

II. INSTITUTIONAL EFFECTIVENESS MEASURES

A. Institutional Effectiveness Partnership Initiative

In March 2015, the CCC Board of Governors adopted a framework of institutional effectiveness indicators to measure the ongoing condition of each CCC's operational environment. Goals for each CCC are posted at <https://misweb.cccco.edu/ie/DistrictRates.aspx>. VC's indicators and goals are summarized below.

Ventura College Institutional Effectiveness Partnership Initiative			
◆ ◆ ◆ Summary of IEPI Indicator Goals for Ventura College ◆ ◆ ◆			
District and College Indicators	Goals		Result
	Short-Term	Long-Term	
District: Fiscal Viability Indicators			
1. Fund Balance: Ending UGF balance as percent of total expenditures	25.0%	25.0%	
2. Salary and Benefits: Percentage of UGF expenditures	88.0%	88.0%	
3. Annual Operating Excess/Deficiency: Net change in GF balance	\$1M	\$0	
4. Cash Balance: UGF and RGF cash balance, excluding investments	\$30M	\$41M	
District: Programmatic Compliance with State and Federal Guidelines			
5. Financial Statement: Maintain 'unmodified' or 'unqualified' audit opinion	Yes	Yes	
6. State Compliance: Maintain 'unmodified' or 'unqualified' audit opinion	Yes	Yes	
7. Federal Award/Compliance: Maintain 'unmodified'/'unqualified' audit	Yes	Yes	
College: Student Performance and Outcomes			
Scorecard Measures			
8. Completion Rate: Prepared for college (Optional)	--	--	
9. Completion Rate: Unprepared for college (Optional)	41.0%	48.0%	
10. Completion Rate: Overall (Optional)	--	--	
11. Remedial Rate: Mathematics (Optional)	--	--	
12. Remedial Rate: English (Optional)	55.0%	60.0%	
13. Remedial Rate: ESL (Optional)	--	--	
14. Career and Technical Education (Optional)	--	--	
Datamart Measures			
15. Successful Course Completion Rate (Required)	73.0%	75.0%	
16. Completion of Degrees (Optional)	--	--	
17. Completion Certificates (Optional)	--	--	
18. Transfers to Four-Year Institutions (For Information Only)			
College: Accreditation Status Indicator			
19. Accreditation Status: ACCJC Accreditation Status (Required)	FA-N	FA-N	
College: Fiscal Viability Indicator			
20. Full-Time Equivalent Students (Optional)	--	--	
College: Choice of Indicators			
21. Student Achievement: Choose one from Indicators 9, 11, 12, or 13			
9. Completion Rate – Unprepared for College			
22. College Choice (Optional): Self-identify an indicator related to any topic			
English Remedial Rates: Short-Term: 55%; Long-Term: 60%			

Abbreviations UGF = Unrestricted General Fund
 RGF = Restricted General Fund
 FA-N = Fully Accredited – No Action

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B. Core Indicators of Effectiveness

Introduction

Ventura College's Core Indicators of Effectiveness, developed by the College Planning Council and approved in May 2012, are broad measures that act as important gauges of the college's overall effectiveness as an institution of higher education. The measures were self-selected by the institution and data associated with them will be tracked over time to ascertain the college's performance related to each indicator. These metrics should not be viewed as the sole measures for evaluating the success or failure of Ventura College since some students attend the institution for reasons other than the obtainment of degrees or certificates or for transfer to four-year schools.

VC's Core Indicators of Effectiveness are publicly shared within the context of celebrating accomplishments and identifying areas needing improvement and are not used to evaluate the effectiveness of discrete courses, faculty or students. The measures are intended as an overall portrait of the institutional effectiveness of Ventura College and are not presented in ranked order of importance.

Indicators of Effectiveness

The college has established the following **thirteen** Core Indicators of Effectiveness.

1. Course Completion Rate

Using VC's **2008–2009** course completion rate as a **baseline, maintain or increase** the fall/spring annual course completion rate in future years.

The Course Completion Rate is the percentage of students who do not withdraw (receive W's) from class and who receive a grade notation of A, B, C, P, D, F, NP, RD, or I*.
(The Course Completion Rate was formerly known as the Retention Rate)

2. Course Success Rate

Using VC's **2008–2009** course success rate as a **baseline, maintain or increase** the fall/spring annual course success rate in future years.

The Course Success Rate is the percentage of students who receive a passing/satisfactory grade notation of A, B, IB, C, IC, or P.

3. Student Retention Rates

Using VC's **fall 2008** student retention rates as **baselines, maintain or increase** the fall-to-fall retention rates of **all first-time** students (whose primary college was VC) and first-time students by **ethnicity**.

The Student Retention Rate is the percentage of first-time fall students who receive a grade of A, B, C, P, D, F, NP, I*, or W in the succeeding spring and fall terms. (Formerly known as Persistence Rate)

4. Student Satisfaction

Establish target student satisfaction goals based on the spring 2009 district-wide Survey of Student Perceptions.

5. Student Engagement

Score **at or above** the **mean** in each of the **five** CCSSE Benchmarks of Effective Educational Practice:

- a. Active and Collaborative Learning
- b. Student Effort
- c. Academic Challenge
- d. Student-Faculty Interaction
- e. Support for Learners

The CCSSE (Community College Survey of Student Engagement) is conducted by The University of Texas, Austin and is administered at Ventura College in the spring of even-numbered years.

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B. Core Indicators of Effectiveness

6. California Community Colleges – Student Success Scorecard

Score **at or above** the Statewide Student Success Scorecard in Completion, Persistence, 30 Units, and Career Technical Education. In Remedial Math, Remedial English, and ESL, score **at or above** the statewide rates **within three years** (by the 2016 Student Success Report). The Student Success indicators being evaluated by Ventura College are listed below.

- | | |
|----------------------------|-------------------------------|
| a. Completion – Prepared | f. Career Technical Education |
| b. Completion – Unprepared | g. Remedial – Math |
| c. Completion – Overall | h. Remedial – English |
| d. Persistence – Overall | i. Remedial – ESL |
| e. 30 Units – Overall | |

7. Degrees and Certificates Awarded

With **2008–2009** as the **baseline** year, **maintain or increase** the college’s annual awards of Associate Degrees and Certificates.

8. Transfers

a. Transfers to Four-Year Institutions:

With **2008 – 2009** as the **baseline** year, **maintain or increase** the annual numbers of VC students transferring to a California public (CSU or UC), independent, or out-of-state university.

b. Transfer Velocity:

With **2005 – 2006** as the **baseline** year, **maintain or increase** the percentage of VC students who transfer **within four years** to a public or independent four-year institution within the US.

The CCC Chancellor’s Office – Transfer Velocity Project tracks cohorts of first-time college students for six years to determine if they show “behavioral intent to transfer” (i.e., they accumulated a minimum of 12 earned units and they attempted a transfer-level Math or English course).

c. Transfer Certified:

Using **2009 – 2010** as the **baseline** year, **maintain or increase** the number of students who are CSU–GE or IGETC certified.

9. Licensure Pass Rates

With **2008 – 2009** as the **baseline** year, **maintain or increase** licensure pass rates in the following technical or vocational programs:

- a. Registered Nursing
- b. Certified Nursing Assistant
- c. Paramedic
- d. Emergency Medical Technician (EMT)

10. Annual FTES

Maintain the college’s state-wide standing as a mid-sized college by meeting the minimum required FTES (Full-time Equivalent Student) to secure a mid-size college designation.

11. Faculty Productivity (Aggregate WSCH / FTEF)

Meet the college’s productivity goal as measured by achieving the Aggregate WSCH / FTEF quotient (Aggregate Weekly Student Contact Hours *divided by* FTEF) established by the VCCCD.

12. 75/25 Ratio (Full-Time / Part-Time Faculty Ratio)

Continue to **make progress** on a yearly (**or fall term**) basis toward the state-mandated requirement that 75% or more of Full-Time Equivalent Faculty be full-time.

13. Institutional Student Learning Outcomes

Establish baseline standards for Institutional (General Education) Student Learning Outcomes and then **meet or exceed** the baseline standards in future years.

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C. Overall Evaluation of Institutional Effectiveness

Ventura College has established **thirteen** Core Indicators of Effectiveness. However, since several of these Core Indicators are sub-divided into two or more effectiveness measures, there are actually a total of **31** standards of effectiveness. The **Scoreboard** below provides an overview of the results of evaluations of **29** of the indicators. Effectiveness goals were met for **18** of the measures; goals were not met for **11** of the measures; and for the remaining **two** measures, goals have not been developed. The college's plan for addressing those Core Indicators, for which goals were not met, is presented on the next page.

Ventura College Core Indicators of Effectiveness			
◆ ◆ ◆ ◆ ◆ Scoreboard ◆ ◆ ◆ ◆ ◆			
Effectiveness Indicator		Outcome	Result
No.	Abbreviated Title		
1	Course Completion Rate	2015-2016: Exceeded baseline rate by 2.2 points	Met Standard
2	Course Success Rate	2015-2016: Exceeded baseline rate by 5.9 points	Met Standard
3a	Retention Rate – All	Fall 2014 cohort: Exceeded baseline by 12.3 points	Met Standard
3b	Retention Rates – Ethnicity	Fall 2014 African-Americans: Below baseline by 1.2 points	Not Met
4	Student Satisfaction	Goals have not been developed	----
5a	Active Learning	CCSSE – 2016: Below peer group mean by 0.3 point	Not Met
5b	Student Effort	CCSSE – 2016: Below peer group mean by 2.1 points	Not Met
5c	Academic Challenge	CCSSE – 2016: Above peer group mean by 1.5 points	Met Standard
5d	Student-Faculty	CCSSE – 2016: Below peer group mean by 3.3 points	Not Met
5e	Support for Learners	CCSSE – 2016: Below peer group mean by 0.9 point	Not Met
6a	Completion – Prepared	Scorecard – Below Statewide average by 2.9 point	Not Met
6b	Completion – Unprepared	Scorecard – Exceeded Statewide average by 2.5 points	Met Standard
6c	Completion – Overall	Scorecard – Exceeded Statewide average by 3.8 points	Met Standard
6d	Persistence – Overall	Scorecard – Below Statewide average by 7.5 points	Not Met
6e	30 Units – Overall	Scorecard – Exceeded Statewide average by 3.9 points	Met Standard
6f	Career Technical Education	Scorecard – Exceeded Statewide average by 4.4 points	Met Standard
6g	Remedial – Math	Scorecard – Exceeded Statewide average by 1.6 points	Met Standard
6h	Remedial – English	Scorecard – Exceeded Statewide average by 8.8 points	Met Standard
6i	Remedial – ESL	Scorecard – Below Statewide average by 23.0 points	Not Met
7	Degrees and Certificates	2015-2016: Exceeded baseline by 1,662 degrees/certificates	Met Standard
8a	Transfer to 4-Year Schools	2014-2015: Exceeded baseline by 269 transfers	Met Standard
8b	Transfer Velocity	Below baseline year by 7 points	Not met
8c	Transfer Certified	Exceeded baseline by 685 transfer certificates	Met Standard
9a	Registered Nursing	Below baseline rate by 2 points	Not Met
9b	Certified Nurse Assistant	Exceeded baseline rate by 6 points	Met Standard
9c	Paramedic	Met baseline rate	Met Standard
9d	EMT	Exceeded baseline rate by 4 points	Met Standard
10	Annual FTES	2015-2016 FTES of 9,964 exceeds mid-size threshold	Met Standard
11	Faculty Productivity	In 2015-2016, the college did not meet its productivity goal	Not Met
12	75/25 Ratio	Progress toward goal has been sustained	Met Standard
13	Institutional SLO's	Goals have not been developed	----