

Focus On Results

Accountability Reporting for the California Community Colleges

A Report to the Legislature,
Pursuant to AB 1417
(Pacheco, Stat. 2004, Ch. 581)



California Community Colleges Chancellor's Office

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Victor Valley College

Victor Valley Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	44.6%	45.5%	43.5%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	68.4%	70.3%	68.9%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	60.3%	61.0%	59.9%



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Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	73.3%	71.5%	71.2%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	54.3%	56.0%	52.8%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	50.8%	49.3%	48.7%
Basic Skills Improvement Rate	55.1%	58.2%	54.4%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

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Victor Valley Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	18,639	20,831	20,157
Full-Time Equivalent Students (FTES)*	9,211	10,027	10,002

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	32.5%	31.4%	31.7%
20 - 24	23.5%	23.7%	25.8%
25 - 49	36.1%	37.0%	34.9%
Over 49	7.8%	7.7%	7.4%
Unknown	0.0%	0.1%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	57.2%	55.6%	56.7%
Male	40.4%	41.9%	41.6%
Unknown	2.4%	2.5%	1.7%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	11.6%	12.4%	13.5%
American Indian/Alaskan Native	1.0%	1.0%	0.7%
Asian	2.6%	2.4%	2.0%
Filipino	1.6%	1.5%	1.2%
Hispanic	32.0%	32.9%	35.8%
Pacific Islander	0.6%	0.6%	0.4%
Two or More Races	.%	0.0%	1.6%
Unknown/Non-Respondent	7.1%	8.4%	6.5%
White Non-Hispanic	43.5%	40.8%	38.3%

Source: Chancellor's Office, Management Information System



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College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	43.5	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	68.9	72.4	57.8	80.3	B2
C	Persistence Rate	59.9	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.2	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.8	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	54.4	55.2	48.1	62.8	F4
G	Improvement Rate for Credit ESL Courses	48.7	49.4	9.6	83.3	G2

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



ARCC 2011 Report: College Level Indicators

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Victor Valley Community College District

College Self-Assessment

The Victor Valley Community College District service area is a transitional suburban region that has experienced a severe decline in economic activity during the last two and one half years, a negative trend in population growth beginning in 2006, and an unemployment rate well above the State average. Although the district is experiencing unprecedented student demand for classes and services, State funding restrictions resulted in 2009-2010 schedule reductions accompanied by a 3% point decline in enrollment. The most significant student demographic changes for 2009-2010 over 2008-2009 included an increase of 2.1% points in the 20-24 age group, and a decline of 2.1% points in the 25-49 age group. In addition, there was a decline of 2.5% points in white non-Hispanic students, an increase of 1.1% points in African American students, and an increase of 2.9% points in Hispanic students. In comparison with regional demographics, the district student population under-represents white non-Hispanics and males and over-represents African Americans, Pacific Islanders, and Hispanics.

ARCC 2011 shows VVCCD performance declined from ARCC 2010 on all seven indicators while average peer group performance improved on six out of seven indicators. Notably, VVCCD's 2011 performance dropped below ARCC 2009 on five out of seven indicators.

1. At 43.5% VVCCD declined 2.0% points over last year on Student Progress and Achievement. Performance is now 5.9% below the peer group average and 0.5% points above the peer group low.
2. VVCCD's Percentage of Students Who Earned at Least 30 Units for 2011 declined 1.4% points over 2010 and is 3.5% points below the peer group average.
3. The Persistence Rate for VVCCD declined 1.1% points from 2010 and is 9.3% points below the peer group average.
4. VVCCD's Vocational Course Completion Rate declined 0.3% points from 2010 and is 2.6% points below the peer group average.
5. The Basic Skills Successful Course Completion Rate for VVCCD declined 3.2% points for 2011 and is now 3.7% points below the peer group average.
6. VVCCD's 2011 ESL Improvement Rate declined 0.6% points from 2010 and is 0.7% points below the peer group average. Corrections to course basic data elements relevant to proper tracking on this indicator have been made and are reflected in the increase of 35.7% points over the rate originally reported in 2010 for the 2008-2009 student cohort.
7. The VVCCD Improvement Rate in Basic Skills for 2011 declined 3.8% points from 2010 and 0.8% below the peer group average.

VVCCD's improvement goals for 2012 are to match or exceed the ARCC peer group averages for all seven indicators. At present, the district is underperforming most severely on the indicators of Persistence and Student Progress and Achievement. Proposals for addressing these deficiencies include a student "leavers survey;" collection and analysis of data regarding nonpersisting students; the review, analysis, revision, and implementation of registration and scheduling priorities and intervention procedures; and the collaborative development by faculty and administration of a recommended first year model class schedule to support and improve student persistence and success.

