



2017-2023
Educational Master Plan
Evaluation

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Executive Summary

The [2017-2023 Educational Master Plan](#) was developed in 2016-2017, and articulated the long-term goals and objectives of the campus. This final evaluation report provides information on which goals and objectives were met, and which ones were not. The summary tables below provide a snapshot of this information. Detailed data for each goal and objective can be found in the later sections of the report.

Goal 1: Increase the success of our students while closing equity gaps.

Objective	Met Objective?
Objective 1: Increase the six-year completion rate to be within the top five in the state.	No
Objective 1a: Close equity gaps between ethnic groups.*	No
Objective 1b: Close equity gaps between gender groups.*	No
Objective 2: Increase First-Year Transfer-Level English and Math completion rates to be within the top five in the state.	No
Objective 2a: Close equity gaps between ethnic groups.*	Partial
Objective 2b: Close equity gaps between gender groups.*	Yes
Objective 2c: Ensure that at least 90% of new students are prepared for transfer-level Math and English by the end of their first year.	N/A
Objective 3: Increase the course success rate to be within the top five in the state.	No
Objective 3a: Close equity gaps between ethnic groups.*	Partial
Objective 3b: Close equity gaps between gender groups.*	Yes
Objective 4: Increase the fall-to-spring persistence rate to 85% and the fall-to-fall rate to 70%	No
Objective 4a: Close equity gaps between ethnic groups.*	Partial
Objective 4b: Close equity gaps between gender groups.*	Partial
Objective 5: Ensure that at least 95% of first-time students receive Student Success and Support Program (SSSP) services	
Objective 5a: Ensure that at least 95% of first-time students complete orientation in their first year.	No
Objective 5b: Ensure that at least 95% of first-time students complete assessment in their first year.	N/A
Objective 5c: Ensure that at least 95% of first-time students complete an abbreviated educational plan in their first year.	No
Objective 5d: Ensure that at least 75% of first-time students complete a comprehensive educational plan within their first year.	No
Objective 5e: Close equity gaps between ethnic groups.	Yes
Objective 5f: Close equity gaps between gender groups.	Partial
Objective 6: Ensure that fewer than 10% of students are on academic probation.	No
Objective 7: Ensure that all Workforce Preparation programs meet student employment goals set by the State of CA.	Yes

* Equity gaps were measured using the proportionality index (PI) method. See Appendix B for a detailed description of how the PI is calculated.

Goal 2: Increase our community’s access to transfer, workforce preparation, and basic skills education.

Objective	Met Objective?
Objective 1: Exceed annual funded growth cap by 2%.	Unable to Assess
Objective 2: Increase the proportion of resident FTES received from:	
• Distance education to 30%	Yes
• Off-site courses to 6%	No
• Non-credit courses to 5%	No
• Workforce preparation courses to 24%	No
Objective 3: Increase the percentage of eligible students who have completed their:	
• FAFSA by the priority deadline to 75%	Unable to Assess
• California Dream Act Application by the priority deadline to 75%	Unable to Assess
• Board of Governors Fee Waiver Application by the priority deadline to 75%	Unable to Assess

Goal 3: Strengthen Local/regional partnerships and community engagement.

Objective	Met Objective?
Objective 1: Strengthen formal agreements and partnerships with K-12 schools, universities, and regional employers.	Yes
Objective 2: Establish a comprehensive career center and begin to quantify student internships and job connections.	Yes
Objective 3: Enhance campus and community engagement by providing a venue for artistic, athletic, civic, cultural, scientific, and social events.	Yes

Goal 4: Enhance institutional effectiveness and accountability to improve innovation and student outcomes.

Objective	Met Objective?
Objective 1: Improve campus-wide communications and collegiality through the implementation of the "Six Success Factors" [Beacons of Success]	Yes
Objective 2: Ensure that campus governance committees function effectively.	Yes
Objective 3: Ensure that all programs complete an annual review of institutional data and a program plan.	Yes
Objective 4: Ensure that all programs adhere to their SLO/SUO rotational plan.	Partial
Objective 5: Increase student-success-, equity-focused-, and distance-education-related professional development opportunities for, and participation by, faculty and staff.	Yes

Goal 5: Effectively manage campus resources to meet student and community needs.

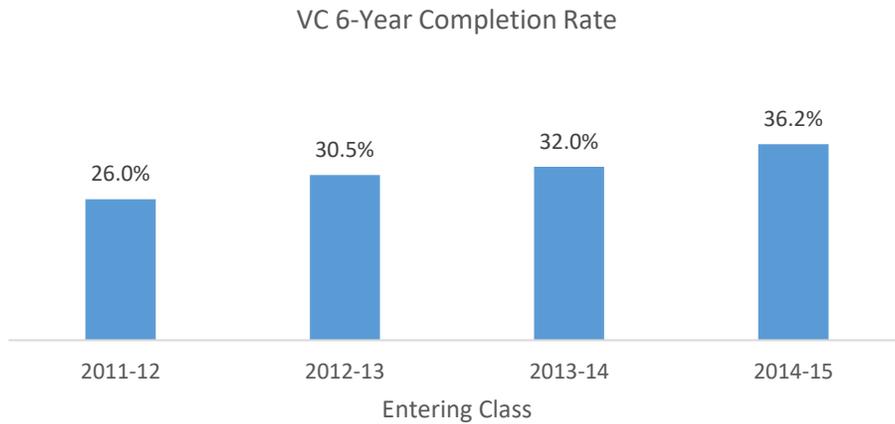
Objective	Met Objective?
Objective 1: Develop and diversify college revenue sources.	Yes
Objective 2: Increase external funding resources through the VC Foundation.	No
Objective 3: Ensure that college expenditures remain within available budget.	Yes
Objective 4: Ensure that the college progresses towards the goals of the Facilities Master Plan.	Partial
Objective 5: Ensure that the college progresses towards the goals of the Technology Master Plan.	Yes
Objective 6: Make progress towards the 75/25 full-time to part-time faculty ratio while increasing faculty diversity.	Partial

Goal 1: Increase the success of our students while closing equity gaps.

Objective 1: Increase the six-year completion rate to be within the top five in the state.

Due to sizable demographic differences between the communities that are served by each college in CA, the data below displays VC’s state rank, as well as our rank among similar peer colleges. Details on how peer colleges were identified can be found in Appendix A.

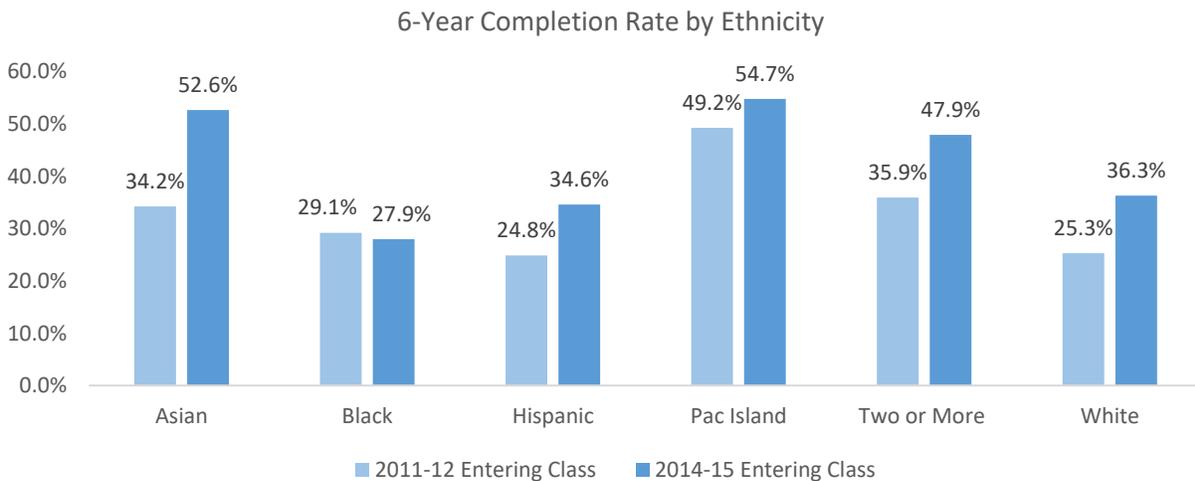
Six-Year Completion Rate - % of completion-seeking students who completed a degree, certificate, or transfer-related outcome within six years. Data comes from the CCCC Student Success Metrics Dashboard, and may vary from internal numbers.



VC 6-Year Completion Rate

Entering Class	Rate	State Rank	Peer Group Rank
2011-12	26.0%	34	6
2012-13	30.5%	19	2
2013-14	32.0%	18	2
2014-15	36.2%	7	1

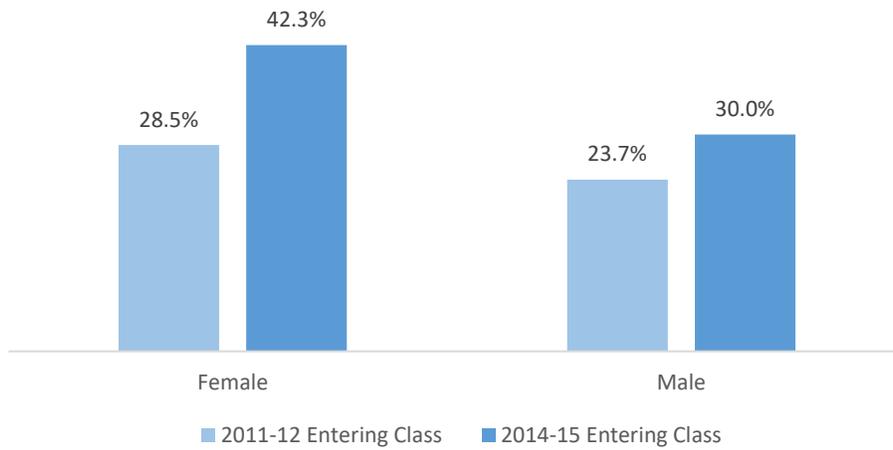
Objective 1a: Close equity gaps between ethnic groups.



Ethnicity	2011-2012 Entering Class					2014-2015 Entering Class				
	Entering Students	% of Entering Students	Completers	% of Completers	PI	Entering Students	% of Entering Students	Completers	% of Completers	PI
Asian	76	2.1%	26	2.8%	1.32	38	1.2%	20	1.8%	1.45
Black	103	2.9%	30	3.2%	1.12	68	2.2%	19	1.7%	0.77
Pac Island	61	1.7%	30	3.2%	1.89	95	3.1%	52	4.7%	1.51
Hispanic	2,071	57.8%	514	55.2%	0.96	1,916	62.3%	662	59.5%	0.95
Two or More	117	3.3%	42	4.5%	1.38	119	3.9%	57	5.1%	1.32
White	1,093	30.5%	276	29.6%	0.97	791	25.7%	287	25.8%	1.00
Total	3,583		931			3,073		1,112		

Objective 1b: Close equity gaps between gender groups.

6-Year Completion Rate by Gender



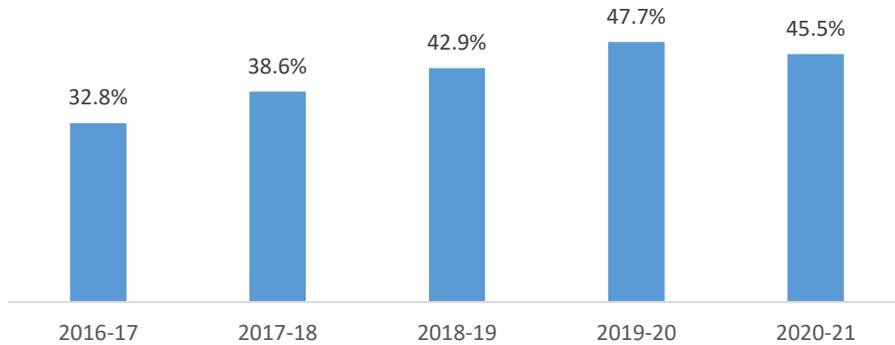
Gender	2011-2012 Entering Class					2014-2015 Entering Class				
	Entering Students	% of Entering Students	Completers	% of Completers	PI	Entering Students	% of Entering Students	Completers	% of Completers	PI
Female	1,698	47.4%	484	52.0%	1.10	1,484	48.3%	628	56.5%	1.17
Male	1,842	51.4%	437	46.9%	0.91	1,519	49.4%	455	40.9%	0.83
Total	3,583		931			3,073		1,112		

Objective 2: Increase First-Year Transfer-Level English and Math completion rates to be within the top five in the state.

Due to sizable demographic differences between the communities that are served by each college in CA, the data below displays VC’s state rank, as well as our rank among similar peer colleges. Details on how peer colleges were identified can be found in Appendix A.

Data comes from the CCCCO Student Success Metrics Dashboard, and may vary from internal numbers.

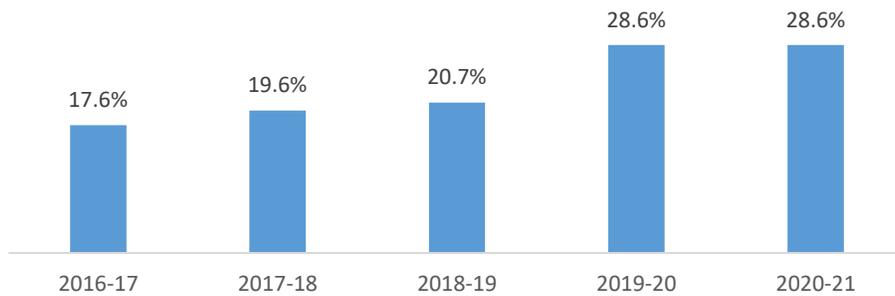
First-Year Transfer-Level **English** Completion



First-Year Transfer-Level **English** Completion

Year	Rate	State Rank	Peer Group Rank
2016-17	32.8%	14	1
2017-18	38.6%	7	1
2018-19	42.9%	12	3
2019-20	47.7%	6	1
2020-21	45.5%	21	3

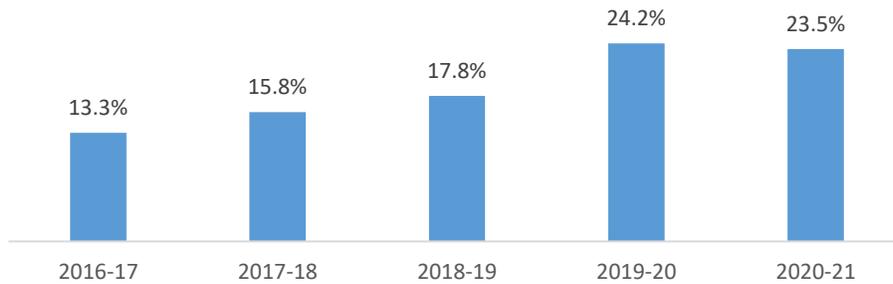
First-Year Transfer-Level **Math** Completion



First-Year Transfer-Level **Math** Completion

Year	Rate	State Rank	Peer Group Rank
2016-17	17.6%	17	2
2017-18	19.6%	19	2
2018-19	20.7%	24	3
2019-20	28.6%	17	3
2020-21	28.6%	26	4

First-Year Transfer-Level **English and Math** Completion

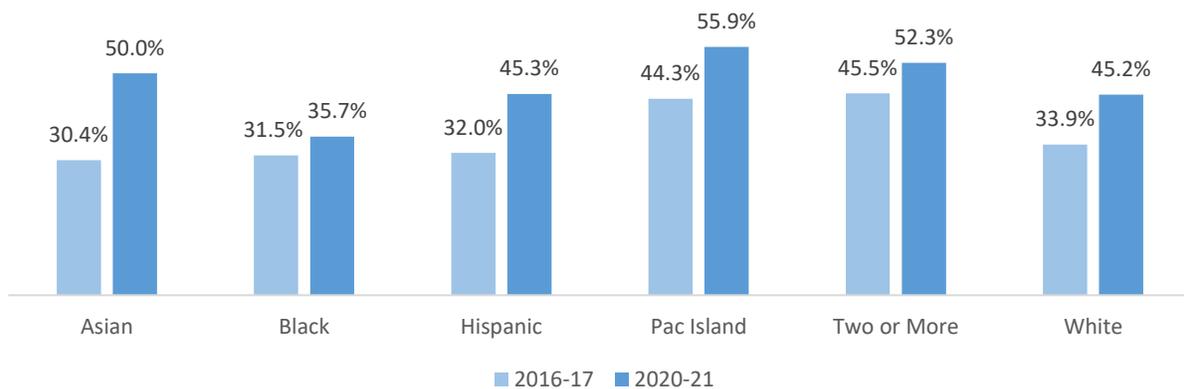


First-Year Transfer-Level **English and Math** Completion

Year	Rate	State Rank	Peer Group Rank
2016-17	13.3%	12	1
2017-18	15.8%	10	2
2018-19	17.8%	17	3
2019-20	24.2%	11	2
2020-21	23.5%	23	4

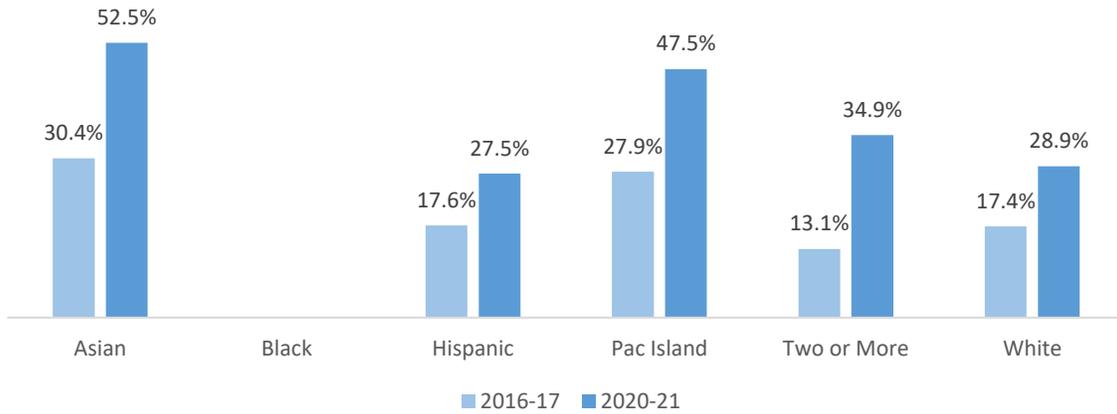
Objective 2a: Close equity gaps between ethnic groups.

First-Year Transfer-Level **English** Completion by Ethnicity



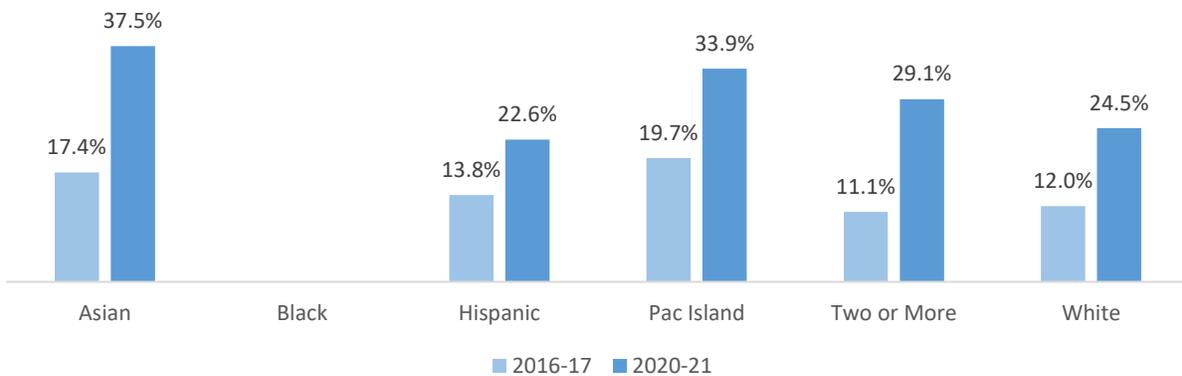
Gender	2016-2017					2020-2021				
	Entering Students	% of Entering Students	Completers	% of Completers	PI	Entering Students	% of Entering Students	Completers	% of Completers	PI
Asian	69	2.3%	21	2.1%	0.92	40	1.6%	20	1.8%	1.10
Black	54	1.8%	17	1.7%	0.95	56	2.3%	20	1.8%	0.78
Pac Island	61	2.1%	27	2.8%	1.34	59	2.4%	33	2.9%	1.23
Hispanic	1,935	65.3%	620	63.2%	0.97	1,604	64.7%	727	64.5%	1.00
Two or More	99	3.3%	45	4.6%	1.37	86	3.5%	45	4.0%	1.15
White	740	25.0%	251	25.6%	1.02	613	24.7%	277	24.6%	0.99
Total	2,963		981			2,479		1,128		

First-Year Transfer-Level **Math** Completion by Ethnicity



Ethnicity	2016-2017					2020-2021				
	Entering Students	% of Entering Students	Completers	% of Completers	PI	Entering Students	% of Entering Students	Completers	% of Completers	PI
Asian	69	2.3%	21	4.0%	1.73	40	1.6%	21	3.0%	1.83
Black										
Hispanic	1,935	65.3%	341	65.5%	1.00	1,604	64.7%	441	62.1%	0.96
Pac Island	61	2.1%	17	3.3%	1.58	59	2.4%	28	3.9%	1.66
Two or More	99	3.3%	13	2.5%	0.75	86	3.5%	30	4.2%	1.22
White	740	25.0%	129	24.8%	0.99	613	24.7%	177	24.9%	1.01
Grand Total	2,963		520			2,479		710		

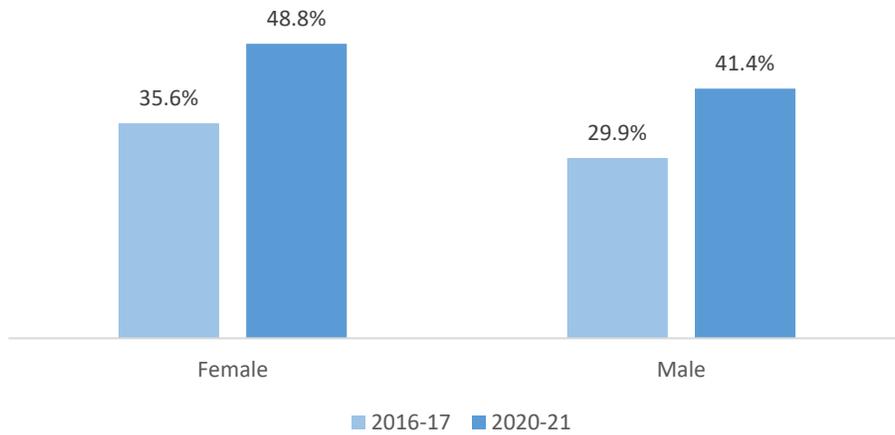
First-Year Transfer-Level **Math and English** Completion



Ethnicity	2016-2017					2020-2021				
	Entering Students	% of Entering Students	Completers	% of Completers	PI	Entering Students	% of Entering Students	Completers	% of Completers	PI
Asian	69	2.3%	12	3.1%	1.31	40	1.6%	15	2.6%	1.59
Black										
Hispanic	1,935	65.3%	267	68.1%	1.04	1,604	64.7%	363	62.1%	0.96
Pac Island	61	2.1%	12	3.1%	1.49	59	2.4%	20	3.4%	1.44
Two or More	99	3.3%	11	2.8%	0.84	86	3.5%	25	4.3%	1.23
White	740	25.0%	89	22.7%	0.91	613	24.7%	150	25.6%	1.04
Total	2,963		392			2,479		585		

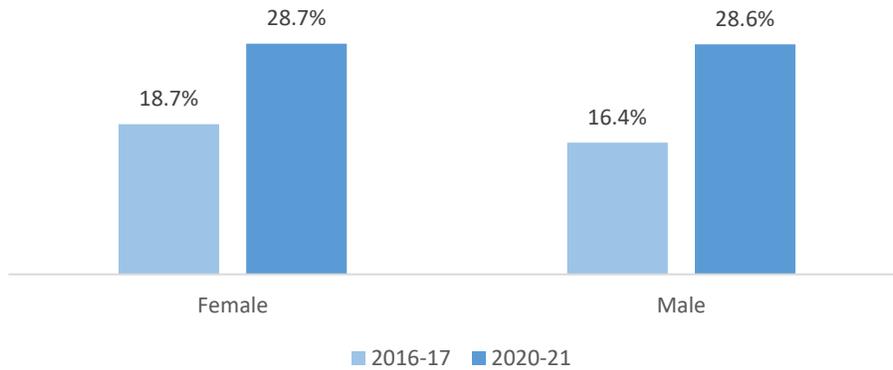
Objective 2b: Close equity gaps between gender groups.

First-Year Transfer-Level English Completion by Gender



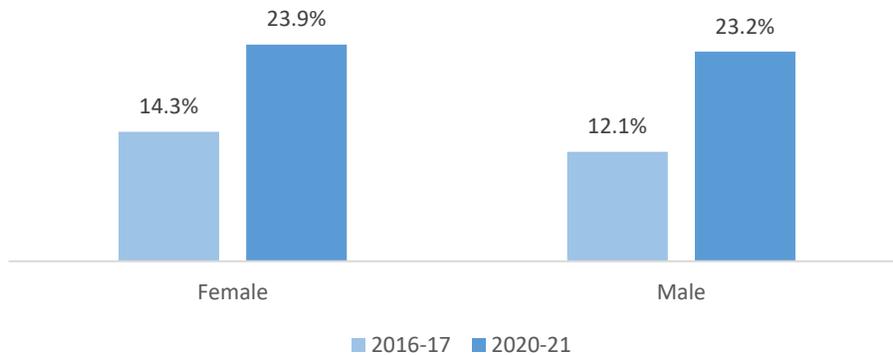
Gender	2016-2017					2020-2021				
	Entering Students	% of Entering Students	Completers	% of Completers	PI	Entering Students	% of Entering Students	Completers	% of Completers	PI
Female	1,510	51.0%	538	54.8%	1.08	1,370	55.3%	669	59.3%	1.07
Male	1,453	49.0%	434	44.2%	0.90	1,109	44.7%	459	40.7%	0.91
Total	2,963		981			2,479		1,128		

First-Year Transfer-Level **Math** Completion by Gender



Gender	2016-2017					2020-2021				
	Entering Students	% of Entering Students	Completers	% of Completers	PI	Entering Students	% of Entering Students	Completers	% of Completers	PI
Female	1,510	51.0%	282	54.1%	1.06	1,370	55.3%	393	55.4%	1.00
Male	1,453	49.0%	238	45.7%	0.93	1,109	44.7%	317	44.6%	1.00
Total	2,963		520			2,479		710		

First-Year Transfer-Level **English and Math** Completion



Gender	2016-2017					2020-2021				
	Entering Students	% of Entering Students	Completers	% of Completers	PI	Entering Students	% of Entering Students	Completers	% of Completers	PI
Female	1,510	51.0%	216	55.1%	1.08	1,370	55.3%	328	56.1%	1.01
Male	1,453	49.0%	176	44.9%	0.92	1,109	44.7%	257	43.9%	0.98
Total	2,963		392			2,479		585		

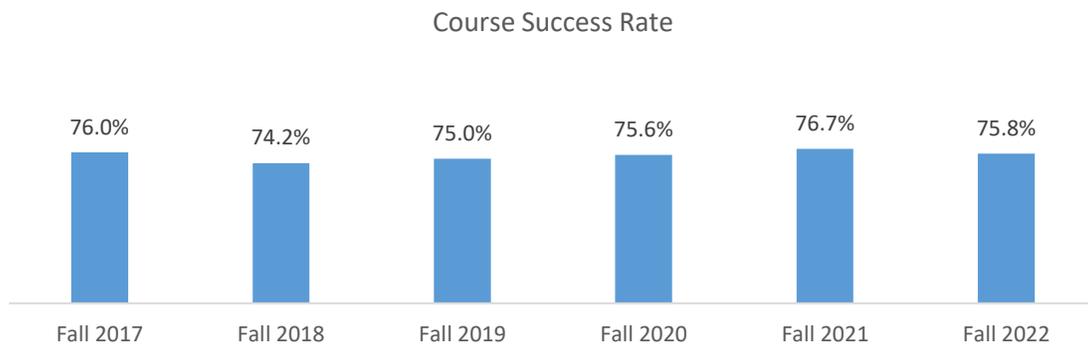
Objective 2c: Ensure that at least 90% of new students are prepared for transfer-level Math and English by the end of their first year [Sail to Success].

This objective was created prior to the passage of AB 705. After the passage of AB 705, all students are able to enroll in transfer-level Math and English in their first year. Thus, this objective is no longer applicable.

Objective 3: Increase the course success rate to be within the top five in the state.

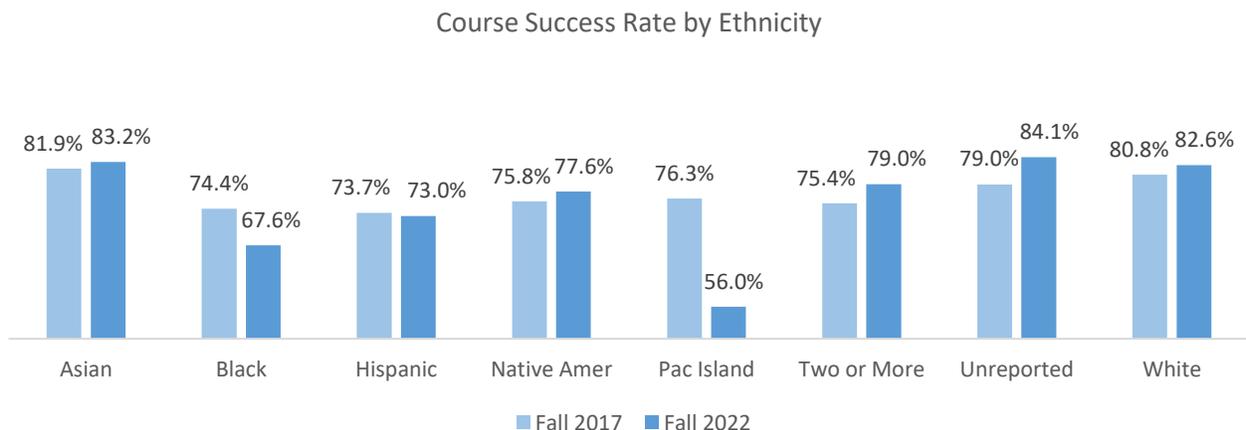
Due to sizable demographic differences between the communities that are served by each college in CA, the data below displays VC’s state rank, as well as our rank among similar peer colleges. Details on how peer colleges were identified can be found in Appendix A.

Course success rate - % of A, B, C, and P grades out of all grades assigned (including W’s). Data comes from the CCCCO Datamart, and may vary from internal numbers.



Term	Course Success Rate	State Rank
Fall 2017	76.0%	9
Fall 2018	74.2%	29
Fall 2019	75.0%	15
Fall 2020	75.6%	38
Fall 2021	76.7%	19
Fall 2022	75.8%	13

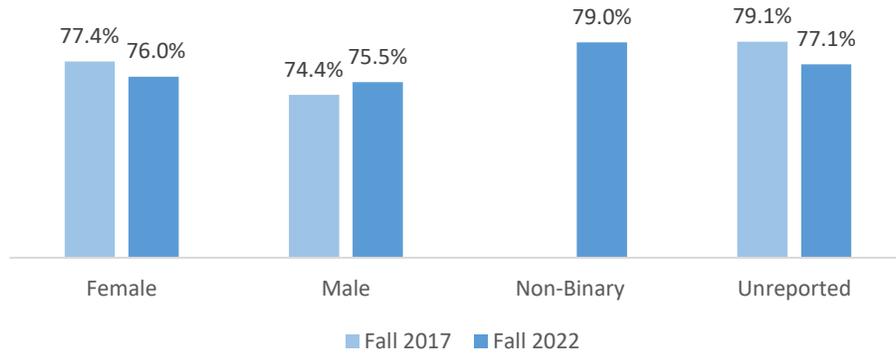
Objective 3a: Close equity gaps between ethnic groups.



Gender	Fall 2017					Fall 2022				
	Enrollment	% of Enrollment	Success	% of Success	PI	Enrollment	% of Enrollment	Success	% of Success	PI
Asian	1,590	4.5%	1,303	4.8%	1.08	1,205	4.6%	1,002	5.1%	1.10
Black	734	2.1%	546	2.0%	0.98	595	2.3%	402	2.0%	0.89
Hispanic	22,003	61.9%	16,207	60.0%	0.97	16,931	65.2%	12,361	62.8%	0.96
Native Amer	128	0.4%	97	0.4%	1.00	76	0.3%	59	0.3%	1.02
Pac Island	97	0.3%	74	0.3%	1.00	50	0.2%	28	0.1%	0.74
Two or More	1,371	3.9%	1,034	3.8%	0.99	1,139	4.4%	900	4.6%	1.04
Unreported	214	0.6%	169	0.6%	1.04	433	1.7%	364	1.8%	1.11
White	9,408	26.5%	7,601	28.1%	1.06	5,542	21.3%	4,578	23.2%	1.09
Total	35,545		27,031			25,971		19,694		

Objective 3b: Close equity gaps between gender groups.

Course Success Rate by Gender



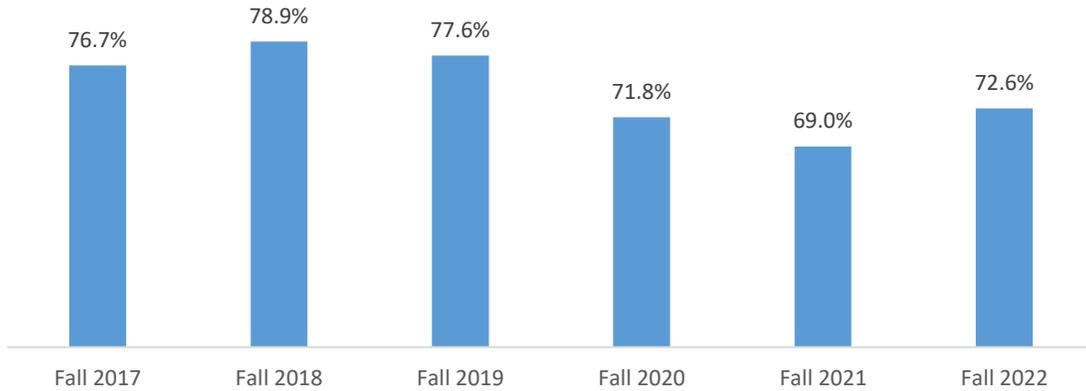
Gender	Fall 2017					Fall 2022				
	Enrollment	% of Enrollment	Success	% of Success	PI	Enrollment	% of Enrollment	Success	% of Success	PI
Female	18,921	53.2%	14,637	54.1%	1.02	14,109	54.3%	10,723	54.4%	1.00
Male	16,093	45.3%	11,974	44.3%	0.98	11,263	43.4%	8,508	43.2%	1.00
Non-Binary						62	0.2%	49	0.2%	1.04
Unknown	531	1.5%	420	1.6%	1.04	537	2.1%	414	2.1%	1.02
Total	35,545		27,031			25,971		19,694		

Objective 4: Increase the fall-to-spring persistence rate to 85% and the fall-to-fall rate to 70%.

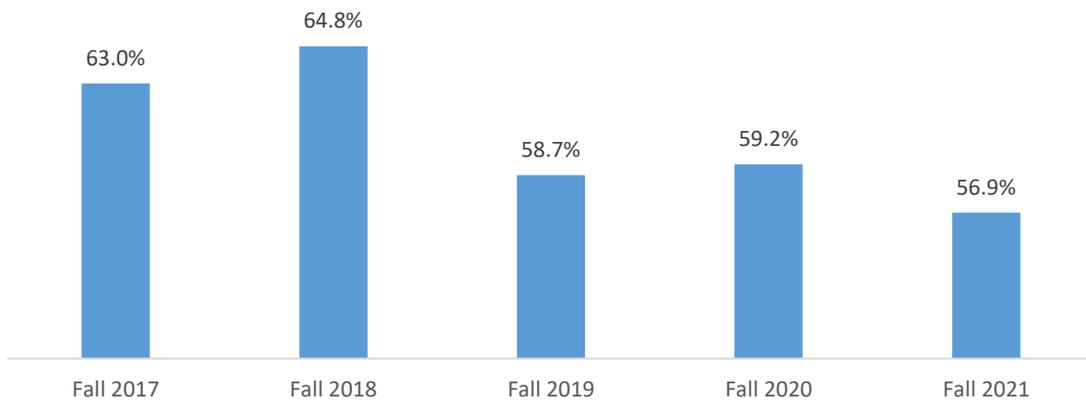
Fall-to-spring persistence rate - % of first-time fall students who enroll in the subsequent spring semester.

Fall-to-fall persistence rate - % of first-time fall students who enroll in the subsequent fall semester.

Fall-Spring Persistence Rate

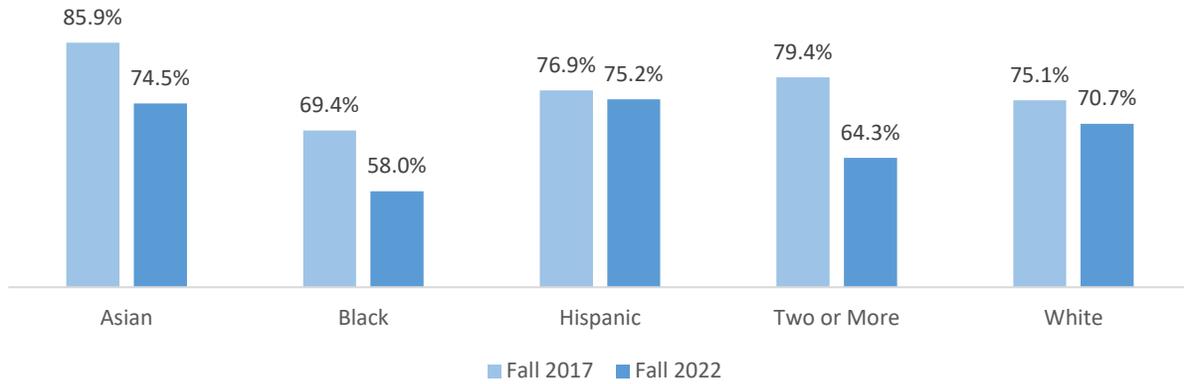


Fall-Fall Persistence Rate



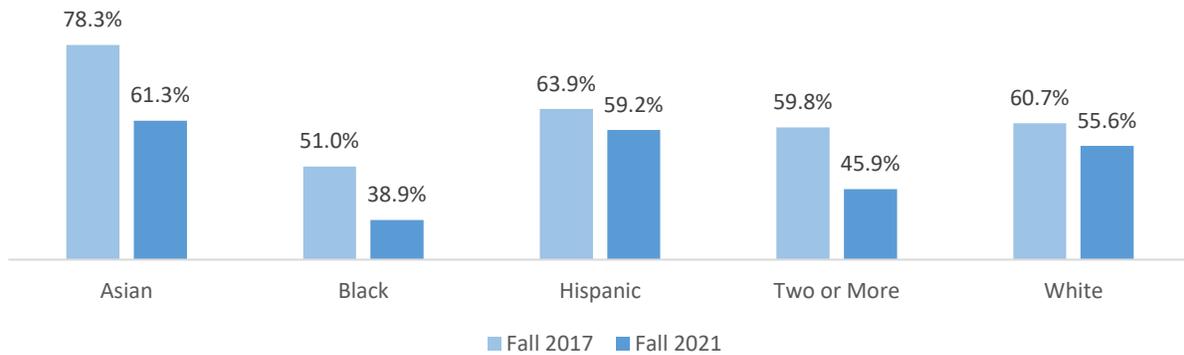
Objective 4a: Close equity gaps between ethnic groups.

Fall-Spring Persistence Rate



Ethnicity	Fall 2017					Fall 2022				
	Entering Students	Entering Student %	Persisted to Spring	Persisted to Spring %	PI	Entering Students	Entering Student %	Persisted to Spring	Persisted to Spring %	PI
Asian	92	4.0%	79	4.5%	1.12	94	3.9%	70	4.0%	1.03
Black	49	2.2%	34	1.9%	0.90	50	2.1%	29	1.7%	0.80
Hispanic	1,539	67.6%	1,184	67.8%	1.00	1,619	67.9%	1,218	70.4%	1.04
Two or More	92	4.0%	73	4.2%	1.03	70	2.9%	45	2.6%	0.89
White	473	20.8%	355	20.3%	0.98	474	19.9%	335	19.4%	0.97
Overall	2,277		1,746			2,384		1,731		

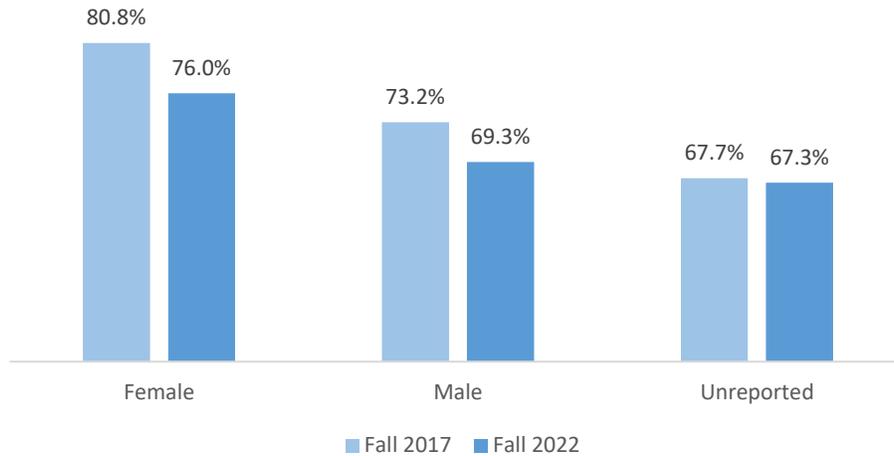
Fall-Fall Persistence Rate



Ethnicity	Fall 2017					Fall 2021				
	Entering Students	Entering Student %	Persisted to Fall	Persisted to Fall %	PI	Entering Students	Entering Student %	Persisted to Fall	Persisted to Fall %	PI
Asian	92	4.0%	72	5.0%	1.24	106	4.7%	65	5.1%	1.08
Black	49	2.2%	25	1.7%	0.81	54	2.4%	21	1.6%	0.68
Hispanic	1,539	67.6%	984	68.6%	1.01	1,491	66.2%	883	68.9%	1.04
Two or More	92	4.0%	55	3.8%	0.95	98	4.4%	45	3.5%	0.81
White	473	20.8%	287	20.0%	0.96	444	19.7%	247	19.3%	0.98
Overall	2,277		1,435			2,251		1,281		

Objective 4b: Close equity gaps between gender groups.

Fall-Spring Persistence Rate



Gender	Fall 2017					Fall 2022				
	Entering Students	Entering Student %	Persisted to Spring	Persisted to Spring %	PI	Entering Students	Entering Student %	Persisted to Spring	Persisted to Spring %	PI
Female	1,068	46.9%	863	49.4%	1.05	1,198	50.3%	910	52.6%	1.05
Male	1,178	51.7%	862	49.4%	0.95	1,134	47.6%	786	45.4%	0.95
Unreported	31	1.4%	21	1.2%	0.88	52	2.2%	35	2.0%	0.93
Overall	2,277		1,746			2,384		1,731		

Fall-Fall Persistence Rate



Gender	Fall 2017					Fall 2021				
	Entering Students	Entering Student %	Persisted to Fall	Persisted to Fall %	PI	Entering Students	Entering Student %	Persisted to Fall	Persisted to Fall %	PI
Female	1,068	46.9%	726	50.6%	1.08	1,124	49.9%	667	52.1%	1.04
Male	1,178	51.7%	690	48.1%	0.93	1,074	47.7%	584	45.6%	0.96
Unreported	31	1.4%	19	1.3%	0.97	53	2.4%	30	2.3%	0.99
Overall	2,277		1,435	100.0%		2,251	100.0%	1,281	100.0%	

Objective 5: Ensure that at least 95% of first-time students receive Student Success and Support Program (SSSP) services.

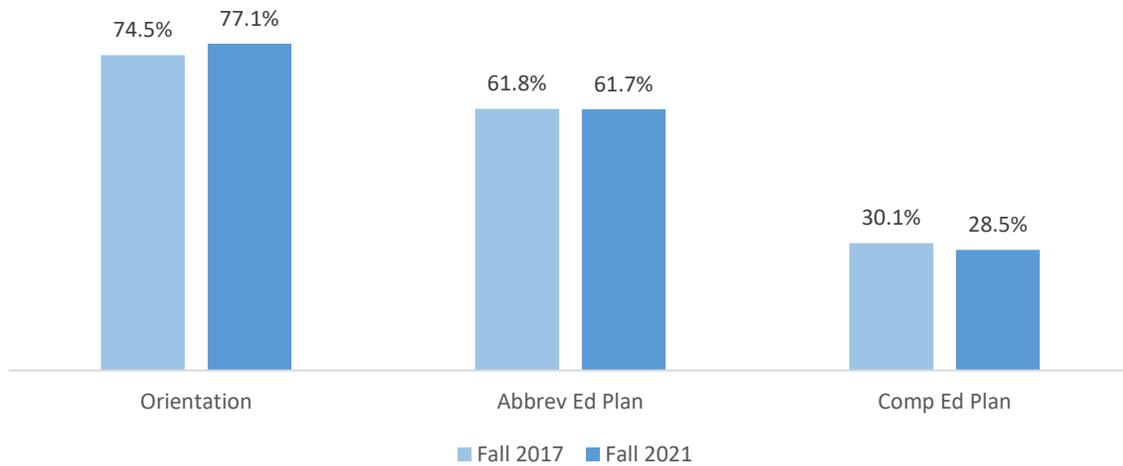
Objective 5a: Ensure that at least 95% of first-time students complete orientation in their first year.

Objective 5b: Ensure that at least 95% of first-time students complete assessment in their first year.

Objective 5c: Ensure that at least 95% of first-time students complete an abbreviated educational plan in their first year.

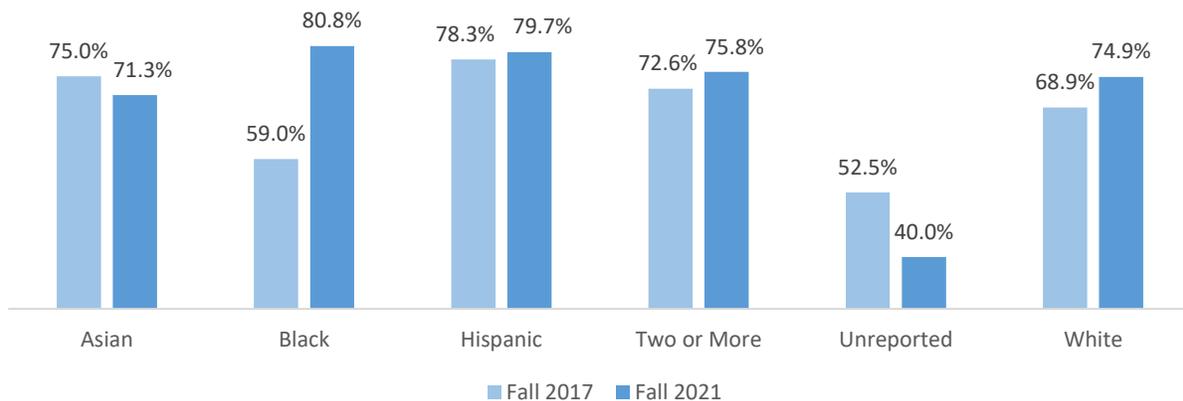
Objective 5d: Ensure that at least 75% of first-time students complete a comprehensive educational plan within their first year.

SSSP Service Completion in First Year
First-Time and First-Time Transfer Students



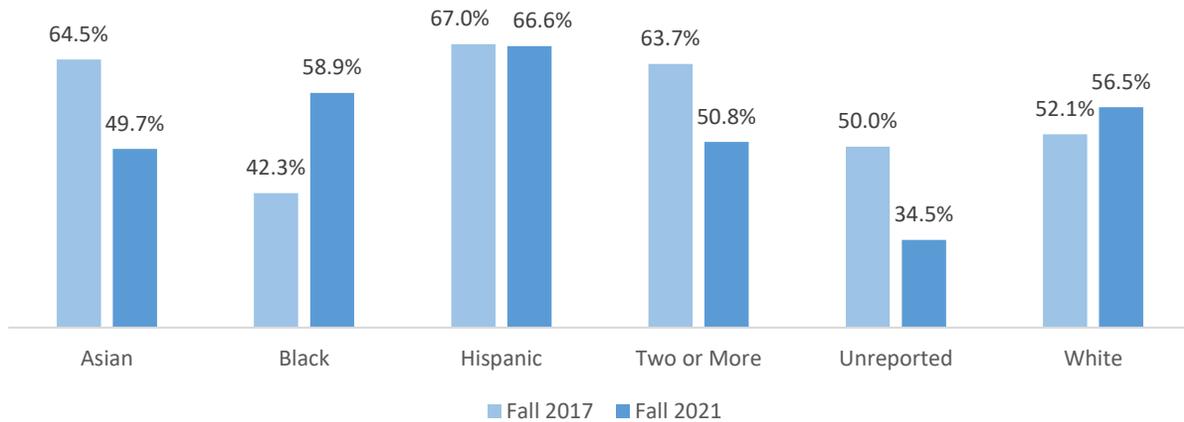
Objective 5e: Close equity gaps between ethnic groups.

Completed **Orientation** within First Year



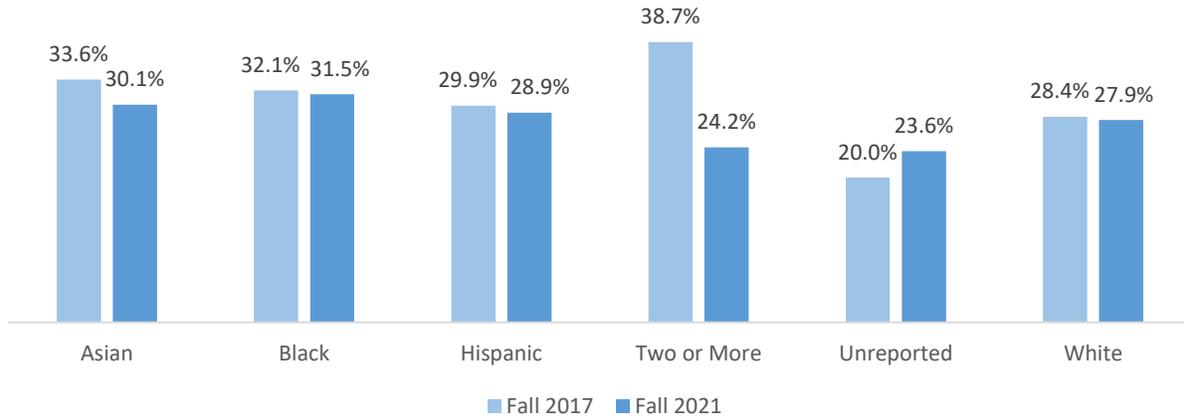
Ethnicity	Fall 2017					Fall 2021				
	Entering Students	Entering Student %	Orientation	Orientation %	PI	Entering Students	Entering Student %	Orientation	Orientation %	PI
Asian	152	5.0%	114	5.0%	1.01	143	5.4%	102	5.0%	0.92
Black	78	2.5%	46	2.0%	0.79	73	2.8%	59	2.9%	1.05
Hispanic	1,830	59.6%	1,432	62.6%	1.05	1,634	61.8%	1,302	63.9%	1.03
Native Amer										
Pac Island										
Two or More	124	4.0%	90	3.9%	0.97	124	4.7%	94	4.6%	0.98
Unreported	40	1.3%	21	0.9%	0.70	55	2.1%	22	1.1%	0.52
White	824	26.8%	568	24.8%	0.93	605	22.9%	453	22.2%	0.97
Total	3,069		2,286			2,643		2,039		

Completed **Abbreviated Ed Plan** within First Year



Ethnicity	Fall 2017					Fall 2021				
	Entering Students	Entering Student %	Abbrev Ed Plan	Abbrev Ed Plan %	PI	Entering Students	Entering Student %	Abbrev Ed Plan	Abbrev Ed Plan %	PI
Asian	152	5.0%	98	5.2%	1.04	143	5.4%	71	4.4%	0.81
Black	78	2.5%	33	1.7%	0.68	73	2.8%	43	2.6%	0.96
Hispanic	1,830	59.6%	1,226	64.7%	1.08	1,634	61.8%	1,089	66.8%	1.08
Native Amer										
Pac Island										
Two or More	124	4.0%	79	4.2%	1.03	124	4.7%	63	3.9%	0.82
Unreported	40	1.3%	20	1.1%	0.81	55	2.1%	19	1.2%	0.56
White	824	26.8%	429	22.6%	0.84	605	22.9%	342	21.0%	0.92
Total	3,069		1,896			2,643		1,630		

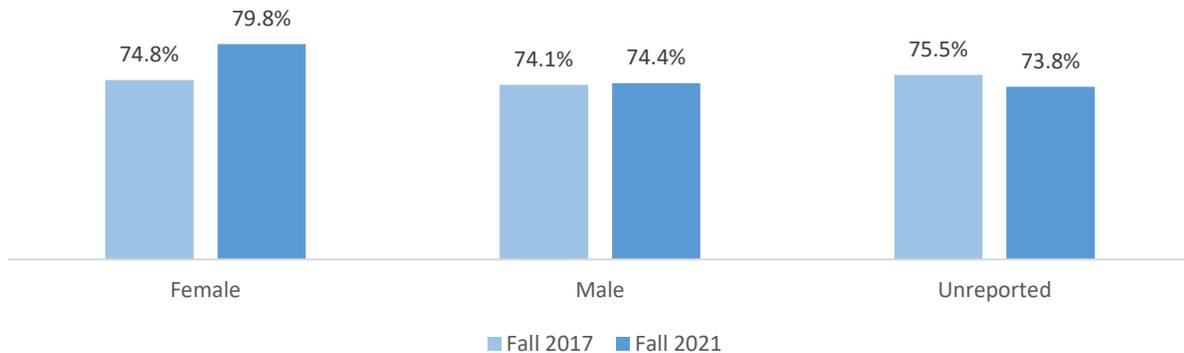
Completed **Comprehensive Ed Plan** within First Year



Ethnicity	Fall 2017					Fall 2021				
	Entering Students	Entering Student %	Comp Ed Plan	Comp Ed Plan %	PI	Entering Students	Entering Student %	Comp Ed Plan	Comp Ed Plan %	PI
Asian	152	5.0%	51	5.5%	1.12	143	5.4%	43	5.7%	1.06
Black	78	2.5%	25	2.7%	1.07	73	2.8%	23	3.1%	1.11
Hispanic	1,830	59.6%	548	59.4%	1.00	1,634	61.8%	473	62.8%	1.02
Native Amer Pac Island										
Two or More	124	4.0%	48	5.2%	1.29	124	4.7%	30	4.0%	0.85
Unreported	40	1.3%	8	0.9%	0.67	55	2.1%	13	1.7%	0.83
White	824	26.8%	234	25.4%	0.94	605	22.9%	169	22.4%	0.98
Total	3,069		923			2,643		753		

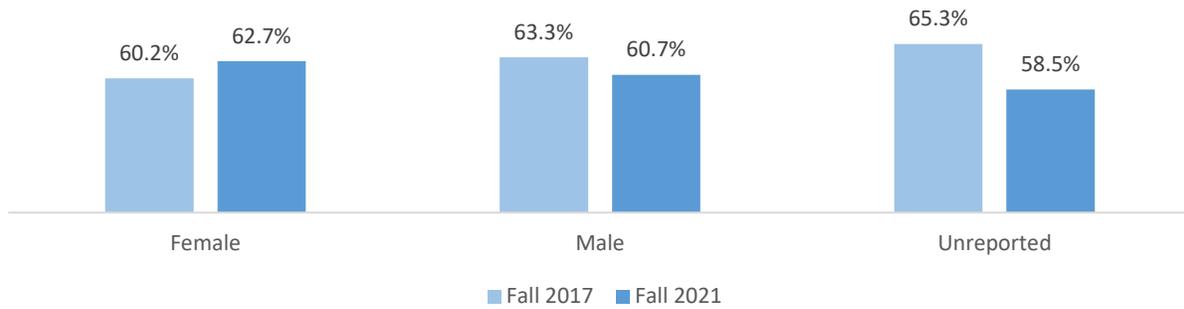
Objective 5f: Close equity gaps between gender groups.

Completed **Orientation** within First Year



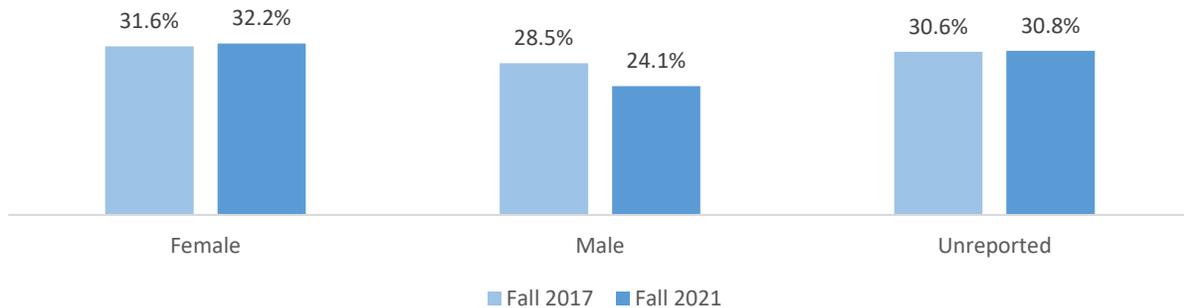
Gender	Fall 2017					Fall 2021				
	Entering Students	Entering Student %	Orientation	Orientation %	PI	Entering Students	Entering Student %	Orientation	Orientation %	PI
Female	1,524	49.7%	1,140	49.9%	1.00	1,373	51.9%	1,095	53.7%	1.03
Male	1,496	48.7%	1,109	48.5%	1.00	1,205	45.6%	896	43.9%	0.96
Unreported	49	1.6%	37	1.6%	1.01	65	2.5%	48	2.4%	0.96
Total	3,069		2,286			2,643		2,039		

Completed **Abbreviated Ed Plan** within First Year



Gender	Fall 2017					Fall 2021				
	Entering Students	Entering Student %	Abbrev Ed Plan	Abbrev Ed Plan %	PI	Entering Students	Entering Student %	Abbrev Ed Plan	Abbrev Ed Plan %	PI
Female	1,524	49.7%	917	48.4%	0.97	1,373	51.9%	861	52.8%	1.02
Male	1,496	48.7%	947	49.9%	1.02	1,205	45.6%	731	44.8%	0.98
Unreported	49	1.6%	32	1.7%	1.06	65	2.5%	38	2.3%	0.95
Total	3,069		1,896			2,643		1,630		

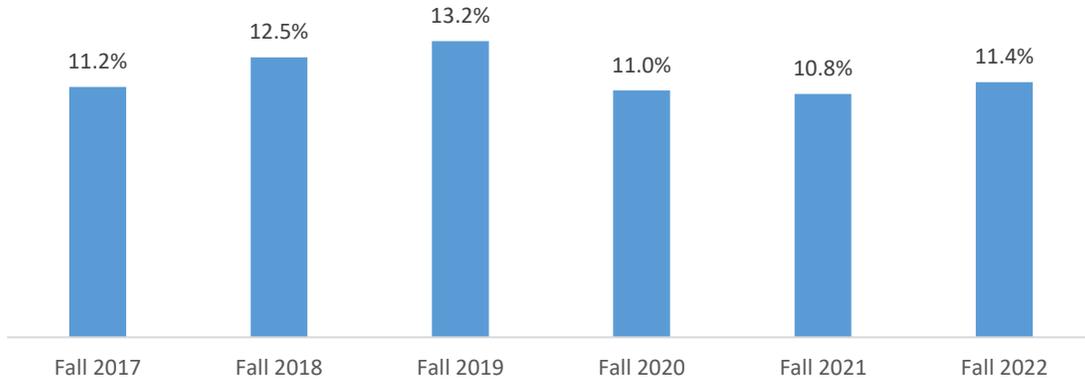
Completed **Comprehensive Ed Plan** within First Year



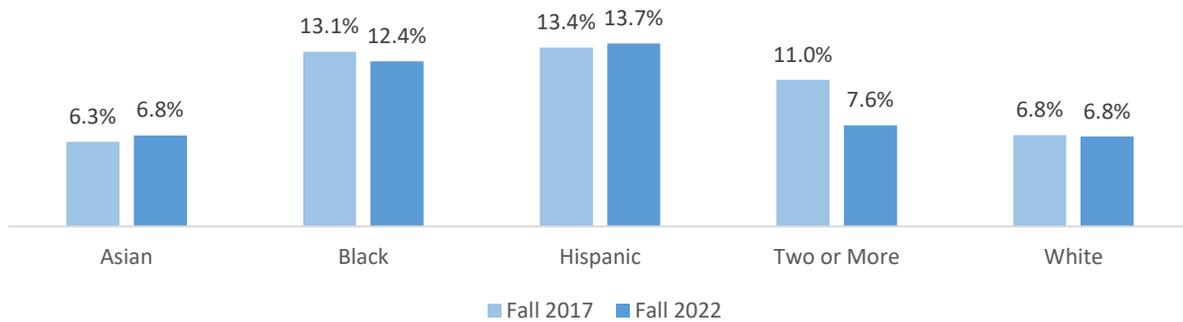
Gender	Fall 2017					Fall 2021				
	Entering Students	Entering Student %	Comp Ed Plan	Comp Ed Plan %	PI	Entering Students	Entering Student %	Comp Ed Plan	Comp Ed Plan %	PI
Female	1,524	49.7%	482	52.2%	1.05	1,373	51.9%	442	58.7%	1.13
Male	1,496	48.7%	426	46.2%	0.95	1,205	45.6%	291	38.6%	0.85
Unreported	49	1.6%	15	1.6%	1.02	65	2.5%	20	2.7%	1.08
Total	3,069		923			2,643		753		

Objective 6: Ensure that fewer than 10% of students are on academic probation.

Students on Academic Probation/Dismissal

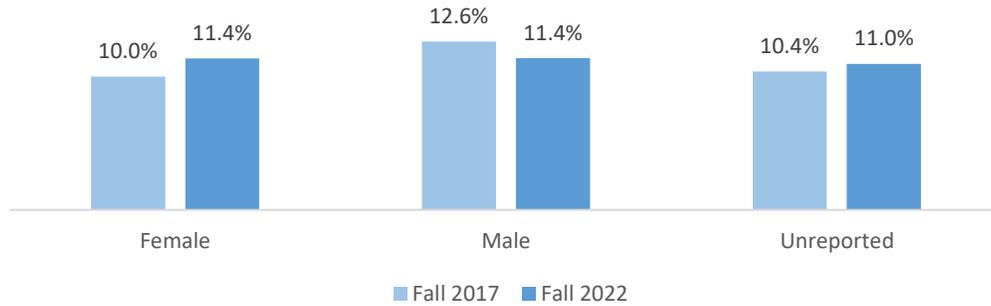


Students on Academic Probation/Dismissal



Ethnicity	Fall 2017						Fall 2022				
	All Students	Student %	Probation	Probation %	PI	All Students	Student %	Probation	Probation %	PI	
Asian	615	4.6%	39	2.6%	0.57	497	4.8%	34	2.9%	0.60	
Black	267	2.0%	35	2.3%	1.17	234	2.3%	29	2.5%	1.09	
Hispanic	8,197	61.2%	1,101	73.6%	1.20	6,635	64.1%	911	77.4%	1.21	
Two or More	509	3.8%	56	3.7%	0.99	369	3.6%	28	2.4%	0.67	
White	3,638	27.1%	249	16.6%	0.61	2,370	22.9%	160	13.6%	0.59	
Total	13,404		1,496			10,352		1,177			

Students on Academic Probation/Dismissal



Gender	Fall 2017					Fall 2022				
	All Students	Student %	Probation	Probation %	PI	All Students	Student %	Probation	Probation %	PI
Female	7,328	54.7%	733	49.0%	0.90	5,758	55.6%	655	55.6%	1.00
Male	5,893	44.0%	744	49.7%	1.13	4,366	42.2%	497	42.2%	1.00
Unreported	183	1.4%	19	1.3%	0.93	228	2.2%	25	2.1%	0.96
Total	13,404		1,496			10,352		1,177		

Objective 7: Ensure all Workforce Preparation programs meet student employment goals set by the State of CA.

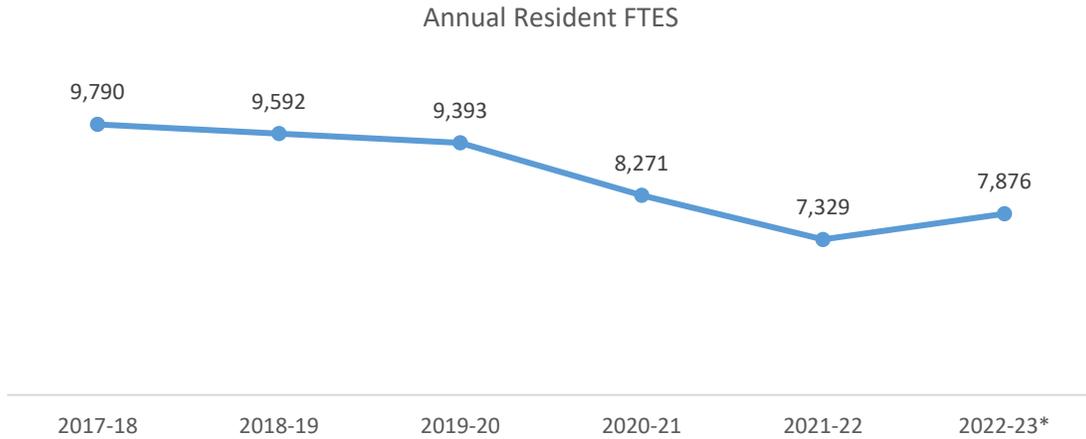
Student Employment data comes from Perkins V Core Indicator Reports. Programs are defined at the 4-digit TOP Code level. The statewide employment goal is 73.23%. Employment rates less than 73.23% are highlighted.

Program	2017-18	2018-19	2019-20	2020-21	2021-22
Accounting	81.5%	73.9%	83.6%	70.3%	83.6%
Administration of Justice	96.0%	93.6%	86.7%	86.7%	93.9%
Automotive Technology	100.0%	88.1%	92.3%	88.2%	95.8%
Business Administration	79.0%	83.3%	88.9%	82.6%	80.8%
Business Management	80.0%	79.4%	93.3%	81.3%	82.0%
Child Development/Early Care and Education	90.6%	77.3%	80.9%	78.3%	83.3%
Civil and Construction Management Technology		85.7%		94.1%	80.0%
Diesel Technology		100.0%		88.2%	91.7%
Drafting Technology	84.6%	76.9%	77.8%	75.0%	84.2%
Educational Aide (Teacher Assistant)				75.0%	68.4%
Manufacturing and Industrial Technology	71.4%	91.7%	100.0%	64.0%	
Nursing	87.1%	93.2%	93.9%	89.8%	91.8%
Office Technology/Office Computer Applications	79.0%	80.7%	84.5%	80.7%	90.0%
Paramedic	94.4%	100.0%	100.0%	85.7%	90.0%
Water and Wastewater Technology	87.1%	86.1%	100.0%	85.7%	93.8%

Goal 2: Increase our community’s access to transfer, workforce preparation, and basic skills education.

Objective 1: Exceed annual funded growth cap by 2%.

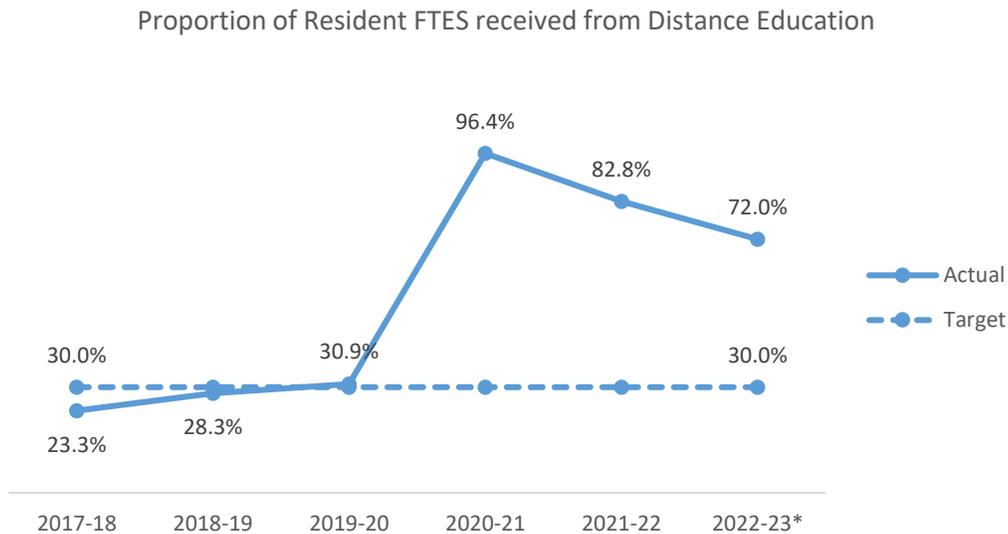
Due to changes in the state and district allocation models, this objective is unable to be assessed as written.



* 2022-2023 data is projected.

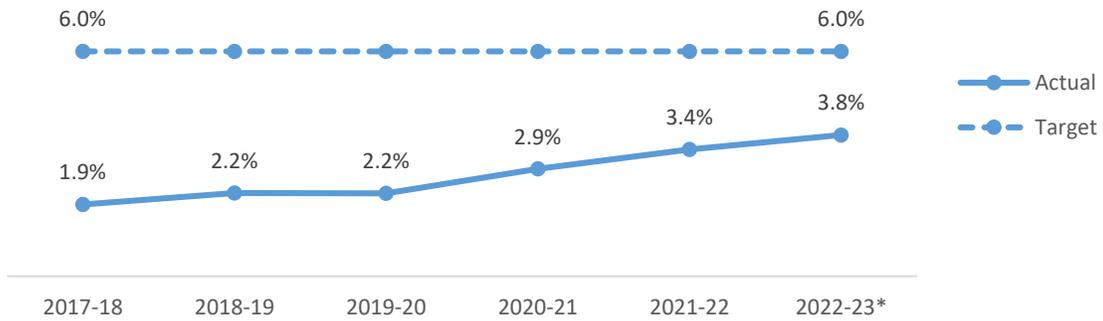
Objective 2: Increase the proportion of resident FTES received from:

- **Distance education to 30%**
- **Off-site courses to 6%**
- **Non-credit courses to 5%**
- **Workforce preparation courses to 24%**

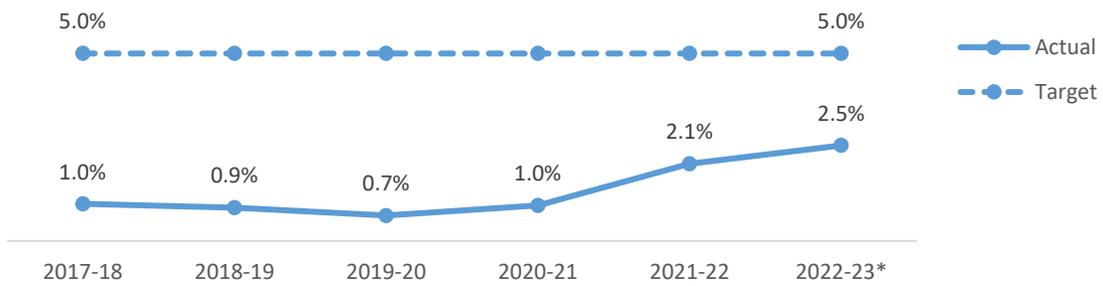


* 2022-2023 data is projected.

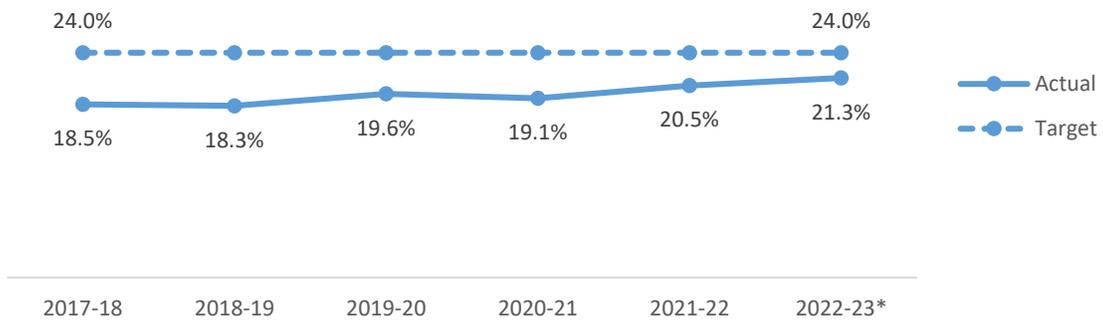
Proportion of FTES received from Off-Site Courses



Proportion of FTES received from NonCredit Courses



Proportion of Resident FTES received from Career Education

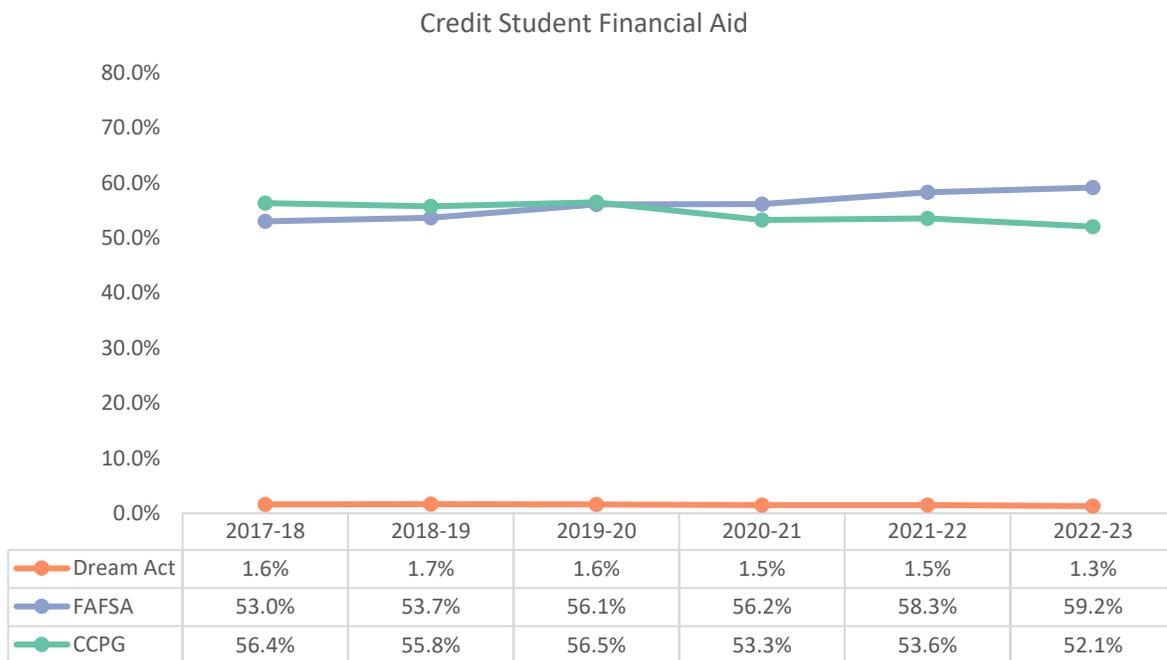


* 2022-2023 data is projected.

Objective 3: Increase the percentage of eligible students who have completed their:

- **FAFSA by the priority deadline to 75%**
- **California Dream Act Application by the priority deadline to 75%**
- **Board of Governors Fee Waiver Application by the priority deadline to 75%**

Due to issues in systematically assessing eligibility and priority deadline application submissions, the graph below displays the percentage of the total credit student population who completed a FAFSA, received a CA Dream Act Award and/or received a California College Promise Grant (Formerly Board of Governors Fee Waiver).



Goal 3: Strengthen local/regional partnerships and community engagement

Objective 1: Strengthen formal agreements and partnerships with K-12 schools, universities, and regional employers.

K-12 Schools

Between Fall 2017 and Fall 2022, VC offered 86 classes at eight local high schools. These classes served 150 to 200 high school students each semester. The Covid pandemic significantly reduced high school class offerings between fall 2020 and fall 2021. But, as the pandemic has receded, offerings have increased.

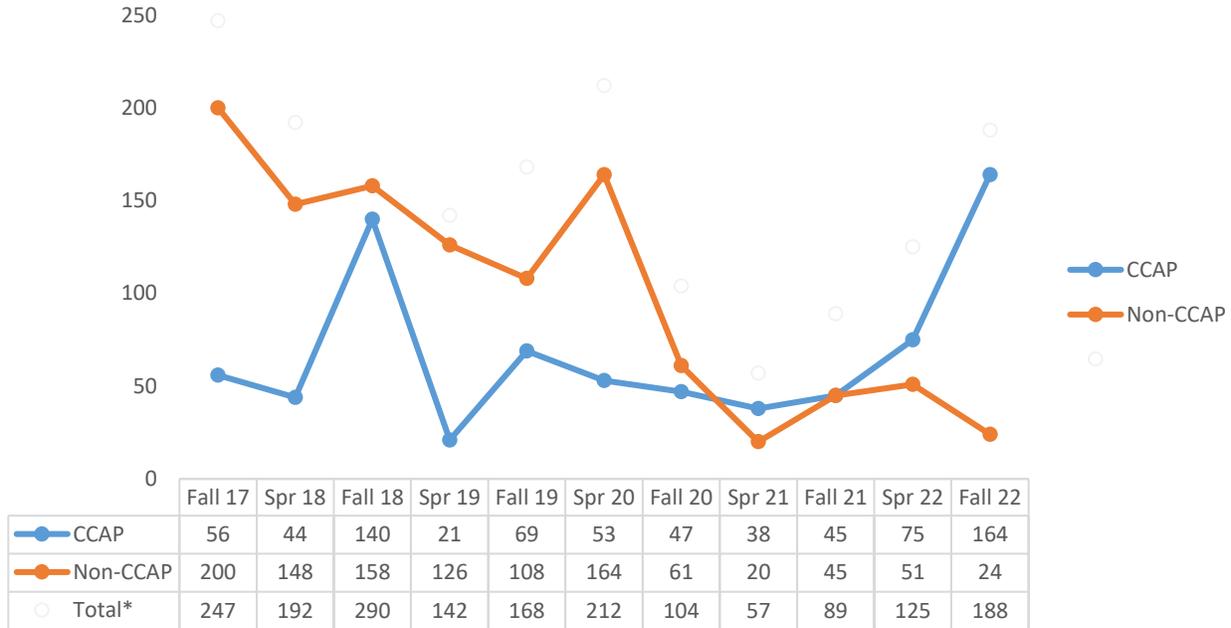
The VCCCD also signed formal College and Career Access Pathway (CCAP) agreements with 7 local high school districts. Through these agreements, VC has offered CCAP classes in the following districts:

- Fillmore Unified School District
- Oxnard Union High School District
- Santa Paula Unified School District
- Ventura Unified School District

Dual Enrollment CRNs Offered

Type	Fall 17	Spr 18	Fall 18	Spr 19	Fall 19	Spr 20	Fall 20	Spr 21	Fall 21	Spr 22	Fall 22	Total
CCAP	2	2	5	1	4	2	2	2	3	3	7	33
Non-CCAP	7	5	6	6	6	7	5	1	3	4	3	53
Total	9	7	11	7	10	9	7	3	6	7	10	86

Headcount in Dual Enrollment Courses



* Total is less than sum of rows because some students took both a CCAP and non-CCAP course in the same semester.

Universities

VC works closely with multiple universities to ensure that students can transfer and continue their education. The University Transfer Center is the primary office that ensures that the transfer process is as seamless as possible. A Transfer Center Coordinator position has been established in that center to oversee these efforts. These include regular university visits, talks and workshops on campus. Representatives from 15 universities come to the University Transfer Center each semester to meet with students. Further, students are given the opportunity to go on multiple university tours throughout the year.

VC has also increased the number of articulation agreements with 4-year universities since 2017. Transfer Admissions Guarantee Agreements with both in-state and out-of-state universities have also increased. The CCCCO has developed TAG agreements with 35 HBCUs. VC is currently developing an additional agreement with Arizona State University.

VC has also worked directly with regional universities on a number of grants and projects. These include Project Promesas, which focuses on streamlining math pathways between VC and CSU Channel Islands. The Child Development Department has partnered with CSU Channel Islands to streamline transfers in the Elementary Education Pathway. VC has worked with UC Santa Barbara on a project aimed at increasing the number of Hispanic engineering transfers. VC also has an FDA grant to improve transfers to CSU Northridge. This is not an exhaustive list, and there are a number of additional university partnerships in addition to these examples.

Regional Employers

VC's career center has recently implemented the Handshake software system, which connects VC students with local employers. In addition, VC's career education programs have agreements and partnerships with a number of regional employers. Information on these partnerships can be found on each program's webpage:

- [Accounting](#)
- [Administrative Office Assistant](#)
- [Advanced Manufacturing](#)
- [Agriculture](#)
- [Architecture](#)
- [Automotive Career Education](#)
- [Bookkeeping](#)
- [Business](#)
- [Certified Nursing Assistant](#)
- [Child Development](#)
- [Construction Technology](#)
- [Criminal Justice](#)
- [Diesel Mechanics](#)
- [Drafting](#)
- [Emergency Medical Technician](#)
- [Medical Assisting](#)
- [Nursing Science](#)
- [Paramedic Studies](#)
- [Police Science](#)
- [Social Media Marketing](#)
- [Supervision](#)
- [Veterinary Technology](#)
- [Water Science](#)
- [Welding](#)

Objective 2: Establish a comprehensive career center and begin to quantify student internships and job connections.

The VC Career Center has been established, and has a mission “to empower students to make enlightened career decisions throughout their lifetime; engage in experiential learning opportunities to develop skills and experience to successfully meet their career goals, and contribute to the regional and global workforce.” The center staff currently includes a Placement Project Specialist, Student Services Assistant, and multiple Student Specialist positions.

The Career Center offers regular workshops on a variety of topics that include building resumes, searching for jobs, obtaining internships, interviewing, networking, and personal branding. All workshops are offered in both an in-person and Zoom format. In addition, it offers multiple employer industry days, in which students can meet employers on campus, and hosts a campus job fair each semester that includes over 50 regional employers. The [Career Center website](#) includes a wide range of up-to-date information for both students and employers. Students can also drop in or make appointments to meet with Career Center staff.

Systems have been put into place to begin quantifying student internships and job connections. These include the implementation of the Handshake software system, which allows students to find skill specific jobs and internships. It also allows students to register for career fairs and employer events. VC is also able to quantify internships that are arranged by VC faculty members, and for which students receive course credit. It is expected that through these and other systems, there will be continued improvements in VC's ability to track and quantify both student internships and job connections.

Objective 3: Enhance campus and community engagement by providing a venue for artistic, athletic, civic, cultural, scientific, and social events.

A wide range of events have been offered to the community, including the following:

Artistic Events:

- [The Performing Arts Department](#) puts on theater, dance, and musical performances for the community in the state-of-the art Performing Arts Center.
- [The Visual Arts Department](#) regularly hosts visiting artists, and features both student and professional art in the [New Media Gallery](#).

Athletic Events:

- [The VC Athletics Program](#) includes 9 men's intercollegiate sports and 10 women's intercollegiate sports.
- VC athletics teams have won a total of 16 State Championships and 233 Western State Conference Championships.

Civic, Cultural and Scientific Events

- VC's annual [Diversity in Culture Festival](#) is a large multi-day event that is open to the public. The goals of the festival are to provide educational opportunities for greater awareness and understanding of diversity to promote inclusion and representation of diverse populations.
- Each year, the college celebrates Earth Day with a full week of events. These include panel events and workshops with environmental scientists and leaders, as well as a film festival.
- Each year, VC hosts a regional [GIS Day](#), in which scientists in the area of geographic information systems hold workshops and panel events for the campus and community.

Please note that this list is just illustrative, and does not include all events that have been held on campus. VC also conducts extensive community outreach. This includes regular visits to local high schools, college open houses, and Pirate Days, in which hundreds of local K-12 students visit VC.

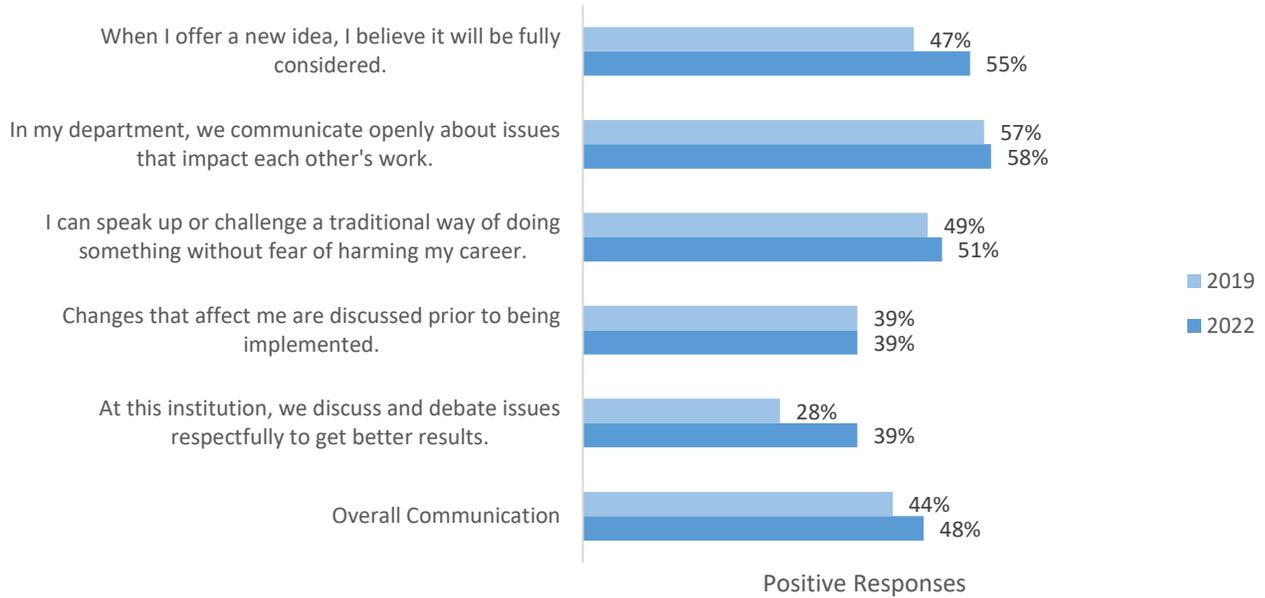
In addition to the campus events listed above, VC has a robust Civic Center operation, which provides space rentals for various local and regional groups. These include multiple youth athletic organizations (e.g. AYSO, Ventura Youth Basketball Association, etc.), as well as a wide range of civic and social groups (e.g. Community Emergency Response Training, Ventura County Tax Alliance, Ventura Music Festival, Nutcracker Ballet, etc.), and local high school graduations (e.g. Foothill Technology High School, El Camino High School, VACE, Vista Real Charter School). Each year, the Ventura Rotary Club uses the west fields for an annual 4th of July fireworks show. The college also serves as a county evacuation site when natural disasters occur.

Goal 4: Enhance institutional effectiveness and accountability to improve innovation and student outcomes.

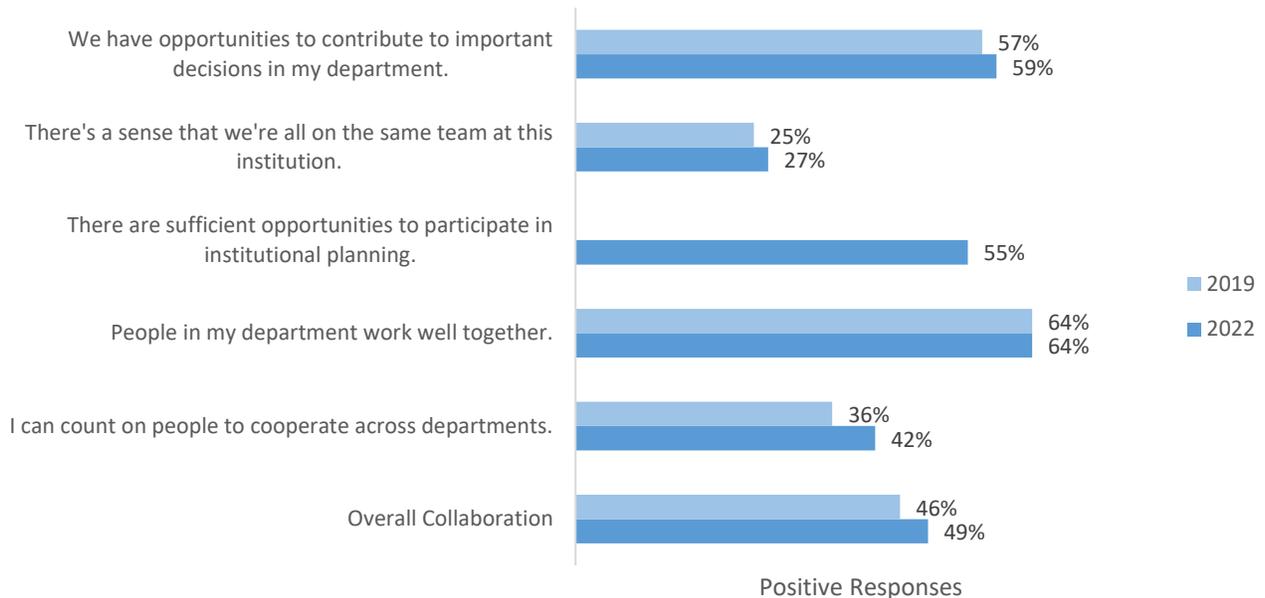
Objective 1: Improve campus-wide communications and collegiality through the implementation of the “Six Success Factors” [Beacons of Success]

The ModernThink Employee Survey was conducted in spring 2019 and in spring 2022. It assessed a number of areas of communication and collaboration.

ModernThink Employee Survey Results - Communication



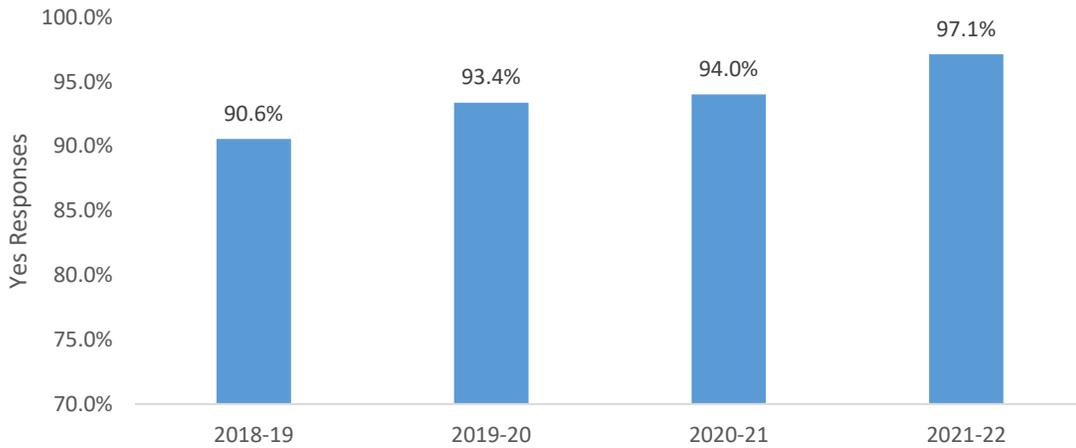
ModernThink Employee Survey Results - Collaboration



Objective 2: Ensure that campus governance committees function effectively.

Beginning in 2018-2019, VC’s Office of Institutional Effectiveness distributed annual committee evaluation surveys to all committee members in all committees. The surveys included questions related to achieving committee goals, as well as standard questions related to committee functioning. Data for the committee functioning questions was aggregated across all committees, and are presented below.

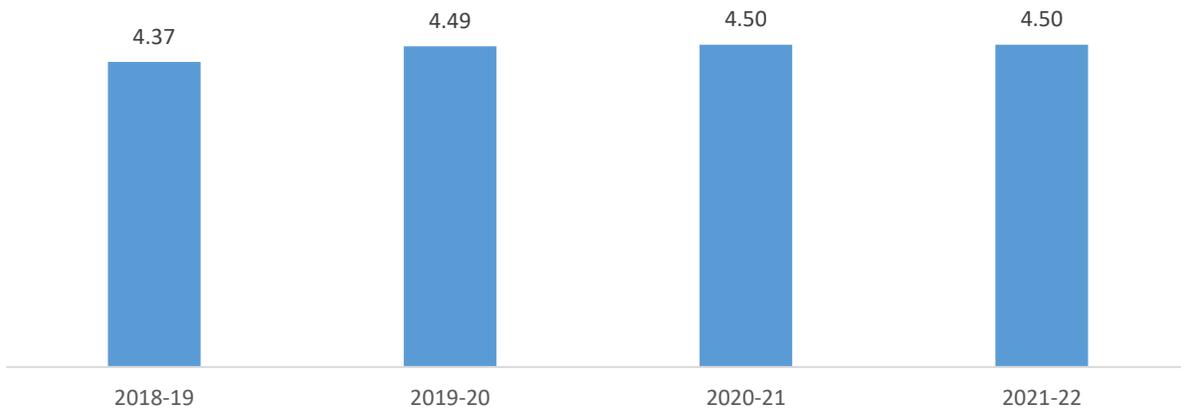
Does the business of the committee reflect the committee charge?



Is the committee environment supportive and encouraging of input on relevant issues?

Rating scale:

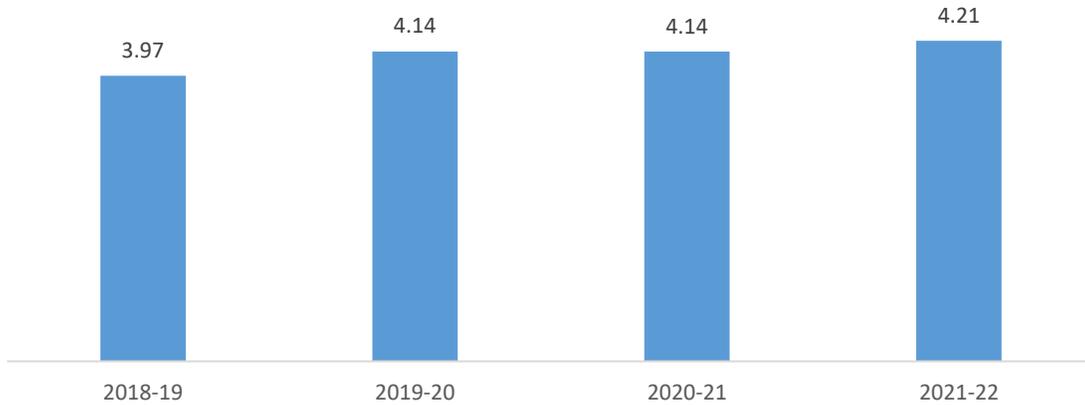
- 1 = Never
- 2 = Rarely
- 3 = Sometimes
- 4 = Usually
- 5 = Always



Are issues brought to the committee effectively addressed in a timely manner?

Rating scale:

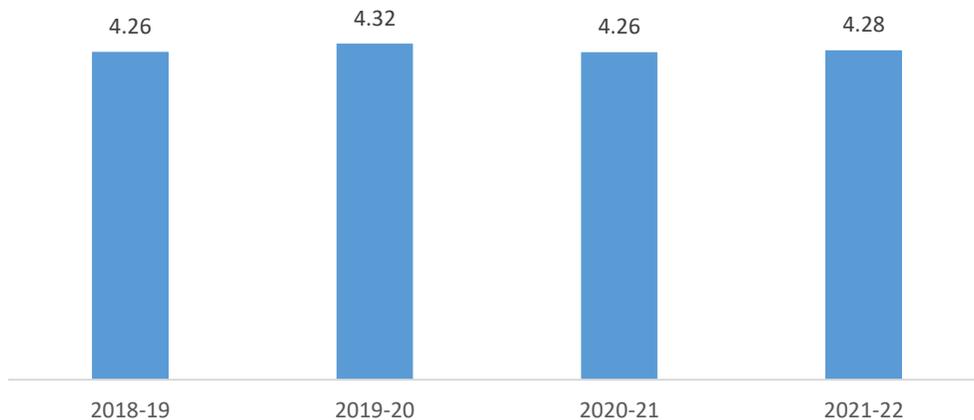
- 1 = Never
- 2 = Rarely
- 3 = Sometimes
- 4 = Usually
- 5 = Always



To what degree do you agree with the following statement: "In this committee, I felt like my ideas were recognized and appreciated?"

Rating scale:

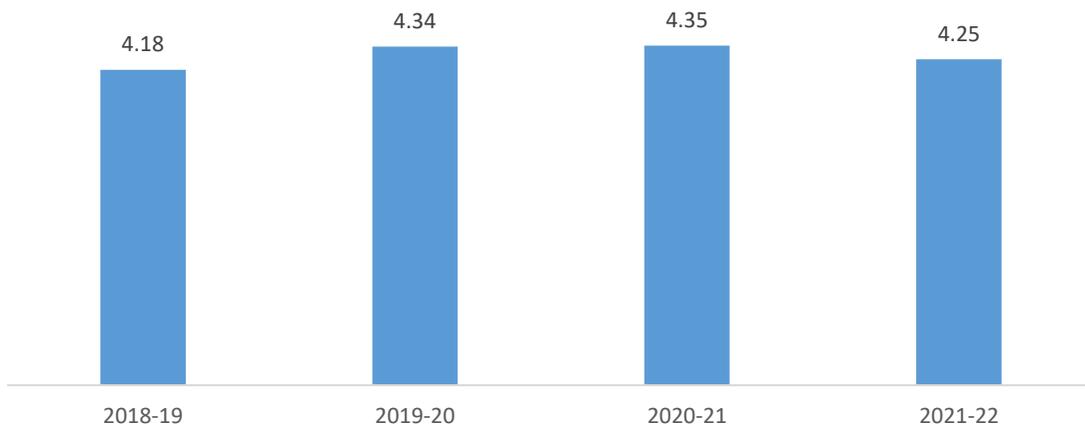
- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree



To what degree do you agree with the following statement: "I feel united with the other members of the committee in our pursuit of a better campus?"

Rating scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree



Objective 3: Ensure that all programs complete an annual review of institutional data and a program plan.

Currently, 62 out of 65 programs (95%) are fully up-to-date on their program reviews. Two of those that are not up-to-date had unanticipated staffing changes just before the 2022 program review cycle opened. Both of these programs are scheduled to complete a comprehensive program review in 2023.

Program Review Cycle Adherence

Program	Last Comprehensive Program Review	Completed/Up-to-Date?
Admissions and Records	2020	Yes
Agriculture	2022	Yes
Anthropology	2022	Yes
Architecture, Drafting, and Const Tech	2020	Yes
Art	2020	Yes
Athletics/Kinesiology	2022	Yes
Automotive/Diesel	2022	Yes
Basic Needs	2022	Yes
Behavioral Sciences	2021	Yes
Behavioral, Social Sciences, and Visual Arts Division	2020	Yes
Business	2020	Yes
CalWORKS	2020	Yes
Career Center	2022	Yes
Career Education Division	2020	Yes
Chemistry	2021	Yes
Child Development	2021	Yes
Child Development Center	2022	Yes
College Marketing	2021	Yes
Communication Studies	2022	Yes
Counseling	2021	Yes
Criminal Justice	2022	Yes
Distance Education	2021	Yes
EAC	2020	Yes
Engineering	2020	Yes
English	2021	Yes
English, Math, Communications, and Learning Resources Division	2020	Yes
EOPS	2021	Yes
ESL	2020	Yes
Ethnic Studies	2021	Yes
Facilities, Maintenance, and Operations	2021	Yes
Financial Aid	2020	Yes
First Year Experience	2021	Yes
Geosciences	2021	Yes
Health Education	2021	Yes
Health Sciences	2021	Yes
Health, Kinesiology, Athletics, and Performing Arts Division	2020	Yes
Information Technology	2021	Yes
Institutional Effectiveness	2021	Yes
International Students Center	2022	Yes
Learning Resource and Testing Center	2021	Yes
Library	2021	Yes
Life Science	2020	Yes
Manufacturing Tech and Welding	2021	Yes

Program	Last Comprehensive Program Review	Completed/Up-to-Date?
Mathematics and Computer Science	2020	Yes
Medical Assistant	2020	Yes
MESA	2022	Yes
Modern Languages	2022	Yes
Off-Campus Program Division	2020	Yes
Outreach	2022	Yes
Paramedic/EMT	2022	Yes
Performing Arts	2020	Yes
Physics/Astronomy	2021	Yes
Sciences Division	2020	Yes
Social Sciences	2022	Yes
STEM Harbor	2020	Yes
Student Activities	2019	No*
Student Affairs Division	2020	No
Student Business Office	2021	Yes
Student Health Center	2020	Yes
Tutoring Center	2021	Yes
University Transfer Center	2020	Yes
VC Executive Team	2020	Yes
Veterans Resource Center	2022	No*
Water Science	2021	Yes
Welcome Center	2021	Yes

*Due to unanticipated staffing changes, Student Activities and the Veterans Resource Center will completed comprehensive reviews in 2023.

Objective 4: Ensure that all programs adhere to their SLO/SUO rotational plan.

Due to a number of factors (i.e. Tracdat/Nuventive software limitations/updates, Covid), VC was unable to systematically assess this objective for instructional programs until fall 2021. The ability for student and administrative services to assess SUOs was dramatically impacted by the Covid pandemic.

Instructional SLO Assessments

Department	Fall 2021			Spring 2022			Fall 2022			Total		
	Courses Scheduled for Assessment	Courses Assessed	% Assessed	Courses Scheduled for Assessment	Courses Assessed	% Assessed	Courses Scheduled for Assessment	Courses Assessed	% Assessed	Courses Scheduled for Assessment	Courses Assessed	% Assessed
Ag/Water Sci	14	14	100.0%	11	11	100.0%	15	15	100.0%	40	40	100.0%
Art	36	36	100.0%	5	5	100.0%	3	3	100.0%	44	44	100.0%
Athletics/Kin	5	5	100.0%	15	15	100.0%	21	21	100.0%	41	41	100.0%
Behavioral Sci	17	17	100.0%			-	17	15	88.2%	34	32	94.1%
Business	10	10	100.0%	4	4	100.0%			-	14	14	100.0%
Chemistry	4	4	100.0%	4	4	100.0%	2	2	100.0%	10	10	100.0%
Child Devel	7	7	100.0%	5	5	100.0%	2	2	100.0%	14	14	100.0%
Comm Studies	2	2	100.0%	2	2	100.0%	1	1	100.0%	5	5	100.0%
Crim Justice	5	5	100.0%	5	5	100.0%	3	3	100.0%	13	13	100.0%
Engr/Physics	10	9	90.0%	11	10	90.9%	7	7	100.0%	28	26	92.9%
English	8	8	100.0%	7	7	100.0%	7	7	100.0%	22	22	100.0%
Ethnic Studies	2	2	100.0%			-	3	3	100.0%	5	5	100.0%
Geosciences	6	6	100.0%	3	3	100.0%	2	2	100.0%	11	11	100.0%
Health Ed	3	3	100.0%	2	2	100.0%	2	2	100.0%	7	7	100.0%
Health Sci	2	2	100.0%	4	4	100.0%	1	1	100.0%	7	7	100.0%
Library			-	1	1	100.0%			-	1	1	100.0%
Life Sci	8	8	100.0%	5	5	100.0%	10	10	100.0%	23	23	100.0%
Math/Comp Sci	8	8	100.0%	2	2	100.0%	10	8	80.0%	20	18	90.0%
Modern Lang	7	7	100.0%	6	6	100.0%	2	2	100.0%	15	15	100.0%
Paramedic	3	3	100.0%	1	0	0.0%	3	3	100.0%	7	6	85.7%
Perform Arts	14	14	100.0%	16	16	100.0%	22	22	100.0%	52	52	100.0%
Social Sci	23	1	4.3%	2	2	100.0%	22	20	90.9%	47	23	48.9%
Student Svcs	2	2	100.0%	6	6	100.0%	7	7	100.0%	15	15	100.0%
Technology	19	19	100.0%	20	20	100.0%	13	13	100.0%	52	52	100.0%
Transportation	12	11	91.7%	8	8	100.0%	11	11	100.0%	31	30	96.8%
Total	227	203	89.4%	145	143	98.6%	186	180	96.8%	558	526	94.3%

Student and Administrative Service SUO Assessments

Unit	SUO	Fall 2018	Spr 2019	Sum 2019	Fall 2019	Spr 2020	Sum 2020	Fall 2020	Spr 2021	Fall 2021	Spr 2022	Fall 2022	Spr 2023 (planned)
Admissions and Records	SUO-1										X		X
	SUO-2										X		X
Basic Needs	SUO-1										X		X
	SUO-2										X		X
	SUO-3										X		X
CalWORKS	SUO-1							X		X			
	SUO-2												X
	SUO-3					X							X
Career Center	SUO-1												X
	SUO-2												X
	SUO-3												X
Child Development Center	SUO-1		X										X
	SUO-2		X										X
College Marketing	SUO-1										X		X
	SUO-2										X		X
College Technology Services	SUO-1		X								X		
	SUO-2		X								X		
Counseling	SUO-1							X	X				
	SUO-2								X		X		
Distance Education	SUO-1						X						
	SUO-2							X					
	SUO-3							X					
Educational Assistance Center	SUO-1		X								X		
	SUO-2		X								X		
EOPS	SUO-1				X						X		
	SUO-2				X						X		
	SUO-3				X								X
	SUO-4				X								X
	SUO-5										X		X
Facilities (FM&O)	SUO-1												X
	SUO-2												X
	SUO-3												X
Financial Aid	SUO-1										X		
	SUO-2									X			
First Year Experience	SUO-1												
	SUO-2												
IE	SUO-1										X		X
	SUO-2	X								X			
International Students	SUO-1												
	SUO-2												
Learning Center	SUO-1												
	SUO-2												
	SUO-3												
Library	SUO-1										X		X
	SUO-2										X		X
	SUO-3										X		X

Student and Administrative Service SUO Assessments

Unit	SUO	Fall 2018	Spr 2019	Sum 2019	Fall 2019	Spr 2020	Sum 2020	Fall 2020	Spr 2021	Fall 2021	Spr 2022	Fall 2022	Spr 2023 (planned)
MESA	SUO-1										X		
	SUO-2												
	SUO-3					X					X		
Off Campus Programs	SUO-1	X	X										
	SUO-2							X			X		
	SUO-3							X					X
	SUO-4										X		X
	SUO-5										X		X
	SUO-6										X		X
Outreach Services	SUO-1										X		X
	SUO-2										X		X
STEM Harbor	SUO-1												X
	SUO-2												X
Student Activities/Student Government	SUO-1			X									X
	SUO-2												X
Student Health Center	SUO-1				X								
	SUO-2				X								
	SUO-3				X								
Tutoring	SUO-1												
	SUO-2												
	SUO-3												
University Transfer Center	SUO-1	X			X								
	SUO-2	X			X								
Veteran's Center	SUO-1												
	SUO-2												
Welcome Center	SUO-1										X		X
	SUO-2										X		X

Objective 5: Increase student-success-, equity-focused-, and distance-education-related professional development opportunities for, and participation by, faculty and staff.

Between 2017 and 2023, VC offered a wide range of professional development opportunities for faculty and staff. Many of these were focused on improving successful outcomes for students, as well as closing equity gaps. Below are some of these events. Due to data collection constraints, the list below is not exhaustive:

- Fall 2019:
 - Teaching Men of Color Workshop – Dr. J. Luke Wood and Frank Harris
- Spring 2021 Equity Summit Series:
 - Conducting a Cultural Curriculum Audit
 - Teaching and Learning for Equity
 - Classrooms that work for all
 - Conscience of the Campus
 - Conversation with Dr. Ibram X Kendi, author of “How to be an Antiracist”
- Fall 2021
 - Equity Summit Series – Creating a Culture of Dignity - Dr. Diego Navarro
 - VC on the Side of Equity Workshops – Dr. Regina Stanbeck Stroud

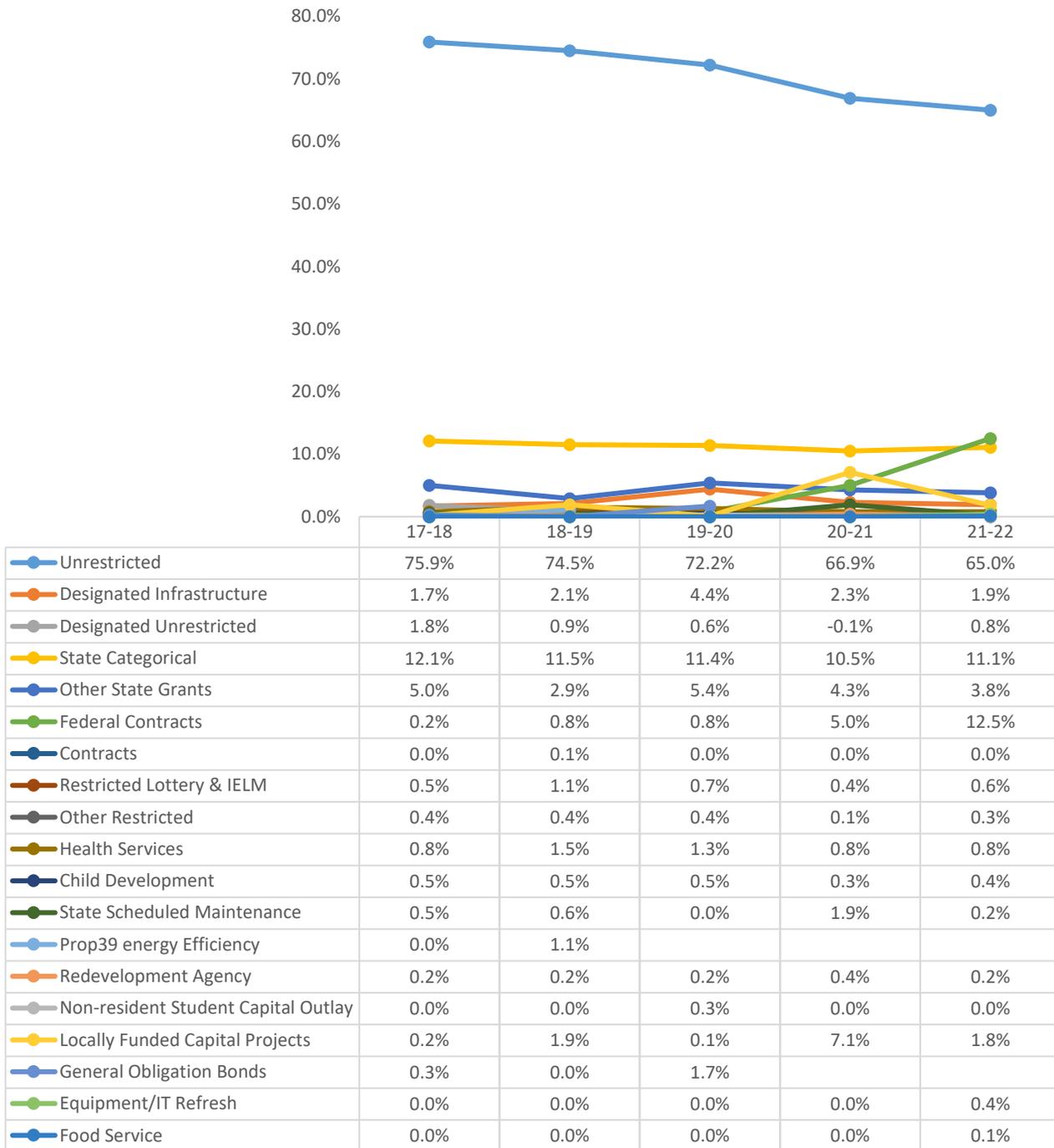
- Spring 2022
 - Supporting LGBTQ+ Students – Allyship Training
 - What Diversity, Equity, and Inclusion mean for Teaching – Dr. G.T. Reyes
 - Conversation with Dolores Huerta
 - Stamped: Racism, Antiracism, and You – Jason Reynolds
- Fall 2022:
 - Hispanic Serving Institution (HSI) Summit Series
 - Equity and Access Through Open Doors – Dr. Trudy Tuttle Ariaga
 - Undocu-Ally Training – Hector Gamero and Andrea Gaytan
 - Allyship: Showing up for our Queer and Trans Students and Colleagues – Dr. Emilie Mitchell
 - How to Better Serve Our Veteran Students – Edwin Solano, LMFT
- Spring 2023:
 - RISE Cultural Competency Training
 - Distance Education Summit
 - Belonging – Only with Strong Roots Can We Withstand the Winds of Time – Sean Arce, PhD
 - Project S:AIL in STEM
 - Authentic Assessment

In addition to these events above, VC's Distance Education Department offers ongoing trainings in best practices in online pedagogy. To further ensure that there is consistent leadership in campus professional development, VC hired a Professional Development Coordinator in spring 2022. This position coordinates professional development activities for campus employees.

Goal 5: Effectively manage campus resources to meet student and community needs.

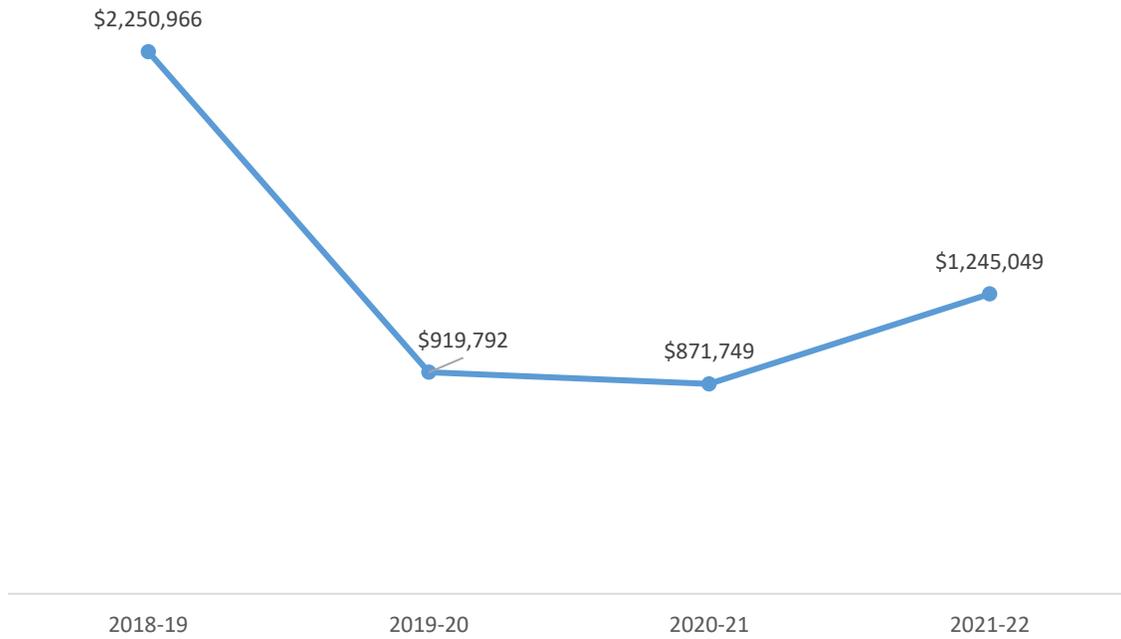
Objective 1: Develop and diversify college revenue sources.

Percentage of College Expenditures by Fund Type



Objective 2: Increase external funding resources through the VC Foundation.

Campus Program Support Facilitated by VC Foundation



Objective 3: Ensure that college expenditures remain within available budget.

Unrestricted General Fund Budget and Expenditures
(In Millions)



Objective 4: Ensure that the college progresses towards the goals of the Facilities Master Plan.

In 2020, VC launched a planning process to develop a new Facilities Master Plan. The [2022 Facilities Master Plan](#) was recently approved, and progress will be monitored by the Facilities Operations Group.

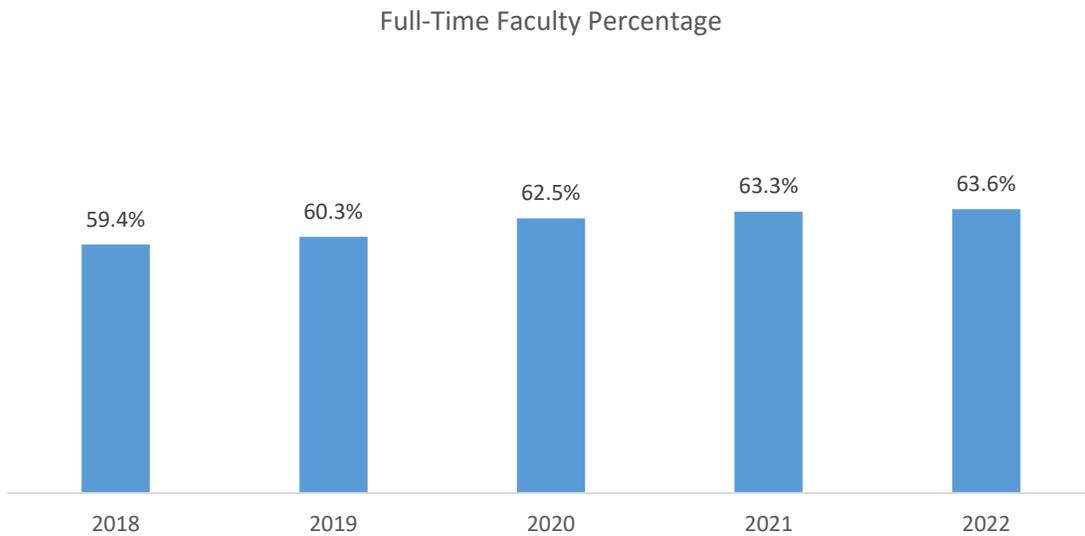
Objective 5: Ensure that the college progresses towards the goals of the Technology Master Plan.

The goals of the [2017 Technology Plan](#) are listed below. Under the leadership of the campus IT Director, all goals of the plan were met:

- Renovate Assessment Center
- Expand Technical Support – DE and Campus
- Technical Refresh Planning
- Smart Classroom Planning and Standardization
- Information Security Enhancements
- Mobile and Online Technology Enhancements
- Explore “Next Generation” Furniture and Environments
- Explore Alternatives for Aging Thin-Client Labs
- Pilot New Campus Safety Technologies
- Training for Faculty, Staff, and Students

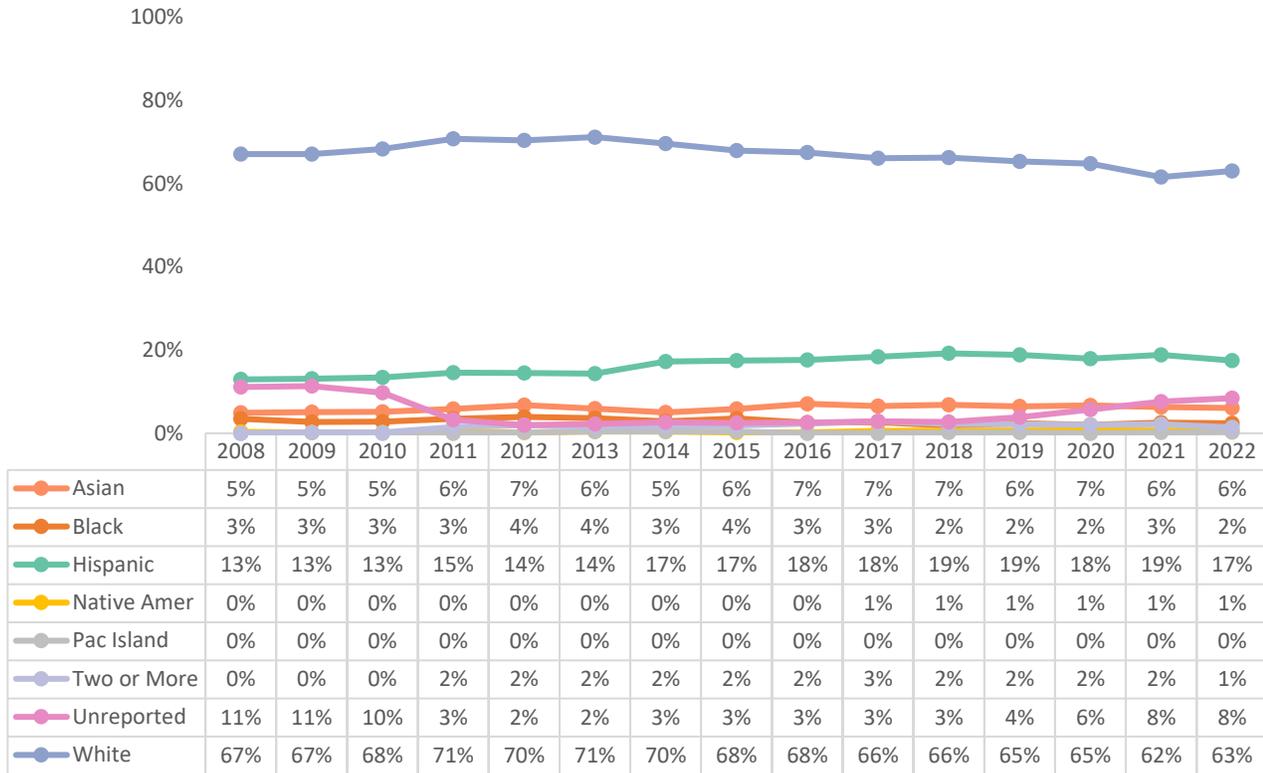
The campus recently completed and approved the [2023-2028 Technology Master Plan](#).

Objective 6: Make progress towards the 75/25 full-time to part-time faculty ratio while increasing faculty diversity.



* Full-Time Faculty Percentage data from Oct 20, 2022 District Council on Administrative Services handout.

Faculty Race/Ethnicity



* Employee data was obtained from the CCCCO Data on Demand, and represents a snapshot taken on September 30 of each year. This data excludes provisional employees, employees on leave/sabbatical, and any employee with an assignment that began after September 30.

Appendix A

CA Community College Peer Groups

In 2018, the CA Community College Chancellor’s Office developed college peer groups to compare 6-year completion rates between colleges that serve similar communities. Peer groups were created using cluster analyses with variables that were found to predict 6-year completion rates. The variables used in the cluster analyses were:

- **API:** The Academic Performance Index is an index calculated by the California Department of Education for each high school in the state based on standardized test scores in a number of subjects. A variable of this index was developed by the CCCCCO that assigns a weighted API (based on 2010 API) to each college based on the proportion of enrolled students from a given high school (Fall 2011).
- **BA Index:** The Bachelor of Arts/Sciences Index represents the bachelor degree attainment of the population, 25 years or older in a college’s service area. This index, created by CCCCCO, combines the enrollment patterns (Fall 2011) of students by ZIP code of residence with educational data for ZCTA (ZIP Code Tabulation Area) codes obtained from the American Community Survey.
- **Pct Age 25+:** The percentage of students at a community college in the Fall of 2011 that are age 25 years or older, obtained from the CCCCCO MIS.

The peer groups developed through this process are displayed below:

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
Canyons	Antelope Valley	Alameda	Allan Hancock	Barstow	Berkeley City	American River
Cuesta	Bakersfield	Cabrillo	Butte	Coalinga	Canada	Cerro Coso
De Anza	Cerritos	Chabot	Columbia	Compton	Foothill	Coastline
Diablo Valley	Chaffey	Evergreen Valley	Cosumnes River	Contra Costa	Irvine Valley	Gavilan
Folsom Lake	Citrus	Glendale	Cuyamaca	Copper Mountain	Marin	Lake Tahoe
Fullerton	Crafton Hills	L.A. City	Feather River	East L.A.	Mission	Lassen
Golden West	Cypress	L.A. Valley	Mendocino	Hartnell	Saddleback	Monterey
L.A. Pierce	Desert	Laney	Mt. San Antonio	L.A. Harbor	S.D. Miramar	Palo Verde
Las Positas	El Camino	Merritt	Mt San Jacinto	L.A. Mission	San Francisco	Santa Ana
MiraCosta	Fresno City	Napa Valley	Redwoods	L.A. Trade-Tech	San Mateo	
Moorpark	Grossmont	Sacramento City	Shasta	Long Beach City	West Valley	
Ohlone	Imperial Valley	San Diego City	Siskiyou	Moreno Valley		
Orange Coast	Lemoore	San Jose City	Southwestern	San Bernardino		
Palomar	Los Medanos	Santa Monica	Taft	L.A. Southwest		
Pasadena City	Merced	Santa Rosa				
S.D. Mesa	Modesto	Santiago Canyon				
Santa Barbara	Norco	Solano				
Sierra	Oxnard	West L.A.				
Skyline	Porterville	Woodland				
	Reedley					
	Rio Hondo					
	Riverside					
	San Joaquin Delta					
	Sequoias					
	Ventura					
	Victor Valley					
	Yuba					

Appendix B

Proportionality Index Calculation for Measuring Equity Gaps

The proportionality index (PI) is a commonly used method for quantifying equity gaps in student outcomes. It compares the percentage of a given group in an initial cohort to the percentage of that group who achieved an outcome. The further that a PI value is from 1.0, the larger the equity gap. The USC Center for Urban Education recommends using these cutoffs to measure equity gaps:

- Between .99 and .86 = mild equity gap
- Between .85 and .71 = moderate equity gap
- Less than .70 = major equity gap

Here is an example:

Proportionality Index Example					
Gender	Enroll	Enroll %	Success	Success%	PI
Female	4,757	59.6%	4,123	66.7%	1.12
Male	3,153	39.5%	1,999	32.4%	0.82
Unreported	77	1.0%	57	0.9%	0.96
Total	7,987	100.0%	6,179	100.0%	1.00

In this example, there are a total of 7,987 students. 3,153 of these students are male (i.e. 39.5%). If there were no equity gap at all, we would expect that 39.5% of the successful students would also be male. However, only 32.4% of them were successful. The PI value is 0.82, which indicates a moderate equity gap.

Here is the math:

$$\text{Total Male Students} = 3,153 / 7,987 = .395$$

$$.395 \times 100 = 39.5\%$$

$$\text{Successful Male Students} = 1,999 / 6,179 = .324$$

$$.324 \times 100 = 32.4\%$$

$$\text{Proportionality Index} = .324 / .395 = 0.82$$

There are other more rigorous statistical methods that can be used to determine the magnitude and statistical significance of equity gaps (e.g. t tests, etc.). However, the proportionality index is one that is widely used across the state of California, due to its ease of interpretation.