

Comprehensive Program Review Self-Study Report

Please provide the following information. Respond NA to questions which are not applicable to your division/discipline/area. The self-study reports of all divisions/areas will include responses to Parts 1-7. Self-study reports of academic divisions will include a division overview in Part 1 and analysis of each discipline in Parts 2-7.

Questions with an asterisk (*) were addressed in last year's program review report. The question numbers do not correspond with the numbers in last year's report.

Division/Area Name: Palmdale Center

Year 2014

Part 1 - Division or Area Overview

- 1.1 Briefly describe how the division or area contributes to the district mission.
The Palmdale Center contributes to the district's mission by offering a comprehensive class schedule and student support programs.
- 1.2 Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or area.
 - Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
 - Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
 - Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.
 - Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.
 - Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
 - Identify career opportunities that contribute to the economic well-being of the community.
- 1.3 After completing Parts 2-7, prepare a one page summary of the division/area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.

The Palmdale Center's finding is based on the strategic goals 1-7. The findings are also based on the feedback received from an AVC student survey conducted in fall 2014. Students who take classes solely and partly at the Palmdale Center were surveyed with the goal of identifying our strengths, programs and services needing improvement.

Based on strategic goals 1-7 and student survey results the Palmdale Center will work towards increasing student access to student services. Access to services such as Financial Aid, CalWORKs, Counseling, and Health Services support learning and is related to student success.

1.4 Name of person leading this review Sharon Dalmage

1.5 Names of all participants in this review Sharon Dalmage

Part 2 - Data Analysis and Use

The following data is provided on the Program Review website. Additional data is available from the Department of Institutional Effectiveness, Research and Planning (DIERP).

Longitudinal data

District headcount and FTES: 18,775, 11345.63

Division headcount and FTES: 1,116.10

Discipline headcount and FTES

Number of sections offered by location/distance education

PT/FT faculty ratio by LHE

Efficiency (measured as FTES/FTEF)

Data about student progress

Student achievement: success, retention, and term to term persistence

Progression through remedial courses

Program completion

Degree/certificate completion rate

Transfer rates to 4-year institutions

Licensure exam results

Job placement/post training

All divisions/areas will complete Parts 2-7. In academic divisions Parts 2-7 will be completed by each discipline; please identify the discipline:

2.1 Please review the headcount and FTES enrollment data provided on the web link. Comment on trends over the past five years and how they affect your program.*

The headcount and FTES enrollment for the Palmdale Center has gradually increased within the past five years. This is attributed to the Palmdale Center responding to the needs of the community within its service area. Based on community surveys completed by the Greater Antelope Valley Economic Alliance and A.D.R Associates, the number of distance learning courses, and support services were increased and amended to best serve

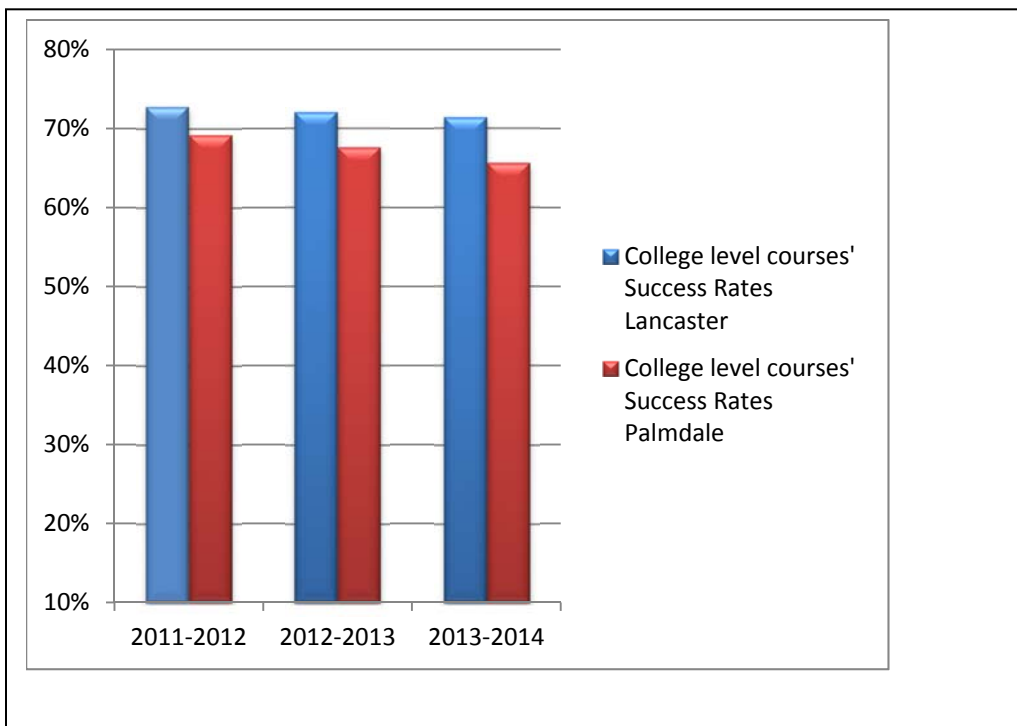
FTES was 360.15 on the first day of fall 2009 and 542.94 on the first day of fall 2014, an increase of 50.8 percent. The current Palmdale Center has a maximum capacity of 1000 FTES. The new location, which is estimated to open fall 2016 will accommodate an increase of FTES. While there is work to be done to expand services at the PC, 90% of those students surveyed indicated they would recommend the PC to other students.

- 2.2 Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures). Comment on trends and how they affect your program.*

Within the past five years the quantity of services provided at the Palmdale Center has significantly increased. This occurred to meet the demands of the annual FTES at this location and to support student success. The following services were increased are being offered at the following levels: Office of Students with Disabilities (30%), Library Services (30%), Admissions and Records (100%), Assessment (50%), Learning Assistance (40%), Computer Lab (100%), Bookstore (5%), Health Services (20%), Campus Security (90%), EOPS (20%), CalWORKs (20%), Cashier Services (0%), Financial Aid (30%), Student Development (10%).

- 2.3 Use the discipline student success data provided by web link. Please note by race, gender, location and modality where improvement is needed to meet the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address achievement gaps in success and/or retention in the current academic year.*

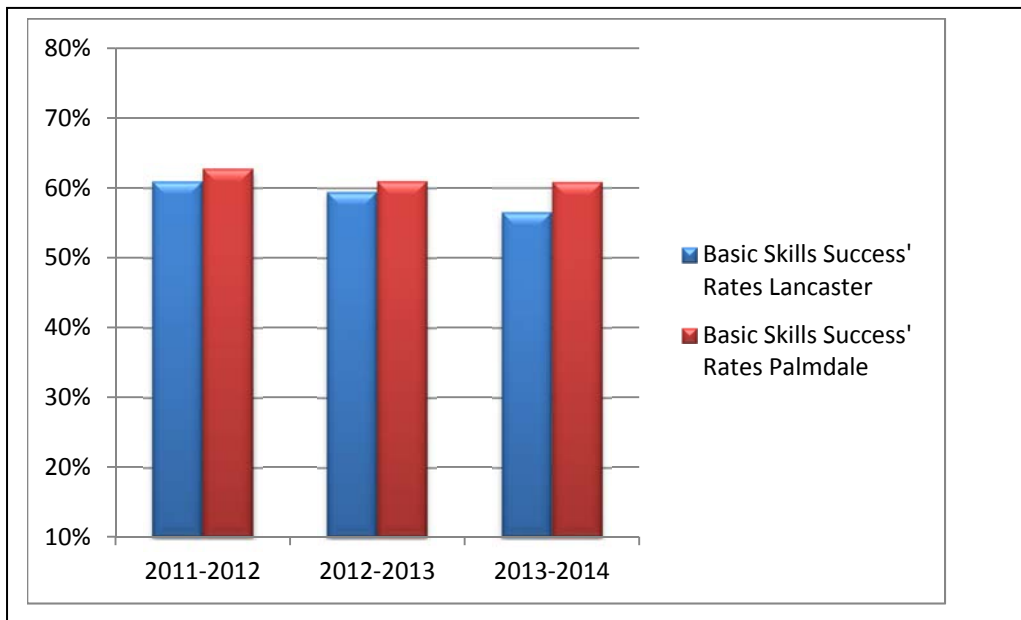
Between 2011-2014 the PC's student success rate has fluctuated between 65% and 68% for college level courses.



1,118 students answered a question regarding the utilization of tutorial services at the PC. 63% of those students indicated not utilizing tutoring because they did not need it, while 26% stated the hours were inconvenient. The PC plans to increase the quantity of Learning Assistance services it offers. Faculty are analyzing the data and addressing potential gaps in success and/or retention by progressively increasing the Learning Assistance services offered at the Palmdale Center. Currently Learning Assistance is offered at a level of 40%. These services will be increased progressively by 10% annually.

- 2.4 Analyze and summarize trends in student progression through basic skills courses, if applicable. Cite examples of using data, outcome action plans and/or other planning tools as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) that resulted in or correlate with improvements in course success and progression over the past five years.

Between 2011-2014 basic skills success rates were between 61% - 63%. Faculty are analyzing the data and addressing potential gaps in success and/or retention by progressively increasing the Learning Assistance services offered at the Palmdale Center.



- 2.5 List degrees and certificates currently offered in the discipline. Discuss improvements in the completion rates of degrees and certificates over the past five years. Also discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions, if applicable. *

There are plans to offer the entire CFE curriculum required for the AA degree. The new Center location is scheduled to open in 2016 which includes a classroom and lab

dedicated to the CFE program. The new space will allow us to offer the CFE practicum components of the degree program.

- 2.6 Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning.
<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011> *

CTE faculty review labor market data and use that data when planning curriculum and offerings at the PC. According to the Greater Antelope Valley Economic Alliance the city of two of the largest employers are regionally located, Edwards Air Force Base, China Lake Naval Weapons Base and Lockheed Martin. In response, the new PC will have a STEM focus. Labor market information is being reviewed to determine the programs to be offered.

Part 3 – Outcome Analysis and Use

- 3.1 Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.*

Previous action plans included the goal to reduce the need for Palmdale Center students to visit the Lancaster campus for support services. Within the five years this goal is being incrementally achieved by adding and expanding support services at the following levels including following services have been added or expanded to the following levels: Office of Students with Disabilities (30%), Library Services (30%), Admissions and Records (100%), Assessment (50%), Learning Services Center (40%), Computer Lab (100%), Bookstore (5%), Health Services (20%), Campus Security (90%), EOPS (20%), CalWORKs (20%), Cashier Services (0%), Student Development (10%).

To continue to incrementally achieve the goal of reducing the need for Palmdale Center students to visit the Lancaster campus for support service an increase in staff is required.

Part 4 - Stakeholder Assessment

- 4.1 Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

The 2013 student satisfaction survey of services indicates students prioritize financial aid, bookstore, academic advising, computer labs, and library research. They rank library and learning center workshops as less important. Only 45 percent of students indicated they were “very satisfied” with the computer labs, the highest satisfaction score given to the services listed on the survey. Nearly 36 percent said they were “not at all satisfied” with services for students with disabilities. These numbers and all results from the 2013 student satisfaction survey have been reviewed and are utilized as the expansion of course offerings and support services at the Palmdale Center are discussed.

AVC Palmdale Center: Student Satisfaction Survey Fall 2013

	1)HOW OFTEN?: I use this often	1) HOW OFTEN?: I sometimes use this.	1) HOW OFTEN?: I rarely use this.	1)HOW OFTEN?: I don't know if I've used this or N/A.	2) SATISFACTION: I am very satisfied with this.	2) SATISFACTION: I am somewhat satisfied with this.	2) SATISFACTION: I am not at all satisfied with this.	3) IMPORTANCE: This is very important to me.
Academic Advising	11.94% 143	25.88% 310	42.24% 506	18.70% 224	31.80% 381	39.40% 472	22.29% 267	59.77% 716
Library Research	13.95% 167	28.82% 345	43.78% 524	12.61% 151	36.76% 440	37.68% 451	19.21% 230	55.89% 669
Academic Tutoring	7.15% 85	13.47% 160	58.16% 691	19.87% 236	27.19% 323	35.10% 417	28.96% 344	52.95% 629
Learning Center Workshops	8.05% 96	16.61% 198	53.10% 633	20.55% 245	29.11% 347	34.82% 415	26.93% 321	46.56% 555
Library Workshops	7.53% 89	12.10% 143	54.91% 649	23.94% 283	24.11% 285	36.38% 430	29.36% 347	40.86% 483
Computer Lab	26.49% 316	22.97% 274	35.79% 427	14.17% 169	45.01% 537	28.42% 339	19.61% 234	59.26% 707
Office for Students with Disabilities	6.49% 77	6.66% 79	50.34% 597	35.41% 420	25.63% 304	27.32% 324	35.92% 426	47.55% 564
Student Lounge	20.86% 248	26.24% 312	34.65% 412	17.07% 203	35.74% 425	35.66% 424	21.70% 258	49.62% 590
Financial Aid	33.59% 400	26.78% 319	25.86% 308	12.85% 153	42.82% 510	31.23% 372	19.98% 238	67.84% 808

	1) HOW OFTEN?: I use this often	1) HOW OFTEN?: I Sometimes use this.	1) HOW OFTEN?: I rarely use this.	1) HOW OFTEN?: I don't know if I've	2) SATISFACTION: I am very satisfied with this.	2) SATISFACTION: I am somewhat satisfied with this.	2) SATISFACTION: I am not at all satisfied with this.	3 IMPORTANCE: This is very important to me.
Library Reserve	13.24% 157	18.89% 224	43.93% 521	22.77% 270	30.94% 367	33.81% 401	26.73% 317	49.41% 586
Bookstore	23.57% 281	30.96% 369	29.95% 357	14.35% 171	41.28% 492	33.22% 396	19.21% 229	60.23% 718
Health Services	8.68% 103	10.78% 128	51.56% 612	27.38% 325	28.14% 334	32.86% 390	29.99% 356	48.69% 578
Academic Transfer Evaluation	11.35% 135	16.32% 194	44.58% 530	25.74% 306	28.68% 341	36.08% 429	25.65% 305	53.41% 635
Assessment Center	10.29% 122	20.15% 239	47.89% 568	19.73% 234	33.98% 403	33.81% 401	22.68% 269	50.93% 604

5.1 Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.*

Progress was achieved within the following goals:

- Ensure technology infrastructure is adequate for effective teaching, learning, support services, and safety. **100% of classrooms now have smart technology.**
- Class schedules include appropriately sequenced courses to ensure students can earn degrees/certificates entirely at the Palmdale Center. **90% of the courses required for the CFE degree are offered at the Center.**
- Appointment scheduling is student centered and facilitated by District software. **District software SARS has been implemented for counseling service appointment scheduling.**
- Reduce the need for Palmdale students to visit the Lancaster campus for services. **The increases in support services in the following areas have reduced the need for Palmdale students to have to visit the Lancaster campus: Assessment Center, Admissions & Records, Financial Aid, Health services, Library, Information Technology Services and Bookstore services were increased.**

- 5.2 List discipline/area goals and objectives related to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements. Discipline/area goals **must be guided by district Strategic Goals** in the Educational Master Plan (EMP). They **must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency** (e.g. legislation, Chancellor's Office, accrediting body, professional board).*

Current (up to three years)

Goal: Incrementally increase access for our students.

Guided by district Strategic Goal(s) 1-7.

- 41% of AVC students reside in Palmdale, Littlerock and Acton; 10.8 percent of FTES was from the Palmdale Center on the first day of fall 2014. Fall 2014 FTES for the PC was 522.52 compared to Lancaster's 4901.
- The current PC location is 17,000 sq ft. The PC includes 9 classrooms, 1 computer lab and 1 dry science lab. Space is also very limited for offices to house staff for student support services.

Objectives:

- Obtain a new facility for the Palmdale Center which provides adequate space for growth and expansion of services. (Goals 1,5)
- At least 2 services that are currently offered below a level of 100% will be increased by 20% each year. (Goals 1,4,5)
- Adequate staffing plan will be developed and implemented to support the increase of services in various areas. (Goals 1,5)

Near Term (three to five years)

Goal: Increase the number of degree programs fully offered at the center by at least one associate degree and one certificate program.

- Guided by district Strategic Goal(s) # 1-7

Objectives:

- Work with the business community to determine the degree program(s) leading to high demand careers in the local area. (Goals 3,5,6)
- Utilize student feedback to determine degree program(s) and services to be added. (Goals 3,5,6)

Long Term (five to ten years)

Goal: Incrementally increase FTES from 1,000 annually to meet the levels required to service the Palmdale service area.

- Guided by district Strategic Goal(s) # 1-7
- Supporting action plan, data analysis, or other documentation

Objectives:

- Implement degree options with local high schools. (Goals 2, 3,6)
- Develop and implement a marketing and outreach plan to increase student enrollment at the center. (Goals 1,5, 6, 7)
- Increase student support services to levels that support new FTES levels. (Goals 1, 4, 5)

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years) and long term (five to ten years). If there may be safety issues, enrollment consequences or other important concerns if a resource is not provided please make this known.*

6.1 List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.

- ❖ Fall 2016 - The current goal of incrementally increasing access for our students guides the need for:
 - AVC Sherriff Security Officer (2) – Administration, AVC Sheriff’s Office
 - AVC Sherriff Cadet (2) - Administration, AVC Sheriff’s Office
 - Maintenance/Facilities Staff (2) - Facilities
 - Physical Sciences Faculty - Math, Science and Engineering
 - Lab Technician – Physical Sciences - Math, Science and Engineering
 - Bookstore Assistant – Auxiliary Services
 - ITS Technician - ITSs
 - Cashier – 50% - Business Services
 - Clerical Assistant III – Assessment Center – 50% - Student Services
 - Financial Aid Technician – 50% - Student Services
 - Tutorial Specialist – Learning Center – 100% - Language Arts and Academic Development
 - Clerical Assistant II – Learning Center - - Language Arts and Academic
 - Library Technician/Assistant – 50% - Library Services
 - OSD Counselor – Adjunct – Student Services
 - EOPS Coordinator/Counselor – 50% - Student Services
 - CalWORKs Coordinator/Counselor -50% - Student Services
- ❖ 3 to 5 Years – The near term goal of increasing the number of degree programs fully offered at the center by at least one associate degree and one certificate program and the long term goal of incrementally increasing FTES from 1,000 annually to meet the levels required to service the Palmdale service area guides the need for:
 - Shuttle service between Lancaster and Palmdale locations. Or collaboration between the college and the Antelope Valley Transit Authority resulting in a supplemental route between the Lancaster and Palmdale locations.

- Faculty for new degree and/or certificate programs added to the center
- Incremental increase of 50% positions to 100% as needed based upon student enrollment

6.2 List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.

❖ Fall 2016 - The current goal of incrementally increasing access for our students guides the need for:

- Security cameras & monitoring system – ITS
- Intercom communication system - ITS
- Open Computer Lab computers - ITS
- Computer Kiosks - ITS
- Distance Learning resources – ITS, Distance Education

6.3 List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.

❖ Fall 2016 - The current goal of incrementally increasing access for our students guides the need for:

- Wet lab to support science courses
- Expanded space for learning assistance support programs
- Expand the space of the open computer lab so we may increase the number of computers available in the open lab from 9 computers to 20 computers.
- Add a Higher One ATM to the Palmdale Center
- Increase the number of classrooms available to offer additional course options for students.

6.4 List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.

- Working with non-traditional students in the classroom – Student Services
- Increasing the retention and support of at-risk students – Student Services
- Workshops related to usage of new technology and electronic instructional aids - ITS
- Diversity – Student Services
- Student success – Academic Affairs & Student Services

6.5 List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.

Part 7 - Recommendations and Comments – N/A

7.1 List recommended changes to the Educational Master Plan to:

- Address external issues or mandates such as legislation, industry, and professional standards, etc.
- Respond to outcome findings.
- Reflect changes in technology, methodology, and/or disciplines.
- Address student achievement gaps and/or meet other student needs.

7.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program? N/A