2024

Institutional Effectiveness 2023-2024 Summary Report to the Planning, Accreditation, and Student Success (PASS) Committee

OCTOBER, 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 Economic and Workforce Development

a) July: Career Education and Economic and Workforce Development

October 29, 2024 PASS Committee 2023-2024 Summary Report

Table of Contents

Annual Calendar of Data for the PASS Committee, 2023-2024 ii
List of Tables and Figures iv
Executive Summary 1
Introduction 5
Moorpark College Crosswalk 7
Oxnard College Crosswalk 10
Ventura College Crosswalk 14
VCCCD Strategic Goal #1: Culture 17
- Student Surveys 17
- Employee Survey and Professional Development 22
- DAC Human Resources Plan to Support Professional Development 23

VCCCD Strategic Goal #2: Student Access and Success 24
- Transfer-Level English and Math Completion 24
- FTES Targets 25
- Strategic Enrollment Management: Access, Entry, Progress, Completion 26

VCCCD Strategic Goal #3: Closing Equity Gaps 29
- Strategic Enrollment Management: Access, Entry, Progress, Completion 29
- Foster Youth, LGBTQIA+, and Veteran Enrollment Trends, by College 31
- Spring 2024 Enrollment by College 32

VCCCD Strategic Goal #4: Economic and Workforce Development 35
- Career Education FTES 35
- College-Specific Career Education Updates 36
- VCCCD Economic and Workforce Development (EWD) Updates 37
- Career Education Skills-Builders with Wage Gain 38
- Career Education Completers 38

2023-2024 Summary Report Closing Statements 40

List of Tables and Figures

List of Tables

Table 1. Moorpark College Educational Master Plan - PASS Report Crosswalk 7
Table 2. Oxnard College Educational Master Plan - PASS Report Crosswalk 10
Table 3. Ventura College Educational Master Plan - PASS Report Crosswalk 14
Table 4. FTES Targets by FY 2024-2025, SCFF Category 25
Table 5. Dual Enrollment FTES, by Academic Year 26
Table 6. Comparison of CCCApply Applications and Actual Registrations from 2019 to 2023 26
Table 7. Fall to Fall Persistence Rates, 2018-2019 to 2022-2023 26
Table 8. Retention Rate for Credit Courses, VCCCD & Statewide, 2018-2022 27
Table 9. Success Rate for Credit Courses, VCCCD & Statewide, by Academic Year 27
Table 10. VCCCD Completions by Academic Year, 2018-2022 27
Table 11. VCCCD Dual Enrollment Workplan 28
Table 12. Moorpark College Enrollment, by Demographic and Academic Year 31
Table 13. Oxnard College Enrollment, by Demographic and Academic Year 31
Table 14. Ventura College Enrollment, by Demographic and Academic Year 31
Table 15. Career Education FTES, by College 35
Table 16. Next Steps (2024-25) for Economic and Workforce Development's Partnership Plan 37

List of Figures

Figure 1. Student Learning Preferences, by Course Modality 21
Figure 2. Students Able to Enroll in Preferred Learning Preferences 21
Figure 3. Moorpark College Spring 2024 Enrollment, by Demographic 32
Figure 4. Oxnard College Spring 2024 Enrollment, by Demographic 33
Figure 5. Ventura College Spring 2024 Enrollment, by Demographic 34
Figure 6. Moorpark College CTE Completions, by Perkins Economically Disadvantaged and Academic Year 38
Figure 7. Oxnard College CTE Completions, by Perkins Economically Disadvantaged and Academic Year 39
Figure 8. Ventura College CTE Completions, by Perkins Economically Disadvantaged and Academic Year 39

Executive Summary

This VCCCD Institutional Effectiveness report to the Planning, Accreditation, and Student Success (PASS) Committee summarizes the 2023-2024 academic year series of eight reports, the result of a districtwide collaboration of the Institutional Effectiveness offices at the District Administrative Center (DAC), Moorpark College, Oxnard College, and Ventura College. The purpose of these reports is to maintain communication and inform the Board of Trustees of college outcomes related to the measures of achievement as stated in the VCCCD Strategic plan, and how each of the colleges' activities that impact these outcomes are aligned with VCCCD strategic goals. They are also part of a broader effort to continue building a data-informed culture across the district. This summary report includes crosswalks from Moorpark College, Oxnard College, and Ventura College connecting each of the reports with their college's educational master plan goals and objectives (pages 7-16); highlights and key takeaways from each of the eight 2023-2024 I.E. reports aligning with VCCCD's strategic goals; and the upcoming 2025 series of I.E. reports to the PASS Committee.

Highlights and Key Takeaways from the 2023-2024 series of I.E. reports to the PASS Committee:

Strategic goal #1: *Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee.*

- Chapter 1a (August 2023): Districtwide survey results from:
  - American College Health Association – National College Health Assessment (ACHA-NCHA) and the State of California #RealCollegeCA Survey: Asked students about their physical, mental, social, and sexual health, and about basic needs (i.e., housing, food insecurity) to help provide better support services. Key findings are on pages 18 and 19.
  - National Assessment of Collegiate Campus Climate (NACCC): Developed by the USC Race & Equity Center and focuses on areas essential to understanding campus racial climate. Key findings are shown on page 20.
  - VCCCD Course Learning Preferences Survey: Asked students about which course modalities (in-person, online, hybrid) best matched their learning preferences (page 21).
- Chapters 1b and 1c (September and October 2023): ModernThink Employee Survey and Professional Development:
  - Includes results from the 2022 ModernThink Employee Survey covering eleven topics (communication; confidence in district and senior leadership; diversity, inclusion, and belonging; job satisfaction and support; professional development; etc.), and a link to the dashboard showing the updated 2023 ModernThink results.
  - DAC Human Resources plan from the new Director of Training and Organizational Development to support professional development through leadership training and new employee onboarding and orientation efforts.

Strategic goal #2: *Increase equitable access and success for all students.*

- Chapter 2a (November 2023): 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.
  - Almost all (90%) students who complete both English and math at the transfer level within their first year persist to the following Fall term.

- Chapter 2b (February 2024): Strategic Enrollment Management: Access, Entry, Progress, and Completion:
    - Full-Time Equivalent Student (FTES) targets to recover from the pandemic and to also achieve incremental growth in the coming years were set forth by the district.
    - Plans from each college to recover FTES to pre-pandemic levels were outlined.
    - Dual enrollment has increased since 2018 at all three colleges.
    - Course retention and success rates at all three colleges have been consistently higher than statewide rates since the 2018-2019 academic year.

Strategic goal #3: *Support the closing of academic achievement and support services equity gaps across racial, ethnic, socioeconomic, and gender groups.*

- Chapters 3a and 3b (March and May 2024): Equity-Focused Strategic Enrollment Management: Access, Entry, Progress, and Completion (Race/Ethnicity, Gender, Age, LGBTQIA+, Foster Youth, and Veteran Students):
    - Each college provided descriptions of equity-focused efforts related to the four pillars of strategic enrollment management: access, entry, progress, and completion.
    - LGBTQIA+ student enrollments across the district have increased and Veteran student enrollments have decreased since 2018-2019 academic year.
    - Registration rates for students applying and registering between 2019 and 2023 have increased at all three colleges across most demographics.
    - Persistence rates varied over the past five years. Many, but not all foster youth, LGBTQIA+, and veteran students' persistence rates at the colleges have returned to pre-pandemic levels.
    - Retention and success rates for both in-person and online courses were disaggregated by gender and race for each college. Since Fall 2018, retention and success rates have increased for both modalities and are higher than the state across most demographics.
    - Completions compared to five years ago have increased districtwide across all races/ethnicities, genders, and ages.

Strategic goal #4: *Actively support equitable workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers.*

- Chapter 4a (July 2024): Career Education and Economic and Workforce Development:
    - Each college provided updates on their Career Education programs, partnerships, and student support.
    - Economic and Workforce Development (EWD) outlined partnerships and action plans, taking a holistic systems approach to meet local business, government, and non-profit's training and development needs using credit, noncredit, and not for credit (contract education) courses.
    - Career Education/CTE Trends from the 2011-2012 to the 2019-2020 academic year:
        - There has been an overall increase in CTE Skills-Builders who had an immediate increase in wages (Skills-Builders are students who take one or more CTE course without completing a certificate or degree or transferring to a four-year college).
        - Perkins economically disadvantaged CTE students and women comprise a greater proportion of Career Education completers at all three colleges.
        - There has been an increase in Career Education completions at all three colleges.

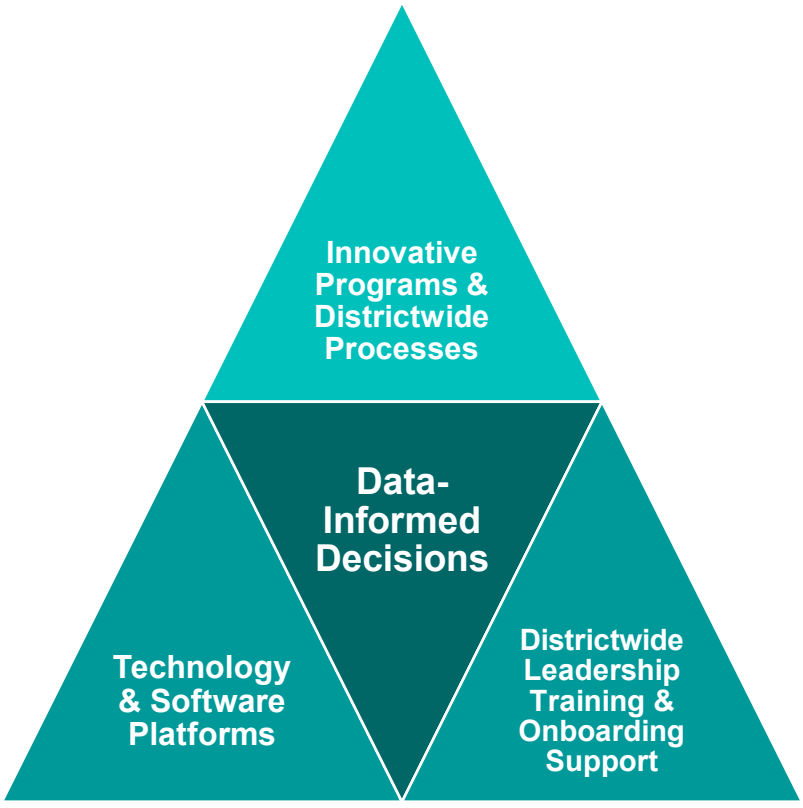
Next Steps for Institutional Effectiveness Reports to the PASS Committee:

The first series of I.E. reports focused on building the foundation for a culture of data-informed decision-making. These reports communicated the data that aligned with the measures of achievement for each of VCCCD's strategic goals as well as identified areas of significant progress towards meeting these goals and opportunities for growth and improvement. The next series of reports to the PASS Committee will be quarterly (February, May, August, November) and will focus on districtwide initiatives based on data from the first series of reports to support a full ecosystem of making data-informed decisions.

- The first of these reports will present the DAC Human Resources' plan to provide districtwide leadership training and new employee onboarding support. This initiative emanates from the results of the ModernThink Employee Perception Survey which identified these needs to build a supportive culture (Strategic Goal #1).
- The second report will present districtwide processes from the Districtwide Dual Enrollment System and innovative efforts to implement AB1705 to improve student access and success (Strategic Goal #2).
- The third report will focus on investments in technology and software platforms, such as Civitas, to engage with data in dynamic and actionable ways to support the closing of equity gaps across the district (Strategic Goal #3).
- The fourth and last report of this next series will present Districtwide plans and updates on Career Education and Economic and Workforce Development partnerships to build innovative programs supporting students and the community.

Below is the overarching VCCCD Ecosystem visualization for supporting data-informed decisions, followed by the 2025 calendar for the next series of I.E. reports to the PASS Committee.

VCCCD Ecosystem for Supporting Data-Informed Decisions for Continuous Improvement



2025 Calendar of Quarterly VCCCD Institutional Effectiveness (I.E.) Reports to the PASS Committee

The next series of Institutional Effectiveness reports to the PASS Committee will continue to align with VCCCD's four main strategic goals and include all the components of VCCCD's ecosystem for supporting data-informed decisions. These reports will be presented quarterly beginning in February 2025 and are listed below.

1st Quarter I.E. PASS Report

February 2025, VCCCD Strategic Goal #1: Culture. *DAC Human Resources Professional Development Plan.*

2nd Quarter I.E. PASS Report

May 2025, VCCCD Strategic Goal #2: Student Access and Success. *Dual Enrollment System and AB1705*

3rd Quarter I.E. PASS Report

August 2025, Strategic Goal #3: Closing Equity Gaps. *Equity Efforts and Civitas Analytics*

4th Quarter I.E. PASS Report

November 2025, Strategic Goal #4: Economic and Workforce Development. *Career Education and Adult Incumbent Worker Support*

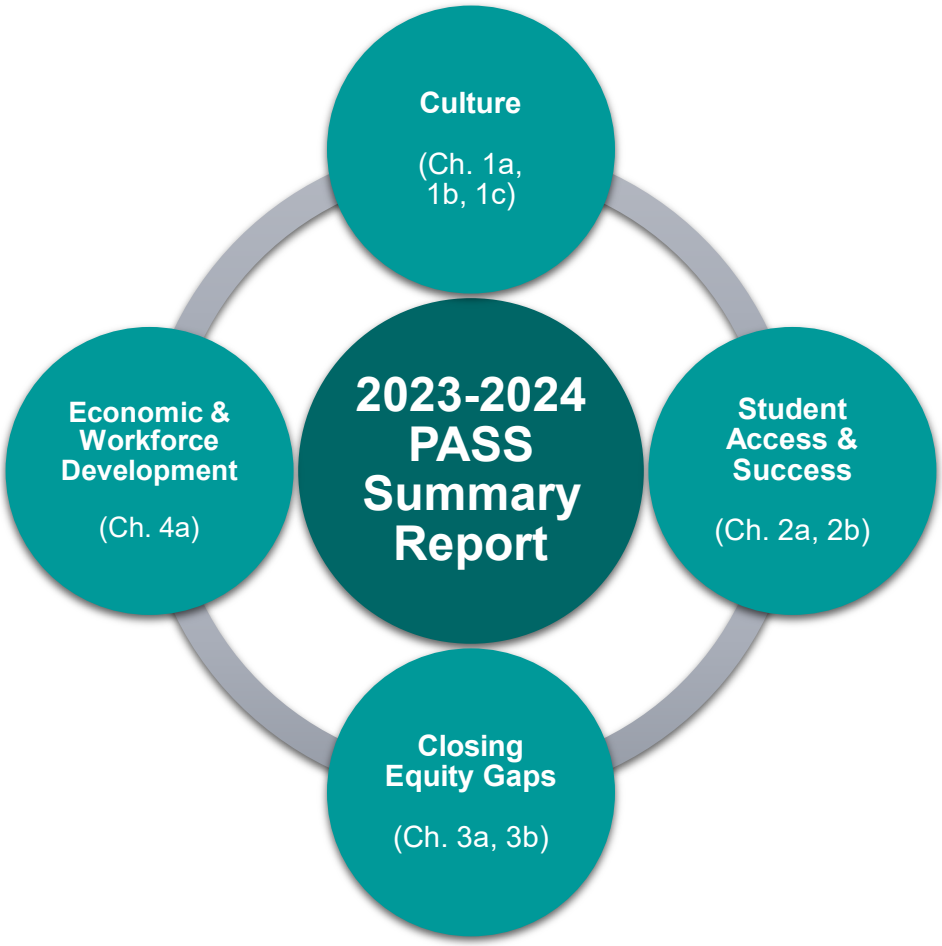
Introduction

A districtwide collaboration of the Institutional Effectiveness offices at the District Administrative Center (DAC), Moorpark College, Oxnard College, and Ventura College developed a series of eight reports for the Planning, Accreditation, and Student Success (PASS) Committee during the 2023-2024 academic year. These reports were created to maintain communication and inform the Board of Trustees of college outcomes related to the measures of achievement as stated in the VCCCD Strategic plan and how each of the colleges' activities/projects that impact the outcome are aligned with VCCCD strategic goals. They are also part of a broader effort to continue building a data-informed culture across the district, which includes Tableau Dashboards and Civitas Predictive Analytics. Through the Institutional Effectiveness Advisory Committee (IEAC), a districtwide participatory governance committee, and other meetings such as Chancellor's Cabinet, District Council on Enrollment Management (DCEM), conversations continue to evaluate and discuss how data can be collected and used to better understand how the district is making progress toward its existing strategic goals at the time of this report. These data inform innovative initiatives, districtwide processes, and the VCCCD strategic planning process which is scheduled to occur in the upcoming year.

Data has been communicated throughout the district via Tableau dashboards. Multiple dashboards have been developed to assist in the understanding and visualization of data as it aligns to each of the VCCCD Goals. As an example, the following Districtwide dashboards presented enrollment data which aligned to the PASS Report, Chapter 2b:

- 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 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.

This report summarizes the eight Institutional Effectiveness Reports to the PASS Committee from the 2023-2024 academic year. The first three sections include crosswalks from Moorpark College, Oxnard College, and Ventura College connecting their Educational Master Plans to each of the 2023-2024 Institutional Effectiveness PASS Reports. The next four sections are organized by VCCCD strategic goal and include highlights from the coordinating reports. Strategic goal #1: *Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee;* and includes Chapters 1a, 1b, and 1c, and reviews results from student and employee surveys and employee professional development. It also includes a first look at VCCCD's Human Resources' plan to support professional development through leadership training resulting from the new Director of Training and Organizational Development. Strategic goal #2: *Increase equitable access and success for all students,* includes transfer-level math and English completion rates for first-year students (Chapter 2a), enrollment recovery plans (from pre-Covid) and data and activities from each college on student access, entry, progress, and completion (Chapter 2b). Strategic goal #3: *Support the closing of academic achievement and support services equity gaps across racial, ethnic, socioeconomic, and gender groups,* continues to look at student data and college activities through access, entry, progress, and completion with a focus on equity: race/ethnicity, gender, age, foster youth, LGBTQIA+, and veteran students (Chapters 3a and 3b). Strategic goal #4: *Actively support equitable workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers* (Chapter 4a) covers updates on Career Education from each college and a closer look at plans and efforts from the Economic and Workforce Development Office to meet regional and local needs of businesses, governments, nonprofits, and adult incumbent workers.



The following sections include crosswalks from each college connecting the I.E. PASS Committee Reports from 2023-2024 to their College Educational Master Plans.

Moorpark College Crosswalk

Table 1. Moorpark College Educational Master Plan - PASS Report Crosswalk

VCCCD Strategic Goal	Moorpark College Educational Master Plan Goal	Moorpark College Objective	PASS Report
VCCCD Goal 1: Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee.	**MC Goal 8:** Provide training and opportunities for students, staff, faculty, and management to promote awareness and foster social justice and civic engagement.	**MC Objective:** Create a more inclusive and equitable campus environment where all members of the community are empowered to understand and address social injustices.	**PASS Chapter 2b:** • To ensure MC's DI population experiences a greater sense of belonging on campus we partnered with Indiana University's Equity Accelerator 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.
	MC Goal 9: Create and implement a health, wellness, and safety plan.	**MC Objective:** Ensure the physical and mental well-being of all students, staff, and faculty by promoting a culture of health, wellness, and safety on campus.	**PASS Chapter 1a:** • Campus climate and safety data are used to support the creation and maintenance of a safe, welcoming, and inclusive healthcare program. • Leveraging demographic data to meet the changing needs of the community • Mental and physical health data are used to measure and understand holistic student growth • Driving event programming, resource allocation, and service modality provision
	MC Goal 14: Create and implement a Professional Development Plan.	**MC Objective:** Expand faculty communities of practice focused on active learning strategies. **MC Objective:** Provide training to department chairs on effective scheduling techniques.	**PASS Chapter 1c:** • Moorpark employs a dedicated professional development coordinator who designs learning opportunities and experiences for the campus community. • Last year employees had access to over 60 professional development workshops. Additionally, members of the campus community have access to multiple online resources and webinar opportunities via the VCCCD portal and through the Vision Resource Center.

VCCCD Goal 2: Increase equitable access and success for all students.	**MC Goal 2:** Meet annual FTES targets.	**MC Objective:** Use survey data (e.g., how did you hear about this program) and randomized controlled trials to maximize ROI.	**PASS Chapter 2b:** • Moorpark College has deployed a comprehensive marketing strategy to increase the volume of applications. The marketing department, which is integrated with the institutional effectiveness department, utilizes a variety of tools to gauge the effectiveness of these campaigns. We complete similar analyses for other campaigns such as Honors and zoo events.
	MC Goal 6: Ensure students select course sequences in alignment with Guided Pathways program maps.	**MC Objective:** 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. **MC Objective:** Implement the IEBC Caring Campus initiative.	**PASS Chapter 3a:** • In our 2022-2025 student equity plan we are concentrating our efforts on Black and Latino students in all of the metrics. This focus compels us to be race conscious, inclusive, and intentional in our academic and student support services for students. • MC integrates student equity and achievement goals with initiatives, such as Guided Pathways, Peer Online Course Review (POCR), Dual Enrollment, and Curriculum Equity/Decolonization audits.
	MC Goal 7: Create, revise, and prioritize services to promote student success.	**MC Objective:** Continuously improve and tailor support services to meet the evolving needs of students, ensuring they have the resources necessary to achieve their academic and personal goals.	**PASS Chapter 3a:** • MC provides wrap-around services that include things such as free snacks and meals during the courses, laptop loan, free text/course materials, free tuition, supplies, embedded tutoring, integration with Financial Aid, ACCESS, Counseling, and Health Services, etc. • Connect students to vital support such as our basic needs center, "Raider Central" by posting on Canvas shells, student services syllabus, social media, and marketing outlets. • Our financial aid office collaborates with academic and student services departments and the local community increase FAFSA and CA Dream Act participation and completion.
	MC Goal 12: Implement enrollment management projects in alignment with the Enrollment Management Plan.	**MC Objective:** Create an equitable, efficient, data-informed schedule that maximizes student access to the courses they need and fosters persistence. **MC Objective:** Build a schedule that meets the college's targets for fill	**PASS Chapter 2b:** • 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."

		rates and minimizes cancellations.	
VCCCD Goal 3: Support the closing of academic achievement and support services equity gaps across all racial, ethnic, socioeconomic, and gender groups.	**MC Goal 3:** Eliminate course-success-rate equity gaps for disproportionately impacted groups by 2028-29, using strategies included in (but not limited to) the Equity Plan.	**MC Objective:** 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. **MC Objective:** Expand contextualized math courses such as Math for Liberal Studies and Statistics for the Behavioral and Social Sciences.	**PASS Chapter 3a:** • Course success rates increased at Moorpark College for both in-person and online courses, across all genders and races/ethnicities. Females had higher success rates than males for both modalities, and Black or African American students increased success rates for in-person courses from 69% to 77%, and for online courses from 55% to 64%. Moorpark's course success rates are higher than those statewide for all demographics. **PASS Chapter 3b:** • The MC Veterans Resource Center provides services, benefit advising counseling, clothing, and GI Bill guidance veterans and their families. • CCC LGBTQ free Summit • Caring Campus to include all LGBTQ+ student and awareness training. • MoorPride: helping promote events for students planned in new Equity HUB. • Social media/marketing
	MC Goal 4: 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.	**MC Objective:** Continue reviewing policies and procedures to identify and remove barriers for students, such as renaming academic probation to academic notice. **MC Objective:** Implement the "saying is believing" sense of belonging intervention	**PASS Chapter 2b:** • 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.
VCCCD Goal 4: Actively support equitable workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from	**MC Goal 1:** Create, revise, or discontinue curriculum to meet transfer, community, and labor market needs.	**MC Objective:** Align the college's curriculum with current transfer requirements, community needs, and labor market demands. **MC Objective:** Ensure students acquire relevant skills and knowledge that enhance their academic progression and career readiness.	**PASS Chapter 4a:** • Moorpark College's Bio-Manufacturing baccalaureate degree program (BDP) received full approval from the California Community Colleges Chancellor's Office. • Moorpark College is working to develop Curriculum to begin offering this program in 2025. • Computer Networking Systems Engineering (CNSE) is Going through accreditation through the Department of Homeland Security and the National Security Agency.

education to careers.			**PASS Chapter 2a:** • MC transfer-level Math completion rates have increase by 16% in the past 5 years. The ab1705 initiatives that we know have contributed to this success include Course Embedded Tutors, Communities of Practice, Sense of Belonging, and more.
	MC Goal 13: Strengthen relationships with our local community to increase outreach, campus visits, and philanthropic support.	**MC Objective:** Expand CCAP agreements for dual enrollment, including general education and career pathways. **MC Objective:** Market events to bring in the community	**PASS Chapter 2b:** • 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.

Oxnard College Crosswalk

Table 2. Oxnard College Educational Master Plan - PASS Report Crosswalk

VCCCD Strategic Goal	Oxnard College Educational Master Plan Goal	Oxnard College Objective	PASS Report
VCCCD Goal 1: Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee.	**OC Goal 2:** Strengthen Access to Educational Opportunity	**OC Objective:** Enhance community involvement with campus via community events and parent/family events	**PASS Chapter 2b:** • 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.). • 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. **PASS Chapter 3b:** • The Oxnard Rainbow Resource Center (RRC) and Rainbow Cafe create an affirmative, supportive space for students to socialize, find support and encouragement, and talk about challenges both on and off campus. Center staff and students advocate for a just and inclusive society and are committed to becoming a valuable empowering entity to an underserved LGBTQIA+ population so that students can achieve their full potential.
	OC Goal 3: Advance social justice and equity-minded practices	**OC Objective:** Enhance efforts to retain faculty and staff from minoritized backgrounds, and to develop pathways to leadership	**PASS Chapter 1b:** • The College has adopted an Equity Definition to guide planning, evaluation, and decision making. • ModernThink Survey results section for Oxnard College
		OC Objective: Close all Student Success equity gaps	**PASS Chapter 1a:** • ACHA/NCHA survey results section for Oxnard College
		OC Objective: Enhance curriculum and instruction (e.g., develop new and promote existing equity-focused courses, promote equity focused syllabus development, provide inclusive-pedagogy professional development opportunities)	**PASS Chapter 1c:** • Faculty, staff, and administration at Oxnard College have the opportunity to engage in on-campus professional development activities during Self-Assigned Flex Week and the annual "All College Day." The Self-Assigned Flex Week is now organized as two full days each Fall and Spring term.
VCCCD Goal 2: Increase equitable access and success for all students.	**OC Goal 2:** Strengthen Access to Educational Opportunity	**OC Objective:** Enhance primary and middle school outreach plans and expand high school outreach efforts	**PASS Chapter 2b:** • 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. • 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 Objective: Enhance community involvement with campus via community events and parent/family events	**PASS Chapter 2b:** • 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.). **PASS Chapter 3a:** • Concerts, events, culinary gatherings, and invited speakers which are open to the community and are culturally relevant to Black or African American students.
	OC Goal 1: Enhance Student Success	**OC Objective:** Close all Student Success equity gaps	**PASS Chapter 2b:** • 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.
VCCCD Goal 3: Support the closing of academic achievement and support services equity gaps across all racial, ethnic, socioeconomic, and gender groups.	**OC Goal 1:** Enhance Student Success	**OC Objective:** Close all Student Success equity gaps	**PASS Chapter 3a:** • Extensive collaboration between the UTC and Financial Aid to provide transfer-related information to students, with particular emphasis on providing services to the Hispanic and Latinx community. **PASS Chapter 2b:** • 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.
		OC Objective: Increase number of students who transfer to a four-year institution	**PASS Chapter 2a:** • 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. • 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. • The Math Department developed and offered two new transfer-level math courses (Math R005 Beginning & Intermediate Algebra for Liberal Arts and Math R015 Beginning & Intermediate Algebra).
VCCCD Goal 4: Actively support equitable workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers.	**OC Goal 1:** Enhance Student Success	**OC Objective:** Integrate career and transfer exploration and readiness into onboarding, advising, and instruction	**PASS Chapter 4a:** • Oxnard College successfully placed students in off-campus (Learning Aligned Employment Program (LAEP) internships and continues to dialogue with potential off-campus internship sites and on-campus internship sites, to identify funds to cover non-wage costs not covered by LAEP.

Ventura College Crosswalk

Table 3. Ventura College Educational Master Plan - PASS Report Crosswalk

VCCCD Strategic Goal	Ventura College Educational Master Plan Goal	Ventura College Objective	PASS Report
VCCCD Goal 1: Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee.	**VC Goal 2:** Build Capacity for Engagement and Servingness	**VC Objective:** Increase Student Engagement	**PASS Chapter 1a:** • A number of programs have been put into place to provide an inclusive environment for all students including: faculty academy, cultural curriculum audit and revision, peer online course review, humanizing online STEM academy, Diversity in Culture Festival, and ongoing professional development events.
		VC Objective: Increase Employee Engagement	**PASS Chapter 1b:** • Many steps have been taken to improve communication and collaboration across the campus, including: campus forums, summits, and retreats, monthly newsletters and communications from the College Executive Team. There are also a number of "Pirate Pride" opportunities throughout the year, as well as employee appreciation events. **PASS Chapter 1c:** • VC has continued to strengthen and improve professional development coordination. A campus PD Coordinator has been hired and works with key constituency groups to develop and implement PD activities for the campus. These include the faculty academy, cultural curriculum audit and revision, zero textbook cost enrollment program, as well as an annual classified staff retreat, and a "lunch and learn" series for classified professionals.
VCCCD Goal 2: Increase equitable access and success for all students.	**VC Goal 3:** Equity in Success	**VC Objective:** Increase first-year transfer-level English completion rate to 51% or higher by 2030 **VC Objective:** Increase first-year transfer-level Math completion rate to 37% or higher by 2030.	**PASS Chapter 2a:** • An interdisciplinary English Math and Success Team (EMAST) has been created to lead and coordinate AB 705 and AB 1705 efforts. These include the development of "Super-Supported" ENGL V01A sections for students who identify that they need extra support, as well as just-in-time corequisite math courses which cover core prerequisite skills, competencies, and concepts.

			Further, all math and English gateway classes have free textbooks and required textbook publisher software provided to students.
	VC Goal 1: Equity in Access	**VC Objective:** Increase headcount by 10% or more from 2022-2023 to 2030.	**PASS Chapter 2b:** • A comprehensive marketing plan has been developed, implemented, and evaluated. VC holds regular outreach events at local high schools throughout the year. The course schedule has been balanced by mode of delivery to support student need and demand.
		VC Objective: Increase VC East Campus and Extended Education FTES to the state-required level to receive additional center-status apportionment funding by at least 2030.	**PASS Chapter 2b:** • VC has developed a comprehensive Strategic Enrollment Management Plan for the East Campus. This includes an expanded PACE program, increased ESL course offerings, expanded student support services, and a newly built STEM lab at the VC East Campus.
		VC Objective: Increase fall-to-spring persistence rate to 80% or more by 2030. Increase fall-to-fall persistence rate to 68% or more by 2030.	**PASS Chapter 2b:** • VC has implemented, evaluated and refined AB 705 and AB 1705 related processes. VC is implementing a number of initiatives related to Guided Pathways, including the online program mapper. VC has greatly expanded professional development programs designed to improve student progress and completion.
VCCCD Goal 3: Support the closing of academic achievement and support services equity gaps across all racial, ethnic, socioeconomic, and gender groups.	**VC Goal 3:** Equity in Success	**VC Objective:** Close equity gaps in gender, race/ethnicity, veterans, students with disabilities, and first-generation students in each objective.	**PASS Chapter 3a:** • VC's 2022-2025 Student Equity Plan is the guiding document for equity efforts on campus. We have partnered with Hanover Research to hold faculty, staff, and student focus groups that are centered on our campus culture. In addition, VC has a number of federal grants designed to close equity gaps. These include Project S:AIL in STEM, which is a $5 million Title III grant focuses on expanding resources to improve Hispanic student outcomes in STEM fields. Project Port is designed to equitably expand academic programs and services at the East Campus. Further, the campus has devoted significant resources towards providing professional development opportunities centered around student equity to faculty, staff, and administrators.

			PASS Chapter 3b: • VC's Foster Youth Success Initiative (FYSI) program provides services to current or former foster youth to ensure that they are successful in their educational journey. The VC Veterans Resource Center assists all veterans and family members with a smooth transition from military to college. It offers personalized services to veterans, active-duty military, and eligible veteran family members in a welcoming environment. VC has a variety of initiatives and programs across the campus that are designed to support LGBTQIA+ students, as well. These include the Lavender Graduation ceremony to honor and celebrate LGBTQIA+ graduates, as well as the Pride Pirates Student Club, which is very active on campus, and multiple professional development events (e.g. RISE Cultural Competency Training, Drag-O-Ween Halloween Fundraiser, Allyship training, and Safe Zone training).
VCCCD Goal 4: Actively support equitable workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers.	**VC Goal 3:** Equity in Success	**VC Objective:** Increase 3-year degree/certificate/ transfer completion rate to 40% or higher by 2030.	**PASS Chapter 4a:** • VC is focused on improving career education and workforce and economic development through partnerships, pathways, career education exploration, and internships. VC has partnerships with key community and industries to ensure alignment between VC programs and industry needs. VC's first baccalaureate program, the Automotive Career Education Bachelor of Science program is scheduled to launch in fall 2025. In addition, VC is developing key program pathways in child development, applied industrial technology, and many other CE fields. The Career Center assists students with career exploration software, as well as monthly workshops to assist students with becoming career ready.

The following sections include highlights from each of the 2023-2024 I.E. Reports to the PASS Committee, aligned with VCCCD’s strategic goals.

VCCCD Strategic Goal #1: Culture

The first three chapters of VCCCD's Institutional Effectiveness reports to the PASS Committee focused on Strategic Goal #1: *Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee*. These reports covered student and employee surveys and employee professional development activities to better understand the experiences and needs of the VCCCD community. Links to the chapters are below to be used as references as needed. Next steps, resulting from these data, begin on page 22 of this report.

- Chapter 1a: Review and Analysis of Student Surveys
- Chapter 1b: Review and Analysis of Employee Surveys
- Chapter 1c: Summary of Professional Development

Chapter 1a

Student Surveys

Three national and statewide surveys were administered to students across the district (key findings from each survey are on the following pages):

- **American College Health Association – National College Health Assessment (ACHA-NCHA)**
  - Administered Fall 2022, key findings are on page 18
  - Asked students about their physical, mental, social, and sexual health.
  - Number of Respondents by College:
    - Moorpark College: 680 students
    - Oxnard College: 971 students
    - Ventura College: 557 students

- **State of California #RealCollegeCA**
  - Administered Spring 2023, key findings are on page 19
  - Asked students about basic needs (i.e., housing, food insecurity) to help provide better support services.
  - Number of Respondents by College:
    - Moorpark College: 639 students
    - Oxnard College: 512 students
    - Ventura College: 525 students

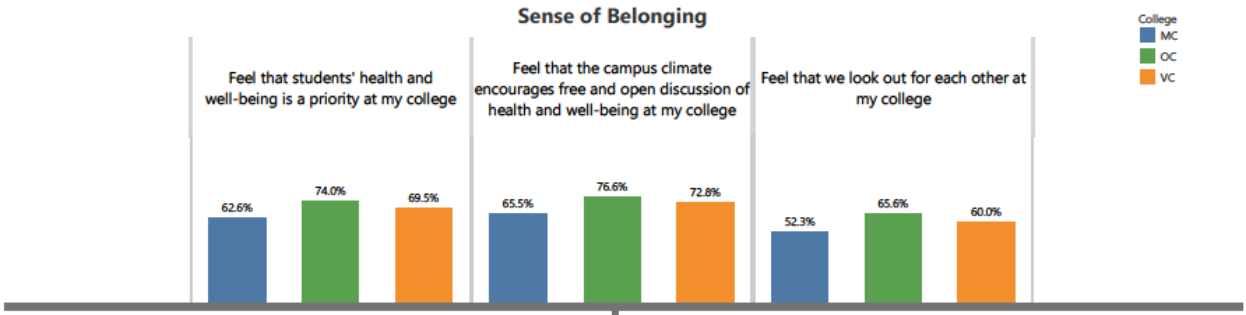
- **National Assessment of Collegiate Campus Climate (NACCC)**
  - Administered Spring 2021 (Moorpark College) and Fall 2022 (Oxnard College and Ventura College), key findings are on page 20
  - Developed by the USC Race & Equity Center and focuses on six areas essential to understanding campus racial climate: Mattering & Affirmation, Cross-Racial Engagement, Appraisals of Institutional Commitment, Racial Learning & Literacy, Encounters with Racial Stress, and Impact of External Environments.
  - Number of Respondents by College:
    - Moorpark College: 2,005 students
    - Oxnard College: 500 students
    - Ventura College: 497 students

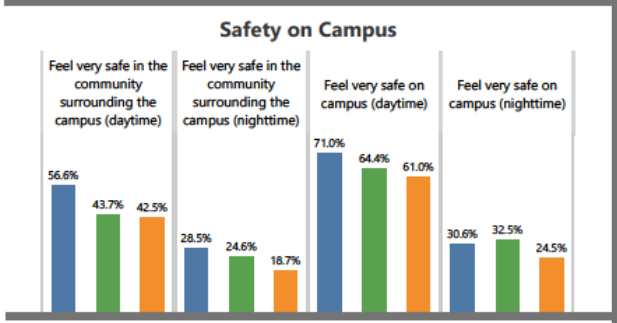
FALL 2022 ACHA NCHA III Student Survey

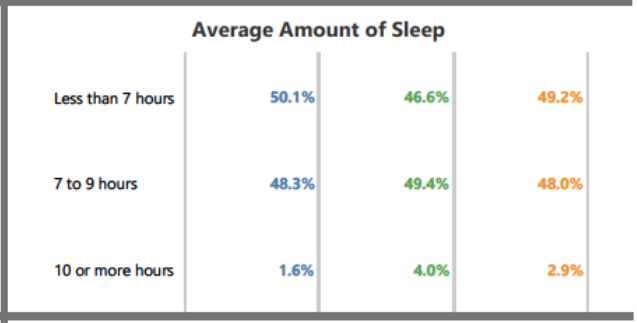
American College Health Association National College Health Assessment

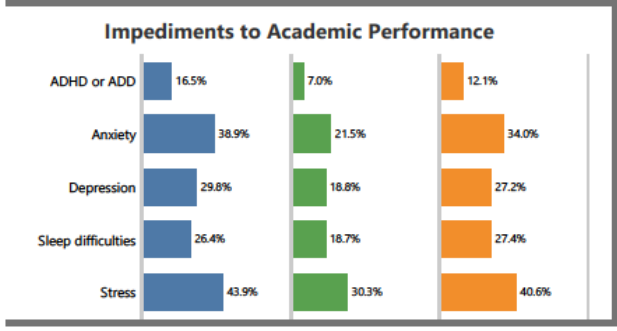
KEY FINDINGS

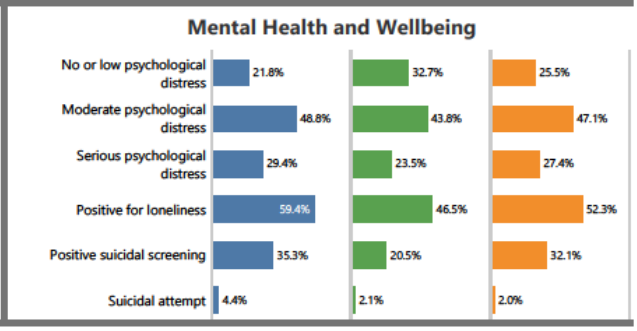
Number of respondents
MC: 680
OC: 971
VC: 557

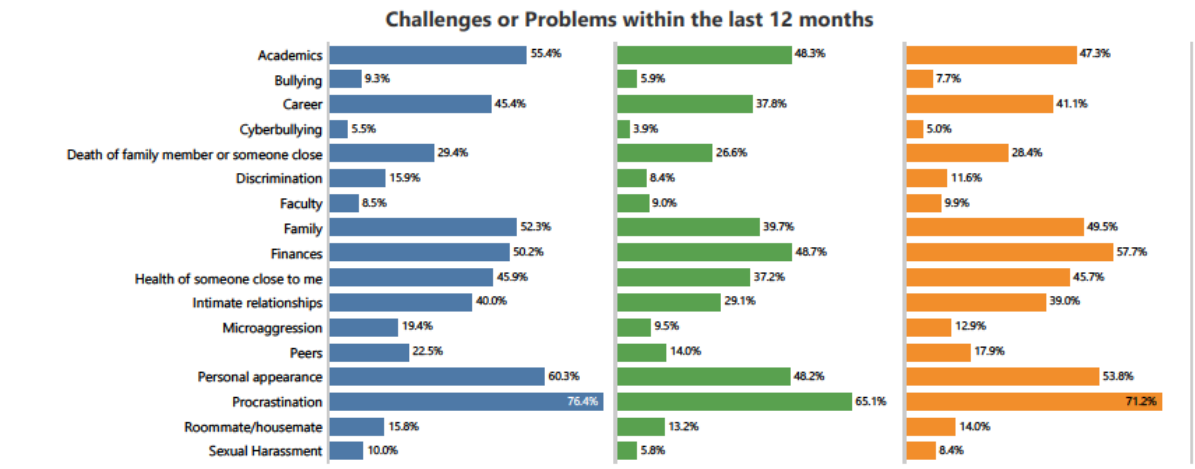










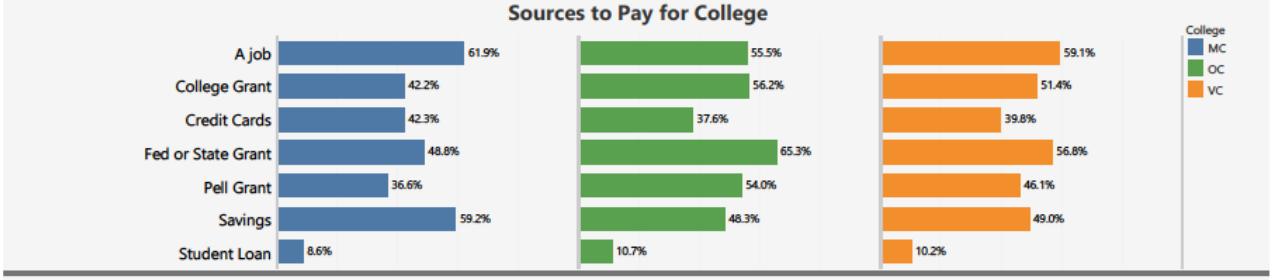


#RealCollegeCalifornia 2023 Student Survey

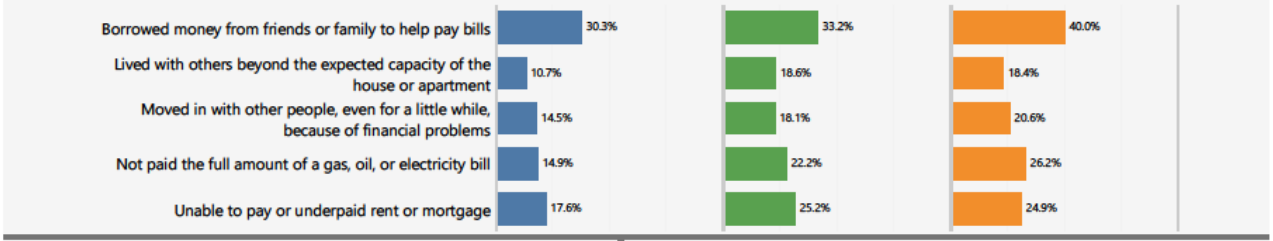
Number of Respondents:
MC: 639
OC: 512
VC: 525

KEY FINDINGS

Sources to Pay for College



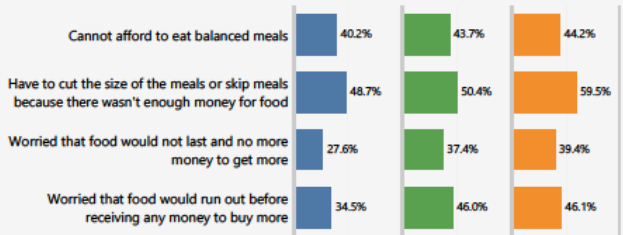
Financial Issues



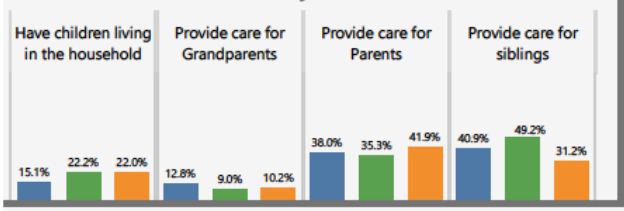
Hours work each week

Not Working	22.1%	26.1%	21.3%
20 Hours a week	10.0%	10.7%	11.7%
40 Hours a week	12.1%	14.7%	11.5%

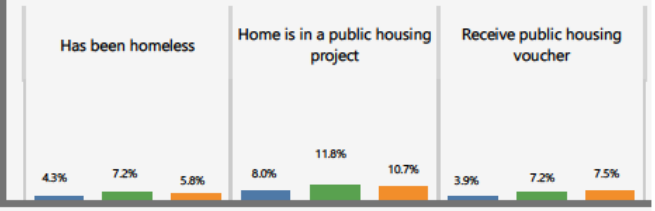
Food Insecurity



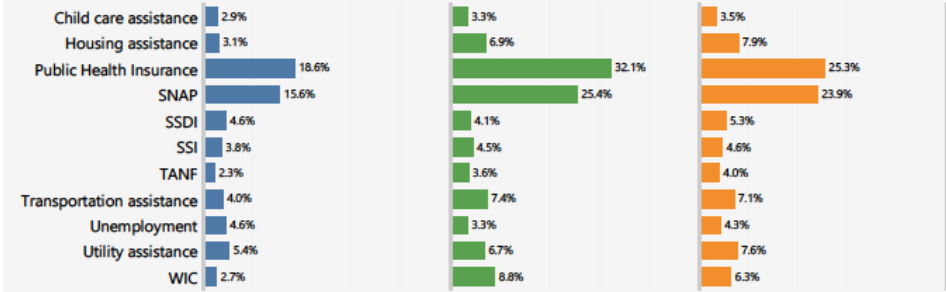
Family Care



Housing



Public Assistance Program



Public Assistance Program information
SNAP: food stamps
SSDI: social security disability income
SSI: supplemental security income
TANF: public cash assistance; formerly called ADC or ADFC
Utility assistance: help to pay for heat or water, etc.
WIC: nutritional assistance for pregnant women and children

NACCC Student Survey

National Assessment of Collegiate Campus Climates

SPRING 2021 (MC)
FALL 2022 (OC, VC)

Number of respondents:
MC 2,005
OC 500
VC 497

		MC	OC	VC
Cross-Racial Engagement	Students of color felt moderately or completely encouraged about having conversations about race with students of color	43%	46%	46%
	White students felt moderately or completely encouraged about having conversations about race with students of color	29%	42%	35%
Racial Learning and Literacy	Students of color indicated they had not learned about race anywhere on campus	36%	27%	34%
	White students indicated they had not learned about race anywhere on campus	34%	27%	39%
Encounters with Racial Stress	Students of color felt moderately or completely included on campus	60%	69%	57%
	White students felt moderately or completely included on campus	62%	72%	62%
Institutional Commitment to Dealing with Racism	Students of color believed campus administration dealt with racism or racist incidents moderately effectively or completely effectively	47%	58%	53%
	White students believed campus administration dealt with racism or racist incidents moderately effectively or completely effectively	57%	52%	49%
Impact of External Environments	Students of color felt moderately or completely welcome in the city/town surrounding campus	59%	67%	63%
	White students felt moderately or completely welcome in the city/town surrounding campus	71%	47%	71%
Mattering and Affirmation	Sudents of color indicated they mostly or strongly matter in classes with white professors	63%	75%	70%
	White students indicated they mostly or strongly matter in classes with white professors	73%	87%	78%

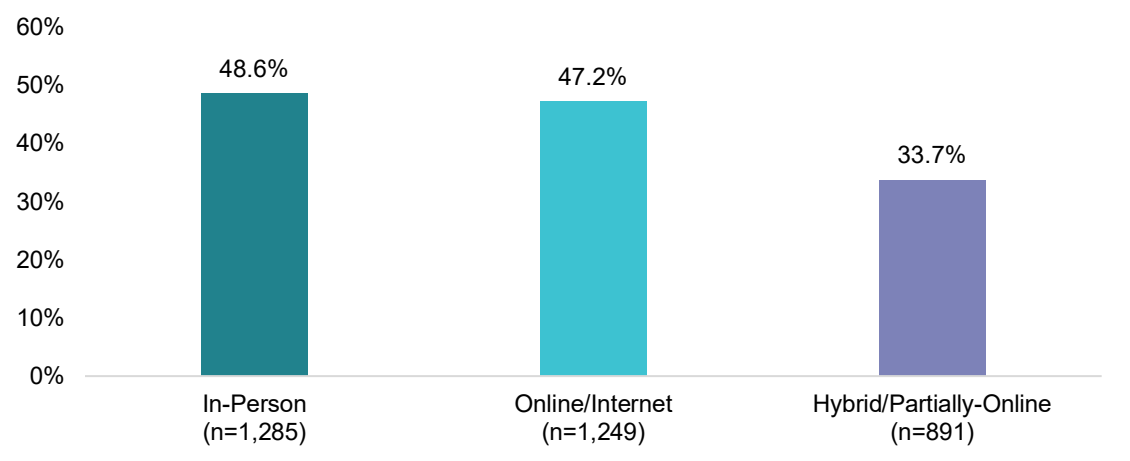
Students of color often experienced support for contributions to class discussions from white professors			White students often experienced support for contributions to class discussions from white professors			Students of color often experienced support for contributions to class discussions from professors of color			White students often experienced support for contributions to class discussions from professors of color		
70%	78%	73%	80%	84%	85%	74%	82%	81%	78%	82%	82%

Student Surveys, continued

In addition to the national and statewide surveys on the previous pages, a districtwide survey was administered to students asking about their course learning preferences.

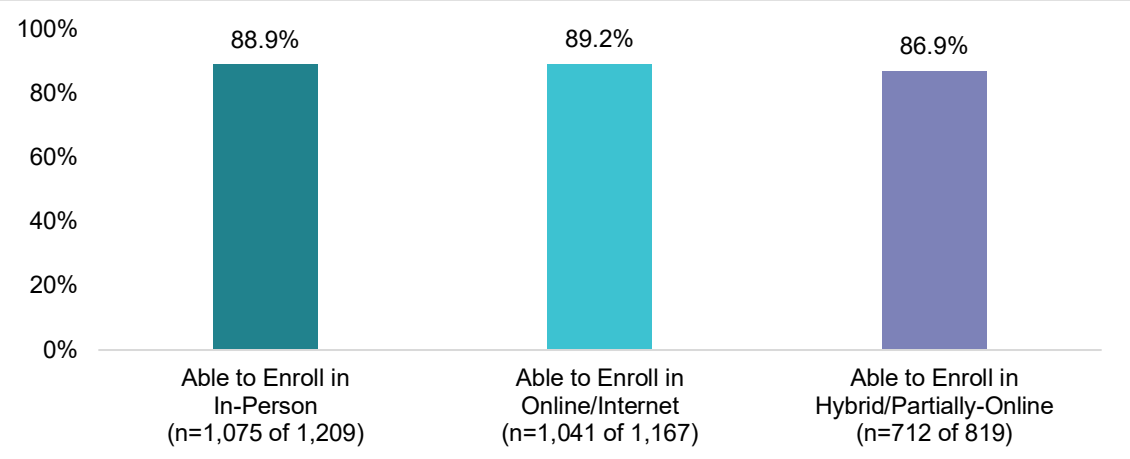
- **VCCCD Course Learning Preferences Survey**
  - Administered Fall 2023
  - Asked VCCCD students about which course modalities (in-person, online, hybrid) best matched their learning preferences.
  - Respondents Districtwide: 2,646 students
  - Key results, see Figures 1 and 2 below

Figure 1. Student Learning Preferences, by Course Modality



Note: Students could select more than one option

Figure 2. Students Able to Enroll in Preferred Learning Preferences



Note: Response rates for follow-up questions on enrollment were slightly lower than overall survey response rates, number of students responding to each follow-up question is shown.

Looking forward, Civitas Course Demand Analytics will be used as a tool along with course fill rates and patterns to predict the needs of VCCCD students and their course learning preferences.

Chapters 1b and 1c

Employee Survey and Professional Development

PASS reports Chapters 1b and 1c included results from the ModernThink Employee Perception Survey and an overview of professional development activities from Moorpark College, Oxnard College, Ventura College, and the District Administrative Center. The results of this survey are reviewed in Chapter 1b and also available via a local dashboard: VCCCD Employee ModernThink Results Dashboard

2022 ModernThink Employee Perception Survey Administration

Responses (total: 546 responses, 22% overall response rate):

- Moorpark College: 200 responses
- Oxnard College: 113 responses
- Ventura College: 192 responses
- DAC: 41 responses

Survey Categories:

- Collaboration
- Communication
- Confidence in District Leadership (custom items added by VCCCD)
- Confidence in Senior Leadership
- Diversity, Inclusion, and Belonging
- Faculty and Staff Well-Being
- Job Satisfaction and Support
- Mission and Pride
- Performance Management
- Professional Development
- Supervisor/Chair Effectiveness

The ModernThink Employee Perception Survey was administered again Districtwide in Fall 2023, the results are shown in the dashboard linked above. The survey administration was followed-up by presentations of the results by a ModernThink consultant at town hall meetings in Spring 2024 at Moorpark College, Oxnard College, Ventura College, and at the District Administrative Center.

Next Steps

Following a close review of the results from the ModernThink Employee Perception Survey, which showed a need for more support to onboard new employees and for professional development opportunities, DAC Human Resources developed the following plan to support professional development.

DAC Human Resources Plan to Support Professional Development

This past year, the Human Resources team established the new role of Director of Training & Organizational Development in February of 2024. This position is focused on designing, implementing, and overseeing various initiatives that will enhance the efficiency, performance, and overall health of the organization. This new role is also focused on fostering a positive and productive work environment and ensuring that the District's workforce is equipped with the skills and capabilities needed to thrive.

In response to recent ModernThink data and needs expressed by leaders across the district, the design and implementation of a leadership development training series and the updating of Federal and State-mandated training for new and current employees has been a key focus. The following development opportunities are being offered to VCCCD leaders in Fall 2024 districtwide:

- **Leadership Essentials Series Pilot**
  - Leadership & Management Basics – 9/19
  - Intro to Performance Management & the Classified Evaluation Process – 10/17
  - Team Building & Development – 11/14

- **Basic FRISK® Training** (effectively addressing performance gaps) – 9/30

- **Equity in Hiring Training** (for faculty on selection committees) – 11/8 *(tentative)*

To ensure continuous improvement, at the conclusion of the Leadership Essentials Series pilot, evaluation data will be reviewed, and the trainings will be enhanced to best meet the developmental needs of leaders across the District. An updated series will be offered to leaders during the Spring 2025 semester.

Additionally, to improve the onboarding experience for new employees, the Human Resources team has been working on creating a new onboarding system in NEOGOV, which is the platform that is currently used in the District for recruitment. When fully implemented, the system will streamline the onboarding process and provide supervisors with a template to utilize, ensuring more effective onboarding of their new employees in all classifications. Additional new employee onboarding and orientation efforts will be designed and implemented in the coming year.

Following the adoption of the 2024-2027 Equal Employment Opportunity (EEO) Plan in summer 2024, the HR department will collaborate with the EEO Committee and the District DEI Workgroup during the 2024-25 academic year to assess needs and design, develop and/or organize districtwide professional development opportunities which focus on advancing equitable campus climates. Enhancing accessibility will be a central focus in the coming year across the District.

VCCCD Strategic Goal #2: Student Access and Success

Chapters 2a and 2b of I.E.'s PASS reports included data and college activities that are aligned with VCCCD Strategic Goal #2: Increase equitable access and success for all students. The first of these chapters (2a) covered students' first year transfer-level math and English completion. The second chapter (2b) highlighted progress and strategies for achieving full-time equivalent student (FTES) enrollment targets, and data and activities representing the four pillars of strategic enrollment management (access, entry, progress and completion) at each college and districtwide. Links to the chapters can be found below for reference. Next steps, resulting from these data, are on pages 28-29 of this report.

- Chapter 2a: Transfer-level English and math completion (AB1705/705)
- Chapter 2b: Enrollment: Access, Entry, Progress, and Completion

Chapter 2a

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 persistence trends of transfer-level English and math completers & non-completers:
  - 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
  - Shorter tests (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 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.

Chapter 2b

Included in Chapter 2b are plans from each college to meet 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.

Activities related to each of the four enrollment management pillars of access, entry, progress, and completion are also included in Chapter 2b from each college, followed by a section highlighting districtwide plans and activities to increase equity and student success measures.

FTES Targets

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

Table 4. 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:

- Districtwide Dual Enrollment System
- Districtwide Contract Education System
- Districtwide Support of Adult Students Incumbent Adult Workers, Under-employed Adult Workers and, Unemployed Adults)
- Centralized Evaluation System (enrollment management reports, enrollment management workgroups)
- Districtwide Tableau Dashboards
- Districtwide Data Software Initiatives (Warehouse/Lakehouse)

Strategic Enrollment Management: Access, Entry, Progress, Completion

Access. To measure growth in access, dual enrollment trends from the 2018-2019 to 2023-2024 academic year are shown by college and districtwide. As shown in Table 5 below, dual enrollment has increased since 2018 at all three colleges.

Table 5. 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

Entry. The table below (Table 6) 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.

Table 6. 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%

Source: Applications: CCCApply, Registrations: VCCCD

Progress: Persistence. The persistence rates shown in Table 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.

Table 7. 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: VCCCD, Civitas Persistence Insights

Progress: Retention. Retention rates show the percentage of credited courses completed with any grade except for a *W* (withdraw). Table 8 shows 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.

Table 8. 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)

Progress: Success. Success rates show the percentage of courses completed for credit with grades of *A, B, C,* or *P*. Table 9 shows these rates for each college, districtwide, and statewide for academic years 2018-2019 to 2022-2023. VCCCD has consistently had higher course success rates than the California statewide average.

Table 9. 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

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 10). Completions fluctuated, 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 10. 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

Next Steps

AB 1705 Updates

Continuous improvement is ongoing at each of the colleges. An update of activities and high impact practices will be discussed in the May 2025 I.E. report to the PASS Committee and attached to the Board of Trustees agenda meeting for review and discussion.

Dual Enrollment

To continue building our districtwide and countywide dual enrollment ecosystem, the following workplan will be implemented and updates/outcomes will be included in the August 2025 I.E. report to the PASS committee.

Table 11. VCCCD Dual Enrollment Workplan

Goal	Activities	Timeline
Goal #1: Build Pathways Through Partnerships	Revise agreement system (new template, processes, timelines)	Fall 2024
	Create partnership meeting templates (agenda, questions to review, things to consider)	Fall 2024
	Build annual planning calendar	Spring 2025
	Support information sharing (pathway graphic, courses offered, demographic data)	Spring 2025
Goal #2: Streamline Enrollment	Explore workflow software (include high school partners)	Summer 2024
	Conduct Business Process Review to inform implementation	Fall 2024
	Clarify future roles and responsibilities at college and high school	Fall 2024
	Onboard software, revise processes, conduct trainings	Spring 2025
	"Soft" implementation	Fall 2025
Goal #3: Support Faculty	Provide dual enrollment-specific professional development for faculty based on earlier listening sessions	Spring 2025
	Share best practices and highlight opportunities to work collaboratively on faculty orientation	Spring 2025
	Create mentorship program between new and existing dual enrollment faculty	Summer 2025
	Build faculty pipelines, including new mechanism to hire high school teachers	Spring 2025

Goal #4: Engage Students and Families	Convene Districtwide Dual Enrollment Marketing and Outreach Team	Summer 2024
	Share best practices and highlight opportunities to work collaboratively	Fall 2024
	Conduct student/family listening sessions to gage information gaps	Spring 2025
	Work collaboratively to increase awareness. Focus marketing on "seamless pathways to college" for ALL students. Create testimonial videos and social media posts.	Spring 2025
Goal: #5 Inform High School Counselors/Teachers	Conduct listening sessions to understand counselor and teacher needs	Spring 2025
	Clarify academic advising and registration roles and responsibilities	Spring 2025
	Facilitate collaborative workshop/s on dual enrollment goals and logistics	Spring 2025
	Create information-sharing system to keep counselors informed of pathways and courses	Summer 2025

VCCCD Strategic Goal #3: Closing Equity Gaps

Building on Chapter 2b, Chapters 3a and 3b continue to look at enrollment through access, entry, progress, and completion, with a focus on equity efforts across race/ethnicity, gender, age, foster youth, LGBTQIA+ students, and veterans. These align with VCCCD Strategic Goal #3: *Support the closing of academic achievement and support services equity gaps across racial, ethic, socioeconomic, and gender groups*. Next steps are in each college's student equity plan, with links to these plans found on page 36 of this report.

- Chapter 3a: Ethnicity, gender, and age focused equity efforts
- Chapter 3b: Foster Youth, LGBTQIA+, and Veteran focused equity efforts

Chapters 3a and 3b

Strategic Enrollment Management: Access, Entry, Progress, Completion

Key Takeaways

- **Access**
  - Most Dual Enrolled students at Oxnard and Ventura Colleges are Hispanic or White; at Moorpark College, most dual enrolled students are Hispanic, White, or Asian.
  - Declining K-12 public school enrollments highlight the need to develop a districtwide system for a not-for-credit workforce upskilling training pipeline for Adult incumbent workers leading

to the career education pathways (credit and non-credit); details are provided from EWD's six-month plan.
  - LGBTQIA+ student enrollments across the district increased greatly since 2018.
  - Veteran student enrollments have decreased since 2018-2019 academic year.
  - The DAC Outreach and Marketing Department has developed and collaborated on several initiatives and activities aimed at increasing foster youth, LGBTQIA+, and veteran student access.

- **Entry**
  - Registration rates for students applying and registering between 2019 and 2023 have increased at all three colleges across most demographics. Registration rates were highest at Oxnard and Ventura Colleges for students 25 years and older.
  - Aggregated College registration rates for students applying and registering between 2019 and 2023 range:
    - 65% - 69% for foster youth students (Ventura College had the highest rates).
    - 64% - 71% for LGBTQIA+ students (Oxnard College had the highest rates).
    - 70% - 78% for veteran students (Oxnard College had the highest rates).

- **Progress**
  - **Persistence:**
    - Data from Civitas Persistence Insights were used to look at Fall to Fall persistence rates at each college by gender, race/ethnicity, and age. Persistence rates for students 17 years and younger declined at Moorpark and Oxnard Colleges and increased at Ventura College.
    - Persistence rates varied over the past five years. Many, but not all foster youth, LGBTQIA+, and veteran students' persistence rates at the colleges have returned to pre-pandemic levels.

  - **Course Retention and Success:**
    - Retention and success rates for both in-person and online courses were disaggregated by gender and race for each college. Since Fall 2018, retention and success rates have increased for both modalities and are higher than the state across most demographics.
    - Overall course retention rates have increased since the 2018-2019 academic year for foster youth, LGBTQIA+, and veteran students across all colleges.
    - Foster youth course success rates decreased at both Moorpark College and Ventura College. Veteran student course success rates at Oxnard college increased from 76% in 2018-2019 to 83% in 2022-2023.

- **Completion:**
  - Completions compared to five years ago have increased districtwide across all races/ethnicities, genders, and ages.
  - Completions across the district increased for LGBTQIA+ students, coinciding with the increase in LGBTQIA+ enrollments.

Reflecting upon the data and initiatives detailed in these reports (Chapter 3a and 3b), the importance of continuing to evolve our approaches to meet the diverse needs of our student populations is recognized. The Measures of Achievement aligning with VCCCD's Strategic Goal #3 were reviewed and edited by VCCCD's Institutional Effectiveness Advisory Committee (IEAC) to more accurately align with Strategic Goal #3 and approved by Chancellor's Cabinet. The approved edits will be updated in the district's strategic plan.

Below are enrollment trends for Foster Youth, LGBTQIA+, and Veteran students, followed by Spring 2024 enrollments by gender, race/ethnicity, and age for Moorpark College, Oxnard College, and Ventura College.

Foster Youth, LGBTQIA+, and Veteran Enrollment Trends, by College

Table 12. **Moorpark College** Enrollment, by Demographic and Academic Year

Moorpark College Enrollment by Academic Year					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Foster Youth	241	237	238	233	219
LBGTQIA+	572	725	941	1,079	1,142
Veterans	357	324	279	227	206

Note: Enrollment data is based on unduplicated headcounts by student home college.
Sources: CCCCO Data Mart (Foster Youth and Veterans), CCCApply (LGBTQIA+).

Table 13. **Oxnard College** Enrollment, by Demographic and Academic Year

Oxnard College Enrollment by Academic Year					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Foster Youth	159	178	169	154	150
LBGTQIA+	260	315	356	400	460
Veterans	285	253	212	196	200

Note: Enrollment data is based on unduplicated headcounts by student home college.
Sources: CCCCO Data Mart (Foster Youth and Veterans), CCCApply (LGBTQIA+).

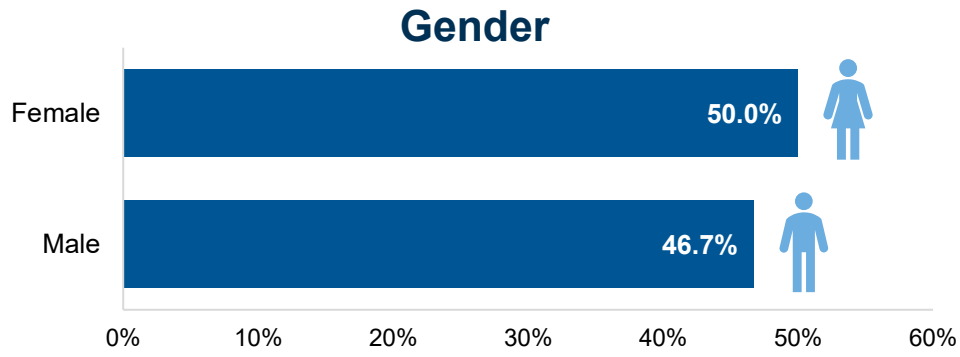
Table 14. Ventura College Enrollment, by Demographic and Academic Year

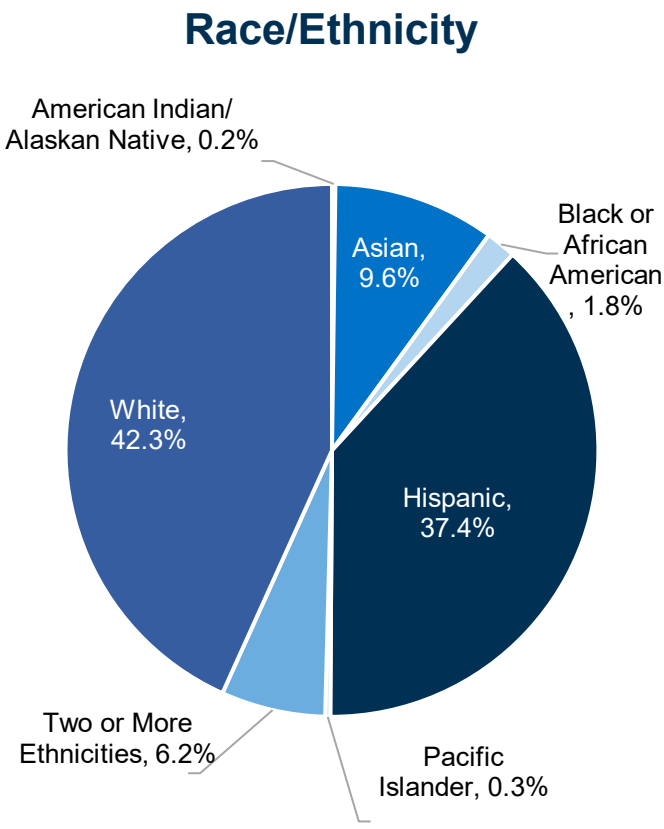
Ventura College Enrollment by Academic Year					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Foster Youth	294	329	298	268	260
LBGTQIA+	527	584	652	795	830
Veterans	468	443	356	320	308

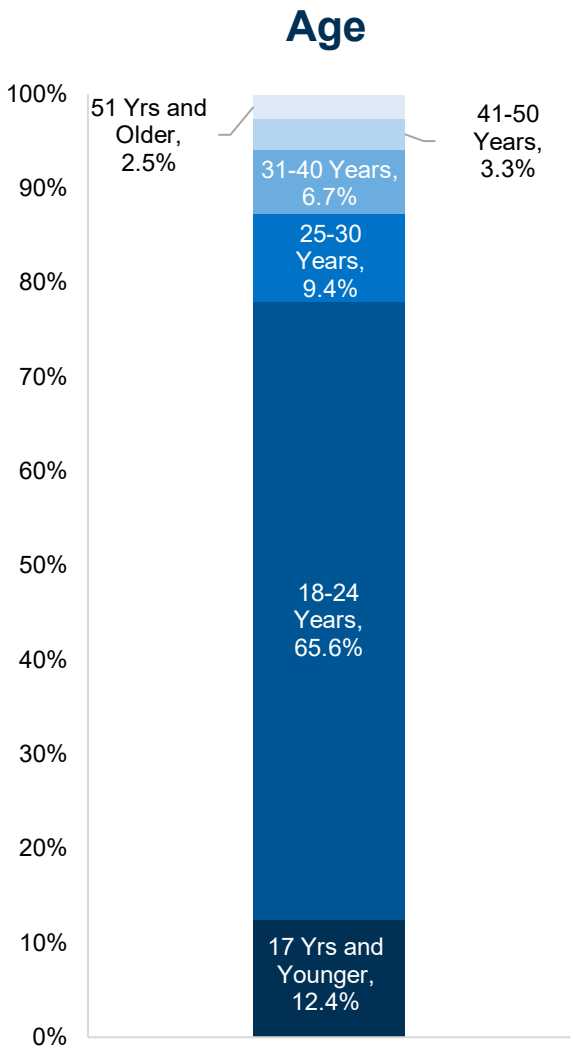
Note: Enrollment data is based on unduplicated headcounts by student home college.
Sources: CCCCO Data Mart (Foster Youth and Veterans), CCCApply (LGBTQIA+).

Spring 2024 Enrollment by College

Figure 3. Moorpark College Spring 2024 Enrollment, by Demographic[1]





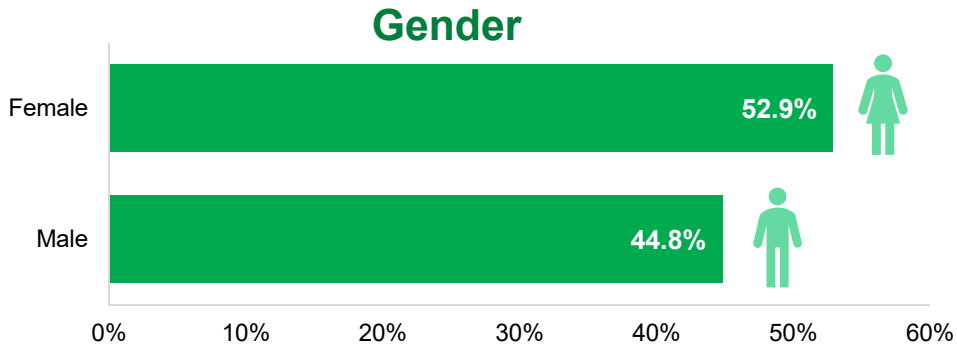


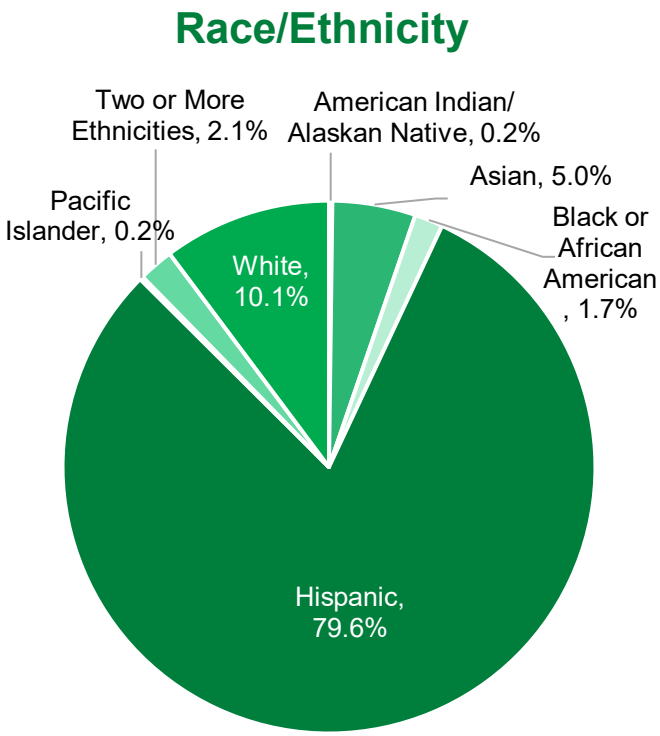
Total Spring 2024 Enrollment

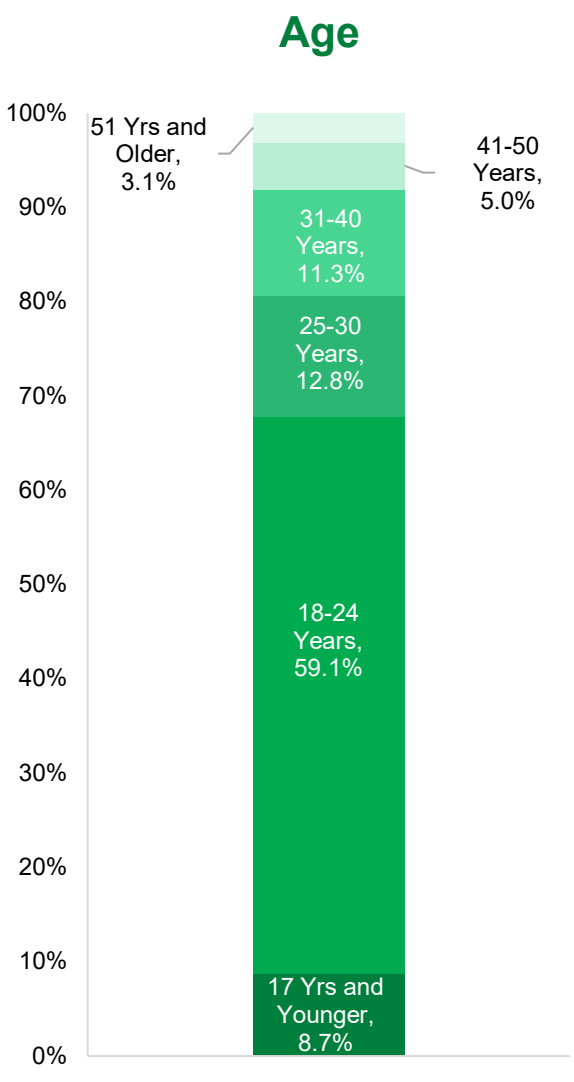
11.967

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

Figure 4. Oxnard College Spring 2024 Enrollment, by Demographic[2]





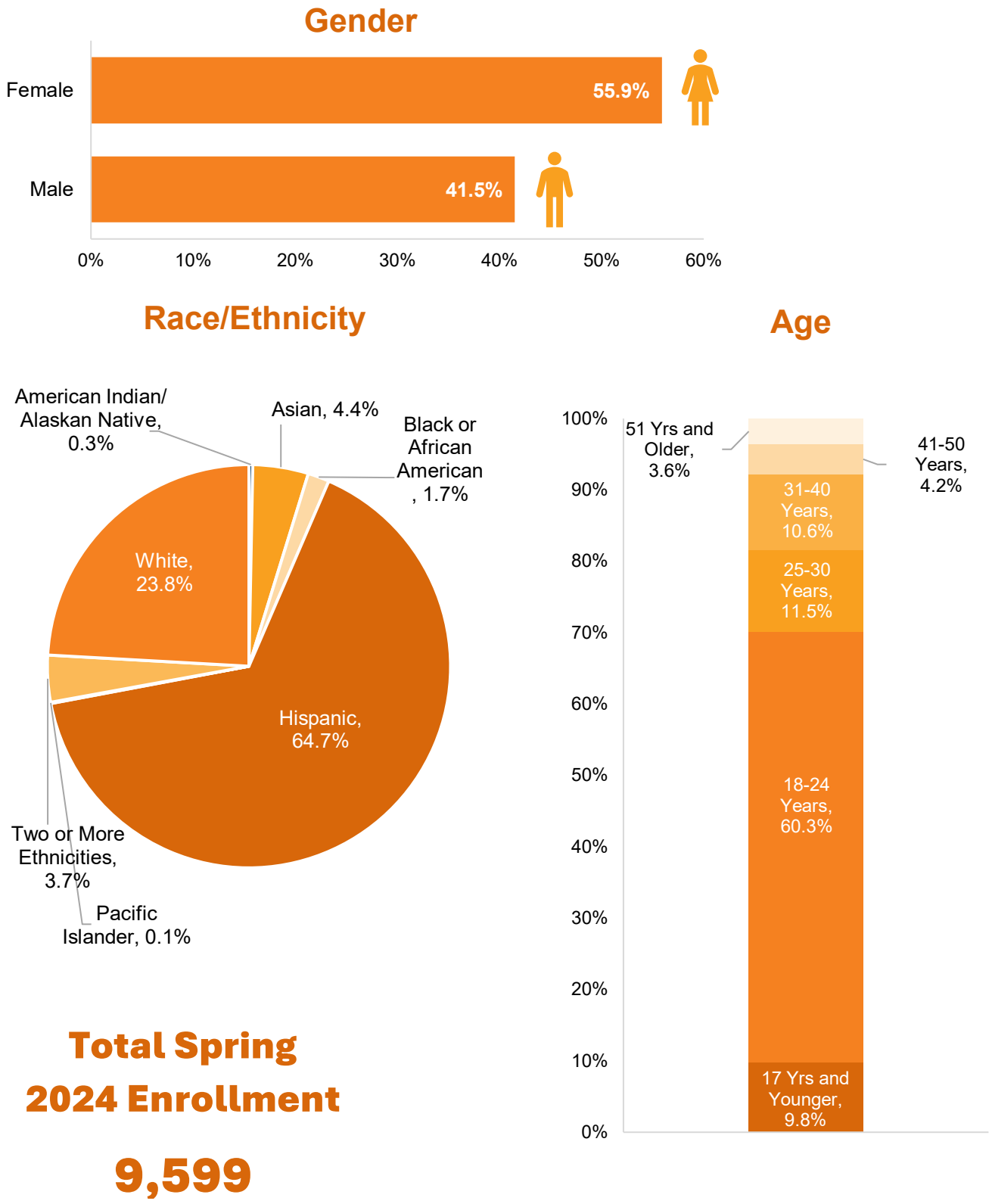


Total Spring 2024 Enrollment

5,980

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

Figure 5. Ventura College Spring 2024 Enrollment, by Demographic[3]



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

Next Steps

[Moorpark College's Student Equity Plan]

[Oxnard College's Student Equity Plan]

[Ventura College's Student Equity Plan]

VCCCD Strategic Goal #4: Economic and Workforce Development

After reviewing outcomes related to enrollment, equity and students' success along their educational journeys in Chapters 2 and 3, Chapter 4 places an emphasis on reviewing outcomes related to career education and job placement. The July 2024 PASS Report, Chapter 4a, aligned with VCCCD Strategic Goal #4*: Actively support equitable workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers*. This report includes student data on Career and Technical Education (CTE) Skills-Builders with wage gain and completers, followed by Career Education updates from each college and next steps from VCCCD's Economic and Workforce Development.

- Chapter 4a: Career Education and Economic and Workforce Development

Chapter 4a

Career Education FTES

The following table shows the Career Education FTES districtwide and for each college and their proportion of the District and colleges' total FTES. These data are from the California Community College Chancellor's Office Data Mart and are aggregated by academic year (Summer, Fall, Spring).

Table 15. Career Education FTES, by College

Academic Year	Moorpark College Total FTES	Moorpark College Career Education		Oxnard College Total FTES	Oxnard College Career Education		Ventura College Total FTES	Ventura College Career Education	
		Total FTES	% of College Total FTES		Total FTES	% of College Total FTES		Total FTES	% of College Total FTES
2018-2019	11,834	2,437	**21%**	5,244	1,267	**24%**	9,894	2,254	**23%**
2019-2020	11,875	2,507	**21%**	5,398	1,270	**24%**	9,851	2,278	**23%**
2020-2021	11,761	2,359	**20%**	5,178	1,220	**24%**	9,294	2,087	**22%**
2021-2022	10,822	2,319	**21%**	4,719	1,166	**25%**	9,776	2,155	**22%**
2022-2023	10,584	2,312	**22%**	4,655	1,199	**26%**	8,786	2,092	**24%**

Source: CCCCO Data Mart, FTES rounded up to nearest whole number

College-Specific Career Education Updates: Each college provided updates on their Career Education programs, partnerships, and student support. These updates include (see full report for all updates):

- **Moorpark College:**
  - Moorpark College's Bio-Manufacturing baccalaureate degree program (BDP) received full approval from the California Community Colleges Chancellor's Office. Applications are being accepted for the fall 2024 cohort.
  - A Notice of Intent was filed with the South-Central Coast Regional Consortium to offer a Geographic Information Systems Certificate. Moorpark College is working to develop Curriculum to begin offering this program in 2025.
  - CNSE – Cybersecurity students participated in Hackathon in April and the Cyber Club will participate in a competition in Las Vegas in July 2024. Moorpark placed 9th West Coast with 4000 teams participating nationally
  - Through Strong Workforce funding, Film Television Media (FTMA) continues to support a provisional production internship coordinator to assist students in on-campus internships to develop workforce skills and provide on-campus video services.

- **Oxnard College:**
  - Oxnard College's proposed baccalaureate degree program (BDP) in Dental Hygiene has received full approval from the California Community Colleges Chancellor's Office. The program is anticipated to launch in Fall 2025.
  - The new Logistics program will launch in Fall 2024. The Logistics academic program stemmed from a collaborative effort initiated when the Navy approached Oxnard College to enhance the local workforce.
  - Professor Evan Hess launched the Community Leadership Fellowship program in partnership with the California Youth Leadership Corps. This program is designed to prepare students to become leaders in their local communities and to gain valuable skills in community organizing, advocacy, leadership, and development.
  - The Computer Networking & Information Technology (CNIT) program partnered with NOVESH (A company specializing in IT, Cybersecurity, and Digital Engineering) and the Office of Naval Research (ONR) to implement a security training program aimed at preparing students for careers with NAVSEA and NAVFAC to bolster the Navy workforce and national defense objectives.

- **Ventura College:**
  - Ventura College's first baccalaureate program, the Automotive Career Education Bachelor of Science degree program, is scheduled to launch in Fall 2025. The fully online program will focus on electrified vehicles and new and emerging technology in the automotive field.
  - The Child Development program's Administration in Early Education Certificate of Achievement was approved by the California Community Colleges Chancellor's Office (CCCCO) with a Fall 2024 effective date.
  - The Agriculture program piloted a 30-hour contextualized ESL course for 22 Reiter Affiliated agriculture employees in fall 2023.
  - Ventura College's agriculture, automotive, diesel mechanics and advanced manufacturing programs connected with Synbyo to explore how we can partner with Wiggins to address current and emerging workforce needs.

VCCCD Economic and Workforce Development (EWD) Updates: EWD outlined partnerships and action plans taking a holistic systems approach to meet local business, government, and non-profit's training and development needs using credit, noncredit, and not for credit (contract education) courses.

Table 16. Next Steps (2024-25) for Economic and Workforce Development's Industry Partnership Plan

Activity	VCCCD Key Stake Holders
Refine CEED's (Career Education and Economic & Workforce Development), charge, structure, roles, and responsibilities	EWD, CTE Deans, VPSS, VPAA, CTE leads
Develop definitions, means of measuring business engagement, a tool for tracking	EWD, CTE Deans, Career Centers, Job Developers
Develop vision and strategic plan for engaging key partners Identify business partnerships that have growth potential and develop engagement plan	Faculty, VPAA, CEED Executive Teams
Meet with all Cities' EWD and County of Ventura to address: • Current workforce needs including training/education • Business resources at our colleges • Emerging industries/needs • Contacts to businesses that have expressed needs	EWD, CTE Deans, Career Centers, VPAA, Presidents
Create tools: • To gather key information about company/their needs (completed) • To market not for credit, noncredit, online, and in-person offering to businesses (completed)d • To identifying appropriate method of training	EWD, CTE Deans EWD Business Developer
Create means of ongoing communication with our business community and partners. Update district EWD website to be business friendly	EWD, CEED
Follow up with current business partnerships to address training/education needs and emerging industry needs. Example: Navy	EWD (All Colleges)
Begin discussion with Adult School Principal's. Create one way to work together (Examples: credit for prior learning, dual enrollment, created on-ramp from one program to the other)	EWD, CTE Deans, VPAA, Faculty
Establish supportive and integrative partnerships with EWD and WDBVC ○ Create means of providing education/training opportunities to those they serve ○ Co-enroll individuals to create more supportive networks and opportunities for individuals in our community ○ Pursue funding opportunities that allow creative partnerships	CEED, VPAA
Establish "best practice" means of supporting incumbent workers enrolling in classes	EWD, Deans of CTE, VPAAs, Counselors, Support Programs
Attend Production Economy Summit-October 24 (VCOE,CC,VCIC)	EWD, Deans of CTE, Faculty, VPAAs

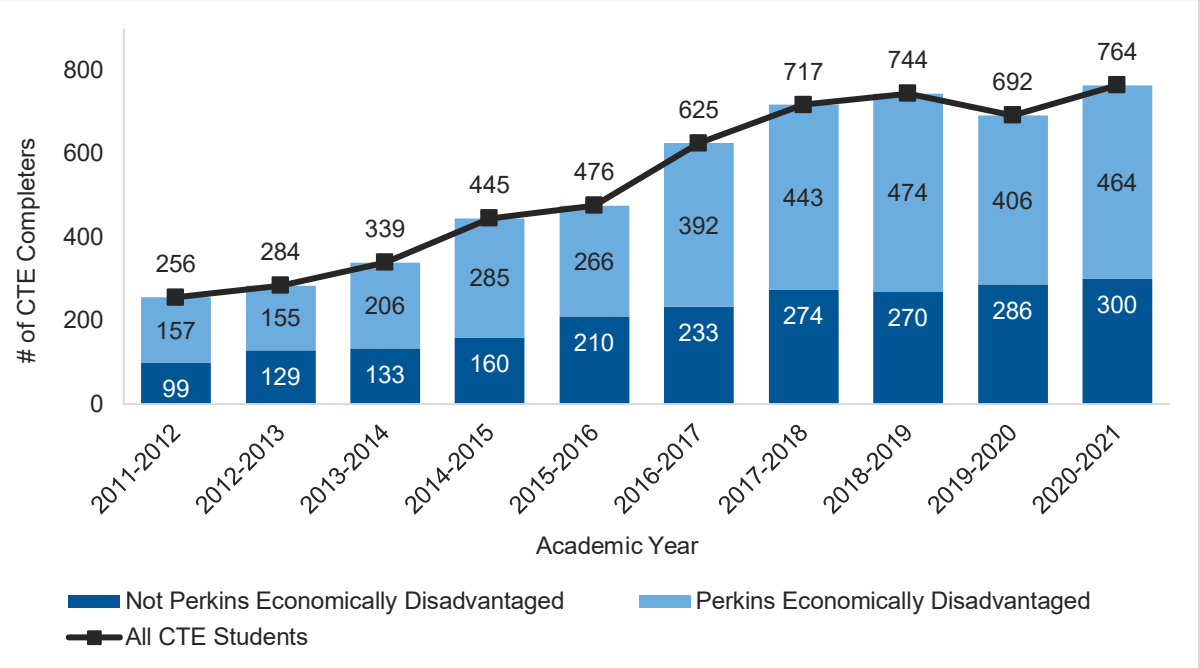
Career Education Skills-Builders with Wage Gain: Students who take CTE classes without completing a certificate or degree or transferring to a four-year college and have an immediate increase in wages.

- Trends from the 2011-2012 to the 2019-2020 academic year show an overall increase in CTE Skills-Builders with wage gain, for both Perkins economically disadvantaged and not disadvantaged students.
    - Across all three colleges, 40%-41% of Perkins economically disadvantaged CTE Skills-Builders had a wage gain after taking classes in 2019-2020.
    - The gap between Perkins economically disadvantaged and non-disadvantaged students at Ventura College closed for CTE Skills-Builders with wage gains.
- The percentage of Women CTE Skills-Builders increased at all three colleges from the 2011-2012 to the 2019-2020 academic year
    - Moorpark College: 33% to 41%.
    - Oxnard College: from 33% to 43%.
    - Ventura College: from 33% to 42%.

Career Education Completers: An increase in the number of completions is shown at all three colleges between the 2011-2012 and 2019-2020 academic years, the greatest increases are seen at Moorpark College and Ventura College. The following figures (Figures 6-8) show CTE completion trends by college for Perkins economically disadvantaged and not disadvantaged students.

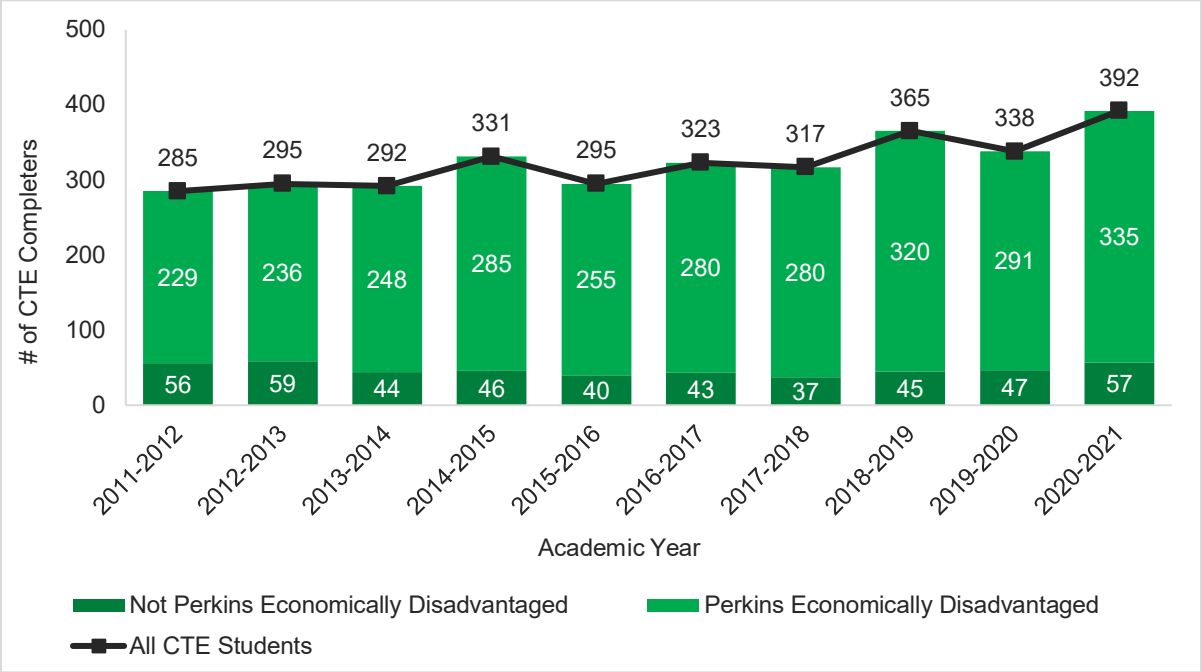
- Perkins economically disadvantaged CTE students comprise a greater proportion of completers at all three colleges, but more so at Oxnard College and Ventura College.
- At all three colleges, there were consistently more women than men completing CTE certificates and degrees.

Figure 6. **Moorpark College** CTE Completions, by Perkins Economically Disadvantaged and Academic Year



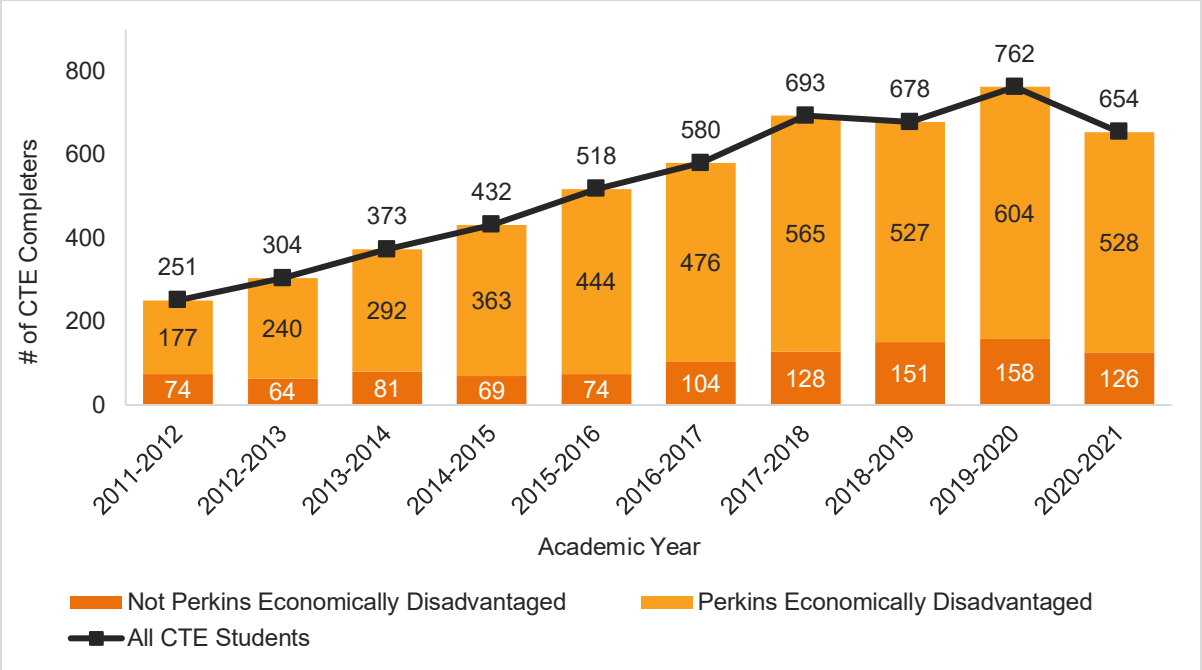
Source: Cal-PASS Plus LaunchBoard Community College Pipeline

Figure 7. **Oxnard College** CTE Completions, by Perkins Economically Disadvantaged and Academic Year



Source: Cal-PASS Plus LaunchBoard Community College Pipeline

Figure 8. **Ventura College** CTE Completions, by Perkins Economically Disadvantaged and Academic Year



Source: Cal-PASS Plus LaunchBoard Community College Pipeline

2023-2024 Summary Report Closing Statements

The first series of Institutional Effectiveness reports to the PASS Committee (2023-2024) were intended to provide District leadership and Board members with data and College and Districtwide activities aligning with VCCCD's four strategic goals and measures of achievement. These eight reports highlighted the progress VCCCD has made and identified opportunities to continue to support student access and success. Examples of these highlights included increases in dual enrollment districtwide and course retention and success rates at all three colleges consistently higher than statewide rates. Strategic enrollment plans from each college to recover Full-Time Equivalent Student (FTES) numbers to pre-pandemic levels, and Economic and Workforce Development's (EWD) Industry Partnership Plan outlined new and continued opportunities for VCCCD to support students and the community. This summary report also included crosswalks from Moorpark College, Oxnard College, and Ventura College aligning each of the eight I.E. PASS reports with their college's educational master plan goals and objectives.

The next series of I.E. reports to the PASS Committee will be quarterly and will focus on districtwide initiatives based on data from the first series of reports to support a full ecosystem of making data-informed decisions.

- The first of these reports will present the DAC Human Resources' plan to provide districtwide leadership training and new employee onboarding support. This initiative emanates from the results of the ModernThink Employee Perception Survey which identified these needs to build a supportive culture (Strategic Goal #1).

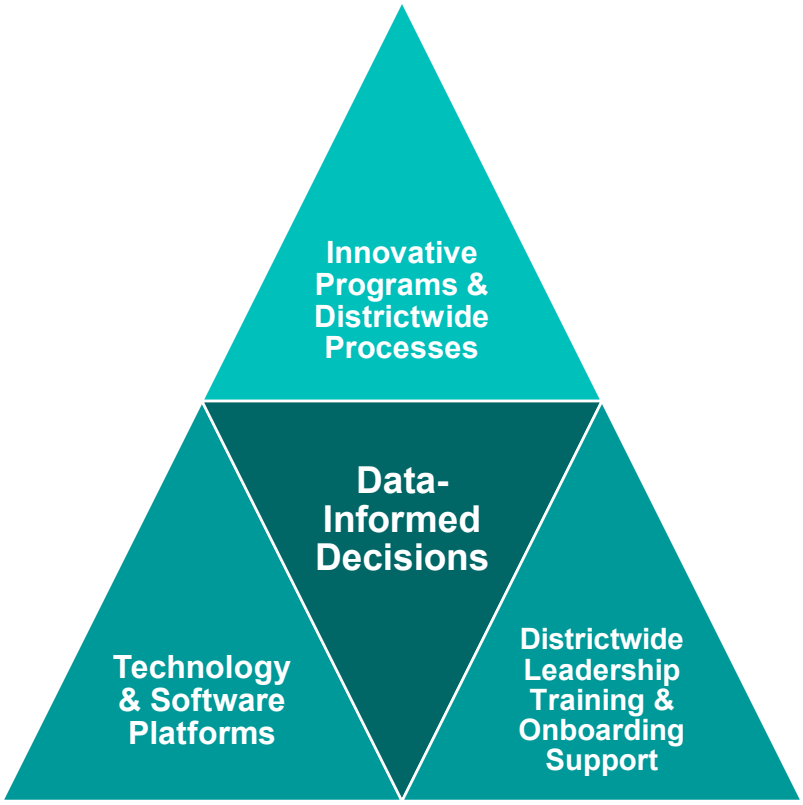
- The second report will present districtwide processes from the Districtwide Dual Enrollment System and innovative efforts to implement AB1705 to improve student access and success (Strategic Goal #2).

- The third report will focus on investments in technology and software platforms, such as Civitas, to engage with data in dynamic and actionable ways to support the closing of equity gaps across the district (Strategic Goal #3).

- The fourth and last report of this next series will present Districtwide plans and updates on Career Education and Economic and Workforce Development partnerships to build innovative programs supporting students and the community.

The overarching VCCCD Ecosystem visualization for supporting data-informed decisions, followed by the 2025 calendar for the next series of I.E. reports to the PASS Committee are on the next page. These I.E. reports are an essential tool in communicating data and initiatives from each college and the district as a whole; they will be used in districtwide strategic planning efforts and as evidence for accreditation.

VCCCD Ecosystem for Supporting Data-Informed Decisions for Continuous Improvement



2025 Calendar of Quarterly VCCCD Institutional Effectiveness (I.E.) Reports to the PASS Committee

1st Quarter I.E. PASS Report

February 2025, VCCCD Strategic Goal #1: Culture. *DAC Human Resources Professional Development Plan*

2nd Quarter I.E. PASS Report

May 2025, VCCCD Strategic Goal #2: Student Access and Success. *Dual Enrollment System and AB1705*

3rd Quarter I.E. PASS Report

August 2025, Strategic Goal #3: Closing Equity Gaps. *Equity Efforts and Civitas Analytics*

4th Quarter I.E. PASS Report

November 2025, Strategic Goal #4: Economic and Workforce Development. *Career Education and Adult Incumbent Worker Support*