2024

Planning, Accreditation, and Student Success (PASS) Committee Report Chapter 2b: Enrollment, Access, Entry, Progress, and Completion

FEBRUARY, 2024
VCCCD INSTITUTIONAL EFFECTIVENESS

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

Chapter 1 (Strategic Goal 1) VCCCD Culture

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

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

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

Chapter 3 (Strategic Goal 3) VCCCD Closing Equity Gaps

 a) March: Ethnicity, gender, and age focused equity efforts
 b) May: 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 February 2024 PASS Report, Chapter 2b, focuses on enrollment, and the four pillars of access, entry, progress (persistence, retention, success), and completion. This summary highlights progress made and strategies implemented for achieving full-time equivalent student (FTES) enrollment targets, and data and activities representing the four pillars at each college and districtwide.

- Current enrollment: The fiscal year (July 1, 2023 thru June 30, 2024) Annual Enrollment Summary indicates that enrollment is at 23,802 FTES, an increase of 9% or 1,974 FTES from the previous FY 2022-2023 (21,828 FTES), and the district is on track to meet its FTES recovery targets (pre-COVID). Recovery targets have been developed in coordination with each college's Vice President of Academic Affairs, the District Institutional Effectiveness Office (I.E.), and the Fiscal Services department to move beyond the use of temporary emergency funding provided by the California Community College Chancellor's Office and return to pre-COVID funding levels.
- Each college has developed plans for meeting recovery FTES targets, which are highlighted on page 12 (Moorpark College), page 17 (Oxnard College), and page 21 (Ventura College)
- **Access:** Overall, there has been a recent increase in dual enrolled high school students at VCCCD colleges. Emerging opportunities for districtwide student access include a districtwide system for developing a not-for-credit workforce upskilling training pipeline for Adult incumbent workers leading to the career education pathways, and DAC Outreach and Marketing creating 6-12 month plans with district departments and service areas are being developed with a focus on improving student access, equity, success, and community engagement.
- **Entry:** a comparison of CCCApply applications vs. actual registrations at VCCCD from 2019 to 2023. VCCCD received a total of 181,433 applications between 2019 and 2023, with 103,194 students registering during the same four-year timeframe, a 57% registration rate districtwide.
- **Progress:**
  - **Persistence:** Data from Civitas Persistence Insights were used to look at Fall to Fall persistence rates across the district, showing an increase in Fall 2022 to Fall 2023 persistence which was as high or higher than pre-pandemic persistence rates.
  - **Course Retention and Success:** VCCCD colleges have had similar or higher course retention and success rates than the California statewide average.
- **Completion:** Completions fluctuated over the last four years, decreasing in 2021-2022, and increasing again in 2022-2023. These changes may be due in part to delayed effects from the pandemic as completions are lagging indicators.

Current Enrollment

A focused districtwide effort was established in 2023-2024 to increase full-time equivalent student (FTES) enrollment and achieve and/or exceed specific FTES recovery targets at each college, which appears to be effective. The fiscal year (FY) 2023-2024 Annual Enrollment Summary indicates that enrollment is at 23,802 FTES, an increase of 9% or 1,974 FTES from the previous FY 2022-2023 (21,828 FTES). This positive trend is based on actual enrollments from Summer '23 and Fall '23, along with Spring '24, and projections for Summer '24.

The district has been vigilant in monitoring weekly Enrollment Management reports, assessing progress against both districtwide and individual college FTES enrollment targets. There is a focus on key leading indicators such as headcounts and units, which are both reported to be up by 8% from the previous 2022-2023 fiscal year, suggesting both recovery and growth.

The district has been proactive in managing nonpayment status among students, actively reducing the number of students with outstanding payments due from 10,444 at the end of Summer/Fall 2023 to 6,829 currently. The Spring term has seen robust enrollment figures and fill rates, with a high percentage of sections filled to capacity. These are complemented by the strategic addition and cancellation of sections based on real-time demand, showcasing the district's ability to adapt and respond promptly to enrollment patterns.

The increased reliance on Distance Education, which accounts for 59% of active sections, reflects a strategic pivot to accommodate students' preferences and possibly the lingering effects of the pandemic on student choices. The high fill rates for these sections emphasize the success of these offerings.

VCCCD's use of dynamic dashboards and reports to inform strategies and actions has allowed for a better understanding of enrollment trends and student needs. This approach not only facilitates the achievement of enrollment targets but also supports the district's commitment to student success and educational excellence.

Currently, VCCCD's comprehensive strategy, including the close monitoring of enrollment trends and the management of student payment statuses, has positioned the district well to meet its recovery FTES enrollment targets. New this year, FTES targets have been disaggregated into the following categories to align with the Student Centered Funding Formula (SCFF): resident, credit, incarcerated, special admit, CDCP, and noncredit. The district's agility in adapting to the challenges presented by the pandemic, coupled with a strong systems and data-informed approach to enrollment management, has been crucial in navigating through these times and setting the stage for continued success.

As you will note, the following section offers more detailed information relative to the four pillars for each college.

Access:

Dual Enrollment Focus

As a result of a recommendation from the PASS meeting on February 27, 2024, Table 1 and Figure 1 below shows Dual Enrollment Full-Time Equivalent Students (FTES) by College and the District, by Academic Year since 2018.

Table 1. Dual Enrollment FTES, by Academic Year

Dual Enrollment FTES, by Academic Year						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Moorpark College	304	446	596	488	543	602
Oxnard College	170	199	230	226	276	319
Ventura College	373	379	370	300	385	429
VCCCD	847	1,024	1,196	1,014	1,204	1,350

Source: VCCCD

Figure 1. Dual Enrollment FTES, by Academic Year
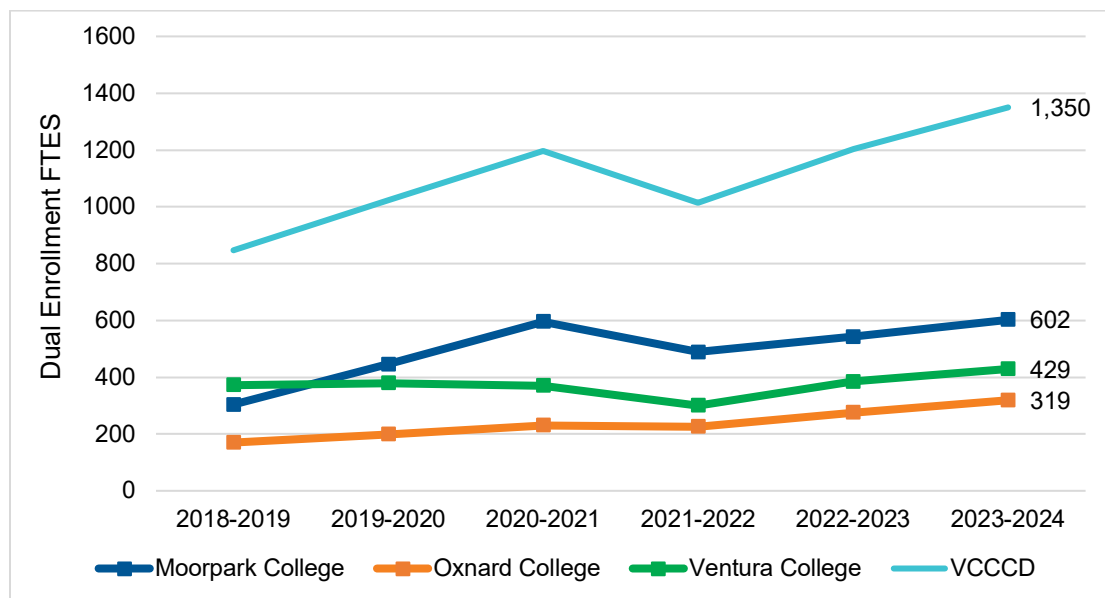
Source: VCCCD

To measure growth in the area of "Access," the following Figures and Tables represent each college's Dual Enrollment outcomes, from 2018 to 2023. The Figures show the number of high school students in Dual Enrollment (bars) compared to their percentage of the college's total headcount shown as a line. Each of the Tables following the Figure show a breakdown of the data; and then key observations for each college are specified.

Please note that overall college enrollments decrease during the Summer term compared to Fall and Spring terms. This results in dually enrolled high school students making up a greater proportion of the total Summer enrollments, resulting in "spikes" in the line graphs on the following figures (Figures 2-4, Tables 2-4).

Moorpark College. The number of dual enrolled high school students at Moorpark College increased from Summer 2018 to Spring 2021, with 1,283 students in Fall 2020 and 1,303 students in Spring 2021. These dual enrolled students made up just under 10% of Moorpark's total college enrollment in Fall 2020 (8.8%) and Spring 2021 (9.6%). We suspect that as a result of COVID and limitations associated with high school outreach, these numbers decreased the following year and then increased again in Fall 2022 (1,068 dual enrolled high school students, 8.5% of total college enrollment) and Spring 2023 (1,276 dual enrolled high school students, 10.3% of total college enrollment).

Figure 2. Moorpark College Dual Enrollment (DuE), by Term
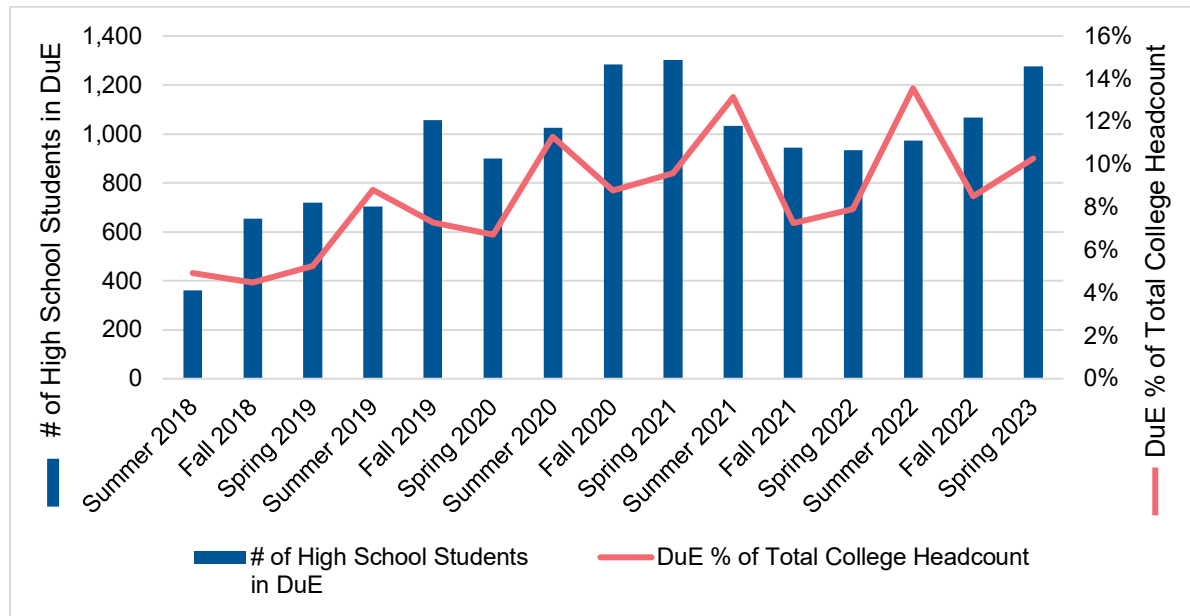
Source: California Community College Chancellor's Office (CCCCO)

Table 2. Moorpark College Dual Enrollment (DuE), by Term

Term	Total College Enrollment	# of High School Students in DuE	DuE % of Total College Headcount
Summer 2018	7,289	360	4.9%
Fall 2018	14,561	654	4.5%
Spring 2019	13,669	720	5.3%
Summer 2019	7,965	703	8.8%
Fall 2019	14,498	1,057	7.3%
Spring 2020	13,380	901	6.7%
Summer 2020	9,065	1,025	11.3%
Fall 2020	14,582	1,283	8.8%
Spring 2021	13,582	1,303	9.6%
Summer 2021	7,839	1,032	13.2%
Fall 2021	12,981	944	7.3%
Spring 2022	11,770	933	7.9%
Summer 2022	7,178	973	13.6%
Fall 2022	12,524	1,068	8.5%
Spring 2023	12,405	1,276	10.3%

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

Oxnard College. The number of high school students dual enrolled at Oxnard College has been increasing overall since 2018. The 2022-2023 academic year showed their highest enrollments yet in the program with 662 students in the Summer, 418 in the Fall, and 581 high school students enrolled in the Spring of 2023. Summer terms showed higher numbers of high school students dual enrolled; they also encompass a greater percentage of the total college headcount, but that is a result of decreases in total college enrollment during the Summer terms.

Figure 3. Oxnard College Dual Enrollment (DuE), by Term

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

Table 3. Oxnard College Dual Enrollment (DuE), by Term

Term	Total College Enrollment	# of High School Students in DuE	DuE % of Total College Headcount
Summer 2018	3,412	260	7.6%
Fall 2018	7,494	250	3.3%
Spring 2019	7,039	335	4.8%
Summer 2019	3,604	385	10.7%
Fall 2019	7,614	331	4.3%
Spring 2020	7,065	385	5.4%
Summer 2020	3,959	418	10.6%
Fall 2020	7,195	388	5.4%
Spring 2021	6,804	432	6.3%
Summer 2021	3,701	458	12.4%
Fall 2021	6,618	380	5.7%
Spring 2022	6,106	447	7.3%
Summer 2022	3,595	622	17.3%
Fall 2022	6,523	418	6.4%
Spring 2023	6,539	581	8.9%

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

Ventura College. There was a decrease in the number of high school students dual enrolled at Ventura College during the 2021-2022 academic year, but then increased the following 2022-2023 academic year to 705 students in the Fall and 723 students in the Spring (See Figure 4 and Table 4). The 2022 Summer term had the highest number of high school students dual enrolled of any other Summer term at Ventura College since 2018, with 632 students.

Figure 4. Ventura College Dual Enrollment (DuE), by Term

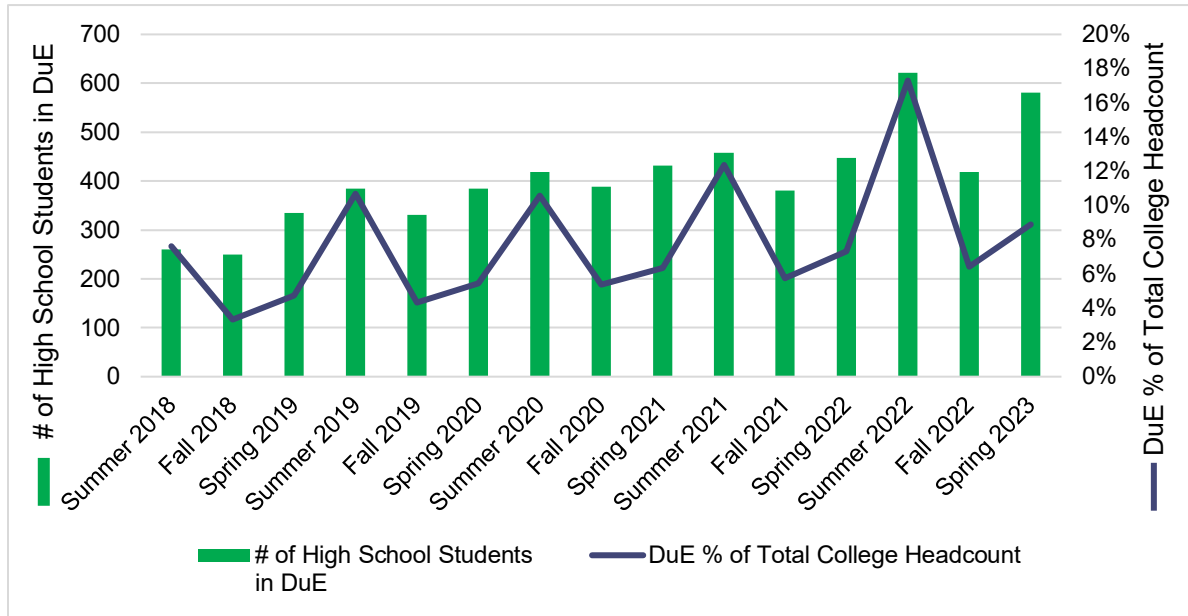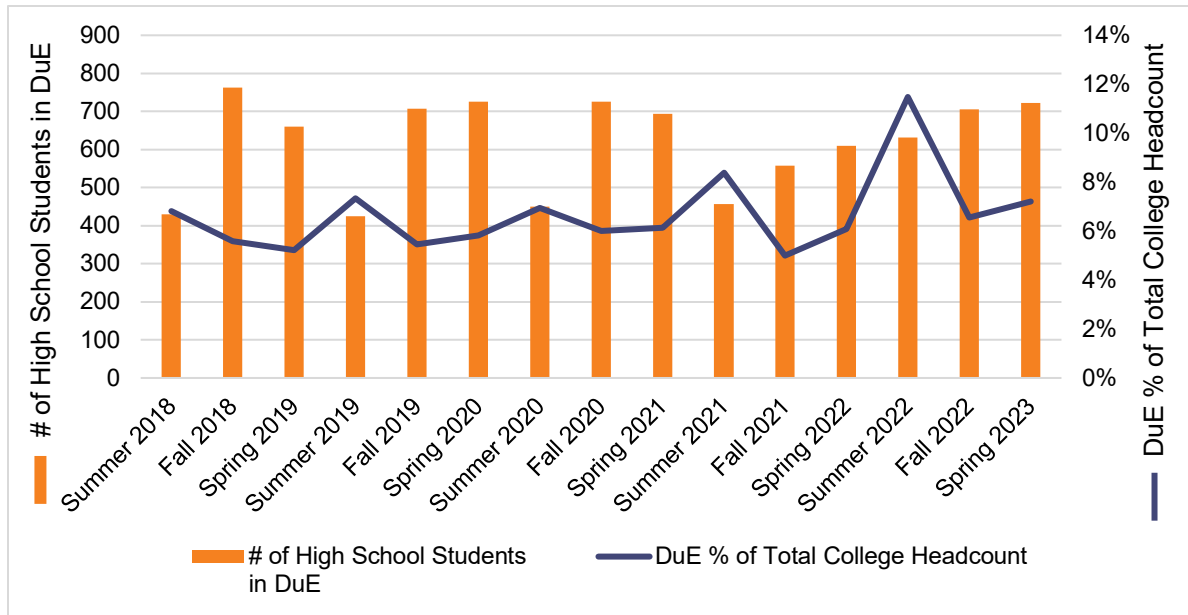Source: California Community College Chancellor's Office (CCCCO)

Table 4. Ventura College Dual Enrollment, by Term

Term	Total College Enrollment	# of High School Students in DuE	DuE % of Total College Headcount
Summer 2018	6,296	430	6.8%
Fall 2018	13,637	763	5.6%
Spring 2019	12,622	660	5.2%
Summer 2019	5,793	425	7.3%
Fall 2019	12,988	708	5.5%
Spring 2020	12,460	725	5.8%
Summer 2020	6,468	450	7.0%
Fall 2020	12,110	726	6.0%
Spring 2021	11,303	693	6.1%
Summer 2021	5,442	456	8.4%
Fall 2021	11,162	558	5.0%
Spring 2022	10,005	609	6.1%
Summer 2022	5,505	632	11.5%
Fall 2022	10,764	705	6.5%
Spring 2023	10,012	723	7.2%

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

Access: Emerging Opportunities

There are multiple opportunities emerging districtwide to increase access to VCCCD Colleges through dual enrollment, contract education, and outreach and marketing. Specific details can be found in the Districtwide Section starting on page 24.

- Dual Enrollment: a districtwide dual enrollment system of expansion, providing 2-year pathways, throughout the County for each high school district is being created.
- Contract Education: a districtwide system for developing a not-for-credit workforce upskilling training pipeline for Adult incumbent workers leading to the career education pathways at the Colleges, while also generating additional non-credit and credit FTES by increasing access to non-traditional college-going populations.
- DAC Outreach and Marketing: supporting the creation of focused enrollment initiatives and community partnerships in which 6-12 month plans are under development with each of the DAC departments and service areas with a focus on increasing equity, access, success, completion and community engagement through measurable outcomes.

Entry: CCCApply vs. Registrations, 2019 to 2023

The table below (Table 5) presents a comparison of CCCApply applications vs. actual registrations at VCCCD and its colleges—Moorpark, Oxnard, and Ventura—from 2019 to 2023. VCCCD received a total of 181,433 applications between 2019 and 2023, with 103,194 students registering during the same four-year timeframe, a 57% registration rate districtwide. Out of those total applications, 75,198 were to Moorpark College with a 63% registration rate; Oxnard College had 41,107 applicants with a 50% registration rate; and Ventura College received 62,992 applications with a 56% registration rate. It should be noted that many high schools require students to submit applications to the VCCCD even when the student has no intention of enrolling or utilizing VCCCD as a secondary choice if not accepted elsewhere.

Table 5. Comparison of CCCApply Applications and Actual Registrations from 2019 to 2023

VCCCD CCCApply Applications vs. Actual Registrations 2019 - 2023							
VCCCD Total		**Moorpark College**		**Oxnard College**		**Ventura College**	
Applied	181,433	Applied	75,198	Applied	41,107	Applied	62,992
Registered	103,194	Registered	47,622	Registered	20,353	Registered	35,219
Registration Rate	57%	Registration Rate	63%	Registration Rate	50%	Registration Rate	56%

Progress: Persistence, Retention, Success

This section displays college-specific student progress data related to persistence, retention, and success. In this report, persistence is defined as enrolling in consecutive Fall-Fall terms. Retention rates are defined as the percentage of credited courses completed with any grade except a *W* (withdraw), and success rates are defined as the percentage of credited courses completed with grades *A, B, C,* or *P.* Data for retention and success rates are from the California Community College Chancellor's Office (CCCCO) and include statewide comparisons.

Persistence

The persistence rates shown in Table 6 and the following Figures, 5-7, are from the Civitas Persistence Insights. They show the percentage of students, by college, who remained enrolled past census for two consecutive Fall terms. Note that Civitas filters out students who have completed their degree or certificate to provide the most accurate persistence rates possible. Data reflects the decreases and fluctuations in persistence that VCCCD experienced during the pandemic years, while also seeing an increase in 2022 to 2023 persistence which was as high or higher than pre-pandemic persistence rates (see Table 6).

Table 6. Fall to Fall Persistence Rates, 2018-2019 to 2022-2023

Fall '18 to Fall '19		Fall '19 to Fall '20		Fall '20 to Fall '21		Fall '21 to Fall '22		Fall '22 to Fall '23	
Moorpark	62%	Moorpark	60%	Moorpark	59%	Moorpark	58%	Moorpark	63%
Oxnard	64%	Oxnard	59%	Oxnard	61%	Oxnard	60%	Oxnard	64%
Ventura	60%	Ventura	58%	Ventura	60%	Ventura	60%	Ventura	64%
VCCCD	62%	VCCCD	59%	VCCCD	60%	VCCCD	59%	VCCCD	63%

Source: Civitas Persistence Insights

Figure 5. **Moorpark College** Fall to Fall Term Persistence
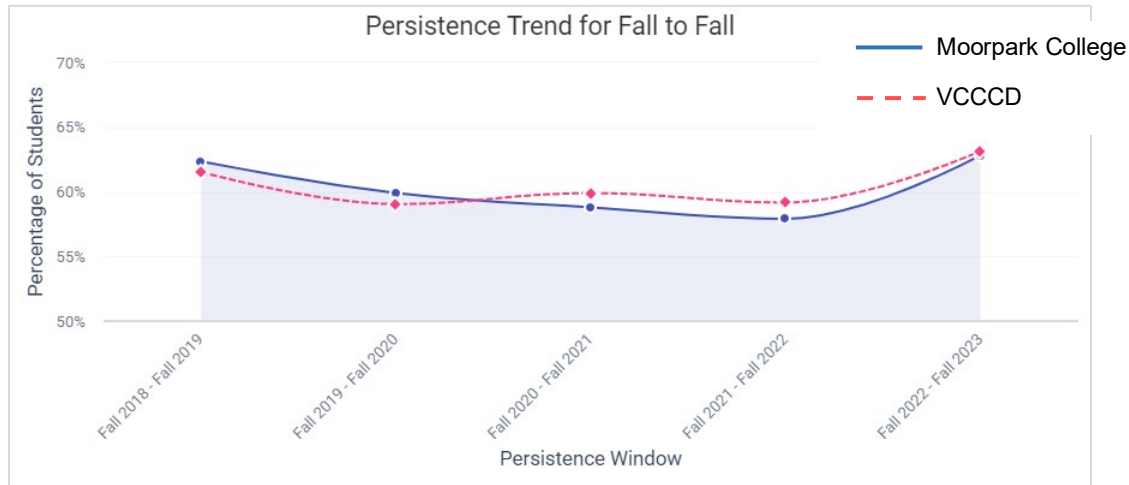
Source: Civitas Persistence Insights

Figure 6. **Oxnard College** Fall to Fall Term Persistence
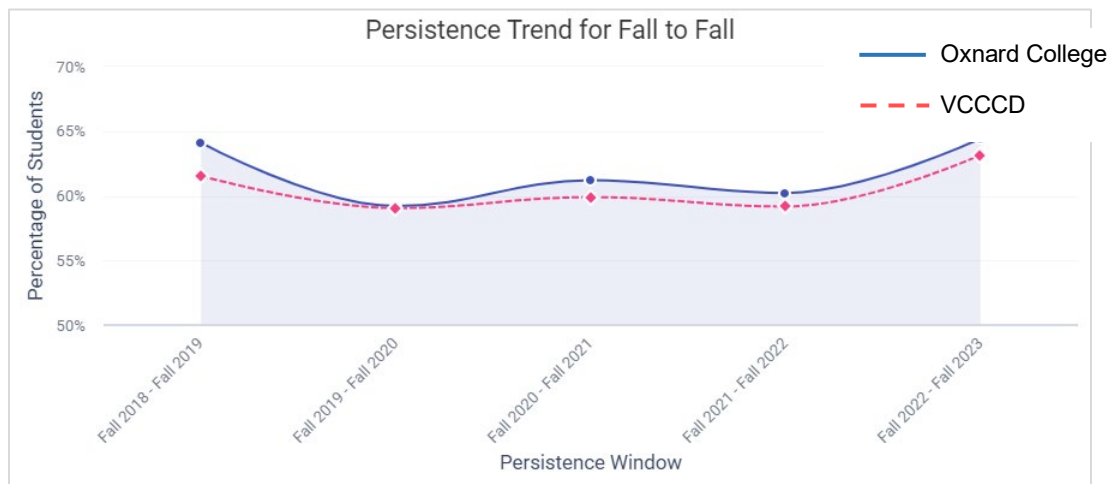
Source: Civitas Persistence Insights

Figure 7. **Ventura College** Fall to Fall Term Persistence
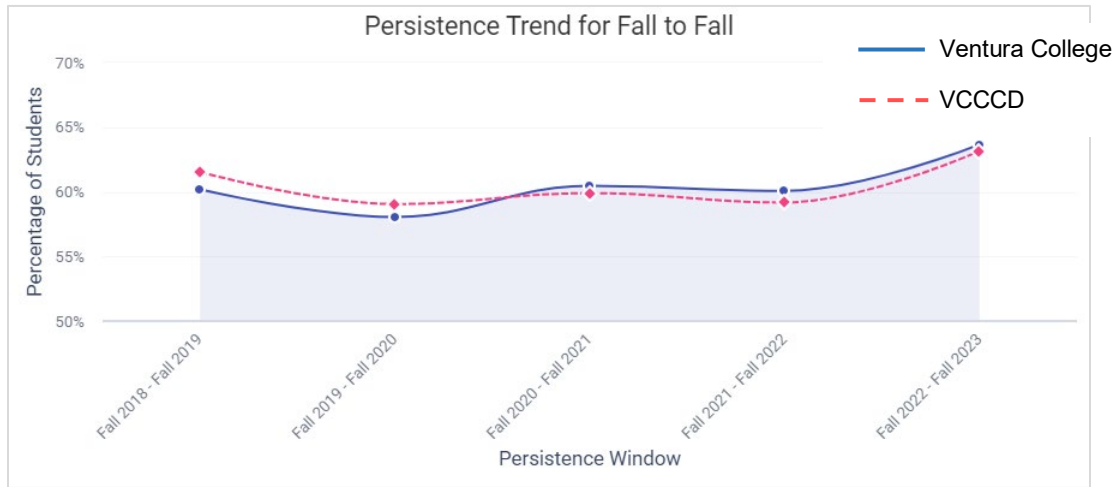
Source: Civitas Persistence Insights

Retention, VCCCD & Statewide

Retention rates show the percentage of credited courses completed with any grade except for a *W* (withdraw). Table 7 and Figure 8 show these rates for each college, districtwide, and statewide for Fall terms 2018 to 2022. Overall, VCCCD colleges have had similar or higher course retention rates than the California statewide average since 2018. Moreover, while the statewide average has remained stagnant around 87%, VCCCD colleges have shown an increase to about 90% in 2022.

Table 7. Retention Rate for Credit Courses, VCCCD & Statewide, 2018-2022

Retention Rate (all grades except *W*), for Credit Courses					
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Moorpark College	88.0%	87.9%	89.7%	89.4%	90.0%
Oxnard College	86.8%	87.7%	85.7%	88.0%	89.6%
Ventura College	87.1%	87.6%	87.5%	88.3%	89.7%
VCCCD	87.4%	87.8%	88.1%	88.7%	89.8%
Statewide	86.9%	86.9%	88.7%	87.6%	87.4%

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

Figure 8. Retention Rate for Credit Courses, VCCCD & Statewide, 2018-2022
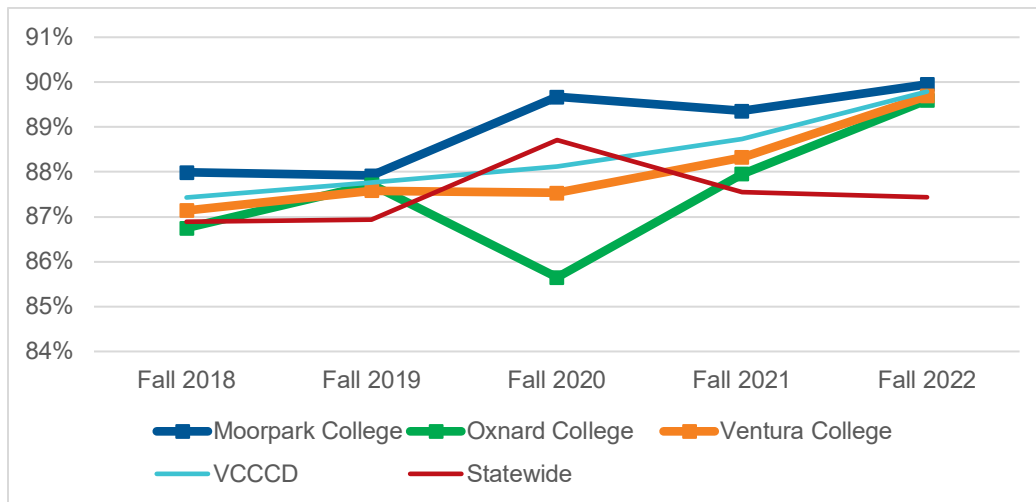
Source: California Community College Chancellor's Office (CCCCO)

Success, VCCCD & Statewide

Success rates show the percentage of courses completed for credit with grades of *A, B, C,* or *P*. Table 8 and Figure 9 show these rates for each college, districtwide, and statewide for academic years 2018-2019 to 2022-2023. VCCCD has shown to have consistently higher course success rates than the California statewide average. While the statewide average was at 72% in 2021-2022, same as in 2018-2019, VCCCD Colleges have increased overall course success rates since 2018-2019 (with fluctuations during the pandemic) to 79% for Moorpark College, 77% for Oxnard College, and 78% for Ventura College.

Table 8. Success Rate for Credit Courses, VCCCD & Statewide, by Academic Year

Success Rate (incl. *A, B, C, P grades)*, for Credit Courses				
	2018-2019	2019-2020	2020-2021	2021-2022
Moorpark College	77%	81%	80%	79%
Oxnard College	73%	78%	75%	77%
Ventura College	75%	80%	78%	78%
VCCCD	76%	80%	78%	78%
Statewide	72%	76%	75%	72%

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

Figure 9. Success Rate for Credit Courses, VCCCD & Statewide, by Academic Year
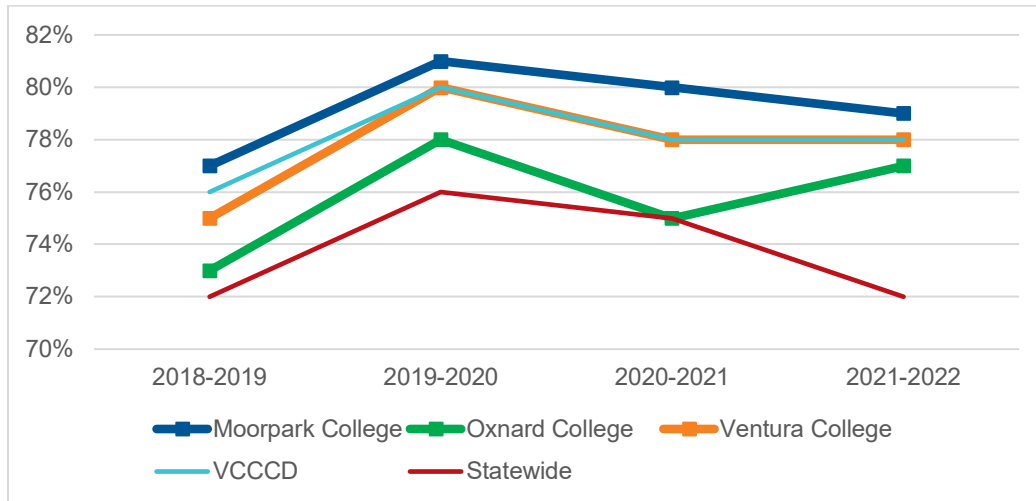
Source: California Community College Chancellor's Office (CCCCO) LaunchBoard

Completion

The following table shows the number of unduplicated students districtwide who achieved a Chancellor's Office approved degrees or certificate completed from 2019-2020 to 2022-2023 (Table 9). Completions fluctuated over the last four years, increasing in the 2020-2021 academic year compared to the previous year, but then decreasing in 2021-2022, and increasing again in 2022-2023. These changes may be due in part to delayed effects from the pandemic as completions are lagging indicators.

Table 9. VCCCD Completions by Academic Year, 2018-2022

Number of Unduplicated Students Completed Degree or Certificate				
	2019-2020	2020-2021	2021-2022	2022-2023
VCCCD Total	5,199	5,328	5,123	5,270

Source: VCCCD

The following sections include Strategic Enrollment Management Plans and Goals from each college, detailing activities to improve outcomes over time. Activities related to each of the four enrollment management pillars of access, entry, progress, and completion are also included for each college. Then a section highlighting districtwide plans and activities to increase equity and student success measures.

FTES Recovery

Moorpark College Evidence-Based Enrollment Management Strategies within the Framework of the College's Strategic Plan Goals

Table 10. Moorpark College Strategic Plan Goals

Moorpark College Strategic Plan Goals	
Strategic Plan Goal	• Create, revise, or discontinue curriculum to meet transfer, community, and labor market needs.
Strategic Plan Goal: Meet annual FTES targets.	• Advertise the college's programs including PACE, Dual Enrollment, and Honors through various channels. Use survey data (e.g., how did you hear about this program) and randomized controlled trials to maximize ROI. • Maximize collection of non-credit FTES apportionment through the recently discovered interpretation of state accounting standards.
Strategic Plan Goal: Eliminate course-success-rate equity gaps for disproportionately impacted groups by 2028-29, using strategies included in (but not limited to) the Equity Plan.	• Expand the two-way text enhanced course embedded tutor program where tutors text any student that got a low quiz grade and offer tutoring support. • Expand contextualized math courses such as Math for Liberal Studies and Statistics for the Behavioral and Social Sciences.
Strategic Plan Goal: Eliminate fall-to-spring persistence-rate equity gaps for disproportionately impacted groups by 2028-29, using strategies included in (but not limited to) the Equity Plan.	• Continue reviewing policies and procedures to identify and remove barriers for students, such as renaming academic probation to academic notice. • Implement the "saying is believing" sense of belonging intervention in collaboration with Equity Accelerator through Indiana University.
Strategic Plan Goal: Ensure students select course sequences in alignment with Guided Pathways program maps.	• Continue to decrease speed-to-lead by two-way texting students the day they apply to offer help in enrolling for classes and other services. • Implement the IEBC Caring Campus initiative.
Strategic Plan Goal: Implement enrollment management projects in alignment with the Enrollment Management Plan.	• Create an equitable, efficient, data-informed schedule that maximizes student access to the courses they need as well as fostering persistence. • In collaboration with DAC utilize AI through Civitas to build a schedule that meets the college's targets for fill rates, aFTES/FTEF (which approximates average class size), minimizes cancellations and waitlisted student who don't get the class they want, and increases the proportion of short-term classes offered in the first half or second half of the semester.
Strategic Plan Goal: Strengthen relationships with our local community to increase outreach, campus visits, and philanthropic support.	• Expand CCAP agreements for dual enrollment, including general education and career pathways. • Market events to bring in the community such as theater performances and the Zoo, especially to parents with children so they can build early positive memories of Moorpark College.
Strategic Plan Goal: Create and implement a Professional Development Plan.	• Expand faculty communities of practice focused on active learning strategies. • Provide training to department chairs on effective scheduling techniques.

Access, Entry, Progress, Completion

As we approach the end of the hold harmless period Moorpark College is focused on restoring FTES and efficiency levels (e.g. fill rates, FTES/aFTEF) to pre-pandemic levels. Through access and entry strategies we are increasing the volume of students that apply and enroll. Through progress and completion strategies we are increasing student persistence which leads to higher FTES and additional SCFF revenue from students completing more degrees, certificates, and transferring. Below we detail some of these key strategies.

Access

Moorpark College has deployed a comprehensive marketing strategy to increase the volume of applications. We are advertising on Facebook, Instagram, Google, YouTube, Spotify, Pandora, KTLA, direct mail, Acorn, at various malls and plazas, in HS sports fields, in HS newspapers, constant contact, eblasts, Hulu, and HS parent newsletters. Our campaigns include general ads about the college as well as targeted ads for CTE programs, the honors program, PACE, dual enrollment, and Promise (two free years). We also advertise our events like theater performances and the zoo to engage the broader community and build our reputation.

The marketing department, which is integrated with the institutional effectiveness department, utilizes a variety of tools to gauge the effectiveness of these campaigns. For example, when a student applies to the PACE program they are asked how they heard about the program (e.g. Facebook, email, friend, etc.). Based on what they select we are able to see which ads are working. For example, as a result of this data collection the PACE program stopped serving Tiktok and Twitter ads since the ROI was too low compared to other channels such as postcards. We complete similar analyses for other campaigns such as Honors and zoo events.

Where possible we also utilize randomized controlled trails by dividing lists into treatment and control groups to establish a causal relationship between the marketing strategy and the enrollment outcome. For example, to promote the honors program the college purchased a list from the College Board of any student in our service area that had taken the PSAT, SAT, or an AP exam. Instead of targeting the whole list we set aside a control group. The results showed that 17% of students in the treatment group list enrolled at Moorpark compared to 12% in the control group list, which suggests that purchasing the lists was a good investment and the ads themselves were effective.

In addition to marketing existing programs, we are increasing access by creating and expanding dual enrollment through CCAP agreements, as well as non-CCAP courses when CCAP is not available. This includes creating and expanding general education and career pathways. To ensure we have enough instructors to each these new courses, we plan to collaborate with the district to implement an MOU that will allow HS teachers who meet minimum qualifications to be college instructors of record.

In addition to expanding dual enrollment courses we also encourage HS students to take non-dual enrollment courses in person at our college campus with regular college students so they can envision themselves as a Moorpark College student after graduation. Research from our IE office found that dual enrollment students who took at least one in-person non-dual enrollment course at our campus were 64% more likely to enroll at Moorpark College after they graduated HS compared to dual enrollment students who did not enroll in an on-campus course. The Community College Research Center of Columbia found similar results in a large study of Texas community colleges.

In addition to expanding dual enrollment, Moorpark College is also focused on ensuring it offers programs that are aligned with community and labor market needs. Annual reviews of industry-standard labor market data provide Moorpark College with information needed to align its programs with regional market needs. This alignment supports student program choice and labor market outcomes. Recent curriculum changes with corresponding improvements in fill-rates can be seen in the following programs: Animal

Care and Training (formerly EATM), EMT, Engineering Technology (ENGT), Game Design (GAME), and Design (formerly Media Arts).

The process starts at the program level with a review of the relevant labor market data. The review informs the college regarding alignment of potential employment rates and the number of student completers. Program faculty incorporate the information into their plans which are presented and reviewed at the division and college administration level. This process also integrates curriculum review, improvement, and potential expansion. This ensures program development, down to the course level supports labor market needs. Labor market data provides direct support for bachelor's degree program proposals. The Bachelor's of Science in Biomanufacturing is a direct result of industry needs in Ventura County Life Sciences industry. Future BS Degree in Applied Cybersecurity is in the approval queue with the CCCCO.

The college builds program reviews on the foundation of current labor market data to confirm that program completion leads to in-demand, high-wage jobs, and successful careers. That foundation also helps the college align with regional labor market needs. In addition, regional colleges alert each other to newly developing programs to avoid sector duplication or labor saturation. Recent collaborations include improving relationships with the Navy base, Clean Green collaborative, and the region Offshore Wind.

At least 220 employers partner with Moorpark in a variety of internship engagements. In 2022-2023, 280 students earned internship placements, and over 60% of those students representing disproportionately impacted populations. The college's Career Center supports these credit-based internship courses. Additional funding sources for paid internships include Congressional grants, Title V HSI grants, and state grants. Faculty mentors support internships by providing monthly employer site visits.

After students have gained internship experience or have obtained a job, the college collects additional data to measure how program choices serve students. Exit interviews with student interns and employers are conducted every semester. A two-year research study of the internship program by the college concluded that students found that work-based learning prepared them to fill jobs that have high growth, high wages, and are in high demand. Survey results indicate that 70% of students surveyed secured a job that is very closely or closely related to their program of study. In addition, 43.1% of students' surveys indicated it took 1-3 months to find employment related to their program of study.
While there are a variety of variables contributing to post-pandemic enrollment growth, we believe our marketing, dual enrollment, and workforce development strategies have contributed to our FTES recovery as evidenced by survey data and randomized controlled trials. Furthermore, these strategies have allowed us to reach different types of students including working adults through of our PACE and workforce programs, high performing HS graduates through of our honors program, and current HS students through our dual enrollment program.

Entry
Once students apply to Moorpark College, only about half of them enroll. In prior years to increase this percentage we made phone calls to new applicants before the start of the semester. We also created targeted social media ads to applicants by uploading applicant lists into Facebook and Instagram. However, when we analyzed those strategies through randomized controlled trials the evidence suggested they were not effective. Fortunately, the college had a breakthrough by utilizing a strategy that's common at private universities-shortening the length of "speed-to-lead". Specifically, instead of waiting weeks or months before we reach out to new applicants, the college ran an experiment to send a two-way text message to all new applicants the same day they applied with an offer to help answer any questions they may have. The experiment was a success. In the treatment group that was contacted same day, 56% of applicants enrolled compared to 49% in the control group that was contacted at a later date. As a result, the college's admissions and records office fully scaled up this initiative and now every new applicant is contacted the same day they apply.

Progress and Completion

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

Two-way Text Messaging

One such strategy has been the implementation of two-way text messaging. As detailed above, two way texting has been an effective strategy to increase the conversion of students who apply and enroll. We also have evidence that two way texting can increase persistence. In a recent experiment, the college ran a randomized controlled trial where counselors texted students before registration opened up to ask them if they'd like help with picking courses next semester. The data suggests this effort increased persistence, with 71% of students in the treatment group persisting compared to 62% of students in the control group. Furthermore, the data suggests this strategy closed equity gaps as the impact was even higher for Hispanic students compared to white students. As a result of this study Moorpark has invested in scaling up two-way text messaging for counseling and plans to provide stipends for more counselors to get trained on this tool.

Enhanced Course Embedded Tutors

Another effective strategy has been the expansion of Course Embedded Tutors (CET). Decades of studies provide evidence that tutoring increases student success. However, other studies (as well as our personal experience) have found that the types of students that would most benefit from tutoring don't utilize this service. To encourage more students to attend tutoring we piloted a new strategy to enhance course embedded tutoring with early alert and two-way text. For this pilot, students who received a low grade on their first quiz were immediately contacted by the CET who offered to help them study for their next quiz. This approach led to a 446% increase in the volume of students who met with their CET and an increase in success rates for Math and English CET sections in fall 2023 compared to fall 2022 CET sections which were not enhanced with two-way text. To continue expanding tutoring, the college in collaboration with OC, VC, and DAC conducted a review of our FTES apportionment practices to ensure we were fully maximizing our collection of non-credit FTES and discovered that we were overly conservative in how we interpreted the existing regulations. After confirming with the state Chancellor's office, Moorpark is now able to claim double the non-credit FTES for tutoring than we had in years past. Therefore, expansion of the course embedded tutor program is projected to increase our FTES through an increase in persistence, as well as additional non-credit FTES for every additional tutoring engagement.

Policies and Procedures

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

Sense of Belonging

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

Effective Scheduling

In addition to the above strategies, the college has recently completed a scheduling-focused enrollment management plan. The primary goal of this plan is to "create an equitable, efficient, data-informed schedule that maximizes student access to the courses they need as well as fostering persistence".

One of the strategies in the enrollment management plan is to continue expanding our offerings of 8-week courses so that students can enroll in two courses every eight weeks. A prior randomized controlled trial by the counseling department found that when students were pitched the idea of taking two courses every eight weeks, they increased their units taken by 8% (11.75 units in the treatment group compared to 10.93 units in the control group). This led to an increase in FTES generated per student. The reason busy part-time students are able to take more courses per semester is because they only need to focus on two courses at a time. This concept was originally piloted in the PACE program, but has since expanded to the college as a whole. In collaboration with DAC IT students are now able to search the schedule to filter for courses in the first half and second half of the semester so they can easily build an 8+8 schedule. Furthermore, as part of the enrollment management plan the college will move most short-term courses to either the first half or second half of the semester instead of having short-term courses that span both halves of the semester so students don't have overlapping start and end dates.

Another enrollment management strategy the college is deploying is reducing the number of cancellations. Data provided by the IE office found that cancellations have a detrimental effect on student success, with many students never enrolling in a similar class after their class is cancelled. Therefore, the college is committed to reducing cancellations down to 3% of courses scheduled.

However, while the college is focused on student success in scheduling we are balancing those goals with financial prudence by setting productivity targets for aFTES/FTEF (which approximates average class size) at 33 for fall and 32 for spring, as well as setting fill rate targets at 83% for fall and 80% for spring.

We are proud to report that in reviewing the data the college has made progress on all of our enrollment management goals in the past year by increasing the number of short-term sections offered, decreasing cancellations, and increasing average class sizes and fill rates--all while growing FTES to near pre-pandemic levels. To continue these upward trends the college will be investing in additional training for department chairs on scheduling best practices. Furthermore, the college will be utilizing the recently acquired AI software Civitas. Through its predictive analytic tools we should be able to further optimize our schedule so that students are offered the right classes when they need them to make progress towards their completion goals while ensuring the college hits our targets for cancellations, fill rates, average class size, and FTES.

Summary

The above strategies represent a sample of the evidence-based initiatives that the college is implementing both large and small. Other examples of our practices will be shared throughout the year at future PASS committee meetings. These include but are not limited to communities of practice for faculty, the Caring Campus initiative led by our classified senate, guided pathways, basic needs, coaching, internships, education planning, expansion of contextualized math classes, and many more. The data suggests that the combination of all of these initiatives are leading to improved outcomes for our students which translates to a growth in FTES and added revenue through the Student-Centered Funding Formula.

FTES Recovery:

Title of Project: Developing new Strategic Enrollment Management (SEM) plan post-pandemic and meeting the new needs of our community

- SEM Team Leader or Liaison: Luis A. Gonzalez, VPAA

SEM Program Coach(es):

- Paul Murphy
- Laura Cruz-Atrian

Expected Outcomes:

- Increase number of students who apply and then enroll by 10%
- Increase overall enrollment FTES by 7% annually
- Increase enrollment of Black/African-American students by 10%
- Increase ESL enrollment by 8%
- Increase dual enrollment by 8%
- Increase persistence from fall to fall by 5% annually

Table 11. Oxnard College Strategic Enrollment Management Plan (SEMP) Goals and Activities

Strategic Enrollment Management Plan (SEMP) Goal	Key Activities
SEMP Goal 1: Increase number of students who apply and then enroll by 10%	• Follow-up calls and text messages to applicants who have not yet enrolled from college staff (including peer mentors) asking if they have any questions or if they can refer them to available services on campus • Targeted mailers to applicants about financial aid, Program for Accelerated College Education (PACE) and registration information • Regular advertisements on social media and radio promoting Oxnard College
SEMP Goal 2: Increase enrollment FTES by 7% annually	Contact students with holds and inform them we can cover fees if they register (if funding is available) • Develop variety of pathways/ maps available to students/community as a FT OR PT student (include certificate programs in pathways) • Continue to promote PACE on social media, radio and more. • See activities for Dual Enrollment goal. • See activities for ESL goal. • See activities for persistence rates.
SEMP Goal 3: Increase enrollment of black/African American students by 10%	• Survey and/or interview, focus groups of current students. Analyze data and develop plan to provide affinity-group targeted social engagement that promotes cultural wealth and belonging. • Connect with and participate in the Oxnard Union High School District's (OUHSD) Black African American Educational Advisory Committee (BAAEAC) meetings. • Connect with and present to Black Student Union (BSU) meetings at local OUHSD partner schools. Work on developing local BSU at Oxnard College. • Develop local UMOJA program.

SEMP Goal 4: Increase ESL enrollment by 8%	- Connect with Spanish speaking parent groups/community groups to promote ESL courses/program. - Continue to promote ESL courses/program with local school district partners. - Continue offering ESL courses at off-site locations in the community and expand where possible - Develop and deliver local Spanish language advertisements on social media, radio, and more.
SEMP Goal 5: Increase dual enrollment by 8%	- Collaborate with new Dual Enrollment Director at the Ventura College Community College District Administrative Center to identify how to expand our dual enrollment offerings at our local school districts. - Oxnard College dual enrollment coordinator will collaborate with deans and school district partners to assess dual enrollment offerings and potential areas of growth. - Develop Dual Enrollment Plan and MOUs with neighboring schools 2-3 years in advance. - Collaborate with Ventura County Office of Education on plan to staff growing number of dual enrollment offerings at partner school district sites.
SEMP Goal 6: Increase persistence from Fall to fall by 5% annually	- Work with faculty to promote available student resources to help students persist in their syllabi, Canvas announcements and more. - Promote available resources to all current students through social media, email, text alerts at key intervals throughout the semester. - Develop, plan and coordinate a mid-semester, 1st year student event/week to celebrate and educate students to help and promote persistence. - Review early alert process from instructional faculty perspective and identify areas for training and areas for improvement, if possible. - Increase number of faculty using cultural relevant pedagogy and responsive syllabi through regular and continued professional development.

Progress: Indicate major progress to date.

- Oxnard College has a rough draft strategic enrollment management plan that will be shared through our participatory governance review and approval process in spring 2024. We have solicited student input on our current goals and activities and will incorporate some of their recommendations prior to the PG review/approval process.

Challenges:

- We have been fortunate to not have any major challenges thus far in our development process. Additionally, we do not anticipate major challenges as we share this draft through our PG review/approval process. Our SEMP writing team has done a great job of completing a working draft with enough time to provide multiple reviews, feedback and revision opportunities before the end of the semester and before our end of year convening.

Additional Resources: Identify additional resources needed in order to successfully implement the project.

- The additional resources we have indirectly identified are fiscal and personnel - specifically we may need to hire additional outreach staff (personnel) and we will need to allocate funding for the various student events to address our persistence rates.

Access, Entry, Progress, Completion

Access:

Initial communication with students begins with outreach at local K-12 schools and community events as well as through campus tours, signature events (e.g., Family Festival, Día de los Muertos), acceptance packages sent to graduating seniors, and community presentations.

Outreach presentations include:

- Information on programs and majors for career and transfer exploration
- Application workshops
- Portal set-up and registration workshops
- Financial aid workshops for students and parents
- All high school seniors in our service area are invited to OC Friday events, which include an orientation to the campus and student services as well as meetings with financial aid staff and counselors who help create the student's Educational Plan. Students also have opportunities for in-person registration assistance.
- Additionally, OC's Marketing & Outreach department is currently engaged in a wide variety of programs to promote access in our service area. These programs include:
- OC Marketing visits high schools for registration workshops, dual enrollment workshops, college fairs, and other opportunities to showcase the college's services and offerings
- OC Marketing is running an enrollment campaign for spring semester across digital and traditional platforms
- OC Marketing & Outreach are supporting student services offices with two-way texting capabilities. This tool has empowered the Welcome Center, 1st STEP (Success Through Entry Pathway), and Financial Aid Office to directly communicate with a targeted group of students, helping them access financial aid opportunities, specialized support, etc. Response rates have been far higher than traditional call campaigns. We will expand the offices we are piloting this tool with during the spring semester.
- OC Marketing is updating various program and service flyers including to showcase majors, enrollment support, and community services and events (e.g., free dental clinic, OC LIVE events, etc.).
- OC Outreach participates in various community events to promote the college's offerings and maintain our presence/brand in the community (e.g., Tamale Festival, Christmas Parade, Multicultural Day, etc.).
- The OC International Student Office has increased its enrollments to two dozen students from Africa, Asia, Europe, North and South America. Recent programming included a Thanksgiving event for international students.
- Any student under the age of 18 can apply to take college courses under the dual enrollment program. The intent of Dual Enrollment is to provide minors, who can benefit from advanced scholastic education, the opportunity to take college level courses that are not available through their K–12 school or another educational alternative. High school students also have the option to take courses offered through the College and Career Access Pathways (CCAP) where the College has partnered with local schools to offer courses at the high schools. In fall of 2023, Oxnard college served 474 dual-enrollment students, and offered courses at five area high schools.
- In spring 2024 we are hosting four Cash for College events at OC where we invite all students to seek assistance with completing their financial aid applications, and we currently offer college tours to both individuals and groups.
- Oxnard College hosts an annual event to inform our local high school counselors of the programs and services at the College. This event is called "OC Counselor Connect" which was held on

Friday, December 15, 2023. We had over 75 high school counselors and career technicians from local high schools attend this training, which included a campus tour, update on changes to financial aid, an overview of the dual enrollment process, and a presentation on the various campus initiatives. At the end of the event, the attendees were provided with Oxnard College sweaters to wear at their school sites, along with OC swag such pennants to place on campus.

Entry:

- We embed OC counselors at area high schools to assist with onboarding in dual enrollment courses and matriculation to OC. During orientation and outreach workshops, counselors introduce students to Program Mapper (described in 2.2), program requirements, and timelines for completion. This work continues during one-on-one counseling sessions to help students confirm and map their pathway by completing a comprehensive Education Plan.
- Students who cannot attend the above events are directed to our 1st STEP Center, where counselors and staff support students in completing on-the-spot registration. We also have an online orientation in both Spanish and English for students to complete at their convenience. All services are available both in person and virtually.
- Both online and in-person orientations are available to ensure convenience and accommodate student preferences. All students are encouraged to complete an Education Plan as soon as possible. Each semester, we contact students who do not have an Education Plan to share the benefits of having one and how to schedule an appointment. Many programs also consistently message students about an Educational Plan even after completing one, as changes may occur. We also send targeted emails to students who have over 45 units, encouraging them to see a counselor whether there is an Education Plan on file or not.
- Students are also highly encouraged to participate in several onboarding and first-year supports. CondorFest is our new student orientation where students learn about support services, explore majors with counselors, meet professors, and make connections. Additionally, the OC Summer Scholars program provides a cohort model for students to complete both College Composition and College Success courses with embedded tutors, peer mentor support, and in-class presentations of OC's student support services. Alongside these courses, we offer the Condor to Condor, a peer mentoring program designed to provide a connection for first-year and returning college students in their transition to Oxnard College. Students are paired with a peer mentor who provides support and shares their knowledge of campus resources to ensure the mentee succeeds during their time with the college. We also encourage students to participate in our First Year Experience (FYE) program, which provides peer mentor support, priority registration, structured academic and career counseling, and workshops and social events for first-year students and their families. This builds community and provides co-curricular information on topics including stress management and self-care, financial literacy, how to communicate with professors, and other skills useful to first-time students.

Progress & Completion:

- Oxnard uses a Program Mapper to help students identify majors by areas of interest. Program Mapper is accessible on the OC website for all prospective and continuing students. This ensures students are aware of the courses and sequences needed to complete their degree/certificate in a timely manner. It is available for students to use independently or during one-on-one counseling appointments. We have also enhanced our website to make it easier for students to find resources, we hold call campaigns to contact students about available services, and we encourage faculty to use their Canvas shells to provide students with information to support degree completion. We are also looking to implement two-way texting campaigns in the coming year.
- Oxnard College supports an extensive tutoring program, which, thanks to a recent leadership change, has experienced significant growth. Program representatives visit classes and "walk the

campus" to raise awareness of the program's services/ The program sponsors several special events on campus, including a pumpkin painting event last October, attended by over 100 students. The program has also been testing expanding dedicated staffing, and has received positive feedback on providing dedicated tutors for Athletics and the TRiO programs; this spring, those tutors will be joined by one specializing in Auto Tech. This past fall, tutors met with students 3,455 times, a 121% increase over last fall's numbers.

- All students are highly encouraged to work with an OC Counselor to complete an Education Plan and revisit it with a counselor as needed (e.g., changes to major, changes in transfer plans, course availability, etc.), while all students in categorical programs (e.g., EOPS and TRIO), are required to do so. This helps students remain on track and reduce excess tuition costs to ensure the quickest and most financially conservative path to their degree.
- Counselors in categorical and special population programs regularly evaluate the academic progress and standing of their students. Some programs, such as EOPS, have dedicated counselors working with students to regularly review Education Plan progress and revise it when needed. Students who are on academic notice and not meeting Satisfactory Academic Progress, are required to meet with a counselor to update their Education Plan, complete an Academic Success Workshop, and are encouraged to enroll in PG R820: Reaching Excelling in Academics and Challenges to provide the tools students need to course-correct. Faculty and staff who are concerned about a student's academic progress can recommend students for tutoring and other supportive services through a warm hand-off and referrals in Starfish, our system for alerting supportive services offices.

Ventura College Updates

FTES Recovery:

Ventura College's 2023-2024 enrollment and FTES is currently projected to be 11% higher than the previous year. VC is engaging in a number of initiatives to further recover and increase FTES, including the following:

- Balancing course schedule by mode of delivery to support student need and demand.
- Allowing smaller in-person classes to bring students back to campus and to establish confidence in the community that we are offering a broad range of course options.
- Significantly expanding resources and enrollment in VCEC and extended education
  - A full multi-year roadmap has been developed (attached). This includes the following:
    - Expanded PACE Program
    - Expanded Dual Enrollment
    - Increased ESL course offerings at a variety of sites
    - Support for English and Math including learning communities
    - Expanded student service support at VC East Campus
    - Newly built STEM lab at VC East Campus
- Expanding Zero-Textbook Cost (ZTC) offerings. Data indicates that ZTC courses have higher fill rates, and that students who enroll in at least one ZTC class enroll in more classes than those who did not enroll in any ZTC classes.
- Expanding embedded tutoring in gateway and academically challenging courses.
- Increased student service support including a greatly expanded Basic Needs Center

- Expanding targeted marketing and outreach, including the following:
  - Movie theater advertising at local cinemas
  - Radio station advertising (English and Spanish radio stations)
  - Video advertising through YouTube
  - Postcard advertising sent to all residents in Ventura, Ojai, Camarillo, Fillmore, Piru, and Santa Paula
  - Boosted social media posts
  - Planned implementation of two-way texting
- Development of a campus enrollment management plan that will be borne out of the in-development Educational Master Plan.
- Professional Development
  - Faculty:
    - [Faculty Academy](#) – a two-semester pedagogical training program in which faculty members analyze student outcome data, examine biases, and learn culturally-responsive teaching practices. Nearly 60 faculty members have participated in this program. The program is regularly evaluated and has been demonstrated to have a statistically significant effect on course success rates among students from underrepresented groups. The most recent evaluation report [can be found here](#).
    - [Cultural Curriculum Audit and Revision](#) – faculty analyze course success data and learn to apply universal design principles to course curriculum.
    - [Peer Online Course Review](#) – faculty align their online courses to the CCCCO California Virtual Campus Online Education Initiative rubric. This ensures that online classes incorporate best practices in content presentation, student and February 15, 2024 Page 2 of 2 instructor interaction, assessments, and accessibility. This ensures that our online classes meet the needs for all students on campus.
    - [Humanizing Online STEM Academy](#) – as part of VC's Title V Hispanic Serving Institution STEM Grant, VC STEM faculty participate in an academy to improve online STEM courses. The goal of this program is to improve student feeling of belonging, particularly among students from underrepresented groups.
  - Classified Professionals – further development of Caring Campus Initiative
  - Management – planned HSI training for managers to support our developing campus HSI identity

Access, Entry, Progress, Completion

Ventura College has invested considerable effort in improving student access and success. The strategies and initiatives listed below are selected highlights from a broad and systematic portfolio of regular and ongoing efforts.

Access and Entry

VC's 2023-2024 FTES is projected to be approximately 10-12% higher than it was in 2022-2023. Our college has undertaken considerable efforts to achieve this turnaround. Briefly, these include the following:

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

- Spanish radio advertising through Spotify
- Video advertising though YouTube
- Postcards mailed to all residents in Ventura, Ojai, Camarillo, Fillmore, Piru, and Santa Paula
- Social media boosted posts on Facebook, Instagram, and other sites
- Vida Newspaper advertising
- Santa Paula Times advertising
- Countywide e-blasts through U-CAST
- Streaming video ads with LocalIQ

- Outreach:
  - VC holds regular outreach events at local high schools throughout the year.
  - In fall 2023, VC held 64 outreach events. These events included college information sessions, dual enrollment workshops, as well as articulation- and career-education-specific workshops. These workshops accounted for 3,272 touchpoints with prospective students.
  - Each spring semester, VC holds "Pirate Days," in which hundreds of local high school students visit the VC campus. On each Pirate Day, students from 3-5 high schools arrive at VC to take a tour of campus, meet with and learn about various student services, and develop an educational plan based on their preferred career and major community. VC holds multiple Pirate Days each spring semester.
  - An annual counselor exchange is held in which high school counselors visit VC to learn about VC processes and programs.
  - A number of local high schools also have a requirement that their students complete a CCC Apply application. This gives students practice and skills in understanding the college admission process. However, it also has the unintended consequence of inflating applicant numbers, which can reduce the percentage of applicants who enroll

- VC has spent considerable efforts to improve and expand educational access to residents of the Santa Clara River Valley. Through our participation in the CCCCO Strategic Enrollment Management Academy, we have developed a comprehensive Strategic Enrollment Management Plan for the VC East Campus. We have also developed a VCCCD Major Initiative Proposal to further expand educational access in this key region of the VCCCD service area.

- VC has expanded access through our participation in the CCCCO California Virtual Campus Exchange. This tool allows students enrolled in any other California Community College to instantly enroll in VC's online courses without needing to fill out an additional application.

- VC has developed a course scheduling model, in which departments and divisions are provided with FTES targets and FTEF allocations. This model takes into account key metrics from the State of California's Student Centered Funding Formula, and ensures that our course schedule meets student programmatic needs.

Progress and Completion

VC has undertaken considerable efforts to ensure that students are making progress towards, and ultimately achieving their educational goals. These include the following:

- VC has implemented, evaluated, and refined AB-705- and AB-1705-related policies and processes. These are described in more detail in the November 2023 PASS Report.
- VC is in the process of implementing our 2022-2025 Student Equity Plan. This plan focuses on closing equity gaps by engaging in activities through a social justice lens (i.e. professional development, curriculum development/modifications, and hiring practices).

- VC has implemented a number of initiatives related to Guided Pathways. These include the online program mapper, which allows students to view program requirements and suggested course taking options, as well as expanded career exploration software.
- VC has implemented a system to automatically award students with degrees when they complete the requirements. This means that students do not need to first complete a graduation application. Rather, we are proactively ensuring that students are being awarded for their efforts. This system has greatly increased the number of degrees that have been awarded to students.
- VC has greatly expanded professional development programs specifically designed to improve student progress and completion, including:
  - Faculty Academy – a two-semester pedagogical training program in which faculty members analyze student outcome data, examine biases, and learn culturally-responsive teaching practices. Nearly 60 faculty members have participated in this program. The program is regularly evaluated and has been demonstrated to have a statistically significant effect on course success rates among students from underrepresented groups. The most recent evaluation report can be found here.
  - Cultural Curriculum Audit and Revision – faculty analyze course success data and learn to apply universal design principles to course curriculum.
  - Peer Online Course Review – faculty align their online courses to the CCCCO California Virtual Campus Online Education Initiative rubric. This ensures that online classes incorporate best practices in content presentation, student and instructor interaction, assessments, and accessibility. This ensures that our online classes meet the needs for all students on campus.
  - Humanizing Online STEM Academy – as part of VC's Title V Hispanic Serving Institution STEM Grant, VC STEM faculty participate in an academy to improve online STEM courses. The goal of this program is to improve student feeling of belonging, particularly among students from underrepresented groups.
  - Diversity in Culture Festival – an annual celebration of diversity. The festival's mission is to promote awareness and appreciation of diversity at our college and in our community. The festival features a variety of speakers, panel sessions, and classroom activities. The keynote speaker at the 2023 festival was labor leader and civil rights activist, Dolores Huerta.
  - Ongoing Professional Development Events – VC offers a variety of ongoing workshops, panels, and summits focused on developing an inclusive campus environment.

Districtwide Updates

In the wake of COVID-19's significant impact on student enrollment and educational delivery methods, the Ventura County Community College District (VCCCD) faces the challenge increasing Equity and Student Success, while recovering and enhancing Full-Time Equivalent Student (FTES) numbers. The district has set forth targets to not only recover from the pandemic but also to achieve incremental growth in the coming years.

The FTES targets aiming for recovery and growth by fiscal year (FY) by Student Centered Funding Formula (SCFF) category are:

Table 12. FTES Targets by FY 2024-2025, SCFF Category

SCFF Category	FTES in FY 2021-2022	FTES TARGET FY 2024-2025
Resident	20,913	24,470
Credit	20,716	24,139
Incarcerated	21	0
Special Admit	1,100	1,432
CDCP	144	235
Noncredit	32	96

To address these targets amidst post-pandemic recovery while specifically increasing equity and student success measures, VCCCD is building *Integrated Districtwide Career Pathway Systems* to increase **new** student Access, Enrollment and Completion through engagement strategies with high schools and local communities to restore broader access through:

1. Districtwide – Countywide Dual Enrollment System: development of a systems-approach to dual enrollment, creating 2-year cohort models with high school districts (CCAP and Non-CCAP) with the intent of completing the higher education certificate while attending high school.

2. Districtwide Contract Education System: development of a not-for-credit workforce upskilling training pipeline for Adult incumbent workers leading to the career education pathways at the community colleges.

   Career pathways can contribute to an inclusive economic recovery when they intentionally address the needs of workers who have been most impacted by COVID-19, as well as by structural barriers of discrimination or limited opportunity – specifically workers who earn low wages and workers of color. And, Career pathways can help small and medium businesses – those most impacted by the pandemic – train and hire workers in a changing economy.

3. Coaching and navigation assistance to meet the needs and support the success of adult students: through Career Navigators

   Coaching and navigation services ensure that adult education, part time, and working adult students also receive the holistic guidance that responds to their goals and needs. Ongoing assessment of student needs for both academic and nonacademic support allows "navigators" to connect students with the career pathways programs, workforce services, and the comprehensive supports that are available within the community college and workforce partners. Integrated, individualized coaching, navigation assistance, and connection to support services are essential components of effective career pathways models.

4. Evaluation System: Utilization of research analysts and data specialist to develop the evaluation framework to measure impact and success. This systems-approach of utilizing Logic Models to frame projects clearly allows for the identification of resources utilized and needed, the establishment of project goals, clearly defined objectives with target outcomes, development of short-term impacts and identification of longitudinal long-term influences made.

   a) Weekly Enrollment Management Reports: Deliver essential, up-to-date enrollment metrics for effective decision-making.

   b) Districtwide Enrollment Management Workgroups:

- Drop for Nonpayment Workgroup: Analyzed, advised and reported on the student drop for nonpayment process. Instrumental in the conversion from the VCCCD Student Drop for Nonpayment process to the Student Nonpayment Process.
- MIS Reporting Workgroups: Addresses new MIS State Reporting data elements and reporting processes.
- Attendance Accounting Conversion Workgroup: Works on improving attendance tracking and reporting systems.
- Course Evaluation Software Selection Workgroup: Reviewed districtwide course evaluation software and led implementation.
- PASS Committee Reporting Workgroup: Prepares and presents comprehensive reports for the PASS Committee.
- Tutoring FTES Maximization Workgroup: Focuses on strategies to maximize "Tutoring Full-Time Equivalent Student numbers (FTES) while maintaining compliance through engagement with the California Community Colleges Chancellor's Office – Fiscal Unit

c) Tableau Dashboards: A visual analytics platform used to present enrollment data through the following Districtwide Enrollment Management Dashboards:

- VCCCD Employee Diversity Dashboard: Tracks and analyzes diversity metrics among employees to promote inclusivity and equity.
- VCCCD I.E. Website Dashboard: Provides VCCCD-wide student demographic metrics and is located on the Institutional Effectiveness website.
- VCCCD Aspen Prize Application Dashboard: Manages and standardizes data related to the Aspen Prize application.
- VCCCD Dual Enrollment Dashboard: Provides detailed insights into dual enrollment program participation and trends.
- VCCCD Enrollment Equity Dashboard: Evaluates enrollment data for equity across different student demographics.
- VCCCD Enrollment Management Dashboard: Offers a comprehensive view of overall enrollment figures and trends.
- VCCCD Enrollment Patterns Dashboard: Analyzes student enrollment patterns and trends over time.
- VCCCD Enrollment Persistence Dashboard: Tracks and reports on student persistence rates over time.
- VCCCD Nonpayment Dashboard: Monitors financial aspects such as student nonpayment rates and student contact information so colleges may manage payment methods for students in nonpayment status.
- VCCCD Marketing Dashboard: Assesses the reach and effectiveness of various marketing strategies.
- VCCCD Productivity Dashboard: Evaluates overall institutional productivity and efficiency.
- VCCCD SCFF Distribution Dashboard: Manages and reports on the Student-Centered Funding Formula distribution.
- VCCCD Targets Dashboard: Sets and monitors institutional FTES, headcount and units targets and goals.

5. Districtwide Data Analytics Software Initiatives: Implementation of Civitas, a predictive analytics platform designed to enhance student persistence and completion through strategic, data-driven insights and planning. Course demand analytics inform and optimize strategies for course scheduling.

The following page shows a logic model further describing VCCCD's plan to build Integrated Districtwide Career Pathway Systems.

Building Integrated Districtwide Career Pathway Systems – Logic Model

Resources	General Activities	Outputs	Outcomes	
(Human, financial, organizational, and community resources to	**(Intentional processes, tools, events, technology, & actions, used to bring**	**(Direct products of program activities, may include type, levels, and targets of services to be delivered by the program)**	**Immediate –Medium Term**	**Long-term**

Resources	General Activities	Outputs	Immediate –Medium Term	Long-term
• VCCCD Managers, Staff and Faculty • Strong Workforce Grant (SWP) Funds, Activities and Resources • Economic Development Collaborative (EDC) Funds, Activities and Resources • Workforce Development Board (WDB) Funds, Activities and Resources • High School District Resources & Staff • Ventura County Employers & Businesses Resources • COVID-19 Block Grant Funds • EWD Funds • Employer Training Panel (ETP) Funding • Equipment & Supplies: computers, software, materials and misc. supplies • Career Catalyst Interns • Research Resources	**Dual Enrollment – Career Education Focus** • Organize team(s) to identify and develop a systems-approach - prioritize career education dual enrolment pathways • Work with H.R. and Business Services to align hiring and contract needs (ongoing) • Identify the rigorous and sequenced set of 2-year college-level coursework plans to achieve certificate or degree (Mapping) • Identify, Prioritize and Meet with H.S. Districts to develop/agree upon clear pathway implementation plans • Develop and Process Contracts, CCAP agreements, MOUs etc. • Train as needed, integrate participatory governance committees (DCEM, IEAC…) • Identify Outreach Strategies and prioritize High School Districts to initiate the systems approach – Cohorts • Develop Implementation Plan & Budget • Establish evaluation system to include metrics, dashboards, evaluation timelines… • Ongoing planning and improvement activities and monitoring **Contract Education & Career Education Navigation** • Closely align with CTE Deans and career curriculum – develop not-for-credit trainings • Create Education Flow Process • Continued dialoged with college partners to increase understanding of Contract Education, how CE aligns with pathways and provides onramps to colleges. Discussed need to work together to meet industry's needs for training workforce. • Creation of Marketing plans and materials • Develop Coaching and navigation services ensure that adult education, part time, and working adult students also receive the holistic guidance that responds to their goals and needs **Evaluation System** • Develop and Implement system to gather data , analyze outcomes for continuous improvement • Survey students and stakeholders…	1. Creation of Districtwide evaluation and data tracking system(s) with W3's (who does what by when) for Contract Ed and Dual Enrollment leading to Certificate and/or degree completion. – FTES/SCFF Funding Generation 2. Creation of a centralized and consistent approach to dual enrollment and contract education to increase enrollment across the District 3. Creation of VCCCD one-point-of-contact for community partners and stakeholders 4. Enhanced Collaboration, internal partners and external partners 5. Development of organized plans to expand access, entry, progress and completion. 6. Creation of an embedded career navigation resources & enhanced support systems 7. Creation 2-year dual enrollment pathways for high school districts 8. Creation of High-Impact models which are efficient in transitioning students from high school through degree completion and or career acquisition. 9. Integrated services using various funding sources that support institutionalization 10. Development of VCCCD customized integrated career pathway system(s) and activities in alignment with the COE regional and statewide expectations	1. Strengthen the network between VCCCD, High School Districts and Employer/Workforce creating a <u>System</u> that supports student success 2. Institutional Researcher hired and data collection system established 3. Increased # trained – Incumbent workers 4. Increased # of Dual Enrollment students 5. Increased H.S District' participation and involvement 6. Increased # of Faculty, Counselors, Staff, Managers and students participating in the Integrated Districtwide Career Pathway Systems 7. Increased # using Embedded Career Education Navigation Support 8. Increased number of students progressing to college level coursework, persisting and completing. 9. Timeframe to completion is decreased 10. Reduced student equity gaps and impacted students related to VCCCD CTE programs 11. Tableau Dashboard, Predictive Analytics and Data Warehouse created	1. Improved Academic Success upon entering VCCCD 2. Increased Economic Mobility for Students 3. VCCCD is a Strong Partner in the County's Economic Recovery 4. Increased Student' Enrollment, Retention and Persistence impacting SCFF 5. Reduced timeframes to achieve educational & career goals for Students 6. Outreach to new Adult Incumbent Worker populations – increased enrollment, success and FTES generation 7. Consistent point of contact for community partners 8. Increased transfer rates and job placement rates 9. Increased graduation rates 10. Creation of high impact models that are replicable and are institutionalized district-wide 11. Creation of Integrated Dual Enrollment, Contract Education and Career Education Pathways

Districtwide Projects, Programs and Activities

The following tables highlight districtwide projects, programs, and activities related to VCCCD strategic enrollment management. These include Dual Enrollment, Districtwide Marketing, and Participatory Governance (see Tables 13-15).

Table 13. Dual Enrollment: Building Access across VCCCD

Districtwide Dual Enrollment Activities	
Created Draft Vision	• Focus on students not yet college bound and those underrepresented in higher education • Build intentional sequences of dually enrolled courses at the high schools that lead to community college certificates and degrees (including degrees for transfer) • Ensure that every high school student graduates with college readiness and career awareness
Communicated Vision Across Colleges. Solicited Buy-In for Vision and Draft Strategic Plan	• Met with Executive Teams and Dean's Councils at all 3 colleges • Presented to Expanded Chancellor's Cabinet • Presented at District Committee on Enrollment Management • Presented to Board of Trustees
Shared Vision With Partners	• Held Community of Practice (CoP) with Ventura County Office of Education. CoP hosted by Chancellor MacLennan and VCOE Superintendent Dr. Cesar Morales. 85 attendees from across VCCCD and all 19 Ventura County High School Districts. Shared vision and strategic plan, alignment with the CA College and Career Readiness Indicator for high schools, and confirmed commitment to partnership between the two systems • Met with Santa Paula USD, Ojai Valley USD, Ventura USD
Formed Districtwide Dual Enrollment Team	• Comprised of the VCCCD Chancellor, Vice Chancellor of Institutional Effectiveness, Executive Director of Operations, College Presidents, Vice Presidents, Dual Enrollment Deans and Directors/Coordinators • Meets monthly to push vision forward, ensure executive leadership remains informed and provide accountability for implementation of strategic plan • Advocate for resources, policies, and procedures critical to dual enrollment's success
Finalized Vision	• Get every 9th grader in the county into a college readiness/career awareness course, dually enrolled during the school day • Map out at least two "intentional" pathways for at least two high schools per college (ideally in two different districts). These can be GE or CTE pathways, though CTE has some advantages • Enroll and support students to ensure successful completion of pathways. Focus on students who may not see themselves as college bound and/or are underrepresented in higher education.
Finalized Strategic Plan 2024	1. Create mechanism to hire high school teachers to teach college courses during the bell schedule 2. Ensure mechanism exists to staff college readiness/career awareness course for all 9th graders across the county 3. Work with high school partners to enroll 9th graders into the college readiness course and at least one other course in the sequence by Fall25. Continue to add dually enrolled courses in the sequence over the 2025-2026 academic year 4. Work with high school partners to convert articulated courses to dually enrolled
Additional Items Under Strategic Plan for 2024	• Clarify roles and responsibilities around dual enrollment at the college, high school and high school district level. Advocate for additional resources critical to program success. • Revise dual enrollment agreements (CCAP and non CCAP) and enrollment forms where needed to clarify pathway sequence and student support. Ensure all agreements are signed and up to date.

	• Implement faculty roll out plan. Hold listening sessions for faculty and department chairs across colleges. • Facilitate three Community of Practices over 2024 with Ventura County Office of Education. • Facilitate regular meetings with lead high school partners (2 per college). • Help coordinate Summit with community colleges, high schools and workforce development partners • Clarify regulations and set up information sharing protocols between high schools and colleges • Support enrollment into dually enrolled courses. Explore the need for additional resources at the high school site and the effectiveness of software support such as dualenroll.com. • Build out dual enrollment data dashboard to help inform data-driven decision-making

Table 14. Districtwide Marketing Initiatives Supporting Strategic Enrollment Management (SEM) Pillars

Area (SEM Pillar)	Outcomes	Examples
Media Relations (Access)	Increase awareness of districtwide activities, enhance the reputation of the District, and create consistent messaging.	Creation and distribution of District and districtwide op-eds, press releases, and messaging.
Social Media (Access, Progress):	Increase community awareness of important dates and information, enhance the reputation of the District.	Registration campaigns, diversity, equity, and inclusion (DEI) campaigns, program marketing.
Web Relations (Access, Entry, Progress)	Increase awareness of online resources. Ensure online information is informative, engaging, and meets broad needs.	System maintenance, user training, content development, web analytics, online engagement strategies, user experience.
Cash For College (Access, Entry, Progress):	Increase access to financial resources in the community, connect students to resources and expand college-going culture.	Distribute press releases, social media campaigns, coordinate districtwide assets and update Drupal pages.
Compressed Calendar Communications Plan (Access, Progress)	Increase awareness of new opportunities, inform about timelines, increase FTES generation and offer noncredit business options.	Coordinate districtwide communications, develop template communications for stakeholders.
Dual Enrollment (Access, Progress):	Increase awareness and information about Dual Enrollment pathways, enhance FTES generation.	Participate in monthly meetings, develop marketing assets, write op-eds and press releases.
Economic & Workforce Development (Access, Entry, Progress, Completion)	Increase awareness among underserved adult populations, provide information about pathways and opportunities.	Create branding guides, support marketing for regional programs and participate in industry partnerships.
Executive Operations (Access, Progress)	Increase community awareness of District activities.	Write op-eds and press releases, support Bond marketing and communications.
Graduations (Access, Progress)	Increase community awareness of student support and success, create a welcoming environment for students.	Write press releases, create marketing assets and support special graduation events.
Human Resources (Access, Progress)	Increase awareness of District positions impacting student enrollment, success, and completion.	Create materials and media for HR recruitment impacting student success.
Student Elections (Access, Progress)	Connect students to the participatory governance process and increase support for student leadership development.	Asset creation, election awareness, campaign support.
Title IX (Progress)	Support a safe learning and working environment for students.	Reorganize webpage layouts, simplify language for clarity.

Table 15. Participatory Governance Committees

Committee	Charge
District Council on Enrollment Management (DCEM)	In alignment with the Strategic and Student Equity Plans, the council utilizes a Districtwide "systems approach" to collaboratively identify and leverage resources. DCEM also shares high impact practices designed to improve student access and success, educational quality, institutional agility and organizational effectiveness in terms of enrollment management goals, strategies and practices. The charge of DCEM includes, but is not limited to: • Identify and prioritize activities and initiatives from District and College Plans focused on enrollment; • Perform internal and external environmental analysis and forecast future trends related to enrollment management; • Assess and evaluate enrollment targets including Student Centered Funding Formula (SCFF) metrics; • Analyze effective use of technology related to enrollment management, such as web effectiveness, digital media, social media, Tableau, search engine optimization; • Reduce barriers related to student access (dual enrollment, registration process) • Support college strategic and equity plans and goals related to enrollment management; • Identify areas where district can support college marketing and enrollment management; • Support college retention and persistence efforts.
Institutional Effectiveness Advisory Committee (IEAC)	IEAC supports VCCCD and the three colleges within the District by: • Facilitating collaboration with relevant stakeholders across the District to improve both the availability and accuracy of data in support of strategic planning and institutional research across the District, and • Facilitating communication and resource-sharing across the District and Colleges; and • Facilitating integrated District-wide services assuring a nexus linking research, data collection, planning strategies, program development, and assessment.

Chapter 2b. Closing Statements

The February 2024 PASS Report, Chapter 2b, covered enrollment targets, data, and programs and activities related to VCCCD Strategic Goal #2: Increase equitable access and success for all students. The data reviewed were focused on the four pillars of strategic enrollment management: access, entry, progress (persistence, retention, success), and completion. These showed that VCCCD has been making progress towards meeting enrollment targets and has been ahead of statewide trends on measures of student progress such as course retention and success rates.

The table on the following page (Table 16) shows updates as to where VCCCD is making progress towards meeting each measure of achievement related to Strategic Goal #2. It is important to note that

some measures, such as completion are lagging indicators and show delayed effects from the pandemic and have yet to show effects from recovery that are currently in progress.

Table 16. Tracking Measures of Achievement for VCCCD Strategic Goal # 2

VCCCD Strategic Goal #2: Increase equitable access and success for all students		
Measure of Achievement	Data by Academic Year	On Track to Meet Goal
2.1: Increase the unduplicated count of students that achieve a Chancellor's Office approved degree and/or certificate by 20% from 5,199 to 6,239 by 2027. (Baseline Year 2019-20). Source: VCCCD	2019-2020 = 5,199 2020-2021 = 5,328 2021-2022 = 5,123 2022-2023 = 5,270	Requires additional focus. We anticipate that the Dual Enrollment expansion across the District and other college-specific SEMP activities will increase this outcome achievement.
2.2: Increase the percentage of degree, certificate or transfer seeking students completing college level English and math within their first year from 25% to 45% by 2027. (Baseline Year 2019-20).	Please refer to the November 2023 PASS Report Chapter 2a: Transfer-Level English & Math Completion (AB705/1705)	Requires additional focus. We anticipate that the Dual Enrollment expansion across the District and other college-specific SEMP activities will increase this outcome achievement.
2.3: Increase overall course success rate from 76% to 81% by 2027. (Baseline Year 2018-2019 due to Excused Withdrawal Influence). Source: CCCCO Launchboard	2018-2019 = 76% 2019-2020 = 80% 2020-2021 = 78% 2021-2022 = 78%	Yes
2.4: Increase the proportion of degree, certificate or transfer seeking students taking at least 24 degree-applicable units annually from 22% to 30% by 2027. (Baseline Year 2019-20). Source: Launchboard	2018-2019 = 22% 2019-2020 = 22% 2020-2021 = 21% 2021-2022 = 21%	Requires additional focus. We anticipate that the Dual Enrollment expansion across the District and other college-specific SEMP activities will increase this outcome achievement.
2.5: Increase dual enrollment Headcount by 50%, through both College and Career Access Pathways (CCAP) and non-CCAP offerings from 5,617 to 8,426 by 2027. (Baseline Year 2019-20 Semesters). Source: CCCCO Datamart	2019-2020 = 5,617 2020-2021 = 6,718 2021-2022 = 5,817 2022-2023 = 6,998	Yes

This series of reports has been an opportunity to show how districtwide efforts align with the strategic goals of VCCCD. It has allowed us to closely examine our practices and identify areas for growth and improvement. The enrollment recovery outlines provided by the Vice Presidents of Academic Affairs and the detailed accounts of college and districtwide activities provided by the College Deans of Institutional Effectiveness have offered valuable insights into our collective efforts towards achieving our Full-Time Equivalent Students (FTES) targets and enhancing student success.

The reports in the coming months that make up Chapter 3 will look at VCCCD Strategic Goal #3 and cover race and ethnicity, LGBTQIA, and special population (e.g., EOPS, DSPS) equity efforts at the colleges and districtwide. As we move forward, we will continue to build on the insights gained, adapt our strategies to meet evolving needs, and remain committed to providing high-quality, accessible education to all our students.