ACCESS TO PROGRAMS AND SERVICES
Institutional Effectiveness Outcome 2

Victor Valley Community College District’s programs and services are equitably available and accessible to all members of its diverse student body.
ACCESS TO PROGRAMS AND SERVICES

Victor Valley Community College District programs and services are equitably available and accessible to all members of its diverse student body (District Goals 2, 4 through 6; Priorities 2 through 6).

KEY ISSUES & PERFORMANCE INDICATORS

How closely does the VVCCD student body reflect district population characteristics?

2.1 Representativeness of VVCCD student body compared to district population on
   2.1.a Gender
   2.1.b Race/Ethnicity
   2.1.c Age
   2.1.d Full-time/Part-time status
   2.1.e Disability

2.2 Spread of students’ home addresses across areas served
2.3 Enrollment growth compared to district population growth
2.4 Level of academic preparedness of incoming students from feeder high schools
   2.4.a. Academic performance indices of area school districts and high schools
   2.4.b. Percentage of entering students who perform at college-level study in English and Mathematics per placement testing

How many VVCCD students are served by special instructional and support programs?

2.5 Number of students served by DSPS, EOPS, CARE, and CalWorks programs (unduplicated within programs, across all programs and FTES)
2.6 Number, percentage, and characteristics receiving all types of financial support
2.7 Total number of students enrolled in basic skills and English as a Second Language courses

How many students participate in the matriculation, outreach, and recruitment activities of VVCCD?

2.8 Number of Bridge students who applied to VVCCD, completed assessment testing, enrolled in one or more classes, completed these classes, and re-enrolled for an additional term
2.9 Number of students participating in each of the following matriculation services compared with similar community colleges: orientation, assessment, counseling, advisement (data not yet available)

How many students are served by class scheduling alternatives provided by the VVCCD?

2.10 Class characteristics
   2.10.a. Time of day
   2.10.b. Method of instruction
   2.10.c. Location of class (onsite, off-site)
   2.10.d. Duration of class
   2.10.e. Day of class (weekday, weekend)

HIGHLIGHTING AREAS OF STRENGTH

Student Demographics

★ VVCCD students represent a wide range of age groups, with more than 76% of the student body in the age group of 18-40 years for the last 3 Fall terms.

★ Twelve local communities are represented in the VVCCD student body.

★ A general trend of increasing student enrollment mirrored district population growth from 1994 to 2003

Support Programs

★ For 2006-2007, 2,485 VVCCD students were served by one of more of the following programs: EOPS, CARE, DSPS, CalWORKs.

★ Number of financial aid awards from 2007 to 2008 increased 36.3% ($16M to approximately 22M).

Recruitment and Matriculation

★ Fall 2008 retention rates for Bridge students were higher than the institutional and statewide rates, and on par with other full-time students.

★ Persistence from Fall 2008 to Spring 2009 was better for Bridge students than for other first-time freshmen.
Class Schedule

★ Class fill rate for all scheduling alternatives increased significantly to a district average of 96.3%.

★ Class fill rates were well above the district average on MW and TTh, days on which the largest number of sections were scheduled.

★ The fill rate for evening classes increased by 23.6 percentage points from Fall 2006 to Fall 2008.

FOCUSING ON AREAS TO STUDY

Student Demographics

★ The percentage of White VVCCD students declined 6.2 percentage points from Fall 2006 to Fall 2008, while the percentage of Hispanic VVCCD students increased 2.5 percentage points.

★ One out of every three VVCCD students is a full time student.

★ One out of every three VVCCD students is age 18-20.

★ 9.1% of Fall, 2008 VVCCD students were less than 18 years of age

★ Approximately 80% of VVCCD students come from three High Desert communities: Victorville, Apple Valley, Hesperia.

★ District population increased steadily from 1994-2006, after which it declined. By contrast student enrollment declined from 2003 to 2006 and increased thereafter

Support Programs

★ Women and African American students are over-represented in EOPS, CARE, DSPS and CalWorks.

★ Hispanic students are under-represented in EOPS, CARE, DSPS, and CalWORKs.

Recruitment and Matriculation

★ Student participation and tracking data for matriculation services is insufficient.
Class Schedule

★ The fill rate for the relatively small number of off-site classes is consistently and substantially lower than the fill rates for online and on-campus sections. The fill rate for day classes is consistently higher than the fill rate for evening classes.

★ Fall 2008 fill rates for 11, 14, 16 and 3 week classes were much higher than Classes meeting for all other durations.

★ Although 12 week classes ranked third in the number of sections offered for Fall 2008, the average 12 week fill rate was 13.4 percentage points lower than the district average.

★ Fill rates in Fall 2008 were lower for sections that met one day each week than for most sections that meet two days each week.

★ The lowest fill rates in Fall 2008 occurred in classes that met on M/W/F/Sat, M/F. and T/Th/F of each week.

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 access that address such critical questions as the following:

What are defensible standards for evaluating access, and how well does VVCCD meet these standards? Are participation rates in special support programs acceptable and how might they be improved?

How effectively is financial aid distributed at VVCCD?

To what degree has the recent enrollment growth at VVCCD enhanced or undermined access?

What do participation rates in matriculation, outreach and recruitment activities suggest about the need for or effectiveness of these programs?

What changes or augmentations of VVCCD’s instructional programs would enhance student access?

★ The Office of Instruction and Student Services is advised to:

Review registration priorities for inconsistency with the district’s commitment to student access.
Re-evaluate resources dedicated to special support programs in light of student demand for these services.

Evaluate class scheduling procedures to redistribute classes from low demand formats (offsite, evening) to high demand formats (onsite, day).

Review concurrent enrollment policies to determine their consistency with the district mission, vision, goals, and priorities.

Establish standard student contact management processes for special projects/grant-funded programs to facilitate long-term tracking of program access and impact on student success.

Establish reliable procedures for recording and tracking delivery of orientation, counseling, and follow-up.

★ The Research Office is advised to:

Investigate methods of enrollment projection other than district population growth.

Develop a method of collecting reliable participation data in matriculation services.

Evaluate the efficiency of financial aid policies by tracking recipients by retention and success.