



2018-2019 Program Review Report

Division/Area Name: PALMDALE CENTER AND EXTENDED LEARNING	For Years: 2020-2021
Name of person leading this review: Cathy Hart, Dean of Palmdale Center and Extended Learning	
Names of all participants in this review: Cathy Hart; staff Keina Young and Jose Blanco; Palmdale counselors Towana Catley, Peggy Sosa, Nathasha Hong, and Tiffany Castillejo	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission:
 The Palmdale Center and Extended Learning division is committed to AVC's overarching mission of serving a diverse population of learners and offering value and opportunity in service to the community. The location of the Palmdale Center itself and the growing number of class offerings is allowing students the opportunity to get more of what they need at Palmdale without having to travel to the main campus. In addition, the ability to provide a variety of services such as library, tutoring, counseling, OSD, financial aid, CalWorks, mental health, as well as cashiers and bookstore for students at the south end of the Antelope Valley continues to be a high priority.

1.2. State briefly program highlights and accomplishments:
 The Center itself has been highly successful in the first two years in its new location and continues to grow in enrollment - 17-19% over the previous year - and student services to meet more of the needs of students in the south Antelope Valley area. In addition, a new bus service links the Palmdale campus with the main campus providing door-to-door service in 35 minutes in eight round trips per day. This gives students from both ends of the valley more class options and greater opportunity to completion of both certificates and degrees.

Also under the oversight of "Extended Learning" is the Inmate Education Program in California State Prison Los Angeles County in Lancaster. There, AVC continues its class offerings to approximately 60 incarcerated students to continue a pilot that was begun in 2015. Although there continue to be challenges, both logistically and in the ability to have enough instructors available to teach, some collaboration has taken place in the last year to work more cooperatively with Cal State LA, which offers a bachelor's degree program in Communication there. We have also generated more faculty interest in the program through opening day and FPD presentations and tours of the prison educational facilities.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program.

X <input type="checkbox"/> Communication	X <input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
X <input type="checkbox"/> Creative, Critical, and Analytical Thinking	X <input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.

	X <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X <input type="checkbox"/> Community/Global Consciousness	X <input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X <input type="checkbox"/> Career and Specialized Knowledge	X <input type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program.	
<input type="checkbox"/> X Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	
<input type="checkbox"/> X Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
<input type="checkbox"/> X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> X Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.	
<input type="checkbox"/> X Goal 5: Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2018-2021 as of fall, 2018.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Based on a Fall 2018 Student Survey (N=837):

- Two-thirds of Palmdale Center students have a goal to obtain a degree and transfer, however fewer than 15% of students are taking a full load.
- Over 40% of students surveyed were taking classes solely at Palmdale Center.
- Over 82% applied for and 65% received financial aid.
- One-quarter of Palmdale Center students work half- or full-time.
- Only 10% of students were utilizing the Learning Center, even though 30-50% showed basic skills needs in assessment testing.
- Two-thirds of students highly prefer daytime classes, although this a strong demand for Mon-Thurs evening classes as well. There seems to be low interest for Friday and weekend classes at this time.
- There is great interest in more classes in General Ed requirements in general with preference for Math, English, Biology, Psychology, Communications, and Chemistry.
- The highest reported majors were in Nursing, Administration of Justice, Psychology, Business Administration, Child and Family Education and Biological Sciences.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Strengths of the Palmdale Center include the dedicated staff and faculty that make the campus a positive environment. Students overall
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	<p>seem happy at the location and committed to success. More than half of Palmdale Center students are pursuing degrees to transfer to baccalaureate-granting institutions. While Fall FTES has remained flat at the main campus, Palmdale Center saw an almost 20% jump in 2018. This may be attributable to the increased student outreach to Palmdale and Littlerock area high schools.</p>
Weaknesses	<p>Student success remains somewhat behind the institutional average although retention is higher. We also know anecdotally that a weakness remains to be more thoughtful planning of full certificate and degree pathways at Palmdale. More collaborative work on this among the academic deans is needed.</p> <p>Also a weakness is Prison Education and the ability of the academic deans to be able to put together and commit to a two-year schedule for bringing classes to the prison. Recruitment of faculty has been left to figuring out who has available load for any given upcoming semester and then seeing if it fits somewhere in students' educational plans. As a result, the process of getting students to degree completion has been slow and arduous.</p> <p>There has been some communicative disconnect with regards to student support service and programs at Palmdale Center. For example, Student Success Workshops (orientation for new AVC students) are infrequent and are sometimes not confirmed with Palmdale staff in a timely enough manner. Also, when representatives from different departments are expected to keep office hours at Palmdale, but do not show and Palmdale staff are not notified, it creates a hardship for students.</p> <p>There has been expressed interest from students to have a Career Center and Job Placement reps at Palmdale on a regular basis. This additional level of support, in addition to input from the counseling staff, will go a long way in helping to direct our students into meta-majors and pathways that lead to academic retention and completion.</p>
Opportunities	<p>The opportunity to fully utilize the classroom space at Palmdale exists. With additional classroom, structures, and computer lab space expected to be acquired and outfitted in the next year on the premises, the accelerated AFAB program will have an opportunity to move to an AVC campus. In addition, the added new computer classrooms may open up opportunities for Business or Digital Media section to grow, especially important since, next to Registered Nursing, the AS-T in Business Administration declared major reflects the highest number of Palmdale Center students.</p> <p>In terms of utilization of space, expanding classes on Fridays and weekends may be another explorable option to test student interest and grow FTES.</p> <p>There is always an opportunity for more communication between the Palmdale Center staff and student services departments' staff to better coordinate and notify students of activities, workshops, and services available to them at this campus. As staff from both the Lancaster and Palmdale campuses get to know each other and build rapport, greater collaboration can occur.</p> <p>Specifically, Career Center and Job Placement reps coming to Palmdale regular would be a great expansion of existing student services.</p>
Threats	<p>The need for more tutoring services and workshops in the Palmdale Tutoring & Learning Center could pose a threat to student success and retention as the effects of AB705 are realized. In addition, a moderate demand for evening classes speaks to an undeniable need for services for students after 6 p.m. when the administration office closes. Bookstore, library, and learning center services should be tailored to meet the needs of students who take classes at Palmdale Center in evenings.</p>

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

***Build and maintain excellence in academic offerings that are student-focused, proactive, and responsive to the needs of the community and constituents.*
 Improvements are still in the works for trend data enhancements in Tableau for Palmdale Center. A Palmdale dashboard is being created to better extract and thereby analyze data that will continue to drive decision-making for regarding scheduling and use of space and resources. Center dean will continue to work with division deans to monitor trends in demand for specific sections and majors over the next several years in order to predict and plan for academic staffing needs specific to the Palmdale Center and Inmate Education Program. Staff will remain flexible to adjust and/or expand operational hours for student services as need dictates.

Part 2.D. Review and comment on progress towards past program review goals:

Assessment Center goal is no longer relevant since the student assessments are no longer being conducted.

Efforts this year to expand student support services to meet the projected annual enrollment growth of 3% have continued. Counseling, Financial Aid, OSC, CalWorks, EOPS, cashiers, bookstore, Books H.E.L.P., Mental Health, Library, and the Tutoring and Learning Center have kept pace with student demand. Counseling services could continue to expand with an opportunity to do more Express Counseling using unoccupied cashier's windows in the administration lobby. Bookstore hours have been expanded Mon-Thurs to accommodate the needs of both daytime and evening students, however evening hours could be expanded further as evening class offerings increase.

The goal to offer appropriate courses and amount of sections leading to students being able to complete at least 100% of the CFE degree and 80% of other degree/certificate programs identified for the Center has not made significant progress but will continue to be a focus in the coming year. Better coordination between the academic deans with attention to Palmdale trends and student survey data will lend to achievement of this goal.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
Palmdale Center	EMP Goals 1, 2, 4	Offer appropriate courses and amount of sections leading to students being able to complete at least 100% of the CFE degree and 80% of other degree/certificate programs identified for the Center (AJ, Business/CIS, DFST)	Coordination with Academic division deans to plan two-year scheduling for the Center.
Prison Education Program	EMP Goals 2, 3, 4	Continue to collaborate and build processes within academic affairs to support planning and sustaining	Work to build commitment to a two-year schedule to bring courses in sequence to incarcerated students

		Prison Education Program and accelerating student progress and success inside the State Prison LA County. Continue to expand faculty outreach to expose and recruit more instructors who are willing to teach in the prison.	leading to degree completion and/or transfer. Arrange tours of the educational facilities at the state prison. Work with colleagues to identify potential instructors with available load. Offer opening day and FPD opportunities to talk about the program.
Use of data		Develop and use enrollment data to better plan class offerings.	Continue working with IR to build a Palmdale Center dashboard in order to longer term trends in enrollment in the new location. Also continue to develop better student surveys to gather feedback scheduling needs and course demand.

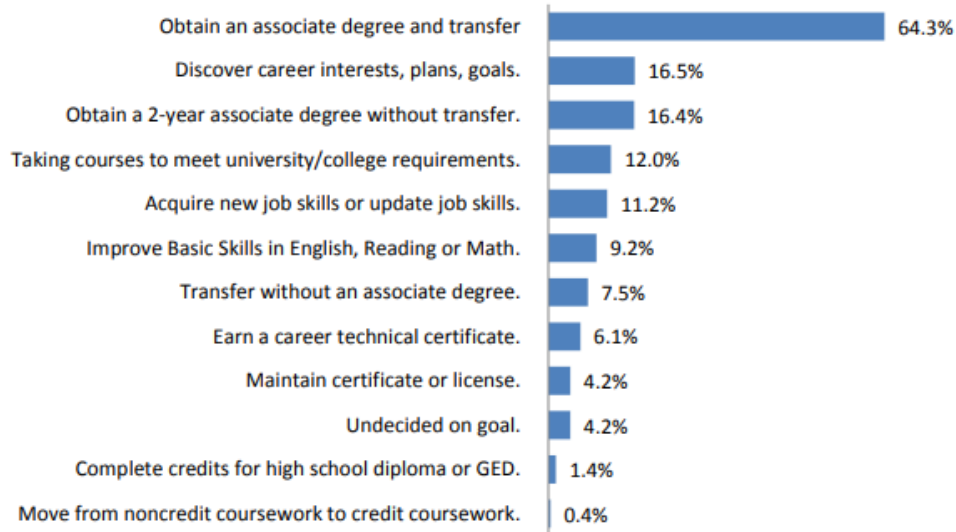
Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty					
Classified Staff	<u>Coordinator:</u> (Upgrade Admin. Asst. position) Assist in planning, organizing and coordinating the daily operation and administration of the Palmdale Center	New	\$55,958.13 – \$68, 017.98	Recurring	Cathy Hart
Technology	Convert Assessment Center Room 169 to computer classroom. Projector, computer desks, instructor station	New	\$10,000	One-time	Cathy Hart
Physical/Facilities					
Supplies	A-frames, table throw cover, tables		\$1,000	One-time	Keina Young
Professional Development					
Other					

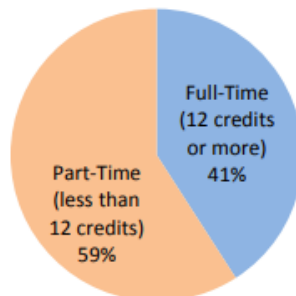
AVC's Palmdale Center Student Survey Results Fall 2018

A total of 875 students attending classes in Fall 2018 at the AVC's Palmdale Center took this survey.

Q.1 Educational goal:
Almost two-thirds of the students responded that their goal is to obtain an
Associate Degree and Transfer
(N = 837)



Q3. Enrollment status:
Forty-one percent of respondents were **full-time** students (N=846)

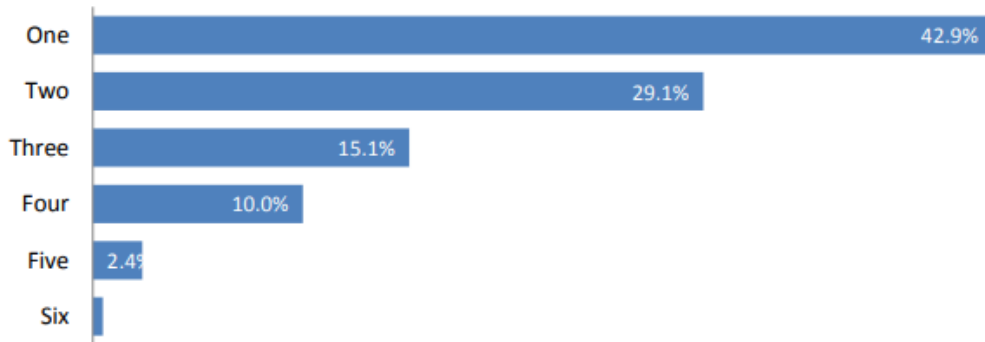


Q 4. Number of Semesters Attended:
(N = 846)



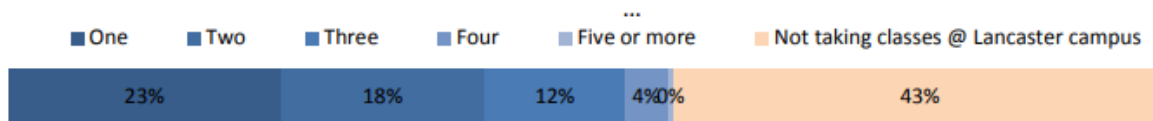
Q5. Number of classes that students are currently attending:

Seventy-two percent of students were attending one or two classes (N = 848)

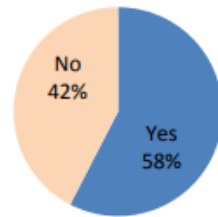


Q6. Number of classes taken at AVC's Lancaster Campus:

More than 40% of students were only taking classes at the Palmdale Center (N=860)



58% of students were taking classes at the Palmdale Center for the first time (Q7)
(N= 844)



1 in 5

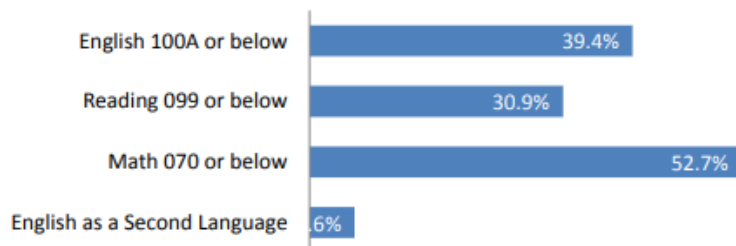
students added or dropped classes within the first three weeks of their first

semester at Palmdale Center (N = 852) (Q8)

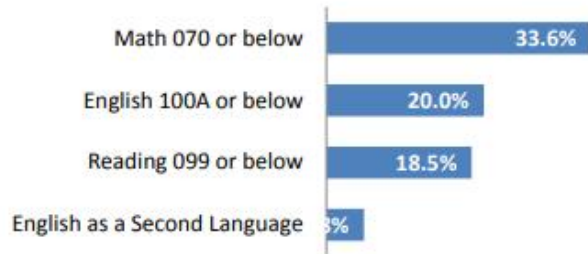
Q9. Of the courses you enrolled in during your first semester at the AVC's Palmdale Center, how many did you drop after the first day of class?
(N=853)



q10. In your first semester at the Palmdale Center, did your placement test scores indicate that you needed to take any of the following courses? (N = 843)



Q11. Which of the following courses did you take during your first semester at AVC's Palmdale Center? (N = 837)

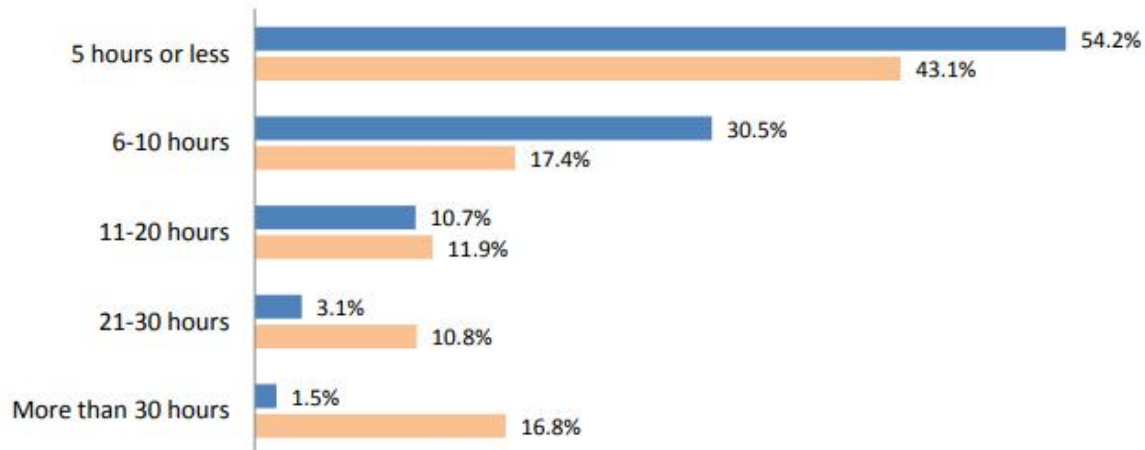


83% applied and 65% received financial aid to help with the cost of college this semester (scholarships, grants, loans, etc.) (Q14)

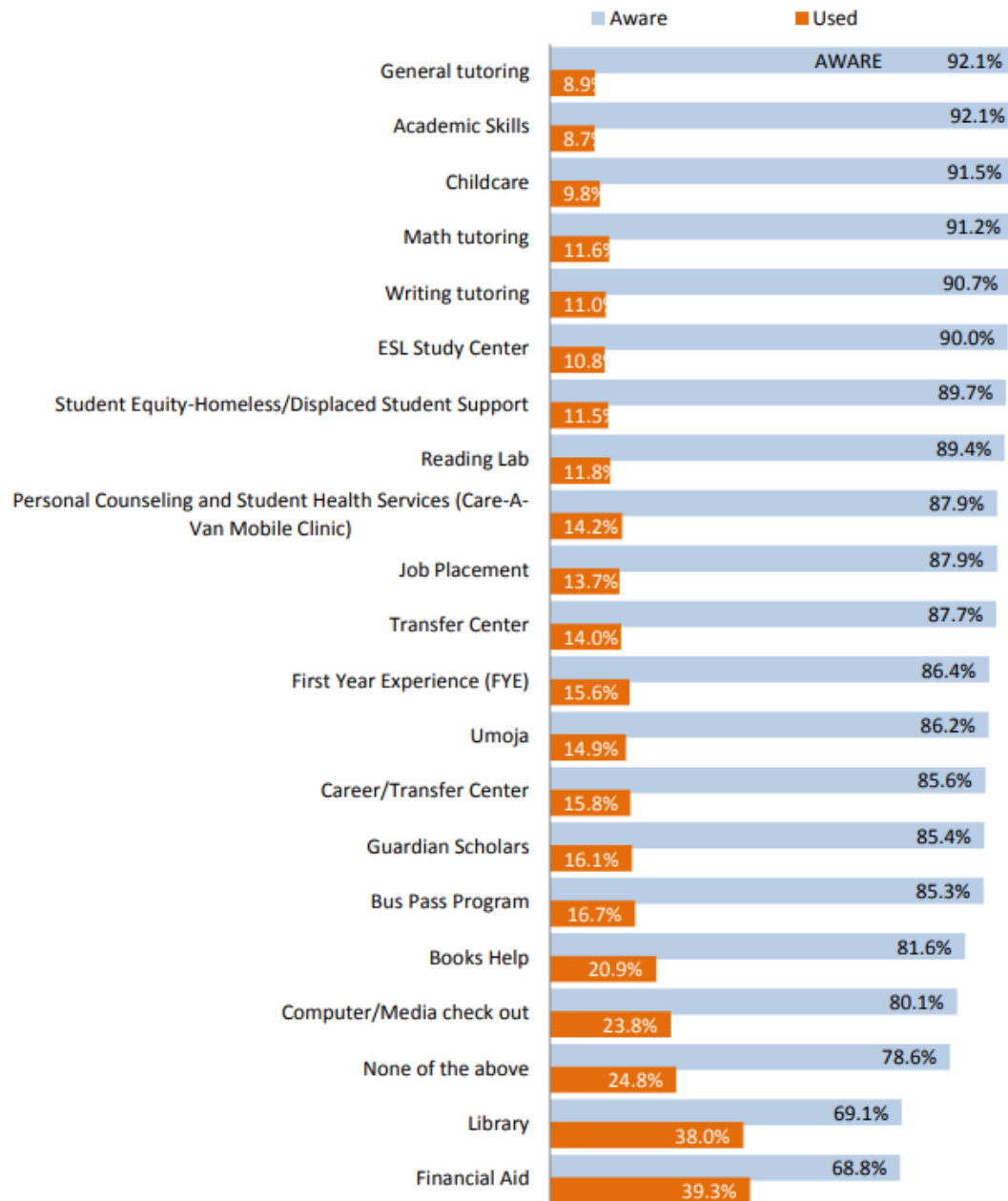


Q15. During the first three weeks of your fall semester at this college, about how many hours did you spend in a typical weekday doing each of the following?

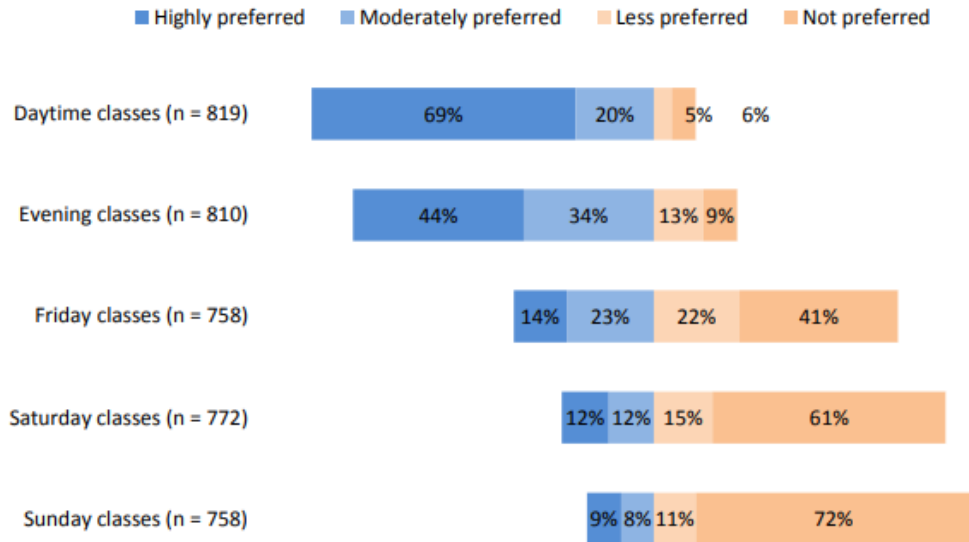
■ Preparing for class (n = 829) ■ Working for pay (n = 656)



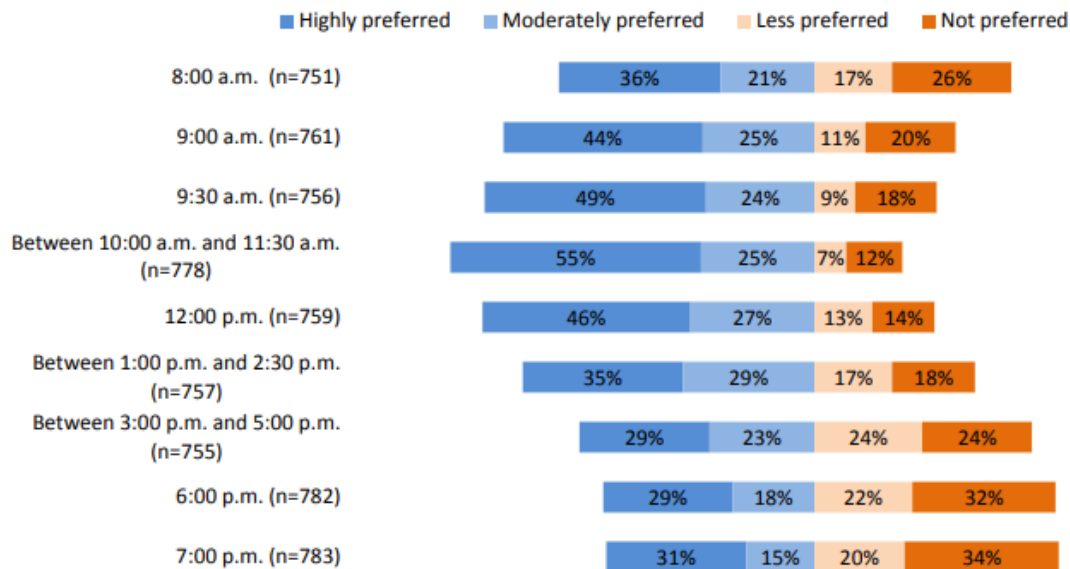
Q13. Please tell us whether you are **aware** of or have **used** the following services Antelope Valley College provides for students. Please respond in terms of your whole experience at Antelope Valley College. (N = 854)



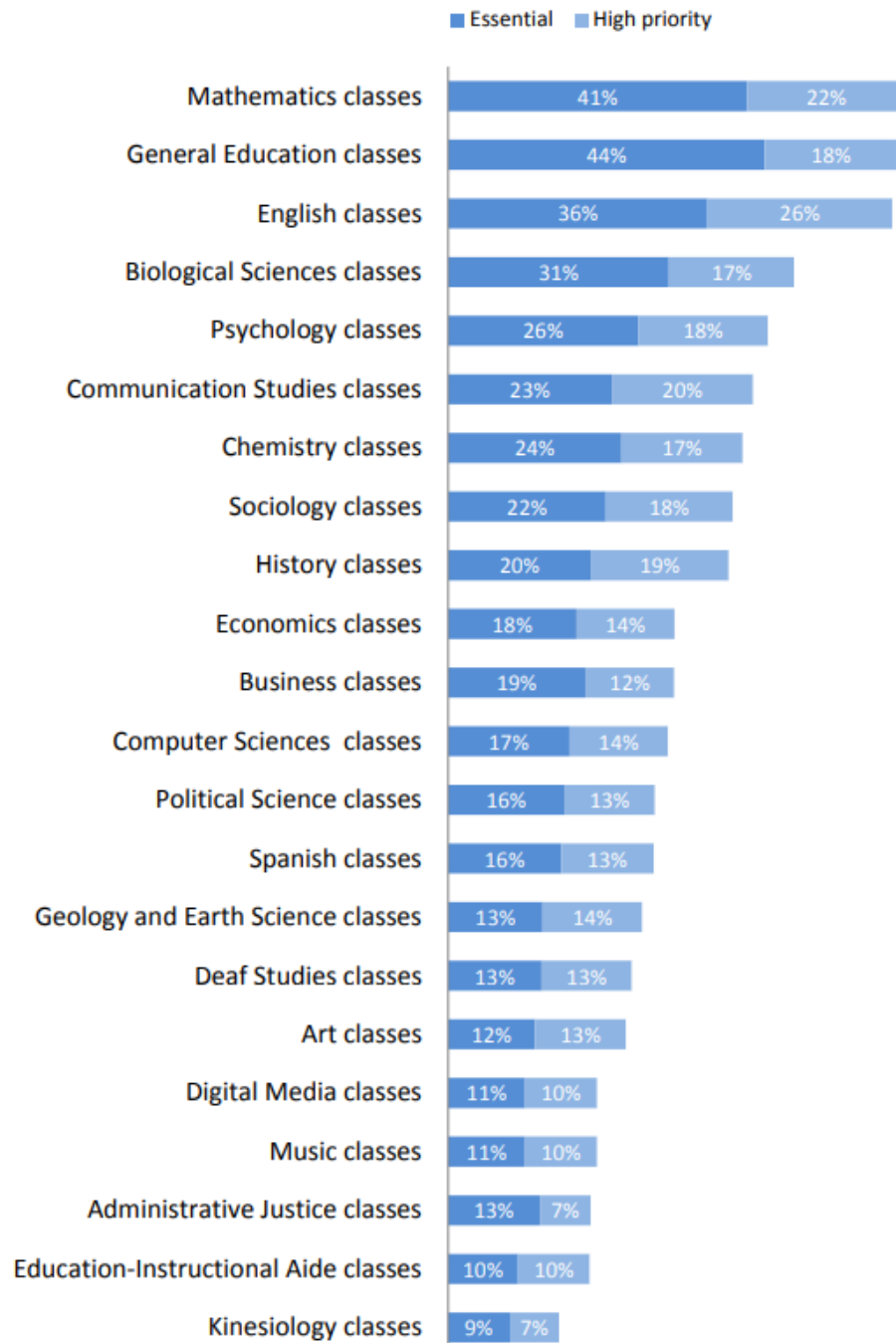
Q 16. Preferences regarding taking classes
The highest preference is for Daytime and Evening Classes



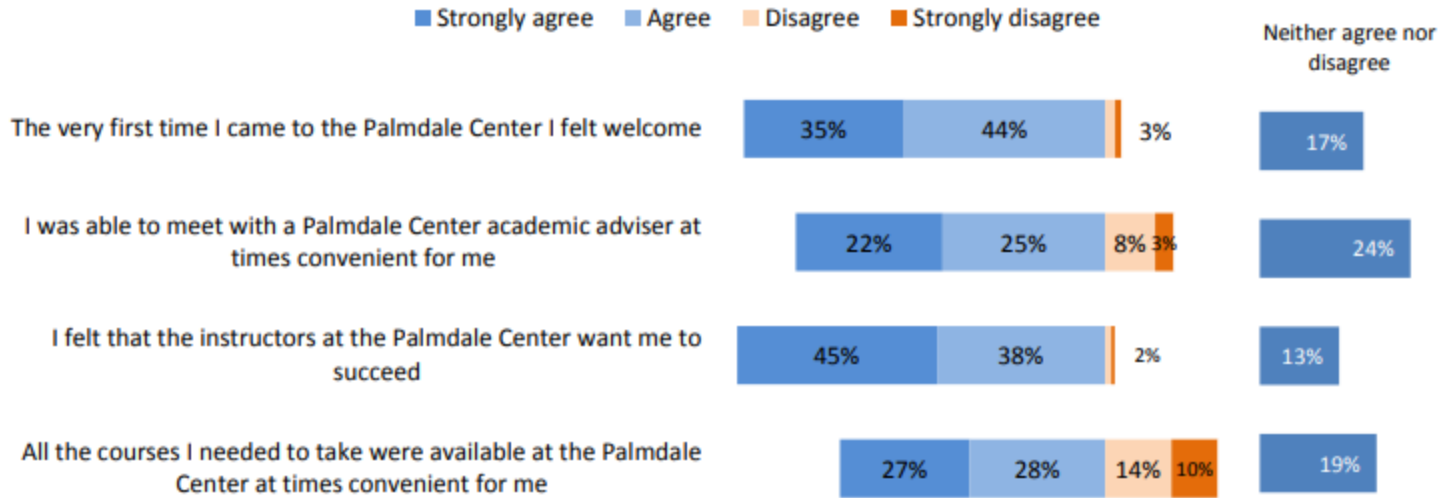
q17. Preferences for class start times at the AVC's Palmdale Center



q18. Subjects with Essential and High Priorities



q12. First Experience at AVC's Palmdale Center (N=872)



Four in five students live within 15 miles from the AVC's Palmdale Center (Q20)





81% (676) used their own vehicle as their means of transportation (followed by carpooling (9%) and Public transportation). Among other means were parents/family member; walking; Uber/Lyft) – q.21.

q.22-23. **Half** of the students (51%) were **aware** of the **express bus service** between Palmdale Center and Lancaster campus, but only **8%** (66) were **using** it to travel between two locations.

q.24. **94% (791)** of respondents had access to a **computer** (where they live or work, or nearby) that they could use for school work

q.25. **72% (598)** of respondents were interested in being **employed** while attending AVC.

q.26. **60% (490)** of respondents were interested in **speaking directly** with employers at a Palmdale Center **job fair**.

Are there any other classes or degree programs you would like to see offered at AVC's Palmdale Center? (Q19)	
Culinary	6
Nursing/RN	6
veterinarian program	4
CFE	3
MUSIC	3
ultrasound /sonography major	6
Criminal Justices	2
engineering	2
Film	2
forensic course	2
psychology	3
social work	2
a movie and tv show class	1
accounting 201, accounting 205, psychology 200 & 201	1
accounting, yoga/stress classes to help organize and study for students returning to school after 10+ years since graduating high school.	1
AEROSPACE ENGINEERING	2
AFAB program	2
All programs not already offered	1
anatomy, physiology, and microbiology courses (+evening)	4
Anthropology (my former major)	1
More ART CLASSES/ART 135/Art day classes	5
AVC needs to offer more classes at the Palmdale center that are advanced.	1
bachelors in business	1

Biology	2
BUSINESS /Business Adm.	4
ceramics, English 100A	1
Chicano studies	1
childcare classes	1
Chinese, French, Korean, and Japanese over Spanish	6
Clothing and textiles.	1
co sci classes	1
commercial music	1
computer applications especially for successful completion of the MS Office Certification	1
computer science AS-T would be preferred.	1
dance classes (hip hop)	2
Day classes	1
Daytime computer science classes.	1
Deaf Studies	2
biology , analyzing, physiology	1
Dental Hyg/Assisting	1
digital marketing and electronic music production	1
early child development classes	1
ELECTRICIAN AND WELDING	1
electronics engineering	1
ESL?	1
fashion?	1
Fire Science	1
Game Animation	1
GED	1
grammar classes	1
Higher level mathematics, Physics	1
higher political science course	1
higher science division	1

hospitality/ agriculture	2
interior design, unfortunately AVC is removing the program	2
law programs	1
linguistics	1
LVN	1
Medical related majors/classes	5
more chemistry and bio classes	1
more classes that deal with different aspects of Maya and adobe animate	1
More Higher level classes	1
More math and English classes (Math125)	3
more sociology courses	1
multi media	1
night level math, engineering	1
NUTRITION DEGREE	1
orchestra	1
paralegal program	1
Personal Finance	1
pharmacy tech, nutritionist	1
Philosophy; all classes	1
phlebotomy, lab technician classes etc.	1
Photoshop, editing, film, photography here at the Palmdale center	4
physical therapy, occupational therapy	1
speech and language pathology	1
teaching	1
theater and ASTRONOMY	1
video editing	1
wood shop	1

List of Majors (and Number)

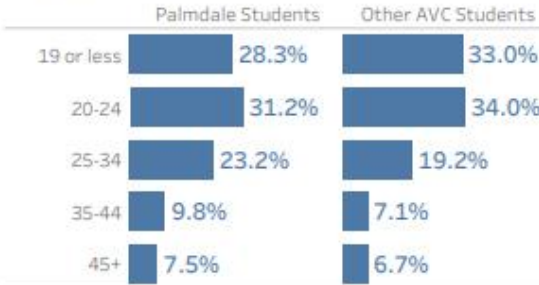
Registered Nurse	66	Aerospace Engineering	3
Nursing	59	Anthropology	3
Administration Of Justice	57	Computer Networking	3
Psychology	52	Dental Hygiene	3
Business Administration	40	Doctor For Disabled Children	3
Child And Family Education	36	Fashion Design	3
Biological Sciences	34	Horticulture	3
Undecided	29	Political Science	3
Software Development	27	Software Engineering	3
Radiologic Technology	26	Speech Therapist	3
Business General	22	Theater Arts	3
LAS: Arts And Humanities	19	VET TECH	3
Criminal Justice	17	Animal Science	2
Kinesiology	15	Animation	2
Afab	14	Commercial Music	2
Engineering	14	Computer Animation	2
LAS: Social And Behavioral Sciences	14	Computer Engineering	2
Deaf Studies	14	Interior Design	2
Early Childhood Education	13	Marketing	2
English	13	Occupational Therapist	2
LAS: Math And Science	13	Small Business Management	2
Medical Assistant	12	Welding	2
Mathematics	11	Administrative Assistant	1
Mechanical Engineering	11	Aircraft Powerplant	1
Accounting/ Bookkeeping	8	Architecture	1
Electric Engineering	8	Auto Mechanic	1
Computer Science	7	Automotive Technology	1
Computer Software Development	7	Aviation Technician	1
ESL	7	Chemistry	1
Music	7	Civil Engineering	1
Film & Video Production	6	Commercial Photography	1
History	6	Construction Management	1
Nutrition	6	Economics	1
Social Worker	6	Emt Paramedic	1
Art History/Art	6	Food Science And Technology	1
Computer Information System	5	Game Animation	1
Electronics Technology	5	Hcwr	1
Fire Technology	5	Journalism	1
Law	5	Philosophy	1
Sociology	5	Physical Therapy	1
Communication Studies	4	Physics	1
Digital Media	4	Physiology	1
Graphic Design	4	PROBATION	1
Lvn	4	Studio Arts	1
Office Specialist	4	Spanish	1



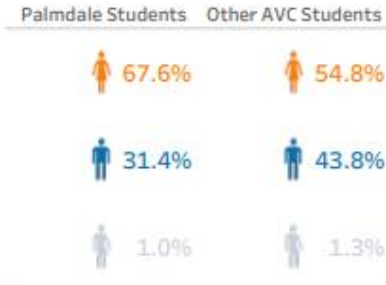
Fall 2018 Student Profile (as of 11/19/2018)

Cohort Selector
Palmdale

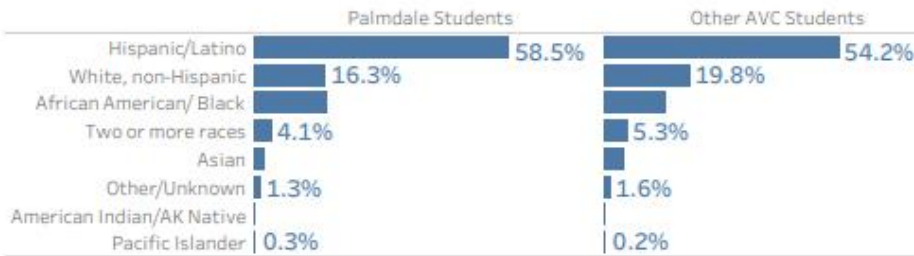
Age Groups



Gender



Race/Ethnicity

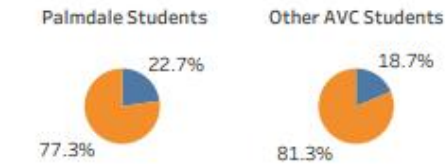


	Palmdale Students	Other AVC Students
Avg. # of Terms	3.3	3.7
Avg. GPA	2.6	2.7
Avg. AVC Earned Hours	34.6	37.8
Max. AVC Earned Hours	225	384
Completion Rate	77.1%	78.8%
Avg. Transfer Earned Hours	27.6	25.3
Transfer Completion Rate	89.9%	92.8%
Avg. Enrolled Units	8.5	7.6
Number of Students	3,784	9,945

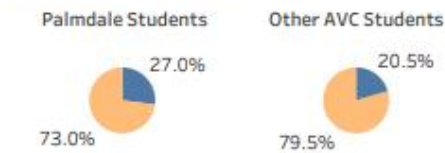
Top 20 Declared Majors

	Palmdale Students	Other AVC Students
1 Registered Nursing	14.1%	13.4%
3 AS-T Business Administration	5.8%	4.0%
4 AA-T Psychology	4.8%	4.2%
5 LAS: Arts and Humanities	1.6%	4.2%
6 Biological Sciences	2.5%	3.6%
7 Administration of Justice	4.2%	2.5%
8 LAS: Social/Behavioral Science	3.5%	2.6%
9 AS-T Administration of Justice	3.4%	2.5%
10 Engineering	2.0%	2.7%
11 Child & Family Education	4.0%	1.6%
12 AA-T Sociology	2.8%	2.0%
13 General Business	2.1%	2.0%
14 Aircraft Fabrication&Assembly	2.3%	1.8%
15 AS-T Early Childhood Education	3.4%	1.3%
16 Radiologic Technology	2.1%	1.6%
18 Computer Software Developer	1.3%	1.9%
17 AA-T Kinesiology	1.4%	1.9%
19 AS-T Biology	1.7%	1.7%
20 LAS: Math and Sciences	1.2%	1.6%

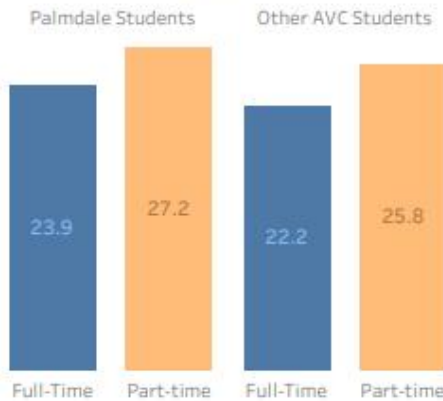
% Enrolled in Basic Skills



Part-Time vs. Full-Time



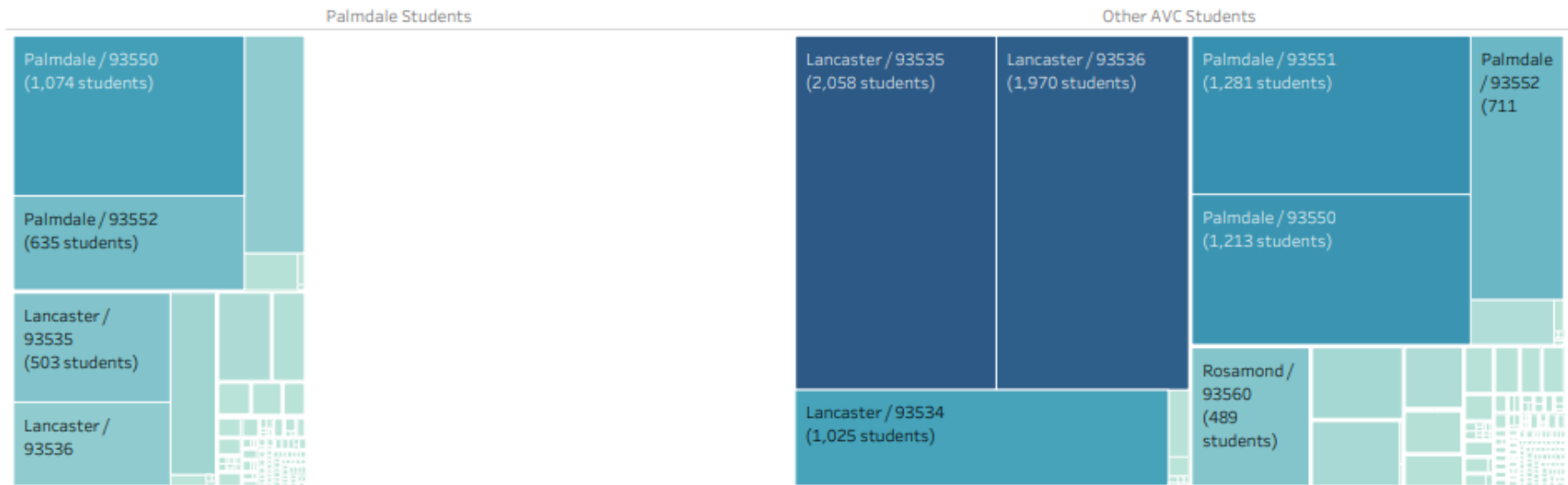
AVG. Age



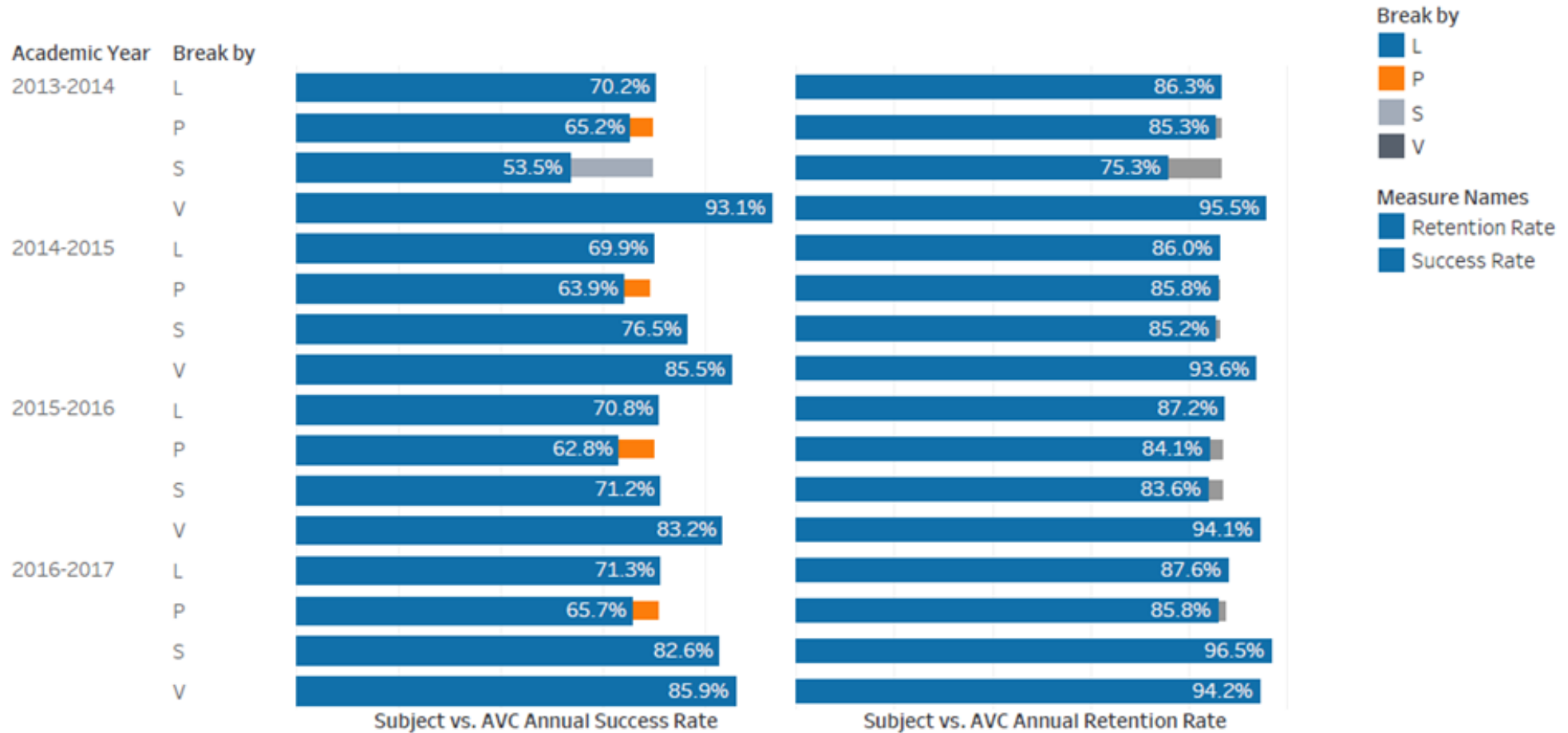
Ed Goals (Percentage | (Number of students if more than 10))

	Palmdale Students	Other AVC Students
Obtain an AA and transfer to baccalaureate granting institution	53.5% (2,023)	54.2% (5,395)
Obtain a two-year associate degree without transfer	26.6% (1,007)	24.1% (2,395)
Discover/Formulate career interests, plans, goals	2.7% (103)	2.8% (281)
Transfer to a 4-year institution without an AA degree	2.3% (88)	2.4% (240)
Earn a career technical Certificate without transfer	3.8% (144)	4.6% (460)
Undecided on goal	1.3% (49)	1.1% (114)
University /4-year college student taking courses to meet university/college requirements	0.2% ()	0.2% (21)
Obtain a two-year vocational degree without transfer	0.1% ()	0.2% (19)
Educational development (intellectual, cultural)	0.2% ()	0.2% (19)
Complete credits for high school diploma or GED	0.0% ()	0.0% ()
Maintain certificate or license (e.g. Nursing, Real Estate)	0.0% ()	0.1% ()
Move from noncredit coursework to credit coursework		0.0% ()
Advance in current job/career (update job skills)	0.0% ()	0.1% (13)
Improve basic skills in ENGL, READ, or MATH	1.0% (36)	0.6% (56)
Prepare for a new career (acquire job skills)	0.3% (13)	0.3% (27)
Grand Total	100.0% (3,784)	100.0% (9,945)

Number of Students by City/Zip Code



Success, Retention, and Enrollment Numbers by Subject and Academic Year



FTES by Subject (Major Terms)

Term Code

	2013 Fall	2014 Fall	2014 Spring	2015 Fall	2015 Spring	2016 Fall
L	4,538.1	4,585.8	4,467.1	4,409.4	4,419.9	
P	555.8	503.6	548.0	545.2	499.4	
S	14.8	15.7	14.2	14.5	8.2	
V	54.0	56.4	57.2	66.7	57.9	
Grand ..	5,162.7	5,161.5	5,086.4	5,035.8	4,985.3	

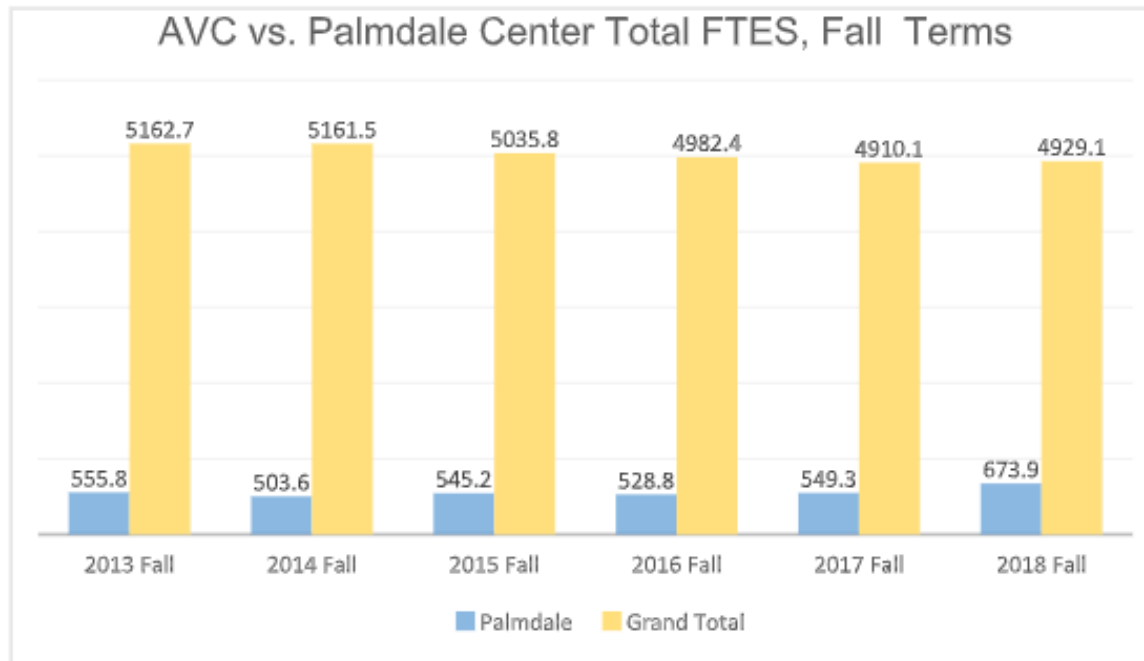
FTES by Subject (Major Terms)

Term Code

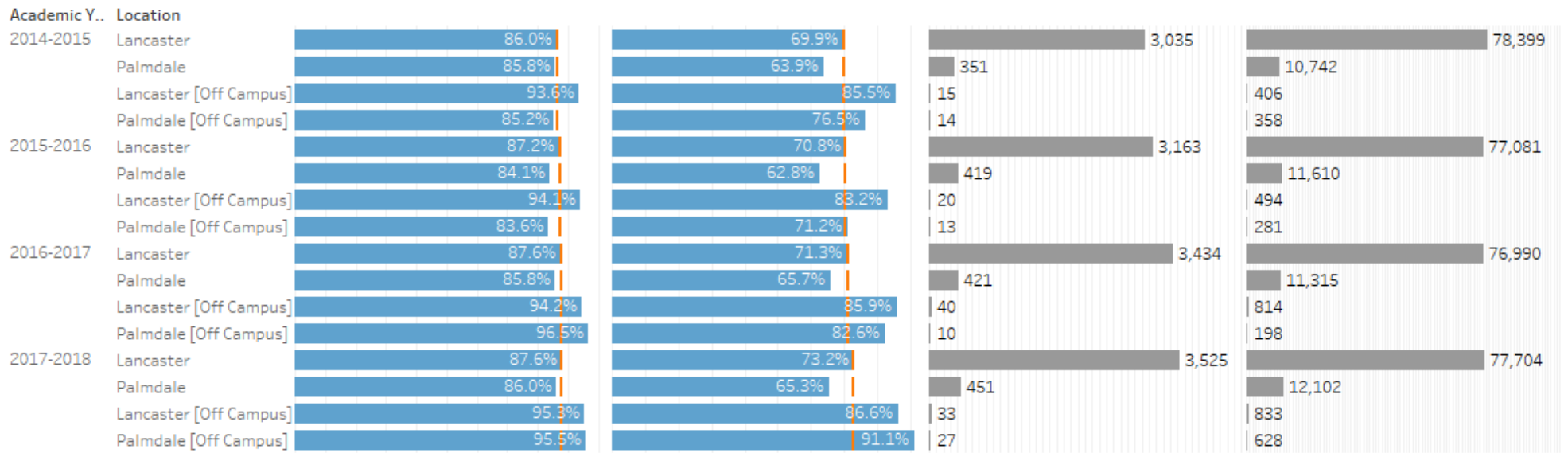
	2016 Fall	2016 Spring	2017 Spring	2017 Fall
L	4,371.4	4,219.2	3,854.3	4,223.7
P	528.8	538.8	481.5	549.3
S	7.3	6.8	5.7	65.3
V	74.9	65.3	70.5	71.8
Grand ..	4,982.4	4,830.1	4,412.0	4,910.1

Palmdale FTES - Comparison/ Fall Terms

Location	2013 Fall	2014 Fall	2015 Fall	2016 Fall	2017 Fall	2018 Fall
Lancaster	4538.1	4585.8	4409.4	4371.4	4223.7	4106.0
Palmdale	555.8	503.6	545.2	528.8	549.3	673.9
S	14.8	15.7	14.5	7.3	65.3	63.0
V	54.0	56.4	66.7	74.9	71.8	86.3
Grand Total	5162.7	5161.5	5035.8	4982.4	4910.1	4929.1



Palmdale Annual Retention Rate



Subject vs. AVC Annual Retention Rate

Subject vs. AVC Annual Success Rate

Number of Sections

Student Enrollment

Palmdale Success Retention

Camp	Term S..	Term (copy)	Success	Retention	Enrollment #	AVC Term Enrollment..	% of Total Enrollment	# of Sections (CRN)	AVC # of Sections by ...	% of Total Sections
P	Summ..	2012 Summer	74.6%	89.1%	1,534	1,592	96.4%	69	101	68.3%
		2013 Summer	73.3%	88.9%	1,554	3,729	41.7%	49	224	21.9%
		2014 Summer	74.7%	89.1%	1,318	4,222	31.2%	41	242	16.9%
		2015 Summer	74.7%	88.6%	1,133	4,813	23.5%	38	273	13.9%
		2016 Summer	75.9%	92.0%	1,247	5,097	24.5%	45	329	13.7%
		2017 Summer	76.4%	92.6%	610	5,405	11.3%	21	364	5.8%
		2018 Summer	71.5%	87.7%	1,786	5,833	30.6%	69	383	18.0%
Falls		2012 Fall	65.8%	87.0%	4,882	13,942	35.0%	152	1,370	11.1%
		2013 Fall	63.7%	84.4%	4,914	14,456	34.0%	154	1,466	10.5%
		2014 Fall	62.0%	85.6%	4,590	14,669	31.3%	146	1,532	9.5%
		2015 Fall	61.8%	83.7%	5,076	14,758	34.4%	176	1,533	11.5%
		2016 Fall	62.5%	83.9%	5,007	14,554	34.4%	179	1,668	10.7%
		2017 Fall	62.3%	84.3%	5,355	14,577	36.7%	199	1,730	11.5%
		2018 Fall	66.0%	85.7%	6,468	14,737	43.9%	231	1,672	13.8%
Inters..		2013 Intersession	78.2%	89.7%	174	1,947	8.9%	8	126	6.3%
		2014 Intersession	80.7%	93.6%	435	2,863	15.2%	14	139	10.1%
		2015 Intersession	75.7%	91.5%	399	2,970	13.4%	13	130	10.0%
		2016 Intersession	77.1%	88.5%	468	2,993	15.6%	20	166	12.0%
		2017 Intersession	86.4%	94.2%	516	3,130	16.5%	20	208	9.6%
		2018 Intersession	85.7%	95.6%	517	3,258	15.9%	20	226	8.8%
Springs		2013 Spring	64.2%	83.5%	5,106	14,213	35.9%	165	1,443	11.4%
		2014 Spring	62.7%	84.3%	4,834	14,496	33.3%	161	1,520	10.6%
		2015 Spring	61.5%	84.4%	4,435	14,391	30.8%	151	1,511	10.0%
		2016 Spring	59.8%	83.0%	4,933	14,255	34.6%	185	1,643	11.3%
		2017 Spring	64.2%	85.1%	4,545	13,656	33.3%	177	1,700	10.4%
		2018 Spring	65.2%	86.1%	5,620	13,957	40.3%	211	1,716	12.3%