



**Ventura College**  
**Student Equity Plan**

**December 18, 2015**

# VENTURA COLLEGE STUDENT EQUITY PLAN

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**Signature Page**

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*Ventura College  
Student Equity Plan Signature Page*

**District:** Ventura County Community College  
District

**Board of Trustees Approval  
Date:**

12/16/2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

  
Greg Gillespie, President

ggillespie@vcccd.edu  
Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

 12/2/15  
Tim Harrison, College Chief Business Officer

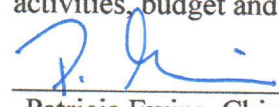
tharrison@vcccd.edu  
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David Keebler, District Chief Business Officer<sup>1</sup>

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I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

  
Patricia Ewins, Chief Student Services Officer

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I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

 12/2/15  
Kimberly Hoffmans, Chief Instructional Officer

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Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

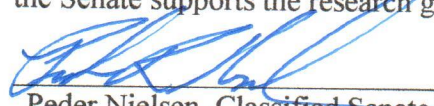
 12/3/15  
Alex Kolesnik, Academic Senate President

akolesnik@vcccd.edu  
Email

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<sup>1</sup> If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the College Chief Business Officer need sign.

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

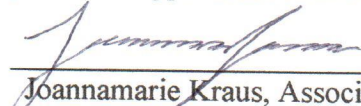


Peder Nielsen, Classified Senate President

[pnielsen@vcccd.edu](mailto:pnielsen@vcccd.edu)

Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.



Joannamarie Kraus, Associated Student Body President

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 12/2/2015

Phillip Briggs, Student Equity Coordinator/Contact

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Phone

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## Executive Summary

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The overarching goal for VC in its equity efforts is to foment sustainable, institutional level improvements and change that will result in improved outcomes for students from underrepresented groups. In 2014, the campus created and implemented a model for researching topics and challenges related to student equity and success, and for developing interventions that directly target the barriers faced by students from underrepresented groups.

This model consisted of the following steps:

1. Examine quantitative data to identify areas of concern that may be related to issues of equity. (Equity Committee)
2. Conduct focus groups with all parties associated with the identified areas of concern and analyze the results of the focus groups. (VC Inquiry Team)
3. Develop and implement interventions based on both the quantitative data and the qualitative focus group data (Equity Committee)
4. Evaluate the interventions for efficacy. (Office of Institutional Effectiveness and the Equity Committee)

There is an ongoing two-year timeline for implementing this model, which is shown below:

Year/Semester		Activity
Year 1	Fall	1. Examine quantitative data to identify areas of concern that may be related to issues of equity. (Equity Committee)
	Spring	2. Conduct focus groups with parties associated with the identified areas of concern (VC Inquiry Team) 3. Develop interventions to be implemented in the subsequent fall semester (Equity Committee)
Year 2	Fall	4. Implement Y1 interventions (Equity Committee) 5. Examine quantitative data to identify additional areas of concern (Equity Committee)
	Spring	6. Conduct focus groups with parties associated with the additional identified areas of concern (VC Inquiry Team) 7. Evaluate the Y1 interventions for efficacy. (Office of Institutional Effectiveness and Equity Committee)

Through this process, a number of interventions were developed that will be implemented in 2015-2016. These interventions are described below:

## Access

### **Target Populations**

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal</b>	<b>Goal Year</b>
Students with disabilities	Unknown	TBD	TBD
Foster Youth	Unknown	TBD	TBD
Veterans	Unknown	TBD	TBD

### **Interventions/Activities**

Currently, there is a lack of detailed data on the number of veterans, foster youth, and individuals with disabilities in our service area. However, campus experts who work closely with these three student populations have indicated that there is a significant untapped population of these students in our service area who would benefit greatly from improved access to higher education.

<b>Target Population(s)</b>	<b>Interventions/ Activities</b>	<b>Student Equity Funds</b>
Students with disabilities	Enhanced EAC marketing campaign, educate faculty/staff about EAC services, increase testing center hours, increase number of assessments.	\$39,565
Foster Youth	Open Foster Youth Center using existing campus space. Part-time liaison, part-time counselor, part-time financial aid specialist, supplies.	\$86,807
Veterans	Further research. Conduct focus groups in Spring 2016 to better understand needs of this population	\$0

## Course Completion

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal*</b>	<b>Goal Year</b>
Foster Youth	-12, 2014	No gap	2020
African Americans	-8, 2014	No gap	2020

### **Interventions/Activities**

After conducting three focus groups with African American students, the message that stood out was that our African American population feels disconnected, overlooked, and lacked a sense of community on campus. Compounding this issue is that many of our African American students are out-of-state athletes that are already displaced from their families and community. To address this, an African American Support Program similar to the Umoja program will be developed.

<b>Target Population(s)</b>	<b>Interventions/ Activities</b>	<b>Student Equity Funds</b>
African Americans	African American Support Program, Black Student Union.	\$108,687
Foster Youth	See Access section above.	

### **Basic Skills and ESL Completion**

Interventions have also been designed for Hispanic and ESL students that will address multiple metrics. See the section below on Hispanic and ESL students for details.

### **Degree and Certificate Completion**

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal</b>	<b>Goal Year</b>
Students with disabilities	-17	No gap	2020
Hispanics	-8	No gap	2020

### **Interventions/Activities**

Interventions have also been designed for Hispanic students that will address multiple metrics. See the section below on Hispanic and ESL students for details.

### **Transfer**

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal*</b>	<b>Goal Year</b>
Disabled Students	-11	No gap	2020
Hispanics	-7	No gap	2020

### **Interventions/Activities**

Interventions have been designed for disabled students that will address multiple metrics. See the Access section above for details. Interventions have also been designed for Hispanic students that will address multiple metrics. See the section below on Hispanic and ESL students for details.

### **Hispanic and ESL students**

Hispanic students comprise close to 60% of our student population. Ventura College enrolls more Hispanic students than would be expected based on the demographics of our service area. However, Hispanic student outcomes are lower than those of other student groups. As such, it is important for the College to take a comprehensive approach to ensure that this large population's needs are being met. To that end, focus groups with Hispanic students will be conducted in spring 2016. Initial focus groups conducted last year with ESL students indicated that these students face a number of obstacles on their path to success. These include difficulties navigating the college system, time management, the manner in which ESL courses are scheduled, and issues interacting with counseling staff. Interventions have been designed that will improve outcomes for both Hispanic and ESL students across multiple metrics.

<b>Target Population(s)</b>	<b>Interventions/ Activities</b>	<b>Student Equity Funds</b>
Hispanic and ESL Students	One-Stop Bilingual Student Service Center	\$133,294
	Part-Time Counselor, additional tutoring for Santa Paula site, bilingual counseling assistants	\$126,620
	Lending Library textbooks, general library books for Basic Skills and ESL students	\$10,000



### **Improving General Campus Dialog About Equity**

On our campus, equity is a fairly new topic. Discussions about equity have occurred for some time, but they have generally been in small pockets and silos. In response, we have developed interventions to improve this dialog across campus, and to build a level of equity expertise among faculty, staff, and administrators.

<b>Target Population(s)</b>	<b>Interventions/ Activities</b>	<b>Student Equity Funds</b>
Faculty, staff, administrators	Achieving the Dream Initiative	\$35,000
	Fall 2015 College Data Summit	\$2,500
	Faculty Academy	\$89,910
	Teaching/Learning Center	\$60,437
	Office of Institutional Equity and Effectiveness (research and evaluation)	\$104,261
	Workshops/Forums/Staff conferences/training	\$30,000
	Student Equity Faculty Co-Chair	\$23,465
	Focus Group Inquiry Team	\$2,000

### **Evaluation of Interventions**

Each of the interventions above will be evaluated for effectiveness. Those that are found to be effective will be included into next year's plan. Those that are not effective will either be modified and included in next year's plan, or if that is not possible, they will be omitted from next year's plan entirely. Both quantitative and qualitative data will be used to evaluate and improve our equity efforts. The comprehensive and sustainable two-year approach described earlier will ensure that a regular cycle of data analysis, intervention development, implementation, and evaluation will occur in a systematic and well-thought-out manner.

### **Campus Contacts**

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Dean of Institutional Equity and Effectiveness  
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Kamelia Algiers  
Biology Faculty  
Student Equity Faculty Co-Chair  
[kalgiers@vcccd.edu](mailto:kalgiers@vcccd.edu)

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## **Planning Committee and Collaboration**

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The Ventura College (VC) Equity Plan was developed through an open and collaborative process that included faculty, staff, students, and administrators. The VC equity committee includes key representatives from across the campus (see list below). In 2014, the five Student Equity Plan metrics (Access, Course Completion, Basic Skills and ESL Completion, Degree and Certificate Completion, and Transfer) were divided between committee members. Each team analyzed data and discovered significant disproportional impact for various populations. The committee then met multiple times over the course of the fall 2015 semester to finalize the interventions, and complete the plan. During these meetings, candid, frank, and honest conversations on equity and the state of the college were held. All participants were encouraged to give their input. To ensure integration with other groups on campus, the Equity Committee worked in conjunction with the VC Inquiry Team (a group of faculty, staff, and administrators trained in conducting focus groups), and the college's SSSP plan.

In order to gain further input from college constituencies, a number of campus-wide presentations and forums were held. In October 2014, an Equity Summit was held on campus to further familiarize and educate the committee, as well as the general campus population, on matters of equity. Lessons learned from this summit were incorporated into the approach outlined within this plan. Additional equity plan presentations were made to the campus during Fall Flex Week. Regular updates on the plan's progress were presented to the Academic Senate and Administrative Council over the course of the fall 2015 semester. A campus-wide data summit was held in fall 2015, which was moderated by our Achieving the Dream coaches, Kay McClenney and Mark Figueroa, both of whom are national experts on equity in higher education.

To ensure long-term coordination between the Student Equity Plan, the SSSP Plan, and other categorical programs, the college created a new oversight committee. This Student Success Council held its first meeting in fall 2015. One of its stated goals is to integrate and optimize plans, initiatives, and resources to continuously improve student learning and support. The committee is co-chaired by a Vice President and Faculty member, and it includes faculty, classified staff, supervisor, and administrator representatives. It meets monthly and hears regular reports from both the equity committee and the SSSP committee. Through these discussions, new ideas are developed about how to best leverage the complementary resources of student equity and SSSP. Further, the college reduces any duplication of effort found between the two plans.

### **Student Equity Plan Committee Membership List**

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<b>Member Name</b>	<b>Title</b>	<b>Organization(s), Program(s) or Role(s) Represented</b>
Kamelia Algiers (Co-chair)	Faculty	Faculty/Biology
Phillip Briggs (Co-chair	Dean, Institutional Equity and Effectiveness	Office of Institutional Equity and Effectiveness
Sharon Beynon	Professional Development Committee Co-Chair	Professional Development Committee
Michael Callahan	Institutional Researcher	Faculty/Institutional Research
Rhonda Carlson	Foster Care Project Specialist	Classified/Foster and Kinship Care
Alma Rodriguez	Financial Aid Officer	Classified/Financial Aid/BFAP
William Hart	Grant Director, Title V Velocidad	Supervisor
Dora Hartman	Math and Science Division Administrative Assistant	Classified
Beatriz Herrera	Counselor	Faculty/Counseling
Alex Kolesnik	Faculty, Academic Senate President	Faculty/Academic Senate
Perry Martin	Veteran's Resource Center Representative, Black Student Union Advisor	Veteran's Resource Center
Paula Munoz	EOPS Coordinator	Faculty/EOPS
Kelly Peinado	Faculty	Faculty/English
Celia Rodriguez	Assistant Registrar	Classified/Admissions & Records
Rick Trevino	Student Activities Specialist	Classified/Student Activities
Patricia Wendt	Counselor	Faculty/DSPS/EAC

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**Campus-Based Research: Access**

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**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.

Target Population(s)	# of your college's total <u>Service Area</u> enrollment in Fall 2014	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*
American Indian / Alaska Native	38	0.59%	0.33%	+0.26
Asian	148	2.31%	2.52%	-0.21
Black or African American	107	1.67%	0.93%	+0.74
Hispanic or Latino	3402	53.11%	42.93%	+10.18
Native Hawaiian or other Pacific Islander	14	0.22%	0.16%	+0.06
White	2410	37.62%	51.17%	-13.55
Some other race	52	0.81%	0.21%	+0.60
More than one race	235	3.67%	1.75%	+1.92
<b>Total</b>	<b>6,406</b>	<b>100.00%</b>	<b>100.00%</b>	
Males	2,792	43.58%		
Females	3,520	54.95%		
Unknown	94	1.47%		
<b>Total</b>	<b>6,406</b>	<b>100.00%</b>	<b>100%</b>	
Current or former foster youth	79	1.23%		
Individuals with disabilities	422	6.59%		
Low-income students	3,627	56.62%		
Veterans	100	1.56%		

**\*Calculated by subtracting the % of the adult population within the community served from the % of your college's total enrollment – paying close attention to the +/- designation.** *Note: Because it would be confusing for positive values to represent a loss of proportion and negative values to represent a gain in proportion, the worksheet switches the order of the operation. Where the college's population is lower than the adult population, a negative value will result.*

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**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS**


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**GOAL A.**

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-6, 2014</i>	<i>No gap</i>	<i>2020</i>
Students with disabilities	Unknown	TBD	2016
Foster Youth	Unknown	TBD	2016
Veterans	Unknown	TBD	2016

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

Currently, there is a lack of detailed data on the number of veterans, foster youth, and individuals with disabilities in our service area. However, campus experts who work closely with these three student populations have indicated that there is a significant untapped population of these students in our service area who would benefit greatly from improved access to higher education.

NOTE. See Section F for detail on students with disabilities and Foster Youth. Interventions have been designed for those groups that will improve multiple metrics.

**ACTIVITIES: A. ACCESS****A.1 Veterans**

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

***Target Student Group(s) & # of Each Affected\*:***

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
A.1	Veterans	302

***Activity Implementation Plan***

Currently, there is a lack of detailed data on the number of veterans in our service area. However, campus experts who work closely with this student population have indicated that there is a significant and increasing untapped population of Veterans in our service area who would benefit greatly from improved access to higher education. To address this issue and other Veteran needs, the College opened a new Veterans Resource Center in Summer 2015. The Center will serve as a welcoming environment for any Veteran that wants to attend Ventura College. To better understand the needs of this population, more research is necessary. In spring 2016, we will conduct focus groups with Veteran students and also interview Veteran's Resource Center staff. We will use the information gathered through these focus groups to create targeted interventions in the subsequent year.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
A.1	<ul style="list-style-type: none"><li>• Conduct Focus Groups (Spring 2016)</li><li>• Conduct interviews with Veteran Center staff (Spring 2016)</li></ul>	<ul style="list-style-type: none"><li>• No Cost</li><li>• No Cost</li></ul>	

***Link to Goal***

The Veterans Center at Ventura College will be a tremendous resource to our Veteran students and will serve as a first point of contact for Veterans in the community who are interested in enrolling at Ventura College. To better understand Veteran needs and develop interventions to target those needs, the College will conduct focus groups. Results of these focus groups will be incorporated into the 2016 Student Equity Plan.

***Evaluation***

Currently, we are able to collect data on the number of students that use the Veterans Center for a baseline. Once interventions are identified with focus group data, we will implement and evaluate them.

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**Campus-Based Research: Course Completion**

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**B. COURSE COMPLETION.** The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:

Rate	Denominator	Numerator
<b>Rate of Course Completion</b>	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population(s)	the # of courses students enrolled in & were present in on census day in <u>Fall 2014</u>	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in <u>Fall 2014</u>	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	169	135	80%	72%	+8
Asian	1,780	1,377	77%	72%	+5
Black or African American	980	623	64%	72%	-8
Hispanic or Latino	20,662	14,411	70%	72%	-2
Native Hawaiian or other Pacific Islander	76	49	65%	72%	-7
White	10,335	7,940	77%	72%	+5
Some other race	256	186	73%	72%	+1
More than one race	1,414	1,046	74%	72%	+2
<b>All Students</b>	<b>35,632</b>	<b>25,767</b>	<b>72%</b>		
Males	16,356	11,533	71%	72%	-1
Females	18,830	13,917	74%	72%	+2
Unknown	446	317	71%	72%	-1
Current or former foster youth	399	239	60%	72%	-12
Individuals with disabilities	1,990	1,389	70%	72%	-2

Low-income students	23,091	16,311	71%	72%	-1
Veterans	746	585	78%	72%	+6

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**\*\*Calculated by subtracting the average rate of courses passed from the student group's rate of courses passed – paying close attention to the +/- designation.** *Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.*

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year = Number of Students "Lost"*
Largest Gap	Foster Youth	12%	.12	x	399 = 48
Second Largest	African American	8%	.08	x	980 = 78
Third Largest	Pacific Islander	7%	.07	x	76 = 5

**Note - \* Number of Students "Lost" – Incorrectly stated; should be Number of Course Enrollments "Lost"**



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**GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION**


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**GOAL B.**

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-14, 2014</i>	<i>Gap no &gt; -6</i>	<i>2020</i>
Foster Youth	-12, 2014	No gap	2020
African Americans	-8, 2014	No gap	2020

\*Expressed as either a percentage or number.

\*\*Benchmark goals are to be decided by the institution.

Pacific Islanders were removed from the Target population due to low sample size and gap (5 students).

NOTE. See Section F for detail on Foster Youth. Interventions have been designed that will improve multiple metrics.

**ACTIVITIES: B. COURSE COMPLETION****B.1 African Americans**

- *Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s) & # of Each Affected\**:

ID	Target Group	# of Students Affected
B.1	African Americans	311

- **Activity Implementation Plan**

After conducting three focus groups with African American students, the message that stood out was that our African American population at Ventura College feels disconnected, overlooked, and lacked a sense of community on campus. Compounding this issue is that many of our African American students are out-of-state athletes that are already displaced from their families and community. A first step in solving this problem was the creation of a new black student union (African American Club) on campus. The next step is to create an African American Support Program (similar to the Umoja Community program), which will provide further support. This support program would provide the following: Learning Communities, Support Services such as Assessment, Financial Aid, Orientation, PRELIM LD Assessment, Tutoring, Mentoring program, Mentoring, and Social Events/Workshops. It is expected that this program will begin in spring 2016.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	1. African American Support Program (Spring 2016)	1. Program Center = \$0; Student Service Specialist (0.6) = \$48,482; 0.4 Counselor = \$48,216; 6 hrs/week financial aid specialist = \$5,989; Marketing/printed materials = \$5,000; Umoja Program = \$1,000	
	2. Black Student Union (Fall 2015)	2. No cost	

- **Link to Goal**

This support program would give them a connection to the campus as well as the community and increase engagement. Multiple studies have shown that as campus connection and engagement increases, so does course completion.

- **Evaluation**

Once the Support program is put in place, data on program usage and enrollment will be collected. One year later (spring 2017), we will examine course completion data to see if the program has had an impact on that metric. We will also conduct additional focus groups to gain qualitative data on student connectedness and engagement.

## Campus-Based Research: ESL and Basic Skills Completion

**C. ESL AND BASIC SKILLS COMPLETION.** The 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 ESL or basic skills course. Calculate progress rates through basic skills by dividing:

Rate	Denominator	Numerator
<b>Rate of ESL and Basic Skills Completion</b>	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	The # of students who complete a final <u>Remedial English</u> course with an A, B, C or credit  Cohort Year: <u>2008-2009</u>	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from <u>Remedial English</u> to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	11	7	64%	52%	+12
Asian	29	17	59%	52%	+7
Black or African American	28	12	43%	52%	-9
Hispanic or Latino	627	307	51%	52%	-1
Native Hawaiian or other Pacific Islander	10	5	N/A	52%	N/A
White	255	137	54%	52%	+2
Some other race	41	22	54%	52%	+2
More than one race	5	4	N/A	52%	N/A
<b>All Students</b>	<b>1,030</b>	<b>539</b>	<b>52%</b>		
Males	448	210	47%	52%	-5
Females	571	322	56%	52%	+4
Unknown	11	7	64%	52%	+12

Current or former foster youth				52%	
Individuals with disabilities	105	53	51%	52%	-1
Low-income students	616	325	53%	52%	+1
Veterans				52%	

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit = Number of Students "Lost"*
Largest Gap	African American	9%	<u>.09</u>	x	28 = 3
Second Largest	Males	5%	<u>.05</u>	x	448 = 22
Third Largest	Hispanic	1%	<u>.01</u>	x	627 = 6

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**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION**

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**GOAL C.**

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal*</b>	<b>Goal Year</b>
<i>Example Group</i>	<i>-7, 2014</i>	<i>No gap</i>	<i>2020</i>
ESL Students	N/A	N/A	

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

**Note. See section F for ESL and Basic Skills interventions. Interventions have been designed that will impact multiple metrics.**

### Campus-Based Research: Degree and Certificate Completion

**D. DEGREE AND CERTIFICATE COMPLETION.** The 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 as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

Rate	Denominator	Numerator
<b>Degree and Certificate Completion</b>	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Target Population(s)	The # of first-time students who enrolled in <u>2008-2009</u> with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within <u>six</u> years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	21	9	43%	52%	-9
Asian	56	42	75%	52%	+23
Black or African American	64	37	58%	52%	+6
Hispanic or Latino	871	383	44%	52%	-8
Native Hawaiian or other Pacific Islander	17	12	71%	52%	+9
White	737	424	58%	52%	+6
Some other race	132	63	48%	52%	-4
More than one race	7	5	N/A	52%	N/A
<b>All Students</b>	<b>1,955</b>	<b>1,004</b>	<b>52%</b>		
Males	919	444	48%	52%	-4
Females	1,021	550	54%	52%	+2
Unknown	15	10	67%	52%	+15

Current or former foster youth				52%	
Individuals with disabilities	111	39	35%	52%	-17
Low-income students	1,258	617	49%	52%	-3
Veterans				52%	

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2008-09 and sought a degree, certificate, and/or transfer = Number of Students "Lost"
Largest Gap	<b>Students with disabilities</b>	<b>17%</b>	<u>.17</u>	<b>x</b>	<b>111 = 19</b>
Second Largest	<b>Native American</b>	<b>9%</b>	.09	<b>x</b>	<b>21 = 2</b>
Third Largest	<b>Hispanic</b>	<b>8%</b>	<u>.08</u>	<b>x</b>	<b>871 = 70</b>

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**GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION**

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**GOAL D.**

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal*</b>	<b>Goal Year</b>
<i><b>Example Group</b></i>	<i><b>-4, 2014</b></i>	<i><b>No gap</b></i>	<i><b>2020</b></i>
Students with disabilities	-17, 2014	No gap	2020
Hispanics	-8, 2014	No gap	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

Native Americans were not targeted due to low sample size.

**NOTE. See Section F for detail on Hispanics and students with disabilities. Interventions have been designed that will improve multiple metrics.**



### Campus-Based Research: Transfer

**E. TRANSFER.** The 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. Calculate transfer rates by dividing:

Rate	Denominator	Numerator
<b>Transfer</b>	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer after one or more years.

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to <u>six</u> ) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	17	6	35%	39%	-4
Asian	46	27	59%	39%	+20
Black or African American	42	27	64%	39%	+25
Hispanic or Latino	647	208	32%	39%	-7
Native Hawaiian or other Pacific Islander	17	6	35%	39%	-4
White	595	241	42%	39%	+3
Some other race	89	36	40%	39%	+1
More than one race	7	5	N/A	39%	N/A
<b>All Students</b>	<b>1,501</b>	<b>580</b>	<b>39%</b>		
Males	674	251	37%	39%	-2
Females	815	325	40%	39%	+1
Unknown	12	4	33%	39%	-6
Current or former foster youth				39%	
Individuals with disabilities	79	22	28%	39%	-11

Low-income students	1,998	683	34%	39%	-5
Veterans				39%	

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

		1	2	3	4		
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2008-09 and who were transfer directed	=	Number of Students “Lost”
Largest Gap	Disabled	11%	<u>.11</u>	x	79	=	9
Second Largest	Hispanic	7%	<u>.07</u>	x	647	=	45
Third Largest	Unknown	6%	<u>.06</u>	x	89	=	5

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

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### GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-4, 2014</i>	<i>No gap</i>	<i>2020</i>
Disabled Students	-11, 2014	No gap	2020
Hispanics	-7, 2014	No gap	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

Sample sizes were too small for the unknown ethnicity group to target these students.

**NOTE.** See Section F for detail on Hispanics and students with disabilities. Interventions have been designed that will improve multiple metrics.

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**Goals, Activities, Funding and Evaluation: Affecting Several Indicators**

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**ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS**

**F.1 Improving Outcomes for Hispanic and ESL Students**

*Indicators/Goals to be affected by the activity*

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

*Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• ***Target Student Group(s) & # of Each Affected\*:***

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
F.1	Hispanic Students	7,417
F.2	ESL Students	115

• ***Activity Implementation Plan***

Hispanic students comprise close to 60% of our student population. Ventura College enrolls more Hispanic students than would be expected based on the demographics of our service area. However, Hispanic student outcomes are lower than those of other student groups. As such, it is important for the College to take a comprehensive approach to ensure that this large population's needs are being met. To that end, focus groups with Hispanic students will be conducted throughout the spring 2016 semester. Initial focus groups conducted last year with ESL students indicated that these students face a number of obstacles on their path to success. These include difficulties navigating the college system, time management, the manner in which ESL courses are scheduled, and issues interacting with counseling staff. To begin to address these issues, the college is planning to hire bilingual counseling assistants, who will work in

the College's Welcome Center and at the College's Santa Paula site, which is where a large number of ESL students take classes. Further, additional counseling support will be offered at the Santa Paula site.

In addition, the College will develop a one-stop student service center for students whose first language is not English. Bilingual student services staff from various offices will rotate throughout this center. The purpose will be to provide bilingual support to students who may otherwise have difficulty navigating the college system.

The College will also bolster its library resources that are available to ESL and Basic Skills students. The College library currently operates a "lending library" which lends students textbooks for the semester at no charge. Equity funds will be used to supplement the lending library with approximately 150 copies of ESL and Basic Skills textbooks. Further, reserve and general circulation books that are designed for ESL and Basic Skills students will also be purchased for the libraries at the main campus and the Santa Paula site.

<b>D</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
F.1	<ol style="list-style-type: none"><li>1. Hire two 0.4 bilingual counseling assistants (Fall 2015)</li><li>2. Provide a 0.6 Counselor at Santa Paula Site (Fall 2015)</li><li>3. One-Stop Bilingual Service Center (Spring 2016)</li><li>4. General library books for Basic Skills and ESL students at Main campus and Santa Paula site (Fall 2015)</li><li>5. Lending library Basic Skills and ESL textbooks (Spring 2016)</li></ol>	<ol style="list-style-type: none"><li>1. <math>\\$25,200 \times 2 = \\$54,306</math></li><li>2. <math>\\$80,000 \times 0.6 = \\$72,314</math></li><li>3. 0.6 Counselor release time = \$72,314 3 bilingual student workers = \$29,373 Bilingual printed materials = \$2,500 20 hours/week for bilingual financial aid tech = \$29,107</li><li>4. \$3,000</li><li>5. \$7,000</li></ol>	

	6. Additional 20 hours of tutoring at Main Campus and Santa Paula site (Fall 2015)	6. \$16,155	
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***Link to Goal***

These activities link directly with multiple goals/metrics. They are designed to improve Hispanic course completion, Basic Skills and ESL progression, and degree/certificate/transfer completion. They were developed through an extensive examination of quantitative achievement data, as well as an examination of qualitative focus group data.

***Evaluation***

Student usage of the increased counseling presence at the Santa Paula site will be evaluated. Student usage of the One-stop Center will also be analyzed. Lending library usage will also be evaluated. Finally, Hispanic course completion rates, Basic Skills and ESL progression rates, and degree/certificate/transfer completion will be analyzed to determine how effective these interventions are actually improving outcomes.

**F.2 Foster Youth*****Indicators/Goals to be affected by the activity***

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

**• *Activity Type(s)***

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

**• *Target Student Group(s) & # of Each Affected\****

ID	Target Group	# of Students Affected
F.2	Foster Youth	149+

• **Activity Implementation Plan**

Foster Youth is a challenging target group when it comes to collecting access data. We have no data on the percentage of foster youth students in our community/service area, so it is difficult to identify equity gaps in terms of access. Also, many foster youth students don't identify themselves as foster youth when enrolling at the college. Thus, the number of students we have recorded is likely lower than the number of students that are actually enrolled at the college.

Our attempts to collect qualitative focus group data with foster youth failed due to difficulty in effectively contacting foster youth on campus. We had no means of targeting foster youth students, and generic emails and phone calls did not spark their interest in participating in focus groups. However, a recent districtwide grant examining foster youth needs and outcomes has suggested that one way to improve campus engagement with foster youth is to create a dedicated center on campus. These suggestions were confirmed by our district's Foster Youth Coordinator (whose primary job is to work with Foster Parents and Kinship Caregivers, rather than students). The foster youth center will be staffed by a part-time coordinator, a part-time counselor, and a part-time financial aid specialist. With the center in place, we hope to provide a welcoming environment for foster youth students that will improve their ability to access higher education. The campus is still working to conduct at least one focus group in fall 2015 with foster youth students to best identify and address additional needs that haven't yet been identified through other data sources. Another benefit of the center is that it will allow the campus to better identify currently enrolled foster youth, and will thus make it easier to conduct focus groups to understand their needs.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Foster Youth <ul style="list-style-type: none"> <li>• Foster Youth Specific Counseling (spring 2016)</li> <li>• Foster Youth Liaison (spring 2016)</li> <li>• Foster Youth (Guardian Scholars) Center (spring 2016)</li> <li>• Supplies for Center (spring 2016)</li> <li>• Foster Youth Club (spring 2016)</li> <li>• Foster Youth Specific Financial Aid (Spring 2016)</li> </ul>	Foster Youth <ul style="list-style-type: none"> <li>• 0.6 Student Service Specialist = \$48,482</li> <li>• 0.2 Counselor = \$27,333</li> <li>• No cost</li> <li>• \$5,000</li> <li>• No cost</li> <li>• \$5,989</li> </ul>	

**Link to Goal**

A Foster Youth Center, along with a Foster Youth Liaison and Counselor will provide a safe place for foster youth students to gather. A club will ensure students have peers they can relate to. The foster youth liaison will help students with filling out applications (such

as scholarship), purchasing textbooks, registering for classes, and will also be available as a welcoming face that students can feel a connection with. They will help with the transition when high school foster youth students graduate and want to take the next step in their education path. They will be involved in the foster youth club and help organize events for these students.

### ***Evaluation***

A focus group will be conducted in fall 2015 with foster youth students in order to better understand their needs. Once the foster youth center is opened, data on student usage of the center will be collected annually. In addition, data on foster youth enrollment will be collected annually to determine if access improves for this group.

### **F.3 Students with Disabilities**

#### ***Indicators/Goals to be affected by the activity***

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

#### **• Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

#### **• Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.3	Students with Disabilities	422+

### ***Activity Implementation Plan***

Unfortunately, service area data on the number of residents with disabilities is unavailable. Due to the confidential nature and optional disclosure of disability status, it is also difficult for the college to accurately gauge the number of enrolled students with disabilities. So, we cannot accurately compare our College data with service area data to look for equity gaps in terms of access. However, data at the county level indicates that approximately 10% of Ventura County residents (age 16-64) have a disability ([www.disabilityplanning.com](http://www.disabilityplanning.com)). In Fall 2014, 6.59% of Ventura College students reported that they have a disability.



This Ventura College number only includes students who self-identified that they have a disability and have also registered in the College's Educational Assistance Center (EAC). Undoubtedly, there is an additional population of Ventura College students with disabilities that are registered in classes and have not self-identified, or visited the Campus EAC. It is also highly likely that many students who have disabilities are unaware that the program exists. It is also suspected that many students with disabilities are uncomfortable with the notion of being affiliated with the EAC program due to a concern about how others may perceive them due to social stigmas concerning disability. Finally, there may be a population of students with disabilities who are succeeding on their own by using general College services and do not need the services of the EAC.

In addition to these issues of access and identification, students with disabilities are also completing courses, completing degrees/certificates, and transferring at lower rates than other student groups. Thus, this population is one which requires interventions that will touch upon each of these indicators.

To better understand the issues that this population is facing, three focus groups were conducted with EAC students, and one focus group was conducted with EAC staff in spring 2015. Participants were asked to address and describe barriers for students with disabilities. The focus groups also asked participants to identify solutions that would help overcome some of these barriers. Interestingly, many of the student and EAC staff suggestions overlapped. Focus group data was then analyzed by the Inquiry Team (who ran the focus groups) and the Equity Committee subsequently worked on developing interventions. Four main findings emerged from this analysis: 1) Students felt faculty did not always understand the law on ADA Compliance and the student's rights. 2) Students did not always have access to the testing center on campus as the hours are limited. 3) It is difficult to identify students with disabilities as described above. 4) If more students are identified, there will be more need for assessments.

As a result of these analyses, interventions were designed to improve the college's collective understanding of student disabilities, and to create a more supportive atmosphere, in which disabled students would be more likely to access college services that are designed to offer targeted support to help them achieve their educational goals.

First, ADA Compliance Training was provided as a Flex activity in fall 2015. Faculty, staff, and administrators were invited to take part in understanding the legal requirements for students with disabilities. Below is the description of the flex activity: "Accessibility on Campus and in the Classroom: The EAC (Educational Assistance Center) has presenter Gaier Dietrich discussing equal access on campus and in the classroom in regards accommodations (504) and accessibility (508). Instructors need to know that all instructional materials (PDF's, PowerPoints, podcasts, videos) need to be accessible, including all online information! Any information available to students must be in an accessible format. Please join us for lunch and conversation regarding this very important matter. Ensuring access must be an institutional commitment where accessibility is part of the

standard workflow at Ventura College. Gaeir Dietrich is the director of the High Tech Center Training Unit (HTCTU) of the California community colleges, and the system wide trainer for Section 508 compliance. Gaeir has served on the advisory boards for AHEAD, Bookshare, DIAGRAM Center, the Alternate Text Production Center (ATPC), and the Silicon Valley Independent Living Center (SVILC). In 2010-2011, she served as the chair for the national Advisory Commission on Accessible Instructional Materials (AIM) in Postsecondary Education. She is also a contributing author to Beyond the Americans with Disabilities Act, published by NASPA. Guthrie Hall”

The college will also enhance campus marketing efforts about the services provided by the EAC. Various marketing materials will be distributed throughout campus, and EAC staff will make presentations in classrooms, and at various campus events. It is expected that these efforts will bring about an enhanced awareness of EAC services, and thus increase student usage of EAC services, which will in turn increase student success.

Finally, the college will increase the testing center hours of operation. This is a direct intervention that students in the focus groups had requested. Further, as the enhanced campus marketing campaign unfolds, it is expected that more students will become aware of and will utilize the testing center. Due to some re-organization in our Learning Resources Center, the increased hours for our testing center may not occur until spring of 2016.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
F.3	1. ADA Compliance Training (Aug 2015) 2. Increasing Testing Center Hours (Spring 2016) 3. Identifying students w disabilities (Campaign for EAC-Spring 2016) 4. Assessments (Spring 2016)	1. Speaker no cost. Food \$500 2. 24 hrs/week (\$20,000) 3. \$5,000  4. \$14,065	

### ***Link to Goal***

This intervention will link to each of the five goals for disabled students. It will increase access to services, which will then improve outcomes in course completion, basic skills completion, degree/certificate completion, and transfer for this population of students.

***Evaluation***

The ADA Training took place in August of 2015. The effectiveness of this training for the members who attended was done using evaluation forms provided at the end of the flex activity. Analysis of these forms will determine if further training is necessary.

The marketing campaign will be evaluated in two ways. First, the number of students who use EAC services will be assessed before and after the campaign to see if there is an increase. Second, new EAC students indicate how they heard about the center. This will help us evaluate which methods of our campaign are most effective.

Due to some re-organization in our Learning Resources Center, the increased hours for our testing center may not occur until spring of 2016. Thus, an evaluation (count on the number disabled students using the expanded testing hours) would occur until spring 2017. We can track this data each year and adjust the hours as needed.

Since we expect to see an increase in students inquiring about the EAC, we also expect to see a larger number of students who would need assessment. We can track the number of students that need assessments in previous years and compare them to future years (after campaign) to see if the campaign has been effective in providing more assessments to our students.

**F.4 Inquiry Team (Focus Groups)*****Indicators/Goals to be affected by the activity***

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

**Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.4	All targeted groups	

**Activity Implementation Plan**

The VC Inquiry Team is a group of faculty, staff, and administrators trained in the qualitative research methodology of conducting focus groups. Their charge is to collect qualitative data from students, faculty, staff, administrators, and the community at large on issues related to student success and college effectiveness. The focus group method used is based on methodology used at Los Angeles Southwest College where students are asked open ended questions in regards to their barriers, challenges, and success in being a community college student. After conducting a number of focus groups from the given target population, trends are identified. These trends are then given to the Equity Committee so interventions to improve student outcomes can be put in place. The VC Inquiry Team has been through workshop training in using this type of method.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	Focus Groups for targeted populations (Spring 2016)	Food for students in focus groups; supplies (\$2000)	

**Link to Goal**

The inquiry team collects data from each group where equity gaps are identified and the information from the focus groups is used to make decisions on the interventions we need to create in order to close the equity gaps.

**Evaluation**

The qualitative data is collected for each group. Once interventions are put in place and running, more focus groups will be conducted in order to see how the results have impacted students (2-3 years).

**F.5 Improving General Campus Dialog About Equity*****Indicators/Goals to be affected by the activity***

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

**Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.5	All targeted groups	

• **Activity Implementation Plan**

On our campus, equity is a fairly new topic. Discussions about equity have occurred for some time, but they have generally been in small pockets and silos. In response, we have developed interventions to improve this dialog across campus, and to build a level of equity expertise among faculty, staff, and administrators.

The following activities have been put into place for the coming year:

1. Achieving the Dream- Achieving the Dream (ATD) national reform network dedicated to community college student success and completion; focused primarily on helping low-income students and students of color complete their education. ATD offers a research and evidence based approach to improving outcomes for students and assists colleges in process of understanding equity, developing a culture of evidence and equity, and achieving equitable outcomes for students. ATD will provide coaches that understand the needs of community colleges and other support to help the college undergo the difficult work ahead.
2. Fall 2015 College Data Summit – in conjunction with the Achieving the Dream initiative, Ventura College will hold a college-wide data summit on November 6, 2015. Campus staff will analyze data on Ventura College student demographics and equity gaps in student outcomes. The summit will be led by Kay McClenney and Mark Figueroa, who are national experts on improving outcomes for community college students.
3. Workshops/Forums/Speakers/Conferences/Trainings-A series of forums and workshops on our campus have already taken place to introduce the campus to the idea of equity
  - a. Equity Forum: October 24th 9-3pm. Introducing Equity to the Campus (What is Equity?). Speakers.
  - b. Equity Forum: May 12th 2015 (2-4pm): Wrap up of ‘What we’ve done and where we are going’

- c. Equity and the Classroom Flex Activity: How can faculty strive to be more equitable in the classroom? Join the conversation with the Faculty Academy on best teaching practices and how it relates to teaching more equitably. August 12, 2015, 11-12 pm
- d. Equity Plan Open House Flex Activity-What we've done and where we are going with the Equity Plan. August 13, 2015, 11-12 pm

Other workshops that focus on specific groups will also take place in the next year:

- a. Men of Color Training (\$3,000) spring 2016
  - b. Cultural Responsive Teaching (Zaretta L. Hammond) (\$4000) Late fall 2015
4. Faculty Academy - The Faculty Academy offers faculty a learning community for professional development in faculty-student instruction, communication, and engagement, with the focus of equity mindedness in the classroom. The Academy provides its members a safe environment to rethink how students learn while exploring innovative techniques to reach those students who have difficulty in traditional classrooms and have different learning styles due to diverse cultural backgrounds, socioeconomics, or any other factors. Furthermore, this offers opportunities to experience deeper connections with students through strengthened communication, developing an understanding of learning modalities, and exploring innovative instructional techniques that can be implemented in the classroom. Faculty academy can practice these new approaches in their classroom and share their findings with the campus as they link their instructions with equity gaps we find at Ventura College. Faculty academy has been successfully running in both spring 2015 and fall 2015 and will continue into the next coming year.
  5. Teaching/Learning Center (for all professional staff) –led by a diverse set of college employees with various skill sets with a focus on equity, this center will use pedagogical and andragogical techniques and methodology, research methods, experimental learning techniques, and collaboration building as its emphasis. Classroom faculty can receive assistance with differentiating instructions, designing action research projects to improve student outcomes, develop collaborations across disciplines. They can ask questions such as ‘how do I reach my Hispanic female students more effectively’ and the center can provide them with publications/workshops or connect them to other faculty or campuses who have been successful, so they can improve instructions and help close equity gaps. For non-classroom faculty and student services faculty the Center will be a place to develop and refine skills and knowledge as it relates to equity that would ultimately meet the needs of our students. This would also be the place to build collaborations between instructions and support services faculty in order to increase equitable outcomes for students.
  6. Office of Institutional Equity and Effectiveness – In 2015, Ventura College hired a Dean of Institutional Equity and Effectiveness to enhance the college's research capacity, and to infuse data and equity throughout critical campus processes (e.g. program review, enrollment management, accreditation, etc.). 75% of this position was funded through Student Equity last year. 50% will be funded through Student Equity this year, 25% next year, and 0% the year after that. As a result, this position will become fully supportable through the campus budget within three years.

7. Student Equity Faculty Co-Chair – The College will provide 0.4 release time for a student equity faculty co-chair, who will co-chair the student equity committee and oversee the development and implementation of equity interventions.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.5	1. Achieving the Dream (June 2015- June 2018) 2. Fall 2015 College Data Summit (Fall 2015) 3. Workshops/Forums/Speakers/conferences/trainings (spring 2015-fall 2015, throughout the academic year) 4. Faculty Academy (spring 2015-fall 2015, throughout the academic year) 5. Teaching/Learning Center (spring 2016) 6. Office of Institutional Equity and Effectiveness (2015-2016) 7. Student Equity Faculty Co-Chair (2015-2016)	1. \$35,000/year 2. \$2,500 (food) 3. \$30,000 4. \$82,420 - 0.2 release time for 7 faculty \$7,500 - facilitator 5. \$10,000 – supplies \$50,437 - Professional Development Faculty Lead 0.4 release time 6. \$91,469 – 0.5 Dean IEE \$3,000 – supplies \$9,792 – software 7. \$23,465 – 0.2 release time	

### ***Link to Goal***

Improving campus dialogue and knowledge about equity is expected to bring about changes in all five metrics. It will tie the above activities (from sections A-E) into a coherent whole. Leveraging the extensive resources provided by Achieving the Dream will help inform the specific interventions that are developed. The workshops/forums/speakers will focus on specific items (whether it be a

classroom approaches with cultural responsive teaching or a specific target group like the Men of color training). Faculty academy will focus on instructional needs that would bring equity in the classroom.

***Evaluation***

The annual analysis of student equity metrics will happen each year, in order to determine if our efforts are closing equity gaps. In addition, surveys and evaluation forms will be used to determine if these activities are increasing the equity knowledge of faculty, staff, and administrators. Faculty Academy participants will create action research projects in which faculty will implement and evaluate the effectiveness of specific pedagogical changes to their classes. Once the teaching/learning center is opened, its usage will be evaluated.



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## **Summary Budget**

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<b>2015-16 Student Equity Plan Summary Budget</b>
Ventura CCD
Ventura College

**Part I: Student Equity Funding**

*Enter whole numbers only*

**Total 2015-16 College Student Equity Allocation** \$ 868,698

**If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level**

**Part II: 2015-16 Planned Student Equity Expenditures** \$ 868,698

**Balance 2015-16 College Student Equity Allocation** \$ -

**2014-15 Student Equity Plan Summary Budget.  
Part I: Funding  
Specific Entry Instructions**

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

**cell:**

- F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their *college* allocation from the district office.
- F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.
- F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.
- F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.
  - 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
  - +
  -

If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.

If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

<b>2015-16 Student Equity Plan Summary Budget</b>
Ventura CCD
Ventura College

## Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: <http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries: Position Title(s)	# of Hours										
	0.4 Afr Amer Support Cent Counselor	16.00	B2	\$ -	\$ 32,273	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	32,273
	0.6 Santa Paula Site Counselor	24.00	F1	\$ -	\$ 48,409	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	48,409
	0.6 Counselor Release Time	24.00	F1	\$ -	\$ 48,409	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	48,409
	0.2 Foster Youth Center Counselor	8.00	F2	\$ -	\$ 17,698	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	17,698
	Faculty Acad 0.2 release - 7 faculty	8.00	F5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 55,316	\$ -	\$ -	55,316
	0.2 Student Equity Faculty Co-Chair	8.00	F5	\$ -	\$ -	\$ -	\$ 15,616	\$ -	\$ -	\$ -	\$ -	15,616
	0.5 Dean Inst Equity and Effectvness	20.00	F5	\$ -	\$ -	\$ 45,575	\$ 22,787	\$ -	\$ -	\$ -	\$ -	68,362
	0.15 Learning Disability Specialist	8.00	F3	\$ -	\$ 9,582	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	9,582
	0.4 Teaching/Learning Center Faculty Lead	14.00	F5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 34,070	\$ -	\$ -	34,070
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal			\$ -	\$ 156,371	\$ 45,575	\$ 38,403	\$ -	\$ 89,386	\$ -	\$ -	\$ 329,735
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Cours e Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	0.6 Afr Amer Support Cent Std Srv Spclst	24.00	B2	\$ 10,727	\$ 20,823	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	31,550
	Afr Amer Support Cent Fin Aid Spclst	6.00	B2	\$ -	\$ 5,460	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,460
	2 0.4 bilingual counseling assistants	32.00	F1	\$ -	\$ 49,508	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	49,508
	3 bilingual student workers	20.00	F1	\$ -	\$ 28,800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	28,800
	Bilingual fin aid tech	16.00	F1	\$ -	\$ 18,389	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	18,389
	Santa Paula tutoring	20.00	F1	\$ -	\$ 15,840	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	15,840
	0.6 Foster Youth Center Std Srv Spclst	24.00	F2	\$ 10,727	\$ 20,823	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	31,550
	Foster Youth Center Fin Aid Spclst	6.00	F2	\$ -	\$ 5,460	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,460
	EAC Test Proctor	20.00	F3		\$ 18,262							18,262
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal			\$ 21,454	\$ 183,365	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 204,819

**2015-16 Student Equity Plan Summary Budget**  
**Ventura CCD**  
**Ventura College**

**Part II: Planned Student Equity (SE) Expenditures**

3000	Employee Benefits		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total	
	0.6 Afr Amer Support Cent Std Srv Spclst		B2	\$ 5,588	\$ 11,344	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	16,932	
	0.4 Afr Amer Support Cent Counselor		B2	\$ -	\$ 15,943	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	15,943	
	0.6 Santa Paula Site Counselor		F1	\$ -	\$ 23,905	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	23,905	
	0.6 Counselor Release Time		F1	\$ -	\$ 23,905	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	23,905	
	2 0.4 bilingual counseling assistants		F1	\$ -	\$ 4,798	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	4,798	
	Bilingual fin aid tech		F1	\$ -	\$ 10,718	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	10,718	
	0.6 Foster Youth Center Std Srv Spclst		F2	\$ 5,588	\$ 11,344	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	16,932	
	0.5 Dean Inst Equity and Effectvness		F5	\$ -	\$ -	\$ 23,107	\$ -	\$ -	\$ -	\$ -	\$ -	23,107	
	0.2 Student Equity Faculty Co-Chair		F5	\$ -	\$ -	\$ -	\$ 7,849	\$ -	\$ -	\$ -	\$ -	7,849	
	0.4 Teaching/Learning Center Faculty Lead		F5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,367	\$ -	\$ -	16,367	
	Faculty Acad 0.2 release - 7 faculty		F5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 27,094	\$ -	\$ -	27,094	
	0.2 Foster Youth Center Counselor		F2		\$ 9,635							9,635	
	0.15 Learning Disability Specialist		F3		\$ 4,483							4,483	
	3 bilingual student workers		F1		\$ 573							573	
	Santa Paula tutoring		F1		\$ 315							315	
	EAC Test Proctor		F3		\$ 1,738							1,738	
	Afr Amer Support Cent Fin Aid Spclst		B2		\$ 529							529	
	Foster Youth Center Fin Aid Spclst		F2		\$ 529							529	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
	Subtotal			\$ 11,176	\$ 119,759	\$ 23,107	\$ 7,849	\$ -	\$ 43,461	\$ -	\$ -	\$ 205,352	
	4000	Supplies & Materials		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
		4800 Afr Amer Support Cent supplies		B2		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,500	2,500
		4100 Basic Skills and ESL library books		F1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	3,000
		4100 Basic Skills and ESL lending library books		F1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,000	7,000
		4800 Foster Youth Center Supplies		F2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	5,000
4800 ADA Compliance Training (food)		F3						\$ 500			500		
4800 Office of Inst Equity & Effectivness supplies		F5	\$ -	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	3,000		
4300 Office of Inst Equity & Effectivness software		F5			\$ 9,792						9,792		
4800 Fall 2015 College Data Summit		F5			\$ 2,500						2,500		
4800 Teaching/Learning Center Supplies		F5						\$ 10,000			10,000		
4800 Focus Group Supplies and Food		F4			\$ 2,000						2,000		
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-		
Subtotal			\$ -	\$ -	\$ 17,292	\$ -		\$ 10,500		\$ 17,500	\$ 45,292		
5000		Other Operating Expenses and Services		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total

<b>2015-16 Student Equity Plan Summary Budget</b>
Ventura CCD
Ventura College

**Part II: Planned Student Equity (SE) Expenditures**

5190 Afr Amer Support Center UMOJA	B2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ -	1,000
5810 EAC Marketing Campaign	F3	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,000
5190 Achieving the Dream	F5	\$ -	\$ -	\$ 17,500	\$ -	\$ -	\$ 17,500	\$ -	\$ -	35,000
5120 Workshops/Forums/Speakers	F5						\$ 10,000			10,000
5211 Conference and Travel	F5						\$ 5,000			5,000
5242 Faculty Travel	F5						\$ 15,000			15,000
5190 Faculty Academy Facilitator	F5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,500	\$ -	\$ -	7,500
5810 Afr Amer Support Center Marketing	B2	\$ 2,500								2,500
5870 Bilingual printed materials	F1	\$ 1,250							\$ 1,250	2,500
										-
										-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
<b>Subtotal</b>		\$ 8,750	\$ -	\$ 17,500	\$ -		\$ 56,000		\$ 1,250	\$ 83,500

<b>2015-16 Student Equity Plan Summary Budget</b>
Ventura CCD
Ventura College

**Part II: Planned Student Equity (SE) Expenditures**

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total			\$ 41,380	\$ 459,495	\$ 103,474	\$ 46,252	\$ -	\$ 199,347	\$ -	\$ 18,750	\$ 868,698

<b>2015-16 Student Equity Plan Summary Budget</b>
Ventura CCD
Ventura College

## Part II: Planned Student Equity (SE) Expenditures

### Student Equity Plan 2015-16 Budget Part II: Planned SE Expenditures Other Instructions

**A complete list of eligible and ineligible uses of student equity funds is available on the CCCC website at <http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>.** Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

#### Eligible expenditures:

1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

#### Ineligible Expenditures:

1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture -- Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions -- Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

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### Summary Evaluation Schedule and Process

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Ventura College has developed a cyclical two-year timeline for analyzing quantitative and qualitative data, developing and implementing interventions, and evaluating the effectiveness of those interventions. This timeline is shown below:

Year/Semester		Activity
Year 1	Fall	1. Examine quantitative data to identify areas of concern that may be related to issues of equity. (Equity Team)
	Spring	2. Conduct focus groups with parties associated with the identified areas of concern (VC Inquiry Team) 3. Develop interventions to be implemented in the subsequent fall semester (Student Success Team)
Year 2	Fall	4. Implement Y1 interventions (Student Success Team) 5. Examine quantitative data to identify additional areas of concern (Equity Team)
	Spring	6. Conduct focus groups with parties associated with the additional identified areas of concern (VC Inquiry Team) 7. Evaluate the Y1 interventions for efficacy. (Office of Institutional Effectiveness and the Student Success Team)

Each spring, the college will evaluate the interventions from the previous year. We will also evaluate quantitative metrics towards goal attainment each fall. This will be done through an analysis of each target group's outcomes along the five student equity plan metrics. Each fall, the Office of Institutional Equity and Effectiveness will compile the data, analyze it, and distribute it to the student equity committee, and other campus constituencies. The student equity committee will then use the data to evaluate how much progress has been made towards goal attainment. As a result of this analysis, new interventions will be developed, and existing ones will either continue unchanged, be modified to be more effective, or will be terminated.