

This confirms that your 2015 Annual Report to ACCJC was submitted by Mr. Ed Knudson <eknudson@avc.edu> on 04/01/2015. Below is a copy of the information submitted. You may also re-print the report by logging on at <https://www.accjc.org/annualreport>.



Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges

**2015 Annual Report
 Final Submission
 04/01/2015**

Antelope Valley College
 3041 West Avenue K
 Lancaster, CA 93536-5426

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Dr. Meeta Goel
3.	Phone number of person preparing report:	(661) 722-6617
4.	E-mail of person preparing report:	mgoel@avc.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.avc.edu/information/catalog/common/documents/introduction.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.avc.edu/aboutavc/accreditation.html
6.	Total unduplicated headcount enrollment:	Fall 2014: 14,460 Fall 2013: 14,269 Fall 2012: 13,941

7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	12,892
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	5,464
9.	Number of courses offered via distance education:	Fall 2014: 137 Fall 2013: 135 Fall 2012: 121
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 2,652 Fall 2013: 2,508 Fall 2012: 2,422
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	No

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	68%

14b.	Successful student course completion rate for the fall 2014 semester:	68.9%			
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.				
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1188		
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	826		
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	362		
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	1,847			
16b.	Number of students who received a degree in the 2013-2014 academic year:	1,349			
16c.	Number of students who received a certificate in the 2013-2014 academic year:	498			
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	1,033			
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	879			
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes			
18b.	If yes, please identify them:	CSU-General Education Deaf Studies-American Sign Language IGETC-General Education			
19a.	Number of career-technical education (CTE) certificates and degrees:	60			
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	7			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	7			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0			
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)

	<table border="1"> <tr> <td>Registered Nursing</td> <td>51.3801</td> <td>national</td> <td>0 %</td> <td>91.96 %</td> </tr> <tr> <td>Vocational Nursing</td> <td>51.3901</td> <td>national</td> <td>0 %</td> <td>82 %</td> </tr> <tr> <td>Respiratory Care</td> <td>51.0908</td> <td>national</td> <td>0 %</td> <td>76.92 %</td> </tr> </table>	Registered Nursing	51.3801	national	0 %	91.96 %	Vocational Nursing	51.3901	national	0 %	82 %	Respiratory Care	51.0908	national	0 %	76.92 %																																																					
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21.	<p>2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.###)</th> <th>Institution set standard (%)</th> <th>Job Placement Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Administration of Justice</td> <td>43.0301</td> <td>0 %</td> <td>64 %</td> </tr> <tr> <td>Agriculture/Park & Landscape Management-Environmental Horticulture</td> <td>1.0605</td> <td>0 %</td> <td>50 %</td> </tr> <tr> <td>Air Conditioning & Refrigeration-Air Conditioning Specialist</td> <td>15.0501</td> <td>0 %</td> <td>63 %</td> </tr> <tr> <td>Aircraft Fabrication & Assembly</td> <td>15.0699</td> <td>0 %</td> <td>90 %</td> </tr> <tr> <td>Auto Body - Collision Repair Specialist</td> <td>47.0603</td> <td>0 %</td> <td>85 %</td> </tr> <tr> <td>Auto Body - Refinishing Specialist</td> <td>47.0603</td> <td>0 %</td> <td>85 %</td> </tr> <tr> <td>Automotive Technology-Driveability, Emissions & Electrical</td> <td>47.0604</td> <td>0 %</td> <td>72 %</td> </tr> <tr> <td>Business-General Business</td> <td>52.0101</td> <td>0 %</td> <td>69 %</td> </tr> <tr> <td>Business-Business Administration</td> <td>52.0201</td> <td>0 %</td> <td>69 %</td> </tr> <tr> <td>Digital Media-Digital Photographic Imaging</td> <td>50.0605</td> <td>0 %</td> <td>71 %</td> </tr> <tr> <td>Management</td> <td>52.0201</td> <td>0 %</td> <td>100 %</td> </tr> <tr> <td>Marketing</td> <td>52.1899</td> <td>0 %</td> <td>100 %</td> </tr> <tr> <td>Nursing Science-Registered Nursing</td> <td>51.3801</td> <td>0 %</td> <td>83 %</td> </tr> <tr> <td>Radiologic Technology</td> <td>51.0911</td> <td>0 %</td> <td>93 %</td> </tr> <tr> <td>Real Estate</td> <td>52.1501</td> <td>0 %</td> <td>53 %</td> </tr> <tr> <td>Respiratory Care</td> <td>51.0908</td> <td>0 %</td> <td>65 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.###)	Institution set standard (%)	Job Placement Rate (%)	Administration of Justice	43.0301	0 %	64 %	Agriculture/Park & Landscape Management-Environmental Horticulture	1.0605	0 %	50 %	Air Conditioning & Refrigeration-Air Conditioning Specialist	15.0501	0 %	63 %	Aircraft Fabrication & Assembly	15.0699	0 %	90 %	Auto Body - Collision Repair Specialist	47.0603	0 %	85 %	Auto Body - Refinishing Specialist	47.0603	0 %	85 %	Automotive Technology-Driveability, Emissions & Electrical	47.0604	0 %	72 %	Business-General Business	52.0101	0 %	69 %	Business-Business Administration	52.0201	0 %	69 %	Digital Media-Digital Photographic Imaging	50.0605	0 %	71 %	Management	52.0201	0 %	100 %	Marketing	52.1899	0 %	100 %	Nursing Science-Registered Nursing	51.3801	0 %	83 %	Radiologic Technology	51.0911	0 %	93 %	Real Estate	52.1501	0 %	53 %	Respiratory Care	51.0908	0 %	65 %
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22.	<p>Please list any other institution set standards at your college:</p> <table border="1"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th>Definition</th> <th>Institution set standard</th> </tr> </thead> <tbody> <tr> <td>Fall-to-Fall Retention</td> <td>Percent of students retained from fall-to-fall</td> <td>60</td> </tr> </tbody> </table>	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	Fall-to-Fall Retention	Percent of students retained from fall-to-fall	60																																																														
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23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <table border="1"> <tr> <td>Various college groups are involved in and help with the development and setting of institutional standards e.g. Institutional Effectiveness Research & Planning, Outcomes Committee, Faculty Senate. ACCJC was also consulted in the development and setting of these institutional standards. These standards are utilized when departments and divisions enter their SLOs, PLOs and ILOs in WEAVE and monitor progress against the standards.</td> </tr> </table>	Various college groups are involved in and help with the development and setting of institutional standards e.g. Institutional Effectiveness Research & Planning, Outcomes Committee, Faculty Senate. ACCJC was also consulted in the development and setting of these institutional standards. These standards are utilized when departments and divisions enter their SLOs, PLOs and ILOs in WEAVE and monitor progress against the standards.																																																																			
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Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	551
	b.	Number of college courses with ongoing assessment of learning outcomes	551
	Auto-calculated field: percentage of total:		100
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	79
	b.	Number of college programs with ongoing assessment of learning outcomes	77
	Auto-calculated field: percentage of total:		97.5
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	28
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	27
	Auto-calculated field: percentage of total:		96.4
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.avc.edu/administration/organizations/slo/#.VQhwxI7F_OE	
28.	Number of courses identified as part of the general education (GE) program:	274	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%	

30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	274
32.	Number of Institutional Student Learning Outcomes defined:	6
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>AVC's WEAVE Online documents progress on the college's Institutional Learning Outcomes, Program Learning Outcomes, Student Learning Outcomes, Operational Outcomes, as well as its annual program reviews for both academic and nonacademic programs. Curricunet also captures outcomes for academic programs. College wide involvement is promoted. Various college groups (Program Review Committee, Strategic Planning Committee, Budget Committee, Outcomes Committee, Academic Policy & Procedure Committee, etc.) utilize the resultant information from WEAVE and Curricunet for decision-making and further improvement of AVC's programs and services. The continuous improvement of course SLOs is tracked within WEAVE through the annual development of and monitoring of action plans, along with program reviews.</p> </div>	

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>AVC has made a targeted effort to improve the alignment of its SLOs with PLOs and PLOs with ILOs since 2008. All faculty, staff, academic and nonacademic areas have been working diligently to accomplish this using WEAVE Online, Curricunet, the college website, in-person meetings to document, monitor progress, and help improve AVC's programs and services, as well as impact the college Mission. These outcomes data are used regularly in program reviews and those program reviews, in turn, are being utilized by groups such as the Strategic Planning Committee and Budgeting Committee to make recommendations regarding resource allocation that is tied to institutional priorities to the college leadership for decision-making and to further the integration of planning and budgeting processes.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>The Outcomes Committee leads AVC's SLO/PLO/OO/ILO assessment results-related communication efforts. The committee's page on AVC's website provides documentation of the college's progress with assessment for both internal and external audiences. The Outcomes Committee representatives also share in-person input from the constituents they represent, as well as go back and share outcomes from meetings with their respective areas (and groups such as Academic Senate). SLO data and information for all academic and nonacademic programs are available to college employees on AVC's WEAVE Online system. In addition, these data are available in Curricunet for academic programs.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>The dialog and reporting of SLO/PLO/OO/ILO assessment results occurs at the division and departmental level across AVC. In addition, the Outcomes Committee helps to further the reporting of AVC's SLO/PLO/OO/ILO assessment efforts. The committee's webpage provides information regarding the college's progress with assessment for both internal and external audiences. The Outcomes Committee representatives share in-person input from the constituents they represent, and also share this information with various college groups. Outcomes information for all academic and nonacademic programs is also accessible to college employees via WEAVE and Curricunet. Numerous WEAVE reports can be run and used as needed.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>For all Nursing Science courses when SLOs and PLOs were assessed during the past five years, changes resulting in improved SLOs were attributable</p>

to such strategies as: 1)Using 5:1 instructor/student ratio in clinic for transition students. 2)Success Advisor met with every class and all students who had to complete GE requirements. 3)Student success advisor also met with students for test review. 4)Students referred to dosage calculation classes/math for nurses classes in learning center. 5)Math/Care plan classes presented by faculty to students prior to semester beginning. 6)Transition nursing course implemented 5:1 instructor/student clinic ratio. 7)Faculty began tracking GE requirements of students from first semester forward. These were noted in the program review with additional and replacement faculty needs and those faculty have been approved for hire. The Business, Computer Studies, and Economic Development Division successfully served over 4,300 students in over 280 sections and also needed new faculty to better address student needs as noted in their program review and new faculty are being hired. SLO data have positively impacted student services e.g. Student Success Plan initiatives. An overall impact has been an increasing number of degrees and certificates awarded at AVC: 1,847 in 2013-14 versus 1,516 in 2012-13

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Other Change
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Offering of a Baccalaureate Degree in Airframe Manufacturing Technology

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Palmdale Center Fox Field
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

The data included in this report are certified as a complete and accurate representation of the reporting institution.

If you need additional assistance, please contact the commission.

Sincerely,

ACCJC
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Novato, CA 94949
email: support@accjc.org
phone: 415-506-0234