



Student Equity and Achievement Program

Ventura College 2025-28 Student Equity Plan Executive Summary

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor

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Introduction to Ventura College's Student Equity Plan - Executive Summary

The 2025–2028 Ventura College Student Equity Plan builds on the momentum and lessons of the 2022–2025 cycle while charting an ambitious course for the years ahead. Our college community has come together to design a plan that not only meets state requirements but reflects our collective vision for equity at Ventura College.

Ventura College serves a richly diverse student body, the majority of whom are students of color, first-generation students, and working adults balancing multiple responsibilities. As a federally designated Hispanic-Serving Institution and an Achieving the Dream Leader College of Distinction, Ventura College embraces both the responsibility and the opportunity to lead in advancing racial equity, student belonging, and educational attainment.

The 2025–2028 plan was developed through an inclusive and collaborative process that engaged focus groups, faculty and staff interviews, the Student Equity and Success Advisory Committee, Student Equity and Success Action Workgroups, campus feedback platforms, and participatory governance bodies. This process ensured that our goals and strategies reflect the lived experiences of our students and the professional expertise of those who serve them every day.

This Student Equity Plan is not a static document, but a framework for **continuous improvement**. It aligns directly with the Ventura College **Educational Master Plan 2024–2030**, ensuring that our efforts in enrollment, persistence, completion, and transfer are coordinated across the college's guiding documents. By embedding racial equity into the core of our institutional practices, policies, and culture, Ventura College seeks to create an environment where all students—and particularly those from disproportionately impacted populations—can fully realize their goals.

As we move into the next cycle, we do so with a renewed sense of urgency and optimism. This plan represents Ventura College's ongoing commitment to innovate, to listen, to act, and to measure progress. The success of this plan will rely on the strength of our campus coalition and our shared determination to eliminate equity gaps and ensure that every student has the opportunity to thrive.

Defining Equity

In Ventura College's 2022-2025 Student Equity Plan, equity was defined as 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.

Campus Involvement in the Creation of the Student Equity Plan

Ventura College has developed its 2025–2028 Student Equity Plan with intentional alignment to Education Code 78220(b), ensuring the active involvement of all campus groups, including, but not limited to, the Academic Senate, faculty, classified professionals, student services staff, students, and community stakeholders. The process has been rooted in cross-functional collaboration and transparency, with multiple mechanisms for inclusive engagement.

At the core of this work is the SEAS Advisory Committee, a representative body that guides equity efforts across the college. To deepen engagement and accountability, Ventura College launched SEAS Action Workgroups aligned to each student success metric in the SEP. These workgroups, comprised of faculty, classified professionals, administrators, and students, meet regularly to examine disaggregated data, review student experiences, and design equity-minded strategies. Academic Senate leadership has been actively involved throughout the planning process, and updates on the Plan's progress have been regularly presented.

To broaden participation and solicit authentic campuswide feedback, the college developed a self-enroll Canvas course dedicated to the draft Student Equity Plan. The course allows any member of the college community to review each section of the Plan, annotate documents, and engage in discussion threads. Additional engagement strategies have included presentations at division and department meetings, open houses, and scheduled planning retreats.

Student voice has been intentionally centered in the development of the Plan. In 2024, Ventura College partnered with Hanover Research to conduct student focus groups and faculty/staff interviews centered on disproportionately impacted populations. These groups provided valuable insight into barriers and experiences specific to part-time students, male students of color, East Campus students, and returning adult learners. Their voices have directly informed the Plan's goals and strategies. The college is also expanding peer mentorship and ambassador models to further embed student leadership in future implementation.

Ventura College is committed to making student equity planning a shared, ongoing, and participatory endeavor that reflects the voices and

needs of our entire campus and surrounding community.

Race Consciousness in the Development of the Student Equity Plan

Ventura College acknowledges that race-consciousness is essential to developing an effective and equity-driven Student Equity Plan. We recognize that structural racism and historical inequities have created persistent barriers to success for racially minoritized student populations, and we affirm our responsibility to directly address these conditions through institutional action.

Our planning process is rooted in race-conscious inquiry and guided by a commitment to addressing racial equity gaps with specificity, intentionality, and accountability. Through our SEAS Advisory Committee and SEAS Action Workgroups, organized by each student success metric, we have engaged faculty, staff, administrators, and students in disaggregated data analysis that prioritizes race and intersectionality. These workgroups critically examine institutional policies, practices, and conditions that contribute to disproportionate impact for Black and Latinx students, with a specific emphasis on the experiences of Black and Latinx students, who are among the most impacted groups at Ventura College.

Race-consciousness has also been embedded in our approach to student voice. In 2024, Ventura College conducted focus groups with response data disaggregated by race, gender, enrollment status, and campus location. These sessions revealed key race-based barriers, and opportunities to better support students such as increased access to culturally responsive counseling, intentional programming for men of color, and faculty and staff of color, that shaped the priorities of this Plan. Our faculty and staff interview series echoed these themes and emphasized the importance of expanding culturally fluent hiring, antiracism training, and affinity-based supports.

In shaping our strategies, Ventura College has moved beyond race-neutral interventions to design solutions that name and address racialized experiences. Examples include exploring the implementation of a men of color mentoring program, auditing policies and practices for racial bias, and expanding targeted outreach to racially minoritized students, particularly Black and Latinx males. This work builds on our ongoing efforts to embed racial equity into professional development, hiring, and instructional practices.

Ventura College is committed to sustaining a race-conscious approach throughout implementation and evaluation. Our SEAS Action Workgroups will continue to monitor outcomes using disaggregated race/ethnicity data and elevate student perspectives to ensure continuous reflection, refinement, and accountability.

Ongoing Review and Campus Community Engagement Process

Ventura College acknowledges the requirements of Education Code 78220(a)(6) and is committed to ongoing, race-conscious evaluation and continuous improvement of our Student Equity Plan (SEP) through a structured and collaborative process. Our local evaluation model leverages the infrastructure of our SEAS Advisory Committee and SEAS Action Workgroups to ensure regular review, reflection, and data-informed adjustment of our equity strategies.

Each of the SEAS Action Workgroups, aligned to the SEP metric areas, meets bi-monthly throughout the academic year to monitor progress on strategies, assess relevant disaggregated data, and elevate student experiences that inform responsive course correction. These workgroups are responsible for tracking implementation fidelity, identifying emerging challenges, and proposing adaptations to ensure that institutional equity efforts remain impactful and student-centered.

The SEAS Advisory Committee serves as the coordinating body for all workgroups and convenes monthly to synthesize progress, surface cross-metric themes, and prepare formal updates for the campus community and participatory governance groups. This committee also oversees alignment between SEP goals and other college plans, such as Guided Pathways, the Educational Master Plan, and Program Review.

To promote transparency and campuswide engagement, Ventura College will host semesterly Equity Open House or Town Hall presentations. These events, open to all students, faculty, staff, and administrators, will report out on the progress of SEP strategies, celebrate promising practices, and invite feedback on areas requiring further attention or revision. These presentations will occur once each fall (November) and spring (April), with summary reports disseminated collegewide and archived for reference.

Additionally, an annual Student Equity Progress Report will be published each October. This report will include updated disaggregated data, highlights from implementation efforts, strategy modifications, and recommendations for future focus areas. The report will be presented to participatory governance bodies including the Academic Senate, Classified Senate, Associated Students of Ventura College, and College Planning Committee to ensure shared responsibility and accountability.

Through this structured, recurring, and participatory process, Ventura College ensures that our Student Equity Plan remains a living, dynamic blueprint for institutional transformation and racial equity.

Contacts And Contributors

The required list of contacts below is intended to create more cross-functional teams to build the student equity plan. While the Project Lead is the only person who can submit your college's student equity plan, all listed required contacts have viewing access to your college's Student Equity Plan. Alternate Project Lead will have viewing and editing access and colleges will have the option to add additional Alternate Project Leads.

College Contact Information

- Project Lead: Brook Masters, Dean of Learning, Equity, Achievement, and Persistence
- Alternate Project Lead: Luca Lewis, VP Student Affairs
- Approver: Chancellor/President – Claudia Lourido-Habib
- Approver: Chief Business Officer – James Zavas
- Approver: Chief Instructional Officer – Gregory Anderson
- Approver: Chief Student Services Officer – Luca Lewis
- Approver: Academic Senate President – Jennifer Garner
- Approver: Guided Pathways Coordinator/Lead – Sergio Gonzalez, Dean of Student Services

Student Equity Plan Development Team Members

- Jeffery Alexander, Dean of Student Life
- Scott Brewer, Counselor
- Phillip Briggs, Dean of Institutional Effectiveness
- Raquel De Los Santos, Career Services Coordinator
- Luca Lewis, Vice President of Student Affairs
- Eric Martinsen, English Faculty
- Brook Masters, Dean of Learning, Equity, Achievement, and Persistence
- Oscar Rivera, Professional Development Coordinator

Student Equity And Success Advisory Committee Members

- Brook Masters, Dean of Learning, Equity, Achievement, and Persistence*
- Eric Martinsen, English Faculty*
- Raquel De Los Santos, Career Services Coordinator*
- Tatiana Lawler, Welcome Center Coordinator
- Nenagh Brown, Dean of Gateway Division
- Alma Rodriguez, Financial Aid Coordinator
- Jennifer Garner, Biology Faculty and Academic Senate President
- Jeffery Alexander, Dean of Student Life
- Kenya Johnson, Dean of East Campus
- Luca Lewis, Vice President Student Affairs
- Sergio Gonzalez, Dean of Student Services
- Oscar Rivera, Professional Development Coordinator
- Phil Briggs, Dean of Institutional Effectiveness

*Tri-Chair for Academic Year 2025-2026

Ventura College Student Equity Plan Reflection

The Reflection section looks back at the 2022–2025 cycle, highlighting what Ventura College has learned about the root causes of equity gaps and the strategies that most effectively supported student success. It identifies the actions that had the greatest impact, describes how the college is working to foster a culture of equity, and explains how these lessons shape the continuity and innovation embedded in the 2025–2028 Student Equity Plan.

Root Causes of Equity Gaps

Through implementation of the 2022-25 Student Equity Plan, Ventura College deepened its understanding of systemic barriers contributing to equity gaps across five student success metrics. Inquiry efforts—launched in 2022-23 and expanded in 2023-24—revealed that men of color, part-time students, and other disproportionately impacted (DI) groups face barriers including complex enrollment systems, limited access to culturally responsive counseling, insufficient embedded academic support, and environments not fully student-ready.

Three institutional actions and cultural shifts have had the most impact:

Embedding Race-Conscious Inquiry and Action Across the Institution

Ventura College launched sustained inquiry efforts beginning in 2022-23 through Hanover Research-led focus groups. These efforts yielded race-conscious recommendations for closing equity gaps, particularly for men of color and part-time students. Action Teams under the Student Equity and Success Advisory Council applied these findings to improve enrollment processes, counseling practices, and targeted outreach. This commitment to student voice and race-conscious analysis has cultivated a culturally sustaining inquiry lens for lasting change.

Expanding Culturally Sustaining Academic and Student Support Systems

SEA funds were strategically invested to strengthen counseling (50% in 2022-23) and tutoring (13%), supporting embedded tutoring in all Super Supported English courses and select gateway math courses. The college is scaling peer mentoring, wrap-around support, and individual outreach to boost early academic momentum. The creation of the Learning, Equity, Achievement, and Persistence Division, led by a dedicated Dean, further institutionalized this work.

Centering Student Voice and Building Student-Ready Practices

Student panels, focus groups, and forums directly informed reforms. Based on feedback, the college expanded evening and weekend service hours, improved online course offerings, and increased faculty professional development in culturally responsive pedagogy. Early pilots for registration and service redesigns in 2022-23 were refined in 2023-24 using continuous student input.

Ventura College is committed to deepening race-conscious practices, scaling student-ready structures, and embedding equity as a shared, institutional responsibility.

Continuity Between Plans

Building on lessons learned during the 2022-25 Student Equity Plan cycle, Ventura College has identified several key discoveries that will provide essential continuity into our 2025-28 Plan. These findings have shaped our strategic focus, and their continued implementation is critical to sustaining progress toward closing equity gaps.

Institutionalizing Race-Conscious Inquiry and Action through SEAS Advisory Action Teams

Action Workgroups aligned to each student success metric have proven effective in embedding continuous inquiry, disaggregated data analysis, and targeted strategy design into institutional practice. Grounded in student voice—via focus groups, panels, and surveys—and race-conscious analysis, this work has shifted our culture from generalized equity intentions to focused, measurable action. We will continue expanding the reach and impact of these teams to guide development, implementation, and evaluation of equity initiatives in the 2025-28 cycle.

Strengthening Relational, Student-Ready Academic and Support Structures

Expanded embedded tutoring, culturally sustaining mentoring, proactive peer outreach, and personalized academic support will contribute to improvements in student completion, persistence, and belonging. With new frameworks in place, the college has shifted toward more direct, intrusive support models that prioritize relationships, cultural

responsiveness, and relevance. In the 2025-28 cycle, Ventura College will continue scaling these strategies across programs and services.

Student-Driven Redesign of Systems, Structures, and Communications

Student feedback has directly shaped reforms in registration, course scheduling, service hours, and institutional messaging. Initiatives such as piloting evening and weekend student services and eliminating deficit-minded language were launched in response to student voice. In the next cycle, Ventura College will maintain and expand participatory design practices, ensuring DI students shape every phase of planning, implementation, and evaluation.

In sum, Ventura College's progress over the past three years confirms that sustainable equity transformation depends on embedding race-conscious inquiry, investing in relational, student-centered support systems, and authentically centering student voice. These discoveries will serve as the foundation of our 2025-28 Student Equity Plan, advancing our aspiration to become a truly equity-minded, student-ready institution.

Assessment of Progress Made with Goals/Outcomes from 2022-2025 Student Equity Plan

Ventura College made measurable progress toward the goals of the 2022–2025 Student Equity Plan, particularly in addressing barriers faced by male students of color and part-time students. Guided by inquiry, targeted research, and new programming, the College advanced in several key areas:

- **Successful Enrollment:**

The College improved its ability to assess true equity gaps by analyzing enrollment by zip code and comparing student demographics with local community demographics. This analysis revealed both areas of alignment and disparities, helping to refine outreach strategies. Faculty and staff interviews also highlighted systemic enrollment barriers such as the complexity of the application and registration process, which became a focus for reform.

- **Transfer-Level Math and English:**

Enrollment of male students of color in transfer-level English and math increased steadily from 2021–22 to 2023–24. The percentage of men of color enrolling in transfer-level English rose from 57.2% to 60.5%, while math enrollment rose from 37.6% to 44.5%. These gains represent partial progress toward closing the equity gap, though success rates remain an area for continued focus.

- **Persistence:**

Although supplemental data were limited, faculty, staff, and student focus groups underscored that persistence was tied closely to students' sense of belonging, access to counseling, and navigational support. Pilot efforts, such as peer-to-peer outreach campaigns and mentoring, showed promise in increasing term-to-term persistence, particularly among first-year male students of color.

- **Completion and Transfer:**

Through focus groups and interviews, the College identified the top barriers to completion and transfer for disproportionately impacted students, including course availability, inconsistent scheduling for working students, lack of evening support services, and limited culturally relevant mentoring. High-impact practices—such as peer mentorship, affinity-based programming, and integrated counseling models—were identified as potential interventions to address these gaps, laying the groundwork for the next plan cycle.

- **Part-Time Students:**

The College gained new insights into the goals and needs of part-time students. Data revealed that while the majority of part-time students still seek degrees and transfer, an increasing share reported undecided or workforce-related goals. Focus groups and faculty interviews confirmed that scheduling, access to services outside of traditional hours, and technology barriers remain the most significant obstacles. In response, VC began expanding online services, extending service hours, and exploring part-time-friendly program maps, with the coming plan cycle presenting more opportunities for institutionalized expansion.

Summary:

The 2022–2025 Student Equity Plan established a foundation of data-driven inquiry, engagement, and early programmatic interventions. While equity gaps were not fully eliminated, progress was made in narrowing enrollment and math/English access gaps for male students of color, and in clarifying the needs of part-time students. Faculty, staff, and student engagement through interviews and focus groups informed actionable recommendations that will carry forward into the 2025–2028 Student Equity Plan, where Ventura College will focus on scaling promising practices, culturally responsive supports, and sustaining momentum toward equity in enrollment, persistence, completion, and transfer.

See Appendix G: Student Equity Plan Supplemental Data Report

Ventura College Student Equity Plan 2025-2028 - Executive Summary Overview

Executive Summary Elements

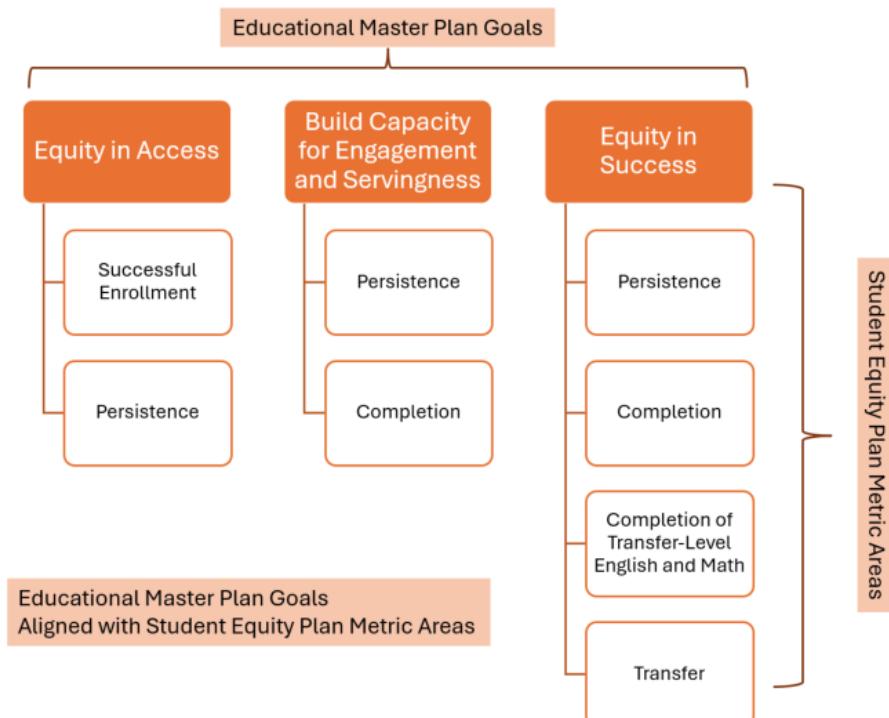
The executive summary is a summary of your Student Equity Plan and is a public-facing document.

Although colleges may format the executive summary in ways that best meet their local design needs, per Ed Code 78220, the executive summary must include, at a minimum, the following information:

- Student groups for whom goals have been set
- Goals set for these student groups
- Initiatives that the community college or district will undertake to achieve these goals
- Resources that have been budgeted for that purpose (referring to goals/key strategies in this 2025-28 Student Equity Plan)
- Community college district official to contact for further information
- Detailed accounting of how funding was expended (expenditures from 2022-25 Student Equity Plan)
- Assessment of the progress made in achieving identified goals (goals/outcomes from 2022-25 Student Equity Plan)

Alignment with Educational Master Plan

The Ventura College 2025–2028 Student Equity Plan is closely aligned with the [Educational Master Plan \(EMP\) 2024–2030](#), ensuring coordination across the college’s guiding documents. The five equity metrics—Successful Enrollment, Completion of Transfer-Level Math and English, Persistence, Completion, and Transfer—map directly onto the EMP’s three institutional goals of **Equity in Access, Build Capacity for Engagement and Servingness, and Equity in Success**. For example, enrollment and persistence goals under the SEP align with EMP objectives to increase headcount, dual enrollment, adult learner participation, and fall-to-spring/fall-to-fall persistence. The SEP’s focus on teaching, learning, and academic support in gateway courses reflects EMP objectives to raise transfer-level completion and close equity gaps across modalities. Similarly, SEP strategies to strengthen student belonging, mentorship, and wraparound supports contribute to EMP objectives for engagement and servingness among students and employees. This intentional alignment enables Ventura College to **focus efforts, leverage resources, and measure progress** through a unified framework that drives equitable student outcomes.



Student Populations Experiencing Disproportionate Impact

Ventura College's analysis of state and local data reveals that many groups of students continue to experience disproportionate impact across key metrics, including Students with Disabilities, LGBTQ+ students, first-generation students, economically disadvantaged male students, Hispanic male students, part-time students, and Black students. In reviewing these populations, the college identified which groups face the most significant and widespread equity gaps, a process that informed the selection of three Intensive Focus Populations highlighted later in this plan.

Disproportionate Impact (DI) Definition:

Throughout this student equity plan, disproportionate impact (DI) occurs when a subset of students based on a student characteristic such as age, race, and gender have observably different outcomes when compared to the total student population.

NOVA Data for VC

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
Asian	15.4%	25	12.3%	20	17.8%	29
Black or African American	17.8%	33	9.9%	19	15.4%	29
White	21.5%	424	14.6%	289	16.6%	329
Completed Both Transfer-Level Math & English - DI Student Populations						
DSPS	13.2%	30	6.7%	16	11.1%	26
LGBT	15%	25	3.5%	6	9%	15
Persistence: First Primary Term to Secondary Term - DI Student Populations						
First Generation Male	60.1%	288	2.6%	13	7%	34
LGBT	59.3%	112	0.1%	1	7.1%	14
Male	62.8%	777	3.1%	39	5.8%	73
White	61.5%	339	1.4%	8	5.5%	31
Completion - DI Student Populations						
DSPS Male	12.4%	14	1.9%	3	8%	10
Econ Disadvantaged Male	14.7%	147	6%	60	8.2%	83
First Generation	16%	203	5.2%	66	7.2%	92
Hispanic Male	13.3%	116	7.4%	65	9.8%	86
LGBT	14.4%	28	1.2%	3	6.1%	12
Male	14.7%	205	8.4%	118	10.4%	146
Transferred to a Four-Year - DI Student Populations						
DSPS	19.6%	20	5%	6	12.7%	13
Econ Disadvantaged	28.4%	256	7.8%	71	10.8%	98
First Generation	23.1%	110	9.5%	46	13.4%	64
Hispanic	27.6%	210	6.3%	48	9.4%	72
LGBT	19.3%	11	2.4%	2	12.6%	8
Male	27.3%	162	4.1%	25	7.7%	46

See Appendices D, E, and F for additional data overviews of students experiencing Disproportionate Impacts in each Metric Area.

Successful Enrollment

In addition to the enrollment goals set for the college to achieve by 2030, for the 2025–2028 Student Equity Plan cycle, Ventura College will focus on closing equity gaps for two disproportionately impacted populations, as identified by our local data, which are Hispanic males and Black females. This method is preferred to utilizing the CCCCO data.

For context, all Ventura County Public High Schools require their students to apply to the community colleges in the district; therefore, application to Ventura College is not a usable baseline for measuring intent to enroll. Likewise, the state data for “proportion of all 2022–2023 non-special-admit applicants who enrolled at VC in 2022–2023” is not usable for identifying the true student populations experiencing disproportionate impact. If the CCCCO data is applied, the groups identified as disproportionately impacted for “Successful Enrollment in First Year” are Asian, Black or African American, and White students.

Successful Enrollment Goals:

- Increase enrollment/headcount by 10% or more from 2022–2023 to 2030.
- Increase Ventura College East Campus and Extended Education FTES to the state-required level for center-status apportionment funding by 2030.
- Increase enrollment of adult learners (age 25+) by 5% each year through 2030.
- Increase enrollment participation rate for Black females by 12% by Spring 2028.

The first four of these enrollment goals are also embedded as **objectives in the Ventura College Educational Master Plan 2024–2030**, ensuring intentional alignment across the college’s guiding documents. This alignment allows the college to leverage resources, strengthen outreach, and create more student-ready pathways to support disproportionately impacted populations and the broader community.

Key Strategies to Advance Successful Enrollment Goals

Ventura College will implement a coordinated set of strategies to eliminate enrollment equity gaps for disproportionately impacted populations while also improving access for the overall student body.

Strategies for Disproportionately Impacted Populations

- **Culturally Affirming Community Partnerships**
Build annual partnerships with Black- and Latino-serving organizations to provide application support, bilingual assistance, and trusted referrals.
- **Peer-Led Onboarding and First-Year Supports**
Expand ambassador and learning community programs that embed counseling, financial aid, tutoring, and mental health services for disproportionately impacted students and part-time learners.
- **Pirate Ambassador Peer Enrollment Support**
Deploy trained student ambassadors to deliver campus tours, application guidance, and personalized onboarding support for DI and part-time students.
- **Outreach to Adult & Working Learners**
Host evening and weekend onboarding events at community hubs and workplaces, streamlining steps and providing multilingual staff support.
- **Strengthen High-Impact Dual Enrollment & CCAP Pathways**
Strengthen existing and planned CCAP dual enrollment and high school-to-college pipelines in underserved areas to increase early access and on-time transition to VC through faculty leadership for sustainable models of expansion.
- **Reengagement Campaigns**
Conduct phone and text outreach to applicants who did not enroll and students dropped for nonpayment, connecting them to financial aid and registration support.
- **Data-Informed Recruitment Campaigns**
Use disaggregated data to refine recruitment strategies for DI populations, including multilingual marketing and targeted digital campaigns.

Additional Strategies for the Overall Student Population

- **Streamline Application and Registration**

Simplify enrollment steps and offer real-time troubleshooting during peak periods to reduce barriers.

- **Build the Enrollment Huddle (E-Huddle) Model**

Sustain a cross-functional team (Outreach, Welcome Center, Admissions & Records, Financial Aid, East Campus) that regularly reviews enrollment data and aligns student support practices.

- **Develop Robust Orientation for All Students**

Design and implement comprehensive orientation programming that extends beyond FYE and EOPS. Ensure access for online, part-time, and working adult students as well as traditional first-year cohorts.

- **Increase Evening & Weekend Services**

Expand counseling, registration, tutoring, basic needs, and event access during nontraditional hours with both physical and online hubs for after-hours support.

- **Embed Mental Health into Onboarding**

Normalize help-seeking behaviors by integrating culturally responsive mental health awareness and resources into orientation, onboarding, and first-year programming.

- **Centralize Enrollment Communication**

Launch a one-stop digital hub for deadlines, events, and targeted campaigns that highlight financial aid opportunities, programs, and student success stories.

Completed Transfer-Level Math and English

Completing transfer-level math and English in the first year is a critical milestone for long-term student success, persistence, and completion. Ventura College is committed to strengthening academic supports, expanding faculty development, and advancing culturally responsive practices to close equity gaps and help more students succeed in these gateway courses.

In addition to the baseline goals of eliminating disproportionate impact and fully closing equity gaps set by the California Community Colleges Chancellor's Office (CCCCO), Ventura College has established additional local goals for the overall student population and for student groups experiencing the greatest equity gaps. These goals reflect both the college's data-driven priorities and the commitments outlined in the Educational Master Plan 2024–2030.

Transfer-Level English and Math Goals

- Increase first-year transfer-level English completion rate to 51% or higher by 2030.
- Increase first-year transfer-level English completion rate for degree/transfer-seeking students to 60% or higher by 2030.
- Increase first-year transfer-level Math completion rate to 37% or higher by 2030.
- Increase first-year transfer-level Math completion rate for degree/transfer-seeking students to 42% or higher by 2030.
- Increase course success rate for part-time students by 10% annually.
- Close equity gaps by mode of delivery (online vs. in-person) to within 2 percentage points or less by 2030.

Key Strategies to Advance Transfer-Level Math and English Goals

Ventura College will pursue a comprehensive set of strategies to ensure equitable completion of transfer-level Math and English. These initiatives are designed to address the needs of disproportionately impacted (DI) student populations as well as strengthen outcomes for the overall student body.

Strategies for Disproportionately Impacted Populations

- **Supportive Reenrollment Pathways**
Launch proactive reenrollment initiatives to re-engage students who did not pass transfer-level English or Math on their first attempt. Efforts will include targeted outreach by Peer Ambassadors and Faculty Facilitators, messaging that normalizes persistence, and flexible options such as portfolio review or credit for prior attempts.
- **Embedded, Culturally Sustaining Academic Support**
Frame support around culturally sustaining pedagogy that affirms student identities, including multilingual identities, and builds relational connections that promote persistence and confidence.
- **Connecting Academic Supports with Faculty Leadership**
Continue to strengthen and refine embedded tutoring in transfer-level English and Math sections as well as Faculty Facilitator roles in the Tutoring Center.
- **Multilingual Academic Support**
Ensure multilingual tutoring support is visibly promoted and widely communicated.
- **AB 1705-Aligned Counseling and Communication**
Provide intentional counseling and clear communication aligned with AB 1705. This includes training for counselors and faculty, distribution of updated pathway guides, and targeted outreach to DI students to reduce confusion, improve placement, and prevent enrollment delays.
- **Just-in-Time Corequisite Math Gateway Support**
Expand and promote multiple Math Just-in-Time courses to boost success in gateway classes. Counselors will proactively connect DI students to these supports, while embedded tutoring and strength-based messaging normalize early help-seeking.
- **Just-in-Time Corequisite English Gateway Support**
- Draw on prior pilots and faculty workgroup findings to define shared practices for a coherent, department-approved embedded-support model that prioritizes students with lower high school GPAs and advances equitable outcomes. Shared practices may include embedded tutoring, counselor visits, guided practice time, proactive academic support, and equitable assessment. Establish a whole-department review cycle to publish disaggregated outcomes each term and use results to adjust practices and reduce disproportionate impact.
- **Faculty Facilitator Leadership in the Tutoring Center**
Designate English and Math faculty as liaisons in the Tutoring Center through reassigned time. These faculty will collaborate with tutors and staff to design proactive, responsive academic supports tailored to student needs in gateway courses.
- **Expanded Academic Support**
Increase tutoring availability through expanded evening and weekend hours, East Campus services, and coordinated

scheduling with the Athletics Department to provide satellite tutoring at optimal times.

- **Strengthened Support for EAC Students**

With leadership from EAC faculty, expand awareness of disability services, strengthen tutor and faculty professional development, and ensure differentiated learning needs are consistently met.

Additional Key Strategies for Overall Student Population:

Achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Both Transfer-Level Math and English for the overall student population. Additionally, there are key strategies Ventura College plans to employ to further assist in achieving an equitable increase in the Completion of Both Transfer-Level Math and English.

- **Faculty Inquiry and Action Teams for AB 1705 Implementation**

Continue Faculty Inquiry and Action Teams (FIATs) in English and Math to support collaborative redesign, data-driven course innovation, and effective implementation of AB 1705.

- **Expanded Tutoring Infrastructure**

Enhance the Writing Center and establish a new Speech Lab to provide extended tutoring and communication skills-building. These hubs will expand both drop-in and embedded supports for transfer-level coursework.

- **High School and STEM Pathway Alignment**

Strengthen outreach to feeder high schools with targeted campaigns to clarify STEM math pathways, improve placement accuracy, and reduce misalignment between secondary and college-level coursework.

- **Curriculum Alignment with High Schools**

Collaborate with regional secondary partners to align high school and gateway course curriculum, ensuring smoother transitions and readiness for transfer-level success.

- **Expanded Online Support**

Explore strategies to better reach and support students in online courses, such as through the PACE program, and returning adults in Gateway classes.

Persistence: First Primary Term to Secondary Term

Belonging and connection are essential for students to continue from one semester to the next. Ventura College is expanding mentoring, peer support, and inclusive spaces to increase persistence and ensure all students feel supported in their journey.

In addition to the baseline goals of eliminating disproportionate impact and fully closing equity gaps set by the California Community Colleges Chancellor's Office (CCCCO), Ventura College has established additional local goals for the overall student population and for student groups experiencing the greatest equity gaps. These goals reflect both the college's data-driven priorities and the commitments outlined in the Educational Master Plan 2024–2030.

Persistence Goals:

- Increase fall-to-spring persistence rate to 80% or higher by 2030.
- Increase fall-to-fall persistence rate to 68% or higher by 2030.
- Increase Black female fall-to-spring persistence rate to 67.4% or higher by 2028 (20% increase over 2023–24).
- Increase Black female fall-to-fall persistence rate to 57.1% or higher by 2028 (15% increase over 2023–24).
- Increase Black male fall-to-fall persistence rate to 55.9% or higher by 2028 (15% increase over 2023–24).

Key Strategies to Advance Student Persistence Goals

Ventura College will strengthen persistence by combining proactive outreach, mentoring, and identity-affirming supports with expanded academic and student services. These strategies are designed to eliminate disproportionate impact for Black students, Hispanic male students, and low-income working adults, while improving outcomes for the overall student body.

Strategies for Disproportionately Impacted Populations

- **Equity-Focused Early Alert System**
Implement an early alert process to identify students showing signs of disengagement. Faculty, counselors, and staff will coordinate follow-up tailored to departmental expertise and student needs.
- **Structured Mentoring and Culturally Affirming Spaces**
Establish or expand structured mentoring programs such as the Men of Color Initiative and develop culturally affirming spaces like the planned Transformation, Inclusion, Diversity, and Empowerment Center (TIDE) Center to provide students with mentoring, resource access, and community building.
- **Expanded Tutoring Support Services through the Athletics Department**
Establish satellite tutoring near the Athletics Department, staffed by IDS faculty and tutor support for designated study hall hours.
- **Integrated First-Year Experience (FYE) Programming**
Build FYE programming that fosters belonging, introduces academic and career pathways, and engages students in community-building activities.
- **Affinity Groups and Broad Inclusion Initiatives**
Create faculty and staff affinity groups that provide visible support for students.
- **Support Inclusivity and Unity**
Explore programming and strategies to support broad inclusivity and connection, such as a Unity Center, to reduce potential siloing and promote pluralism.

Additional Strategies for the Overall Student Population

- **Integrated Counseling in Key Courses**
Integrate academic and career counselors with high-enrollment and required courses to deliver in-class support on study skills, career planning, and campus resources.
- **Onboarding Boot Camps and Tech Literacy Workshops**
Expand Set Sail and similar programs with multilingual support to prepare new students for online systems, academic expectations, and college navigation.
- **Flexible Scheduling for Student Engagement**
Coordinate workshops, wellness activities, and events during common break periods and evenings, coupled with proactive outreach campaigns to maximize participation.
- **Expanded Testing Center Hours**
Extend Testing Center availability to six days a week, including Fridays and Saturdays, with future expansion to later evening hours to support working and part-time students.
- **Student Research and Voice**
Expand student research initiatives, for example through student survey weeks, and cross-campus collaboration to ensure

student feedback directly informs persistence initiatives.

- **STEM Embedded Tutoring**

Sustain embedded tutoring for STEM students beyond LSAMP funding by institutionalizing support models.

- **Expanded Peer Mentorship**

Grow peer mentoring programs to help students build self-efficacy, navigate campus resources, and strengthen academic identity and skills.

- **Faculty Facilitator Teams in the Tutoring Center**

Expand subject-specific faculty facilitator roles to train tutors, provide content expertise, and ensure tutoring services adapt to emerging student needs.

- **Expanded College Success and Career Planning Courses**

Increase sections of College Success and Career/Life Planning courses; consider interdisciplinary faculty models to strengthen relevance and reach.

- **Learning Communities**

Explore additional Learning Communities such as English and College Success, building on the experiences from Fall 24 and Spring 25; for example: Chicano Studies and English at East Campus in Fall 2024.

- **Student Employment with Professional Development**

Expand on-campus employment opportunities that include structured professional development and competency-building tied to NACE and employer-valued skills.

- **Alternative Scheduling**

Explore practices such as mini-mesters to provide greater flexibility and persistence support for part-time students.

- **Enhanced FYE Programming**

Embed culturally responsive and identity-affirming activities into FYE cohorts, and consider extending the model into the second year with career and transfer-focused programming.

- **Expanded Career Services**

Offer early career exploration workshops, culturally relevant panels, and embedded career planning modules in FYE and learning communities.

- **Expanded Student Connection Spaces**

Increase opportunities for connection through more frequent events (e.g., Club Rush), improved communication about student activities, and expanded access to collaborative spaces on campus and online.

Completion

Graduation and certificate completion reflect the achievement of students' academic and career goals. Ventura College is building clear pathways, expanding advising and wraparound services, and removing barriers to help students reach this milestone.

In addition to the baseline goals of eliminating disproportionate impact and fully closing equity gaps set by the California Community Colleges Chancellor's Office (CCCCO), Ventura College has established additional local goals for the overall student population and for student groups experiencing the greatest equity gaps. These goals reflect both the college's data-driven priorities and the commitments outlined in the Educational Master Plan 2024–2030.

Completion Goals:

- Increase completion rate for Hispanic males by 10% by Spring 2028.
- Increase completion rate for Black females by 12% by Spring 2028.
- Increase completion rate for DSPS students by 8% by Spring 2028.
- Increase 3-year degree/certificate/transfer rate to 40% or higher by 2030.
- Increase 6-year degree/certificate/transfer rate to 50% or higher by 2030.

Key Strategies to Advance Completion Goals

Ventura College will implement a broad set of strategies to support timely degree and certificate completion. These approaches focus on eliminating disproportionate impacts, while also improving outcomes for the entire student body. Strategies integrate academic, counseling, and student services to ensure students are supported through every milestone of their educational journey.

Strategies for Disproportionately Impacted Populations

- **Expand Wraparound Services for Part-Time and DI Students**

Embed holistic academic and wellness support—including tutoring, mental health services, financial aid, and counseling—into gateway courses and evening/online modalities to serve part-time and disproportionately impacted students.

- **Create Culturally Responsive Completion Communities**

Explore the development of cohort-based completion communities that connect students with culturally affirming faculty, peer mentors, and inclusive events. These communities will integrate degree planning, career services, transfer navigation, and financial literacy.

- **Improve Early Alert Tracking and Faculty Engagement**

Scale up progress dashboards and early alert systems to identify students at risk of stopping out. Strengthen cross-campus communication and processes to ensure referrals are followed up with timely interventions.

- **Implement Milestone Tracking Campaigns**

Launch outreach campaigns at key unit thresholds (15, 30, 45+) prompting students to confirm majors, complete education plans, participate in career planning, and attend transfer workshops.

- **Increase Faculty Use of Dashboards and Data-Informed Practices**

Explore offering professional development for faculty utilization of disaggregated data dashboards and equity-minded pedagogical practices, enabling proactive engagement with students at momentum points.

- **Incentivize Completion through Career and Certificate Pathways**

Map degree and certificate programs to clearly defined academic and career milestones and build stackable, zero-cost pathways with flexibility for part-time and working students. Conduct targeted outreach to highlight completion benefits and timelines.

- **Build Capacity for Disability-Inclusive Practices**

Strengthen completion outcomes for DSPS students by embedding Universal Design for Learning (UDL) and proactive accommodations into courses and programs. A cross-campus accessibility workgroup, supporting the Accessibility and Capability Maturity Model, will audit policies and services to reduce institutional barriers.

Additional Strategies for the Overall Student Population

- **Strengthen Degree Audits and Proactive Advising**

Expand use of degree audits and personalized outreach to students who are nearing completion, ensuring timely petitions for certificates and degrees.

- **Embed Discipline-Specific Counselors**

Increase visibility and integration of Career and Major Community counselors in high-impact courses, learning communities, and student spaces to provide specialized guidance.

- **Align Course Scheduling with Completion Pathways**

Coordinate scheduling across departments to ensure students can enroll in required course sequences without conflicts,

supporting timely degree completion.

- **Expand ZTC Degree and Certificate Pathways**

Develop and promote zero-cost pathways in high-enrollment programs, embedding culturally responsive OER materials and marketing ZTC options to students that use clear language.

- **Improve Visibility of Educational Planning Tools**

Refine DegreeWorks, Program Mapper, and Ed Plan workshops to help students track progress and understand requirements with clarity.

- **Embed Completion Messaging in Onboarding and FYE**

Introduce completion-focused language and goal orientation from the start of students' journeys, reinforcing the value of certificates and degrees.

- **Strengthen PACE Program Outcomes**

Convene faculty to assess and improve curricular design for accelerated online PACE courses, ensuring alignment with student success and completion.

Transferred To a Four-Year

Ventura College opens doors to further education by preparing students to transfer successfully. This plan expands partnerships, advising, and culturally responsive supports to increase transfer rates for all students, with focused attention on closing gaps for disproportionately impacted groups.

In addition to the baseline goals of eliminating disproportionate impact and fully closing equity gaps set by the California Community Colleges Chancellor's Office (CCCO), Ventura College has established additional local goals for the overall student population and for student groups experiencing the greatest equity gaps. These goals reflect both the college's data-driven priorities and the commitments outlined in the Educational Master Plan 2024–2030.

Transferred To a Four-Year Goals:

- Increase transfer rates for the overall student population by **10%** by Spring 2028, in alignment with Vision 2030 stretch benchmarks.
- Increase transfer rates for **Hispanic/Latinx students by 13%** by Spring 2028.
- Increase transfer outcomes for **male students by 13% overall**, including an **18% increase for Hispanic males** by Spring 2028.
- Increase transfer rates for **Hispanic and Black female students by 8%** by Spring 2028.
- Strengthen support for **part-time, low-income, first-generation, and DSPS students**, with a target of an **18% increase in transfer rates for DSPS students** and measurable gains for part-time, low-income, and first-generation populations.

Key Strategies to Advance Transfer Goals

Ventura College will expand equitable transfer opportunities by strengthening advising, mentorship, partnerships, and access to services. These strategies are designed to close equity gaps for disproportionately impacted populations—including Black students, Hispanic male students, female students of color, DSPS students, first-generation, part-time, and low-income students—while also improving transfer outcomes for the overall student body.

Strategies for Disproportionately Impacted Populations

- **Equity-Focused Transfer Coaching Program**
Implement peer coaching and mentoring initiatives that provide personalized guidance, milestone tracking, and culturally responsive support for disproportionately impacted students.
- **Culturally Responsive Faculty Transfer Mentorship**
Designate departmental transfer equity liaisons to provide discipline-specific advising and mentorship, especially for disproportionately impacted student populations.
- **Targeted Four-Year Partnerships & Pathways**
Expand partnerships with CSUs, UCs, and HSIs to increase inclusive transfer fairs, guided campus visits, guaranteed admission pathways, and new 2+2 degree programs with regional four-year institutions.
- **Expanded Access to Transfer Services**
Increase evening and online availability of transfer resources—including representative visits, workshops, and webinars—to better support part-time and working students.

Additional Strategies for the Overall Student Population

- **Increase ADT Completions**
Use degree audits and proactive outreach to students with 30+ units to schedule counseling appointments and ensure timely transfer planning.
- **"Transfer Ready" Milestone Campaigns**
Launch campaigns at unit thresholds (15, 30, 45+) prompting key actions such as major confirmation, transfer workshops, and campus exploration.
- **Alternative Transfer Fair for Part-Time/Online Students**
Develop transfer fairs specifically designed for part-time and online learners who may not be able to attend traditional events.
- **Summer Intensives and Orientation Programs**
Expand summer programming for incoming first-year students to increase awareness of transfer pathways and opportunities early in their journey.
- **Career-Transfer Center Integration**
Strengthen collaboration between Career and Transfer Centers to provide major talks, career-informed education planning, and workforce-aligned transfer pathways.

- **Expanded Private and Nonprofit University Partnerships**
Increase articulation agreements with private and nonprofit four-year institutions to broaden student transfer options.
- **Resource and Staffing Alignment**
Evaluate and reallocate resources to ensure the Transfer Center has sufficient staffing and capacity to meet expanded goals.

Transfer Emphasis

Ventura College recognizes that transfer is a powerful vehicle for social and economic mobility, especially for disproportionately impacted students. Yet local analyses show persistent gaps for Hispanic male and female students, male students overall, students with disabilities, low-income students, first-generation students, and part-time students. Addressing these inequities requires focused and systemic action.

In alignment with **Vision 2030**, Ventura College has established ambitious transfer goals. By Spring 2028, the college seeks to increase transfer rates by 13% for Hispanic/Latinx students, 18% for Hispanic males, 8% for Hispanic females, and 18% for DSPS students, alongside gains for low-income, first-generation, and part-time populations, while increasing overall student transfer rates by 10%.

To meet these goals, Ventura College is advancing a comprehensive, equity-centered approach. Key strategies include:

- Launching **equity-focused transfer coaching** for DI students.
- Appointing **departmental liaisons** to provide culturally responsive faculty mentorship.
- Expanding **guaranteed transfer pathways and partnerships** with CSUs, UCs, HSIs, and private/nonprofit universities.
- Hosting **targeted transfer fairs, expanding campus visits, and promoting 2+2-degree pathways** to improve visibility and access.

For the broader student population, Ventura College is strengthening transfer preparation through:

- Increasing **ADT completions** and proactive outreach at unit milestones (15, 30, 45+).
- Expanding **evening and online access** to transfer support services.
- Enhancing programming and advising within the **VC Transfer Center**.

Through these strategies, Ventura College is embedding a **transfer-ready culture** across the institution, ensuring that every student—regardless of background, enrollment status, or program of study—has clear, supported pathways to reach their goals. By turning transfer aspirations into tangible outcomes, Ventura College is advancing both Vision 2030 benchmarks and its own mission of educational equity and opportunity.

Intensive Focus on Population(s) Experiencing Disproportionate Impact

From among the many student groups experiencing disproportionate impact, Ventura College has identified three Intensive Focus Populations for the 2025–2028 cycle: Black students, Hispanic male students, and low-income working adults. These groups were selected because they face the most significant equity gaps across multiple metrics. By centering these populations in our goals and strategies, the college aims to direct resources and innovation where they can have the greatest impact in closing equity gaps and fostering student success.

For each population, the Student Equity Plan outlines current challenges as well as an action plan to achieve the college's goals for these populations across all five metric areas.

Black Students

Challenges: Black students report barriers related to belonging, visibility, and access. In Hanover's focus groups, students shared feelings of isolation and the perception that VC can be less welcoming for Black students. Interviews with faculty and staff also noted a lack of Black-identifying role models and culturally affirming spaces on campus. Students described counseling experiences as impersonal and institutional processes (like application and registration) as overly complex.

Action Plan: Ventura College will expand culturally responsive outreach, mentorship, and community-based programming while scaling peer mentoring, embedded tutoring, and cohort-based supports. Faculty/staff interviews also emphasized the importance of professional development and faculty/staff diversity, which are embedded in this action plan.

Hispanic Male Students

Challenges: Local data show that Hispanic male students face equity gaps in math and English completion, persistence, completion, and transfer. In focus group interviews, students cited confusing institutional processes, impersonal counseling experiences, and poor communication about services. Faculty and staff interview participants observed a lack of confidence in seeking assistance. Faculty and staff interviews also highlighted the lack of role models and identity-affirming spaces.

Action Plan: Ventura College will seek to expand culturally sustaining curriculum, mentorship, and community-based programming. Action plans also include expanding evening/weekend services (a need voiced in focus groups with working students), scaling embedded tutoring and East Campus tutoring, and providing earlier career and transfer guidance through peer ambassadors. Partnerships with high schools and community organizations reflect recommendations from both students and employees during Hanover's inquiry.

Low-Income Working Adults

Challenges: Focus groups with part-time and working students described difficulty accessing services because they are mostly offered during the day. Interview findings reported challenges with digital literacy, limited access to technology, and fragmented communication about available services. Faculty and staff interviews confirmed that institutional structures remain geared toward traditional full-time students, leaving working adults under-supported.

Action Plan: Ventura College will seek to expand evening, weekend, and online services (directly addressing focus group concerns) and explore more flexible course options such as mini-mesters. Additional strategies include developing workforce-aligned and stackable credential pathways, dedicated hubs for evening students, and stronger partnerships with regional employers. These approaches respond to findings in both focus groups and interviews that working adults need more flexible, career-connected pathways.

Student Education Plans

Ventura College recognizes that completion of a Comprehensive Student Education Plan (CSEP) is a critical predictor of persistence, degree completion, and transfer. Data from the 2022–2023 academic year show that:

- **Overall CSEP completion** among students enrolled in credit programs was **42%**, leaving a majority without a formal plan guiding their course selection and educational goals.
- Disaggregated data indicated **Hispanic males** had a CSEP completion rate of **34%**, which is 8 percentage points below the college average.
- **African American/Black students** had a completion rate of **31%**, and **foster youth and students with disabilities** had even lower rates, ranging from **26% to 29%**.
- These gaps are especially acute for **part-time students**, with completion rates consistently under **30%**.

These discrepancies reveal systemic barriers—including reduced access to counseling, limited enrollment in Counseling V01 – College Success, and less engagement in support programs—that disproportionately impact historically underserved populations. Addressing these equity gaps requires structured, equity-minded action.

To support disproportionately impacted (DI) populations, Ventura College will prioritize targeted, high-impact strategies such as:

- **Embedded Counseling in Equity Programs:**

Programs like EOPS, CalWORKs, NextUp, and Veterans Resource Center have dedicated counseling teams that provide individualized, culturally relevant CSEP support. These counselors are trained in trauma-informed and strengths-based approaches.

- **Focused Outreach Campaign (beginning Summer 2025):**

Equity-minded counselors will lead an outreach initiative targeting 700 DI students with the goal of:

- Scheduling 400 appointments
- Completing 300 new CSEPs before Fall 2025
- This project focuses on students who are continuing, returning, or missed the initial onboarding process.

- **Peer and Near-Peer Support:**

Explore using peer navigators and student ambassadors—especially from similar backgrounds as DI students—who will provide reminders, encouragement, and assistance in accessing counseling services and completing CSEPs.

- **Ongoing Equity Professional Development:**

Increase the number of counselors participating in workshops on antiracism, asset-based advising, and the use of predictive analytics to identify and support at-risk students.

- **CSEP Enrollment Concordance Tracking:**

Use DegreeWorks data to track the alignment between students' enrolled courses and their CSEP pathways, helping advisors identify and proactively intervene with students whose course selection diverges from their stated goals.

Simultaneously, Ventura College seeks to implement an equity-focused approach to increase Comprehensive Student Education Plan (CSEP) completion for all students. Efforts align with Guided Pathways and the Equity Plan, integrating instructional, counseling, and technology strategies for timely planning.

- **Early Counseling & Planning**

- Mandatory first-semester counseling for first-time, non-exempt students, with disaggregated analysis to ensure prioritize reducing disproportionate impact.
- Student Success Days/FYE orientations will include abbreviated plans, followed by comprehensive plans in term one.
- Counseling V01 courses require CSEP completion and DegreeWorks upload by week 10.

- **Embedded Counseling**

- CSEP development embedded in counseling courses and gateway classes with follow-up appointments.
- EOPS, NextUp, CalWORKs, and Veterans programs provide dedicated counselor support.

- **Strategic Collaboration**

- Faculty supported and encouraged to use Early Alert for students without a CSEP by midterm.
 - Integration with onboarding and major exploration frameworks.
- Cross-functional teams coordinate campus-wide CSEP efforts.

- **Technology & Data**

- Dashboards track CSEP completion by DI status for targeted outreach.
- Personalized portal nudges and campaigns remind students to schedule.
- DegreeWorks integrated with Program Mapper for term-by-term guidance.

- **Culturally Responsive Practices**

- Ongoing counselor training in culturally responsive, identity-affirming planning.

- Asset-based messaging emphasizes student strengths and goals.

This comprehensive approach ensures most students receive a CSEP in their first semester and all by year one's end, supporting equitable outcomes, transfer, and career readiness.

Vision 2030 Equity Alignment and Coordination

Ventura College aligns its Student Equity Plan with Vision 2030: A Roadmap for California Community Colleges, ensuring that our local equity strategies are connected to systemwide goals for access, success, and support. Vision 2030 calls on colleges to expand inclusive pathways, engage disproportionately impacted populations, and embed equity into every aspect of institutional practice. In this Executive Summary, we provide a brief overview of these alignments, while the full SEP includes expanded narratives describing how Ventura College is integrating Student Equity and Achievement (SEA) efforts with categorical programs and campus-based initiatives to meet both local and statewide equity goals.

Guided Pathways

Ventura College has intentionally aligned Student Equity and Achievement (SEA) efforts with the Guided Pathways (GP) framework to transform institutional structures and center equity in all planning. The GP pillars—Clarify the Path, Enter the Path, Stay on the Path, Ensure Learning—have been embedded into onboarding, program mapping, academic support, and faculty development.

Key strategies include:

- Launching Career and Major Communities with Program Maps to guide early decision-making.
- Institutionalizing onboarding through the Welcome Center, Pirate Days, and My Academic Plan (MAP) sessions.
- Supporting persistence through proactive outreach, degree audits, and embedded supports in gateway courses.
- Advancing equity-minded pedagogy, expanding OER/ZTC pathways, and strengthening Credit for Prior Learning.
- Integrating SEA and GP leadership into the unified SEAS Advisory Committee and cross-functional workgroups for accountability.

Moving forward, Guided Pathways will continue to serve as the framework for equity-centered redesign, with strategies that strengthen the success for disproportionately impacted students.

Student Financial Aid Administration

Ventura College's Financial Aid Office has developed an equity-driven plan to maximize aid receipt and increase FAFSA/CADAA completion, especially for Hispanic males, Black males, and Black females. Access to financial resources is recognized as a key lever for equity, and efforts integrate outreach, personalized support, and data-informed interventions.

Key strategies include:

- Partnering with EOPS, CalWORKs, NextUp, Athletics, MESA, the Dreamers Resource Center, and FYE to embed financial aid into onboarding and persistence programs.
- Hosting annual "Cash for College" events, high school parent nights, and Undocumented Student Action Week activities with bilingual, family-centered services.
- Offering weekly FAFSA/CADAA labs (in-person and virtual), drop-in advising, and targeted outreach to students with incomplete files or eligibility issues.
- Embedding financial aid specialists at the Veterans Resource Center and Ventura College East Campus.
- Coordinating financial aid with the Basic Needs Office and Dreamers Center under shared leadership to connect students with grants, food, and technology.
- Training classified staff, high school partners, and frontline personnel to assist students and expanding communication tools like text messaging.

Looking ahead, Ventura College will expand proactive advising, equity-informed awarding, and targeted outreach to ensure all students—and especially disproportionately impacted populations—have the financial resources needed to persist and complete their educational goals.

Students with Disabilities (DSPS/EAC)

Ventura College's Educational Assistance Center (EAC) plays a central role in advancing equity for students with disabilities. In alignment with Vision 2030 and the Student Equity Plan, the EAC is expanding services, strengthening accessibility, and embedding disability inclusion into campus practice.

Key strategies include:

- **Expanding staffing and counseling:** hiring a full-time counselor in 2025 to improve student-to-counselor ratios, with plans to transition the role into a permanent third counselor position.
- **Early identification and support:** offering free diagnostic assessments (e.g., Woodcock-Johnson) to help students with undiagnosed learning disabilities access timely accommodations.
- **Specialized services and partnerships:** expanding supports for students with autism and mental health needs, while collaborating with EOPS, CalWORKs, Health Services, Athletics, and the Behavioral Intervention Care Team.
- **Professional development:** engaging faculty and staff in AHEAD and CAPED trainings, with districtwide disability-related PD

required annually beginning Fall 2025.

- **Accessibility initiatives:** advancing the ACMM (Accessibility Compliance Maturity Model) to meet statewide standards by 2026, while also reviewing facilities and adding features such as automated doors.
- **Integration into academic supports:** placing EAC faculty in the Tutoring Center and hiring a Faculty Coordinator and Assistive Computer Technology instructor to strengthen classroom and tutoring support.

Through these efforts, Ventura College is embedding accessibility into its culture, reducing disproportionate impact, and ensuring that students with disabilities can fully participate and succeed.

Extended Opportunity Programs and Services (EOPS)/CalWORKs

Ventura College's Extended Opportunity Programs and Services (EOPS) program has been a cornerstone of equity since 1970, providing over-and-above support for low-income and educationally disadvantaged students—many of whom fall within disproportionately impacted populations. Together with CalWORKs, EOPS delivers counseling, financial support, and wraparound services to help students persist and complete.

Key strategies include:

- **Personalized counseling and planning:** requiring at least three counseling appointments per semester, including comprehensive educational planning, orientation workshops, and financial aid advising.
- **Expanded staffing:** hiring a third counselor in Fall 2025 to reduce backlogs, restore services such as workshops, field trips, and student events, and expand outreach to part-time learners.
- **Integrated supports:** providing supplemental grants and wraparound services through CARE and CalWORKs, with cross-campus collaboration (DSPS/EAC, Career Center, Financial Aid).
- **Flexible access:** offering confidential Zoom counseling in response to immigration-related stressors and other student needs.
- **Community partnerships:** participating in county-level CalWORKs meetings and rebuilding connections with high schools and local organizations to strengthen outreach.

Through these initiatives, Ventura College's EOPS and CalWORKs programs continue to eliminate structural barriers, support disproportionately impacted students, and foster long-term success.

NextUp/Foster Youth

Ventura College is strengthening support for foster youth through expanded NextUp services and staffing, including a full-time Coordinator and permanent Student Services Specialist. These investments increase capacity to provide personalized, equity-centered care for current and former foster youth, many of whom also identify as Black, Latinx, first-generation, and housing-insecure students.

Key strategies include:

- **Proactive outreach:** building partnerships with K–12 foster youth liaisons, community organizations, and nonprofits; promoting dual enrollment pathways to ease transitions into higher education.
- **Peer mentorship and community-building:** pairing continuing foster youth students with incoming students, alongside engagement opportunities such as university trips, holiday gatherings, and graduation celebrations.
- **Basic needs and direct aid:** providing parking permits, books, laptops, meal vouchers, childcare, housing support, emergency grants, and transportation assistance.
- **Dedicated space and counseling:** creating a physical NextUp hub on campus and adding part-time counselors trained to meet the unique needs of foster youth.
- **Professional development and visibility:** offering PD for staff and faculty, celebrating Foster Youth Awareness Week, and elevating student-led initiatives to strengthen belonging.

Through these efforts, Ventura College ensures that foster youth have the resources, relationships, and recognition they need to persist, complete, and transfer.

Programs for Veterans (Veterans Resource Center)

Ventura College's Veterans Resource Center (VRC) provides equity-centered support for over 200 identified Veteran students each semester, many of whom also identify as Black, Hispanic, first-generation, or students with disabilities. The VRC aligns with SEA and Guided Pathways efforts to strengthen access, persistence, completion, and transfer.

Key strategies include:

- **Access & Enrollment:** expanding outreach through partnerships with state and federal agencies, increasing visibility at military community events, and offering a new text-based platform for admissions and enrollment support.
- **Persistence & Retention:** analyzing persistence data to identify gaps; expanding mental health support with two licensed

Veteran therapists; and fostering belonging through branch birthday events, BBQs, and community celebrations.

- **Completion & Transfer:** requiring Comprehensive Education Plans for all Veterans using benefits; using Argos reporting to track progress; and expanding transfer support with field trips, VRC Transfer Day, and university partnerships.
- **Math & English Success:** connecting Veterans with tutoring resources, exploring satellite tutoring, and promoting VA coverage for tutoring costs to reduce barriers.

Through these strategies, the Veteran's Resource Center is building a culture of belonging and academic achievement, ensuring that all Veterans—including those from disproportionately impacted populations—have clear, supported pathways to success.

Justice-Impacted Students

Ventura College is in the early stages of building a comprehensive support structure for justice-impacted students, who often face intersecting barriers as members of disproportionately impacted populations such as Black and Latinx men and women. Planning is grounded in partnership, community engagement, and institutional readiness, with expanded narratives included in the full SEP.

Key strategies include:

- **Partnerships and planning:** collaborating with the regional Rising Scholars Coordinator and faculty leaders with expertise in criminal justice to shape student-centered programming.
- **Student leadership and visibility:** launching a justice-impacted student club in 2025–2026 to provide peer support, visibility, and a safe, affirming space on campus.
- **Community connections:** partnering with probation officers, Todd Road Jail, and local legal/community organizations to expand outreach, referrals, and expungement workshops.
- **Regional collaboration:** aligning with neighboring colleges' Rising Scholars initiatives to coordinate services across the region.
- **Future development:** pursuing grant opportunities to fund dedicated staffing and exploring support models that extend to family members of justice-impacted individuals.

Through these efforts, Ventura College seeks to remove systemic barriers, foster belonging, and create clear educational and career pathways for justice-impacted students.

Low-Income Adults

Ventura College is advancing **equity-centered strategies** to expand access and success for low-income adult learners, many of whom are also Black, Latinx, part-time, first-generation, or working parents. Efforts are focused on cross-sector partnerships, structural redesign, and learner-centered innovation, with expanded details provided in the full SEP.

Key strategies include:

- **Regional partnerships:** collaborating with Fillmore Adult School, Ventura Adult Continuing Education (VACE), the Ventura County Workforce Development Board, and local agencies to build bridge programs, career pathways, and workforce-aligned supports.
- **Expanded ESL and upskilling options:** offering more ESL programming at East Campus and developing flexible training opportunities, including contract education with local industries.
- **Affordable housing initiatives:** launching an on-campus residential housing project for income-qualifying students and exploring affordable family housing options in Ventura County.
- **Competency-Based Education (CBE):** supporting faculty-led development of CBE pathways that integrate scaffolded supports for adult learners with varied educational backgrounds.
- **Structural redesign:** revising course scheduling, modality options, and service delivery to expand evening, weekend, and short-term offerings tailored to working adults.

Through these strategies, Ventura College is working to remove barriers, promote economic mobility, and ensure that low-income adults can persist, complete, and thrive.

Credit for Prior Learning

Ventura College is launching a comprehensive, **equity-centered Credit for Prior Learning (CPL)** initiative to recognize skills and knowledge gained through industry, military, and life experience. This work, aligned with Vision 2030 and the Student Equity Plan, acknowledges that disproportionately impacted students, particularly those from racially minoritized and working-class backgrounds, often bring deep professional expertise that has historically gone unrecognized in higher education.

Key strategies include:

- **Leadership and planning:** under the new Dean of Career Education, developing a three-year CPL plan focused on structural design, faculty collaboration, and policy integration.
- **Assessment and articulation:** conducting a college-wide review of current CPL and PLA opportunities and creating crosswalks for industry certifications and apprenticeships to align with VC coursework.
- **Multiple assessment models:** offering portfolios, challenge exams, and competency demonstrations designed in partnership with

faculty and industry to support workforce-aligned fields.

- **Equity focus:** ensuring CPL removes financial and time barriers while validating the lived experiences of students balancing work, family, and education.
- **Integration with innovation:** exploring connections with competency-based education (CBE) and developing apprenticeships that stack into credit-bearing programs and degrees.

Through these efforts, Ventura College is transforming access, accelerating completion, and creating affirming pathways for adult learners, veterans, returning students, and working professionals.

Dual Enrollment

Ventura College is advancing an equity-centered Dual Enrollment strategy aligned with **Vision 2030's ninth grade goal** for all high school students to graduate with at least 12 units of college credit. This work prioritizes early access, academic readiness, and pathway development, particularly for disproportionately impacted students such as first-generation, low-income, Latinx, and Black learners. Dual enrollment at Ventura College has grown in the last three years from a headcount of 1,498 in 2022-2023 to 2,486 in 2024-2025. VC is building an infrastructure for sustainable future growth by engaging faculty members in leadership and planning, increasing faculty and staff recruitment to support the program, and establishing a collaborative framework with district colleges to align dual enrollment practices.

Key strategies include:

- **Strengthening infrastructure:** hiring a Director of Dual Enrollment, forming an Advisory Group led by the VP of Academic Affairs, and creating a regional Community of Practice with the Career Ladders Project and Ventura County Office of Education.
- **Building onramps:** expanding College and Career Access Pathways (CCAP) with foundational courses like Counseling V02, English C1000, and Statistics C1000 to boost early math and English success.
- **Expanding access in underserved areas:** increasing CCAP offerings in Santa Paula and Fillmore, using disaggregated data to guide outreach and address gaps in male participation.
- **Student and family engagement:** hosting events such as the Fall Welcome and Spring Soirée to promote retention, belonging, and family involvement.
- **Faculty and staff support and development:** providing professional development for dual enrollment instructors, embedding a dedicated counselor, and clarifying cross-departmental roles through a function map to support student transitions.

Through these efforts, Ventura College is working to ensure that dual enrollment serves as a powerful, equitable launchpad into higher education for all students.

Strong Workforce Program/Perkins

Ventura College's **Strong Workforce Program** and **Perkins Program** are closely aligned with the **Student Equity and Achievement (SEA)** Program to advance **Vision 2030's goal of equitable workforce and economic development**. Together, these initiatives expand access, strengthen programs, and increase the number of students—particularly disproportionately impacted populations—who achieve living-wage employment.

Key strategies include:

- **Support for special populations:** Perkins funding prioritizes students with disabilities, low-income learners, foster youth, and those in nontraditional gender pathways, while providing faculty professional development to better serve these groups.
- **Industry-aligned training:** Strong Workforce and Perkins funds equip Career Education (CE) programs with state-of-the-art technologies, ensuring students gain skills that reflect evolving industry practices.
- **Targeted outreach:** marketing campaigns aim to increase enrollment from underrepresented groups, including men in nursing and women in technology and transportation fields.
- **Equity-driven innovation:** Strong Workforce supports the **Bachelor of Science in Automotive Career Education**, enrolling a high percentage of Hispanic males and preparing students for management-level careers in electrified vehicle technology.
- **Credit for Prior Learning (CPL):** beginning with diesel technology and veterans with relevant military experience, with expansion planned across other CE programs.
- **New program development:** launching high-demand degrees such as the **Speech Language Pathology Assistant** program, designed to meet workforce needs and provide transfer pathways.
- **Cross-program collaboration:** Perkins strengthens coordination with NextUp, the Veterans Resource Center, DSPS, and EOPS/CalWORKs to provide tailored wraparound supports for disproportionately impacted students.

Through these efforts, Ventura College ensures that workforce and career education initiatives directly support equity goals, providing students with the skills, credentials, and opportunities to achieve economic mobility.

Student Health Center

Ventura College's **Student Health Center (SHC)** fosters a culture of wellness and belonging by providing equity-centered health and

mental health services that directly support student retention, persistence, and success. Expanded details are included in the full SEP.

Key strategies include:

- **Expanded counseling access:** doubling the number of mental health therapists from four to eight, embedding bilingual and specialized therapists at East Campus, Basic Needs, and Athletics, and offering HIPAA-compliant Zoom and phone sessions.
- **Peer-to-peer support:** developing a Wellness Lounge and peer-led mental health program in response to student survey data, creating safe, relatable spaces for healing and engagement.
- **Sustainable access:** partnering with the California Youth and Behavioral Health Initiative (CYBHI) to accept Medi-Cal, keeping services free while generating revenue to expand care.
- **Targeted outreach and partnerships:** collaborating with Dreamers Services, Pride Pirates, and NextUp to address cultural and political stressors, while expanding trauma-informed care, family planning, and inclusive health education.
- **Crisis response and professional development:** providing “recognize and refer” training, participating in the Behavioral Intervention Care Team (BICT), and exploring employee wellness sessions to build resilience among faculty and staff.

Through these strategies, Ventura College ensures that health and mental health services are accessible, culturally responsive, and fully integrated into the college’s equity and student success goals.

Budget and Accounting

Detailed Accounting of Funding Expenditures from 2022-25 Student Equity Plan

Ventura College strategically invested SEA funds from 2022–2025 to expand counseling, tutoring, basic needs services, professional development, and other equity-focused initiatives. A detailed accounting of these expenditures demonstrates how resources were directed toward closing equity gaps and supporting disproportionately impacted students.

The following table documents expenditures for SEA funds for the past few fiscal years:

Ventura College Student Equity and Achievement Budgets AY 2022-2025						
Prgm code	Program Description	FY 23 Allocation 36518	FY24 Allocation 36519	FY25 Allocation 36520	Total	%
493000	AB705 (General Studies)	\$13,881.05	\$-	\$-	\$13,881.05	0.1%
493009	Tutoring	\$ 413,075.82	\$74,121.05	\$276,355.05	\$763,551.92	6.7%
601000	Admin Support	\$460,213.21	\$287,581.25	\$683,608.59	\$1,431,403.05	12.5%
609000	Faculty Academy	\$1,603.84	\$-	\$-	\$1,603.84	0.0%
609010	English AB705/Tutoring	\$-	\$-	\$-	\$-	0.0%
609020	Math AB705/Tutoring	\$-	\$-	\$-	\$-	0.0%
631000	Counseling	\$909,896.71	\$2,413,186.90	\$584,632.44	\$3,907,716.05	34.2%
639000	FYE	\$472,853.20	\$19,626.56	\$337,767.70	\$830,247.46	7.3%
639010	Career Center	\$18,346.74	\$25,171.07	\$29,161.31	\$72,679.12	0.6%
639020	University Transfer Ctr	\$184,365.98	\$4,192.25	\$165,940.24	\$354,498.47	3.1%
645000	Student Connect	\$66,394.97	\$-	\$177,353.29	\$243,748.26	2.1%
645010	Outreach	\$92,211.12	\$-	\$134,587.73	\$226,798.85	2.0%
649000	VCEC	\$21,145.41	\$-	\$105,954.39	\$127,099.80	1.1%
649010	Outreach & Student Engagement	\$91,073.30	\$234,218.83	\$-	\$325,292.13	2.8%
649020	Basic Needs	\$4,024.73	\$-	\$-	\$4,024.73	0.0%
649030	Pirate's Cove	\$-	\$-	\$-	\$-	0.0%
678000	Management Info Systems	\$127,189.92	\$87,631.69	\$-	\$214,821.61	1.9%
679000*	Other General Institutional Support	\$633,749.92	\$96,284.99	\$29,400.86	\$759,435.77	6.7%
679010	Other General Institutional Support	\$88,510.04	\$401,579.46	\$158,480.80	\$648,570.30	5.7%
679020	Professional Development	\$207,307.04	\$162,248.95	\$144,519.13	\$514,075.12	4.5%
Total available to spend in FY26		\$-	\$-	\$1,153,028.24	\$1,153,028.24	100.0%
	Prior Year Expenditures	\$ 3,805,843.00	\$3,805,843.00	\$2,652,814.76	\$10,264,500.76	
Total allocations		\$-	\$-	\$3,805,843.00	\$11,417,529.00	

Resources Budgeted for Goals & Key Strategies in 2025-28 Student Equity Plan

For the 2025–2028 cycle, Ventura College will align SEA Funds with the goals and strategies outlined in this Student Equity Plan. Funding priorities include academic and student support, peer-to-peer support, professional development, basic needs, and program innovations that support disproportionately impacted populations.

The following table projects expenditures for SEA funds through fiscal year 2026. As the college engages in a transition of leadership at the Executive level, budget projections for fiscal years 2027 and 2028 will be developed in accordance with the 2025-2028 Student Equity Plan goals and initiatives:

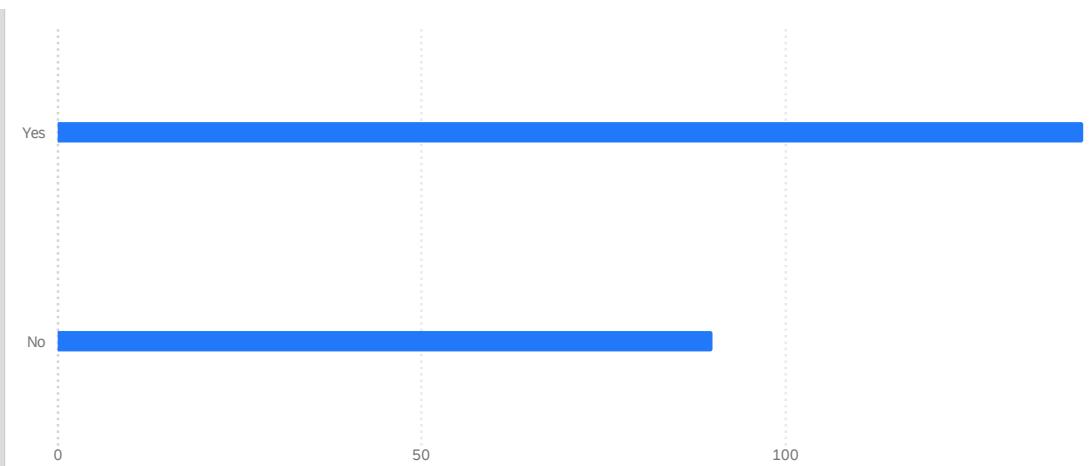
Ventura College
Student Equity and Achievement Projected Budgets AY 2025-2028

Prgm code	Program Description	FY 26 Tentative 36521	FY27 Projection 36522	FY28 Projection 36523	Total	%
493000	AB705 (General Studies)	\$-			\$-	0.0%
493009	Tutoring	\$309,877.00			\$309,877.00	8.6%
601000	Admin Support	\$119,220.00			\$119,220.00	3.3%
609000	Faculty Academy	\$-			\$-	0.0%
609010	English AB705/Tutoring	\$-			\$-	0.0%
609020	Math AB705/Tutoring	\$-			\$-	0.0%
631000	Counseling	\$1,719,815.47			\$1,719,815.47	47.6%
639000	FYE	\$340,360.18			\$340,360.18	9.4%
639010	Career Center	\$38,532.50			\$38,532.50	1.1%
639020	University Transfer Ctr	\$61,124.00			\$61,124.00	1.7%
645000	Student Connect	\$-			\$-	0.0%
645010	Outreach	\$148,229.10			\$148,229.10	4.1%
649000	VCEC	\$155,227.63			\$155,227.63	4.3%
646000	Financial Aid	\$116,068.00			\$116,068.00	3.2%
649010	Outreach & Student Engagement	\$127,138.82			\$127,138.82	3.5%
649020	Basic Needs	\$-			\$-	0.0%
649030	Pirate's Cove	\$-			\$-	0.0%
678000	Management Info Systems	\$88,592.14			\$88,592.14	2.5%
679000*	Other General Institutional Support	\$63,072.00			\$63,072.00	1.7%
679010	Other General Institutional Support	\$-			\$-	0.0%
679020	Professional Development	\$328,294.16			\$328,294.16	9.1%
Total available to spend in FY29???					\$-	100.0%
	Prior Year Expenditures	\$-			\$-	
Total allocations		\$3,615,551.00			\$3,615,551.00	

Appendices

The following appendices are included in this Executive Summary to further contextualize the development of the 2025-2028 Student Equity Plan for Ventura College.

Appendix A: Student Health Center Survey Data

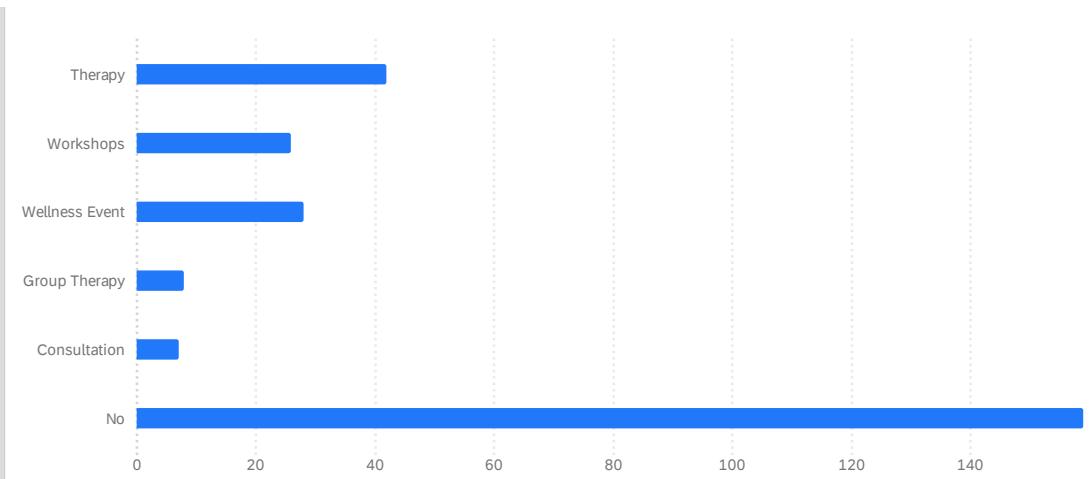


Have you ever felt the need to talk to someone regarding your mental health while attending college? 231 ⓘ

Q4 - Have you ever felt the need to talk to someone regarding your mental health while attending college?	Count	Count
Yes	61%	141
No	39%	90

Have you ever felt the need to talk to someone regarding your mental health while attending college? 231 ⓘ

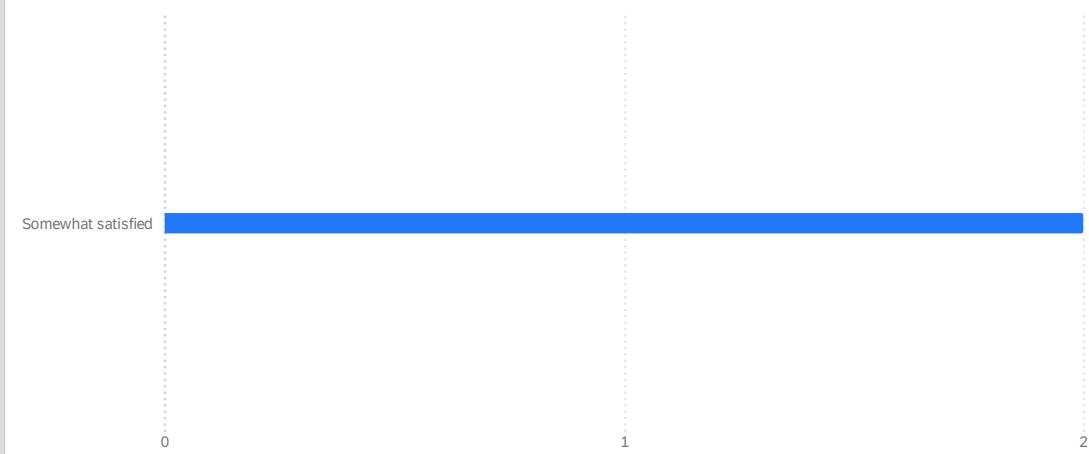
Q4 - Have you ever felt the need to talk to someone regarding your mental health while attending college?	Average (Q4 - Have you ever felt the need to talk to someone regarding your mental health while attending college?)	Minimum (Q4 - Have you ever felt the need to talk to someone regarding your mental health while attending college?)	Maximum (Q4 - Have you ever felt the need to talk to someone regarding your mental health while attending college?)	Count
No	2.00	2.00	2.00	90
Yes	1.00	1.00	1.00	141



Have you ever used any of these on-campus mental health resources? 231 ⓘ

Q5 - Have you ever used any of these on-campus mental health resources?	Count	Count
Therapy	18%	42
Workshops	11%	26
Wellness Event	12%	28
Group Therapy	3%	8
Consultation	3%	7
No	69%	159

How would you rate your experience? 2 ⓘ

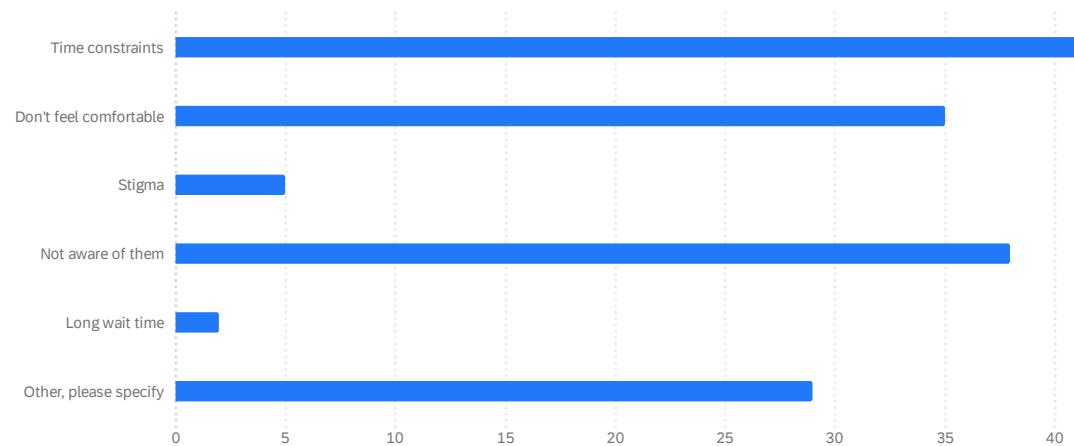


Q6 - How would you rate your experience?	Count	Count
Somewhat satisfied	100%	2

How would you rate your experience? 2 ⓘ

Q6 - How would you rate your experience?	Average (Q6 - How would you rate your experience?)	Minimum (Q6 - How would you rate your experience?)	Maximum (Q6 - How would you rate your experience?)	Count
Somewhat satisfied	4.00	4.00	4.00	2

Why have you not utilized any of these services? 150 ⓘ

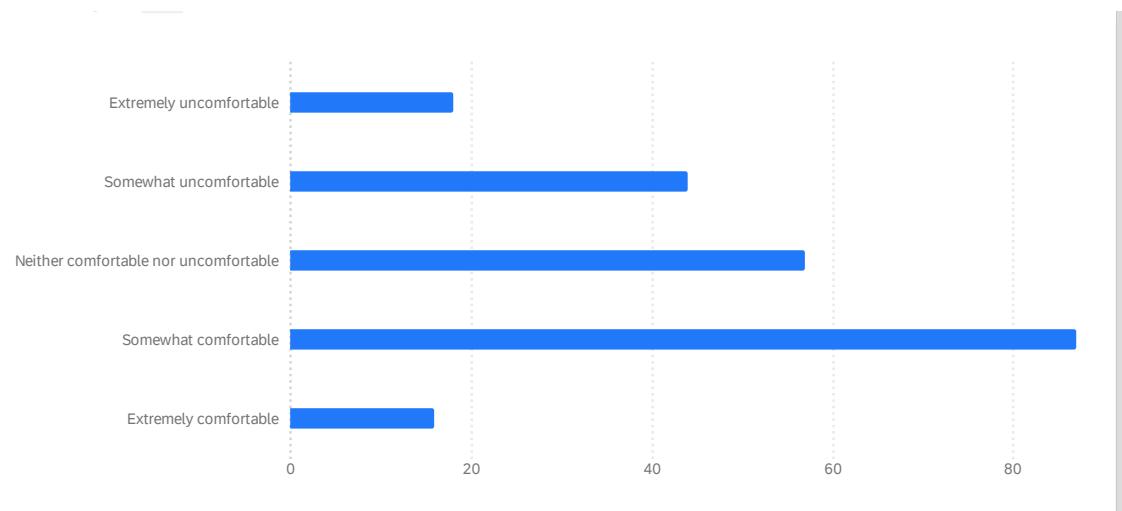


Q7 - Why have you not utilized any of these services? - Selected Choice	Count	Count
Time constraints	27%	41
Don't feel comfortable	23%	35
Stigma	3%	5
Not aware of them	25%	38
Long wait time	1%	2
Other, please specify	19%	29

Why have you not utilized any of these services? 150 ⓘ				Count
Q7 - Why have you not utilized any of these services? - Selected Choice	Average (Q7 - Why have you not utilized any of these services? - Selected Choice)	Minimum (Q7 - Why have you not utilized any of these services? - Selected Choice)	Maximum (Q7 - Why have you not utilized any of these services? - Selected Choice)	
Don't feel comfortable	2.00	2.00	2.00	35
Long wait time	5.00	5.00	5.00	2
Not aware of them	4.00	4.00	4.00	38
Other, please specify	6.00	6.00	6.00	29
Stigma	3.00	3.00	3.00	5
Time constraints	1.00	1.00	1.00	41

Why have you not utilized any of these services?: Other, please specify - Text 250 (i)

Other, please specify



How comfortable would you feel talking to a peer, who would be trained in mental health advice, about mental health challenges? 222 ⓘ

Q8 - How comfortable would you feel talking to a peer, who would be trained in mental health advice, about mental health challenges?

	Count	Count
Extremely uncomfortable	8%	18
Somewhat uncomfortable	20%	44
Neither comfortable nor uncomfortable	26%	57
Somewhat comfortable	39%	87
Extremely comfortable	7%	16

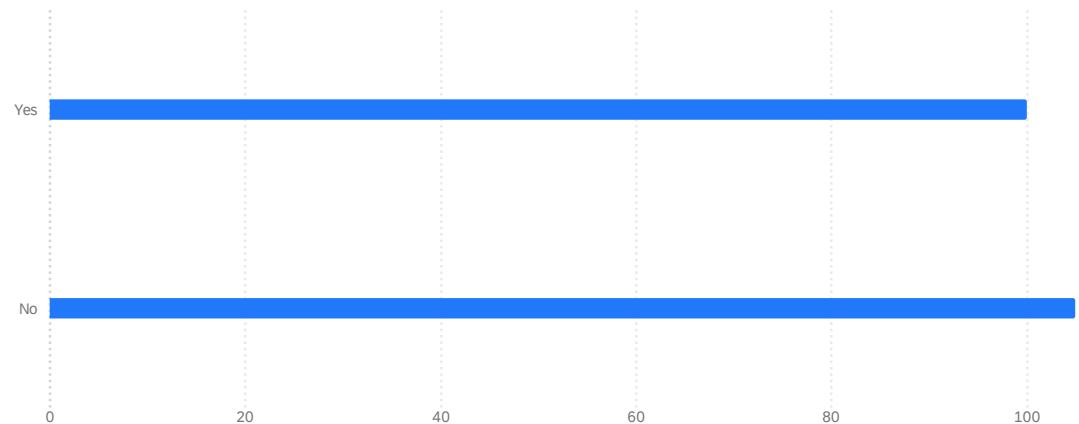
How comfortable would you feel talking to a peer, who would be trained in mental health advice, about mental health challenges? 222 ⓘ

Q8 - How comfortable would you feel talking to a peer, who would be trained in mental health advice, about mental health challenges?

	Average (Q8 - How comfortable would you feel talking to a peer, who would be trained in mental health advice, about mental health challenges?)	Minimum (Q8 - How comfortable would you feel talking to a peer, who would be trained in mental health advice, about mental health challenges?)	Maximum (Q8 - How comfortable would you feel talking to a peer, who would be trained in mental health advice, about mental health challenges?)	Count
Extremely comfortable	5.00	5.00	5.00	16
Extremely uncomfortable	1.00	1.00	1.00	18
Neither comfortable nor uncomfortable	3.00	3.00	3.00	57
Somewhat comfortable	4.00	4.00	4.00	87

An unexpected error has occurred.

Would you be more likely to seek assistance with mental health needs from a peer support program than a traditional therapist? 205 ⓘ



Would you be more likely to seek assistance with mental health needs from a peer support program than a traditional therapist? 205 ⓘ

Q9 - Would you be more likely to seek assistance with mental health needs from a peer support program than a traditional therapist?

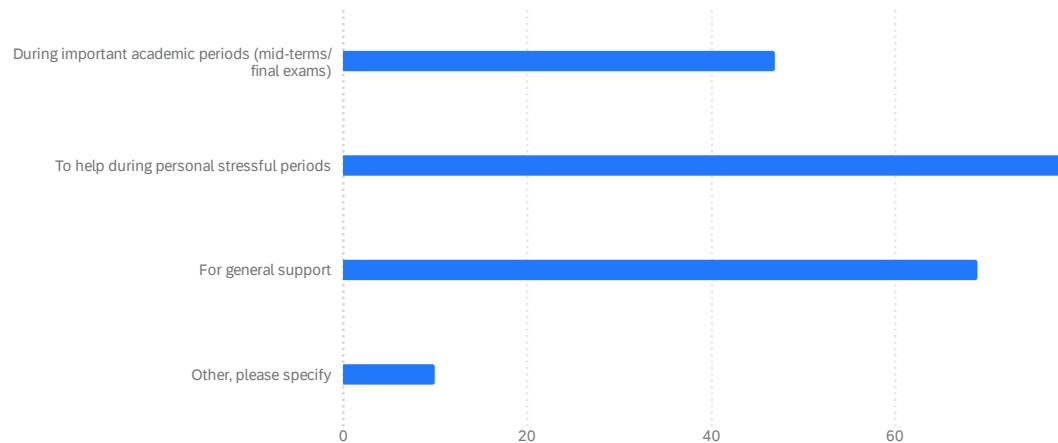
Count

Count

Yes	49%	100
No	51%	105

Q9 - Would you be more likely to seek assistance with mental health needs from a peer support program than a traditional therapist?	Average (Q9 - Would you be more likely to seek assistance with mental health needs from a peer support program than a traditional therapist?)	Minimum (Q9 - Would you be more likely to seek assistance with mental health needs from a peer support program than a traditional therapist?)	Maximum (Q9 - Would you be more likely to seek assistance with mental health needs from a peer support program than a traditional therapist?)	Count
No	2.00	2.00	2.00	105
Yes	1.00	1.00	1.00	100

When would you most likely seek support from peers? 204 ⓘ



When would you most likely seek support from peers? 204 ⓘ

Q10 - When would you most likely seek support from peers? - Selected Choice	Count	Count
During important academic periods (mid-terms/ final exams)	23%	47
To help during personal stressful periods	38%	78
For general support	34%	69
Other, please specify	5%	10

Appendix B: Hanover Equity Student Focus Groups Report



STUDENT EQUITY PLAN: STUDENT FOCUS GROUP KEY FINDINGS

Prepared for: Ventura College

September 2024

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EXECUTIVE SUMMARY

PROJECT OBJECTIVE

Ventura College (VC) seeks to explore the current aspects of process, policy, practice, or culture that may impede equitable outcomes and positive experiences for various student populations, especially male students of color and part-time students, the two most disproportionately impacted populations as identified by VC. The institution is interested in understanding the experiences of these students directly as they consider their experiences on campus, aiming to better serve them and represent them in a revised Student Equity Plan.



Understand student experiences on campus, especially as relates to part-time students and male students of color.



Identify barriers and unmet needs for these students.



Articulate recommendations for better supporting all students equitably.

METHODOLOGY

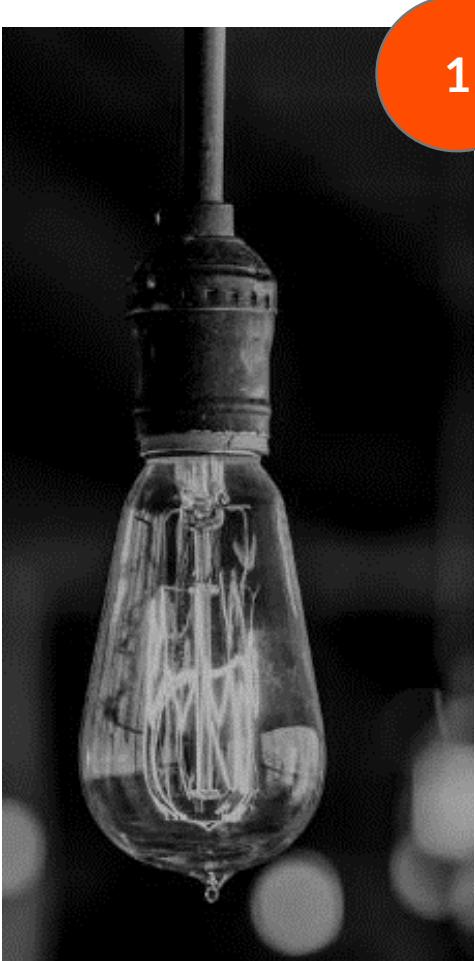


Hanover Research conducted **six (6) focus groups** with 52 total students across Ventura College. Participants included 16 male students of color (including 9 student athletes), 18 part-time students (including 9 adults returning to college), 17 East Campus students (including 4 ESL students), and 1 female athlete.

Note:

Qualitative research is exploratory and designed to add insight and a depth of understanding to a particular question or topic. Qualitative findings provide commonalities and trends but are not intended to be statistically significant or to provide generalizable conclusions.

1

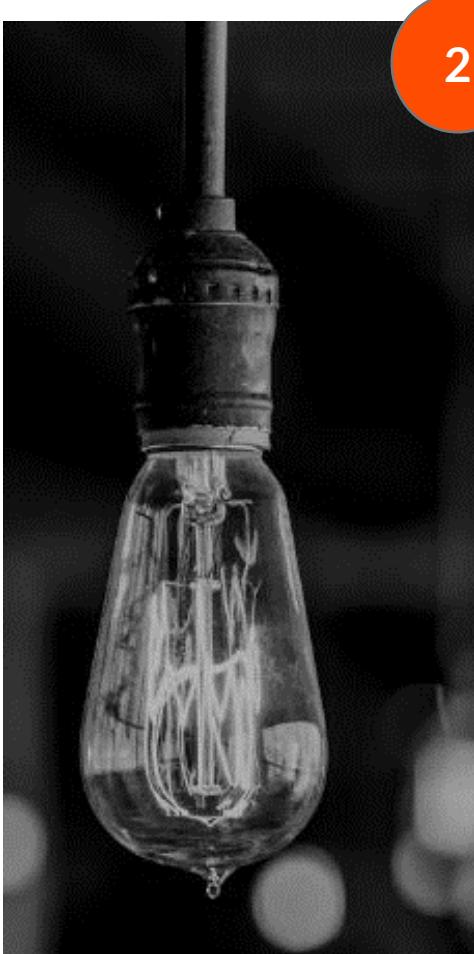


Increase communication around events on both campuses and ensure that events are available at a variety of times. Many participants discussed difficulties in identifying or attending events on campus. Several noted that the volume of events is strong, but the communication around events and the timing of events can make it difficult to attend them. Based on student feedback at the focus groups, VC should consider the following approaches to meet these needs:

- Host more events at the East Campus and in the evenings to meet the needs of Part-Time and East Campus students.
- Post about upcoming events more in advance than current practice on social media sites.
- Consider launching a campus-wide calendar that not only lists upcoming events but provides details about these events.

RECOMMENDATIONS

(2/3)

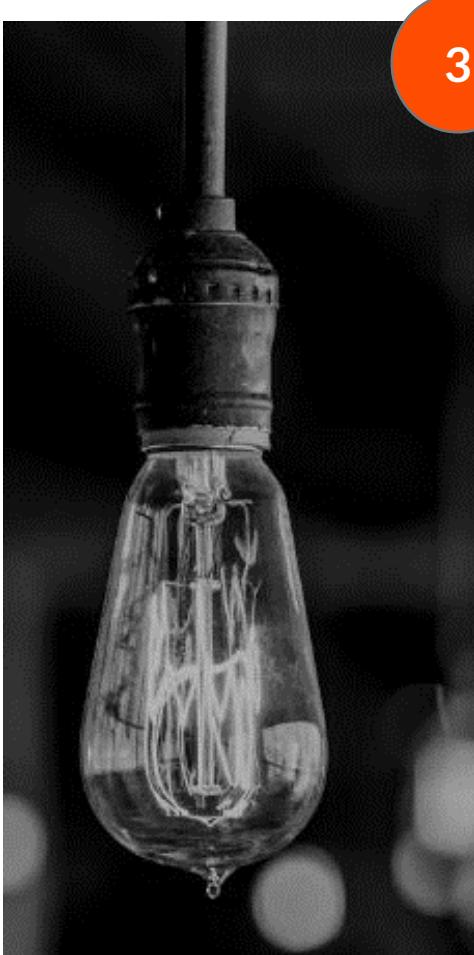


Develop new guides for registration in the form of workshops or tutorials to guide students through the complicated process. Respondents across multiple demographics reported that the current registration process at VC is overly complex and confusing. The current system requires significant cross-site activity, which can be confusing and is prone to glitches that are only resolvable in person, costing significant time. Respondents provided a variety of suggestions for how to improve the current registration process (shown below), though VC should also consider streamlining its system to host all information (courses, meeting times, etc.) on the same site that students use to register.

- Consider hosting registration workshops to help students navigate registration and to introduce guidance counselors.
- Create tutorial videos (potentially hosted on the registration site itself) to guide students through the process.
- Explore priority registration for working students to ensure they are able to take the courses they need at the times that work for their busy schedules.

RECOMMENDATIONS

(3/3)



Consider training counselors on how to guide students effectively through all programs while also providing additional guidance to students on how to find program-specific counselors. Students expressed concerns about the current counseling system at VC, generally focused on the lack of specific knowledge counselors have on their unique program-related needs, a lack of personalized care, and difficulty in identifying counselors with specific knowledge of their programs. VC could consider the following strategies to address some of these needs:

- Provide additional training to counselors on how to address the needs of all programs on campus.
- Provide resources to counselors on personalizing student support.
- Give students more detailed instructions on how to find program-specific counselors.
- Consider implementing or formalizing peer mentorship programs, another feature students called for, to help supplement and support counseling efforts.



- **Student participants in the focus group highlighted 15 major themes to consider when revising VC's Student Equity Plan.** Several of the most prominent themes, highlighted in the following pages, focus on events and belonging, as well as registration and student support through counseling or student mentors. The full list of identified themes is included below; asterisked themes are covered in detail in this report with remaining themes available for examination in the included data supplement.
- First-Year Experience
- Interactions with Professors
- **Interactions with Counselors***
- Academic Information Availability
- Financial Aid Information Availability
- **Feeling of Belonging***
- Website
- Phone Apps/Social Media
- **Campus Event Awareness***
- Course Availability/Placement
- Student Service Availability
- Affinity Group Participation
- Peer Mentoring
- Tutoring
- Online Courses
- **Registration***
- Athletics



- **VC could improve communication about events, services, and supports available to students.** A consistent point made by multiple demographic groups across multiple themes was a lack of communication and/or student awareness about various services available to students. While many students noted that there were a large number of events on campus, or counselors could be a helpful resource, they found it difficult to know how to access these services or when these activities may be taking place.
- **East Campus and Part-Time Students especially find it difficult to attend events due to their location or timeframes.** These students want more events to be held on their campus and during the evenings or other non-working times of day to help make it more viable for them to attend and increase their sense of belonging on campus.
- At the same time, many students—especially Part-Time Students—appreciated the friendly and convivial atmosphere on campus.



- **Students suggest additional supports to help foster community, belonging, and event attendance.** Students across demographics proposed new approaches VC could adopt to foster event attendance, such as a new online campus-wide calendar with event details or an on-campus cafeteria to foster community.
- **Students across all demographics find the current registration system overly complex, confusing, and time-consuming.** Many students noted that the process was prone to glitches, required cross-referencing multiple websites, or took significantly more time than they expected. This was especially true of Part-Time Students, who had significant issues with the process and found it difficult to work with. Several students suggested various approaches to try to improve the system, including registration workshops, tutorial videos hosted on-site, and priority registration for working students.



- **While some students have had good experiences with guidance counselors, many have found their interactions impersonal and unhelpful.** East Campus, Male Students of Color, and Part-Time Students all agree that counselors are most helpful when they have specialized knowledge about the specific program students are pursuing and can guide them to the courses and professors that are best suited to their needs. Most, however, have had difficulty finding these sorts of relationships with their counselors, instead noting that much advice has been overly general, unhelpful, or even incorrect as they have been directed to take courses they did not need. **Students suggest more personalized support and guidance on how to identify counselors with specific programmatic knowledge would be helpful.**



- **Students also point toward student mentors as potentially beneficial supports.** Students note that these relationships could not only help them navigate VC more effectively, but they could also help take on some of the personalized roles students hope counselors may fill. Indeed, student mentors may also help foster greater feelings of community and belonging on campus.



FEELINGS OF BELONGING

Overall and Population-Specific Needs

OVERALL NEEDS

Seven of the 52 focus group participants discussed feelings of belonging as a major factor to consider in the Student Equity Plan. Participants identified some specific issues around belonging that VC should consider:



Event Availability

Several students—especially part-time students—highlighted the difficulty in attending events due to scheduling issues. *Events and activities that foster a sense of belonging should be spread throughout the day and evening rather than simply during the day when many students are unavailable.*



Friendly Staff and Workers

Despite some difficulty in attending events, *several students emphasized the friendliness and kindness of students and staff.* One student even noted that they chose to attend Venture over a nearer college due to the friendliness.



Access to Community

While some students highlight the high quality of resources, *several highlighted a lack of awareness of ease of access to resources.* One student noted that resources and the "Student Experience" had to be sought out rather than easily accessible, while another student proposed adding a cafeteria to campus to help facilitate a feeling of belonging and foster student connection.

"I've only been part time for probably since I got here, which has been almost three years, and I've noticed in that time that a lot of things [have] been limited to only full time, which is kind of difficult because not a lot of people can be full time because of their scheduling for whatever reason."

- East Campus Student

PART-TIME STUDENTS

Part-time focus group participants found some issues in trying to participate in the campus culture (especially evening students), but **two of three respondents appreciated the positive, friendly, helpful campus culture at VC.**

To better address some of the needs of part-time students that may currently be going unaddressed, VC should **ensure that any emphasis on belonging in the equity plan considers evening and part-time students** who may be unable to participate in daytime events and activities.

Part-time students also showed a **high desire for peer mentors** (see included data supplement), which may be another method through which VC can foster a sense of belonging.

"I think most of the events are offered during the day. So...those of us who are part time and mostly evening students...are not able to participate in those because...they're done by the time we're here. I don't think they're really catering to or keeping the evening student population."

-Part-Time Student/Returning

"I feel like there's good counselors here and the way they present themselves, they try to help. Even the student workers, everybody's so nice. I can't say [anything] bad about Ventura College and this is why I returned back here. I live closer to Oxnard College. 5 minutes away, but I choose to come here because of the environment, the way people are, the way that people greet you."

-Part-Time Student/Returning

"There's a lot of great resources and people. Many people have been so kind and healthy to me."

-Part-Time Student/Returning

MALE STUDENTS OF COLOR

*"I guess I formed this sort of image that college was evil and nobody cared about you, but the first day I walked on campus, I remember they were doing a little welcome thing. **And I got a free burrito, and I know it's small, but that alone made me feel not like [that], [but] that they care.**"*

- Male Student of Color

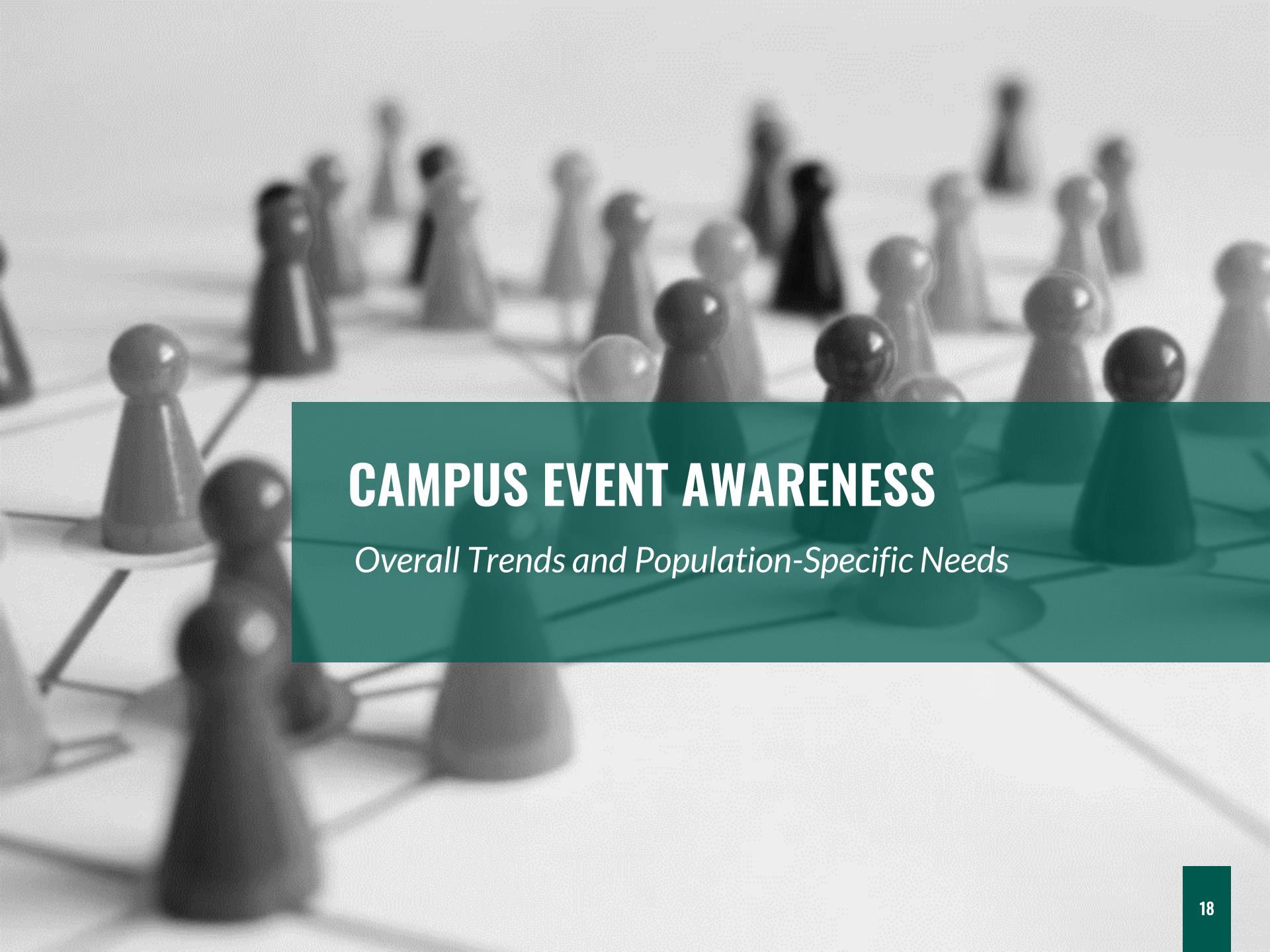
*"Well, since I've been full time for most of...my time here,...at the beginning...it didn't really feel like there was much student experience here. So I had short hours, but either **way I feel I should have some sort of...guidance to get that real student experience.** You have to seek it out, sort of like it's not right there in front of you have to go see, get out."*

- Male Student of Color

Male Students of Color who participated in the focus group had a few suggestions to help improve students' sense of belonging on campus. These include additional guidance on how to engage with the campus community as well as more spaces to foster community, such as a cafeteria. One student noted how even small efforts to foster community can make a big impact.

*"I think we really need a cafeteria because there's not a consistent enough place to get food here, especially in the later hours. And so a cafeteria would be nice, especially for students that might not have a car to make it easy to go off campus to grab food. And even though they have food trucks, it's like you grab your food and you go somewhere else. **But if we had that cafeteria, there would be a lot more students, [it] would be a little more lively and just, you know, just kind of a neat community there that some people could actually feel [like] going [to] together."***

- Male Student of Color



CAMPUS EVENT AWARENESS

Overall Trends and Population-Specific Needs

OVERALL NEEDS

"It's almost like a party every week, especially in the fall. I feel like they do a really good job on it."

-Male Student of Color/Athlete

"You find them almost by accident. I come out of class and like, oh, this is happening now."

- Male Student of Color

"And you know, just posting it...on social media, which is good too, because who isn't on social media nowadays."

- East Campus Student



While many students note that there's a decent volume of events on VC's campus, several also noted that communication surrounding events could be improved. Some specific suggestions drawn from the focus group are as follows:

- Students want a more centralized calendar of events with details about all events
- Event flyers are helpful—but only if you see them. Further, there are too many so they get overwhelming
- East Campus students would like more activities on their campus, especially during the hours they are there

EAST CAMPUS STUDENTS

"And you know, just posting it...on social media, which is good too, because who isn't on social media nowadays."

- East Campus Student

*"...Even then, on the My VC, on the website at least, the my [VC] tell[s] you the events, **but it doesn't tell you any information**"*

- East Campus Student



East Campus students most frequently spoke toward event awareness over other common themes. Students highlighted a need for increased awareness both of event dates (suggesting VC should **cross-post events on social media**) and of what events actually entail, **including event details on an online calendar**.

MALE STUDENTS OF COLOR

Male Students of Color identified both strengths and weaknesses of VC's current approach to events:

➤ **Event Volume is strong:** Two respondents noted that there are a large number of events creating a joyous atmosphere.

*"I would honestly say I feel like they do a really good job on it by doing the activities and stuff outside, they always have stuff going on outside. **It's like almost like a party every week, especially in the fall. I feel like they do a really good job on it.**"*

-Male Student of Color/Athlete

*"It's getting better, **I think there's a lot of posters on campus that you could see...** I see people checking them all the time now."*

- Male Student of Color

*"Sometimes [events] could feel like just one-off little experiences that people can have...and then everybody just goes back to their normal day. **It doesn't feel like student life...** I mean, we have 3 or 4 teams that went to championships and nobody even knew about it, to be honest."*

- Male Student of Color

*"I think...there's not a lot of communication with the campus events. That was one of the first things I noticed when I got here... I follow all the newsletters, watch all my emails, I look on the Instagram if there was an event. When it's happening, they post it, like, 20 minutes before the actual event starts, so nobody knows anything that's happening, or if it goes through a story on Instagram and then nobody checks that or nobody even remembers it. **That's something that I see with the communication—it's not happening for events.**"*

-Male Student of Color



REGISTRATION

Overall Trends and Population-Specific Needs

OVERALL NEEDS

(The registration system communicates with other websites like Degree Works) but not effectively, it communicates after the fact.

-Part-Time Student

I thought registration was simple but it isn't. It took me a long time. It was frustrating."

-Part-Time Student/Returning



Many participants in the focus group emphasized technical and structural difficulties in the registration process. Part-Time Students, in particular, noted that the current registration process at VC is overly complex, requiring significant cross-site navigation to effectively complete. Others noted that much of the process does not effectively sync together, and that there is a lack of helpful guidance for the process. Some respondents suggested implementing workshops, tutorials, or priority registration systems to help ease the process for VC students.

PART-TIME STUDENTS

"There weren't many resources from counselors other than...just pushing you towards assist. So that was kind of a slight barrier"

- Part-Time Student

"I think the platform to register is not very user friendly. It takes you in the cycle, and even...Pirate Chat...comes in and you're supposed to chat, it doesn't help. So, I think that needs to be improved... Even with the planner, [it's] like 'where do I click in?'"

- Part-Time Student/Returning

"I've had issues with glitches...like, I've sent transcripts and it hasn't registered...I fixed it when I actually physically went into the office, but it took that extra time, that extra step"

- Part-Time Student

"It's pretty tedious, especially going from Degree Works where it has all the requirements that you need and then you can go off to the side and it shows the classes that fulfill those requirements and then you go to the catalog to see those classes that are available for those certain sections and you go through all of them and then you look for, well, what day is this class? Is it online? Is it in person? Can I attend it? Can I not? You have to take that CRN and you have to take it another website and you have to go and you have to build classes and you have to build your schedules"

- Part-Time Student

OTHER STUDENT POPULATIONS

Focus group participants from other populations also had complaints about the registration process, though they provided some specific ways that VC could address these issues:

➤ Priority Registration for Working Students:

One East Campus Student noted that working students should get priority registration to make it easier to take the classes they need.

➤ Registration Workshops:

One Female Full-Time Student suggested having registration workshops, which could double as an opportunity to meet different counselors.

➤ Tutorial Videos:

One Male Student of Color called for tutorial videos to help students navigate the entire registration process.

"I kind of wish there was some priority registration for people that are working and trying to study because I don't think there's anything like that, though if you study or...if you want [to] work, but you also want to study, there's nothing that can help you try to get the classes because you're trying to look for classes that can fit your schedule."

-East Campus Student

"I think having registration workshops would be a good idea, especially having counselors there, because I think a lot of times students don't know where to go to look for counselors and that also gives them a chance to meet different counselors and see which ones fit what they need...I think that would be a good idea."

- Full-Time Female Student/Athlete

"Yeah, they should have put...a tutorial video where it's where you go register for classes because I feel like a lot of people can get...very confused."

- Male Student of Color/Athlete



INTERACTIONS WITH COUNSELORS

Overall and population-specific needs

OVERALL TRENDS

Seven participants note both positive and negative experiences with counselors during the focus group. Overall, respondents are concerned that counselors are not effectively guiding them to the courses they need to take, also reflected in some of the concerns about the registration process.

I had no idea there were specific counselors and I just kind of went with [it]. I just click[ed] random ones and then those counselors never really mentioned that they were specific counselors for certain majors. I kind of wish there was more communication within that."

-Part-Time Student

*"...I feel like, comparing counselors in high school, I feel like I've had more of a connection with my high school counselor than I ever will with [a] college counselor... unless I absolutely need help because, you know, **there's no personal touch there...**"*

- East Campus Student

Students highlight both positive and negative counselor experiences:

- **Positive counselor experiences** generally revolve around meetings targeted toward specific fields of study
- **Negative counselor experiences** focus on general information from counselors not personalized toward student needs.

PART-TIME STUDENTS

Part-time students highlighted a **lack of awareness, generic and impersonalized counseling experiences, and unhelpful course direction** as major concerns when interacting with guidance and course counselors. Part-time students want more communication about specific counselor foci, more personalized relationships with counselors, and counselors who are specifically aware of the needs of different programs. Part-time students also emphasized that peer mentors may be strong complements to counselors as they could more easily talk to them and learn about how to navigate VC.

"I've been going here for a while, it's because it wasn't till recently that one of the counselors actually gave me the support that I needed. And I think a lot of the counselors don't really do that good of a job. Honestly, you know, you just take class after class after class and you really waste time."

-Part-Time Student/Returning

"They set me up with the counselor that they said was gonna help me with the Agriculture Department and I'm like, OK, and I go and I meet with the counselor. And he didn't really have any idea of how to do it."

-Part-Time Student

*And sometimes counselors are very quick to try to fit you into a box. I mean, I feel [in] Community College especially you have all these different courses: the art courses, the agriculture courses, the nursing program, all of this. And it's meant to be accessible so people can...taste through a palette. But sometimes I think, not all counselors, but **a few of them really just want to lock you in. So, you feel that you don't have a choice anymore, and that can be very discouraging.**"*

-Part-Time Student

MALE STUDENTS OF COLOR

*"When I would talk to the counselors...they would tell me, you know, just join this class, join this class, **but they wouldn't tell me...let's have certain teachers...that you know or [talk about my] well being and stuff."***

- Male Student of Color/Athlete

Male Students of Color expressed concerns about **uninformed counselors** who would direct them to classes they did not need rather than helping them develop specific plans focused on their needs, preferences, and well-being. However, support provided by subject-specific groups like MESA provide a more targeted approach and helpful information and guidance.

*"I've had some bad experiences with people who just didn't understand what I was trying to do with...my major and **twice already where they've given me a class that I don't need to take.**"*

- Male Student of Color

*"I believe that the **one of the most valuable resources** that had while I've been here in Ventura College has actually been **the MESA Center**, which is basically like it's for those who are in STEM, who are also, like academically disadvantaged."* – Male Student of Color



APPENDIX

PARTICIPANTS

PARTICIPANTS

MALE STUDENTS OF COLOR/ATHLETES	PART TIME STUDENTS	EAST CAMPUS STUDENTS
Male Student of Color 1 (Athlete)	Part-Time Student 1	East Campus Student 1
Male Student of Color 2 (Athlete)	Part-Time Student 2	East Campus Student 2
Male Student of Color 3 (Athlete)	Part-Time Student 3 (Returning)	East Campus Student 3
Male Student of Color 4 (Athlete)	Part-Time Student 4 (Returning)	East Campus Student 4
Male Student of Color 5 (Athlete)	Part-Time Student 5	East Campus Student 5
Male Student of Color 6 (Athlete)	Part-Time Student 6	East Campus Student 6 (ESL)
Male Student of Color 7	Part-Time Student 7	East Campus Student 7
Male Student of Color 8	Part-Time Student 8 (Returning)	East Campus Student 8
Male Student of Color 9 (Athlete)	Part-Time Student 9 (Returning)	East Campus Student 9
Male Student of Color 10	Part-Time Student 10	East Campus Student 10
Male Student of Color 11 (Athlete)	Part-Time Student 11	East Campus Student 11
Male Student of Color 12	Part-Time Student 12	East Campus Student 12
Male Student of Color 13 (Athlete)	Part-Time Student 13 (Returning)	East Campus Student 13
Male Student of Color 14	Part-Time Student 14 (Returning)	East Campus Student 14
Male Student of Color 15	Part-Time Student 15	East Campus Student 15 (ESL)
Male Student of Color 16	Part-Time Student 16 (Returning)	East Campus Student 16 (ESL)
Female Student Athlete 1	Part-Time Student 17 (Returning)	East Campus Student 17 (ESL)
	Part-Time Student 18 (Returning)	



Thank you.

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Appendix C: Hanover Equity Interviews with Faculty and Staff Report



FACULTY AND STAFF EXPERIENCES OF STUDENT EQUITY

Prepared for: Ventura College

February 2024

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EXECUTIVE SUMMARY

PROJECT OBJECTIVE

Ventura College (VC) seeks to explore the current aspects of process, policy, practice, or culture that may impeded equitable outcomes and positive experiences for male students of color and part-time students, the two most disproportionately impacted populations as identified by VC. The institution is interested in understanding the experiences of faculty and staff as they interact with and support these student populations and identifying what actions can be taken to improve the experience and perceptions of male students of color and part-time students.



Understand faculty and staff experiences of working with male students of color and part-time students.



Identify barriers and unmet needs for male students of color and part-time students.



Articulate recommendations for better supporting male students of color and part-time students.

METHODOLOGY



Hanover Research conducted **fifteen (15) in-depth interviews** with faculty and staff members from eight academic and support units across Ventura College.

Note:

Qualitative research is exploratory and designed to add insight and a depth of understanding to a particular question or topic. Qualitative findings provide commonalities and trends but are not intended to be statistically significant or to provide generalizable conclusions.

1



Examine the application and registration process for all students to identify and eliminate administrative barriers. Most participants cited the application and registration process as a major barrier that impacts enrollment numbers and particularly disadvantages part-time and first-generation students who may not be familiar with technology requirements or the college environment.

- Consider auditing the application and registration process to identify areas that can be streamlined or eliminated.
- Coordinate with multiple offices to identify more effective ways to transition students from the application to registration to meeting with an academic counselor.
- Pursue resources to engage applicants who have dropped out of the admissions funnel.

RECOMMENDATIONS

(2/2)



Develop targeted programming for male students of color on campus and increase diverse hiring practices for faculty and staff. According to faculty and staff observations, male students of color at VC appear to be strongly dissuaded from accessing support services due to a lack of confidence and sense of belonging. Implementing campuswide targeted programming (such as Umoja or Puente programs) and increasing diverse hiring among support staff and faculty could help address some of these barriers.

Increase access to support services for part-time students by adjusting the timing and format. Creating a dedicated evening space, expanding support service unit hours, integrating support services or technology training into courses, and training part-time instructors on available services could help eliminate barriers for part-time students who do not have regular access to activities and resources available on campus during the day.



- **VC faculty and staff are strongly focused on student success.** Many participants have multiple recommendations for how to address barriers for part-time students and male students of colors.
- **Participants see two over-arching obstacles to implementing student success strategies on campus:**
 - Need for senior administrators to champion a unified vision of a culturally-responsive institution with targeted services for underrepresented groups
 - Need to emphasize a culture of service toward students across all faculty and staff
- **Participants find the application and registration process to be the single largest barrier** for students on campus. They note that unnecessary delays, faulty technology, unclear expectations, and lack of coordinated follow-through from staff are impacting enrollment trends.



- **Participants witness strong student confusion about how to find and access student services.** Both part-time students and male students of color (as well as others) struggle to understand what supports are available to them campuswide.
- Participants believe that one way to address campuswide inefficiencies and eliminate barriers for students is to **improve cross-unit communication** among faculty and staff.
 - Coordinating support services across units can prevent duplication of efforts and increase visibility of new solutions.
 - Providing improved onboarding to part-time instructors can provide greater support to students.
 - Greater communication between faculty, staff, and administrators can identify barriers and solutions more quickly.

KEY FINDINGS – MALE STUDENTS OF COLOR (3/4)



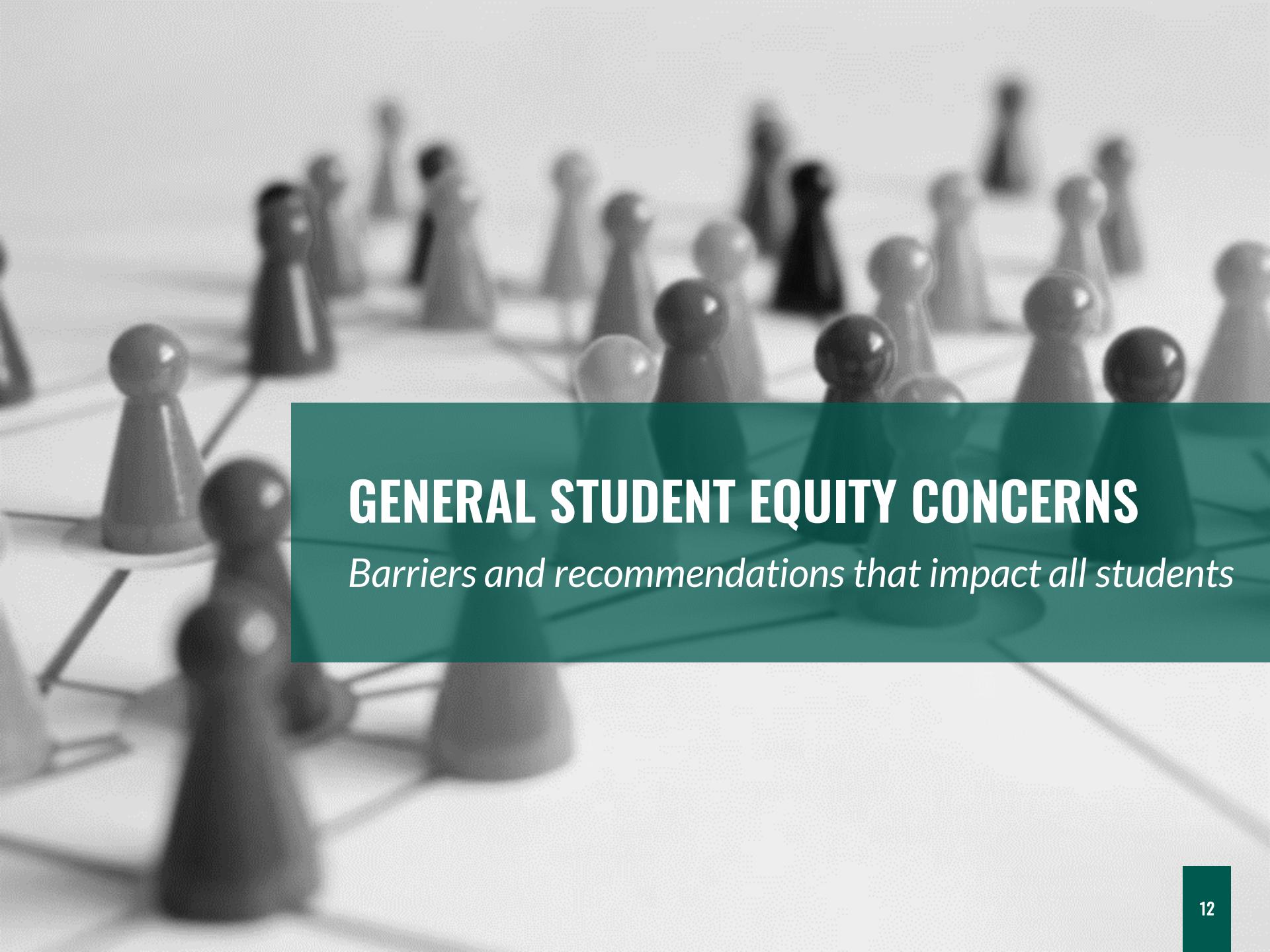
- Participants see a lack of confidence in seeking assistance as the major barrier facing male students of color at VC. Cultural or family expectations, stereotypes, or worries about judgment or competency can prevent men of color from seeking out support services.
- Participants believe that four inter-related practices could help increase the confidence and comfort of male students of color on campus:
 - Creating **physical spaces** to welcome students of color
 - Improve **diverse and visible representation** of faculty and staff
 - Implement **Umoja or Puente** programs on campus
 - Implement **culturally-responsive training** for classrooms and campus-wide processes and practices

KEY FINDINGS – PART-TIME STUDENTS

(4/4)



- **Participants believe that a non-traditional schedule is the greatest barrier for part-time students.** Campus events, support service offices, and other resources are primarily scheduled to accommodate full-time students on campus during the day.
- **Faculty and staff participants recommend adjusting the timing and format of support services to better address part-time students' direct needs.** This could include creating more equitable course schedules with more evening options as well as providing support services and events in the evening and weekends.
- **Participants also recommend expanding technology support for part-time students who may not have the hardware or skills needed.** This could include increasing access to rental or rent-to-buy laptops and hotspots or providing course-integrated training for email and learning management systems.



GENERAL STUDENT EQUITY CONCERNS

Barriers and recommendations that impact all students

EMPHASIZE A CULTURE OF SERVICE TOWARD STUDENTS

Participants note that all faculty and staff should cultivate a **service-oriented mindset toward students**, particularly those who may be first-generation students or are unfamiliar with the college environment. In addition, participants believe that campus-wide change will not happen unless senior administrators present a unified vision for a culturally-responsive institution.

"Everyone on campus contributes to serving our students, that includes our custodial staff and our maintenance staff. [We need to ensure these staff] are equally as prepared...to serving our students, particularly our post-traditional students [because] that is the staff that our students most interact with in the evening."

- Anonymous

We always look at our students like 'you're responsible for this.' But sometimes we have to be reminded of why we're here...to serve the student population that came from where we came from [first-generation, immigrant parents]. We have to be knowledgeable [about all of the campus services] and we have to remind ourselves to have patience."

- Jose Delgado, Financial Aid

Some recommendations for encouraging this mindset on campus include:

- **Articulating a service-oriented approach during faculty/staff training**
- **Emphasize a need for patience**
- **Emphasizing this approach for all staff, even those with limited student interactions such as facilities and maintenance staff**

FOCUS ON AWARENESS AND ACCESSIBILITY OF SERVICES

"It could be part-timers, it could be full-timers, but I found that a lot of students get overwhelmed, and they don't know where to start."

- Jennifer Kagawa, ESL

"They probably hit so many bureaucratic steps that it just feels like, oh, why even bother."

- English faculty

"Sometimes students come to an area or department looking for assistance, but that's not necessarily where they need to be. Depending on how many times that happens [it] can definitely deter students from wanting to go further and get assistance...they feel like they're just being tossed around from area to area."

- Anonymous



"We need a one-stop shop type of mindset."

- Jose Delgado, Financial Aid

Participants identified broad barriers in navigating administrative processes and locating and using support services campuswide. Many participants see students struggling to know where to go and how to use the services available, and specifically mentioned lack of knowledge about tutoring, financial aid, the writing center, and the online registration planner and course schedule.

STREAMLINE ADMINISTRATIVE PROCESSES

Ten of the 15 survey participants highlighted the **application and registration process** as a major barrier that significantly impacts enrollment numbers. Some specific problems identified by faculty and staff include:

- Application/registration process requires too many steps before meeting with a counselor
- Automated course registration cart requires too many steps to officially register
- Students must wait 24-48 hours after applying before starting the registration process
- Welcome/acceptance email often gets sent to a span folder causing students to miss deadlines
- Full application process is unnecessary for non-degree or enrichment students
- Lack of resources for following up with students to complete the application or registration process

“The way the application is set up...is preventing students from enrolling.”

– Beatriz Zizumbo, Academic Counseling

“Parents and students...get frustrated about trying to register and all of the hoops they have to jump through. When they’re lost in the process...it seems like there’s no one to help them.”

– Veronica Allen, Academic Counseling

STAFF RECOMMENDATION:

“It is a vision of mine that a group of administrators [would] walk ourselves through the entire registration process [with] no lifelines. Just put ourselves in that experience...understanding our own system would probably open up our eyes to really help us identify barriers.”

– Alma Rodriguez, Financial Aid

IMPROVE CAMPUSWIDE COMMUNICATION SYSTEMS

"If we were a little bit more connected...we wouldn't have to reinvent the wheel...and would be able to provide better resources [to students]."

- Jose Delgado, Financial Aid

"It would be helpful to have faculty involved with the dissemination of [support services] information, maybe there's certain things that get worked into syllabi."

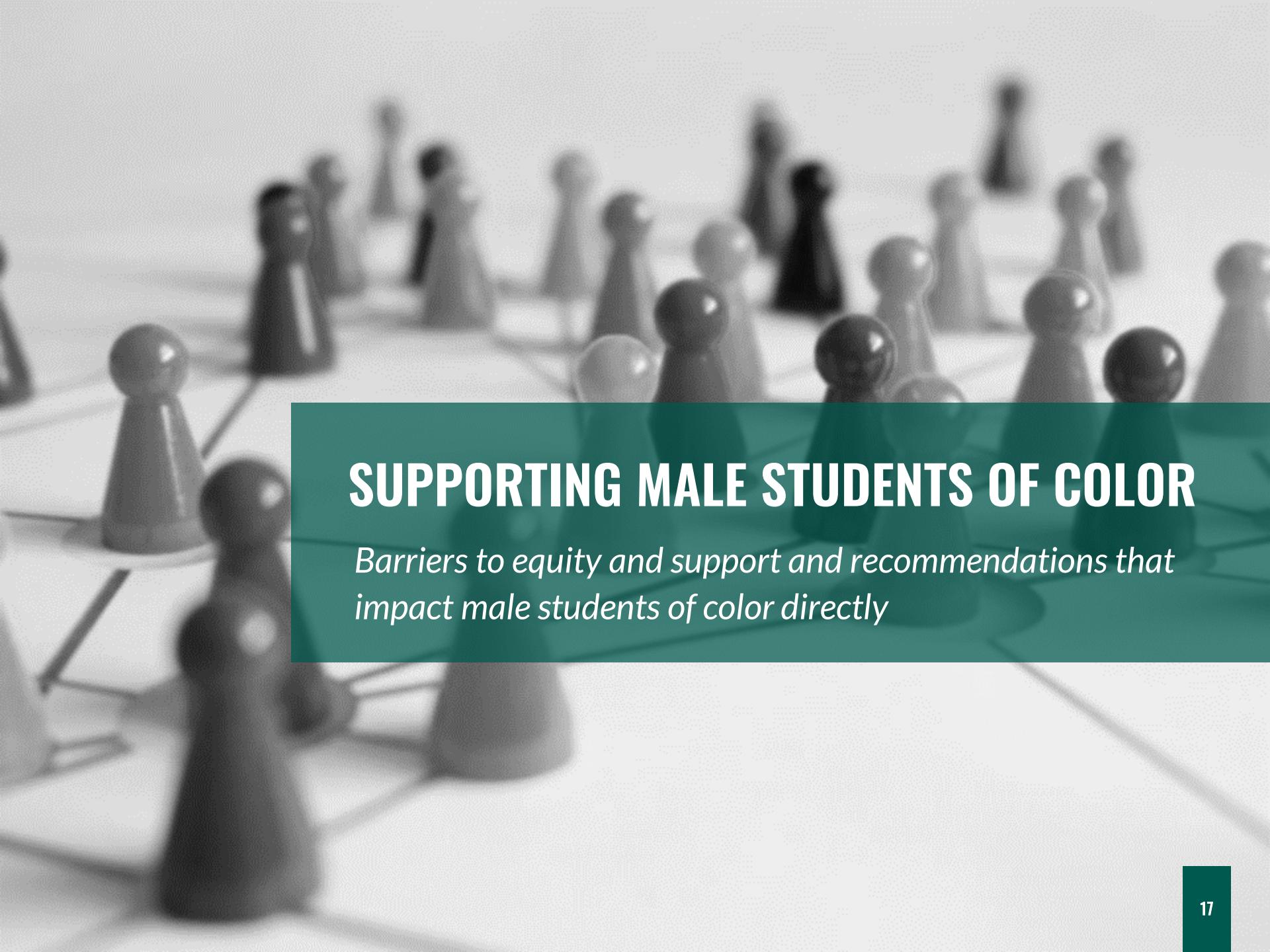
- Student Affairs Division

"We're doing things sometimes to better serve us and to make our way easier. I think we have to take a step back and see what can help us serve our students. We have developed some silos amongst our campus partners [and we] continue to grow [and] distance from each other [and] we're probably duplicating some work."

- Alma Rodriguez, Financial Aid

Some participants see a lack of **coordinated communication across units** and departments as a major barrier for students to receive relevant and up-to-date information about support services. Some issues participants mentioned include:

- Different hours posted on the building versus the support office
- Spending time creating resources for student workers when other units already had the materials
- Part-time instructors do not know about support services and how to direct students
- Lack of integration of support services (tutors, academic counselors) within courses



SUPPORTING MALE STUDENTS OF COLOR

Barriers to equity and support and recommendations that impact male students of color directly

PURSUE TARGETED OUTREACH OF STUDENTS

Eight of the 15 survey participants noted that male students of color struggle with asking for help or are hesitant to pursue student support services, particularly first-generation students. Participants identified some specific issues facing male students of color:



Worry About Judgment

*"Many of our African-American students, they're either out-of-state students or...from single-parent households and part of the challenge is them **being able to come out comfortably and feel like we're not judging and we're open and willing to listen**. Sometimes [we] have to go...out of our way to pry out...more information from people because asking for help is not easy."*

- Alma Rodriguez, Financial Aid



Expectations of Competency

*"In my interaction with men of color as an academic counselor...I think there's **a huge stigma that they need to be like the "know-it-all"** and they can't show weakness. I would often times see them not asking for help until they were failing classes and then they would email me and be like, 'hey, I'm not doing well in this class.'*

- Gema Sanchez, Interim Dean of Student Services



Stereotypes

*"Many of the men of color [are student athletes]...and another barrier is...how comfortable they feel in a setting like an English class...I **think among student athletes, there's this feeling that, like the English teachers are probably out to get them.**"*

- Henny Kim-Ortel, English faculty



Cultural/Familial Expectations

*"It's more of the first generation barrier [for] both the student and the parents...Don't ask questions...you kind of **just figure out once it goes wrong, instead of preparing for it.**"*

- Jose Delgado, Financial Aid

*"Men don't feel like this is the right path for them, or they question themselves...maybe education is not as valued versus working. It's a very unique **intersection of our culture and maybe machismo or maybe just expectations are a little bit different.**"*

- Jose Delgado, Financial Aid

SEEK OUT OPPORTUNITIES TO BUILD A SENSE OF BELONGING

"It doesn't feel like [there's] a space that's for them, for men of color in particular."
- English faculty

"I hear from student athletes in particular [many whom are men of color] that there's a road that goes between the gym and the main part of campus...and when they cross that road they're entering enemy territory."
- Henny Kim-Ortel, English faculty

STAFF RECOMMENDATION:

"We can definitely do more events to [target] particular populations [such as those with high dropout rates]. That way we can...go more in depth instead of being general. A lot of times we [create events for Latinos] but we might not be catering to the Latino male or queer Latinos."

- Jose Delgado, Financial Aid



Participants believe that male students of color need both **physical and emotional spaces of belonging** at Ventura College to encourage success. Creating these spaces will require participation across faculty and staff.

"It's really important for us to remember that there's multiple intersectionalities with all of these populations. You...have men of color who are also part-time students, who also happen to be a parent and may also have a learning disability."

- Gema Sanchez, Interim Dean of Students

IMPROVE DIVERSE REPRESENTATION AMONG FACULTY AND STAFF

Participants believe that Ventura College should **prioritize hiring diverse faculty and staff** to encourage male students of color to be more comfortable accessing culturally fluent support services and find a sense of belonging on campus.

Participants note that one barrier to implementing broader culturally-fluent practices on campus is a lack of professional training for faculty and staff, minimal support from administration, and a lack of broad vision and commitment from senior administrators.

“Often they say, ‘I don’t see many faculty or instructors that reflect my culture. So it’s very beneficial when you can connect them with a mentor or guide that they [can] see themselves emulate and set a model from which to follow.”

– Anonymous

“[Survey results found that] going to a counselor was a huge boost to [men of color’s] success and they weren’t [going] is because they [saw] there wasn’t a counselor that was either African American themselves or very African American friendly. They just didn’t feel comfortable.”

– Henny Kim-Ortel, English faculty

STAFF RECOMMENDATION:

“I would like to see a Latino/a staff and faculty association where they focus on these particular issues. For students...the more you see...a united staff and faculty, you see [representation] in events on campus.”

– Jose Delgado, Financial Aid

IMPLEMENT CULTURALLY RESPONSIVE TRAINING

[We need to examine] the type of language that is used in our policies and procedures and [seek] approaches [that are] racial equity minded and being culturally responsive."

- Anonymous

"We'd really benefit from trainings and professional development that really focus on...antiracism [and] culturally responsive approaches and that focus on what it means to be a serving institution."

- Anonymous

"I've made a point of including people of color in all my slides...for my management class [and] use a lot of different coaches and athletes to try to relate. I changed my whole tactic and I think it really has made an impact."

- Anonymous

Participants believe **implementing culturally responsive training for faculty and staff** will help connect with male students of color. Training should cover culturally responsive and antiracism practices in the classroom setting and within broader student-facing processes and practices.

FACULTY & STAFF RECOMMENDATION:

Participants also strongly recommended that Ventura College follow the lead of other California community colleges and implement an Umoja or Puente program to help provide targeted programming for men of color and increase diverse staff members.



SUPPORTING PART-TIME STUDENTS

Barriers to equity and support and recommendations that impact part-time students directly

NON-TRADITIONAL SCHEDULE IS GREATEST BARRIER

"It's hard to feel like you're part of something or that there's support [when offices and stores are closed and] it's all dark and you're...walking to your classroom and straight back. There's no sense of community or assistance after hours."

- Student Affairs Division

"Our mindset is always focused on serving the full-time student [but we forget the needs of the part-time students. I'm not sure that we are providing services at the times, dates, and things that they really could use."

- Alma Rodriguez, Financial Aid

"If you really think about all the events on campus; it's always catered to the middle of the day."

- Jose Delgado, Financial Aid



Many participants noted that the greatest barrier for part-time students was their **lack of connection to the campus and lack of access to support services** due to their non-traditional schedules.

Most part-time students are working and have multiple other responsibilities, including care-giving and supporting households. Consequently, part-time students are most commonly on campus only during evening hours, when many facilities and support services are closed.

REORGANIZE TARGETED SUPPORT SERVICES

While participants noted that many units are working to support part-time students by staying open later or offering virtual office hours or meeting times, they still saw **opportunities for additional support**, such as evening social events, offices opening for one Saturday per month or later one night per week, integrating services into evening courses, or expanding child care offerings. Many participants believe that Ventura College can even more effectively support part-time students by:

- Offering targeted services
- Adjusting the location of support services
- Adjusting the timing and delivery format of support services

STAFF RECOMMENDATION:

"If we geared one of our class or an orientation particularly to part-time students, you could spend a lot more time discussing [school time commitment] and how it is different navigating college from the non-traditional perspective."

- Gema Sanchez, Interim Dean of Students

"It would be interesting to [designate] an evening building so there was one spot where all the [evening] classes happened – so there felt like a sense of gravity there. [This] would open up more possibilities to bring services in to those students in the evening who might otherwise feel really lost and isolated. [Support services staff could be available for a couple hours in the lobby.]

- English faculty

CREATE MORE EQUITABLE COURSE SCHEDULES

"Obviously [there is the] typical student complaint of 'oh, my teachers are giving me all things that are due at the same time.' But the way the schedule is shaped...there's no coordination there.[For example, similar courses are not coordinated across departments so that they can be offered at times for students to take both.] We don't ask students...students are not involved in the equation at all."

- English faculty

"A lot of times students go without being full-time because the [course] choices [for their schedule] are limited."

- Anonymous

"Usually [part-time students are] coming at night, but I have seen in the schedule...there are not that many night classes anymore. When those classes are not offered in the evening, then who's going to help them?"

*- Beatriz Zizumbo,
Academic Counseling*



To provide greater support for part-time students (as well as full-time students) participants recommend that Ventura College examine institutional course schedules more holistically, to prevent overlap of course offerings and ensure that part-time students have increased access to courses in the evening and online.

In addition, one participant also noted that Ventura College semesters are longer than other California community colleges, which disadvantages part-time students with family and work obligations.

EXPAND TECHNOLOGY SUPPORT

Participants noted that **technology access and knowledge is a major barrier** for students, particularly those attending part-time.

- **Lack of Access:** Participants noted that although Ventura College has expanded access to laptops and hotspots for students, there is still not enough equipment for students who do not have access to technology at home.
- **Lack of Knowledge:** Participants also noted that many part-time students struggle to understand or use necessary technology, including student email, learning management systems, and laptops.

"We need better tech support for students. That is the number one problem I have with students."

- Anonymous

"[There's] a big digital divide, especially for the re-entry students or those that just don't have the electronics at home. [For] non-credit students [there are] challenges with computer literacy."

- Anonymous

"We do have some [laptops and Chromebooks] for our students, but it's on a first-come, first serve [basis], and...these are commodities that go really quickly."

- Anonymous



APPENDIX

Participants

INTERVIEW PARTICIPANTS

Identification	Name	Department/Role
P1	Veronica Allen	Counseling
P2	Alma Rodriguez	Financial Aid
P3	Marisol Hernandez	Counseling Services Specialist
P4	Jennifer Kagawa	ESL
P5	Henny Kim-Ortel	English Faculty
P6	Anonymous	--
P7	Anonymous	--
P8	Anonymous	Student Affairs Division
P9	Anonymous	--
P10	Anonymous	English Faculty
P11	Beatriz Zizumbo	Academic Counseling
P12	Anonymous	--
P13	Gema Espinoza Sanchez	Student Services
P14	Jose Delgado	Financial Aid
P15	Anonymous	--



Thank you.

CONTACT

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INTRODUCTION

Availability of the VC Student Equity Plan and the data necessary for its preparation and submission are addressed below.

1. Student Equity Plan (SEP)

The **2025-2028 Student Equity Plan (SEP)** for each CCC is available online in CCC [NOVA](#).

2. Baseline Data

Baseline data for each CCC 2025-2028 SEP were derived from their 2023 Report Year data.

Incorporation of these data into each college's SEP is described in a CCC **Data Vista** report, which is available by clicking on [SEP Data Integration](#).

3. Data Acquisition

Each CCC can download its 2025-2028 SEP baseline data via the Accountability tab on the CCCCO **Data-on-Demand** website. Data for Ventura College was downloaded by Phillip Briggs, Dean of Institutional Effectiveness, on 01-23-25.

DATA PARAMETERS

Baseline data for the 2025-2028 SEP were derived by the CCCCO from district/college MIS data which had been submitted to the CCCCO each term from 2018-2019 through 2022-2023. The baseline data are limited to those associated with First-Time Non-Special Admit students.

SEP Metrics

There are five metrics evaluated in the Student Equity Plan. These metrics and the student cohort year applicable to each are indicated in the table below. Students in each of the cohort years were First-Time Non-Special Admit in that year.

Metric Code	SEP Metric Description	Student Cohort Year
300	Successful Enrollment in the First Year	2022-2023
501	Completed Both Transfer-Level Math and English in the First Year	2022-2023
453	Persisted from First Primary Term to Subsequent Primary Term	2021-2022
619	Completion of Certificate or Degree within Three Years	2019-2022
620	Transferred to a Four-Year Institution within Three Years	2018-2019

Disaggregations

Students were disaggregated on two levels.

Primary Disaggregation is based on nine demographic characteristics – (1) student Gender, (2) student Ethnicity, and whether or not the student: (3) received DSPS benefits, (4) was Economically Disadvantaged, (5) was a First-Generation student, (6) was a Foster Youth, (7) was Homeless, (8) identified as LGBT, or (9) was a Veteran.

Secondary Disaggregation is the addition of Gender to eight of the primary disaggregated characteristics. For example, Ethnicity and Gender, DSPS and Gender, LGBT and Gender, and Veteran and Gender.

DISPROPORTIONATE IMPACT (DI)

Disproportionate Impact (DI) is calculated using the Percentage Point Gap Minus One (PPG-1) Formula and Margin of Error (MOE) threshold. Both techniques are discussed in a [CCCO Report](#) in Data Vista.

PPG-1 Method

In the PPG-1 Method, the outcome percentage of the subgroup under consideration is *subtracted* from the outcome percentage of all other subgroups (in the demographic characteristic being examined).

The calculation of PPG-1 can be expressed in the following equation:

$$\text{PPG-1} = \hat{p} - p_o$$

Where:

\hat{p} equals the outcome percentage (%) of the subgroup under consideration

p_o equals the outcome percentage (%) of all other relevant subgroups, i.e.,

$p_o = \%$ of: Total of all other subgroup students exhibiting the outcome \div Total of all other subgroup students

The PPG-1 can have a positive, neutral (zero), or negative value.

→ Only subgroups with negative PPG-1 values could be experiencing **adverse** disproportionate impact.

<u>PPP-1 Value</u>	<u>Description</u>
Positive	Subgroup under consideration has a <i>higher</i> outcome rate than all other subgroups.
Neutral	Subgroup under consideration has the <i>same</i> outcome rate as all other subgroups.
Negative	Subgroup under consideration has a <i>lower</i> outcome rate than all other subgroups. → This subgroup <u>might be experiencing</u> adverse disproportionate impact.
	Note: Henceforth, the terms “disproportionate impact” or “DI” will refer to adverse disproportionate impact or adverse DI.

Margin of Error (MOE)

To detect whether a subgroup experienced disproportionate impact, an MOE was calculated to establish the *threshold* for determining DI. The MOE is based on the number of students in the subgroup and the outcome percentage of the subgroup (\hat{p}). MOE's were calculated at a 95% confidence level.

For a subgroup with a **negative** PPG-1, disproportionate impact was observed when the *absolute value* of the PPG-1 was greater than or equal to the *threshold* value (i.e., the MOE). See example below.

Persistence rate of **80** students in a subgroup is **40.0%**; for all other subgroups, the persistence rate is **52.2%**.

PPG-1 = $40.0\% - 52.2\% = -12.2\%$; *absolute value* is **12.2%**. The Z score for a 95% confidence level is **1.96**.

MOE = $1.96 \sqrt{(40\% \times (1-40\%) \div 80)} = 1.96 \sqrt{(0.4 \times 0.6 \div 80)} = 1.96 \sqrt{0.24 \div 80} = 1.96 \sqrt{0.003} = 1.96 \times 0.0547 = 0.107$

MOE = **0.107 = 10.7%**

Absolute value of PPG-1 (**12.2%**) is **greater** than MOE (**10.7%**), therefore there **is** disproportionate impact (DI).

Primary Disproportionate Impact

Primary DI was calculated for each of the nine primary disaggregation characteristics.

Gender Intersectionality (secondary) Disproportionate Impact

Gender Intersectionality DI was calculated for each of the eight secondary disaggregation categories.

STUDENT EQUITY PLAN GOALS

The two goals associated with the 2025-2028 SEP are focused on student subgroups that experienced disproportionate impact. Each goal has two components: percentage increase needed to meet the goal, and the increased number of students (achieving the outcome) that is required to meet the goal.

Goal 1. Eliminate Disproportionate Impact

As discussed previously (in section on Disproportionate Impact), *possible* DI was investigated for subgroups which had negative PPG-1 values. DI was determined to exist in cases where the absolute value of the PPG-1 was *greater* than the MOE threshold (*minimum* percentage for establishing DI).

This goal intends to remedy DI by increasing the number of subgroup students (who achieve the outcome) by enough to result in the absolute value of the PPG-1 being *less* than the MOE.

a. Percent of Increase Needed to Eliminate the DI

Percentage of *additional* subgroup students needed to fall below the MOE.

b. Number of Students Needed to Eliminate the DI

The number of *additional* subgroup students required to fall below the MOE.

Goal 2. Fully Close Equity Gap

This goal intends to completely close the equity gap, that is, to attain parity between the subgroup outcome percentage and the outcome percentage of all other groups (in the demographic characteristic being examined).

a. Percent of Increase Needed to Fully Close the Equity Gap

Percentage of *additional* subgroup students needed to fully close the equity gap.

b. Number of Students Needed to Fully Close the Equity Gap

The number of *additional* subgroup students required to fully close the equity gap.

NOVA – SEP DATA REQUIREMENTS

Below are the conditions regarding **disproportionate impact (DI)** data that **appear** in the **NOVA SEP**.

1. Data Suppression

Student groups, in which the number of students in the **outcome subgroup** is less than 10, were **removed** as per FERPA suppression rules.

2. Limitations on primary DI and secondary (gender intersection) DI groups

a. Data regarding the following disaggregations were not included:

i. Primary disaggregations of “Unknown” and “Unknown/Unreported” and secondary gender disaggregations of “All Other Values.”

ii. Primary or secondary gender disaggregations of “Not X” or “Non-LGBT.”

iii. DI is observed for the both the primary disaggregation (Primary = “PY”) and the secondary (gender) disaggregation (Gender Intersection = “Y”).

c. Data regarding the following disaggregations were included:

DI is not observed for the primary disaggregation (Primary = “PN”), but is observed for the secondary (gender) disaggregation (Gender Intersection = “Y”).

DATA TABLES

Overview

Data tables were constructed for each of the five SEP metrics. Presented below, in Representative Data Tables, are the demographic characteristics associated with each of the seventeen data tables created for each SEP metric. For Successful Enrollment in the First Year, data was only provided for tables 1 - 3.

In the **NOVA SEP** for Ventura College, the CCCCO has flagged several student groups (in each of the five metric areas) as experiencing DI. These groups are highlighted in the data tables and are **required** to be addressed in the **SEP**. The college may also report on additional student subgroups that experienced DI.

Although the **NOVA SEP** has suppressed data where **subgroup outcomes** were **less** than **10**, the attached data tables only suppressed data where the **subgroup cohort** was **less** than **10**. Additionally, the data tables include subgroups with primary and/or secondary DI which were not included in the **NOVA SEP** (see NOVA SEP – Data Requirements, Item 2 on previous page). Inclusion of these supplemental data allows for a more in-depth assessment of subgroup outcomes and possible DI or inequities.

Representative Data Tables

The seventeen data tables associated with each SEP Metric are indicated below along with the demographic characteristics addressed in each table. Table prefixes and related SEP Metric appear below.

Generic		Table Prefix – Page Numbers of Specific Data Tables				
Tables	Demographic Characteristics	A	B	C	D	E
x.1	Gender	5	7	13	19	25
x.2	Ethnicity	5	7	13	19	25
x.3	Ethnicity and Gender	6	8	14	20	26
x.4	DSPS	9	15	21	26	
x.5	Economic Disadvantage	9	15	21	27	
x.6	First Generation	9	15	21	27	
x.7	Foster Youth	9	15	21	27	
x.8	Homeless	10	16	22	27	
x.9	LGBT	10	16	22	28	
x.10	Veteran	10	16	22	28	
x.11	DSPS and Gender	10	16	22	28	
x.12	Economic Disadvantage and Gender	11	17	23	29	
x.13	First Generation and Gender	11	17	23	29	
x.14	Foster Youth and Gender	12	18	24	29	
x.15	Homeless and Gender	12	18	24	30	
x.16	LGBT and Gender	12	18	24	30	
x.17	Veteran and Gender	13	19	25	30	

Table Prefix SEP Metric

A	Successful Enrollment in the First Year
B	Completed Both Transfer-Level Math and English in the First Year
C	Persisted from First Primary Term to Subsequent Primary Term
D	Completion of Certificate or Degree within Three Years
E	Transferred to a Four-Year Institution within Three Years

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Baseline Data for Use in Preparation of the Ventura College 2025-2028 Student Equity Plan

A. Successful Enrollment in the First Year (Metric ID: 300; Cohort starting year: 2022-2023)

Table A-1. Successful Enrollment – Gender

Gender	Students Enrolled	Student Cohort	Enrollment Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Female	1,050	3,170	33.1%	N				
Male	935	2,742	34.1%	N				
Non-Binary	4	70	5.7%	Y	22.0%	16	27.4%	20
Unknown/Non-Respondent	32	169	18.9%	Y	8.3%	14	14.2%	25
Multiple Values Reported	2	19	10.5%	Y	8.5%	2	22.3%	5
Total	2,023	6,170	32.8%	--	--	--	--	--

Table A-2. Successful Enrollment – Ethnicity

Ethnicity	Students Enrolled	Student Cohort	Enrollment Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
American Indian/Alaska Native	6	18	33.3%	N				
Asian	25	162	15.4%	Y	12.3%	20	17.8%	29
Black or African American	33	185	17.8%	Y	9.9%	19	15.4%	29
Filipino	48	109	44.0%	N				
Hispanic	1,404	3,367	41.7%	N				
Pacific Islander or Hawaiian Native	4	10	40.0%	N				
White	424	1,975	21.5%	Y	14.6%	289	16.6%	329
Two or More Races	57	205	27.8%	N				
Unknown	17	128	13.3%	Y	14.0%	18	19.9%	26
Multiple Values Reported	5	11	45.5%	N				
Total	2,023	6,170	32.8%	--	--	--	--	--

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Baseline Data for Use in Preparation of the Ventura College 2025-2028 Student Equity Plan

Table A-3. Successful Enrollment – Ethnicity and Gender

Ethnicity	Gender	Students Enrolled	Student Cohort	Enrollment Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
American Indian/Alaska Native	Female	5	14	35.7%	PN	N				
American Indian/Alaska Native	Male	Data	Suppressed							
Asian	Female	8	75	10.7%	PY	Y				
Asian	Male	15	79	19.0%	PY	N				
Asian	All Other Values	Data	Suppressed							
Black or African American	Female	9	70	12.9%	PY	Y				
Black or African American	Male	22	110	20.0%	PY	N				
Black or African American	All Other Values	Data	Suppressed							
Filipino	Female	26	59	44.1%	PN	N				
Filipino	Male	22	46	47.8%	PN	N				
Filipino	All Other Values	Data	Suppressed							
Hispanic	Female	753	1,806	41.7%	PN	N				
Hispanic	Male	630	1,464	43.0%	PN	N				
Hispanic	All Other Values	21	97	21.6%	PN	Y	3.1%	3	11.3%	11
Pacific Islander or Hawaiian Native	Female	Data	Suppressed							
Pacific Islander or Hawaiian Native	Male	Data	Suppressed							
Pacific Islander or Hawaiian Native	All Other Values	Data	Suppressed							
White	Female	208	982	21.2%	PY	N				
White	Male	209	916	22.8%	PY	N				
White	All Other Values	7	77	9.1%	PY	Y				
Two or More Races	Female	31	112	27.7%	PN	N				
Two or More Races	Male	24	73	32.9%	PN	N				
Two or More Races	All Other Values	2	20	10.0%	PN	Y	9.8%	2	22.9%	5
Unknown	Female	8	45	17.8%	PY	N				
Unknown	Male	5	37	13.5%	PY	N				
Unknown	All Other Values	4	46	8.7%	PY	N				
Multiple Values Reported	Female	Data	Suppressed							
Multiple Values Reported	Male	Data	Suppressed							
Total	--	2,023	6,170	32.8%	--	--	--	--	--	--

Baseline Data for Use in Preparation of the Ventura College 2025-2028 Student Equity Plan

B. Completed Both Transfer-Level Math and English in the First Year (Metric ID: 501; Cohort starting year: 2022-2023)

Table B-1. Completed Math and English – Gender

Gender	Student Completions	Student Cohort	Completion Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Female	340	1,425	23.9%	N				
Male	302	1,277	23.6%	N				
Non-Binary	3	12	25.0%	N				
Unknown/Non-Respondent	6	67	9.0%	Y	8.0%	6	14.8%	10
Total	651	2,781	23.4%	--	--	--	--	--

Table B-2. Completed Math and English – Ethnicity

Ethnicity	Student Completions	Student Cohort	Completion Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
American Indian/Alaska Native	Data	Suppressed						
Asian	12	48	25.0%	N				
Black or African American	6	63	9.5%	Y	7.0%	5	14.2%	9
Filipino	26	73	35.6%	N				
Hispanic	431	1,865	23.1%	N				
Pacific Islander or Hawaiian Native	Data	Suppressed						
White	136	553	24.6%	N				
Two or More Races	28	109	25.7%	N				
Unknown	11	57	19.3%	N				
Total	651	2,781	23.4%	--	--	--	--	--

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Baseline Data for Use in Preparation of the Ventura College 2025-2028 Student Equity Plan

Table B-3. Completed Math and English – Ethnicity and Gender

Ethnicity	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
American Indian/Alaska Native	Female	Data	Suppressed							
American Indian/Alaska Native	Male	Data	Suppressed							
Asian	Female	4	23	17.4%	PN	N				
Asian	Male	7	23	30.4%	PN	N				
Asian	All Other Values	Data	Suppressed							
Black or African American	Female	1	20	5.0%	PY	N				
Black or African American	Male	5	40	12.5%	PY	N				
Black or African American	All Other Values	Data	Suppressed							
Filipino	Female	13	37	35.1%	PN	N				
Filipino	Male	13	34	38.2%	PN	N				
Filipino	All Other Values	Data	Suppressed							
Hispanic	Female	241	998	24.1%	PN	N				
Hispanic	Male	183	824	22.2%	PN	N				
Hispanic	All Other Values	7	43	16.3%	PN	N				
Pacific Islander or Hawaiian Native	Female	Data	Suppressed							
Pacific Islander or Hawaiian Native	Male	Data	Suppressed							
White	Female	59	257	23.0%	PN	N				
White	Male	76	280	27.1%	PN	N				
White	All Other Values	1	16	6.3%	PN	Y	5.4%	1	17.3%	3
Two or More Races	Female	15	61	24.6%	PN	N				
Two or More Races	Male	13	42	31.0%	PN	N				
Two or More Races	All Other Values	Data	Suppressed							
Unknown	Female	6	19	31.6%	PN	N				
Unknown	Male	5	31	16.1%	PN	N				
Unknown	All Other Values	Data	Suppressed							
Total	--	651	2,781	23.4%	--	--	--	--	--	--

Baseline Data for Use in Preparation of the Ventura College 2025-2028 Student Equity Plan

Table B-4. Completed Math and English – DSPS

DSPS	Student Completions	Student Cohort	Completion Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
DSPS	30	227	13.2%	Y	6.7%	16	11.1%	26
Not DSPS	621	2,554	24.3%	N	--	--	--	--
Total	651	2,781	23.4%	--	--	--	--	--

Table B-5. Completed Math and English – Economic Disadvantage

Economic Disadvantage	Student Completions	Student Cohort	Completion Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Economically Disadvantaged	423	1,809	23.4%	N	--	--	--	--
Not Economically Disadvantaged	228	972	23.5%	N	--	--	--	--
Total	651	2,781	23.4%	--	--	--	--	--

Table B-6. Completed Math and English – First Generation

First Generation	Student Completions	Student Cohort	Completion Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
First Generation	254	1,125	22.6%	N	--	--	--	--
Not First Generation	348	1,239	28.1%	N	--	--	--	--
Unknown/Unreported	49	417	11.8%	Y	10.6%	45	13.7%	58
Total	651	2,781	23.4%	--	--	--	--	--

Table B-7. Completed Math and English – Foster Youth

Foster Youth	Student Completions	Student Cohort	Completion Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Foster Youth	7	71	9.9%	Y	7.0%	5	13.9%	10
Not Foster Youth	644	2,710	23.8%	N	--	--	--	--
Total	651	2,781	23.4%	--	--	--	--	--

Baseline Data for Use in Preparation of the Ventura College 2025-2028 Student Equity Plan

Table B-8. Completed Math and English – Homeless

Homeless	Student Completions	Student Cohort	Completion Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Homeless	Data	Suppressed						
Not Homeless	650	2,776	23.4%	N				
Total	651	2,781	23.4%	--	--	--	--	--

Table B-9. Completed Math and English – LGBT

LGBT	Student Completions	Student Cohort	Completion Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
LGBT	25	167	15.0%	Y	3.5%	6	9.0%	15
Non-LGBT	626	2,614	23.9%	N				
Total	651	2,781	23.4%	--	--	--	--	--

Table B-10. Completed Math and English – Veteran

Veteran	Student Completions	Student Cohort	Completion Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Veteran	3	17	17.6%	N				
Not a Veteran	648	2,764	23.4%	N				
Total	651	2,781	23.4%	--	--	--	--	--

Table B-11. Completed Math and English – DSPS and Gender

DSPS	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
DSPS	Female	14	112	12.5%	PY	N				
DSPS	Male	15	103	14.6%	PY	N				
DSPS	All Other Values	1	12	8.3%	PY	N				
Not DSPS	Female	326	1,313	24.8%	PN	N				
Not DSPS	Male	287	1,174	24.4%	PN	N				
Not DSPS	All Other Values	8	67	11.9%	PN	Y	4.0%	3	11.8%	8
Total	--	651	2,781	23.4%	--	--	--	--	--	--

Ventura College
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Baseline Data for Use in Preparation of the Ventura College 2025-2028 Student Equity Plan

Table B-12. Completed Math and English – Economic Disadvantage and Gender

Economic Disadvantage	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
Economically Disadvantaged	Female	240	994	24.1%	PN	N				
Economically Disadvantaged	Male	177	779	22.7%	PN	N				
Economically Disadvantaged	All Other Values	6	36	16.7%	PN	N				
Not Economically Disadvantaged	Female	100	431	23.2%	PN	N				
Not Economically Disadvantaged	Male	125	498	25.1%	PN	N				
Not Economically Disadvantaged	All Other Values	3	43	7.0%	PN	Y	9.1%	4	16.7%	8
Total	--	651	2,781	23.4%	--	--	--	--	--	--

Table B-13. Completed Math and English – First Generation and Gender

First Generation	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
First Generation	Female	148	640	23.1%	PN	N				
First Generation	Male	102	468	21.8%	PN	N				
First Generation	All Other Values	4	17	23.5%	PN	N				
Not First Generation	Female	168	598	28.1%	PN	N				
Not First Generation	Male	175	597	29.3%	PN	N				
Not First Generation	All Other Values	5	44	11.4%	PN	Y	2.8%	2	12.2%	6
Unknown/Unreported	Female	24	187	12.8%	PY	N				
Unknown/Unreported	Male	25	212	11.8%	PY	N				
Unknown/Unreported	All Other Values	0	18	0.0%	PY	Y				
Total	--	651	2,781	23.4%	--	--	--	--	--	--

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Table B-14. Completed Math and English – Foster Youth and Gender

Foster Youth	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
Foster Youth	Female	5	37	13.5%	PY	N				
Foster Youth	Male	2	30	6.7%	PY	N				
Foster Youth	All Other Values	Data	Suppressed							
Not Foster Youth	Female	335	1,388	24.1%	PN	N				
Not Foster Youth	Male	300	1,247	24.1%	PN	N				
Not Foster Youth	All Other Values	9	75	12.0%	PN	Y	4.3%	4	11.7%	9
Total	--	651	2,781	23.4%	--	--	--	--	--	--

Table B-15. Completed Math and English – Homeless and Gender

Homeless	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
Homeless	Female	Data	Suppressed							
Homeless	Male	Data	Suppressed							
Not Homeless	Female	339	1,422	23.8%	PN	N				
Not Homeless	Male	302	1,275	23.7%	PN	N				
Not Homeless	All Other Values	9	79	11.4%	PN	Y	5.4%	5	12.4%	10
Total	--	651	2,781	23.4%	--	--	--	--	--	--

Table B-16. Completed Math and English – LGBT and Gender

LGBT	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
LGBT	Female	17	108	15.7%	PY	N				
LGBT	Male	5	39	12.8%	PY	N				
LGBT	All Other Values	3	20	15.0%	PY	N				
Non-LGBT	Female	323	1,317	24.5%	PN	N				
Non-LGBT	Male	297	1,238	24.0%	PN	N				
Non-LGBT	All Other Values	6	59	10.2%	PN	Y	5.8%	4	13.5%	8
Total	--	651	2,781	23.4%	--	--	--	--	--	--

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Table B-17. Completed Math and English – Veteran and Gender

Veteran	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
Veteran	Female	Data	Suppressed							
Veteran	Male	1	15	6.7%	PN	Y	4.2%	1	16.8%	3
Not a Veteran	Female	338	1,423	23.8%	PN	N				
Not a Veteran	Male	301	1,262	23.9%	PN	N				
Not a Veteran	All Other Values	9	79	11.4%	PN	Y	5.4%	5	12.4%	10
Total	--	651	2,781	23.4%	--	--	--	--	--	--

C. Persisted from First Primary Term to Subsequent Primary Term (Metric ID: 453; Cohort starting year: 2021-2022)

Table C-1. Persistence – Gender

Gender	Students Persisting	Student Cohort	Persistence Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Female	908	1,316	69.0%	N				
Male	777	1,238	62.8%	Y	3.1%	39	5.8%	73
Unknown/Non-Respondent	45	73	61.6%	N				
Total	1,730	2,627	65.9%	--	--	--	--	--

Table C-2. Persistence – Ethnicity

Ethnicity	Students Persisting	Student Cohort	Persistence Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
American Indian/Alaska Native	Data	Suppressed						
Asian	34	61	55.7%	N				
Black or African American	39	60	65.0%	N				
Filipino	48	74	64.9%	N				
Hispanic	1,159	1,703	68.1%	N				
Pacific Islander or Hawaiian Native	Data	Suppressed						
White	339	551	61.5%	Y	1.4%	8	5.5%	31
Two or More Races	87	139	62.6%	N				
Unknown	18	29	62.1%	N				
Total	1,730	2,627	65.9%	--	--	--	--	--

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Table C-3. Persistence – Ethnicity and Gender

Ethnicity	Gender	Students Persisting	Student Cohort	Persistence Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
American Indian/Alaska Native	Female	Data	Suppressed							
American Indian/Alaska Native	Male	Data	Suppressed							
Asian	Female	18	29	62.1%	PN	N				
Asian	Male	15	28	53.6%	PN	N				
Asian	All Other Values	Data	Suppressed							
Black or African American	Female	10	13	76.9%	PN	N				
Black or African American	Male	27	44	61.4%	PN	N				
Black or African American	All Other Values	Data	Suppressed							
Filipino	Female	30	45	66.7%	PN	N				
Filipino	Male	17	28	60.7%	PN	N				
Filipino	All Other Values	Data	Suppressed							
Hispanic	Female	663	924	71.8%	PN	N				
Hispanic	Male	480	755	63.6%	PN	N				
Hispanic	All Other Values	16	24	66.7%	PN	N				
Pacific Islander or Hawaiian Native	Female	Data	Suppressed							
Pacific Islander or Hawaiian Native	Male	Data	Suppressed							
White	Female	142	239	59.4%	PY	N				
White	Male	174	277	62.8%	PY	N				
White	All Other Values	23	35	65.7%	PY	N				
Two or More Races	Female	37	53	69.8%	PN	N				
Two or More Races	Male	50	84	59.5%	PN	N				
Two or More Races	All Other Values	Data	Suppressed							
Unknown	Female	Data	Suppressed							
Unknown	Male	11	17	64.7%	PN	N				
Unknown	All Other Values	Data	Suppressed							
Total	--	1,730	2,627	65.9%	--	--	--	--	--	--

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Table C-4. Persistence – DSPS

DSPS	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
DSPS	107	159	67.3%	N				
Not DSPS	1,623	2,468	65.8%	N				
Total	1,730	2,627	65.9%	--	--	--	--	--

Table C-5. Persistence – Economic Disadvantage

Economic Disadvantage	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Economically Disadvantaged	1,229	1,757	69.9%	N				
Not Economically Disadvantaged	501	870	57.6%	Y	9.1%	80	12.4%	108
Total	1,730	2,627	65.9%	--	--	--	--	--

Table C-6. Persistence – First Generation

First Generation	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
First Generation	695	1,082	64.2%	N				
Not First Generation	912	1,322	69.0%	N				
Unknown/Unreported	123	223	55.2%	Y	5.2%	12	11.7%	27
Total	1,730	2,627	65.9%	--	--	--	--	--

Table C-7. Persistence – Foster Youth

Foster Youth	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Foster Youth	47	68	69.1%	N				
Not Foster Youth	1,683	2,559	65.8%	Y	1.3%	34	3.3%	86
Total	1,730	2,627	65.9%	--	--	--	--	--

Baseline Data for Use in Preparation of the Ventura College 2025-2028 Student Equity Plan

Table C-8. Persistence – Homeless

Homeless	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Homeless	Data	Suppressed						
Not Homeless	1,726	2,621	65.9%	N				
Total	1,730	2,627	65.9%	--	--	--	--	--

Table C-9. Persistence – LGBT

LGBT	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
LGBT	112	189	59.3%	Y	0.1%	1	7.1%	14
Non-LGBT	1,618	2,438	66.4%	N				
Total	1,730	2,627	65.9%	--	--	--	--	--

Table C-10. Persistence – Veteran

Veteran	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Veteran	18	30	60.0%	N				
Not Veteran	1,712	2,597	65.9%	N				
Total	1,730	2,627	65.9%	--	--	--	--	--

Table C-11. Persistence – DSPS and Gender

DSPS	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
DSPS	Female	51	70	72.9%	PN	N				
DSPS	Male	50	79	63.3%	PN	N				
DSPS	All Other Values	6	10	60.0%	PN	N				
Not DSPS	Female	857	1,246	68.8%	PN	N				
Not DSPS	Male	727	1,159	62.7%	PN	Y	2.8%	33	5.6%	65
Not DSPS	All Other Values	39	63	61.9%	PN	N				
Total	--	1,730	2,627	65.9%	--	--	--	--	--	--

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Table C-12. Persistence – Economic Disadvantage and Gender

Economic Disadvantage	Gender	Students Transferring	Student Cohort	Transfer Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
Economically Disadvantaged	Female	669	919	72.8%	PN	N				
Economically Disadvantaged	Male	539	805	67.0%	PN	N				
Economically Disadvantaged	All Other Values	21	33	63.6%	PN	N				
Not Economically Disadvantaged	Female	239	397	60.2%	PY	N				
Not Economically Disadvantaged	Male	238	433	55.0%	PY	Y				
Not Economically Disadvantaged	All Other Values	24	40	60.0%	PY	N				
Total	--	1,730	2,627	65.9%	--	--	--	--	--	--

Table C-13. Persistence – First Generation and Gender

First Generation	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
First Generation	Female	401	587	68.3%	PN	N				
First Generation	Male	288	479	60.1%	PN	Y	2.6%	13	7.0%	34
First Generation	All Other Values	6	16	37.5%	PN	Y	4.8%	1	28.5%	5
Not First Generation	Female	467	646	72.3%	PN	N				
Not First Generation	Male	422	644	65.5%	PN	N				
Not First Generation	All Other Values	23	32	71.9%	PN	N				
Unknown/Unreported	Female	40	83	48.2%	PY	Y				
Unknown/Unreported	Male	67	115	58.3%	PY	N				
Unknown/Unreported	All Other Values	16	25	64.0%	PY	N				
Total	--	1,730	2,627	65.9%	--	--	--	--	--	--

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Table C-14. Persistence – Foster Youth and Gender

Foster Youth	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
Foster Youth	Female	26	35	74.3%	PN	N				
Foster Youth	Male	20	30	66.7%	PN	N				
Foster Youth	All Other Values	Data	Suppressed							
Not Foster Youth	Female	882	1,281	68.9%	PY	N				
Not Foster Youth	Male	757	1,208	62.7%	PY	Y				
Not Foster Youth	All Other Values	44	70	62.9%	PY	N				
Total	--	1,730	2,627	65.9%	--	--	--	--	--	--

Table C-15. Persistence – Homeless and Gender

Homeless	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
Homeless	Female	Data	Suppressed							
Homeless	Male	Data	Suppressed							
Not Homeless	Female	907	1,313	69.1%	PN	N				
Not Homeless	Male	774	1,235	62.7%	PN	Y	3.3%	41	6.0%	75
Not Homeless	All Other Values	45	73	61.6%	PN	N				
Total	--	1,730	2,627	65.9%	--	--	--	--	--	--

Table C-16. Persistence – LGBT and Gender

LGBT	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
LGBT	Female	74	123	60.2%	PY	N				
LGBT	Male	23	44	52.3%	PY	N				
LGBT	All Other Values	15	22	68.2%	PY	N				
Non-LGBT	Female	834	1,193	69.9%	PN	N				
Non-LGBT	Male	754	1,194	63.1%	PN	Y	2.3%	28	5.0%	60
Non-LGBT	All Other Values	30	51	58.8%	PN	N				
Total	--	1,730	2,627	65.9%	--	--	--	--	--	--

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Table C-17. Persistence – Veteran and Gender

Veteran	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
Veteran	Female	Data	Suppressed							
Veteran	Male	13	24	54.2%	PN	N				
Veteran	All Other Values	Data	Suppressed							
Not Veteran	Female	903	1,311	68.9%	PN	N				
Not Veteran	Male	764	1,214	62.9%	PN	Y	2.7%	33	5.4%	66
Not Veteran	All Other Values	45	72	62.5%	PN	N				
Total	--	1,730	2,627	65.9%	--	--	--	--	--	--

D. Completion of Certificate or Degree within Three Years (Metric ID: 619; Cohort starting year: 2019-2020)

Table D-1. Completion of Certificate or Degree – Gender

Gender	Students Completing	Student Cohort	Completion Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Female	366	1,452	25.2%	N				
Male	205	1,395	14.7%	Y	8.4%	118	10.4%	146
Unknown/Non-Respondent	12	53	22.6%	N				
Total	583	2,900	20.1%	--	--	--	--	--

Table D-2. Completion of Certificate or Degree – Ethnicity

Ethnicity	Students Completing	Student Cohort	Completion Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
American Indian/Alaska Native	1	12	8.3%	N				
Asian	9	50	18.0%	N				
Black or African American	4	47	8.5%	Y	3.8%	2	11.8%	6
Filipino	16	65	24.6%	N				
Hispanic	380	1,909	19.9%	N				
Pacific Islander or Hawaiian Native	Data	Suppressed						
White	128	583	22.0%	N				
Two or More Races	20	93	21.5%	N				
Unknown	23	137	16.8%	N				
Total	583	2,900	20.1%	--	--	--	--	--

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Table D-3. Completion of Certificate or Degree – Ethnicity and Gender

Ethnicity	Gender	Students Completing	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
American Indian/Alaska Native	Female	Data	Suppressed							
American Indian/Alaska Native	Male	Data	Suppressed							
Asian	Female	4	19	21.1%	PY	N				
Asian	Male	5	31	16.1%	PY	N				
Black or African American	Female	2	15	13.3%	PY	N				
Black or African American	Male	2	31	6.5%	PY	N				
Black or African American	All Other Values	Data	Suppressed							
Filipino	Female	11	35	31.4%	PY	N				
Filipino	Male	5	29	17.2%	PY	N				
Filipino	All Other Values	Data	Suppressed							
Hispanic	Female	255	1,003	25.4%	PY	N				
Hispanic	Male	116	873	13.3%	PY	Y	7.4%	65	9.8%	86
Hispanic	All Other Values	9	33	27.3%	PY	N				
Pacific Islander or Hawaiian Native	Male	Data	Suppressed							
White	Female	68	273	24.9%	PY	N				
White	Male	57	300	19.0%	PY	N				
White	All Other Values	3	10	30.0%	PY	N				
Two or More Races	Female	11	45	24.4%	PY	N				
Two or More Races	Male	9	44	20.5%	PY	N				
Two or More Races	All Other Values	Data	Suppressed							
Unknown	Female	14	55	25.5%	PY	N				
Unknown	Male	9	78	11.5%	PY	Y	1.7%	2	8.8%	7
Unknown	All Other Values	Data	Suppressed							
Total	--	583	2,900	20.1%	--	--	--	--	--	--

Baseline Data for Use in Preparation of the Ventura College 2025-2028 Student Equity Plan

Table D-4. Completion of Certificate or Degree – DSPS

DSPS	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
DSPS	45	244	18.4%	N				
Not DSPS	538	2,656	20.3%	N				
Total	583	2,900	20.1%	--	--	--	--	--

Table D-5. Completion of Certificate or Degree – Economic Disadvantage

Economic Disadvantage	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Economically Disadvantaged	438	2,137	20.5%	N				
Not Economically Disadvantaged	145	763	19.0%	N				
Total	583	2,900	20.1%	--	--	--	--	--

Table D-6. Completion of Certificate or Degree – First Generation

First Generation	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
First Generation	203	1,265	16.0%	Y	5.2%	66	7.2%	92
Not First Generation	359	1,413	25.4%	N				
Unknown/Unreported	21	222	9.5%	Y	7.7%	17	11.5%	26
Total	583	2,900	20.1%	--	--	--	--	--

Table D-7. Completion of Certificate or Degree – Foster Youth

Foster Youth	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Foster Youth	7	88	8.0%	Y	6.8%	6	12.5%	12
Not Foster Youth	576	2,812	20.5%	N				
Total	583	2,900	20.1%	--	--	--	--	--

Baseline Data for Use in Preparation of the Ventura College 2025-2028 Student Equity Plan

Table D-8. Completion of Certificate or Degree – Homeless

Homeless	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Homeless	0	18	0.0%	Y	15.6%	3	20.2%	4
Not Homeless	583	2,882	20.2%	N				
Total	583	2,900	20.1%	--	--	--	--	--

Table D-9. Completion of Certificate or Degree – LGBT

LGBT	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
LGBT	28	194	14.4%	Y	1.2%	3	6.1%	12
Non-LGBT	555	2,706	20.5%	N				
Total	583	2,900	20.1%	--	--	--	--	--

Table D-10. Completion of Certificate or Degree – Veteran

Veteran	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Veteran	5	47	10.6%	Y	0.8%	1	9.6%	5
Not Veteran	578	2,853	20.3%	N				
Total	583	2,900	20.1%	--	--	--	--	--

Table D-11. Completion of Certificate or Degree – DSPS and Gender

DSPS	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
DSPS	Female	30	126	23.8%	PN	N				
DSPS	Male	14	113	12.4%	PN	Y	1.9%	3	8.0%	10
DSPS	All Other Values	Data	Suppressed							
Not DSPS	Female	336	1,326	25.3%	PN	N				
Not DSPS	Male	191	1,282	14.9%	PN	Y	7.3%	94	9.3%	120
Not DSPS	All Other Values	11	48	22.9%	PN	N				
Total	--	583	2,900	20.1%	--	--	--	--	--	--

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Table D-12. Completion of Certificate or Degree – Economic Disadvantage and Gender

Economic Disadvantage	Gender	Students Transferring	Student Cohort	Transfer Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
Economically Disadvantaged	Female	282	1,096	25.7%	PN	N				
Economically Disadvantaged	Male	147	1,000	14.7%	PN	Y	6.0%	60	8.2%	83
Economically Disadvantaged	All Other Values	9	41	22.0%	PN	N				
Not Economically Disadvantaged	Female	84	356	23.6%	PN	N				
Not Economically Disadvantaged	Male	58	395	14.7%	PN	Y	2.8%	11	6.3%	25
Not Economically Disadvantaged	All Other Values	3	12	25.0%	PN	N				
Total	--	583	2,900	20.1%	--	--	--	--	--	--

Table D-13. Completion of Certificate or Degree – First Generation and Gender

First Generation	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
First Generation	Female	146	683	21.4%	PY	N				
First Generation	Male	54	566	9.5%	PY	Y				
First Generation	All Other Values	3	16	18.8%	PY	N				
Not First Generation	Female	208	677	30.7%	PN	N				
Not First Generation	Male	143	711	20.1%	PN	N				
Not First Generation	All Other Values	8	25	32.0%	PN	N				
Unknown/Unreported	Female	12	92	13.0%	PY	N				
Unknown/Unreported	Male	8	118	6.8%	PY	Y				
Unknown/Unreported	All Other Values	1	12	8.3%	PY	N				
Total	--	583	2,900	20.1%	--	--	--	--	--	--

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Table D-14. Completion of Certificate or Degree – Foster Youth and Gender

Foster Youth	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
Foster Youth	Female	5	49	10.2%	PY	N				
Foster Youth	Male	2	35	5.7%	PY	N				
Foster Youth	All Other Values	Data	Suppressed							
Not Foster Youth	Female	361	1,403	25.7%	PN	N				
Not Foster Youth	Male	203	1,360	14.9%	PN	Y	7.7%	105	9.7%	133
Not Foster Youth	All Other Values	12	49	24.5%	PN	N				
Total	--	583	2,900	20.1%	--	--	--	--	--	--

Table D-15. Completion of Certificate or Degree – Homeless and Gender

Homeless	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
Homeless	Female	Data	Suppressed	Data						
Homeless	Male	Data	Suppressed	Data						
Not Homeless	Female	366	1,443	25.4%	PN	N				
Not Homeless	Male	205	1,386	14.8%	PN	Y	8.2%	114	10.2%	142
Not Homeless	All Other Values	12	53	22.6%	PN	N				
Total	--	583	2,900	20.1%	--	--	--	--	--	--

Table D-16. Completion of Certificate or Degree – LGBT and Gender

LGBT	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
LGBT	Female	20	127	15.7%	PY	N				
LGBT	Male	6	59	10.2%	PY	N				
LGBT	All Other Values	Data	Suppressed							
Non-LGBT	Female	346	1,325	26.1%	PN	N				
Non-LGBT	Male	199	1,336	14.9%	PN	Y	7.7%	103	9.7%	130
Non-LGBT	All Other Values	10	45	22.2%	PN	N				
Total	--	583	2,900	20.1%	--	--	--	--	--	--

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Table D-17. Completion of Certificate or Degree – Veteran and Gender

Veteran	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
Veteran	Female	Data	Suppressed							
Veteran	Male	Data	Suppressed							
Not Veteran	Female	363	1,446	25.1%	PN	N				
Not Veteran	Male	203	1,354	15.0%	PN	Y	7.6%	103	9.6%	130
Not Veteran	All Other Values	12	53	22.6%	PN	N				
Total	--	583	2,900	20.1%	--	--	--	--	--	--

E. Transferred to a Four-Year Institution within Three Years (Metric ID: 620; Cohort starting year: 2018-2019)

Table E-1. Transferred to a Four-Year Institution – Gender

Gender	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Female	225	632	35.6%	N				
Male	162	594	27.3%	Y	4.1%	25	7.7%	46
Unknown/Non-Respondent	2	17	11.8%	Y	4.5%	1	19.8%	4
Total	389	1,243	31.3%	--	--	--	--	--

Table E-2. Transferred to a Four-Year Institution – Ethnicity

Ethnicity	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
American Indian/Alaska Native	Data	Suppressed						
Asian	7	25	28.0%	N				
Black or African American	7	19	36.8%	N				
Filipino	19	37	51.4%	N				
Hispanic	210	760	27.6%	Y	6.3%	48	9.4%	72
Pacific Islander or Hawaiian Native	Data	Suppressed						
White	130	337	38.6%	N				
Two or More Races	15	52	28.8%	N				
Unknown	1	11	9.1%	Y	5.4%	1	22.4%	3
Total	389	1,243	31.3%	--	--	--	--	--

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Baseline Data for Use in Preparation of the Ventura College 2025-2028 Student Equity Plan

Table E-3. Transferred to a Four-Year Institution – Ethnicity and Gender

Ethnicity	Gender	Students Transferring	Student Cohort	Transfer Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
American Indian/Alaska Native	Male	Data	Suppressed							
Asian	Female	3	15	20.0%	PN	N				
Asian	Male	4	10	40.0%	PN	N				
Black or African American	Female	Data	Suppressed							
Black or African American	Male	6	14	42.9%	PN	N				
Filipino	Female	12	26	46.2%	PN	N				
Filipino	Male	6	10	60.0%	PN	N				
Filipino	All Other Values	Data	Suppressed							
Hispanic	Female	132	401	32.9%	PY	N				
Hispanic	Male	77	350	22.0%	PY	Y				
Hispanic	All Other Values	Data	Suppressed							
Pacific Islander or Hawaiian Native	Male	Data	Suppressed							
White	Female	69	156	44.2%	PN	N				
White	Male	61	175	34.9%	PN	N				
White	All Other Values	Data	Suppressed							
Two or More Races	Female	8	26	30.8%	PN	N				
Two or More Races	Male	7	25	28.0%	PN	N				
Two or More Races	All Other Values	Data	Suppressed							
Unknown	Female	Data	Suppressed							
Unknown	Male	Data	Suppressed							
Total	--	389	1,243	31.3%	--	--	--	--	--	--

Table E-4. Transferred to a Four-Year Institution – DSPS

DSPS	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
DSPS	20	102	19.6%	Y	5.0%	6	12.7%	13
Not DSPS	369	1,141	32.3%	N				
Total	389	1,243	31.3%	--	--	--	--	--

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Baseline Data for Use in Preparation of the Ventura College 2025-2028 Student Equity Plan

Table E-5. Transferred to a Four-Year Institution – Economic Disadvantage

Economic Disadvantage	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Economically Disadvantaged	256	903	28.4%	Y	7.8%	71	10.8%	98
Not Economically Disadvantaged	133	340	39.1%	N				
Total	389	1,243	31.3%	--	--	--	--	--

Table E-6. Transferred to a Four-Year Institution – First Generation

First Generation	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
First Generation	110	477	23.1%	Y	9.6%	46	13.4%	64
Not First Generation	266	695	38.3%	N				
Unknown/Unreported	13	71	18.3%	Y	4.8%	4	13.8%	10
Total	389	1,243	31.3%	--	--	--	--	--

Table E-7. Transferred to a Four-Year Institution – Foster Youth

Foster Youth	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Foster Youth	6	28	21.4%	N				
Not Foster Youth	383	1,215	31.5%	N				
Total	389	1,243	31.3%	--	--	--	--	--

Table E-8. Transferred to a Four-Year Institution – Homeless

Homeless	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Homeless	Data	Suppressed						
Not Homeless	388	1,240	31.3%	N				
Total	389	1,243	31.3%	--	--	--	--	--

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Table E-9. Transferred to a Four-Year Institution – LGBT

LGBT	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
LGBT	11	57	19.3%	Y	2.4%	2	12.6%	8
Non-LGBT	378	1,186	31.9%	N				
Total	389	1,243	31.3%	--	--	--	--	--

Table E-10. Transferred to a Four-Year Institution – Veteran

Veteran	Students Transferring	Student Cohort	Transfer Percentage	Primary Disproportionate Impact	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Percentage Increase	Student Increase	Percentage Increase	Student Increase
Veteran	7	24	29.2%	N				
Not a Veteran	382	1,219	31.3%	N				
Total	389	1,243	31.3%	--	--	--	--	--

Table E-11. Transferred to a Four-Year Institution – DSPS and Gender

DSPS	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
DSPS	Female	11	53	20.8%	PY	N				
DSPS	Male	9	47	19.1%	PY	N				
DSPS	All Other Values	Data	Suppressed							
Not DSPS	Female	214	579	37.0%	PN	N				
Not DSPS	Male	153	547	28.0%	PN	Y	2.1%	12	5.9%	33
Not DSPS	All Other Values	2	15	13.3%	PN	Y	1.0%	1	18.2%	3
Total	--	389	1,243	31.3%	--	--	--	--	--	--

Baseline Data for Use in Preparation of the Ventura College 2025-2028 Student Equity Plan

Table E-12. Transferred to a Four-Year Institution – Economic Disadvantage and Gender

Economic Disadvantage	Gender	Students Transferring	Student Cohort	Transfer Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
Economically Disadvantaged	Female	161	483	33.3%	PY	N				
Economically Disadvantaged	Male	94	411	22.9%	PY	Y				
Economically Disadvantaged	All Other Values	Data	Suppressed							
Not Economically Disadvantaged	Female	64	149	43.0%	PN	N				
Not Economically Disadvantaged	Male	68	183	37.2%	PN	N				
Not Economically Disadvantaged	All Other Values	Data	Suppressed							
Total	--	389	1,243	31.3%	--	--	--	--	--	--

Table E-13. Transferred to a Four-Year Institution – First Generation and Gender

First Generation	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
First Generation	Female	70	250	28.0%	PY	N				
First Generation	Male	39	221	17.6%	PY	Y				
First Generation	All Other Values	Data	Suppressed							
Not First Generation	Female	147	347	42.4%	PN	N				
Not First Generation	Male	118	337	35.0%	PN	N				
Not First Generation	All Other Values	1	11	9.1%	PN	Y	5.4%	1	22.4%	3
Unknown/Unreported	Female	8	35	22.9%	PY	N				
Unknown/Unreported	Male	5	36	13.9%	PY	N				
Total	--	389	1,243	31.3%	--	--	--	--	--	--

Table E-14. Transferred to a Four-Year Institution – Foster Youth and Gender

Foster Youth	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
Foster Youth	Female	5	19	26.3%	PN	N				
Foster Youth	Male	Data	Suppressed							
Not Foster Youth	Female	220	613	35.9%	PN	N				
Not Foster Youth	Male	161	585	27.5%	PN	Y	3.5%	21	7.1%	42
Not Foster Youth	All Other Values	2	17	11.8%	PN	Y	4.5%	1	19.8%	4
Total	--	389	1,243	31.3%	--	--	--	--	--	--

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Table E-15. Transferred to a Four-Year Institution – Homeless and Gender

Homeless	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
Homeless	Female	Data	Suppressed							
Homeless	All Other Values	Data	Suppressed							
Not Homeless	Female	224	630	35.6%	PN	N				
Not Homeless	Male	162	594	27.3%	PN	Y	4.1%	25	7.7%	46
Not Homeless	All Other Values	2	16	12.5%	PN	Y	2.8%	1	19.0%	4
Total	--	389	1,243	31.3%	--	--	--	--	--	--

Table E-16. Transferred to a Four-Year Institution – LGBT and Gender

LGBT	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
LGBT	Female	7	38	18.4%	PY	N				
LGBT	Male	3	16	18.8%	PY	N				
LGBT	All Other Values	Data	Suppressed							
Non-LGBT	Female	218	594	36.7%	PN	N				
Non-LGBT	Male	159	578	27.5%	PN	Y	3.5%	21	7.1%	41
Non-LGBT	All Other Values	1	14	7.1%	PN	Y	10.9%	2	24.4%	4
Total	--	389	1,243	31.3%	--	--	--	--	--	--

Table E-17. Transferred to a Four-Year Institution – Veteran and Gender

Veteran	Gender	Student Completions	Student Cohort	Completion Percentage	Disproportionate Impact		Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
					Primary	Gender Intersection	Percentage Increase	Student Increase	Percentage Increase	Student Increase
Veteran	Female	Data	Suppressed							
Veteran	Male	5	20	25.0%	PN	N				
Not a Veteran	Female	223	628	35.5%	PN	N				
Not a Veteran	Male	157	574	27.4%	PN	Y	3.7%	22	7.3%	43
Not a Veteran	All Other Values	2	17	11.8%	PN	Y	4.5%	1	19.8%	4
Total	--	389	1,243	31.3%	--	--	--	--	--	--

Appendix E: 2025-2028 Student Equity Plan Supplemental Internal Data

2025-2028 Student Equity Plan Supplemental Internal Data

The State of California has provided colleges with data for the 2025-2028 Student Equity Plan. To supplement this state data, the VC IE Office compiled internal numbers on related metrics. The data presented below do not exactly match the state-provided data due to slight differences in definitions and calculation methods. In this report, the proportionality index was used to quantify equity gaps between demographic groups. This method is also different than the state method (i.e. percentage point gap minus one). This method is described in detail on page 22. Data are not displayed for cells with fewer than 10 students.

First-Year Transfer-Level English Completion

The percentage of students who successfully completed a transfer-level English course in their first year.

First-Year Transfer-Level English Completion

Gender	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Female	54.6%	1.13	58.1%	1.10	50.0%	1.07	48.2%	1.06	51.6%	1.09	51.3%	1.08
Male	42.2%	0.87	47.3%	0.90	42.5%	0.91	42.3%	0.93	43.9%	0.92	44.2%	0.93
Unreported	50.0%	1.04	55.0%	1.04	56.3%	1.20	44.8%	0.99	34.0%	0.71	31.3%	0.66
Total	48.2%	1.00	52.7%	1.00	46.7%	1.00	45.3%	1.00	47.6%	1.00	47.5%	1.00

First-Year Transfer-Level English Completion

Ethnicity	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Asian	60.0%	1.24	65.9%	1.25	46.2%	0.99	44.9%	0.99	47.9%	1.01	54.3%	1.14
Black	27.3%	0.57	33.3%	0.63	26.0%	0.56	33.3%	0.74	31.4%	0.66	31.7%	0.67
Hispanic	47.5%	0.98	52.0%	0.99	47.4%	1.02	45.1%	1.00	47.7%	1.00	46.4%	0.98
Native Amer												
Pac Island												
Two or More	67.9%	1.41	55.6%	1.05	58.0%	1.24	44.7%	0.99	46.3%	0.97	60.9%	1.28
Unreported	11.1%	0.23	41.4%	0.79	35.7%	0.76	37.0%	0.82	34.8%	0.73	41.3%	0.87
White	49.3%	1.02	56.2%	1.07	46.8%	1.00	48.5%	1.07	51.2%	1.08	49.7%	1.05
Total	48.2%	1.00	52.7%	1.00	46.7%	1.00	45.3%	1.00	47.6%	1.00	47.5%	1.00

First-Year Transfer-Level English Completion

Ethnicity	Gender	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
		Rate	PI										
Asian	Female	64.6%	1.34	70.0%	1.33	55.0%	1.18	43.1%	0.95	47.2%	0.99	57.4%	1.21
Asian	Male	53.1%	1.10	61.0%	1.16	39.2%	0.84	45.8%	1.01	48.2%	1.01	53.3%	1.12
Asian	Unreported												
Black	Female	33.3%	0.69	35.7%	0.68	34.6%	0.74	45.5%	1.00	38.5%	0.81	26.3%	0.55
Black	Male	21.1%	0.44	31.0%	0.59	17.4%	0.37	30.2%	0.67	29.4%	0.62	36.4%	0.77
Black	Unreported												
Hispanic	Female	53.1%	1.10	57.4%	1.09	50.7%	1.09	47.8%	1.06	52.6%	1.11	49.7%	1.05
Hispanic	Male	41.9%	0.87	45.9%	0.87	42.6%	0.91	42.2%	0.93	42.4%	0.89	42.6%	0.90
Hispanic	Unreported	42.1%	0.87	63.6%	1.21	60.0%	1.28	27.8%	0.61	35.5%	0.75	45.5%	0.96
Native Amer	Female												
Native Amer	Male												
Native Amer	Unreported												
Pac Island	Female												
Pac Island	Male												
Two or More	Female	71.4%	1.48	65.6%	1.25	64.3%	1.38	54.3%	1.20	51.6%	1.09	68.3%	1.44
Two or More	Male	66.7%	1.38	47.5%	0.90	53.3%	1.14	40.4%	0.89	45.2%	0.95	60.0%	1.26
Two or More	Unreported												
Unreported	Female	20.0%	0.41	48.5%	0.92	43.5%	0.93	41.7%	0.92	40.6%	0.85	53.3%	1.12
Unreported	Male	7.7%	0.16	37.7%	0.72	31.1%	0.67	30.0%	0.66	31.3%	0.66	38.5%	0.81
Unreported	Unreported												
White	Female	55.9%	1.16	60.7%	1.15	47.1%	1.01	50.6%	1.12	51.4%	1.08	55.2%	1.16
White	Male	43.8%	0.91	53.3%	1.01	45.9%	0.98	46.1%	1.02	51.2%	1.08	46.5%	0.98
White	Unreported	57.1%	1.18	42.9%	0.81			59.1%	1.31			17.6%	0.37
Total	Total	48.2%	1.00	52.7%	1.00	46.7%	1.00	45.3%	1.00	47.6%	1.00	47.5%	1.00

First-Year Transfer-Level English Completion

Status	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Men of Color	41.8%	0.87	45.6%	0.87	42.3%	0.90	41.3%	0.91	41.8%	0.88	43.3%	0.91
Not Men of Color	51.9%	1.08	56.6%	1.08	48.6%	1.04	47.3%	1.04	50.4%	1.06	49.7%	1.05
Total	48.2%	1.00	52.7%	1.00	46.7%	1.00	45.3%	1.00	47.6%	1.00	47.5%	1.00

First-Year Transfer-Level English Completion

	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
Unit Load	Rate	PI										
F/T	66.1%	1.37	69.2%	1.31	62.7%	1.34	63.1%	1.39	64.6%	1.36	65.0%	1.37
P/T	22.7%	0.47	32.4%	0.61	22.9%	0.49	25.5%	0.56	25.5%	0.54	21.8%	0.46
Total	48.2%	1.00	52.7%	1.00	46.7%	1.00	45.3%	1.00	47.6%	1.00	47.5%	1.00

First-Year Transfer-Level English Completion

	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
CA Promise Grant	Rate	PI										
CCPG	48.3%	1.00	52.2%	0.99	46.8%	1.00	46.4%	1.03	48.4%	1.02	46.9%	0.99
No CCPG	48.1%	1.00	53.8%	1.02	46.6%	1.00	43.0%	0.95	45.9%	0.96	48.8%	1.03
Total	48.2%	1.00	52.7%	1.00	46.7%	1.00	45.3%	1.00	47.6%	1.00	47.5%	1.00

First-Year Transfer-Level English Completion

	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
First Generation	Rate	PI										
First-Gen	43.3%	0.90	46.0%	0.87	43.6%	0.93	40.2%	0.89	43.4%	0.91	42.7%	0.90
Not First-Gen	52.8%	1.09	58.8%	1.12	49.2%	1.05	49.6%	1.10	51.8%	1.09	52.2%	1.10
Total	48.2%	1.00	52.7%	1.00	46.7%	1.00	45.3%	1.00	47.6%	1.00	47.5%	1.00

First-Year Transfer-Level English Completion

	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
Disability Status	Rate	PI										
Disabled	31.3%	0.65	40.8%	0.77	50.9%	1.09	37.1%	0.82	39.5%	0.83	40.8%	0.86
Not Disabled	50.0%	1.04	53.6%	1.02	46.5%	1.00	45.7%	1.01	48.2%	1.01	48.1%	1.01
Total	48.2%	1.00	52.7%	1.00	46.7%	1.00	45.3%	1.00	47.6%	1.00	47.5%	1.00

First-Year Transfer-Level English Completion

	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
Veteran Status	Rate	PI										
Veteran	27.3%	0.57	21.1%	0.40	58.8%	1.26	46.7%	1.03	38.5%	0.81	60.9%	1.28
Not Veteran	48.4%	1.00	52.9%	1.00	46.6%	1.00	45.3%	1.00	47.6%	1.00	47.4%	1.00
Total	48.2%	1.00	52.7%	1.00	46.7%	1.00	45.3%	1.00	47.6%	1.00	47.5%	1.00

First-Year Transfer-Level Math Completion

The percentage of students who successfully completed a transfer-level math course in their first year.

First-Year Transfer-Level Math Completion

Gender	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Female	26.7%	1.12	36.0%	1.08	30.1%	0.99	30.1%	0.99	33.2%	1.04	35.0%	1.06
Male	21.3%	0.89	30.4%	0.91	31.0%	1.02	31.1%	1.02	31.1%	0.97	31.3%	0.95
Unreported	21.1%	0.88	40.0%	1.20	31.3%	1.02	29.3%	0.96	22.6%	0.71	25.0%	0.76
Total	23.9%	1.00	33.2%	1.00	30.5%	1.00	30.6%	1.00	32.0%	1.00	33.0%	1.00

First-Year Transfer-Level Math Completion

Ethnicity	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Asian	47.5%	1.99	50.0%	1.50	45.1%	1.48	35.5%	1.16	45.7%	1.43	42.6%	1.29
Black	3.6%	0.15	8.9%	0.27	8.0%	0.26	24.6%	0.80	21.6%	0.67	24.4%	0.74
Hispanic	21.7%	0.91	33.3%	1.00	29.4%	0.96	28.3%	0.93	30.3%	0.95	31.7%	0.96
Native Amer												
Pac Island												
Two or More	33.3%	1.40	31.9%	0.96	43.2%	1.42	30.9%	1.01	32.8%	1.03	38.0%	1.15
Unreported	16.7%	0.70	19.5%	0.59	40.0%	1.31	53.7%	1.76	37.9%	1.19	54.3%	1.65
White	28.0%	1.17	35.3%	1.06	30.3%	0.99	35.0%	1.14	35.4%	1.11	33.5%	1.01
Total	23.9%	1.00	33.2%	1.00	30.5%	1.00	30.6%	1.00	32.0%	1.00	33.0%	1.00

First-Year Transfer-Level Math Completion

Ethnicity	Gender	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
		Rate	PI										
Asian	Female	41.7%	1.75	45.0%	1.35	47.5%	1.56	31.0%	1.02	52.8%	1.65	42.6%	1.29
Asian	Male	56.3%	2.36	53.7%	1.61	43.1%	1.41	41.7%	1.36	41.1%	1.28	44.4%	1.35
Asian	Unreported												
Black	Female	0.0%	0.00	7.1%	0.21	3.8%	0.13	27.3%	0.89	23.1%	0.72	26.3%	0.80
Black	Male	5.3%	0.22	10.3%	0.31	13.0%	0.43	25.6%	0.84	20.6%	0.64	22.7%	0.69
Black	Unreported												
Hispanic	Female	24.6%	1.03	36.8%	1.11	29.6%	0.97	28.6%	0.94	32.2%	1.01	34.0%	1.03
Hispanic	Male	19.0%	0.80	29.4%	0.89	29.1%	0.95	28.0%	0.92	28.1%	0.88	29.1%	0.88
Hispanic	Unreported	10.5%	0.44	36.4%	1.09	30.0%	0.98	27.8%	0.91	29.0%	0.91	33.3%	1.01
Native Amer	Female												
Native Amer	Male												
Native Amer	Unreported												
Pac Island	Female												
Pac Island	Male												
Two or More	Female	38.1%	1.60	37.5%	1.13	42.9%	1.40	37.1%	1.22	38.7%	1.21	51.2%	1.55
Two or More	Male	30.3%	1.27	27.5%	0.83	44.4%	1.46	28.1%	0.92	32.3%	1.01	28.9%	0.87
Two or More	Unreported												
Unreported	Female	40.0%	1.68	21.2%	0.64	43.5%	1.42	33.3%	1.09	34.4%	1.08	53.3%	1.61
Unreported	Male	7.7%	0.32	18.9%	0.57	40.0%	1.31	66.7%	2.18	43.8%	1.37	61.5%	1.86
Unreported	Unreported												
White	Female	30.0%	1.26	35.2%	1.06	29.0%	0.95	36.0%	1.18	33.9%	1.06	33.9%	1.03
White	Male	25.6%	1.07	34.6%	1.04	31.1%	1.02	34.6%	1.13	37.5%	1.17	34.2%	1.04
White	Unreported	42.9%	1.80	50.0%	1.50			31.8%	1.04			17.6%	0.53
Total	Total	23.9%	1.00	33.2%	1.00	30.5%	1.00	30.6%	1.00	32.0%	1.00	33.0%	1.00

First-Year Transfer-Level Math Completion

Status	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Men of Color	18.7%	0.78	28.8%	0.86	29.5%	0.97	27.9%	0.91	27.9%	0.87	29.0%	0.88
Not Men of Color	26.8%	1.12	35.8%	1.08	31.0%	1.01	31.9%	1.04	34.0%	1.06	35.2%	1.07
Total	23.9%	1.00	33.2%	1.00	30.5%	1.00	30.6%	1.00	32.0%	1.00	33.0%	1.00

First-Year Transfer-Level Math Completion

Unit Load	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
F/T	37.0%	1.55	49.2%	1.48	43.5%	1.43	47.0%	1.54	45.4%	1.42	48.5%	1.47
P/T	5.0%	0.21	13.7%	0.41	11.1%	0.36	12.4%	0.41	14.6%	0.46	10.3%	0.31
Total	23.9%	1.00	33.2%	1.00	30.5%	1.00	30.6%	1.00	32.0%	1.00	33.0%	1.00

First-Year Transfer-Level Math Completion

CA Promise Grant	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
CCPG	22.6%	0.95	32.6%	0.98	28.4%	0.93	29.5%	0.97	29.9%	0.93	32.4%	0.98
No CCPG	26.7%	1.12	34.9%	1.05	34.5%	1.13	32.5%	1.06	36.0%	1.13	34.5%	1.04
Total	23.9%	1.00	33.2%	1.00	30.5%	1.00	30.6%	1.00	32.0%	1.00	33.0%	1.00

First-Year Transfer-Level Math Completion

First Generation	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
First-Gen	19.1%	0.80	27.0%	0.81	25.5%	0.83	25.0%	0.82	26.8%	0.84	28.1%	0.85
Not First-Gen	28.3%	1.18	39.0%	1.17	34.4%	1.13	35.3%	1.16	37.3%	1.17	37.8%	1.15
Total	23.9%	1.00	33.2%	1.00	30.5%	1.00	30.6%	1.00	32.0%	1.00	33.0%	1.00

First-Year Transfer-Level Math Completion

Disability Status	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Disabled	12.3%	0.52	22.3%	0.67	28.3%	0.93	25.9%	0.85	20.9%	0.65	22.0%	0.67
Not Disabled	25.1%	1.05	34.1%	1.03	30.6%	1.00	30.8%	1.01	32.9%	1.03	34.1%	1.03
Total	23.9%	1.00	33.2%	1.00	30.5%	1.00	30.6%	1.00	32.0%	1.00	33.0%	1.00

First-Year Transfer-Level Math Completion

Veteran Status	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Veteran	4.5%	0.19	5.3%	0.16	52.9%	1.74	20.0%	0.65	23.1%	0.72	43.5%	1.32
Not Veteran	24.1%	1.01	33.5%	1.01	30.3%	0.99	30.6%	1.00	32.0%	1.00	32.9%	1.00
Total	23.9%	1.00	33.2%	1.00	30.5%	1.00	30.6%	1.00	32.0%	1.00	33.0%	1.00

First-Year Transfer-Level English and Math Completion

The percentage of students who successfully completed both a transfer-level English course and a transfer-level math course in their first year.

First-Year Transfer-Level English and Math Completion

	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
Gender	Rate	PI										
Female	23.9%	1.14	31.6%	1.09	25.4%	1.01	24.8%	1.00	27.4%	1.06	29.2%	1.07
Male	18.3%	0.88	26.6%	0.92	24.5%	0.98	24.9%	1.00	24.5%	0.95	25.4%	0.93
Unreported	15.8%	0.75	30.0%	1.03	28.1%	1.12	22.4%	0.90	17.0%	0.66	20.3%	0.75
Total	20.9%	1.00	29.1%	1.00	25.0%	1.00	24.8%	1.00	25.8%	1.00	27.2%	1.00

First-Year Transfer-Level English and Math Completion

	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
Ethnicity	Rate	PI										
Asian	38.8%	1.85	42.7%	1.47	31.9%	1.27	29.0%	1.17	31.9%	1.24	36.2%	1.33
Black	1.8%	0.09	8.9%	0.31	6.0%	0.24	15.8%	0.64	11.8%	0.46	17.1%	0.63
Hispanic	18.8%	0.90	28.8%	0.99	25.1%	1.00	23.4%	0.95	25.3%	0.98	26.5%	0.97
Native Amer												
Pac Island												
Two or More	33.3%	1.59	25.0%	0.86	35.2%	1.41	26.6%	1.07	25.4%	0.99	34.8%	1.28
Unreported	11.1%	0.53	18.4%	0.63	17.1%	0.68	25.9%	1.05	16.7%	0.65	28.3%	1.04
White	25.0%	1.20	32.4%	1.12	25.2%	1.01	29.1%	1.17	29.5%	1.14	27.2%	1.00
Total	20.9%	1.00	29.1%	1.00	25.0%	1.00	24.8%	1.00	25.8%	1.00	27.2%	1.00

First-Year Transfer-Level English and Math Completion

Ethnicity	Gender	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
		Rate	PI										
Asian	Female	35.4%	1.69	37.5%	1.29	35.0%	1.40	27.6%	1.11	33.3%	1.29	38.3%	1.41
Asian	Male	43.8%	2.09	46.3%	1.59	29.4%	1.17	31.3%	1.26	30.4%	1.18	35.6%	1.31
Asian	Unreported												
Black	Female	0.0%	0.00	7.1%	0.25	3.8%	0.15	9.1%	0.37	15.4%	0.60	15.8%	0.58
Black	Male	2.6%	0.13	10.3%	0.36	8.7%	0.35	18.6%	0.75	11.8%	0.46	18.2%	0.67
Black	Unreported												
Hispanic	Female	21.5%	1.03	32.0%	1.10	25.3%	1.01	24.0%	0.97	27.4%	1.06	28.3%	1.04
Hispanic	Male	16.4%	0.78	25.3%	0.87	24.7%	0.99	23.1%	0.93	22.8%	0.89	24.4%	0.90
Hispanic	Unreported	10.5%	0.50	31.8%	1.09	30.0%	1.20	11.1%	0.45	22.6%	0.88	27.3%	1.00
Native Amer	Female												
Native Amer	Male												
Native Amer	Unreported												
Pac Island	Female												
Pac Island	Male												
Two or More	Female	38.1%	1.82	31.3%	1.07	35.7%	1.43	31.4%	1.27	35.5%	1.38	46.3%	1.70
Two or More	Male	30.3%	1.45	20.0%	0.69	35.6%	1.42	24.6%	0.99	19.4%	0.75	26.7%	0.98
Two or More	Unreported												
Unreported	Female	20.0%	0.96	18.2%	0.62	30.4%	1.22	33.3%	1.34	18.8%	0.73	33.3%	1.22
Unreported	Male	7.7%	0.37	18.9%	0.65	11.1%	0.44	20.0%	0.81	15.6%	0.61	26.9%	0.99
Unreported	Unreported			0.00		0.00		33.3%	1.34	0.00		20.0%	0.73
White	Female	28.6%	1.37	33.2%	1.14	24.6%	0.98	27.5%	1.11	27.5%	1.07	28.7%	1.05
White	Male	22.1%	1.05	32.1%	1.10	25.4%	1.02	30.0%	1.21	31.9%	1.24	26.8%	0.98
White	Unreported	28.6%	1.37	28.6%	0.98			31.8%	1.28			11.8%	0.43
Total	Total	20.9%	1.00	29.1%	1.00	25.0%	1.00	24.8%	1.00	25.8%	1.00	27.2%	1.00

First-Year Transfer-Level English and Math Completion

Status	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Men of Color	16.2%	0.77	24.6%	0.85	24.7%	0.99	23.0%	0.93	22.1%	0.86	24.5%	0.90
Not Men of Color	23.6%	1.13	31.6%	1.09	25.2%	1.00	25.7%	1.04	27.6%	1.07	28.7%	1.05
Total	20.9%	1.00	29.1%	1.00	25.0%	1.00	24.8%	1.00	25.8%	1.00	27.2%	1.00

First-Year Transfer-Level English and Math Completion

Unit Load	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
F/T	32.8%	1.57	45.2%	1.55	37.3%	1.49	40.4%	1.63	39.2%	1.52	41.8%	1.53
P/T	3.9%	0.19	9.3%	0.32	6.7%	0.27	7.5%	0.30	8.4%	0.33	5.8%	0.21
Total	20.9%	1.00	29.1%	1.00	25.0%	1.00	24.8%	1.00	25.8%	1.00	27.2%	1.00

First-Year Transfer-Level English and Math Completion

CA Promise Grant	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
CCPG	19.8%	0.95	28.0%	0.96	23.8%	0.95	24.8%	1.00	24.8%	0.96	26.4%	0.97
No CCPG	23.4%	1.12	31.7%	1.09	27.3%	1.09	24.7%	1.00	27.7%	1.07	29.2%	1.07
Total	20.9%	1.00	29.1%	1.00	25.0%	1.00	24.8%	1.00	25.8%	1.00	27.2%	1.00

First-Year Transfer-Level English and Math Completion

First Generation	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
First-Gen	16.4%	0.78	22.7%	0.78	21.2%	0.85	20.5%	0.83	22.1%	0.86	23.5%	0.86
Not First-Gen	25.1%	1.20	34.9%	1.20	28.0%	1.12	28.5%	1.15	29.5%	1.14	30.9%	1.14
Total	20.9%	1.00	29.1%	1.00	25.0%	1.00	24.8%	1.00	25.8%	1.00	27.2%	1.00

First-Year Transfer-Level English and Math Completion

Disability Status	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Disabled	11.8%	0.57	19.0%	0.65	23.6%	0.94	20.7%	0.83	15.3%	0.59	17.5%	0.64
Not Disabled	21.9%	1.05	29.9%	1.03	25.1%	1.00	25.0%	1.01	26.6%	1.03	28.1%	1.03
Total	20.9%	1.00	29.1%	1.00	25.0%	1.00	24.8%	1.00	25.8%	1.00	27.2%	1.00

First-Year Transfer-Level English and Math Completion

Veteran Status	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Veteran	0.0%	0.00	5.3%	0.18	47.1%	1.88	20.0%	0.81	15.4%	0.60	39.1%	1.44
Not Veteran	21.1%	1.01	29.3%	1.01	24.9%	0.99	24.8%	1.00	25.8%	1.00	27.1%	1.00
Total	20.9%	1.00	29.1%	1.00	25.0%	1.00	24.8%	1.00	25.8%	1.00	27.2%	1.00

Fall-to-Spring Persistence Rate

The percentage of first-time fall students who enrolled in the subsequent spring semester.

Fall-to-Spring Persistence Rate

Gender	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Female	80.7%	1.04	75.7%	1.05	74.9%	1.04	71.8%	1.04	75.7%	1.05	74.0%	1.05
Male	75.0%	0.97	68.7%	0.95	67.7%	0.94	65.6%	0.95	67.9%	0.94	66.6%	0.95
Unreported	73.7%	0.95	77.5%	1.07	75.0%	1.05	77.6%	1.12	69.8%	0.97	64.1%	0.91
Total	77.7%	1.00	72.2%	1.00	71.7%	1.00	69.0%	1.00	71.9%	1.00	70.3%	1.00

Fall-to-Spring Persistence Rate

Ethnicity	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Asian	75.0%	0.97	73.2%	1.01	71.4%	1.00	66.4%	0.96	75.5%	1.05	69.1%	0.98
Black	70.9%	0.91	51.1%	0.71	56.0%	0.78	57.9%	0.84	52.9%	0.74	53.7%	0.76
Hispanic	78.2%	1.01	72.7%	1.01	74.3%	1.04	70.7%	1.02	74.4%	1.03	71.8%	1.02
Native Amer												
Pac Island												
Two or More	88.5%	1.14	73.6%	1.02	83.0%	1.16	66.0%	0.96	67.2%	0.93	69.6%	0.99
Unreported	50.0%	0.64	57.5%	0.80	64.3%	0.90	68.5%	0.99	42.4%	0.59	65.2%	0.93
White	76.7%	0.99	74.9%	1.04	64.9%	0.91	66.4%	0.96	70.1%	0.98	66.5%	0.95
Total	77.7%	1.00	72.2%	1.00	71.7%	1.00	69.0%	1.00	71.9%	1.00	70.3%	1.00

Fall-to-Spring Persistence Rate

Ethnicity	Gender	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
		Rate	PI										
Asian	Female	77.1%	0.99	75.0%	1.04	75.0%	1.05	63.8%	0.92	77.8%	1.08	70.2%	1.00
Asian	Male	71.9%	0.93	70.7%	0.98	68.6%	0.96	68.8%	1.00	75.0%	1.04	68.9%	0.98
Asian	Unreported												
Black	Female	80.0%	1.03	57.1%	0.79	61.5%	0.86	63.6%	0.92	53.8%	0.75	47.4%	0.67
Black	Male	71.1%	0.91	51.7%	0.72	52.2%	0.73	55.8%	0.81	52.9%	0.74	59.1%	0.84
Black	Unreported												
Hispanic	Female	81.1%	1.04	75.7%	1.05	77.7%	1.08	73.8%	1.07	78.0%	1.09	75.8%	1.08
Hispanic	Male	75.3%	0.97	69.3%	0.96	69.7%	0.97	66.4%	0.96	70.0%	0.97	67.1%	0.96
Hispanic	Unreported	78.9%	1.02	81.8%	1.13	75.0%	1.05	77.8%	1.13	74.2%	1.03	75.8%	1.08
Native Amer	Female												
Native Amer	Male												
Native Amer	Unreported												
Pac Island	Female												
Pac Island	Male												
Pac Island	Unreported												
Two or More	Female	90.5%	1.16	81.3%	1.13	83.3%	1.16	77.1%	1.12	71.0%	0.99	68.3%	0.97
Two or More	Male	84.8%	1.09	67.5%	0.93	82.2%	1.15	59.6%	0.86	64.5%	0.90	73.3%	1.04
Two or More	Unreported												
Unreported	Female	80.0%	1.03	72.7%	1.01	78.3%	1.09	66.7%	0.97	53.1%	0.74	53.3%	0.76
Unreported	Male	38.5%	0.50	49.1%	0.68	57.8%	0.81	63.3%	0.92	34.4%	0.48	76.9%	1.09
Unreported	Unreported												
White	Female	78.2%	1.01	76.5%	1.06	65.8%	0.92	64.6%	0.94	72.0%	1.00	71.3%	1.01
White	Male	75.8%	0.98	72.9%	1.01	63.1%	0.88	66.7%	0.97	67.7%	0.94	62.3%	0.89
White	Unreported	71.4%	0.92	85.7%	1.19			77.3%	1.12			58.8%	0.84
Total	Total	77.7%	1.00	72.2%	1.00	71.7%	1.00	69.0%	1.00	71.9%	1.00	70.3%	1.00

Fall-to-Spring Persistence Rate

Status	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Men of Color	75.4%	0.97	68.6%	0.95	70.0%	0.98	65.2%	0.95	68.8%	0.96	67.2%	0.96
Not Men of Color	79.0%	1.02	74.2%	1.03	72.4%	1.01	70.9%	1.03	73.4%	1.02	71.9%	1.02
Total	77.7%	1.00	72.2%	1.00	71.7%	1.00	69.0%	1.00	71.9%	1.00	70.3%	1.00

Fall-to-Spring Persistence Rate

Unit Load	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
F/T	87.7%	1.13	77.2%	1.07	80.5%	1.12	78.8%	1.14	79.9%	1.11	81.2%	1.16
P/T	63.3%	0.81	66.1%	0.92	58.4%	0.82	58.2%	0.84	61.6%	0.86	54.3%	0.77
Total	77.7%	1.00	72.2%	1.00	71.7%	1.00	69.0%	1.00	71.9%	1.00	70.3%	1.00

Fall-to-Spring Persistence Rate

CA Promise Grant	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
CCPG	79.1%	1.02	74.2%	1.03	73.8%	1.03	72.7%	1.05	75.0%	1.04	72.5%	1.03
No CCPG	74.4%	0.96	67.3%	0.93	67.8%	0.95	61.8%	0.90	65.8%	0.92	65.3%	0.93
Total	77.7%	1.00	72.2%	1.00	71.7%	1.00	69.0%	1.00	71.9%	1.00	70.3%	1.00

Fall-to-Spring Persistence Rate

Disability Status	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Disabled	75.8%	0.98	69.3%	0.96	73.6%	1.03	71.6%	1.04	72.9%	1.01	78.0%	1.11
Not Disabled	77.9%	1.00	72.5%	1.00	71.6%	1.00	68.9%	1.00	71.8%	1.00	69.5%	0.99
Total	77.7%	1.00	72.2%	1.00	71.7%	1.00	69.0%	1.00	71.9%	1.00	70.3%	1.00

Fall-to-Spring Persistence Rate

First Generation	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
First-Gen	74.4%	0.96	68.8%	0.95	72.4%	1.01	66.9%	0.97	69.7%	0.97	67.6%	0.96
Not First-Gen	80.7%	1.04	75.3%	1.04	71.1%	0.99	70.8%	1.03	74.2%	1.03	72.9%	1.04
Total	77.7%	1.00	72.2%	1.00	71.7%	1.00	69.0%	1.00	71.9%	1.00	70.3%	1.00

Fall-to-Spring Persistence Rate

Veteran Status	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Veteran	68.2%	0.88	52.6%	0.73	76.5%	1.07	60.0%	0.87	61.5%	0.86	78.3%	1.11
Not Veteran	77.8%	1.00	72.4%	1.00	71.6%	1.00	69.1%	1.00	72.0%	1.00	70.2%	1.00
Total	77.7%	1.00	72.2%	1.00	71.7%	1.00	69.0%	1.00	71.9%	1.00	70.3%	1.00

Fall-to-Fall Persistence Rate

The percentage of first-time fall students who enrolled in the subsequent fall semester.

Fall-to-Fall Persistence Rate

Gender	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Female	68.8%	1.08	64.4%	1.11	62.1%	1.05	59.4%	1.04	65.6%	1.08	62.5%	1.04
Male	59.5%	0.93	52.4%	0.90	55.5%	0.94	54.3%	0.95	55.5%	0.91	57.2%	0.95
Unreported	52.6%	0.82	57.5%	0.99	68.8%	1.16	56.9%	1.00	58.5%	0.96	60.9%	1.02
Total	63.8%	1.00	58.3%	1.00	59.3%	1.00	56.9%	1.00	60.7%	1.00	60.0%	1.00

Fall-to-Fall Persistence Rate

Ethnicity	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Asian	66.3%	1.04	68.3%	1.17	61.5%	1.04	61.7%	1.08	64.9%	1.07	62.8%	1.05
Black	38.2%	0.60	46.7%	0.80	44.0%	0.74	40.4%	0.71	49.0%	0.81	41.5%	0.69
Hispanic	65.2%	1.02	58.6%	1.00	62.4%	1.05	59.2%	1.04	62.9%	1.04	61.3%	1.02
Native Amer												
Pac Island												
Two or More	78.2%	1.23	59.7%	1.02	70.5%	1.19	45.7%	0.80	65.7%	1.08	66.3%	1.11
Unreported	38.9%	0.61	40.2%	0.69	30.0%	0.51	38.9%	0.68	27.3%	0.45	28.3%	0.47
White	61.6%	0.96	59.8%	1.03	54.2%	0.91	55.5%	0.98	57.1%	0.94	57.7%	0.96
Total	63.8%	1.00	58.3%	1.00	59.3%	1.00	56.9%	1.00	60.7%	1.00	60.0%	1.00

Fall-to-Fall Persistence Rate

Ethnicity	Gender	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
		Rate	PI										
Asian	Female	62.5%	0.98	77.5%	1.33	65.0%	1.10	60.3%	1.06	63.9%	1.05	68.1%	1.14
Asian	Male	71.9%	1.13	58.5%	1.00	58.8%	0.99	64.6%	1.13	66.1%	1.09	57.8%	0.96
Asian	Unreported			100.0%	1.71			0.0%	0.00	50.0%	0.82	50.0%	0.83
Black	Female	46.7%	0.73	42.9%	0.73	38.5%	0.65	54.5%	0.96	61.5%	1.01	42.1%	0.70
Black	Male	36.8%	0.58	51.7%	0.89	52.2%	0.88	37.2%	0.65	44.1%	0.73	40.9%	0.68
Black	Unreported												
Hispanic	Female	69.2%	1.08	64.6%	1.11	64.8%	1.09	60.7%	1.07	68.2%	1.12	63.4%	1.06
Hispanic	Male	61.5%	0.96	52.0%	0.89	58.6%	0.99	57.0%	1.00	56.8%	0.94	58.6%	0.98
Hispanic	Unreported	52.6%	0.82	63.6%	1.09	80.0%	1.35	66.7%	1.17	61.3%	1.01	69.7%	1.16
Native Amer	Female												
Native Amer	Male												
Native Amer	Unreported												
Pac Island	Female												
Pac Island	Male												
Pac Island	Unreported												
Two or More	Female	81.0%	1.27	62.5%	1.07	69.0%	1.16	51.4%	0.90	77.4%	1.28	68.3%	1.14
Two or More	Male	75.8%	1.19	57.5%	0.99	73.3%	1.24	43.9%	0.77	58.1%	0.96	68.9%	1.15
Two or More	Unreported												
Unreported	Female	60.0%	0.94	51.5%	0.88	47.8%	0.81	41.7%	0.73	37.5%	0.62	33.3%	0.56
Unreported	Male	30.8%	0.48	34.0%	0.58	20.0%	0.34	23.3%	0.41	18.8%	0.31	19.2%	0.32
Unreported	Unreported												
White	Female	68.6%	1.08	64.8%	1.11	57.0%	0.96	57.3%	1.01	58.3%	0.96	60.0%	1.00
White	Male	56.2%	0.88	55.8%	0.96	50.8%	0.86	54.7%	0.96	55.2%	0.91	55.3%	0.92
White	Unreported	57.1%	0.90	57.1%	0.98			50.0%	0.88			58.8%	0.98
Total	Total	63.8%	1.00	58.3%	1.00	59.3%	1.00	56.9%	1.00	60.7%	1.00	60.0%	1.00

Fall-to-Fall Persistence Rate

Status	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Men of Color	60.6%	0.95	52.3%	0.90	59.4%	1.00	54.7%	0.96	56.3%	0.93	58.7%	0.98
Not Men of Color	65.6%	1.03	61.7%	1.06	59.2%	1.00	58.0%	1.02	62.8%	1.04	60.6%	1.01
Total	63.8%	1.00	58.3%	1.00	59.3%	1.00	56.9%	1.00	60.7%	1.00	60.0%	1.00

Fall-to-Fall Persistence Rate

Unit Load	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
F/T	76.4%	1.20	72.1%	1.24	71.7%	1.21	71.5%	1.26	71.9%	1.19	74.9%	1.25
P/T	45.8%	0.72	41.5%	0.71	40.7%	0.69	40.8%	0.72	46.1%	0.76	38.0%	0.63
Total	63.8%	1.00	58.3%	1.00	59.3%	1.00	56.9%	1.00	60.7%	1.00	60.0%	1.00

Fall-to-Fall Persistence Rate

	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
CA Promise Grant	64.4%	1.01	59.1%	1.01	61.0%	1.03	60.0%	1.05	64.0%	1.05	62.4%	1.04
CCPG	62.6%	0.98	56.3%	0.97	56.1%	0.95	51.0%	0.90	54.2%	0.89	54.4%	0.91
Total	63.8%	1.00	58.3%	1.00	59.3%	1.00	56.9%	1.00	60.7%	1.00	60.0%	1.00

Fall-to-Fall Persistence Rate

Disability Status	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Disabled	62.6%	0.98	52.5%	0.90	69.8%	1.18	59.5%	1.05	65.0%	1.07	67.3%	1.12
Not Disabled	63.9%	1.00	58.8%	1.01	58.8%	0.99	56.8%	1.00	60.3%	0.99	59.3%	0.99
Total	63.8%	1.00	58.3%	1.00	59.3%	1.00	56.9%	1.00	60.7%	1.00	60.0%	1.00

Fall-to-Fall Persistence Rate

First Generation	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
First-Gen	60.5%	0.95	51.5%	0.88	57.8%	0.98	53.6%	0.94	59.2%	0.98	55.6%	0.93
Not First-Gen	66.8%	1.05	64.5%	1.11	60.4%	1.02	59.7%	1.05	62.2%	1.02	64.3%	1.07
Total	63.8%	1.00	58.3%	1.00	59.3%	1.00	56.9%	1.00	60.7%	1.00	60.0%	1.00

Fall-to-Fall Persistence Rate

Veteran Status	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Rate	PI										
Veteran	54.5%	0.85	31.6%	0.54	70.6%	1.19	53.3%	0.94	61.5%	1.01	47.8%	0.80
Not Veteran	63.9%	1.00	58.5%	1.00	59.2%	1.00	56.9%	1.00	60.6%	1.00	60.1%	1.00
Total	63.8%	1.00	58.3%	1.00	59.3%	1.00	56.9%	1.00	60.7%	1.00	60.0%	1.00

Transfer Rates

The percentage of first-time fall credit students that transferred to a 4-year university within a given timeframe.

Transfer Rates

Gender	3-Year Rate		4-Year Rate		6-Year Rate	
	Rate	PI	Rate	PI	Rate	PI
Female	18.3%	1.09	30.0%	1.08	35.2%	1.19
Male	15.3%	0.91	25.5%	0.92	24.7%	0.83
Unreported	17.2%	1.02	15.6%	0.56	18.4%	0.62
Total	16.8%	1.00	27.8%	1.00	29.6%	1.00

Transfer Rates

Ethnicity	3-Year Rate		4-Year Rate		6-Year Rate	
	Rate	PI	Rate	PI	Rate	PI
Asian	17.8%	1.05	45.1%	1.62	53.8%	1.82
Black	24.6%	1.46	22.0%	0.79	20.0%	0.68
Hispanic						
Native Amer						
Pac Island		0.00	40.0%	1.44		0.00
Two or More	19.1%	1.14	36.4%	1.31	34.6%	1.17
Unreported	29.6%	1.76	35.7%	1.28	22.2%	0.75
White	24.4%	1.45	34.0%	1.22	37.5%	1.27
Total	16.8%	1.00	27.8%	1.00	29.6%	1.00

Transfer Rates

Ethnicity	Gender	3-Year Rate		4-Year Rate		6-Year Rate	
		Rate	PI	Rate	PI	Rate	PI
Asian	Female	27.6%	1.64	55.0%	1.98	52.1%	1.76
Asian	Male	6.3%	0.37	37.3%	1.34	56.3%	1.90
Asian	Unreported						
Black	Female	9.1%	0.54	19.2%	0.69	26.7%	0.90
Black	Male	27.9%	1.66	26.1%	0.94	18.4%	0.62
Black	Unreported						
Hispanic	Female	14.4%	0.85	25.9%	0.93	31.0%	1.05
Hispanic	Male	12.6%	0.75	20.7%	0.75	20.4%	0.69
Hispanic	Unreported	11.1%	0.66	25.0%	0.90	26.3%	0.89
Native Amer	Female						
Native Amer	Male						
Pac Island	Female						
Pac Island	Male						
Two or More	Female	34.3%	2.04	28.6%	1.03	35.7%	1.21
Two or More	Male	8.8%	0.52	44.4%	1.60	36.4%	1.23
Two or More	Unreported						
Unreported	Female	41.7%	2.47	47.8%	1.72	40.0%	1.35
Unreported	Male	26.7%	1.58	31.1%	1.12	15.4%	0.52
Unreported	Unreported						
White	Female	29.2%	1.74	38.2%	1.38	45.9%	1.55
White	Male	21.8%	1.30	30.3%	1.09	32.0%	1.08
White	Unreported	13.6%	0.81			14.3%	0.48
Total	Total	16.8%	1.00	27.8%	1.00	29.6%	1.00

Transfer Rates

Status	3-Year Rate		4-Year Rate		6-Year Rate	
	Rate	PI	Rate	PI	Rate	PI
Men of Color	13.3%	0.79	22.5%	0.81	21.0%	0.71
Not Men of Color	18.6%	1.11	30.0%	1.08	34.4%	1.16
Total	16.8%	1.00	27.8%	1.00	29.6%	1.00

Transfer Rates

Unit Load	3-Year Rate		4-Year Rate		6-Year Rate	
	Rate	PI	Rate	PI	Rate	PI
F/T	24.5%	1.45	36.8%	1.32	43.1%	1.46
P/T	8.4%	0.50	14.3%	0.52	10.2%	0.34
Total	16.8%	1.00	27.8%	1.00	29.6%	1.00

Transfer Rates

CA Promise Grant	3-Year Rate		4-Year Rate		6-Year Rate	
	Rate	PI	Rate	PI	Rate	PI
CCPG	13.3%	0.79	23.6%	0.85	26.3%	0.89
No CCPG	23.7%	1.41	35.6%	1.28	37.0%	1.25
Total	16.8%	1.00	27.8%	1.00	29.6%	1.00

Transfer Rates

First Generation	3-Year Rate		4-Year Rate		6-Year Rate	
	Rate	PI	Rate	PI	Rate	PI
First-Gen	9.9%	0.59	18.9%	0.68	21.7%	0.73
Not First-Gen	22.8%	1.36	34.7%	1.25	36.8%	1.25
Total	16.8%	1.00	27.8%	1.00	29.6%	1.00

Transfer Rates

Veteran Status	3-Year Rate		4-Year Rate		6-Year Rate	
	Rate	PI	Rate	PI	Rate	PI
Veteran	6.7%	0.40	41.2%	1.48	31.8%	1.08
Not a Veteran	16.9%	1.00	27.7%	1.00	29.6%	1.00
Total	16.8%	1.00	27.8%	1.00	29.6%	1.00

Transfer Rates

Disabled Status	3-Year Rate		4-Year Rate		6-Year Rate	
	Rate	PI	Rate	PI	Rate	PI
Disabled	10.3%	0.61	26.4%	0.95	20.4%	0.69
Not Disabled	17.2%	1.02	27.9%	1.00	30.5%	1.03
Total	16.8%	1.00	27.8%	1.00	29.6%	1.00

Degree/Certificate/Transfer Rates

The percentage of first-time fall credit students that completed a degree, certificate, or transferred to a 4-year university within a given timeframe.

Degree/Certificate/Transfer Rates

Gender	3-Year Rate		4-Year Rate		6-Year Rate	
	Rate	PI	Rate	PI	Rate	PI
Female	33.3%	1.10	44.9%	1.10	49.9%	1.19
Male	27.3%	0.90	35.5%	0.87	35.2%	0.84
Unreported	29.3%	0.97	46.9%	1.15	28.9%	0.69
Total	30.3%	1.00	40.7%	1.00	42.1%	1.00

Degree/Certificate/Transfer Rates

Ethnicity	3-Year Rate		4-Year Rate		6-Year Rate	
	Rate	PI	Rate	PI	Rate	PI
Asian	37.4%	1.23	59.3%	1.46	67.5%	1.60
Black	29.8%	0.98	28.0%	0.69	25.5%	0.60
Hispanic	28.0%	0.92	37.2%	0.91	39.1%	0.93
Native Amer						
Pac Island						
Two or More	29.8%	0.98	53.4%	1.31	50.0%	1.19
Unreported	35.2%	1.16	40.0%	0.98	33.3%	0.79
White	36.1%	1.19	46.4%	1.14	47.6%	1.13
Total	30.3%	1.00	40.7%	1.00	42.1%	1.00

Degree/Certificate/Transfer Rates

Ethnicity	Gender	3-Year Rate		4-Year Rate		6-Year Rate	
		Rate	PI	Rate	PI	Rate	PI
Asian	Female	46.6%	1.53	72.5%	1.78	70.8%	1.68
Asian	Male	27.1%	0.89	49.0%	1.20	62.5%	1.49
Asian	Unreported						
Black	Female	18.2%	0.60	26.9%	0.66	46.7%	1.11
Black	Male	32.6%	1.07	30.4%	0.75	18.4%	0.44
Black	Unreported						
Hispanic	Female	30.2%	0.99	41.6%	1.02	46.1%	1.09
Hispanic	Male	25.6%	0.84	30.8%	0.76	32.2%	0.77
Hispanic	Unreported	16.7%	0.55	55.0%	1.35	31.6%	0.75
Native Amer	Female						
Native Amer	Male						
Pac Island	Female						
Pac Island	Male						
Two or More	Female	42.9%	1.41	54.8%	1.34	52.4%	1.24
Two or More	Male	21.1%	0.69	53.3%	1.31	51.5%	1.22
Two or More	Unreported						
Unreported	Female	41.7%	1.37	56.5%	1.39	40.0%	0.95
Unreported	Male	33.3%	1.10	33.3%	0.82	30.8%	0.73
Unreported	Unreported						
White	Female	42.1%	1.39	50.0%	1.23	57.7%	1.37
White	Male	31.7%	1.04	42.2%	1.04	40.2%	0.96
White	Unreported	36.4%	1.20			35.7%	0.85
Total	Total	30.3%	1.00	40.7%	1.00	42.1%	1.00

Degree/Certificate/Transfer Rates

Status	3-Year Rate		4-Year Rate		6-Year Rate	
	Rate	PI	Rate	PI	Rate	PI
Men of Color	25.6%	0.84	32.3%	0.79	32.4%	0.77
Not Men of Color	32.7%	1.08	44.3%	1.09	47.6%	1.13
Total	30.3%	1.00	40.7%	1.00	42.1%	1.00

Degree/Certificate/Transfer Rates

Unit Load	3-Year Rate		4-Year Rate		6-Year Rate	
	Rate	PI	Rate	PI	Rate	PI
F/T	44.4%	1.46	54.2%	1.33	58.6%	1.39
P/T	14.8%	0.49	20.6%	0.51	18.3%	0.44
Total	30.3%	1.00	40.7%	1.00	42.1%	1.00

Degree/Certificate/Transfer Rates

CA Promise Grant	3-Year Rate		4-Year Rate		6-Year Rate	
	Rate	PI	Rate	PI	Rate	PI
CCPG	28.3%	0.93	37.0%	0.91	40.2%	0.95
No CCPG	34.2%	1.13	47.7%	1.17	46.4%	1.10
Total	30.3%	1.00	40.7%	1.00	42.1%	1.00

Degree/Certificate/Transfer Rates

First Generation	3-Year Rate		4-Year Rate		6-Year Rate	
	Rate	PI	Rate	PI	Rate	PI
First-Gen	23.8%	0.78	32.6%	0.80	35.3%	0.84
Not First-Gen	36.0%	1.19	47.0%	1.15	48.3%	1.15
Total	30.3%	1.00	40.7%	1.00	42.1%	1.00

Degree/Certificate/Transfer Rates

Veteran Status	3-Year Rate		4-Year Rate		6-Year Rate	
	Rate	PI	Rate	PI	Rate	PI
Veteran	26.7%	0.88	52.9%	1.30	50.0%	1.19
Not a Veteran	30.4%	1.00	40.6%	1.00	42.0%	1.00
Total	30.3%	1.00	40.7%	1.00	42.1%	1.00

Degree/Certificate/Transfer Rates

Disabled Status	3-Year Rate		4-Year Rate		6-Year Rate	
	Rate	PI	Rate	PI	Rate	PI
Disabled	22.4%	0.74	48.1%	1.18	30.8%	0.73
Not Disabled	30.8%	1.01	40.4%	0.99	43.3%	1.03
Total	30.3%	1.00	40.7%	1.00	42.1%	1.00

Proportionality Index

The proportionality index (PI) is a commonly used method for quantifying equity gaps in student outcomes. It compares the percentage of a given group in an initial cohort to the percentage of that group who achieved an outcome. The further that a PI value is from 1.0, the larger the equity gap. The USC Center for Urban Education recommends using these cutoffs to measure equity gaps:

- Between .99 and .86 = mild equity gap
- Between .85 and .71 = moderate equity gap
- Less than .70 = major equity gap

Here is an example:

Proportionality Index Example					
Gender	Enroll	Enroll %	Success	Success%	PI
Female	4,757	59.6%	4,123	66.7%	1.12
Male	3,153	39.5%	1,999	32.4%	0.82
Unreported	77	1.0%	57	0.9%	0.96
Total	7,987	100.0%	6,179	100.0%	1.00

In this example, there are a total of 7,987 students. 3,153 of these students are male (i.e. 39.5%). If there were no equity gap at all, we would expect that 39.5% of the successful students would also be male. However, only 32.4% of them were successful. The PI value is 0.82, which indicates a moderate equity gap.

Here is the math:

$$\text{Total Male Students} = 3,153 / 7,987 = .395$$

$$.395 \times 100 = 39.5\%$$

$$\text{Successful Male Students} = 1,999 / 6,179 = .324$$

$$.324 \times 100 = 32.4\%$$

$$\text{Proportionality Index} = .324 / .395 = 0.82$$

There are other more rigorous statistical methods that can be used to determine the magnitude and statistical significance of equity gaps (e.g. t tests, etc.). However, the proportionality index is one that is widely used across the state of California, due to its ease of interpretation.

Appendix F: 2025-2028 Student Equity Plan Data Summary

2025-2028 Student Equity Plan Data Summary

The 2025-2028 Student Equity Plan includes data on six metrics. This summary provides an overview of the metrics, as well as the groups that are experiencing disproportionate impact. The data provided in this summary is based on internal analyses conducted by the VC IE Office. These analyses may vary from the data provided by the State of California.

The six metrics of the 2025-2028 Student Equity Plan are:

1. *Access: Successful Enrollment*: the proportion of all 2022-2023 non-special-admit applicants who enrolled at VC in 2022-2023.
2. *Completion of Transfer-Level English and Math*: The proportion of first-time credit students in 2022-2023 who completed both transfer-level math and English in their first academic year of credit enrollment within the district.
3. *First Term to Second Term Persistence*: Among all first-time credit students in 2021-2022, the proportion who enrolled in the subsequent term (excluding summer). Specifically, the proportion of first-time fall 2021 students who enrolled in the spring 2022, as well as the proportion of spring 2022 first-time students who enrolled in fall 2022.
4. *Completion within 3 Years*: the proportion of 2019-20 entering credit students who earned one or more of the following within 3 years: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree.
5. *Transfer to a four-year institution within 3 years*: the proportion of entering 2018-19 students who completed at least 12 units at any community college at any time, and transferred to a 4-year institution within 3 years.
6. *Comprehensive Student Education Plans*: the proportion of fall 2022, spring 2023, fall 2023, and spring 2024 entering students who received a comprehensive education plan by the end of their first primary term or by the end of their first academic year.

There are multiple methods that can be used to identify disproportionate impact among various student populations. The state uses the PPG-1 method, whereas VC has used the proportionality index method for a number of years. These methods are described in detail on pages 4-5. The data in this summary relies on the proportionality index method, with the exception of the data on comprehensive student education plans, which uses the PPG-1 method.

Access: Successful Enrollment

This specific metric is not very useful to VC's equity efforts. All local high schools require students to complete an application to VC. This results in thousands of applications being submitted by students who likely have no intention of actually enrolling at VC. Thus, it is difficult to effectively analyze differences in the proportion of applicants who actually enroll at VC. Instead, the Access and Enrollment workgroup has focused on identifying barriers and challenges in the enrollment process.

Completion of Transfer-Level English and Math

Internal analyses of 2023-2024 first-time students have found equity gaps for the following student populations:

- Male students
- Black students
- Black female students
- Black male students
- Hispanic male students
- Part-time students
- First-generation college students
- Disabled students

Fall-to-Spring Persistence

Internal analyses of 2023-2024 first-time students have found equity gaps for the following student populations:

- Male students
- Black students
- Black female students
- Black male students
- Hispanic male students
- White male students
- Part-time students

4-Year Completion Rate

At a recent College Planning Committee meeting, the group focused on the 4-year completion rate as being the priority metric of the 2024-2030 Educational Master Plan. This rate differs from the state Equity Plan metric, in that it is a 4-year rate rather than a 3-year rate, and it includes all completion types (certificate, degree, and transfer). The state metric only includes degrees and certificates. Internal analyses of the most recent entering 4-year cohort (i.e. fall 2021 first-time credit students) have found equity gaps for the following student populations:

- Male students
- Black students
- Hispanic students

- Black female students
- Black male students
- Hispanic male students
- Part-time students
- Low-income students
- First-generation college students

4-Year Transfer Rate

To align with the 4-year completion rate, described above, analyses were conducted on the 4-year transfer rate. Internal analyses of the most recent entering 4-year cohort (i.e. fall 2021 first-time credit students) have found equity gaps for the following student populations:

- Male students
- Black students
- Black female students
- Black male students
- Hispanic female students
- Hispanic male students
- Part-time students
- Low-income students
- First-generation college students
- Disabled students

Comprehensive Educational Plans

Internal analyses of 2023-2024 first-time students have found equity gaps for the following student populations:

- Male students
- Hispanic male students
- First-generation college students

Methods for Identifying Disproportionately Impacted Groups

CCCCO PPG-1 Method

The CCCCO defines disproportionate impact using the “Percentage Point Gap Minus One” method. In this method, the value for a group is compared to the average for all other groups combined. If the resulting number is outside the margin of error for that group, then there is disproportionate impact. See example below:

- Fall-to-Spring Retention Rate for white female students = 63.4%
- Fall-to-Spring Retention Rate for all other students = 67.8%
- PPG value = $63.4\% - 67.8\% = -4.4\%$
- Margin of Error = $\pm 2.2\%$
- $-4.4\% < -2.2\%$
- Since the PPG value is outside of the margin of error (farther away from the mean by more than 2.2 percentage points), there is disproportionate impact.

Additional details are available on this [CCCCO webpage](#).

Proportionality Index

The proportionality index (PI) is a commonly used method for quantifying equity gaps in student outcomes. It compares the percentage of a given group in an initial cohort to the percentage of that group who achieved an outcome. The further that a PI value is from 1.0, the larger the equity gap. The USC Center for Urban Education recommends using these cutoffs to measure equity gaps:

- Between .99 and .86 = mild equity gap
- Between .85 and .71 = moderate equity gap
- Less than .70 = major equity gap

Here is an example:

Proportionality Index Example					
Gender	Enroll	Enroll %	Success	Success%	PI
Female	4,757	59.6%	4,123	66.7%	1.12
Male	3,153	39.5%	1,999	32.4%	0.82
Unreported	77	1.0%	57	0.9%	0.96
Total	7,987	100.0%	6,179	100.0%	1.00

In this example, there are a total of 7,987 students. 3,153 of these students are male (i.e. 39.5%). If there were no equity gap at all, we would expect that 39.5% of the successful students would also be male. However, only 32.4% of them were successful. The PI value is 0.82, which indicates a moderate equity gap.

This method is used at VC for identifying gaps in the 2024-2030 Educational Master Plan. In that context, any PI value less than 0.95 is considered to be an equity gap.

Appendix G: 2022-2025 Student Equity Plan Evaluation – Supplemental Data Report

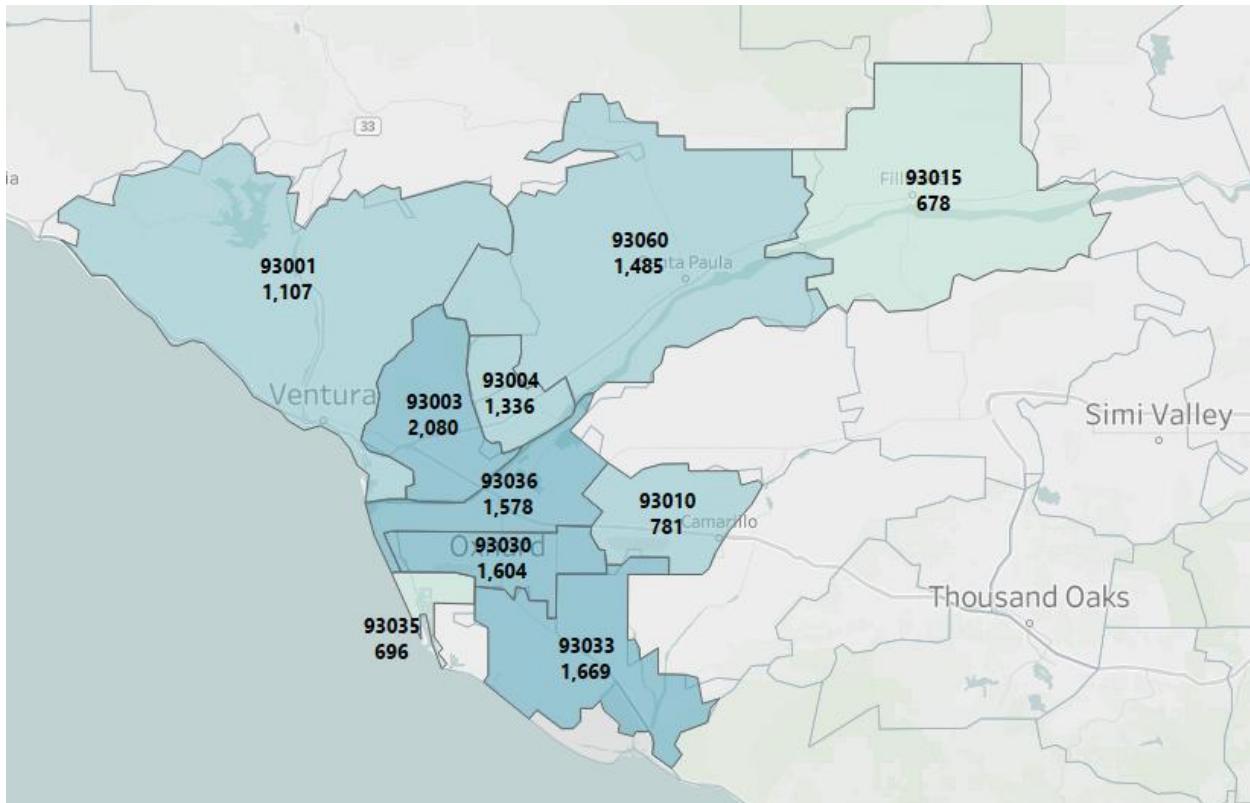
2022-2025 Student Equity Plan Evaluation
Supplemental Data Report

In addition to the state-required metrics, VC identified additional metrics and outcomes to analyze that were aligned with specific student equity initiatives. This report includes data on those metrics, and should be viewed as a supplement to the state-reported equity plan data. Supplemental metrics that do not have data available are not presented below.

Successful Enrollment

Identify county zip codes that send the highest proportion of students to VC

The 2023-2024 top 10 enrolling zip codes for credit students are displayed below:



VC Credit Student Headcount by Zip Code - Top 10 Zip Codes

Zip Code	2021-22	2022-23	2023-24
93003 - Ventura	1,819	1,923	2,080
93033 - Oxnard	1,490	1,505	1,669
93030 - Oxnard	1,607	1,508	1,604
93036 - Oxnard	1,404	1,386	1,578
93060 - Santa Paula	1,258	1,305	1,485
93004 - Ventura	1,116	1,156	1,336
93001 - Ventura	978	985	1,107
93010 - Camarillo	845	800	781
93035 - Oxnard	654	657	696
93015 - Fillmore	630	610	678

Compare zip code demographics to demographics of students enrolling at VC

Student and Resident Ethnicity for Top 10 Enrolling Zip Codes		
93001 - Ventura	2023-24 VC Students	2023 Residents
Asian	2.0%	3.2%
Black		0.6%
Hispanic	57.3%	26.9%
Native Amer		0.2%
Pac Island		0.1%
Two or More	4.2%	18.5%
Unreported	1.7%	0.4%
White	33.1%	50.1%
93003 - Ventura	2023-24 VC Students	2023 Residents
Asian	3.9%	4.2%
Black	2.8%	1.4%
Hispanic	45.5%	21.8%
Native Amer		0.1%
Pac Island		0.1%
Two or More	6.2%	15.0%
Unreported	1.6%	0.5%
White	39.6%	57.0%
93004 - Ventura	2023-24 VC Students	2023 Residents
Asian	3.8%	4.7%
Black	1.3%	1.7%
Hispanic	50.7%	25.6%
Native Amer		0.1%
Pac Island		0.2%
Two or More	4.3%	19.6%
Unreported	1.3%	0.3%
White	38.3%	47.7%
93010 - Camarillo	2023-24 VC Students	2023 Residents
Asian	6.3%	7.5%
Black	2.2%	3.1%
Hispanic	50.0%	23.0%
Native Amer		0.2%
Pac Island		0.2%
Two or More	6.1%	15.2%
Unreported	1.4%	0.2%
White	33.2%	50.5%
93015 - Fillmore	2023-24 VC Students	2023 Residents
Asian		1.4%
Black		0.3%
Hispanic	87.7%	51.8%
Native Amer		
Pac Island		
Two or More	1.5%	23.5%
Unreported	0.6%	0.1%
White	8.6%	22.9%

* 2023 Resident data from U.S. Census Bureau 2023 American Community Survey 5-Year Estimates
Data are not displayed for cells with fewer than 10 students/residents

Student and Resident Ethnicity for Top 10 Enrolling Zip Codes		
93030 - Oxnard	2023-24 VC Students	2023 Residents
Asian	7.5%	6.3%
Black	2.1%	1.6%
Hispanic	82.8%	39.3%
Native Amer		0.2%
Pac Island		0.2%
Two or More	1.8%	42.1%
Unreported		0.4%
White	4.7%	10.0%
93033 - Oxnard	2023-24 VC Students	2023 Residents
Asian	6.6%	6.5%
Black	1.2%	0.8%
Hispanic	87.4%	50.9%
Native Amer		0.1%
Pac Island		0.1%
Two or More	1.1%	36.1%
Unreported	0.7%	0.1%
White	2.5%	5.3%
93035 - Oxnard	2023-24 VC Students	2023 Residents
Asian	5.0%	5.5%
Black	1.4%	0.9%
Hispanic	66.6%	27.6%
Native Amer		0.2%
Pac Island		0.1%
Two or More	5.7%	27.8%
Unreported		0.6%
White	20.0%	37.3%
93036 - Oxnard	2023-24 VC Students	2023 Residents
Asian	5.8%	5.8%
Black	1.6%	2.8%
Hispanic	80.4%	44.7%
Native Amer		0.4%
Pac Island		0.2%
Two or More	2.8%	28.9%
Unreported	0.9%	0.1%
White	8.1%	17.0%
93060 - Santa Paula	2023-24 VC Students	2023 Residents
Asian	0.9%	1.1%
Black		1.3%
Hispanic	90.1%	60.0%
Native Amer		0.1%
Pac Island		0.1%
Two or More	1.2%	18.2%
Unreported	0.5%	0.9%
White	6.8%	18.4%

* 2023 Resident data from U.S. Census Bureau 2023 American Community Survey 5-Year Estimates
Data are not displayed for cells with fewer than 10 students/residents

Transfer-Level English and Math Completion

Identify top 3 reasons why men of color are not enrolling in transfer-level English

- See Hanover Research Focus Group Report

Identify top 3 reasons why men of color are not enrolling in transfer-level Math courses

- See Hanover Research Focus Group Report

Identify key reasons why students think they may be less likely to succeed in English and Math

- See Hanover Research Focus Group Report

Develop a detailed set of race-conscious recommendations to implement for year 2.

- See Hanover Research Focus Group Report

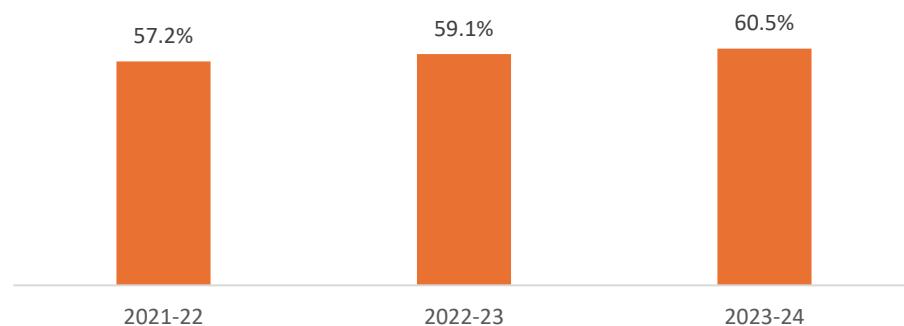
Identify the primary goals of P/T students. Some students may not intend to complete degrees or transfer.

Part-Time Student Educational Goal			
Educational Goal	2021-22	2022-23	2023-24
4-yr Student	3.1%	2.7%	2.6%
Basic Skills	5.5%	5.5%	6.4%
Degree/Transfer	66.2%	62.7%	58.9%
HS Diploma Credit	3.2%	4.6%	5.1%
Job Skills/License	9.1%	10.2%	10.6%
Take Credit	0.1%		0.1%
Undecided	9.6%	10.8%	12.3%
Unreported	0.2%	0.2%	0.9%
Voc Deg/Cert	2.9%	3.2%	3.2%
Total	100.0%	100.0%	100.0%

Proportionate to college-wide entering student cohorts (i.e. all first-time fall 2023 students):

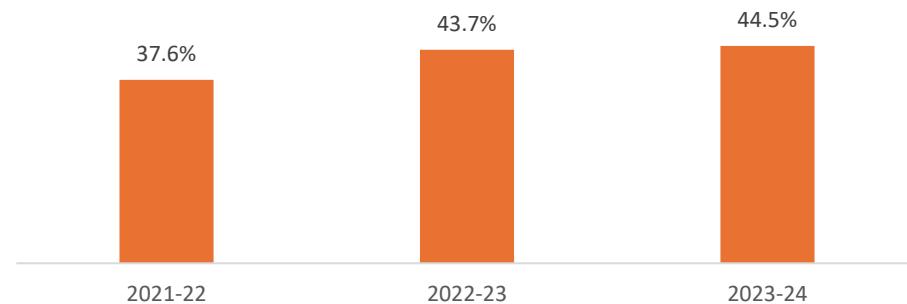
- Increase male student of color enrollment in transfer-level English

% of Men of Color who Enrolled in Transfer-Level English in their First Year



- Increase male student of color enrollment in transfer-level math

% of Men of Color who Enrolled in Transfer-Level Math in their First Year



Retention from Primary Term to Secondary Term

No supplemental metrics

Completion

Identify top 3 reasons why men of color are not completing a degree or certificate within 3 years after enrolling at VC

- See Hanover Research Focus Group Report

Identify top 3 reasons why part-time students are not completing a degree or certificate within 3 years after enrolling at VC

- See Hanover Research Focus Group Report

Identify High Impact practices/programs that can address the needs of part-time students and men of color

- See Hanover Research Focus Group Report

Transfer

Identify top 3 reasons why men of color are not transferring within 3 years after enrolling at VC

- See Hanover Research Focus Group Report

Identify High Impact practices/programs that can address the needs of part-time students and men of color

- See Hanover Research Focus Group Report