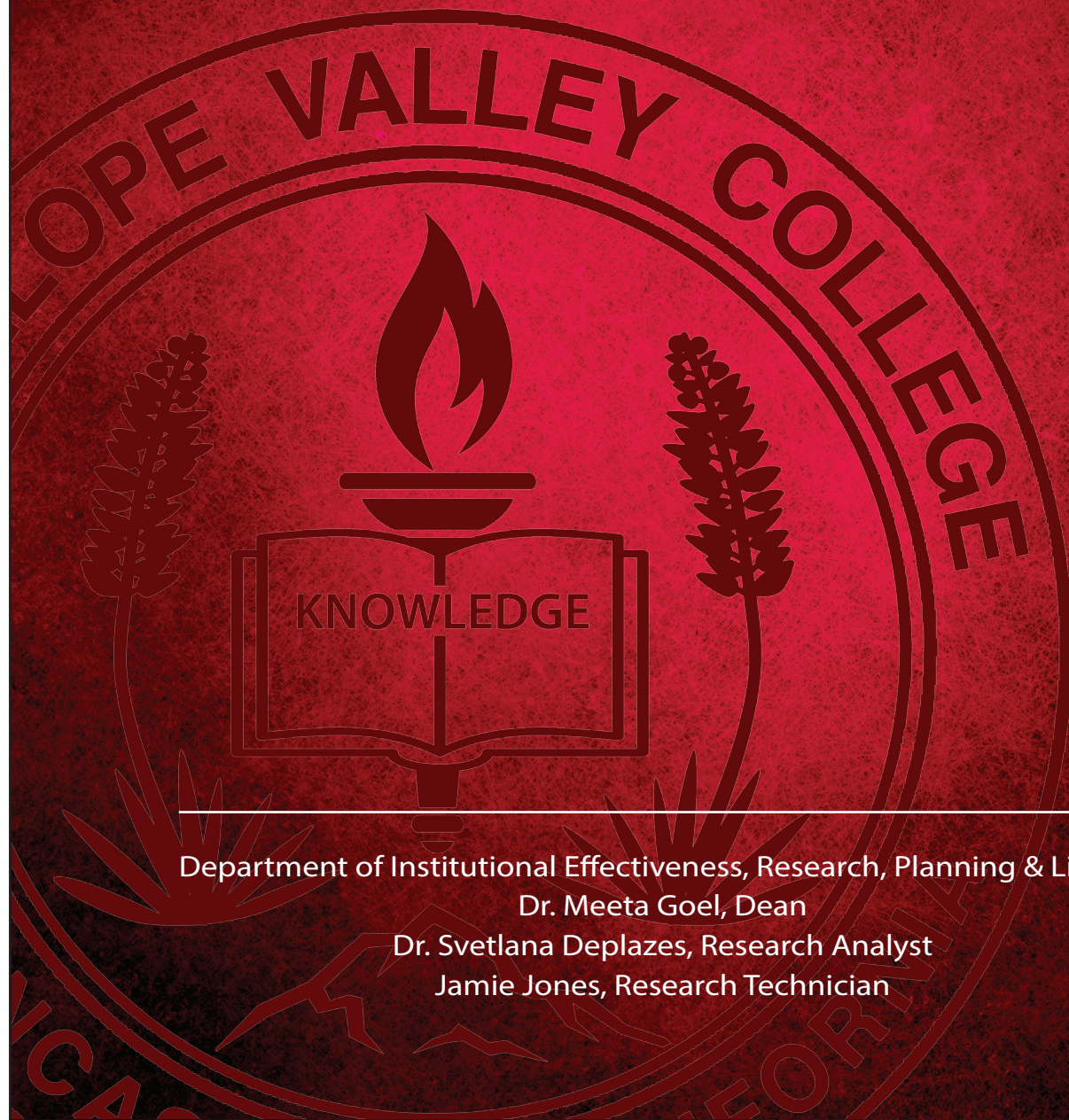


ANTELOPE VALLEY COMMUNITY COLLEGE DISTRICT

2016 Fact Book



Department of Institutional Effectiveness, Research, Planning & Library

Dr. Meeta Goel, Dean

Dr. Svetlana Deplazes, Research Analyst

Jamie Jones, Research Technician

2016 FACT BOOK

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ANTELOPE VALLEY COLLEGE

Office of the President

Fact Book Introduction

This collection of data provides a useful, quick reference to the profile of our college. More importantly it is an excellent reference to the true diversity of our college.



It Keeps an ongoing record of our growth, successes and changes and is an integral part of our planning processes. It is also a very useful tool for our community partners in understanding the role the college plays in serving community needs.

My thanks to the Institutional Effectiveness, Research and Planning office for their excellent work in compiling this data and distilling it in a useful, easily understood format.

Ed Knudson
President

AVC AT A GLANCE

VISION

To provide quality education that transforms lives

MISSION

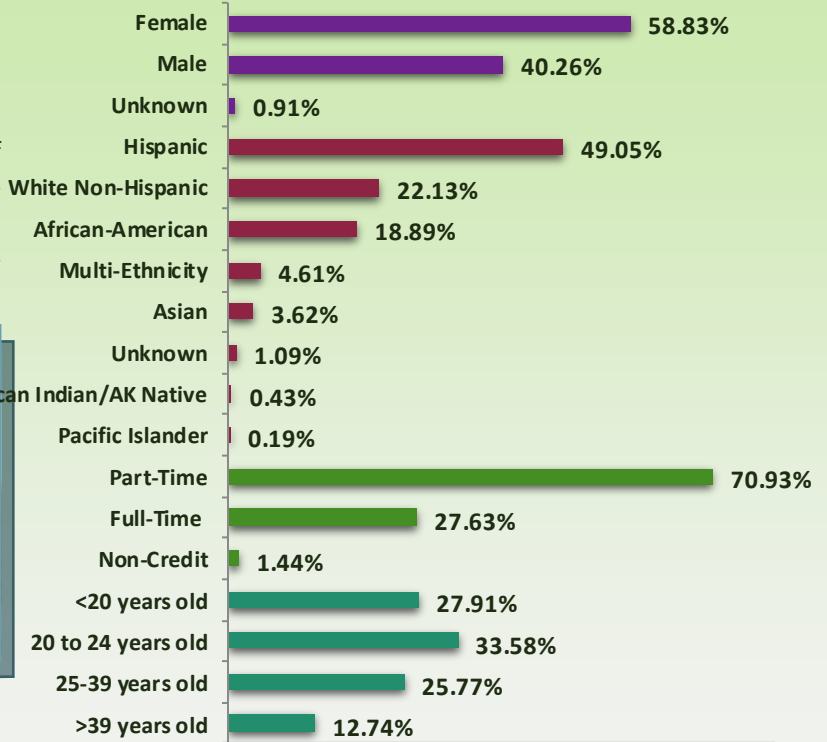
Antelope Valley College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success offering value and opportunity, in service to our community.

Community



AVC's results from the 2016 Community College Survey of Student Engagement (CCSSE) provide evidence of increased student engagement across all five CCSSE benchmarks when compared with 2008 and 2014 administrations. Based on the 2016 CTE survey, respondents posted an overall 35% increase in their hourly wage after completing their studies at AVC and the vast majority were satisfied with the education and training they received.

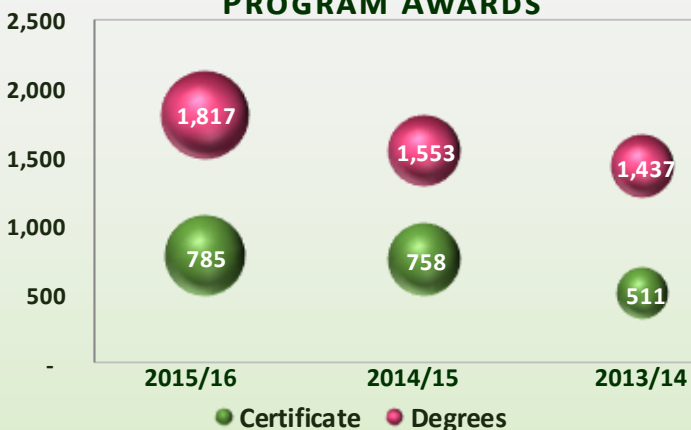
OUR STUDENTS



Antelope Valley College 2015-2016 Demographics

In 2015/16 AVC had a total annual unduplicated headcount of 18,852 students enrolled in our credit and non-credit courses.

PROGRAM AWARDS



INTERCOLLEGIATE SPORTS TEAMS

AVC's intercollegiate teams include men's basketball, baseball, golf, football, track and cross-country, as well as women's basketball, softball, volleyball (court and sand), cross-country, track and tennis.

AVC'S TOP TEN MAJORS, FALL 2015

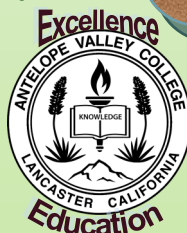
- ① Registered Nursing
- ② LAS: Social/Behavioral Science
- ③ Administration of Justice
- ④ Biological Sciences
- ⑤ Business Administration
- ⑥ Child & Family Education
- ⑦ LAS: Arts and Humanities
- ⑧ Engineering
- ⑨ Business-General
- ⑩ LAS: Math and Sciences



Integrity

Palmdale Center

1529 E. Palmdale Blvd., Palmdale, CA 93550
661.722.6331 www.avc.edu/palmdale



Lancaster Campus

3041 West Ave. K, Lancaster, CA 93536
661.722.6300 www.avc.edu

IERP, September 2016

District Board of Trustees

The Board consists of five members elected by the qualified voters of the District. Members are elected at large as defined in Board Policy 2100. The Student Trustee is to be elected by popular vote of the student body in a general election.



Steve Buffalo
President



Michael Adams
Vice President



Barbara Gaines
Clerk



Lew Stults
Member

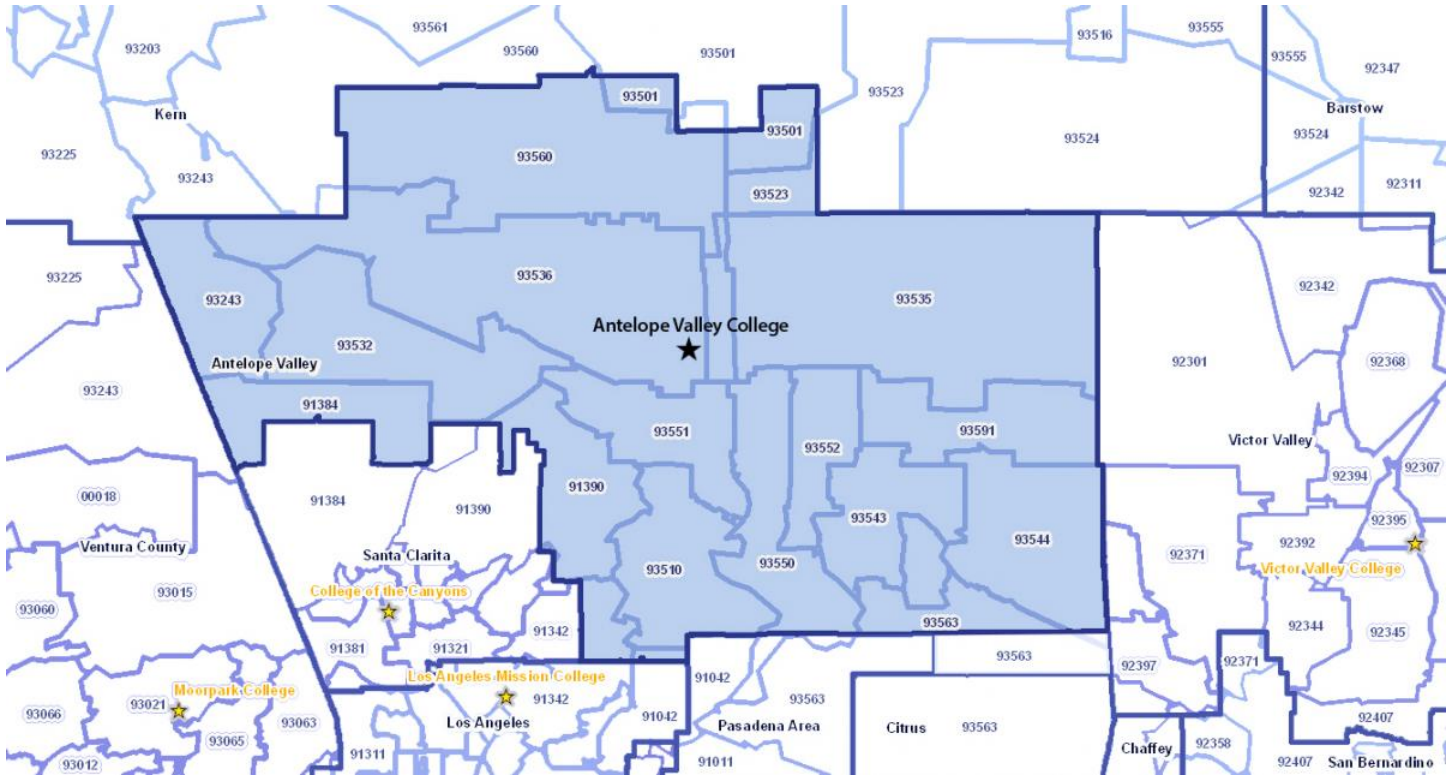


Dr. Laura Herman
Member



Roderick Mendoza
Student Trustee

Figure 1.1. AVC Service Area



Source: CCGIS.ORG

Table 1.1. Zip Codes for Communities Served by AVC

Community	Zip Code(s)
Acton	93510
California City	93504, 93505
Edwards	93523, 93524
Lake Hughes	93532
Lancaster/QH	93534, 93535, 93536, 93539, 93584, 93586
Littlerock	93543
Mojave	93501, 93502
Palmdale/Lake Los Angeles	93550, 93551, 93552, 93590, 93591, 93599
Rosamond	93560
Tehachapi	93561, 93581
Pearblossom	93553
Santa Clarita Area	91310, 91321-91322, 91350-91351, 91354-91355, 91380-91387, 91390

The following are included within larger populations: Lake Hughes includes Elizabeth Lake; Edwards includes North Edwards; Lancaster includes Quartz Hill; Littlerock includes Juniper Hills; Palmdale includes Lake Los Angeles and Leona Valley; Santa Clarita includes Agua Dulce, Canyon Country, Valencia, Newhall, Stevenson Ranch, Saugus, and Castaic.

Table 1.2. CAMPUS-BASED RESEARCH: ACCESS

A. ACCESS. Compares the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Target Population(s)	# of AVC's total enrollment in 2015 – 2016	% of AVC's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference (PPD) with +/- added)*
American Indian/Alaska Native	81	0.43%	0.34%	0.09%
Asian	682	3.62%	3.80%	-0.18%
Black/African American	3,562	18.89%	15.09%	3.80%
Hispanic or Latino	9,246	49.05%	46.29%	2.75%
More than one race	869	4.61%	2.39%	2.22%
Native Hawaiian/Pacific Islander	35	0.19%	0.19%	0%
Some other race/Unknown	205	1.09%	0.24%	0.85%
White	4,172	22.13%	31.66%	-9.53%
AVC (Total of cells above)	18,852	100%	100%	
Female	11,091	58.83%	50.10%	8.73%
Males	7,589	40.26%	49.90%	-9.64%
Unknown gender	172	0.91%	0.00%	0.91%
AVC (Total of cells above)	18,852	100%	100%	
Current or former foster youth	636	4.38% ¹	N/A	N/A
Individuals with disabilities	701	4.82% ¹	9.60%	-4.78%
Low-income students ²	7,407	50.98% ¹	19.80%	31.18%
Veterans	306	2.11% ¹	7.70%	-5.59%

*Calculated by subtracting the % of the adult population within the community served from the % of AVC's total enrollment. A negative value occurs when the percentage in AVC's population group is lower than that in the adult population in the service area. A positive value indicates that a given group has greater representation at the college vs. the community.

Note:

¹ - Percentage is calculated for Fall 2015 unduplicated enrollment of 14,530.

² – Low-income students include - California Work Opportunity & Responsibility to Kids (CalWORKs); Cooperative Agencies Resources for Education (CARE); Extended Opportunity Programs & Services (EOPS); First Generation.

Sources: CCCC's Data Mart, Annual 2015-2016 and Fall 2015 for special population groups; U.S. Census Bureau, **2010-2014 American Community Survey 5-Year Estimates**.

Student Group	The # of Students in Cohort Groups	Percentage Point Difference (PPD)	# of Students Lost*
Males	7,589	9.64%	732
White	4,172	9.53%	398
Veterans	306	5.59%	17
Individuals with disabilities	701	4.78%	34

*The number of students lost is the # of students, who, if they had enrolled, would have closed the equity gap.

Note: The number of students lost is considered if either or both conditions are satisfied: (1) the PPD is greater than 3 percentage points, (2) the cohort group is greater than 100 students.

STUDENT ENROLLMENT AND DEMOGRAPHICS

Key Terms

First Time Student – a student who has never attended college or any other postsecondary institution.

Full-Time (Student) – a student enrolled in 12 SCH in the Fall or Spring semester. Under federal Financial Aid guidelines, a student is considered full-time if they are enrolled for at least 75% of the normal full-time credit hour load. For AVC the normal full-time load is 15 SCH for the Fall or Spring semester. For the summer semester, 6 SCH is considered full-time.

FTES (Full Time Equivalent Student) - the mechanism used by state to report student attendance for appointment purpose. One FTES equals to 525 (one student enrolled in 3 hours/day, 5 days/week for an academic year of 35 weeks). Calculation depends on the course type. There are four types of accounting methods: Weekly Census, Daily Census (short-term courses), Positive Attendance, Independent study/Work Experience. Each accounting method uses different formula to calculate FTES. Weekly Census: Weekly Student Contact Hours x 17.5 : 525 Contact Hours. Daily Census: Total Contact Hours/525. Positive attendance: Total Actual Hours of Instruction/525. Independent study: Total Actual Hours of Instruction /525.

Out-Of-State – a student who has not been a California resident for at least one year.

Part-Time (Student) – a student who is enrolled for less than 12 semester credit hours in the fall or spring semesters; or less than 6 semester credit hours in the summer semester.

Semester Credit Hour (SCH) – a unit of measure of instruction consisting of 60 minutes of which 50 minutes must be direct instruction. For example, PSYC-2301 meets for three hours a week and is worth three semester credit hours.

Student Headcount – the number of students enrolled in one or more courses. This number may be duplicated or unduplicated.

Race/Ethnicity – students were counted in only one category based on their Race/Ethnicity selection. “Multi-Ethnicity” includes non-Hispanic students that selected more than one race category.

EOPS/CARE – Extended Opportunity Programs and Services (EOPS) is a California Community College program to assist low-income, educationally disadvantaged, students who want to attend college. The Antelope Valley College EOPS program receives state and district funds to recruit, enroll and support these students that may not otherwise seek higher education.

DSP&S – Disabled Student Programs and Services (DSPS) assist in providing support services and educational accommodations to students with disabilities so they can have full and equitable access to the community college experience.

CalWorks – California Work Opportunity and Responsibility to Kids (CalWorks) is the state's welfare program for families with children. CalWORKs replaced the former AFDC program in January 1998.

Student Enrollment Trends

Table 2.1. Student Enrollment, 2010-2011 to 2015-2016

Term Enrollment	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Summer	3,919	1,759	1,587	3,646	4,095	4,654
Fall	14,555	14,295	13,941	14,270	14,460	14,530
Winter	1,789	184	1,948	2,827	2,903	2,092
Spring	14,527	14,051	14,024	14,303	14,191	13,994
Duplicated Headcount Total	34,790	30,105	31,500	35,046	35,649	35,270
Annual (Unduplicated) Headcount	19,263	18,150	17,903	18,771	18,854	18,852

Source: [CCCCO's Data Mart](#)

Figure 2.1. Annual Enrollment, 2010-2011 to 2015-2016

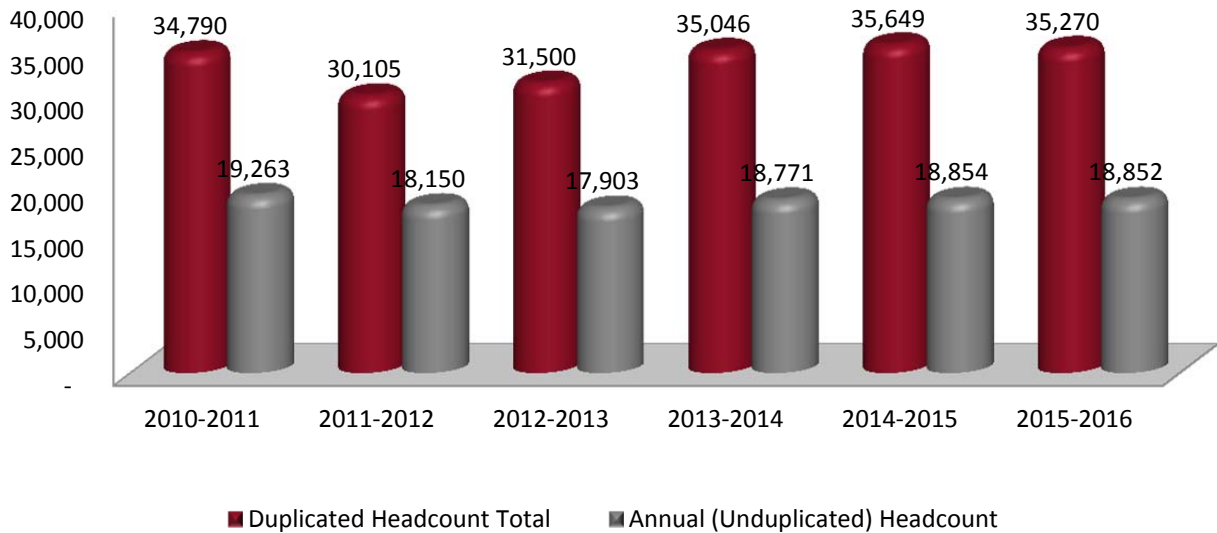


Table 2.2. Fall Enrollment

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Enrollment	14,555	14,295	13,941	14,270	14,460	14,530
Percent change	-9.1%	-1.8%	-2.5%	2.4%	1.30%	1.00%

Source: [CCCCO's Data Mart](#)

FTES Trends

Table 2.3. FTES Six-Year Trend, 2010-2011 to 2015-2016

Term FTES	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Summer	686.39	320.84	259.80	656.25	728.17	833.43
Fall	4,773.69	4,747.95	5,040.72	5,185.72	5,201.24	5,048.83
Winter	377.73	27.76	260.69	385.92	392.63	404.02
Spring	4,731.71	4,613.41	5,032.70	5,117.74	5,014.15	4854.52
Year Total FTES	10,569.52	9,709.95	10,593.90	11,345.74	11,336.19	11,140.80

Source: CCCCCO's Data Mart

Table 2.4. FTES Trends, Fall 2010 to Fall 2015

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
FTES	4,773.70	4,748.00	5,040.70	5,185.70	5,201.20	5,048.83
Percent change	-3.60%	-0.50%	6.20%	2.90%	0.30%	1.03%

Source: CCCCCO's Data Mart

Figure 2.2. FTES Percent Change, Fall 2010 - Fall 2015



Table 2.5. Annual FTES, 2010-2011 to 2015-2016

FTES	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Credit FTES	10,554.89	9,704.78	10,593.64	11,343.81	11,335.86	11,070.09
Non-Credit FTES	14.63	5.17	0.27	1.83	0.33	70.71
Transferable Credit FTES	7,900.23	7,370.18	8,073.13	8,798.70	8,660.56	8,601.75
Total FTES	10,569.52	9,709.95	10,593.90	11,345.63	11,336.19	11,140.80

Source: CCCCCO's Data Mart

Table 2.6. Basic Skills FTES Trends, 2010-2011 to 2015-2016

FTES	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Basic Skills Credit FTES	1,550.09	1,269.24	1,423.61	1,449.08	1,474.61	1,289.78
Basic Skills Non Credit FTES -ESL	14.63	5.17	0.27	1.83	0.33	70.71
Basic Skills Total FTES	1,564.72	1,274.41	1,423.88	1,450.91	1,474.94	1,360.49

Source: CCCC's Data Mart

Student Load

Table 2.7. Fall Enrollment Load Comparison, 2010-2015

Headcount	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Part-time	9,703	9,332	9,402	9,676	10,033	10,229
Full-Time	4,852	4,963	4,539	4,594	4,427	4,097
Non-Credit - ESL						204
Total	14,555	14,295	13,941	14,270	14,460	14,530

Source: CCCC's Data Mart

Table 2.8. Fall Enrollment Load Comparison, %, Fall 2010 to Fall 2015

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Part-time	0.667	0.653	0.674	0.678	0.694	0.704
Full-time	0.333	0.347	0.326	0.322	0.306	0.282

Source: CCCC's Data Mart

Figure 2.3. Fall Student Load Comparison, Fall 2010 to Fall 2015

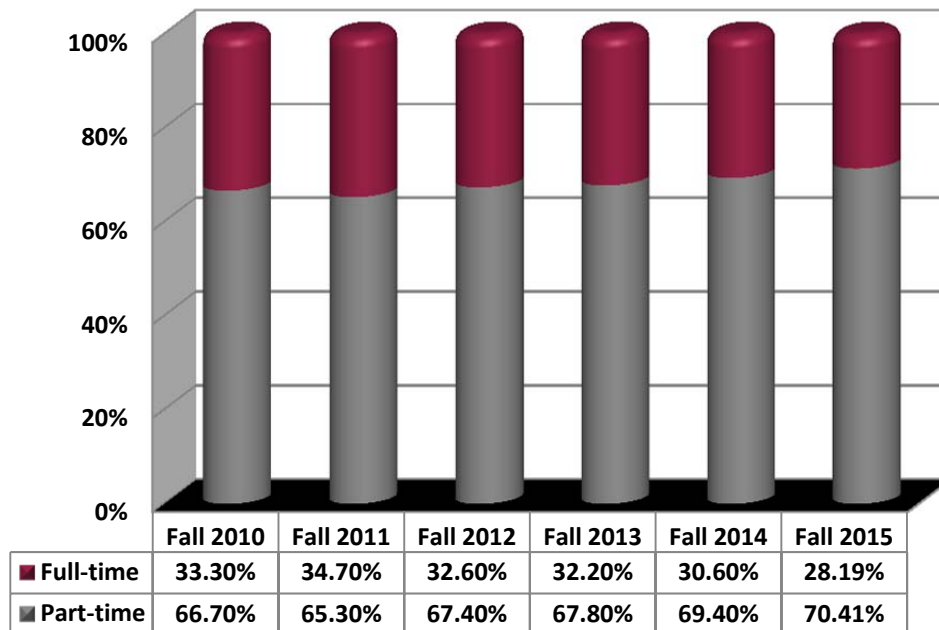
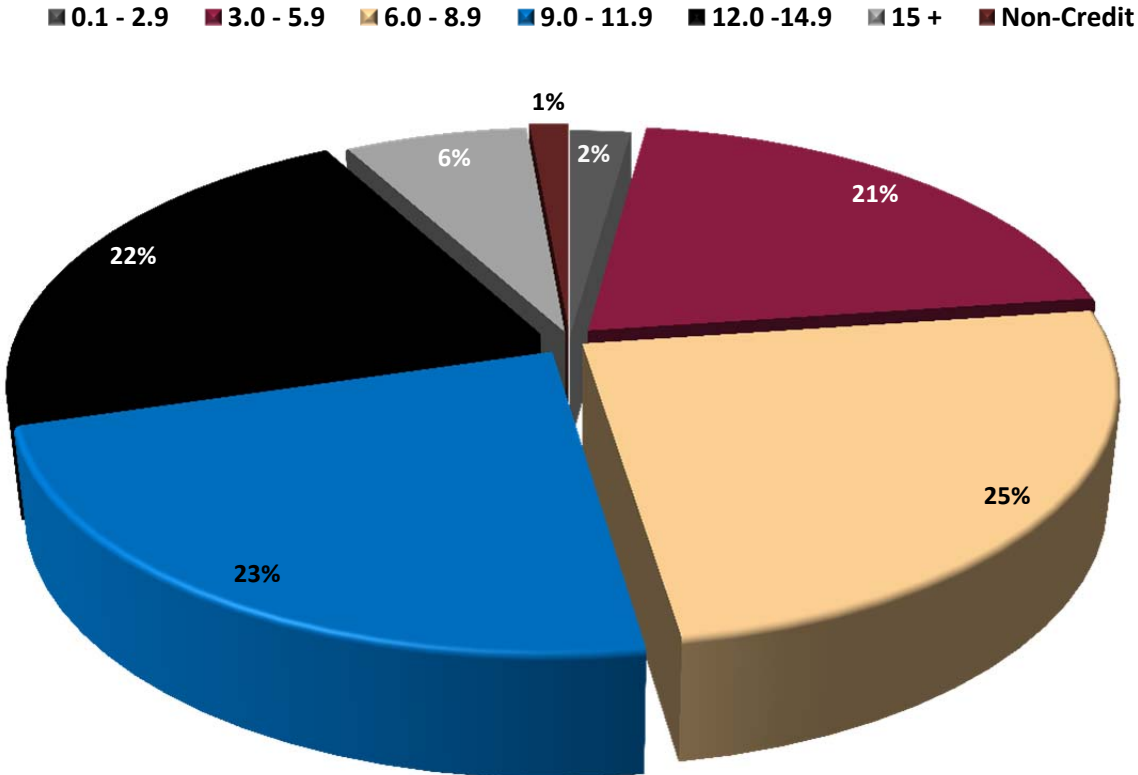


Figure 2.4. Fall 2015 Unit Load Count (%)



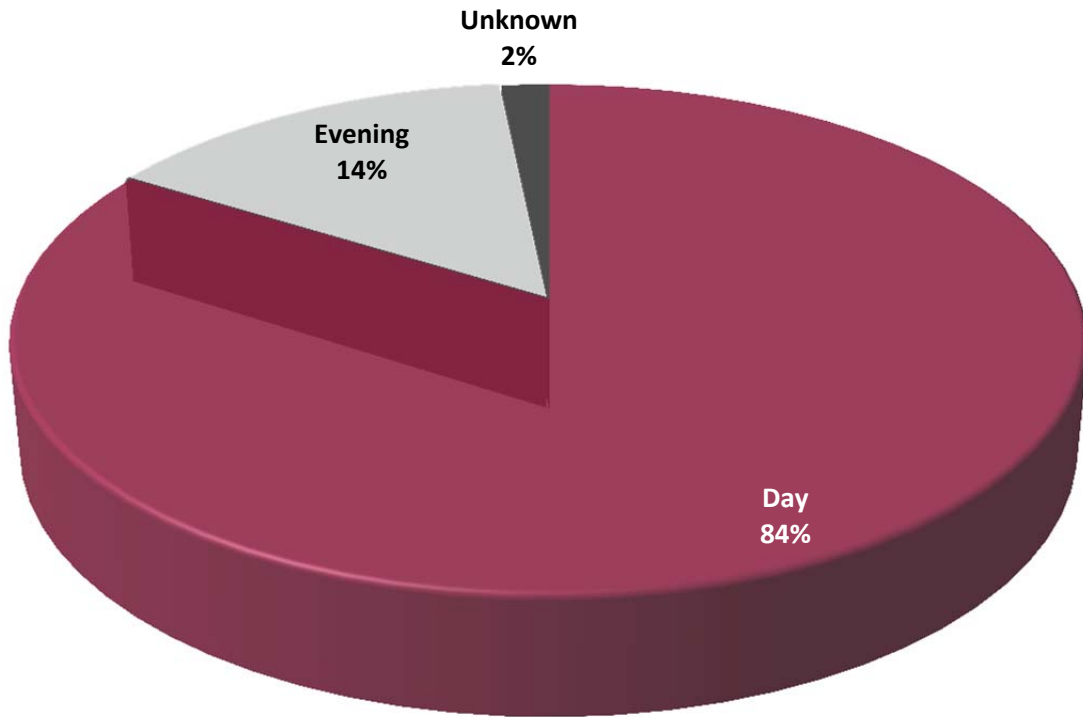
Time of Day Comparison

Table 2.9. Time of Day Comparison

Status	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Day	11,792	11,834	11,654	12,047	12,270	12,171
Evening	2,573	2,255	2,132	2,114	2,094	2,119
Unknown	222	205	155	109	96	240
Total	14,587	14,294	13,941	14,270	14,460	14,530

Source: CCCCCO's Data Mart

Figure 2.5. Day/Evening Comparison, Fall 2015



Student Characteristics

Student Gender

Table 2.10. Annual Student Count by Gender, Six-Year Trend

Gender	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Female	11,141	10,499	10,359	10,919	11,002	11,091
Male	7,890	7,388	7,273	7,674	7,740	7,589
Unknown	232	263	271	178	112	172
Total	19,263	18,150	17,903	18,771	18,854	18,852

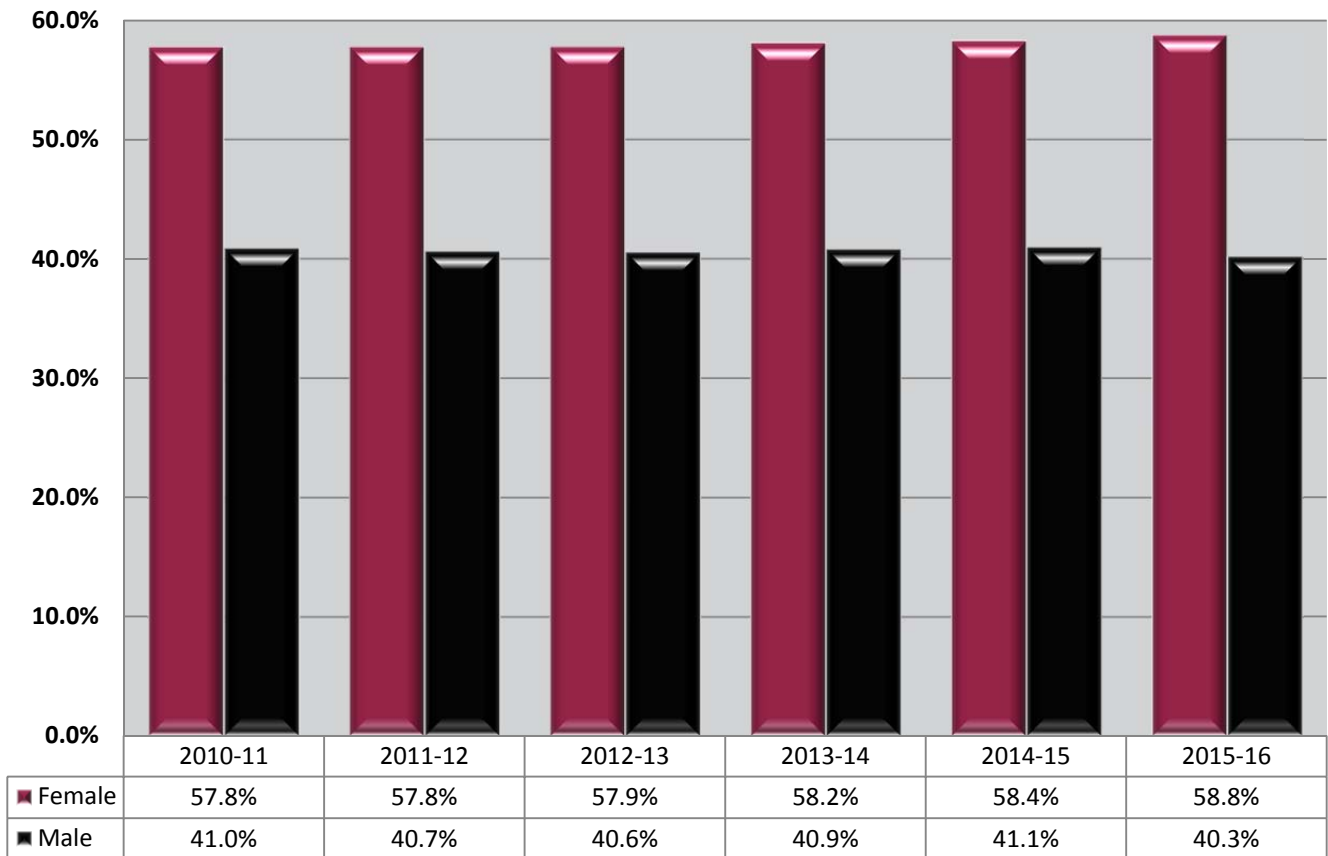
Source: CCCC's Data Mart

Table 2.11. Percentage of Annual Student Enrollment by Gender, Six-Year Trend

Gender	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Female	57.8%	57.8%	57.9%	58.2%	58.4%	58.8%
Male	41.0%	40.7%	40.6%	40.9%	41.1%	40.3%
Unknown	1.2%	1.4%	1.5%	0.9%	0.6%	91.0%

Source: CCCC's Data Mart

Figure 2.6. AVC Annual Enrollment by Gender, 6-Year Period



Age Groups

Table 2.12. AVC Annual Enrollment by Student Age, Six-Year Trend

Age Group	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
19 or Less	5,451	4,847	4,731	4,897	5,046	5,261
20 to 24	6,167	6,085	6,104	6,335	6,378	6,330
25 to 29	2,330	2,278	2,275	2,485	2,562	2,559
30 to 34	1,385	1,382	1,363	1,427	1,394	1,388
35 to 39	956	909	859	949	959	912
40 to 49	1,789	1,562	1,489	1,443	1,352	1,284
50 +	1,182	1,084	1,082	1,233	1,163	1,118
Unknown	3	3	0	0	0	0
AVC Total	19,263	18,150	17,903	18,769	18,854	18,852

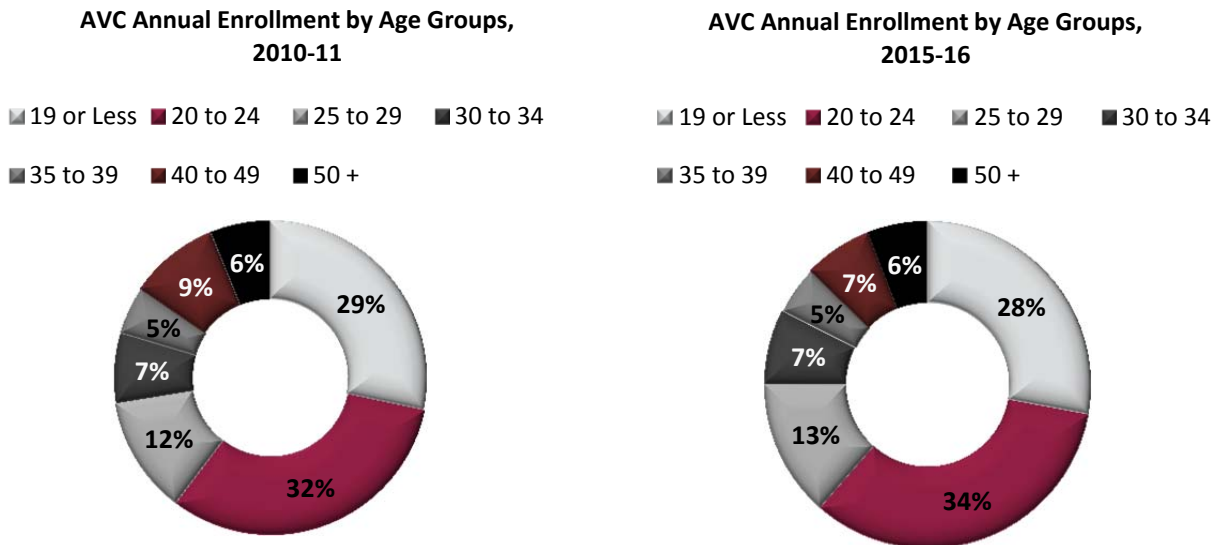
Source: CCCCO's Data Mart

Table 2.13. Percentage of Annual Student Enrollment by Age, Six-Year Trend

Age Group	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
19 or Less	28.30%	26.71%	26.43%	26.09%	26.76%	27.91%
20 to 24	32.01%	33.53%	34.09%	33.75%	33.83%	33.58%
25 to 29	12.10%	12.55%	12.71%	13.24%	13.59%	13.57%
30 to 34	7.19%	7.61%	7.61%	7.60%	7.39%	7.36%
35 to 39	4.96%	5.01%	4.80%	5.06%	5.09%	4.84%
40 to 49	9.29%	8.61%	8.32%	7.69%	7.17%	6.81%
50 +	6.14%	5.97%	6.04%	6.57%	6.17%	5.93%
Unknown	0.02%	0.02%	0.00%	0.00%	0.00%	0.00%

Source: CCCCO's Data Mart

Figure 2.7. Annual Enrollment by Age Groups, 2010-11 and 2015-16



Race/Ethnicity

Table 2.14. Annual Enrollment by Race/Ethnicity, Six-Year Trend

Race/Ethnicity	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African-American	2,819	2,968	2,929	3,093	2,948	2,619
American Indian/AK Native	81	58	49	51	61	55
Asian	292	285	265	252	231	266
Filipino	285	264	245	231	247	259
Hispanic	4,632	4,871	5,888	6,335	6,718	7,232
Multi-Ethnicity	262	418	651	669	672	656
Pacific Islander	55	36	33	22	24	24
Unknown	1,962	1,581	198	215	189	157
White Non-Hispanic	4,167	3,814	3,683	3,402	3,370	3,262
AVC Total	14,555	14,295	13,941	14,270	14,460	14,530

Source: CCCC's Data Mart

Figure 2.8. AVC Enrollment by Race/Ethnicity, Fall 2015

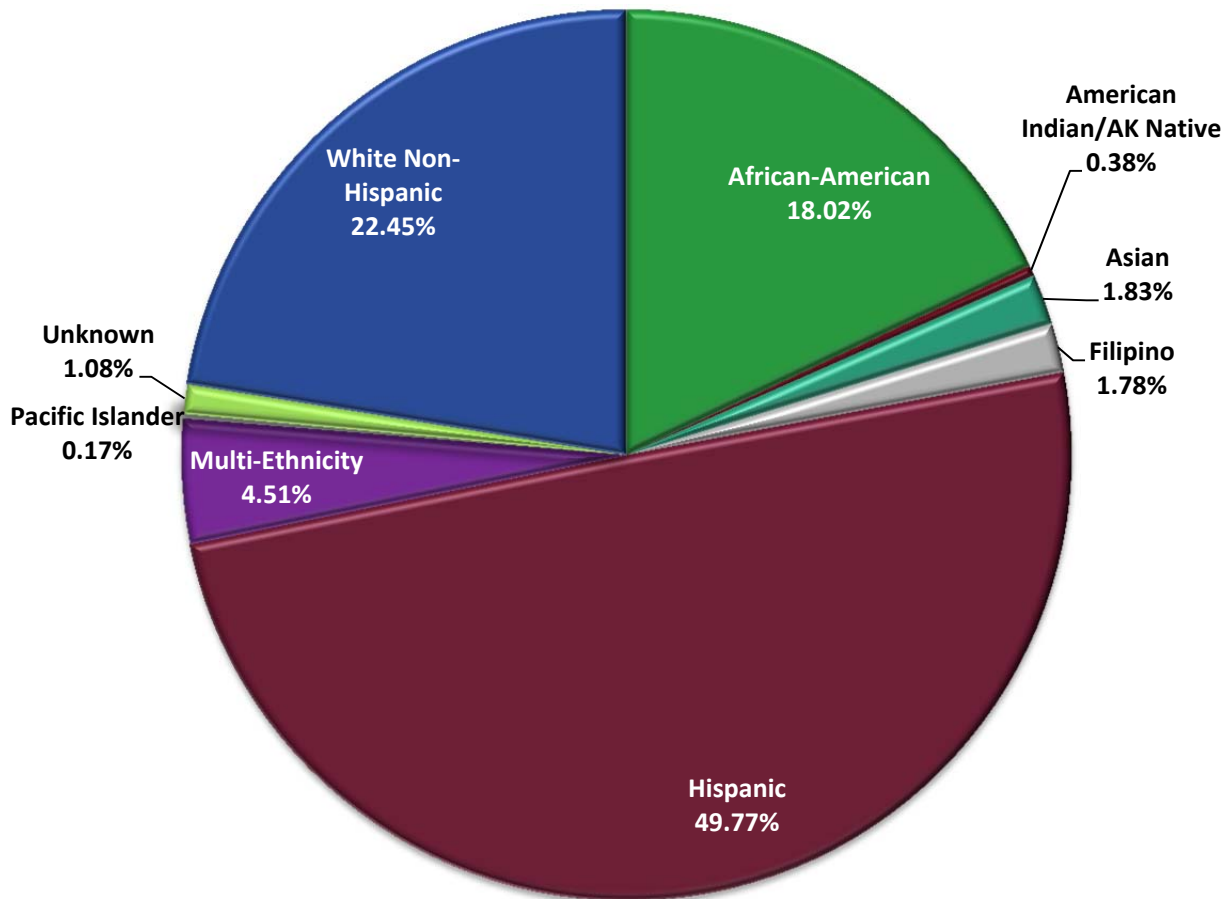
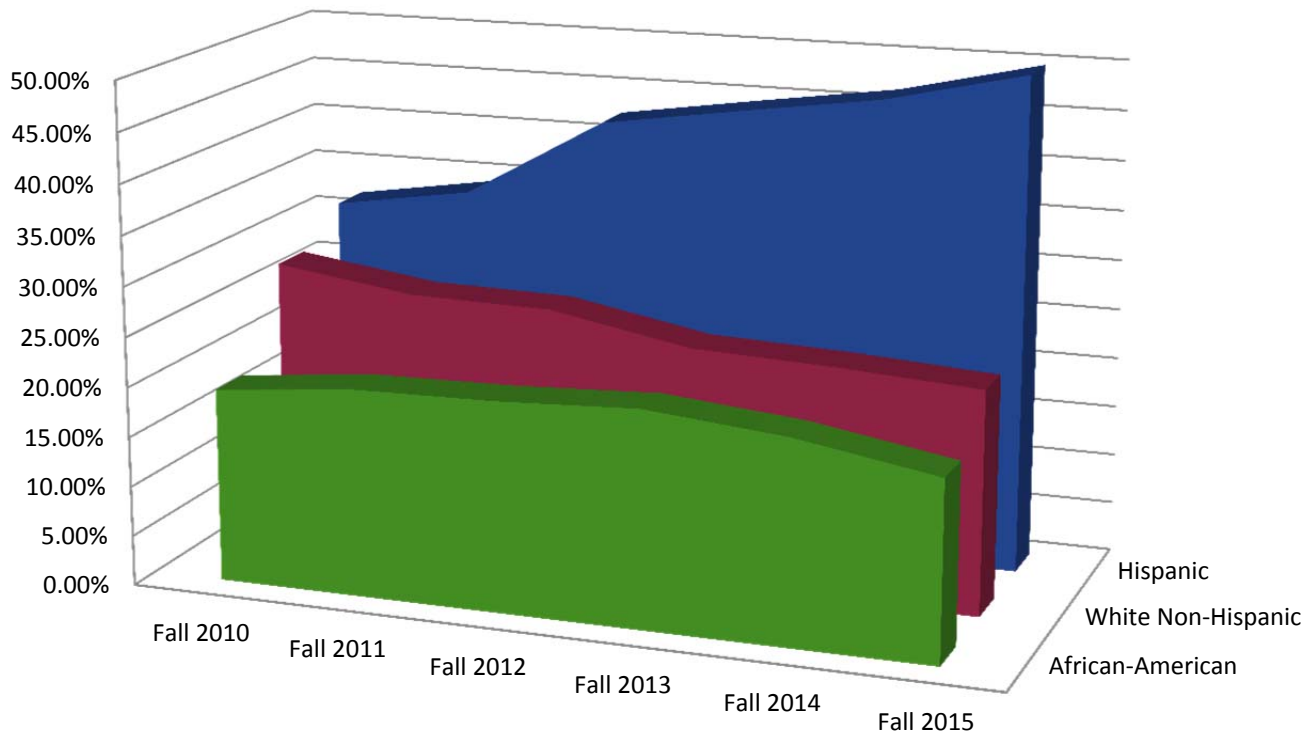


Figure 2.9. Annual Enrollment Percentages by Select Race/Ethnicity, Six-Year Trend



	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
■ African-American	19.37%	20.76%	21.01%	21.67%	20.39%	18.02%
■ White Non-Hispanic	28.63%	26.68%	26.42%	23.84%	23.31%	22.45%
■ Hispanic	31.82%	34.07%	42.24%	44.39%	46.46%	49.77%

Declared Majors

Table 2.15. Top 40 Majors by Student Declaration

Major	# of Students Declared	% of Students Declared
Registered Nursing	2,031	13.76%
LAS: Social/Behavioral Science*	899	6.09%
Administration of Justice	867	5.87%
Biological Sciences	759	5.14%
Business Administration	635	4.30%
Child & Family Education	598	4.05%
LAS: Arts and Humanities*	505	3.42%
Undeclared	484	3.28%
Engineering	377	2.55%
Business-General	340	2.30%
LAS: Math and Sciences*	330	2.24%
AA-T Psychology	314	2.13%
AS-T Business Administration	291	1.97%
Radiologic Technology	275	1.86%
Kinesiology	235	1.59%
AA-T Sociology	194	1.31%
AS-T Administration of Justice	190	1.29%
Graphic Design	177	1.20%
Computer Software Developer	165	1.12%
AA-T Communication Studies	162	1.10%
AS-T Mathematics	160	1.08%
Computer Animation	155	1.05%
Music	139	0.94%
Fire Technology	134	0.91%
English - Transfer	131	0.89%
Medical Assistant	126	0.85%
Aircraft Fabrication & Assembly	124	0.84%
Respiratory Care/Therapy	117	0.79%
Electrical Technology	114	0.77%
Deaf Studies: ASL	105	0.71%
Mathematics	102	0.69%
Deaf Studies: Interpreter Training	101	0.68%
Computer Networking Multi-Plat	87	0.59%
Vocational Nursing Cert	85	0.58%
Engineering Technology	81	0.55%
Child & Family Education Cert	80	0.54%
AA-T Kinesiology	79	0.54%
English - Non Transfer	73	0.49%
Video Design & Production	73	0.49%
AA-T Political Science	72	0.49%

*LAS = Letters, Arts and Sciences

Source: AVC's Banner Database

Enrollment Status

Table 2.16. Enrollment Status, Six-Year Trend

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
First-Time Student	2,958	2,678	2,426	2,680	2,642	2,644
First-Time Transfer Student	770	654	705	760	816	859
Returning Student	1,630	1,407	1,204	1,331	1,321	1,281
Continuing Student	8,712	9,085	9,037	8,968	9,105	9,154
Special Admit Student	485	471	569	531	576	592
AVC Total	14,555	14,295	13,941	14,270	14,460	14,530

Source: CCCC's Data Mart

Figure 2.10. Enrollment Status, Six-Year Trend

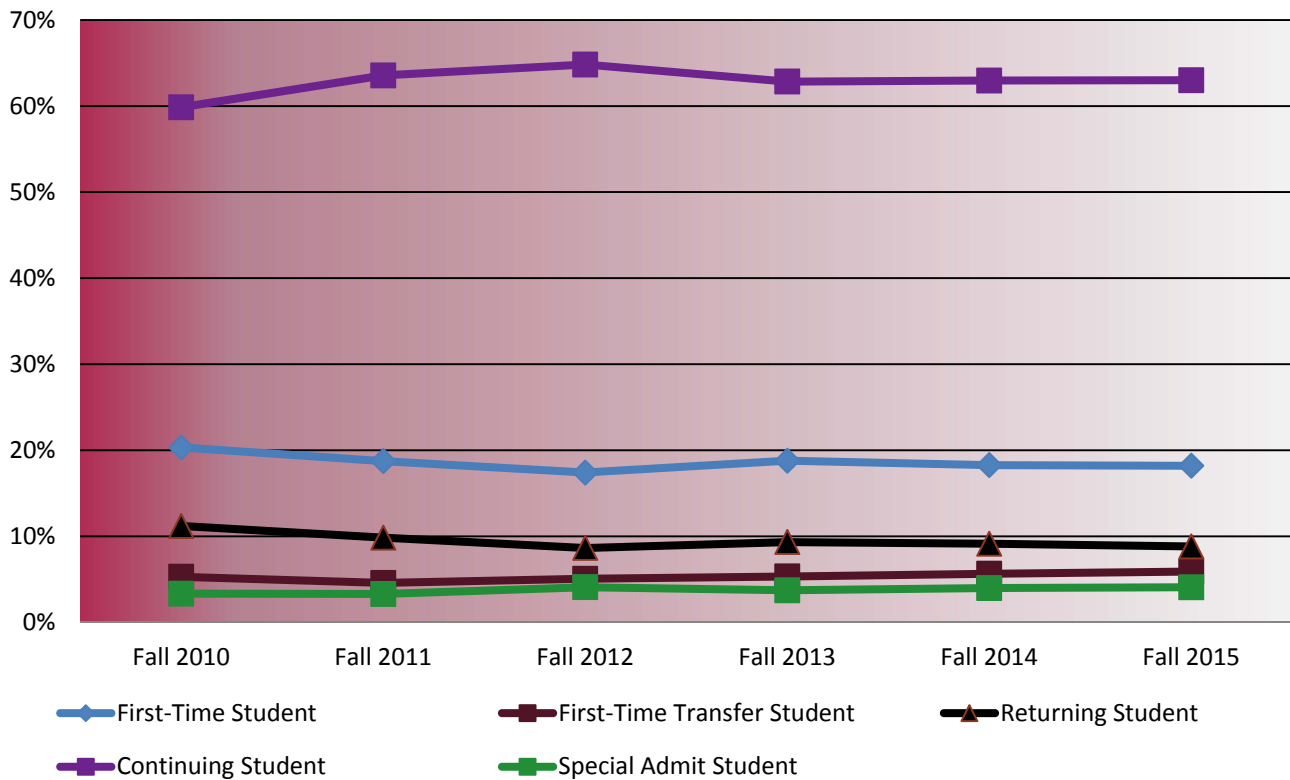


Figure 2.11. Fall 2015 Enrollment Status

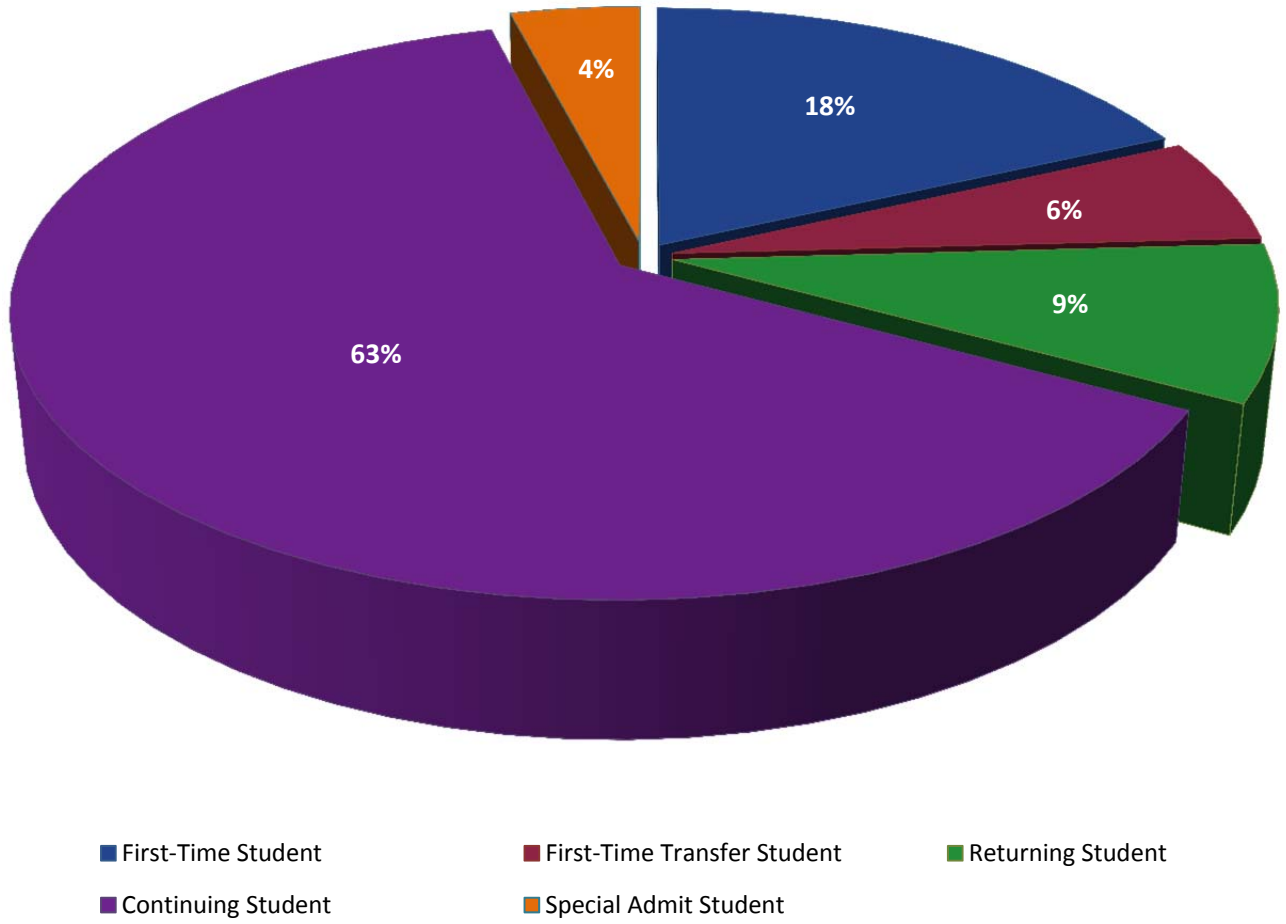


Table 2.17. Enrollment by Education Status, Fall 2010 to Fall 2015

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
College Degree Total	899	816	756	796	786	778
Received a Bachelor degree or higher	402	373	348	348	340	352
Received an Associate Degree	497	443	408	448	446	426
High School Graduate Without a College Degree Total	11,586	11,756	11,625	12,114	12,330	12,472
Foreign Secondary School Diploma/Certificate of Graduation	200	224	232	211	233	246
Passed the GED, or received a High School Certificate of Equivalency	826	925	958	1,002	999	936
Received a California High School Proficiency Certificate	194	216	234	228	260	268
Received High School Diploma	10,366	10,391	10,201	10,673	10,838	11,022
Not a High School Graduate Total	808	779	728	638	617	582
Currently enrolled in adult school	132	116	100	99	113	109
Not a graduate of, and no longer enrolled in high school	676	663	628	539	504	473
Special Admit Student Total	485	471	569	531	576	592
Special Admit Student Currently Enrolled in K-12	485	471	569	531	576	592
Unknown Total	777	473	263	191	151	106
Unknown/unreported	777	473	263	191	151	106
AVC Total	14,555	14,295	13,941	14,270	14,460	14,530

Source: CCCC's Data Mart

Figure 2.12. Enrollment by Education Status, Fall 2015

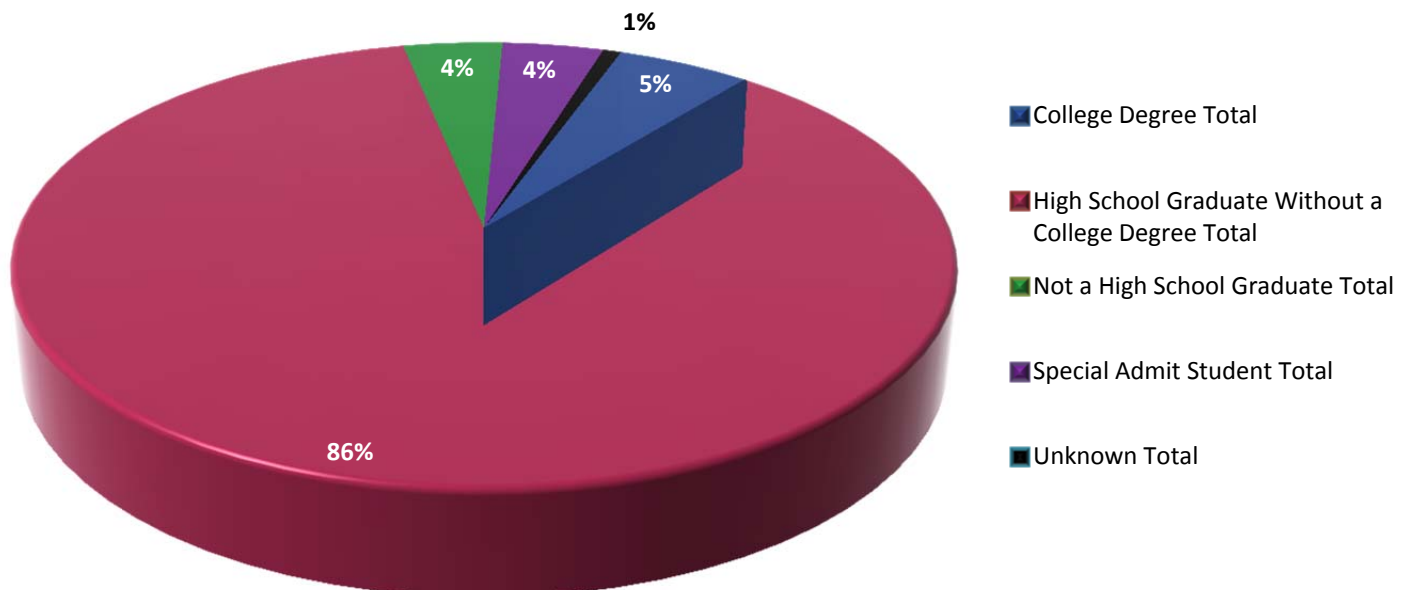


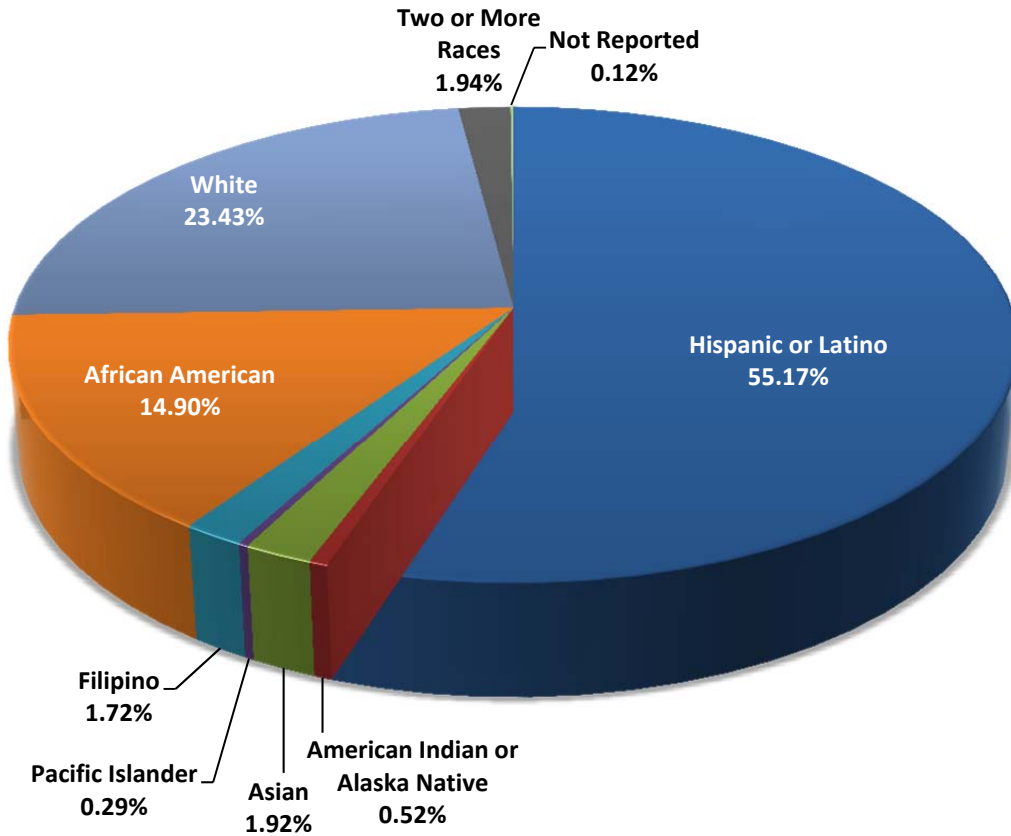
Table 2.18. Student Yields from Feeder¹ High Schools

High School	2014-2015 12th Grade Enrollment	AVC Freshmen Fall 2015	High School Yield
Academies of the Antelope Valley	6	4	66.67%
Antelope Valley High	304	85	27.96%
AV Adult School	92	0	0.00%
Boron Junior-Senior High	43	4	9.30%
California City High	91	14	15.38%
Desert Christian	79	19	24.05%
Desert Junior-Senior High	92	13	14.13%
Desert Sands Charter	291	22	7.56%
Desert Winds Continuation High	69	13	18.84%
Eastside High	436	146	33.49%
Highland High	746	215	28.82%
Lancaster High	472	143	30.30%
Littlerock High	300	62	20.67%
Mojave Jr./Sr. High	42	9	21.43%
Palmdale High	552	153	27.72%
Paraclete	161	25	15.53%
Phoenix High Community Day	12	1	8.33%
Quartz Hill High	730	237	32.47%
R. Rex Parris High	135	17	12.59%
Rosamond High	156	33	21.15%
SOAR High (Students On Academic Rise)	87	19	21.84%
Tehachapi High	231	10	4.33%
William J. (Pete) Knight High	696	185	26.58%
Average Local Yield	5,823	1,429	24.54%

Data retrieved from [SARC 2014-2015 Report](#) and AVC's Banner database

¹Feeder 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 as first-time college students within one year of their high school graduation (**from 8/2014-8/2015**).

Figure 2.13. 2014-2015 Service Area High School Graduates by Race/Ethnicity



Source: [California Longitudinal Pupil Achievement Data System \(CALPADS\)](#)

First-Time Students

Table 2.19. Percent of First-Time Students by Race/Ethnicity, Fall 2010 to Fall 2015

Race/Ethnicity	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African-American	19.95%	23.04%	22.22%	24.37%	20.86%	17.89%
American Indian/AK Native	0.41%	0.19%	0.37%	0.30%	0.49%	0.26%
Asian	1.28%	1.46%	1.20%	0.97%	1.25%	1.97%
Filipino	1.79%	1.08%	1.32%	1.08%	1.48%	1.55%
Hispanic	40.33%	38.91%	48.60%	49.70%	50.68%	54.08%
Multi-Ethnicity	3.68%	4.11%	3.75%	4.48%	5.03%	4.92%
Pacific Islander	0.41%	0.19%	0.12%	0.15%	0.15%	0.23%
Unknown	5.92%	8.25%	0.74%	0.71%	1.25%	0.76%
White Non-Hispanic	26.23%	22.78%	21.68%	18.25%	18.81%	18.34%
First-Time Student Total as % of AVC Total	20.32%	18.73%	17.40%	18.78%	18.27%	18.20%

Source: CCCCO's Data Mart

Figure 2.14. Percent of First-Time Students by 3 Select Racial/Ethnic Groups, 5-Year Trend

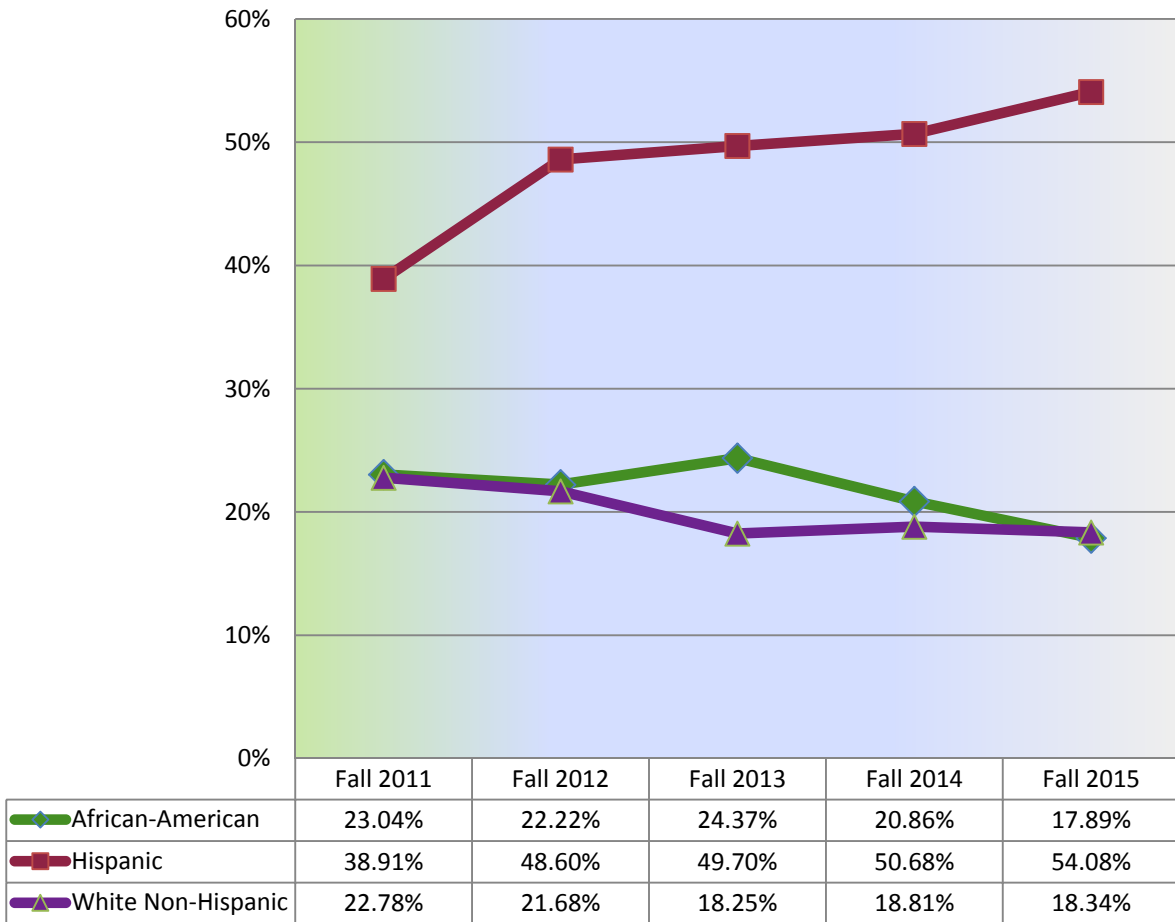


Table 2.20. First-Time Student Enrollment by Gender, Fall 2010 to Fall 2015

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Female	1,560	1,407	1,273	1,358	1,406	1,398
Male	1,353	1,229	1,118	1,294	1,227	1,226
Unknown	45	42	35	28	9	30
First-Time Student Total	2,958	2,678	2,426	2,680	2,642	2,644
AVC Total	14,555	14,295	13,941	14,270	14,460	14,530

Source: CCCC's Data Mart

Figure 2.15. First-Time Student Enrollment by Gender, Six-Year Trend

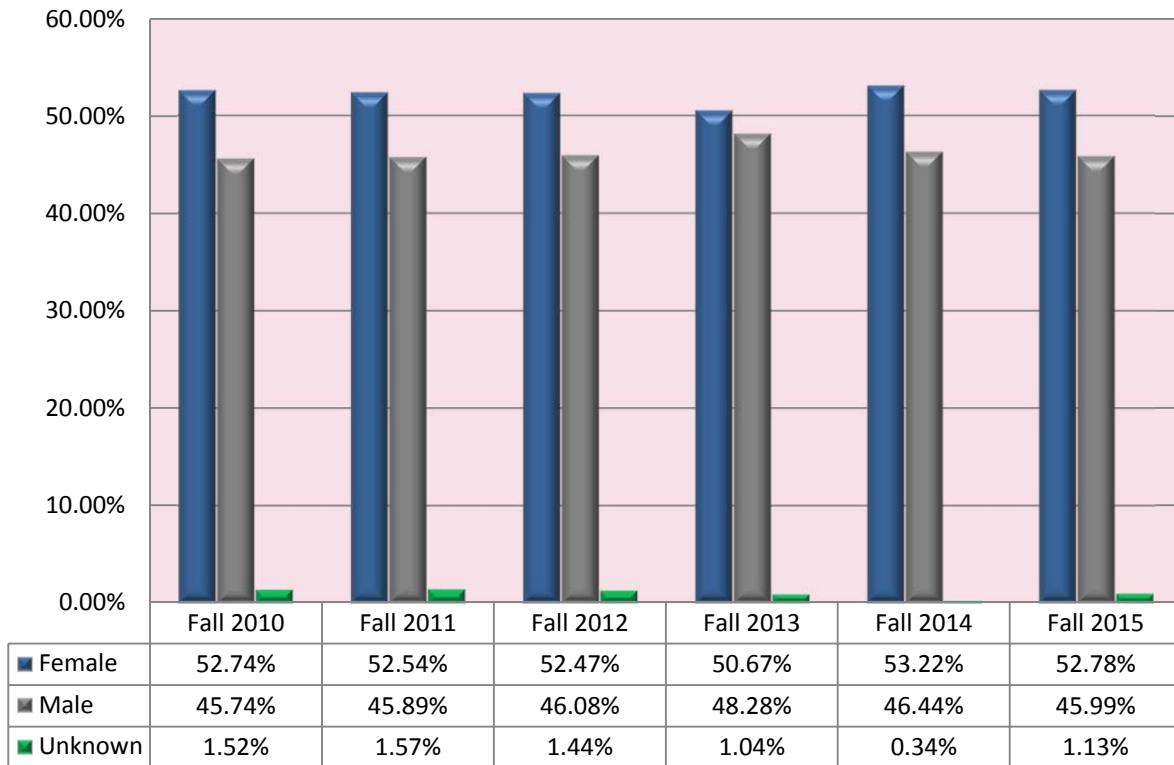
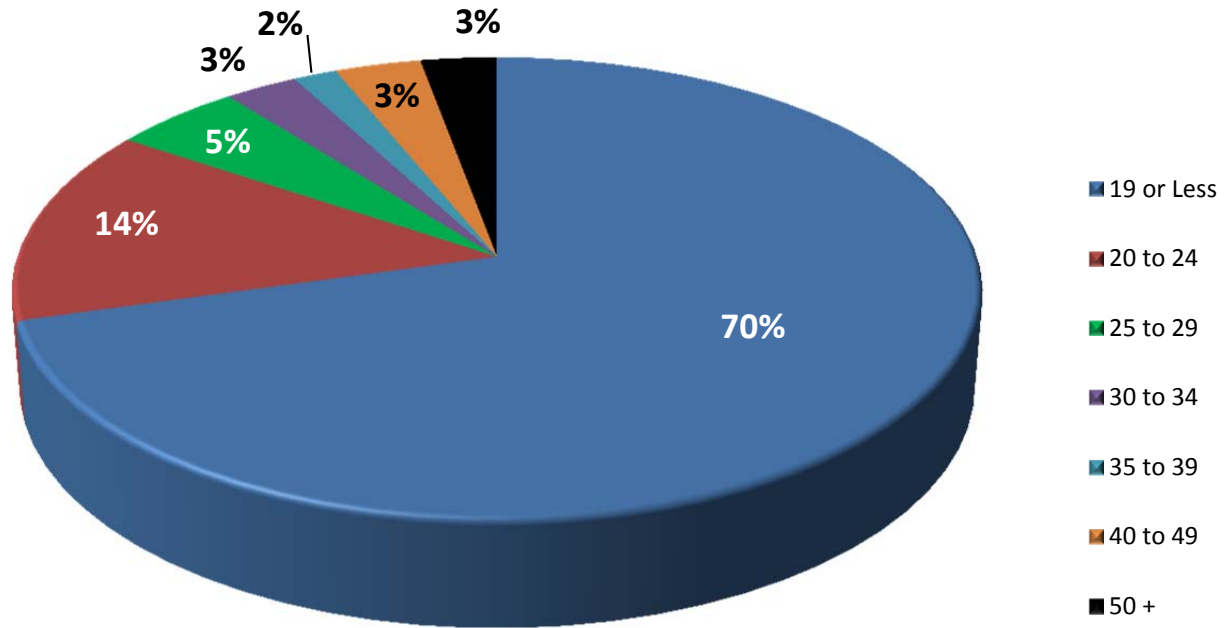


Table 2.21. First-Time Student Enrollment by Age Groups, Fall 2010 to Fall 2015

Age Groups	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
19 or Less	1,902	1,742	1,623	1,725	1,761	1,867
20 to 24	501	458	394	486	448	364
25 to 29	174	132	135	148	143	131
30 to 34	91	94	76	83	89	74
35 to 39	64	84	53	61	58	44
40 to 49	149	100	95	86	81	87
50 +	76	68	50	91	62	77
Unknown	1	0	0	0	0	0
First-Time Student Total	2,958	2,678	2,426	2,680	2,642	2,644

Source: CCCC's Data Mart

Figure 2.16. First-Time Student Enrollment Percentage by Age Groups, Fall 2015



Special Populations

Table 2.23. Special Population Counts, Fall 2010 to Fall 2015

Program	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
CalWORKS	601	645	670	656	698	619
DSP&S	839	885	963	1,183	848	701
EOPS/CARE	599	424	543	542	458	566

Source: CCCC's Data Mart

Figure 2.17. Special Population Comparison, 6-year Trend

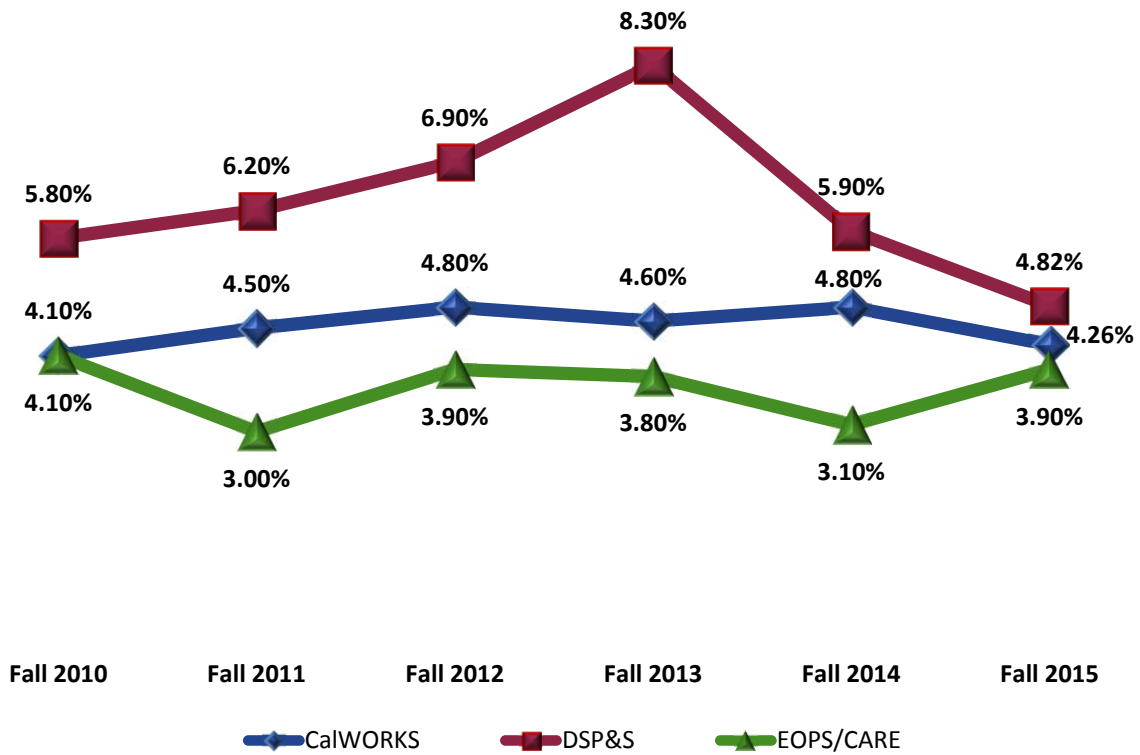


Table 2.23 Special Populations

	Fall 2015			Spring 2016		
	Unduplicated Head Count	Credit Enrollment Count	Non-Credit Enrollment Count	Unduplicated Head Count	Credit Enrollment Count	Non-Credit Enrollment Count
CalWORKs ¹	619	1,756	15	584	1,643	12
CARE ²	89	272	0	87	256	0
DSPS ³	701	1,918	6	668	1,831	4
EOPS ⁴	566	1,945	1	523	1,776	0
First Generation	6,132	16,522	205	5,937	15,560	235
Foster Youth	636	1,690	6	570	1,567	6
Military ⁵	50	143	6	41	108	0
Special Admit	594	1,050	0	595	1,014	0
Veteran	306	860	0	316	895	0

Source: CCCCO's Data Mart

¹California Work Opportunity & Responsibility to Kids

²Cooperative Agencies Resources for Education

³Disabled Students Programs & Services

⁴Extended Opportunity Programs & Services

⁵Active Duty, Active Reserve, National Guard

STUDENT SUCCESS REPORTS

Key Terms

30 Units – The percentage of first-time students with minimum of six units earned who attempted any Math or English in the first three years and earned at least 30 units.

Accountability Reporting for the Community Colleges (ARCC) – a performance measurement system that contains performance indicators for the California Community College System and its colleges. (2004, Assembly Bill 1417)

Career Development & College Preparation (CDCP) – The percentage of students who attempt two or more CDCP courses, with a minimum of four attendance hours in each of those courses, within three years. The following outcomes within six years of entry:

- CDCP Certificate(s)
- Earned AA/AS or Certificates
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a AVC)
- Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0)

Career Technical Completion Rate (CTE) - The percentage of students who attempted a CTE course for the first-time and completed more than eight units in the subsequent three years in a single discipline and who achieved any of the following outcomes within six years of entry:

- Earned any AA/AS or credit Certificate
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a AVC)
- Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0)

Completion - The percentage of first-time students with minimum of six units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:

- Earned any AA/AS or credit Certificate
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a AVC)
- Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0)

Persistence - The percentage of first-time students with minimum of six units earned who attempted any Math or English in the first three years and enroll in first three consecutive primary semester terms.

Remedial - The percentage of credit students who attempted a course designated at “levels below transfer” in:

- Math and successfully completed a college-level course in Math within six years.
- English and successfully completed a college-level course in English within six years.
- ESL and successfully completed the ESL sequence or a college-level English course within six years

Student Progress and Attainment Rate (SPAR) – The percentage of first-time students with a minimum six units earned who attempted any Math/English in the first 3 years and achieved any of the following outcomes within 6 years of entry:

- Earned AA/AS or credit Certificate (Chancellor’s Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0)
- SPAR is reported for the overall cohort, as well as by lowest level of attempted Math or English.

2016 AVC Scorecard and Trend Data

Tables 3.1 – 3.6. AVC Scorecard and Trend Data

Cohort Year	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010 ¹
Completion Overall	45.8%	45.9%	43.7%	42.9%	44.5%
Completion Prepared	64.5%	68.9%	68.6%	68.5%	70.4%
Completion Unprepared	35.6%	36.9%	37.3%	36.5%	38.4%

¹ Percentage of degree, certificate and/or transfer-seeking students starting first time in 2009-10 tracked for six years through 2014-15 who completed a degree, certificate or transfer-related outcomes.

Cohort Year	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010 ²
Persistence Overall	65.9%	67.1%	68.0%	68.3%	71.1%
Persistence Prepared	71.3%	73.6%	70.7%	71.0%	72.3%
Persistence Unprepared	63.0%	64.5%	67.3%	67.6%	70.8%

² Percentage of degree, certificate and/or transfer-seeking students starting first time in 2009-10 tracked for six years through 2014-15 who enrolled in the first three consecutive terms.

Cohort Year	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010 ³
30 Units Overall	63.1%	62.4%	62.4%	63.3%	66.2%
30 Units Prepared	70.8%	73.1%	71.1%	71.0%	73.4%
30 Units Unprepared	58.9%	58.3%	60.2%	61.3%	64.5%

³ Percentage of degree, certificate and/or transfer-seeking students starting first time in 2009-10 tracked for six years through 2014-15 who achieved at least 30 units.

Cohort Year	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010 ⁴
Remedial English	22.7%	24.5%	22.4%	23.7%	28.3%
Remedial Math	25.7%	27.8%	29.4%	29.5%	30.5%
Remedial ESL	3.3%	5.8%	6.9%	5.8%	11.6%

⁴ Percentage of credit students tracked for six years through 2014-15 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2009-10 and completed a college-level course in the same discipline.

Cohort Year	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010 ⁵
Career Technical Education (CTE)	51.5%	55.2%	53.6%	54.8%	56.1%

⁵ Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time in 2009-10 tracked for six years through 2014-15 who completed a degree, certificate, apprenticeship or transfer-related outcomes.

Cohort Year	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Career Development & College Preparation	N/A	8.6%	7.0%	8.3%	0.0%*

*Statewide is 12.7%

Table 3.7. AVC's 2015 to 2016 Scorecard Changes








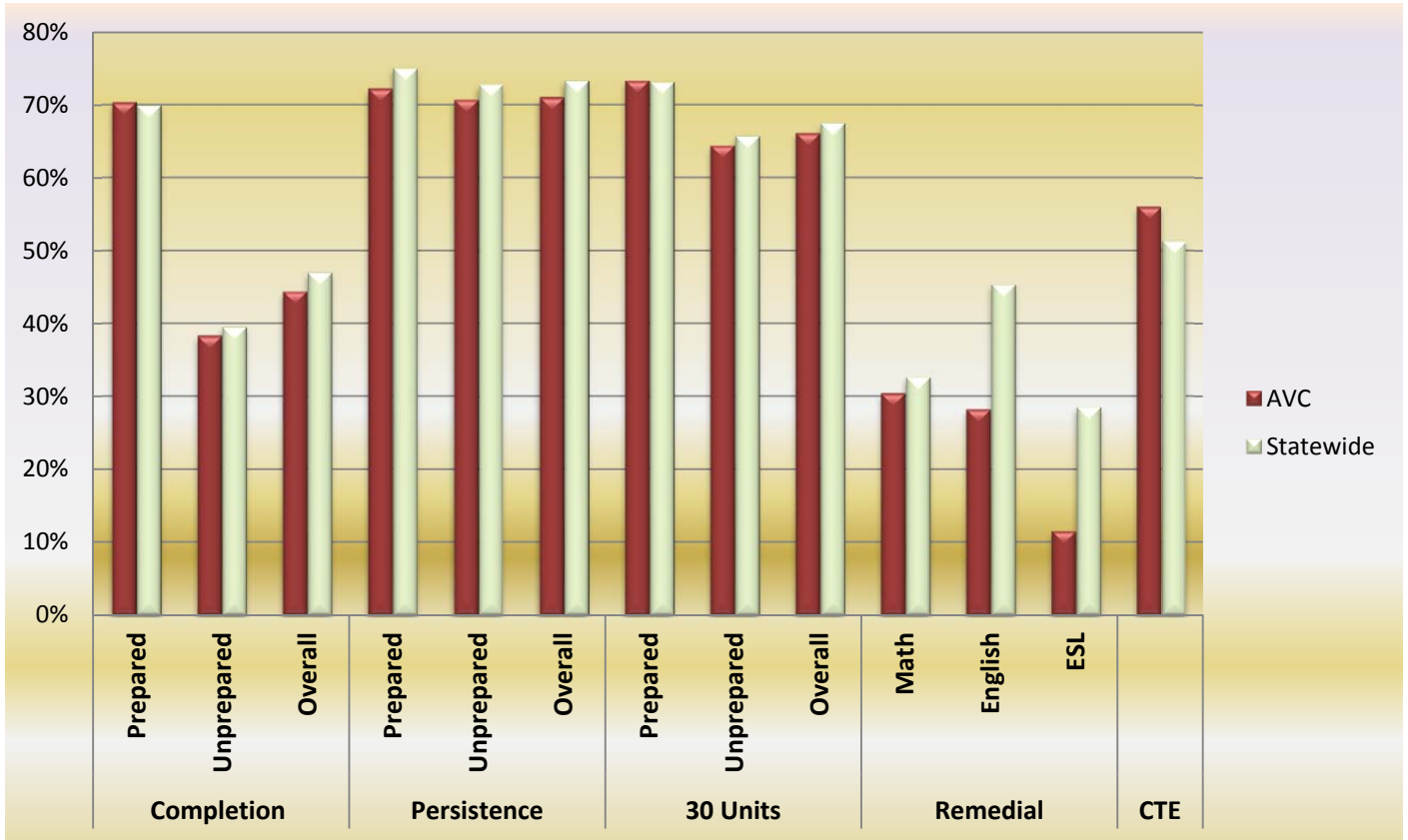
	Scorecard 2015	Scorecard 2016	2015 to 2016 Change	
Completion	42.9%	44.5%	+1.6%	
Persistence	68.3%	71.1%	+2.8%	
30 Units	63.3%	66.2%	+2.9%	
Remedial English	23.7%	28.3%	+4.6%	
Remedial Math	29.5%	30.5%	+1.0%	
Remedial ESL	5.8%	11.6%	+5.8%	
CTE	54.8%	56.1%	+1.3%	

Figure 3.1. AVC and Statewide 2016 Scorecard Comparison



Source: CCCC's Data Mart

<http://scorecard.ccco.edu/oneyear.aspx?CollegeID=621>

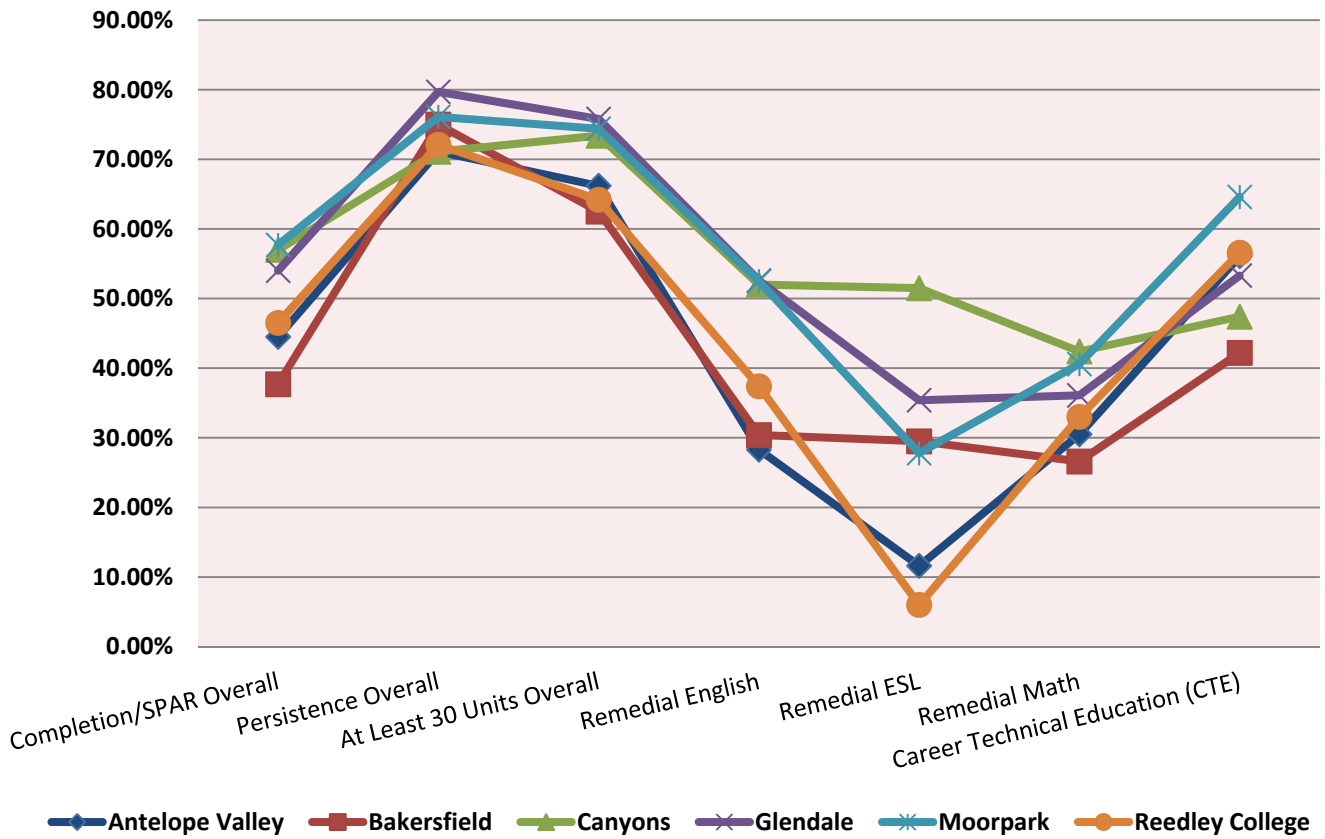
Table 3.8. AVC & Peer Institutions Scorecard Metrics Comparison

AVC & Peer Group* Scorecard Metrics Performance Comparison, Cohort of 2009-2010							
	Completion/SPAR Overall	Persistence Overall	At Least 30 Units Overall	Remedial English	Remedial ESL	Remedial Math	Career Technical Education (CTE)
Antelope Valley	44.5%	71.1%	66.2%	28.30%	11.6%	30.5%	56.1%
Bakersfield	37.7%	75.0%	62.5%	30.4%	29.5%	26.6%	42.2%
Canyons	57.0%	71.1%	73.4%	52.0%	51.5%	42.4%	47.4%
Glendale	54.0%	79.7%	75.8%	52.6%	35.4%	36.1%	53.3%
Moorpark	57.7%	76.1%	74.4%	52.5%	27.8%	40.6%	64.6%
Reedley College	46.5%	72.1%	64.2%	37.4%	6.0%	33.0%	56.6%

*The five-institution peer group was selected from AVC's 2013 36-institution comparison group as identified by IPEDS.

Source: CCCC's Data Mart

Figure 3.2. AVC & Peer Group* Scorecard Metrics Performance Comparison, Cohort of 2009-2010



Student Success Services Status Report

Table 3.9. Matriculation Services Summary

	Fall 2014		Fall 2015	
	Directed	Exempted	Directed	Exempted
	Service Received		Service Received	
Academic/Progress Probation Services	361	0	308	0
Counseling/Advisement Services	2,425	22	2,512	55
Education Plan Services	5,778	27	6,071	65
Initial Assessment Services Placement	2,416	15	1,775	8
Initial Orientation Services	3,056	40	2,996	52
Other Services	4,466	0	5,948	0
Total Services	18,502	104	19,610	180

Source: CCCC's Data Mart

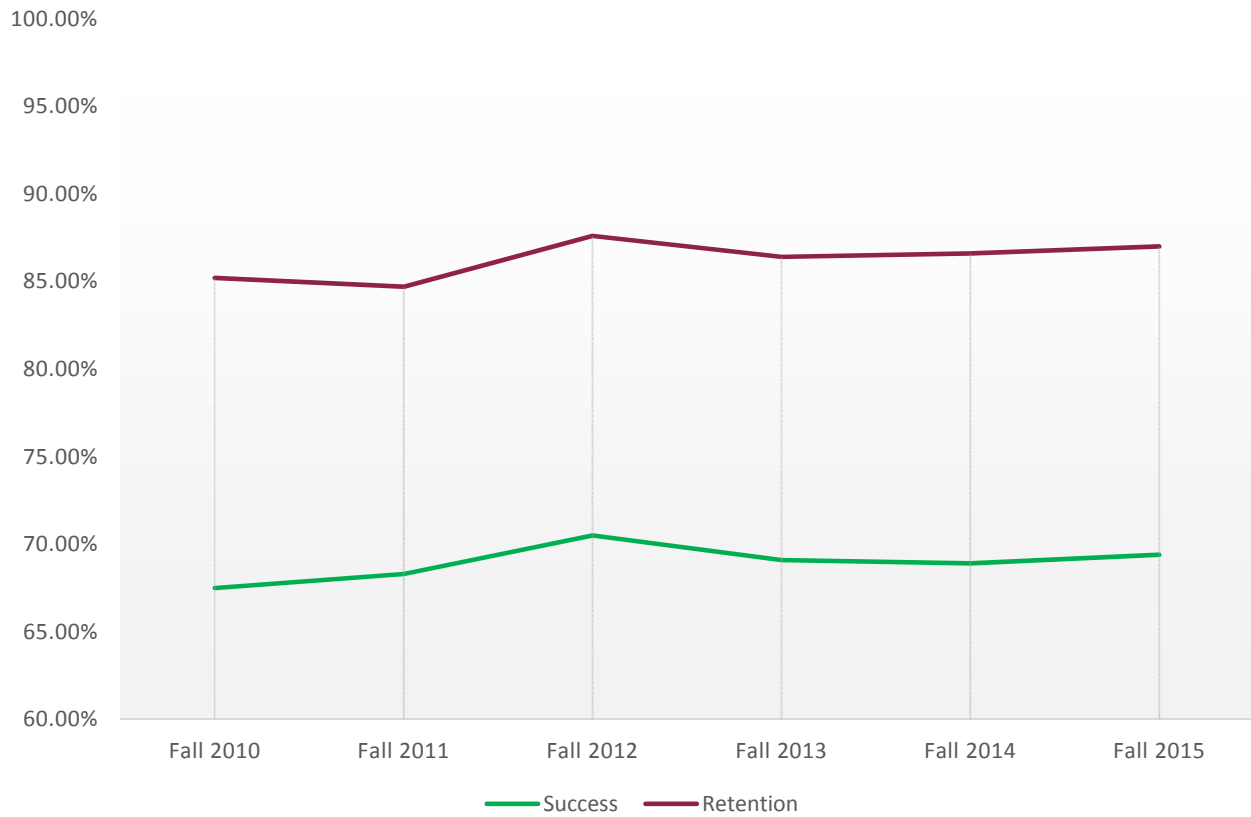
Success and Retention

Table 3.10. Success and Retention Rates, Fall 2010 to Fall 2015

Term	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Success	67.5%	68.3%	70.5%	69.1%	68.9%	69.4%
Retention	85.2%	84.7%	87.6%	86.4%	86.6%	87.0%

Source: CCCCO's Data Mart

Figure 3.2. Success and Retention Rates, Fall 2010 to Fall 2015



[Click to view 'Fall 2015 Success and Retention' results](#)

[Click to view 'Spring 2016 Success and Retention' results](#)

CAMPUS BASED EQUITY RESEARCH

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION (AKA Success Rate). The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Course Completion, FALL 2015 B.1. Credit Courses¹

Target Population Group	Enrollment	Success Count	Success Rate	PPD**
American Indian/Alaskan Native	144	93	64.6%	-4.8%
Asian	1,339	1,075	80.3%	10.9%
Black/African American	7,531	4,376	58.1%	-11.3%
Hispanic	19,255	13,432	69.8%	0.4%
More than one race	1,874	1,285	68.6%	-0.8%
Pacific Islander/Native Hawaiian	68	51	75.0%	5.6%
Some other race/Unknown	388	293	75.5%	6.1%
White Non-Hispanic	8,851	6,771	76.5%	7.1%
AVC Total	39,450	27,376	69.4%*	
Female	23,027	15,985	69.4%	0.0%
Male	16,159	11,191	69.3%	-0.1%
Unknown	264	200	75.8%	6.4%
AVC Total	39,450	27,376	69.4%*	
Individuals with disabilities	1,894	1,280	67.6%	-1.8%
Current or Former Foster Youth	1,658	881	53.14 %	-16.3%
Military (Active Duty, Active Reserve, National Guard)	142	97	68.3%	-1.1%
Veterans	846	616	72.8%	3.4%
Low-income students	20,090	13,440	66.9%	-2.5%

*The all student average is proposed as the comparison point for all groups.

****Calculated by subtracting the average rate of courses passed from the student group's rate of courses passed. If a student group's success rate is lower than the AVC rate, the value is negative.**

Course Completion Rate:

Numerator: Number of enrollments with grade of **A, B, C, P.**

Denominator: Number of enrollments with grade of **A, B, C, D, F, P, NP, I, W, DR.**

Source: CCCC's Data Mart, Outcomes, Success Rate, Credit Courses, Fall 2015

¹Credit courses in the CA Community Colleges may be transferable to a 4-year college, apply to an Associate degree, or may be pre-collegiate level basic skills, which are not transferable and do not apply toward a degree.

Student Group	The # of Students in Cohort Groups	Percentage Point Difference (PPD)	# of Successful Course Completions "Lost"***
Current or Former Foster Youth	1,658	16.3%	270
Black/African American	7,531	11.3%	851
American Indian/Alaskan Native	144	4.8%	7
Low-income students	20,090	2.5%	502
Individuals with disabilities	1,894	1.8%	34
Military	142	1.1%	2
More than one race	1,874	0.8%	15

***The number of students lost is the # of students, who, if they had succeeded, would have closed the equity gap. In this case, it is the number of sections/courses in which students are enrolled.

Note: For all tables in this section, the number of students "lost" is considered if either or both conditions are satisfied: (1) the PPD is greater than 3 percentage point, (2) the cohort group is greater than 100 students.

**COURSE COMPLETION AND RETENTION BY RACE/ETHNICITY WITHIN GENDER GROUPS
(FALL 2014 AND FALL 2015)**

Race/Ethnicity Within Gender	Fall 2014				Fall 2015			
	Enrollment Count	Success Count	Success Rate	PPD	Enrollment Count	Success Count	Success Rate	PPD
Female Total	23,543	16,529	70.2%	1.3%	23,027	15,985	69.4%	0.0%
Black/African American	5,025	2,834	56.4%	-13.8%	4,625	2,693	58.2%	-11.2%
American Indian/AK Native	108	75	69.4%	-0.8%	77	47	61.0%	-8.4%
Asian	670	553	82.5%	12.3%	669	547	81.8%	12.4%
Hispanic	11,006	7,927	72.0%	1.8%	11,254	7,862	69.9%	0.5%
More than one race	1,121	786	70.1%	-0.1%	1,026	700	68.2%	-1.2%
Pacific Islander	42	22	52.4%	-17.8%	20	12	60.0%	-9.4%
Some other race/Unknown	240	165	68.8%	-1.5%	212	151	71.2%	1.8%
White Non-Hispanic	5,331	4,167	78.2%	8.0%	5,144	3,973	77.2%	7.8%
Male total	16,957	11,368	67.0%	-1.9%	16,159	11,191	69.3%	-0.1%
Black/African American	3,424	1,816	53.0%	-14.0%	2,883	1,669	57.9%	-11.4%
American Indian/AK Native	63	47	74.6%	7.6%	67	46	68.7%	-0.6%
Asian	632	489	77.4%	10.4%	650	511	78.6%	9.3%
Hispanic	7,774	5,304	68.2%	1.2%	7,900	5,494	69.5%	0.2%
More than one race	859	582	67.8%	0.8%	824	566	68.7%	-0.6%
Pacific Islander	22	13	59.1%	-7.9%	48	39	81.3%	12.0%
Some other race/Unknown	200	137	68.5%	1.5%	156	127	81.4%	12.2%
White Non-Hispanic	3,983	2,980	74.8%	7.8%	3,631	2,739	75.4%	6.1%
Unknown Total	168	133	79.2%	10.3%	264	200	75.8%	6.4%
Black/African American	20	16	80.0%	0.8%	23	14	60.9%	-14.9%
American Indian/AK Native	LNE	LNE	LNE	LNE	LNE	LNE	LNE	LNE
Asian	LNE	LNE	LNE	LNE	20	17	85.0%	9.2%
Hispanic	48	41	85.4%	6.2%	101	76	75.2%	-0.6%
More than one race	14	10	71.4%	-7.8%	24	19	79.2%	3.4%
Pacific Islander	LNE	LNE	LNE	LNE	LNE	LNE	LNE	LNE
Some other race/Unknown	LNE	LNE	LNE	LNE	20	15	75.0%	-0.8%
White Non-Hispanic	65	51	78.5%	-0.7%	76	59	77.6%	1.8%
AVC Total	40,668	28,030	68.9%		39,450	27,376	69.4%	

Data Source: CCCC's Data Mart

Term	Population Sub-Group	Enrollment Count	PPD	# of Successful Course Completions "Lost"
Fall 2014	Black/African American Female	5,025	13.8%	694
	Black/African American Male	3,424	14.0%	479
Fall 2015	Black/African American Female	4,625	11.2%	518
	Black/African American Male	2,883	11.4%	328

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

C.1. BASIC SKILLS MATH COMPLETION

Target Populations (Cohort of 2009-2010)	The # of students who complete a final Math basic skills course with an A, B, C or P	The # of students that completed a degree applicable course with an A, B, C, or P	The rate of Progress from BSI Math to Degree Applicable Courses	Percentage point difference (PPD) with +/- added**
American Indian/AK Native	11	LNE (1)	9.1%	-21.4%
Asian	41	20	48.8%	18.3%
Black/African American	554	71	12.8%	-17.7%
Hispanic/Latino	560	148	26.4%	-4.1%
More than one race	10	LNE (4)	40.0%	9.5%
White, Non-Hispanic	460	146	31.7%	1.2%
Some other race/Unknown	1,361	525	38.6%	8.1%
All students	3,003	916	30.5%*	
Female	1,773	573	32.3%	1.8%
Male	1,195	334	27.9%	-2.6%
Unknown gender	35	LNE (9)	25.7%	-4.8%
Individuals with disabilities	294	71	24.1%	-6.4%
Low-income students	2,329	618	26.5%	-4.0%
Veterans	77	32	41.6%	11.1%
Current or Former Foster Youth	39	LNE (5)	12.8%	-17.7%

*The all student average is proposed as the comparison point for all groups.

****Calculated by subtracting the average rate of courses passed from the student group’s rate of courses passed – paying close attention to the +/- designation. If a student group’s progress rate is lower than the average group’s rate, the value is negative.**

Rate of Basic Skills Completion:

Denominator: The # of students who complete a final basic skills course with an A, B, C or P in the base year.

Numerator: The # of students who complete a degree applicable course with an A, B, C, or P in the goal year.

Source: CCCC’s Data on Demand, 2016 Scorecard, 2009-2010 ARCC BSI Math Cohort.

Student Subgroup	The # of Students in Cohort Groups	PPD	# Students “Lost”
Black/African American	554	17.7%	98
Hispanic/Latino	560	4.1%	23
Male	1,195	2.6%	31
Individuals with disabilities	294	6.4%	19
Low-income students	2,329	4.0%	93
Current or Former Foster Youth	39	17.7%	7
Unknown gender	35	4.8%	2
American Indian/AK Native	11	21.4%	2

C.2. BASIC SKILLS ENGLISH COMPLETION

Target Populations (Cohort of 2009-2010)	The # of students who complete a final basic skills course with an A, B, C or P	The # of students that completed a degree applicable course with an A, B, C, or P	The rate of Progress from BSI to Degree Applicable Courses	PPD with +/- added**
American Indian/AK Native	LNE (3)	LNE (1)	33.3%	5.0%
Asian	21	15	71.4%	43.1%
Black/African American	306	55	18.0%	-10.3%
Hispanic/Latino	280	79	28.2%	0.1%
Native Hawaiian/Pacific Islander	LNE (6)	LNE (0)	0.0%	-28.3%
More than one race	LNE (8)	LNE (3)	37.5%	9.2%
White, Non-Hispanic	144	40	27.8%	-0.5%
Some other race/Unknown	498	165	33.1%	4.8%
All Students	1,266	358	28.3%*	
Female	759	234	30.8%	2.5%
Male	498	121	24.3%	-4.0%
Unknown gender	LNE (9)	LNE (3)	33.3%	5.0%
Individuals with disabilities	190	52	27.4%	-0.9%
Low-income students	1,055	270	25.6%	-2.7%
Veterans	27	LNE (9)	33.3%	5.0%
Current or former foster youth	18	LNE (2)	11.1%	-17.0%

*The all student average is proposed as the comparison point for all groups.

****Calculated by subtracting the average rate of courses passed from the student group's rate of courses passed – paying close attention to the +/- designation. If a student group's progress rate is lower than the average group's rate, the value is negative.**

Rate of Basic Skills Completion:

Denominator: The # of students who complete a final basic skills course with an A, B, C or P in the base year.

Numerator: The # of students who complete a degree applicable course with an A, B, C, or P in the goal year.

Source: CCCC'S Data on Demand, 2016 Scorecard, 2009-2010 ARCC BSI ENGL Cohort.

Student Group	The # of Students in Cohort Groups	PPD	# Students "Lost"
Black/African American	306	10%	31
Male	498	4%	20
Low-income students	1,055	2.7%	28
Current or former foster youth	18	17%	3

C.3. ESL COMPLETION

ESL COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL course compared to the number of those students who complete such a final ESL.

Population Groups	The # of students who completed a final ESL course with an A, B, C or P	The # of students that completed a degree applicable course with an A, B, C, or P	The rate of Progress from ESL to Degree Applicable Courses	PPD with +/- added)**
American Indian/AK Native	LNE (2)	LNE (0)	0.0%	-6.9%
Asian	139	22	15.8%	8.9%
Black/African American	87	LNE (4)	4.6%	-2.3%
Hispanic/Latino	845	38	4.5%	-2.4%
Pacific Islander	LNE (2)	LNE (0)	0.0%	-6.9%
White, non-Hispanic	78	11	14.1%	7.2%
Some other race/Unknown	100	12	12.0%	5.1%
All Students	1,253	87	6.9%*	
Female	941	70	7.4%	0.5%
Male	303	16	5.3%	-1.7%
Unknown gender	LNE (9)	LNE (1)	11.1%	4.2%
Students with disabilities	75	17	22.7%	15.7%
Low-income students	798	58	7.3%	0.3%
Current or former foster youth	11	LNE (2)	18.2%	11.2%
Veterans	LNE (6)	LNE (1)	16.7%	9.7%

*The all student average is proposed as the comparison point for all groups.

****Calculated by subtracting the average rate of courses passed from the student group's rate of courses passed – paying close attention to the +/- designation. If a student group's progress rate is lower than the average group's rate, the value is negative.**

Rate of ESL Completion:

Denominator: The # of students who complete a final ESL course with an A, B, C or P in the base year.

Numerator: The # of students who complete a degree applicable course with an A, B, C, or P in the goal year.

Source: CCCCCO'S Data on Demand, 2016 Scorecard, 2005-2006 through 2009-2010 ARCC BSI ESL Cohorts.

Student Group	The # of Students in Cohort Groups	PPD	# of Students "Lost"
Black/African American	87	2.3%	2
Hispanic/Latino	845	2.4%	21
Male	303	1.7%	5

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Target Populations (Cohort of 2009-2010)	The # of first-time students who enrolled in base year with the goal of obtaining a degree or certificate	The # of students who earned a degree or certificate within one to six years	The rate of Degree or Certificate Completion	PPD with +/- added**
American Indian/AK Native	LNE (3)	LNE (1)	33.3%	11.9%
Asian	39	13	33.3%	11.9%
Black/African American	218	28	12.8%	-8.6%
Hispanic/Latino	351	72	20.5%	-0.9%
Native Hawaiian/Pacific Islander	LNE (4)	LNE (2)	50.0%	28.6%
More than one race	12	LNE (2)	16.7%	-4.7%
White, non-Hispanic	260	49	18.8%	-2.6%
Some other race/Unknown	1,536	352	22.9%	1.5%
All Students	2,423	519	21.4%*	
Female	1,351	312	23.1%	1.7%
Male	1,053	206	19.6%	-1.8%
Unknown gender	19	LNE (1)	5.3%	-16.1%
Individuals with disabilities	172	37	21.5%	0.1%
Low-income students	1,934	400	20.7%	-0.7%
Veterans	61	10	16.4%	-5.0%
Current or former foster youth	20	LNE (1)	5.0%	-16.4%

*The all student average is proposed as the comparison point for all groups and therefore is used to calculate the equity gap for each group (the last column on the right).

****Calculated by subtracting the average (all student) rate from the student group’s rate of degree/certificate completion– paying close attention to the +/- designation. A negative sign of PPG indicates a student sub-group’s completion rate is lower than the average group’s rate.**

Degree/Certificate Completion Rate

Numerator: The # of students who earned a degree or certificate within 6 years.

Denominator: The # of first-time students who enrolled in the 2009-2010 with the goal of obtaining a degree or certificate.

Source: CCCCO’s Data on Demand, 2016 Scorecard, 2009-2010 ARCC SPAR Cohort.

Student Group	The # of Students in Cohort Groups	PPD	# of Students “Lost”
Black/African American	218	8.6%	19
Hispanic/Latino	351	0.9%	3
More than one race	12	4.7%	1
White, non-Hispanic	260	2.6%	7
Male	1,053	1.7%	19
Low Income students	1,934	0.7%	14
Current or former foster youth	20	16.4%	3
Veterans	61	5.0%	3

DEGREE COMPLETION

Outcome: The # of students who earned a degree within 6 years.

Cohort: The # of first-time students who enrolled in the 2009-2010 with the goal of obtaining a degree/certificate.

Target Populations (Cohort of 2009-2010)	The # of first-time students who enrolled in base year with the goal of obtaining a degree/certificate	The # of students who earned a degree within one to six years	The rate of degree completion	PPD with +/- added**
American Indian/AK Native	LNE (3)	LNE (0)	0.0%	-18.9%
Asian	39	11	28.2%	9.3%
Black/African American	218	26	11.9%	-7.0%
Hispanic/Latino	351	64	18.2%	-0.7%
Native Hawaiian/Pacific Islander	LNE (4)	LNE (2)	50.0%	31.1%
More than one race	12	LNE (2)	16.7%	-2.2%
White, non-Hispanic	260	42	16.2%	-2.7%
Some other race/Unknown	1,536	311	20.2%	1.3%
All Students	2,423	458	18.9%*	
Female	1,351	296	21.9%	3.0%
Male	1,053	162	15.4%	-3.5%
Unknown gender	19	LNE (0)	0.0%	-18.9%
Individuals with disabilities	172	33	19.2%	0.3%
Low-income students	1,934	348	18.0%	-0.9%
Veterans	61	LNE (6)	9.8%	-9.1%
Current or former foster youth	20	LNE (1)	5.0%	-13.9%

*The all student average is proposed as the comparison point for all groups and therefore is used to calculate the equity gap for each group (the last column on the right).

****Calculated by subtracting the average (all student) rate from the student group's rate of degree/certificate completion— paying close attention to the +/- designation. A negative sign of PPD indicates a student sub-group's completion rate is lower than the average group's rate.**

Certificate Completion Rate

Numerator: The # of students who earned a degree within 6 years.

Denominator: The # of first-time students who enrolled in the 2009-2010 with the goal of obtaining a degree. Source: CCCCC's Data on Demand, 2016 Scorecard, 2009-2010 ARCC SPAR Cohort.

Student Group	The # of Students in Cohort Groups	PPD	# of Students "Lost"
Black/African American	218	7.0%	15
Hispanic/Latino	351	0.7%	2
White, non-Hispanic	260	2.7%	7
Male	1,053	3.5%	37
Low-income students	1,934	0.9%	17
Veterans	61	9.1%	6
Current or former foster youth	20	13.9%	3

CERTIFICATE COMPLETION

Outcome: The # of students who earned a certificate within 6 years.

Cohort: The # of first-time students who enrolled in the 2009-2010 with the goal of obtaining a degree/certificate.

Target Populations (Cohort of 2009-2010)	The # of first-time students who enrolled in base year with the goal of obtaining a degree/certificate	The # of students who earned a certificate within one to six years	The rate of Certificate Completion	PPD**
American Indian/AK Native	LNE (3)	LNE (1)	33.3%	26.1%
Asian	39	LNE (5)	12.8%	5.6%
Black/African American	218	10	4.6%	-2.6%
Hispanic/Latino	351	26	7.4%	0.2%
Native Hawaiian/Pacific Islander	LNE (4)	LNE (1)	25.0%	17.8%
More than one race	12	LNE (1)	8.3%	1.1%
White, non-Hispanic	260	21	8.1%	0.9%
Some other race/Unknown	1,536	110	7.2%	0%
All Students	2,423	175	7.2%*	
Female	1,351	80	5.9%	-1.3%
Male	1,053	94	8.9%	1.7%
Unknown gender	19	LNE (1)	5.3%	-1.9%
Individuals with disabilities	172	15	8.7%	1.5%
Low-income students	1,934	141	7.3%	0.1%
Veterans	61	LNE (6)	9.8%	2.6%
Current or former foster youth	20	LNE (0)	0.0%	-7.2%

*The all student average is proposed as the comparison point for all groups and therefore is used to calculate the equity gap for each group (the last column on the right).

** A negative sign of PPG indicates a student sub-group's completion rate is lower than the average group's rate.

Degree/Certificate Completion Rate

Numerator: The # of students who earned a certificate within 6 years.

Denominator: The # of first-time students who enrolled in the 2009-2010 with the goal of obtaining a degree or certificate.

Source: CCCC's Data on Demand, 2016 Scorecard, 2009-2010 ARCC SPAR Cohort.

Student Group	The # of Students in Cohort Groups	PPD	# of Students "Lost"
Black/African American	218	2.6%	6
Female	1,351	1.3%	18
Current or former foster youth	20	7.2%	1

CAMPUS-BASED RESEARCH: TRANSFER

E. 1. TRANSFER: The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

Target Populations (Cohort of 2009-2010)	The # of students who complete a min of 12 units and have attempted a transfer level course in MATH or ENGL	The number of students who actually transfer after one or more (up to 6) years	Transfer rate	PPD, with +/- added**
American Indian/AK Native	LNE (3)	LNE (1)	33.3%	5.8%
Asian	39	22	56.4%	28.8%
Black/African American	218	45	20.6%	-7.0%
Hispanic/Latino	351	89	25.4%	-2.2%
Native Hawaiian/Pacific Islander	LNE (4)	LNE (0)		
More than one race	12	LNE (2)	16.7%	-10.9%
White, Non-Hispanic	260	73	28.1%	0.5%
Some other race/Unknown	1,536	436	28.4%	0.8%
All Students	2,423	668	27.6%*	
Female	1,351	396	29.3%	1.7%
Male	1,053	268	25.5%	-2.1%
Unknown Gender	19	LNE (4)	21.1%	-6.5%
Individuals with disabilities	172	29	16.9%	-10.7%
Low-income students	1,934	470	24.3%	-3.3%
Current or former foster youth	20	LNE (5)	20.0%	-7.6%
Veterans	61	16	26.2%	-0.5%

*The all student average is proposed as the comparison point for all groups and is used to calculate the equity gap for each group (the last column on the right).

****Calculated by subtracting the average (all student) rate from the student group's rate of transfer – paying close attention to the +/- designation. A negative sign of PPD indicates a student sub-group's completion rate is lower than the average group's rate.**

Transfer Rate

Numerator: The number of students who actually transfer after one or more (up to six) years.

Denominator: The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.

Definition: The initial group or cohort of first-time students is evaluated six years after initial enrollment in order to determine if they have shown behavioral intent to transfer. If by six years after initial enrollment a student has completed twelve credit units and attempted transfer-level math or English, the student then enters into the Transfer Cohort and that student's transfer outcome is calculated for a time frame of six years after initial enrollment.

Source: CCCC's Data on Demand, 2016 Scorecard, 2009-2010 ARCC SPAR Completion Cohort.

Student Group	The # of Students in Cohort Groups	PPD	# of Students "Lost"
Black/African American	218	7.0%	15
Hispanic/Latino	351	2.2%	8
Male	1,053	2.1%	22
Individuals with disabilities	172	10.7%	18
Low-income students	1,934	3.3%	63

CAMPUS-BASED RESEARCH: TRANSFER VELOCITY

E. 2. TRANSFER: The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer within six years after their initial enrollment.

Target Populations (Cohort of 2008-2009)	The # of students who complete a min of 12 units and have attempted a transfer level course in MATH or ENGL	The number of students who actually transfer after 6 years	Transfer rate	PPD, with +/- added**
Black/African American	254	89	35.0%	3.6%
American Indian/AK Native	23	LNE (5)	21.7%	-9.7%
Asian	106	39	36.8%	5.4%
Hispanic/Latino	683	183	26.8%	-4.6%
Native Hawaiian/Pacific Islander	LNE (13)	LNE (4)	30.8%	-0.6%
Some other race/Unknown	165	61	37.0%	5.6%
White Non-Hispanic	736	241	32.7%	1.3%
AVC Total	1,980	622	31.4%*	
Female	1,173	358	30.5%	-0.9%
Male	794	261	32.9%	1.5%
Unknown	13	LNE (3)	23.1%	-8.3%
Individuals with disabilities	105	18	17.1%	-14.3%
Low-income students	1,571	432	27.5%	-3.9%

*The all student average is proposed as the comparison point for all groups and is used to calculate the equity gap for each group (the last column on the right).

****Calculated by subtracting the average (all student) rate from the student group's rate of transfer – paying close attention to the +/- designation. A negative sign of PPD indicates a student sub-group's completion rate is lower than the average group's rate.**

Transfer Rate

Numerator: The number of students who actually transferred after six years.

Denominator: The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.

Definition: The initial group or cohort of first-time students is evaluated six years after initial enrollment in order to determine if they have shown behavioral intent to transfer. If by six years after initial enrollment a student has completed twelve credit units and attempted transfer-level math or English, the student then enters into the Transfer Cohort and that student's transfer outcome is calculated for a time frame of six years after initial enrollment.

For Transfer Cohort Methodology, please [click here](#).

Source: CCCC's Data on Demand

Student Group	The # of Students in Cohort Groups	PPD	# of Students "Lost"
Hispanic/Latino	683	4.6%	32
Female	1,173	0.9%	10
Individuals with disabilities	105	14.3%	15
Low-income students	1,571	3.9%	62

AWARDS, TRANSFERS AND LICENSURES

Key Terms

Award to Wage Match Rate – Percent students in Total Awards column that were matched with wages 3 years after award.

CSU – California State University

Cohort Students – First-time students with intent to complete, must have each of the following:

- First-time status defined as a student who took a credit course in the CCC system for the first time.
- Students with prior enrollments outside the CCC system are excluded.
- Enrollment-units-earned is greater than or equal to 6 at AVC and/or anywhere in the California Community College system during first three years of enrollment. Units earned include completed courses with a grade of A, B, C, D or P
- Attempted a Math or English course in first three years:

ISP – In-State Private (ISP) baccalaureate granting institutions

OOS – Out-of-State (OOS) baccalaureate granting institutions

UC – University of California

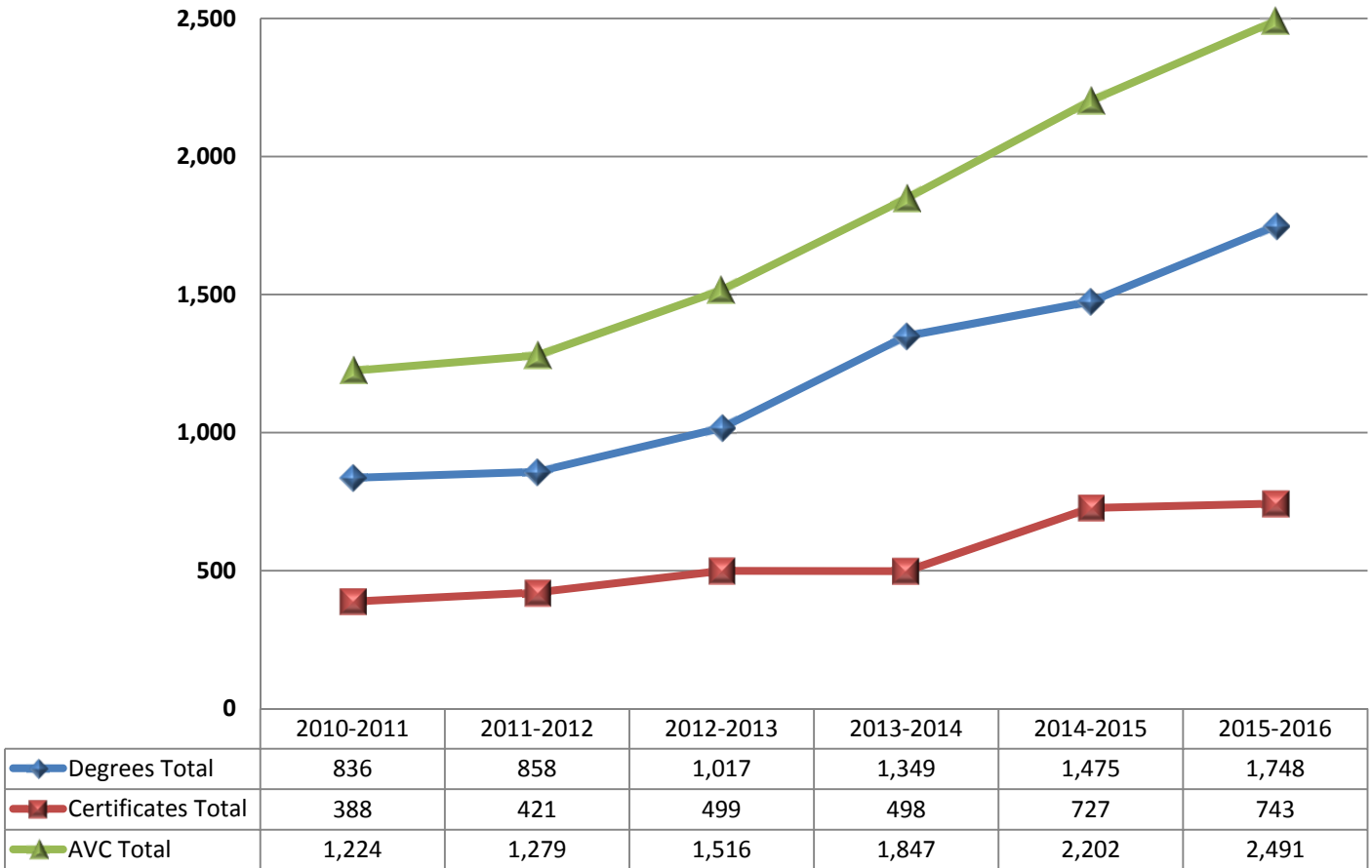
Awards Summary

Table 4.1. Numbers of Degrees and Certificates Awarded, Six-Year Trend

Degrees/Certificates	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Associate in Science for Transfer (A.S.-T)		4	6	17	70	178
Associate in Arts for Transfer (A.A.-T)		1	8	10	37	141
Associate of Science (A.S.)	348	353	389	455	448	490
Associate of Arts (A.A.)	488	500	614	867	920	939
Degrees Total	836	858	1,017	1,349	1,475	1,748
Certificate requiring 30 to < 60 semester units	240	251	324	322	519	544
Certificate requiring 18 to < 30 semester units	148	170	172	171	205	197
Certificate requiring 6 to < 18 semester units			3	5	3	2
Certificates Total	388	421	499	498	727	743
AVC Total	1,224	1,279	1,516	1,847	2,202	2,491

Source: CCCCO's Data Mart

Figure 4.1. Numbers of Degrees and Certificates Awarded, 6-Year Trend



Awards by Program

Table 4.2. Associate Degrees Awarded by Program, 2011-2012 to 2015-2016

Major	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
AA-T Communication Studies	1	8	10	10	22
AA-T English	0	0	0	4	14
AA-T History	0	0	0	5	16
AA-T Political Science	0	0	0	9	14
AA-T Psychology	0	0	0	1	43
AA-T Sociology	0	0	0	5	20
Administration of Justice	69	107	113	112	113
Aircraft Fabrication & Assembly	8	14	4	13	12
AS-T Administration of Justice	0	0	0	32	65
AS-T Business Administration	0	0	0	24	70
AS-T Mathematics	7	5	17	18	32
AS-T Physics	0	0	0	3	19
Biological Sciences	21	38	39	24	50
Business Administration	75	90	84	75	94
Business-General	17	17	12	20	16
Child & Family Education	19	17	28	23	21
Clinical Medical Assistant	1	1	7	13	12
Computer Animation	5	6	2	7	10
Deaf Studies: Interpreter Training	12	14	7	17	10
Electrical Technology	7	10	4	8	13
Electronics Technology	4	8	8	13	15
Graphic Design	8	15	15	13	14
Kinesiology	0	10	35	64	67
LAS*: Arts and Humanities	57	69	107	112	113
LAS*: Math and Sciences	99	130	205	166	169
LAS*: Social/Behavioral Science	189	233	361	387	397
Mathematics	16	15	24	14	24
Physical Sciences	10	14	40	15	40
Professional Bookkeeping	6	13	12	13	14
Radiologic Technology	8	0	9	0	10
Registered Nursing	98	111	92	121	103
Respiratory Care/Therapy	13	14	11	13	11

Displaying only Degrees with ten or more graduates for the 2014-2015 academic year

*LAS= Letters Arts and Sciences

Source: AVC's Banner Database

[Link to Degrees and Certificates 2010-2016 Dashboard](#)

Table 4.3. Certificates Awarded by Program, 2011-2012 to 2015-2016

Major	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Aircraft Airframe Cert	12	21	19	19	11
Aircraft Fabrication & Assembly Cert	26	25	20	38	36
Aircraft Powerplant Cert	20	12	31	18	15
Business-General Cert	13	17	12	20	18
Child & Family Education Cert	18	24	23	33	26
Clinical Medical Assist Cert	2	2	14	17	18
Computer Animation Cert	4	9	3	14	10
Computer Networking Core Cert	7	11	10	7	10
CSU General Education Cert	22	59	49	170	235
Deaf Studies: ASL Cert	18	18	8	16	12
Deaf Studies: Interpreter Training Cert	18	20	5	16	15
Electrical Technology Cert	22	20	7	18	13
Electronics Technology Cert	9	9	11	15	16
Fire Technology Cert	15	16	19	14	14
Firefighter I Academy Cert	27	26	22	27	21
Gen Aircraft Maintenance Cert	16	2	10	14	10
Graphic Design Cert	10	17	21	16	16
IGETC General Education Cert	6	17	26	46	52
Photography-Commercial	8	9	5	12	11
Professional Bookkeeping Cert	8	17	13	13	14
Refrigeration Specialist Cert	20	14	10	12	10
Welding Cert	3	8	3	6	10

Displaying only Degrees with ten or more graduates for the 2014-2015 academic year

Source: AVC's Banner Database

[Link to Degrees and Certificates 2010-2016 Dashboard](#)

Antelope Valley College Transfers

Table 4.4. Transfer Volume

Type	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
In-State-Private (ISP)	271	192	180	173	142	120
Out-of-State (OOS)	207	244	222	196	244	189
AVC Total	478	436	402	369	386	309
California State University (CSU) System	528	476	379	493	534	348
University of California (UC) System	65	68	55	67	77	60
AVC Total to UC and CSU	593	544	434	560	611	408
Total Transfer Volume	1,071	980	836	929	997	717

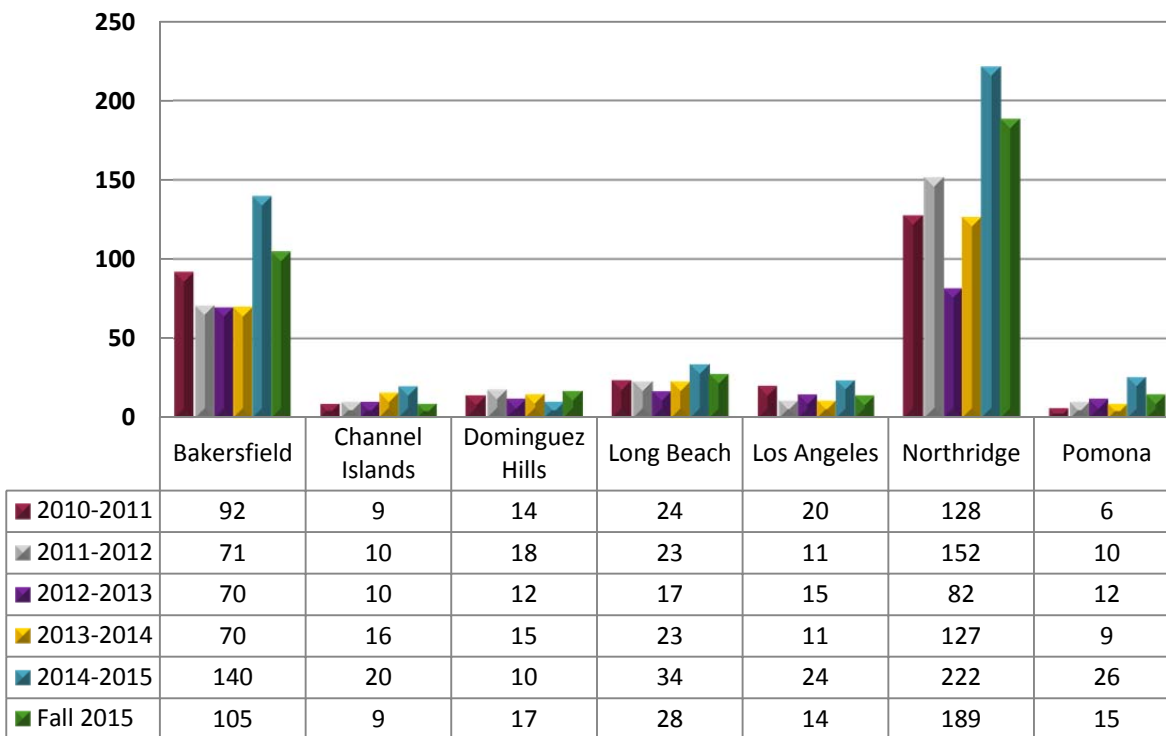
Source: CCCCO's Data Mart (revision made Dec. 2016)

Table 4.5. Transferred Students (Six-Years to Transfer)

Student Count	Cohort Year 2003-2004	Cohort Year 2004-2005	Cohort Year 2005-2006	Cohort Year 2006-2007	Cohort Year 2007-2008	Cohort Year 2008-2009
Transferred Students	414	411	470	551	569	622
Cohort Students	1,201	1,182	1,266	1,597	1,791	1,980
Transfer Rate	34%	35%	37%	35%	32%	31%

Source: CCCCO's Data Mart

Figure 4.2. Top 7 CSU System Campuses for AVC Transfer Students, by Fall 2015



Source: [CSU Analytic Studies](#)

Figure 4.3. AVC Student Transfer to CSU System by Race/Ethnicity, Fall 2015

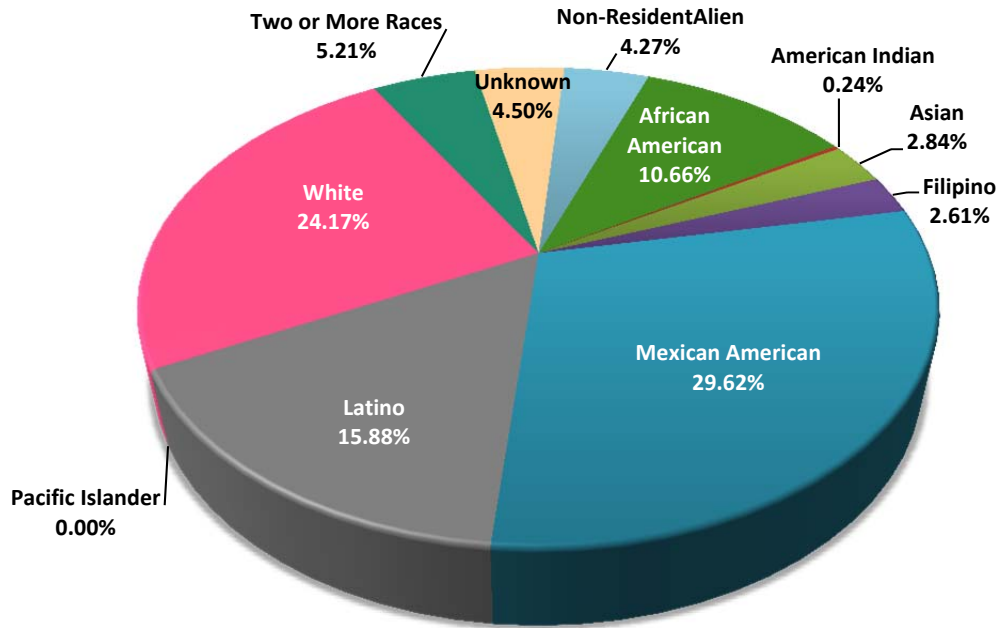


Table 4.6. AVC Student Transfer to CSU System by Gender & Discipline, 2015-2016

CSU Systemwide Discipline Division, 2015-2016			
Discipline	Female	Male	Total
Agriculture	1	0	1
Biological Sciences	16	7	23
Business-Management	36	33	69
Communications	8	7	15
Education	18	9	27
Engineering	3	18	21
Fine and Applied Arts	11	9	20
Foreign Languages	2	0	2
Health Professions	23	8	31
Home Economics	2	1	3
Information Sciences	2	9	11
Interdisciplinary	8	2	10
Letters	10	6	16
Mathematics	3	3	6
Physical Science	4	6	10
Psychology	13	3	16
Public Affairs	14	12	26
Social Sciences	22	18	40
Undeclared	0	1	1
Total	196	152	348

Source: CSU Analytic Studies

Licensure Examination Scores

Table 4.7. California Diagnostic Radiologic Technology Schools			
2012		2014	
# Tested	% Passed	# Tested	% Passed
8	100%	9	100%

Examinations are administered by American Registry of Radiologic Technologists on behalf of California Department of Public Health-Radiologic Health Branch.

* There were no first-time test takers from AVC for 2013 nor 2015

Table 4.8. NCLEX Pass Rates Registered Nursing Exam			
2013/2014		2014/2015	
# Tested	% Passed	# Tested	% Passed
100	81%	99	82.83%

Table 4.8 is categorized by academic year (e.g., July 1st - June 30th) and reflects the results of all graduates who have taken the NCLEX examination for the first time within the last five years (including those students who graduated more than five years ago). Due to possible changes in this data, please contact the individual programs directly for the most accurate and up-to-date information.

Table 4.9. Respiratory Care Credentialing Examination				
	2014		2015	
	# Tested	% Passed	# Tested	% Passed
New Candidate Summary	10	80.00%	10	70.00%
Repeat Candidate Summary	5	40.00%	14	64.29%

New Candidate Summary: The total number of applicants who have attempted the examination for the first time during the reporting period.

Repeat Candidate Summary: The total number of applicants who have re-attempted the examination after failing on at least one prior occasion (possibly during an earlier reporting period).

Table 4.10. NCLEX-PN Pass Rates (AVC Vocational Nursing)			
2014		2015	
# Tested	% Passed	# Tested	% Passed
13	62%	1	100%

Table 4.10 represents the performance of all first - time program graduates who completed the NCLEX/PN® during the last two (2) years.

California Community Colleges-Salary Surfer Tool

Table 4.11. Antelope Valley College Student Wage Gains Tracker

Award Year 2002/03 - 2009/10			
	Median Wage 3 Years After Award	Total Awards	Award to Wage Match Rate
Aircraft Fabrication-095050 Chancellor's Office Approved Certificates Recipient	\$36,255	20	70 %
Aviation Powerplant Mechanics-095020 Chancellor's Office Approved Certificates Recipient	\$52,377	16	69 %
Business and Commerce, General-050100 AA/AS Degree Recipient	\$37,820	36	75 %
Electrical-095220 Chancellor's Office Approved Certificates Recipient	\$55,541	14	86 %
Fire Academy-213350 Chancellor's Office Approved Certificates Recipient	\$40,707	17	82 %
Fire Technology-213300 AA/AS Degree Recipient	\$68,301	14	79 %
Licensed Vocational Nursing-123020 Chancellor's Office Approved Certificates Recipient	\$40,039	52	83 %
Registered Nursing-123010 AA/AS Degree Recipient	\$72,619	415	87 %
Respiratory Care/Therapy-121000 AA/AS Degree Recipient	\$49,487	24	96 %

Source: http://datamart.cccco.edu/Outcomes/College_Wage_Tracker.aspx

CCCCO's Salary Surfer provides median salaries earned pre- and post-degrees/certificates by graduates of programs, below is a sample of the data available:

Table 4.12. Samples of CCCCCO's Salary Surfer Data

Award Years 2004-2005 to 2008-2009							
	Total Awards	Total number of award recipients with matched wage records at 2 years before	Median Wage 2 Years Before Award	Total number of award recipients with matched wage records at 2 years after	Median Wage 2 Years After Award	Total number of award recipients with matched wage records at 5 years after	Median Wage 5 Years After Award
Aviation Powerplant Mechanics-095020 Chancellor's Office Approved Certificates Recipient	101	80	\$33,968	71	\$36,457	58	\$51,458
Business and Commerce, General-050100 AA/AS Degree Recipient	829	575	\$30,201	568	\$36,351	537	\$42,322
Electrical-095220 Chancellor's Office Approved Certificates Recipient	1,023	987	\$42,140	937	\$65,471	878	\$70,779
Fire Academy-213350 Chancellor's Office Approved Certificates Recipient	28	24	\$30,841	24	\$48,903	19	\$55,134
Fire Technology-213300 AA/AS Degree Recipient	220	192	\$24,474	164	\$43,246	158	\$59,596
Licensed Vocational Nursing-123020 Chancellor's Office Approved Certificates Recipient	601	466	\$18,176	497	\$43,540	469	\$47,111
Registered Nursing-123010 AA/AS Degree Recipient	11,298	8,933	\$21,864	10,556	\$76,895	10,160	\$83,931
Respiratory Care/Therapy-121000 AA/AS Degree Recipient	840	622	\$18,739	770	\$70,356	738	\$73,305

Source: http://datamart.ccco.edu/Outcomes/System_Wage_Tracker.aspx

Career & Technical Education Employment Outcomes Survey (CTEOS) 2016

Skills-building students from Antelope Valley College were surveyed during spring 2016 via e-mail, telephone and US mail if they met one of the following criteria in 2013-2014, and did not enroll in 2014-2015: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career. A total of 1,162 students were surveyed and 380 unduplicated students responded, 104 of whom responded by e-mail (27.4%), 229 by telephone (60.3%), and 47 (12.4%) by US Mail, for a total overall response rate of 28.1%.

The results supported that the preponderance of respondents are employed, working in the same field as their studies or training, and working full time. Respondents posted an overall 35.0% increase in their hourly wage after completing their studies at Antelope Valley College and the vast majority were satisfied with the education and training they received. Statewide, respondents posted an overall 38.3% increase in their hourly wage after completing their studies at participating CA community colleges.

Figure 4.4. Primary reason for studying

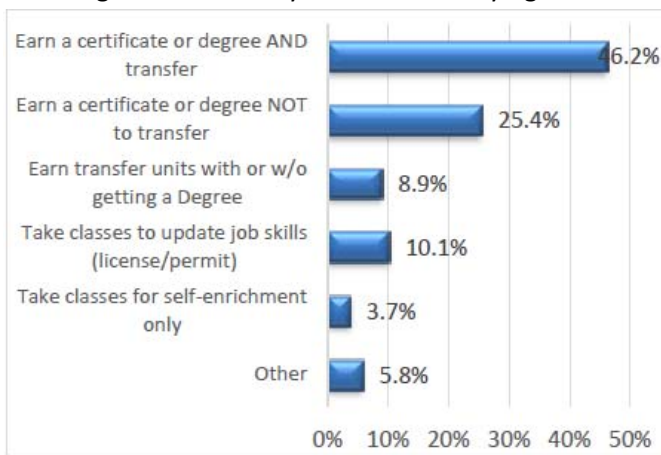
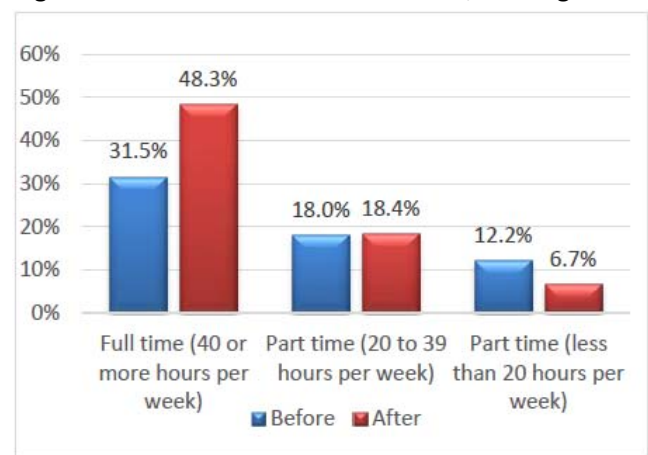


Figure 4.5. Work status before studies/training & after

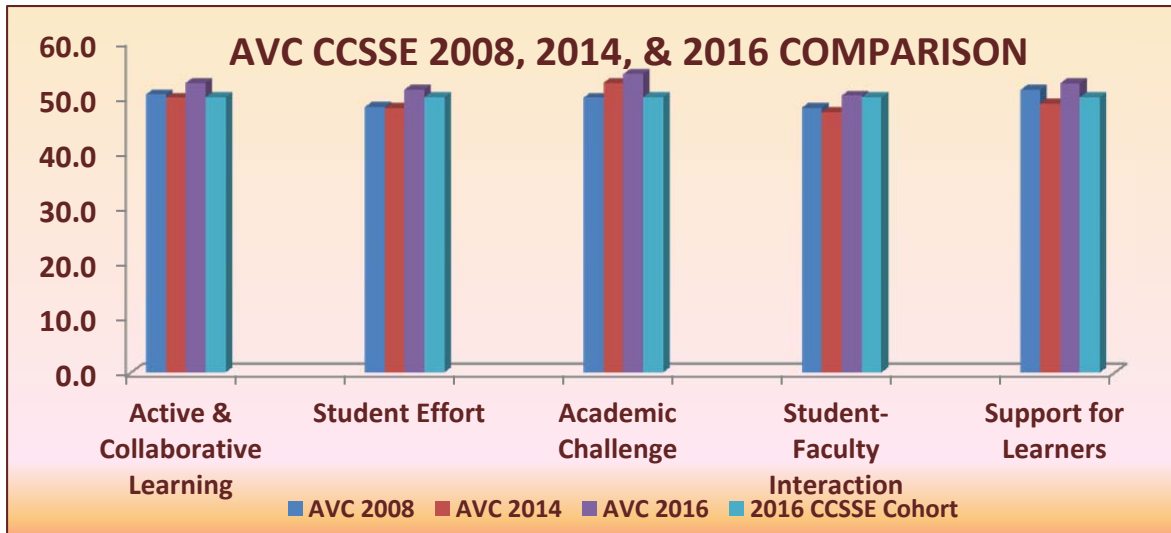


Link to survey report: https://www.avc.edu/sites/default/files/administration/research/AVC_CTEOS_2016.pdf

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE)

CCSSE 2016 Results

The results from the Community College Survey of Student Engagement (CCSSE) administered during spring 2016 provide evidence of increased student engagement across all five CCSSE benchmarks when compared with 2008 and 2014 administrations:



AVC’s overall benchmark performance was higher than that of the 2016 CCSSE Cohort of participating colleges from around the nation. Student engagement was also higher for full-time students compared to part-time students, however even the overall benchmark scores for part-time students increased compared with previous years and the CCSSE Cohort. Over the coming months, IERP will analyze and present the data in depth and faculty and staff will be provided the opportunity to examine and discuss the CCSSE data, the highest and lowest aspects of student engagement, and identify specific actions to take during the next year in an effort to further improve student engagement at the college. In addition, as a stretch goal, for the 2018 CCSSE administration, AVC will aspire to match or exceed top-performing colleges (those that scored in the top 10% of the cohort by benchmark) on at least one of the benchmarks (to be identified at college wide meetings).

Link to key findings: <https://www.avc.edu/administration/research/ccsse>

FACULTY & STAFF

Key Terms

Educational Administrator –an administrator who is employed in an academic position designated as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district.

Academic - Employees of a district who are employed in academic positions that are not designated as supervisory or management.

Classified – means an employee of a local district who is not required to have certification for his position.

AVC Employees by Classification

Table 6.1. AVC Employees by Position, 6-Year Trend

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Educational Administrator	27	24	16	18	21	21
Academic, Tenured/Tenure Track	182	181	168	165	173	174
Academic, Temporary	413	403	381	405	420	448
Classified	230	225	234	235	240	248
AVC Total	852	833	799	823	854	891

Source: CCCCCO's Data Mart

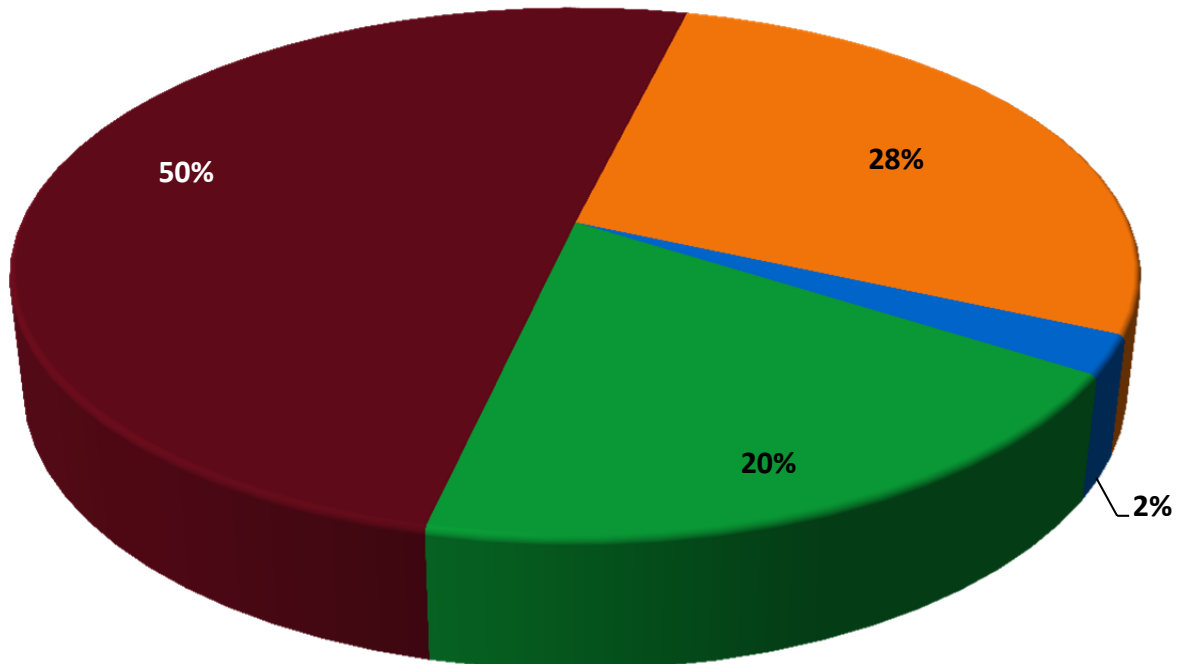
Table 6.2. Percentage of AVC Employees by Position, 6-Year Trend

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Educational Administrator	3.17%	2.88%	2.00%	2.19%	2.46%	2.36%
Academic, Tenured/Tenure Track	21.36%	21.73%	21.03%	20.05%	20.26%	19.53%
Academic, Temporary	48.47%	48.38%	47.68%	49.21%	49.18%	50.28%
Classified	27.00%	27.01%	29.29%	28.55%	28.10%	27.83%

Source: CCCCCO's Data Mart

Figure 6.1. Percentage of AVC Employees by Position, Fall 2015

■ Educational Administrator
 ■ Academic, Tenured/Tenure Track
 ■ Academic, Temporary
 ■ Classified



Employee Demographics

Table 6.3. Faculty by Gender, Fall 2015

Faculty	Full-Time		Adjunct		All	
Female	81	46.55%	186	41.52%	267	42.93%
Male	93	53.45%	262	58.48%	355	57.07%
Total	174	100%	448	100.00%	644	100.00%

Source: CCCCCO's Data Mart

Figure 6.2. AVC Faculty by Gender, Fall 2015

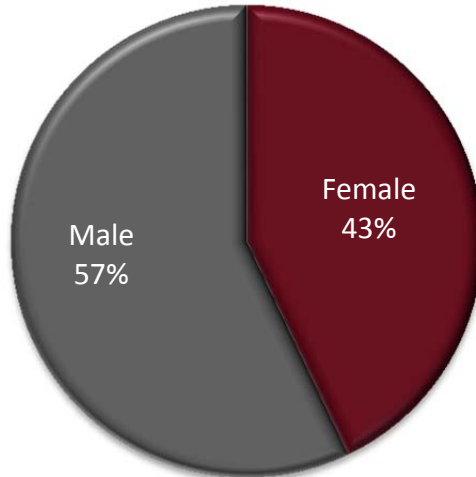


Table 6.4. Administration and CMS/Classified by Gender, Fall 2015

Gender	Administrator		CMS/Classified		All	
Female	10	47.62%	160	64.52%	170	63.20%
Male	11	52.38%	88	35.48%	99	36.80%
Total	21	100.00%	248	100.00%	269	100.00%

Source: CCCCCO's Data Mart

Figure 6.3. All AVC Administrators and CMS/Classified by Gender, Fall 2015

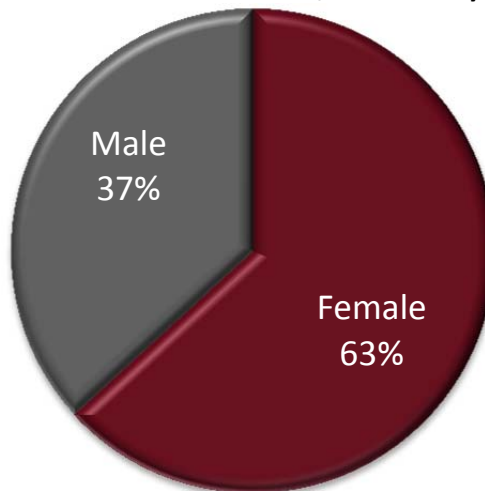


Table 6.5. Employees by Race/Ethnicity, Fall 2015

Race/Ethnicity	Full-Time		Adjunct		Classified/CMS		Administrative	
	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent
African-American	14	8.05%	36	8.04%	33	13.31%	3	14.29%
American Indian/AK Native	2	1.15%	5	1.12%	1	0.40%	0	0.00%
Asian, Pacific Islander	13	7.47%	30	6.70%	11	4.44%	1	4.76%
Hispanic	18	10.34%	56	12.50%	42	16.94%	3	14.29%
Other / Unknown	2	1.15%	2	0.45%	12	4.84%	0	0.00%
Two or More Races	5	2.87%	15	3.35%	8	3.23%	0	0.00%
White Non-Hispanic	120	68.97%	304	67.86%	141	56.85%	14	66.67%
Total	174	100.00%	448	100.00%	248	100.00%	21	100.00%

Source: CCCC's Data Mart

Figure 6.4. AVC Employee Diversity, Fall 2015

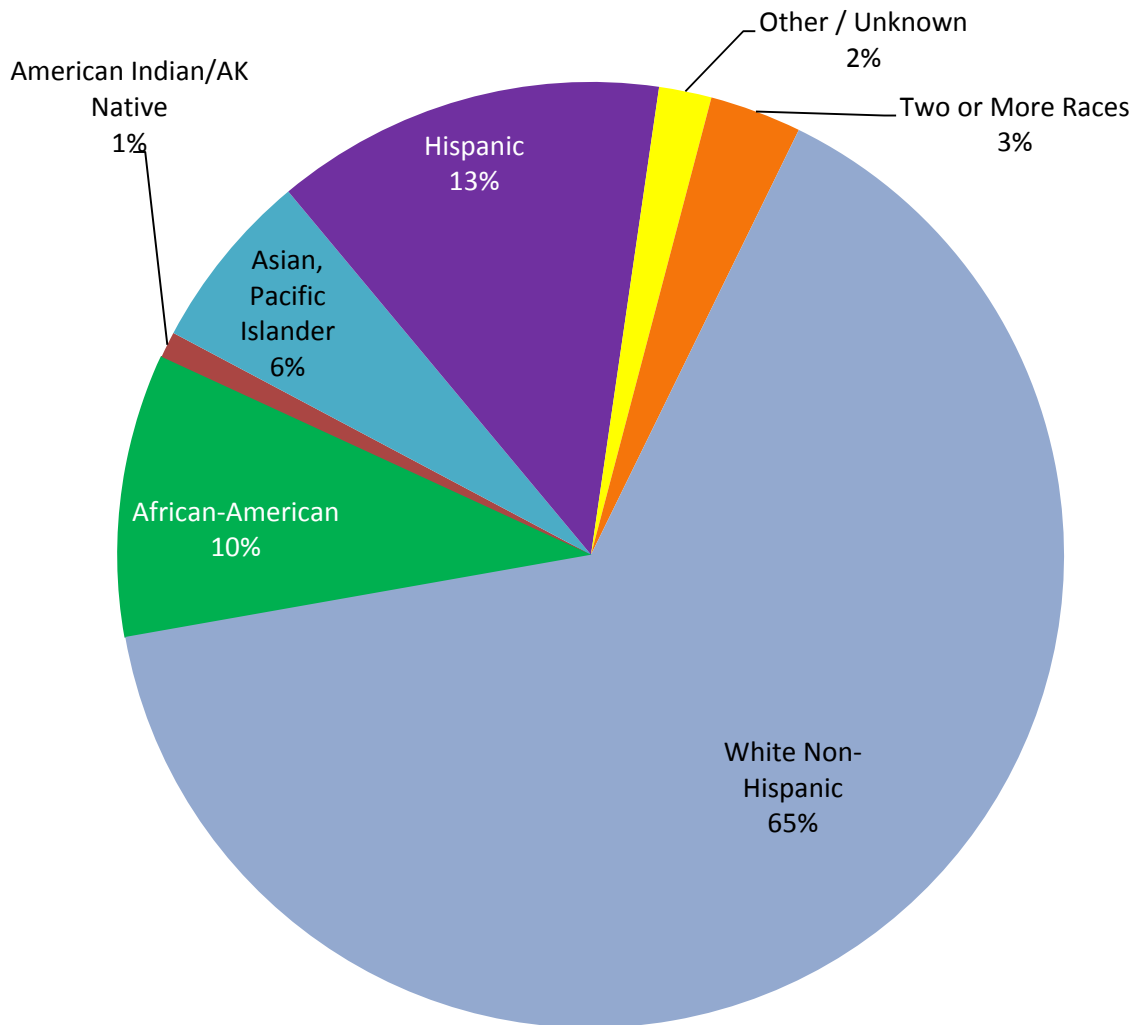


Table 6.6. Employees by Age Groups, Fall 2014

Age Group	Full-Time Faculty		Adjunct		Classified/CMS		Administrative	
18 to 34	6	3.47%	48	11.43%	28	11.67%	0	0.00%
35 to 39	12	6.94%	42	10.00%	33	13.75%	2	9.52%
40 to 44	19	10.98%	39	9.29%	25	10.42%	1	4.76%
45 to 49	22	12.72%	45	10.71%	29	12.08%	1	4.76%
50 to 54	30	17.34%	53	12.62%	42	17.50%	4	19.05%
55 to 59	33	19.08%	63	15.00%	40	16.67%	6	28.57%
60 to 64	26	15.03%	55	13.10%	24	10.00%	5	23.81%
65 to 69	15	8.67%	42	10.00%	17	7.08%	0	0.00%
70+	10	5.78%	33	7.86%	2	0.83%	2	9.52%

Source: CCCC's Data Mart



ANTELOPE VALLEY COLLEGE



Institutional Effectiveness, Research, and Planning



2016