



2016 Annual Report
Final Submission
 03/31/2016

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

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Dr. Meeta Goel
3.	Phone number of person preparing report:	661-722-6300
4.	E-mail of person preparing report:	mgoel@avc.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	https://www.avc.edu/sites/default/files/catalog/introduction.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	https://www.avc.edu/
6.	Total unduplicated headcount enrollment:	Fall 2015: 14,530 Fall 2014: 14,460 Fall 2013: 14,270
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	12,731
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	5,457
9.	Number of courses offered via distance education:	Fall 2015: 166 Fall 2014: 157 Fall 2013: 135
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 2,523 Fall 2014: 2,652 Fall 2013: 2,508
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
	Were all correspondence courses for which students	

13.	enrolled in fall 2015 part of a program which leads to an associate degree?	n/a
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Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	68%									
14b.	Successful student course completion rate for the fall 2015 semester:	69.39%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>1188</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>826</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>362</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1188	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	826	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	362
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c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	362									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,328									
16b.	Number of students who received a degree in the 2014-2015 academic year:	1,107									
16c.	Number of students who received a certificate in the 2014-2015 academic year:	610									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	1,033									
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	920									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	CSU-General Education Deaf Studies-American Sign Language IGETC-General Education									
19a.	Number of career-technical education (CTE) certificates and degrees:	103									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	103									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	7									

19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	103
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20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:			
	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
Registered Nursing	51.3801	national	60 %	81 %
Respiratory Care	51.0908	national	60 %	80 %
Vocational Nursing	51.3901	national	60 %	62 %

21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:			
	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	
Administration of Justice	430107	50 %	83 %	
Air Conditioning Specialist	150501	50 %	0 %	
Aircraft Airframe	470607	50 %	50 %	
Aircraft Fabrication & Assembly	150699	50 %	88 %	
Aircraft Power plant	470608	50 %	100 %	
Business Administration	520201	50 %	67 %	
Business-General	520101	50 %	50 %	
Child & Family Education	190709	50 %	0 %	
Computer Networking Core	110901	50 %	0 %	
Computer Networking Multi-Platform	110901	50 %	100 %	
Electrical Technology	460302	50 %	75 %	
Fire Technology	430201	50 %	100 %	
Firefighter I Academy	430203	50 %	100 %	
Graphic Design	110803	50 %	100 %	
Professional Bookkeeping	520302	50 %	0 %	
Refrigeration Specialist	150501	50 %	0 %	
Respiratory Care/Therapy	510908	50 %	50 %	
Vocational Nursing	513901	50 %	50 %	

22.	Please list any other institution set standards at your college:		
Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	
Fall-to-Fall Retention	Students enrolled in fall did not transfer or graduate prior to upcoming fall term. Individuals who had transferred or graduated were removed from the data.	60%	

Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

As Antelope Valley College develops its 10-year Educational Master Plan and accompanying

23.	Facilities Master Plan during spring 2016, the existing institutional standards are being revised to better reflect the initiatives of these plans and which standards will best assist the college in evaluating its progress with its mission. College groups are being involved with the development and setting of institutional standards e.g. Strategic Planning Committee, Institutional Effectiveness, Research & Planning, Outcomes Committee, Faculty Senate. These standards are utilized when entering SLOs, PLOs and ILOs in WEAVE, completing program reviews, and monitoring progress on college initiatives. Efforts will be made to select and integrate the most useful metrics from those indicator frameworks being used for colleges: CCCC Student Success Scorecard, Institutional Effectiveness Partnership Initiative, Key Performance Indicators developed for the Student Success Programs and Services, the existing institutional-set standards, as well as the college's strategic initiatives. This should allow the college's stakeholders to more easily see where AVC is doing well and determine where improvements are needed.
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Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	541
	b.	Number of college courses with ongoing assessment of learning outcomes	541
		Auto-calculated field: percentage of total:	100
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	155
	b.	Number of college programs with ongoing assessment of learning outcomes	153
		Auto-calculated field: percentage of total:	98.7
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	28
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	27
		Auto-calculated field: percentage of total:	96.4
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	https://www.avc.edu/administration/organizations/slo/#.VQhwx17F_OE	
28.	Number of courses identified as part of the general education (GE) program:	274	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%	

30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	274
32.	Number of Institutional Student Learning Outcomes defined:	6
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Based upon the need to develop ILOs that would be more measurable, to connect them more tightly to SLOs and PLOs, to assess them more accurately, and to have them reflect the new college mission revised in 2014, the ILOs were revised using best practices and shared college wide in 2015. The new ILOs will be implemented during 2016-17. The resulting data should provide faculty and others providing instructional support with richer information with which to gauge the accomplishment of the college mission, as well as to identify priorities for further improvement of student learning. Currently, AVC's WEAVE Online captures progress on the college's Institutional Learning Outcomes, Program Learning Outcomes, Student Learning Outcomes, as well as its program reviews for both academic and nonacademic programs. College wide involvement is promoted. Various college groups (Program Review Committee, Strategic Planning Committee & Budget Committee, Outcomes Committee, Academic Policy & Procedure, etc.) utilize the resultant information for aligning resource allocation with strategic priorities and ILOs, decision-making and further improvement of AVC's programs and services. This continuous improvement is also tracked within WEAVE. Progress and actions taken at meetings are documented and communicated via AVC's website.</p> </div>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>In order to communicate a more consistent method for assessing program learning outcomes across the disciplines, a fun and humorous training video was designed for new and existing faculty and presented at the fall 2015 Opening Day. There was very positive reaction to the training video and there has been an increase in the data entered on PLOs from 49 programs entered to 65 of a total of 84. These outcome data are used in regular program reviews and those program reviews, in turn are being utilized by groups such as the Strategic Planning and Budgeting Committees to make recommendations regarding resources allocation to the college leadership and to further the integration of planning and budgeting processes.</p> </div>	
	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).	

37.	<p>AVC ensures mechanisms for participation in and communication about its college planning and evaluation related activities through its participatory governance structure. This is accomplished via councils and committees such as the Administrative Council, Strategic Planning Committee, Budget Committee, Program Review Committee, Outcomes Committee, Student Success Committee, as well as the Board, Executive Council, and the Academic Senate. Various planning retreats and a college wide Opening Day where assessment, evaluation, and extensive other internal and external information is shared, a college wide planning retreat held each fall is designed to help further a shared understanding of AVC's progress and use that knowledge to focus on what actions will The Outcomes Committee leads AVC's SLO assessment results-related communication efforts. The Committee's page on AVC's website provides documentation of the college's progress with assessment for both internal and external audiences. The SLO Committee representative also share in person input from the constituents they represent, as well as go back and share outcomes from meetings with their respective areas (and groups such as Faculty Senate). SLO data and information for all academic and nonacademic programs are also available to college employees on AVC's WEAVE Online System.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>In addition to various meetings throughout the year where SLO data are examined, Fall and Spring Opening Days are used as a venue for discussing assessment data and progress with college constituents. The dialog and reporting of SLO assessment results also occurs at the division and departmental level across AVC. In addition, the Student Learning Outcomes Committee helps to further the reporting of AVC's SLO assessment efforts. The Committee's web page provides documentation of the college's progress with assessment for both internal and external audiences. The SLO Committee representatives also share in person input from the constituents they represent, as well as go back and share outcomes from meeting with their respective areas (and groups such as Faculty Senate). SLO data and information for all academic and nonacademic programs are also available to college employees on AVC's WEAVE Online System. An alternative to Weave is currently being sought because of dissatisfaction with how information is captured, the quality and usefulness of the reports generated by it.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>Directed Learning Activities (DLAs) are specific assignments given by instructors that students must complete with tutors at the Learning Center. DLA collaboration with the Reading instructors has led to a steady increase in the number of DLAs utilized, starting with 808 in spring 2013 to 2752 in fall 2015. Success and retention rates have improved significantly with an increase from 59.8% in 2010 to 70.4% in 2011. It has continued to increase with some fluctuation to 76.7% in 2015 which is an increase of 24.4%. Reading data exceed the district goal of 68%. The overall average retention rate is 87.3% for the past five years. Based on outcomes data, the Academic Development Department has implemented curricular changes such as offering more basic skills and ESL sections to meet demand, including non-credit courses. Since fall 2015, the lowest levels of ESL courses are being offered as non-credit classes. A new full time reading faculty hire started in fall 2015, allowing an increase in reading offerings from 23 in Fall 2014 to 27 sections in Fall 2015. Adjunct hires also opened up new sections of Learning Assistance courses. In addition, AVC hired a part time Learning Specialist in Mathematics who works primarily at the Palmdale Center.</p>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 2 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	N/A

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Palmdale Center Fox Field
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

The data included in this report are certified as a complete and accurate representation of the reporting institution.

If you need additional assistance, please contact the commission.

Sincerely,

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