

# Accountability Reporting for the California Community Colleges (ARCC, 2010)

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*Summary for Victor Valley College*

## **College Self-Assessment** *(based on 2009 ARCC data)*

In response to a regional economic decline and a major expansion in student demand, VVCCD is increasingly focused upon enrollment management. Outreach and development efforts at remote sites, such as the Victorville Education Center and feeder high schools have improved community access while maintaining sustainable growth. Having achieved an annual unduplicated headcount of nearly 21,000 and FTES above 10,000, VVCCD is now a medium sized college. Substantial increases in the percentage of students between 25 and 49 years of age (0.9 percentage points) and males (38.4% in '06-'07 to 41.9% in '08-'09) reveal how the recent growth has been accompanied by significant student demographic changes. Both changes reflect a serious decline in housing industry employment and a need on the part of an increasing number of males to return to college for skill improvement and/or job retraining.

Data from the ARCC 2010 Report reveal the following progress toward the VVCCD goal to match or surpass peer averages on all indicators.

1. At 45.4%, VVCCD has improved 1.1 percentage points over the last two years on Student Progress and Achievement. However, performance remains 2.5 percentage points below the peer average.
2. VVCCD's Percentage of Students Who Earned at Least 30 Units improved 3.9% over 2006-07, but remains 2.1% below the peer average.
3. The Persistence Rate for VVCCD increased 4.6% over the last year two years, but remains 5.6 percentage points below the peer average.
4. The Vocational Course Completion Rate has increased from 68.6% to 71.5% in the last two years, but falls 3.2 percentage points below the peer average.
5. In the last two years, the Basic Skills Completion Rate improved dramatically by 6.1 percentage points and is now only 0.3% below the peer average of 56.3%.
6. The 2010 ESL Improvement Rate is virtually unchanged over last year and continues to be below the peer average. Important to note is that corrections to course basic data elements relevant to proper tracking on this indicator are not yet reflected in these data.
7. With an increase of 7.4 percentage points since 2006-07, the VVCCD Improvement Rate in Basic Skills has increased more than any other indicator and is now only 0.8% below the peer average of 51.5%.

VVCCD improved during the last year on six out of seven indicators and nearly reached its goal to match peer averages on Basic Skills Improvement and Completion. These successes followed implementation of a revised basic skills curriculum including face-to-face instruction, lecture and laboratory settings, and new learning software. The two areas in which ARCC 2010 data demonstrate the greatest need for improvement are Persistence and ESL Improvement. College administration, faculty and staff will work together to address these needs.

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## Student Progress and Achievement (SPAR)

**Table 1.1 – SPAR (Degree/Certificate/Transfer):** Percentage of cohort of first-time students with minimum of 12 units earned who attempt a degree/certificate/transfer threshold course within six years of entry who are shown to have achieved ANY of the following outcomes or value-added measures of progress within six years of entry:

- Earned any AA/AS or Certificate (18 or more units).
- Actual transfer to a four-year institution (student shown to have enrolled at any four-year institution of higher education after enrolling at a CCC).
- Achieved “Transfer Directed” (student successfully completed both transfer-level Math AND English courses).
- Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA  $\geq 2.0$  in those transferable courses).

VVC COHORTS		PEER AVERAGE 2010	VVC COMPARISONS 2010	
			v. PEERS	v. SYSTEM
2001-2002 to 2006-2007	44.3%	47.9%	-2.5%	-6.9%
2002-2003 to 2007-2008	44.4%			
2003-2004 to 2008-2009	45.4%			

**Table 1.1a - Percent of Students Who Earned At Least 30 Units** while in the CCC system (value-added threshold of units earned as defined in wage studies as having a positive effect on future earnings)

VVC COHORTS		PEER AVERAGE 2010	VVC COMPARISONS 2010	
			v. PEERS	v. SYSTEM
2001-2002 to 2006-2007	66.1%	72.1%	-2.1%	-2.4%
2002-2003 to 2007-2008	68.0%			
2003-2004 to 2008-2009	70.0%			

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**Table 1.2 - Persistence Rate:** Percentage of cohort of first-time students with minimum of six units earned in a fall term who return and enroll in the subsequent fall term anywhere in the system.

VVC COHORTS		PEER AVERAGE 2010	VVC COMPARISONS 2010	
			v. PEERS	v. SYSTEM
Fall 2005 to Fall 2006	56.3%	66.5%	<b>-5.6%</b>	<b>-7.8%</b>
Fall 2006 to Fall 2007	60.0%			
Fall 2007 to Fall 2008	60.9%			

**Table 1.3 - Annual Successful Course Completion Rates in Vocational/Occupational/Workforce Development Courses:** Most recent annual rate and two preceding years of successful course completion in credit Vocational courses. Successful is defined as having been retained to end of term with a final course grade of A, B, C, or CR. SAM A, B, and C ONLY.

VVC COHORTS		PEER AVERAGE 2010	VVC COMPARISONS 2010	
			v. PEERS	v. SYSTEM
2006-2007	68.6%	74.7%	<b>-3.2%</b>	<b>-6.0%</b>
2007-2008	73.3%			
2008-2009	71.5%			

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## Pre-Collegiate Improvement/Basic Skills/ESL

**Table 1.4 - Annual Successful Course Completion Rate in Basic Skills Courses:** Most recent annual rate and two preceding years of successful course completion in credit basic skills courses. Successful is defined as having been retained to end of term with a final course grade of A, B, C, or CR.

VVC COHORTS		PEER AVERAGE 2010	VVC COMPARISONS 2010	
			v. PEERS	v. SYSTEM
2006-2007	49.9%	56.3%	-0.3%	-5.5%
2007-2008	54.3%			
2008-2009	56.0%			

**Table 1.5 - Basic Skills Improvement Rate:** Percent of students who successfully completed at least one credit basic skills course in a term who successfully completed a higher level credit basic skills course in the same discipline (reading, writing, math, respectively) or a college level course within two years of taking the first basic skills course (a three-year cohort examination). Only students starting at two or more levels below college level/transfer level will be counted.

VVC COHORTS		PEER AVERAGE 2010	VVC COMPARISONS 2010	
			v. PEERS	v. SYSTEM
2004-2005 to 2006-2007	43.3%	51.5%	-0.8%	-2.5%
2005-2006 to 2007-2008	48.1%			
2006-2007 to 2008-2009	50.7%			

**Table 1.5 - ESL Improvement Rate:** Percent of students who successfully completed at least one credit ESL course in a term who successfully completed a higher level credit ESL course or a college level course within two years of taking the first ESL course (a three-year cohort examination). Only students starting at two or more levels below college level/transfer level will be counted.

VVC COHORTS		PEER AVERAGE 2010	VVC COMPARISONS 2010	
			v. PEERS	v. SYSTEM
2004-2005 to 2006-2007	5.8%	41.5%	-27.5%	-36.1%
2005-2006 to 2007-2008	14.6%			
2006-2007 to 2008-2009	14.0%			

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## VVC Targets

**Table 2.1** – The following shows preliminary goals (as of August 2010) for improvement on all ARCC indicators.

ARCC INDICATOR	VVCC RATES 2009	VVCC RATES 2010	PEER AVERAGE 2010	VVC 2009 V. VVC 2010	VVC V. PEERS 2010	TARGET 2012
SPAR	44.4%	45.4%	47.9%	+1.0%	-3.5%	at or above peer rates
EARNED 30-UNITS	68.0%	70.0%	72.1%	+2.0%	-4.1%	at or above peer rates
PERSISTENCE	60.0%	60.9%	66.5%	+0.9%	-6.5%	at or above peer rates
VOCATIONAL COURSE COMPLETION	73.3%	71.5%	74.7%	-1.8%	-1.4%	at or above peer rates
BASIC SKILLS COURSE COMPLETIONS	54.3%	56.0%	56.3%	+1.7%	-2.0%	at or above peer rates
BASIC SKILLS IMPROVEMENTS	48.1%	50.7%	51.5%	+2.6%	-3.4%	at or above peer rates
ESL IMPROVEMENTS	14.6%	14.0%	41.5%	-0.6%	-26.9%	at or above peer rates