

Student Equity and Achievement Program Produced: 03/12/2021 02:32 PM PST Virginia Moran

Victor Valley College - Student Equity Plan (2019-22): Certified

Details

Assurances

- I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

Progress & Success

Process & Schedule

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

Success Criteria

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

Executive Summary

<http://www.vvc.edu/committees/sse/>

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Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Transferred to a Four-Year Institution	702	772	+9.97%
Retained from Fall to Spring at the Same College	8101	89	-98.9%
Completed Both Transfer-Level Math and English Within the District in the First Year	116	3000	+2486.21%
Attained the Vision Goal Completion Definition	981	1353	+37.92%
Enrolled in the Same Community College	16400	19680	+20%

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
LGBT	Female	Transferred to a Four-Year Institution	6	8	+33.33% ▯▯◀
Filipino	Male	Transferred to a Four-Year Institution	3	3	0% ◀ ▯▯
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	1	1	0% ◀ ▯▯
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	0	1	0% ◀ ▯▯
LGBT	Male	Attained the Vision Goal Completion Definition	1	7	+600% ▯▯◀
LGBT	Female	Attained the Vision Goal Completion Definition	10	14	+40% ▯▯◀
Foster Youth	Male	Attained the Vision Goal Completion Definition	4	7	+75% ▯▯◀
Foster Youth	Female	Attained the Vision Goal Completion Definition	7	9	+28.57% ◀ ▯▯
Some other race	Female	Attained the Vision Goal Completion Definition	2	3	+50% ▯▯◀
Hispanic or Latino	Male	Attained the Vision Goal Completion Definition	161	174	+8.07% ◀ ▯▯
Black or African American	Male	Attained the Vision Goal Completion Definition	25	39	+56% ▯▯◀
Black or African American	Female	Attained the Vision Goal Completion Definition	50	58	+16% ◀ ▯▯
Veteran	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◀ ▯▯
Foster Youth	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◀ ▯▯
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	1	3	+200% ◀ ▯▯
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	4	+300% ◀ ▯▯

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	1	0% ◀▶
LGBT	Female	Retained from Fall to Spring at the Same College	109	122	+11.93% ▶▶◀
Foster Youth	Female	Retained from Fall to Spring at the Same College	65	75	+15.38% ▶▶◀
White	Male	Retained from Fall to Spring at the Same College	827	838	+1.33% ▶▶◀
Black or African American	Male	Retained from Fall to Spring at the Same College	275	319	+16% ▶▶◀
Black or African American	Female	Retained from Fall to Spring at the Same College	483	508	+5.18% ▶▶◀
American Indian or Alaska Native	Female	Retained from Fall to Spring at the Same College	9	13	+44.44% ▶▶◀
Foster Youth	Female	Enrolled in the Same Community College	394	411	+4.31% ◀▶
White	Female	Enrolled in the Same Community College	2069	2250	+8.75% ◀▶
Native Hawaiian or other Pacific Islander	Female	Enrolled in the Same Community College	36	55	+52.78% ▶▶◀
Black or African American	Male	Enrolled in the Same Community College	1071	1124	+4.95% ◀▶
Black or African American	Female	Enrolled in the Same Community College	1584	1615	+1.96% ◀▶
Asian	Male	Enrolled in the Same Community College	186	206	+10.75% ◀▶

Additional Categories

No population groups selected.

Activities

Access: Successful Enrollment

Brief Description of Activity

- Extend hours of Operation, including Saturdays- One Stop • Increase Staff dedicated to Outreach & Recruitment • Extended Orientation Events every month • Establish a counselor case management approach to align with Guided Pathways • Create Late-Start Courses (week 2-4) • Offer more 2nd session 8-week courses to promote retention of students who apply at VVC “late.” • Increase Financial Aid Awareness • Develop Weekend college – programs designed for completion on Fridays and Saturdays • Survey students that applied but did not enroll (why) • Increase parent involvement – more outreach to include parents/guardians in workshops and orientations. • Schedule Campus and Community Resource Fair in Fall and Spring • Support for dual enrollment efforts • Expand efforts to serve incarcerated students • Continue to improve the onboarding system to increase College access • Increase high school graduate participation through new onboarding system • Continue the development of noncredit curriculum • Support noncredit to credit transition • Support for outreach activities such as Registration Days, Dreamers Week, Rush Events, etc. • Targeted follow up emails and phone calls to students • Continue work on career trees marketing and outreach. • Creating just in time services for our students – particular to the student, not a large population.

Related Metrics

- Overall : All : Enrolled in the Same Community College

Retention: Fall to Spring

Brief Description of Activity

- Develop Early Alert System linked to counseling • Extended hours for Tutoring, including Saturdays • Implement On-Line Tutoring (24 Hours) every subject • Professional Development- Student Engagement • Offer online counseling services • Increase parent involvement – more outreach to include parents/guardians in workshops and orientations. • Increase textbook reserves and Library eResources that support Student Learning • Continue support of Academic Roadmaps & Metamajors in connection with Guided Pathways • Support Peer Check-In efforts to connect with students and increase retention.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College

Transfer to a four-year institution

Brief Description of Activity

- Offer additional ADT degrees • Continue support of Academic Roadmaps & Metamajors in connection with Guided Pathways • Increase College Fairs (4-Year Institutions) on campus • Increase College Tours opportunities • Enhance awareness of the benefits of VVC to transfer • Increase Transfer Center staffing • Create major sheets that focus on career and what students can do with an Associate degree and Certificate versus careers that require additional preparation and transfer • Increase parent/guardian involvement with promoting transfer • Implement Preliminary Graduation Checks at 45-units • Develop a Career Workshop program – Monthly career spotlight • Increase number of ADT’s to facilitate additional articulation with CSU and UC • Supporting Veterans Completion

Related Metrics

- Overall : All : Transferred to a Four-Year Institution

Completion of transfer level math and English

Brief Description of Activity

- College Level Math and English with support co requisite • Develop Early Alert System linked to counseling • Extended hours for Tutoring, including Saturdays • Implement On-Line Tutoring (24 hours- 7 days a week) • Professional Development for faculty • AB705 Implementation • New Onboarding System • Promoting Math and English in the first year.

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
-

Earned credit certificate over 18 units, associate degree, CCC bachelor's degree

Brief Description of Activity

• Develop a Marketing and Outreach Plan to showcase certificate programs and associates degrees specific to recent high school graduates and non-traditional students • Strategic Communication targeting students at 15, 30 and 45 units to complete certificate and associate degrees • Continue support of Academic Roadmaps & Metamajors in connection with Guided Pathways efforts. • Strengthen and increase partnerships/articulation with CSUs and 4-yrs • Utilize Peer Advisors to support in- reach to assist students who are on certificate or degree pathway • Research and implement online graduation petition • Explore automatic awarding of noncredit certificates • Increase marketing of certificate programs.

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
-

Access: Successful Enrollment Overall= 41.3%

Brief Description of Activity

• Same-day matriculation on campus for “late” applying students • Utilizing Student Affinity Organizations to provide peer mentoring to DI Groups • Diverse student lead orientations, campus tours and outreach • Diverse marketing campaign (coffee shops, theaters, shopping malls, bus stop, etc.) • Schedule Campus and Community Resource Fair in Fall and Spring • On campus employment opportunities • Point of Service survey to review the quality of application/matriculation process • Increase the number of women in outreach • Outreach and Recruit more students for Female STEM First Year Experience Program • Increase awareness of opportunities for females in STEM programs • Offer block registration options for students with childcare and transportation needs • Training specifically for faculty for DI populations. • Train the campus community and faculty coaches on specific student data, impacts, and create best practices in and out of the classroom. • Research & Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for DI populations. • Community outreach to local sites (e.g., faith-based organizations).

Related Metrics

- Overall : All : Enrolled in the Same Community College
 - American Indian or Alaska Native : Female : Retained from Fall to Spring at the Same College
 - Foster Youth : Female : Enrolled in the Same Community College
 - White : Female : Enrolled in the Same Community College
 - Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
 - Black or African American : Male : Enrolled in the Same Community College
 - Black or African American : Female : Enrolled in the Same Community College
 - Asian : Male : Enrolled in the Same Community College
-

Retention: Fall to Spring Overall = 68.0%

Brief Description of Activity

• African American/LatinX forum • African American/LatinX graduation ceremony • Send out alerts for positive progress • “Safe Spaces” training and designated locations • Establish guardian scholars program • Increase First Year Experience program • Survey/interview students that do not enroll • Enrollment reminders- Phone, Email, Text • Scheduling that meets childcare and transportation needs • Weekend College (Friday/ Saturday) • Diverse tutor population • Early alert • Dropped student survey • Extension of hours for tutoring and student services – to include a half hour before the first class and later in the evening • Research & Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for DI populations. • Leverage the

benefits of Student Employment on campus. • Ensure access to services in the evening. • Explore African-American Studies courses (sociology, history) • Reaching out personally to students who are in academic difficulty. • Ongoing support for students in academic difficulty throughout the semester. • Culturally-relevant teaching course • Disseminate training for the College on equity & retention.

Related Metrics

- LGBT : Female : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- White : Male : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- American Indian or Alaska Native : Female : Retained from Fall to Spring at the Same College

Transfer to a four-year institution Overall = 702

Brief Description of Activity

• Clarify transfer pathways (links and resources) • Leverage voices of students who have successfully transferred from VVC • Professional development for counselors on transfer and promote knowledge sharing • Increase Transfer Center staff • Create a Career Center and hire a Career Counselor • Add student voices to television screens across campus • Hold student panels on campus to highlight successful transfer examples • Spotlight African American faculty and staff on campus and discuss their educational and career pathways

Related Metrics

- LGBT : Female : Transferred to a Four-Year Institution
- Filipino : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Female : Transferred to a Four-Year Institution
- Veteran : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

Completion of transfer level math and English Overall = 3.6%

Brief Description of Activity

• Increased marketing that spotlights current VVC students and Alumni • Leverage BSU and African American student leaders to recruit students for the Summer Academy • Diversify faculty (change hiring practices) • Implement OER options in our classes • Increase the number of books on course reserves • Create a Summer Academy to provide additional skill development in math and English • Increase tutoring representation on campus • Create Directed Learning Activities for math and English • Increase face-to-face tutoring • Ongoing training and development of instructional and learning tools for faculty, staff, and students • Train the campus community and specific faculty coaches on specific student data, impacts, and create best practices in and out of the classroom.

Related Metrics

- Veteran : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree Overall = 981

Brief Description of Activity

- Leverage EAB for outreach and messaging • Specialized messaging for 15/30/45 unit completion and key milestones • Celebration of success markers and recognize progress (Deans List, etc.) • Hire Student Services Professionals to follow-up with students that miss success markers • Create a Student Services Center designed to house Student Success Professionals that will help students with matriculation, searching for classes, registration, etc. • Create two year plans and educational plan suggestions
- Increase awareness of strategic scheduling and the effects on transfer/completion • Design a strategic rollout of EAB to increase awareness of the tool and create a behavior of faculty, staff, and students to check the platform regularly to gauge progress

Related Metrics

- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Some other race : Female : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

Certification

Chancellor/President

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Approved by Daniel Walden

06/26/2019 08:45 PM PDT

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11/12/2019 10:36 AM PST

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10/09/2019 12:36 PM PDT

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11/09/2019 11:06 AM PST

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