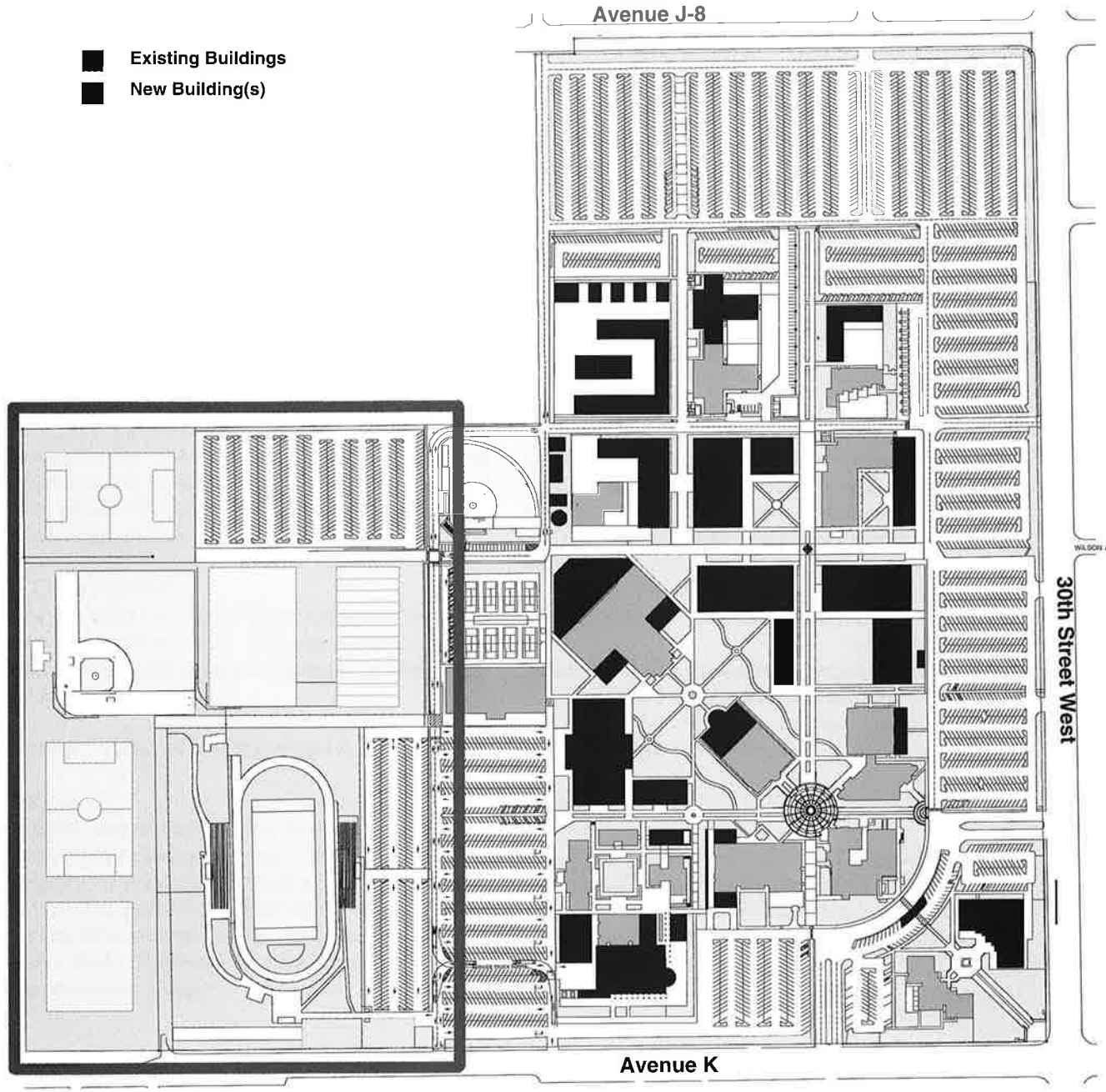
Antelope Valley College
2002 Facilities Master Plan Update
Spencer Hoskins Associates

Southwest Land Acquisition

Antelope Valley College campus is now landlocked on three sides. The college is located at the corner of Avenue K and 30th Street West. It is also bounded by Avenue J-8 along its northern border. The northwest corner has been developed and the only possible land adjacent to the college is a 9.8-acre lot at the southwest corner of the college. The land would offer the college additional space for long-term future development and is large enough to accommodate various programs and uses.

The plan on the opposite page was developed as an alternative to demonstrate the possibility of developing the additional land. The additional land would serve to rearrange and develop additional new physical education fields. Rearranging the physical education fields, would provide for additional parking between the football field, future soccer stadiums and the center of campus. Overall the additional land would provide two additional physical education fields and over 400 parking stalls. Furthermore, it would allow the college to raise its parking ratios while offering parking adjacent to both the core of the campus and to athletic fields.

View of Northeast Undeveloped Land
The goal of this Master Plan will be to develop the remaining 29.9 acres in accordance with the educational needs of the college and to best serve the Antelope Valley population. In addition, to develop additional physical education fields and to balance parking on the west, the college should seek to purchase the existing ten acres of land adjacent to the southwest corner.



Southwest Land Acquisition

460 Additional Parking Stalls

9.87 Additional Acres for Soccer ans Practice Fields

Parking	Regular Stalls	Handicap Stalls	Ratio at 15,000 Students	Ratio at 20,000 Students
Previous Parking	3663	121	4.0 : 1	5.3 :
Additional Planned Parking	4068	121	3.6 : 1	4.7 :

Master Plan Recommendation

Alternative

Antelope Valley College
2002 Facilities Master Plan Update

Master Plan Projects

New Facilities

Overview

Instructional Buildings:

The planning of new instructional facilities at Antelope Valley College will include an increase of laboratory space for every discipline. The development of new computer technologies now allows for computer and network interaction within every classroom. The pedagogical changes described by the AVC Educational Master Plan will integrate more Internet and self-pace courses that have also changed the facilities requirements and now demand different types of spaces.

New instructional buildings will be larger to accommodate more lab environment and include internalized circulation, more room for storage and interactive offices and support centers. Larger classrooms will also allow students to bring their lap top computers and have access to Internet and electrical connections via raised floors. These new classrooms will also be fairly flexibility to allow future expansions and/or system upgrades. Finally, new Internet instruction will require more open lab facilities for students to work. The current Learning Center is already impacted and will no longer be able to absorb any growth.

Administration

Antelope Valley College built a new 14,000-square-foot Administration Building at the southeast corner of the campus across from the Student Services Building. The new facility houses most of the administrative services of the college. There are no future plans for expansion of the current Administration Building.

Services

A new Student Services Building is planned across from the Administration Building to consolidate all the student services and programs and to meet current and future space demands. Student activities coordination and Associated Student Organization will be located in the Student Center Building. This will allow the current Student Services Building to be vacated and remodeled to its original state and be used for larger instructional lecture rooms, community education, district boardroom and community center. The concept is to locate the administration, student and community spaces near each other at an accessible place near the main entrances.

Due to the current state and age of the Gymnasium there is a dire need for its renovation to provide additional space for offices and locker rooms, until a new Health Wellness Center is built near the physical education fields.

The Learning Center was recently remodeled and has allowed tutoring and self-pace programs to grow. The remodel provided an open computer lab and math center, several multi media rooms, and rooms for group tutoring. The success of new tutorial programs, self-paced math programs and the extensive use of the computer facilities and multimedia rooms is once again restricting the future growth of the programs and limiting its services. The future Advance Technology Center will incorporate a large open computer facility in order to concentrate much of the open lab use and open math center in one building with adequate space, equipment and media access. This will alleviate the load of the Learning Center and will allow the tutorial services to expand.

Library

A new 33,535-square-foot Library was built in 1994 at the center of campus. A campus of 20,000 students qualifies for 71,760 ASF of library space. This will allow the college to develop an additional 38,225 ASF of Space.

Library use has been transformed by the use of the computer. Libraries have to accommodate for larger computer centers for electronic research to complement traditional book research. The planned Library addition will focus on incorporating contemporary computer research practices and providing the adequate tools and environment for this shift to take place.

Health and Wellness Center

The campus does not have a health and wellness center. The health services are currently located in the Student Services Building and is well over its present capacity and will not be able to meet future demands. By developing a new Community/ College Fitness and Wellness Center, there will be space for a larger health center with space for physical therapy areas, nutrition and physical training with an open training room and weight room. The new center will also house new locker rooms, conference areas and offices for athletic teams.

Maintenance and Operations

Since 1992, new facilities have been added to the existing maintenance grounds. These have primarily been storage areas for equipment and shipments many in the form of "connix boxes." The maintenance and operations facilities will be relocated north of the auto mechanics area and should be expanded to include large open storage areas, better circulation for service vehicles, larger workshops and offices. This will also locate the maintenance grounds in a location adjacent to the future campus central chiller and service facilities.

Vocational Buildings

Vocational programs will be concentrated at the northern part of the campus. The current high tech building I will house numerous programs. Two future projects will finish relocating the remaining programs from the center of campus to the north. Phase II of the New Technology Building and the addition of the auto mechanics facilities around the existing building will remove the remaining auto welding, auto body and electronics programs to new larger facilities with more space and flexibility for growth.

Sequencing of Projects

The sequencing of projects was designed to respond to the college's educational needs. The success of the 1992 Master Plan was due to maintaining the order of priorities for the projects. Because a larger number of buildings will be removed from the center of campus, the phasing of projects will be more critical. Many projects cannot begin until other projects are completed and programs are relocated. For example, construction of the new Science and Health Building cannot begin until the Facilities Maintenance Building and yard have been completed and occupied. The Advanced Technology Building cannot begin until the Science and Science Health Building has been completed and occupied and so on.

Although it is ideal to maintain the exact order of projects, circumstances will lead to other alternatives. Educational planning and the priorities of the college might change, and therefore this master plan will continue to be a living document, which needs to allow for some flexibility for unforeseen changes.

FUTURE PROJECTS

Quick Start Projects:

- Relocate the maintenance operations grounds and facilities northeast to allow for future northern expansion of the campus
- Develop first part of the Science & Allied Health Building
- Removal of Science II, III, Science Hall Buildings, and Faculty Office Building

Other Projects

- Develop Advance Tech-Mall Building
- Develop New Drawing, Painting, Sculpture and Music Studios
- Develop New Performing Arts Center and Sculpture Water Courtyard
- Relocating Greenhouses and Agriculture Facilities
- Develop New Technology Building II
- Enlarge existing Automotive Technology Grounds and Facilities
- Develop New Community & College Learning and Activities Center
- Develop New Community & College Fitness and Wellness Center
- Addition to the existing Library
- Develop New 50-Meter Pool Facility with Locker Rooms and Bleachers
- Addition to Existing Child Development Center
- Remove Electronic (F2), and Auto Welding (F3) Buildings
- Develop New Community & College Resource Center
- Second Part of Science & Allied Health Building
- Landscape Architecture Studio Remodeling Existing Facilities
- Student Center
- Student Services
- Learning Center
- Gymnasium

Development Beyond 2020 Planning

- APL Faculty Offices and administrative Building Addition
- Humanities and Social Sciences Classroom Building
- Addition to Gymnasium Locker rooms
- Rebuilt D-1, Two-story building to connect to Advance Technology Building

Infrastructure

- Reconstruct adequate vehicular roads to allow circulation at throughout the perimeter of the campus
- Develop promenades with limited access to maintenance carts and emergency vehicles
- Upgrade existing service and centralize water chill water, heating and telecommunications system.
- Develop passive solar systems to collect energy

Landscape

- Develop a comprehensive planting and paving system to best define the primary promenades.
- Develop an environmentally and aesthetically pleasing palette of plants and paving patterns, markers and furniture to help activate common public areas.
- Develop an environmentally and aesthetically pleasing palette of plants and furniture to accent the quality of small intimate outdoor sitting areas outdoor study areas.

Parking

- Current Parking Plan and Load Ratio
- Development of Parking
- Phases of Parking Development
- Parking Circulation
- Parking Entrances
- Improving Parking Ratios
- Possibility of Developing Parking Structures

Buildings to be removed

- D-1, D-2, D-3, D-4, D-5 Buildings
- F-1, F-2, F-3, F-4 Buildings
- G-1, G-2, G-3 Buildings

LEGEND:

EXISTING BUILDINGS TO BE REMODELED

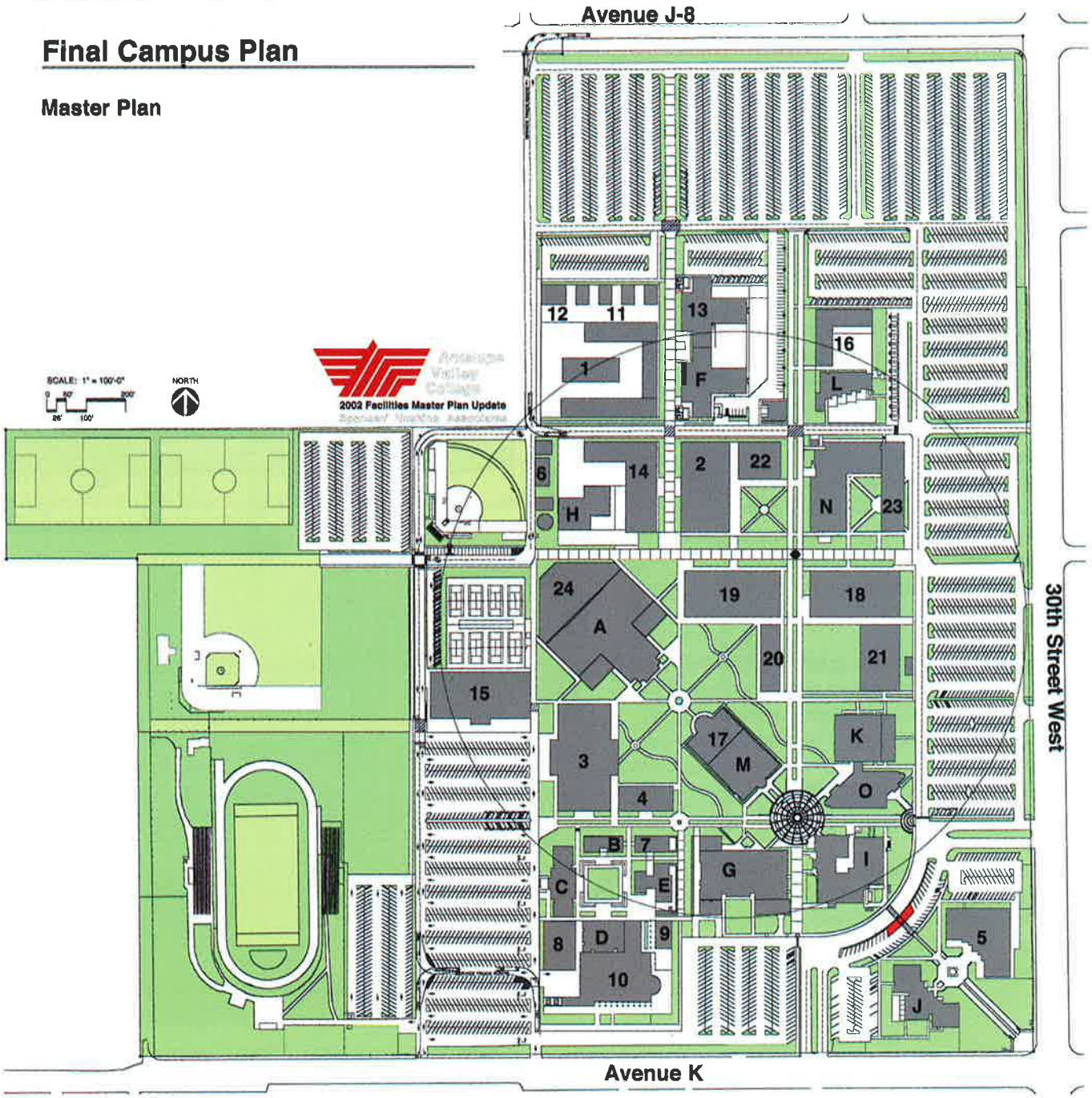
A Gymnasium Remodel & Office Additions
B Fine Arts Building
C Music Building
D Experimental Theater
E Ceramics and Art Gallery Building
F New Technology Building
G Student Center
H Auto Mechanic's Building
I Student Services
J Learning Skills & Computer Center
K Administration Building
L Child Care Center
M Library
N Applied Arts Building
O Business Education Building

NEW PROJECTS

1. New Maintenance Building
2. New Science and Allied Health Building
3. New Math and Computer/ Information Science Mall
4. New General Studies Building
5. New Student Services Building
6. New HVAC Central Plant
7. New Fine Arts Drawing and Painting Laboratories
8. New Commercial Music Building
9. New Fine Arts Gallery
10. New Performing Arts Center
11. New Green Houses
12. New Agriculture Laboratories and Offices
13. New Technology Building II
14. New Automotive Technology Building
15. New Community/ College Fitness & Wellness Center
16. New Child Development Center
17. New Library Expansion
18. New Sociology and Multicultural Studies Building
19. New Humanities and Behavioral Sciences
20. New ESL and Faculty Office Building
21. New General Studies Classrooms & Faculty Offices
22. New Allied Health and Science Addition
23. New Digital Film Center
24. New Enclosed 50 Meter Pool Addition

Final Campus Plan

Master Plan



Phase I -Theatre Arts Facility

The performing arts complex will be the first project to be developed. The center of about 35,000 square feet will allow the drama program to use the existing theater for practices and could remain for smaller performances teaching workshops, and small concerts. The new theater will provide 400 to 500 seats and allow the college to host large concerts and theater performances. The theater will also provide an additional large lecture hall for community lectures and instructional purposes. The theater shall incorporate a large backstage area and a work laboratories for set and costume design, construction and storage. The theater will be located along Avenue K for better street visibility and access to community patrons.

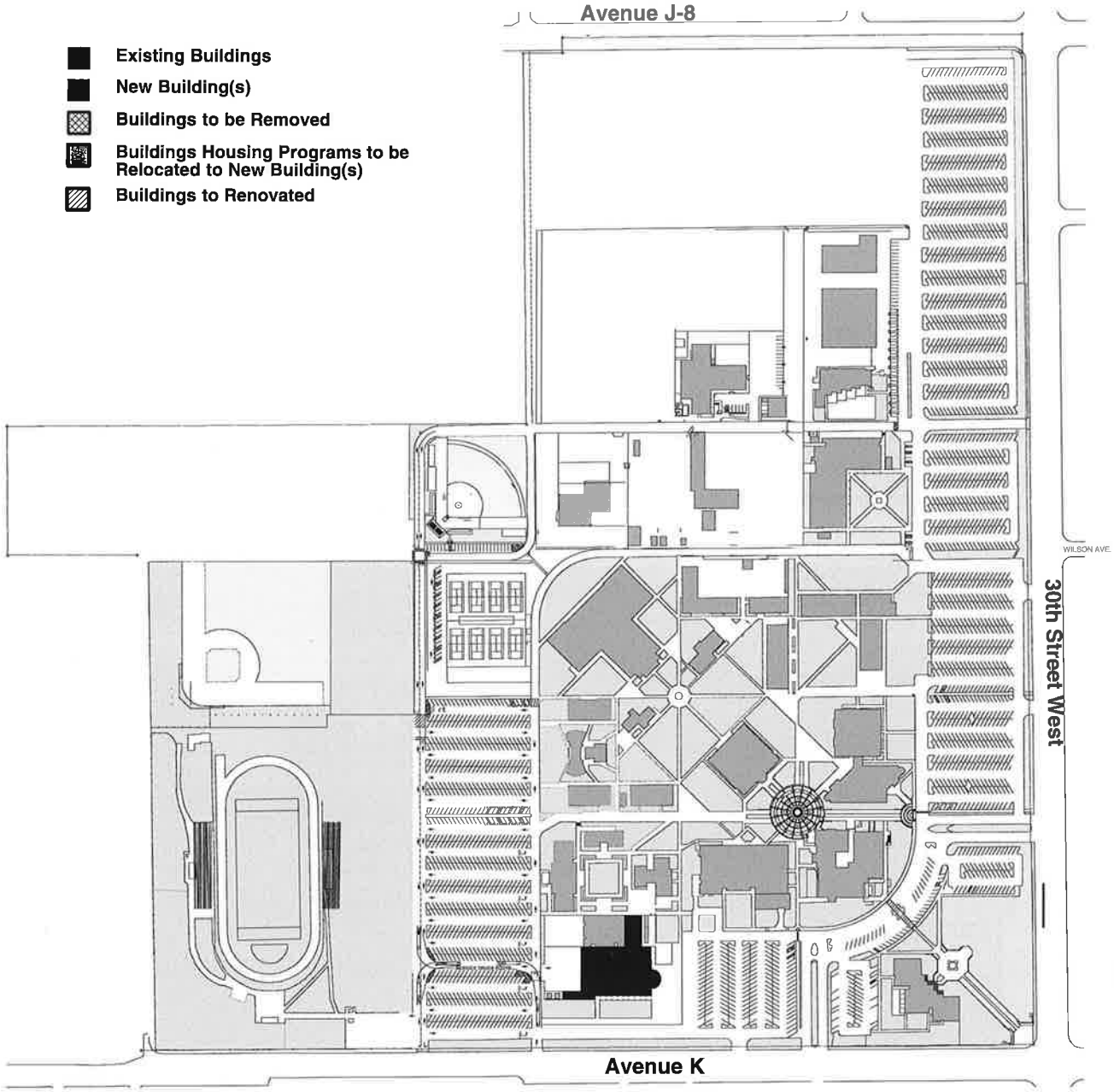
Due to the local weather conditions, it will be necessary to provide a large protected entry lobby for patrons to gather before entering the theater or for intermissions. In order to maximize the use of a large open lobby when there are no performances, it could be designed to accommodate a college gallery, which could be used when there are no performances.

The concept of developing a gallery in relationship to the performing arts center is to take advantage of the general public and students attending events at the performing arts center. This should develop a better relationship between the community and the college's arts programs and give better exposure to student, faculty and community artists.

The current gallery is not only decentralized from the college's activities, but it is located in the main circulation corridors of the ceramics and drawing instructional building. Its current location makes the exhibited artwork vulnerable to damage, vandalism and theft.

Exterior of C-1 Ceramics Building Located in the Fine Arts Complex

Gallery Space at the lobby of the C-1 building adjacent to existing drawing and ceramics laboratories.



Theatre Arts Facility

28,600 Gross Square Foot Performing Arts Center

Performance Arts Theater and Lecture Hall

Phase I

0 50' 200'
25' 100'

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Spanseth Hopkins Associates

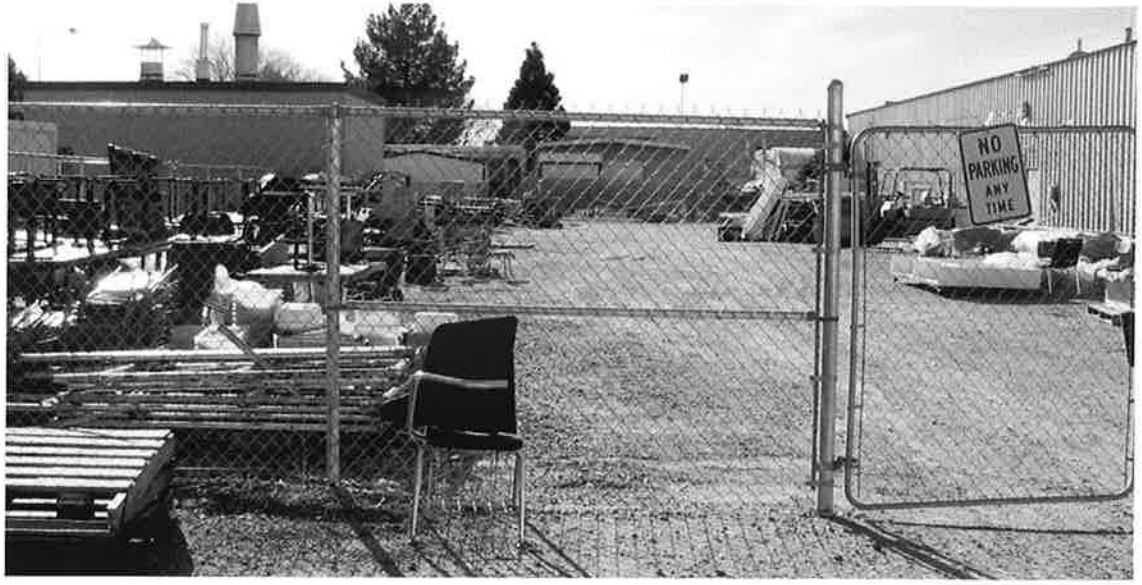
Antelope Valley College Development Phases

Phase II - New Maintenance and Operations Facilities and Work Yard

The second phase will involve the relocation of the existing facilities maintenance grounds and buildings to a larger site northeast of the current location. The new facilities will improve the vehicular accessibility of both maintenance carts and vehicles, and large service and delivery trucks. This project will also double the current amount of space for shops and storage. The current exterior storage areas will be consolidated in one area and will provide additional large indoor warehouse storage. By removing the existing outdoor storage lots, the college could make use of the available open land near the center of the campus to develop the future Science and Allied Health Center. Furthermore, it will allow the existing service road to be widen, adequately paved, landscape and install lighting for pedestrian use and improve the appearance and security.

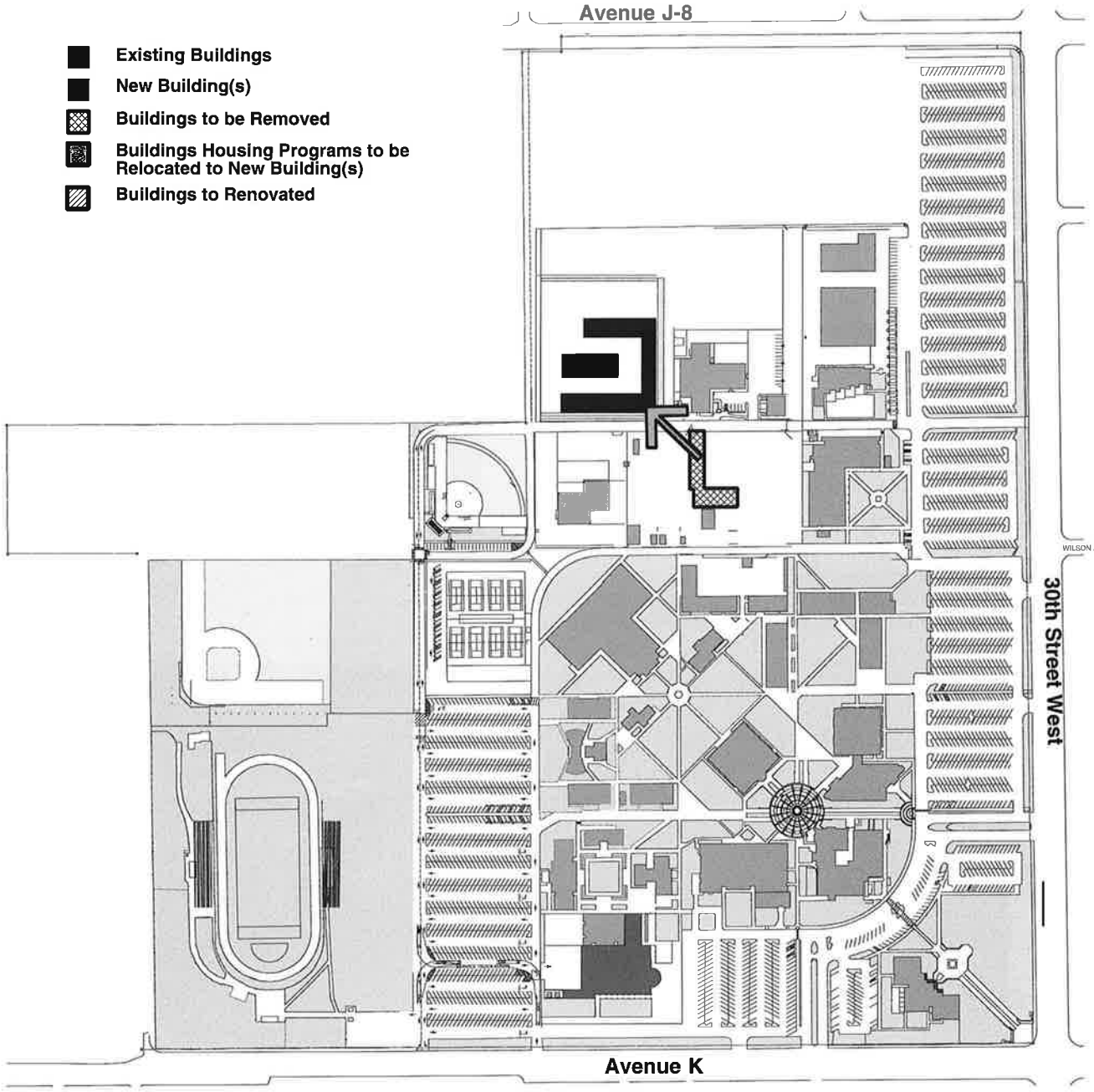
Future walkways and road construction throughout the northern sector of the campus will allow the new maintenance site direct accessibility to the rest of the campus facilities. All of the major walkways and promenades will be wide enough to accommodate pedestrian and service carts to maneuver efficiently throughout the campus. In planning for the future permanent location of the maintenance and operations facilities away from the center of campus, it was important to maintain its accessibility to the buildings and sites throughout the campus.

The maintenance and operations facilities will be the first of three projects to relocate the centrally located vocational programs to the north. The relocation of these programs and concentrating them will redefining a new sector for all of the vocational programs with additional open work areas for and favorable vehicular access.



Maintenance and Operations Outdoor Storage Area

Maintenance and Operations Storage Containers



Maintenance Building & Yard

35,000 Gross Square Foot Building

Prgrams:					

Maintenance Building & Yard Relocation

0 50' 200'
25' 100'

Phase II

Antelope Valley College
2002 Facilities Master Plan Update
Spencer Hoskins Associates

Phase III - New Science and Allied Health Center

The third phase of development will occur on the previous site of the facilities maintenance site west of the Applied Arts Building. The new facility will house the future Allied Health (Nursing, E.M.T., and Medical Lab Tech programs) and Science (Biology, Physics, Physical Science, Chemistry, Astronomy, Geology, Anthropology and Archeology) departments.

This will be the first of two stages of development for science and allied health programs. This first building will be about 86,500 gross square feet and about 62,000 ASF and will generate over 25,000 WSCH. The building will also house a small café, which will grow to a larger satellite food facility to service the northern campus. This building will break ground at Antelope Valley College by introducing new design ideas for smart classrooms, and laboratories, making more efficient use of space and improving the instructional delivery methods. Laboratories will be equipped with interactive computer work areas, Internet media connection, and adjacent faculty and support offices.

The second stage (phase XI) will be located opposite the north wing and will be about 37,500 gross square feet and about 27,500 ASF and will generate about 9,000 WSCH by the year 2020. The building should house the entire Health Science programs. By relocating the all health programs to the new building, will vacate an entire floor of the Health and Science Center and will allow the science disciplines to grow. This secondary affect will help organize the science programs by floors. First floor earth sciences, second floor biology, and third floor physical sciences. This will also make room to develop full computer laboratories.

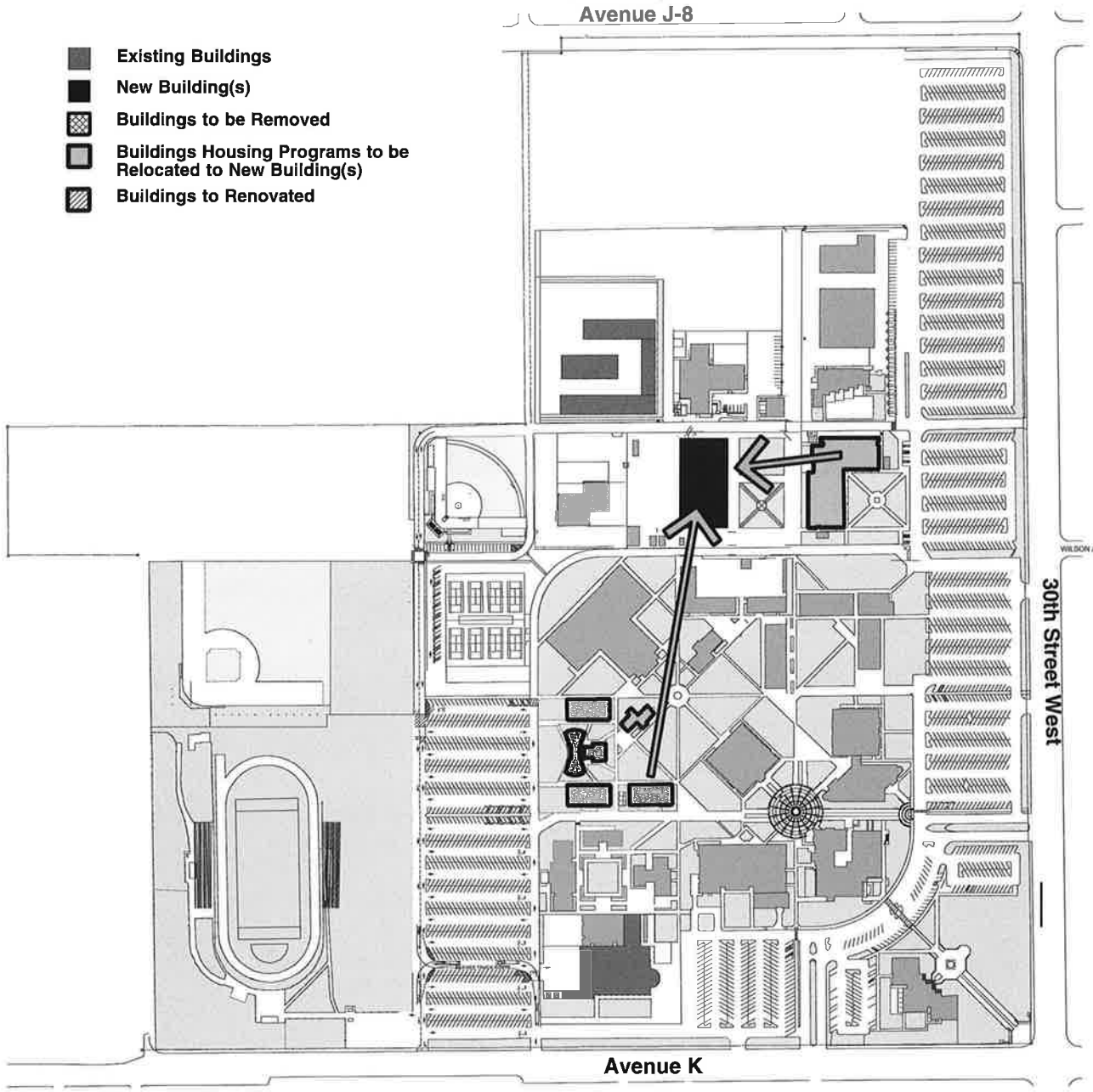
Secondary Affects:
By developing a new health and science building, it will allow the college to relocate all science and health programs and faculty offices and vacate over 6,000 square feet in the Applied Art Building and the entire science complex.

Upon vacating the science complex, buildings D-2, D-3, D-4, and D-5 will be removed to allow for a larger multi-story building to be constructed in their place (Phase V).

Tertiary Affects:
The available 6,000 ASF will allow programs like nutrition & food, child development, home economics and photography to relocate. By relocating these programs, most of the applied arts programs will be concentrated in the APL building and will allow the current Arts buildings (C-1, C-2. & C-3) to be remodeled and provide more space for drawing, painting, music and ceramics programs.

Existing Nursing Facilities

Physics Laboratory with limited computer and network access



Science and Allied Health Phase I

86,500 Gross Square Feet 3-Story Building

Prgrams:	2012 WSCH	2012 ASF	2020 WSCH	2020 ASF
Biology	8396	16085	11195	28416
Allied Health	9737	19248	12893	26730
Physical Science	580	1201	773	1779
Physics	1068	2213	1424	3278
Chemistry	2906	6021	3874	8920
Astronomy	798	1653	1064	2449
Geology	650	1347	867	1996
Health Education	3435	3861	4580	8333
Food Services	-----	2000	-----	2000
Total	27570	54629	36760	84901

Buildings Affected	ASF
Applied Arts	6050
D-1 Biology	7458
D-2 Physics	2697
D-3 Chemistry	4971
D-4 Lecture	1228
D-5 Faculty	2803

New Science Lab Facilities & Allied Health Facilities

Phase III

0 50' 200'
25' 100'

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Spencer/ Hoskins Associates

Phase IIIB -Athletic Fields

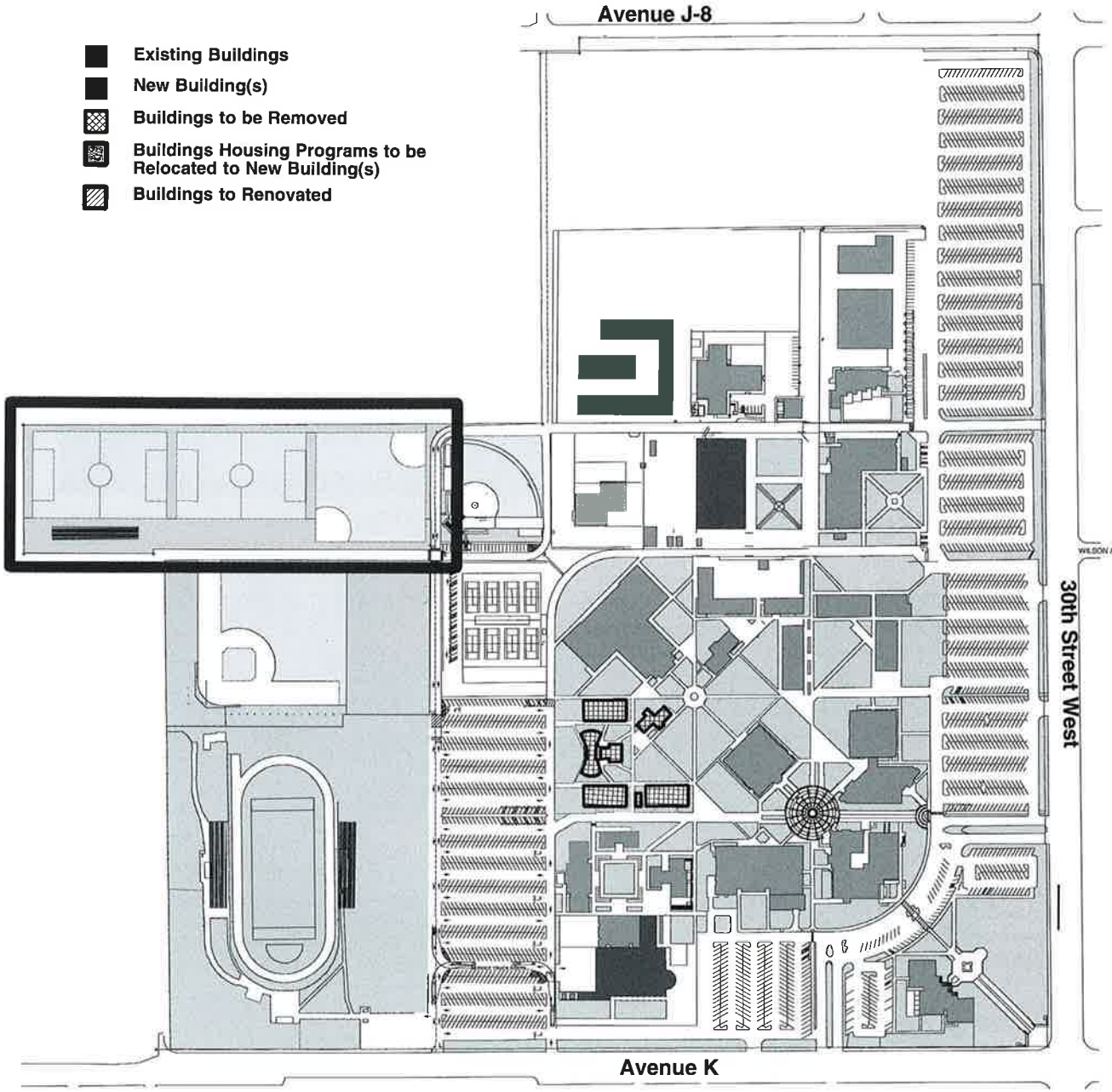
The development of the future soccer and softball fields will enable the Physical Education Department to provide more classes. The program is currently limited to the existing football stadium, the baseball field and the track and field areas east of the football stadium. Currently it is not possible to schedule more than four classes outside because of the lack of open area for instruction. Since it is virtually impossible to teach evening class outside due to weather and light conditions, it is important to maintain a reasonable amount of open green fields that will allow for a good number of classes to take advantage of throughout the daytime. The fields will be developed as multipurpose areas for multiple physical education courses.

Physical Education Fields

Stadium and Track

Physical Education Fields and Stadium in the Background

Physical Education Fields



Physical Education Fields

Provide Additional Physical Education Fields for Insructional Men's and Women's Soccer, Football, Softball, Track and Baseball

Provide Additional Physical Education Insructional Fields

Physical Education

Phase III A

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Phase IIIB - Student Center Remodel

This phase will be the first of several college services facilities to be remodeled throughout the campus. This project will concentrate on remodeling and enlarging the current Student Center. The Student Center is currently underused, due to the limited number of student programs and services it houses and the inability to attract students resulting from the current building arrangement. The food services, bookstore and police are the only services located in the Student Center.

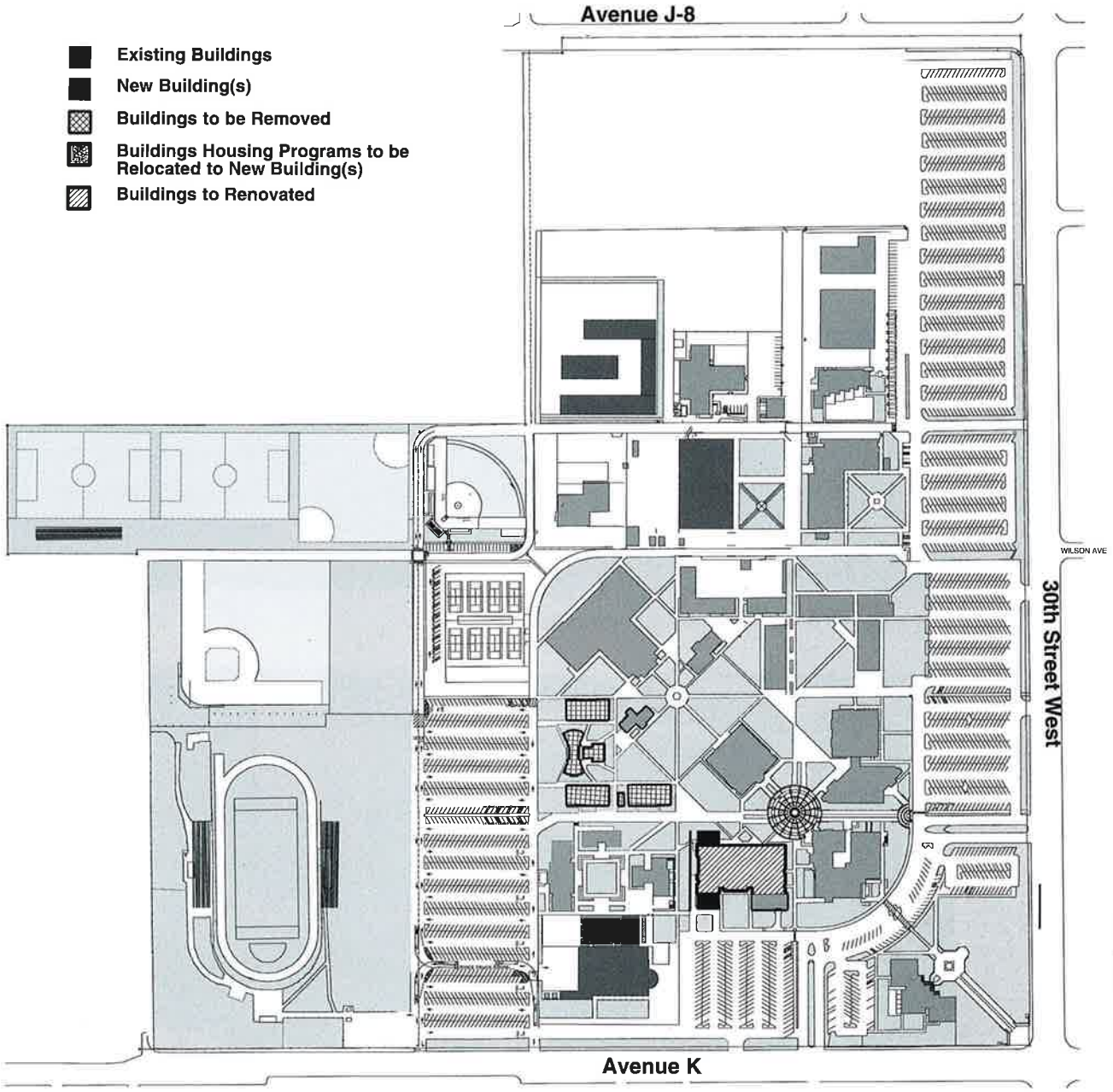
The bookstore lacks direct access to the exterior and is removed from the main pedestrian walkways and gathering areas. It could be better served by having direct access and visibility to the north of the building facing the Library and the central student quad.

The current layout of the building does not allow students to effectively move from one place to another due to its poor space planning. This could be minimized by reducing the number of walls dicing the various spaces within the building and reducing the number of doors one must use to get to a prominent space in the building. This will help join the programs already in the building and help define more areas for student activities and interaction.

The existing food facilities would be updated to a food court with several independent food vendors to provide better selection and service. This could be achieved by removing the existing stage to open the central dinning areas to connect with the south of the building. A new southern facade and entrance will be built to allow better visibility and pedestrian access. The south remodel will also include the expansion and integration of the campus police offices. Finally, the existing courtyard would be enclosed to provide a connection between the eating area and the future student lounge/ ASB and the bookstore. This space could be developed as a computer service and copy center for students that could be incorporated into the bookstore.

Student Center South Elevation

Student Center courtyard to be enclosed to provide additional space to the existing book store and a more fluid connection between interior spaces



Student Center Remodel

27,200 Gross Square Foot Building Remodel

2,200 Gross Square Foot Faculty Lounge Addition

2,200 Gross Square Foot Campus Security Office Addition

Student Center Addition & Remodel

Phase IIIB

0 50' 200'
25' 100'

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Spencer Haskins Associates

Phase IV - Art and Music Laboratories
Existing Building Remodels
Art Gallery

This phase is the second series of projects to rehabilitate the existing fine arts facilities. It will involve relocating several programs, remodeling existing buildings and adding two new buildings. The current programming of the existing buildings has restricted the fine arts programs from growing: drawing, painting, ceramics, music and theater arts. By relocating the existing home economic, nutrition, and child care programs and other programs not in the fine arts categories to the Applied Arts Building (APL), it will allow the fine arts programs to expand. As part of the remodeling of the existing buildings, there will be additional attention given to daylight and acoustics. To achieve the optimum performance of the buildings, there will be a need for additional skylights or other apertures to allow for more natural light and alternative wall finishes to enhance the sound performance.

The ceramics building (C-1) could benefit from developing the adjacent west open area, along the walkway to provide additional exterior work areas, storage and additional firing kilns.

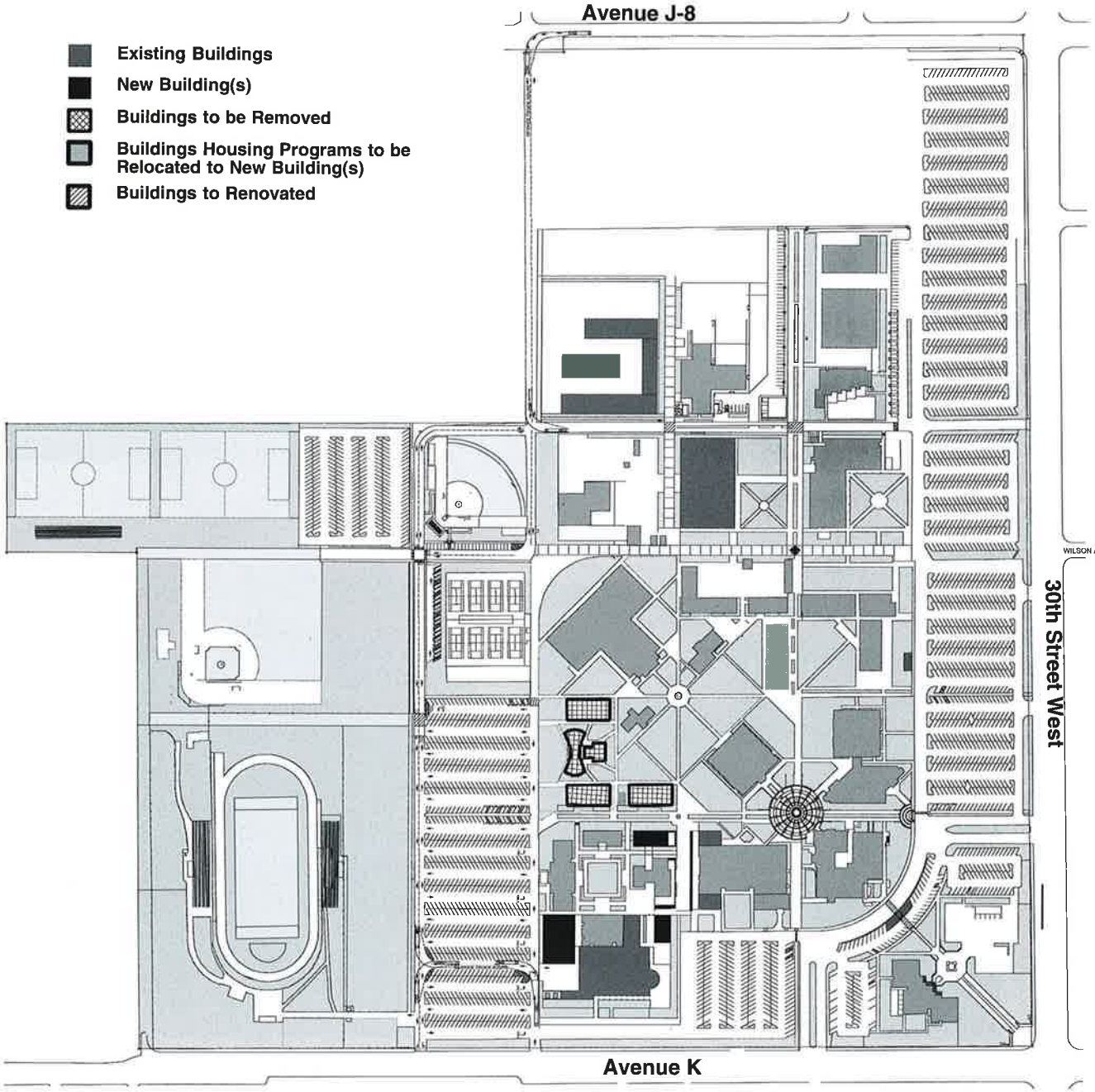
In addition, a new 4,800-square-foot building east of the C2 building will be constructed to provide additional painting studios with taller ceilings and natural light. This building should relate to the existing building and further reinforce the concept of a cloister of pavilions defining a prominent central courtyard. The building will help define the northeast corner of the complex.

Second, a new 10,300-square-foot building for commercial music will be planned and constructed. The building will provide instructional laboratories, additional practice rooms, and mixing and sound studios. This building will also reinforce the existing arrangement of buildings and will also emphasize the implementation of computer systems and networks.

Existing Ceramics workroom, storage room, and curing area

Existing Drawing area with no natural light

Existing Ceramics Kiln patio and storage area



Art and Music Studios

4800 Gross Square Foot Single Story Building
10300 Gross Square Foot Single Story Building
15100 Gross Square Feet

Prgrams:	2012 WSCH	2012 ASF	2020 WSCH	2020 ASF
Art (Painting, Drawing, Sculpture	2878	7990	3838	10653
Music	3153	6930	4205	9241
Total	6031	14,920	8043	19,894

AVC Fine Arts Gallery

3,000 Gross Square Foot Gallery

Drawing, Painting and Sculpture Studios. Music Practice Rooms and Performance Arts Theater

Phase IV

0 50' 200'
25' 100'

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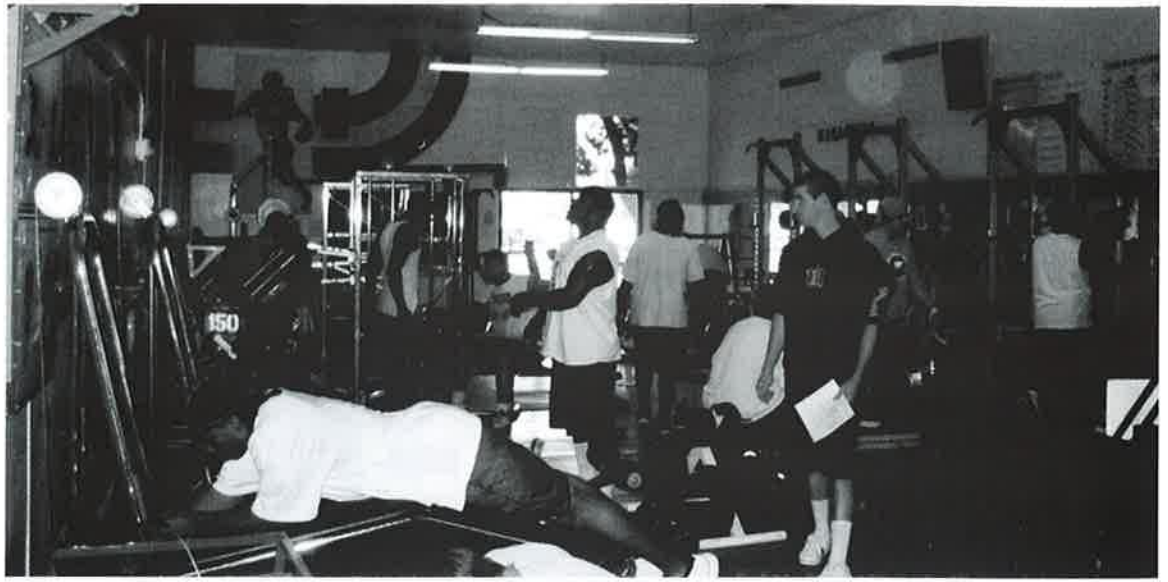
Phase IVA - Gymnasium Remodel

Phase IVA will provide major renovations to the existing Gymnasium. This will include: locker room expansions, addition staff and faculty offices, and training areas. The Gymnasium will be remodeled in two phases, this first phase will concentrate on modernizing the existing facilities and a 4,500-square-foot locker rooms and office addition. The second phase (Phase IX) will provide an addition for a competition 50 meter pool.

This project will enable programs to expand their offices and meet their forecasted load. The Physical Education department does not have adequate office space according to its current WSCH loads. Its current load is 1,200 ASF and will reach 1,689 ASF by 2012 of office space. The department is also in grave need of meeting spaces and training areas. By developing new offices at the perimeter of the building, it will evacuate the existing office spaces and allow for the trainer's office and training room to be centrally located in the gymnasium.

Although the additional office space will help the department administration, it will not alleviate the future demand for instructional classrooms, laboratories and playing fields. For this reason it is imperative to develop a new Health and Wellness Center in conjunction with a new field house/locker room facility. The new facility will provide more space for community intervention and for instructional use. (refer to phase IX).

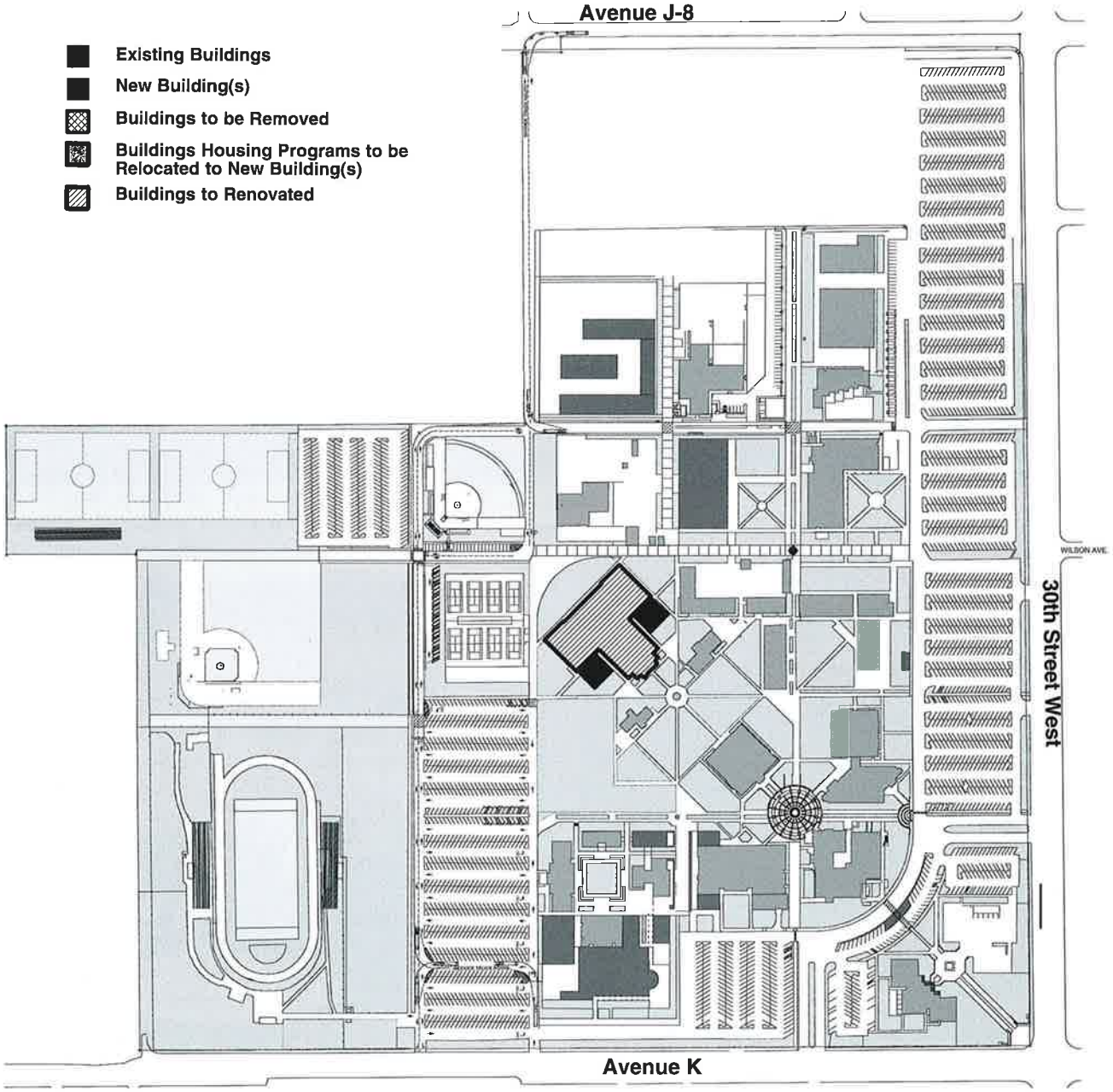
The two new 4,100-square-foot additions will be added at both ends along the southeast facade of the Gymnasium. The additions should be design not to block the main entrances to the Gymnasium. Rather they should be integrated to define a better entrance sequence.



Existing Weight Room

Existing Physical Education Offices

Existing Gymnasium Corridor



Gymnasium Remodel & Addition

43,962 Square Feet Building Remodel

Two 4,500 Gross Square Foot Addition

- -- Men's and Women's Locker Room Expansions
- -- Faculty/ Staff Offices
- -- Weight Room Expansion

Gymnasium Remodel

0 50' 200'
25' 100'

Phase IVA

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Phase V - High Technology Learning Center

Phase V includes two new projects located at the previous site of the science complex. The Advance Technology Building and Computer Mall will will be built on the previous site of buildings D-1, D-2, D-3 and D-4, science complex. This building will house the Mathematics and Computer Information/ Science programs and provide an open computer laboratory, language laboratories and general assignment smart classrooms. The building will be two stories and about 73,300 gross square feet and about 43,800 ASF. The building will primarily allow the Mathematics and Computer Information/ Science programs in the college to grow into a media lab environment. The building will also provide an open computer center for self-pace math, computer science and general education programs and for internet courses. Currently the Learning Center has the only open computer lab and math center, which interferes with the ability to simultaneously run its tutoring programs. The new computer tech-mall will enable the Learning Center to concentrate on the growth of tutoring and student learning programs.

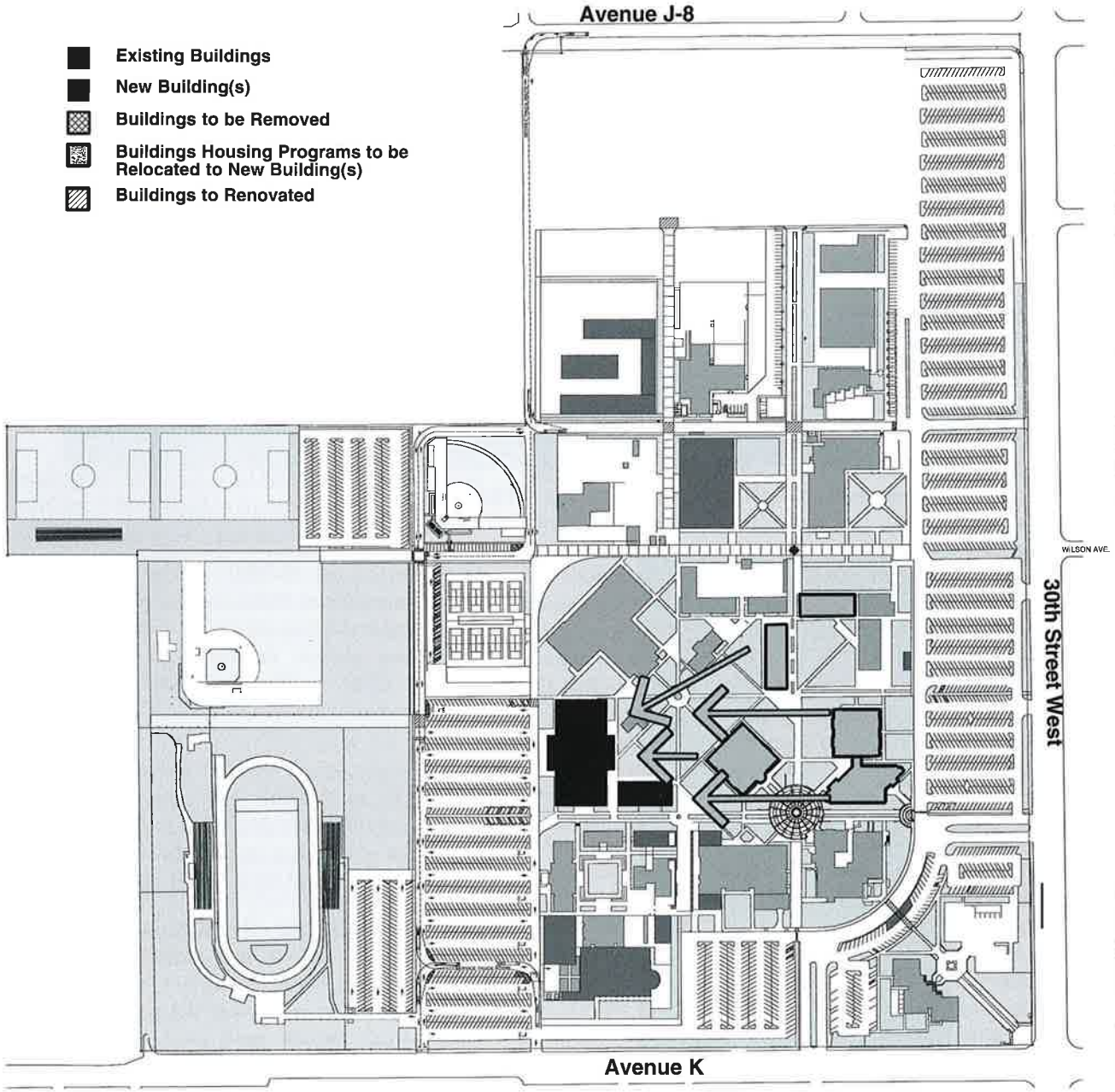
The General Studies building will be situated at the site of the previous Biology Building (D-1) and will be a two-story building of about 18,000 gross square feet and about 13,500 ASF. The building will provide additional space for faculty offices and general purpose classrooms, with access to semi smart classrooms.

These projects will break new ground at Antelope Valley College in providing new smart classrooms and integrating an open computer laboratory that will allow for future pedagogical changes and media instruction.

Learning Center Open Computer Lab

Existing Math Classrooms

Existing Math Center provides tutoring and computers for self-pace programs



High Technology Learning Center

73,300 Gross Square Foot Two-Story Building

Prgrams:	2012 WSCH	2012 ASF	2020 WSCH	2020 ASF
Computer& Info. Science	8034	14784	10711	19712
Language Labs	2290	3723	3053	4965
Mathematics	15807	16388	21076	29130
Total	26131	34895	34840	53807

General Studies Buidling

17,800 Gross Square Foot Two-Story Building

Prgrams:	2012 WSCH	2012 ASF	2020 WSCH	2020 ASF
General Studies	10209	7335	22433	12224
ESL	2708	2334	6598	3890
Total	12917	9669	29031	16114

Computer Instruction, Lap Top Classroom Environment & Drop-In Computer Labs

Phase V

0 50' 200'
25' 100'

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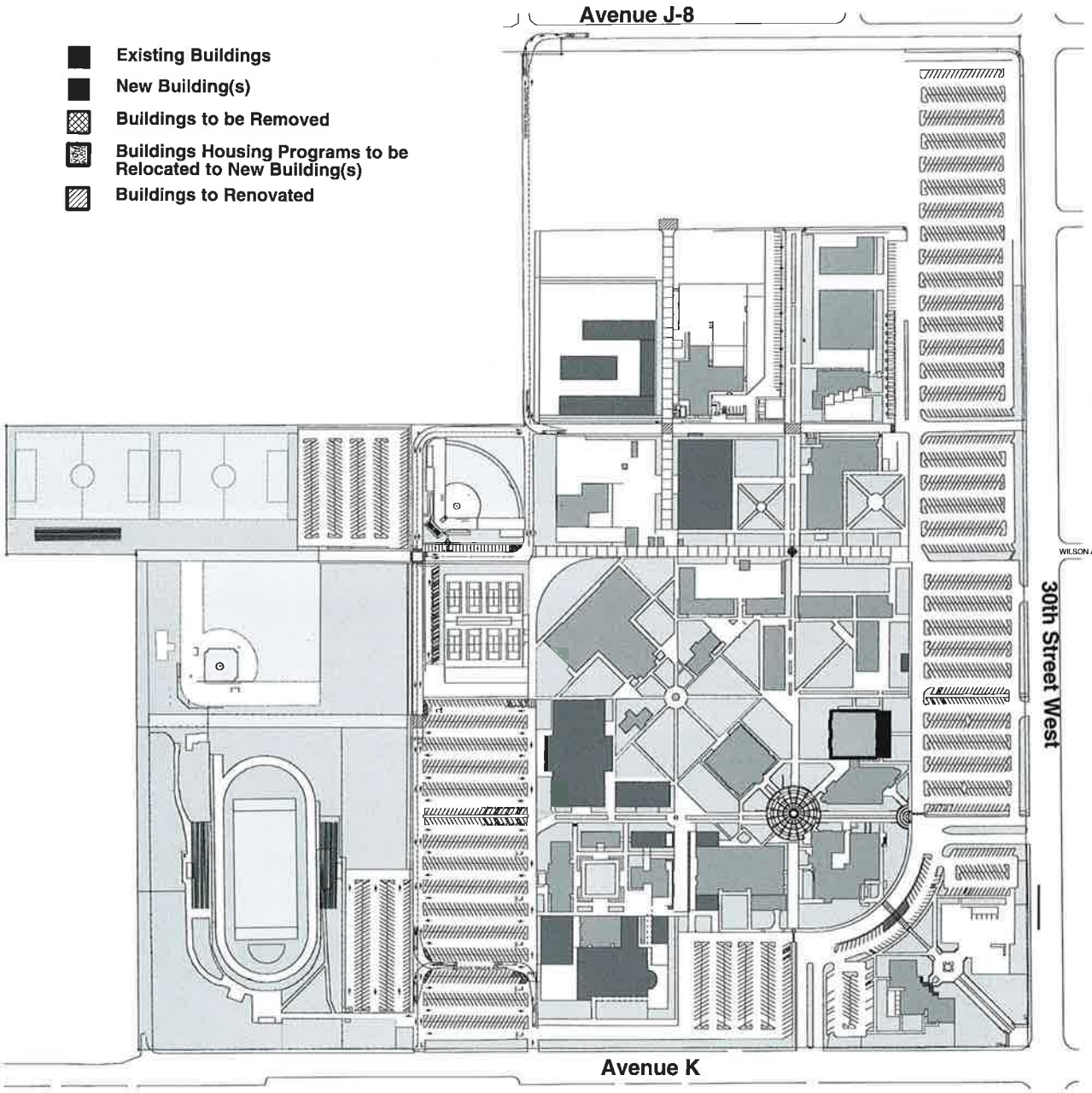
PHASE VA - LEARNING ASSISTANCE CENTER ADDITION

The development of the Advance Technology Building and Computer Mall will allow the Learning Center to shift from a computer drop center and tutoring center to focus on developing programs for learning assistance. Its current arrangement will allow the center to continue computer aided instruction and tutoring program. The success of the Supplemental Instruction programs has prompted an increase in demand for larger tutoring rooms for groups of 10 to 15 people.

This project will allow the center to expand on the west edge of the building and add 4,200 gross square feet to develop larger tutorial rooms and offices. This will also allow the central computer areas to grow.

Learning Resource Center Open Computer Lab and Tutoring Areas

Group Tutoring Room



Learning Assistance Center Addition

4,200 Gross Square Foot Single-Story Addition

Prgrams:	2012 WSCH	2012 ASF	2020 WSCH	2020 ASF
Tutoring	8034	14784	10711	19712
Supplemental Instruction	---	---	---	---
Total	26131	34895	34840	53807

Computer Instruction, Lap Top Classroom Environment & Drop-In Computer Labs

0 50' 200'
25' 100'

Phase VA

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PHASE VI - NEW STUDENT SERVICES

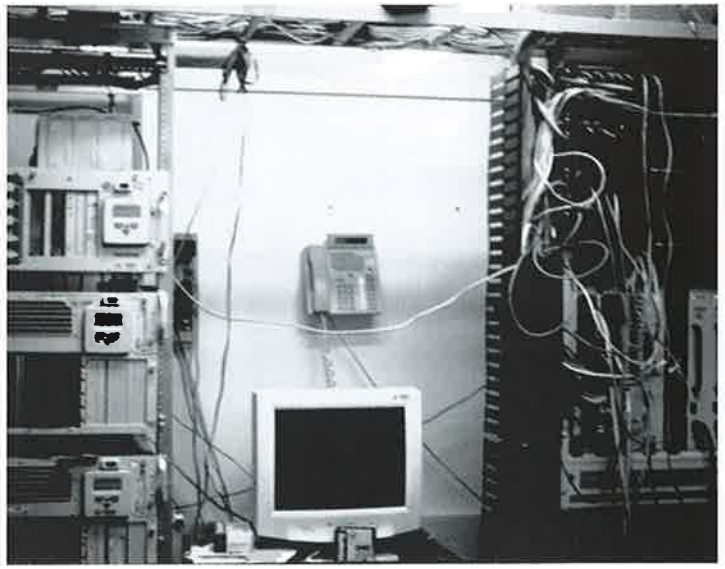
The new Student Services Building will be located across from the current Administration Building at the southeast corner of the campus. By locating this building there, the result will be to concentrate all the administrative and student services close to each other with good visibility and parking access. The building will be single story and about 35,000 gross square feet. The building will house the following student services: Admissions and Records, Counseling, Financial Aid, Counseling, Student Assessment, EOP&S/CARE, Disabled Student Services and Programs, Student Development, Career Center, Job Placement Center,TRIO Program, Dean of Student Services office,Transfer Center and Veterans Services and the Cashier's Office.

Secondary Affects:
The development of the new Student Services Building will allow the Student Services Building to be evacuated and remodeled to its original state to house an improved Board Room, CalWORKs, and Community Education. The new Community Services and College Conference Center will also provide large lecture rooms for instruction and joint community use. The existing network area will be enlarged and located in an adequate space with easy access for maintenance. It will include space for technical computer setups and holding space for new units.

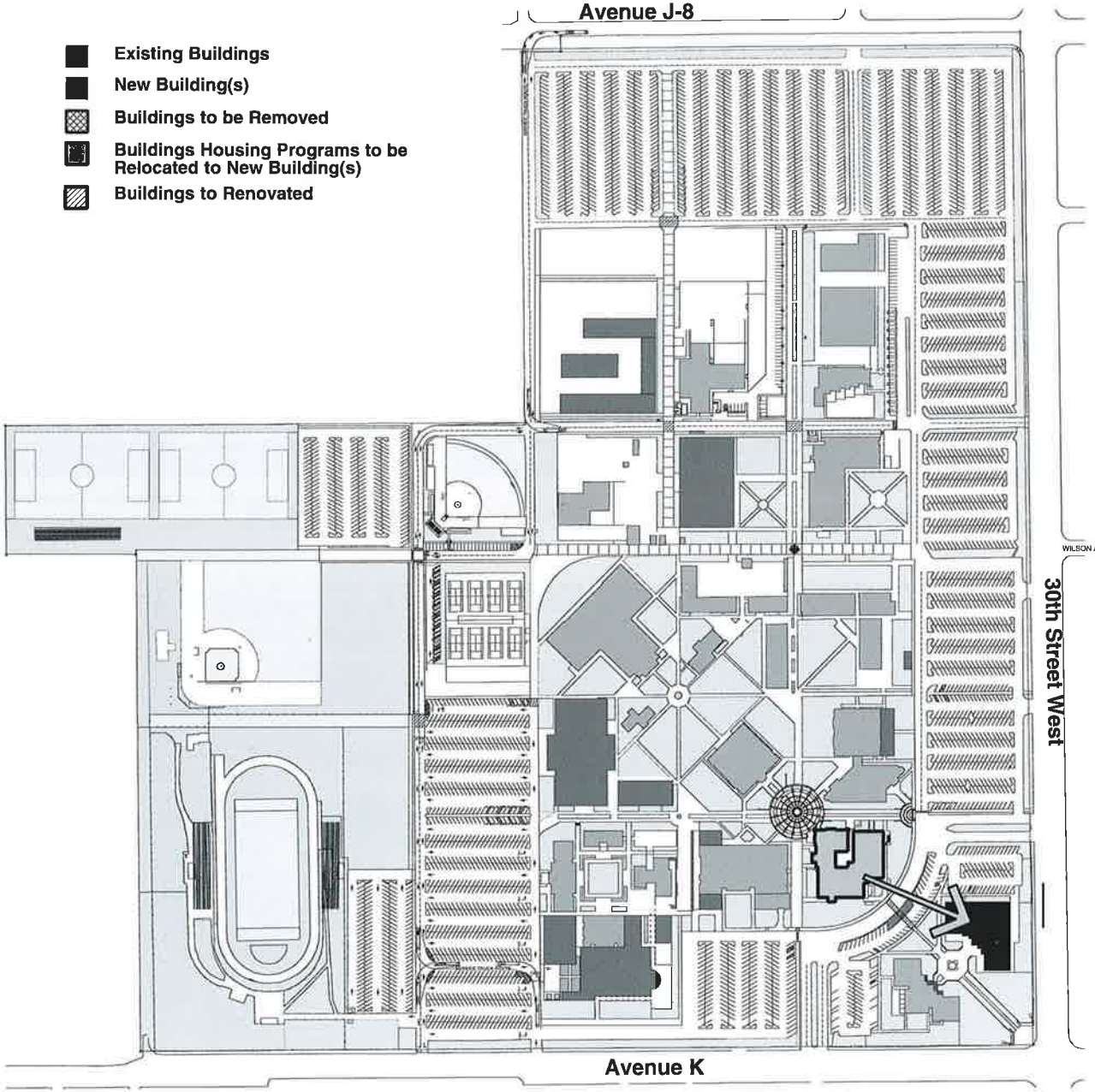
Most important, the evacuation of the first floor of the existing Student Services Building will enable an extensive seismic retrofitting of the building and removal of construction not meeting state codes, which may be life threatening.

Existing Student Services student work tables located along the circulation corridor against the east wall of the building

Existing Student Services Job Placement Center computer research area.



Network systems room located inside the existing Student Services Building.



New Student Services Building

35,000 Gross Square Feet Single-Story Building

Programs Affected		
Admissions & Records	-----	-----
Counseling	-----	-----
Financial Aid	-----	-----
Student Assessment	-----	-----
EOP&S/ CARE	-----	-----
DSS & Programs	-----	-----
Student Development	-----	-----
Career Center	-----	-----
Job Placement Center	-----	-----
Transfer Center	-----	-----
Veterans Services	-----	-----
Cashier Office	-----	-----

Computer Instruction, Lap Top Classroom Environment & Drop-In Computer Labs

0 50' 200'
25' 100'

Phase VI

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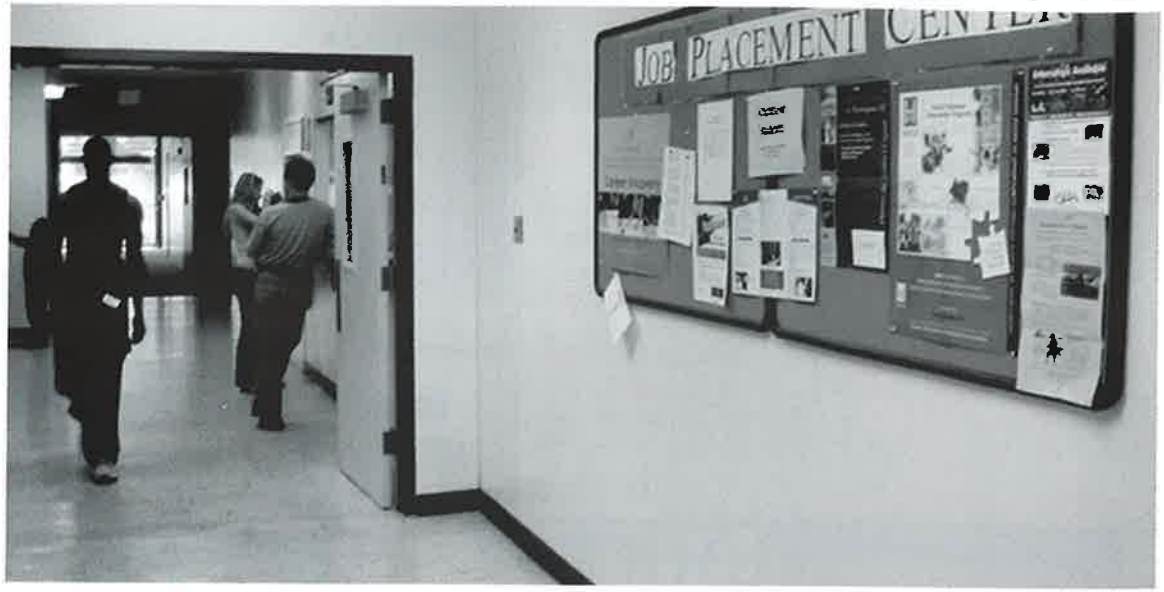
PHASE VIA - STUDENT SERVICES BUILDING REMODEL

The majority of Antelope Valley College's services facilities were constructed between 1960 and 1961. These buildings have been continually remodeled with limited planning throughout. The Student Services Building has been remodeled numerous times due to the ongoing growth in student programs and the addition of new ones. The first floor of the building has been reconfigured numerous times resulting in a lack of efficiency, confusing circulation and poor orientation. Offices have been reduced to make space for remodels and additions. Many of these offices do not have adequate accessibility and may not be in compliance with state code, ADA or building codes.

The growth of the programs and changes in technology have also influenced the lack of space throughout the building. Most student services programs will grow commensurate with the college's enrollment rates and will demand more personnel and more space for computers and computer related equipment. Due to the lack of cohesive planning for the entire building, every area has compromised its office sizes and the circulation areas to make space. The building organization does not facilitate the matriculation service flow for students. This presents a problem in case of an emergency, when access aisles need to be a certain width for exiting and to prevent a disaster.

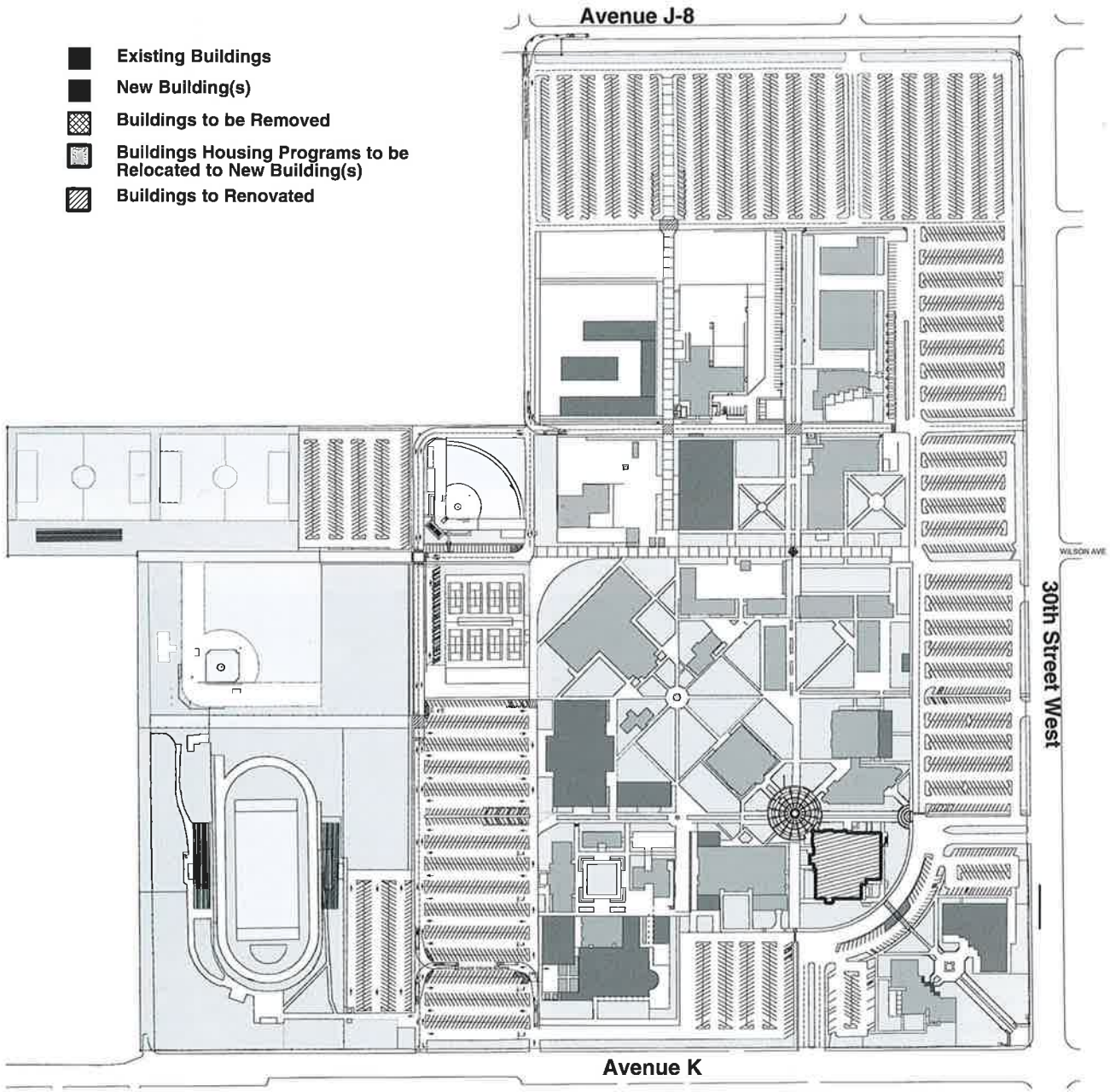
Besides hindering the circulation, some remodeling efforts have caused some structural concerns. The primary goal of this project will be to secure the structure of the building.

The existing building also houses the campus' computer network servers. These are located in a cramped area with no underfloor access or adequate central cooling system. It would be more advantageous to place the servers in a new building more central to the entire campus. If left in this building it would require extensive modernization and additional accessible space.



Cashier's Office window and waiting line located along a circulation corridor

Counseling services counter and open offices



Student Services Remodel & New Community/ College Center

29,302 gross square foot building to be renovated.

Student Services Remodel & Addition

Phase VIA

Antelope Valley College
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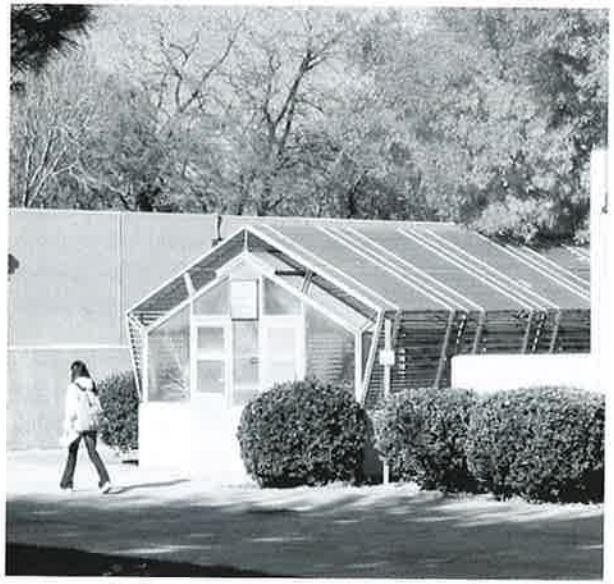
PHASE VII - GREENHOUSE RELOCATION

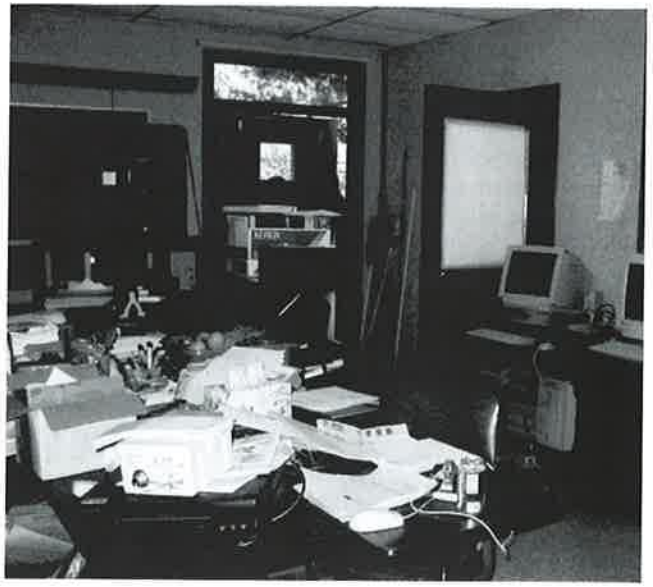
The focus of this project will be to relocate the existing Agriculture and Landscape programs to the northeast corner of the campus. The new site will allow the programs to be concentrated in one area and will provide new greenhouses, storage, instructional laboratories, faculty offices and restrooms. This phase will also facilitate better vehicular access for services and to create a single site for planting, instructional laboratories and offices.

New facilities include: four 1,650-square-foot greenhouses, a 3,650-square-foot instructional laboratory building, and a 2,700-square-foot storage facility. The new building will be equipped with media and Internet access, faculty offices and restrooms.

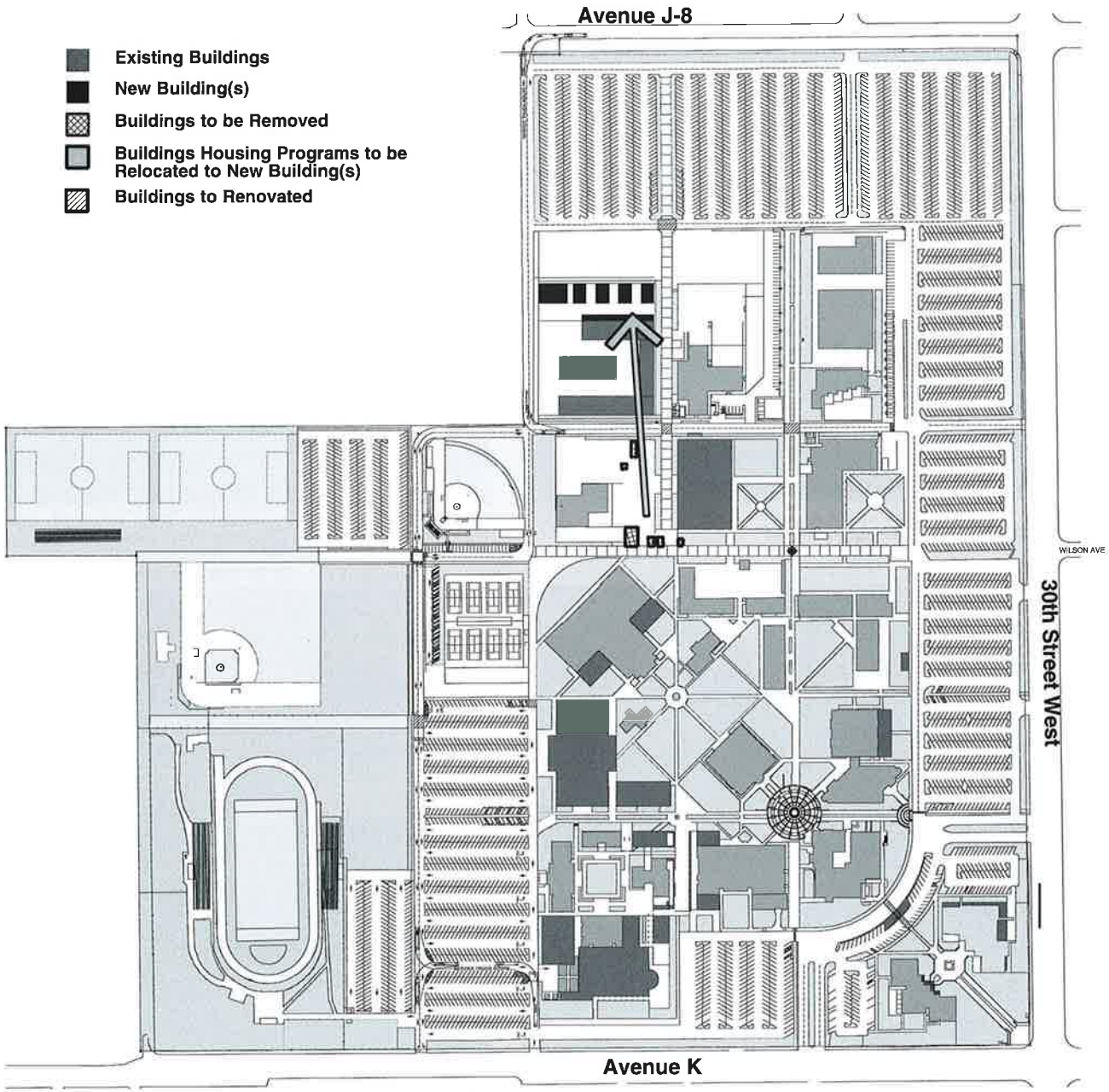
Existing greenhouses and storage building



Existing greenhouse near the center of campus to be relocated to a new northern site



Existing agriculture and ornamental horticulture workroom and offices



Greenhouse and Agriculture Lab Relocation

Four-1650 Square Foot Labs/ Greenhouses
3100 Square Foot Instructional Labs & Office

9700 Gross Total Square Feet

Prgrams:	2012 WSCH	2012 ASF	2020 WSCH	2020 ASF
Agriculture/ Landscape	750	3252	1309	3122
Total	750	3252	1309	3122

Buildings Affected	ASF	
Greenhouse	496	Relocate
Agric Bldg "A"	1360	Relocate
Agric Greenhouse	360	Relocate
Agriculture Lab	1600	Relocate
Total	3816	

Relocate Existing Greenhouses and Provide New Labs

Phase VII

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Phase VIII - New Technology Building II

The focus in Phase VIII will be to relocate the remaining vocational programs currently at the center of campus to the north. A second technology building and a new Automotive Technology Building will house the remaining vocational and technical programs located in buildings F2 and F3.

A new 23,000-gross-square-foot building will be located along the east and north perimeter of the current auto mechanics building. The new facility will house auto mechanic workshops, replace the existing auto body laboratories, a paint booth and auto welding laboratories. By placing the new buildings at the edge of the current site, it will define an automotive court with favorable vehicular access from the north and south roads. The building will provide large open laboratories, storage areas, additional instructional laboratories and outdoor work areas. This project will also concentrate all automotive technology programs in a single location.

The New Technology Building II will be located just north of the existing new Technology Building. This building will be a 21,000 gross square feet and will house the existing electrical programs and the new administration of justice and fire control laboratories. This building will serve two purposes to remove the electrical programs from the F2 Building and to develop new innovative computerized media laboratories for the Administration of Justice and Fire Control programs.

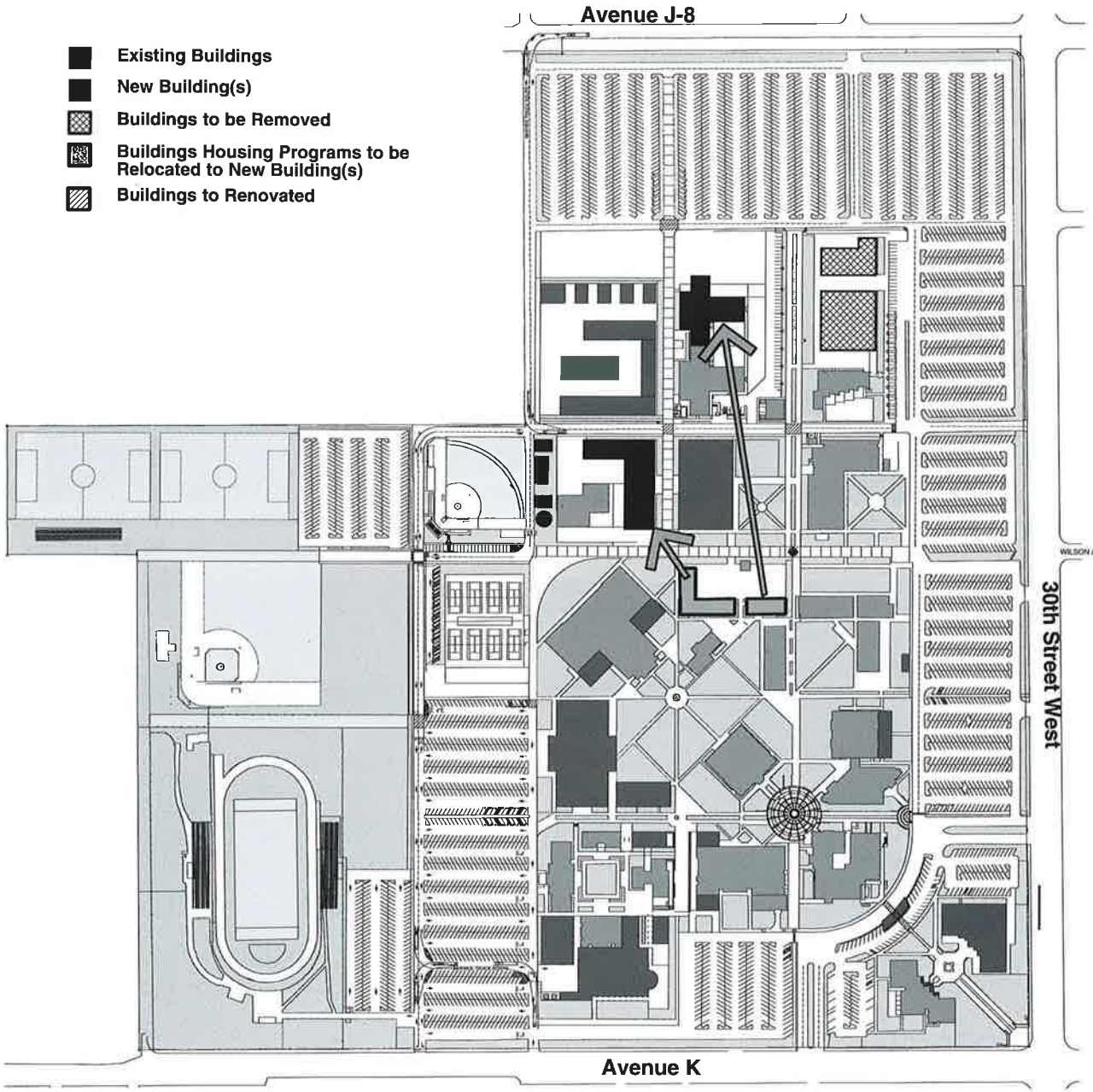
Secondary Affects:
The existing photography program will be relocated to the Applied Arts Building. The secondary affects will be to evacuate the existing F2, F3 and F4 buildings. This will allow the college to remove the aging structures and develop a larger multi-story facility.

Existing Electronics Laboratory

Electronics Storage and Outdoor Work Area

Existing Automotive Technology Shop

Auto Body, Welding and Auto Mechanics Storage Yard



New Technology Building II

21.000 Gross Square Foot Single Story Building

Prgrams:	2012 WSCH	2012 ASF	2020 WSCH	2020 ASF
Electronics	2275	6491	3034	8655
Aministration of Justice	2406	3339	3208	6230
Fire Control Tech	712	988	950	2186
Total	5393	10818	7192	17071

Buildings Affected	ASF GAINED
F2 Electronics	2928

New Automotive Technology Building

23,800 Gross Square Foot Single Story Building

Prgrams:	2012 WSCH	2012 ASF	2020 WSCH	2020 ASF
Automotive Technology & Collision Repair	2446	22504	3261	30005

New Technology Facility with Electronic Labs,Fire Tech & Administration of Justice Labs & Shop. New Atuto Shop Facility.

Phase VIII

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Phase IX - Community College Fitness & Wellness Center
- Child Development Center Expansion
- Library Expansion
- 50 Meter Pool

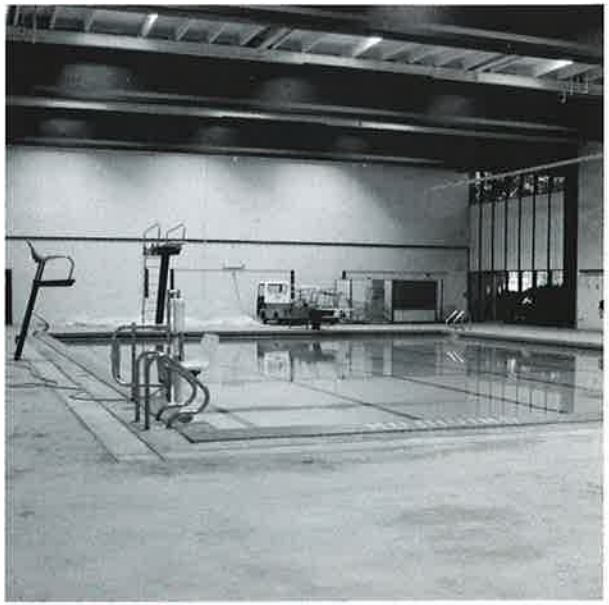
This phase will include four projects that will directly benefit the Antelope Valley community. These projects: a Community/College Fitness and Wellness Center, an expansion to the Child Development Center, a Library addition, and a new enclosed 50-meter pool, will provide better access services, activities and programs for disabled students and for the entire Antelope Valley community.

The first project will be a new Community/College Fitness and Wellness Center. This project will be about 31,900 gross square feet. The facility will serve three different functions. It will house a field house for the football, soccer, softball and track courses. Second, it will provide space for a fitness center with state of the art exercise equipment, free-weight area, aerobics rooms, and a large multipurpose activity room. Third, it will integrate a nutrition and health education center. The center will provide access to community members for heath education programs and fitness programs. The new facilities will provide the additional space needed for various programs currently housed the existing Gymnasium to grow. Furthermore, the multipurpose rooms will support a plethora of uses from dance to aerobics, yoga or volleyball.

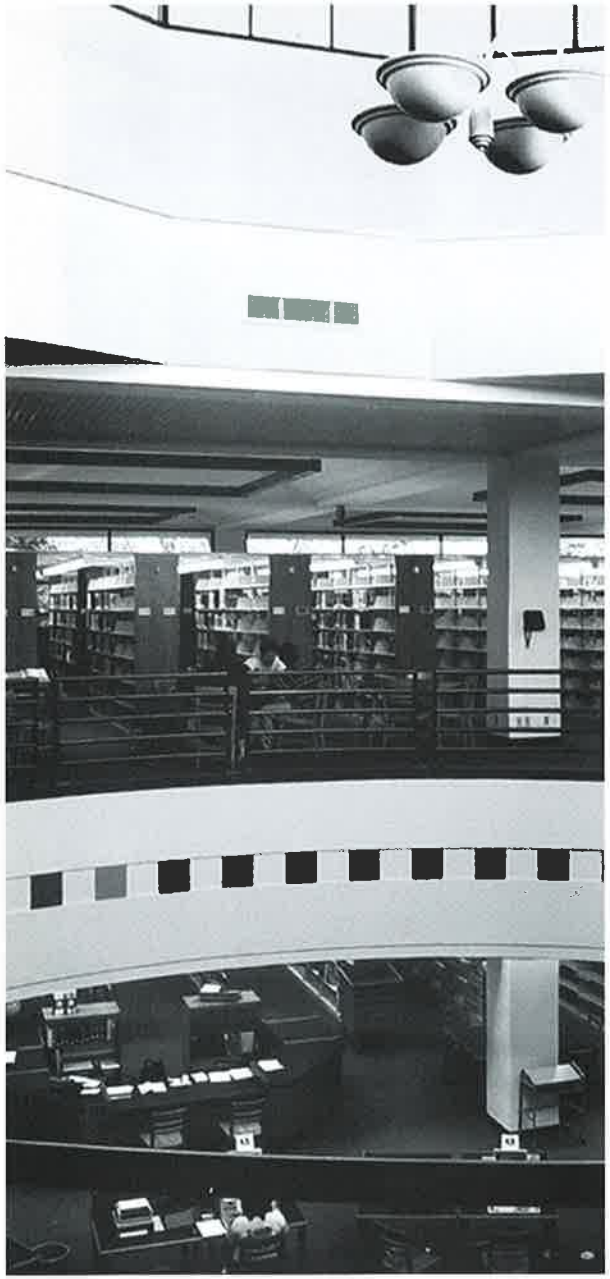
The second project will be a 10,500-square-foot building for the Child Development Center. The addition of this second facility to the Child Development Center will enable the Child Care Center to grow and separate children by age groups. The addition will also include a separate play area for children of different ages to play.

Existing Child Care Center

Existing Pool Interior Pool Facility



Existing Pool Interior Pool Facility



Existing Library

Existing Learning/ Research Center

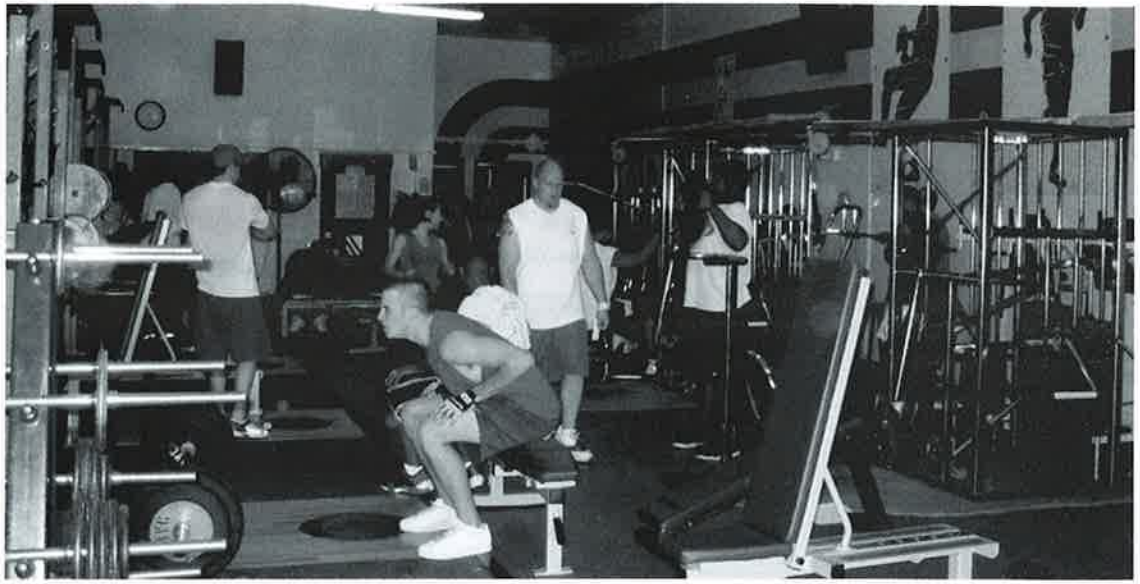
Existing Learning/ Research Center

The new facility will also incorporate more group observation laboratories and instructional laboratories with viewing areas. The additional space will allow the number of children to increase and meet the mid-and long-term growth of the local community.

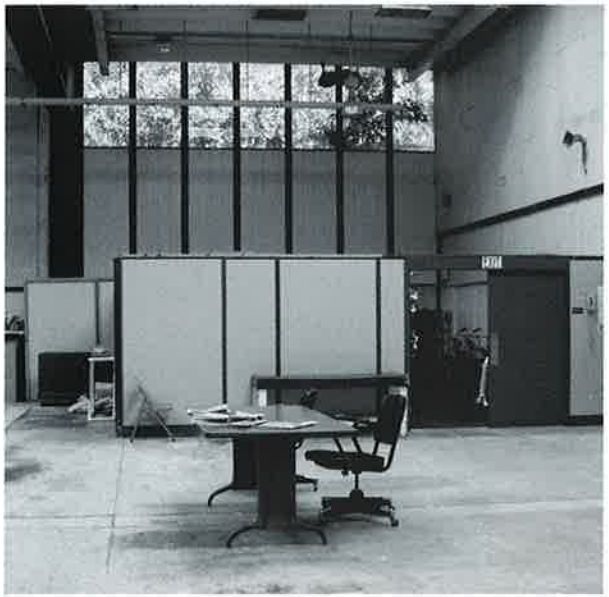
The third project will be a 22,000-square-foot library expansion. New media and shared information networking has transformed the research practices and space and equipment needs of Libraries. Upon reaching 20,000 students, the current library will not only be undersize, but will demand more computerized research areas. The addition will focus on developing spaces for electronic research and study areas. This facility could be open to the community, where internet access and research seminars could be held for college and community classes. The addition to the Library will take place on the north end of the existing Library and will remain central to the overall campus.

The final project will be an enclosed 50-meter pool located at the west end of the Gymnasium. The pool facility was originally planned adjacent to the gymnasium. The project will also provide additional outdoor storage, shower facilities and spectator stands. The pool will be one of three future 50-meter regulation size pools in the Antelope Valley area; therefore, the college will provide other local school and community groups with a competition size pool.

The pool will be enclosed to allow for it to be used throughout the year and to shield the users from high winds and flying debris.

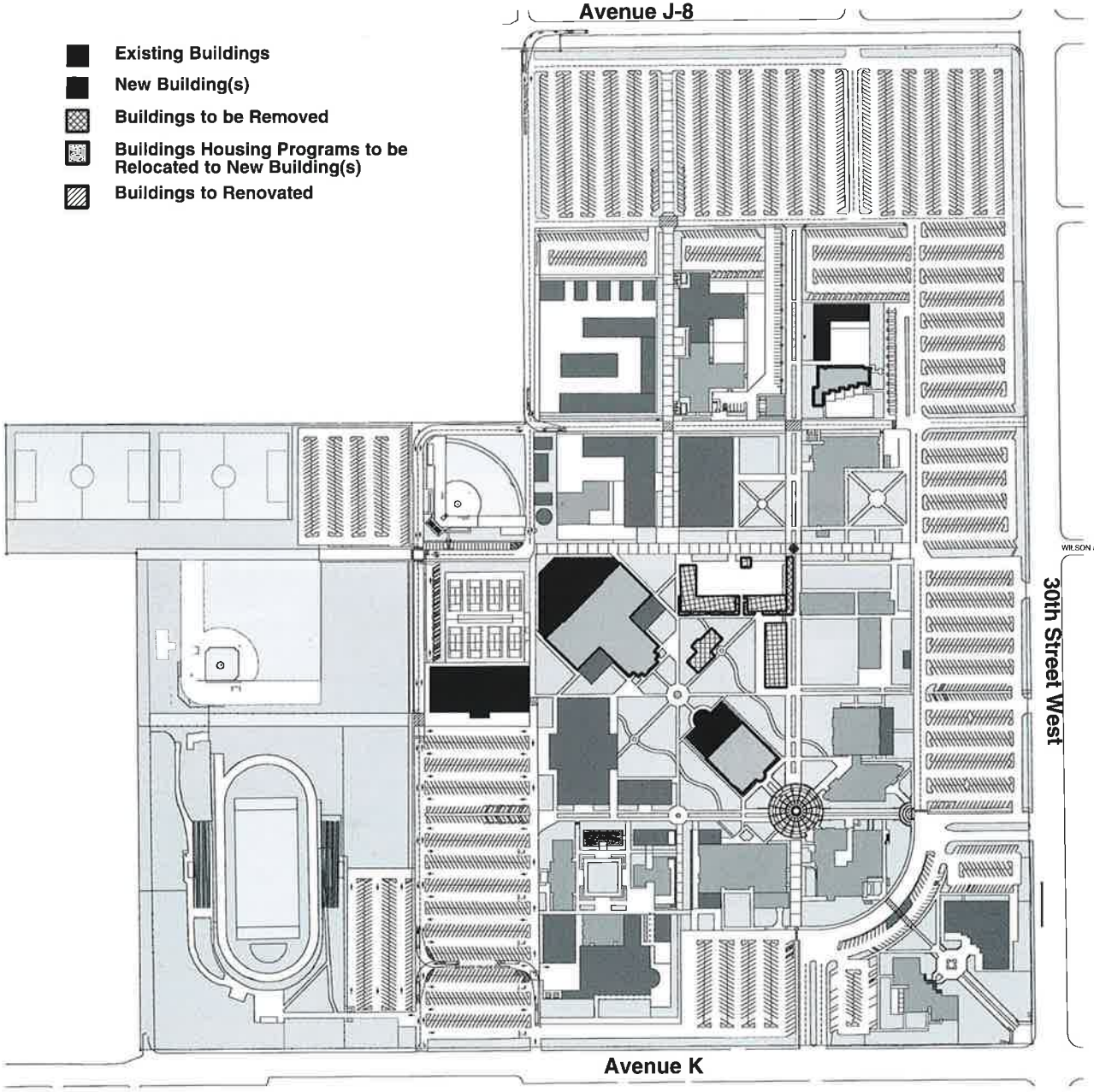


Existing Weight Room and Training Area



Pool Facility with Adapted Weight Room Area

Existing Dance and Gymnastics Studio



Community/ College Fitness & Wellness Center

31,900 Gross Square Foot Two-Story Building

Child Development Center Expansion

10,500 Gross Square Foot Single-Story Addition

Library Expansion

22,000 Gross Square Foot Two-Story Addition

Enclosed 50 Meter Pool

23,500 Gross Square Foot Double-Height Addition to Existing Gymnasium

Buildings to be Removed	Square Footage	Year of Construction
F2 Electronics	4118	1960
F3 Auto Weld + Main	10127	1960
F1 Math & Eng.	-----	----
Faculty Office Bld	4718	----

Provide New Accessible Programs and Facilities for Community Use.

Phase IX

0 50' 200'
25' 100'

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Spencer Hoeking Associates

PHASE X - HUMANITIES & SOCIAL SCIENCES - FACULTY OFFICES & ESL LABORATORIES

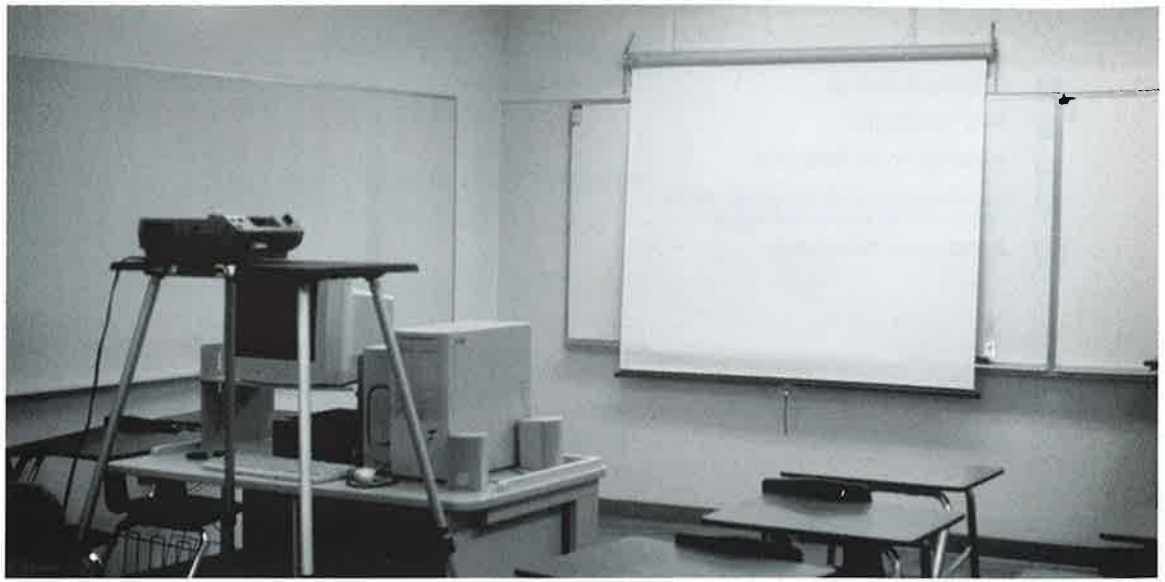
The eighth phase will involve the development of two new facilities. One for semi-smart classroom/laboratories and offices for the Humanities, Behavioral Sciences, Social Sciences and Liberal Studies, and the second for general classroom/laboratories and ESL laboratories and offices. The first building will be about 54,000 gross square feet. This facility will incorporate a 9,000-square -foot open computer lab or large smart classroom with storage and new faculty offices.

The second building will provide semi-smart classrooms for general studies courses, including ESL. This facility will also house the ESL offices and counseling.

Secondary Affects:

The development of these facilities will have a direct affect on buildings G-1, G-2, G-3 . The development of the new Humanities, Social & Behavioral Sciences will ease the burden on the existing G-buildings and will provide additional space for offices and computer open laboratories. The humanities, social and behavioral science programs will grow at the college rate, but are large enough to create a significant demand in the future. Furthermore, the programs will significantly change in instruction due to the use of the computer and other future technologies. The current G-complex buildings are in poor condition and by 2015 will take a large investment to modernize them.

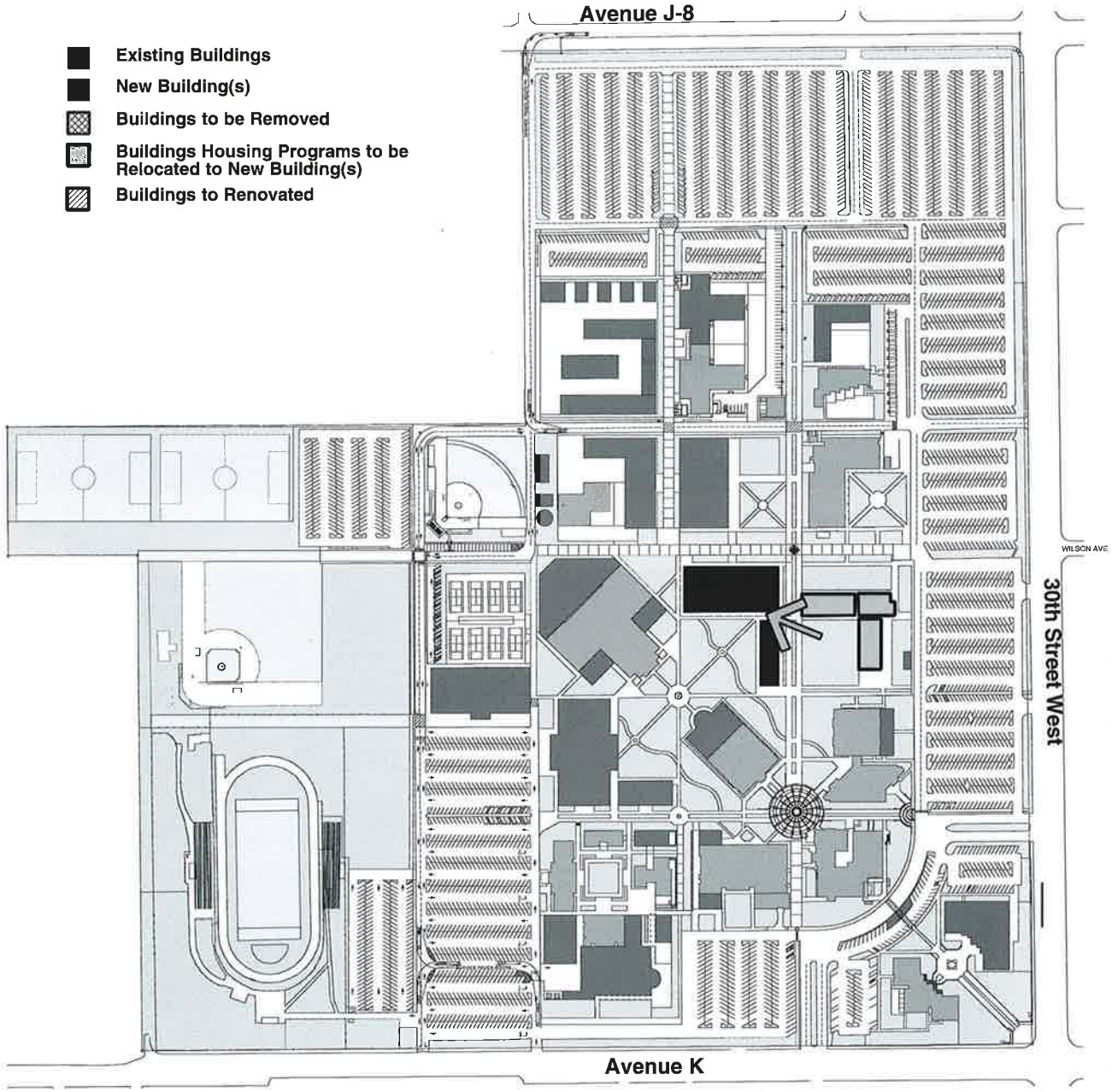
This new state-of-the-art complex, will offer better space with accessible equipment and faculty offices. The existing building could be remodeled to serve for traditional lecture classrooms or additional faculty offices.



Existing Humanities classrooms

Existing Humanities Exterior Corridor

Typical Humanities and Language Arts Classroom



Humanities & Social Sciences

54,400 Gross Square Foot Two-Story Building

Prgrams:	2012 WSCH	2012 ASF	2020 WSCH	2020 ASF
Social Science Labs	11006	7953	14675	10326
Psychology	4116	995	5488	2212
Humanities	15075	5415	20101	13162
Consumer Education	2072	4242	2762	7213
Reading Skills	1478	2462	1971	4377
Total	-----	-----	44,997	37,290

Faculty Offices & ESL Labs

17,000 Gross Square Foot Two-Story Building

Prgrams:	2012 WSCH	2012 ASF	2020 WSCH	2020 ASF
General Studies	10209	7335	22433	12224
ESL	2708	2334	6598	3890
Total	12917	9669	29031	16114

Buildings Affected	ASF GAINED
G1 Social & Earth Sc.	1479
G2 Language Arts	---
G3 Faculty Offices	2055

Provide Lab and Lecture Rooms for Humanities and Social Sience Programs. Provide Faculty Offices

Provide Labs& Lecture Rooms, Administrative and Counseling Offices for ESL. Provide Additional Faculty Offices

Phase X

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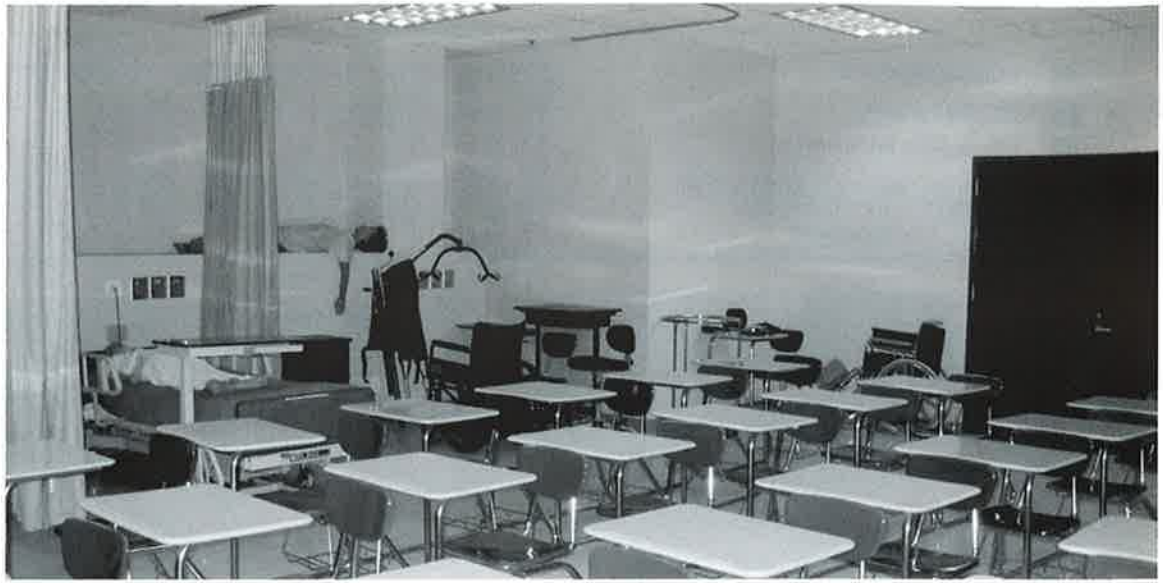
Phase XI - Health Science Addition & Digital Film Center

This phase will allow two existing buildings to expand. The first project is a three-story, 37,500-gross-square-foot building that will concentrate all of the health related disciplines. The facility will offer wet laboratories, large nursing laboratories, and semi-smart classrooms for instruction. The building will also provide large technical laboratories for the EMT program and will have easy and convenient access to the Advance Technology Building II and it's interactive fire technology laboratories. The building will be located adjacent to the north wing of the Allied Health and Science Building.

Secondary Affects:
The new allied health center will move all health programs from the Health/Science Building and will provide additional space for science programs to grow. This secondary affect will also allow the north campus café to expand.

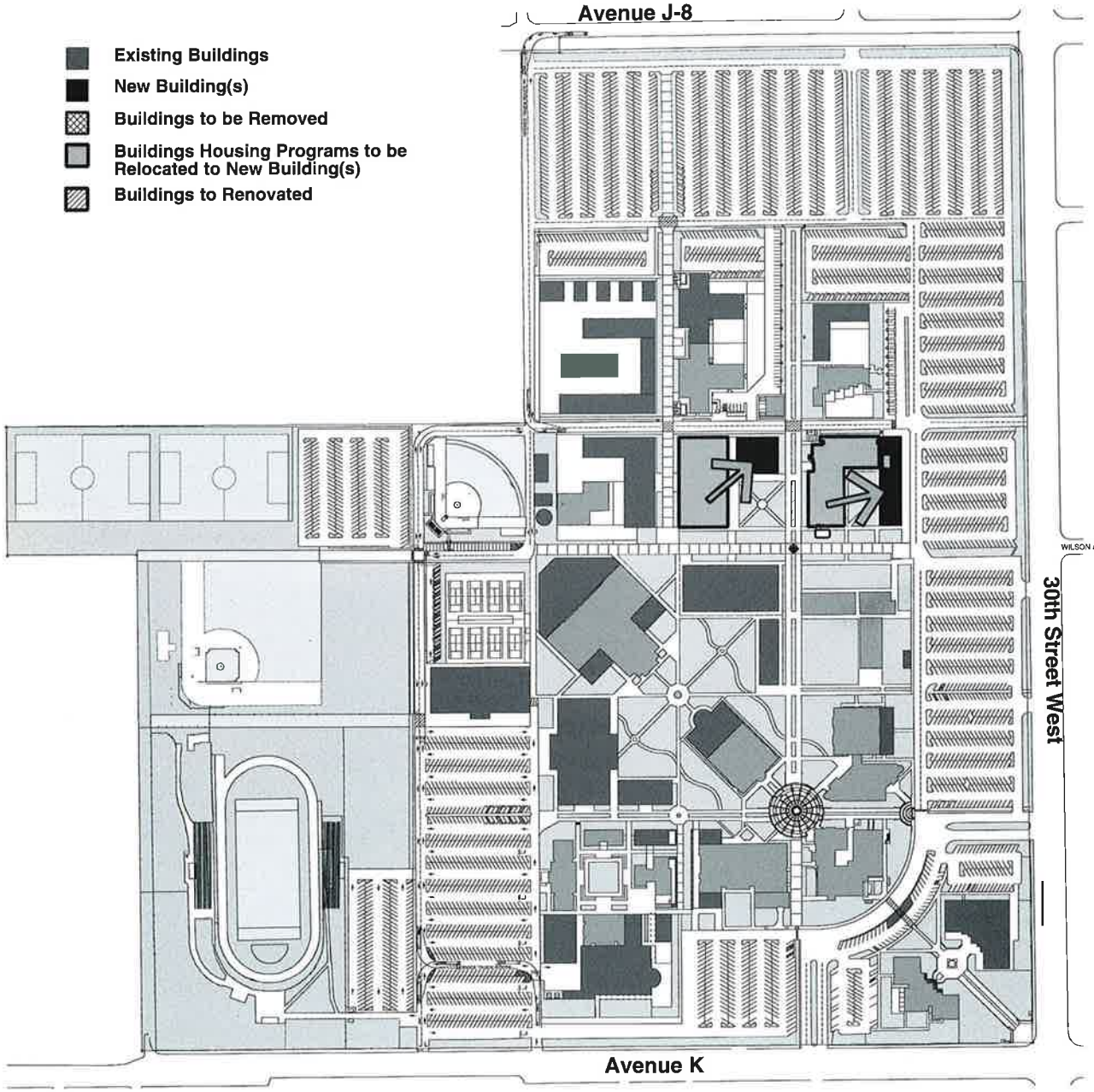
The second project in Phase XI will be a 20,600-gross-square-foot, two-story addition to the existing Applied Arts Building. This project will serve to develop a digital film and television studio and related digital media laboratories for film and music scores production, as well as offices and classrooms. The project will incorporate a large double height studio for filming and/ or music recording.

This project will not only aid the future development of the film, television, programs, but could facilitate the editing and programming for online courses and lectures for instruction. The project will also vacate space currently occupied by the film and television programs in the APL building and provide space for other art programs to grow.



Existing Nursing Lab

Existing Applied Arts Computer Lab



Health Science Addition &

37,500 Gross Square Foot Three-Story Health Science Building

Prgrams:	2012 WSCH	2000& 2012 ASF	2020 WSCH	2020 ASF
Allied Health	9737	19248	12893	26730
xxxxxx	-----	------	------	------
Total	16230	27347	21640	30255

Digital Film Center

12,000 Gross Square Foot Single-Story Applied Arts Complex Addtion--Digital Film and Video Recording Studio

Prgrams:	2012 WSCH	2000& 2012 ASF	2020 WSCH	2020 ASF
Film/ Television	5129	2939	9047	3918
Total	5129	2939	9047	3918

Buildings Affected		
Health/ Science	-------	
Applied Arts	-------	

Provide additional space for instructional digital video mixing labs and filming labs

0 50' 200'
25' 100'

Phase XI

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Phase XI - Humanities Building
General Studies Building

The is a high possibility of the college going beyond 20,000 students before developing a second campus. Therefore, if the college goes well beyond the 20,000 student mark and nears the 25,000 student mark, it may be necessary to demolish the existing G-complex to develop two new larger multi-story buildings. The new facilities will serve as general purpose classrooms and laboratories for general education disciplines and courses. Large programs, like mathematics and English will outgrow their facilities and require more space. These are programs that will continue to grow at least at the college commensurate rate regardless of trends in the job market.

The second building will provide additional space for staff offices and adjunct faculty offices and work areas.

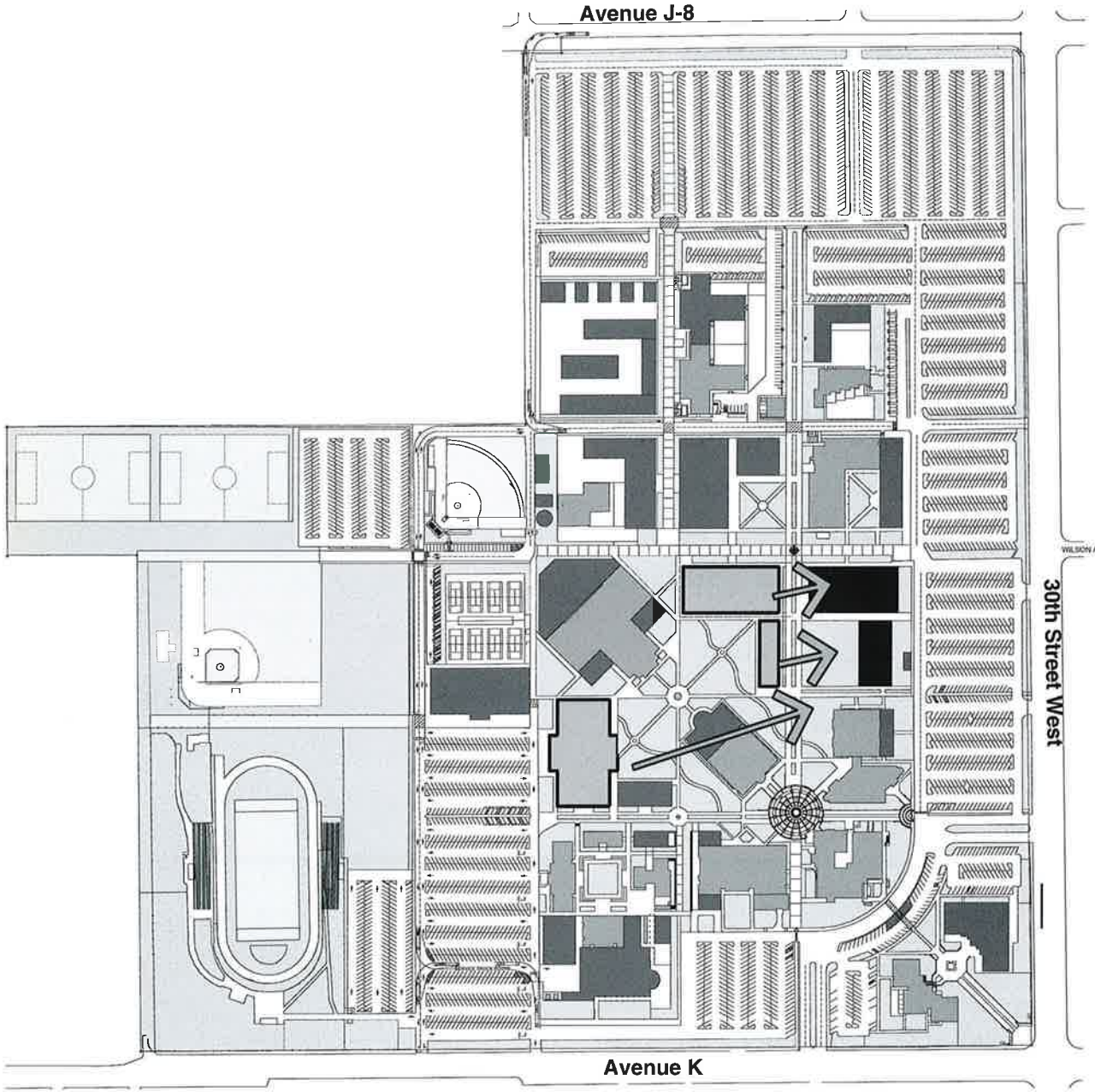
Secondary Affects:
This project will affect the future Advanced Technology Building and Computer Mall and the Humanities and Social Sciences Building.

Exterior Lawn Area

Humanities and Language Arts Building Corridor

Typical Humanities and Language Arts Classroom

Typical Humanities Faculty Office



Humanities Building & General Studies Building

54,000 Gross Square Foot Two-Story Humanities Building

34,000 Gross Square Foot Two-Story General Studies Classrooms and Labs Building

Prgrams:	2012 WSCH	2000& 2012 ASF	2020 WSCH	2020 ASF
Computer Science	8034	14784	10711	19712
Mathematics	15807	15388	21076	29130
Humanities & Social Sciences	20756	10763	30520	11437
xxxxxx	-----	------	------	------
Total	44597	40935	62307	60279

Buildings Affected	ASF GAINED	
Advanced Technology Building	-----	
Humanities & Social Sciences Building	-----	
Faculty Center & General Studies Bld.	-----	

Campus of Over 20,000 Students

Long Range Project

Phase XII

0 50' 200'
25' 100'

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