

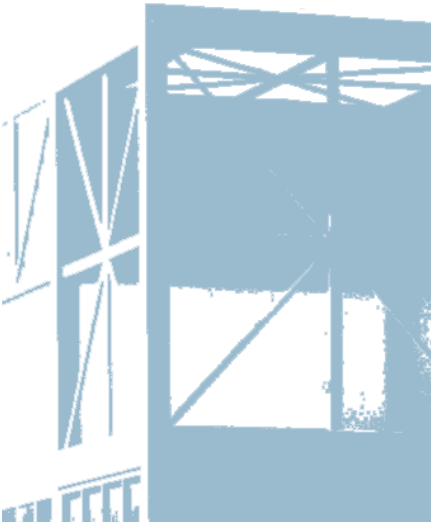


2010 | FACT BOOK



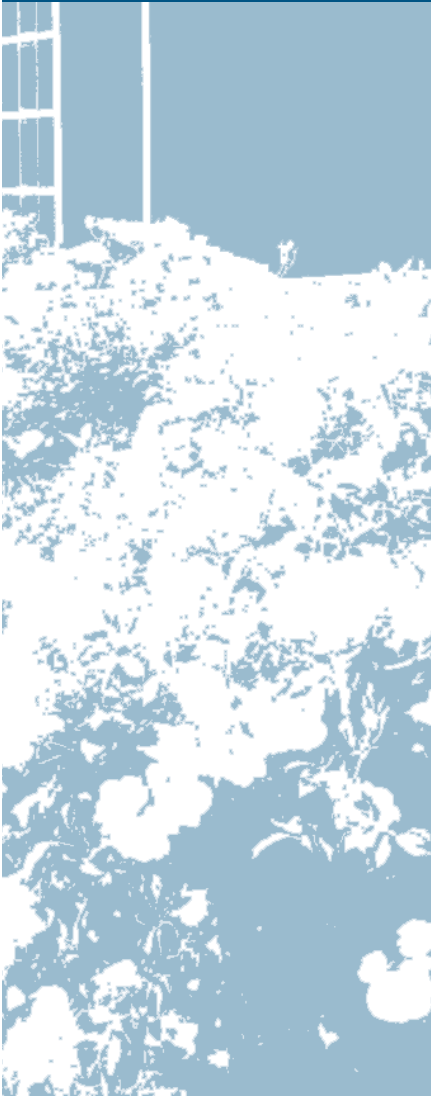
ANTELOPE VALLEY COLLEGE

INSTITUTIONAL RESEARCH & PLANNING



Antelope Valley Community College District

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TABLE OF CONTENTS

Introduction and General Technical Notes	4
SECTION ONE: Antelope Valley College Service Area	6
SECTION TWO: Student Enrollment Trends	15
SECTION THREE: New AVC Students	23
SECTION FOUR: Specific Student Populations	30
SECTION FIVE: Faculty and Staff	37
SECTION SIX: Outcomes and Measures of Success.	39
SECTION SEVEN: Transfer Data	43
SECTION EIGHT: Success and Retention	45
SECTION NINE: Accountability Reporting in California Community Colleges	48
Addendum	53
Accountability in Higher Education	54
List of Figures and Tables	55



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.

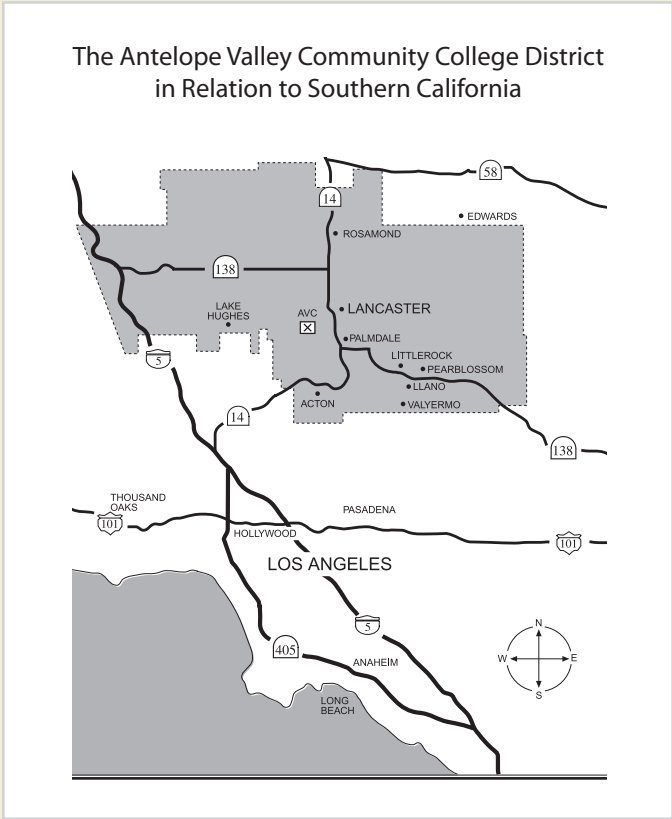
Special Projects. Large research projects are conducted as determined by the college management and as resources allow. Conducting an environmental scan to support a new vocational program is an example.

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.

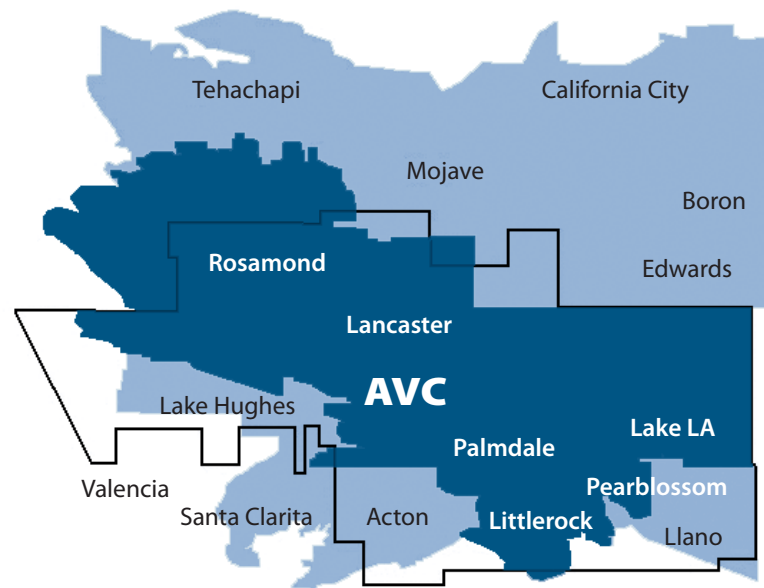




SECTION ONE | ANTELOPE VALLEY COLLEGE SERVICE AREA



The 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 2010 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.	2010 Fall Students	Percentage of Fall 2010
Acton	93510	7,813	5,557	84	0.58%
Boron	93516	2,231	1,616	26	0.18%
California City	93505	8,311	5,751	135	0.93%
California City	PO Box			11	0.08%
California City Total		8,311	5,751	146	1.00%
Edwards	93523	7,679	4,926	24	0.16%
Edwards AFB	93524			3	0.02%
Edwards Total		7,679	4,926	27	0.19%
Lake Hughes, EL	93532	2,760	1,850	64	0.44%
Lake Los Angeles	93591	6,775	4,168	174	1.20%
Lancaster	93534	35,104	24,121	1,445	9.93%
Lancaster	93535	57,791	37,100	2,576	17.70%
Lancaster (QH)	93536	49,303	35,336	2,749	18.89%
Lancaster	PO Box			149	1.02%
Lancaster Total		142,198	96,557	6,919	47.54%
Littlerock, JH	93543	11,184	7,399	386	2.65%
Llano	93544	1,201	971	12	0.08%
Mojave	93501	4,873	3,390	82	0.56%
Mojave	PO Box			5	0.03%
Mojave Total		4,873	3,390	87	0.60%
Palmdale	93550	67,213	41,195	2,133	14.65%
Palmdale (LV)	93551	34,036	22,472	1,953	13.42%
Palmdale	93552	25,359	15,517	1,109	7.62%
Palmdale	PO Box			57	0.39%
Palmdale Total		126,608	79,184	5,252	36.08%
Pearblossom	93553	1,600	1,192	56	0.38%
Rosamond	93560	14,926	10,070	563	3.87%
Santa Clarita	91350	40,069	27,144	9	0.06%
Santa Clarita	91351	59,257	40,636	9	0.06%
Santa Clarita (CC)	91387			21	0.14%
Santa Clarita (AD)	91390			26	0.18%
Santa Clarita Total		99,326	67,780	65	0.45%
Tehachapi	93561	25,793	19,315	141	0.97%
Tehachapi	PO Box			13	0.09%
Tehachapi Total		25,793	19,315	154	1.06%
Valencia	91354	17,841	11,686	6	0.04%
Valencia	91355	24,970	18,543	4	0.03%
Valencia Total		42,811	30,229	10	0.07%
Others				469	3.22%
Unknown				21	0.14%
TOTAL FALL 2010 ENROLLMENT				14,555	100.00%

Retrieved from Census.gov

PUPIL PARTICIPATION RATE

Figure 1-1
Student Participation Rates | Fall 2010

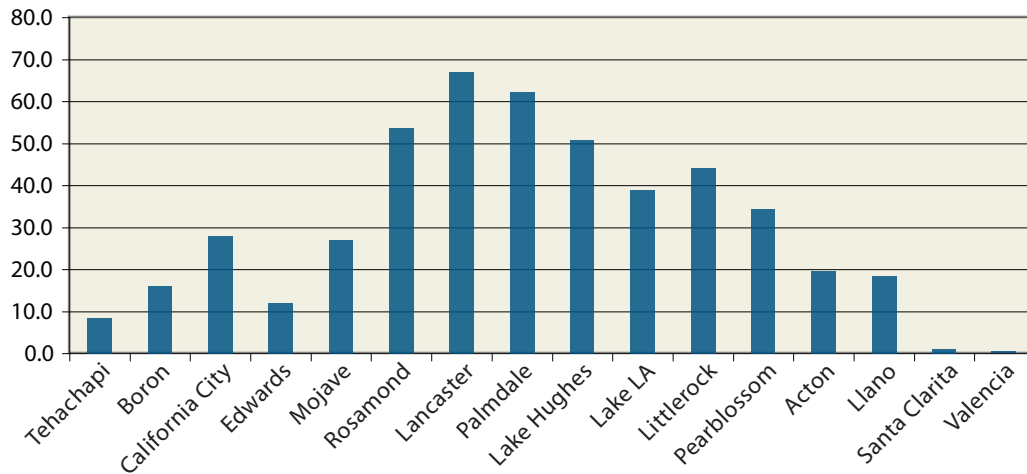


Table 1-2
Student Participation Rates | Fall 2010

City	Students	Percentage	2000 Adult Pop	PPR
Lancaster	6,919	7.17%	96,557	66.9
Palmdale	5,252	6.63%	79,184	62.2
Rosamond	563	5.59%	10,070	53.7
Lake Hughes	64	3.46%	1,850	50.8
Littlerock	386	5.22%	7,399	44.1
Lake Los Angeles	174	4.17%	4,168	38.9
Pearblossom	56	4.70%	1,192	34.4
California City	146	2.54%	5,751	28.0
Mojave	87	2.57%	3,390	27.1
Acton	84	1.51%	5,557	19.6
Llano	12	1.24%	971	18.5
Boron	26	1.61%	1,616	16.1
Edwards	27	0.55%	4,926	12.0
Tehachapi	154	0.80%	19,315	8.5
Santa Clarita	65	0.10%	67,780	1.0
Valencia	10	0.03%	30,229	0.4
Unknown	21		N/A	N/A
Others	469		N/A	N/A
Total	14,515		339,955	40.0

Retrieved from Census.gov

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
Lancaster Total		5,831	16,775	25,661	27,948	7,261	8,753	4,510	96,739
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
Palmdale Total		7,184	14,115	20,653	22,678	5,232	6,910	2,794	79,566
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
Total		20,082	48,900	85,492	101,198	26,778	40,006	18,193	340,649

Retrieved from Census.gov

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%

Retrieved from Census.gov

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
Lancaster Total		45,641	13,141	18,542	64,874	142,198
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
Palmdale Total		47,424	10,659	15,776	52,749	126,608
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
Total		259,199	66,036	100,257	349,403	774,895

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.

Retrieved from Census.gov

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
Lancaster Total		70,744	33,655	15,573	3,785	1,160	244	17,037	142,198
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
Palmdale Total		49,425	40,457	11,454	3,303	885	163	20,921	126,608
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
Total		383,115	192,096	61,977	22,105	5,510	1,111	98,937	764,895

Retrieved from Census.gov

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
Lancaster Total		1,1267	16,298	14,090	4,690	46,345
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
Palmdale Total		7,239	12,395	13,513	4,507	37,654
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
Total		47,914	78,683	85,537	34,631	246,765

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%
Lancaster Total		24.3%	35.2%	30.4%	10.1%	100.0%
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%
Palmdale Total		19.2%	32.9%	35.9%	12.0%	100.0%
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%
Total		19.4%	31.9%	34.7%	14.0%	100.0%

Retrieved from Census.gov

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.

Retrieved from Census.gov

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.

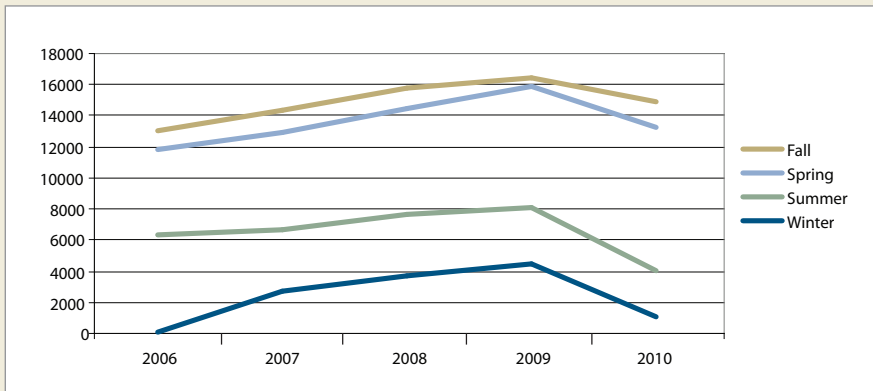
Boron, Lancaster (93534), Mojave and Pearblossom have a third or more of households living at the poverty level.

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

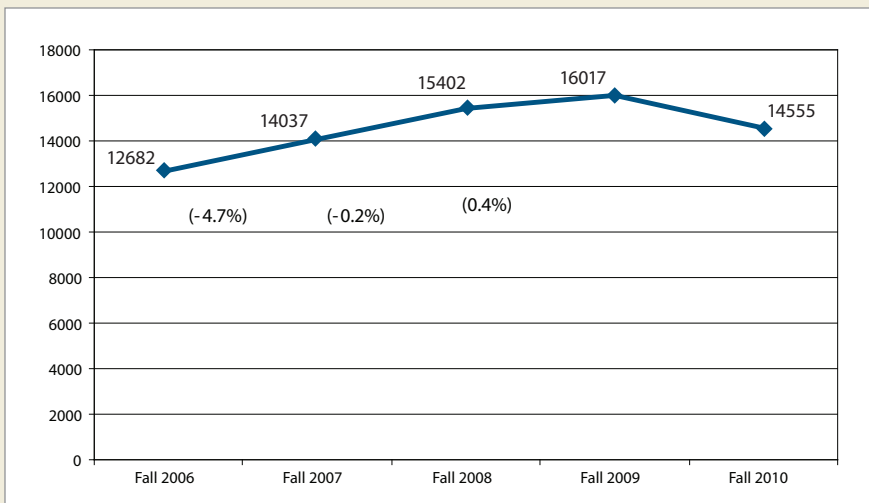
Figure 2-1 | Student Enrollment | 2006–2010



Retrieved from CCCC Data Mart

In Figure 2-1, 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. There has been a recent decrease in enrollments as a result of budgetary constraints due to state cuts.

Figure 2-2 | Fall Student Enrollment | Fall 2006–Fall 2010



Retrieved from CCCC Data Mart

In Figure 2-2, there has been a recent decrease in fall enrollment of 9.1%. The fall 2009 term had shown another increase in overall growth with an increase of 3.9% over fall 2008.

GENDER

Figure 2-3 | Student Enrollment by Gender | Fall 2010

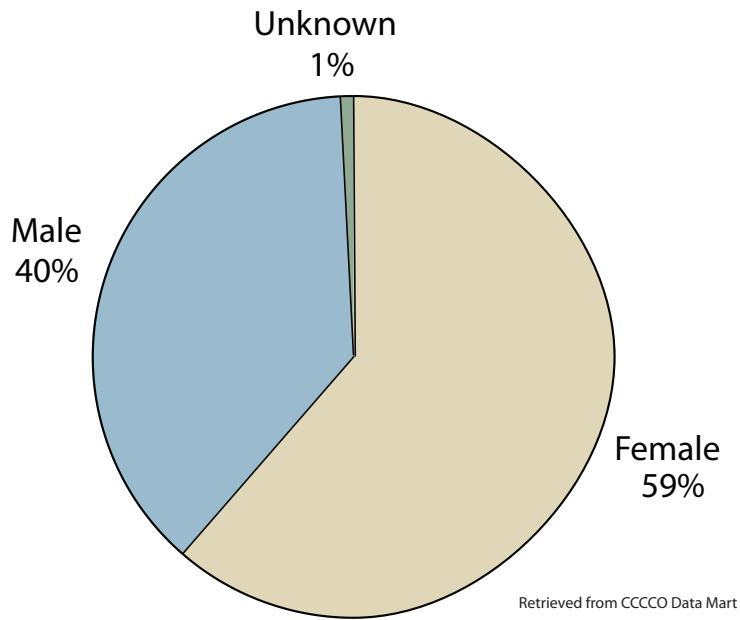


Table 2-1 | Total Credit Students by Gender | Fall 2006–Fall 2010

Gender	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Female	7,773	8,478	9,208	9,421	8,515
Male	4,788	5,400	6,023	6,414	5,872
Unknown	121	159	171	182	168
Total	12,682	14,037	15,402	16,017	14,555

BY PERCENTAGE

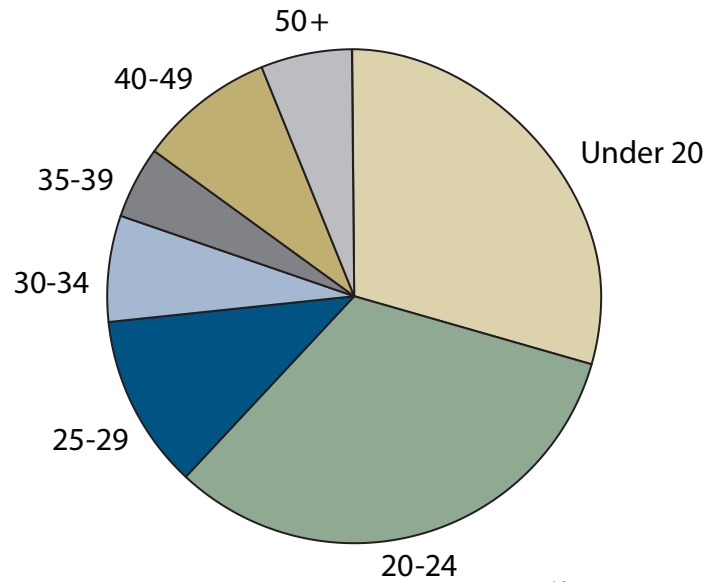
Gender	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Female	61.3%	60.4%	59.8%	58.8%	58.5%
Male	37.8%	38.5%	39.1%	40.0%	40.3%
Unknown	1.0%	1.1%	1.1%	1.1%	1.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Retrieved from CCCCO Data Mart

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 2010



Retrieved from CCCC Data Mart

Table 2-2 | Credit Students by Age Group | Fall 2006–Fall 2010

Age Group	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Under 20	4,190	4,580	5,019	4,996	4,278
20-24	3,588	3,890	4,379	4,838	4,738
25-29	1,313	1,469	1,664	1,785	1,665
30-34	821	925	985	1,039	989
35-39	683	779	867	839	696
40-49	1,315	1,424	1,488	1,540	1,304
50+	765	965	999	978	883
Unknown	7	5	1	2	2
Total	12,682	14,037	15,402	16,017	14,555

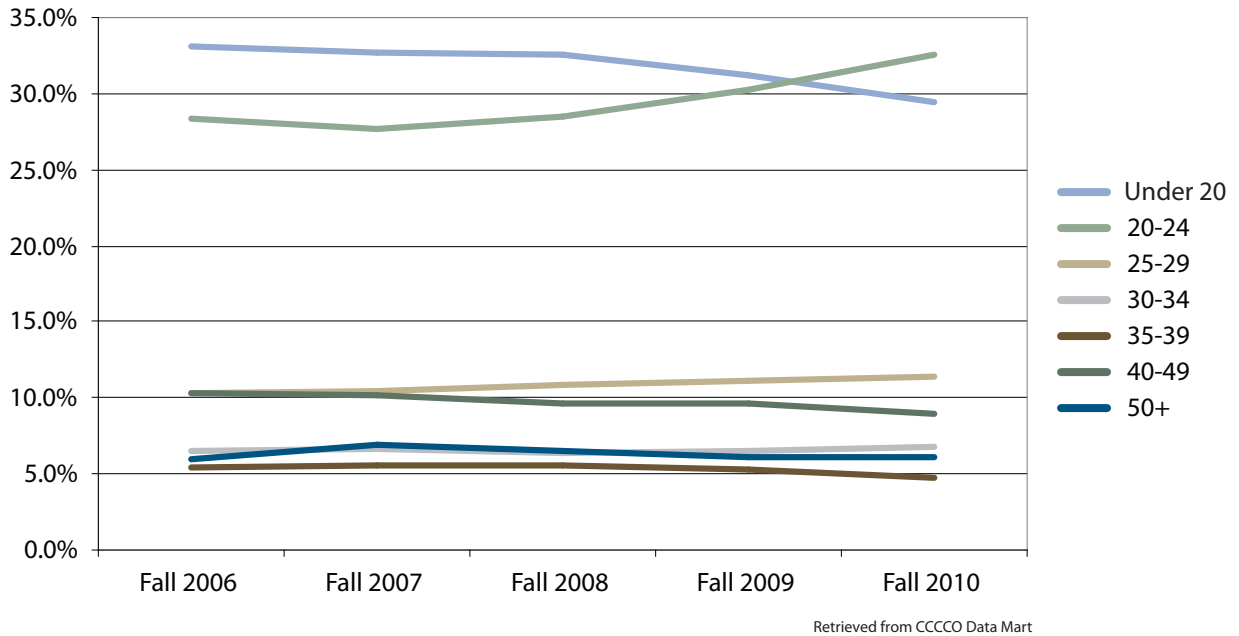
BY PERCENTAGE

Age Group	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Under 20	33.0%	32.6%	32.6%	31.2%	29.4%
20-24	28.3%	27.7%	28.4%	30.2%	32.6%
25-29	10.4%	10.5%	10.8%	11.1%	11.4%
30-34	6.5%	6.6%	6.4%	6.5%	6.8%
35-39	5.4%	5.5%	5.6%	5.2%	4.8%
40-49	10.4%	10.1%	9.7%	9.6%	9.0%
50+	6.0%	6.9%	6.5%	6.1%	6.1%
Unknown	0.1%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Retrieved from CCCC Data Mart

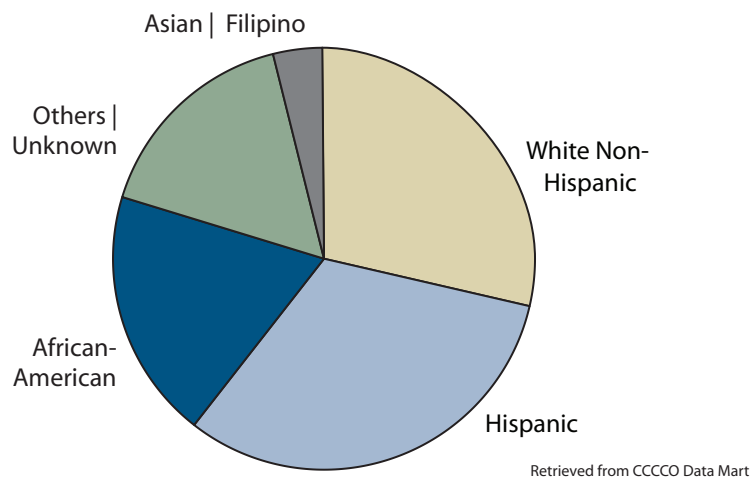
AGE

Figure 2-5 | Percentage of Credit Students by Age Group | Fall 2006–Fall 2010



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 five 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.

Figure 2-6 | Percentage of Credit Students by Ethnicity | Fall 2010



ETHNICITY

Figure 2-7 | Percentage of Credit Students by Ethnicity | Fall 2010

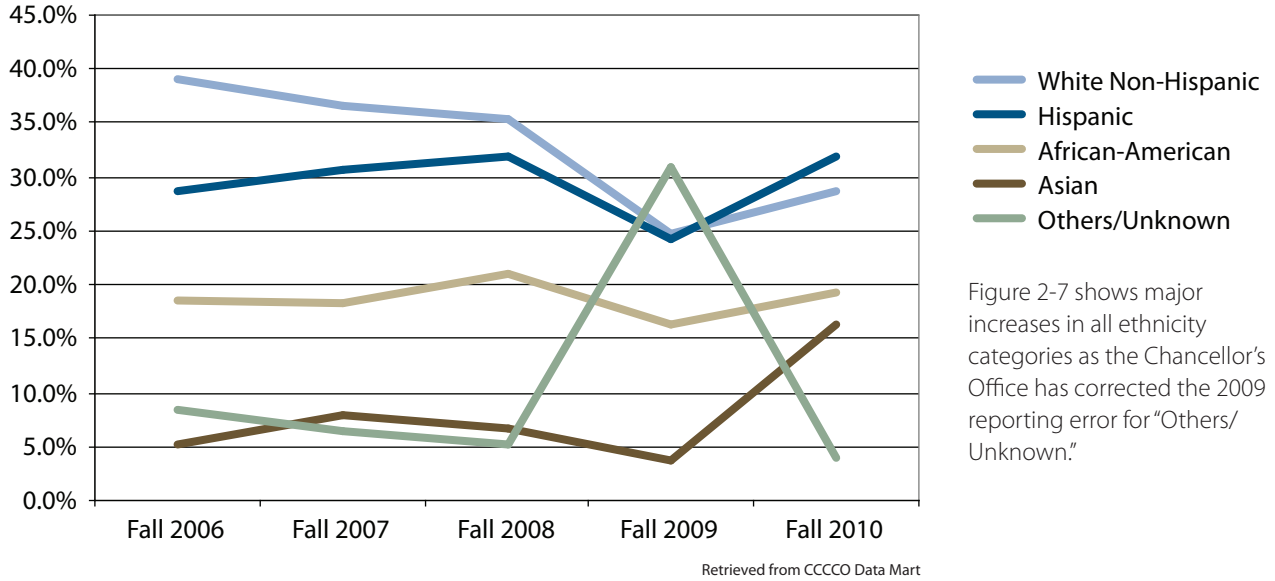


Figure 2-7 shows major increases in all ethnicity categories as the Chancellor's Office has corrected the 2009 reporting error for "Others/Unknown."

Table 2-3 | Total Credit Students by Ethnicity | Fall 2006–Fall 2010

Ethnicity	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
White Non-Hispanic	4,951	5,117	5,292	3,956	4,167
Hispanic	3,673	4,302	4,777	3,899	4,632
African-American	2,322	2,612	3,136	2,621	2,819
Asian	360	370	408	300	292
Filipino	308	342	372	280	285
Multiethnicity					262
American Indian/ Alaskan Native	132	135	158	114	81
Pacific Islander	48	59	69	52	55
Unknown	670	1,100	1,190	4,795	1,962
Total	12,682	14,037	15,402	16,017	14,555

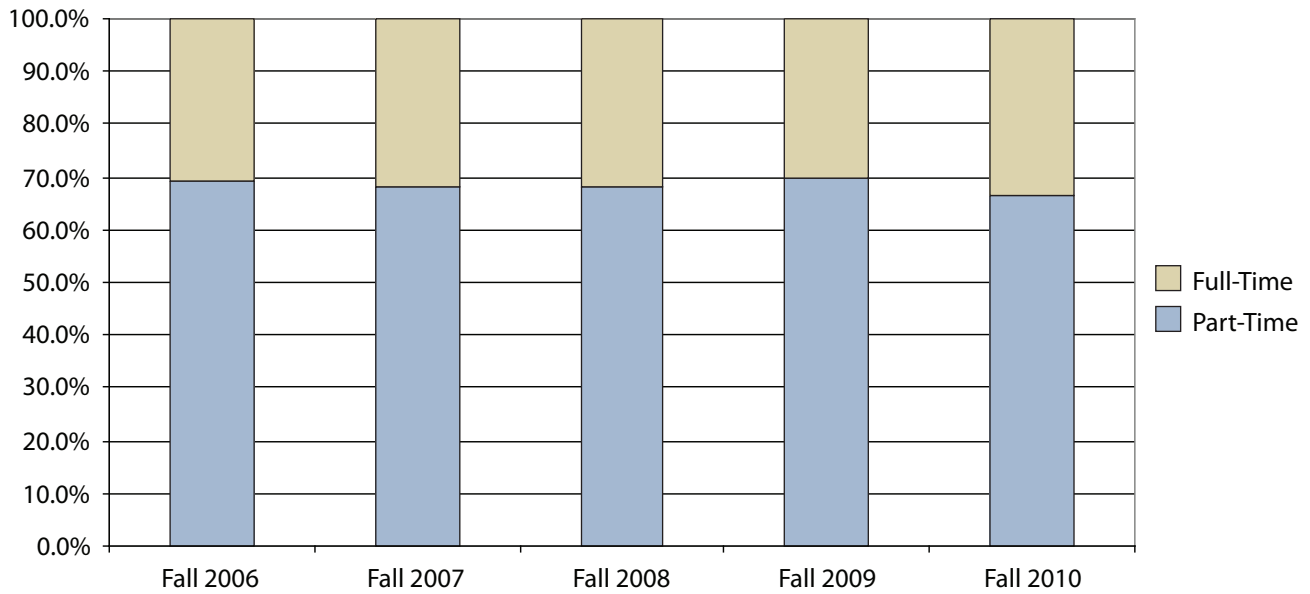
BY PERCENTAGE

Ethnicity	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
White Non-Hispanic	39.0%	36.5%	34.4%	24.7%	28.6%
Hispanic	29.0%	30.6%	31.0%	24.3%	31.8%
African-American	18.3%	18.6%	20.4%	16.4%	19.4%
Asian	2.8%	2.6%	2.6%	1.9%	2.0%
Filipino	2.4%	2.4%	2.4%	1.7%	2.0%
Multiethnicity					1.8%
American Indian/ Alaskan Native	1.0%	1.0%	1.0%	0.7%	0.6%
Pacific Islander	0.4%	0.4%	0.4%	0.3%	0.4%
Unknown	7.0%	7.8%	7.7%	29.9%	13.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Retrieved from CCCC Data Mart

PART-TIME/FULL-TIME STATUS

Figure 2-8
Percentage of Credit Students by Full-Time Status
Fall 2006–Fall 2010



Retrieved from CCCC Data Mart

Table 2-4 | Total Credit Students by Full-Time Status | Fall 2006–Fall 2010

PT/FT	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Part-Time	8,775	9,545	10,471	11,135	9,703
Full-Time	3,907	4,492	4,931	4,882	4,852
Total	12,682	14,037	15,402	16,017	14,555

BY PERCENTAGE

PT/FT	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Part-Time	69.2%	68.0%	68.0%	69.5%	66.7%
Full-Time	30.8%	32.0%	32.0%	30.5%	33.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Retrieved from CCCC Data Mart

DAY/EVENING STATUS

Figure 2-9
Percentage of Credit Students by Day/Evening Status
Fall 2006–Fall 2010

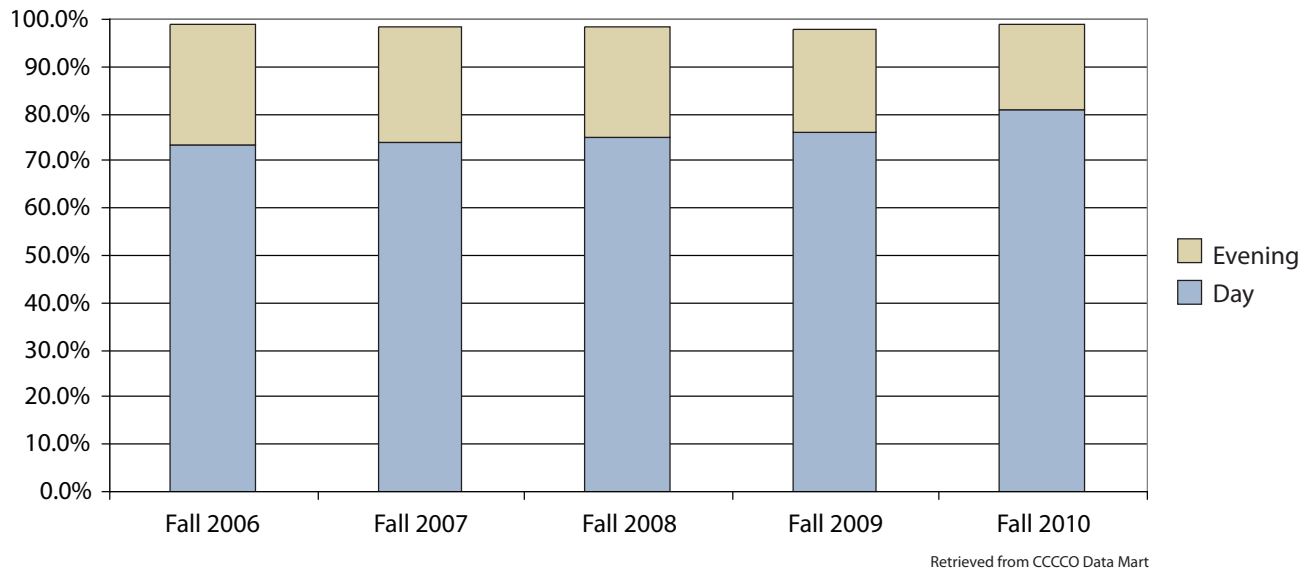


Table 2-5
Percentage of Credit Students by Day/Evening Status
Fall 2006–Fall 2010

Status	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Day	9,308	10,361	11,541	12,202	11,800
Evening	3,220	3,442	3,580	3,487	2,565
Unknown	154	234	281	328	190
Total	12,682	14,037	15,402	16,017	14,555

BY PERCENTAGE

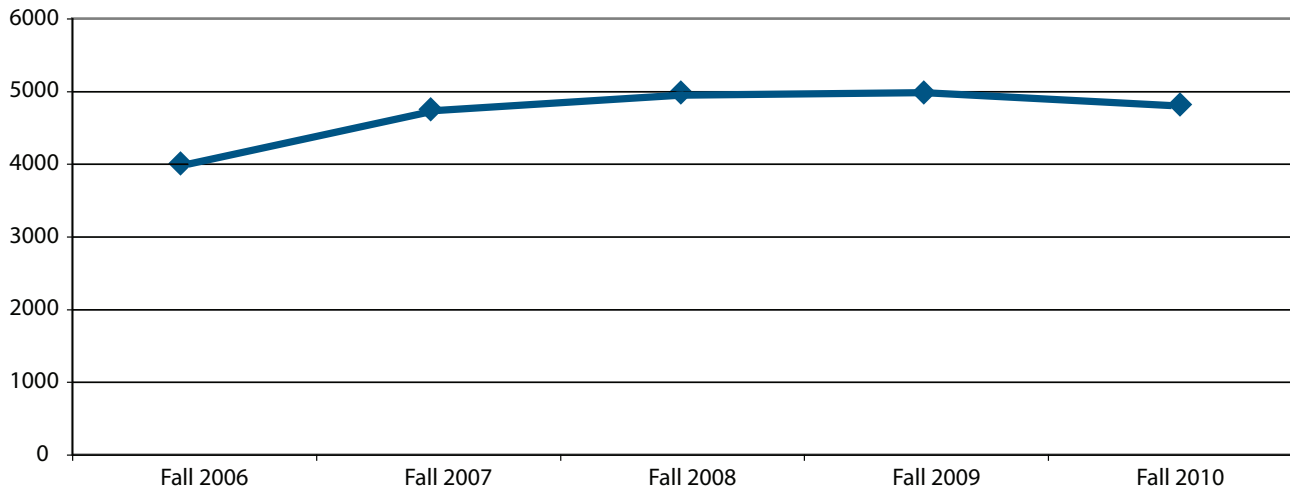
Status	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Day	73.4%	73.8%	74.9%	76.3%	81.1%
Evening	25.4%	24.5%	23.2%	21.7%	17.6%
Unknown	1.2%	1.7%	1.8%	2.0%	1.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Retrieved from CCCCO Data Mart

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 2010 shows an 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.

FULL-TIMEEQUIVALENT STUDENTS

Figure 2-10 | Total FTES | Fall 2006–Fall 2010



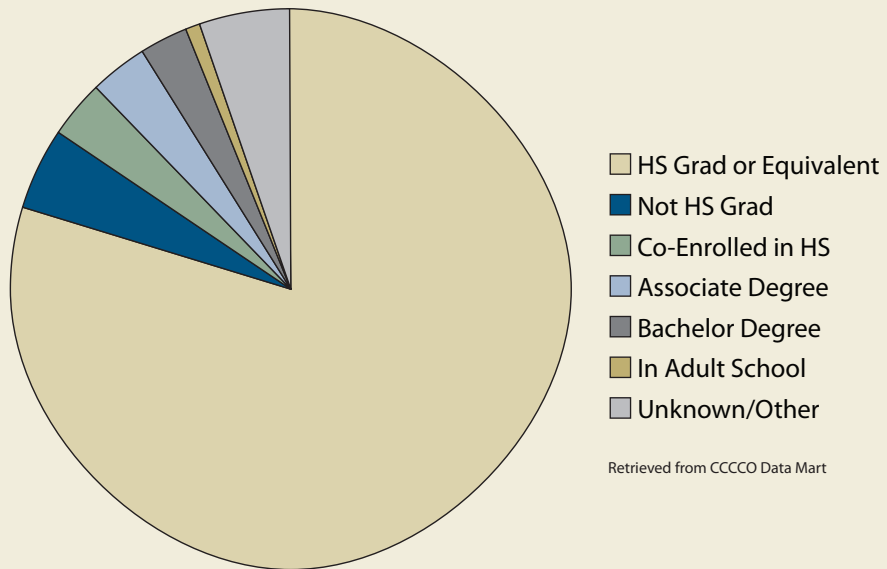
Retrieved from CalPass

Figure 2-10 shows over a five-year period there has been a 20% increase in total FTES from 3,978.9 to 4,773.68.



SECTION THREE | NEW AVC STUDENTS

Figure 3-1
 Percentage of Credit Students by Educational Background
 Fall 2010



Retrieved from CCCC Data Mart

EDUCATIONAL BACKGROUND

**Table 3-1
Credit Students by Educational Background
Fall 2006–Fall 2010**

Educational Background	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
High School Grad or Equivalent	9,599	10,306	11,441	12,021	11,586
Not High School Grad	616	597	828	825	686
Co-Enrolled in High School	513	500	626	619	485
Associate Degree	497	552	576	508	497
Bachelor Degree or Higher	483	548	528	505	402
In Adult School	108	128	157	164	122
Unknown/Other	866	966	1,246	1,375	777
Total	12,682	13,597	15,402	16,017	14,555

BY PERCENTAGE

Educational Background	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
High School Grad or Equivalent	75.7%	75.8%	74.3%	75.1%	79.6%
Not High School Grad	4.9%	4.4%	5.4%	5.2%	4.7%
Co-Enrolled in High School	4.0%	3.7%	4.1%	3.9%	3.3%
Associate Degree	3.9%	4.1%	3.7%	3.2%	3.4%
Bachelor Degree or Higher	3.8%	4.0%	3.4%	3.2%	2.8%
In Adult School	0.9%	0.9%	1.0%	1.0%	0.8%
Unknown/Other	6.8%	7.1%	8.1%	8.6%	5.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Retrieved from CCCC Data Mart

On average, over the past five years, approximately 5.8% 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 2006–Fall 2010

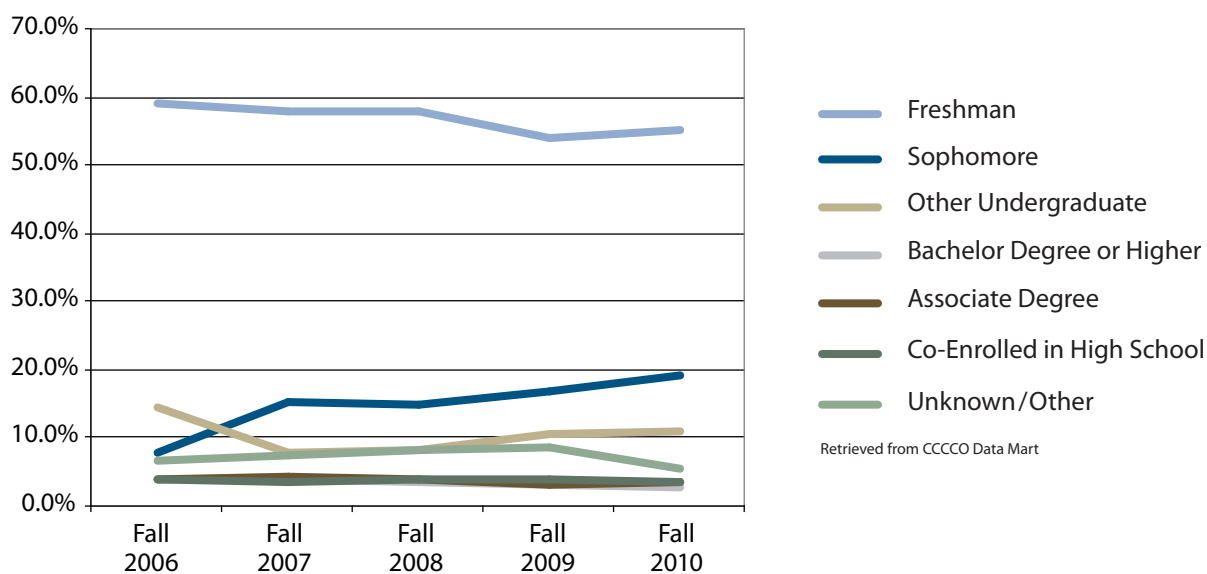


Table 3-2 | Credit Students by Academic Level | Fall 2006–Fall 2010

Academic Level	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Freshman	7,488	8,113	8,889	8,640	8,021
Sophomore	1,002	2,142	2,292	2,683	2,789
Other Undergraduate	1,833	1,125	1,245	1,687	1,584
Bachelor Degree or Higher	483	561	528	505	402
Associate Degree	497	577	576	508	497
Co-Enrolled in High School	513	501	626	619	485
Unknown/Other	866	1,018	1,246	1,375	777
Total	12,682	14,037	15,402	16,017	14,555

BY PERCENTAGE

Academic Level	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Freshman	59.0%	57.8%	57.7%	53.9%	55.1%
Sophomore	7.9%	15.3%	14.9%	16.8%	19.2%
Other Undergraduate	14.5%	8.0%	8.1%	10.5%	10.9%
Bachelor Degree or Higher	3.8%	4.0%	3.4%	3.2%	2.8%
Associate Degree	3.9%	4.1%	3.7%	3.2%	3.4%
Co-Enrolled in High School	4.1%	3.6%	4.1%	3.9%	3.3%
Unknown/Other	6.8%	7.2%	8.1%	8.6%	5.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Retrieved from CCCC Data Mart

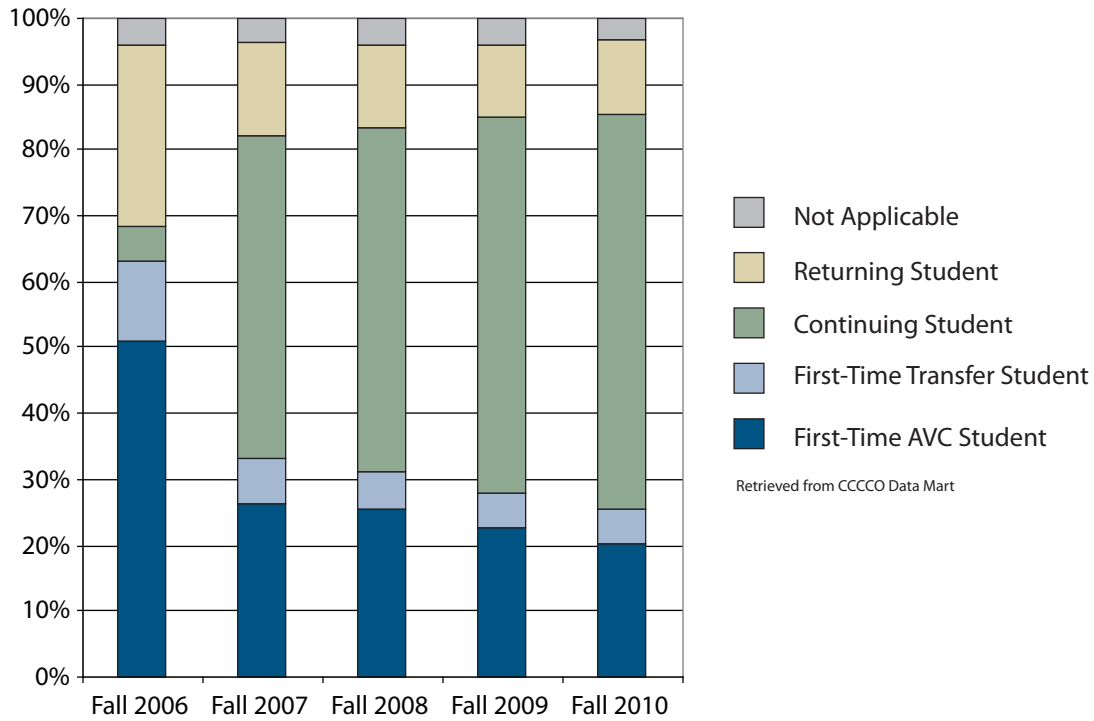
Figure 3-2 indicates a large difference between the number of freshmen and sophomores over the last five years.

There has been an increase in freshmen in fall 2010 from 53.9% to 55.1%.

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 2006–Fall 2010



Retrieved from CCCC Data Mart

Table 3-3 | Number of Credit Students by Enrollment Status | Fall 2006–Fall 2010

Enrollment Status	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
First-Time AVC Student	6,477	3,717	3,929	3,651	2,958
First-Time Transfer Student	1,520	921	884	855	770
Continuing Student	700	6,903	8,056	9,102	8,712
Returning Student	3,472	1,994	1,907	1,789	1,630
Not Applicable	513	501	626	619	485
Total	12,682	14,037	15,402	16,017	14,555

BY PERCENTAGE

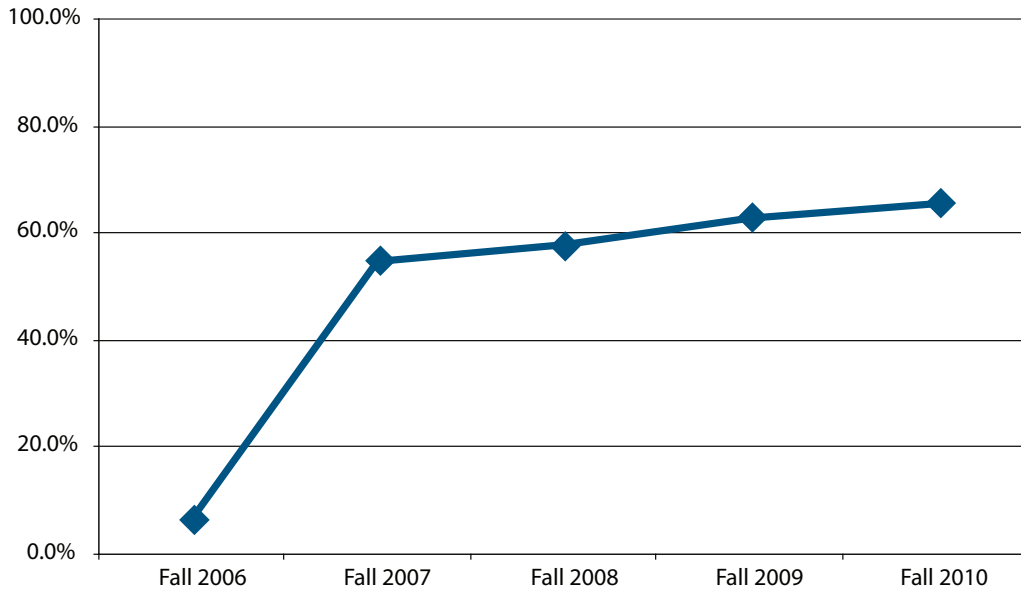
Enrollment Status	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
First-Time AVC Student	51.1%	26.5%	25.5%	22.8%	20.3%
First-Time Transfer Student	12.0%	6.6%	5.7%	5.3%	5.3%
Continuing Student	5.5%	49.2%	52.3%	56.8%	59.9%
Returning Student	27.4%	14.2%	12.4%	11.2%	11.2%
Not Applicable	4.0%	3.6%	4.1%	3.9%	3.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Retrieved from CCCC Data Mart

The number of First-Time AVC Students has decreased over the past four years. The percentage of Continuing Students has increased during the past four years. The percentage of Returning Students has decreased in the past four years.

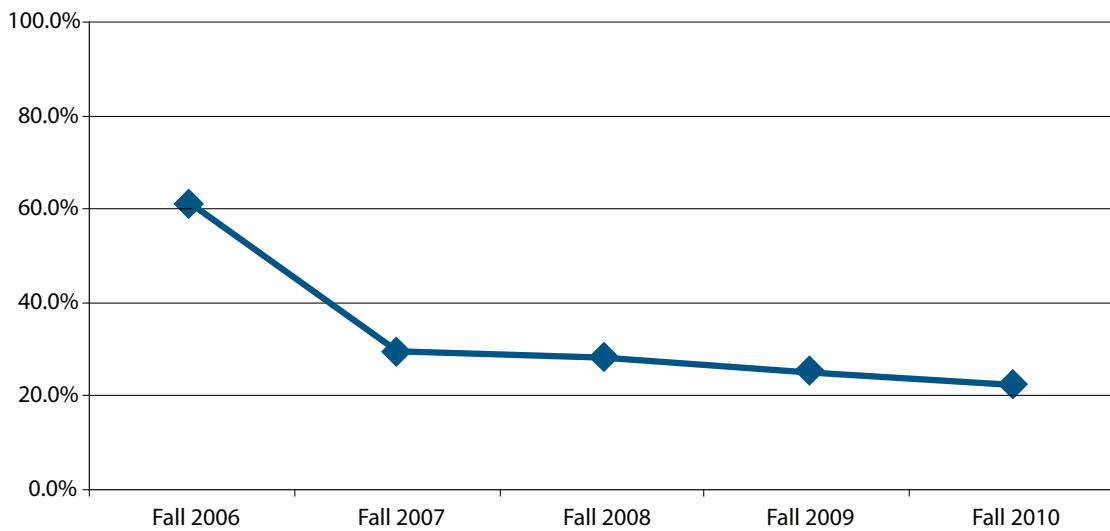
FIRST-TIME AND CONTINUING STUDENTS

Figure 3-4 | Continuing Students | Fall 2006–Fall 2010



Retrieved from CCCCO Data Mart

Figure 3-5 | First-Time AVC Students | Fall 2006–Fall 2010



Retrieved from CCCCO Data Mart

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.

FIRST-TIME STUDENTS | EDUCATIONAL BACKGROUND

Table 3-4 | First-Time Students by Educational Background and Age | Fall 2010

First-Time Students	Under 20	20-24	25-29	30-34	35-39	40-49	50+	Unknown	Total
High School Grad or Equiv	1,833	393	131	66	51	104	57	1	2,636
Not High School Grad	36	63	24	20	8	34	11	0	196
In Adult School	8	12	4	3	1	2	2	0	32
Unknown/Other	25	33	15	2	4	9	6	0	94
Total	1,902	501	174	91	64	149	76	1	2,958

Table, left, shows the number of First-Time Students by age group and educational background.

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	69.5%	14.9%	5.0%	2.5%	1.9%	3.9%	2.2%	0.0%	100.0%
Not High School Grad	18.4%	32.1%	12.2%	10.2%	4.1%	17.3%	5.6%	0.0%	100.0%
In Adult School	25.0%	37.5%	12.5%	9.4%	3.1%	6.3%	6.3%	0.0%	100.0%
Unknown/Other	26.6%	35.1%	16.0%	2.1%	4.3%	9.6%	6.4%	0.0%	100.0%
Total	64.3%	16.9%	5.9%	3.1%	2.2%	5.0%	2.6%	0.0%	100.0%

Retrieved from Banner Database

HIGH SCHOOL YIELDS

Table 3-5 | Student Yields from Feeder High Schools | Fall 2010

High School	Graduating Class Size 2010	AVC Freshman Fall 2010	High School Yield
Antelope Valley Adult	85	4	4.7%
AV Christian HS	30	0	0.0%
Antelope Valley HS	267	78	29.2%
Bethel Christian	17	5	29.4%
Boron HS	38	8	21.1%
Desert Christian HS	101	42	41.6%
Desert HS (Edwards)	91	25	27.5%
Desert Sands Charter School	275	12	4.4%
Desert Winds HS	65	13	20.0%
Eastside High School	556	16	3.6%
Highland HS	642	162	29.1%
Lancaster HS	610	203	33.3%
Littlerock HS	339	85	25.1%
Mojave HS	88	13	14.8%
Palmdale HS	564	158	28.0%
Paraclete HS	181	54	29.8%
Quartz Hill HS	718	251	35.0%
R. Rex Parris School	91	2	2.2%
Rosamond HS	187	47	25.1%
SOAR HS	31	7	22.6%
Tehachapi HS	315	15	4.8%
Vasquez HS	150	8	4.0%
W.J. Pete Knight HS	642	21	3.3%
Average Yield	5,883	1,220	20.7%

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.

Retrieved from Banner Database

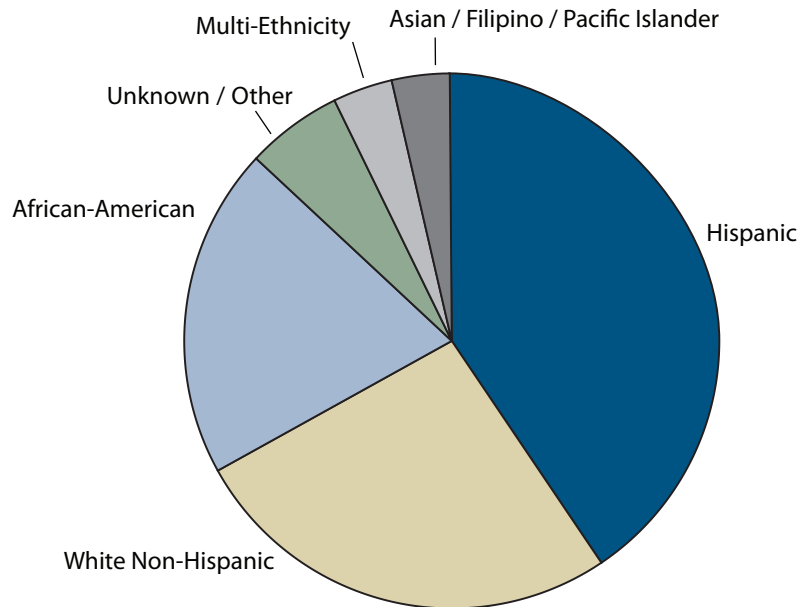
FRESHMEN | ETHNICITY

Table 3-6 | Number of First-Time Freshmen by Ethnicity | Fall 2010

Ethnicity	Students	Percentage
Hispanic	4,632	31.8%
White Non-Hispanic	4,167	28.6%
African-American	2,819	19.4%
Other / Unknown	1,962	13.5%
Asian / Filipino / Pacific Islander	632	4.3%
Multi-Ethnicity	262	1.8%
American Indian / Alaskan Native	81	0.6%
Total	14,555	100.0%

Retrieved from CCCC Data Mart

Figure 3-6 | Number of First-Time Freshmen by Ethnicity | Fall 2010



Retrieved from CCCC Data Mart

The 2010 fact book ethnicity numbers have increased due to a correction in the data coding of ethnicity categories in the MIS data from the Chancellor's office.

FIRST-TIME STUDENTS | AGE & GENDER

Table 3-7 | Number of First-Time Freshmen by Age and Gender | Fall 2010

First-Time Students	Under 20	20-24	25-29	30-34	35-39	40-49	50+	Unknown	Total
Female	1,001	255	88	53	38	79	46	0	1,560
Male	871	240	85	35	26	68	28	0	1,353
Unknown	30	6	1	3	0	2	2	1	45
Total	1,902	501	174	91	64	149	76	1	2,958

BY PERCENTAGE

First-Time Students	Under 20	20-24	25-29	30-34	35-39	40-49	50+	Unknown	Total
Female	52.6%	50.9%	50.6%	58.2%	59.4%	53.0%	60.5%	0.0%	52.7%
Male	45.8%	47.9%	48.9%	38.5%	40.6%	45.6%	36.8%	0.0%	45.7%
Unknown	1.6%	1.2%	0.6%	3.3%	0.0%	1.3%	2.6%	100.0%	1.5%
Total	100.1%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Retrieved from CCCC Data Mart

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 2010 (see Table 2-1).

SECTION FOUR | SPECIFIC STUDENT POPULATIONS



SPECIFIC POPULATIONS

Table 4-1 | Specific Student Populations | Fall 2006–Fall 2010

Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
CalWORKs	322	483	609	669	601
DSS	582	552	676	826	839
EOPS	933	747	558	537	489
Total	1,837	1,782	1,835	2,032	1,929

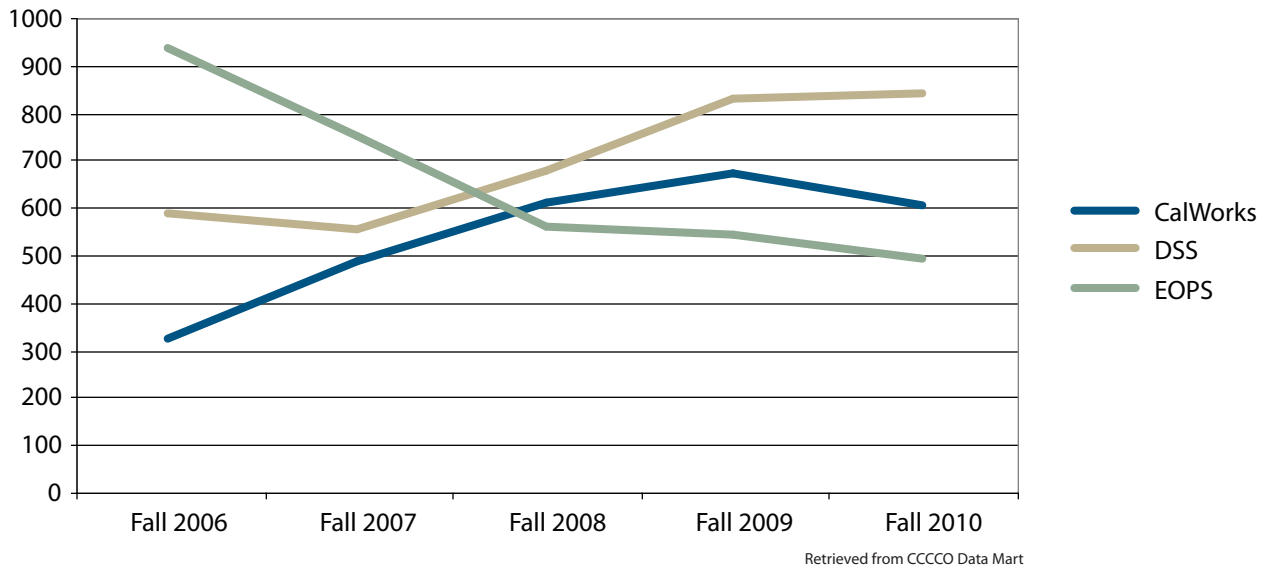
BY PERCENTAGE

Program	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
CalWORKs	2.5%	3.4%	4.0%	4.2%	4.1%
DSS	4.6%	3.9%	4.4%	5.2%	5.8%
EOPS	7.4%	5.3%	3.6%	3.4%	3.4%
Total	14.5%	12.7%	11.9%	12.7%	13.3%

Total Student Population	12,682	14,037	15,402	16,017	14,555
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Retrieved from CCCC Data Mart

Figure 4-1 | Specific Student Populations | Fall 2006–Fall 2010



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

GENDER

Table 4-2 | Specific Student Populations by Gender | Fall 2010

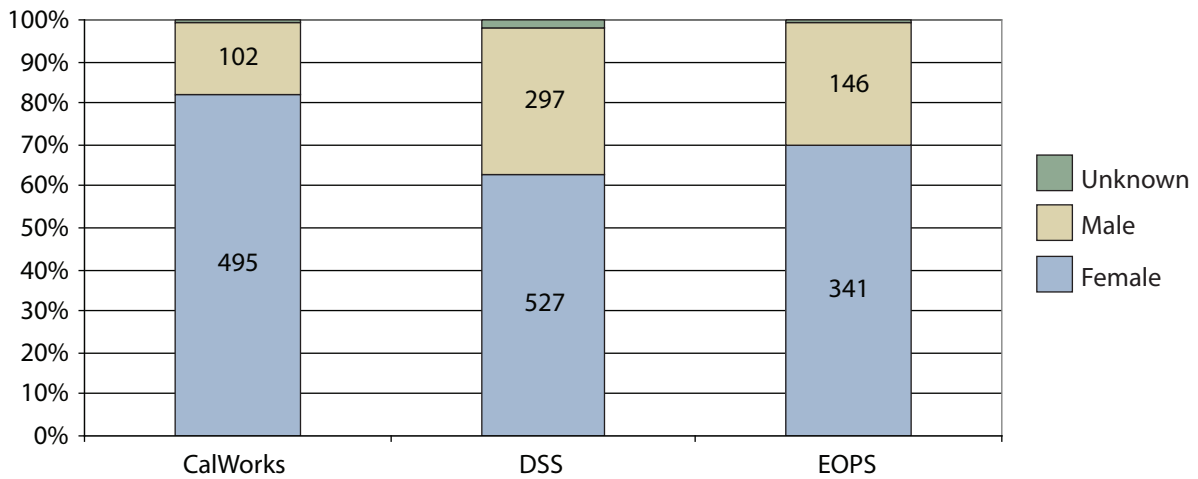
Gender	CalWORKs	DSS	EOPS
Female	495	527	341
Male	102	297	146
Unknown	4	15	2
Total	601	839	489

BY PERCENTAGE

Gender	CalWORKs	DSS	EOPS
Female	82.4%	62.8%	69.7%
Male	17.0%	35.4%	29.9%
Unknown	0.7%	1.8%	0.4%
Total	100.0%	100.0%	100.0%

Retrieved from CCCC Data Mart

Figure 4-2 | Specific Student Populations by Gender | Fall 2010



Retrieved from CCCC Data Mart

CalWORKs serves many single parents and is 82.4% 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 62.8%.

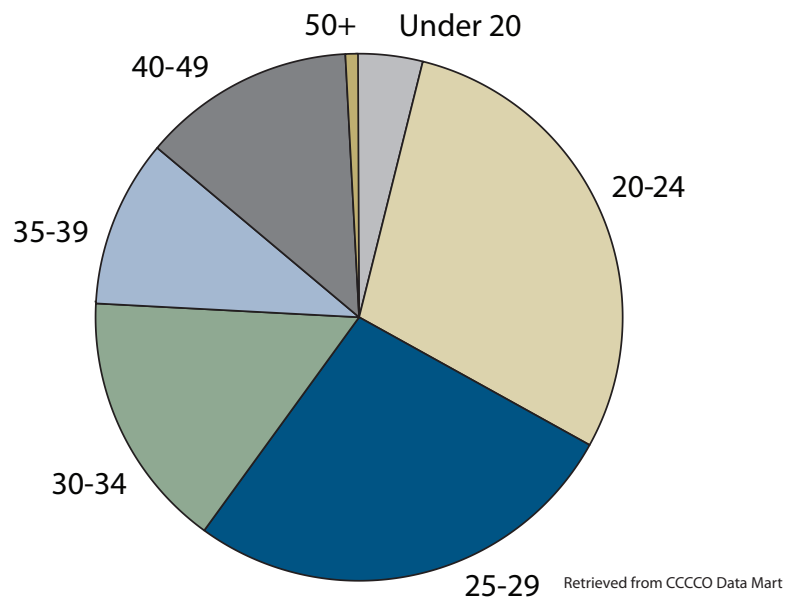
AGE

Table 4-3 | Specific Student Populations by Age | Fall 2010

Age Group	CalWORKs	DSS	EOPS
Under 20	24	124	112
20-24	176	175	114
25-29	160	93	66
30-34	96	73	43
35-39	62	54	28
40-49	78	148	79
50+	5	172	47
Total	601	839	489
BY PERCENTAGE			
Age Group	CalWORKs	DSS	EOPS
Under 20	3.9%	14.8%	22.9%
20-24	29.3%	20.9%	23.3%
25-29	26.7%	11.1%	13.5%
30-34	16.0%	8.7%	8.8%
35-39	10.4%	6.4%	5.7%
40-49	12.9%	17.6%	16.2%
50+	0.9%	20.5%	9.6%
Total	100.0%	100.0%	100.0%

Retrieved from CCCC Data Mart

Figure 4-3 | CalWORKs Participants by Age | Fall 2010



Retrieved from CCCC Data Mart

AGE

Figure 4-4 | DSS Participants by Age | Fall 2010

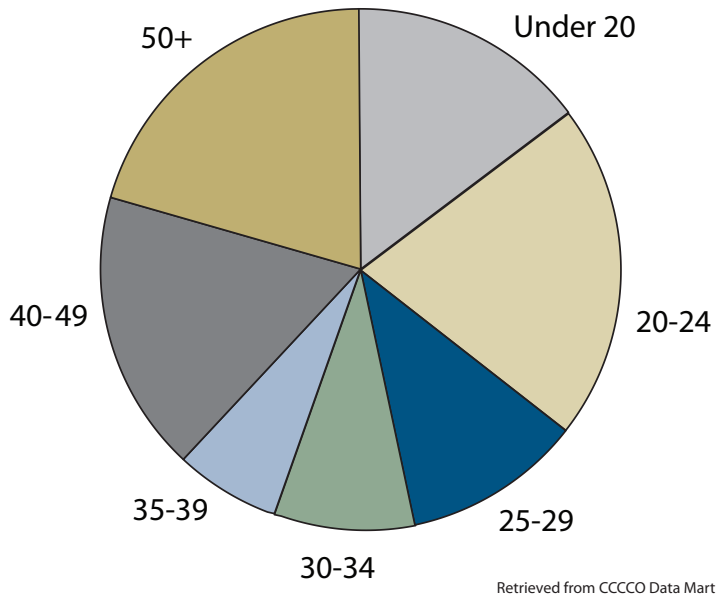
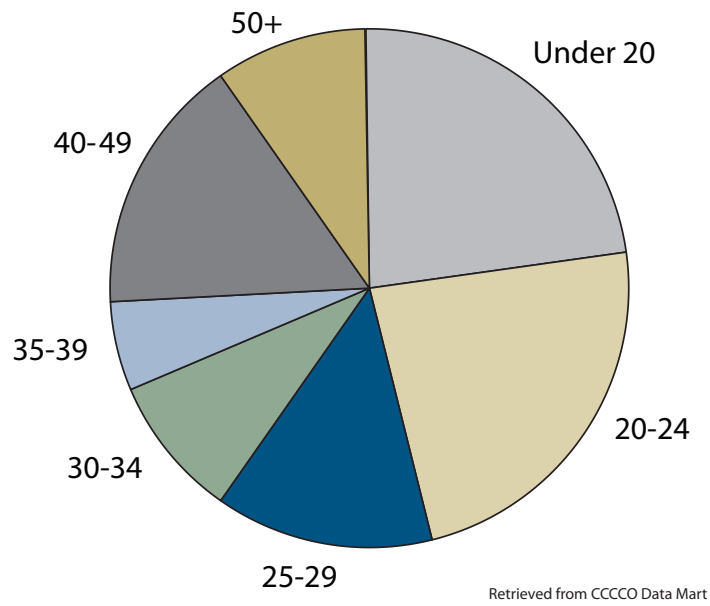


Figure 4-5 | EOPS Participants by Age | Fall 2010



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

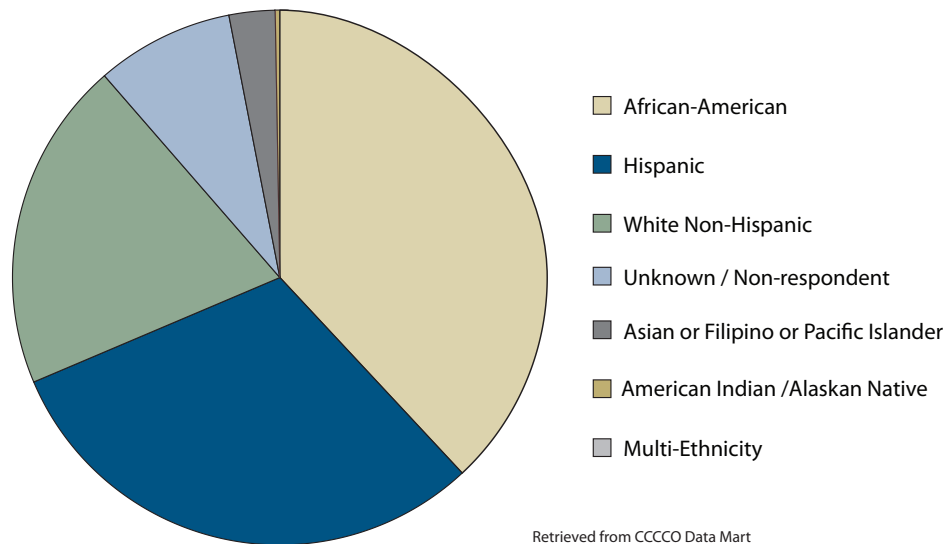
ETHNICITY

Table 4-4 | Specific Student Populations by Ethnicity | Fall 2010

Ethnicity	CalWORKs	DSS	EOPS
African-American	228	285	196
Hispanic	185	168	134
White Non-Hispanic	120	247	81
Unknown / Non-respondent	49	106	61
Asian / Filipino / Pacific Islander	16	23	11
American Indian / Alaskan Native	2	9	5
Multi-Ethnicity	0	0	0
Total	601	839	537
BY PERCENTAGE			
Ethnicity	CalWORKs	DSS	EOPS
African-American	38.0%	34.0%	40.1%
Hispanic	30.8%	20.0%	27.4%
White Non-Hispanic	20.0%	29.5%	16.6%
Unknown / Non-respondent	8.2%	12.6%	12.5%
Asian / Filipino / Pacific Islander	2.7%	2.8%	2.3%
American Indian/Alaskan Native	0.3%	1.1%	1.0%
Multi-Ethnicity	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%

Retrieved from CCCC Data Mart

Figure 4-6 | CalWORKs Participants by Ethnicity | Fall 2010



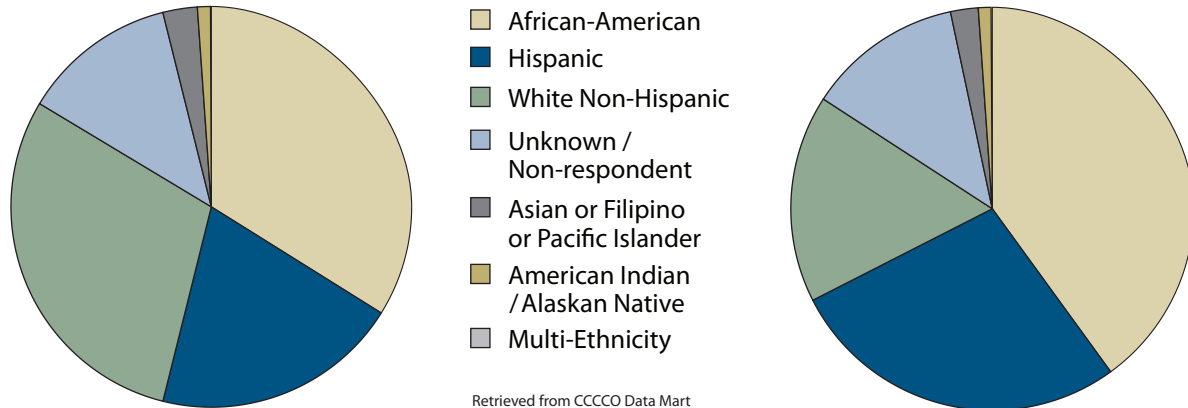
Retrieved from CCCC Data Mart

The CalWORKs program serves a much higher percentage of African-American students (38%) followed by Hispanic students (30.8%) and white non-Hispanic students (20%) as the top three participants in the program.

ETHNICITY

Figure 4-7
DSS Participants by Ethnicity | Fall 2010

Figure 4-8
EOPS Participants by Ethnicity | Fall 2010



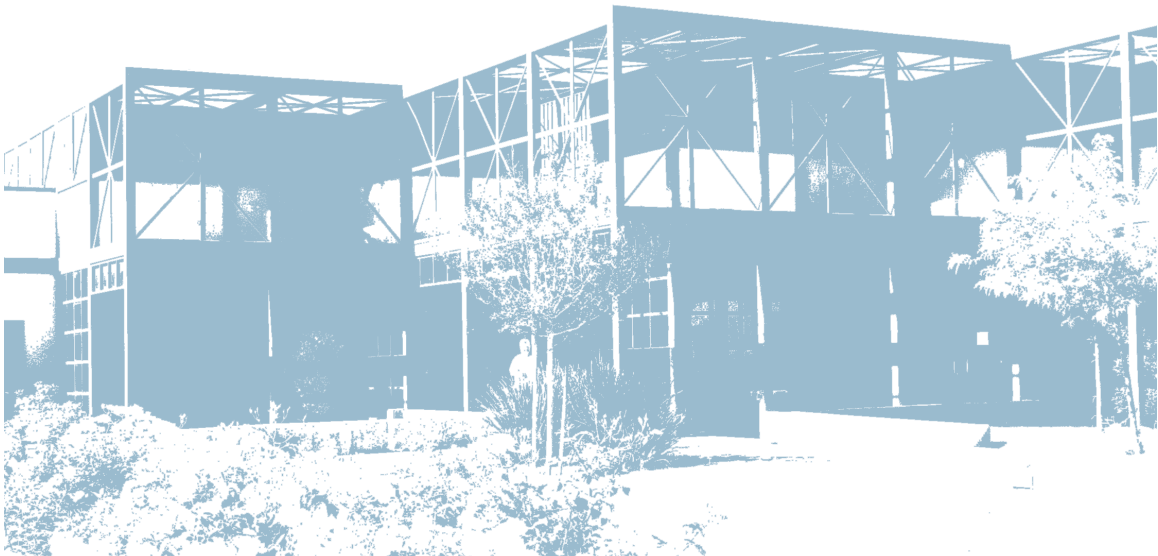
The majority of students served by the DSS program are white non-Hispanic. EOPS serves a much higher percentage of African-American students (40%) compared with Hispanic (27.4%) and white non-Hispanic students (16.6%) as the top three participants in the program.

FINANCIAL AID

Table 4-5 | Financial Aid Sources | 2009–2010

Financial Aid	Students	Amount
Federal Work Study (FWS) (Federal share)	123	\$350,788
Scholarship (non-institutional source)	184	\$169,602
Stafford Loan (subsidized)	2,574	\$8,199,844
Stafford Loan (unsubsidized)	2,203	\$9,031,422
Federal Direct Loan (subsidized)	41	\$87,215
Federal Direct Loan (unsubsidized)	52	\$83,351
Stafford Loan Total	4,870	\$17,401,832
Academic Competitiveness Grant	36	\$34,010
Cal Grant B	837	\$928,479
Cal Grant C	141	\$47,682
CARE Grant	82	\$83,050
Chafee Grant	43	\$146,650
Pell Grant	7,269	\$20,898,409
SEOG (Supplemental Educational Opportunity Grant)	377	\$265,357
Other Grant (non-institutional source)	48	\$54,670
Grant Total	8,833	\$22,458,307
Grand Total		\$40,380,529

Retrieved from CCCC Data Mart



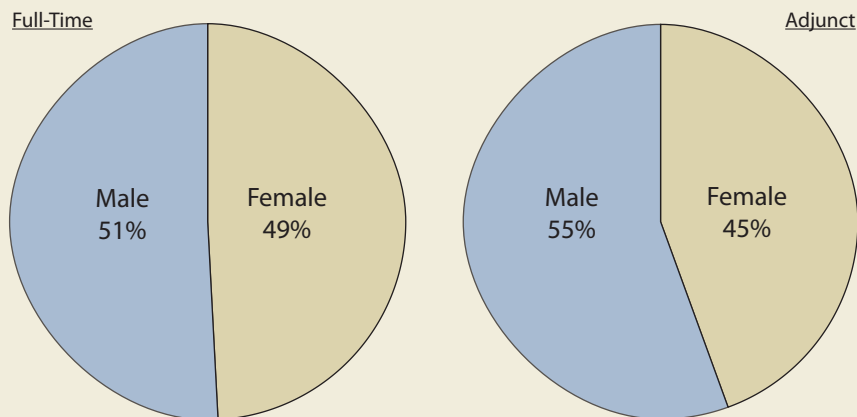
SECTION FIVE | FACULTY AND STAFF

Table 5-1 | Gender Distribution of Faculty | Fall 2010

Faculty	Full-Time		Adjunct		All	
Female	90	49.2%	184	44.6%	274	46.0%
Male	93	50.8%	229	55.4%	322	54.0%
Total	183	100.0%	413	100.0%	596	100.0%

Retrieved from CCCCC Data Mart

Figure 5-1
Gender Distribution of Faculty
Fall 2010



Retrieved from CCCCC Data Mart

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).

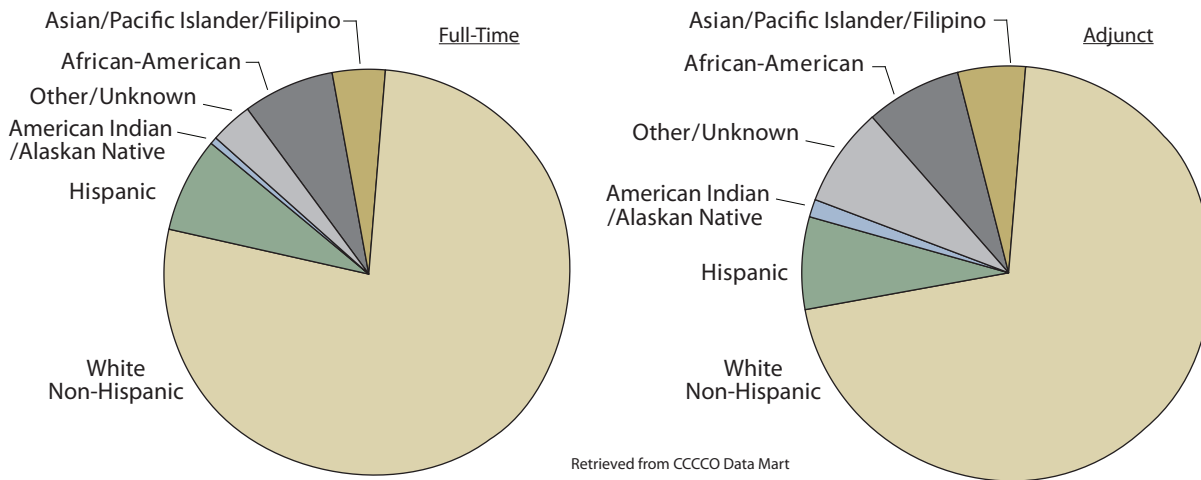
FACULTY BY ETHNICITY

Table 5-2 | Ethnic Distribution of Faculty | Fall 2010

Faculty	Full-Time		Adjunct		All	
African-American	13	7.1%	31	7.5%	44	7.4%
Asian, Pacific Islander, Filipino	8	4.4%	21	5.1%	29	4.9%
White Non-Hispanic	141	77.1%	290	70.2%	431	72.3%
Hispanic	14	7.7%	29	7.0%	43	7.2%
American Indian/Alaskan Native	1	0.1%	6	1.5%	7	1.2%
Other/Unknown	6	3.3%	32	7.8%	38	6.4%
Total	183	100.0%	413	100.0%	596	100.0%

Retrieved from CCCC Data Mart

Figure 5-2 | Ethnic Distribution of Faculty | Fall 2010



Retrieved from CCCC Data Mart

CLASSIFIED STAFF

Table 5-3 | Gender of Classified Staff | Fall 2010

Gender	Headcount	Percent	FTE
Female	148	64.3%	144.7
Male	82	35.7%	80.2
Total	230	100%	224.9

Table 5-4 | Ethnicity of Classified Staff | Fall 2010

Ethnicity	Headcount	Percent	FTE
African-American	29	12.6%	28.4
Asian, Pacific Islander, Filipino	9	3.9%	8.8
White Non-Hispanic	146	63.5%	142.8
Hispanic	31	13.5%	30.3
American Indian/Alaskan Native	1	0.4%	1.0
Unknown	14	6.1%	13.7
Total	230	100.0%	224.9

Retrieved from CCCC Data Mart



SECTION SIX | OUTCOMES AND MEASURES OF SUCCESS

Table 6-1 | Student Credit Ratio | Spring 2010

Units Attempted	Percent of Units Completed				Total
	0%	1 to 50%	51 to 99%	100%	
0.5 to 2.5	140	266	7	1	414
3.0 to 5.5	1,107	2,029	131	12	3,279
6.0 to 8.5	735	1,614	824	170	3,343
9.0 to 11.5	426	1,185	497	659	2,767
12.0 to 14.5	225	1,622	664	929	3,440
15.0 to 17.5	37	475	125	292	929
18.0+	7	78	30	84	199
Grand Total	2,677	7,269	2,278	2,147	14,371

BY PERCENTAGE

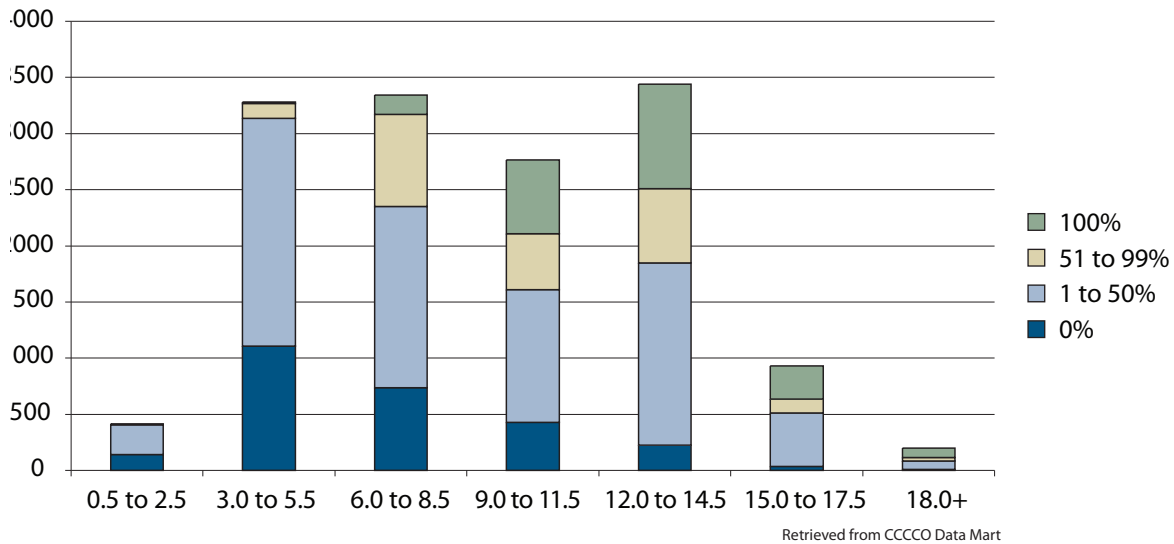
Units Attempted	Percent of Units Completed				Total
	0.0%	1 to 50%	51 to 99%	100.0%	
0.5 to 2.5	5.2%	3.7%	0.3%	0.0%	2.9%
3.0 to 5.5	41.4%	27.9%	5.8%	0.6%	22.8%
6.0 to 8.5	27.5%	22.2%	36.2%	7.9%	23.3%
9.0 to 11.5	15.9%	16.3%	21.8%	30.7%	19.3%
12.0 to 14.5	8.4%	22.3%	29.1%	43.3%	23.9%
15.0 to 17.5	1.4%	6.5%	5.5%	13.6%	6.5%
18.0+	0.3%	1.1%	1.3%	3.9%	1.4%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

Retrieved from CCCC Data Mart

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 who 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 14.9% of students completed all the units they enrolled in at census for fall 2010. 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.

STUDENT CREDIT RATIO

Figure 6-1
Student Credit Ratio
Spring 2010



PERSISTENCE

Table 6-2
Student Term Persistence over Eight Semesters
Fall 2007 to Fall 2010 Cohorts

First Term	Start	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8
Fall 2007	6,145	3,596	2,358	1,813	1,284	954	624	498
Fall 2008	6,464	4,061	2,559	1,861	1,352	1,119		
Fall 2009	6,057	3,583	2,420	1,983				
Fall 2010	5,317	3,695						

BY PERCENTAGE

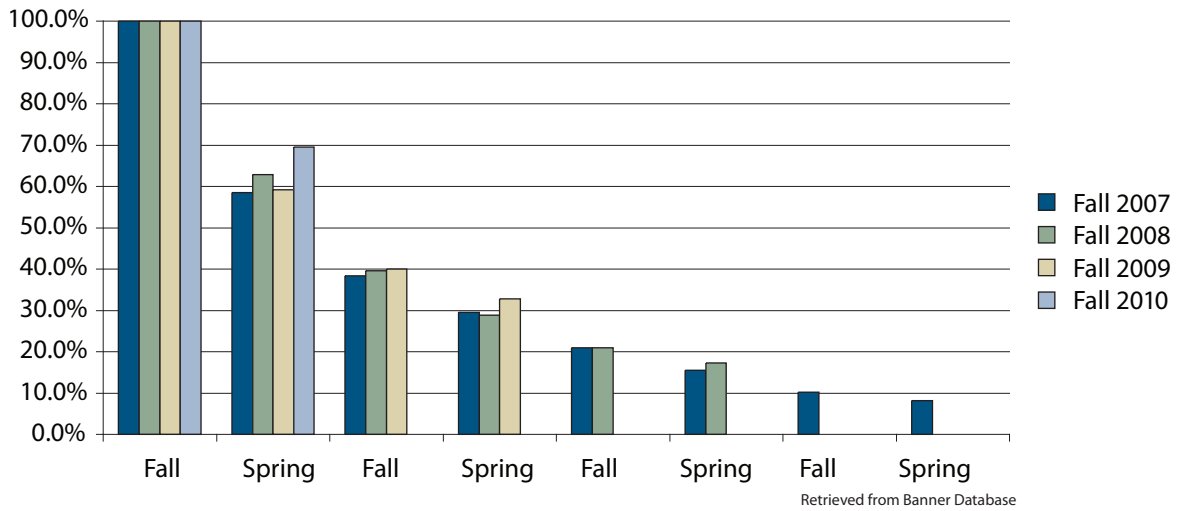
First Term	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Fall 2007	100.0%	58.5%	38.4%	29.5%	20.9%	15.5%	10.2%	8.1%
Fall 2008	100.0%	62.8%	39.6%	28.8%	20.9%	17.3%		
Fall 2009	100.0%	59.2%	40.0%	32.7%				
Fall 2010	100.0%	69.5%						

Retrieved from Banner Database

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 2007 cohort only retained 8.1% 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 6-2
Student Term Persistence over Eight Semesters
Fall 2007– Fall 2010 Cohorts



DEGREES AND CERTIFICATES

Table 6-3
Degrees and Certificates Awarded
2005-2006 to 2009-2010

Degrees and Certificates	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Associate in Arts (AA) degree	509	647	579	533	436
Associate in Science (AS) degree	245	276	313	314	314
Total Degrees	754	923	892	847	750
Certificate (6 to < 18 semester units)	11	11	10	8	0
Certificate (18 to < 30 semester units)	83	58	124	121	150
Certificate (30 to < 60 semester units)	135	139	119	137	203
Total Certificates	229	208	253	266	353
Total Awarded	983	1,131	1,145	1,113	1,103

Retrieved from CCCC Data Mart

Overall in the past five school terms (not including 2010-2011), the number of degrees and certificates awarded has increased. There was a significant decrease in the number of degrees awarded in 2009-2010. Unduplicated data counts individuals that have received a degree or certificate.

Figure 6-3
Degrees and Certificates Awarded
2005-2006 to 2009-2010

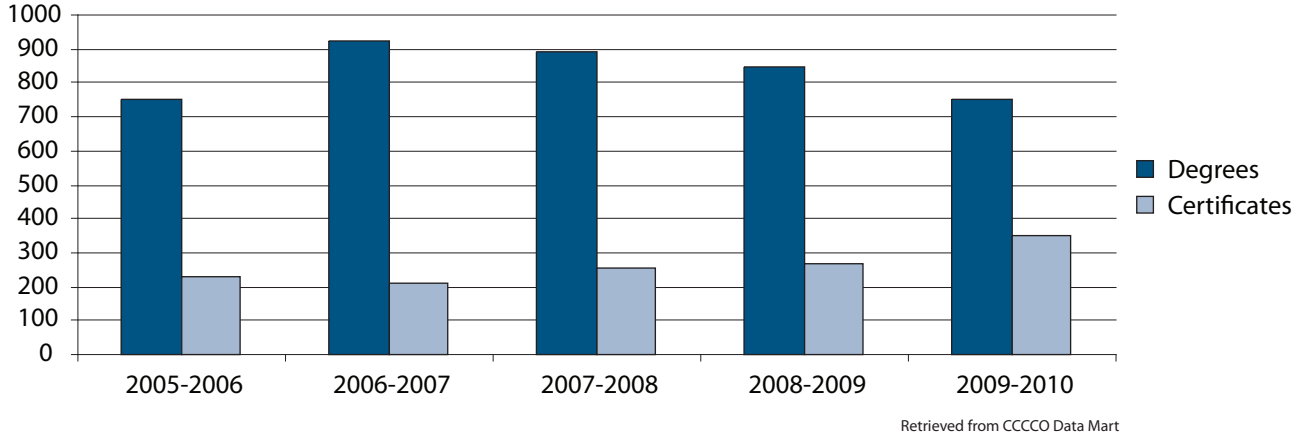
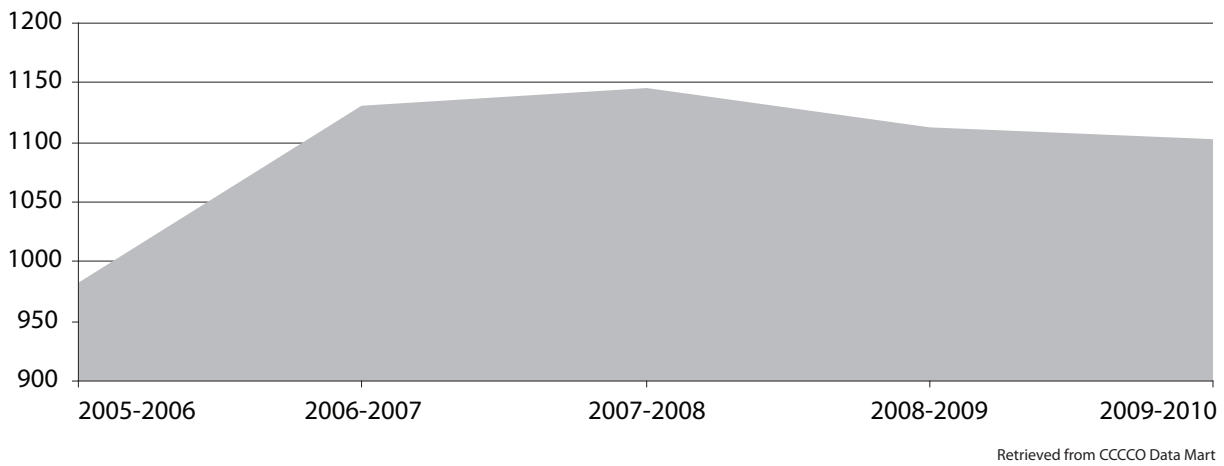


Figure 6-3 indicates a slight decrease in degrees awarded and an increase in certificates awarded.

Figure 6-3
Total Degrees and Certificates Awarded
2005-2006 to 2009-2010



The chart above shows a stagnant rate of over 1,100 awards per academic year since 2006-2007.



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 | 2000-2001 to 2004-2005

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Transferred Student	464	504	561	439	422
Cohort Student	1,506	1,681	1,731	1,276	1,224
Transfer Rate	31%	30%	32%	34%	34%

Retrieved from CCCC Data Mart

ETHNICITY

Table 7-2 | Transfer Rates by Ethnicity | 2000-2001 to 2004-2005

Ethnicity	2000-2001			2001-2002			2002-2003			2003-2004			2004-2005		
	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	43	166	26%	55	192	29%	64	203	32%	61	156	39%	47	134	35%
American Indian/Alaskan Native	5	15	33%	3	11	27%	5	15	33%	2	13	15%	0	6	0%
Asian	20	43	47%	33	51	65%	16	42	38%	20	41	49%	21	40	53%
Filipino	11	44	25%	10	48	21%	16	45	36%	9	38	24%	8	24	33%
Hispanic	80	326	25%	118	412	29%	106	408	26%	88	326	27%	102	324	31%
Other Non-White	17	40	43%		0			0			0		0	0	0%
Pacific Islander	5	9	56%	2	5	40%	2	12	17%	2	5	40%	0	5	0%
Unknown/Non-Respondent/Declined	24	60	40%	23	97	24%	49	121	40%	33	86	38%	28	90	31%
White Non-Hispanic	259	803	32%	260	865	30%	303	885	34%	224	611	37%	216	601	36%
Total	464	1,506	31%	504	1,681	30%	561	1,731	32%	439	1,276	34%	422	1,224	34%

Retrieved from CCCCC Data Mart

GENDER

Table 7-3 | Transfer Rates by Gender | 2000-2001 to 2004-2005

Gender	2000-2001			2001-2002			2002-2003			2003-2004			2004-2005		
	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	298	890	33%	332	1,005	33%	347	1,036	33%	283	815	35%	258	770	34%
Male	163	600	27%	168	659	25%	208	666	31%	150	448	33%	158	437	36%
Other	3	16	19%	4	17	24%	6	29	21%	6	13	46%	6	17	35%
Total	464	1,506	31%	504	1,681	30%	561	1,731	32%	439	1,276	34%	422	1,224	34%

Retrieved from CCCCC Data Mart

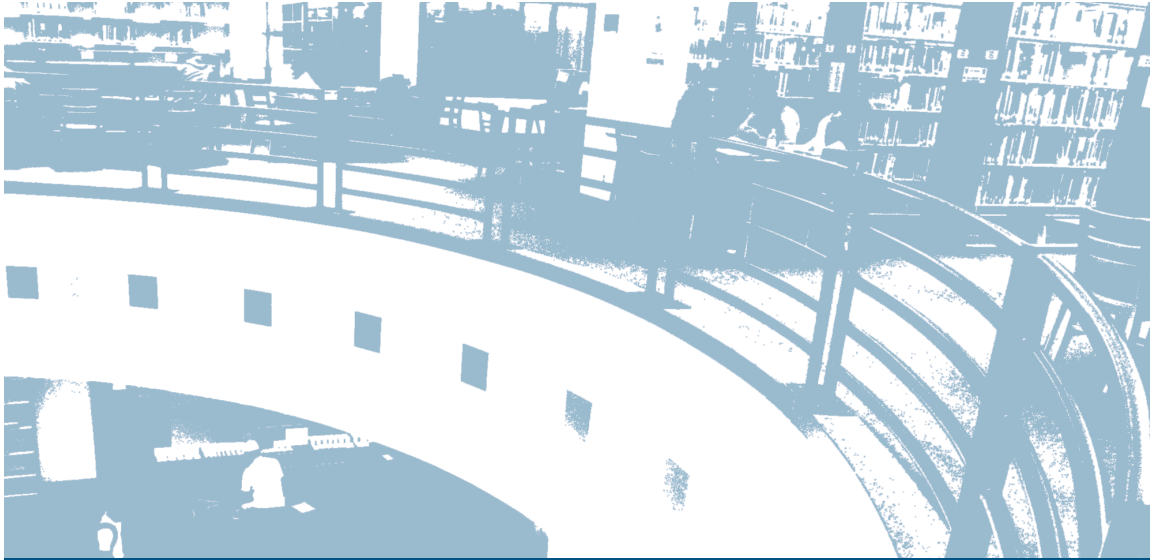
AGE

Table 7-4 | Transfer Rates by Age | 2000-2001 to 2004-2005

Age	2000-2001			2001-2002			2002-2003			2003-2004			2004-2005		
	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	211	649	33%	204	657	31%	245	667	37%	137	326	42%	122	307	40%
18 to 19	175	556	31%	222	672	33%	249	741	34%	241	681	35%	247	701	35%
20 to 24	22	93	24%	20	99	20%	18	101	18%	25	106	24%	26	85	31%
25 to 29	9	44	20%	11	48	23%	10	43	23%	6	42	14%	2	28	7%
30 to 34	11	32	34%	11	47	23%	9	46	20%	6	21	29%	8	23	35%
35 to 39	14	46	30%	13	53	25%	4	38	11%	5	24	21%	7	19	37%
40 to 49	20	75	27%	18	81	22%	23	73	32%	15	59	25%	8	45	18%
50 and older	2	11	18%	5	22	23%	3	19	16%	4	17	24%	2	16	13%
Unknown		0		0	2	0%	0	3	0%		0		0	0	0%
Total	464	1,506	31%	504	1,681	30%	561	1,731	32%	439	1,276	34%	422	1,224	34%

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

Retrieved from CCCCC Data Mart



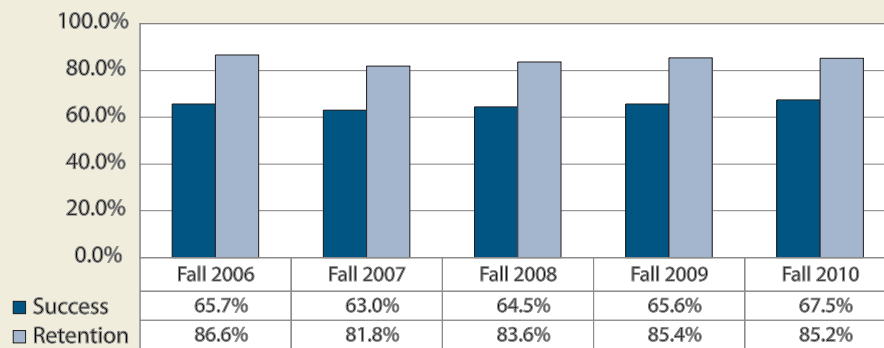
SECTION EIGHT | SUCCESS AND RETENTION

Table 8-1 | Success and Retention | Fall 2010

Term	Success	Retention
Fall 2006	65.7%	86.6%
Fall 2007	63.0%	81.8%
Fall 2008	64.5%	83.6%
Fall 2009	65.6%	85.4%
Fall 2010	67.5%	85.2%

Retrieved from CCCC Data Mart

Figure 8-1 | Success and Retention | Fall 2010



Retrieved from CCCC Data Mart

Figure 8-1 shows a stagnant rate of 2/3 of AVC students being successful and over 85% retained the fall term.

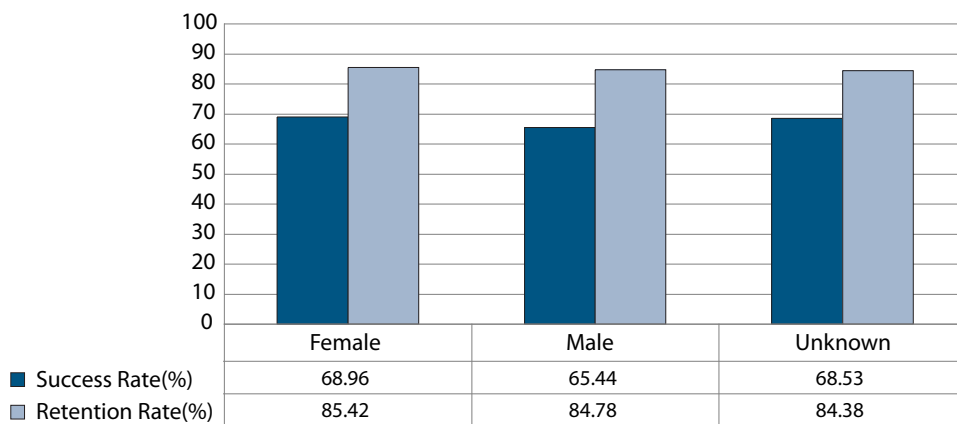
GENDER

Table 8-2 | Success and Retention by Gender | Fall 2010

Gender	Enrollments	Succeeded	Success Rate %	Retained	Retention Rate %
Female	23,943	16,510	68.96%	20,453	85.42%
Male	17,229	11,275	65.44%	14,607	84.78%
Unknown	448	307	68.53%	378	84.38%
Grand Total	41,620	28,092	67.5%	35,438	85.15%

Retrieved from CCCCO Data Mart

Figure 8-2 | Success and Retention by Gender | Fall 2010



Retrieved from CCCCO Data Mart

ETHNICITY

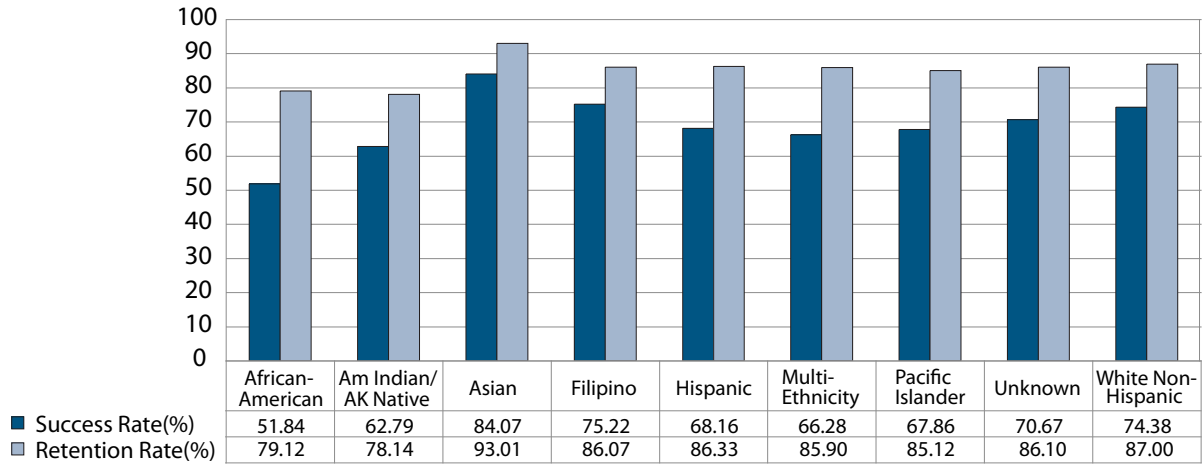
Table 8-3 | Success and Retention by Ethnicity | Fall 2010

Ethnicity	Enrollments	Succeeded	Success Rate %	Retained	Retention Rate %
African-American	8,092	4,195	51.84%	6,402	79.12%
American Indian/ Alaskan Native	215	135	62.79%	168	78.14%
Asian	772	649	84.07%	718	93.01%
Filipino	811	610	75.22%	698	86.07%
Hispanic	12,735	8,680	68.16%	10,994	86.33%
Multi-Ethnicity	780	517	66.28%	670	85.90%
Pacific Islander	168	114	67.86%	143	85.12%
Unknown	6,243	4,412	70.67%	5,375	86.10%
White Non-Hispanic	11,804	8,780	74.38%	10,270	87.00%
Grand Total	41,620	28,092	67.5%	35,438	85.15%

Retrieved from CCCCO Data Mart

ETHNICITY

Figure 8-3 | Success and Retention by Ethnicity | Fall 2010



Retrieved from CCCCO Data Mart

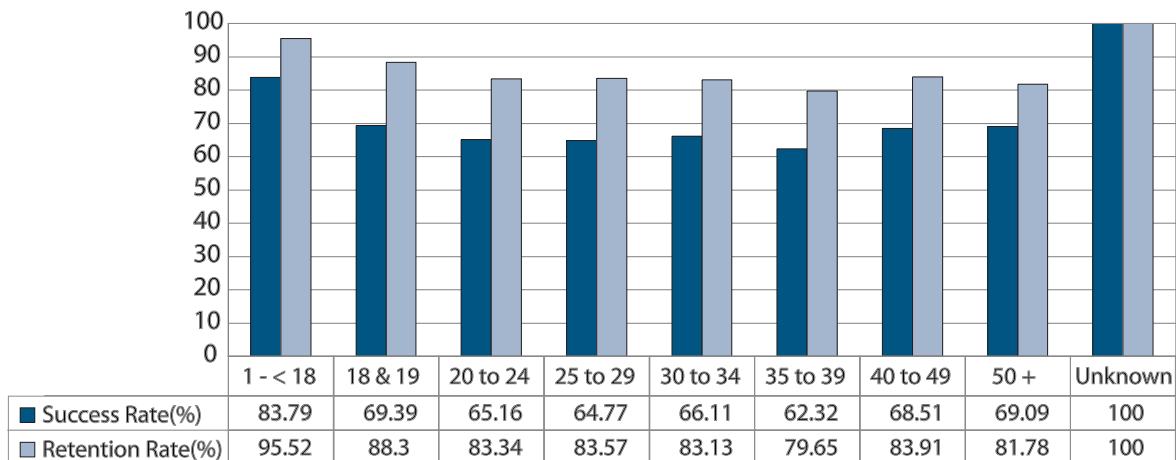
AGE

Table 8-4 | Success and Retention by Age | Fall 2010

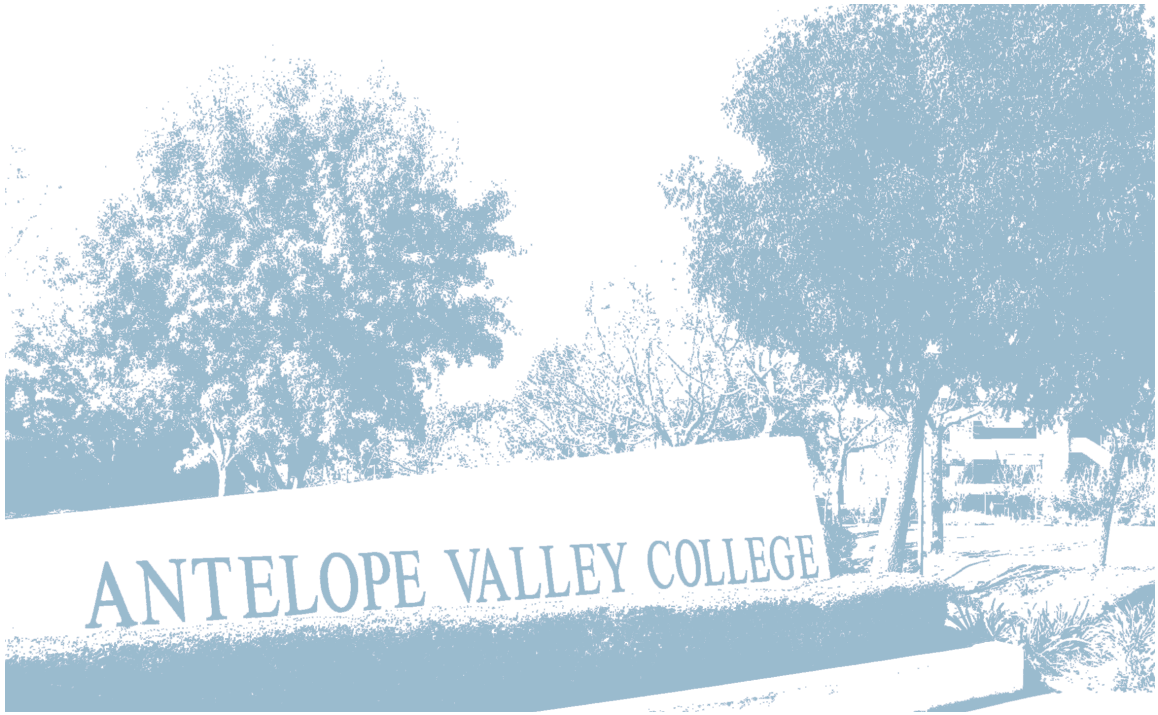
Age Group	Enrollments	Succeeded	Success Rate %	Retained	Retention Rate %
1 - < 18	1,561	1,308	83.79%	1,491	95.52%
18 & 19	12,793	8,877	69.39%	11,296	88.30%
20 to 24	13,730	8,946	65.16%	11,442	83.34%
25 to 29	4,261	2,760	64.77%	3,561	83.57%
30 to 34	2,502	1,654	66.11%	2,080	83.13%
35 to 39	1,725	1,075	62.32%	1,374	79.65%
40 to 49	3,033	2,078	68.51%	2,545	83.91%
50 +	2,009	1,388	69.09%	1,643	81.78%
Unknown	6	6	100.00%	6	100.00%
Grand Total	41,620	28,092	67.5%	35,438	85.15%

Retrieved from CCCCO Data Mart

Figure 8-4 | Success and Retention by Age | Fall 2010



Retrieved from CCCCO Data Mart



SECTION NINE | ACCOUNTABILITY REPORTING FOR CALIFORNIA COMMUNITY COLLEGES

Table 9-1 | Student Progress and Achievement Rate

2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
54.2%	55.8%	54.7%

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 9-2 | Percent of Students Who Earned at Least 30 Units

2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
73.8%	73.3%	74.0%

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 9-3 | Persistence Rate

Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
67.2%	67.8%	67.3%

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 9-4
Annual Successful Course Completion Rate for Credit Vocational Courses

2007-2008	2008-2009	2009-2010
72.7%	74.4%	78.0%

Table 9-5
Annual Successful Course Completion Rate for Credit Basic Skills Courses

2007-2008	2008-2009	2009-2010
54.9%	56.0%	58.5%

Table 9-6
Improvement Rates for ESL and Credit Basic Skills Courses

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	42.2%	51.1%	44.0%
Basic Skills Improvement Rate	46.7%	53.0%	56.9%

Table 9-7
Career Development and College Preparation (CDCP) Progress and Achievement Rate

2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
6.7%	10.0%	9.3%

COLLEGE PROFILE

Table 9-8
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	21,348	22,883	21,012
Full-Time Equivalent Students (FTES)*	11,401	12,919	11,562

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 9-9
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	31.8%	31.4%	31.6%
20–24	26.8%	27.8%	29.5%
25–49	34.1%	34.0%	32.8%
Over 49	7.3%	6.8%	6.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor’s Office, Management Information System

Table 9-10
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	60.1%	59.0%	58.1%
Male	38.8%	39.8%	40.8%
Unknown	1.1%	1.2%	1.1%

Source: Chancellor’s Office, Management Information System

COLLEGE PROFILE

Table 9-11 | Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	20.4%	21.7%	18.9%
American Indian/Alaskan Native	1.0%	1.0%	0.8%
Asian	2.8%	2.7%	2.2%
Filipino	2.3%	2.3%	1.8%
Hispanic	30.1%	30.8%	26.6%
Pacific Islander	0.4%	0.5%	0.4%
Two or more races	.%	.%	0.5%
Unknown/Non-Respondent	7.7%	8.4%	22.5%
White Non-Hispanic	35.2%	32.7%	26.4%

Source: Chancellor's Office, Management Information System

COLLEGE PEER GROUPING

Table 9-12 | Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	54.7	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	74.0	72.4	57.8	80.3	B2
C	Persistence Rate	67.3	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.0	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.5	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	56.9	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	44.0	49.4	9.6	83.3	G2

COLLEGE SELF ASSESSMENT

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

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

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

Antelope Valley College scored in the mid-range in the peer group of each of the seven performance indicators in the ARCC 2011 report. Antelope Valley College showed increases in the Percent of Students Who Earned at Least 30 Units, Annual Successful Course Completion Rate for Vocational Courses, the Annual Successful Course Completion Rate for Credit Basic Skills Courses, and the Basic Skills Improvement Rate. The Student Progress and Achievement Rate, the Persistence Rate, and the ESL Improvement Rate all fell this year. Campus efforts in the Basic Skills area have paid off with a jump from two years ago in both measures. Campus resources are now being focused on improving the areas that declined.

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.

Figure A-1 | Enrollment History and Projections | 1973 to 2010

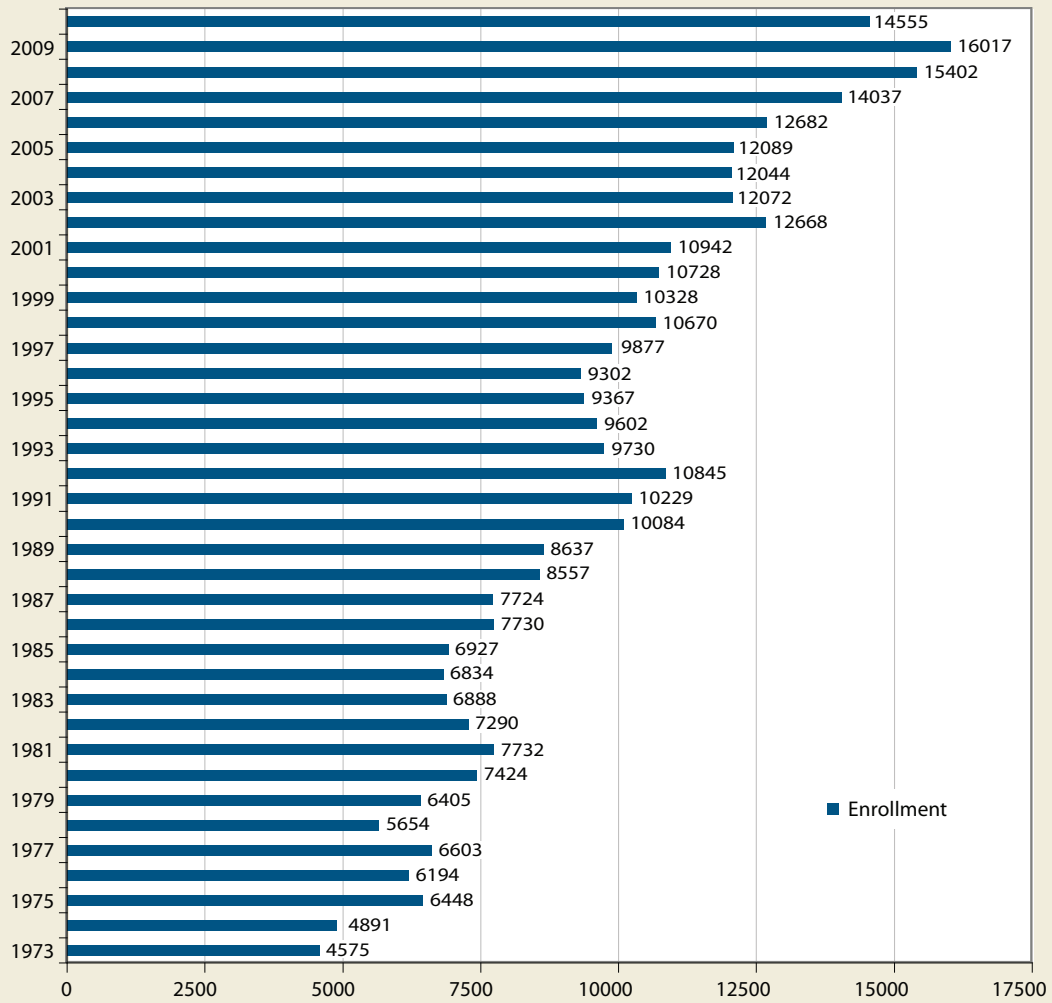


Table A-1 | Credit/Non-Credit FTES | 1996 to 2010

Year	Credit	Non-Credit	Total
1996	6,270	169	6,439
1997	6,058	173	6,231
1998	5,891	172	6,063
1999	3,788	1	3,789
2000	6,997	12	3,789
2001	7,362	17	7,379
2002	7,888	75	7,963
2003	8,335	112	8,447
2004	8,538	104	8,642
2005	8,782	71	8,853
2006	8,312	52	8,364
2007	10,267	70	10,337
2008	11,511	103	11,614
2009	11,887	102	11,989
2010	10,595	69	10,664

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.

LIST OF FIGURES AND TABLES

Table 1-4	Age Level of Population by ZIP Code	12	Table 7-1	Overall Transfer Rates	46
Table 9-9	Age of Students at Enrollment	50	Table 9-12	Peer Grouping	51
Table 9-5	Annual Successful Course Completion Rate for Credit Basic Skills Courses	49	Figure 3-2	Percentage of Credit Students by Academic Level	25
Table 9-4	Annual Successful Course Completion Rate for Credit Vocational Courses	49	Figure 2-5	Percentage of Credit Students by Age Group	18
Table 9-8	Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)	50	Figure 2-4	Percentage of Credit Students by Age Group	17
Figure 4-3	CalWORKs Participants by Age	33	Figure 3-1	Percentage of Credit Students by Educational Background	23
Figure 4-6	CalWORKs Participants by Ethnicity	35	Figure 3-3	Percentage of Credit Students by Enrollment Status	26
Table 9-7	Career Development and College Preparation (CDCP) Progress and Achievement Rate	49	Figure 2-9	Percentage of Credit Students by Day/Evening Status	21
Figure 3-4	Continuing Students	27	Table 2-5	Percentage of Credit Students by Day/Evening Status	21
Table 3-2	Credit Students by Academic Level	25	Figure 2-7	Percentage of Credit Students by Ethnicity	19
Table 2-2	Credit Students by Age Group	17	Figure 2-6	Percentage of Credit Students by Ethnicity	18
Table 3-1	Credit Students by Educational Background	24	Figure 2-8	Percentage of Credit Students by Full-Time Status	20
Figure 6-3	Degrees and Certificates Awarded	42	Table 9-2	Percent of Students Who Earned at Least 30 Units	48
Table 6-3	Degrees and Certificates Awarded	42	Table 9-3	Persistence Rate	49
Figure 4-4	DSS Participants by Age	34	Figure 4-1	Specific Student Populations	31
Figure 4-7	DSS Participants by Ethnicity	36	Table 4-1	Specific Student Populations	31
Table 1-3	Education Level of Adult Population by ZIP Code	10-11	Table 4-3	Specific Student Populations by Age	33
Figure A-1	Enrollment History and Projections	53	Table 4-4	Specific Student Populations by Ethnicity	35
Figure 4-5	EOPS Participants by Age	34	Figure 4-2	Specific Student Populations by Gender	32
Figure 4-8	EOPS Participants by Ethnicity	36	Table 4-2	Specific Student Populations by Gender	32
Figure 5-2	Ethnic Distribution of Faculty	38	Figure 6-1	Student Credit Ratio	40
Table 5-2	Ethnic Distribution of Faculty	38	Table 6-1	Student Credit Ratio	39
Table 1-5	Ethnic Distribution of Population by ZIP Code	12	Figure 2-1	Student Enrollment	15
Table 5-4	Ethnicity of Classified Staff	38	Figure 2-3	Student Enrollment by Gender	16
Table 9-11	Ethnicity of Students	51	Figure 1-1	Student Participation Rates	9
Figure 2-2	Fall Student Enrollment	15	Table 1-2	Student Participation Rates	9
Table 1-1	Fall 2010 Student Enrollment, Adult and Residential Population by ZIP Code	8	Table 9-1	Student Progress and Achievement Rate	48
Table 4-5	Financial Aid Sources	36	Figure 6-2	Student Term Persistence over Eight Semesters	41
Figure 3-5	First-Time AVC Students	27	Table 6-2	Student Term Persistence over Eight Semesters	40
Table 3-4	First-Time Students by Educational Background and Age	28	Table 3-5	Student Yields from Feeder High Schools	28
Figure 5-1	Gender Distribution of Faculty	37	Figure 8-1	Success and Retention	45
Table 5-1	Gender Distribution of Faculty	37	Table 8-1	Success and Retention	45
Table 5-3	Gender and Ethnicity of Classified Staff	38	Figure 8-2	Success and Retention by Gender	46
Table 9-10	Gender of Students	50	Table 8-2	Success and Retention by Gender	45
Table 1-6	Household Income in 1999 by ZIP Code	13	Figure 8-3	Success and Retention by Ethnicity	47
Table 9-6	Improvement Rates for ESL and Credit Basic Skills Courses	49	Table 8-3	Success and Retention by Ethnicity	46
MAPS	Maps of AVC District and Service Area	6-7	Figure 8-4	Success and Retention by Age	47
Table 1-7	Median Household Income in 1999 by ZIP Code	14	Table 8-4	Success and Retention by Age	47
Table 3-3	Number of Credit Students by Enrollment Status	26	Table 2-3	Total Credit Students by Ethnicity	19
Table 3-7	Number of First-Time Freshmen by Age and Gender	30	Table 2-4	Total Credit Students by Full-Time Status	20
Figure 3-6	Number of First-Time Freshmen by Ethnicity	29	Table 2-1	Total Credit Students by Gender	16
Table 3-6	Number of First-Time Freshmen by Ethnicity	29	Figure 6-3	Total Degrees and Certificates Awarded	42
			Figure 2-10	Total FTES	22
			Table 7-2	Transfer Rates by Ethnicity	44
			Table 7-3	Transfer Rates by Gender	44
			Table 7-4	Transfer Rates by Age	44



ANTELOPE VALLEY COLLEGE

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