STUDENT SUCCESS

Institutional Effectiveness Outcome 1

Victor Valley Community College District’s courses, programs, and support services advance student success.
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Victor Valley Community College District courses, programs, and support services advance student success (District Goals 3, 4, 6; Priorities 3, 5).

KEY ISSUES & PERFORMANCE INDICATORS

What percentages of our students are successful in their classes?

1.1 Percentage of credit students were retained in their courses through end-of-term

1.1.a Ranking by disciplines
1.1.b Career-technical and basic skills courses
1.1.c Courses transferable to UC/CSU
1.1.d First-time freshman by educational goal
1.1.e By student credit load (full-time v. part-time)
1.1.f By instructional mode (online only v. traditional only)
1.1.g All students over 3 years

1.2 Percentage of credit students successfully completing their courses through end-of-term

1.2.a Ranking by disciplines
1.2.b Career-technical and basic skills courses using ARCC definitions
1.2.c Transferability to UC/CSU by TOPS Code
1.2.d First-time freshman by educational goal
1.2.e By student credit load (full-time v. part-time)
1.2.f By instructional mode (online only v. traditional only)
1.2.g All students over 3 years

What percentage of our students are re-enrolling from term-to-term or year-to-year?

1.3 Student persistence in non-basic skills (credit) courses

1.3.a Fall-to-Spring, first-time freshman v. overall
1.3.b Fall-to-Spring, basic skills v. overall
1.3.c Fall-to-Spring, full-time v. part-time students
1.3.d Fall-to-Spring, online only v. traditional only
1.3.e Fall-to-Fall using ARCC definitions
How are students progressing in basic skills, ESL, and in General Education (GE)?

1.4 Improvement rates in basic skills and ESL courses using ARCC definitions
1.5 Course success rate by GE SLO Category
   1.5.a Category I - Natural Sciences
   1.5.b Category II - Social and Behavioral Sciences
   1.5.c Category III - Humanities
   1.5.d Category IV-A - English Composition
   1.5.e Category IV-B - Communication & Analytical Thinking
   1.5.f Category V - Mathematics
   1.5.g Category VI - Information Competency

How successful are our students in completing their programs and achieving their career or transfer goals?

1.6 Student Progress and Achievement Rates using ARCC definitions
1.7 Program Completers (degree/certificate counts & graduation rate comparisons)
1.8 Number of VVCCD students graduating with Honors
1.9 Licensure and certification leading to employment
1.10 Placement into workforce/employment

HIGHLIGHTING AREAS OF STRENGTH

Retention

★ For the past 3 Falls VVCCD overall retention has been well above the statewide rate. Additionally In Fall 2008 all but 2 disciplines were above the statewide rate. (other discs were not offered)

★ From 2005 to 2007 retention rates improved for Career Technical Education (CTE) and Basic Skills courses, and were stable for Transfer courses.

★ Over the past 3 Falls retention rates improved for both full-time and part-time students, with full-time student rates slightly higher.

★ The Online class retention rate improved substantially for Fall, 2008 when it approached the district average. Traditional courses were also within .1% of the district average, and both Online and Traditional retention improved over the past 3 Falls.

★ Retention rates for first-time freshmen declaring an educational goal of “Bachelor's degree after earning an Associate's degree” (the largest group) exceeded the district and statewide averages for each Fall term from 2006 to 2008.
Success

★ Success rates in online classes and for full-time students have steadily improved.

★ Success rates for first-time freshmen declaring an educational goal of “Bachelor’s degree after earning an Associate’s degree” (the largest group) exceeded the district average for Fall, 2008.

Persistence

★ Fall-to-Spring persistence rates for online and full-time students have increased over the last three years.

★ Basic skills and full-time student persistence has consistently been higher than the overall rates for the past 3 years.

★ Persistence has increased for all studied student groups - over last 3 years.

Program Completion and Placement

★ At least 94% of students from at fifteen different career technical education programs entered the workforce during the 2007-2008 academic year.

★ The number of degrees awarded by VVCD for 2006-2007 exceeded the IPEDS comparison group median by 34%.

★ The 2006-2007 VVCD graduation rate for Black and Hispanic students was higher than the IPEDS comparison group median.

FOCUSBING ON AREAS TO STUDY

Retention

★ Course retention rates in four out of five of the highest demand disciplines, including the core disciplines of Mathematics and English, were below the district average for Fall 2008.

★ Nineteen disciplines (including eight GE disciplines that serve a cross-section of students) were below the district average course retention rate for Fall, 2008.

Success

★ Fifteen disciplines, including eight that serve GE students, were below the district average course success rate for Fall, 2008.
Ten GE disciplines that serve a cross section of students unexpectedly show high success as well as very high rates of retention.

VVCCD overall retention is above the state average, while VVCCD course success is below the state average.

There is no improvement over time in overall VVCCD class success or in part-time student success.

Online student success is consistently and substantially lower than traditional student success as well as overall success.

**Persistence**

Low persistence rates are found among part-time students and first time freshmen.

**Program Completion and Placement**


The number of certificates and other credit awards completed during 2007-2008 declined 6% from 2006-2007.

The 2006-2007 VVCCD overall graduation rate was 4% points lower than the IPEDS comparison group median.

The 2006-2007 VVCD graduation rate for white, non-Hispanic students was 18% lower than the IPEDS comparison group median.

The 2006-2007 number of completed VVCD certificates of less than 1 year was over six times the IPEDS comparison group median.

Available data for the workforce placement and success of career technical program graduates, leavers, and completers does not indicate the degree of workforce preparedness of these students or the contribution of study at VVCCD to their preparedness.

Nine VVCCD CTE programs have workforce placement rates of 50% or less. Seventeen VVCCD CTE programs have workforce placement rates of 0%.
RECOMMENDATIONS

★ In light of the areas in need of further study, VVCCD administration and the Academic Senate need to create a formal work system involving data-informed discussions about improving student success that address such critical questions as the following:

What do retention and success rates, particularly in GE categories, indicate regarding institutional and instructional effectiveness at VVCCD?

What are our standards for satisfactory retention and success rates, and how well does VVCCD meet these standards?

What are acceptable success rates for VVCCD students, especially first-time freshmen?

Which students are more likely to succeed at VVCCD and why?

How can the performance data provided here help VVCCD more effectively advance student success?

Are program completion rates at VVCCD acceptable, and how might they be improved?

What do success data reveal about student performance, rather than institutional performance, and how might improved student responsibility for learning be achieved?

★ Thoroughgoing evaluation and improvement of effectiveness at VVCCD requires systematic collection and review of direct evidence of student learning and the integration of this results of this review into VVCCD’s comprehensive planning processes.

★ Departments engaging in conversations about improving student success are advised to review discipline success rates at other CCCs or the entire System for the purpose of comparative data analysis. The CCC Chancellor’s Office Data Mart is available for this purpose.

★ It is recommended that several follow-up systems be developed to assess the effectiveness of VVCCD programs intended to prepare students for the workforce and for transfer: questionnaires asking students about employment/achievements after leaving VVCCD; employer evaluations regarding student performance.
★ The Research Office should prioritize the development of a leavers’ survey to identify the reasons for disengagement from VVCCD and the possibility of addressing these reasons programmatically.