



**Antelope Valley College**

**Annual Program Review Update Report**

**December 2011**

**Palmdale Center**

**Academic Year Reviewed: 2010 – 2011**

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## *Palmdale Annual Program Review Update Report*

### **Area 3 Curriculum**

#### **3.5 Are all Course Outlines of Record (CORs) current?**

All Course Outlines of Record (CORs) are current. The currency of Course Outlines are ensured by the Academic Policies & Procedures (AP&P) Committee that monitors all District curriculums. The AP&P committee, with the technical support of CurricUNET, reviews and approves new and revised courses.

#### **3.6 Both full-time and part-time faculty use the COR when creating the syllabi for their courses. Adjuncts review the syllabus with a full-time faculty member to insure including of all elements of the COR when teaching for the first time.**

Palmdale faculty are supervised by a division deans. Faculty submits current syllabi at the beginning of each semester to his/her respective dean for review. Syllabi must cover all the content stated in the COR.

Additionally, during faculty evaluations, current syllabi are reviewed for accuracy and alignment with the most recent COR.

Department Chairs ensure that newly hired faculty receives current CORs and sample syllabi. Once new syllabi are drafted, Chairs and Deans review the syllabi prior to class starts. New adjuncts are assigned to a mentor who evaluates their course delivery to ensure adherence to the COR.

### **Area 5 Data Analysis and Environmental Scan**

#### **5.3 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.**

Enrollment at the Palmdale Center in fall 2010 was approximately 3,300. In spring 2011, the unduplicated headcount/enrollment was 2,832 which represent a 14.5% decrease. This decrease is no doubt due to the state's reduction of funding for community colleges throughout the state. However, there was only a 12% decrease in seats filled during this same period. This seems to indicate that more students enrolled in the decreased number of classes offered. Students who chose to attend classes only at the Palmdale Center decreased by 7%. Students who chose to attend both Palmdale and Lancaster sites decreased by 17.26%. Students who live in Palmdale are choosing to enroll only in the Palmdale Center at a greater rate. Enrollment for females has decreased slightly from 2,147 in fall 2010 to 1,866 in spring 2011. While the actual numbers decreased, female representation in the total population increased by .6%: from 64.8% to 65.9%. Male

enrollment for the same period also decreased from 1124 or 33.9% to 941 or 33.2%, a .7% decrease. The female to male ratio is almost 2:1.

Total ethnic minorities decreased from 31.9% in fall 2010 to 27.9% in spring 2011, a 3.0% decrease. Unidentified ethnicity increased by 8.3% during this same period. Students selected “unknown” at a higher rate in spring 2011 than they did in fall 2010. It appears that students are either less willing to identify with the traditional ethnic identifiers or other personal reasons exist. Perhaps more targeted surveys will be more revealing of the Palmdale Center entire ethnic population. White Non-Hispanics decreased from 13.4% to 9.0% during this period, a 4.4% decrease. Palmdale continues to be an educational center serving a predominately ethnic minority population.

#### Palmdale Center Enrollment Comparison by Ethnicity, fall 2010 and spring 2011

	Fall 2010 %	Spring 2011 %	Difference %
Am. Indian or Alaskan Native	0.4	0.1	0.3
Asian or Pacific Islander	2.3	1.3	-1.0
Black Non-Hispanic	10.9	9.9	-1.0
Hispanic	18.3	16.6	-1.7
<b>Total Identified Ethnic Minorities</b>	<b>31.9</b>	<b>27.9</b>	<b>-4.0</b>
Other	46.6	38.5	-8.1
Unknown	8.1	24.5	+16.4
<b>Total Unidentified Ethnicity</b>	<b>54.7</b>	<b>63.0</b>	<b>+8.3</b>
White Non-Hispanic	13.4	9.0	-4.3

Source: Institutional Effectiveness, Research and Planning, 2011

The age of enrolled students shows increases in the following age ranges: 20-24, 25-29, 30-34, and 40-49. Twenty year olds represented the largest decrease in enrollment. This is possibly attributed to the decrease in community college funding which has resulted in decreased access for new high school graduates who typically do not have priority enrollment status.

### Palmdale Center Enrollment Comparison by age, fall 2010 and spring 2011

	Fall 2010 %	Spring 2011 %	Difference %
<20	24.6	21.0	-3.6
20-24	34.0	36.6	+2.6
25-29	12.7	13.1	+.4
30-34	8.2	8.5	+.3
35-39	5.6	5.5	-.1
40-49	9.2	10.1	+.9
50+	5.6	5.2	-.4

Source: Institutional Effectiveness, Research and Planning, 2011

Students who declared the following majors enrolled at a greater rate than other declared majors at the Palmdale Center during the 2010-2011 academic year:

1. Registered Nursing
2. LAS: Social / Behavioral Science
3. Administration of Justice
4. Business Administration
5. Child & Family Education
6. Biological Sciences
7. Business - General

The table below compares the most frequently offered classes (four or more classes/CRNs) during fall 2010, with spring 2011, and those scheduled for spring 2012\*:

Course	Fall 2010	Spring 2011	Spring 2012
Business 101	4	4	5
Communications 101	7	7	7
Communications 103	5	4	4
Economics 101	4	6	2*
Health Education 101	3	4	4
Math 70	3	4	4
Math 102	2	5	5

Political Science 101	6	8	10
Psychology 101	11	11	11
Sociology 101	4	4	4

\*Includes online classes; 2012 are five Econ 100 classes.

Seventy-one adjunct instructors and nineteen full-time instructors teach at the Palmdale Center. Eighty-six percent of Palmdale Center students are retained from semester to semester; over 60% are successful in their classes and 74% persist from term to term.

**5.4 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvement of the program. Clearly state the performance/quality indicators used by the program.**

In July 2011, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges approved the AVC proposal granting "Center" status to the Palmdale Center.

Achievement of the 1,000 FTES enrollment goal identified in the last Palmdale Center Program Review and the Substantive Change Report has been accomplished. FTES for the current fall 2011 semester are 567.5. FTES for the fall 2010 semester were 585.71 and total for the year is 1153.21 FTES. These FTES will be maintained through appropriate scheduling and student retention strategies at the Palmdale Center.

Expanded bandwidth at the Palmdale Center will allow for increased class offerings and services. Office of Students with Disabilities services are available and financial aid has a set schedule and presence as well as increased hours for counselors. Additional services need a presence at Palmdale. Future efforts will bring transfer, job placement, CalWorks, EOPS and enhanced Admission & Records/enrollment services.

The educational administrator at Palmdale will remain at the director level.

**Area 6 Student and Program Learning Outcomes Assessment**

**6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.**

The Palmdale Center does not assess SLOs. This task is conducted and monitored by the College academic and support divisions.

The following Operational Outcomes are developed and recommended and will be assessed during next year.

- Continually evaluate, maintain, and improve technology to satisfy instructional needs as well as safety in the classroom.
- Ensure faculty is trained and knowledgeable of classroom technologies to address the

multiple learning styles of a diverse community of learners.

- Continue to optimize space utilization in order to enhance and promote a student centered learning environment.
- Meet obligations of STEM grant requirements to enhance students' ability to earn degrees or certificates entirely at the Palmdale Center.
- Continue to nurture and develop internal and external communication with the Palmdale Center community including school districts, local businesses, government, and other constituencies.

## **Area 9 Goals and Objectives**

*Goal:* Class schedules include appropriately sequenced courses to ensure students can earn degrees/certificates entirely at the Palmdale Center.

*Objective:* Center Director works closely with Academic & Student Services Deans on fall 2012 and spring 2013 schedules.

*Time Frame:* Spring 2012 to spring 2013

*Justification:* Substantive Change Report, 2010

*Goal:* Develop and implement a STEM Center of Excellence.

*Objective:* Implement and monitor goals and objectives of the five year STEM Grant.

*Time Frame:* Current to 2016

*Justification:* Board Approved Grant

*Goal:* Appointment scheduling is student centered and facilitated by District software and support staff.

*Objective:* SARS is utilized by students and staff for scheduling appointments for services and to acquire service usage data.

*Time Frame:* Spring 2012 to spring 2013

*Justification:* Substantive Change Report, 2010

*Goal:* Reduce the need for Palmdale students to visit the Lancaster campus for services.

*Objective:* A cash handling policy is designed, implemented, and tested to ensure students are able to pay fines and fees, purchase books and other materials, etc.

*Time Frame:* Fall 2012

*Justification:* Enhanced Center services

*Goal:* Adequate staff coverage

*Objective:* Hire and train two additional support clerical staff. Two Generalists positions are recommended, at a minimum.

*Time Frame:* Fall 2013

*Justification:* To eliminate the inappropriate reliance on student workers and Lancaster staff to cover Palmdale instructional and non-instructional services. Superintendent/President 2011-2012 Goals II.A.4.

## **Area 10 Long Term Resource Planning**

**10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in the next four years Place items on list in order (rank) of importance.**

1. Telephones or other communication devices in each classroom and lab (\$5,400).
2. Expanded open computer lab (\$14,000 – computers only).
3. Add three (3) additional classrooms and operational space @ \$2.50 sq. ft. lease and improvement costs.
4. Modifications to Welcome Center, include full-time and adjunct faculty offices @ \$2.50 sq. ft. lease and improvement costs.
5. SARS training.
6. Document camera for ASL classrooms (\$1,350).