2017 FACT BOOK

Antelope Valley Community College District

ANTELOPE
VALLEY
COLLEGE

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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.

The Office of Marketing and Public Information oversees all college communications, marketing and branding activities. In the summer of 2017 Antelope Valley College Board of Trustees adopted new brand standards. An institution's brand conveys its image to students, faculty, staff and the community.

The new Antelope Valley College logo capitalizes on the historic brand identity through a modern and energetic expression reflecting the next generation of the school. The new identity serves as a bold symbol of the school.

https://www.avc.edu/administration/marketing/

Figure 1.1. AVC Service Area
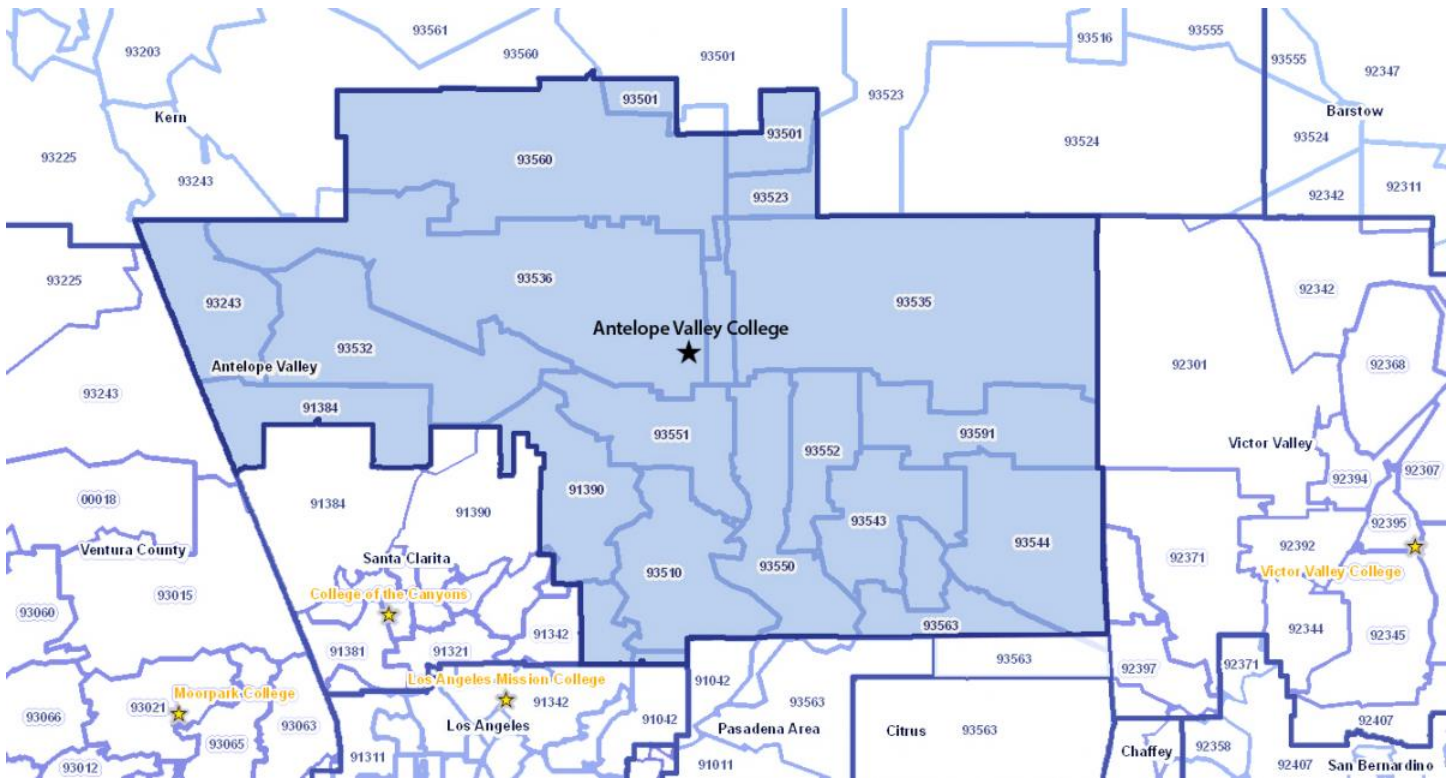
Source: CCCGIS.ORG

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.

A. ACCESS. Compare 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 2016 – 2017	% 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)*	# of Students Lost**
American Indian/Alaska (AK) Native	69	0.4%	0.3%	0.1%	
Asian	687	3.7%	3.9%	**-0.2%**	
Black or African American	3,172	17.3%	15.1%	2.2%	
Hispanic or Latino	9,479	51.5%	46.9%	4.6%	
Native Hawaiian/Pacific Islander	33	0.2%	0.1%	0.1%	
White	3,928	21.4%	31.1%	-9.7%	383
Some other race/Unknown	166	0.9%	0.3%	0.6%	
More than one race	859	4.7%	2.4%	2.3%	
AVC (Total of cells above)	**18,393**	100%	100%		
Female	10,812	58.8%	50.9%	7.9%	
Males	7,394	40.2%	49.1%	-8.9%	658
Unknown gender	187	1.0%	0.0%	1.0%	
AVC (Total of cells above)	18,393	100%	**100%**		
Current or former foster youth	579	4.1%	N/A	N/A	
Individuals with disabilities	691	4.9%	9.9%	-5.0%	35
Low-income students[2]	7,162	50.4%	19.8%	30.6%	
Veterans	295	2.1%	7.1%	-5.0%	15

*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.*

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

Note:
[1] - Percentage is calculated for *Fall 2016* unduplicated enrollment of 14,215.
[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: *CCCCO's Data Mart, Annual 2016-2017 and Fall 2016 for special population groups; U.S. Census Bureau, **2011-2015** American Community Survey 5-Year Estimates*

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 the 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.

Image 2.1. AVC Annual Enrollment Over Time

AVC's Total Annual Headcount
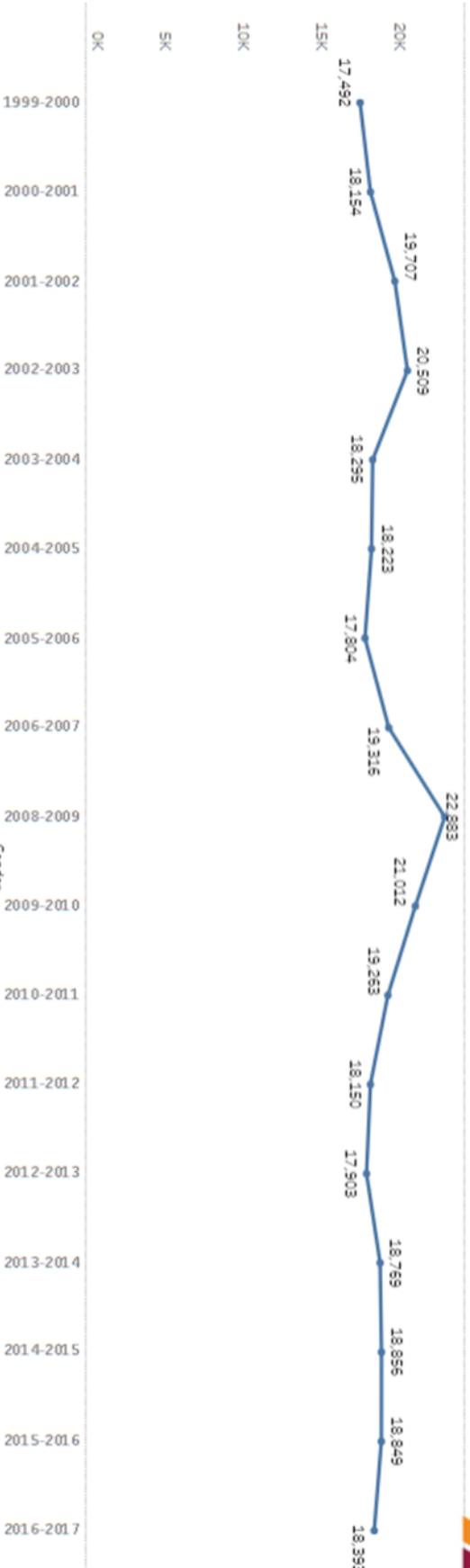
By Major Race/Ethnicity Groups

Race/Ethnicity Groups
- African-American
- Hispanic
- White Non-Hispanic

By Gender

Gender
- Female
- Male
- Unknown

By Age Groups
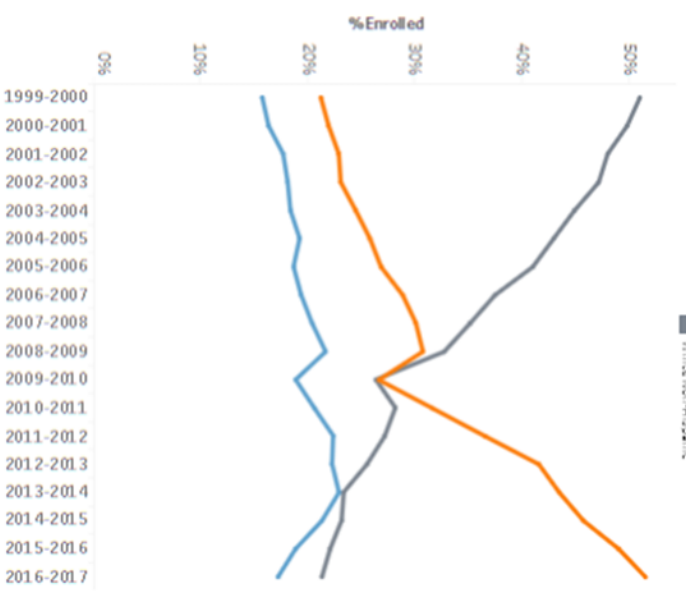
Age Groups
- 40+
- 35 to 39
- 30 to 34
- 25 to 29
- 20 to 24
- 19 or Less
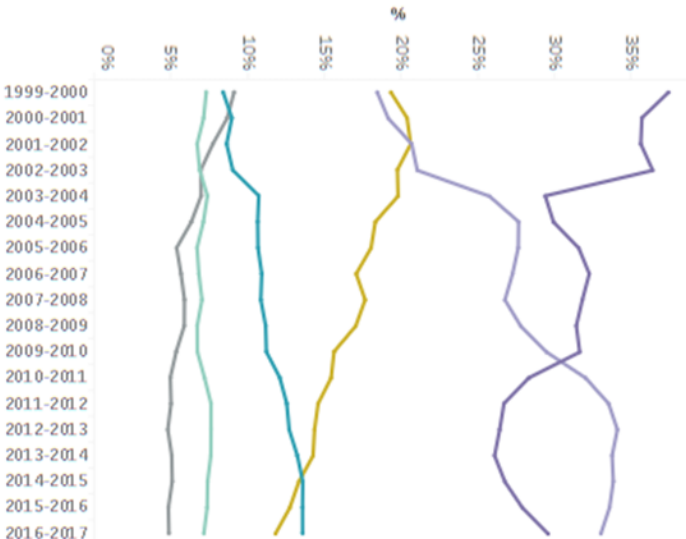
https://public.tableau.com/views/AVCAnnualEnrollment/AVCAnnualEnrollment?:embed=y&:display_count=yes

ANTELOPE VALLEY COLLEGE

Student Enrollment Trends

Table 2.1. Student Enrollment, 2010-2011 to 2016-2017

Term Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Summer	3,919	1,759	1,587	3,646	4,095	4,654	4,917
Fall	14,555	14,295	13,941	14,270	14,460	14,530	14,215
Winter	1,789	184	1,948	2,827	2,903	2,092	3,007
Spring	14,527	14,051	14,024	14,303	14,191	13,994	13,373
Duplicated Headcount Total	34,790	30,105	31,500	35,046	35,649	35,270	35,512
Annual (Unduplicated) Headcount	19,263	18,150	17,903	18,771	18,854	18,852	18,395

Source: *CCCCO's Data Mart*

Figure 2.1. Annual Enrollment, 2010-2011 to 2016-2017
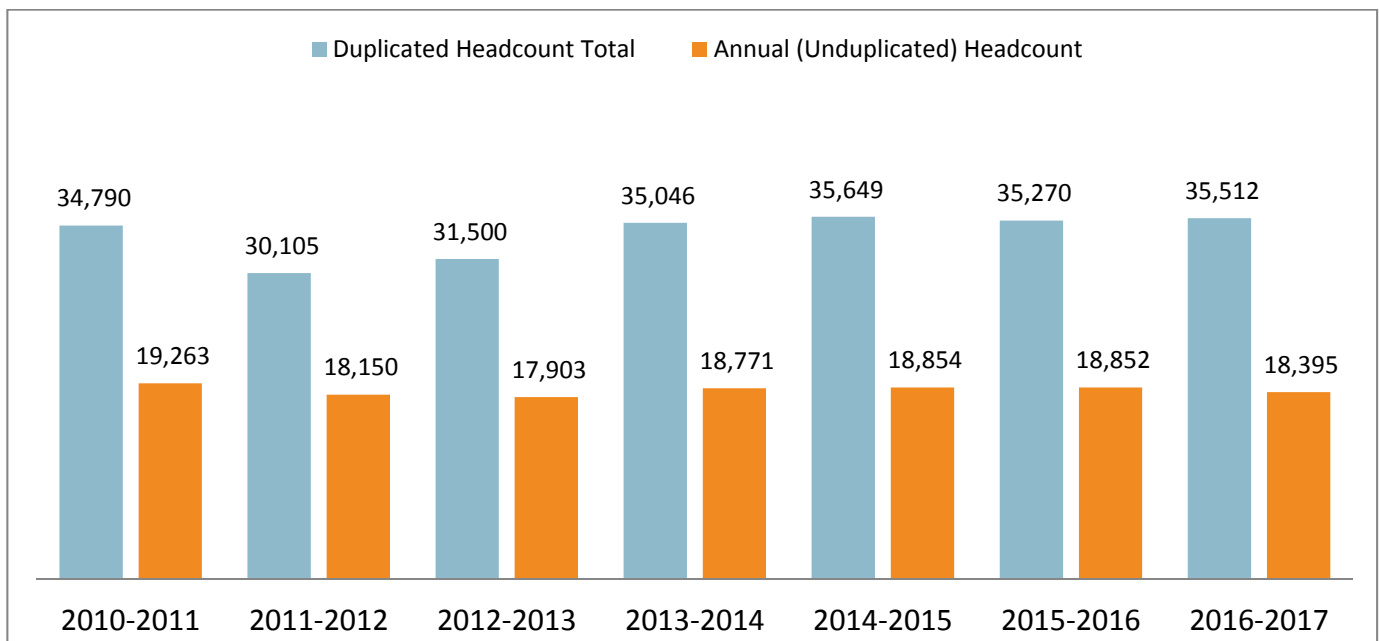
Table 2.2. Fall Enrollments

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Enrollment	14,555	14,295	13,941	14,270	14,460	14,530	14,215
Percent Change	-9.10%	-1.80%	-2.50%	2.40%	1.30%	0.48%	-2.17%

Source: *CCCCO's Data Mart*

FTES Trends

Table 2.3. FTES Seven-Year Trend, 2010-2011 to 2016-2017

Term FTES	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Summer	686.39	320.84	259.80	656.25	728.17	833.43	885.26
Fall	4,773.69	4,747.95	5,040.72	5,185.72	5,201.24	5,048.83	4,966.86
Winter	377.73	27.76	260.69	385.92	392.63	404.02	419.20
Spring	4,731.71	4,613.41	5,032.70	5,117.74	5,014.15	4,854.52	4,635.15
Year Total FTES	10,569.52	9,709.95	10,593.90	11,345.74	11,336.19	11,140.80	10,906.47

Source: *CCCCO's Data Mart*

Table 2.4. Fall FTES Trends

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
FTES	4773.70	4748.00	5040.70	5185.70	5201.20	5048.83	4966.86
Percent Change	-3.60%	-0.50%	6.20%	2.90%	0.30%	-2.93%	-1.62%

Source: *CCCCO's Data Mart*

Figure 2.2. FTES Percent Change, Fall 2010 - Fall 2016
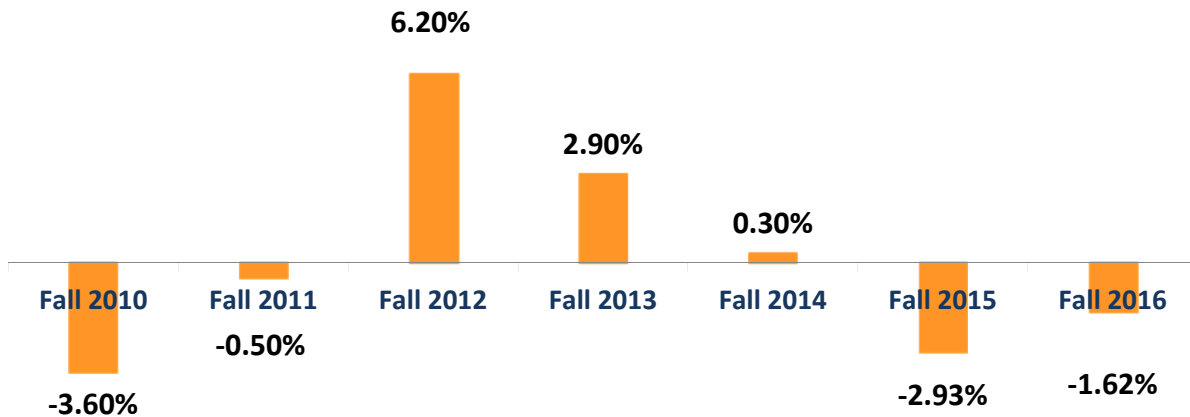
Table 2.5. Annual FTES, 2010-2011 to 2016-2017

FTES	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Credit FTES	10,554.89	9,704.78	10,593.64	11,343.60	11,335.86	11,070.09	10,834.68
Non-Credit FTES	14.63	5.17	0.27	1.83	0.33	70.71	71.78
Transferable Credit FTES	7,900.23	7,370.18	8,073.13	8,798.49	8,660.56	8,601.75	8,455.22
Total FTES	10,569.52	9,709.95	10,593.90	11,345.43	11,336.19	11,140.80	10,906.46

Source: *CCCCO's Data Mart*

Table 2.6. Basic Skills FTES Trends, 2010-2011 to 2016-2017

FTES	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Basic Skills Credit FTES	1,550.09	1,269.24	1,423.61	1,449.08	1474.61	1289.78	1178.84
Basic Skills Non Credit FTES	14.63	5.17	0.27	1.83	0.33	70.71	71.78
Basic Skills Total FTES	**1,564.72**	**1,274.41**	**1,423.88**	**1,450.91**	**1,474.94**	**1,360.49**	**1,250.62**

Source: *CCCCO's Data Mart*

Student Load

Table 2.7. Fall Enrollment Load Comparison, 2010-2016

Headcount	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Part-time	9,703	9,332	9,402	9,676	10,033	10,229	9,856
Full-Time	4,852	4,963	4,539	4,594	4,427	4,097	4,170
Non-Credit						204	189
Total	**14,555**	**14,295**	**13,941**	**14,270**	**14,460**	**14,530**	**14,215**

Source: *CCCCO's Data Mart*

Table 2.8. Fall Enrollment Load Comparison, %, Fall 2010 to Fall 2016

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Part-time	66.70%	65.30%	67.40%	67.80%	69.40%	70.41%	69.34%
Full-time	33.30%	34.70%	32.60%	32.20%	30.60%	28.19%	29.34%

Source: *CCCCO's Data Mart*

Figure 2.3. Fall Student Load Comparison, Fall 2010 to Fall 2016

Figure 2.3. Fall Student Load Comparison, Fall 2010 to Fall 2016
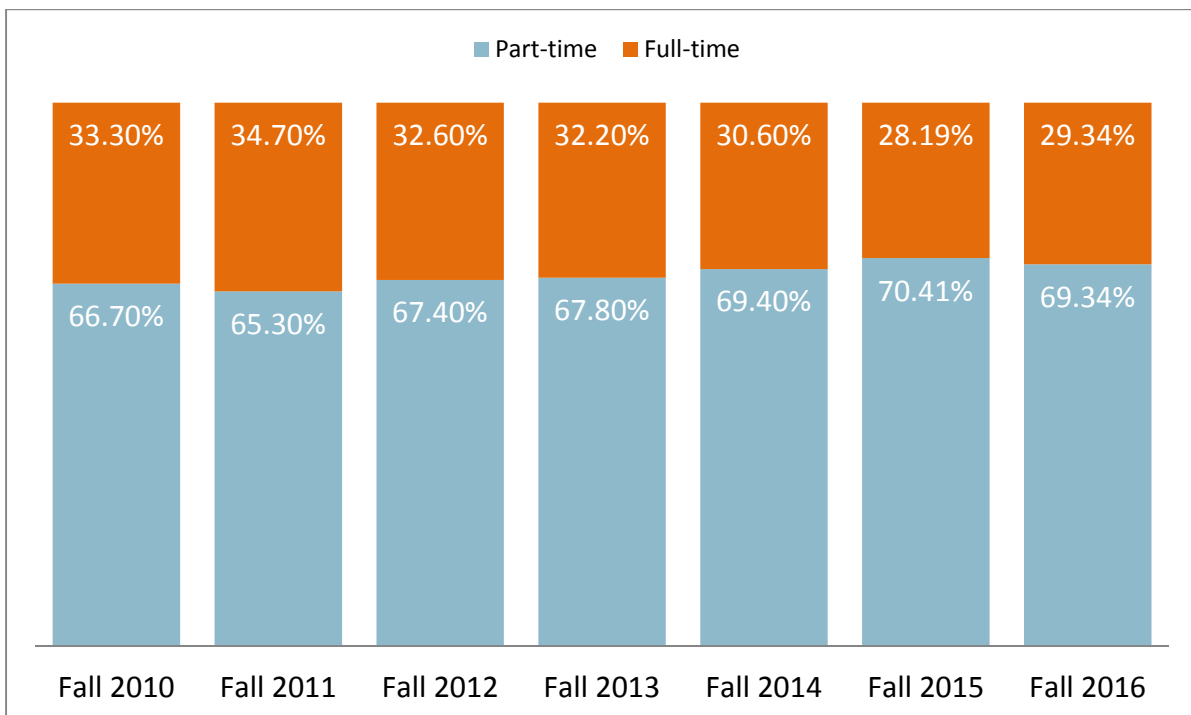
Figure 2.4. Fall 2016 Unit Load Count (%)
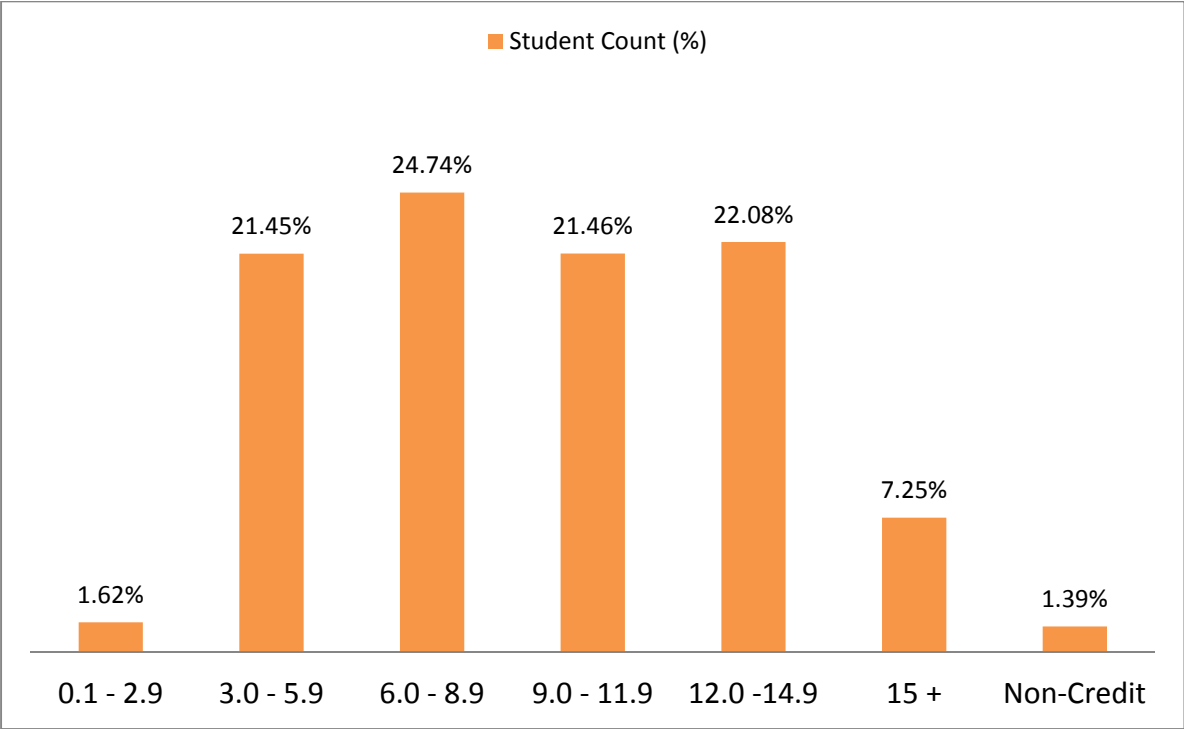
Time of Day Comparison

Table 2.9. Time of Day Comparison

Status	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Day	11,792	11,834	11,654	12,047	12,270	12,171	11,855
Evening	2,573	2,255	2,132	2,114	2,094	2,119	2,055
Unknown	222	205	155	109	96	240	305
Total	14,587	14,294	13,941	14,270	14,460	14,530	14,215

Source: *CCCCO's Data Mart*

Figure 2.5. Day/Evening Comparison, Fall 2016
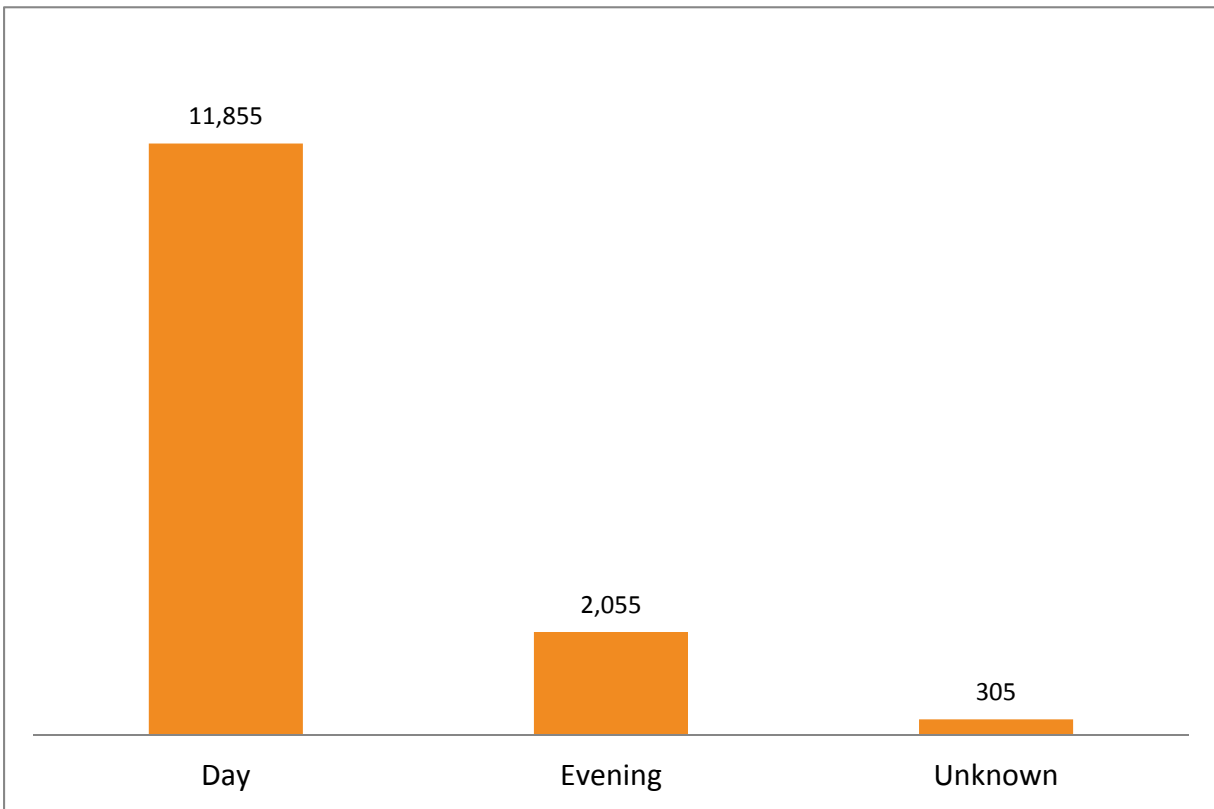
Student Characteristics

Student Gender

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

Gender	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Female	11,141	10,499	10,359	10,919	11,002	11,091	10,811
Male	7,890	7,388	7,273	7,674	7,740	7,589	7,392
Unknown	232	263	271	178	112	172	187
Total	**19,263**	**18,150**	**17,903**	**18,771**	**18,854**	**18,852**	**18,390**

Source: *CCCCO's Data Mart*

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

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Female	57.8%	57.8%	57.9%	58.2%	58.4%	58.8%	58.8%
Male	41.0%	40.7%	40.6%	40.9%	41.1%	40.3%	40.2%
Unknown	1.2%	1.4%	1.5%	0.9%	0.6%	0.0%	1.0%

Source: *CCCCO's Data Mart*

Figure 2.6. AVC Annual Enrollment by Gender, Seven-Year Period
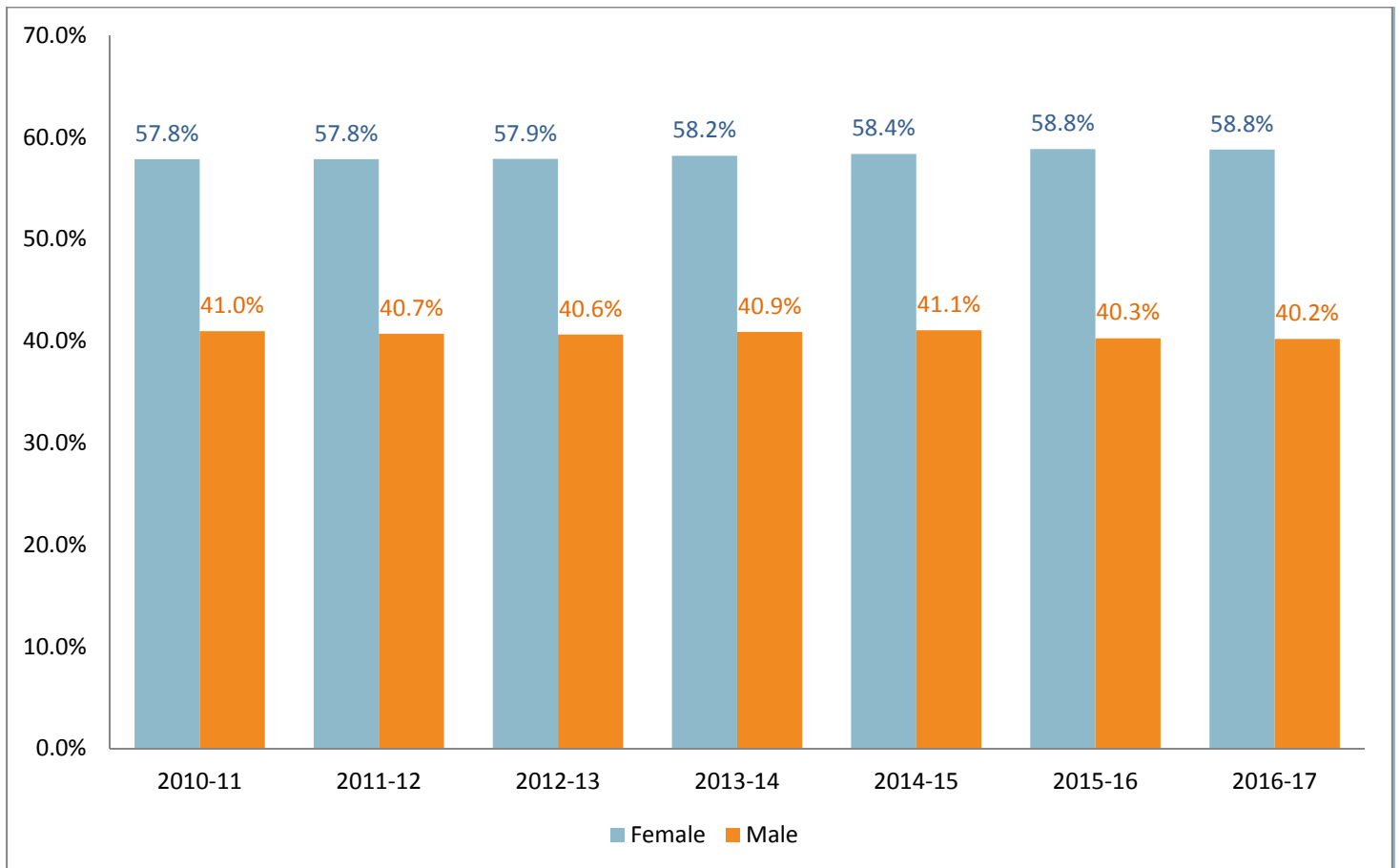
Age Groups

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

Age Group	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
19 or Less	5,451	4,847	4,731	4,897	5,046	5,261	5,439
20 to 24	6,167	6,085	6,104	6,335	6,378	6,330	6,074
25 to 29	2,330	2,278	2,275	2,485	2,562	2,559	2,498
30 to 34	1,385	1,382	1,363	1,427	1,394	1,388	1,316
35 to 39	956	909	859	949	959	912	896
40 to 49	1,789	1,562	1,489	1,443	1,352	1,284	1,208
50 +	1,182	1,084	1,082	1,233	1,163	1,118	964
Unknown	3	3	0	0	0	0	0
AVC Total	**19,263**	**18,150**	**17,903**	**18,769**	**18,854**	**18,852**	**18,395**

Source: *CCCCO's Data Mart*

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

Age Group	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
19 or Less	28.30%	26.71%	26.43%	26.09%	26.76%	27.91%	29.57%
20 to 24	32.01%	33.53%	34.09%	33.75%	33.83%	33.58%	33.02%
25 to 29	12.10%	12.55%	12.71%	13.24%	13.59%	13.57%	13.58%
30 to 34	7.19%	7.61%	7.61%	7.60%	7.39%	7.36%	7.15%
35 to 39	4.96%	5.01%	4.80%	5.06%	5.09%	4.84%	4.87%
40 to 49	9.29%	8.61%	8.32%	7.69%	7.17%	6.81%	6.57%
50 +	6.14%	5.97%	6.04%	6.57%	6.17%	5.93%	5.24%
Unknown	0.02%	0.02%	0.00%	0.00%	0.00%	0.00%	0.00%

Source: *CCCCO's Data Mart*

Figure 2.7. Annual Enrollment by Age Groups, 2016-17
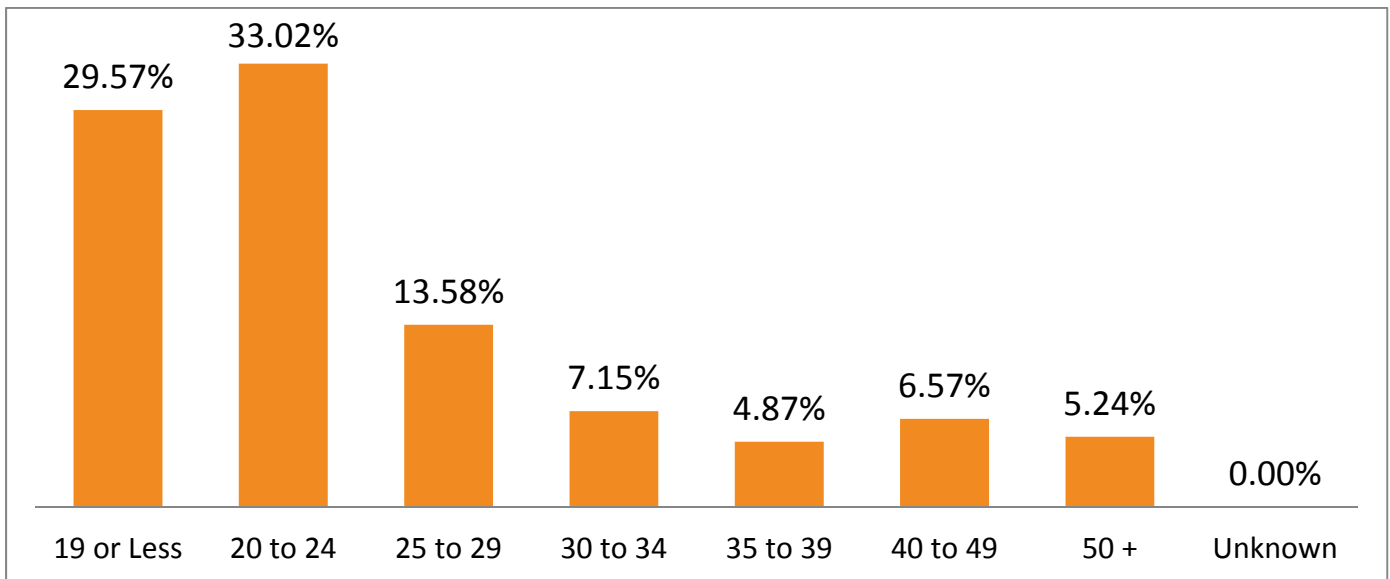
Race/Ethnicity

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

Race/Ethnicity	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African-American	2,819	2,968	2,929	3,093	2,948	2,619	2,359
American Indian/AK Native	81	58	49	51	61	55	49
Asian	292	285	265	252	231	266	267
Filipino	285	264	245	231	247	259	260
Hispanic	4,632	4,871	5,888	6,335	6,718	7,232	7,475
Multi-Ethnicity	262	418	651	669	672	656	624
Pacific Islander	55	36	33	22	24	24	24
Unknown	1,962	1,581	198	215	189	157	128
White Non-Hispanic	4,167	3,814	3,683	3,402	3,370	3,262	3,029
AVC Total	14,555	14,295	13,941	14,270	14,460	14,530	14,215

Source: *CCCCO's Data Mart*

Figure 2.8. AVC Percent Enrollment by Race/Ethnicity Comparison, Fall 2010 & 2016
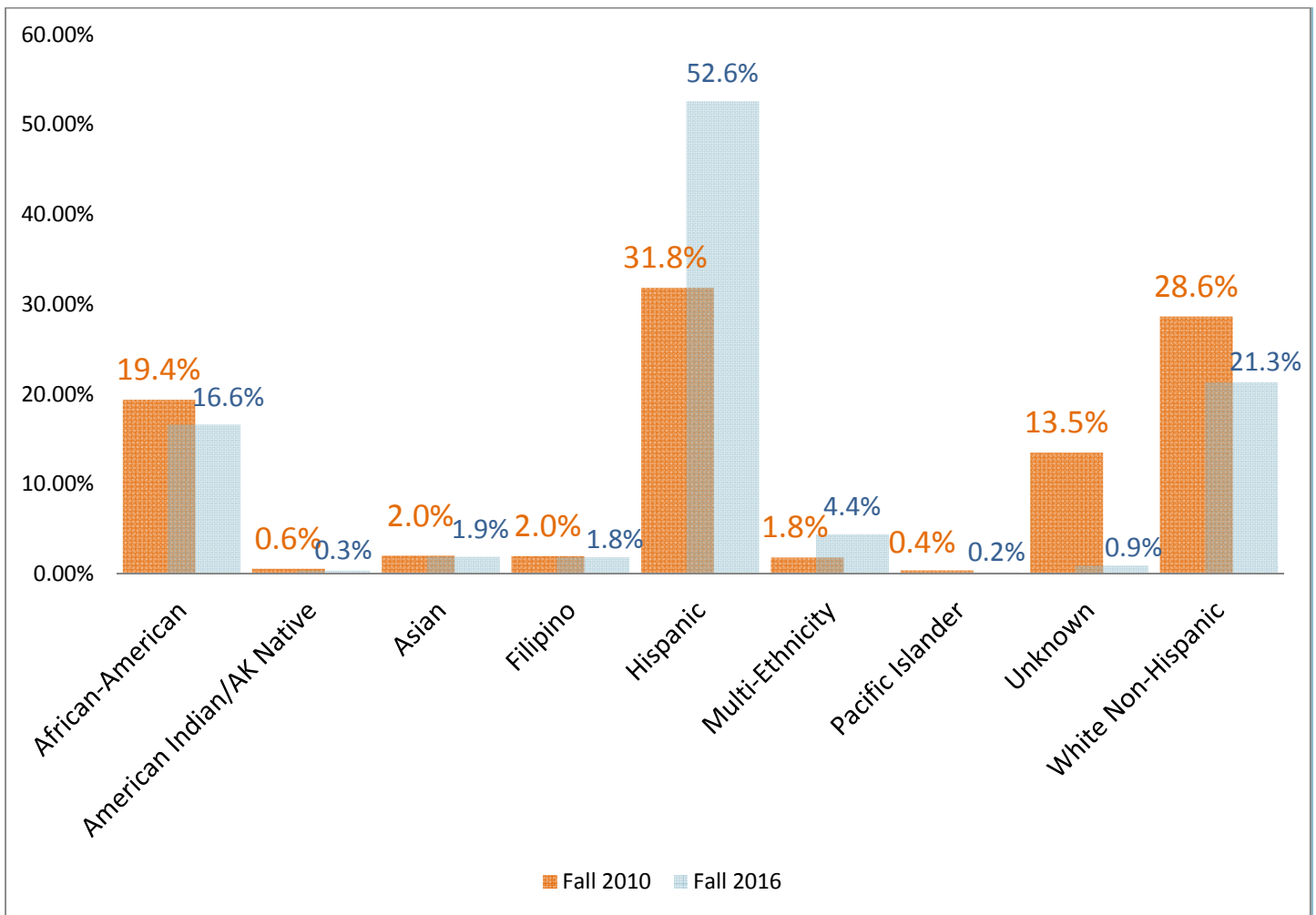
Figure 2.9. Annual Enrollment Percentages by Select Race/Ethnicity, Eight-Year Trend

Legend: Hispanic · White Non-Hispanic · African-American

School Year	Hispanic	White Non-Hispanic	African-American
2009-10	26.64%	26.38%	18.90%
2010-11	31.61%	28.21%	20.63%
2011-12	36.56%	27.21%	22.41%
2012-13	41.59%	25.55%	22.30%
2013-14	43.50%	23.39%	22.95%
2014-15	45.75%	23.19%	21.35%
2015-16	49.05%	22.13%	18.89%
2016-17	51.53%	21.35%	17.24%
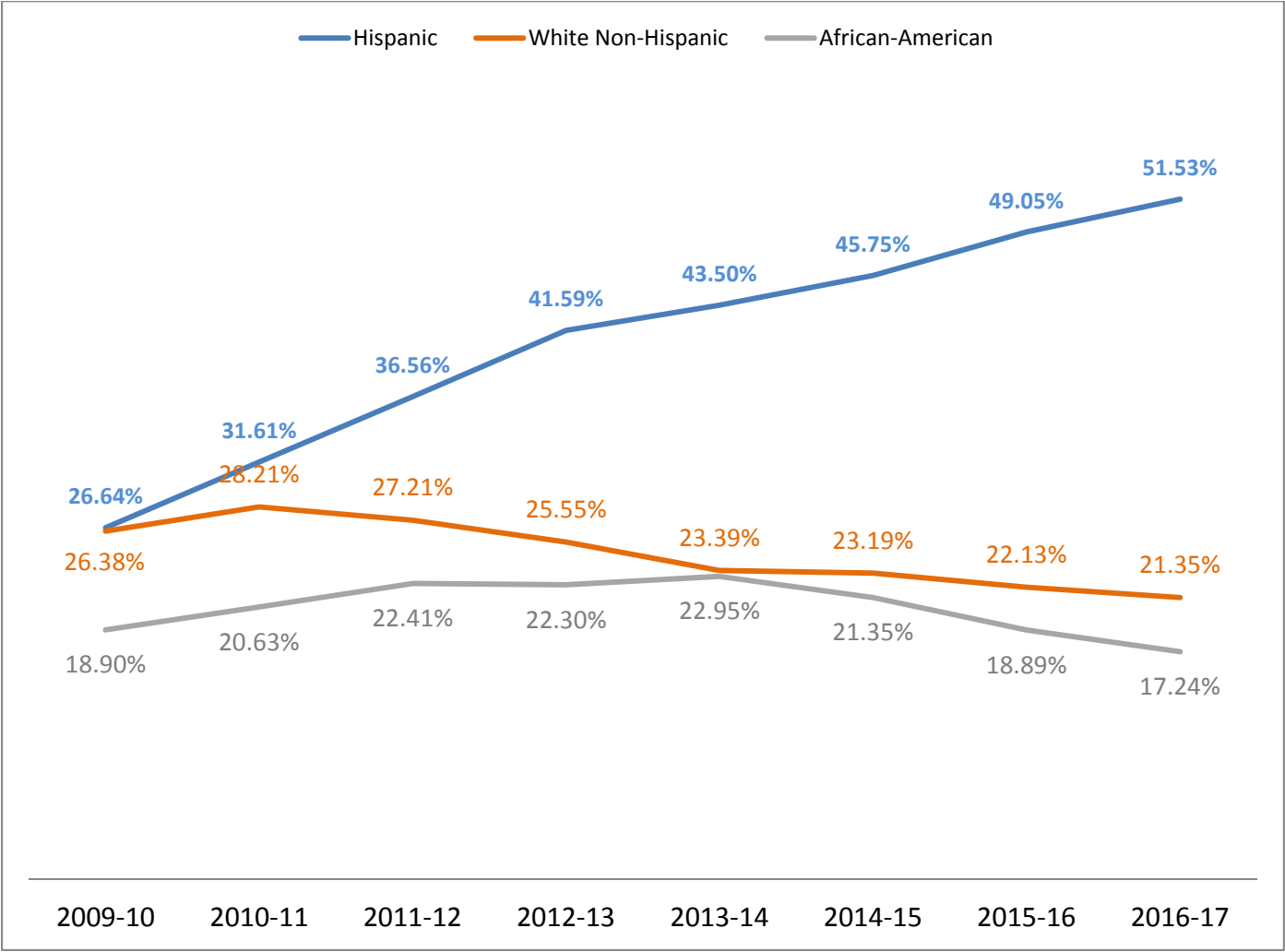
[Declared Majors](#)

Table 2.15. Top 41 Majors by Student Declaration, Fall 2016

Major	# of Students Declared	% of Students Declared
Registered Nursing	1,826	13.84%
Biological Sciences	652	4.94%
LAS: Social/Behavioral Science*	613	4.65%
Administration of Justice	604	4.58%
Business Administration	505	3.83%
AA-T Psychology	505	3.83%
AS-T Business Administration	474	3.59%
Child & Family Education	439	3.33%
LAS: Arts and Humanities*	429	3.25%
Engineering	361	2.74%
AA-T Sociology	307	2.33%
AS-T Administration of Justice	294	2.23%
LAS: Math and Sciences*	262	1.99%
General Business	236	1.79%
Radiologic Technology	230	1.74%
Kinesiology	202	1.53%
AS-T Mathematics	170	1.29%
Aircraft Fabrication & Assembly	167	1.27%
Computer Software Developer	164	1.24%
AA-T Kinesiology	164	1.24%
AS-T Early Childhood Education	149	1.13%
Graphic Design	145	1.10%
AA-T Communication Studies	141	1.07%
Computer Animation	128	0.97%
AA-T Studio Arts	120	0.91%
Fire Technology	120	0.91%
English - Transfer	115	0.87%
Mathematics	108	0.82%
AA-T Music	108	0.82%
Medical Assistant	105	0.80%
Respiratory Care/Therapy	98	0.74%
Deaf Studies: ASL	90	0.68%
Deaf Studies: Interpreter Training	90	0.68%
Electrical Technology	89	0.67%
AA-T Theatre Arts	87	0.66%
AA-T History	84	0.64%
English - Non Transfer	81	0.61%
AA-T Political Science	72	0.55%
Vocational Nursing Cert	69	0.52%
A&A Aircraft Airframe	67	0.51%
Child & Family Education Cert	67	0.51%

*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	Fall 2016
First-Time Student	2,958	2,678	2,426	2,680	2,642	2,644	2,615
First-Time Transfer Student	770	654	705	760	816	859	902
Returning Student	1,630	1,407	1,204	1,331	1,321	1,281	1,185
Continuing Student	8,712	9,085	9,037	8,968	9,105	9,154	8,863
Special Admit Student	485	471	569	531	576	592	650
AVC Total	14,555	14,295	13,941	14,270	14,460	14,530	14,215

Source: *CCCCO's Data Mart*
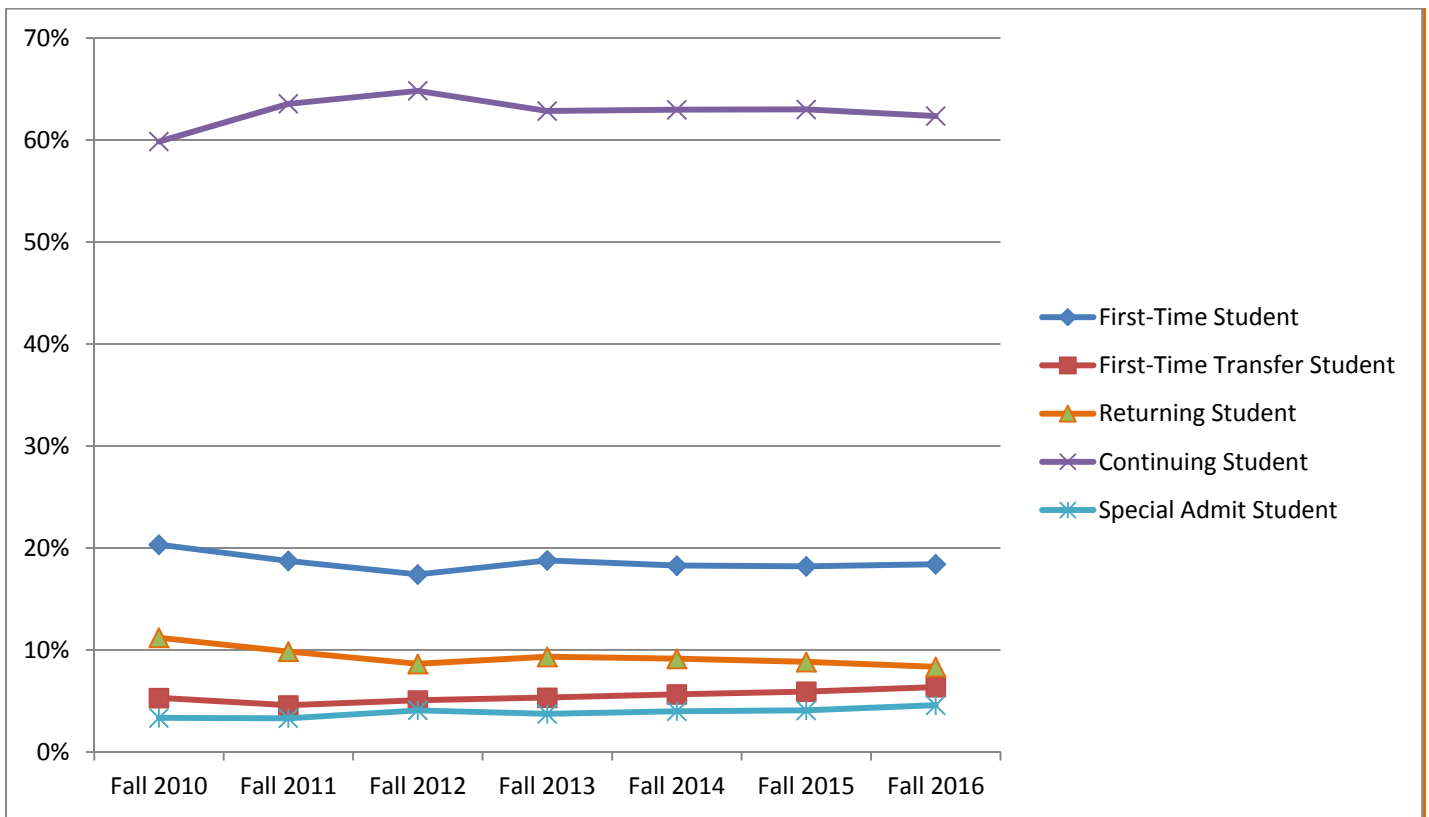
Figure 2.10. Enrollment Status, Six-Year Trend

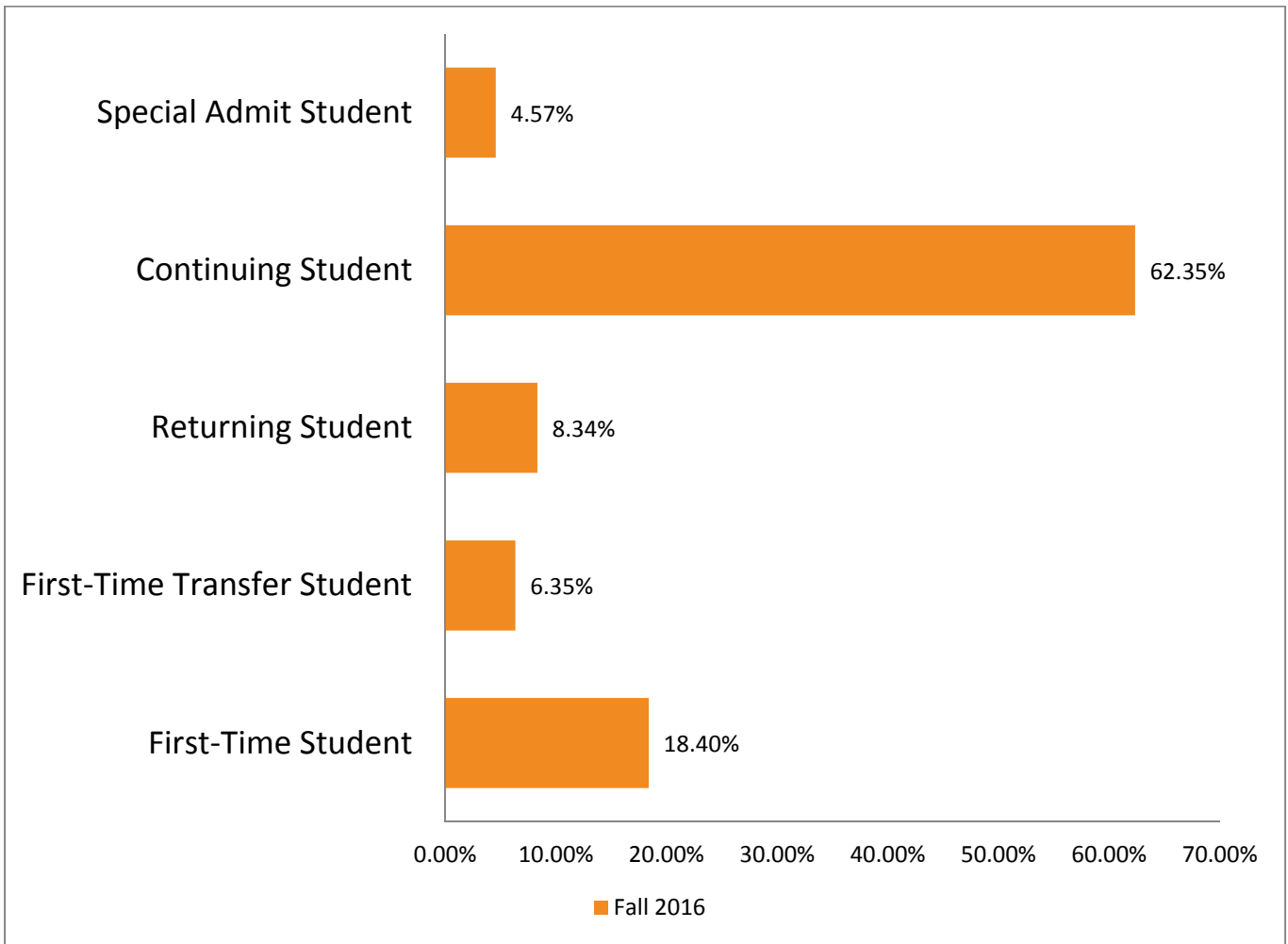**Figure 2.11. Fall 2016 Enrollment Status**

Table 2.17. Enrollment by Education Status, Fall 2010 to Fall 2016

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
College Degree Total	**1,008**	**899**	**816**	**756**	**796**	**786**	**778**	**810**
Received a Bachelor degree or higher	503	402	373	348	348	340	352	355
Received an Associate Degree	505	497	443	408	448	446	426	455
High School Graduate Without a College Degree Total	**11,998**	**11,586**	**11,756**	**11,625**	**12,114**	**12,330**	**12,472**	**12,139**
Foreign Secondary School Diploma/Certificate of Graduation	203	200	224	232	211	233	246	216
Passed the GED, or received a High School Certificate of Equivalency	884	826	925	958	1,002	999	936	846
Received a California High School Proficiency Certificate	209	194	216	234	228	260	268	271
Received High School Diploma	10,702	10,366	10,391	10,201	10,673	10,838	11,022	10,806
Not a High School Graduate Total	**894**	**808**	**779**	**728**	**638**	**617**	**582**	**546**
Currently enrolled in adult school	172	132	116	100	99	113	109	112
Not a graduate of, and no longer enrolled in high school	722	676	663	628	539	504	473	434
Special Admit Student Total	**619**	**485**	**471**	**569**	**531**	**576**	**592**	**650**
Special Admit Student Currently Enrolled in K-12	619	485	471	569	531	576	592	650
Unknown Total	**1,352**	**777**	**473**	**263**	**191**	**151**	**106**	**70**
Unknown/unreported	1,352	777	473	263	191	151	106	70
AVC Total	**15,871**	**14,555**	**14,295**	**13,941**	**14,270**	**14,460**	**14,530**	**14,215**

Source: *CCCCO's Data Mart*

Figure 2.12. Enrollment by Education Status, Fall 2016
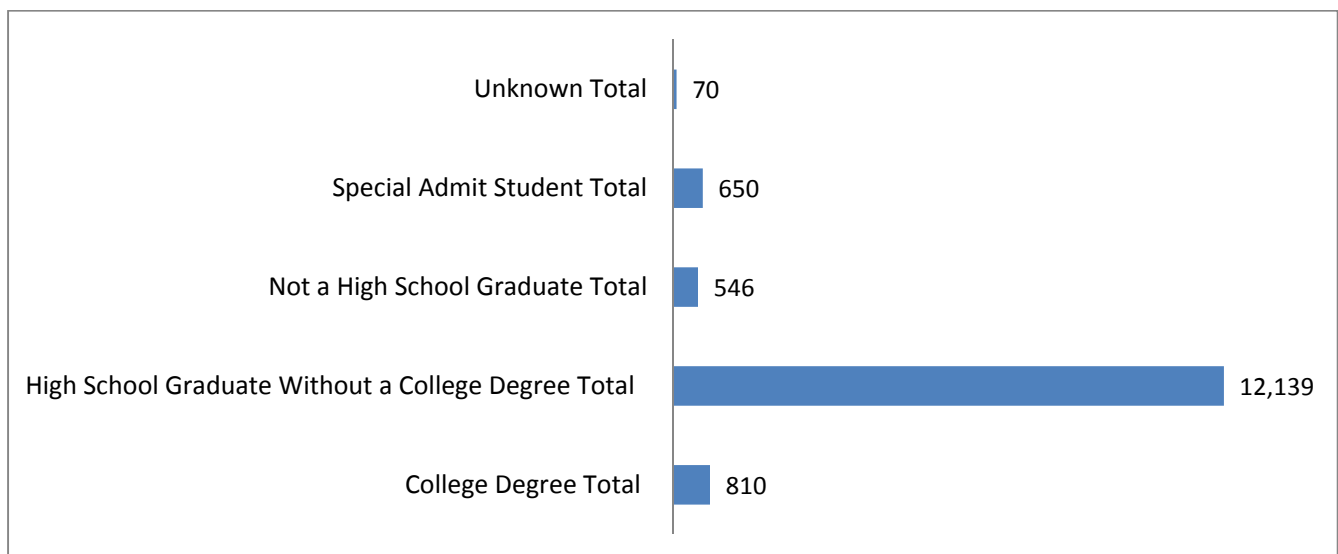
Table 2.18. Student Yields from Feeder[1] High Schools

High School	2015-2016 12th Grade Enrollment	AVC Freshmen Fall 2016	High School Yield
Academies of the Antelope Valley	10	0	0.00%
Antelope Valley High	452	122	26.99%
Boron Junior-Senior High	47	7	14.89%
California City High	118	15	12.71%
Desert Junior-Senior High	77	19	24.68%
Desert Sands Charter	270	40	14.81%
Desert Winds Continuation High	376	24	6.38%
Eastside High	535	174	32.52%
Highland High	707	254	35.93%
Lancaster High	529	177	33.46%
Littlerock High	339	90	26.55%
Mojave Jr./Sr. High	49	2	4.08%
Palmdale High	622	197	31.67%
Phoenix High Community Day	15	1	6.67%
Quartz Hill High	703	249	35.42%
R. Rex Parris High	278	21	7.55%
Rosamond High	192	44	22.92%
SOAR High (Students On Academic Rise)	90	21	23.33%
Tehachapi High	325	15	4.62%
William J. (Pete) Knight High	732	168	22.95%
Average Local Yield	6466	1640	25.36%

Data retrieved from *SARC Report and AVC's Banner database*

[1]Feeder schools are defined as all high schools within the college district that supply graduates to AVC.

[2]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 6/2016-5/2017).**

Figure 2.13. 2015-2016 Service Area High School Graduates by Race/Ethnicity

Race/Ethnicity	Percentage
Hispanic or Latino	57.07%
American Indian or Alaska Native	0.39%
Asian	1.37%
Pacific Islander	0.22%
Filipino	1.14%
African American	15.97%
White	18.82%
Two or More Races	3.85%
Not Reported	1.16%
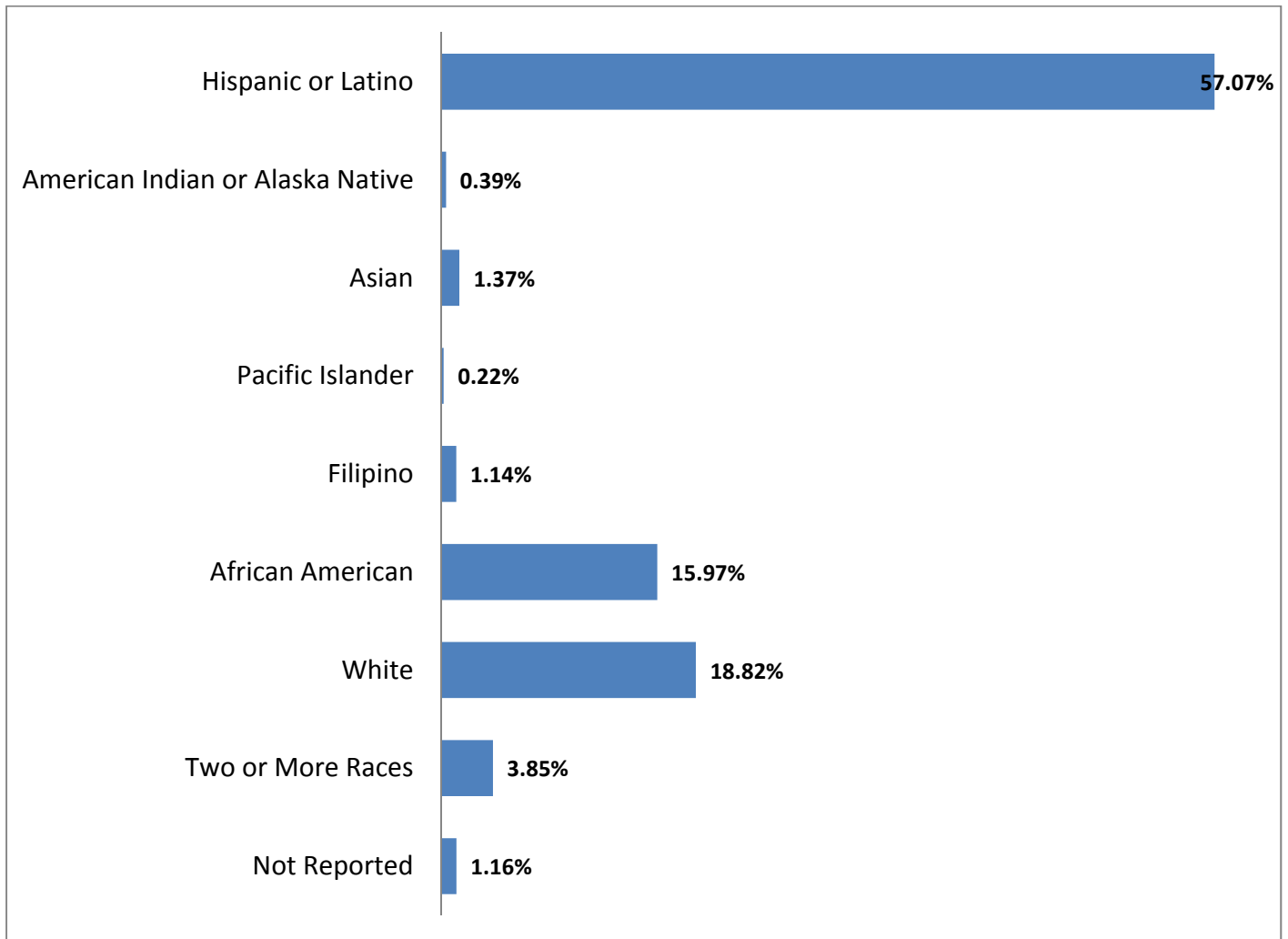
Source: *California Longitudinal Pupil Achievement Data System* (CALPADS)

First-Time Students

Table 2.19. Percent of First-Time Students by Race/Ethnicity, Fall 2010 to Fall 2016

Race/Ethnicity	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African-American	19.95%	23.04%	22.22%	24.37%	20.86%	17.89%	14.88%
American Indian/AK Native	0.41%	0.19%	0.37%	0.30%	0.49%	0.26%	0.08%
Asian	1.28%	1.46%	1.20%	0.97%	1.25%	1.97%	1.41%
Filipino	1.79%	1.08%	1.32%	1.08%	1.48%	1.55%	1.68%
Hispanic	40.33%	38.91%	48.60%	49.70%	50.68%	54.08%	59.85%
Multi-Ethnicity	3.68%	4.11%	3.75%	4.48%	5.03%	4.92%	4.47%
Pacific Islander	0.41%	0.19%	0.12%	0.15%	0.15%	0.23%	0.19%
Unknown	5.92%	8.25%	0.74%	0.71%	1.25%	0.76%	0.96%
White Non-Hispanic	26.23%	22.78%	21.68%	18.25%	18.81%	18.34%	16.48%
First-Time Student Total as % of AVC Total	**20.32%**	**18.73%**	**17.40%**	**18.78%**	**18.27%**	**18.20%**	**18.40%**

Figure 2.14. Percent of First-Time Students by 3 Select Racial/Ethnic Groups, Seven-Year Trend
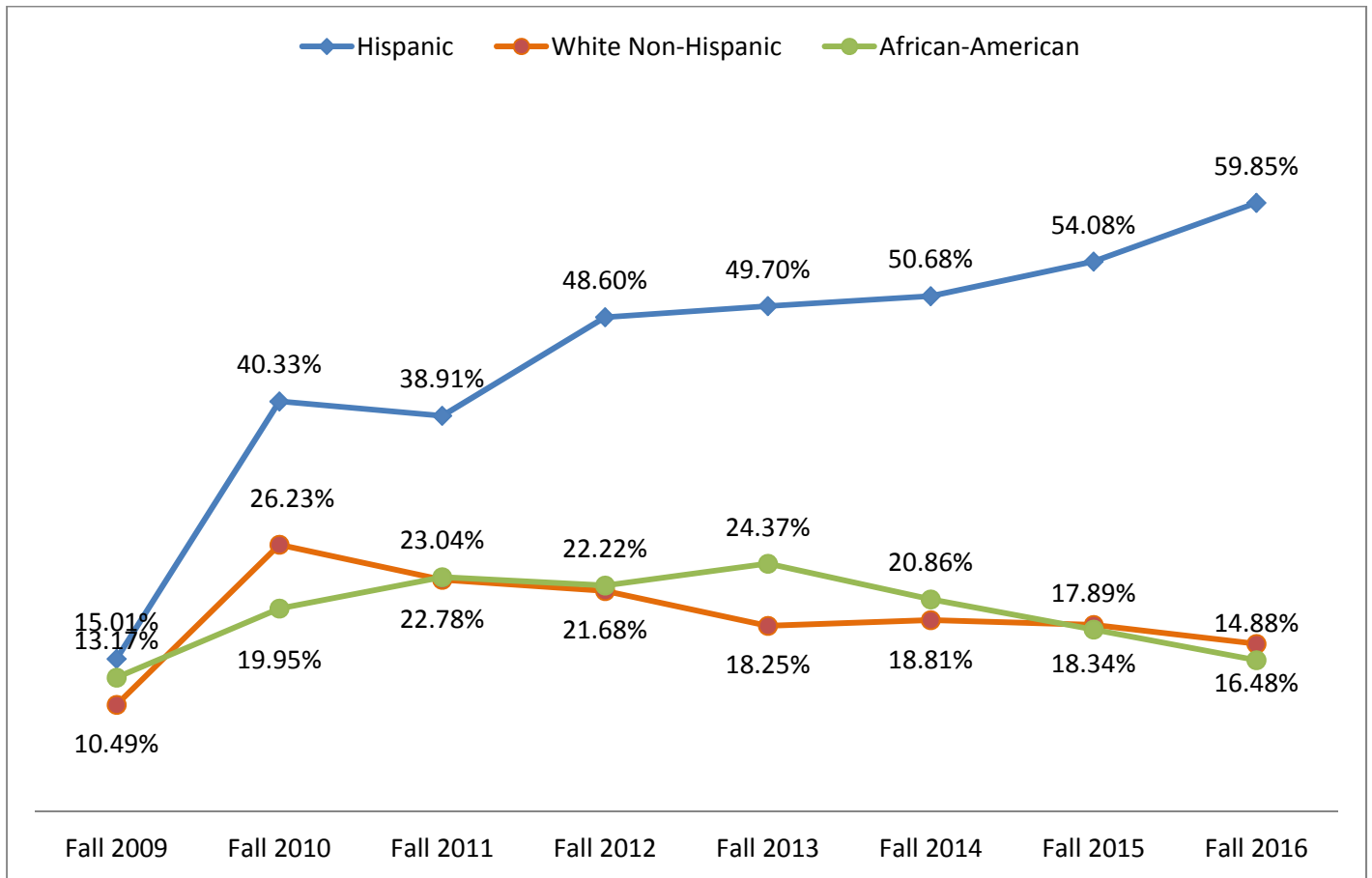
Source: *CCCCO's Data Mart*

Table 2.20. First-Time Student Enrollment by Gender, Fall 2010 to Fall 2016

Gender	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Female	1,560	1,407	1,273	1,358	1,406	1,398	1,350
Male	1,353	1,229	1,118	1,294	1,227	1,216	1,227
Unknown	45	42	35	28	9	30	38
First-Time Student Total	2,958	2,678	2,426	2,680	2,642	2,644	2,615
AVC Total	14,555	14,295	13,941	14,270	14,460	14,530	14,215

Source: *CCCCO's Data Mart*

Figure 2.15. First-Time Student Enrollment by Gender, Seven-Year Trend
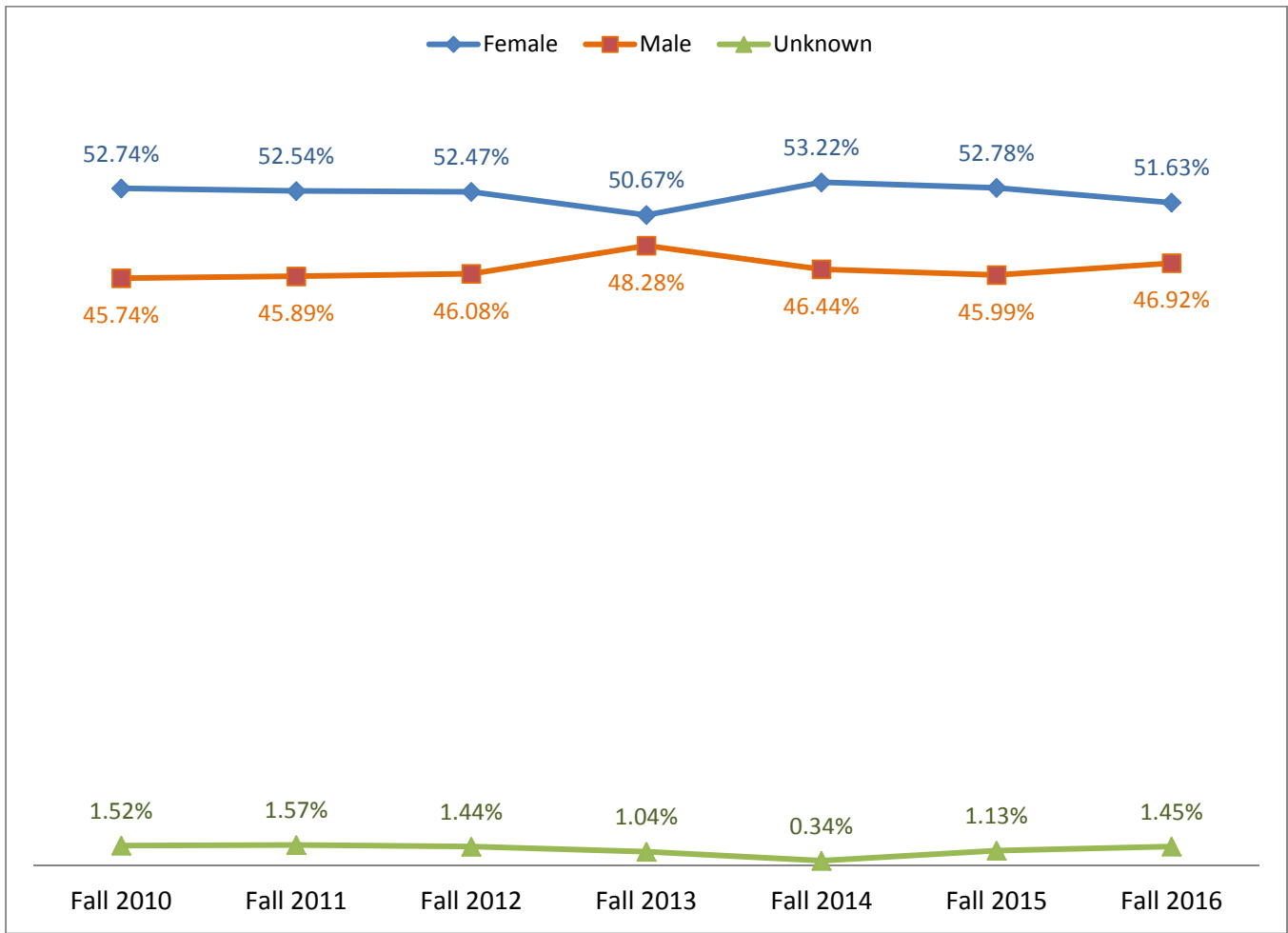
Table 2.21. First-Time Student Enrollment by Age Groups, Fall 2010 to Fall 2016

Age Groups	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
19 or Less	1,902	1,742	1,623	1,725	1,761	1,867	1,953
20 to 24	501	458	394	486	448	364	356
25 to 29	174	132	135	148	143	131	89
30 to 34	91	94	76	83	89	74	61
35 to 39	64	84	53	61	58	44	51
40 to 49	149	100	95	86	81	87	70
50 +	76	68	50	91	62	77	35
Unknown	1	0	0	0	0	0	0
First-Time Student Total	2,958	2,678	2,426	2,680	2,642	2,644	2,615

Source: *CCCCO's Data Mart*

Figure 2.16. First-Time Student Enrollment Percentage by Age Groups, Fall 2016
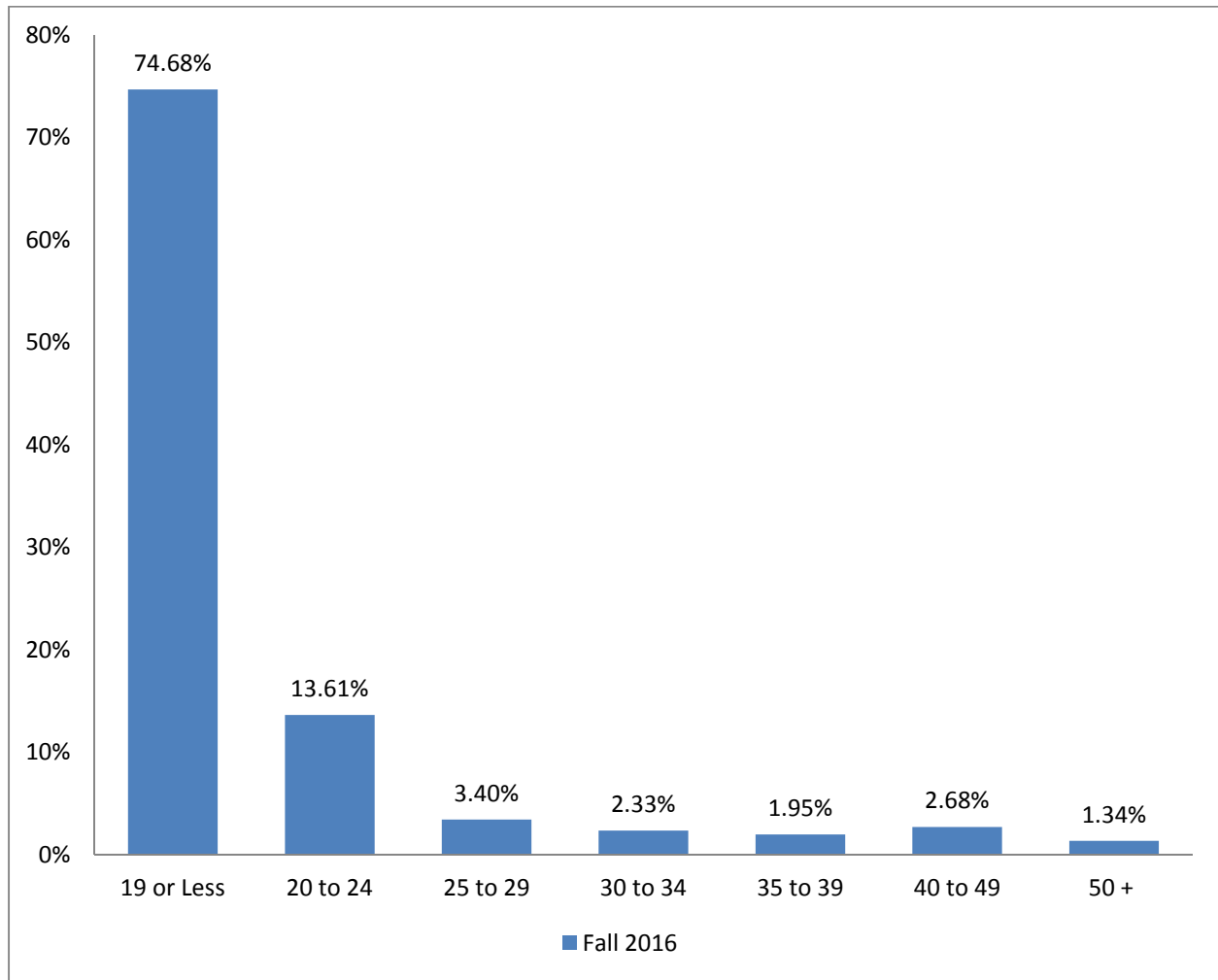
Special Populations

Table 2.22. Special Population Counts, Fall 2010 to Fall 2016

Program	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
CalWORKS	601	645	670	656	698	619	455
DSP&S	839	885	963	1,183	848	701	691
EOPS/CARE	599	424	543	542	458	654	614

Source: *CCCCO's Data Mart*

Figure 2.17. Special Population Comparison, 7-year Trend
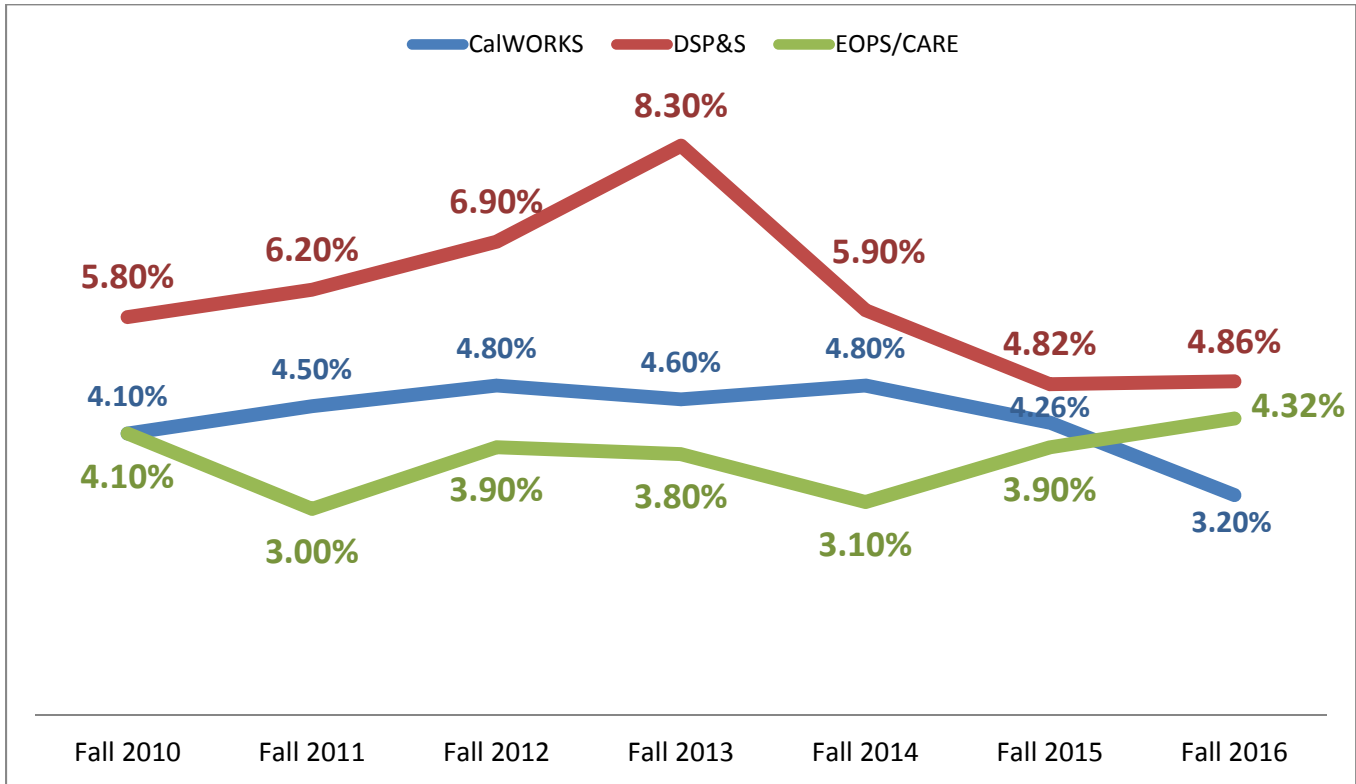
Table 2.23 Special Populations

	Fall 2016			Spring 2017		
	Unduplicated Head Count	Credit Enrollment Count	Non-Credit Enrollment Count	Unduplicated Head Count	Credit Enrollment Count	Non-Credit Enrollment Count
CalWORKs [1]	455	1294	8	450	1310	160.52
CARE [2]	74	222	0	68	224	27.37
DSPS [3]	691	1865	14	650	1809	224.14
EOPS [4]	540	1853	3	602	2185	262.52
First Generation	6093	16218	288	5643	15013	1871.62
Foster Youth	579	1621	13	540	1501	176.98
Military [5]	38	112	0	29	54	6.04
Special Admit	653	1120	1	399	746	86.97
Veteran	295	806	1	41	101	13.81

Source: *CCCCO's Data Mart*

[1] **California Work Opportunity & Responsibility to Kids**
[2] **Cooperative Agencies Resources for Education**
[3] **Disabled Students Programs & Services**
[4] **Extended Opportunity Programs & Services**
[5] **(Active Duty, Active Reserve, National Guard)**

Image 2.2. AVC 2017 Honors Students Profile

Gender

271 (59.56%)
177 (38.90%)
7 (1.54%)

Race/Ethnicity

N = 445

- African American/Black (5.5%)
- Asian (8.4%)
- Hispanic/Latino (48.1%)
- Other (2.0%)
- Two or more races (7.9%)
- White Non-Hispanic (28.1%)

Age Groups

- 18 or less: 20.2%
- 19-24: 59.6%
- 25-29: 7.5%
- 30-39: 7.5%
- 40+: 5.3%

Avg. Completion Rate
91.7%

Avg. GPA
3.53

Top 10 Majors Among Honors Students

Major	
Registered Nursing	57
LAS: Social/Behavioral Science	13
LAS: Arts and Humanities	13
Engineering	30
Computer Software Developer	13
Biology	75
AS-T Math	25
AS-T Business Admin.	24
AA-T Psychology	25
AA-T Political Science	14

Zip Codes

93536 Lancaster
93551 Palmdale
93535 Lancaster
93550 Palmdale
93534 Lancaster
93560 Rosamond
93543
93552 Palmdale

https://public.tableau.com/views/Fall2017HonorsStudentsProfile/Demographics?:embed=y&:display_count=yes

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 >= 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 >= 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 >= 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 >= 2.0)
- SPAR is reported for the overall cohort, as well as by lowest level of attempted Math or English.

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Tables 3.1 – 3.5. 2017 AVC Scorecard and Trend Data

Cohort Year	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011[1]
Completion Overall	45.8%	45.9%	43.7%	42.9%	44.5%	44.6%
Completion Prepared	64.5%	68.9%	68.6%	68.5%	70.4%	71.1%
Completion Unprepared	35.6%	36.9%	37.3%	36.5%	38.4%	39.1%

[1] Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate or transfer-related outcomes.

Cohort Year	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011[2]
Persistence Overall	65.9%	67.1%	68.0%	68.3%	71.1%	77.2%
Persistence Prepared	71.3%	73.6%	70.7%	71.0%	72.3%	80.5%
Persistence Unprepared	63.0%	64.5%	67.3%	67.6%	70.8%	76.5%

[2] Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who enrolled in the first three consecutive terms.

Cohort Year	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011[3]
30 Units Overall	63.1%	62.4%	62.4%	63.3%	66.2%	67.8%
30 Units Prepared	70.8%	73.1%	71.1%	71.0%	73.4%	75.6%
30 Units Unprepared	58.9%	58.3%	60.2%	61.3%	64.5%	66.2%

[3] Percentage of degree, certificate and/or transfer-seeking students starting first time in 2009-10 tracked for six years through 2015-16 who achieved at least 30 units.

Cohort Year	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011[4]
Remedial English	22.7%	24.5%	22.4%	23.7%	28.3%	32.5%
Remedial Math	25.7%	27.8%	29.4%	29.5%	30.5%	34.1%
Remedial ESL	3.3%	5.8%	6.9%	5.8%	11.6%	7.4%

[4] Percentage of credit students tracked for six years through 2015-16 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	2010-2011[5]
Career Technical Education (CTE)	51.5%	55.2%	53.6%	54.8%	56.1%	59.8%

[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 2010-11 tracked for six years through 2015-16 who completed a degree, certificate, apprenticeship or transfer-related outcomes.

Table 3.7. AVC's 2016 to 2017 Scorecard Changes

Cohort Year	2016 Score Card Cohort	2017 Score Card Cohort	2016 to 2017 Change	
Completion	44.5%	44.6%	0.1%	▲
Persistence	71.1%	77.2%	6.1%	▲
30 Units	66.2%	67.8%	1.6%	▲
Remedial English	28.3%	32.5%	4.2%	▲
Remedial Math	30.5%	34.1%	3.6%	▲
Remedial ESL	11.6%	7.4%	-4.2%	▼
CTE	56.1%	59.8%	3.7%	▲

Image 3.1. Cohort Years Coverage, Scorecard

Cohort Years										
2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016

Scorecard 2012
Scorecard 2013
Scorecare 2014
Scorecare 2015
Scorecare 2016
Scorecare 2017

Figure 3.1. AVC and Statewide 2017 Scorecard Comparison

Figure 3.1. AVC and Statewide 2017 Scorecard Comparison

Chart values (AVC / Statewide):
- Completion – Prepared: 71.1% / 70.6%
- Completion – Unprepared: 39.1% / 40.8%
- Completion – Overall: 44.6% / 48.0%
- Persistence – Prepared: 80.5% / 78.0%
- Persistence – Unprepared: 76.5% / 75.2%
- Persistence – Overall: 77.2% / 75.9%
- 30 Units – Prepared: 75.6% / 75.1%
- 30 Units – Unprepared: 66.2% / 66.8%
- 30 Units – Overall: 67.8% / 68.8%
- Remedial – Math: 34.1% / 34.2%
- Remedial – English: 32.4% / 46.9%
- Remedial – ESL: 7.4% / 30.5%
- CTE: 59.8% / 53.9%
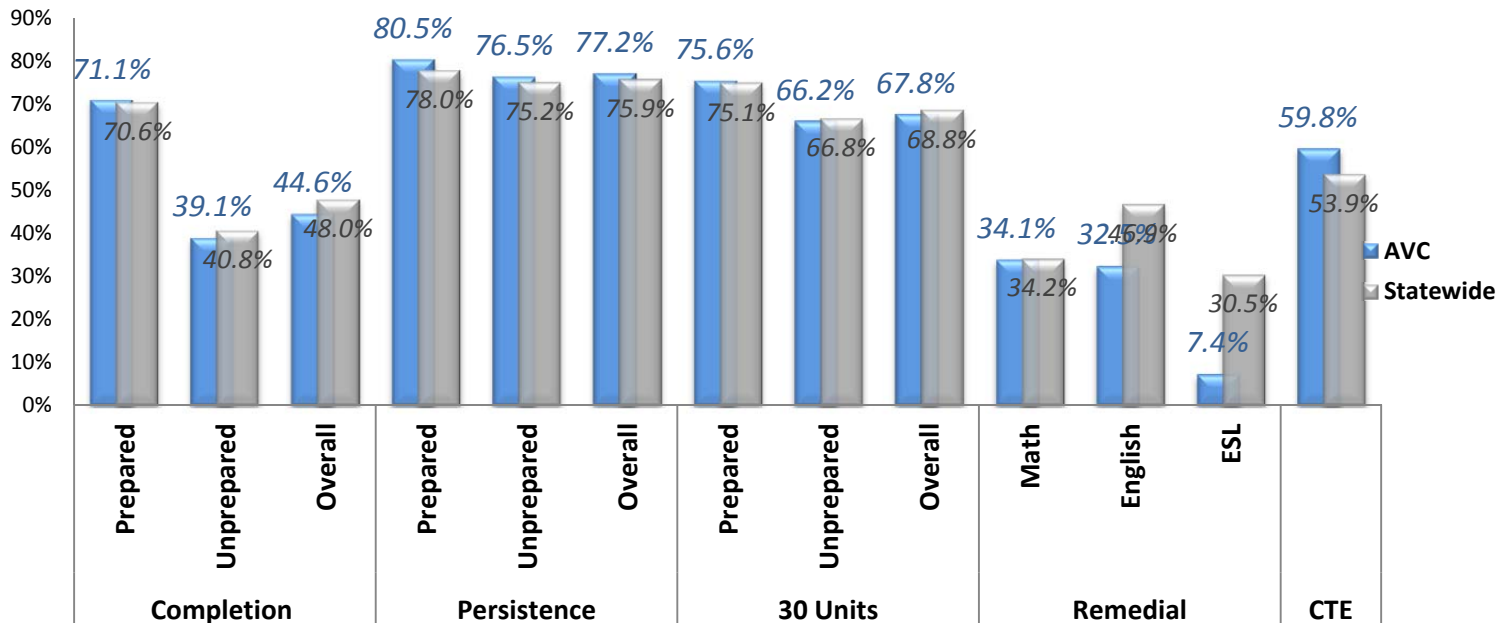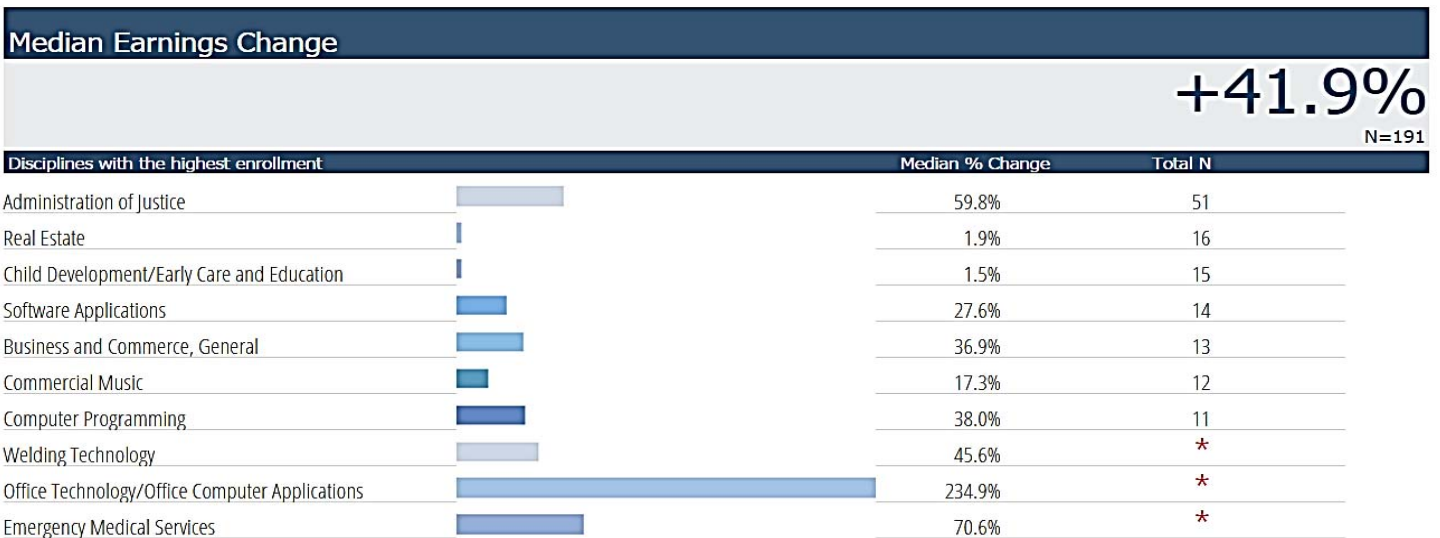
Table 3.8. AVC's Career Development & College Preparation Trend Data

Cohort Year	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011*
Career Development & College Preparation	N/A	8.6%	7.0%	8.3%	0.0%	N/A

*Please see Skills Builder below for 2010-2011 Cohort Data (Median Earnings Change for 2009-2010 Cohort was +22.9%, N=190):

Image 3.2. Scorecard, Skills Builder

The median percentage change in wages for students who completed higher level CTE coursework in 2013-2014 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.

Median Earnings Change: +41.9% N=191

Disciplines with the highest enrollment	Median % Change	Total N
Administration of Justice	59.8%	51
Real Estate	1.9%	16
Child Development/Early Care and Education	1.5%	15
Software Applications	27.6%	14
Business and Commerce, General	36.9%	13
Commercial Music	17.3%	12
Computer Programming	38.0%	11
Welding Technology	45.6%	*
Office Technology/Office Computer Applications	234.9%	*
Emergency Medical Services	70.6%	*

*: Cohort fewer than 10 students

Source: *CCCCO's Data Mart*   http://scorecard.cccco.edu/oneyear.aspx?CollegeID=621

Table 3.9. AVC & Peer Institutions Scorecard Metrics Comparison, Cohort of 2010 – 2011

	Completion/ SPAR Overall	Persistence Overall	At Least 30 Units Overall	Remedial English	Remedial ESL	Remedial Math	Career Technical Education (CTE)
Antelope Valley	44.6%	77.2%	67.8%	32.5%	7.4%	34.1%	59.8%
Bakersfield	37.7%	75.6%	63.2%	30.8%	37.6%	28.8%	46.0%
Canyons	55.3%	79.6%	74.3%	55.3%	43.1%	44.4%	54.7%
Cerro Coso	38.9%	58.5%	54.3%	25.6%	0.0%	25.5%	41.5%
Chaffey	43.3%	79.0%	66.0%	49.0%	20.0%	31.8%	58.4%
Glendale	54.9%	83.3%	76.9%	51.8%	35.1%	37.6%	58.3%
LA Mission	38.1%	75.2%	65.7%	38.3%	16.7%	32.0%	55.7%
LA Pierce	53.6%	78.7%	75.3%	54.1%	34.9%	43.2%	59.8%
LA Valley	46.7%	76.1%	69.7%	44.7%	37.9%	31.9%	59.8%
Moorpark	63.2%	79.7%	76.7%	57.5%	35.2%	45.4%	69.5%
Mt. San Antonio	48.0%	81.0%	72.6%	53.2%	47.2%	34.7%	61.5%
Pasadena	54.4%	84.9%	77.9%	53.8%	58.9%	43.0%	61.2%
Reedley	46.5%	72.1%	65.6%	40.0%	10.6%	35.6%	63.0%
Taft	36.9%	73.8%	64.2%	34.5%	12.4%	35.0%	49.0%
San Bernardino	42.8%	68.1%	62.9%	46.6%	32.6%	38.0%	48.8%
Victor Valley	36.5%	67.7%	60.5%	41.3%	8.5%	45.2%	41.5%

Source: *CCCCO's Data Mart*

Figure 3.2. AVC & Peer Group* Scorecard Metrics Performance Comparison, Cohort of 2009-2010
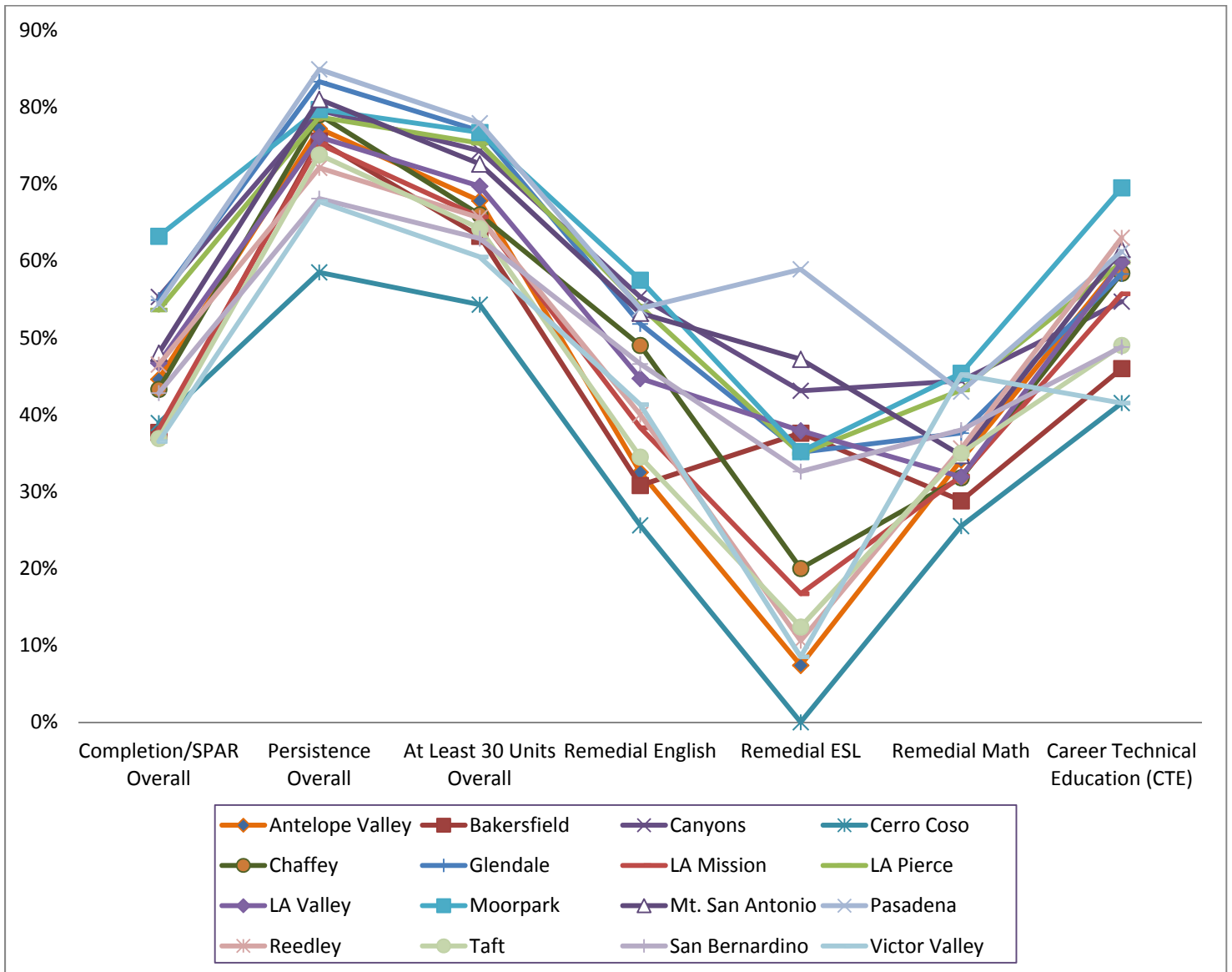
Student Success Services Status Report

Table 3.10. Matriculation Services Summary

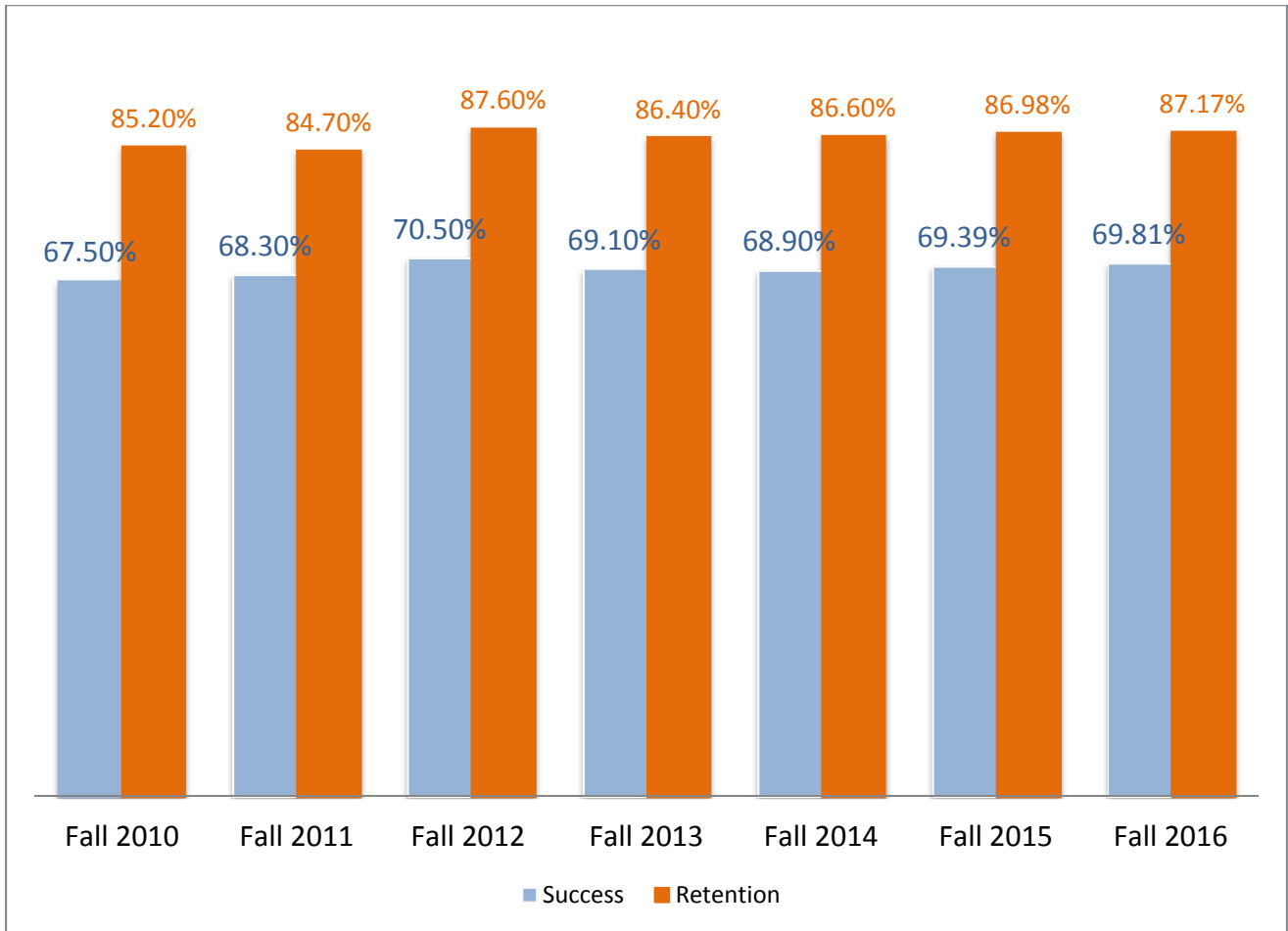|	Fall 2014		Fall 2015		Fall 2016	
	Directed	**Exempted**	**Directed**	**Exempted**	**Directed**	**Exempted**
	Service Received		**Service Received**		**Service Received**	
Academic/Progress Probation Services	361	0	308	0	498	0
Counseling/Advisement Services	2,425	22	2,512	55	2,107	39
Education Plan Services	5,778	27	6,071	65	4,035	33
Initial Assessment Services Placement	2,416	15	1,775	8	1,487	12
Initial Orientation Services	3,056	40	2,996	52	2,201	29
Other Services	4,466	0	5,948	0	6,502	0

Source: *CCCCO's Data Mart*

Success and Retention

Table 3.11. Success and Retention Rates, Fall 2010 to Fall 2016

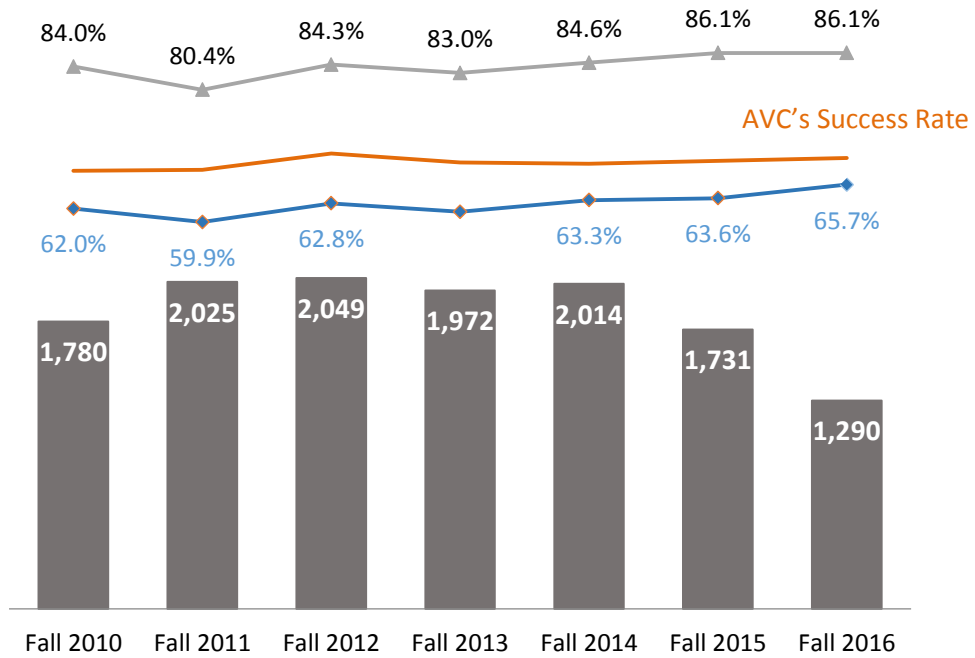| Term	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Success	67.50%	68.30%	70.50%	69.10%	68.90%	69.39%	69.81%
Retention	85.20%	84.70%	87.60%	86.40%	86.60%	86.98%	87.17%

Source: *CCCCO's Data Mart*

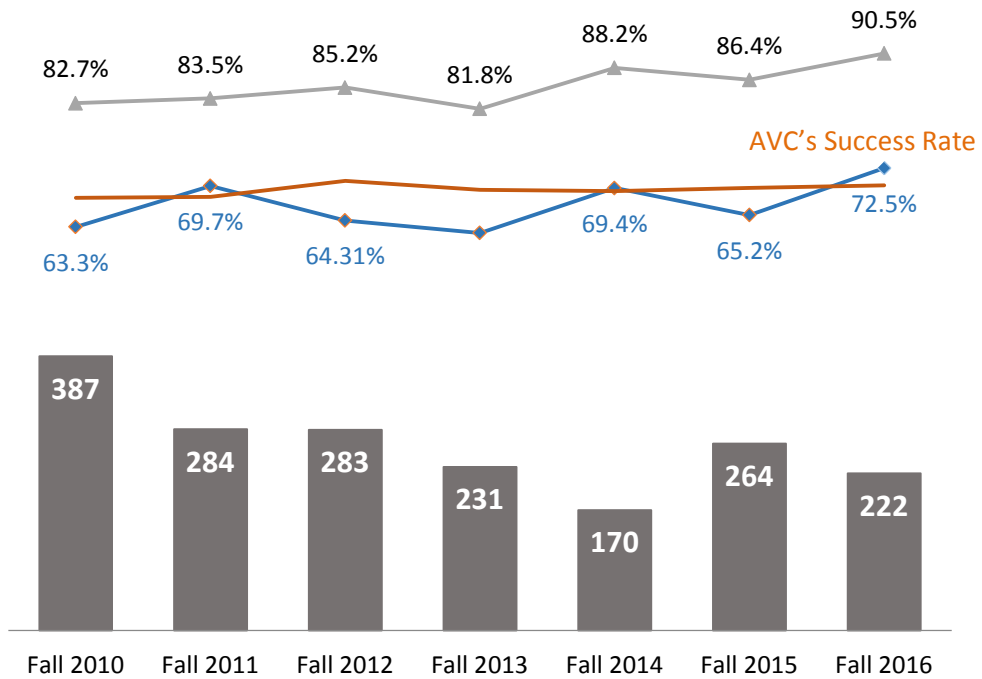## Figure 3.3. Success and Retention Rates, Fall 2010 to Fall 2016

Success and Retention Dashboard:

https://public.tableau.com/profile/svetlana6591#!/vizhome/2017ProgramReview/SuccessRetention

Credit Courses Enrollment, Success, and Retention for CalWORKs Students

84.0%   80.4%   84.3%   83.0%   84.6%   86.1%   86.1%

AVC's Success Rate

62.0%   59.9%   62.8%   63.3%   63.6%   65.7%

1,780	2,025	2,049	1,972	2,014	1,731	1,290
Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016

Credit Courses Enrollment, Success, and Retention for CARE Students

82.7%   83.5%   85.2%   81.8%   88.2%   86.4%   90.5%

AVC's Success Rate

63.3%   69.7%   64.31%   69.4%   65.2%   72.5%

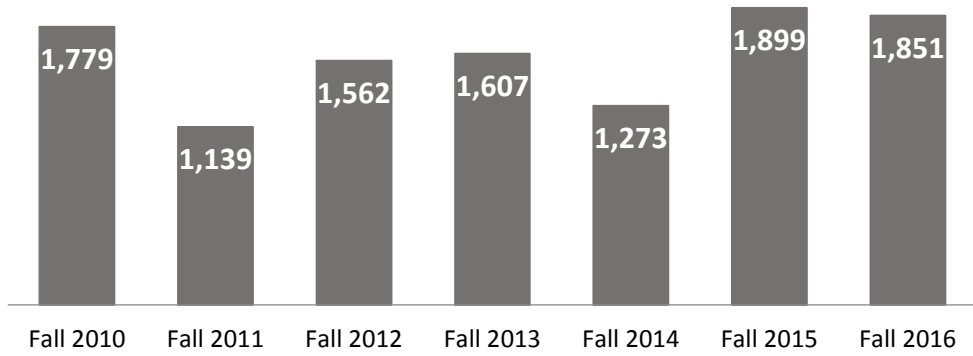|						
387	284	283	231	170	264	222
Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016

Credit Courses Enrollment, Success, and Retention for EOPS Students

85.7%   85.2%   90.8%   88.6%   89.0%   87.6%   88.3%

69.6%   71.8%   75.7%   73.9%   73.1%   68.2%   72.7%

AVC's Success Rate

1,779	1,139	1,562	1,607	1,273	1,899	1,851
Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
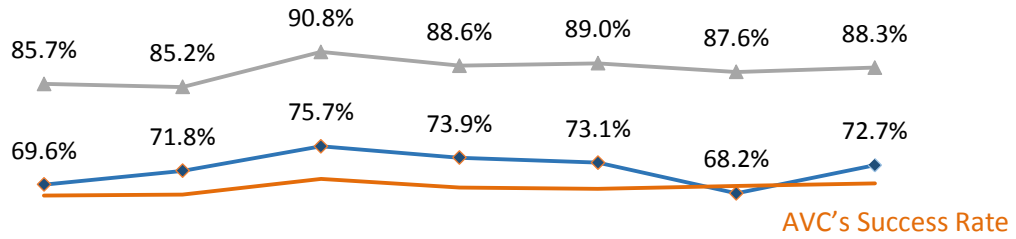
Credit Courses Enrollment, Success, and Retention for Special Admit Students

94.8%   96.9%   95.6%   95.0%   97.1%   96.5%   96.2%

89.0%   91.5%   87.1%   90.7%   90.9%   87.9%

AVC's Success Rate

955	931	1,168	1,024	1,042	1,014	1,119
Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
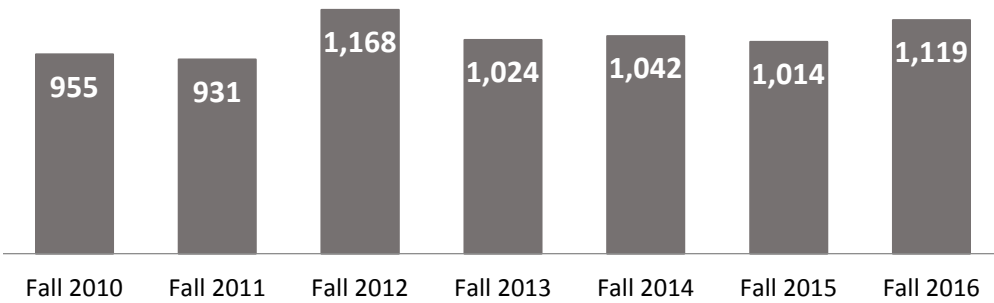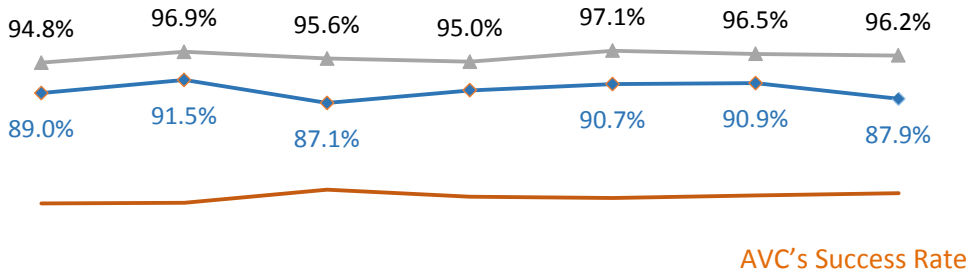
Credit Courses Enrollment, Success, and Retention for Foster Youth Students

81.1%
78.2%   79.1%   80.6%

AVC's Success Rate

50.1%   51.5%   53.1%   54.9%

| Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 |
| 1,602 | 1,838 | 1,658 | 1,615 |
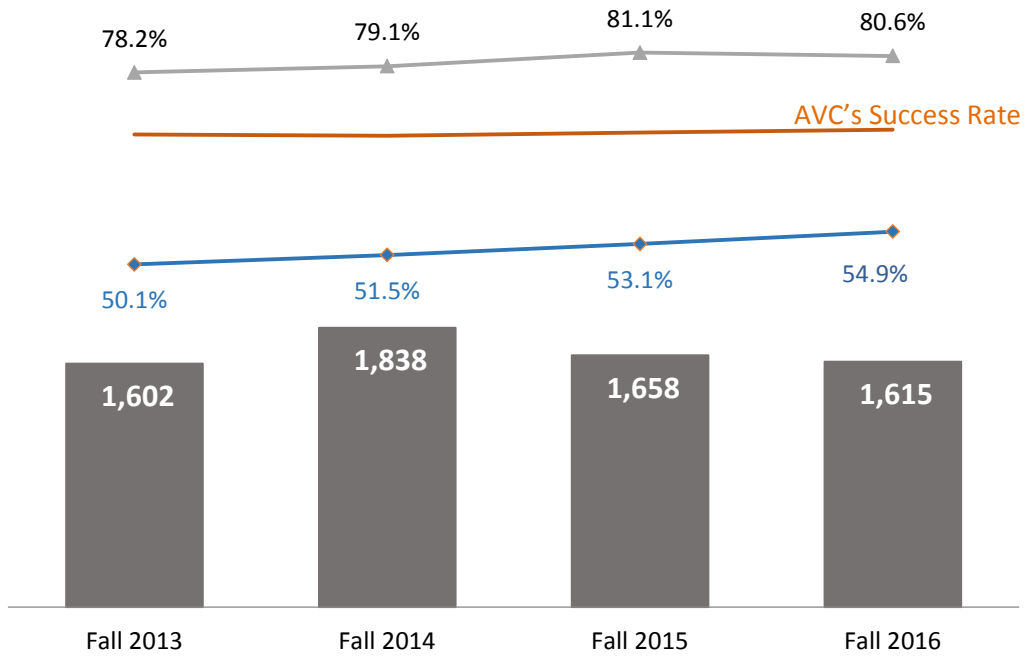
Credit Courses Enrollment, Success, and Retention Military Students

87.1%   85.9%
78.7%   82.1%

AVC's Success Rate

68.1%   66.2%   68.3%
65.2%

| Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 |
| 47 | 139 | 142 | 112 |
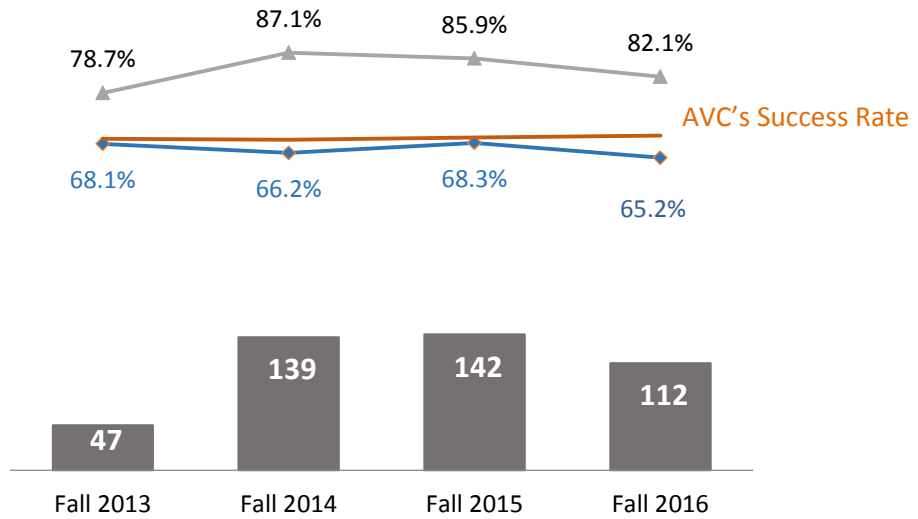
Credit Courses Enrollment, Success, and Retention Veteran Students

86.9%   88.3%   86.9%   88.0%

70.9%

AVC's Success Rate

69.6%   73.9%   72.8%

932	891	846	803
Fall 2013	Fall 2014	Fall 2015	Fall 2016
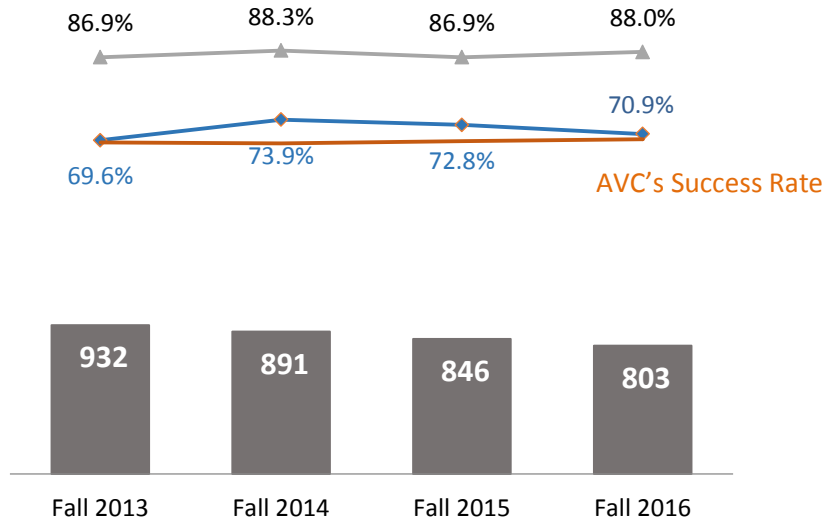
Credit Courses Enrollment, Success, and Retention First Generation Students

86.1%   86.2%   86.6%

AVC's Success Rate

67.2%   67.1%   68.3%

16,433	16,181	16,181
Fall 2014	Fall 2015	Fall 2016
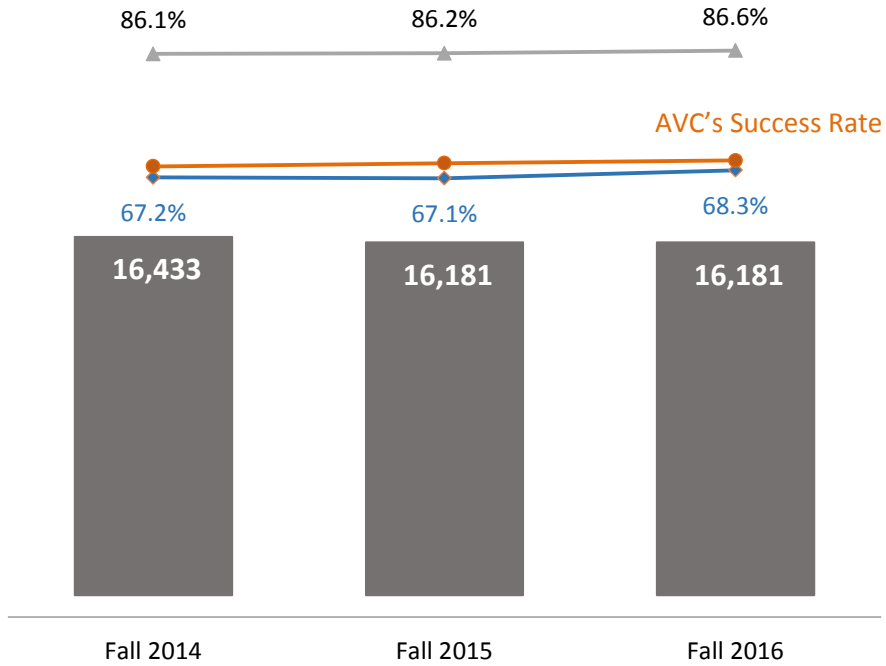
Credit Courses Enrollment, Success, and Retention for DSPS Students

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Retention	83.1%	83.0%	87.0%	83.7%	86.4%	87.4%	86.8%
Success	66.0%	65.4%	68.6%		69.2%	67.6%	67.2%
Enrollment	1,846	2,059	2,205	2,562	2,062	1,894	1,861
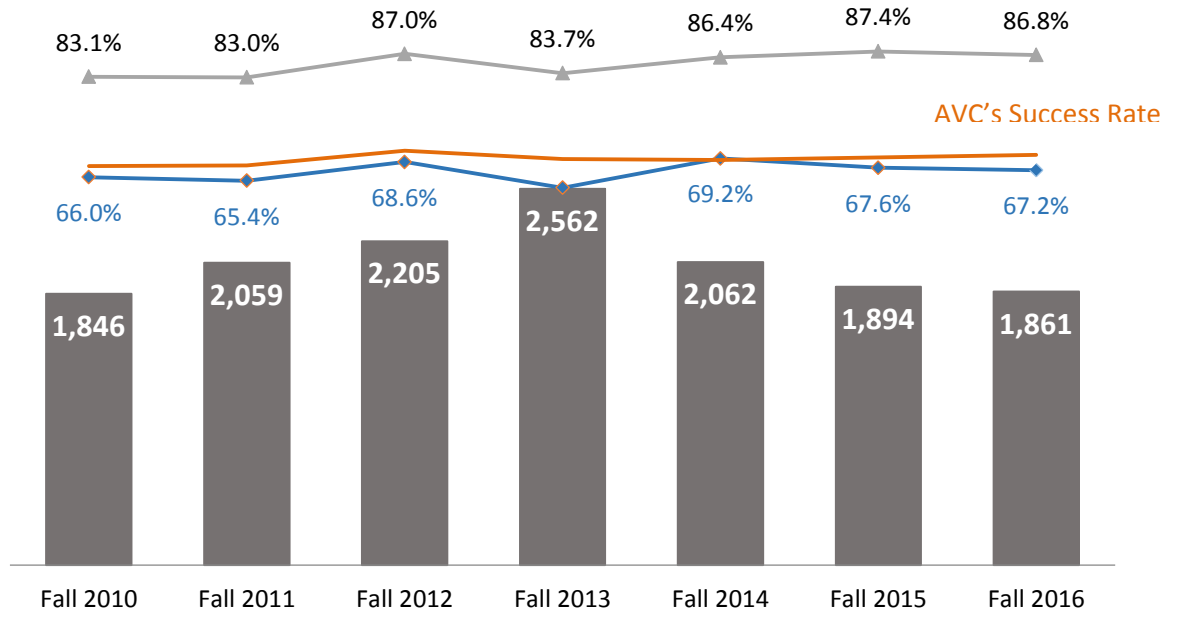
AVC's Success Rate

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 2016
B.1. Credit Courses[1]

Target Population Group	Enrollment	Success Count	Success Rate	PPD (Overall=69.8%)	# of Students "Lost"[2]
African-American	6,792	3,961	58.3%	**-11.5%**	780
American Indian/Alaska Native	136	94	69.1%	**-0.7%**	
Asian	1,405	1,098	78.1%	8.3%	
Hispanic	20,299	14,243	70.2%	0.4%	
Multi-Ethnicity	1,910	1,337	70.0%	0.2%	
Pacific Islander	67	42	62.7%	**-7.1%**	5
Unknown	290	226	77.9%	8.1%	
White Non-Hispanic	8,351	6,398	76.6%	6.8%	
AVC Total	**39,250**	**27,399**	**69.8%**		
Female	22,953	15,981	69.6%	**-0.2%**	42
Male	15,934	11,177	70.1%	0.3%	
Unknown	363	241	66.4%	**-3.4%**	12
AVC Total	**39,250**	**27,399**	**69.8%**		
Individuals with disabilities	1,861	1,251	67.2%	**-2.6%**	48
Current or Former Foster Youth	1,615	887	54.9%	**-12.3%**	199
Military (Active Duty, Active Reserve, National Guard)	112	73	65.2%	10.3%	
Veterans	803	569	70.9%	5.7%	
Low-income students	19,549	13,408	65.2%	**-5.7%**	**1,114**

*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 success rate is lower than the average group's rate, the value is negative.*

Course Completion Rate:
Numerator: Number of enrollments with grade of A, B, C, P, IA, IB, IC, IPP.
Denominator: Number of enrollments with grade of A, B, C, D, F, P, NP, I*, IPP, INP, FW, W, DR.
Source: *CCCCO's Data Mart, Outcomes, Success Rate, Credit Courses, Fall 2016*
[1]Credit courses in the California 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.
[2] 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.

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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 2010-2011)	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**	Number of Students "Lost"
American Indian/AK Native	11	LNE	LNE	LNE	
Asian	60	35	58.33%	24.35%	
Black/African American	682	108	15.84%	**-18.15%**	124
Hispanic/Latino	1104	445	40.31%	6.32%	
More than one race	104	37	35.58%	1.59%	
Native Hawaiian/Pacific Islander	LNE	LNE	LNE	LNE	
White, Non-Hispanic	741	282	38.06%	4.07%	
Some other race/Unknown	208	82	39.42%	5.44%	
All students	**2910**	**989**	**33.99%**		
Female	1663	606	36.44%	2.45%	
Male	1220	381	31.23%	**-2.76%**	34
Unknown gender	35	LNE	LNE	LNE	
Individuals with disabilities	281	80	28.47%	**-5.52%**	16
Low-income students	2372	753	31.75%	**-2.24%**	53
Veterans	95	39	41.05%	7.07%	
Current or Former Foster Youth	43	LNE	LNE	LNE	

*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: CCCCO'S Data on Demand, 2017 Scorecard, 2010-2011 ARCC BSI Math Cohort.

C.2. BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the basic skills course compared to the number of those students who complete such a final basic skills course.

C.2. BASIC SKILLS ENGLISH COMPLETION

Target Populations (Cohort of 2010-2011)	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**	Number of Students "Lost"
American Indian/AK Native	LNE	LNE	LNE		
Asian	35	24	68.57%	36.14%	
Black/African American	476	86	18.07%	**-14.37%**	68
Hispanic/Latino	566	217	38.34%	5.90%	
More than one race	40	15	37.50%	5.06%	
Native Hawaiian/Pacific Islander	LNE	LNE	LNE		
White, Non-Hispanic	262	102	38.93%	6.50%	
Some other race/Unknown	107	38	35.51%	3.08%	
All students	**1486**	**482**	**32.44%**		
Female	867	324	37.37%	4.93%	
Male	600	155	25.83%	**-6.60%**	40
Unknown gender	25	LNE	LNE		
Individuals with disabilities	221	64	28.96%	**-3.48%**	8
Low-income students	1281	401	31.30%	**-1.13%**	15
Veterans	39	17	43.59%	11.15%	
Current or Former Foster Youth	20	LNE	LNE		

*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: CCCCO'S Data on Demand, 2017 Scorecard, 2010-2011 ARCC BSI ENGL Cohort.

C.3. 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.

Target Populations	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**	Number of Students "Lost"
American Indian/AK Native	LNE	LNE	LNE	LNE	
Asian	161	26	16.15%	9.14%	
Black/African American	156	LNE	LNE	LNE	
Hispanic/Latino	984	46	4.67%	**-2.33%**	23
More than one race	40	15	37.50%	30.49%	
Native Hawaiian/Pacific Islander	LNE	LNE	LNE	LNE	
White, Non-Hispanic	97	15	15.46%	8.46%	
Some other race/Unknown	140	14	10.00%	2.99%	
All students	**1,541**	**108**	**7.01%**		
Female	1127	83	7.36%	0.36%	
Male	402	24	5.97%	**-1.04%**	4
Unknown gender	12	LNE	LNE	LNE	
Individuals with disabilities	84	28	33.33%	26.32%	
Low-income students	1,042	74	7.10%	0.09%	
Veterans	6	1	16.67%	9.66%	
Current or Former Foster Youth	LNE	LNE	LNE	LNE	

*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: CCCCO'S Data on Demand, 2016 Scorecard, 2005-2006 through 2010-2011 ARCC BSI ESL Cohorts.

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 2010-2011)	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**	Number of Students "Lost"
American Indian/AK Native	5	LNE	LNE	LNE	
Asian	71	25	35.21%	12.46%	
Black/African American	350	48	13.71%	**-9.04%**	32
Hispanic/Latino	1,012	233	23.02%	0.27%	
More than one race	100	25	25.00%	2.25%	
Native Hawaiian/Pacific Islander	LNE	LNE	LNE	LNE	
White, Non-Hispanic	635	163	25.67%	2.92%	
Some other race/Unknown	91	21	23.08%	0.33%	
All students	2,268	516	**22.75%**		
Female	1,256	309	24.60%	1.85%	
Male	983	200	20.35%	**-2.41%**	24
Unknown gender	29	LNE	LNE	LNE	
Individuals with disabilities	161	40	24.84%	**2.09%**	
Low-income students	1,880	428	22.77%	0.01%	
Veterans	46	8	17.39%	-5.36%	2
Current or Former Foster Youth	14	3	LNE	LNE	

*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 2010-2011 with the goal of obtaining a degree or certificate.
Source: *CCCCO's Data on Demand, 2017 Scorecard, 2010-2011 ARCC SPAR Cohort.*

DEGREE COMPLETION

Outcome: **The # of students who earned a degree within 6 years.**
Cohort: **The # of first-time students who enrolled in the 2010-2011 with the goal of obtaining a degree/certificate.**

Target Populations (Cohort of 2010-2011)	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**	Number of Students "Lost"
American Indian/AK Native	LNE	LNE	LNE	LNE	
Asian	71	23	32.39%	11.98%	
Black/African American	682	108	15.84%	**-4.58%**	31
Hispanic/Latino	1,012	208	20.55%	0.14%	
More than one race	100	24	24.00%	3.59%	
Native Hawaiian/Pacific Islander	LNE	LNE	LNE	LNE	
White, Non-Hispanic	635	150	23.62%	3.21%	
Some other race/Unknown	91	16	17.58%	**-2.83%**	3
All students	2,268	463	**20.41%**		
Female	1,256	295	23.49%	3.07%	
Male	983	163	16.58%	**-3.83%**	38
Unknown gender	29	LNE	LNE	LNE	
Individuals with disabilities	161	32	19.88%	**-0.54%**	
Low-income students	388	78	20.10%	**-0.31%**	
Veterans	46	LNE	LNE	LNE	
Current or Former Foster Youth	14	LNE	LNE	LNE	

*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 2010-2011 with the goal of obtaining a degree.

Source: *CCCCO's Data on Demand, 2017 Scorecard, 2010-2011 ARCC SPAR Cohort.*

CERTIFICATE COMPLETION

Outcome: The # of students who earned a certificate within 6 years.
Cohort: The # of first-time students who enrolled in the 2010-2011 with the goal of obtaining a degree/certificate.

Target Populations (Cohort of 2010-2011)	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 +/- added**	Number of Students "Lost"
American Indian/AK Native	LNE	LNE	LNE	LNE	
Asian	60	35	58.33%	49.60%	
Black/African American	71	13	18.31%	9.58%	
Hispanic/Latino	1,012	88	8.70%	**-0.03%**	
More than one race	100	LNE	LNE	LNE	
Native Hawaiian/Pacific Islander	LNE	LNE	LNE	LNE	
White, Non-Hispanic	635	64	10.08%	1.35%	
Some other race/Unknown	91	LNE	LNE	LNE	
All students	**2,268**	**198**	**8.73%**		
Female	1,256	99	7.88%	**-0.85%**	11
Male	983	94	9.56%	0.83%	
Unknown gender	29	LNE	LNE	LNE	
Individuals with disabilities	161	23	14.29%	5.56%	
Low-income students	1,880	171	9.10%	0.37%	
Veterans	46	LNE	LNE	LNE	
Current or Former Foster Youth	14	LNE	LNE	LNE	

*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 2010-2011 with the goal of obtaining a degree or certificate.
Source: *CCCCO's Data on Demand, 2017 Scorecard, 2010-2011 ARCC SPAR Cohort.*

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 2010-2011)	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**	Number of Students "Lost"
American Indian/AK Native	LNE	LNE	LNE	LNE	
Asian	71	34	47.89%	21.04%	
Black/African American	350	70	20.00%	**-6.85%**	24
Hispanic/Latino	1012	254	25.10%	**-1.75%**	18
More than one race	100	34	34.00%	7.15%	
Native Hawaiian/Pacific Islander	LNE	LNE	LNE	LNE	
White, Non-Hispanic	741	282	38.06%	11.20%	
Some other race/Unknown	91	18	19.78%	**-7.07%**	6
All students	**2268**	**609**	**26.85%**		
Female	1256	364	28.98%	2.13%	
Male	983	241	24.52%	**-2.34%**	23
Unknown gender	29	LNE	LNE	LNE	
Individuals with disabilities	161	30	18.63%	**-8.22%**	13
Low-income students	1880	441	23.46%	**-3.39%**	64
Veterans	46	15	32.61%	5.76%	
Current or Former Foster Youth	14	LNE	LNE	LNE	

*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: *CCCCO's Data on Demand, 2017 Scorecard, 2010-2011 ARCC SPAR Completion Cohort.*

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 2010-2011)	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**	Number of Students "Lost"
American Indian/AK Native	LNE	LNE	LNE	LNE	
Asian	64	32	50.00%	17.76%	
Black/African American	168	59	35.12%	2.87%	
Hispanic/Latino	749	220	29.37%	-2.87%	22
More than one race	83	32	38.55%	6.31%	
Native Hawaiian/Pacific Islander	LNE	LNE	LNE	LNE	
White, Non-Hispanic	491	164	33.40%	1.16%	
Some other race/Unknown	59	14	23.73%	-8.52%	5
All students	**1,622**	**523**	**32.24%**		
Female	960	314	32.71%	0.46%	
Male	648	205	31.64%	-0.61%	4
Unknown gender	14	LNE	LNE	LNE	
Individuals with disabilities	94	22	23.40%	-8.84%	8
Low-income students	1,281	369	28.81%	-3.44%	44

*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: *CCCCO's Data on Demand*

AWARDS, TRANSFERS AND LICENSURES

<u>Key Terms</u>

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
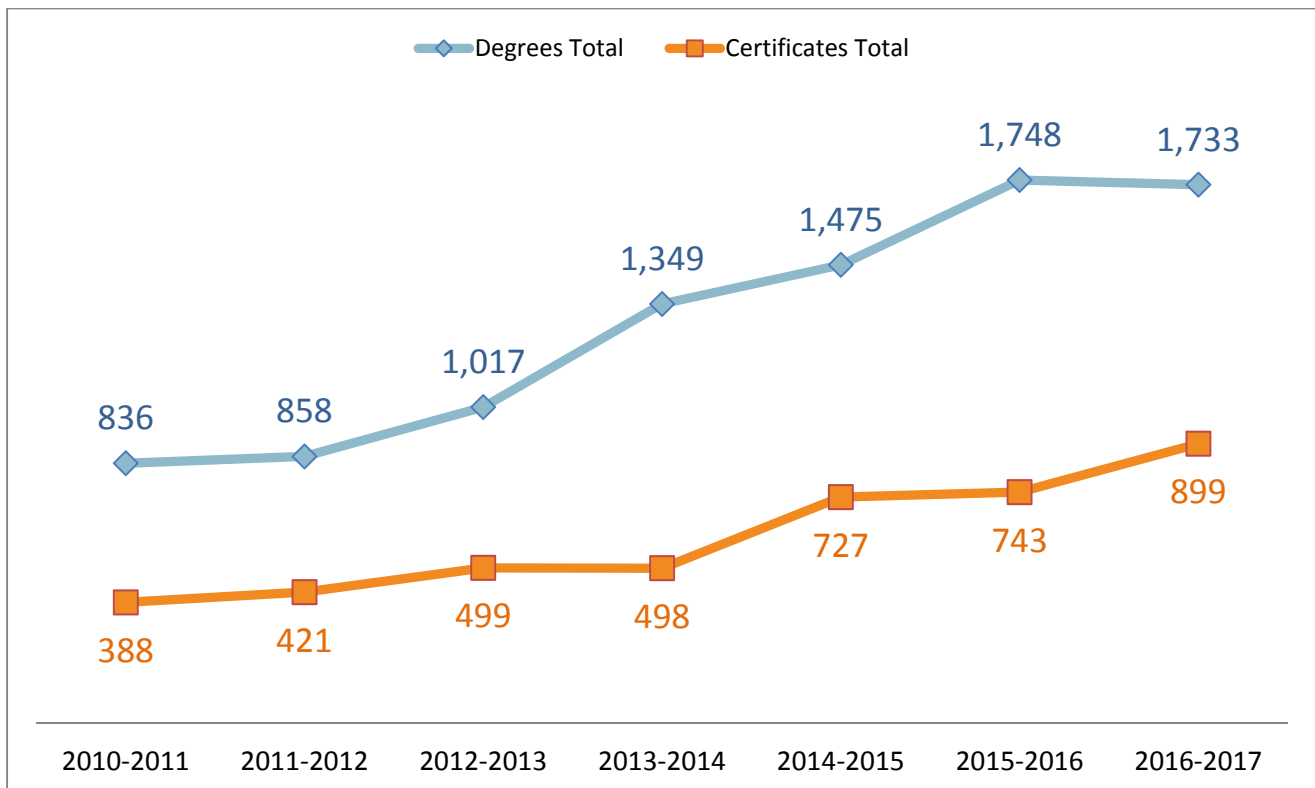
UC – University of California

Awards Summary

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

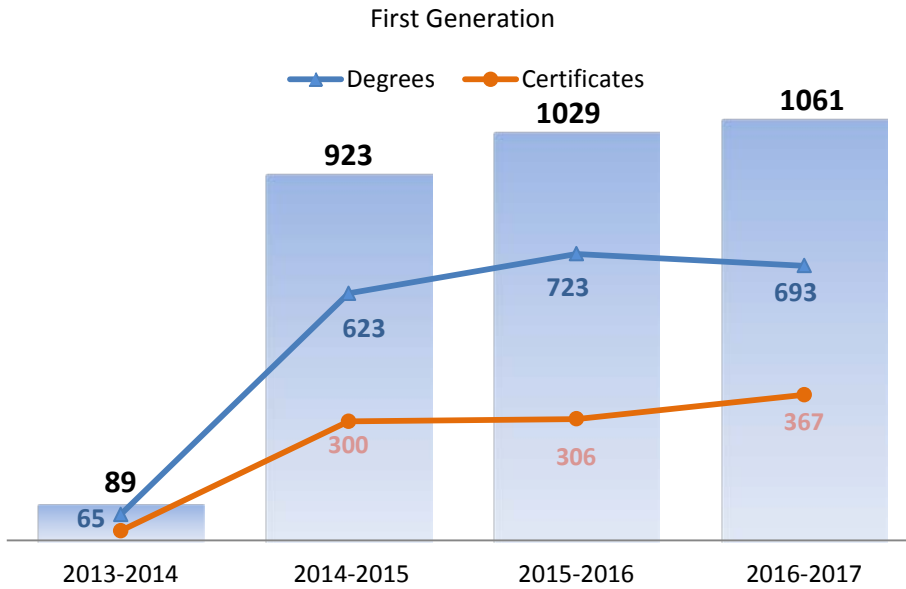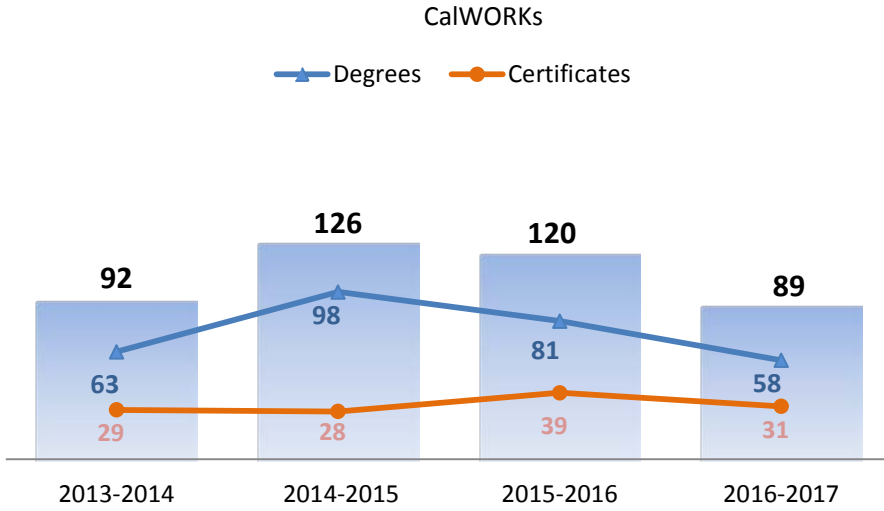| Degrees/Certificates	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Associate in Science for Transfer (A.S.-T)		4	6	17	70	178	231
Associate in Arts for Transfer (A.A.-T)		1	8	10	37	141	199
Associate of Science (A.S.)	348	353	389	455	448	490	467
Associate of Arts (A.A.)	488	500	614	867	920	939	836
Degrees Total	**836**	**858**	**1,017**	**1,349**	**1,475**	**1,748**	**1,733**
Certificate requiring 30 to < 60 semester units	240	251	324	322	519	544	683
Certificate requiring 18 to < 30 semester units	148	170	172	171	205	197	212
Certificate requiring 6 to < 18 semester units			3	5	3	2	4
Certificates Total	**388**	**421**	**499**	**498**	**727**	**743**	**899**
AVC Total	**1,224**	**1,279**	**1,516**	**1,847**	**2,202**	**2,491**	**2,632**

Source: *CCCCO's Data Mart*

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

Program Award for Special Population/Groups

(source: CCCCO's Datamart)

CalWORKs

— Degrees   — Certificates

	2013-2014	2014-2015	2015-2016	2016-2017
Bar	92	126	120	89
Degrees	63	98	81	58
Certificates	29	28	39	31

First Generation

— Degrees   — Certificates

	2013-2014	2014-2015	2015-2016	2016-2017
Bar	89	923	1029	1061
Degrees	65	623	723	693
Certificates		300	306	367

EOPS

Legend: ▲ Degrees ● Certificates

Year	Bar total	Degrees	Certificates
2013-2014	105	91	14
2014-2015	81	63	18
2015-2016	116	79	37
2016-2017	118	78	40

CARE

Legend: ▲ Degrees ● Certificates

Year	Bar total	Degrees	Certificates
2013-2014	9	7	2
2014-2015	13	10	3
2015-2016	15	11	4
2016-2017	20	15	5

DSPS

Legend: ▲ Degrees ● Certificates

	2013-2014	2014-2015	2015-2016	2016-2017
Bar total	143	191	159	208
Degrees	110	122	110	135
Certificates	33	69	49	73

Special Admit Students

Legend: ▲ Degrees ● Certificates

	2013-2014	2014-2015	2015-2016	2016-2017
Bar total	38	85	74	45
Degrees	35	60	59	36
Certificates	3	25	15	9

Foster Youth

Degrees ▲   Certificates ●

	2013-2014	2014-2015	2015-2016	2016-2017
Bar total	15	41	56	70
Degrees	8	27	39	40
Certificates	7	14	17	30

Veterans

Degrees ▲   Certificates ●

	2013-2014	2014-2015	2015-2016	2016-2017
Bar total	51	76	68	70
Degrees	28	47	41	44
Certificates	23	29	27	26

Awards by Program

Table 4.2. Associate Degrees Awarded by Program, 2010-2011 to 2016-2017

Major	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
AS-T Administration of Justice					32	62	76
Administration of Justice	64	69	107	113	113	106	65
Aircraft Fabrication & Assembly	*	*	14	*	13	12	29
AA-T Studio Arts					*	*	17
Biological Sciences	25	21	38	39	24	50	65
General Business	14	17	18	12	21	18	14
Business Administration	45	75	90	84	75	93	66
AS-T Business Administration					24	70	101
Computer Animation	*	*	*	*	*	11	10
Child & Family Education	15	19	17	28	23	21	25
AA-T Communication Studies		*	*	10	10	22	17
Deaf Studies: ASL	*	14	14	11	16	*	12
Deaf Studies: Interpreter Training	*	12	14	*	17	10	12
AS-T Early Childhood Education						*	13
AA-T English					*	13	15
Fire Technology	16	10	*	21	13	*	10
Graphic Design	*	*	15	15	13	14	16
AA-T History					*	15	11
Instructional Aide	*	*	*	*	*	*	10
Kinesiology			10	35	64	74	77
AA-T Kinesiology						*	16
LAS: Arts and Humanities[1]	46	57	69	107	112	117	89
LAS: Math and Sciences[1]	90	99	130	206	166	172	158
LAS: Social/Behavioral Science[1]	187	189	233	361	388	390	314
Mathematics	17	16	15	24	14	26	12
AS-T Mathematics		*	*	17	18	33	32
AS-T Physics					*	17	16
AA-T Political Science					*	13	10
Physical Sciences	*	10	14	40	15	42	33
AA-T Psychology					*	42	47
Registered Nursing	134	98	111	92	121	102	103
Respiratory Care/Therapy	15	13	14	11	13	11	10
AA-T Sociology					*	18	46
AA-T Theatre Arts						*	11

Displaying only Degrees with ten or more graduates for each academic year
[1]LAS= Letters Arts and Sciences
Source: AVC's Banner Database

Degrees and Certificates 2010-2017
https://public.tableau.com/views/DegreesandCertificates2010-2016/Story1?:embed=y&:display_count=yes

Table 4.3. Certificates Awarded by Program, 2010-2011 to 2016-2017

Major	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Aircraft Airframe Cert	24	12	21	20	19	11	23
Gen Aircraft Maintenance Cert	*	16	*	11	14	*	10
Aircraft Powerplant Cert	32	20	12	31	18	16	11
Aircraft Fab & Assembly Cert	37	26	25	21	38	38	55
General Business Cert	*	13	17	12	21	20	13
Computer Animation Cert	*	*	*	*	14	11	11
Child & Family Education Cert	12	19	24	23	33	27	27
CSU General Education Cert	26	22	59	49	170	242	402
Deaf Studies: ASL Cert	*	18	18	*	16	13	14
Deaf Studies: Interpreter Training Cert	*	18	20	*	16	15	15
Electrical Technology Cert	4	22	20	7	18	20	10
Firefighter I Academy Cert	31	27	26	22	27	21	25
Graphic Design Cert	*	10	17	21	16	16	17
Interior Design Cert	12	12	*	15	*	*	10
Yoga Instructor							20
Clinical Medical Assist Cert	*	*	*	14	17	20	11
IGETC General Education Cert	*	*	17	26	46	51	57
Welding Cert	*	*	*	*	*	10	14

Displaying only Degrees with ten or more graduates for each academic year
Source: AVC's Banner Database

Degrees and Certificates 2010-2017
https://public.tableau.com/views/DegreesandCertificates2010-2016/Story1?:embed=y&:display_count=yes

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Antelope Valley College Transfers

Table 4.4. Transfer Volume

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
In-State-Private (ISP)	192	180	173	142	97	76
Out-of-State (OOS)	244	222	196	244	249	248
AVC Total	**436**	**402**	**369**	**386**	**346**	**324**
California State University (CSU) System	476	379	493	534	348	587
University of California (UC) System*	68	55	67	77	60	85
AVC Total to UC and CSU	**544**	**434**	**560**	**611**	**408**	**672**
Total Transfer Students	**980**	**836**	**929**	**997**	**754**	**996**

*Fall Data
Source: *CCCCO's Data Mart*

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

Student Count	Cohort Year 2005-2006	Cohort Year 2006-2007	Cohort Year 2007-2008	Cohort Year 2008-2009	Cohort Year 2009-2010	Cohort Year 2010-2011
Transferred Students	470	551	569	622	528	523
Cohort Students	1,266	1,597	1,791	1,980	1,662	1,622
Transfer Rate	37%	35%	32%	31%	32%	33%

Source: *CCCCO's Data Mart*

Table 4.6. Transfers to CSU Campus'

CSU Campus	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Bakersfield	92	71	70	70	140	67	190
Channel Islands	9	10	10	16	20	13	20
Chico	5	3	6	8	3	2	6
Dominguez Hills	14	18	12	15	10	17	15
East Bay	2	3	3	8	3	3	4
Fresno	10	8	7	4	4	2	2
Fullerton	15	4	9	12	7	7	14
Humboldt	6	8	7	8	4	8	8
Long Beach	24	23	17	23	34	33	32
Los Angeles	20	11	15	11	24	13	18
Maritime Academy			2	1			
Monterey Bay	3	4		2	4	5	3
Northridge	128	152	82	127	222	134	213
Pomona	6	10	12	9	26	15	16
Sacramento	7	4	5	6	7	6	9
San Bernardino	6	6	3	4	3	6	6
San Diego	8	3	6	2	2	5	6
San Francisco	5	8	5	6	10	7	11
San Jose	4	2	6	7	5	1	2
San Luis Obispo	4	5	7	1	5	1	7
San Marcos	4				2		2
Sonoma			2			2	1
Stanislaus	2	2		1	1	1	2
Grand Total	**374**	**355**	**286**	**343**	**534**	**348**	**587**

Source: *CCCCO's Data Mart*

Figure 4.2. AVC Student Transfer to CSU System, 2016-2017

Campus	Value
Stanislaus	2
Sonoma	1
San Marcos	2
San Luis Obispo	7
San Jose	2
San Francisco	11
San Diego	6
San Bernardino	6
Sacramento	9
Pomona	16
Northridge	213
Monterey Bay	3
Los Angeles	18
Long Beach	32
Humboldt	8
Fullerton	14
Fresno	2
East Bay	4
Dominguez Hills	15
Chico	6
Channel Islands	20
Bakersfield	190
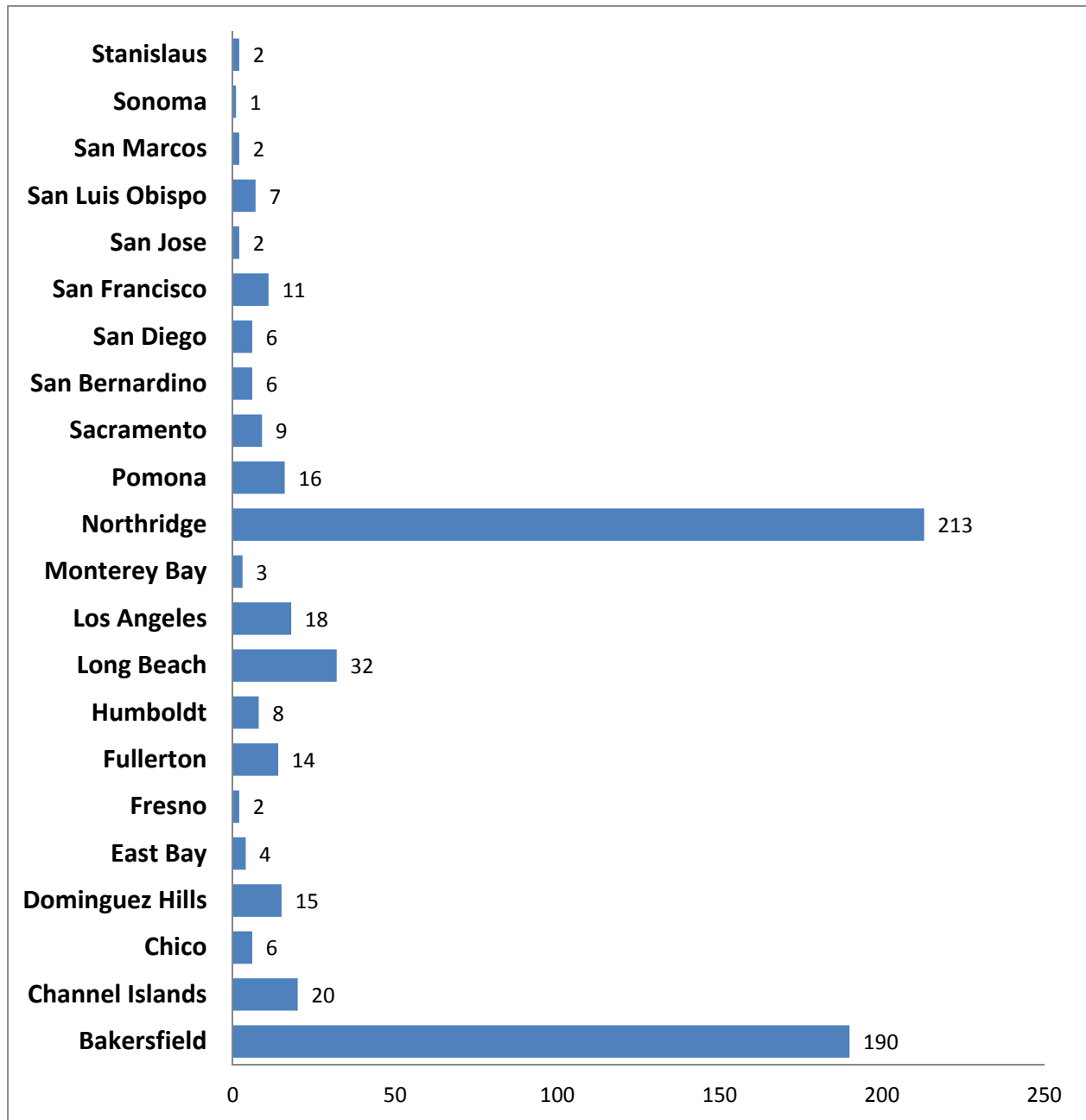
Source: *CSU Analytic Studies*

Figure 4.3. AVC Student Transfer to CSU System by Race/Ethnicity, Fall 2016
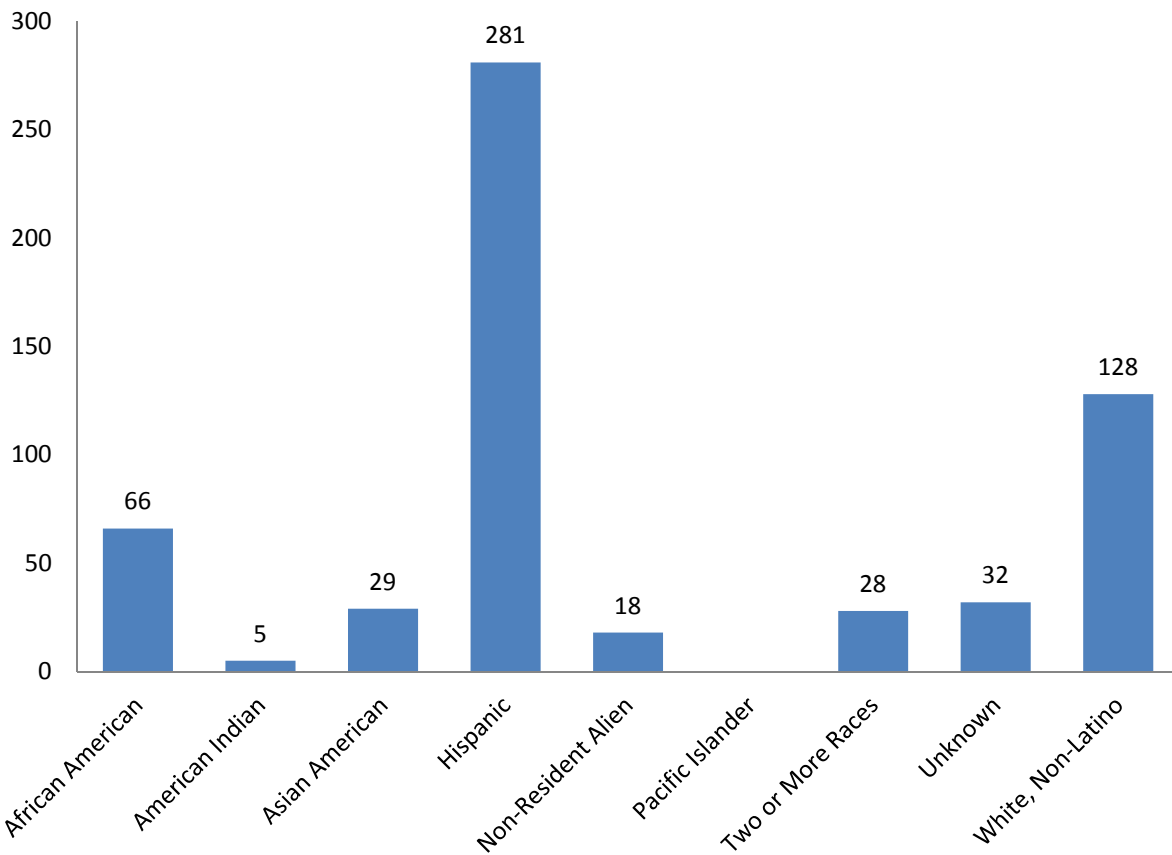
Source: *CSU Analytic Studies*

Table 4.6. AVC Student Transfer to CSU System by Gender & Discipline, 2016-2017

CSU Concentration Name	Female	Male	Total
Accountancy	9	12	21
Anthropology	2	1	3
Applied Mathematics		2	2
Art	9	5	14
Art (Studio/Professional Performance)	2		2
Athletic Training	2	1	3
Biochemistry	2	2	4
Biology	10	3	13
Biomedical Engineering		1	1
Biotechnology	2		2
Business Administration	12	14	26
Cell and Molecular Biology		3	3
Chemical Engineering	1	1	2
Chemistry	3	1	4
Child Development/Early Childhood Education	30		30
City and Regional Planning	1		1
Civil Engineering	1	5	6

AVC Transfers by CSU Systemwide Discipline Division, 2016-2017 cont.			
CSU Concentration Name	Female	Male	Total
Clinical Science/Biomedical Laboratory Science	2		2
Communications	5	2	7
Communicative Disorders	4		4
Computer Engineering		3	3
Computer Science		8	8
Computer Science and Information Technology		6	6
Criminal Justice	27	12	39
Deaf Studies	2	3	5
Dietetics & Food Administration/Nutritional Science	6		6
Ecology	2		2
Economics		2	2
Electrical Engineering	1	8	9
Electronic Engineering Technology		1	1
English	7	3	10
Environmental Studies/Environmental Science	2		2
Family and Consumer Sciences/Home Economics	2		2
Finance	2	1	3
Forestry		1	1
Gender/Women's and Gay/Lesbian Studies	1		1
Geographic Information Systems		1	1
Geography		2	2
Geology	1		1
Global Supply Chain Management	1		1
Health Care Management/Administration	7	1	8
History	7	9	16
Hotel and Restaurant/Hospitality Management		1	1
Human Development	1		1
Human Resources/Personnel Management	2		2
Information Systems		1	1
International Studies/Global Studies	1		1
Journalism	2	3	5
Kinesiology/Physical Education	3	8	11
Liberal Studies	30	3	33
Management	8	10	18
Marketing	3	1	4
Mathematics	8	6	14
Mechanical Engineering		9	9
Mechanical Engineering Technology		1	1
Microbiology	3	1	4
Music	3	1	4
Music (Professional Performance)	1	1	2
Nursing (RN-to-Nursing Degree)	14	2	16
Nursing, Pre-Licensure	3		3

AVC Transfers by CSU Systemwide Discipline Division, 2016-2017 cont.			
CSU Concentration Name	Female	Male	Total
Philosophy	1		1
Physics		1	1
Political Science/Government	7	3	10
Pre-Nursing	1		1
Pre-Physical Therapy		2	2
Production and Operations Management		1	1
Psychology	29	14	43
Public Administration		2	2
Public Health	1	2	3
Quantitative Methods, Analysis, Business Analytics	1		1
Radio-Television-Film/Telecommunications	3	1	4
Recreation Administration		1	1
Religious Studies		1	1
Social Science/Social and Behavioral Sciences	3		3
Social Work	6		6
Sociology	65	13	78
Spanish	3	2	5
Speech Communication	5	1	6
Speech Language Pathology (Entry-Ready)	1		1
Speech Language Pathology (without communicative disorders)	1		1
Statistics		1	1
Technical and Professional Writing	1		1
Theatre Arts	2	3	5

Source: *CSU Analytic Studies*

Figure 4.4. AVC Student Transfer to UC System, Fall 2016
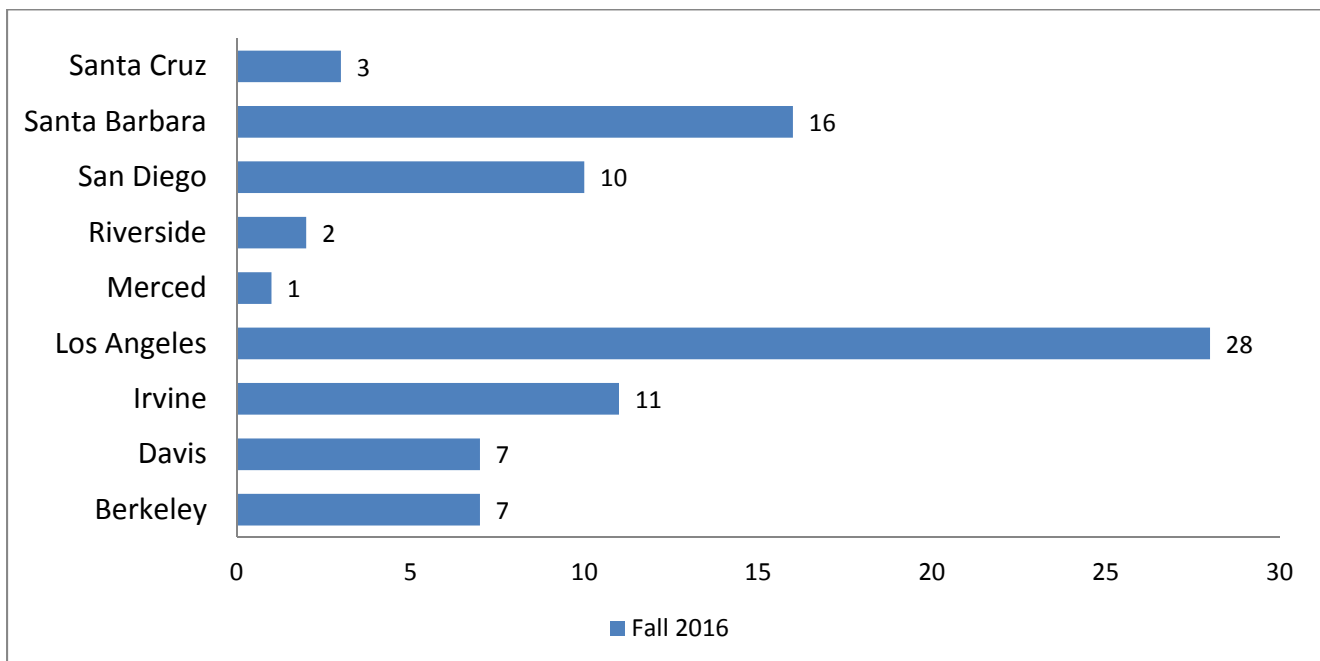
Career & Technical Education (CTE) Employment Outcomes Survey 2017
Antelope Valley College

Completer and skills-building students at Antelope Valley College were surveyed if they met one of the following criteria in 2014-2015, and did not enroll (or were minimally enrolled) in 2015-2016: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. The survey was administered in early 2017 by e-mail, text message (SMS), and telephone. 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 1,245 students were surveyed and 432 (35%) students responded: 45% by email, 12% by SMS, and 42% by phone.

How satisfied are students with the education and training they received?

Very Satisfied | **Satisfied** | **Other**

12.3%
42.9%
44.8%
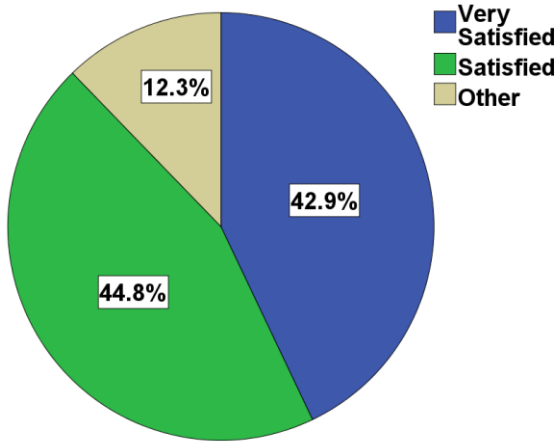
How many students secured a job that is closely related to their program of study?

Very Close | **Close** | **Not Close**

31.0%
46.8%
22.2%
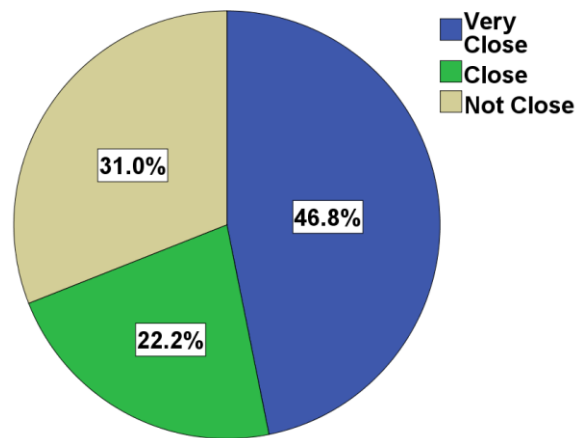
How many hours per week are employed students working?

40+ hours | **>20 hours** | **<20 hours**

10.5%
21.8%
67.7%
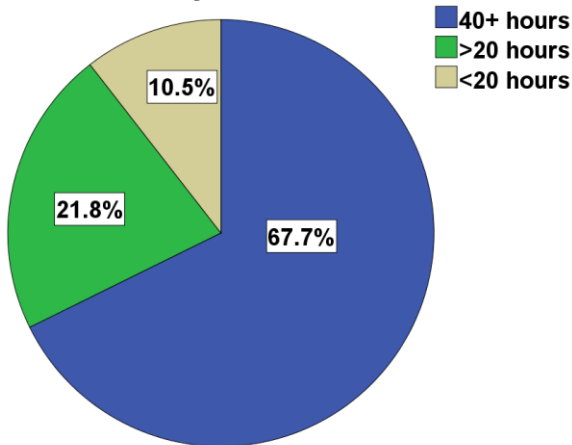
How many months did it take for students to find a job?

0 | **1-3** | **4-6** | **7+**

20.9%
21.7%
24.3%
33.0%
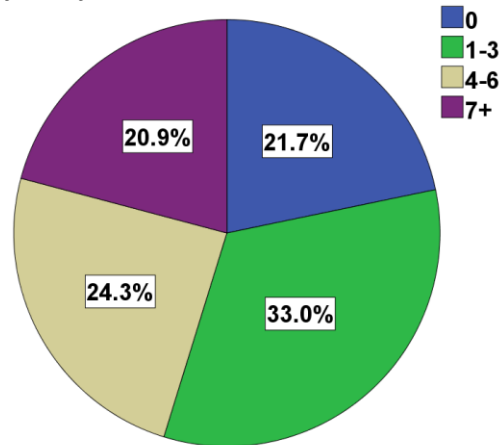
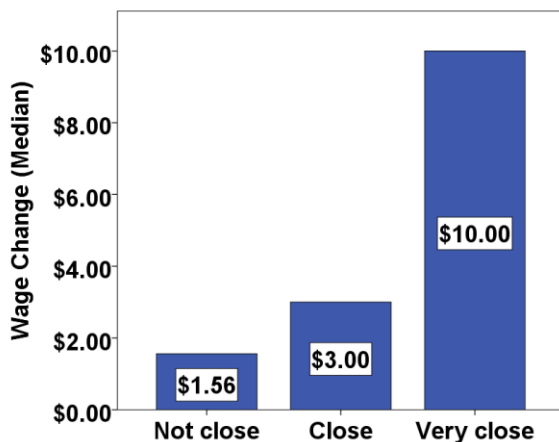*What were the hourly wages of the students before training versus after training?*
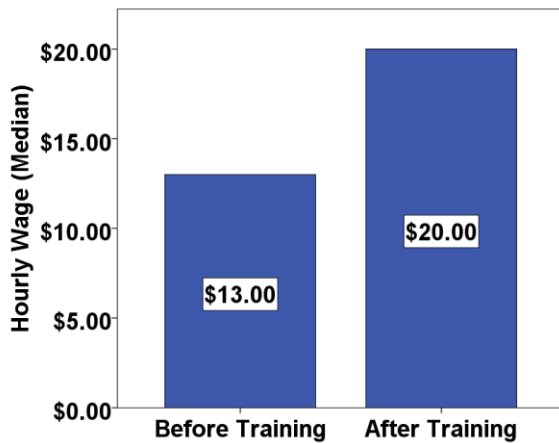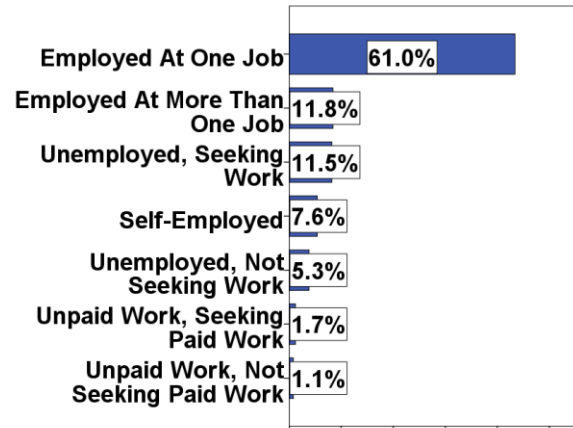

What were the hourly wages of transfer students and non-transfer students—before training versus after training?
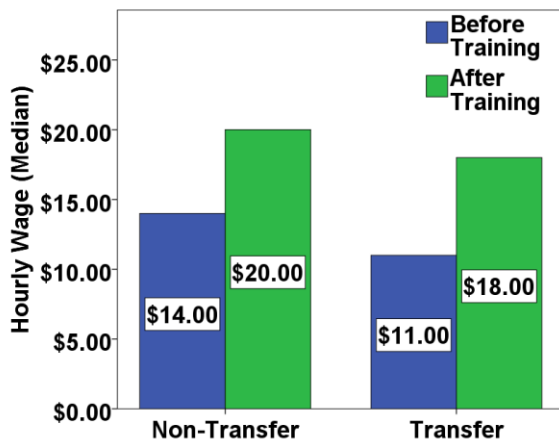
Does the similarity between job and program of study influence wage gains?

What is your current employment status?

More Key Results

$7.00 is the overall change in hourly wages after completing training—in dollars

54% is the overall change in hourly wages after completing training—in percentage gain

80% of respondents reported being employed for pay

28% of respondents reported transferring to another college or university

88% of respondents reported being very satisfied or satisfied with their training.

Conclusion

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.

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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 her position.

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AVC Employees by Classification

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

|	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Educational Administrator	27	24	16	18	21	21	24
Academic, Tenured/Tenure Track	182	181	168	165	173	174	171
Academic, Temporary	413	403	381	405	420	448	488
Classified	230	225	234	235	240	248	263
AVC Total	**852**	**833**	**799**	**823**	**854**	**891**	**946**

Source: *CCCCO's Data Mart*

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Educational Administrator	3.17%	2.88%	2.00%	2.19%	2.46%	2.36%	2.54%
Academic, Tenured/Tenure Track	21.36%	21.73%	21.03%	20.05%	20.26%	19.53%	18.08%
Academic, Temporary	48.47%	48.38%	47.68%	49.21%	49.18%	50.28%	51.59%
Classified	27.00%	27.01%	29.29%	28.55%	28.10%	27.83%	27.80%

Source: *CCCCO's Data Mart*

Figure 6.1. Percentage of AVC Employees by Position, Fall 2016
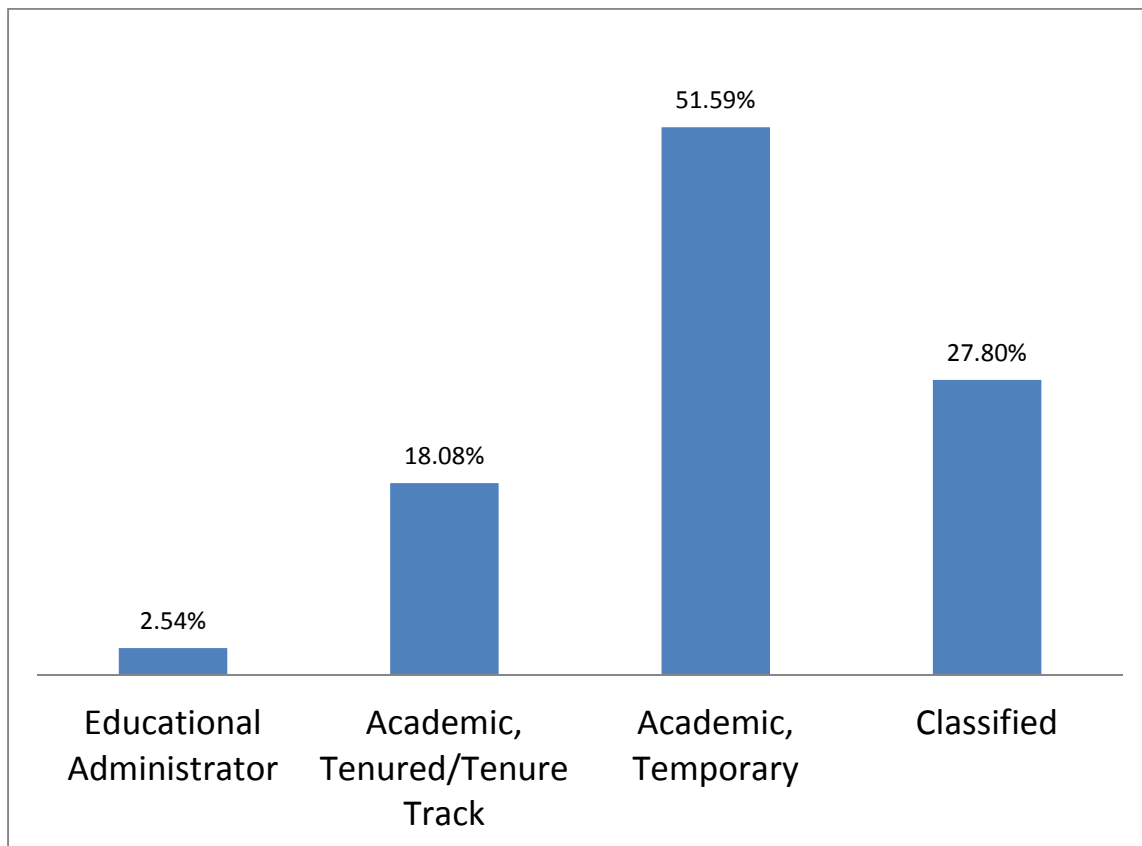
Employee Demographics

Table 6.3. Faculty by Gender, Fall 2016

Faculty	Full-Time		Adjunct		All	
Female	79	46.20%	224	45.90%	303	45.98%
Male	92	53.80%	264	54.10%	356	54.02%
Total	**171**	**100%**	**488**	**100.00%**	**659**	**100.00%**

Source: *CCCCO's Data Mart*

Figure 6.2. AVC Faculty by Gender, Fall 2016
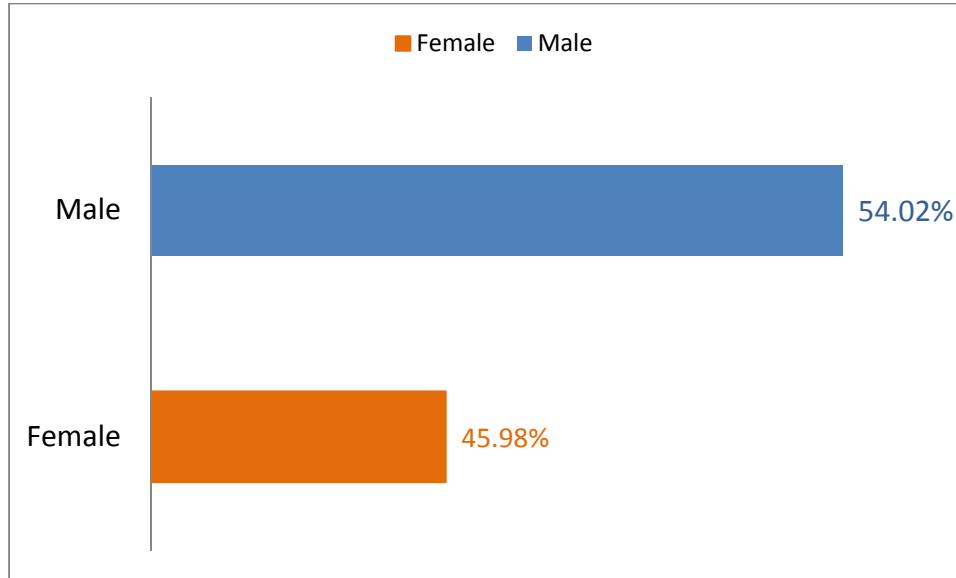
Table 6.4. Administration and CMS/Classified by Gender, Fall 2016

Gender	Administrator		CMS/Classified		All	
Female	10	41.67%	165	62.74%	175	60.98%
Male	14	58.33%	98	37.26%	112	39.02%
Total	**24**	**100.00%**	**263**	**100.00%**	**287**	**100.00%**

Source: *CCCCO's Data Mart*

Ib

Figure 6.3. All AVC Administrators and CMS/Classified by Gender, Fall 2016
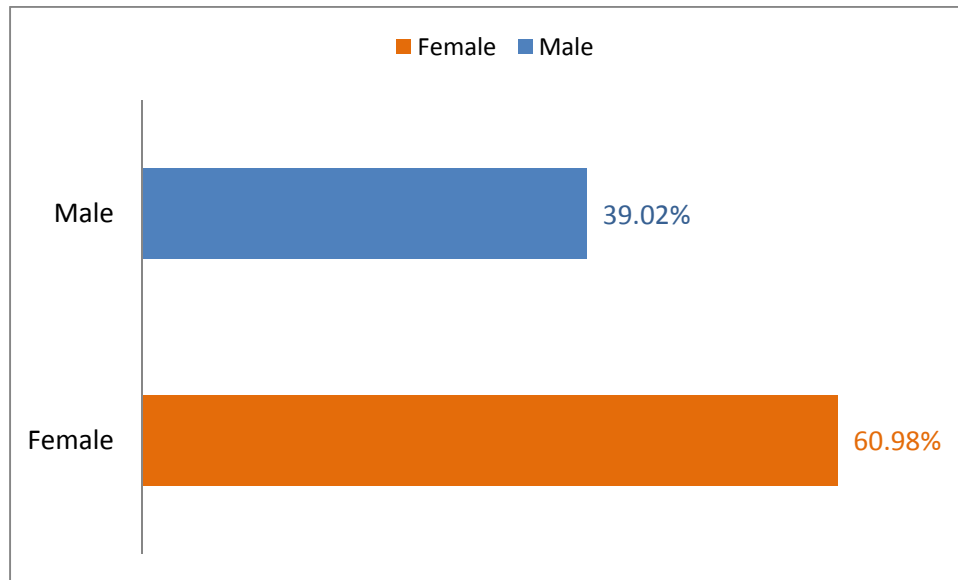
Table 6.5. Employees by Race/Ethnicity, Fall 2016

Race/Ethnicity	Full-Time		Adjunct		Classified/CMS		Administrative	
	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent
African-American	16	9.36%	40	8.20%	41	15.59%	3	12.50%
American Indian/AK Native	2	1.17%	3	0.61%	1	0.38%		0.00%
Asian, Pacific Islander	11	6.43%	33	6.76%	9	3.42%	2	8.33%
Hispanic	18	10.53%	69	14.14%	54	20.53%	4	16.67%
Other / Unknown	1	0.58%	5	1.02%	8	3.04%	1	4.17%
Two or More Races	5	2.92%	17	3.48%	10	3.80%		0.00%
White Non-Hispanic	118	69.01%	321	65.78%	140	53.23%	14	58.33%
Total	171	100.00%	488	100.00%	263	100.00%	24	100.00%

Source: *CCCCO's Data Mart*

Figure 6.4. AVC Employee Diversity, Fall 2016

Race/Ethnicity	Percentage
White Non-Hispanic	62.68%
Two or More Races	3.38%
Other / Unknown	1.59%
Hispanic	15.33%
Asian, Pacific Islander	5.81%
American Indian/AK Native	0.63%
African-American	10.57%
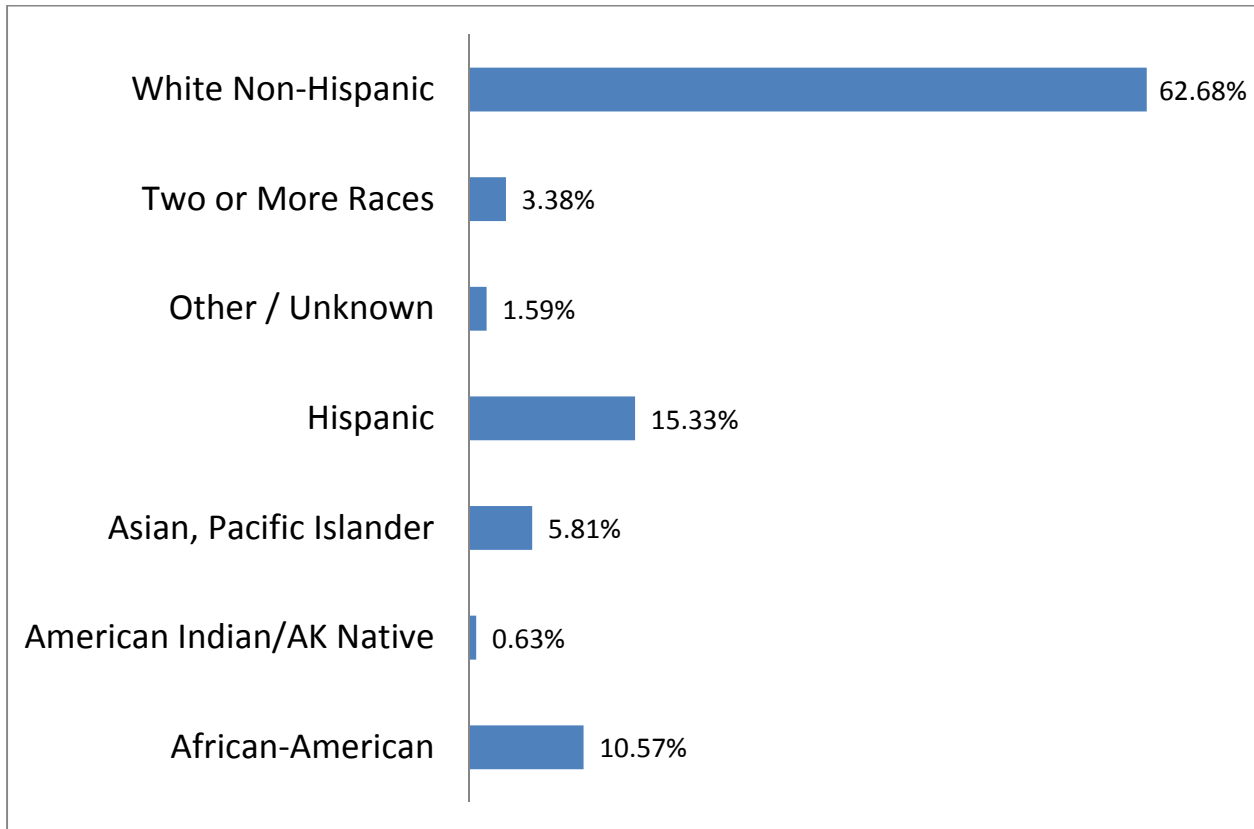
Table 6.6. Employees by Age Groups, Fall 2016

Age Group	Full-Time Faculty		Adjunct		Classified/CMS		Administrative	
18 to 34	3	1.75%	69	14.14%	43	16.35%	0	0.00%
35 to 39	14	8.19%	51	10.45%	35	13.31%	2	8.33%
40 to 44	19	11.11%	48	9.84%	31	11.79%	1	4.17%
45 to 49	24	14.04%	56	11.48%	34	12.93%	3	12.50%
50 to 54	28	16.37%	61	12.50%	32	12.17%	4	16.67%
55 to 59	33	19.30%	56	11.48%	43	16.35%	9	37.50%
60 to 64	28	16.37%	62	12.70%	28	10.65%	3	12.50%
65 to 69	11	6.43%	48	9.84%	13	4.94%	0	0.00%
70+	11	6.43%	37	7.58%	4	1.52%	2	8.33%

Source: *CCCCO's Data Mart*

Antelope Valley Community College

Student Right-to-Know Rates for Fall 2010 Cohort
Completion Rate: 21.88 %
Transfer Rate: 13.96 %

In compliance with the Student Right-to-Know and Campus Security Act of 1990 (Public Law 101-542), it is the policy of our college district to make available its completion and transfer rates to all current and prospective students. Beginning in Fall 2010, a cohort of all certificate-, degree-, and transfer-seeking first-time, full-time students were tracked over a six year period. Their completion and transfer rates are listed above. These rates do not represent the success rates of the entire student population at the College nor do they account for student outcomes occurring after this six year tracking period.

Based upon the cohort defined above, a Completer is a student who attained a certificate or degree or became 'transfer prepared' during a six year period, from Fall 2010 to Spring 2016. Students who have completed 60 transferable units with a GPA of 2.0 or better are considered 'transfer prepared '. Students who transferred to another post-secondary institution, prior to attaining a degree, certificate, or becoming 'transfer prepared' during a eleven semester period, from Spring 2011 to Spring 2016, are transfer students.

http://srtk.cccco.edu/621/13index.htm

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Institutional Effectiveness, Research, and Planning

2017