ANTELOPE VALLEY COLLEGE

Student Equity Plan

December 8, 2014

ANTELOPE VALLEY COLLEGE STUDENT EQUITY PLAN

Table of Contents

Antelope Valley College
Student Equity Plan
Signature Page

District: <u>Antelope Valley College</u>   **Date Approved by Board of Trustees**: <u>   </u>

College President: <u>Mr. Edward Knudson   </u>

Vice President of Student Services: <u>Dr. Erin Vines   </u>

Vice President of Instruction: <u>Dr. Bonnie Suderman   </u>

Academic Senate President: <u>Dr. Ed Beyer   </u>

Student Equity Manager /Contact Person: <u>Dr. Jill Zimmerman   </u>

Executive Summary

EXECUTIVE SUMMARY

Overview
This report gives an overview of where Antelope Valley College is in reference to Student Equity. The report looks at the following 5 key areas:

A. Access
B. Course Completion
C. ESL and Basic Skills Completion
D. Degree and Certificate Completion
E. Transfer

Within these 5 groups, the Student Equity Committee broke down the data into the following categories:

- Race/Ethnicity
- Age
- Gender
- Economic Status
- Disability Status
- Current and Former Foster Youth
- Veteran Status

If the committee found any disproportionate impact, an action plan and budget was created to resolve these concerns.

The findings indicate that we are serving our community quite well in access. Our student body consists of more female then male students. These finding have been consistent over time and are reflective of the State of California. (Figure A.1.1, A.1.3)

Figure A.1.1

AVC Annual Enrollment by Gender, 5-Year Period

	2009-10	2010-11	2011-12	2012-13	2013-14
Female	58.1%	57.8%	57.8%	57.9%	58.2%
Male	40.8%	41.0%	40.7%	40.6%	40.9%

Figure A.1.3

2012-2013 AVC & State Enrollment Comparison by Gender

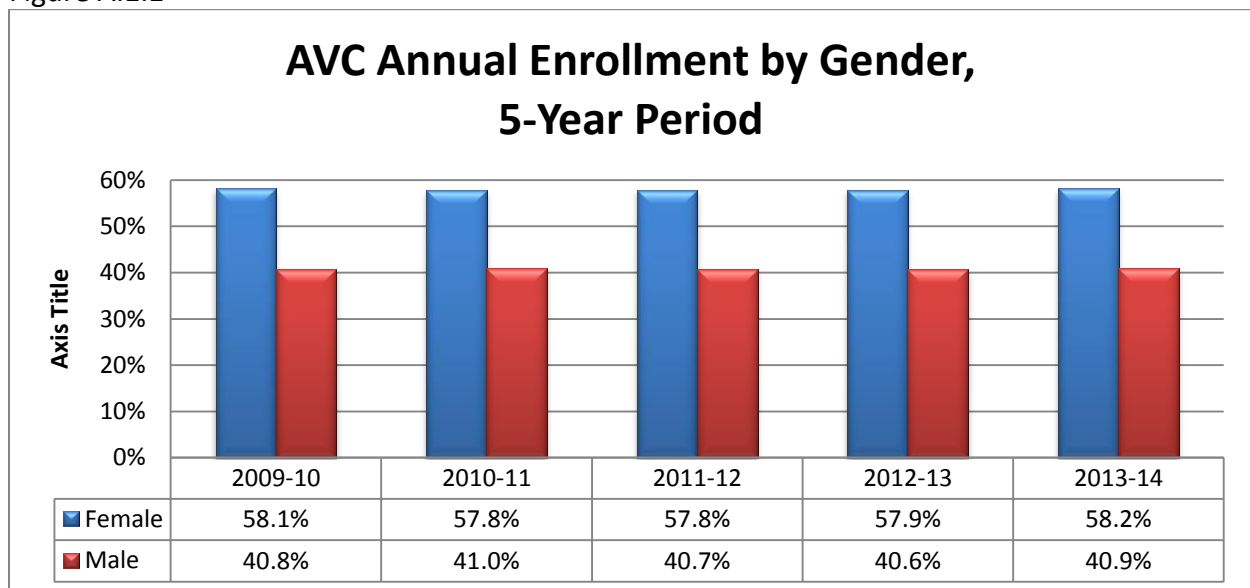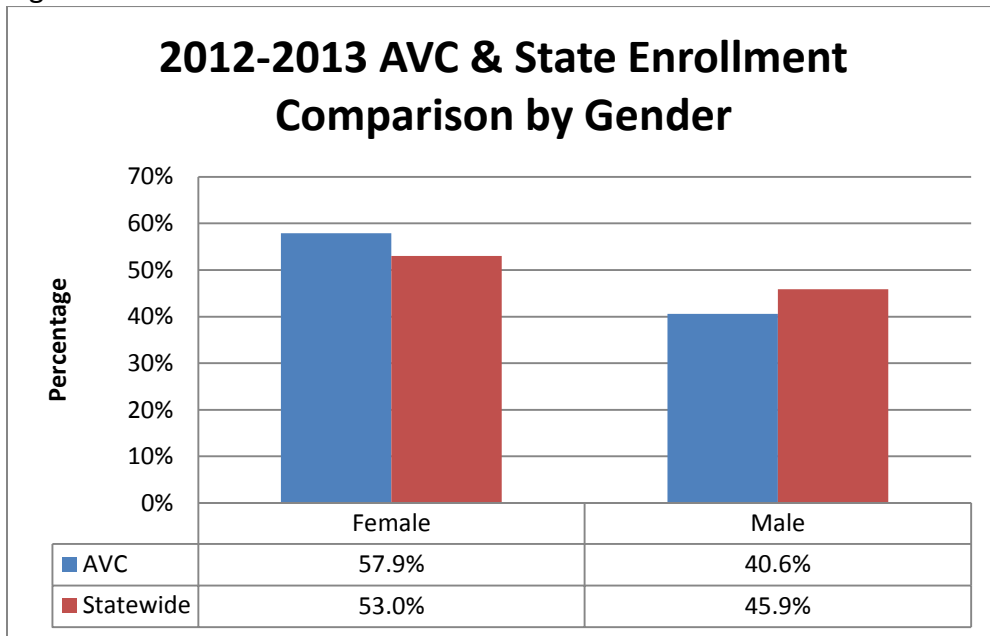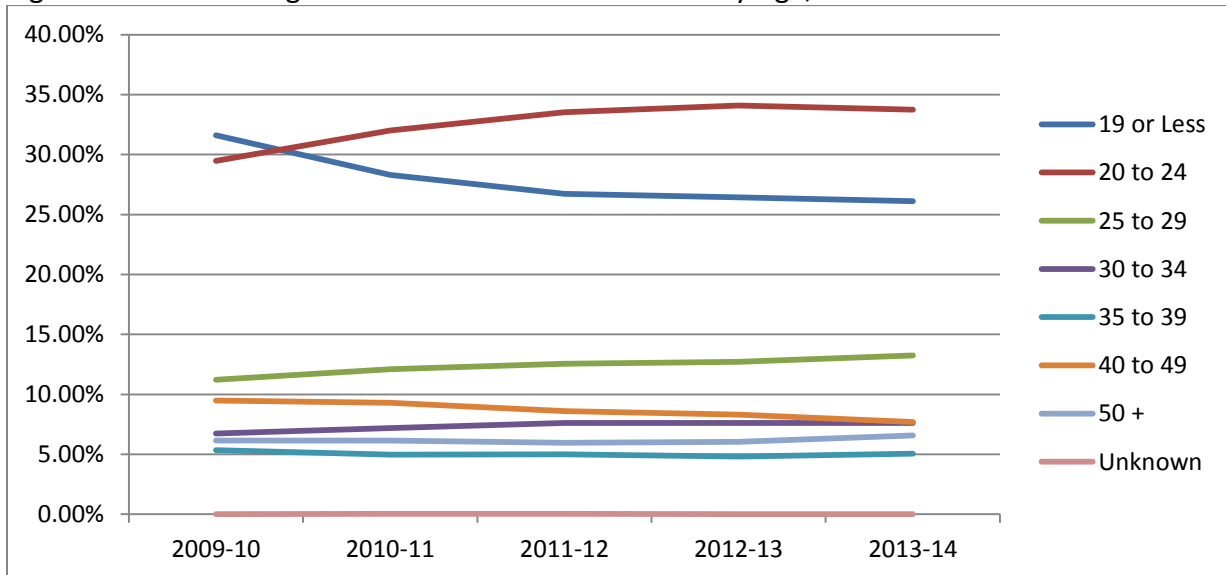|	Female	Male
AVC	57.9%	40.6%
Statewide	53.0%	45.9%

Antelope Valley College is a very young campus. We continue to have 60% of our students under 20 years of age. (Figure A.1.4)

Figure A.1.4 Percentage of Annual Student Enrollment by Age, Five-Year Trend

For race/ethnicity, we are not as consistent with our community in that our African American enrollment is higher than the greater Antelope Valley population. However, the proportion of White students is lower than the proportion of the same racial category in the Antelope Valley.

Data taken from Figure A.1.8
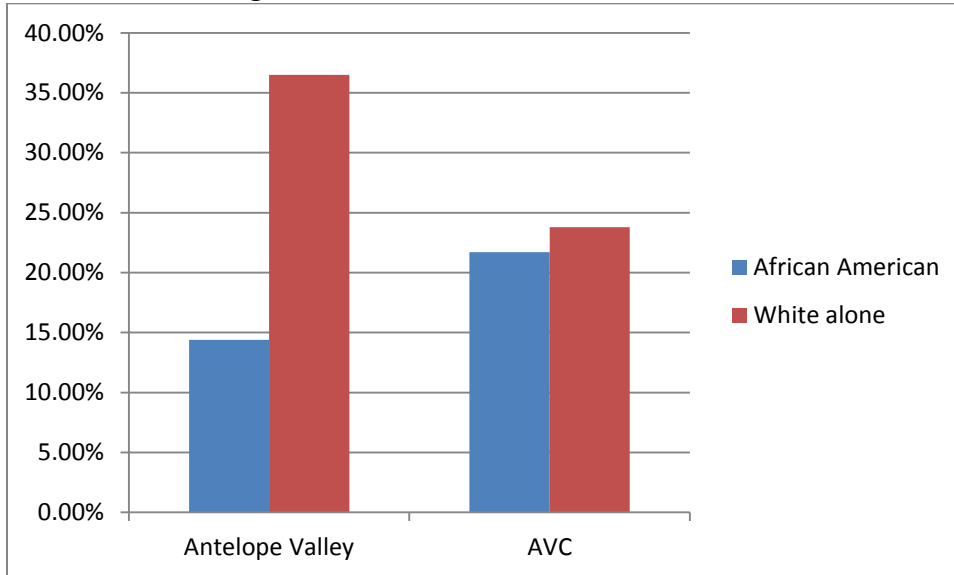
The Student Equity Report measures our students' academic outcomes. This table looked at both distance education and non-distance education methods of instruction. Overall, our retention and success rates are decreasing. However, the Chancellor's Office has allocated funding for Student Success and Student Equity. Antelope Valley College was successful in securing a Title V grant to help our efforts to increase student success and our organization is committed to making this happen.

According to the retention and success rate data, students who utilize Distant Education courses are retained but have a low success rate (Fall 2013: 80% retention rate and 55% success rate). Students who attend traditional classroom instruction courses are retained at a higher success rate (Fall 2013: 88% retention, 83% success). (Table B.1.1, B.1.2, and B.1.3)

When reviewing the retention data for Basic Skills, Degree and Certificate Completion, and Transfer, the findings are all similar but the success rates were not. Our African American and Foster Youth students overall underperformed in each category. In some areas, age 20 and over were not as successful as our younger students.

After analyzing the data the committee has created goals, activities, and a corresponding budget to help in a collaborative fashion across campus to address the disproportionate impacts we have identified. The Student Equity Committee will continue to work and dive deeper into the data, continue to analyze, evaluate, and implement our plans to address and work towards the goals and activities.

Goals/Outcomes

A. Access
- Goals
  1. Increase enrollment and retention in the 40-49 year-old age group.
  2. Mirror our communities in Race/Ethnicity compared to our population on campus.
- Outcomes
  1. Increase the enrollment and retention of the 40-49 age group.
  2. Race/Ethnicity of the student population will be more reflective of the community.

B. Course Completion
- Goals
  1. Increase the success rate among students that are not proportionally represented.
  2. Increase the success rates among the African American students in all classes, specifically in Distant Education Classes.
  3. Increase the Retention and Success rates of Foster Youth students.
- Outcomes
  1. Increase the success rate among students that are not proportionally represented. Increase the success rates among the African American students in all classes, specifically in Distant Education Classes. Furthermore, increase the retention and success rates of Foster Youth students.
  2. African American in Basic Skills will improve and move through the sequence toward credit course completion.
  3. At least 20% of the FYE students will be African American students.
  4. Antelope Valley College will attend the A^{2}MEND conference held in Southern California
  5. African American Students will increase their retention and success rates and be more engaged while pursuing their educational goal
  6. Increase the retention and success rates of our Foster Youth students.
  7. Antelope Valley College will increase the relationship with local Foster Youth Services and Programs.

C. ESL and Basic Skills Completion
- Goals
  1. Reduce the number of students who need basic skills courses.
  2. Increase the student success in basic skills and ESL classes.
- Outcomes
  1. Additional course formats offered to students, additional pre-assessment workshops available to students.
  2. Reduce the number of students needing Basic Skills.
  3. Increase student success in basic skills and ESL classes.

4. Increase the cultural diversity of our campus environment for student engagement.
5. Increase the campus culture for student success.

D. Degree and Certificate Completion
- Goals
    1. Strengthen our completion rates for degrees, especially for males and African Americans.
    2. Strengthen our CTE completion rates.
    3. Assess the barriers that are affecting our 20-34 year old students toward degree/certificate completion.
- Outcomes
    1. Increase student degree completion.
    2. Increase the number of students who complete a certificate program.
    3. Increase the completion rates of students aged 20-34 years who are pursuing a degree/certificate.

E. Transfer
- Goals
    1. Increase the transfer rates of African American and Hispanic students.
    2. Assess the barriers that affect students 20 and older from transferring.
    3. Increase the transfer rates of our students with disabilities.
- Outcomes
    1. Increase in the transfer rates of students.
    2. Increase the number of students that transfer.
    3. Increase the transfer rates of students with disabilities.

Activities

A. Access
    1. Create and market to the older student population workshops that ease the transition into college.
    2. Look at local unemployment data for comparison of the 40-49 age groups to assess what barriers they are facing which affect their retention.
    3. Add additional classes at night and create double-eight classes.
    4. Outreach to all high schools about the Honors program.
    5. Review high school yield data and increase enrollment from high school with yields that are low.
    6. Create programs for targeted racial/ethnic groups.

B. Course Completion
    1. Hire a Student Equity Manager to guide, develop, implement, document, and coordinate the campus efforts to support existing and new equity efforts.
    2. Hire student workers and peer mentors to assist the Student Equity Manager in providing services to students.
    3. Provide course redesign development funds for faculty to create learning pathways.

4. Establish a mentor program, include professional and peer mentors, support ASO's peer mentoring program, and the FYE program.
5. Strengthen our community relationships with community organizations such as Community Social Works at DCFS and Foster Youth agencies, and Antelope Valley Union High School District.
6. Strengthen our community relations with community organizations such as Valley Oasis, Mental Health American, other Colleges and Universities, United Way, and Veteran Center.
7. Collaborate with Antelope Valley Transit Authority to increase transportation access for students.
8. Create a ride share program for students.
9. Partner with faculty to provide enhanced professional experiences.
10. Increase student engagement activities.
11. Provide support to students in crisis.
12. Create a Parent and Family program to enhance the connection with families and community.
13. Provide more access to computer labs such as extended hours for evenings and weekends.
14. Establish a Foster Youth Advisory Committee.
15. Host professional development workshops and cultural diversity activities for faculty, staff, and students such as Mental Health, First Aid, Museum of Tolerance, etc.
16. Host a community Resource Fair specifically for males.
17. Implement a self-assessment for student to assess their success.
18. Create a technology walk-in help desk to assist students with their technology needs.
19. Recreate an early alert program.
20. Institute Triumph Leaders program specifically for African American students.
21. Explore the possibility of an Umoja program.
22. Embed strategies for recruiting African American students in our First-Year Experience program funded by the Title V grant.
23. Strengthen our community relationships with community organizations such as NAACP, Black School Educators, Local K-8 and the Antelope Union High School District, Black Chamber of Commerce.
24. Advertise to African American students about success, community and involvement.
25. Attend A^{2}MEND Conference.

26. Student Equity Manager will collaborate with the Foster Youth Liaison to create a task force to review the data.
27. Create campus based programs to support our Foster Youth population.
28. Increase Foster Youth Awareness program on campus to every semester.
29. Increase the knowledge of program availability to the Foster Youth community.
30. Invite social workers to campus to strengthen the relationship between our campus and the community.
31. Expand our participation in the Chancellor's Office Foster Youth conference.
32. Connect with the California Youth Connection.
33. Establish a program for Foster Youth for academic enrichment.
34. Create a summer bridge program.
35. Offer lending book program to the Foster Youth students.

C. ESL and Basic Skills Completion
1. Work with Assessment Center showing the significance of the Assessment test.
2. Market PAWS Workshops to incoming students.
3. Reduce the number of courses in the sequence to only two levels below transfer and the ESL sequence.
4. Clarify the catalog (page 183), i.e., one area states that taking the ESL assessment test is mandatory and the other area states advisory.
5. Revisit Double-8 and alternate scheduling for accelerated study. Add additional support service to those classes.
6. Expand the math Fast Track program.
7. Begin First Year Experience recruiting.
8. Create a Reading/English pre-assessment workshop.
9. Create ESL course for conversation in Corporate and Community ED.
10. Analyze college readiness brochure to be circulated to Basic Skills, ESL, and incoming students.
11. Require ESL assessments for all students taking any ESL coursework
12. Establish prerequisites for ESL courses.
13. Present student equity data with ESL and Basic Skills faculty.
14. Increase in-class tutors for Basic Skills and ESL Classes.
15. Conduct focus groups with students enrolled in basic skills about their experience.
16. Expand methodology for teaching effectiveness specifically for non-traditional groups through workshops on learning styles.
17. Provide professional development for faculty and staff.
18. Coordinate peer mentor training across campus.
19. Create a larger support network for co-curriculum activities that support student development.
20. Provide a mental health counselor who is bilingual in Spanish.

D. Degree and Certificate Completion
1. Identify which students are close to graduation and have not yet applied. Encourage these students to re-enroll (if not enrolled) and apply for graduation.

2. Encourage faculty to support the Commencement ceremony and graduation activities.
3. Create events to celebrate accomplishment of achievement as they reach significant rites of passage toward their degree completions.
4. Support male activities to encourage positive peer interaction.
5. Assess which students are close to reaching their certificate completion and have not yet applied and encourage them to do so.
6. Educate students on the value of the certificate and the variety of CTE certificates.
7. Market CTE successful careers to students.
8. Provide support for students not currently in another categorical program.
9. Construct qualitative and quantitative data to research as to why 20-34 year old students are not being as successful.
10. After the data is analyzed, determine what steps need to be taken to increase degree/certificate completion for the 20-34 year old age group.

E. Transfer
1. Sponsor students to attend the Black Student Expo.
2. Host Berkley and UCLA's Black Recruitment and Retention Program.
3. Host a transfer education program for parents and families.
4. Create Financial Aid workshops for students to understand their financial opportunities for transfer.
5. Host a transfer rally.
6. Survey students about the obstacles they are experiencing with transferring.
7. Provide information about financial aid for students that transfer.
8. Provide workshops to students regarding money management.
9. Work with students to stay on track and reach their educational goal.
10. Encourage students with disabilities to transfer.
11. Host application and transfer assistance workshops.
12. Host a transfer fair inviting staff and faculty from other colleges to educate students.
13. Provide written materials to students educating them about the importance of transfer.
14. Provide information on the transfer process and collaborate with the Transfer Center targeting students with disabilities.

Resources Budgeted

To support these efforts, funds from the following budgets can be used to assist Antelope Valley College in serving all of our students.

- General Appointment
- Student Support Success Funds
- Student Health Services Fee
- Title V First Year Experience Grant
- BFAP and Pell Administration Funds
- Perkins Fund
- Categorical Funds
- Antelope Valley College Foundation
- Associated Student Organization
- Student Equity Funds

For the full budget, please see page 144.

Contact Person

Dr. Jill Zimmerman
Dean of Student Life and Services
(661) 722-6300

Campus-Based Research

A. ACCESS (enrollment)

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

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

Antelope Valley College continues to see that 60% of Antelope Valley College students are under the age of 24. There has also been a slight decline in the age group 40-49 year old.

Antelope Valley College continues to meet or exceed the percentage of African American students compared to the greater population of African Americans. Antelope Valley College continues to mirror our local community in the number of Hispanic people in the population compared to the number of students we serve. The White Non-Hispanic population is not decreasing in our community but we have seen a decrease in White Non-Hispanic population at Antelope Valley College.

According to the data, compared to the state-wide average, Antelope Valley College continues to be consistent in serving more females than males. The data shows that our students are 58% female and 41% male which is the trend Antelope Valley College has experienced for the last five years.

Table A.1.1 Annual Student Count by Gender, Five-Year Trend

Gender	2009-10	2010-11	2011-12	2012-13	2013-14
Female	12,211	11,141	10,499	10,359	10,919
Male	8,563	7,890	7,388	7,273	7,674
Unknown	238	232	263	271	178
AVC total	21,012	19,263	18,150	17,903	18,771

Table A.1.2 Percentage of Annual Student Enrollment by Gender, Five-Year Trend

Gender	2009-10	2010-11	2011-12	2012-13	2013-14
Female	58.1%	57.8%	57.8%	57.9%	58.2%
Male	40.8%	41.0%	40.7%	40.6%	40.9%
Unknown	1.1%	1.2%	1.4%	1.5%	0.9%
AVC total	100.0%	100.0%	100.0%	100.0%	100.0%

Figure A.1.1

AVC Annual Enrollment by Gender, 5-Year Period

	2009-10	2010-11	2011-12	2012-13	2013-14
■ Female	58.1%	57.8%	57.8%	57.9%	58.2%
■ Male	40.8%	41.0%	40.7%	40.6%	40.9%

Figure A.1.2
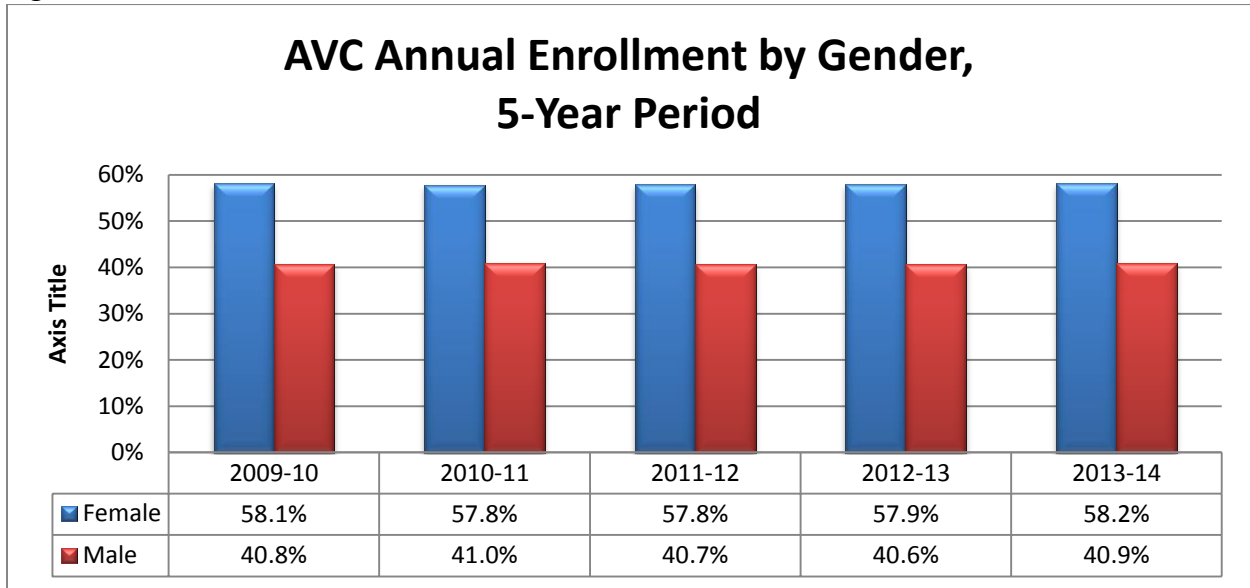
Gender Distribution
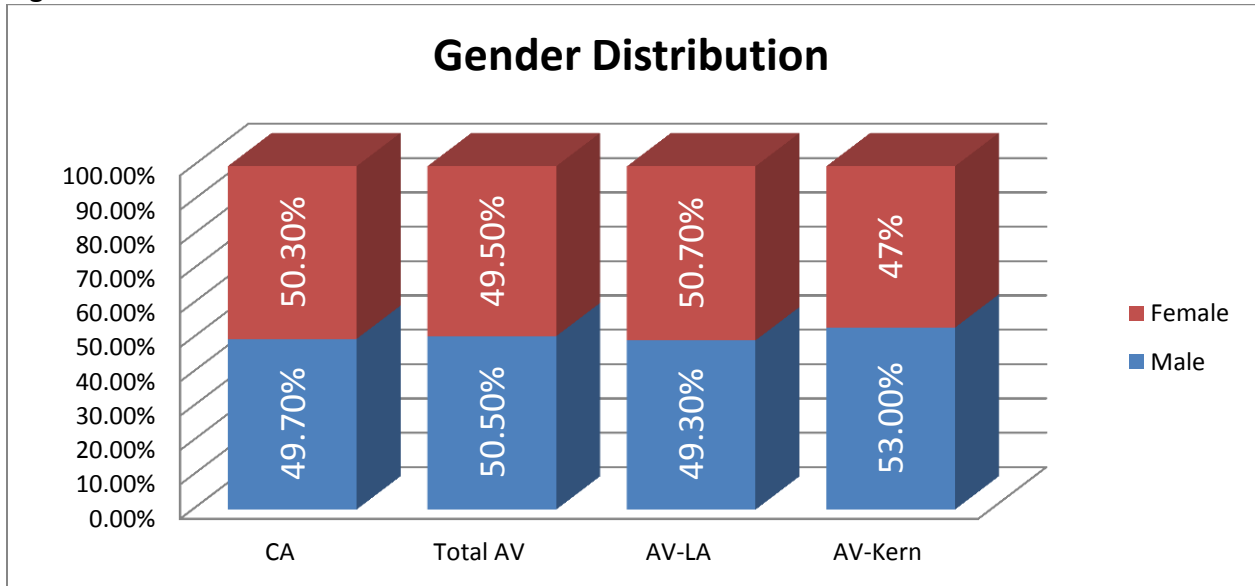
Table A.1.3 Gender Distribution

	AV-Kern County	AV-LA County	Total AV	CA	AVC
Male	53.0%	49.3%	50.5%	49.70%	40.6%
Female	47.0%	50.7%	49.5%	50.30%	57.9%

Source: U.S. Census, 2012 American Community Survey; DataMart

Figure A.1.3

2012-2013 AVC & State Enrollment Comparison by Gender

	Female	Male
AVC	57.9%	40.6%
Statewide	53.0%	45.9%
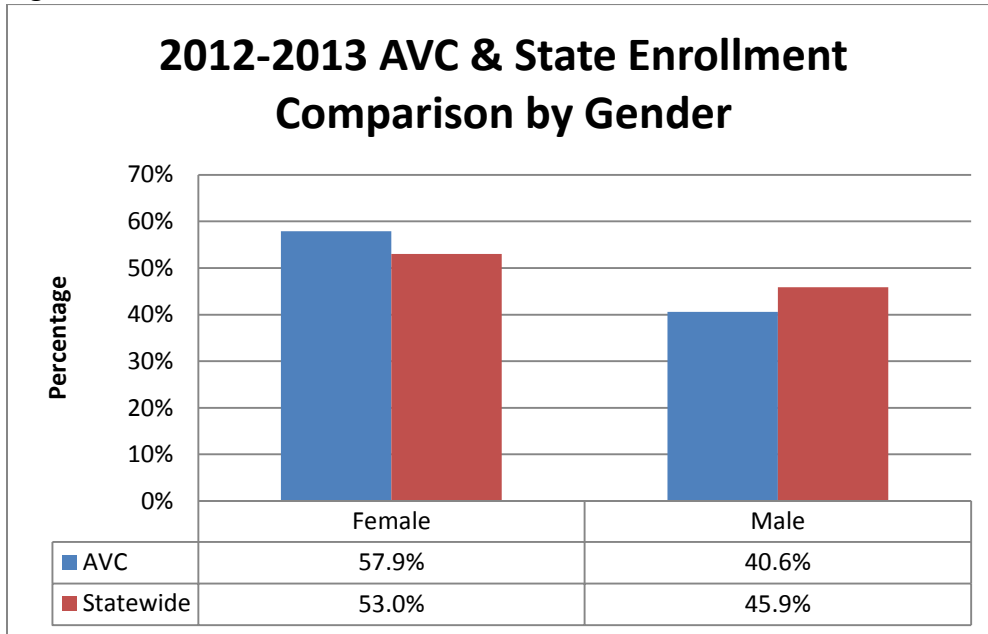
Table A.1.4 AVC Annual Enrollment by Student Age, Five Year Trend

Age Group	2009-10	2010-11	2011-12	2012-13	2013-14
19 or Less	6,643	5,451	4,847	4,731	4,899
20 to 24	6,191	6,167	6,085	6,104	6,335
25 to 29	2,357	2,330	2,278	2,275	2,485
30 to 34	1,413	1,385	1,382	1,363	1,427
35 to 39	1,123	956	909	859	949
40 to 49	1,990	1,789	1,562	1,489	1,443
50 +	1,292	1,182	1,084	1,082	1,233
Unknown	3	3	3		
AVC Total	**21,012**	**19,263**	**18,150**	**17,903**	**18,771**

Table A.1.5 Percentage of Annual Student Enrollment by Age, Five-Year Trend

Age Group	2009-10	2010-11	2011-12	2012-13	2013-14
19 or Less	31.62%	28.30%	26.71%	26.43%	26.10%
20 to 24	29.46%	32.01%	33.53%	34.09%	33.75%
25 to 29	11.22%	12.10%	12.55%	12.71%	13.24%
30 to 34	6.72%	7.19%	7.61%	7.61%	7.60%
35 to 39	5.34%	4.96%	5.01%	4.80%	5.06%
40 to 49	9.47%	9.29%	8.61%	8.32%	7.69%
50 +	6.15%	6.14%	5.97%	6.04%	6.57%
Unknown	0.01%	0.02%	0.02%	0.00%	0.00%

Figure A.1.4 Percentage of Annual Student Enrollment by Age, Five-Year Trend

Figure A.1.5

AVC Annual Enrollment by Age Groups, 2009-10

AVC Annual Enrollment by Age Groups, 2013-14
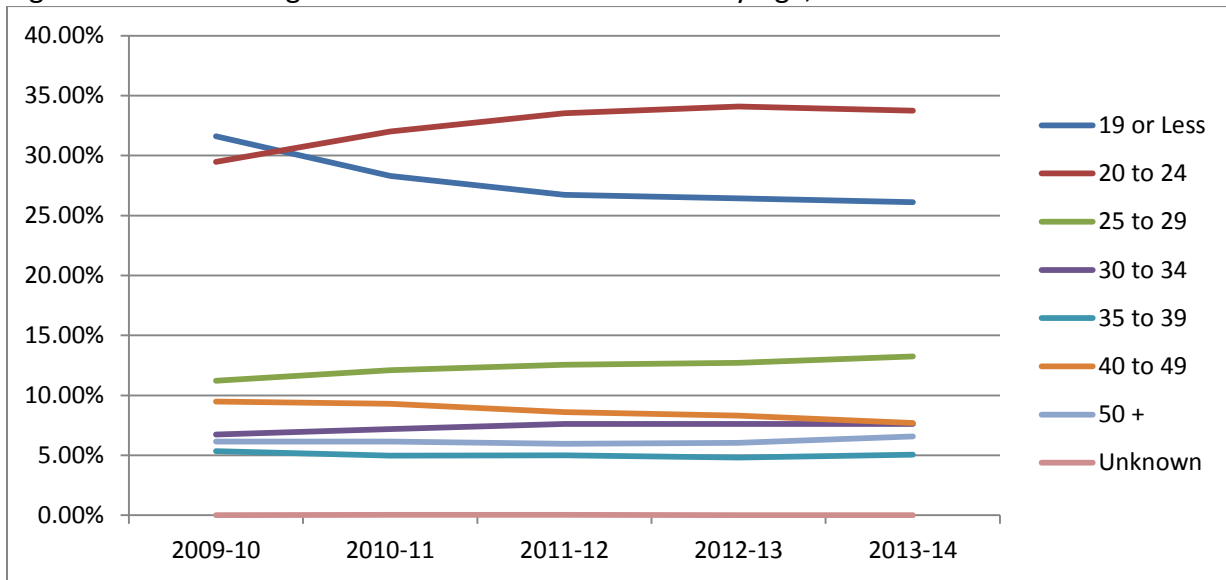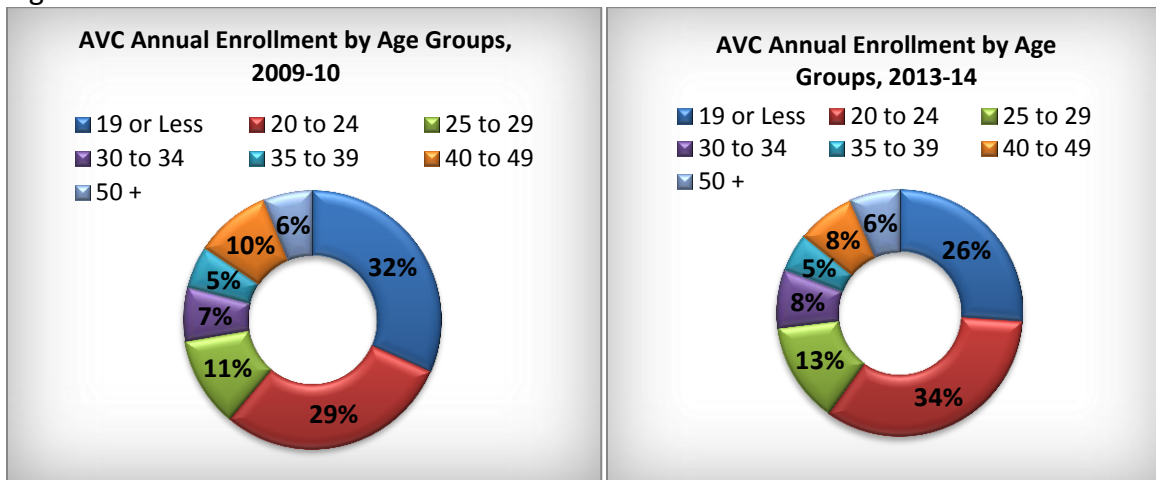
Table A.1.6 AVC Enrollment by Race/Ethnicity, Fall 2013

Race/Ethnicity	AVC Student Count	Percentage
African-American	3093	21.67%
American Indian/Alaskan Native	51	0.36%
Asian	483	3.38%
Hispanic	6335	44.39%
Multi-Ethnicity	669	4.69%
Pacific Islander	22	0.15%
Unknown	215	1.51%
White Non-Hispanic	3402	23.84%
AVC Total	**14270**	**100.00%**

Figure A.1.7

AVC Enrollment by Race/Ethncity, Fall 2013

White Non-Hispanic 23.8%
African-American 21.7%
American Indian/Alaskan Native 0.4%
Asian 3.4%
Hispanic 44.4%
Unknown 1.5%
Pacific Islander 0.2%
Multi-Ethnicity 4.7%
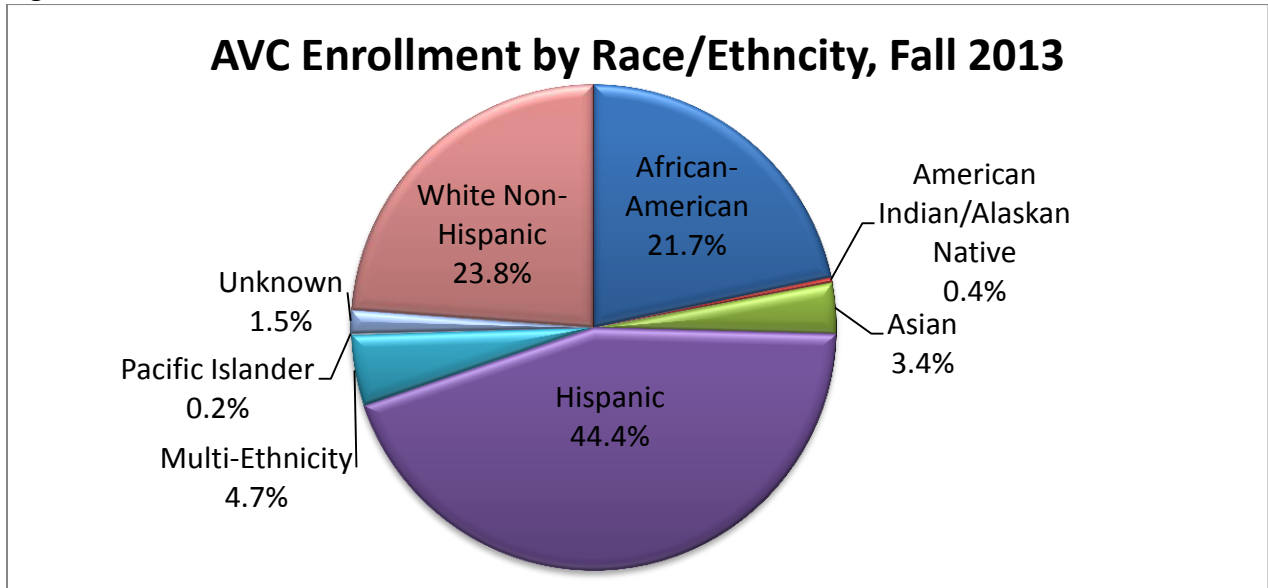
Table A.1.7 California vs. Antelope Valley Region Population Estimates by Race/Ethnicity

	CA	Antelope Valley	AV Six Cities (Service Area)	AVC
African American	5.8%	14.4%	15.3%	21.7%
American Indian/Alaska Native	0.4%	0.5%	.4%	0.4%
Asian	13%	4.4%	4.6%	3.4%
Native Hawaiian/Pacific Islander	0.4%	0.2%	0.2%	0.2%
Some other race	0.2%	0.2%	0.2%	1.5%
Two or more races	2.5%	2.4%	2.3%	4.7%
Hispanic/Latino (of any race)	37.6%	41.6%	44.4%	44.4%
White Non-Hispanic alone	40.1%	36.5%	32.7%	23.8%

Source: *U.S. Census Bureau, 2012 American Community Survey and CCCCO'S Data Mart*

Figure A.1.8 California vs. Antelope Valley Region Population Estimates by Race/Ethnicity

Figure A.1.9

AVC and Statewide Enrollment Comparison by Race/Ethnicity, 2012-2013

	Hispanic	White	African-American	Two or More Races	Asian	Filipino	Unknown Ethnicity	Am. Indian/Alaska Native	Pacific Islander
AVC	41.6%	25.5%	22.3%	4.7%	2.0%	1.8%	1.5%	0.4%	0.3%
Statewide	38.3%	30.2%	7.2%	3.2%	11.5%	2.9%	5.7%	0.5%	0.5%
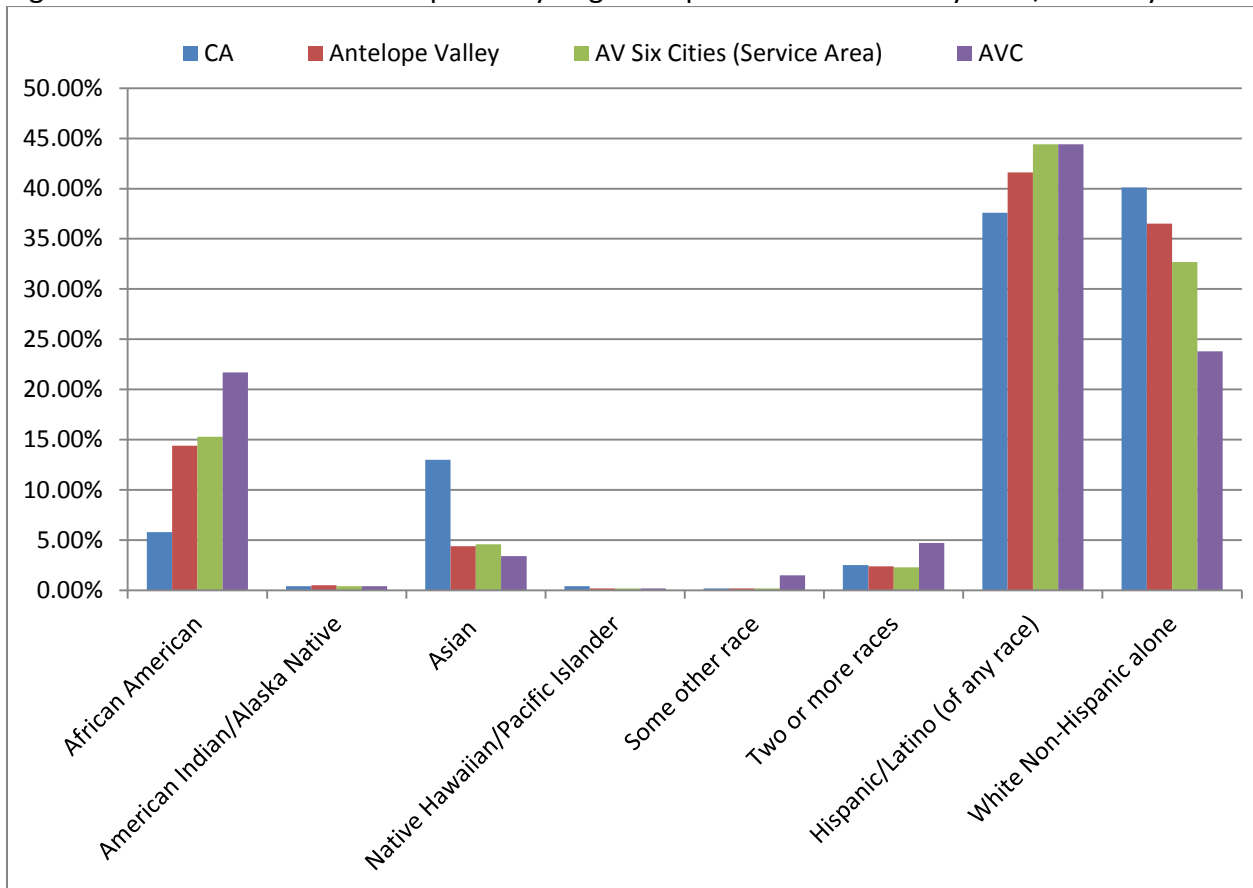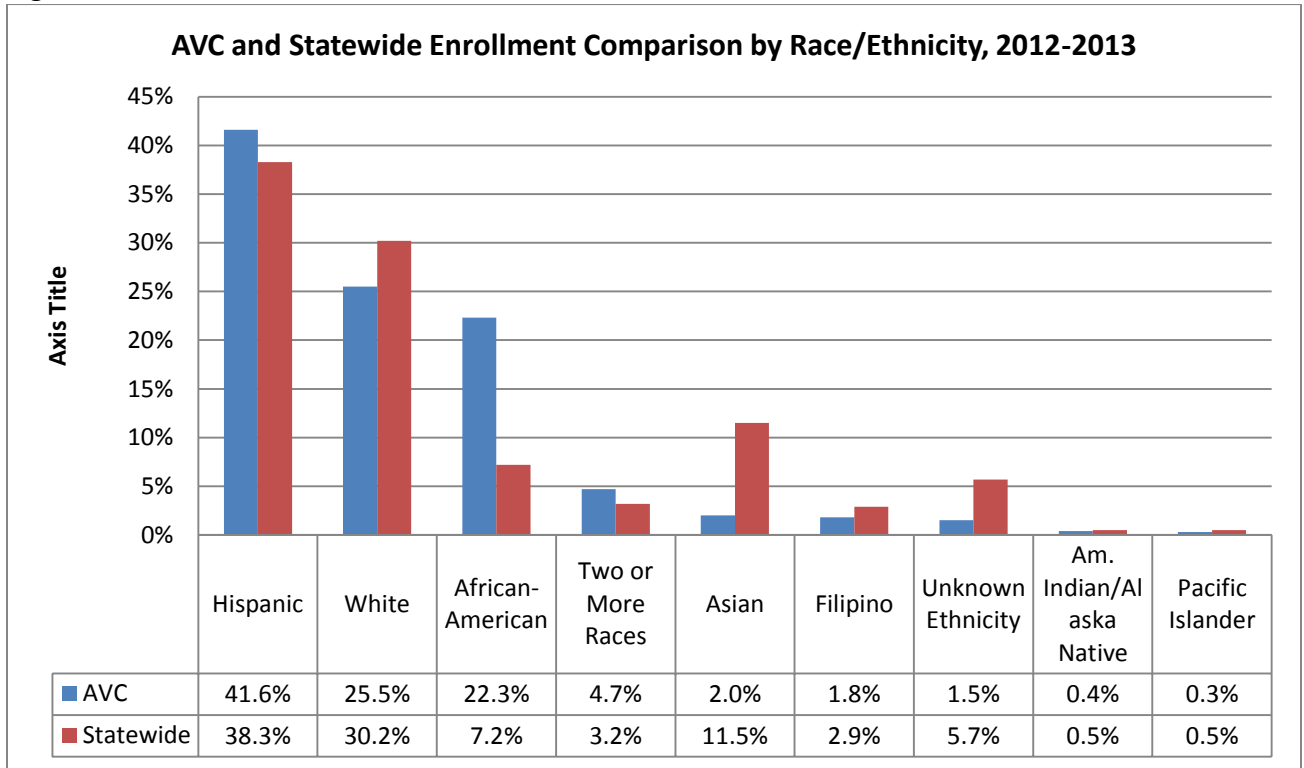
Financial Aid 2013-2014

Antelope Valley College provides financial assistance to students to help fund their education. Table A.1.8 indicates the types and amounts of financial assistance offered to students.

Financial Aid distribution based on race/ethnicity, gender, and age is proportionally distributed to the Antelope Valley College population.

Table A.1.8

FINANCIAL AID PROGRAM	Award Count	Aid Amount
Board of Governors (BOG) Enrollment Fee Waiver	**27,471**	**$10,502,582**
Cal Grant B & C	2,531	$1,474,125
CARE Grant	93	$36,177
Chafee Grant	84	$206,793
EOPS Grant	675	$125,630
Other grants: non-institutional source	30	$36,095
Pell Grant	16,049	$29,862,801
SEOG (Supplemental Educational Opportunity Grant)	608	$270,625
Total Grants	**20,070**	**$32,012,246**
Total Loans	**7,461**	**$16,513,513**
Scholarship: non-institutional source	142	$124,554
Osher Scholarship	65	$29,750
Total Scholarships	**207**	**$154,304**
Federal Work Study (FWS) (Federal share)	**169**	**$269,356**
Antelope Valley College Total Annual 2013-2014	**55,378**	**$59,452,001**

Figure A.1.10

Pell Grant Recipients Distribution by Race/Ethnicity, 2013-2014

- White Non-Hispanic 18.3%
- Unknown 1.0%
- Pacific Islander 0.1%
- Multi-Ethnicity 4.6%
- African-American 31.3%
- American Indian/AK Native 0.3%
- Hispanic 42.0%
- Asian 2.2%

Figure A.1.11

Pell Grant Award Amount Distribution by Race/Ethnicity, 2013-2014

- Unknown 1.0%
- White Non-Hispanic 18.7%
- Pacific Islander 0.1%
- Multi-Ethnicity 4.6%
- African-American 29.1%
- American Indian/Alaskan Native 0.3%
- Hispanic 43.8%
- Asian 2.4%

Figure A.1.12

Pell Grant Award Amount Distribution by Age Groups, 2013-2014

- 1 to 17 — 3%
- 18 & 19 — 28%
- 20 to 24 — 32%
- 25 to 29 — 14%
- 30 to 34 — 1%
- 35 to 39 — 5%
- 40 to 49 — 9%
- 50 + — 8%

Figure A.1.13

Pell Grant Award Amount Distribution by Gender, 2013-2014

- Unknown — 1%
- Male — 39%
- Female — 60%

B. Course Completion

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.

B.1. Overview

In reviewing the overall data, the retention and success rates are both decreasing when comparing 2012 to 2013. The most significant decrease is the success rate for distance education learning which has decreased by 16% from 2012 to 2013.

Figure B.1.1 Overall Total Enrollment Retention and Success Rates for Fall 2012 and Fall 2013
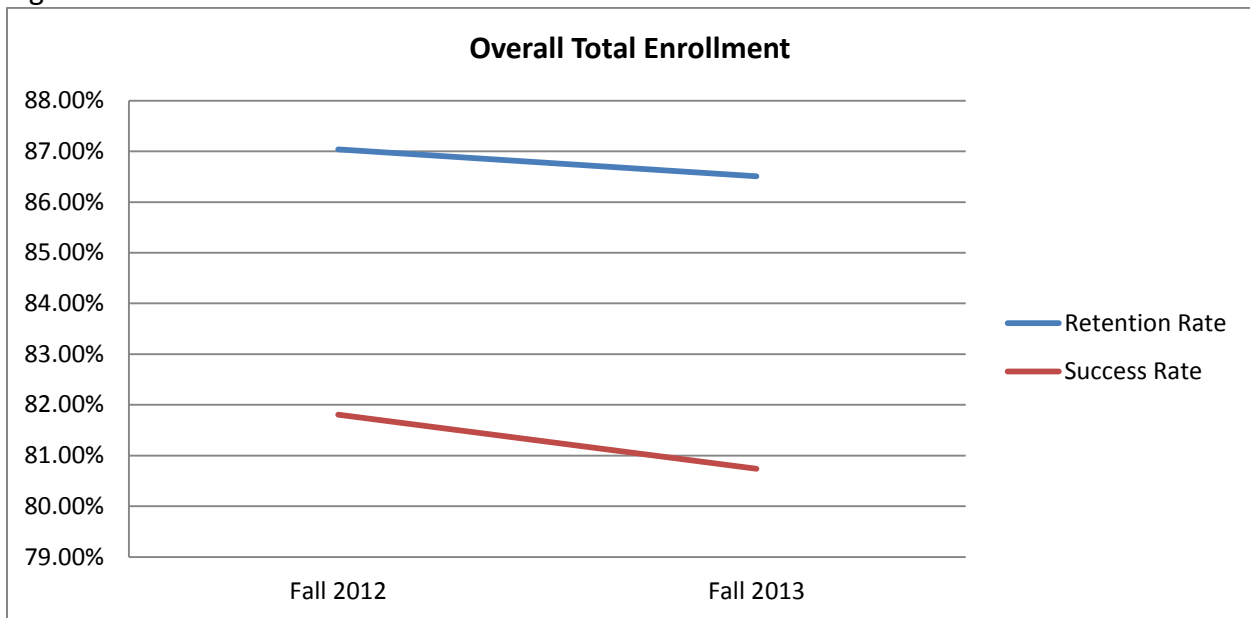
Figure B.1.2 Distance Based Education Retention and Success Rates for Fall 2012 and Fall 2013

Internet Based
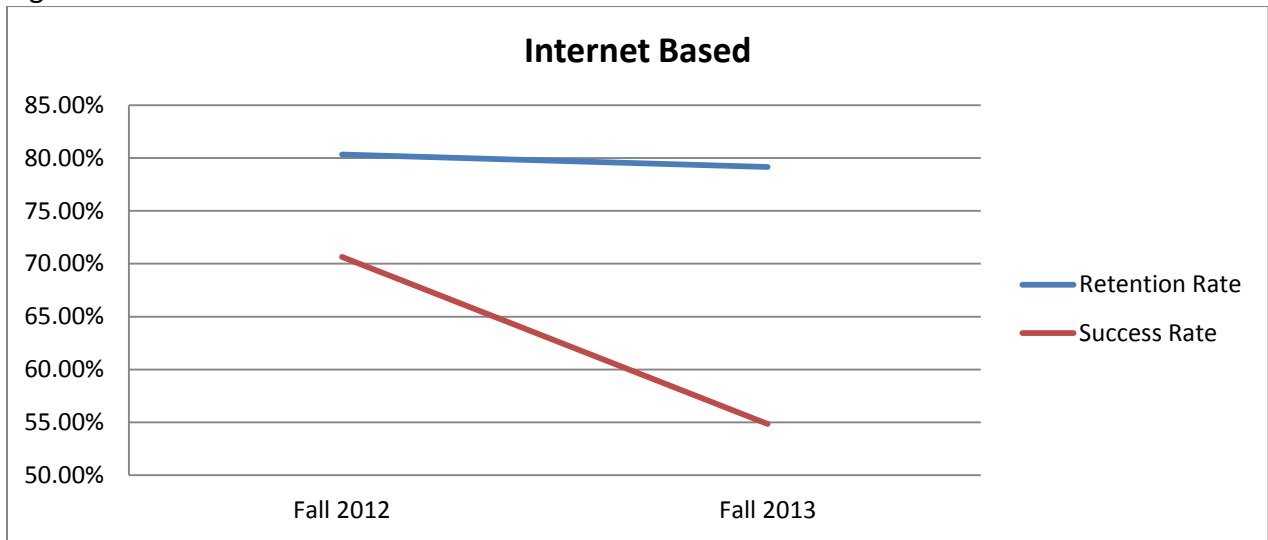
Figure B.1.3 Non-Distant Based Education Retention and Success Rates for Fall 2012 and Fall 2013

Non-Distant Based
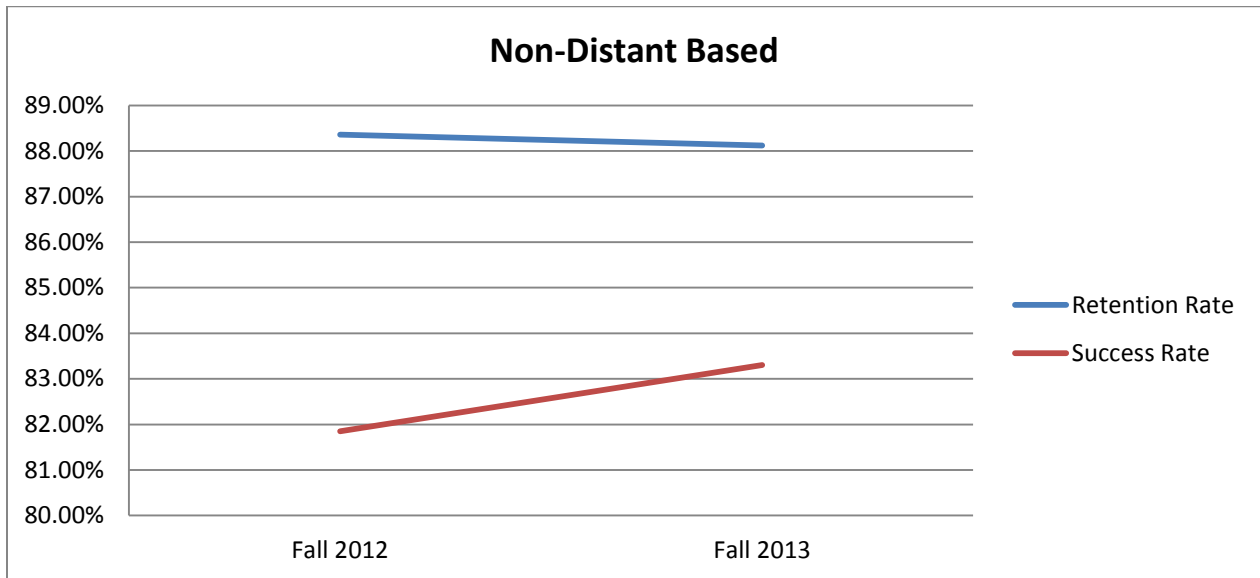
B.2. Basic Skills

The retention and success of Antelope Valley College students shows that the retention rate is much higher than the success rate. All age groups are continuing to be retained. Our younger group seems to be more successful while our older population is not succeeding as well. Foster Youth students are not retained or as successful as other students in Basic Skills.

According to this data, there are no differences between the male and female student populations. The tables below highlight the discrepancy between all ethnic/race groups with African American students underperforming compared to other students of color. Note that the number of American Indian and Pacific Islanders are too small of a cohort group to make generalizations.

Race/Ethnicity
Retention Rates
Table B.2.1. Basic Skills Cohort and Retention Count and Percentages by Race/Ethnicity

	Enrollment Count	Enrollment %	Retention Count	Retention %
AVC Total	5,000	100	4,232	0.846
Delayed Interaction (Internet Based) Total	**524**	**100**	**392**	**1.000**
African-American	127	0.242	89	0.227
American Indian/Alaskan Native	2	0.004	2	0.005
Asian	16	0.031	15	0.038
Hispanic	225	0.429	165	0.421
Multi-Ethnicity	25	0.048	21	0.054
Pacific Islander				0.000
Unknown	4	0.008	4	0.010
White Non-Hispanic	125	0.239	96	0.245
Non Distance Education Methods Total	**4,476**		**3,840**	**1.000**
African-American	1,246	0.278	1,023	0.266
American Indian/Alaskan Native	9	0.002	6	0.002
Asian	118	0.026	113	0.029
Hispanic	2,157	0.482	1,910	0.497
Multi-Ethnicity	159	0.036	130	0.034
Pacific Islander	8	0.002	5	0.001
Unknown	35	0.008	31	0.008
White Non-Hispanic	744	0.166	622	0.162

Table B.2.2. Proportionality Index for Basic Skills Retention Rates by Race/Ethnicity

	Enrollment %	Retention %	Proportionality Index
Delayed Interaction (Internet Based) Total			
African-American	0.242	0.227	0.94
American Indian/Alaskan Native	0.004	0.005	1.34
Asian	0.031	0.038	1.25
Hispanic	0.429	0.421	0.98
Multi-Ethnicity	0.048	0.054	1.12
Pacific Islander			
Unknown	0.008	0.010	1.34
White Non-Hispanic	0.239	0.245	1.03
Non Distance Education Methods Total			
African-American	0.278	0.266	0.96
American Indian/Alaskan Native	0.002	0.002	1.00
Asian	0.026	0.029	1.12
Hispanic	0.482	0.497	1.03
Multi-Ethnicity	0.036	0.034	0.94
Pacific Islander	0.002	0.001	0.50
Unknown	0.008	0.008	1.00
White Non-Hispanic	0.166	0.162	0.98

Table B.2.3. Basic Skills Retention Rates and 80% Rule by Race/Ethnicity

	Enrollment Count	Retention Count	Retention Rate	80% Rule
Delayed Interaction (Internet Based) Total				
African-American	127	89	0.701	0.747
American Indian/Alaskan Native	2	2	1.000	1.066
Asian	16	15	**0.938**	**0.999**
Hispanic	225	165	0.733	0.782
Multi-Ethnicity	25	21	0.840	0.896
Pacific Islander				0.000
Unknown	4	4	1.000	1.066
White Non-Hispanic	125	96	0.768	0.819
Non Distance Education Methods				
African-American	1,246	1,023	0.821	0.857
American Indian/Alaskan Native	9	6	0.667	0.696
Asian	118	113	**0.958**	**1.000**
Hispanic	2,157	1,910	0.885	0.924
Multi-Ethnicity	159	130	0.818	0.853
Pacific Islander	8	5	0.625	0.652
Unknown	35	31	0.886	0.925
White Non-Hispanic	744	622	0.836	0.873

Success Rates

Table B.2.4. Basic Skills Cohort and Success Count and Percentages by Race/Ethnicity

	Enrollment Count	Enrollment %	Success Count	Success %
AVC Total	5,000		2,886	0.577
Delayed Interaction (Internet Based) Total	**524**	**100**	**248**	**1.000**
African-American	127	0.242	48	0.194
American Indian/Alaskan Native	2	0.004	0	0.000
Asian	16	0.031	11	0.044
Hispanic	225	0.429	102	0.411
Multi-Ethnicity	25	0.048	18	0.073
Pacific Islander				0.000
Unknown	4	0.008	3	0.012
White Non-Hispanic	125	0.239	66	0.266
Non Distance Education Methods Total	**4,476**	**100**	**2,638**	**1.000**
African-American	1,246	0.278	571	0.216
American Indian/Alaskan Native	9	0.002	4	0.002
Asian	118	0.026	90	0.034
Hispanic	2,157	0.482	1,414	0.536
Multi-Ethnicity	159	0.036	88	0.033
Pacific Islander	8	0.002	3	0.001
Unknown	35	0.008	21	0.008
White Non-Hispanic	744	0.166	447	0.169

Table B.2.5. Proportionality Index for Basic Skills Success Rates by Race/Ethnicity

	Enrollment %	Success %	Proportionality Index
Delayed Interaction (Internet Based) Total	100	0.473	
African-American	0.242	0.194	0.80
American Indian/Alaskan Native	0.004	0.000	0.00
Asian	0.031	0.044	1.45
Hispanic	0.429	0.411	0.96
Multi-Ethnicity	0.048	0.073	1.52
Pacific Islander		0.000	
Unknown	0.008	0.012	1.58
White Non-Hispanic	0.239	0.266	1.12
Non Distance Education Methods Total	100		
African-American	0.278	0.216	0.78
American Indian/Alaskan Native	0.002	0.002	1.00
Asian	0.026	0.034	1.31
Hispanic	0.482	0.536	1.11
Multi-Ethnicity	0.036	0.033	0.92
Pacific Islander	0.002	0.001	0.50
Unknown	0.008	0.008	1.00
White Non-Hispanic	0.166	0.169	1.02

Table B.2.6. Basic Skills Success Rates and 80% Rule by Race/Ethnicity

	Enrollment Count	Success Count	Success Rate	80% Rule
Delayed Interaction (Internet Based) Total				
African-American	127	48	0.378	0.504
American Indian/Alaskan Native	2	0	0.000	0.000
Asian	16	11	0.688	0.917
Hispanic	225	102	0.453	0.604
Multi-Ethnicity	25	18	0.720	0.960
Pacific Islander				0.000
Unknown	4	3	**0.750**	**1.000**
White Non-Hispanic	125	66	0.528	0.704
Non Distance Education Methods				
African-American	1,246	571	0.458	0.601
American Indian/Alaskan Native	9	4	0.444	0.582
Asian	118	90	**0.763**	**1.000**
Hispanic	2,157	1,414	0.656	0.859
Multi-Ethnicity	159	88	0.553	0.725
Pacific Islander	8	3	0.375	0.491
Unknown	35	21	0.600	0.786
White Non-Hispanic	744	447	0.601	0.787

Age Groups
Retention Rates
Table B.2.7. Basic Skills Cohort and Retention Count and Percentages by Age Groups

	Enrollment Count	Enrollment Percentage	Retention Count	Retention Percentage
AVC Total	**5,000**		**4,232**	**0.846**
Delayed Interaction (Internet Based) Total	**524**	**100.000**	**392**	**0.748**
1 to 17	1	0.002	1	0.003
18 & 19	90	0.172	68	0.173
20 to 24	154	0.294	111	0.283
25 to 29	75	0.143	56	0.143
30 to 34	60	0.115	45	0.115
35 to 39	46	0.088	38	0.097
40 to 49	54	0.103	38	0.097
50 +	44	0.084	35	0.089
Non Distance Education Methods Total	**4,476**	**100.000**	**3,840**	**1.000**
1 to 17	99	0.022	92	0.024
18 & 19	1,376	0.307	1,244	0.324
20 to 24	1,249	0.279	1,028	0.268
25 to 29	438	0.098	370	0.096
30 to 34	287	0.064	243	0.063
35 to 39	236	0.053	189	0.049
40 to 49	451	0.101	391	0.102
50 +	340	0.076	283	0.074

Table B.2.8. Basic Skills Retention Rates and Proportionality Index by Age Groups

	Enrollment %	Retention %	Proportionality Index
AVC Total	**1.000**	**0.846**	
Delayed Interaction (Internet Based) Total	**100.000**	**0.748**	
1 to 17	0.002	0.003	1.337
18 & 19	0.172	0.173	1.010
20 to 24	0.294	0.283	0.963
25 to 29	0.143	0.143	0.998
30 to 34	0.115	0.115	1.003
35 to 39	0.088	0.097	1.104
40 to 49	0.103	0.097	0.941
50 +	0.084	0.089	1.063
Non Distance Education Methods Total	**100.000**	**1.000**	
1 to 17	0.022	0.024	1.083
18 & 19	0.307	0.324	1.054
20 to 24	0.279	0.268	0.959
25 to 29	0.098	0.096	0.985
30 to 34	0.064	0.063	0.987
35 to 39	0.053	0.049	0.933
40 to 49	0.101	0.102	1.011
50 +	0.076	0.074	0.970

Table B.2.9. Basic Skills Retention Rates and 80% Rule by Age Groups

	Enrollment Count	Retention Count	Retention Rate	80% Rule
Delayed Interaction (Internet Based) Total				
1 to 17	1	1	1.000	
18 & 19	90	68	0.756	0.915
20 to 24	154	111	0.721	0.873
25 to 29	75	56	0.747	0.904
30 to 34	60	45	0.750	0.908
35 to 39	46	38	**0.826**	**1.000**
40 to 49	54	38	0.704	0.852
50 +	44	35	0.795	0.963
Non Distance Education Methods Total				
1 to 17	99	92	**0.929**	**1.000**
18 & 19	1,376	1,244	0.904	0.973
20 to 24	1,249	1,028	0.823	0.886
25 to 29	438	370	0.845	0.909
30 to 34	287	243	0.847	0.911
35 to 39	236	189	0.801	0.862
40 to 49	451	391	0.867	0.933
50 +	340	283	0.832	0.896

Success Rates

Table B.2.10 Basic Skills Cohort and Success Count and Percentages by Age Groups

	Enrollment Count	Enrollment Cohort Percentage	Success Count	Success Percentage
AVC Total	**5,000**		**2,886**	**0.577**
Delayed Interaction (Internet Based) Total	524		248	1.000
1 to 17	1	0.002	1	0.004
18 & 19	90	0.172	45	0.181
20 to 24	154	0.294	77	0.310
25 to 29	75	0.143	37	0.149
30 to 34	60	0.115	27	0.109
35 to 39	46	0.088	17	0.069
40 to 49	54	0.103	22	0.089
50 +	44	0.084	22	0.089
Non Distance Education Methods Total	**4,476**		**2,638**	**1.000**
1 to 17	99	0.022	73	0.028
18 & 19	1,376	0.307	900	0.341
20 to 24	1,249	0.279	645	0.245
25 to 29	438	0.098	252	0.096
30 to 34	287	0.064	179	0.068
35 to 39	236	0.053	121	0.046
40 to 49	451	0.101	276	0.105
50 +	340	0.076	192	0.073

Table B.2.11. Basic Skills Success Rates and Proportionality Index by Age Groups

	Enrollment Percentage	Success Percentage	Proportionality Index
AVC Total		**0.577**	
Delayed Interaction (Internet Based) Total		0.473	
1 to 17	0.002	0.004	2.113
18 & 19	0.172	0.181	1.056
20 to 24	0.294	0.310	1.056
25 to 29	0.143	0.149	1.042
30 to 34	0.115	0.109	0.951
35 to 39	0.088	0.069	0.781
40 to 49	0.103	0.089	0.861
50 +	0.084	0.089	1.056
Non Distance Education Methods Total		**1.000**	
1 to 17	0.022	0.028	1.251
18 & 19	0.307	0.341	1.110
20 to 24	0.279	0.245	0.876
25 to 29	0.098	0.096	0.976
30 to 34	0.064	0.068	1.058
35 to 39	0.053	0.046	0.870
40 to 49	0.101	0.105	1.038
50 +	0.076	0.073	0.958

Table B.2.12. Basic Skills Success Rates and 80% Rule by Age Groups

	Enrollment Count	Success Count	Success Rate	80% Rule
Delayed Interaction (Internet Based) Total				
1 to 17	1	1	1.000	
18 & 19	90	45	**0.500**	**1.00**
20 to 24	154	77	**0.500**	**1.00**
25 to 29	75	37	0.493	0.99
30 to 34	60	27	0.450	0.90
35 to 39	46	17	0.370	0.74
40 to 49	54	22	0.407	0.81
50 +	44	22	**0.500**	**1.00**
Non Distance Education Methods Total				
1 to 17	99	73	**0.737**	**1.00**
18 & 19	1,376	900	0.654	0.89
20 to 24	1,249	645	0.516	0.70
25 to 29	438	252	0.575	0.78
30 to 34	287	179	0.624	0.85
35 to 39	236	121	0.513	0.70
40 to 49	451	276	0.612	0.83
50 +	340	192	0.565	0.77

Gender

Retention Rates

Table B.2.13. Basic Skills Cohort and Retention Count and Percentages by Gender

	Enrollment Count	Enrollment Percentage	Retention Count	Retention Percentage
AVC Total	5,000		4,232	
Delayed Interaction (Internet Based) Total	524		392	1.00%
Female	368	0.702	277	0.707
Male	149	0.284	110	0.281
Unknown	7	0.013	5	0.013
Non Distance Education Methods Total	4,476	1.000	3,840	1.000
Female	2,842	0.635	2,451	0.638
Male	1,580	0.353	1,346	0.351
Unknown	54	0.012	43	0.011

Table B.2.14. Basic Skills Retention Rates and Proportionality Index by Gender

	Enrollment Percentage	Retention Percentage	Proportionality Index
Delayed Interaction (Internet Based) Total			
Female	0.702	0.707	1.006
Male	0.284	0.281	0.987
Unknown	0.013	0.013	0.955
Non Distance Education Methods Total	100.000		
Female	0.635	0.638	1.005
Male	0.353	0.351	0.993
Unknown	0.012	0.011	0.928

Table B.2.15. Basic Skills Retention Rates and 80% Rule by Gender

	Enrollment Count	Retention Count	Retention Rate	80% Rule
Delayed Interaction (Internet Based) Total	524	392	0.748	
Female	368	277	0.753	1.000
Male	149	110	0.738	0.980
Unknown	7	5	0.714	0.949
Non Distance Education Methods Total	4,476	3,840	0.858	
Female	2,842	2,451	0.862	1.000
Male	1,580	1,346	0.852	0.988
Unknown	54	43	0.796	0.924

Success Rates

Table B.2.16. Basic Skills Cohort and Success Count and Percentages by Gender

	Enrollment Count	Enrollment Percentage	Success Count	Success Percentage
AVC Total	5,000		2,886	
Delayed Interaction (Internet Based) Total	524		248	
Female	368	0.702	174	0.702
Male	149	0.284	70	0.282
Unknown	7	0.013	4	0.016
Non Distance Education Methods Total	4,476		2,638	
Female	2,842	0.635	1,738	0.659
Male	1,580	0.353	866	0.328
Unknown	54	0.012	34	0.013

Table B.2.17. Basic Skills Success Rates and Proportionality Index by Gender

	Enrollment Percentage	Success Rate	Proportionality Index
AVC Total		0.577	
Delayed Interaction (Internet Based) Total	100.000	0.473	
Female	0.702	0.702	0.999
Male	0.284	0.282	0.993
Unknown	0.013	0.016	1.207
Non Distance Education Methods Total			
Female	0.635	0.659	1.038
Male	0.353	0.328	0.930
Unknown	0.012	0.013	1.068

Table B.2.18. Basic Skills Success Rates and 80% Rule by Gender

	Enrollment Count	Success Count	Success Rate	80% Rule
Delayed Interaction (Internet Based) Total	524	248	0.473	
Female	368	174	0.473	0.828
Male	149	70	0.470	0.823
Unknown	7	4	0.571	1.001
Non Distance Education Methods Total	4,476	2,638	0.589	
Female	2,842	1,738	0.612	0.971
Male	1,580	866	0.548	0.870
Unknown	54	34	0.630	1.000

Special Programs
Retention Rates
Table B.2.19. Basic Skills Cohort and Retention Count and Percentages by Special Program

	Enrollment Count	Retention Count	Retention Rate
Antelope Valley Total	5000	4232	0.85
AVC Special Programs Total	1542	1282	0.83
Foster Youth	277	213	0.77
Military	5	5	1.00
Veterans	106	85	0.80

Success Rates

Table B.2.20. Basic Skills Cohort and Success Count and Percentages by Special Programs

	Enrollment Count	Success Count	Success Rate
Antelope Valley Total	5000	2886	0.58
AVC Special Programs Total	1542	802	0.52
Foster Youth	277	120	0.43
Military	5	4	0.80
Veterans	106	51	0.48

B.3 Degree Applicable Courses

Retention continues to be proportionate for all race/ethnic groups. There is a significant difference in African American students in the measurement of academic success in both distance education and non-distant education.

There were no differences noted in the retention or success rates of students by age in non-distance education courses. All age groups are under performing in distant education success rates.

No difference was found between males and females when referring to retention and success.

Foster Youth student and self-identified military are retained less than the total population. The success rate of these two populations are less successful than the Antelope Valley College total.

Race/Ethnicity
Retention Rates

Table B.3.1 Degree Applicable Cohort and Retention Count and Percentages by Race/Ethnicity

	Enrollment Count	Enrollment %	Retention Count	Retention %
Antelope Valley College Total	35,520		30,773	0.866
Delayed Interaction (Internet Based) Total	2,381	100.00	1,909	0.802
African-American	564	0.237	423	0.222
American Indian/Alaskan Native	16	0.007	13	0.007
Asian	72	0.030	60	0.031
Hispanic	863	0.362	689	0.361
Multi-Ethnicity	132	0.055	112	0.059
Pacific Islander	3	0.001	2	0.001
Unknown	38	0.016	34	0.018
White Non-Hispanic	693	0.291	576	0.302
Non Distance Education Methods Total	33,139	100	28,864	1.000
African-American	7,046	0.213	5,745	0.199
American Indian/Alaskan Native	104	0.003	92	0.003
Asian	1,105	0.033	1,008	0.035
Hispanic	14,578	0.440	12,839	0.445
Multi-Ethnicity	1,683	0.051	1,458	0.051
Pacific Islander	41	0.001	35	0.001
Unknown	481	0.015	434	0.015
White Non-Hispanic	8,101	0.244	7,253	0.251

Table B.3.2. Degree Applicable Proportionality Index for by Race/Ethnicity

	Enrollment %	Retention %	Proportionality Index
Delayed Interaction (Internet Based) Total			
African-American	0.237	0.222	0.935
American Indian/Alaskan Native	0.007	0.007	1.013
Asian	0.030	0.031	1.039
Hispanic	0.362	0.361	0.996
Multi-Ethnicity	0.055	0.059	1.058
Pacific Islander	0.001	0.001	0.831
Unknown	0.016	0.018	1.116
White Non-Hispanic	0.291	0.302	1.037
Non Distance Education Methods Total	1	1.000	1.000
African-American	0.213	0.199	0.936
American Indian/Alaskan Native	0.003	0.003	1.016
Asian	0.033	0.035	1.047
Hispanic	0.440	0.445	1.011
Multi-Ethnicity	0.051	0.051	0.995
Pacific Islander	0.001	0.001	0.980
Unknown	0.015	0.015	1.036
White Non-Hispanic	0.244	0.251	1.028

Table B.3.3. Degree Applicable Retention Rates and 80% Rule by Race/Ethnicity

	Enrollment Count	Retention Count	Retention Rate	80% Rule
AVC Total				
Delayed Interaction (Internet Based) Total				
African-American	564	423	0.750	0.838
American Indian/Alaskan Native	16	13	0.813	0.908
Asian	72	60	0.833	0.931
Hispanic	863	689	0.798	0.892
Multi-Ethnicity	132	112	0.848	0.948
Pacific Islander	3	2	0.667	0.745
Unknown	38	34	**0.895**	**1.000**
White Non-Hispanic	693	576	0.831	0.929
Non Distance Education Methods Total				
African-American	7,046	5,745	0.815	0.894
American Indian/Alaskan Native	104	92	0.885	0.970
Asian	1,105	1,008	**0.912**	**1.000**
Hispanic	14,578	12,839	0.881	0.966
Multi-Ethnicity	1,683	1,458	0.866	0.950
Pacific Islander	41	35	0.854	0.936
Unknown	481	434	0.902	0.989
White Non-Hispanic	8,101	7,253	0.895	0.982

Success Rates

Table B.3.4. Degree Applicable Cohort and Success Counts and Percentages by Race/Ethnicity

	Enrollment Count	Enrollment %	Success Count	Success %
AVC Total	35,520		25,126	0.707
Delayed Interaction (Internet Based) Total	2,381	100	1,337	0.562
African-American	564	0.237	211	0.158
American Indian/Alaskan Native	16	0.007	12	0.009
Asian	72	0.030	48	0.036
Hispanic	863	0.362	495	0.370
Multi-Ethnicity	132	0.055	75	0.056
Pacific Islander	3	0.001	2	0.001
Unknown	38	0.016	27	0.020
White Non-Hispanic	693	0.291	467	0.349
Non Distance Education Methods Total	33,139	100	23,789	1.000
African-American	7,046	0.213	4,112	0.173
American Indian/Alaskan Native	104	0.003	71	0.003
Asian	1,105	0.033	910	0.038
Hispanic	14,578	0.440	10,651	0.448
Multi-Ethnicity	1,683	0.051	1,204	0.051
Pacific Islander	41	0.001	28	0.001
Unknown	481	0.015	368	0.015
White Non-Hispanic	8,101	0.244	6,445	0.271

Table B.3.5. Proportionality Index for Degree Applicable Success Rates by Race/Ethnicity

	Enrollment %	Success %	Proportionality Index
Delayed Interaction (Internet Based) Total			
African-American	0.237	0.158	0.666
American Indian/Alaskan Native	0.007	0.009	1.336
Asian	0.030	0.036	1.187
Hispanic	0.362	0.370	1.021
Multi-Ethnicity	0.055	0.056	1.012
Pacific Islander	0.001	0.001	1.187
Unknown	0.016	0.020	1.265
White Non-Hispanic	0.291	0.349	1.200
Non Distance Education Methods Total			
African-American	0.213	0.173	0.813
American Indian/Alaskan Native	0.003	0.003	0.951
Asian	0.033	0.038	1.147
Hispanic	0.440	0.448	1.018
Multi-Ethnicity	0.051	0.051	0.997
Pacific Islander	0.001	0.001	0.951
Unknown	0.015	0.015	1.066
White Non-Hispanic	0.244	0.271	1.108

Table B.3.6. Degree Applicable Success Rates and 80% Rule by Race/Ethnicity

	Enrollment Count	Success Count	Success Rate	80% Rule
AVC Total				
Delayed Interaction (Internet Based) Total				
African-American	564	211	0.374	0.50
American Indian/Alaskan Native	16	12	**0.750**	**1.00**
Asian	72	48	0.667	0.89
Hispanic	863	495	0.574	0.76
Multi-Ethnicity	132	75	0.568	0.76
Pacific Islander	3	2	0.667	0.89
Unknown	38	27	0.711	0.95
White Non-Hispanic	693	467	0.674	0.90
Non Distance Education Methods Total				
African-American	7,046	4,112	0.584	0.71
American Indian/Alaskan Native	104	71	0.683	0.83
Asian	1,105	910	0.824	1.00
Hispanic	14,578	10,651	0.731	0.89
Multi-Ethnicity	1,683	1,204	0.715	0.87
Pacific Islander	41	28	0.683	0.83
Unknown	481	368	0.765	0.93
White Non-Hispanic	8,101	6,445	0.796	0.97

Age Groups
Retention Rates
Table B.3.7. Degree Applicable Cohort and Retention Count and Percentages by Age Groups

	Enrollment Count	Enrollment %	Retention Count	Retention %
Delayed Interaction (Internet Based) Total	2,381	100.000	1,909	1.000
1 to 17	29	0.012	28	0.015
18 & 19	311	0.131	255	0.134
20 to 24	738	0.310	595	0.312
25 to 29	425	0.178	338	0.177
30 to 34	292	0.123	231	0.121
35 to 39	171	0.072	138	0.072
40 to 49	255	0.107	195	0.102
50 +	160	0.067	129	0.068
Non Distance Education Methods Total	33,139	1.000	28,864	1.000
1 to 17	1,367	0.041	1,312	0.045
18 & 19	8,848	0.267	7,927	0.275
20 to 24	12,284	0.371	10,587	0.367
25 to 29	3,620	0.109	3,075	0.107
30 to 34	1,966	0.059	1,666	0.058
35 to 39	1,283	0.039	1,103	0.038
40 to 49	2,001	0.060	1,677	0.058
50 +	1,770	0.053	1,517	0.053

Table B.3.8. Degree Applicable Retention Rates and Proportionality Index by Age Groups

	Enrollment %	Retention %	Proportionality Index
Delayed Interaction (Internet Based) Total			
1 to 17	0.012	0.015	1.204
18 & 19	0.131	0.134	1.023
20 to 24	0.310	0.312	1.006
25 to 29	0.178	0.177	0.992
30 to 34	0.123	0.121	0.987
35 to 39	0.072	0.072	1.007
40 to 49	0.107	0.102	0.954
50 +	0.067	0.068	1.006
Non Distance Education Methods Total			
1 to 17	0.041	0.045	1.102
18 & 19	0.267	0.275	1.029
20 to 24	0.371	0.367	0.990
25 to 29	0.109	0.107	0.975
30 to 34	0.059	0.058	0.973
35 to 39	0.039	0.038	0.987
40 to 49	0.060	0.058	0.962
50 +	0.053	0.053	0.984

Table B.3.9. Degree Applicable Retention Rates and 80% Rule by Age Groups

	Enrollment Count	Retention Count	Retention Rate	80% Rule
Delayed Interaction (Internet Based) Total				
1 to 17	29	28	**0.966**	1.000
18 & 19	311	255	0.820	0.849
20 to 24	738	595	0.806	0.835
25 to 29	425	338	0.795	0.823
30 to 34	292	231	0.791	0.819
35 to 39	171	138	0.807	0.835
40 to 49	255	195	0.765	0.792
50 +	160	129	0.806	0.835
Non Distance Education Methods Total	33,139	28,864	0.871	
1 to 17	1,367	1,312	**0.960**	1.000
18 & 19	8,848	7,927	0.896	0.933
20 to 24	12,284	10,587	0.862	0.898
25 to 29	3,620	3,075	0.849	0.885
30 to 34	1,966	1,666	0.847	0.883
35 to 39	1,283	1,103	0.860	0.896
40 to 49	2,001	1,677	0.838	0.873
50 +	1,770	1,517	0.857	0.893

Success Rates

Table B.3.10. Degree Applicable Cohort and Success Counts and Percentages by Age Groups

	Enrollment Count	Enrollment %	Success Count	Success %
Delayed Interaction (Internet Based) Total	2,381	1.00	1,337	1.000
1 to 17	29	0.012	26	0.019
18 & 19	311	0.131	173	0.129
20 to 24	738	0.310	427	0.319
25 to 29	425	0.178	226	0.169
30 to 34	292	0.123	163	0.122
35 to 39	171	0.072	103	0.077
40 to 49	255	0.107	128	0.096
50 +	160	0.067	91	0.068
Non Distance Education Methods Total	33,139	1.000	23,789	1.000
1 to 17	1,367	0.041	1,171	0.049
18 & 19	8,848	0.267	6,395	0.269
20 to 24	12,284	0.371	8,692	0.365
25 to 29	3,620	0.109	2,533	0.106
30 to 34	1,966	0.059	1,371	0.058
35 to 39	1,283	0.039	924	0.039
40 to 49	2,001	0.060	1,420	0.060
50 +	1,770	0.053	1,283	0.054

Table B.3.11. Degree Applicable Success Rates and Proportionality Index by Age Groups

	Enrollment %	Success %	Proportionality Index
Delayed Interaction (Internet Based) Total			
1 to 17	0.012	0.019	1.597
18 & 19	0.131	0.129	0.991
20 to 24	0.310	0.319	1.030
25 to 29	0.178	0.169	0.947
30 to 34	0.123	0.122	0.994
35 to 39	0.072	0.077	1.073
40 to 49	0.107	0.096	0.894
50 +	0.067	0.068	1.013
Non Distance Education Methods Total			
1 to 17	0.041	0.049	1.193
18 & 19	0.267	0.269	1.007
20 to 24	0.371	0.365	0.986
25 to 29	0.109	0.106	0.975
30 to 34	0.059	0.058	0.971
35 to 39	0.039	0.039	1.003
40 to 49	0.060	0.060	0.989
50 +	0.053	0.054	1.010

Table B.3.12. Degree Applicable Success Rates and 80% Rule by Age Groups

	Enrollment Count	Success Count	Success Rate	80% Rule
Delayed Interaction (Internet Based) Total				
1 to 17	29	26	**0.897**	1.000
18 & 19	311	173	0.556	0.620
20 to 24	738	427	0.579	0.645
25 to 29	425	226	0.532	0.593
30 to 34	292	163	0.558	0.622
35 to 39	171	103	0.602	0.672
40 to 49	255	128	0.502	0.560
50 +	160	91	0.569	0.634
Non Distance Education Methods Total	33,139	23,789	0.718	0.800
1 to 17	1,367	1,171	**0.857**	1.000
18 & 19	8,848	6,395	0.723	0.843
20 to 24	12,284	8,692	0.708	0.826
25 to 29	3,620	2,533	0.700	0.816
30 to 34	1,966	1,371	0.697	0.814
35 to 39	1,283	924	0.720	0.840
40 to 49	2,001	1,420	0.710	0.828
50 +	1,770	1,283	0.725	0.846

Gender
Retention Rates

Table B.3.13. Degree Applicable Cohort and Retention Count and Percentages by Gender

	Enrollment Count	Enrollment %	Retention Count	Retention %
AVC Total	35,520		30,773	0.866
Delayed Interaction (Internet Based) Total	2,381	1.000	1,909	0.802
Female	1,679	0.705	1,355	0.710
Male	678	0.285	537	0.281
Unknown	24	0.010	17	0.009
Non Distance Education Methods Total	33,139	1.000	28,864	1.000
Female	18,568	0.560	16,205	0.561
Male	14,128	0.426	12,274	0.425
Unknown	443	0.013	385	0.013

Table B.3.14. Degree Applicable Retention Rates and Proportionality Index by Gender

	Enrollment %	Retention Rate	Proportionality Index
Delayed Interaction (Internet Based) Total			
Female	0.705	0.710	1.007
Male	0.285	0.281	0.988
Unknown	0.010	0.009	0.883
Non Distance Education Methods Total			
Female	0.560	0.561	1.002
Male	0.426	0.425	0.997
Unknown	0.013	0.013	0.998

Table B.3.15. Degree Applicable Retention Rates and 80% Rule by Gender

	Enrollment Count	Retention Count	Retention Rate	80% Rule
Delayed Interaction (Internet Based) Total				
Female	1,679	1,355	**0.807**	1.000
Male	678	537	0.792	0.981
Unknown	24	17	0.708	0.878
Non Distance Education Methods Total				
Female	18,568	16,205	**0.873**	1.000
Male	14,128	12,274	0.869	0.995
Unknown	443	385	0.869	0.996

Success Rates

Table B.3.16. Degree Applicable Cohort and Success Count and Percentages by Gender

	Enrollment Count	Enrollment %	Success Count	Success %
AVC Total	35,520		25,126	0.707
Delayed Interaction (Internet Based) Total	2,381	1.000	1,337	0.562
Female	1,679	0.705	959	0.717
Male	678	0.285	366	0.274
Unknown	24	0.010	12	0.009
Non Distance Education Methods Total	33,139	1.000	23,789	1.000
Female	18,568	0.560	13,541	0.569
Male	14,128	0.426	9,926	0.417
Unknown	443	0.013	322	0.014

Table B.3.17. Degree Applicable Success Rates and Proportionality Index by Gender

	Enrollment %	Success Rate	Proportionality Index
Delayed Interaction (Internet Based) Total			
Female	0.705	0.717	1.017
Male	0.285	0.274	0.961
Unknown	0.010	0.009	0.890
Non Distance Education Methods Total			
Female	0.560	0.569	1.016
Male	0.426	0.417	0.979
Unknown	0.013	0.014	1.013

Table B.3.18. Degree Applicable Success Rates and 80% Rule by Gender

	Enrollment Count	Success Count	Success Rate	80% Rule
Delayed Interaction (Internet Based) Total				
Female	1,679	959	**0.571**	1.00
Male	678	366	0.540	0.95
Unknown	24	12	0.500	0.88
Non Distance Education Methods Total				
Female	18,568	13,541	**0.729**	1.00
Male	14,128	9,926	0.703	0.96
Unknown	443	322	0.727	1.00

B.4. Special Programs

Retention Rates

Table B.4.1. Degree Applicable Cohort and Success Count and Percentages by Special Programs

	Enrollment Count	Retention Count	Retention Rate
Antelope Valley College Total	35520	30773	0.87
AVC Special Programs Total	8404	7158	0.85
Foster Youth	1320	1036	0.78
Military	42	32	0.76
Veterans	820	720	0.88

Success Rates

Table B.4.2. Degree Applicable Cohort and Retention Count and Percentages by Special Programs

	Enrollment Count	Success Count	Success Rate
Antelope Valley College Total	35520	25126	0.71
AVC Special Programs Total	8404	5765	0.69
Foster Youth	1320	682	0.52
Military	42	28	0.67
Veterans	820	593	0.72

B.5. Certificate Courses

All race/ethnic groups are retained at the same rate but African Americans are not as successful as other groups.

All age groups are equally successful except for the 18-19 year olds, which are not as successful in taking courses through the distant education method.

There is no difference found in relation to gender.

Foster youth and self-reported military retention is lower than the college's average and significantly lower in success rate.

Race/Ethnicity

Retention Rates

Table B.5.1. Certificate Courses Cohort and Retention Count and Percentages by Race/Ethnicity

	Enrollment Count	Enrollment %	Retention Count	Retention %
Delayed Interaction (Internet Based) Total	**510**	**1**	**366**	1.000
African-American	141	0.276	85	0.232
American Indian/Alaskan Native	5	0.010	4	0.011
Asian	18	0.035	13	0.036
Hispanic	144	0.282	105	0.287
Multi-Ethnicity	25	0.049	21	0.057
Pacific Islander	1	0.002	0	0.000
Unknown	6	0.012	5	0.014
White Non-Hispanic	170	0.333	133	0.363
Non Distance Education Methods Total	**10,147**	1.000	**8,942**	1.000
African-American	2,503	0.247	2,047	0.229
American Indian/Alaskan Native	25	0.002	24	0.003
Asian	287	0.028	273	0.031
Hispanic	3,960	0.390	3,541	0.396
Multi-Ethnicity	523	0.052	468	0.052
Pacific Islander	10	0.001	9	0.001
Unknown	177	0.017	169	0.019
White Non-Hispanic	2,662	0.262	2,411	0.270

Table B.5.2. Proportionality Index for Certificate Courses Retention Rates by Race/Ethnicity

	Enrollment %	Retention %	Proportionality Index
Delayed Interaction (Internet Based) Total			
African-American	0.276	0.232	0.840
American Indian/Alaskan Native	0.010	0.011	1.115
Asian	0.035	0.036	1.006
Hispanic	0.282	0.287	1.016
Multi-Ethnicity	0.049	0.057	1.170
Pacific Islander	0.002	0.000	0.000
Unknown	0.012	0.014	1.161
White Non-Hispanic	0.333	0.363	1.090
Non Distance Education Methods Total			
African-American	0.247	0.229	0.928
American Indian/Alaskan Native	0.002	0.003	1.089
Asian	0.028	0.031	1.079
Hispanic	0.390	0.396	1.015
Multi-Ethnicity	0.052	0.052	1.015
Pacific Islander	0.001	0.001	1.021
Unknown	0.017	0.019	1.083
White Non-Hispanic	0.262	0.270	1.028

Table B.5.3. Certificate Courses Retention Rates and 80% Rule by Race/Ethnicity

	Enrollment Count	Retention Count	Retention Rate	80% Rule
AVC Total	10,657	9,308	0.873	
Delayed Interaction (Internet Based) Total	510	366	0.718	
African-American	141	85	0.603	0.718
American Indian/Alaskan Native	5	4	0.800	0.952
Asian	18	13	0.722	0.860
Hispanic	144	105	0.729	0.868
Multi-Ethnicity	25	21	0.840	1.000
Pacific Islander	1	0	0.000	0.000
Unknown	6	5	0.833	0.992
White Non-Hispanic	170	133	0.782	0.931
Non Distance Education Methods Total	10,147	8,942	0.881	
African-American	2,503	2,047	0.818	0.852
American Indian/Alaskan Native	25	24	0.960	1.000
Asian	287	273	0.951	0.991
Hispanic	3,960	3,541	0.894	0.931
Multi-Ethnicity	523	468	0.895	0.932
Pacific Islander	10	9	0.900	0.938
Unknown	177	169	0.955	0.995
White Non-Hispanic	2,662	2,411	0.906	0.943

Success Rates

Table B.5.4. Certificate Courses Cohort and Success Count and Percentages by Race/Ethnicity

	Enrollment Count	Enrollment %	Success Count	Success %
Delayed Interaction (Internet Based) Total	510	1	266	1.000
African-American	141	0.276	45	0.169
American Indian/Alaskan Native	5	0.010	3	0.011
Asian	18	0.035	10	0.038
Hispanic	144	0.282	85	0.320
Multi-Ethnicity	25	0.049	14	0.053
Pacific Islander	1	0.002	0	0.000
Unknown	6	0.012	4	0.015
White Non-Hispanic	170	0.333	105	0.395
Non Distance Education Methods Total	10,147	1.000	7,449	1.000
African-American	2,503	0.247	1,446	0.194
American Indian/Alaskan Native	25	0.002	20	0.003
Asian	287	0.028	248	0.033
Hispanic	3,960	0.390	3,025	0.406
Multi-Ethnicity	523	0.052	394	0.053
Pacific Islander	10	0.001	9	0.001
Unknown	177	0.017	143	0.019
White Non-Hispanic	2,662	0.262	2,164	0.291

Table B.5.5. Proportionality Index for Certificate Courses Success Rates by Race/Ethnicity

	Enrollment Count	Enrollment %	Success Count	Success %	Proportionality Index
Delayed Interaction (Internet Based) Total					
African-American	141	0.276	45	0.169	0.612
American Indian/Alaskan Native	5	0.010	3	0.011	1.150
Asian	18	0.035	10	0.038	1.065
Hispanic	144	0.282	85	0.320	1.132
Multi-Ethnicity	25	0.049	14	0.053	1.074
Pacific Islander	1	0.002	0	0.000	0.000
Unknown	6	0.012	4	0.015	1.278
White Non-Hispanic	170	0.333	105	0.395	1.184
Non Distance Education Methods Total					
African-American	2,503	0.247	1,446	0.194	0.787
American Indian/Alaskan Native	25	0.002	20	0.003	1.090
Asian	287	0.028	248	0.033	1.177
Hispanic	3,960	0.390	3,025	0.406	1.041
Multi-Ethnicity	523	0.052	394	0.053	1.026
Pacific Islander	10	0.001	9	0.001	1.226
Unknown	177	0.017	143	0.019	1.101
White Non-Hispanic	2,662	0.262	2,164	0.291	1.107

Table B.5.6. Certificate Courses Success Rates and 80% Rule by Race/Ethnicity

	Enrollment Count	Success Count	Success Rate	80% Rule
AVC Total	10,657	7,715	0.724	
Delayed Interaction (Internet Based) Total	**510**	266	0.522	
African-American	141	45	0.319	0.478
American Indian/Alaskan Native	5	3	0.600	0.900
Asian	18	10	0.556	0.833
Hispanic	144	85	0.590	0.885
Multi-Ethnicity	25	14	0.560	0.840
Pacific Islander	1	0	0.000	0.000
Unknown	6	4	**0.667**	**1.000**
White Non-Hispanic	170	105	0.618	0.926
Non Distance Education Methods Total	**10,147**			
African-American	2,503	1,446	0.578	0.642
American Indian/Alaskan Native	25	20	0.800	0.889
Asian	287	248	0.864	0.960
Hispanic	3,960	3,025	0.764	0.849
Multi-Ethnicity	523	394	0.753	0.837
Pacific Islander	10	9	**0.900**	**1.000**
Unknown	177	143	0.808	0.898
White Non-Hispanic	2,662	2,164	0.813	0.903

Age Groups
Retention Rates

Table B.5.7. Certificate Courses Cohort and Retention Count and Percentages by Age Groups

	Enrollment Count	Enrollment %	Retention Count	Retention %
AVC Total	10,657		9,308	0.873
Delayed Interaction (Internet Based) Total	510	1	366	1.000
1 to 17	1	0.002	1	0.003
18 & 19	25	0.049	15	0.041
20 to 24	130	0.255	98	0.268
25 to 29	84	0.165	57	0.156
30 to 34	81	0.159	60	0.164
35 to 39	42	0.082	31	0.085
40 to 49	85	0.167	60	0.164
50 +	62	0.122	44	0.120
Non Distance Education Methods Total	10,147	1.000	8,942	1.000
1 to 17	255	0.025	246	0.028
18 & 19	1,811	0.178	1,601	0.179
20 to 24	3,501	0.345	3,089	0.345
25 to 29	1,429	0.141	1,260	0.141
30 to 34	867	0.085	750	0.084
35 to 39	564	0.056	498	0.056
40 to 49	868	0.086	751	0.084
50 +	852	0.084	747	0.084

Table B.5.8. Certificate Courses Retention Rates and Proportionality Index by Age Groups

	Enrollment %	Retention %	Proportionality Index
Delayed Interaction (Internet Based) Total			
1 to 17	0.002	0.003	1.393
18 & 19	0.049	0.041	0.836
20 to 24	0.255	0.268	1.050
25 to 29	0.165	0.156	0.946
30 to 34	0.159	0.164	1.032
35 to 39	0.082	0.085	1.028
40 to 49	0.167	0.164	0.984
50 +	0.122	0.120	0.989
Non Distance Education Methods Total			
1 to 17	0.025	0.028	1.095
18 & 19	0.178	0.179	1.003
20 to 24	0.345	0.345	1.001
25 to 29	0.141	0.141	1.001
30 to 34	0.085	0.084	0.982
35 to 39	0.056	0.056	1.002
40 to 49	0.086	0.084	0.982
50 +	0.084	0.084	0.995

Table B.5.9. Certificate Courses Retention Rates and 80% Rule by Age Groups

	Enrollment Count	Retention Count	Retention Rate	80% Rule
Delayed Interaction (Internet Based) Total				
1 to 17	1	1	1.000	
18 & 19	25	15	0.600	0.796
20 to 24	130	98	**0.754**	**1.000**
25 to 29	84	57	0.679	0.900
30 to 34	81	60	0.741	0.982
35 to 39	42	31	0.738	0.979
40 to 49	85	60	0.706	0.936
50 +	62	44	0.710	0.941
Non Distance Education Methods Total				
1 to 17	255	246	**0.965**	**1.000**
18 & 19	1,811	1,601	0.884	0.916
20 to 24	3,501	3,089	0.882	0.914
25 to 29	1,429	1,260	0.882	0.914
30 to 34	867	750	0.865	0.896
35 to 39	564	498	0.883	0.915
40 to 49	868	751	0.865	0.897
50 +	852	747	0.877	0.909

Success Rates

Table B.5.10. Certificate Courses Cohort and Success Count and Percentages by Age Groups

	Enrollment Count	Enrollment Percentage	Success Count	Success %
AVC Total	10,657		7,715	0.724
Delayed Interaction (Internet Based) Total	510	1	266	1.000
1 to 17	1	0.002	1	0.004
18 & 19	25	0.049	10	0.038
20 to 24	130	0.255	78	0.293
25 to 29	84	0.165	43	0.162
30 to 34	81	0.159	39	0.147
35 to 39	42	0.082	19	0.071
40 to 49	85	0.167	43	0.162
50 +	62	0.122	33	0.124
Non Distance Education Methods Total	10,417	1.000	7,449	1.000
1 to 17	255	0.025	215	0.029
18 & 19	1,811	0.178	1,256	0.169
20 to 24	3,501	0.345	2,605	0.350
25 to 29	1,429	0.141	1,051	0.141
30 to 34	867	0.085	623	0.084
35 to 39	564	0.056	416	0.056
40 to 49	868	0.086	645	0.087
50 +	852	0.084	638	0.086

Table B.5.11. Certificate Courses Success Rates and Proportionality Index by Age Groups

	Enrollment Percentage	Success %	Proportionality Index
Delayed Interaction (Internet Based) Total			
1 to 17	0.002	0.004	1.917
18 & 19	0.049	0.038	0.767
20 to 24	0.255	0.293	1.150
25 to 29	0.165	0.162	0.981
30 to 34	0.159	0.147	0.923
35 to 39	0.082	0.071	0.867
40 to 49	0.167	0.162	0.970
50 +	0.122	0.124	1.020
Non Distance Education Methods Total			
1 to 17	0.025	0.029	1.149
18 & 19	0.178	0.169	0.945
20 to 24	0.345	0.350	1.014
25 to 29	0.141	0.141	1.002
30 to 34	0.085	0.084	0.979
35 to 39	0.056	0.056	1.005
40 to 49	0.086	0.087	1.012
50 +	0.084	0.086	1.020

Table B.5.12. Certificate Courses Success Rates and 80% Rule by Age Groups

	Enrollment Count	Success Count	Success Rate	80% Rule
Delayed Interaction (Internet Based) Total				
1 to 17	1	1	1.000	
18 & 19	25	10	0.400	0.667
20 to 24	130	78	**0.600**	**1.000**
25 to 29	84	43	0.512	0.853
30 to 34	81	39	0.481	0.802
35 to 39	42	19	0.452	0.754
40 to 49	85	43	0.506	0.843
50 +	62	33	0.532	0.887
Non Distance Education Methods Total				
1 to 17	255	215	0.843	**1.000**
18 & 19	1,811	1,256	0.694	0.823
20 to 24	3,501	2,605	0.744	0.883
25 to 29	1,429	1,051	0.735	0.872
30 to 34	867	623	0.719	0.852
35 to 39	564	416	0.738	0.875
40 to 49	868	645	0.743	0.881
50 +	852	638	0.749	0.888

Gender
Retention Rates

Table B.5.13. Certificate Courses Cohort and Retention Count and Percentages by Gender

	Enrollment Count	Enrollment %	Retention Count	Retention %
AVC Total	10,657		9,308	0.873
Delayed Interaction (Internet Based) Total	510	1	366	1.000
Female	367	0.720	262	0.716
Male	140	0.275	102	0.279
Unknown	3	0.006	2	0.005
Non Distance Education Methods Total	10,147	1.000	8,942	1.000
Female	5,130	0.506	4,539	0.508
Male	4,888	0.482	4,289	0.480
Unknown	129	0.013	114	0.013

Table B.5.14. Certificate Courses Retention Rates and Proportionality Index by Gender

	Enrollment Count	Enrollment %	Retention Count	Retention %	Proportionality Index
Delayed Interaction (Internet Based) Total					
Female	367	0.720	262	0.716	0.995
Male	140	0.275	102	0.279	1.016
Unknown	3	0.006	2	0.005	0.850
Non Distance Education Methods Total					
Female	5,130	0.506	4,539	0.508	1.004
Male	4,888	0.482	4,289	0.480	0.996
Unknown	129	0.013	114	0.013	1.003

Table B.5.15. Certificate Courses Retention Rates and 80% Rule by Gender

	Enrollment Count	Retention Count	Retention Rate	80% Rule
AVC Total	10,657	9,308	0.873	
Delayed Interaction (Internet Based) Total	510	366	0.718	
Female	367	262	0.714	0.98
Male	140	102	**0.729**	**1.00**
Unknown	3	2	0.667	0.91
Non Distance Education Methods Total				
Female	5,130	4,539	**0.885**	**1.00**
Male	4,888	4,289	0.877	0.99
Unknown	129	114	0.884	1.00

Success Rates

Table B.5.16. Certificate Courses Cohort and Success Count and Percentages by Gender

	Enrollment Count	Enrollment Percentage	Success Count	Success %
AVC Total	10,657		7,715	0.724
Delayed Interaction (Internet Based) Total	510	1	266	1.000
Female	367	0.720	201	0.756
Male	140	0.275	64	0.241
Unknown	3	0.006	1	0.004
Non Distance Education Methods Total	10,147	1.000	7,449	
Female	5,130	0.506	3,853	0.517
Male	4,888	0.482	3,508	0.471
Unknown	129	0.013	88	0.012

Table B.5.17. Certificate Courses Success Rates and Proportionality Index by Gender

	Enrollment Percentage	Success %	Proportionality Index
Delayed Interaction (Internet Based) Total			
Female	0.720	0.756	1.050
Male	0.275	0.241	0.876
Unknown	0.006	0.004	0.639
Non Distance Education Methods Total			
Female	0.506	0.517	1.023
Male	0.482	0.471	0.978
Unknown	0.013	0.012	0.944

Table B.5.18. Certificate Courses Success Rates and 80% Rule by Gender

	Enrollment Count	Success Count	Success Rate	80% Rule
AVC Total	10,657	7,715	0.724	
Delayed Interaction (Internet Based) Total	510	266	0.522	
Female	367	201	0.548	1.00
Male	140	64	0.457	0.83
Unknown	3	1	0.333	0.61
Non Distance Education Methods Total				
Female	5,130	3,853	**0.751**	**1.00**
Male	4,888	3,508	0.718	0.96
Unknown	129	88	0.682	0.91

Special Programs
Retention Rate
Table B.5.19. Certificate Courses Cohort and Retention Count and Percentages by Special Programs

	Enrollment Count	Retention Count	Retention Rate
Antelope Valley Total	10657	9308	0.87
AVC Special Programs Total	2708	2317	0.86
Foster Youth	444	349	0.79
Military	15	9	0.60
Veterans	383	350	0.91

Success Rate
Table B.5.20. Certificate Courses Cohort and Success Count and Percentages by Gender

	Enrollment Count	Success Count	Success Rate
Antelope Valley Total	10657	7715	0.72
AVC Special Programs Total	2708	1856	0.69
Foster Youth	444	219	0.49
Military	15	7	0.47
Veterans	383	306	0.80

B.6. Transferable Courses

Retention is proportionate for all race/ethnic groups. African American and Hispanic students are not as successful when taking transferable classes via distant education classes.

In reviewing the data, according to age, age is not a factor in student's retention and/or success rate, for distance education they are all underperforming. In non-distance education they are all performing 80% or better.

There is no difference found by gender.

Foster Youth and self-reported military retention is lower than the overall retention rate and significantly lower in the success rate for transferable courses.

Race/Ethnicity
Retention Rates

Table B.6.1. Transferable Courses Cohort and Retention Count and Percentages by Race/Ethnicity

	Enrollment Count	Enrollment %	Retention Count	Retention %
AVC TOTAL	32,550		28,215	0.867
Delayed Interaction (Internet Based) Total	**2,211**	**1**	**1,786**	**1.000**
African-American	538	0.243	404	0.226
American Indian/Alaskan Native	14	0.006	12	0.007
Asian	70	0.032	58	0.032
Hispanic	786	0.355	633	0.354
Multi-Ethnicity	126	0.057	108	0.060
Pacific Islander	3	0.001	2	0.001
Unknown	34	0.015	31	0.017
White Non-Hispanic	640	0.289	538	0.301
Non Distance Education Methods Total	**30,339**		**26,429**	**1.000**
African-American	6,533	0.215	5,325	0.201
American Indian/Alaskan Native	93	0.003	82	0.003
Asian	1,027	0.034	936	0.035
Hispanic	13,302	0.438	11,710	0.443
Multi-Ethnicity	1,545	0.051	1,337	0.051
Pacific Islander	34	0.001	29	0.001
Unknown	438	0.014	397	0.015
White Non-Hispanic	7,367	0.243	6,613	0.250

Table B.6.2. Proportionality Index for Transferable Courses Retention Rates by Race/Ethnicity

	Enrollment %	Retention %	Proportionality Index
Delayed Interaction (Internet Based) Total		**0.808**	
African-American	0.243	0.226	0.930
American Indian/Alaskan Native	0.006	0.007	1.061
Asian	0.032	0.032	1.026
Hispanic	0.355	0.354	0.997
Multi-Ethnicity	0.057	0.060	1.061
Pacific Islander	0.001	0.001	0.825
Unknown	0.015	0.017	1.129
White Non-Hispanic	0.289	0.301	1.041
Non Distance Education Methods Total		**1.000**	
African-American	0.215	0.201	0.936
American Indian/Alaskan Native	0.003	0.003	1.012
Asian	0.034	0.035	1.046
Hispanic	0.438	0.443	1.011
Multi-Ethnicity	0.051	0.051	0.993
Pacific Islander	0.001	0.001	0.979
Unknown	0.014	0.015	1.040
White Non-Hispanic	0.243	0.250	1.030

Table B.6.3. Transferable Courses Retention Rates and 80% Rule by Race/Ethnicity

	Enrollment Count	Retention Count	Retention Rate	80% Rule
Delayed Interaction (Internet Based) Total				
African-American	538	404	0.751	0.823
American Indian/Alaskan Native	14	12	0.857	0.940
Asian	70	58	0.829	0.909
Hispanic	786	633	0.805	0.883
Multi-Ethnicity	126	108	0.857	0.940
Pacific Islander	3	2	0.667	0.731
Unknown	34	31	0.912	1.000
White Non-Hispanic	640	538	0.841	0.922
Non Distance Education Methods Total				
African-American	6,533	5,325	0.815	0.895
American Indian/Alaskan Native	93	82	0.882	0.968
Asian	1,027	936	**0.911**	**1.000**
Hispanic	13,302	11,710	0.880	0.966
Multi-Ethnicity	1,545	1,337	0.865	0.950
Pacific Islander	34	29	0.853	0.936
Unknown	438	397	0.906	0.995
White Non-Hispanic	7,367	6,613	0.898	0.985

Success Rates

Table B.6.4. Transferable Courses Cohort and Success Count and Percentages by Race/Ethnicity

	Enrollment Count	Enrollment %	Success Count	Success %
AVC TOTAL	32,550		23,058	0.708
Delayed Interaction (Internet Based) Total	**2,211**	**1**	**1,248**	**1.000**
African-American	538	0.243	201	0.161
American Indian/Alaskan Native	14	0.006	11	0.009
Asian	70	0.032	46	0.037
Hispanic	786	0.355	452	0.362
Multi-Ethnicity	126	0.057	72	0.058
Pacific Islander	3	0.001	2	0.002
Unknown	34	0.015	26	0.021
White Non-Hispanic	640	0.289	438	0.351
Non Distance Education Methods Total	**30,339**		**21,810**	
African-American	6,533	0.215	3,822	0.175
American Indian/Alaskan Native	93	0.003	64	0.003
Asian	1,027	0.034	844	0.039
Hispanic	13,302	0.438	9,720	0.446
Multi-Ethnicity	1,545	0.051	1,112	0.051
Pacific Islander	34	0.001	23	0.001
Unknown	438	0.014	341	0.016
White Non-Hispanic	7,367	0.243	5,884	0.270

Table B.6.5. Proportionality Index for Transferable Courses Success Rates by Race/Ethnicity

	Enrollment %	Success %	Proportionality Index
Delayed Interaction (Internet Based) Total		**0.564**	
African-American	0.243	0.161	0.662
American Indian/Alaskan Native	0.006	0.009	1.392
Asian	0.032	0.037	1.164
Hispanic	0.355	0.362	1.019
Multi-Ethnicity	0.057	0.058	1.012
Pacific Islander	0.001	0.002	1.181
Unknown	0.015	0.021	1.355
White Non-Hispanic	0.289	0.351	1.212
Non Distance Education Methods Total			
African-American	0.215	0.175	0.814
American Indian/Alaskan Native	0.003	0.003	0.957
Asian	0.034	0.039	1.143
Hispanic	0.438	0.446	1.016
Multi-Ethnicity	0.051	0.051	1.001
Pacific Islander	0.001	0.001	0.941
Unknown	0.014	0.016	1.083
White Non-Hispanic	0.243	0.270	1.111

Table B.6.6. Transferable Courses Success Rates and 80% Rule by Race/Ethnicity

	Enrollment Count	Success Count	Success Rate	80% Rule
Delayed Interaction (Internet Based) Total				
African-American	538	201	0.374	0.475
American Indian/Alaskan Native	14	11	**0.786**	**1.000**
Asian	70	46	0.657	0.836
Hispanic	786	452	0.575	0.732
Multi-Ethnicity	126	72	0.571	0.727
Pacific Islander	3	2	0.667	0.848
Unknown	34	26	0.765	0.973
White Non-Hispanic	640	438	0.684	0.871
Non Distance Education Methods Total				
African-American	6,533	3,822	0.585	0.712
American Indian/Alaskan Native	93	64	0.688	0.837
Asian	1,027	844	**0.822**	**1.000**
Hispanic	13,302	9,720	0.731	0.889
Multi-Ethnicity	1,545	1,112	0.720	0.876
Pacific Islander	34	23	0.676	0.823
Unknown	438	341	0.779	0.947
White Non-Hispanic	7,367	5,884	0.799	0.972

Age Groups
Retention Rates

Table B.6.7. Transferable Courses Cohort and Retention Count and Percentages by Age Groups

	Enrollment Count	Enrollment %	Retention Count	Retention %
AVC Total	32,550		28,215	0.867
Delayed Interaction (Internet Based) Total	2,211	1	1,786	1.000
1 to 17	27	0.012	26	0.015
18 & 19	278	0.126	227	0.127
20 to 24	687	0.311	558	0.312
25 to 29	390	0.176	313	0.175
30 to 34	269	0.122	216	0.121
35 to 39	158	0.071	130	0.073
40 to 49	245	0.111	190	0.106
50 +	157	0.071	126	0.071
Non Distance Education Methods Total	30,339	1.000	26,429	1.000
1 to 17	1,326	0.044	1,274	0.048
18 & 19	8,248	0.272	7,388	0.280
20 to 24	11,332	0.374	9,774	0.370
25 to 29	3,224	0.106	2,732	0.103
30 to 34	1,748	0.058	1,478	0.056
35 to 39	1,124	0.037	967	0.037
40 to 49	1,782	0.059	1,488	0.056
50 +	1,555	0.051	1,328	0.050

Table B.6.8. Transferable Courses Retention Rates and Proportionality Index by Age Groups

	Enrollment %	Retention %	Proportionality Index
Delayed Interaction (Internet Based) Total			
1 to 17	0.012	0.015	1.192
18 & 19	0.126	0.127	1.011
20 to 24	0.311	0.312	1.006
25 to 29	0.176	0.175	0.994
30 to 34	0.122	0.121	0.994
35 to 39	0.071	0.073	1.019
40 to 49	0.111	0.106	0.960
50 +	0.071	0.071	0.994
Non Distance Education Methods Total			
1 to 17	0.044	0.048	1.098
18 & 19	0.272	0.280	1.028
20 to 24	0.374	0.370	0.990
25 to 29	0.106	0.103	0.973
30 to 34	0.058	0.056	0.971
35 to 39	0.037	0.037	0.988
40 to 49	0.059	0.056	0.959
50 +	0.051	0.050	0.980

Table B.6.9. Transferable Courses Retention Rates and 80% Rule by Age Groups

	Enrollment Count	Retention Count	Retention Rate	80% Rule
Delayed Interaction (Internet Based) Total				
1 to 17	27	26	**0.963**	1.000
18 & 19	278	227	0.817	0.848
20 to 24	687	558	0.812	0.843
25 to 29	390	313	0.803	0.833
30 to 34	269	216	0.803	0.834
35 to 39	158	130	0.823	0.854
40 to 49	245	190	0.776	0.805
50 +	157	126	0.803	0.833
Non Distance Education Methods Total				
1 to 17	1,326	1,274	**0.961**	1.000
18 & 19	8,248	7,388	0.896	0.932
20 to 24	11,332	9,774	0.863	0.898
25 to 29	3,224	2,732	0.847	0.882
30 to 34	1,748	1,478	0.846	0.880
35 to 39	1,124	967	0.860	0.895
40 to 49	1,782	1,488	0.835	0.869
50 +	1,555	1,328	0.854	0.889

Success Rates

Table B.6.10. Transferable Courses Cohort and Success Count and Percentages by Age Groups

	Enrollment Count	Enrollment %	Success Count	Success %
AVC Total	32,550		23,058	0.708
Delayed Interaction (Internet Based) Total	2,211	1	1,248	1.000
1 to 17	27	0.012	24	0.019
18 & 19	278	0.126	152	0.122
20 to 24	687	0.311	399	0.320
25 to 29	390	0.176	208	0.167
30 to 34	269	0.122	152	0.122
35 to 39	158	0.071	97	0.078
40 to 49	245	0.111	126	0.101
50 +	157	0.071	90	0.072
Non Distance Education Methods Total	30,339		21,810	
1 to 17	1,326	0.044	1,143	0.052
18 & 19	8,248	0.272	5,964	0.273
20 to 24	11,332	0.374	8,055	0.369
25 to 29	3,224	0.106	2,248	0.103
30 to 34	1,748	0.058	1,212	0.056
35 to 39	1,124	0.037	807	0.037
40 to 49	1,782	0.059	1,262	0.058
50 +	1,555	0.051	1,119	0.051

Table B.6.11. Transferable Courses Success Rates and Proportionality Index by Age Groups

	Enrollment %	Success %	Proportionality Index
Delayed Interaction (Internet Based) Total			
1 to 17	0.012	0.019	1.575
18 & 19	0.126	0.122	0.969
20 to 24	0.311	0.320	1.029
25 to 29	0.176	0.167	0.945
30 to 34	0.122	0.122	1.001
35 to 39	0.071	0.078	1.088
40 to 49	0.111	0.101	0.911
50 +	0.071	0.072	1.016
Non Distance Education Methods Total			
1 to 17	0.044	0.052	1.199
18 & 19	0.272	0.273	1.006
20 to 24	0.374	0.369	0.989
25 to 29	0.106	0.103	0.970
30 to 34	0.058	0.056	0.965
35 to 39	0.037	0.037	0.999
40 to 49	0.059	0.058	0.985
50 +	0.051	0.051	1.001

Table B.6.12. Transferable Courses Success Rates and 80% Rule by Age Groups

	Enrollment Count	Success Count	Success Rate	80% Rule
Delayed Interaction (Internet Based) Total				
1 to 17	27	24	**0.889**	**1.000**
18 & 19	278	152	0.547	0.615
20 to 24	687	399	0.581	0.653
25 to 29	390	208	0.533	0.600
30 to 34	269	152	0.565	0.636
35 to 39	158	97	0.614	0.691
40 to 49	245	126	0.514	0.578
50 +	157	90	0.573	0.645
Non Distance Education Methods Total				
1 to 17	1,326	1,143	**0.862**	**1.000**
18 & 19	8,248	5,964	0.723	0.839
20 to 24	11,332	8,055	0.711	0.825
25 to 29	3,224	2,248	0.697	0.809
30 to 34	1,748	1,212	0.693	0.804
35 to 39	1,124	807	0.718	0.833
40 to 49	1,782	1,262	0.708	0.822
50 +	1,555	1,119	0.720	0.835

Gender

Retention Rates

Table B.6.13. Transferable Courses Cohort and Retention Count and Percentages by Gender

	Enrollment Count	Enrollment %	Retention Count	Retention %
AVC Total				
Delayed Interaction (Internet Based) Total	2,211	1.000	1,786	1.000
Female	1,557	0.704	1,263	0.673
Male	632	0.286	507	0.270
Unknown	22	0.010	16	0.009
Non Distance Education Methods Total	30,339	1.000	26,429	1.000
Female	17,490	0.576	15,280	0.578
Male	12,438	0.410	10,791	0.408
Unknown	411	0.014	358	0.014

Table B.6.14. Transferable Courses Retention Rates and Proportionality Index by Gender

	Enrollment %	Retention %	Proportionality Index
Delayed Interaction (Internet Based) Total			
Female	0.704	0.673	0.956
Male	0.286	0.270	0.945
Unknown	0.010	0.009	0.857
Non Distance Education Methods Total			
Female	0.576	0.578	1.003
Male	0.410	0.408	0.996
Unknown	0.014	0.014	1.000

Table B.6.15. Transferable Courses Retention Rates and 80% Rule by Gender

	Enrollment Count	Retention Count	Retention Rate	80% Rule
Delayed Interaction (Internet Based) Total				
Female	1,557	1,263	0.811	1.000
Male	632	507	0.802	0.989
Unknown	22	16	0.727	0.897
Non Distance Education Methods Total				
Female	17,490	15,280	0.874	1.000
Male	12,438	10,791	0.868	0.993
Unknown	411	358	0.871	0.997

Success Rates

Table B.6.16. Transferable Courses Cohort and Success Count and Percentages by Gender

	Enrollment Count	Enrollment %	Success Count	Success %
AVC Total				
Delayed Interaction (Internet Based) Total	2,211	1	1,248	1.000
Female	1,557	0.704	894	0.716
Male	632	0.286	343	0.275
Unknown	22	0.010	11	0.009
Non Distance Education Methods Total	30,339	1.000	21,810	1.000
Female	17,490	0.576	12,788	0.586
Male	12,438	0.410	8,718	0.400
Unknown	411	0.014	304	0.014

Table B.6.17. Transferable Courses Success Rates and Proportionality Index by Gender

	Enrollment %	Success %	Proportionality Index
Delayed Interaction (Internet Based) Total			
Female	0.704	0.716	1.017
Male	0.286	0.275	0.962
Unknown	0.010	0.009	0.886
Non Distance Education Methods Total			
Female	0.576	0.586	1.017
Male	0.410	0.400	0.975
Unknown	0.014	0.014	1.029

Table B.6.18. Transferable Courses Success Rates and 80% Rule by Gender

	Enrollment Count	Success Count	Success Rate	80% Rule
Delayed Interaction (Internet Based) Total				
Female	1,557	894	0.574	1.000
Male	632	343	0.543	0.946
Unknown	22	11	0.500	0.871
Non Distance Education Methods Total				
Female	17,490	12,788	0.731	0.988
Male	12,438	8,718	0.701	0.947
Unknown	411	304	0.740	1.000

Special Programs

Retention Rate

Table B.6.19. Transferable Courses Cohort and Retention Count and Percentages by Special Programs

	Enrollment Count	Retention Count	Retention Rate
Antelope Valley Total	32550	28215	0.87
AVC Special Programs Total	7736	6579	0.85
Foster Youth	1224	951	0.78
Military	36	28	0.78
Veterans	662	581	0.88

Success Rate

Table B.6.20. Transferable Courses Cohort and Success Count and Percentages by Special Programs

	Enrollment Count	Success Count	Success Rate
Antelope Valley Total	32550	23058	0.71
AVC Special Programs Total	7736	5320	0.69
Foster Youth	1224	635	0.52
Military	36	24	0.67
Veterans	662	474	0.72

B.7. Credit Courses

The retention of all race/ethnic groups is equally proportionate. The success rate of both African Americans and the Hispanic student population in distance education is less when compared to other race/ethnic groups.

In reviewing the data, according to age, age is not a factor in student's retention and/or success rate, for distance education they are all underperforming. In non-distance education they are all performing 80% or better.

There are no discrepancies found in regards to gender.

Race/Ethnicity
Retention Rates
Table B.7.1. Credit Courses Cohort and Retention Count and Percentages by Race/Ethnicity

	Enrollment Count	Enrollment %	Retention Count	Retention %
AVC Total	40,644		35,114	
Delayed Interaction (Internet Based) Total	2,905		2,301	
African-American	691	0.238	512	0.223
American Indian/Alaskan Native	18	0.006	15	0.007
Asian	88	0.030	75	0.033
Hispanic	1,088	0.375	854	0.371
Multi-Ethnicity	157	0.054	133	0.058
Pacific Islander	3	0.001	2	0.001
Unknown	42	0.014	38	0.017
White Non-Hispanic	818	0.282	672	0.292
Non Distance Education Methods Total	37,739		32,813	
African-American	8,314	0.220	6,786	0.207
American Indian/Alaskan Native	113	0.003	98	0.003
Asian	1,225	0.032	1,122	0.034
Hispanic	16,788	0.445	14,795	0.451
Multi-Ethnicity	1,849	0.049	1,595	0.049
Pacific Islander	50	0.001	41	0.001
Unknown	518	0.014	467	0.014
White Non-Hispanic	8,882	0.235	7,909	0.241

Table B.7.2. Proportionality Index for Credit Courses Retention Rates by Race/Ethnicity

	Enrollment %	Retention %	Proportionality Index
AVC Total			
Delayed Interaction (Internet Based) Total			
African-American	0.238	0.223	0.935
American Indian/Alaskan Native	0.006	0.007	1.052
Asian	0.030	0.033	1.076
Hispanic	0.375	0.371	0.991
Multi-Ethnicity	0.054	0.058	1.070
Pacific Islander	0.001	0.001	0.842
Unknown	0.014	0.017	1.142
White Non-Hispanic	0.282	0.292	1.037
Non Distance Education Methods Total			
African-American	0.220	0.207	0.939
American Indian/Alaskan Native	0.003	0.003	0.997
Asian	0.032	0.034	1.053
Hispanic	0.445	0.451	1.014
Multi-Ethnicity	0.049	0.049	0.992
Pacific Islander	0.001	0.001	0.943
Unknown	0.014	0.014	1.037
White Non-Hispanic	0.235	0.241	1.024

Table B.7.3. Credit Courses Retention Rates and 80% Rule by Race/Ethnicity

	Enrollment Count	Retention Count	Retention Rate	80% Rule
AVC Total	40,644	35,114	0.864	
Delayed Interaction (Internet Based) Total	2,905	2,301	0.792	
African-American	691	512	0.741	0.819
American Indian/Alaskan Native	18	15	0.833	0.921
Asian	88	75	0.852	0.942
Hispanic	1,088	854	0.785	0.867
Multi-Ethnicity	157	133	0.847	0.936
Pacific Islander	3	2	0.667	0.737
Unknown	42	38	0.905	1.000
White Non-Hispanic	818	672	0.822	0.908
Non Distance Education Methods Total	37,739	32,813	0.869	
African-American	8,314	6,786	0.816	0.891
American Indian/Alaskan Native	113	98	0.867	0.947
Asian	1,225	1,122	0.916	1.000
Hispanic	16,788	14,795	0.881	0.962
Multi-Ethnicity	1,849	1,595	0.863	0.942
Pacific Islander	50	41	0.820	0.895
Unknown	518	467	0.902	0.984
White Non-Hispanic	8,882	7,909	0.890	0.972

Success Rates

Table B.7.4. Credit Courses Cohort and Success Count and Percentages by Race/Ethnicity

	Enrollment Count	Enrollment Percentage	Success Count	Success %
AVC Total	40,644		28,093	
Delayed Interaction (Internet Based) Total	2,905		1,585	
African-American	691	0.238	259	0.163
American Indian/Alaskan Native	18	0.006	12	0.008
Asian	88	0.030	59	0.037
Hispanic	1,088	0.375	597	0.377
Multi-Ethnicity	157	0.054	93	0.059
Pacific Islander	3	0.001	2	0.001
Unknown	42	0.014	30	0.019
White Non-Hispanic	818	0.282	533	0.336
Non Distance Education Methods Total	37,739		26,508	
African-American	8,314	0.220	4,691	0.177
American Indian/Alaskan Native	113	0.003	75	0.003
Asian	1,225	0.032	1,001	0.038
Hispanic	16,788	0.445	12,104	0.457
Multi-Ethnicity	1,849	0.049	1,297	0.049
Pacific Islander	50	0.001	32	0.001
Unknown	518	0.014	391	0.015
White Non-Hispanic	8,882	0.235	6,917	0.261

Table B.7.5. Proportionality Index for Credit Courses Success Rates by Race/Ethnicity

	Enrollment Count	Enrollment Percentage	Success Count	Success %	Proportionality Index
AVC Total	40,644		28,093		
Delayed Interaction (Internet Based) Total	2,905		1,585		
African-American	691	0.238	259	0.163	0.69
American Indian/Alaskan Native	18	0.006	12	0.008	1.22
Asian	88	0.030	59	0.037	1.23
Hispanic	1,088	0.375	597	0.377	1.01
Multi-Ethnicity	157	0.054	93	0.059	1.09
Pacific Islander	3	0.001	2	0.001	1.22
Unknown	42	0.014	30	0.019	1.31
White Non-Hispanic	818	0.282	533	0.336	1.19
Non Distance Education Methods Total	37,739		26,508		
African-American	8,314	0.220	4,691	0.177	0.80
American Indian/Alaskan Native	113	0.003	75	0.003	0.94
Asian	1,225	0.032	1,001	0.038	1.16
Hispanic	16,788	0.445	12,104	0.457	1.03
Multi-Ethnicity	1,849	0.049	1,297	0.049	1.00
Pacific Islander	50	0.001	32	0.001	0.91
Unknown	518	0.014	391	0.015	1.07
White Non-Hispanic	8,882	0.235	6,917	0.261	1.11

Table B.7.6. Credit Courses Success Rates and 80% Rule by Race/Ethnicity

	Enrollment Count	Success Count	Success Rate	80% Rule
AVC Total	40,644	28,093	0.691	
Delayed Interaction (Internet Based) Total	2,905	1,585	0.546	
African-American	691	259	0.375	0.525
American Indian/Alaskan Native	18	12	0.667	0.934
Asian	88	59	0.670	0.939
Hispanic	1,088	597	0.549	0.769
Multi-Ethnicity	157	93	0.592	0.830
Pacific Islander	3	2	0.667	0.934
Unknown	42	30	0.714	1.000
White Non-Hispanic	818	533	0.652	0.913
Non Distance Education Methods Total	37,739	26,508	0.702	
African-American	8,314	4,691	0.564	0.691
American Indian/Alaskan Native	113	75	0.664	0.812
Asian	1,225	1,001	0.817	1.000
Hispanic	16,788	12,104	0.721	0.882
Multi-Ethnicity	1,849	1,297	0.701	0.859
Pacific Islander	50	32	0.640	0.783
Unknown	518	391	0.755	0.924
White Non-Hispanic	8,882	6,917	0.779	0.953

Age Groups
Retention Rates
Table B.7.7. Credit Courses Cohort and Retention Count and Percentages by Age Groups

	Enrollment Count	Enrollment %	Retention Count	Retention %
AVC Total	40,644		35,114	
Delayed Interaction (Internet Based) Total	2,905		2,301	
1 to 17	30	0.010	29	0.013
18 & 19	401	0.138	323	0.140
20 to 24	892	0.307	706	0.307
25 to 29	500	0.172	394	0.171
30 to 34	352	0.121	276	0.120
35 to 39	217	0.075	176	0.076
40 to 49	309	0.106	233	0.101
50 +	204	0.070	164	0.071
Non Distance Education Methods Total	37,739		32,813	
1 to 17	1,467	0.039	1,405	0.043
18 & 19	10,230	0.271	9,177	0.280
20 to 24	13,570	0.360	11,644	0.355
25 to 29	4,080	0.108	3,467	0.106
30 to 34	2,266	0.060	1,921	0.059
35 to 39	1,534	0.041	1,305	0.040
40 to 49	2,473	0.066	2,086	0.064
50 +	2,119	0.056	1,808	0.055

Table B.7.8. Credit Courses Retention Rates and Proportionality Index by Age Groups

	Enrollment %	Retention %	Proportionality Index
Delayed Interaction (Internet Based) Total			
1 to 17	0.010	0.013	1.220
18 & 19	0.138	0.140	1.017
20 to 24	0.307	0.307	0.999
25 to 29	0.172	0.171	0.995
30 to 34	0.121	0.120	0.990
35 to 39	0.075	0.076	1.024
40 to 49	0.106	0.101	0.952
50 +	0.070	0.071	1.015
Non Distance Education Methods Total			
1 to 17	0.039	0.043	1.102
18 & 19	0.271	0.280	1.032
20 to 24	0.360	0.355	0.987
25 to 29	0.108	0.106	0.977
30 to 34	0.060	0.059	0.975
35 to 39	0.041	0.040	0.978
40 to 49	0.066	0.064	0.970
50 +	0.056	0.055	0.981

Table B.7.9. Credit Courses Retention Rates and 80% Rule by Age Groups

	Enrollment Count	Retention Count	Retention Rate	80% Rule
Delayed Interaction (Internet Based) Total				
1 to 17	30	29	0.967	1.000
18 & 19	401	323	0.805	0.833
20 to 24	892	706	0.791	0.818
25 to 29	500	394	0.788	0.815
30 to 34	352	276	0.784	0.811
35 to 39	217	176	0.811	0.839
40 to 49	309	233	0.754	0.780
50 +	204	164	0.804	0.831
Non Distance Education Methods Total				
1 to 17	1,467	1,405	**0.958**	**1.000**
18 & 19	10,230	9,177	0.897	0.936
20 to 24	13,570	11,644	0.858	0.896
25 to 29	4,080	3,467	0.850	0.887
30 to 34	2,266	1,921	0.848	0.885
35 to 39	1,534	1,305	0.851	0.888
40 to 49	2,473	2,086	0.844	0.880
50 +	2,119	1,808	0.853	0.891

Success Rates

Table B.7.10. Credit Courses Cohort and Success Count and Percentages by Age Groups

	Enrollment Count	Enrollment Percentage	Success Count	Success %
AVC Total	40,644		28,093	
Delayed Interaction (Internet Based) Total	2,905		1,585	
1 to 17	30	0.010	27	0.017
18 & 19	401	0.138	218	0.138
20 to 24	892	0.307	504	0.318
25 to 29	500	0.172	263	0.166
30 to 34	352	0.121	190	0.120
35 to 39	217	0.075	120	0.076
40 to 49	309	0.106	150	0.095
50 +	204	0.070	113	0.071
Non Distance Education Methods Total	37,739		26,508	
1 to 17	1,467	0.039	1,245	0.047
18 & 19	10,230	0.271	7,299	0.275
20 to 24	13,570	0.360	9,357	0.353
25 to 29	4,080	0.108	2,800	0.106
30 to 34	2,266	0.060	1,562	0.059
35 to 39	1,534	0.041	1,053	0.040
40 to 49	2,473	0.066	1,710	0.065
50 +	2,119	0.056	1,482	0.056

Table B.7.11. Credit Courses Success Rates and Proportionality Index by Age Groups

	Enrollment Percentage	Success %	Proportionality Index
Delayed Interaction (Internet Based) Total			
1 to 17	0.010	0.017	1.650
18 & 19	0.138	0.138	0.996
20 to 24	0.307	0.318	1.036
25 to 29	0.172	0.166	0.964
30 to 34	0.121	0.120	0.989
35 to 39	0.075	0.076	1.014
40 to 49	0.106	0.095	0.890
50 +	0.070	0.071	1.015
Non Distance Education Methods Total			
1 to 17	0.039	0.047	1.208
18 & 19	0.271	0.275	1.016
20 to 24	0.360	0.353	0.982
25 to 29	0.108	0.106	0.977
30 to 34	0.060	0.059	0.981
35 to 39	0.041	0.040	0.977
40 to 49	0.066	0.065	0.984
50 +	0.056	0.056	0.996

Table B.7.12. Credit Courses Success Rates and 80% Rule by Age Groups

	Enrollment Count	Success Count	Success Rate	80% Rule
Delayed Interaction (Internet Based) Total				
1 to 17	30	27	**0.900**	**1.000**
18 & 19	401	218	0.544	0.604
20 to 24	892	504	0.565	0.628
25 to 29	500	263	0.526	0.584
30 to 34	352	190	0.540	0.600
35 to 39	217	120	0.553	0.614
40 to 49	309	150	0.485	0.539
50 +	204	113	0.554	0.615
Non Distance Education Methods Total				
1 to 17	1,467	1,245	0.849	1.000
18 & 19	10,230	7,299	0.713	0.840
20 to 24	13,570	9,357	0.690	0.812
25 to 29	4,080	2,800	0.686	0.808
30 to 34	2,266	1,562	0.689	0.812
35 to 39	1,534	1,053	0.686	0.809
40 to 49	2,473	1,710	0.691	0.814
50 +	2,119	1,482	0.699	0.824

Gender

Retention Rates

Table B.7.13. Credit Courses Cohort and Retention Count and Percentages by Gender

	Enrollment Count	Enrollment %	Retention Count	Retention %
AVC Total	40,644		35,114	0.864
Delayed Interaction (Internet Based) Total	2,905	1.000	2,301	1.000
Female	2,047	0.705	1,632	0.709
Male	827	0.285	647	0.281
Unknown	31	0.011	22	0.010
Non Distance Education Methods Total	37,739	1.000	32,813	1.000
Female	21,473	0.569	18,712	0.570
Male	15,766	0.418	13,671	0.417
Unknown	500	0.013	430	0.013

Table B.7.14. Credit Courses Retention Rates and Proportionality Index by Gender

	Enrollment %	Retention %	Proportionality Index
Delayed Interaction (Internet Based) Total			
Female	0.705	0.709	1.007
Male	0.285	0.281	0.988
Unknown	0.011	0.010	0.896
Non Distance Education Methods Total			
Female	0.569	0.570	1.002
Male	0.418	0.417	0.997
Unknown	0.013	0.013	0.989

Table B.7.15. Credit Courses Retention Rates and 80% Rule by Gender

	Enrollment Count	Retention Count	Retention Rate	80% Rule
Delayed Interaction (Internet Based) Total				
Female	2,047	1,632	**0.797**	**1.000**
Male	827	647	0.782	0.982
Unknown	31	22	0.710	0.890
Non Distance Education Methods Total				
Female	21,473	18,712	**0.871**	**1.000**
Male	15,766	13,671	0.867	0.996
Unknown	500	430	0.860	0.987

Success Rates

Table B.7.16. Credit Courses Cohort and Success Count and Percentages by Gender

	Enrollment Count	Cohort Percentage	Success Count	Success Percentage
AVC Total	40,644		28,093	0.691
Delayed Interaction (Internet Based) Total	2,905	1.000	1,585	1.000
Female	2,047	0.705	1,133	0.715
Male	827	0.285	436	0.275
Unknown	31	0.011	16	0.010
Non Distance Education Methods Total	37,739	1.000	26,508	1.000
Female	21,473	0.569	15,322	0.578
Male	15,766	0.418	10,829	0.409
Unknown	500	0.013	357	0.013

Table B.7.17. Credit Courses Success Rates and Proportionality Index by Gender

	Cohort Percentage	Success Percentage	Proportionality Index
Delayed Interaction (Internet Based) Total			
Female	0.705	0.715	1.014
Male	0.285	0.275	0.966
Unknown	0.011	0.010	0.946
Non Distance Education Methods Total			
Female	0.569	0.578	1.016
Male	0.418	0.409	0.978
Unknown	0.013	0.013	1.017

Table B.7.18. Credit Courses Success Rates and 80% Rule by Gender

	Enrollment Count	Success Count	Success Rate	80% Rule
Delayed Interaction (Internet Based) Total				
Female	2,047	1,133	0.553	1.001
Male	827	436	0.527	0.953
Unknown	31	16	0.516	0.933
Non Distance Education Methods Total				
Female	21,473	15,322	0.714	0.999
Male	15,766	10,829	0.687	0.962
Unknown	500	357	0.714	1.000

B.8. Veteran Success

Retention Rate

Table B.8.1. Credit Courses Cohort and Retention Rate by Gender

		Cohort Count	Retention Rate
Non-Veteran		39927	
	Female	23479	0.86
	Male	16143	0.86
	Unknown	305	0.81
Veteran		1154	
	Female	352	0.87
	Male	791	0.88
	Unknown	11	1.00

Success Rate

Table B.8.2. Credit Courses Cohort and Success Rate by Gender

		Cohort Count	Success Rate
Non-Veteran		39927	
	Female	23479	0.70
	Male	16143	0.67
	Unknown	305	0.62
Veteran		1154	
	Female	352	0.75
	Male	791	0.73
	Unknown	11	0.82

The following table shows that the retention rate for Antelope Valley College students is high for students taking both basic skills and credit classes. The success rates show a very different story. In some cases there is a 20 point difference between retention and success rates. As the table shows there is a significant difference between race/ethnic groups with African American students being the lowest on both indicators then Hispanic and White Non-Hispanic students. In many semesters over the 5 year trend, Hispanic students where retained better than White Non-Hispanic students and are equally successful.

Another finding is the significant decrease in both retention and success in the fall 2013. Campus leadership is looking at why this is happening and how we can strengthen and coordinate efforts to reverse the trend.

Table B.8.3 Basic Skills Success and Retention Rates

Fall 2008-Fall 2013		AVC Non Dist Ed	African American	Hispanic	White
Fall 2008					
Basic Skills	Retention Rate	87.64%	83.12%	89.00%	88.19%
	Success Rate	62.13%	43.87%	62.58%	72.26%
Credit	Retention Rate	84.91%	81.72%	86.42%	84.48%
	Success Rate	61.49%	45.59%	61.54%	67.72%
Fall 2009					
Basic Skills	Retention Rate	88.40%	79.59%	87.54%	89.29%
	Success Rate	63.89%	42.20%	62.46%	68.57%
Credit	Retention Rate	85.73%	77.62%	85.06%	84.91%
	Success Rate	63.73%	44.25%	62.10%	66.75%
Fall 2010					
Basic Skills	Retention Rate	85.37%	77.76%	88.51%	88.92%
	Success Rate	60.67%	44.04%	64.77%	70.78%
Credit	Retention Rate	84.05%	77.14%	86.31%	84.58%
	Success Rate	63.34%	45.71%	64.99%	69.88%
Fall 2011					
Basic Skills	Retention Rate	87.71%	81.25%	89.70%	89.91%
	Success Rate	62.51%	47.44%	64.82%	71.71%
Credit	Retention Rate	85.66%	78.96%	88.00%	86.68%
	Success Rate	65.15%	48.94%	66.16%	72.62%
Fall 2012					
Basic Skills	Retention Rate	87.54%	82.74%	89.71%	86.88%
	Success Rate	60.93%	44.16%	65.94%	67.55%
Credit	Retention Rate	86.90%	83.33%	88.20%	87.02%
	Success Rate	65.42%	47.86%	68.18%	71.25%
Fall 2013					
Basic Skills	Retention Rate	82.54%	78.50%	85.59%	81.82%
	Success Rate	50.71%	38.37%	57.16%	55.17%
Credit	Retention Rate	83.09%	78.66%	84.71%	83.09%
	Success Rate	58.75%	42.28%	62.83%	62.93%

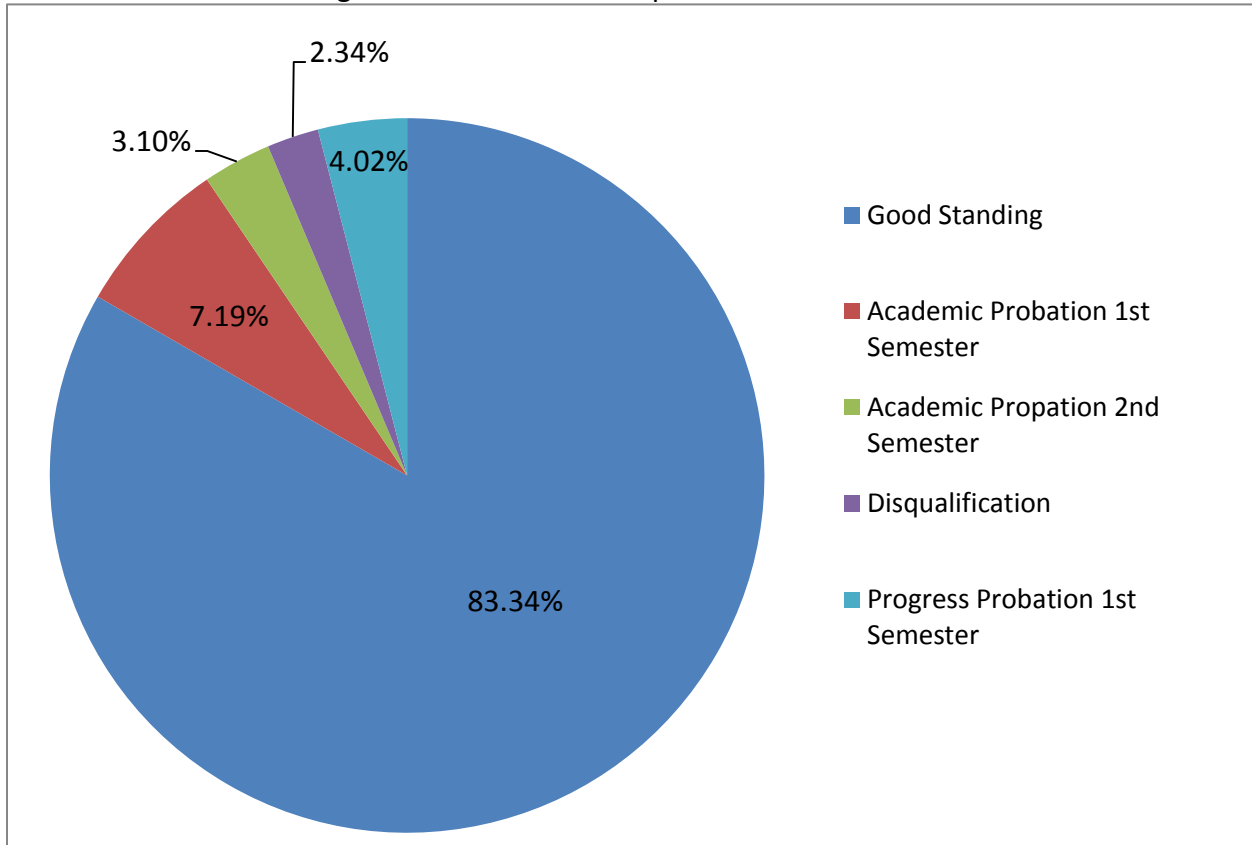Chart B.7.1 Basic Skills Success Rates, 6 Year Trend
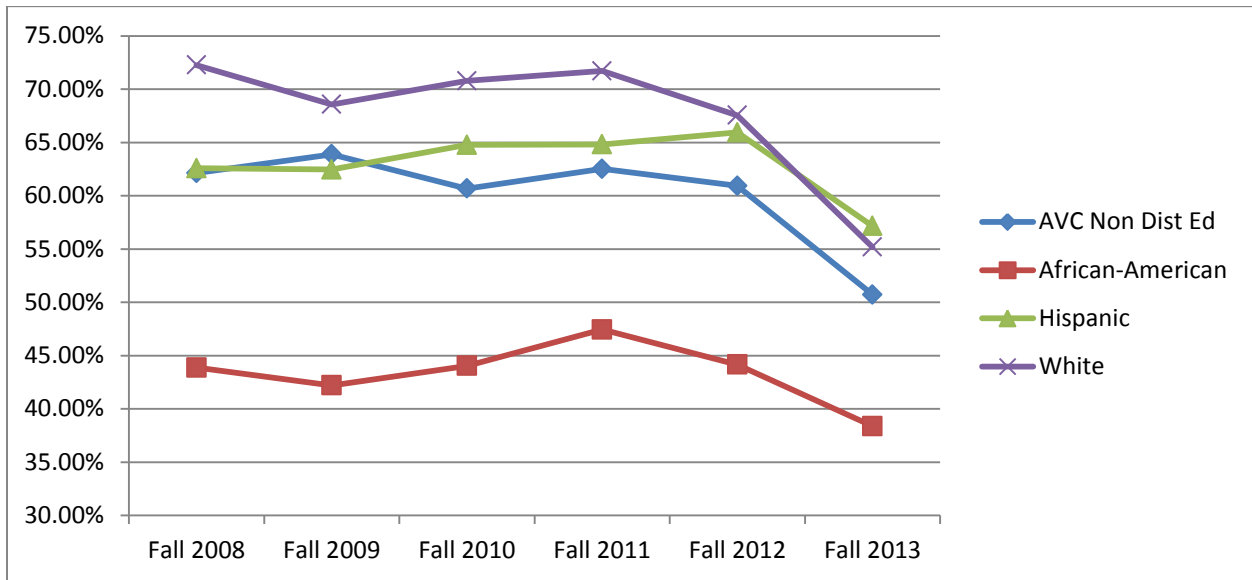
Chart B.7.2 Academic Progress Probation and Disqualification Data

C. ESL and Basic Skills Completion

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.

Completion of a degree applicable course means the "successful" completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and numeracy.

The largest enrolled population is the Hispanic group and the data shows that they are the least successful in ESL and Basic Skills classes. Please note, due to a small number of cell sizes, all cohort years (from 2003-04 through 2007-08) were combined into one sample for more reliable conclusions.

With the 80% rule, the data shows no age group has been successful when it comes to course completion.

There is no difference between males and females in regards to course completion.

Our students with disabilities are doing better than students without disabilities in course completion in ESL classes.

According to the data, the students that are economically disadvantaged are more successful when it comes to course completion in ESL courses.

Race/Ethnicity

Table C.1. 1. Degree Applicable or Basic Skills Course Completion and Cohort Count and Percentages for ESL Students by Race/Ethnicity

Race/Ethnicity	Completion Count	Completion percentage	Cohort Count	Cohort Percentage
Asian	14	0.259	121	0.114
African American	2	0.037	15	0.014
Filipino	1	0.019	11	0.010
Hispanic/Latino	29	0.537	807	0.759
American Indian/AK Native	0	0.000	1	0.001
White, Non-Hispanic	5	0.093	70	0.066
Unknown	3	0.056	38	0.036
Total	**54**	**1.000**	**1063**	**1.000**

Table C.1.2. Proportionality Index by Race/Ethnicity for Degree Applicable or Basic Skills Course Completion by ESL Students

Race/Ethnicity	Completion Percentage	Cohort Percentage	Proportionality Index
Asian	0.259	0.114	2.278
African American	0.037	0.014	2.625
Filipino	0.019	0.01	1.79
Hispanic/Latino	0.537	0.759	0.707
American Indian/AK Native	0	0.001	N/A
White, Non-Hispanic	0.093	0.066	1.406
Unknown	0.056	0.036	1.554

Table C.1.3. 80% Rule by Race/Ethnicity for Degree Applicable or Basic Skills Course Completion by ESL Students

Race/Ethnicity	Cohort Count	Completion Count	Completion Rate	80% Rule
Asian	121	14	0.116	0.870
African American	15	2	0.133	1.003
Filipino	11	1	0.091	0.684
Hispanic/Latino	807	29	0.036	0.270
American Indian/AK Native	1	0	0.000	0.000
White, non-Hispanic	70	5	0.071	0.537
Unknown	38	3	0.079	0.594

Age Groups

Table C.1.4. Degree Applicable or Basic Skills Course Completion and Cohort Count and Percentages for ESL Students by Age Groups

AGE Groups	Completion Count	Completion Percentage	Cohort Count	Cohort Percentage
17 or Less	2	0.037	6	0.006
18-19	7	0.130	54	0.051
20-24	9	0.167	105	0.099
25-29	11	0.204	108	0.102
30-34	6	0.111	172	0.162
35-39	8	0.148	215	0.202
40-49	8	0.148	286	0.269
50+	3	0.056	117	0.110
Total	54	1.000	1063	1.000

Table C.1.5. Proportionality Index by Age Groups for Degree Applicable or Basic Skills Course Completion by ESL Students

AGE Groups	Completion percentage	Cohort Percentage	Proportionality Index
17 or Less	0.037	0.006	6.167
18-19	0.130	0.051	2.549
20-24	0.167	0.099	1.687
25-29	0.204	0.102	2.005
30-34	0.111	0.162	0.685
35-39	0.148	0.202	0.73
40-49	0.148	0.269	0.551
50+	0.056	0.110	0.509

Table C.1.6. 80% Rule by Age Groups for Degree Applicable or Basic Skills Course Completion by ESL Students

AGE Groups	Cohort Count	Completion Count	Completion Rate	80% Rule
17 or Less	6	2	0.333	1
18-19	54	7	0.13	0.389
20-24	105	9	0.086	0.257
25-29	108	11	0.102	0.306
30-34	172	6	0.035	0.105
35-39	215	8	0.037	0.112
40-49	286	8	0.028	0.084
50+	117	3	0.026	0.077

Gender

Table C.1.7. Degree Applicable or Basic Skills Course Completion and Cohort Count and Percentages for ESL Students by Gender

Gender	Completion Count	Completion percentage	Cohort Count	Cohort Percentage
Female	41	0.759	822	0.773
Male	13	0.241	228	0.214
Unknown	0	0.000	13	0.012
Total	54	1.000	1063	1.000

Table C.1.8. Proportionality Index by Gender for Degree Applicable or Basic Skills Course Completion by ESL Students

Gender	Completion percentage	Cohort Percentage	Proportionality Index
Female	0.759	0.773	0.982
Male	0.241	0.214	1.122
Unknown	0.000	0.012	0.000

Table C.9. 80% Rule by Gender for Degree Applicable or Basic Skills Course Completion by ESL Students

Gender	Completion Count	Cohort Count	Completion Rate	80% Rule
Female	41	822	0.050	0.875
Male	13	228	0.057	1.000
Unknown	0	13	.00	

Students with Disability (DSPS)

Table C.1.10. Degree Applicable or Basic Skills Course Completion and Cohort Count and Percentages or ESL Students by Disability Status

DSPS, Yes/No	Completion Count	Completion percentage	Cohort Count	Cohort Percentage
Non-Disabled	45	0.833	1008	0.948
Disabled	9	0.167	55	0.052
Total	54	1.000	1063	1.000

Table C.1.11. Proportionality Index by Disability Status for Degree Applicable or Basic Skills Course Completion by ESL Students

DSPS, Yes/No	Completion percentage	Cohort Percentage	Proportionality Index
Non-Disabled	0.833	0.948	0.879
Disabled	0.167	0.052	3.221

Table C.1.12. 80% Rule by Age Groups by Disability Status for Degree Applicable or Basic Skills Course Completion by ESL Students

DSPS, Yes/No	Completion Count	Cohort Count	Completion Rate	80% Rule
Non-Disabled	45	1008	0.045	0.27
Disabled	9	55	0.164	1.00

Economically Disadvantaged Students

Table C. 1.13. Degree Applicable or Basic Skills Course Completion and Cohort Count and Percentages for ESL Students by Income Level

Economically Disadvantaged	Completion Count	Completion percentage	Cohort Count	Cohort Percentage
No	21	0.389	478	0.45
Yes	33	0.611	585	0.55
Total	54	1.000	1063	1.000

Table C.1.14. Proportionality Index by Income Level for Degree Applicable or Basic Skills Course Completion by ESL Students

Economically Disadvantaged	Completion Percentage	Cohort Percentage	Proportionality Index
No	0.389	0.45	0.865
Yes	0.611	0.55	1.11

Table C.1.15. 80% Rule by Age Groups by Income Level for Degree Applicable or Basic Skills Course Completion by ESL Students

Economically Disadvantaged	Completion Count	Cohort Count	Completion Rate	80% Rule
No	21	478	0.044	.785
Yes	33	585	0.056	1.00

C.2. Remedial English

According to the proportionality index calculation, African Americans, Filipino, and American Indians students are the least successful when it comes to completion of degree applicable courses after taking remedial English.

According to the 80% rule, it seems that all race/ethnicities are struggling with completion of degree applicable course after taking remedial English.

The proportionality index calculation: the age group 20-24 are the least successful when it comes to degree applicable course completion.

According to the 80% rule, the data also shows that all age groups are struggling with completion of degree applicable course work after taking remedial English.

There was no difference between males and females in regards to the course completion of degree applicable courses after taking remedial English.

There was no difference found between economically disadvantaged and not disadvantaged students when regarding course completion of degree applicable courses after taking remedial English.

There was no difference between disabled students and non-disabled students with regards to course completion of degree applicable courses after taking remedial English.

Please note, due to a small number of cell sizes, all cohort years (from 2003-04 through 2007-08) were combined into one sample for more reliable conclusions.

Race/Ethnicity

Table C.2.1. Cohort Count and Percentages of Remedial English Students Completing Degree Applicable Courses by Race/Ethnicity

Race/Ethnicity	Completion Count	Completion percentage	Cohort Count	Cohort Percentage
Asian	42	0.032	106	0.018
African American	252	0.191	1767	0.307
Filipino	17	0.013	93	0.016
Hispanic/Latino	502	0.38	2031	0.353
American Indian/AK Native	11	0.008	69	0.012
Pacific Islander	7	0.005	24	0.004
White, non-Hispanic	392	0.297	1305	0.227
Unknown	97	0.073	352	0.061
Total	1320	1	5747	1

Table C.2.2. Proportionality Index by Race/Ethnicity for Degree Applicable Course Completion by Remedial English Students

Race/Ethnicity	Completion percentage	Cohort Percentage	Proportionality Index
Asian	0.032	0.018	1.725
African American	0.191	0.307	0.621
Filipino	0.013	0.016	0.796
Hispanic/Latino	0.38	0.353	1.076
American Indian/AK Native	0.008	0.012	0.694
Pacific Islander	0.005	0.004	1.270
White, non-Hispanic	0.297	0.227	1.308
Unknown	0.073	0.061	1.200

Table C.2.3. 80% Rule for Degree Applicable Completion by Remedial English Students by Race/Ethnicity

Race/Ethnicity	Completion Count	Cohort Count	Completion Rate	80% Rule
Asian	42	106	0.396	1.00
African American	252	1767	0.143	0.36
Filipino	17	93	0.183	0.46
Hispanic/Latino	502	2031	0.247	0.62
American Indian/AK Native	11	69	0.159	0.40
Pacific Islander	7	24	0.292	0.74
White, non-Hispanic	392	1305	0.300	0.76
Unknown	97	352	0.276	0.70

Age Groups

Table C.2.4. Cohort Count and Percentages of Remedial English Students Completing Degree Applicable Courses by Age Groups

Age Groups	Completion Count	Completion percentage	Cohort Count	Cohort Percentage
17 or Less	97	0.073	254	0.044
18-19	669	0.507	2680	0.466
20-24	223	0.169	1252	0.218
25-29	89	0.067	452	0.079
30-34	63	0.048	333	0.058
35-39	49	0.037	242	0.042
40-49	93	0.07	389	0.068
50+	37	0.028	145	0.025
Total	1320	1.000	5747	1.000

Table C.2.5. Proportionality Index by Age Groups for Degree Applicable Course Completion by Remedial English Students

Age Groups	Completion Percentage	Cohort Percentage	Proportionality Index
17 or Less	0.073	0.044	1.663
18-19	0.507	0.466	1.087
20-24	0.169	0.218	0.775
25-29	0.067	0.079	0.857
30-34	0.048	0.058	0.824
35-39	0.037	0.042	0.882
40-49	0.07	0.068	1.041
50+	0.028	0.025	1.111

Table C.2.6. 80% Rule for Degree Applicable Completion by Remedial English Students by Age Groups

Age Groups	Completion Count	Cohort Count	Completion Rate	80% Rule
17 or Less	97	254	0.382	1
18-19	669	2680	0.25	0.65
20-24	223	1252	0.178	0.47
25-29	89	452	0.197	0.52
30-34	63	333	0.189	0.50
35-39	49	242	0.202	0.53
40-49	93	389	0.239	0.63
50+	37	145	0.255	0.67

Gender

Table C.2.7. Cohort Count and Percentages of Remedial English Students Completing Degree Applicable Courses by Gender

Gender	Completion Count	Completion percentage	Cohort Count	Cohort Percentage
Female	860	0.652	3486	0.607
Male	447	0.339	2199	0.383
Unknown	13	0.01	62	0.011
Total	1320	1	5747	1

Table C.2.8. Proportionality Index by Gender for Degree Applicable Course Completion by Remedial English Students

Gender	Completion Percentage	Cohort Percentage	Proportionality Index
Female	0.652	0.607	1.074
Male	0.339	0.383	0.885
Unknown	0.01	0.011	0.913

Table C.2.9. 80% Rule for Degree Applicable Completion by Remedial English Students by Gender

Gender	Completion Count	Cohort Count	Completion Rate	80% Rule
Female	860	3486	0.247	1
Male	447	2199	0.203	0.82
Unknown	13	62	0.21	0.85

Economically Disadvantaged

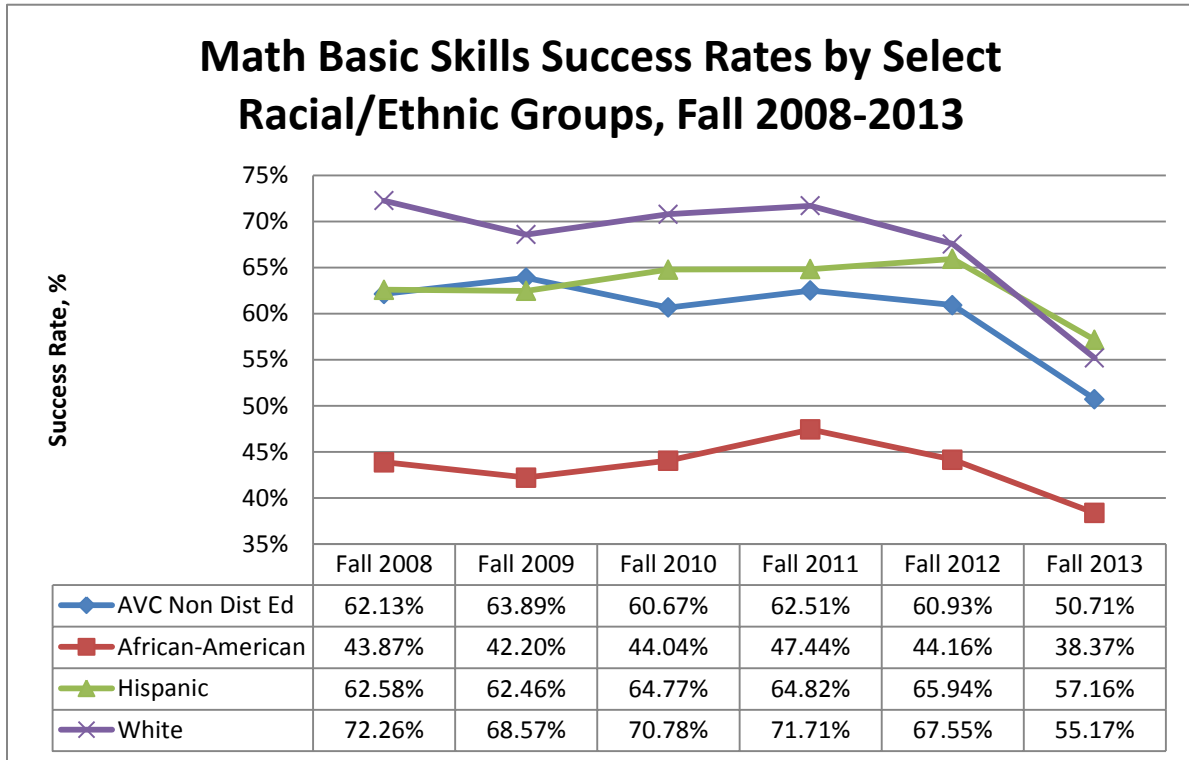Table C.2.10. Cohort Count and Percentages of Remedial English Students Completing Degree Applicable Courses by Income Level

Economically Disadvantaged	Completion Count	Completion percentage	Cohort Count	Cohort Percentage
No	469	0.355	1759	0.306
Yes	851	0.645	3988	0.694
Total	1320	1.000	5747	1.000

Table C.2.11. Proportionality Index for Degree Applicable Course Completion by Remedial English Students

Economically Disadvantaged	Completion Percentage	Cohort Percentage	Proportionality Index
No	0.355	0.306	1.161
Yes	0.645	0.694	0.929

Table C.2.12. 80% Rule for Degree Applicable Completion by Remedial English Students by Income

Economically Disadvantaged	Completion Count	Cohort Count	Completion Rate	80% Rule
No	469	1759	0.267	1.00
Yes	851	3988	0.213	.080

DSPS

Table C.2.13. Cohort Count and Percentages of Remedial English Students Completing Degree Applicable Courses by Disability Status

DSPS	Completion Count	Completion percentage	Cohort Count	Cohort Percentage
Not Disabled	1159	0.878	5041	0.877
Disabled	161	0.122	706	0.123
Total	1320	1	5747	1

Table C.2.14. Proportionality Index by Disability Status for Degree Applicable Course Completion by Remedial English Students

DSPS	Completion Percentage	Cohort Percentage	Proportionality Index
Not Disabled	0.878	0.877	1.161
Disabled	0.122	0.123	0.929

Table C.2.15. 80% Rule for Degree Applicable Completion by Remedial English Students by Disability Status

DSPS	Completion Count	Cohort Count	Completion Rate	80% Rule
Not Disabled	1159	5041	0.230	1.00
Disabled	161	706	0.228	0.99

Math Basic Skills Success Rates by Select Racial/Ethnic Groups, Fall 2008-2013

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
AVC Non Dist Ed	62.13%	63.89%	60.67%	62.51%	60.93%	50.71%
African-American	43.87%	42.20%	44.04%	47.44%	44.16%	38.37%
Hispanic	62.58%	62.46%	64.77%	64.82%	65.94%	57.16%
White	72.26%	68.57%	70.78%	71.71%	67.55%	55.17%

C.3. Remedial Math

When reviewing the remedial math, all students are struggling. However, our African American population is statistically the least successful in regards to degree applicable completion after starting in remedial math.

In applying the 80% rule Hispanic and White, non-Hispanic students were also not successful. In regards to age, the most successful students are the younger population. Ages 20+ are not successful in degree applicable completion after remedial math.

The data indicated neither gender is successful when it comes to degree applicable completion after remedial math. There were no significant findings between our disabled and non-disabled student population in regards to degree applicable after remedial math.

In applying the 80% rule there was a slight difference between our economically disadvantaged and non-economically disadvantaged student population in that students who are economically disadvantaged are not doing as well in degree applicable course work after remedial math.

Race/Ethnicity

Table C.3.4. Cohort Count and Percentages of Remedial Math Students Completing Degree Applicable Courses by Race/Ethnicity

Race/Ethnicity	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
Asian	23	0.026	42	0.014
African American	107	0.121	729	0.241
Filipino	25	0.028	61	0.020
Hispanic/Latino	311	0.351	1027	0.340
American Indian/AK Native	8	0.009	33	0.011
Pacific Islander	3	0.003	7	0.002
White, Non-Hispanic	331	0.373	899	0.298
Unknown	79	0.089	223	0.074
Total	887	1.000	3021	1.000

Table C.3.5. Proportionality Index by Race/Ethnicity for Degree Applicable Course Completion by Remedial Math Students

Race/Ethnicity	Completion percentage	Cohort Percentage	Proportionality Index
Asian	0.026	0.014	1.865
African American	0.121	0.241	0.500
Filipino	0.028	0.020	1.396
Hispanic/Latino	0.351	0.340	1.031
American Indian/AK Native	0.009	0.011	0.818
Pacific Islander	0.003	0.002	1.500
White, Non-Hispanic	0.373	0.298	1.252
Unknown	0.089	0.074	1.203

Table C.3.6. 80% Rule for Degree Applicable Completion by Remedial Math Students by Race/Ethnicity

Race/Ethnicity	Completion Count	Cohort Total	Completion Rate	80% Rule
Asian	23	42	0.548	0.999
African American	107	729	0.147	0.268
Filipino	25	61	0.410	0.748
Hispanic/Latino	311	1027	0.303	0.553
American Indian/AK Native	8	33	0.242	0.442
Pacific Islander	3	7	0.429	0.782
White, Non-Hispanic	331	899	0.368	0.672
Unknown	79	223	0.354	0.646

Gender

Table C.3. 1. Cohort Count and Percentages of Remedial Math Students Completing Degree Applicable Courses by Gender

Gender	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
Female	557	0.628	1850	0.612
Male	313	0.353	1138	0.377
Unknown	17	0.019	33	0.011
Total	887	1.000	3021	1.000

Table C.3.2. Proportionality Index by Gender for Degree Applicable Course Completion by Remedial Math Students

Gender	Completion percentage	Cohort Percentage	Proportionality Index
Female	0.628	0.612	1.025
Male	0.353	0.377	0.937
Unknown	0.019	0.011	1.755

Table C.3.3. 80% Rule for Degree Applicable Completion by Remedial Math Students by Gender

Gender	Completion Count	Cohort Total	Completion Rate	80% Rule
Female	557	1850	0.301	0.585
Male	313	1138	0.275	0.534
Unknown	17	33	0.515	1.000

Age Groups

Table C.3.7. Cohort Count and Percentages of Remedial Math Students Completing Degree Applicable Courses by Age Group

Age Groups	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
17 or Less	78	0.088	171	0.057
18-19	506	0.570	1488	0.493
20-24	128	0.144	578	0.191
25-29	56	0.063	228	0.075
30-34	34	0.038	173	0.057
35-39	36	0.041	128	0.042
40-49	29	0.033	167	0.055
50+	20	0.023	88	0.029
Total	887	1.000	3021	1.000

Table C.3.8. Proportionality Index by Age Groups for Degree Applicable Course Completion by Remedial Math Students

Age Groups	Completion percentage	Cohort Percentage	Proportionality Index
17 or Less	0.088	0.057	1.554
18-19	0.570	0.493	1.158
20-24	0.144	0.191	0.754
25-29	0.063	0.075	0.837
30-34	0.038	0.057	0.669
35-39	0.041	0.042	0.958
40-49	0.033	0.055	0.591
50+	0.023	0.029	0.774

Table C.3.9. 80% Rule for Degree Applicable Completion by Remedial Math Students by Age

Age Groups	Completion Count	Cohort Total	Completion Rate	80% Rule
17 or Less	78	171	0.456	1.000
18-19	506	1488	0.340	0.746
20-24	128	578	0.221	0.486
25-29	56	228	0.246	0.539
30-34	34	173	0.197	0.431
35-39	36	128	0.281	0.617
40-49	29	167	0.174	0.381
50+	20	88	0.227	0.498

Disability Status

Table C.3.10. Cohort Count and Percentages of Remedial Math Students Completing Degree Applicable Courses by Disability Status

Disability Status	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
Not Disabled	823	0.928	2770	0.917
Disabled	64	0.072	251	0.083
Total	887	1.000	3021	1.000

Table C.3.11. Proportionality Index by Disability Status for Degree Applicable Course Completion by Remedial Math Students

Disability Status	Completion percentage	Cohort Percentage	Proportionality Index
Not Disabled	0.928	0.917	1.012
Disabled	0.072	0.083	0.868

Table C.3.12. 80% Rule for Degree Applicable Completion by Remedial Math Students by Disability Status

Disability Status	Completion Count	Cohort Total	Completion Rate	80% Rule
Not Disabled	823	2770	0.297	1.000
Disabled	64	251	0.255	0.859

Economically Disadvantaged

Table C.3.13. Cohort Count and Percentages of Remedial Math Students Completing Degree Applicable Courses by Income Level

Economically Disadvantaged	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
No	368	0.415	1024	0.339
Yes	519	0.585	1997	0.661
Total	887	1.000	3021	1.000

Table C.3.14. Proportionality Index by Income Level for Degree Applicable Course Completion by Remedial Math Students

Economically Disadvantaged	Completion percentage	Cohort Percentage	Proportionality Index
No	0.415	0.339	1.224
Yes	0.585	0.661	0.885

Table C.3.15. 80% Rule for Degree Applicable Completion by Remedial Math Students by Income Level

Economically Disadvantaged	Completion Count	Cohort Total	Completion Rate	80% Rule
No	368	1024	0.359	1.000
Yes	519	1997	0.260	0.724

D. Degree and Certificate Completion

Cohort of 2007-2008

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.

The largest groups in the cohort are Hispanic, Whites Non-Hispanic, and African American students. Of the three groups, African American students are not as successful as the other race/ethnic groups.

Students 20 years and older continue to have difficulty completing their degrees.

Males are completing their degrees at a lower rate than females.

There was no difference found between disabled and non-disabled students.

There also was no difference between students from different economic background.

D.1 Student Progress and Achievement Report (SPAR) Degrees

Race/Ethnicity

Table D.1.1. SPAR Degrees and Cohort Counts and Percentages by Race/Ethnicity

Race/Ethnicity	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
Asian	13	0.031	66	0.026
African American	34	0.081	391	0.154
Filipino	13	0.031	69	0.027
Hispanic/Latino	151	0.359	895	0.353
American Indian/AK Native	3	0.007	25	0.010
Pacific Islander	1	0.002	8	0.003
White, non-Hispanic	164	0.390	870	0.343
Unknown	42	0.100	213	0.084
Total	**421**	**1.000**	**2537**	**1.000**

Table D1.2. Proportionality Index of the SPAR Degrees by Race/Ethnicity

Race/Ethnicity	Completion percentage	Cohort Percentage	Proportionality Index
Asian	0.031	0.026	1.192
African American	0.081	0.154	0.526
Filipino	0.031	0.027	1.148
Hispanic/Latino	0.359	0.353	1.017
American Indian/AK Native	0.007	0.01	0.700
Pacific Islander	0.002	0.003	0.667
White, non-Hispanic	0.39	0.343	1.137
Unknown	0.1	0.084	1.190

Table D.1.3 SPAR Degrees Completion Rate by Race/Ethnicity 80% Rule

Race/Ethnicity	Completion Count	Cohort Total	Degrees Completion Rate	80% Rule
Asian	13	66	0.197	1.00
African American	34	391	0.087	0.44
Filipino	13	69	0.188	0.96
Hispanic/Latino	151	895	0.169	0.86
American Indian/AK Native	3	25	0.120	0.61
Pacific Islander	1	8	0.125	0.63
White, non-Hispanic	164	870	0.189	0.96
Unknown	42	213	0.197	1.00

Gender

Table D.1.4. SPAR Degrees and Cohort Counts and Percentages by Gender

Gender	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
Male	142	0.337	1060	0.418
Female	273	0.648	1443	0.569
Unknown	6	0.014	34	0.013
Total	421	1.000	2537	1.000

Table D.1.5. Proportionality Index of the SPAR Degrees Completion by Gender

Gender	Completion percentage	Cohort Percentage	Proportionality Index
Male	0.337	0.418	0.806
Female	0.648	0.569	1.139
Unknown	0.014	0.013	1.077

Table D.1.6. SPAR Degrees Completion Rate by Gender and 80% Rule

Gender	Completion Count	Cohort Total	Degrees Completion Rate	80% Rule
Male	142	1060	0.134	0.71
Female	273	1443	0.189	1.00
Unknown	6	34	0.176	0.93

Age Groups

Table D.1.7. SPAR Degrees Completion and Cohort Counts and Percentages by Age

Age	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
17 or Less	122	0.290	563	0.222
18-19	248	0.589	1473	0.581
20-24	14	0.033	211	0.083
25-29	12	0.029	77	0.030
30-34	4	0.010	42	0.017
35-39	3	0.007	47	0.019
40-49	13	0.031	88	0.035
50+	5	0.012	36	0.014
Total	421	1.000	2537	1.000

Table D.1.8. Proportionality Index of the SPAR Degrees by Age

Age	Completion percentage	Cohort Percentage	Proportionality Index
17 or Less	0.29	0.22	1.306
18-19	0.59	0.58	1.014
20-24	0.03	0.08	0.398
25-29	0.03	0.03	0.967
30-34	0.01	0.02	0.588
35-39	0.01	0.02	0.368
40-49	0.03	0.04	0.886
50+	0.01	0.01	0.857

Table D.1.9. SPAR Degrees Outcome Rate by Age 80% Rule

Age	Completion Count	Cohort Total	Degrees Completion Rate	80% Rule
17 or Less	122	563	0.217	1.00
18-19	248	1473	0.168	0.78
20-24	14	211	0.066	0.31
25-29	12	77	0.156	0.72
30-34	4	42	0.095	0.44
35-39	3	47	0.064	0.29
40-49	13	88	0.148	0.68
50+	5	36	0.139	0.64

Economically Disadvantaged

Table D.1.10. SPAR Degrees Completion and Cohort Counts and Percentages by Income Level

Economically Disadvantaged	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
No	136	0.323	771	0.304
Yes	285	0.677	1766	0.696
Total	421	1.000	2537	1.000

Table D.1.11. Proportionality Index of the SPAR Degrees Completion by SE Income Level

Economically Disadvantaged	Completion percentage	Cohort Percentage	Proportionality Index
No	0.323	0.304	1.063
Yes	0.677	0.696	0.973

Table D.1.12. 80% Rule for SPAR Degrees Completion Rate by Income Level

Economically Disadvantaged	Completion Count	Cohort Total	Degrees Completion Rate	80% Rule
No	136	771	0.176	1.00
Yes	285	1766	0.161	0.92

DSPS

Table D.1.13. SPAR Degrees Completion and Cohort Counts and Percentages by DSPS

Disability Status	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
Not Disabled	398	0.945	2374	0.936
Disabled	23	0.055	162	0.064
Total	421	1.000	2537	1.000

Table D.1.14. Proportionality Index of the SPAR Degrees Completion by DSPS

Disability Status	Completion percentage	Cohort Percentage	Proportionality Index
Not Disabled	0.945	0.936	1.010
Disabled	0.055	0.064	0.859

Table D.1.15. SPAR Degrees Completion Rate by DSPS 80% Rule

Disability Status	Completion Count	Cohort Total	Degrees Completion Rate	80% Rule
Not Disabled	398	2374	0.168	1.00
Disabled	23	162	0.142	0.85

D.2 Student Progress and Achievement Report (SPAR) Certificates

The largest groups in the cohort are Hispanic, Whites Non-Hispanic, and African American students. Of the three largest groups, African Americans and Hispanic students are not completing as well.

In reviewing the outcomes data according to age, age is not a factor in students' retention and/or success rates; they are all under-performing.

Female students are not as successful as male students in completing their certificates.

The data shows that students who are economically disadvantaged are more successful.

Disabled students are more successful than non-disabled students in certificate completion.

Race/Ethnicity

Table D.2.1. SPAR Certificates and Cohort Counts and Percentages by Race/Ethnicity

Race/Ethnicity	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
Asian	3	0.022	66	0.026
African American	14	0.101	391	0.154
Filipino	1	0.007	69	0.027
Hispanic/Latino	47	0.341	895	0.353
American Indian/AK Native	0	0.000	25	0.010
Pacific Islander	0	0.000	8	0.003
White, non-Hispanic	61	0.442	870	0.343
Unknown	12	0.087	213	0.084
Total	138	1.000	2537	1.000

Table D.2.2. Proportionality Index of the SPAR Certificates by Race/Ethnicity

Race/Ethnicity	Completion percentage	Cohort Percentage	Proportionality Index
Asian	0.022	0.026	0.846
African American	0.101	0.154	0.656
Filipino	0.007	0.027	0.259
Hispanic/Latino	0.341	0.353	0.966
American Indian/AK Native	0	0.01	0.000
Pacific Islander	0	0.003	0.000
White, non-Hispanic	0.442	0.343	1.289
Unknown	0.087	0.084	1.036

Table D.2.3 SPAR Certificates Completion Rate by Race/Ethnicity 80% Rule

Race/Ethnicity	Completion Count	Cohort Total	Certificate Completion Rate	80% Rule
Asian	3	66	0.045	0.65
African American	14	391	0.036	0.51
Filipino	1	69	0.014	0.21
Hispanic/Latino	47	895	0.053	0.75
American Indian/AK Native	0	25	0.000	0.00
Pacific Islander	0	8	0.000	0.00
White, non-Hispanic	61	870	0.070	1.00
Unknown	12	213	0.056	0.80

Gender

Table D.2.4. SPAR Certificates and Cohort Counts and Percentages by Gender

Gender	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
Male	73	0.529	1060	0.418
Female	63	0.457	1443	0.569
Unknown	2	0.014	34	0.013
Total	138	1.000	2537	1.000

Table D.2.5. Proportionality Index of the SPAR Certificates Completion by Gender

Gender	Completion percentage	Cohort Percentage	Proportionality Index
Male	0.529	0.418	1.266
Female	0.457	0.569	0.803
Unknown	0.014	0.013	1.077

Table D.2.6. SPAR Certificates Completion Rate by Gender and 80% Rule

Gender	Completion Count	Cohort Total	Certificate Completion Rate	80% Rule
Male	73	1060	0.069	1.00
Female	63	1443	0.044	0.63
Unknown	2	34	0.059	0.85

Age Groups

Table D.2.7. SPAR Certificates Completion and Cohort Counts and Percentages by Age

Age	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
17 or Less	26	0.188	563	0.222
18-19	89	0.645	1473	0.581
20-24	4	0.029	211	0.083
25-29	3	0.022	77	0.030
30-34	2	0.014	42	0.017
35-39	5	0.036	47	0.019
40-49	6	0.043	88	0.035
50+	3	0.022	36	0.014
Total	138	1.000	2537	1.000

Table D.2.8. Proportionality Index of the SPAR Certificates by Age

Age	Completion percentage	Cohort Percentage	Proportionality Index
17 or Less	0.188	0.222	0.847
18-19	0.645	0.581	1.110
20-24	0.029	0.083	0.349
25-29	0.022	0.03	0.733
30-34	0.014	0.017	0.824
35-39	0.036	0.019	1.895
40-49	0.043	0.035	1.229
50+	0.022	0.014	1.571

Table D.2.9. SPAR Certificates Outcome Rate by Age 80% Rule

Age	Completion Count	Cohort Total	Certificate Completion Rate	80% Rule
17 or Less	26	563	0.046	0.44
18-19	89	1473	0.060	0.57
20-24	4	211	0.019	0.18
25-29	3	77	0.039	0.37
30-34	2	42	0.048	0.45
35-39	5	47	0.106	1.00
40-49	6	88	0.068	0.64
50+	3	36	0.083	0.79

Economically Disadvantaged

Table D.2.10. SPAR Certificates Completion and Cohort Counts and Percentages by Income Level

Economically Disadvantaged	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
No	31	0.225	771	0.304
Yes	107	0.775	1766	0.696
Total	138	1.000	2537	1.000

Table D.2.11. Proportionality Index of the SPAR Certificates Completion by Income

Economically Disadvantaged	Completion percentage	Cohort Percentage	Proportionality Index
No	0.225	0.304	0.740
Yes	0.775	0.696	1.114

Table D.2.12. SPAR Certificates Completion Rate by Income & 80% Rule

Economically Disadvantaged	Completion Count	Cohort Total	Certificate Completion Rate	80% Rule
No	31	771	0.040	0.663
Yes	107	1766	0.0606	1.000

DSPS

Table D.2.13. SPAR Certificates Completion and Cohort Counts and Percentages by DSPS

Disability Status	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
Not Disabled	121	0.877	2374	0.936
Disabled	17	0.123	162	0.064
Total	138	1.000	2537	1.000

Table D.2.14. Proportionality Index of the SPAR Certificates Completion by DSPS

Disability Status	Completion percentage	Cohort Percentage	Proportionality Index
Not Disabled	0.877	0.936	0.937
Disabled	0.123	0.064	1.922

Table D.2.15. SPAR Certificates Completion Rate by DSPS 80% Rule

Disability Status	Completion Count	Cohort Total	Certificate Completion Rate	80% Rule
Not Disabled	121	2374	0.051	0.49
Disabled	17	162	0.105	1.00

.

D.3. 30-Units

When reviewing the students who have completed at least 30 units, the African American students are the least successful race/ethnic group on campus.

There was no difference found between male and female students.

Ages 20-24 and 30-34 are struggling with completion of 30 or more units. Students that are in the middle of that age group are a slightly more successful. Our younger students and 35 and older are our most successful.

There was no difference found between economically disadvantaged and non-disadvantaged students.

Lastly, there was no difference found between disabled and non-disabled students.

Race/Ethnicity

Table D.1. Thirty-Unit Completion and Cohort Counts and Percentages by Race/Ethnicity

Race/Ethnicity	Completion Count (> 30 -Units)	Completion percentage	Cohort Total	Cohort Percentage
Asian	48	0.03	67	0.026
African American	191	0.121	390	0.154
Filipino	49	0.031	70	0.028
Hispanic/Latino	535	0.338	896	0.354
American Indian/AK Native	15	0.009	26	0.01
Pacific Islander	4	0.003	9	0.004
White, non-Hispanic	598	0.378	868	0.343
Unknown	141	0.089	214	0.084
Total	1581	1	2533	1

Table D2. Proportionality Index of the 30-Unit Completion by Race/Ethnicity

Race/Ethnicity	Completion percentage	Cohort Percentage	Proportionality Index
Asian	0.03	0.026	1.154
African American	0.121	0.154	0.786
Filipino	0.031	0.028	1.107
Hispanic/Latino	0.338	0.354	0.955
American Indian/AK Native	0.009	0.01	0.9
Pacific Islander	0.003	0.004	0.75
White, non-Hispanic	0.378	0.343	1.102
Unknown	0.089	0.084	1.06

Table D.3. Thirty-Unit Completion Rate by Race/Ethnicity 80% Rule

Race/Ethnicity	Completion Count (> 30 -Units)	Cohort Total	30-Units Completion Rate	80% Rule
Asian	48	67	0.716	1
African American	191	390	0.49	0.68
Filipino	49	70	0.7	0.98
Hispanic/Latino	535	896	0.597	0.83
American Indian/AK Native	15	26	0.577	0.81
Pacific Islander	4	9	0.444	0.62
White, non-Hispanic	598	868	0.689	0.96
Unknown	141	214	0.659	0.92

Age Groups

Table D.7. Thirty-Unit Completion and Cohort Counts and Percentages by Age

Age Group	Completion Count (> 30 -Units)	Completion percentage	Cohort Total	Cohort Percentage
17 or Less	379	0.24	562	0.222
18-19	962	0.608	1473	0.582
20-24	85	0.054	212	0.084
25-29	41	0.026	77	0.03
30-34	18	0.011	43	0.017
35-39	27	0.017	48	0.019
40-49	48	0.03	88	0.035
50+	21	0.013	37	0.015
Total	1581	1	2533	1

Table D.8. Proportionality Index of the 30-Unit Completion by Age

Age Group	Completion percentage	Cohort Percentage	Proportionality Index
17 or Less	0.24	0.222	1.081
18-19	0.608	0.582	1.045
20-24	0.054	0.084	0.643
25-29	0.026	0.03	0.867
30-34	0.011	0.017	0.647
35-39	0.017	0.019	0.895
40-49	0.03	0.035	0.857
50+	0.013	0.015	0.867

Table D.9. Thirty-Unit Completion Rate by Age 80% Rule

Age Group	Completion Count (> 30 -Units)	Cohort Total	30-Units Completion Rate	80% Rule
17 or Less	379	562	0.674	1
18-19	962	1473	0.653	0.97
20-24	85	212	0.401	0.59
25-29	41	77	0.532	0.79
30-34	18	43	0.419	0.62
35-39	27	48	0.563	0.83
40-49	48	88	0.545	0.81
50+	21	37	0.568	0.84

Gender

Table D.4. Thirty-Unit Completion and Cohort Counts and Percentages by Gender

Gender	Completion Count (> 30 - Units)	Completion percentage	Cohort Total	Cohort Percentage
Male	659	0.417	1058	0.418
Female	901	0.57	1442	0.569
Unknown	21	0.013	35	0.014
Total	1581	1	2533	1

Table D.5. Proportionality Index of the 30-Unit Completion by Gender

Gender	Completion percentage	Cohort Percentage	Proportionality Index
Male	0.417	0.418	0.998
Female	0.57	0.569	1.002
Unknown	0.013	0.014	0.929

Table D.6. Thirty-Unit Completion Rate by Gender and 80% Rule

Gender	Completion Count (> 30 -Units)	Cohort Total	30-Units Completion Rate	80% Rule
Male	659	1058	0.623	1
Female	901	1442	0.625	1
Unknown	21	35	0.6	0.96

Economically Disadvantaged

Table D.10. Thirty-Unit Completion and Cohort Counts and Percentages by Income

Economically Disadvantaged	Completion Count (> 30 -Units)	Completion percentage	Cohort Total	Cohort Percentage
No	465	0.294	770	0.304
Yes	1116	0.706	1764	0.696
Total	1581	1	2533	1

Table D.11. Proportionality Index of the 30-Unit Completion by Income

Economically Disadvantaged	Completion percentage	Cohort Percentage	Proportionality Index
No	0.294	0.304	0.967
Yes	0.706	0.696	1.014

Table D.12. Thirty-Unit Completion Rate by Income Level and 80% Rule

Economically Disadvantaged	Completion Count (>30 -Units)	Cohort Total	30-Units Completion Rate	80% Rule
No	465	770	0.604	0.95
Yes	1116	1764	0.633	1.00

DSPS

Table D.13. Thirty-Unit Completion and Cohort Counts and Percentages by DSPS

DSPS, Yes/No	Completion Count (> 30 -Units)	Completion percentage	Cohort Total	Cohort Percentage
No	1478	0.935	2370	0.936
Yes	102	0.065	163	0.064
Total	1581	1	2533	1

Table D.14. Proportionality Index of the 30-Unit Completion by DSPS

DSPS, Yes/No	Completion percentage	Cohort Percentage	Proportionality Index
Not DSPS	0.935	0.936	0.999
DSPS	0.065	0.064	1.016

Table D.15. Thirty-Unit Completion Rate by DSPS 80% Rule

DSPS, Yes/NO	Completion Count (> 30 -Units)	Cohort Total	30-Units Completion Rate	80% Rule
Not DSPS	1478	2370	0.624	0.997
DSPS	102	163	0.626	1.000

D.4 Persistence

There are no other differences between groups in regards to race/ethnicity, gender, economic background, or disability status.

Student age groups 18-19, and 40+ are the highest in persistence than any other age group on campus.

Race/Ethnicity

Table D.1. Persistence and Cohort Counts and Percentages by Race/Ethnicity

Race/Ethnicity	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
Asian	47	0.027	66	0.026
African American	240	0.139	391	0.154
Filipino	49	0.028	69	0.027
Hispanic/Latino	593	0.344	895	0.353
American Indian/AK Native	18	0.010	25	0.010
Pacific Islander	5	0.003	8	0.003
White, non-Hispanic	624	0.362	870	0.343
Unknown	147	0.085	213	0.084
Total	1723	1.000	2537	1.000

Table D2. Proportionality Index of by Race/Ethnicity

Race/Ethnicity	Completion percentage	Cohort Percentage	Proportionality Index
Asian	0.027	0.026	1.038
African American	0.139	0.154	0.903
Filipino	0.028	0.027	1.037
Hispanic/Latino	0.344	0.353	0.975
American Indian/AK Native	0.01	0.01	1.000
Pacific Islander	0.003	0.003	1.000
White, non-Hispanic	0.362	0.343	1.055
Unknown	0.085	0.084	1.012

Table D.3. Persistence Rate by Race/Ethnicity & 80% Rule

Race/Ethnicity	Completion Count	Cohort Total	Persistence Rate	80% Rule
Asian	47	66	0.712	0.99
African American	240	391	0.614	0.85
Filipino	49	69	0.710	0.99
Hispanic/Latino	593	895	0.663	0.92
American Indian/AK Native	18	25	0.720	1.00
Pacific Islander	5	8	0.625	0.87
White, non-Hispanic	624	870	0.717	1.00
Unknown	147	213	0.690	0.96

Age Groups

Table D.7. Persistence and Cohort Counts and Percentages by Age

Age Groups	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
17 or Less	328	0.190	563	0.222
18-19	1088	0.631	1473	0.581
20-24	117	0.068	211	0.083
25-29	43	0.025	77	0.030
30-34	24	0.014	42	0.017
35-39	31	0.018	47	0.019
40-49	62	0.036	88	0.035
50+	30	0.017	36	0.014
Total	1723	1.000	2537	1.000

Table D.8. Proportionality Index of the Persistence by Age

Age Groups	Completion percentage	Cohort Percentage	Proportionality Index
17 or Less	0.19	0.222	0.856
18-19	0.631	0.581	1.086
20-24	0.068	0.083	0.819
25-29	0.025	0.03	0.833
30-34	0.014	0.017	0.824
35-39	0.018	0.019	0.947
40-49	0.036	0.035	1.029
50+	0.017	0.014	1.214

Table D.9. Persistence Rate by Age 80% Rule

Age Groups	Completion Count	Cohort Total	Persistence Rate	80% Rule
17 or Less	328	563	0.583	0.70
18-19	1088	1473	0.739	0.89
20-24	117	211	0.555	0.67
25-29	43	77	0.558	0.67
30-34	24	42	0.571	0.69
35-39	31	47	0.660	0.79
40-49	62	88	0.705	0.85
50+	30	36	0.833	1.00

Gender

Table D.4. Persistence and Cohort Counts and Cohort Counts and Percentages by Gender

Gender	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
Male	721	0.418	1060	0.418
Female	980	0.569	1443	0.569
Unknown	22	0.013	34	0.013
Total	1723	1.000	2537	1.000

Table D.5. Proportionality Index of Persistence by Gender

Gender	Completion percentage	Cohort Percentage	Proportionality Index
Male	0.418	0.418	1.000
Female	0.569	0.569	1.000
Unknown	0.013	0.013	1.000

Table D.6. Thirty-Unit Completion Rate by Gender and 80% Rule

Gender	Completion Count	Cohort Total	Persistence Rate	80% Rule
Male	721	1060	0.680	1.00
Female	980	1443	0.679	1.00
Unknown	22	34	0.647	0.95

Economically Disadvantaged

Table D.10. Persistence and Cohort Counts and Percentages by Income Level

Economically Disadvantaged	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
No	532	0.309	771	0.304
Yes	1191	0.691	1766	0.696
Total	1723	1.000	2537	1.000

Table D.11. Proportionality Index of Persistence by Income Level

Economically Disadvantaged	Completion percentage	Cohort Percentage	Proportionality Index
No	0.309	0.304	1.016
Yes	0.691	0.696	0.993

Table D.12. Persistence Rate by Income Level & 80% Rule

Economically Disadvantaged	Completion Count	Cohort Total	Persistence Rate	80% Rule
No	532	771	0.690	1.00
Yes	1191	1766	0.674	0.98

DSPS

Table D.13. Persistence and Cohort Counts and Percentages by DSPS

Disability Status	Completion Count	Completion percentage	Cohort Total	Cohort Percentage
Not Disabled	1596	0.926	2374	0.936
Disabled	126	0.073	162	0.064
Total	1723	1.000	2537	1.000

Table D.14. Proportionality Index of Persistence Rate by DSPS

Disability Status	Completion percentage	Cohort Percentage	Proportionality Index
Not Disabled	0.926	0.936	0.989
Disabled	0.073	0.064	1.141

Table D.15. Persistence Rate by DSPS 80% Rule

Disability Status	Completion Count	Cohort Total	Persistence Rate	80% Rule
Not Disabled	1596	2374	0.672	0.86
Disabled	126	162	0.778	1.00

E. Transfer Rates Disproportionate Impact for Disaggregated Subgroups

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.

The largest groups in the cohort are Hispanic, White Non-Hispanics, and African American students. Of the three, White Non-Hispanics are most successful. However, Hispanics are the least successful when referring to transfer percentage.

Students at the age of 20 and older are not transferring as successfully as our younger students.

There is no difference between males and females in transfer rates.

Disabled students are half as likely to transfer as non-disabled students.

Table G.4. Cohort and Transfer Student Counts and Percentages by Race/Ethnicity

	Transferred Student	Transferred Percentage	Cohort Student	Cohort Percentage
African-American	69	0.125	204	0.128
American Indian/Alaskan Native	4	0.007	13	0.008
Asian	29	0.053	46	0.029
Filipino	17	0.031	48	0.030
Hispanic	156	0.283	528	0.331
Pacific Islander	3	0.005	10	0.006
Unknown	45	0.082	126	0.079
White Non-Hispanic	228	0.414	622	0.389
AVC Total	551	1.000	1597	1.000

Table G.5. Cohort and Transfer Student Counts and Percentages by Race/Ethnicity

	Transfer Count	Transfer Percentage	Cohort Count	Cohort Percentage
African-American	69	0.125	204	0.128
American Indian/Alaskan Native	4	0.007	13	0.008
Asian*	46	0.083	94	0.059
Hispanic	156	0.283	528	0.331
Pacific Islander	3	0.005	10	0.006
Unknown	45	0.082	126	0.079
White Non-Hispanic	228	0.414	622	0.389
AVC Total	551	1	1597	1

Note: *Filipino students are included in the Asian group

Table G.6. Transfer Percentages and Proportionality Index by Race/Ethnicity

	Transfer Percentage	Cohort Percentage	Proportionality Index
African-American	0.125	0.128	0.98
American Indian/Alaskan Native	0.007	0.008	0.88
Asian	0.083	0.059	1.41
Hispanic	0.283	0.331	0.85
Pacific Islander	0.005	0.006	0.83
Unknown	0.082	0.079	1.04
White Non-Hispanic	0.414	0.389	1.06

Table G.7. Transfer Rates and 80 Percent Index by Race/Ethnicity

	Transfer Count	Cohort Count	Transfer Rate	80% Index
African-American	69	204	0.338	0.692
American Indian/Alaskan Native	4	13	0.308	0.629
Asian	46	94	0.489	1.001
Hispanic	156	528	0.295	0.604
Pacific Islander	3	10	0.300	0.613
Unknown	45	126	0.357	0.730
White Non-Hispanic	228	622	0.367	0.750

Table G.8. Cohort and Transfer Student Counts and Percentages by Age Groups

	Transferred Student Count	Transferred Percentage	Cohort Student Count	Cohort Percentage
17 or Less	181	0.328	440	0.276
18 & 19	319	0.579	929	0.582
20 to 24	28	0.051	103	0.064
25 to 29	6	0.011	40	0.025
30 to 34	6	0.011	17	0.011
35 to 39	6	0.011	24	0.015
40 to 49	5	0.009	33	0.021
50 +	0	0.000	11	0.007
AVC Total	551	1.000	1597	1.000

Table G.9. Transfer Percentages and Proportionality Index by Age Groups

	Transferred Percentage	Cohort Percentage	Proportionality Index
17 or Less	0.328	0.276	1.188
18 & 19	0.579	0.582	0.995
20 to 24	0.051	0.064	0.797
25 to 29	0.011	0.025	0.44
30 to 34	0.011	0.011	1
35 to 39	0.011	0.015	0.733
40 to 49	0.009	0.021	0.429
50 +	0	0.007	0
AVC Total	1	1	1

Table G.10. Transfer Rates and 80% Rule by Age Group

	Transferred Student Count	Cohort Student Count	Transfer Rate	80% Rule
17 or Less	181	440	0.411	1
18 & 19	319	929	0.343	0.835
20 to 24	28	103	0.272	0.661
25 to 29	6	40	0.150	0.365
30 to 34	6	17	0.353	0.859
35 to 39	6	24	0.250	0.608
40 to 49	5	33	0.152	0.369
50 +	0	11	0.000	0.000
AVC Total	551	1597	0.345	0.839

Table G.1. Cohort and Transfer Student Counts and Percentages by Gender

	Transfer Student Count	Transfer Percentage	Cohort Student	Cohort Percentage
AVC Total	551	1	1597	1.000
Female	325	0.590	975	0.611
Male	224	0.407	611	0.383
Unknown	2	0.009	11	0.007

Table G.2. Proportionality Index of the Transfer Rate by Gender

	Cohort Percentage	Transfer Percentage	Proportionality Index
Female	0.611	0.59	0.966
Male	0.383	0.407	1.063
Unknown	0.007	0.009	1.286

Table G.3. Transfer Rates and 80 Percent Index by Gender

	Cohort Count	Transfer Count	Transfer Rate	80% Index
Female	975	325	0.33	0.91
Male	611	224	0.37	1.00
Unknown	11	2	0.18	0.50

Transfers of California Work Opportunity & Responsibility to Kids (CalWORKs) and Disabled Students Programs & Services (DSPS) Participants

Table G.11. Cohort and Transfer Counts and Percentages of the Transfer Rates for CalWORKs Participants

	Transferred Student Count	Transferred Percentage	Cohort Student	Cohort Percentage
Not a CalWORKs Participant	541.000	0.982	1533.000	0.960
CalWORKs Participant	10.000	0.018	64.000	0.040
Total	551.000	1.000	1597.000	1.000

Table G.12. Transfer Percentages and Proportionality

	Transferred Percentage	Cohort Percentage	Proportionality Index
Not a CalWORKs Participant	0.982	0.96	1.023
CalWORKs Participant	0.018	0.04	0.450

Table G.13. Transfer Rates and 80% Rule for CalWORKs Students

	Transferred Student Count	Cohort Student	Transferred Rate	80% Rule
Not a CalWORKs Participant	541	1533	0.353	1.000
CalWORKs Participant	10	64	0.156	0.443

Table G.14. Cohort and Transfer Counts and Percentages of the Transfer Rates for Students with Disabilities

DSPS Status	Transferred Student Count	Transferred Percentage	Cohort Student Count	Cohort Percentage
DSPS	15	0.027	76	0.048
None	536	0.973	1521	0.952
Total	551	1.000	1597	1.000

Table G.15. Transfer Percentages and Proportionality Index for Students with Disabilities

DSPS Status	Transferred Percentage	Cohort Percentage	Proportionality Index
DSPS	0.027	0.048	0.563
None	0.973	0.952	1.022

Table G.16. Transfer Rates and 80% Rule for Disabled Students

DSPS Status	Transferred Student	Cohort Student	Transferred Rate	80% Index
DSPS	15	76	0.197	0.560
None	536	1521	0.352	1.000

Goals and Activities

GOALS AND ACTIVITIES

A.   STUDENT SUCCESS INDICATOR FOR ACCESS

"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve"

GOAL A.

1. Increase enrollment and retention in the 40-49 year-old age group.

2. Mirror our communities in Race/Ethnicity compared to our population on campus.

ACTIVITY A.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Create and market to the older student population workshops that ease the transition into college.
2. Look at local unemployment data for comparison of the 40-49 age groups to assess what barriers they are facing which affect their retention.
3. Add additional classes at night and create double-eight classes.

Target Date: Spring 2015/Fall 2015
Responsible Person: Outreach, Student Equity Manager and Committee, Learning Center, Institutional Research, Academic Affair, Academic Deans, Job Placement Center.

EXPECTED OUTCOME A.1.1

Increase the enrollment and retention of the 40-49 age group.

ACTIVITY A.2 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Outreach to all high schools about the Honors program.
2. Review High School yield data and increase enrollment from high school with yields that are low.
3. Create programs for targeted racial/ethnic groups.

Target Date: January 2015 and on-going
Responsible Person: Outreach, Financial Aid, Institutional Research, Student Equity Manager and Committee, and Dean of Student Life and Services.

EXPECTED OUTCOME A.2.1

 Race/Ethnicity of the student population will be more reflective of the community.

GOALS AND ACTIVITIES

B.   STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

"Ratio of the number of credit courses that student by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"

GOAL B.

1. Increase the success rate among students that are not proportionally represented.
2. Increase the success rates among the African American students in all classes, specifically in Distant Education Classes.
3. Increase the retention and success rates of Foster Youth students.

ACTIVITY B.1.   (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Hire a Student Equity Manager to guide, develop, implement, document, and coordinate the campus efforts to support existing and new equity efforts.
2. Hire student workers and peer mentors to assist the Student Equity Manager in providing services to students.
3. Provide course redesign development funds for faculty to create learning pathways.
4. Establish a mentor program, include professional and peer mentors, support ASO's peer mentoring program, and the FYE program.
5. Strengthen our community relationships with community organizations such as Community Social Works at DCFS and Foster Youth agencies, and Antelope Valley Union High School District.
6. Strengthen our community relations with community organizations such as Valley Oasis, Mental Health American, other colleges and universities, United Way, and Veteran Center.
7. Collaborate with Antelope Valley Transit Authority to increase transportation access for students.
8. Create a ride share program for students.
9. Partner with faculty to provide enhanced professional experiences.
   a. Conduct professional development activities for faculty and staff which address the discrepancies in race/ethnic groups for academic success and provide strategies that work.
   b. Promote and encourage cultural diversity in course content.

    c.   Explore instructional strategies in basic skills aimed to increase success for African American students.

10. Increase Student Engagement activities.
    a.   Expand cultural diversity activities.
    b.   Create space for student engagement such as re-opening the Student Lounge.
    c.   Support campus clubs including the Black Student Union.
    d.   Increase communication among Antelope Valley College, student, and families.
    e.   Expand student cultural experiences on and off campus.

11. Provide support to students in crisis.
    a.   Strengthen our Behavior Intervention Team.
    b.   Disseminate information to faculty, staff and students about the Behavioral Intervention Team (BIT).
    c.   Encourage participation in the online course, "Kognito"
    d.   Student Health Services.
    e.   Support the ASO Hearts & Hands Food Pantry.
    f.   Increase the Student Personal Mental Health counselors on campus.

12. Create a Parent and Family program to enhance the connection with families and community.
13. Provide more access to computer labs such as extended hours for evenings and weekends.
14. Establish a Foster Youth Advisory Committee.
15. Host professional development workshops and cultural diversity activities for faculty, staff, and students such as Mental Health, First Aid, Museum of Tolerance, etc.
16. Host a community Resource Fair specifically for males.
17. Implement a self-assessment for student to assess their success.
18. Create a technology walk-in help desk to assist students with their technology needs.
19. Recreate an early alert program.

Target Date: On-going

Responsible Person: Student Equity Manager, Outreach, Faculty, Professional Development Committee, Student Health Services, ASO and Clubs, Dean of Student Life and Services, and Community, organizations and partners, Palmdale Center, VPAA, VPSS, President and Veterans resource center.

EXPECTED OUTCOME B.1.1

Increase the success rate among students that are not proportionally represented. Increase the success rates among the African American students in all classes, and specifically in Distant Education Classes. Furthermore, increase the retention and success rates of Foster Youth students.

ACTIVITY B.2.

1. Institute Triumph Leaders program specifically for African American students
2. Explore the possibility of an Umoja program.
3. Embed strategies for recruiting African-American students in our First-Year Experience program funded by the Title V grant.
4. Strengthen our community relationships with community organizations such as NAACP, Black School Educators, Local K-8 and the Antelope Union High School District, Black Chamber of Commerce,
5. Advertise to African American students about success, community and involvement.
6. Attend A[2]MEND conference.

Target Date: On-going

Responsible Person: Student Equity Manager, Outreach, ITS, Faculty, Student Health Services, ASO and Student Clubs, Outreach, Foster Youth Liaison (Financial Aid), Institutional Research, Dean of Student Life and Services, Community Organization Partners and VPSS.

EXPECTED OUTCOME B.2.1

African American in Basic Skills will improve and move through the sequence toward credit course completion.

At least 20% of the FYE students will be African American students.

Antelope Valley College will attend the A[2]MEND conference.

African American Students will increase their retention and success rates and be more engaged while pursuing their educational goal.

ACTIVITY B.3.

1. Student Equity Manager will collaborate with the Foster Youth Liaison to create a task force to review the data.
2. Create campus based programs to support our Foster Youth population.
3. Increase Foster Youth Awareness program on campus to every semester.
4. Increase the knowledge of program availability to the Foster Youth community.
5. Invite social workers to campus to strengthen the relationship between our campus and the community.
6. Expand our participation the Chancellor's Office Foster Youth conference.
7. Connect with the California Youth Connection.
8. Establish a program for Foster Youth for academic enrichment.
9. Create a summer bridge program
10. Offer lending book program to the Foster Youth students.

Target Date: January 2015

Responsible Person: Student Equity Manager, Outreach, Foster Youth Liaison (Financial Aid), Institutional Research, and Dean of Student Life and Services, Vice President of Academic Affairs, Community Organizations and Partners.

EXPECTED OUTCOME B.3.1

Increase the retention and success rates of our Foster Youth students.
Antelope Valley College will increase the relationship with local Foster Youth Services and Programs.

GOALS AND ACTIVITIES

C.   STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

"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 to the number of those students who complete such a final course"

GOAL C.

1. Reduce the number of students who need basic skills courses.
2. Increase student success in basic skills and ESL classes.

ACTIVITY C.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Work with Assessment Center showing the significance of the Assessment test.
2. Market PAWS Workshops to incoming students.
3. Reduce the number of courses in the sequence to only two levels below transfer and the ESL sequence.
4. Clarify the catalog (page 183), i.e., one area states that taking the ESL assessment test is mandatory and the other area states advisory.
5. Revisit Double-8 and alternate scheduling for accelerated study. Add additional support service to those classes.
6. Expand the Math Fast Track program.
7. Begin First Year Experience recruiting.
8. Create a Reading/English pre-assessment workshop.
9. Create ESL course for conversation in Corporate and Community ED.
10. Analyze college readiness brochure to be circulated to basic skills, ESL, and incoming students.
11. Require ESL assessments for all students taking any ESL coursework.
12. Establish prerequisites for ESL courses.

Target Date: On-Going
Responsible Party: Student Equity Manager, Assessment, Outreach, Faculty (Math, English, Reading, and ESL), Basic Skills Committee, Deans of Language Arts, Math Science, and Vice President of Academic Affairs, FYE Committee, and Committee

EXPECTED OUTCOME C.1.1

Additional course formats offered to students, additional pre-assessment workshops available to students.
Reduce the number of students needing Basic Skills.

ACTIVITY C.2

1. Present student equity data with ESL and basic skills faculty.
2. Increase in-class tutors for Basic Skills and ESL Classes.
3. Conduct focus groups with students enrolled in basic skills about their experience.
4. Expand methodology for teaching effectiveness specifically for non-traditional groups through workshops on learning styles.
5. Provide professional development for faculty and staff.
6. Coordinate peer mentor training across campus.
7. Create a larger support network for co-curriculum activities that support students' development.
8. Provide a mental health counselor who is bilingual in Spanish.

Target Date: On-going
Responsible Party: Student Equity Manager and Committee Assessment, Outreach, Math, English, and ESL Faculty, Basic Skills Committee, Deans (Language Arts, Math Science, Student Life, Counseling and Matriculation), Vice President of Academic Affairs, Vice President of Student Services, FYE Committee, Professional Development Committee, ASO and Student Clubs.

EXPECTED OUTCOME C.2.1

Increase the students' success in Basic Skills and ESL classes.
Increase the cultural diversity of our campus environment for student engagement.
Increase the campus culture for student success.

GOALS AND ACTIVITIES

D.   STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

"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"

GOAL D.

1. Strengthen our Completion Rates for Degrees especially for males and African Americans.
2. Strengthen our CTE Completion rates.
3. Assess the barriers that are affecting our 20-34 year old students toward degree/certificate completion.

ACTIVITY D.1 (Please include the target dates in chronological order and identify the responsible person/group for each activity)

1. Identify which students are close to graduation and have not yet applied. Encourage these students to re-enroll (if not enrolled) and apply for graduation.
2. Encourage faculty to support the Commencement ceremony and graduation activities.
3. Create events to celebrate accomplishments they reach significant rites of passage toward their degree completion.
4. Support male activities to encourage positive peer interaction.

Target Date: On-going
Responsible Party: Student Equity Manager, Graduation office, Institutional Research, Counseling, Faculty, ASO and Student Clubs, Vice President of Academic Affairs, Vice President of Student Services, Dean of Student Life and Services, Dean of Counseling and Matriculation and Dean of Enrollment Services.

EXPECTED OUTCOME D.1.1

Increase student degree completion

ACTIVITY D.2

1. Assess which students are close to reaching their certificate completion and have not yet applied and encourage them to do so.
2. Encourage faculty to support the Commencement ceremony and graduation activities.
3. Educate students on the value of the certificate and the variety of CTE certificates.
4. Market CTE successful careers to student.
5. Provide support for students not currently in another categorical program.

Target Date: On-going
Responsible Party: Student Equity Manager, Counseling, Deans of CTE Programs, Institutional Research, Counseling, Faculty, ASO and Student Clubs, Graduation office, Vice President of Academic Affairs, Vice President of Student Services, Dean of Student Life and Services, Dean of Counseling and Matriculation and Dean of Enrollment Services.

EXPECTED OUTCOME D.2.1

Increase the number of students who complete a certificate program.

ACTIVITY D.3

1. Construct qualitative and quantitative data to research as to why 20-34 year old students are not being as successful.
2. After the data is analyzed, determine what steps need to be taken to increase degree/certificate completion for the 20-34 year old age group.

Target Date: On-going
Responsible Party: Student Equity Manager, Counseling, Deans of CTE Programs, Institutional Research, Counseling, Faculty, ASO and Student Clubs, Graduation office, Vice President of Academic Affairs, Vice President of Student Services, Dean of Student Life and Services, Dean of Counseling and Matriculation and Dean of Enrollment Services.

EXPECTED OUTCOME D.1.1
Increase the completion rates of students aged 20-34 years who are pursuing a degree/certificate.

E.   STUDENT SUCCESS INDICATOR FOR TRANSFER

"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"

GOAL E.

1. Increase the transfer rates of African American and Hispanic students.
2. Assess the barriers that affect students 20 and older from transferring.
3. Increase the transfer rates of our students with disabilities.

ACTIVITY E.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Sponsor students to attend the Black Student Expo.
2. Host Berkley and UCLA's Black Recruitment and Retention Program.
3. Host a transfer education program for parents and families.
4. Create Financial Aid workshops for students to understand their financial opportunities for transfer.
5. Host a transfer rally.

Target Date: On-going
Responsible Party: Student Equity Manager, Transfer Center, Financial Aid, Counseling, Institutional Research, Faculty, ASO and Student Clubs, Graduation office, Vice President of Academic Affairs, Vice President of Student Services, Dean of Student Life and Services, Dean of Counseling and Matriculation and Dean of Enrollment Services.

EXPECTED OUTCOME E.1.1

Increase in the transfer rates of students.

ACTIVITY E.2

1. Survey students about the obstacles they are experiencing with transferring.
2. Provide information about financial aid for students that transfer.
3. Provide workshops to students regarding money management.
4. Create Financial Aid workshops for students to understand their financial opportunities for transfer.
5. Work with students to stay on track and reach their educational goal.

Target Date: On-going
Responsible Party: Student Equity Manager, Transfer Center, Financial Aid, Counseling, Institutional Research, Faculty, ASO and Student Clubs, Graduation office, Vice President of Academic Affairs, Vice President of Student Services, Dean of Student Life and Services, Dean of Counseling and Matriculation and Dean of Enrollment Services.

EXPECTED OUTCOME E.1.1

Increase the number of students that transfer.

ACTIVITY E.3
1. Create Financial Aid workshops for students to understand their financial opportunities for transfer.
2. Encourage students with disabilities to transfer.
3. Host application and transfer assistance workshops.
4. Host a transfer fair inviting staff and faculty from other colleges to educate students.
5. Provide written materials to students educating them about the importance of transfer.
6. Provide information on the transfer process and collaborate with the Transfer Center targeting students with disabilities.
7. Host a transfer rally.

Target Date: On-going

Responsible Party: Student Equity Manager, Transfer Center, Financial Aid, Counseling, Institutional Research, Faculty, ASO and Student Clubs, Graduation office, Office of Students with Disabilities, Vice President of Academic Affairs, Vice President of Student Services, Dean of Student Life and Services, Dean of Counseling and Matriculation, and Dean of Enrollment Services.

EXPECTED OUTCOME E.3.1

Increase the transfer rates of students with disabilities.

Budget

SOURCES OF FUNDING

Antelope Valley College is committed to improving the success of all of students. We will leverage available financial resources to assist students in their success.   Through the General apportionment and other funds listed below, Antelope Valley College has funds to support these efforts. Other funding sources will be used to support specific goals as they enhance and complement collaborative activities. These funding sources include but are not limited to the Student Support Success funds, Student Health Services Fees, Title V First Year Experience Grant, Financial Aid (BFAP and Pell Administration) funds, Perkins Fund, Categorical programs (Office of Students with Disabilities, CalWORKs, and EOP&S), TRIO (STAR), Antelope Valley College Foundation, and the Associated Student Organization.

Student Equity Budget 2014-15

Staffing

Student Equity Manager plus Benefits	111,000.00
Student Equity Assistant plus Benefits	62,000.00
Clerical III plus Benefits	60,000.00
Student Workers, Mentors, and Tutors	40,000.00

Professional Development Activities (Examples)

Professional Mentors (on and off campus)	40,000.00
Campus Equity Retreat	30,000.00
Course Development/Faculty Stipend	20,000.00
Museum of Tolerance	40,000.00
Mental Health First Aid	30,000.00
Customer Service	8,000.00
Speakers	30,000.00

Research (Examples)

M2C3	31,500.00
Research and Evaluation Support	40,000.00

Research Materials (Examples)

Triumph Leaders	31,500.00
Books HELP	20,000.00
Career Exploration and Motivation/CTE Educational Materials	20,000.00
Direct Materials for Students	40,000.00
Parent and Family Program	40,000.00
Marketing Materials and Outreach Materials	30,000.00
Foster Youth Support Program	30,000.00
Student Enrichment Activities	50,000.00

Travel (Examples)

Student Equity Related Conferences	35,000.00
Student Engagement/Visit to Colleges	30,000.00

Total: $ 869,000.00

Evaluation Schedule and Process

The Student Equity Committee will be reviewing and evaluating each goal and all activities on a monthly basis that will be reported to this committee. At the end of the year, an annual report will be created and submitted to the Student Success Committee. In addition, this report will be shared with the campus and be included with the accomplishments of the Educational Master Plan which is submitted to the campus Strategic Planning and Budget Committee.

This report will be the bases for ongoing feedback on our efforts to improve and expand our equity access and success of our students.

Student Success Committee Members

Dr. Jill Zimmerman (Chair)
Dr. Svetlana Deplazes
Kimbirly Dolatowski
Kim Fite
Dr. Charlotte Forte-Parnell
Vanessa Gibson
Tina McDermott
Linda Noteboom
Lisa O'Leary
Tamira Palmetto
Melanie Parker
Gary Roggenstein
Wade Saari
LaDonna Trimble
Dr. Leslie Uhazy
Dr. Erin Vines

A Special Thanks to:
Vanessa Gibson
Lisa O'Leary
the many faculty and staff members who submitted
ideas to enhance our student success