

Victor Valley College - Student Equity Plan (2025-28) DRAFT

Guidance

In this section, colleges will be able to preview everything that has been entered in the previous sections. After the review of the completed sections, while still in the 'Preview' section in NOVA, you may download a pdf copy to share with others or you may click on the "Share" icon at the top of your Student Equity Plan in NOVA to email a pdf and html copy to others who have a NOVA account.

After the necessary reviews have been completed by all required members in the development of the Student Equity Plan per regulations and your college's governance process, **please click submit to route** to all the individuals listed in the 'Contact' session for review and final approval. Once your college's Student Equity Plan has been **adopted by the governing board** of the community college district and all contacts have approved in NOVA, your college's 2025-28 Student Equity Plan will change from "**Submitted**" status to "**Certified**" status which means your plan is fully certified and completed. **THANK YOU!**

Details

Assurances

- ✓ I have read the legislation [Education Code 78220](#) and [Education Code 78222](#) am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- ✓ I have read the legislation [Education Code 78221](#) and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.
- ✓ I have read and given special consideration to [Education Code 78220](#) section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

Campus Involvement & Leveraging Student Voice

VVC developed the 2025-28 Student Equity Plan through an inclusive process designed to reflect the voices of all campus groups and the diverse communities we serve. In alignment with Title 5 and Chancellor's Office guidance, VVC established a cross-functional Equity Planning Team, with special attention to areas directly supported by Student Equity funds.

The team included representatives from ACCESS, Student Engagement Centers, Student Services, Academic Senate, Instructional Deans, CalWORKs, EOPS, NextUp, Outreach, Veterans Services, and the K-16 High School Bridge Program. The team also included Institutional Research, faculty from multiple disciplines, and direct student representation and leadership. This broad membership ensured that perspectives from instructional, student support, administrative, and student-facing areas were included in shaping the plan's goals and strategies.

The group met regularly to review equity data, analyze disproportionate impact across student groups, and identify actionable strategies to address systemic barriers. Institutional Research provided disaggregated data by race, gender, and student status to inform decision-making, while Student Services contributed lived experiences and program-level insights that grounded the work in student reality.

VVC has committed to expanding authentic student voice by adopting a culture of inquiry. VVC will implement intentional feedback mechanisms to capture the experiences of disproportionately impacted students and inform iterative improvements. This approach ensures student perspectives are an ongoing driver of institutional learning and accountability.

This plan was aligned with broader institutional priorities, including VVC's Strategic Enrollment Management Plan and the college's pursuit of the Aspen Prize. By linking the Student Equity Plan to these larger initiatives, VVC is embedding equity goals within its overarching mission of increasing student success, transfer, and completion outcomes.

This collaborative approach not only fulfills the legal requirement for inclusive participation but also operationalizes VVC's commitment to equity-minded decision-making. By centering diverse voices and elevating student perspectives, the college ensures that the Student Equity Plan is both data-informed and community-driven, positioning VVC to advance equitable outcomes and align with the Vision 2030 goal of creating a more inclusive, transfer-ready, and student-centered institution.

- ✓ I have read the legislation [Education Code 78220](#) and understand per Education Code section (c) the Student Equity Plan "shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges..."
- ✓ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

Race-Consciousness

VVC approached the development of the 25–28 plan through an explicitly race-conscious lens, recognizing that race-neutral approaches fail to address the systemic and historical inequities that continue to shape educational outcomes. Our process began with a shared understanding that equity work must name and confront the racialized barriers that exist within higher education systems, including our own, and must design solutions that intentionally center the experiences of students most impacted by those barriers.

The planning team engaged deeply in conversations about what equity means and how institutional structures can unintentionally perpetuate inequities. Many participants new to the team described these discussions as transformative, which broadened their understanding of how racism, systemic bias, and resource disparities intersect to create barriers for historically underserved populations.

The planning process included intentional reflection and individualized learning. Team members reviewed racial equity literature, examined disproportionate impact data disaggregated by race and ethnicity, and discussed the societal and institutional patterns behind the numbers. These conversations revealed that equity gaps at VVC are not solely academic but are rooted in broader social realities, including financial insecurity, representation, and access to networks of support, all which affect students' sense of belonging and persistence.

Our strategies were deliberately designed to be race conscious first and foremost, with the understanding that approaches aimed at closing racial equity gaps inherently strengthen outcomes for all students. For each success metric, the team dissected proposed strategies to ensure they named the disproportionately impacted racial groups, addressed structural barriers, and connected to the lived experiences of our students. The work moved beyond compliance toward transformation, thus shifting how VVC defines and practices equity across divisions.

VVC will continue to cultivate a culture of inquiry where race-conscious dialogue and data analysis guide ongoing decision-making. Through professional learning, equity audits, and continuous reflection, we will ensure that race-consciousness is not an isolated planning activity but a sustained institutional practice. This intentional approach affirms that true equity requires confronting systemic barriers and designing strategies that honor the voices and realities of the students we serve

- ✓ I have read [Education Code 78220](#) section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

Local Review Process & Schedule

Victor Valley College will employ a continuous improvement cycle to ensure that our Student Equity Plan remains aligned with our institutional equity priorities and produces measurable progress for disproportionately impacted student populations. Oversight and evaluation will be led by the Student Equity and Achievement (SEA) Committee, with collaboration from Institutional Research, Student Services, Instructional Divisions, and our Student Engagement Centers.

The review process includes three core components: (1) data evaluation, (2) action review and resource alignment, and (3) transparent communication with the campus community. IR will provide disaggregated student success metrics aligned to SEA goals, including progress on comprehensive education plans, first-term momentum outcomes, persistence, and completion indicators. The SEA Committee will analyze these data through an equity lens to identify trends, emerging needs, and opportunities for targeted intervention and scaling effective practices.

The SEA Committee will conduct formal progress checks twice per year and a comprehensive annual review each fall. The committee will assess leading indicators, examine progress on action items, and make recommendations to ensure interventions remain responsive and equity-centered. Each November, the committee will evaluate year-end outcomes and produce an annual equity progress report that outlines achievements, persistent gaps, and next steps. This report will be shared with College Council and distributed to the campus community by December 1 each year.

To promote broad engagement and accountability, SEA updates will also be shared at key governance and constituency meetings, including Academic Senate, College Council, and leadership meetings. Recommendations from these bodies, as well as student input from engagement centers and student leadership groups, will inform ongoing refinement.

Schedule

- Twice per year: Mid-year and end-of-semester data and progress review
- November annually: Comprehensive evaluation and report development
- By December 1 annually: Publication and communication of annual report to campus
- Ongoing: IR data support, governance body updates, stakeholder feedback integration

By grounding our process in regular data review, cross-campus collaboration, and transparent communication, we ensure our Student Equity Plan stays active, adaptive, and focused on real progress for the students we serve.

College Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
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Student Equity Plan Reflection

Reflection

For reference: [your most recent SEA Annual Report](#)

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

Key Learnings *

VVC has learned that inequities are not rooted in student ability or motivation, but in institutional structures that can unintentionally disadvantage students from disproportionately impacted groups. Data and lived experience revealed that barriers often arise from unclear processes, inconsistent communication, financial hardship, and environments that do not always affirm the cultural identities or lived realities of our students.

For example, Black, Hispanic, and first-generation students often faced challenges navigating enrollment systems, accessing financial aid, and maintaining academic momentum while balancing work and family responsibilities. Students with disabilities, foster youth, and Veterans also encountered fragmented support between departments. These insights prompted VVC to move to an integrated, student-centered approach that emphasizes belonging, transparency, and proactive guidance.

Three institutional actions have been most impactful in advancing this shift:

1. **Creation of Student Engagement Centers and Equity-Focused Spaces.** Centers such as Umoja, LGBTQIA+, STEM/MESA, and Student Engagement Centers have become cultural and academic hubs that affirm identity, promote belonging, and connect students to mentorship and success resources. These spaces are helping to close gaps by strengthening persistence and engagement among historically underserved students.
2. **Institutionalization of Equity Dialogue, Open Educational Resources, and Professional Learning.** VVC strengthened its commitment to equity-minded teaching by expanding faculty and staff engagement in culturally responsive pedagogy and adopting Open Educational Resources. OER reduces financial barriers while reinforcing equitable access to high-quality materials. Faculty and staff equity discussions have deepened understanding of how race, identity, and systems of privilege affect learning outcomes.
3. **Student Journey Maps and Data-Informed Decision-Making.** The process of developing student journey maps and illustrating every step of the college experience from application to completion has clarified pathways for students and prompted the college to re-examine its own practices. This work has identified bottlenecks, improved interdepartmental coordination, and led to clearer, more accessible communication for students. Integrating this effort with disaggregated equity data has institutionalized reflection and continuous improvement.

Plan Continuity *

VVC identified several institutional practices that have successfully advanced equity and will serve as guiding pillars for the 2025–2028 plan. The college learned that equity-centered change occurs most effectively when faculty, staff, and students are empowered with the tools, data, and relationships to act intentionally in addressing disproportionate impact. The following discoveries will ensure continuity and guide our next phase of implementation.

1. **Advancing a Data-Informed, Faculty-Driven Culture of Equity.** A major discovery from the previous cycle was the need to expand access to disaggregated, course-level data. Faculty who had access to detailed outcomes began using this information to reflect on pedagogy, identify achievement gaps, and share promising practices with peers. VVC will continue building a culture of inquiry where faculty and instructional leaders have timely, meaningful data that allows them to examine success through an equity lens. This approach strengthens accountability and promotes collaborative problem-solving rooted in evidence rather than assumption.
2. **Expanding Open Educational Resources to Advance Equity and Inclusion.** VVC's commitment to OER emerged as an effective equity practice that directly removes a financial barrier for disproportionately impacted students. Many of VVC's students, particularly those who rely on financial aid, struggle to purchase textbooks early in the term. By scaling OER adoption, the college will reduce inequities in course access and learning readiness. OER also provides faculty with flexibility to incorporate culturally relevant materials that reflect diverse perspectives and lived experiences, advancing inclusion through content as well as access.
3. **Deepening Relationship-Rich Supports and Peer Mentorship.** A significant outcome of the 2022–2025 plan was the expansion of relationship-based interventions such as Caring Campus, Student Engagement Centers, and peer mentoring. These programs foster belonging, normalize help-seeking, and connect students with mentors who share their cultural or academic experiences.

These practices of data transparency, open access to learning, and human-centered connection represent the foundation of VVC's equity culture. The 2025–2028 Student Equity Plan will build on these proven strategies while refining them through continuous feedback, ensuring that equity remains both actionable and transformative across the institution.

Executive Summary

URL and PDF Upload

Executive Summary URL *

<https://www.vvc.edu/student-equity-plan>

PDF Upload *

Please upload a pdf copy of your college's 2025-28 Executive Summary in case there are technical issues and/or URLs may be inaccessible.

[2025-2028 VVC Student Equity Plan Executive Summary.pdf](#)

Metric and DI Population Summary

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
Asian	18%	27	3.1%	5	9.2%	14
Black or African American	21.3%	266	4.3%	53	6.5%	82
Non-Binary	8.1%	11	14.7%	20	19.2%	26
White	18.7%	510	9.2%	250	11.2%	305
Completed Both Transfer-Level Math & English - DI Student Populations						
Black or African American	5.3%	23	5%	22	7%	31
Male	10.5%	208	0.2%	5	2.2%	45
Persistence: First Primary Term to Secondary Term - DI Student Populations						
Black or African American	56%	154	4.5%	13	10.4%	29
First Generation	54.9%	168	6.1%	19	11.7%	36
Hispanic Male	61.4%	548	2.6%	24	5.8%	52
LGBT	58.7%	128	0.8%	2	7.3%	16
Male	61%	829	5.5%	75	8.1%	111
Completion - DI Student Populations						
Black or African American	5.8%	22	6.7%	26	9.1%	35
DSPS	8.8%	18	1.5%	4	5.4%	12
First Generation Male	9.1%	20	1.3%	3	5.2%	12
Hispanic Male	11.9%	107	0.6%	6	2.7%	25

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
LGBT	9.8%	23	0.6%	2	4.4%	11
Transferred to a Four-Year - DI Student Populations						
Econ Disadvantaged	15.8%	144	7%	64	9.4%	86
Hispanic	16.5%	108	0.3%	3	3.1%	21
Male	13.8%	69	4.1%	21	7.1%	36

Successful Enrollment

Data Review/Establishing Equity and Student Populations Goals

Successful Enrollment Data						
			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Student Population	% of Students for 2022- 23 (Baseline Year)	# of Students for 2022- 23 (Baseline Year)				
Overall Student Population	27.1%	2932	N/A	N/A	N/A	N/A
Asian	18%	27	3.1%	5	9.2%	14
Black or African American	21.3%	266	4.3%	53	6.5%	82
Non-Binary	8.1%	11	14.7%	20	19.2%	26
White	18.7%	510	9.2%	250	11.2%	305

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Successful Enrollment Equity Goals

There are two related goals for Successful Enrollment: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

Vision 2030 Outcome: Increase with equity the number of students attending a California community college, with particular emphasis on the number of undeserved Californians. ([Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation](#))

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation.

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

Yes, our college has additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

(500 character max for each goal)

Example: In our local strategic master plan, we have a goal of increasing with equity successful enrollment for our student veterans by 25% by Spring of 2028.

Improve the successful enrollment process for all students by streamlining matriculation steps, reducing time from application to course registration, and providing proactive, student-centered support. By 2027, increase overall application-to-enrollment conversion rates by 5% and reduce the average time to matriculation by 10 days, ensuring equitable access and timely enrollment for the entire student population.

Key Strategies to Advance Successful Enrollment Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Successful Enrollment.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

*Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.***1**

Implement real-time enrollment tracking for Asian, Black, Non-Binary, and White applicants. Institutional Research and Enrollment Services will identify students stalled in the process and provide early interventions through Engagement Centers and Student Support programs. First dashboard by 2026. Success = reduced gaps in conversion rates, with higher proportions of DI applicants completing enrollment in the same year.

2

Enhance institutional understanding by developing a Matriculation Equity Index (MEI) to improve enrollment for Asian, Black, Non-Binary, and White students by tracking application-to-enrollment ratios and measuring the average time to complete all steps. Engagement Centers will collect surveys and focus group feedback to understand student experiences. By 2026, reduce time to matriculation and increase DI applicant-to-enrollment rates by 5%.

3

Expand “One and Done” events that allow students to complete application, orientation, counseling, and registration in a single visit, with tailored outreach to Asian, Black, Non-Binary, and White students. Provide extended hours, multilingual staff, and targeted follow-up support. By 2027, increase DI student participation by 15% and improve their same-year enrollment rates. Success = higher completion of all matriculation steps in one visit.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? If yes, click ‘Yes’ and enter a brief description of the additional strategies. If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Successful Enrollment - Overall Student Population

(500 character max)

Example: To help increase overall Successful Enrollment, our college will increase the number of dual enrollment agreements with feeder schools to at least a total of 10 school districts by Spring 2028.

Strengthen college-wide enrollment by expanding proactive communication, simplified online tools, and “early alert” systems to identify applicants at risk of not enrolling. Partner Enrollment Services, Counseling, and Engagement Centers to provide real-time support across all student populations. By 2027, raise overall application-to-enrollment conversion rates by 7% and reduce average time to matriculation for all students. Success = broader equity and improved access for entire student body.

Completed Both Transfer-Level Math & English

Data Review/Establishing Equity and Student Populations Goals

Completed Both Transfer-Level Math & English Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	11.7%	492	N/A	N/A	N/A	N/A
Black or African American	5.3%	23	5%	22	7%	31
Male	10.5%	208	0.2%	5	2.2%	45

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: [Data Vista: Data View - Single Metric - First-Time NSA Cohort](#).

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Completed Transfer-Level Math and English Equity Goals

There are two related goals for Completed Transfer-Level Math and English: a **baseline goal of eliminating disproportional impact (Goal 1)**; and second, a **goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completed Transfer-Level Math and English - as well as more specific completion goals for Transfer-Level Math, Transfer-Level

English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion Transfer-Level Math and English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion of Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Transfer-Level Math & English Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion of Transfer-Level Math and English.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Transfer-Level Math and English rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Establish and deploy data-driven systematic case management system and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.

- 1 Create themed learning communities where Black and Male students enroll in Math/English cohorts with tutors providing real-time support. Assign a proactive success team (counselor, faculty advisor, peer mentor) to track progress and intervene early. Develop clear Math/English course sequence maps, embedding them into orientations, counseling, and online portals. By 2026, increase DI enrollment in transfer-level courses by 7% and build momentum toward 22 more Black and 5 more Male completions.
- 2 Expand Math & English Success Days, modeled after One and Done, where students complete advising and registration in a single visit. Events will feature targeted outreach to Black and Male students, peer mentor support, and faculty-led sessions to reduce math and writing anxiety. Continue PD for Math and English faculty in culturally relevant andragogy and inclusive curriculum, embed diverse authors in English, and social justice-based real-world data in Math to create identity-safe classrooms.
- 3 Launch a formal peer mentoring program focused on the experiences of successful second-year Male and Black students to guide incoming peers in Math and English. Pair mentorship with milestone recognition to celebrate progress and build persistence. Support faculty as they adopt Caring Campus behavioral commitments to create inclusive environments. 2027: reduce DI withdrawal rates and achieve 22 additional Black and 5 additional Male completions to eliminate equity gaps.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion of Transfer-Level Math and English and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Transfer-Level Math & English - Overall Student Population

(500 character max)

Example: Create community of practice for English and Math attainment for all instructors and tutor support, with a focus on data, inclusive teaching and support strategies, co-requisite refinement, and cross-campus relationship building to strategically increase Transfer-Level Math and English completion for the overall student population.

Streamline the Math and English completion process for all students by expanding tools that track progress in real time, improving counseling and enrollment workflows, and aligning course scheduling to reduce bottlenecks. Launch campus-wide communication campaigns with clear “next step” nudges and integrate automated alerts when students fall off track. By 2027, raise overall Math/English completion by 5% and shorten average time to completion for all students.

Persistence: First Primary Term to Secondary Term**Data Review/Establishing Equity and Student Populations Goals**

Persistence: First Primary Term to Secondary Term Data						
Student Population	% of Students for 2021-22 (Baseline Year)	# of Students for 2021-22 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	65.5%	1972	N/A	N/A	N/A	N/A
Black or African American	56%	154	4.5%	13	10.4%	29
First Generation	54.9%	168	6.1%	19	11.7%	36
Hispanic Male	61.4%	548	2.6%	24	5.8%	52
LGBT	58.7%	128	0.8%	2	7.3%	16
Male	61%	829	5.5%	75	8.1%	111

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Persistence Equity Goals

There are two related goals for Persistence: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Student Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Student Persistence Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Student Persistence.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Student Persistence rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.</i>	
1	Build a culture of inquiry across campus by launching a campus-wide inquiry process to uncover why DI students stop out or fail to persist. Conduct focus groups, listening sessions, and a “Why Students Leave” survey disaggregated by race, gender, and first-gen status. Institutional Research and DEI Committee will lead, with faculty facilitating. Findings will inform action plans addressing systemic barriers. By Summer 2026, complete an action plan with clear next steps.
2	Ensure DI students understand and access resources that remove financial and personal barriers to staying enrolled. Financial aid workshops will be embedded into orientation and first-semester courses, while Student Engagement Centers and a digital Resource Hub connect students to tutoring, basic needs, and wellness support. Resource Navigators will provide personalized follow-up to reduce stop-outs. By 2027, 80% of DI students will access services, contributing to a 5% persistence increase.
3	Expand Student Engagement Center programming to foster belonging among Black, First Generation, Hispanic Male, LGBT, and Male students. Host identity-affirming cultural, social, and academic events; develop a “Belonging Calendar”; and expand peer mentoring and leadership opportunities. Faculty will co-sponsor events and mentor students. Resources: programming funds, peer leaders, faculty mentors. By 2028, increase DI student persistence by 6%.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Student Persistence for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Student Persistence and meet the above goal(s) for the overall student population? If yes, click ‘Yes’ and enter a brief description of the additional strategies. If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Student Persistence - Overall Student Population

(500 character max)

Example: Our college will ensure all students, especially new incoming and returning students, receive proactive messaging throughout their first semester (and beyond) to promote all available resources for students via all communication methodologies (email, social media, and traditional mailings to students' listed mailing address) prior to the start of each semester. Prioritization of personalized outreach will center on all disproportionately impacted students.

Improve persistence for all students by strengthening connections to essential resources such as Financial Aid, Tutoring, and academic advising. Expand predictive analytics and early-alert tools to identify students at risk of stopping out, paired with proactive outreach campaigns. Increase flexible course scheduling, hybrid service options, and clear degree maps. By 2028, raise overall persistence by 5% and reduce gaps in continuation rates for the general student body.

Completion**Data Review/Establishing Equity and Student Populations Goals**

Completion Data						
Student Population	% of Students for 2019-20 (Baseline Year)	# of Students for 2019-20 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	13.9%	492	N/A	N/A	N/A	N/A
Black or African American	5.8%	22	6.7%	26	9.1%	35
DSPS	8.8%	18	1.5%	4	5.4%	12
First Generation Male	9.1%	20	1.3%	3	5.2%	12
Hispanic Male	11.9%	107	0.6%	6	2.7%	25
LGBT	9.8%	23	0.6%	2	4.4%	11

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Completion Equity Goals

There are two related goals for Completion: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity the number of California community college students who earn an associate degree for transfer. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion, Outcome 2b—Baccalaureate Attainment)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Benchmark: By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Completion Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Completion - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.

- 1** Strengthen completion for Black, Hispanic Male, Disabled, First Generation Male, and LGBT students by expanding culturally responsive tutoring and study groups within Umoja, ACCESS, and Pride programs. Use integrated data systems to deepen institutional understanding of the student journey: examining barriers, excess units, and time to degree. Insights will inform targeted interventions that boost DI course success and lead to more timely degree and certificate completion.
- 2** Ensure Black, Hispanic Male, and First-Generation Male students can persist to completion by expanding fast, simplified access to financial aid and emergency grants. Integrate financial and enrollment data to examine how economic barriers contribute to excess units and delayed completion, adjusting supports accordingly. Faculty will promote Basic Needs resources in syllabi and class discussions. Success = reduced DI attrition linked to financial crises and improved degree/certificate completion.
- 3** Empower Black, Disabled, First Generation Male, Hispanic Male, and LGBT students to reach completion by pairing them with supportive advising teams and peer mentors who celebrate strengths and build belonging. Advisors will use degree audit data to track progress toward credentials, flag courses outside degree pathways, and guide students to efficient course selections that reduce excess units. Success = stronger connections, higher persistence, and timely degree and certificate completion.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Completion - Overall Student Population

(500 character max)

Example: Establish a degree auditing system with auto-awarding, and campaign with students after 45 units to ensure they are enrolled in courses that will help them cross the finish line. Prioritization of personalized outreach will center on all disproportionately impacted students.

Launch a campus-wide campaign to promote efficient pathways and timely graduation for all students. The campaign will highlight degree maps, milestone check-ins, and success stories, ensuring every student understands the steps to completion. Counselors and faculty will reinforce these messages in class and counseling, while data from degree audits will identify trends in excess units. Success = reduced average units at graduation and increased degree and certificate completion.

Transferred to a Four-Year

Data Review/Establishing Equity and Student Populations Goals

Transferred to a Four-Year Data						
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	17.8%	208	N/A	N/A	N/A	N/A
Econ Disadvantaged	15.8%	144	7%	64	9.4%	86
Hispanic	16.5%	108	0.3%	3	3.1%	21
Male	13.8%	69	4.1%	21	7.1%	36

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Transfer Equity Goals

There are two related goals for Transfer: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Transfer, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment](#))

Baseline Benchmark: By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

Stretch Benchmark: With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Transfer? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Transfer Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Transfer.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Transfer - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.</i>	
1	Develop a Transfer Navigator program that pairs students with a dedicated guide from entry through transfer. Navigators would proactively help Hispanic, Male, and Economically Disadvantaged students with applications, essays, and course sequencing, while also connecting them to support programs at their transfer universities. A Financial Aid Bridge would demystify costs, housing, and financial aid packages by hosting joint CSU/UC workshops and offering emergency grants for fees or travel.
2	Expand alumni mentorship and Transfer Success Teams to connect Hispanic, Male, and Economically Disadvantaged students with relatable role models who have successfully transferred. Increase faculty engagement by encouraging them to share their own transfer journeys and highlight the value of university completion. Implement timely nudges at critical milestones (ADT completion, application deadlines, acceptance steps) and create a Leaver Survey to learn why some students stop short of transfer.
3	Build a culture of transfer that centers the experiences of Hispanic, Male, and Economically Disadvantaged students. Celebrate milestones through banners, alumni spotlights, and Transfer Days that highlight role models who share students' identities. Launch Transfer Success Teams pairing DI students with alumni mentors who reflect their backgrounds. Faculty will share their own journeys and highlight the value of degrees, linking transfer to culturally relevant career opportunities.
4	Implement a data-driven process where the Articulation Officer, Transfer Center Counselor, and Institutional Research collaborate to annually identify and prioritize the ADT development and transfer agreement maintenance for the top five academic programs with the highest enrollment of DI students who have not met the transfer metric.
5	In addition to the overall transfer rate, the college will track and report on two key operational metrics related to articulation for DI students: 1) The ADT Award Rate by DI student group, and 2) The percentage of high-demand, high-DI enrollment programs that have current, fully approved ADT pathways or intersegmental transfer agreements in place.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Transfer - Overall Student Population

(500 character max)

Example: Our college will increase our number of ADTs and ensure every student who has completed 30 units or more are scheduled with a counselor and/or complete a transfer workshop.

Create a comprehensive transfer ecosystem that positions four-year university completion as a natural next step for all students. Expand degree maps and ADT pathways, embed transfer planning into the first semester, and integrate proactive nudges at milestones like application deadlines. Partner with Career Services to link transfer to long-term opportunities, while enhancing alumni engagement and university partnerships.

Transfer Emphasis *

While the work and efforts for all student success metrics are crucial to the success of our students the 'Transfer' metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". (*California's Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree, September 2024, California State Audit, pg1*).

The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer.

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to **improve transfer** and meet related goals outlined in Vision 2030.*

Too often, DI students do not see themselves reflected in transfer success. We will change this by celebrating milestones through banners, alumni recognition, and Transfer Days, as well as Transfer Success Teams that connect alumni mentors, particularly those who share the identities of Hispanic, Male, and Economically Disadvantaged students, with current students. Faculty will play a central role by highlighting their own transfer journeys and embedding transfer-focused presentations in courses. This approach fosters belonging, validates cultural identity, and links transfer to the economic and personal value of a university degree.

A Transfer Navigator model and Financial Aid Bridge will simplify one of the most complex barriers to transfer: navigating requirements and affording the university experience. Navigators will provide case management for DI students, guiding them through every stage of the transfer process. VVC will partner with CSU and UC campuses to offer joint financial aid and housing workshops, demystifying university costs and aid offers. Emergency micro-grants will remove small but critical financial hurdles like application fees or travel expenses. Together, these actions directly respond to the Chancellor's Office's call to address root causes of attrition by removing confusion, reducing financial anxiety, and building continuity of support.

Students often stop out at predictable loss points, such as completing ADTs, submitting applications, or following through on acceptances. VVC will implement proactive nudges and reminders at these milestones, while expanding alumni and faculty mentorship to offer encouragement and practical guidance. We will also develop a "Leaver Survey" to capture the voices of transfer-intending students who stop attending, using their feedback to improve programs and policies. This intentional feedback loop ensures that students themselves shape the college's transfer improvement efforts.

VVC is committed to improving transfer by strengthening the institutional systems that support every learner. We will streamline sequencing through tools that clearly map progress and reduce excess units at graduation. Early integration of transfer planning will ensure that all students, not just those in special programs, understand the steps required to reach a university. By combining structural reforms with visible cultural messaging, VVC will make transfer an institutional expectation for all students.

*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

Student Population(s) Experiencing DI for Intensive Focus

DI Student Population

Black or African American

Current Challenges/Barriers *

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college?**

Institutional Structures

For Black/African American students at VVC, institutional processes often fail to reflect the racialized realities that shape their educational journey. Students report feeling unseen in enrollment and financial aid systems that are designed around transactional efficiency rather than relationship building. Structural gaps, such as limited proactive outreach, inconsistent follow-up, and the absence of culturally responsive onboarding, can cause Black students to disengage from VVC before classes even begin. Policies that require multiple offices and repetitive documentation create additional barriers for students already navigating competing financial, work, and family responsibilities.

Practices

Current VVC processes do not always intentionally connect Black students to support programs such as Umoja, EOPS, or Student Engagement Centers. Information is made available but not systematically used to “pull in” students who indicate interest in services. This lack of proactive, data-informed outreach often delays intervention until students are already at risk. Additionally, institutional data systems provide program-level information but lack sufficient course-level detail for faculty to analyze and address racialized performance gaps in their own classrooms.

Campus Representation

Although progress has been made through initiatives like Caring Campus and the establishment of Student Engagement Centers, representation gaps in staffing and leadership continue to influence students’ sense of belonging. In the college’s most recent NACCC survey results, some students report feeling disconnected from faculty and staff who don’t share their cultural background nor understand the unique challenges they face.

Resource Barriers

Black students also face broader systemic barriers such as financial insecurity, transportation challenges, and limited exposure to career networks and mentors. While programs like Umoja and peer mentoring have helped counteract these issues, sustained investment and coordination are needed to ensure that every Black student has access to timely financial aid, affordable learning materials, and personalized academic guidance.

In sum, the primary barriers for Black/African American students at VVC are embedded in fragmented institutional processes, inconsistent communication structures, limited culturally responsive practices, and uneven access to relational and financial supports.

Action Plan for Ideal Institution *

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?
2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

VVC has identified Black/African American students as the Intensive Focus group for the 2025–2028 Student Equity Plan due to persistent disproportionate impact across multiple metrics and multiple years. This action plan outlines a comprehensive, race-conscious approach to addressing the institutional and structural barriers identified in prior analysis.

1. Addressing Barriers and Structural Challenges

VVC recognizes that barriers to success for Black/African American students are not rooted in individual deficits, but in systems that have historically failed to honor their lived experiences and strengths. To dismantle these inequities, VVC will:

- Redesign Enrollment and Onboarding Systems to center relationships, not transactions. “One and Done” events will expand to include targeted outreach and culturally responsive engagement for Black students. Trained Umoja and peer mentor representatives will assist students through every enrollment step, reducing drop-offs between application and registration.
- Streamline communication and access points by implementing consistent communication practices across divisions, integrating Umoja and Student Engagement Center follow-up into enrollment workflows, and ensuring that Black students receive early, personalized contact from a caring representative.
- Improve faculty access to equity data at the course level so that instructors can analyze outcomes by race, identify inequities in success rates, and collaborate to redesign curriculum and assessment practices that better support Black student achievement.
- Remove Financial Barriers through increased use of Open Educational Resources (OER), emergency aid, and direct textbook support, ensuring that financial hardship does not delay learning.

2. Specific Strategies Across Academic and Student Affairs

VVC will implement a coordinated set of strategies that embed equity in both classroom and student-facing environments.

Successful Enrollment

- Partner Umoja, Outreach, and Financial Aid staff to co-lead culturally responsive enrollment workshops and expand summer bridge-style programs that walk students through financial aid, registration, and academic goal-setting.
- Measure success through reduced time-to-matriculation and increased first-year course enrollment among Black/African American students.

Transfer-Level Math and English Completion

- Expand “Math and English Success Days” and integrate Umoja and peer mentors to provide culturally relevant academic preparation, reduce math and writing anxiety, and offer cohort-based learning experiences.
- Provide professional development for faculty focused on culturally relevant andragogy, integrating Black authors and social justice data to make content relevant and identity-affirming.
- Success will be measured by a 10% increase in first-year completion of transfer-level Math and English for Black students by 2028.

Persistence

- Leverage Student Engagement Centers and Caring Campus behavioral commitments to ensure consistent, proactive outreach to students on academic probation or unSAP.
- Implement intrusive advising models where peer mentors and counselors work jointly to track progress, provide early interventions, and celebrate milestones.
- Success will be reflected in semester-to-semester persistence rates for Black students that meet or exceed the collegewide average.

Completion

- Develop completion maps and “Grad Check Weeks” led by counselors and peer mentors to ensure that every student nearing completion receives personalized support.
- Use degree audit data to identify students with 45+ units and provide targeted interventions to remove final barriers to graduation.
- Success will be measured by a 15% increase in degree or certificate attainment for Black students by 2028.

Transfer

- Build a “Culture of Transfer” through visible campus campaigns featuring Black alumni, highlighting the economic and personal value of a bachelor’s degree, and connecting transfer to career opportunity.
- Launch a Transfer Navigator model linking Black students to university partners, financial aid counselors, and alumni mentors who can demystify the transfer experience.
- Success will be measured through a 20% increase in transfer rates for Black students by 2028.

3. Resources, Structures, and Supports

- Expand SEA-Funded Personnel supporting Umoja, Student Engagement Centers, and peer mentoring, ensuring each Black student has relational access to a network of support.
- Invest in Faculty and Staff Development on race-conscious andragogy, data literacy, and culturally responsive advising.
- Leverage Data Infrastructure to provide real-time, disaggregated dashboards for faculty and staff, facilitating early intervention and continuous improvement.

4. What Success Looks Like

By 2028, success will be visible in both quantitative and qualitative outcomes: improved enrollment-to-completion rates, reduced DI gaps across all five metrics, and a campus environment where Black/African American students report feeling seen, supported, and empowered.

Student Education Plans

Completed Comprehensive Student Education Plans

Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

Cohort: New, First-Time, Non-Special Admit Unduplicated Students for that Term

Exempt Students: *To the extent possible, please do not include students who are exempt from student education plans in your*

count of students who have received a comprehensive student education plan. Refer to [Title 5 Section 55532](#) for a list of possible exempt students.

Comprehensive Student Education Plans: A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study. (*Current MIS Data Element Dictionary SS09 for Student Credit Education Plan*).

Note: The following is a newly proposed 2025 MIS definition for comprehensive education plans: A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with [Title 55524 Student Education Plans](#) and include the student's declared course of study along with all required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e. degree, certificate, transfer, apprenticeship).

Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	3,642	962	26%	1,290	35%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	1,661	308	19%	449	27%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	4,831	411	9%	1,937	40%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	1,478	432	29%	478	32%

Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan *

Using Victor Valley College's local data and the CCCCO Percentage Point Gap Minus One (PPG-1) method, we reviewed completion of comprehensive education plans by the end of the first primary term and/or first academic year. Data were disaggregated by race and ethnicity to ensure we are meaningfully identifying where students may be facing barriers in completing this critical onboarding milestone.

Across the Fall 2022, Spring 2023, Fall 2023, and Spring 2024 cohorts, most student groups did not meet the PPG-1 threshold for disproportionate impact. Many groups performed near or above the cohort comparison rate, or within the margin of error,

demonstrating generally consistent access to comprehensive education planning during the first year.

However, our review did identify one student group experiencing disproportionate impact: White students in the Spring 2024 cohort completed comprehensive education plans at a lower rate than the cohort benchmark and outside the margin of error. While earlier cohorts showed some variation for American Indian/Alaska Native and Unknown/Not Reported students, those differences did not meet the formal PPG-1 criteria.

While only one student group met the formal DI threshold in this metric, this does not diminish our responsibility to ensure early, proactive, and culturally-affirming academic planning support across all populations. Education planning is foundational to persistence and completion, and we remain committed to monitoring access, addressing emerging gaps, and partnering across student services, instruction, and our engagement centers to ensure every student receives timely, equitable support.

Comprehensive Education Plan Implementation for DI Student Populations *

During the Spring 2024 semester, our data analysis identified White students as the only disproportionately impacted (DI) student group at Victor Valley College. Considering this, we will be implementing a series of targeted strategies to provide intentional, equity-driven support and ensure that this student population receives timely and comprehensive academic guidance.

We are currently developing daily data reports that capture key student success metrics, including comprehensive education plan completion rates. These reports will enable staff to identify newly applied students who have not yet completed a comprehensive educational plan and proactively reach out to schedule counseling appointments. Through this early outreach, counselors will work closely with students to develop comprehensive education plans aligned with their goals, program pathways, and transfer or career objectives.

The college will implement an embedded approach to ensuring DI students receive comprehensive education plans early in their journey by moving beyond traditional outreach by deploying "inreach" strategies. VVC will seek to integrate education-planning activities into key gateway courses, and counselors will partner with faculty to embed ed-plan assignments in courses and provide in-class advising support.

To further promote equitable outcomes, VVC will monitor comprehensive education plan completion rates for the identified DI population and evaluate the effectiveness of interventions designed to close equity gaps. By combining data-informed decision-making, proactive counseling engagement, and continuous monitoring, Victor Valley College aims to ensure that disproportionately impacted students receive the support, resources, and guidance necessary to clarify their goals, persist in their studies, and successfully achieve their educational objectives.

Comprehensive Education Plan Implementation for ALL Students *

Beginning in Spring 2026, Victor Valley College will launch an early engagement initiative in collaboration with local high school partners. As part of this effort, VVC counselors will visit area high schools to meet directly with incoming students and assist them in developing comprehensive educational plans prior to high school graduation. This hands-on approach will provide students with personalized academic guidance that aligns with their educational goals, academic pathway, as well as program and transfer requirements.

By equipping students with a clear academic roadmap before they enroll, VVC aims to ensure that all incoming students, especially those from disproportionately impacted populations, can begin the 2026–2027 academic year with a well-defined plan for success. This early preparation will enable students to register for the correct courses, make timely progress toward their degrees or transfer objectives, and start their college journey with greater confidence, clarity, and purpose.

To uphold VVC's commitment to equity and continuous improvement, we will closely track and analyze comprehensive education plan completion rates across all student groups, with particular attention to disproportionately impacted student populations. Monitoring these metrics will allow us to identify gaps, implement targeted interventions, and ensure that every student receives equitable access to the academic planning and support necessary to persist and achieve their educational goals.

Vision 2030 Alignment/Coordination

1. Guided Pathways *

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921.

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

VVC has fully integrated Guided Pathways as the foundation for achieving equity-centered transformation and meeting Vision 2030's goals of Equity in Access, Success, and Support. Guided Pathways is viewed as the structural backbone aligning all institutional efforts, including the Student Equity and Achievement Program, to center the student experience and ensure every learner has a clear, supported pathway from entry to completion.

Structural Alignment and Redesign

VVC has redesigned its structures to support holistic student success. Each division has established Guided Pathways Success Teams of faculty, counselors, classified professionals, and peer mentors, who coordinate outreach and case management within meta-majors. Success Teams use disaggregated data to identify disproportionately impacted populations and target interventions such as counseling, tutoring, and financial aid navigation.

Integration with SEA and Equity Efforts

SEA-funded programs are embedded within the Guided Pathways framework, ensuring wraparound services are equitable and data-informed. Guided Pathways workgroups collaborate with equity programs to identify “friction points” in the student journey and address them through intrusive advising, streamlined onboarding, and improved degree auditing. This integration ensures equity is institutionalized across divisions.

Institutional Initiatives and Action Steps

- Student Journey Mapping: Faculty and staff analyzed the student experience to identify barriers and simplify access to key services.
- Curriculum & Scheduling: Departments are aligning course sequencing to ensure timely completion and reduce excess units.
- Professional Learning: Guided Pathways and SEA have co-funded training on culturally responsive pedagogy, racial equity, and human-centered design.
- Communication Simplification: A “no wrong door” approach ensures all front-line employees connect students to the right resources.

Continuous Improvement and Vision 2030 Alignment

Through Guided Pathways governance, VVC and Institutional Research conduct regular equity data reviews to monitor progress and refine interventions. This iterative approach transforms Guided Pathways from compliance to a culture of inquiry and continuous improvement.

By aligning Guided Pathways and SEA priorities, Victor Valley College is creating an ecosystem where every structure, policy, and process advances Vision 2030's goal: a college designed for equity, built for access, and measured by student success.

2. Student Financial Aid Administration *

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

Victor Valley College is committed to maximizing financial aid access and systematically increasing FAFSA completion rates, particularly for disproportionately impacted (DI) student populations identified in our Student Equity Plan. Our approach integrates federal, state, and campus-based programs, including Pell Grant, Cal Grant, California College Promise Grant (CCPG), and emergency aid, to remove financial barriers and promote equitable student success.

Program Overview & Equity Focus

The Financial Aid Office serves all students, with targeted outreach to DI groups such as low-income adults, foster youth, veterans, and justice-impacted learners. We address barriers by simplifying application processes, offering multilingual support, and embedding financial aid counseling within onboarding and retention initiatives.

Key Strategies to Increase FAFSA Completion

- Proactive Outreach: Reach out to students regarding the FAFSA and CADAA through email, text, and social media, emphasizing priority deadlines and personalized assistance.
- Technology & Access: Utilize mobile-friendly FAFSA tools and virtual appointments to reach students with limited transportation or childcare.
- Collaborative Case Management: Partner with EOPS, CalWORKs, Veterans Services, and Basic Needs Center to provide support, including emergency grants.

Maximizing Aid Receipt

- Continuous Improvement: Track FAFSA submission rates, aid disbursement, and persistence metrics by DI group. Use data dashboards and student surveys to refine outreach and service delivery.

Through these strategies, VVC aligns with Vision 2030 goals of advancing equity in access, success, and support, while ensuring financial stability as a foundation for academic achievement.

3. Students with Disabilities (DSPS) *

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Program Overview & Equity Focus:

The ACCESS Resource Center at Victor Valley College supports students with disabilities by providing accommodations, counseling, and support services. It offers developmental courses and adaptive technology to improve access and promote student success for individuals facing barriers.

Alignment with Vision 2030 Goals:

- Equity in Access: ACCESS conducts outreach and in-reach recruitment activities to underrepresented students with disabilities.
- Equity in Support: ACCESS provides specialized counseling, training on accommodations, and tutoring help for students to achieve educational goals.

Coordination & Collaboration:

ACCESS collaborates with the Outreach Department for recruitment at high school and campus events. Faculty receive training on disability services and accommodations. ACCESS partners with Student Services and the Department of Rehabilitation help promote programs and employment for students with disabilities.

Key Strategies to Close Equity Gaps:

- Survey students regularly to identify challenges and improve support.
- Track accommodation usage and follow up with students needing more support.
- Send check-in emails throughout the semester to foster belonging and encourage help-seeking.
- Increase individualized and group training on accommodations for students and staff.

- Implement proactive advising and mentorship to reach students before challenges arise.

Data & Continuous Improvement:

Currently, there is no formal plan for tracking progress in closing equity gaps for students with disabilities. Moving forward, ACCESS will work with Institutional Research to develop methods for monitoring outcomes, identifying metrics, and implementing evidence-based strategies for ongoing improvement.

4. Extended Opportunity Programs and Services (EOPS)/CalWORKs *

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Program Overview & Equity Focus:

EOPS and CalWORKs at VVC provide comprehensive support to students facing economic, educational, and social barriers, helping them achieve academic success and long-term stability. The programs primarily serve low-income adults, parenting students, and first-generation scholars, many identifying as Hispanic/Latine or Black/African American. We build compassionate, trust-based relationships. We walk with students through their challenges and celebrate their successes, dismantling systemic barriers through counseling, direct aid, and individualized planning.

Alignment with Vision 2030 Goals:

Our work aligns with all three Vision 2030 pillars. We promote Equity in Support through book grants, gas cards, technology access, and emergency aid addressing basic needs. We advance Equity in Success via intrusive counseling and “learn and earn” opportunities like CalWORKs work-study and EOPS peer advising. And we expand Equity in Access by removing financial and logistical barriers through priority registration and graduation support.

Coordination & Collaboration:

We partner with Financial Aid, Basic Needs, and DSPS to provide wraparound services. CalWORKs collaborates directly with the County TAD for housing and textbook support, ensuring timely aid for parenting students. EOPS works with the Transfer Center to co-host workshops and connect students to university representatives, building seamless transfer pathways. This coordinated care model embodies Vision 2030’s call for integrated support.

Key Strategies to Close Equity Gaps:

Intrusive Counseling: 2–3 required contacts per term with counselors dedicated solely to EOPS or CalWORKs students, supporting persistence and completion.

Direct Aid: Book vouchers, transportation grants, cap and gown assistance, and emergency funds alleviate financial stress so students can focus on learning.

Peer Mentorship & Workforce Development: EOPS peer advisors and CalWORKs work-study participants gain leadership and career experience while creating a community of support.

Data & Continuous Improvement:

We monitor persistence, success, and completion outcomes for all participants and are building stronger systems to intentionally support disproportionately impacted students. Disaggregated program data combined with student survey feedback guide continuous improvement, ensuring equity strategies remain responsive and effective.

5. NextUp/Foster Youth *

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Program Overview & Equity Focus

NextUp at VVC supports current and former foster youth with counseling, book grants, financial aid, peer mentoring, and case management. It helps students overcome barriers like housing instability and lack of support, offering holistic care through campus and community partnerships. The program empowers foster youth to succeed in college and beyond.

Alignment with Vision 2030 Goals

NextUp supports Goal 1 by increasing access for foster youth through outreach and warm handoffs; Goal 2 by boosting success with counseling, financial aid, and tracking persistence and completion; and Goal 3 by enhancing support via holistic services like peer mentoring, case management, and trauma-informed care that address academic and personal needs.

Coordination & Collaboration

NextUp partners with Basic Needs for food and housing support, Mental Health for counseling and crisis care, EOPS for academic and financial aid services, Financial Aid for FAFSA and Chafee grants, and Housing Insecurity for navigation and case management. These collaborations ensure wraparound support through shared case management and coordinated referrals.

Key Strategies to Close Equity Gaps

NextUp assigns each student a dedicated case manager for consistent support.

Intake and wellness check-ins help identify barriers early and connect students to resources.

Staff track service usage—like housing, food, and mental health—to ensure follow-through and impact.

These strategies improve access, persistence, and completion for foster youth.

Data & Continuous Improvement

NextUp tracks student progress using CRM Advise for intake and service notes, spreadsheets for scheduling, and SARS for center usage. Staff compile statistics on GPA, units, and wellness check-ins. Data is shared in meetings and reports to assess impact and guide improvements in case management, outreach, and resource delivery.

6. Programs for Veterans (Veterans Resource Center) *

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Program Overview & Equity Focus

The Veterans Resource Center (VRC) provides holistic support for student veterans, active-duty members, and their dependents. We primarily serve the Veterans DI group, which often includes first-generation, disabled, and economically disadvantaged students. The VRC removes barriers by acting as a central liaison between the student, VVC, and the Veterans Administration. We provide a dedicated space with computers and free printing, alongside access to a veteran-specific mental health counselor, fostering a community essential for success.

Alignment with Vision 2030 Goals:

We advance Equity in Access by offering priority registration and conducting community outreach. We champion Equity in Success through proactive academic counseling and by scaling Credit for Prior Learning, ensuring veterans' Joint Services Transcripts are processed for college credit. Critically, we embody Equity in Support by providing resources like emergency funding and connecting students to housing assistance based on circumstance and funding, referring them to the Basic Needs Center as needed. This is complemented by dedicated mental wellness services that align with the state's Mental Health for Veterans Demonstration Project.

Coordination & Collaboration:

The VRC partners closely with Financial Aid, Admissions & Records, and Counseling to coordinate the intake process for students using VA benefits. We maintain a strong referral partnership with ACCESS to ensure timely accommodations and

collaborate with Basic Needs to address food and housing insecurity. We host regular resource fairs, bringing our on-campus and community partners directly to our students to provide comprehensive support.

Key Strategies to Close Equity Gaps:

Key strategies include: 1) Improving and streamlining our CPL process to accelerate degree completion. 2) Providing proactive, veteran-specific academic counseling and peer mentorship to boost persistence. 3) Working to increase staffing levels to ensure the timely certification of veterans' documents, which removes a significant financial and administrative barrier to enrollment and retention.

Data & Continuous Improvement:

We are building the infrastructure to track key performance metrics, including term-to-term persistence, completion rates, and transfer rates for student veterans. We use annual surveys for qualitative feedback, which has informed program improvements like the creation of targeted study groups for gateway courses.

7. Justice-Involved and Justice-Impacted Students *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

Program Overview & Equity Focus:

VVC's JIE program seeks to empower justice-involved individuals through providing incarcerated and formerly incarcerated students with access to equitable higher education, resources, support and opportunities needed to achieve academic success, personal growth and successful reintegration into society.

Alignment with Vision 2030 Goals:

Our program is a direct implementation of Goal 1: Equity in Access, as we proactively bring college to a historically excluded population. We also advance Goal 2: Equity in Success and Goal 3: Equity in Support by providing the intensive, wrap-around services necessary for students to persist and complete their education.

Coordination & Collaboration:

We partner with FCC-Victorville (FCI-1, FCI-2, USP, CAMP), ARISE Youth Detention Center, Central Valley Juvenile Detention Center, San Bernardino County Office and Cal-State Reentry Initiative to recruit and foster a supportive learning environment. On campus, we partner with NextUp, EOPS, OneStop, Thrive, ACCESS and many other departments to ensure JIE students have all the resources they need to be successful on and off campus.

Key Strategies to Close Equity Gaps:

- **In-Reach & Outreach:** We conduct outreach at local correctional facilities and community resource centers to build trust and create a college pipeline.
- **Dedicated Counseling:** Students receive intensive, culturally-responsive counseling from a dedicated Rising Scholars counselor who understands their unique experiences.

Data & Continuous Improvement:

We track enrollment, completion and success rates for our Rising Scholars students. Currently the program has served over 1200 students, has a 77% completion rate and a 75% pass rate. We also will be monitoring qualitative outcomes through student interviews and surveys to find ways continually improve how we serve our students.

8. Low-Income Adults *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Program Overview & Equity Focus

Victor Valley College (VVC) serves economically disadvantaged adult learners, many balancing work, family, and academic responsibilities, through targeted support that addresses financial, academic, and basic needs barriers. Disproportionately impacted groups include first-generation students, veterans, and parenting students. Our approach prioritizes flexible access, holistic resources, and culturally responsive engagement.

Structural Changes & Initiatives

- Digital Access: Deploy mobile-friendly FAFSA and enrollment tools, plus virtual advising for students with limited on-campus availability.

Action Steps & Activities

- Participate in “Adult Learner Success Days” combining FAFSA workshops.
- Launch targeted outreach campaigns via email, text, and community partners to inform adults about Pell Grant, Cal Grant, and emergency aid eligibility.

Data & Continuous Improvement

Track enrollment, FAFSA completion, and persistence rates for low-income adults. Collect feedback through surveys and focus groups to refine services and close gaps in access and success.

Through these strategies, VVC Financial Aid ensures that low-income adult learners receive equitable opportunities to enroll, persist, and complete their educational goals while meeting basic needs and reducing systemic barriers.

9. Credit for Prior Learning *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

The Credit for Prior Learning (CPL) program at VVC is a transformative initiative that honors the diverse learning experiences of students gained outside traditional academic settings. Whether acquired through military service, workplace training, independent study, or community involvement, these experiences are assessed for college credit, accelerating students' progress toward degrees and certificates. CPL is deeply aligned with VVC's commitment to equity, access, and student success, particularly for disproportionately impacted groups such as veterans, working adults, and first-generation college students.

CPL supports Vision 2030 goals in three key areas: Equity in Access, by creating entry points for adult learners and reducing time and cost barriers; Equity in Success, by accelerating completion through credit for demonstrated proficiency; and Equity in Support, by reducing tuition costs and providing faculty with professional development for CPL assessment.

Collaboration across campus is central to CPL's success. The program works closely with the Veterans Resource Center, Career Technical Education, Counseling, Admissions & Records, and Instruction to ensure CPL pathways are academically rigorous and implementable. Faculty and academic departments play a critical role in developing and approving CPL assessments, while student services help guide students through the process.

A major focus moving forward is continuous improvement, which centers on streamlining processes and identifying and eliminating barriers that hinder student access to CPL. These barriers include fees associated with CPL assessments, as well as disconnects between key departments such as Admissions & Records, Counseling, the Cashier's Office, and Veterans Resources. VVC has updated the CPL administrative procedure (AP 4235) and will continue to update onboarding workflows to eliminate delays and costs, ensuring that CPL is not only accessible but also equitable.

The CPL Strike Team is tasked with refining assessment, tracking, and transcription processes, and developing exhibits for established industry standards (e.g., awarding 24 credits for Administration of Justice credentials). These efforts aim to make CPL more transparent, efficient, and student-centered.

Ultimately, CPL at VVC is more than a credit-awarding mechanism. It is a strategic equity initiative that validates lived experience, accelerates achievement, and builds inclusive pathways to academic and career success.

10. Dual Enrollment *

“The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit.” - [Vision 2030: A Roadmap for California Community Colleges \(page 2\)](#)

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Program Overview and Equity Focus

Victor Valley College's Dual Enrollment (CCAP) Program ensures that every high school student in our region has the opportunity to earn college credit before graduation. Its equity goal is to expand participation and success among historically underserved and first-generation students, creating an early bridge to higher education for those who may not otherwise see themselves as college-bound.

Alignment with Vision 2030 Goals

CCAP advances Vision 2030 Goal 1: Equity in Access by offering tuition-free college courses directly on high school campuses, eliminating financial and transportation barriers. The program prioritizes students with GPAs between 2.5 and 3.2—those often overlooked in traditional college readiness measures. In 2024–2025, CCAP served 2,260 students, including 1,489 (66%) Hispanic/Latino students and 51 (2%) Black/African American students. These outcomes reflect CCAP's continued commitment to reaching students from disproportionately impacted populations.

Coordination and Collaboration

CCAP is a collaborative effort between Victor Valley College and regional educational partners. Internally, it coordinates with Academic Departments, Admissions & Records, Counseling, Tutoring, and Outreach. Externally, CCAP integrates with the K16 Bridge Program, engaging over 40 high school Bridge Counselors to promote early college awareness and ensure student readiness. Together, these partnerships create a seamless, supportive pathway from high school to college.

Key Strategies to Close Equity Gaps

- **Early Awareness:** Partner with districts to host information sessions for middle school students and families, highlighting the benefits of earning college credit.
- **Foundational Curriculum:** Collaborate with K–12 partners to design a middle school course introducing college systems and career pathways.
- **Targeted Outreach:** Work with Outreach and Student Services to organize campus visits and career exploration events for Black/African American and Latino students, showcasing programs and opportunities at VVC.

Data and Continuous Improvement

CCAP partners with Institutional Research to track outcomes by school, race/ethnicity, and gender. In 2024–2025, the program achieved a 97% retention rate and 88% course success rate. These strong outcomes provide a foundation for continuous improvement, guiding targeted interventions and outreach that sustain equity gains and expand college access for historically underserved students.

11. Strong Workforce Program/Perkins *

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to “increase with equity the number of California community college students who earn a living wage.” Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to “increase educational access for prospective low-income learners to

enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them.” - *Vision 2030: A Roadmap for California Community Colleges* (pages 8 and 12)

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

Program Overview and Equity Focus

At Victor Valley College, the Perkins and Strong Workforce Programs (SWP) are vital partners in advancing Vision 2030's Goal 1: Equity in Success, by connecting equity-centered education to economic mobility. Both programs align with the Student Equity and Achievement framework to ensure that disproportionately impacted students can access and complete career education pathways leading to living-wage employment.

Coordinated Equity Framework

Perkins and Strong Workforce use disaggregated student equity data to identify gaps in Career Education (CE) programs and target interventions for Black/African American, Hispanic/Latine, Male, First-Generation, and Low-Income students. Cross-department collaboration between Perkins, SWP, and SEA ensures that resource allocation, faculty development, and outreach strategies are guided by both workforce needs and equity data.

High-Tech, High-Touch Approach

In line with Vision 2030's call to “increase educational access for prospective low-income learners,” VVC leverages SWP and Perkins funding to expand high-tech learning environments and high-touch supports. Investments include modernized equipment in high-demand fields, student navigators in CE programs, and access to career tools and paid internships that connect learning to work.

Pathways to Socio-Economic Mobility

To raise living-wage outcomes, VVC is strengthening career-connected pathways that link noncredit, credit, and work-based learning. SWP and Perkins support guided onboarding, stackable credentials, and employer partnerships offering paid apprenticeships. SEA complements these efforts through intrusive counseling, financial aid navigation, and emergency aid to remove financial barriers.

Faculty and Employer Engagement

Perkins and SWP fund externships, employer advisory committees, and professional learning in culturally responsive teaching, ensuring programs align with labor-market needs while creating inclusive, identity-safe classrooms.

Measuring Success

Together, Perkins, SWP, and SEA track outcomes in retention, completion, and employment at or above a living wage. By aligning resources and accountability, VVC transforms equity in workforce development into measurable, lasting impact, fulfilling Vision 2030's mission to expand opportunity and build equitable economic mobility for every learner.

12. Additional Programs (Optional)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan.

Program Overview & Equity Focus

The Umoja-Uzima Scholars Program is an equity-driven initiative that advances African American student achievement. Rooted in the Kiswahili principles of Umoja (Unity) and Uzima (Full of Life), it serves as an “Oasis of Black Student Success in

the High Desert.” The program provides holistic support to dismantle systemic barriers that create disproportionate outcomes for Black students. Through its CORE framework (Centering Ownership, Resourcefulness, Excellence), students receive counseling, mentoring, tutoring, cultural enrichment, and leadership development.

Alignment with Vision 2030 Goals

Equity in Access – Umoja-Uzima expands entry for historically underserved students through high school partnerships and community events. Equity in Support – The program offers laptops, school supplies, and financial aid navigation to remove friction points. Integrated mental health referrals, career workshops, and transfer guidance link academic success to well-being. Equity in Success – Umoja-Uzima aims to increase Black student persistence and completion by 20% and achieve parity in transfer-level Math and English by 2028.

Coordination & Collaboration

Umoja-Uzima partners with Caring Campus, faculty, and Institutional Research to embed African-centered curriculum and track student data on equity dashboards. Externally, it collaborates with community organizations, HBCUs, CSUs, and UCs through the HBCU Caravan and Young Kings Conference to build transfer pathways and career readiness.

Key Strategies to Close Equity Gaps

- Targeted Outreach – High school visits, dual-enrollment, and culturally affirming events such as “Welcome B(l)ack Week”
- Intrusive Case Management – Check-ins to address academic, mental-health, and financial needs
- Embedded Academic Support – Tutoring, study halls, and workshops build academic confidence and self-efficacy
- Faculty Capacity Building – Umoja faculty complete culturally relevant pedagogy training by 2026

Data & Continuous Improvement

Working with Institutional Research, Umoja-Uzima monitors disaggregated data on enrollment, retention, and completion to guide program refinement. Surveys and focus groups capture student voice, ensuring continuous responsiveness and institutional learning.

Outcome Targets by 2030

Achieve proportional representation of Black students, close persistence gaps to within 2% of the college average, and double degree and certificate completion among Umoja scholars



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