



2024-2030

Educational Master Plan

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How this Plan was Developed

VC began the process of developing its 2024-2030 Educational Master Plan in spring 2023. To date, this process has included the following:

Spring 2023

- [2017-2023 Educational Master Plan Evaluation](#) - A full evaluation of the 2017-2023 Educational Master Plan was conducted in April 2023. This evaluation describes which goals and objectives were met, and which ones weren't. It also includes data on each of the plan's goals and objectives.
- Spring 2023 Educational Master Plan Retreat – a campus retreat was held on April 14, 2023, in the Wright Event Center. Faculty, staff, administrators, and students reviewed the 2017-2023 Educational Master Plan, and developed goals and elements to include in the 2024-2030 Educational Master Plan.

Fall 2023 and Spring 2024

- [Fall 2023 Campus Retreat](#) – a full-day campus retreat was held at the Crowne Plaza Hotel on October 13, 2023. Over 120 faculty, staff, administrators, and students attended. Attendees reviewed the draft goals that were developed at the Spring 2023 Retreat, and analyzed an extensive amount of data on student outcomes and the student experience. Attendees then developed draft SMARTIE objectives for the 2024-2030 Educational Master Plan.
- Educational Master Plan Workgroup – a workgroup was convened in November 2023 to develop a first draft of the 2024-2030 Educational Master Plan. The group met twice a month between November 2023 and March 2024. In these meetings, the group reviewed the feedback from both the spring 2023 retreat and the fall 2023 retreat, as well as an extensive amount of data. They used this information to develop a first draft of the plan, which was then shared across the campus for input and feedback. This group was composed of the following individuals:
 - Rachel Johnson - Academic Senate President, College Planning Committee Tri-Chair
 - April Montes – Classified Senate President
 - Mark Huff – ASVC President
 - Jennifer Kalfsbeek-Goetz – Vice President of Academic Affairs
 - JP Schumacher – Vice President of Student Affairs
 - Phillip Briggs – Dean of Institutional Effectiveness, College Planning Committee Tri-Chair
 - Oscar Rivera – Interim Dean of Learning, Equity, Achievement, and Student Persistence
 - Gema Sanchez – Interim Dean of Student Affairs
 - Tamishiah Allen – College Services Supervisor, College Planning Committee Tri-Chair
 - Tatiana Lawler – Student Services Specialist, Classified Senate Secretary
 - Jessica Perez – Student Activities Specialist

- Deanna Hall – Child Development Faculty, Department Chair, Academic Senate Member, College Planning Committee Member
 - Adrienne Arguijo – Grant Director, HSI STEM
 - Raquel De Los Santos – Placement Project Specialist, Classified Senate Treasurer
 - Alex Kolesnik – Former Academic Senate President, College Planning Committee Tri-Chair
 - Vanessa Stotler – Director of Outreach and Marketing
- Campus Feedback and Input – the draft plan was shared across the campus, and feedback was solicited at the following meetings/venues:
 - College Planning Committee – Mar 29, 2024
 - Associated Students of VC – Apr 16, 2024
 - Campus-wide Captain’s Chat – Apr 17, 2024
 - Academic Senate – Apr 18, 2024
 - Classified Senate – May 7, 2024
 - Campus feedback was reviewed at the April 24, 2024 College Planning Committee meeting. The draft was then updated to incorporate this feedback.
 - Campus Governance Approval – the final version of the plan was approved by the following groups:
 - College Planning Committee – April 24, 2024
 - Associated Students of VC – April 30, 2024
 - Academic Senate – May 16, 2024
 - Classified Senate – June 13, 2024
 -

Key Terms Used in this Plan

Before proceeding further, it is important to define some of the key terms that form the basis of the 2024-2030 Educational Master Plan.

Equity

From the 2022-2025 VC Student Equity Plan:

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

Student Readiness

From Becoming a Student Ready College: A New Culture of Leadership for Student Success by Tia Brown McNair, Susan Albertine, Nicole McDonald, Thomas Major and Michelle Asha Cooper:

A student-ready college is one that strategically and holistically advances student success, and works tirelessly to educate ALL students for civic and economic participation in a global, interconnected society. At student-ready colleges, all services and activities—from admissions, to the business office, to the classroom, and even to campus security— are intentionally designed to facilitate students' progressive advancement toward college completion and positive post-college outcomes. Student-ready colleges are committed not only to student achievement, but also to organizational learning and institutional improvement. At student-ready colleges, all principles and values are aligned with the mission of the institution, and those beliefs are shared among members of a broader campus community. Student-ready colleges offer a holistic approach to leadership that empowers all members of the campus community to serve as leaders and educators.

Servingness

Ventura College stands committed to providing equitable educational opportunities to our students, and more intentionally, our historically excluded populations. In 2019, researchers Garcia, Núñez, and Sansone expanded upon existing knowledge to provide a multidimensional and conceptual understanding of what it means to actually serve Latinx students as compared to focusing solely on enrolling them. As a [Hispanic Serving Institution \(HSI\)](#), which is a racialized designation, Ventura College has the opportunity to serve our Latina/o/e students, who represent the majority of our student community, intentionally and authentically through collaborative efforts that are inclusive of all students and are not exclusionary to our campus community. Our HSI designation, and subsequent grant funded projects, inform transforming institutional structures and experiences to enhance our serving-minded campus.

External Factors Impacting Long-Term Planning

There are a number of external factors that have been considered as this plan has been developed. These include the CCCCO Vision 2030, the VCCCD Strategic Plan, and the demographics of our surrounding community.

California Community College Chancellor's Office Vision 2030

The [CCCCO Vision 2030](#) is a broad framework to guide all community colleges in the state of California. It sets bold systemwide goals to pursue transformational change to ensure institutions truly work for all students across race, ethnicity, religion, class and gender with a focus on students who are harmed by persistent systemic barriers linked to their racial and ethnic identities. It has three broad goals:

- 1) Equity in Success
- 2) Equity in Access
- 3) Equity in Support

The goals and objectives of the 2024-2030 Ventura College Educational Master Plan are directly aligned with these system-level goals.

Ventura County Community College District 2021-2027 Strategic Plan

The [Ventura County Community College District \(VCCCD\) Strategic Plan 2021-2027](#) presents the District's strategic goals and measurements of achievement that will guide each of the colleges over

the coming years. VCCCD is committed to assisting students in attaining their degree, certificate, and transfer to a 4-year institution of higher education and/or job placement. It includes four broad goals:

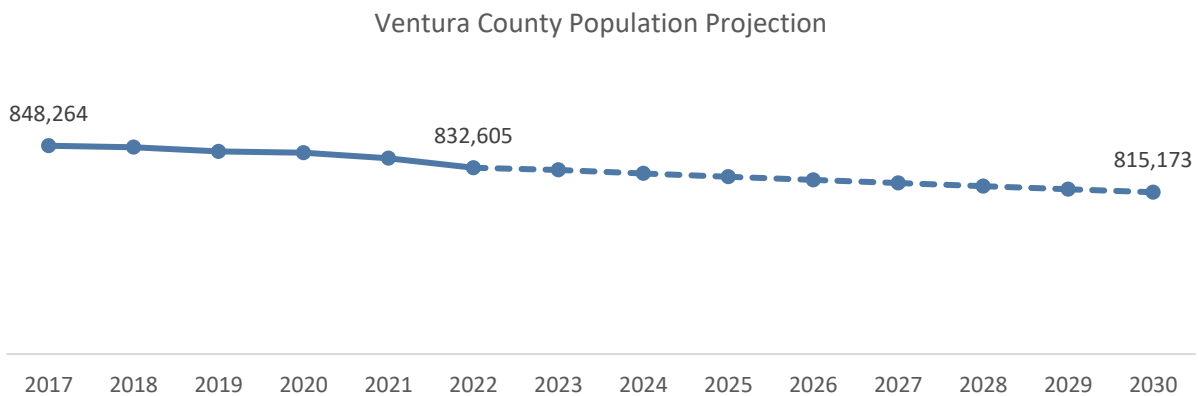
- 1) Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee.
- 2) Increase equitable access and success for all students.
- 3) Support the closing of academic achievement and support services equity gaps across racial, ethnic, socioeconomic, and gender groups.
- 4) Actively support equitable workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers.

The goals and objectives of the 2024-2030 Ventura College Educational Master Plan are directly aligned with these system-level goals.

Ventura County Demographics

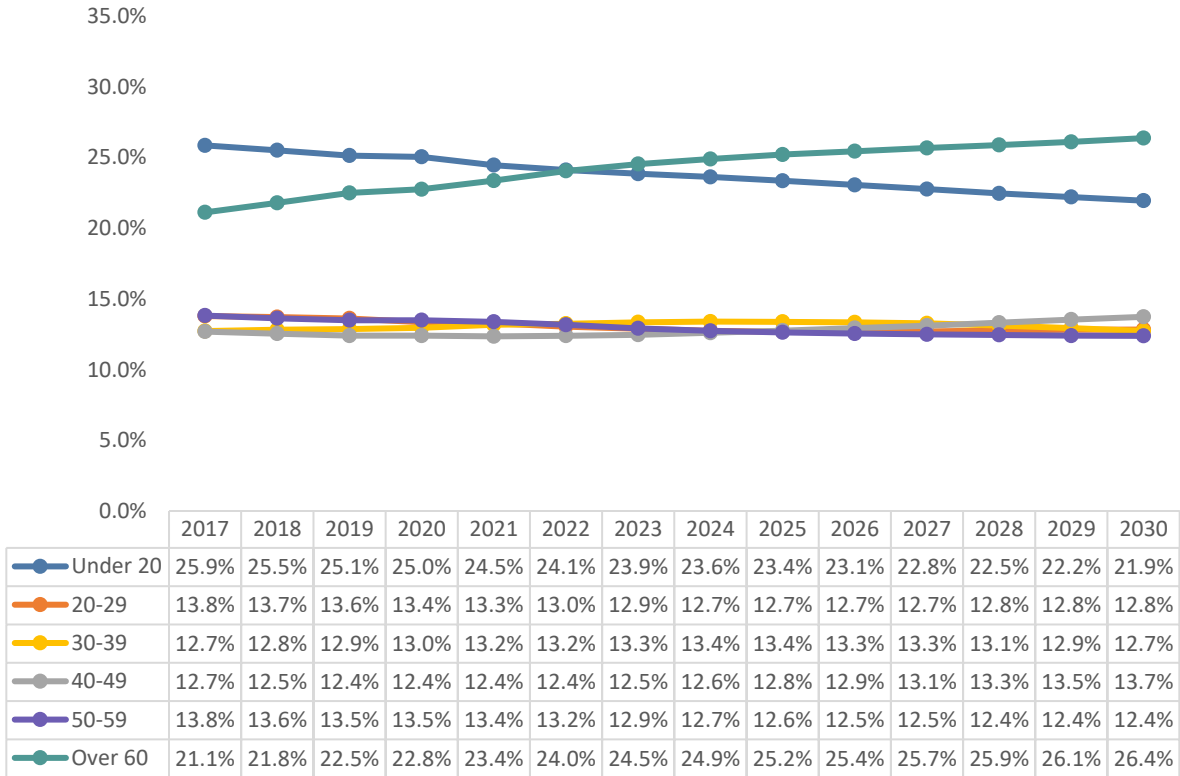
Ventura College serves students from across Ventura County. Thus, it is important to understand some of the key demographics of this community. These demographics have shifted over the past 20 years, and further shifts are expected.

Long-term planning will need to account for projected declines in Ventura County’s population, birth rate, and annual number of high school graduates. Ventura County’s population is projected to decline by 2% between 2022 and 2030.



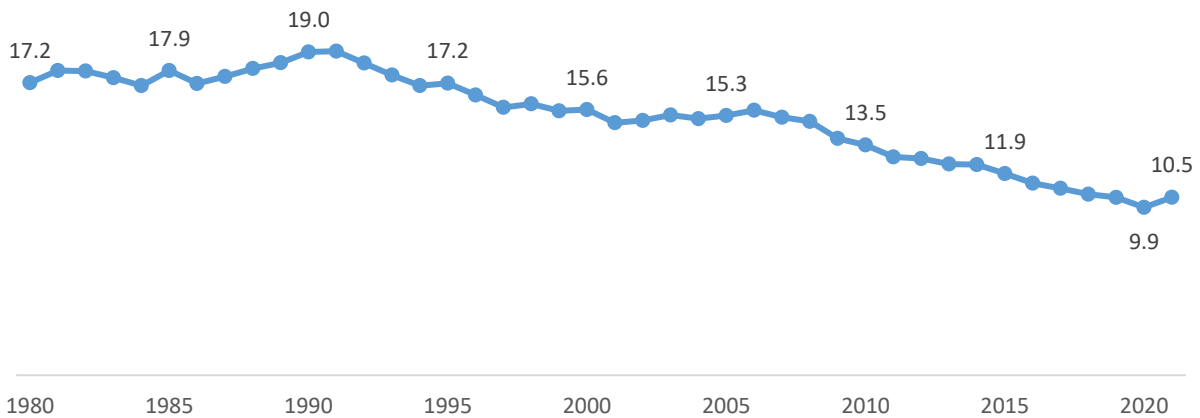
However, it appears that population changes will vary greatly by age. Specifically, the population of those under the age of 20 is projected to decline at the largest rate, while the population of those over the age of 60 is projected to increase.

Ventura County Population Projections by Age

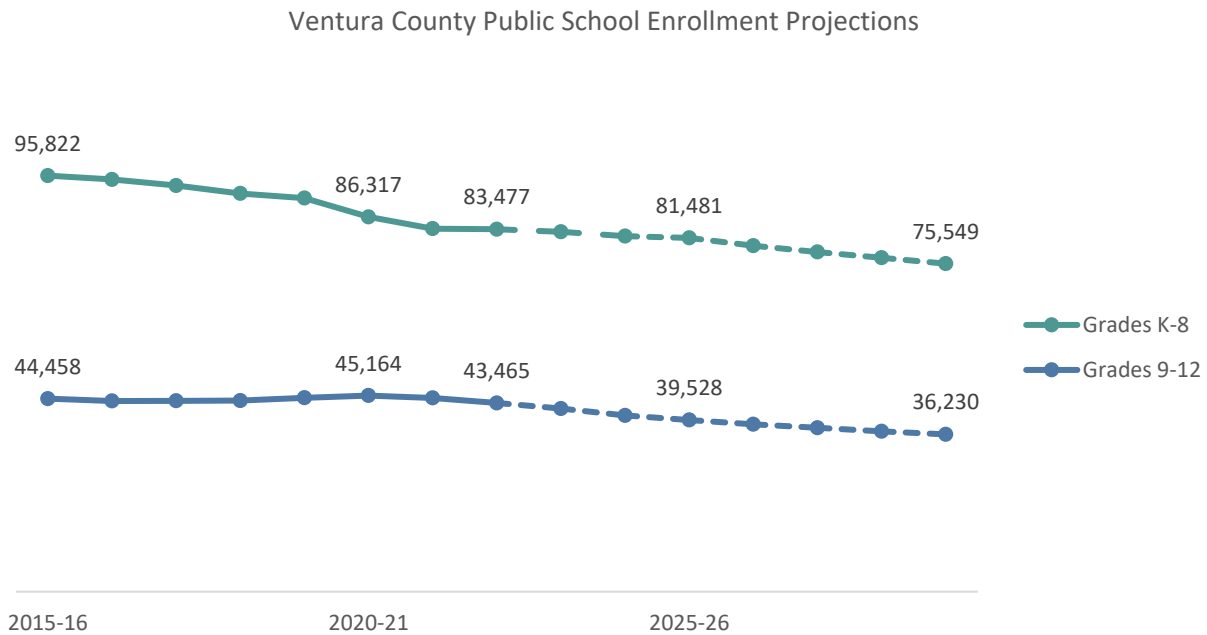


These projections are based in part on the annual birth rate. Ventura County’s birth rate declined by 22% between 2010 and 2020.

Ventura County Birth Rate per 1,000 Residents



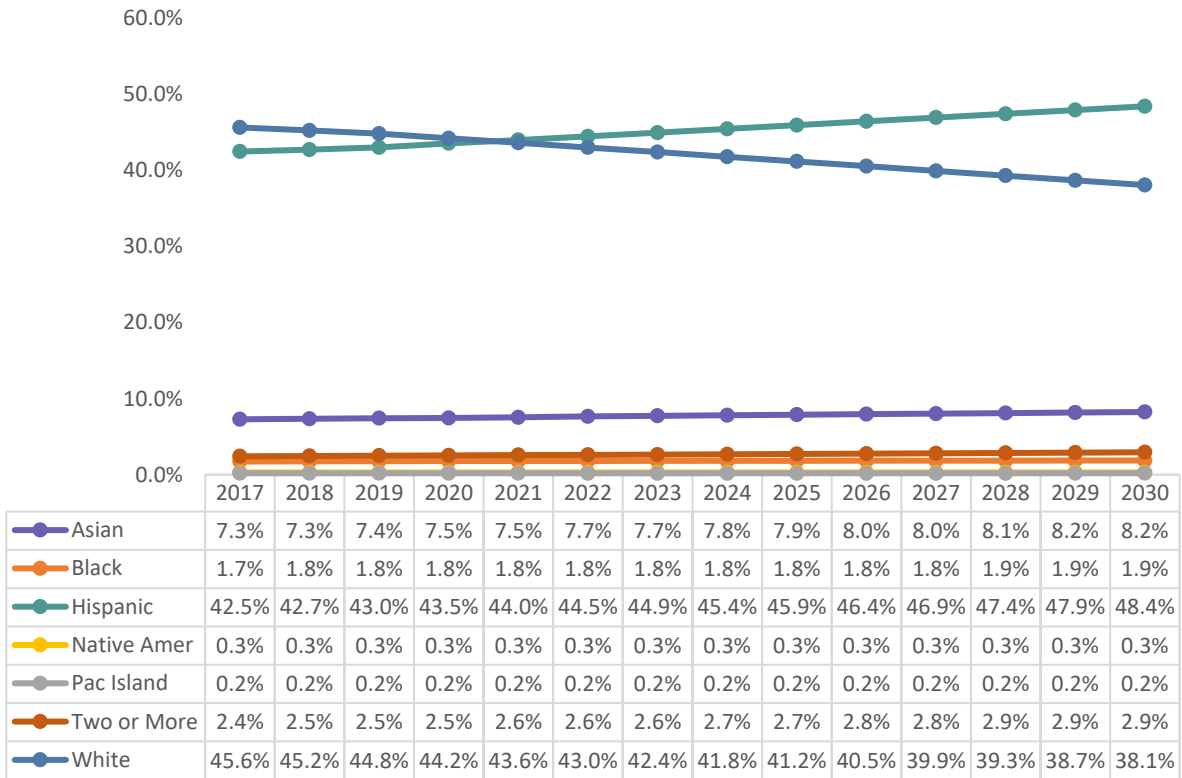
Further, over the course of the 2024-2030 Educational Master Plan, Ventura County public school enrollment is projected to decline by 10.6%.



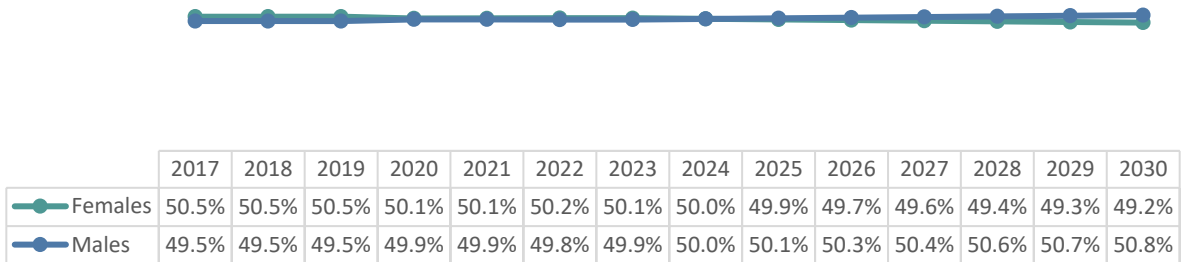
These trends suggest that Ventura College will likely have a smaller pool of recent high school graduates that have typically made up our entering student class. As a result, this plan includes an objective to increase enrollment of older “non-traditional” students. It also includes an objective to increase term-to-term persistence/retention rates. If fewer students leave Ventura College before graduating, we will be able to better offset the smaller projected entering classes, as well as increase overall student completion.

White and Hispanic residents make up approximately 87% of the county’s population. Over the past decades, Ventura County’s population has shifted from predominantly White to predominantly Hispanic. This trend is also evident in our student population, which has seen a larger shift than in our county population.

Ventura County Population Projections by Ethnicity

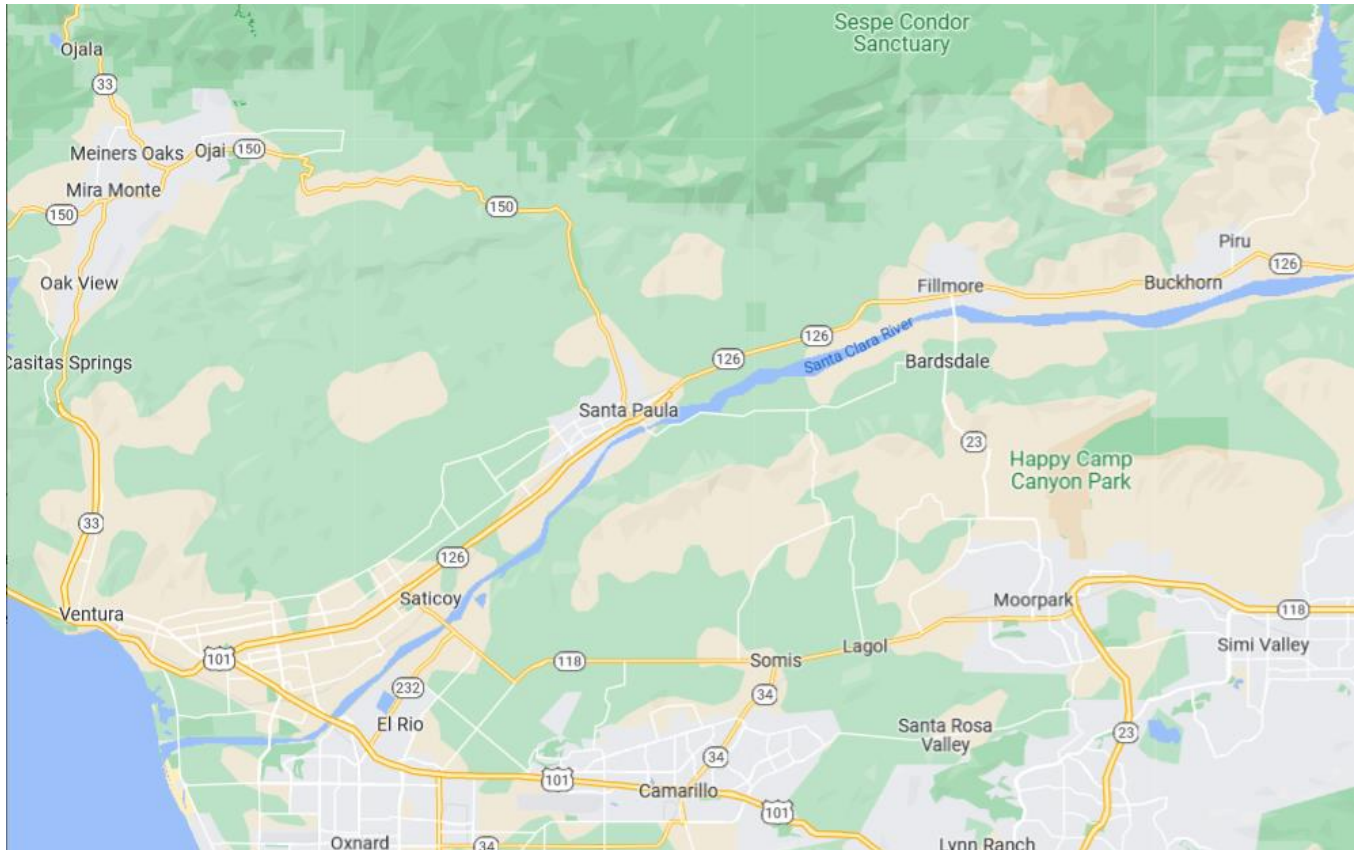


Ventura County Population Projections by Gender



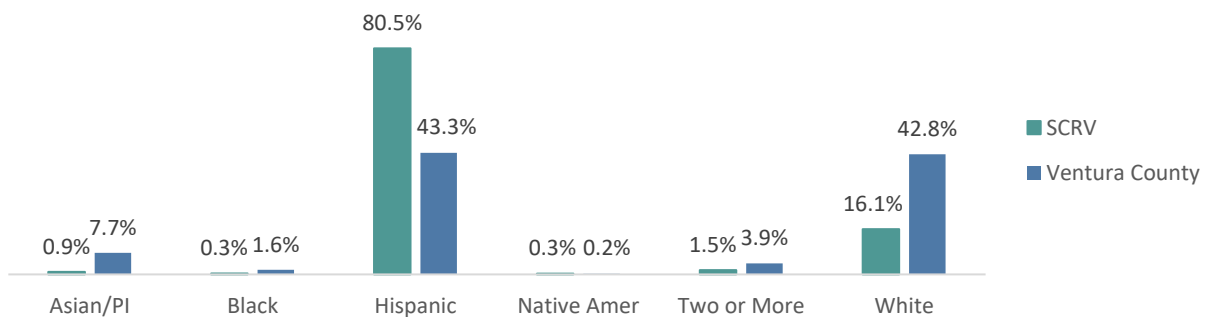
The Santa Clara River Valley

Although students come to VC from across the county, our campus has placed a special focus on improving access to higher education to residents of the Santa Clara River Valley. The Santa Clara River Valley (SCRV) is a vibrant agricultural region adjacent to the Santa Clara River. It is home to approximately 50,000 residents, and includes the communities of Santa Paula, Fillmore, and Piru.



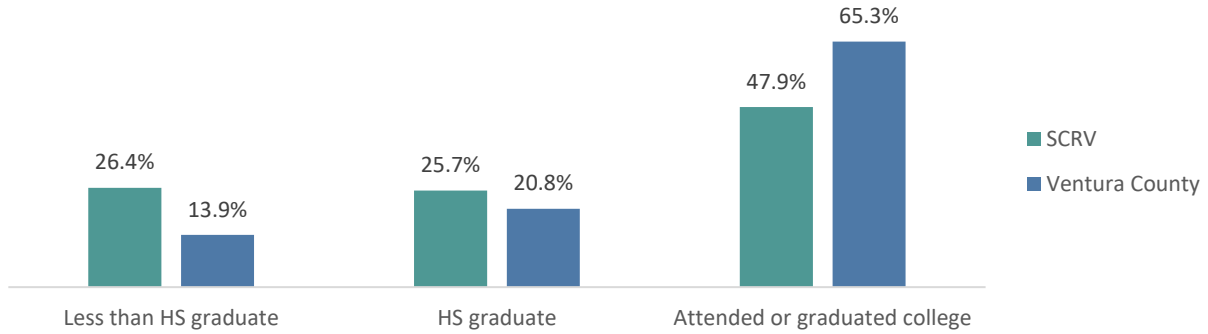
The demographics of the SCRv indicate that the area could benefit greatly from increased access to higher education. The vast majority of residents come from historically underserved groups. Further, educational attainment and median household income are both lower in this area than in Ventura County, as a whole.

Resident Ethnicity



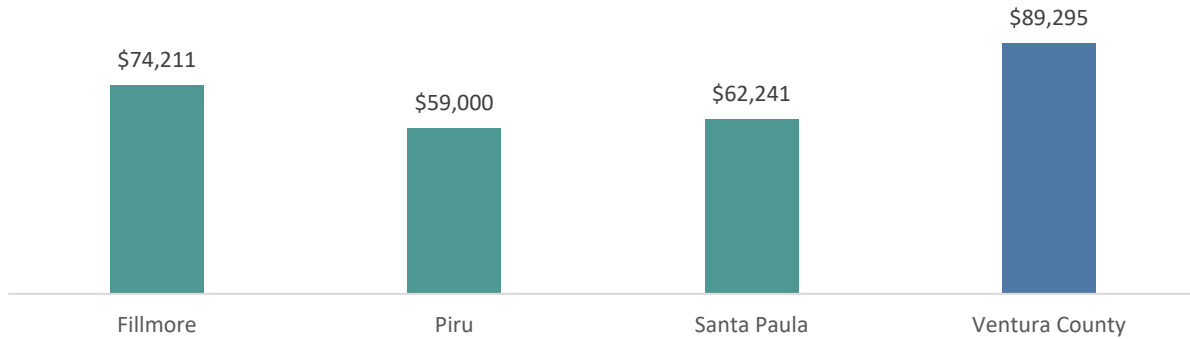
*Source: 2020 U.S. Census

Highest Educational Attainment - Adults 18 and Older



*Source: 2020 U.S. Census – American Community Survey

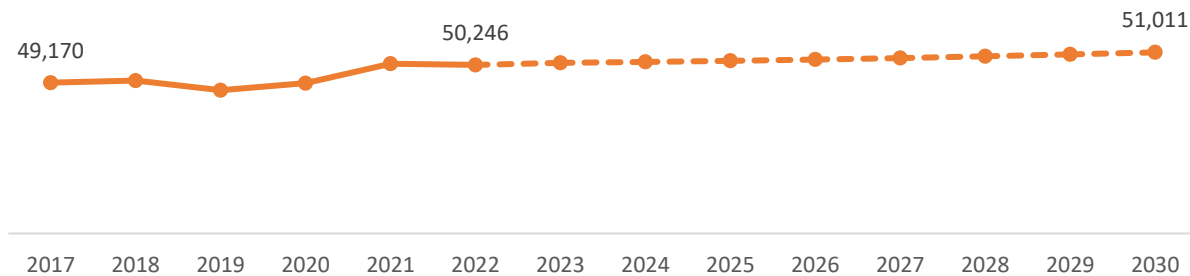
Median Household Income



*Source: 2020 U.S. Census – American Community Survey

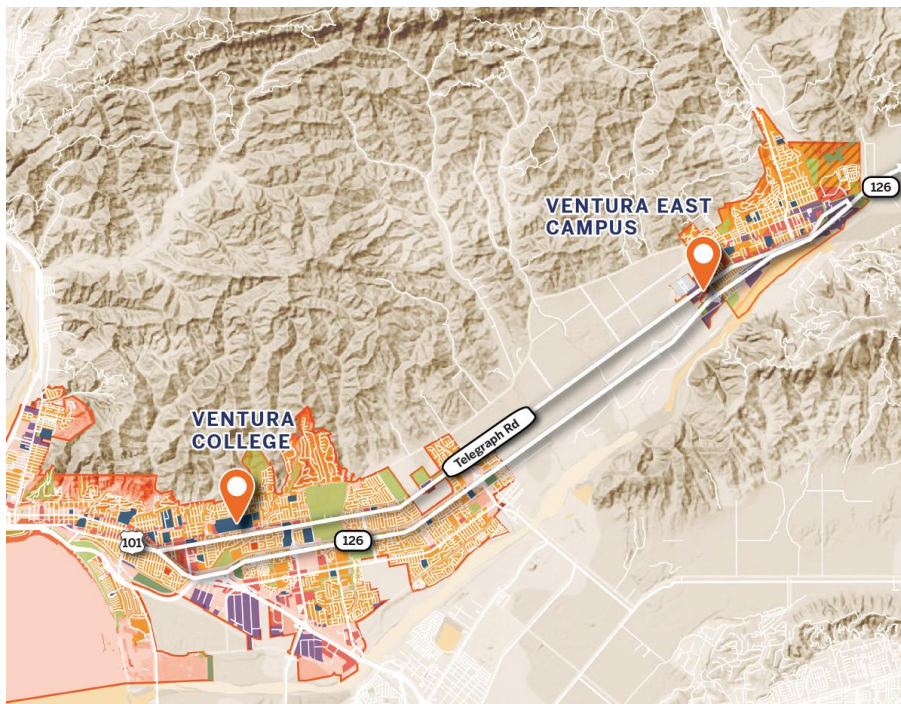
The population of this community is also projected to increase slightly over the course of the 2024-2030 Educational Master Plan. This is in contrast to the overall Ventura County population, which is projected to decline over the same time period.

Santa Clara River Valley Population Projections



If SCRIV residents want to better their lives through higher education, they have to spend a considerable amount of time driving or taking public transportation to a VCCCD campus, or they have to take online classes. To improve this community's access to higher education, the VCCCD has spent decades discussing and evaluating different options. The district has leased space at different locations in Fillmore and Santa Paula since at least 1980. However, these locations have been small, and haven't allowed for comprehensive educational programming.

In 2011, the district opened its current site, the Ventura College East Campus (VCEC), at 957 Faulkner Road in Santa Paula. This site occupies storefront space in a shopping center. It consists of 6 lecture classrooms and 1 recently built science lab (2000 additional sq. feet). The classes range in size from 22 to 47 seats, as well as a small computer lab/library, and limited student services.



There have a number of discussions at VC and at the district level around how to further improve the VCEC's ability to meet the higher education needs of the community. These discussions have included a variety of options which include expanding the current site, and/or purchasing land for a new site. One common thread throughout each of these discussions is that for true expansion to occur, the VCEC must become a state-approved educational center. This would allow the VCEC to receive dedicated state apportionment funding, which would allow it to become self-sustaining. Currently, the VCEC is reliant upon Ventura College's state and district apportionment. [The process by which a site can become a center](#) is determined by the State Chancellor's Office. The site first needs to generate at least 500 annual FTES. After meeting this enrollment requirement, the district would then be able to submit an application to the State Chancellor's Office. After receiving state approval, the center would then need to generate at least 1,000 FTES in order to receive additional dedicated state apportionment funding.

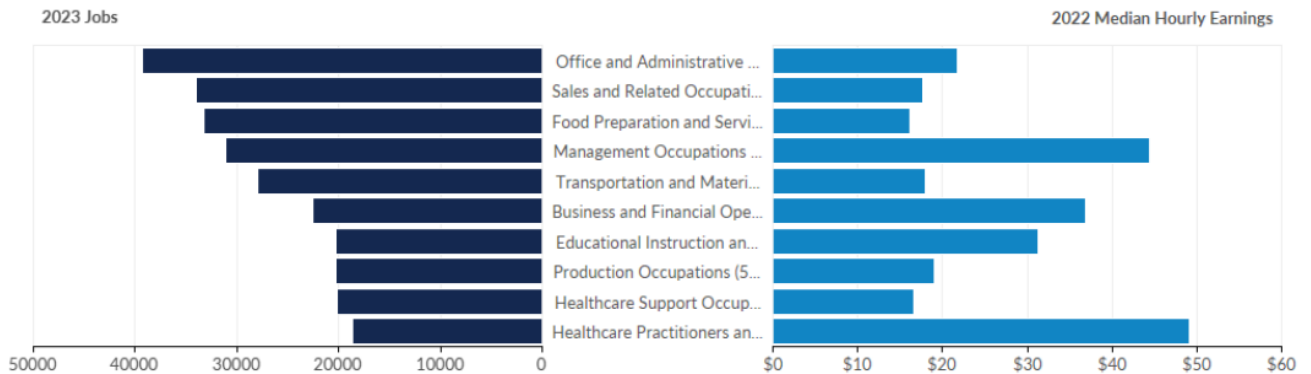
Over the past few years, enrollment and FTES at VCEC has increased to the point at which an application is feasible. One of the goals of this plan then, will be to continue to increase VCEC and Extended Education enrollment to 1,000 FTES.

VC East Campus and Extended Education FTES		
Class Type	2022-23	2023-24
Non-CCAP Dual Enroll	4	5
CCAP Dual Enroll	43	66
Online Special Admit	182	254
PACE	14	70
VC East Campus	138	189
Total	380	584

Top Industries and Occupations in Ventura County

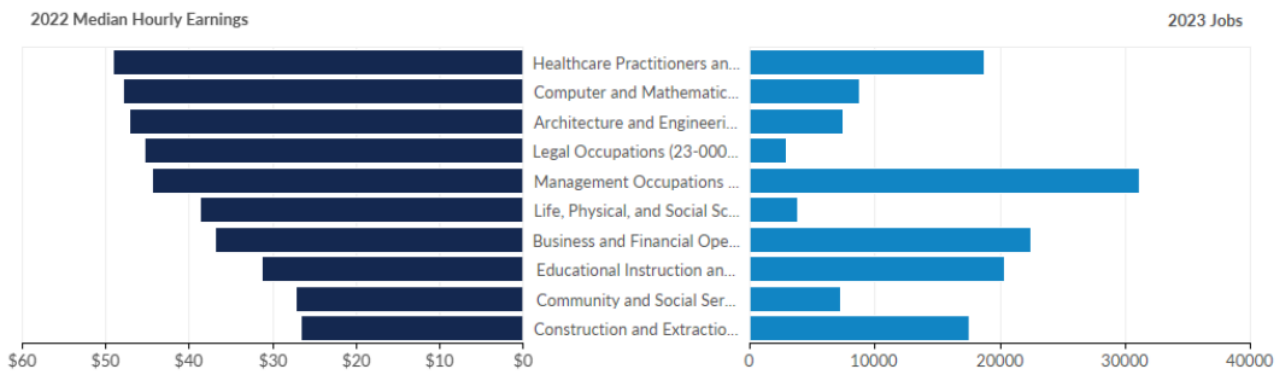
The graphs and tables below illustrate the largest occupational fields in Ventura County, as well as those that are projected to grow the most over the course of the 2024-2030 Educational Master Plan. Data comes from Lightcast Economic Modeling.

Largest Occupations



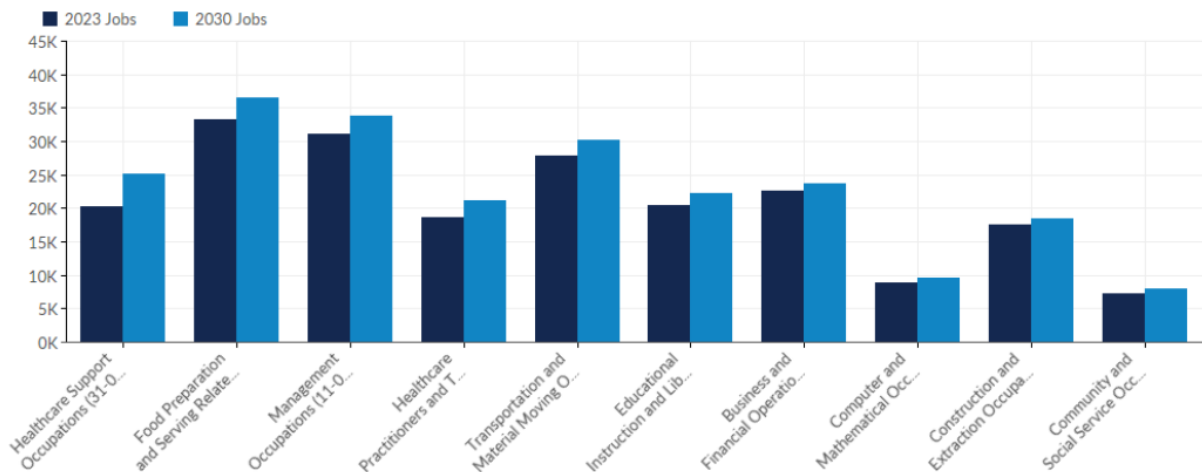
Occupation	2023 Jobs	2030 Jobs	Change in Jobs (2023-2030)	% Change	2022 Median Hourly Earnings
Office and Administrative Support Occupations	39,284	39,140	-144	0%	\$21.71
Sales and Related Occupations	34,029	33,837	-192	-1%	\$17.66
Food Preparation and Serving Related Occupations	33,246	36,562	3,316	10%	\$16.17
Management Occupations	31,160	33,715	2,555	8%	\$44.37
Transportation and Material Moving Occupations	27,909	30,168	2,259	8%	\$18.00
Business and Financial Operations Occupations	22,507	23,698	1,191	5%	\$36.82
Educational Instruction and Library Occupations	20,336	22,207	1,871	9%	\$31.29
Production Occupations	20,292	20,792	500	2%	\$19.02
Healthcare Support Occupations	20,160	25,062	4,902	24%	\$16.67
Healthcare Practitioners and Technical Occupations	18,690	21,123	2,433	13%	\$49.15

Highest Paying Occupations



Occupation	2023 Jobs	2030 Jobs	Change in Jobs (2023-2030)	% Change	2022 Median Hourly Earnings
Healthcare Practitioners and Technical Occupations	18,690	21,123	2,433	13%	\$49.15
Computer and Mathematical Occupations	8,769	9,658	889	10%	\$47.96
Architecture and Engineering Occupations	7,406	7,765	359	5%	\$47.13
Legal Occupations	2,960	3,240	280	9%	\$45.32
Management Occupations	31,160	33,715	2,555	8%	\$44.37
Life, Physical, and Social Science Occupations	3,826	4,261	435	11%	\$38.65
Business and Financial Operations Occupations	22,507	23,698	1,191	5%	\$36.82
Educational Instruction and Library Occupations	20,336	22,207	1,871	9%	\$31.29
Community and Social Service Occupations	7,206	8,013	807	11%	\$27.15
Construction and Extraction Occupations	17,488	18,377	889	5%	\$26.61

Fastest Growing Occupations



Occupation	2023 Jobs	2030 Jobs	Change in Jobs (2023-2030)	% Change	2022 Median Hourly Earnings
Healthcare Support Occupations	20,160	25,062	4,902	24%	\$16.67
Food Preparation and Serving Related Occupations	33,246	36,562	3,316	10%	\$16.17
Management Occupations	31,160	33,715	2,555	8%	\$44.37
Healthcare Practitioners and Technical Occupations	18,690	21,123	2,433	13%	\$49.15
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Construction and Extraction Occupations	17,488	18,377	889	5%	\$26.61
Community and Social Service Occupations	7,206	8,013	807	11%	\$27.15

Ventura College Mission

Ventura College places students at the center of their learning experience, supporting them in achieving their personal, academic, and career goals in an anti-racist, liberating, and inclusive environment. The College is an open access educational institution that supports our diverse community, helping them transform their own lives by offering degrees, certificates, transfer, and workforce preparation opportunities.

Ventura College Vision

Ventura College will be a beacon of learning – a source of inspiration and guidance – for our students and community

Ventura College Guiding Principles

At Ventura College we believe that students come first and all else follows. We strive to create a campus environment that fosters collaboration, communication, and mutual respect. We are committed to these guiding principles in all that we do:

- Embrace the strength of diversity
- Listen with intensity and compassion
- Communicate with integrity and patience
- Design student-centered solutions
- Spark self-confidence and a sense of discovery
- Pursue our vision and goals with passion

2024-2030 Educational Master Plan Goals and Objectives

The 2024-2030 Educational Master Plan consists of three broad and ambitious goals. These goals align directly with the Ventura College Mission and Vision, as well as with the VCCCD Strategic Plan, and the State of California Vision 2030. The goals have also been informed by the external factors described above, and by extensive analyses of internal data, which begins on page 14 of this plan.

Each goal has multiple measurable objectives that will be measured annually to assess progress made towards the goals of the plan.

1. **Equity in Access:** address systemic practices and barriers to ensure student-ready access to an equity-minded student experience.
 - Objective 1: Increase enrollment/headcount by 10% or more from 2022-2023 to 2030.
 - Objective 2: Increase dual enrollment by 30% or more from 2022-2023 to 2030.
 - Objective 3: Increase VC East Campus and Extended Education FTES to the state-required level to receive additional center-status apportionment funding by at least 2030 (i.e. 1,000 FTES).
 - Objective 4: Increase enrollment of adult population (age 25+) by 5% each year through 2030.

- Objective 5: Increase fall-to-spring persistence rate to 80% or more by 2030.
 - i. Close equity gaps in gender, race/ethnicity, veterans, students with disabilities, and first-generation students.
 - Objective 6: Increase fall-to-fall persistence rate to 68% or more by 2030.
 - i. Close equity gaps in gender, race/ethnicity, veterans, students with disabilities, and first-generation students.
2. **Build Capacity for Engagement and Servingness** – build trusting relationships and foster a deeper sense of connection across the campus to move from a transactional culture to a relational one.
- Student Engagement:
 - i. Objective 1: Improve communication across the campus.
 - ii. Objective 2: Increase feelings of welcoming and inclusion.
 - iii. Objective 3: Increase sense of mattering and affirmation.
 - iv. Objective 4: Increase feeling of safety on campus.
 - v. Objective 5: Increase student participation in clubs, organizations, and events.
 - vi. Objective 6: Close equity gaps in gender, race/ethnicity, veterans, students with disabilities, and first-generation students in each of the above objectives.
 - Employee Engagement
 - i. Objective 7: Improve communication across the campus.
 - ii. Objective 8: Increase sense of belonging on campus.
 - iii. Objective 9: Increase sense of inclusion on campus.
 - iv. Objective 10: Increase feeling of safety on campus.
 - v. Objective 11: Increase employee participation in campus events, committees, and organizations.
 - vi. Objective 12: Increase effectiveness of participatory governance structure.
 - vii. Objective 13: Increase employee diversity to be reflective of the demographics of our student population.
3. **Equity in Success:** Implement equitable servingness practices that intentionally maximize student academic and career achievement.
- Objective 1: Increase first-year transfer-level English completion rate to 51% or higher by 2030.
 - Objective 2: Increase first-year transfer-level English completion rate for degree/transfer-seeking students to 60% or higher by 2030.
 - Objective 3: Increase first-year transfer-level Math completion rate to 37% or higher by 2030.
 - Objective 4: Increase first-year transfer-level Math completion rate for degree/transfer-seeking students to 42% or higher by 2030.
 - Objective 5: Increase course success rate to 80% or higher by 2030.

- i. Objective 5a: Close gap by mode of delivery to 2 percentage points or less by 2030.
- Objective 6: Increase 3-year degree/certificate/transfer rate to 40% or higher by 2030.
- Objective 7: Increase 6-year degree/certificate/transfer rate to 50% or higher by 2030.
- Objective 8: Close equity gaps in gender, race/ethnicity, veterans, students with disabilities, and first-generation students in each of the above objectives.

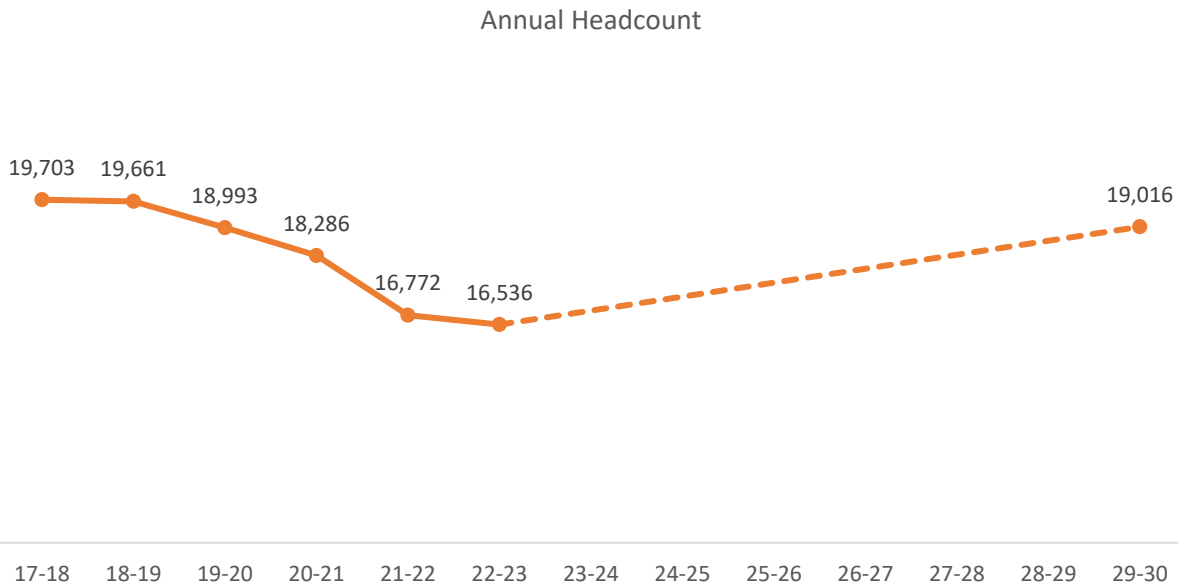
For a detailed description of the method used to quantify equity gaps, please see Appendix A on page 51.

2024-2030 Educational Master Plan Goals and Objectives (Detailed)

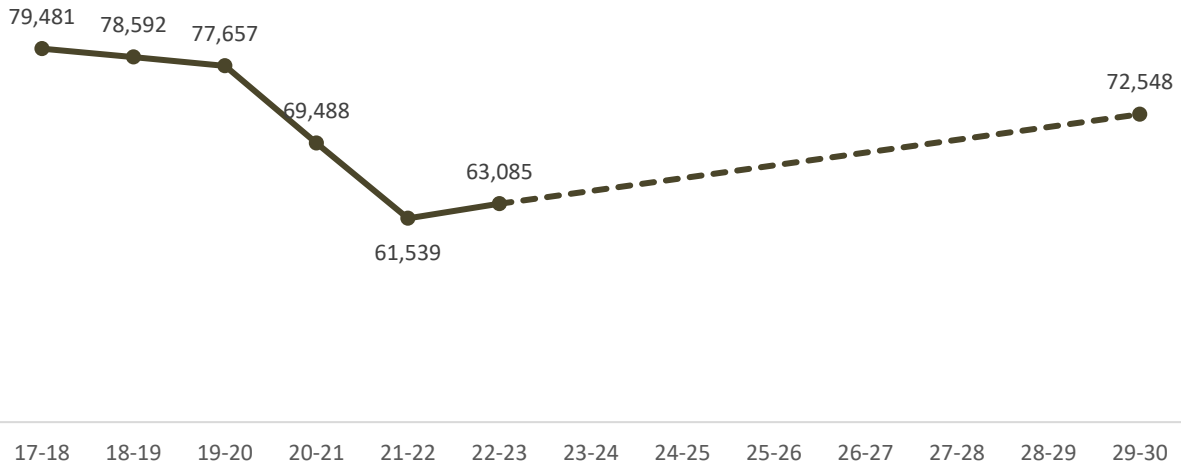
Goal 1: Equity in Access

Address systemic practices and barriers to ensure student-ready access to an equity-minded student experience.

Objective 1: Increase enrollment/headcount by 10% or more from 2022-23 to 2030.

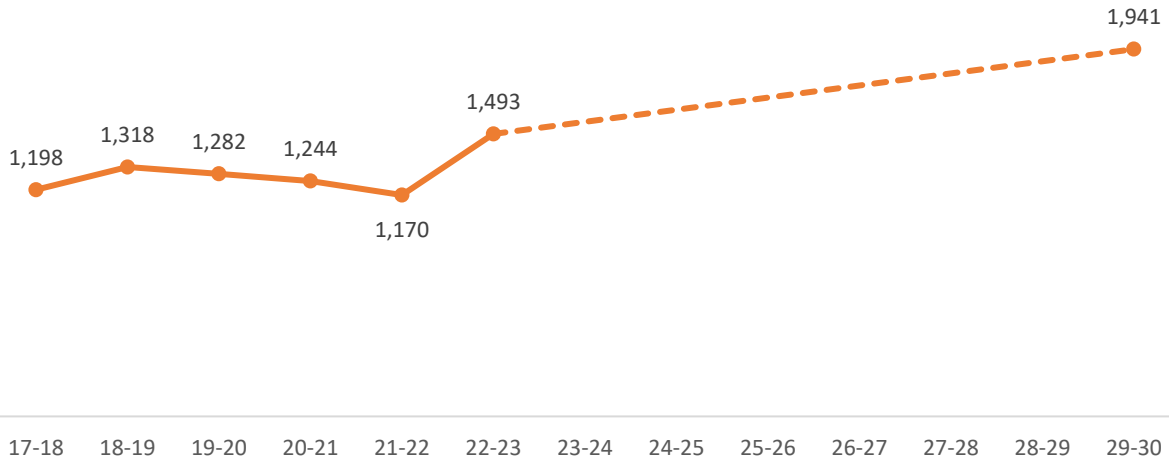


Annual Enrollment



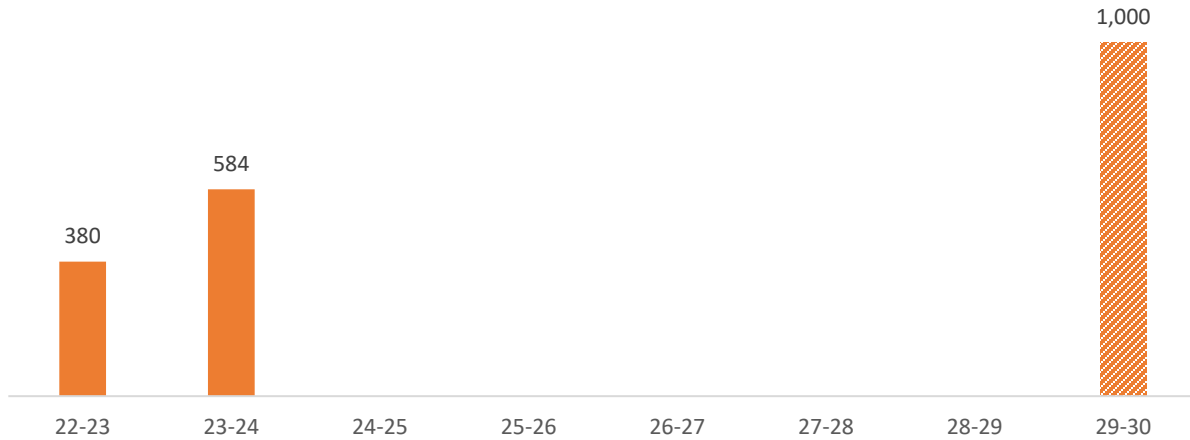
Objective 2: Increase dual enrollment by 30% or more from 2022-23 to 2030.

K-12 Student Headcount



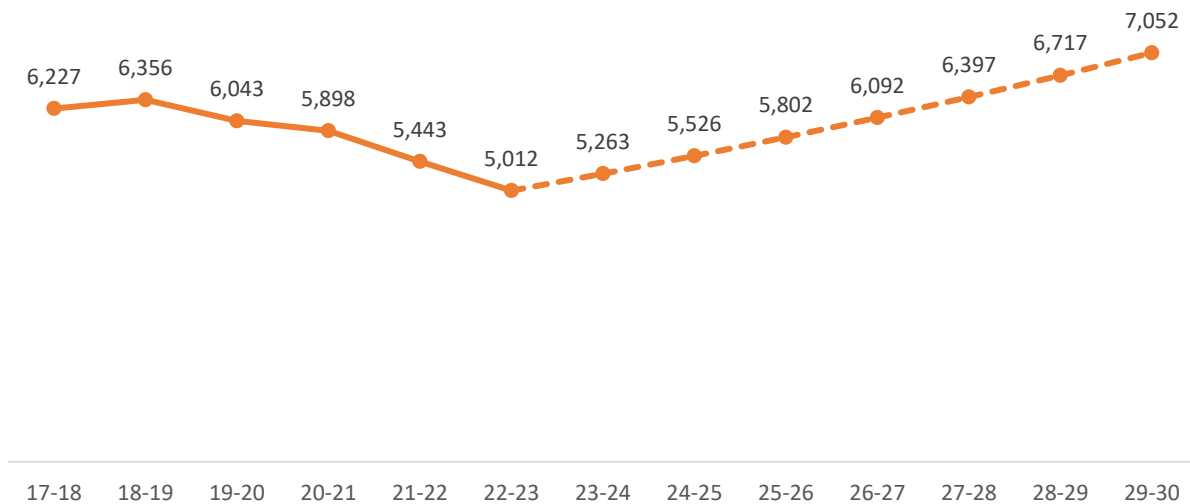
Objective 3: Increase VC East Campus and Extended Education FTES to the state-required level to receive additional center-status apportionment funding by at least 2030 (i.e. 1,000 FTES).

VC East Campus and Extended Education FTES



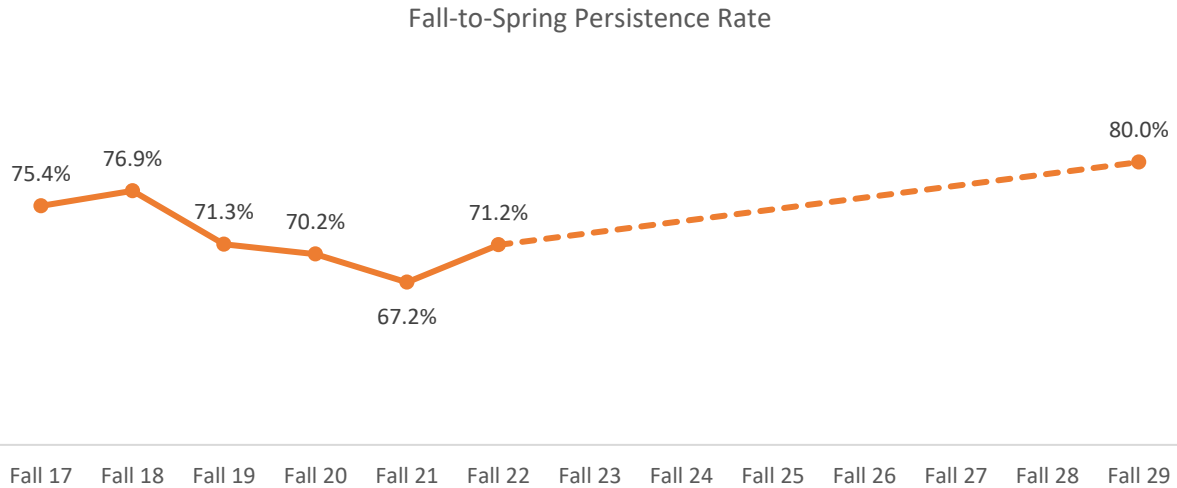
Objective 4: Increase adult population headcount (age 25+) by 5% annually from 2022-23 to 2030.

Adult (Age 25+) Annual Headcount

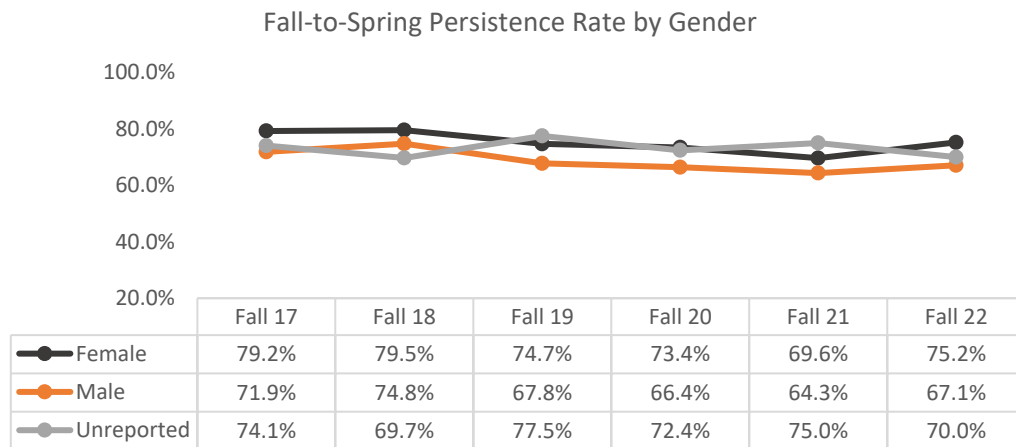


Objective 5: Increase fall-to-spring persistence rate to 80% or more by 2030.

- Fall-to-spring persistence rate = percentage of first-time fall students who re-enroll in the subsequent spring semester.



Objective 5a: Close equity gaps in gender, race/ethnicity, veterans, students with disabilities, and first-generation students, using the proportionality index (PI) metric (equity gap: PI of less than .95).*

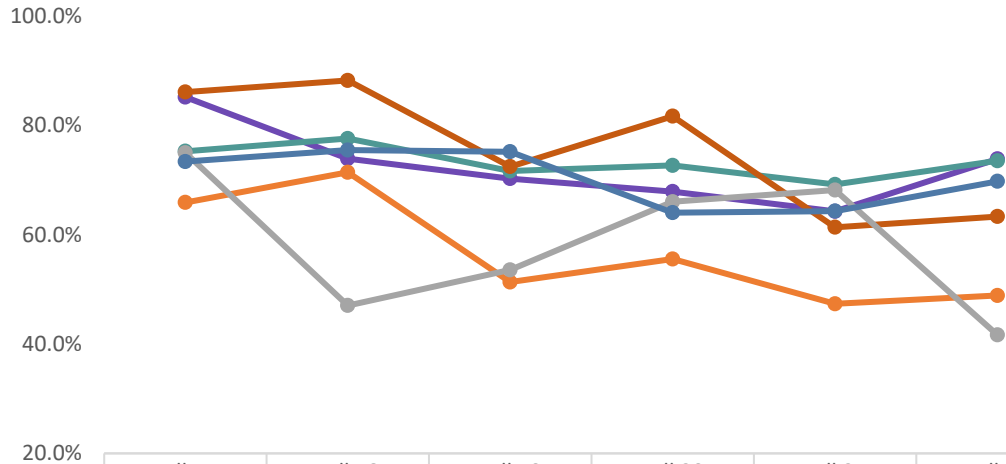


Fall 2022 Fall-to-Spring Persistence Rate Proportionality Analysis

Gender	First-Time Students		Persisted to Spring		PI
	Count	% of Total	Count	% of Total	
Female	1,097	50.0%	825	52.7%	1.06
Male	1,049	47.8%	704	45.0%	0.94
Unreported	50	2.3%	35	2.2%	0.98
Total	2,196	100.0%	1,564	100.0%	1.00

*Bolded rows are groups that have an identified equity gap. See page 51 of this document for a detailed description of the PI method used to measure/quantify equity gaps.

Fall-to-Spring Persistence by Ethnicity



	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
Asian	85.2%	73.9%	70.3%	67.9%	64.3%	73.9%
Black	65.9%	71.4%	51.4%	55.6%	47.4%	48.9%
Hispanic	75.3%	77.6%	71.7%	72.7%	69.2%	73.5%
Two or More	86.1%	88.2%	72.5%	81.7%	61.4%	63.3%
Unreported	75.0%	47.1%	53.6%	66.0%	68.2%	41.7%
White	73.4%	75.5%	75.2%	64.0%	64.3%	69.8%

Fall 2022 Fall-to-Spring Persistence Rate Proportionality Analysis

Ethnicity	First-Time Students		Persisted to Spring		PI
	Count	% of Total	Count	% of Total	
Asian	88	4.0%	65	4.2%	1.04
Black	45	2.0%	22	1.4%	0.69
Hispanic	1,515	69.0%	1,114	71.2%	1.03
Two or More	60	2.7%	38	2.4%	0.89
Unreported	48	2.2%	20	1.3%	0.59
White	430	19.6%	300	19.2%	0.98
Total	2,196	100.0%	1,564	100.0%	1.00

* Groups with fewer than 10 students are not displayed.

* Bolded rows are groups that have an identified equity gap. See page 51 of this document for a detailed description of the PI method used to measure/quantify equity gaps.

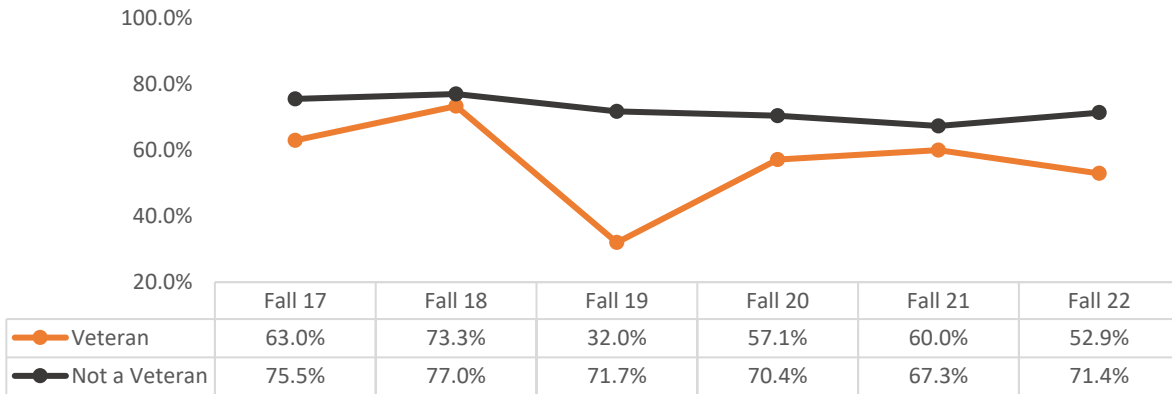
Fall-to-Spring Persistence by Ethnicity and Gender

Ethnicity/Gender	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
Asian Female	85.7%	73.8%	71.4%	72.2%	62.3%	76.5%
Asian Male	84.8%	74.1%	69.2%	64.4%	65.9%	73.1%
Asian Unreported						
Black Female	70.0%	78.6%	50.0%	62.5%	62.5%	58.3%
Black Male	64.7%	72.7%	56.5%	50.0%	40.7%	46.7%
Black Unreported						
Hispanic Female	80.0%	80.1%	74.7%	75.9%	72.1%	77.1%
Hispanic Male	71.1%	75.1%	68.0%	68.4%	65.2%	69.2%
Hispanic Unreported	58.8%	76.5%	83.3%	72.2%	78.9%	75.9%
Two or More Female	81.3%	91.7%	80.6%	82.8%	67.7%	65.5%
Two or More Male	89.7%	83.3%	65.8%	80.5%	58.2%	59.3%
Two or More Unreported						
Unreported Female	72.7%		71.4%	80.0%	60.0%	60.9%
Unreported Male	72.7%	33.3%	44.4%	61.1%	63.6%	26.1%
Unreported Unreported					83.3%	
White Female	76.5%	76.1%	76.2%	65.4%	61.9%	71.9%
White Male	70.0%	75.5%	73.9%	61.8%	65.7%	67.5%
White Unreported	100.0%	66.7%	83.3%	85.7%	68.4%	80.0%
Total	75.4%	76.9%	71.3%	70.2%	67.2%	71.2%

Fall 2022 Fall-to-Spring Persistence Rate Proportionality Analysis

Ethnicity/Gender	First-Time Students		Persisted to Spring		PI
	Count	% of Total	Count	% of Total	
Asian Female	34	1.5%	26	1.7%	1.07
Asian Male	52	2.4%	38	2.4%	1.03
Asian Unreported					
Black Female	12	0.5%	7	0.4%	0.82
Black Male	30	1.4%	14	0.9%	0.66
Black Unreported					
Hispanic Female	800	36.4%	617	39.5%	1.08
Hispanic Male	686	31.2%	475	30.4%	0.97
Hispanic Unreported	29	1.3%	22	1.4%	1.07
Two or More Female	29	1.3%	19	1.2%	0.92
Two or More Male	27	1.2%	16	1.0%	0.83
Two or More Unreported					
Unreported Female	23	1.0%	14	0.9%	0.85
Unreported Male	23	1.0%	6	0.4%	0.37
Unreported Unreported					
White Female	192	8.7%	138	8.8%	1.01
White Male	228	10.4%	154	9.8%	0.95
White Unreported	10	0.5%	8	0.5%	1.12
Total	2,196	100.0%	1,564	100.0%	1.00

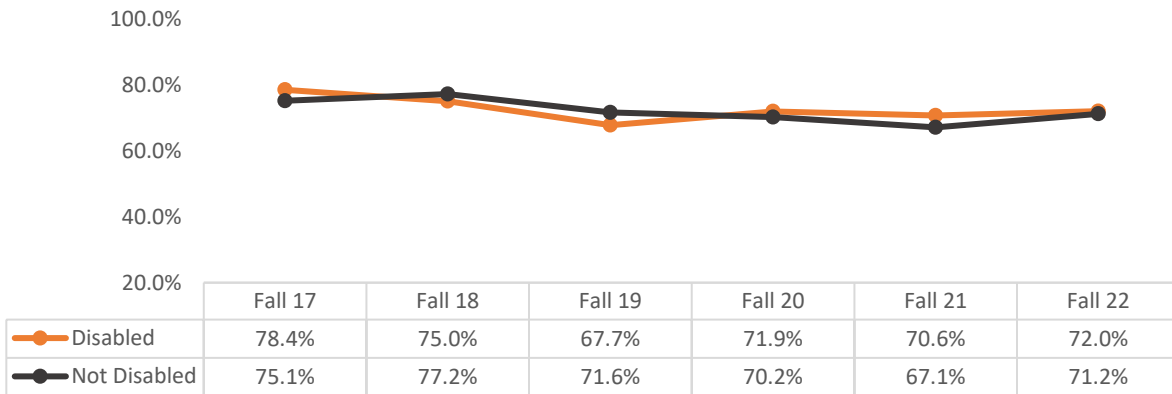
Fall-to-Spring Persistence by Veteran Status



Fall 2022 Fall-to-Spring Persistence Rate Proportionality Analysis

Status	First-Time Students		Persisted to Spring		PI
	Count	% of Total	Count	% of Total	
Veteran	17	0.8%	9	0.6%	0.74
Not a Veteran	2,179	99.2%	1,555	99.4%	1.00
Total	2,196	100.0%	1,564	100.0%	1.00

Fall-to-Spring Persistence by Disability Status



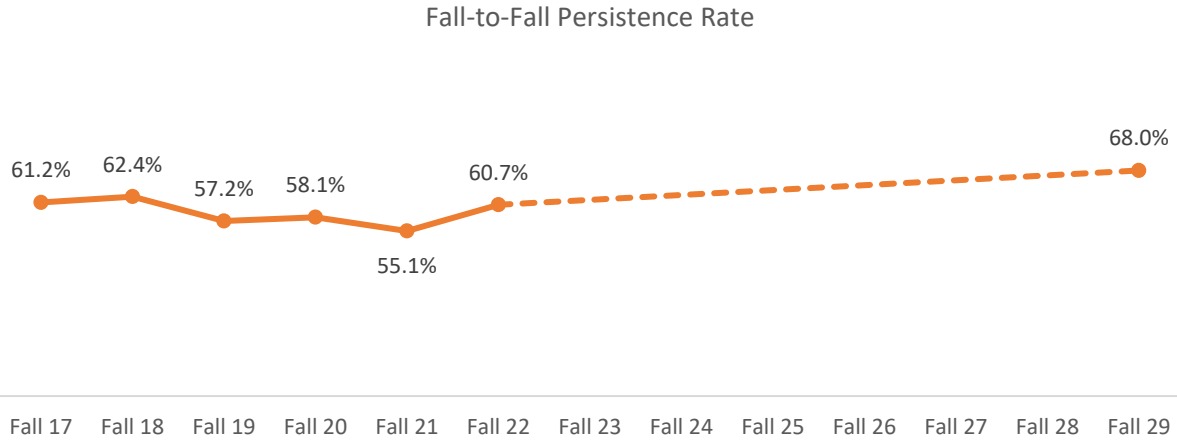
Fall 2022 Fall-to-Spring Persistence Rate Proportionality Analysis

Status	First-Time Students		Persisted to Spring		PI
	Count	% of Total	Count	% of Total	
Disabled	164	7.5%	118	7.5%	1.01
Not Disabled	2,032	92.5%	1,446	92.5%	1.00
Total	2,196	100.0%	1,564	100.0%	1.00

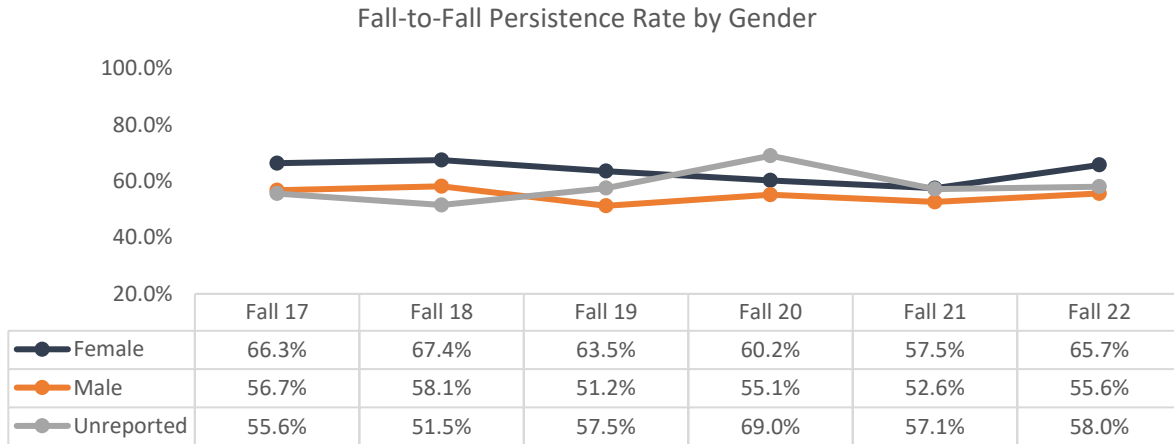
* Bolded rows are groups that have an identified equity gap. See page 51 of this document for a detailed description of the PI method used to measure/quantify equity gaps.

Objective 6: Increase fall-to-fall persistence rate to 68% or more by 2030.

- Fall-to-fall persistence rate = percentage of first-time fall students who re-enroll in the subsequent fall semester.



Objective 6a: Ensure that there are no equity gaps in gender, race/ethnicity, veteran status, or student disability status using the proportionality index (PI) metric (equity gap: PI of less than .95).

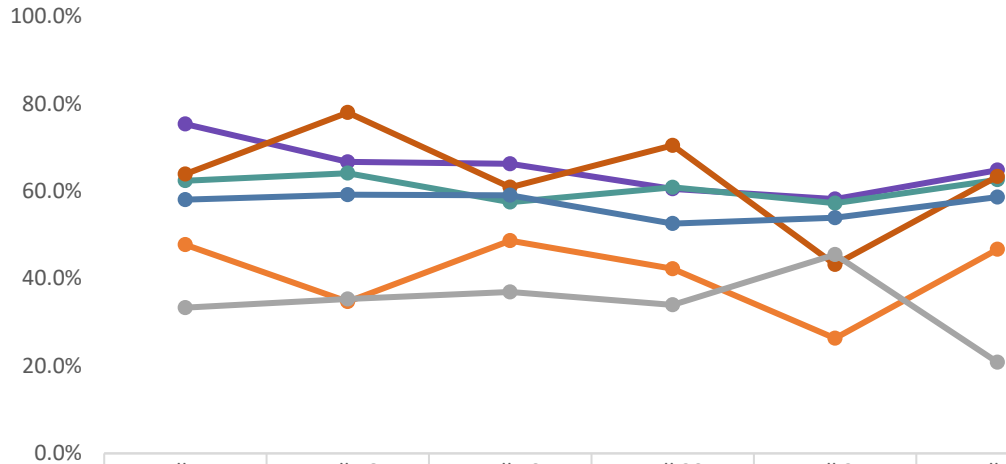


Fall 2022 Fall-to-Fall Persistence Rate Proportionality Analysis

Gender	First-Time Students		Persisted to Fall		PI
	Count	% of Total	Count	% of Total	
Female	1,097	50.0%	721	54.1%	1.08
Male	1,049	47.8%	583	43.7%	0.92
Unreported	50	2.3%	29	2.2%	0.96
Total	2,196	100.0%	1,333	100.0%	1.00

*Bolted rows are groups that have an identified equity gap. See page 51 of this document for a detailed description of the PI method used to measure/quantify equity gaps.

Fall-to-Fall Persistence Rate by Ethnicity



	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
Asian	75.3%	66.7%	66.2%	60.5%	58.2%	64.8%
Black	47.7%	34.7%	48.6%	42.2%	26.3%	46.7%
Hispanic	62.4%	64.1%	57.5%	60.8%	57.2%	62.6%
Two or More	63.9%	77.9%	60.9%	70.4%	43.2%	63.3%
Unreported	33.3%	35.3%	36.9%	34.0%	45.5%	20.8%
White	58.0%	59.2%	59.0%	52.6%	53.9%	58.6%

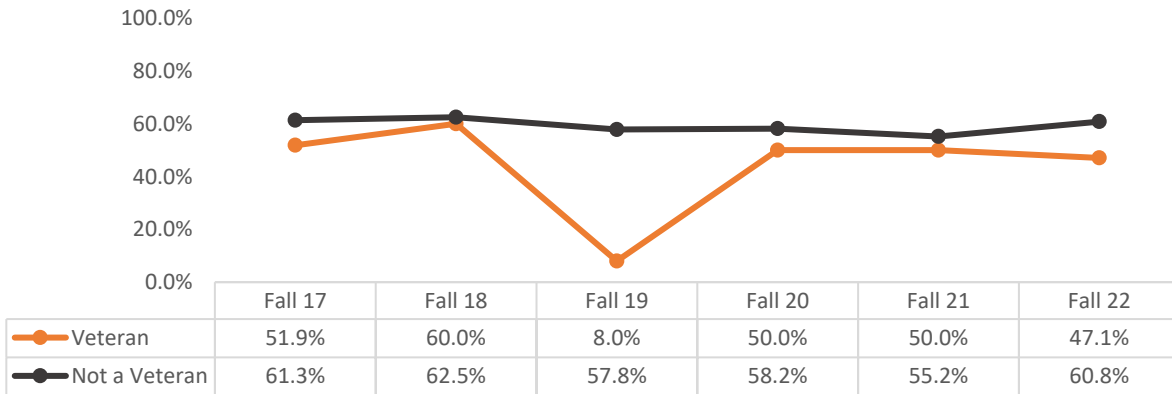
Fall 2022 Fall-to-Fall Persistence Rate Proportionality Analysis

Ethnicity	First-Time Students		Persisted to Fall		PI
	Count	% of Total	Count	% of Total	
Asian	88	4.0%	57	4.3%	1.07
Black	45	2.0%	21	1.6%	0.77
Hispanic	1,515	69.0%	948	71.1%	1.03
Two or More	60	2.7%	38	2.9%	1.04
Unreported	48	2.2%	10	0.8%	0.34
White	430	19.6%	252	18.9%	0.97
Grand Total	2,196	100.0%	1,333	100.0%	1.00

* Groups with fewer than 10 students are not displayed.

*Bolted rows are groups that have an identified equity gap. See page 51 of this document for a detailed description of the PI method used to measure/quantify equity gaps.

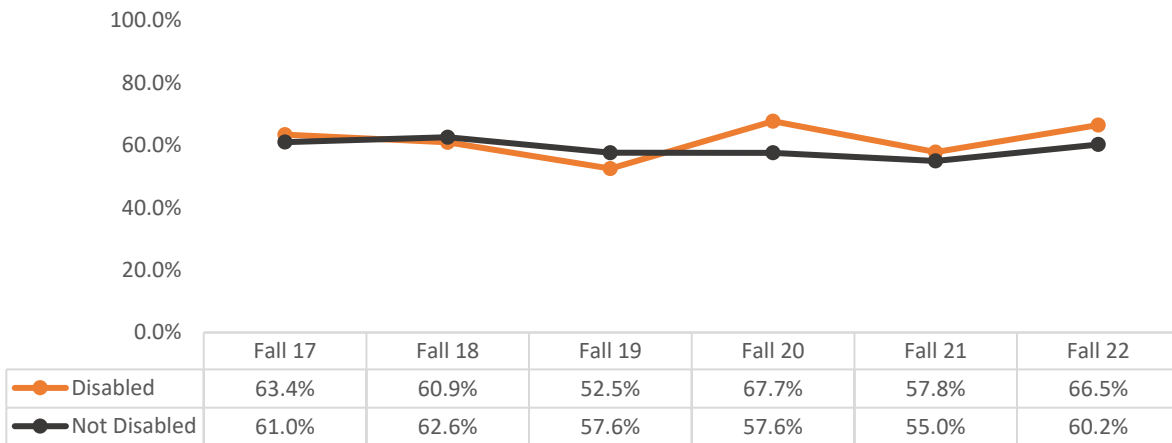
Fall-to-Fall Persistence Rate by Veteran Status



Fall 2022 Fall-to-Fall Persistence Rate Proportionality Analysis

Status	First-Time Students		Persisted to Fall		PI
	Count	% of Total	Count	% of Total	
Veteran	17	0.8%	8	0.6%	0.78
Not a Veteran	2,179	99.2%	1,325	99.4%	1.00
Grand Total	2,196	100.0%	1,333	100.0%	1.00

Fall-to-Fall Persistence Rate by Disabled Status



Fall 2022 Fall-to-Fall Persistence Rate Proportionality Analysis

Status	First-Time Students		Persisted to Fall		PI
	Count	% of Total	Count	% of Total	
Disabled	164	7.5%	109	8.2%	1.09
Not Disabled	2,032	92.5%	1,224	91.8%	0.99
Grand Total	2,196	100.0%	1,333	100.0%	1.00

*Bolded rows are groups that have an identified equity gap. See page 51 of this document for a detailed description of the PI method used to measure/quantify equity gaps.

Goal 2: Build Capacity for Engagement and Servingness

Build trusting relationships and foster a deeper sense of connection across the campus to move from a transactional culture to a relational one.

Student Engagement

Objective 1: Improve communication across the campus.

Objective 2: Increase sense of welcoming and inclusion.

Objective 3: Increase sense of mattering and affirmation.

Objective 4: Increase feeling of safety on campus.

Objective 5: Increase student participation in clubs, organizations, and events.

Objective 6: Close equity gaps in gender, race/ethnicity, veterans, students with disabilities, and first-generation students in each of the above objectives.

These objectives were developed through an analysis of campus-wide student surveys that were administered at Ventura College in 2022-2023. Summary data for each survey can be accessed on the [VC Institutional Effectiveness webpage](#). Direct links to each survey are below, as well:

- [American College Health Association - National College Health Assessment](#) – a nationally recognized survey that focuses on students’ health habits, behaviors, and perceptions. This survey was administered at Ventura College in fall 2022, and it was completed by 557 students.
- [#RealCollegeCalifornia Survey](#) – a statewide student survey developed by the Research and Planning Group for California Community Colleges. This survey focuses on economic and financial barriers that students face as they attend college. It was administered at Ventura College in spring 2023, and was completed by 525 students.
- [USC National Assessment of Collegiate Campus Climates Survey](#) – a survey developed by researchers at the University of Southern California that focuses on the campus racial climate. It was administered at Ventura College in fall 2022, and was completed by 497 students.

Each of these objectives will be evaluated annually using student surveys, as well as through qualitative methods (e.g. focus groups, etc.).

Employee Engagement

Objective 7: Improve communication across the campus.

Objective 8: Increase sense of belonging on campus.

Objective 9: Increase sense of inclusion on campus.

Objective 10: Increase feeling of safety on campus.

Objective 11: Increase employee participation in campus events, committees, and organizations.

These objectives were developed through an analysis of the results of the ModernThink employee survey. This survey focuses on organizational dynamics, as well as the culture and quality of the workplace experience. It was administered districtwide in 2019, 2022, and 2023. The survey results are available on the [VC Institutional Effectiveness Office webpage](#).

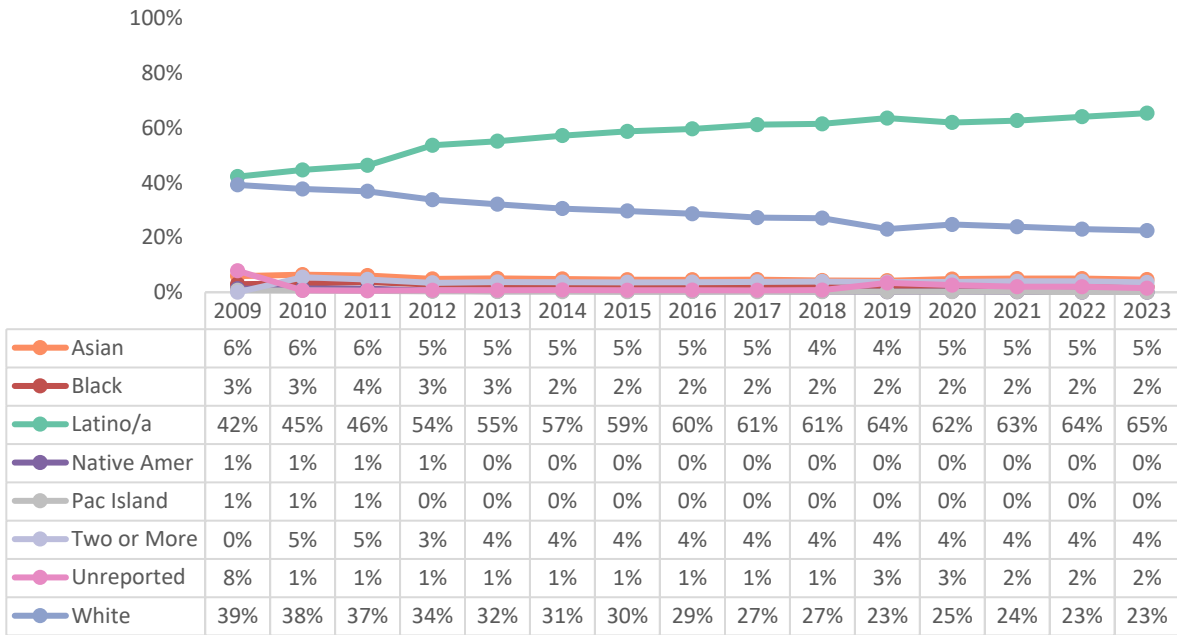
Each of these objectives will be evaluated annually using employee surveys, as well as through qualitative methods (e.g. focus groups, etc.).

Objective 12: Increase effectiveness of participatory governance structure.

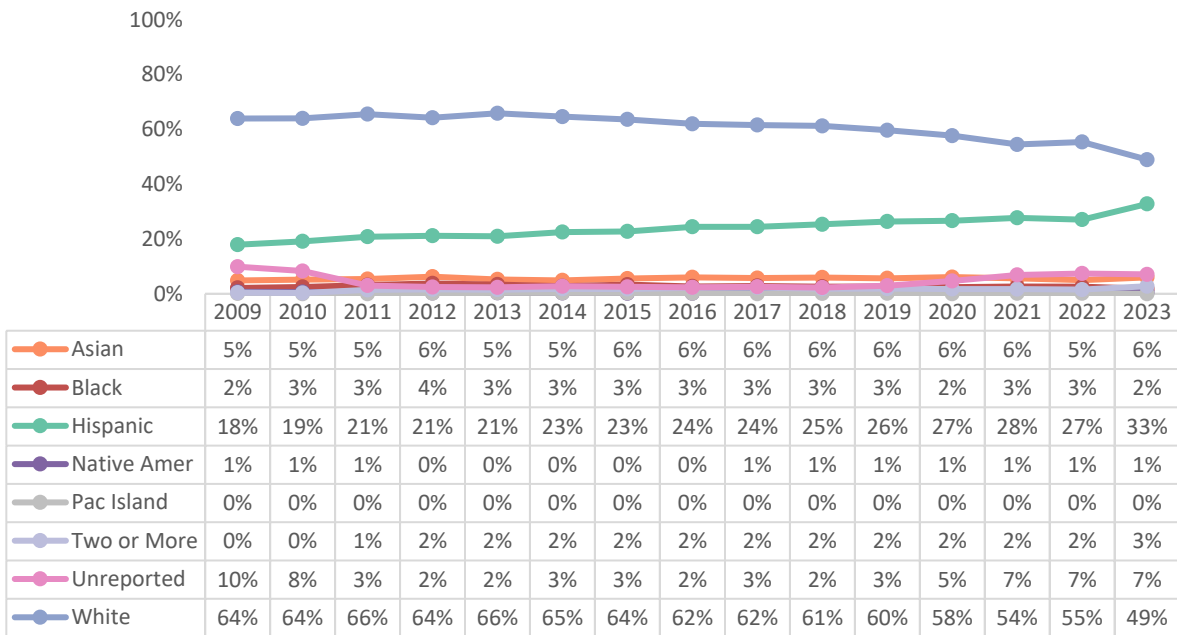
At the end of each year, participatory governance committee members complete committee evaluations. These evaluations assess whether committees met their annual goals, as well as a number of aspects of the committee environment (i.e. environment is supportive, issues are addressed in a timely manner, etc.). Results from these evaluations will be aggregated across all campus committees, and will be used to assess the effectiveness of the participatory governance structure.

Objective 13: Increase employee diversity to be reflective of the demographics of our student population

VC Student Demographics



VC Employee Demographics

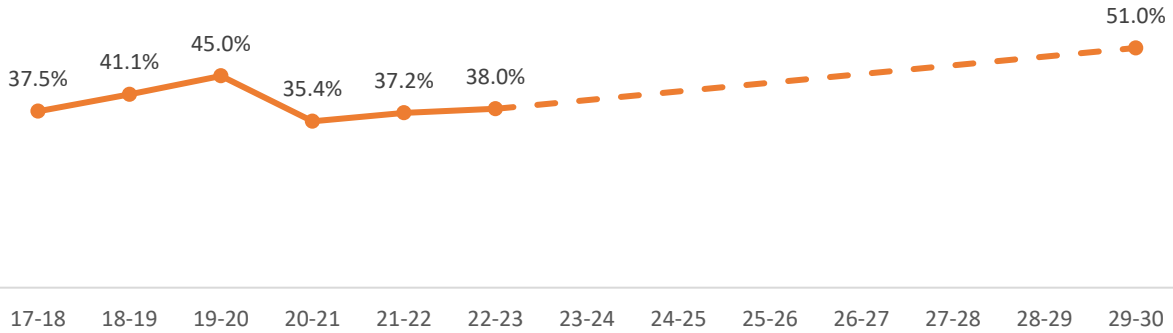


Goal 3: Equity in Success

Implement equitable servingness practices that intentionally maximize student academic and career achievement.

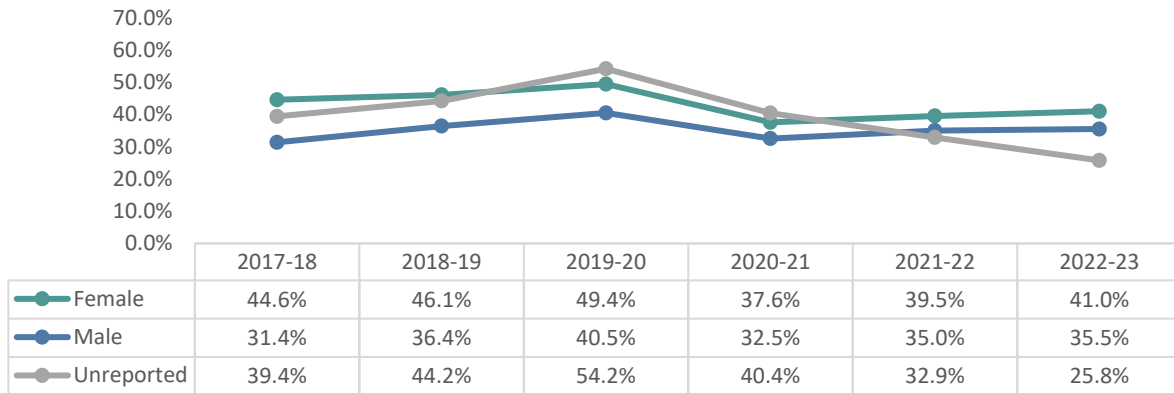
Objective 1: Increase first-year transfer-level English completion rate to 51% or higher by 2030.

First-Year Transfer-Level English Completion



Objective 1a: Close equity gaps in gender, race/ethnicity, veterans, students with disabilities, and first-generation students, using the proportionality index (PI) metric (equity gap: PI of less than .95).*

First-Year Transfer-Level English Completion by Gender



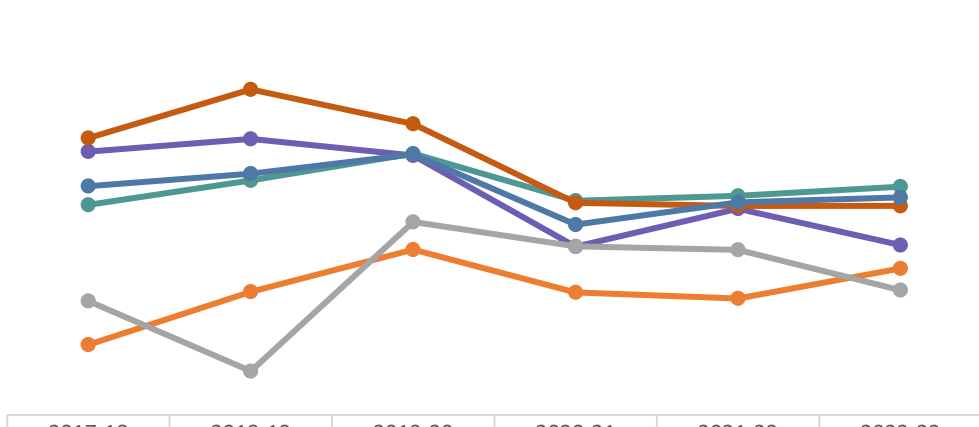
2022-2023 First-Year Transfer-Level English Proportionality Analysis

Gender	First-Time Students		Completed Transf-Level English		PI
	Count	% of Total	Count	% of Total	
Female	1,581	50.3%	648	54.1%	1.08
Male	1,499	47.6%	532	44.4%	0.93
Unreported	66	2.1%	17	1.4%	0.68
Total	3,146	100.0%	1,197	100.0%	1.00

*Bolded rows are groups that have an identified equity gap. See page 51 of this document for a detailed description of the PI method used to measure/quantify equity gaps.

First-Year Transfer-Level English Completion by Ethnicity

70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Asian	46.2%	48.5%	45.5%	29.5%	36.2%	29.8%
Black	12.3%	21.6%	29.0%	21.5%	20.5%	25.7%
Hispanic	36.9%	41.2%	45.9%	37.6%	38.5%	40.1%
Two or More	48.6%	57.1%	51.1%	37.2%	36.7%	36.7%
Unreported	20.0%	7.7%	33.9%	29.6%	29.0%	21.9%
White	40.2%	42.3%	45.7%	33.4%	37.3%	38.2%

2022-2023 First-Year Transfer-Level English Proportionality Analysis

Ethnicity	First-Time Students		Completed Transf-Level English		PI
	Count	% of Total	Count	% of Total	
Asian	161	5.1%	48	4.0%	0.78
Black	70	2.2%	18	1.5%	0.68
Hispanic	1,986	63.1%	796	66.5%	1.05
Two or More	109	3.5%	40	3.3%	0.96
Unreported	105	3.3%	23	1.9%	0.58
White	702	22.3%	268	22.4%	1.00
Total	3,146	100.0%	1,197	100.0%	1.00

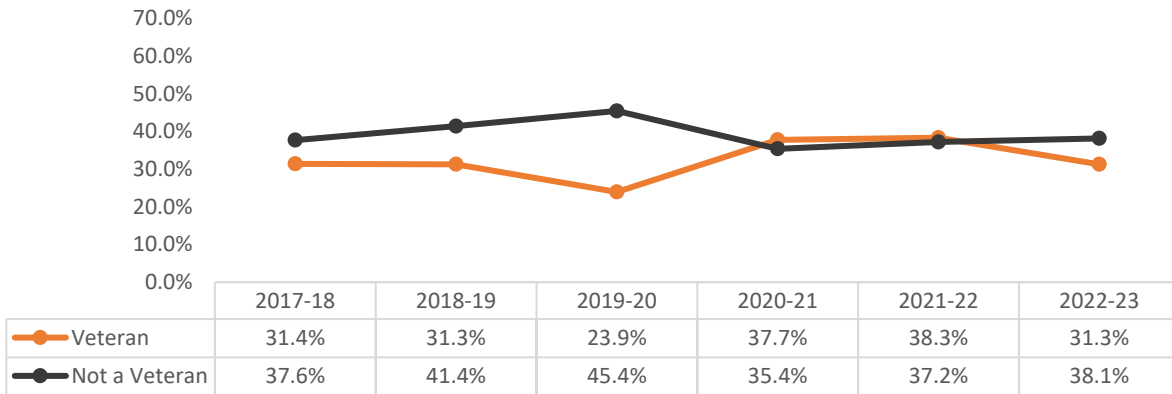
*Bolted rows are groups that have an identified equity gap. See page 51 of this document for a detailed description of the PI method used to measure/quantify equity gaps.

Ethnicity/Gender	First-Year Transfer-Level English Completion					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Asian Female	47.9%	53.4%	42.4%	32.2%	32.6%	26.8%
Asian Male	43.9%	42.1%	48.1%	27.1%	38.8%	31.8%
Asian Unreported						
Black Female	13.6%	25.0%	36.8%	25.6%	15.8%	31.8%
Black Male	11.8%	17.3%	24.4%	17.1%	21.2%	23.3%
Black Unreported						
Hispanic Female	45.3%	46.3%	50.4%	40.4%	41.1%	43.6%
Hispanic Male	28.9%	36.2%	40.6%	33.4%	35.9%	36.3%
Hispanic Unreported						
Two or More Female	52.3%	62.0%	58.1%	43.5%	43.9%	37.7%
Two or More Male	47.5%	54.3%	43.8%	32.9%	32.9%	37.3%
Two or More Unreported						
Unreported Female	28.6%	11.1%	37.0%	34.4%	31.6%	30.0%
Unreported Male	16.7%	4.8%	31.9%	26.7%	25.0%	18.6%
Unreported Unreported						
White Female	43.7%	45.3%	49.6%	32.6%	37.9%	38.5%
White Male	37.0%	39.4%	42.7%	34.4%	36.3%	38.4%
White Unreported	50.0%	53.3%	43.8%	35.7%	44.4%	23.1%
Total	37.5%	41.1%	45.0%	35.4%	37.2%	38.0%

2022-2023 First-Year Transfer-Level English Proportionality Analysis

Ethnicity/Gender	First-Time Students		Completed Transf-Level English		PI
	Count	% of Total	Count	% of Total	
Asian Female	71	2.3%	19	1.6%	0.70
Asian Male	88	2.8%	28	2.3%	0.84
Asian Unreported					
Black Female	22	0.7%	7	0.6%	0.84
Black Male	43	1.4%	10	0.8%	0.61
Black Unreported					
Hispanic Female	1,056	33.6%	460	38.4%	1.14
Hispanic Male	895	28.4%	325	27.2%	0.95
Hispanic Unreported	35	1.1%	11	0.9%	0.83
Two or More Female	53	1.7%	20	1.7%	0.99
Two or More Male	51	1.6%	19	1.6%	0.98
Two or More Unreported					
Unreported Female	40	1.3%	12	1.0%	0.79
Unreported Male	59	1.9%	11	0.9%	0.49
Unreported Unreported					
White Female	330	10.5%	127	10.6%	1.01
White Male	359	11.4%	138	11.5%	1.01
White Unreported	13	0.4%	3	0.3%	0.61
Total	3,146	100.0%	1,197	100.0%	1.00

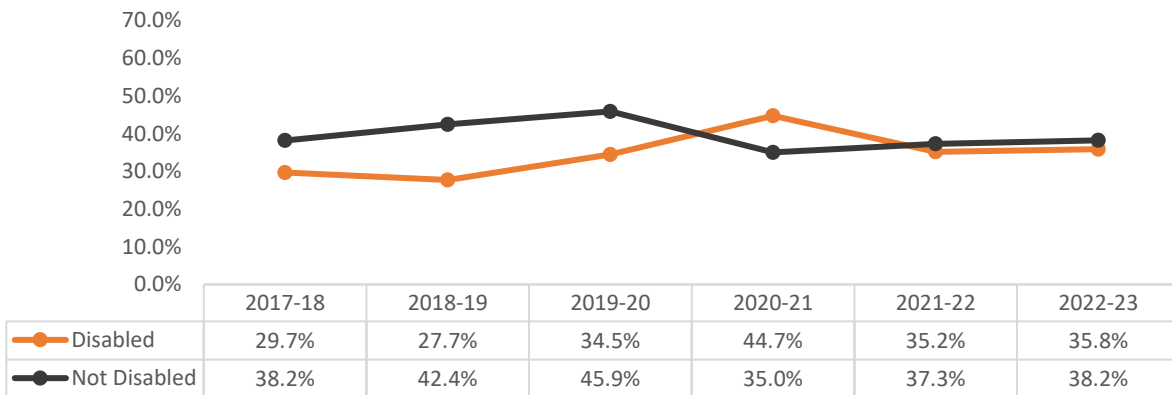
First-Year Transfer-Level English Completion by Veteran Status



2022-2023 First-Year Transfer-Level English Proportionality Analysis

Veteran Status	First-Time Students		Completed Transf-Level English		PI
	Count	% of Total	Count	% of Total	
Veteran	32	1.0%	10	0.8%	0.82
Not a Veteran	3,114	99.0%	1,187	99.2%	1.00
Total	3,146	100.0%	1,197	100.0%	1.00

First-Year Transfer-Level English Completion by Disability Status



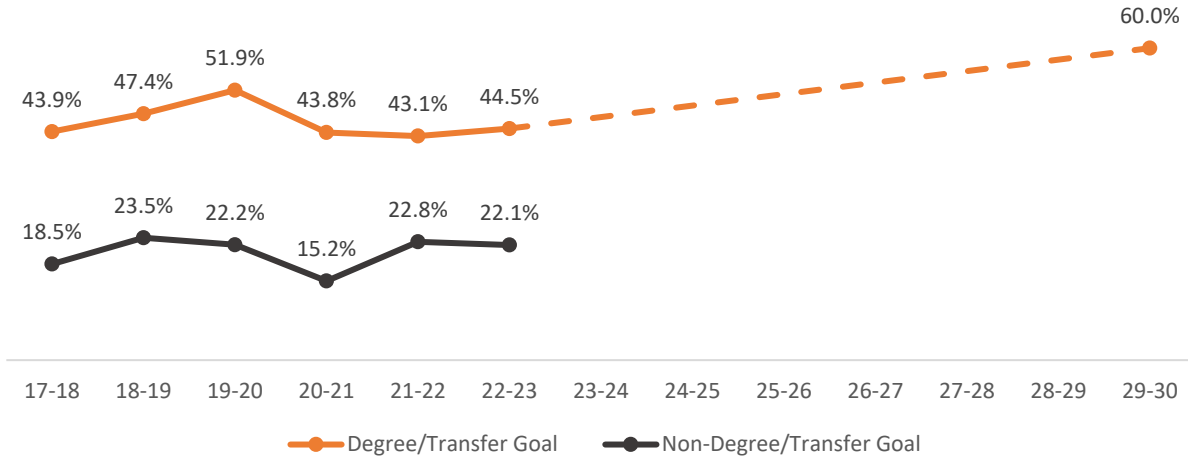
2022-2023 First-Year Transfer-Level English Proportionality Analysis

Disability Status	First-Time Students		Completed Transf-Level English		PI
	Count	% of Total	Count	% of Total	
Disabled	212	6.7%	76	6.3%	0.94
Not Disabled	2,934	93.3%	1,121	93.7%	1.00
Total	3,146	100.0%	1,197	100.0%	1.00

*Bolded rows are groups that have an identified equity gap. See page 51 of this document for a detailed description of the PI method used to measure/quantify equity gaps.

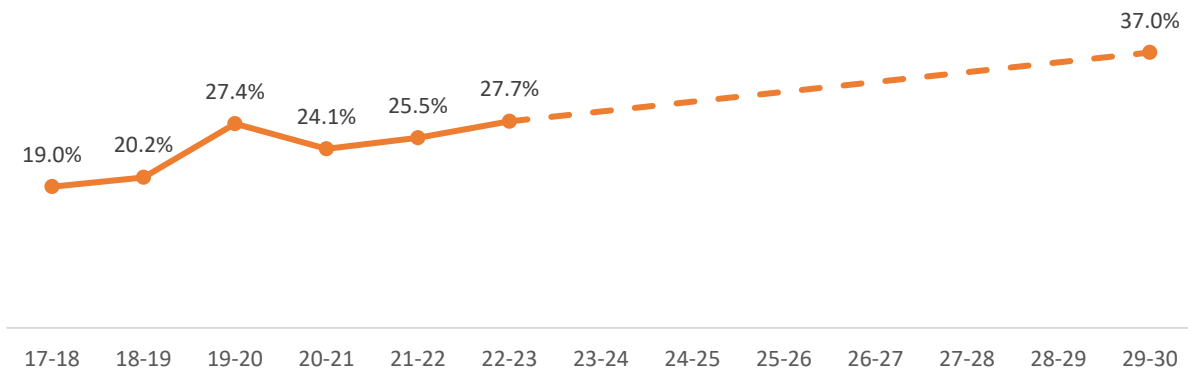
Objective 2: Increase first-year transfer-level English completion rate for degree/transfer-seeking students to 60% or higher by 2030.

First-Year Transfer-Level English Completion by Educational Goal



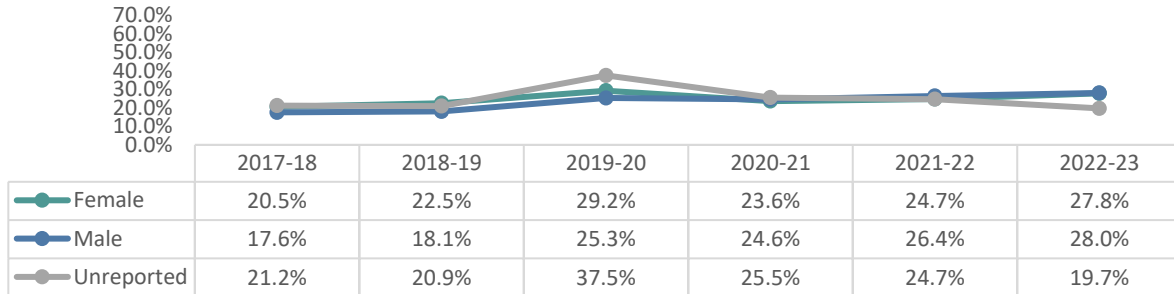
Objective 3: Increase first-year transfer-level Math completion rate to 37% or higher by 2030.

First-Year Transfer-Level Math Completion



Objective 3a: Close equity gaps in gender, race/ethnicity, veterans, students with disabilities, and first-generation students, using the proportionality index (PI) metric (equity gap: PI of less than .95).*

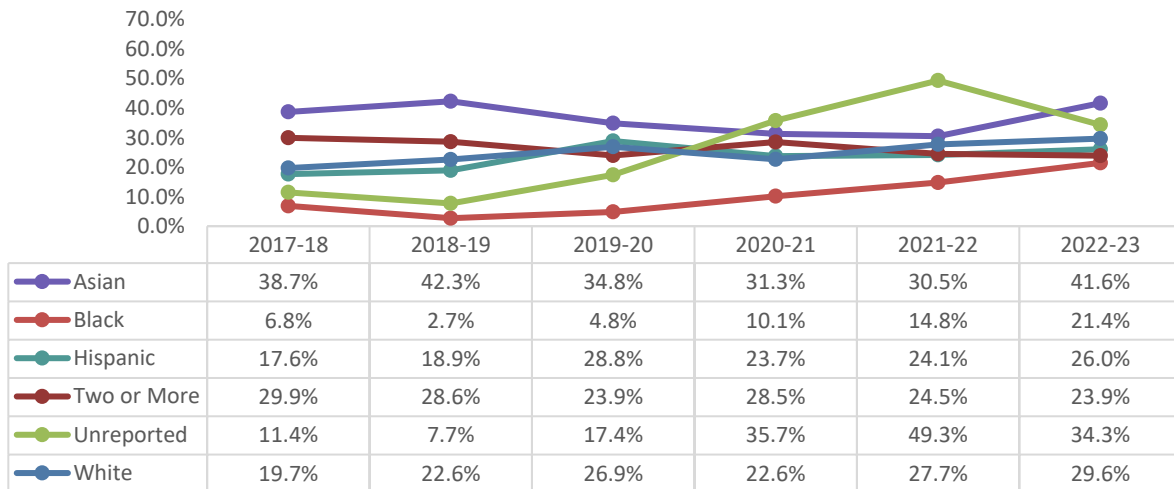
First-Year Transfer-Level **Math** Completion by Gender



2022-2023 First-Year Transfer-Level Math Proportionality Analysis

Gender	First-Time Students		Completed Transf-Level Math		PI
	Count	% of Total	Count	% of Total	
Female	1,581	50.3%	440	50.4%	1.00
Male	1,499	47.6%	420	48.1%	1.01
Unreported	66	2.1%	13	1.5%	0.71
Total	3,146	100.0%	873	100.0%	1.00

First-Year Transfer-Level **Math** Completion by Ethnicity



2022-2023 First-Year Transfer-Level Math Proportionality Analysis

Gender	First-Time Students		Completed Transf-Level Math		PI
	Count	% of Total	Count	% of Total	
Asian	161	5.1%	67	7.7%	1.50
Black	70	2.2%	15	1.7%	0.77
Hispanic	1,986	63.1%	517	59.2%	0.94
Two or More	109	3.5%	26	3.0%	0.86
Unreported	105	3.3%	36	4.1%	1.24
White	702	22.3%	208	23.8%	1.07
Total	3,146	100.0%	873	100.0%	1.00

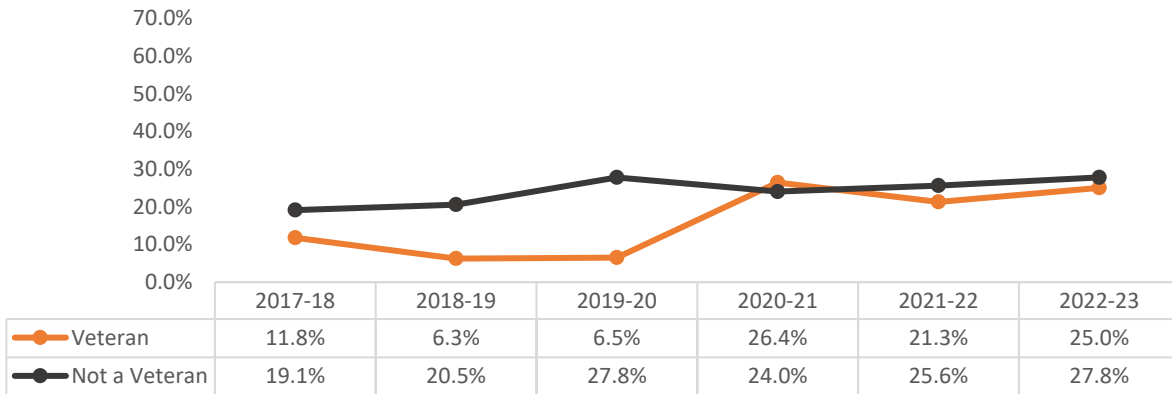
First-Year Transfer-Level Math Completion

Ethnicity/Gender	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Asian Female	33.3%	37.9%	28.8%	33.3%	26.1%	42.3%
Asian Male	43.9%	50.0%	40.4%	29.4%	36.3%	40.9%
Asian Unreported						
Black Female	9.1%	0.0%	0.0%	11.6%	5.3%	22.7%
Black Male	5.9%	3.8%	7.3%	8.6%	18.2%	18.6%
Black Unreported						
Hispanic Female	20.0%	21.7%	31.4%	23.7%	24.2%	27.4%
Hispanic Male	15.4%	16.3%	25.8%	23.8%	24.1%	24.6%
Hispanic Unreported						
Two or More Female	27.3%	32.0%	25.6%	29.0%	28.1%	22.6%
Two or More Male	31.1%	26.1%	22.9%	28.8%	22.8%	27.5%
Two or More Unreported						
Unreported Female	14.3%	11.1%	17.4%	34.4%	26.3%	30.0%
Unreported Male	5.6%	4.8%	15.3%	36.7%	66.7%	40.7%
Unreported Unreported						
White Female	20.0%	23.0%	26.6%	21.3%	27.2%	27.3%
White Male	19.3%	21.4%	26.6%	23.7%	27.9%	32.3%
White Unreported						
Total	19.0%	20.2%	27.4%	24.1%	25.5%	27.7%

2022-2023 First-Year Transfer-Level Math Proportionality Analysis

Ethnicity/Gender	First-Time Students		Completed Transf-Level Math		PI
	Count	% of Total	Count	% of Total	
Asian Female	71	2.3%	30	3.4%	1.52
Asian Male	88	2.8%	36	4.1%	1.47
Asian Unreported					
Black Female	22	0.7%	5	0.6%	0.82
Black Male	43	1.4%	8	0.9%	0.67
Black Unreported					
Hispanic Female	1,056	33.6%	289	33.1%	0.99
Hispanic Male	895	28.4%	220	25.2%	0.89
Hispanic Unreported	35	1.1%	8	0.9%	0.82
Two or More Female	53	1.7%	12	1.4%	0.82
Two or More Male	51	1.6%	14	1.6%	0.99
Two or More Unreported					
Unreported Female	40	1.3%	12	1.4%	1.08
Unreported Male	59	1.9%	24	2.7%	1.47
Unreported Unreported					
White Female	330	10.5%	90	10.3%	0.98
White Male	359	11.4%	116	13.3%	1.16
White Unreported	13	0.4%	2	0.2%	0.55
Total	3,146	100.0%	873	100.0%	1.00

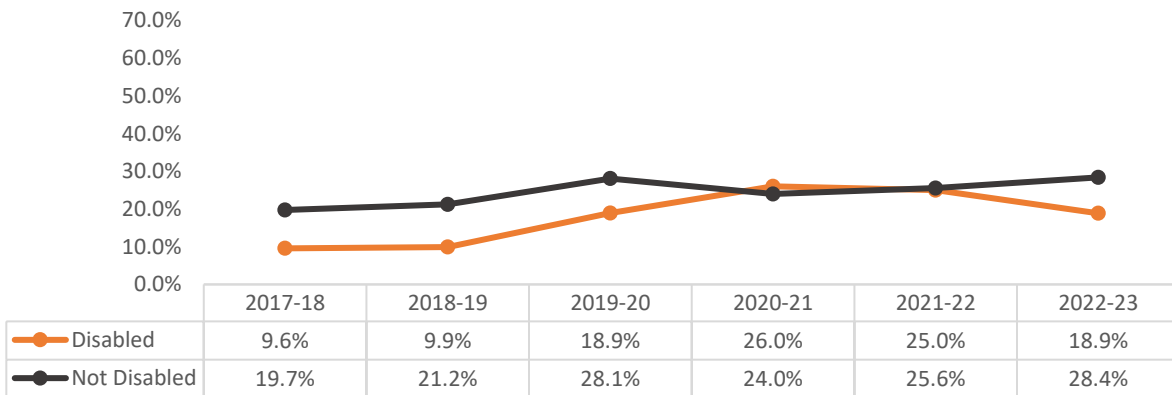
First-Year Transfer-Level Math Completion by Veteran Status



2022-2023 First-Year Transfer-Level Math Proportionality Analysis

Veteran Status	First-Time Students		Completed Transf-Level Math		PI
	Count	% of Total	Count	% of Total	
Veteran	32	1.0%	8	0.9%	0.90
Not a Veteran	3,114	99.0%	865	99.1%	1.00
Total	3,146	100.0%	873	100.0%	1.00

First-Year Transfer-Level Math Completion by Disability Status



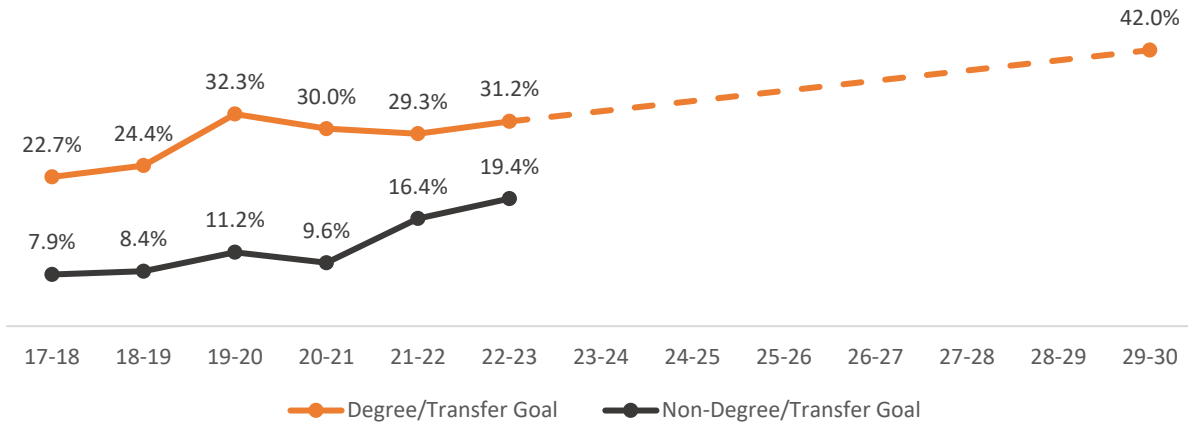
2022-2023 First-Year Transfer-Level Math Proportionality Analysis

Disability Status	First-Time Students		Completed Transf-Level Math		PI
	Count	% of Total	Count	% of Total	
Disabled	212	6.7%	40	4.6%	0.68
Not Disabled	2,934	93.3%	833	95.4%	1.02
Total	3,146	100.0%	873	100.0%	1.00

*Bolded rows are groups that have an identified equity gap. See page 51 of this document for a detailed description of the PI method used to measure/quantify equity gaps.

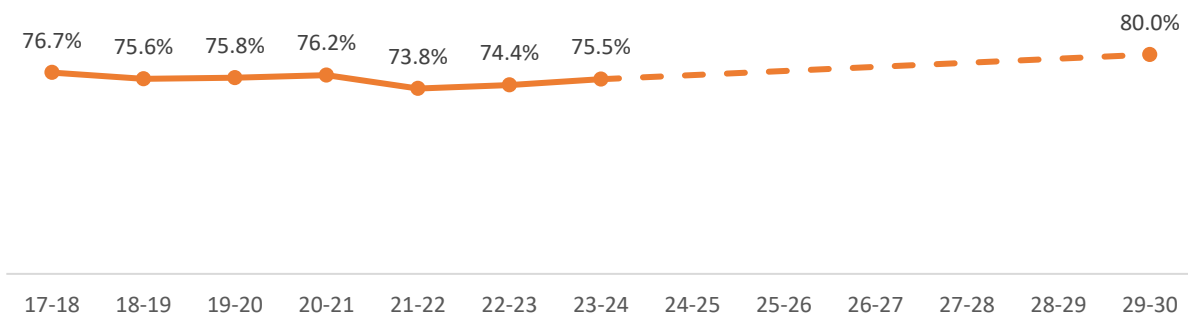
Objective 4: Increase first-year transfer-level Math completion rate for degree/transfer-seeking students to 42% or higher by 2030.

First-Year Transfer-Level Math Completion by Educational Goal

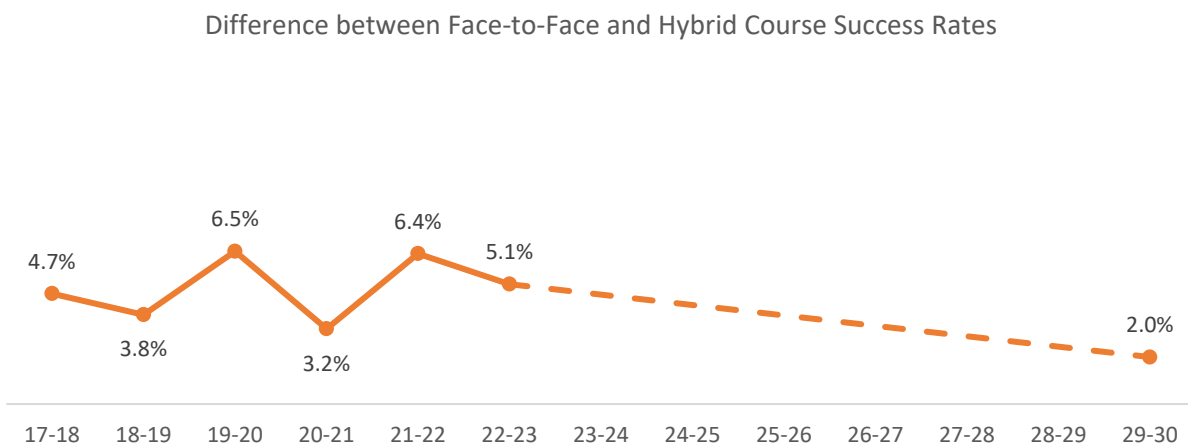
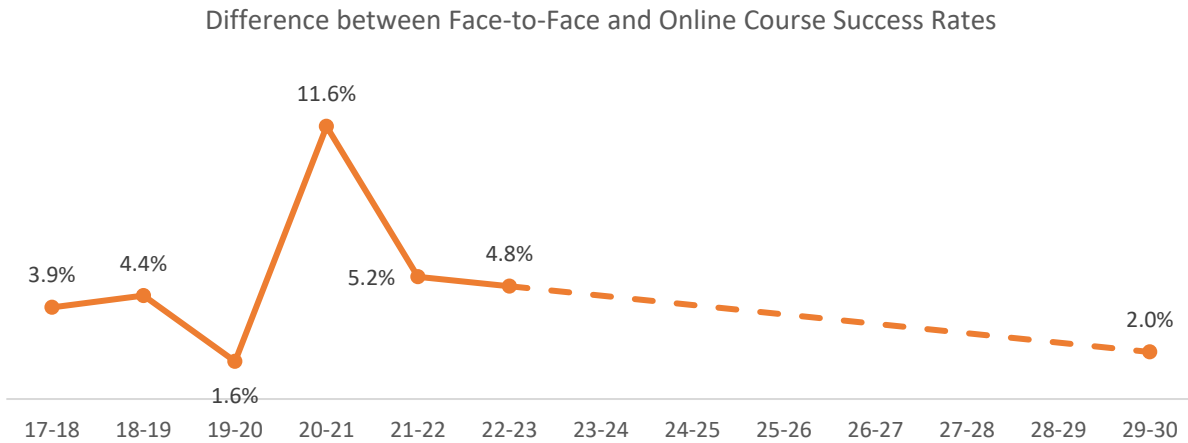
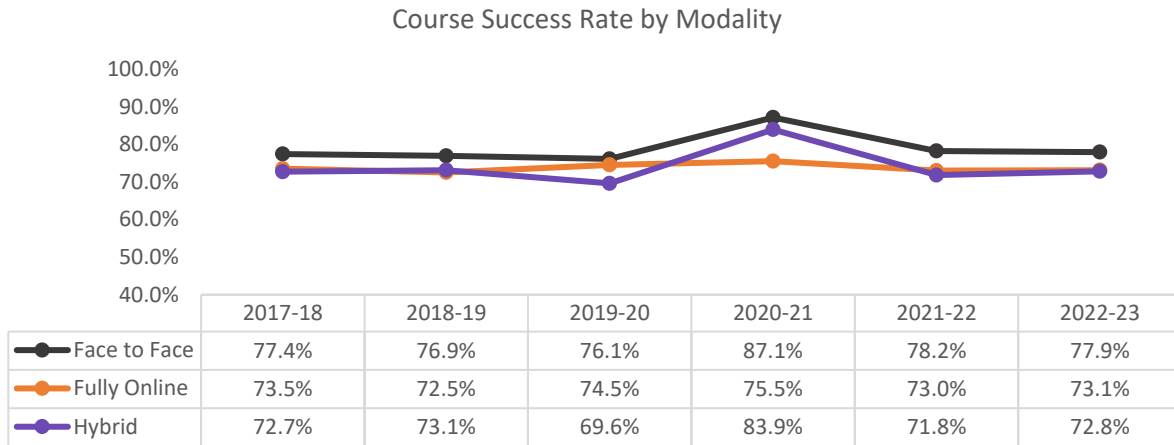


Objective 5: Increase course success rate to 80% or higher by 2030.

VC Course Success Rate

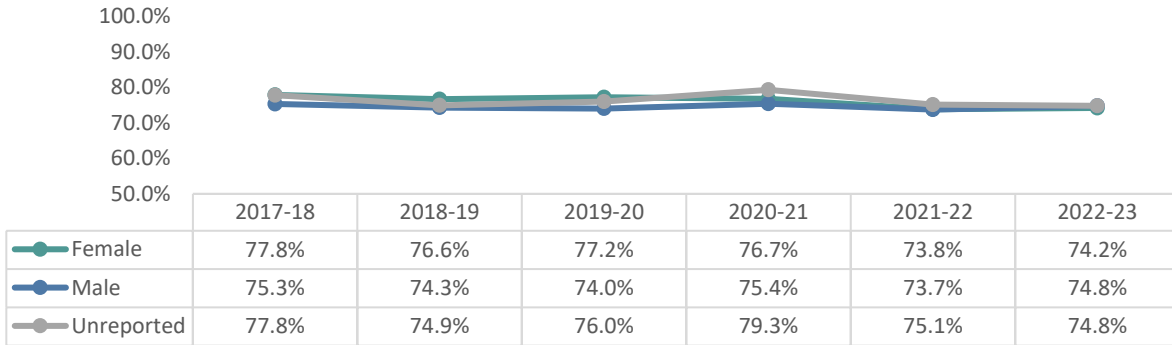


Objective 5a: Close gap by mode of delivery to two percentage points or lower by 2030.



Objective 5b: Close equity gaps in gender, race/ethnicity, veterans, students with disabilities, and first-generation students, using the proportionality index (PI) metric (equity gap: PI of less than .95).*

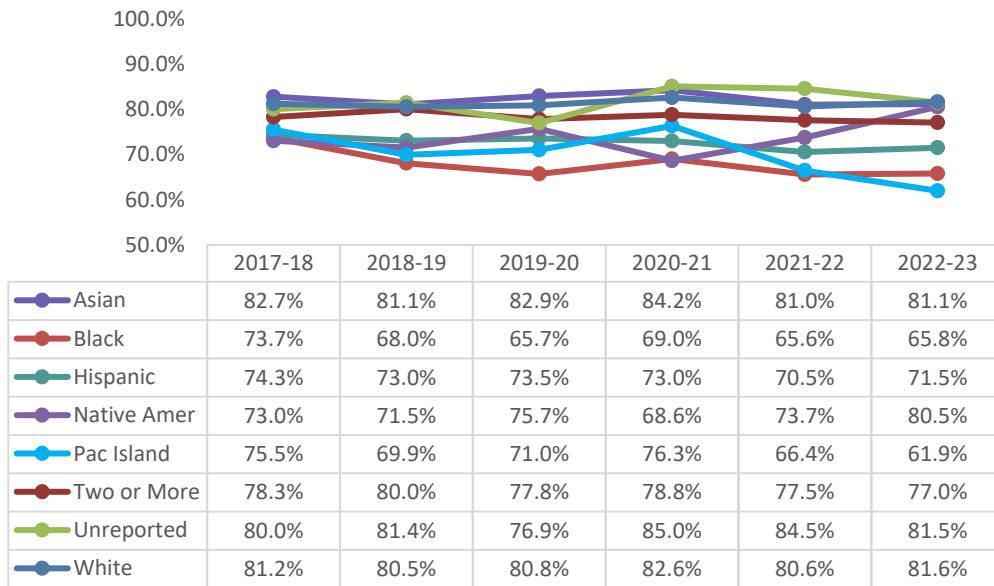
Course Success Rate



Course Success Rate Proportionality Analysis

Gender	Enrollment		Success Grades		PI
	Count	% of Total	Count	% of Total	
Female	34,004	55.4%	25,220	55.2%	1.00
Male	25,991	42.3%	19,435	42.5%	1.00
Unreported	1,399	2.3%	1,046	2.3%	1.00
Total	61,394	100.0%	45,701	100.0%	1.00

Course Success Rate



Course Success Rate Proportionality Analysis

Gender	Enrollment		Success Grades		PI
	Count	% of Total	Count	% of Total	
Black	1,437	2.3%	945	2.1%	0.88
Hispanic	39,790	64.8%	28,444	62.2%	0.96
Native Amer	154	0.3%	124	0.3%	1.08
Pac Island	113	0.2%	70	0.2%	0.83
Two or More	2,281	3.7%	1,757	3.8%	1.03
Unreported	1,139	1.9%	928	2.0%	1.09
White	13,571	22.1%	11,073	24.2%	1.10
Total	61,394	100.0%	45,701	100.0%	1.00

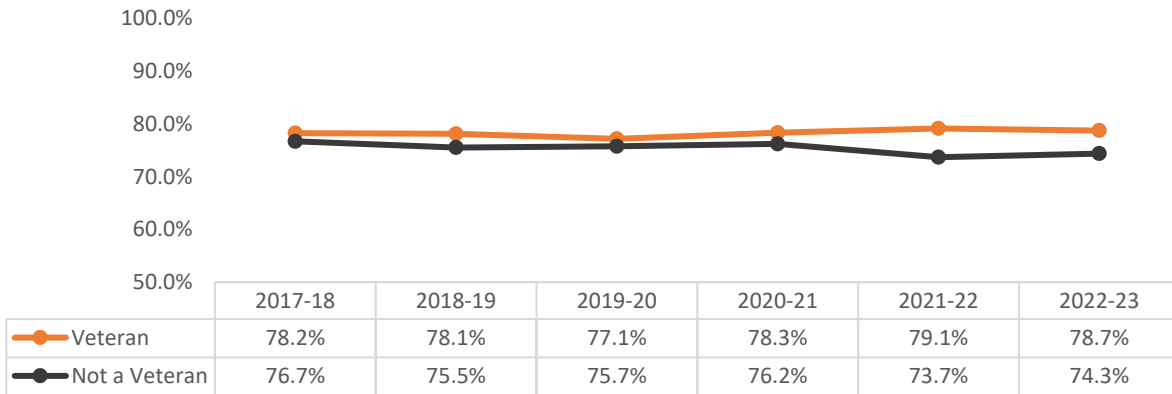
Course Success Rate

Ethnicity/Gender	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Asian Female	84.5%	81.4%	83.0%	84.9%	80.5%	81.4%
Asian Male	80.7%	80.3%	82.5%	83.4%	82.0%	80.8%
Asian Unreported	73.8%	88.5%	91.3%	74.4%	65.5%	76.9%
Black Female	72.4%	68.2%	65.3%	68.2%	65.7%	62.1%
Black Male	74.4%	67.9%	66.8%	69.0%	65.3%	67.4%
Black Unreported	68.2%		27.3%	94.1%	75.0%	73.3%
Hispanic Female	75.7%	74.0%	74.9%	73.4%	70.7%	71.7%
Hispanic Male	72.4%	71.7%	71.7%	72.2%	70.4%	71.2%
Hispanic Unreported	76.6%	72.6%	75.8%	75.8%	68.7%	71.2%
Native Amer Female	60.5%	83.3%	68.0%	66.3%	67.1%	76.8%
Native Amer Male	81.2%	69.6%	82.2%	71.4%	85.7%	87.3%
Pac Island Female	70.4%	76.9%	72.2%	81.0%	69.4%	66.7%
Pac Island Male	78.1%	65.7%	70.4%	71.6%	64.4%	58.6%
Two or More Female	80.9%	82.3%	79.8%	80.0%	78.5%	76.8%
Two or More Male	74.8%	77.4%	76.1%	77.1%	76.7%	78.2%
Two or More Unreported	85.7%	76.8%	60.4%	82.2%	69.0%	57.1%
Unreported Female	84.2%	84.1%	79.7%	86.8%	80.7%	79.5%
Unreported Male	75.5%	81.6%	72.5%	83.1%	87.4%	83.7%
Unreported Unreported	76.4%	64.3%	86.8%	86.4%	85.9%	81.5%
White Female	81.6%	81.8%	82.8%	83.8%	81.5%	81.0%
White Male	80.7%	79.2%	78.9%	80.9%	79.4%	82.4%
White Unreported	80.6%	78.6%	75.6%	82.1%	80.4%	79.4%
Total	76.7%	75.6%	75.8%	76.2%	73.8%	74.4%

Course Success Rate Proportionality Analysis

Gender	Enrollment		Success Grades		PI
	Count	% of Total	Count	% of Total	
Asian Female	1,680	2.7%	1,368	3.0%	1.09
Asian Male	1,190	1.9%	962	2.1%	1.09
Asian Unreported	39	0.1%	30	0.1%	1.03
Black Female	494	0.8%	307	0.7%	0.83
Black Male	898	1.5%	605	1.3%	0.91
Black Unreported	45	0.1%	33	0.1%	0.99
Hispanic Female	23,330	38.0%	16,724	36.6%	0.96
Hispanic Male	15,818	25.8%	11,263	24.6%	0.96
Hispanic Unreported	642	1.0%	457	1.0%	0.96
Native Amer Female	99	0.2%	76	0.2%	1.03
Native Amer Male	55	0.1%	48	0.1%	1.17
Pac Island Female	42	0.1%	28	0.1%	0.90
Pac Island Male	70	0.1%	41	0.1%	0.79
Two or More Female	1,114	1.8%	856	1.9%	1.03
Two or More Male	1,111	1.8%	869	1.9%	1.05
Two or More Unreported	56	0.1%	32	0.1%	0.77
Unreported Female	502	0.8%	399	0.9%	1.07
Unreported Male	453	0.7%	379	0.8%	1.12
Unreported Unreported	184	0.3%	150	0.3%	1.10
White Female	6,743	11.0%	5,462	12.0%	1.09
White Male	6,396	10.4%	5,268	11.5%	1.11
White Unreported	432	0.7%	343	0.8%	1.07
Total	61,394	100.0%	45,701	100.0%	1.00

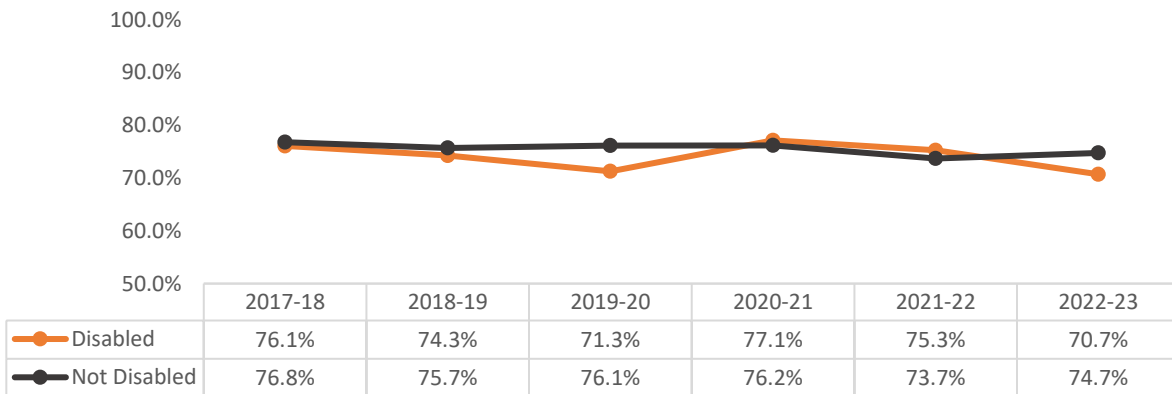
Course Success Rate



Course Success Rate Proportionality Analysis

Veteran Status	Enrollment		Success Grades		PI
	Count	% of Total	Count	% of Total	
Veteran Status	1,358	2.2%	1,069	2.3%	1.06
Not a Veteran	60,036	97.8%	44,632	97.7%	1.00
Total	61,394	100.0%	45,701	100.0%	1.00

Course Success Rate



Course Success Rate Proportionality Analysis

Disabled Status	Enrollment		Success Grades		PI
	Count	% of Total	Count	% of Total	
Disabled	4,621	7.5%	3,267	7.1%	0.95
Not Disabled	56,773	92.5%	42,434	92.9%	1.00
Total	61,394	100.0%	45,701	100.0%	1.00

*Bolted rows are groups that have an identified equity gap. See page 51 of this document for a detailed description of the PI method used to measure/quantify equity gaps.

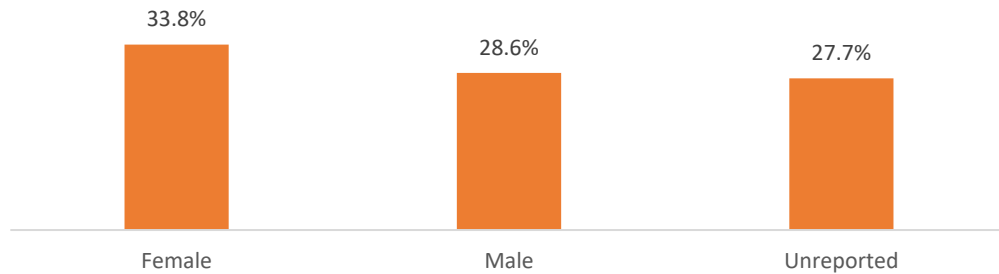
Objective 6: Increase 3-year degree/certificate/transfer rate to 40% by 2030.

3-Year Completion Rate by Entering Class



Objective 6a: Close equity gaps in gender, race/ethnicity, veterans, students with disabilities, and first-generation students, using the proportionality index (PI) metric (equity gap: PI of less than .95).*

3-Year Completion Rate - 2020-2021 Entering Students

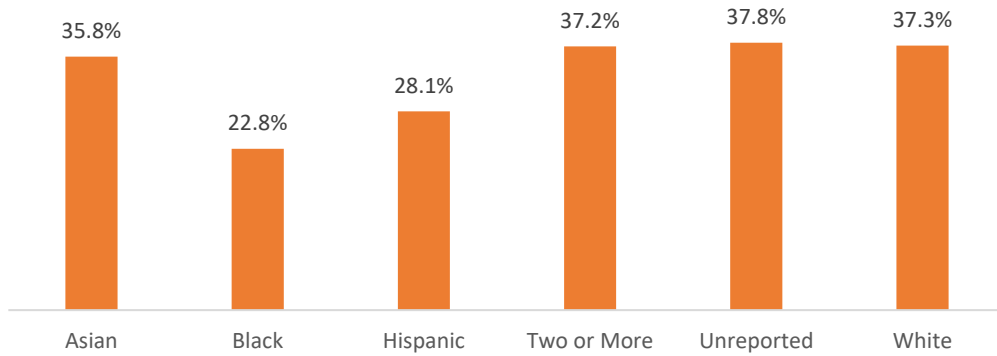


2020-2021 Completion Rate Proportionality Analysis

Gender	First-Time Students		Completers		PI
	Count	% of Total	Count	% of Total	
Female	1,736	54.7%	587	58.8%	1.07
Male	1,393	43.9%	399	39.9%	0.91
Unreported	47	1.5%	13	1.3%	0.88
Total	3,176	100.0%	999	100.0%	1.00

*Bolded rows are groups that have an identified equity gap. See page 51 of this document for a detailed description of the PI method used to measure/quantify equity gaps.

3-Year Completion Rate - 2020-2021 Entering Students



2020-2021 Completion Rate Proportionality Analysis

Ethnicity	First-Time Students		Completers		PI
	Count	% of Total	Count	% of Total	
Asian	176	5.5%	63	6.3%	1.14
Black	79	2.5%	18	1.8%	0.72
Hispanic	1,864	58.7%	523	52.4%	0.89
Two or More	137	4.3%	51	5.1%	1.18
Unreported	98	3.1%	37	3.7%	1.20
White	814	25.6%	304	30.4%	1.19
Total	3,176	100.0%	999	100.0%	1.00

3-Year Completion Rate - 2020-2021 Entering Students

Gender/Ethnicity	3-Year Completion Rate
Asian Female	38.9%
Asian Male	32.9%
Asian Unreported	
Black Female	18.6%
Black Male	28.6%
Black Unreported	
Hispanic Female	31.5%
Hispanic Male	23.4%
Hispanic Unreported	26.1%
Two or More Female	35.5%
Two or More Male	39.7%
Two or More Unreported	
Unreported Female	40.6%
Unreported Male	36.7%
Unreported Unreported	
White Female	39.1%
White Male	35.2%
White Unreported	35.7%
Total	31.5%

2020-2021 Completion Rate Proportionality Analysis

Ethnicity/Gender	First-Time Students		Completers		PI
	Count	% of Total	Count	% of Total	
Asian Female	90	2.8%	35	3.5%	1.24
Asian Male	85	2.7%	28	2.8%	1.05
Asian Unreported					
Black Female	43	1.4%	8	0.8%	0.59
Black Male	35	1.1%	10	1.0%	0.91
Black Unreported					
Hispanic Female	1,060	33.4%	334	33.4%	1.00
Hispanic Male	781	24.6%	183	18.3%	0.74
Hispanic Unreported	23	0.7%	6	0.6%	0.83
Two or More Female	62	2.0%	22	2.2%	1.13
Two or More Male	73	2.3%	29	2.9%	1.26
Two or More Unreported					
Unreported Female	32	1.0%	13	1.3%	1.29
Unreported Male	60	1.9%	22	2.2%	1.17
Unreported Unreported					
White Female	442	13.9%	173	17.3%	1.24
White Male	358	11.3%	126	12.6%	1.12
White Unreported	14	0.4%	5	0.5%	1.14
Total	3,176	100.0%	999	100.0%	1.00

3-Year Completion Rate - 2020-2021 Entering Students



2020-2021 Completion Rate Proportionality Analysis

Veteran Status	First-Time Students		Completers		PI
	Count	% of Total	Count	% of Total	
Veteran	53	1.7%	16	1.6%	0.96
Not a Veteran	3,123	98.3%	983	98.4%	1.00
Total	3,176	100.0%	999	100.0%	1.00

*Bolted rows are groups that have an identified equity gap. See page 51 of this document for a detailed description of the PI method used to measure/quantify equity gaps.

3-Year Completion Rate - 2020-2021 Entering Students



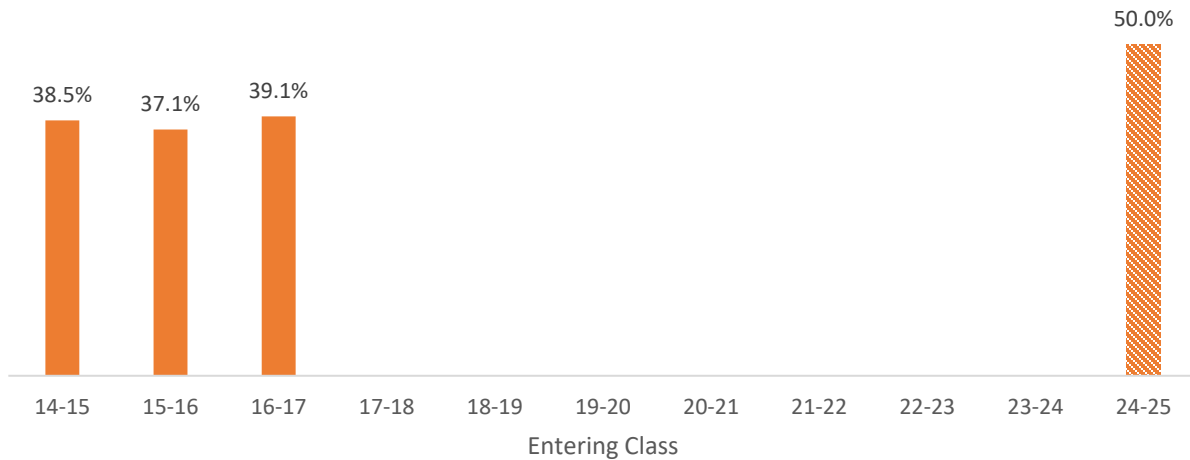
2020-2021 Completion Rate Proportionality Analysis

Disability Status	First-Time Students		Completers		PI
	Count	% of Total	Count	% of Total	
Disabled	123	3.9%	47	4.7%	1.21
Not Disabled	3,053	96.1%	952	95.3%	0.99
Total	3,176	100.0%	999	100.0%	1.00

*Bolded rows are groups that have an identified equity gap. See page 51 of this document for a detailed description of the PI method used to measure/quantify equity gaps.

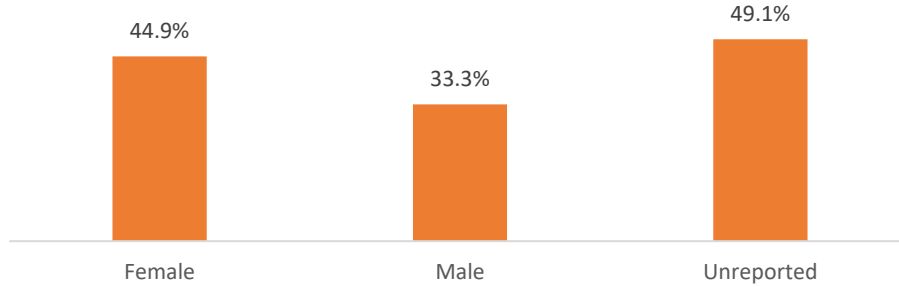
Objective 7: Increase 6-year degree/certificate/transfer rate to 50% by 2030.

6-Year Completion Rate by Entering Class



Objective 7a: Close equity gaps in gender, race/ethnicity, veterans, students with disabilities, and first-generation students, using the proportionality index (PI) metric (equity gap: PI of less than .95).*

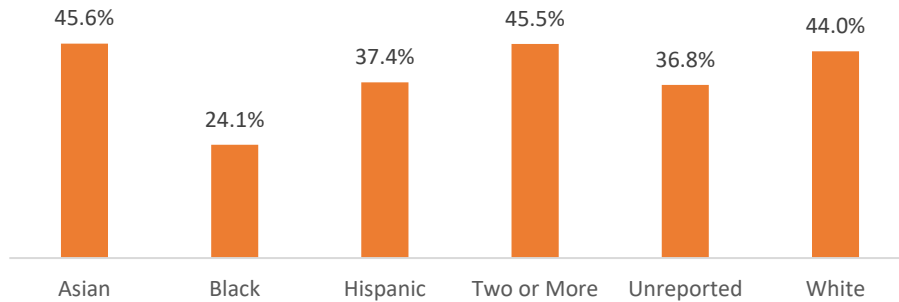
6-Year Completion Rate - 2016-2017 Entering Students



2016-2017 6-Year Completion Rate Proportionality Analysis

Gender	First-Time Students		Completers		PI
	Count	% of Total	Count	% of Total	
Female	1,338	47.4%	601	54.5%	1.15
Male	1,428	50.6%	475	43.1%	0.85
Unreported	55	1.9%	27	2.4%	1.26
Total	2,821	100.0%	1,103	100.0%	1.00

6-Year Completion Rate - 2016-2017 Entering Students



2016-2017 6-Year Completion Rate Proportionality Analysis

Ethnicity	First-Time Students		Completers		PI
	Count	% of Total	Count	% of Total	
Asian	114	4.0%	52	4.7%	1.17
Black	83	2.9%	20	1.8%	0.62
Hispanic	1,832	64.9%	685	62.1%	0.96
Two or More	101	3.6%	46	4.2%	1.16
Unreported	38	1.3%	14	1.3%	0.94
White	639	22.7%	281	25.5%	1.12
Total	2,821	100.0%	1103	100.0%	1.00

*Bolded rows are groups that have an identified equity gap. See page 51 of this document for a detailed description of the PI method used to measure/quantify equity gaps.

6-Year Completion Rate - 2016-2017 Entering Students

Gender/Ethnicity	6-Year Completion Rate
Asian Female	50.0%
Asian Male	41.1%
Asian Unreported	
Black Female	23.8%
Black Male	24.6%
Black Unreported	
Hispanic Female	44.4%
Hispanic Male	30.0%
Hispanic Unreported	51.6%
Two or More Female	51.8%
Two or More Male	39.5%
Two or More Unreported	
Two or More Female	60.0%
Two or More Male	21.1%
Two or More Unreported	
White Female	45.1%
White Male	42.3%
White Unreported	60.0%
Total	39.1%

2016-2017 6-Year Completion Rate Proportionality Analysis

Ethnicity/Gender	First-Time Students		Completers		PI
	Count	% of Total	Count	% of Total	
Asian Female	56	2.0%	28	2.5%	1.28
Asian Male	56	2.0%	23	2.1%	1.05
Asian Unreported		0.0%			
Black Female	21	0.7%	5	0.5%	0.61
Black Male	61	2.2%	15	1.4%	0.63
Black Unreported		0.0%			
Hispanic Female	897	31.8%	398	36.1%	1.13
Hispanic Male	904	32.0%	271	24.6%	0.77
Hispanic Unreported	31	1.1%	16	1.5%	1.32
Two or More Female	56	2.0%	29	2.6%	1.32
Two or More Male	43	1.5%	17	1.5%	1.01
Two or More Unreported		0.0%			
Unreported Female	15	0.5%	9	0.8%	1.53
Unreported Male	19	0.7%	4	0.4%	0.54
Unreported Unreported		0.0%			
White Female	288	10.2%	130	11.8%	1.15
White Male	336	11.9%	142	12.9%	1.08
White Unreported	15	0.5%	9	0.8%	1.53
Total	2,821	100.0%	1,103	100.0%	1.00

*Bolded rows are groups that have an identified equity gap. See page 51 of this document for a detailed description of the PI method used to measure/quantify equity gaps.

6-Year Completion Rate - 2016-2017 Entering Students



2016-2017 6-Year Completion Rate Proportionality Analysis

Veteran Status	First-Time Students		Completers		PI
	Count	% of Total	Count	% of Total	
Veteran	46	1.6%	19	1.7%	1.06
Not a Veteran	2,775	98.4%	1,084	98.3%	1.00
Grand Total	2,821	100.0%	1,103	100.0%	1.00

6-Year Completion Rate - 2016-2017 Entering Students



2016-2017 6-Year Completion Rate Proportionality Analysis

Disability Status	First-Time Students		Completers		PI
	Count	% of Total	Count	% of Total	
Disabled	233	8.3%	70	6.3%	0.77
Not Disabled	2,588	91.7%	1,033	93.7%	1.02
Grand Total	2,821	100.0%	1,103	100.0%	1.00

*Bolted rows are groups that have an identified equity gap. See page 51 of this document for a detailed description of the PI method used to measure/quantify equity gaps.

Appendix A

Proportionality Index Method for Measuring Equity Gaps

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

In the 2024-2030 Educational Master Plan, a PI value of 0.95 or less is considered to be an 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. However, the proportionality index is one that is widely used across the state of California, due to its ease of interpretation.