



# Student Equity Plan

2022-25



**Ventura College  
Student Equity Plan  
2022-25**

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## Introduction and Definitions

### Introduction

The 2022-25 Ventura College Student Equity Plan is a continuation, expansion, and refocusing of the ongoing work at Ventura College to eliminate equity gaps.

While the document represents the efforts across our campus community of students, classified professionals, faculty, and administrators, a core group of authors contributed to the writing.

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### Defining Equity

Equity is the absence of disparities in education that are systemically associated with racial and other societal disadvantages. It means meeting students where they are—learning from them, their different challenges, needs, and histories—and committing to create fair and accessible conditions that would meet the specific needs of each student group by 1) removing systemic disparities in opportunity, and 2) promoting success for all students impacted by such systemic disparities.

### Race Consciousness in Equity Plan Development

Race consciousness aims to improve the conditions of racial minorities. Over the last several years, Ventura College has made a commitment to make changes that will improve the targeted student populations' outcomes in the areas of access (enrollment), retention (Fall to Spring), transfer to a four-year institution, and completion of transfer level Math and English.

Our prior Student Equity Plan (SEP) used race-neutral language, and this diluted its potential use as a tool to assist student groups who we had hoped to reach with our prior plan. The college contracted with the Center for Urban Education (CUE) to focus on an equity minded college culture, and their analysis of our prior SEP identified a lack of race-conscious activities and language. Our current SEP uses race-conscious language and activities, as our focus for each metric includes a focus on male students of color.

However, our activities on campus were not completely race-neutral. Several activities at VC were race-conscious, despite the prior SEP using race-neutral language:

- The college has offered a number of professional development opportunities and best practices for faculty and classified professionals so that we can better serve the identified students of



color. As a Hispanic Serving Institution, we have held professional development activities around the needs and opportunities to serve our Latinx students.

- USC Race and Equity Center eConvenings: monthly webinars covering topics such as embedding racial equity into all parts of the institution, affirming students' racial and cultural identities into the curricula and recovering from Covid-19 Inequities.
- Hispanic Serving Institution Two Part Summit-Growing our Capacity for Servingness and Culture: Developing our HSI Identity for Racial Equity and Institutional Development
- The college participated in a Curriculum Audit focusing on classroom faculty teaching students of color resulting in successful student outcomes.

## Equity Plan Reflection

### 2019-22 ACTIVITIES SUMMARY

In 2019-2022, Ventura College - like nearly all institutions of higher education in the state and across the nation – experienced student equity set-backs due to the COVID-19 pandemic. Students struggled with COVID themselves and within their families, and these major life-threatening events led to increased drop rates and reduced college persistence rates. Students of color and low-income students were disproportionately impacted by the pandemic, leading a disproportionately high number of students to leave VC in 2020 and 2021 to care for family, assist children studying remotely, work additional jobs to support family members who lost work or fell ill in the pandemic, and to support family and community members suffering from COVID-19 and its effects. While the college still persevered and experienced some success during this trying time, much of what was planned in the last Student Equity Plan (SEP) was unachievable due to circumstances outside the control of the college. Despite the challenges, however, VC has seen successes that have supported our students' achievement. Some of these successes are outlined below.

#### Re-envisioned ESL program

In 2019, the college was experiencing low enrollments in the ESL program, which led to frequent class cancellations and the running of several low-enrolled classes each year. In 2020, the college enlisted the support of a Peer Review Team (PRT) from the Institutional Effectiveness Partnership Initiative (IEPI) to assess how we could improve our ESL program to meet the needs of the community. From this, VC engaged Hanover Research to do qualitative research in the community – including in-depth interviews and focus groups with community members (conducted in Spanish) to learn if there was demand for a VC ESL program, and if so, how we could meet that demand. Based on the findings, VC has re-designed curriculum and the way we offer the program to be culturally responsive; we have partnered with local organizations to offer classes on-site, hired a staff member to serve as the liaison for all ESL students and we have assigned a dedicated Counselor to the ESL program. We also made administrative changes to support in-coming English Language Learners (ELLs) including offering paper applications in English and Spanish and allowing students to register on site during the first days of the class. The program now enrolls more students than before the pandemic and we are growing every term. We have also hired a FT faculty member, and we are hiring more part-time faculty to help us keep up with the growing demand.

### Cultural Curriculum Audit and Revision project

In 2021, the college developed a faculty led Cultural Curriculum Audit and Revision (CCAR) project that have evolved into a program that includes 2 lead faculty and approximately a dozen faculty mentors/collaborators that facilitate the CCAR training process for faculty. To date, the college has supported over 80 part- and full-time faculty through the CCAR—representing 25+ disciplines across the college—and the CCAR project is currently being updated and revised before a new cohort of faculty learners is launched in 2023.

### Implementing AB 705 through curricular change and innovation

To support transfer-level success in Math and English, VC faculty have updated the curriculum to include support and contextualized learning in the classes.

- The Math department created a Math for Liberal Arts Majors class, teaching math skills needed for students focused on the Arts and Humanities as well as those still exploring majors and career fields. Math faculty also developed new curriculum to support implementation of AB 705. These “J” (just in time) support courses were offered for our transfer-level Math courses, and approximately ¼ of all sections of transfer-level Math sections have been supported by a J course.
- The English department has created “super supported” versions of English Composition to assist students in not only learning English composition but also to support them in learning how to effectively read for understanding and write at a college level. Finally, the college increased the amount of tutoring offered to students in English and Math, including via integrated tutors and hiring “professional” tutor employees.

### Expanded tutoring and student mentoring

In 2021 and 2022, the college invested in more tutors for students, and expanded tutoring hours, in several disciplines including math, English, and STEM fields to name a few. The college supported the expansion of tutoring via our SEA funding as well as by way of support from a National Science Foundation Grant to support STEM tutors. Additionally, the college started “we study hard” workshops and mentoring in the Learning Resource Center for students needing support in the evenings and on Sundays. These workshop/mentoring opportunities have allowed tutors, other faculty and coaches to provide workshops to students. Many student athletes, as well as general population students, have taken advantage of these opportunities since we began to emerge from the pandemic.

### Resurgence and growth of outreach and recruitment

As we started to emerge from the pandemic in 2021, the college successfully increased the number of recruitment events we have hosted and increased the professional development opportunities we have offered to faculty and staff to support retention. More specifically, the college has increased the number of Pirate Days and Cash 4 College days we offer, leading to increased numbers of students visiting the campus. We have also increased our outreach efforts as we have hired more staff in Outreach and we have developed relationships within more high school schools, in the Ventura area as well as in Camarillo and Oxnard. Lastly, by expanding equity-informed professional development opportunities in addition to CCAR, we have supported the retention and persistence of our students through the investment in faculty learning; professional development intended to support equity, retention and

persistence included: Safe Zone training (LGBTQIA+), Hispanic Serving “serving-ness” projects, and our first Equity Summit.

#### Supporting the Whole Student: Increased basic needs, no-cost resources, and mental health services

Finally, in the midst of the pandemic, the college responded to the direst needs of students by increasing the Basic Needs services of our students and their families by offering drive through food pantry and school supply events weekly at the Ventura and East campus sites, increasing mental health services at both campus sites, and expanding remote services for registration, financial aid/scholarships, counseling, and tutoring. The college also increased the cash grants given to students to help offset their college costs and general living expenses during the trying times of the pandemic. Lastly, the college invested in zero textbook cost (ZTC) offerings that moved the college from serving just under 20% of the students with ZTC classes to over 50% in 2021. Lastly, the college invested in a substantial laptop and Wi-Fi hotspot lending program, making access to these necessary technologies for students a reality.

### KEY INITIATIVES/PROJECTS/ACTIVITIES

Ventura College promoted and deployed several initiatives intended to close equity/opportunity gaps for students at the college in 2019-2022. Key initiatives and their associated SEP Metrics include:

ACCESS	RETENTION	TRANSFER-LEVEL MATH and ENGLISH	COMPLETION	TRANSFER	INITIATIVES
X					Re-envisioning the VC ESL program.
	X				Developing a Cultural Curriculum Audit and Revision program for classroom faculty.
		X			Enhancing classes in Math and English to support transfer-level class success through added support and contextualization.
	X	X	X	X	Expanding tutoring and mentoring opportunities for students in math, English, STEM, and other disciplines.
X	X		X	X	Expanding college-wide retention/enrollment events including increased outreach to high schools (Camarillo, Oxnard, Santa Clara River Valley), added on-campus Pirate Days and Cash 4 College events, and by offering professional development opportunities for employees to support equity-mindedness.
X	X		X	X	Significantly growing the zero-textbook course offerings
X	X		X	X	Expanding basic needs opportunities for VC students and their families.
X	X		X	X	Expanding our mental health services for our students.



## EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

During the 2019-2022 period, the college experienced declining enrollments, reduced retention numbers, and dropping success / completion rates, especially among students of marginalized populations, because of the effects of the COVID-19 pandemic. It is not possible to know for sure if the equity-informed initiatives the college developed and deployed during this time will lead to the elimination of equity and opportunity gaps for our students at this time. However, during the pandemic, with the support of SEA and significant HEERF funding, the college invested in building our capacity in equity-informed practices to support student success and achievement. To that end, Ventura College intends to build upon and assess the efficacy of our key equity initiatives in the next SEP cycle: 2023-2026.

## 2022-25 PLANNING EFFORTS

During the 2019-2022 SEP cycle, members of the college community realized that we were attempting to close equity gaps by applying an equality model rather than an intentional, focused, equity model. In the previous SEP, we aimed to close equity gaps found in dozens of student populations. This proved to be an arduous and disjointed undertaking, and by attempting to solve problems for many, we missed addressing the most significant equity gaps experienced by those most impacted by our own short-sighted and barrier-ridden institutionalized practices.

The college experienced some successes in 2019-2022, including training faculty to culturally audit their courses, increasing the number of courses that were ADA compliant/accessible to students with disabilities, increasing our Zero Textbook Cost program, engaging in more outreach efforts at more high schools and on campus, and increasing basic needs and mental health services for all students. Nonetheless, these efforts do not focus on specific populations, rather they serve all students. We intend to continue these efforts into the coming years as they increase the likelihood that most of our students will have access to the classes and resources needed as college students. Ventura College also intends to redirect efforts to focus on closing equity / opportunity gaps specific to the most impacted populations at Ventura College.

For the upcoming cycle, we have shifted from the “rising tides lift all ships” approach to a focus on targeted interventions for key populations. More specifically, our research and reflections at the end of the 2019-2022 SEP cycle have led us to focus on the two most disproportionately impacted populations at Ventura College: 1) Men of Color, and 2) part-time students. The resulting 2022-2025 equity plan for VC aims to engage in targeted, intentional, and race-conscious activities and interventions that support the closing of opportunity / equity gaps for these most impacted populations at the college.

As a designated Hispanic Serving Institution, Ventura College receives federal funding to support our Hispanic students, including most recently a Title III HSI-STEM grant that we have branded the Ventura College S:AIL in STEM. Embracing the tenets of “Servingness” Dr. Garcia and other HSI scholars have established through research, VC will move beyond traditional Hispanic-enrolling, guided pathways, and other equity strategies to Hispanic-Serving strategies that affirm students’ identity and honors their experiences along three domains that form VC’s three project goals: Aspiration, Identity, and Learning.

The substantial Student Equity and Achievement budget our college receives is summarized in the next section. While this budget is not the sole source of funds the college uses for equity efforts, the SEA funds are one primary resource for implementation of the prior and current Student Equity Plans. Ventura College administration remains committed to full budgetary transparency and participatory governance review of these and all college budgets. The VC Student Equity and Achievement Committee is an operational committee with broad, cross-functional representation. This committee makes recommendations to the College Planning Committee, and as such is uniquely situated to provide input into the institutional and budgetary planning related to the use of SEA funds to implement this Student Equity Plan.

## Ventura College Student Equity and Achievement Budgets AY 2019-2023

Prgm code	Program Description	FY 20 Allocation 36515	FY21 Allocation 36516	FY22 Allocation 36517	FY2023 Tentative 36518	Total	%
493000	AB705 (General Studies)	31,462.81				31,462.81	0.2%
493009	Tutoring			251,642.46	240,459.20	492,101.66	3.8%
601000	Admin Support	108,803.90		301,433.24	328,558.36	738,795.50	5.7%
609000	Faculty Academy	37,516.24	161,157.46		158,855.09	357,528.79	2.8%
609010	English AB705/Tutoring			72,122.50		72,122.50	0.6%
609020	Math AB705/Tutoring			72,122.50		72,122.50	0.6%
631000	Counseling	981,990.96	340,341.40	897,190.12	200,208.55	2,419,731.03	18.6%
639000	FYE	230,902.80	296,241.18		305,131.42	832,275.40	6.4%
639010	Career Center	82,135.21	16,735.00		16,832.63	115,702.84	0.9%
639020	University Transfer Ctr	92,399.60	135,055.27		136,678.00	364,132.87	2.8%
645000	Student Connect	5,000.00	31,510.00		38,576.00	75,086.00	0.6%
645010	Outreach	4,926.00			131,150.60	136,076.60	1.1%
649000	VCEC	159,218.13	21,836.00		25,201.93	206,256.06	1.6%
649010	Outreach & Student Engagement	369,591.26	131,525.23	126,406.05	150,265.41	777,787.95	6.0%
649020	Basic Needs	17,228.32	139,547.82		7,134.40	163,910.54	1.3%
649030	Pirate's Cove	6,000.00	3,000.00	131,294.05	140,294.05		0.0%
678000	Management Info Systems	23,505.20	69,573.69		74,653.62	167,732.51	1.3%
679000*	Other General Institutional Support	1,773,246.65	603,047.65	1,234,272.63	1,441,660.24	5,052,227.17	38.9%
679010	Other General Institutional Support	268,265.28	63,474.67	221,571.45	65,412.62	618,724.02	4.8%
679020	Professional Development	59,567.00	118,832.90		122,268.93	300,668.83	2.3%
<b>Total available to spend in FY22</b>		<b>1,845,951.01</b>	<b>2,131,878.27</b>	<b>3,308,055.00</b>	<b>3,443,047.00</b>	<b>12,994,445.58</b>	100.0%
	Prior Year Expenditures		1,350,284.73			1,350,284.73	
Total allocations		3,482,163.00	3,482,163.00	3,308,055.00	3,482,163.00	13,754,544.00	



## PANDEMIC ACKNOWLEDGEMENT

- ☐ Interrupted Work Fully
- ☒ Catalyzed Work
- ☒ Delayed Work

### Catalyzed Work:

During the COVID-19 pandemic, several efforts were enhanced, thanks to increased necessity and college funding (HEERF funds). Areas that support equity that experienced increased support in the pandemic included:

- Growth in ZTC courses
- Increased and improved training for faculty to teach online courses
- Increased and expanded opportunities for online learning, supporting students who work and support family members while also attending school.
- Expanded service hours with the inclusion of remote services in tutoring, counseling, etc.
- Increased funding for more tutoring.
- Creating a laptop and Wi-Fi hotspot lending program that has continued to be successful even as we emerge out of the pandemic.
- Increased professional development opportunities for faculty to learn to be culturally responsive educators in the classroom.
- Increased mental health services for students.

### Delayed Work:

During the pandemic, several goals were delayed due to re-directed efforts of staff to respond to college needs. Work delayed due to the pandemic included:

- Outreach efforts were delayed from 2020-2021 and have slowly increased since. Today we are at full outreach capacity, but the momentum lost over the last 3 years will be felt for years to come.
- Promoting the use of DegreeWorks and increasing the accuracy of DegreeWorks for audits and education plans was slowed during the pandemic as staff were reassigned to support distance education addenda approvals and other scheduling efforts impacted by our pandemic response.
- With enrollments declining, expanding counseling hours for students, which was a previous SEP goal, was not realized.
- Transfer center activity expansion goals—field trips to universities for students and the like—did not happen during the pandemic.
- Despite aiming to do so in the last SEP, VC did not develop a simplified process that ensures that students can get in touch with needed office/professionals, without numerous website-clicks or transferred calls.
- Our college also lost sight of the goal to increase college employee awareness of student support services.
- Automating student withdrawal surveys to better understand why students are not persisting took a backseat to general pandemic response efforts.
- Increasing dual enrollment/C-Cap course offerings were not attained during the pandemic, despite our goal to increase these offerings set in 2019.

## Metric: Successful Enrollment

### Population Experiencing the Most Significant Disproportionate Impact:

- **Men of color** (first gen, Black, Hispanic or two or more races, both economically disadvantage, foster youth, not veterans, did not receive disability services)
- **Part-time (PT) students** (fewer than 12 units)

Ventura College will focus on closing equity gaps among two student populations: men of color and part-time students. While the state data\* provided for this Enrollment metric does not reflect these foci, the proportionate impact (PI) data collected by the college demonstrates that these two populations are more disproportionately impacted in their experiences at the college.

Attracting and welcoming men of color and part time students to Ventura College requires the identification and elimination of any barriers to enrollment. Identification of student populations experiencing the most significant disproportionate impact on enrollment will require an initial inquiry phase.

All Ventura County Public High Schools require all students to apply to the Community Colleges in our district. Because of this, application to Ventura College is not a usable baseline for measuring intent to enroll.

\*The state data for “proportion of all 2020-2021 non-special-admit applicants who enrolled at VC in 2020-2021” is not usable for identification of the true student populations experiencing disproportionate impact at VC. If the CCCC data is used, the student populations experiencing disproportionate impact for “Successful Enrollment in First Year” would be “Female, American Indian/Alaskan Native, Asian, White”, and “White-Female”.

### TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	<p>Inquiry steps: (How do we identify true equity gaps in access and enrollment at Ventura College? Current local HS practices encourage universal application to CCs, regardless of intent to enroll in CC.)</p> <p>Identify and implement robust marketing and data collection methods to better assess the impact* of outreach efforts at local schools and communities. (True intent to enroll: registration.)</p> <ul style="list-style-type: none"><li>○ Generation of interest of potential students</li></ul>

	<ul style="list-style-type: none"> <li>○ Generation of a welcoming/belonging environment</li> </ul> <p>Identify county zip codes that send the highest proportion of students to VC (relative to other zip codes? Relative to sister colleges?).</p> <p>Compare zip code demographics to demographics of students enrolling at VC.</p>
Year 2 (2023-24)	Cut equity gap in half
Year 3 (2024-25)	Eliminate equity gap

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## STRUCTURAL EVALUATION

### What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

*Intent to enroll* data collected through the CCC

Apply system does not reflect actual intent to enroll. County high school students are required to apply to local community colleges regardless of intent to attend. Therefore, VC will focus on identifying and eliminating barriers faced by men of color to enrolling at the college.

#### Current Structure

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☒ Other

Additionally, VC may not have a positive reputation for men of color in the community because it may be *understood* that we do not offer relevant college programs or employ enough faculty, classified professionals, and managers who have lived experiences that resonate with men of color.

#### Campus Culture:

- A culture of anti-blackness.
- A culture of anti-BIPOC that is grounded in systemic and structural racism.
- A culture of deficit-mindedness and other biases against students of color.
- The college has very few resources dedicated specifically to programs for men of color.

#### Instruction:

- Instructional faculty learning to serve and teach to men of color effectively

#### Course Scheduling:

- We do not have a scheduling process and culture that responds to the targeted student demand/need, including but not limited to offering enough seats in the afternoon/evening, in-person high demand disciplines, online courses/degrees, etc.

#### Student Support:



- Non-classroom employees learning to serve men and women of color effectively; culturally response and relevant customer service approaches.

Enrollment:

- The CCC Apply application system as well as the college application system is difficult for students to complete. Students cannot enroll until they have successfully completed these two applications.
- Course registration is confusing and cumbersome for students.
- Marketing and outreach is not targeted to males of color or part time students

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?**

At an ideal Ventura College, men of color:

- Are sought out by way of targeted marketing, outreach, and recruitment strategies.
- Feel welcome at the college and are met where they are at before they become students: Student-ready.
- See themselves reflected on campus in the faculty, staff, and managers as well as among their student peers.
- Experience faculty and learning environments that are culturally responsive and respectful and that value what males of color bring to the campus.
- Are provided the necessary learning, and encouragement in their classes that support the needed skills and knowledge to achieve their academic, professional, and personal goals.
- Receive institutional support that closes equity gaps in course success rates.
- Receive institutional support that empowers students to fully engage in all aspects of campus culture and value their voices in the decision-making processes of the college.

**Ideal Structure**

- ☒ Instruction
- ☒ Student Services
- ☒ Business Services
- ☐ Other

To get to the ideal, we will need to transform the VC practices and culture to reflect a BIPOC student-ready mindset in all aspects of our work. This applies to how we recruit men of color, create marketing materials that resonate with men of color, and engage in onboarding, teaching, and student services in ways that support and validate the life experiences and assets that men of color bring to the college.

At an ideal Ventura College, part-time students:

- Will not be assumed to be “failed” full-time students or “less than” a full-time student.
- Will feel welcome at the college and see themselves as integral to the college culture,
- Will have the same ease of access to services and support systems as do full-time students, regardless of time of day or modality of learning,
- And their realities will be considered in all college planning and visioning efforts, including course scheduling, service scheduling, program mapping, marketing, etc.
- The goals and interests of part-time students will be better understood and valued by the college.

To get to the ideal, we will endeavor to better understand PT students over the next three years. At the time of this writing, we do not have a firm understanding of what our PT students aim to achieve, why they choose to be PT students, etc.

#DoEducationDifferently

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## PLANNING & ACTION

### Action Steps:

#### Year 1

- Perform action research and inquiry, including focus groups with male students of color, specifically into their classroom experience, and their perception of belonging/preparedness in English and Math courses.
- Focus groups run by neutral researchers, ideally who are themselves men of color.
- Clarify and market the opportunities for high school and community enrollment.
- Engage the entire campus community of employees (possibly all-college day) in intentional professional development on teaching and serving male students of color in higher education in addition to sending groups of faculty, staff, and students to conferences and/or training focused on male students of color in higher education. Incorporate ideas from communities of practice such as CORA, Puente, A2mend, Umoja, TWMOCA, etc.
- Assign an Equity Navigator (project manager to ensure SEP goals are tracked) who coordinates and works with VC colleagues to ensure implementation of the action steps of the SEP moves forward.
- Perform action research and inquiry into our part time student population specific to the types of courses they enroll in (modality, time-of-day, number of days per week, semester duration, etc.), disaggregated by discipline.
- Develop more part-time program maps for students who choose to study part-time, including for students who intend to transfer, as well as for students who are working towards degree completion (not necessarily for transfer), and certificates.
- Intentionally explore ways in which we can more inclusively recruit, select, and retain faculty with lived experiences that are more reflective of the lived experiences of our students and our community.
- Explore ways to hire faculty who have lived experience in communities of color, especially working with men of color. Diversity, equity, and inclusion will be promoted through lawful, nondiscriminatory measures under which the VCCCD seeks to proactively recruit the most qualified candidates at every level.

#### Intended Audience/Recipient

- ☒ Administrator
- ☒ Faculty
- ☒ Classified Staff
- ☒ Partner (K12, Transfer, other)
- ☒ Students

#### Year 2

- Implement recommendations from Year 1.
- Work with institutional research to set up a system to measure impact of recommendations.

- If it emerges from the inquiry, implement mentorship programs specifically for male students of color.
- Share part time student course enrollment inquiry results with department chairs and deans. Facilitate the development of course scheduling guidelines specific to part time students' needs.
- Assess the part-time program maps developed in year one and explore edits and the expansion of these types of maps for part-time students.
- Make any adjustments needed for Year 3 implementation.

### Year 3

- Continue with recommendations from Year 1 with any adjustments based on early results in Year 2.
- Make any adjustment needed for Year 3.
- Institutionalize course scheduling and student services best practices specific to part-time student needs.
- Examine data and continue inquiry to develop a plan for the next SEP.

## DESCRIPTION OF SUPPORT NEEDED

First and foremost, the Chancellor's Office can support all potential community college students by moving away from the barrier that is the current CCC Apply college application!

VC requests support for the qualitative research activities described above in this Student Equity Plan so we may successfully engage in exploratory Action Research to complete our Year 1 goals.

VC would like the CCCCCO to provide guidance on the future of the SEA and Guided Pathways initiatives so we can plan accordingly, and early in the next SEP 3-year cycle.

VC also requests that the CCCCCO be inclusive of the role part-time students play in and on our campuses and ask that the data and initiative goals provided take this crucial population into account. The Vision for Success emphasizes the experiences of pre-transfer students, leaving out the experiences of and opportunities for students who do not intend or need to come to our colleges for transfer purposes.

### Support Needed

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☒ Data & Research
- ☒ Policy & Regulatory Actions
- ☒ Technology Investments & Tools
- ☒ Pilots & Building Communities of Practice



## Metric: Completed Transfer-Level Math & English

### Population Experiencing the Most Significant Disproportionate Impact:

- Men of color (first gen, Hispanic or two or more races, both economically disadvantage, foster youth, not veterans, did not receive disability services)
- Part-time (PT) students\* (fewer than 12 units)

*\* PT students are over-identified as being disproportionately negatively impacted in this metric because they are intending to be PT (as percentage of their first 24 units). We need to assess this population differently at VC.*

### TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	<ul style="list-style-type: none"> <li>○ Identify top 3 reasons why men of color are not enrolling in transfer-level English.</li> <li>○ Identify top 3 reasons why men of color are not enrolling in first transfer-level Math courses</li> <li>○ Identify key reasons why students think they may be less likely to succeed in English and Math</li> <li>○ Identify key strategies male students of color describe that have supported their success</li> <li>○ Develop a detailed set of race-conscious recommendations to implement for Year 2.</li> <li>○ Identify the primary GOALS of PT students. Some PT students may not intend to complete degrees or transfer.</li> </ul>
Year 2 (2023-24)	<p>Proportionate to college wide entering student cohorts (I.e., all first-time Fall 2023 students):</p> <ul style="list-style-type: none"> <li>○ Increase male student of color enrollment in transfer-level English.</li> <li>○ Increase male student of color enrollment in transfer-level Math.</li> <li>○ Cut the equity gap in half by year 2. Current E&amp;M success is 8.9% compared to the college average of 23.5%. Cutting this gap in half would increase student completion to 16.2%.</li> <li>○ Determine how we want to factor PT student goals into our success and equity calculations and reporting.</li> </ul>
Year 3 (2024-25)	<p>Proportionate to college wide entering student cohorts (I.e., all first-time Fall 2023 students):</p> <ul style="list-style-type: none"> <li>○ Increase male student of color enrollment in transfer-level English.</li> <li>○ Increase male student of color enrollment in transfer-level Math.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Increase the completion rate for male students of color in transfer-level English</li> <li>○ Increase the completion rate for male students of color in transfer-level Math</li> <li>○ Eliminate the equity gap by year 3. Current E&amp;M success is 8.9% compared to the college average of 23.5%.</li> <li>○ [Include (1) equity gap, (2) cohort rate, and (3) success rate for those who do enroll].</li> </ul>
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## STRUCTURAL EVALUATION

### What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Since the passing of AB 705, the college has implemented AB 705 in ways that may not have effectively supported men of color in math and English and therefore in programs that require math and English proficiency.

#### Current Structure

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

#### Campus Culture:

- A culture of anti-blackness.
- A culture of anti-BIPOC that is grounded in systemic and structural racism.
- A culture of deficit-mindedness and other biases against students of color.
- The college has very few resources dedicated specifically to programs for men of color.

#### Instruction:

- Inconsistent and insufficient faculty ability to teach and serve men and women of color effectively.
- VC does not employ enough instructional faculty of color.
- Faculty of color, with lived experiences more aligned with our students of color, are not regularly called upon to lead/influence campus professional life and activities.
- Professional development activities have historically focused on surface-level, passive, color-blind, and sporadically offered events and activities; not enough on greater systemic change.

#### Course Scheduling:

- We do not have a scheduling process and culture that responds to student demand/need, including but not limited to offering enough seats in the afternoon/evening, in-person high demand disciplines, online courses/degrees, etc.

#### Student Support:

- Non-classroom employees learning to serve men and women of color effectively; culturally response and relevant customer service approaches.

- Students don't see good choices to take key classes such as English and Math (AB705?). Bridge and/or support classes to ease students into English and Math before transfer level.

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?**

At an ideal Ventura College, men of color:

- Feel welcome at the college, even before they become students.
- See themselves reflected on campus in the faculty, staff, and managers as well as among their student peers.
- Experience faculty and learning environments that are culturally responsive and respectful and that value what students bring to the campus.
- Achieve the necessary learning in their classes that support the needed skills and knowledge to achieve their academic, professional, and personal goals.
- No longer experience opportunity/equity gaps in in course success rates.
- Are empowered to fully engage in all aspects of campus culture and their voices are valued in the decision-making processes of the college.

**Ideal Structure**

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☒ Other

To get to the ideal, we will need to transform the VC culture to reflect a student-ready mindset in all aspects of our work. This applies to how we recruit men of color, create marketing materials that resonate with men of color, and engage in onboarding, teaching, and student services in ways that support and validate the life experiences and assets that men of color bring to the college.

Specific to Transfer-Level English and Math in the first year, our male students of color would have access to the preparation and support courses they choose to take to maximize success in English and Math courses. According to the RP Group's African American Transfer Tipping Point (AATTP) Study, African American/black students are 310% more likely to transfer when they complete transfer-level English and Math in their first year. Other key factors for success are receiving academic counseling and participating in special programs such as Puente or Umoja that are more likely to address students' academic and personal factors and are reported to be more effective by students (e.g., trauma-informed care).

At an ideal Ventura College, part-time students:

- Will not be assumed to be "failed" full-time students or "less than" a full-time student.
- Will feel welcome at the college and see themselves as integral to the college culture,
- Will have the same ease of access to services and support systems as do full-time students, regardless of time of day or modality of learning,
- And their realities will be considered in all college planning and visioning efforts, including course scheduling, service scheduling, program mapping, marketing, etc.
- The goals and interests of part-time students will be better understood and valued by the college.

To get to the ideal, we will endeavor to better understand PT students over the next three years. At the time of this writing, we do not have a firm understanding of what our PT students aim to achieve, why they choose to be PT students, etc.

Specific to Transfer-Level English and Math in the first year, our part-time students should have the guidance, access, and support for taking English and Math courses. This will require a shift in the way Ventura College counsels, schedules, and offers services to our part-time students.

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## PLANNING & ACTION

### Action Steps:

#### Year 1

- Perform action research and inquiry, including focus groups with male students of color, specifically into their classroom experience, and their perception of belonging/preparedness in English and Math courses.
- Focus groups run by neutral researchers, ideally who are themselves men of color.
- Clarify and market the opportunities for English course support.
- Explore ways to enhance tutoring—investigate ways to bolster training of our tutors to include not only course content, but including skills such as mentorship, coaching, studenting strategies, and advocacy.
- Continue inquiry, implementation, and marketing of Math “J” support courses.
- Engage the entire campus community of employees (possibly all-college day) in intentional professional development on teaching and serving male students of color in higher education in addition to sending groups of faculty, staff, and students to conferences and/or training focused on male students of color in higher education. Incorporate ideas from communities of practice such as CORA, Puente, A2mend, Umoja, TWMOCA, etc.
- Consider developing specific sections to radically innovate in English and Math with culturally relevant approaches for men of color.
- Develop specific race-conscious recommendations (with implementation plans) to close equity gaps for men of color.
- Assign an Equity Navigator (project manager to ensure SEP goals are tracked) who coordinates and works with VC colleagues to ensure implementation of the action steps of the SEP moves forward.
- Perform action research and inquiry into our part time student population specific to the types of courses they enroll in (modality, time-of-day, number of days per week, semester duration, etc.), disaggregated by discipline.
- Develop more part-time program maps for students who choose to study part-time, including for students who intend to transfer, as well as for students who are working towards degree completion (not necessarily for transfer), and certificates.
- Intentionally explore ways in which we can more inclusively recruit, select, and retain faculty with lived experiences that are more reflective of the lived experiences of our students and our community.

#### Intended Audience/Recipient

- ☐ Administrator
- ☒ Faculty
- ☒ Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☒ Students

- Explore ways to hire English and Math faculty who have lived experience in communities of color, especially working with men of color. Diversity, equity, and inclusion will be promoted through lawful, nondiscriminatory measures under which the VCCCD seeks to proactively recruit the most qualified candidates at every level.

## Year 2

- Implement recommendations from Year 1.
- Work with institutional research to set up a system to measure impact of recommendations.
- Continue to provide focused professional learning related to success of male students of color in higher education.
- If it emerges from the inquiry, implement mentorship programs specifically for male students of color.
- Make any adjustment needed for Year 3.
- Share part time student course enrollment inquiry results with department chairs and deans. Facilitate the development of course scheduling guidelines specific to part time students' needs.
- Assess the part-time program maps developed in year one and explore edits and the expansion of these types of maps for part-time students.

## Year 3

- Continue with recommendations from Year 1 with any adjustments based on early results in Year 2.
- Continue to provide focused professional learning related to success of male students of color in higher education.
- Institutionalize course scheduling and student services best practices specific to part-time student needs.
- Examine data and continue inquiry to develop a plan for the next SEP.

## DESCRIPTION OF SUPPORT NEEDED

VC requests support for the qualitative research activities described above in this Student Equity Plan so we may successfully engage in exploratory Action Research to complete our Year 1 goals.

### Support Needed

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☐ Data & Research
- ☒ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☒ Pilots & Building Communities of Practice

VC would like the CCCC to provide guidance on the future of the SEA and Guided Pathways initiatives so we can plan accordingly, and early in the next SEP 3-year cycle.

VC also requests that the CCCC be inclusive of the role part-time students play in and on our campuses and ask that the data and initiative goals provided take this crucial population into account. The Vision for Success emphasizes the experiences of pre-transfer students, leaving out the experiences of and opportunities for students who do not intend or need to come to our colleges for transfer purposes.

## Metric: Retention from Primary Term to Secondary Term

### Population Experiencing the Most Significant Disproportionate Impact:

- **Men of color** (first gen, Hispanic or two or more races, both economically disadvantage, foster youth, not veterans, did not receive disability services)
- **Part-time (PT) students** (fewer than 12 units)

### TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Inquiry/Specific recommendations (for enrollment for fall 2023 cohorts)
<i>Year 2 (2023-24)</i>	Cut equity gap in half
<i>Year 3 (2024-25)</i>	Eliminate equity gap

### STRUCTURAL EVALUATION

**What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?**

#### Current Structure

- ☒ Instruction
- ☐ Student Services
- ☐ Business Services
- ☐ Other

#### Campus Culture:

- A culture of anti-blackness.
- A culture of anti-BIPOC that is grounded in systemic and structural racism.
- A culture of deficit-mindedness and other biases against students of color.
- The college has very few resources dedicated specifically to programs for men of color.

#### Instruction:

- Inconsistent and insufficient faculty ability to teach and serve men and women of color effectively.
- VC does not employ enough instructional faculty of color.
- Faculty of color, with lived experiences more aligned with our students of color, are not regularly called upon to lead/influence campus professional life and activities.
- Professional development activities have historically focused on surface-level, passive, color-blind, and sporadically offered events and activities; not enough on greater systemic change.



Course Scheduling:

- We do not have a scheduling process and culture that responds to student demand/need, including but not limited to offering enough seats in the afternoon/evening, in-person high demand disciplines, online courses/degrees, etc.

Student Support:

- Non-classroom employees learning to serve men and women of color effectively; culturally response and relevant customer service approaches.
- Students don't see good choices to take key classes such as English and Math (AB705?). Bridge and/or support classes to ease students into English and Math before transfer level.

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?**

At an ideal Ventura College, men of color:

- Feel welcome at the college, even before they become students.
- See themselves reflected on campus in the faculty, staff, and managers as well as among their student peers.
- Experience faculty and learning environments that are culturally responsive and respectful and that value what students bring to the campus.
- Achieve the necessary learning in their classes that support the needed skills and knowledge to achieve their academic, professional, and personal goals.
- No longer experience opportunity/equity gaps in in course success rates.
- Are empowered to fully engage in all aspects of campus culture and their voices are valued in the decision-making processes of the college.

**Ideal Structure**

- ☒ Instruction
- ☐ Student Services
- ☐ Business Services
- ☐ Other

To get to the ideal, we will need to transform the VC culture to reflect a student-ready mindset in all aspects of our work. This applies to how we recruit men of color, create marketing materials that resonate with men of color, and engage in onboarding, teaching, and student services in ways that support and validate the life experiences and assets that men of color bring to the college.

At an ideal Ventura College, part-time students:

- Will not be assumed to be "failed" full-time students or "less than" a full-time student.
- Will feel welcome at the college and see themselves as integral to the college culture,
- Will have the same ease of access to services and support systems as do full-time students, regardless of time of day or modality of learning,
- And their realities will be considered in all college planning and visioning efforts, including course scheduling, service scheduling, program mapping, marketing, etc.
- The goals and interests of part-time students will be better understood and valued by the college.

To get to the ideal, we will endeavor to better understand PT students over the next three years. At the time of this writing, we do not have a firm understanding of what our PT students aim to achieve, why they choose to be PT students, etc.

Specific to retention from Primary to Secondary term, our male students of color and our part-time students will feel encouraged to continue at Ventura College by their positive experiences with support services (such as enhanced, professional tutoring and embedded tutors), which are accessible, timely, and highly visible. They will feel welcomed back each semester and feel engaged with the campus community through student activities, events, etc.

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## PLANNING & ACTION

### Action Steps:

#### Year 1

- Perform action research and inquiry, including focus groups with male students of color. Consider exploring peer mentoring opportunities to capitalize on social capital among student groups.
- Engage the entire campus community of employees (possibly all-college day) in intentional professional development on teaching and serving male students of color in higher education in addition to sending groups of faculty, staff, and students to conferences and/or training focused on male students of color in higher education.
- Develop specific race-conscious recommendations (with implementation plans) to close equity gaps for men of color.
- Assign an Equity Navigator (project manager to ensure SEP goals are tracked) who coordinates and works with VC colleagues to ensure implementation of the action steps of the SEP moves forward.
- Continue implementation of transition to “compressed” calendar, which would decrease potential timing barriers to spring enrollment.
- Perform action research and inquiry into our part time student population specific to the types of courses they enroll in (modality, time-of-day, number of days per week, semester duration, etc.), disaggregated by discipline.
- Develop a pilot program for evening/weekend student services marketed to our part-time students. Collect data (including utilization rates and survey data) during this pilot program.
- An engaged student is a retained student. Explore hosting engagement events on campus - that highlight the college - that engage students and the community to support a welcoming environment and to foster belonging. Explore ideas with students – engage the student voice in our exploration.
- Explore drop (from classes) data for trends and survey students regarding why they drop their courses. This may require district-wide agreement on how we may survey students.

#### Intended Audience/Recipient

- ☒ Administrator
- ☒ Faculty
- ☐ Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☒ Students

- Explore changes in language that is student facing to asset-minded, student-ready approaches. For example, consider changes to language around labels like “academic probation” and issues of tone around processes like dropping for non-payment, and “petitions” for course requests, etc. Consider engaging in process and procedure audits in all areas of the college.

## **Year 2**

- Implement recommendations from Year 1.
- Work with institutional research to set up a system to measure impact of recommendations.
- Continue to provide focused professional learning related to success of male students of color in higher education.
- Make any adjustment needed for Year 3.
- Continue implementation of transition to “compressed” calendar, which would decrease potential timing barriers to spring enrollment.
- Share part time student course enrollment inquiry results with department chairs and deans. Facilitate the development of course scheduling guidelines specific for part time students’ needs.
- Expand evening/weekend student services according to the results of the inquiry year pilot program.
- Continue exploring hosting engagement events for students and the community and begin to assess the effectiveness of engagement events as we plan for relevant events in the future. Consider connecting with local organizations to partner on campus events where relevant.

## **Year 3**

- Continue with recommendations from Year 1 with any adjustments based on early results in Year 2.
- Continue to provide focused professional learning related to success of male students of color in higher education.
- Institutionalize course scheduling and student services best practices specific to part time student needs.
- Fully implement the “compressed” calendar, which would decrease potential timing barriers to spring enrollment.
- Examine data and continue inquiry to develop a plan for the next SEP.

## DESCRIPTION OF SUPPORT NEEDED

VC requests support for the qualitative research activities described above in this Student Equity Plan so we may successfully engage in exploratory Action Research to complete our Year 1 goals.

### Support Needed

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☒ Data & Research
- ☒ Policy & Regulatory Actions
- ☒ Technology Investments & Tools
- ☒ Pilots & Building Communities of Practice

VC would like the CCCCCO to provide guidance on the future of the SEA and Guided Pathways initiatives so we can plan accordingly, and early in the next SEP 3-year cycle.

VC also requests that the CCCCCO be inclusive of the role part-time students play in and on our campuses and ask that the data and initiative goals provided take this crucial population into account. The Vision for Success emphasizes the experiences of pre-transfer students, leaving out the experiences of and opportunities for students who do not intend or need to come to our colleges for transfer purposes.

## Metric: Completion

### Population Experiencing the Most Significant Disproportionate Impact:

- **Men of color** (first gen, Hispanic or two or more races, both economically disadvantage, foster youth, not veterans, did not receive disability services)
- **Part-time (PT) students** (fewer than 12 units)

#### Areas of Completion

- ☒ Adult Ed/Noncredit Completion
- ☒ Certificate Completion
- ☒ Degree Completion

### TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	<ul style="list-style-type: none"> <li>○ Identify top 3 reasons why men of color are not completing a degree or certificate within 3 years after enrolling at VC</li> <li>○ Identify top 3 reasons why part-time students are not able to enroll in more units</li> <li>○ Review enrollment strategies to determine if they are in fact meeting the needs of our students (offering more online options, specific courses needed for degree completion)</li> <li>○ Identify High Impact practices/programs that can address the needs of part time students and men of color (possibly cohort model, case management model)</li> </ul>
Year 2 (2023-24)	<ul style="list-style-type: none"> <li>○ Cut equity gap in half; more specifically...</li> <li>○ Create and implement programming that addresses top 3 reasons why men of color are not completing degrees or certificates.</li> <li>○ Create and implement programming that addresses top 3 reasons why part time students are not enrolling in more units (not knowing about short term classes).</li> </ul>

	<ul style="list-style-type: none"> <li>○ Create and implement opportunities within class schedule that will address reasons why part-time students cannot enroll in more units (offer more short time classes that students need in various formats) and why men of color are not able to transfer (courses needed not offered consistently)</li> <li>○ Pilot practices/program to assist men of color achieve their transfer goal within 3 years after enrolling at VC.</li> </ul>
<i>Year 3 (2024-25)</i>	<ul style="list-style-type: none"> <li>○ Eliminate equity gap</li> </ul>

## STRUCTURAL EVALUATION

### What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

#### Campus Culture:

- A culture of anti-blackness.
- A culture of anti-BIPOC that is grounded in systemic and structural racism.
- A culture of deficit-mindedness and other biases against students of color.
- The college has very few resources dedicated specifically to programs for men of color.

#### Instruction:

- Inconsistent and insufficient faculty ability to teach and serve men and women of color effectively.
- VC does not employ enough instructional faculty of color.
- Faculty of color, with lived experiences more aligned with our students of color, are not regularly called upon to lead/influence campus professional life and activities.
- Professional development activities have historically focused on surface-level, passive, color-blind, and sporadically offered events and activities; not enough on greater systemic change.

#### Course Scheduling:

- We do not have a scheduling process and culture that responds to student demand/need, including but not limited to offering enough seats in the afternoon/evening, in-person high demand disciplines, online courses/degrees, etc.

#### Student Support:

- Non-classroom employees learning to serve men and women of color effectively; culturally response and relevant customer service approaches.

#### Current Structure

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other



- Students don't see good choices to take key classes such as English and Math (AB705?). Bridge and/or support classes to ease students into English and Math before transfer level.

Completion:

- Lack of focused, major-specific advising.

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?**

At an ideal Ventura College, men of color:

- Feel welcome at the college, even before they become students.
- See themselves reflected on campus in the faculty, staff, and managers as well as among their student peers.
- Experience faculty and learning environments that are culturally responsive and respectful and that value what students bring to the campus.
- Achieve the necessary learning in their classes that support the needed skills and knowledge to achieve their academic, professional, and personal goals.
- No longer experience opportunity/equity gaps in in course success rates.
- Are empowered to fully engage in all aspects of campus culture and their voices are valued in the decision-making processes of the college.

**Ideal Structure**

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

To get to the ideal, we will need to transform the VC culture to reflect a student-ready mindset in all aspects of our work. This applies to how we recruit men of color, create marketing materials that resonate with men of color, and engage in onboarding, teaching, and student services in ways that support and validate the life experiences and assets that men of color bring to the college.

**At an ideal Ventura College, all our male students of color will complete—in a timely manner—every academic program they enroll in.**

At an ideal Ventura College, part-time students:

- Will not be assumed to be “failed” full-time students or “less than” a full-time student.
- Will feel welcome at the college and see themselves as integral to the college culture,
- Will have the same ease of access to services and support systems as do full-time students, regardless of time of day or modality of learning,
- And their realities will be considered in all college planning and visioning efforts, including course scheduling, service scheduling, program mapping, marketing, etc.
- The goals and interests of part-time students will be better understood and valued by the college.

To get to the ideal, we will endeavor to better understand PT students over the next three years. At the time of this writing, we do not have a firm understanding of what our PT students aim to achieve, why they choose to be PT students, etc.

**At an ideal Ventura College, all our part-time students will complete--in a timeline they choose-- every academic program they enroll in.**

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## PLANNING & ACTION

### Action Steps:

#### Year 1

- Perform action research and inquiry, including focus groups with male students of color.
- Engage the entire campus community of employees (possibly all-college day) in intentional professional development on teaching and serving male students of color in higher education in addition to sending groups of faculty, staff, and students to conferences and/or training focused on male students of color in higher education.
- Develop specific race-conscious recommendations (with implementation plans) to close equity gaps for men of color.
- Assign an Equity Navigator (project manager to ensure SEP goals are tracked) who coordinates and works with VC colleagues to ensure implementation of the action steps of the SEP moves forward.
- Perform action research and inquiry into our part time student population specific to the types of courses they enroll in (modality, time-of-day, number of days per week, semester duration, etc.), disaggregated by discipline.
- Develop more part-time program maps for students who choose to study part-time, including for students who intend to transfer, as well as for students who are working towards degree completion (not necessarily for transfer), and certificates.
- Intentionally explore ways in which we can more inclusively recruit, select, and retain faculty with lived experiences that are more reflective of the lived experiences of our students and our community.
- Diversity, equity, and inclusion will be promoted through lawful, nondiscriminatory measures under which the VCCCD seeks to proactively recruit the most qualified candidates at every level.

#### Intended Audience/Recipient

- ☐ Administrator
- ☒ Faculty
- ☒ Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☒ Students

#### Year 2

- Implement recommendations from Year 1.
- Work with institutional research to set up a system to measure impact of recommendations.
- Continue to provide focused professional learning related to success of male students of color in higher education.
- Make any adjustment needed for Year 3.
- Share part time student course enrollment inquiry results with department chairs and deans. Facilitate the development of course scheduling guidelines specific to part time students' needs.

- Assess the part-time program maps developed in year one and explore edits and the expansion of these types of maps for part-time students.

### Year 3

- Continue with recommendations from Year 1 with any adjustments based on early results in Year 2.
- Continue to provide focused professional learning related to success of male students of color in higher education.
- Institutionalize course scheduling and student services best practices specific to part-time student needs.
- Examine data and continue inquiry to develop a plan for the next SEP.

## DESCRIPTION OF SUPPORT NEEDED

VC requests support for the qualitative research activities described above in this Student Equity Plan so we may successfully engage in exploratory Action Research to complete our Year 1 goals.

### Support Needed

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☒ Data & Research
- ☐ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☐ Pilots & Building Communities of Practice

VC would like the CCCC to provide guidance on the future of the SEA and Guided Pathways initiatives so we can plan accordingly, and early in the next SEP 3-year cycle.

VC also requests that the CCCC be inclusive of the role part-time students play in and on our campuses and ask that the data and initiative goals provided take this crucial population into account. The Vision for Success emphasizes the experiences of pre-transfer students, leaving out the experiences of and opportunities for students who do not intend or need to come to our colleges for transfer purposes.

## Metric: Transfer

### Population Experiencing the Most Significant Disproportionate Impact:

- **Men of color** (first gen, Hispanic or two or more races, both economically disadvantage, foster youth, not veterans, did not receive disability services)
- **Part-time (PT) students** (fewer than 12 units)

### TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	<ul style="list-style-type: none"> <li>○ Identify top 3 reasons why men of color are not transferring within 3 years after enrolling at VC</li> <li>○ Review enrollment strategies to determine if they are in fact meeting the needs of our students</li> <li>○ Identify High Impact practices/programs that can address the needs of men of color (case management model, TAP programs)</li> </ul>
Year 2 (2023-24)	<ul style="list-style-type: none"> <li>○ Cut equity gap in half</li> <li>○ Implement programming that addresses top 3 reasons why men of color are not transferring within 3 years after enrolling at VC</li> <li>○ Create and implement an intentional marketing campaign that targets men of color wishing to transfer from VC</li> <li>○ Pilot practices/program to assist men of color achieve their transfer goal within 3 years after enrolling at VC</li> </ul>
Year 3 (2024-25)	<ul style="list-style-type: none"> <li>○ Eliminate equity gap.</li> </ul>

### STRUCTURAL EVALUATION

**What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?**

Campus Culture:

- A culture of anti-blackness.

#### Current Structure

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

- A culture of anti-BIPOC that is grounded in systemic and structural racism.
- A culture of deficit-mindedness and other biases against students of color.
- The college has very few resources dedicated specifically to programs for men of color.

**Instruction:**

- Inconsistent and insufficient faculty ability to teach and serve men and women of color effectively.
- VC does not employ enough instructional faculty of color.
- Faculty of color, with lived experiences more aligned with our students of color, are not regularly called upon to lead/influence campus professional life and activities.
- Professional development activities have historically focused on surface-level, passive, color-blind, and sporadically offered events and activities; not enough on greater systemic change.

**Course Scheduling:**

- We do not have a scheduling process and culture that responds to student demand/need, including but not limited to offering enough seats in the afternoon/evening, in-person high demand disciplines, online courses/degrees, etc.

**Student Support:**

- Non-classroom employees learning to serve men and women of color effectively; culturally response and relevant customer service approaches.
- Students don't see good choices to take key classes such as English and Math (AB705?). Bridge and/or support classes to ease students into English and Math before transfer level.

**Transfer:**

- Lack of focused, major-specific advising.
- Lack of sufficient access to transfer and completion information for students.

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?**

At an ideal Ventura College, men of color:

- Feel welcome at the college, even before they become students.
- See themselves reflected on campus in the faculty, staff, and managers as well as among their student peers.
- Experience faculty and learning environments that are culturally responsive and respectful and that value what students bring to the campus.
- Achieve the necessary learning in their classes that support the needed skills and knowledge to achieve their academic, professional, and personal goals.
- No longer experience opportunity/equity gaps in in course success rates.
- Are empowered to fully engage in all aspects of campus culture and their voices are valued in the decision-making processes of the college.

**Ideal Structure**

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

To get to the ideal, we will need to transform the VC culture to reflect a student-ready mindset in all aspects of our work. This applies to how we recruit men of color, create marketing materials that resonate with men of color, and engage in onboarding, teaching, and student services in ways that support and validate the life experiences and assets that men of color bring to the college.

**At an ideal Ventura College, all our male students of color will transfer—in a timely manner—to any institution they apply to.**

At an ideal Ventura College, part-time students:

- Will not be assumed to be “failed” full-time students or “less than” a full-time student.
- Will feel welcome at the college and see themselves as integral to the college culture,
- Will have the same ease of access to services and support systems as do full-time students, regardless of time of day or modality of learning,
- And their realities will be considered in all college planning and visioning efforts, including course scheduling, service scheduling, program mapping, marketing, etc.
- The goals and interests of part-time students will be better understood and valued by the college.

To get to the ideal, we will endeavor to better understand PT students over the next three years. At the time of this writing, we do not have a firm understanding of what our PT students aim to achieve, why they choose to be PT students, etc.

**At an ideal Ventura College, all our part-time students will transfer—in a timeline they choose—to any institutions they apply to.**

#DoEducationDifferently

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## PLANNING & ACTION

### Action Steps:

#### Year 1

- Perform action research and inquiry, including focus groups with male students of color.
- Increase support for VC’s University Transfer Center, working with faculty and classified staff to identify opportunity gaps for male students of color and part-time students.
- Work with faculty in our growing Ethnic Studies department to support development and offering courses that will fulfil the Ethnic Studies transfer requirements.
- Engage the entire campus community of employees (possibly all-college day) in intentional professional development on teaching and serving male students of color in higher education in addition to sending groups of faculty, staff, and students to conferences and/or training focused on male students of color in higher education.

#### Intended Audience/Recipient

- ☐ Administrator
- ☒ Faculty
- ☒ Classified Staff
- ☒ Partner (K12, Transfer, other)
- ☒ Students



- Develop specific race-conscious recommendations (with implementation plans) to close equity gaps for men of color.
- Assign an Equity Navigator (project manager to ensure SEP goals are tracked) who coordinates and works with VC colleagues to ensure implementation of the action steps of the SEP moves forward.
- Perform action research and inquiry into our part time student population specific to the types of courses they enroll in (modality, time-of-day, number of days per week, semester duration, etc.), disaggregated by discipline.
- Develop more part-time program maps for students who choose to study part-time, including for students who intend to transfer, as well as for students who are working towards degree completion (not necessarily for transfer), and certificates.
- Intentionally explore ways in which we can more inclusively recruit, select, and retain faculty with lived experiences that are more reflective of the lived experiences of our students and our community.
- Diversity, equity, and inclusion will be promoted through lawful, nondiscriminatory measures under which the VCCCD seeks to proactively recruit the most qualified candidates at every level.

## **Year 2**

- Implement recommendations from Year 1.
- Work with institutional research to set up a system to measure impact of recommendations.
- Continue to provide focused professional learning related to success of male students of color in higher education.
- Make any adjustment needed for Year 3.
- Share part time student course enrollment inquiry results with department chairs and deans. Facilitate the development of course scheduling guidelines specific to part time students' needs.
- Assess the part-time program maps developed in year one and explore edits and the expansion of these types of maps for part-time students.

## **Year 3**

- Continue with recommendations from Year 1 with any adjustments based on early results in Year 2.
- Continue to provide focused professional learning related to success of male students of color in higher education.
- Institutionalize course scheduling and student services best practices specific to part-time student needs.
- Examine data and continue inquiry to develop a plan for the next SEP.

## DESCRIPTION OF SUPPORT NEEDED

VC requests support for the qualitative research activities described above in this Student Equity Plan so we may successfully engage in exploratory Action Research to complete our Year 1 goals.

### Support Needed

- ☐ Field Guidance & Implementation
- ☐ Technical Assistance/Professional Development
- ☒ Data & Research
- ☒ Policy & Regulatory Actions
- ☒ Technology Investments & Tools
- ☒ Pilots & Building Communities of Practice

VC would like the CCCCCO to provide guidance on the future of the SEA and Guided Pathways initiatives so we can plan accordingly, and early in the next SEP 3-year cycle.

VC also requests that the CCCCCO be inclusive of the role part-time students play in and on our campuses and ask that the data and initiative goals provided take this crucial population into account. The Vision for Success emphasizes the experiences of pre-transfer students, leaving out the experiences of and opportunities for students who do not intend or need to come to our colleges for transfer purposes.

# STUDENT SUPPORT INTEGRATION SURVEY

## GUIDED PATHWAYS

### Alignment

GP Area 1: VC is investigating the best ways to market Program Mapper and update program websites to inform students about program cost, financial cost, and economic benefits of program completion; Investigating programs to enhance transferability of students to ensure that access to and use of this information is equitable for students who have been historically underrepresented; and Ensuring it is clear which Math and English classes students are placed in based on the Multiple Measure tool.

Area 2: Identify current GE Gateway courses, with a focus on male students of color; Ensure that sufficient tutoring is available to support students in Gateway courses; Expand use of the super-supported model by providing faculty training; Review data on students in super-supported English and co-requisite support Math sections.

Area 3: Increase awareness of campus resources to all students such as Basic Needs (Food Pantry/CalFRESH/Housing), CalWORKs, Financial Aid, EOPS, EAC, Foundation (scholarships); Explore formation of task force to address issues surrounding part-time/evening students to increase successful completion of student goals; and Increase on campus in reach to financial aid students to inform them of amount of Pell eligibility (for example, exploration of a systematic process to notify students once they have utilized a designated percentage of Pell grant.)

Area 4: Obtain and analyze data that illustrates current utilization and employ this to increase opportunities for underrepresented students to participate in program-relevant active and experiential learning opportunities, including internships; Expand opportunities for instructional and counseling faculty to critically examine their role in advancing equity-minded teaching and advising practices at the college--critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection; Further empower faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students; Identify capstone courses within programs and analyze assessment results of student learning outcomes for these courses; Include additional measures to assess student performance at a disaggregated level; and Develop and institutionalize systematic processes for programs to receive guidance and training on how to utilize and interpret data to identify needs for further professional learning.

## FINANCIAL AID

### FAFSA Participation

Step #2 of Ventura College's APPLY process is to apply for the FAFSA or the CADAA.

The Ventura College Financial Aid Department works closely with the college Outreach and Marketing teams. We schedule annual and bi-annual meetings with our high school partners to develop strategic outreach schedules that fit their student needs. The

financial aid outreach plan includes providing information workshops for parents, workshops high school counselors and administrators, providing flyers, application information packets, and financial aid application workshops. In addition, we will be hosting 6 Cash for College workshops at Ventura College and Ventura College East Campus. These events are free and open to the public. The District Office and College Marketing team work closely to market these events throughout Ventura County. Lastly, we will continue to partner with the VC (Ventura College) Basic Needs Center and with their Drive Thru events to increase student awareness of financial aid and the assistance that is available to help them complete this process.

#### **PELL Grant Participation**

During the 2022-2023 academic year, the VC Financial Aid Office will be hosting 6 Cash for College events on campus and VCEC (Ventura College East Campus). In addition, we will be marketing and promoting our Zoom financial aid workshops as well as the Financial Aid Computer Lab. Students are able to call in, email, come in person, or Zoom with the financial aid staff to obtain their status and obtain the necessary help to complete their financial aid requirements to obtain their Pell Grant. We also will continue to encourage students to come in and use our lab to apply for financial aid, complete their requirements, and/or file appeals or request additional resources. Lastly, we also visit classrooms to share financial aid information and invite them to apply.

#### **Additional Aid for Students**

- ☒ Yes
- ☐ No

#### **Description of Additional Aid**

We have and continue to use AB 19 funds to provide the VC Promise Program which allows first time students to attend college for free for the first two years. In addition, we provide grants to some of our neediest students such as foster youth, undocumented students, veterans, and homeless students. We also created an emergency student grant to help students with unforeseen expenses such as food, gas, medical, etc. This emergency grant is now being funded with Basic Needs funds.

### **BASIC NEEDS**

#### **Basic Needs Center**

- ☒ Yes
- ☐ No

#### **Services**

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

The VC Basic Needs Center provides the following services:

1. Food and personal essentials pantry
2. Bimonthly food and personal essentials Drive Thru Events
3. Assistance with Cal Fresh applications and renewals
4. Housing referral assistance

5. Shower access for homeless students
6. Mental Health referrals
7. Transportation referrals

The Basic Needs Center is open Monday through Friday, and we also provide these services at the VCEC.

### **Participation**

We plan to increase participation by continuing to host bimonthly drive-thru events, by sharing information with our faculty and professional classified staff about the services and events provided at the Basic Needs Center. During the academic year, we will be hosting day and evening “pop-up” events to raise awareness and promote our services. Lastly, we plan to continue to partner with the Associated Students of Ventura College (ASVC). Their voice and advocacy for services is extremely in what we do.

### **Food Pantry**

Several years ago, the Ventura College ASVC created the “Feed a Pirate.” In 2017-2018, we received a small allocation called Hunger Free Campus. With this funding and with additional funding from SEA, we were able to hire a provisional staff member to help oversee the food pantry, expand its services, hours of operation as well as build partnerships with community organizations. During the pandemic, the pantry was closed but we continued to serve our students through “drive-thru” events. As we returned to campus, the Food Pantry was moved into the BCS (Bookstore and Campus Services) building making it more accessible and across the way from the Basic Needs Center. Students are now able to access our pantry Monday through Fridays as well as attend our drive thru events. We also provide snack bins throughout campus. We have partnerships throughout the county which often provide donations of fruits, vegetables, and other essential items and we will continue to work on expanding those services as well as creating a meal voucher program.

## **ZERO-TEXTBOOK COST PROGRAM**

Ventura College has a long-standing commitment to Zero Textbook costs for students. In 2018, approximately 20% of our courses were ZTC, scattered throughout various disciplines, programs, and degrees. By 2021, approximately 50% of our course offerings or enrollments were ZTC and growing. VC’s history in ZTC started with support from the Foundation in collaboration with dedication from the VC library personnel. Several years ago, the college built a robust lending library, allowing students to access textbooks for many courses at the library; in some cases, whole classroom textbook sets were available. In 2020, the college invested in ZTC by: 1) purchasing textbooks for all first-level, transfer-level math, and English classes as well as all ESL, oral communications, ethnic studies, and other courses; and 2) investing in faculty developing ZTC courses that include Open Educational Resources (OER), database content from the VC library, self-written/designed content, and/or other freely accessible content. In 2021, most students take at least one ZTC course a semester, and some take as many as 4-7 ZTC courses a term. In 2023, VC will launch an online PACE program that will also be 100% ZTC. The first ZTC program

will be in Business, and other associate degrees for transfer that will be 100% ZTC will include Psychology, Sociology, Political Science/Public Administration, and Public Health with an emphasis in Communication Health Education. In addition, VC is exploring other programs that can be fully ZTC. Ideally, 75% or more of our courses will be ZTC by our centennial in 2025.

## LGBTQ+ Support

Ventura College stands with our LGBTQIA+ community and is dedicated to the development of opportunities for positive student engagement, comprehensive campus education and involvement within Ventura County for referrals and resources. VC partners closely with the Diversity Collective, a local organization that provides training and support for the community. The students, along with committed faculty advisors, have reestablished our student LGBTQIA+ club on campus, Pride Pirates. The club is working with community agencies, such as the Diversity Collective, PFLAG and the Rainbow Umbrella to create programming and events. The Diversity Collective has held 3 SAFE Zone trainings on campus for staff and faculty and are working with the campus' Professional Development committee to hold another in the Spring. At the conclusion of this training, the campus will designate a SAFE logo that trained colleagues can showcase to students. The club, along with the Associated Students will hold Ventura College's first Lavender Graduation this coming April to celebrate the accomplishments of our students. As the club grows, the campus will continue to support their efforts and programming.

### Pride Pirates Club Activities:

The Pride Pirates meet weekly to create a place of belonging and acceptance while planning and implementing monthly social activities and community partnership events. Social activities have included sack lunch meetups, decorating the campus chalkboard with quotes and artwork highlighting awareness and inclusion, fall pumpkin-carving, breakfast at the Diversity Collective, and a finals week de-stress movie and popcorn night.

### Pride Pirates Club Future Plans:

The Pride Pirates are working with the VC Diversity Festival committee to plan and support LGBTQIA+ issues and representation. We are on the planning committee with the Diversity Collective for the 2023 Ventura Pride events and the Transgender Awareness event at the Oxnard Performing Arts Center. There is weekly communication with the Diversity Collective to collaborate and actively participate in community needs and events.

## MENTAL HEALTH-RELATED PROGRAMS

Ventura College is committed to providing professional mental health services to all enrolled students. Ventura College enacts targeted marketing strategies to inform the campus and local communities of the various resources our Mental Health Clinicians provide for our students. This bilingual campaign includes specific mailings sent to the students' home, so that the entire family is made aware of the services. There is intentionality as we seek out our BIPOC students to destigmatize the benefits of mental health services, especially for our Latino males. Our clinicians exercise a heightened culture of care with those students who are meeting with a counselor for the very first time. In addition, our Mental Health Clinicians have developed specialized support groups for our college Veterans, Dreamers,



LGBTQIA+ and Foster Youth students. Our clinicians continue to attend athletics practices and speak to our athletes about the services we provide. The center manages a strong intercampus referral system to programs such as Basic Needs, the Dream Resource Center, Financial Aid, and Disability Services. We provide bilingual services with culturally competent office staff and clinicians. We continue to utilize mental health interventions to address students who may be housing insecure. Ventura College is active on several community boards as part of our referral service to outside agencies. We are actively researching new and current locations to expand the space on campus to meet the growing mental health needs of our students.

## GENERAL ACCESSIBILITY

Ventura College faculty teaching Distance Education courses have taken great strides to make their online and hybrid courses accessible since VC was selected to be a pilot college in the Online Education Institute-California Virtual Campus. Through the CVC-OEI process, faculty learn to make all course content accessible. Additionally, when VC created the online teacher training course in CANVAS (OTTCC) - in collaboration with Moorpark College and Oxnard College distance education teams – a module was included requiring faculty to know how to make all course content accessible for students with disabilities; faculty cannot pass the training and teach online or hybrid classes without successfully completing this module. During the pandemic, VC employed a team of staff to support faculty in making course content accessible. While faculty had the training to make content accessible themselves, some elements of online courses are complex, and some content was pulled from past work that was not yet accessible. To offset the already exorbitant workload of faculty in the pandemic, the college employed these accessibility staffers to help make caption videos, add alt text to images, and otherwise assist faculty in making teaching content accessible. In AY 2022-2023, the college will prototype a new initiative we are currently referring to as the Classroom Accessibility Project (CAP). The CAP project will build upon the work done in the pandemic and will employ classified professionals and student staff to assist faculty in making course content accessible for students with disabilities.

## INSTITUTIONAL PLANNING

### Integrated Budgeting

Ventura College supports equity work at the college through the use of funds in addition to SEA funding HEERF funds, Covid Block Grant funds, Strong Workforce (CTE) dollars, Guided Pathways funds, Lottery/instructional supplies dollars, HSI-STEM and NSF grant funds, and general fund dollars. HEERF and COVID Block Grant dollars have supported the development of the Cultural Curriculum Audit and Revision Project (CCAR), the ZTC Enrollment (ZEN) project, Accessibility support for faculty for online course content, mental health support services for students struggling through COVID, and our campus call campaigns designed to connect with students in need of campus support to persist in college. HEERF funds have also been used to create the laptop and Wi-Fi hotspot lending program, housed out of the VC library. Strong Workforce dollars have been used to purchase books and materials for CTE classes, allowing several usually high-cost classes to be ZTC. Lottery/instructional supply dollars have been utilized to purchase textbooks and course materials for students, allowing many courses to be low cost as well as zero cost. HSI-STEM and NSF grant funds have provided tutoring for students in STEM classes, faculty professional development in equity, and have been used to support student navigators to provide peer mentoring to STEM students. Additionally, the HSI-STEM grant will support paid

internships for students, starting in 2023, to work at agencies/firms that traditionally offer high-wage jobs to graduates – bootstrapping out students into the opportunities and better preparing them for university transfer. The college has also used Guided Pathways dollars to engage in equity-hacks with students and to support our credit for prior learning initiative. Finally, the college has devoted general funds dollars to growing the new Ethnic Studies program and we are committed to developing a new multicultural center at the college over the next year.

### **Student Voice**

VC is committed to engaging the student voice in our exploratory phase of year one to implement our SEP. Ways in which we intend to engage the student voice include (but are not limited to):

- Identifying the top reasons why men of color are not transferring within 3 years after enrolling at VC and why part-time students decide to enroll PT and their goals for transfer, if any.
- Identify High Impact practices/programs that can address the needs of men of color (case management model, TAP programs) by asking students what works for them.