II.   INSTITUTIONAL EFFECTIVENESS MEASURES

A. Institutional Effectiveness Partnership Initiative

At its March 16, 2015 meeting, the Board of Governors of the California Community Colleges adopted a framework of institutional effectiveness indicators to measure the ongoing condition of a CCC's operational environment. For 2015–2016, each college is required to develop, implement, and post a goals framework that minimally includes the following areas: Student Performance and Outcomes, Accreditation Status, Fiscal Viability, and Programmatic Compliance with State and Federal Guidelines. In the **Framework of Indicators** below, the indicators adopted by Ventura College for 2015–2016 are highlighted in yellow.

<table>
<tr><td colspan="5" align="center">Ventura College
Institutional Effectiveness Partnership Initiative</td></tr>
<tr><td colspan="5" align="center">♦ ♦ ♦ Framework of Indicators ♦ ♦ ♦</td></tr>
<tr><td rowspan="2">College/District Indicator</td><td colspan="2" align="center">Outcomes</td><td rowspan="2">Result</td></tr>
<tr><td align="center">Actual</td><td align="center">Short-Term Goal</td></tr>
<tr><td colspan="4">Student Performance and Outcomes</td></tr>
<tr><td><i>Scorecard Indicators</i></td><td>2008–2009 Cohort</td><td></td><td></td></tr>
<tr><td>Completion Rate</td><td></td><td></td><td></td></tr>
<tr><td>Prepared for college</td><td>69.5%</td><td></td><td></td></tr>
<tr><td>Unprepared for college</td><td>40.7%</td><td></td><td></td></tr>
<tr><td>Overall</td><td>51.4%</td><td></td><td></td></tr>
<tr><td>Remedial Rate</td><td></td><td></td><td></td></tr>
<tr><td>Mathematics</td><td>29.5%</td><td></td><td></td></tr>
<tr><td>English</td><td>52.3%</td><td></td><td></td></tr>
<tr><td>ESL</td><td>4.5%</td><td></td><td></td></tr>
<tr><td>Career and Technical Education</td><td>52.9%</td><td></td><td></td></tr>
<tr><td><i>Datamart Measures</i></td><td>AY 2013–2104</td><td></td><td></td></tr>
<tr><td>Successful Course Completion Rate</td><td>72.2%</td><td>72.5%</td><td></td></tr>
<tr><td>Completion of Degrees</td><td>1,239</td><td></td><td></td></tr>
<tr><td>Completion Certificates</td><td>618</td><td></td><td></td></tr>
<tr><td>Transfer to Four-Year Institutions</td><td>1,050</td><td></td><td></td></tr>
<tr><td colspan="4">Accreditation Status</td></tr>
<tr><td>Accreditation Status</td><td>Fully Accredited, Reaffirmed</td><td>Fully Accredited, Reaffirmed</td><td>Met</td></tr>
<tr><td>Date of Next Visit</td><td>October 2016</td><td></td><td></td></tr>
<tr><td colspan="4">Fiscal Viability & Program Compliance</td></tr>
<tr><td>Salary and Benefits</td><td></td><td></td><td></td></tr>
<tr><td>Full-Time Equivalent Students</td><td></td><td></td><td></td></tr>
<tr><td>Annual Operating Excess/Deficiency</td><td></td><td></td><td></td></tr>
<tr><td>Fund Balance</td><td>19% of Total Expenditures [1]</td><td>15% of Total Expenditures</td><td>Met</td></tr>
<tr><td>Cash Balance</td><td></td><td></td><td></td></tr>
<tr><td>Overall Audit Opinion</td><td>Qualified Opinion [2]</td><td>Unmodified Opinion</td><td>Met</td></tr>
</table>

Notes:

1. FY 2013-2014: VCCCD Unrestricted General Fund Balance as percentage of Total Unrestricted General Fund Expenditures

2. FY 2013-2014: Financial Statements and Federal Compliance – The VCCCD received an Unmodified Opinion. State Compliance – The VCCCD received a Qualified Opinion; however, since the two cited findings relate to operations at Moorpark College, Ventura College can be considered to have met the goal.

Source: VCCCD Business and Administrative Services, Fiscal Services

II. INSTITUTIONAL EFFECTIVENESS MEASURES

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**

   In **2015–2016**, 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

B. Core Indicators of Effectiveness

6. **California Community Colleges – Student Success Scorecard**

   Score **at or above** the Statewide Student Success Scorecard in <u>Completion</u>, <u>Persistence</u>, <u>30 Units</u>, and <u>Career Technical Education</u>. In <u>Remedial Math</u>, <u>Remedial English</u>, and <u>ESL</u>, 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
   b. Completion – Unprepared
   c. Completion – Overall
   d. Persistence – Overall
   e. 30 Units – Overall

   f. Career Technical Education
   g. Remedial – Math
   h. Remedial – English
   i. Remedial – ESL

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 **2015-2016**, 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

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 the **31** indicators. Effectiveness goals were met for **14** of the measures; for **15** of the measures, the goals were not met; the remaining **two** 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			
♦ ♦ ♦ ♦ ♦ Scoreboard ♦ ♦ ♦ ♦ ♦			
Effectiveness Indicator		Outcome	Result
No.	Abbreviated Title		
1	Course Completion Rate	Exceeded baseline rate	Met Standard
2	Course Success Rate	Exceeded baseline rate	Met Standard
3a	Retention Rate – All	Exceeded baseline rate	Met Standard
3b	Retention Rates – Ethnicity	African-Americans and Multi-Ethnic: Below their benchmarks	Not Met
4	Student Satisfaction	Target goals to be established in 2015-2016	----
5a	Active Learning	CCSSE – 2013: Below peer group mean by 1.7points	Not Met
5b	Student Effort	CCSSE – 2013: Below peer group mean by 3.0 points	Not Met
5c	Academic Challenge	CCSSE – 2013: Below peer group mean by 0.3 points	Not Met
5d	Student-Faculty	CCSSE – 2013: Below peer group mean by 3.2 points	Not Met
5e	Support for Learners	CCSSE – 2013: Below peer group mean by 3.8 point	Not Met
6a	Completion – Prepared	Scorecard – Below Statewide average by 0.2 point	Not Met
6b	Completion – Unprepared	Scorecard – Exceeded Statewide average by 1.5 points	Met Standard
6c	Completion – Overall	Scorecard – Exceeded Statewide average by 4.6 points	Met Standard
6d	Persistence – Overall	Scorecard – Below Statewide average by 7.2 points	Not Met
6e	30 Units – Overall	Scorecard – Exceeded Statewide average by 2.1 points	Met Standard
6f	Career Technical Education	Scorecard – Exceeded Statewide average by 3.0 points	Met Standard
6g	Remedial – Math	Scorecard – Below Statewide average by 1.5 points	Not Met
6h	Remedial – English	Scorecard – Exceeded Statewide average by 8.9 points	Met Standard
6i	Remedial – ESL	Scorecard – Below Statewide average by 23.9 points	Not Met
7	Degrees and Certificates	Exceeded baseline rate	Met Standard
8a	Transfer to 4-Year Schools	Exceeded baseline rate	Met Standard
8b	Transfer Velocity	Below baseline year by 7 points	Not met
8c	Transfer Certified	Exceeded baseline rate	Met Standard
9a	Registered Nursing	Exceeded baseline rate	Met Standard
9b	Certified Nurse Assistant	Below baseline rate by 1 point	Not Met
9c	Paramedic	Met baseline rate	Met Standard
9d	EMT	Below baseline rate by 10 points	Not Met
10	Annual FTES	2013-2014 FTES of 9,678 exceeds mid-size threshold	Met Standard
11	Faculty Productivity	In 2013-2014, the college did not meet its productivity goal	Not Met
12	75/25 Ratio	Progress toward goal has not been sustained	Not Met
13	Institutional SLO's	Baseline standards to be established in 2015-2016	----

II. INSTITUTIONAL EFFECTIVENESS MEASURES

C. 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. Campus-wide input on the Core Indicators and associated benchmarks was obtained by CPC members from their respective divisions. 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 are being tracked by the Office of Research and Evaluation to determine the degree to which the college is meetings its effectiveness goals.

A Scoreboard 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 2015 Scoreboard indicates that the college met 14 of the 29 effectiveness indicators (three have not yet been measured). For Course Completion, Course Success, and Retention Rate, we met the goals and improved in each area from the prior year. In looking at the disaggregated data by ethnicity for retention rates, Hispanic students, which make up 53% of our student population, increased as did the rates for Asian and Native American students. The retention rate for Black students, however, decreased from the prior year and continues to be an area in which the institution needs to focus. Interventions to improve outcomes for Black students have been developed through the VC's Student Equity Plan, and will be implemented in the 2015-2016 academic year. The administration of the student satisfaction survey was delayed until the spring 2015 semester due to a number of district-wide issues. The results are still being compiled, but preliminary analyses indicate that a number of revisions to the survey are necessary in order for it to provide the type of information that can be easily acted upon. This revision will take place during 2016, with the goal of administering it again in spring 2017.

For the Community College Survey of Student Engagement (CCSSE) indicators, the college did not meet any of the five benchmarks this year. However, all of the benchmark scores increased between 2013 and 2015. Data from the survey show that, among full-time students, our rates exceeded the goal in every category; however, among part-time students, we did not meet the goal in any of the five categories. Additional efforts will need to be made to increase the rates of student engagement among our part-time students.

In fall 2013, the previous ARCC goals were replaced by benchmarks generated from the new state Scorecard. Scorecard data for 2015 indicates that the college performed above the state average on approximately half of these metrics. Of note, is that VC exceeded the statewide average for the overall completion rate, and for the completion rate of unprepared students. These two metrics are the ones that are most frequently discussed and focused on at the state, district, and college level. However, the VC is below the state average in persistence. The College President placed a specific focus on persistence at the Fall 2015 FLEX Day. Further, VC recently joined the Achieving the Dream national initiative, which places a priority on improving both persistence and completion among underrepresented groups.

The goal for Degree and Certificate Completion was met. In the area of Transfer, the college has met its goals for Transfer to Four-Year Institutions and Transfer Certified. Licensure Pass Rate goals were met in Registered Nursing and Paramedic; the goals for Emergency Medical Technician and Certified Nursing Assistant were not met. VC's Annual FTES goal was met, i.e., FTES exceeded the minimum number required for maintaining a medium-size college designation.

II. INSTITUTIONAL EFFECTIVENESS MEASURES

C. Overall Evaluation of Institutional Effectiveness

The goals associated with Faculty Productivity and the 75/25 Ratio were not met. As was the trend state-wide, the college experienced enrollment challenges. Additionally, mitigating factors at the state level, such as changes in repeatability and academic progress, further affected enrollment negatively. At the college level, we moved away from offering extra-large classes, opting instead to offer additional sections (for which we hired more part-time faculty), which was another factor that contributed to the decrease in Faculty Productivity and the 75/25 Ratio. In order to improve our performance in this area and to help us work more effectively when changes are made at the state level, the college is actively examining different data tools to improve scheduling practices. Further, the college is planning to hire a significant number of full-time faculty for the 2016-2017 academic year, which will improve the 75/25 ratio.

Beginning in 2016, the Core Indicators of Effectiveness will be assessed to determine if the number of metrics needs to be reduced or modified. Both the State Chancellor's Office and the ACCJC have recently developed metrics that the College is required to report on annually. These metrics focus largely on student completion and achievement, and include a large degree of overlap. By revising the Core Indicators to focus on these metrics, it will better align the college's priorities with those of the State of California, and the ACCJC. Further, time and effort related to reporting requirements would be reduced.

Work is being done campus-wide to improve these metrics. The USDE Title V-HSI Co-operative grant (2010-2015) has a large professional development component and continues to offer the Summer Institute for Teaching Excellence (SITE) each year. The grant also has a Distance Education focus, and increased faculty training has helped to raise our student success numbers in distance education classes. The Title V-HSI grant (2012-2017) focuses on increasing student transfer. Also, under this grant, the college was able to hire its first qualitative research analyst. Since then, the college has conducted focus groups and other qualitative studies to gather additional important data about our students. The college's Student Equity Plan focuses directly on improving outcomes for underrepresented groups. Through this plan, and the Achieving the Dream initiative, it is our intention that faculty, staff, and administrators better understand the importance of equity, of creating a welcoming environment for all students, and of being "change agents," regardless of the discipline or service area in which they work. Finally, the college's SSSP plan will ensure that incoming students receive the early services that have been shown by multiple studies to improve their outcomes at the college.

II. INSTITUTIONAL EFFECTIVENESS MEASURES

D. Evaluations of Individual Effectiveness Measures

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 baseline course completion rate (2008–2009) is **83.4%**. Over the last five years, completion rates have consistently exceeded the baseline. In 2013–2014 (the most current year), the completion rate was **84.6%**, which *exceeded* the baseline by **1.2** percentage points.

The table below provides 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 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.

The baseline course success rate (2008–2009) is **66.7%**. Over the last five years, success rates have consistently exceeded the baseline. In 2013–2014 (the most current year), the success rate was **71.2%**, which *exceeded* the baseline by **4.5** percentage points.

The table below provides course success rates and the data that were used to compute the rates.

	Terms		Course Completion			Course Success		
	Fall and		**Completion**		**Δ from**	**Successful**		**Δ from**
Category	**Spring**	**Enrolled**	**Count**	**Rate**	**Baseline**	**Count**	**Rate**	**Baseline**
Baseline	2008–09	77,003	64,253	83.4%	----	51,345	66.7%	----
Year 1	2009–10	78,118	65,989	84.4%	**+ 1.0**	52,617	67.4%	**+ 0.7**
Year 2	2010–11	76,776	65,562	85.0%	**+ 1.6**	52,972	69.0%	**+ 2.3**
Year 3	2011–12	76,062	65,177	85.7%	**+ 2.3**	53,048	69.7%	**+ 3.0**
Year 4	2012–13	72,057	61,738	85.7%	**+ 2.3**	50,775	70.5%	**+ 3.8**
Year 5	2013–14	70,451	59,620	84.6%	**+ 1.2**	50,173	71.2%	**+ 4.5**

**Ventura College
Course Completion and Course Success Rates**

II. INSTITUTIONAL EFFECTIVENESS MEASURES

D. 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 the fall 2013 cohort.

Ethnicity

African American (Black) and Multi-Ethnic were the only ethnic groups whose **fall 2013** cohorts did **not meet/exceed** their respective baseline retention rate (these fall 2013 rates are highlighted in pink).

Ventura College Fall to Fall Retention Rates							
	Baseline			**Fall 2013 Cohort**			**Diff.**
Category	**Fall 2008**	**Fall 2009**	**Retention Rate**	**Fall 2013**	**Fall 2014**	**Retention Rate**	**2013 – 2008**
Asian	150	95	**63.3%**	95	77	81.1%	**+ 17.8**
African American (Black)	98	56	**57.1%**	89	36	40.4%	**- 16.7**
Hispanic	1,330	744	**55.9%**	1,763	1,042	59.1%	**+ 3.2**
Native American	30	15	**50.0%**	4	2	50.0%	*Not App*
Pacific Islander	26	15	**57.7%**	5	1	20.0%	*Not App*
Multi-Ethnic or Other	214	113	**52.8%**	128	65	50.8%	**- 2.0**
White	1,014	508	**50.1%**	755	414	54.8%	**+ 4.7**
Unknown	33	16	**48.5%**	14	8	57.1%	**+ 8.6**
Total	**2,895**	**1,562**	**54.0%**	**2,853**	**1,645**	**57.7%**	**+ 3.7**

4. Student Satisfaction

In **2015-2016**, 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 2013**. 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 VC in **spring 2010** and **spring 2013** are shown below. All of VC's scores are below the mean. However, in three of the Benchmarks, the college has improved its score in spring 2013 as compared to spring 2010 (Improved Diff.s are highlighted in green).

Benchmarks	Spring 2010			Spring 2013			Spring 2015		
	VC	Mean	Diff.	VC	Mean	Diff.	VC	Mean	Diff.
a. Active and Collaborative Learning	46.8	50	-3.2	48.3	50	-1.7			
b. Student Effort	46.4	50	-3.6	47.0	50	-3.0			
c. Academic Challenge	47.5	50	-2.5	49.7	50	-0.3			
d. Student-Faculty Interaction	47.2	50	-2.8	46.8	50	-3.2			
e. Support for Learners	49.6	50	-1.4	46.2	50	-3.8			

II. INSTITUTIONAL EFFECTIVENESS MEASURES

D. 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

D. Evaluations of Individual Effectiveness Measures

6. California Community Colleges – Student Success Scorecard

Score **at or above** the CCC Statewide Student Success Scorecard in each of the **six** indicators below:

a. Completion – Prepared

Percentage of degree and/or transfer-seeking students tracked for six years through 2013-14 who completed a degree, certificate or transfer related outcomes. Prepared means that the lowest course attempted in Math and/or English was college level.

b. Completion – Unprepared

Percentage of degree and/or transfer-seeking students tracked for six years through 2013-14 who completed a degree, certificate or transfer related outcomes. Unprepared means that the lowest course attempted in Math and/or English was remedial level.

c. Completion – Overall

Percentage of degree and/or transfer-seeking students tracked for six years through 2013-14 who completed a degree, certificate or transfer related outcomes. Overall means that any level of Math or English was attempted in the first three years.

d. Persistence – Overall

Percentage of degree and/or transfer-seeking students tracked for six years through 2013-14 who enrolled in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.

e. 30 Units – Overall

Percentage of degree and/or transfer seeking students tracked for six years through 2013-14 who achieved at least 30 units. Credit accumulation, 30 units specifically, tend to be positively correlated with completion and wage gain.

f. Career Technical Education

Percentage of students tracked for six years through 2013-14 who completed several courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.

Score **at or above** the statewide rates **by 2016** in each of the following **three** indicators:

g. Remedial – Math

Percentage of credit students tracked for six years through 2013-14 who started below transfer level in mathematics and completed a college-level course in the same discipline.

h. Remedial – English

Percentage of credit students tracked for six years through 2013-14 who started below transfer level in English and completed a college-level course in the same discipline.

i. Remedial – ESL

Percentage of credit students tracked for six years through 2013-14 who started below transfer level in ESL and completed a college-level course in the same discipline.

Ventura College *exceeded* statewide averages in **five** of the **nine** Scorecard Indicators. In the table below, Indicators with a positive difference are highlighted in blue; negative differences are in pink.

Ventura College ARCC Scorecard Indicators					
Scorecard Indicator	VC – 2013	VC – 2014	VC – 2015	Statewide – 2015	Diff. (VC – State)
a. Completion – Prepared	71.5%	69.4%	**69.5%**	**69.7%**	**- 0.2**
b. Completion – Unprepared	42.3%	44.3%	**40.7%**	**39.2%**	**+ 1.5**
c. Completion – Overall	55.0%	54.6%	**51.4%**	**46.8%**	**+ 4.6**
d. Persistence – Overall	62.5%	66.4%	**64.5%**	**71.7%**	**- 7.2**
e. 30 Units – Overall	70.4%	72.7%	**68.6%**	**66.5%**	**+ 2.1**
f. Career Technical Education	54.9%	53.9%	**52.9%**	**49.9%**	**+ 3.0**
g. Remedial – Math	27.4%	30.7%	**29.5%**	**31.0%**	**- 1.5**
h. Remedial – English	41.4%	45.3%	**52.3%**	**43.4%**	**+ 8.9**
i. Remedial – ESL *	4.8%	5.4%	**4.5%**	**28.4%**	**- 23.9**

* Note – VC's ESL rate is significantly understated due to incorrect and inconsistent coding of pertinent MIS Data Elements. The necessary coding corrections have been made; new ESL cohorts will begin to reflect the college's true ESL improvement rates.

II. INSTITUTIONAL EFFECTIVENESS MEASURES

D. 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 has been *exceeded* in each of the succeeding years.

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	970	100	154	**1,224**
Year 2	2010 – 2011	980	94	344	**1,418**
Year 3	2011 – 2012	1,091	133	451	**1,675**
Year 4	2012 – 2013	1,110	145	414	**1,669**
Year 5	2013 – 2014	1,237	157	462	**1,856**

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 **946** transfers has been *exceeded* in each of the succeeding years.

Ventura College Transfers					
Category	Academic Year	CSU Transfers	UC Transfers	Out-of-State & In-State Private	Total
Baseline	2008 – 2009	492	103	351	**946**
Year 1	2009 – 2010	444	134	380	**958**
Year 2	2010 – 2011	587	145	302	**1,034**
Year 3	2011 – 2012	625	121	316	**1,062**
Year 4	2012 – 2013	544	124	339	**1,007**
Year 5	2013 – 2014	614	120	316	**1,050**

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 underlined four-year transfer rate for the **2005-2006** cohort (the baseline rate) is **29%**; the transfer rate for the most recent cohort (**2008-2009**) is **22%**. The transfer velocity rate has *decreased* by **7** points.

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 **154** "transfer certificates." In each of the succeeding years, the number of "transfer certificates" has *exceeded* the baseline rate. In 2013–2014, the college awarded **462** "transfer certificates."

II. INSTITUTIONAL EFFECTIVENESS MEASURES

D. 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)

   The **2013-2014** licensure pass rates for Certified Nursing Assistant (CNA) and Emergency Medical Technician were **below** their baseline rates.

Ventura College Licensure Pass Rates							
Health Science Programs	(a) 2008-09	(b) 2009-10	(c) 2010-11	(d) 2011-12	(e) 2012-13	(f) 2013-14	Diff. (f) – (a)
a. Registered Nursing	92%	93%	96%	96%	97%	98%	+ 6
b. Certified Nursing Assistant	94%	94%	96%	96%	97%	93%	- 1
c. Paramedic	100%	100%	100%	100%	100%	100%	0
d. Emergency Medical Tech.	84%	82%	82%	89%	87%	74%	- 10

10. **Annual FTES**

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

    In **2013-2014** Ventura College's FTES of **9,678** *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.

    In **2013-2014**, the college did **_not meet_** its VCCCD Productivity Goals.

Ventura College College Productivity					
Fiscal Year	Ventura College			VCCCD Goal	Difference VC – VCCCD
	WSCH	FTEF	Productivity		
2013 – 2014	294,816	578	510	525	- 15
2012 – 2013	299,339	571	524	541	- 17
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.

    Progress toward the **75 / 25** ratio was **_not_** sustained in fall 2012, fall 2013, or fall 2014.

Ventura College Full-Time / Part-Time Ratio				
Term	Full-Time FTEF	Part-time FTEF	Total FTEF	Full-Time / Part-Time Ratio
Fall 2014	136.10	129.90	266.00	51.17 / 48.83
Fall 2013	135.30	131.00	266.30	50.81 / 49.19
Fall 2012	130.20	132.59	262.79	49.55 / 50.45
Fall 2011	135.28	123.18	258.46	52.34 / 47.66
Fall 2010	132.01	121.48	253.49	52.08 / 47.92

13. **Institutional Student Learning Outcomes**

    In **2015-2016**, 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

E. Student Satisfaction Survey

In **spring 2015**, the VCCCD Institutional Research Committee (IRAC) administered 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 **2015–2016**, 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

F. 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.

District Effectiveness Measures	VC Core Indicators of Effectiveness
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