



ANTELOPE VALLEY COLLEGE

STUDENT EQUITY PLAN

2004-2009

Executive Summary

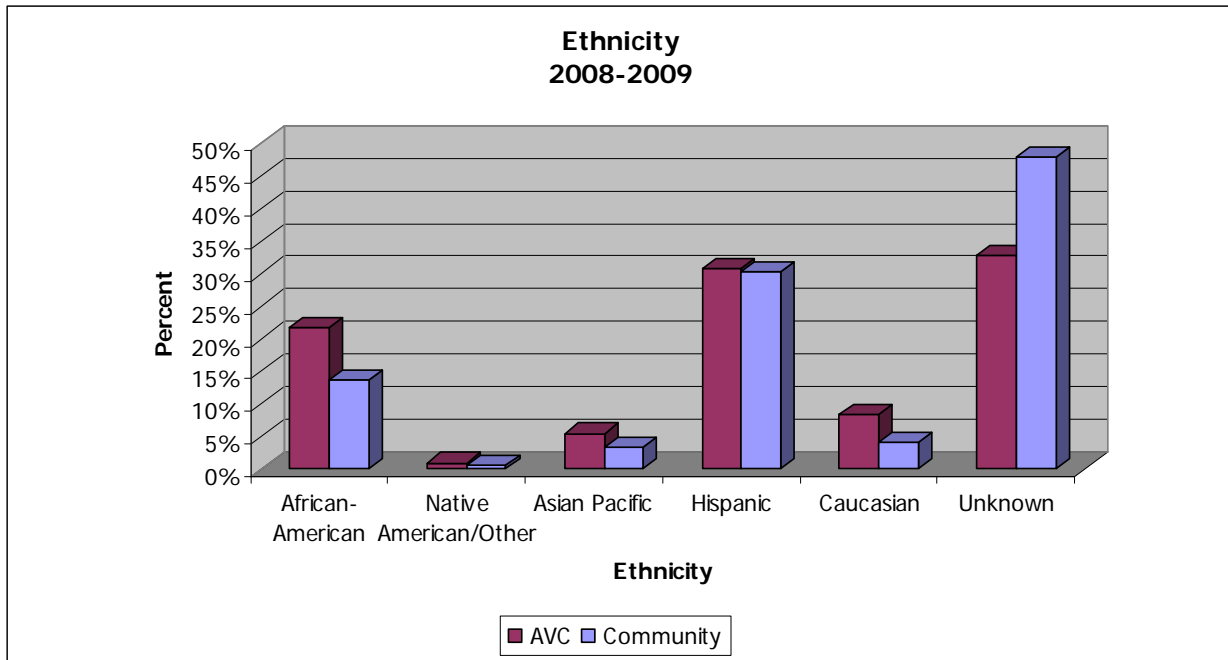
The Student Equity Report looks at four areas; Access, Course Completion, Degree and Certification Completion, and Transfers. There is also a section on goals and activities, budget and evaluation. Access and Course Completion is broken down into four categories ethnicity, gender, disability and age. A few other items have been added to the report this year, that you might find interesting.

This report notes changes from the last report in 2005 where there has been changes. This Executive Summary highlights what we feel are the most interesting and important information to share, although the reader might find different parts more interesting than others.

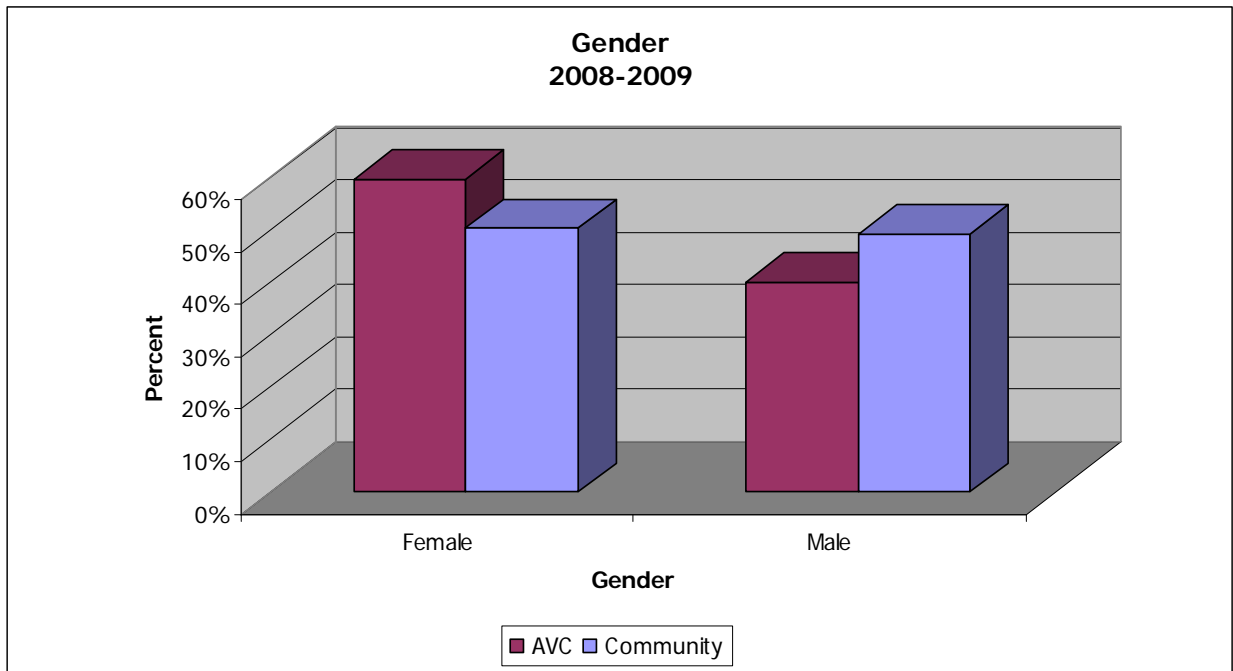
Access

The Chancellor’s Office defines access as “the percentage of each population that is enrolled compared to that group’s representation in the adult population within the community served.”

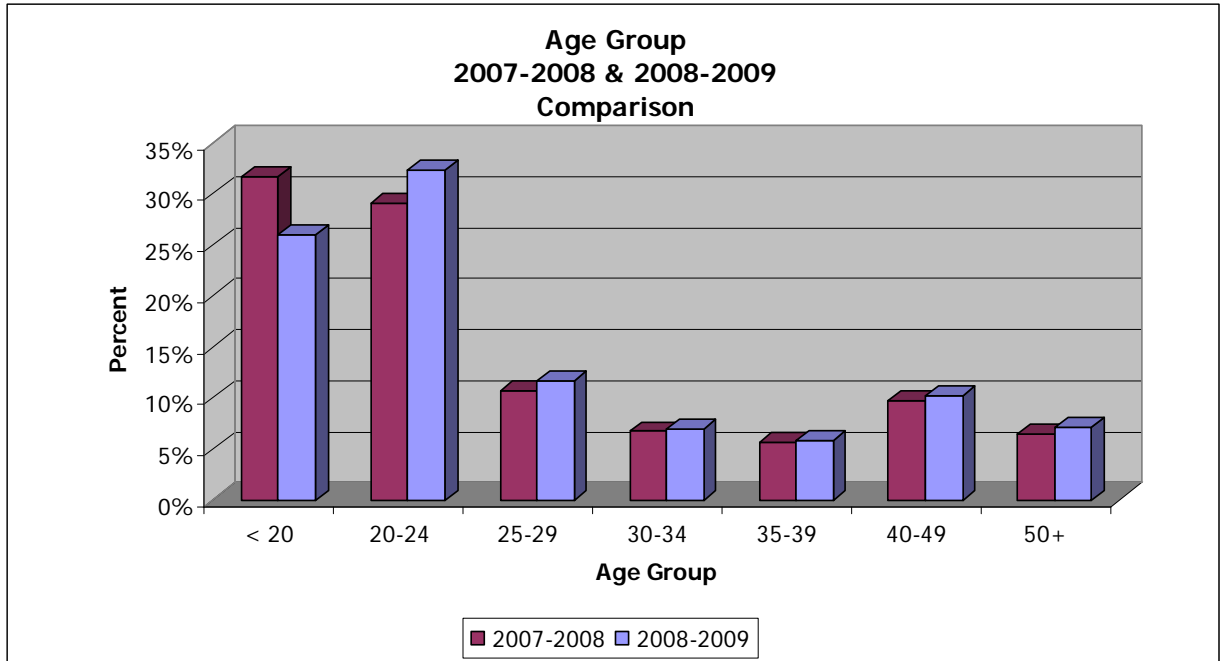
The groups are identified as African American, Native American/Other (Native Indian/Alaskan Native, Other Non-White), Asian Pacific (Asian, Filipino, Pacific Islander), Hispanic, Caucasian (White Non-Hispanic), and Unknown.



AVC continues to meet or surpass the percentage of students compared to the greater population in the following ethnic categories: African American, Native American and Asian Pacific and Unknown. Our campus is mirroring our local community in the number of the Hispanic population compared to the number of students we serve. Our Caucasian population in both the community and the college is decreasing although the decrease in the college is more significant. (This summary is only highlighting the most recent year, 2008-2009, although all years of data can be found within this report).



AVC continues to service more female than male students, although significant strides have been made this past year to increase the male population, which was one of our target populations. We need to continue to work on ways to increase our male population as compared to the community at large.



This graph compares the 2007-08 and 2008-09 years, since there is no community data. 60% of AVC students are under the age of 24 and we continue to see younger students attending AVC. We are seeing a slight increase in the older student coming back to school in the 2008-2009 school year as the economy changes.

Course Completion

Retention is defined as: “The ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.”

“Course completion means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.”

The groups are identified as African American, Asian Pacific (Asian, Filipino, Pacific Islander), Caucasian (White Non-Hispanic), Hispanic, Native American (Native Indian/Alaskan Native, Other Non-White) and Unknown.

Total Enrollment is defined as the number of credit courses taken by all students not the number of students.

AVC RETENTION AND SUCCESS RATES 2004-2009

Year	Total Enrollment	Retained	% Retained	Succeeded	% Successes
2004-2005	73,772	61,962	84.00%	49,571	67.20%
2005-2006	70,117	59,617	85.00%	46,468	66.20%
2006-2007	78,253	61,887	86.70%	53,531	68.40%
2007-2008	89,586	73,415	81.94%	57,542	64.23%
2008-2009	100,116	83,857	83.76%	65,963	65.89%
Grand Total	411,844	340,738	82.74%	273,075	66.31%

The retention and success of AVC students over the past five years shows that the retention rate is much higher than the success rate. It is unfortunate that in 20078-2008 there was a significant drop in both retention and success. We did see a slight increase in both the retention and success rate in 2008-09, although not as high a rate as the 2006-2007 year.

STATEWIDE RETENTION AND SUCCESS RATES 2004-2009

Year	Total Enrollment	Retained	% Retained	Succeeded	% Successes
2004-2005	8,471,495	7,105,025	83.87%	5,776,805	68.19%
2005-2006	8,469,730	7,098,735	83.81%	5,728,101	67.63%
2006-2007	8,657,360	7,279,823	84.09%	5,878,722	67.90%
2007-2008	9,226,614	7,690,607	83.35%	6,226,331	67.48%
2008-2009	10,050,894	8,440,392	83.98%	6,831,825	67.97%
Grand Total	44,876,093	37,614,582	83.82%	30,441,784	67.84%

*Source: Data from Chancellor’s Web Site

In comparison to the state-wide data on retention and success, AVC was higher in retention from 2004-2007 and then slightly below from 2007-2008 and 2008-2009. Unfortunately, AVC had a lower success rate than the state in all years except for 2006-07.

Totals by Ethnicity 2004-2009

Ethnic Group	Total Enrollment	Retained	% Retained	Succeeded	% Successes
African American	82,293	64,007	77.78%	42,423	51.55%
Native American	4,192	3,484	83.11%	2,708	64.60%
Asian Pacific	23,530	20,514	87.82%	17,267	73.38%
Hispanic	116,246	98,497	84.73%	75,927	65.32%
Caucasian	155,830	134,848	86.54%	114,184	73.28%
Unknown/Other	8,177	6,967	85.28%	5,684	69.51%
Grand Totals	390,268	328,317	84.13%	258,193	66.16%

One of the unfortunate findings is the information related to ethnicity. The table below highlights that over the time studied there is a discrepancy between ethnic groups with African American students underperforming compared to other students of color.

This report details the ethnicity trends beginning on page 41. African American students have the lowest retention of any ethnic group and the lowest success rate. However, there had been a noticeable increase in both the retention and success rates for African American students until 2007-08 where there has been a significant drop. Although, it must be noted that all ethnic groups had a significant drop in 2007-08. Prior to 2007-08 the most significant gain in both retention and success has been the Hispanic students. Native American and Caucasian students have continued to do better than in years past, but have only had slight gains in retention and success rates. Our Asian Pacific and Unknown/Other have all experienced an increase in retention and success rate from years past. This news is very positive and it appears that our campus-wide efforts are having a positive impact on our students. All groups had an increase in their success in 2008-2009.

All students enrolled in classes during the summer and intersession terms were retained at a higher rate and were more successful academically than students in either fall or spring semesters.

HOW STUDENTS DO IN SPECIFIC BASIC SKILL COURSES

The Equity Report looks at ESL and at basic skills in Reading, English and Math. The summary of retention and success data from 2004-2009 is below.

RETENTION AND SUCCESS RATES FOR ALL BASIC SKILLS READING COURSES GRAND TOTALS 2004-2009

BASIC SKILLS READING COURSES	Total	Retention		Success	
		Count	Percent	Count	Percent
Reading 095	149	105	70.5%	64	43.0%
Reading 097	958	704	73.5%	422	44.1%
Reading 099	1,093	899	82.3%	823	55.6%
GRAND TOTAL	2,200	1,708	77.6%	1,309	59.5%

At each level of Reading 095, 097, 099, the retention rate increases with Reading 099 being the highest. The success rate is highest in Reading 099 at 55.6%.

RETENTION AND SUCCESS RATES FOR ALL BASIC SKILLS ENGLISH COURSES GRAND TOTALS 2004-2009

BASIC SKILLS ENGLISH COURSES	Total	Retention		Success	
		Count	Percent	Count	Percent
English 095	1,290	1,045	81.0%	609	47.2%
English 097	4,285	3,363	78.5%	1,635	38.2%
English 099	5,199	3,775	72.6%	1,690	32.5%
GRAND TOTAL	10,774	8,183	76.0%	3,934	36.5%

In looking at all English basic skills courses, the retention rate is high but the success rate is very low. We would expect that students in English 097 would be more successful than students in English 095 but that is not the case. Additionally, as the course level progresses the retention decreases. There is reason for great concern related to this data.

Students in English 099 have the lowest retention and success rate than any Basic Skills English class. This is the opposite pattern of Reading, in that as the level increases the retention and success increase, but in English, as the level increases the retention and success decreases. A number of issues need to be looked at as to why this is occurring.

RETENTION AND SUCCESS RATES FOR ALL BASIC SKILLS MATH COURSES GRAND TOTALS 2004-2009

BASIC SKILLS MATH COURSES	Total	Retention		Success	
		Count	Percent	Count	Percent
Math 50	10,163	8,524	83.9%	5,731	56.4%
<i>Math 50A</i>	334	267	79.0%	151	45.2%
<i>Math 50B</i>	114	100	87.7%	60	52.6%
Math 60	4,739	4,255	89.8%	3,256	68.7%
Math 70	8,082	6,449	79.8%	4,498	55.7%
<i>Math 70A</i>	500	438	87.6%	287	57.4%
<i>Math 70B</i>	317	268	84.5%	183	57.7%
Math 80	202	140	69.3%	88	43.6%
Math 102	7,531	6,115	81.2%	4,341	57.6%
<i>Math 102A</i>	248	182	73.4%	131	52.8%
<i>Math 102B</i>	90	68	75.6%	62	68.9%
GRAND TOTAL	32,320	26,806	82.9%	18,788	58.1%

Students in Math 50 are more successful and are retained at a higher rate than students in Math 50A. Overall Math 50B students were retained at a higher rate and more successful than Math 50A. They were also slightly better than students in Math 50 but it takes students twice as long to complete the course in the AB sequence.

Overall the retention rate and success rate in Math 60 is higher than in Math 50 as it should be.

The retention rate for Math 70 is less than in Math 50 and Math 60. In relation to success, students in Math 50 and Math 60 were more successful than students in Math 70. This is not a pattern we expected to see.

Overall students in Math 70A and B were more successful than students in Math 70.

Overall the retention and success rate in Math 080 is lower than other basic skills math classes and have the smallest number of student enrolled.

Overall students in Math 102 had the highest retention rate and close to the highest success rate. What is interesting to note is that Math 102 is used as an Associate Degree math requirement although it can not be used to transfer to a 4-year college or university.

Overall the retention and success rate in Math 102 is higher than in Math 102A but students in Math 102B are more successful than students in Math 102 or Math 102A. Math 102B is only taught in the spring semesters and the numbers are very small. 100 students passed 102A in the time period studied but only 68 students enrolled in Math 102B and 62 of these students passed. These numbers are very small and caution should be taken in looking at these results.

Number of Students Completing Their Program at AVC or Transferring to a four year college or university

This report looks at students who completed degrees and certificates, as well as, students who transferred to a four year college or university. Overall 5.6% of the student population over the past five years completed degrees or certificates.

CERTIFICATES and DEGREES

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		Grand Totals	
	Certificate	Degree	Certificate	Degree	Certificate	Degree	Certificate	Degree	Certificate	Degree	Total Certificates	Total Degrees
Total	216	865	212	765	196	911	240	892	281	1,038	1,145	4,471
Total of Certificates and Degrees Earned	1,081		977		1,107		1,132		1,319		5,616	
% of Student Population Who Earned a Degree or Certificate	5.9%		5.4%		5.7%		5.3%		5.8%		5.6%	

TRANSFER STUDENTS

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Transferred Student	464	464	504	561	439
Cohort Student	1525	1506	1681	1731	1276
Transfer Rate	30%	31%	30%	32%	34%

Students overall have increased their transfer rates from 1999 to 2004. In 1999 African American students had the highest rate with 34% while Caucasian students were the second highest group with 31%. Asian students had the 3rd highest collective transfer rate at 30% followed by Hispanic students with 25%. In 2003-2004 African American students again had the highest transfer rate of 39% with Caucasian students at 37% and Asian and Hispanic students each at 27%.

In 1999 there was an equal percentage of males and females to transfer but by 2003-2004 females transferred at a slightly higher rate than males.

Younger students (less than 18 years of age) transferred at a higher rate than older students. Students ages 18 and 19 held steady in their rate of transfer. The rate of transfer for student ages 25-29 declined, while students in the groups ages 31-39 and 50 and older were too small of numbers to assess.

Note: The Transfer Velocity Cohort is created by evaluating all first time freshmen six years after their entry. Those students who have completed twelve credit units and attempted a transfer level math or English course are included in the Transfer Velocity Cohort. Transfer rates for years three, four, and five are retrospective and cannot be reported until the cohort is finalized at the completion of

the sixth year after initial enrollment. Students with multiple college enrollments are reported as members of the Transfer Velocity Cohort for each college attended.

All data in the report is either from the Chancellor's Web Site, the GAVEA (Greater Antelope Valley Economic Alliance Reports), the National Clearinghouse or directly from AVC's Banner Database. The data was compiled by Dr. Jill Zimmerman, Dean of Student Development and Services; formatted and verified by Mrs. Cynthia Kline, Administrative Assistant and the staff in the Office of Institutional Research, Aaron Voelcker and Aeron Zentner under the leadership of Director, Mr. Ted Younglove. The data was analyzed by Dr. Jill Zimmerman and Mr. Ted Younglove.