

2024

Planning, Accreditation, and Student Success (PASS)
Committee Report Chapter 3a: Ethnicity, Gender, and Age
Focused Equity Efforts

MARCH, 2024
VCCCD INSTITUTIONAL EFFECTIVENESS

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

Chapter 1 (Strategic Goal 1) VCCCD Culture

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

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

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

Chapter 3 (Strategic Goal 3) VCCCD Closing Equity Gaps

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

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

- a) June: Technical Education Completers
- b) July: Labor Market data
- c) August: Summarize the story

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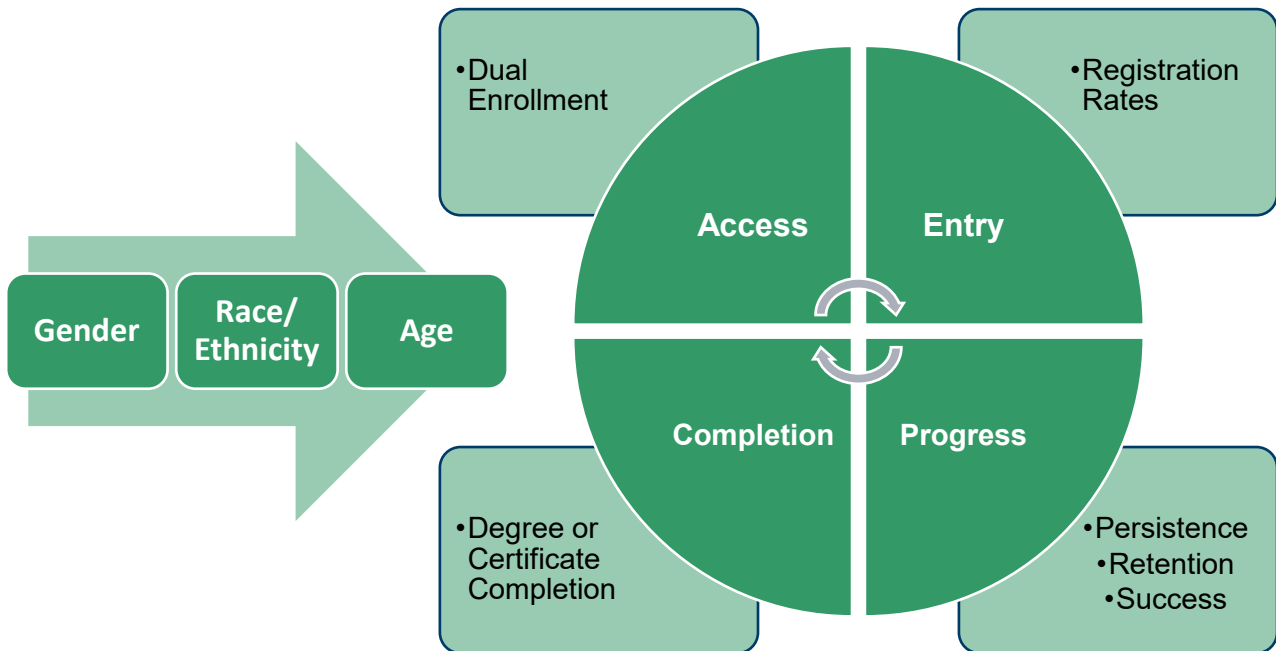
Executive Summary

The March 2024 PASS Report, Chapter 3a, addresses VCCCD Strategic Goal #3: *Support the closing of academic achievement and support services equity gaps across racial, ethnic, socioeconomic, and gender groups*. Building on the previous February PASS report on enrollment, access, entry, progress, and completion, this presents a similar approach with a focus on equity efforts across race/ethnicity, gender, and age.

- **College-Specific Equity Efforts:** Each college has provided descriptions of equity focused efforts, highlighted on page 26 (Moorpark College), page 30 (Oxnard College), and page 32 (Ventura College)
- **Access:**
 - Most Dual Enrolled students at Oxnard and Ventura Colleges are Hispanic or White; at Moorpark College, most dual enrolled students are Hispanic, White, or Asian.
 - Declining K-12 public school enrollments highlight the need to develop a districtwide system for a not-for-credit workforce upskilling training pipeline for Adult incumbent workers leading to the career education pathways (credit and non-credit); details are provided from EWD's six-month plan on page 10.
- **Entry:** Registration rates for students applying and registering between 2019 and 2023 have increased at all three colleges across most demographics. Registration rates were highest at Oxnard and Ventura Colleges for students 25 years and older.
- **Progress:**
 - **Persistence:** Data from Civitas Persistence Insights were used to look at Fall to Fall persistence rates at each college by gender, race/ethnicity, and age. Persistence rates for students 17 years and younger declined at Moorpark and Oxnard Colleges and increased at Ventura College.
 - **Course Retention and Success:** Retention and success rates for both in-person and online courses were disaggregated by gender and race for each college. Since Fall 2018, retention and success rates have increased for both modalities and are higher than the state across most demographics.
- **Completion:** Completions compared to five years ago have increased districtwide across all student demographics.

Introduction

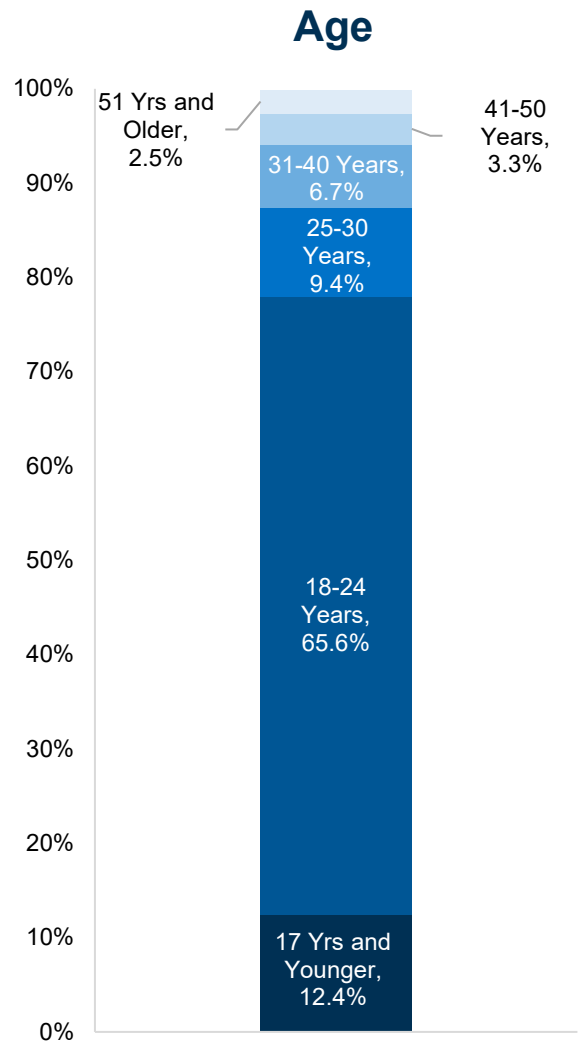
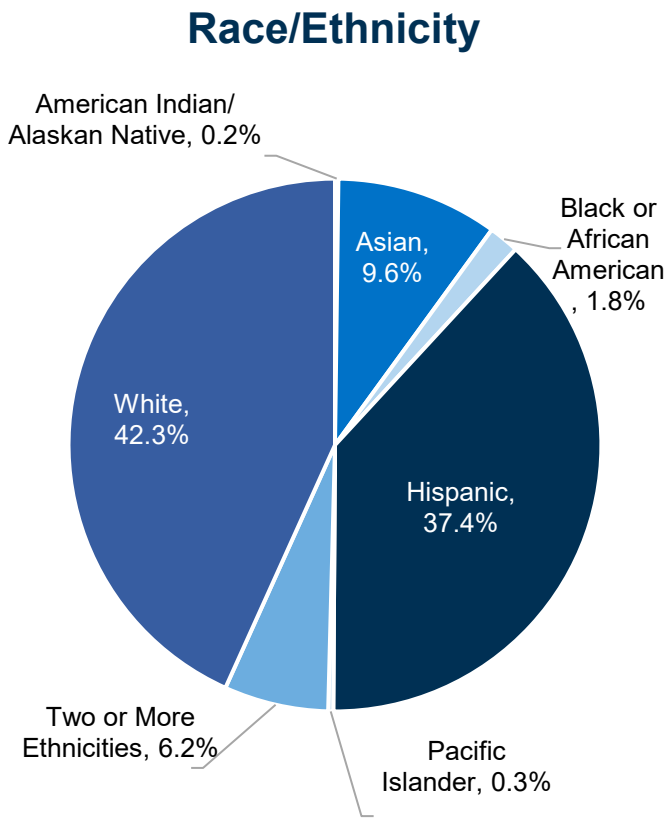
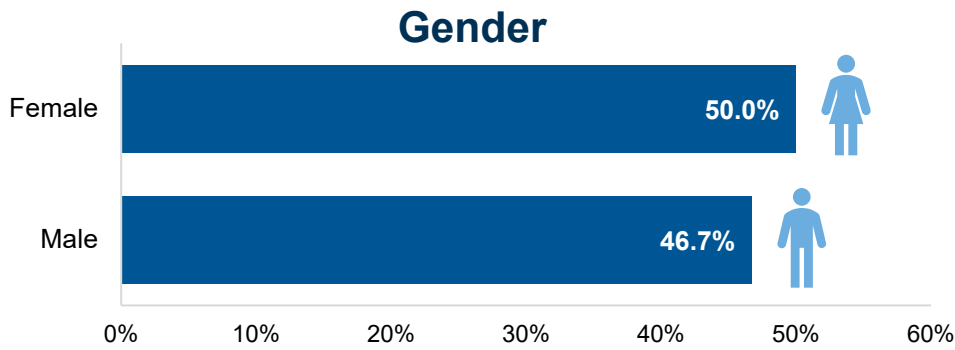
This March Report to the PASS Committee is the beginning of Chapter 3 which aligns with VCCCD Strategic Goal #3: *Support the closing of academic achievement and support services equity gaps across racial, ethnic, socioeconomic, and gender groups*. Building on the previous February PASS report on enrollment, access, entry, progress, and completion, this presents a similar approach with a focus on equity efforts across race/ethnicity, gender, and age. As a measure of *student' access*, dual enrollments are included, registration rates for *student' entry*, metrics on student persistence and course retention and success represent *student' progress*, and then *completion data* is presented. After the presentation of demographically disaggregated data, each college has provided related efforts from their student equity plans.



Current Spring 2024 Enrollment

The following pages (3-5) present current Spring 2024 enrollment by gender, race/ethnicity, and age for each college. Overall, the district has higher enrollments for women, Hispanic and White students, and students between the ages of 18 and 24 years. At both Oxnard and Ventura College Hispanic students make up most of the student population: 80% at Oxnard College and 65% at Ventura College. At Moorpark College, 42% of the student population is White and 37% is Hispanic. Additionally, almost 10% of the Moorpark College enrollment this Spring term is Asian compared to 5% at Oxnard College and 4% at Ventura College.

Figure 1. Moorpark College Spring 2024 Enrollment, by Demographic¹

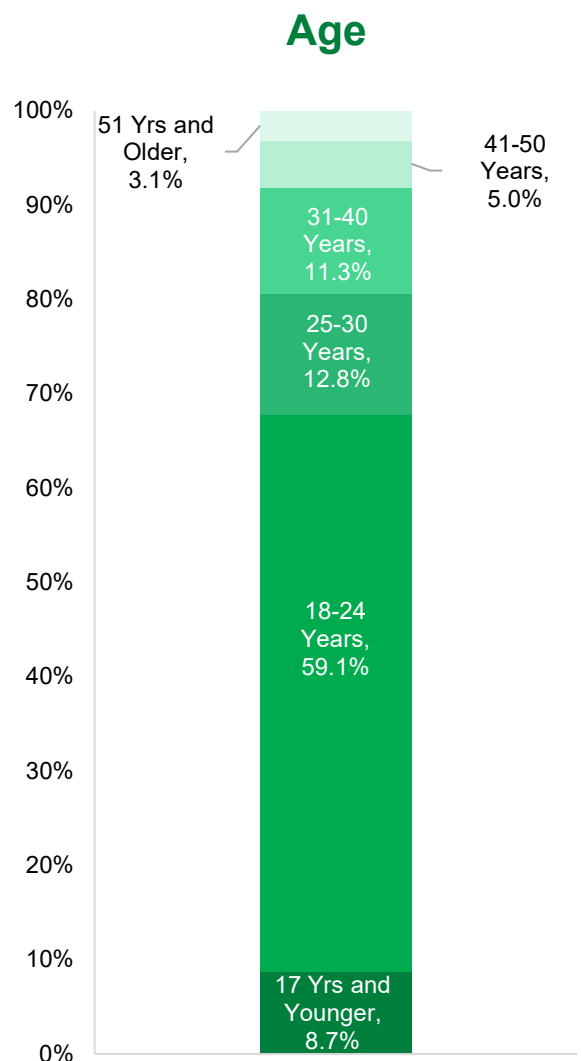
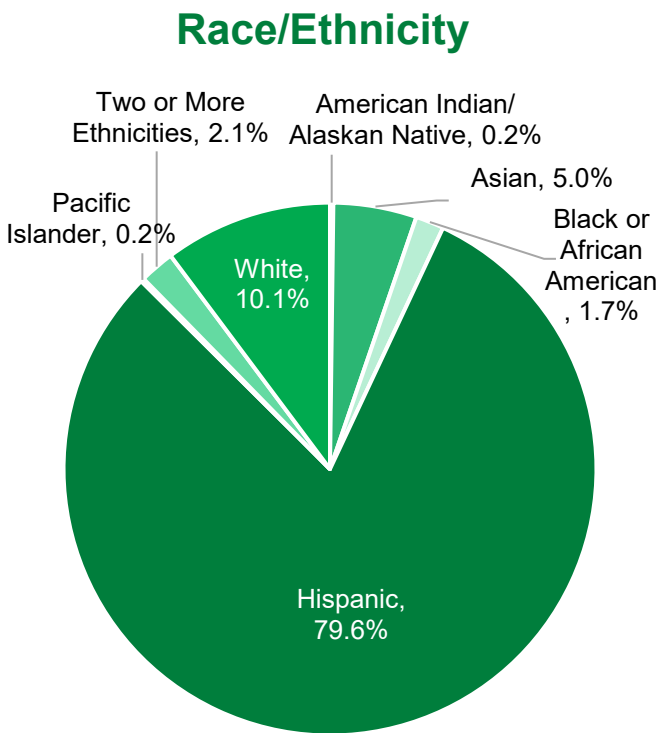
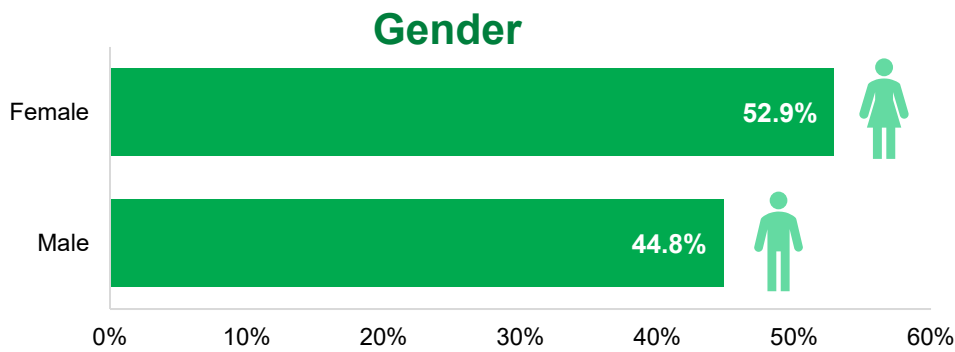


**Total Spring
2024 Enrollment**

11,967

¹ Enrollment data is based on unduplicated headcounts by student home college; does not include students who declined to identify, or demographic is unknown. Source: VCCCD

Figure 2. Oxnard College Spring 2024 Enrollment, by Demographic²

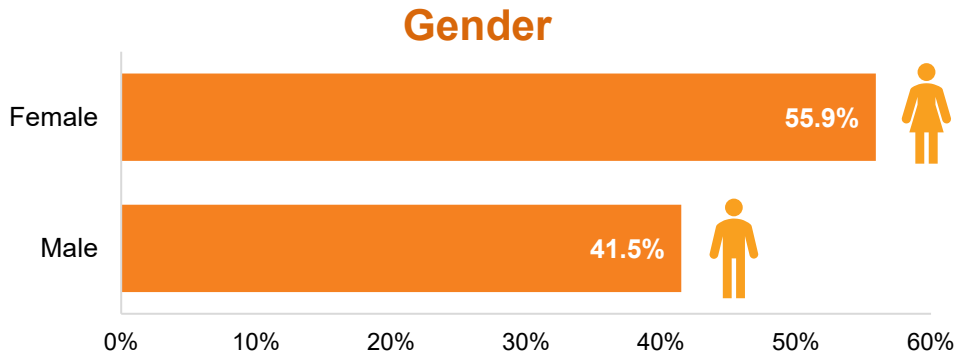


**Total Spring
2024 Enrollment**

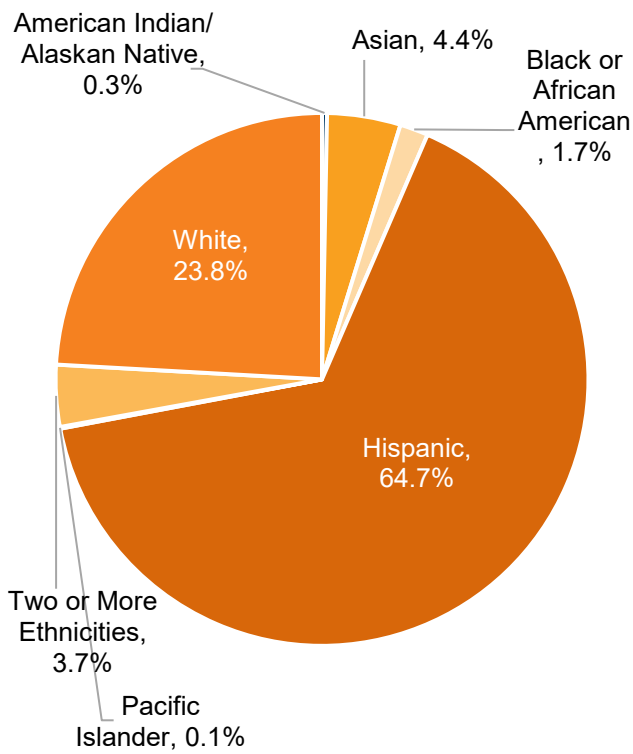
5,980

² Enrollment data is based on unduplicated headcounts by student home college; does not include students who declined to identify, or demographic is unknown. Source: VCCCD

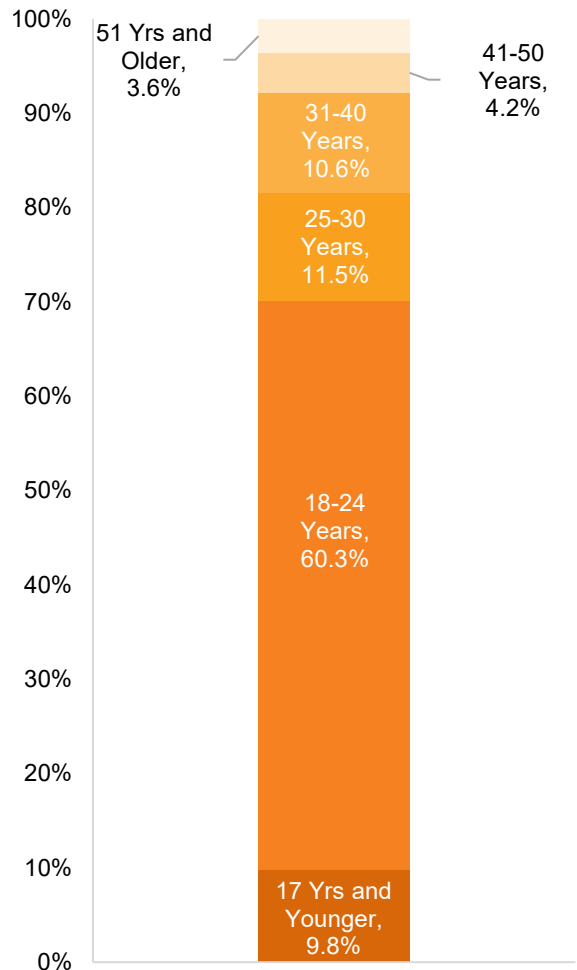
Figure 3. Ventura College Spring 2024 Enrollment, by Demographic³



Race/Ethnicity



Age



**Total Spring
2024 Enrollment**

9,599

³ Enrollment data is based on unduplicated headcounts by student home college; does not include students who declined to identify, or demographic is unknown. Source: VCCCD

Data Analysis: Access, Entry, Progress, and Completion

Access:

Dual Enrollment Focus

This section presents high school dual enrollment as a measure of student access. Each of the following Tables (Tables 1-3) show dual enrollment headcounts for each college by gender and race/ethnicity, and key observations for each college are specified. To monitor growth and progress, VCCCD has developed a dynamic dashboard representing the district's Dual Enrollment program participation: [VCCCD Dual Enrollment Dashboard](#)

Moorpark College.

For the 2022-2023 academic year, Spring term had the highest dual enrollment participation with 1,276 students. Female students were more likely to participate in Moorpark's Dual Enrollment program than male students. Table 1 below shows White students have the highest program enrollment, followed by Hispanic, Asian, and Students with Two or More Ethnicities.

Table 1. Moorpark College High School Dual Enrollment Headcount, by Demographic

| Demographic | Summer 2022 | Fall 2022 | Spring 2023 |
|--|-------------|-----------|-------------|
| Total Moorpark College Dual Enrolled Students | | | |
| All Students | 973 | 1,068 | 1,276 |
| Gender | | | |
| Female | 533 | 612 | 707 |
| Male | 417 | 424 | 537 |
| Non-Binary | | 12 | 13 |
| Race/Ethnicity | | | |
| American Indian/ Alaskan Native | 3 | 1 | 0 |
| Asian | 267 | 182 | 229 |
| Black or African American | 13 | 11 | 17 |
| Filipino | 1 | 1 | 0 |
| Hispanic | 207 | 242 | 351 |
| Pacific Islander | 1 | 3 | 2 |
| Two or More Ethnicities | 125 | 116 | 134 |
| White | 345 | 487 | 515 |

Note: Enrollment data is based on unduplicated headcounts by student home college; students who did not identify or are "Unknown" are included in Total.

Source: California Community College Chancellor's Office (CCCCO) DataMart

Oxnard College.

At Oxnard College, Summer 2022 term had the highest Dual Enrollment participation for the 2022-2023 academic year. Females made up almost 62% of Oxnard’s dual enrolled students (384 students) in Summer of 2022. As shown below in Table 2, most of the students identify as Hispanic consistently across terms.

Table 2. Oxnard College High School Dual Enrollment Headcount, by Demographic

| Demographic | Summer 2022 | Fall 2022 | Spring 2023 |
|--|-------------|-----------|-------------|
| Total Oxnard College Dual Enrolled Students | | | |
| All Students | 622 | 418 | 581 |
| Gender | | | |
| Female | 384 | 239 | 341 |
| Male | 227 | 166 | 221 |
| Non-Binary | | 5 | 6 |
| Race/Ethnicity | | | |
| American Indian/ Alaskan Native | 2 | 0 | 2 |
| Asian | 64 | 38 | 57 |
| Black or African American | 7 | 8 | 9 |
| Filipino | 2 | 2 | 2 |
| Hispanic | 410 | 256 | 360 |
| Pacific Islander | 1 | 1 | 0 |
| Two or More Ethnicities | 38 | 29 | 40 |
| White | 95 | 78 | 104 |

Note: Enrollment data is based on unduplicated headcounts by student home college; students who did not identify or are “Unknown” are included in Total.

Source: California Community College Chancellor’s Office (CCCCO) DataMart

Ventura College.

Participation in Ventura College’s Dual Enrollment program increased across terms during the 2022-2023 academic year, with 723 students in Spring 2023. Following gender trends across the district, female students were more likely to enroll than male students, as females comprised 60% (432 students) of Ventura’s Dual Enrollment in Spring 2022. Additionally, most the students participating in the Dual Enrollment program were Hispanic or White (see Table 3 on the next page).

Table 3. Ventura College High School Dual Enrollment Headcount, by Demographic

| Demographic | Summer 2022 | Fall 2022 | Spring 2023 |
|---|-------------|-----------|-------------|
| Total Ventura College Dual Enrolled Students | | | |
| All Students | 632 | 705 | 723 |
| Gender | | | |
| Female | 383 | 420 | 432 |
| Male | 228 | 260 | 260 |
| Non-Binary | | 4 | 8 |
| Race/Ethnicity | | | |
| American Indian/ Alaskan Native | 1 | 2 | 1 |
| Asian | 88 | 47 | 44 |
| Black or African American | 7 | 11 | 11 |
| Filipino | 0 | 0 | 0 |
| Hispanic | 274 | 350 | 366 |
| Pacific Islander | 0 | 1 | 2 |
| Two or More Ethnicities | 57 | 49 | 54 |
| White | 197 | 238 | 234 |

Note: Enrollment data is based on unduplicated headcounts by student home college; students who did not identify or are “Unknown” are included in Total.

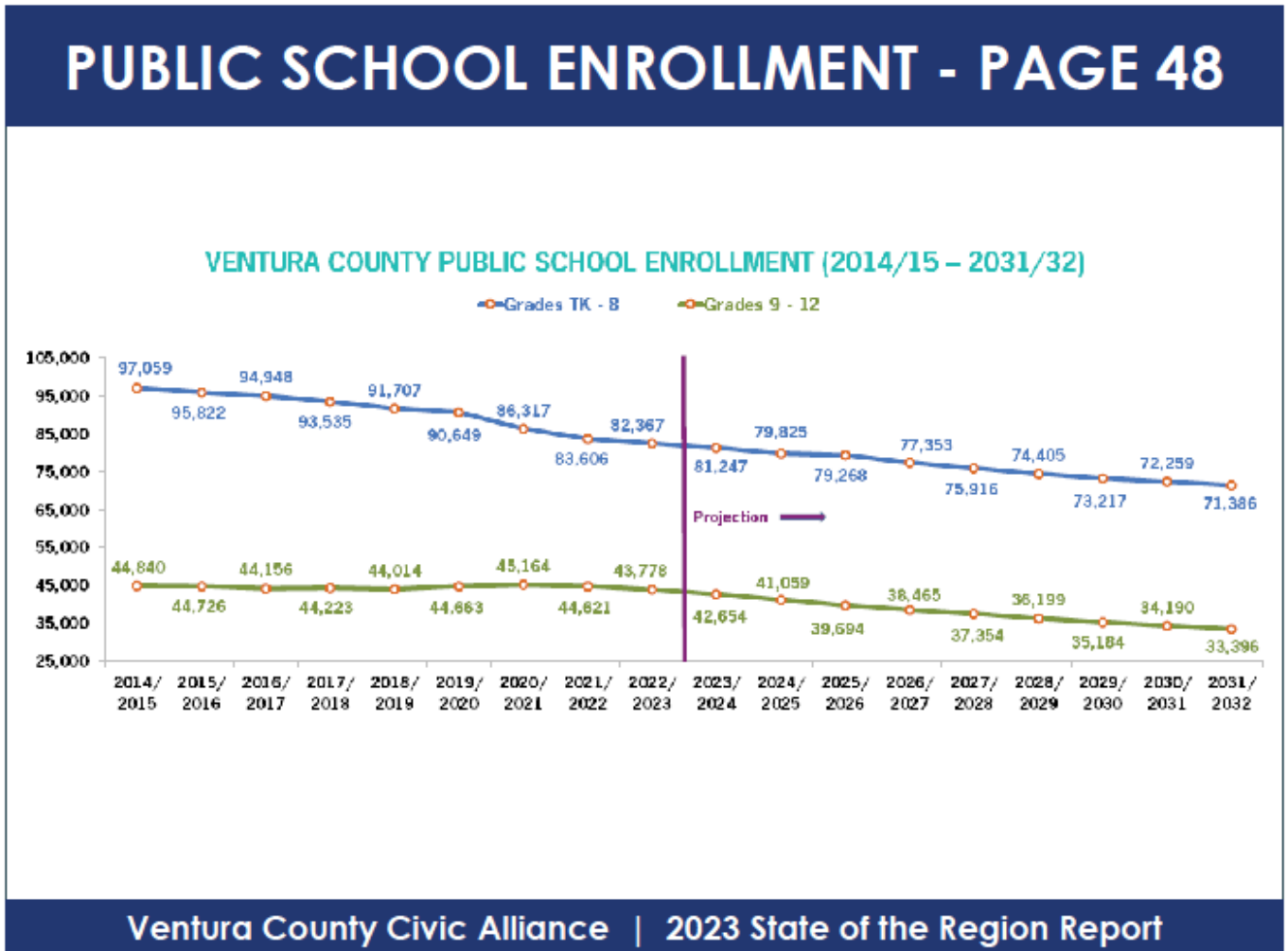
Source: California Community College Chancellor’s Office (CCCCO) DataMart

Access: Emerging Opportunities and Upcoming Trends

Multiple equity-focused opportunities for increasing access at VCCCD are currently in development, including expanding Dual Enrollment and DAC Outreach and Marketing initiatives. For more detailed information on these please refer to the previous February PASS Report: Chapter 2b.

The Ventura County Civic Alliance presented a State of the Region Report to the VCCCD Board of Trustees meeting on March 12th, 2024, highlighting a continuing declining trend in Ventura County Public School enrollments. As shown in Figure 4 on the next page, TK-8 grade enrollments have been decreasing over the past decade, resulting in a projected decrease in high school enrollment in the coming years. Anticipating this trend to impact VCCCD enrollments, the District has been developing strategies to increase partnerships with adult incumbent workers and industry to meet community needs through not for credit, noncredit, and credit courses with VCCCD Colleges. Figure 4 on the next page shows past and projected trends in public school enrollment, and Table 4 on page 10 shows a Six-Month Plan from VCCCD’s Economic and Workforce Development.

Figure 4. Public School Enrollment Trends from Ventura County Civic Alliance 2023 State of the Region Report



Presented at the VCCCD Board of Trustees meeting, March 12th, 2024

Table 4. Economic and Workforce Development Adult Incumbent Workers and Industry Partnerships Six Month Plan

| Activity | Estimated Time Frame | VCCCD Key Stake Holders |
|---|--|--|
| Develop definitions and means of measuring business engagement | 3/25/24 | EWD, CTE Deans, Career Centers, Job Developers |
| Develop vision and strategic plan for engaging key partners Identify business partnerships that have growth potential and develop engagement plan | 3/25/24 - 6/30/24 3/25/24 - 6/30/24 | Faculty, VPAA, CEED (Career Education and Economic & Workforce Development), Executive Teams |
| Meet with all Cities' EWD and County of Ventura to address: <ul style="list-style-type: none"> • Current workforce needs including training/education • Business resources at our colleges • Emerging industries/needs • Contacts to businesses that have expressed needs | 2/1 - 4/30/24 and on going | EWD, CTE Deans, Career Centers, VPAA, Presidents |
| Create tools: <ul style="list-style-type: none"> • To market not for credit, noncredit, online, and in-person offering to businesses • To identifying appropriate method of training | 4/30/24 4/1/24 | EWD, CTE Deans EWD Business Developer |
| Create means of ongoing communication with our business community and partners | 4/1/24 - 6/1/24 | EWD, CEED |
| Follow up with current partnerships to address training/education needs and emerging industry needs. Example: Navy | 4/1/24 – on going | EWD (All Colleges) |
| Begin discussion with Adult School Principal's. Discuss one pathway to partner or establish credit for prior learning and connect students. | 6/30/24 | EWD, CTE Deans, VPAA, Faculty |
| Establish supportive and integrative partnerships with EWD and WDBVC <ul style="list-style-type: none"> • Create means of providing education/training opportunities to those they serve • Co-enroll individuals to create more supportive networks and opportunities for individuals in our community • Pursue funding opportunities that allow creative partnerships | On-going | CEED, VPAA |
| Establish “best practice” means of supporting incumbent workers enrolling in classes | 4/1/24 – 6/30/24 | EWD, Deans of CTE, VPAA's, Counselors, Support Programs |
| Production Economy Summit-October 24 (VCOE,CC,VCIC) | 2/24 – 10/24 | EWD, Deans of CTE, Faculty, VPAA's |

Entry: CCCApply vs. Registrations, 2019 to 2023

The tables in this section (Tables 5-7) show registration rates for each college by gender, race/ethnicity, and age. These registration rates are based upon the number of applications received through CCCApply between 2019 and 2023 and the number of those applicants who registered with VCCCD during the same timeframe. It should be noted that many high schools require students to submit applications to VCCCD, increasing the number of applications through CCCApply. This can inflate the number of applicants to the District particularly in the younger age groups.

Moorpark College.

At Moorpark College, women and men had similar registration rates, 64% and 62% respectively. Hispanic students had the highest registration rate, at 70%, compared to White students at 64%, and while Asian students currently make up the third highest student population at the College, only 49% of Asians who applied ended up registering. Students between the ages 18 and 24 had the highest registration rate at Moorpark compared to all other age groups (see Table 5).

Table 5. **Moorpark College** Comparison of CCCApply Applications and Actual Registrations from 2019 to 2023, by Demographic

| Demographic | Applied | Registered | Registration Rate |
|------------------------------------|---------|------------|-------------------|
| Moorpark College Total | | | |
| All Students | 75,198 | 47,622 | 63% |
| Gender | | | |
| Female | 40,160 | 25,788 | 64% |
| Male | 33,049 | 20,535 | 62% |
| Race/Ethnicity | | | |
| American Indian/ Alaskan Native | 263 | 100 | 38% |
| Asian | 10,141 | 4,970 | 49% |
| Black or African American | 1,858 | 1,100 | 59% |
| Hispanic | 23,015 | 16,043 | 70% |
| Pacific Islander | 222 | 129 | 58% |
| Two or More Ethnicities | 3,666 | 2,729 | 58% |
| White | 31,976 | 20,528 | 64% |
| Age | | | |
| 17 Yrs and Younger | 9,934 | 6,031 | 61% |
| 18-24 Years | 42,293 | 28,285 | 67% |
| 25-30 Years | 10,152 | 5,942 | 59% |
| 31-40 Years | 7,101 | 3,876 | 55% |
| 41-50 Years | 2,954 | 1,806 | 61% |
| 51 Yrs and Older | 2,764 | 1,682 | 61% |

Note: Registrations are based on unduplicated headcounts by student home college; age is based on date of application.

Source: Applications: CCCApply, Registrations: VCCCD

Oxnard College.

From 2019 to 2023, half of the students who applied to Oxnard College, registered. There was very little difference in registration rates between men and women, and 67% of Hispanic students who applied, registered at Oxnard College. While most applicants for Oxnard are between 18 and 24 years old, the highest registration rates are seen with older age groups. As shown in Table 6, students aged 31-40 and 41-50 had the highest registration rates.

Table 6. **Oxnard College** Comparison of CCCApply Applications and Actual Registrations from 2019 to 2023, by Demographic

| Demographic | Applied | Registered | Registration Rate |
|------------------------------------|---------|------------|-------------------|
| Oxnard College Total | | | |
| All Students | 41,107 | 20,353 | 50% |
| Gender | | | |
| Female | 22,130 | 10,807 | 49% |
| Male | 18,215 | 9,112 | 50% |
| Race/Ethnicity | | | |
| American Indian/ Alaskan Native | 874 | 55 | 6% |
| Asian | 4,573 | 1,099 | 24% |
| Black or African American | 855 | 471 | 55% |
| Hispanic | 21,818 | 14,610 | 67% |
| Pacific Islander | 146 | 70 | 48% |
| Two or More Ethnicities | 810 | 507 | 63% |
| White | 10,734 | 3,189 | 30% |
| Age | | | |
| 17 Yrs and Younger | 5,233 | 1,884 | 36% |
| 18-24 Years | 22,869 | 10,897 | 48% |
| 25-30 Years | 5,481 | 3,104 | 57% |
| 31-40 Years | 4,202 | 2,554 | 61% |
| 41-50 Years | 1,793 | 1,108 | 62% |
| 51 Yrs and Older | 1,529 | 806 | 53% |

Note: Registrations are based on unduplicated headcounts by student home college; age is based on date of application.

Source: Applications: CCCApply, Registrations: VCCCD

Ventura College.

At Ventura College, just over half of the students who apply registered between 2019 and 2023. Women had a higher registration rate than men, 58% compared to 54% respectively. Hispanic students had the highest registration rate compared to other races/ethnicities, at 72%. White students make up Ventura’s second largest student population behind Hispanics, but only 40% of White students who applied ended up registering at the College. Similar to Oxnard College, older age groups had higher registration rates even though they comprise a smaller portion of their student population (see Table 7).

Table 7. **Ventura College** Comparison of CCCApply Applications and Actual Registrations from 2019 to 2023, by Demographic

| Demographic | Applied | Registered | Registration Rate |
|------------------------------------|---------|------------|-------------------|
| Ventura College Total | | | |
| All Students | 62,992 | 35,219 | 56% |
| Gender | | | |
| Female | 33,569 | 19,499 | 58% |
| Male | 27,503 | 14,772 | 54% |
| Race/Ethnicity | | | |
| American Indian/ Alaskan Native | 246 | 118 | 48% |
| Asian | 2,988 | 1,916 | 64% |
| Black or African American | 1,398 | 777 | 56% |
| Hispanic | 28,196 | 20,205 | 72% |
| Pacific Islander | 143 | 72 | 50% |
| Two or More Ethnicities | 2,096 | 1,437 | 69% |
| White | 24,556 | 9,715 | 40% |
| Age | | | |
| 17 Yrs and Younger | 6,618 | 3,042 | 46% |
| 18-24 Years | 35,958 | 19,383 | 54% |
| 25-30 Years | 8,459 | 5,367 | 63% |
| 31-40 Years | 6,380 | 4,037 | 63% |
| 41-50 Years | 2,906 | 1,776 | 61% |
| 51 Yrs and Older | 2,671 | 1,614 | 60% |

Note: Registrations are based on unduplicated headcounts by student home college; age is based on date of application.

Source: Applications: CCCApply, Registrations: VCCCD

Progress: Persistence, Retention, Success

This section displays college-specific student progress data, disaggregated by gender, race/ethnicity, and age related to persistence, retention, and success. In this report, persistence is defined as enrolling in consecutive Fall-Fall terms. Retention rates are defined as the percentage of credited courses completed with any grade except a *W* (withdraw), and success rates are defined as the percentage of credited courses completed with grades *A*, *B*, *C*, or *P*.

Persistence

The persistence rates shown in the following Tables (Tables 8-10), are from the Civitas Persistence Insights. They show the percentage of students, by college and demographic, who remained enrolled past census for two consecutive Fall terms. Note that Civitas filters out students who have completed their degree or certificate to provide the most accurate persistence rates possible. Data shown compare Fall 2018 – Fall 2019 persistence to Fall 2022 – Fall 2023 persistence.

Moorpark College.

Persistence rates at Moorpark College from Fall 2022 – Fall 2023 increased compared to Fall 2018 – Fall 2019 across most demographics, as shown in Table 8. Persistence for students aged 17 years and younger decreased from 52% (Fall 2018 – Fall 2019) to 48% (Fall 2022 – 2023), and persistence decreases seen among other student demographics were only differences of one or two percentage points (Asian and Pacific Islander students, and student aged 41-50 years).

Table 8. **Moorpark College** Fall to Fall Persistence by Demographic

| Demographic | Fall 2018 to Fall 2019 | Fall 2022 to Fall 2023 | Increase/ Decrease |
|------------------------------------|-------------------------------|-------------------------------|---------------------------|
| Moorpark College Total | | | |
| All Students | 62% | 64% | + |
| Gender | | | |
| Female | 63% | 63% | |
| Male | 61% | 64% | + |
| Race/Ethnicity | | | |
| American Indian/ Alaskan Native | 63% | 70% | + |
| Asian | 62% | 61% | - |
| Black or African American | 52% | 57% | + |
| Hispanic | 64% | 66% | + |
| Pacific Islander | 63% | 61% | - |
| Two or More Ethnicities | 63% | 65% | + |
| White | 62% | 64% | + |
| Age | | | |
| 17 Yrs and Younger | 52% | 48% | - |
| 18-24 Years | 67% | 69% | + |
| 25-30 Years | 51% | 54% | + |
| 31-40 Years | 54% | 55% | + |
| 41-50 Years | 52% | 50% | - |
| 51 Yrs and Older | 42% | 44% | + |

Note: Enrollment data is based on unduplicated headcounts by student home college.

Source: VCCCD, Civitas Persistence Insights

Oxnard College.

Overall, persistence rates for Oxnard College students remained at 64% when comparing Fall 2018 – Fall 2019 and Fall 2022 – Fall 2023 enrollments. This is largely due to Hispanic students, who make up most of Oxnard’s student population, maintaining 66% persistence rate. But a closer look shows that smaller student populations such as Asian, Black or African American, and White students increased their persistence rates. The same is true for older student groups, as shown in Table 9. Persistence rates dropped significantly, however, for students aged 17 years or younger, by 19 percentage points.

Table 9. **Oxnard College** Fall to Fall Persistence by Demographic

| Demographic | Fall 2018 to Fall 2019 | Fall 2022 to Fall 2023 | Increase/ Decrease |
|---------------------------------|------------------------|------------------------|--------------------|
| Oxnard College Total | | | |
| All Students | 64% | 64% | |
| Gender | | | |
| Female | 65% | 66% | + |
| Male | 62% | 62% | |
| Race/Ethnicity | | | |
| American Indian/ Alaskan Native | 64% | 66% | + |
| Asian | 63% | 65% | + |
| Black or African American | 53% | 55% | + |
| Hispanic | 66% | 66% | |
| Pacific Islander | 73% | 66% | - |
| Two or More Ethnicities | 66% | 61% | - |
| White | 59% | 63% | + |
| Age | | | |
| 17 Yrs and Younger | 65% | 46% | - |
| 18-24 Years | 68% | 70% | + |
| 25-30 Years | 56% | 58% | + |
| 31-40 Years | 54% | 55% | + |
| 41-50 Years | 52% | 58% | + |
| 51 Yrs and Older | 48% | 54% | + |

Note: Enrollment data is based on unduplicated headcounts by student home college.
Source: VCCCD, Civitas Persistence Insights

Ventura College.

Persistence rates at Ventura College increased from 61% for the Fall 2018 – Fall 2019 terms to 64% for the Fall 2022 – Fall 2023 terms. Persistence rates for women increased by 3 percentage points and for men, rates increased 4 percentage points. The largest increase in persistence was for Black or African American students, with an increase of 7 percentage points (50% to 57%). White students also increased in persistence, with an increase of 6 percentage points (58% to 64%). Additionally, almost all age groups increased persistence, notably students aged 17 and younger, who increased from 39% (Fall 2018 – Fall 2019) to 52% (Fall 2022 – Fall 2023).

Table 10. **Ventura College** Fall to Fall Persistence by Demographic

| Demographic | Fall 2018 to Fall 2019 | Fall 2022 to Fall 2023 | Increase/ Decrease |
|---------------------------------|------------------------|------------------------|--------------------|
| Ventura College Total | | | |
| All Students | 61% | 64% | + |
| Gender | | | |
| Female | 63% | 66% | + |
| Male | 58% | 62% | + |
| Race/Ethnicity | | | |
| American Indian/ Alaskan Native | 58% | 63% | + |
| Asian | 64% | 63% | - |
| Black or African American | 50% | 57% | + |
| Hispanic | 63% | 66% | + |
| Pacific Islander | 68% | 73% | + |
| Two or More Ethnicities | 63% | 64% | + |
| White | 58% | 64% | + |
| Age | | | |
| 17 Yrs and Younger | 39% | 52% | + |
| 18-24 Years | 68% | 69% | + |
| 25-30 Years | 56% | 57% | + |
| 31-40 Years | 55% | 55% | |
| 41-50 Years | 51% | 53% | + |
| 51 Yrs and Older | 46% | 56% | + |

Note: Enrollment data is based on unduplicated headcounts by student home college.

Source: VCCCD, Civitas Persistence Insights

Retention, Statewide and VCCCD Colleges

Retention rates show the percentage of credited courses completed with any grade except for a *W* (withdraw). Course retention rates are disaggregated by gender and race/ethnicity, Statewide and by College. Comparisons are shown between Fall 2018 and Fall 2022, and by course modality. The first table in this section, Table 11, shows course retention rates for the state for the purpose of comparison to VCCCD Colleges.

Table 11. **Statewide** Fall Term Course Retention Rates (for credit, all grades except *W*), by Modality and Demographic

| Demographic | In-Person | | Online (Asynchronous) | |
|------------------------------------|-----------|-----------|--------------------------|-----------|
| | Fall 2018 | Fall 2022 | Fall 2018 | Fall 2022 |
| Statewide College Total | | | | |
| All Students | 88% | 89% | 83% | 86% |
| Gender | | | | |
| Female | 88% | 89% | 84% | 86% |
| Male | 87% | 89% | 83% | 86% |
| Non-Binary | 86% | 88% | 86% | 82% |
| Race/Ethnicity | | | | |
| American Indian/ Alaskan Native | 86% | 87% | 83% | 83% |
| Asian | 90% | 91% | 88% | 90% |
| Black or African American | 84% | 85% | 77% | 81% |
| Hispanic | 86% | 88% | 82% | 85% |
| Pacific Islander | 85% | 87% | 80% | 83% |
| Two or More Ethnicities | 87% | 89% | 82% | 86% |
| White | 89% | 91% | 86% | 87% |

Note: Rates are based on course-level data

Source: California Community College Chancellor's Office (CCCCO) DataMart

Moorpark College.

Course retention rates at Moorpark College have increased between Fall of 2018 and Fall of 2022 for both online (87% to 90%) and in-person (88% to 90%) courses, as shown in Table 12. Retention rates were slightly higher for women than men, but men had the greatest increase in retention rates online courses, from 85% in Fall 2018 to 89% in Fall 2022. Black or African American students also increased their online course retention rates, from 79% in Fall 2018 to 87% in Fall 2022, an increase of 8 percentage points. Overall, Moorpark College’s course retention rates were higher than those statewide.

Table 12. **Moorpark College** Fall Course Retention Rates (for credit, all grades except W), by Modality and Demographic

| Demographic | In-Person | | Online (Asynchronous) | |
|------------------------------------|-----------|-----------|--------------------------|-----------|
| | Fall 2018 | Fall 2022 | Fall 2018 | Fall 2022 |
| Moorpark College Total | | | | |
| All Students | 88% | 90% | 87% | 90% |
| Gender | | | | |
| Female | 89% | 91% | 88% | 90% |
| Male | 87% | 89% | 85% | 89% |
| Non-Binary | | 93% | | 97% |
| Race/Ethnicity | | | | |
| American Indian/ Alaskan Native | 93% | 93% | 82% | 92% |
| Asian | 89% | 92% | 88% | 92% |
| Black or African American | 85% | 89% | 79% | 87% |
| Hispanic | 86% | 88% | 84% | 88% |
| Pacific Islander | 94% | 87% | 86% | 86% |
| Two or More Ethnicities | 89% | 89% | 87% | 90% |
| White | 89% | 92% | 89% | 91% |

Note: Rates are based on course-level data

Source: California Community College Chancellor’s Office (CCCCO) DataMart

Oxnard College.

Course retention rates for students at Oxnard College increased the most for students taking online courses, from 82% in Fall 2018 to 89% in Fall 2022. These increases in online course retention rates are shown across all demographics (see Table 13). Compared to the State, Oxnard College course retention rates are either comparable or higher for both in-person and online courses.

Table 13. **Oxnard College** Fall Course Retention Rates (for credit, all grades except W), by Modality and Demographic

| Demographic | In-Person | | Online (Asynchronous) | |
|--------------------------------|-----------|-----------|-----------------------|-----------|
| | Fall 2018 | Fall 2022 | Fall 2018 | Fall 2022 |
| Oxnard College Total | | | | |
| All Students | 88% | 91% | 82% | 89% |
| Gender | | | | |
| Female | 88% | 91% | 83% | 89% |
| Male | 88% | 89% | 82% | 90% |
| Non-Binary | | 100% | | 95% |
| Race/Ethnicity | | | | |
| American Indian/Alaskan Native | 77% | 83% | 91% | 87% |
| Asian | 93% | 94% | 82% | 94% |
| Black or African American | 87% | 85% | 70% | 84% |
| Hispanic | 88% | 90% | 82% | 89% |
| Pacific Islander | 92% | 100% | 85% | 100% |
| Two or More Ethnicities | 90% | 93% | 87% | 90% |
| White | 89% | 93% | 84% | 92% |

Note: Rates are based on course-level data

Source: California Community College Chancellor's Office (CCCCO) DataMart

Ventura College.

Continuing Districtwide trends, course retention rates for Ventura College increased across almost all demographics for both online and in-person courses. For in-person courses, retention rates rose to 90% or higher in Fall 2022 for all genders and races/ethnicities. For online courses, retention rates increased to 89% for both men (from 82%) and women (from 84%). Online course retention also increased for Hispanic students, to 88%, and for students with Two or More Ethnicities to 90%. Overall, Ventura College’s course retention rates are higher than those statewide.

Table 14. **Ventura College** Fall Course Retention Rates (for credit, all grades except W), by Modality and Demographic

| Demographic | In-Person | | Online (Asynchronous) | |
|--------------------------------|-----------|-----------|-----------------------|-----------|
| | Fall 2018 | Fall 2022 | Fall 2018 | Fall 2022 |
| Ventura College Total | | | | |
| All Students | 88% | 92% | 83% | 89% |
| Gender | | | | |
| Female | 89% | 91% | 84% | 89% |
| Male | 88% | 92% | 82% | 89% |
| Non-Binary | | 85% | | 88% |
| Race/Ethnicity | | | | |
| American Indian/Alaskan Native | 78% | 94% | 82% | 93% |
| Asian | 90% | 92% | 85% | 91% |
| Black or African American | 86% | 94% | 81% | 83% |
| Hispanic | 88% | 91% | 82% | 88% |
| Pacific Islander | 93% | 94% | 95% | 74% |
| Two or More Ethnicities | 89% | 90% | 85% | 90% |
| White | 90% | 94% | 86% | 90% |

Note: Rates are based on course-level data

Source: California Community College Chancellor’s Office (CCCCO) DataMart

Success, Statewide and VCCCD Colleges

Success rates show the percentage of courses completed for credit with grades of *A*, *B*, *C*, or *P*. Tables 15-18 show these rates for the state and each college, by gender and race/ethnicity. Comparisons are shown between Fall 2018 and Fall 2022, and by course modality. The first table in this section, Table 15, shows course retention rates for the state for the purpose of comparison to VCCCD Colleges.

Table 15. **Statewide** Fall Term Course Success Rates (for credit, incl. A, B, C, P grades), by Modality and Demographic

| Demographic | In-Person | | Online (Asynchronous) | |
|------------------------------------|-----------|-----------|-----------------------|-----------|
| | Fall 2018 | Fall 2022 | Fall 2018 | Fall 2022 |
| Statewide College Total | | | | |
| All Students | 72% | 74% | 66% | 68% |
| Gender | | | | |
| Female | 73% | 73% | 67% | 68% |
| Male | 71% | 74% | 66% | 68% |
| Non-Binary | 59% | 70% | 86% | 63% |
| Race/Ethnicity | | | | |
| American Indian/ Alaskan Native | 69% | 70% | 62% | 62% |
| Asian | 79% | 80% | 77% | 79% |
| Black or African American | 63% | 67% | 51% | 55% |
| Hispanic | 68% | 69% | 62% | 64% |
| Pacific Islander | 66% | 69% | 58% | 58% |
| Two or More Ethnicities | 72% | 75% | 64% | 68% |
| White | 78% | 80% | 72% | 73% |

Note: Rates are based on course-level data

Source: California Community College Chancellor's Office (CCCCO) DataMart

Moorpark College.

Course success rates increased at Moorpark College for both in-person and online courses, across all genders and races/ethnicities. Females had higher success rates than males for both modalities, and Black or African American students increased success rates for in-person courses from 69% to 77%, and for online courses from 55% to 64%. Moorpark’s course success rates are higher than those statewide for all demographics.

Table 16. **Moorpark College** Fall Term Course Success Rates (for credit, incl. A, B, C, P grades), by Modality and Demographic

| Demographic | In-Person | | Online (Asynchronous) | |
|------------------------------------|-----------|-----------|--------------------------|-----------|
| | Fall 2018 | Fall 2022 | Fall 2018 | Fall 2022 |
| Moorpark College Total | | | | |
| All Students | 77% | 79% | 74% | 77% |
| Gender | | | | |
| Female | 79% | 81% | 75% | 78% |
| Male | 75% | 78% | 73% | 76% |
| Non-Binary | | 85% | | 79% |
| Race/Ethnicity | | | | |
| American Indian/ Alaskan Native | 79% | 87% | 73% | 87% |
| Asian | 80% | 83% | 78% | 84% |
| Black or African American | 69% | 77% | 55% | 64% |
| Hispanic | 71% | 73% | 69% | 71% |
| Pacific Islander | 79% | 78% | 50% | 67% |
| Two or More Ethnicities | 79% | 80% | 75% | 79% |
| White | 80% | 84% | 79% | 81% |

Note: Rates are based on course-level data

Source: California Community College Chancellor’s Office (CCCCO) DataMart

Oxnard College.

Course success rates have increased for both modalities across genders and races/ethnicities at Oxnard College. For in-person courses, women have higher success rates compared to men, but for online courses, the difference is minimal. Hispanic students increased course success rates for in-person courses from 72% in Fall 2018 to 77% in Fall 2022, and for online courses from 66% in Fall 2018 to 73% in Fall 2022. Overall, Oxnard College success rates are higher than the state.

Table 17. **Oxnard College** Fall Term Course Success Rates (for credit, incl. A, B, C, P grades), by Modality and Demographic

| Demographic | In-Person | | Online (Asynchronous) | |
|--------------------------------|-----------|-----------|-----------------------|-----------|
| | Fall 2018 | Fall 2022 | Fall 2018 | Fall 2022 |
| Oxnard College Total | | | | |
| All Students | 74% | 79% | 67% | 75% |
| Gender | | | | |
| Female | 75% | 81% | 68% | 76% |
| Male | 72% | 77% | 66% | 75% |
| Non-Binary | | 83% | | 75% |
| Race/Ethnicity | | | | |
| American Indian/Alaskan Native | 73% | 67% | 82% | 67% |
| Asian | 82% | 86% | 72% | 86% |
| Black or African American | 72% | 79% | 50% | 65% |
| Hispanic | 72% | 77% | 66% | 73% |
| Pacific Islander | 81% | 100% | 62% | 91% |
| Two or More Ethnicities | 83% | 87% | 76% | 76% |
| White | 81% | 87% | 74% | 85% |

Note: Rates are based on course-level data

Source: California Community College Chancellor's Office (CCCCO) DataMart

Ventura College.

Course success rates at Ventura College increased from Fall 2018 to Fall 2022 for both women and men, and for most races/ethnicities for both course modalities. Success rates for Hispanic students increased from 73% to 78% for in-person courses, and from 65% to 71% for online courses. Course success rates for Black or African American students also increased for both modalities, from 71% to 85% for in-person courses and from 57% to 60% for online courses. Consistent with the District, overall, Ventura College’s course success rates are higher than the state.

Table 18. **Ventura College** Fall Term Course Success Rates (for credit, incl. A, B, C, P grades), by Modality and Demographic

| Demographic | In-Person | | Online (Asynchronous) | |
|------------------------------------|-----------|-----------|--------------------------|-----------|
| | Fall 2018 | Fall 2022 | Fall 2018 | Fall 2022 |
| Ventura College Total | | | | |
| All Students | 76% | 81% | 69% | 74% |
| Gender | | | | |
| Female | 77% | 81% | 70% | 74% |
| Male | 74% | 81% | 67% | 73% |
| Non-Binary | | 85% | | 77% |
| Race/Ethnicity | | | | |
| American Indian/ Alaskan Native | 68% | 75% | 82% | 80% |
| Asian | 82% | 86% | 75% | 82% |
| Black or African American | 71% | 85% | 57% | 60% |
| Hispanic | 73% | 78% | 65% | 71% |
| Pacific Islander | 71% | 75% | 80% | 47% |
| Two or More Ethnicities | 80% | 81% | 74% | 78% |
| White | 81% | 88% | 76% | 80% |

Note: Rates are based on course-level data

Source: California Community College Chancellor’s Office (CCCCO) DataMart

Completion

The following table shows the number of unduplicated students districtwide, by gender, race/ethnicity, and age, who achieved a Chancellor’s Office approved degree or certificate from 2018-2019 to 2022-2023 (Table 19). There has been an overall increase in completions comparing the 2018-2019 academic year to the 2022-2023 academic year across all demographics. More female students have completed degrees or certificates compared to male students. Consistent with Districtwide enrollments trends, most students who have completed degrees or certificates are Hispanic or White, and are between 18 and 24 years old.

Table 19. VCCCD Completions by Academic Year and Demographic

| Demographic | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| VCCCD Total | | | | | |
| All Students | 4,227 | 5,199 | 5,328 | 5,123 | 5,270 |
| Gender | | | | | |
| Female | 2,512 | 2,994 | 3,331 | 3,133 | 3,097 |
| Male | 1,660 | 2,123 | 1,915 | 1,899 | 2,073 |
| Race/Ethnicity | | | | | |
| American Indian/ Alaskan Native | 10 | 11 | 11 | 15 | 12 |
| Asian | 271 | 326 | 339 | 303 | 302 |
| Black or African American | 63 | 82 | 81 | 84 | 88 |
| Hispanic | 2,142 | 2,753 | 2,906 | 2,780 | 3,042 |
| Pacific Islander | 7 | 13 | 14 | 10 | 12 |
| Two or More Ethnicities | 183 | 243 | 220 | 234 | 205 |
| White | 1,507 | 1,676 | 1,614 | 1,567 | 1,508 |
| Age | | | | | |
| 17 Yrs and Younger | 8 | 32 | 31 | 49 | 62 |
| 18-24 Years | 2,815 | 3,407 | 3,333 | 3,149 | 3,291 |
| 25-30 Years | 784 | 956 | 985 | 959 | 941 |
| 31-40 Years | 369 | 504 | 634 | 630 | 584 |
| 41-50 Years | 158 | 183 | 212 | 218 | 248 |
| 51 Yrs and Older | 93 | 117 | 133 | 118 | 144 |

Note: Completions are for unduplicated headcounts districtwide; students who did not identify or are “Unknown” are included in Total.

Source: VCCCD

The following sections include equity-focused efforts provided by each college, detailing activities to improve student outcomes over time.

Moorpark College Updates

2022-25 Planning Efforts

In our new plan we have looked at our data on disproportionately impacted students and decided to create a more focused process to close equity gaps. We learned that we need to be more intentional to support our DI students. Therefore, in our 2022-2025 student equity plan we are concentrating our efforts on Black and Latino students in all of the metrics. This shift will provide institutional and fiscal commitment with our Guided Pathways work and maximize our DI efforts to close equity gaps among our Black and Latino students. This focus compels us to be race conscious, inclusive, and intentional in our academic and student support services for students.

Summary of Target Outcomes for 2022-2025

Successful Enrollment

- Hire at least one additional outreach specialist who will focus on Black students and establish new relationships with alternative, elementary, middle and high schools as well as community and faith based organizations.
- Hire at least one additional outreach specialist who will focus on Latino students and establish new relationships with alternative, elementary, middle and high schools as well as community and faith-based organizations.
- Improve the outreach and recruitment efforts by attending feeder high schools regularly with either a counseling faculty or counselor services specialist to assist on the onboarding of new students, parent meetings, social and athletic events to promote college registration.
- Increase our marketing presence platform on social media.
- Improve our branding.

Completed Transfer-Level Math & English

- Train instructional faculty in all aspects of culturally relevant curriculum design and pedagogy.
- Provide wrap-around services that include things such as free snacks and meals during the courses, laptop loan, free text/course materials, free tuition, supplies, embedded tutoring, integration with Financial Aid, ACCESS, Counseling, and Health Services, etc.
- Increase awareness of free tutoring services on campus through outreach to faculty, marketing (videos on websites and social media)
- Work with the English and math departments to offer workshops to help prepare students before and during math and/or English courses.

Persistence: First Primary Term to Secondary Term

- Promote and encourage equity minded professional development for faculty and staff.
- Provide disaggregated data for all instructional faculty for their class sections that highlight their equity gaps.
- Offer interventions to close those specific equity gaps in their instructional sections.
- Work with the DEI faculty coordinator and professional development committee to offer identity-based support programs.
- Create math and English workshops that focus on retention and completion.
- Create an accountability method for faculty to use early alert (Starfish Connect).
- Create an equity lounge to establish a sense of belonging for DI students.

- Hire classified professionals to support Black and Latino students.
- Develop a script to use when contacting struggling students.

Transfer

- Strengthen Black and Latino students' relationship with our Transfer and Career center
- Collaborate with the Transfer and Career center as well as faculty, staff, and the student activities program to plan free transfer visits and/or transfer fairs for Black and Latino students.
- Develop an annual marketing campaign that includes images of Black and Latino students for the transfer application period.
- Create a transfer camp (online and on-ground) for Black and Latino students with 30-45 units with counseling faculty and staff leading workshops on transfer admissions requirements, transfer applications, and providing students engaging opportunities to interface with transfer representatives.
- Increase the number of Black and Latino students who are in the Honors program and are part of our TAG and TAP agreements.
- Create a streamlined process to connect Black and Latino students with specific classified professional and counseling faculty with a transfer focus.
- Encourage Black and Latino students to attend transfer workshops and review the transfer application process.

Completion

- Work with the Guided Pathways success teams to fully implement the framework among our Black and Latino students.
- Integrate culturally relevant content, assignments, and pedagogy into courses.
- Tie Africana Studies content into specific disciplines to make Black students feel connected and more willing to engage in class.
- Tie Chicano and/or LatinX studies content into specific disciplines to make Latino students feel connected and more willing to engage in class.
- Establish the case management model for Black and Latino students who have earned or registered in 30 units or more.
- Encourage faculty to support our Black and Latino students by providing instructional support and integrating co-curricular activities aligned with classroom learning and career interests.
- Hire staff who primarily work with our Black and Latino students as retention specialists.
- Create a process for faculty to flag students who are struggling by utilizing our early alert systems (Starfish Connect) within the first weeks of each fall and spring semester
- Connect students to vital support such as our basic needs center, "Raider Central" by posting on Canvas shells, student services syllabus, social media, and marketing outlets.

Previous Equity Efforts

Moorpark College is committed to continuing existing equity efforts during 2022-2025. These efforts include the following:

Financial Aid

Our financial aid office collaborates with academic and student services departments, as well as the local community increase FAFSA and CA Dream Act participation and completion. Some of the strategies implemented include:

- Conducting in-class interventions by partnering with instructors to have students complete FAFSA or CA Dream Act as a class or homework assignment.
- Training a pool of volunteers to offer one one-on-one FAFSA or CA Dream Act assistance.
- Assigning specific appointment times to students during convenient times for the student (this dramatically increased completion rates).
- Reaching out to students who applied and did not submit a FAFSA or CA Dream Act.
- Establish new partnerships to increase FAFSA completion. Tapping into community organizations can help expand the FAFSA completion process.
- Monitor data weekly or bi-weekly to allow staff and community partners to get quick feedback on FAFSA completion.
- Use run charts to connect FAFSA completion work with the number of FAFSAs completed during the work period.

Zero-Textbook Cost

Since 2019, Moorpark College has expanded open educational resource (OER) use and zero textbook-cost (ZTC) course designations. Additionally, a new Low-textbook-cost (LTC) designation was adopted in spring '22. Currently, there are 436 ZTC courses and 38 LTC courses offered in the Schedule of Classes representing 225 distinct courses. This reflects 31% of our total course offerings for fall 2022.

The campus will focus on increasing course sections designated as ZTC in order to create full degrees and certificates that eliminate textbook costs. A targeted focus on hybrid and face-to-face courses may be warranted, as students have shown the greatest gains with ZTC courses in these modes.

The following actions are recommended to support the realization of this goal: Collaboration:

- Integrate ZTC/LTC efforts with other aligned student equity and achievement initiatives, such as Guided Pathways, Peer Online Course Review (POCR), Dual Enrollment, and Curriculum Equity/Decolonization audits.
- Develop a campus workgroup/community of practice focused on textbook affordability to grow a culture of “open.”
- Identify campus priorities for ZTC course conversions.
- Continue to connect with Bookstore to facilitate provision of print options, as needed. Explore potential cross-district discipline projects to create ZTC courses.

Progress and Completion

The college has deployed numerous strategies to increase student persistence and completion. This report will highlight a few of these strategies, especially those where we have evidence suggesting they may be effective.

Enhanced Course Embedded Tutors & Two-way Text Messaging

An effective strategy has been the expansion of Course Embedded Tutors (CET). Decades of studies provide evidence that tutoring increases student success. However, other studies (as well as our personal experience) have found that the types of students that would most benefit from tutoring don't utilize this service. To encourage more students to attend tutoring we piloted a new strategy to enhance course embedded tutoring with early alert and two-way text.

Since the two-way texting service has been implemented, Moorpark College has seen a 761 percent increase in course-embedded tutor visits. With the new texting service, tutors can reach out to their course section throughout the semester, giving study tips, offering academic support and encouraging students to meet with them. Students can respond directly at any time to get connected with help.

Throughout the initial implementation, students and tutors exchanged 7,200 text messages, 1,100 of which were initiated by the student. For context, some courses in 2022 saw only one or two students participating in tutoring, but that has grown to seven or eight students in these courses this past fall.

For this pilot, students who received a low grade on their first quiz were immediately contacted by the CET who offered to help them study for their next quiz. This approach led to an increase in success rates for Math and English CET sections in fall 2023 compared to fall 2022 CET sections which were not enhanced with two-way text. Specifically, math pass rates increasing 10.5 percentage points and English rates rising 16.4 percentage points from fall 2022 to fall 2023. Disaggregated data show Hispanic students saw the greatest increases in passing rates in math courses in particular.

We also have evidence that two way texting can increase persistence. In a recent experiment, the college ran a randomized controlled trial where counselors texted students before registration opened up to ask them if they'd like help with picking courses next semester. The data suggests this effort increased persistence, with 71% of students in the treatment group persisting compared to 62% of students in the control group. Furthermore, the data suggests this strategy closed equity gaps as the impact was even higher for Hispanic students compared to white students.

As a result of this study Moorpark has invested in scaling up two-way text messaging for counseling and plans to provide stipends for more counselors to get trained on this tool. Moorpark College has moved to increase the embedded tutoring program to every math and English course at the college, a total of 270 sections.

Policies and Procedures

One recent discovery was that our academic probation policy may have been negatively impacting our DI students, based on research that suggests students associate the word probation with the criminal justice system. In collaboration with OC, VC, and DAC, we updated the language from probation to academic notice and revised the letter language to be kinder and psychologically attuned. The data suggests that as a result of making this change persistence increased for Hispanic students on academic notice (formerly probation) by nine percentage points from 68% to 77%. We have received statewide and national recognition for this initiative and are currently working with external stakeholders to have the word probation removed from ed code through the Board of Governors as well as locally from our AP/BP.

Sense of Belonging

Recent student survey results from USC's Center for Urban Education found that MC students from DI populations have a lower sense of belonging compared to white students. To close this gap we partnered with Equity Accelerator which is housed in Indiana University to implement a strategy where students partake in a writing exercise to provide advice for future students about how to be successful and overcome fears about belonging. Referenced in the literature as the "saying is believing effect", this project is a replication of large peer-reviewed study which led to a substantial increase in persistence rates for university students from DI groups.

Oxnard College Updates

Oxnard College works towards greater race consciousness in all aspects of the campus by following the recommendations set forth by USC's Center for Urban Education, engaging in open and transparent dialog at the Student Equity and Success Committee, and creating an equity definition for the college which guides conversations about closing equity gaps. These conversations lead to collegewide self-reflection for administrators, faculty, and classified staff by identifying students who are experiencing the disproportionate impacts of structural inequities which exist in our education system. In addition to the interventions and programs listed below, the college provides workshops to aid student strengths to survive racism and systemic barriers, on topics ranging from sense of belonging and time management to mental health, tutoring, and childcare.

Enrollment

As OC works towards improving enrollment trends for our Black or African-American student population, we are taking a broad-spectrum approach to attracting students. These approaches include:

- Systematic internal reviews to identify and investigate barriers to enrollment and develop meaningful solutions.
- Because fostering a sense of belonging for this population is key, the college has emphasized the arts, social activities, and celebrations of Black or African-American culture to intentionally involve this community.
- Outreach strategies, including talking with Black or African-American students in small forums. Specifically, the college has worked with Athletics to develop supports for students in the summer months.
- Concerts, events, culinary gatherings, and invited speakers which are open to the community and are culturally relevant to Black or African-American students.
- Including Black or African-American students, faculty, and classified staff—along with their education stories—in social media and marketing materials.
- Exploring and establishing HBCU pathway opportunities to encourage enrollment leading to transfer.

Persistence

While Oxnard College stands by the student-first approach and welcomes diversity, it is predominantly populated by Hispanic or Latiné students. The college has stepped forward in trying times by providing numerous safe-zones and inclusive spaces for various student populations, and demonstrating allyship and solidarity with minority-identifying students. However, Black or African-American students belong to deeply-rooted cultural communities who face high levels of socioeconomic barriers, disconnecting students from applying for admission at a higher education institution; enrollment from this specific population remains low. Lower enrollment leads to lower primary-to-secondary term retention, so the college has moved to increase inclusivity and build a campus culture where students can find a sense of belonging and feel motivated by virtue of it, increasing retention and encouraging degree completion for Black or African-American students.

To that end, the College is pursuing a variety of programs aimed at improving persistence for Black and African American students. These include:

- Outreach to local schools and Black/African American organizations, including inviting leaders from the community to be speakers, guests, and/or trainers in student workshops.
- Encouraging faculty to use Starfish not only for referrals or areas of concern, but also for student encouragement and positive reinforcement.
- Encouraging participation in Associated Student Government and the clubs it runs, including involvement in networking, communication, and leadership development events and activities.
- At the administrative level, build equity-focused dashboards to aid improvement efforts at the Student Equity and Success Committee (SESC)
- Leveraging the program review and resource request prioritization processes to hire a Retention Specialist who will focus on tracking and supporting students from disproportionately impacted communities.
- Providing stipends to faculty to develop and implement knowledge of servingness, data-informed course improvement, and inclusive androgyny.

Transfer

The college is making efforts to move towards more equitable outcomes for our Hispanic and Latiné students through grants like Proyecto Exito, Proyecto Puentes, ASG clubs, and initiatives like OMEGA. The University Transfer Center has been exceptionally active in this area, developing and implementing numerous activities and events.

- Faculty and staff work to outreach and share transfer knowledge and best practices with K-12 stakeholders to help students arrive at the College with a solid foundation of knowledge about transferring to four-year institutions.
- Extensive collaboration between the UTC and Financial Aid to provide transfer-related information to students, with particular emphasis on providing services to the Hispanic and Latinx community.
- All UTC information is available in English and Spanish, with work underway to also provide information in Spanish dialects, in order to foster inclusivity and support our Hispanic and Latinx students.
- Professional Development for faculty to help Hispanic and Latinx students understand the transfer process and give them the necessary knowledge to answer basic transfer questions and disseminate related key information to their students.
- Faculty are encouraged to include transfer-related information in their syllabi, and all college employees are strongly encouraged to participate in Transfer Thursday to share their personal educational pathways and transfer journeys.

Completion

The population of Latino students has decreased over recent years, a trend which has been amplified by the challenges of the pandemic. High textbook costs and the large workload required for transfer-level math and English classes have presented a particular challenge to our Latino population. We have worked closely with the Oxnard College Foundation to provide scholarships, grants, book vouchers, field trips, and more, specifically intended to incentivize Latino attendance, and continue to move them forwards to completion.

As an institution dedicated to helping its students achieve their academic goals, the College has created myriad supports to help students complete their programs of study, focusing on Latino male students.

- Identifying funding sources and providing programs such as OMEGA, allowing the expansion of services for Latino students.
- The OC Summer Scholars program includes dedicated support for males, leading to completion by establishing an early connection to college life.
- Connecting Latino mentors with Latino students.
- Early interventions through high school outreach for students who have been introduced to tools for college success and classes on career education.
- Ensuring OMEGA representation and involvement Student Equity and Success Committee meetings by providing regular reports and data to members.

Additional Supports

- EOPS/CARE provides services to students in the form of counseling, priority registration, grants, ID waivers, tutoring, and peer advising.
- Co-requisite support classes, embedded tutoring, and expanded tutoring services support students; multiple measures and informed self-placements guide students in math and English.
- AB1040 courses: Introduction to Chicano Studies, Anthropology of Native Americans, and Introduction to Border Studies. The College is in the process of designing additional courses to meet the CCC Ethnic Students graduation requirement.
- Through the Dream Resource Center (DRC) continue to provide free immigration, labor, and rights legal aid; AB540 form support; financial aid resources; and AB540 liaison in Admissions & Records; UndocuLiaison in Financial Aid; and mental wellness counseling. DRC personnel provide support for the California Dream Act, leisure library, textbook library, scholarship support, stoles for graduation, student excursions, and college events. DRC conducts high school outreach, and K-12 students are invited to the DRC, welcoming students and families to higher education. DRC also partners with local organizations at Family Resource Fairs at OC's Community Market, and spearheads OC's Undocumented Student Action Week, in according with CCC.

Ventura College Updates

Ventura College has invested considerable effort and resources into closing equity gaps. Our [2022-2025 Student Equity Plan](#) is our guiding document for the majority of these efforts. Through the development of this plan, we found that men of color and part-time students were experiencing a disproportionate impact across multiple metrics. This has led us to develop a clear focus for what the experiences of these students would be like at an ideal college.

At an ideal Ventura College, men of color:

- Are sought out by way of targeting marketing, outreach, and recruitment strategies.
- Feel welcome at the college and are met where they are before they become students.
- See themselves reflected on campus in the faculty, staff, and managers as well as among their student peers.

- Experience faculty and learning environments that are culturally responsive and respectful and that value what males of color bring to the campus.
- Are provided the necessary learning, and encouragement in their classes that support the needed skills and knowledge to achieve their academic, professional, and personal goals.
- Receive institutional support that closes equity gaps in course success rates.
- Receive institutional support that empowers students to fully engage in all aspects of campus culture and value their voices in the decision-making processes of the college.

At an ideal Ventura College, part-time students:

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

Access and Entry

Attracting and welcoming men of color and part-time students to Ventura College requires the identification and elimination of any barriers to enrollment. Unfortunately, the state-required metric used to systematically assess these barriers (i.e. the proportion of applicants who enroll at the campus) is not usable for Ventura County Community Colleges. All Ventura County Public High Schools require all students to apply to Community Colleges in our district. Thus, a large number of VCCCD applications come from students who likely have no intention to actually enroll at one of our colleges. To deal with this, we have recently spent considerable effort identifying and implementing data collection methods to better assess the impact of our marketing and outreach efforts. These include the following:

- Partnering with Hanover Research to hold faculty, staff, and student focus groups. These focus groups center on our campus culture regarding men of color and part-time students. Once we have deeper understanding of the experiences that our men of color and part-time students have on our campus, we can begin developing effective ways to improve those experiences.
- Hiring students to work as survey researchers on campus. These student researchers have gone across the campus administering surveys to students about how well the course schedule works for their needs, and if there are any specific courses or areas that VC needs to offer more of. In fall 2023, over 700 surveys were completed, and the results were regularly reviewed by the VC Dean’s Council. These results were also very impactful as a supplement to online student surveys, which had been our default survey strategy for some time. The student researchers also recently began surveying students about awareness of student services. The results of these surveys will be used to inform future marketing and in-reach efforts.

In addition to these recent data collection methods, VC has engaged in comprehensive marketing and outreach campaigns, including the following:

- Marketing
 - A comprehensive marketing plan has been developed, implemented, and evaluated.
 - In fall 2023 and spring 2024, this plan includes marketing VC programs and services via:
 - Movie theatre advertising at local cinemas
 - Radio station advertising with Cumulus Media
 - Spanish radio advertising through Spotify

- Video advertising through YouTube
 - Postcards mailed to all residents in Ventura, Ojai, Camarillo, Fillmore, Piru, and Santa Paula
 - Social media boosted posts on Facebook, Instagram, and other sites
 - Vida Newspaper advertising
 - Santa Paula Times advertising
 - Countywide e-blasts through U-CAST
 - Streaming video ads with LocalIQ
- Outreach:
 - VC holds regular outreach events at local high schools throughout the year.
 - In fall 2023, VC held 64 outreach events. These events included college information sessions, dual enrollment workshops, as well as articulation- and career-education-specific workshops. These workshops accounted for 3,272 touchpoints with prospective students.
 - Each spring semester, VC holds “Pirate Days,” in which hundreds of local high school students visit the VC campus. On each Pirate Day, students from 3-5 high schools arrive at VC to take a tour of campus, meet with and learn about various student services, and develop an educational plan based on their preferred career and major community. VC holds multiple Pirate Days each spring semester.
 - An annual counselor exchange is held in which high school counselors visit VC to learn about VC processes and programs.
- VC has spent considerable efforts to improve and expand educational access to residents of the Santa Clara River Valley. Through our participation in the CCCC Strategic Enrollment Management Academy, we have developed a comprehensive Strategic Enrollment Management Plan for the VC East Campus. We have also developed a VCCCD Major Initiative Proposal to further expand educational access in this key region of the VCCCD service area.

Progress and Completion

VC has undertaken considerable efforts to ensure that equity gaps are closed across measures of student progress and completion. These include the following:

- Project S:AIL in STEM – a five-year, \$5 million Title III grant that is focused on expanding institutional capacity and resources to ensure that Latine/a/o, and historically marginalized students achieve equitable academic, transfer, and career outcomes in STEM fields. Here are a few of the activities that have occurred thus far:
 - Fall 2022 Campus-wide HSI Summit – focused on growing our capacity for “servingness”, and discussing holistic, collaborative, and strategic approaches to effectively serve our Latine student population.
 - Hiring and training student “STEM Navigators” to introduce students to opportunities in STEM. They also connect students to events, career fairs, and industry leaders. Further, they assist STEM students in navigating college processes, and in identifying relevant student service supports.
 - Expanding the campus STEM Harbor – a location where STEM students can study and meet with peers. A number of faculty members have started holding office hours here, which has further increased learning opportunities for STEM students.
- Project PORT (Post-Traditional Opportunities, Research, and Transformation) is designed to equitably expand academic programs and services at the VC East Campus. The project places post-traditional students at the center of the teaching and learning experience while building an

integrated, affirming structure to deliver serving-minded supports for VC students. This will be accomplished through investments in post-traditional student academic and support programming at the VC East Campus, expanded academic supports; wrap-around student support services, flexible pathways to degree completion, transfer, and careers, strengthened institutional capacity for data-informed action; and comprehensive professional development and participatory action research program for faculty, staff, and administrators.

- Partnering with Hanover Research to hold faculty, staff, and student focus groups. These focus groups center around our campus culture regarding men of color and part-time students. Once we have deep understanding of the experiences that our men of color and part-time students have on our campus, we can begin developing effective ways to improve those experiences.
- Hiring students to work as survey researchers on campus. These student researchers have gone across the campus administering surveys to students about how well the course schedule works for their needs, and if there are any specific courses or areas that VC needs to offer more of. In fall 2023, over 700 surveys were completed, and the results were regularly reviewed by the VC Dean's Council. These results were also very impactful as a supplement to online student surveys, which had been our default survey strategy for some time. The student researchers also recently began surveying students about awareness of student services. The results of these surveys will be used to inform future marketing and in-reach efforts.
- VC has also implemented, evaluated, and refined a number of campus-wide programs (i.e. Program Mapper, Auto-Awarding Project, etc.), which are detailed in the February PASS Report.
- VC has greatly expanded professional development programs specifically designed to close equity gaps in student progress and completion, including:
 - [Faculty Academy](#) – a two-semester pedagogical training program in which faculty members analyze student outcome data, examine biases, and learn culturally-responsive teaching practices. Nearly 60 faculty members have participated in this program. The program is regularly evaluated and has been demonstrated to have a statistically significant effect on course success rates among students from underrepresented groups. The most recent evaluation report [can be found here](#).
 - [Cultural Curriculum Audit and Revision](#) – faculty analyze course success data and learn to apply universal design principles to course curriculum.
 - [Peer Online Course Review](#) – faculty align their online courses to the CCCC California Virtual Campus Online Education Initiative rubric. This ensures that online classes incorporate best practices in content presentation, student and instructor interaction, assessments, and accessibility. This ensures that our online classes meet the needs for all students on campus.
 - [Humanizing Online STEM Academy](#) – as part of VC's Title V Hispanic Serving Institution STEM Grant, VC STEM faculty participate in an academy to improve online STEM courses. The goal of this program is to improve student feeling of belonging, particularly among students from underrepresented groups.
 - [Diversity in Culture Festival](#) – an annual celebration of diversity. The festival's mission is to promote awareness and appreciation of diversity at our college and in our community. The festival features a variety of speakers, panel sessions, and classroom activities. The keynote speaker at the 2023 festival was labor leader and civil rights activist, Dolores Huerta.
 - [Ongoing Professional Development Events](#) – VC offers a variety of ongoing workshops, panels, and summits focused on developing an inclusive and equitable campus environment.

Chapter 3a. Closing Statements

This report, Chapter 3a, presented to the PASS Committee, includes enrollment data disaggregated by gender, race/ethnicity, and age based on four pillars of enrollment management: access, entry, progress (persistence, retention, success), and completion. Districtwide, persistence rates across most demographics have increased since 2018. Additionally, course retention and success rates have not only increased but are higher than the state across most demographics. Continuing with these trends is important as K-12 public school enrollments in Ventura County decline, as will building partnerships with local industries to increase adult incumbent worker enrollments.

Continued and increased equity efforts at each college is essential. Moorpark College described their 2022-2025 Planning Efforts, focusing in on Black and Latino students across all metrics of success. From hiring outreach specialists to focusing on culturally relevant pedagogy and embedding support in math and English courses, Moorpark's strategies are a testament to their commitment to race-conscious and intentional support. Furthermore, their prior achievements in expanding zero-textbook cost courses and enhancing tutoring services underscore their ongoing dedication to equity.

Oxnard College, through its 2022-2025 Student Equity Plan, aims to bolster outcomes for its Black/African American and Hispanic/Latinx communities. Efforts range from enhancing the sense of belonging for minoritized students to developing comprehensive supports for Latino male students, including the OMEGA program and the OC Summer Scholars program. Their targeted approach to enrollment, persistence, transfer, and completion underscores a deep understanding of the barriers these students face and a commitment to dismantling them.

Ventura College, guided by its 2022-2025 Student Equity Plan, focuses on men of color and part-time students, recognizing the disproportionate impact they experience. Their strategies, from targeted marketing and outreach to culturally responsive teaching environments, reflect a holistic approach to student success. Ventura's investment in Project S:AIL and Project PORT, along with comprehensive professional development programs, illustrates their innovative approach to fostering an inclusive and supportive educational environment.

These collective efforts, designed to meet each college's needs, share a common goal: to dismantle barriers to success and create a more equitable and inclusive academic environment for all students. The next chapter will continue to look at VCCCD enrollments aligning with Strategic Goal #3: *Support the closing of academic achievement and support services equity gaps across racial, ethnic, socioeconomic, and gender groups.*