

# **Victor Valley College**

## **Student Equity Plan**

**November 25, 2014**



# Victor Valley College Student Equity Plan

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***Victor Valley College  
Student Equity Plan  
Signature Page***

District: \_\_\_\_\_ Date Approved by Board of Trustees: \_\_\_\_\_

College President: \_\_\_\_\_

Vice President of Student Services: \_\_\_\_\_

Vice President of Instruction: \_\_\_\_\_

Academic Senate President: \_\_\_\_\_

Student Equity Coordinator/Contact Person: \_\_\_\_\_



# Executive Summary

## Student Equity History

The need for addressing student equity at California's community colleges began in 1991 with the passage of AB 617, which added an equity component to the Comprehensive Mission Statement. The Board of Governors soon followed in 1992 when they adopted a policy requiring college districts to develop and implement a student equity plan and then evaluate their student equity efforts. The Board of Governors made student equity planning into a minimum standard for receiving state funding in 1996, but no guidelines were developed by the Chancellor's Office.

In 2002, the Board of Governors made student equity planning part of Title 5. The Chancellor's office responded in 2003 by developing guidelines for colleges. In November 2004, VVC completed its first Student Equity Plan [Attachment 1] as did other colleges throughout the state.

By 2005, the Chancellor's Office requested that colleges begin updating their Student Equity Plans. The guidelines required that plans be evaluated and revised every three years, but allowed enough flexibility so that individual colleges could adapt their Student Equity Plans to local concerns.

In 2008, VVC updated and revised its Student Equity Plan [Attachment 2]. VVC began to update this plan in 2011, but abandoned the effort after some initial data was collected. Throughout the state, many of the requirements for student equity were suspended because of the severe budget cuts throughout the state. (Much of the data collected for the 2011 report has been incorporated into this 2014 report.)

The Student Success Act of 2012 (SB 1456) was passed and reaffirmed the importance of focusing on student equity in the effort to improve student success. In 2013, the Chancellor's Office convened a Student Equity Workgroup to review and update the student equity planning process, ensuring that each college identified strategies to address and monitor equity issues as well as to mitigate disproportionate impact on student access and achievement.

In January 2014, in recognition and support of the importance of the need to identify and support equity and success for all students, the governor's 2014-15 budget proposed to target \$100 million of additional Student Success and Support Program (SSSP) funding to close achievement gaps in access and success in underrepresented student groups.

VVC's current efforts to address student equity are in response to the Student Success Act of 2012 and follow the Chancellor's Office's guidelines for student equity planning. The Student Equity Plan of 2014 has been coordinated with the Student Success Support Plan of 2014 (Attachment 3) and the BSI Grant (Attachment 4) and incorporates the goals and activities from those plans.

## Target Groups

The Student Equity Plan focuses on target groups by 1) Ethnicity, 2) Gender, 3) Age, and 4) Disability. Each target group has been broken down for closer examination according to the student population of Victor Valley College.

1. Ethnicity has been broken down to examine African-American, Hispanic, Asian, Pacific Islanders, American Indians or Alaskan Natives and White.
2. Gender has been broken down into male and female students.
3. Age has general been broken down into <18 years, 18-20 years old, 21-25 years old, 26-30 years old, 31-40 years old, 41-50 years old, 51-60 years old and >60 years old. In some areas, the categories are slightly different for the youngest and oldest students.
4. Disability has been broken down into learning disability, physical disability and psychological disability or into receiving or not receiving DSPS services.



The report does not include a detailed examination of students coming from foster care. This is a target group where initial research was conducted, but not completed adequately to be included in this report. Students coming from foster care must, however, be a part of student equity efforts at VVC.

California had 10,720 foster youth students enrolled in Fall 2012 and 13,293 foster youth students enrolled in Fall 2013, representing an increase of 24%. VVC had 137 foster youth students enrolled in Fall 2012 and 121 foster youth students enrolled in Fall 2013, representing a decrease of 12%.

## Areas for Evaluation

These groups were examined in five areas, including 1) Access, 2) Course Completion, 3) ESL and Basic Skills Completion, 4) Degree and Certificate Completion and 5) Transfer.

1. For Access, we compared the community's demographics to the student population to see if the students we are reaching align with the local population.
2. For Course Completion, we compared the number of credit courses that students completed by the end of the term to the number of courses in which the students are enrolled on the census day of the term.
3. For ESL and Basic Skills Completion, we compared the number of students who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those who complete a basic skills course.
4. For Degree and Certificate Completion we compared the number of students by population group who received a degree or certificate to the number of students in that group with the same informed matriculation goal.
5. For Transfer, we compared the number of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students who actually transfer after one year or up to six years.

## Goals and Outcomes

Victor Valley College has two primary goals for the Student Equity Plan 2014:

1. The first goal of the Student Equity Plan is to assess how well Victor Valley College is serving its community. Victor Valley College needs to understand how well our community groups are able to access our services and courses and how successfully they are completing their coursework and academic goals.
2. A second goal is to make the Student Equity Plan a permanent and meaningful part of the Program Review process. Individual departments and programs currently do not assess equity in their Program Reviews. The chairs of the departments have generally not been aware of the data that is available and were not required to report on issues related to student equity. The Academic Senate's Executive team has made the incorporation of Student Equity goals a priority for 2014-2015.

## Activities and Actions

Achieving the goals of the Student Equity Plan requires the completion of a number of activities. These activities were developed through the process of writing the SSSP report, the Basic Skills Initiative report and the Student Equity Plan.

The activities are divided into six primary groups: 1) Orientation, 2) Assessment and Placement, 3) Counseling, Advising and other Educational Planning Services, 4) Follow Up for At-Risk Students, 5) BSI Activities and 6) Academic Senate Activities.

### *Orientation*

1. Provide all new students with orientations introducing college policies, practices, success strategies, funding sources, course enrollment procedures and campus support services.
2. Provide all students access to online orientations through WebAdvisor's main menu screen
3. Provide ESL orientations conducted by bi-lingual counselors to introduce second language students to the ESL Program.
4. Produce a new orientation video to replace current video which is six years old.
5. Make maintenance of registration priority a part of VVC's web based orientations.

### *Assessment and Placement:*

1. Asses new students in math, English grammar and reading skills and provide placement into appropriate courses.
2. Provide assessment on campus at VVC or at high school locations through the Bridge Program.
3. Evaluate new student enrollment with Colleague to ensure that students are registered for courses appropriate to their placement.

### *Counseling, Advising and Other Educational Planning Services*

1. Provide counseling for all new students arriving at VVC receive educational planning services in accordance with the Student Services Act of 2012.
2. Encourage completion of assessment, orientation and education planning by moving students who have not completed the process to the end of the registration period.
3. Refer students to specialized counselors where appropriate including DSPS, EOPS, Care, Athletics, Distance Education, Transfer, Health Professionals, Foster Care/Kinship, Veterans, CalWorks, Honors, High School K-12 Bridge Program, and PACE Program.
4. Provide counseling for online students through the use of the “Ask the Ram” link at the VVC web site.
5. Provide abbreviated education plans through high school counselors or VVC counselors conducting Preliminary Education Planning Sessions.
6. Conduct needs analyses during comprehensive educational planning sessions where issues such as health, finances, jobs and family concerns are considered along with education goals.
7. Identify students who would benefit from specialized counseling services from DSPS, EOPS or CalWorks.
8. Complete Electronic Education Plan application with MIS staff which includes a degree audit tool to assess progress towards certificate or associate’s degree.

### *Follow-up for At-Risk Students*

1. Analyze data of at-risk students to identify students who are disadvantaged when compared to the rest of the VVC population.
2. Contact at-risk students though with letters to inform students of the situation and to encourage them to access counseling and tutorial services and to enroll in special programs.
3. Require counseling for students who are “subject to dismissal” by preventing these students from registering until after they have seen a counselor.
4. Assess barriers to success for at-risk students and recommend strategies and course of action to improve likelihood of achieving academic goals.
5. Complete implementation of Early Alert system that identifies students performing poorly in classes and e-mails them to inform them of their situation.

### *BSI Activities*

1. Expand tutoring programs in the ELS lab, basic skills math classes, the Basic Skills lab and English classes two levels below freshman composition.
2. Complete implementation of Exit Exam for students completing English composition one level below freshman composition.
3. Support and improve counseling contact with students in the Basic Skills Program and ESL courses by ensuring all students in these programs have an education plan.
4. Expand faculty development to include part-time instructors and establish a series of training/sharing meetings.

### *Academic Senate Activities*

1. Distribute the data regarding access and success to the department chairs and program directors.
2. Incorporate Student Equity Planning into Program Review process by making chairs and directors aware of the nature of student equity planning.
3. Add a Student Equity Planning section to the Program Review reports that specifically addresses student equity and its effect on each department and program.

## Resources Budgeted

Currently, VVC has budgeted \$5,622,542.00 for Student Success and Support Programs. [Appendix]. There is \$1,220,959.00 budgeted for SSSP planned expenditures and \$4,401,583.00 budgeted as the district match. Student Equity Allocations are \$755,323.00. Other resources include the BSI fund, which are being used to address specific activities. VVC has budgeted \$95,071.00 in BSI funding for 2014-2015.

## Contact Persons

Arthur Lopez 760-245-4271 x2377

Michael McCracken 760-245-4271 x2677

Patricia Wagner 760-245-4271 x2690

Joseph Pendleton 760-245-4271 x2604



# Campus-Based Research

The data for the Student Equity Plan was collected during two different periods. The data collected in Fall 2014 refers primarily to Fall 2013. The primary sources of the data include DataMart, US Census Bureau and the Center for Institutional Excellence at VVC. The data collected in Fall 2012 refers primarily to Fall 2011. This data was collected but never used to develop a Student Equity Plan for that year. The data has been incorporated into this Student Equity Plan.

## Indicator Definition and Data

<b>Common Data Set Definitions</b>
<b>American Indian or Alaska native:</b> A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
<b>Asian or Pacific Islander:</b> A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.
<b>Associate degree:</b> An award that normally requires at least two but less than four years of full-time equivalent college work.
<b>Black, non-Hispanic or African-American:</b> A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).
<b>Career and placement services:</b> A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories, personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment and those seeking permanent positions; establishment of a permanent reference folder; career resource materials.
<b>Certificate:</b> See <b>Postsecondary award, certificate, or diploma.</b>
<b>College-preparatory program:</b> Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college or university study.
<b>Common Application:</b> CCCApply online application
<b>Contact hour:</b> A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.
<b>Continuous basis (for program enrollment):</b> A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.
<b>Counseling service:</b> Activities designed to assist students in making plans and decisions related to their education, career, or personal development.
<b>Credit:</b> Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

<b>Credit course:</b> A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.
<b>Credit hour:</b> A unit of measure representing an hour (50 minutes) of instruction over a 16-week period in a semester. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.
<b>Degree:</b> An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.
<b>Degree-seeking students:</b> Students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.
<b>Differs by program (calendar system):</b> A calendar system classification that is used by institutions that have occupational/vocational programs of varying length. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a two-month program in January, March, May, September, and November; and a three-month program in January, April, and October.
<b>Distance learning:</b> An option for earning course credit at off-campus locations via cable television, internet, satellite classes, videotapes, correspondence courses, or other means.
<b>Double major:</b> Program in which students may complete two undergraduate programs of study simultaneously.
<b>Concurrent enrollment:</b> A program through which high school students may enroll in college courses while still enrolled in high school.
<b>English as a Second Language (ESL):</b> A course of study designed specifically for students whose native language is not English.
<b>First-time student:</b> A student who is new to VVC until completion of their first full-length term.
<b>Freshman:</b> A first-year undergraduate student.
<b>Freshman/new student orientation:</b> Orientation addressing the academic, social, emotional, and intellectual issues involved in beginning college. May be a few hours or a few days in length; at some colleges, there is a fee.
<b>Full-time student (undergraduate):</b> A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term.
<b>Grade-point average (academic high school GPA):</b> The sum of grade points a student has earned in secondary school divided by the number of courses taken. The most common system of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and no points for an E or F. Unweighted GPA's assign the same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.
<b>Hispanic:</b> A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
<b>Learning center:</b> Center offering assistance through tutors, workshops, computer programs, or audiovisual equipment in reading, writing, math, and skills such as taking notes, managing time, taking tests.
<b>Liberal arts/career combination:</b> Program in which a student earns undergraduate degrees in two separate fields, one in a liberal arts major and the other in a professional or specialized major, whether on campus or through cross-registration.
<b>Nonresident alien:</b> A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.
<b>Open admission:</b> Admission policy under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications.
<b>Part-time student (undergraduate):</b> A student enrolled for fewer than 12 credits per semester or quarter, or fewer than 24 contact hours a week each term.



<b>Personal counseling:</b> One-on-one or group counseling with trained professionals for students who want to explore personal, educational, or vocational issues.
<b>Postsecondary award, certificate, or diploma:</b> Includes the following three IPEDS definitions for postsecondary awards, certificates, and diplomas of varying durations and credit/contact hour requirements:
<b>Less Than 1 Academic Year:</b> Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters) or in less than 900 contact hours by a student enrolled full-time.
<b>At Least 1 But Less Than 2 Academic Years:</b> Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.
<b>At Least 2 But Less Than 4 Academic Years:</b> Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or in at least 1,800 but less than 3,600 contact hours.
<b>Public institution:</b> An educational institution whose programs and activities are operated by publicly elected or appointed school officials, and which is supported primarily by public funds.
<b>Race/ethnicity:</b> Category used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.
<b>Race/ethnicity unknown:</b> Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified racial/ethnic categories.
<b>Remedial services:</b> Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.
<b>Resident alien or other eligible non-citizen:</b> A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).
<b>Semester calendar system:</b> A calendar system that consists of two semesters during the academic year with about 16 weeks for each semester of instruction. There may be an additional summer session.
<b>Summer session:</b> A summer session is shorter than a regular semester and not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have 2 or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.
<b>Transfer student:</b> A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate). The student may transfer with or without credit.
<b>Tutoring:</b> May range from one-on-one tutoring in specific subjects to tutoring in an area such as math, reading, or writing. Most tutors are college students; at some colleges, they are specially trained and certified.
<b>Unit:</b> a standard of measurement representing hours of academic instruction (e.g., semester credit, quarter credit, contact hour).
<b>Undergraduate:</b> A student enrolled in a four- or five-year bachelor's degree program, an associate degree program, or a vocational or technical program below the baccalaureate.

**Veteran's counseling:** Helps veterans and their dependents obtain benefits for their selected program and provides certifications to the Veteran's Administration. May also provide personal counseling on the transition from the military to a civilian life.

**Visually impaired:** Any person whose sight loss is not correctable and is sufficiently severe as to adversely affect educational performance.

**White, non-Hispanic:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

## CAMPUS-BASED RESEARCH

**A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

### Victor Valley Compared to California in 2013

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#### *Victor Valley in 2013*

Victor Valley College serves the high desert communities of Victorville, Hesperia, Apple Valley, Adelanto and Phelan. According to US Census Bureau data, the communities had a total population of 329,575 in 2013. Its population is 164,376 male (49.9%) and 165,199 female (50.1%). The ethnicities within the areas are 38,633 Black (11.7%), 4,129 American Indian (1.3%), 9,890 Asian (3.0%), 1,594 Native Hawaiian/Pacific Islander (0.5%), 145,917 Hispanic (44.2%) and 125,483 White (38.1%).

The number of residents in the Victor Valley over 25 who have been graduated from high school is 256,952 (78%), while the number of residents over 25 who have a Bachelor's degree or higher is 38,547 (11.6%). The per capita income is approximately \$17,972 per year.

#### *California in 2013*

California had a total population of 38,332,521 in 2013. Its population was 50.3% female and 49.7% male. The ethnicities within the state are 2,376,616 Black 6.2%, 383,325 American Indian 1.0%, 4,983,228 Asian 13.0%, 153,330 Native Hawaiian or Pacific Islander 0.4%, 14,413,028 Hispanic 37.6% and 15,371,341 White 40.1%.

The number of residents in California over 25 who have been graduated from high school is 31,049,342 (81.0%), while the number of residents over 25 who have a Bachelor's degree or higher is 11,691,419 (30.5%). The per capita income is approximately \$29,551 per year.

## *Discussion*

The greatest differences between the state and the Victor Valley community is that the Black and Hispanic segments of the population are significantly larger when compared to the state's population, while the Asian population is significantly smaller. The other population segments, including the White segment, are near the state percentages.

The high school graduation rate in the Victor Valley is only 3 percentage points lower than the state average, which is not significant. But there is a difference of nearly 20 percentage points between the number of residents with a Bachelor's degree or higher. The Victor Valley has about 1 in 10 residents with a Bachelor's degree or higher. Furthermore, the per capita income is \$11,579 less per year. This places the per capita income at 61% of the state's per capita income.

VVC is working with a population that is ready for college, but has a student base coming from homes where there is far less of a chance that the parents or other family members have a college education. The students are also coming from households with significantly lower incomes and fewer financial resources.

## **Victor Valley College in Fall 2011 and Fall 2013**

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### *VVC in Fall 2011*

#### *Gender*

In Fall 2011, VVC had 12,665 students with 7,132 female (56.3%) students and 5,379 male (42.5%) students with 154 (1.2%) uncollected.

#### *Ethnicity*

In Fall 2011, the VVC student population was 14.1% African-American, 39.3% Hispanic and 37.0% White. The other race/ethnicity categories (Asian, other and uncollected) were significantly smaller and comprised 9.7% of the student population.

### *Age*

In Fall 2011, VVC had 578 <18 years (4.5%), 4,503 18-20 years (35.6%), 3,012 21-25 years (23.8%), 1,397 26-30 years (11.0%), 1,616 31-40 years (12.8%), 1,028 41-50 years (8.1%), 415 51-60 years (3.3%), 110 >60 years (0.9%) and 6 uncollected (0.0%).

### *Disabled Students*

No data was gathered for Disabled Students in 2011.

## ***VVC in Fall 2013***

### *Gender*

In 2013, VVC had 6,556 (56.4%) female students, 5,031 (43.3%) male students and 37 (0.3%) uncollected students. (Office of Instructional Effectiveness Quick Facts).

### *Ethnicity*

In Fall 2013, the VVC student population included 1,444 African-Americans (12.4%), 5,391 Hispanic (46.4%) and 3,824 white (32.9%). The other race/ethnicity categories (Asian, other and uncollected) were significantly smaller and comprised 9.7% of the student population.

### *Age*

In Fall 2013, VVC had 579 (5.0%) <18 years, 4,237 (36.5%) 18-20 years, 2,871 (24.7%) 21-25 years, 1,249 (10.7%) 26-30 years, 1,400 (12.0%) 31-40 years, 795 (6.8%) 41-50 years, 402 (3.5%) 51-60 years, 89 (0.8%) >60 years and 2 (0.0) uncollected.

### *Disabled Students*

No data was gathered for Disabled Students in 2013.

## ***Discussion***

The disparity between female and male enrollments is not too disparate with the community and is similar to disparities throughout the state. The female population at VVC is 6.3% higher than the surrounding area, while the male population at VVC is 6.6% lower than the surrounding area. We appear to be serving the community adequately in relation to gender. VVC's total student population saw a decline over the past three years, but the percentages of female to male students has remained relatively stable.

The differences between the VVC student population and surrounding area are not significant, especially when looking at traditionally underrepresented groups such as African-American and Hispanic students. In fact, these groups are represented at rates around one or two percentage points higher than those in the surrounding area.

## CAMPUS-BASED RESEARCH

- B. COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

### Victor Valley College in Fall 2011 and Fall 2013

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#### *Victor Valley College in Fall 2011*

##### *Gender*

In Fall 2011, VVC collected data on 12,665 students with 7,132 female students and 5,379 male students and did not collect data on 154 students. VVC's population was 56.3% female and 42.5% male with 1.2% uncollected. This is a difference of 14.1% between female and male students.

VVC saw a modest decline in the number of female students it provided one year of instruction to as the percent of female students declined by 2.7% to 53.6%, while there was a small but significant increase in the percent of male students by 3.9% to 46.4%. Part of this shift can be attributed to the elimination of Uncollected students from the tabulations, but there does seem to be a modest dropping off of female students with a modest increase of male students during the first year of instruction.

VVC saw significant shifts after 1 year but less than 2 years of instruction. The percent of female students increased by 4.1% to 57.7%, while the male population decreased by 4.1% to 42.3%. These shifts are more significant than those before 1 year of instruction and show the beginnings of what becomes far more pronounced differences at the level of Associate's degrees.

### *Ethnicity*

VVC collected data on eight different categories, including Non-resident aliens, African-Americans, American Indians/Alaskan Natives, Hispanics, Asian/Filipino/Pacific Islanders, Whites, Two or more races, Uncollected/Unknown.

In Fall 2011 non-resident aliens comprised 0.0% of the population, African-Americans comprised 14.1%, American Indians/Alaskan Native comprised 0.5%, Hispanic comprised 39.3%, Asian/Filipino/Pacific Islander comprised 2.8%, whites comprised 37%, Two or more races comprised 3.3% and Uncollected/Unknown comprised 3.0%.

The largest two races/ethnic groups are Hispanics and whites at just under 40%, while African Americans are the third largest group at nearly 15%. All other races/ethnicities are less than 4% of the population.

VVC saw a 3.4% decline in the African-American population to 10.7% in the number of students receiving less than 1 year of instruction. Hispanic students declined 10.7% to 28.6%. Whites increased by 7.6% to 44.6%. Other race/ethnicity groups saw relatively modest changes except for Asian/Filipino/Pacific Islanders who increased 7.9% to 10.7%.

The data for Awards of at least 1 but less than 2 academic years shows very dubious changes in the percentages as the African-American and Hispanic populations see huge drops in percent of population only to see them return to near previous levels at the Associates degree point. The African-American data, for example, drops to 3.8% but then returns to 9.9% at the Associate's degree level. This seems highly unlikely. For this reason, the data for this category should not be considered in student equity planning.

### *Age*

No data was available for Age in 2011

### *Disabled Students*

No data was collected for Disabled Students in 2011



## *State in Fall 2013*

For its credit courses, the state had a retention rate of 91.0% and a success rate of 65.7% in its credit courses. For its basic skills courses, the retention rate was 86.4% and a success rate of 63.2%. For its degree applicable courses, the retention rate was 90.8% and the success rate was 66.5%. For transferable courses, the retention rate was 90.6% and the success rate was 67.2%.

## *Victor Valley College in Fall 2013*

For its credit courses, Victor Valley College had a retention rate of 91.0% and a success rate of 65.7% in its credit courses. For its basic skills courses, the retention rate was 92.8% and the success rate was 56.9%. For its degree applicable courses, the retention rate was 90.8% and the success rate was 66.5%. For transferable courses, the retention rate was 90.6% and the success rate was 67.2%.

### *Gender*

For its credit courses, Victor Valley College had a retention rate of 91.6% for females and 91.9% for males and a success rate of 68.9% for females and 66.8% for males.

### *Ethnicity*

For its credit courses, Victor Valley College had a retention rate of 87.7% and a success rate of 55.2% for African-Americans, a retention rate of 87.8% and a success rate of 67.7% for American Indians/Alaskan Natives, a retention rate of 93.8% and a success rate of 74.2% for Asians, a retention rate of 92.2% and a success rate of 67.3% for Hispanics, a retention rate of 89.6% and a success rate of 62.3% for Pacific Islanders, a retention rate of 92.8% and a success rate of 73.9% for Whites, a retention rate of 91.2% and a success rate of 66.4% for Multi-Ethnicities.

### *Age*

For its credit courses, Victor Valley College had a retention rate of 96.1% and a success rate of 76.6% for students 1 to 17 years of age, a retention rate of 93.7% and a success rate of 66.8% for students 18 and 19 years of age, a retention rate of 90.9% and a success rate of 66.2% for students 20 to 24 years of age, a retention rate of 90.4% and a success rate of 69.8% for students 25 to 29 years of age, a retention rate of 91.3% and a success rate of 68.9% for students 30 to 34 years of age, a retention rate of 90.7% and a success rate of 70.9% for

students 35 to 39 years of age, a retention rate of 88.4% and a success rate of 72.2% for students 40 to 49 years of age, and a retention rate of 88.4% and a success rate of 70.0% for students 50 + years of age.

#### *Disabled Students*

No data was available for disabled students

#### *Discussion*

The success rates and retention rates are quite consistent across genders, ages and ethnicities. African-Americans are slightly lower in both categories, but not by many percentage points when compared to other ethnicities.



## CAMPUS-BASED RESEARCH

**C. ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

The data for the ESL and Basic Skills Completion rates from DataMart have proven to be unreliable. There have been a number of issues with how DataMart has collected data for VVC and throughout the state, but we have compiled some data in order to provide a starting point for investigating the programs focused on these areas.

### Student Success Scorecard Metrics by Cohort

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#### *Cohorts for 2005-2006 (Outcomes by 2010-2011) at VVC*

VVC had a student success scorecard metric of 43.2% for students in remedial English, a 36.6% for students in remedial math and a 14.0% for students in remedial ESL.

##### *Gender*

English—Female students were 45.8% successful, while male students were 39.0% successful in English. Math—Female students were 36.7% successful, while male students were 35.6% successful in math. ESL—Female students were 15.2% successful, while male students were 7.4% successful in ESL.

##### *Age*

English—Students 19 and under were 47.4% successful, 20-24 years were 36.7% successful, 25-49 years were 38.6% successful and 50+ were 18.5% successful in English. Math—Students 19 and under were 46.5% successful, 20-24 years were 25.6% successful, 25-49 years were 23.7% successful and 50+ were 18.2% successful in math. ESL—Students 19 and under were 50.0% successful, 20-24 years were 30.0% successful, 25-49 years were 9.9% successful and 50+ were 0.0% successful in ESL.

##### *Ethnicity*

English—African-Americans were 36.5% successful, American-Indian/Alaskan Natives were 28.6% successful, Asians were 54% successful, Hispanics were 40.0% successful, Pacific

Islanders were 42% successful and whites were 45.8% successful in English. Math—African-Americans were 26.2% successful, American-Indian/Alaskan Natives were 20.0% successful, Asians were 39.3% successful, Hispanics were 35.0% successful, Pacific Islanders were 33.3% successful and whites were 40.2% successful in math. ESL—African-Americans were N/A, American-Indian/Alaskan Natives were N/A, Asians were 35.3% successful, Hispanics were 2.9% successful, Pacific Islanders were N/A and whites were 71.4% successful in ESL.

#### *Disability*

English—Students who did not receive DSPS services were 43.6% successful, while students who did receive DSPS services were 37.4% successful in English. Math-- Students who did not receive DSPS services were 36.8% successful, while students who did receive DSPS services were 31.9% successful in math. ESL—Students who did not receive DSPS services were 14.0% successful, while students who did receive DSPS services were N/A in ESL

#### *Cohorts for 2006-2007 (Outcomes by 2011-2012) at VVC*

VVC had a student success scorecard metric of 46.1% for students in remedial English, 36.6% for students in remedial math and 8.6% for students in remedial ESL.

#### *Gender*

English—Female students were 49.9% successful, while male students were 39.6% successful in English. Math—Female students were 39.3% successful, while male students were 36.0% successful in math. ESL—Female students were 10.1% successful, while male students were 5.6% successful in ESL.

#### *Age*

English—Students 19 and under were 50.2% successful, 20-24 years were 43.3% successful, 25-49 years were 36.9% successful and 50+ were 33.3% successful in English. Math—Students 19 and under were 44.0% successful, 20-24 years were 35.9% successful, 25-49 years were 29.4% successful and 50+ were 8.8% successful in math. ESL—Students 19 and under were 25.0% successful, 20-24 years were 17.6% successful, 25-49 years were 7.6% successful and 50+ were 0.0% successful in ESL.

### *Ethnicity*

English—African-Americans were 32.1% successful, American-Indian/Alaskan Natives were 33.3% successful, Asians were 58.1% successful, Hispanics were 45.7% successful, Pacific Islanders were 22.2% successful and Whites were 49.8% successful in English. Math—African-Americans were 16.9% successful, American-Indian/Alaskan Natives were 40.0% successful, Asians were 38.7% successful, Hispanics were 40.6% successful, Pacific Islanders were 12.5% successful and Whites were 40.2% successful in math. ESL—African-Americans were 0.0% successful, American-Indian/Alaskan Natives were N/A, Asians were 11.8% successful, Hispanics were 6.8% successful, Pacific Islanders were N/A and Whites were 18.8% successful in ESL.

### *Disability*

English—Students who did not receive DSPS services were 46.2% successful, while students who did receive DSPS services were 45.5% successful in English. Math-- Students who did not receive DSPS services were 38.8% successful, while students who did receive DSPS services were 27.0% successful in math. ESL—Students who did not receive DSPS services were 8.8% successful, while students who did receive DSPS services were 0.0% successful in ESL

### *Cohorts for 2007-2008 (Outcomes by 2012-2013) at VVC*

VVC had a student success scorecard metric of 46.2% for students in remedial English, a 40.1% for students in remedial math and a 6.3% for students in remedial ESL.

### *Gender*

English—Female students were 50.1% successful, while male students were 40.6% successful in English. Math—Female students were 41.0% successful, while male students were 39.0% successful in math. ESL—Female students were 8.5% successful, while male students were 0.4% successful in ESL.

### *Age*

English—Students 19 and under were 49.9% successful, 20-24 years were 35.7% successful, 25-49 years were 43.7% successful and 50+ were 40.6% successful in English. Math—Students 19 and under were 47.3% successful, 20-24 years were 33.2% successful, 25-49 years were 29.3% successful and 50+ were 22.2% successful in math. ESL—Students 19 and under were 30.0%

successful, 20-24 years were 7.1% successful, 25-49 years were 5.3% successful and 50+ were 0.0% successful in ESL.

### *Ethnicity*

English—African-Americans were 32.2% successful, American-Indian/Alaskan Natives were 42.9% successful, Asians were 77.8% successful, Hispanics were 45.0% successful, Pacific Islanders were 73.3% successful and Whites were 48.7% successful in English. Math—African-Americans were 25.7% successful, American-Indian/Alaskan Natives were 43.5% successful, Asians were 58.3% successful, Hispanics were 40.4% successful, Pacific Islanders were 50.0% successful and Whites were 41.8% successful in math. ESL—African-Americans were N/A, American-Indian/Alaskan Natives were N/A, Asians were 9.7% successful, Hispanics were 4.1% successful, Pacific Islanders were N/A and Whites were 18.2% successful in ESL.

### *Disability*

English—Students who did not receive DSPS services were 46.1% successful, while students who did receive DSPS services were 48.5% successful in English. Math-- Students who did not receive DSPS services were 39.9% successful, while students who did receive DSPS services were 44.6% successful in math. ESL—Students who did not receive DSPS services were 5.8% successful, while students who did receive DSPS services were 20.0% successful in ESL

### *Discussion*

The data for remedial English has stayed fairly consistent with a small but significant 3 percent improvement over the three years of data. The data for remedial math has seen a similar improvement of just over 3 percent improvement during the three years. Of concern is the data for remedial ESL which saw a decline of over 7 percent during the three years.

There are, however, questions regarding the veracity of the data, especially as a number of issues with the TOP codes used to track data have been discovered to be inaccurate. These concerns about the quality of the data exist both at the state level but are especially acute here at VVC where persistence can often not be measured due to the incorrect reporting of TOP codes. Interestingly, the ethnicity data shows success rates below 5.0% for Hispanics in ESL for all cohorts. This stands out since the ESL program at VVC primarily serves Hispanic students.

This may be one of the sources of the issues with the statistical data for the ESL Student Success Scorecard Metrics.



## CAMPUS-BASED RESEARCH

- D. DEGREE and CERTIFICATE COMPLETION.** Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

### Victor Valley College in Fall 2013

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Collecting data that compares the number of students who received certificates and degrees to the number of students who stated that a certificate or degree was part of their matriculation goal is not currently practical. Any such data that could be gathered at VVC would not be reliable enough to be useful for evaluating degree and certificate completion rates.

#### *Discussion*

Degree and certificate completion rates are vitally important for evaluating the effectiveness of our instructional programs and our institution, but student education plans have not been used effectively enough in past semesters. Too often students do not complete education plans or change their education goals during the subsequent semesters.

Current efforts by to increase the use of education plans will make this data easier to gather. SSSP funding supports this effort and will make it possible to gather meaningful data and to evaluate the instructional programs and institutional goals.



## ***CAMPUS-BASED RESEARCH***

**E. TRANSFER.** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

The Transfer Cohort data is generated by developing cohorts based on the academic year that a student first enrolls at a California community college. The students are then assigned to the community college where they earn most of their units even if they began or completed their studies at another institution.

Data for this area was collected for a 2005-2006 cohort, a 2006-2007 cohort and a 2007-2008 cohort. Each cohort covers six years, which means that the 2005-2006 cohort covers to 2011, the 2006-2007 cohort covers to 2012, and the 2007-2008 cohort covers to 2013.

No data was collected on these cohorts for the Fall 2011 Student Equity Plan.

## **Victor Valley Compared to California**

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### ***All Categories for State***

The 2005-2006 cohort for the state was comprised of 113,912 students and had 47,376 transferred students. This is a transfer rate of 42%. The 2006-2007 cohort for the state was comprised of 137,510 students and had 55,735 transferred students. This is a transfer rate of 41%. The 2007-2008 cohort for the state was comprised of 129,091 students and had 50,903 transferred students. This is a transfer rate of 39%.

### ***All Categories at VVC***

The 2005-2006 cohort was comprised of 1,070 students and had 364 transferred students after 6 years. This is a transfer rate of 34%. The 2006-2007 cohort was comprised of 1,163 students and had 339 transferred students after 6 years. This is a transfer rate of 29%. The 2007-2008 cohort was comprised of 1,339 students and had 401 transferred students after 6 years. This is a transfer rate of 30%.

### *Gender*

The 2005-2006 cohort was comprised of 640 female students, 379 male students, and 51 unknown students. The 2005-2006 cohort had 209 transferred female students, 138 transferred male students and 17 transferred unknown students. This makes the cohort 60% female, 35% male and 5% unknown. The transfer rate from VVC are 57% female students, 38% male students and 5% unknown students.

The 2006-2007 cohort was comprised of 725 female students, 414 male students and 24 unknown students. The 2006-2007 cohort had 208 transferred female students, 126 transferred male students and 5 transferred unknown students. This makes the cohort 62% female, 36% male, and 2% unknown. The transfer rates are 61% for the female students, 37% for the male students and 2% for the unknown students.

The 2007-2008 cohort was comprised of 817 female students and 401 male students and 30 unknown students. The 2007-2008 cohort had 242 transferred female students, 148 transferred male students and 11 transferred unknown students. This makes the cohort 61%, 37% male and 2% unknown. The transfer rates are 60% for female students, 37% for male students and 3% for unknown students.

### *Age*

The 2005-2006 cohort is comprised of 1,070 students, with 360 students below 17 years old, 526 at 18 and 19 years old, 68 at 20 to 24 years old, 34 at 25 to 29 years old, 25 at 30 to 34 years old, 16 at 35 to 39 years old, 36 at 40 to 49 years old and 5 at 50 or more years old.

The 2005-2006 cohort transferred 364 students, with 136 students below 17 years old, 179 at 18 and 19 years old, 18 at 20 to 24 years old, 11 at 25 to 29 years old, 5 at 30 to 34 years old, 2 at 35 to 39 years old, 12 at 40 to 49 years old and 1 at 50 or more years old.

The 2006-2007 cohort is comprised of 1,163 students, with 432 students below 17 years old, 562 at 18 and 19 years old, 59 at 20 to 24 years old, 31 at 25 to 29 years old, 23 at 30 to 34 years old, 16 at 35 to 39 years old, 30 at 40 to 49 years old, 9 at 50 or more years old and 1 at unknown years old.

The 2006-2007 cohort transferred 339 students, with 145 students below 17 years old, 158 at 18 and 19 years old, 14 at 20 to 24 years old, 3 at 25 to 29 years old, 4 at 30 to 34 years old, 4 at 35 to 39 years old, 9 at 40 to 49 years old, 1 at 50 or more years old and 1 at unknown years old.

The 2007-2008 cohort is comprised of 1,339 students, with 479 students below 17 years old, 636 at 18 and 19 years old, 82 at 20 to 24 years old, 42 at 25 to 29 years old, 25 at 30 to 34 years old, 24 at 35 to 39 years old, 37 at 40 to 49 years old and 14 at 50 or more years old.

The 2007-2008 cohort transferred 401 students, with 160 students below 17 years old, 197 at 18 and 19 years old, 9 at 20 to 24 years old, 9 at 25 to 29 years old, 7 at 30 to 34 years old, 6 at 35 to 39 years old, 11 at 40 to 49 years old and 2 at 50 or more years old.

### *Ethnicity*

The 2005-2006 cohort is comprised of 1,070 students, with 71 African-American students, 11 American Indian/Alaskan Native students, 33 Asian students, 17 Filipino students, 324 Hispanic students, 0 Other non-white students, 4 Pacific Islander students, 84 Unknown students and 526 White Non-Hispanic.

The 2005-2006 cohort transferred 364 students, with 30 African-American students, 4 American Indian/Alaskan Native students, 19 Asian students, 4 Filipino students, 86 Hispanic students, 0 Other non-white students, 2 Pacific Islander students, 37 Unknown students and 182 White Non-Hispanic.

The 2006-2007 cohort is comprised of 1,163 students, with 72 African-American students, 6 American Indian/Alaskan Native students, 24 Asian students, 33 Filipino students, 409 Hispanic students, 4 Pacific Islander students, 92 Unknown students and 523 White Non-Hispanic.

The 2006-2007 cohort transferred 339 students, with 18 African-American students, 0 American Indian/Alaskan Native students, 16 Asian students, 10 Filipino students, 96 Hispanic students, 2 Pacific Islander students, 27 Unknown students and 170 White Non-Hispanic.

The 2007-2008 cohort is comprised of 1,339 students, with 113 African-American students, 10 American Indian/Alaskan Native students, 37 Asian students, 24 Filipino students, 445 Hispanic students, 15 Pacific Islander students, 126 Unknown students and 569 White Non-Hispanic.

The 2007-2008 cohort transferred 401 students, with 37 African-American students, 2 American Indian/Alaskan Native students, 17 Asian students, 10 Filipino students, 114 Hispanic students, 2 Pacific Islander students, 45 Unknown students and 174 White Non-Hispanic.

#### *Disabled Students*

The 2005-2006 cohort is comprised of 1070 students, with 2 acquired brain injury students, 1 hearing impaired student, 13 learning disabled students, 4 mobility impaired students, 9 other disability students, 3 psychological disability students and 3 visually impaired students.

The 2005-2006 cohort transferred 364 students, with 2 acquired brain injury students, 0 hearing impaired students, 5 learning disabled students, 1 mobility impaired student, 3 other disability students, 1 psychological disability students, and 2 visually impaired students.

The 2006-2007 cohort is comprised of 1,163 students, with 2 developmentally delayed students, 2 hearing impaired student, 12 learning disabled students, 7 mobility impaired students, 10 other disability students, 6 psychological disability students and 2 visually impaired students.

The 2006-2007 cohort transferred 339 students, with 0 developmentally delayed students, 0 hearing impaired students, 3 learning disabled students, 4 mobility impaired student, 1 other disability students, 2 psychological disability students, and 0 visually impaired students.

The 2007-2008 cohort is comprised of 1,339 students, with 2 acquired brain injury students, 2 developmentally delayed learners, 1 hearing impaired student, 12 learning disabled students, 7 mobility impaired students, 15 other disability students, 5 psychological disability students and 2 visually impaired students.

The 2007-2008 cohort transferred 401 students, with 1 acquired brain injury students, 0 developmentally delayed learner students, 0 hearing impaired students, 2 learning disabled students, 1 mobility impaired student, 3 other disability students, 0 psychological disability students, and 0 visually impaired students.

## *Discussion*

The transfer rates by gender demonstrate that VVC has a far higher percentage of female students attempting the initial course work for transfer. This is consistent with the percentage of the VVC population, which is over 60% female. Even though the male students comprise a smaller percentage of the transfer students, they are transferring at a slightly higher rate within their cohort than the female students.

VVC has a transfer rate significantly below the transfer rate of the state. Across the cohorts, there is a difference of 8 to 9 percentage points with no sign of improvement. The lack of a nearby CSU or UC campus along with the low rate of residents in the Victor Valley with college degrees probably both contribute to this issue. VVC opened a Transfer Center recently and has assigned a counselor to address the shortcoming.





## **Goals and Activities**



## GOALS AND ACTIVITIES

### A. STUDENT SUCCESS INDICATOR FOR ACCESS

*“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served”*

#### GOAL A.

1. Increase student understanding of college policies, practices, success strategies, funding sources, course enrollment procedures and campus support services.
2. Increase student access to orientation information through use of online resources.
3. Update current online orientation materials.
4. Increase assessment opportunities for students on and off campus.

#### ACTIVITY A.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Implement orientations for all new students introducing college policies, practices, success strategies, funding sources, course enrollment procedures and campus support services.
2. Provide all students with access to online orientations through WebAdvisor’s main menu screen.
3. Produce a new orientation video to replace current video which is six years old.
4. Expand assessment on campus at VVC and at high school locations through the Bridge Program.

#### EXPECTED OUTCOME A.1.1

VVC expects to see improved access to the college’s courses and programs of study by students who have traditionally come from backgrounds that do not include college educations. By expanding outreach and orientation services, more students will be familiar with the college’s processes and procedures and be more likely to understand what academic opportunities are at VVC.



## GOALS AND ACTIVITIES

### B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

*“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”*

#### GOAL B.

1. Ensure appropriate placement in math and English courses.
2. Increase educational planning for new students arriving at VVC.
3. Provide incentives for students to complete orientation and educational planning.
4. Expand use of specialized counseling for qualifying student populations.
5. Make counseling more readily available online.
6. Connect counseling with high school students.
7. Improve counseling services for those requiring greater accommodations or more detailed consideration.
8. Improve identification of students requiring specialized counseling.
9. Engage students falling behind in classes before failure is inevitable.

#### ACTIVITY B.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Evaluate new student enrollment with Colleague to ensure that students are registered for courses appropriate to their placement.
2. Provide counseling for all new students arriving at VVC and educational planning services in accordance with the Student Services Act of 2012.
3. Encourage completion of assessment, orientation and education planning by moving students who have not completed the process to the end of the registration period.
4. Refer students to specialized counselors where appropriate including DSPS, EOPS, Care, Athletics, Distance Education, Transfer, Health Professionals, Foster Care/Kinship, Veterans, CalWorks, Honors, High School K-12 Bridge Program, and PACE Program.
5. Provide counseling for online students through the use of the “Ask the Ram” link at the VVC web site.

6. Provide abbreviated education plans through high school counselors or VVC counselors conducting Preliminary Education Planning Sessions.
7. Conduct needs analyses during comprehensive educational planning sessions where issues such as health, finances, jobs and family concerns are considered along with education goals.
8. Identify students who would benefit from specialized counseling services from DSPS, EOPS or CalWorks.
9. Implement Early Alert system that identifies students performing poorly in classes and e-mails them to inform them of their situation.

#### **EXPECTED OUTCOME B.1.1**

VVC expects to catch many of the students who have fallen between the cracks of the system. These students often misunderstand expectations and requirements for courses, degrees and services and find college confusing or frustrating. By making education plans mandatory and by making counseling services available through other mediums and locations, VVC is ensuring that students are far less likely to run into unexpected barriers to their academic and professional goals.

## GOALS AND ACTIVITIES

### C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

*“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”*

#### GOAL C.

1. Improve access to orientation information and services for ESL students.
2. Expand tutoring for ESL and basic skills students.
3. Support and improve counseling services provided to students in the Basic Skills and ESL programs
4. Expand faculty professional development opportunities for part-time faculty in the Basic Skills and ESL programs.
5. Improve use of statistical evaluation for Basic Skills and ESL programs.

#### ACTIVITY C.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Provide ESL orientations conducted by bi-lingual counselors to introduce second language students to the ESL Program.
2. Expand tutoring programs in the ELS lab, basic skills math classes, the Basic Skills lab and English classes two levels below freshman composition.
3. Provide all students in the Basic Skills and ESL programs with education plans before end of their first semester of enrollment.
4. Develop series of training/seminar meetings focused on concerns from part-time faculty.
5. Correct TOP Codes used by state to provide DataMart data on Basic Skills and ESL programs.

#### EXPECTED OUTCOME C.1.1

VVC aims to improve the instruction of basic skills and ESL students through its efforts to expand tutoring services but also to improve the tracking of these students by improving statistical assessment of the Basic Skills and ESL programs. Basic skills and ESL students often run into academic challenges and can benefit from tutoring services provided by other students. The college also needs to improve the tracking and evaluation of its programs focused on these student populations.





## GOALS AND ACTIVITIES

### D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

*“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”*

#### GOAL D.

1. Assess progress of students towards associate’s degrees.
2. Improve identification and institutional response to disadvantaged students.
3. Improve communication and contact with at-risk students.
4. Initiate contact with students who are “subject to dismissal.”
5. Identify at-risk students and improve their skills for achieving academic goals.
6. Improve preparation for English 101.
7. Identify student certificate and degree goals through education plans.

#### ACTIVITY D.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Complete Electronic Education Plan application with MIS staff which includes a degree audit tool to assess progress towards certificate or associate’s degree.
2. Analyze data of at-risk students to identify students who are disadvantaged when compared to the rest of the VVC population.
3. Contact at-risk students though with letters to inform students of the situation and to encourage them to access counseling and tutorial services and to enroll in special programs.
4. Require counseling for students who are “subject to dismissal” by preventing these students from registering until after they have seen a counselor.
5. Assess barriers to success for at-risk students and recommend strategies and course of action to improve likelihood of achieving academic goals.
6. Establish an exit exam for students completing English composition one level below freshman composition.
7. Track students’ completion of certificate and degree goals through education plans.

**EXPECTED OUTCOME D.1.1**

VVC expects to improve the communications to students regarding the requirements for competing certificates and degrees. The college also aims to improve the completion of English 101, which is required for an Associates degree. When students better understand their academic requirements, they can plan their academic, personal and professional lives more effectively.

## GOALS AND ACTIVITIES

### E. STUDENT SUCCESS INDICATOR FOR TRANSFER

*“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”*

#### GOAL E.

1. Increase the number of students earning transfer degrees offered at VVC.
2. Provide greater present of CSU, UC and private universities on campus.

#### ACTIVITY E.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Complete AT degrees in more fields to provide more opportunities for students to receive transferable degrees from VVC.
2. Coordinate more frequent visits from CSU, UC and private colleges on campus.

#### EXPECTED OUTCOME E.1.1

VVC expects to improve the transfer rate of its students to four-year universities, including CSUs, UCs and private universities.

District : \_\_\_\_\_

College : \_\_\_\_\_

# Budget



## **SOURCES OF FUNDING**

Currently, VVC has budgeted \$5,622,542.00 for Student Success and Support Programs. There is \$1,220,959.00 budgeted for SSSP planned expenditures and \$4,401,583.00 budgeted as the district match. Student Equity Allocations are \$755,323.00. Other resources include the BSI fund, which are being used to address specific activities. VVC has budgeted \$95,071.00 in BSI funding for 2014-2015.





# **Evaluation Schedule and Process**

## EVALUATION SCHEDULE AND PROCESS

# Attachments



## ATTACHMENTS 1



## ATTACHMENTS 2





## ATTACHMENTS 3



## ATTACHMENTS 4