



ANTELOPE VALLEY COLLEGE

**FACT BOOK
2006**

INSTITUTIONAL RESEARCH & PLANNING



ANTELOPE VALLEY COLLEGE

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2006**

Office of Institutional Research & Planning
Antelope Valley College

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Antelope Valley Community College District

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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 technician compiled the information in this book with assistance from the admittance accounting technician. Nearly all the AVC data were drawn from our own analyses of college databases; exceptions and additional sources are identified in the technical footnotes. The primary source for student data used in this publication is the MIS data. Other sources include 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 student records database. That 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 Partnership for Excellence is an example.

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

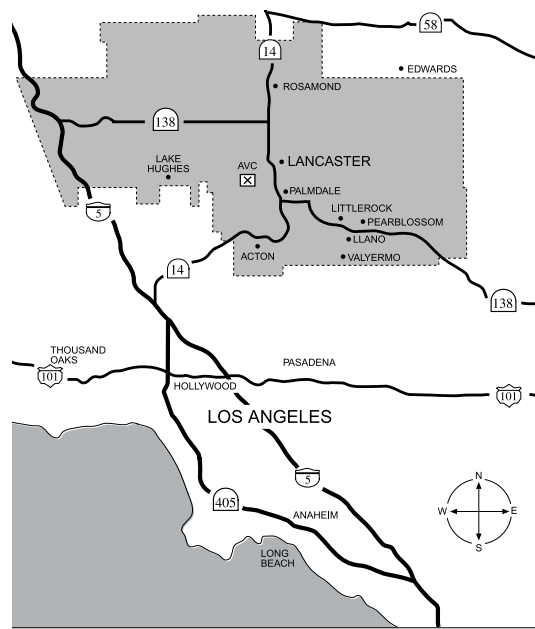
Special Projects. Large research projects are conducted as determined by the college management and as resources allow. Conducting an environmental scan to support a new vocational program is an example.

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

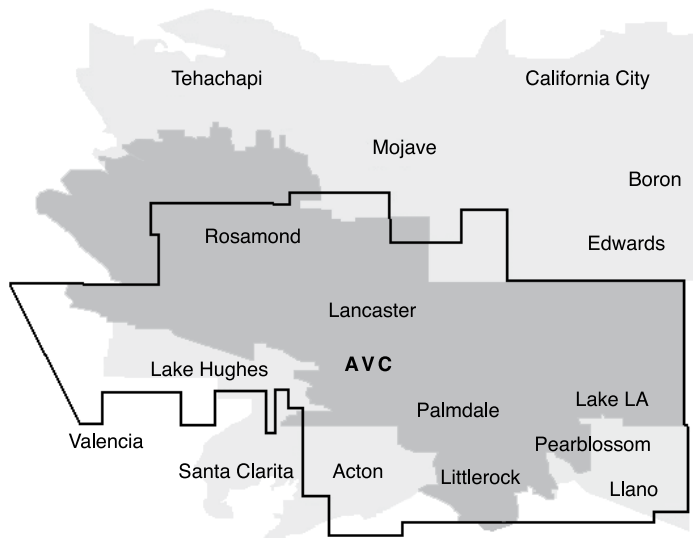


SECTION ONE | ANTELOPE VALLEY COLLEGE SERVICE AREA

The Antelope Valley Community College District
in relation to Southern California



The campus at Antelope Valley College is located north of the mountains that separate Antelope Valley from the Los Angeles basin. Mature trees and lush lawns on the 135-acre campus provide an inviting place for students to relax. The entire campus consists of 35 permanent buildings, eight 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 six classrooms on the third floor of the building, with an additional three rooms to be 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 college service area is operationally defined as all ZIP codes with greater than 1.33% of the fall enrollment. The dark shaded areas on the map above represent the college’s highest enrollment service area, which comprises 91.8% of the total fall 2006 credit enrollment. The light shaded areas are the extended service area with 5.4% of the total enrollment. The extended service area accounts for another 2.0% of the total fall enrollment. Less than 1% of student residential ZIP codes are unknown.

STUDENT/RESIDENTIAL RATIOS

Table 1-1
Fall 2006 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),
- Little Rock 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.	2006 Fall Students	Percentage of Fall 2006
Acton	93510	7,813	5,557	124	0.97%
Boron	93516	2,231	1,616	23	0.18%
California City	93505	8,311	5,751	134	1.04%
California City	PO Box			6	0.05%
California City Total		8,311	5,751	140	1.09%
Edwards	93523	7,679	4,926	50	0.39%
Edwards AFB	93524			6	0.05%
Edwards Total		7,679	4,926	56	0.44%
Lake Hughes, EL	93532	2,760	1,850	104	0.81%
Lake Los Angeles	93591	6,775	4,168	165	1.29%
Lancaster	93534	35,104	24,121	1,369	10.67%
Lancaster	93535	57,791	37,100	2,095	16.32%
Lancaster (QH)	93536	49,303	35,336	2,449	19.08%
Lancaster	PO Box			135	1.05%
Lancaster Total		142,198	96,557	6,048	47.12%
Little Rock, JH	93543	11,184	7,399	307	2.39%
Llano	93544	1,201	971	14	0.11%
Mojave	93501	4,873	3,390	93	0.72%
Mojave	PO Box			8	0.06%
Mojave Total		4,873	3,390	101	0.79%
Palmdale	93550	67,213	41,195	1,844	14.37%
Palmdale (LV)	93551	34,036	22,472	1,845	14.38%
Palmdale	93552	25,359	15,517	872	6.79%
Palmdale	PO Box			47	0.37%
Palmdale Total		126,608	79,184	4,608	35.90%
Pearblossom	93553	1,600	1,192	53	0.41%
Rosamond	93560	14,926	10,070	517	4.03%
Santa Clarita	91350	40,069	27,144	7	0.05%
Santa Clarita	91351	59,257	40,636	12	0.09%
Santa Clarita (CC)	91387			14	0.11%
Santa Clarita (AD)	91390			36	0.28%
Santa Clarita	PO Box			1	0.01%
Santa Clarita Total		99,326	67,780	70	0.55%
Tehachapi	93561	25,793	19,315	125	0.97%
Tehachapi	PO Box			9	0.07%
Tehachapi Total		25,793	19,315	134	1.04%
Valencia	91354	17,841	11,686	10	0.08%
Valencia	91355	24,970	18,543	7	0.05%
Valencia Total		42,811	30,229	17	0.13%
Others				257	2.00%
Unknown				96	0.75%
TOTAL FALL 2006 ENROLLMENT				12,834	

PUPIL PARTICIPATION RATE

Figure 1-1
Student Participation Rates | Fall 2006

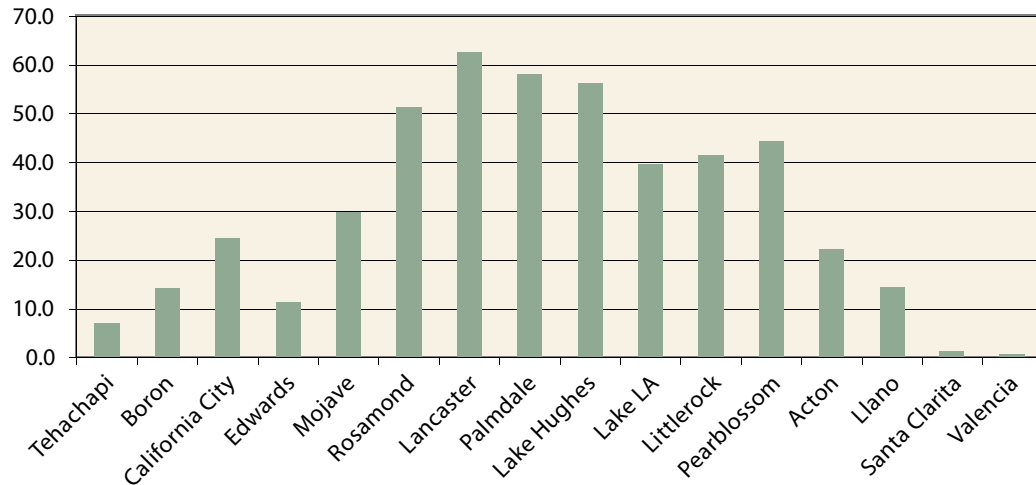


Table 1-2
Student Participation Rates | Fall 2006

City	Students	Percentage	2000 Adult Pop	PPR
Lancaster	6,048	47.12%	96,557	62.6
Palmdale	4,608	35.90%	79,184	58.2
Lake Hughes	104	0.81%	1,850	56.2
Rosamond	517	4.03%	10,070	51.3
Pearblossom	53	0.41%	1,192	44.5
Littlerock	307	2.39%	7,399	41.5
Lake Los Angeles	165	1.29%	4,168	39.6
Mojave	101	0.79%	3,390	29.8
California City	140	1.09%	5,751	24.3
Acton	124	0.97%	5,557	22.3
Llano	14	0.11%	971	14.4
Boron	23	0.18%	1,616	14.2
Edwards	56	0.44%	4,926	11.4
Tehachapi	134	1.04%	19,315	6.9
Santa Clarita	70	0.55%	67,780	1.0
Valencia	17	0.13%	30,229	0.6
Unknown	257	2.00%	N/A	N/A
Others	96	0.75%	N/A	N/A
Total	12,834	100.00%	339,955	37.8

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.

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		33,097	79,790	131,806	151,824	39,271	55,669	25,497	516,954

Nearly 55% of adults over age 18 in each community could benefit from community college. As seen in the tables above and right, one-third of the total college service area has some college education but less than an associate degree. Another fourth have only completed high school. The greatest difference in the communities lies in the percent of adults with less than a high school education.

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		6.4%	15.4%	25.5%	29.4%	7.6%	10.8%	4.9%	100.0%

Communities where more than 25% adults have less than a high school education are: Boron, Lake Los Angeles, Lancaster (excluding Quartz Hill), Littlerock, Llano, Mojave, Palmdale (excluding Leona Valley) and Rosamond. Communities with a higher percent of residents with graduate degrees are Acton, Edwards, Lake Hughes, 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	5443	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	7033	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.

U.S. Census 2000, Summary Files-1

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

Community	Zip	White Non-Hispanic	Hispanic	African-America	Asian	Amer Indian/AK Native	Pacific Islander	Other	Total Pop.
Acton	93510	6,515	1,048	61	162	106	14	171	8,077
Boron	93516	1,923	239	19	90	6	0	31	2,308
California City	93505	5,054	1,266	1,157	273	93	9	352	8,204
Edwards	93523	5,296	898	643	324	51	5	454	7,671
Lake Hughes, EL	93532	2,088	451	109	42	7	0	64	2,761
Lake Los Angeles	93591	3,233	2,035	757	140	40	0	556	6,761
Lancaster	93535	28,629	16,663	9,093	1,395	367	85	1,696	57,928
Lancaster	93534	18,873	8,376	5,224	1,152	189	85	1,116	35,015
Lancaster (QH)	93536	30,665	9,015	5,242	2,200	355	40	1,862	49,379
Lancaster Total		78,167	34,054	19,559	4,747	911	210	4,674	142,322
Littlerock, JH	93543	5,608	4,169	1,099	77	33	4	181	11,171
Llano	93544	837	240	80	0	0	0	23	1,180
Mojave	93501	3,152	1,307	219	82	33	0	309	5,102
Palmdale	93552	8,266	10,957	4,246	1,003	43	77	782	25,374
Palmdale	93550	24,461	29,272	9,369	1,658	384	165	2,075	67,384
Palmdale (LV)	93551	20,944	6,356	2,761	1,871	148	105	1,636	33,821
Palmdale Total		53,671	46,585	16,376	4,532	575	347	4,493	126,579
Pearblossom	93553	1,271	157	0	0	0	0	114	1,542
Rosamond	93560	9,094	3,780	792	423	231	0	527	14,847
Santa Clarita	91351	38,908	13,361	2,112	2,993	109	112	1,935	59,530
Santa Clarita	91350	30,047	5,828	729	1,731	190	71	1,185	39,781
Tehachapi	93561	17,310	5,364	1,792	151	288	0	702	25,607
Valencia	91355	19,906	2,673	347	1,372	48	89	709	25,144
Valencia	91354	13,606	1,851	237	1,650	22	18	448	17,832
Total		427,524	205,945	82,023	28,068	4,229	1,436	26,095	775,320

U.S. Census 2000, Summary Files-3

HOUSEHOLD INCOME

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

Community	Zip	Less than \$20,000	\$20,000 to \$49,999	\$50,000 to \$99,999	\$100,000 or more	Total Pop.
Acton	93510	224	627	953	719	2,523
Boron	93516	346	289	284	45	964
California City	93505	738	871	1,137	293	3,039
Edwards	93523	316	1,240	631	85	2,272
Lake Hughes, EL	93532	135	307	374	132	948
Lake Los Angeles	93591	393	794	597	119	1,903
Lancaster	93535	4,299	7,140	5,372	1,359	18,170
Lancaster	93534	4,247	4,825	3,094	781	12,947
Lancaster (QH)	93536	2,721	4,333	5,624	2,550	15,228
Lancaster Total		1,1267	16,298	14,090	4,690	46345
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%

U.S. Census 2000, Summary Files-3

MEDIAN HOUSEHOLD INCOME

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

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

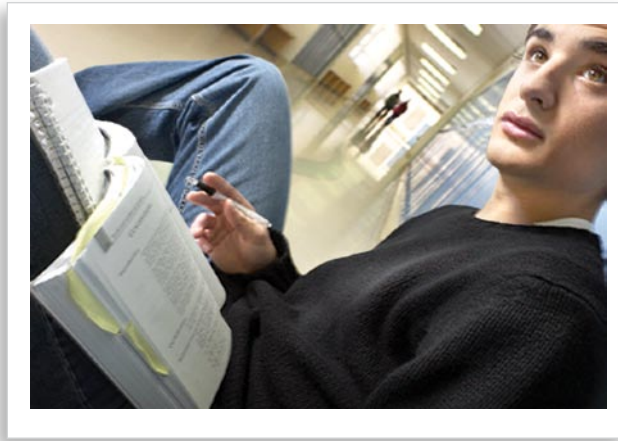
The adjacent table shows the median household income by community ranked in descending order. The median income for the communities of Boron, Edwards, Lancaster, Lake Los Angeles and Pearblossom is lower than the median income for the entire service area.

U.S. Census 2000, Summary Files-3

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

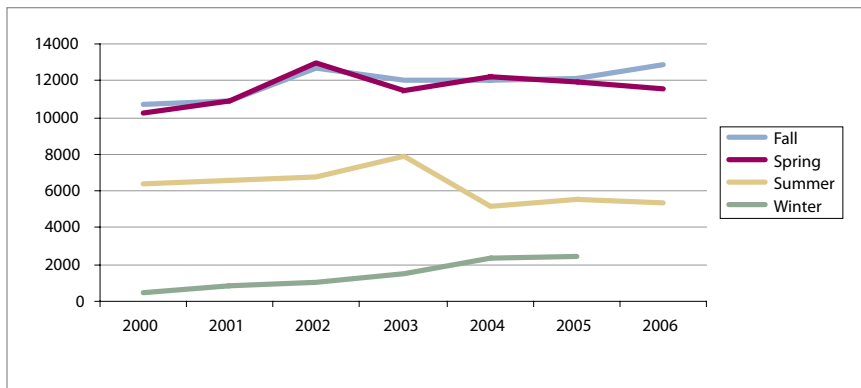
Boron, Lancaster (93534), Mojave and Pearblossom have a third or more of households living at the poverty level.

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



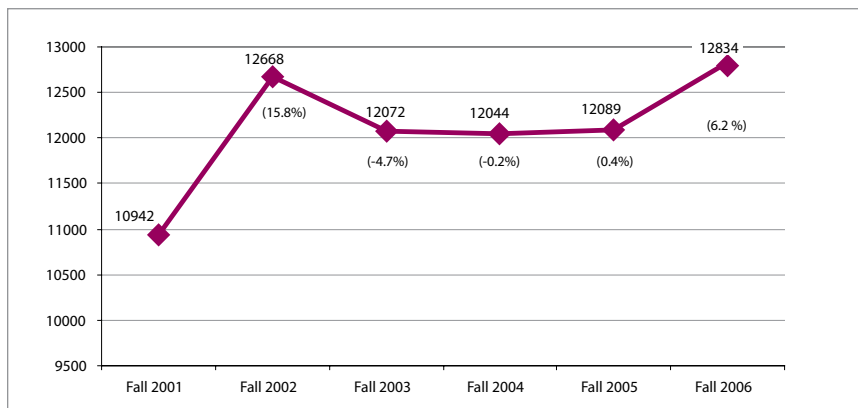
SECTION TWO | STUDENT ENROLLMENT TRENDS

Figure 2-1
Student Enrollment 2000–2006



In Figure 2-1 left, the student enrollment for the fall and spring terms follow closely together. The fall, spring and winter terms show a steady enrollment after 2003 while the winter enrollment increases.

Figure 2-2
Fall Student Enrollment Fall 2001–Fall 2006



In Figure 2-2 left, the annual rate of change is shown for each fall semester. There was a large increase in student enrollment following fall 2001. After a small drop, the enrollment had little change after fall 2002. Currently there is a 6.2% increase in enrollment from last year.

GENDER

Figure 2-3 | Student Enrollment by Gender | Fall 2006

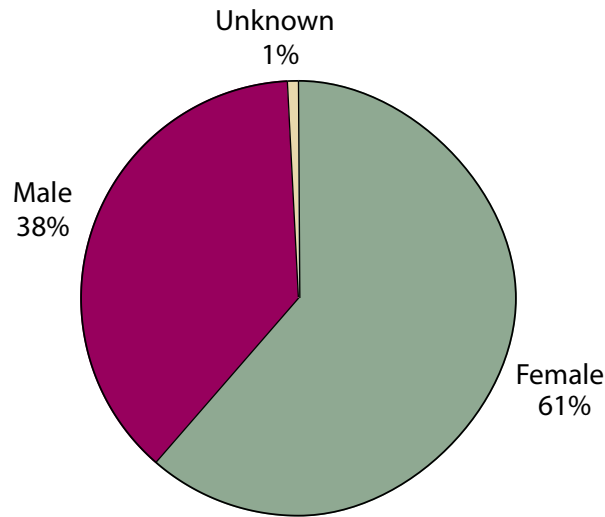


Table 2-1 | Total Credit Students by Gender | Fall 2001–Fall 2006

Gender	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Female	6,995	7,963	7,515	7,415	7,374	7,868
Male	3,898	4,618	4,482	4,553	4,597	4,852
Unknown	49	87	75	76	118	114
Total	10,942	12,668	12,072	12,044	12,089	12,834

BY PERCENTAGE

Gender	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Female	63.9%	62.9%	62.3%	61.6%	61.0%	61.3%
Male	35.6%	36.5%	37.1%	37.8%	38.0%	37.8%
Unknown	0.4%	0.7%	0.6%	0.6%	1.0%	0.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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 2006

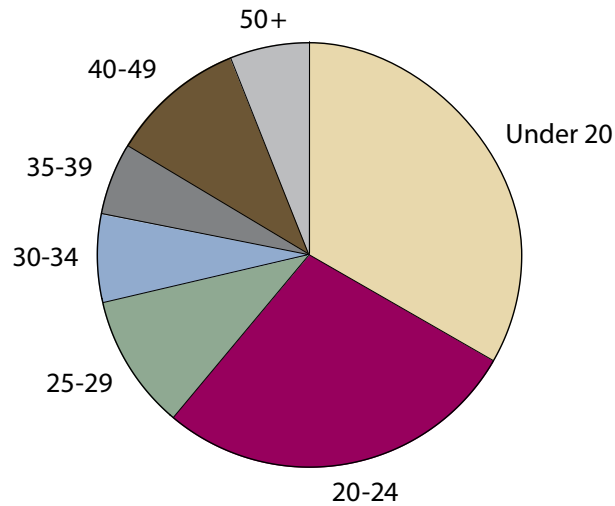


Table 2-2 | Credit Students by Age Group | Fall 2001–Fall 2006

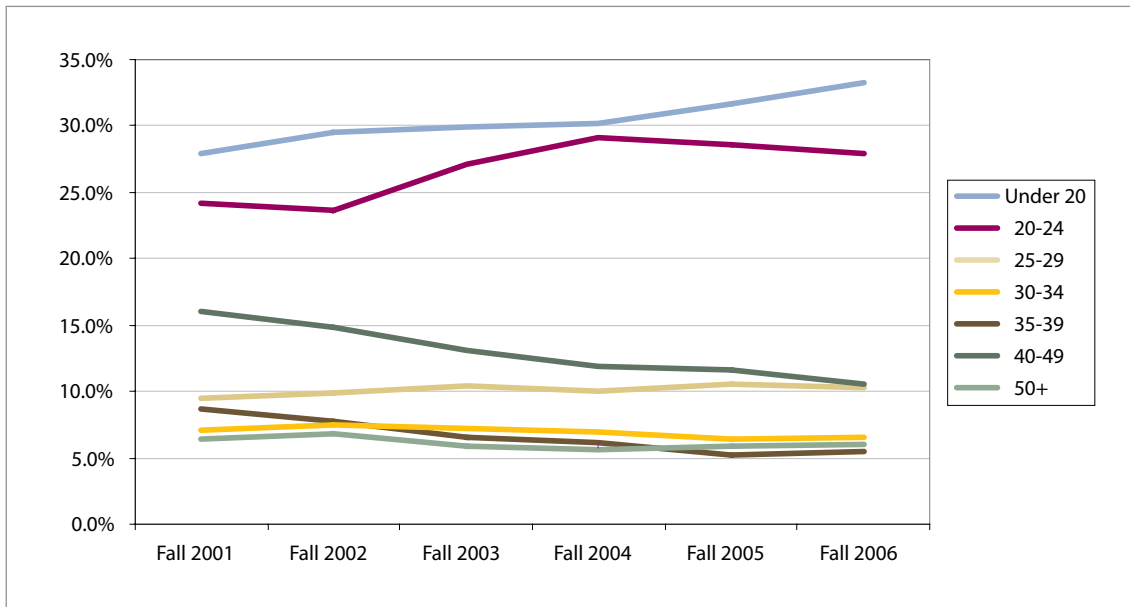
Age Group	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Under 20	3,051	3,739	3,608	3,634	3,834	4,275
20-24	2,640	2,990	3,273	3,509	3,449	3,578
25-29	1,043	1,248	1,260	1,211	1,278	1,325
30-34	781	955	866	840	775	837
35-39	950	989	783	737	635	698
40-49	1,753	1,871	1,576	1,435	1,397	1,348
50+	707	860	704	676	717	771
Unknown	17	16	2	2	4	2
Total	10,942	12,668	12,072	12,044	12,089	12,834

BY PERCENTAGE

Age Group	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Under 20	27.9%	29.5%	29.9%	30.2%	31.7%	33.3%
20-24	24.1%	23.6%	27.1%	29.1%	28.5%	27.9%
25-29	9.5%	9.9%	10.4%	10.1%	10.6%	10.3%
30-34	7.1%	7.5%	7.2%	7.0%	6.4%	6.5%
35-39	8.7%	7.8%	6.5%	6.1%	5.3%	5.4%
40-49	16.0%	14.8%	13.1%	11.9%	11.6%	10.5%
50+	6.5%	6.8%	5.8%	5.6%	5.9%	6.0%
Unknown	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

AGE

Figure 2-5
 Percentage of Credit Students by Age Group
 Fall 2001–Fall 2006



The state Chancellor’s Office calculates all students’ ages at the beginning of each term for use in data analysis. The adjacent charts and tables show the distribution of credit students by age groups for six consecutive fall terms. The under 20 and the 20–24 age group make up most of the student body, currently accounting for over 60%. The only notable shift in the past five years is a slight increase in the under 20 and 20–24 age group after 2002, offset by a similar decrease in the other age groups. This shift to the youngest group has accelerated in fall 2006.

In fall 2006 the average age of full-time students was 23 and the average age of part-time students was 29.

ETHNICITY

Figure 2-6 | Percentage of Credit Students by Ethnicity | Fall 2006

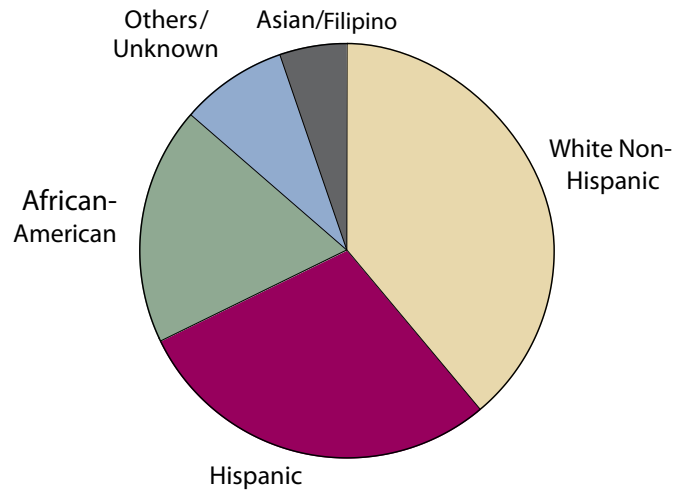


Table 2-3 | Total Credit Students by Ethnicity | Fall 2001–Fall 2006

Ethnicity	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
White Non-Hispanic	5,544	6,248	5,590	5,326	5,102	5,006
Hispanic	2,455	2,916	2,977	3,136	3,275	3,690
African-American	1,685	2,068	2,060	2,174	2,110	2,387
Asian	320	340	330	315	314	367
Filipino	249	295	290	276	299	313
Other Non-White	176	208	217	195	206	218
American Indian/ Alaskan Native	135	161	131	131	128	133
Pacific Islander	47	54	51	56	56	50
Unknown	331	378	426	435	599	670
Total	10,942	12,668	12,072	12,044	12,089	12,834

BY PERCENTAGE

Ethnicity	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
White Non-Hispanic	50.7%	49.3%	46.3%	44.2%	42.2%	39.0%
Hispanic	22.4%	23.0%	24.7%	26.0%	27.1%	28.8%
African-American	15.4%	16.3%	17.1%	18.1%	17.5%	18.6%
Asian	2.9%	2.7%	2.7%	2.6%	2.6%	2.9%
Filipino	2.3%	2.3%	2.4%	2.3%	2.5%	2.4%
Other Non-White	1.6%	1.6%	1.8%	1.6%	1.7%	1.7%
American Indian/ Alaskan Native	1.2%	1.3%	1.1%	1.1%	1.1%	1.0%
Pacific Islander	0.4%	0.4%	0.4%	0.5%	0.5%	0.4%
Unknown	3.0%	3.0%	3.5%	3.6%	5.0%	5.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

ETHNICITY

Figure 2-7
 Percentage of Credit Students by Ethnicity
 Fall 2001–Fall 2006

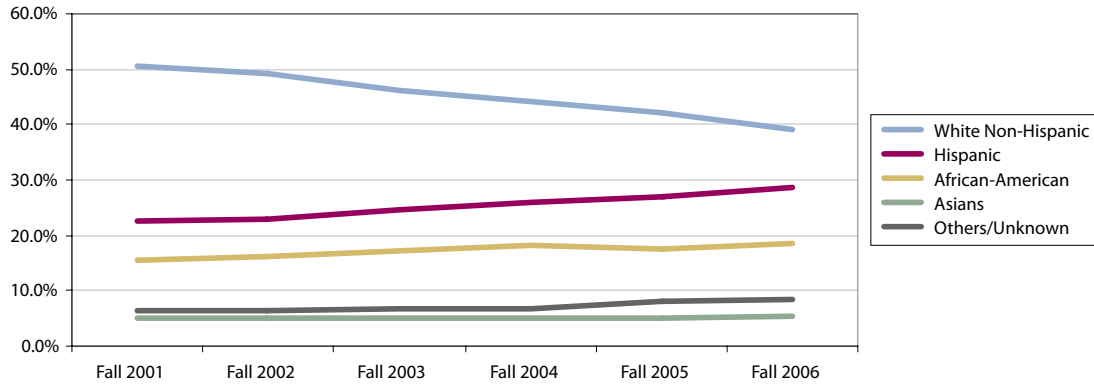


Figure 2-7 indicates that a majority of the students in the fall 2006 class are white and Hispanic with African-Americans making up the third largest ethnicity group. In the last five years, there has been a steady decrease in white credit students and a steady increase in Hispanic credit students. African-American enrollment has shown a small percentage increase in credit students in the last five years.

PART-TIME/FULL-TIME STATUS

Figure 2-8
Percentage of Credit Students by Full-Time Status
Fall 2001–Fall 2006

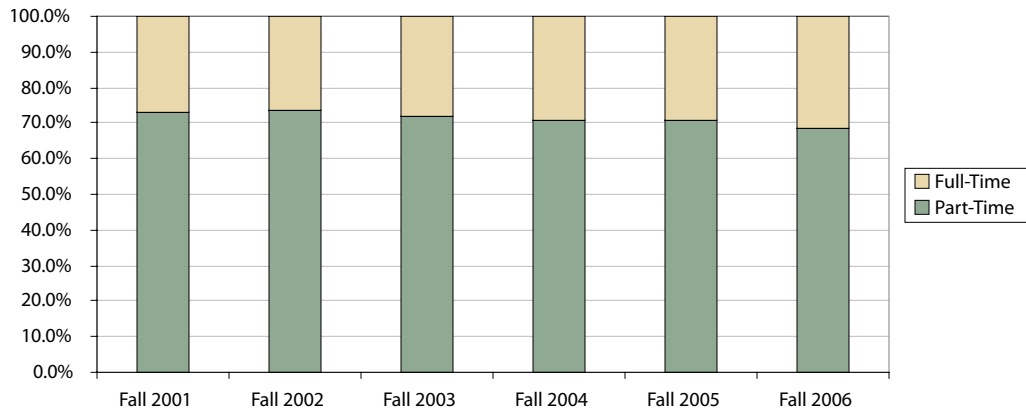


Table 2-4 | Total Credit Students by Full-Time Status | Fall 2001–Fall 2006

PT/FT	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Part-Time	7,961	9,347	8,698	8,533	8,536	8,797
Full-Time	2,981	3,321	3,374	3,511	3,553	4,037
Total	10,942	12,668	12,072	12,044	12,089	12,834

BY PERCENTAGE

PT/FT	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Part-Time	72.8%	73.8%	72.1%	70.8%	70.6%	68.5%
Full-Time	27.2%	26.2%	27.9%	29.2%	29.4%	31.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

DAY / EVENING STATUS

Figure 2-9
 Percentage of Credit Students by Day/Evening Status
 Fall 2001–Fall 2006

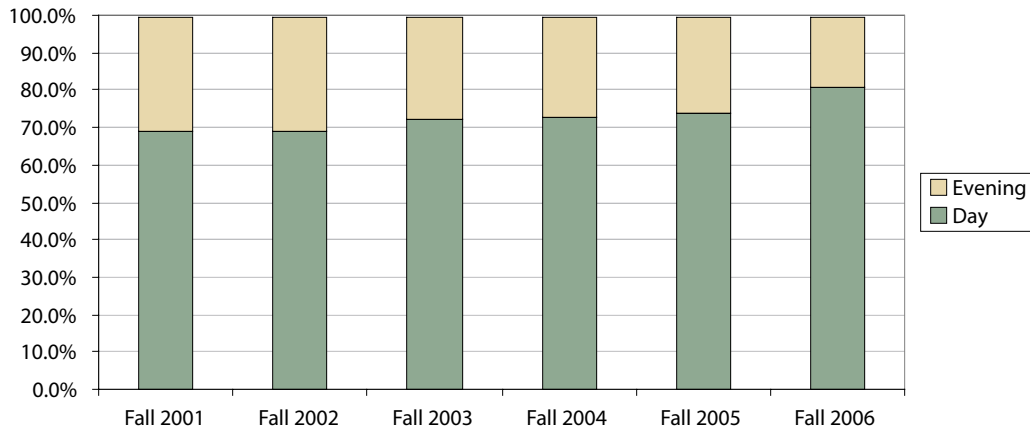


Table 2-5
 Percentage of Credit Students by Day/Evening Status
 Fall 2001–Fall 2006

Status	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Day	7,575	8,726	8,687	8,762	8,895	10,335
Evening	3,335	3,862	3,318	3,192	3,094	2,499
Unknown	32	80	67	90	100	0
Total	10,942	12,668	12,072	12,044	12,089	12,834

BY PERCENTAGE

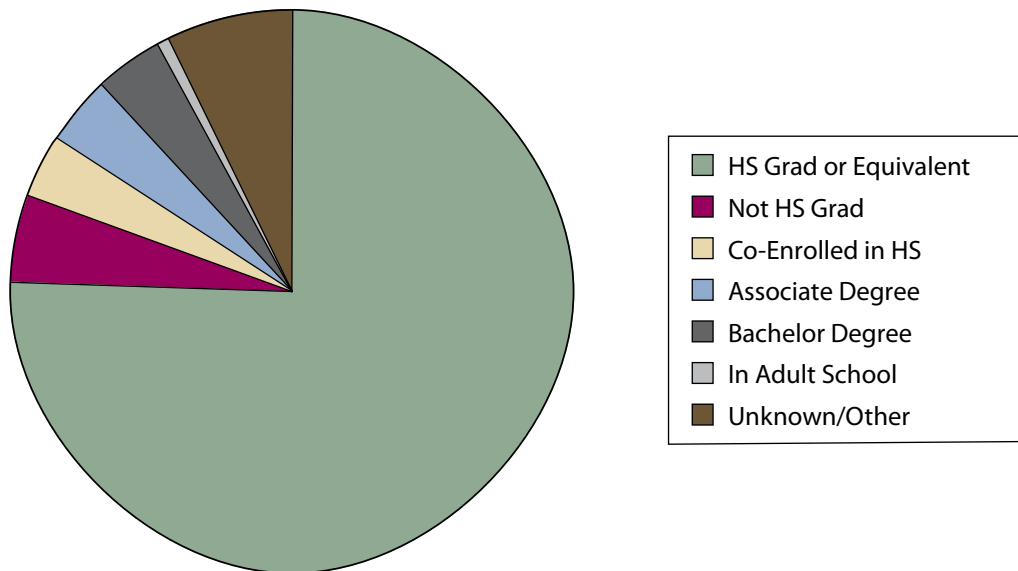
Status	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Day	69.2%	68.9%	72.0%	72.7%	73.6%	80.5%
Evening	30.5%	30.5%	27.5%	26.5%	25.6%	19.5%
Unknown	0.3%	0.6%	0.6%	0.7%	0.8%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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 past five years. Note: Daytime status includes all students taking one or more classes before 5 p.m. Evening students take only classes offered on evenings and/or weekends. Students enrolled only in nontraditional classes, such as online instruction and independent study, are counted as evening.



SECTION THREE | NEW AVC STUDENTS

Figure 3-1
Percentage of Credit Students by Educational Background
Fall 2006



EDUCATIONAL BACKGROUND

Table 3-1
Credit Students by Educational Background
Fall 2001–Fall 2006

Educational Background	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
High School Grad or Equivalent	7,904	8,911	8,219	8,250	8,795	9,688
Not High School Grad	675	770	592	539	515	634
Co-Enrolled in High School	557	697	343	340	428	479
Associate Degree	561	605	464	456	472	501
Bachelor Degree or Higher	491	536	407	407	478	495
In Adult School	138	196	206	168	147	112
Unknown/Other	616	953	1,841	1,884	1,254	925
Total	10,942	12,668	12,072	12,044	12,089	12,834

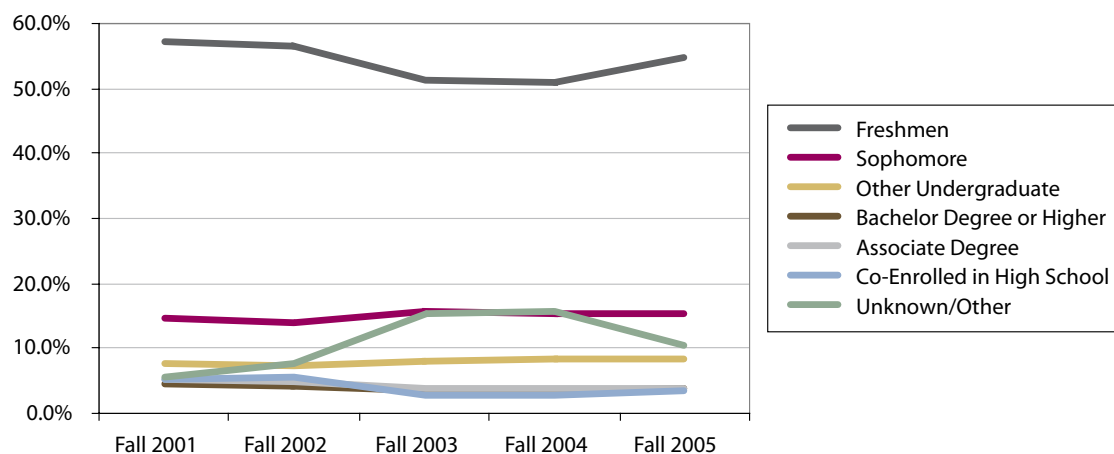
BY PERCENTAGE

Educational Background	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
High School Grad or Equivalent	72.2%	70.3%	68.1%	68.5%	72.8%	75.5%
Not High School Grad	6.2%	6.1%	4.9%	4.5%	4.3%	4.9%
Co-Enrolled in High School	5.1%	5.5%	2.8%	2.8%	3.5%	3.7%
Associate Degree	5.1%	4.8%	3.8%	3.8%	3.9%	3.9%
Bachelor Degree or Higher	4.5%	4.2%	3.4%	3.4%	4.0%	3.9%
In Adult School	1.3%	1.5%	1.7%	1.4%	1.2%	0.9%
Unknown/Other	5.6%	7.5%	15.3%	15.6%	10.4%	7.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

On average, over the past five years, approximately 5.1% 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 decreased over the past five years and the percentage of HS grads or equivalent has increased over the past four years.

ACADEMIC LEVEL

Figure 3-2 | Percentage of Credit Students by Academic Level | Fall 2001–Fall 2005

Table 3-2 | Credit Students by Academic Level
Fall 2001–Fall 2005

Academic Level	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Freshmen	6,252	7,180	6,177	6,128	6,612
Sophomore	1,609	1,763	1,875	1,838	1,838
Other Undergraduate	856	934	965	991	1,007
Bachelor Degree or Higher	491	536	407	407	478
Associate Degree	561	605	464	456	472
Co-Enrolled in High School	557	697	343	340	428
Unknown/Other	616	953	1,841	1,884	1,254
Total	10,942	12,668	12,072	12,044	12,089

BY PERCENTAGE

Academic Level	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Freshmen	57.1%	56.7%	51.2%	50.9%	54.7%
Sophomore	14.7%	13.9%	15.5%	15.3%	15.2%
Other Undergraduate	7.8%	7.4%	8.0%	8.2%	8.3%
Bachelor Degree or Higher	4.5%	4.2%	3.4%	3.4%	4.0%
Associate Degree	5.1%	4.8%	3.8%	3.8%	3.9%
Co-Enrolled in High School	5.1%	5.5%	2.8%	2.8%	3.5%
Unknown/Other	5.6%	7.5%	15.3%	15.6%	10.4%

Figure 3-2 indicates a large difference between the number of freshman and sophomores over the last five years. 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 2001–Fall 2006

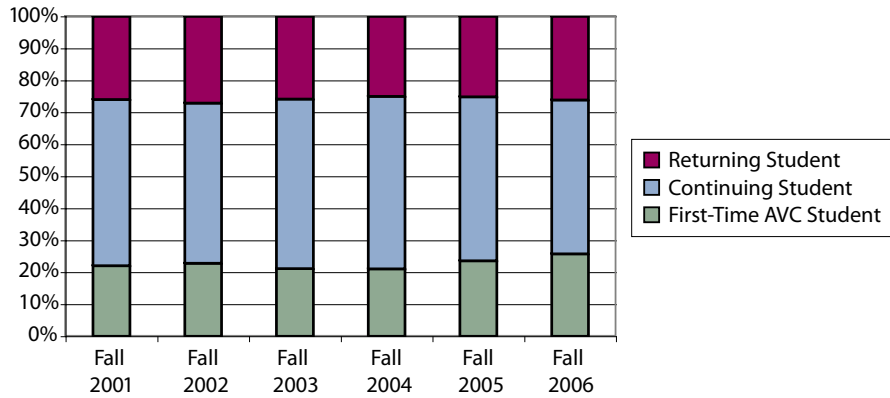


Table 3-3 | Number of Credit Students by Enrollment Status
Fall 2001–Fall 2006

Enrollment Status	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
First-Time AVC Student	2,429	2,897	2,562	2,560	2,860	3,270
Continuing Student	5,717	6,347	6,409	6,554	6,200	6,100
Returning Student	2,861	3,434	3,124	3,040	3,042	3,318
Total	11,007	12,678	12,095	12,154	12,102	12,688

BY PERCENTAGE

Enrollment Status	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
First-Time AVC Student	22.1%	22.9%	21.2%	21.1%	23.6%	25.8%
Continuing Student	51.9%	50.1%	53.0%	53.9%	51.2%	48.1%
Returning Student	26.0%	27.1%	25.8%	25.0%	25.1%	26.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of First-Time AVC Students has increased over the past three years. However, the number of Continuing Students has decreased during that same time. The number of Returning Students has not shown a trend over this time period.

FIRST-TIME AND CONTINUING STUDENTS

Figure 3-4 | Continuing Students | Fall 2001–Fall 2006

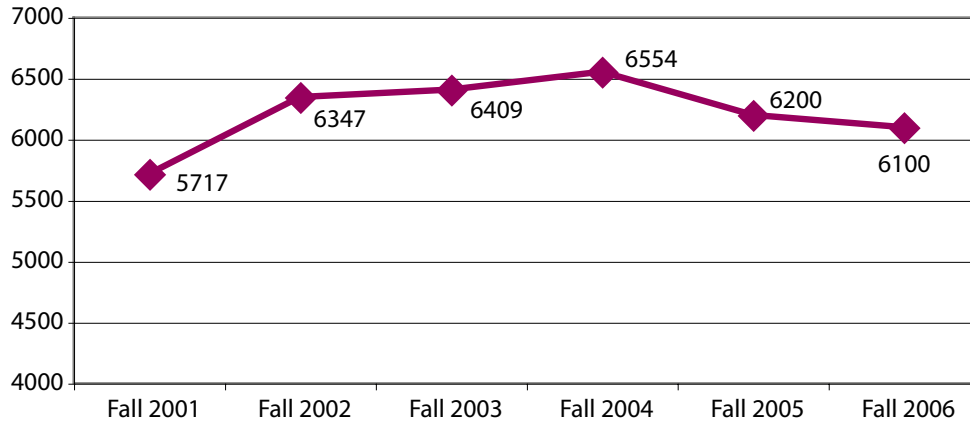
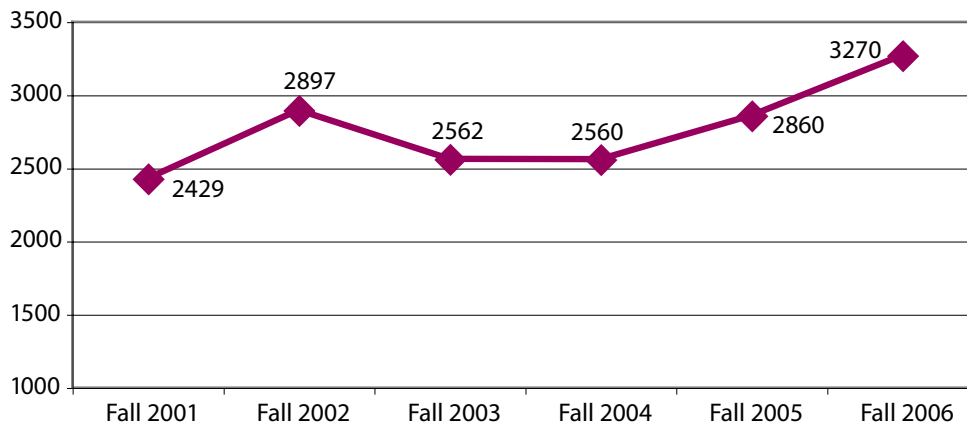


Figure 3-5 | First-Time AVC Students | Fall 2001–Fall 2006



STATUS DEFINITIONS:

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

Note: Data pulled from Banner.

FIRST-TIME STUDENTS | EDUCATIONAL BACKGROUND

Table 3-4 | First-Time Students by Educational Background and Age | Fall 2006

First-Time Students	Under 20	20-24	25-29	30-34	35-39	40-49	50+	Total
High School Grad or Equiv	2,980	1,587	274	173	149	287	130	5,580
Not High School Grad	103	130	55	41	34	47	23	433
In Adult School	24	21	10	5	10	6	1	77
Associate Degree	0	0	1	2	3	5	1	12
Bachelor Degree or Higher	0	0	2	2	5	6	3	18
Unknown/Other	76	276	20	24	25	45	20	486
Total	3,183	2,014	362	247	226	396	178	6,606

BY PERCENTAGE

First-Time Students	Under 20	20-24	25-29	30-34	35-39	40-49	50+	Total
High School Grad or Equiv	53.4%	28.4%	4.9%	3.1%	2.7%	5.1%	2.3%	84.5%
Not High School Grad	23.8%	30.0%	12.7%	9.5%	7.9%	10.9%	5.3%	6.6%
In Adult School	31.2%	27.3%	13.0%	6.5%	13.0%	7.8%	1.3%	1.2%
Associate Degree	0.0%	0.0%	8.3%	16.7%	25.0%	41.7%	8.3%	0.2%
Bachelor Degree or Higher	0.0%	0.0%	11.1%	11.1%	27.8%	33.3%	16.7%	0.3%
Unknown/Other	15.6%	56.8%	4.1%	4.9%	5.1%	9.3%	4.1%	7.4%
Total	48.2%	30.5%	5.5%	3.7%	3.4%	6.0%	2.7%	100.0%

The above table shows the number of First-Time Students by age group and educational background. Note that the total percentage of students that are not high school graduates or equivalent is 6.6%, while 84.5% of First-Time Students have a high school diploma or equivalent. Special admits from K–12 are included in the Unknown/Other category.

HIGH SCHOOL YIELDS

Table 3-5 | Student Yields from Feeder High Schools | Fall 2003

High School	Graduating Class Size 2003	AVC Freshman Fall 2003	High School Yield
Antelope Valley Adult	365	13	3.6%
Antelope Valley HS	327	283	86.5%
Boron HS	39	6	15.4%
Desert HS (Edwards)	91	46	50.5%
Desert Winds HS	46	32	69.6%
Highland HS	602	392	65.1%
Lancaster HS	516	326	63.2%
Littlerock HS	503	265	52.7%
Mojave HS	105	39	37.1%
Palmdale HS	581	407	70.1%
Paraclete HS	137	125	91.2%
Quartz Hill HS	608	447	73.5%
Rosamond HS	120	78	65.0%
Average Yield	4,040	2,459	60.9%

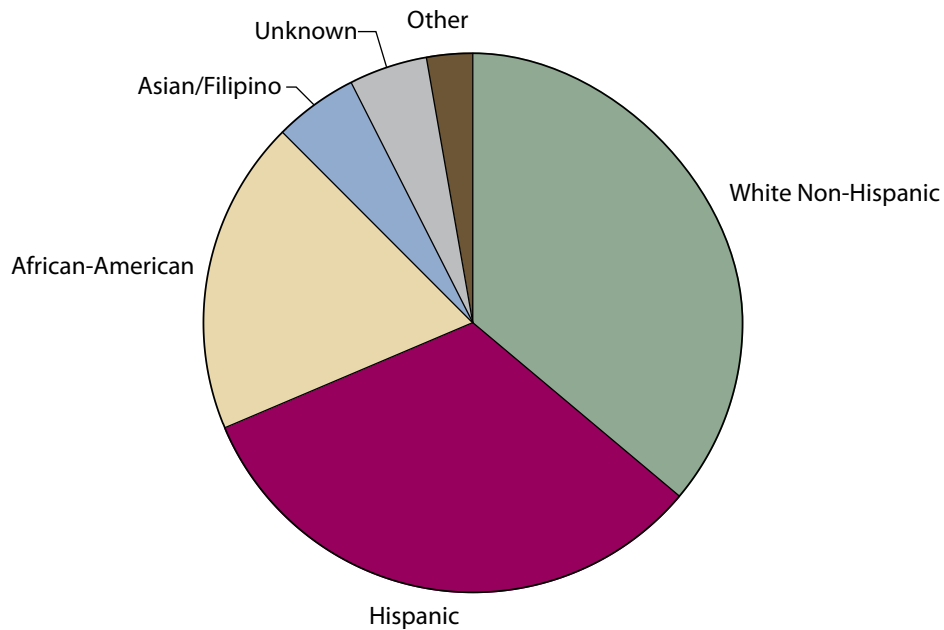
Feeder schools are defined as all high schools within the college district that supply graduates to AVC. High school yield is the percentage of each school’s graduating class that enrolls at AVC the following fall semester. The table above uses MIS high school of origin criteria to identify first-time freshmen under 22 years of age.

FRESHMEN | ETHNICITY

Table 3-6 | Number of First-Time Freshmen by Ethnicity | Fall 2006

Ethnicity	Students	Percentage
White Non-Hispanic	2,385	36.1%
Hispanic	2,151	32.6%
African-American	1,253	19.0%
Asian	175	2.6%
Filipino	142	2.1%
Other Non-White	119	1.8%
American Indian/Alaskan Native	46	0.7%
Pacific Islander	26	0.4%
Unknown	311	4.7%
Total	6,608	100.0%

Figure 3-6 | Number of First-Time Freshmen by Ethnicity | Fall 2006



In Fall 2006, 59.2% of first-time freshmen are underrepresented minority students, compared with 55.8% of all credit students for the same term. First-time freshmen have a higher percentage of African-American and Hispanic students than the total credit student population (see Table 2-3).

FIRST-TIME STUDENTS | AGE & GENDER

Table 3-7 | Number of First-Time Freshmen by Age and Gender | Fall 2006

First-Time Students	Under 20	20-24	25-29	30-34	35-39	40-49	50+	Total
Female	1,727	1,141	220	171	163	280	123	3,825
Male	1,424	860	136	75	61	108	53	2,717
Unknown	32	13	6	1	2	8	2	64
Total	3,183	2,014	362	247	226	396	178	6,606

BY PERCENTAGE

First-Time Students	Under 20	20-24	25-29	30-34	35-39	40-49	50+	Total
Female	45.2%	29.8%	5.8%	4.5%	4.3%	7.3%	3.2%	57.9%
Male	52.4%	31.7%	5.0%	2.8%	2.2%	4.0%	2.0%	41.1%
Unknown	50.0%	20.3%	9.4%	1.6%	3.1%	12.5%	3.1%	1.0%
Total	48.2%	30.5%	5.5%	3.7%	3.4%	6.0%	2.7%	100.0%

Freshmen under age 20 have a much higher percentage of males, compared to older freshmen. Overall, there are more female first-time students enrolled than males. The difference between female and male percentages are less, however, than for all credit students for fall 2006 (see Table 2-1).

SECTION FOUR | SPECIFIC STUDENT POPULATIONS



SPECIFIC POPULATIONS

Table 4-1 | Specific Student Populations | Fall 2001–Fall 2006

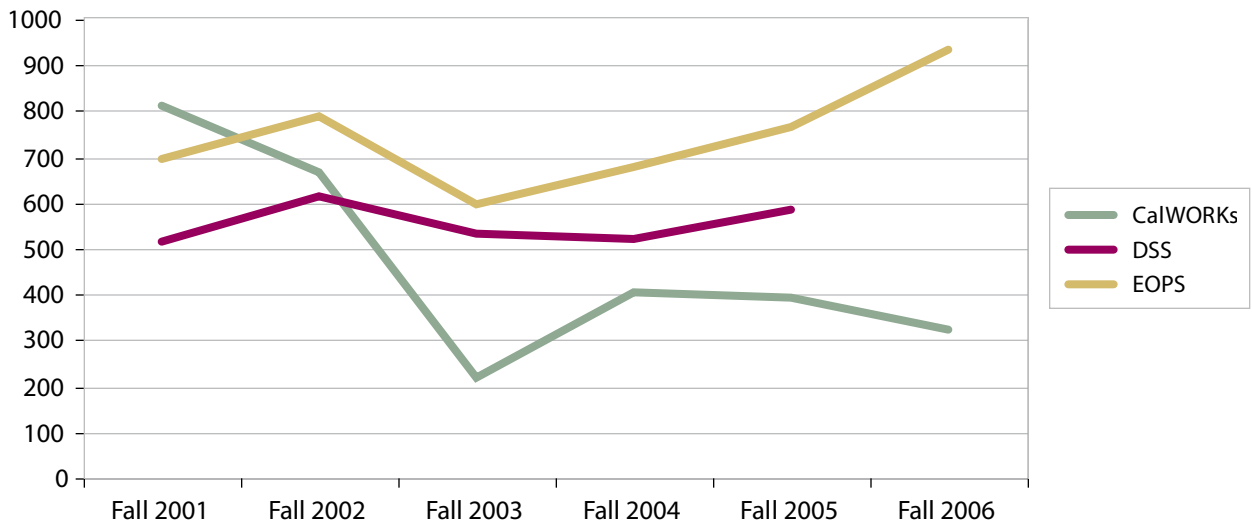
Program	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
CalWORKs	807	663	217	401	391	322
DSS	512	610	528	519	582	N/A
EOPS	691	784	594	677	763	933
Total	2,010	2,057	1,339	1,597	1,736	1,255

BY PERCENTAGE

Program	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
CalWORKs	7.4%	5.2%	1.8%	3.3%	3.2%	25.7%
DSS	4.7%	4.8%	4.4%	4.3%	4.8%	N/A
EOPS	6.3%	6.2%	4.9%	5.6%	6.3%	74.3%
Total	18.4%	16.2%	11.1%	13.3%	14.4%	100.0%

Total Student Population	10,942	12,668	12,072	12,044	12,089	12,834
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Figure 4-1 | Specific Student Populations | Fall 2001–Fall 2006



In the past six years, California Work Opportunity and Responsibility to Kids (CalWORKs) participation has decreased while Extended Opportunity Programs and Services (EOPS) participation has increased.

GENDER

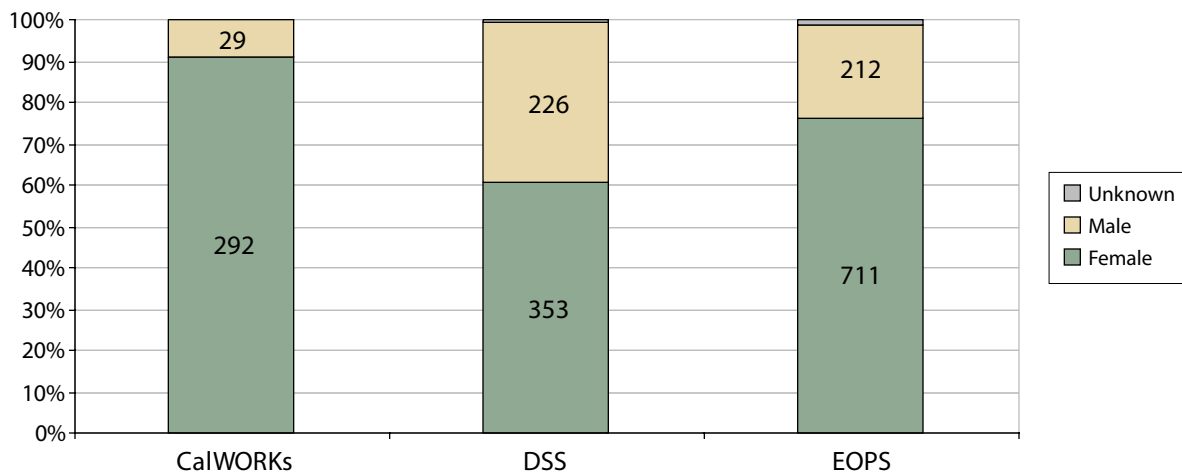
Table 4-2 | Specific Student Populations by Gender | Fall 2006

Gender	CalWORKs	DSS	EOPS
Female	292	353	711
Male	29	226	212
Unknown	1	3	10
Total	322	582	933

BY PERCENTAGE

Gender	CalWORKs	DSS	EOPS
Female	90.7%	60.7%	76.2%
Male	9.0%	38.8%	22.7%
Unknown	0.3%	0.5%	1.1%
Total	100.0%	100.0%	100.0%

Figure 4-2 | Specific Student Populations by Gender | Fall 2006



CalWORKs serves many single parents and is 90.7% 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 61.3%.

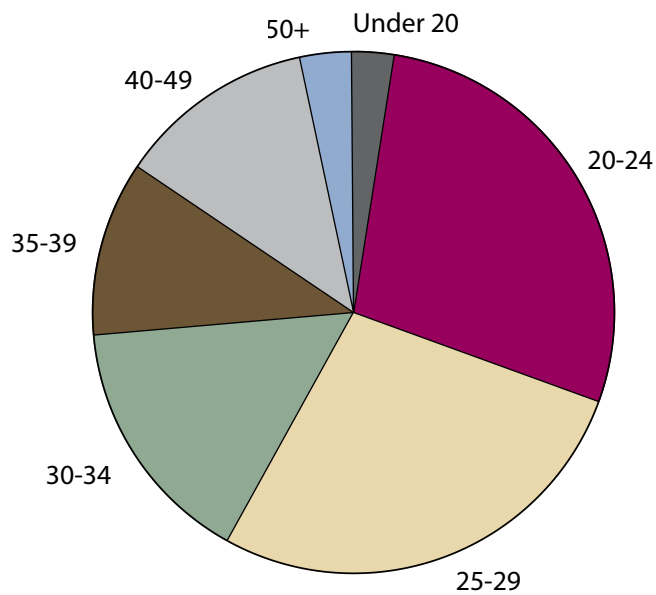
Note: The data for DSS participation for fall 2006 is unavailable. For the following tables and graphs, DSS data for fall 2006 is substituted with fall 2005 data.

AGE

Table 4-3 | Specific Student Populations by Age | Fall 2006

Age Group	CalWORKs	DSS	EOPS
Under 20	8	96	141
20-24	90	157	251
25-29	89	67	159
30-34	50	45	104
35-39	35	41	75
40-49	39	111	133
50+	11	65	70
Total	322	582	933
BY PERCENTAGE			
Age Group	CalWORKs	DSS	EOPS
Under 20	2.5%	16.5%	15.1%
20-24	28.0%	27.0%	26.9%
25-29	27.6%	11.5%	17.0%
30-34	15.5%	7.7%	11.1%
35-39	10.9%	7.0%	8.0%
40-49	12.1%	19.1%	14.3%
50+	3.4%	11.2%	7.5%
Total	100.0%	100.0%	100.0%

Figure 4-3 | CalWORKs Participants by Age | Fall 2006



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

AGE

Figure 4-4 | DSS Participants by Age | Fall 2006

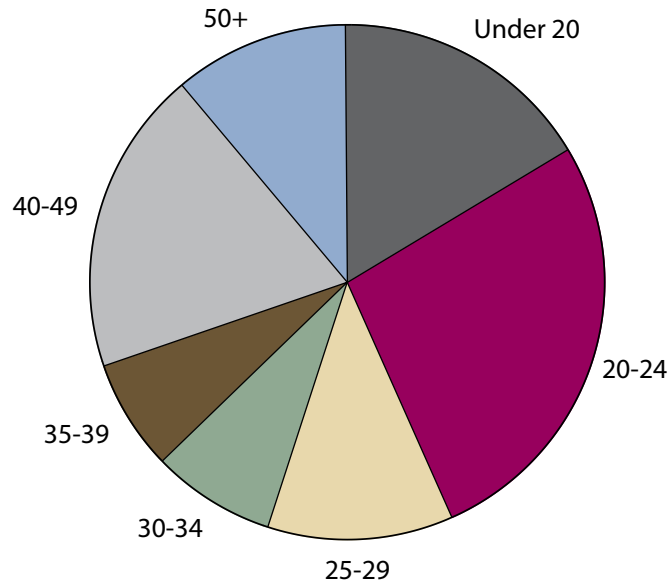
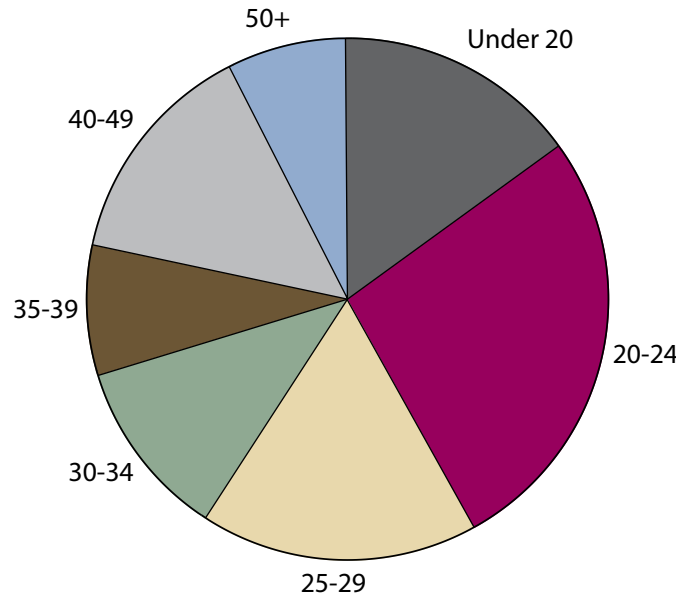


Figure 4-5 | EOPS Participants by Age | Fall 2006



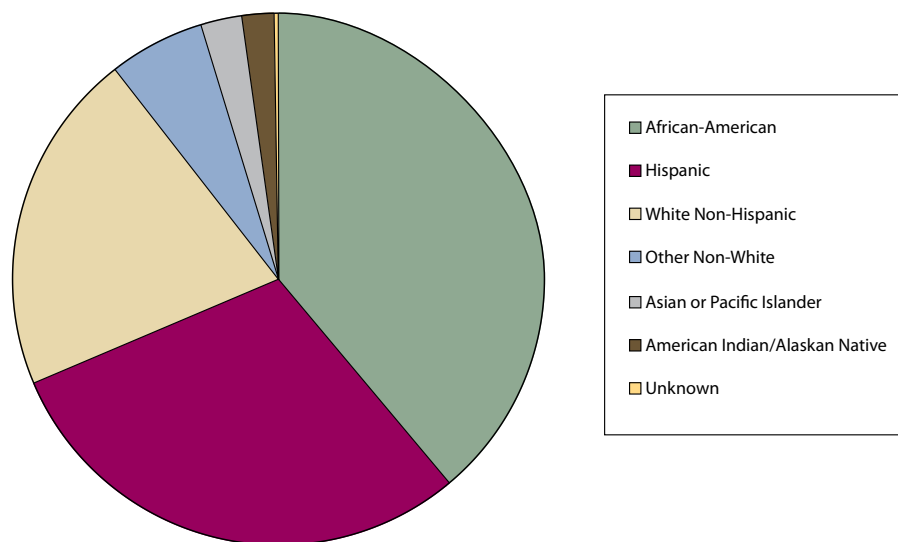
The percentage of students served by the DSS program in the 40–49 age group is much larger than the other populations.

ETHNICITY

Table 4-4 | Specific Student Populations by Ethnicity | Fall 2006

Ethnicity	CalWORKs	DSS	EOPS
African-American	125	154	463
Hispanic	96	109	227
White Non-Hispanic	67	261	154
Other Non-White	19	10	49
Asian or Pacific Islander	8	12	22
American Indian/Alaskan Native	6	13	14
Unknown	1	23	4
Total	322	582	933
BY PERCENTAGE			
Ethnicity	CalWORKs	DSS	EOPS
African-American	38.8%	26.5%	49.6%
Hispanic	29.8%	18.7%	24.3%
White Non-Hispanic	20.8%	44.8%	16.5%
Other Non-White	5.9%	1.7%	5.3%
Asian or Pacific Islander	2.5%	2.1%	2.4%
American Indian/Alaskan Native	1.9%	2.2%	1.5%
Unknown	0.3%	4.0%	0.4%
Total	100.0%	100.0%	100.0%

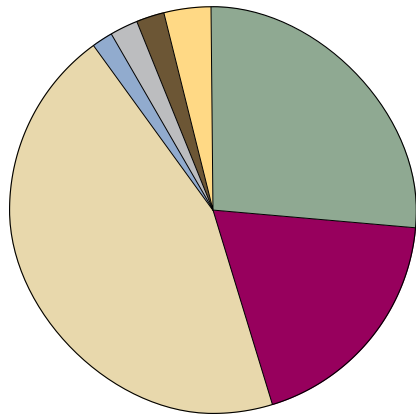
Figure 4-6 | CalWORKs Participants by Ethnicity | Fall 2006



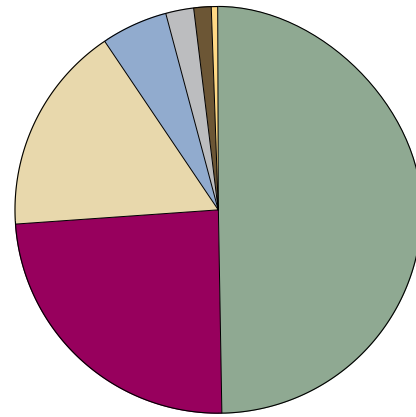
The CalWORKs program serves a much higher percentage of African-American students (38.8%) compared with the general student population of 18.6%.

ETHNICITY

**Figure 4-7
DSS Participants by Ethnicity
Fall 2006**



**Figure 4-8
EOPS Participants by Ethnicity
Fall 2006**



The majority of students served by the DSS program are white non-Hispanic. EOPS serves a much higher percentage of African-American students (49.6%) compared with the general student population of 18.6%.

FINANCIAL AID

Table 4-5 | Financial Aid Sources | 2005–2006

Financial Aid	Students	Amount
Federal Work Study	145	\$283,466
Scholarship (non-institutional)	152	\$141,325
Stafford Loan (subsidized)	921	\$2,439,779
Stafford Loan (unsubsidized)	612	\$1,733,010
Stafford Loan Total	1,533	\$4,172,789
Cal Grant B	585	\$650,714
Cal Grant C	96	\$33,714
EOPS Grant	412	\$192,785
CARE Grant	134	\$140,411
Chafee Grant	23	\$100,082
Pell Grant	3,514	\$7,495,871
SEOG	338	\$260,651
Other Grant (non-institutional)	57	\$36,200
Grant Total	5,159	\$8,910,428
Grand Total	6,989	\$13,508,008

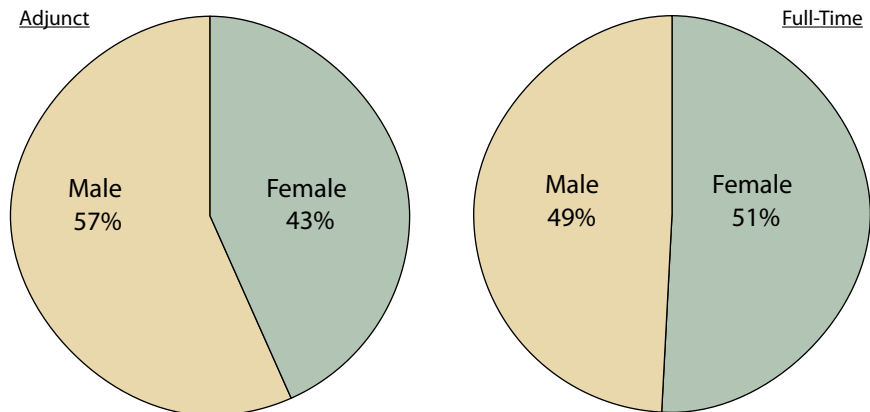


SECTION FIVE | FACULTY AND STAFF

Table 5-1 | Gender Distribution of Faculty | Fall 2006

Faculty	Full-Time		Adjunct		All	
Female	92	51%	239	43%	331	45%
Male	89	49%	312	57%	401	55%
Total	181	100%	551	100%	732	100%

Figure 5-1
Gender Distribution of Faculty
Fall 2006



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

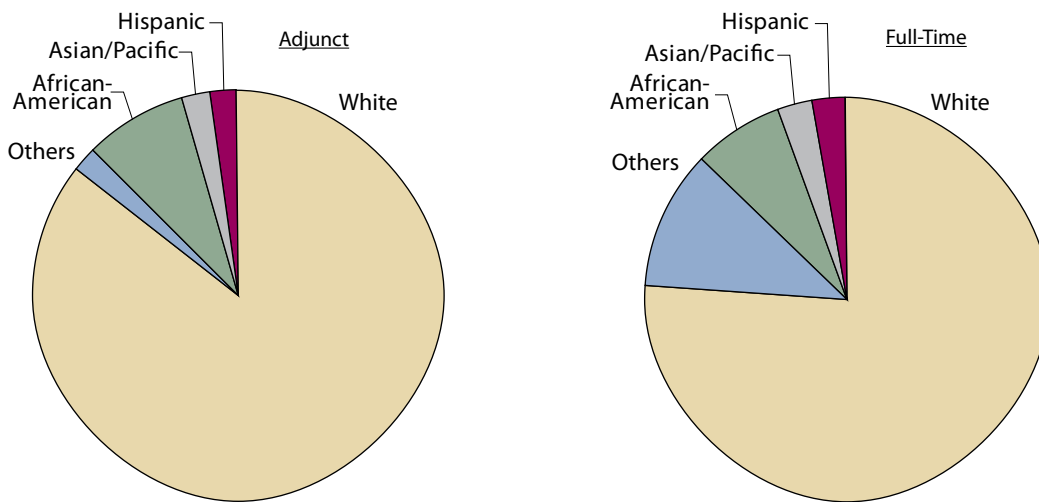
The Classified and Confidential Management Supervisory staff has a large percentage of females and white non-Hispanics (see Table 5-3).

FACULTY BY ETHNICITY

Table 5-2 | Ethnic Distribution of Faculty | Fall 2006

Faculty	Full-Time		Adjunct		All	
African-American	13	7%	44	8%	57	8%
Asian, Pacific Islander, Filipino	5	3%	13	2%	18	2%
White Non-Hispanic	138	76%	472	86%	610	83%
Hispanic	5	3%	12	2%	17	2%
American Indian/Alaskan Native	0	0%	5	1%	5	1%
Unknown	20	11%	5	1%	25	3%
Total	181	100%	551	100%	732	100%

Figure 5-2 | Ethnic Distribution of Faculty | Fall 2006



CLASSIFIED STAFF

Table 5-3 | Gender and Ethnicity of Classified Staff | Fall 2006

Gender	Headcount	Percent	FTE
Female	132	66%	132.0
Male	68	34%	72.4
Total	200	100%	200.4

Ethnicity	Headcount	Percent	FTE
African-American	27	14%	27.5
Asian, Pacific Islander, Filipino	9	5%	9.0
White Non-Hispanic	135	68%	135.4
Hispanic	22	11%	22.5
American Indian/Alaskan Native	2	1%	2.0
Unknown	4	2%	4.0
Total	200	100%	200.4



SECTION SIX | OUTCOMES AND MEASURES OF SUCCESS

Table 6-1 | Student Credit Ratio | Spring 2006

Units Attempted	Percent of Units Completed				Total
	0%	1 to 50%	51 to 99%	100%	
0.5 to 2.5	190	1	15	654	860
3.0 to 5.5	765	82	37	2,427	3,311
6.0 to 8.5	270	115	366	1,730	2,481
9.0 to 11.5	125	167	285	1,191	1,768
12.0 to 14.5	37	96	428	1,485	2,046
15.0 to 17.5	3	12	63	355	433
18.0+	1	1	12	79	93
Grand Total	1,391	474	1,206	7,922	10,992

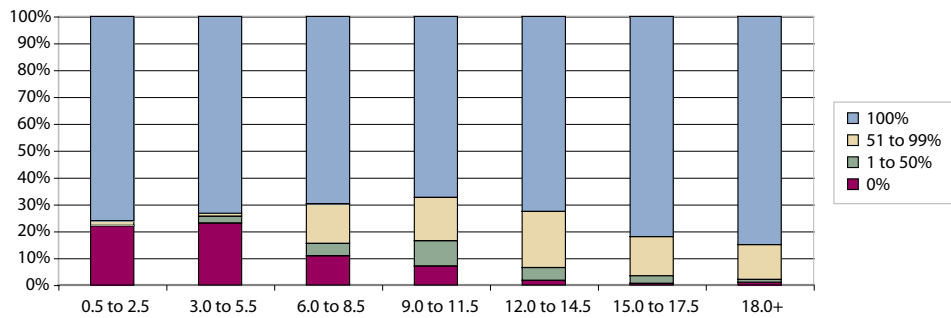
BY PERCENTAGE

Units Attempted	Percent of Units Completed				Total
	0.0%	1 to 50%	51 to 99%	100.0%	
0.5 to 2.5	22.1%	0.1%	1.7%	76.0%	7.8%
3.0 to 5.5	23.1%	2.5%	1.1%	73.3%	30.1%
6.0 to 8.5	10.9%	4.6%	14.8%	69.7%	22.6%
9.0 to 11.5	7.1%	9.4%	16.1%	67.4%	16.1%
12.0 to 14.5	1.8%	4.7%	20.9%	72.6%	18.6%
15.0 to 17.5	0.7%	2.8%	14.5%	82.0%	3.9%
18.0+	1.1%	1.1%	12.9%	84.9%	0.8%
Grand Total	12.7%	4.3%	11.0%	72.1%	100.0%

The Student Credit Ratio is the ratio between the number of units attempted at census and the number of units completed. The above table shows the number of students that completed all units they enrolled in (100%), at least half the units they enrolled in (51–99%), less than half (1–50%), or none (0%). The table shows a 72.1% of students completed all the units they enrolled in at census for spring 2006. 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. Full-time students taking more than 15 units are more likely to complete all units than all other students.

STUDENT CREDIT RATIO

Figure 6-1 | Student Credit Ratio | Spring 2006



PERSISTENCE

Figure 6-2 | Student Term Persistence over Eight Semesters | Fall 2001 – Fall 2004 Cohorts

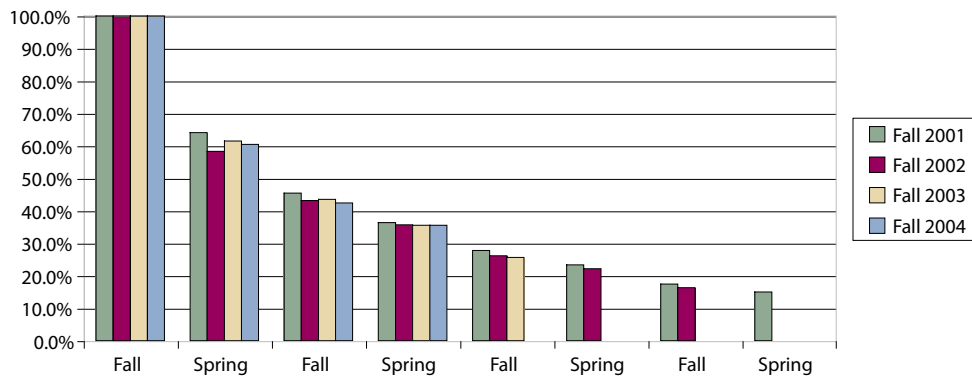


Table 6-2 | Student Term Persistence over Eight Semesters | Fall 2001 to Fall 2004 Cohorts

First Term	Start	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8
Fall 2001	10,177	6,518	4,627	3,697	2,829	2,380	1,773	1,525
Fall 2002	11,984	6,988	5,172	4,280	3,138	2,661	1,955	
Fall 2003	11,461	7,048	4,992	4,074	2,940			
Fall 2004	11,360	6,867	4,817	4,035				

BY PERCENTAGE								
First Term	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Fall 2001	100.0%	64.0%	45.5%	36.3%	27.8%	23.4%	17.4%	15.0%
Fall 2002	100.0%	58.3%	43.2%	35.7%	26.2%	22.2%	16.3%	
Fall 2003	100.0%	61.5%	43.6%	35.5%	25.7%			
Fall 2004	100.0%	60.4%	42.4%	35.5%				

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 2001 cohort only retained 15% of the original students. Note: This study does not suggest why students fail to return to AVC, including those who have completed their educational goals.

PERSISTENCE

Figure 6-3
First-Time Student Term Persistence over Eight Semesters
Fall 2001 to Fall 2004 Cohorts

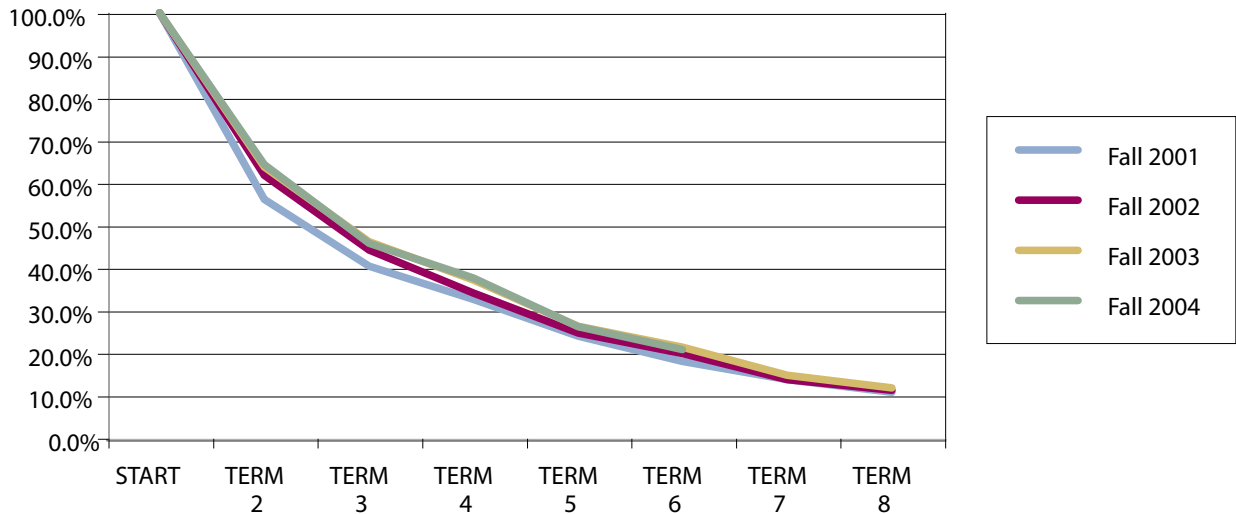


Table 6-3
First-Time Student Term Persistence over Eight Semesters
Fall 2001 to Fall 2004 Cohorts

First Term	Start	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8
Fall 2001	2,782	1,560	1,122	906	664	500	380	297
Fall 2002	5,711	3,529	2,522	1,945	1,409	1,134	783	635
Fall 2003	6,991	4,455	3,225	2,592	1,837	1,487	1,030	819
Fall 2004	7,507	4,828	3,434	2,820	1,960	1,555		

BY PERCENTAGE

First Term	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Fall 2001	100.0%	56.1%	40.3%	32.6%	23.9%	18.0%	13.7%	10.7%
Fall 2002	100.0%	61.8%	44.2%	34.1%	24.7%	19.9%	13.7%	11.1%
Fall 2003	100.0%	63.7%	46.1%	37.1%	26.3%	21.3%	14.7%	11.7%
Fall 2004	100.0%	64.3%	45.7%	37.6%	26.1%	20.7%		

Student Term Persistence applies to a cohort of students tracked across several terms. To be counted as persisting from one term to the next, a student must be enrolled past census in at least one course during both terms. Figure 6-3 shows the persistence rates for four cohorts of first-time students over eight semesters, fall and spring terms only. Note that the trend is nearly the same for all four cohorts. Note: This study does not suggest why students fail to return to AVC, including those who have completed their educational goals.

DEGREES AND CERTIFICATES

Table 6-4
 Degrees and Certificates Awarded
 2000-2001 to 2006-2007

Degrees and Certificates	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007*
Associate in Arts	435	566	594	618	614	524	243
Associate in Science	175	180	235	237	258	251	111
Total Degrees	610	746	829	855	872	775	354
Total Degrees (Unduplicated)	583	711	786	821	834	737	328
Total Certificates	232	203	259	298	240	231	32
Total Certificates (Unduplicated)	192	163	210	259	202	199	29
Total Awarded	842	949	1,088	1,153	1,112	1,006	386
Total Awarded (Unduplicated)	775	874	996	1,080	1,036	936	357

Overall in the past six school terms (not including 2006-2007), the number of degrees and certificates has increased. The last school term, 2005-2006, has a slight decrease in the number of degrees and certificates awarded. Unduplicated data counts individuals that have received a degree or certificate.

* School term 2006-2007 only, includes data from fall 2006.

DEGREES AND CERTIFICATES | GENDER

Table 6-5
 Percentage of Certificate and Degree Recipients by Gender
 2000-2001 to 2006-2007

School Year	Certificate Recipients			Degree Recipients		
	Female	Male	Unknown	Female	Male	Unknown
2000-2001	119	73	0	407	174	2
2001-2002	97	66	0	482	227	2
2002-2003	112	98	0	557	226	3
2003-2004	153	104	2	608	209	4
2004-2005	115	86	1	575	258	1
2005-2006	101	95	3	483	247	7
2006-2007*	11	18	0	233	91	4

DEGREES AND CERTIFICATES | GENDER

Figure 6-4 | Degree Recipients by Gender | 2000-2001 to 2005-2006

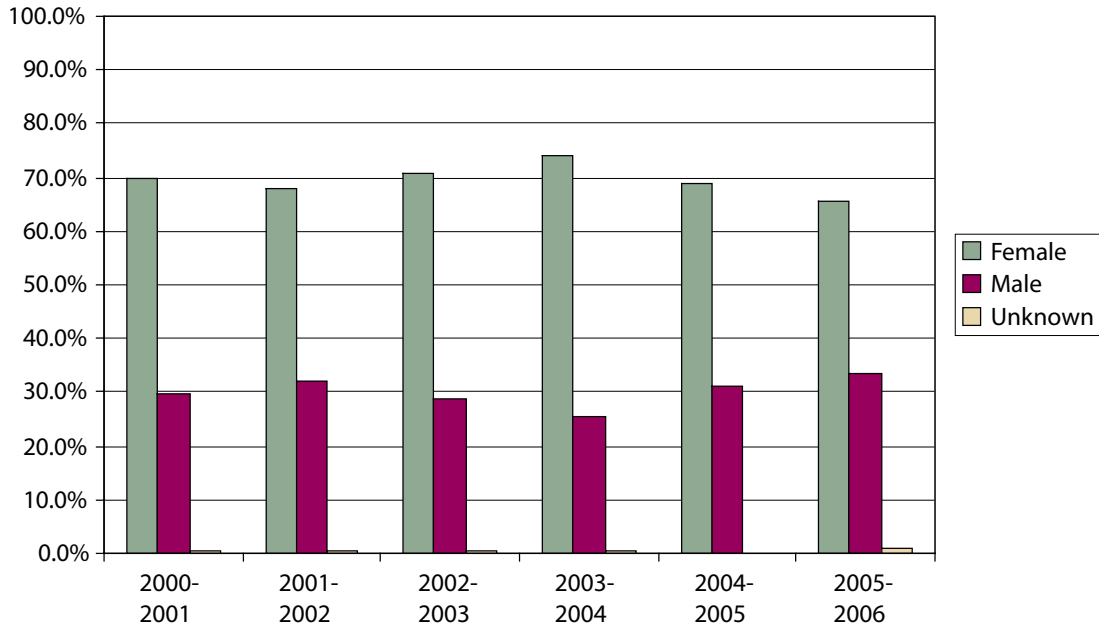
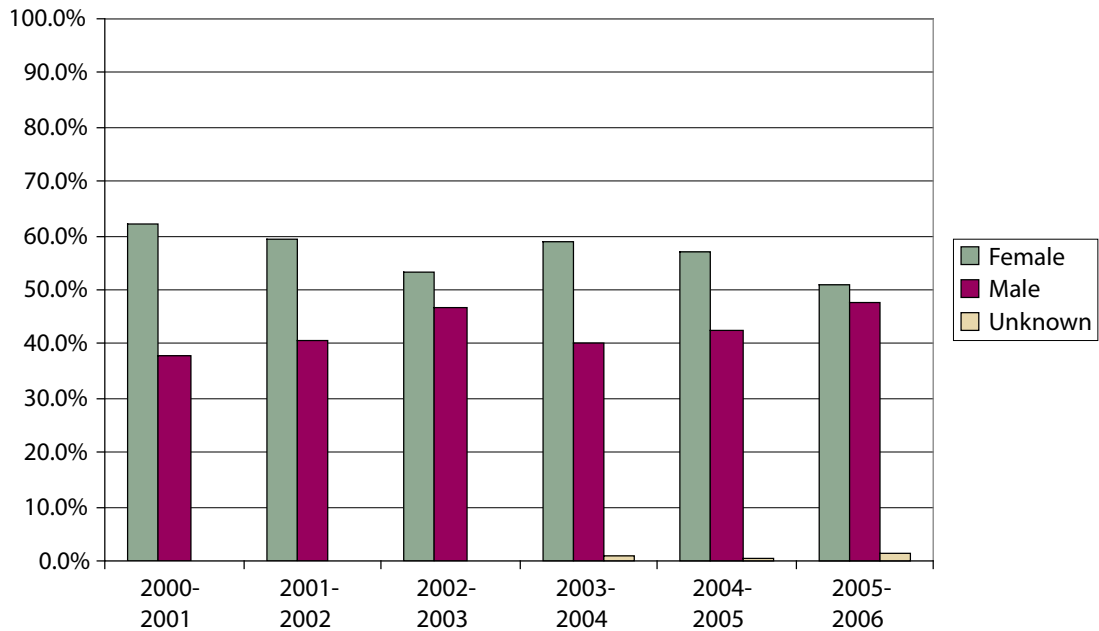


Figure 6-5 | Certificate Recipients by Gender | 2000-2001 to 2005-2006



As seen from the charts above, over the past six years 70% of degree recipients and 57% of certificate recipients were female. The percentage of female degree recipients is slightly higher than the 62% average female student body and suggests that women earn degrees at a higher rate than men.

DEGREES | ETHNICITY

Figure 6-6 | Degree Recipients by Ethnicity | 2000-2001 to 2005-2006

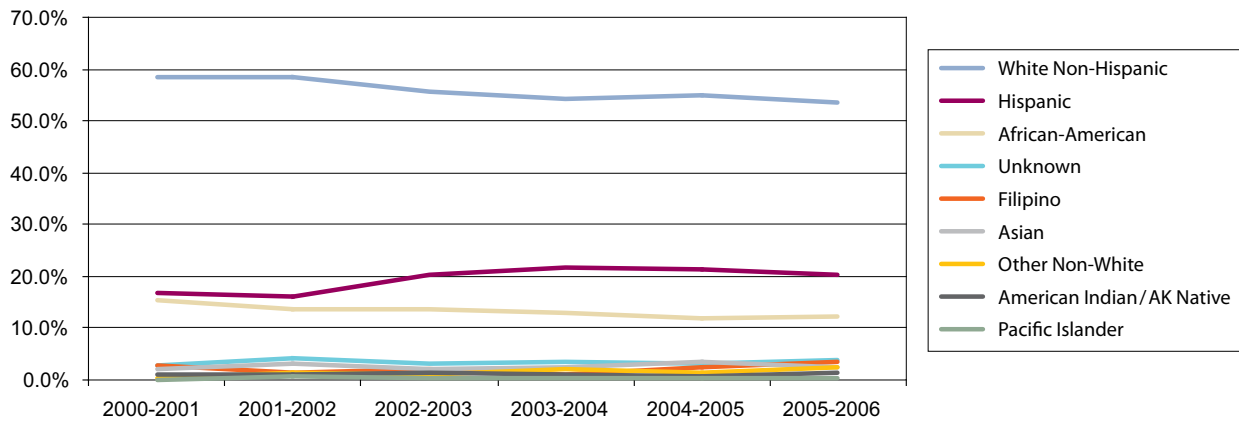


Table 6-6 | Degree Recipients by Ethnicity | 2000-2001 to 2006-2007

Ethnicity	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007*
White Non-Hispanic	340	416	437	446	459	394	165
Hispanic	97	114	159	178	179	150	66
African-American	90	98	108	107	100	90	44
Filipino	16	10	17	10	19	27	10
Asian	13	22	17	20	30	17	7
Other Non-White	3	9	9	18	11	17	8
American Indian/ AK Native	6	7	11	9	6	10	2
Pacific Islander	1	6	4	3	3	3	4
Unknown	17	29	24	30	27	29	22
Total Degrees (Unduplicated)	583	711	786	821	834	737	328

BY PERCENTAGE

Ethnicity	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007*
White Non-Hispanic	58.3%	58.5%	55.6%	54.3%	55.0%	53.5%	50.3%
Hispanic	16.6%	16.0%	20.2%	21.7%	21.5%	20.4%	20.1%
African-American	15.4%	13.8%	13.7%	13.0%	12.0%	12.2%	13.4%
Filipino	2.7%	1.4%	2.2%	1.2%	2.3%	3.7%	3.0%
Asian	2.2%	3.1%	2.2%	2.4%	3.6%	2.3%	2.1%
Other Non-White	0.5%	1.3%	1.1%	2.2%	1.3%	2.3%	2.4%
American Indian/ AK Native	1.0%	1.0%	1.4%	1.1%	0.7%	1.4%	0.6%
Pacific Islander	0.2%	0.8%	0.5%	0.4%	0.4%	0.4%	1.2%
Unknown	2.9%	4.1%	3.1%	3.7%	3.2%	3.9%	6.7%
Total Degrees (Unduplicated)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Over the past six years an average of 56% of AVC degree recipients were white non-Hispanic. The percentage of Hispanic students earning an AA or AS degree had a noticeable increase in the 2002-2003 school year. The percentage of African-American degree recipients has decreased over the past six school terms (excluding 2006-2007).

* School term 2006-2007 only, includes data from fall 2006.

CERTIFICATES | ETHNICITY

Figure 6-7 | Certificate Recipients by Ethnicity | 2000-2001 to 2005-2006

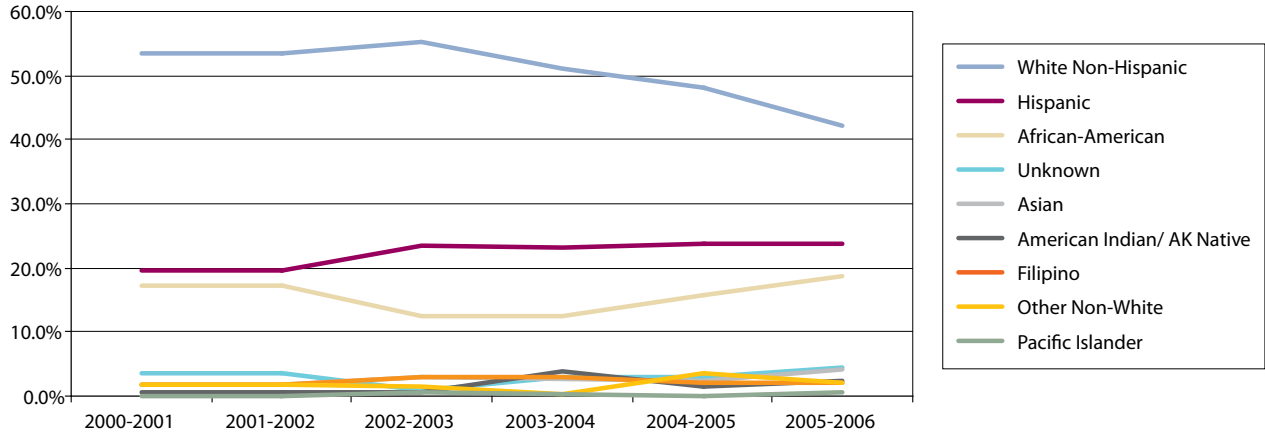


Table 6-7 | Certificate Recipients by Ethnicity | 2000-2001 to 2006-2007

Ethnicity	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007*
White Non-Hispanic	107	87	116	132	97	84	10
Hispanic	29	32	49	60	48	47	10
African-American	31	28	26	32	32	37	8
Asian	6	3	6	7	5	8	0
American Indian/ AK Native	2	1	1	10	3	5	0
Filipino	6	3	6	8	4	4	0
Other Non-White	1	3	3	1	7	4	0
Pacific Islander	2	0	1	1	0	1	0
Unknown	8	6	2	8	6	9	1
Total Certificates (Unduplicated)	192	163	210	259	202	199	29

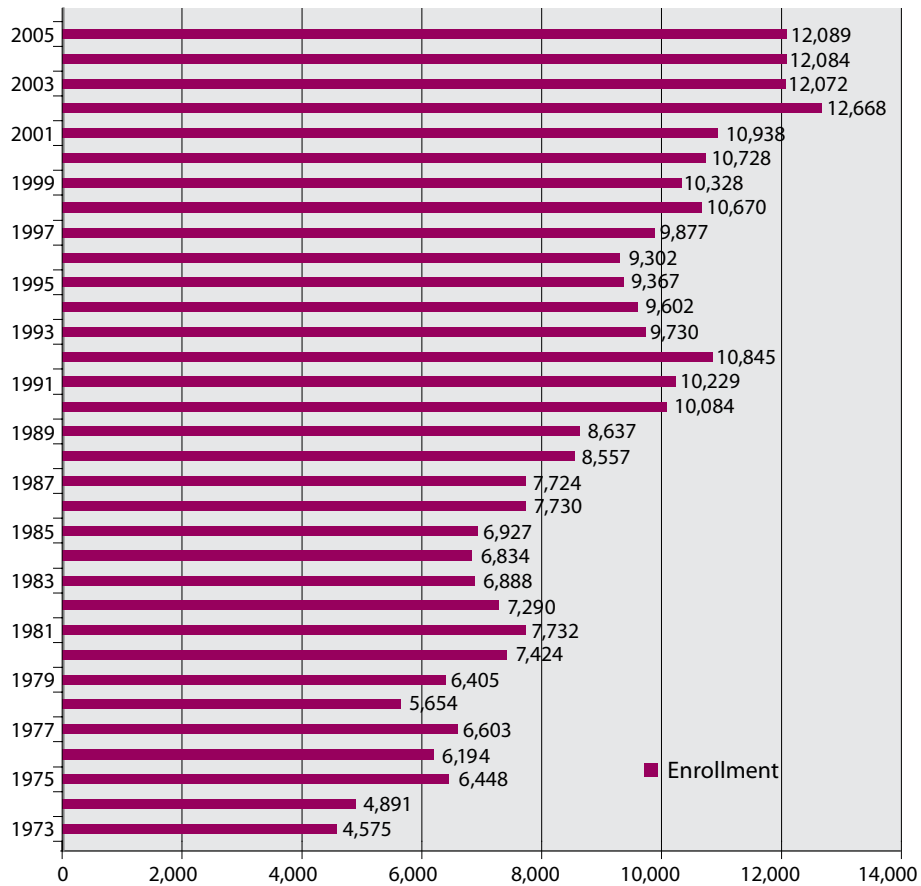
BY PERCENTAGE

Ethnicity	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007*
White Non-Hispanic	53.4%	53.4%	55.2%	51.0%	48.0%	42.2%	34.5%
Hispanic	19.6%	19.6%	23.3%	23.2%	23.8%	23.6%	34.5%
African-American	17.2%	17.2%	12.4%	12.4%	15.8%	18.6%	27.6%
Asian	1.8%	1.8%	2.9%	2.7%	2.5%	4.0%	0.0%
American Indian/ AK Native	0.6%	0.6%	0.5%	3.9%	1.5%	2.5%	0.0%
Filipino	1.8%	1.8%	2.9%	3.1%	2.0%	2.0%	0.0%
Other Non-White	1.8%	1.8%	1.4%	0.4%	3.5%	2.0%	0.0%
Pacific Islander	0.0%	0.0%	0.5%	0.4%	0.0%	0.5%	0.0%
Unknown	3.7%	3.7%	1.0%	3.1%	3.0%	4.5%	3.4%
Total Certificates (Unduplicated)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Over the past six years an average of 50% of AVC certificate recipients were white non-Hispanic. In the past three school terms (excluding 2006-2007), the percentage of white non-Hispanic certificate recipients has been decreasing while the percentage of Hispanic and African-American recipients has been increasing.

* School term 2006-2007 only, includes data from fall 2006.

Figure A-1 | Enrollment History and Projections | 1973 to 2005



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

ACCOUNTABILITY IN HIGHER EDUCATION

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

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

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

THE STUDENT EQUITY PROGRAM requires annual reporting by individual colleges to the State of California concerning access, retention, degree and certificate completion, ESL, basic skills completion and transfer for each of the historically underrepresented groups.

With the amendments of 1998 (HR 1853), the federal government extended provisions of the **CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT** to all populations. Previous amendments to this legislation had strengthened accountability requirements, requiring states to report annually on selected benchmarks designed to indicate progress in achieving a state's goals, including placement and retention, increased earnings and skill mastery.

THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) provides in its accreditation standards for assessment of "Institutional Integrity, Purposes, Planning and Effectiveness." This standard requires that the "planning process uses the results of institutional research on subjects such as institutional effectiveness, student outcomes, and demographics" (1C.2) and, further, that "institutional research and program review are conducted as essential elements in planning and evaluating institutional effectiveness" (1D.1).

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

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ANTELOPE VALLEY COLLEGE

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