

TO: BOARD OF TRUSTEES
FROM: SUPERINTENDENT
INFORMATIVE REPORT NO. 20-2008/09-IR/AA

Prepared by the Office of Academic Affairs
for Presentation to the Board of Trustees

June 8, 2009

SUBJECT: ACCOUNTABILITY REPORTING FOR THE COMMUNITY COLLEGES (ARCC):
AB 1417 (PACHECO, 2004)

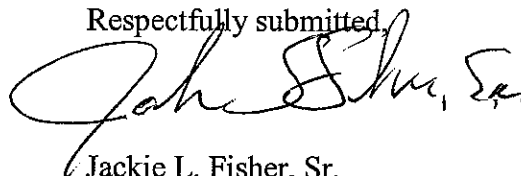
A. BACKGROUND

Assembly Bill 1417 requires a yearly report on a set of performance indicators for the California Community Colleges (CCC). This reporting system has been named the *Accountability Reporting for the Community Colleges (ARCC)*. As required by the Legislature, the CCC System Office will produce this report each year and disseminate it so that each college will share it with its local Board of Trustees. The System Office will also make the report available to State government policymakers and the public at large. The report presents community college performance data that is aggregated and analyzed at two levels: the individual college level and across the community college system.

B. BUDGET IMPLICATIONS

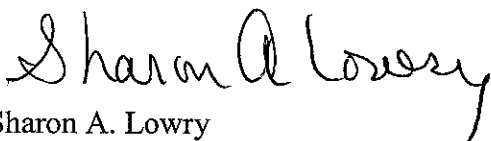
There are no fiscal impacts to the District budget.

Respectfully submitted,



Jackie L. Fisher, Sr.
Superintendent/President

Prepared by:



Sharon A. Lowry
Vice President of Academic Affairs

Accountability Reporting for the Community Colleges (ARCC): AB 1417 (Pacheco, 2004)

Assembly Bill 1417 requires a yearly report on a set of performance indicators for the California Community Colleges (CCC). This reporting system has been named the *Accountability Reporting for the Community Colleges* (or *ARCC*). As required by the Legislature, the CCC System Office produces this report each year and disseminates it for each college to share with its local board of trustees. The System Office also makes the report available to state government policymakers and the public at large. The report presents community college performance data that is aggregated and analyzed at two levels: the individual college level (college core indicators) and across the community college system (system wide indicators). The goal is to make policymakers, local college officials, and elected boards aware of system and college performance in seven specific areas of effort and to inform the public about overall system performance. The seven areas reported for the individual colleges are:

1. Student Progress and Achievement Rate
2. Percent of Students Who Earned at Least 30 Units
3. Persistence Rate
4. Annual Successful Course Completion Rate for Credit Vocational Courses
5. Annual Successful Course Completion Rate for Basic Skills Courses
6. Improvement Rates for Credit Basic Skills Courses
7. Improvement Rates for Credit ESL Courses

Colleges are not compared on a system wide basis; they are instead grouped statistically into peer groups for each of the seven measures. Peer groups are based on factors that influence the performance indicator and each of the six peer groups will likely be a different group of colleges.

For example, distance to a four-year college can influence transfer rates so on that performance indicator colleges are grouped in part with colleges having a similar distance to the nearest four-year college.

Each college provides a 500-word self-assessment for inclusion in the report. This self-assessment addresses the college's performance results as presented in the College Performance Indicators section of the ARCC report.

Antelope Valley College Results

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	54.0	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	73.8	71.1	63.2	78.4	B2
C	Persistence Rate	67.1	69.3	53.8	80.6	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.6	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.9	56.0	42.8	65.9	E4
F	Improvement Rate for Credit Basic Skills Courses	45.8	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	24.8	41.3	7.9	80.5	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.

Antelope Valley College was founded in 1929 as a department of Antelope Valley Joint Union High School in Lancaster. The average daily attendance at the college was 13 during the 1929-30 school year. Enrollment grew steadily during the postwar years, partly because of the GI Bill of Rights and partly because Antelope Valley began developing an aircraft industry. In 1959, groundbreaking was held for a new college campus on 110 acres at Avenue K and 30th Street West where the college resides today. The college has expanded the campus size to approximately 135 acres through land purchases at the Lancaster location. A second site in the city of Palmdale has been added, with plans well under way to establish a second permanent campus in Palmdale.

Antelope Valley College has a long history of serving the communities of the valley through preparation for transfer to four-year colleges, lifelong learning, basic skills, general education, and vocational education. Antelope Valley College affords students

significant learning opportunities through devoted teaching, excellent support services, and an environment that is responsive to students' changing needs and circumstances.

The rapid growth of housing and population in Antelope Valley over the past decade has stopped because of the economic slowdown but has been replaced with an influx to the district of displaced workers seeking additional education and training. Because of this, the district is expected to continue its rapid growth for at least the next two years.

Enrollment is projected to grow from the current enrollment of 15,500 students to more than 20,000 students over the next decade. Successful outreach efforts to the local high schools combined with the rapid growth of the high school-age population in the valley have led to a rapid decline in the median age of Antelope Valley College students over the past five years. This decline has slowed this year with an influx of older students who have returned from the workforce to re-enter college. AVC has responded to both the changing needs of the younger student body with programs focused on increasing student success and retention and to the older students with additional workforce preparation courses.

Antelope Valley College scored mid-range in the peer group of each of the seven performance indicators in the ARCC 2009 report. Antelope Valley College showed increases in the Student Progress and Achievement Rate, Percent of Students Who Earned at Least 30 Units, the Persistence Rate, the Annual Successful Course Completion Rate for Credit Basic Skills Courses, the ESL Improvement Rate and the Basic Skills Improvement Rate. The Annual Successful Course Completion Rate for Vocational Courses had a slight decline over last year (from 76.1% last year down to 73.6% in this years report).

Antelope Valley College is dedicated to raising performance in all areas with a goal of continuously improving the success of our students. The Basic Skills Committee, Student Equity Committee, and the Enrollment Management Committee have all continued efforts to increase persistence and success of students enrolled at Antelope Valley College.