2023

Planning, Accreditation, and Student Success (PASS) Committee Report Chapter 2a: Transfer-Level English and Math Completion (AB705/1705)

NOVEMBER, 2023
VCCCD INSTITUTIONAL EFFECTIVENESS

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

Chapter 1 (Strategic Goal 1) VCCCD Culture

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

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

    a)   **November: Transfer-level English and math completion (AB705/1705)**
    b)   February: Enrollment, Access, Entry, Progress, and Completion

Chapter 3 (Strategic Goal 3) VCCCD Closing Equity Gaps

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

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

    a)   July: Career Education and Economic and Workforce Development

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Executive Summary

The following report for the PASS Committee, Chapter 2a Transfer-Level English and Math Completion, addresses VCCCD Strategic Goal 2 and the impact of AB705 (we have yet to see the impact of 1705, signed September 2022). We look at first-year students who completed English and math at the transfer level within their first academic year (Fall, Spring, Summer), and then students who persisted to the following Fall term, from 2018 to 2022. This is disaggregated by college and demographics. Included in this report are key findings, takeaways, and descriptions of initiatives/activities provided by each college on their efforts to support transfer-level English and math completion.

- Districtwide trends on transfer-level English and math completion:
  - Transfer-level English completion rates for first-year students remained higher than transfer-level math rates from 2018 to 2022.
  - There were overall increases in transfer-level math rates from 2018 to 2022 for first-year students, but not in transfer-level English.
  - Overall, first-year women tend to complete transfer-level English and math at higher rates than first-year men.
- Districtwide trends on persistence for completers and non-completers of transfer-level English and math:
  - Almost all (90%) students who complete both English and math at the transfer level within their first year persist to the following Fall term.
  - Persistence rates dropped substantially for first-year students who enrolled in any English and math classes but did not complete both at the transfer level.
  - Persistence rates continued to drop for first-year students who did not enroll in any English and math classes.
- Moorpark College initiatives/activities:
  - Course Embedded Tutors (CETs) using two-way texting.
  - English and Math Communities of Practice
  - Making tests shorter (or test periods longer) to give students more time to answer each question.
  - Two-way texting to improve enrollment rates in English and Math courses.
- Oxnard College initiatives/activities:
  - Updated course student learning outcomes for English.
  - Deactivated below transfer-level English and math courses.
  - Increased and developed new support courses.
  - Collaborations between Counseling and English and Math departments.
- Ventura College initiatives/activities:
  - An interdisciplinary English Math and Success Team (EMAST) has been created.
  - The VC Counseling department has formed an English and Math Student Success workgroup.
  - VC has reintroduced training for faculty that have embedded tutors and created a community of practice for faculty with embedded tutors.
  - Learning Resource retention and success pilot has been developed for math and English gateway courses, with the faculty contacting students who are at risk of failure.

Introduction

In alignment with our mission to provide accessible and effective education for all students, this chapter continues our focus on VCCCD's Strategic Goals, specifically looking at Strategic Goal 2 VCCCD Student Access and Success. This report is thanks to a collaboration between Moorpark College, Oxnard College, Ventura College, and the Institutional Effectiveness Office at the District Administrative Center.

Our objective for this chapter is to take a closer look at transfer-level math and English completion, a fundamental element of our commitment to assess, analyze, and develop strategies that promote student access and success. To provide a comprehensive evaluation, we emphasize the AB705/AB1705 metric, which is pivotal in understanding our students' progress in transfer-level math and English courses. This metric, guided by legislative mandates, plays a crucial role in shaping our student placement and success strategies.

AB705 is a California law enacted in 2018 that has reshaped the community college landscape by emphasizing the use of high school coursework, grades, and GPA as primary factors for placing students into transfer-level English and math courses within a one-year timeframe. It not only accelerates students' access to these courses but also empowers students and English language learners by granting them the right to access and enroll in these vital courses.

AB1705, signed in 2022, builds on AB705 and aims to maximize the probability that students enter and complete transfer-level coursework in English and mathematics within one year. This bill underscores the importance of ensuring that transfer-level coursework satisfies academic goals, certificates, and degrees, further streamlining students' educational pathways.

The changes brought about by AB705 and AB1705 have had a profound impact on our approach to student placement and success. They emphasize the use of high school transcript data as a primary means for determining placement in transfer-level courses, supplemented by self-reported high school information when necessary. Multiple measures, although still essential, are now guided by these legislative mandates, ensuring a more equitable placement process for students.

Furthermore, AB1705 obliges community colleges to verify the benefit of coursework for students when it does not align with their intended certificates, degrees, or transfer requirements. This ensures that students' educational journeys are as efficient as possible.

The following page shows a table (Table 1. Description of AB705 and AB1705) that breaks down both AB705 and AB1705. This report reflects transfer-level English and math completion and persistence rates after AB705 was enacted. We have yet to see the impact of AB1705 which was signed in September 2022.

As a response to these legislative changes and our commitment to improving student outcomes, we are actively implementing strategies designed to increase the percentage of first-time students successfully completing transfer-level math and English courses within their first year. In addition to an analysis of first-year transfer-level English and math completion rates from 2018 to 2022,

this report includes updates from each of the colleges describing activities and initiatives related to AB705/1705.

Table 1. Description of AB705 and AB1705

AB705 (2018)	AB1705 (2022)
Focus:	**Supplements AB705:**
AB 705 is a bill signed by the Governor on October 13, 2017 that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.	AB 1705 builds on AB 705 – the landmark effort to maximize the probability that students enter and complete transfer-level course work in English and math within a one-year timeframe. It addresses issues underlying inequitable and uneven implementation of AB 705 and supports the system's work to revamp placement systems and curricular structures in support of equitable placement and completion outcomes.
Objective:	**Enhancement Objective:**
Promotes equitable access and success for all students by eliminating unnecessary barriers	Aims to further enhance student achievement in transfer-level math and English courses through additional resources and support services
Implementation:	**Resource Allocation:**
Requires colleges to use high school performance data rather than standardized tests for placement.	Allocates additional resources to support pathways and services, fostering student success.
Results:	**Results Enhancement:**
Students placed into transfer-level courses show higher success rates, leading to improved educational outcomes.	Supplements AB705 efforts by providing additional resources, contributing to improved student achievement.

2018-2022 Transfer-Level English & Math Completion and Persistence

Key Takeaways on Transfer-Level English and Math Completion and Persistence

The following summarizes some key takeaways on transfer-level English and math completion rates and persistence for first-time students, by college, from 2018 to 2022. "Completion" in this document indicates that the student has passed an English or math transfer-level course within their first academic year of enrollment (Fall, Spring, Summer), and "persistence" indicates that the student enrolled in the following Fall term after their first academic year. Variables that may have impacted completion and persistence rates include the implementation of AB705 college preparedness and the effects of the COVID-19 pandemic.

Moorpark College

Transfer-Level English and Math Completion

Transfer-Level English Completion:

- Transfer-level English completion rates remained relatively stable over the five years; 58.2% in 2018 and 57.4% in 2022.
- Transfer-level English completion rates consistently exceeded transfer-level math completion rates.
- See Appendix A, Table 2.1 for completion rates across all demographics.

Transfer-Level Math Completion:

- Transfer-level math completion rates increased significantly for all students from 30.1% (2018) to 45.9% (2022), a rise of 15.8 percentage points.
- The increase in transfer-level math completion led to narrowing the gap between transfer-level English and math completion, from a 28.1 percentage point difference in 2018 to 11.5 percentage points in 2022.
- This substantial increase in math completion resulted in 38.5% of first-time students completing both English and math at the transfer level in 2022, up from 25% in 2018.
- See Appendix A, Table 2.2 for completion rates across all demographics.

Transfer-Level English and Math Completion:

- The percentage of first-time students completing both English and math at the transfer level increased substantially, from 25.1% in 2018 to 38.5% in 2022.
- Women completed at higher rates than men.
- White students completed at higher rates than Hispanic students.
- See Appendix A, Table 2.3 for completion rates across all demographics.
- See Figure 1 on the following page showing transfer-level English and math completion rates for all Moorpark College students, 2018-2022.

Figure 1. Moorpark College All First-Time Students Who Completed Transfer-Level English and Math, by Year
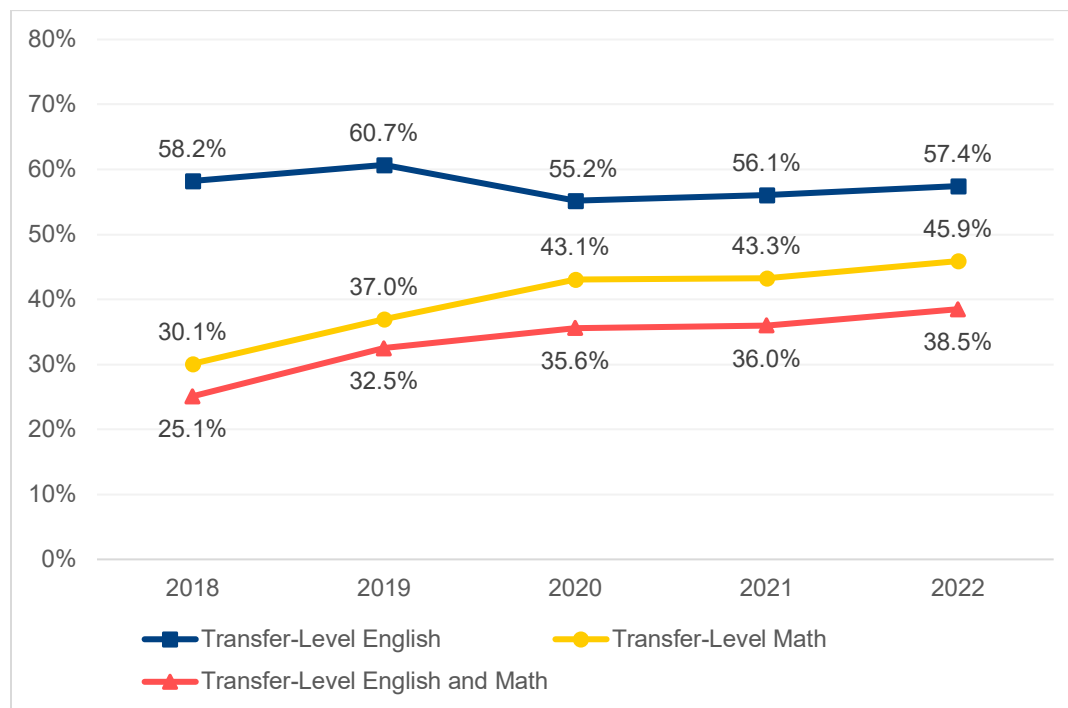
Persistence

Transfer-Level English <u>and</u> Math Completers who Persisted:

- Almost all (about 90%) of first-time students who completed both English and math at the transfer level persisted to the following Fall term.
- While the rate of persistence remained stable over the five years, there was an increase in the number of students persisting to the following Fall term; from 657 students in 2018 to 1,015 students in 2022.
- See Appendix A, Table 2.4 for persistence rates across all demographics.

Non- Completers (students who <u>did not</u> complete transfer-level English <u>and</u> math within first year) who Persisted:

- Students who enrolled in <u>any</u> English <u>and</u> math course in first year:
    - Only 60% of first-year students who enrolled in English and math classes at any level but did not complete at the transfer level persisted to the following Fall term.
    - See Appendix A, Table 2.5 for persistence rates across all demographics.
- Students who <u>did not</u> enroll in <u>any</u> English <u>and</u> math courses in first year:
    - Persistence rates for students who did not enroll in any English and math courses dropped from 37.7% in 2018 to 34.2% in 2022.
    - Persistence rates for first-time students who did not enroll in any English and math courses dropped for both women and Hispanic students from 2018-2022 compared to men and White students.
    - See Appendix A, Table 2.6 for persistence rates across all demographics.

Oxnard College

Transfer-Level English and Math Completion

Transfer-Level English Completion:

- Completion rates for transfer-level English dropped from 44% in 2018 to 37% in 2022.
    - This may relate to the impact of COVID-19 on high school students' academics.
- Transfer-level English completion rates consistently exceeded transfer-level math completion rates.
- Women consistently completed transfer-level English at higher rates than men.
    - Completion rates for women dropped 8 percentage points from 2018-2022.
- See Appendix B, Table 2.7 for completion rates across all demographics.

Transfer-Level Math Completion:

- Transfer-level math completion rates for all first-time students increased from 22% in 2018 to 26% in 2022.
- Women consistently completed transfer-level math at higher rates than men.
    - Completion rates for women increased 5 percentage points from 2018-2022.
- See Appendix B, Table 2.8 for completion rates across all demographics.

Transfer-Level English and Math Completion:

- The transfer-level English and math completion rate for all students increased in 2019 to 23.6% from 19.6% in 2018, but then decreased to 20.6% in 2022.
- See Appendix B, Table 2.9 for completion rates across all demographics.
- See Figure 2 below showing transfer-level English and math completion rates for all Oxnard College students, 2018-2022.

Figure 2. Oxnard College All First-Time Students Who Completed Transfer-Level English and Math, by Year
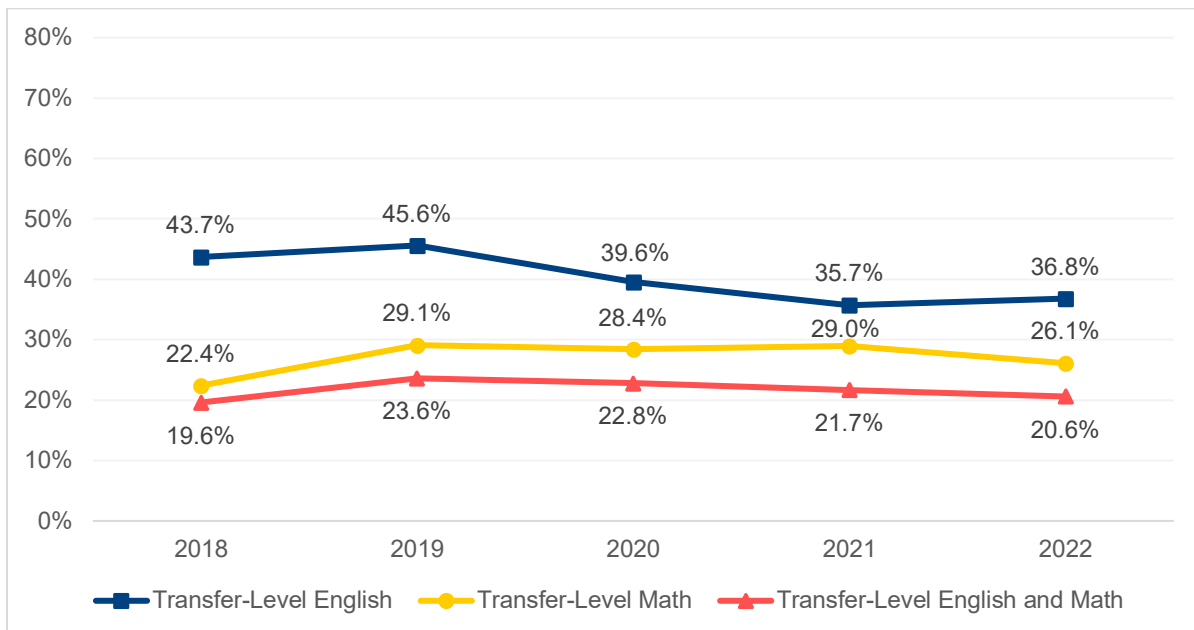
Persistence

Transfer-Level English <u>and</u> Math Completers who Persisted:

- Almost all (90%) first-year students who completed both English and math at the transfer level persisted to the following Fall term.
- See Appendix B, Table 2.10 for persistence rates across all demographics.

Non- Completers (students who <u>did not</u> complete transfer-level English <u>and</u> math within first year) who Persisted:

- Students who enrolled in <u>any</u> English <u>and</u> math course in first year:
  - Persistence rates for first-year students enrolled in any English and math classes but did not complete both at the transfer level increased from 51.2% in 2018 to 56.0% in 2022 but remained substantially lower than students who completed.
  - See Appendix B, Table 2.11 for persistence rates across all demographics.
- Students who <u>did not</u> enroll in <u>any</u> English <u>and</u> math courses in first year:
  - In 2022 43% of first-time students who did not enroll in any English and math classes persisted to the Fall 2023 term; an increase from the 3 previous years but similar to the 42.4% persistence rate in 2018.
  - See Appendix B, Table 2.12 for persistence rates across all demographics.

Ventura College

Transfer-Level English and Math Completion

Transfer-Level English Completion:

- Transfer-level English completion for all students increased from 49.6% in 2018 to 55.2% in 2019, but then went back down to 49.9% in 2022.
- Transfer-level English completion rates consistently exceeded transfer-level math completion rates.
- Women and White students completed English at the transfer level at higher rates than men and Hispanic students.
  - The gender gap for transfer-level English completion decreased from 12.6 percentage points in 2018 to 8.5 percentage points in 2022.
- See Appendix C, Table 2.13 for completion rates across all demographics.

Transfer-Level Math Completion:

- Transfer-level math completion for all students increased from 24.9% in 2018 to 36.3% in 2019, but then went down slightly to 32.7% in 2022.
- In 2018 the transfer-level math completion rate for women was 6.7 percentage points higher than for men, but that gap decreased to only 0.7 percentage points in 2020 and has remained minimal.
- See Appendix C, Table 2.14 for completion rates across all demographics.

Transfer-Level English and Math Completion:

- Transfer-level English and math completion for all students increased from 22.2% in 2018 to 32.2% in 2019, but then went down slightly to 27.4% in 2022.
- See Appendix C, Table 2.15 for completion rates across all demographics.
- See Figure 3 below showing transfer-level English and math completion rates for all Ventura College students, 2018-2022.

Figure 3. Ventura College All First-Time Students Who Completed Transfer-Level English and Math, by Year
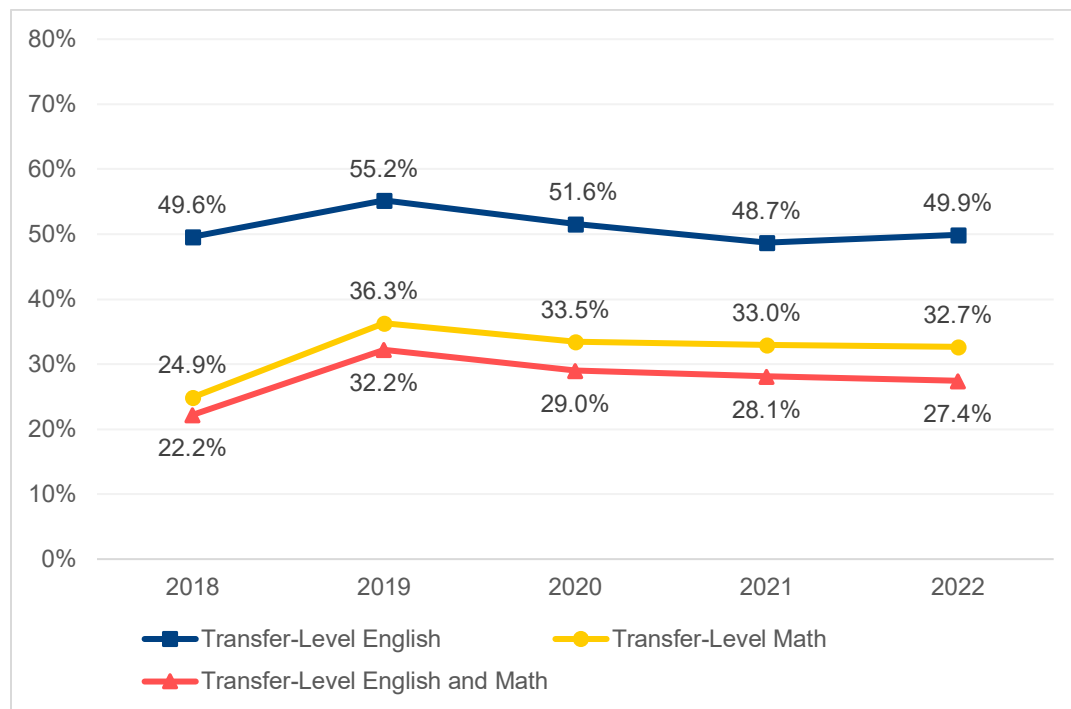
Persistence

Transfer-Level English and Math Completers who Persisted:

- Almost all (about 90%) of first-time students who completed both English and math at the transfer level persisted to the following Fall term.
- Persistence rates for transfer-level English and math completers tend to be slightly higher for women and Hispanic students compared to men and White students.
- See Appendix C, Table 2.16 for persistence rates across all demographics.

Non- Completers (students who did not complete transfer-level English and math within first year) who Persisted:

- Students who enrolled in any English and math course in first year:

- o There was an overall drop in persistence rates for students who enrolled in any English and math classes but did not complete both at the transfer level from 59.3% in 2018 to 53.2% in 2022.
  - o The persistence rate for women who enrolled in any English and math classes but did not complete both at the transfer level increased from 2018 to 2022, this persistence rate decreased for men from 2018 to 2022.
    - ▪ In 2018, 59% of both women and men persisted; in 2022, 64% of women and only 41% of men persisted – a gender gap of 23 percentage points.
  - o See Appendix C, Table 2.17 for persistence rates across all demographics.
- Students who <u>did not</u> enroll in <u>any</u> English <u>and</u> math courses in first year:
  - o Persistence rates for students who did not enroll in any English and math courses dropped from 35.6% in 2018 to 31.2% in 2022.
    - ▪ This was not a consistent decrease from 2018 to 2022, it fluctuated over the 5 years.
  - o See Appendix C, Table 2.18 for persistence rates across all demographics.

Fill-Rates and Utilizing Civitas Predictive Analytics

An essential component of working towards higher rates of transfer-level English and math completion for first-year students is ensuring districtwide capacity needs are met (personnel, space, resources, etc.). The following table (Table 2. Districtwide Fill Rates) show the fill rates districtwide for all transfer-level English and math courses on the first day of Fall term from 2018 to 2023.

- Transfer-level English fill rates remain high from 2018 to 2023.
- Transfer-level math fill rates decreased from 96% in 2018 to 85% in 2022, and then increased again in 2023 to 90%.

Table 2. Districtwide fill rates (on 1st day of class) for transfer-level English and math courses

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
English	97%	96%	94%	95%	95%	97%
Math	96%	94%	89%	86%	85%	90%

Note: Fill rates 90% or higher may be an indicator for additional sections needed to meet student demand.

VCCCD plans to utilize Civitas predictive analytics to better adjust to student demand and improve AB 705/1705 metrics. These predictive analytics can be helpful in multiple ways. At the course level, predictive models can aid in developing course schedules that meet higher demands, essential for reaching the VCCCD Strategic Goal 2.2. At the student level, these predictive models can bring to attention students who are at higher risks of not completing transfer-level English and math, allowing for opportunities to provide targeted supports for these students. Appendix D shows examples of screen shots from the Civitas predictive analytics platform.

Moorpark College Updates

Initiatives related to AB1705 at Moorpark College

- Current initiatives include:
  - Course Embedded Tutors (CETs) using two-way texting.
    - Giving tutors access to the texting platform has resulted in a dramatic increase in student use of CET services in Fall 2023 to date (October), versus the entire Fall 2022 semester. We will be conducting a full evaluation of the initiative's impact over the course of Spring 2024.
  - Communities of Practice
    - English 91AS CoP aimed at encouraging faculty to adopt alternative pedagogical approaches to improve student success in the course. IE will be conducting an evaluation of the CoP during Spring 2024.
  - Two-way texting to improve enrollment rates in English and Math courses
    - Students who enroll at Moorpark but do not register for Math or English courses in their first year are contacted via two-way texting to boost rates for these courses.
  - Campus sense of belonging
    - Students explore survey data from previous student cohorts surrounding common sources of college anxiety (difficulties with instructors, changing social dynamics, loneliness, etc.).
    - Based on that exploration, students engage in a reflective writing exercise aimed at future student cohorts in which they reassure the new students their fears and anxieties are common and will get better over time
  - Making tests shorter (or test periods longer) in order to give students more time to answer each question.
    - Research suggests students have higher rates of success on exams if they are able to spend longer amounts of time answering each question. This effect holds for all students but is especially pronounced for students from disproportionally impacted groups, further suggesting the current timing of tests could be an equity issue.
    - During Fall 2024, faculty will be offered stipends to develop shorter tests in order to improve success rates; evaluation will be conducted Spring 2025.
  - Math Inter-College Community of Practice
    - Five math faculty from all three district colleges will meet for two hours each month to coordinate math instruction, share successful pedagogical strategies, and develop recommendations for redesigning the calculus series' curriculum.
- Initiatives currently under consideration:
  - Stipends encouraging Moorpark English and math faculty to meet with local high school English and math teachers to improve articulation and strengthen links between k12 and MC.

- o Offering statistics courses in the social sciences (especially in Sociology and Psychology) as alternatives to taking Math M15 (Introductory Statistics).
- o Low-cost interventions to counter concerns about academic dishonesty
  - Stipends encouraging math faculty to develop and implement honor statements in exams as a way to improve academic honesty.
  - Explore the possibility of bringing back online proctoring.
- o Encouraging non-STEM students to take Math in the second semester of their first year.
  - Research suggests students who delay taking math are more likely to succeed in the second semester because they've gained academic momentum by passing other college courses first.
- o Looping
  - Research suggests students experience greater success if they have the same instructor in the same subject for more than one semester. This effect has been robustly documented in K12 but has yet to be fully explored in the post-secondary space.
- o Math M12 One-and-Done
  - An intervention designed to improve success by creating wraparound support for students in Math m12, including dedicated course-embedded-tutors and textbook costs paid for by the college.
  - Additionally, the program would cover the cost of students in the course eating lunch together with faculty to create, maintain, and improve the sense of community in the course.

Oxnard College Updates

Below is a description of the activities by department related to the implementation of AB 705/AB 1705 at Oxnard College.

English department:

- **Updated course student learning outcomes (CSLOs)**: In compliance with AB 705/1705, the English department has revised and updated the course student learning outcomes (CSLOs) for ENGL 101: College Composition which is the first in sequence transfer-level English course, to clarify and simplify the objectives and ensure they work for all students.
- **Deactivated below-transfer courses:** All below-transfer-level courses were deactivated through our curriculum committee processes.
- **Increased number of support courses**: We have increased the number of support courses each semester. These supportive courses are designed to offer additional hours and resources to ENGL 101 students, who are entering the college with an incredibly wide range of experiences, preparedness, and readiness for college-level writing.
- **Increasing lending library, OER, LTC materials for gateway courses:** Now that every incoming student is eligible to take ENGL 101, we are considering factors such as textbook

costs with greater scrutiny. We have worked to alleviate this issue as much as we can for our students; in the past this has included using grant monies for a lending library for students to receive free textbooks for the semester. There has also been extensive use of Open Educational Resources (OER) materials, with many of our faculty members leading the way in finding and providing reputable, solid, and reliable OER materials. Being able to provide low- or no-cost materials for students is a key way to address equity issues. We now have Zero Textbook Course (ZTC) offerings in ENGL 101: College Composition, ENGL 102: Critical Thinking through Composition and Literature, and ENGL 104: English Literature I. We have increased the number of Distance education (DE) courses we offer each semester, and have found that this flexibility in course offerings has a highly positive impact on our student population.

- **Developing new support courses:** We are increasing the development of support courses: ENGL 101S and ENGL 101E. We have begun discussions to expand these offerings; we would like to create additional styles and types of support courses to accompany our ENGL 101 sections. These additional hours are crucial in allowing students the time and space to reach their potential while earning their college credits and making progress in their academic careers. We have also begun discussions of creating support sections for ENGL 102 and ENGL 128, our second-level foundational courses, both of which are extremely writing intensive.

- **Embedded tutors in classes:** Continuing to work with the Library to increase the numbers of embedded tutors in our classrooms. When students are able to work with their peers, they are often more willing to ask questions and share their writing process, as the peer tutor provides a more low-stakes working environment. This is especially important for those who may be first-generation college students and may not be fully comfortable in this academic environment. Additionally, students who become tutors are given a wide range of responsibilities and often express a sense of fully belonging on campus, with a sense of purpose beyond their own classrooms.

Math department:

- **Deactivated below-transfer courses:** Effective Fall 2019 the math department has deactivated all below transfer-level math courses.
- **Developed and offered new transfer-level courses:** Developed and offered two new transfer-level math courses (Math R005 Beginning & Intermediate Algebra for Liberal Arts and Math R015 Beginning & Intermediate Algebra).
- **Developed and offered new support courses:** Along with the new transfer-level courses three support courses (Math R055S Algebra Support for Math R105, Math R066S Algebra Support for Math R106, Math R065S Algebra Support for Math R115, Math R051S Support for College Algebra) were also developed.
- **Developed additional Math courses:** Math R117 Precalculus and Trigonometry was developed for students who are placed a level above college Algebra. Effective of Fall 2023 another transfer-level math course is offered - Math R104 Mathematics for Society and the Arts and its support course.
- **Revise prerequisites to align with AB1705:** In alignment with AB 1705, Math R100 Mathematics for career education and its support course were inactivated in fall 2023 as AB1705 allows students to use high-school coursework for minimum math competency, a requirement for an Associate of Arts degree.
- **Plans for development of support courses for higher level math courses:** In alignment with AB 1705, the math department plans to create corequisite support classes for Calculus I

and Calculus II and R121 and revise Math R104 Mathematics for Society and the Arts and its support course in Fall 2024.
- **Embedded tutors in classes:** In collaboration with the STEM GPS grant at Oxnard College, embedded tutors are placed in classrooms and all peer tutors at the STEM center offer tutoring support for gateway (i.e., transfer-level, first in sequence) math courses.

As a result of these activities, transfer-level course sections increased (e.g., College Algebra almost doubled from 11 sections in Fall 2018 to 21 sections in Fall 2023; Introductory statistics increased from 1 section in Fall 2018 to 2 sections in Fall 2023) whereas precalculus courses decreased from 8 sections in fall 2018, to 5 sections of in fall 2023 as more students are placed directly into calculus I.

Counseling department:

The Counseling department collaborates with the math and English departments to determine the best way of implementing both AB705 and AB 1705.

- **Multiple Measures Placement Service (MMPS):** MMPS program plays a pivotal role in implementing these bills by helping Oxnard College identify and support students who may need additional assistance to succeed in college. By using an all-inclusive approach to placement recommendation that considers high school performance, the MMPS program enables students to be given a more accurate placement recommendation in courses, encouraging higher retention rates and academic achievement. The MMPS placement rules have been updated to incorporate AB 1705.
- **Interactive meetings with students to determine course recommendations:** When meeting with newly graduated high school students, counselors review their MMPS placement recommendations but also, ask the students about their academic goals/major to determine the appropriate introductory math course to recommend. Based on the information gathered, counselors will recommend the math/English courses as per the math and English departments guidelines. Depending on the students' previous performance, the counselors may recommend a support course for the math/English course. For AB 1705 specifically, for students who have completed Integrated Math 3 or Algebra 2 at the HS level, with a C or better, we're informing them that they've met their math competency requirement for our local degrees (except Dental Hygiene).
- **Review and revision of non-math pre-requisites:** Counseling faculty have been collaborating with discipline faculty, Articulation Officer(s), and the Institutional Effectiveness (IE) department on reviewing and revising pre-requisites in non-math courses that are impacted by AB1705 including but not limited to Chemistry, Biology, Engineering, & Economics.

The College:

In addition to the work listed above, Oxnard College provides a variety of student and academic support services that directly or indirectly impact the implementation of AB1705 and those services include:

- **Academic tutoring:** Oxnard College library provides academic tutoring in a variety of subjects including math and English (support with writing essays). This tutoring is available Monday-Friday for students and includes tutors who are also assigned as embedded tutors in their classes.

- **Faculty Intervention:** As a College we have implemented the use of StarFish Connect, a software program that allows faculty to "raise a flag" if they are concerned about a student's progress in their classes. These "flags" are connected to various programs and services on campus, including financial aid, counseling, and tutoring. If a faculty member would like one of these offices to reach out to the student they would raise a flag or provide a referral for the student and select the service they are recommending follow-up with the student. Then, that department reaches out to the student to offer their services and support.
- **Grant programs:** In addition to the various college departments and services, Oxnard College also has multiple grant funded programs that provide direct student support and services which impact the implementation of AB1705. Specifically, Oxnard College has a Title III grant Guided Pathways to Success in STEM grant and the new Mathematics, Engineering, Science Achievement (MESA) grant. Both grants will impact our student's success and retention in our mathematics, which will impact our implementation of, and data for AB1705.

Ventura College Updates

Current Strategies and Activities at Ventura College

- An interdisciplinary English Math and Success Team (EMAST) has been created to lead and coordinate AB 705 and AB 1705 efforts. It is composed of 10-15 faculty and managers, and focuses on the following:
  - Regular and ongoing data analysis
  - Developing AB 705 presentations and information to share at counseling in-service trainings, department meetings, etc.
  - Discussing and prioritizing new projects
  - Discussing and developing plans for AB 1705 funds
- "Super-supported" ENGL V01A sections have been created for students who identify that they need extra support, including those who enter with a High School GPA under a 2.6. These sections have embedded tutors, regular counselor visits, and student basic needs support.
- Just-in-time corequisite Math courses have been created for students who identify as needing extra support and/or enter with a High School GPA under a certain level. These "J" courses cover core prerequisite skills, competencies, and concepts. They also include integrated tutoring. They have been created for the following Math courses:
  - Math V04 – College Algebra
  - Math V38 – Mathematics for Elementary School Teachers
  - Math V40 – Exploration of Mathematical Ideas
  - Math V44 – Elementary Statistics
- The VC Counseling department has formed an English and Math Student Success workgroup to focus on ensuring that students can get into the right support classes.

- ZTC: ALL math and English gateway classes have free textbooks and required textbook publisher software provided to students.
- Math faculty have completed three-semester authentic assessment program. The leads recently presented on this program to nearly 100 math faculty at the American Mathematical Association of Two-Year Colleges.
- VC has reintroduced training for faculty that have embedded tutors and created a community of practice for faculty with embedded tutors.
- Learning Resource retention and success pilot has been developed for math and English gateway courses, with the faculty contacting students who are at risk of failure.
- The onboarding of ESL students has improved via increased outreach along with registration and enrollment assistance. Paper forms have been created for ESL students to simplify process.
- Noncredit ESL and ENGM courses have been created and mirrored.
- ESL has greatly streamlined students' progression through its course sequences through to the gateway ENGL V01A and COMM V01 classes.
- The English department has started a 'Future of College Writing' project with 22 faculty enrolled for the semester. This project includes four presentations and will culminate with a Summit on December 1 that will be facilitated by Dr. Al Solano.

Future initiatives (Spring 2024):

- Additional just-in-time courses are currently going through the curriculum approval process for the following Math courses:
  - Math V46 – Applied Calculus
  - Math V21A – Calculus with Analytic Geometry I
  - Math V21B – Calculus with Analytic Geometry II
- Dr. Al Solano will be contracted for one year to facilitate the work of 3-4 action groups set up by the math and English faculty; they will meet regularly throughout the Spring semester with their resulting projects to be implemented in the Fall.
- In collaboration with OC and MC, an AB 1705 Math Inter-Collegiate Community of Practice will begin meeting in Spring of 2024.

Chapter 2a Closing Statements

In closing, Chapter 2a of the PASS Committee Student Success Report underscores the commitment of Ventura County Community College District (VCCCD) to promoting student access and success. Focusing on data to look at trends over the past five years and a close look at related initiatives and activities at each college, this chapter aligned with Strategic Goal 2: VCCCD Student Access and Success.

Throughout this chapter, we've delved into an extensive analysis focused on the AB705/1705 metric of transfer-level English and math completion within the first year. We also included detailed descriptions provided by each college of English and math course development efforts and initiatives across campuses to support students, faculty, and tutors. This comprehensive examination has allowed us to gain insights into our students' progression in transfer-level math and English courses.

In addition, we looked at persistence rates for those who completed and did not complete English and math at the transfer level within their first year. The data in this report show that students are far more likely to persist to the following Fall term if they complete both English and math at the transfer level in their first year, an important component for student success and for VCCCD to meet enrollment goals. Furthermore, the Civitas predictive analytics platform will be an essential tool to monitor course demand so that colleges can ensure access and manage capacity, and to identify students at risk of not completing English and math courses so that supports can be more efficiently targeted to help students succeed and persist.

We look forward to presenting our next report, Chapter 2b, which will focus on enrollment, persistence, retention, and success.

Appendices

The following tables show transfer-level English and math completion and persistence rates for first-time students from 2018 to 2022 for each college by demographic. Note that data are not shown if there are fewer than 5 students in any demographic.

Appendix A. Moorpark College Tables

Table 2.1. Moorpark College First-Time Students Who Completed Transfer-Level English, by Year

Demographic	2018		2019		2020		2021		2022	
	%	n	%	n	%	n	%	n	%	n
Gender										
Female	60.5%	820	66.8%	826	59.3%	870	59.5%	775	60.4%	821
Male	55.8%	786	54.9%	720	51.5%	726	53.4%	749	54.8%	804
Ethnicity										
American Indian/ Alaskan Native	**	**	**	**	**	**	**	**	**	**
Asian	74.1%	172	75.0%	150	68.4%	141	65.7%	134	68.0%	166
Black or African American	45.9%	28	44.0%	22	36.8%	25	25.9%	14	42.1%	24
Hispanic	51.4%	521	55.6%	516	48.7%	529	52.5%	557	50.6%	583
Pacific Islander	**	**	**	**	**	**	41.7%	5	83.3%	5
White	60.6%	810	63.1%	670	60.7%	805	59.5%	706	63.8%	750
Two or More Ethnicities	65.8%	79	63.9%	99	52.2%	83	63.2%	108	56.5%	95
Financial Aid										
Received Financial Aid	59.5%	827	64.4%	872	59.7%	1047	62.6%	1281	62.8%	1240
All Students	**58.2%**	**1640**	**60.7%**	**1579**	**55.2%**	**1612**	**56.1%**	**1549**	**57.4%**	**1666**

** Indicates fewer than 5 students and is not reported.

Table 2.2. Moorpark College First-Time Students Who Completed Transfer-Level Math, by Year

Demographic	2018		2019		2020		2021		2022	
	%	n	%	n	%	n	%	n	%	n
Gender										
Female	31.5%	427	39.5%	489	44.7%	655	43.6%	568	46.7%	634
Male	28.5%	402	34.7%	455	41.8%	590	43.3%	607	44.9%	659
Ethnicity										
American Indian/ Alaskan Native	**	**	**	**	**	**	**	**	**	**
Asian	46.6%	108	63.0%	126	66.0%	136	58.8%	120	61.1%	149
Black or African American	18.0%	11	**	**	26.5%	18	20.4%	11	33.3%	19
Hispanic	25.8%	261	28.8%	267	33.1%	359	37.9%	402	40.1%	462
Pacific Islander	**	**	**	**	**	**	**	**	**	**
White	31.7%	423	40.6%	431	47.8%	634	45.7%	543	48.9%	575
Two or More Ethnicities	28.3%	34	45.8%	71	47.2%	75	48.5%	83	49.4%	83
Financial Aid										
Received Financial Aid	30.1%	419	39.4%	533	45.2%	793	48.9%	1000	50.7%	1001
All Students	**30.1%**	**850**	**37.0%**	**964**	**43.1%**	**1258**	**43.3%**	**1196**	**45.9%**	**1334**

** Indicates fewer than 5 students and is not reported.

Table 2.3. Moorpark College First-Time Students Who Completed Transfer-Level English and Math, by Year

Demographic	2018		2019		2020		2021		2022	
	%	n	%	n	%	n	%	n	%	n
Gender										
Female	26.5%	359	35.0%	433	38.6%	566	37.4%	487	40.0%	544
Male	23.7%	334	30.1%	395	33.0%	466	35.0%	491	37.1%	545
Ethnicity										
American Indian/ Alaskan Native	**	**	**	**	**	**	**	**	**	**
Asian	40.9%	95	54.5%	109	56.3%	116	49.5%	101	54.5%	133
Black or African American	18.0%	11	**	**	19.1%	13	16.7%	9	26.3%	15
Hispanic	20.2%	205	25.1%	233	26.8%	291	31.3%	332	32.6%	375
Pacific Islander	**	**	**	**	**	**	**	**	**	**
White	27.1%	362	35.8%	380	40.9%	543	38.8%	460	42.3%	498
Two or More Ethnicities	21.7%	26	36.8%	57	37.1%	59	42.7%	73	41.1%	69
Financial Aid										
Received Financial Aid	25.5%	354	34.9%	473	38.8%	680	42.1%	861	43.8%	865
All Students	**25.1%**	**709**	**32.5%**	**845**	**35.6%**	**1040**	**36.0%**	**994**	**38.5%**	**1119**

** Indicates fewer than 5 students and is not reported.

Table 2.4. Moorpark College First-Time Students Who Completed Transfer-Level English and Math and Persisted, by Year

Demographic	2018 to Fall 2019		2019 to Fall 2020		2020 to Fall 2021		2021 to Fall 2022		2022 to Fall 2023	
	%	n	%	n	%	n	%	n	%	n
Gender										
Female	93.6%	336	93.5%	405	88.3%	500	90.3%	440	90.8%	494
Male	92.2%	308	91.4%	361	90.1%	420	89.8%	441	90.5%	493
Ethnicity										
American Indian/ Alaskan Native	**	**	**	**	**	**	**	**	**	**
Asian	95.8%	91	95.4%	104	92.2%	107	92.1%	93	96.2%	128
Black or African American	90.9%	10	**	**	92.3%	12	77.8%	7	86.7%	13
Hispanic	94.6%	194	91.8%	214	94.5%	275	91.6%	304	93.6%	351
Pacific Islander	**	**	**	**	**	**	**	**	**	**
White	90.6%	328	91.8%	349	85.5%	464	88.9%	409	89.2%	444
Two or More Ethnicities	92.3%	24	91.2%	52	93.2%	55	91.8%	67	91.3%	63
Financial Aid										
Received Financial Aid	93.8%	332	93.4%	442	93.1%	633	91.5%	788	93.1%	805
All Students	**92.7%**	**657**	**92.3%**	**780**	**89.0%**	**926**	**90.0%**	**895**	**90.7%**	**1015**

** Indicates fewer than 5 students and is not reported.

Table 2.5. Moorpark College First-Time Students Who Enrolled in Any English and Math but Did Not Complete at the Transfer Level and Persisted, by Year

Demographic	2018 to Fall 2019		2019 to Fall 2020		2020 to Fall 2021		2021 to Fall 2022		2022 to Fall 2023	
	%	n	%	n	%	n	%	n	%	n
Gender										
Female	62.7%	94	46.3%	44	52.7%	77	56.1%	60	63.6%	84
Male	57.8%	104	40.5%	64	47.2%	77	42.2%	62	57.1%	89
Ethnicity										
American Indian/ Alaskan Native	**	**	**	**	**	**	**	**	**	**
Asian	72.7%	16	**	**	66.7%	6	45.5%	5	63.2%	12
Black or African American	**	**	**	**	45.5%	5	**	**	**	**
Hispanic	59.9%	91	43.0%	49	52.8%	86	53.7%	65	64.4%	105
Pacific Islander	**	**	**	**	**	**	**	**	**	**
White	59.3%	83	45.1%	41	46.0%	52	42.9%	42	51.9%	40
Two or More Ethnicities	72.7%	8	35.3%	6	**	**	44.4%	8	65.0%	13
Financial Aid										
Received Financial Aid	62.0%	114	46.6%	68	51.7%	109	51.9%	94	65.4%	140
All Students	**60.4%**	**201**	**42.5%**	**108**	**49.5%**	**154**	**48.1%**	**124**	**60.1%**	**176**

** Indicates fewer than 5 students and is not reported.

Table 2.6. Moorpark College First-Time Students Who Did Not Enroll in Any English or Math and Persisted, by Year

Demographic	2018 to Fall 2019		2019 to Fall 2020		2020 to Fall 2021		2021 to Fall 2022		2022 to Fall 2023	
	%	n	%	n	%	n	%	n	%	n
Gender										
Female	43.1%	78	31.1%	46	27.2%	62	28.5%	49	36.7%	66
Male	32.4%	66	29.5%	57	26.2%	60	31.0%	65	32.6%	73
Ethnicity										
American Indian/ Alaskan Native	**	**	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	21.7%	5	24.0%	6
Black or African American	30.0%	6	**	**	**	**	23.8%	5	46.2%	6
Hispanic	39.9%	55	26.3%	35	30.3%	54	29.4%	42	30.1%	46
Pacific Islander	**	**	**	**	**	**	**	**	**	**
White	39.3%	79	33.8%	48	27.5%	57	32.9%	56	40.2%	68
Two or More Ethnicities	**	**	33.3%	5	33.3%	11	38.5%	5	31.6%	6
Financial Aid										
Received Financial Aid	40.5%	64	33.3%	38	34.2%	69	30.9%	63	37.1%	69
All Students	**37.7%**	**149**	**29.9%**	**106**	**27.4%**	**129**	**29.9%**	**118**	**34.2%**	**142**

** Indicates fewer than 5 students and is not reported.

Appendix B. Oxnard College Tables

Table 2.7. Oxnard College First-Time Students Who Completed Transfer-Level English, by Year

Demographic	2018		2019		2020		2021		2022	
	%	n	%	n	%	n	%	n	%	n
Gender										
Female	50.8%	325	53.0%	382	41.2%	249	41.2%	249	42.7%	279
Male	37.7%	266	38.8%	267	37.7%	194	37.7%	194	31.5%	208
Ethnicity										
American Indian/ Alaskan Native	**	**	**	**	**	**	**	**	**	**
Asian	71.4%	40	46.4%	26	43.5%	20	35.3%	18	52.7%	29
Black or African American	27.6%	8	53.3%	8	23.8	5	**	**	**	**
Hispanic	43.2%	498	45.5%	555	39.1%	364	37.2%	346	36.3%	411
Pacific Islander	55.6%	5	**	**	**	**	**	**	**	**
White	34.5%	30	41.0%	32	39.4%	39	23.3%	21	36.4%	36
Two or More Ethnicities	52.2%	12	60.0%	12	48.0%	12	40.6%	13	47.6%	10
Financial Aid										
Received Financial Aid	46.1%	572	47.4%	625	41.6%	418	40.2%	380	43.1%	468
All Students	**43.7%**	**597**	**45.6%**	**654**	**39.6%**	**447**	**35.7%**	**405**	**36.8%**	**496**

** Indicates fewer than 5 students and is not reported.

Table 2.8. Oxnard College First-Time Students Who Completed Transfer-Level Math, by Year

Demographic	2018		2019		2020		2021		2022	
	%	n	%	n	%	n	%	n	%	n
Gender										
Female	25.6%	164	33.6%	242	29.1%	176	32.3%	184	30.6%	200
Male	20.0%	141	24.5%	169	27.6%	142	25.4%	140	22.1%	146
Ethnicity										
American Indian/ Alaskan Native	**	**	**	**	**	**	**	**	**	**
Asian	41.1%	23	46.4%	26	34.8%	16	37.3%	19	41.8%	23
Black or African American	**	**	46.7%	7	33.3%	7	**	**	**	**
Hispanic	22.2%	256	28.5%	348	28.1%	261	29.4%	273	26.0%	294
Pacific Islander	**	**	**	**	**	**	**	**	**	**
White	17.2%	15	19.2%	15	27.3%	27	24.4%	22	21.2%	21
Two or More Ethnicities	26.1%	6	50.0%	10	28.0%	7	31.3%	10	**	**
Financial Aid										
Received Financial Aid	23.3%	290	30.4%	401	30.0%	301	33.3%	315	30.5%	331
All Students	**22.4%**	**306**	**29.1%**	**417**	**28.4%**	**321**	**29.0%**	**330**	**26.1%**	**351**

** Indicates fewer than 5 students and is not reported.

Table 2.9. Oxnard College First-Time Students Who Completed Transfer-Level English and Math, by Year

Demographic	2018		2019		2020		2021		2022	
	%	n	%	n	%	n	%	n	%	n
Gender										
Female	22.0%	141	28.8%	208	24.0%	145	26.7%	152	24.8%	162
Male	17.8%	126	18.4%	127	21.4%	110	16.8%	93	16.8%	111
Ethnicity										
American Indian/ Alaskan Native	**	**	**	**	**	**	**	**	**	**
Asian	39.3%	22	37.5%	21	26.1%	12	25.5%	13	36.4%	20
Black or African American	**	**	46.7%	7	23.8%	5	**	**	**	**
Hispanic	19.0%	219	23.0%	281	22.6%	210	22.9%	213	20.6%	233
Pacific Islander	**	**	**	**	**	**	**	**	**	**
White	17.2%	15	15.4%	12	23.2%	23	13.3%	12	16.2%	16
Two or More Ethnicities	26.1%	6	50.0%	10	20.0%	5	21.9%	7	**	**
Financial Aid										
Received Financial Aid	20.7%	257	24.6%	324	24.3%	244	25.2%	238	24.4%	265
All Students	**19.6%**	**268**	**23.6%**	**338**	**22.8%**	**258**	**21.7%**	**247**	**20.6%**	**277**

** Indicates fewer than 5 students and is not reported.

Table 2.10. Oxnard College First-Time Students Who Completed Transfer-Level English and Math and Persisted, by Year

Demographic	2018 to Fall 2019		2019 to Fall 2020		2020 to Fall 2021		2021 to Fall 2022		2022 to Fall 2023	
	%	n	%	n	%	n	%	n	%	n
Gender										
Female	95.0%	134	89.9%	187	91.0%	132	92.1%	140	91.4%	148
Male	95.2%	120	89.0%	113	92.7%	102	84.9%	79	91.9%	102
Ethnicity										
American Indian/ Alaskan Native	**	**	**	**	**	**	**	**	**	**
Asian	100.0%	22	90.5%	19	83.3%	10	92.3%	12	100.0%	20
Black or African American	**	**	85.7%	6	100.0%	5	**	**	**	**
Hispanic	95.0%	208	89.7%	252	92.9%	195	90.1%	192	91.8%	214
Pacific Islander	**	**	**	**	**	**	**	**	**	**
White	93.3%	14	83.3%	10	87.0%	20	100.0%	12	81.3%	13
Two or More Ethnicities	83.3%	5	90.0%	9	**	**	**	**	**	**
Financial Aid										
Received Financial Aid	95.7%	246	89.2%	289	92.6%	226	89.5%	213	92.8%	246
All Students	**95.1%**	**255**	**89.3%**	**302**	**91.1%**	**235**	**89.5%**	**221**	**91.7%**	**254**

** Indicates fewer than 5 students and is not reported.

Table 2.11. Oxnard College First-Time Students Who Enrolled in Any English and Math but Did Not Complete at the Transfer Level and Persisted, by Year

Demographic	2018 to Fall 2019		2019 to Fall 2020		2020 to Fall 2021		2021 to Fall 2022		2022 to Fall 2023	
	%	n	%	n	%	n	%	n	%	n
Gender										
Female	57.4%	54	42.3%	41	54.5%	48	58.7%	37	62.1%	36
Male	46.3%	69	35.7%	40	57.8%	37	51.6%	33	50.7%	34
Ethnicity										
American Indian/ Alaskan Native	**	**	**	**	**	**	**	**	**	**
Asian	100.0%	5	**	**	87.5%	7	**	**	100.0%	6
Black or African American	**	**	**	**	**	**	**	**	**	**
Hispanic	51.6%	114	38.5%	74	53.7%	73	53.9%	62	53.6%	59
Pacific Islander	**	**	**	**	**	**	**	**	**	**
White	**	**	**	**	**	**	**	**	**	**
Two or More Ethnicities	**	**	**	**	**	**	**	**	**	**
Financial Aid										
Received Financial Aid	50.4%	119	40.5%	83	55.1%	81	54.2%	65	58.5%	69
All Students	**51.2%**	**126**	**38.9%**	**84**	**55.2%**	**85**	**55.5%**	**71**	**56.0%**	**70**

** Indicates fewer than 5 students and is not reported.

Table 2.12. Oxnard College First-Time Students Who Did Not Enroll in Any English or Math and Persisted, by Year

Demographic	2018 to Fall 2019		2019 to Fall 2020		2020 to Fall 2021		2021 to Fall 2022		2022 to Fall 2023	
	%	n	%	n	%	n	%	n	%	n
Gender										
Female	43.4%	43	36.9%	41	38.2%	50	34.8%	49	45.3%	91
Male	41.8%	69	31.8%	50	38.8%	54	32.5%	64	42.3%	101
Ethnicity										
American Indian/ Alaskan Native	**	**	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	38.5%	5	**	**
Black or African American	**	**	**	**	**	**	**	**	**	**
Hispanic	41.8%	89	34.9%	74	32.9%	80	33.6%	86	45.2%	171
Pacific Islander	**	**	**	**	**	**	**	**	**	**
White	54.1%	20	28.1%	9	34.1%	15	30.6%	15	35.7%	15
Two or More Ethnicities	**	**	**	**	**	**	80.0%	8	**	**
Financial Aid										
Received Financial Aid	44.0%	91	36.7%	79	45.5%	91	42.5%	90	49.4%	129
All Students	**42.4%**	**114**	**33.3%**	**91**	**38.6%**	**105**	**33.8%**	**116**	**43.4%**	**199**

** Indicates fewer than 5 students and is not reported.

Appendix C. Ventura College Tables

Table 2.13. Ventura College First-Time Students Who Completed Transfer-Level English, by Year

Demographic	2018		2019		2020		2021		2022	
	%	n	%	n	%	n	%	n	%	n
Gender										
Female	56.0%	584	60.9%	658	55.2%	620	52.2%	538	54.3%	616
Male	43.4%	477	49.3%	544	47.1%	442	45.2%	445	45.8%	470
Ethnicity										
American Indian/ Alaskan Native	**	**	**	**	**	**	**	**	**	**
Asian	62.3%	48	70.3%	52	59.2%	45	55.3%	47	61.3%	49
Black or African American	30.6%	15	35.1%	13	31.8%	14	39.1%	18	37.0%	17
Hispanic	48.4%	706	54.1%	833	50.8%	697	46.6%	661	48.8%	761
Pacific Islander	**	**	**	**	**	**	**	**	**	**
White	50.6%	250	58.9%	248	52.6%	252	54.7%	220	54.7%	240
Two or More Ethnicities	70.1%	54	63.5%	40	63.6%	49	48.9%	44	44.3%	27
Financial Aid										
Received Financial Aid	54.4%	933	60.3%	1146	55.1%	960	53.9%	919	55.1%	999
All Students	**49.6%**	**1080**	**55.2%**	**1227**	**51.6%**	**1079**	**48.7%**	**1007**	**49.9%**	**1104**

** Indicates fewer than 5 students and is not reported.

Table 2.14. Ventura College First-Time Students Who Completed Transfer-Level Math, by Year

Demographic	2018		2019		2020		2021		2022	
	%	n	%	n	%	n	%	n	%	n
Gender										
Female	28.4%	296	39.9%	431	33.7%	379	33.1%	341	33.7%	382
Male	21.7%	239	32.4%	358	33.0%	310	32.9%	324	32.0%	329
Ethnicity										
American Indian/ Alaskan Native	**	**	**	**	**	**	**	**	**	**
Asian	42.9%	33	56.8%	42	51.3%	39	43.5%	37	51.2%	41
Black or African American	**	**	**	**	11.4	5	28.3%	13	23.9%	11
Hispanic	22.7%	332	35.5%	547	32.1%	441	30.3%	429	30.8%	480
Pacific Islander	**	**	**	**	**	**	**	**	**	**
White	29.4%	145	39.7%	167	34.9%	167	39.6%	159	36.7%	161
Two or More Ethnicities	36.4%	28	39.7%	25	48.1%	37	34.4%	31	39.3%	24
Financial Aid										
Received Financial Aid	27.4%	469	40.0%	760	36.0%	627	36.8%	628	35.6%	646
All Students	**24.9%**	**543**	**36.3%**	**807**	**33.5%**	**700**	**33.0%**	**682**	**32.7%**	**722**

** Indicates fewer than 5 students and is not reported.

Table 2.15. Ventura College First-Time Students Who Completed Transfer-Level English and Math, by Year

Demographic	2018		2019		2020		2021		2022	
	%	n	%	n	%	n	%	n	%	n
Gender										
Female	25.6%	267	35.3%	381	29.5%	331	28.3%	291	29.0%	329
Male	19.2%	211	28.9%	319	28.3%	266	28.2%	277	26.2%	269
Ethnicity										
American Indian/ Alaskan Native	**	**	**	**	**	**	**	**	**	**
Asian	41.6%	32	50.0%	37	40.8%	31	37.6%	32	42.5%	34
Black or African American	**	**	**	**	**	**	17.4%	8	13.0%	6
Hispanic	19.9%	291	31.2%	481	27.9%	383	25.8%	366	26.1%	407
Pacific Islander	**	**	**	**	**	**	**	**	**	**
White	26.3%	130	36.3%	153	30.9%	148	34.1%	137	31.2%	137
Two or More Ethnicities	36.4%	28	31.7%	18	40.3%	31	30.0%	27	29.5%	18
Financial Aid										
Received Financial Aid	24.5%	420	35.8%	681	31.5%	548	31.8%	543	30.2%	548
All Students	**22.2%**	**484**	**32.2%**	**715**	**29.0%**	**607**	**28.1%**	**582**	**27.4%**	**606**

** Indicates fewer than 5 students and is not reported.

Table 2.16. Ventura College First-Time Students Who Completed Transfer-Level English and Math and Persisted, by Year

Demographic	2018 to Fall 2019		2019 to Fall 2020		2020 to Fall 2021		2021 to Fall 2022		2022 to Fall 2023	
	%	n	%	n	%	n	%	n	%	n
Gender										
Female	93.3%	249	91.1%	347	92.1%	305	91.1%	265	93.0%	306
Male	93.4%	197	86.8%	277	89.1%	237	88.8%	246	88.8%	239
Ethnicity										
American Indian/ Alaskan Native	**	**	**	**	**	**	**	**	**	**
Asian	96.9%	31	86.5%	32	83.9%	26	96.9%	31	94.1%	32
Black or African American	**	**	**	**	**	**	75.0%	6	100.0%	6
Hispanic	93.1%	271	89.2%	249	93.5%	358	91.8%	336	93.4%	380
Pacific Islander	**	**	**	**	**	**	**	**	**	**
White	90.0%	117	90.2%	138	86.5%	128	86.1%	118	82.5%	113
Two or More Ethnicities	100.0%	28	85.0%	17	90.3%	28	77.8%	21	94.4%	17
Financial Aid										
Received Financial Aid	94.0%	395	89.3%	608	92.0%	504	90.6%	492	92.0%	504
All Students	**93.0%**	**450**	**89.1%**	**637**	**90.9%**	**552**	**89.9%**	**523**	**91.1%**	**552**

** Indicates fewer than 5 students and is not reported.

Table 2.17. Ventura College First-Time Students Who Enrolled in Any English and Math but Did Not Complete at the Transfer Level and Persisted, by Year

Demographic	2018 to Fall 2019		2019 to Fall 2020		2020 to Fall 2021		2021 to Fall 2022		2022 to Fall 2023	
	%	n	%	n	%	n	%	n	%	n
Gender										
Female	58.9%	83	40.6%	41	50.8%	64	45.9%	39	63.6%	77
Male	59.2%	106	46.9%	53	49.5%	51	43.8%	39	40.7%	44
Ethnicity										
American Indian/ Alaskan Native	**	**	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**	**	**
Black or African American	83.3%	5	**	**	**	**	**	**	**	**
Hispanic	59.9%	148	43.6%	75	50.5%	94	47.8%	66	52.4%	99
Pacific Islander	**	**	**	**	**	**	**	**	**	**
White	52.7%	29	42.3%	11	48.4%	15	33.3%	8	50.0%	13
Two or More Ethnicities	60.0%	6	**	**	**	**	**	**	71.4%	5
Financial Aid										
Received Financial Aid	59.0%	170	43.3%	87	50.7%	112	45.6%	73	54.0%	115
All Students	**59.3%**	**192**	**43.8%**	**95**	**50.4%**	**117**	**45.3%**	**81**	**53.2%**	**124**

** Indicates fewer than 5 students and is not reported.

Table 2.18. Ventura College First-Time Students Who Did Not Enroll in Any English or Math and Persisted, by Year

Demographic	2018 to Fall 2019		2019 to Fall 2020		2020 to Fall 2021		2021 to Fall 2022		2022 to Fall 2023	
	%	n	%	n	%	n	%	n	%	n
Gender										
Female	33.9%	64	26.9%	43	30.3%	53	32.4%	59	31.3%	56
Male	36.6%	104	21.7%	54	34.1%	72	27.1%	69	30.2%	76
Ethnicity										
American Indian/ Alaskan Native	**	**	**	**	**	**	**	**	**	**
Asian	31.3%	5	**	**	53.3%	8	47.1%	8	**	**
Black or African American	**	**	**	**	38.5%	5	**	**	**	**
Hispanic	38.2%	118	22.5%	61	31.6%	72	33.2%	96	31.6%	94
Pacific Islander	**	**	**	**	**	**	**	**	**	**
White	31.7%	39	27.6%	27	31.0%	36	19.4%	19	30.3%	30
Two or More Ethnicities	**	**	**	**	**	**	19.2%	5	58.3%	7
Financial Aid										
Received Financial Aid	35.8%	96	27.7%	69	35.8%	83	33.1%	86	37.2%	94
All Students	**35.6%**	**171**	**23.4%**	**97**	**32.9%**	**128**	**29.1%**	**130**	**31.2%**	**139**

** Indicates fewer than 5 students and is not reported.

Appendix D. Examples of Civitas Predictive Analytics

Example of Civitas Student Predictive Analytics

PERSISTENCE PREDICTION		PREDICTION DISTRIBUTION - FALL 2023 - SPRING 2024	
Active Filters — 74%		Very Low	0%
Overall Population — 74%		Low	20%
		Moderate	20%
Watch a short video that highlights the types of intelligence available to you in Administrative Analytics, and tips on how best to use this intelligence to support your students		High	24%
▶ Watch Video		Very High	36%

29,481 Currently Enrolled Students

Example of Civitas Course Demand Predictive Analytics, Fall 2024

Course Demand Analytics for **Spring 2024** ▾   **FUTURE TERM**   ⭐ Active Registration

Term Dates: **Jan 07, 2024 - May 15, 2024**   Registration Window: **Sep 28, 2023 - Jul 01, 2024**   Last updated: **Nov 17, 2023 at 09:12 PM**

Courses (48)   🔍 engl

Course ID	Course Title ↑	Term Last Offered	Seats Filled Last Term	Sections Offered Last Term	Fill Rate Last Term	Seats Predicted	Forecast Trend	Capacity	Fill Rate
ENGL-V01C	Critical Thinking and Writing	Spring 2023	53	3	65%	55 ⁓	+4%	94	48%
ENGL-R102	Critical Thinking: Comp & Lit	Spring 2023	346	19	67%	408 ↑	+18%	513	61%
ENGL-V01B	Crit Think & Comp Through Lit	Spring 2023	718	37	72%	815 ⁓	+14%	1,045	58%
ENGL-V01A	English Composition	Spring 2023	792	42	70%	965 ↑	+22%	1,197	31%
ENGL-M01A	English Composition	Spring 2023	1,023	55	70%	1052 ⁓	+3%	1,452	39%
ENGL-M91AS	English Composition Support	Spring 2023	132	7	70%	170 ↑	+29%	135	35%
ENGL-R105	English Literature II	Spring 2023	18	1	51%	23 ↑	+28%	--	--
ENGL-M01CH	Honors: Critical Thinking/Comp	Spring 2023	27	1	100%	30 ⁓	+11%	27	78%
ENGL-M01AH	Honors: English Composition	Spring 2023	27	2	82%	31 ↑	+15%	33	64%
ENGL-M01BH	Honors Lit:Critical Think/Comp	Spring 2023	33	2	106%	32 ⁓	-3%	58	84%