

II. INSTITUTIONAL EFFECTIVENESS MEASURES

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II. INSTITUTIONAL EFFECTIVENESS MEASURES

A. 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 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 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

In **2012–2013**, 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.

II. INSTITUTIONAL EFFECTIVENESS MEASURES

A. Core Indicators of Effectiveness

6. Student Progress and Achievement and Pre-Collegiate Improvement

Score **at or above** the college's **peer-group** mean in each of the **six** College Level Indicators set forth in the ARCC (Accountability Reporting for the California Community Colleges):

- a. Student Progress and Achievement Rate
- b. Percent of Students Who Achieved at Least 30 Units
- c. Persistence Rate
- d. Annual Successful Course Completion Rate for Credit Vocational Skills Courses
- e. Annual Successful Course Completion Rate for Credit Basic Skills Courses
- f. Improvement Rate for ESL Courses
- g. Improvement Rate for Credit Basic Skills Courses

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

In **2012–2013**, establish baseline standards for Institutional (General Education) Student Learning Outcomes and then **meet or exceed** the baseline standards in future years.

II. INSTITUTIONAL EFFECTIVENESS MEASURES

B. 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 **29** standards of effectiveness. The **Scorecard** below provides an overview of the results of evaluations of the **29** indicators. For **15** of the measures, the effectiveness goals were met; for **11** of the measures, the goals were not met; the remaining **three** measures cannot be evaluated until next year. The college’s plan for addressing Core Indicators – for which goals were not met – is presented on the next page.

| Ventura College Core Indicators of Effectiveness | | | |
|---|-----------------------------|---|--------------|
| ◆ ◆ ◆ ◆ ◆ Scorecard ◆ ◆ ◆ ◆ ◆ | | | |
| Effectiveness Indicator | | Outcome | Result |
| No. | Abbreviated Title | | |
| 1 | Course Completion Rate | Exceeded baseline rate in 2009–2010 and 2010–2011 | Met Goal |
| 2 | Course Success Rate | Exceeded baseline rate in 2009–2010 and 2010–2011 | Met Goal |
| 3a | Retention Rate – All | Exceeded baseline rate in 2009–2010 and 2010–2011 | Met Goal |
| 3b | Retention Rates – Ethnicity | Blacks and Native Americans were below their benchmarks | Goal Not Met |
| 4 | Student Satisfaction | Target goals to be established in 2012–2013 | ---- |
| 5a | Active Learning | CCSSE – 2010: Below peer group mean by 4.2 points | Goal Not Met |
| 5b | Student Effort | CCSSE – 2010: Below peer group mean by 3.6 points | Goal Not Met |
| 5c | Academic Challenge | CCSSE – 2010: Below peer group mean by 2.5 points | Goal Not Met |
| 5d | Student-Faculty | CCSSE – 2010: Below peer group mean by 2.8 points | Goal Not Met |
| 5e | Support for Learners | CCSSE – 2010: Below peer group mean by 0.4 point | Goal Not Met |
| 6a | Student Progress | ARCC – 2012: Below peer group mean by 3.3 percent points | Goal Not Met |
| 6b | % Students with 30 Units | ARCC – 2012: Below peer group mean by 2.1 percent points | Goal Not Met |
| 6c | Persistence Rate | ARCC – 2012: Above peer group mean by 0.8 percent point | Met Goal |
| 6d | Completion – Vocational | ARCC – 2012: Below peer group mean by 2.0 percent points | Goal Not Met |
| 6e | Completion – Basic Skills | ARCC – 2012: Above peer group mean by 6.1 percent points | Met Goal |
| 6f | Improvement – Basic Skills | ARCC – 2012: Above peer group mean by 7.1 percent points | Met Goal |
| 6g | Improvement – ESL | ARCC – 2012: Below peer group mean by 38.7 percent points | Goal Not Met |
| 7 | Degrees and Certificates | Exceeded baseline rate in 2009–2010 and 2010–2011 | Met Goal |
| 8a | Transfer to 4-Year Schools | Exceeded baseline rate in 2010–2011 | Met Goal |
| 8b | Transfer Velocity | Currently in baseline year | ---- |
| 8c | Transfer Certified | Exceeded baseline rate in 2009–2010 and 2010–2011 | Met Goal |
| 9a | Registered Nursing | Exceeded baseline rate in 2009–2010 and 2010–2011 | Met Goal |
| 9b | Certified Nurse Assistant | Exceeded baseline rate in 2009–2010 and 2010–2011 | Met Goal |
| 9c | Paramedic | Exceeded baseline rate in 2009–2010 and 2010–2011 | Met Goal |
| 9d | EMT | Below baseline rate in 2009–2010 and 2010–2011 | Goal Not Met |
| 10 | Annual FTES | 2010 – 2011 FTES of 10,704 exceeds mid-size threshold | Met Goal |
| 11 | Faculty Productivity | Productivity exceeded goal in 2008–09, 2009–10, & 2010–11 | Met Goal |
| 12 | 75/25 Ratio | FT-FTEF has increased each term from fall 2008 to fall 2011 | Met Goal |
| 13 | Institutional SLO’s | Baseline standards to be established in 2012–2013 | ---- |

II. INSTITUTIONAL EFFECTIVENESS MEASURES**B. Overall Evaluation of Institutional Effectiveness**

In spring 2012, the College Planning Council (CPC), a participatory governance committee, developed the VC Core Indicators of Effectiveness. Using Effectiveness Indicators from several colleges as models, the CPC analyzed and discussed the various effectiveness measures before deciding on the particular metrics that were most applicable to Ventura College. The college Institutional Research Officer provided expertise regarding data sources, and baselines for each indicator were discussed extensively during CPC meetings throughout most of the spring 2012 semester. Campuswide input on the Core Indicators and associated benchmarks was obtained by CPC members who took various drafts of the document to their respective divisions for discussion. The Academic Senate President, as co-chair of the CPC, shared draft documents with Senate members and kept them fully aware of all CPC proceedings.

The Core Indicators of Effectiveness, which contain 29 elements, were approved by the College Planning Council in May 2012, and they represent the key components of the Institutional Effectiveness Report. Data related to the Core indicators will be tracked by the Office of Research and Evaluation to determine the degree to which the college is meeting its effectiveness goals.

A Scorecard for the Core Indicators of Effectiveness was developed by the Institutional Researcher in order for the college to easily see whether or not goals were being met in each of the 29 areas. The Scorecard for 2011–2012 indicates that in 15 of the 29 areas, effectiveness goals were met. For Course Completion Rate, Course Success Rate, and overall Retention Rate, the college met the goals, but Retention Rates for two student groups, Blacks and Native Americans, were below their respective baseline. A Student Satisfaction Survey will be developed at the district level in the 2012–2013 academic year; benchmarks for Ventura College will be established by the CPC. For the Community College Survey of Student Engagement (CCSSE) indicators, the college did not meet any of the five benchmarks; however, efforts are already underway to address these results. In regards to the Accountability Reporting for the Community Colleges (ARCC) indicators, three of seven goals were met. The figures for ESL Improvement were incorrect due to coding issues and it will require corrected data in order to be properly evaluated. In the area of Degrees and Certificates, the goal was met.

Areas in which the college did not meet its baseline goals will be discussed at the first CPC meeting of the fall 2012 semester and in initial meetings of the Academic Senate. As noted above, efforts to address some of the areas have already started. The college's USDE Title V–HSI Co-operative grant (2010–2015) has a large professional development component through which activities to improve active learning in the classroom have been developed – e.g., the Summer Institute for Teaching Excellence (SITE) which was held in summer 2011 and summer 2012. Additionally, in 2012, the college was awarded a new individual Title V–HSI grant (2012–2017) in the area of transfer through improved institutional effectiveness. This grant also has a professional development component which will focus on activities related to assisting faculty “to teach across the curriculum,” particularly in the area of high-risk transfer courses. The grant will also provide funding for improving academic support services, such as Supplemental Instruction and the Reading/Writing Center, which will be expanded to include transfer-level courses. Also, the institution's research capacity will be improved through the collection, analysis, and utilization of qualitative data to complement our existing quantitative data. Improving the Student Learning Outcomes process is another area that will be addressed under the grant.

The evaluator for the new Title V–HSI grant is USC's Center for Urban Education and the Equity Scorecard. Meetings with USC will begin in August. The initial focus will be on making better use of the college's disaggregated institutional data and enhancing professional development capacity. At the college's mandatory flex day meeting in August 2012, a basic skills workshop entitled “What Works: A Framework for Student Success” will be presented to faculty, staff, and administrators from across the campus. The workshop will include a student panel, a faculty panel, and a presentation of data, both qualitative and quantitative. The five areas from the CCSSE report will be highlighted at the workshop, plus suggestions/assignments previously gathered by faculty to address basic skills issues have been organized into a Toolkit, which will be distributed to faculty and staff and placed on the college's website.

II. INSTITUTIONAL EFFECTIVENESS MEASURES

C. Evaluations of Individual Effectiveness Measures

1. Course Completion Rate

Using VC's **2008–2009** course completion rate as a **baseline, maintain or increase** the 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 baseline course completion rate (2008 – 2009) is **83.4%**. In 2009 – 2010, the completion rate was **84.4%**, which **exceeded** the baseline by **1.0** percentage point. The 2010 – 2011 course completion rate of **85.0%** also **exceeded** the baseline (by **1.6** percentage points).

Tables A-1 and **A-2**, below, provide course completion rates and the data that were used to compute the rates.

2. Course Success Rate

Using VC's **2008–2009** course success rate as a **baseline, maintain or increase** the 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.

The baseline course success rate (2008 – 2009) is **66.7%**. In 2009 – 2010, the success rate was **67.4%**, which **exceeded** the baseline by **0.7** percentage point. The 2010 – 2011 success rate of **69.0%** also **exceeded** the baseline (by **2.3** percentage points).

Tables A-1 and **A-2** provide course success rates and the data that were used to compute the rates.

Table A-1. Course Completion and Course Success Rates

| Ventura College Course Completion and Course Success Rates | | | | | |
|---|---------------|-------------------|---------------------------|----------------|---------------------------|
| Category | Academic Year | Course Completion | | Course Success | |
| | | Completion Rate | Change from Baseline Rate | Success Rate | Change from Baseline Rate |
| Baseline | 2008 – 2009 | 83.4% | ---- | 66.7% | ---- |
| Year 1 | 2009 – 2010 | 84.4% | + 1.0 | 67.4% | + 0.7 |
| Year 2 | 2010 – 2011 | 85.0% | + 1.6 | 69.0% | + 2.3 |
| Year 3 | 2011 – 2012 | | | | |
| Year 4 | 2012 – 2013 | | | | |

Table A-2. Data for Computing Course Completion and Course Success Rates

| Ventura College Data for Computing Course Completion and Course Success Rates | | | | | | | | | | |
|--|-------------------------|--------|-----------------------|--------|-----------------------|--------|-----------------------|------|-----------------------|------|
| Category | Baseline 2008 – 2009 | | Year 1 2009 – 2010 | | Year 2 2010 – 2011 | | Year 3 2011 – 2012 | | Year 4 2012 – 2013 | |
| | Count | Rate | Count | Rate | Count | Rate | Count | Rate | Count | Rate |
| Enrolled | 77,003 | 100.0% | 78,118 | 100.0% | 76,776 | 100.0% | | | | |
| Completed | 64,253 | 83.4% | 65,989 | 84.4% | 65,562 | 85.0% | | | | |
| Successful | 51,345 | 66.7% | 52,617 | 67.4% | 52,972 | 69.0% | | | | |

II. INSTITUTIONAL EFFECTIVENESS MEASURES

C. Evaluations of Individual Effectiveness Measures

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)

All Students

The baseline rate for **all** first-time students (whose primary college was VC) is **54.0%**. The baseline was **exceeded** by both the fall 2009 and fall 2010 cohorts.

Ethnicity

African American (Black) and Native American were the only ethnic groups whose **fall 2010** cohorts did **not meet/exceed** their respective baseline retention rate (fall 2010 rates are highlighted in **pink**).

| Ventura College Fall to Fall Retention Rates | | | | | | | | | |
|---|--------------|--------------|--------------|------------------|--------------|--------------|------------------|--------------|--------------|
| Category | Baseline | | | Fall 2009 Cohort | | | Fall 2010 Cohort | | |
| | Fall 2008 | Fall 2009 | Retain Rate | Fall 2009 | Fall 2010 | Retain Rate | Fall 2010 | Fall 2011 | Retain Rate |
| Asian / PI | 176 | 110 | 62.5% | 147 | 88 | 59.9% | 134 | 85 | 63.4% |
| Black | 98 | 56 | 57.1% | 87 | 37 | 42.5% | 84 | 47 | 56.0% |
| Hispanic | 1,330 | 744 | 55.9% | 1,330 | 723 | 54.4% | 1,210 | 676 | 55.9% |
| Nat Amer | 30 | 15 | 50.0% | 43 | 17 | 39.5% | 34 | 16 | 47.1% |
| White | 1,014 | 508 | 50.1% | 960 | 540 | 56.3% | 693 | 396 | 57.1% |
| Other | 214 | 113 | 52.8% | 134 | 70 | 52.2% | 57 | 34 | 59.6% |
| Unknown | 33 | 16 | 48.5% | 52 | 30 | 57.7% | 12 | 9 | 75.0% |
| Totals | 2,895 | 1,562 | 54.0% | 2,753 | 1,505 | 54.7% | 2,224 | 1,263 | 56.8% |

4. Student Satisfaction

In **2012 – 2013**, establish target student satisfaction goals. (See Section D – Student Satisfaction Survey)

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 most recent administration of the CCSSE at Ventura College was in **spring 2010**. CCSSE has normalized the Benchmark scores so that the mean for the entire CCSSE Cohort (all of the responding institutions) is **50** for each of the Benchmarks. Scores for Ventura College in spring 2010 are as follows:

| <u>Benchmarks</u> | <u>VC Score</u> | <u>Mean</u> | <u>Difference</u> |
|--------------------------------------|-----------------|-------------|-------------------|
| a. Active and Collaborative Learning | 46.8 | 50 | - 3.2 |
| b. Student Effort | 46.4 | 50 | - 3.6 |
| c. Academic Challenge | 47.5 | 50 | - 2.5 |
| d. Student-Faculty Interaction | 47.2 | 50 | - 2.8 |
| e. Support for Learners | 49.6 | 50 | - 1.4 |

All of VC's Benchmark scores are **below** the CCSSE mean score of **50**.

II. INSTITUTIONAL EFFECTIVENESS MEASURES

C. Evaluations of Individual Effectiveness Measures

CCSSE items (questions) which comprise each Benchmark are listed below.

a. Active and Collaborative Learning

- In your experiences at this college during the current year, how often have you done each of the following? (Never; Sometimes; Often; Very often)
 - Asked questions in class or contributed to class discussions
 - Made a class presentation
 - Worked with other students on projects during class
 - Worked with classmates outside of class to prepare class assignments
 - Tutored or taught other students (paid or voluntary)
 - Participated in a community-based project as a part of a regular course
 - Discussed ideas from your readings or classes with others outside of class (students, family members, etc.)

b. Student Effort

- In your experiences at this college during the current year, how often have you done each of the following? (Never; Sometimes; Often; Very often)
 - Prepared two or more drafts of a paper before turning it in
 - Worked on a paper or project that required integrating ideas of information from various sources
 - Came to class without completing readings or assignments
- During the current school year, about how much reading and writing have you done at this college? (None; Between 1 and 4; Between 5 and 10; Between 11 and 20; more than 20)
 - Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- About how many hours do you spend in a typical 7-day week doing each of the following? (None; 1 – 5 hours; 6 – 10 hours; 11 – 20 hours; 21 – 30 hours; More than 30 hours)
 - Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
- How often do you use the following services? (Rarely/Never; Sometimes; Often)
 - Peer or other tutoring
 - Skills labs (writing, math, etc.)
 - Computer lab

c. Academic Challenge

- In your experiences at this college during the current year, how often have you done each of the following? (Never; Sometimes; Often; Very often)
 - Worked harder than you thought you could to meet an instructor's standards or expectations
- During the current school year, how much has your coursework at this college emphasized the following mental activities? (Very Little; Some; Quite a bit; Very much)
 - Analyzing the basic elements of an idea, experience, or theory
 - Synthesizing and organizing ideas, information, or experiences in new ways
 - Making judgments about the value or soundness of information, arguments, or methods
 - Apply theories or concepts to practical problems or in new situations
 - Using information you have read or heard to perform a new skill
- During the current school year, about how much reading and writing have you done at this college? (None; Between 1 and 4; Between 5 and 10; Between 11 and 20; more than 20)
 - Number of assigned textbooks, manuals, books, or book-length packs of course readings
 - Number of written papers or reports of any length
- Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college (Extremely easy to Extremely challenging)
- How much does this college emphasize each of the following? (Very Little; Some; Quite a bit; Very much)
 - Encouraging you to spend significant amounts of time studying

d. Student-Faculty Interaction

- In your experiences at this college during the current year, how often have you done each of the following? (Never; Sometimes; Often; Very often)
 - Used email to communicate with an instructor
 - Discussed grades or assignments with an instructor
 - Talked about career plans with an instructor or advisor
 - Discussed ideas from your readings or classes with instructors outside of class
 - Received prompt feedback (written or oral) from instructors on your performance
 - Worked with instructors on activities other than coursework

e. Support for Learners

- How much does this college emphasize each of the following? (Very Little; Some; Quite a bit; Very much)
 - Providing the support you need to succeed at this college
 - Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
 - Helping you cope with your non-academic responsibilities (work, family, etc.)
 - Providing the support you need to thrive socially
 - Providing the financial support you need to afford your education
- How often do you use the following services? (Rarely/Never; Sometimes; Often)
 - Frequency: Academic advising/planning
 - Frequency: Career counseling

II. INSTITUTIONAL EFFECTIVENESS MEASURES

C. Evaluations of Individual Effectiveness Measures

6. Student Progress and Achievement and Pre-Collegiate Improvement

Score **at or above** the college’s **peer-group** mean in each of the **six** College Level Indicators set forth in the ARCC (Accountability Reporting for the California Community Colleges):

- a. Student Progress and Achievement Rate
Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within 6 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.
- b. Percent of Students Who Achieved 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.
- c. 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.
- d. Annual Successful Course Completion Rate for Credit Vocational Skills Courses
- e. Annual Successful Course Completion Rate for Credit Basic Skills Courses
- f. Improvement Rate for ESL Courses
- g. Improvement Rate for Credit Basic Skills Courses

Ventura College **exceeded** peer group means in **three** of the **seven** AARC College Level Indicators. In the table below, Indicators with a positive difference are highlighted in blue; negative differences are in pink.

| Ventura College ARCC College Level Indicators | | | |
|---|-----------------|------------|------------|
| College Level indicator | Ventura College | Peer Group | Difference |
| a. Student Progress and Achievement Rate 6 year rate: First-time students in 2005–2006 were tracked through 2010–2011 | 56.4% | 59.7% | - 3.3 |
| b. Percent of Students Who Earned 30+ Units 6 year rate: First-time students in 2005–2006 were tracked through 2010–2011 | 71.2% | 73.3% | - 2.1 |
| c. Persistence Rate (Retention Rate) First-time students in Fall 2009 were tracked through Fall 2010 | 70.0% | 69.2% | + 0.8 |
| d. Annual Success Rate for Vocational Courses AY: 2010 – 2011 | 71.3% | 73.3% | - 2.0 |
| e. Annual Success Rate for Basic Skills Courses AY: 2010 – 2011 | 69.9% | 63.8% | + 6.1 |
| f. ESL Improvement Rate * 3 year rate: ESL students in 2008 – 2009 were tracked through 2010 – 2011 | 10.1% | 48.8% | - 38.7 * |
| g. Basic Skills Improvement Rate 3 year rate: Basic skills students in 2008–2009 were tracked through 2010–2011 | 59.9% | 52.8% | + 7.1 |

* Note – VC’s ESL Improvement Rate of 10.1% is significantly understated due to incorrect and inconsistent coding of pertinent MIS Data Elements. As the necessary coding corrections have now been made, new ESL cohorts will begin to reflect the college’s true ESL Improvement Rates.

II. INSTITUTIONAL EFFECTIVENESS MEASURES

C. Evaluations of Individual Effectiveness Measures

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.

The baseline of **1,178** degrees and certificates was **exceeded** in both 2009 – 2010 and 2010 – 2011.

| Ventura College Degrees and Certificates | | | | | |
|---|---------------|--------------------|--------------|------------------------|--------------|
| Category | Academic Year | Associates Degrees | Certificates | Transfer Certification | Total |
| Baseline | 2008 – 2009 | 1,096 | 82 | --- | 1,178 |
| Year 1 | 2009 – 2010 | 972 | 101 | 155 | 1,228 |
| Year 2 | 2010 – 2011 | 990 | 94 | 345 | 1,429 |
| Year 3 | 2011 – 2012 | | | | |

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.

The baseline of **595** transfers was **exceeded** in 2010–2011.

| Ventura College Transfers | | | | | |
|------------------------------|---------------|---------------|--------------|---------------------------------|------------|
| Category | Academic Year | CSU Transfers | UC Transfers | Out-of-State & In-State Private | Total |
| Baseline | 2008 – 2009 | 492 | 103 | 351 | 595 |
| Year 1 | 2009 – 2010 | 444 | 134 | 380 | 578 |
| Year 2 | 2010 – 2011 | 587 | 145 | Not Available | 732 |
| Year 3 | 2011 – 2012 | | | | |

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).

The four-year transfer rate for the **2005 – 2006** cohort (the baseline rate) is **29%**. The transfer rate for the next cohort (**2006 – 2007**) will be published in fall 2012.

c. Transfer Certified:

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

In 2009 – 2010, the baseline year, VC awarded **155** “transfer certificates.” In 2010 – 2011, the number of “transfer certificate” awards **increased** to **345**.

II. INSTITUTIONAL EFFECTIVENESS MEASURES

C. Evaluations of Individual Effectiveness Measures

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 (CNA) – Average of Written and Skill Tests
- c. Paramedic
- d. Emergency Medical Technician (EMT)

Other than Emergency Medical Technician (EMT), the **2010 – 2011** licensure pass rates for all Health Sciences Programs **met or exceeded** their baseline rates.

| Ventura College Licensure Pass Rates | | | | |
|---|-----------------------------|--------------------|--------------------|-------------------------|
| Health Science Programs | (a) Baseline 2008 – 2009 | (b) 2009 – 2010 | (c) 2010 – 2011 | Difference (c) – (a) |
| a. Registered Nursing | 92% | 93% | 96% | + 4 |
| b. Certified Nursing Assistant | 94% | 97% | 96% | + 2 |
| c. Paramedic | 100% | 100% | 100% | 0 |
| d. Emergency Medical Technician | 84% | 82% | 82% | - 2 |

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.

In **2010 – 2011** Ventura College’s FTES of **10,704** **exceeded** the state’s mid-size college threshold.

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.

Over each of the past three years, the college has **exceeded** its VCCCD Productivity Goals.

| Ventura College College Productivity | | | | | |
|---|-----------------|------|--------------|------------|--------------------------|
| Fiscal Year | Ventura College | | | VCCCD Goal | Difference VC – VCCCD |
| | WSCH | FTEF | Productivity | | |
| 2011 – 2012 | 289,116 | 526 | 550 | 543 | 7 |
| 2010 – 2011 | 300,777 | 528 | 570 | 549 | 21 |
| 2009 – 2010 | 302,015 | 531 | 569 | 551 | 18 |

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.

Over each of the past three years, the college has **continued** to make progress toward the **75 / 25** ratio.

| Ventura College Full-Time / Part-Time Ratio | | | | |
|--|----------------|----------------|------------|-----------------------------|
| Term | Full-Time FTEF | Part-time FTEF | Total FTEF | Full-Time / Part-Time Ratio |
| Fall 2011 | 135.28 | 123.18 | 258.46 | 52.34 / 47.66 |
| Fall 2010 | 132.01 | 121.48 | 253.49 | 52.08 / 47.92 |
| Fall 2009 | 138.28 | 135.00 | 273.28 | 50.60 / 49.40 |

13. Institutional Student Learning Outcomes

In **2012–2013**, establish baseline standards for Institutional (General Education) Student Learning Outcomes and then **meet or exceed** the baseline standards in future years.

II. INSTITUTIONAL EFFECTIVENESS MEASURES

D. Student Satisfaction Survey

In **spring 2013**, the VCCCD Institutional Research Committee (IRAC) plans to administer a district-wide **Student Satisfaction Survey** that will encompass all three district colleges and will cover student learning and student services areas. The survey will be based on the district-wide **Survey of Student Perceptions** which was last administered in spring 2009.

In **2012 – 2013**, the Ventura College Campus Planning Council (CPC) will establish target goals related to items appearing on the district-wide student satisfaction survey. The major areas/topics of the survey relate to students:

- Satisfaction with Instruction
- Satisfaction with Student Services
- Perception of College Learning Environment
- Perception of Campus Climate
- Perception of Major Barriers to Achieving Educational Goals

A few of the items comprising the Instructional area of the survey are:

- Overall Quality of Instruction
- Fairness in Grading
- Technology Used in Instruction

Results of the survey will be presented in this section of the report.

II. INSTITUTIONAL EFFECTIVENESS MEASURES

E. District Institutional Effectiveness Report

Background

In early spring 2012, the District Committee for Accreditation and Planning (DCAP) began developing a common set of measurements to assess the institutional effectiveness of the three district colleges. After reviewing the effectiveness measures used at each college, DCAP established ten overall district-wide metrics. These standards relate to student achievement and goal attainment, as well as productivity rates and Student Learning Outcomes/Service Unit Outcomes.

A subcommittee of the district Institutional Research Advisory Committee (IRAC) was charged with collecting and analyzing the data and then preparing a written report for DCAP's review. The subcommittee, which included the college researchers, completed the final version of the report in June 2012. The report is entitled "Institutional Effectiveness – Moorpark, Oxnard and Ventura Colleges."

Shared Effectiveness Measures

Most of the district institutional effectiveness indicators are similar to those adopted by Ventura College. The table below links the district effectiveness metrics to the Ventura College Core Indicators.

| <u>District Effectiveness Measures</u> | <u>VC Core Indicators of Effectiveness</u> |
|--|---|
| VCCCD Course Completion Rates | 1. Course Completion Rate |
| VCCCD Course Success Rates | 2. Course Success Rate |
| VCCCD First-Time Student Retention Rates | 3. Student Retention Rates |
| Degrees and Certificates Awarded | 7. Degrees and Certificates Awarded |
| Students Transferring to Four-Year Institutions | 8a. Transfers to Four-Year Institutions |
| Three-Year Degree, Certificate, Transfer Outcomes | ----- |
| Three-Year Degree, Certificate, Transfer Outcomes by College | ----- |
| Licensure and Certification Pass Rates | 9. Licensure Pass Rates |
| Productivity Rates | 11. Faculty Productivity (WSCH / FTEF) |
| Student Learning Outcomes/Service Unit Outcomes | 13. Institutional Student Learning Outcomes |