

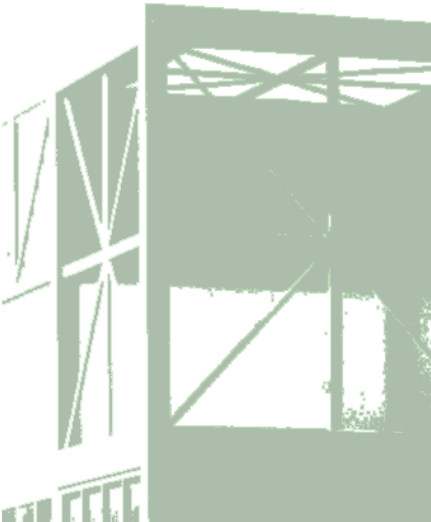


## 2009 | FACT BOOK



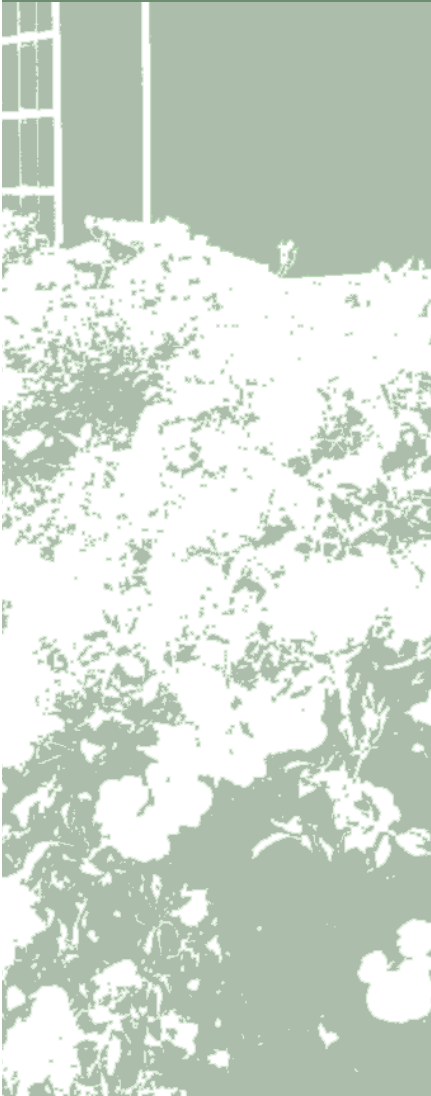
ANTELOPE VALLEY COLLEGE

INSTITUTIONAL RESEARCH & PLANNING



Antelope Valley Community College District

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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 director and research technicians compiled the information in this book with many different resources and database information centers. Nearly all the AVC data were drawn from the Chancellors' Office Data Mart; exceptions and additional information were drawn from Institutional 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 Office of Institutional Research. 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 OFFICE 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 Office of Institutional Research is to provide useful, accurate and timely information to Antelope Valley College (AVC) 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 director of institutional 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 OFFICE 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.

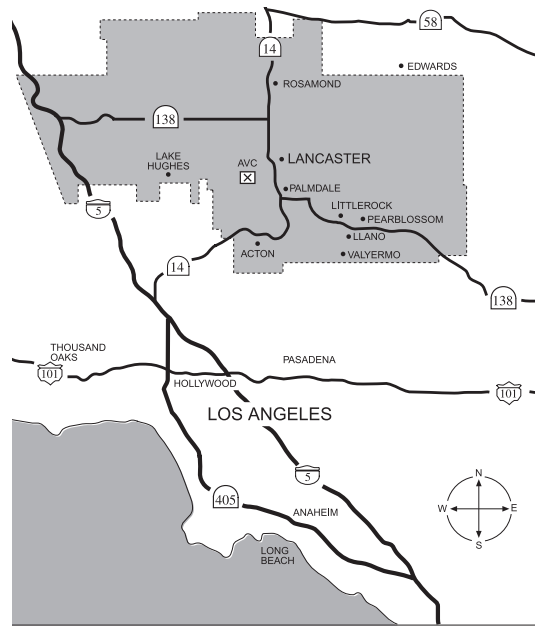
**Technical Assistance.** AVC managers, faculty and classified staff are given assistance in data access, collection and analysis; research design and methodology; and custom-reporting options as time allows. Assisting a faculty member in developing a survey for a program review is one example. Training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



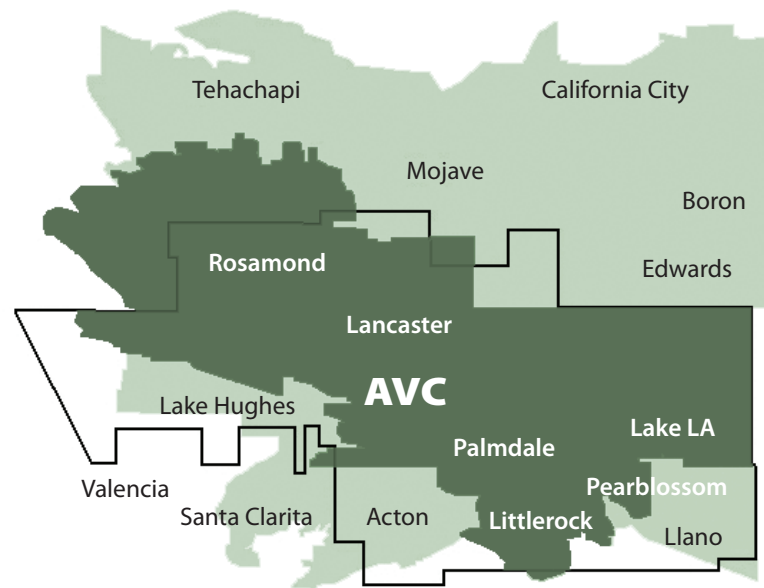


## SECTION ONE | ANTELOPE VALLEY COLLEGE SERVICE AREA

The Antelope Valley Community College District  
in Relation to Southern California



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, three 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.



COMMUNITY	ZIP CODE(S)
Acton	93510
Boron	93516
California City	93505
Edwards	93523, 93524
Lake Hughes, Elizabeth Lake	93532
Lake Los Angeles	93591
Lancaster (including Quartz Hill)	93534, 93535, 93536
Littlerock, Juniper Hills	93543
Llano	93544
Mojave	93501
Palmdale	93550, 93551, 93552
Pearblossom	93553
Rosamond	93560
Santa Clarita & Canyon Country	91350, 91351
Tehachapi	93561
Valencia	91354, 91355

The dark shaded areas on the map above represent the college's highest enrollment service area, which comprises 91.44% of the total fall 2008 credit enrollment. The light shaded area is the extended service area with 4.23% of the total enrollment. Students that come from outside the extended service area account for 2.43% of the total enrollment. Less than one half of 1% of student residential ZIP codes are unknown.

**STUDENT/RESIDENTIAL RATIOS**

**Table 1-1  
Fall 2009 Student Enrollment | Adult & Residential Population by ZIP Code**

Population data comes from Census Bureau 2000 data Summary Files (SF-1). The adult population 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), Palmdale includes Leona Valley (LV), and Santa Clarita includes Agua Dulce (AD) and Canyon Country (CC).

Community	ZIP	2000 Total Pop.	2000 Adult Pop.	2009 Fall Students	Percentage of Fall 2009
<b>Acton</b>	93510	7,813	5,557	117	0.73%
<b>Boron</b>	93516	2,231	1,616	27	0.17%
California City	93505	8,311	5,751	187	1.17%
California City	PO Box			8	0.05%
<b>California City Total</b>		8,311	5,751	195	1.22%
Edwards	93523	7,679	4,926	36	0.22%
Edwards AFB	93524			2	0.01%
<b>Edwards Total</b>		7,679	4,926	38	0.24%
<b>Lake Hughes, EL</b>	93532	2,760	1,850	86	0.54%
<b>Lake Los Angeles</b>	93591	6,775	4,168	195	1.22%
Lancaster	93534	35,104	24,121	1,574	9.83%
Lancaster	93535	57,791	37,100	2,694	16.82%
Lancaster (QH)	93536	49,303	35,336	3,049	19.04%
Lancaster	PO Box			183	1.14%
<b>Lancaster Total</b>		142,198	96,557	7,500	46.83%
<b>Littlerock, JH</b>	93543	11,184	7,399	401	2.50%
<b>Llano</b>	93544	1,201	971	14	0.09%
Mojave	93501	4,873	3,390	118	0.74%
Mojave	PO Box			5	0.03%
<b>Mojave Total</b>		4,873	3,390	123	0.77%
Palmdale	93550	67,213	41,195	2,257	14.09%
Palmdale (LV)	93551	34,036	22,472	1,215	7.59%
Palmdale	93552	25,359	15,517	2,229	13.92%
Palmdale	PO Box			62	0.39%
<b>Palmdale Total</b>		126,608	79,184	5,763	35.98%
<b>Pearblossom</b>	93553	1,600	1,192	55	0.34%
<b>Rosamond</b>	93560	14,926	10,070	604	3.77%
Santa Clarita	91350	40,069	27,144	10	0.06%
Santa Clarita	91351	59,257	40,636	9	0.06%
Santa Clarita (CC)	91387			17	0.11%
Santa Clarita (AD)	91390			29	0.18%
Santa Clarita	PO Box			7	0.04%
<b>Santa Clarita Total</b>		99,326	67,780	72	0.45%
Tehachapi	93561	25,793	19,315	139	0.87%
Tehachapi	PO Box			17	0.11%
<b>Tehachapi Total</b>		25,793	19,315	156	0.97%
Valencia	91354	17,841	11,686	4	0.02%
Valencia	91355	24,970	18,543	7	0.04%
<b>Valencia Total</b>		42,811	30,229	11	0.07%
<b>Others</b>				304	1.90%
<b>Unknown</b>				381	2.38%
<b>TOTAL FALL 2009 ENROLLMENT</b>				<b>16,017</b>	<b>100.00%</b>



PUPIL PARTICIPATION RATE

Figure 1-1  
Student Participation Rates | Fall 2009

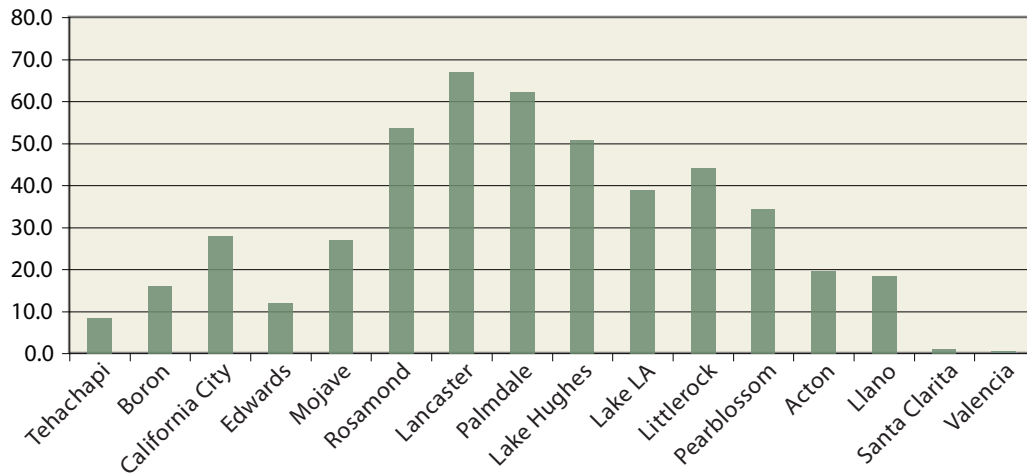


Table 1-2  
Student Participation Rates | Fall 2009

City	Students	Percentage	2000 Adult Pop	PPR
Lancaster	7,500	7.77%	96,557	66.9
Palmdale	5,763	7.28%	79,184	62.2
Rosamond	604	6.00%	10,070	53.7
Lake Hughes	86	4.65%	1,850	50.8
Littlerock	401	5.42%	7,399	44.1
Lake Los Angeles	195	4.68%	4,168	38.9
Pearblossom	55	4.61%	1,192	34.4
California City	195	3.39%	5,751	28.0
Mojave	123	3.63%	3,390	27.1
Acton	117	2.11%	5,557	19.6
Llano	14	1.44%	971	18.5
Boron	27	1.67%	1,616	16.1
Edwards	38	0.77%	4,926	12.0
Tehachapi	156	0.81%	19,315	8.5
Santa Clarita	72	0.11%	67,780	1.0
Valencia	11	0.04%	30,229	0.4
Unknown	381		N/A	N/A
Others	304		N/A	N/A
Total	16,017		339,955	40.0

The **Student Participation Rate** (SPR) is the number of AVC students per 1,000 adults within the area. In the above bar chart, cities are shown in order of general distance and direction from the main campus. As proximity to the college increases, so does student participation. Edwards (AFB) being the exception.

**EDUCATION LEVEL**

**Table 1-3  
Education Level of Adult Population by ZIP Code**

Community	Zip	<9th Grade	9th-12th Grade	High School Graduate	Some College	Associate Degree	Bachelor's Degree	Graduate Degree	Total Pop.
Acton	93510	162	689	1,607	1,796	435	584	371	5,644
Boron	93516	102	332	598	484	107	87	57	1,767
California City	93505	297	708	1,596	1,968	508	391	254	5,722
Edwards	93523	57	319	1,148	2,085	483	451	397	4,940
Lake Hughes, EL	93532	43	229	459	614	160	212	94	1,811
Lake Los Angeles	93591	418	843	1,225	1,097	233	230	150	4,196
Lancaster	93535	2,922	6,759	10,454	10,564	2,610	2,842	1,114	37,265
Lancaster	93534	1,627	4,435	5,938	7,203	1,846	1,983	1,081	24,113
Lancaster (QH)	93536	1,282	5,581	9,269	10,181	2,805	3,928	2,315	35,361
<b>Lancaster Total</b>		<b>5,831</b>	<b>16,775</b>	<b>25,661</b>	<b>27,948</b>	<b>7,261</b>	<b>8,753</b>	<b>4,510</b>	<b>96,739</b>
Littlerock, JH	93543	947	1,397	1,927	2,108	518	307	118	7,322
Llano	93544	128	126	283	254	54	101	58	1,004
Mojave	93501	334	685	1,193	876	174	143	99	3,504
Palmdale	93552	1,478	2,806	4,226	4,732	1,017	941	379	15,579
Palmdale	93550	5,213	9,181	11,124	10,418	2,018	2,599	816	41,369
Palmdale (LV)	93551	493	2,128	5,303	7,528	2,197	3,370	1,599	22,618
<b>Palmdale Total</b>		<b>7,184</b>	<b>14,115</b>	<b>20,653</b>	<b>22,678</b>	<b>5,232</b>	<b>6,910</b>	<b>2,794</b>	<b>79,566</b>
Pearblossom	93553	73	186	256	366	88	128	87	1,184
Rosamond	93560	700	1,831	2,842	2,961	687	576	389	9,986
Santa Clarita	91351	1,719	3,957	9,551	12,869	3,814	6,303	2,379	40,592
Santa Clarita	91350	572	2,251	5,646	9,198	2,516	4,914	1,859	26,956
Tehachapi	93561	1,035	2,982	5,906	5,300	1,462	1,763	839	19,287
Valencia	91355	371	979	3,219	5,464	1,667	4,694	2,234	18,628
Valencia	91354	109	496	1,722	3,132	1,379	3,459	1,504	11,801
<b>Total</b>		<b>20,082</b>	<b>48,900</b>	<b>85,492</b>	<b>101,198</b>	<b>26,778</b>	<b>40,006</b>	<b>18,193</b>	<b>340,649</b>

Averaging community totals, over 75% of adults over age 18 self reported their education level as having less than an associate degree. Three quarters of the community population could potentially benefit from a community college. As seen in the tables above and right, roughly 30% of the total college service area has some college education but less than an associate degree. Over 25% of the community population has only completed high school.

## EDUCATION LEVEL

Table 1-3  
Education Level of Adult Population by ZIP Code

## BY PERCENTAGE

Community	Zip	<9th Grade	9th-12th Grade	High School Graduate	Some College	Associate Degree	Bachelor's Degree	Graduate Degree	Total Pop.
Acton	93510	2.9%	12.2%	28.5%	31.8%	7.7%	10.3%	6.6%	100.0%
Boron	93516	5.8%	18.8%	33.8%	27.4%	6.1%	4.9%	3.2%	100.0%
California City	93505	5.2%	12.4%	27.9%	34.4%	8.9%	6.8%	4.4%	100.0%
Edwards	93523	1.2%	6.5%	23.2%	42.2%	9.8%	9.1%	8.0%	100.0%
Lake Hughes, EL	93532	2.4%	12.6%	25.3%	33.9%	8.8%	11.7%	5.2%	100.0%
Lake Los Angeles	93591	10.0%	20.1%	29.2%	26.1%	5.6%	5.5%	3.6%	100.0%
Lancaster	93535	7.8%	18.1%	28.1%	28.3%	7.0%	7.6%	3.0%	100.0%
Lancaster	93534	6.7%	18.4%	24.6%	29.9%	7.7%	8.2%	4.5%	100.0%
Lancaster (QH)	93536	3.6%	15.8%	26.2%	28.8%	7.9%	11.1%	6.5%	100.0%
Lancaster Total		6.0%	17.3%	26.5%	28.9%	7.5%	9.0%	4.7%	100.0%
Littlerock, JH	93543	12.9%	19.1%	26.3%	28.8%	7.1%	4.2%	1.6%	100.0%
Llano	93544	12.7%	12.5%	28.2%	25.3%	5.4%	10.1%	5.8%	100.0%
Mojave	93501	9.5%	19.5%	34.0%	25.0%	5.0%	4.1%	2.8%	100.0%
Palmdale	93552	9.5%	18.0%	27.1%	30.4%	6.5%	6.0%	2.4%	100.0%
Palmdale	93550	12.6%	22.2%	26.9%	25.2%	4.9%	6.3%	2.0%	100.0%
Palmdale (LV)	93551	2.2%	9.4%	23.4%	33.3%	9.7%	14.9%	7.1%	100.0%
Palmdale Total		9.0%	17.7%	26.0%	28.5%	6.6%	8.7%	3.5%	100.0%
Pearblossom	93553	6.2%	15.7%	21.6%	30.9%	7.4%	10.8%	7.3%	100.0%
Rosamond	93560	7.0%	18.3%	28.5%	29.7%	6.9%	5.8%	3.9%	100.0%
Santa Clarita	91351	4.2%	9.7%	23.5%	31.7%	9.4%	15.5%	5.9%	100.0%
Santa Clarita	91350	2.1%	8.4%	20.9%	34.1%	9.3%	18.2%	6.9%	100.0%
Tehachapi	93561	5.4%	15.5%	30.6%	27.5%	7.6%	9.1%	4.4%	100.0%
Valencia	91355	2.0%	5.3%	17.3%	29.3%	8.9%	25.2%	12.0%	100.0%
Valencia	91354	0.9%	4.2%	14.6%	26.5%	11.7%	29.3%	12.7%	100.0%
Total		5.9%	14.4%	25.1%	29.7%	7.9%	11.7%	5.3%	100.0%

Communities where more than 25% adults have less than a high school diploma are: Lake Los Angeles, Lancaster (excluding Quartz Hill), Littlerock, Llano, Mojave, Palmdale (excluding Leona Valley) and Rosamond. Communities with a higher percent (over 5%) of residents with graduate degrees are Acton, Edwards, Lake Hughes, Llano, Quartz Hill, Leona Valley, Pearblossom, Santa Clarita and Valencia.

AGE AND ETHNICITY

Table 1-4 | Age Level of Population by ZIP Code

Community	Zip	Under 18	18 to 24	25 to 34	Over 35	Total
Acton	93510	2,256	501	634	4,422	7,813
Boron	93516	615	143	212	1,261	2,231
California City	93505	2,560	605	860	4,286	8,311
Edwards	93523	2,753	1,335	1,770	1,821	7,679
Lake Hughes, EL	93532	910	165	285	1,400	2,760
Lake Los Angeles	93591	2,607	539	621	3,008	6,775
Lancaster	93535	20,691	5,115	7,319	24,666	57,791
Lancaster	93534	10,983	3,767	4,801	15,553	35,104
Lancaster (QH)	93536	13,967	4,259	6,422	24,655	49,303
<b>Lancaster Total</b>		<b>45,641</b>	<b>13,141</b>	<b>18,542</b>	<b>64,874</b>	<b>142,198</b>
Littlerock, JH	93543	3,785	863	1,093	5,443	11,184
Llano	93544	230	80	62	829	1,201
Mojave	93501	1,483	402	537	2,451	4,873
Palmdale	93550	26,018	6,615	9,394	25,186	67,213
Palmdale	93552	9,842	1,873	3,371	10,273	25,359
Palmdale (LV)	93551	11,564	2,171	3,011	17,290	34,036
<b>Palmdale Total</b>		<b>47,424</b>	<b>10,659</b>	<b>15,776</b>	<b>52,749</b>	<b>126,608</b>
Pearblossom	93553	408	107	137	948	1,600
Rosamond	93560	4,856	1,163	1,874	7,033	14,926
Santa Clarita	91351	18,621	5,093	9,529	26,014	59,257
Santa Clarita	91350	12,925	2,678	4,569	19,897	40,069
Tehachapi	93561	6,478	2,277	3,639	13,399	25,793
Valencia	91355	6,427	1,628	3,121	13,794	24,970
Valencia	91354	6,155	857	2,678	8,151	17,841
<b>Total</b>		<b>259,199</b>	<b>66,036</b>	<b>100,257</b>	<b>349,403</b>	<b>774,895</b>

The data for both tables come from U.S. Census 2000. The age level data come from SF-1 files based on age and gender. The ethnicity data come from SF-3 files.

U.S. Census 2000, Summary Files-1

Table 1-5 | Ethnic Distribution of Population by ZIP Code

Community	Zip	White Non-Hispanic	Hispanic	African-America	Asian	Amer Indian/AK Native	Pacific Islander	Other	Total Pop.
Acton	93510	6,070	881	130	115	77	5	535	7,813
Boron	93516	1,702	220	41	31	54	3	180	2,231
California City	93505	4,697	1,410	891	259	107	20	927	8,311
Edwards	93523	5,031	864	661	288	74	35	726	7,679
Lake Hughes, EL	93532	1,932	434	89	26	11	3	265	2,760
Lake Los Angeles	93591	2,795	2,197	545	66	60	7	1,105	6,775
Lancaster	93535	25,230	16,299	6,683	1,157	518	84	7,820	57,791
Lancaster	93534	17,228	8,398	4,151	876	267	62	4,123	35,104
Lancaster (QH)	93536	28,286	9,015	4,740	1,753	375	98	5,093	49,303
<b>Lancaster Total</b>		<b>70,744</b>	<b>33,655</b>	<b>15,573</b>	<b>3,785</b>	<b>1,160</b>	<b>244</b>	<b>17,037</b>	<b>142,198</b>
Littlerock, JH	93543	4,453	4,223	672	50	91	9	1,685	11,184
Llano	93544	816	215	55	2	11	0	102	1,201
Mojave	93501	2,575	1,238	169	46	57	7	763	4,873
Palmdale	93552	7,532	10,535	2,598	589	159	26	3,920	25,359
Palmdale	93550	22,427	23,326	6,437	1,152	512	94	13,265	67,213
Palmdale (LV)	93551	19,467	6,596	2,419	1,562	214	43	3,737	34,036
<b>Palmdale Total</b>		<b>49,425</b>	<b>40,457</b>	<b>11,454</b>	<b>3,303</b>	<b>885</b>	<b>163</b>	<b>20,921</b>	<b>126,608</b>
Pearblossom	93553	1,149	291	12	10	15	2	122	1,600
Rosamond	93560	8,013	3,829	717	323	148	25	1,871	14,926
Santa Clarita	91351	34,908	13,451	1,578	2,295	320	77	6,628	59,257
Santa Clarita	91350	29,006	5,642	615	1,693	184	46	2,882	40,069
Tehachapi	93561	14,906	5,582	1,326	210	205	23	3,542	25,793
Valencia	91355	19,437	2,448	319	1,309	80	28	1,348	24,970
Valencia	91354	13,058	2,048	270	1,334	58	16	1,058	17,841
<b>Total</b>		<b>383,115</b>	<b>192,096</b>	<b>61,977</b>	<b>22,105</b>	<b>5,510</b>	<b>1,111</b>	<b>98,937</b>	<b>774,895</b>

U.S. Census 2000, Summary Files-3

## HOUSEHOLD INCOME

Table 1-6 | Household Income in 1999 by ZIP Code

Community	Zip	Less than \$20,000	\$20,000 to \$49,999	\$50,000 to \$99,999	\$100,000 or more	Total Pop.
Acton	93510	224	627	953	719	2,523
Boron	93516	346	289	284	45	964
California City	93505	738	871	1,137	293	3,039
Edwards	93523	316	1,240	631	85	2,272
Lake Hughes, EL	93532	135	307	374	132	948
Lake Los Angeles	93591	393	794	597	119	1,903
Lancaster	93535	4,299	7,140	5,372	1,359	18,170
Lancaster	93534	4,247	4,825	3,094	781	12,947
Lancaster (QH)	93536	2,721	4,333	5,624	2,550	15,228
<b>Lancaster Total</b>		<b>1,1267</b>	<b>16,298</b>	<b>14,090</b>	<b>4,690</b>	<b>46,345</b>
Littlerock, JH	93543	755	1,046	1,189	286	3,276
Llano	93544	119	174	148	47	488
Mojave	93501	665	703	417	69	1,854
Palmdale	93552	892	2,599	2,888	629	7,008
Palmdale	93550	5,384	7,338	5,895	1,335	19,952
Palmdale (LV)	93551	963	2,458	4,730	2,543	10,694
<b>Palmdale Total</b>		<b>7,239</b>	<b>12,395</b>	<b>13,513</b>	<b>4,507</b>	<b>37,654</b>
Pearblossom	93553	237	156	178	66	637
Rosamond	93560	1,124	1,843	1,917	294	5,178
Santa Clarita	91351	1,771	5,711	8,216	4,030	19,728
Santa Clarita	91350	1,092	2,493	5,444	3,733	12,762
Tehachapi	93561	1,784	2,331	2,803	923	7,841
Valencia	91355	906	1,976	3,486	3,221	9,589
Valencia	91354	297	736	2,557	2,175	5,765
<b>Total</b>		<b>47,914</b>	<b>78,683</b>	<b>85,537</b>	<b>34,631</b>	<b>246,765</b>

## BY PERCENTAGE

Community	Zip	Less than \$20,000	\$20,000 to \$49,999	\$50,000 to \$99,999	\$100,000 or more	Total Pop.
Acton	93510	8.9%	24.9%	37.8%	28.5%	100.0%
Boron	93516	35.9%	30.0%	29.5%	4.7%	100.0%
California City	93505	24.3%	28.7%	37.4%	9.6%	100.0%
Edwards	93523	13.9%	54.6%	27.8%	3.7%	100.0%
Lake Hughes, EL	93532	14.2%	32.4%	39.5%	13.9%	100.0%
Lake Los Angeles	93591	20.7%	41.7%	31.4%	6.3%	100.0%
Lancaster	93535	23.7%	39.3%	29.6%	7.5%	100.0%
Lancaster	93534	32.8%	37.3%	23.9%	6.0%	100.0%
Lancaster (QH)	93536	17.9%	28.5%	36.9%	16.7%	100.0%
<b>Lancaster Total</b>		<b>24.3%</b>	<b>35.2%</b>	<b>30.4%</b>	<b>10.1%</b>	<b>100.0%</b>
Littlerock, JH	93543	23.0%	31.9%	36.3%	8.7%	100.0%
Llano	93544	24.4%	35.7%	30.3%	9.6%	100.0%
Mojave	93501	35.9%	37.9%	22.5%	3.7%	100.0%
Palmdale	93552	12.7%	37.1%	41.2%	9.0%	100.0%
Palmdale	93550	27.0%	36.8%	29.5%	6.7%	100.0%
Palmdale (LV)	93551	9.0%	23.0%	44.2%	23.8%	100.0%
<b>Palmdale Total</b>		<b>19.2%</b>	<b>32.9%</b>	<b>35.9%</b>	<b>12.0%</b>	<b>100.0%</b>
Pearblossom	93553	37.2%	24.5%	27.9%	10.4%	100.0%
Rosamond	93560	21.7%	35.6%	37.0%	5.7%	100.0%
Santa Clarita	91351	9.0%	28.9%	41.6%	20.4%	100.0%
Santa Clarita	91350	8.6%	19.5%	42.7%	29.3%	100.0%
Tehachapi	93561	22.8%	29.7%	35.7%	11.8%	100.0%
Valencia	91355	9.4%	20.6%	36.4%	33.6%	100.0%
Valencia	91354	5.2%	12.8%	44.4%	37.7%	100.0%
<b>Total</b>		<b>19.4%</b>	<b>31.9%</b>	<b>34.7%</b>	<b>14.0%</b>	<b>100.0%</b>

U.S. Census 2000, Summary Files-3

MEDIAN HOUSEHOLD INCOME

Table 1-7 | Median Household Income in 1999 by ZIP Code

Community	Zip	Median Household Income
Valencia	91354	\$84,858
Valencia	91355	\$76,024
Santa Clarita	91350	\$74,616
Palmdale (Leona Valley)	93551	\$68,057
Acton	93510	\$65,737
Santa Clarita	91351	\$61,349
Lancaster (Quartz Hill)	93536	\$54,223
Lake Hughes, Elizabeth Lake	93532	\$52,222
Palmdale	93552	\$50,179
Tehachapi	93561	\$47,031
California City	93505	\$45,868
Llano	93544	\$44,318
Littlerock, Juniper Hills	93543	\$43,864
Rosamond	93560	\$42,029
Boron	93516	\$40,800
Lancaster	93535	\$39,747
Lake Los Angeles	93591	\$38,482
Palmdale	93550	\$37,484
Edwards	93523	\$37,032
Lancaster	93534	\$31,217
Pearblossom	93553	\$30,417
Mojave	93501	\$29,121

The adjacent table shows the median household income by community ranked in descending order. The median income for the communities of Boron, Edwards, Lancaster, Lake Los Angeles and Pearblossom is lower than the median income for the entire service area.

U.S. Census 2000, Summary Files-3

**NOTE: According to the U.S. Department of Health & Human Services, a family of four with a household income under \$20,000 is living in poverty.**

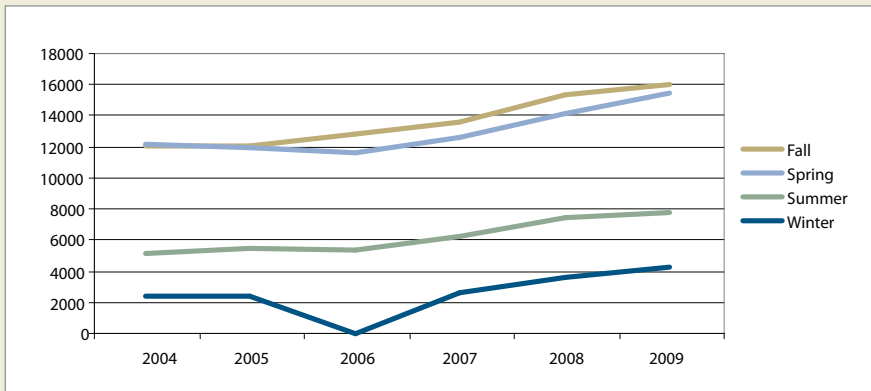
Boron, Lancaster (93534), Mojave and Pearblossom have a third or more of households living at the poverty level.

Overall the college service area has one-third of the households living at the income level between \$20,000 and \$50,000 and a little more than a third at the income level between \$50,000 and \$100,000 in 1999. The remaining third is split between households with less than \$20,000 (19.4%) and households over \$100,000 (14%).



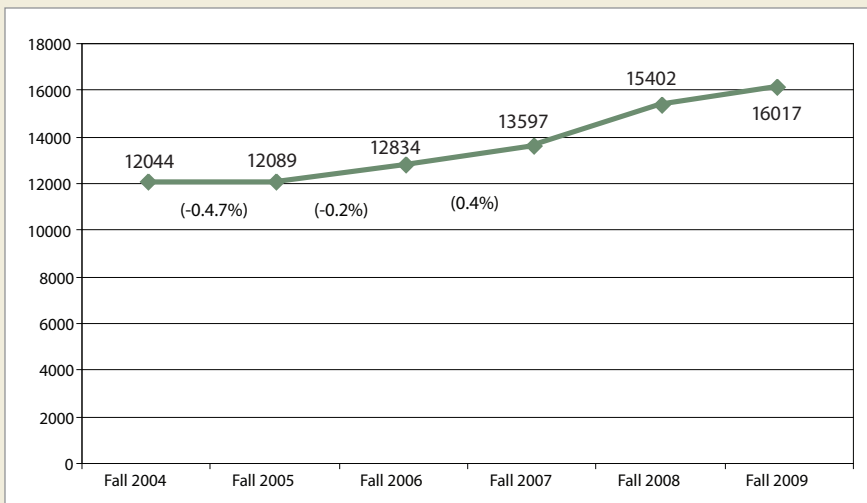
## SECTION TWO | STUDENT ENROLLMENT TRENDS

Figure 2-1 | Student Enrollment | 2004–2009



In Figure 2-1 left, the student enrollment for the fall and spring terms follow closely together. The fall term shows a steady increase in enrollment after 2004. Winter term enrollment showed a remarkable comeback after not offering a winter term in 2006. The winter 2007 term shows a 7.1% increase in enrollment over the winter 2005 term.

Figure 2-2 | Fall Student Enrollment | Fall 2004–Fall 2009



In Figure 2-2 left, there has been a sharp increase in the fall 2006 term. The fall 2009 term has shown another increase in overall growth with an increase of 3.9% over fall 2008.

**GENDER**

Figure 2-3 | Student Enrollment by Gender | Fall 2009

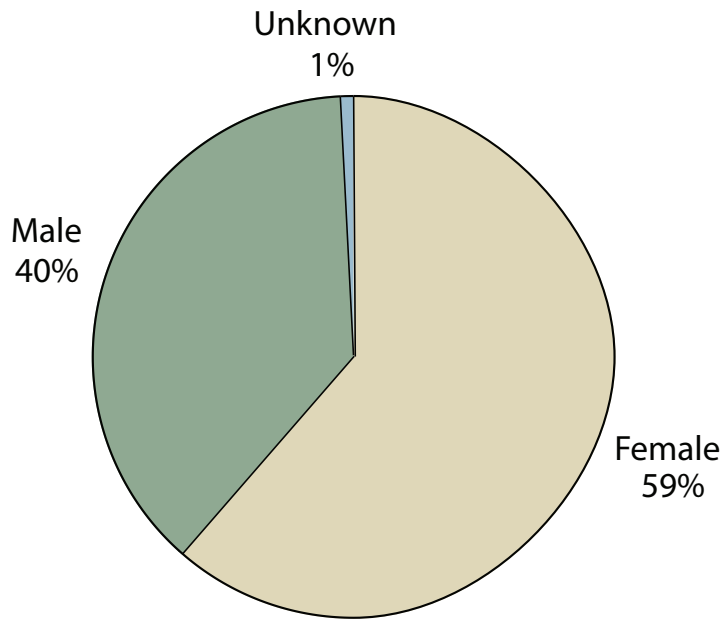


Table 2-1 | Total Credit Students by Gender | Fall 2004–Fall 2009

Gender	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Female	7,415	7,374	7,868	8,193	9,208	9,421
Male	4,553	4,597	4,852	5,251	6,023	6,414
Unknown	76	118	114	153	171	182
<b>Total</b>	<b>12,044</b>	<b>12,089</b>	<b>12,834</b>	<b>13,597</b>	<b>15,402</b>	<b>16,017</b>

BY PERCENTAGE

Gender	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Female	61.6%	61.0%	61.3%	60.3%	59.8%	58.8%
Male	37.8%	38.0%	37.8%	38.6%	39.1%	40.0%
Unknown	0.6%	1.0%	0.9%	1.1%	1.1%	1.1%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Female students outnumber male students at AVC, although this difference has been decreasing slightly over the semesters. This trend is typical in higher education, both statewide and nationally, but to a greater degree in community colleges than in four-year institutions.



AGE

Figure 2-4 | Percentage of Credit Students by Age Group | Fall 2009

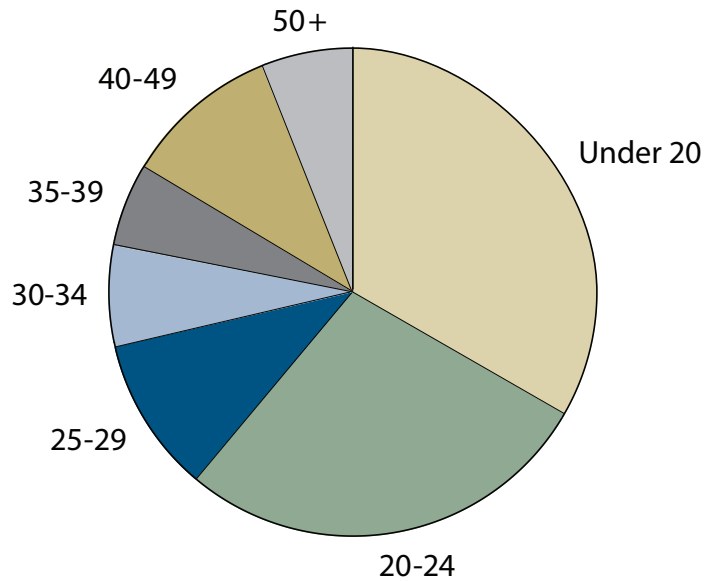


Table 2-2 | Credit Students by Age Group | Fall 2004–Fall 2009

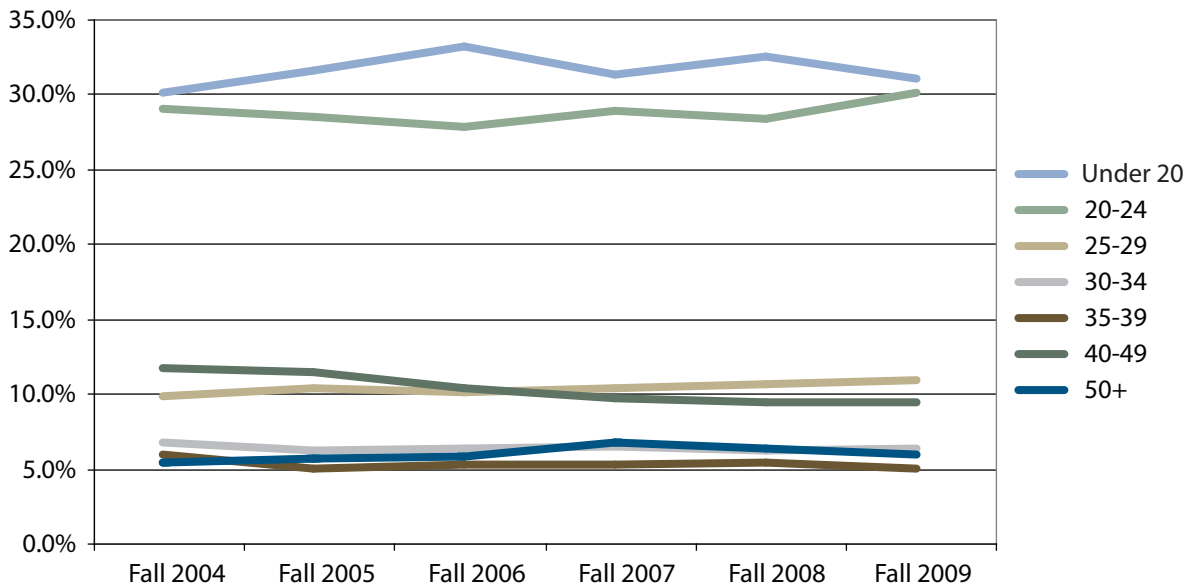
Age Group	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Under 20	3,634	3,834	4,275	4,269	5,019	4,996
20-24	3,509	3,449	3,578	3,941	4,379	4,838
25-29	1,211	1,278	1,325	1,439	1,664	1,785
30-34	840	775	837	902	985	1,039
35-39	737	635	698	747	867	839
40-49	1,435	1,397	1,348	1,344	1,488	1,540
50+	676	717	771	953	999	978
Unknown	2	4	2	2	1	2
<b>Total</b>	<b>12,044</b>	<b>12,089</b>	<b>12,834</b>	<b>13,597</b>	<b>15,402</b>	<b>16,017</b>

BY PERCENTAGE

Age Group	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Under 20	30.2%	31.7%	33.3%	31.4%	32.6%	31.2%
20-24	29.1%	28.5%	27.9%	29.0%	28.4%	30.2%
25-29	10.1%	10.6%	10.3%	10.6%	10.8%	11.1%
30-34	7.0%	6.4%	6.5%	6.6%	6.4%	6.5%
35-39	6.1%	5.3%	5.4%	5.5%	5.6%	5.2%
40-49	11.9%	11.6%	10.5%	9.9%	9.7%	9.6%
50+	5.6%	5.9%	6.0%	7.0%	6.5%	6.1%
Unknown	0.0%	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>	<b>100.0%</b>

AGE

Figure 2-5  
 Percentage of Credit Students by Age Group  
 Fall 2004–Fall 2009



The state Chancellor’s Office calculates all students’ ages at the beginning of each term for use in data analysis. The adjacent charts and tables show the distribution of credit students by age groups for six consecutive fall terms. The under 20 and the 20–24 age group make up most of the student body, currently accounting for over 60%. The 20–24 age group has increased this fall while the Under 20 age group has slightly decreased.

ETHNICITY

Figure 2-6 | Percentage of Credit Students by Ethnicity | Fall 2009

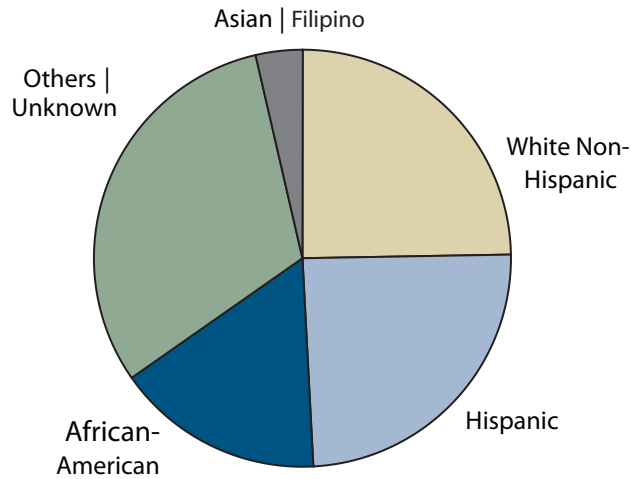


Table 2-3 | Total Credit Students by Ethnicity | Fall 2004–Fall 2009

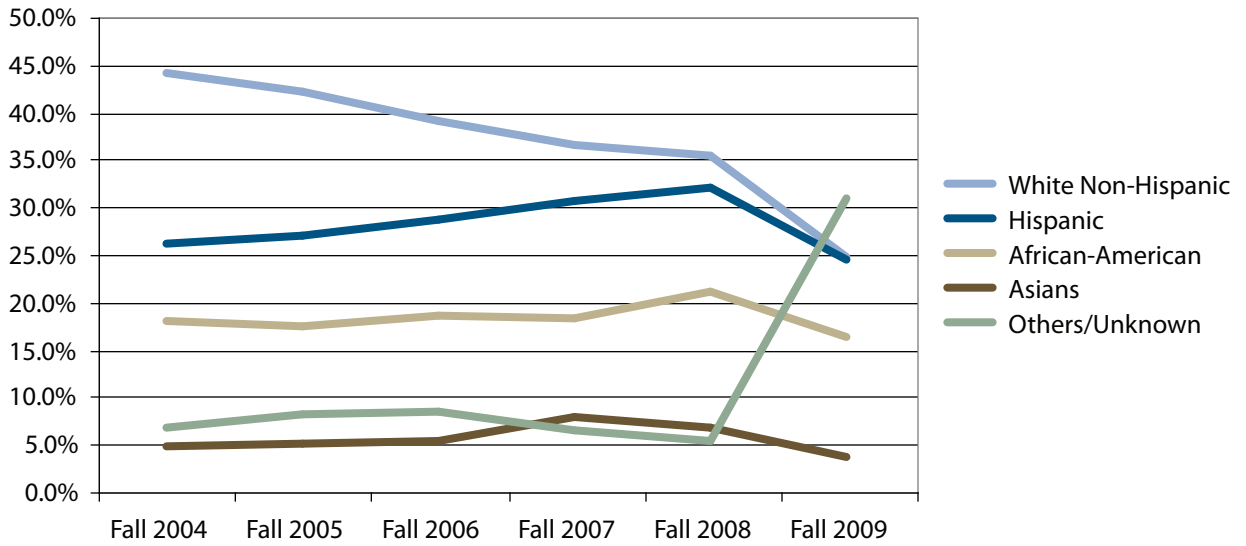
Ethnicity	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
White Non-Hispanic	5,326	5,102	5,006	4,982	5,292	3,956
Hispanic	3,136	3,275	3,690	4,160	4,777	3,899
African-American	2,174	2,110	2,387	2,497	3,136	2,621
Asian	315	314	367	358	408	300
Filipino	276	299	313	337	372	280
Other Non-White	195	206	218	268	266	0
American Indian/ Alaskan Native	131	128	133	131	158	114
Pacific Islander	56	56	50	58	69	52
Unknown	435	599	670	806	924	4,795
<b>Total</b>	<b>12,044</b>	<b>12,089</b>	<b>12,834</b>	<b>13,597</b>	<b>15,402</b>	<b>16,017</b>

BY PERCENTAGE

Ethnicity	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
White Non-Hispanic	44.2%	42.2%	39.0%	36.6%	34.1%	24.7%
Hispanic	26.0%	27.1%	28.8%	30.6%	30.7%	24.3%
African-American	18.1%	17.5%	18.6%	18.4%	20.2%	16.4%
Asian	2.6%	2.6%	2.9%	2.6%	2.6%	1.9%
Filipino	2.3%	2.5%	2.4%	2.5%	2.4%	1.7%
Other Non-White	1.6%	1.7%	1.7%	2.0%	1.7%	0.0%
American Indian/ Alaskan Native	1.1%	1.1%	1.0%	1.0%	1.0%	0.7%
Pacific Islander	0.5%	0.5%	0.4%	0.4%	0.4%	0.3%
Unknown	3.6%	5.0%	5.2%	5.9%	5.9%	29.9%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

ETHNICITY

Figure 2-7  
 Percentage of Credit Students by Ethnicity  
 Fall 2004–Fall 2009



The 2009 fact book ethnicity numbers have decreased due to a change in the data coding of ethnicity categories in the MIS data, which the Chancellor’s office has placed in the “Other/Unknown” category.

PART-TIME/FULL-TIME STATUS

Figure 2-8  
Percentage of Credit Students by Full-Time Status  
Fall 2004–Fall 2009

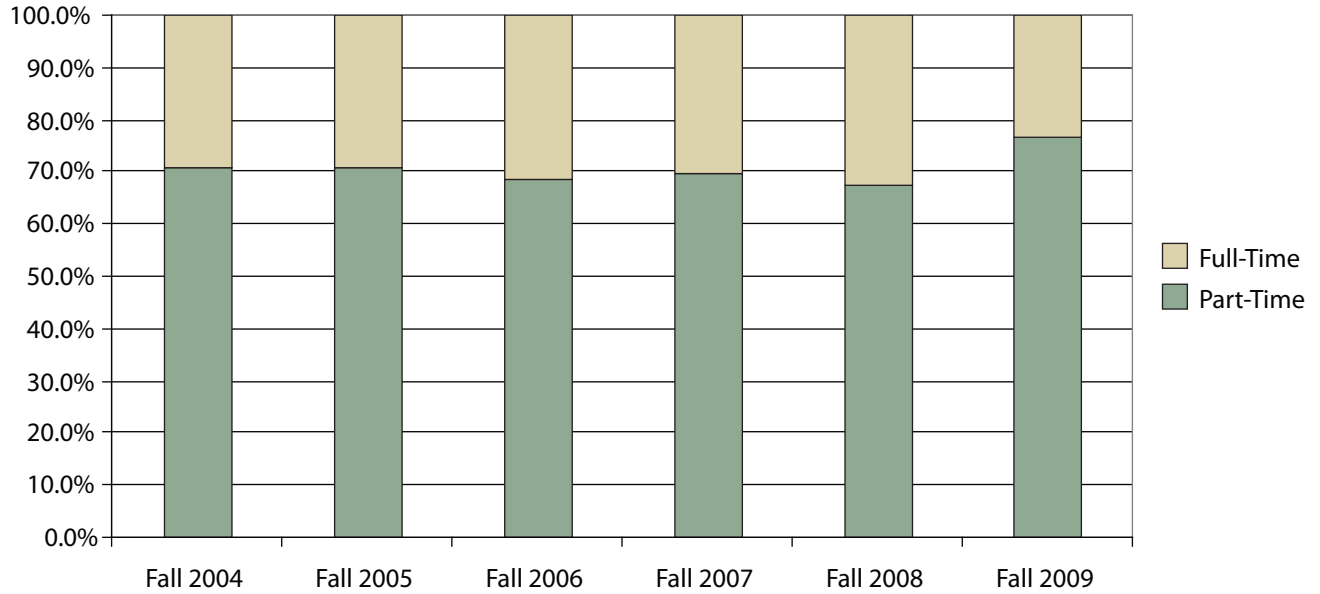


Table 2-4 | Total Credit Students by Full-Time Status | Fall 2004–Fall 2009

PT/FT	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Part-Time	8,533	8,536	8,797	9,474	10,328	12,169
Full-Time	3,511	3,553	4,037	4,123	4,931	3,702
Total	12,044	12,089	12,834	13,597	15,259	15,871

BY PERCENTAGE

PT/FT	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2009
Part-Time	72.1%	70.8%	70.6%	68.5%	69.7%	76.7%
Full-Time	27.9%	29.2%	29.4%	31.5%	30.3%	23.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

DAY / EVENING STATUS

Figure 2-9  
Percentage of Credit Students by Day/Evening Status  
Fall 2004–Fall 2009

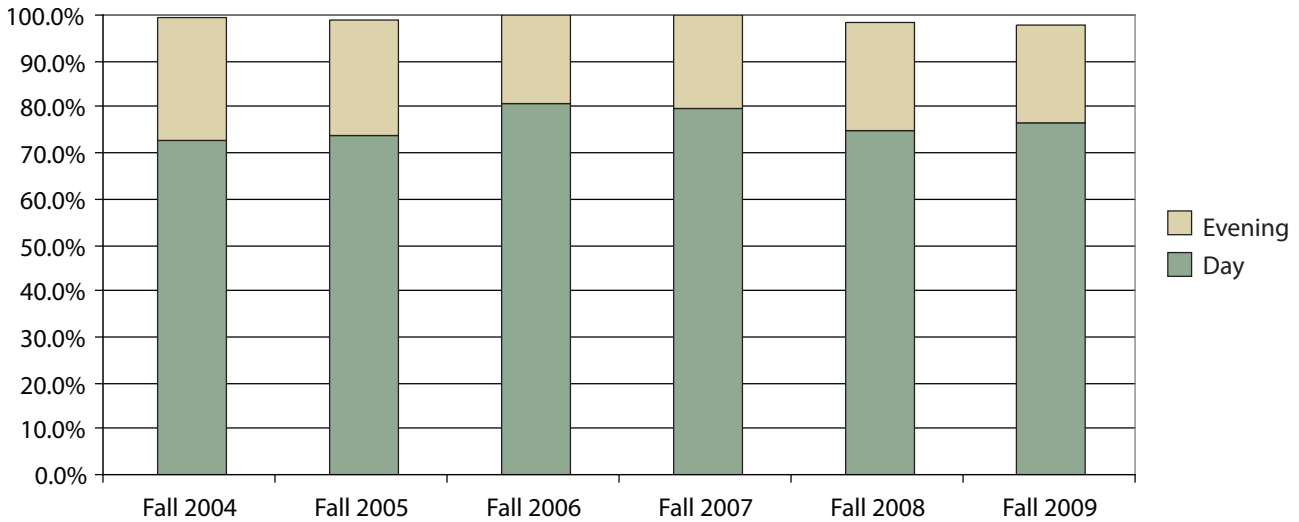


Table 2-5  
Percentage of Credit Students by Day/Evening Status  
Fall 2004–Fall 2009

Status	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Day	8,762	8,895	10,335	10,856	11,570	12,214
Evening	3,192	3,094	2,499	2,734	3,551	3,475
Unknown	90	100	0	7	281	328
<b>Total</b>	<b>12,044</b>	<b>12,089</b>	<b>12,834</b>	<b>13,597</b>	<b>15,402</b>	<b>16,017</b>

BY PERCENTAGE

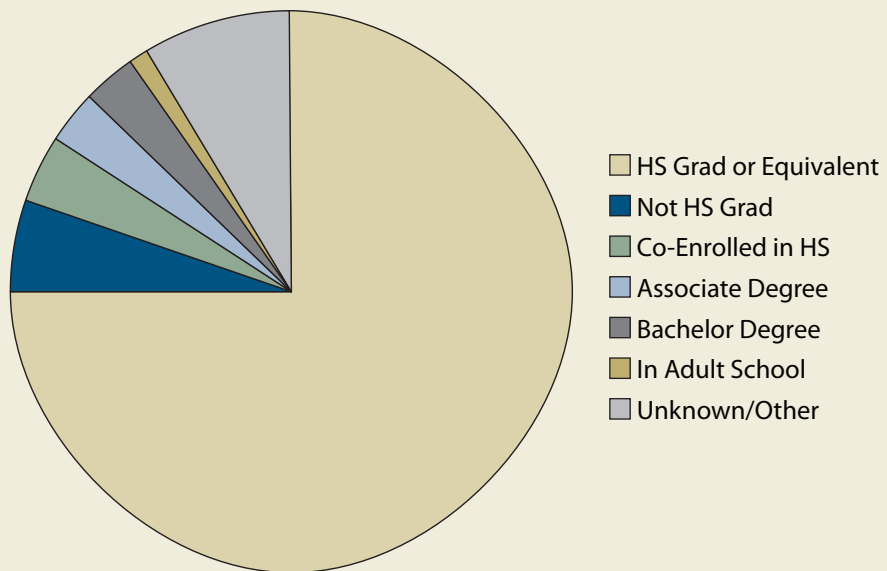
Status	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Day	72.7%	73.6%	80.5%	79.8%	75.1%	76.3%
Evening	26.5%	25.6%	19.5%	20.1%	23.1%	21.7%
Unknown	0.7%	0.8%	0.0%	0.1%	1.8%	2.0%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

The above table and graph show that the proportion of fall credit students taking at least one class during the day has increased over the previous five years. Fall 2009 shows a slight increase in day attendance. 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.



SECTION THREE | NEW AVC STUDENTS

Figure 3-1  
 Percentage of Credit Students by Educational Background  
 Fall 2009



## EDUCATIONAL BACKGROUND

Table 3-1  
Credit Students by Educational Background  
Fall 2004–Fall 2009

Educational Background	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
High School Grad or Equivalent	8,250	8,795	9,688	10,306	11,441	12,021
Not High School Grad	539	515	634	597	828	825
Co-Enrolled in High School	340	428	479	500	626	619
Associate Degree	456	472	501	552	576	508
Bachelor Degree or Higher	407	478	495	548	528	505
In Adult School	168	147	112	128	157	164
Unknown/Other	1,884	1,254	925	966	1,246	1,375
<b>Total</b>	<b>12,044</b>	<b>12,089</b>	<b>12,834</b>	<b>13,597</b>	<b>15,402</b>	<b>16,017</b>

## BY PERCENTAGE

Educational Background	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
High School Grad or Equivalent	68.5%	72.8%	75.5%	75.8%	74.3%	75.1%
Not High School Grad	4.5%	4.3%	4.9%	4.4%	5.4%	5.2%
Co-Enrolled in High School	2.8%	3.5%	3.7%	3.7%	4.1%	3.9%
Associate Degree	3.8%	3.9%	3.9%	4.1%	3.7%	3.2%
Bachelor Degree or Higher	3.4%	4.0%	3.9%	4.0%	3.4%	3.2%
In Adult School	1.4%	1.2%	0.9%	0.9%	1.0%	1.0%
Unknown/Other	15.6%	10.4%	7.2%	7.1%	8.1%	8.6%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

On average, over the past six years, approximately 4.7% of fall credit students have no diploma or high school equivalency, therefore these students could be considered “under-prepared.”

The percentage of these students has increased over the past six years and the percentage of HS grads or equivalent has increased over the same time period.



## ACADEMIC LEVEL

Figure 3-2 | Percentage of Credit Students by Academic Level | Fall 2004–Fall 2009

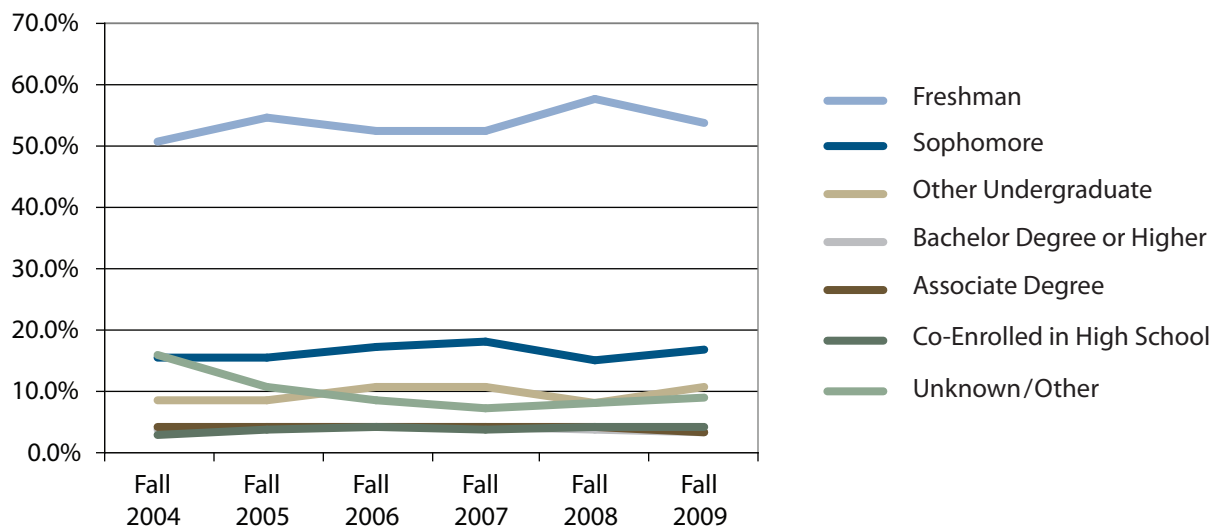


Table 3-2 | Credit Students by Academic Level | Fall 2004–Fall 2009

Academic Level	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Freshman	6,128	6,612	6,764	7,149	8,889	8,640
Sophomore	1,838	1,838	2,180	2,455	2,292	2,683
Other Undergraduate	991	1,007	1,369	1,427	1,245	1,687
Bachelor Degree or Higher	407	478	495	548	528	505
Associate Degree	456	472	501	552	576	508
Co-Enrolled in High School	340	428	479	500	626	619
Unknown/Other	1,884	1,254	1,046	966	1,246	1,375
<b>Total</b>	<b>12,044</b>	<b>12,089</b>	<b>12,834</b>	<b>13,597</b>	<b>15,402</b>	<b>16,017</b>

## BY PERCENTAGE

Academic Level	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Freshman	50.9%	54.7%	52.7%	52.6%	57.7%	53.9%
Sophomore	15.3%	15.2%	17.0%	18.1%	14.9%	16.8%
Other Undergraduate	8.2%	8.3%	10.7%	10.5%	8.1%	10.5%
Bachelor Degree or Higher	3.4%	4.0%	3.9%	4.0%	3.4%	3.2%
Associate Degree	3.8%	3.9%	3.9%	4.1%	3.7%	3.2%
Co-Enrolled in High School	2.8%	3.5%	3.7%	3.7%	4.1%	3.9%
Unknown/Other	15.6%	10.4%	8.2%	7.1%	8.1%	8.6%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Figure 3-2 indicates a large difference between the number of freshmen and sophomores over the last six years. There has been a decrease in freshmen in fall 2009 from 57.7% to 53.9%.

Note: Students with more than 60 units and no degree are considered Other Undergrads.

**ENROLLMENT STATUS**

Figure 3-3 | Percentage of Credit Students by Enrollment Status | Fall 2004–Fall 2009

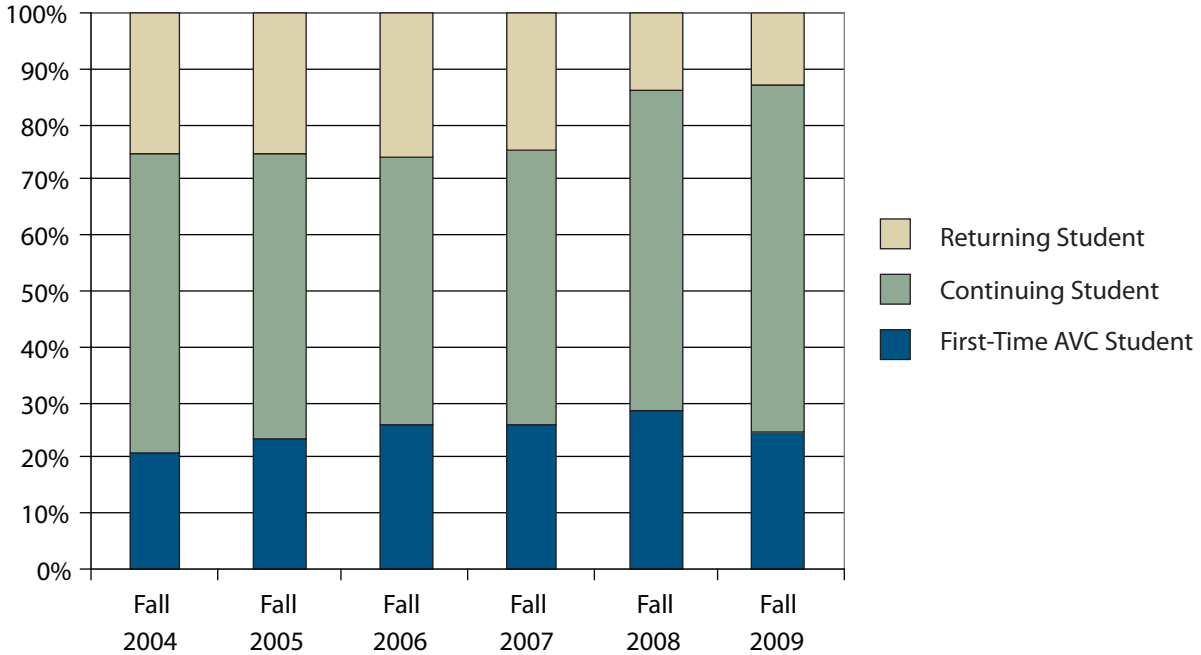


Table 3-3 | Number of Credit Students by Enrollment Status  
Fall 2004–Fall 2009

Enrollment Status	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
First-Time AVC Student	2,560	2,860	3,270	3,537	3,929	3,651
Continuing Student	6,554	6,200	6,100	6,690	8,056	9,102
Returning Student	3,040	3,042	3,318	3,370	1,907	1,789
<b>Total</b>	<b>12,154</b>	<b>12,102</b>	<b>12,688</b>	<b>13,597</b>	<b>13,892</b>	<b>14,542</b>

BY PERCENTAGE

Enrollment Status	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
First-Time AVC Student	21.1%	23.6%	25.8%	26.0%	28.3%	25.1%
Continuing Student	53.9%	51.2%	48.1%	49.2%	58.0%	62.6%
Returning Student	25.0%	25.1%	26.2%	24.8%	13.7%	12.3%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

The number of First-Time AVC Students has increased over a four-year period with a slight decrease in the last year. The percentage of Continuing Students has increased during the past three years. The percentage of Returning Students had remained relatively stagnant, decreasing in the past two years.

FIRST-TIME AND CONTINUING STUDENTS

Figure 3-4 | Continuing Students | Fall 2004–Fall 2009

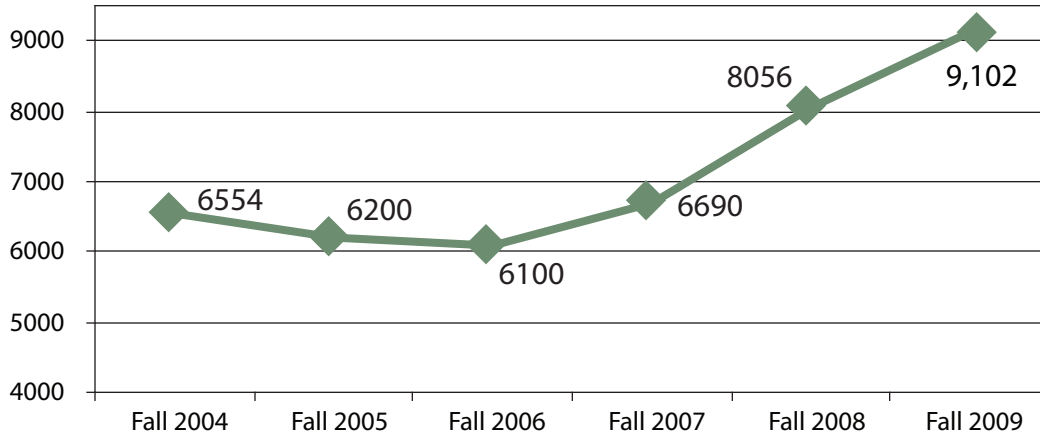
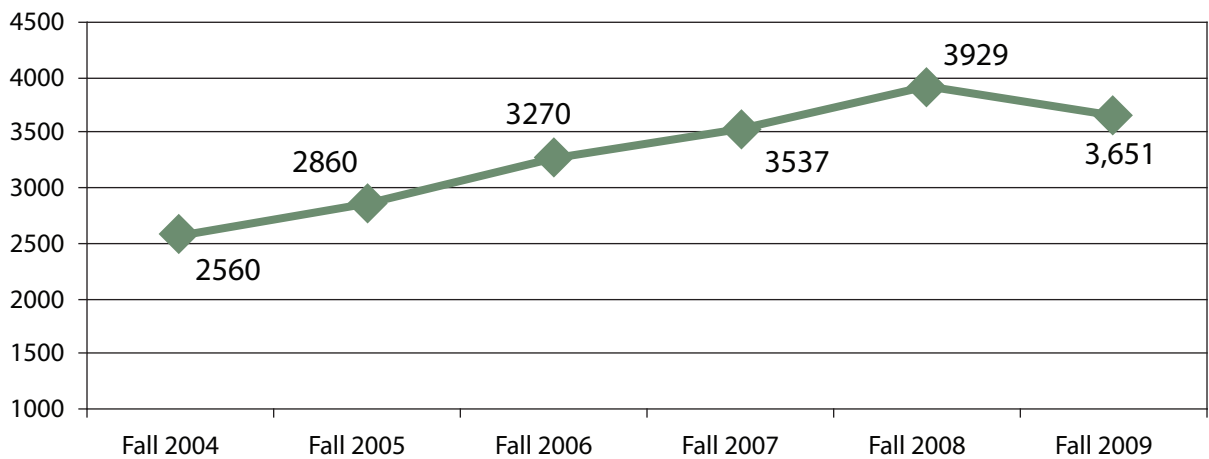


Figure 3-5 | First-Time AVC Students | Fall 2004–Fall 2009



**STATUS DEFINITIONS:**

- First-Time AVC Students are enrolled at AVC for the first time in a spring or fall term.
- Returning Students attended AVC at some point in the past and have returned to AVC.
- Continuing Students attended AVC in the previous spring.

Note: Data pulled from Banner.

FIRST-TIME STUDENTS | EDUCATIONAL BACKGROUND

Table 3-4 | First-Time Students by Educational Background and Age | Fall 2009

First-Time Students	Under 20	20-24	25-29	30-34	35-39	40-49	50+	Unknown	Total
High School Grad or Equiv	1,950	407	173	102	54	151	83	1	2,921
Not High School Grad	66	102	39	28	22	36	17	0	310
In Adult School	28	16	7	2	3	2	0	0	58
Associate Degree	0	0	0	0	0	0	0	0	0
Bachelor Degree or Higher	0	0	0	0	0	0	0	0	0
Unknown/Other	151	74	33	18	19	37	30	0	362
<b>Total</b>	<b>2,195</b>	<b>599</b>	<b>252</b>	<b>150</b>	<b>98</b>	<b>226</b>	<b>130</b>	<b>1</b>	<b>3,651</b>

BY PERCENTAGE

First-Time Students	Under 20	20-24	25-29	30-34	35-39	40-49	50+	Unknown	Total
High School Grad or Equiv	66.8%	13.9%	5.9%	3.5%	1.8%	5.2%	2.8%	0.0%	100.0%
Not High School Grad	21.3%	32.9%	12.6%	9.0%	7.1%	11.6%	5.5%	0.0%	100.0%
In Adult School	48.3%	27.6%	12.1%	3.4%	5.2%	3.4%	0.0%	0.0%	100.0%
Associate Degree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Bachelor Degree or Higher	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Unknown/Other	41.7%	20.4%	9.1%	5.0%	5.2%	10.2%	8.3%	0.0%	100.0%
<b>Total</b>	<b>60.1%</b>	<b>16.4%</b>	<b>6.9%</b>	<b>4.1%</b>	<b>2.7%</b>	<b>6.2%</b>	<b>3.6%</b>	<b>0.0%</b>	<b>100.0%</b>

Table, left, shows the number of First-Time Students by age group and educational background. Note that the total percentage of students that are not high school graduates or equivalent is 8.7%, while 76.4% of First-Time Students have a high school diploma or equivalent.

HIGH SCHOOL YIELDS

Table 3-5 | Student Yields from Feeder High Schools | Fall 2009

High School	Graduating Class Size 2009	AVC Freshman Fall 2009	High School Yield
Antelope Valley Adult	136	3	2.2%
AV Christian HS	23	1	4.3%
Antelope Valley HS	285	84	29.5%
Bethel Christian	19	7	36.8%
Boron HS	36	5	13.9%
Desert Christian	99	49	49.5%
Desert HS (Edwards)	88	29	33.0%
Desert Sands Charter School	209	12	5.7%
Desert Winds HS	53	11	20.8%
Eastside High School	445	23	5.2%
Highland HS	658	204	31.0%
Lancaster HS	509	191	37.5%
Littlerock HS	272	91	33.5%
Mojave HS	107	27	25.2%
Palmdale HS	479	157	32.8%
Paraclete HS	186	67	36.0%
Quartz Hill HS	754	280	37.1%
R. Rex Parris School	82	4	4.9%
Rosamond HS	195	61	31.3%
Tehachapi HS	260	16	6.2%
Vasquez HS	150	8	5.3%
W.J. Pete Knight HS	615	27	4.4%
<b>Average Yield</b>	<b>5,660</b>	<b>1,357</b>	<b>24.0%</b>

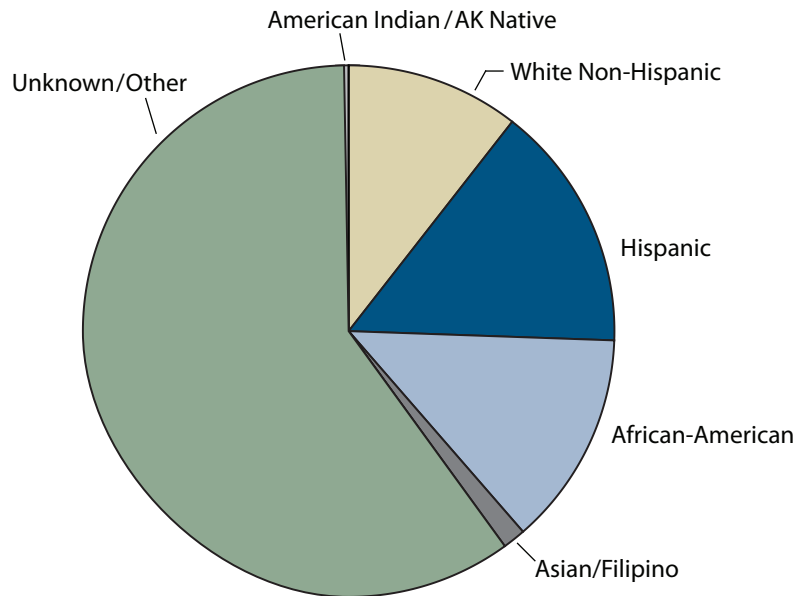
Feeder schools are defined as all high schools within the college district that supply graduates to AVC. High school yield is the percentage of each school's graduating class that enrolls at AVC within one year of graduation.

FRESHMEN | ETHNICITY

Table 3-6 | Number of First-Time Freshmen by Ethnicity | Fall 2009

Ethnicity	Students	Percentage
White Non-Hispanic	3,956	24.7%
Hispanic	3,899	24.3%
African-American	2,621	16.4%
Asian	300	1.9%
Filipino	280	1.7%
American Indian/Alaskan Native	114	0.7%
Pacific Islander	52	0.3%
Unknown	4,795	29.9%
<b>Total</b>	<b>16,017</b>	<b>100.0%</b>

Figure 3-6 | Number of First-Time Freshmen by Ethnicity | Fall 2009



The 2009 fact book ethnicity numbers have decreased due to a change in the data coding of ethnicity categories in the MIS data, which the Chancellor’s office has placed in the “Other/Unknown” category.

FIRST-TIME STUDENTS | AGE & GENDER

Table 3-7 | Number of First-Time Freshmen by Age and Gender | Fall 2009

First-Time Students	Under 20	20-24	25-29	30-34	35-39	40-49	50+	Unknown	Total
Female	1,157	287	102	82	56	142	80	0	1,906
Male	1,020	306	149	65	42	79	50	0	1,711
Unknown	18	6	1	3	0	5	0	1	34
<b>Total</b>	<b>2,195</b>	<b>599</b>	<b>252</b>	<b>150</b>	<b>98</b>	<b>226</b>	<b>130</b>	<b>1</b>	<b>3,651</b>

BY PERCENTAGE

First-Time Students	Under 20	20-24	25-29	30-34	35-39	40-49	50+	Unknown	Total
Female	60.7%	15.1%	5.4%	4.3%	2.9%	7.5%	4.2%	0.0%	52.2%
Male	59.6%	17.9%	8.7%	3.8%	2.5%	4.6%	2.9%	0.0%	46.9%
Unknown	52.9%	17.6%	2.9%	8.8%	0.0%	14.7%	0.0%	2.9%	0.9%
<b>Total</b>	<b>60.1%</b>	<b>16.4%</b>	<b>6.9%</b>	<b>4.1%</b>	<b>2.7%</b>	<b>6.2%</b>	<b>3.6%</b>	<b>0.0%</b>	<b>100.0%</b>

There is a much higher percentage of freshman males under the age of 20 compared to older freshmen age groups. Overall, there are more female first-time students enrolled than males across every age group. The differences between female and male percentages are less for first-time students than for all credit students for fall 2009 (see Table 2-1).

SECTION FOUR | SPECIFIC STUDENT POPULATIONS



SPECIFIC POPULATIONS

Table 4-1 | Specific Student Populations | Fall 2004–Fall 2009

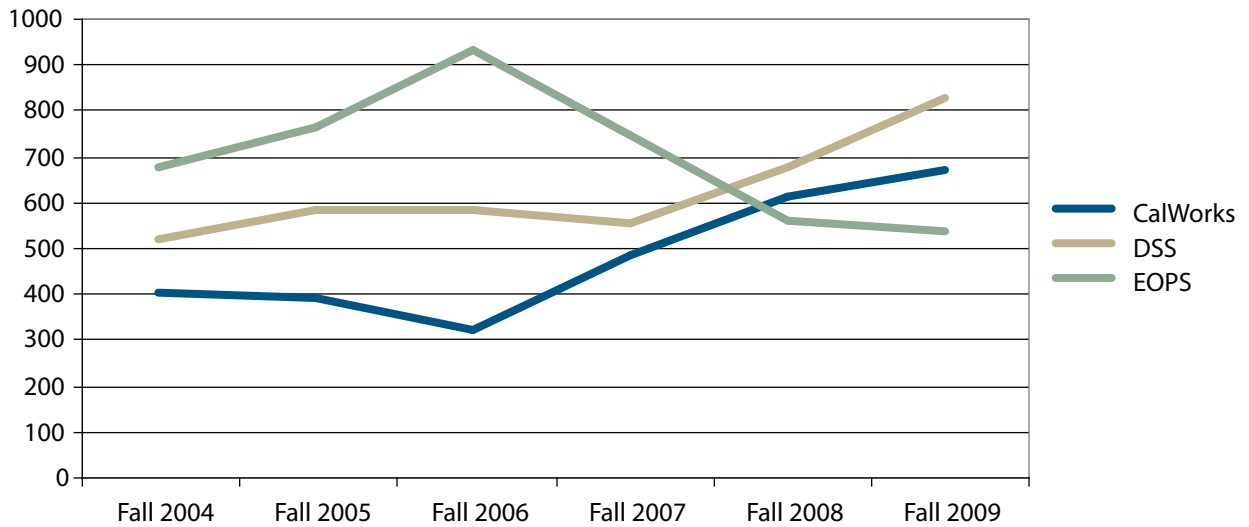
Program	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
CalWORKs	401	391	322	483	609	669
DSS	519	582	589	552	676	826
EOPS	677	763	933	747	558	537
<b>Total</b>	<b>1,597</b>	<b>1,736</b>	<b>1,844</b>	<b>1,782</b>	<b>1,835</b>	<b>2,032</b>

BY PERCENTAGE

Program	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
CalWORKs	3.3%	3.2%	2.5%	3.6%	3.9%	4.2%
DSS	4.3%	4.8%	4.5%	4.1%	4.4%	5.2%
EOPS	5.6%	6.3%	7.3%	5.5%	3.6%	3.4%
<b>Total</b>	<b>13.3%</b>	<b>14.4%</b>	<b>14.4%</b>	<b>13.1%</b>	<b>11.8%</b>	<b>12.7%</b>

Total Student Population	12,044	12,089	12,834	13,597	15,535	16,017
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Figure 4-1 | Specific Student Populations | Fall 2004–Fall 2009



In the past year, California Work Opportunity and Responsibility to Kids (CalWORKs) participation has increased 10% over last year while Extended Opportunity Programs and Services (EOPS) participation showed a slight decrease.

**GENDER**

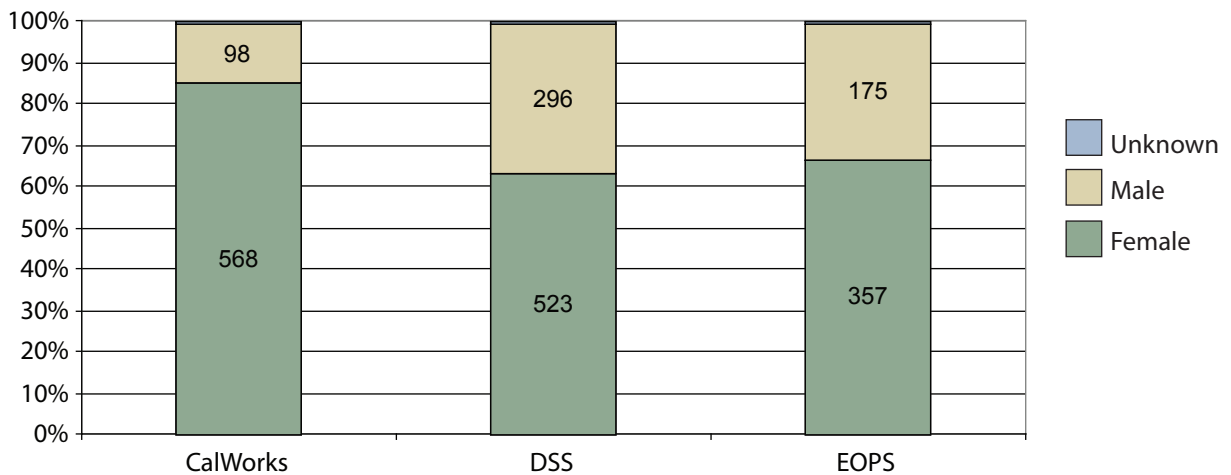
Table 4-2 | Specific Student Populations by Gender | Fall 2009

Gender	CalWORKs	DSS	EOPS
Female	568	523	357
Male	98	296	175
Unknown	3	7	5
<b>Total</b>	<b>669</b>	<b>826</b>	<b>537</b>

BY PERCENTAGE

Gender	CalWORKs	DSS	EOPS
Female	84.9%	63.3%	66.5%
Male	14.6%	35.8%	32.6%
Unknown	0.4%	0.8%	0.9%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Figure 4-2 | Specific Student Populations by Gender | Fall 2009



CalWORKs serves many single parents and is 84.9% female. Likewise, EOPS and Disabled Student Services (DSS) have higher percentages of female students but DSS more closely matches the general female student percentage of 63.3%.

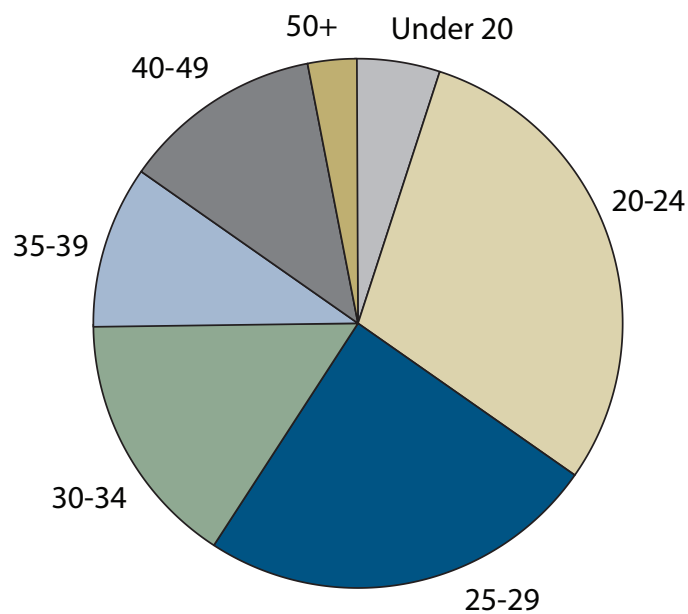


**AGE**

Table 4-3 | Specific Student Populations by Age | Fall 2009

Age Group	CalWORKs	DSS	EOPS
Under 20	33	135	81
20-24	200	183	167
25-29	163	87	77
30-34	105	63	49
35-39	65	60	38
40-49	83	153	77
50+	20	145	48
<b>Total</b>	<b>609</b>	<b>826</b>	<b>537</b>
BY PERCENTAGE			
Age Group	CalWORKs	DSS	EOPS
Under 20	4.9%	16.3%	15.1%
20-24	29.9%	22.2%	31.1%
25-29	24.4%	10.5%	14.3%
30-34	15.7%	7.6%	9.1%
35-39	9.7%	7.3%	7.1%
40-49	12.4%	18.5%	14.3%
50+	3.0%	17.6%	8.9%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Figure 4-3 | CalWORKs Participants by Age | Fall 2009



The CalWORKs program supports low-income parents, therefore students served by this program tend to be older than the general AVC population.

AGE

Figure 4-4 | DSS Participants by Age | Fall 2009

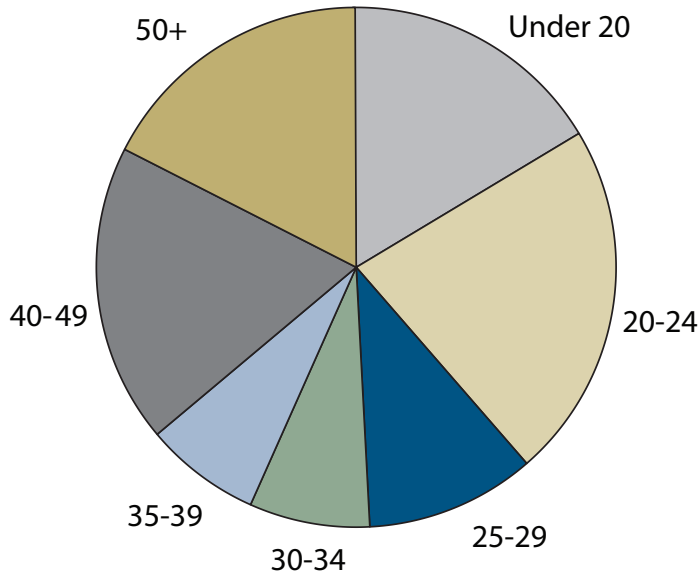
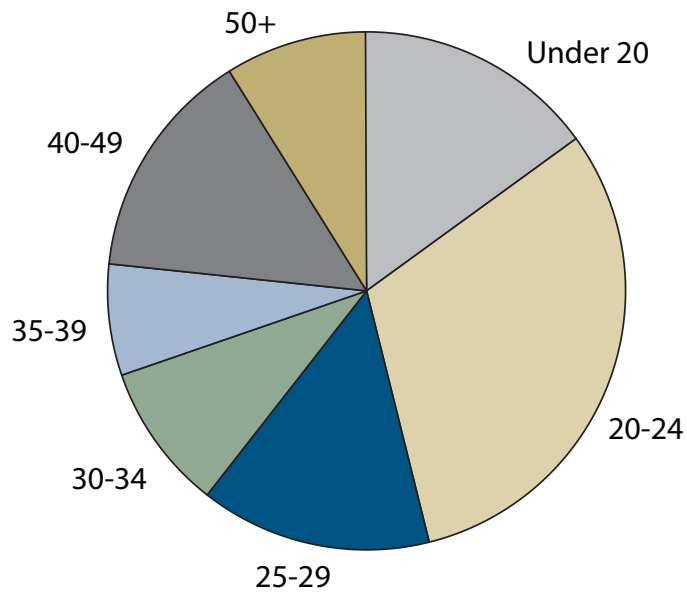


Figure 4-5 | EOPS Participants by Age | Fall 2009



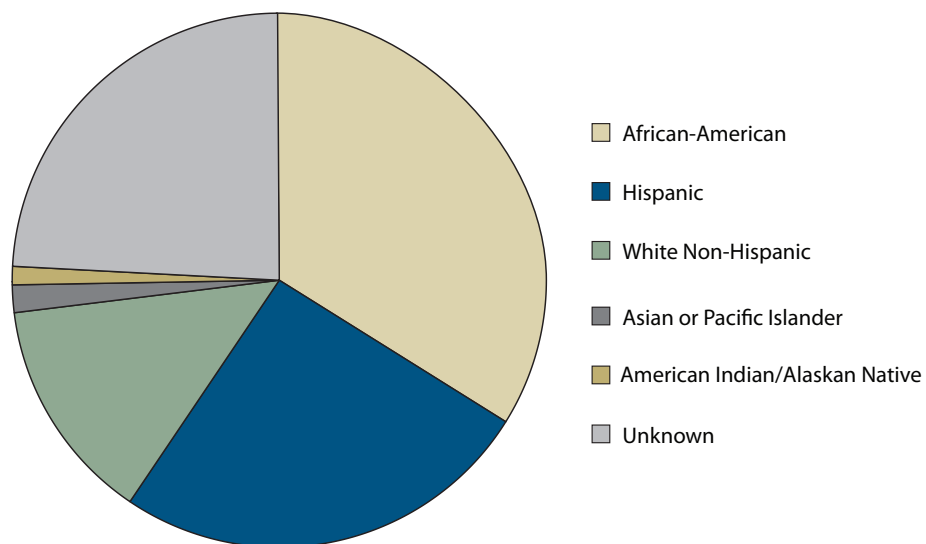
The percentage of students served by the DSS program is moderately distributed through the age groups.

ETHNICITY

Table 4-4 | Specific Student Populations by Ethnicity | Fall 2009

Ethnicity	CalWORKs	DSS	EOPS
African-American	227	250	225
Hispanic	170	125	132
White Non-Hispanic	92	212	83
Asian or Pacific Islander	10	31	13
American Indian/Alaskan Native	8	12	5
Unknown	162	196	79
<b>Total</b>	<b>669</b>	<b>826</b>	<b>537</b>
BY PERCENTAGE			
Ethnicity	CalWORKs	DSS	EOPS
African-American	33.9%	30.3%	41.9%
Hispanic	25.4%	15.1%	24.6%
White Non-Hispanic	13.8%	25.7%	15.5%
Asian or Pacific Islander	1.5%	3.8%	2.4%
American Indian/Alaskan Native	1.2%	1.5%	0.9%
Unknown	24.2%	23.7%	14.7%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

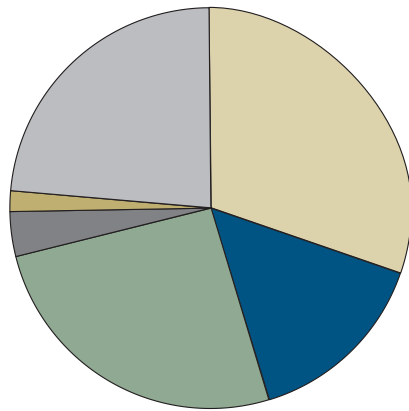
Figure 4-6 | CalWORKs Participants by Ethnicity | Fall 2009



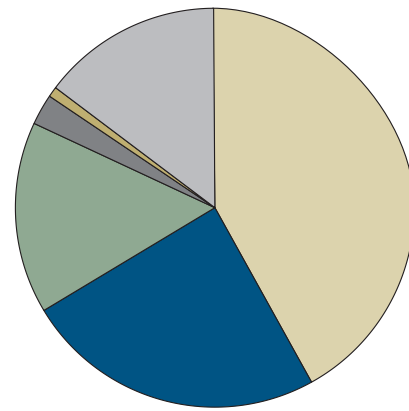
The CalWORKs program serves a much higher percentage of African-American students (33.9%) followed by Hispanic students (25.4%) and white non-Hispanic students (13.8%) as the top three participants in the program.

**ETHNICITY**

**Figure 4-7**  
DSS Participants by Ethnicity | Fall 2009



**Figure 4-8**  
EOPS Participants by Ethnicity | Fall 2009



- African-American
- Hispanic
- White Non-Hispanic
- Asian or Pacific Islander
- American Indian / Alaskan Native
- Unknown

The majority of students served by the DSS program are white non-Hispanic. EOPS serves a much higher percentage of African-American students (41.9%) compared with Hispanic (24.6%) and white non-Hispanic students (15.5%) as the top three participants in the program. The 2009 fact book ethnicity numbers have decreased due to a change in the data coding of ethnicity categories in the MIS data, which the Chancellor’s Office has placed in the “Other/Unknown” category.

**FINANCIAL AID**

**Table 4-5 | Financial Aid Sources | 2008–2009**

Financial Aid	Students	Amount
Federal Work Study	71	\$222,678
Scholarship (non-institutional)	157	\$157,972
Stafford Loan (subsidized)	2,095	\$6,664,437
Stafford Loan (unsubsidized)	1,246	\$4,711,162
<b>Stafford Loan Total</b>	<b>3,341</b>	<b>\$11,375,599</b>
PLUS loan: parent loan for undergraduate student.	4	\$39,282
Academic Competitiveness Grant	45	\$35,025
Cal Grant B	728	\$830,209
Cal Grant C	127	\$44,076
EOPS Grant	526	\$239,151
CARE Grant	148	\$154,782
Chafee Grant	58	\$228,539
Pell Grant	6,329	\$15,632,552
SEOG	366	\$258,875
Other Grant (non-institutional)	30	\$20,557
<b>Grant Total</b>	<b>8,357</b>	<b>\$17,443,766</b>
<b>Grand Total</b>	<b>11,930</b>	<b>\$29,239,297</b>

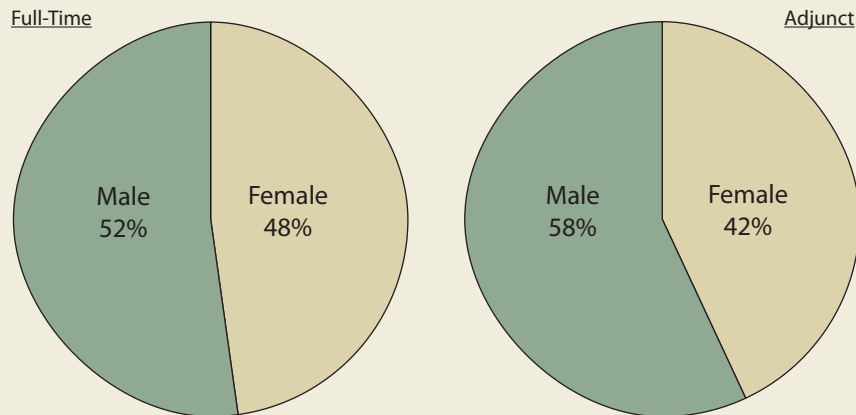


## SECTION FIVE | FACULTY AND STAFF

Table 5-1 | Gender Distribution of Faculty | Fall 2009

Faculty	Full-Time		Adjunct		All	
Female	92	48.4%	179	42.1%	271	44.1%
Male	98	51.6%	246	57.9%	344	55.9%
Total	190	100.0%	425	100.0%	615	100.0%

Figure 5-1  
Gender Distribution of Faculty  
Fall 2009



Both full-time and adjunct faculty have a larger percentage of males than females. In addition, full-time faculty has a larger percentage of white non-Hispanic faculty than adjunct faculty. However, there is a large percentage of unknown ethnic data for adjunct faculty.

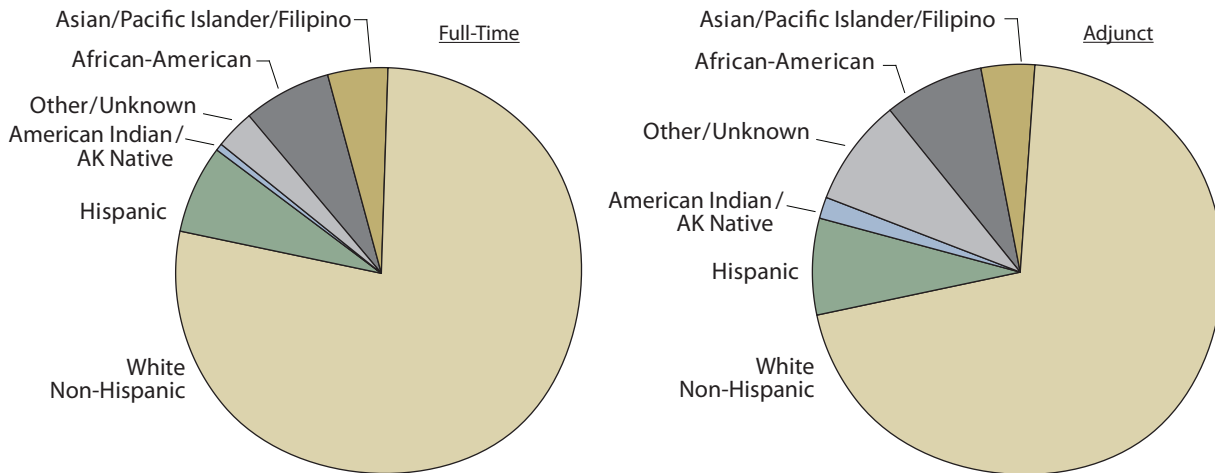
The Classified and Confidential Management Supervisory staff has a large percentage of females and white non-Hispanics (see Table 5-3).

**FACULTY BY ETHNICITY**

**Table 5-2 | Ethnic Distribution of Faculty | Fall 2009**

Faculty	Full-Time		Adjunct		All	
African-American	13	6.8%	33	7.8%	46	7.5%
Asian, Pacific Islander, Filipino	9	4.7%	18	4.2%	27	4.4%
White Non-Hispanic	148	77.9%	300	70.6%	448	72.8%
Hispanic	13	6.8%	32	7.5%	45	7.3%
American Indian/Alaskan Native	1	0.5%	6	1.4%	7	1.1%
Other/Unknown	6	3.2%	36	8.5%	42	6.8%
<b>Total</b>	<b>190</b>	<b>100.0%</b>	<b>425</b>	<b>100.0%</b>	<b>615</b>	<b>100.0%</b>

**Figure 5-2 | Ethnic Distribution of Faculty | Fall 2009**



**CLASSIFIED STAFF**

**Table 5-3 | Gender of Classified Staff | Fall 2009**

Gender	Headcount	Percent	FTE
Female	145	64%	142.3
Male	83	36%	81.5
<b>Total</b>	<b>228</b>	<b>100%</b>	<b>223.8</b>

**Table 5-4 | Ethnicity of Classified Staff | Fall 2009**

Ethnicity	Headcount	Percent	FTE
African-American	32	14.0%	31.4
Asian, Pacific Islander, Filipino	9	3.9%	8.8
White Non-Hispanic	143	62.7%	140.4
Hispanic	31	13.6%	30.4
American Indian/Alaskan Native	1	0.4%	1.0
Unknown	12	5.3%	11.8
<b>Total</b>	<b>228</b>	<b>100.0%</b>	<b>223.8</b>



## SECTION SIX | OUTCOMES AND MEASURES OF SUCCESS

Table 6-1 | Student Credit Ratio | Spring 2009

Units Attempted	Percent of Units Completed				Total
	0%	1 to 50%	51 to 99%	100%	
0.5 to 2.5	172	11	3	534	720
3.0 to 5.5	1,127	113	70	2,567	3,877
6.0 to 8.5	760	671	255	1,909	3,595
9.0 to 11.5	384	1,078	679	1,372	3,513
12.0 to 14.5	204	537	967	1,836	3,544
15.0 to 17.5	23	92	294	472	881
18.0+	1	15	83	136	235
<b>Grand Total</b>	<b>2,671</b>	<b>2,517</b>	<b>2,351</b>	<b>8,826</b>	<b>16,365</b>

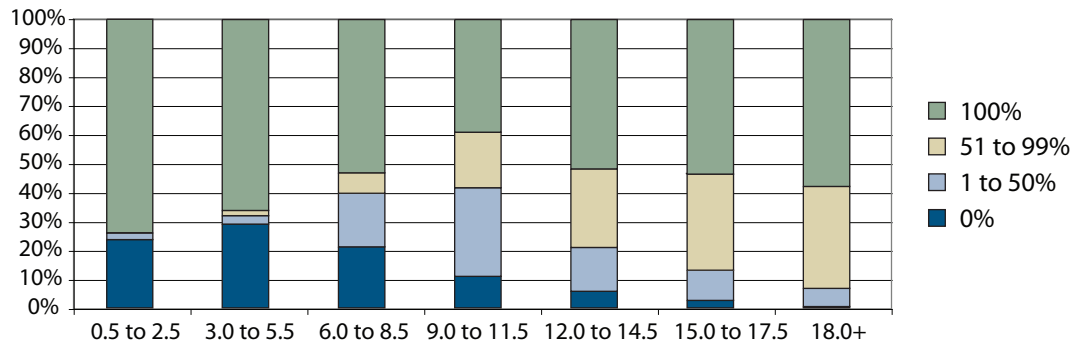
### BY PERCENTAGE

Units Attempted	Percent of Units Completed				Total
	0.0%	1 to 50%	51 to 99%	100.0%	
0.5 to 2.5	23.9%	1.5%	0.4%	74.2%	4.4%
3.0 to 5.5	29.1%	2.9%	1.8%	66.2%	23.7%
6.0 to 8.5	21.1%	18.7%	7.1%	53.1%	22.0%
9.0 to 11.5	10.9%	30.7%	19.3%	39.1%	21.5%
12.0 to 14.5	5.8%	15.2%	27.3%	51.8%	21.7%
15.0 to 17.5	2.6%	10.4%	33.4%	53.6%	5.4%
18.0+	0.4%	6.4%	35.3%	57.9%	1.4%
<b>Grand Total</b>	<b>16.3%</b>	<b>15.4%</b>	<b>14.4%</b>	<b>53.9%</b>	<b>100.0%</b>

The Student Credit Ratio is the ratio between the number of units attempted at census and the number of units completed. The above table shows the number of students that completed all units they enrolled in (100%), at least half the units they enrolled in (51–99%), less than half (1–50%), or none (0%). The table shows 54.2% of students completed all the units they enrolled in at census for fall 2008. Note that part-time students attempting between 6–12 units, are less likely to complete 100% than students taking less than six or more than 12 units. Part-time students taking less than 6 units are more likely to complete all units than all other students. Note: the discrepancy between population totals, 13,986 for the Student Credit Ratio total and 14,131 for the overall student population total, is accounted for by students enrolling in 0 units.

STUDENT CREDIT RATIO

Figure 6-1 | Student Credit Ratio | Spring 2009



PERSISTENCE

Figure 6-2 | Student Term Persistence over Eight Semesters | Fall 2005– Fall 2008 Cohorts

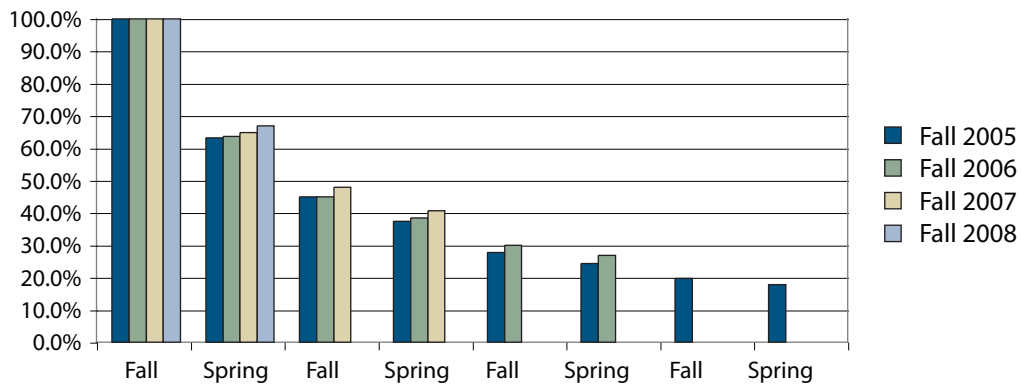


Table 6-2 | Student Term Persistence over Eight Semesters | Fall 2005 to Fall 2008 Cohorts

First Term	Start	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8
Fall 2005	12,094	7,645	5,439	4,519	3,349	2,942	2,386	2,150
Fall 2006	12,686	8,077	5,694	4,878	3,805	3,412		
Fall 2007	13,608	8,832	6,524	5,527				
Fall 2008	15,065	10,086						

BY PERCENTAGE								
First Term	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Fall 2005	100.0%	63.2%	45.0%	37.4%	27.7%	24.3%	19.7%	17.8%
Fall 2006	100.0%	63.7%	44.9%	38.5%	30.0%	26.9%		
Fall 2007	100.0%	64.9%	47.9	40.6				
Fall 2008	100.0%	66.9%						

Student Term Persistence applies to a cohort of students tracked across several terms. To be counted as persisting from one term to the next, a student must be enrolled past census in at least one course during both terms. Figure 6-2 shows the persistence rates for four cohorts of fall credit students over eight semesters, fall and spring terms only. Note that the trend is nearly the same for all four cohorts. By the eighth semester, the fall 2005 cohort only retained 17.8% of the original students. Note: This study does not suggest why students fail to return to AVC, including those who have completed their educational goals.



PERSISTENCE

Figure 6-3  
 First-Time Student Term Persistence over Eight Semesters  
 Fall 2005 to Fall 2008 Cohorts

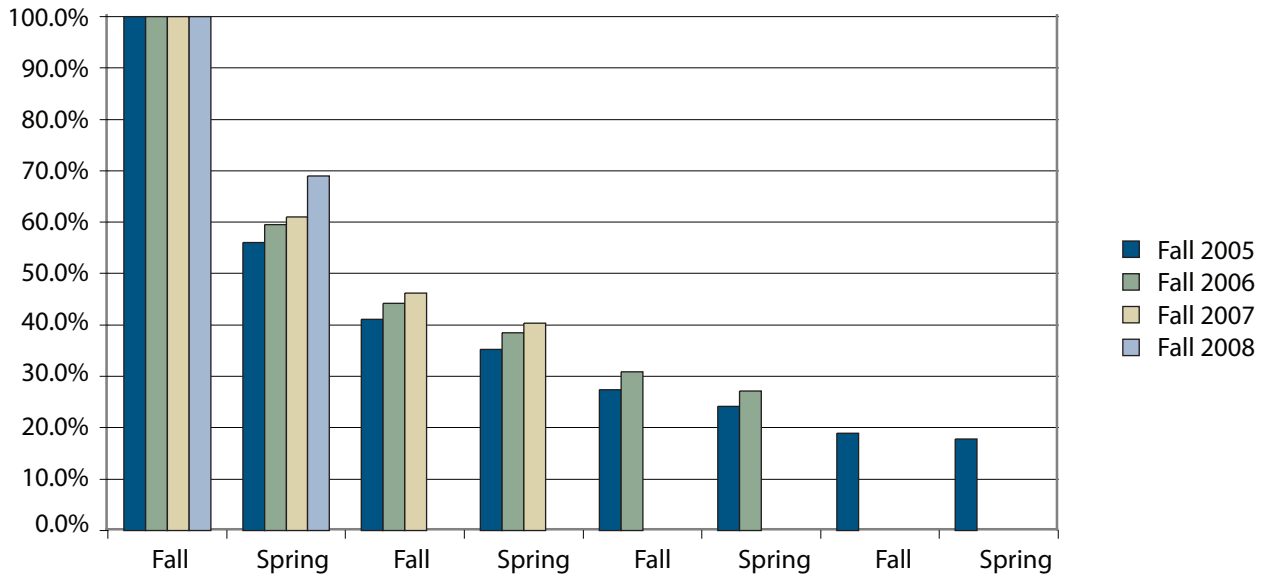


Table 6-3  
 First-Time Student Term Persistence over Eight Semesters  
 Fall 2005 to Fall 2008 Cohorts

First Term	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Fall 2005	2,857	1,602	1,175	1,006	784	691	540	508
Fall 2006	3,269	1,947	1,446	1,258	1,010	887		
Fall 2007	3,542	2,161	1,637	1,429				
Fall 2008	3,737	2,580						

BY PERCENTAGE

First Term	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Fall 2005	100.0%	56.1%	41.1%	35.2%	27.4%	24.2%		
Fall 2006	100.0%	59.6%	44.2%	38.5%				
Fall 2007	100.0%	61.0%	46.2%	40.3%				
Fall 2008	100.0%	69.0%						

Student Term Persistence applies to a cohort of students tracked across several terms. To be counted as persisting from one term to the next, a student must be enrolled past census in at least one course during both terms. Figure 6-3 shows the persistence rates for four cohorts of fall credit students over eight semesters, fall and spring terms only. Note that the trend is toward higher retention for more recent cohorts. By the eighth semester, the fall 2005 cohort only retained 17% of the original students. Note: This study does not suggest why students fail to return to AVC, including those who have completed their educational goals.

DEGREES AND CERTIFICATES

Table 6-4  
 Degrees and Certificates Awarded  
 2004-2005 to 2009-2010

Degrees and Certificates	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010*
Associate in Arts	614	524	641	646	690	284
Associate in Science	258	251	269	344	376	196
<b>Total Degrees</b>	<b>872</b>	<b>775</b>	<b>910</b>	<b>990</b>	<b>1066</b>	<b>480</b>
Total Degrees (Unduplicated)	834	737	890	919	1040	469
<b>Total Certificates</b>	<b>240</b>	<b>231</b>	<b>208</b>	<b>272</b>	<b>312</b>	<b>165</b>
Total Certificates (Unduplicated)	202	199	183	234	293	152
<b>Total Awarded</b>	<b>1,112</b>	<b>1,006</b>	<b>1,118</b>	<b>1,262</b>	<b>1,378</b>	<b>645</b>
Total Awarded (Unduplicated)	1,036	936	1,073	1,153	1,333	621

Overall in the past six school terms (not including 2009-2010), the number of degrees and certificates awarded has increased. There was a significant decrease in the number of degrees awarded in 2005-2006. Unduplicated data counts individuals that have received a degree or certificate.

\* School term 2009-2010 includes data from fall 2009 only.

DEGREES AND CERTIFICATES | GENDER

Table 6-5  
 Percentage of Certificate and Degree Recipients by Gender  
 2004-2005 to 2009-2010

School Year	Certificate Recipients			Degree Recipients		
	Female	Male	Unknown	Female	Male	Unknown
2004-2005	115	86	1	575	258	1
2005-2006	101	95	3	483	247	7
2006-2007	91	91	1	588	292	10
2007-2008	82	147	5	579	320	20
2008-2009	139	171	2	678	380	8
2009-2010*	75	89	1	304	170	6

DEGREES AND CERTIFICATES | GENDER

Figure 6-4 | Degree Recipients by Gender | 2004-2005 to 2009-2010

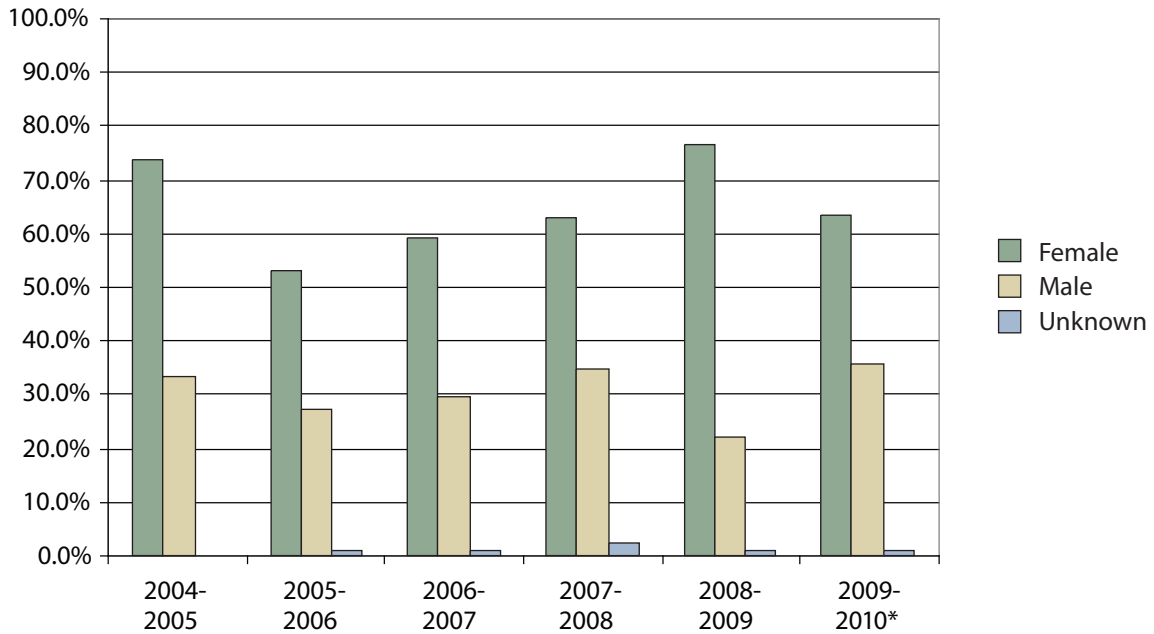
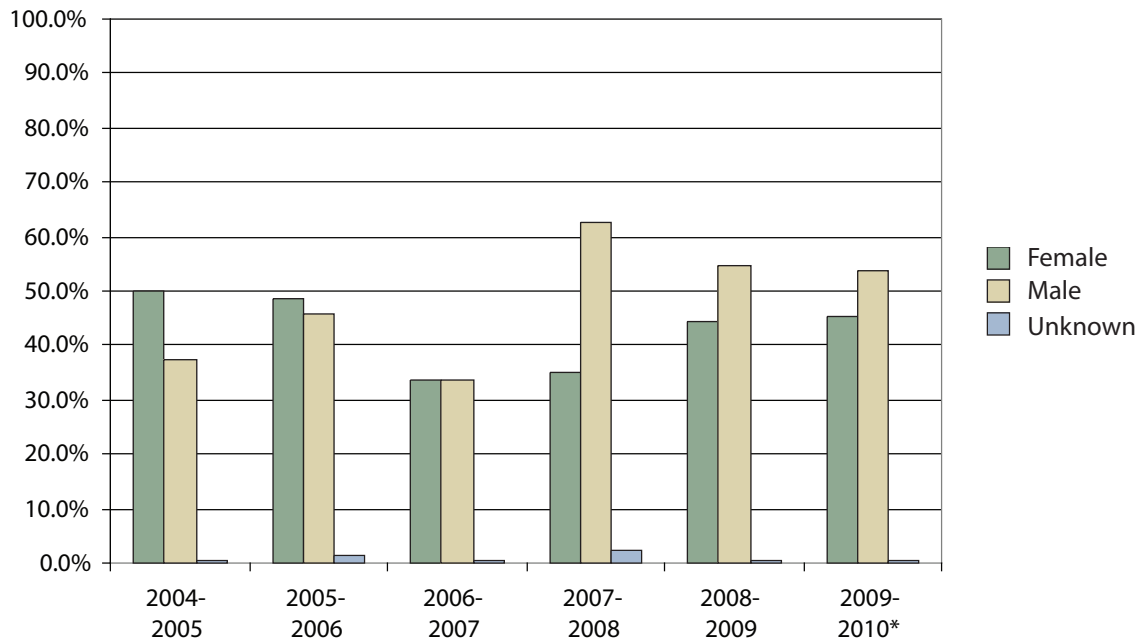


Figure 6-5 | Certificate Recipients by Gender | 2004-2005 to 2009-2010



As seen from the charts above, over the past six years roughly 65% of degree recipients and 43% of certificate recipients were female. The percentage of female degree recipients is slightly higher than the 58.8% female student body and suggests that women earn degrees at a higher rate than men. \* School term 2009-2010 includes data from fall 2009 only.

DEGREES | ETHNICITY

Figure 6-6 | Degree Recipients by Ethnicity | 2004-2005 to 2009-2010

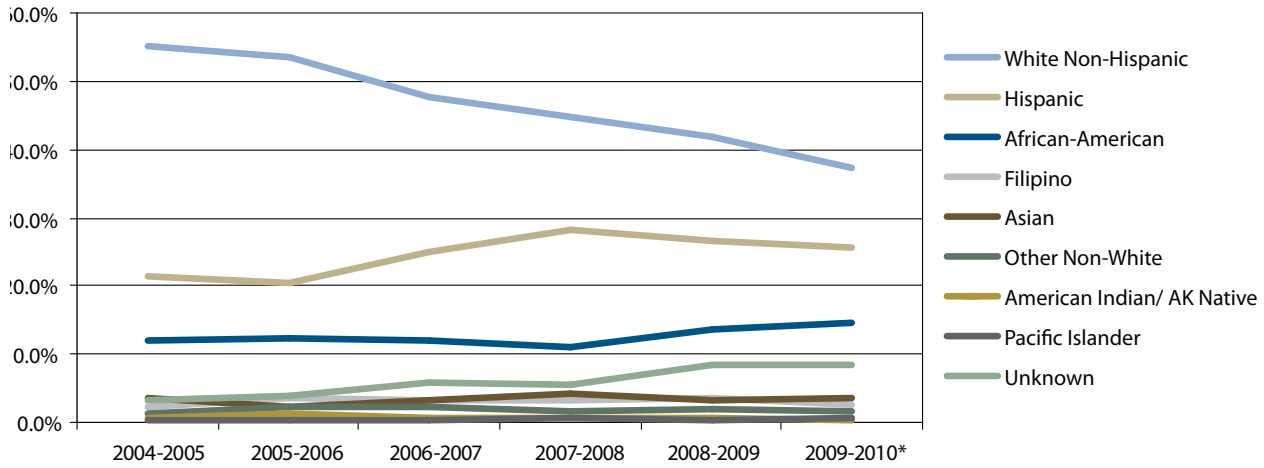


Table 6-6 | Degree Recipients by Ethnicity | 2004-2005 to 2009-2010

Ethnicity	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010*
White Non-Hispanic	459	394	423	405	417	181
Hispanic	179	150	222	255	266	124
African-American	100	90	106	101	136	70
Filipino	19	27	29	30	36	13
Asian	30	17	29	39	31	17
Other Non-White	11	17	19	16	19	8
American Indian/ AK Native	6	10	7	5	7	1
Pacific Islander	3	3	3	6	4	3
Unknown	27	29	52	49	83	41
<b>Total Degrees (Unduplicated)</b>	<b>834</b>	<b>737</b>	<b>890</b>	<b>906</b>	<b>999</b>	<b>485</b>

BY PERCENTAGE

Ethnicity	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010*
White Non-Hispanic	55.0%	53.5%	47.5%	44.7%	41.7%	37.3%
Hispanic	21.5%	20.4%	24.9%	28.1%	26.6%	25.6%
African-American	12.0%	12.2%	11.9%	11.1%	13.6%	14.4%
Filipino	2.3%	3.7%	3.3%	3.3%	3.6%	2.7%
Asian	3.6%	2.3%	3.3%	4.3%	3.1%	3.5%
Other Non-White	1.3%	2.3%	2.1%	1.8%	1.9%	1.6%
American Indian/ AK Native	0.7%	1.4%	0.8%	0.6%	0.7%	0.2%
Pacific Islander	0.4%	0.4%	0.3%	0.7%	0.4%	0.6%
Unknown	3.2%	3.9%	5.8%	5.4%	8.3%	8.5%
<b>Total Degrees (Unduplicated)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Over the past six years an average of 46% of AVC degree recipients were white non-Hispanic. The percentage of Hispanic students earning an AA or AS degree had a noticeable increase in the 2003-2004 and again in the 2006-2007 academic years. The percentage of African-American degree recipients has decreased over the past six school years (excluding 2009-2010).

\* School term 2009-2010 includes data from fall 2009 only.

CERTIFICATES | ETHNICITY

Figure 6-7 | Certificate Recipients by Ethnicity | 2004-2005 to 2009-2010

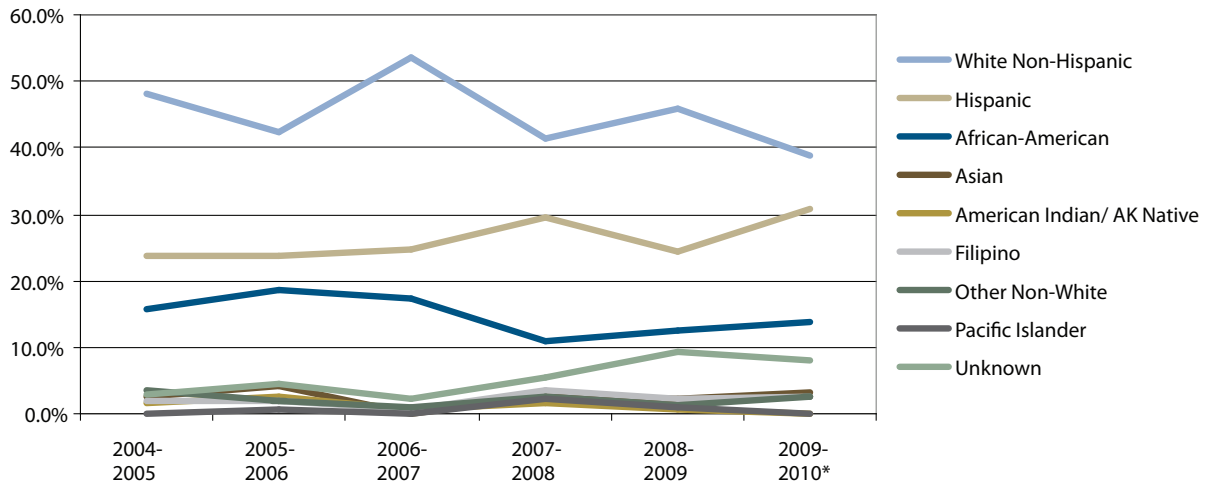


Table 6-7 | Certificate Recipients by Ethnicity | 2004-2005 to 2009-2010

Ethnicity	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010*
White Non-Hispanic	97	84	98	109	134	59
Hispanic	48	47	45	78	71	47
African-American	32	37	32	29	37	21
Asian	5	8	0	7	7	5
American Indian/ AK Native	3	5	1	4	2	0
Filipino	4	4	1	9	7	4
Other Non-White	7	4	2	7	4	4
Pacific Islander	0	1	0	6	3	0
Unknown	6	9	4	14	27	12
<b>Total Certificates (Unduplicated)</b>	<b>202</b>	<b>199</b>	<b>183</b>	<b>263</b>	<b>292</b>	<b>152</b>

BY PERCENTAGE

Ethnicity	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010*
White Non-Hispanic	48.0%	42.2%	53.6%	41.4%	45.9%	38.8%
Hispanic	23.8%	23.6%	24.6%	29.7%	24.3%	30.9%
African-American	15.8%	18.6%	17.5%	11.0%	12.7%	13.8%
Asian	2.5%	4.0%	0.0%	2.7%	2.4%	3.3%
American Indian/ AK Native	1.5%	2.5%	0.5%	1.5%	0.7%	0.0%
Filipino	2.0%	2.0%	0.5%	3.4%	2.4%	2.6%
Other Non-White	3.5%	2.0%	1.1%	2.7%	1.4%	2.6%
Pacific Islander	0.0%	0.5%	0.0%	2.3%	1.0%	0.0%
Unknown	3.0%	4.5%	2.2%	5.3%	9.2%	7.9%
<b>Total Certificates (Unduplicated)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Over the past six years an average of 44.9% of AVC certificate recipients were white non-Hispanic. In the last year (excluding 2009-2010), the percentage of white non-Hispanic certificate recipients has increased, from 41.4% to 45.9%. Hispanic certificate recipients' percentages have remained relatively stagnant over the past five years.

\* School term 2009-2010 includes data from fall 2009 only.



## SECTION SEVEN | 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 7-1 | Overall Transfer Rates | 1999-2000 to 2003-2004**

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Transferred Student	464	464	504	561	439
Cohort Student	1,525	1,506	1,681	1,731	1,276
Transfer Rate	30%	31%	30%	32%	34%

## ETHNICITY

Table 7-2 | Transfer Rates by Ethnicity | 1999-2000 to 2003-2004

Ethnicity	1999-2000			2000-2001			2001-2002			2002-2003			2003-2004		
	Transferred	Co-hort	Per-cent	Transferred	Co-hort	Per-cent	Transferred	Co-hort	Per-cent	Transferred	Co-hort	Per-cent	Transferred	Co-hort	Per-cent
African-American Non-Hispanic	56	166	34%	43	166	26%	55	192	29%	64	203	32%	61	156	39%
American Indian/Alaskan Native	7	20	35%	5	15	33%	3	11	27%	5	15	33%	2	13	15%
Asian	18	44	41%	20	43	47%	33	51	65%	16	42	38%	20	41	49%
Filipino	12	44	27%	11	44	25%	10	48	21%	16	45	36%	9	38	24%
Hispanic	77	308	25%	80	326	25%	118	412	29%	106	408	26%	88	326	27%
Other Non-White	11	24	46%	17	40	43%		0			0			0	
Pacific Islander	2	8	25%	5	9	56%	2	5	40%	2	12	17%	2	5	40%
Unknown/Non-Respondent/Declined	19	75	25%	24	60	40%	23	97	24%	49	121	40%	33	86	38%
White Non-Hispanic	262	836	31%	259	803	32%	260	865	30%	303	885	34%	224	611	37%
<b>Total</b>	<b>464</b>	<b>1,525</b>	<b>30%</b>	<b>464</b>	<b>1,506</b>	<b>31%</b>	<b>504</b>	<b>1,681</b>	<b>30%</b>	<b>561</b>	<b>1,731</b>	<b>32%</b>	<b>439</b>	<b>1,276</b>	<b>34%</b>

## GENDER

Table 7-3 | Transfer Rates by Gender | 1999-2000 to 2003-2004

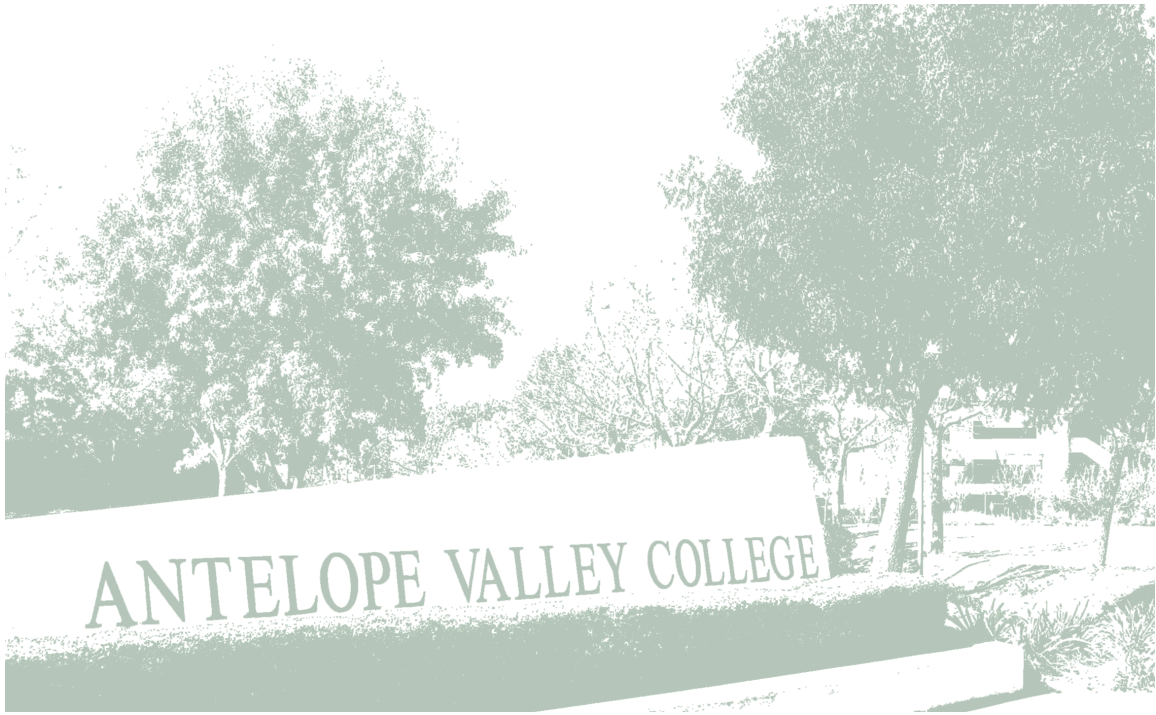
Gender	1999-2000			2000-2001			2001-2002			2002-2003			2003-2004		
	Transferred	Co-hort	Per-cent	Transferred	Co-hort	Per-cent	Transferred	Co-hort	Per-cent	Transferred	Co-hort	Per-cent	Transferred	Co-hort	Per-cent
Female	272	905	30%	298	890	33%	332	1,005	33%	347	1,036	33%	283	815	35%
Male	184	593	31%	163	600	27%	168	659	25%	208	666	31%	150	448	33%
Other	8	27	30%	3	16	19%	4	17	24%	6	29	21%	6	13	46%
<b>Total</b>	<b>464</b>	<b>1,525</b>	<b>30%</b>	<b>464</b>	<b>1,506</b>	<b>31%</b>	<b>504</b>	<b>1,681</b>	<b>30%</b>	<b>561</b>	<b>1,731</b>	<b>32%</b>	<b>439</b>	<b>1,276</b>	<b>34%</b>

## AGE

Table 7-3 | Transfer Rates by Age | 1999-2000 to 2003-2004

Age	1999-2000			2000-2001			2001-2002			2002-2003			2003-2004		
	Transferred	Co-hort	Per-cent	Transferred	Co-hort	Per-cent	Transferred	Co-hort	Per-cent	Transferred	Co-hort	Per-cent	Transferred	Co-hort	Per-cent
Less than 18	197	647	30%	211	649	33%	204	657	31%	245	667	37%	137	326	42%
18 to 19	192	554	35%	175	556	31%	222	672	33%	249	741	34%	241	681	35%
20 to 24	15	67	22%	22	93	24%	20	99	20%	18	101	18%	25	106	24%
25 to 29	7	35	20%	9	44	20%	11	48	23%	10	43	23%	6	42	14%
30 to 34	16	61	26%	11	32	34%	11	47	23%	9	46	20%	6	21	29%
35 to 39	8	63	13%	14	46	30%	13	53	25%	4	38	11%	5	24	21%
40 to 49	24	79	30%	20	75	27%	18	81	22%	23	73	32%	15	59	25%
50 and older	5	17	29%	2	11	18%	5	22	23%	3	19	16%	4	17	24%
Unknown	0	2	0%		0		0	2	0%	0	3	0%		0	
<b>Total</b>	<b>464</b>	<b>1,525</b>	<b>30%</b>	<b>464</b>	<b>1,506</b>	<b>31%</b>	<b>504</b>	<b>1,681</b>	<b>30%</b>	<b>561</b>	<b>1,731</b>	<b>32%</b>	<b>439</b>	<b>1,276</b>	<b>34%</b>

Cohort data from the Chancellor's office with the population given a six-year period to transfer



## SECTION EIGHT | ACCOUNTABILITY REPORTING FOR CALIFORNIA COMMUNITY COLLEGES

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

2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
52.5%	54.2%	55.8%

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**

2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
72.3%	73.9%	73.1%

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



COLLEGE PERFORMANCE INDICATORS

Table 8-3 | Persistence Rate

Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
65.3%	67.1%	67.4%

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

2006-2007	2007-2008	2008-2009
76.1%	73.6%	74.4%

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

2006-2007	2007-2008	2008-2009
53.3%	54.9%	56.0%

Table 8-6  
Improvement Rates for ESL and Credit Basic Skills Courses

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2007-2008 to 2008-2009
ESL Improvement Rate	31.6%	33.5%	39.4%
Basic Skills Improvement Rate	40.5%	46.2%	52.2%

Table 8-7  
Career Development and College Preparation (CDCP) Progress and Achievement Rate

2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
17.6%	10.0%	12.9%

**COLLEGE PROFILE**

**Table 8-8  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)**

	2006-2007	2007-2008	2009-2009
Annual Unduplicated Headcount	19,316	21,348	22,883
Full-Time Equivalent Students (FTES)*	10,804	11,401	12,919

Source: The annual unduplicated headcount data are produced by the Chancellor’s Office, Management Information System. The FTES data are produced from the Chancellor’s Office, Fiscal Services 320 Report.

\* FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

**Table 8-9  
Age of Students at Enrollment**

	2006-2007	2007-2008	2008-2009
19 or less	32.3%	31.8%	31.4%
20–24	27.3%	26.8%	27.8%
25–49	34.0%	34.1%	34.0%
Over 49	6.4%	7.3%	6.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor’s Office, Management Information System

**Table 8-10  
Gender of Students**

	2006-2007	2007-2008	2008-2009
Female	60.9%	60.1%	59.0%
Male	38.1%	38.8%	39.8%
Unknown	1.1%	1.1%	1.2%

Source: Chancellor’s Office, Management Information System

## COLLEGE PROFILE

Table 8-11 | Ethnicity of Students

	2006-2007	2007-2008	20087-2009
African American	19.4%	20.4%	21.7%
American Indian/Alaskan Native	1.1%	1.0%	1.0%
Asian	2.9%	2.8%	2.7%
Filipino	2.3%	2.3%	2.3%
Hispanic	28.9%	30.1%	30.8%
Pacific Islander	0.5%	0.4%	0.5%
Unknown/Non-Respondent	7.4%	7.7%	8.4%
White Non-Hispanic	37.5%	35.2%	32.7%

Source: Chancellor's Office, Management Information System

## COLLEGE PEER GROUPING

Table 8-12 | Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	55.8	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	73.1	72.1	63.0	81.7	B2
C	Persistence Rate	67.4	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.4	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.0	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	52.2	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	39.4	41.5	0.0	100.0	G2

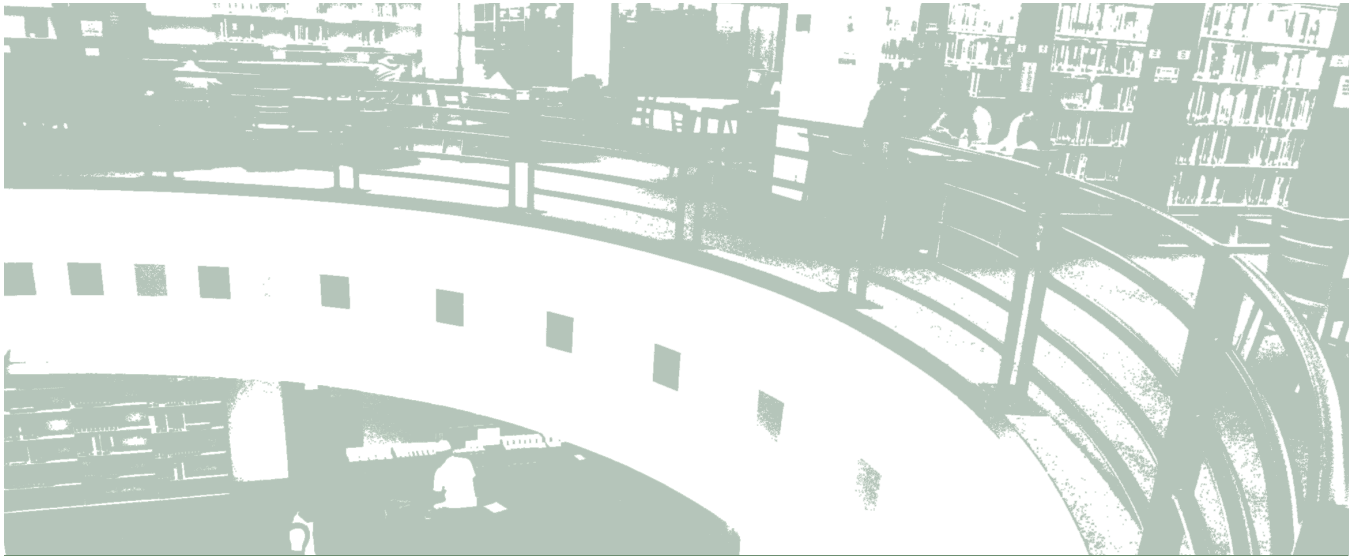
COLLEGE SELF ASSESSMENT

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.

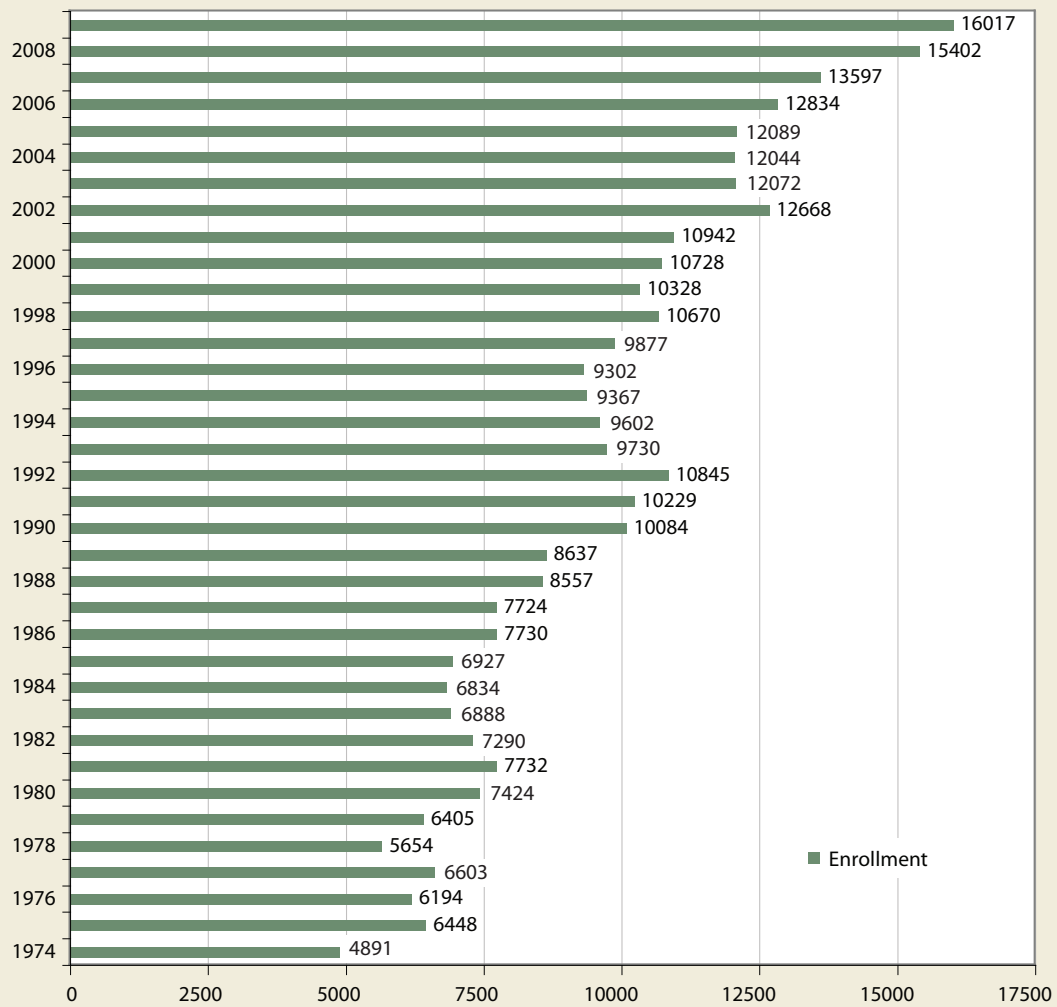
The rapid growth of housing and population in Antelope Valley over the past decade has stopped because of the economic slowdown but has been replaced with an influx to the district of displaced workers seeking additional education and training. Because of this, the district is expected to continue its rapid growth after state revenue allows for increases in enrollment. Enrollment is projected to grow from the current enrollment (Fall 2009) of 16,017 students to more than 20,000 students over the next decade as budgets return to normal and class offerings increase to adequate levels to meet demand. Over the past decade the average age of the student body has declined as the proportion of under 20 students has grown. This decline has slowed this year with an 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 mid-range in the peer group of each of the seven performance indicators in the ARCC 2009 report. Antelope Valley College showed increases in the Student Progress and Achievement Rate, Annual Successful Course Completion Rate for Vocational Courses, the Persistence Rate, the Annual Successful Course Completion Rate for Credit Basic Skills Courses, the ESL Improvement Rate and the Basic Skills Improvement Rate. The Percent of Students Who Earned at Least 30 Units, had a slight decline over last year (from 73.9% last year down to 73.1% in this year's report). 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.



| ADDENDUM

Figure A-1 | Enrollment History and Projections | 1974 to 2009



Source: CCCC Research & Planning office, Long Range Enrollment and WSCH Forecast, Dec. 2001.

## 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) provides in its accreditation standards for assessment of "Institutional Integrity, Purposes, Planning and Effectiveness." This standard 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**

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