

# Ventura College Equity Plan

*2019-2022*

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## VC Equity Plan - Revised Spring 2020

### STUDENT EQUITY PLAN (SEP) TASKFORCE

#### Our Process of Revision: Methodology of Revision

1. The Baseline column for each Metric represents state assigned disproportionately impacted groups and the number of students impacted.
  - If a population in this column was not identified by more recent Ventura College data as “disproportionately impacted” then the improved goal column for this group was changed to zero, allowing for the campus to focus on closing equity gaps among the most disproportionately impacted populations.
  
2. The Goals column for each Metric represents target groups and assigned numerical goals for improvement for each group.
  - Originally designates disproportionate groups were kept in this column and disproportionate groups identified from more recent Ventura College data below .1 PI were also added.
  - Improvement goals were set at 10% above raw data numbers for all new groups’ added, state-recommended “minimum equity” numbers were assigned to groups that were originally identified by the state as needing support.

USC Center for Urban Education Recommendations	Goals set
<ul style="list-style-type: none"> <li>• PI of .99 - .86 = mild equity gap</li> <li>• PI of .85 - .71 = moderate equity gap</li> <li>• PI less than .7 = major gap</li> </ul>	<ul style="list-style-type: none"> <li>• *Minimum state recommended goal retained where provided</li> <li>• ^10% increase for newly identified groups</li> <li>• ***When there are less than 10 as Baseline, one was added “1” to the baseline for the Goal</li> <li>****When 10% does not add to the Baseline, we added “1” to the Baseline for the Goal</li> </ul>

In the chart below the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment

Metric	Population Populations at VC in which there exists a substantive equity gap	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goals
Access Enrolled in Same Community College	Female Native or other Hawaiian Pacific Islanders*	22	35	Develop an institutionalized referral system based on the college application information provided by the applicant. This would assist in reducing/ avoiding duplication of services through this process.
	Female Veteran*	29	42	Engaging our community with offerings for dual enrollment/ C-Cap qualified courses. To ease the process for dual enrollment, create a handbook that serves students and families, with one geared towards staff and faculty as well. Consider developing a parent-student liaison program to support dual enrollment students, to ease the process not only for students but for parents as well.
	Male Some Other Race*	34	46	
	Male Native or Hawaiian other Pacific Islander	33	36	
	Male Black/African American*	254	294	Outreach and recruitment more broadly, with recruitment including adult learners age 24 and older (especially of underrepresented groups). Improve marketing of flexible schedules and course delivery for courses at Ventura College that would be attractive to special populations.
	Male Foster Youth*	77	87	<p>Create and implement a cohesive county-wide marketing plan that is intentional and targeted. The marketing plan should emphasize the value in program and degree completion and transfer, and Guided Pathways. Expand dual Enrollment opportunities, increase and improve high school recruitment/outreach, marketing, CTE highlights in curriculum, major and career talks - industry leaders.</p> <p>Simplify the New Student Process with Academic Counseling offering an online option for incoming students to complete their First-Semester Course Planning (1st-semester education plan) so students can complete on-demand. Also, Assessment streamlined for the student to be informed of their English, Math, and ESL placement in response to AB705 and student needs. The goal is for students to have the information needed to make informed choices about math and English class selection.</p> <p>Develop, support and promote a culturally proficient ESL/ELL program.</p>

\*Population also indicated by the State as experiencing an equity Gap

In the chart below the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment

Metric	Population Populations at VC in which there exists a substantive equity gap	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goals
Transfer Level English-Math	Female Black/African American*	0	2	Provide instructional support and general tutoring offerings, classroom/embedded tutoring, and supplemental instruction, with an increase in provisional tutors particularly in barrier courses. Consider Math and Writing centers as well and expand those offerings, with an increase in provisional tutors.
	Female American Indian or Alaska Native*	0	1***	Continue assessing and expanding late-start support courses in English and math and develop a culturally proficient ESL/ELL program that supports retention and meets the needs of the community. Create cohort models* in programs and barrier classes to better support students.
	Male Foster Youth*	0	4	
	Female Veteran*	0	6	Diversity hiring of relevant*, culturally competent instructional faculty in identified barrier courses. Support groups/clubs* (e.g. Black Student Union). Faculty, Classified Professionals, ASVC and Management work towards building meaningful relationships with students, including through initiative such as IEBC's Caring Campus.
	Male Black/African American*	1	6	
	Female Disabled*	2	10	
	Male Veteran*	2	1***	Implement distance Education courses and services when relevant, and do so applying sound pedagogical methods. Explore class size impacts especially in areas in which relationship-development can play a significant role in retention, as well as how hybrid classes correlate
	Male Disabled*	4	9	
	Male LGBT	3	4****	
	Female Foster Youth	3	4****	Automate student withdrawal surveys to better understand why they are not persisting and work to address those issues.
	Female LGBT	5	6****	
	Male First Generation	81	89	Include equity focused professional development that assists in developing culturally responsive teaching practices, investigate funding streams to provide compensation to staff and faculty for equity driven professional development. Hold Equity Summit/ Guided Pathways* to address retention and support issues, along with faculty/staff round tables when relevant.
	Male Hispanic or Latino/a*	107	130	
Male Economically Disadvantaged*	115	130	Increase college employee awareness of student support services* – and increase communication from special population areas to/between faculty/staff as a whole. Use language that students will understand---eliminate jargon in syllabi/catalogs/handouts/course materials etc. Expand the use of Starfish or related system, including actions taken when flags/indicators are presented.  Utilize multiple data collection methods to more holistically evaluate which programs we are engaging in to determine effectiveness and areas for improvement and apply changes. Explore the success rates for the	

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Metric	Population Populations at VC in which there exists a substantive equity gap	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goals
				<p>targeted populations, and then collect information on best practices the department uses for retention, completion, and transfer (at the time of evaluation or through CANVAS). Also, research and explore ways to ask students about their experiences with services and other factors.</p> <p>Free-resource options for students and ensuring they are accessible to traditional, evening, weekend, and online students: Including ZTC/OER, Lending Library, Lending Laptops/Chromebooks (and other technology), Internet access, student access to print free, and free transportation.</p>

\*Population also indicated by the State as experiencing an equity Gap.

\*\*\*we have less than 10 students, thus "1" was selected as a starting goal point

\*\*\*increase by one when 10% does not add to the Baseline number

In the chart below the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment.				
Metric	Population Populations at VC in which there exists a substantive equity gap	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goals
Fall-Spring Retention	Male Foster Youth*	40	52	Provide instructional support and general tutoring offerings, classroom/embedded tutoring, and supplemental instruction, with an increase in provisional tutors. Assist students in their success by providing guidelines on what it takes to succeed in college.
	Female Black or African American*	54	64	
	Female Some Other Race	26	29^	Increase college employee awareness of student support services* and apply student-centered language and student-driven practices. Deploy an Equity Summit, Guided Pathways, and Cohort Models to address retention and support issues. Investigate funding to compensate faculty for equity driven professional development. Develop an institutionalized referral system for campus services from enrollment information (e.g. student clubs) as well as course performance (e.g. tutoring services). Expand the use of Starfish (or related system), including actions taken when flags/indicators are presented. Optimize advising technology use, establish "on-demand" student support.

In the chart below the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment.

Metric	Population Populations at VC in which there exists a substantive equity gap	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goals
				<p>Intentionally employ Diversity hiring practices: Hire diverse, relevant* <u>and</u>, culturally competent instructional faculty, especially in identified barrier courses.</p> <p>Faculty, Classified Professionals, ASVC and Management work towards building meaningful relationships with students, including through initiative such as IEBC's Caring Campus.</p> <p>Develop a simplified process that ensures that students can get in touch with needed office/professional, without numerous website clicks or transferred calls. Keep in mind that systems need to assist in ease of access to college resources rather than create added barriers to resources.</p> <p>Research and explore persistence from fall to spring, ways to better support students in course completion. Find ways to ask students about their experiences with services and other factors, with the use of automating student withdrawal surveys. Collect data across departments on the success rates for the targeted populations, and then collect information on best practices the department uses for retention, completion, and transfer. Explore class size impacts especially in areas in which relationship-development can play a significant role in retention, as well as how hybrid classes correlate. Support and expand departmental retention and enrollment events/activities and programs like STEM Harbor and Intro to Engineering Ed Plan program with counselors. Continue assessing and expanding late-start support courses in English and math.</p> <p>Promote the use of DegreeWorks and increase the accuracy of DegreeWorks for degree audits and education plans</p> <p>Support programs that offer targeted and specialized services including FYE, MESA, EOPS, DSPS/EAC, while avoiding duplications of services.</p> <p>Develop, support and promote a culturally proficient ESL/ELL program. Provide financial and basic needs services through the Basic Needs program and Financial aid services-Promise, scholarships, etc. Provide free-resource options for students (traditional, evening, weekend, and online students) and ensure they are accessible to, such as ZTC/OER, Lending library, access to technology and printing services.</p>

In the chart below the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment.				
Metric	Population Populations at VC in which there exists a substantive equity gap	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goals
				Access how Student Equity Plan goals dovetail with Perkins goals for underrepresented populations and adopt (more widely across other departments) best practices from Perkins goals in the in SEP.
<b>Additional Activities to support:</b> <b>Male Foster Youth</b> Foster and Kinship Care Programs <b>Female Black or African American</b> Support student clubs for special populations, CalWorks <b>Female Some Other Race</b> develop a culturally proficient ESL/ELL program, Calworks				

\*Population also indicated by the State as experiencing an equity Gap.

\*\*\*increase by one when 10% does not add to the Baseline number

^increase by 10%, rounding up

In the chart below the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment.					
Metric	Population Populations at VC in which there exists a substantive equity gap	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goals	
Transfer	Male Foster Youth* <sup>1</sup>	5	7	First Year Program, Foster and Kinship Care Programs	University Transfer Center engaging in field trips to universities that consider equity as a lens to ensure the students who need to go to university campuses are the students selected. Make a focused, concerted effort to attract and engage the targeted students. Evaluate data on why students choose not to attend, to identify and reduce barriers.
	Female Foster Youth <sup>1</sup>	15	17 <sup>^</sup>		
	Female American Indian or Alaskan Native* <sup>1,3</sup>	2	3		Assess Transfer program engagement with institutional effectiveness data and planning. Evaluate the best practices in departments that are successful in utilizing the University Transfer Center, and adopt these practices more broadly throughout the college.
	Male LGBT* <sup>1</sup>	8	10		
	Female LGBT <sup>1</sup>	18	20 <sup>^</sup>		
	Male Native Hawaiian or	1	1**		

In the chart below the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment.

Metric	Population Populations at VC in which there exists a substantive equity gap	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goals
	other Pacific Islander* 1,3			Expand support for transfer counseling, with increased student-to-counselor appointment opportunities
	Male Disabled*	44	53^	
	Female Disabled*	71	76^	Continue support by providing students with financial and basic needs services through Basic Needs program and Financial aid services-Promise, scholarships, etc.
	Male Some Other Race* 1,3	10	11^	
	Male First Generation 1,2	315	347^	Faculty, Classified Professionals, ASVC and Management work towards building meaningful relationships with students, including through initiative such as IEBC's Caring Campus.
	Female First Generation 1,2	474	521^	
	Male Hispanic or Latino/a 1,2,3	338	372^	Support and expand college wide and departmental retention/enrollment events. Offer departmental retention/enrollment events and activities, including support cohort models.
	Female Hispanic or Latino/a 1,2,3	530	583^	
	Female Economically Disadvantaged	662^	728	Support the use of EOPS and EAC/DSPS programs for relevant student populations.
	Male Economically Disadvantaged	526	579^	
	Female Black or African American 3	18	20^	Access how Student Equity Plan goals dovetail with Perkins goals for underrepresented populations and adopt (more widely across other departments) best practices from Perkins goals in the in SEP.
				Ensure that the comprehensive marketing plan emphasizes the transfer and Guided Pathways

**Additional Activities to support**

1 Support clubs for special populations    2 Develop a culturally proficient ESL/ELL program    3 Diversity hiring emphasis, Support clubs for special populations

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^increase by 10%, rounding up



In the chart below the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment.

Metric	Population Populations at VC in which there exists a substantive equity gap	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goals
Completion	Male LGBT*	3	12	<p>Promote the use of DegreeWorks and increase the accuracy of DegreeWorks for degree audits and education plans</p> <p>Expand support for general counseling, with increased student-to-counselor appointment opportunities</p> <p>Support programs that offers targeted and specialized services including FYE, MESA, EOPS, DSPS/EAC, while avoiding duplications of services. Support groups/clubs* like Black Student Union, etc.</p> <p>Provide financial and basic needs services through the Basic Needs program and Financial aid services-Promise, scholarships, etc. Provide free-resource options for students (traditional, evening, weekend, and online students) and ensure they are accessible to, such as ZTC/OER, Lending library, access to technology and printing services.</p> <p>Diversity hiring of relevant*, culturally competent instructional faculty in identified barrier courses. Include equity focused professional development that assists in developing culturally responsive teaching practices, and investigate funding streams to provide compensation to staff and faculty for equity driven professional development. Hold Equity Summit/ Guided Pathways* to address issues related to completion, along with faculty/staff round tables when relevant.</p> <p>Provide instructional support and general tutoring on the main campus and East Campus, along with providing classroom support/embedded tutoring and supplemental instruction particularly in barrier courses. Consider Math and Writing centers as well and expand those offerings, with an increase in provisional tutors.</p> <p>Ensure that the comprehensive marketing plan emphasizes the value of program certificate, and degree completion and Guided Pathways.</p> <p>Access how Student Equity Plan goals dovetail with Perkins goals for underrepresented populations and adopt (more widely across other departments) best practices from Perkins goals in the in SEP</p>
	Female LGBT*	17	22	
	Male Some other race*	4	9	
	Female Some other race <sup>1</sup>	10	11 <sup>^</sup>	
	Female More than one race*	29	31	
	Male More than one race	26	29 <sup>^</sup>	
	Male First Generation	334	367 <sup>^</sup>	
	Male Hispanic or Latino/a	384	422 <sup>^</sup>	
	Female Foster Youth	17	19 <sup>^</sup>	
	Female Black or African American	17	19 <sup>^</sup>	
	Female White	267	294 <sup>^</sup>	
	Male White	217	239 <sup>^</sup>	

\*Population also indicated by the State as experiencing an equity Gap.

<sup>^</sup>increase by 10%, rounding up

## Expanded Activities

### 1) Instructional Support

- a) General tutoring: “The Beach” Learning Resource Center (LRC), and East Campus,
  - <https://www.venturacollege.edu/departments/student-services/testing-center>
  - Promote and support student success through tutoring services. Tutoring in most college subjects. Free service for VC students only.
  - <https://www.venturacollege.edu/departments/student-services/learning-resource-center>
  - The Learning Resource Center computer lab, called the "BEACH," is located on the first floor of the Library & Learning Resource Center. The "BEACH" is an acronym for "Best Educational Access to Computers and Help." The 369-station computer lab serves as a lab for classroom instruction and as an open-access drop-in lab for students. The lab provides instructional support through technology for several academic and vocational disciplines including English, Foreign Language, ESL, Geography, Learning Skills, Math, Nursing, Emergency Medicine, Reading and Study Skills. The Learning Center also supports Ventura College's distance learning program by hosting many of the orientations and exams.
  - <https://www.venturacollege.edu/departments/administrative/ventura-college-east-campus-and-off-campus-programs>
  - VC East Campus is an extension of Ventura College. It provides a positive and accessible learning environment that is responsive to the needs of students, promotes success, develops students to their full potential, creates lifelong learners, and fosters positive human values for successful living and membership in a global environment, for the Santa Clara River Valley Communities of Fillmore, Piru, and Santa Paula. Provide courses to all students seeking to achieve their educational goals. Students may choose from a variety of educational programs, including a rotation of general education courses to earn an Associate Degree, courses to meet requirements for University Transfer, career and workforce education training, and basic skills.
- b) Classroom/embedded tutoring,
- c) Supplemental instruction (SI) – like support in barrier courses,

- d) Equity focused professional development that assists in developing culturally responsive teaching practices (increase faculty participation in this PD – including embedding it in the new faculty presentations). Faculty Academy and ACUE are examples of this in which faculty engaging in year-long PD to improve pedagogy.
  - e) Consider re-establishing Math and Writing centers, and expanding these offerings.
    - <https://www.venturacollege.edu/departments/student-services/tutoring/reading-and-writing-center>
    - Promote student success through support of reading and writing across the curriculum. Assists students with any writing assignment, issues with reading or writing that they would like to improve. Tutors will provide individualized instruction to aid in the understanding of course assignments and expectations.
  - f) Distance Education when relevant and delivered with sound pedagogy
    - <https://www.venturacollege.edu/online-services/distance-education/>
  - g) Website or shared “one-drive” file with active learning strategies
  - h) Use language that students will understand---eliminate jargon in syllabi/catalogs/handouts/course materials, etc.
    - Example: use the term “student hours” instead of “office hours”
    - Use <http://gunning-fog-index.com/> to evaluate materials
- 2) Increase provisional tutors (students complete and leave quicker – provisional tutors can stay longer)
  - 3) Continue assessing and expanding late-start support courses in English and math – in-person/F2F, for courses below transfer level when we realize transfer-level is not working, so they can switch classes to the level that works best for them.
  - 4) ESL/ELL\* – develop a culturally proficient ESL/ELL program that supports retention.
    - <https://www.venturacollege.edu/departments/academic/english-as-a-second-language>
  - 5) Increase college employee awareness of student support services\* – and increase communication from special populations areas to/between faculty/staff as a whole.

- a) Develop an institutionalized referral system for campus services from enrollment information (e.g. student clubs) as well as course performance (e.g. tutoring services)– expanded use of Starfish (or related system), including actions taken when flags/indicators are presented.
  - b) Avoid duplication of services through this process.
- 6) Inquiry\*
- a) Automate student withdrawal surveys to better understand why they are not persisting – require it before they can drop.
  - b) Collect data on how hybrid and online classes are correlated with retention and with transfer.
  - c) Pursue funding streams that would provide compensation to faculty and staff for equity driven professional development,
  - d) Research and explore: Why students are not staying from fall to spring. Whether students are doing well but need support? Survey students about their experiences with services and other factors (potentially at the time of instructor evaluation, as a pop-up in CANVAS, or other timely and accessible idea).
  - e) Assess which programs to determine effectiveness and areas for improvement. Evaluate the and apply what we learn (do not just collect it), Consider multiple data collection methods to more holistically assess effectiveness.
  - f) Collect data across departments on success rates for the targeted populations and collect information on best practices that departments use for retention, completion, and transfer.
- 7) Support Activities
- a) Diversity hiring of relevant\*, culturally competent instructional faculty, especially in identified barrier courses.
  - b) Support groups/clubs\* like Black Student Union, etc.
  - c) Build supportive relationships with students\*:
    - Faculty develop relationships with students – explore class size impacts on this factor, especially in areas in which relationship-development can play a significant role in retention.
    - Caring Campus – classified staff relationship building program.
  - d) First Year Experience (FYE) program and target FYE for specified groups (existing FYE or FYE developed for targeted groups).
    - <https://www.venturacollege.edu/departments/student-services/first-year-experience>
- Empower and motivate first- year Ventura College students to discover a major and career path through a developmental approach and in alignment with California Community College, Student Equity & Achievement (SEA) Program guidelines.
  - Participate in Summer extended orientation; English and Math Assessment Preparation Academy; year-long personal/academic support as students transition into college life; introduction to Student Support Services; individualized academic/career counseling and guidance.
- e) Foster and Kinship Care program
- f) Basic Needs program
- <https://www.venturacollege.edu/departments/student-services/basic-needs/calfresh>
  - Provides resources that can assist students in meeting their basic needs such as food, housing, and mental wellness in an effort to promote academic success. The Basic Needs Office assists students with applying for CalFresh, food pantry, locating adequate and affordable housing, homelessness services, and bus transportation information.
- g) Financial aid services: Promise grant, scholarships, etc.
- <https://www.venturacollege.edu/departments/student-services/financial-aid>
  - Provide all students with information to secure their necessary financial resources so they can meet their educational goals.
  - Provides assistance and support to students applying for federal and state financial aid including fee waivers, grants, loans and federal work-study.
  - <https://www.venturacollege.edu/departments/administrative/foundation>
  - VC Foundation Provides scholarships and the VC Promise. Provides scholarships, the VC Promise and the VC Veterans/Active Duty Military (U.S.) Students Promise, which waives enrollment fees during the first two years of attendance.
  - <https://www.venturacollege.edu/departments/student-services/financial-aid/types-of-financial-aid/ventura-college-promise>
- h) College retention and enrollment events: Cash for College, Set Sail Saturdays, MESA activities,

- i) Departmental retention and enrollment events/activities (example include Child Development has the CDTC program which provides reimbursement for many classes, which supports all common classes throughout the state), Stem Harbor, Intro to Engineering Ed Plan program with counselors (intentional counseling with Engineering),
- j) Transfer Center engaging in field trips to 4-year universities that considers equity as a lens to ensure the students who need to go to university campuses are the students selected. Make a focused, concerted effort to attract and engage the targeted students.
  - <https://www.venturacollege.edu/departments/student-services/university-transfer-center>
  - Provides exploration of transfer options and helps students prepare for transfer to a university.
- k) EOPS
  - <https://www.venturacollege.edu/departments/student-services/eops>
  - Assists low income and educationally disadvantaged students with support services and financial assistance to overcome obstacles and successfully achieve their educational goals. Provides specialized services: college orientation, assessments, focused academic, career, transfer and personal counseling; student educational plan, early registration, tutoring, student success workshops, grants, book vouchers, bus passes, university field trips, transfer application fee waivers, graduation gowns, emergency loans, student leadership, and advocacy.
- l) EAC/DSPS
  - <https://www.venturacollege.edu/departments/student-services/disabled-students-programs-services-dspseac>
  - Ensure all students with disabilities have equal access in their education through accommodations and services. EAC/DSPS has an instructional program of classes as well as accommodations and services for students with disabilities.
- m) CalWorks
  - <https://www.venturacollege.edu/departments/student-services/calworks>
  - CalWORKs is California's welfare reform program designed to help head of households become self-sufficient through a variety of educational and work-related activities, including attendance at Ventura College.
- n) Veterans Resource Center
  - <https://www.venturacollege.edu/departments/student-services/veterans-resource-center>
  - Promote student success, support and access to services to military Veterans, Active Duty and Dependents. Assists students in claiming VA Educational benefits, provides academic counseling, computer and study room, helps explore transfer options, and prepare for transfer to a university.
- o) MESA – MATHEMATICS, ENGINEERING, SCIENCE, ACHIEVEMENT
  - <https://www.venturacollege.edu/departments/student-services/mesa>
  - The MESA Program serves to enrich the experience of students majoring in math, science and engineering at Ventura College. MESA supports financially disadvantaged and/or historically underrepresented students by providing a variety of services to equip them with the skills and attitudes necessary for their successful transfer to a university.
  - MESA offers educational planning, student professional development, professional workshops, internship and scholarship opportunities, academic excellence workshops, tutoring, study center, work site visits.
- p) Establish “on-demand” student support
  - Financial Aid has “Chat-Bot” now
  - Need real time chat/live text or Chat Bot for other services
- q) Dedicated “help-line” to be incorporated within current student services such as Connect or Pirate’s Cove
  - <https://www.venturacollege.edu/departments/student-services/student-connect-center>
  - Assists students that do not understand the navigation system at VC.
  - Provides information and support services to students throughout the registration process; re-activation of student portal, PIN re-instatement, print out of schedule..
  - <https://www.venturacollege.edu/departments/student-services/pirates-cove>
  - VC Pirates Cove is designed to provide direct support and retention services for all students. Located in the Campus Student Center, in Pirates Cove students can meet with our Student Success Specialist that supports students academically

- and socially by directing them to campus resources and providing them with strategies for college success.
    - One-on-one meetings with Student Success Specialist, referral services to campus resources, regularly scheduled study skills workshops.
  - r) Increase student-to-counselor interactions for students with highest risk of dropping out/not completing
  - s) Optimize advising technology to promote student persistence-
    - DegreeWorks for degree audits and education plans
    - Starfish for early alert and prompts for students at risk of not completing
    - Targeted prompts sent strategically to students throughout the semester
    - Outreach in advance of registration to encourage term-to-term registration
  - t) Departmental (major) activities throughout the semester that connect students to each other, the faculty, and/or the community (future employers).
- 8) Equity Summit / Guided Pathways\* to address retention and support issues.
- <https://www.venturacollege.edu/committees/guided-pathways>
  - Guided Pathways is a multi-year state program designed to improve student completion. Students are provided with a set of clear and structured courses to take as well as integrated student support services.
- 9) Faculty/staff roundtables when relevant:
- a) Math + English + Counseling for AB 705
- 10) Cohort models\*
- a) Programs
  - b) Barrier classes
- 11) Free-resource options for students and ensuring they are accessible to traditional, evening, weekend, and online students.
- a) ZTC/OER
  - b) Lending library
    - <https://www.venturacollege.edu/departments/student-services/library>
  - c) Provide devices – laptops/Chromebooks, Internet
  - d) Copies for papers – student access to print free, predetermined number of pages per semester and pay for any beyond that number
  - e) Free transportation

12) Engaging High School students

- a) Dual Enrollment / C-Cap
  - Create informational handbooks for students/families and faculty/staff
  - Focus on the targeted populations, consider giving priority registration for target groups
  - Investigate development of parent-student liaison programs
- b) Outreach and Recruitment to high schools based on target population s in ACCESS
  - <https://www.venturacollege.edu/departments/student-services/outreach-services>
  - Facilitate enrollment at Ventura College by providing pre-admissions information and assistance to all prospective students and ensuring educational access to and knowledge of campus resources; to actively publicize, promote interest, and increase knowledge of the academic, vocational programs and student support services at Ventura College. The Outreach Services program represents the college at off-campus sites, coordinates on-campus and community outreach events, promotes academic, career and student services to all prospective students, integrates matriculation, public relations, student services, and career technical education, serves as the primary contact to local K-12 districts, community groups and industry, provides general information, application, orientation and portal setup workshops, and attends and coordinates college fairs, high school parent nights, industry and community events.
- c) Provide guidelines to students on what it takes to succeed in college
  - Target students in specific and common “first semester courses”
  - Pre-enrollment success courses either in summer or dual enrollment
  - First semester success courses for targeted populations
- d) Simplify the New Student Process-(also applies to engaging our community)
  - Counseling will be offering online option for students to complete First-Semester Course Planning (1<sup>st</sup> semester education plan) so students can complete on-demand
  - Assessment streamlined for English and Math placement

- 13) Engaging our Community
  - a) Outreach and recruitment more broadly
    - Recruit adult learners age 24 and older (especially of underrepresented groups)
      - Targeted marketing
      - Flexible schedules and course delivery
  - b) Marketing overall
  - c) Simplify the New Student Process (also applies to engaging High School Students)
    - Counseling will be offering an online option for students to complete First-Semester Course Planning (1<sup>st</sup> semester education plan) so students can complete this on demand
    - Assessment streamlined for English and Math placement
- 14) Career Education/ Career Technical Education opportunities
  - a) Highlight industry-aligned competencies in existing curricula
    - E.g. LA Trade Tech resources
  - b) Major/Career talks with industry leaders
    - Expand
      - MESA has a speaker series
      - Inquire as to the departments that are already doing this
    - Resurrect
      - Investigate which majors have had these in the past and feasibility renewing these talks
    -
  - c) Look at how Student Equity Plan goals dovetail with Perkins goals for underrepresented populations then adopt (more widely across other departments) best practices that have worked for Perkins goals in the past

#### ***Student Activities Office & Associated Students of Ventura College (ASVC)***

<https://www.venturacollege.edu/departments/student-services/student-activities>

*Promote students' development of leadership and life skills to complement their academic growth through participation in student government and clubs. Student activities, clubs and student government, leadership internship, ASVC photo ID cards, vendor scheduling, posting approval, honor societies, and use of facilities by students.*

## Recommendations

Student Success Committee should review each of the activities and consider development of campus wide initiatives related to the activities. For example, "Campus Navigator" as an initiative to increase college employee awareness of student support services, "Treasure Chest" for free/low cost resource options, "Community Bridge" for Engaging our community, etc. This will help shape each of the activities and better inform budgetary matters moving forward over the next 2 years prior to the development of the next SEP update, as well as help establish "ownership" of campus programs and initiatives.

## STUDENT EQUITY PLAN TASKFORCE

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