



# 2011 | FACT BOOK



ANTELOPE VALLEY COLLEGE

INSTITUTIONAL EFFECTIVENESS  
RESEARCH & PLANNING



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## Introduction and General Technical Notes

The Antelope Valley Fact Book is a reference manual containing trend data concerning the district's service area, students, faculty, staff, instructional programs and services. Data and analysis contained in this volume provide background information to facilitate policy analysis and decision-making. Intended audiences for this compendium are district managers, faculty and staff, as well as other interested educational institutions and the community served by Antelope Valley College. We hope that it will be useful in analyzing information for program review and that it will facilitate the work for accreditation self-studies.

The Dean and research technician compiled the information in this book using many different resources and database information centers. Whenever possible the AVC data were drawn from the Chancellors' Office Data Mart; exceptions and additional information were drawn from Institutional Effectiveness Research and Planning's office analysis through the college databases. The primary source for student data used in this publication is the MIS data that is reported to the Chancellors' Offices. Other sources include SCT Banner student data, various state and federal reports, as well as external data (i.e., U.S. Census) concerning the communities we serve. Differences in numbers between this and other documents may occur because of the particular criteria applied when the data are selected. When a breakdown of a category includes a group called "Unknown," this group includes those who either left the category blank, or who marked "Unknown" or "Decline to State." When the "Unknown" category refers to age, it represents those whose age seems unreasonable for a community college student. The age may have resulted from an erroneous date of birth entry.

The ethnic categories are those currently defined in the California Community Colleges' MIS Data Element Dictionary. The category Asian Pacific includes those who identify Asian, Pacific Islander or Filipino as their ethnic group. Native American/Alaskan Native and Others are combined with Unknowns in some cases. In previous editions of the AVC Fact Book, Filipino and Hispanic students were combined.

All the information about AVC students reported in this book has been obtained from the Chancellors' Office Data Mart. The SCT Banner system database, which was established in 1985, has undergone numerous structural changes over the years and data sources and data entry practices have changed as well. If you have questions regarding any data outcomes, please contact the Department of Institutional Effectiveness, Research and Planning. For those who wish to refer to the Fact Book as a reference, we have added a list of tables and charts at the back.

### **Vision for the Department of Institutional Research**

Institutional research, data and information are provided to national, state and community organizations, and to internal college offices to foster a 'data driven campus' with easy access to accurate institutional data and widely distributed reports that are easy to read and easy to use by multiple campus constituents to measure effectiveness and enhance improvement.

## **Mission**

The primary purpose of the institutional research at Antelope Valley College (AVC) is to provide useful, accurate and timely information to decision makers. In addition, the office participates in meaningful discussions of the college's purpose and performance.

## **Institutional Research Goals**

- Provide technical assistance in assessment and performance evaluation; research design and methodology; and data access, analysis, and reporting to internal college offices involved in academic instruction, grants, programs and services for planning and accountability purposes.
- Create links between strategic planning, college goals and institutional data by participating in discussions regarding research.
- Act as a district liaison to other colleges and state and federal agencies involved in issues of educational research and planning.

## **Departmental Strategies**

Under the direction of the Dean of Institutional Research Effectiveness, Research and Planning, the research office provides the following services:

- Conducts statistical and empirical research
- Offers technical support and research assistance
- Provides timely, accurate and reliable reports on institutional effectiveness
- Instructional, grant-based, and student service program assessment
- Student success and satisfaction (student outcomes), and demographic data (statistical profiles)

## **Research Department Tactics**

The primary services of the institutional research office include:

**Ad Hoc Requests.** Institutional data are gathered, analyzed and reported on an ad hoc basis to provide information for college decision makers. Analyzing responses to the Student Satisfaction Survey is an example.

**Information Dissemination.** Accurate information about Antelope Valley College is disseminated to individuals and groups both inside and outside the college as needed. The information contained in the Fact Book is an example.

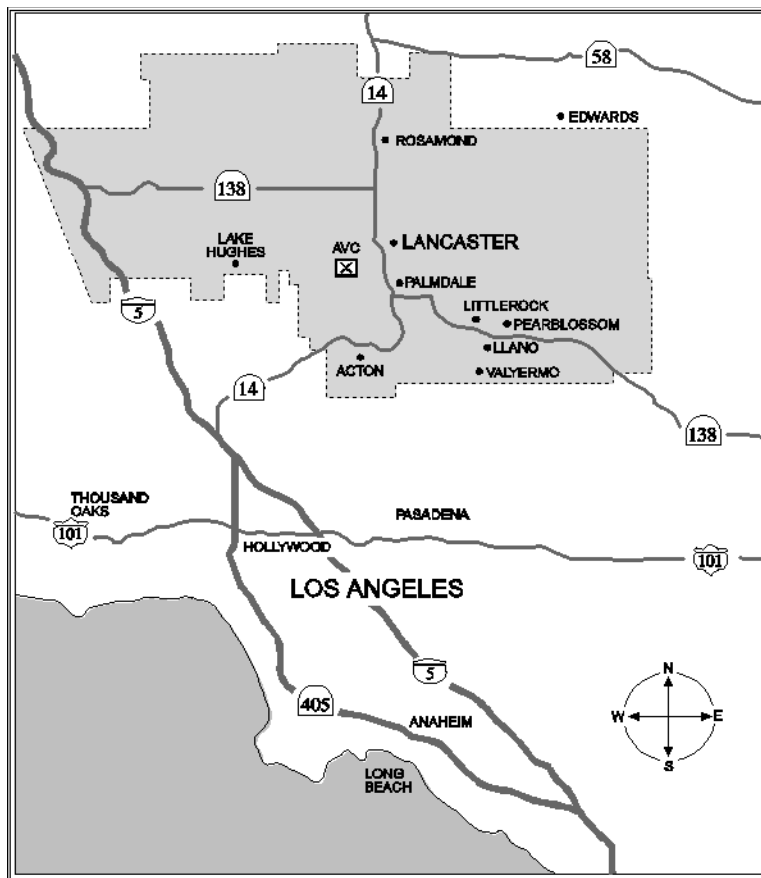
**Institutional Reports.** Routine reports depicting student, personnel, fiscal, facility and community information is produced on a regular basis. Reporting information to support Accountability Reporting in California Community Colleges is an example.

**Mandated Reports.** Research activities and reports are completed to satisfy federal, state and local mandates. Validations of English and math placement tests and/or validation of biology prerequisites for vocational nursing are examples.

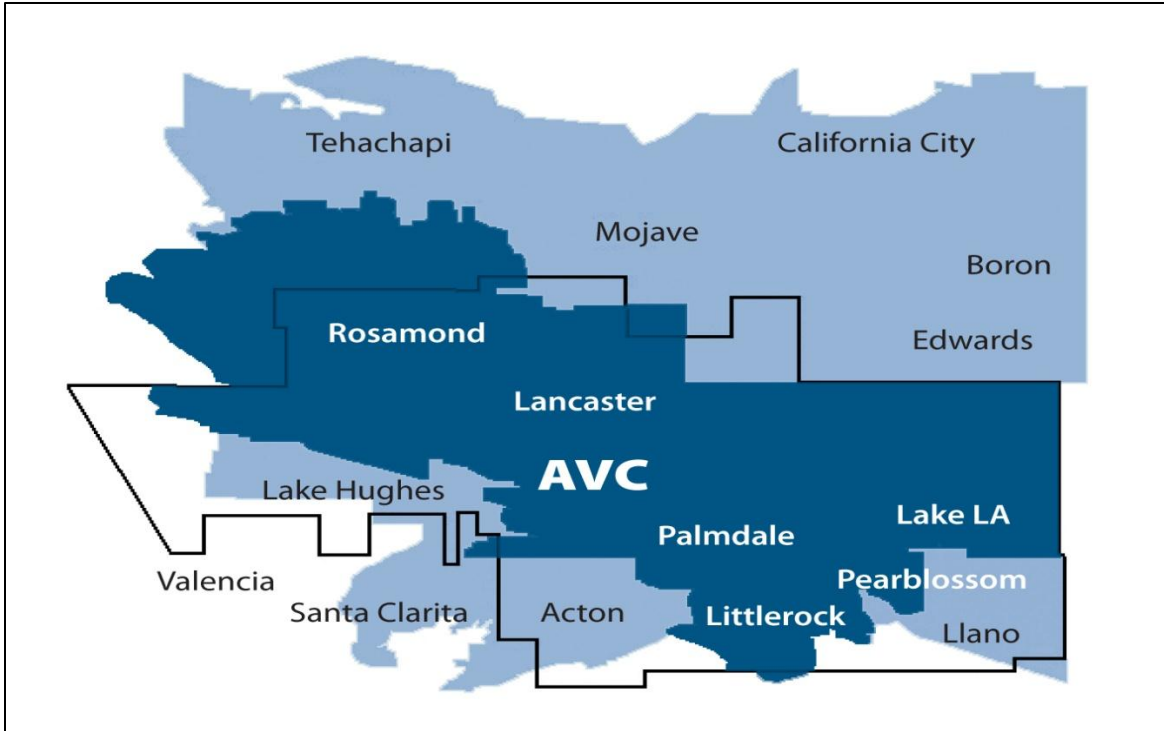
**Special Projects.** Large research projects are conducted as determined by the college management and as resources allow. Conducting an environmental scan to support a new vocational program is an example.

**Technical Assistance.** AVC managers, faculty and classified staff are given assistance in data access, collection and analysis; research design and methodology; and custom-reporting options as time allows. Assisting a faculty member in developing a survey for a program review is one example. Training staff on data access software (SDA Views) is another example.

## Section 1: Antelope Valley College Service Area



The campus at Antelope Valley College is located north of the mountains that separate Antelope Valley from the Los Angeles basin. Mature trees and lush lawns on the 135-acre campus provide an inviting place for students to relax. The entire campus consists of 35 permanent buildings, 11 temporary buildings, five athletic fields, eight tennis courts and six parking lots. Academic disciplines generally are grouped on campus by subject area. The district also includes a second site located in Palmdale at 1529 E. Palmdale Blvd. The Palmdale site consists of classrooms on the first and third floors of the building, with an additional multipurpose room that was added in 2007.



**Table 1-1 | Community by Zip Code**

Community	Zip Code(s)
Acton	93510
California City	93505
Edwards	93523, 93524
Lake Hughes	93532
Lake Los Angeles	93591
Lancaster/QH	93534, 93535, 93536
Littlerock	93543
Mojave	93544
Palmdale	93550, 93501, 93551, 93552
Rosamond	93553
Tehachapi	91350, 91351

The dark shaded areas on the map above represent the college’s highest enrollment service area, which comprises 88.3% of the total fall 2011 credit enrollment. The light shaded area is the extended service area with 7.4% of the total enrollment. Student enrollment of residential zip codes are unknown are 3.3%.

## Community Comparison

**Table 1-2 | Enrollment to Population Comparison**

City	Fall 2011	Percentage	Adult Community	Percentage	Total Community
Acton	84	1.4%	5924	1.1%	7596
California City	146	1.4%	10671	1.0%	14120
Edwards	27	2.1%	1292	1.3%	2063
Lake Hughes	64	11.8%	544	9.9%	649
Lake Los Angeles	174	2.1%	8239	1.4%	12328
Lancaster/ QH	6919	6.3%	109473	4.4%	156633
Littlerock	357	37.3%	958	25.9%	1377
Mojave	87	3.0%	2940	2.1%	4238
Palmdale	5252	5.1%	102236	3.4%	152750
Rosamond	563	4.4%	12860	3.1%	18150
Tehachapi	154	1.3%	11815	1.1%	14414
Unknown/Others	467	N/A	N/A	N/A	N/A
<b>Total</b>	<b>14294</b>	<b>*5.2%</b>	<b>266952</b>	<b>*3.7%</b>	<b>384318</b>

Note: Does not include Unknown/Other Cities

Data retrieved from 2010 US Census

The adult community consists of persons 18 years and older. Any PO Box zip codes are assumed to be the city of residence for the students. Unavailable census data was left blank. The following are included within larger populations: Lake Hughes includes Elizabeth Lake (EL ), Lancaster includes Quartz Hill (QH), Littlerock includes Juniper Hills (JH), and Palmdale includes Leona Valley (LV).



## Demographic Comparison

**Table 1-3 | Gender Comparison**

Percent	AVC Fall 2011	Total Community
Female	58.3%	49.3%
Male	40.2%	50.7%

Note: AVC fall 2011 percentages does not include unknown which is 1.4%

**Table 1-4 | Ethnicity Comparison**

Percent	AVC Fall 2011	Total Community
American Indian or Alaska Native	0.6%	0.7%
Asian	4.0%	2.7%
Black or African American	20.6%	11.2%
Hispanic / Latino	31.5%	30.7%
Native Hawaiian or Pacific Islander	0.3%	0.2%
Two or More Races	2.0%	3.7%
Other/Unknown / Non-Respondent	12.8%	14.6%
White	28.2%	36.3%

**Table 1-5 | Age Comparison**

Percent	AVC Fall 2011	Total Community
<20	30.5%	34.2%
20 - 24	34.5%	7.7%
25 - 34	13.0%	13.5%
35 - 49	15.4%	21.2%
50+	6.6%	23.4%

Data retrieved from 2010 US Census

Compared to the local community, Antelope Valley College serves more female and African American students than would be expected. The white student population, on the other hand, is underrepresented compared to its local community proportion. It is unclear why this group of students has observed a decline in its proportion. One possible cause could be recruitment efforts targeted at minorities and/or the socioeconomically disadvantaged populations.

## Section 2: Student Enrollment Trends

**Table 2-1 | Student Enrollment | 2007-2008 to 2011-2012**

Term Enrollment	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Summer	6550	7506	7870	3927	1907
Fall	14082	15445	16043	14587	14294
Winter	3624	4386	966	1789	184
Spring	14183	15527	12979	14551	N/A
<b>Total</b>	<b>38439</b>	<b>42864</b>	<b>37858</b>	<b>34965</b>	<b>16385</b>

Data retrieved from Chancellor's Office Data Mart

Over the last five years, the AVC student population total has fluctuated greatly, hitting its peak in the 2008-2009 academic year. Unfortunately for AVC, this was the last year of headcount growth as the state observed a huge financial deficit. In turn, funding for education at all levels was cut. Because of this cut in funding, AVC has been unable to offer the same number of course sections as in years past, thus, student headcount has declined. One positive effect of this decline is that individual students, on average, have accounted for more FTES than five years ago. What this suggests is that students are enrolling in more units and staying enrolled beyond the census date. It is expected that AVC student goal achievement, whether it is degree or certificate attainment or transferring to a four-year institution, will improve as a result of increased attempted units.

**Table 2-2 | Fall Enrollment**

Headcount	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Enrollment	14082	15445	16043	14587	14294
Percent Change		9.7%	3.9%	-9.1%	-2.0%

Data retrieved from Chancellor's Office Data Mart

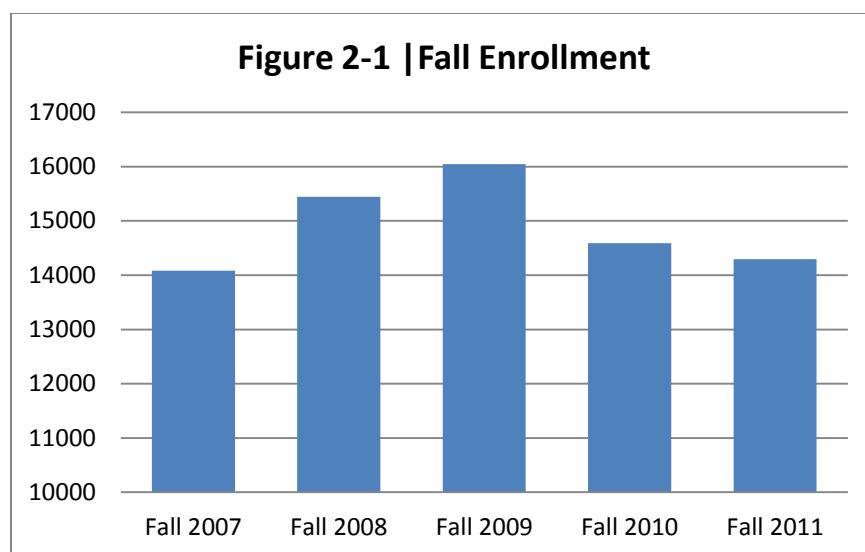


Figure 2-1 shows a steady increase in fall enrollment until 2010 which declines across following the academic years occur as a result of budgetary constraints due to state cuts.

FTES	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Credit FTES	4668.6	4863.6	4920.8	4766.4	4743.6
Non-Credit FTES	35.1	29.9	32.2	7.2	4.4
<b>Total</b>	<b>4703.7</b>	<b>4893.4</b>	<b>4953</b>	<b>4773.7</b>	<b>4748</b>

Data retrieved from Chancellor's Office Data Mart

Headcount	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Part-Time	9448	10350	11004	9724	9331
Full-Time	4634	5095	5039	4863	4963
<b>Total</b>	<b>14082</b>	<b>15445</b>	<b>16043</b>	<b>14587</b>	<b>14294</b>

Data retrieved from Chancellor's Office Data Mart

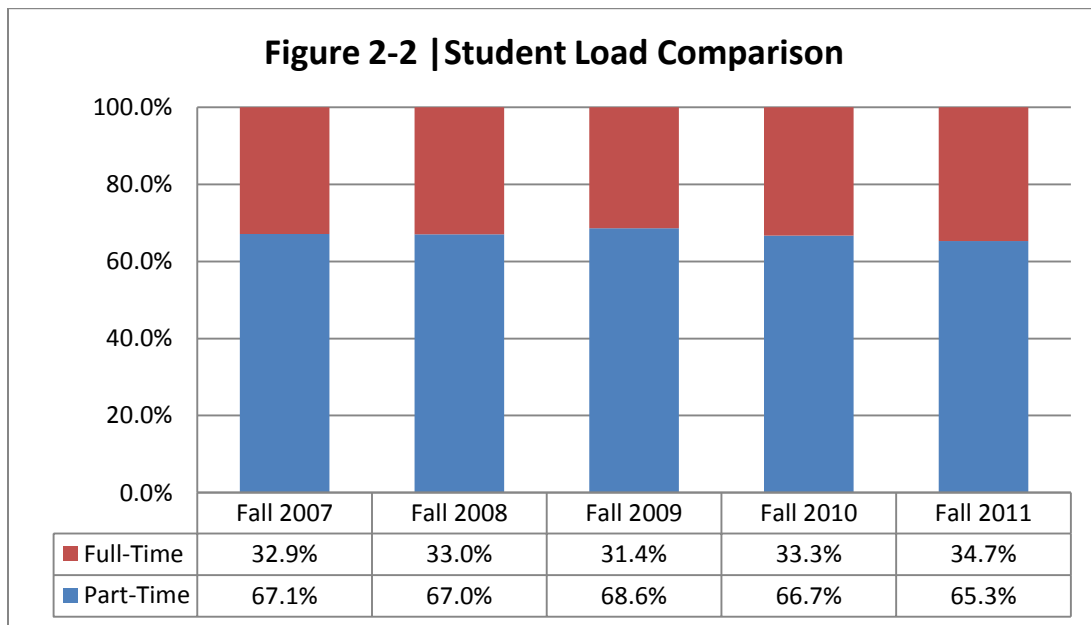


Table 2-4 shows a slight upward trend in enrollment load proportion full time full-time students during the past three fall semesters and .

Table 2-5   Time of Day Comparison					
Status	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Day	10367	11549	12207	11792	11834
Evening	3445	3581	3487	2573	2255
Unknown	270	315	349	222	205
<b>Total</b>	<b>14082</b>	<b>15445</b>	<b>16043</b>	<b>14587</b>	<b>14294</b>

Data retrieved from Chancellor's Office Data Mart

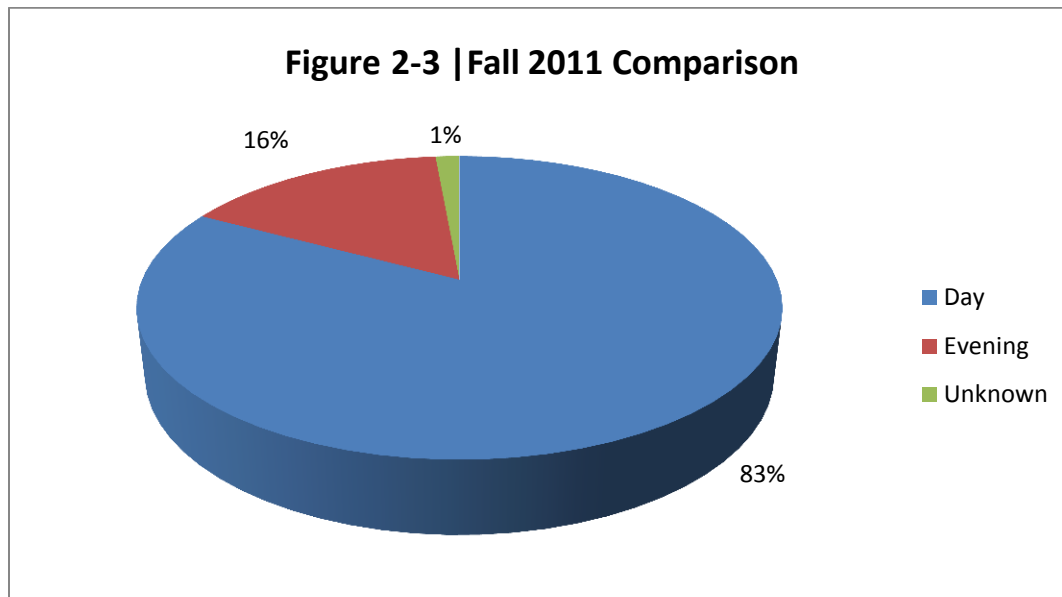


Table 2-5 shows the proportion of fall credit students taking at least one class during the day has increased over the previous five years. Note: Daytime status includes all students taking one or more classes before 5 p.m. Evening students take only classes offered on evenings and/or weekends. Students enrolled only in nontraditional classes, such as online instruction and independent study, are counted as evening.

## Enrollment by Demographics

**Table 2-6 | Enrollment by Gender**

Headcount	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Female	8505	9236	9436	8540	8339
Male	5418	6037	6424	5879	5752
Unknown	159	172	183	168	203
<b>Total</b>	<b>14082</b>	<b>15445</b>	<b>16043</b>	<b>14587</b>	<b>14294</b>

Data retrieved from Chancellor's Office Data Mart

**Figure 2-4 | Gender Comparison**

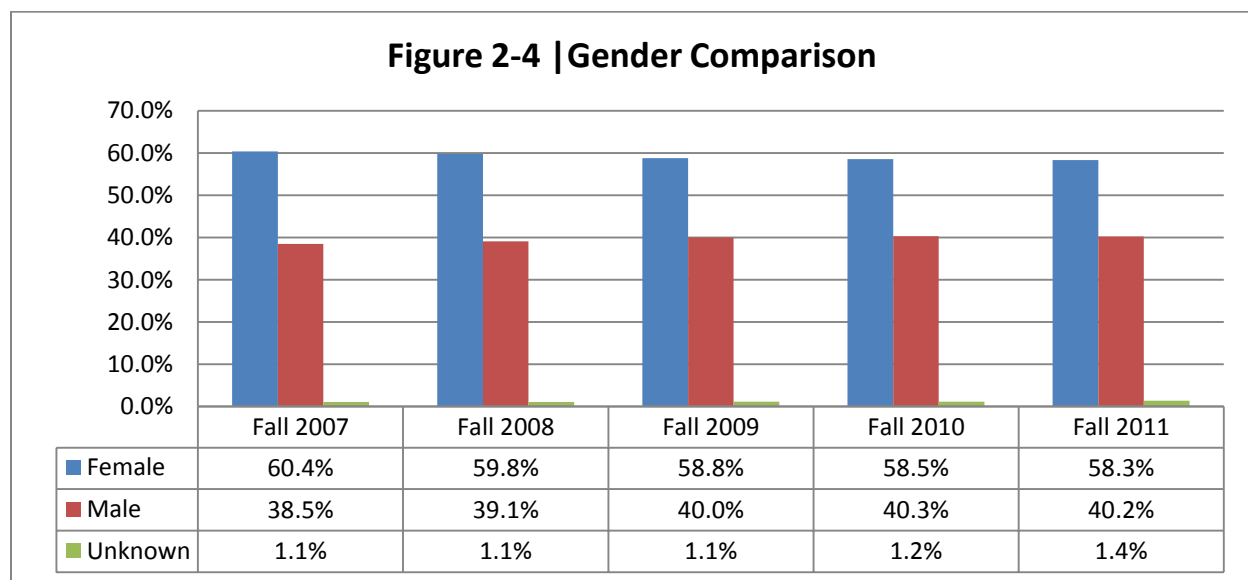


Table 2-6 presents a five-year trend for unduplicated student headcount by gender. While women have maintained their majority status over the last five years, the male student proportion is slowly growing.

Headcount	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African-American	2621	3146	2625	2828	2968
American Indian/Alaskan Native	136	159	114	82	58
Asian	371	408	301	293	284
Filipino	343	373	281	285	264
Hispanic	4315	4789	3907	4641	4871
Pacific Islander	59	69	52	55	418
Two or More Races	N/A	N/A	N/A	262	36
Unknown/Non-Respondent	1104	1193	4803	1963	1581
White Non-Hispanic	5133	5308	3960	4178	3814
<b>Total</b>	<b>14082</b>	<b>15445</b>	<b>16043</b>	<b>14587</b>	<b>14294</b>

Data retrieved from Chancellor's Office Data Mart

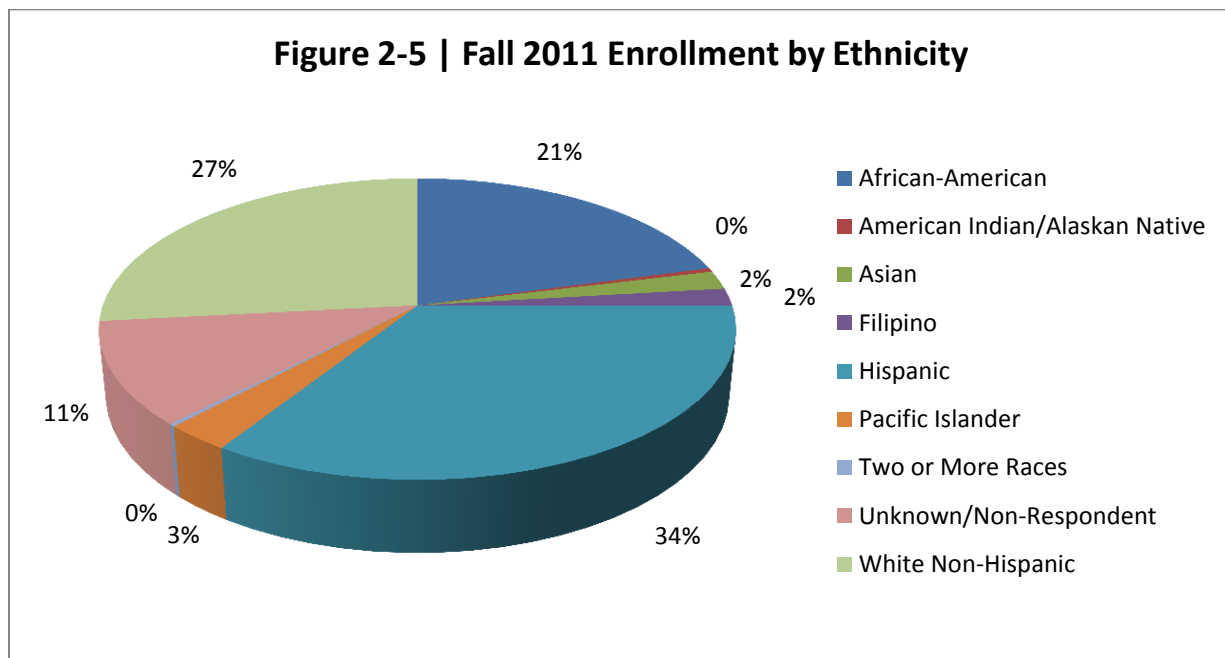


Table 2-7 presents a five-year trend for unduplicated student headcount by ethnicity. Due to dual ethnicity coding requirements, special steps had to be taken to ensure the accuracy of this data. Unfortunately, the proportion for the Unknown/Unreported category in the fall 2009 academic year is artificially elevated because of known database issues.

Headcount	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
19 or Less	4584	5023	4999	4281	3982
20-24	3900	4385	4847	4751	4804
25-29	1473	1673	1789	1670	1700
30-34	930	995	1040	990	1066
35-39	784	869	841	698	690
40-49	1432	1494	1544	1310	1204
50+	974	1005	981	885	846
Unknown	5	1	2	2	2
<b>Total</b>	<b>14082</b>	<b>15445</b>	<b>16043</b>	<b>14587</b>	<b>14294</b>

Percent	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
19 or Less	32.6%	32.5%	31.2%	29.3%	27.9%
20-24	27.7%	28.4%	30.2%	32.6%	33.6%
25-29	10.5%	10.8%	11.2%	11.4%	11.9%
30-34	6.6%	6.4%	6.5%	6.8%	7.5%
35-39	5.6%	5.6%	5.2%	4.8%	4.8%
40-49	10.2%	9.7%	9.6%	9.0%	8.4%
50+	6.9%	6.5%	6.1%	6.1%	5.9%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Data retrieved from Chancellor's Office Data Mart

Table 2-8 presents a five-year trend for unduplicated student headcount by age. The proportion of students that are less than twenty years of age has decreased over the last five years, while the 20 to 24 age group has increased. This could possibly be a result of the recent decrease in section offerings at AVC. Students that are already taking courses at AVC have a higher likelihood of completing matriculation components and being assigned priority registration over incoming students who are unfamiliar with the enrollment process and less likely to be assigned priority registration.

## Section 3: New AVC Students

**Table 3-1 | Enrollment Status**

Headcount	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Continuing Student	6903	8056	9102	8712	9085
First-Time Student	3717	3929	3651	2958	2677
First-Time Transfer Student	921	884	855	770	654
Not Applicable	1994	1907	1789	1630	471
Returning Student	501	626	619	485	1407
Unreported/Uncollected	1	0	1	0	0
<b>Total</b>	<b>14037</b>	<b>15402</b>	<b>16017</b>	<b>14555</b>	<b>14294</b>

Data retrieved from Chancellor's Office Data Mart

**Figure 3-1 | Fall 2011 Enrollment Type**

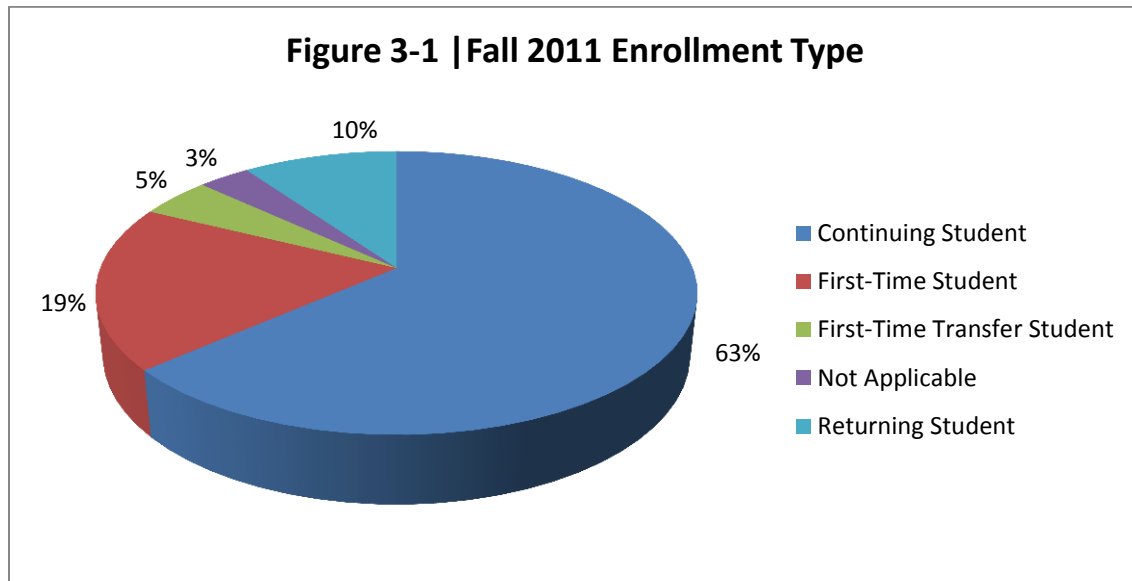


Table 3-1 shows the enrollment of returning students has more than doubled and continuing student enrollment has increased by 14.4% from the fall 2007 term. However, the first time student enrollment has decreased from 26.5% in fall 2007 to 18.7% in fall 2011, which may have to do with the limited offerings forced by budgetary constraints.



## High School Yield

**Table 3-2 | Student Yields from Feeder High Schools**

High School	Graduating Class Size 2011	AVC Freshman Fall 2011	High School Yield
Antelope Valley Adult	132	0	0.0%
Antelope Valley Christian HS	23	0	0.0%
Antelope Valley HS	328	94	28.7%
Bethel Christian HS	13	1	7.7%
Desert Christian HS	104	43	41.3%
Desert HS (Edwards)	99	22	22.2%
Desert Sands Charter School	81	10	12.3%
Desert Winds HS	21	11	52.4%
Eastside HS	489	35	7.2%
Highland HS	623	151	24.2%
Knight HS	617	34	5.5%
Lancaster HS	529	191	36.1%
Littlerock HS	349	70	20.1%
Mojave HS	44	12	27.3%
Palmdale HS	552	133	24.1%
Paraclete HS	203	42	20.7%
Quartz Hill HS	712	217	30.5%
R. Rex Parris HS	57	1	1.8%
Rosamond HS	177	56	31.6%
SOAR HS	63	39	61.9%
Tehachapi HS	271	20	7.4%
Vasquez HS	104	8	7.7%
<b>Average Local Yield</b>	<b>5591</b>	<b>1190</b>	<b>21.3%</b>

Data retrieved from SARC 2010-2011 Report and AVC Banner database

Feeder schools are defined as all high schools within the college district that supply graduates to AVC. High school yield is the percentage of each school's graduating class that enrolls at AVC within one year of graduation.

## Demographics

**Table 3-3 | Enrollment of First-Time Students by Gender**

Headcount	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Female	2019	2095	1907	1563	1407
Male	1659	1810	1718	1353	1231
Unknown	50	34	34	45	42
<b>Total</b>	<b>3728</b>	<b>3939</b>	<b>3659</b>	<b>2961</b>	<b>2680</b>

**Table 3-4 | Percent of First-Time Students by Gender**

Percent	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Female	54.2%	53.2%	52.1%	52.8%	52.5%
Male	44.5%	46.0%	47.0%	45.7%	45.9%
Unknown	1.3%	0.9%	0.9%	1.5%	1.6%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

**Table 3-5 | Enrollment of First-Time Students by Ethnicity**

Headcount	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African-American	809	975	481	592	618
American Indian/Alaskan Native	36	39	10	13	5
Asian	74	91	30	38	39
Filipino	86	69	16	53	29
Hispanic	1314	1371	550	1193	1042
Pacific Islander	17	27	6	12	5
Two or More Races	N/A	N/A	N/A	109	111
Unknown/Non-Respondent	261	257	2182	175	221
White Non-Hispanic	1131	1110	384	776	610
<b>Total</b>	<b>3728</b>	<b>3939</b>	<b>3659</b>	<b>2961</b>	<b>2680</b>

**Table 3-5 | Percent of First-Time Students by Ethnicity**

Percent	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African-American	21.7%	24.8%	13.1%	20.0%	23.1%
American Indian/Alaskan Native	1.0%	1.0%	0.3%	0.4%	0.2%
Asian	2.0%	2.3%	0.8%	1.3%	1.5%
Filipino	2.3%	1.8%	0.4%	1.8%	1.1%
Hispanic	35.2%	34.8%	15.0%	40.3%	38.9%
Pacific Islander	0.5%	0.7%	0.2%	0.4%	0.2%
Two or More Races	0.0%	0.0%	0.0%	3.7%	4.1%
Unknown/Non-Respondent	7.0%	6.5%	59.6%	5.9%	8.2%
White Non-Hispanic	30.3%	28.2%	10.5%	26.2%	22.8%
<b>Total</b>	<b>26.5%</b>	<b>25.5%</b>	<b>22.8%</b>	<b>20.3%</b>	<b>18.7%</b>

Data retrieved from Chancellor's Office Data Mart

## Section 4: Special Populations

**Table 4-1 | Special Population Counts**

Headcount	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
CalWORKS	389	609	669	601	645
DSP&S	704	676	826	839	839
EOPS/CARE	826	716	682	599	424

**Table 4-2 | Percent Comparison**

Percent	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
CalWORKS	2.8%	4.0%	4.2%	4.1%	4.5%
DSP&S	5.0%	4.4%	5.2%	5.8%	5.9%
EOPS/CARE	5.9%	4.6%	4.3%	4.1%	3.0%
AVC	86.3%	87.0%	86.4%	86.0%	86.7%

Data retrieved from Chancellor's Office Data Mart

**Figure 4-1 | Fall 2011 Special Population Comparison**

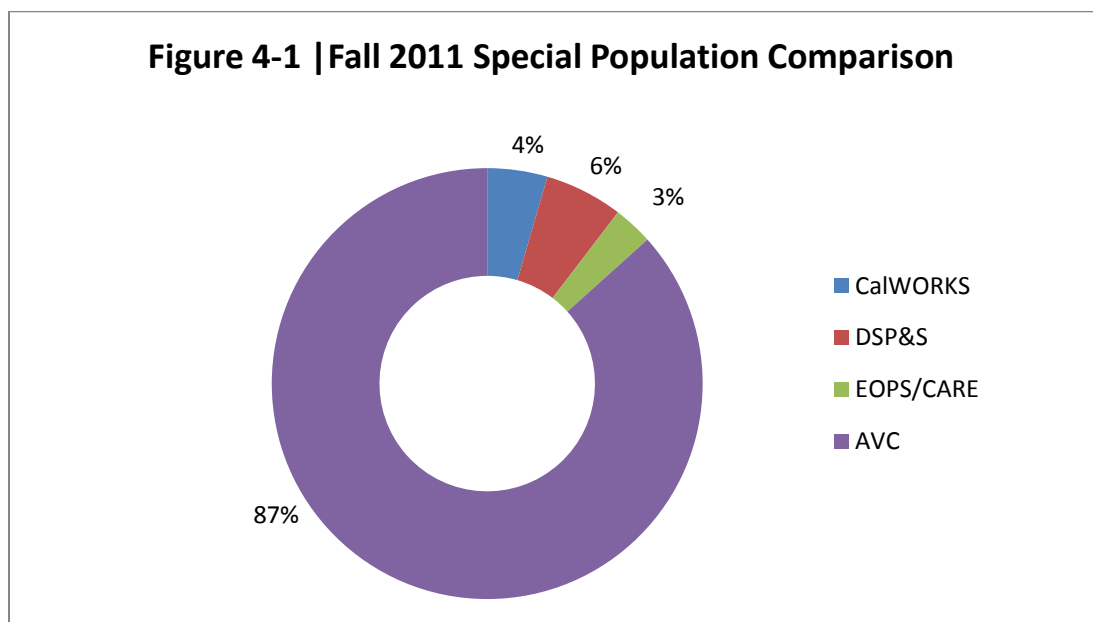
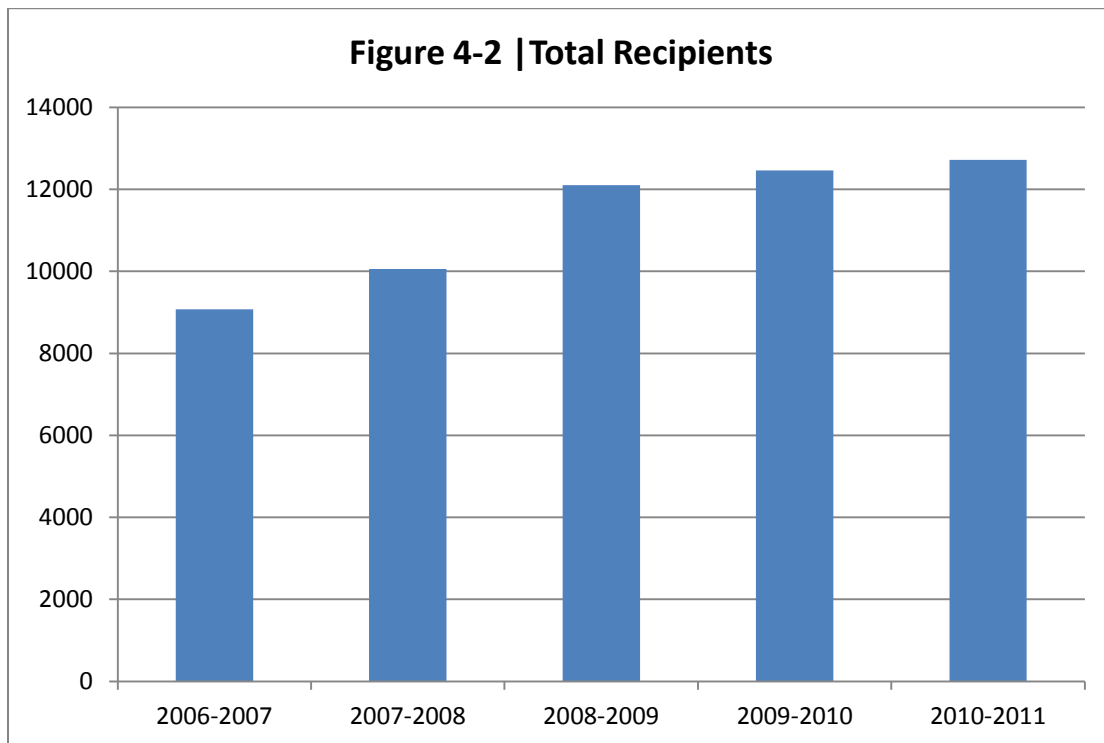


Table 4-1 reflects on participation trends over the past five years within special populations at AVC showing California Work Opportunity and Responsibility to Kids (CalWORKs) participation has increased by 65.8%, additionally DSP&S shows an increase of 19.7% participation. In contrast, Extended Opportunity Programs and Services (EOP&S/CARE) participation showed a 48.7% decrease.

## Financial Aid Population

Type of Aid	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
BOG Fee Waiver	8930	9627	11490	12070	12443
Grants	3807	4753	6393	7282	8270
Loans	1106	1482	2140	2684	3220
Scholarship	170	171	157	184	172
Work Study	104	109	71	123	108
<b>Total Recipients</b>	<b>9074</b>	<b>10058</b>	<b>12106</b>	<b>12459</b>	<b>12716</b>

Data retrieved from Chancellor's Office Data Mart



The Table 4-3 presents a five-year trend for unduplicated student headcount by type of financial aid received. Major increases in the proportion of students receiving BOG Fee Waivers, Grants, and Loans have been observed over the last five years. The proportion of students receiving some sort of grant funding has more than doubled. As financial resources have become scarce, the data suggest that alternative forms of funding are being increasingly utilized.

## Section 5: Success and Retention

<b>Table 5-1   Success and Retention</b>					
Term	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Success	63.0%	64.5%	65.6%	67.5%	68.3%
Retention	81.8%	83.6%	85.4%	85.2%	84.7%

Data retrieved from Chancellor's Office Data Mart

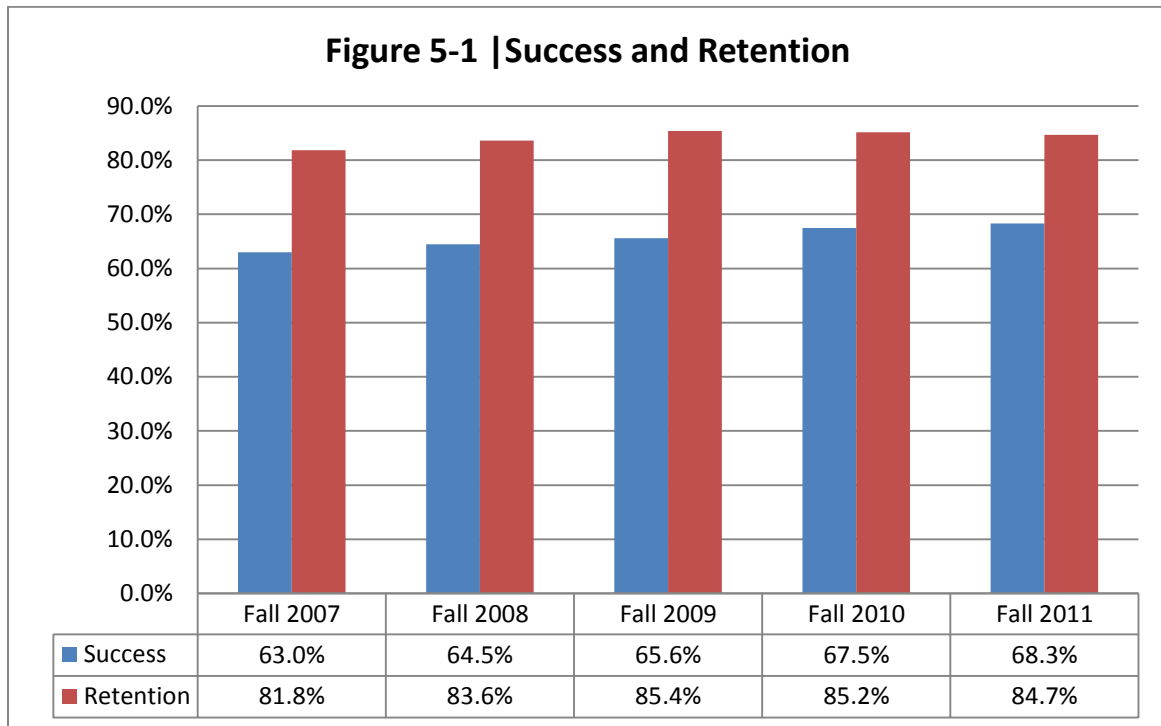


Table 5-1 shows a five year trend with success increasing 5.3% and retention increasing 2.9%.

## Success Rates by Demographics

**Table 5-2 | Success by Gender**

Percent	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Female	63.2%	65.1%	66.5%	69.0%	69.1%
Male	62.5%	63.6%	64.3%	65.4%	67.3%
Unknown	65.0%	65.3%	64.6%	68.5%	70.2%

**Table 5-3 | Success by Ethnicity**

Percent	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African-American	47.0%	48.4%	50.9%	51.8%	55.1%
American Indian/Alaskan Native	67.2%	68.0%	69.6%	62.8%	64.7%
Asian	72.5%	77.3%	77.5%	84.1%	74.8%
Filipino	70.9%	71.4%	73.1%	75.2%	71.8%
Hispanic	62.4%	64.7%	65.8%	68.2%	64.7%
Multi-Ethnicity	N/A	N/A	N/A	66.3%	65.5%
Pacific Islander	71.5%	63.2%	66.1%	67.9%	62.5%
Unknown	64.2%	68.5%	73.2%	70.7%	71.1%
White Non-Hispanic	70.5%	71.9%	65.6%	74.4%	73.1%

**Table 5-4 | Success by Age**

Percent	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
1 - < 18	73.7%	75.4%	78.8%	83.8%	85.8%
18 & 19	63.2%	65.8%	67.7%	69.4%	70.4%
20 to 24	60.4%	62.1%	62.6%	65.2%	65.4%
25 to 29	61.4%	60.9%	63.5%	64.8%	63.8%
30 to 34	60.0%	61.8%	64.4%	66.1%	63.4%
35 to 39	61.6%	60.5%	62.2%	62.3%	61.9%
40 to 49	65.8%	66.9%	66.0%	68.5%	66.5%
50 +	69.5%	68.2%	68.5%	69.1%	66.2%
Unknown	53.8%	100.0%	80.0%	100.0%	20.0%

Data retrieved from Chancellor's Office Data Mart

## Retention Rates by Demographics

**Table 5-5 | Retention by Gender**

Percent	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Female	80.9%	83.7%	85.4%	85.4%	84.6%
Male	83.2%	83.7%	85.6%	84.8%	84.8%
Unknown	81.3%	81.5%	83.1%	84.4%	85.9%

**Table 5-6 | Retention by Ethnicity**

Percent	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African-American	75.0%	77.0%	79.3%	79.1%	78.9%
American Indian/Alaskan Native	83.6%	85.4%	86.1%	78.1%	83.4%
Asian	86.4%	87.2%	92.1%	93.0%	86.9%
Filipino	86.8%	86.9%	87.8%	86.1%	85.7%
Hispanic	82.2%	85.1%	85.2%	86.3%	83.9%
Multi-Ethnicity	N/A	N/A	N/A	85.9%	83.5%
Pacific Islander	86.1%	85.8%	86.4%	85.1%	82.7%
Unknown	82.2%	84.7%	87.4%	86.1%	85.2%
White Non-Hispanic	84.5%	85.7%	86.5%	87.0%	86.3%

**Table 5-7 | Retention by Age**

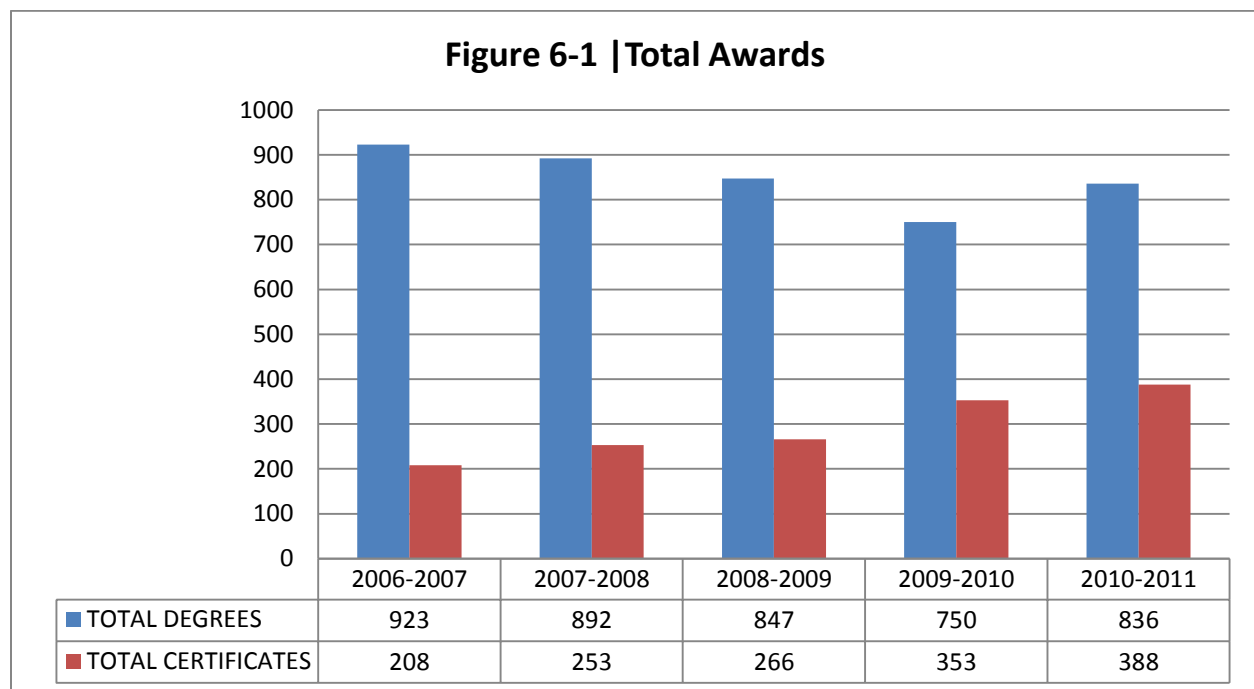
Percent	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
1 - < 18	90.5%	91.1%	94.0%	95.5%	95.5%
18 & 19	84.9%	86.9%	89.2%	88.3%	88.2%
20 to 24	79.5%	81.7%	83.3%	83.3%	82.5%
25 to 29	78.6%	79.8%	82.5%	83.6%	81.2%
30 to 34	78.4%	80.1%	83.3%	83.1%	81.2%
35 to 39	77.3%	80.5%	80.2%	79.7%	79.2%
40 to 49	80.7%	81.7%	82.6%	83.9%	81.0%
50 +	80.8%	81.9%	83.8%	81.8%	80.9%
Unknown	61.5%	100.0%	100.0%	100.0%	40.0%

Data retrieved from Chancellor's Office Data Mart

## Section 6: Awards and Transfer

Table 6-1   Awards					
Award Type	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Associate of Arts (A.A.) degree	647	579	533	436	488
Associate of Science (A.S.) degree	276	313	314	314	348
<b>Total Degrees</b>	<b>923</b>	<b>892</b>	<b>847</b>	<b>750</b>	<b>836</b>
Certificate requiring 6 to < 18 units	11	10	8	0	0
Certificate requiring 18 to < 30 units	58	124	121	150	148
Certificate requiring 30 to < 60 units	139	119	137	203	240
<b>Total Certificates</b>	<b>208</b>	<b>253</b>	<b>266</b>	<b>353</b>	<b>388</b>
<b>Total Awards</b>	<b>1131</b>	<b>1145</b>	<b>1113</b>	<b>1103</b>	<b>1224</b>

Data retrieved from Chancellor's Office Data Mart



The data shows a high rate of efficiency within the student population as enrollments have been decreasing with a 7.6% fall from 2009-2010 to 2010-2011, but shows an increase in awards earned by 11.0%.



## Transfer Data

This report uses the same transfer methodology used by Bahr, Hom & Perry (2005). The method tracks cohorts of first-time college students for six years to determine if they show “behavioral intent to transfer”. A student becomes eligible to potentially enter a Transfer Cohort by enrolling for the first time at any California Community College (CCC). Students may be concurrently enrolled in high school (aka “special admits”), may be high school drop-outs, or may be high school graduates at the time of their initial enrollment. Students are assigned a cohort year according to the academic year in which they first enroll at a CCC. Transfer cohort students are attributed uniquely to one “home” community college based on where they earned most of their units.

The initial group or cohort of first-time students is evaluated six years after initial enrollment in order to determine if they have shown behavioral intent to transfer. If by six years after initial enrollment a student has completed twelve credit units and attempted transfer-level math or English, the student then enters into the Transfer Cohort and that student’s transfer outcome is calculated for a variety of time frames ranging from three years after initial enrollment to as high as twelve years after initial enrollment, time allowing. Obviously, more recent cohorts will have a smaller range of time windows available with the more recent cohort showing transfer rates for just three years, four years, five years, etc. after initial enrollment at a CCC.

It is important to note that although the Transfer Cohorts are not finalized until six years after initial enrollment, transfer rates can be retroactively calculated for this group for years three, four and five. The transfer rates are calculated using an official methodology developed in 2001 by the Chancellor’s Office in consultation with constituent groups and adopted by the Transfer Data Technical Workgroup (TDTW). The cohorts are first-time college students with a minimum of 12 units earned who attempted a transfer level math or English course. The outcome is transfer to a four-year institution within a given time period subsequent to initial enrollment. A data match with the National Student Clearinghouse (NSC), University of California (UC) and California State University (CSU) provided information on the enrollment of former CCC students at public and private four-year transfer institutions within the United States.

Dividing the number of students with enrollments at a Bachelors-granting institution by the total size of the Transfer Cohort yields the transfer rate. The data mart provides the overall transfer rate for each Transfer Cohort as well as transfer rates for various sub-populations included in the Transfer Cohorts.

*This methodological explanation is adapted from a longer document available at: <http://www.ccctransfer.org/TransferReport.pdf>*

### References

Bahr, P. R., Hom, W., & Perry, P. (2005). College transfer performance: A methodology for equitable measurement. *Journal of Applied Research in the Community College*, 13 (1), 73-87.

**Table 6-2 | AVC Transfer Cohort Velocity**

Headcount	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Transferred Student	504	561	439	422	470
Cohort Student	1681	1731	1276	1224	1266
Transfer Rate	30%	32%	34%	34%	37%

Data retrieved from Chancellor’s Office Data Mart

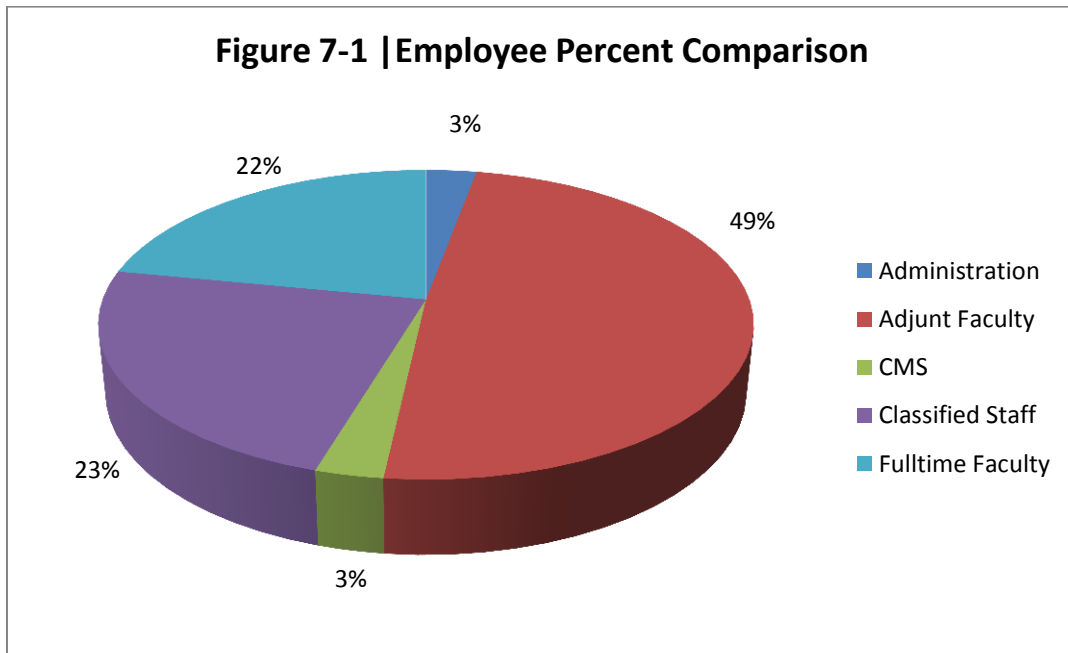
## Section 7: AVC Employees

**Table 7-1 | AVC Employees by Position**

Position	Headcount
Administration	24
Adjunct Faculty	403
CMS	24
Classified Staff	193
Fulltime Faculty	181
<b>Total</b>	<b>825</b>

Data retrieved from Chancellor's Office Data Mart

**Figure 7-1 | Employee Percent Comparison**



The comparison of the data from Table 7-1 shows that the majority employee population is faculty at 71% with adjunct faculty making up 49% of the overall population.

## Employee Demographics

**Table 7-2 | Faculty by Gender**

Faculty	Full-Time		Adjunct		All	
Female	89	49.2%	172	42.7%	261	44.7%
Male	92	50.8%	231	57.3%	323	55.3%
<b>Total</b>	<b>181</b>	<b>100.0%</b>	<b>403</b>	<b>100.0%</b>	<b>584</b>	<b>100.0%</b>

**Figure 7-3 | Faculty by Ethnicity**

Faculty	Full-Time		Adjunct		All	
African-American	13	7.2%	28	7.0%	41	7.0%
American Indian/Alaskan Native	1	0.6%	9	2.2%	10	1.7%
Asian, Pacific Islander, Filipino	8	4.4%	22	5.5%	30	5.1%
Hispanic	13	7.2%	29	7.2%	42	7.2%
Other / Unknown	6	3.3%	32	7.9%	38	6.5%
Two or More Races	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	140	77.4%	283	70.2%	423	72.4%
<b>Total</b>	<b>181</b>	<b>100.0%</b>	<b>403</b>	<b>100.0%</b>	<b>584</b>	<b>100.0%</b>

Data retrieved from Chancellor's Office Data Mart

**Figure 7-4 | Administration, CMS and Classified by Gender**

Faculty	Administrator		CMS		Classified		All	
Female	14	58.3%	20	83.3%	130	67.4%	164	68.0%
Male	10	41.7%	4	16.7%	63	32.6%	77	32.0%
<b>Total</b>	<b>24</b>	<b>100.0%</b>	<b>24</b>	<b>100.0%</b>	<b>193</b>	<b>100.0%</b>	<b>241</b>	<b>100.0%</b>

**Figure 7-5 | Administration, CMS and Classified by Ethnicity**

Staff	Administrator		CMS		Classified		All	
African-American	7	28.3%	2	9.4%	25	13.0%	34	14.1%
American Indian/Alaskan Native	0	0.0%	0	0.0%	1	0.5%	1	0.4%
Asian, Pacific Islander, Filipino	2	6.5%	1	3.1%	9	4.7%	11	4.7%
Hispanic	2	8.3%	2	6.3%	31	16.1%	34	14.3%
Other / Unknown	2	8.3%	2	6.3%	10	5.2%	13	5.6%
Two or More Races	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	14	58.3%	18	75.0%	117	60.6%	149	61.8%
<b>Total</b>	<b>24</b>	<b>100.0%</b>	<b>24</b>	<b>100.0%</b>	<b>193</b>	<b>100.0%</b>	<b>241</b>	<b>100.0%</b>

Data retrieved from Chancellor's Office Data Mart

## Section 8: Accountability Reporting for the Community Colleges

**Table 8-1 | Student Progress and Achievement Rate**

2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
56.3%	54.8%	57.8%

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status.

**Table 8-2 | Percent of Students Who Earned at Least 30 Units**

2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
56.3%	54.8%	57.8%

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.

**Table 8-3 | Persistence Rate**

2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
67.8%	67.3%	69.6%

Percentage of first-time students with a minimum of six units earned in a fall term and who returned and enrolled in the subsequent fall term anywhere in the system.

**Table 8-4 | Annual Successful Course Completion Rate for Credit Vocational Courses**

2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
74.4%	78.0%	77.4%

**Table 8-5 | Annual Successful Course Completion Rate for Basic Skills Courses**

2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
56.0%	58.9%	59.4%

**Table 8-6 | Basic Skills Improvement Rate**

2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
53.0%	56.9%	59.2%

**Table 8-7 | ESL Improvement Rate**

2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
51.1%	44.0%	47.2%

**Table 8-8 | Career Development and College Preparation (CDCP) Progress and Achievement Rate**

2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
10.1%	9.3%	11.8%

**Table 8-9 | Peer Grouping**

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	57.8	49.9	38	60.5	A1
B	Percent of Students Who Earned at Least 30 Units	75.9	73.3	65.7	81.4	B2
C	Persistence Rate	69.6	71	57.3	80.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.4	73.3	62.6	81.3	D2
E	Annual Successful Course Completion Rate for Basic Skills Courses	59.4	58.5	40.8	70.2	E4
F	Basic Skills Improvement Rate	59.2	58.4	38.8	76.9	F2
G	ESL Improvement Rate	47.2	48.8	10.1	67.5	G2

## College Self-Assessment

Antelope Valley College was founded in 1929 as a department of Antelope Valley Joint Union High School in Lancaster. The average daily attendance at the college was 13 during the 1929-30 school year. Enrollment grew steadily during the postwar years, partly because of the GI Bill of Rights and partly because Antelope Valley began developing an aircraft industry. In 1959, groundbreaking was held for a new college campus on 110 acres at Avenue K and 30th Street West where the college resides today. The college has expanded the campus size to approximately 135 acres through land purchases at the Lancaster location. A second site in the city of Palmdale has been added, with plans underway to establish a second permanent campus in Palmdale.

Antelope Valley College has a long history of serving the communities of the valley through preparation for transfer to four-year colleges, lifelong learning, basic skills, general education, and vocational education. Antelope Valley College affords students significant learning opportunities through devoted teaching, excellent support services, and an environment that is responsive to students' changing needs and circumstances.

The rapid growth of housing and population in Antelope Valley over the past decade has stopped because of the economic slowdown but has been replaced with an influx to the district of displaced workers seeking additional education and training. This increase in demand has been offset by a budget-induced reduction in course offerings. Enrollment was projected to grow from fall 2009 to 16,294 students, but instead fell to 14,555 students and has continued to decrease 14,294. Over the past decade the average age of the student body has declined as the proportion of under 20 students has grown to about 30%. This decline has again slowed this year with a continued influx of older students who have returned from the workforce to re-enter college. AVC has responded to both the changing needs of the younger student body with programs focused on increasing student success and retention and to the older students with additional workforce preparation courses.

Antelope Valley College scored in the mid-range in the peer group of each of the seven performance indicators in the ARCC 2012 report. Antelope Valley College showed increases in the Student Progress and Achievement Rate, the Persistence Rate, the ESL Improvement Rate, the Percent of Students Who Earned at Least 30 Units, the Annual Successful Course Completion Rate for Credit Basic Skills Courses, and the Basic Skills Improvement Rate. The Annual Successful Course Completion Rate for Vocational Courses fell this year.

Antelope Valley College is dedicated to raising performance in all areas with a goal of continuously improving the success of our students. The Basic Skills Committee, Student Equity Committee, and the Enrollment Management Committee have all continued efforts to increase persistence and success of students enrolled at Antelope Valley College.

## Accountability in Higher Education

**The Antelope Valley College Fact Book** is a reference manual containing trend data about the district's service area; demographics on our students, faculty and staff; and enrollment patterns. Information contained in this publication is intended as a resource for AVC managers, faculty and staff to facilitate strategic planning and decision-making. In addition, The Antelope Valley College Fact Book addresses various accountability measures adopted by both the state and federal government, the California State Chancellor's Office and accrediting agencies as explained below.

**Assembly Bill 1725** (1988) requires the Board of Governors of the California Community Colleges to develop and implement a comprehensive accountability program focused on system wide collection and reporting of information concerning student access, student success, student satisfaction, staff composition and fiscal condition. **Assembly Bill 1808** (1991) elaborates on the provisions of AB 1725 to expand reporting requirements.

In 1998, **Senate Bill 645** established The Partnership for Excellence program (PFE) as a means of implementing the commitment of the California Community College to significantly expand its contribution to the social and economic success of California. Districts are required to report on their progress in contributing to statewide goals in five areas of performance: (1) transfer; (2) degrees and certificates; (3) successful course completion; (4) workforce development; and (5) basic skills improvement.

**The Student Equity Program** requires annual reporting by individual colleges to the State of California concerning access, retention, degree and certificate completion, ESL, basic skills completion and transfer for each of the historically underrepresented groups. With the amendments of 1998 (HR 1853), the federal government extended provisions of the **Carl D. Perkins Vocational and Applied Technology Education Act** to all populations. Previous amendments to this legislation had strengthened accountability requirements, requiring states to report annually on selected benchmarks designed to indicate progress in achieving a state's goals, including placement and retention, increased earnings and skill mastery.

The Western Association of Schools and Colleges (WASC) provide in its accreditation standards for assessment of "Institutional Integrity, Purposes, Planning and Effectiveness." This stand requires that the "planning process uses the results of institutional research on subjects such as institutional effectiveness, student outcomes, and demographics" (1C.2) and, further, that "institutional research and program review are conducted as essential elements in planning and evaluating institutional effectiveness" (1D.1).

We hope the data displayed on the preceding pages will assist the college in ensuring access to a quality education to students and successful fulfillment of the district's mission, as well as compliance with state and federal requirements.

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**ANTELOPE VALLEY COLLEGE**

Department of Institutional Effectiveness, Research and Planning  
3041 West Avenue K | Lancaster, CA 93536 | 661.722.6398 | [azentner@avc.edu](mailto:azentner@avc.edu)