

This confirms that your 2012-2013 Annual Report to ACCJC was submitted by Mr. Ed Knudson <eknudson@avc.edu> on 03/31/2014. Below is a copy of the information submitted. You may also re-print the report by logging on at <https://www.accjc.org/annualreport>.



Western Association of Schools and Colleges

Accrediting Commission for Community and Junior Colleges

**2014 Annual Report**

**Final Submission**

03/31/2014

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

**General Information**

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Dr. Meeta Goel
3.	Phone number of person preparing report:	(661) 722-6617
4.	E-mail of person preparing report:	<a href="mailto:mgoel@avc.edu">mgoel@avc.edu</a>
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	<a href="http://www.avc.edu/aboutavc/accreditation.html">http://www.avc.edu/aboutavc/accreditation.html</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://www.avc.edu/aboutavc/accreditation.html">http://www.avc.edu/aboutavc/accreditation.html</a>
6.	Total unduplicated headcount enrollment:	Fall 2013: 14,270 Fall 2012: 13,941 Fall 2011: 14,295
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	12,416
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	5,002
9.	Number of courses offered via distance education:	Fall 2013: 135 Fall 2012: 121 Fall 2011: 130
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 2,508 Fall 2012: 2,422 Fall 2011: 2,974
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0

13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No
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### Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	68%
14b.	Successful student course completion rate for the fall 2013 semester:	69%
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it? -1
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year? 826
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year? 362
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	1,079
16b.	Number of students who received a degree in the 2012-2013 academic year:	1,014
16c.	Number of students who received a certificate in the 2012-2013 academic year:	495
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	1,033
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	1,033
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	CSU-General Education Deaf Studies-American Sign Language IGETC-General Education
19a.	Number of career-technical education (CTE) certificates and degrees:	66
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	7
19c.	Number of CTE certificates and degrees for which the	7

	institution has set a standard for licensure passage rates:																																																																					
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0																																																																				
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																																																																					
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22.	Please list any other institution set standards at your college:																																																																					
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23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to																																																																					

	<p>analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Various college groups are involved in and help with the development and setting of institutional standards e.g. Institutional Effectiveness, Research &amp; Planning, Student Learning Outcomes Committee, Faculty Senate. These standards are utilized when departments and divisions enter their SLOs, PLOs and ILOs in WEAVE online and monitor progress against these standards.</p> </div>
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### Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment ( see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 567
	b.	Number of college courses with ongoing assessment of learning outcomes: 559
	Auto-calculated field: percentage of total: 98.6	
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 79
	b.	Number of college programs with ongoing assessment of learning outcomes: 77
	Auto-calculated field: percentage of total: 97.5	
26.	Courses	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 28
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes: 27
	Auto-calculated field: percentage of total: 96.4	
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	<a href="http://www.avc.edu/administration/organizations/slo/documents.html#.UzXSCvldVKx">http://www.avc.edu/administration/organizations/slo/documents.html#.UzXSCvldVKx</a>
28.	Number of courses identified as	271

	part of the GE program:	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	271
32.	Number of Institutional Student Learning Outcomes defined:	6
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of	100%

	institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).	<p>AVC's WEAVE Online captures progress on the college's Institutional Learning Outcomes, Program Learning Outcomes, Student Learning Outcomes, as well its program reviews for both academic and nonacademic programs. College Wide involvement is promoted. Various college groups (Program Review Committee, Strategic Planning &amp; Budgeting Council, Student Learning Outcomes Committee, AP &amp; P, etc.) utilize the resultant information for decision-making and further improvement of AVC's programs and services. This continuous improvement is also tracked within WEAVE. Progress and actions taken at meetings are documented and communicated via AVC's website.</p>
<p><b>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</b></p>		
36.	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).	<p>Since at least fall 2008, AVC has made a targeted effort to improve the alignment of its SLOs with its PLOs and PLOs with AVC's Institutional Learning Outcomes. All faculty, staff academic and nonacademic areas have been working diligently and collectively to accomplish this using WEAVE online, the college website, in-person meetings to document, monitor progress and help improve AVC's programs and services, as well as impact the college Mission. These outcome data are used in regular program reviews and those program reviews, in turn are being utilized by groups such as the Strategic Planning and Budgeting Council to make recommendations regarding resource allocation you college leadership and to further the integration of planning &amp; budgeting processes.</p>
37.	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).	<p>The Student Learning Outcomes Committee leads AVC's SLO assessment results-related communication efforts. The Committee's page on AVC's website provides documentation of the college's progress with assessment for both internal and external audiences. The SLO Committee representatives also share in person input from the constituents they represent, as well as go back and share outcomes from meetings with their respective areas (and groups such as Faculty Senate). SLO data and information for all academic and nonacademic programs are also available to college employees on AVC's WEAVE Online System.</p>
38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and	

	<p>institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>The dialog and reporting of SLO assessment results occurs at the division and departmental level across AVC. In addition, the Student Learning Outcomes Committee helps to further the reporting of AVC's SLO assessment efforts. The Committee's page on AVC's website provides documentation of the college's progress with assessment for both internal and external audiences. The SLO Committee representatives also share in person input from the constituents they represent, as well as go back and share outcomes from meetings with their respective areas (and groups such as Faculty Senate). SLO data and information for all academic and nonacademic programs are also available to college employees on AVC's WEAVE Online System. Numerous WEAVE reports are available for employees to run and use as needed.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>One example of this is how the Reading faculty meet formally at least twice a year to discuss SLO results and how they can use the data to improve student success. The faculty collectively develop action plans and implementation strategies for the upcoming term. Specifically, three years ago when the SLOs for vocabulary were not meeting the established target, the faculty created and integrated Directed Learning Activities (DLA) focused on vocabulary. The Title V/Basic Skills grant provided funding for the intervention. There was a subsequent increase in student SLO achievement and retention as a result of the DLA action plan. Another example, based on program review data and feedback from accreditation, AVC's Library databases and holdings have been augmented over the past two years. As a consequence, student usage of library resources has increased commensurately over that time period.</p>

### Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

### Other Information

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

43.	List all of the institution's instructional sites out of state and outside the United States:	n/a
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**The data included in this report are certified as a complete and accurate representation of the reporting institution.**

If you need additional assistance, please contact the commission.

Sincerely,

ACCJC  
10 Commercial Blvd., Suite 204  
Novato, CA 94949  
email: [support@accjc.org](mailto:support@accjc.org)  
phone: 415-506-0234