



**ANTELOPE VALLEY COLLEGE**

**FACT BOOK  
2007**

**INSTITUTIONAL RESEARCH & PLANNING**





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**FACT BOOK  
2007**

Office of Institutional Research & Planning  
Antelope Valley College

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Antelope Valley Community College District

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## INTRODUCTION AND GENERAL TECHNICAL NOTES

**THE ANTELOPE VALLEY FACT BOOK** is a reference manual containing trend data concerning the district's service area, students, faculty, staff, instructional programs and services. Data and analysis contained in this volume provide background information to facilitate policy analysis and decision-making. Intended audiences for this compendium are district managers, faculty and staff, as well as other interested educational institutions and the community served by Antelope Valley College. We hope that it will be useful in analyzing information for program review and that it will facilitate the work for accreditation self-studies.

The director and research 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.

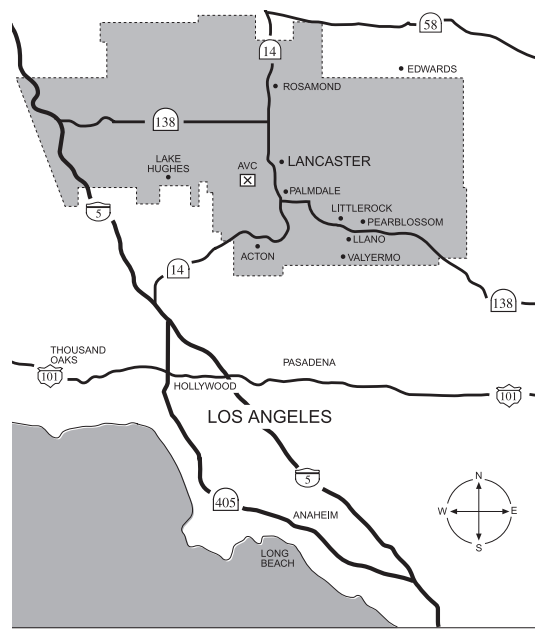
**Special Projects.** Large research projects are conducted as determined by the college management and as resources allow. Conducting an environmental scan to support a new vocational program is an example.

**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.



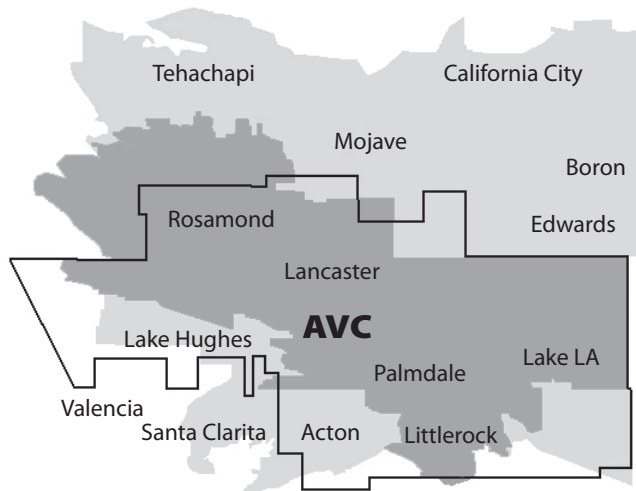
## SECTION ONE | ANTELOPE VALLEY COLLEGE SERVICE AREA

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 10 classrooms on the third floor 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 91.64% of the total fall 2007 credit enrollment. The light shaded area is the extended service area with 5.85% of the total enrollment. Students that come from outside the extended service area account for 2.23% of the total enrollment. Less than one half of 1% of student residential ZIP codes are unknown.

**STUDENT/RESIDENTIAL RATIOS**

Table 1-1  
Fall 2007 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.	2007 Fall Students	Percentage of Fall 2007
<b>Acton</b>	93510	7,813	5,557	109	0.80%
<b>Boron</b>	93516	2,231	1,616	26	0.19%
California City	93505	8,311	5,751	154	1.13%
California City	PO Box			7	0.05%
<b>California City Total</b>		8,311	5,751	161	1.18%
Edwards	93523	7,679	4,926	49	0.36%
Edwards AFB	93524			10	0.07%
<b>Edwards Total</b>		7,679	4,926	59	0.43%
<b>Lake Hughes, EL</b>	93532	2,760	1,850	94	0.69%
<b>Lake Los Angeles</b>	93591	6,775	4,168	162	1.19%
Lancaster	93534	35,104	24,121	1,350	9.93%
Lancaster	93535	57,791	37,100	2,273	16.72%
Lancaster (QH)	93536	49,303	35,336	2,669	19.63%
Lancaster	PO Box			172	1.26%
<b>Lancaster Total</b>		142,198	96,557	6,464	47.54%
<b>Littlerock, JH</b>	93543	11,184	7,399	326	2.40%
<b>Llano</b>	93544	1,201	971	18	0.13%
Mojave	93501	4,873	3,390	86	0.63%
Mojave	PO Box			6	0.04%
<b>Mojave Total</b>		4,873	3,390	92	0.68%
Palmdale	93550	67,213	41,195	1,954	14.37%
Palmdale (LV)	93551	34,036	22,472	1,962	14.43%
Palmdale	93552	25,359	15,517	953	7.01%
Palmdale	PO Box			57	0.42%
<b>Palmdale Total</b>		126,608	79,184	4,926	36.23%
<b>Pearblossom</b>	93553	1,600	1,192	41	0.30%
<b>Rosamond</b>	93560	14,926	10,070	541	3.98%
Santa Clarita	91350	40,069	27,144	10	0.07%
Santa Clarita	91351	59,257	40,636	13	0.10%
Santa Clarita (CC)	91387			15	0.11%
Santa Clarita (AD)	91390			27	0.20%
Santa Clarita	PO Box			6	0.04%
<b>Santa Clarita Total</b>		99,326	67,780	71	0.52%
Tehachapi	93561	25,793	19,315	152	1.12%
Tehachapi	PO Box			13	0.10%
<b>Tehachapi Total</b>		25,793	19,315	165	1.21%
Valencia	91354	17,841	11,686	7	0.05%
Valencia	91355	24,970	18,543	6	0.04%
<b>Valencia Total</b>		42,811	30,229	13	0.10%
<b>Others</b>				290	2.13%
<b>Unknown</b>				39	0.29%
<b>TOTAL FALL 2006 ENROLLMENT</b>				<b>13,597</b>	

PUPIL PARTICIPATION RATE

Figure 1-1  
Student Participation Rates | Fall 2007

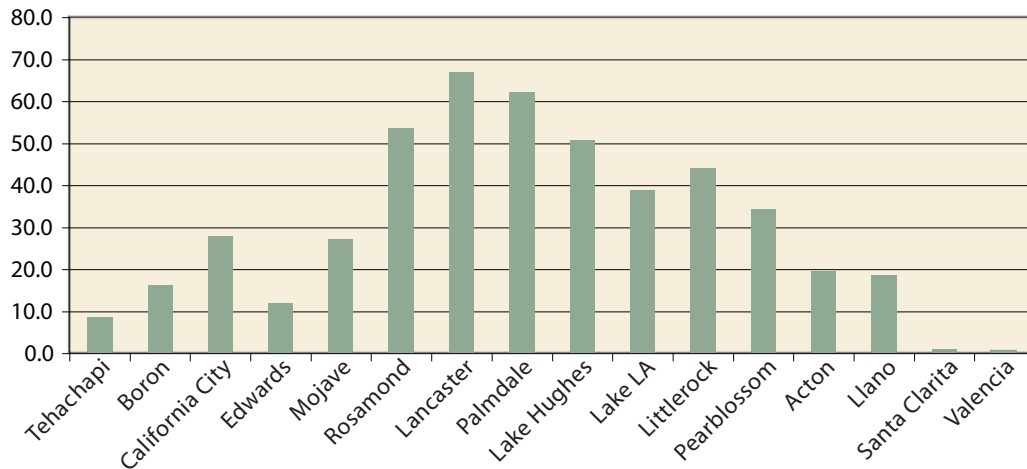


Table 1-2  
Student Participation Rates | Fall 2007

City	Students	Percentage	2000 Adult Pop	PPR
Lancaster	6,464	47.54%	96,557	66.9
Palmdale	4,926	36.23%	79,184	62.2
Rosamond	541	3.98%	10,070	53.7
Lake Hughes	94	0.69%	1,850	50.8
Littlerock	326	2.40%	7,399	44.1
Lake Los Angeles	162	1.19%	4,168	38.9
Pearblossom	41	0.30%	1,192	34.4
California City	161	1.18%	5,751	28.0
Mojave	92	0.68%	3,390	27.1
Acton	109	0.80%	5,557	19.6
Llano	18	0.13%	971	18.5
Boron	26	0.19%	1,616	16.1
Edwards	59	0.43%	4,926	12.0
Tehachapi	165	1.21%	19,315	8.5
Santa Clarita	71	0.52%	67,780	1.0
Valencia	13	0.10%	30,229	0.4
Unknown	39	0.29%	N/A	N/A
Others	290	2.13%	N/A	N/A
<b>Total</b>	<b>13,597</b>	<b>100.00%</b>	<b>339,955</b>	<b>40.0</b>

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

## EDUCATION LEVEL

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

Community	Zip	<9th Grade	9th-12th Grade	High School Graduate	Some College	Associate Degree	Bachelor's Degree	Graduate Degree	Total Pop.
Acton	93510	162	689	1,607	1,796	435	584	371	5,644
Boron	93516	102	332	598	484	107	87	57	1,767
California City	93505	297	708	1,596	1,968	508	391	254	5,722
Edwards	93523	57	319	1,148	2,085	483	451	397	4,940
Lake Hughes, EL	93532	43	229	459	614	160	212	94	1,811
Lake Los Angeles	93591	418	843	1,225	1,097	233	230	150	4,196
Lancaster	93535	2,922	6,759	10,454	10,564	2,610	2,842	1,114	37,265
Lancaster	93534	1,627	4,435	5,938	7,203	1,846	1,983	1,081	24,113
Lancaster (QH)	93536	1,282	5,581	9,269	10,181	2,805	3,928	2,315	35,361
<b>Lancaster Total</b>		<b>5,831</b>	<b>16,775</b>	<b>25,661</b>	<b>27,948</b>	<b>7,261</b>	<b>8,753</b>	<b>4,510</b>	<b>96,739</b>
Littlerock, JH	93543	947	1,397	1,927	2,108	518	307	118	7,322
Llano	93544	128	126	283	254	54	101	58	1,004
Mojave	93501	334	685	1,193	876	174	143	99	3,504
Palmdale	93552	1,478	2,806	4,226	4,732	1,017	941	379	15,579
Palmdale	93550	5,213	9,181	11,124	10,418	2,018	2,599	816	41,369
Palmdale (LV)	93551	493	2,128	5,303	7,528	2,197	3,370	1,599	22,618
<b>Palmdale Total</b>		<b>7,184</b>	<b>14,115</b>	<b>20,653</b>	<b>22,678</b>	<b>5,232</b>	<b>6,910</b>	<b>2,794</b>	<b>79,566</b>
Pearblossom	93553	73	186	256	366	88	128	87	1,184
Rosamond	93560	700	1,831	2,842	2,961	687	576	389	9,986
Santa Clarita	91351	1,719	3,957	9,551	12,869	3,814	6,303	2,379	40,592
Santa Clarita	91350	572	2,251	5,646	9,198	2,516	4,914	1,859	26,956
Tehachapi	93561	1,035	2,982	5,906	5,300	1,462	1,763	839	19,287
Valencia	91355	371	979	3,219	5,464	1,667	4,694	2,234	18,628
Valencia	91354	109	496	1,722	3,132	1,379	3,459	1,504	11,801
<b>Total</b>		<b>33,097</b>	<b>79,790</b>	<b>131,806</b>	<b>151,824</b>	<b>39,271</b>	<b>55,669</b>	<b>25,497</b>	<b>516,954</b>

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

## EDUCATION LEVEL

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

## BY PERCENTAGE

Community	Zip	<9th Grade	9th-12th Grade	High School Graduate	Some College	Associate Degree	Bachelor's Degree	Graduate Degree	Total Pop.
Acton	93510	2.9%	12.2%	28.5%	31.8%	7.7%	10.3%	6.6%	100.0%
Boron	93516	5.8%	18.8%	33.8%	27.4%	6.1%	4.9%	3.2%	100.0%
California City	93505	5.2%	12.4%	27.9%	34.4%	8.9%	6.8%	4.4%	100.0%
Edwards	93523	1.2%	6.5%	23.2%	42.2%	9.8%	9.1%	8.0%	100.0%
Lake Hughes, EL	93532	2.4%	12.6%	25.3%	33.9%	8.8%	11.7%	5.2%	100.0%
Lake Los Angeles	93591	10.0%	20.1%	29.2%	26.1%	5.6%	5.5%	3.6%	100.0%
Lancaster	93535	7.8%	18.1%	28.1%	28.3%	7.0%	7.6%	3.0%	100.0%
Lancaster	93534	6.7%	18.4%	24.6%	29.9%	7.7%	8.2%	4.5%	100.0%
Lancaster (QH)	93536	3.6%	15.8%	26.2%	28.8%	7.9%	11.1%	6.5%	100.0%
Lancaster Total		6.0%	17.3%	26.5%	28.9%	7.5%	9.0%	4.7%	100.0%
Littlerock, JH	93543	12.9%	19.1%	26.3%	28.8%	7.1%	4.2%	1.6%	100.0%
Llano	93544	12.7%	12.5%	28.2%	25.3%	5.4%	10.1%	5.8%	100.0%
Mojave	93501	9.5%	19.5%	34.0%	25.0%	5.0%	4.1%	2.8%	100.0%
Palmdale	93552	9.5%	18.0%	27.1%	30.4%	6.5%	6.0%	2.4%	100.0%
Palmdale	93550	12.6%	22.2%	26.9%	25.2%	4.9%	6.3%	2.0%	100.0%
Palmdale (LV)	93551	2.2%	9.4%	23.4%	33.3%	9.7%	14.9%	7.1%	100.0%
Palmdale Total		9.0%	17.7%	26.0%	28.5%	6.6%	8.7%	3.5%	100.0%
Pearblossom	93553	6.2%	15.7%	21.6%	30.9%	7.4%	10.8%	7.3%	100.0%
Rosamond	93560	7.0%	18.3%	28.5%	29.7%	6.9%	5.8%	3.9%	100.0%
Santa Clarita	91351	4.2%	9.7%	23.5%	31.7%	9.4%	15.5%	5.9%	100.0%
Santa Clarita	91350	2.1%	8.4%	20.9%	34.1%	9.3%	18.2%	6.9%	100.0%
Tehachapi	93561	5.4%	15.5%	30.6%	27.5%	7.6%	9.1%	4.4%	100.0%
Valencia	91355	2.0%	5.3%	17.3%	29.3%	8.9%	25.2%	12.0%	100.0%
Valencia	91354	0.9%	4.2%	14.6%	26.5%	11.7%	29.3%	12.7%	100.0%
Total		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 diploma are: Lake Los Angeles, Lancaster (excluding Quartz Hill), Littlerock, Llano, Mojave, Palmdale (excluding Leona Valley) and Rosamond. Communities with a higher percent (over 5%) of residents with graduate degrees are Acton, Edwards, Lake Hughes, Llano, Quartz Hill, Leona Valley, Pearblossom, Santa Clarita and Valencia.

AGE AND ETHNICITY

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

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

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

U.S. Census 2000, Summary Files-1

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

Community	Zip	White Non-Hispanic	Hispanic	African-America	Asian	Amer Indian/AK Native	Pacific Islander	Other	Total Pop.
Acton	93510	6,515	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
<b>Lancaster Total</b>		<b>78,167</b>	<b>34,054</b>	<b>19,559</b>	<b>4,747</b>	<b>911</b>	<b>210</b>	<b>4,674</b>	<b>142,322</b>
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
<b>Palmdale Total</b>		<b>53,671</b>	<b>46,585</b>	<b>16,376</b>	<b>4,532</b>	<b>575</b>	<b>347</b>	<b>4,493</b>	<b>126,579</b>
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
<b>Total</b>		<b>427,524</b>	<b>205,945</b>	<b>82,023</b>	<b>28,068</b>	<b>4,229</b>	<b>1,436</b>	<b>26,095</b>	<b>775,320</b>

U.S. Census 2000, Summary Files-3

## HOUSEHOLD INCOME

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

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

## BY PERCENTAGE

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

U.S. Census 2000, Summary Files-3

**MEDIAN HOUSEHOLD INCOME**

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

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

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

U.S. Census 2000, Summary Files-3

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

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

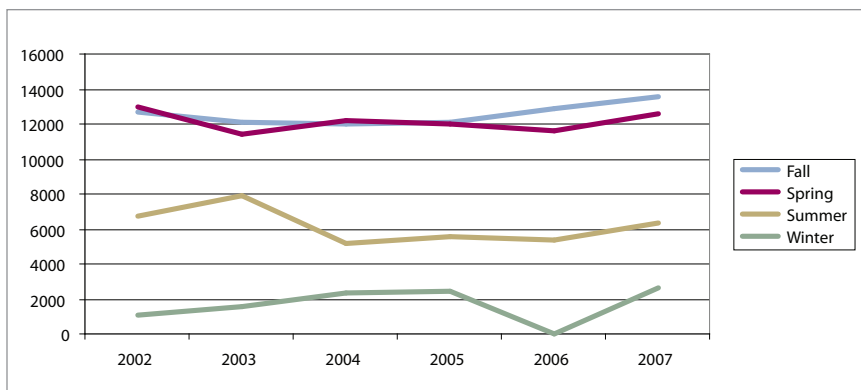
Overall the college service area has one-third of the households living at the income level between \$20,000 and \$50,000 and a little more than a third at the income level between \$50,000 and \$100,000 in 1999. The remaining third is split between households with less than \$20,000 (19.4%) and households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





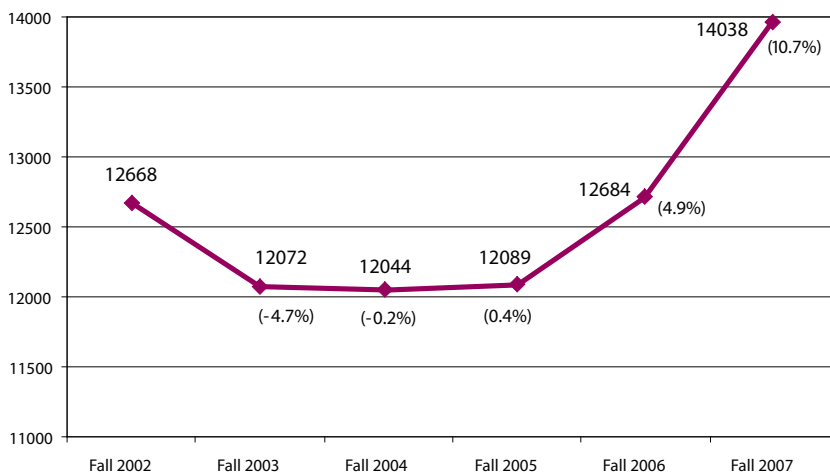
## SECTION TWO | STUDENT ENROLLMENT TRENDS

Figure 2-1  
Student Enrollment 2002–2007



In Figure 2-1 left, the student enrollment for the fall and spring terms follow closely together. The fall term shows a steady increase in enrollment after 2003. Winter term enrollment showed a remarkable comeback after not offering a winter term in 2006. The winter 2007 term shows a 7.1% increase in enrollment over the winter 2005 term.

Figure 2-2  
Fall Student Enrollment Fall 2002–Fall 2007



In Figure 2-2 left, the annual rate of change is shown for each fall semester. There was a large decrease in student enrollment following fall 2002, down 4.7%, and fall enrollment totals remained stagnant until a sharp increase in the fall 2006 term. The fall 2007 term has shown another increase in overall growth with an increase of almost 6% over fall 2006.

**GENDER**

Figure 2-3 | Student Enrollment by Gender | Fall 2007

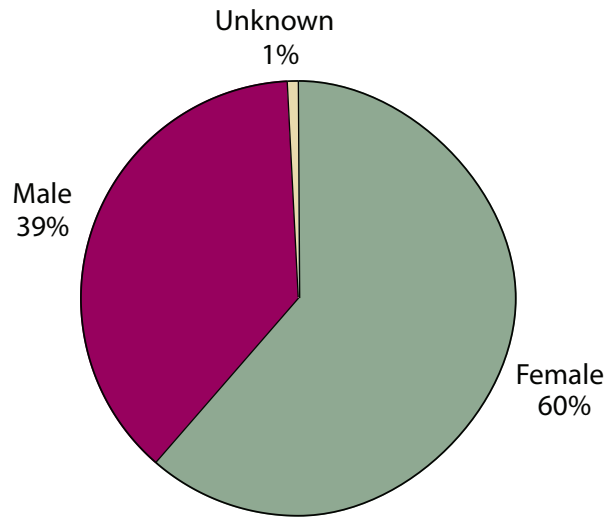


Table 2-1 | Total Credit Students by Gender | Fall 2002–Fall 2007

Gender	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Female	7,963	7,515	7,415	7,374	7,775	8,479
Male	4,618	4,482	4,553	4,597	4,788	5,400
Unknown	87	75	76	118	121	159
<b>Total</b>	<b>12,668</b>	<b>12,072</b>	<b>12,044</b>	<b>12,089</b>	<b>12,684</b>	<b>14,038</b>

BY PERCENTAGE

Gender	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Female	62.9%	62.3%	61.6%	61.0%	61.3%	60.4%
Male	36.5%	37.1%	37.8%	38.0%	37.7%	38.5%
Unknown	0.7%	0.6%	0.6%	1.0%	1.0%	1.1%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

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

## AGE

Figure 2-4 | Percentage of Credit Students by Age Group | Fall 2007

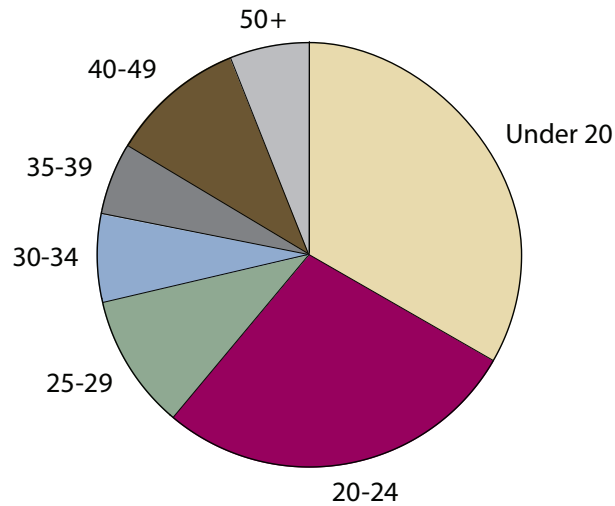


Table 2-2 | Credit Students by Age Group | Fall 2002–Fall 2007

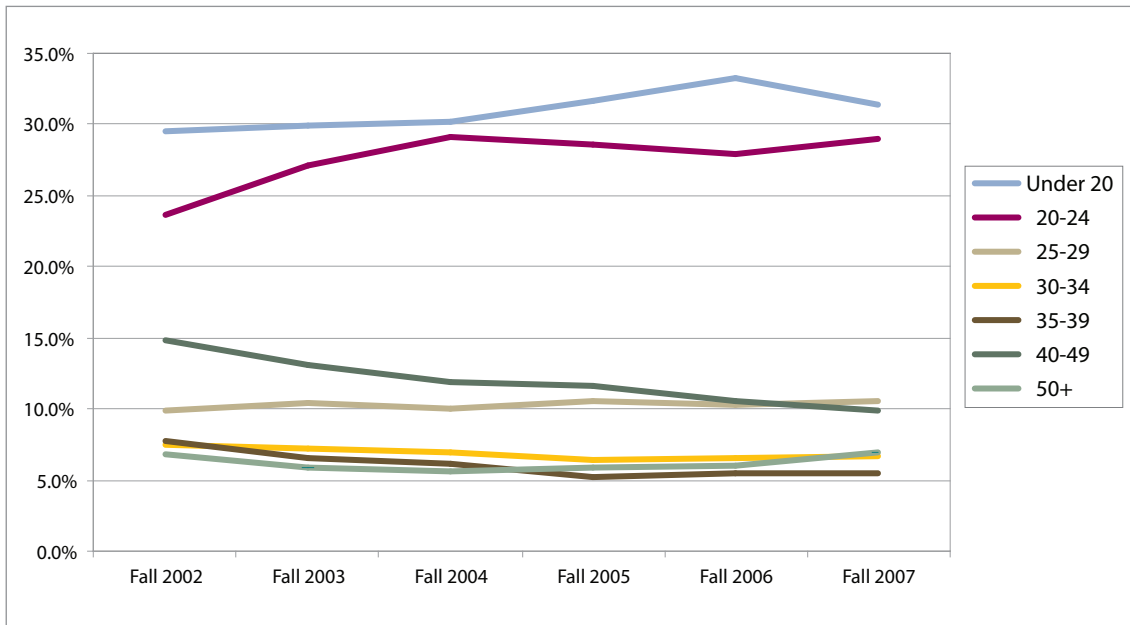
Age Group	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Under 20	3,739	3,608	3,634	3,834	4,191	4,580
20-24	2,990	3,273	3,509	3,449	3,589	3,891
25-29	1,248	1,260	1,211	1,278	1,313	1,469
30-34	955	866	840	775	821	925
35-39	989	783	737	635	683	779
40-49	1,871	1,576	1,435	1,397	1,315	1,424
50+	860	704	676	717	765	965
Unknown	16	2	2	4	7	5
<b>Total</b>	<b>12,668</b>	<b>12,072</b>	<b>12,044</b>	<b>12,089</b>	<b>12,684</b>	<b>14,038</b>

## BY PERCENTAGE

Age Group	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Under 20	29.5%	29.9%	30.2%	31.7%	33.0%	32.6%
20-24	23.6%	27.1%	29.1%	28.5%	28.3%	27.7%
25-29	9.9%	10.4%	10.1%	10.6%	10.4%	10.5%
30-34	7.5%	7.2%	7.0%	6.4%	6.5%	6.6%
35-39	7.8%	6.5%	6.1%	5.3%	5.4%	5.5%
40-49	14.8%	13.1%	11.9%	11.6%	10.4%	10.1%
50+	6.8%	5.8%	5.6%	5.9%	6.0%	6.9%
Unknown	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

AGE

Figure 2-5  
 Percentage of Credit Students by Age Group  
 Fall 2002–Fall 2007



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%. One notable shift in the last academic year is the decrease in enrollment in the under 20 age group. Lower enrollment in the youngest age group coupled with the movement of those students that were once in the under 20 age group into the 20-24 age group resulted in a 10% increase (3,941) in the 20-24 age group over the previous year (3,578).

**ETHNICITY**

Figure 2-6 | Percentage of Credit Students by Ethnicity | Fall 2007

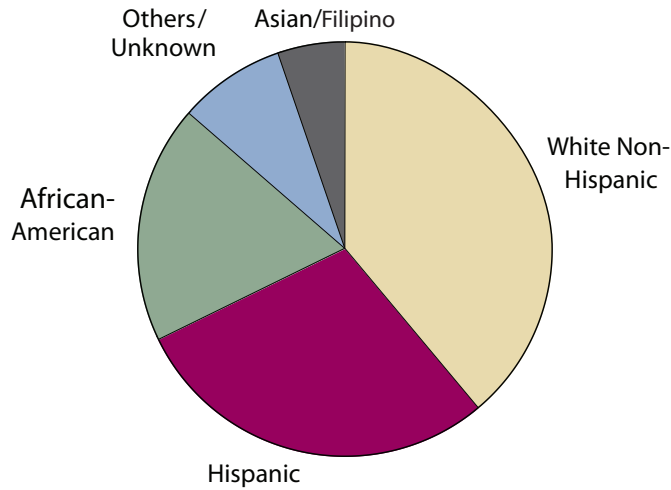


Table 2-3 | Total Credit Students by Ethnicity | Fall 2002–Fall 2007

Ethnicity	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
White Non-Hispanic	6,248	5,590	5,326	5,102	4,953	5,118
Hispanic	2,916	2,977	3,136	3,275	3,673	4,302
African-American	2,068	2,060	2,174	2,110	2,322	2,612
Asian	340	330	315	314	360	370
Filipino	295	290	276	299	308	342
Other Non-White	208	217	195	206	222	268
American Indian/ Alaskan Native	161	131	131	128	132	135
Pacific Islander	54	51	56	56	48	59
Unknown	378	426	435	599	666	832
<b>Total</b>	<b>12,668</b>	<b>12,072</b>	<b>12,044</b>	<b>12,089</b>	<b>12,684</b>	<b>14,038</b>

BY PERCENTAGE

Ethnicity	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
White Non-Hispanic	49.3%	46.3%	44.2%	42.2%	39.0%	36.5%
Hispanic	23.0%	24.7%	26.0%	27.1%	29.0%	30.6%
African-American	16.3%	17.1%	18.1%	17.5%	18.3%	18.6%
Asian	2.7%	2.7%	2.6%	2.6%	2.8%	2.6%
Filipino	2.3%	2.4%	2.3%	2.5%	2.4%	2.4%
Other Non-White	1.6%	1.8%	1.6%	1.7%	1.8%	1.9%
American Indian/ Alaskan Native	1.3%	1.1%	1.1%	1.1%	1.0%	1.0%
Pacific Islander	0.4%	0.4%	0.5%	0.5%	0.4%	0.4%
Unknown	3.0%	3.5%	3.6%	5.0%	5.3%	5.9%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

ETHNICITY

Figure 2-7  
 Percentage of Credit Students by Ethnicity  
 Fall 2002–Fall 2007

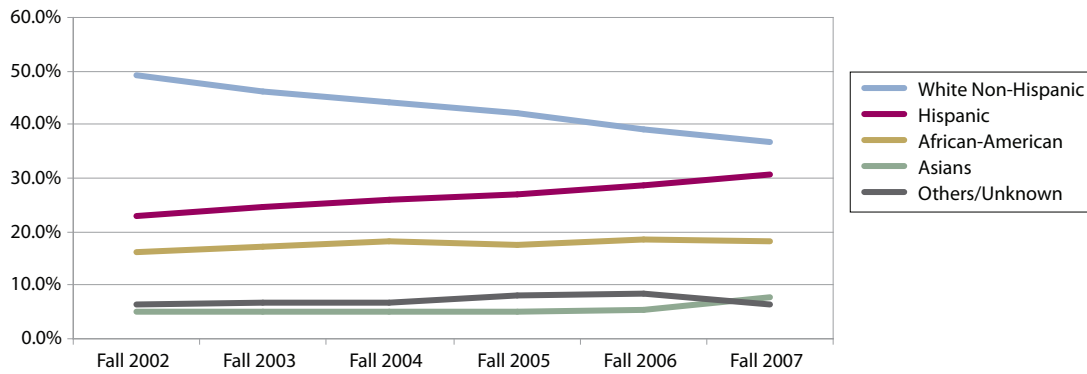


Figure 2-7 indicates that a majority of the students in the fall 2007 class are white and Hispanic with African-Americans making up the third largest ethnicity group. In the last six years, there has been a steady decrease in white credit students and a steady increase in Hispanic credit students.

African-American enrollment has shown a slight percentage increase in credit students over the last six years, 16.3% in 2002 to 18.4% in 2007.

## PART-TIME/FULL-TIME STATUS

Figure 2-8  
Percentage of Credit Students by Full-Time Status  
Fall 2002–Fall 2007

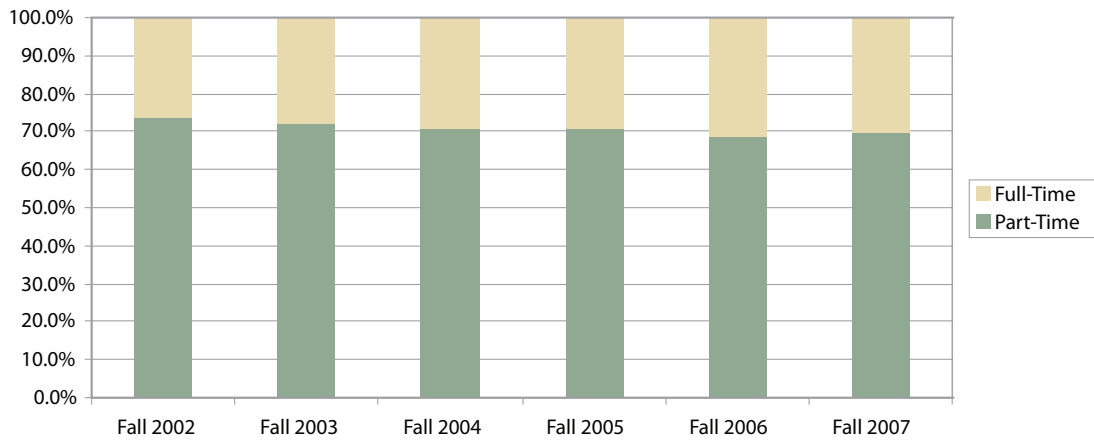


Table 2-4 | Total Credit Students by Full-Time Status | Fall 2002–Fall 2007

PT/FT	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Part-Time	9,347	8,698	8,533	8,536	8,772	9,545
Full-Time	3,321	3,374	3,511	3,553	3,912	4,493
Total	12,668	12,072	12,044	12,089	12,684	14,038

## BY PERCENTAGE

PT/FT	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Part-Time	73.8%	72.1%	70.8%	70.6%	69.2%	68.0%
Full-Time	26.2%	27.9%	29.2%	29.4%	30.8%	32.0%
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 2002–Fall 2007

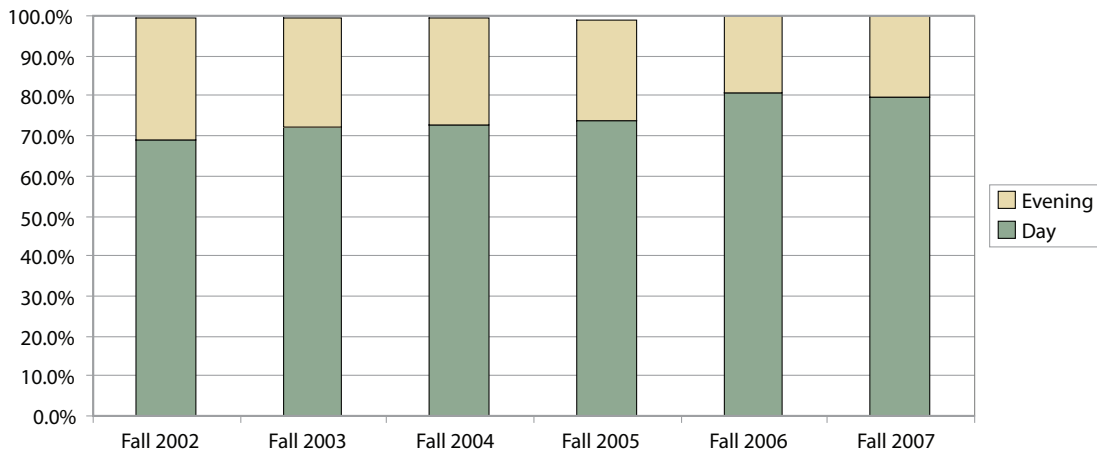


Table 2-5  
 Percentage of Credit Students by Day/Evening Status  
 Fall 2002–Fall 2007

Status	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Day	8,726	8,687	8,762	8,895	10,214	11,208
Evening	3,862	3,318	3,192	3,094	2,470	2,823
Unknown	80	67	90	100	0	7
<b>Total</b>	<b>12,668</b>	<b>12,072</b>	<b>12,044</b>	<b>12,089</b>	<b>12,684</b>	<b>14,038</b>

BY PERCENTAGE

Status	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Day	68.9%	72.0%	72.7%	73.6%	80.5%	79.8%
Evening	30.5%	27.5%	26.5%	25.6%	19.5%	20.1%
Unknown	0.6%	0.6%	0.7%	0.8%	0.0%	0.1%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

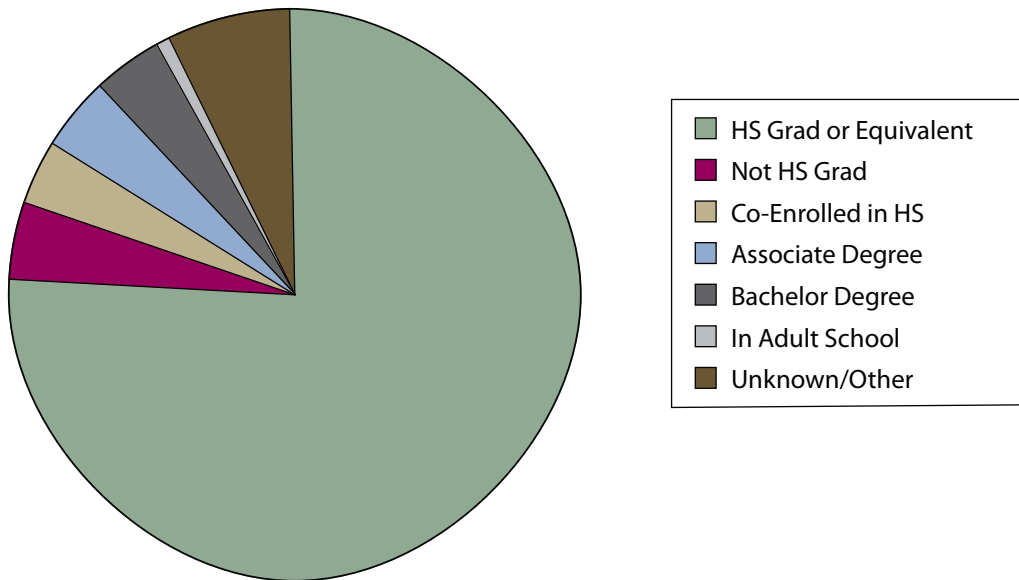
The above table and graph show that the proportion of fall credit students taking at least one class during the day has increased over the previous five years. However, fall 2007 showed a slight drop in this group. Note: Daytime status includes all students taking one or more classes before 5 p.m. Evening 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 2007



## EDUCATIONAL BACKGROUND

Table 3-1  
Credit Students by Educational Background  
Fall 2002–Fall 2007

Educational Background	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
High School Grad or Equivalent	8,911	8,219	8,250	8,795	9,600	10,541
Not High School Grad	770	592	539	515	616	712
Co-Enrolled in High School	697	343	340	428	513	501
Associate Degree	605	464	456	472	497	577
Bachelor Degree or Higher	536	407	407	478	483	561
In Adult School	196	206	168	147	108	128
Unknown/Other	953	1,841	1,884	1,254	867	1,018
<b>Total</b>	<b>12,668</b>	<b>12,072</b>	<b>12,044</b>	<b>12,089</b>	<b>12,684</b>	<b>14,038</b>

## BY PERCENTAGE

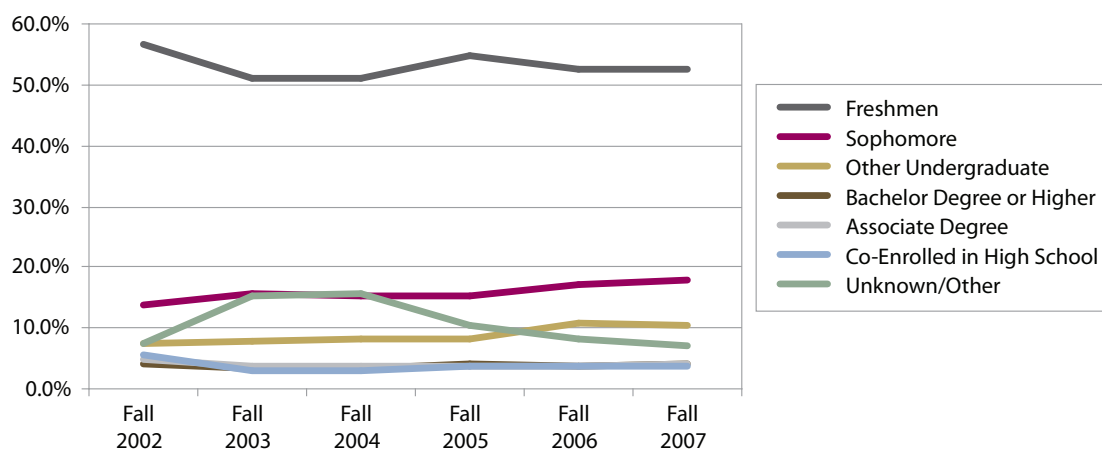
Educational Background	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
High School Grad or Equivalent	70.3%	68.1%	68.5%	72.8%	75.7%	75.1%
Not High School Grad	6.1%	4.9%	4.5%	4.3%	4.9%	5.1%
Co-Enrolled in High School	5.5%	2.8%	2.8%	3.5%	4.0%	3.6%
Associate Degree	4.8%	3.8%	3.8%	3.9%	3.9%	4.1%
Bachelor Degree or Higher	4.2%	3.4%	3.4%	4.0%	3.8%	4.0%
In Adult School	1.5%	1.7%	1.4%	1.2%	0.9%	0.9%
Unknown/Other	7.5%	15.3%	15.6%	10.4%	6.8%	7.3%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

On average, over the past six years, approximately 4.8% 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 decreased 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 2002–Fall 2007

Table 3-2 | Credit Students by Academic Level  
Fall 2002–Fall 2007

Academic Level	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Freshmen	7,180	6,177	6,128	6,612	8,447	9,210
Sophomore	1,763	1,875	1,838	1,838	1,263	1,493
Other Undergraduate	934	965	991	1,007	613	677
Bachelor Degree or Higher	536	407	407	478	483	561
Associate Degree	605	464	456	472	497	577
Co-Enrolled in High School	697	343	340	428	513	501
Unknown/Other	953	1,841	1,884	1,254	868	1,019
<b>Total</b>	<b>12,668</b>	<b>12,072</b>	<b>12,044</b>	<b>12,089</b>	<b>12,684</b>	<b>14,038</b>

## BY PERCENTAGE

Academic Level	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Freshmen	56.7%	51.2%	50.9%	54.7%	66.6%	65.6%
Sophomore	13.9%	15.5%	15.3%	15.2%	10.0%	10.6%
Other Undergraduate	7.4%	8.0%	8.2%	8.3%	4.8%	4.8%
Bachelor Degree or Higher	4.2%	3.4%	3.4%	4.0%	3.8%	4.0%
Associate Degree	4.8%	3.8%	3.8%	3.9%	3.9%	4.1%
Co-Enrolled in High School	5.5%	2.8%	2.8%	3.5%	4.0%	3.6%
Unknown/Other	7.5%	15.3%	15.6%	10.4%	6.8%	7.3%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Figure 3-2 indicates a large difference between the number of freshman and sophomores over the last six 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 2002–Fall 2007

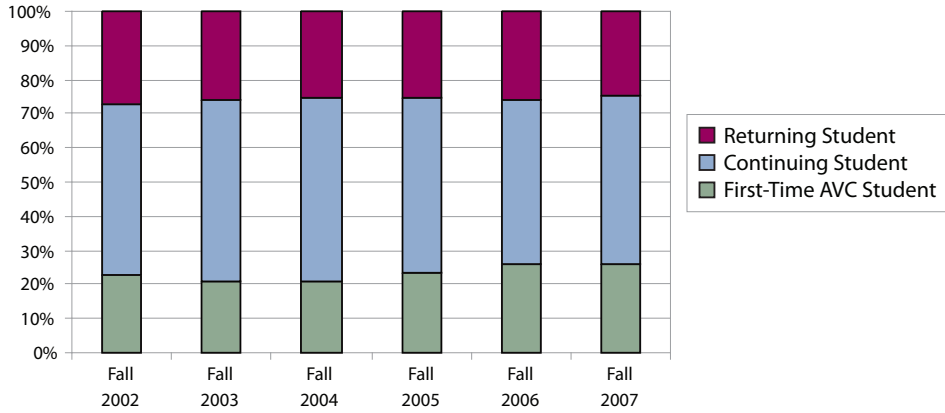


Table 3-3 | Number of Credit Students by Enrollment Status  
Fall 2002–Fall 2007

Enrollment Status	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
First-Time AVC Student	2,897	2,562	2,560	2,860	3,270	3,537
Continuing Student	6,347	6,409	6,554	6,200	6,100	6,690
Returning Student	3,434	3,124	3,040	3,042	3,318	3,370
<b>Total</b>	<b>12,678</b>	<b>12,095</b>	<b>12,154</b>	<b>12,102</b>	<b>12,688</b>	<b>13,597</b>

BY PERCENTAGE

Enrollment Status	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2005	Fall 2007
First-Time AVC Student	22.9%	21.2%	21.1%	23.6%	25.8%	26.0%
Continuing Student	50.1%	53.0%	53.9%	51.2%	48.1%	49.2%
Returning Student	27.1%	25.8%	25.0%	25.1%	26.2%	24.8%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

The number of First-Time AVC Students has increased over the past four years. However, the percentage of Continuing Students has decreased during that same time. The percentage of Returning Students has remained relatively stagnant over this time period.

## FIRST-TIME AND CONTINUING STUDENTS

Figure 3-4 | Continuing Students | Fall 2002–Fall 2007

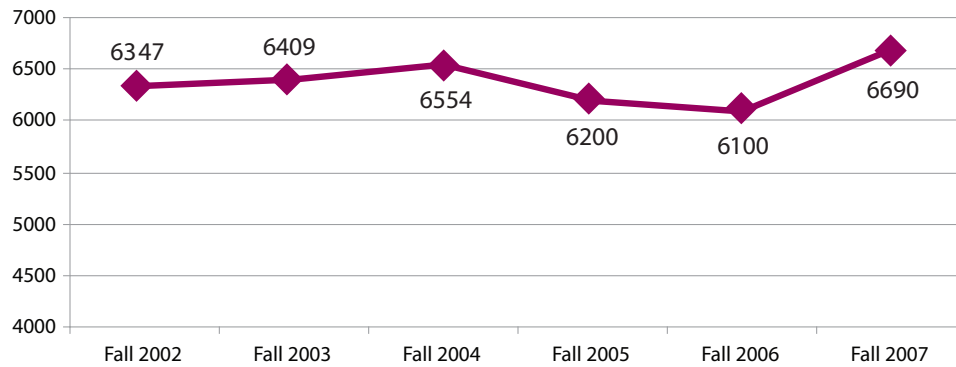
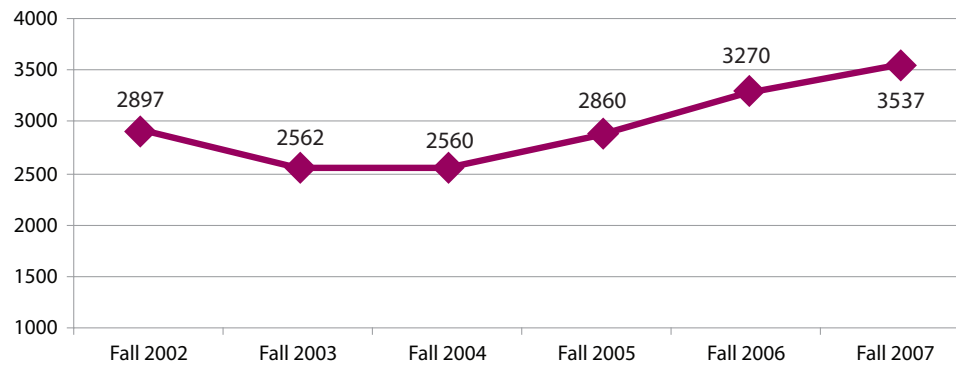


Figure 3-5 | First-Time AVC Students | Fall 2002–Fall 2007

**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 2007

First-Time Students	Under 20	20-24	25-29	30-34	35-39	40-49	50+	Unknown	Total
High School Grad or Equiv	1,629	375	178	106	90	150	101	0	2,629
Not High School Grad	346	61	18	21	14	34	9	1	504
In Adult School	17	9	1	0	2	3	0	0	32
Associate Degree	1	9	10	12	10	26	16	0	84
Bachelor Degree or Higher	2	11	14	18	14	27	30	0	116
Unknown/Other	75	30	16	10	10	15	16	0	172
<b>Total</b>	<b>2,070</b>	<b>495</b>	<b>237</b>	<b>167</b>	<b>140</b>	<b>255</b>	<b>172</b>	<b>1</b>	<b>3,537</b>

BY PERCENTAGE

First-Time Students	Under 20	20-24	25-29	30-34	35-39	40-49	50+	Unknown	Total
High School Grad or Equiv	62.0%	14.3%	6.8%	4.0%	3.4%	5.7%	3.8%	0.0%	74.3%
Not High School Grad	68.7%	12.1%	3.6%	4.2%	2.8%	6.7%	1.8%	0.2%	14.2%
In Adult School	53.1%	28.1%	3.1%	0.0%	6.3%	9.4%	0.0%	0.0%	0.9%
Associate Degree	1.2%	10.7%	11.9%	14.3%	11.9%	31.0%	19.0%	0.0%	2.4%
Bachelor Degree or Higher	1.7%	9.5%	12.1%	15.5%	12.1%	23.3%	25.9%	0.0%	3.3%
Unknown/Other	43.6%	17.4%	9.3%	5.8%	5.8%	8.7%	9.3%	0.0%	4.9%
<b>Total</b>	<b>58.5%</b>	<b>14.0%</b>	<b>6.7%</b>	<b>4.7%</b>	<b>4.0%</b>	<b>7.2%</b>	<b>4.9%</b>	<b>0.0%</b>	<b>100.0%</b>

Table, left, shows the number of First-Time Students by age group and educational background. Note that the total percentage of students that are not high school graduates or equivalent is 14.25%, while 74.3% of First-Time Students have a high school diploma or equivalent.

HIGH SCHOOL YIELDS

Table 3-5 | Student Yields from Feeder High Schools | Fall 2006

High School	Graduating Class Size 2006	AVC Freshman Fall 2006	High School Yield
Antelope Valley Adult	64	3	4.7%
AV Christian HS	18	1	5.6%
Antelope Valley HS	388	138	35.6%
Bethel Christian	29	12	41.4%
Boron HS	40	12	30.0%
Desert Christian	95	36	37.9%
Desert HS (Edwards)	78	23	29.5%
Desert Sands Charter School	168	14	8.3
Desert Winds HS	48	24	50.0%
Highland HS	730	251	34.4%
Lancaster HS	489	204	41.7%
Littlerock HS	509	171	33.6%
Mojave HS	58	30	51.7%
Palmdale HS	483	171	35.4%
Paraclete HS	174	43	24.7%
Quartz Hill HS	669	255	38.1%
R. Rex Parris School	60	10	16.7
Rosamond HS	165	59	35.8%
Tehachapi HS	274	28	10.2
Vasquez HS	129	17	13.2
<b>Average Yield</b>	<b>4,668</b>	<b>1,502</b>	<b>32.2%</b>

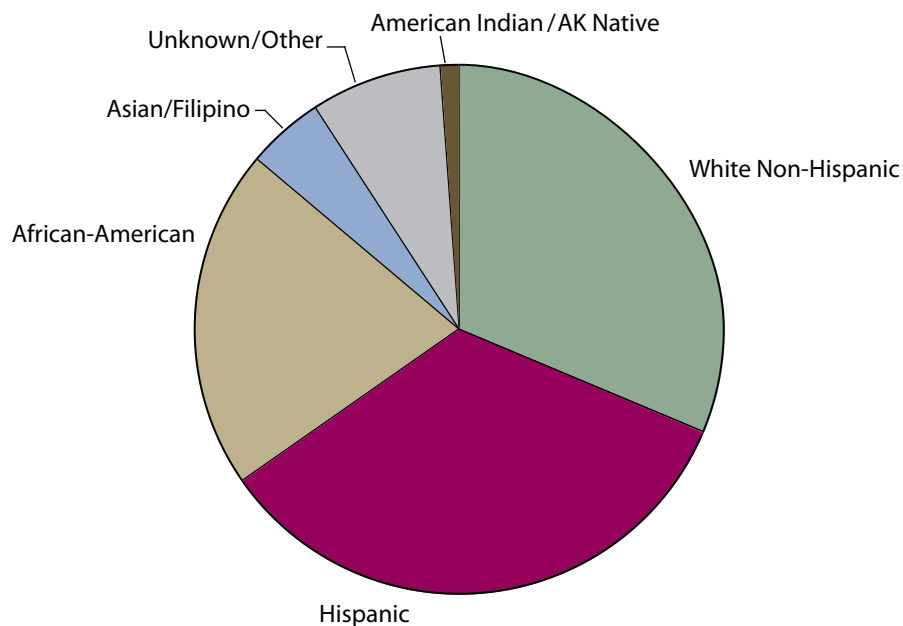
Feeder schools are defined as all high schools within the college district that supply graduates to AVC. High school yield is the percentage of each school's graduating class that enrolls at AVC within one year of graduation.

## FRESHMEN | ETHNICITY

Table 3-6 | Number of First-Time Freshmen by Ethnicity | Fall 2007

Ethnicity	Students	Percentage
White Non-Hispanic	1,110	31.4%
Hispanic	1,195	33.8%
African-American	738	20.9%
Asian	76	2.1%
Filipino	80	2.3%
Other Non-White	65	1.8%
American Indian/Alaskan Native	39	1.1%
Pacific Islander	13	0.4%
Unknown	221	6.2%
Total	3,537	100.0%

Figure 3-6 | Number of First-Time Freshmen by Ethnicity | Fall 2007



In Fall 2007, 62.4% of first-time freshmen are underrepresented minority students, compared with 57.4% 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 for the same ethnicity groups (see Table 2-3).

FIRST-TIME STUDENTS | AGE & GENDER

Table 3-7 | Number of First-Time Freshmen by Age and Gender | Fall 2007

First-Time Students	Under 20	20-24	25-29	30-34	35-39	40-49	50+	Unknown	Total
Female	1,100	256	151	109	97	161	105	0	1,979
Male	940	235	85	54	40	92	64	0	1,510
Unknown	30	4	1	4	3	2	3	1	48
<b>Total</b>	<b>2,070</b>	<b>495</b>	<b>237</b>	<b>167</b>	<b>140</b>	<b>255</b>	<b>172</b>	<b>1</b>	<b>3,537</b>

BY PERCENTAGE

First-Time Students	Under 20	20-24	25-29	30-34	35-39	40-49	50+	Unknown	Total
Female	55.6%	12.9%	7.6%	5.5%	4.9%	8.1%	5.3%	0.0%	57.9%
Male	62.3%	15.6%	5.6%	3.6%	2.6%	6.1%	4.2%	0.0%	41.1%
Unknown	62.5%	8.3%	2.1%	8.3%	6.3%	4.2%	6.3%	2.1%	1.0%
<b>Total</b>	<b>58.5%</b>	<b>14.0%</b>	<b>6.7%</b>	<b>4.7%</b>	<b>4.0%</b>	<b>7.2%</b>	<b>4.9%</b>	<b>0.0%</b>	<b>100.0%</b>

There is a much higher percentage of freshman males under the age of 20 compared to older freshmen age groups. Overall, there are more female first-time students enrolled than males across every age group. The differences between female and male percentages are less for first-time students than for all credit students for fall 2007 (see Table 2-1).

SECTION FOUR | SPECIFIC STUDENT POPULATIONS





**SPECIFIC POPULATIONS**

Table 4-1 | Specific Student Populations | Fall 2002–Fall 2007

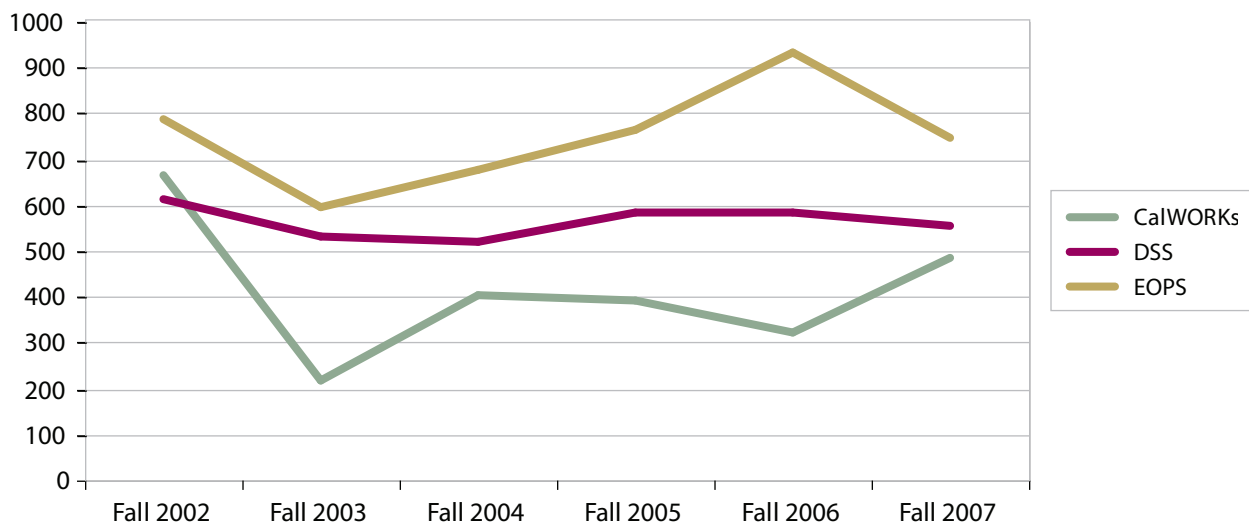
Program	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
CalWORKs	663	217	401	391	322	483
DSS	610	528	519	582	582	552
EOPS	784	594	677	763	933	747
<b>Total</b>	<b>2,057</b>	<b>1,339</b>	<b>1,597</b>	<b>1,736</b>	<b>1,255</b>	<b>1,782</b>

BY PERCENTAGE

Program	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
CalWORKs	5.2%	1.8%	3.3%	3.2%	2.5%	3.6%
DSS	4.8%	4.4%	4.3%	4.8%	4.5%	4.1%
EOPS	6.2%	4.9%	5.6%	6.3%	7.3%	5.5%
<b>Total</b>	<b>16.2%</b>	<b>11.1%</b>	<b>13.3%</b>	<b>14.4%</b>	<b>9.8%</b>	<b>13.1%</b>

Total Student Population	12,668	12,072	12,044	12,089	12,834	13,597
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Figure 4-1 | Specific Student Populations | Fall 2002–Fall 2007



In the past year, California Work Opportunity and Responsibility to Kids (CalWORKs) participation has increased 50% over last year while Extended Opportunity Programs and Services (EOPS) participation has decreased by almost 20%

**GENDER**

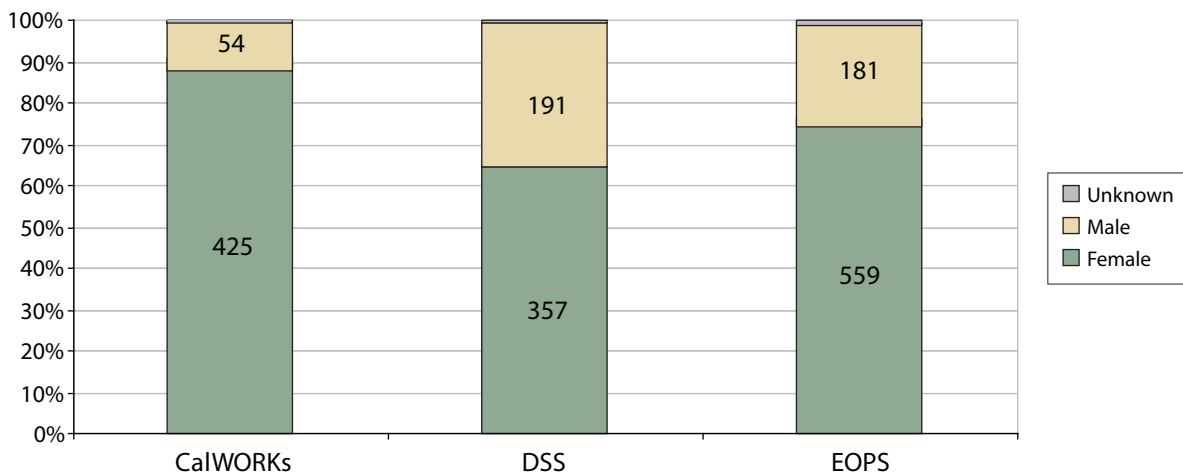
Table 4-2 | Specific Student Populations by Gender | Fall 2007

Gender	CalWORKs	DSS	EOPS
Female	425	357	559
Male	54	191	181
Unknown	4	4	7
<b>Total</b>	<b>483</b>	<b>552</b>	<b>747</b>

BY PERCENTAGE

Gender	CalWORKs	DSS	EOPS
Female	88.0%	64.7%	74.8%
Male	11.2%	34.6%	24.2%
Unknown	0.8%	0.7%	0.9%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Figure 4-2 | Specific Student Populations by Gender | Fall 2007



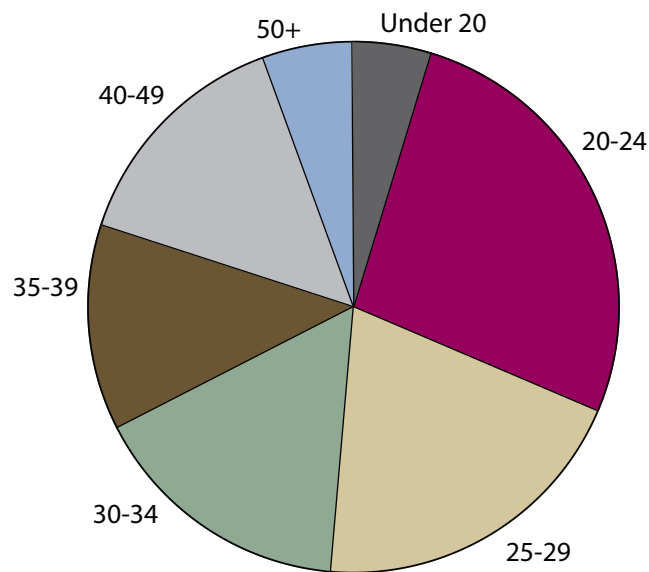
CalWORKs serves many single parents and is 88% female. Likewise, EOPS and Disabled Student Services (DSS) have higher percentages of female students but DSS more closely matches the general female student percentage of 60.3%.

**AGE**

Table 4-3 | Specific Student Populations by Age | Fall 2007

Age Group	CalWORKs	DSS	EOPS
Under 20	23	118	114
20-24	129	111	199
25-29	96	53	118
30-34	78	50	85
35-39	60	47	76
40-49	70	89	93
50+	27	84	62
<b>Total</b>	<b>483</b>	<b>552</b>	<b>747</b>
BY PERCENTAGE			
Age Group	CalWORKs	DSS	EOPS
Under 20	4.8%	21.4%	15.3%
20-24	26.7%	20.1%	26.6%
25-29	19.9%	9.6%	15.8%
30-34	16.1%	9.1%	11.4%
35-39	12.4%	8.5%	10.2%
40-49	14.5%	16.1%	12.4%
50+	5.6%	15.2%	8.3%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Figure 4-3 | CalWORKs Participants by Age | Fall 2007



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 2007

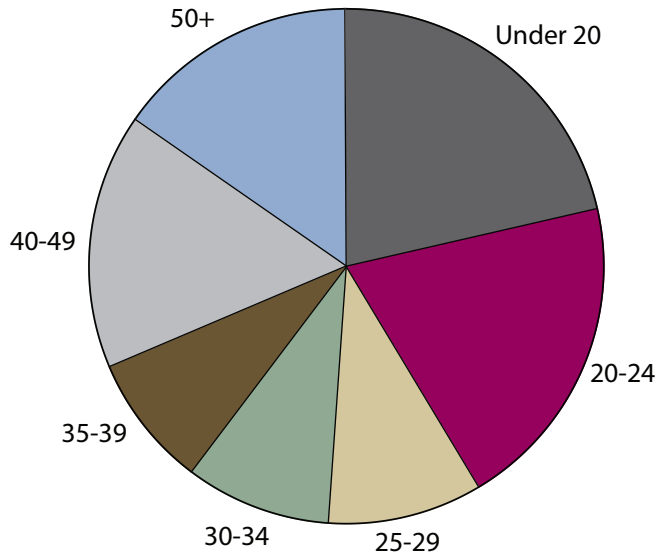
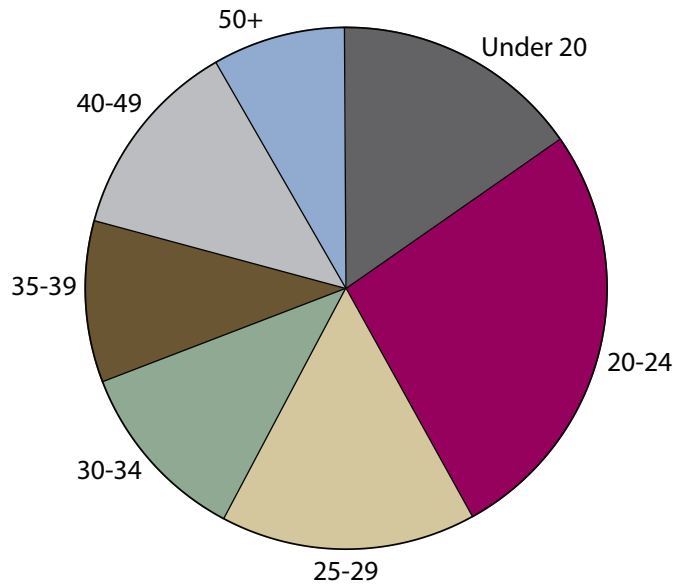


Figure 4-5 | EOPS Participants by Age | Fall 2007



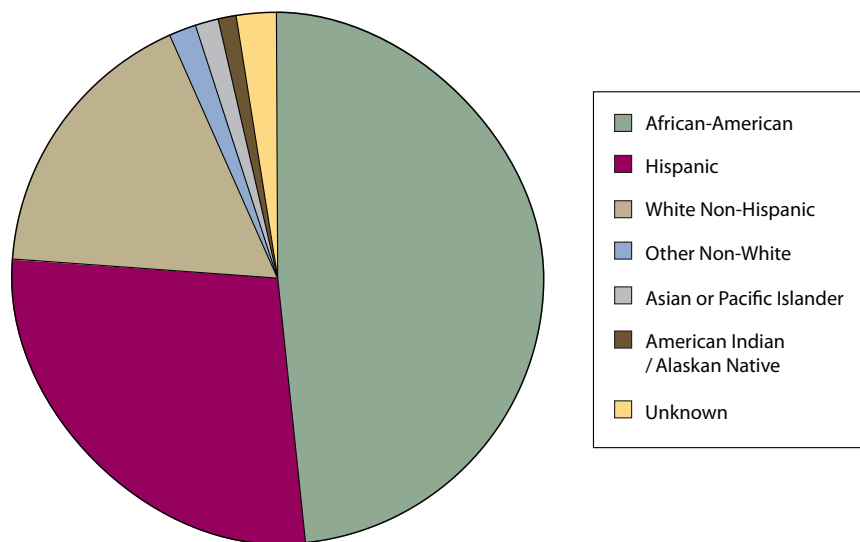
The percentage of students served by the DSS program in the 40–49 age group is much larger than the other specific student populations.

**ETHNICITY**

Table 4-4 | Specific Student Populations by Ethnicity | Fall 2007

Ethnicity	CalWORKs	DSS	EOPS
African-American	234	165	369
Hispanic	133	104	193
White Non-Hispanic	84	211	118
Other Non-White	8	12	16
Asian or Pacific Islander	7	14	17
American Indian/Alaskan Native	5	11	7
Unknown	12	35	27
<b>Total</b>	<b>483</b>	<b>552</b>	<b>747</b>
BY PERCENTAGE			
Ethnicity	CalWORKs	DSS	EOPS
African-American	48.4%	29.9%	49.4%
Hispanic	27.5%	18.8%	25.8%
White Non-Hispanic	17.4%	38.2%	15.8%
Other Non-White	1.7%	2.2%	2.1%
Asian or Pacific Islander	1.4%	2.5%	2.3%
American Indian/Alaskan Native	1.0%	2.0%	0.9%
Unknown	2.5%	6.3%	3.6%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

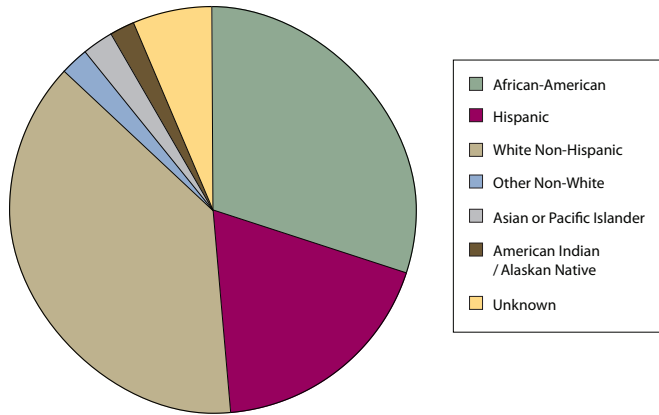
Figure 4-6 | CalWORKs Participants by Ethnicity | Fall 2007



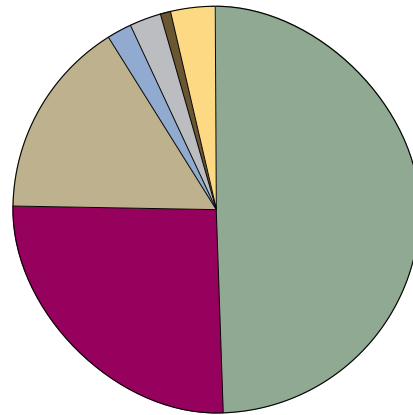
The CalWORKs program serves a much higher percentage of African-American students (48.4%) compared with the general student population of 18.4%.

**ETHNICITY**

**Figure 4-7  
DSS Participants by Ethnicity  
Fall 2007**



**Figure 4-8  
EOPS Participants by Ethnicity  
Fall 2007**



The majority of students served by the DSS program are white non-Hispanic. EOPS serves a much higher percentage of African-American students (49.4%) compared with the general student population of 18.4%.

**FINANCIAL AID**

**Table 4-5 | Financial Aid Sources | 2006–2007**

Financial Aid	Students	Amount
Federal Work Study	104	\$173,638
Scholarship (non-institutional)	170	\$190,654
Stafford Loan (subsidized)	1,083	\$2,837,126
Stafford Loan (unsubsidized)	759	\$2,349,240
<b>Stafford Loan Total</b>	<b>1,842</b>	<b>\$5,186,366</b>
Cal Grant B	33	\$26,900
Cal Grant C	619	\$687,277
EOPS Grant	109	\$40,608
CARE Grant	469	\$140,737
Chafee Grant	139	\$130,625
Pell Grant	3,741	\$8,094,119
SEOG	333	\$228,304
Other Grant (non-institutional)	50	\$27,350
<b>Grant Total</b>	<b>5,493</b>	<b>\$9,375,920</b>
<b>Grand Total</b>	<b>7,609</b>	<b>\$14,926,578</b>

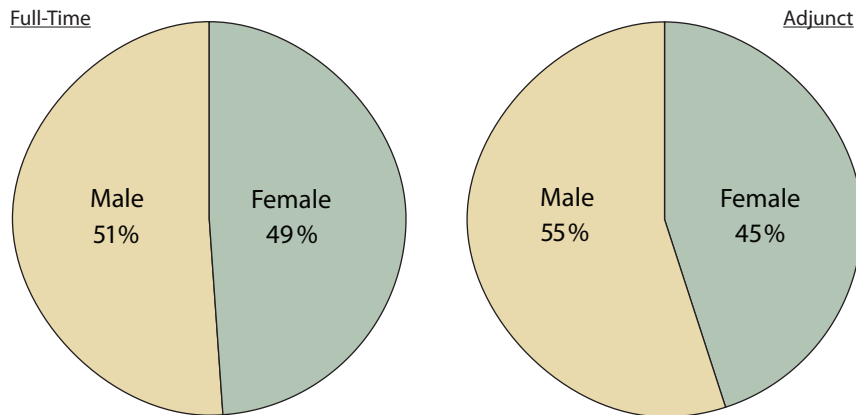


## SECTION FIVE | FACULTY AND STAFF

Table 5-1 | Gender Distribution of Faculty | Fall 2007

Faculty	Full-Time		Adjunct		All	
	Count	Percentage	Count	Percentage	Count	Percentage
Female	98	49%	193	45%	291	46%
Male	102	51%	236	55%	338	54%
<b>Total</b>	<b>200</b>	<b>100%</b>	<b>429</b>	<b>100%</b>	<b>629</b>	<b>100%</b>

Figure 5-1  
Gender Distribution of Faculty  
Fall 2007



Both full-time and adjunct faculty has 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.

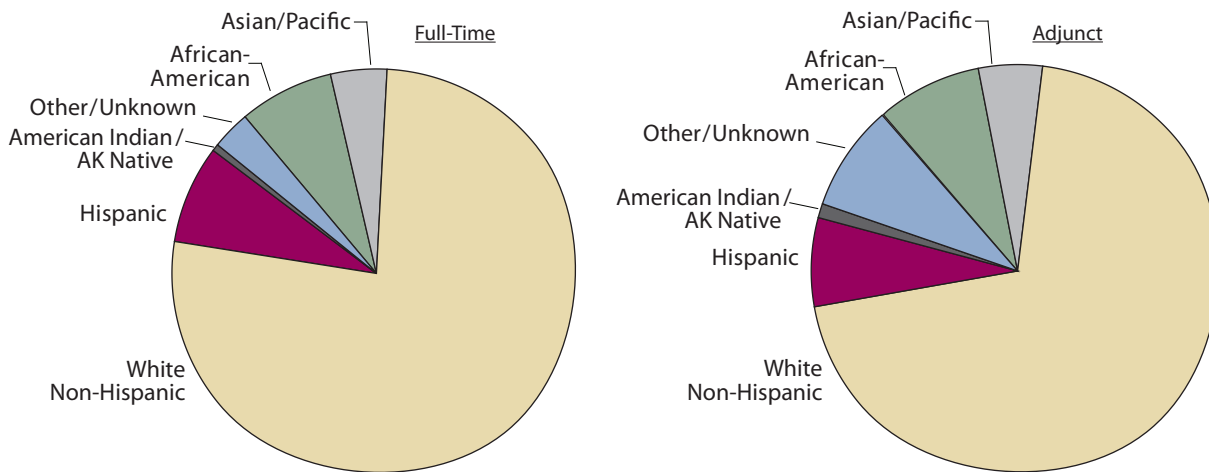
The Classified and Confidential Management Supervisory staff has a large percentage of females and white non-Hispanics (see Table 5-3).

**FACULTY BY ETHNICITY**

Table 5-2 | Ethnic Distribution of Faculty | Fall 2007

Faculty	Full-Time		Adjunct		All	
African-American	15	8%	34	8%	49	8%
Asian, Pacific Islander, Filipino	9	5%	22	5%	31	5%
White Non-Hispanic	153	77%	302	70%	455	72%
Hispanic	16	8%	29	7%	45	7%
American Indian/Alaskan Native	1	1%	5	1%	6	1%
Other/Unknown	6	3%	37	9%	43	7%
<b>Total</b>	<b>200</b>	<b>100%</b>	<b>429</b>	<b>100%</b>	<b>629</b>	<b>100%</b>

Figure 5-2 | Ethnic Distribution of Faculty | Fall 2007



**CLASSIFIED STAFF**

Table 5-3 | Gender and Ethnicity of Classified Staff | Fall 2007

Gender	Headcount	Percent	FTE
Female	147	64%	144.4
Male	82	36%	80.6
<b>Total</b>	<b>229</b>	<b>100%</b>	<b>225.0</b>

Ethnicity	Headcount	Percent	FTE
African-American	30	13%	29.5
Asian, Pacific Islander, Filipino	11	5%	10.8
White Non-Hispanic	151	66%	148.4
Hispanic	26	11%	25.5
American Indian/Alaskan Native	2	1%	2.0
Unknown	9	4%	8.8
<b>Total</b>	<b>229</b>	<b>100%</b>	<b>225.0</b>





## SECTION SIX | OUTCOMES AND MEASURES OF SUCCESS

Table 6-1 | Student Credit Ratio | Spring 2007

Units Attempted	Percent of Units Completed				Total
	0%	1 to 50%	51 to 99%	100%	
0.5 to 2.5	218	13	1	544	776
3.0 to 5.5	1,179	81	64	2,210	3,534
6.0 to 8.5	621	528	196	1,590	2,935
9.0 to 11.5	344	308	507	1,038	2,197
12.0 to 14.5	244	504	819	1,540	3,107
15.0 to 17.5	36	107	253	420	816
18.0+	3	25	72	122	222
<b>Grand Total</b>	<b>2,645</b>	<b>1,566</b>	<b>1,912</b>	<b>7,464</b>	<b>13,587</b>

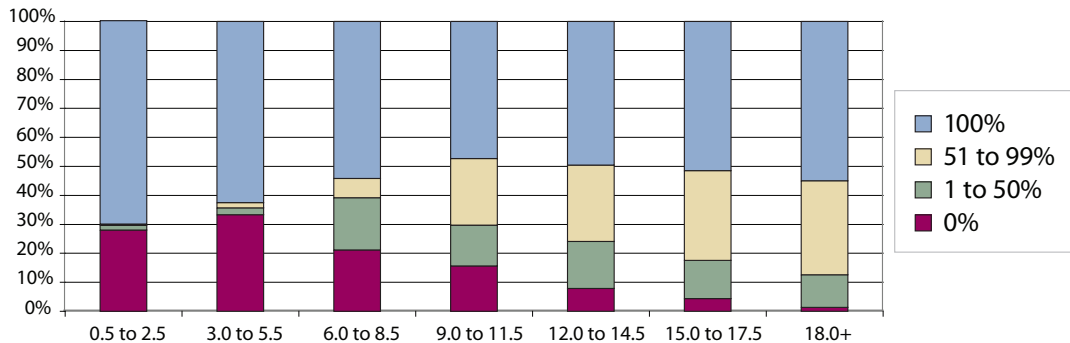
### BY PERCENTAGE

Units Attempted	Percent of Units Completed				Total
	0.0%	1 to 50%	51 to 99%	100.0%	
0.5 to 2.5	28.1%	1.7%	0.1%	70.1%	5.7%
3.0 to 5.5	33.4%	2.3%	1.8%	62.5%	26.0%
6.0 to 8.5	21.2%	18.0%	6.7%	54.2%	21.6%
9.0 to 11.5	15.7%	14.0%	23.1%	47.2%	16.2%
12.0 to 14.5	7.9%	16.2%	26.4%	49.6%	22.9%
15.0 to 17.5	4.4%	13.1%	31.0%	51.5%	6.0%
18.0+	1.4%	11.3%	32.4%	55.0%	1.6%
<b>Grand Total</b>	<b>19.5%</b>	<b>11.5%</b>	<b>14.1%</b>	<b>54.9%</b>	<b>100.0%</b>

The Student Credit Ratio is the ratio between the number of units attempted at census and the number of units completed. The above table shows the number of students that completed all units they enrolled in (100%), at least half the units they enrolled in (51–99%), less than half (1–50%), or none (0%). The table shows a 54.9% of students completed all the units they enrolled in at census for fall 2007. Note that part-time students attempting between 6–12 units, are less likely to complete 100% than students taking less than six or more than 12 units. Part-time students taking less than 6 units are more likely to complete all units than all other students. Note: the discrepancy between population totals, 13,587 for the Student Credit Ratio total and 13,597 for the overall student population total, is accounted for by 10 students enrolling in 0 units.

**STUDENT CREDIT RATIO**

Figure 6-1 | Student Credit Ratio | Spring 2007



**PERSISTENCE**

Figure 6-2 | Student Term Persistence over Eight Semesters | Fall 2003– Fall 2006 Cohorts

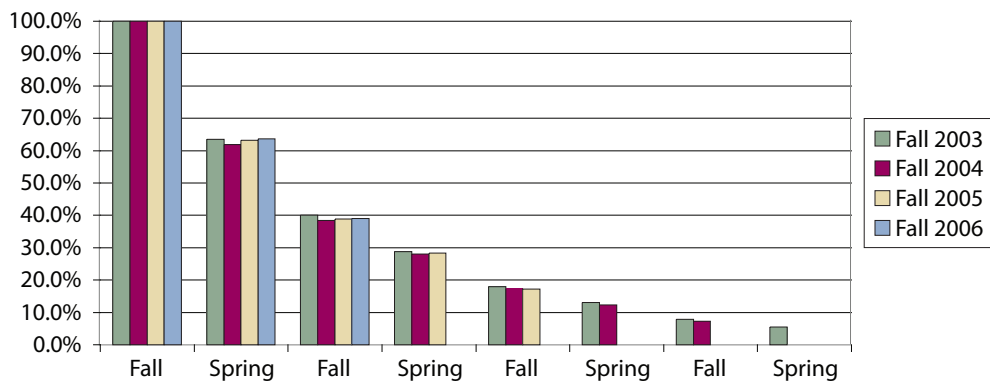


Table 6-2 | Student Term Persistence over Eight Semesters | Fall 2003 to Fall 2006 Cohorts

First Term	Start	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8
Fall 2003	12,094	7,672	4,837	3,477	2,175	1,576	948	671
Fall 2004	12,155	7,517	4,667	3,404	2,112	1,500	890	
Fall 2005	12,097	7,646	4,697	3,426	2,077			
Fall 2006	12,686	8,078	4,959					

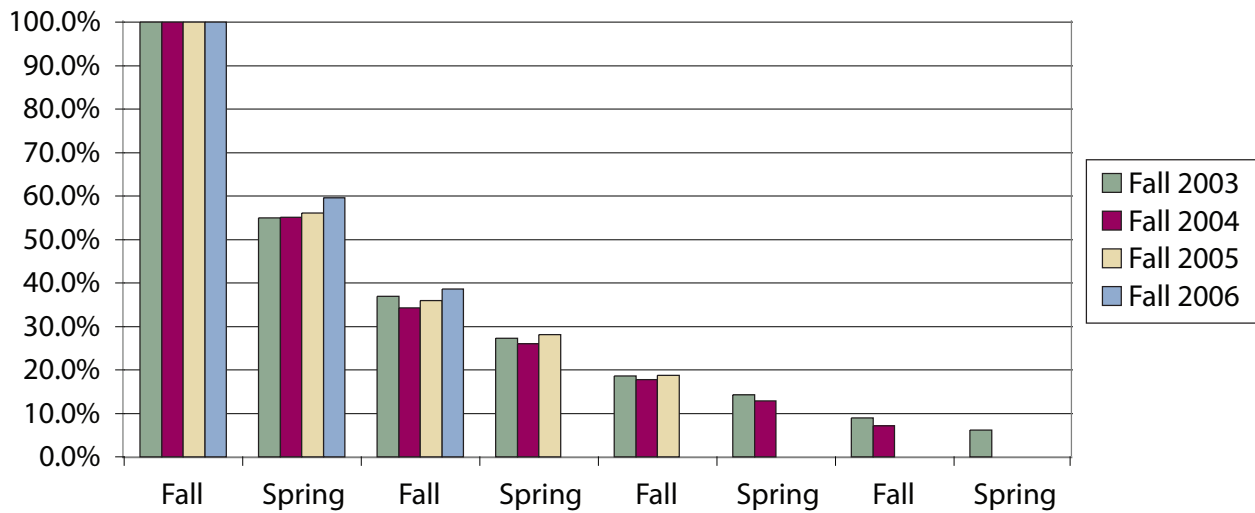
  

BY PERCENTAGE								
First Term	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Fall 2003	100.0%	63.4%	40.0%	28.7%	18.0%	13.0%	7.8%	5.5%
Fall 2004	100.0%	61.8%	38.4%	28.0%	17.4%	12.3%	7.3%	
Fall 2005	100.0%	63.2%	38.8%	28.3%	17.2%			
Fall 2006	100.0%	63.7%	39.1%					

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 2003 cohort only retained 5.5% 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 2003 to Fall 2006 Cohorts**



**Table 6-3**  
**First-Time Student Term Persistence over Eight Semesters**  
**Fall 2003 to Fall 2006 Cohorts**

First Term	Start	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8
Fall 2003	2,561	1,408	945	700	475	365	231	159
Fall 2004	2,560	1,411	876	667	453	328	182	
Fall 2005	2,860	1,603	1,027	804	536			
Fall 2006	3,267	1,946	1,263					

BY PERCENTAGE

First Term	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Fall 2003	100.0%	55.0%	36.9%	27.3%	18.5%	14.3%	9.0%	6.2%
Fall 2004	100.0%	55.1%	34.2%	26.1%	17.7%	12.8%	7.1%	
Fall 2005	100.0%	56.0%	35.9%	28.1%	18.7%			
Fall 2006	100.0%	59.6%	38.7%					

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 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 2003 cohort only retained 6.2% of the original students. Note: This study does not suggest why students fail to return to AVC, including those who have completed their educational goals.

DEGREES AND CERTIFICATES

Table 6-4  
 Degrees and Certificates Awarded  
 2001-2002 to 2007-2008

Degrees and Certificates	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008*
Associate in Arts	566	594	618	614	524	641	107
Associate in Science	180	235	237	258	251	269	106
<b>Total Degrees</b>	<b>746</b>	<b>829</b>	<b>855</b>	<b>872</b>	<b>775</b>	<b>910</b>	<b>213</b>
<b>Total Degrees (Unduplicated)</b>	<b>711</b>	<b>786</b>	<b>821</b>	<b>834</b>	<b>737</b>	<b>890</b>	<b>209</b>
<b>Total Certificates</b>	<b>203</b>	<b>259</b>	<b>298</b>	<b>240</b>	<b>231</b>	<b>208</b>	<b>39</b>
<b>Total Certificates (Unduplicated)</b>	<b>163</b>	<b>210</b>	<b>259</b>	<b>202</b>	<b>199</b>	<b>183</b>	<b>32</b>
<b>Total Awarded</b>	<b>949</b>	<b>1,088</b>	<b>1,153</b>	<b>1,112</b>	<b>1,006</b>	<b>1,118</b>	<b>252</b>
<b>Total Awarded (Unduplicated)</b>	<b>874</b>	<b>996</b>	<b>1,080</b>	<b>1,036</b>	<b>936</b>	<b>1,073</b>	<b>241</b>

Overall in the past six school terms (not including 2007-2008), the number of degrees and certificates awarded has increased. There was a significant decrease in the number of degrees awarded in 2005-2006. Unduplicated data counts individuals that have received a degree or certificate.

\* School term 2007-2008 includes data from fall 2007 only.

DEGREES AND CERTIFICATES | GENDER

Table 6-5  
 Percentage of Certificate and Degree Recipients by Gender  
 2001-2002 to 2007-2008

School Year	Certificate Recipients			Degree Recipients		
	Female	Male	Unknown	Female	Male	Unknown
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	91	91	1	588	292	10
2007-2008*	16	15	1	153	53	3

DEGREES AND CERTIFICATES | GENDER

Figure 6-4 | Degree Recipients by Gender | 2001-2002 to 2006-2007

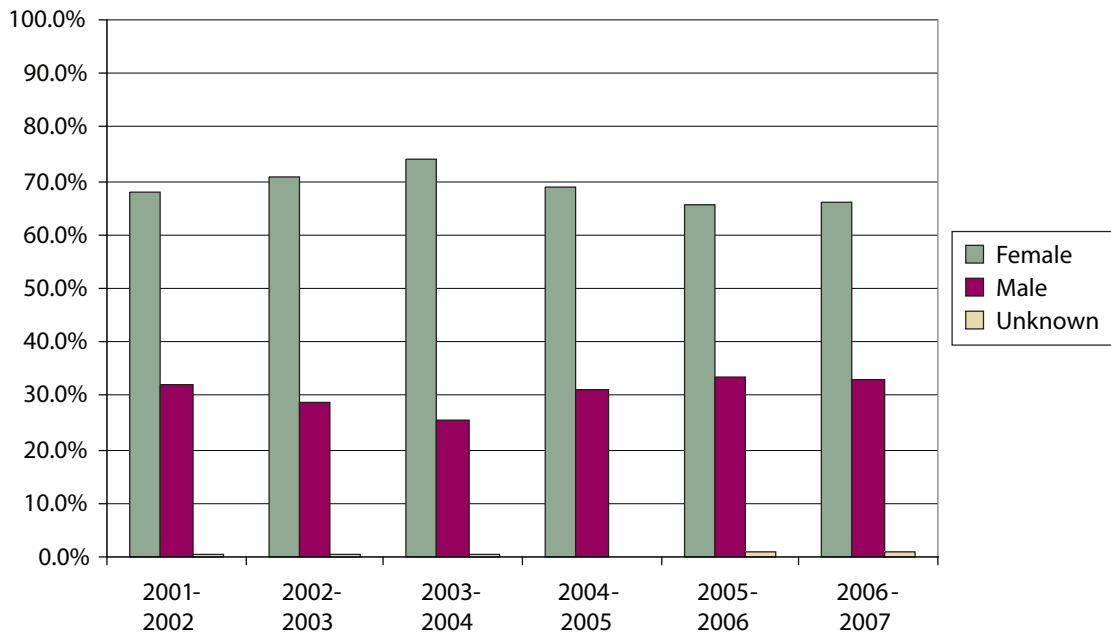
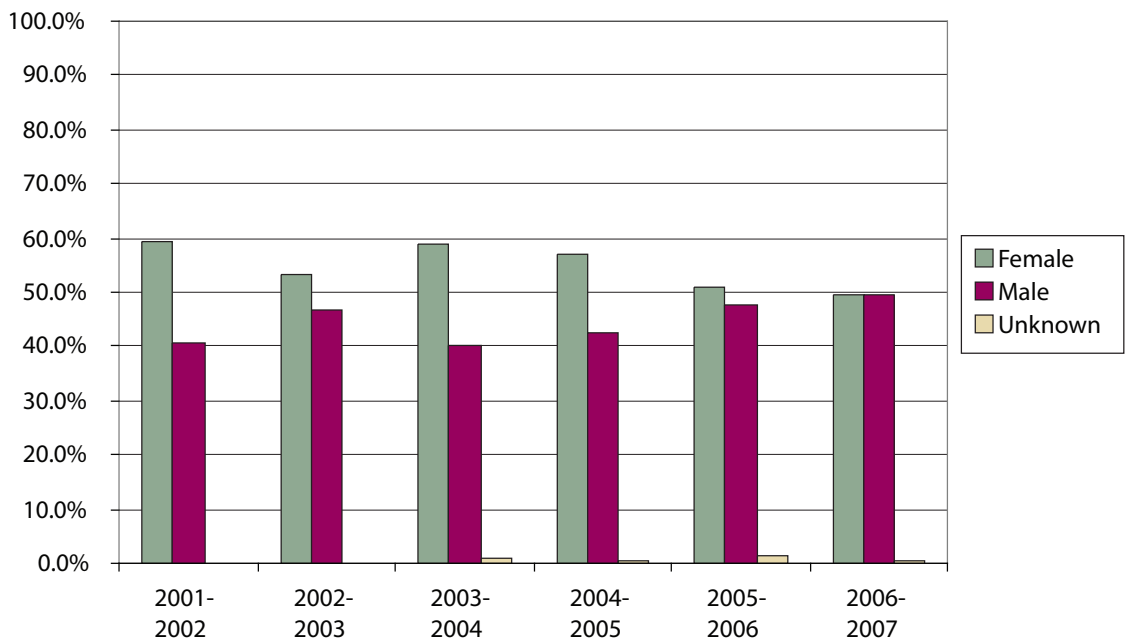


Figure 6-5 | Certificate Recipients by Gender | 2001-2002 to 2006-2007



As seen from the charts above, over the past six years roughly 70% of degree recipients and 55% of certificate recipients were female. The percentage of female degree recipients is slightly higher than the 60.3% female student body and suggests that women earn degrees at a higher rate than men.

DEGREES | ETHNICITY

Figure 6-6 | Degree Recipients by Ethnicity | 2001-2002 to 2006-2007

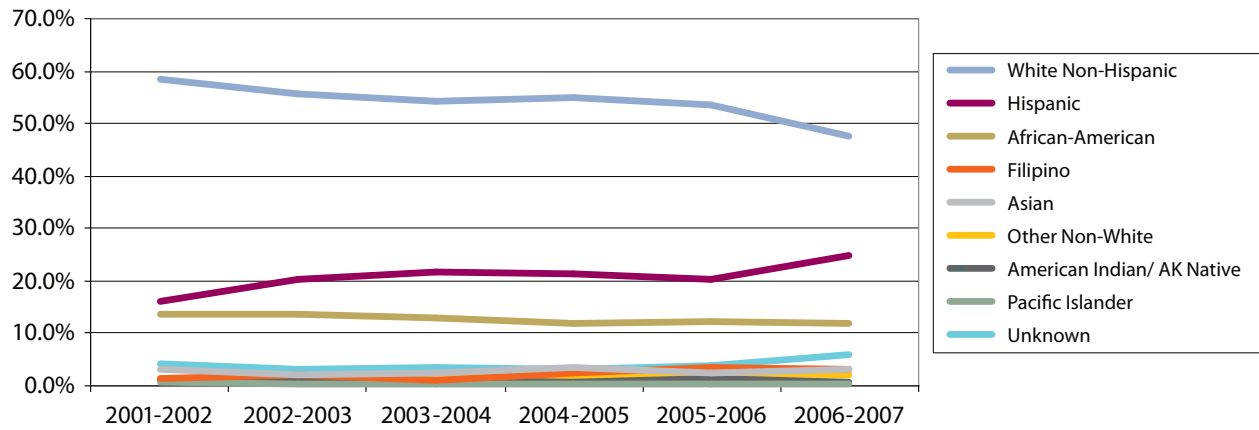


Table 6-6 | Degree Recipients by Ethnicity | 2001-2002 to 2007-2008

Ethnicity	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008*
White Non-Hispanic	416	437	446	459	394	423	101
Hispanic	114	159	178	179	150	222	53
African-American	98	108	107	100	90	106	24
Filipino	10	17	10	19	27	29	9
Asian	22	17	20	30	17	29	7
Other Non-White	9	9	18	11	17	19	2
American Indian/ AK Native	7	11	9	6	10	7	2
Pacific Islander	6	4	3	3	3	3	1
Unknown	29	24	30	27	29	52	10
<b>Total Degrees (Unduplicated)</b>	<b>711</b>	<b>786</b>	<b>821</b>	<b>834</b>	<b>737</b>	<b>890</b>	<b>209</b>

BY PERCENTAGE

Ethnicity	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008*
White Non-Hispanic	58.5%	55.6%	54.3%	55.0%	53.5%	47.5%	48.3%
Hispanic	16.0%	20.2%	21.7%	21.5%	20.4%	24.9%	25.4%
African-American	13.8%	13.7%	13.0%	12.0%	12.2%	11.9%	11.5%
Filipino	1.4%	2.2%	1.2%	2.3%	3.7%	3.3%	4.3%
Asian	3.1%	2.2%	2.4%	3.6%	2.3%	3.3%	3.3%
Other Non-White	1.3%	1.1%	2.2%	1.3%	2.3%	2.1%	1.0%
American Indian/ AK Native	1.0%	1.4%	1.1%	0.7%	1.4%	0.8%	1.0%
Pacific Islander	0.8%	0.5%	0.4%	0.4%	0.4%	0.3%	0.5%
Unknown	4.1%	3.1%	3.7%	3.2%	3.9%	5.8%	4.8%
<b>Total Degrees (Unduplicated)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Over the past six years an average of 54.1% 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 and again in the 2006-2007 academic years. The percentage of African-American degree recipients has decreased over the past six school years (excluding 2007-2008).

\* School term 2007-2008 includes data from fall 2007 only.

CERTIFICATES | ETHNICITY

Figure 6-7 | Certificate Recipients by Ethnicity | 2001-2002 to 2006-2007

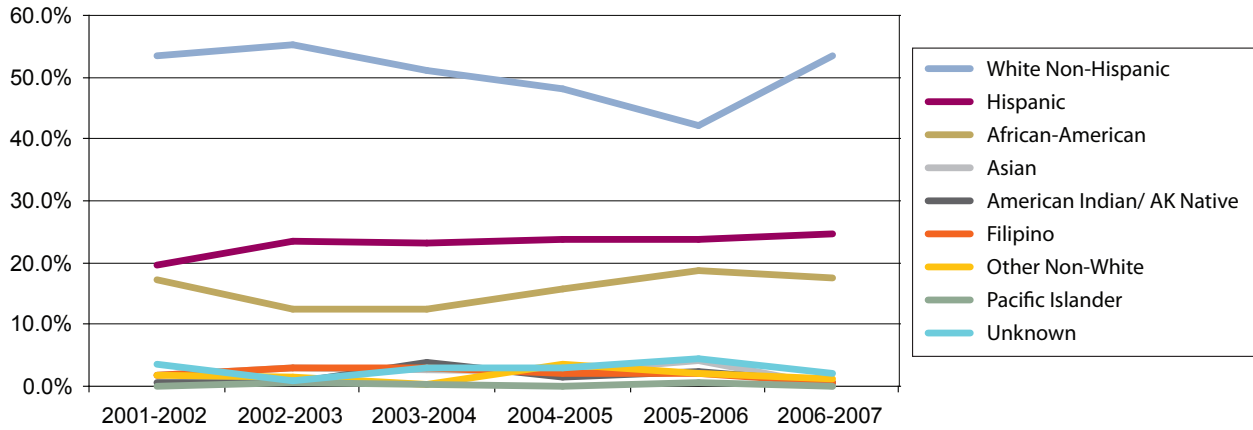


Table 6-7 | Certificate Recipients by Ethnicity | 2001-2002 to 2007-2008

Ethnicity	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008*
White Non-Hispanic	87	116	132	97	84	98	16
Hispanic	32	49	60	48	47	45	6
African-American	28	26	32	32	37	32	6
Asian	3	6	7	5	8	0	0
American Indian/ AK Native	1	1	10	3	5	1	0
Filipino	3	6	8	4	4	1	0
Other Non-White	3	3	3	7	4	2	0
Pacific Islander	0	1	1	0	1	0	0
Unknown	6	2	8	6	9	4	4
<b>Total Certificates (Unduplicated)</b>	<b>163</b>	<b>210</b>	<b>259</b>	<b>202</b>	<b>199</b>	<b>183</b>	<b>32</b>

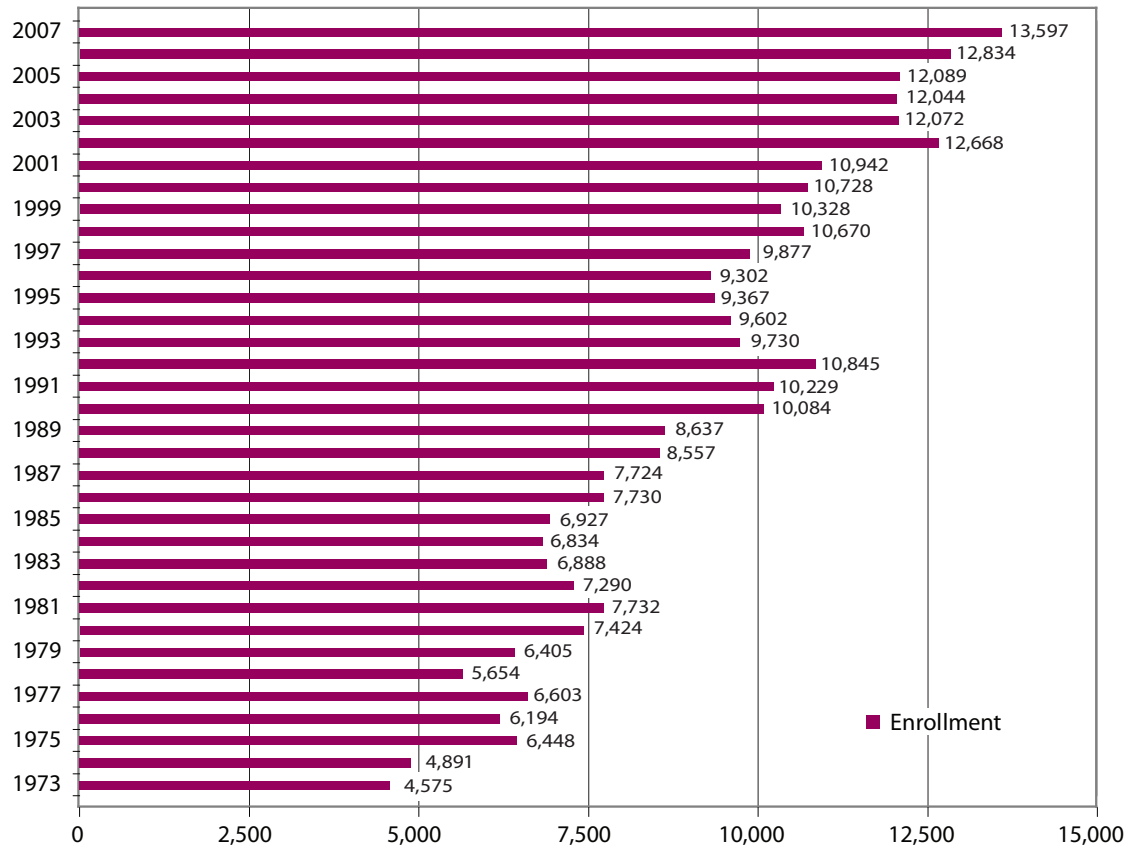
BY PERCENTAGE

Ethnicity	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008*
White Non-Hispanic	53.4%	55.2%	51.0%	48.0%	42.2%	53.6%	50.0%
Hispanic	19.6%	23.3%	23.2%	23.8%	23.6%	24.6%	18.8%
African-American	17.2%	12.4%	12.4%	15.8%	18.6%	17.5%	18.8%
Asian	1.8%	2.9%	2.7%	2.5%	4.0%	0.0%	0.0%
American Indian/ AK Native	0.6%	0.5%	3.9%	1.5%	2.5%	0.5%	0.0%
Filipino	1.8%	2.9%	3.1%	2.0%	2.0%	0.5%	0.0%
Other Non-White	1.8%	1.4%	0.4%	3.5%	2.0%	1.1%	0.0%
Pacific Islander	0.0%	0.5%	0.4%	0.0%	0.5%	0.0%	0.0%
Unknown	3.7%	1.0%	3.1%	3.0%	4.5%	2.2%	12.5%
<b>Total Certificates (Unduplicated)</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Over the past six years an average of 50.6% of AVC certificate recipients were white non-Hispanic. In the last year (excluding 2007-2008), the percentage of white non-Hispanic certificate recipients has dramatically increased, from 42.2% to 53.6%. Hispanic certificate recipients' percentages have remained relatively stagnant over the past five years.

\* School term 2007-2008 includes data from fall 2007 only.

Figure A-1 | Enrollment History and Projections | 1973 to 2007



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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