



## 2019-22 Student Equity Plan

(For Planning Purposes Only)

1. In the chart below the three-year goal for each metric based on data for the college’s overall student population and identify the activities that support goal attainment.

| Metric                               | Current Baseline Data for Overall Student Population | Goals for Overall Student Population | Activities that support the goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------|------------------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Access: Successful Enrollment</b> | 2017/2018- 41%<br>4 year avg.- 44%                   | Increase by 20 percentage points     | <ul style="list-style-type: none"> <li>• Extend hours of Operation, including Saturdays- <i>One Stop</i></li> <li>• Increase Staff dedicated to Outreach &amp; Recruitment</li> <li>• Extended Orientation Events every month</li> <li>• Establish a counselor case management approach to align with Guided Pathways</li> <li>• Create Late- Start Courses (week 2-4)</li> <li>• Offer more 2<sup>nd</sup> session 8-week courses to promote retention of students who apply at VVC “late.”</li> <li>• Increase Financial Aid Awareness</li> <li>• Develop Weekend college – programs designed for completion on Fridays and Saturdays</li> <li>• Survey students that applied but did not enroll (why)</li> <li>• Increase parent involvement – more outreach to include parents/guardians in workshops and orientations.</li> <li>• Schedule Campus and Community Resource Fair in Fall and Spring</li> <li>• Support for dual enrollment efforts</li> <li>• Expand efforts to serve incarcerated students</li> <li>• Continue to improve the onboarding system to increase College access</li> </ul> |



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|                                                   |     |                                  | <ul style="list-style-type: none"> <li>• Increase high school graduate participation through new onboarding system</li> <li>• Continue the development of noncredit curriculum</li> <li>• Support noncredit to credit transition</li> <li>• Support for outreach activities such as Registration Days, Dreamers Week, Rush Events, etc.</li> <li>• Targeted follow up emails and phone calls to students</li> <li>• Continue work on career trees marketing and outreach.</li> <li>• Creating just in time services for our students – particular to the student, not a large population.</li> </ul>                                                                                                                                            |
| <b><i>Retention: Fall to Spring</i></b>           | 68% | Increase by 10 percentage points | <ul style="list-style-type: none"> <li>• Develop Early Alert System linked to counseling</li> <li>• Extended hours for Tutoring, including Saturdays</li> <li>• Implement On-Line Tutoring (24 Hours) every subject</li> <li>• Professional Development- Student Engagement</li> <li>• Offer online counseling services</li> <li>• Increase parent involvement – more outreach to include parents/guardians in workshops and orientations.</li> <li>• Increase textbook reserves and Library eResources that support Student Learning</li> <li>• Continue support of Academic Roadmaps &amp; Metamajors in connection with Guided Pathways</li> <li>• Support Peer Check-In efforts to connect with students and increase retention.</li> </ul> |
| <b><i>Transfer to a four-year institution</i></b> | 710 | Increase by 10 percentage points | <ul style="list-style-type: none"> <li>• Offer additional ADT degrees</li> <li>• Continue support of Academic Roadmaps &amp; Metamajors in connection with Guided Pathways</li> <li>• Increase College Fairs (4-Year Institutions) on campus</li> <li>• Increase College Tours opportunities</li> <li>• Enhance awareness of the benefits of VVC to transfer</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         |



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|                                                                                                |                                      |                        | <ul style="list-style-type: none"> <li>• Increase Transfer Center staffing</li> <li>• Create major sheets that focus on career and what students can do with an Associate degree and Certificate versus careers that require additional preparation and transfer</li> <li>• Increase parent/guardian involvement with promoting transfer</li> <li>• Implement Preliminary Graduation Checks at 45-units</li> <li>• Develop a Career Workshop program – Monthly career spotlight</li> <li>• Increase number of ADT’s to facilitate additional articulation with CSU and UC</li> <li>• Supporting Veterans Completion</li> </ul>                                      |
| <b><i>Completion of transfer level math and English</i></b>                                    | 3%                                   | Achieve 60% Completion | <ul style="list-style-type: none"> <li>• College Level Math and English with support co requisite</li> <li>• Develop Early Alert System linked to counseling</li> <li>• Extended hours for Tutoring, including Saturdays</li> <li>• Implement On-Line Tutoring (24 hours- 7 days a week)</li> <li>• Professional Development for faculty</li> <li>• AB705 Implementation</li> <li>• New Onboarding System</li> <li>• Promoting Math and English in the first year.</li> </ul>                                                                                                                                                                                       |
| <b><i>Earned credit certificate over 18 units, associate degree, CCC bachelor’s degree</i></b> | 981 (if 2017-18)<br>978 (if 2016-17) | increase by 38%        | <ul style="list-style-type: none"> <li>• Develop a Marketing and Outreach Plan to showcase certificate programs and associates degrees specific to recent high school graduates and non-traditional students</li> <li>• Strategic Communication targeting students at 15, 30 and 45 units to complete certificate and associate degrees</li> <li>• Continue support of Academic Roadmaps &amp; Metamajors in connection with Guided Pathways efforts.</li> <li>• Strengthen and increase partnerships/articulation with CSUs and 4-yrs</li> <li>• Utilize Peer Advisors to support in- reach to assist students who are on certificate or degree pathway</li> </ul> |



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|  |  |  | <ul style="list-style-type: none"><li>• Research and implement online graduation petition</li><li>• Explore automatic awarding of noncredit certificates</li><li>• Increase marketing of certificate programs.</li></ul> |
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2. In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.

| Metric                                                                | Current Baseline Data for Disproportionately Impacted Student Population                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Goals for Disproportionately Impacted Student Population | Activities that support the goal |                               |            |       |                               |          |       |                               |             |       |                                |                 |       |                                |               |       |                               |            |       |                               |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>Access: Successful Enrollment</b><br/><b>Overall= 41.3%</b></p> | <table border="0"> <tr> <td>Asian-Males</td> <td>36.4%</td> <td>PPG <u><i>(-5.8% pts)</i></u></td> </tr> <tr> <td>AA Females</td> <td>39.7%</td> <td>PPG <u><i>(-2.8% pts)</i></u></td> </tr> <tr> <td>AA Males</td> <td>38.5%</td> <td>PPG <u><i>(-3.9% pts)</i></u></td> </tr> <tr> <td>PI- Females</td> <td>26.1%</td> <td>PPG <u><i>(-16.1% pts)</i></u></td> </tr> <tr> <td>Some Other race</td> <td>34.8%</td> <td>PPG <u><i>(-10.8% pts)</i></u></td> </tr> <tr> <td>White Females</td> <td>37.6%</td> <td>PPG <u><i>(-5.3% pts)</i></u></td> </tr> <tr> <td>FY Females</td> <td>38.6%</td> <td>PPG <u><i>(-3.7% pts)</i></u></td> </tr> </table> <p>AA= African American<br/>PI- Pacific Islander<br/>FY- Foster Youth</p> | Asian-Males                                              | 36.4%                            | PPG <u><i>(-5.8% pts)</i></u> | AA Females | 39.7% | PPG <u><i>(-2.8% pts)</i></u> | AA Males | 38.5% | PPG <u><i>(-3.9% pts)</i></u> | PI- Females | 26.1% | PPG <u><i>(-16.1% pts)</i></u> | Some Other race | 34.8% | PPG <u><i>(-10.8% pts)</i></u> | White Females | 37.6% | PPG <u><i>(-5.3% pts)</i></u> | FY Females | 38.6% | PPG <u><i>(-3.7% pts)</i></u> | <p>Reduce DI gaps by 10 percentage points</p> | <ul style="list-style-type: none"> <li>• Same-day matriculation on campus for “late” applying students</li> <li>• Utilizing Student Affinity Organizations to provide peer mentoring to DI Groups</li> <li>• Diverse student lead orientations, campus tours and outreach</li> <li>• Diverse marketing campaign (coffee shops, theaters, shopping malls, bus stop, etc.)</li> <li>• Schedule Campus and Community Resource Fair in Fall and Spring</li> <li>• On campus employment opportunities</li> <li>• Point of Service survey to review the quality of application/matriculation process</li> <li>• Increase the number of women in outreach</li> <li>• Outreach and Recruit more students for Female STEM First Year Experience Program</li> <li>• Increase awareness of opportunities for females in STEM programs</li> <li>• Offer block registration options for students</li> </ul> |
| Asian-Males                                                           | 36.4%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | PPG <u><i>(-5.8% pts)</i></u>                            |                                  |                               |            |       |                               |          |       |                               |             |       |                                |                 |       |                                |               |       |                               |            |       |                               |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| AA Females                                                            | 39.7%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | PPG <u><i>(-2.8% pts)</i></u>                            |                                  |                               |            |       |                               |          |       |                               |             |       |                                |                 |       |                                |               |       |                               |            |       |                               |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| AA Males                                                              | 38.5%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | PPG <u><i>(-3.9% pts)</i></u>                            |                                  |                               |            |       |                               |          |       |                               |             |       |                                |                 |       |                                |               |       |                               |            |       |                               |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| PI- Females                                                           | 26.1%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | PPG <u><i>(-16.1% pts)</i></u>                           |                                  |                               |            |       |                               |          |       |                               |             |       |                                |                 |       |                                |               |       |                               |            |       |                               |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Some Other race                                                       | 34.8%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | PPG <u><i>(-10.8% pts)</i></u>                           |                                  |                               |            |       |                               |          |       |                               |             |       |                                |                 |       |                                |               |       |                               |            |       |                               |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| White Females                                                         | 37.6%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | PPG <u><i>(-5.3% pts)</i></u>                            |                                  |                               |            |       |                               |          |       |                               |             |       |                                |                 |       |                                |               |       |                               |            |       |                               |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| FY Females                                                            | 38.6%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | PPG <u><i>(-3.7% pts)</i></u>                            |                                  |                               |            |       |                               |          |       |                               |             |       |                                |                 |       |                                |               |       |                               |            |       |                               |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



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|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                | <ul style="list-style-type: none"> <li>with childcare and transportation needs</li> <li>• Training specifically for faculty for DI populations.</li> <li>• Train the campus community and faculty coaches on specific student data, impacts, and create best practices in and out of the classroom.</li> <li>• Research &amp; Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for DI populations.</li> <li>• Community outreach to local sites (e.g., faith-based organizations).</li> </ul> |                                |            |       |                               |          |       |                                |             |       |                               |            |       |                                |              |       |                               |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Retention: Fall to Spring<br/>Overall = 68.0%</b></p> | <table border="0"> <tr> <td>AI- Female</td> <td>45.0%</td> <td>PPG <u><b>(-23.1% pts)</b></u></td> </tr> <tr> <td>AA Females</td> <td>63.1%</td> <td>PPG <u><b>(-5.2% pts)</b></u></td> </tr> <tr> <td>AA Males</td> <td>57.3%</td> <td>PPG <u><b>(-11.2% pts)</b></u></td> </tr> <tr> <td>White-Males</td> <td>65.5%</td> <td>PPG <u><b>(-2.8% pts)</b></u></td> </tr> <tr> <td>FY-Females</td> <td>57.5%</td> <td>PPG <u><b>(-10.6% pts)</b></u></td> </tr> <tr> <td>LGBT-Females</td> <td>58.9%</td> <td>PPG <u><b>(-9.2% pts)</b></u></td> </tr> </table> <p>AA= African American, AI= American Indian, FY= Foster Youth</p> | AI- Female                     | 45.0%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | PPG <u><b>(-23.1% pts)</b></u> | AA Females | 63.1% | PPG <u><b>(-5.2% pts)</b></u> | AA Males | 57.3% | PPG <u><b>(-11.2% pts)</b></u> | White-Males | 65.5% | PPG <u><b>(-2.8% pts)</b></u> | FY-Females | 57.5% | PPG <u><b>(-10.6% pts)</b></u> | LGBT-Females | 58.9% | PPG <u><b>(-9.2% pts)</b></u> | <p>Reduce DI gaps by 10 percentage points</p> | <ul style="list-style-type: none"> <li>• African American/LatinX forum</li> <li>• African American/LatinX graduation ceremony</li> <li>• Send out alerts for positive progress</li> <li>• “Safe Spaces” training and designated locations</li> <li>• Establish guardian scholars program</li> <li>• Increase First Year Experience program</li> <li>• Survey/interview students that do not enroll</li> <li>• Enrollment reminders- Phone, Email, Text</li> <li>• Scheduling that meets childcare and transportation needs</li> <li>• Weekend College (Friday/ Saturday)</li> <li>• Diverse tutor population</li> <li>• Early alert</li> <li>• Dropped student survey</li> <li>• Extension of hours for tutoring and student services – to include a half hour before the first class and later in the evening</li> <li>• Research &amp; Inquiry Groups (RIGs) to</li> </ul> |
| AI- Female                                                  | 45.0%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | PPG <u><b>(-23.1% pts)</b></u> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |            |       |                               |          |       |                                |             |       |                               |            |       |                                |              |       |                               |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| AA Females                                                  | 63.1%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | PPG <u><b>(-5.2% pts)</b></u>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |            |       |                               |          |       |                                |             |       |                               |            |       |                                |              |       |                               |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| AA Males                                                    | 57.3%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | PPG <u><b>(-11.2% pts)</b></u> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |            |       |                               |          |       |                                |             |       |                               |            |       |                                |              |       |                               |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| White-Males                                                 | 65.5%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | PPG <u><b>(-2.8% pts)</b></u>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |            |       |                               |          |       |                                |             |       |                               |            |       |                                |              |       |                               |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| FY-Females                                                  | 57.5%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | PPG <u><b>(-10.6% pts)</b></u> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |            |       |                               |          |       |                                |             |       |                               |            |       |                                |              |       |                               |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| LGBT-Females                                                | 58.9%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | PPG <u><b>(-9.2% pts)</b></u>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |            |       |                               |          |       |                                |             |       |                               |            |       |                                |              |       |                               |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



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|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                  | <p>explore strategies, services, and programs to close gaps for DI populations.</p> <ul style="list-style-type: none"> <li>• Leverage the benefits of Student Employment on campus.</li> <li>• Ensure access to services in the evening.</li> <li>• Explore African-American Studies courses (sociology, history)</li> <li>• Reaching out personally to students who are in academic difficulty.</li> <li>• Ongoing support for students in academic difficulty throughout the semester.</li> <li>• Culturally-relevant teaching course</li> <li>• Disseminate training for the College on equity &amp; retention.</li> </ul> |                |             |                         |             |                       |             |                          |             |                    |             |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Transfer to a four-year institution</b><br/><b>Overall = 0.07</b></p> | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Disabled-Females</td> <td style="text-align: right;"><u>0.05</u></td> </tr> <tr> <td>Disabled-Males</td> <td style="text-align: right;"><u>0.06</u></td> </tr> <tr> <td>American Indian-Females</td> <td style="text-align: right;"><u>0.00</u></td> </tr> <tr> <td>American Indian-Males</td> <td style="text-align: right;"><u>0.00</u></td> </tr> <tr> <td>African American-Females</td> <td style="text-align: right;"><u>0.06</u></td> </tr> <tr> <td>Foster Youth-Males</td> <td style="text-align: right;"><u>0.04</u></td> </tr> </table> | Disabled-Females | <u>0.05</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Disabled-Males | <u>0.06</u> | American Indian-Females | <u>0.00</u> | American Indian-Males | <u>0.00</u> | African American-Females | <u>0.06</u> | Foster Youth-Males | <u>0.04</u> | <p>Close all gaps</p> | <ul style="list-style-type: none"> <li>• Clarify transfer pathways (links and resources)</li> <li>• Leverage voices of students who have successfully transferred from VVC</li> <li>• Professional development for counselors on transfer and promote knowledge sharing</li> <li>• Increase Transfer Center staff</li> <li>• Create a Career Center and hire a Career Counselor</li> <li>• Add student voices to television screens across campus</li> <li>• Hold student panels on campus to highlight successful transfer examples</li> <li>• Spotlight African American faculty and staff on campus and discuss their educational and career pathways</li> </ul> |
| Disabled-Females                                                            | <u>0.05</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                |             |                         |             |                       |             |                          |             |                    |             |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Disabled-Males                                                              | <u>0.06</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                |             |                         |             |                       |             |                          |             |                    |             |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| American Indian-Females                                                     | <u>0.00</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                |             |                         |             |                       |             |                          |             |                    |             |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| American Indian-Males                                                       | <u>0.00</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                |             |                         |             |                       |             |                          |             |                    |             |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| African American-Females                                                    | <u>0.06</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                |             |                         |             |                       |             |                          |             |                    |             |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Foster Youth-Males                                                          | <u>0.04</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                |             |                         |             |                       |             |                          |             |                    |             |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



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| <p><b>Completion of transfer level math and English</b><br/><b>Overall = 3.6%</b></p>                                                                         | <p>Disabled-Females 1.1% PPG <u><b>(-2.5% pts)</b></u><br/>         AA-Females 0.5% PPG <u><b>(-3.3% pts)</b></u><br/>         AA-Males 0.6% PPG <u><b>(-3.2% pts)</b></u><br/>         FY-Females 0.0% PPG <u><b>(-3.6% pts)</b></u><br/>         Veteran-Males 0.0% PPG <u><b>(-3.6% pts)</b></u></p> <p>AA= African American<br/>         FY- Foster Youth</p> | <p>Close all gaps</p> | <ul style="list-style-type: none"> <li>• Increased marketing that spotlights current VVC students and Alumni</li> <li>• Leverage BSU and African American student leaders to recruit students for the Summer Academy</li> <li>• Diversify faculty (change hiring practices)</li> <li>• Implement OER options in our classes</li> <li>• Increase the number of books on course reserves</li> <li>• Create a Summer Academy to provide additional skill development in math and English</li> <li>• Increase tutoring representation on campus</li> <li>• Create Directed Learning Activities for math and English</li> <li>• Increase face-to-face tutoring</li> <li>• Ongoing training and development of instructional and learning tools for faculty, staff, and students</li> <li>• Train the campus community and specific faculty coaches on specific student data, impacts, and create best practices in and out of the classroom.</li> </ul> |
| <p><b>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</b><br/><b>Overall = 0.04</b></p> | <p>African American-Females <u><b>0.03</b></u><br/>         African American-Males <u><b>0.02</b></u><br/>         Hispanic-Males <u><b>0.03</b></u><br/>         Some Other Race-Females <u><b>0.02</b></u></p>                                                                                                                                                  | <p>Close all gaps</p> | <ul style="list-style-type: none"> <li>• Leverage EAB for outreach and messaging</li> <li>• Specialized messaging for 15/30/45 unit completion and key milestones</li> <li>• Celebration of success markers and recognize progress (Deans List, etc.)</li> <li>• Hire Student Services Professionals to follow-up with students that miss success markers</li> <li>• Create a Student Services Center designed to house Student Success Professionals that will help students with matriculation, searching for classes, registration, etc.</li> <li>• Create two year plans and educational plan suggestions</li> </ul>                                                                                                                                                                                                                                                                                                                           |





## 2019-22 Student Equity Plan

(For Planning Purposes Only)

|  |  |  |                                                                                                                                                                                                                                                                                                                           |
|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  | <ul style="list-style-type: none"><li>• Increase awareness of strategic scheduling and the effects on transfer/completion</li><li>• Design a strategic rollout of EAB to increase awareness of the tool and create a behavior of faculty, staff, and students to check the platform regularly to gauge progress</li></ul> |
|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## 2019-22 Student Equity Plan

(For Planning Purposes Only)

3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

Evaluation of progress toward meeting student success goals will be led by the Office of Institutional Effectiveness and focused on data metrics that will also drive VVC's Vision for Success Goals. The student success indicators for the overall student population and the disproportionately impacted groups will be reviewed every semester (fall and spring) and discussions will take place at the monthly Student Equity & Achievement (SEA) meetings. This committee, which includes members from our Student Equity (SE) department, embodies student-centered policy and initiative planning. As SE is woven into the charge and membership of this committee, SE will be a centerpiece of strategies and actions the group will leverage. The SEA, at the end of every spring term, assesses its student-focused outcomes in reference to its goals outlined at the beginning of the year and plans future activities to ensure all goals are met. The SEA committee will follow its outline to ensure strategies get implemented and outcomes communicated institutionally.

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

In compliance with the Chancellor's Office directive, Victor Valley College has merged the Student Success and Support Committee with the Student Equity Program and the Basic Skills Initiative into one committee now known as the Student Equity & Achievement (SEA) Committee. The integrated committee will include representation from faculty, staff, administration and students. The SEA's committee membership is inclusive of representatives from VVC's categorical programs. It also includes work groups for each of the core Student Success and Equity functions, and an additional work group that focuses on data collection, assessment strategies and distribution to the campus. This committee will continue to meet on a monthly basis and report out to College Council and the President's Leadership Team. It is important to note that the monthly Student Services Directors' meetings provide further opportunities to communicate, collaborate and coordinate with all of the Student Services categorical programs, including student resources such as tutoring, Upward Bound and NextUp.

5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:



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At Victor Valley College, every student is valued. The Victor Valley College Mission Statement serves as the foundation for programs offered and the services provided to students. The mission of Victor Valley Community College is to:

- **Cultivate** intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.
- **Create** exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.
- **Embrace** difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.
- **Inspire** innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs.
- **Empower** each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.

The Mission Statement is the foundation for the parameters which the college provides for transfer, occupational and basic skills programs as well as student services to diverse populations. The Student Equity Plan is designed to advance the college mission by addressing the needs of those student groups that have been historically underserved. The Equity Planning process involves collecting and analyzing student success data disaggregated by ethnicity, gender, and disability, foster youth status, veteran status, and low income status in order to identify areas of strength and need. From these data, a work plan is created that leverages areas of strength and addresses areas of need.

The Student Equity and Achievement (SEA) data provided by the California Community College Chancellor's Office (CCCCO) identifies disproportionately impacted (DI) groups and presents target goals for each indicator area: access, fall to spring retention, completion of transfer-level English and math in the first year, vision goal attainment, and transfer.

The Office of Institutional Effectiveness with the assistance of the Dean, Student Equity & Success and the Student Equity and Achievement Committee will develop a control group for each metric to evaluate after every academic term. Additionally, the Dean, Student Equity & Success will meet throughout each term with all departments/programs that receive equity funding to ensure specific interventions are in place and showing progress in closing the equity gaps. Our college will provide data feedback annually to our shared governance communities to outline progress of each metric and provide recommendations to the Student Equity & Achievement committee for annual review.

However, since equity efforts should have an impact on the institution as a whole, data on each of the indicators will be gathered for the entire college to determine if the equity plan activities are being scaled to a level that has an impact institutionally. Simply, evaluation will be done at the end of each academic year to determine whether Victor Valley College has met its stated goal for each indicator area. The extent to



## 2019-22 Student Equity Plan

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which each goal is being met will be evaluated and reported in our annual review, per the guidelines of the CCCCO, and will be part of campus-wide program review reporting.

Evaluation and assessment of each program or activity identified within the plan will be conducted on an ongoing basis, as described within each activity. These activity-specific evaluations will provide an understanding of the impact each activity is having on student success of disproportionately impacted groups within the respective indicator area.

Victor Valley College will coordinate efforts with equity related programs and/or campus based programs through the Student Equity & Achievement (SEA) committee. The SEA committee has members from many of our campus shared governance committees that will provide recommendations on closing the equity gaps. The Dean, Student Equity & Success and the Institutional Effectiveness Office coordinate all equity-related activities with all program leads receiving equity funding to ensure the interventions are closing our equity gaps in each respected matrix. The Dean, Student Equity and Success will work with student equity-related categorical programs and campus-based programs, such a professional development regarding all five matrix and DI populations. The Student Equity and Achievement committee will schedule monthly meetings to connect with program progress, needs, budgeting, and next steps. This level of coordination will afford the College a streamline process and provide updates to college constituencies with equity updates.

Our College plans to improve enrollment, areas such as Admissions, Financial Aid, Outreach, and Counseling will work closely in our enrollment management committees to identify best practice strategies to provide access to our applicants and retain our DI students from fall to spring, which may lead to changing the methods we used in the past. Presently, these programs use various strategies to recruit students such as websites, college events, classroom presentations, and referrals. While these recruitment methods have been successful in attracting qualified participants, students with the highest needs have not been prioritized. Equity-related programs such as EOPS, PUENTE, and UMOJA which has proven to be successful and the model for serving under-represented/disproportionately impacted students. These programs offer above and beyond support services not available to the general student population. It is critical to develop a campus-wide strategic recruitment plan to ensure students with the most needs are provided the opportunity to join these programs.

The student equity funding for 2014-2018 was expended to provide interventions that were aligned with our equity goals. In 2014-2015, Victor Valley College received \$755,523 that was used to hire part-time counselors to perform educational plans and follow up services, book vouchers to low income students enrolled in basic skills/developmental courses, school supplies to students participating in categorical programs, hired a dean to oversee the district equity planning. Additionally, the college assigned financial aid and categorical staff to foster youth, homeless, DACA and veterans to provide additional support. For the first time in the state, student equity funding was issued out to all the California Community Colleges, therefore there was a need to provide professional development to faculty, staff, and administrators to learn about supporting and increasing success among our Disproportionately Impacted (DI) students. In 2015-2016, the student equity budget



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doubled to \$1,458,474, with the increase, the college hired a Director of Tutoring and Academic Support, Director of Academic Success and Equity Programs, administrative support staff, additional tutors, student workers, and other support staff. Additional resources were allocated to send faculty and staff to conferences, seminars and hosting student equity workshops. Book vouchers and student success kits were purchased for students enrolled in basic skills/ developmental courses and low income students. For 2016-2019, the college received approximately \$1,521,996. This allocation is to sustain the previous three years and examine alternative best practices to increase access, success, completion and transfer rates among our DI student populations. Also, the creation of our first year experience program was funded through equity which targeted first year/first time college students that assessed in below college level Math and English.

The activities defined in our Equity Plan are focusing on furthering access, completion of College math and English and most importantly graduation. We will focus on data, mental health awareness, tutorial and course embedded tutoring in math and English, professional development for faculty and staff, equity-related counseling, Multicultural Day Programming, Outreach and In-reach services, Teaching Men of Color trainings and support, and equity in the classroom initiative.

The activities defined in this plan include:

- Activities around increasing student engagement and community-building
- Activities that include opportunities for professional development for faculty and staff
- Activities that increase institutional research and analysis and presentation of student success data
- Activities that increase awareness of our service programs available to underserved populations
- Activities that support students in creating and achieving their educational goals

The Dean, Student Equity and Success serves as the primary contact for the Student Equity and Achievement plan. The Dean, Student Equity and Success reports to the Executive Vice President, Instruction, Dr. Peter Maphumulo. The Dean is charged with coordinating the college's student equity efforts on campus. Herbert L. English, Jr. currently serves as the Dean; he can be reached at [Herbert.English@vvc.edu](mailto:Herbert.English@vvc.edu) and (760) 245-4271 ex. 2394.



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6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

**Point of Contact:**

Name Herbert L. English, Jr. \_\_\_\_\_  
Title Dean, Student Equity and Success \_\_\_\_\_  
Email Address Herbert.English@vvc.edu \_\_\_\_\_  
Phone 760-245-4271- ex 2394 \_\_\_\_\_

**Alternate Point of Contact:**

Name Arthur Lopez \_\_\_\_\_  
Title Dean, Student Services \_\_\_\_\_  
Email Address Arthur.lopez@vvc.edu \_\_\_\_\_  
Phone 760-245-4271- ex2377 \_\_\_\_\_



## 2019-22 Student Equity Plan (For Planning Purposes Only)

### Approval and Signature Page

College: \_\_\_\_\_ District: \_\_\_\_\_

Board of Trustees Approval Date: \_\_\_\_\_

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and Achievement program and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community Colleges Chancellor's Office.

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| Chancellor/President | Date | Email Address |
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| Chief Business Officer | Date | Email Address |
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| Chief Instructional Officer | Date | Email Address |
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| Chief Student Services Officer | Date | Email Address |
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| President, Academic Senate | Date | Email Address |
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