Guided Pathways One-Time Funds - 2022-26 Produced: 06/02/2023 10:29 AM PDT Tatiana Lawler

Ventura College - Guided Pathways Work Plan - Phase 2 Report Plan (2022-26): Certified

Details

Plan Title *

Ventura College - Guided Pathways Work Plan - Phase 2 Report Plan (2022-26)

Plan Description

Not Entered

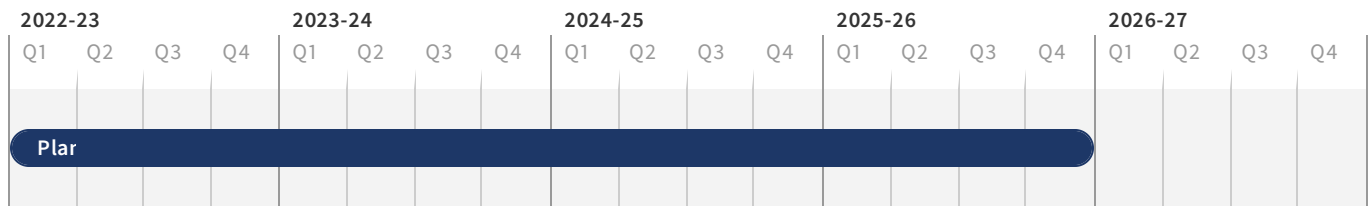## Lead Institution

Lead Institution
Ventura College
Address
N/A
Community College District
Ventura County CCD
Website
N/A

Timeline

2022-23				2023-24				2024-25				2025-26				2026-27			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

Plar

The start year for this plan
2022-23
The start quarter for this plan
Q1
The funding year for this plan
2022-23
The number of fiscal years this plan will span
4 year(s)

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Guided Pathways Work Plan

1. Successful Enrollment and Entering Students *

1.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process. *

Using data available in Launchboard and related local data, consider what 'successful enrollment' means for entering students at your college and the definition provided with Launchboard data.

Successful Enrollment is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in a selected year.\

Use this definition and your college's local goals and ideas about Successful Enrollment to determine an accurate percentage.

Less than 50% Complete

1.1.1 (Less than 50% Complete) What is your local goal? *

Goal is to increase to above 50 %

1.1.2 (Less than 50% Complete) What are the major barriers for your college to reach this goal? *

County high school students are required to apply to local community colleges regardless of intent to attend. Therefore, VC will focus on identifying and eliminating barriers faced by men of color to enrolling at the college.

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

Campus Culture"

o A culture of deficit-mindedness and other biases against students of color.

o The college has very few resources dedicated specifically to programs for men of color.

Instruction:

o Instructional faculty learning to serve and teach to men of color effectively Course Scheduling:

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

Student Support: Current Structure o Non-classroom employees learning to serve men and women of color effectively; culturally response and relevant customer service approaches.

Enrollment: o The CCC Apply application system as well as the college application system is difficult for students to complete. Students cannot enroll until they have successfully completed these two applications.

o Course registration is confusing and cumbersome for students. o Marketing and outreach is not targeted to males of color or part time students

1.1.3 (Less than 50% Complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process? *

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

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

1.1.4 (Less than 50% Complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

o Perform action research and inquiry, including focus groups with male students of color, specifically into their classroom experience, and their perception of belonging/preparedness in English and Math courses.

o Focus groups run by neutral researchers, ideally who are themselves men of color.

o Clarify and market the opportunities for high school and community enrollment.

o Engage the entire campus community of employees (possibly all-college day) in intentional professional development on teaching and serving male students of color in higher education in addition to sending groups of faculty, staff, and students to conferences and/or training focused on male students of color in higher education. Incorporate ideas from communities of practice such as CORA, Puente, A2mend, Umoja, TWMOCA, etc.

o Assign an Equity Navigator (project manager to ensure SEP goals are tracked) who coordinates and works with VC colleagues to ensure implementation of the action steps of the SEP moves forward.

o Develop more part-time program maps for students who choose to study part-time, including for students who intend to transfer, as well as for students who are working towards degree completion (not necessarily for transfer), and certificates.

o Intentionally explore ways in which we can more inclusively recruit, select, and retain faculty with lived experiences that are more reflective of the lived experiences of our students and our community.

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

1.1.5 (Less than 50% Complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward? *

Student Equity Plan

College Planning Committee

Student Equity and Achievement committee

1.1.6 (Less than 50% Complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

Inconsistent and insufficient faculty ability to teach and serve men and women of color effectively.

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

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

Communication of processes to students (and staff).

Collaborating amongst services (Career Center, University Transfer Center and Veterans Resource Center for example)

Campus Signage is lacking

1.2 With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students? *

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

1.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? *

Perform action research and inquiry, including focus groups with male students of color. Consider exploring peer mentoring opportunities to capitalize on social capital among student groups.

Clarify and market the opportunities for high school and community enrollment

Engage the entire campus community of employees (possibly all-college day) in intentional professional development on teaching and serving male students of color in

higher education in addition to sending groups of faculty, staff, and students to conferences and/or training focused on male students of color in higher education. Perform action research and inquiry into our part time student population specific to the types of courses they enroll in (modality, time-of-day, number of days per week, semester duration, etc.), disaggregated by discipline.

1.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? *

Expand evening/weekend student services according to the results of the inquiry year pilot program.

Continue exploring hosting engagement events for students and the community and begin to assess the effectiveness of engagement events as we plan for relevant events in the future. Consider connecting with local organizations to partner on campus events where relevant.

Institutionalize course scheduling and student services best practices specific to part time student needs.

Fully implement the "compressed" calendar, which would decrease potential timing barriers to spring enrollment.

2. Persistence: First Primary Term to Secondary Term and Entering Students *

2.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term. *

Using data available in Launchboard and related local data, consider what 'Persistence' means for entering students at your college and the definition provided with Launchboard data.

Persistence: First Primary term to Secondary Term is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among enrollments by cohort students, the course success rate in their first year from first term.

Use this definition and your college's local goals and ideas about Persistence to determine an accurate percentage.

50% to 75% complete

2.1.1 (50% to 75% complete) What is your local goal? *

Increase the fall-to spring persistence rate to 85%, and the fall-to-fall persistence rate to 75%.

(Educational Master Plan 2017)

2.1.2 (50% to 75% complete) What are the major barriers for your college to reach this goal? *

Campus Culture:

o A culture of deficit-mindedness and other biases against students of color.

o The college has very few resources dedicated specifically to programs for men of color.

Instruction:

o Inconsistent and insufficient faculty ability to teach and serve men and women of color effectively.

o VC does not employ enough instructional faculty of color.

o Faculty of color, with lived experiences more aligned with our students of color, are not regularly called upon to lead/influence campus professional life and activities.

o Professional development activities have historically focused on surface-level, passive, color-blind, and sporadically offered events and activities; not enough on greater systemic change.

Course Scheduling:

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

Student Support:

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

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

2.1.3 (50% to 75% complete) What actions has your college taken that has led to noticeable advancement towards your goal? *

Continue implementation of transition to "compressed" calendar, which would decrease potential timing barriers to spring enrollment.

Degree audit system is in place (DegreeWorks)

Intentional progress checks with specific career education majors such as Nursing and Engineering.

Early Alert is avaialable although limited campus-wide usage in place.

Increase awareness of campus resources to all students such as Basic Needs (Food Pantry/CalFRESH/Housing), CalWORKs, Financial Aid, EOPS, EAC, Foundation (scholarships).

We have become a fully integrated CVC teaching and home college.

2.1.4 (50% to 75% complete) What actions will your college prioritize on going forward? *

Explore drop (from classes) data for trends and survey students regarding why they drop their courses. This may require district-wide agreement on how we survey students.

Increase part time plans in Program Mapper.

2-year course offerings cycles need to be reviewed and public.

Increase student awareness of campus resources.

Perform action research and inquiry into our part time student population specific to the types of courses they enroll in (modality, time-of-day, number of days per week, semester duration, etc.), disaggregated by discipline.

Develop a pilot program for evening/weekend student services marketed to our part-time students. Collect data (including utilization rates and survey data) during this pilot program.

An engaged student is a retained student. Explore hosting engagement events on campus - that highlight the college - that engage students and the community to support a welcoming environment and to foster belonging. Explore ideas with students – engage the student voice in our exploration.

2.1.5 (50% to 75% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

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

To get to the ideal, we will endeavor to better understand PT students over the next three years. At the time of this writing, we do not have a firm understanding of what our PT students aim to achieve, why they choose to be PT students, etc. Specific to retention from Primary to Secondary term, our male students of color and our part-time students will feel encouraged to continue at Ventura College by their positive experiences with support services (such as enhanced, professional tutoring and embedded tutors), which are accessible, timely, and highly visible. They will feel welcomed back each semester and feel engaged with the campus community through student activities, events, etc.

2.1.6 (50% to 75% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward? *

Student Equity Plan

College Planning Committee

Student Equity and Achievement committee

2.1.7 (50% to 75% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

Work with institutional research to set up a system to measure impact of recommendations.

Share part time student course enrollment inquiry results with department chairs and deans. Facilitate the development of course scheduling guidelines specific for part time students' needs.

Expand evening/weekend student services according to the results of the inquiry year pilot program.

Institutionalize course scheduling and student services best practices specific to student needs.

2.2 With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence equitably and do not develop new barriers for students? *

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

2.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? *

Perform action research and inquiry, including focus groups with male students of color. Consider exploring peer mentoring opportunities to capitalize on social capital among student groups.

o Engage the entire campus community of employees (possibly all-college day) in intentional professional development on teaching and serving male students of color in higher education in addition to sending groups of faculty, staff, and students to conferences and/or training focused on male students of color in higher education.

o Develop specific race-conscious recommendations (with implementation plans) to close equity gaps for men of color.

o Assign an Equity Navigator (project manager to ensure SEP goals are tracked) who coordinates and works with VC colleagues to ensure implementation of the action steps of the SEP moves forward.

o Continue implementation of transition to "compressed" calendar, which would decrease potential timing barriers to spring enrollment.

o Perform action research and inquiry into our part time student population specific to the types of courses they enroll in (modality, time-of-day, number of days per week, semester duration, etc.), disaggregated by discipline.

o Develop a pilot program for evening/weekend student services marketed to our part-time students. Collect data (including utilization rates and survey data) during this pilot program.

o An engaged student is a retained student. Explore hosting engagement events on campus - that highlight the college - that engage students and the community to support a welcoming environment and to foster belonging. Explore ideas with students – engage the student voice in our exploration.

o Explore drop (from classes) data for trends and survey students regarding why they drop their courses. This may require district-wide agreement on how we may survey students.

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

2.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? *

The goals and interests of part-time students and males of color will be better understood and valued by the college, are empowered to fully engage in all aspects of campus culture and their voices are valued in the decision-making processes of the college.

3. Completion of Transfer-Level Math & English and Entering Students *

3.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year. *

Using data available in Launchboard and related local data, consider what 'Completion of Transfer-level Math & English' means for entering students at your college and the definition provided with Launchboard data.

Completed Transfer-level Math & English is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Use this definition and your college's local goals and ideas about Transfer-level Math & English completion to determine an accurate percentage.

Less than 50% complete

3.1.1 (Less than 50% complete) What is your local goal? *

90% of students complete Math and English in their first year. (2017-2023 Master Plan)

3.1.2 (Less than 50% complete) What are the major barriers for your college to reach this goal? *

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

Campus Culture:

o A culture of deficit-mindedness and other biases against students of color.

o The college has very few resources dedicated specifically to programs for men of color.

Instruction:

o Inconsistent and insufficient faculty ability to teach and serve men and women of color effectively.

o VC does not employ enough instructional faculty of color.

o Faculty of color, with lived experiences more aligned with our students of color, are not regularly called upon to lead/influence campus professional life and activities.

o Professional development activities have historically focused on surface-level, passive, color-blind, and sporadically offered events and activities; not enough on greater systemic change.

Course Scheduling:

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

Student Support:

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

3.1.3 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your taken to begin the process? *

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

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

As part of the Student Equity Plan, we will perform action research and inquiry related to male students of color and part time students. Specific to Transfer-Level English and Math in the first year, our part-time students should have the guidance, access, and support for taking English and Math courses. This will require a shift in the way Ventura College counsels, schedules, and offers services to our part-time students.

3.1.4 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

In the action research step, we need to make sure voices of affected student groups are represented.

3.1.5 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer-level Math & English work remains an institutional priority moving forward? *

EMAST(Task force made up of English and Math faculty focusing on successful completion in ENGLISH and MATH courses).

Student Equity Plan

Student Centered Funding Formula

College Planning Committee

Student Equity and Achievement committee

3.1.6 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

Yes. EMAST needs a clearer structure and purpose.

3.2 With Transfer-level Math & English in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance 'Transfer-level Math & English Completion' equitably and not develop new barriers for students? *

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

3.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? *

Perform action research and inquiry, including focus groups with male students of color, specifically into their classroom experience, and their perception of belonging/preparedness in English and Math courses.

Focus groups run by neutral researchers, ideally who are themselves men of color.

3.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? *

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

Increase male student of color enrollment in transfer-level Math.

Cut the equity gap in half by year 2. Current E&M success is 8.9% compared to the college average of 23.5%. Cutting this gap in half would increase student completion to 16.2%.

Determine how we want to factor PT student goals into our success and equity calculations and reporting.

Increase the completion rate for male students of color in transferlevel English.

Increase the completion rate for male students of color in transferlevel Math.

4. Transfer and the Student Journey *

4.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution. *

Using data available in Launchboard and related local data, consider what 'Transfer' means for entering students at your college and the definition provided with Launchboard data.

Transfer is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Use this definition and your college's local goals and ideas about Transfer to determine an accurate percentage for what Transfer means.

Less than 50% complete

4.1.1 (Less than 50% complete) What is your local goal? *

Goal is to increase to above 50 %

4.1.2 (Less than 50% complete) What are the major barriers for your college to reach this goal? *

Campus Culture:

A culture of deficit-mindedness and other biases against students of color.

The college has very few resources dedicated specifically to programs for men of color.

Instruction: o Inconsistent and insufficient faculty ability to teach and serve men and women of color effectively.

VC does not employ enough instructional faculty of color. o Faculty of color, with lived experiences more aligned with our students of color, are not regularly called upon to lead/influence campus professional life and activities.

Professional development activities have historically focused on surface-level, passive, colorblind, and sporadically offered events and activities; not enough on greater systemic change.

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

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

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

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

4.1.3 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process? *

Course Availabilty

ACCESS to courses

Space limitations

4.1.4 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

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

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

4.1.5 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward? *

Student Equity Plan

College Planning Committee

Student Equity and Achievement committee

4.1.6 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

Yes, the primary barrier at Ventura College is a lack of integration amongst various committees mentioned throughout this work plan.

4.2 With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students? *

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

4.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? *

Perform action research and inquiry, including focus groups with male students of color.

o Increase support for VC's University Transfer Center, working with faculty and classified staff to identify opportunity gaps for male students of color and part-time students.

o Work with faculty in our growing Ethnic Studies department to support development and offering courses that will fulfil the Ethnic Studies transfer requirements.

o Engage the entire campus community of employees (possibly all-college day) in intentional professional development on teaching and serving male students of color in higher education in addition to sending groups of faculty, staff, and students to conferences and/or training focused on male students of color in higher education.

o Develop specific race-conscious recommendations (with implementation plans) to close equity gaps for men of color.

o Assign an Equity Navigator (project manager to ensure SEP goals are tracked) who coordinates and works with VC colleagues to ensure implementation of the action steps of the SEP moves forward.

o Perform action research and inquiry into our part time student population specific to the types of courses they enroll in (modality, time-of-day, number of days per week, semester duration, etc.), disaggregated by discipline.

o Develop more part-time program maps for students who choose to study part-time, including for students who intend to transfer, as well as for students who are working towards degree completion (not necessarily for transfer), and certificates.

o Intentionally explore ways in which we can more inclusively recruit, select, and retain faculty with lived experiences that are more reflective of the lived experiences of our students and our community.

o Diversity, equity, and inclusion will be promoted through lawful, nondiscriminatory measures under which the VCCCD seeks to proactively recruit the most qualified candidates at every level.

4.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? *

Cut equity gap in half and Implement programming that addresses top 3 reasons why men of color are not transferring within 3 years after enrolling at VC

5. Completion and Student Success *

5.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys. *

Using data available in Launchboard and related local data, consider what 'Completion' means for entering students at your college and the definition provided with Launchboard data.

Completion is defined by the Student Success Metrics Dashboard in Launchboard as follows: EITHER among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.

Use this definition and your college's local goals and ideas about Completion to determine an accurate percentage.

With your Student Equity Plan in mind, your college may also select distinct areas of Completion your college would like to discuss for this metric area.

Less than 50% complete

5.1.1 (Less than 50% complete) Which areas of Completion does your college identify as Less than 50% complete? *

Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

• Degree Completion

5.1.2 (Less than 50% complete) What is your local goal? *

Goal is to increase to above 50 %

5.1.3 (Less than 50% complete) What are the major barriers for your college to reach this goal? *

Campus Culture: A culture of deficit-mindedness and other biases against students of color. The college has very few resources dedicated specifically to programs for men of color.

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

Course Scheduling: We do not have a scheduling process and culture that responds to student demand/need, including but not limited to offering enough seats in the afternoon/evening, in-person high demand disciplines,

online courses/degrees, etc.

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

Completion: Limited focused, major-specific advising.

5.1.4 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process? *

Consider hiring of an equity coordinator at Ventura College.

District is considering hiring online instructional support position(s) to address equity and accessibility considerations at each campus.

5.1.5 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

The college has very few resources dedicated specifically to programs for men of color.

 VC does not employ enough instructional faculty of color

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

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

5.1.6 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward? *

Student Equity Plan

College Planning Committee

Student Equity and Achievement committee

5.1.7 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

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

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

5.1.8 (Less than 50% complete) Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

Not Entered

5.2 With Completion in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance the goal of Completion equitably and do not develop new barriers for students? *

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

5.2.1 (In Progress) Which areas of Completion does your college wish to discuss for this selection? *

Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

- Degree Completion

5.2.2 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? *

Perform action research and inquiry, including focus groups with male students of color.

Engage the entire campus community of employees (possibly all-college day) in intentional professional development on teaching and serving male students of color in higher education in addition to sending groups of faculty, staff, and students to conferences and/or training focused on male students of color in higher education.

Develop specific race-conscious recommendations (with implementation plans) to close equity gaps for men of color.

Assign an Equity Navigator (project manager to ensure SEP goals are tracked) who coordinates and works with VC colleagues to ensure implementation of the action steps of the SEP moves forward.

Perform action research and inquiry into our part time student population specific to the types of courses they enroll in (modality, time-of-day, number of days per week, semester duration, etc.), disaggregated by discipline.

Develop more part-time program maps for students who choose to study part-time, including for students who intend to transfer, as well as for students who are working towards degree completion (not necessarily for transfer), and certificates.

Intentionally explore ways in which we can more inclusively recruit, select, and retain faculty with lived experiences that are more reflective of the lived experiences of our students and our community.

Diversity, equity, and inclusion will be promoted through lawful, nondiscriminatory measures under which the VCCCD seeks to proactively recruit the most qualified candidates at every level.

Continued development of Auto Awarding of degrees as well as increased Transfer Articulation of courses from outside colleges and universities.

Auto Awarding of degrees as many students meet degree requirements but do not earn degrees unless they file an application with the college. The college is working on changing this to auto award degrees with the option for students to opt out of the degree.

5.2.3 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? *

Identify High Impact practices/programs that can address the needs of part time students and men of color (possibly cohort model, case management model)

Cut equity gap in half; more specifically… Create and implement programming that addresses top 3 reasons why men of color are not completing degrees or certificates.

The key will be collaboration amongst Informational Technology, Institutional Effectiveness, Admissions and Records, Counseling, and Curriculum Committee as well as the Office of the Vice President of academic affairs to ensure that software used to identify completion is accurate, courses are articulated, and information is appropriately communicated to students.

5.2.4 (In Progress) Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

Transfer Articulation Process to more efficiently use coursework that was taken at an external university or college.

Continue/incorporate financial aid input regarding completion especially as it relates to Academic Standing concerns/persistence.

6. Student Equity and Achievement (SEA) Program Integration *

6.1 Using the scale below, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics. *

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: Click here.

Starting Integration

6.1.1 (Starting Integration) What are some present challenges that have impacted integration? *

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

6.1.2 (Starting Integration) What are the actions your college has taken / plans to take to overcome these challenges? *

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

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

Increase awareness of campus resources to all students such as Basic Needs (Food Pantry/CalFRESH/Housing), CalWORKs, Financial Aid, EOPS, EAC, Foundation (scholarships); Explore formation of task force to address issues surrounding part-time/evening students to increase successful completion of student goals; and Increase

on campus in reach to financial aid students to inform them of amount of Pell eligibility (for example, exploration of a systematic process to notify students once they have utilized a designated percentage of Pell grant.)

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

6.1.3 (Starting Integration) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? *

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response.

	Outcome Response
Immediate Outcome:	Expand super supported model by providing faculty training to other faculty and disciplines
Intermediate Outcome:	Review data on students in super-supported English and co-requisite support Math sections.
Long-Term Outcome:	Reduce equity gaps.

6.1.4 (Starting Integration) How will your college evaluate these listed outcomes? *

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

7. Associate Degree for Transfer (ADT) Integration *

7.1 Using the scale below, describe your college's progress integrating ADT Program with Guided Pathways to achieve KPI Metrics. *

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: Click here.

Integration in Progress

7.1.1 (Integration in Progress) What are some present challenges that affect reaching full integration? *

Ventura College has not had a permanent articulation officer for the past few years which has hindered the development of new or update of current Associate Degree for Transfer degrees. Despite this, a few Associate for Transfer Degrees have been introduced including Agriculture Plant Science, Agriculture Business and the update to Business Administration 2.0. As Ventura College is hiring a permanent Articulation officer to serve directly under the Vice President of Academic Affairs. This leadership will have the goal to bring all of our ADTs up to date and to encourage the development of ADTs in fields that currrenlty lack them such as Chemistry, Physics and Computer Science.

7.1.2 (Integration in Progress) What are the actions your college has taken / plans to take to overcome these challenges? *

We are in the process of hiring a permanent Articulation Officer.

Ventura College is also implenting the auto-awarding of ADTs for all students who meet the requirements. This initiative will also include an articulation project that will embed courses from other local colleges and universities within our degree audit program. The district in collaboration with the college Articulation Officers at Ventura, Moorpark and Oxnard colleges has already implemented comparable courses from one college to the other within our degree audit system for ADT majors.

7.1.3 (Integration in Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? *

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
Immediate Outcome:	Hiring of Articulation Officer
Intermediate Outcome:	Implementation of auto awarding for ADTs
Long-Term Outcome:	Development of ADTs for all eligible majors

7.1.4 (Integration in Progress) How will your college evaluate these listed outcomes? *

These outcomes will be evaluated within our college curriculum committee.

8. Zero Textbook Cost to Degree (ZTC) Program Integration *

8.1 Using the scale below, describe your college's progress integrating ZTC Program with Guided Pathways to achieve KPI Metrics. *

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: Click here.

Integration in Progress

8.1.1 (Integration in Progress) What are some present challenges that affect reaching full integration? *

Lack of availbility of OER options for many of our Science, Math, Engineering and Technology courses. However, Ventura College has a long-standing commitment to Zero Textbook costs for students. In 2018, approximately 20% of our courses were ZTC, scattered throughout various disciplines, programs, and degrees. By 2021, approximately 50% of our course offerings or enrollments were ZTC and growing. VC's history in ZTC started with support from the Foundation in collaboration with dedication from the VC library personnel.

8.1.2 (Integration in Progress) What are the actions your college has taken / plans to take to overcome these challenges? *

Several years ago, the college built a robust lending library, allowing students to access textbooks for many courses at the library; in some cases, whole classroom textbook sets were available. In 2020, the college invested in ZTC by: 1) purchasing textbooks for all first-level, transfer-level math, and English classes as well as all ESL, oral communications, ethnic studies, and other courses; and 2) investing in faculty developing ZTC courses that include Open Educational Resources (OER), database content from the VC library, self-written/designed content, and/or other freely accessible content. In 2021, most students take at least one ZTC course a semester, and some take as many as 4-7 ZTC courses a term. In 2023, VC will launch an online PACE program that will also be 100% ZTC. The first ZTC will be in Business, and other associate degrees for transfer that will be 100% ZTC will include Psychology, Sociology, Political Science/Public Administration, and Public Health with an emphasis in Communication Health Education. In addition, VC is exploring other programs that can be fully ZTC. Ideally, 75% or more of our courses will be ZTC by our centennial in 2025.

8.1.3 (Integration in Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? *

Helper Text: With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
Immediate Outcome	Launch fully ZTC Business Degree
Intermediate Outcome	Launch 100% ZTC degrees for transfer in Psychology, Sociology, Political Science
Long-Term Outcome	Obrain 75% of courses to be ZTC

8.1.4 (Integration in Progress) How will your college evaluate these listed outcomes? *

Oversight and evaluation will be through the Student Equity Plan guidelines and Student Equity and Achievment committe.

9. California Adult Education Program (CAEP) Integration *

9.1 Using the scale below, describe your college's progress integrating CAEP with Guided Pathways to achieve KPI Metrics. *

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: Click here.

Starting Integration

9.1.1 (Starting Integration) What are some present challenges that have impacted integration? *

Currently, this area is in pre-development.

9.1.2 (Starting Integration) What are the actions your college has taken / plans to take to overcome these challenges? *

NONE.

9.1.3 (Starting Integration) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? *

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
Immediate Outcome	Establish a committee to determine goals.
Intermediate Outcome	Develop outcomes.
Long-Term Outcome	Implement results of outcome research.

9.1.4 (Starting Integration) How will your college evaluate these listed outcomes? *

To Be Determined

10. Strong Workforce Program (SWP) Integration *

10.1 Using the scale below, describe your college's progress integrating SWP with Guided Pathways to achieve KPI Metrics. *

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: Click here.

Integration in Progress

10.1.1 (Integration in Progress) What are some present challenges that affect reaching full integration? *

To Be Determined

10.1.2 (Integration in Progress) What are the actions your college has taken / plans to take to overcome these challenges? *

To Be Determined

10.1.3 (Integration in Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? *

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
Immediate Outcome:	To Be Determined
Intermediate Outcome:	To Be Determined
Long-Term Outcome:	To Be Determined

10.1.4 (Integration in Progress) How will your college evaluate these listed outcomes? *

To Be Determined

Certification

Plan Approver
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Approved by Dr. Aurelius Gibson Jr
06/01/2023 06:49 PM PDT

California Community Colleges

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