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2016 Annual Report REVIEW

Ventura College
4667 Telegraph Road
Ventura, CA 93003

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Kimberly Hoffmans
3.	Phone number of person preparing report:	805 289-6380
4.	E-mail of person preparing report:	khoffmans@vcccd.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.venturacollege.edu/sites/default/files/files/apply-and-enroll/catalog/vccat14dp-web-with_links_rev_1_10.2014.pdf#page=9
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.venturacollege.edu/college-information/accreditation
6.	Total unduplicated headcount enrollment:	Fall 2015: 13,085 Fall 2014: 12,989 Fall 2013: 12,979
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	12,878
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	1,081
9.	Number of courses offered via distance education:	Fall 2015: 60 Fall 2014: 55 Fall 2013: 50
10.	Number of programs which may be completed via distance education:	2
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 3,243 Fall 2014: 3,144 Fall 2013: 2,675
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a	n/a

	program which leads to an associate degree?	
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Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	66.7 %									
14b.	Successful student course completion rate for the fall 2015 semester:	72.4 %									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. <i>Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</i></p> <table border="1"> <tr> <td>a.</td><td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td><td>1178</td></tr> <tr> <td>b.</td><td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td><td>N/A</td></tr> <tr> <td>c.</td><td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td><td>N/A</td></tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1178	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	N/A	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	N/A
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b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	N/A									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	N/A									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,458									
16b.	Number of students who received a degree in the 2014-2015 academic year:	1,169									
16c.	Number of students who received a certificate in the 2014-2015 academic year:	607									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	595									
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	1,207									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	Music Bilingual Cross-Cultural Studies Transfer Studies: IGETC Transfer Studies: CSU-GE									
19a.	Number of career-technical education (CTE) certificates and degrees:	144									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	47									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4									
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0									
20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:										

	<table border="1"> <tr> <th>Program</th><th>CIP Code 4 digits (###.##)</th><th>Examination</th><th>Institution set standard (%)</th><th>Pass Rate (%)</th></tr> <tr> <td>Certified Nursing Assistant</td><td>51.39</td><td>national</td><td>94 %</td><td>97 %</td></tr> <tr> <td>Nursing ADN</td><td>51.38</td><td>national</td><td>92 %</td><td>90 %</td></tr> <tr> <td>Paramedic</td><td>51.09</td><td>national</td><td>100 %</td><td>100 %</td></tr> <tr> <td>EMT</td><td>51.09</td><td>national</td><td>84 %</td><td>87 %</td></tr> </table>	Program	CIP Code 4 digits (###.##)	Examination	Institution set standard (%)	Pass Rate (%)	Certified Nursing Assistant	51.39	national	94 %	97 %	Nursing ADN	51.38	national	92 %	90 %	Paramedic	51.09	national	100 %	100 %	EMT	51.09	national	84 %	87 %																			
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21.	<p>2013-2014 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:</p> <table border="1"> <tr> <th>Program</th><th>CIP Code 4 digits (###.##)</th><th>Institution set standard (%)</th><th>Job Placement Rate (%)</th></tr> <tr> <td>Accounting</td><td>52.03</td><td>65.69 %</td><td>69.57 %</td></tr> <tr> <td>Business Management</td><td>52.02</td><td>65.69 %</td><td>68.42 %</td></tr> <tr> <td>Office Technology/Office Computer Applications</td><td>52.04</td><td>65.69 %</td><td>55.17 %</td></tr> <tr> <td>Automotive</td><td>47.06</td><td>65.69 %</td><td>87.5 %</td></tr> <tr> <td>Manufacturing and Industrial Technology</td><td>15.06</td><td>65.69 %</td><td>73.33 %</td></tr> <tr> <td>Civil and Construction Management Technology</td><td>46.04</td><td>65.69 %</td><td>71.43 %</td></tr> <tr> <td>Water and Wastewater Technology</td><td>15.05</td><td>65.69 %</td><td>75 %</td></tr> <tr> <td>Nursing</td><td>51.38</td><td>65.69 %</td><td>84.72 %</td></tr> <tr> <td>Child Development/Early Care and Education</td><td>19.07</td><td>65.69 %</td><td>85.71 %</td></tr> <tr> <td>Administration of Justice</td><td>43.01</td><td>65.69 %</td><td>72.55 %</td></tr> </table>	Program	CIP Code 4 digits (###.##)	Institution set standard (%)	Job Placement Rate (%)	Accounting	52.03	65.69 %	69.57 %	Business Management	52.02	65.69 %	68.42 %	Office Technology/Office Computer Applications	52.04	65.69 %	55.17 %	Automotive	47.06	65.69 %	87.5 %	Manufacturing and Industrial Technology	15.06	65.69 %	73.33 %	Civil and Construction Management Technology	46.04	65.69 %	71.43 %	Water and Wastewater Technology	15.05	65.69 %	75 %	Nursing	51.38	65.69 %	84.72 %	Child Development/Early Care and Education	19.07	65.69 %	85.71 %	Administration of Justice	43.01	65.69 %	72.55 %
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22.	<p>Please list any other institution set standards at your college:</p> <table border="1"> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th><th>Definition</th><th>Institution set standard</th></tr> <tr> <td>Course Completion (Retention)</td><td>% of student who do not withdraw from a class with a grade of W</td><td>83.4</td></tr> <tr> <td>Retention Rate- All (Persistence)</td><td>Fall-to-fall persistence</td><td>54</td></tr> </table>	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	Course Completion (Retention)	% of student who do not withdraw from a class with a grade of W	83.4	Retention Rate- All (Persistence)	Fall-to-fall persistence	54																																			
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23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>With the addition of a Dean of Institutional Equity and Effectiveness, Ventura College has been able to access more data for analysis of college metrics.</p> </div>																																												

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In completing the 2016 Annual Report, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer									
24.	<p>Courses</p> <table border="1"> <tr> <td>a.</td><td>Total number of college courses:</td><td>1074</td></tr> <tr> <td>b.</td><td>Number of college courses with ongoing assessment of learning outcomes</td><td>1000</td></tr> <tr> <td></td><td>Auto-calculated field: percentage of total:</td><td>93.1</td></tr> </table>	a.	Total number of college courses:	1074	b.	Number of college courses with ongoing assessment of learning outcomes	1000		Auto-calculated field: percentage of total:	93.1	
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b.	Number of college courses with ongoing assessment of learning outcomes	1000									
	Auto-calculated field: percentage of total:	93.1									

25.	Programs	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 35
	b.	Number of college programs with ongoing assessment of learning outcomes: 34
		Auto-calculated field: percentage of total: 97.1
26.	Student and Learning Support Activities	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 24
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes: 22
		Auto-calculated field: percentage of total: 91.7
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.venturacollege.edu/college-information/student-learning-outcomes
28.	Number of courses identified as part of the general education (GE) program:	394
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	91 %
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	394
32.	Number of Institutional Student Learning Outcomes defined:	5
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100 %
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100 %
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 10px;"> <p>Ventura College has used many effective and innovative practices for the ISLO process. All courses are mapped to at least one ISLO and all services map to at least one ISUO, recently, services were given the option to map to an ISLO, and ISUO or both. A five year rotational plan was developed for assessing ISLOs. ISLO must be assessed during the assigned year. ISUO are now on an annual rotation plan and must be assessed each year. In the spring of each year, an ISLO and ISUO forum for faculty and staff is held to focus on the assessed ISLO/ISUO. At the forum, the data, findings, and suggestions from the assessments are reviewed. Faculty and staff speakers from areas that heavily focused on the ISLO/ISUO are asked to present and provide insight on ways to incorporate activities across campus to strengthen the ISLO/ISUO concepts. Rubrics are used to assess the outcomes and feedback from the group is used to make continuous improvements to the rubrics and SLOs. The SLO Committee leads the way in recommending policies and practices in SLO and SUO activities campus-wide. This committee created rubrics for assessing institutional level outcomes based upon feedback from departments and services. These rubrics are approved by the Academic Senate.</p> </div>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		

36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words).</p> <div data-bbox="354 338 1328 667"> <p>All departments and services have aligned their courses and services to the ISLOs and/or ISUOs. Academic departments with programs have also linked their course level outcomes to their programs. All student learning outcomes are assessed on a five-year rotational plan. Service unit outcomes are assessed annually. This requires that departments and services take a serious look at the way in which they contribute to the student's ability to accomplish their educational goals at Ventura College. SLO Facilitators work individually with departments to support their needs in defining assessments, reporting findings, and creating initiatives. Assessment data is analyzed and reported in Program Review. The assessment data linked to the Program Review process is used to support program changes, course changes, and initiatives for resources. Initiatives that require funding must have data to support the request. This has necessitated that departments and services to ensure that their assessments are providing meaningful and useful data. Courses and programs have often re-evaluated their SLOs/SUOs and selected outcomes that provide more meaningful data.</p> </div>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words).</p> <div data-bbox="354 842 1328 1146"> <p>Communication about SLOs is ongoing on our campus. Communication is held with all major stakeholders. SLOs are required on all course syllabi, the discipline web page, the course outline of record (COR), and the course catalog. SLO Facilitators meet with administrators, the Deans' Council, and the Department Chair Council several times a semester to provide updates. We hold an annual campus- wide forum to discuss Institutional Level Outcome assessment findings and ways to strengthen these concepts across the campus. Best practices are shared at these forums to help departments and services with continuous improvement. Group activities and discussion are a part of these forums, as is feedback on the rubrics used for institutional level assessments. Input from forum activities is then used to improve the student outcomes processes and rubrics. SLOs and updates about the SLO process are a part of FLEX activities each semester. All SLO data is reviewed and analyzed in Program Review. Program Reviews are published on the VC website for public access.</p> </div>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).</p> <div data-bbox="354 1293 1328 1619"> <p>Dialog about SLOs and the SLO process is standard at Ventura College. SLOs are ongoing discussion items at department meetings, division meetings, deans' meetings, and Department Chair Council meetings. SLO training is also provided at Dean's Council meetings as needed. SLO facilitators meet with administration regarding SLO processes several times a year. Mandatory Flex Day, which involves the entire campus, includes SLO discussion and activities. Professional development activities include SLO workshops. The Accreditation Steering Advisory Group receives an update on the SLO process at every meeting. Our Accreditation Standards Teams evaluate SLO activities while performing a self-evaluation on meeting the standards. SLO data and analysis are part of our Program Review process and are used to support program initiatives. Requests for faculty positions and other resources must be supported by data. As part of the Program Review process, initiatives are discussed at the department level then at the division level and ultimately at the college level for prioritization for resource allocation.</p> </div>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,350 character limit, approximately 250 words).</p> <div data-bbox="354 1745 1328 1938"> <p>The SLO process has precipitated changes in both academic and service units. An excellent example from academics demonstrating the effectiveness of the SLO process can be noted from the Medical Assisting Program. As part of the continuous improvement process, the faculty reviewing SLO results determined that the tool used for assessment was inappropriate. A new skills checklist was implemented and has since been requested by prospective employers as a gage for matching compatibility for internships. For the service units, a recent collaboration with the college researcher enabled services to incorporate data</p> </div>

	metrics into their institutional survey to assess ISUOs. These surveys can also be customized to assess specific aspect of individual service units.
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Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions) Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Two substantive change reports have been submitted (1) an update on distance education and (2) a new diesel mechanic program.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	2 or 3 courses for a Certificate of Achievement in Medical Assistant can be taken at Ventura College Santa Paula
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

Go To Question #:

The Annual Report must be certified as complete and accurate by the CEO (Dr. Greg Gillespie). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

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