



ANTELOPE VALLEY COLLEGE

Notes from the Researchers

- Volume 2 – December 2010

Recent Projects from the Department of Institutional Research and Planning

Research for: Accreditation Follow-up

Research Lead: Aeron Zentner

The following research request was to identify location and distance for online students from the main campus. The results of the study revealed Lancaster with the majority at 44.2% followed by Palmdale at 35.3% and outside the district at 6.0%.

Community	Zip code	Miles	Summer 2009	Fall 2009	Intersession 2010	Spring 2010	2009-2010	Percent
Acton	93510	20.97	14	13		10	37	0.7%
Boron	93516	57.95	3	6		3	12	0.2%
California City	93505	49.41	19	37	4	40	100	1.9%
Edwards	93523	45.87	2	9	1	3	15	0.3%
Lake Hughes, EL	93532	15.81	5	15	1	13	34	0.6%
Lake Los Angeles	93591	27.01	12	18		16	46	0.9%
	93534	3.18	92	186	12	183	473	8.9%
	93535	10.74	170	340	22	344	876	16.5%
Lancaster	93536	6.44	184	406	24	388	1002	18.8%
Littlerock, JH	93543	21.32	23	48	2	54	127	2.4%
Llano	93544	33.55	4	3			7	0.1%
Mojave	93501	27.38	3	11	2	18	34	0.6%
	93550	12.89	149	223	16	266	654	12.3%
	93551	5.19	185	293	17	341	836	15.7%
Palmdale	93552	15.86	87	143	8	149	387	7.3%
Pearblossom	93553	26.41	6	8		11	25	0.5%
Rosamond	93560	20.55	46	80	7	91	224	4.2%
	91350	32.15	2				2	0.0%
	91351	38.86		3		1	4	0.1%
	91390	30.34	3	8		3	14	0.3%
Santa Clarita	91387	35.37	1			3	4	0.1%
Tehachapi	93561	52.15	21	23		29	73	1.4%
Valencia	91355	44.68	1	1		1	3	0.1%
Unknown	N/A	N/A	2	6		2	10	0.2%
Outside the District	N/A	N/A	78	117	7	116	318	6.0%



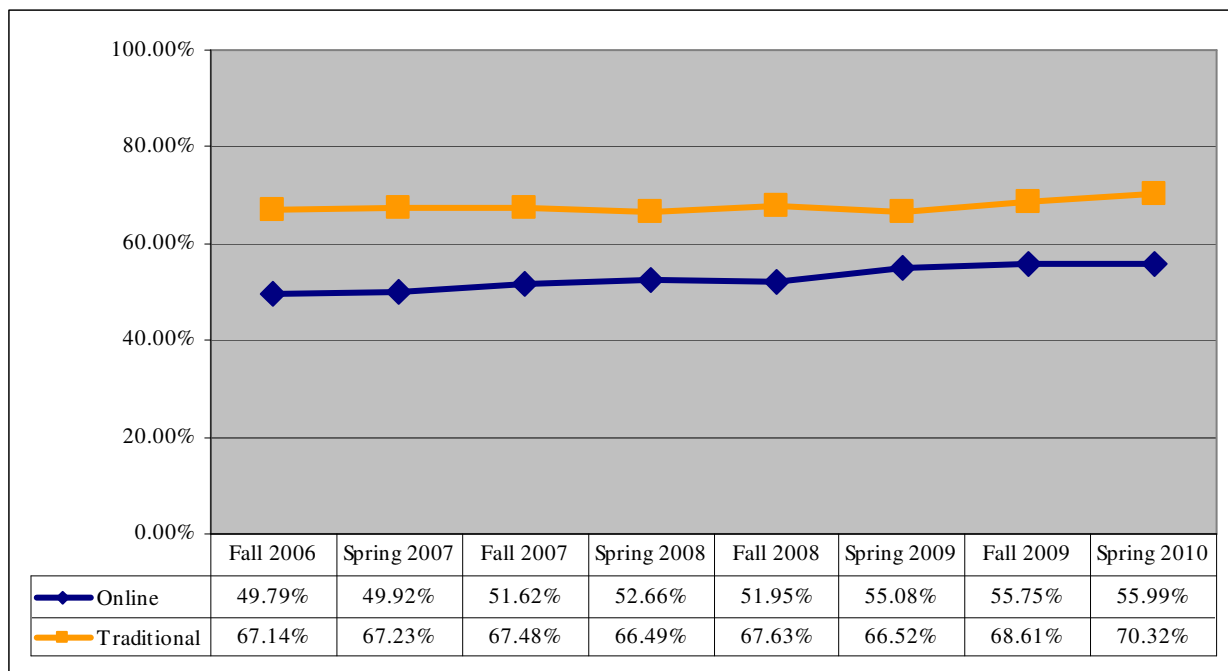
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The second part of the study compared success for online with traditional “brick and mortar” students to identify trends within student success. The results show a slight upward shift in success for both groups with traditional students having a higher rate of success between 10 and 15 percent each term.





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Student Success and Equity Report SNAP SHOT

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

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

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

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

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

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

Overall the retention and success rate in Math 80 is lower than other basic skills math classes.

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

Overall the retention and success rate in Math 102 is higher than in Math 102A but students in Math 102B are more successful than students in Math 102 or Math 102A. Math 102B is only taught in the spring semesters and the numbers are very small. 100 students passed 102A in the time period studied but only 69 students enrolled in Math 102B and only 48 of these students passed. These numbers are very small and caution should be taken in looking at these results.

For additional information on this or other projects, contact the research office at ext. 6398.