Educational Service Plan

Spring 2024

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Message from the President

Superintendent/President Jennifer Zellet

In response to changing times, educational landscape, and environment, Antelope Valley College is venturing out into new territory; discarding old terms like "Educational Master Plan" in light of a new way of conceiving our work. For a host of reasons, calling our strategic plan a "Master Plan" is not an appropriate metaphor for our college. The word *Master* has negative cultural connotations, and considering our DEIA commitment that term hardly is inspirational. In other ways, the term is also outdated. In Engineering, the Master is the central *thing* that cannot be changed or the thing itself becomes something new. This idea of fixedness when we live in a world immersed in change alongside the negative cultural connotation sent us looking for a better paradigm that serves our students and our community best.

Antelope Valley College has bravely adopted a new framework centered on service. When the idea of AVC SERVES was initially discussed, the Strategic Planning Committee engaged in helpful dialogue which culminated in SERVES being an acronym for:

Service
Equity
Resources
Vision
Education
Success

All plans and reports generated by the college fit in this framework, and the acronym reminds us why we are here. AVC SERVES provides the guidance needed for longer-term planning while allowing us to be nimble and responsive to evolving needs in our community. I'm grateful for the collaboration that this strategic plan exemplifies, and I know that together Antelope Valley College will truly serve our students and our community.

In Service,

Jennifer Zellet, Ph.D.
Superintendent/President

Introduction

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

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

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

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

The process for generating the ESP relies heavily on the analysis of the existing program of instruction, the dynamics of the service area, and the vision of future directions articulated by faculty, staff, and administrators. The 2019 Fall semester was used as a "snapshot" in time from which a planning baseline was constructed. That term was selected as the benchmark because it was the last complete term of data available before the impact of COVID-19 lockdowns.

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

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

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

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

College Overview and Planning

A Short History and Overview

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

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

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

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

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

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

The College web pages announce the philosophy, vision, mission, and values that the institution uses to guide its activities and decisions.[1]

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

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

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

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

Vision
To provide quality education that enriches lives.

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

Values
- Community- We create and foster relationships through inclusivity at AVC and among its diverse constituents: students, faculty, staff, administrators, alumni, and the community at large.
- Academic Excellence- We embrace the potential of all students, and we strive to uphold a transformative standard of academic excellence in their pursuit of certificates, degrees, transfer, and lifelong learning, as well as ongoing professional development for all employees.

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

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

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

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

Creative, Critical, and Analytical Thinking
> • Uses intellectual curiosity, judgment and analytical decision making in the acquisition, integration, and application of knowledge and skills.
> • Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

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

Career and Specialized Knowledge
> • Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

College Planning

Institutional Plans
The Educational Service Plan (ESP) is a long-range plan for Academic Affairs and Student Services at the AVC. It provides an environmental scan (external and internal), a review of institutional effectiveness, labor market analysis relative to existing and new programs of study, visions of future development of instructional and student services programs, goals, and a projection for future enrollment and attendance. It is intended to work in conjunction with other Antelope Valley College planning efforts through an integrated planning process.

The Facilities Services Plan (FMP) provides a roadmap for the development of campus property to support the educational program needs, address long-range forecasts for enrollment, and

maximize funding opportunities. The plan addresses sustainability and stewardship of resources, facility conditions, future needs for instructional and student services facilities, building zoning, and circulation topics. Capital construction and major renovation recommendations are projected in phases and a total cost of ownership is calculated. The FMP draws on the enrollment and attendance projections captured in the ESP and translates those to space needs.

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

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

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

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

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

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

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

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

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

- Facilities
- Human Resources
- Communications
- Technology Resources

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

The charge of the Budget Committee is to evaluate and prioritize annual budget requests in order to utilize resources efficiently and effectively and to present recommendations to the Executive Council. The SPC meets periodically with the Budget Committee to ensure alignment of AVC's institutional learning outcomes with the strategic goals. The Budget Committee itself is responsible for analyzing and determining the fiscal impact and necessary resources to implement the ESP, FMP, functional and unit or area plans.

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

Graphic of the AVC Planning and Budgeting Process Flow
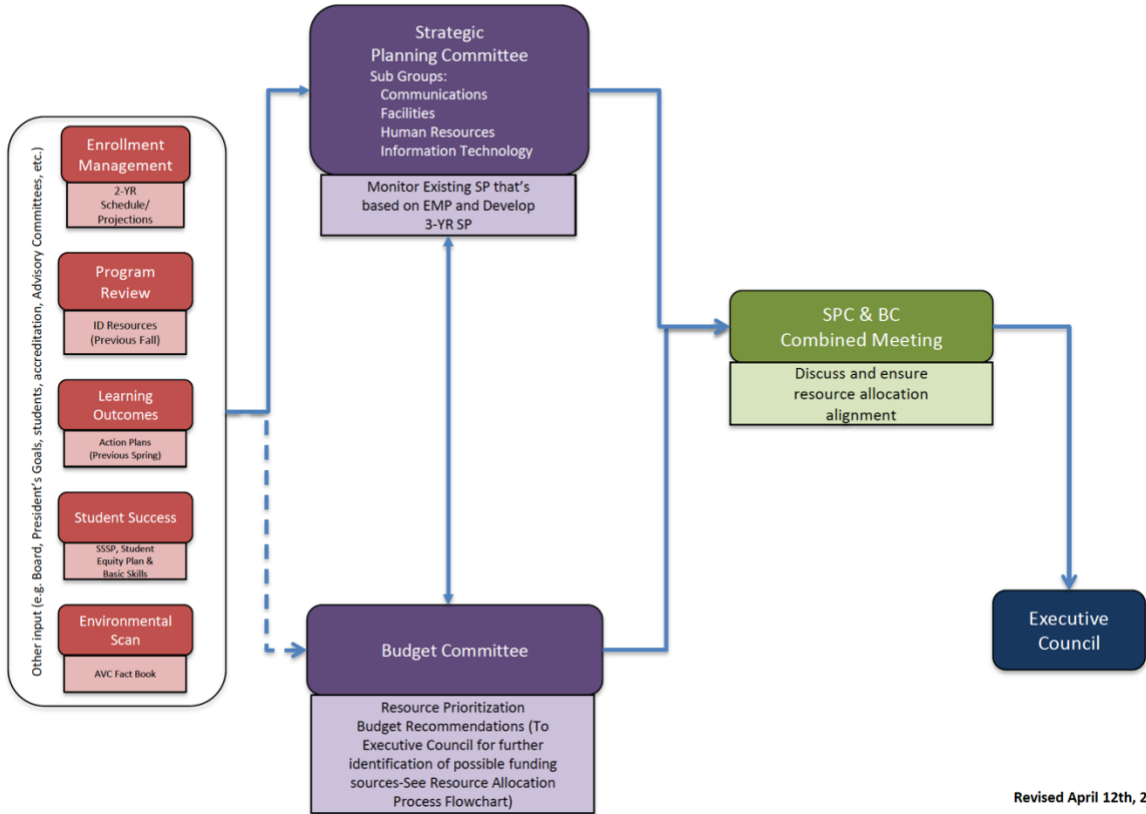
Source: Antelope Valley College, Institutional Effectiveness, Research and Planning Office.

External Scan

The College in Context to its Environment

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

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

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

Several four-year institutions have a presence in Lancaster. The privately operated University of Antelope Valley offers seven associate degree programs (business, criminal justice, hospitality management, healthcare management, allied health, paramedic science, fire science) and a variety of certificates (massage therapy, culinary arts and restaurant management, baking and pastry, vocational nursing, paramedic, emergency medical technician, medical assistant, medical billing and coding, and pharmacy technician) at its Lancaster campus location.
The University of Phoenix provides online instruction with a Learning Center location in Lancaster. Students may pursue a variety of bachelor's degree programs and certificates in business fields, human services, as well as nursing and healthcare.

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

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

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

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

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

AVC Residents Attending Nine Other Colleges in the Fall Term

Fall Term Headcount of AVC Residents Attending Elsewhere

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

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

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

Economy and Employment

The California economy is expected to continue its expansion and growth. State revenue is greater than projections in November 2021. The Department of Finance and Legislative Analyst's Office found that revenue for the current fiscal year (2022) was some $13.3 billion above projections. When the prior fiscal year-end amount from 2020-21 is combined with the current fiscal year-to-date total, the preliminary general fund cash receipts are $18.6 billion above the 2021-22 Budget Act forecast.[2]

The Great Recession seems to have come to a conclusion and even after two years of COVID, California's economy is in a strong position. The economic trajectory has been unlike any in the modern era because the cause of the recession was not economic but rather a health crisis. COVID afflicted a state economy that had been growing for more than a decade. In addition, federal and state direct support, coupled with expanded unemployment insurance, was broad-based as it reached a large share of the workforce. Yet the COVID pandemic has taken a toll on the state economy and has caused two economic shifts that could create or widen disparities in economic opportunity. First, the shift in spending from services to goods has been notable and the leisure and hospitality plus personal services sectors were the hardest hit with their large workforces. Indeed, some workers appear to be electing not to return to service sector jobs. Second, COVID shifted a substantial share of the work activity to remote settings. Before COVID roughly 5% of work was done remotely, but it is thought that into the future 25% of future work will be done remotely.[3] The shift to remote work is expected to be most common in

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[2] John Myers. "The State Budget's Mountain of Cash," Los Angeles Times. January 7, 2022. California Legislative Analyst's Office. *The 2022-23 Budget: California's Fiscal Outlook*. November 2021.
[3] Nicholas Bloom. "I have Been Studying Work From Home for Years," *Barron's*, January 5, 2022

professions such as information technology and finance and least common in retail, manufacturing, and healthcare.[4]

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

The State economy appears to be on the mend and unemployment levels continue to diminish and a recent report from the Public Policy Institute of California (PPIC) observed in 2019 34% of adults had at least a bachelor's degree compared to 30% in 2009.[6] That progress will help the state meet the future needs for a more educated workforce. As early as 2025 PPIC projected that the State is likely to face a great shortage of workers who have some college education but less than a bachelor's degree. PPIC projections, and those of the Centers of Excellence, are that the requisite number of workers with some college education but less than a bachelor's degree may be as high as 1.4 million to fill middle-skill job openings. These needs are even larger than the projected one-million-worker shortage of college graduates with a bachelor's degree.[7] The analysis affirms that training beyond high school has become increasingly valuable in the labor market.

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

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

[5] Ibid

[6] Cesar Perez, Hans Johnson, Vicki Hsieh. "California Sees More College Graduates, but Progress Is Uneven," *Public Policy Institute of California Blog*, April 15, 2021

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

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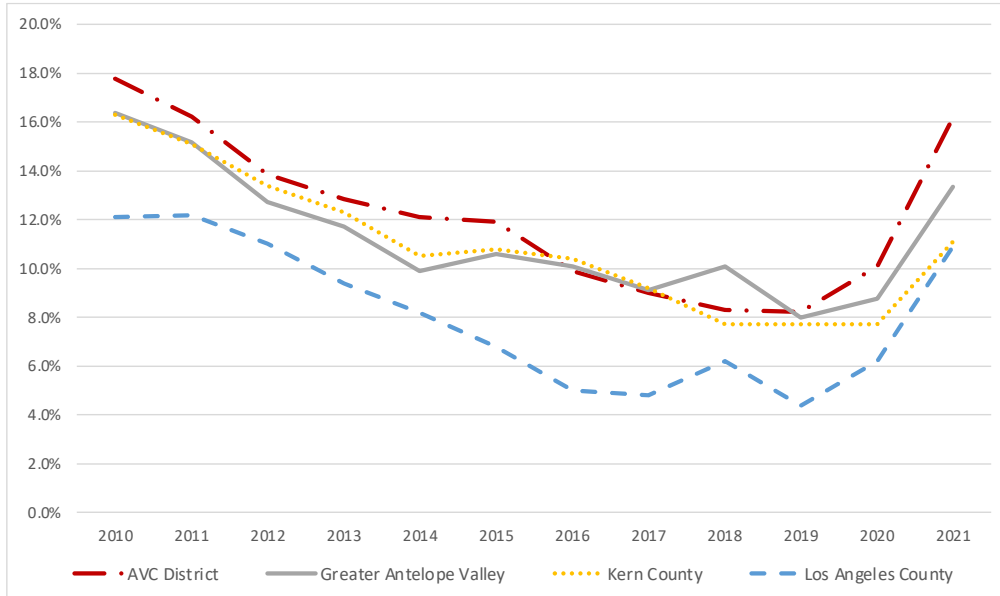
Source: California Employment Development Department, *Labor Force and Unemployment Interactive Map.* Retrieved March 12, 2022, from https://www.labormarketinfo.edd.ca.gov/data/interactive-labor-market-data-tools.html

Cost of Living

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

Cost of Living Index Analysis

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

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

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

Housing costs remain considerable in the Antelope Valley but are below the statewide average. Compared to the 2004-06 era, permits for residential housing construction has declined. In 2000 the City of Lancaster had 3.5 permits per 1,000 residents compared to the overall county figure of 2 permits per 1,000 residents. By 2018 the permit ratio was down to 1 per 1,000 residents as opposed to Los Angeles County's rate of 2.2 that same year. Between 2010 and 2018 the median home sales price in the City of Lancaster increased 115 percent. The most common housing type is single family detached, but 15% of the housing units in 2018 were multi-family five-units or more buildings. In 2017 the average share of total household income devoted to housing for renters was 40.5% while it was 23.7% for homeowners.[8]

The circumstances in Palmdale have been a bit more severe. Compared to the 2004-06 era, permits for residential housing construction has declined. In 2000 the City of Lancaster had 5.2 permits per 1,000 residents compared to the overall county figure of 2 permits per 1,000 residents. By 2018 the permit ratio was down to 0.8 per 1,000 residents as opposed to Los Angeles County's rate of 2.2 that same year. Between 2010 and 2018 the median home sales price in the City of Lancaster increased 104 percent. The most common housing type is single family detached, but 12% of the housing units in 2018 were multi-family five-units or more

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[8] Southern California Association of Governments. *Profile of the City of Lancaster*. May 2019

buildings. In 2017 the average share of total household income devoted to housing for renters was 42.8% while it was 25.2% for homeowners.

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

Family Needs Calculator for Kern and Los Angeles Counties

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

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

The 2021 federal poverty threshold for a single adult was $14,097 and for a family of four it was $27,575. A California Poverty Measure (CPM) has been developed by the Public Policy Institute of California (PPIC) and the Stanford Center on Poverty and Inequality. By that measure the statewide poverty threshold for a family of four was $35,600. In Kern County the CPM was comparable to the federal level while in Los Angeles County was closer to the statewide level. Within the AVC service area at least 20% of the households at the poverty level.

Household Incomes in the AVC Service Area

	2023 Estimate		2028 Projection	
Income Range	Number	Percent	Number	Percent
<$25,000	26,320	20.3%	23,720	18.2%
$25,000 to $74,999	43,922	33.9%	38,340	29.5%
$75,000 to $199,000	50,494	38.9%	55,838	42.9%
$>200,000	9,038	7.0%	12,244	9.4%

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

Median household income was estimated at $70,133 in 2023 and is expected to increase to $82,962 by 2028. Per capita income was a modest $30,208 in 2023 but will likely become $35,470 by 2028.

Area Internet Access
Under current California law (SB-156 [2021]), an area is considered "served" by broadband if speeds of 25 Mbps downstream and 3 Mbps upstream (25/3) are available. The FCC recommends downstream speeds of 5-25 Mbps for single-user student and telecommuting usage (https://www.fcc.gov/consumers/guides/broadband-speed-guide).

Information from the California Public Utilities Commission Broadband Map indicates that Rosamond, Lancaster, Quartz Hills, Palmdale, and Lake Los Angeles have consumer fixed downstream deployment that exceeds the recommended Mbps levels. Detailed maps of coverage are found in Appendix 03.B.

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

Computer Ownership and Internet Access

Internet Access	Communities Served by AVC								
	Lancaster	Palmdale	Rosamond	Littlerock	Acton	Lake Hughes	Pearblossom	Llano	Average
Households with a computer	90.0%	93.9%	92.2%	92.7%	93.8%	96.4%	N/A	N/A	93.2%
Households with a broadband Internet subscription	83.1%	88.9%	85.0%	80.2%	91.0%	70.9%	N/A	N/A	83.2%

Source: U.S. Census Bureau, *American Communities Survey, 5-Year Estimates 2020 (Table S2801).* Retrieved August 18, 2022, from https://data.census.gov/cedsci/table?q=internet%20access,%20los%20angeles%20county&g=1600000US0600212,0639556,0640130,0655156,0662826&tid=ACSST5Y2020.S2801

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

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

Education	Percentage
Some college, no degree	5.3%
Less than high school	6.2%
High School diploma or GED	6.5%
Bachelor's degree	7.0%
Professional degree	7.1%
Postsecondary certificate	7.1%
Associate degree	7.7%
Master's degree	9.6%
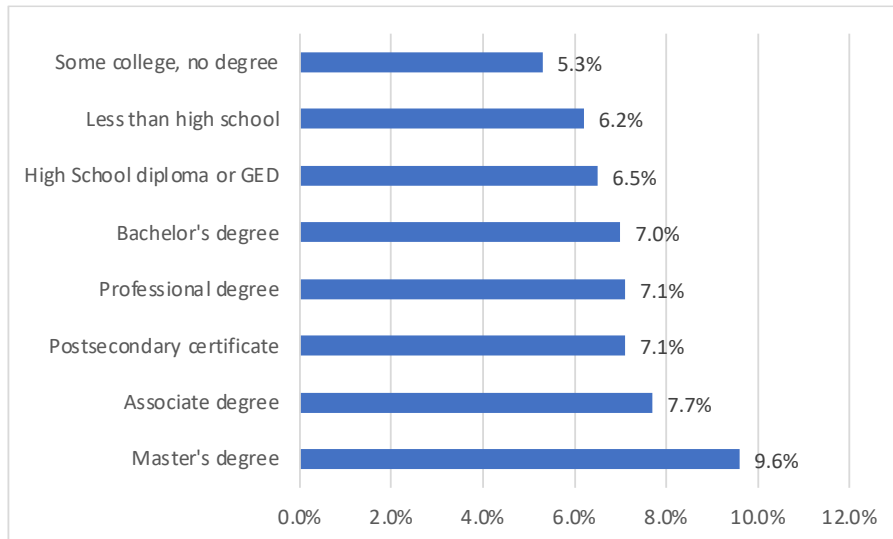
Source: Los Angeles Economic Development Corporation. *Addressing the Knowledge Worker Talent Gap in Southern California*. November 14, 2020.

The California Employment Development Department (EDD) commonly provides a 10-year projection of growth in industries and occupations at the county and metropolitan area level of detail. Between 2018 and 2028 the EDD projects an 8.8% employment increase in Los Angeles County. Eight of the eleven non-farm industry sectors will contribute to that growth. The greatest growth is projected in four industry sectors: (1) Educational Service (private), health care, and social assistance; (2) professional and business services; (3) leisure and hospitality; and, (4) construction. The following table documents the Los Angeles County expected numbers for employment opportunities by industry category.[9]

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

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

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[9] Southern California Association of Governments. *Profile of the City of Palmdale*. May 2019

Los Angeles County Projected Employment by Industry

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

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

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

Kern County Projected Employment by Industry

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

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

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

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

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

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

Antelope Valley College District, 2023 Employment by Industry

Industry	#	%
Agriculture/Mining	1,544	0.9%
Construction	15,708	9.4%
Manufacturing	18,858	11.3%
Wholesale Trade	2,438	1.5%
Retail Trade	16,980	10.2%
Transportation/Utilities	13,252	8.0%
Information	2,605	1.6%
Finance/Insurance/Real Estate	6,876	4.1%
Services	76,540	45.9%
Public Administration	11,850	7.1%

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

Antelope Valley College District, 2023 Employment by Occupational Group

Occupation	Nbr.	%	Nbr.	%
White Collar			87,664	52.6%
Management/Business/Finance	19,506	11.7%		
Professional	37,144	22.3%		
Sales	13,902	8.3%		
Administrative Support	17,112	10.3%		
Services			32,643	19.6%
Blue Collar			46,336	27.8%
Farming/Fishing/Forestry	869	0.5%		
Construction/Extraction	13,700	7.9%		
Installation/Maintenance/Repair	6,631	3.8%		
Production	10,367	5.2%		
Transportation/Material Moving	14,770	9.0%		

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

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

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

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

Implications for Antelope Valley College

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

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

Higher Education Policy

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

Vision for Success, Roadmap, and Vision 2030
Developed in September 2017, the Vision for Success established a vision for improving the performance of the California Community College System within five years, by 2022, and some statewide performance targets. Each college was tasked to develop its own metrics for each of the Vision goals. Its purpose is to ensure that the community college system is fulfilling its ultimate aim to help students complete their educational goals. With the 2022-23 budget the Governor articulated a multi-year Roadmap of performance goals for the community colleges in exchange for budget support. By 2023 a new Chancellor announced the Vision 2030 initiative to build on the Vision for Success and Roadmap goals by increasing attainment among the community college system while retaining the learner-centered equity emphasis.

The Vision 2030 document "envisions an educational system more inclusive of all Californians that ensures access points for every learner, across race, ethnicity, region, class and gender to enter a pathway, with tailored supports, with exit points to transfer or complete a community college baccalaureate or obtain a job with family-sustaining wages." In particular Vision 2030 calls for:

- The system to continue to optimize educational technologies, both existing and emergent.

- Community colleges to lead in climate action in both workforce development and in current built spaces as well as daily operations.
- Colleges to bring the higher education experience to high school graduates who have not completed a college credential.
- Do more to expand participation in dual enrollment programs.

The Vision 2030 (2023-2030) document sketches three strategic directions:

1. Equitable baccalaureate attainment.
2. Equitable workforce and economic development
3. Implications for the future of learning

The document is built around three goals and six outcomes:

Equity in success
1. Increase completion of degree or certificate at a community college with equity.
2. Increase baccalaureate attainment with equity.
   a. Increase transfer preparation.
   b. Increase community college baccalaureate completion.
3. Workforce- earning a living wage metrics.

Equity in Action
4. Increase with equity, participation/enrollments for dual enrollment, justice involved individuals, veterans, working adults, low-income adults.

Equity in Support
5. Increase the number of Pell grant recipients and CCPG recipients.
6. Reduce units to Associate Degree for Transfer

The Vision 2030 is the foundational statewide initiative for ensuring positive outcomes for students entering the community college system. Several other initiatives are aligned with Vision 2030 and are designed to help make the achievement of its goals a reality.

Governor's Community College Roadmap
In the fiscal year 2022-23 budget the governor promised five years (2022-23 to 2026-27) of enhanced funding if the community college system would commit to work toward accomplishing shared goals that were similar to those articulated in the Vision for Success. Those new goals are summarized as follows:

Completion-
- Increase the percentage of students earning degrees, certificates and specific skill sets for in-demand jobs by 20% by 2026;
- Increase the percentage of TK-12 students who graduate with 12 or more college units earned through dual enrollment by 15%;
- Focus on establishing or expanding programs that address workforce needs in healthcare, climate action, education, and early education.

Transfers-
- Increase the number of transfers to the UC CSU in proportion to enrollment growth in those systems;
- Annually publish, for all colleges, the 2-year associate degree graduation rate and the of first-time students who have successfully completed at least 30 units before entering second year, disaggregated for underrepresented and Pell students;
- Establish pathways in those fields from high school through university, including development of Associate Degree for Transfer and transfer pathways along with dual enrollment opportunities that ensure transfer community college credits toward degree programs.

Units Accumulated-
- Decrease the median units to completion in excess of 60 by 15% of the units and establish systemwide stretch goals regarding the number of students completing or transferring within the minimum amount of time necessary.

Career Technical Education Students Employed In Field of Study-
- Establish a baseline for credit for prior learning (CPL) offerings and increase these offerings annually. Increase systemwide access and enrollment into direct-assessment competency based education (CBE) programs by 15 percent.

Equity-
- Improve systemwide graduation rates, transfer rates, and time to completion among underrepresented, Pell Grant recipients, and disabled students to meet the average of all students by 2026;
- Close equity gaps in access to dual enrollment programs
- Increase the percentage of completing students who earn a living wage by 15%.

By 2023 a new Chancellor announced the Vision 2030 initiative to build on the Vision for Success and Roadmap goals by increasing attainment among the community college system while retaining the learner-centered equity emphasis.

The Vision 2030 document "envisions an educational system more inclusive of all Californians that ensures access points for every learner, across race, ethnicity, region, class and gender to enter a pathway, with tailored supports, with exit points to transfer or complete a community college baccalaureate or obtain a job with family-sustaining wages." In particular Vision 2030 calls for:

- The system to continue to optimize educational technologies, both existing and emergent.
- Community colleges to lead in climate action in both workforce development and in current built spaces as well as daily operations.
- Colleges to bring the higher education experience to high school graduates who have not completed a college credential.
- Do more to expand participation in dual enrollment programs.

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3. Workforce- earning a living wage metrics.

Equity in Action
4. Increase with equity, participation/enrollments for dual enrollment, justice involved individuals, veterans, working adults, low-income adults.

Equity in Support
5. Increase the number of Pell grant recipients and CCPG recipients.
6. Reduce units to Associate Degree for Transfer.

As is the case with the Vision 2030 goals, several other initiatives are aligned with the Roadmap and are designed to help make the achievement of its goals a reality.

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

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

AB 705
AB 705 took effect on January 1, 2018. The bill required community college districts and colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and to use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average. Companion legislation, AB1805, set a target date of July 2021 for colleges to report placement data to the Chancellor's Office. This bill required community college districts and colleges to inform students of their rights under AB 705 regarding placement into English and math courses based on the best of multiple measures.

Also, colleges were to report to the Chancellor's Office what measures were used to determine placement, the number of students assessed, and the percentage placed into transfer-level courses disaggregated by race and ethnicity. The colleges were required to publicly publish student rights and placement results disaggregated by race and ethnicity. This legislation was applied to any college receiving Student Equity and Achievement funding.

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

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

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

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

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

- A base allocation, which largely reflects FTES;
- A supplemental allocation based on the number of students receiving a California College Promise Grant, a Pell Grant or students covered by AB 540;

- A student success allocation based on outcomes that include the number of students
  - earning associate degrees and credit certificates,
  - transferring to four-year colleges and universities,
  - who complete transfer-level math and English within their first year,
  - who complete nine or more career education units, and
  - who have attained the regional living wage.

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

Call to Action
The tragic death of George Floyd and others brought issues of racism and equity to the top of the public agenda. In response, during June 2020 The Chancellor hosted a webinar and issued correspondence to the California community college family that was a "Call to Action" to mobilize around six key areas in order to address structural racism. Colleges were to create a work plan around these areas:

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

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

AB132_SB 129 Student Basic Needs
This legislation was signed into law in July 2021 as a budget trailer bill to provide $30 million in ongoing investment to community colleges for the purpose of providing a coordinated and integrated approach at each college to meet students' basic needs. By July 1, 2022, colleges are to create a basic needs center and hire a coordinator to provide a single point of contact for students to access services. Functioning as a broker, the coordinator will link students to on and off-campus housing, food, mental health, and other basic needs services and resources. The goal is to centralize services in a one-stop center.

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

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

Population Served: Antelope Valley Community College District Effective Service Area

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

Official AVCCD Boundaries
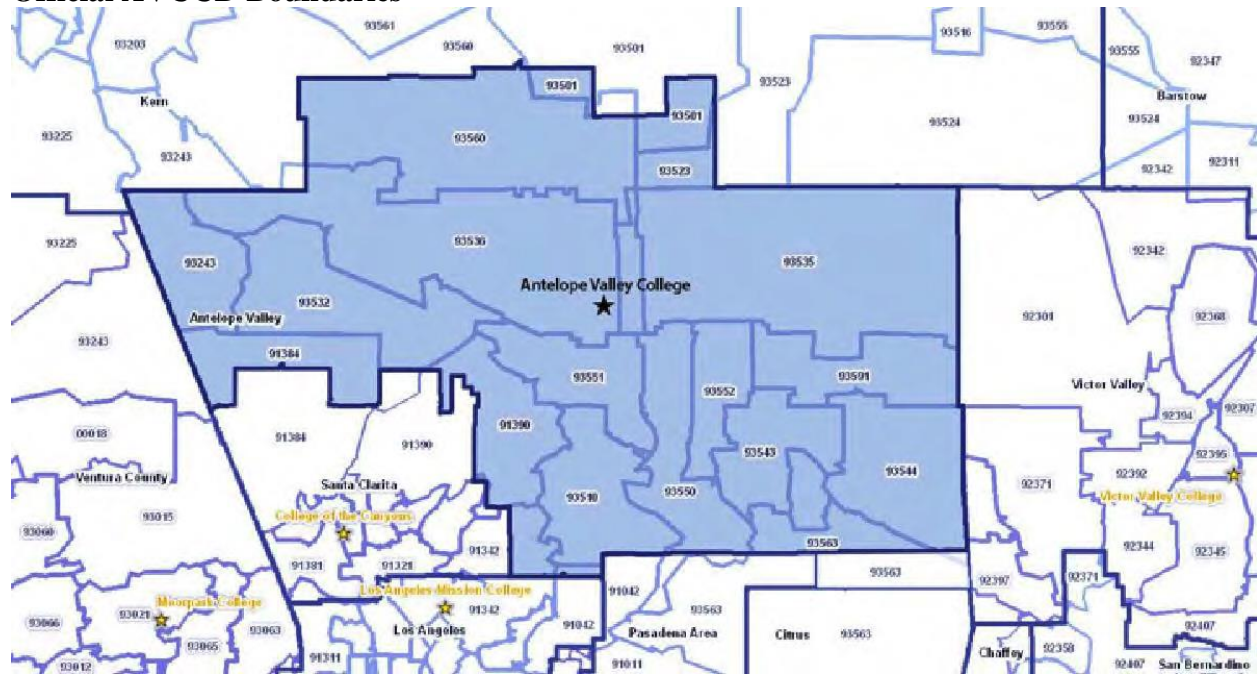
Source: Antelope Valley College. Marketing and Public Information Office

Geographically, the District covers 1,945 square miles. In 2021 the area population was estimated to be 411,868 people. The official District service area population is projected to become approximately 415,738 by 2026. U.S. Census Bureau population estimates reveal that between July 2020 and 2021 Lancaster lost roughly 2,700 people and Palmdale lost 3,500 residents.[10]

The analysis of student residential zip codes from Fall 2010 to Fall 2019 indicates that most, 95%, of the students attending the College live within the official District service area and only 5% are residing outside of that area. Two cities, Tehachapi, and California City, which are outside of the Antelope Valley Community College District, contributed the most out-of-District students, but enrollments from Tehachapi have sharply declined overtime. The population in California City and Tehachapi was excluded from the effective service area analysis as both are within another college's official service area and the enrollments from those cities have been small.

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

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

Participation at AVC by City

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

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

Source: Antelope Valley College, Institutional Effectiveness, Research and Planning Department. *Fall Terms Student Profile Dashboard*; analysis by Cambridge West Partnership, LLC

While population in the District area has grown, the participation rate of adults, ages 18 to 69, at the College has declined. The following table compares the annual headcount of students attending AVC to the adult population (ages 18 to 69) in the same year. An analysis of participation rates by zip code is found in Appendix 03.D.

Antelope Valley College Participation Rate Trends

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

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

Demographic attributes for the AVC effective service area associated are provided in the following table. Population growth between the year 2021 and 2026 for the AVC effective service area is expected to be 0.9% or 0.2% annually. Rosamond is projected to grow faster (annual rate of 0.55%) than Lancaster or Palmdale. Daytime workers cover persons who not only live and work in the same area but also those who work in the area but live elsewhere. A household is an occupied housing unit. Families are households in which one or more persons in the household are related to the householder (formerly, the head of the household) by birth, marriage, or adoption.

AVC Effective Service Area Demographics

Variable	Census Data			Estimate 2023	Projection 2028	2023 vs. 2028		2023 to 2028
	2000	2010	2020			# Change	% Change	An Growth Rate
Population	308,345	388,881	427,289	428,342	426,942	-1,400	-0.3%	-0.1%
Total Daytime Population				364,945				
Workers				103,962				
Residents				260,983				
Households	96,981	115,609	129,254	129,652	141,127	11,475	8.9%	
Families		89,316		99,825	100,378	553	0.6%	

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

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

Antelope Valley College Effective Service Area, Extended Population Projections

Extended Population Projections

2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038
426,661	426,381	426,102	425,824	425,548	425,272	424,997	424,724	424,451	424,180	423,910

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

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

Educational Attainment in the AVC Effective Service Area, 2023 Residents Aged 25 or Older

Education Level	2023 Estimate	
	Number	Percent
Less Than High School Diploma	51,496	18.9%
High School Diploma or GED	87,055	31.9%
Some College, No Degree	57,456	21.1%
Associate Degree	24,893	9.1%
Bachelor's Degree	34,503	12.6%
Graduate Degree	17,753	6.5%
Total	*273,157*	

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

However, educational attainment varies by community in the District.

Educational Attainment Varies by Community

Education Level	2023 Estimate	
	Number	Percent
High School Diploma or Less Than High School		
Lancaster	53,067	47.9%
Palmdale	55,684	53.1%
Rosamond	7,162	48.5%
Some College, No Degree		
Lancaster	23,376	21.1%
Palmdale	21,707	20.7%
Rosamond	3,249	22.0%

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

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

English Language Learners

Language Spoken	Ages and Percent of Population Age 5+						All Ages		Age 18 to 65+	
	5-17	% of City Total	18-64	% of City Total	65+	% of City Total	Total	% of City	# by City	% of City
Speaks English, but not well										
Lancaster	153	0.1%	3,798	2.4%	1,000	0.6%	4,951	3.1%	4,798	3.0%
Palmdale	331	0.2%	8,213	5.7%	1,619	1.1%	10,163	7.1%	9,832	6.8%
Rosamond	8	0.04%	829	4.1%	99	0.5%	936	4.6%	928	4.6%
Totals							16,050	14.8%	15,558	14.4%
Speaks another language, but not English										
Lancaster	1	0.0%	965	0.6%	906	0.6%	1,872	1.2%	1,871	1.2%
Palmdale	107	0.1%	2,391	1.7%	1,423	1.0%	3,921	2.7%	3,814	2.6%
Rosamond	0		133	0.7%	63	0.3%	196	1.0%	196	1.0%
Totals							5,989	4.9%	36,997	4.8%
Speaks English, But Not Well/Another Language										
District-wide Totals by Age	600	0.2%	16,329	5.0%	5,110		1.6%	(% of 323,495 age 5+)		
Speaks English, But Not Well/Another Language Totals by City and Age:										
Lancaster	154	0.1%	4,763	3.0%	1,906	1.2%	6,823	4.3%	6,669	4.2%
Palmdale	438	0.3%	10,604	7.4%	3,042	2.1%	14,084	9.8%	13,646	9.5%
Rosamond	8	0.04%	962	4.7%	162	0.8%	1,132	5.6%	1,124	5.5%
Totals							22,039	19.6%	21,439	19.2%

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

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

Regional Needs Data for the Antelope Valley Regional Adult Education Consortium

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

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

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

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

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

AVC Effective Service Area Population and Projections By Age Category

Age Category	2020 Census		2023 Estimate		2028 Projection		2023 vs. 2028	
	Number	%	Number	%	Number	%	# Change	% Change
Under 15	96,138	22.5%	93,183	21.8%	93,985	22.0%	802	0.9%
Career Choice (15-24)	64,841	15.2%	62,260	14.5%	55,228	12.9%	-7,032	-11.3%
Career Start (25-34)	60,343	14.1%	74,521	17.4%	72,685	17.0%	-1,836	-2.5%
Career Middle (35-44)	53,377	12.5%	50,671	11.8%	60,219	14.1%	9,548	18.8%
Career Finish (45-64)	104,410	24.4%	96,407	22.5%	86,636	20.3%	-9,771	-10.1%
Retirement (65+)	49,601	11.6%	51,300	12.0%	58,189	13.6%	6,889	13.4%
Total Population	*428,710*		*428,342*		*426,942*		*-1,400*	*-0.3%*

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

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

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

Age	2020 Total= 427,289		2023 Total= 428,342		2028 Total= 426,942		2023 vs 2028 Nbr. Change	Change in %
15	6,940	1.6%	5,947	1.4%	5,709	1.3%		
16	6,828	1.6%	5,919	1.4%	5,600	1.3%		
17	6,834	1.6%	5,965	1.4%	5,554	1.3%		
High School Age								
15 to 17	20,602	4.8%	17,831	4.2%	16,863	3.9%	-968	-0.9%
College Age								
18 to 24	44,239	10.4%	44,429	10.4%	38,365	9.0%	-6,064	-1.4%

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

The larger of the two public school districts in the effective service area is the Antelope Valley Union High School District (AVUHSD). In more recent years from 2015-16 to 2022-23 the secondary segment, grades 9-12, averaged 22,596 students but declining annually by 211 students representing an average annual drop of 0.9%. The numbers of high school graduates from 2015-16 to 2022-23 averaged 4,198 but declined by an annual average of 1.7% or 90 graduates.[11]

The smaller of the two public school districts in the effective service area is the Southern Kern Unified School District (SKUSD) which serves Rosamond with grades K to 12. In this smaller district, from 2015-16 to 2022-23 the secondary segment, grades 9-12, averaged 951 students and increased annually by an annual average of 21 students or 2.4%. The numbers of high school graduates from 2015-16 to 2022-23 averaged 198 but declined by an annual average of 1 student or 0.5% annually.[12]

With an annual average increase of 234 graduates or 1.7% annually, the California Department of Finance projections for high school graduates, 2020-21 to 2030-31, indicates an average of 14,377 graduates in Kern County. However, in Los Angeles County the same projection report indicates an average of 94,129 graduates, signifying an average annual decline of 1,551 graduates or a 1.6% annual decline over the period 2020-21 to 2030-31.[13]

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[11] California Department of Education. *Data Quest*. Retrieved January 6, 2024 from https://dq.cde.ca.gov/dataquest/
[12] Ibid
[13] California Department of Finance, *California Public K-12 Graded Enrollment and High School Graduates Projections by County- 2021 Series*. Retrieved July 12, 2022, from https://dof.ca.gov/forecasting/Demographics/; analysis by Cambridge West Partnership, LLC

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

High School Graduates Yield Rate for AVC

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

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

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

Antelope Valley College Effective Service Area, Racial and Ethnic Composition

Race	2010 Census		2023 Estimate		2028		2023 to 2028	
	Number	Percent	Number	Percent	Number	Percent	Nbr. Change	Change in %
White Alone	204,955	52.7%	134,579	31.4%	123,635	29.0%	-10,944	-8.1%
Black Alone	60,324	15.5%	65,734	15.3%	63,938	15.0%	-1,796	-2.7%
American Indian Alone	3,926	1.0%	8,545	2.0%	9,347	2.2%	802	9.4%
Asian Alone	15,091	3.9%	18,197	4.2%	19,007	4.5%	810	4.5%
Pacific islander Alone	815	0.2%	879	0.2%	877	0.2%	-2	-0.2%
Some Other Race Alone	82,912	21.3%	128,086	29.9%	135,736	31.8%	7,651	6.0%
Two or More Races	20,467	5.3%	72,345	16.9%	74,379	17.4%	2,034	2.8%
Total	39,110		428,364		426,919		-1,445	-0.3%
Ethnicity								
Hispanic	174,051	44.8%	233,369	54.5%	244,493	57.3%	11,124	4.8%

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

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

Implications for Antelope Valley College

1. The *overall* adult population, ages 18 to 64, in the AVC effective service area has been slowly declining. From 2020 to 2028 this portion of the total population changed from 65.2%, to 65.2%. The participation ratios at the College have declined through 2019-20 and declined further due to the COVID pandemic. This has been the experience for most colleges in the system. *The College should mount an aggressive outreach and recruitment effort to rebuild enrollments.*
2. The *subpopulation* in area high schools and among traditional college age, 19 to 24 years, residents has been declining and is projected to decline further from 2023 to 2028. *Dual or concurrent enrollment efforts are important but appeals to working adults will be essential in order to bolster enrollments and serve the area residents.*
3. Fifty-one percent of area residents age 25+ have completed high school or less education. That translates to 138,551 potential students. Educational attainment is lowest in Palmdale. *The College should consider increasing its presence in that community.*
4. Nineteen percent of adults, age 18-65+, do not speak English well or not at all. The highest percentage of English language learners is in Palmdale. The greatest concentration throughout the District are residents in the 18-64 age range. *The College should consider expanding ESL offerings in Palmdale and coordinating with the local adults school to offer non-credit ESL and vocational ESL curriculum packaged as career development and college preparation (CDCP) programs of study.*

5. District residents who claim Hispanic ethnicity are increasing in numbers and will represent 57% of the area population by 2028. The Hispanic heritage and African American (Black) populations have been traditionally underrepresented in higher education. From 1992 to 2019 the portion of the systemwide community college student body that was African American in declined by 1.7% while it increased at AVC by 5.7%. From 1992 to 2019 the Hispanic population proportion of all California community college students grew by 25.8% while at AVC it grew by 42.4%. Because 25% or more of the students attending AVC are of Hispanic heritage, the College is now designated as a Hispanic Service Institution (HIS). *The College should continue pursuing ways to tailor marketing appeals and outreach services to residents of these underrepresented groups.*

Internal Scan

Fall Headcounts and FTES Trends

From Fall 2010 to Fall 2019, the student headcount at Antelope Valley College initially saw a downward trend to 2013 that might have reflected an impact from the Great Recession. Starting in 2013 headcounts steadily increased to the peak point in 2018. Another downturn began in 2019, the base term for this Plan, and was exacerbated by the COVID pandemic for Fall 2020 and 2021. Fall 2022 headcounts (12,014) are above those from Fall 2021 (11,396) but remain below the Fall 2019 numbers.

Antelope Valley College Headcount Trends

Fall Terms Distinct Student Headcounts

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
14,575	14,311	13,959	14,457	14,656	14,739	14,522	14,567	14,699	14,376	12,322	11,396	12,014	12,195

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

The annual headcounts follow 2020-21 to 2022-23 follow the fall term pattern described above.

Distinct Student Annual Headcounts

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-13
19,305	18,198	17,989	19,011	19,097	19,140	18,758	19,135	19,154	19,157	15,826	15,006	15,723

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

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

Fall Term Headcount Trends for Neighboring Colleges
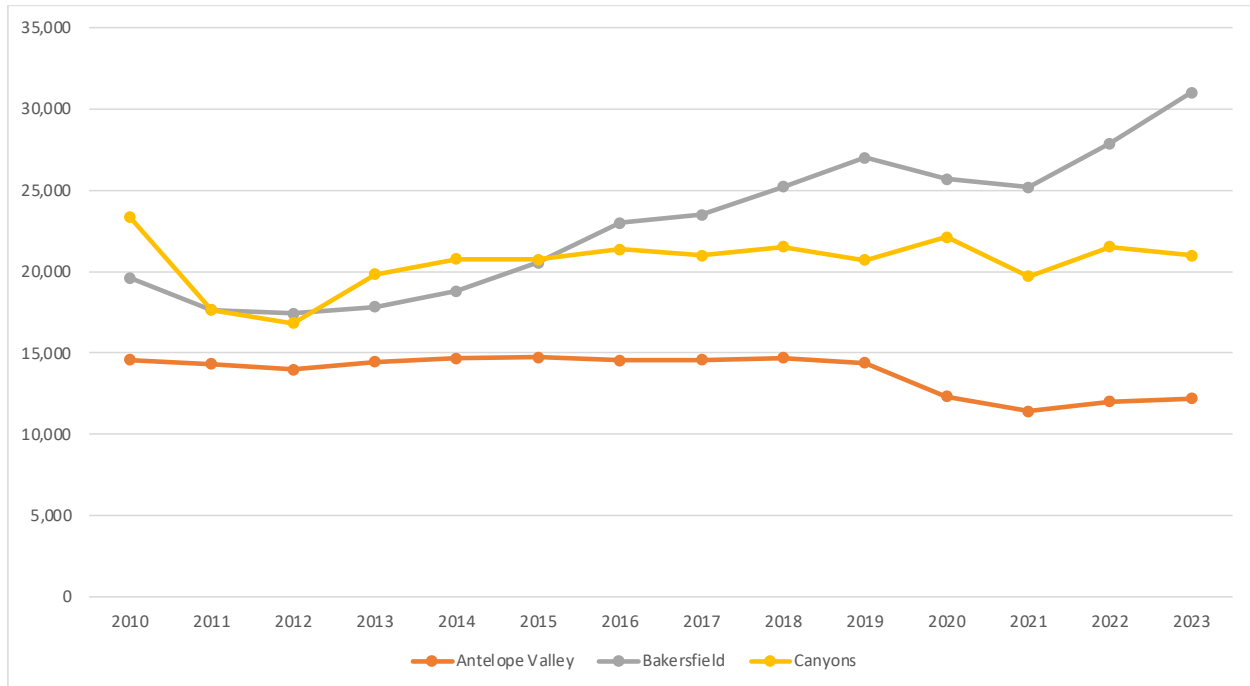
Source: California Community Colleges, Chancellor's Office. *Data Mart*; analysis by Cambridge West Partnership, LLC

The College's *actual/reported* Full-time Equivalent Student (FTES) fall patterns somewhat follow the headcount trends; however, the annual trend in recent years may include more shifting of summer FTES from one fiscal year to the next. Academic year 2019-20 was the last "normal" year before the COVID-19 pandemic lockdowns.

AVC Actual/Reported Annual FTES

AVC Actual/Reported FTES												
2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
11,377	10,583	10,619	11,140	11,290	11,657	10,567	10,616	11,013	11,055	9,199	8,274	8,999

Sources: California Community Colleges, Chancellor's Office. *Annual Recalculation Apportionment Reports*; analysis by Cambridge West Partnership, LLC

Growth in fall FTES dropped in 2015 then slowed after that year. The impact of the COVID 19 pandemic is evident in the fall 2020 to 2023 data.

AVC Fall FTES
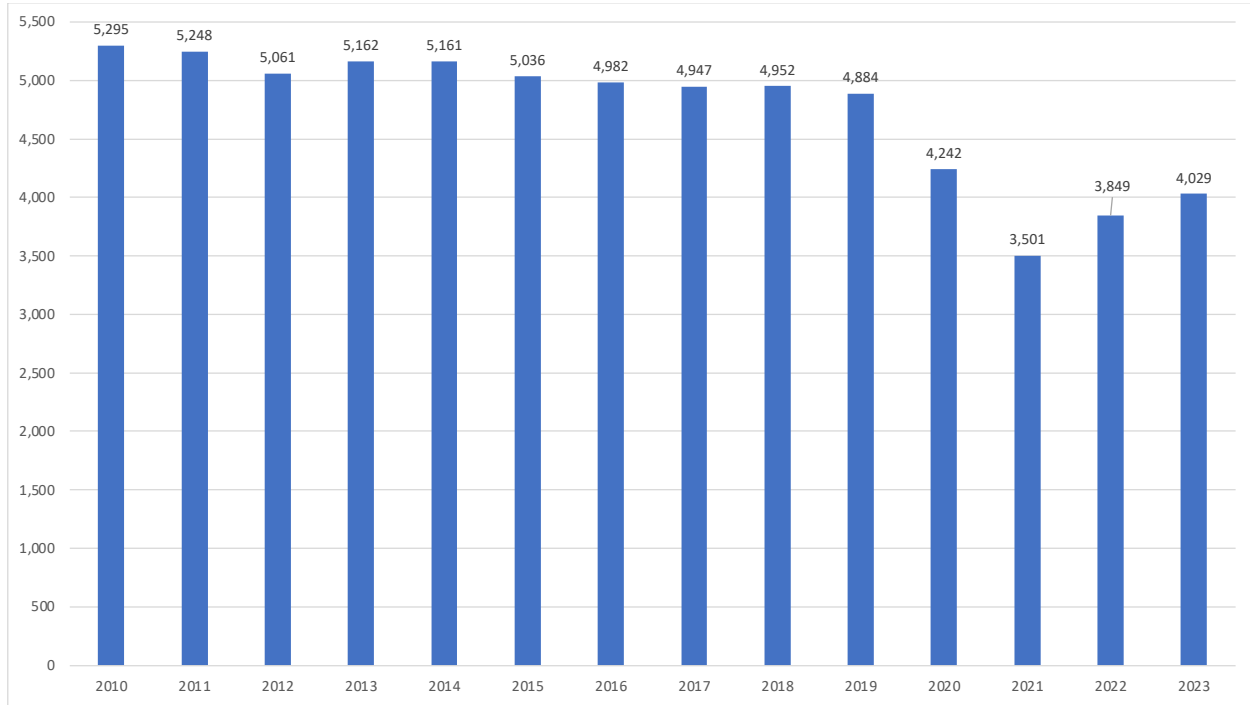
Source: Antelope Valley College, Institutional Effectiveness, Research, and Planning Office. *FTES Prior Terms Dashboard.* Retrieved March 1, 2022, and December 8, 2023, from https://public.tableau.com/app/profile/svetlana6591/viz/FTESPriorTerms/PastTerms

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

Current Program of Instruction

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

As of January 2024, the College was authorized to offer 150 instructional programs (degrees and certificates). One of those is the Bachelor of Science Degree in Airframe Manufacturing Technology. Twenty-seven of these approved programs are associate degrees for transfer (AD-T). There are also 20 Associate of Arts and 34 Associate of Science degrees.

The College sponsors 62 Certificates of Achievement. Fifty-six of those are in disciplines that are considered career and technical education, four are in liberal arts disciplines, and two are certificates to affirm a student's completion of the general education requirements for CSU or IGETC. AVC also has six approved non-credit programs of study in nursing skills and English as a Second Language. Additionally, the Board of Trustees authorized the College to award several Certificates of Career Preparation that require a modest number of credit units. By state policy

those certificates are not entered on the students' transcripts upon completion nor are those awards reported to the state.

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

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

- The Federal Aviation Administration accredits the Aeronautical and Aviation Technology programs.
- The State of California Department of industrial Relations Division of Labor Standards Enforcement-Electrician Certification Unit accredits the Electrical Technology program.
- The National Institute for Automotive Service Excellence accredits the Automotive program.
- The California Board of Registered Nursing approves the Associate Degree Nursing program.
- The California Board of Vocational Nursing and Psychiatric Technicians approves the Vocational Nursing Licensed Vocational Nursing program.
- The College is seeking re-accreditation from the California State Fire Marshal the Fire Fighter 1 Academy and the Fire Technology (Wildland) Academy.
- The Los Angeles County Emergency Medical Services Agency accredits the Emergency Medical Technology program.
- The Joint Review Committee on Education in Radiologic Technology (JRCERT) accredits the Radiologic Technology program.
- The National Commission on Accreditation for Respiratory Care accredits the Respiratory Care program.

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

Fall 2019 Key Measures for the Program of Instruction
Lancaster Campus

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

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

Lancaster Off Campus

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

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

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

Fall 2019 Key Measures for the Program of Instruction
Palmdale Center

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

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

Palmdale Off Campus

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

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

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

Fall 2019 Distribution of WSCH Attendance

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

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

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

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

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

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

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

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

Fall 2019 Time of Day Meeting Pattern Distribution

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

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

From Fall 2010 to Fall 2019 the College attracted fewer evening class enrollments than the state-wide average. AVC attracted far more enrollments in day classes and historically offered fewer online classes than the neighboring colleges. From Fall 2020 to Fall 2023 neighboring colleges and institutions in state system reduced evening offerings and boosted online instruction to a greater degree than AVC.

Day vs. Evening Enrollments

Day/Evening	Average Percent of Enrollment Fall 2010 to 2019				Average Percent of Enrollment Fall 2020 to 2023			
	Antelope	Bakersfield	Canyons	State	Antelope	Bakersfield	Canyons	State
Day	82%	75%	76%	72%	76%	57%	62%	53%
Evening	15%	15%	15%	18%	14%	10%	11%	11%
Unknown (online)	2%	10%	8%	11%	11%	33%	27%	36%

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

Students Who Attend the College

While most students come to AVC primarily to prepare for transfer to a four-year institution or to complete an associate degree, there has been a growing portion of the student body whose goals are unknown. Additional details about the students can be found in the array of excellent dashboards provided by the Institutional Effectiveness, Research, and Planning Office https://public.tableau.com/app/profile/svetlana6591

Fall Term Trends in Student Educational Goals

	Fall Terms Goals of All Students					
Education Goal	2018	2019	2020	2021	2022	Average
Degree/Transfer Seeking	81.2%	71.5%	69.7%	66.4%	57.0%	69.2%
Unknown	8.7%	19.9%	23.8%	26.4%	35.9%	22.9%
Certificate/Career Planning	7.7%	6.6%	5.2%	6.1%	6.3%	6.4%
Undecided	1.2%	0.9%	0.7%	0.6%	0.3%	0.7%
Basic Skills or GED	0.7%	0.6%	0.3%	0.3%	0.2%	0.4%
University Student	0.2%	0.2%	0.2%	0.1%	0.1%	0.2%
Intellectual Development	0.2%	0.1%	0.1%	0.1%	0.0%	0.1%
Skills for Current Job	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Non-credit to Credit	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%

Source: Antelope Valley College, Institutional Effectiveness, Research, and Planning Office. *Student Profile Dashboards*. Retrieved August 2, 2023, from https://public.tableau.com/app/profile

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

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

Economically Disadvantaged Students at AVC

Student Status	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Eligible for College Promise Grant/BOG Waiver	83%	83%	82%	82%	82%	82%	82%	83%
Not Eligible for College Promise Grant/BOG Waiver	17%	17%	18%	18%	18%	18%	18%	17%

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

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

- The average portion of the student body who were female outnumbers male students by 18%.
- Traditional-age college students (18 to 24) represented 62% of the student body. The less than 19 years of age group increased since Fall 2015.
  - Over the last decade the College has lost the most students in the career middle (ages 35 to 49) and career finish/retirement (age 50+) groups.

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

Average Percent of Enrollment, Fall 2010-2022

	Average Percent of Enrollment Fall 2010 to 2019					Average Percent of Enrollment Fall 2020 to 2022			
Unit Load	Antelope	Bakersfield	Canyons	State	Unit Load	Antelope	Bakersfield	Canyons	State
Non-Credit	1%	2%	15%	8%	Non-Credit	1%	2%	10%	8%
Part-time <12 units	69%	73%	56%	66%	Part-time <12 units	69%	71%	65%	65%
Full-time 12+ Units	30%	25%	29%	26%	Full-time 12+ Units	30%	27%	26%	27%

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

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

Enrolling in Transfer English and Math in First Year

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

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

College Resources to Support Student Success

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

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

Library
The Library located in Building "L" primarily serves students, faculty and staff but is open for public use. The library offers books, videos, and DVDs, which can be located through the online catalog (Primo) from any location (on or off campus) that has an Internet connection. Online access to a variety of periodicals (scholarly/peer-reviewed journals, magazines, newspapers, and other sources) are available through EBSCO Discovery Services. From the Antelope Valley College library home web page students can also access Congressional Quarterly Researcher for position papers, PressReader, Science Online, JSTOR, and African American Studies Center databases, and subject-oriented electronic reference books like the Grove Music Online and Workbook Online. These electronic resources serve the students at the Palmdale center as well.

The library offers online academic support services and research assistance to students who need assistance completing library research or navigating the various electronic databases through online tutorials, subject specific research guides, online support via research consultations, email, and chat services. There are a variety of helpful links for students looking for assistance with citing materials, research methods, and understanding copyright and plagiarism rules. Additionally, the library provides access to physical study spaces. Students can reserve an individual or group study room for two-hour periods. Other services provided by the library include inter-library book loans, free Wi-Fi, and copy machines, WEPA print stations, and computer/laptops. Upon request the library faculty members offer library instruction through research methods workshops, orientations, and for-credit courses in library science topics to support student learning and information literacy at both the Lancaster campus and the Palmdale Center.

The Palmdale Center's Library collection is accessible on Monday to Thursday from 8:00 am to 5:00 pm and Friday from 8:00 am to 11:30 am. The library center provides access to course reserved textbooks and materials, reference and book collection, research assistance, and similar services offered on the Lancaster campus.

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

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

California Aerospace Technologies Institute of Excellence (CATIE)
CATIE collaborates with the US Air Force Research Laboratory (AFRL), other government agencies and laboratories, universities, and industry to promote leading-edge research and technology development in space exploration, aeronautics, and science. AVC was a founding

member of the CATIE initiative and has dedicated a large area (22,000 square feet) at the Palmdale Center as a maker space to promote student participation in the CATIE mission.

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

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

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

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

Non-Instructional College Resources to Support the Educational Mission

<u>College-wide Staffing Patterns</u>
Between Fall 2015 and 2022 the College decreased the workforce headcount by 8% such that AVC employed 818 individuals by Fall 2022 compared to 891 in Fall 2019. The biggest decrease was in Academic Temporary personnel (-21.2%).

Since Fall 2015 the workforce, expressed in full-time equivalency (FTE), increased from 662 FTE to 707 FTE in Fall 2022, a 7% increase, with the largest gains in Academic Tenure Track, and classified support personnel.

Distribution of Full-time Equivalent Personnel by Employee Group
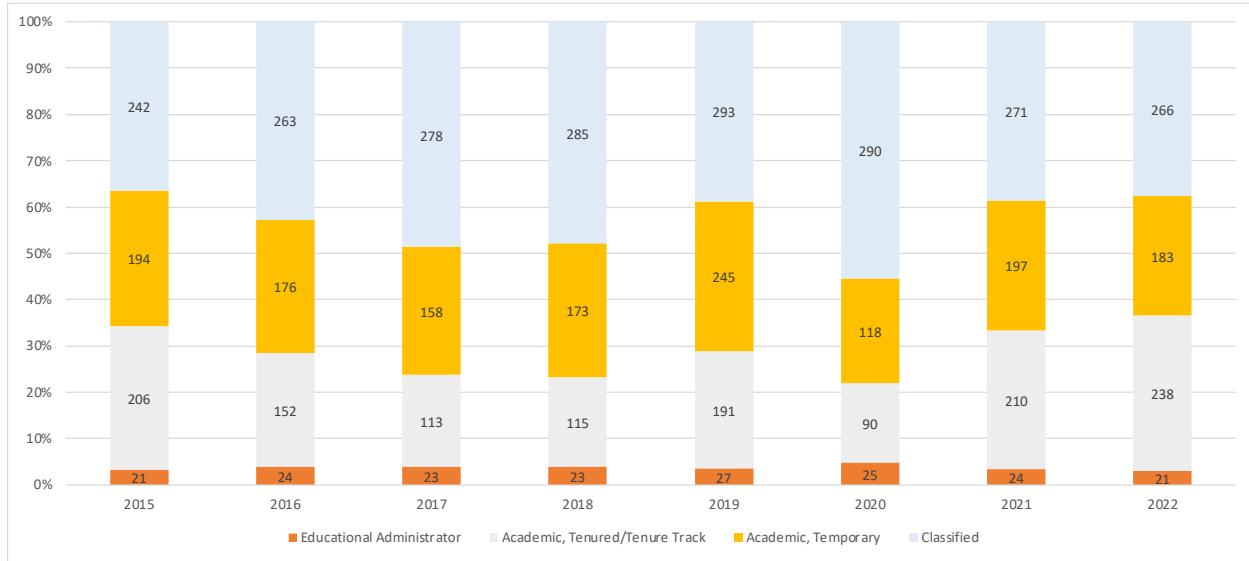
Source: California Community Colleges, Chancellor's Office. *Data Mart*; analysis by Cambridge West Partnership, LLC

If age 65 is the start of a typical retirement age for personnel participating in the State Teachers Retirement System (STRS), then, 20% of the tenured faculty, and 65% of the adjunct faculty are within that zone. If 55 is the start of a typical retirement age for personnel participating in the Public Employees Retirement System (PERS), then 14% of the classified workforce is within that zone. The details of the age distribution within each employee classification are presented in the following table.

AVC Workforce Age Distribution Within Each Employee Classifications

Employee Classification	2022 Headcount	<35 Count	%	35 to 39 Count	%	40 to 44 Count	%	45 to 49 Count	%	50 to 54 Count	%	55 to 59 Count	%	60 to 64 Count	%	65 + Count	%	Average Age
Educational Administrator	21	0	0.00%	0	0.00%	3	3.03%	3	2.65%	3	2.61%	6	5.41%	5	4.72%	1	0.95%	54.0
Academic, Tenured/Tenure Track	178	8	9.20%	14	17.07%	21	21.21%	30	26.55%	28	24.35%	29	26.13%	27	25.47%	21	20.00%	52.4
Academic, Temporary	353	33	37.93%	38	46.34%	40	40.40%	41	36.28%	52	45.22%	44	39.64%	37	34.91%	68	64.76%	52.1
Classified	266	46	52.87%	30	36.59%	35	35.35%	39	34.51%	32	27.83%	32	28.83%	37	34.91%	15	14.29%	50.1
Total	*818*	*87*		*82*		*99*		*113*		*115*		*111*		*106*		*105*		

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

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

Fall 2022 AVC Workforce Ethnicity Distribution
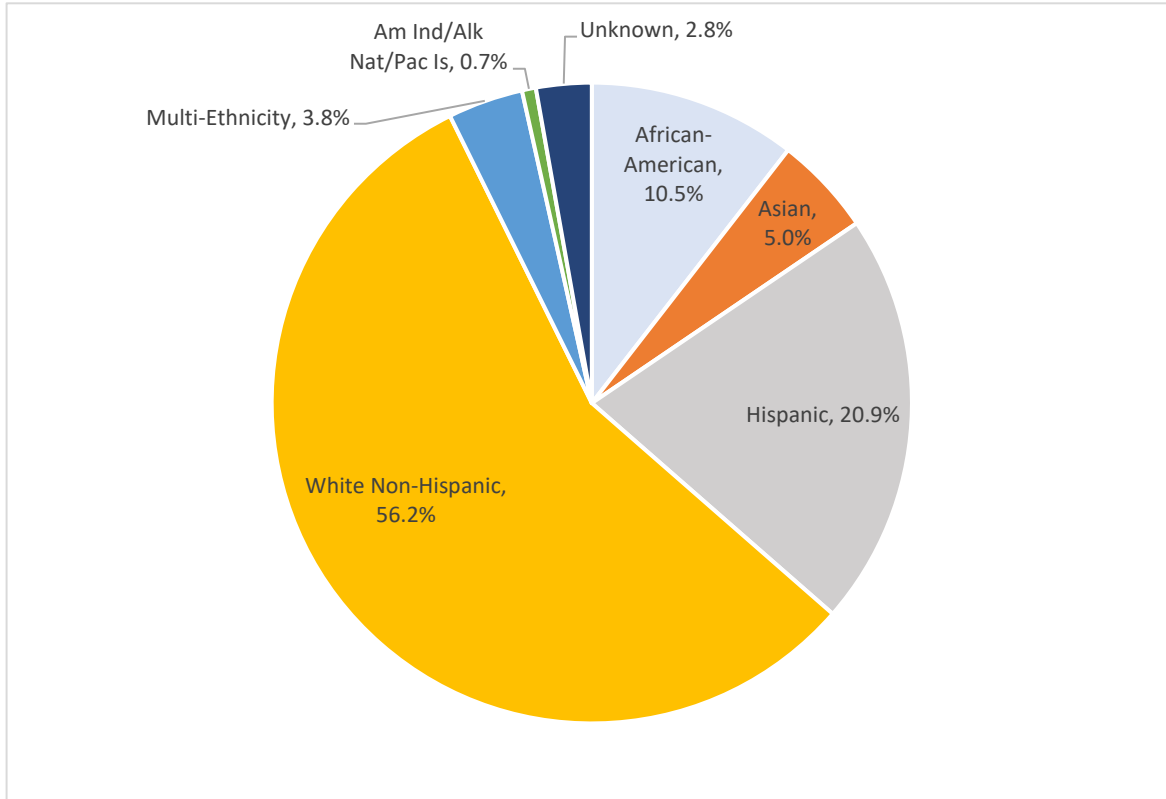
Source: California Community Colleges, Chancellor's Office. *Data Mart*; analysis by Cambridge West Partnership, LLC

As of Fall 2022 there are differences among the employee classifications. While all employee groups were dominated by White Non-Hispanic personnel, in the classified group there was a larger portion of Hispanic workers than another employee classification. The educational administrator group had a larger portion of African American personnel than any other employee classification.

AVC Workforce Distribution by Ethnicity Within Employee Categories, Fall 2022

		Academic		
Race/Ethnicity	**Ed Admin**	**Tenure**	**Temporary**	**Classified**
African-American	19.05%	7.30%	8.50%	15.79%
Asian	9.52%	8.99%	5.67%	1.88%
Hispanic		19.10%	20.11%	34.96%
White Non-Hispanic	61.90%	57.30%	56.94%	40.23%
Multi-Ethnicity	9.52%	3.37%	3.68%	2.63%
Am Ind/Alk Nat/Pac Is		1.12%	0.28%	0.38%
Unknown		2.81%	4.82%	3.76%

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

Budget

From 2010-11 vs. 2022-23, the annual funded FTES generated by the College decreased by 1.8%. Starting in 2018-19 the state introduced the Student Centered Funding Formula (SCFF). The SCFF sections include the following:

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

Funded AVC FTES declined between 2015-16 and 2016-17 and remained below the 2015-16 level through 2022-23. From 2019-20 to 2022-23 the College has benefited from the FTES hold harmless provisions of the SCFF framework.

AVC Funded FTES

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Credit	11,363	10,583	10,619	11,140	11,290	11,613	10,523	10,527	10,327	10,842	10,842	10,842	10,842
Special Admit									343	197	197	197	197
Incarcerated									13	35	35	35	35
CDCP							39	81	92	44	44	44	44
Noncredit	14					44	5	8	14	45	45	45	45
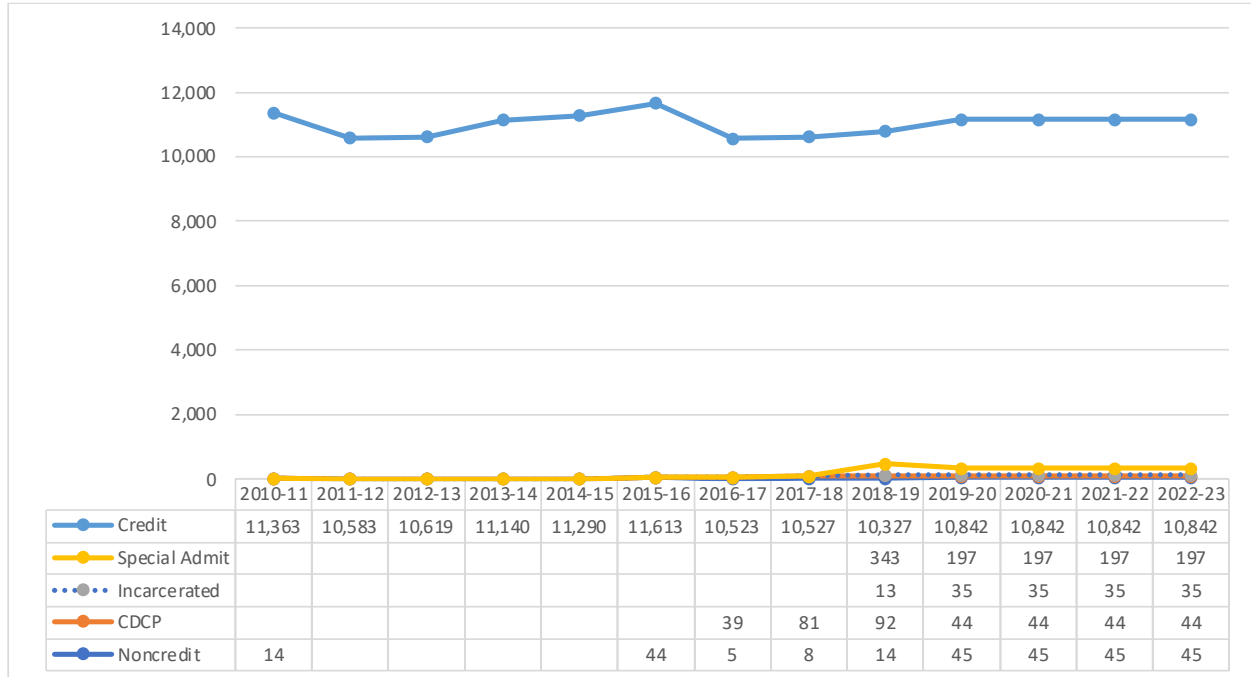
Source: California Community Colleges, Chancellor's Office, Fiscal Services Unit. *Reports of Recalculated Apportionment*; analysis by Cambridge West Partnership, LLC

The College was able to retain healthy unrestricted general fund ending balances from 2016-17 to 2021-22 as illustrated in the following chart. A good ending balance is expected for 2022-23.

AVC Net Unrestricted General Fund Ending Balances
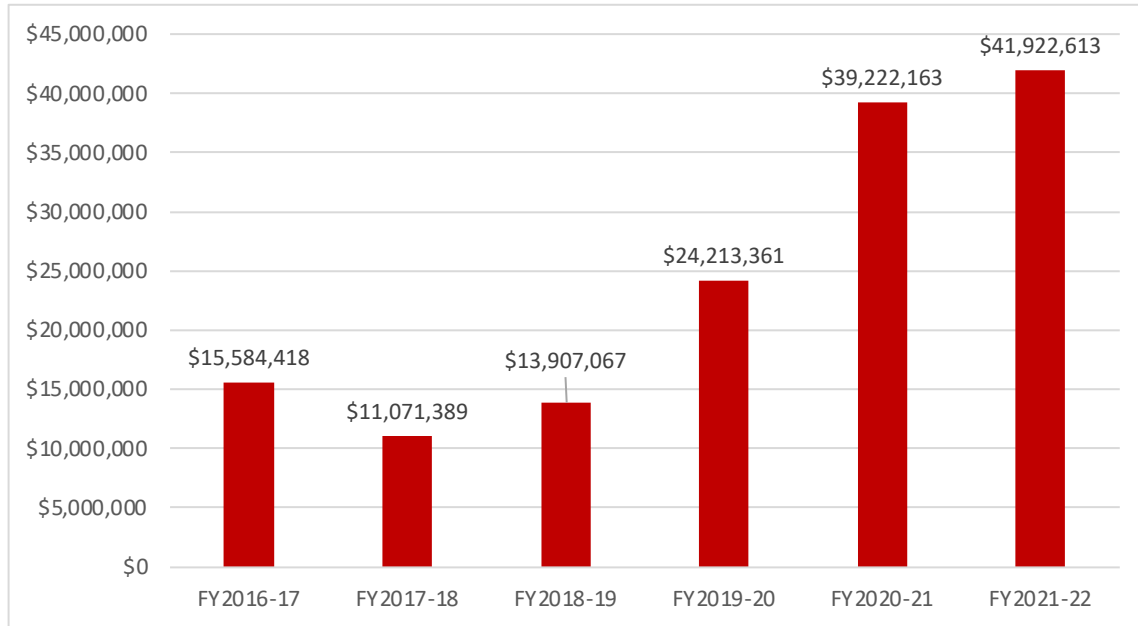
Source: Antelope Valley College, *Annual Fiscal Reports to ACCJC, and Annual Budget and Financial Reports (CCFS-311) to CCCCO;* analysis by Cambridge West Partnership, LLC

Salaries and benefits as a percentage of total unrestricted expenditures has remained between 71 to 87% in recent years.

AVC Salary and Benefits as a Percent of Total Unrestricted Expenditures
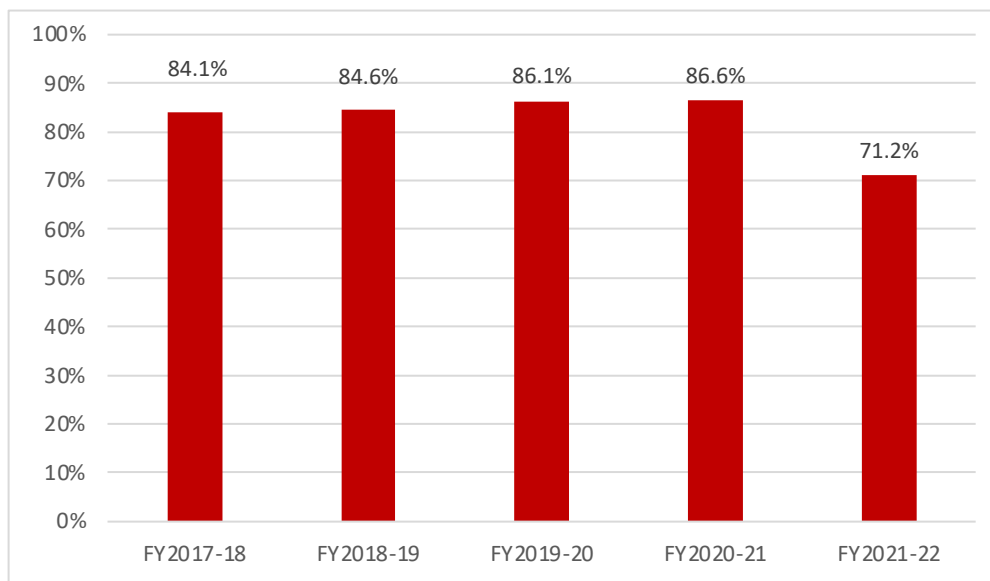
Source: Antelope Valley College, *Annual Fiscal Reports to ACCJC;* analysis by Cambridge West Partnership, LLC

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

AVC Other Postemployment Benefit Contributions

OPEB	FY2016-17	FY2017-18	FY2018-19	FY2019-20	FY2020-21	FY2021-22*
Amount Deposited	$387,113	$387,113	$387,113	$387,113	$387,113	$5,433,131

*fully funded

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

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

Department managers view their budget in Self Service Banner, and they are allowed to move their budget funds from one category to another throughout the fiscal year to better serve their needs.

Institutional Effectiveness

Assessment of Institutional Performance Against Goals

Effectiveness Goals

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

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

AVC Vision for Success Targets and Performance

Goal/Metric Name (Chancellor's Office Target)	AVC's Target	2016-2017 Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-22	Current Status	Change by 2021-2022
Goal 1: Completion									
AA/AS + ADT (20% increase)	20%	1,352	1,352	1,565	1,582	1,543	1,587	🙂	1,622
Earned a CO Approved Credit Certificate (20% increase)	20%	789	871	1,098	1,020	1,014	1,140	⭐	947
Earned an Associate Degree (AA/AS) (20% increase)	20%	947	868	972	933	880	997	😖	1,136
Attain the Vision Goal Completion (20% increase)	20%	1,344	1,369	1,601	1,545	1,536	1,673	🙂	1,613
Goal 2: Transfer									
Earn an Associate Degree for Transfer (ADT) (35% increase)	35%	405	484	593	649	663	690	⭐	547
All Students Who Transferred to a CSU or UC (35% increase)	35%	645	669	757	773	697		😖	871
Goal 3: Unit Accumulation									
Average Number of Units Accumulated by All Associate Degree Earners (reduce from 87 to 79 or 9% decrease)	-12%	89.5	89.5	89.6	87.6	85.4	84.0	😖	79.0
Goal 4: Workforce									
Median Annual Earnings $ (10% increase)	5%	$23,960	$28,038	$27,818	$29,193	$31,424		⭐	$25,158
Attained the Living Wage for the Region % (10% increase)	10%	28%	31%	31%	31%			🙂	31%
Job Closely Related to Field of Study (from 60% to 69% increase)	1%	71%	68%	65%	73%			🙂	72%

Source: Antelope Valley College, Institutional Effectiveness, Research and Planning Office. CalPassPlus.org, Student Success Metrics 4.0 retrieved August 3, 2023

The College has *exceeded* its goals with respect to:
- Number of students earning an approved credit certificate.
- Number of students who earned an Associate Degree for Transfer.
- The median annual earnings of students who did not transfer but instead went to work.

The College is *on target* to achieve its goals with respect to:
- Number of students who complete an associate degree.
- Number of students who attain a vision for success completion goal.
- The percentage of career technical education students who earn a living wage when they did not transfer but instead went to work.

The College is *below the target* and may need more effort with respect to:
- Number of students who earn an associate degree (AA or AS); however, this may be associated with the significant increase in the numbers of students who earned an Associate Degree for Transfer.
- Number of students who transfer to a CSU or UC.
- The average number of units accumulated by students who earn an AA or AS degree.
- The percentage of career technical education students who secure a job that is closely related to their field of study by going directly to work rather than transferring. It should be noted that the return rate for the survey that is the source of this data is not very large.

The State's Vision for Success framework also provides a fifth goal to close equity gaps by 40% across all of four goals, and fully close those gaps by 2027. AVC therefore has monitored the progress made by various subgroups of students as detailed in the Vision for Success 4.0 dashboard at this URL
https://public.tableau.com/app/profile/svetlana6591/viz/VisionforSuccess4_0/VisionforSuccessV4

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

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

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

The Department of Finance 2022-23 Governor's Budget Summary document included a narrative entitled the California Community Colleges Roadmap to California's Future. It provides several potential system-wide Vision for Success goals from 2022-23 to 2026-27.[14] The system-wide goals to improve educational outcomes for community college students expressed in that document are found in Appendix 05.B of this Plan.

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

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

- Course completion counts the number of students who received a successful grade (A, B, C, or P) over the number of students enrolled in the class at census. AVC has consistently *exceeded its ISS target* percentage for course completions. In light of that experience, the stretch goal might be increased a little.

- Retention counts the number of students remaining in the class after the no penalty drop date divided by the number of students enrolled in the class at census. AVC has consistently *exceeded its ISS target* percentage for course retention. In light of that experience, the stretch goal might be increased a little.

- Degrees awarded count the bachelor's, "regular" associate (AA or AS), and associate degrees for transfer conferred in the academic year (summer, fall, spring). AVC has consistently and *substantially exceeded its ISS target* percentage for degree awards. In light of that experience, the stretch goal might be increased significantly.

- AVC is one of only 15 colleges that also awards a bachelor's degree; therefore, those awards have been separately tabulated.

- Certificates awarded include the Chancellor's Office approved certificates and locally approved (low unit) certificates conferred in the academic year (summer, fall, spring). AVC has *consistently and substantially exceeded its ISS target* percentage for degree awards. In light of that experience, the stretch goal might be increased significantly.

- Fall to spring term persistence is the portion of students who are retained from fall to spring at AVC in the selected year, excluding students who completed an award or transferred to a postsecondary institution. AVC has *consistently exceeded its ISS target percentage* for course retention. In light of that experience, the stretch goal might be increased a little.

Additional details regarding all of these outcome metrics are also available in an excellent Factbook 2022 dashboard developed by the Institutional Effectiveness, Research, and Planning Office. See this URL:
https://public.tableau.com/app/profile/svetlana6591/viz/Factbook2022/TotalAnnualHeadcount

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

1. Commitment to strengthen institutional effectiveness measures and practices. (37 subgoals)

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

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

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

The Board of Trustees has annually prioritized these goals for planning and budgeting purposes and added any new initiatives under them. Most often they have included one or more of the five long-term goals. For 2023-24 the Board priorities included three over-arching priorities:

1. Prioritize Enrollment:
    - Create a robust online presence.
    - Increase enrollment- "11,400 by 2024".

2. Community Participation:
    - Reclaim position within the community.
    - Make the College a center for action and a place for help.
    - Increase community education.
3. Continue Efficient and Effective Use of All Resources: Educational Master Plan Goal #4: Advance more students to college-level coursework.
    - Continue Measure AV build out.
    - Professional development for all staff.

Interventions

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

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

Student Equity and Achievement Program (2022-2025 Plan)

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

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

In analyzing the data provided AVC identified three subgroups with the greatest disproportionate impact and/or a large segment of the student body.

Student Populations Experiencing Disproportionate Impact

Student Population for Metric*	Enrollment	Completed Transfer-Level Math & English	Retention: First Primary Term to Second Term	Unit Completion in Fall and/or Academic Year	Transfer	Completion
Veterans			X			
Black or African American	X	X	X	X	X	X
Hispanic or Latino/a/x		X			X	

*Populations detailed in Education Code 78220

Source: Antelope Valley College. *SEA 2.0 Plan*. Retrieved June 28, 2023, from
https://www.avc.edu/sites/default/files/2022-2025%20Student%20Equity%20Plan.pdf

The College articulated a student achievement metric for improvement in order to close equity outcome gaps. The following summarizes the subgroup identification and target metrics:

AVC SEAP Subgroup Identification and Performance Metrics 2022-25

Metric	Subgroup	Performance Target For 2022-25
Successful enrollment	Black or African American Females	restore enrollment to pre-COVID levels of PPG-1 - 3.6% or better
Completion of transfer-level math and English within the first year.	Black or African American Males	close the PPG-1 equity gap
Completion of transfer-level math and English within the first year.	Hispanic/Latinx Males	eradicate DI
Retention from primary term to secondary term.	Black or African American Males	close equity gap to <4%
Retention from primary term to secondary term.	Veteran Males	increase retention by >60%
Degree completion.	Black or African American Males	increase by >4%; close DI gaps by 10%
Transfer.	Black or African American Males	eradicate DI
Transfer.	Hispanic/Latinx Males	lower DI gap by >4%

Source: Antelope Valley College. *SEA 2.0 Plan*. Retrieved June 28, 2023, from
https://www.avc.edu/sites/default/files/2022-2025%20Student%20Equity%20Plan.pdf

Additional details regarding the gender disaggregation, baseline performance, numbers of
students required to close the gap, and the percentage of equity change are found at the IERP
SEA 2022 dashboard are located at this URL
https://public.tableau.com/app/profile/svetlana6591/viz/StudentEquityPlanSEP2022/Overview

As described in the 2019-20 and 2022-25 SEAP Plan Annual Reports, AVC has engaged in a
variety of student support services, which were listed in the internal scan chapter of this Plan, to
help each of the targeted populations be more successful.

The Chancellor's Office has directed districts to prepare a Student Equity and Achievement
Program Plan (SEP) 2.0 Plan for submission by November 2022. A data set was provided to each
district to support planning for the new SEP document. The latest SEP dashboard (2022) is
available at this URL
https://public.tableau.com/app/profile/svetlana6591/viz/StudentEquityPlanSEP2022/Overview

AVC Overall SEP Metric Trends

SEP Metrics	Overall Outcome Rate									
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Successful Enrollment in the First Year				28.2%	32.8%	36.7%	38.5%	44.7%	51.8%	55.9%
Persisted First primary Term to Subsequent Primary Term	69.7%	70.2%	69.1%	67.9%	69.8%	72.5%	71.2%	72.5%	67.8%	
Completed Both Transfer-Level Math and English within the District in the First Year	3.0%	3.2%	3.2%	3.5%	5.1%	6.8%	6.2%	8.6%	17.6%	22.3%
Transferred to a Four-Year Institution within Three Years	17.1%	14.2%	14.2%	14.7%	17.2%	20.1%				
Attained the Vision for Success Definition of Completion within Three Years	6.3%	6.6%	7.0%	7.5%	8.3%	11.2%	11.0%			

Source: AVC, Institutional Effectiveness, Research, & Planning Office. *SEP Dashboard*. Retrieved June 28, 2023, from https://public.tableau.com/app/profile/svetlana6591/viz/StudentEquityPlanSEP2022/Overview

Guided Pathways
The core idea of Guided Pathways is to improve the college experience for students by supporting more of them through to completion of their educational goal. Starting in 2017-18 AVC received a $1.8 million grant to support the Guided Pathways work. A summary of the Guided Pathways implementation as of Spring 2022 is found in Appendix 05.D of this Plan. The implementation summary is organized around the four pillars of the Guided Pathways framework with annotations regarding the College work and major purchases/investments that have been made over the last five years, e.g., EduNav- a dynamic course planning tool that helps a student navigate their degree the way a GPS system helps for navigating roads.

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

AVC Guided Pathways Outcomes

Guided Pathways Metric	Outcomes As Student Counts or Percentage Who Achieved the Metric Within 6 Years										
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Students in Cohort Starting in These Years	4,066	3,938	4,187	3,991	3,675	3,583	3,756	3,672	3,905	2,694	2,875
Learning Progress											
Course Success Rate In First Year	65%	65%	64%	65%	66%	69%	70%	70%	68%	71%	67%
Completed Transfer-Level Math & English*	4%	4%	4%	5%	7%	9%	9%	12%	21%	28%	24%
Completed Transfer-Level Math*	6%	6%	6%	7%	9%	11%	12%	15%	25%	32%	29%
Completed Transfer-Level English*	18%	20%	21%	22%	27%	30%	26%	36%	43%	53%	46%
Momentum											
Persisted from 1st term to subsequent term at AVC	70%	70%	69%	68%	70%	73%	71%	72%	68%	70%	59%
Full-time in 1st term (attempted 12 or more units)	36%	35%	35%	35%	36%	39%	40%	40%	43%	50%	43%
Full-time in first year	25%	24%	24%	25%	25%	27%	27%	28%	31%	36%	32%
Average total semester units completed in 1st year	8	8	8	8	8	9	9	11	12	13	12

*expanded view allows students who started in spring terms to have a full year to achieve the outcome.

Source: California Community Colleges, *Student Success Metrics Dashboard*. Retrieved June 28, 2023, from https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View

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

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

Most Recent Intervention Initiatives
Two additional intervention initiatives have been launched in recent years: (1) Caring Campus; and (2) Achieving the Dream (ATD) Accelerated Equitable Outcomes.

AVC was selected by the Institute for Evidence-Based Change (IEBC) organization as one of 30 California colleges participating in the Caring Campus program. The goal of the program is to foster a welcoming and supportive campus environment that promotes student success. The Caring Campus initiative is centered around five key behavioral commitments from the AVC workforce.

1.Greetings
In Person:
Whenever a student is within 10' and seems to need assistance take the initiative to approach them. Say hello, smile, and use a positive tone.

Virtually:
If your department allows, reach out to students via phone, email, and text to let them know you're available to answer questions, respond to concerns, etc.

2. Identify Yourself
In Person:
Wear name badges or lanyards with the college name on them so that students will know who to approach with questions.

Virtually:
Start each contact with your name & department. Ask for the student's name and contact info in case you get disconnected.

3. Cross-Departmental Awareness
Learn about other departments to know where to send students. Maintain accurate and up-to-date detailed directories.

4. Make the Connection
In Person:
Call ahead or walk students to the office they need to get to. Follow up to ensure the student got there.

Virtually:
Use the student's callback info to call the receiving office, make the connection on the student's behalf, and ask them to contact the student. Follow-up.

5. First-Week Engagement
In Person:
During the first week of classes, set up information tables, meet students in the parking lot, and welcome students to the college.

Virtually:
At key times such as the first week of classes, as course drop dates and filing for degrees approach; especially first-time college students, to ensure they have the information they need.

The initiative steering committee is comprised of classified professionals who have already demonstrated their commitment these behaviors in their respective departments. They will lead the effort to expand participation from the AVC workforce.

The College was selected in Spring 2023 to join the three-year Accelerating Equitable Outcomes national cohort effort sponsored by the Achieving the Dream organization. Achieving the Dream (ATD) will provide AV College with resources and support as it implements comprehensive strategies to help more students, especially Black, Latinx, Indigenous, and students of color from high-poverty backgrounds. The goal is to help these students earn postsecondary credentials, including occupational certificates and degrees, and create pathways to jobs with competitive wages, benefits, and potential upward mobility.

As part of the national cohort, AVC will receive coaching, resources, and professional learning support to improve academic outcomes, build pathways to sustainable careers, and spark economic and social advancement for students.

Actual Student Learning Monitored
The College has drawn on five benchmarks developed from questions in the Community College Survey of Student Engagement (CCSSE) to gather student perception data about their college experience. The CCSSE benchmark information is shared with the Strategic Planning Committee (SPC) and other shared governance groups involved with planning at AVC. The following table illustrates the changes in student responses to the benchmark questions from 2008 to 2022.

Trends in AVC CCSSE Benchmark Scores

Benchmark	AVC Standardized Benchmark Scores				
	2008	2014	2016	2019	2022
Active and Collaborative Learning	50.5	49.9	52.6	52.0	54.5
Student Effort	48.2	48.0	51.4	50.8	48.5
Academic Challenge	49.9	52.6	554.2	52.6	50.4
Student-Faculty Interaction	48.1	47.3	50.3	51.7	51.8
Support for Learners	51.3	48.8	52.5	51.0	48.2

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

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

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

- Demonstrates listening and speaking skills that result in focused and coherent communications.

Creative, Critical, and Analytical Thinking

- Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration, and application of knowledge and skills.

- Solves problems utilizing technology, quantitative and qualitative information, and mathematical concepts.

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

Community/Global Consciousness

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

- Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics, and varied cultural expressions.

Career and Specialized Knowledge

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

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

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

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

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

AVC's Institutional Learning Outcomes (ILOs) & RISC Survey Results
Additional insights to student learning are found in the student responses to four custom questions inserted into the Revealing Institutional Strengths and Challenges (RISC) survey which the College administered in Spring 2021, 2022, and 2023 for the indirect assessment of ILOs. Student ratings of how their classes helped them with the ILOs were high across the three RISC administrations.

ILO 1. Communication

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

A three-year average of 91% of students say that AVC classes helped *"very much/some"* **with their communication skills.**

| | % of Responses Each Spring | | |
Response	2021	2022	2023
Very much	47.0	53.3	52.0
Some	43.5	37.3	39.0
Very little	6.9	6.7	6.0
Not at all	2.6	2.7	3.0

RISC Question: How much do your AVC classes help you with your communication skills e.g., reading, writing, listening and public speaking.
(2021 N = 1,544 | 2022 N = 1,210 | 2023 N = 1,298)

ILO 2. Creative, Critical, and Analytical Thinking

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

A three-year average of 91% of students said that AVC classes helped *"very much/some"* **with their creative, critical, and analytical thinking skills.**

Response	% of Responses Each Spring		
	2021	2022	2023
Very much	45.0	50.3	50.0
Some	45.4	42.0	40.0
Very little	7.1	6.4	6.0
Not at all	2.5	1.3	3.0

RISC Question: How much do your AVC classes help you with your creative, critical, and analytical thinking e.g., problem-solving, technology skills?
(2021 $N = 1,525$ | 2022 $N = 1,203$ | 2023 $N = 1,295$)

ILO 3. Community/Global Consciousness

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

A three-year average of 87% of students said that AVC classes helped *"very much/some"* **with encouraging community consciousness (integrity, awareness, and respect of diversity).**

Response	% of Responses Each Spring		
	2021	2022	2023
Very much	49.5	50.1	52.0
Some	38.2	36.3	35.0
Very little	8.6	9.4	8.0
Not at all	3.7	4.2	5.0

RISC Question: How much do your AVC classes help you with encouraging community consciousness e.g., integrity, awareness, and respect of diversity?
(2021 $N = 1,524$ | 2022 $N = 1,197$ | 2023 $N = 1,293$)

ILO 4. Career and Specialized Knowledge

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

A three-year average of 91% of students said that AVC classes helped *"very much/some"* with career & specialized knowledge skills related to their educational goals.

| | % of Responses Each Spring | | |
Response	2021	2022	2023
Very much	51.4	55.8	56.0
Some	38.7	37.0	35.0
Very little	7.1	5.5	7.0
Not at all	2.8	1.7	3.0

RISC Question: How much do your AVC classes help you with career and specialized knowledge skills related to your educational goals?
(2021 *N* = 1,523 | 2022 *N* = 1,197 | 2023 *N* = 1,283)
Source: Revealing Institutional Strengths and Challenges. *Custom Questions Report*, Spring 2021, 2022, and 2023

As AVC considers its future course scheduling and student support strategies, student responses to other items on the RISC instrument might provide insights for consideration. For example, students were asked about their greatest challenges and were invited to rank them with most challenging at the top. These were the 2022 results regarding the greatest challenges. The 2023 results are not available.

AVC RISC Greatest Challenges Question Responses, Spring 2022

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

Note: total number of question respondents was 1,213

Source: Antelope Valley College. Institutional Effectiveness, Research, and Planning Office. *Revealing Institutional Strengths and Challenges, Custom Questions Report*, Spring 2022

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

AVC Student Broad Challenge Topics Responses, Spring 2022

Challenge Area	AVC %	Bench-mark %	Differ-ence	n
Work and personal issues	67	59	**8**	858
Success in courses	55	56	-1	706
Finances and financial aid	41	37	**4**	534
Academic support services	41	32	**9**	532
Campus environment	36	20	**16**	465

 Note: total responses 1,290

Source: Antelope Valley College. Institutional Effectiveness, Research, and Planning Office. *Revealing Institutional Strengths and Challenges, Custom Questions Report*, Spring 2022

AVC Student Broad Challenge Topics Responses, Spring 2023

Challenge Area	AVC %	Bench-mark %	Differ-ence	n
Work and personal issues	65	59	**6**	908
Success in courses	53	52	1	736
Finances and financial aid	44	38	**6**	611
Academic support services	43	31	**12**	601
Campus environment	35	18	**17**	488

Source: Antelope Valley College. Institutional Effectiveness, Research, and Planning Office. *Revealing Institutional Strengths and Challenges, Custom Questions Report*, Spring 2023

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

AVC RISC Instructional Delivery Preference Question Responses, Spring 2022

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

Source: Antelope Valley College. Institutional Effectiveness, Research, and Planning Office. *Revealing Institutional Strengths and Challenges, Custom Questions Report*, Spring 2022

AVC RISC Instructional Delivery Preference Question Responses, Spring 2023

Course Presentation Mode	%	n
Fully online classes	17	215
Mostly online but some face-to-face classes	23	299
Mostly face-to-face with some online classes	41	534
Only face-to-face classes	19	247
Total Responses		1,295

Source: Antelope Valley College. Institutional Effectiveness, Research, and Planning Office. *Revealing Institutional Strengths and Challenges, Custom Questions Report*, Spring 2023

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

Implications for Antelope Valley College

1. The College, despite making steady progress with respect to its Vision for Success goals, needs to focus on the number of students who transfer, and on the average number of units accumulated for those earning an AA or AS degree.[15] *Both are areas for additional concentrated attention. The College should also be mindful of the upcoming set of system-wide goals contained in the Road Map document created in connection with the 2022-23 state budget.*

2. The College has also performed well relative to the Institutional Set Standards stretch goals. *Stretch goals for course completion, retention, associate degrees, and certificates awarded may merit some increase in order to offer a challenge to AVC.*

3. The 2019-22 Strategic Plan has been concluded and represents a dazzling array of activities in pursuit of the five overarching goals. Some activities will be carried forward, but most were completed. *It behooves the College to consider ways to limit the focus of future strategic plans and to find ways to celebrate accomplishments along the way when action step milestones and objectives are achieved.*

4. The advancements for various subgroups identified in the Student Equity and Achievement (SEA) Plan are commendable. By the fall of 2022 AVC will have to craft a new -Plan, SEA 2.0. *The Chancellor's Office seeks to have districts think beyond transactional strategies and to embrace transformational efforts to close equity gaps.*

5. Progress is evident in the Guided Pathways metrics, particularly in the throughput of students in transfer-level math and English composition courses. However, the implementation of the Guided Pathways framework appears to have stalled. *The College will want to renew its efforts to completely implement the vision of this transformational framework and should revisit the recommendations made in the CSUN Report.*

6. The accomplishment of Institutional Learning Outcomes is hard to measure without exit exams or Collegiate Learning Assessment types of evaluation, but the College has made a

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[15] Transfer to a public university is difficult for AVC students who are unable to finance living away from home. There is only a small outreach branch of CSUB in the immediate area.

commendable effort to capture indirect evidence through standardized survey responses from students and licensure exams for select programs. *The College needs to consider ways to gather and review direct evidence of student learning in relation to the Institutional and Program level learning outcomes.*

Opportunities for the Future

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

Instructional Areas

Arts and Humanities Division

This division encompasses the following departments and disciplines:

- Performing Arts
  - Dance
  - Music
  - Commercial Music
  - Theater Arts

- Visual Arts
  - Art
  - Digital Media
  - Film and Television
  - Photography
  - Commercial Photography

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

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

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

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

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

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

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

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

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

Athletics and Kinesiology Division

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

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

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

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

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

Career Technical Education Division

This division encompasses the following departments and disciplines:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Palmdale Center

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

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

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

Counseling Instruction

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

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

In total, approximately 30 sections of HD courses are offered each full term. Late-start sections of HD courses are used to avoid cancelling low-enrolled sections, and to accommodate students who are attempting to add classes after the term has started. Due to a recent calendar change, HD late start courses are also specifically offered in summer to accommodate local high school students who do not finish their academic year until after AVC's summer classes have started.

The current available HD courses are:
- HD 100 -- Basic Strategies for College Success
- HD 101 -- College and Life Management

- HD 102 – Soldier to Scholars
- HD 103 – Career Planning
- HD 105 – Personal Development

Although no certificates or degrees are offered in Human Development, three courses (HD 101, 102 and 105) are transferrable and the other two HD courses count toward an AVC associates degree. The discipline is interested in collaborating with AVC programs, such as FYE, EOPS, UMOJA and Puente to offer sections of HD 101 (College Life & Management Skills) as a required course.

All new courses at AVC must be attached to a degree or a general education pattern in order to minimize the number of units that students accumulate. The counseling discipline courses are attached to local general education area E and/or CSU general education area E. The faculty members are in discussion about the development of several new HD courses. The first is an Ethnic Studies course, which would be designed to be CSU transferrable and meet the new CSU general education Area F requirement. As a part of their master's degree preparation, many counseling faculty have completed coursework that would meet the minimum qualifications to teach this ethnic studies courses. Others are willing to take additional coursework if they do not yet meet the minimum qualifications. The discipline is also interested in developing a sports psychology course, which would be designed to count in several of the Kinesiology & Athletics AVC degree patterns and to transfer to CSU. Additionally, the discipline is in the discussion phase of offering an 8-week "Mindfulness Meditation" course.

The discipline is interested in redesigning HD 103 to be a 3-unit CSU transferable course that will include transfer planning as well as career exploration. In preparation for the revision of their HD103, counselors have reviewed a similar course at College of the Canyons. Counseling faculty are also planning to develop OER textbooks as a choice in HD classes, but this work has not yet begun.

Counseling faculty recognize that their need for technological expertise will only continue to increase in the future. To meet this need, they desire more systematic training in the ever-changing software applications that are designed to meet increasing demands from students and reporting requirements from local, state, and federal agencies.

The counseling discipline is concerned about student preparation for the online learning modality, as it continues to be many students' choice for instructional delivery. In the past, counseling attempted to implement a requirement to assess online readiness prior to students' enrollment in online courses. Although they were told that AVC could not require this prior to a student enrolling in an online course, the discipline is still hoping to work with faculty from other disciplines, as well as ITS, to either require, or at a minimum, informally suggest to students that they complete an inventory such as "Smarter Measures" to assess their readiness for online instruction, and to provide immediate feedback to specific resources to increase their success in online courses.

Health and Safety Sciences Division
This division encompasses the following departments and disciplines:

- Nursing
  - Registered Nursing
  - Vocational Nursing
- Public Safety and Allied Health
  - Emergency Medical Technology
  - Fire Technology
  - Medical Office Assisting
  - Nutrition
  - Radiologic Technology
  - Respiratory Care

Collectively, the disciplines provide curriculum for 16 degrees and certificates. The most commonly granted degree is in Registered Nursing. The most commonly granted certificates of achievement are in the Fire Fighting 1 Academy and Medical Assisting. A new noncredit certificate requiring completion of a four-course sequence (192 to 288 hours of nursing skills laboratory) has been established. In the first year of operation, 2020-21, 75 students were granted this noncredit award.

Replacement full-time faculty have been hired and the Dean has prepared the application to re-accredit the Fire Fighter 1 and Wildland Fire Academies. Instruction is expected to start in summer or Fall 2022.

Because licensing exams are administered using computers, the Emergency Medical Technology (EMT) students have begun to take courses and practice licensing exams on computers. The use of computers to complete class work and testing is expected to improve the licensure passing rates that have been subpar in the past. Post COVID, there will be opportunities for these students to complete the required ride-along hour for certification. A second EMT laboratory is being established in the Palmdale Center so that access to this popular program can be expanded. Regional labor market data reveals a strong need for graduates from this program.

To accredit the Medical Office Assistant program, and thereby improve it, a full-time faculty member must be hired to be the director. That new hire must meet the strict requirements of the American Association of Medical Assistants (AAMA). While those individuals are hard to find, the College is seeking applicants. A qualified director on the faculty will open doors to essential clinic placement opportunities which the students need.

The respiratory therapy program noticed a sharp increase in pass rates when learning management systems were used to simulate licensing exams. Therefore, plans are to continue that practice. There is interest in establishing a bachelor's degree program in this discipline pursuant to the 2021 legislation (AB927) which made the 15 current community college bachelor's degree program pilot projects permanent and authorized up to 30 additional bachelor's degrees to be offered by community colleges.

Critical equipment to teach the health sciences programs of study has been purchased and there is a plan in place for systematic maintenance and replacement in the future.

The Dean is collaborating with the Dean of Social and Behavioral Sciences, the administration of justice faculty members, and the Los Angeles Sherriff's Department to explore the feasibility of re-establishing a basic law enforcement academy at AVC.

The leadership of the registered nursing program expressed an interest in having that program accredited by the Accrediting Commission for Education in Nursing (ACEN) as a means to strengthen the program of study. The possibility of re-establishing a certified nursing assistant program will be investigated and a phlebotomy/IV certification course through extended learning is planned to start in Summer 2023. The department head also envisions the development of multidisciplinary simulations for allied health students so they can learn to interact cooperatively with each other as they will need to do in many work situations. There are community partners interested in having their employees participate in those simulations.

Division leaders emphasized the need for assistance in providing systematic faculty orientation, professional development to assist new faculty members, opportunities for coaching on course design for online teaching, and best practices in online instructional pedagogy. An excellent program developed by the Association of College and University Educators (ACUE) has been identified to serve as a model.

Language and Communication Arts Division

This division encompasses the following departments and disciplines:

- Academic Development
    - Learning Assistance
    - English as a Second Language
    - Reading
- Communication
    - Communication Studies
    - Journalism
- English

- World Languages
    - Chinese
    - French
    - German
    - Latin
    - Spanish
    - Deaf Studies
    - Interpreter Training

The Division faculty members collaborate to operate the two Learning Centers that provide a range of student support services at the main campus in Lancaster and at the Palmdale Center.

Collectively, the disciplines offer state-authorized curriculum for five degrees, two certificates of achievement, and one non-credit certificate. The most commonly conferred degrees are: Humanities and Fine Arts; English; Speech Communication; and, Sign Language Interpretation. The most frequently granted certificates of achievements are in Sign Language and Sign Language Interpreting.

Division leaders foresee an ongoing need for content-expert faculty who will be willing to develop an extensive understanding and sensitivity to issues of equity, inclusion, and the importance of self-identity in a student's learning processes. Those considerations should permeate future College-wide professional development and hiring efforts. The English faculty members already have done some professional development work on equity and culturally responsive pedagogy. Before the COVID lockdown, the Division led small discussions, about the development of an AVC equity pledge document modeled on one created by Mt. San Jacinto College. Division leadership would like to renew those discussions campus-wide.

The shock of going to online learning due to the COVID pandemic prompted Division faculty members to appreciate the importance of mastering online teaching technology, highlighted the need for professional development in best distance-education pedagogy practices, necessitated different course designs for the online environment, and opened the door to explore options for future online learning efforts. Future tutoring, supplemental instruction, workshops, and Learning Center appointments will be a mixture of face-to-face and Zoom sessions. To successfully use online or a hybrid/HyFlex instructional strategy, faculty will need to rethink the importance of student attendance in structured class meetings and create multiple ways to attend classes.

To support future instructional strategies, the College may need to further enhance some classrooms with additional audiovisual equipment beyond the equipment that had been installed in response to the COVID lockdown. Examples of potential additional equipment include AI-cameras and higher-speed Internet technology.

With the introduction of the CSU general education ethnic studies requirement, the English faculty members are considering ways in which future courses might be developed as cross-listed offerings to address this new general education component.

At least one local business has expressed interested in the development of vocational English as a Second Language curriculum. That might be a future possibility, perhaps if combined with support services to help adult learners transition into college-level career and technical education programs of study.

The Division leadership would like to see the College systematically and more frequently elicit student voices to use as resources to guide the future development of curriculum and services offered by AVC.

Library

The library faculty members seek to improve information literacy, provide increased access to library resources, services, and other courses in a variety of learning modalities, and to continually improve instructional offerings.

The library staff intends to review, development and/or revise library tutorial and credit course content and learning objectives in light of experiences with teaching online during the COVID lockdown. They plan to update information and sources to evaluate dis/misinformation, information literacy frameworks, other related technologies, and database supports. The updated material will be incorporated to meet the core concepts and principles of the curriculum and the academic standards set by the faculty. A balance between online and face-to-face instruction is desired. The faculty members recognize the need to apply active learning strategies used in face-to-face instruction to the teaching and learning processes in the online environment. Library faculty members are seeking additional methods to demonstrate substantive interaction, quality instruction, and student support in the online environment.

Responses to the COVID lockdown such as digitization of course materials that had been placed "on reserve," document delivery, curbside service, and better support for individual learners will be continued in the post-pandemic period. An effort will be made to engage in additional library outreach to foster campus engagement and promote the role of the library in student success. Examples of campus community engagement include speaker series, student club and special group collaborations, learning communities, student and faculty advisory groups, and book clubs. Closer relationships with the local CSU will be pursued regarding resources and space sharing.

Ongoing changes to online teaching, interfaces, and applications associated with library management systems, databases, and software are inevitable. The library staff is committed to adapting to those advances and developments. Self-serve checkout options are being discussed, but the cost and other programmatic priorities preclude immediate action to implement this change in service. There are demands for more collaborative and cooperative study, increases in the use of electronic resources, and interest in the development of makerspaces. The library public service team plans on restructuring the computer labs and classrooms to better facilitate effective use of the space, computers, and access to technology. Within budget limitations, the library staff would like to update computers, laptops, and WiFi Internet support services.

The Palmdale Center space for the library will have a gate and better shelving installed by Fall 2022 to facilitate securing library resources. With the introduction of an early college program and enrollments from concurrently enrolled high school students starting in Fall 2022, it is anticipated that traffic to the library will increase. Sustaining library classes and workshops at the Center has been difficult due to the overall student population numbers and limited course offerings at the Center.

Math, Sciences, and Engineering Division

This division encompasses the following departments and disciplines:

- Mathematics

- Biological and Environmental Sciences
  - Agriculture/Park & Landscape Mgt.
  - Biological Sciences
    - Anatomy
    - Botany
    - Biology
    - Microbiology
    - Physiology
  - Water Treatment
- Physical Sciences & Engineering
  - Astronomy
  - Chemistry
  - Computer Info. Sciences
  - Earth Science
  - Engineering
  - Geography/GIS
  - Geology
  - Physical Sciences
  - Physics

Collectively, the disciplines provide curriculum for 11 degrees. The most commonly granted degrees are in state authorized programs using these titles: Biological and Physical Sciences (Mathematics); Biology (General); Physics (General); Physical Sciences (General); and, Mathematics (General). An engineering technology certificate had been authorized but no awards have been granted after 2018-19.

The Division faculty members are interested in increasing enrollments to at least the pre-COVID levels. Faculty members in mathematics developed co-requisite support classes for students with developmental mathematics needs to help them successfully complete college-level mathematics courses. Those courses were developed in response to the transfer-level course placements required by AB 705.

While science and engineering courses with required laboratories are not effectively taught online, the Division faculty are discussing ways to meaningfully offer other courses in the distance education modality. During the COVID pandemic some science disciplines were able to include a field laboratory experience that proved useful and will be retained in future offerings. Faculty members in the Division explored the possibility of using scientific kits to facilitate experiments completed by students in their homes; however, health and safety regulations for the K-14 system precluded that option. Mathematics faculty, on the other hand, have been engaged in a yearlong discussion to develop a plan of how to effectively create online versions of most, if not all, mathematics courses. The plan will include a comprehensive approach to ensure meaningful student engagement and interaction while preserving the high quality and integrity of instruction and testing.

Biology faculty members have been developing a comprehensive undergraduate research program incorporated into existing curriculum and would like to engage faculty from other

disciplines in a similar effort. Undergraduate research is recognized as one of several pedagogies that have a high and positive impact on student learning and motivation. The faculty efforts are in line with positions taken by the National Science Foundation, National Academies of Sciences, Engineering, and Medicine (NASEM), and Council on Undergraduate Research (CUR) in their promotion of Course-based Undergraduate Research Experiences (CUREs).

The Division is exploring the viability of a new AS-T degree in Plant Sciences and is seeking a major federal grant to help faculty members develop a second degree and curriculum in data science, data analytics, and cyber security. If the grant is awarded to AVC the new degree would be housed in the Mathematics Department but would draw on the expertise of faculty in several other disciplines (computer science, engineering, English).

Social and Behavioral Sciences

This division encompasses the following departments and disciplines:

- Business and Computer Studies
  - Accounting
  - Business Administration
  - Management
  - Marketing
  - Real Estate
  - Business Information Professional
  - Computer Applications
  - Office Technology
- Behavioral Sciences,
  - Administration of Justice
  - Alcohol and Other Drug Studies
  - Anthropology
  - Psychology
  - Sociology
- Family and Consumer Sciences
  - Child and Family Education
  - Child Development/Early Education
  - Education
- Social Science
  - Economics
  - History
  - Philosophy
  - Political Science

Collectively, the disciplines provide curriculum for 47 degrees and certificates. The most commonly granted degrees are in state authorized programs using these titles: Social Science (General); Business Administration; Psychology; Administration of Justice; and Sociology. The most commonly granted certificates of achievement are in: Child Development/Early Care and Education; Business and Commerce (General); Computer Networking; and Computer Programming.

The Division faculty members are looking forward to developing courses for the new CSU general education requirement in ethnic studies and for planning an ethnic studies program of study at AVC effective Fall 2023. The College ethnic studies program will be housed in the sociology discipline where faculty are preparing to cross-list existing sociology courses in Ethnic Relations and The Mexican American in Contemporary Society. Curriculum in African American and Latin American sociology are being contemplated for the new program of study.

The administration of justice faculty, Social and Behavioral Sciences dean, Health and Safety Sciences dean, and the Los Angeles Sheriff's Department are discussing the re-establishment of a basic law enforcement training academy at the College. Over a decade ago there was a northern Los Angeles County Sheriff's Academy at AVC. At that time, it was one of the most sought after areas at the College because it was a gateway to a well-paying job.

A third articulated vision is for broader use of the work experience #199 course. Currently, the variable unit credit occupational work experience course designation could be offered by a variety of disciplines, but it is not publicized in the schedule of classes. It is listed in the catalog under disciplines such as accounting, administration of justice, aeronautical and aviation technology, agriculture, etc.

A fourth area for new curriculum development is in child education where certificates in special education, childhood trauma, dual language learners, transitional kindergarten, and anti-bias/equity are being planned. The state has made transitional kindergarten important by earmarking $2.7 billion to phase in all four-year-old children over the next five years until 2025-26. Currently, transitional programs serve 100,000 children turning five between September and December. The expanded transitional kindergarten effort will reach up to three million children under the age of five. The legislation contemplates a ratio of one adult instructor for every 10 children by 2023-24. Specialized teacher training is a key concern along with class size. The state plan allows parents to choose whether to participate in transitional kindergarten or some other preschool or childcare option. Expert research has demonstrated that 90% of brain growth happens before kindergarten; therefore, a rigorous transitional kindergarten program should help close achievement gaps. At the present time transitional kindergarten teachers must hold a multiple subject credential. By August 2023 they will be required to (1) have at least 24 units of early childhood education or child development; (2) professional experience in a classroom setting with preschool-aged children; or, (3) a Child Development Teacher Permit issued by the state Commission on Teacher Credentialing (CTC). Some have argued for more specialized training. The AVC faculty want a P-3rd grade credential for head start program employees and for those working in other transitional kindergarten programs. AVC faculty are participating in the state Curriculum Alignment Project (CAP) to ensure that the college courses taught align and cover the topics in the California Preschool Learning Foundations that were developed by the

Department of Education. AVC has participated in the alignment project for over 20 years but has not yet completely aligned all of its offerings.

Several disciplines expressed keen interest in continuing to offer instruction online. Reliable transportation, childcare, security, and changes in work hours were cited as challenges student routinely face. These obstacles might be addressed with online instruction. The College ITS unit worked tirelessly during the COVIC pandemic to provide Wi-Fi hot spots and loaner computers to students. The business disciplines would like to have some additional degrees and certificates fully available online, including the required general education courses.

Faculty members in the division who had to learn the basics of teaching in an online environment received effective orientation to the equipment from colleagues at the College. However, they now recognize a need for additional professional development in best practice pedagogies to be more effective online instructors. They also acknowledge the need to locate and utilize culturally relevant materials in their courses. The new co-chair for the professional development activities at the College intends to sponsor a semester-long series of workshops to help faculty prepare their courses for approval by the state online education initiative authorities. Also, there will be professional development on the topics of online pedagogy and teaching with culturally relevant material.

Student Services

In Spring 2021, the Student Services Division initiated an effort to reorganize its division to better serve students, to increase student completion, and to respond to demands of several statewide initiatives such as College Promise, Guided Pathways, Student Equity and Achievement, Student Financial Wellness, and the Vision for Success goals and initiatives.

The resulting student services structure encompasses Counseling Instruction, and the following departments that provide the listed programs, services, transition programs, and partnerships to support the success of both general and special populations of students:

- Counseling & Matriculation Services (Dean)
  - Human Development Courses
  - Transfer Center
  - RISE Office for probation and dismissed students (formerly the P.R.I.D.E. office)
  - Categorical Programs and Services (Associate Dean)
    - EOPS/CARE
    - S.T.A.R.
    - CalWORKS
    - Office for Students with Disabilities (Director, OSD),
- Enrollment Services (Dean)
  - Admissions and Records, (Director/Registrar, Vacant)
    - Athletic Verification
    - Audit/Credit by Examination
    - Graduation
    - Transcripts

- o Assessment
- o Financial Aid
- Student Life and Services (Dean)
  - o Repurposing the Challenger Project
  - o Basic Needs Services
  - o Behavioral Intervention/CARE Teams
  - o Commencement
  - o Early College High School, Palmdale
  - o Dual Enrollment
  - o SOAR High School
  - o Student Equity Programs
  - o Student Health Services
  - o Outreach Services (Associate Dean)
    - ▪ DREAMERs Center
    - ▪ Job Placement Center
    - ▪ Information & Welcome Center
    - ▪ International Student Program
    - ▪ Study Abroad Program
    - ▪ Outreach & Recruitment
  - o Student Life (Associate Dean)
    - ▪ Associated Student Organization
    - ▪ First Year Experience
    - ▪ Second Year Experience
    - ▪ Student Clubs & Activities
    - ▪ Veterans Resource Center

In addition, there are a number of college initiatives that Student Services programs are actively responsible for such as Mental Health support, and Rising Scholars/Focus 180, Guardian Scholars, LGBTQIA+ and housing support. Additional emphasis is now placed on Strong Workforce Development and the college to career connection.

This rich array of comprehensive programs and services are offered at both AVC's main campus in Lancaster and at the Palmdale Center. At both locations, these services are intentionally centralized, with the exception of counseling, which is available within academic disciplines as well as within the Counseling Center. At Lancaster, this centralization includes services being located in multiple buildings, while at Palmdale, the services are located within one building.

AVC is dedicated to the institutionalization of positions and programs that are initiated through grant and Categorical funds. An example of this is the First Year Experience (FYE) program which was originally funded through a Title V grant and is now supported by general funds and the College Promise program. Additional opportunities for the college to institutionalize student support programs which were initiated through grant funds, include the Dreamers Center, Basic Needs Center, and Rising Scholars/Focus 180, Guardian Scholars, LGBTQIA+, and housing support.

Because of the success of the FYE, AVC was able to secure an additional Title V grant to pursue a "Second Year Experience" (SYE) program. Institutional support will be sought to ensure the continuation of this program when the grant ends. SYE prepares students for career and/or transfer readiness. Because four-year schools usually cost more and incur added living expenses for students, financial wellness is emphasized in SYE. Additionally, SYE helps prepare students for the social and emotional differences of going "beyond the valley" to a four-year school. Currently, FYE serves 699 students and SYE serves 1,415. Future plans include an integrated approach with each student participating in FYE/SYE and being supported by specific community enriched programs and services. Future planning also incorporates AVC's FYE and SYE as the collaborative AVC Promise Program.

Throughout the pandemic, all student services were moved to the online environment in order to continue to provide access for students. Student demand for continued access to online services is high, yet the student services division recognizes that the digital divide is very real for students, resulting in decreased access for some students—especially those who have historically been marginalized and underserved in higher education. Student government, Student Clubs and other student support services saw a decrease in engagement. Student health and especially mental health issues were more prominent during the pandemic. In the future, the Student Services division plans to continue to use technology in a very intentional way to provide services to meet the needs of the students both in person; and online through the student portal, Canvas, Zoom, e-media, TimelyMD, and other web capabilities.

Student Equity programs support students who identify within AVC's equity gaps, and work to address areas to improve success outcomes for these students. When student services and programs move into the new facilities, space utilization plans, and staff plans will be needed to create opportunities for the intersection of the various student support programs. One opportunity would be to include a student engagement center where activities will be planned and initiated by a rejuvenated student activities council. This space will be a haven for students to get what they need to stay involved—from basic needs of food, clothing, and friendship—to programmatic services and events to create an increased sense of belonging for all students. The staff also expressed the need for programming indoor and outdoor classroom/workshop space to provide a venue for large group activities and events to increase student engagement on campus.

In order to accomplish this goal of continuing to offer the extensive support programs and services to all AVC students, several departments within Student Services expressed a need for a thorough evaluation of the work loads and staffing needs of the entire division. This evaluation should be coordinated through the lens of Guided Pathways and DEI and should include a plan for replacement/reevaluation of positions as attrition occurs. Counseling/Matriculation lost staff during the pandemic and now has only 6 classified staff members in general counseling. They struggle to keep up with students' requests for services and were behind by 750 requests when they first returned to campus. Several departments also expressed a decrease in the number of student workers during the pandemic and stated this still has not returned to pre-pandemic numbers. Additionally, staff expressed that although funding (often unsolicited) is available, it is difficult to meet the requirements of the funding to offer additional programs and services to students because of inadequate staffing. Some also expressed a desire to understand, and perhaps revise, AVC's staff prioritization process.

Student Life, Counseling/Matriculation and Enrollment Services all expressed the need for upfront evaluations of incoming student transcripts. Currently, counselors evaluate transfer courses as they see students to complete educational plans. If counselors have a question about a specific course, they send a request for evaluation to the appropriate discipline faculty for determination. The articulation officer also uses the C-ID database and ASSIST to guide counselors when there is a question about a course equivalency. Official evaluations of transcripts for AVC degrees and certificates are completed by one of the three AVC evaluators, using a Banner form called SHATATR to record course equivalencies, when students apply for graduation. To accomplish the goal of upfront evaluation of transcripts for all students, the College needs to complete the full implementation of EduNav and then implement another program that will allow AVC to manage transcript evaluations when students arrive to AVC rather than as they prepare to leave. The College has looked at the program "Brainware" for this purpose but is also opened to considering other options such as one that AVC's IT Director heard about that works with ASSIST to evaluate transcripts and upload data to Banner. Enrollment Services staff will need to work with IT to evaluate program options and implement the one they choose.

The Student Services division also expressed several overarching technology needs that would impact several areas. One of these is the need for a self-service kiosk in the lobby of the Palmdale Center where students could check in, book appointments, and, when Ocelot is fully implemented, get answers to common questions. Another is the need for an enrollment management software for dual enrollment students that would eliminate the labor-intensive manual processes that AVC currently uses. With many programs hinged on momentum points for student success measures, a common case management or CRM software has also been requested. Additionally, all areas expressed interest in implementing a texting system to inform and remind students about available services. Finally, student services' areas anticipate the need for continued professional development opportunities in the use of technology—especially as new equipment, software, and systems are implemented.

Additionally, student services staff expressed a need for a comprehensive inventory of all existing software programs that are available to staff at AVC, to determine if they are being used to their capacity rather than investing in additional programs, and to assess if we could streamline some processes for students. One example given for streamlining services for students was to consolidate student request forms so that students could submit one form which would then be routed to the appropriate service(s) rather than having to submit a separate form for each area. An example of an existing software that could be used rather than purchasing an additional program is Cranium Café (licensed to AVC through 2024), which is currently used by counseling and might fill a need in student life to monitor student momentum points through case management for F/SYE students. A full assessment of existing software programs and their capabilities could save AVC money as well as time invested in learning new programs.

Finally, Student Services' staff expressed that Guided Pathways has not been fully implemented at AVC. To encourage colleges to fully implement Guided Pathways, the State Chancellor's Office has provided additional funding for the next 3-5 years. One of the overall goals of the Guided Pathways initiative is the integration of student services and academics and an outcome at most colleges that have fully implemented, is an increased respect for the role of student

services in the journey of the student through college. In fact, three of the four Guided Pathway pillars "Clarify the Path," "Enter the Path," and "Stay on the Path," require the involvement of student services. Counselors currently serve on the Guided Pathways Committee.

In addition to the general student services future visions described above, specific student service departments articulated the following future visions:

Counseling and Matriculation Services Future Visions

General Counseling and Matriculation

Responding to Increased Demand for Remote Services
Counseling/Matriculation personnel found that AVC students were very responsive to the use of online services during the pandemic and that they continue to request extended hours for services and alternate modes to in-person services. Because of this continued demand, staff anticipate offering more online access to appointments and services, and increased virtual support, including a virtual front counter and self-scheduling of appointments, over the next few years. Counseling/matriculation staff also recognize the need to keep all web forms, information, and documents, current and easily accessible to students.

Continuation of the Bridge Counseling Program
AVC has developed a unique partnership with its local 9-12 school districts called the "Bridge Counselors." These counselors are employed by both the 9-12 AVUHSD district and AVC, and they provide a bridge for students to transition to AVC. As AVC adjunct counselors, Bridge Counselors have access to confidential student information, which they use to help students register for appropriate courses for summer and fall terms. In addition, they provide access to AVCs web site, which includes information such as, how to apply, how to register, and how to be a special admit student at AVC, from their own web pages to make it easily available to high school students.

The Bridge Counseling Program is a successful partnership that will continue into the future.

Other Future Visions
Counseling/matric personnel identified the following additional areas where they anticipate changes in the next few years:
- Additional help for probation students, including peer mentoring
- Increased Career Center space and Career research
- Intrusive Counseling—where the department makes first contact and does not wait for students to come to them.
- Increased partnerships with other divisions of the College
- Implementation of an accurate two-year schedule

Technology Needs
Counseling/Matriculation personnel expressed the need to have current technology that communicates effectively with other technologies used in the department so that there is no duplication of efforts. Examples that were given about how this is not happening now were a)

appointments have to be scheduled both in SARS and Cranium Café rather than in one and then the systems communicating with each other; and b) budget work requires the use of both Banner and Argos because, again, the two software systems don't speak to one another.

Staff also expressed that the development of a data warehouse or operational data storage to support reporting, and a comprehensive manual describing where data exists would decrease the reliance on the ITS programmer analyst and increase the efficiency of the counseling/matric office.

Counseling Division: Categorical Programs (CalWORKS, EOPS/CARE, OSD, STAR)

Implement eSARS
The College has paid for the eSARS software licensing, but it has not yet been implemented. When implemented, this program will allow students to self-scheduling appointments. Student Services staff in both general counseling and categorical programs want to see this option available for students. Both departments will need to work with ITS to implement eSARS.

Restructure Categorical Services Tutoring
Categorical services plan to restructure how they offer tutoring by making this service available both online and in-person. The department believes that more students will utilize tutoring services if they are more easily accessible.

Other Technology Needs
Categorical program personnel see the trend for use of technology to engage students, increasing in the future. To meet this demand, the department has become more and more accessible to students and plans to continue to offer a variety of options for students to access its services over the next few years. They anticipate a need for all staff to participate in professional development opportunities to remain current in new technologies to improve student support.

One example of a service that began and was successful during the pandemic and could be continued in the future, was the use of "informationals" (information workshops) that the STAR and EOPS programs held to let their students know what was going on, and how to contact personnel for support during COVID. The categorical programs will continue to seek ways to remain "high touch" even from a distance. During the pandemic, categorical program staff learned that they could be more flexible with students, and still meet program requirements. This is a lesson they will use in the future as they continue to meet the varying needs of a diverse group of students.

Also, the department anticipates the need for increased training to remain current with constantly changing technology especially as it relates to accessibility advances in software.

Enrollment Services Future Visions

Improved marketing initiatives and strategies.
Currently all marketing requests are submitted to the PIO who implements the desired promotional strategies. Possible marketing strategies include email, social media, text, college

web pages, and/or radio ads. Texts to students are currently used only for Emergency Campus Alerts, Daily Self Screening reminders, and for registration reminders. Enrollment Services recently added a request to have faculty add registration dates in their course CANVAS shell and announce them to students. Email is used for all other communications.

Admissions & Records is interested in completing implementation of Ocelot to help with accurate and timely responses to questions from current and potential students. In the future, this system could also benefit the cashier's office, counseling, and student life. Enrollment Services envisions continued efforts to improve marketing strategies to reach potential and current students including keeping up with rapidly changing technologies of choice by students.

Extended testing services.
The future visions of the assessment office include extending testing services to include the becoming part of the Online Education Initiative (OEI) consortium of testing, proctoring services for students attending distance education programs abroad, proctoring various for-profit certification exams, and reinstating test proctoring services for other institutions (which were suspended during the Pandemic). To accommodate this vision, the Assessment Office will need to extend its hours (currently the office closes 6 p.m. M-Th and 11:30 on F) and hire additional staff and provide controlled proctor environments to monitor student testing requirements.

Seamless self-placement within Banner and the student portal.
Currently, guided self-placement information is sent to students via email, and then externally uploaded by ITS into Banner. The College wants this communication to happen automatically between Banner and the new student portal. The current workflow is transparent to the student, but cumbersome on the back end and requires ITS intervention.

Provide an Online Option for ESL Placement
To fully comply with AB705 with respect to ESL placement, the College would like to offer an organized approach. Faculty have developed guided self-placement for counseling and assessment to implement. AVC would like to make this available for students both on campus through the assessment center, and online for those students who are comfortable with the technology. Counselors will be involved in both options for course and program advising.

Student Life Future Visions

Campus Engagement and Community Building
Student Health Services provides health education and direct services to students and will continue to expand these services to contribute to a healthier campus. Student Life staff members voiced that there is a need for re-engagement and community building for both employees and students on campus. They expressed that some of the feelings of dis-engagement were a result of the impacts of the pandemic and might require "healing" sessions. Staff would like to see this commitment to engagement and community building expressed as a college-wide value and set as a priority in professional development opportunities. They also expressed that it should be evident in college documents and should guide interactions between different areas of the campus. In the future, the student services division plans to collaborate with faculty and the

campus community to increase awareness and participation of faculty and staff, in the many services and activities provided for students.

Student Life staff would also like to be able to track student engagement across the campus in order to determine the effect engagement has on student success and completion.

Marketing and Outreach
Student Life personnel also discussed that many students speak of the positive impact that AVC has had on their educational success. When comparing AVC to experiences at other colleges, they speak of the caring staff and faculty, the increased access to programs and services, and the faculty responsiveness during classes and office hours. Yet, staff feel that AVC doesn't do a good job of telling that story and hope in the future, to initiate a marketing campaign using students' stories of their experiences at AVC. They expressed that this would be a great resource when recruiting at the local high schools, especially if some of the stories are from recent high school graduates from those institutions. Additionally, staff expressed a need to initiate outreach programs earlier in the students' education but acknowledged that this would require increased staffing. The outreach department is in the process of developing a revised plan for outreach for implementation in the 2022-2023 school year that creates opportunities for greater participation of college faculty and staff in outreach events and services. This will include a strong digital marketing intended to reach International Students, and traditional, nontraditional, current, and prospective students within the AV Community. The revised outreach plan will also include improved strategies for student tracking.

Implementation of additional SOAR Program and Dual Enrollment
SOAR Early College High School is in its 16th year at AVC and has approximately 452 students participating this year. Each year, the program can accept about 140 additional entering students and the number of new applicants exceeds 350. AVC is opening a 2nd early college high school in Palmdale in Fall 2022. In addition, a dual enrollment program which offers college courses after school to serve high school students in Lancaster, Rosamond, and Palmdale, is being proposed. This will allow greater flexibility for the high school students to take college courses and will enhance their marketability in the transfer and career pathways.

Other Student Services Initiatives
AVC has been successful in receiving grant and categorical funding for projects and programs to support students including grants from the Chancellor's Office and other funders such as Dreamers Center, Basic Needs, LGBTQIA+, and Rising Scholars. The need to hire additional staff as a means of maximizing funding and direct services for students continues to be a challenge. When new programs are created, AVC needs a more proactive response to meeting student needs—similar to how quickly we were able to respond with support resources during the pandemic.

Future large scale projects impacting student Services include the re-purposing of the Challenger project, Basic Needs, Student Health Service and College Housing.

The Challenger Project is AVC's response to a request from the county supervisor. She asked that AVC become the lead agency to repurpose the Challenger Memorial Youth Center, a 65-

acre property, to help homeless, foster youth, and formerly incarcerated students get the services, education, and training needed to allow them to earn a living wage to support themselves and their families. To respond to this opportunity, the Student Life and Service Division is leading a 15-member AVC committee that is charged with working with the County Supervisor's Office and various providers in town, to create a living and learning environment, which includes wrap-around support services, for these 18–25-year-old student populations. AVC plans to be sole provider and will provide IT infrastructure but will solicit RFP's for other agencies/businesses to provide security, food service, and housing. The County will do the construction with college operations advising.

Additional Technology Support Needs

Outreach staff expressed a need for software to help track prospective students. They were interested in "Element 451" but would first like to evaluate the Banner recruitment module to see if it can fill the need, since it is already licensed by the College. Either solution would require additional support for implementation, such as a consultant, training and/or technical analyst.

Student Services will need to explore other software opportunities that will enhance and improve our efforts to use data to make better informed decisions in meeting student needs.

Other specific technologies that could help student life in the future are:
- Electronic or hybrid vehicles for outreach services
- Paperless systems and processes
- Streamlined technological advances-ticketing for events such as sports and commencement, etc.
- Apps: conference, leadership institute, orientations
- Mobile workshop support
- Job Placement web-based services
- Artificial Intelligence software to identify better identify students' needs.

Implications for Antelope Valley College
1. A number of new program ideas have been expressed in the above vision summaries. Some are intended to meet student interests, several are responsive to labor market needs, and still others are offered to facilitate student transfer to four-year institutions. *The College's curriculum review and approval process will have the opportunity to review, discuss, debate, and decide on the future direction of many instructional programs.*
2. One of the constant themes in the visions of instructional areas is the future balance between face-to-face vs. distance education as delivery modalities. Most faculty who teach laboratory instruction where the learning is "in the doing" felt that the online presentations were not generating effective learning and their programs lost enrollment during the COVID lockdown period. A related theme is the ongoing need to facilitate and support faculty members in designing courses to be more effective in the online instructional environment. Along with course design considerations many faculty recognize the ongoing need to learn how best to teach in the distance education modality. *The College will need to think carefully about balancing instructional modes and evaluate the quality of student learning in each modality. AVC will need to devote resources to professional development for faculty who wish to teach online courses. The*

College may want to designate some programs of study as being available primarily or entirely at a distance and file a substantive change proposal with ACCJC.

3. Sometimes students in career technical education (CTE) programs leave the program for employment opportunities or skip the college experience entirely because they do not appreciate the value of completing a certificate and/or degree program. However, perhaps they leave because the cost of supplies and equipment upon which many CTE programs depend means the programs are not always using the most advanced equipment and/or supplies. *AVC will need to find ways to effectively communicate the value of completing programs of study to both prospective and currently enrolled students. When grant funds are obtained and designated for the purchase of industry current technology and equipment, AVC needs to move more expediently to implement these resources to ensure that students are prepared to meet industry standards. The CTE programs may need to cultivate relationships with businesses and industries that will yield resources to the program.*

4. Student services personnel have been in search of software technologies that will help them work more efficiently and effectively while not losing the capacity for high touch contact with students. In some cases, the student services professionals indicated that they are not entirely aware of the functionality available in software products that have been purchased. A number of software implementations have had long gestation periods and have not yet been completely implemented. *The College may need to speed up implementation of purchased software packages and the student services professionals may need to create a descriptive inventory of the functionality available in purchased products.*

5. As is the case among instructional faculty, student services professionals have discovered that the COVID lockdown period provided them an opportunity to learn many new ways to serve students in a virtual environment. *Some of those virtual arrangements may be valuable to retain into the future. The College will need to balance the demands of students with the effectiveness of the delivery method for the various programs and services. AVC will need to devote resources to professional development for counseling faculty and student services staff members who will assist students in the virtual modality.*

6. Several recent state initiatives have brought dedicated funds to the student services area of the College to initiate new programs or services. However, AVC has often not hired additional staff when grant funding is provided. As a result, the current personnel staffing limits the ability of the College to effectively utilize the additional funds. *AVC will want to review staffing levels in student services.*

7. The state has an initiative on the theme of diversity, equity, and inclusion. *The College will want to incorporate this focus into its professional development activities for all personnel.*

Labor Market Analysis

The purpose of this analysis is to identify occupations in the region that offer at least a living wage for a single adult and for which the College could provide a relevant educational experience. Once these occupations have been identified, the analysis moves to a gap assessment between the projected openings in each occupation and the average number of individuals who completed programs of study related to the occupation. The objective is to help the College make decisions regarding adding new programs or expanding or retooling existing programs that will address labor market needs.

Occupational demand and instructional program supply from community colleges was consulted to facilitate the labor market analysis of Kern and Los Angeles Counties as a region. The demand side search was for projected openings in middle-skills occupations. Those are occupations for which an Associate Degree, postsecondary non-degree, or some college but no degree was judged to be acceptable educational preparation for entry-level positions. In addition, the middle-skills occupations category included:

- jobs that required a bachelor's degree for entry, but where one-third or more of the practitioners did not hold that degree,[16] and
- occupations where a high school diploma was required for entry, but long-term (12 months) on-the-job training is regularly provided.[17]

The demand search was further limited to occupations that projected 50 or more annual job openings for Los Angeles County and 25 or more annual openings for Kern County between 2018 and 2028.

The occupations were matched to community college instructional programs by cross walking Standard Occupational Classification (SOC) codes to Taxonomy of Programs (TOP) codes found in a resource supplied by the Center of Excellence. In some cases, the occupation matched to more than one TOP code assigned to an instructional program offered at the community colleges.

The supply side analysis also drew on a database provided by the Center of Excellence which included a three-year average of awards granted by community colleges in Kern and Los Angeles Counties. Each program of study was identified by a six-digit TOP code which was used to match the graduates to the projected openings for the two counties. In some cases, a single occupation is matched to more than one TOP code program of study at the various community colleges.

The gap between the annual projected openings and the three-year average of awards was calculated as a means to identify the occupations where demand far exceeded supply. The most promising occupations are those with the highest number of openings in the projected annual

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[16] U.S. Census Bureau. *Census Population Survey (CPS)*.2019. Cited by the U.S. Bureau of Labor Statistics as the definitive source for educational attainment of workers 25 years and older by six-digit Standard Occupational Classifications (SOC) codes nationwide.

[17] California Community Colleges. Center of Excellence. *Demand Database June 2021*.

average jobs data array. A separate column was created to flag those promising occupations for which AVC has established a degree or certificate of achievement program of study.

Using the U.S. Bureau of Labor Statistic's training-level definitions, the lists of occupations were subdivided, by the entry-level education expected.

Kern County Labor Market Overview

Projected in Kern County between 2018-2028 are roughly 41,000 annual job openings that do not require previous experience. The openings are due to retirements and new jobs created through growth in the economy. As is commonly the case in the California economy, the education level for many openings is a high school diploma or even less for entry with no experience. Of the anticipated annual openings where no experience is expected, in Kern County 10% require some postsecondary education but less than a bachelor's degree and 12% require a bachelor's or higher degree.

Kern County Numerical Summary of Job Openings by Entry-Level Education, Without Experience

2018-28 Projected

Education Level	Total Openings*	Annual Openings*	% of Annual Openings	Median Hourly Wage**	Median Annual Wage**
No formal educational credential	206,010	20,601	50%	$16.03	$32,448
High school diploma or equivalent	115,560	11,556	28%	$21.32	$44,728
Some college, no degree	10,210	1,021	2%	$20.28	$42,167
Postsecondary non-degree award	23,160	2,316	6%	$24.58	$51,113
Associate's degree	6,860	686	2%	$27.79	$57,800
Bachelor's degree	43,280	4,328	11%	$37.42	$75,693
Master's degree	3,730	373	1%	$39.58	$82,327
Doctoral or professional degree	2,720	272	1%	$58.61	$122,517
Grand Total	*411,530*	*41,153*			

*no experience required

** First quarter of 2020 wages were used as the basis of the calculation.

Source: California Employment Development Department. Labor Market Information. *Kern County Occupational Projections 2018-2028*; analysis by Cambridge West Partnership, LLC

All except two of the Kern County occupations with the most annual openings that require some postsecondary education but not a bachelor's degree will provide an annual income of $22,732 that sustained one adult in 2021. These occupations do not require prior experience and commonly expect none to moderate-lengths of on-the-job training. A postsecondary non-degree award is generally considered to be a certificate of achievement. Annual wages were not available for teacher assistants and nursing assistants.

Kern County Occupations With the Most Openings That Require Some Postsecondary Education, 2018-2028

Occupational Title	Entry-Level Education	Job Training*	Work Exp.	Annual Job Openings	Median Annual Wage**	Sustainable for 1 Adult
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	Short-term on-the-job training	None	755	$44,723	Y
Teacher Assistants	Some college, no degree	None	None	535	$0	
Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	Moderate-term on-the-job training	None	377	$41,851	Y
Medical Assistants	Postsecondary non-degree award	None	None	277	$32,560	Y
Telecommunications Equipment Installers and Repairers, Except Line Installers	Postsecondary non-degree award	Moderate-term on-the-job training	None	194	$63,553	Y
Nursing Assistants	Postsecondary non-degree award	None	None	194	$0	
Automotive Service Technicians and Mechanics	Postsecondary non-degree award	Short-term on-the-job training	None	172	$47,442	Y
Dental Assistants	Postsecondary non-degree award	None	None	130	$36,856	Y
Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	None	None	109	$57,385	Y
Preschool Teachers, Except Special Education	Associate's degree	None	None	98	$30,398	Y

*Moderate-term on-the-job training means more than 1 month and up to 12 months of combined on-the-job experience and informal training.

*Short-term on-the-job training means one month or less of on-the-job experience and informal training.

** Extrapolated from the first quarter 2020 wages

Source: California Employment Development Department. Labor Market Information. *Kern County Occupational Projections 2018-2028*; analysis by Cambridge West Partnership, LLC

Los Angeles County Labor Market Overview

Projected in Los Angeles County between 2018-2028 are roughly 537,000 annual job openings that do not require previous experience. The openings are due to retirements and new jobs created through growth in the economy. As is often the case, the educational level for many openings is a high school diploma or even less for entry with no experience. Of the anticipated annual openings where no experience is expected in Los Angeles County 11% require some postsecondary education but less than a bachelor's degree and 18% require a bachelor's or higher degree.

Los Angeles County Numeric Summary of Job Openings by Entry-Level Education, Without Experience

2018-28 Projected

Education Level	Total Openings*	Annual Openings*	% of Annual Openings	Median Hourly Wage**	Median Annual Wage**
No formal educational credential	1,812,580	181,258	34%	$18.42	$37,367
High school diploma or equivalent	2,039,280	203,928	38%	$22.03	$46,117
Some college, no degree	160,400	16,040	3%	$21.09	$31,507
Postsecondary non-degree award	309,450	30,945	6%	$25.29	$52,606
Associate's degree	102,380	10,238	2%	$31.35	$65,206
Bachelor's degree	796,430	79,643	15%	$39.45	$80,903
Master's degree	72,010	7,201	1%	$46.03	$96,018
Doctoral or professional degree	72,930	7,293	1%	$50.68	$116,500
Grand Total	*5,365,460*	*536,546*			

*no experience required

** First quarter of 2020 wages were used as the basis of the calculation.

Source: California Employment Development Department. Labor Market Information. *Kern County Occupational Projections 2018-2028*; analysis by Cambridge West Partnership, LLC

Only four of the Los Angeles County occupations with the most annual openings that require some postsecondary education but not a bachelor's degree that will provide an annual income of $38,217 that sustained one adult in 2021. These occupations that do not require prior experience and commonly expect none to moderate-lengths of on-the-job training. A postsecondary non-degree award is generally considered to be a certificate of achievement. Annual wages were not available for actors, teacher assistants and nursing assistants.

Los Angeles County Occupations With the Most Openings That Require Some Postsecondary Education, 2018-2028

Occupational Title	Entry-Level Education	Job Training*	Work Exp.	Annual Job Openings	Median Annual Wage**'	Sustainable for 1 Adult
Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	Moderate-term on-the-job training	None	6,418	$48,306	Y
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	Short-term on-the-job training	None	4,812	$48,073	Y
Teacher Assistants	Some college, no degree	None	None	4,651	$0	
Nursing Assistants	Postsecondary non-degree award	None	None	4,641	$0	
Medical Assistants	Postsecondary non-degree award	None	None	3,563	$36,229	
Hairdressers, Hairstylists, and Cosmetologists	Postsecondary non-degree award	None	None	2,273	$29,384	
Actors	Some college, no degree	Long-term on-the-job training	None	1,911	$0	
Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	None	None	1,809	$58,813	Y
Preschool Teachers, Except Special Education	Associate's degree	None	None	1,730	$31,727	
Dental Assistants	Postsecondary non-degree award	None	None	1,687	$40,070	Y

*Moderate-term on-the-job training means more than 1 month and up to 12 months of combined on-the-job experience and informal training.

*Short-term on-the-job training means one month or less of on-the-job experience and informal training.

**First quarter 2020 wages were used for the calculation

Source: California Employment Development Department. Labor Market Information. *Kern County Occupational Projections 2018-2028*; analysis by Cambridge West Partnership, LLC

A more detailed analysis of the labor market was completed using the demand and supply databases provided by the California Community College System Center of Excellence. The detailed results are provided in Appendix 08.A along with some context and caveats about the data. The following narrative provides highlights of the analysis.

Among the occupations in Kern County where a **bachelor's degree** is sometimes required for entry, the greatest shortfall of supply was for:

- Registered Nurses (AVC TOP 123010 Registered Nursing)

Among the occupations in Los Angeles County where a **bachelor's degree** is sometimes required for entry, the following jobs had the greatest shortfall of supply:

- Business Operations Specialists, All Other
- Multimedia Artists and Animators (AVC TOP 061410 Multimedia, TOP 061460 Animation, TOP 061460 Computer Graphics and Digital Imagery)
- Fashion Designers
- Graphic Designers (AVC TOP 061460 Computer Graphics and Digital Imagery)
- Camera Operators, Television, Video, and Motion Picture

- Film and Video Editors (AVC TOP 060420 Television, including combined TV/Film/Video)
- Logisticians
- Registered Nurses (AVC TOP 123010 Registered Nursing)

Among the occupations in Kern County for which an **associate degree** is commonly required for entry, the greatest shortfall of supply was for:

- Engineering Technicians, Except Drafters, All Other

Among the occupations in Los Angeles County for which an **associate degree** is commonly required for entry, the following jobs had the greatest shortfall of supply:

- Web Developers (AVC TOP 070600 Computer Science for transfer, TOP 070710 Computer Programming)
- Chemical Technicians
- Life, Physical, and Social Science Technicians, All Other
- Paralegals and Legal Assistants
- Respiratory Therapists (AVC TOP 121000 Respiratory Care/Therapy)
- Dental Hygienists
- Radiologic Technicians (AVC TOP 122500 Radiologic Technology)
- Veterinary Technologists and Technicians
- Physical Therapist Assistants

Among the occupations in Kern County for which **a postsecondary non-degree award, i.e., certificate of achievement, or some college** is commonly required for entry, these jobs had the greatest shortfall of supply:

- Teacher Assistants (AVC TOP 080200 Instructional Aide)
- Licensed Practical and Licensed Vocational Nurses (AVC TOP 123020 Licensed Vocational Nursing)
- Nursing Assistants
- Medical Assistants (AVC TOP 120800 Medical Assisting, TOP 120810 Clinical Medical Assisting)
- Bookkeeping, Accounting, and Auditing Clerks (AVC TOP 050200 Accounting)
- Automotive Service Technicians and Mechanics (AVC TOP 094800 Automotive Technology)
- Heating, Air Conditioning, and Refrigeration Mechanics and Installers (AVC TOP 094600 Environmental Control Technology)

Among the occupations in Los Angeles County for which **a postsecondary non-degree award, i.e., certificate of achievement, or some college** is commonly required for entry, these jobs had the greatest shortfall of supply:
- Computer User Support Specialists (AVC TOP 070200 Computer Information Systems)
- Library Technicians

- Teacher Assistants* (AVC TOP 080200 Educational Aide)
- Audio and Video Equipment Technicians (AVC TOP 100500 Commercial Music)
- Licensed Practical and Licensed Vocational Nurses (AVC TOP 123020 Licensed Vocational Nursing)
- Medical Records and Health Information Technicians
- Health Technologists and Technicians, All other
- Nursing Assistants*
- Dental Assistants
- Medical Transcriptionist (AVC TOP 120820 Administrative Medical Assisting)
- Phlebotomists
- Bookkeeping, Accounting, and Auditing Clerks (AVC TOP 050200 Accounting)
- Telecommunications Equipment Installers and Repairers, Except Line Installers
- Aircraft Mechanics and Service Technicians (AVC TOP 095000 Aeronautical and Aviation Technology, TOP 095010 Aviation Airframe Mechanics, TOP 095020 Aviation Powerplant Mechanics)
- Automotive Service Technicians and Mechanics (AVC TOP 094800 Automotive Technology)
- Heating, Air Conditioning, and Refrigeration Mechanics and Installers (AVC TOP 094600 Environmental Control Technology)

*The first quarter 2020 wages were used to calculate the average annual earnings for this occupation are below the level required to sustain one adult.

In both Kern and Los Angeles Counties, among the occupations for which **a high school diploma or equivalent or no formal education credential** is commonly required for entry, are numerous jobs that have the greatest shortfall of supply but provided a living wage for one adult. One strategy for a community college to consider in starting a program of study to educate students for these occupations is to create a formal classroom based certificate of achievement that would be recognized as equivalent to the long-term on-the-job training commonly required to access many of these occupations. For those occupations, suggesting the completion of a supervisory or management responsibilities courses focused on those skills may be attractive to employed individuals aspiring to move into those kinds of positions.

Degree Gaps

Middle-skills occupations, those requiring education beyond high school but less than a bachelor's degree, usually provide a pathway to a middle-class income and have been the domain of community college career technical education programs. However, a recent study of traditional middle-skills occupations in the Los Angeles basin pointed to increasing degree gaps. A comparison was made between the level of education employers are seeking as entry-level qualifications expressed in job postings and the current level of baccalaureate attainment of practitioners in that occupation. The gap, or degree inflation, that is evidence of middle-skills jobs becoming more technical and complex suggests educational programs need to prepare students for those more complex job duties.

The following chart illustrates the extent of the degree gap for middle-skills occupations where the gap is 20 percent or more. Computer-related occupations (web developers, desktop publishers, medical records and health information technicians), and occupations related to

health care (radiation therapists, nuclear technicians, and nuclear medicine technologists) are prominent.

Middle-Skill Jobs in the Los Angeles Basin With the Largest Degree Gaps

Legend: ■ w Bachelor's ■ Requiring Bachelor's ■ Gap

Job	w Bachelor's	Requiring Bachelor's	Gap
MAGNETIC RESONANCE IMAGING TECHNOLOGISTS	22.9%	53.0%	30.1%
ELECTRICAL AND ELECTRONICS ELECTRONICS REPAIRERS, POWERHOUSE, …	14.8%	46.0%	31.2%
COMPUTER NETWORK SUPPORT SPECIALISTS	36.0%	69.0%	33.0%
PARALEGALS AND LEGAL ASSISTANTS	40.3%	76.0%	35.7%
NUCLEAR MEDICINE TECHNOLOGISTS	22.9%	59.0%	36.1%
CHEMICAL TECHNICIANS	30.0%	69.0%	39.0%
WEB DEVELOPERS	52.9%	95.0%	42.1%
CIVIL ENGINEERING TECHNICIANS	19.5%	62.0%	42.5%
SOUND ENGINEERING TECHNICIANS	33.4%	76.0%	42.6%
RADIATION THERAPISTS	38.5%	82.0%	43.5%
BOOKKEEPING, ACCOUNTING, AND AUDITING CLERKS	16.5%	61.0%	44.5%
FUNERAL SERVICE MANAGERS	35.3%	80.0%	44.7%
PSYCHIATRIC TECHNICIANS	20.5%	66.0%	45.5%
RESPIRATORY THERAPY TECHNICIANS	20.5%	67.0%	46.5%
DESKTOP PUBLISHERS	28.0%	78.0%	50.0%
RESPIRATORY THERAPISTS	24.3%	78.0%	53.7%
FIRST-LINE SUPERVISORS OF FIRE FIGHTING & PREVENTION WORKERS	22.4%	77.0%	54.6%
ENVIRONMENTAL ENGINEERING TECHNICIANS	19.5%	81.0%	61.5%
WIND TURBINE SERVICE TECHNICIANS	10.3%	75.0%	64.7%
NUCLEAR TECHNICIANS	11.9%	80.0%	68.1%

Source: Los Angeles Economic Development Corporation and CSU Northridge. *Addressing the Knowledge Worker Talent Gap*. September 1, 2020

College Response to the Labor Market

The Antelope Valley is often referred to as America's aerospace valley because of major aerospace manufacturers Northrop Grumman and Lockheed Martin, Scaled Composites, Virgin Galactic, and Edwards AFB. In 2015, the aerospace industry had a shift in its need for entry-level technicians due to the increased government contracts. The College has excelled at providing career technical education (CTE) programs to support major industries, including a Bachelor of Science in Airframe Manufacturing Technology (AFMT) and the Aircraft Fabrication and Assembly (AFAB) programs. Both programs continue to be recognized and utilized by Northrop Grumman (NGC) for providing entry-level training for all newly hired structures and composite technicians. An accelerated eight-week aerospace fabrication certificate program was established to meet the increasing hiring demands. Students earn 22 units that can be applied towards the Bachelor of Science Degree in AFMT. This allows NGC to develop the workforce necessary to meet the demands of new contracts. Every student who completes the program is scheduled for a job interview with Northrop Grumman. Although NGC hires a vast majority of the graduates, the few that are not extended offers are often hired by Lockheed Martin Corporation, Boeing, Build Your Dreams, Kinkysharyo, or other manufacturing enterprises in the area.

The second most popular career technical education program award is the Registered Nursing Associate of Science degree. Healthcare firms are another major industry for the region with the large employers being Antelope Valley Hospital, Kaiser Hospital, and Palmdale Regional Hospital. The Nursing program would not be successful without partnerships with area hospitals that are utilized as clinic sites for students. Two other popular CTE programs with high numbers of graduates are the Administration of Justice Associate of Science and Child Development/Early Care and Education degrees. The largest number of awards are from the Business Administration degree for transfer intended to transition students into the CSU system. From 2016-17 to 2020-21 CTE programs account for 39% of all awards granted by the College.

The College may want to further investigate and consider expanding several existing programs of study or starting some new programs. Based on the comparison of projected job openings vs. the recent average count of graduates from community college programs related to the occupations a number of occupations appear to have demand far in excess of the supply of graduates. Of course, the projected demand may be met by individuals whose educational preparation exceeds what is normally expected or by qualified and experienced individuals who move into the region from other parts of the country.

The first table of candidate programs for expansion or initiation relate to occupations where a **bachelor's degree** is commonly expected for entry-level jobs. However, in these occupations one-third or more of the practitioners hold less than a bachelor's degree.

Kern or Los Angeles Counties

SOC Code	Occupational Title	Entry Level Education	Annual Job Openings	Average Annual Earnings	TOP Code Options	Description	3 Yr. Avg	Total	Potential Gap	Group Potential Gap	AVC Degree	Sustainable Wage for 1 Adult	expand	new
291141	Registered Nurses (Kern)	Bachelor's degree	427	$94,423	123010	Registered Nursing	118		309		Y	Y	1	
291141	Registered Nurses (Los Angeles)	Bachelor's degree	5,928	$108,359	123000	Nursing	71	1,279		4,649		Y	1	
					123010	Registered Nursing	1,208				Y			

Los Angeles County

SOC Code	Occupational Title	Entry Level Education	Annual Job Openings	Average Annual Earnings	TOP Code Options	Description	3 Yr. Avg	Total	Potential Gap	Group Potential Gap	AVC Degree	Sustainable Wage for 1 Adult	expand	new
131081	Logisticians	Bachelor's degree	632	$85,586	051000	Logistics and Materials Transportation	94		538					1
131199	Business Operations Specialists, All Other	Bachelor's degree	5,405	$83,953	050640	Small Business and Entrepreneurship	105	107		5,298		Y	1	
					050970	ECommerce (Business emphasis)	1							
271014	Multimedia Artists and Animators	Bachelor's degree	1,557	$111,174	061400	Digital Media	15	318		1,239		Y	1	
					061410	Multimedia	27				Y			
					061420	Electronic Game Design	0							
					061440	Animation	120				Y			
					061460	Computer Graphics and Digital Imagery	22				Y			
					103000	Graphic Art and Design	134							
271024	Graphic Designers	Bachelor's degree	1,426	$64,246	061400	Digital Media	15	219		1,207		Y	1	
					061460	Computer Graphics and Digital Imagery	22				Y			
					101300	Commercial Art	48							
					103000	Graphic Art and Design	134							
274031	Camera Operators, Television, Video, and Motion Picture	Bachelor's degree	671	$86,319	061220	Film Production	158		513			Y	1	
274032	Film and Video Editors	Bachelor's degree	1,833	$126,203	060400	Radio and Television	43	409		1,424		Y	1	
					060420	Television (including combined TV/Film/Video)	208				Y			
					061220	Film Production	158							

Source: California Employment Development Department, Labor Market Information. *Occupational Projections 2018-28.* Retrieved April 16, 2022, from https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html and California Community Colleges, Center of Excellence. *Demand and Supply Database*, June 2021; analysis by Cambridge West Partnership, LLC

There were no occupations where demand greatly exceeded supply and the **associate degree** was the expected preparation for entry-level jobs in Kern County. There were several occupations identified in Los Angeles County.

SOC Code	Occupational Title	Entry Level Education	Annual Job Openings	Average Annual Earnings	TOP Code Options	Description	3 Yr. Avg	Total	Potential Gap	Group Potential Gap	AVC Degree	Sustainable Wage for 1 Adult	expand	new
Kern- none														
Los Angeles County														
151134	Web Developers	Associate's degree	586	$82,620	61430	Website Design and Development	11	366		220		Y		1
					70600	Computer Science (Transfer)	114				Y			
					70700	Computer Software Development	0							
					70710	Computer Programming	196				Y			
					70900	World Wide Web Administration	44							
					70910	ECommerce (Technology emphasis)	1							
194031	Chemical Technicians	Associate's degree	164	$55,199	95400	Chemical Technology	4	10		154		Y		1
					95500	Laboratory Science Technology	6							
232011	Paralegals and Legal Assistants	Associate's degree	1,601	$57,446	140200	Paralegal	301		1,300			Y		1
291126	Respiratory Therapists	Associate's degree	428	$83,878	121000	Respiratory Care/Therapy	148		280		Y	Y	1	
292021	Dental Hygienists	Associate's degree	394	$115,170	124020	Dental Hygienist	86		308			Y		1
292034	Radiologic Technologists	Associate's degree	331	$82,677	122500	Radiologic Technology	168		163		Y	Y	1	
292056	Veterinary Technologists and Technicians	Associate's degree	194	$45,670	010210	Veterinary Technician (Licensed)	74		120					1
312021	Physical Therapist Assistants	Associate's degree	225	$65,455	122200	Physical Therapist Assistant	30		195			Y		1

Source: California Employment Development Department, Labor Market Information. *Occupational Projections 2018-28.* Retrieved April 16, 2022, from https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html and California Community Colleges, Center of Excellence. *Demand and Supply Database*, June 2021; analysis by Cambridge West Partnership, LLC

Two occupations were identified as offering salaries below the 2021 level that would sustain one adult living in Los Angeles County, but the projected demand exceeded the supply of qualified graduates. In both cases, nursing assistants and medical transcriptionists, the positions could be the entry point of a career ladder leading to higher wage occupations.

Kern

SOC Code	Occupational Title	Entry Level Education	Annual Job Openings	Average Annual Earnings	TOP Code Options	Description	3 Yr. Avg	Total	Potential Gap	Group Potential Gap	AVC Prog.*	Sustainable Wage for 1 Adult	expand	new
259041	Teacher Assistants	Some college, no degree	535	$32,758	080900	Special Education	5	7		528		Y		
				$32,758	080200	Instructional Aide	2				Y			1
292061	Licensed Practical and Licensed Vocational Nurses (Kern)	Postsecondary non-degree award	109	$55,832	123020	Licensed Vocational Nursing	47		62		Y	Y	1	
292061	Licensed Practical and Licensed Vocational Nurses (Los Angeles)	Postsecondary non-degree award	1,809	$59,899	123000	Nursing	71	270		1,539		Y		
					123020	Licensed Vocational Nursing	199				Y			1
311014	Nursing Assistants (Kern)	Postsecondary non-degree award	194	$32,612	120100	Health Occupations, General	57	92		102		Y		1
					123030	Certified Nurse Assistant	35							
311014	Nursing Assistants (Los Angeles)	Postsecondary non-degree award	4,641	$36,070	120100	Health Occupations, General	85	193		4,448		N		1
					123000	Nursing	71							
					123030	Certified Nurse Assistant	37							

Los Angeles

SOC Code	Occupational Title	Entry Level Education	Annual Job Openings	Average Annual Earnings	TOP Code Options	Description	3 Yr. Avg	Total	Potential Gap	Group Potential Gap	AVC Prog.*	Sustainable Wage for 1 Adult	expand	new
292041	Emergency Medical Technicians and Paramedics	Postsecondary non-degree award	338	$39,037	125000	Emergency Medical Services	100	213		125	Y	Y	1	
					125100	Paramedic	113							
292099	Health Technologists and Technicians, All Other	Postsecondary non-degree award	584	$53,447	121400	Orthopedic Assistant	9		575			Y		1
319092	Medical Assistants	Postsecondary non-degree award	3,563	$38,775	120800	Medical Assisting	141	156		3,407	Y	Y	1	
					120810	Clinical Medical Assisting	15				Y			
319094	Medical Transcriptionists	Postsecondary non-degree award	246	$34,591	51420	Medical Office Technology	42	120		126		N		
					120820	Administrative Medical Assisting	41				Y		1	
					122310	Health Information Coding	37							
319097	Phlebotomists	Postsecondary non-degree award	447	$42,277	120510	Phlebotomy	2		445			Y		1

*AVC has a degree or certificate in this program

Source: California Employment Development Department, Labor Market Information. *Occupational Projections 2018-28.* Retrieved April 16, 2022, from https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html and California Community Colleges, Center of Excellence. *Demand and Supply Database*, June 2021; analysis by Cambridge West Partnership, LLC

Implications for Antelope Valley College

1. The labor market analysis was conducted using regional data (Kern and Los Angeles Counties). Employment opportunity projections for the official AVC district service area or the greater Antelope Valley area, as conceived of by the Antelope Valley Economic Development and Growth Enterprise (AVEDGE), is not available. The analysis assumes that students graduating from AVC and seeking immediate employment potentially are willing to relocate in the larger region. The projection of job openings was developed by the California Employment Development Department (EDD). The projection utilized in the analysis was for a ten-year horizon over which unexpected major events, such as the COVID pandemic, might intervene. *Therefore, the College should be cautious about moving forward to plan the expansion or initiation of new instructional programs based only on the data analysis.*

2. The analysis is intended to suggest possible areas in which the College might invest new resources to develop or enhance instructional programs. The labor market analysis does not address the exact nature of the knowledge and skills required to successfully enter and perform in the occupation. *This analysis should be complemented by dialogue with employers to validate the need for future employees and the nature of the competencies required in entry-level positions.*

3. Some occupations that have been traditionally seen as middle-skills, normal expecting postsecondary education below the bachelor's degree as preparation, have experienced a "degree creep" in regard to desired educational preparation. The "degree creep" might reflect increasing complexity of the technical skills required in the occupation and/or an employer's strategy to screen applicants. *The College will want to pay attention to the educational expectations articulated in job opening announcements as a resource to supplement the advisory committee input to programs. Also, the College will want to continue promoting the transfer function to move students into four-year institutions to complete the bachelor's degree as a strategy of both creating more opportunities for the students and as a contribution to the economic vitality of the region.*

Goals and Objectives

The College has developed several long-range goal statements which will be the framework for a series of two three-year strategic plans that contain objectives and activities intended to advance the goals. The campus community discussed the long-range goals throughout the 2022-2023 academic year. Various shared governance committees participated in those discussions and acted to adopt the SERVES framework and the following priority goals for the first year. The College looks forward to celebrating its 100th anniversary in 2029 and its accomplishments on these plans.

The AVC SERVES 2024-2029 Strategic Plan Goals

Service, Equity, Resources, Vision, Education, Success (SERVES) priority goals for the first year are as follows.

Strategic Goal 1- **Service**: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community. *Examples of related initiatives:*
- Continuous improvement.
- Expand outreach- Increase access to dual enrollment and adult learners.
- Expand community partnerships to meet workforce demand.
- Improve communication.
- Foster a sense of belonging.

Strategic Goal 2- **Equity**: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus. *Examples of related initiatives:*
- Recruiting and hiring for diversity.
- Close equity gaps.
- Expand professional development for all constituent groups.
- New student and employee onboarding.
- Nurture a culture of inquiry and data-informed decision-making.
- Growth mindset.

Strategic Goal 3- **Resources**: Increase student awareness about campus resources. *Examples of related initiatives:*
- Basic needs.
- Improved student common spaces.
- Increase access to counseling/advising.

Strategic Goal 4- **Vision**: Being more future-thinking, agile, innovative, and proactive. . *Examples of related initiatives:*
- Empower students to formulate and achieve their goals.
- Elevate student voices.
- Become a more sustainable and cleaner campus.

Strategic Goal 5- **Education**: Expansion of offerings and effective course scheduling. *Examples of related initiatives:*

- Increase access to-and awareness about learning support services.
- Increase English and Math completion within their first year.
- Within the Guided Pathways initiative, create effective education plans to reduce the number of accumulated units while meeting educational goals.

Strategic Goal 6- **Success**: Boost success rates by prioritizing the student experience. . *Examples of related initiatives:*

- Increase the number of degrees and certificates awarded, transfers.
- Strong workforce training to meet local workforce demand, power skills, field experience, work-based learning, internships/externships, licensure pass rates, job placement.
- Opportunities for obtaining sustainable wages.
- Improve success, retention, and persistence rates.
- Increase awareness about and celebrate successes.

Source: Antelope Valley College, Strategic Planning Committee, Academic Senate, College Coordinating Council, Executive Council. December 2023.

Recommendations for the Strategic Plan

Based on the evidence developed in this ESP the following recommendations are offered for the College to consider when developing action strategies and objectives to achieve the long-term goals.

The College is encouraged to continue its plans and act on the following ideas:

1. Hire an ethnic studies instructor and build a degree program in that discipline. Continue to develop course proposals for the new CSU general education area F, ethnic studies.
2. Establish an early college program at the Palmdale Center. Explore the possibility of a third early college experience on Tuesday afternoons at Rosamond, Palmdale, and the Lancaster main campus.
3. Pursue new programs of study cited in the vision statement documented in the Opportunities for the Future chapter of this Plan but critically evaluate them in terms of meeting labor market needs, facilitating transfer in established pathways to CSU or UC, and for economic sustainability.
4. Review the needs and opportunities identified by AVC Student Service units in the Opportunities for the Future chapter of this Plan and critically evaluate them to determine which should be implemented and in what order.
5. Pursue professional development topics such as
    a. Hourly and new full-time faculty orientation and mentoring
    b. Coaching on best practices in online pedagogy
    c. Assistance in course design for online instruction by creating an AVC Peer Online Course Review (POCR) and becoming a certified POCR campus.
    d. Equity and culturally relevant materials and teaching practices, perhaps with technical assistance from the Center for Urban Education at the University of Southern California.
6. Within the redesign of the College web pages provide for a prominent display of the areas of study with descriptions of career options, linkages to job openings projections and salaries, and graphic displays of the recommended course sequences akin to the Program Mapper software developed by Bakersfield College.
7. The Challenger Project is a wonderful opportunity for the College to make a difference in the lives of otherwise disadvantaged individuals. The College may want to consider developing some career development college preparation (CDCP) noncredit vocationally oriented programs of study for that location.
8. Expand the use of eight-week classes scheduled either online or in days and times when classrooms are most available.
9. Complete the implementation of major software projects such as EduNav.
10. With the passage of AB 927 consider exploring the possibilities of proposing a second baccalaureate degree, perhaps in Respiratory Therapy or Manufacturing Technology.
11. Explore offering additional low-unit programs for students who apply to the nursing program but are not accepted into either the VN or RN programs such as:
    - certified nursing assistants
    - phlebotomy (perhaps as a fee-based, not for credit class)
    - home health care workers

- medical coding/medical records and health information technicians (there was a citation under health education to look at Santa Barbara CC for health information technician https://www.sbcc.edu/hit/

12. Fully staff and empower the Enrollment Management Committee to develop and implement an Enrollment Management Plan. Consider implementing successful outreach and re-enrollment activities that have been successful at other institutions.

13. Continue efforts to reduce the average number of units that students complete for an AA/AS from the current high 80's to 70 units or less.

The College may want to consider the following suggested recommendations and further explore the viability and utility of each one. These suggestions are prompted by data and insights documented in the chapters of this Plan.

1. Expand the ESL program at Palmdale and Rosamond where most English Language Learners live.

2. Consider establishing some programs of study at the Palmdale Center beyond the short-term CTE certificate currently taught there.

3. Advance the implementation of guided pathways by
   a. Forming student success/coaching teams to proactively contact students.
   b. Consider applying to participate in the Caring Campus program.
   c. Systematically collect, analyze, and use assessment of student learning outcomes data to affirm the achievement of desired student learning.

4. Expand the two-year schedule idea to cover all of the approved AD-T programs of study.

5. Systematically and consistently implement the smart schedule idea for those approved AD-T programs.

6. Wherever possible in career technical education programs, design the curriculum to support student access to industry recognized certifications or licenses. Publicize those linkages in the catalog and marketing materials to currently enrolled students and the community at large.

7. Develop marketing materials to appeal to working adults and particularly concentrate distribution of marketing materials in zip codes where large numbers of residents have been attending other colleges (Palmdale- 93550, 93551, 93552; Lancaster- 93536, 93535, 93534; Acton- 93510),

8. Other community colleges have found that a Program for Accelerated College Education (PACE) appeals to working adults. The College might explore the viability of such a program offered at the Palmdale Center.

9. The College may want to consider collaboration with the Adult Education Regional Consortium in the development of career development college preparation (CDCP) programs to reach new audiences of potential college students.

10. Further explore the possibility of expanded or new programs related to the occupations with the largest projected gap of future opportunities compared to the recent supply of graduates.

11. Explore the possibilities of applying to participate in additional federal TRiO programs such as Talent Search and Upward Bound.

12. Increase the numbers of sections offered in the evening hours.

13. Establish a limited number of programs that can be completed entirely online and market them as an online college.
14. Revisit the high school course articulation agreements and apply the regulations and guidelines pertaining to credit by examination.
15. Review the established high school career technical education pathways or academies to identify potential new pathway agreements including a pathway to the A.S. in Aircraft Fabrication and Assembly Technician or Aviation Airframe, and the B.S. in Airframe Manufacturing Technology.
16. Consider ways to exploit the MyPath software to increase engagement, before instruction starts, with students who have completed applications and offer assistance to students who have only partially completed an application.

Projections For Future Growth

<u>The Baseline</u>
The Fall 2019 term was used as the baseline term for the Educational Service Plan as it was the most recent "normal" term experience before the COVID worldwide pandemic lockdowns that interrupted the nation's routines. The following tables document the baseline term attributes by division.

AVC Baseline Term Attributes

Division		Actual Fall 2019			
		# of	Lec	Lab	Total	
Subject		Sec	WSCH	WSCH	WSCH	FTES
Arts and Humanities	*Subtotal*	**1,385**	**6,517.5**	**9,615.3**	**16,132.8**	**516.3**
	Art	40	1,205.0	2,696.3	3,901.3	124.8
	Dance	15	401.6	560.0	961.6	30.8
	Digital Media	19	9.1	2,320.3	2,329.4	74.5
	Film & Television	11	1,138.4	284.7	1,423.1	45.5
	Music	79	1,374.1	1,010.9	2,385.0	76.3
	Music-Commercial	33	1,485.9	516.3	2,002.2	64.1
	Photography	6	469.4	0.0	469.4	15.0
	Photography-Commercial	12	0.0	943.1	943.1	30.2
	Theater Arts	28	434.1	1,283.8	1,717.8	55.0
Athletics & Kinesiology	*Subtotal*	**102**	**5,757.8**	**2,130.9**	**7,888.8**	**252.4**
	Athletic Training	4	87.5	0.0	87.5	2.8
	Health Education	28	2,837.2	0.0	2,837.2	90.8
	Intercollegiate Athletics	20	2,261.6	0.0	2,261.6	72.4
	Kinesiology Fitness	42	0.0	2,130.9	2,130.9	68.2
	Kinesiology Theory	7	504.7	0.0	504.7	16.2
	Recreational Leadership	1	66.9	0.0	66.9	2.1
Counseling & Matriculation	*Subtotal*	**30**	**2,640.9**	**0.0**	**2,640.9**	**84.5**
	Human Development	30	2,640.9	0.0	2,640.9	84.5

Division		Actual Fall 2019			
		# of	Lec	Lab	Total	
Subject		Sec	WSCH	WSCH	WSCH	FTES
Health & Safety Sciences	*Subtotal*	**140**	**8,801.9**	**4,242.2**	**13,044.1**	**417.4**
	Administration of Justice	37	3,470.9	0.0	3,470.9	111.1
	Emergency Medical Technology	4	382.5	0.0	382.5	12.2
	Fire Technology	8	891.6	297.2	1,188.8	38.0
	Fire Technology, Wildland	1	68.1	0.0	68.1	2.2
	Medical Office Assisting	7	437.2	272.2	709.4	22.7
	Nutrition	16	1,326.3	72.5	1,398.8	44.8
	Registered Nursing	45	753.1	3,285.6	4,038.8	129.2
	Radiologic Technology	8	607.5	0.0	607.5	19.4
	Respiratory Care	10	517.2	37.8	555.0	17.8
	Vocational Nursing	4	347.5	276.9	624.4	20.0

| Division | | Actual Fall 2019 | | | |
Subject	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES
Health & Safety Sciences *Subtotal*	**140**	**8,801.9**	**4,242.2**	**13,044.1**	**417.4**
Administration of Justice	37	3,470.9	0.0	3,470.9	111.1
Emergency Medical Technology	4	382.5	0.0	382.5	12.2
Fire Technology	8	891.6	297.2	1,188.8	38.0
Fire Technology	1	68.1	0.0	68.1	2.2
Medical Office Assisting	7	437.2	272.2	709.4	22.7
Nutrition	16	1,326.3	72.5	1,398.8	44.8
Registered Nursing	45	753.1	3,285.6	4,038.8	129.2
Radiologic Technology	8	607.5	0.0	607.5	19.4
Respiratory Care	10	517.2	37.8	555.0	17.8
Vocational Nursing	4	347.5	276.9	624.4	20.0
Institutional Effectiveness, Library *Subtotal*	**6**	**242.2**	**0.0**	**242.2**	**7.8**
Library Science	6	242.2	0.0	242.2	7.8
Math, Sciences, Engineering *Subtotal*	**358**	**28,219.1**	**11,788.1**	**40,007.2**	**1,280.2**
Agriculture/Park & Landscape Mgt	5	191.3	187.2	378.4	12.1
Astronomy	4	376.9	74.4	451.3	14.4
Biology/Anatomy/Botany/Microbiology/Physiology	87	7,174.7	3,584.1	10,758.8	344.3
Chemistry	29	452.8	4,700.0	5,152.8	164.9
Engineering & Engineering Technology	11	562.8	479.1	1,041.9	33.3
Earth Science	2	168.4	168.4	336.9	10.8
Geography/GIS	12	938.4	149.1	1,087.5	34.8
Geology	7	330.3	181.3	511.6	16.4
Mathematics	183	17,660.3	193.1	17,853.4	571.3
Physics	11	175.0	1,482.5	1,657.5	53.0
Physical Sciences	5	68.1	589.1	657.2	21.0
Water Treatment	2	120.0	0.0	120.0	3.8
Language & Communication Arts *Subtotal*	**262**	**20,711.9**	**2,527.8**	**23,239.7**	**743.7**
Communication Studies	45	4,124.1	0.0	4,124.1	132.0
Deaf Studies	26	148.8	2,222.8	2,371.6	75.9
English	131	10,957.5	0.0	10,957.5	350.6
English as a Second Language	20	1,213.1	0.0	1,213.1	38.8
French	1	157.8	0.0	157.8	5.1
German	3	379.1	0.0	379.1	12.1
Interpreter Training	4	129.4	305.0	434.4	13.9
Learning Assistance	4	44.7	0.0	44.7	1.4
Latin	2	62.8	0.0	62.8	2.0
Reading	4	222.8	0.0	222.8	7.1
Spanish	22	3,271.9	0.0	3,271.9	104.7

Division Subject		Actual Fall 2019				
		# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES
Social & Behavioral Sciences	*Subtotal*	**380**	**32,002.2**	**4,346.3**	**36,348.4**	**1,163.2**
Accounting		15	1,355.6	0.0	1,355.6	43.4
Anthropology		16	1,413.1	220.3	1,633.4	52.3
Business		33	2,735.9	0.0	2,735.9	87.6
Computer Applications		32	545.0	1,565.0	2,110.0	67.5
Child & Family Education		36	2,532.5	313.4	2,845.9	91.1
Computer Information Science		23	226.9	1,725.0	1,951.9	62.5
Clothing & Textiles		6	119.7	226.6	346.3	11.1
Economics		14	1,190.9	0.0	1,190.9	38.1
Education		3	131.9	0.0	131.9	4.2
History		52	5,782.2	0.0	5,782.2	185.0
Management		6	341.9	0.0	341.9	10.9
Marketing		4	272.8	0.0	272.8	8.7
Office Technology		11	276.6	295.9	572.5	18.3
Philosophy		24	2,175.6	0.0	2,175.6	69.6
Political Science		28	3,300.3	0.0	3,300.3	105.6
Psychology		44	5,858.1	0.0	5,858.1	187.5
Real Estate		5	489.1	0.0	489.1	15.7
Sociology		28	3,254.1	0.0	3,254.1	104.1
Career & Technical Education	*Subtotal*	**107**	**2,696.3**	**10,395.3**	**13,091.6**	**418.9**
Auto Body		10	0.0	750.9	750.9	24.0
Air Conditioning, Refrigeration & Ventilation		4	0.0	879.7	879.7	28.2
Aeronautical & Aviation Technology		2	0.0	1,421.3	1,421.3	45.5
Aircraft Fabrication & Assembly		36	1,794.4	3,581.9	5,376.3	172.0
Airframe Manufacturing Technology (BS)		3	14.1	156.6	170.6	5.5
Automotive Technology		13	173.4	1,207.8	1,381.3	44.2
Electrical Technology		9	340.0	848.4	1,188.4	38.0
Electronic Technology		10	191.3	860.3	1,051.6	33.7
Industrial Manufacturing		1	128.1	0.0	128.1	4.1
Welding		19	55.0	688.4	743.4	23.8
Grand Total		**2,770**	**107,589.7**	**45,045.9**	**152,635.6**	**4,884.3**

Source: Antelope Valley College, Institutional Effectiveness, Research and Planning Office. *Data Files*; analysis by Cambridge West Partnership, LLC

Future Capacities

In the immediate future, economic indicators are improving from the COVID pandemic. Therefore, it is anticipated that the College will recover lost enrollments and will have positive growth into the future. Educational planning involves a combination of assessments. The Educational Service Plan seeks to contribute to:

- Assess the sufficiency of facilities to accommodate expected enrollment;
- Improve the teaching/learning environments;
- Recognize the potential for new program development; and,
- Acknowledge the impact of distance learning that was the only option during the COVID pandemic.

In the Opportunities for the Future chapter the extent and direction of the visions for future curriculum development are uncertain, but those visions suggest some interesting possibilities. The discussion of potential educational needs suggested by the labor market data of Kern and Los Angeles Counties completes the Opportunities for the Future chapter. However, the College will need to further investigate the viability of expanding or developing programs to address the projected job openings. The interests of prospective students, opportunities provided by the four-year transfer institutions, the College's mission, and financial resources also contribute to the development of goals.

In addition to the Fall 2019 baseline term, the College's past growth experience in combination with the projected population growth dynamics were used to develop projections for future attendance growth. Several scenarios of future WSCH to 2030 were developed from which the College selected the more optimistic option that follows the model used by the Chancellor's Office. Since the effects of the COVID pandemic were at play in academic years 2020-21, 2021-22; no growth was assigned to those years. The projected growth is estimated at an annual rate of 0.5% after 2022.

In future planning cycles, the projected WSCH and FTES are displayed as associated with a specific time for the purpose of addressing future needs for potential increased capacity. However, the growth may or may not materialize exactly at those projected times. The desired strategic thinking is to plan for sufficient facilities that are flexible enough to accommodate additional enrollments when they do materialize. The projected fall term WSCH and FTES are illustrated in the following charts. The Fall 2019 experience, pre COVID pandemic and the Fall 2020 term during the first full academic year of the pandemic, are used as an anchor reference points in comparison to the projections for 2025 and 2030.

AVC Actual and Projected WSCH, Fall 2019-2030
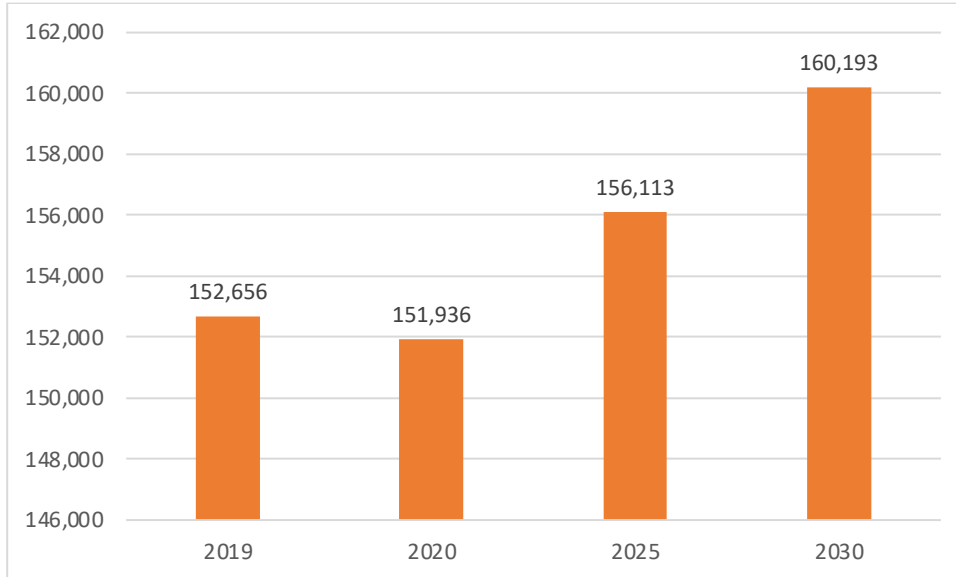
Source: Antelope Valley College, Institutional Effectiveness, Research and Planning. *Data Files*. and *Five-Year Capital Outlay Plan 2023-2027*; analysis by Cambridge West Partnership, LLC

AVC Actual and Projected FTES, Fall 2019-2030
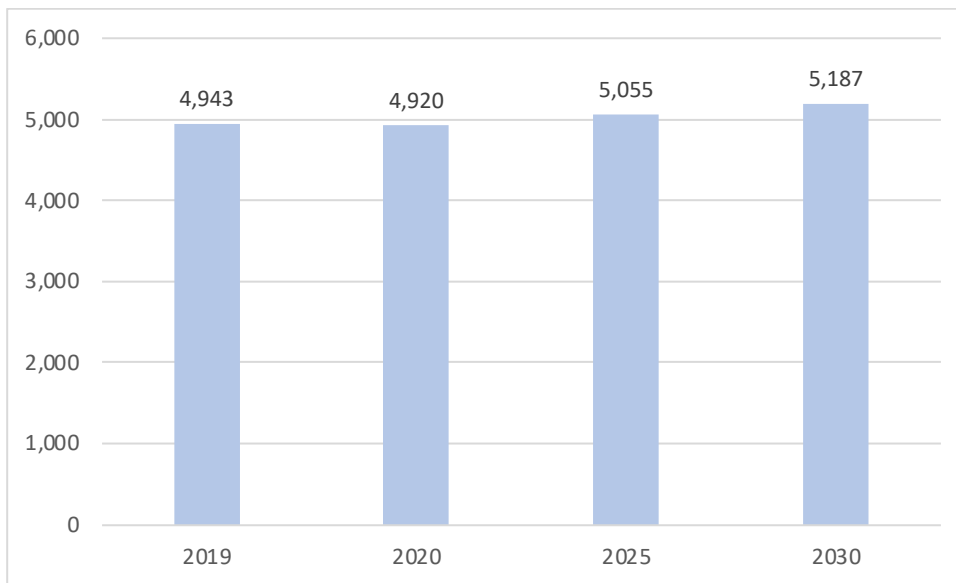
Source: Antelope Valley College, Institutional Effectiveness, Research and Planning. *Data Files*; analysis by Cambridge West Partnership, LLC

Appendices

Appendix 03.A: Travel Times to Regional Colleges

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

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

Source: Google Maps

Appendix 03.B: Internet Access in Antelope Valley

Consumer Fixed Downstream Deployment

- ■ >= 2 Gbps
- ■ >= 1 Gbps < 2 Gbps
- ■ >= 500 Mbps < 1 Gbps
- ■ >= 100 Mbps < 500 Mbps
- ■ >= 50 Mbps < 100 Mbps
- ■ >= 25 Mbps < 50 Mbps
- ■ >= 10 Mbps < 25 Mbps
- ■ >= 6 Mbps < 10 Mbps
- ■ >= 3 Mbps < 6 Mbps
- ■ >= 1 Mbps < 3 Mbps
- ■ >= 200 Kbps < 1 Mbps
- ■ < 200 Kbps
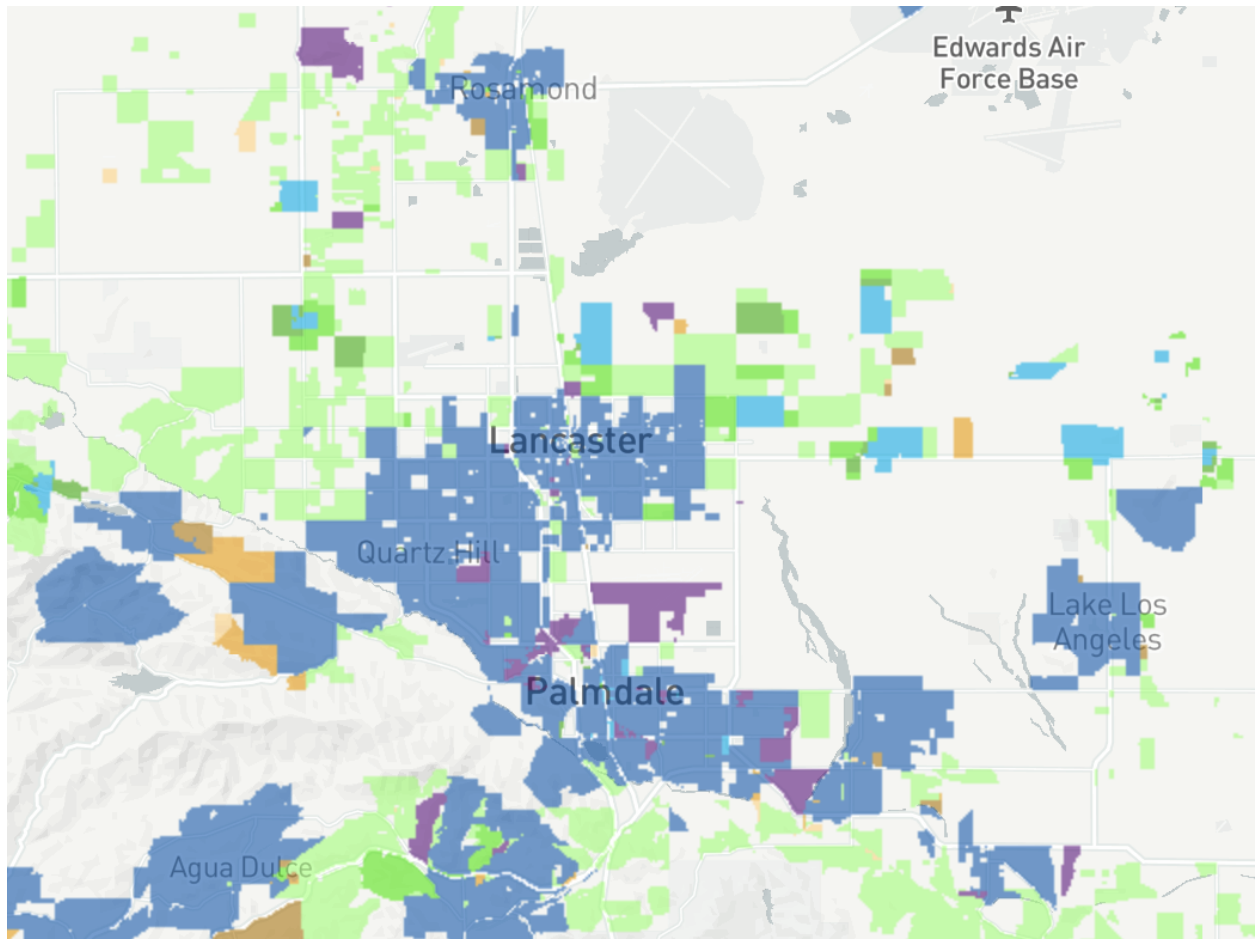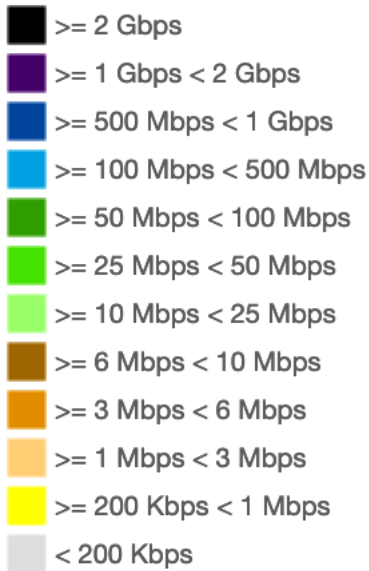
Rosamond Coverage
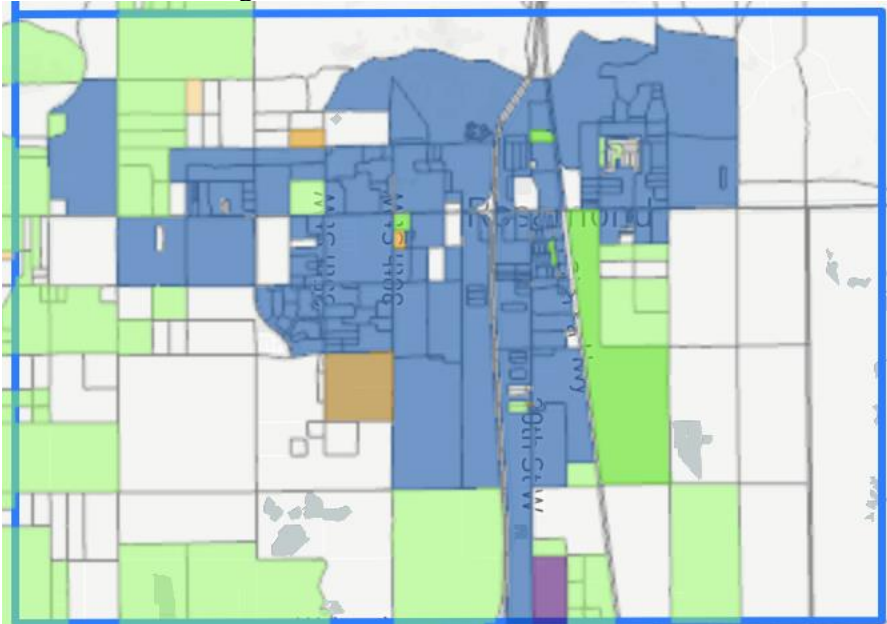
Lancaster, Quartz Hills, Palmdale Coverage
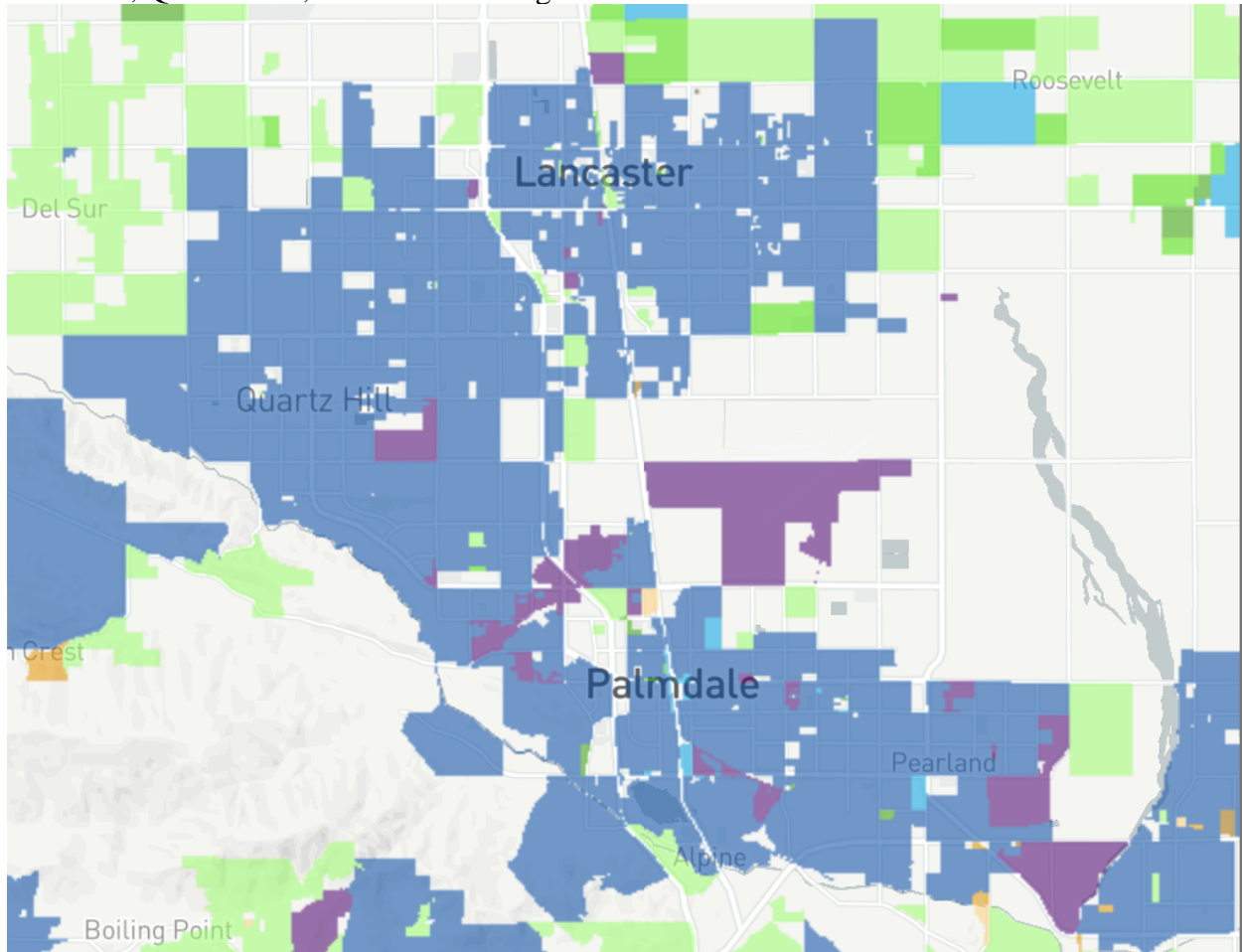
Lake Los Angeles, Llano, Pearblossom Coverage
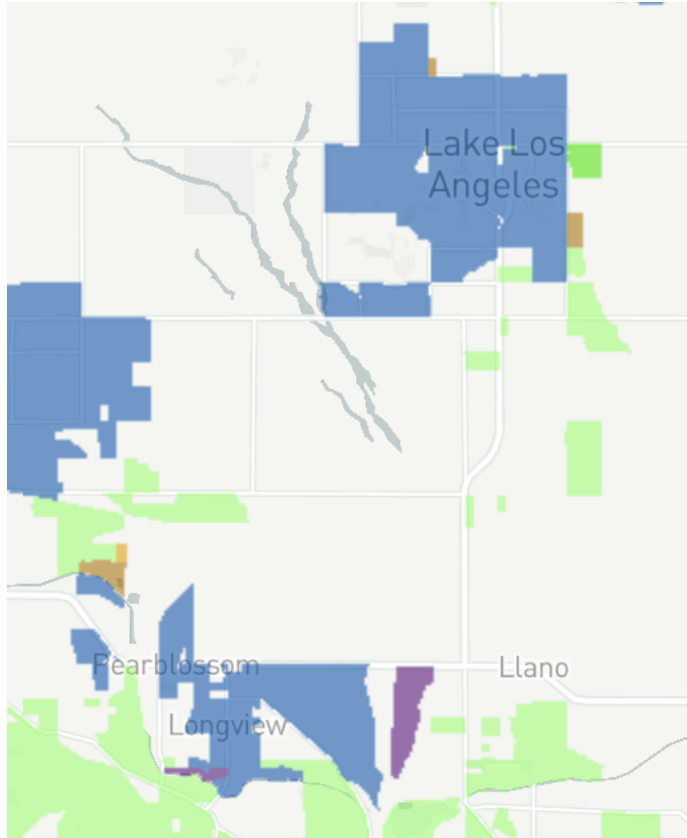
Source: California Public Utilities Commission. Retrieved August 4, 2022, from https://www.broadbandmap.ca.gov/

Appendix 03.C: Greater Antelope Valley Sub-region Largest Employers

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

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

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

^All sites are combined   *Includes contract personnel   **Includes substitutes
Source: Antelope Valley Economic Development and Growth Enterprise. Economic Roundtable Report, 2021

The North American Industry Classification System (NAICS) was established in 1997 to allow a high level of comparability in business statistics among Canada, United States, and Mexico. The system utilizes a purely production-oriented structure to identify businesses only by their primary economic activity. The system groups business by their main activities followed by a subsector and industry group and type.

The structure of the economy in the Antelope Valley Community College District is reflected in the 2021 counts of businesses and employees organized by the major NAICS codes in the following table.

Sector Code	North American Industrial Classification System Description	Businesses Number	Businesses Percent	Employees Number	Employees Percent
11	Agriculture, Forestry, Fishing & Hunting	57	0.6%	388	0.4%
21	Mining	1	0.0%	3	0.0%
22	Utilities	23	0.3%	353	0.4%
23	Construction	658	7.3%	3,778	4.1%
31-33	Manufacturing	206	2.3%	2,596	2.8%
42	Wholesale Trade	220	2.5%	3,266	3.5%
44-45	Retail Trade	1,277	14.2%	15,675	17.0%
	Motor Vehicle & Parts Dealers	193	2.2%	2,714	2.9%
	Furniture & Home Furnishings Stores	63	0.7%	384	0.4%
	Electronics & Appliance Stores	42	0.5%	449	0.5%
	Bldg. Material & Garden Equipment & Supplies Dealers	105	1.2%	1,400	1.5%
	Food & Beverage Stores	176	2.0%	2,582	2.8%
	Health & Personal Care Stores	131	1.5%	976	1.1%
	Gasoline Stations	55	0.6%	357	0.4%
	Clothing & Clothing Accessories Stores	129	1.4%	792	0.9%
	Sport Goods, Hobby, Book, & Music Stores	67	0.7%	508	0.5%
	General Merchandise Stores	82	0.9%	4,654	5.0%
	Miscellaneous Store Retailers	166	1.9%	810	0.9%
	Nonstore Retailers	68	0.8%	49	0.1%
48-49	Transportation & Warehousing	174	1.9%	1,737	1.9%
51	Information	188	2.1%	1,833	2.0%
52	Finance & Insurance	394	4.4%	2,165	2.3%
	Central Bank/Credit Intermediation & Related Activities	152	1.7%	1,081	1.2%
	Securities, Commodity Contracts & Other Financial	83	0.9%	392	0.4%
	Insurance Carriers & Activities; Funds, Trusts	159	1.8%	692	0.7%
53	Real Estate, Rental & Leasing	559	6.2%	3,421	3.7%
54	Professional, Scientific & Tech Services	696	7.8%	4,322	4.7%
	Legal Services	144	1.6%	742	0.8%
55	Management of Companies & Enterprises	17	0.2%	64	0.1%
56	Administrative & Support & Waste Management & Remediation	295	3.3%	1,604	1.7%
61	Educational Services	287	3.2%	11,645	12.6%
62	Health Care & Social Assistance	783	8.7%	12,280	13.3%
71	Arts, Entertainment & Recreation	167	1.9%	1,985	2.1%
72	Accommodation & Food Services	683	7.6%	9,680	10.5%
	Accommodation	54	0.6%	922	1.0%
	Food Services & Drinking Places	629	7.0%	8,758	9.5%
81	Other Services (except Public Administration)	1,262	14.1%	5,589	6.1%
	Automotive Repair & Maintenance	322	3.6%	1,279	1.4%
92	Public Administration	164	1.8%	9,460	10.2%
	Unclassified Establishments	857	9.6%	529	0.6%
	Grand Total	8,968		92,373	

Source: Environmental Systems Research Institute (ESRI). *AVC District Business Summary Report*

Appendix 03.D: Participation Rates by Zip Code

In Dist	Zip	County	City	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Average	Change in %	Total	%	Cum %	# Change	% Change	Annual % Change
								Fall Term Headcounts													
Y	93535	Los Angeles	**Lancaster**	2,625	2,624	2,690	2,816	2,880	2,766	2,805	2,644	2,684	2,604	2,714		27,138	18.9%	18.9%	-21	-0.8%	-0.1%
			yr. to yr. # change		-1	66	126	64	-114	39	-161	40	-80	-2							
			yr. to yr. % change		0.0%	2.5%	4.7%	2.3%	-4.0%	1.4%	-5.7%	1.5%	-3.0%		-2.9%						
			adult (18-69) population		42,752	44,184	45,534	45,374	45,372	46,186	46,410	46,167	47,011	45,443							
			% participation rate		6.1%	6.1%	6.2%	6.3%	6.1%	6.1%	5.7%	5.8%	5.5%	6.0%	-0.6%						
Y	93536	Los Angeles	**Lancaster**	2,805	2,730	2,558	2,617	2,668	2,704	2,592	2,634	2,687	2,750	2,675		26,745	18.7%	37.6%	-55	-2.0%	-0.2%
			yr. to yr. # change		-75	-172	59	51	36	-112	42	53	63	-6							
			yr. to yr. % change		-2.7%	-6.3%	2.3%	1.9%	1.3%	-4.1%	1.6%	2.0%	2.3%		5.0%						
			adult (18-69) population		46,054	47,531	47,244	48,417	48,692	48,387	48,461	48,821	47,716	47,925							
			% participation rate		5.9%	5.4%	5.5%	5.5%	5.6%	5.4%	5.4%	5.5%	5.8%	5.6%	-0.2%						
Y	93534	Los Angeles	**Lancaster**	1,476	1,529	1,457	1,584	1,581	1,483	1,345	1,378	1,361	1,316	1,451		14,510	10.1%	76.5%	-160	-10.8%	-1.2%
			yr. to yr. # change		53	-72	127	-3	-98	-138	33	-17	-45	-18							
			yr. to yr. % change		3.6%	-4.7%	8.7%	-0.2%	-6.2%	-9.3%	2.5%	-1.2%	-3.3%		-6.9%						
			adult (18-69) population		23,412	24,542	25,744	25,458	25,493	25,903	25,596	25,172	24,666	25,110							
			% participation rate		6.5%	5.9%	6.2%	6.2%	5.8%	5.2%	5.4%	5.4%	5.3%	5.8%	-1.2%						

In Dist	Zip	County	City	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Average	Change in %	Total	%	Cum %	# Change	% Change	Annual % Change
Y	93550	Los Angeles	**Palmdale**	2,181	2,201	2,251	2,353	2,321	2,439	2,420	2,419	2,417	2,390	2,339		23,392	16.3%	53.9%	209	9.6%	1.1%
			yr. to yr. # change		20	50	102	-32	118	-19	-1	-2	-27	23							
			yr. to yr. % change		0.9%	2.3%	4.5%	-1.4%	5.1%	-0.8%	0.0%	-0.1%	-1.1%		-2.0%						
			adult (18-69) population		44,087	45,477	45,593	45,720	45,886	46,394	47,018	48,123	48,764	46,340							
			% participation rate		5.0%	4.9%	5.2%	5.1%	5.3%	5.2%	5.1%	5.0%	4.9%	5.1%	-0.1%						
Y	93551	Los Angeles	**Palmdale**	1,992	1,819	1,698	1,740	1,771	1,786	1,766	1,790	1,784	1,745	1,789		17,891	12.5%	66.4%	-247	-12.4%	-1.4%
			yr. to yr. # change		-173	-121	42	31	15	-20	24	-6	-39	-27							
			yr. to yr. % change		-8.7%	-6.7%	2.5%	1.8%	0.8%	-1.1%	1.4%	-0.3%	-2.2%		6.5%						
			adult (18-69) population		31,773	32,321	33,025	33,473	33,486	33,550	34,426	34,104	33,901	33,340							
			% participation rate		5.7%	5.3%	5.3%	5.3%	5.3%	5.3%	5.2%	5.2%	5.1%	5.3%	-0.6%						
Y	93552	Los Angeles	**Palmdale**	1,137	1,130	1,182	1,222	1,312	1,319	1,276	1,364	1,402	1,418	1,276		12,762	8.9%	85.4%	281	24.7%	2.7%
			yr. to yr. # change		-7	52	40	90	7	-43	88	38	16	31							
			yr. to yr. % change		-0.6%	4.6%	3.4%	7.4%	0.5%	-3.3%	6.9%	2.8%	1.1%		1.8%						
			adult (18-69) population		23,481	24,260	24,776	25,890	26,731	26,249	26,295	25,926	25,829	25,493							
			% participation rate		4.8%	4.9%	4.9%	5.1%	4.9%	4.9%	5.2%	5.4%	5.5%	5.1%	0.7%						
Y	93591	Los Angeles	**Palmdale**	178	167	166	165	170	166	167	175	179	185	172		1,718	1.2%	92.8%	7	3.9%	0.4%
			yr. to yr. # change		-11	-1	-1	5	-4	1	8	4	6	1							
			yr. to yr. % change		-6.2%	-0.6%	-0.6%	3.0%	-2.4%	0.6%	4.8%	2.3%	3.4%		9.5%						
			adult (18-69) population		4,453	4,185	4,230	4,200	4,190	4,002	4,199	4,152	4,216	4,203							
			% participation rate		3.8%	4.0%	3.9%	4.0%	4.0%	4.2%	4.2%	4.3%	4.4%	4.1%	0.6%						

In Dist	Zip	County	City	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Average	Change in %	Total	%	Cum %	# Change	% Change	Annual % Change
Y	93560	Kern	**Rosamond**	572	516	492	486	515	551	584	608	604	498	543		5,426	3.8%	89.2%	-74	-12.9%	-1.4%
			yr. to yr. # change		-56	-24	-6	29	36	33	24	-4	-106	-8							
			yr. to yr. % change		-9.8%	-4.7%	-1.2%	6.0%	7.0%	6.0%	4.1%	-0.7%	-17.5%		-7.8%						
			adult (18-69) population		11,736	12,111	12,780	12,643	13,054	13,560	13,943	13,304	13,786	12,991							
			% participation rate		4.4%	4.1%	3.8%	4.1%	4.2%	4.3%	4.4%	4.5%	3.6%	4.2%	-0.8%						
Y	93543	Los Angeles	**Littlerock**	390	366	332	342	337	329	336	338	357	338	347		3,465	2.4%	91.6%	-52	-13.3%	-1.5%
			yr. to yr. # change		-24	-34	10	-5	-8	7	2	19	-19	-6							
			yr. to yr. % change		-6.2%	-9.3%	3.0%	-1.5%	-2.4%	2.1%	0.6%	5.6%	-5.3%		0.8%						
			adult (18-69) population		8,144	8,400	8,861	8,943	8,843	8,891	9,353	9,237	8,950	8,847							
			% participation rate		4.5%	4.0%	3.9%	3.8%	3.7%	3.8%	3.6%	3.9%	3.8%	3.9%	-0.7%						
Y	93510	Los Angeles	**Acton**	84	73	70	62	60	53	56	53	45	42	60		598	0.4%	94.0%	-42	-50.0%	-5.6%
			yr. to yr. # change		-11	-3	-8	-2	-7	3	-3	-8	-3	-5							
			yr. to yr. % change		-13.1%	-4.1%	-11.4%	-3.2%	-11.7%	5.7%	-5.4%	-15.1%	-6.7%		6.4%						
			adult (18-69) population		5,021	4,934	5,151	5,451	5,442	5,749	5,886	5,749	5,685	5,452							
			% participation rate		1.5%	1.4%	1.2%	1.1%	1.0%	1.0%	0.9%	0.8%	0.7%	1.1%	-0.7%						
Y	93532	Los Angeles	**Lake Hughes**	65	53	50	54	42	47	41	46	41	48	49		487	0.3%	94.3%	-17	-26.2%	-2.9%
			yr. to yr. # change		-12	-3	4	-12	5	-6	5	-5	7	-2							
			yr. to yr. % change		-18.5%	-5.7%	8.0%	-22.2%	11.9%	-12.8%	12.2%	-10.9%	17.1%		35.5%						
			adult (18-69) population		1,838	1,847	1,708	1,761	1,848	2,004	2,098	2,061	1,987	1,906							
			% participation rate		2.9%	2.7%	3.2%	2.4%	2.5%	2.0%	2.2%	2.0%	2.4%	2.5%	-0.5%						
Y	93553	Los Angeles	**Pearblossom**	57	50	44	46	43	36	35	37	38	35	42		421	0.3%	94.6%	-22	-38.6%	-4.3%
			yr. to yr. # change		-7	-6	2	-3	-7	-1	2	1	-3	-2							
			yr. to yr. % change		-12.3%	-12.0%	4.5%	-6.5%	-16.3%	-2.8%	5.7%	2.7%	-7.9%		4.4%						
			adult (18-69) population		1,547	1,456	1,573	1,394	1,269	1,375	1,368	1,222	1,109	1,368							
			% participation rate		3.2%	3.0%	2.9%	3.1%	2.8%	2.5%	2.7%	3.1%	3.2%	3.0%	-0.1%						
Y	93544	Los Angeles	**Llano**	12	10	7	9	13	13	7	8	12	5	10		96	0.1%	95.1%	-7	-58.3%	-6.5%
			yr. to yr. # change		-2	-3	2	4	0	-6	1	4	-7	-1							
			yr. to yr. % change		-16.7%	-30.0%	28.6%	44.4%	0.0%	-46.2%	14.3%	50.0%	-58.3%		-41.7%						
			adult (18-69) population		737	592	546	497	566	493	632	803	791	629							
			% participation rate		1.4%	1.2%	1.6%	2.6%	2.3%	1.4%	1.3%	1.5%	0.6%	1.5%	-0.7%						

Source: U.S. Census Bureau, *American Communities Survey 5-Year Estimates of Population.* Retrieved March 8, 2022, from https://data.census.gov/; analysis by Cambridge West Partnership, LLC

Appendix 04.A: Major Program of Study Declarations

Top Declared Programs of Study (Majors)	Students Who Declared This Program of Study								
	2015	2016	2017	2018	2019	2020	2021	2022	Average
Registered Nursing	1,777	1,826	2,004	2,035	1,977	1,871	1,510	1,487	1,811
AA-T Psychology	393	505	565	646	735	649	572	621	586
AS-T Business Administration	468	474	394	637	777	701	532	616	575
Undeclared	384	412	597	810	547	455	436	442	510
Biological Sciences	660	652	689	579	372	312	243	606	514
LAS: Arts and Humanities	413	429	472	495	535	535	512	584	497
Administration of Justice	673	604	626	459	377	279	243	458	465
LAS: Social/Behavioral Science	852	613	449	383	329	259	209	231	416
Child & Family Education	499	439	464	369	344	296	285	249	368
AS-T Administration of Justice	297	294	218	369	424	329	235	458	328
AA-T Sociology	292	307	280	325	336	292	236	203	284
General Business	265	236	220	278	317	267	264	310	270
AS-T Biology			2	197	379	367	364	606	319
Aircraft Fabrication & Assembly	157	167	186	265	340	322	281	355	259
Radiologic Technology	240	230	236	257	260	212	226	300	245
AS-T Early Childhood Education	111	149	151	246	277	264	246	283	216
AA-T Kinesiology	120	164	152	229	295	245	213	252	209
LAS: Math and Sciences	314	262	185	201	153	113	86		188
Mechanical Engineering				42	229	232	245	281	206
Computer Software Developer	147	164	192	249	240	188	129		187
AA-T Communication Studies	157	141	146	134	205	213	264	164	178
AS-T Business Admin 2.0							164		164
AS-T Mathematics	170	170	150	154	152	113	106	621	205
Graphic Design	151	145	144	140	121	113	107		132
Aircraft Fab & Assem Cert	32	50	88	141	212	176	192	247	142
AA-T Studio Arts	107	120	115	119	153	131	128		125
Electrical Engineering				40	148	145	120		113

Source: Antelope Valley College, Institutional Effectiveness, Research, and Planning Office. *Majors Dashboard.* Retrieved August 2, 2023, from
https://public.tableau.com/app/profile/svetlana6591/viz/Fall2022StudentProfile/Fall2022

Appendix 04.B- List of Authorized Programs

TITLE	AWARD	APPROVED DATE	STATUS
Environmental Horticulture	A.S. Degree		Active
Environmental Horticulture	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units		Active
Landscape Construction	A.S. Degree	1/1/99	Active
Landscape Construction	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units	1/1/99	Active
Biology	A.S. Degree		Approved
Biology	A.S. T Degree	5/9/17	Active
General Business	A.S. Degree		Active
General Business	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units		Approved
Professional Bookkeeping AS	A.S. Degree		Approved
Professional Bookkeeping	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units		Approved
Business Administration 2.0	A.S. T Degree	8/16/21	Active
Real Estate Broker	A.S. Degree		Active
Real Estate Salesperson	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units		Approved
Real Estate Broker's Cert	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units		Approved
Office Specialist	A.S. Degree		Active
Office Technology: Administrative Assistant	A.S. Degree	1/1/88	Active
Office Specialist	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units		Active
Administrative Assistant	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units	1/1/88	Active
BIP Business Information Professional	A.S. Degree		Active
BIP Level II - Business Information Professional Two	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units		Active
BIP Level I - Business Information Professional Quick Start	Certificate of Achievement requiring 8 to less than 16 semester units or 12 to less than 24 quarter units		Active
BIP Level III - Business Information Professional Three	Certificate of Achievement requiring 8 to less than 16 semester units or 12 to less than 24 quarter units		Active
Film, Television, and Electronic Media	A.S. T Degree	4/5/18	Active
Interactive Media: Web Design	A.A. Degree	1/1/00	Active
Video Design & Production	A.A. Degree	1/1/00	Active
Interactive Media: Web Design	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units	1/1/00	Active
Video Design & Production	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units		Active
Computer Animation	A.A. Degree	1/1/00	Active
Computer Animation	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units	1/1/00	Active
Digital Printing	A.A. Degree	1/1/89	Active
Digital Printing	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units	1/1/89	Active
Graphic Design	A.A. Degree	1/1/89	Active
Graphic Design	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units	1/1/89	Active
Business Computer Information Science	A.S. Degree		Active
IT Cybersecurity AS	A.S. Degree		Approved
IT Cybersecurity	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units	8/5/19	Active
Business Computer Information Science	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units		Active
Computer Applications	A.S. Degree	1/1/81	Active
Computer Applications	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units		Active
Computer Science	A.S. T Degree	10/26/21	Review
Computer Software Developer	A.S. Degree		Active
Computer Software Developer	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units		Active
Computer Networking Multi-Platform	A.S. Degree		Active
Computer Networking Core	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units		Active
Computer Networking Multi-Platform	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units		Active
Instructional Aide AA	A.A. Degree		Approved
Instructional Aide	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units		Active
Yoga Instructor	Certificate of Achievement: 12 to fewer than 18 semester(or 18 to fewer than 27 quarter) units	8/3/17	Active
Deaf Studies: American Sign Language	A.A. Degree		Approved
Deaf Studies: American Sign Language	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units		Approved
Deaf Studies: Interpreter Training	A.A. Degree		Approved
Deaf Studies: Interpreting Training	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units	1/1/00	Active
Mechanical Engineering	A.S. Degree	3/27/18	Active
Electrical Engineering	A.S. Degree	3/27/18	Active
Computer Engineering	A.S. Degree	4/26/19	Active
Electronics Technology	A.S. Degree		Active
Electronics Technology	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units		Active
Avionics Technology	Certificate of Achievement requiring 8 to less than 16 semester units or 12 to less than 24 quarter units	8/27/19	Active

TITLE	AWARD	APPROVED DATE	STATUS
Air Conditioning Specialist	A.S. Degree		Active
Air Conditioning-Refrigeration Specialist	A.S. Degree		Active
Refrigeration Specialist	A.S. Degree		Active
Air Conditioning Specialist	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units		Active
Air Conditioning-Refrigeration Specialist	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units		Active
Refrigeration Specialist	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units		Active
Driveability, Emissions, and Electrical	A.S. Degree		Active
Engine and Drive Trains	A.S. Degree		Active
Driveability, Emissions, and Electrical	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units	8/14/12	Active
Engine and Drive Trains	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units		Active
Auto Refinishing Specialist	A.S. Degree		Active
Automotive Collision Repair and Refinishing Specialist	A.S. Degree		Active
Automotive Collision Repair Specialist	A.S. Degree		Approved
Automotive Refinishing Specialist	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units		Approved
Auto Collision Repair Specialist	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units		Active
Automotive Collision Repair and Refinishing Specialist	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units		Active
General Aircraft Maintenance	A.S. Degree	5/2/18	Active
General Aircraft Maintenance	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units	5/2/18	Active
Aircraft Airframe	A.S. Degree	1/1/99	Active
Aircraft Airframe	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units	1/1/99	Active
Aircraft Powerplant	A.S. Degree	1/1/99	Active
Aircraft Powerplant	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units	1/1/99	Active
Aircraft Fabrication and Assembly Technician	A.S. Degree	5/2/18	Active
Aircraft Fabrication and Assembly Technician	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units		Approved
Electrical Technology	A.S. Degree		Active
Electrical Technology	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units		Approved
Computer Aided Drafting and Manufacturing	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units	10/7/19	Active
Industrial Manufacturing Technician Apprentice	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units	5/17/19	Active
Welding	A.S. Degree		Active
Welding	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units		Active
Art History	A.A- T Degree		Submitted
Studio Arts	A.A- T Degree		Active
Music	A.A- T Degree	11/21/14	Revision
Commercial Music	A.A. Degree	7/17/18	Active
Commercial Music: Level I - General	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units	1/1/87	Active
Commercial Music: Level II - Performance	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units	1/1/87	Active
Theatre Arts	A.A- T Degree		Submitted
Dance	A.A. Degree		Approved
Commercial Photography	A.A. Degree	1/1/82	Active
Digital Photographic Imaging	A.A. Degree	1/1/00	Active
Digital Photographic Imaging	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units	1/1/00	Active
Commercial Photography	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units	1/1/82	Active
Spanish	A.A- T Degree		Review
Medical Assistant	A.S. Degree		Active
Medical Assistant	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units		Active
Clinical Medical Assistant	A.S. Degree		Active
Clinical Medical Assistant	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units		Active
Administrative Medical Assistant	A.S. Degree		Active
Administrative Medical Assistant	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units		Active
Respiratory Care/Therapy	A.S. Degree		Approved
Radiologic Technology	A.S. Degree	1/1/07	Active
Registered Nursing	A.S. Degree		Approved
Nursing Skills Lab	Noncredit program		Approved
Vocational Nursing	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units	2/9/11	Active
Kinesiology AA-T	A.A- T Degree		Submitted
Family & Consumer Ed.: Consumer Education	A.A. Degree		Active
Family & Consumer Ed.: Nutrition & Foods	A.A. Degree		Active

TITLE	AWARD	APPROVED DATE	STATUS
Child and Family Education	A.A. Degree		Approved
Early Childhood Education	A.S. T Degree		Active
Child and Family Education	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units		Approved
School-Aged Child Care AA	A.A. Degree		Approved
School-Aged Child Care	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units		Approved
English	A.A- T Degree		Submitted
Communication Studies	A.A- T Degree		Revision
Philosophy	A.A- T Degree	11/19/14	Active
Mathematics AS-T	A.S. T Degree		Revision
Physics	A.S. T Degree	11/19/14	Active
Chemistry	A.S. T Degree	5/10/17	Active
Geology AS-T	A.S. T Degree		Active
Psychology	A.A- T Degree	8/4/14	Active
Alcohol and Other Drug Studies (AODS)	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units	4/5/19	Active
Administration of Justice	A.A. Degree		Approved
Administration of Justice	A.S. T Degree		Revision
Fire Technology	A.S. Degree		Approved
Fire Technology	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units		Approved
Wildland Fire Technology	A.S. Degree		Active
Wildland Fire Technology	Certificate of Achievement requiring 30 to less than 60 semester units or 45 to less than 90 quarter units		Active
Firefighter I Academy	Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units		Approved
Social/Behavioral Sciences - Option II	A.A. Degree	1/1/08	Active
Anthropology	A.A- T Degree		Approved
Economics	A.A- T Degree		Submitted
History	A.A- T Degree		Submitted
Geography	A.A- T Degree	9/23/14	Active
Geographic Information Systems (GIS)	Certificate of Achievement: 12 to fewer than 18 semester(or 18 to fewer than 27 quarter) units	1/1/09	Active
Political Science	A.A- T Degree		Revision
Sociology	A.A- T Degree	5/8/18	Active
Arts and Humanities - Option III	A.A. Degree	1/1/08	Active
CSU General Education	Certificate of Achievement: 18 or greater semester(27 or greater quarter) units	1/1/08	Active
IGETC	Certificate of Achievement: 18 or greater semester(27 or greater quarter) units	1/1/08	Active
Math and Sciences - Option I	A.A. Degree	1/1/08	Active
High Intermediate ESL	Noncredit program	11/16/16	Active

Source: California Community Colleges, Chancellor's Office. *Antelope Valley College Program Inventory.* Retrieved January 28, 2022, from https://coci2.ccctechcenter.org/programs

Appendix 05.A: AVC Vision for Success Outcomes by Ethnicity

| Race/Ethnicity | Student Ethnicity | | | | | | | Average | 2015 vs 2021 | |
	2015	2016	2017	2018	2019	2020	2021		Change	% Change
All Masked Values	1.4%	1.1%	1.0%	0.9%	1.6%	3.8%	2.4%	1.7%	1.0%	
Am. Indian/Alaska Native	0.4%	0.4%	0.4%	0.3%	0.3%	0.4%	0.2%	0.3%	-0.2%	
Asian	1.4%	1.7%	1.9%	1.9%	1.8%	1.7%	1.6%	1.7%	0.2%	
Black or African American	22.0%	19.4%	17.7%	17.2%	20.2%	15.4%	13.3%	17.9%	-8.7%	
Filipino	1.7%	1.8%	1.8%	1.9%	1.8%	1.9%	2.1%	1.9%	0.4%	
Hispanic	45.3%	48.9%	51.3%	53.1%	52.8%	57.1%	59.6%	52.6%	14.2%	
Pac. Island/Hwaiian Native	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.0%	
Two or More Races	4.6%	4.5%	4.6%	4.8%	4.4%	4.2%	4.4%	4.5%	-0.2%	
White	22.9%	21.9%	21.1%	19.8%	17.0%	15.3%	16.2%	19.2%	-6.7%	

	2015	2016	2017	2018	2019	2020	2021	Average	Change	% Change
All Masked Values	254	208	171	156	304	702	351	307	97	38.2%
Am. Indian/Alaska Native	76	79	69	55	54	69	36	63	-40	-52.6%
Asian	263	306	341	350	343	312	236	307	-27	-10.3%
Black or African American	4,057	3,577	3,187	3,146	3,899	2,808	1,984	3,237	-2,073	-51.1%
Filipino	316	340	320	345	342	339	314	331	-2	-0.6%
Hispanic	8,353	8,997	9,218	9,690	10,182	10,434	8,874	9,393	521	6.2%
Pac. Island/Hwaiian Native	33	32	34	39	43	33	27	34	-6	-18.2%
Two or More Races	848	831	831	872	843	773	660	808	-188	-22.2%
White	4,225	4,035	3,789	3,611	3,278	2,796	2,419	3,450	-1,806	-42.7%
Total Non-Special Admit Students	18,425	18,405	17,960	18,264	19,288	18,266	14,901	17,930	-3,524	-19.1%

| Race/Ethnicity | **Attained Vision for Success Completion Goal Overall** | | | | | | | | **2015 vs 2021** | |
	2015	2016	2017	2018	2019	2020	2021	Average	Change	% Change
Am. Indian/Alaska Native			14.5%							
Asian	7.6%	8.8%	7.6%	8.0%	9.9%	8.0%	11.9%	8.8%	4.3%	
Black or African American	4.2%	4.5%	5.3%	6.0%	5.6%	6.8%	7.8%	5.7%	3.6%	
Filipino	8.2%	13.5%	9.4%	9.3%	10.5%	11.8%	8.3%	10.1%	0.1%	
Hispanic	6.5%	6.9%	7.1%	7.1%	8.6%	8.4%	10.3%	7.8%	3.8%	
Pac. Island/Hwaiian Native										
Two or More Races	7.0%	7.1%	7.6%	7.1%	11.0%	10.1%	10.3%	8.6%	3.3%	
White	8.5%	8.7%	9.9%	9.9%	11.8%	10.6%	12.7%	10.3%	4.2%	
Number Completed	1,206	1,301	1,344	1,369	1,601	1,545	1,536	1,415	330	
% of Total	6.5%	7.1%	7.5%	7.5%	8.8%	8.5%	10.3%	8.0%	3.8%	

	2015	2016	2017	2018	2019	2020	2021	Average	Change	% Change
Hispanic	8,353	8,997	9,218	9,690	10,182	10,434	8,874	9,393	521	6.2%
Black or African American	4,057	3,577	3,187	3,146	3,899	2,808	1,984	3,237	-2,073	-51.1%
White	4,225	4,035	3,789	3,611	3,278	2,796	2,419	3,450	-1,806	-42.7%
Two or More Races	848	831	831	875	843	773	660	809	-188	-22.2%
All Masked Values	254	208	171	156	304	702	351	307	97	38.2%
Filipino	316	340	320	345	342	339	314	331	-2	-0.6%
Asian	263	306	641	650	646	612	236	479	-27	-10.3%
Am. Indian/Alaska Native	76	79	69	55	54	69	36	63	-40	-52.6%
Pac. Island/Hwaiian Native	33	32	34	39	43	33	27	34	-6	-18.2%
Total Non-Special Admit Students	18,425	18,405	17,960	18,264	18,288	18,266	14,901	17,787	-3,524	-19.1%

| Race/Ethnicity | **Average Units All Associate Degree Earners** | | | | | | | | **2015 vs 2021** | |
	2015	2016	2017	2018	2019	2020	2021	Average	Change	% Change
All Masked Values	112.5	98.1	89.3	94.3	89.3	86.3	78.8	92.7	-33.7	
Asian	100.1	92.2	98.0	98.3	94.5	99.5	83.3	95.1	-16.8	
Black or African American	85.3	93.3	89.3	88.0	84.4	88.3	83.1	87.4	-2.2	
Filipino	94.9	93.8	88.6	98.1	85.1	86.8	85.2	90.4	-9.7	
Hispanic	90.9	90.3	91.7	89.6	91.1	86.9	87.2	89.7	-3.7	
Two or More Races	93.0	92.5	92.1	89.9	92.4	89.1	84.0	90.4	-9.0	
White	87.0	85.3	84.8	88.1	87.7	87.7	82.4	86.1	-4.6	
Average Units	89.8	89.8	89.5	89.5	89.6	87.6	85.4	88.7	-4.4	

	2015	2016	2017	2018	2019	2020	2021	Average	Change	% Change
Total All Associaate Degree Earners	969	1,019	1,051	1,034	1,211	1,280	1234	1,114	265	27.3%

Race/Ethnicity	Transferred to CSU or UC								2015 vs 2020	
	2015	2016	2017	2018	2019	2020	2021	Average	Change	% Change
All Masked Values	10.0%	17.8%	13.6%	12.2%	7.1%	4.6%		10.9%	-5.4%	
Asian	20.0%	24.0%	18.9%	20.0%	24.2%	25.5%		22.1%	5.5%	
Black or African American	6.9%	8.1%	7.3%	8.0%	8.7%	9.2%		8.0%	2.3%	
Filipino	25.0%	20.7%	22.1%	11.0%	18.9%	25.0%		20.5%	0.0%	
Hispanic	13.4%	16.0%	16.3%	16.8%	16.3%	15.8%		15.8%	2.4%	
Two or More Races	15.6%	11.4%	14.1%	12.3%	20.7%	16.7%		15.1%	1.1%	
White	11.9%	15.4%	13.0%	13.5%	15.8%	15.2%		14.1%	3.3%	
Number Transferred	527	670	645	669	757	773		674	246	
% of Total	11.9%	14.4%	13.8%	14.3%	15.3%	14.6%		14.1%	2.7%	
	102.8%	113.4%	105.3%	93.8%	111.7%	112.0%				

	2015	2016	2017	2018	2019	2020	2021	Average	Change	% Change
All Masked Values	11	16	11	9	6	11		11	0	0.0%
Asian	16	18	14	19	23	26		19	10	62.5%
Black or African American	64	74	61	63	67	75		67	11	17.2%
Filipino	19	18	15	10	18	23		17	4	21.1%
Hispanic	237	339	354	390	420	454		366	217	91.6%
Two or More Races	33	24	31	26	52	43		35	10	30.3%
White	147	181	159	152	171	141		159	-6	-4.1%
Number Transferred	527	670	645	669	757	773		674	246	46.7%
Total Non-Special Admit Transfer Journey Students	4,414	4,663	4,675	4,690	4,925	5,306		4,779	892	20.2%

	2015	2016	2017	2018	2019	2020	2021	Average	Change	% Change
All Masked Values	110	90	81	74	85	239		113	129	117.3%
Asian	80	75	74	73	95	102		83	22	27.5%
Black or African American	925	910	836	789	769	814		841	-111	-12.0%
Filipino	76	87	71	91	95	89		85	13	17.1%
Hispanic	1,774	2,113	2,173	2,325	2,577	2,879		2,307	1,105	62.3%
Two or More Races	211	210	220	212	251	258		227	47	22.3%
White	1,238	1,178	1,220	1,126	1,080	925		1,128	-313	-25.3%
Total Non-Special Admit Transfer Journey Students	4,414	4,663	4,675	4,690	4,952	5,306		4,783	892	20.2%

Source: Antelope Valley College, Institutional Effectiveness, Research, and Planning Office. *Vision for Success Dashboards*. Retrieved May 31, 2022, from
https://public.tableau.com/app/profile/svetlana6591/viz/VisionforSuccess4_0/VisionforSuccessV4

Appendix 05.B: CCC Roadmap to California's Future

The following are the system-wide goals to improve educational outcomes for community college students were expressed in the Department of Finance 2022-23 Budget Highlights document,

- Increase the percentage of CCC students who acquire associate degrees, credentials, certificates, and specific skill sets that prepare them for in-demand jobs by 20 percent by 2026.

- Decrease the median units to completion by 15 percent and establish systemwide stretch goals regarding the number of students who complete their educational program or transfer to a four-year institution within the minimum amount of time necessary.

- Proportionally increase the number of CCC students transferring annually to a UC or CSU relative to enrollment growth at the UC and CSU.

- Annually publish the two-year associate degree graduation rates for all community colleges and the percentage of first-time students who meet sophomore standing when entering their second year, disaggregated to reflect underrepresented students and Pell Grant students to facilitate evaluations of equity gaps.

Two additional goals to improve student success while advancing equity were listed.

- Improve systemwide graduation rates, transfer rates, and time to completion among traditionally underrepresented students and Pell Grant students such that they meet the average of all students by 2026.

- Close equity gaps between the types of students able to access a dual enrollment program.

Several goals to support workforce preparedness and high-demand career pipelines were announced in the Road Map.

- Increase the percentage of K-12 students who graduate with 12 or more college units earned through dual enrollment by 15 percent.

- Establish a baseline for credit for prior learning offerings and increase these offerings annually, in addition to launching 10 new direct-assessment competency-based education programs.

- Increase by 15 percent the percentage of completing students who earn a living wage.

- Within the aforementioned increases, focus on establishing or expanding programs that address California's workforce needs in healthcare, climate action, education, and early

education.

- Establish coordinated educational pathways from high school through four-year institutions in the high-need fields of education, healthcare, technology, and climate action, including collaborating with UC and CSU to develop Associate Degree for Transfer pathways and UC transfer pathways for students interested in entering these fields. Dual enrollment opportunities should ensure that CCC course credits earned by high school students are accepted for transfer credit and apply toward degree programs.

Four additional points were included in the Road map to promote additional intersegmental collaboration among the three segments of public higher education in California.

Source: Department of Finance, *2022-23 Governor's Budget Summary*. Retrieved June 9, 2022, from https://www.ebudget.ca.gov/2022-23/pdf/BudgetSummary/HigherEducation.pdf

Appendix 05.C: Institutional Set Standards Trends and Targets

Accrediting Commission for Community and Junior Colleges Reporting Categories

Course Completion

		Success Rates		
Year	Fall Term	3-Yr Avg	5-Yr Avg	ISS Target
2015	69.4%			69.1%
2016	69.8%			69.1%
2017	71.0%	70.1%		69.1%
2018	70.4%	70.4%		69.1%
2019	70.3%	70.6%	70.2%	69.1%
2020	73.4%	71.4%	71.0%	69.1%
2021	70.8%	71.5%	71.2%	69.1%
2022	70.9%	71.7%	71.2%	70.2%
Stretch Goal	70.2%			

Retention

		Success Rates		
Year	Fall Term	3-Yr Avg	5-Yr Avg	ISS Target
2015	87.0%			86.6%
2016	87.2%			86.6%
2017	87.0%	87.1%		86.6%
2018	86.9%	87.0%		86.6%
2019	86.9%	86.9%	87.0%	86.6%
2020	88.2%	87.3%	87.2%	86.6%
2021	87.3%	87.5%	87.3%	86.6%
2022	88.6%	88.0%	87.6%	87.0%
Stretch Goal	87.0%			

Degrees

Degree Awards Granted

Year	Fall Term	3-Yr Avg	5-Yr Avg	ISS Target
2015-16	1,748			1,194
2016-17	1,733			1,194
2017-18	1,790	1,757		1,194
2018-19	2,078	1,867		1,194
2019-20	1,995	1,954	1,869	1,194
2020-21	1,902	1,992	1,900	1,194
2021-22	2,172	2,023	1,987	1,869
Stretch Goal	1,869			

Bachelor's Degrees

Degree Awards Granted

Year	Fall Term	3-Yr Avg	5-Yr Avg	ISS Target
2018-18	9			7
2019-20	6			7
2020-21	15	10		7
2021-22	13	11		10
Stretch Goal	10			

Certificates

Certificate Awards Granted

Year	Fall Term	3-Yr Avg	5-Yr Avg	ISS Target
2015-16	743			541
2016-17	900			541
2017-18	1,243	962		541
2018-19	1,456	1,200		541
2019-20	1,315	1,338	1,131	541
2020-21	1,308	1,360	1,244	541
2021-22	1,557	1,393	1,376	1,121
Stretch Goal	1,131			

Fall to Spring Persistence

Persistence Rate

Year	Fall Term	3-Yr Avg	5-Yr Avg	ISS Target
2015-16	72.6%			68.0%
2016-17	72.2%			68.0%
2017-18	71.9%	72.2%		68.0%
2018-19	70.7%	71.6%		68.0%
2019-20	70.9%	71.2%	71.7%	68.0%
2020-21	71.2%	70.9%	71.4%	68.0%
2021-22	68.3%	70.1%	70.6%	72.1%
Stretch Goal	72.1%			

Source: Antelope Valley College, Institutional Effectiveness, Research and Planning Office. *Institutional Set Standards Dashboard.* Retrieved June 28, 2023, from
https://public.tableau.com/app/profile/svetlana6591/viz/ISS_16147912914150/ISS

Appendix 05.D: AVC Guided Pathways Implementation

Guided Pathways	Pillar 1 Clarify the Path	AVC Work	Pillar 2 Get on the Path	AVC Work	Pillar 3 Stay on the Path	AVC Work	Pillar 4 Ensuring Learning	AVC Work	Purchases:
Practice A	Programs are organized and marketed in broad career-focused academic and communities or "meta-majors".	Progress: Metamajor (Areas of Study) groupings have been decided by cross-campus workgroup. Next Step: Decide on names for Areas of Study groupings and roll out. Begin marketing campaign for campus and student awareness of Areas of Study.	Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.	Progress: Counselors, programs like FYE (First Year Experience), EOPS, and Career Services. Set up and implemented CCCMyPath for student onboarding. Next Step: Implement Edunav for students, and streamline the information and support provided to students through our various programs. Integrate the option of using Career Coach in CCCMyPath for students to explore career options. Continuing our contract with SmarterMeasure online tool to help students explore the option of incorporating online courses into their education plans.	Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	Progress: Happens at various levels for many students that actively participate in various programs within student services and some academic areas. Some programs have embedded counselors helping to guide their students. Next Step: Engage in the conversation of helping every student and make a plan that guides the college forward. The addition of more embedded counselors in more areas on campus.	Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	Progress: Program Learning Outcomes exist for all academic and CTE programs. Detailed information regarding further education and employment outcomes are available on the college website within many of the programs. Next Step: As part of the college website revision, determine the accuracy and completeness of information within the academic and cte program web pages. Include PLO (and if possible ILO) mapping in Elumen.	ITS: Ocelot, Edunav, SmarterMeasure Student Services: Mentor & Match
Practice B	Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	Progress: The college has very clear recommended plans of study (Pathways) in the college catalog that are available to everyone. When programs are developed they tend to be designed and implemented with specific educational and career goals in mind. Many Academic and CTE areas have added recommended GE courses to Associate Degree Pathways. Next Step: Continue the action of recommended GE courses to Associate Degree Pathways until all are completed.	Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.	Progress: Student Services programs such as UMOJA, EOPS, STAR, CalWorks. Tutoring services offered by the AVC Learning Center, embedded tutoring in the gateway courses, along with supplemental instruction in science courses focus on providing additional support to academically underprepared students. AVID for Higher Education implementation for professional development as well as students' skills workshops provide pedagogy for working with students at all academic levels. Next Step: Identify all areas on campus that provide related support. Continue to ensure the full range of services is offered to underprepared students.	Students can easily see how far they have come and what they need to do to complete their program.	Progress: Using their current access to the college's MyAVC and their Educational Plans created with a counselor, students are typically able to determine their progress. If students have met with a counselor or advisor, a comprehensive education plan is developed. A copy is provided to the student and an electronic copy is provide to the student by way of Google Drive. They may access this at any time. A limited number of employees have been granted access to the new EduNAV system and are exploring features and problems. Next Step: Scale Edunav so that it is available to all students.	Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.	Progress: This is an inherent part of the college's curriculum process. AVID for Higher Education implementation for professional development as well as students' skills workshops provide pedagogy for working with students at all academic levels; involving high engagement strategies to bolster critical thinking. Courses are regularly reviewed through the curriculum process and are designed to ensure that students are encouraged to think critically, solve problems, and work effectively with others. eLumen aids the curriculum review and update processes on campus. Next Step: Continue to ensure that courses engage students effectively. Continue to improve eLumen data and practices that ensure that all courses are kept current within the curriculum process.	Marketing: Website Resdesign
Practice C	Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	Progress: The website lists many of the programs and possible employment and/or further education, but needs to include all programs. Next Step: Assure complete information regarding employment and further education is available.	Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year.	Progress: Student Services programs such as UMOJA, EOPS, STAR, CalWorks, in addition to tutoring services offered by the AVC Learning Center, embedded tutoring in the gateway courses, and along with supplemental instruction in science courses focus on providing additional support to academically underprepared students. The college has adopted AB 705 default rules for math course placement. The transfer-level placement codes identify which students are ready for gateway math courses with or without support and can be used by Counseling services to recommend academic interventions for students with support recommendations. AVID for Higher Education implementation for professional development as well as students' skills workshops provide. Next Step: Evaluate the support that currently exists and determine next steps and continue to ensure that a full range of services is offered to underprepared students.	Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	Progress: Early alert plays a role in the identification of students at risk. Something akin to this might be needed to track 'every student', their progress, their risk of falling of program plans, and the actual falling off of their program plans. The Basic Skills Committee is researching Early Alert systems. EduNav is in the process of being built for this purpose as well. Next Step: Engage in discussions to address this issue and develop a plan. Choose an Early Alert platform. Complete the configuration of EduNav.	Students have ample opportunity to apply and deepen knowledge and skills through projects, interships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.	Progress: Several of the criteria in this are met such as projects, group projects outside of class, and other experiential learning. Areas such as internships, co-ops, clinical placements (exect for nursing/medical), service learning, and study abroad may exist in various levels. Several courses include projects, group projects, experiential learning and other learning methods for students. Programs such as nursing have clinical placement in the local medical industry. The college has several Work Experience options in CTE and non-CTE programs that allow students to intern. Next Step: Consider possible options in the various areas that already have 'work experience' and consider expanding those course offerings and opportunities. Continue, enhance, and expand student learning methods across disciplines.	Guided Pathways Committee: On Campus AVID Guided Pathways Event, Reccommended Paths Catalog Project Stipends, Various Guided Pathways Conventions

	Pillar 1 Clarify the Path	AVC Work	Pillar 2 Get on the Path	AVC Work	Pillar 3 Stay on the Path	AVC Work	Pillar 4 Ensuring Learning	AVC Work	Purchases:
Practice D	Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	Progress: The college has very clear recommended plans of study in the college catalog that are available to students, counselors, staff, faculty, administrators, and the public. Recommended Plans of Study are in the College Catalog showing course sequencing for discipline-related courses within the major. Incoming students are sent "Course Sequence Sheets" via email to assist in the scheduling of their first term(s)	Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year.	Progress: Student Services programs such as UMOJA, EOPS, STAR, CalWorks, in addition to tutoring services offered by the AVC Learning Center, embedded tutoring in the gateway courses, along with supplemental instruction in science courses focus on providing additional support to academically underprepared students. The college adopted AB 705 metrics for English course placement. Placement codes were developed in order to identify which students were ready for gateway transfer-level English 101 with or without support that enable Counseling services to advise students with support recommendations about available concurrent academic interventions. AVID for Higher Education implementation for professional development as well as students' skills workshops provide pedagogy for working with students at all academic levels	Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.	Progress: Students are informed of additional options that they might consider while waiting on acceptance into limited-access programs. A designated counselor serves the Nursing student population. In cases where they do not meet the requirements, they are provided several options. For all other majors, a student may be redirected at the time when student and counselor meet and the situation arises. FYE Peer Mentors monitor the students progress and assist them in seeking out options for success	Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	Progress: This is ongoing and is built into the college's Program Review process which takes place annually. Student and Program Outcomes have been tracked for over a decade and are instrumental in curriculum enhancements and modification. eLumen system has been implemented to replace WEAVE in tracking and saving SLO data.	
		Next Step: Areas are being asked to identify specific program-recommended GE courses and add them to the recommended plans of study. Rebrand "recommended plans of study" to "Recommended Pathways". Make sure that the web and the catalog are correlated.		Next Step: Evaluate the support that currently exists and determine next steps		Next Step: Determine current practice and discuss plans for the future and continue pursuing assignment of embedded counselors to divisions and/or specific programs.		Next Step: Continue to verify and work out initial bumps in eLumen implementation and train more faculty in its use.	
Practice E	Required math courses are appropriately aligned with the student's field of study	Progress: Program related math courses have been created and are being introduced into recommended plans of study. Students receive both a STEM and Non-STEM math placement using AB 705 default rules. Program sheets and education planning services from the Counseling Center help pinpoint which math course/sequence is appropriate for students, which also takes into account a student's declared major, future transfer, and education goal. Further development of GP meta majors, comprehensive onboarding services, and academic pathway redesign will help to align the math course placement process with succinct program requirements.	Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	Progress: Student Services programs such as UMOJA, EOPS, STAR, DSPS, CalWorks, in addition to tutoring services offered by the AVC Learning Center, embedded tutoring in the gateway courses, along with supplemental instruction in science courses focus on providing additional support to academically underprepared students. AVID for Higher Education implementation for professional development as well as students' skills workshops provide pedagogy for working with students at all academic levels.	The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	Progress: The college is always refining scheduling in programs. There is a campus wide two year calendar; however, at this time, the calendar is often incomplete or not up-to-date. With EduNav coming online, the two year calendar will be vital.	Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	Progress: Analysis of learning outcomes takes place regularly; however, has not been completely consistent across all programs. It is anticipated with the implementation of eLumen, that this will be a fully active and consistent process going forward.	
		Next Step: Program faculty will be looking at recommended plans of study to determine where math fits into the respective programs and will include them into their updated "recommended plans of study"		Next Step: Identify the support systems that currently exist and create a plan to go forward. Continue to ensure the full range of services is offered to poorly prepared students.		Next Step: Continue to refine scheduling. Update the two year schedule and connect it to Edunav. Monitor the educational plans that are developed for students in Edunav.		Next Step: Fully implement eLumen and begin ensuring that all programs participate in the slo evaluation process. Train more faculty in its use.	
Practice F			The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	Progress: AVC works with several high schools and high school districts and is implementing various strategies to motivate and prepare students to enroll in college. Use of SMAP, ERWC, Outreach presentations, SSK to create a college-going culture. We have articulated several classes with local high schools. Next Step: Identify high schools and districts. Determine what is already in place and create plans in coordination with the constituent groups. Increase the number of classes articulated with local high schools. Creation of dual enrollment program with local high schools.			The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	Progress: Helping students document learning and develop portfolios happens in some areas of student services as well as within some instructional programs - particularly CTE programs. Next Step: Have discussions about how to implement this on a wider scale going forward.	
Practice G							The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	Progress: The college uses CCSSE data, as administered through IERP, to support various programs. Specific support and advice to our faculty professional development program, and other professional development programs can be enhanced. Next Step: Discuss better use of CCSSE data and determine if workshops for professional development committees might enhance the types of professional development offerings that take place into the future.	

Source: Antelope Valley College, Guided Pathways Committee. *Implementation Summary*, May 1, 2022

Appendix 05.E: 2016_2019_2022 CCSSE and AVC Institutional Learning Outcomes

ILO & CCSSE Question Items	Mean Scores			Notes
	2016	2019	2022	
ILO 1. Communication				
In this school year how often have you done each of these?				4 point scale, 1=never, 2-sometimes, 3=often, 4=very often
4a. Asked questions in class or contributed to class discussions.	2.85	2.95	2.84	
4b. Made a class presentation.	2.45	2.29	2.14	
4d. Worked on a paper or project that required integrating ideas or information from various sources.	3.19	3.12	3.14	
4f. Worked with other students on projects during class.	2.71	2.59	2.54	
4g. Worked with classmates outside of class to prepare class assignments.	2.17	2.02	1.98	
4j. Used the Internet or instant messaging to work on an assignment.	3.22			
4k/j. Used e-mail to communicate with an instructor.	3.13	3.12	3.40	
4r/q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.).	2.63	2.72	2.62	
Average 4a to 4r 2016=2.84; 2019=2.69; 2022=2.67				
How much does AVE emphasize…?				4 point scale, 1=very little, 2-some, 3=quite a bit, 4=very much
9g. Using computers in academic work.	3.27			
AVC coursework emphasized this mental activity?				4 point scale, 1=very little, 2-some, 3=quite a bit, 4=very much
5f. Using information you have read or heard to perform a new skill.	3.00	2.90	2.95	
AVC contributed to your knowledge, skills, development…?				4 point scale, 1=very little, 2-some, 3=quite a bit, 4=very much
12c/11b. Writing clearly and effectively.	3.00	2.83	2.97	
12d/11c. Speaking clearly and effectively.	2.96	2.75	2.85	
12g. Using computing and information technology.	2.84			
Average 12c to 12g 2016=2.95; 2019=2.79; 2022=2.91				
Overall Average All ILO 1 Questions	**2.88**	**2.73**	**2.74**	

ILO & CCSSE Question Items	Mean Scores			Notes
	2016	**2019**	**2022**	
ILO 2. Creative, Critical, & Analytical Thinking				
AVC coursework emphasized this mental activity?				4 point scale, 1=very little, 2-some, 3=quite a bit, 4=very much
5b. Analyzing the basic elements of an idea, experience, or theory.	3.18	2.97	3.10	
5f. Using information you have read or heard to perform a new skill.	3.00	2.90	2.95	
5c. Synthesizing and organizing ideas, information, or experiences in new ways.	2.99	2.96	3.03	
5d. Making judgments about the value or soundness of information, arguments, or methods.	2.86	2.65	2.80	
5e. Applying theories or concepts to practical problems or in new situations.	2.92	2.81	2.82	
Average 5b to 5e 2016=2.99; 2019=2.86; 2022=2.94				
AVC contributed to your knowledge, skills, development…?				4 point scale, 1=very little, 2-some, 3=quite a bit, 4=very much
12e/11d. Thinking critically and analytically.	3.19	3.07	3.14	
12f/11e. Solving numerical problems.	2.91	2.71	2.74	
Average 12e and 12f 2016=3.05; 2019=2.89; 2022=2.94				
In this school year how often have you done each of these?				4 point scale, 1=never, 2-sometimes, 3=often, 4=very often
4d. Worked on a paper or project that required integrating ideas or information from various sources.	3.19	3.12	3.14	
4n/m. Discussed ideas from your readings or classes with instructors outside of class.	1.84	1.81	1.79	
4r/q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.).	2.71	2.72	2.62	
Average 4d to 4r 2016=2.58; 2019=2.55; 2022=2.52				
Overall Average All ILO 2 Questions	**2.88**	**2.77**	**2.81**	

ILO & CCSSE Question Items	Mean Scores			Notes
	2016	2019	2022	
ILO 3. Community/Global Consciousness				
In this school year how often have you done each of these?				4 point scale, 1=never, 2-sometimes, 3=often, 4=very often
4i. Participated in a community-based project as a part of a regular course.	1.37	1.30	1.18	
4s/r. Had serious conversations with students of a different race or ethnicity other than your own.	2.80	2.04	1.92	
4t/r. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.	2.64	2.04		
Average 4i to 4t 2016=2.27; 2019=1.79; 2022=1.67				
How much does AVE emphasize…?				4 point scale, 1=very little, 2-some, 3=quite a bit, 4=very much
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.	2.82	2.69	2.69	
9e. Providing the support you need to thrive socially.	2.32	2.20	2.20	
Average 9c and 9e 2016=2.57; 2019=2.45; 2022=2.45				
AVC contributed to your knowledge, skills, development…?				4 point scale, 1=very little, 2-some, 3=quite a bit, 4=very much
12h/11f. Working effectively with others.	2.93	2.83	2.91	
12j. Understanding yourself.	2.83			
12l. Developing a personal code of values and ethics.	2.81			
12m. Contributing to the welfare of your community.	2.66			
Average 12h to 12m 2016=2.81; 2019=2.83; 2022=2.91				
AVC contributed to your understanding of current societal issues.	2.30			5 point scale, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree
Overall Average All ILO 3 Questions	**2.55**	**2.18**	**2.18**	

ILO & CCSSE Question Items	Mean Scores			Notes
	2016	2019	2022	
ILO 4. Career & Specialized Knowledge				
In this school year how often have you done each of these?				4 point scale, 1=never, 2-sometimes, 3=often, 4=very often
4m/l. Talked about career plans with an instructor or advisor.	2.32	2.26	2.29	
4p/o. Worked harder than you thought you could to meet an instructor's standards or expectations.	2.85	2.66	2.61	
4q/p. Worked with instructors on activities other than coursework.	1.49	1.49	1.39	
Average 4m to 4q 2016=2.17; 2019=2.14; 2022=2.10				
Which have you done, are doing, or plan to do at AVC?				3 point scale, 1=not done, 2=plan to, 3=have done
8a. Internship, field experience, co-op experience, or clinical assignment.	1.71			
8f. Study skills course.	1.54			
8g. Honors course.	1.54			
8h. College orientation program or course.	1.95			
Average 8a to 8h 2016=1.60				
AVC contributed to your knowledge, skills, development…?				4 point scale, 1=very little, 2-some, 3=quite a bit, 4=very much
12a. Acquiring a broad general education.	3.23			
12b. Acquiring job or work-related knowledge and skills.	2.54			
12i/11g. Learning effectively on your own.	3.11	2.99	3.07	
12n/11h. Developing clearer career goals.	2.90	2.72	2.72	
12o/11i. Gaining information about career opportunities.	2.73	2.49	2.54	
Average 12a to 12o 2016=2.90; 2019=2.73; 2022=2.78				
AVC emphasized…?				
9g. Using computers in academic work	3.27			4 point scale, 1=very little, 2-some, 3=quite a bit, 4=very much
AVC helped understand concepts in my major field of study.	1.97			4 point scale, 1=very little, 2-some, 3=quite a bit, 4=very much
Overall Average All ILO 4 Questions	**2.37**	**2.44**	**2.44**	

Note: Not all questions from 2016 were repeated in 2019 or 2022 and some item numbers were changed.
Source: Antelope Valley College, Institutional Effectiveness, Research and Planning Office.

Appendix 06A: Labor Market Analysis

Kern County

Occupations for which a bachelor's degree is expected for entry; however, one-third of the practitioners have some college or an associate degree.[18]

SOC Code	Occupational Title	Entry Level Education	>24 Annual Job Openings	Average Annual Earnings	TOP	Description	3 Yr. Avg	Total	Potential Gap	Group Potential Gap	AVC Degree
113011	Administrative Services Managers	Bachelor's degree	51	$110,263	050100	Business and Commerce, General	46	295		(244)	Y
					050500	Business Administration	233				Y
					050600	Business Management	4				
					050630	Management Development and Supervision	12				
131081	Logisticians	Bachelor's degree	35	$93,332							
131199	Business Operations Specialists, All Other	Bachelor's degree	263	$81,328							
151142	Network and Computer Systems Administrators	Bachelor's degree	27	$88,611	070800	Computer Infrastructure and Support	5		22		Y
271024	Graphic Designers	Bachelor's degree	34	$55,587	103000	Graphic Art and Design	15		19		
291141	Registered Nurses	Bachelor's degree	427	$94,423	123010	Registered Nursing	118		309		Y
292010	Clinical Laboratory Technologists and Technicians	Bachelor's degree	56	$55,485			433		350	(244)	
	Totals		893				867		700	-489	

Source: California Employment Development Department, Labor Market Information. *Occupational Projections 2018-28*. Retrieved April 16, 2022, from https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html and California Community Colleges, Center of Excellence. *Demand and Supply Database*, June 2021; analysis by Cambridge West Partnership, LLC

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[18] U.S. Census Bureau. *Census Population Survey (CPS)*.2019. Cited by the U.S. Bureau of Labor Statistics as the definitive source for educational attainment of workers 25 years and older by six-digit Standard Occupational Classifications (SOC) codes nationwide. These occupations are considered middle-skills because one-third or more of the practitioners do not hold a bachelor's degree.

Occupations for which an associate degree is expected for entry.

SOC Code	Occupational Title	Entry Level Education	>24 Annual Job Openings	Average Annual Earnings	TOP	Description	3 Yr. Avg	Total	Potential Gap	Group Potential Gap	AVC Degree
151152	Computer Network Support Specialists	Associate's degree	26	$66,476	070600	Computer Science (Transfer)	18	42		(16)	Y
					070800	Computer Infrastructure and Support	5				Y
					070810	Computer Networking	18				Y
173023	Electrical and Electronics Engineering Technicians	Associate's degree	72	$86,302	092400	Engineering Technology, General (requires Trigonometry)	1	98		(26)	Y
					093400	Electronics and Electric Technology	73				Y
					095220	Electrical	24				Y
173029	Engineering Technicians, Except Drafters, All Other	Associate's degree	51	$77,467	092400	Engineering Technology, General (requires Trigonometry)	1	7		44	
					099900	Other Engineering and Related Industrial Technologies	6				
194041	Geological and Petroleum Technicians	Associate's degree	43	$78,233							
194093	Forest and Conservation Technicians	Associate's degree	26	$0	011400	Forestry	21		5		
232011	Paralegals and Legal Assistants	Associate's degree	38	$60,204	140200	Paralegal	10		28		
252011	Preschool Teachers, Except Special Education	Associate's degree	98	$35,005	130500	Child Development/Early Care and Education	605		(507)		Y
291126	Respiratory Therapists	Associate's degree	27	$76,854	121000	Respiratory Care/Therapy	148		(121)		Y
292021	Dental Hygienists	Associate's degree	35	$94,362	124020	Dental Hygienist	18		17		
292034	Radiologic Technologists	Associate's degree	32	$77,262	122500	Radiologic Technology	27		5		Y
434161	Human Resources Assistants, Except Payroll and Timekeeping	Associate's degree	26	$43,561							
	Totals		474				975		(572)	2	

Source: California Employment Development Department, Labor Market Information. *Occupational Projections 2018-28.* Retrieved April 16, 2022, from https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html and California Community Colleges, Center of Excellence. *Demand and Supply Database*, June 2021; analysis by Cambridge West Partnership, LLC

Occupations for which some college or a postsecondary non-degree award, i.e., a certificate of achievement, is expected for entry.

SOC Code	Occupational Title	Entry Level Education	>24 Annual Job Openings	Average Annual Earnings	TOP	Description	3 Yr. Avg	Total	Potential Gap	Group Potential Gap	AVC Prog*
151151	Computer User Support Specialists	Some college, no degree	50	$51,124	070200	Computer Information Systems	58		(8)		Y
259041	Teacher Assistants	Some college, no degree	535	$32,758	080900	Special Education	5	7		528	
				$32,758	080200	Instructional Aide	2				Y
292055	Surgical Technologists	Postsecondary non-degree award	30	$57,528							
292061	Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	109	$55,832	123020	Licensed Vocational Nursing	47		62		Y
292071	Medical Records and Health Information Technicians	Postsecondary non-degree award	29	$45,271	122300	Health Information Technology	1		28		
292099	Health Technologists and Technicians, All Other	Postsecondary non-degree award	91	$45,271							
311014	Nursing Assistants	Postsecondary non-degree award	194	$32,612	120100	Health Occupations, General	57	92		102	
					123030	Certified Nurse Assistant	35				
319091	Dental Assistants	Postsecondary non-degree award	130	$41,130							
319092	Medical Assistants	Postsecondary non-degree award	277	$34,260	120800	Medical Assisting	3	12		265	Y
					120810	Clinical Medical Assisting	9				
319097	Phlebotomists	Postsecondary non-degree award	41	$45,436	120510	Phlebotomy	6		35		
332011	Firefighters	Postsecondary non-degree award	60	$0	213300	Fire Technology	32	35		25	Y
					213310	Wildland Fire Technology	3				Y
433031	Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	377	$43,479	050200	Accounting	46		331		Y
434151	Order Clerks	Some college, no degree	39	$43,285							
492022	Telecommunications Equipment Installers and Repairers, Except Line Installers	Postsecondary non-degree award	194	$62,735							
493011	Aircraft Mechanics and Service Technicians	Postsecondary non-degree award	45	$65,393							
493023	Automotive Service Technicians and Mechanics	Postsecondary non-degree award	172	$47,626	094800	Automotive Technology	111		61		Y
499021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	Postsecondary non-degree award	64	$50,253	094600	Environmental Control Technology	4		60		Y
499081	Wind Turbine Service Technicians	Postsecondary non-degree award	47	$61,569							
533032	Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	755	$45,542							
		Totals	3,239				418		570	919	

*AVC has a degree or certificate program in this TOP Code

Source: California Employment Development Department, Labor Market Information. *Occupational Projections 2018-28.* Retrieved April 16, 2022, from https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html and California Community Colleges, Center of Excellence. *Demand and Supply Database*, June 2021; analysis by Cambridge West Partnership, LLC

Occupations for which a high school diploma, or equivalent, or no formal education is expected for entry.

SOC Code	Occupational Title	Entry Level Education	>24 Annual Job Openings	Average Annual Earnings	TOP	Description	3 Yr. Avg	Total	Potential Gap	Group Potential Gap	AVC Prog*
113071	Transportation, Storage, and Distribution Managers	High school diploma or equivalent	33	$87,844							
119013	Farmers, Ranchers, and Other Agricultural Managers	High school diploma or equivalent	777	$83,293	010200	Animal Science	22	89		688	
					010300	Plant Science	11				
					010900	Horticulture	2				Y
					011200	Agriculture Business, Sales and Service	53				
119051	Food Service Managers	High school diploma or equivalent	122	$49,848	130620	Dietetic Services and Management	4	4		118	
					130710	Restaurant and Food Services and Management	0				
119141	Property, Real Estate, and Community Association Managers	High school diploma or equivalent	39	$75,372							
211093	Social and Human Service Assistants	High school diploma or equivalent	186	$40,940	210400	Human Services	67		119		Y
292052	Pharmacy Technicians	High school diploma or equivalent	91	$40,562							
311011	Home Health Aides	High school diploma or equivalent	63	$0	120100	Health Occupations, General	57		6		
319099	Healthcare Support Workers, All Other	High school diploma or equivalent	94	$41,687							
331011	First-Line Supervisors of Correctional Officers	High school diploma or equivalent	35	$0	210510	Corrections	3		32		
333012	Correctional Officers and Jailers	High school diploma or equivalent	361	$82,230	210510	Corrections	3		358		
333051	Police and Sheriff's Patrol Officers	High school diploma or equivalent	107	$86,041	210500	Administration of Justice	225		(118)		Y
351011	Chefs and Head Cooks	High school diploma or equivalent	28	$44,561	130600	Nutrition, Foods, and Culinary Arts	4	28		(0)	
					130630	Culinary Arts	24				
					130710	Restaurant and Food Services and Management	0				
351012	First-Line Supervisors of Food Preparation and Serving Workers	High school diploma or equivalent	246	$42,346	130600	Nutrition, Foods, and Culinary Arts	4	32		214	
					130620	Dietetic Services and Management	4				
					130630	Culinary Arts	24				
					130710	Restaurant and Food Services and Management	0				
371011	First-Line Supervisors of Housekeeping and Janitorial Workers	High school diploma or equivalent	29	$44,468							
371012	Groundskeeping Workers	High school diploma or equivalent	28	$64,709	010900	Horticulture	2		26		Y
373012	Pesticide Handlers, Sprayers, and Applicators, Vegetation	High school diploma or equivalent	61	$41,295							
391021	First-Line Supervisors of Personal Service Workers	High school diploma or equivalent	63	$39,688							
399011	Childcare Workers	High school diploma or equivalent	307	$30,171	130500	Child Development/Early Care and Education	605		(298)		Y
399031	Fitness Trainers and Aerobics Instructors	High school diploma or equivalent	75	$47,342	083500	Physical Education	16		59		
399032	Recreation Workers	High school diploma or equivalent	151	$30,809							

SOC Code	Occupational Title	Entry Level Education	>24 Annual Job Openings	Average Annual Earnings	TOP	Description	3 Yr. Avg	Total	Potential Gap	Group Potential Gap	AVC Prog*
411011	First-Line Supervisors of Retail Sales Workers	High school diploma or equivalent	278	$43,090							
411012	First-Line Supervisors of Non-Retail Sales Workers	High school diploma or equivalent	52	$60,022							
412022	Parts Salespersons	No formal educational credential	69	$33,801							
413021	Insurance Sales Agents	High school diploma or equivalent	56	$50,036							
413099	Sales Representatives, Services, All Other	High school diploma or equivalent	276	$60,865							
414012	Technical and Scientific Products	High school diploma or equivalent	207	$80,067	050900	Marketing and Distribution	0		207		
419022	Real Estate Sales Agents	High school diploma or equivalent	43	$65,145							
419099	Sales and Related Workers, All Other	High school diploma or equivalent	28	$37,019							
431011	First-Line Supervisors of Office and Administrative Support Workers	High school diploma or equivalent	304	$57,071	050630	Management Development and Supervision	12	18		286	
				$57,071	051440	Office Management	6				Y
433011	Bill and Account Collectors	High school diploma or equivalent	28	$44,760							
433051	Payroll and Timekeeping Clerks	High school diploma or equivalent	63	$44,657	050200	Accounting	46		17		Y
433071	Tellers	High school diploma or equivalent	75	$34,476							
434051	Customer Service Representatives	High school diploma or equivalent	251	$34,927							
435061	Production, Planning, and Expediting Clerks	High school diploma or equivalent	62	$58,987							
436011	Executive Secretaries and Executive Administrative Assistants	High school diploma or equivalent	59	$63,022	051400	Office Technology/Office Computer Applications	64		(5)		Y
436013	Medical Secretaries	High school diploma or equivalent	186	$35,685	120820	Administrative Medical Assisting	7		179		Y
436014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	High school diploma or equivalent	436	$41,134	051400	Office Technology/Office Computer Applications	64		372		Y
451011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	High school diploma or equivalent	230	$45,357	010200	Animal Science	22	54	208	176	
					010300	Plant Science	11				
					011400	Forestry	21				
471011	Workers	High school diploma or equivalent	266	$75,747	095200	Construction Crafts Technology	3	27		239	
					095220	Electrical	24				Y
472031	Carpenters	High school diploma or equivalent	122	$50,879	095200	Construction Crafts Technology	3		119		
472073	Operators	High school diploma or equivalent	135	$54,196							
472111	Electricians	High school diploma or equivalent	225	$73,862	095220	Electrical	24		201		Y
472152	Plumbers, Pipefitters, and Steamfitters	High school diploma or equivalent	132	$54,402	095230	Plumbing, Pipefitting and Steamfitting	7		125		
472211	Sheet Metal Workers	High school diploma or equivalent	44	$61,943	095640	Sheet Metal and Structural Metal	2		42		
472231	Solar Photovoltaic Installers	High school diploma or equivalent	53	$43,184							

SOC Code	Occupational Title	Entry Level Education	>24 Annual Job Openings	Average Annual Earnings	TOP	Description	3 Yr. Avg	Total	Potential Gap	Group Potential Gap	AVC Prog*
474011	Construction and Building Inspectors	High school diploma or equivalent	31	$78,672							
491011	First-Line Supervisors of Mechanics, Installers, and Repairers	High school diploma or equivalent	92	$82,433							
493021	Automotive Body and Related Repairers	High school diploma or equivalent	32	$49,752							
493031	Bus and Truck Mechanics and Diesel Engine Specialists	High school diploma or equivalent	81	$49,691							
493041	Farm Equipment Mechanics and Service Technicians	High school diploma or equivalent	45	$45,387	011600	Agricultural Power Equipment Technology	6		39		
493042	Mobile Heavy Equipment Mechanics, Except Engines	High school diploma or equivalent	61	$53,443	011600	Agricultural Power Equipment Technology	6		55		
499041	Industrial Machinery Mechanics	High school diploma or equivalent	134	$59,903							
499043	Maintenance Workers, Machinery	High school diploma or equivalent	41	$46,992							
499071	Maintenance and Repair Workers, General	High school diploma or equivalent	325	$44,447							
511011	First-Line Supervisors of Production and Operating Workers	High school diploma or equivalent	95	$74,072							
514041	Machinists	High school diploma or equivalent	57	$45,605	095600	Manufacturing and Industrial Technology	9	41		16	Y
					095630	Machining and Machine Tools	31				
514121	Welders, Cutters, Solderers, and Brazers	High school diploma or equivalent	190	$51,649	095650	Welding Technology	107		83		Y
518031	Water and Wastewater Treatment Plant and System Operators	High school diploma or equivalent	27	$69,053							
518093	Gaugers	High school diploma or equivalent	38	$84,716							
519061	Inspectors, Testers, Sorters, Samplers, and Weighers	High school diploma or equivalent	67	$40,944	095600	Manufacturing and Industrial Technology	9		58		Y
531048	First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling	High school diploma or equivalent	178	$61,801							
533021	Bus Drivers, Transit and Intercity	High school diploma or equivalent	47	$42,711							
533022	Bus Drivers, School or Special Client	High school diploma or equivalent	108	$0							
	Totals		8,225				1,615		1,885	1,737	

*AVC has a degree or certificate program in this TOP Code

Source: California Employment Development Department, Labor Market Information. *Occupational Projections 2018-28.* Retrieved April 16, 2022, from https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html and California Community Colleges, Center of Excellence. *Demand and Supply Database*, June 2021; analysis by Cambridge West Partnership, LLC

Los Angeles County

Occupations for which a bachelor's degree is expected for entry; however, one-third of the practitioners have some college or an associate degree.[19]

SOC Code	Occupational Title	Entry Level Education	>49 Annual Openings	Avg Annual Earnings	TOP	Description	3 Yr. Avg	Total	Potential Gap	Group Potential Gap	AVC Degree
113011	Administrative Services Managers	Bachelor's degree	1,021	$114,659	050100	Business and Commerce, General	595	5,826		(4,805)	Y
					050500	Business Administration	4,216				Y
					050600	Business Management	791				
					050630	Management Development and Supervision	118				
					050640	Small Business and Entrepreneurship	105				
131081	Logisticians	Bachelor's degree	632	$85,586	051000	Logistics and Materials Transportation	94		538		Y
131199	Business Operations Specialists, All Other	Bachelor's degree	5,405	$83,953	050640	Small Business and Entrepreneurship	105	107		5,298	
					050970	ECommerce (Business emphasis)	1				
132021	Appraisers and Assessors of Real Estate	Bachelor's degree	126	$86,866	051100	Real Estate	307		(181)		Y
151142	Network and Computer Systems Administrators	Bachelor's degree	715	$96,327	070800	Computer Infrastructure and Support	51		664		
194061	Social Science Research Assistants	Bachelor's degree	113	$55,445	220100	Social Sciences, General	1,628		(1,515)		Y
271014	Multimedia Artists and Animators	Bachelor's degree	1,557	$111,174	061400	Digital Media	15	318		1,239	
					061410	Multimedia	27				Y
					061420	Electronic Game Design	0				
					061440	Animation	120				Y
					061460	Computer Graphics and Digital Imagery	22				Y
					103000	Graphic Art and Design	134				
271021	Commercial and Industrial Designers	Bachelor's degree	176	$76,994	101300	Commercial Art	48		128		
271022	Fashion Designers	Bachelor's degree	667	$98,205	130300	Fashion	31	165		502	
					130310	Fashion Design	134				
271024	Graphic Designers	Bachelor's degree	1,426	$64,246	061400	Digital Media	15	219		1,207	
					061460	Computer Graphics and Digital Imagery	22				Y
					101300	Commercial Art	48				
					103000	Graphic Art and Design	134				

[19] U.S. Census Bureau. *Census Population Survey (CPS)*.2019. Cited by the U.S. Bureau of Labor Statistics as the definitive source for educational attainment of workers 25 years and older by six-digit Standard Occupational Classifications (SOC) codes nationwide. These occupations are considered middle-skills because one-third or more of the practitioners do not hold a bachelor's degree.

SOC Code	Occupational Title	Entry Level Education	>49 Annual Openings	Avg Annual Earnings	TOP	Description	3 Yr. Avg	Total	Potential Gap	Group Potential Gap	AVC Degree
273011	Radio and Television Announcers	Bachelor's degree	195	$82,437	060400	Radio and Television	43	1,390		(1,195)	
					060410	Radio	21				
					060420	Television (including combined TV/Film/Video)	208				Y
					060430	Broadcast Journalism	5				
					150600	Speech Communication	1,113				Y
273091	Interpreters and Translators	Bachelor's degree	429	$59,124	085000	Sign Language	36	548		(119)	Y
					085010	Sign Language Interpreting	71				Y
					110100	Foreign Languages, General	53				
					110200	French	25				
					110300	German	5				
					110400	Italian	13				
					110500	Spanish	190				Y
					110600	Russian	4				
					110700	Chinese	14				
					110800	Japanese	94				
					111730	Korean	25				
					119900	Other Foreign Languages	9				
					150110	Linguistics	9				
274031	Camera Operators, Television, Video, and Motion Picture	Bachelor's degree	671	$86,319	061220	Film Production	158		513		
274032	Film and Video Editors	Bachelor's degree	1,833	$126,203	060400	Radio and Television	43	409		1,424	
					060420	Television (including combined TV/Film/Video)	208				Y
					061220	Film Production	158				
291141	Registered Nurses	Bachelor's degree	5,928	$108,359	123000	Nursing	71	1,279		4,649	
					123010	Registered Nursing	1,208				Y
292010	Clinical Laboratory Technologists and Technicians	Bachelor's degree	716	$61,316							
		Totals	21,610					12,546	148	8,201	

Source: California Employment Development Department, Labor Market Information. *Occupational Projections 2018-28.* Retrieved April 16, 2022, from https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html and California Community Colleges, Center of Excellence. *Demand and Supply Database*, June 2021; analysis by Cambridge West Partnership, LLC

Occupations for which an associate degree is expected for entry.

SOC Code	Occupational Title	Entry Level Education	2018 Jobs	2018-28 Openings	>49 Annual Openings	Avg Annual Earnings	TOP	Description	3 Yr. Avg	Total	Potential Gap	Group Potential Gap	AVC Degree
151134	Web Developers	Associate's degree	6,120	5,860	586	$82,620	061430	Website Design and Development	11	366		220	
							070600	Computer Science (Transfer)	114				Y
							070700	Computer Software Development	0				
							070710	Computer Programming	196				Y
							070900	World Wide Web Administration	44				
							070910	ECommerce (Technology emphasis)	1				
151152	Computer Network Support Specialists	Associate's degree	4,540	4,180	418	$72,676	070600	Computer Science (Transfer)	114	375		43	Y
							070730	Computer Systems Analysis	4				
							070800	Computer Infrastructure and Support	51				
							070810	Computer Networking	171				Y
							070820	Computer Support	36				
173011	Architectural and Civil Drafters	Associate's degree	3,730	4,010	401	$68,218	020100	Architecture and Architectural Technology	241	433		(32)	
							095300	Drafting Technology	178				
							095310	Architectural Drafting	11				
							095320	Civil Drafting	2				
173012	Electrical and Electronics Drafters	Associate's degree	510	520	52	$82,951	095300	Drafting Technology	178	181		(129)	
							095330	Electrical, Electronic, and ElectroMechanical Drafting	3				
173013	Mechanical Drafters	Associate's degree	1,030	910	91	$64,997	095300	Drafting Technology	178	205		(114)	
							095340	Mechanical Drafting	27				
173022	Civil Engineering Technicians	Associate's degree	2,110	2,250	225	$77,256	092400	Engineering Technology, General (requires Trigonometry)	223	2			
173023	Electrical and Electronics Engineering Technicians	Associate's degree	3,140	3,140	314	$70,145	092400	Engineering Technology, General (requires Trigonometry)	223	656		(342)	
							093400	Electronics and Electric Technology	193				Y
							093410	Computer Electronics	72				
							093430	Telecommunications Technology	20				
							093440	Electrical Systems and Power Transmission	0				
							095220	Electrical	148				Y
173024	Electro-Mechanical Technicians	Associate's degree	660	630	63	$66,641							
173025	Environmental Engineering Technicians	Associate's degree	900	1,230	123	$57,912	030300	Environmental Technology	40		83		
173026	Industrial Engineering Technicians	Associate's degree	1,030	1,000	100	$67,654	092400	Engineering Technology, General (requires Trigonometry)	223	251		(151)	
							093420	Industrial Electronics	0				Y
							095600	Manufacturing and Industrial Technology	27				Y
173027	Mechanical Engineering Technicians	Associate's degree	1,020	1,020	102	$71,190	092400	Engineering Technology, General (requires Trigonometry)	223	327		(225)	
							094500	Industrial Systems Technology and Maintenance	104				

SOC Code	Occupational Title	Entry Level Education	2018 Jobs	2018-28 Openings	>49 Annual Openings	Avg Annual Earnings	TOP	Description	3 Yr. Avg	Total	Potential Gap	Group Potential Gap	AVC Degree
173029	Engineering Technicians, Except Drafters, All Other	Associate's degree	2,120	2,290	229	$70,090	092400	Engineering Technology, General (requires Trigonometry)	223	232		(3)	
							093420	Industrial Electronics	0				Y
							095420	Plastics and Composites	3				
							099900	Other Engineering and Related Industrial Technologies	6				
194011	Agricultural and Food Science Technicians	Associate's degree	510	630	63	$45,912	010100	Agriculture Technology and Sciences, General	4		59		
194031	Chemical Technicians	Associate's degree	1,510	1,640	164	$55,199	095400	Chemical Technology	4	10		154	
							095500	Laboratory Science Technology	6				
194091	Environmental Science and Protection Technicians, Including Health	Associate's degree	950	1,410	141	$63,897							
194093	Forest and Conservation Technicians	Associate's degree	570	750	75	$53,943	011400	Forestry	22		53		
194099	Other	Associate's degree	2,110	2,970	297	$58,410	043000	Biotechnology and Biomedical Technology	65	68		229	
							093470	Electron Microscopy	3				
232011	Paralegals and Legal Assistants	Associate's degree	12,270	16,010	1,601	$57,446	140200	Paralegal	301		1,300		
232099	Legal Support Workers, All Other	Associate's degree	1,950	1,880	188	$53,736	140200	Paralegal	301		(113)		
252011	Preschool Teachers, Except Special Education	Associate's degree	15,430	17,300	1,730	$37,052	130500	Child Development/Early Care and Education	3,120	3,377		(1,647)	Y
							130540	Preschool Age Children	257				
274012	Broadcast Technicians	Associate's degree	2,900	3,480	348	$46,946							
291126	Respiratory Therapists	Associate's degree	4,990	4,280	428	$83,878	121000	Respiratory Care/Therapy	148		280		Y
292021	Dental Hygienists	Associate's degree	4,620	3,940	394	$115,170	124020	Dental Hygienist	86		308		
292031	Cardiovascular Technologists and Technicians	Associate's degree	1,310	900	90	$78,170	121500	Electrocardiography	28		62		
292032	Diagnostic Medical Sonographers	Associate's degree	1,640	1,420	142	$97,988							
292034	Radiologic Technologists	Associate's degree	4,540	3,310	331	$82,677	122500	Radiologic Technology	168		163		Y
292035	Magnetic Resonance Imaging Technologists	Associate's degree	690	500	50	$99,029							
292051	Dietetic Technicians	Associate's degree	1,350	1,310	131	$35,902	130600	Nutrition, Foods, and Culinary Arts	51	90		41	
							130620	Dietetic Services and Management	28				
							130660	Dietetic Technology	12				
292056	Veterinary Technologists and Technicians	Associate's degree	1,760	1,940	194	$45,670	010210	Veterinary Technician (Licensed)	74		120		
312011	Occupational Therapy Assistants	Associate's degree	400	630	63	$66,227	121800	Occupational Therapy Technology	8		55		
312021	Physical Therapist Assistants	Associate's degree	1,330	2,250	225	$65,455	122200	Physical Therapist Assistant	30		195		
434161	Human Resources Assistants, Except Payroll and Timekeeping	Associate's degree	3,670	4,010	401	$45,377							
499062	Medical Equipment Repairers	Associate's degree	1,430	1,700	170	$68,077	043000	Biotechnology and Biomedical Technology	65	77		93	
							093460	Biomedical Instrumentation	12				
532021	Air Traffic Controllers	Associate's degree	610	640	64	$0	302030	Air Traffic Control	30	34			
	Totals		93,450		9,994				8,110	2,600	-1,862		

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Occupations for which some college or a postsecondary non-degree award, i.e., a certificate of achievement, is expected for entry.

SOC Code	Occupational Title	Entry Level Education	2018 Jobs	2018-28 Openings	>49 Annual Openings	Avg Annual Earnings	TOP	Description	3 Yr. Avg	Total	Potential Gap	Group Potential Gap	AVC Prog*
131032	Insurance Appraisers, Auto Damage	Postsecondary non-degree award	1,070	770	77	$68,674	051200	Insurance	5		72		
151151	Computer User Support Specialists	Some college, no degree	15,290	14,900	1,490	$60,993	070200	Computer Information Systems	115	151		1,339	Y
							070820	Computer Support	36				
254031	Library Technicians	Postsecondary non-degree award	2,570	3,970	397	$48,366	160200	Library Technician (Aide)	23		374		
259041	Teacher Assistants	Some college, no degree	39,690	46,510	4,651	$37,631	080200	Educational Aide (Teacher Assistant)	24	26		4,625	Y
							080210	Educational Aide (Teacher Assistant), Bilingual	1				
							080900	Special Education	1				
272011	Actors	Some college, no degree	15,650	19,110	1,911	$0	100700	Dramatic Arts	191		1,720		Y
274011	Audio and Video Equipment Technicians	Postsecondary non-degree award	8,850	11,530	1,153	$65,857	100500	Commercial Music	289		864		Y
274014	Sound Engineering Technicians	Postsecondary non-degree award	3,700	4,390	439	$84,590	100500	Commercial Music	289	355		84	Y
							100600	Technical Theater	66				
292041	Emergency Medical Technicians and Paramedics	Postsecondary non-degree award	4,300	3,380	338	$39,037	125000	Emergency Medical Services	100	213		125	Y
							125100	Paramedic	113				
292053	Psychiatric Technicians	Postsecondary non-degree award	1,390	1,350	135	$53,815	123900	Psychiatric Technician	56				
292055	Surgical Technologists	Postsecondary non-degree award	2,410	2,350	235	$60,436							
292061	Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	18,960	18,090	1,809	$59,899	123000	Nursing	71	270		1,539	
							123020	Licensed Vocational Nursing	199				Y
292071	Medical Records and Health Information Technicians	Postsecondary non-degree award	6,350	5,050	505	$53,447	122300	Health Information Technology	44	81		424	
							122310	Health Information Coding	37				
292099	Health Technologists and Technicians, All Other	Postsecondary non-degree award	6,210	5,840	584	$53,447	121400	Orthopedic Assistant	9		575		
299099	Other	Postsecondary non-degree award	1,350	990	99	$66,448							
311014	Nursing Assistants	Postsecondary non-degree award	34,730	46,410	4,641	$36,070	120100	Health Occupations, General	85	192		4,449	
							123000	Nursing	71				
							123030	Certified Nurse Assistant	37				
319011	Massage Therapists	Postsecondary non-degree award	6,270	9,520	952	$45,950							
319091	Dental Assistants	Postsecondary non-degree award	12,600	16,870	1,687	$41,517	124010	Dental Assistant	79		1,608		
319092	Medical Assistants	Postsecondary non-degree award	24,200	35,630	3,563	$38,775	120800	Medical Assisting	141	156		3,407	Y
							120810	Clinical Medical Assisting	15				Y
319094	Medical Transcriptionists	Postsecondary non-degree award	1,770	2,460	246	$34,591	051420	Medical Office Technology	42	120		126	
							120820	Administrative Medical Assisting	41				Y
							122310	Health Information Coding	37				

SOC Code	Occupational Title	Entry Level Education	2018 Jobs	2018-28 Openings	>49 Annual Openings	Avg Annual Earnings	TOP	Description	3 Yr. Avg	Total	Potential Gap	Group Potential Gap	AVC Prog*
319097	Phlebotomists	Postsecondary non-degree award	3,220	4,470	447	$42,277	120510	Phlebotomy	2		445		
332011	Firefighters	Postsecondary non-degree award	7,690	5,840	584	$104,070	213300	Fire Technology	545	622		(38)	Y
							213310	Wildland Fire Technology	14				Y
							213350	Fire Academy	63				Y
352013	Cooks, Private Household	Postsecondary non-degree award	820	1,280	128	$47,400	130630	Culinary Arts	436		(308)		
395012	Hairdressers, Hairstylists, and Cosmetologists	Postsecondary non-degree award	15,840	22,730	2,273	$35,390	300700	Cosmetology and Barbering	455		1,818		
395091	Makeup Artists, Theatrical and Performance	Postsecondary non-degree award	2,270	2,930	293	$95,065	300700	Cosmetology and Barbering	455		(162)		
395092	Manicurists and Pedicurists	Postsecondary non-degree award	9,310	12,470	1,247	$29,549	300700	Cosmetology and Barbering	455		792		
395094	Skincare Specialists	Postsecondary non-degree award	2,280	3,050	305	$38,421	300700	Cosmetology and Barbering	455		(150)		
433031	Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	57,290	64,180	6,418	$49,330	050200	Accounting	1,188		5,230		Y
434151	Order Clerks	Some college, no degree	12,200	13,670	1,367	$38,659							
492011	Repairers	Some college, no degree	2,070	2,030	203	$45,594	093410	Computer Electronics	72		131		
492022	Repairers, Except Line Installers	Postsecondary non-degree award	8,450	9,370	937	$65,552	093430	Telecommunications Technology	20		917		
492094	Industrial Equipment	Postsecondary non-degree award	1,080	910	91	$64,852	093400	Electronics and Electric Technology	193	459		(368)	Y
							093410	Computer Electronics	72				
							093420	Industrial Electronics	0				Y
							093400	Electronics and Electric Technology	193				Y
							093440	Electrical Systems and Power Transmission	0				
493011	Aircraft Mechanics and Service Technicians	Postsecondary non-degree award	4,930	3,950	395	$73,738	095000	Aeronautical and Aviation Technology	16	159		236	Y
							095010	Aviation Airframe Mechanics	75				Y
							095020	Aviation Powerplant Mechanics	68				Y
493023	Automotive Service Technicians and Mechanics	Postsecondary non-degree award	17,510	16,380	1,638	$49,546	094800	Automotive Technology	710	754		884	Y
							094840	Alternative Fuels and Advanced Transportation Technology	44				
499021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	Postsecondary non-degree award	6,490	7,410	741	$62,131	094600	Environmental Control Technology	274	315		426	Y
							094610	Energy Systems Technology	42				
514012	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	Postsecondary non-degree award	590	750	75	$70,124	095600	Manufacturing and Industrial Technology	27		48		Y
514111	Tool and Die Makers	Postsecondary non-degree award	760	620	62	$65,075							
515111	Prepress Technicians and Workers	Postsecondary non-degree award	1,190	880	88	$42,352	061450	Desktop Publishing	1		87		Y
533032	Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	36,010	48,120	4,812	$49,391							
	Totals		397,360		47,016				8,089		14,064	17,257	

*AVC has a degree or certificate in this TOP Code

Source: California Employment Development Department, Labor Market Information. *Occupational Projections 2018-28.* Retrieved April 16, 2022, from https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html and California Community Colleges, Center of Excellence. *Demand and Supply Database*, June 2021; analysis by Cambridge West Partnership, LLC

Occupations for which a high school diploma, or equivalent, or no formal education is expected for entry.

SOC Code	Occupational Title	Entry Level Education	2018 Jobs	2018-28 Openings	>49 Annual Openings	Avg Annual Earnings	TOP	Description	3 Yr. Avg	Total	Potential Gap	Group Potential Gap	AVC Prog*
113071	Transportation, Storage, and Distribution Managers	High school diploma or equivalent	6,270	6,020	602	$104,073	051000	Logistics and Materials Transportation	94	100		502	
							302010	Aviation and Airport Management	6				
119013	Farmers, Ranchers, and Other Agricultural Managers	High school diploma or equivalent	1,720	1,180	118	$65,598	010200	Animal Science	31	61		57	
							010300	Plant Science	2				
							010900	Horticulture	24				
							010930	Nursery Technology	4				
119051	Food Service Managers	High school diploma or equivalent	15,820	22,150	2,215	$57,870	130620	Dietetic Services and Management	28	177		2,038	
							130700	Hospitality	88				
							130710	Restaurant and Food Services and Management	61				
119081	Lodging Managers	High school diploma or equivalent	1,140	1,260	126	$67,822	130700	Hospitality	88		38		
119141	Property, Real Estate, and Community Association Managers	High school diploma or equivalent	19,090	17,700	1,770	$69,159	051100	Real Estate	307		1,463		Y
131031	Claims Adjusters, Examiners, and Investigators	High school diploma or equivalent	8,400	5,690	569	$81,202	051200	Insurance	5		564		
132082	Tax Preparers	High school diploma or equivalent	4,020	4,900	490	$61,389	050200	Accounting	1,188	1,212		(722)	Y
							050210	Tax Studies	24				
173031	Surveying and Mapping Technicians	High school diploma or equivalent	570	750	75	$86,671	095730	Surveying	1	28		47	
							220610	Geographic Information Systems	26				
211093	Social and Human Service Assistants	High school diploma or equivalent	15,860	23,500	2,350	$43,646	126100	Community Health Care Worker	7	339		2,011	
							130560	Parenting and Family Education	9				
							130800	Family Studies	4				
							210400	Human Services	51				Y
							210440	Alcohol and Controlled Substances	268				
211094	Community Health Workers	High school diploma or equivalent	1,630	2,210	221	$47,934	126100	Community Health Care Worker	7	286		(65)	
							130900	Gerontology	11				
							210440	Alcohol and Controlled Substances	268				
232093	Title Examiners, Abstractors, and Searchers	High school diploma or equivalent	1,170	1,180	118	$56,825	140200	Paralegal	301		(183)		
271019	Artists and Related Workers, All Other	No formal educational credential	470	550	55	$93,754	100100	Fine Arts, General	198	220		(165)	Y
							109900	Other Fine and Applied Arts	21				
271023	Floral Designers	High school diploma or equivalent	1,430	1,280	128	$34,786	010920	Floriculture / Floristry	1		127		
273012	Public Address System and Other Announcers	High school diploma or equivalent	580	730	73	$0	150600	Speech Communication	1,113		(1,040)		Y
274021	Photographers	High school diploma or equivalent	7,840	7,480	748	$63,734	100100	Fine Arts, General	198	845		(97)	Y
							100200	Art	487				Y
							101100	Photography	34				Y
							101200	Applied Photography	126				Y
292052	Pharmacy Technicians	High school diploma or equivalent	10,360	10,460	1,046	$46,819	122100	Pharmacy Technology	85		961		
292081	Opticians, Dispensing	High school diploma or equivalent	1,810	1,650	165	$51,183							
311011	Home Health Aides	High school diploma or equivalent	8,020	12,120	1,212	$32,637	120100	Health Occupations, General	85	287		925	
							123000	Nursing	71				
							123080	Home Health Aide	121				
							130900	Gerontology	11				

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311013	Psychiatric Aides	High school diploma or equivalent	560	710	71	$33,239	123900	Psychiatric Technician	56		15		
319093	Medical Equipment Preparers	High school diploma or equivalent	1,670	2,200	220	$48,983							
319099	Healthcare Support Workers, All Other	High school diploma or equivalent	2,890	3,760	376	$47,851	122000	Speech/Language Pathology and Audiology	61		315		
331012	First-Line Supervisors of Police and Detectives	High school diploma or equivalent	1,720	1,180	118	$170,691	210510	Corrections	56		62		
331099	First-Line Supervisors of Protective Service Workers, All Other	High school diploma or equivalent	2,970	3,320	332	$60,170							
333012	Correctional Officers and Jailers	High school diploma or equivalent	1,550	1,200	120	$82,028	210510	Corrections	56	59		61	
							210520	Probation and Parole	3				
333021	Detectives and Criminal Investigators	High school diploma or equivalent	3,260	2,300	230	$128,454	210500	Administration of Justice	2,269	2,689		(2,459)	Y
							210550	Police Academy	420				
333051	Police and Sheriff's Patrol Officers	High school diploma or equivalent	25,500	19,780	1,978	$111,449	210500	Administration of Justice	2,269	2,689		(711)	Y
							210550	Police Academy	420				
339093	Transportation Security Screeners	High school diploma or equivalent	2,680	2,850	285	$44,722	210530	Industrial and Transportation Security	62				
351011	Chefs and Head Cooks	High school diploma or equivalent	6,160	9,740	974	$52,578	130600	Nutrition, Foods, and Culinary Arts	51	548		426	
							130630	Culinary Arts	436				
							130710	Restaurant and Food Services and Management	61				
351012	First-Line Supervisors of Food Preparation and Serving Workers	High school diploma or equivalent	24,250	43,870	4,387	$40,394	130600	Nutrition, Foods, and Culinary Arts	51	664		3,723	
							130620	Dietetic Services and Management	28				
							130630	Culinary Arts	436				
							130700	Hospitality	88				
							130710	Restaurant and Food Services and Management	61				
371011	First-Line Supervisors of Housekeeping and Janitorial Workers	High school diploma or equivalent	5,300	6,800	680	$52,910							
371012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	High school diploma or equivalent	3,560	4,430	443	$61,476	010900	Horticulture	24	57		386	
							010910	Landscape Design and Maintenance	23				
							010930	Nursery Technology	4				
							010940	Turfgrass Technology	3				
							011510	Parks and Outdoor Recreation	3				
373012	Vegetation	High school diploma or equivalent	660	950	95	$78,415	010240	Equine Science	13	45		50	
							010310	Agricultural Pest Control Adviser and Operator (Licensed)	1				
							010910	Landscape Design and Maintenance	23				Y
							010930	Nursery Technology	4				
							010940	Turfgrass Technology	3				
391010	First-Line Supervisors of Gaming Workers	High school diploma or equivalent	550	1,120	112	$54,599							
391021	First-Line Supervisors of Personal Service Workers	High school diploma or equivalent	13,070	16,920	1,692	$46,236							
392011	Animal Trainers	High school diploma or equivalent	1,240	2,150	215	$55,633	010240	Equine Science	13		202		
397010	Tour and Travel Guides	High school diploma or equivalent	2,170	4,080	408	$36,831							
399011	Childcare Workers	High school diploma or equivalent	29,510	46,520	4,652	$30,725	130500	Child Development/Early Care and Education	3,120	3,508		1,144	Y
							130540	Preschool Age Children	257				
							130550	The School Age Child	33				Y
							130590	Infants and Toddlers	98				

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399031	Fitness Trainers and Aerobics Instructors	High school diploma or equivalent	10,870	20,940	2,094	$51,834	083500	Physical Education	539	599		1,495	
							083510	Physical Fitness and Body Movement	16				
							083520	Fitness Trainer	10				Y
							083700	Health Education	20				
							122800	Athletic Training and Sports Medicine	13				
399032	Recreation Workers	High school diploma or equivalent	14,220	26,270	2,627	$34,034	011510	Parks and Outdoor Recreation	3			2,624	
411011	First-Line Supervisors of Retail Sales Workers	High school diploma or equivalent	39,440	45,780	4,578	$48,599	050650	Retail Store Operations and Management	218	234		4,344	
							050940	Sales and Salesmanship	16				
411012	First-Line Supervisors of Non-Retail Sales Workers	High school diploma or equivalent	10,850	9,970	997	$77,556	050940	Sales and Salesmanship	16		981		
412022	Parts Salespersons	No formal educational credential	5,460	6,350	635	$39,146	050940	Sales and Salesmanship	16		619		
413011	Advertising Sales Agents	High school diploma or equivalent	5,730	7,630	763	$79,121	050910	Advertising	11	27		736	
							050940	Sales and Salesmanship	16				
413021	Insurance Sales Agents	High school diploma or equivalent	10,780	9,900	990	$67,744	051200	Insurance	5				
413041	Travel Agents	High school diploma or equivalent	3,810	4,500	450	$49,104	050940	Sales and Salesmanship	16	17		433	
							300900	Travel Services and Tourism	1				
413099	Sales Representatives, Services, All Other	High school diploma or equivalent	34,340	47,670	4,767	$66,158	050940	Sales and Salesmanship	16		4,751		
414012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	High school diploma or equivalent	44,700	48,050	4,805	$76,519	050800	International Business and Trade	70	199		4,606	
							050900	Marketing and Distribution	129				
419021	Real Estate Brokers	High school diploma or equivalent	3,760	4,160	416	$92,374	051100	Real Estate	307		109		
419022	Real Estate Sales Agents	High school diploma or equivalent	4,190	4,580	458	$75,221	051100	Real Estate	307		151		
419099	Sales and Related Workers, All Other	High school diploma or equivalent	7,170	10,580	1,058	$52,912	050940	Sales and Salesmanship	16		1,042		
431011	First-Line Supervisors of Office and Administrative Support Workers	High school diploma or equivalent	49,530	53,010	5,301	$65,768	050630	Management Development and Supervision	118	119		5,182	
							051440	Office Management	1				Y
433011	Bill and Account Collectors	High school diploma or equivalent	5,950	6,580	658	$47,333	050400	Banking and Finance	58		600		
433051	Payroll and Timekeeping Clerks	High school diploma or equivalent	5,220	5,540	554	$54,897	050200	Accounting	1,188		(634)		Y
433061	Procurement Clerks	High school diploma or equivalent	2,280	2,160	216	$45,068							
433071	Tellers	High school diploma or equivalent	11,130	10,220	1,022	$36,034	050400	Banking and Finance	58		964		
434011	Brokerage Clerks	High school diploma or equivalent	2,010	2,250	225	$58,136	050200	Accounting	1,188		(963)		Y
434041	Credit Authorizers, Checkers, and Clerks	High school diploma or equivalent	570	520	52	$47,412	050400	Banking and Finance	58		(6)		
434051	Customer Service Representatives	High school diploma or equivalent	55,210	70,590	7,059	$42,796	051800	Customer Service	24		7,035		
434131	Loan Interviewers and Clerks	High school diploma or equivalent	4,560	4,910	491	$47,982	050400	Banking and Finance	58		433		
434141	New Accounts Clerks	High school diploma or equivalent	650	610	61	$44,573	050400	Banking and Finance	58		3		
434181	Reservation and Transportation Ticket Agents and Travel Clerks	High school diploma or equivalent	8,340	9,430	943	$42,884	300900	Travel Services and Tourism	1		942		
435011	Cargo and Freight Agents	High school diploma or equivalent	7,840	9,200	920	$49,313	051000	Logistics and Materials Transportation	94		826		
435061	Production, Planning, and Expediting Clerks	High school diploma or equivalent	19,340	22,120	2,212	$53,095	051000	Logistics and Materials Transportation	94		2,118		
436011	Executive Secretaries and Executive Administrative Assistants	High school diploma or equivalent	22,850	19,710	1,971	$70,911	051400	Office Technology/Office Computer Applications	536		1,435		Y
436012	Legal Secretaries	High school diploma or equivalent	8,980	7,430	743	$59,047	051410	Legal Office Technology	14	314		429	
							140200	Paralegal	301				
436013	Medical Secretaries	High school diploma or equivalent	20,110	28,200	2,820	$44,164	051420	Medical Office Technology	42	83		2,737	
							120820	Administrative Medical Assisting	41				Y

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436014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	High school diploma or equivalent	69,770	71,430	7,143	$46,261	051400	Office Technology/Office Computer Applications	536		6,607		Y
439021	Data Entry Keyers	High school diploma or equivalent	5,780	4,680	468	$37,417	070210	Software Applications	28		440		Y
471011	First-Line Supervisors of Construction Trades and Extraction Workers	High school diploma or equivalent	12,110	14,560	1,456	$85,016	095200	Construction Crafts Technology	84	294		1,162	
							095210	Carpentry	29				
							095220	Electrical	148				Y
							095700	Civil and Construction Management Technology	13				
							210210	Public Works	20				
472022	Stonemasons	High school diploma or equivalent	680	840	84	$55,843							
472031	Carpenters	High school diploma or equivalent	21,030	25,890	2,589	$63,020	095200	Construction Crafts Technology	84	113		2,476	
						$63,020	095210	Carpentry	29				
472071	Paving, Surfacing, and Tamping Equipment Operators	High school diploma or equivalent	620	760	76	$63,458							
472073	Operating Engineers and Other Construction Equipment Operators	High school diploma or equivalent	4,050	5,070	507	$83,755							
472111	Electricians	High school diploma or equivalent	12,520	16,430	1,643	$74,809	095220	Electrical	148		1,495		Y
472121	Glaziers	High school diploma or equivalent	1,540	2,150	215	$54,255							
472152	Plumbers, Pipefitters, and Steamfitters	High school diploma or equivalent	10,280	13,400	1,340	$55,414	095230	Plumbing, Pipefitting and Steamfitting	25		1,315		
472171	Reinforcing Iron and Rebar Workers	High school diploma or equivalent	420	570	57	$36,661							
472211	Sheet Metal Workers	High school diploma or equivalent	2,900	3,470	347	$55,270	095640	Sheet Metal and Structural Metal	6		341		
472221	Structural Iron and Steel Workers	High school diploma or equivalent	1,870	2,610	261	$62,479							
474011	Construction and Building Inspectors	High school diploma or equivalent	2,550	3,380	338	$97,099	095720	Construction Inspection	12		326		
474021	Elevator Installers and Repairers	High school diploma or equivalent	460	600	60	$87,207							
491011	First-Line Supervisors of Mechanics, Installers, and Repairers	High school diploma or equivalent	9,260	9,000	900	$88,047	093440	Electrical Systems and Power Transmission	0		900		
493021	Automotive Body and Related Repairers	High school diploma or equivalent	4,240	3,840	384	$55,062	094900	Automotive Collision Repair	68		316		
493031	Bus and Truck Mechanics and Diesel Engine Specialists	High school diploma or equivalent	4,740	4,830	483	$64,776	094700	Diesel Technology	59		424		
493042	Mobile Heavy Equipment Mechanics, Except Engines	High school diploma or equivalent	2,820	2,980	298	$75,840							
493051	Motorboat Mechanics and Service Technicians	High school diploma or equivalent	560	630	63	$45,020	094830	Motorcycle, Outboard and Small Engine Repair	10		53		
493053	Outdoor Power Equipment and Other Small Engine Mechanics	High school diploma or equivalent	600	630	63	$39,959	094830	Motorcycle, Outboard and Small Engine Repair	10		53		
499031	Home Appliance Repairers	High school diploma or equivalent	550	570	57	$44,033							
499041	Industrial Machinery Mechanics	High school diploma or equivalent	5,970	5,770	577	$61,178							
499043	Maintenance Workers, Machinery	High school diploma or equivalent	1,350	1,340	134	$58,122							
499044	Millwrights	High school diploma or equivalent	760	710	71	$67,449							
499051	Electrical Power-Line Installers and Repairers	High school diploma or equivalent	1,830	1,510	151	$100,429	093440	Electrical Systems and Power Transmission	0		151		
499052	Telecommunications Line Installers and Repairers	High school diploma or equivalent	2,250	2,540	254	$62,682							
499061	Camera and Photographic Equipment Repairers	High school diploma or equivalent	610	640	64	$45,458							
499071	Maintenance and Repair Workers, General	High school diploma or equivalent	32,830	35,990	3,599	$46,946							
499094	Locksmiths and Safe Repairers	High school diploma or equivalent	790	790	79	$44,943							
511011	First-Line Supervisors of Production and Operating Workers	High school diploma or equivalent	13,590	13,160	1,316	$67,275							
512011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	High school diploma or equivalent	1,050	630	63	$54,735	095000	Aeronautical and Aviation Technology	16	159		(96)	Y
							095010	Aviation Airframe Mechanics	75				Y
							095020	Aviation Powerplant Mechanics	68				Y

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512028	Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	High school diploma or equivalent	7,280	7,410	741	$38,341							
514011	Computer-Controlled Machine Tool Operators, Metal and Plastic	High school diploma or equivalent	3,440	2,980	298	$45,380	095600	Manufacturing and Industrial Technology	27		271		Y
514011	Computer-Controlled Machine Tool Operators, Metal and Plastic	High school diploma or equivalent	3,440	2,980	298	$45,380	095630	Machining and Machine Tools	110		188		
514041	Machinists	High school diploma or equivalent	9,850	10,010	1,001	$49,588	095600	Manufacturing and Industrial Technology	27	137		864	Y
							095630	Machining and Machine Tools	110				
514121	Welders, Cutters, Solderers, and Brazers	High school diploma or equivalent	5,750	6,370	637	$47,192	095650	Welding Technology	212		425		Y
514122	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	High school diploma or equivalent	1,340	1,310	131	$40,943	095650	Welding Technology	212		(81)		Y
515112	Printing Press Operators	High school diploma or equivalent	4,480	3,420	342	$39,756							
518021	Stationary Engineers and Boiler Operators	High school diploma or equivalent	560	640	64	$79,766							
518031	Water and Wastewater Treatment Plant and System Operators	High school diploma or equivalent	2,000	1,700	170	$86,647	095800	Water and Wastewater Technology	51		119		
518093	Petroleum Pump System Operators, Refinery Operators, and Gaugers	High school diploma or equivalent	1,240	1,160	116	$88,654							
519011	Chemical Equipment Operators and Tenders	High school diploma or equivalent	700	790	79	$50,646	095400	Chemical Technology	4		75		
519061	Inspectors, Testers, Sorters, Samplers, and Weighers	High school diploma or equivalent	16,040	14,690	1,469	$45,211	043000	Biotechnology and Biomedical Technology	65	98		1,371	
							095500	Laboratory Science Technology	6				
							095600	Manufacturing and Industrial Technology	27				Y
519071	Jewelers and Precious Stone and Metal Workers	High school diploma or equivalent	2,130	2,330	233	$45,541							
519081	Dental Laboratory Technicians	High school diploma or equivalent	1,570	2,240	224	$45,402	124030	Dental Laboratory Technician	20		204		
519082	Medical Appliance Technicians	High school diploma or equivalent	510	740	74	$58,422							
519083	Ophthalmic Laboratory Technicians	High school diploma or equivalent	620	840	84	$40,430							
519151	Photographic Process Workers and Processing Machine Operators	High school diploma or equivalent	780	1,150	115	$50,008							
519195	Molders, Shapers, and Casters, Except Metal and Plastic	High school diploma or equivalent	1,510	1,650	165	$36,420							
531011	Aircraft Cargo Handling Supervisors	High school diploma or equivalent	590	650	65	$51,757							
531048	First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling	High school diploma or equivalent	13,560	17,100	1,710	$60,363							
532012	Commercial Pilots	High school diploma or equivalent	1,090	1,390	139	$136,493	302020	Piloting	63		76		
532022	Airfield Operations Specialists	High school diploma or equivalent	680	720	72	$65,369	302030	Air Traffic Control	30		42		
532031	Flight Attendants	High school diploma or equivalent	10,320	10,890	1,089	$57,693	302040	Flight Attendant	7		1,082		
533021	Bus Drivers, Transit and Intercity	High school diploma or equivalent	7,950	11,550	1,155	$52,370							
533022	Bus Drivers, School or Special Client	High school diploma or equivalent	7,060	9,840	984	$0							
536051	Transportation Inspectors	High school diploma or equivalent	1,220	1,320	132	$88,831							
	Totals		991,450		116,082				24,097		40,370	32,893	

*AVC has a degree or certificate in this TOP Code

Source: California Employment Development Department, Labor Market Information. *Occupational Projections 2018-28.* Retrieved April 16, 2022, from https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html and California Community Colleges, Center of Excellence. *Demand and Supply Database*, June 2021; analysis by Cambridge West Partnership, LLC

Labor Market Demand Data Caveats and Data Definitions[20]

Data Definitions and Sources
CA Employment Development Department's Labor Market Information Division
(EDD/LMID),*Long-term (10-year or 2018-2028) Occupational Employment Projections for California and substate areas*. Published April 2021.

Visit LMID's website to learn more about the methodology behind occupational employment projections.
https://www.labormarketinfo.edd.ca.gov/data/occupational-employment-projections-methodology.html

Occupational Information
SOC Code: The 2010 Standard Occupational Classification (SOC) system is used by Federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. All workers are classified into one of 840 detailed occupations according to their occupational definition. The SOC code is managed by the Bureau of Labor Statistics (BLS); the revision process is multi-year and scheduled to coincide with the American Community Survey (ACS) and revisions to the North American Industrial Classification system (NAICS). The next revision will result in the 2018 SOC system which will be implemented over a three-year period; data for occupations added or revised may not be available in the new form until 2022.

Occupation: Professions or career in the workforce. Occupations contain specialized or industry specific job titles that are commonly used by employers. O*Net provides job title to occupation matching resources.

Illustrative examples of job titles: A worker with the job title "Automotive Fuel Injection Servicer" is an example of a job that corresponds to the occupation 49-3023 Automotive Service Technician and Mechanics. Also, individualized LMI data for Emergency Medical Technicians (EMTs) or Paramedics is not available because EMTs and Paramedics share a single SOC code, 29-2041.

Employment Data
Average Annual Job Openings (New jobs + Separations): An estimate of annual openings is derived from dividing Openings by the number of years in the projected period (in this case, 2018-2028 or 10 years).

Separations: The BLS has implemented a new **separations** methodology to supersede the replacement methodology. Under the new method, openings will be categorized by the following:

a) **Exits** are the projected number of workers leaving an occupation and exiting the labor force entirely. Labor force exits are more common at older ages as workers retire but can occur at any age. Labor force exits are not necessarily permanent exits from the labor

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[20] California Community Colleges. Center of Excellence. *Demand Database.* June 2021

force; for example, some workers exit the labor force to pursue additional education with the intention of returning to the labor force. They do represent permanent separations from an occupation.

b) **Transfers** are the projected number of workers leaving an occupation and transferring to a different occupation. Transfers represent permanent separations from an occupation, not temporary movements where the worker is expected to return to the same occupation in the future.

Wage Data

Median Hourly Earnings: 50th percentile pre-tax hourly earnings reported by employers. Half of workers in the occupation make more than the median rate, and half make less. See Note on Occupational earnings estimate below.

Average Annual Earnings: Mean average pre-tax annual earnings reported by employers. Assumes full time work or 2,080 hours worked in a calendar year. Includes commission and tips, but not bonuses, holiday premium pay, or overtime.

Note Occupational wage estimates do not include benefits, holiday premium pay, or overtime, but do include: Base rate, cost of living allowances, guaranteed pay, hazardous-duty pay, incentive pay (including commissions and bonuses), on-call pay, and tips.

Occupations displaying $0.00 hourly or annual wage indicate that an estimate could not be provided or that workers may not work full-time all year-round. For these occupations it is not feasible to calculate an hourly wage.

Educational Level

The US Department of Labor's Bureau of Labor Statistics (BLS) assigns occupations to a designation for each of the following three categories: typical entry-level education, work experience in a related occupation, and typical on-the-job training.

The assignments under the system describe the **typical education** needed to enter the occupation, and the **typical type of on-the-job training** required to be competent. The **work experience in a related occupation assignment** represents what is commonly considered necessary by employers or is a commonly accepted substitute for formal training. The three assignments complement each other in that they would represent a typical path into the occupation, but they are not necessarily equal in importance for entry into the occupation.

Typical education needed for entry represents the level most workers need to enter an occupation. While the typical entry level education is not always a necessary requirement for employment, it is an indication of what is generally needed to conduct the work or desired by employers.

Community College (see middle-skill below): Occupations that require more education than a high school diploma but less than a bachelor's degree.

High School Diploma: Occupations that require a high school diploma or equivalent, a GED for example.
Bachelor's Degree: Occupations that are typically trained by a four-year university.
Advanced Degree: Occupations that typically require a master's degree, doctoral or professional degree.
No Degree: Occupations that typically require no formal educational credential.

Middle skill includes all occupations that require a level of educational attainment that is available at the California Community Colleges. Process for establishing which SOC codes qualify as **Middle Skill Occupations**. The following detail is the process that was followed in order to establish an occupation as Middle-Skill:

- All occupations listed as having some college or associate degree = Yes
- All occupations needing an apprenticeship = Yes
- All occupations with a bachelor's degree with ~>= 33% of workers (CPS) having some college to associate degree = Yes
- All occupations with High school or equivalent or no formal education with long-term OTJ = Yes
- All supervisorial occupations (skills-builder qualified) = Yes
- Exceptions for bachelor's degree where there are pre-existing community-college level programs or state licensing requirements otherwise approve (such as registered nurses).

Note: CPS refer to the Census Population Survey from the Bureau of Labor Statistics which provides educational attainment for workers 25 years and older by 6-digit SOC code nationwide. The 2019 version (latest) of this data determined the percentages used.

For more information:
https://www.bls.gov/emp/documentation/education-training-system.htm

For a breakdown of education levels of those currently employed in a specific occupation, O*NET Online and enter the SOC code, job title or keyword (a box with a link is provided on the Demand LMI sheet for navigating to O*NET). Select the occupation from the list provided and view the report on Education. If available, this section will show a breakdown of education levels by a sample of workers currently in the occupation at the national level.
https://www.onetonline.org/

Implications for Analysis

1. Long-term Projections (10 year) are estimates of future employment and can be used to assess the need for job training programs and gain insight into future employment trends. Please keep in mind:

  • The estimates are based on information available at the time of the forecast and assume that historical trends will continue into the future. Unforeseen events (for example, the COVID-19 pandemic) may occur during the projection period such as major business closures or openings and natural disasters can have an impact on employment levels. See **Effects of COVID-19 on the Employment Projections Program** note.

  • More recent sources of local economic data could also be used to corroborate the projection data. This information may be found in other documents such as those published by the Centers of Excellence, in local and regional news sources, local chambers of commerce, or local economic development agencies. For example, the Affordable Care Act affected the demand for healthcare workers but was previously not accounted for in jobs projections.

  • Projections are estimates of the expected demand for individual occupations. However, the supply of individuals qualified for these occupations will affect the amount of competition that exists for these openings.

  • General changes in the workplace affect some occupations. Jobs may be created, eliminated, or consolidated because of restructuring, technology, or a change in regulations affecting the requirements for the job. New ways of doing business, such as self-service, outsourcing, or 24-hour operations can also affect demand for workers.

  • Some occupations may not appear in published tables due to confidentiality or because of the minimal number of workers in an occupation.

2. Emerging trends in occupations may not be accurately reflected in the SOC titling and in the estimates of employment, current and future. One way to associate an 'emerging job' with a traditional job title is to conduct a keyword search on O*NET to locate the SOC with the highest relevance. It is likely that the BLS will be assigning employment for the 'emerging job' under that title. Real-time LMI, or job posting data, is another good source of information about emerging trends and occupations but cannot provide reliable projected demand.

3. Determining a 'labor market gap' only using the Demand data in conjunction with the Supply data is rather simplistic and does not reflect the complexity of labor force analysis. See the Implications for Analysis (Supply data) for concerns about the 'pipeline' of workers. In addition to graduates of training programs, there are other considerations factored into 'supply' that remain unknown, such as the number of existing unemployed workers with the needed skills or work experience in the labor pool, influx of graduates from outside the region, migration of graduates to other regions, and more. For assistance with determining a more well-rounded analysis, please contact your regional COE director.

Effects of COVID-19 on the Employment Projections Program
The 2018-2028 employment projections do not include impacts of the COVID-19 pandemic and response efforts. Employment projections are developed using models based on historical data, which in this set of projections cover the period through 2018; all input data therefore precede the pandemic. Employment projections are long-term projections intended to capture structural

change in the economy, not cyclical fluctuations. As such, they are not intended to capture the impacts of the recession that began in February 2020. However, besides the immediate recessionary impacts, the pandemic may cause new structural changes to the economy. Subsequent employment projections will incorporate new information on economic structural changes as it becomes available.

Labor Market Supply Data Caveats and Data Definitions

<u>Data Source: Community College Program Awards</u>
Community college data was compiled using the California Community Colleges Chancellor's Office MIS Data Mart program award queries. The Data Mart provides information about students, courses, student services, outcomes and faculty and staff. The purpose of the Data Mart is to answer the questions of administrators, educators, parents, students, state leaders, and professional organizations.
http://datamart.cccco.edu

<u>Data Mart Limitations</u>
- Data is provided as yearly snapshots, rather than following a cohort of students over time.
- Data on some local low-unit certificate programs may be missing if districts do not voluntarily report that data to the Chancellor's Office
- Program award data is based on the number of awards given, rather than the number of students who received awards, which impacts estimates of the supply of qualified workers
- All information is based on single Taxonomy of Program (TOP) code, which may not align directly with college programs or across colleges

<u>IPEDS Limitations</u>
- Program completion data is not complete, likely related to reporting errors and compliance issues
- Education programs that do not participate in federal student aid programs are not included in the database
- Program completion data are reported by Classification of instructional Program (CIP) codes, not the codes used by California community colleges (TOP codes)

<u>Differences Between Data Mart and IPEDS</u>
- Academic years for which the number of awards is reported in IPEDS and CCCCO Data Mart may differ due to the longer time lag for IPEDS data. The supply tables use the latest available datasets; so, the data for the most recent academic year (e.g., 2019-2020) might be representative of community college awards only, because the IPEDS data for the same academic year might not be available yet.
- The supply tables are organized to show number of awards by TOP code program. To provide the number of awards for postsecondary institutions other than community colleges, TOP codes were cross-referenced with relevant CIP codes; this match is imperfect, with gaps and overlaps between the two coding systems. The crosswalk used is the official TOP-CIP available at:

https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit

- There is inconsistency in the classification of awards below an Associate degree between the two data sources. IPEDS classifies certificate-level awards by program duration (for example, award 1<2 academic year, award <1 academic year, etc.), while CCCCO Data Mart classifies data by type of certificate in semester units (for example, certificate 30 to <60 semester units, certificate 6 to <18 semester units). Because of these differences in certificate-level award classification, it is difficult to compare certificate completion between community colleges and other postsecondary education providers.

Implications for Analysis

1.   **Look at the region-wide number of awards rather than individual college completion**. When comparing completion to the labor market demand, it is important to look regionally at the number of awards and consider how many awards students are receiving at the neighboring colleges and other postsecondary institutions. Because people look for work in larger geographic areas than the community college service boundaries, it is important to consider both labor market demand and supply measures on county and regional levels.

2.   **Quality and depth of programs can vary by institution.** Community college programs with an identical TOP code may vary significantly in term of composition of included courses and depth of instruction. When looking at the number of completers, it is important to note the differences in the duration of certificate programs. Somebody who completes an introductory course and receives a certificate of <6 semester units might be prepared for basic entry-level jobs. Whereas, someone who holds a certificate with 30 or more semester units in the same TOP code might compete for higher wage employment. Comparing completion across a variety of educational institutions is even more problematic as it is often unclear what student learning outcomes postsecondary proprietary training providers are teaching towards and whether these programs are meeting employer requirements.

3.   **Consider differences in assigned codes**. If different colleges have selected different TOP codes for the same program content, information on the number of students completing these programs will not be provided together. Consider looking at possible "related" TOP codes. Also, since private and four-year colleges use CIP codes instead of TOP codes, the TOP-CIP-SOC crosswalk was utilized to determine which programs align with community college offerings. The crosswalk is imperfect because CIP codes tend to be more detailed and nuanced compared to TOP codes.

4.   **Looking at completion numbers alone will not provide accurate counts of qualified workers**. Often, colleges look at graduation numbers to determine the supply of potential workers. However, this might underestimate or overestimate the number of qualified individuals. For example, community college students need to petition to receive an award once they meet the requirements, and some do not complete this final step. Students may not get a job in their field of study, or they may move out of the region to find work. In addition, skills-builder students who pass community college career and technical education courses frequently go on to secure significant wage gains, even if they don't complete a program. Completion numbers also

don't account for differences in educational preferences or unique skills that program graduates possess (for example, being bilingual). In addition to trained workers, labor market supply includes individuals that are currently underemployed or unemployed who would compete for the same jobs as program graduates.