

Planning, Accreditation, and Student Success (PASS)
Committee Report Chapter 1a: Review and Analysis of
Student Surveys

AUGUST, 2023
VCCCD INSTITUTIONAL EFFECTIVENESS

Annual Calendar of Data for the PASS Committee, 2023-2024

Chapter 1 (Strategic Goal 1) VCCCD Culture

- a) August: Review and analysis of student surveys**
- b) September: Review and analysis of employee surveys
- c) October: Summary of professional development

Chapter 2 (Strategic Goal 2) VCCCD Student Access and Success

- a) November: Transfer-level English and math completion (AB1705/705)
- b) February: Enrollment, Access, Entry, Progress, and Completion

Chapter 3 (Strategic Goal 3) VCCCD Closing Equity Gaps

- a) March: Ethnicity, gender, and age focused equity efforts
- b) May: Foster Youth, LGBTQIA+, and Veteran focused equity efforts

Chapter 4 (Strategic Goal 4) VCCCD Workforce and Economic Development

- a) July: Career Education and Economic and Workforce Development

Introduction:

We are pleased to present the Planning, Accreditation, and Student Success (PASS) Committee Report for the month of August 2023. At the direction of the VCCCD Vice Chancellor of Institutional Effectiveness, this report has been developed in response to your request to analyze and report on how each college within the Ventura Community College District (VCCCD) is utilizing data to drive activities and initiatives at their respective colleges. The report, structured in a story format, aligns VCCCD's strategic goals with each chapter, presenting the progress and efforts made towards achieving those objectives.

The authors of this report, consisting of researchers, research deans, and senior data analysts from the district administrative center and colleges, have worked diligently to compile comprehensive insights and findings. Each chapter of the "story" corresponds to a specific strategic goal, delving into the relevant activities and outcomes observed during the Academic Year.

In this report, you will find detailed information on the activities related to the VCCCD Strategic Plan's Measure of Achievement 1.1, focusing on the development of a process to administer, analyze, and act upon gaps identified from regularly administered surveys to students and staff. Additionally, subsequent chapters will address VCCCD's strategic goals concerning student access and success, closing equity gaps, and workforce and economic development.

We hope that this report provides valuable insights and aids in informed decision-making for the continuous improvement of VCCCD and its colleges. As we progress through the following months, we will continue to present updates on the respective topics, culminating in a comprehensive summary by July 2023, as directed.

We extend our gratitude to the PASS Committee and VCCCD leadership for the opportunity to contribute to the betterment of the institution.

Sincerely,

VCCCD Institutional Effectiveness (I.E.) PASS Report Workgroup

PASS Committee Report - Student Surveys



Moorpark College, Oxnard College, and Ventura College recently administered three large-scale surveys to students. These surveys align directly with Strategic Goal 1 from the VCCCD's 2021-2027 Strategic Plan:

Strategic Goal 1: Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee.

Measure of Achievement 1.1: Develop a process to administer, analyze and act-upon gaps identified from regularly administered surveys to students and staff.

A description of each of the three surveys is below.

ACHA-NCHA III Student Survey

The ACHA-National College Health Assessment (ACHA-NCHA) is a national research survey organized by the American College Health Association (ACHA) to assist college health service, health educators, counselors, and administrators in collecting data about students' habits and behaviors on the key health topics.

The main components of this extensive survey are the physical, mental, social, and sexual health of our students. This survey is conducted every three years and provides a comprehensive view of the health needs of our students. This survey was administered to VCCCD students in fall 2022.

Number of Respondents by College:

- Moorpark 680
- Oxnard 971
- Ventura 557

State of California #RealCollegeCA 2023 Survey

In the Spring of 2023, the three colleges participated in the Real College California student survey, #RealCollegeCalifornia2023. It assessed basic needs (i.e. housing, food insecurity) to help colleges provide better support services that can assist students while attending college.

Number of Respondents by College:

- Moorpark 639
- Oxnard 512
- Ventura 525

NACCC Student Survey

The National Assessment of Collegiate Campus Climate (NACCC) is a quantitative national survey of undergraduate students developed by the USC Race & Equity Center. The NACCC is a web-based survey that focuses on six content areas essential to understanding the racial climate on campus. The six NACCC Survey content areas are Mattering & Affirmation, Cross-Racial Engagement, Appraisals of Institutional Commitment, Racial Learning & Literacy, Encounters with Racial Stress, and Impact of External Environments.

Moorpark College students participated in this survey during the Spring of 2021. Oxnard College and Ventura College students participated in the Fall of 2022.

Number of Respondents by College:

- Moorpark 2,005
- Oxnard 500
- Ventura 497

FALL 2022 ACHA NCHA III Student Survey

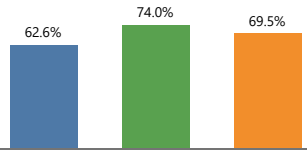
American College Health Association National College Health Assessment

KEY FINDINGS

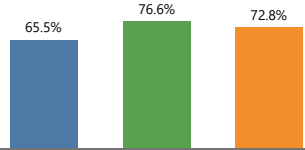
Number of respondents
MC: 680
OC: 971
VC: 557

Sense of Belonging

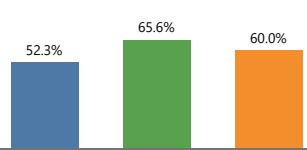
Feel that students' health and well-being is a priority at my college



Feel that the campus climate encourages free and open discussion of health and well-being at my college



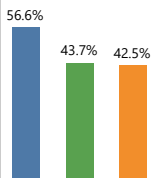
Feel that we look out for each other at my college



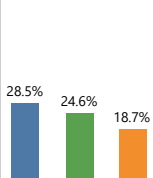
College
MC
OC
VC

Safety on Campus

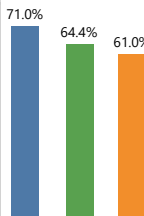
Feel very safe in the community surrounding the campus (daytime)



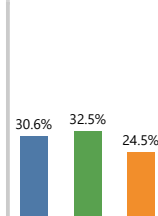
Feel very safe in the community surrounding the campus (nighttime)



Feel very safe on campus (daytime)



Feel very safe on campus (nighttime)



Average Amount of Sleep

Less than 7 hours



7 to 9 hours



10 or more hours



Impediments to Academic Performance

ADHD or ADD



Anxiety



Depression



Sleep difficulties



Stress



Mental Health and Wellbeing

No or low psychological distress



Moderate psychological distress



Serious psychological distress



Positive for loneliness



Positive suicidal screening



Suicidal attempt



Challenges or Problems within the last 12 months

Academics



Bullying



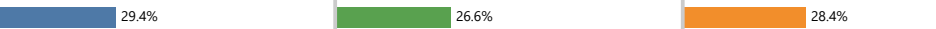
Career



Cyberbullying



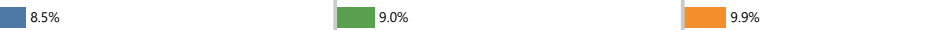
Death of family member or someone close



Discrimination



Faculty



Family



Finances



Health of someone close to me



Intimate relationships



Microaggression



Peers



Personal appearance



Procrastination



Roommate/housemate



Sexual Harassment



#RealCollegeCalifornia 2023 Student Survey

Number of Respondents:

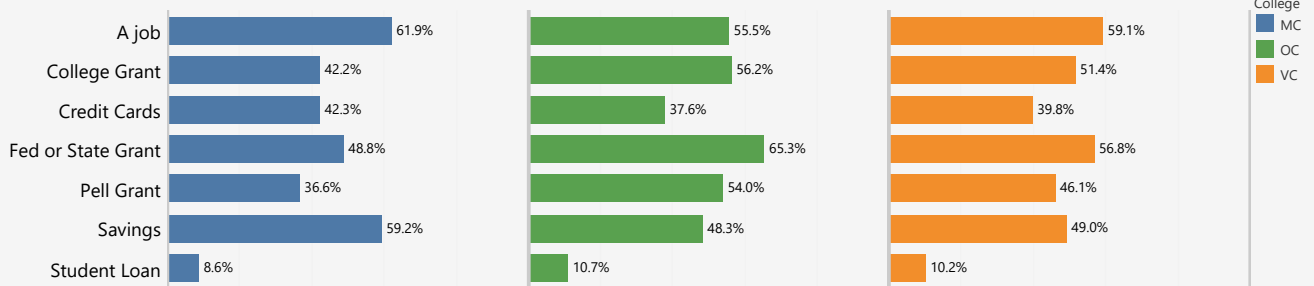
MC: 639

OC: 512

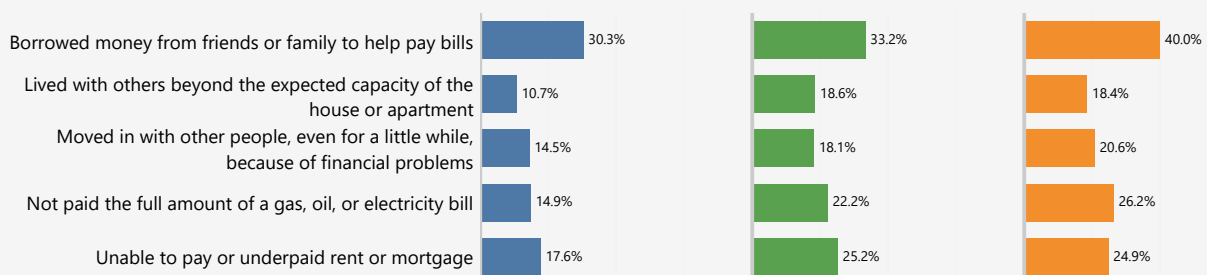
VC: 525

KEY FINDINGS

Sources to Pay for College



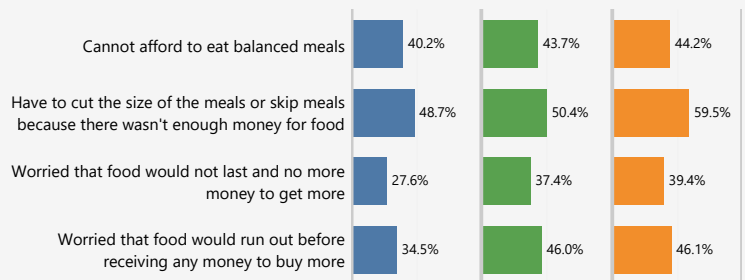
Financial Issues



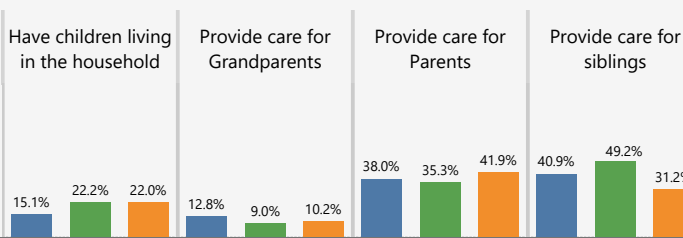
Hours work each week



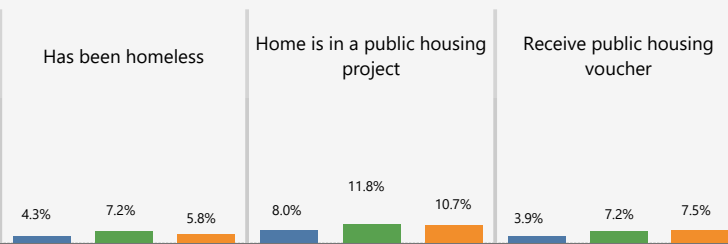
Food Insecurity



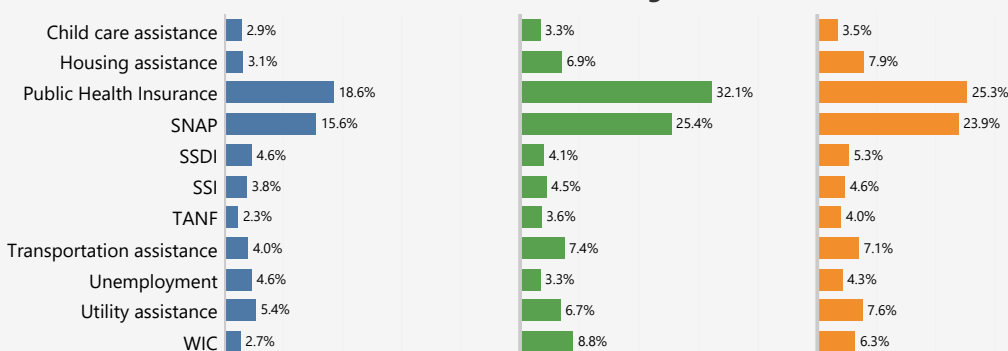
Family Care



Housing



Public Assistance Program



Public Assistance Program information

SNAP: food stamps
 SSDI: social security disability income
 SSI: supplemental security income
 TANF: public cash assistance; formerly called ADC or ADFC
 Utility assistance: help to pay for heat or water, etc.
 WIC: nutritional assistance for pregnant women and children

NACCC Student Survey

National Assessment of Collegiate Campus Climates

SPRING 2021 (MC)
FALL 2022 (OC, VC)

Number of respondents:
MC 2,005
OC 500
VC 497



Cross-Racial Engagement	Students of color felt moderately or completely encouraged about having conversations about race with students of color	43%	46%	46%							
	White students felt moderately or completely encouraged about having conversations about race with students of color	29%	42%	35%							
Racial Learning and Literacy	Students of color indicated they had not learned about race anywhere on campus	36%	27%	34%							
	White students indicated they had not learned about race anywhere on campus	34%	27%	39%							
Encounters with Racial Stress	Students of color felt moderately or completely included on campus	60%	69%	57%							
	White students felt moderately or completely included on campus	62%	72%	62%							
Institutional Commitment to Dealing with Racism	Students of color believed campus administration dealt with racism or racist incidents moderately effectively or completely effectively	47%	58%	53%							
	White students believed campus administration dealt with racism or racist incidents moderately effectively or completely effectively	57%	52%	49%							
Impact of External Environments	Students of color felt moderately or completely welcome in the city/town surrounding campus	59%	67%	63%							
	White students felt moderately or completely welcome in the city/town surrounding campus	71%	47%	71%							
Mattering and Affirmation	Students of color indicated they mostly or strongly matter in classes with white professors	63%	75%	70%							
	White students indicated they mostly or strongly matter in classes with white professors	73%	87%	78%							
Students of color often experienced support for contributions to class discussions from white professors	White students often experienced support for contributions to class discussions from white professors	Students of color often experienced support for contributions to class discussions from professors of color	White students often experienced support for contributions to class discussions from professors of color								
70%	78%	73%	80%	84%	85%	74%	82%	81%	78%	82%	82%

Moorpark College

#RealCollege Spring 2023 Administration

- Received summary results in spring of 2023; unitary data has only just become available during the week of 8/7/23.
- Findings appears consistent with local and state surveys.
- Results will be shared with impacted constituencies over the course of fall semester
- Activities relating to supplied demand information for Moorpark's basic needs center, Raider Central:
 - Initial survey data serves as a launching pad for providing its vital services. Data from #RealCollege provides a snapshot of both the program's effectiveness, and a foundation for how it will move forward
 - Create a meticulous suite of Raider Central marketing materials tailored explicitly for Moorpark College students
 - Laying a data-informed foundation for propelling the development of Basic Needs initiatives that are finely attuned to the distinctive requirements of Moorpark's student body, encompassing special populations and their unique needs
- In addition to supporting the work of Raider Central, the data will be used to support a broad agenda of advocacy efforts and to inform program and student support services planning.

ACHA/NCHA Fall 2022 Administration

- Received results early in spring semester 2023; analysis and data usage is ongoing
- Moorpark's primary use of the ACHA-NCHA survey has been to inform advocacy efforts and service provision in the Student Health Center in several key areas.
 - Campus climate and safety data are used to support the creation and maintenance of a safe, welcoming, and inclusive healthcare program.
 - Leveraging demographic data to meet the changing needs of the community
 - Mental and physical health data are used to measure and understand holistic student growth
 - Driving event programming, resource allocation, and service modality provision
 - Provide a framework for health education efforts. A key finding from this administration has been that approximately 30% of Moorpark's students identify as part of the LGBTQIA+ community, a shift which will inform the SHC's outreach strategy moving forward
- In addition to supporting the work of the SHC, data from the NCHA will be used to support:
 - Academic program planning
 - Campus-wide outreach and recruiting
 - Refining ongoing efforts to improve the quality of student services offices

Oxnard College

ACHA/NCHA fall 2022 administration

- Received results 1-4-2023; review and analysis took place in early spring term
- Throughout spring term findings were shared at:
 - Academic Senate
 - Associated Student Government
 - Classified Senate
 - Student Equity and Success Committee
 - President's Cabinet (all managers & executive cabinet)
 - President's Advisory Group (leadership representation from regional community partners in education, social services, employers, government and NGOs)
 - Spring Planning Retreat
- Important findings:
 - On measures of belonging, experience of violence, basic needs, mental-health and wellness our transgender and gender non-conforming (GNC) students fared poorer than their cisgender counterparts.
 - Mental health diagnoses are much more common than medical diagnoses in all respondents, but impact our Trans/GNC students at almost double the rate.
 - Our students experience high levels of food insecurity.
 - Students do not report good exercise and eating patterns, and there is a high level of obesity.
- Activities:
 - Developed Rainbow Café for LGBTQ identified and ally students
 - Hired student health center coordinator with considerable experience working with LGBTQ students. Targeted programming, services, and professional development will be in development.
 - Budget commitment increased to hire a full-time mental health counselor in place of professional expert.
 - Mental health counselors participating in monthly collaboration with community partners and Ventura County Mental Health.

NACCC fall 2022 administration

- Received results 6-21-2023
- Developing a team to review results early fall 2023
 - Facilitated by IE + IE Student Advisory Group (see below; currently planned activities)
 - Will include faculty, staff and administration

- Will review results and align findings with EMP, SEP, and Strategic HSI Plan
- Will create action recommendations
- Will lead dissemination of information & campus dialogs
- Important findings:
 - Need to improve opportunities for Cross-Racial Engagement for all students
 - Need to integrate racial learning into curriculum
 - Need to strengthen faculty PD to address culturally-responsive andragogy
 - Need to improve awareness of co-curricular activities and offerings
 - Need to address perception that our institution does not effectively deal with racism or racist incidents.
- Current and planned activities:
 - Anti-Racism Workgroup plans and implements professional development related to racial climate
 - Approved a statement of commitment to equity to be published and adopted, communicated, and enacted at each unit level
 - Incorporating alignment to equity statement as part of Program Review
 - Established an HSI taskforce to develop Strategic HSI Plan; taskforce recommends formation of President's Commission on Servingness to propose strategies, review measures of impact, and support alignment of efforts.
 - Piloting an Institutional Effectiveness Student Advisory Group, a team of 6-10 student workers and DSIG volunteers to serve as *student experience experts*. Team will develop and administer 'mini quad-surveys' to drill down on race and other equity topics from the student point-of-view
 - Professional development for faculty and staff, including collaboration with Academic Senate and IE to deliver Faculty Academy (following VC model).
 - More to come following the recommendation of the team reviewing NACCC results and the HSI Taskforce work

#RealCollege spring 2023 administration

- Received SUMMARY results 4-29-2023; have not received unitary data file or state-level results for comparison.
- Results will be analyzed and shared in the fall term; student advisory group will also use findings as source material for additional Participant Action Research.
- Findings appear consistent with other local and state surveys.
- Activities: Our Basic Needs Center is our centralized hub, providing and/or coordinating a range of services and practices, including:
 - Weekly Farmer's Market provides free, fresh food to students
 - Food pantry: non-perishables, dry-goods, and ready snacks open daily
 - County housing grant collaboration to distribute vouchers to cover housing costs
 - Coordination with Ventura County Continuum of Care
 - Outreach campaign to support tax credit utilization

- Enhanced collaboration and community of practice between Financial Aid and Basic Needs funded through IEPI competitive grant
- Providing Basic Needs support at multiple locations, including Camarillo, OC Public Safety
- Referral to other social services in community

Ventura College

#RealCollege Spring 2023 Survey

- Results will be disseminated throughout campus during the fall 2023 semester
- Key findings:
 - 60% of students are working to pay for college
 - 60% of students have to cut size of meals or skip meals because of money issues
 - 24% of students receive SNAP (food stamps)
 - 22% of students have children living in the household
- Activities to address findings:
 - [Basic Needs Office](#) - Significant resources have been expended to improve our ability to address these needs of our students. Our Basic Needs Office began as a small food pantry, and has since been transformed into a full-service comprehensive program that provides students with a wide range of resources completely free of charge. These include the following:
 - Free food pantry that provides nutritious food to students. This has been created and sustained through partnerships with the following agencies:
 - Food Share
 - Food Forward
 - Community Action
 - Ventura College Foundation
 - Ventura County Social Services
 - CalFresh Application and Renewal Assistance
 - Housing referrals
 - Providing homeless students with toiletries and access to showers
 - Providing transportation assistance
 - In 2018-2019, the Basic Needs Office served 521 students. In 2022-2023, it served over 2,847 students.
 - [Financial Aid Office](#) - In Fall 2022, nearly 6,000 VC students received financial aid. This represented approximately 55% of all credit students on campus. The office includes a

computer lab where trained financial aid staff assist students in completing their FAFSA and state applications. Bilingual financial aid staff also spend a significant amount of time at outreach events at local high schools and community centers to assist students and families in applying for financial aid.

- VC also provides a variety of additional resources to students to reduce economic barriers through the following programs:
 - [CalWORKS](#)
 - [Childcare at the Child Development Center](#)
 - [Dreamers Resource Center](#)
 - [Extended Opportunity Programs and Services \(EOPS\)](#)
 - [Textbook Lending Library](#)
 - [VC Foundation Promise Program](#)
 - [Veterans Resource Center](#)
 - [Zero-Textbook-Cost and Low-Textbook-Cost Classes](#)

ACHA-NCHA Survey

- Results will be disseminated throughout campus during the fall 2023 semester
- Key findings:
 - 41% of students report that stress impedes their academic performance
 - 27% of students report that depression impedes their academic performance
 - 47% of students report moderate psychological distress
 - 52% of students report feeling lonely
 - 61% of students feel safe on campus in the daytime
 - 25% of students feels safe on campus in the nighttime
- Activities to address findings:
 - The ACHA-NCHA survey results confirm what many on our campus have observed since the pandemic – many students are struggling with mental health issues. VC has actively worked to address this issue by expanding our [Student Health Center](#) to include multiple mental health therapists on staff. Students can receive free mental health counseling throughout the year. The center also offers a variety of physical health services including TB testing, birth control, immunizations, STD testing, and more.
 - VC has also developed processes for faculty, staff, and students to report students who are exhibiting behaviors of concern. These processes are centralized under the [VC Behavioral and Intervention Care Team \(BICT\)](#). If campus employees notice concerning behaviors, they can submit a BICT Report. This report is reviewed by the BICT Team within 24-48 hours, who then conducts an investigation, performs a threat assessment, and determines the best mechanisms for support, intervention, and response. This

proactive process allows for a centralized and coordinated intervention for those on campus who are experiencing mental health issues.

NACCC Student Survey

- Results will be disseminated throughout campus during the fall 2023 semester
- Key findings:
 - 57% of students of color felt included on campus
 - 62% of white students felt included on campus
 - 70% of students of color felt they mattered in classes with white professors
 - 78% of white students felt they mattered in classes with white professors
- Activities to address findings:
 - VC has conducted extensive work to provide an inclusive environment for all students.
The college has put a number of programs in place to meet this goal. These include:
- [Faculty Academy](#) – a two-semester pedagogical training program in which faculty members analyze student outcome data, examine biases, and learn culturally-responsive teaching practices. Nearly 60 faculty members have participated in this program. The program is regularly evaluated, and has been demonstrated to have a statistically significant effect on course success rates among students from underrepresented groups. The most recent evaluation report [can be found here](#).
- [Cultural Curriculum Audit and Revision](#) – faculty analyze course success data and learn to apply universal design principles to course curriculum.
- [Peer Online Course Review](#) – faculty align their online courses to the CCCC California Virtual Campus Online Education Initiative rubric. This ensures that online classes incorporate best practices in content presentation, student and instructor interaction, assessments, and accessibility. This ensures that our online classes meet the needs for all students on campus.
- [Humanizing Online STEM Academy](#) – as part of VC’s Title V Hispanic Serving Institution STEM Grant, VC STEM faculty participate in an academy to improve online STEM courses. The goal of this program is to improve student feeling of belonging, particularly among students from underrepresented groups.
- [Diversity in Culture Festival](#) – an annual celebration of diversity. The festival’s mission is to promote awareness and appreciation of diversity at our college and in our community. The festival features a variety of speakers, panel sessions, and classroom activities. The keynote speaker at the 2023 festival was labor leader and civil rights activist, Dolores Huerta.
- [Ongoing Professional Development Events](#) – VC offers a variety of ongoing workshops, panels, and summits focused on developing an inclusive campus environment.

FALL 2023 VCCCD COURSE LEARNING PREFERENCES SURVEY: PRELIMINARY FINDINGS

Jennifer Lozano, Research Analyst, VCCCD Institutional Effectiveness

In collaboration with and review from members of the PASS Committee Student Success Reporting Workgroup and the Chancellor's Cabinet, a short survey was developed to ask VCCCD students about which course modalities best matched their learning preferences. A pilot survey was sent to a subset of students at all three colleges prior to administration to check for clarity and flow of the questions. The District's Outreach and Marketing Department administered the survey via text and email to 24,017 VCCCD students who were enrolled in the Fall 2023 semester from August 7th to 14th, 2023. The following report summarizes the preliminary findings from this survey, with analysis of responses to open-ended questions forthcoming.

Main Findings:

- Response rate: 11% (2,646 students responded to the survey)
- About half (48.6%) of students prefer in-person, half (47.2%) prefer online, and a third (33.7%) prefer hybrid or partially online courses (students could select more than one).
 - About a quarter (23.5%) of responding students selected a combination of two or three modalities as their learning preference.
- Of the students who selected in-person preferences, 89% were able to enroll in their preferred in-person classes.
- Of the students who selected online as their preference, 89% were able to enroll in their preferred online classes.
- Of the students who selected classes that are hybrid or partially online as their preference, 87% were able to enroll in their preferred hybrid classes.
- Work schedule conflicts were one of the most common reasons cited as to why students were unable to enroll in their preferred courses, across all modalities (the most common reason selected was an open-ended "other" option which will be included in a forthcoming updated report).

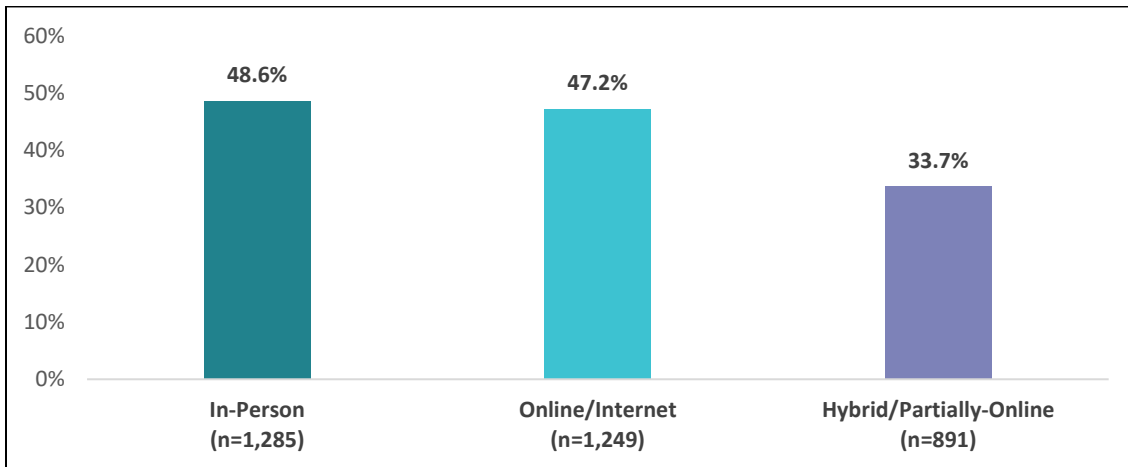
Overall Results

Students were asked to select their learning preference(s), either in-person, online/internet, or hybrid/partially online, with the option to select more than one preference.

Table 1. Overall Student Learning Preferences, by Course Modality

Course Modality	# of Students Responding	% of Students Responding
In-Person	1,285	48.6%
Online/Internet	1,249	47.2%
Hybrid/Partially-Online	891	33.7%

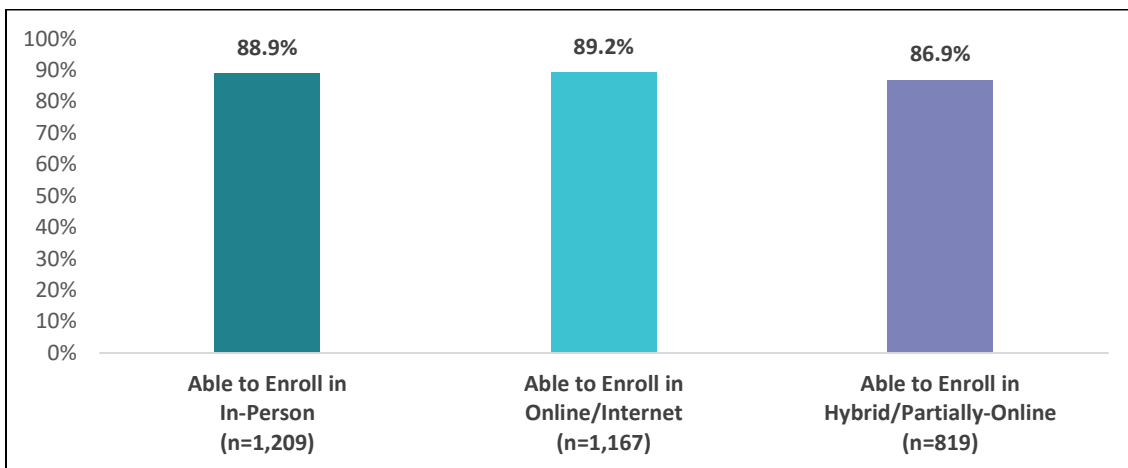
Figure 1. Student Learning Preferences, by Course Modality



Note: Students could select more than one option

Students Enrolling in Classes, by Learning Preferences

Figure 2. Students Able to Enroll in Preferred Learning Preferences



Note: N = total number of students responding to this question which differs from the number of students responding in Figure 1. Not all students responded to this follow-up question.

Students Able to Enroll in Preferred Learning Preferences (Figure 2 on previous page)

- Of 1,209 students who selected *In-Person* learning preferences, 89% (1,075 students) stated they were able to enroll in their preferred In-Person course(s) for Fall 2023.
- Of 1,167 students who selected *Online/Internet* learning preferences, 89% (1,041 students) stated they were able to enroll in their preferred Online/Internet course(s) for Fall 2023.
- Of 819 students who selected *Hybrid/Partially-Online* learning preferences, 87% (712 students) stated they were able to enroll in their preferred Hybrid/Partially-Online course(s) for Fall 2023.

Students Who Selected *In-Person* Learning Preferences:

Of the 2,646 students who responded to the survey, almost half (n=1,285, 48.6%) stated that they preferred taking classes in-person (See Table 1 and Figure 1). Out of the 1,285 students who prefer in-person learning, 60% (766) students stated that they only prefer taking classes in person while the other 40% preferred to combine in-person classes with those that are offered online or hybrid/partially online (see Table 3).

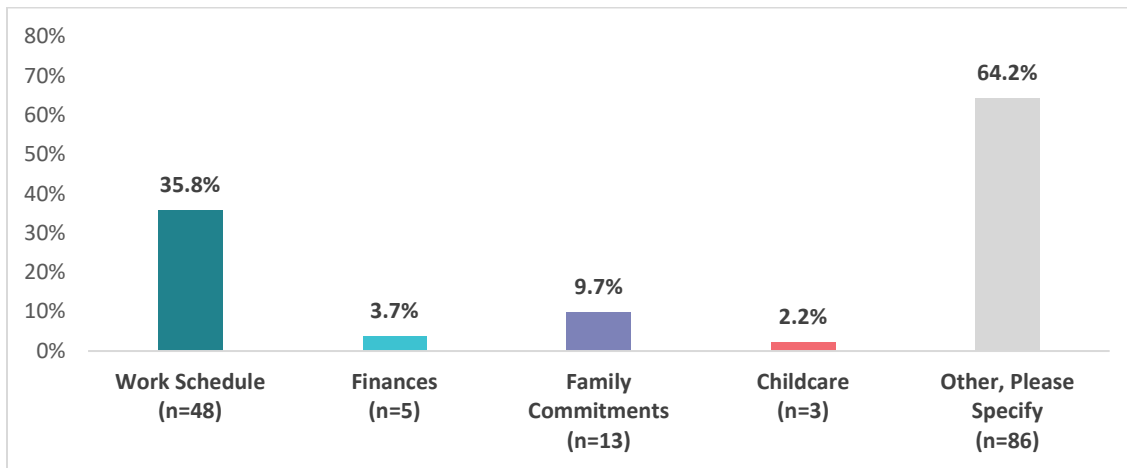
Table 3. Students who Prefer In-Person Learning Only and Combined with Other Modalities

Course Modality	# of Students Responded	% of Students (n=1,285)
In-Person <i>Only</i>	766	59.6%
In-Person <i>And</i> Online/Internet	184	14.3%
In-Person <i>And</i> Hybrid/Partially-Online	177	13.8%
In-Person <i>And</i> Online/Internet <i>And</i> Hybrid/Partially Online	158	12.3%

When students who prefer in-person classes were asked if they were able to enroll in their preferred in-person classes for the Fall 2023 semester, almost 90% (88.9%, see Figure 2) responded “Yes”.

Those who responded “No”, indicating that they were not able to enroll in their preferred in-person classes, received an additional question to select the reasons why they could not enroll. Of the 134 students who were not able to enroll in their preferred in-person classes, 48 cited work schedule conflicts and 13 said family commitments (See Figure 3 on the next page). An option to write in a specific reason was provided and selected by 86 students; a summary of those responses is forthcoming.

Figure 3. Reasons Students who Prefer In-Person Learning Could Not Enroll in Classes (n=134)



Note: Students could select more than one reason

Students Who Selected *Online/Internet Learning Preferences:*

Much like the findings from in-person learning preferences, almost half (n=1,249, 47.2%) of the 2,646 students who responded to the survey stated that they preferred taking classes online (See Table 1 and Figure 1). Out of the 1,249 students who prefer online learning, 64% (805) students stated that they *only* prefer taking classes online while the other 36% preferred to *combine* online classes with those that are offered in-person or hybrid/partially online (see Table 4).

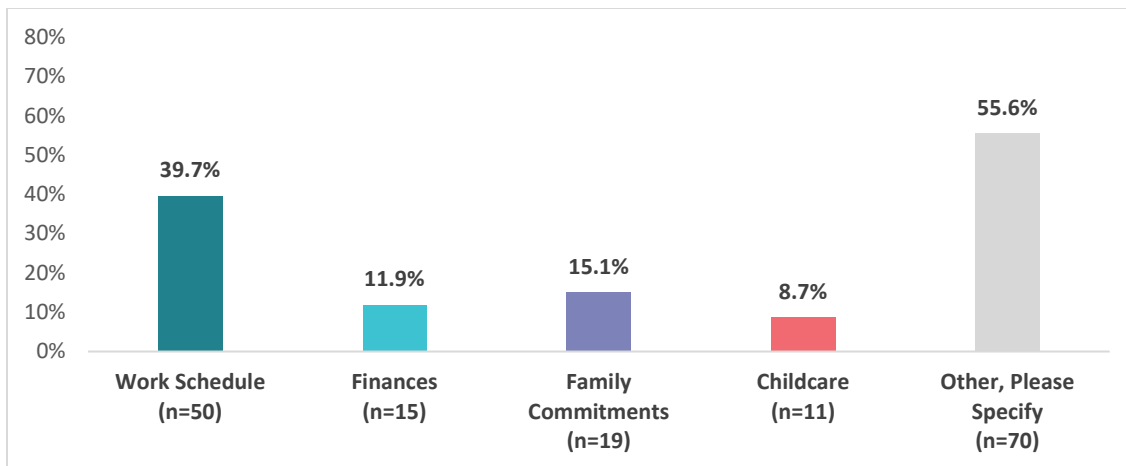
Table 4. Students who Prefer Online Learning Only and Combined with Other Modalities

Course Modality	# of Students Responded	% of Students (n=1,249)
Online/Internet <i>Only</i>	805	64.5%
Online/Internet <i>And</i> In-Person	184	14.7%
Online/Internet <i>And</i> Hybrid/Partially-Online	102	8.2%
Online/Internet <i>And</i> In-Person <i>And</i> Hybrid/Partially Online	158	12.7%

When students who prefer online classes were asked if they were able to enroll in their preferred online classes for the Fall 2023 semester, almost 90% (89.2%, see Figure 2) responded “Yes”.

Those who responded “No”, indicating that they were not able to enroll in their preferred online classes, received an additional question to select the reasons why they could not enroll. Of the 126 students who were not able to enroll in their preferred online classes, 50 cited work schedule conflicts, 19 said family commitments, 15 said finances, and 11 said childcare (See Figure 4 on the following page). An option to write in a specific reason was provided and selected by 70 students; a summary of those responses is forthcoming.

Figure 4. Reasons Students who Prefer Online Learning Could Not Enroll in Classes (n=126)



Note: Students could select more than one reason

Students Who Selected Hybrid/Partially Online Learning Preferences:

Of the 2,646 students who responded to the survey, a third (n=891, 33.7%) stated that they preferred taking hybrid or partially online classes (See Table 1 and Figure 1). Out of the 891 students who prefer hybrid learning, half (n= 454, 51%) of the students stated they only prefer taking hybrid or partially online classes while the other half (n=437, 49%) preferred to combine hybrid classes with those that are offered in-person or online (see Table 5).

Table 5. Students who Prefer Hybrid Learning Only and Combined with Other Modalities

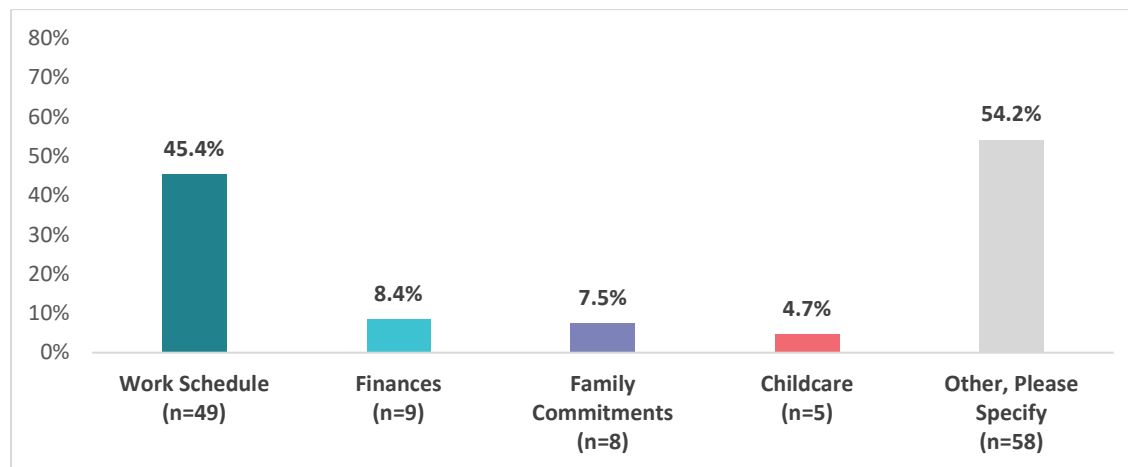
Course Modality	# of Students Responded	% of Students (n=891)
Hybrid/Partially-Online <i>Only</i>	454	51.0%
Hybrid/Partially-Online <i>And</i> In-Person	177	19.9%
Hybrid/Partially-Online <i>And</i> Online/Internet	102	11.4%
Hybrid/Partially Online <i>And</i> In-Person <i>And</i> Online/Internet	158	17.7%

When students who prefer hybrid or partially online classes were asked if they were able to enroll in their preferred hybrid classes for the Fall 2023 semester, 87% (see Figure 2) said “Yes”.

Those who responded “No”, indicating that they were not able to enroll in their preferred hybrid classes, received an additional question to select the reasons why they could not enroll. Of the 107 students who were not able to enroll in their preferred hybrid classes, 49 cited work schedule conflicts, 9 said finances, 8 said family commitments, and 5 said childcare (See Figure 5). An

option to write in a specific reason was provided and selected by 58 students; a summary of those responses is forthcoming.

Figure 5. Reasons Students who Prefer Hybrid Learning Could Not Enroll in Classes (n=107)



Note: Students could select more than one reason

Summary

VCCCD students responded with diverse learning preferences, with many preferring to take classes across multiple modalities (23.5% choose two or three). About half (48.6%) selected in-person classes, half selected online classes (47.2%), and a third (33.7%) selected hybrid/partially online classes. Across all modalities, most students responded that they were able to enroll in the courses that aligned with their learning preferences (89% in-person, 89% online, 87% hybrid).

Based on the findings of this survey, it appears that the VCCCD is meeting most students' learning preferences across the three course modalities.

Chapter 1 - Closing Statements

In conclusion, Chapter 1 of the Planning, Accreditation, and Student Success (PASS) Committee Report for August 2023 illustrates VCCCD's strong commitment to cultivating a data-driven decision-making culture. Through a meticulous review and analysis of student surveys, the research team, composed of researchers, research deans, and a senior data analyst, aims to provide valuable insights into the experiences and needs of the student body. These findings will help us better understand the dynamics of our student community, guiding strategic planning to

address gaps and implement initiatives that align with student expectations, ultimately enhancing the overall learning environment.

Looking ahead, the report reveals an exciting development for September, as the focus shifts to reviewing and analyzing employee surveys. Engaging faculty and staff in this data-driven approach will foster a collaborative atmosphere that contributes to a positive campus experience for both students and employees alike.

Moreover, the forthcoming October agenda promises to provide a comprehensive summary of professional development activities undertaken by VCCCD. This valuable information will shed light on the institution's efforts to equip its workforce with enhanced skills and capabilities, supporting a culture of continuous learning and growth.

Notably, the report also features a pre-Fall 2023 student' course modality preference survey, reflecting our commitment to staying current and gaining deeper insights into our students' evolving preferences. This endeavor exemplifies our relentless pursuit to understand the shifting needs and preferences of our students, especially as we continue to recover from the impact of the Covid-19 pandemic.