

**Ventura College Academic Senate**  
**Agenda**  
**Thursday, November 19, 2020**  
**3:30 - 5:00 pm**  
Meeting held via Zoom <https://cccconfer.zoom.us/j/94303167532>

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**1. Call to Order**

1.01 Call to Order

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**2. Adoption of the agenda.**

2.01 Adoption of the agenda

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**3. Acknowledgement of Guests**

3.01 Acknowledgement of Guests

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**4. Public Comments**

4.01 Public Comments are limited to two minutes. Please note that discussion following a public comment is not allowed.

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**5. Action Items**

5.01 Approval of 11/5 meeting minutes

5.02 Faculty Prioritization Rubric

5.03 Faculty Prioritization Committee membership

5.04 Out-of-Cycle Request (first reading) (Phil Briggs – 3 min)

5.05 2020-2023 Strategic Plan Update (first reading)

5.06 Ventura College Career and Major Communities (Guided Pathways Meta-Major Groupings)

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**6. Committee Reports**

*Committee reports are limited to two minutes per report. Additional information may be submitted as a written report and posted to the Academic Senate website.*

6.01 Curriculum Committee (Michael)

6.02 BRC (Andrea)

6.03 Guided Pathways

6.04 CTE liaison report (Deanna Hall)

6.05 Treasurer's Report (Andrea)

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- 6.06 OER Report (Andrea)
  - 6.07 DE (Colleen)
  - 6.08 Faculty PD Committee (Colleen)

## **7. Academic Senate President's Report**

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- 7.01 Ventura College Meetings
- 7.02 District Meetings
- 7.03 Board of Trustees
- 7.04 ASCCC Updates

## **8. Informational Items**

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*These items are intended to provide brief updates or reports of activities. If the Senate wishes to debate an item presented as information, they may request that it be placed on an agenda at future meeting as an action or discussion item.*

- 8.01 Senate Elections (Linda Kennedy)
- 8.02 Presentation by United Farm Workers Legal Team

## **9. Discussion Items**

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*These items are a chance for the Senate to discuss and debate issues. This may lead to action at a future meeting or provide the President with direction for discussions with the Administration, State Academic Senate, or other bodies.*

- 9.01 Proposed Changes to the Academic Senate Constitution and Bylaws
- 9.02 Student Success Committee Charge
- 9.03 VC Equity, Race & Action Force (standing item)

## **10. For the Good of the Order**

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- 10.01 AFT Update (Ty Gardner)
- 10.02 Upcoming ASCCC Events (<https://asccc.org/calendar/list/events>)

## **11. Requests for Future Agenda Items**

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- 11.01 Requests for Future Agenda Items

## **12. Adjournment**

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- 12.01 Adjournment

**Academic Senate's primary function is to make recommendations with respect to academic and professional matters specifically the following policy development and implementation matters:**

1. Curriculum, including establishing prerequisites
  2. Degree & Certificate Requirements
  3. Grading Policies
  4. Educational Program Development
  5. Standards & Policies regarding Student Preparation and Success
  6. College governance structures, as related to faculty roles
  7. Faculty roles and involvement in accreditation process
  8. Policies for faculty professional development activities
  9. Processes for program review
  10. Processes for institutional planning and budget development
- + Other academic and professional matters as mutually agreed upon.

**Ventura College Academic Senate  
Minutes  
Thursday, November 5, 2020  
3:30 - 5:00 pm**

Meeting held via Zoom <https://cccconfer.zoom.us/j/94303167532>

<b>VENTURA COLLEGE ACADEMIC SENATE MEMBERS</b>		
<b>Constituency</b>	<b>Representative</b>	<b>Attended</b>
President	Dan Clark	<i>At fall plenary</i>
Vice President	Preston Pipal	<i>At fall plenary</i>
Treasurer	Andrea Horigan	X
Secretary	Colleen Coffey	X
Curriculum	Michael Bowen	X
Career Education: Business, Child Development, Criminal Justice, Allied Health and Nursing (3 Faculty Reps)	Deanna Hall	X
	Stephanie Branca (Fall) Rachel Johnson (Spring)	X
	Lazaro Salinas	X
Career Education: Technology and Workplace Essentials (1 Faculty Rep)	Dorothy Farias	X
English, Math, and Communication (5 Faculty Reps)	Jaclyn Walker	X
	Chris Frederick	X
	Heather Ledwig-Aguailar	X
	Donna Beatty	
	John Guelcher	
Health, Kinesiology, Athletics, and Performing Arts (2 Faculty Reps)	Nathan Cole	X
	Mary McDonough	
Library, Languages, Behavioral & Social Sciences, Visual Arts (4 Faculty Rep)	Ron Mules	X
	Michael Ward	
	Bill Hendricks	X
	Linda Kennedy	X
Sciences and Distance Education (3 Faculty Reps)	Kammy Algiers	X
	Erin Brocker	X
	Marta De Jesus	X
Self-Nominated Part-Time Faculty Member	Greg Cooper	X

Student Services (4 Faculty Reps)	Paula Munoz	X
	Gema Espinoza Sanchez	X
	Marian Carrasco Nungaray	X
	Marcelino De Cierdo	

## 1. Call to Order

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1.01 Call to Order

## 2. Adoption of the agenda.

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2.01 Adoption of the agenda—Motion by KA; 2<sup>nd</sup> by SB. Vote: 17 yes-0 no-7 abstain

## 3. Acknowledgement of Guests

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3.01 Acknowledgement of Guests: Rubisela Gamboa, Gabi Wood

## 4. Public Comments

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4.01 Public Comments are limited to two minutes. Please note that discussion following a public comment is not allowed. --None.

## 5. Action Items

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5.01 Approval of 10/15 meeting minutes.--Motion by CC; 2<sup>nd</sup> by RM. Comments/changes--none. Vote: 16 yes-0 no-2 abstain.

5.02 2<sup>nd</sup> Reading of Black Lives Matter Resolution—Motion by MDJ; 2<sup>nd</sup> by KA. Discussion: Correction to clause 4—“Whereas” as is awkward. Can we put “we” as the next word after that “Whereas.” Other suggestion: “Or just, Whereas, faculty have a responsibility” On first resolved: are we a singular entity or a plural entity? Because that effects the word “declare”. On 2<sup>nd</sup> whereas, if we’re treating ourselves as a singular, we also need to change “condemn” and “supports” Amended motion to approve with these grammatical changes by MDJ; 2<sup>nd</sup> of amended motion by KA. Senate exec needs to figure out if it’s “we” or faculty, and to clean up the grammar. Vote: 18 yes-0 no-1 abstain.

5.03 1<sup>st</sup> Reading of 2020-20203 Strategic Plan Update—Motion to postpone by CC; 2<sup>nd</sup> by PM. Discussion: None. Vote: 19 yes-0 no-0 abstain.

## 6. Committee Reports

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*Committee reports are limited to two minutes per report. Additional information may be submitted as a written report and posted to the Academic Senate website.*

6.01 Curriculum Committee (Michael)--MB gave an overview of this report and it was emailed to all senators.

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6.02 BRC (Andrea)--AH gives this report. Expected 10% budget reduction. Hope of admin is to not eliminate any positions but we will have to wait and see.

6.03 Guided Pathways—EB gives this report. This committee will meet this Friday to go over survey results from the GP retreat.

6.04 CTE liaison report (Deanna Hall)--DH gives this report. SCCRC is doing regional proposals differently this year, giving colleges the ability to opt-in to regional programming. Strategic plan should be completed in Dec/Jan.

6.05 Treasurer's Report (Andrea) --AH gives this report. Still searching for a person to fill the position that Brenda used to have.

6.06 OER Report (Andrea) --AH gives this report. Everything is put into the Canvas shell re: OER.

6.07 DE (Colleen)--Meeting happening next week.

6.08 Faculty PD Committee (Colleen) --KA gives this report. PDCC is almost done planning for Jan. Flex. Send ideas for April flex to KA or CC—that's next thing PDCC will be working on.

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## 7. Academic Senate President's Report

7.01 Ventura College Meetings

7.02 District Meetings

7.03 Board of Trustees

7.04 ASCCC Updates

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## 8. Informational Items

*These items are intended to provide brief updates or reports of activities. If the Senate wishes to debate an item presented as information, they may request that it be placed on an agenda at future meeting as an action or discussion item.*

8.01 Senate Elections (Linda Kennedy)--LK gives this update.

<https://sites.google.com/view/vcelections/home>

Election will be held 16-20. JW how do we reach faculty to explain why they're getting a blank ballot—all write in. There is a lot of "education" around this that will need to take place between now and 16<sup>th</sup>.

8.02 Faculty Hiring Prioritization Process—Faculty discuss their frustration with going through the motions to complete program review, and then to have that work just tossed out and admin makes their own decisions. Discussion about inadequate explanation as to why decisions are being made (i.e. that don't conform with committee recommendations). Suggestion that admin should make budget information available so that departments know what is on the table/available before they undertake this kind of work. Also: why isn't out campus writing grant applications?

Discussion devolves to the recent *attempt* by HR to run a lottery. Senators want to discuss this and have some clarification about this.

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8.03 New Ethnic Studies department-- VC has decided that this is being created this academic year. AH tells senators to keep watch on their email to join the conversations around this.

8.04 Chancellor Request for Faculty Needs—Email went out to all faculty re: Greg’s request for faculty needs. Senators can let Dan know. We’ll add this next agenda as a discussion item.

8.05 Ventura College Career and Major Communities (Guided Pathways Meta-major groupings)--No one has information about this—agendize at next meeting.

## 9. Discussion Items

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*These items are a chance for the Senate to discuss and debate issues. This may lead to action at a future meeting or provide the President with direction for discussions with the Administration, State Academic Senate, or other bodies.*

9.01 Proposed Changes to the Academic Senate Constitution and Bylaws—Motion to move to next meeting by NC.

9.02 Class Size and Waitlists—In packet senators have links to how other colleges handle this. Senate exec needs input from senators about how we want to proceed. Suggestion to create an ad hoc position. Suggestion to add this to our contract—that that would be the strongest position. Comment that AFT is way to go but in the interim...enrollment management committee may be answer (Santiago, Bakersfield). Suggestion: Need a commitment to a two-three-year course offerings (i.e. so students can obtain their degrees). Suggestion: Faculty should stick to their caps—don't make that class bigger.

Suggestion: The senate should also see the collection of data about caps presented to department chairs and coordinators.<sup>[P]</sup><sub>[SEP]</sub>

Suggestion: EM committee could make recommendations to AFT. Suggestion that it be a senate committee with AFT rep on it, and have the committee meet by iteself and then with admin separately (i.e. like the Dept Chairs do). AH asks senators to please email Dan if they are interested in serving on this committee.

Quick student success committee update: Still don’t have the SEA budget. SEA plan focus on instruction side of the house. Hoping to have an Equity Summit at some point in the spring. Short discussion about strategies to obtain the budget info committee needs.

9.03 Strategic Plan Update

9.04 VC Equity, Race & Action Force (standing item)

9.05 Student Success Committee Charge

## 10. For the Good of the Order

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10.01 AFT Update (Ty Gardner)--AFT Exec meeting tomorrow. Email any items to Ty, Paula or Bea.

10.02 Upcoming ASCCC Events (<https://asccc.org/calendar/list/events>)

## 11. Requests for Future Agenda Items

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11.01 Requests for Future Agenda Items

## 12. Adjournment

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12.01 Adjournment at 5:05pm

**Academic Senate's primary function is to make recommendations with respect to academic and professional matters specifically the following policy development and implementation matters:**

1. Curriculum, including establishing prerequisites
  2. Degree & Certificate Requirements
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  9. Processes for program review
  10. Processes for institutional planning and budget development
- + Other academic and professional matters as mutually agreed upon.



# Faculty Prioritization Process



**Academic Senate**  
**Ventura College**

# Table of Contents

Purpose Statement.....	3
Introduction.....	3
The Faculty Staffing Priorities Committee .....	3
Types of Full-Time Faculty Hires.....	4
Overview of the Hiring Prioritization Process.....	5
Process Timeline .....	5
Process Flowchart.....	6
Worksheets and Rubrics.....	7

## **Purpose Statement**

The intent of this document is to facilitate voting that reflects college-wide needs, minimize voting for narrow interests, and provide standardized operating procedures that are communicated in advance, thus maintaining equity and fairness for all areas. It is also intended to clarify the faculty prioritization process and promote collaboration between Administration and Academic Senate.

## **Introduction**

Faculty hiring prioritization is a key process aimed at strengthening the academic mission of the College, engaging our community needs, and fostering student success. The hiring prioritization process described below draws on best practice recommendations from across the State of California and promotes effective decision-making through the College's participatory governance structure. Because hiring prioritization cannot be reduced to one rubric, the process will be multi-faceted, and decision-making will consider qualitative and quantitative data from program review, legal and licensing mandates, accreditation standards, and student educational goals.

Hiring prioritization is intrinsically connected to many of the academic and professional issues designated as "rely primarily" or "mutually agree" items in Title V Section 53200 and the policies of the Ventura County Community College District (VCCCD). The Academic Senate will consult collegially with the College President to come to agreement on any issues or concerns regarding hiring prioritization. If agreement cannot be reached, the Academic Senate reserves its right to make its recommendations directly to the VCCCD Board of Trustees.

## **The Faculty Staffing Priorities Committee**

The Faculty Staffing Priorities Committee (FSPC) is a subcommittee of the Academic Senate. Its primary purpose is to develop criteria for evaluating requests for full-time faculty positions and then to prioritize requests for full-time faculty positions. The membership of the FSPC may include up to eleven (11) members:

- Four (4) members of the Senate Executive
- Three (3) members of Senate Council
- Four (4) at-large members

Membership on the committee should reflect a broad array of disciplines and expertise. It should also include at least one (1) representative from student services, one (1) representative from CTE, and one (1) representative from library/athletics. The committee operates with the

understanding that none of the members represents a constituent group but rather maintains a college-wide perspective. This structure is in place to allow the smallest departments or disciplines adequate representation, to avoid intra-departmental conflicts, and to decrease the interference of campus politics or personality issues.

## Types of Full-Time Faculty Hires

Hiring requests are classified into three categories.

1. **Replacement hires.** When a faculty position is vacated before the program review deadline, a Department/Division may submit a replacement hiring request through the program review process. These hires should be clearly marked as “replacement” and will be graded using the rubrics and worksheets presented at the end of this document.
2. **Growth hires.** Departments/Divisions may request a growth hire as part of the program review process. These hires should be clearly marked as “growth” and will be graded using the rubrics and worksheets presented at the end of this document.
3. **Out-of-Cycle hires.** Out-of-cycle hiring refers to a situation where a full-time position may be needed outside the usual program review timeline. These types of requests will only be considered under the following circumstances:
  - Position was vacated unexpectedly after the program review deadline.
  - Position is necessary to maintain accreditation and/or state licensing.
  - A department/program was created after the program review deadline.

The out-of-cycle program review resource request process shall be used to evaluate all out-of-cycle hiring requests. Each request that is submitted must provide detail on why it was not included as a request in the annual program review process. If necessary, the Senate President may convene a special meeting of the FSPC to consider an out-of-cycle request. These hires should be clearly marked as “out-of-cycle” and will be graded using the rubrics and worksheets presented at the end of this document. The FSPC may:

- Approve the request and include it in the final prioritization rankings.
- Deny the request and recommend it be resubmitted through program review.
- Recommend filling the request as a one-year temporary position. Temporary positions are not guaranteed to become tenure-track and are subject to the normal program review process.

## Overview of the Faculty Prioritization Process

The faculty prioritization process begins at the Department/Division level. Hiring needs are requested through the program review process or the out-of-cycle program review resource request process. The rubrics and worksheets used by the FSPC should be made available to all Departments and Divisions at the start of each academic year to allow faculty to review the prioritization criteria before submitting their hiring requests.

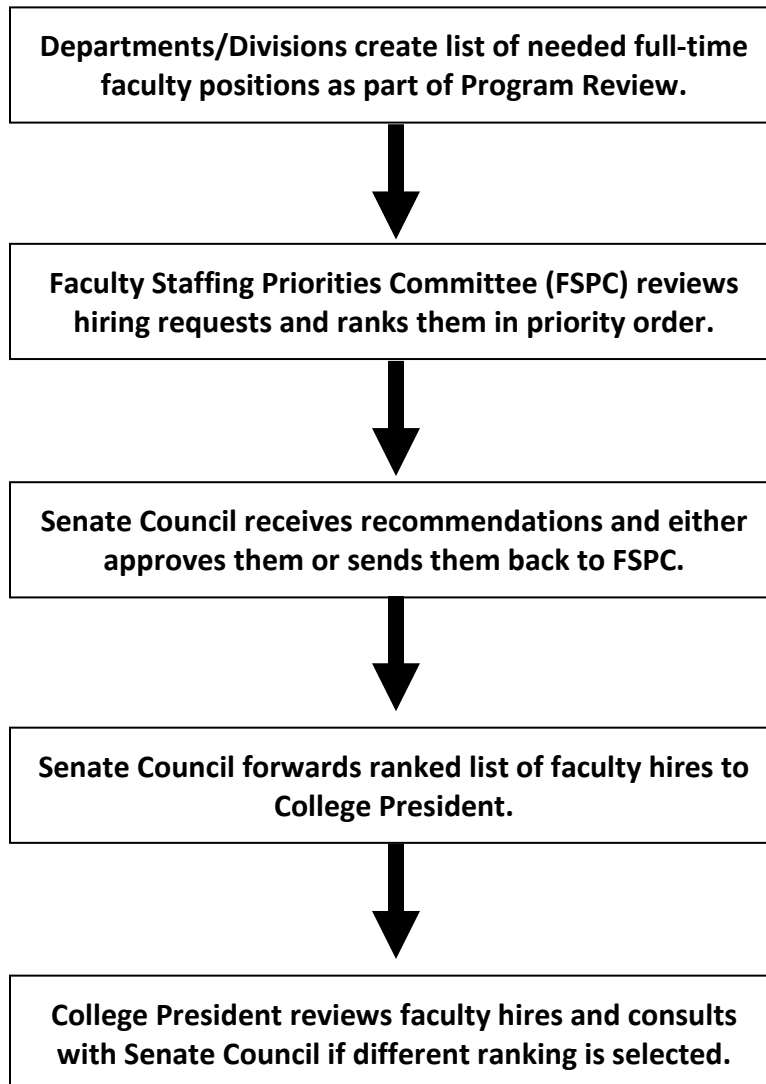
The FSPC reviews the hiring requests and ranks them in priority order using the rubrics and worksheets presented at the end of this document. Faculty prioritization lists from previous academic years will not be used in any subsequent academic year for determining which full-time faculty positions should be hired. Recommendations from the FSPC will be submitted to Senate Council for final approval. If the Senate Council approves the rankings, the rankings will go forward to the College President as a recommendation. If the Senate Council does not approve the rankings, the FSPC will reconvene to review the Council's concerns. The FSPC will either reaffirm the rankings or make changes to address Senate Council's concerns. In either case, the prioritized rankings will be forwarded to the College President along with any concerns from Senate Council.

If the College President does not follow Senate's recommendations, the Senate Council and FSPC will consult collegially with the College President. If an agreement on the new prioritization cannot be reached, the Academic Senate reserves its right to voice its recommendations directly to the VCCCD Board of Trustees.

## Process Timeline

August	Criteria used to rank faculty hiring requests sent to Department Chairs and Deans.
September	Departments/Divisions complete the program review process.
October / November	Membership of the FSPC is established. Hiring requested are graded and ranked by FSPC. Rankings are presented to Senate Council for approval.
December	Hiring recommendations are forwarded to the College President.

## Process Flowchart



# Worksheet A.1

## Objective Data for Instructional Faculty

Position: \_\_\_\_\_

Data supplied by Institutional Effectiveness

<b>Weight</b>	<b>Criterion</b>	<b>Fall (2 years ago)</b>	<b>Spring (2 years ago)</b>	<b>Fall (1 year ago)</b>	<b>Spring (1 year ago)</b>	<b>Average</b>	<b>Priority Score</b>
<b>40%</b>	<b>% of courses taught by full-time faculty</b>						
<b>40%</b>	<b>Average fill rates by discipline</b>						
<b>20%</b>	<b>Duplicated enrollment by discipline</b>						

## Rubric for Worksheet A.1

Criterion	High Priority (3 points)	Medium Priority (2 point)	Low Priority (1 points)
<p><b>Criterion 1: % of courses taught by full-time faculty*</b></p> <p>A high reliance on part-time faculty can have negative effects on student success.</p>	<p>Less than 50% of the sections are taught by full-time faculty OR the program is new and does not have any full-time faculty OR the program has accreditation, licensing, or statutory requirements that mandate set faculty number</p>	<p>75-50% of the sections are taught by full-time faculty.</p>	<p>More than 75% of sections are taught by full-time faculty.</p>
<p><b>Criterion 2: Fill rates by discipline</b></p> <p>High fill rates indicate that additional sections may be necessary to satisfy student demand.</p>	<p>Sections have an average fill rate above 85% OR the program is new and has high student demand**</p>	<p>Sections have an average fill rate between 84-60% OR the program is new and has medium student demand**</p>	<p>Sections have an average fill rate less than 60% OR the program is new and has low student demand**</p>
<p><b>Criterion 3: Duplicated enrollment by discipline</b></p> <p>Higher enrollment requires increased support from faculty and creates increased workload.</p>	<p>The department/program has more than 500 duplicated enrollments per semester.</p>	<p>The department/program has been 100-499 duplicated enrollments per semester.</p>	<p>The department/program has less than 100 duplicated enrollments per semester.</p>

\* Sections taught by full-time faculty as overload or extra hourly will be counted in the part-time percentage.

\*\* Demand must be demonstrated through objective metrics (e.g. college survey, community polling, etc.)



## Worksheet A.2 Objective Data for Non-Instructional Faculty

Position: \_\_\_\_\_

Data supplied by Institutional Effectiveness

Weight	Criterion	Fall (2 years ago)	Spring (2 years ago)	Fall (1 year ago)	Spring (1 year ago)	Average (4 semesters)	Priority Score
40%	% of services provided by full-time faculty						
40%	Total student contacts/FTEF						
20%	Accreditation, state licensing, and/or statutory requirements						

## Rubric for Worksheet A.2

Criterion	High Priority (3 points)	Medium Priority (2 point)	Low Priority (1 points)
<p><b>Criterion 1: % of services provided by full-time faculty</b></p> <p>A high reliance on part-time faculty can have negative effects on student success.</p>	<p>Less than 60% of services are provided by full-time faculty.</p>	<p>60-80% of services are provided by full-time faculty.</p>	<p>More than 80% of services are provided by full-time faculty.</p>
<p><b>Criterion 2: Total student contacts/FTEF compared to average at District colleges</b></p> <p>A high number of student contacts indicates a greater demand for services. Student contact/FTEF ratio measures demand versus staffing levels is compared to the average ratio within the same service area at peer colleges (Moorpark and Oxnard).</p>	<p>Total student contact/FTEF is 30% higher compared to average of other District colleges.</p>	<p>Total student contact/FTEF is 15-29% higher compared to average of other District colleges.</p>	<p>Total student contact/FTEF is comparable to average of other District colleges.</p>
<p><b>Criterion 3: Accreditation, state licensing, and/or statutory requirements</b></p> <p>Some service areas may have accreditation, licensing, or statutory requirements.</p>	<p>A specific number of faculty is mandated by accreditation, licensing, or state law. Hiring request must include a link to the relevant standards.</p>		<p>Service area does not have a mandated faculty number.</p>

**Worksheet A.3**  
**Ranking Summary for Objective Data**

Position	Criterion 1	Criterion 2	Criterion 3	Total Score

# WORKSHEET B.1

## Subjective Narrative Information Sheet

Position: \_\_\_\_\_

Type: Replacement / Growth / Special

Members of the FSPC will consider the following questions when evaluating a hiring request. Please write 1-2 sentences to address each prompt as part of the program review process.

1. Does the department/service area have difficulty in recruiting and/or retaining adequate part-time faculty to address its staffing needs?
  
2. How would this new position assist in the fulfillment of divisional responsibilities for full-time faculty?
  
3. Are there any special circumstances that the FSPC should take into consideration (e.g. failed searches, accreditation requirements, licensing issues, new program, reasons to reconsider enrollment and fill-rate data)?

### Rubric for Worksheet B.1

Criterion	High Priority (3 points)	Medium Priority (2 point)	Low Priority (1 points)
<b>Does the department/service area have difficulty in recruiting and/or retaining adequate part-time faculty to address its staffing needs?</b>	Department/service area provided data to indicate that it is very difficult to find adjunct faculty in this discipline.	Department/service area provided data to indicate that it is moderately difficult to find adjunct faculty in this discipline.	It is not difficult to find adjunct faculty in this discipline OR the department/service area did not provide data in their response.
<b>How would this new position assist in the fulfillment of divisional responsibilities for full-time faculty?</b>	Department/service area provided data to indicate that a new hire will substantially impact current workloads.	Department/service area provided data to indicate that a new hire will moderately impact current workloads.	The new position will not impact current workloads OR the department/service area did not provide data in their response.
<b>Are there any special circumstances that the FSPC should take into consideration?</b>	Department/service area is impacted in areas that are beyond their control (e.g. failed searches, regulations, accreditation requirements, legal mandates, new program, reasons that influence enrollment, etc.).		Department/service area is not affected by any special circumstances.



**WORKSHEET C**  
**OVERALL RANKING AND POINTS**

Rank	Position	Type of Hire (Replacement, Growth, Out-of-Cycle)	Total score for Objective Criteria	Total Score for Subjective Criteria	Overall Score

**2020 Faculty Hiring Prioritization Committee (Proposed)**

Dan Clark

Preston Pipal

Andrea Horigan

Colleen Coffey

Peter Sezzi

Patty Wendt

Lydia Morales

Donna Beatty



### Proposed Out-of-Cycle Program Review Resource Request Process

The vast majority of resource requests are made through the program review process. However, there are cases in which resources are needed outside of the usual program review timeline. These include timely and/or major needs (e.g. requests over \$20K) related to grants, external initiatives (e.g. state, accreditation, etc.), and position replacements.

VC does not currently have a systematic process to ensure that requests of this nature are reviewed in a consistent and transparent manner. In fall 2020, a College Planning Committee (CPC) taskforce was convened to develop a first draft of a process. This taskforce was composed of Maria Flores (Counseling Faculty), Sebastian Szczebiot (Classified Senate President), and Phillip Briggs (Dean of Institutional Effectiveness). This first draft was presented to CPC on Oct 28, 2020. CPC feedback was then incorporated into the draft. The updated version is below.

#### Requests Included

This process will be limited to the following types of resource requests. Each request that is submitted must provide detail on why it was not included as a request in the annual program review process.

1. Full-Time Faculty Replacements
2. Full-Time Faculty Growth Positions
3. Full-Time Staff Replacements
4. Full-Time Staff Growth Positions
5. Administrator Replacements
6. Administrator Growth Positions
7. Equipment, Facilities, and/or Technology Requests

#### Steps in Process

1. Department Chair, Coordinator, or Administrator completes [out-of-cycle resource request form](#).
2. Request goes to relevant VP for approval.
  - a. The Academic Senate President is notified of all faculty requests.
  - b. The Classified Senate President is notified of all staff requests.
  - c. The Budget Resource Committee tri-chairs are notified of equipment, facilities, and technology requests.
3. The VP approves or denies the request – notifies both the Exec Team and relevant committee chair(s).
4. If the VP approves the request, it goes to the College President and Executive Team for discussion.
5. The College President and/or Executive Team bring the request to the relevant committee for feedback and input. The committee provides a recommendation to the President and Executive Team about the request. In particular, the committee indicates whether they believe the request should receive out-of-cycle funding, or if it should be included in the next annual program review.
  - a. Administrator requests are brought to the Academic Senate and Classified Senate.
  - b. Faculty requests are brought to the Academic Senate.
  - c. Classified staff requests are brought to the Classified Senate.
  - d. Equipment requests are brought to the Budget Resource Committee.
  - e. Technology requests are brought to the Technology Advisory Group.
  - f. Facilities requests are brought to the Facilities Oversight Group.
6. College President decides whether to fund the request, and communicates his/her decision to the requestor, VP, and the relevant committee within 30 days.

#### Process Evaluation

Once implemented, the process would be regularly evaluated to determine its effectiveness. If needed, refinements and changes would be made on an ongoing basis.



# 2020-2023 Strategic Plan (Draft)

DRAFT

## Table of Contents

Introduction .....	2
2017-2020 Strategic Implementation Plan Certification .....	3
Mission, Vision, Guiding Principles .....	4
Goal 1 .....	5
Strategies to Meet Goal 1 .....	6
Goal 2 .....	8
Strategies to Meet Goal 2 .....	9
Goal 3 .....	11
Strategies to Meet Goal 3 .....	12
Goal 4 .....	14
Strategies to Meet Goal 4 .....	15
Goal 5 .....	17
Strategies to Meet Goal 5 .....	18
Glossary of Terms.....	20

DRAFT

## Introduction

VC's [2017-2023 Educational Master Plan](#) is the overarching planning document for the college. It describes VC's long-term goals and objectives. This document, the 2020-2023 Strategic Implementation Plan, describes the specific strategies and action steps that the college will undertake between 2020 and 2023 to meet the goals and objectives identified in the 2017-2023 Educational Master Plan.

As the college grows and evolves over the six years of the plan, the strategies and action steps needed to meet the Educational Master Plan goals are likely to change and evolve. To accommodate this evolution, VC has two 3-year Strategic Implementation Plans during the course of the six years of the Educational Master Plan. The [2017-2020 Strategic Plan](#) describes the strategies and action steps for the first three years of the Educational Master Plan. This document, the 2020-2023 Strategic Plan describes the strategies and action steps that VC will undertake over the last three years of the Educational Master Plan. See the planning timeline on page 21 to view a graphical illustration of this process.

Each year, this plan will be updated to include progress that has been made towards each strategy and action step. Thus, the 2020-2023 Strategic Implementation Plan is a living document which will be continue to be updated and evaluated.

### Process for Developing the Plan

VC's 2017-2023 Educational Master Plan took effect on July 1, 2017, and describes the long-term goals and objectives for the college. The college then developed a 2017-2020 Strategic Implementation plan to describe the strategies that VC undertook to meet these goals between 2017 and 2020. A CPC taskforce developed a first draft of the plan, which was shared across the campus to gather input and feedback. This feedback was incorporated, and the final plan was approved by the Academic Senate, Classified Senate, ASVC, and College President in spring 2018.

On October 23, 2019, a College Planning Committee taskforce was convened to evaluate progress made towards each strategy of the 2017-2020 Strategic Implementation Plan, and to develop a first draft of the 2020-2023 Strategic Implementation Plan. This taskforce included the following people:

- Jeanine Day – Fiscal Services Supervisor
- Heather Aguilar – English Faculty
- Jasmin Martin – Director of Student Organizations, Associated Students of VC
- Phillip Briggs – Dean of Institutional Effectiveness

To gain widespread feedback and input on the plan, a first draft was shared with the College Planning Committee on 9/23/2020, the Academic Senate on 10/15/2020 the Classified Senate on 11/5/2020, and the Associated Students for Ventura College on **Date**. Feedback from these groups was incorporated... Additional dates of first readings, second readings, etc., will be added as they occur.

## 2020-2023 Strategic Implementation Plan Certification

We certify that there was broad participation by the campus community in the development of the 2020-2023 Strategic Implementation Plan, and that the constituencies we represent support the goals and objectives contained within the plan.

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Dr. Kimberly Hoffmans, President, Ventura College Date

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Dr. Daniel Clark, President, Academic Senate Date

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Sebastian Szcbiot, President, Classified Senate Date

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Carlo Plascencia, President, Associated Students of Ventura College Date



## Mission, Vision, Guiding Principles

### Ventura College Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

### Ventura College Vision

Ventura College will be a beacon of learning—a source of inspiration and guidance—for our students and community.

### Ventura College Guiding Principles

At Ventura College we believe that students come first and all else follows. We strive to create a campus environment that fosters collaboration, communication, and mutual respect. We are committed to these Guiding Principles in all that we do:

- Embrace the strength of diversity.
- Listen with intensity and compassion.
- Communicate with integrity and patience.
- Design student-centered solutions.
- Spark self-confidence and a sense of discovery.
- Pursue our vision and goals with passion

## Goal 1 of 2017-2023 Educational Master Plan

### Increase the success of our students while closing equity gaps.

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

- Objective 1a: Close equity gaps between ethnic groups.
- Objective 1b: Close equity gaps between gender groups.

**Objective 2:** Increase transfer-level English and Math completion rates to be within the top five in the state.

- Objective 2a: Close equity gaps between ethnic groups.
- Objective 2b: Close equity gaps between gender groups.
- Objective 2c: Ensure that at least 90% of new students complete transfer-level Math and English by the end of their first year [Sail to Success].

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

- Objective 3a: Close equity gaps between ethnic groups.
- Objective 3b: Close equity gaps between gender groups.

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

- Objective 4a: Close equity gaps between ethnic groups.
- Objective 4b: Close equity gaps between gender groups.

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

- Objective 5a: Ensure that at least 95% of first-time students complete orientation in their first year.
- Objective 5b: Ensure that at least 95% of first-time students complete assessment in their first year.
- Objective 5c: Ensure that at least 95% of first-time students complete an abbreviated educational plan in their first year.
- Objective 5d: Ensure that at least 75% of first-time students complete a comprehensive educational plan in their first year.
- Objective 5e: Close equity gaps between ethnic groups.
- Objective 5f: Close equity gaps between gender groups.

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



## 2020-2023 Strategies to Meet Goal 1

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Implement, evaluate, and refine AB 705 policies and procedures.	<ul style="list-style-type: none"> <li>• Analyze data to identify success and equity gaps</li> <li>• Develop courses, pedagogical strategies, or other support to address identified gaps</li> <li>• Provide ongoing professional development so faculty may embed effective equity-focused teaching practices</li> <li>• Circulate student-centered messaging about completing English and Math requirements</li> <li>• Improve/streamline Placement or Onboarding processes</li> <li>• Share AB705 presentations and roundtables with the college community</li> <li>• Increase student engagement with integrated tutors in supported sections of English 1A</li> <li>• Collaborate with student services and tutoring to create programming to support students who are at risk for failure</li> <li>• Fund outreach to resident and international students</li> <li>• Develop better onboarding processes for ESL students (application, placement)</li> <li>• Create noncredit ESL courses to mirror lower-level credit ESL courses</li> <li>• Expand Integrated Tutoring in all Math V04 classes (and possibly other first-level transfer math courses)</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of English, Math and Tutoring</li> <li>• English Dept Chair</li> <li>• Math Dept Chair</li> <li>• VP Student Affairs</li> <li>• Counseling Dept Chair</li> </ul>	
Implement, evaluate, and refine Student Equity Plan (SEP).	<ul style="list-style-type: none"> <li>• Implement approved Student Equity Plan to ensure that equity gaps are closed by engaging in activities through a social justice lens (i.e. professional development, curriculum development/modifications, and hiring practices).</li> <li>• Continue to increase effective student service resources.</li> <li>• Evaluate and revise Student Equity Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Academic Affairs</li> </ul>	
Improve coordination and communication of academic and student support services.	<ul style="list-style-type: none"> <li>• Evaluate and optimize support services.</li> <li>• Implement, evaluate, and refine early alert system to identify students in need of services and support.</li> <li>• Implement and coordinate referral process</li> <li>• Build faculty, staff, and student awareness of and encourage use of support services.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Student Affairs</li> </ul>	

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Implement, evaluate, and refine Guided Pathway Model.	<p><u>Simplify the Path</u></p> <ul style="list-style-type: none"> <li>• Develop cross-functional support teams for Career and Major Pathways.</li> <li>• Convert All Program Map Templates to Student Program Maps that include Co-curricular activities and milestones.</li> <li>• Create a cross functional group to work with middle schools, high schools, county community colleges and universities.</li> <li>• Ensure maps/pathways are clearly articulated and widely disseminated on web, in Canvas, etc.</li> </ul> <p><u>Access the Path</u></p> <ul style="list-style-type: none"> <li>• Expand use of career exploration software.</li> <li>• Develop capacity for all new students to take career assessment and counseling course.</li> </ul> <p><u>Implement Support</u></p> <ul style="list-style-type: none"> <li>• Explore assigning students to counselors by major.</li> <li>• Work with discipline faculty in specific first semester major classes to develop an intentional counseling visit to the class with follow up comprehensive education plan development.</li> <li>• Ensure the accuracy of information in DegreeWorks.</li> <li>• Promote the use of DegreeWorks.</li> <li>• Work with departments for consistent design of rolling two-year course offerings plan.</li> <li>• Form a taskforce to address issues surrounding part-time/evening students to increase successful completion of student goals.</li> <li>• Create systematic process to notify students once they have utilized a designated percentage of Pell grant.</li> </ul> <p><u>Learning</u></p> <ul style="list-style-type: none"> <li>• Increase opportunities for underserved students to participate in program-relevant active and experiential learning opportunities, including internships (guided by data)</li> <li>• Identify capstone courses &amp; analyze success data.</li> <li>• Expand opportunities for faculty and counselors to learn about and then employ equity-minded teaching and advising practices.</li> <li>• Develop systematic processes for faculty to receive training &amp; support in using data to identify professional learning needs—develop PD activities accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Guided Pathways Tri-Chair</li> <li>• Classified Guided Pathways Tri-Chair</li> <li>• Administrator Guided Pathways Tri-Chair</li> </ul>	

## Goal 2 of 2017-2023 Educational Master Plan

Increase our community's access to transfer, workforce preparation, and basic skills education.

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

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

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

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

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

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## 2020-2023 Strategies to Meet Goal 2

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Improve college marketing.	<ul style="list-style-type: none"> <li>• Develop, implement, and evaluate marketing plan.</li> <li>• Communicate marketing plan across the college community.</li> <li>• Consider marketing needs in the development of new college initiatives.</li> <li>• Highlight student success stories.</li> </ul>	<ul style="list-style-type: none"> <li>• College Services Supervisor</li> </ul>	
Continue to provide outreach to local high schools.	<ul style="list-style-type: none"> <li>• Implement and refine 3-Year Outreach Plan.</li> <li>• Develop systematic plan for College and Career Pathway (CCAP) dual enrollment course offerings at high schools.</li> <li>• Continue to hold outreach events at local high schools.</li> <li>• Continue to assist high school students in completing the college application and FAFSA.</li> <li>• Continue to offer campus events for high school students (e.g. Pirate Nights, Pirate Fridays).</li> </ul>	<ul style="list-style-type: none"> <li>• VP Student Affairs</li> </ul>	
Continue to expand offerings at the East Campus.	<ul style="list-style-type: none"> <li>• Evaluate program demand in Santa Clara River Valley.</li> <li>• Strategically expand course offerings in Santa Clara River Valley.</li> <li>• Strategically expand student service support at the East Campus.</li> <li>• Examine state and accreditation requirements for developing an Educational Center.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Student Affairs</li> <li>• VP Academic Affairs</li> <li>• Asst Dean of Off-Campus Programs</li> </ul>	
Expand noncredit and community education.	<ul style="list-style-type: none"> <li>• House all non-credit programs/courses under a single administrator, and provide an FTEF allocation.</li> <li>• Evaluate existing non-credit Applied Technology Education (ATE) classes to ensure they meet the needs of our community, and provide a pathway to credit education or employment.</li> <li>• Develop non-credit English, Math, and ESL courses to support AB 705 efforts.</li> <li>• Develop non-credit certificates to receive enhanced non-credit funding.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Academic Affairs</li> <li>• Dean of English, Math, and Tutoring</li> <li>• English Dept Chair</li> <li>• Math Dept Chair</li> <li>• Career Education Deans</li> </ul>	

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Continue to expand online course offerings.	<ul style="list-style-type: none"> <li>• Continue to implement Online Education Initiative.</li> <li>• Increase number of faculty who are trained to teach online.</li> <li>• Increase number of faculty who are using the Learning Management System.</li> <li>• Increase number of programs that are offered fully online.</li> <li>• Increase DE student support services.</li> <li>• Evaluate and optimize DE infrastructure and resources (e.g. technology upgrades, funding, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Dean responsible for Distance Education</li> </ul>	
Expand access to career education programs.	<ul style="list-style-type: none"> <li>• Continue to implement Strong Workforce Program.</li> <li>• Develop skill-building courses for career advancement.</li> <li>• Market career education to community.</li> <li>• Continue to develop career pathways.</li> <li>• Expand use of career exploration software.</li> <li>• Develop capacity for all new students to take career assessment and counseling course.</li> <li>• Implement Support</li> <li>• Explore assigning students to counselors by major.</li> </ul>	<ul style="list-style-type: none"> <li>• Career Education Deans</li> </ul>	
Reduce financial barriers to student access.	<ul style="list-style-type: none"> <li>• Expand financial aid computer lab.</li> <li>• Evaluate paperless options and/or software packages to reduce manual financial aid processing.</li> <li>• Provide financial literacy, workshops, and events (e.g. Cash for College).</li> <li>• Protect student privacy and safety of FA staff.</li> <li>• Explore new opportunities if fees are guaranteed for more new students.</li> <li>• Implement AB 19.</li> <li>• Implement Open Educational Resources/Zero Cost Textbook Program.</li> <li>• Coordinate with VC Foundation.</li> <li>• Increase resources available through Basic Needs Office</li> </ul>	<ul style="list-style-type: none"> <li>• VP Student Affairs</li> </ul>	
Implement and refine enrollment management plan.	<ul style="list-style-type: none"> <li>• Evaluate and refine model for developing department FTES, FTEF, and productivity targets</li> <li>• Improve enrollment management communication.</li> <li>• Develop framework for a 2-year schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Academic Affairs</li> <li>• Dean of Institutional Effectiveness</li> </ul>	

## Goal 3 of 2017-2023 Educational Master Plan

### Strengthen local/regional partnerships and community engagement.

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

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

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

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## 2020-2023 Strategies to Meet Goal 3

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Strengthen partnerships with local K-12 schools	<ul style="list-style-type: none"> <li>• Develop systematic plan for College and Career Pathway (CCAP) dual enrollment course offerings at high schools.</li> <li>• Implement and refine 3-Year Outreach Plan.</li> <li>• Continue to hold outreach events at local high schools.</li> <li>• Continue to assist high school students in completing the college application and FAFSA</li> <li>• Collaborate with local K-12 districts.</li> <li>• Improve alignment with feeder high schools through regular events (e.g. counselor exchange, high school connection dinners, Project Promesas, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• VP Student Affairs</li> <li>• Assistant Dean of Off-Campus Programs</li> </ul>	
Strengthen partnerships with 4-year universities.	<ul style="list-style-type: none"> <li>• Coordinate university visits, university talks, and college fair.</li> <li>• Increase outreach to 4-year universities.</li> <li>• Provide workshops and guidance for transfer success.</li> <li>• Continue to develop and refine articulation agreements with 4-year universities.</li> <li>• Establish financial aid consortium agreements with 4-year universities.</li> <li>• Increase Transfer Admissions Agreements.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Student Affairs</li> </ul>	
Strengthen partnerships with regional employers and the local community.	<ul style="list-style-type: none"> <li>• Expand Career Development Center to prepare students for interviews, internships, and job placement.</li> <li>• Expand Career Development Center to support employer recruitment efforts, provide resources to facilitate hiring, and promote internship opportunities to campus constituents.</li> <li>• Partner with regional employers to develop strategies to expand internships and experiential learning opportunities.</li> <li>• Develop methods to better quantify job placement of VC students.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Student Affairs</li> <li>• Career Education Deans</li> </ul>	

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Continue to offer and participate in artistic, athletic, civic, cultural, scientific, and social events in our community	<ul style="list-style-type: none"> <li>• Market events to the community through social media, website banners, and the digital sign in front of campus.</li> <li>• Develop community events based on community needs and interests.</li> <li>• Ensure that a college representative attends College Area Community Council meetings.</li> <li>• Evaluate community involvement in events.</li> </ul>	<ul style="list-style-type: none"> <li>• College Services Supervisor</li> </ul>	

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## Goal 4 of 2017-2023 Educational Master Plan

### Enhance institutional effectiveness and accountability to improve innovation and student outcomes.

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

- Six Success Factors: Connected, Directed, Focused, Engaged, Nurtured, Valued.

**Objective 2:** Ensure that campus governance committees function effectively.

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

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

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

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## 2020-2023 Strategies to Meet Goal 4

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Improve campus trust and transparency.	<ul style="list-style-type: none"> <li>• Expand awareness of the Six Success Factors among faculty and staff.</li> <li>• Hold annual campus-wide retreat.</li> <li>• Provide opportunities for transparency in decision-making processes and discussions (e.g. Open Executive Team meetings, Captain’s Chats, campus-wide discussions, etc.)</li> <li>• Provide opportunities to celebrate employee successes (i.e. years of service, retirements, Pirate’s Treasure recognition, etc.).</li> <li>• Post important informational materials on college website (e.g. budget documents, relevant meeting recordings, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• VC Executive Team</li> </ul>	
Continue to improve campus communication	<ul style="list-style-type: none"> <li>• Foster campus culture to prioritize inclusive and equity-informed campus communications.</li> <li>• Re-design VC website, keep it up-to-date, and ensure it meets accessibility requirements.</li> <li>• Analyze marketing and social media efforts, and keep VC social media accounts current.</li> <li>• Coordinate information about college events and make it widely available through social media, VC website, as well as on the master and events calendars.</li> <li>• Provide regular and sustained communication to campus (e.g. monthly newsletter, Open Executive Team Meetings, campus-wide discussions).</li> </ul>	<ul style="list-style-type: none"> <li>• VC Executive Team</li> </ul>	
Annually evaluate campus committees	<ul style="list-style-type: none"> <li>• Each campus committee sets goals for the coming year in their first annual meeting.</li> <li>• Post committee agendas and minutes online in a timely manner.</li> <li>• At the end of the year, each committee member completes a committee evaluation.</li> <li>• Evaluate and Review the Making Recommendations Document.</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Institutional Effectiveness</li> </ul>	

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Refine and improve three-year comprehensive program review cycle	<ul style="list-style-type: none"> <li>• Implement staggered 3-year program review cycle which includes a comprehensive review, and annual updates.</li> <li>• Evaluate and refine program review process.</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Institutional Effectiveness</li> </ul>	
Review and refine SLO/SUO process	<ul style="list-style-type: none"> <li>• Implement streamlined process for collecting and entering SLO/SUO assessment data.</li> <li>• Finalize Program SLO mapping to reduce the number of assessments, while maintaining their quality.</li> <li>• Evaluate and refine update SLO/SUO processes.</li> </ul>	<ul style="list-style-type: none"> <li>• SLO Facilitators</li> <li>• Dean of Institutional Effectiveness</li> </ul>	
Continue to provide professional development events for faculty and staff	<ul style="list-style-type: none"> <li>• Increase faculty and staff awareness of professional development events.</li> <li>• Determine faculty and staff professional development needs.</li> <li>• Align professional development events with college initiatives.</li> <li>• Offer culturally responsive training events.</li> <li>• Evaluate participation and effectiveness of professional development events.</li> <li>• Develop a college hour for professional development and student activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Dean responsible for Professional Development</li> <li>• Professional Development Coordination Council</li> </ul>	

## Goal 5 of 2017-2023 Educational Master Plan

Effectively manage campus resources to meet student and community needs.

Objective 1: Develop and diversify college revenue sources.

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

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

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

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

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

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## 2020-2023 Strategies to Meet Goal 5

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Maximize funding through the State of California's new Student Centered Funding Formula (SCFF)	<ul style="list-style-type: none"> <li>• Coordinate and implement strategic enrollment management processes across instruction and support services.</li> <li>• Develop degrees and certificates supporting student completion, including enhanced non-credit opportunities.</li> <li>• Monitor implementation of student success strategies (Goal 1) and financial aid (Goal 2) to maximize SCFF funding.</li> <li>• Develop mechanisms to streamline and improve degree/certificate awarding process.</li> </ul>	<ul style="list-style-type: none"> <li>• VC Executive Team</li> </ul>	
Coordinate with VC Foundation to strategically support key initiatives	<ul style="list-style-type: none"> <li>• Provide VC Foundation with prioritized campus needs and requests.</li> <li>• Support employee giving program.</li> <li>• Evaluate effectiveness of VC Foundation initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• VC Executive Team</li> </ul>	
Review expenditures by functional area to optimize resource use.	<ul style="list-style-type: none"> <li>• Evaluate expenditures by functional area.</li> <li>• Optimize balance of expenditures across functional areas.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Business and Administrative Services</li> </ul>	
Develop and implement new Facilities Master Plan	<ul style="list-style-type: none"> <li>• Evaluate prior Facilities Master Plan.</li> <li>• Identify major Facilities goals and objectives.</li> <li>• Develop draft plan and vet it throughout campus community.</li> <li>• Approve final version of plan.</li> <li>• Implement plan.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Business and Administrative Services</li> </ul>	
Implement and refine new Technology Master Plan	<ul style="list-style-type: none"> <li>• Evaluate prior Technology Master Plan.</li> <li>• Identify major Technology goals and objectives.</li> <li>• Develop draft plan and vet it throughout campus community.</li> <li>• Approve final version of plan.</li> <li>• Implement plan.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Business and Administrative Services</li> </ul>	
Ensure faculty, staff, and administrative hiring decisions reflect the needs and diversity of our student population	<ul style="list-style-type: none"> <li>• Hire culturally proficient faculty, staff, and administrators that reflect the diversity of our college's student population.</li> <li>• Advertise open faculty, staff, and administrator positions in diverse variety of publications</li> </ul>	<ul style="list-style-type: none"> <li>• VC Executive Team</li> </ul>	

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	<ul style="list-style-type: none"><li>• Expand hiring of bilingual faculty, staff, and administrators.</li></ul>	
Expand resources offered at East Campus (i.e. student services, campus safety, etc.).	<ul style="list-style-type: none"><li>• Expand campus safety resources at East Campus</li><li>• Expand student services at East Campus</li></ul>	<ul style="list-style-type: none"><li>• Assistant Dean of Off-Campus Programs</li><li>• VP of Student Affairs</li></ul>
Expand and improve campus safety.	<ul style="list-style-type: none"><li>• Implement comprehensive Emergency Notification System across the campus.</li><li>• Retrofit classroom doors with locks that can be activated from the inside.</li><li>• Increase the store of emergency supplies.</li><li>• Continue to provide regular and ongoing emergency training and tabletop exercises to faculty, staff, and students.</li></ul>	<ul style="list-style-type: none"><li>• VC Executive Team</li></ul>

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## Master Planning Timeline

	2017	2018		2019		2020		2021		2022		2023		2024		2025		2026		2027		2028		2029
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Educational Master Plan	2017 - 2023 Educational Master Plan												2023 - 2029 Educational Master Plan											
	2017-2020 Strategic Impl Plan						2020-2023 Strategic Impl Plan						2023-2026 Strategic Impl Plan						2026-2029 Strategic Impl Plan					
Strategic Implementation Plan	2017-2020 Strategic Impl Plan						2020-2023 Strategic Impl Plan						2023-2026 Strategic Impl Plan						2026-2029 Strategic Impl Plan					
Facilities Master Plan	2017 - 2023 Facilities Master Plan												2023 - 2029 Facilities Master Plan											
	2017-2020 Tech Master Plan						2020-2023 Tech Master Plan						2023-2026 Tech Master Plan						2026-2029 Tech Master Plan					
Tech Master Plan	2017-2020 Tech Master Plan						2020-2023 Tech Master Plan						2023-2026 Tech Master Plan						2026-2029 Tech Master Plan					

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## Glossary of Terms

**BSSOT** – Basic Skills Student Outcomes and Transformation Program – State-awarded program in which 64 colleges were awarded \$89M to improve the progression rate of students needing basic skills instruction into college-level instruction by implementing or expanding innovations and redesign in the areas of assessment, student services, and instruction.

**College and Career Pathway (CCAP)** – dual enrollment courses offered at high schools which are designed to accelerate student success at the community college level. High school students are able to enroll in up to 15 units of college coursework without paying any fees for the classes.

**DE** – Distance Education.

**Faculty Obligation Number (FON)** – state-calculated number of full-time faculty that colleges are required to hire each year. This number is based on annual FTES growth.

**FTEF** – Full-Time Equivalent Faculty – instructor load.

**FTES** - Full-Time Equivalent Students – enrollment calculation that determines the amount of funding that colleges receive from the state.

**Productivity** – WSCH/FTEF – ratio of FTES to FTEF. This ratio is a measure of instructional efficiency.

**Six Success Factors** – factors related to student success that were developed out of research by the California Research and Planning Group. The six factors are Connected, Directed, Focused, Engaged, Nurtured, and Valued.

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## Ventura College Career and Major Communities 2020-2021

Arts Language & Communication	Business	Technology & Science	Society & Education
Art History	Accounting	Agriculture Business	Administration of Justice/Criminal justice
Ceramics	Bookkeeping	Agriculture Plant Science	Anthropology*
Fine Art	Business Administration	Anthropology*	Bilingual/Cross-Cultural Studies
Music	Business Management	Astronomy	Chicana/o Studies
Photography	Communication Studies*	Biology/Biological Sciences	History
Studio Arts	Economics*	Physical Science: Engineering Technology	Global and International Studies
Spanish	Supervision	Engineering	Economics*
Theatre Arts	Medical Assistant - Administrative	Geography	Human Services (Social Work)*
English	Social Media Marketing	Geology	Philosophy
Communication Studies*			
Health & Wellness	Exploratory	Mathematics	Political Science
General Studies: Holistic Studies	General Studies: Arts & Humanities	Architectural (Design/Science/Technology)	Psychology
Public Health Science	General Studies: Natural Sciences or Mathematics	Automotive Technology	Sociology
Human Services (Social Work)*	General Studies: Social & Behavioral Sciences	Construction Technology: Building Inspection; Construction Management	Child Development/Early Childhood Education
Kinesiology	CSU General Education	Diesel Mechanics: Diesel Engine Repair; Medium & Heavy Duty Vehicle Repair	Elementary Teacher Education
Nursing	IGETC	Drafting: Drafting Technology; Industrial Design/Manufacturing	Child Development: Associate Teacher
Nutrition and Dietetics		Manufacturing Technology	General Studies: Liberal Studies
Pre-Allied Health		Veterinarian Assistant; Veterinarian Technician	
Medical Assistant – Multi-skilled		Water Science: Wastewater; Water	Police Science: Basic Law Enforcement Academy
Public Health Science		Welding Technology	
Emergency Medical Services: Paramedic Studies			

## Questions for Senate Council

### 1. Should we elect senate officers by simple majority or plurality?

<u>Scenario #1</u>	
Candidate	Votes
A	14
B	4
C	2

<u>Scenario #2</u>	
Candidate	Votes
A	7
B	5
C	5
D	3

<u>Scenario #3</u>	
Candidate	Votes
A	10
B	6
C	2
Blank / Ineligible	2

A simple majority requires a candidate to win more than 50% of the votes cast. A plurality requires a candidate to win the most votes. Simple majority is the default choice in Robert's Rules.

In scenario #1, Candidate A wins a plurality and a simple majority (14/20).

In scenario #2, Candidate A wins a plurality but not a simple majority (7/20). A special election would be held between A, B, and C.

In scenario #3, Candidate A wins a plurality but not a simple majority (10/20). Under Robert's Rules of Order, blank or ineligible ballots are still counted in the total.

## 2. Membership by Division or Departments?

<b>By Division (1 rep per 9 FT faculty)</b>
Senate Officers (4)
Curriculum faculty co-chair (1)
Business, Child Development, Criminal Justice, Allied Health and Nursing (3 reps)
Technology and Workplace Essentials (1 rep)
English, Math, and Communication (5 reps)
Health, Kinesiology, Athletics, and Performing Arts (2 reps)
Library, Languages, Behavioral & Social Sciences, Visual Arts (4 rep)
Sciences and Distance Education (3 reps)
Self-Nominated Part-Time Faculty Member (1 rep)
Student Services (4 reps)
<b>Senate Council = 28 members</b>

<b>By Department (1 rep per 9 FT faculty) + AFT rep</b>	
Senate Officers (4)	Geosciences (1 rep)
Curriculum faculty co-chair (1)	Chemistry (1 rep)
AFT rep (1)	Biology, Anthropology (1 rep)
Career Ed: Tech and Workplace (1 rep)	Physical Sciences (1 rep)
Child Development (1 rep)	History, Poli Sci, Econ (1 rep)
Nursing, EMT, Paramedic (2 rep)	Library (1 rep)
Business, Accounting (1 rep)	Psy, Socio, Phil, Lang (2 reps)
Criminal Justice (1 rep)	Comm Studies (1 rep)
Athletics, Kinesiology, ICA, and Health (2 rep)	English, ESL (2 reps)
Dance, Music, Theater (1 rep)	Math, Computer Sci (3 reps)
DSPS (1 rep)	Self-Nominated PT Faculty (1 rep)
EOPS (1 rep)	
Counseling / Transfer Center / Calworks (3 reps)	
<b>Senate Council = 35 members</b>	

Note: this is based on the model used at Oxnard

<b>1 rep per Department + AFT rep</b>	
Senate Officers (4)	Geosciences (1 rep)
Curriculum faculty co-chair (1)	Chemistry (1 rep)
AFT rep (1)	Biology, Anthropology (1 rep)
Career Ed: Tech and Workplace (1 rep)	Physical Sciences (1 rep)
Child Development (1 rep)	History, Poli Sci, Econ (1 rep)
Nursing, EMT, Paramedic (1 rep)	Library (1 rep)
Business, Accounting (1 rep)	Psy, Socio, Phil, Lang (1 rep)
Criminal Justice (1 rep)	Comm Studies (1 rep)
Athletics, Kinesiology, ICA, and Health (1 rep)	English, ESL (1 rep)
Dance, Music, Theater (1 rep)	Math, Computer Sci (1 rep)
DSPS (1 rep)	Self-Nominated PT Faculty (1 rep)
EOPS (1 rep)	
Counseling / Transfer Center / Calworks (1 rep)	
<b>Senate Council = 27 members</b>	

Note: this is based on the model used by Moorpark

**3. Do we want to include an AFT rep on Senate? Voting or non-voting?**

## 2020 Student Success Committee

### Charge:

The Student Success Committee (SSC) is the operational committee responsible for student success, equity/racial equity, and related initiatives. The SSC integrates and aligns student success efforts into a cohesive strategy through on-going evaluation of data and effective sharing of information campus-wide. SSC makes recommendations to the Executive Team via the College Planning Committee to identify and close equity gaps while continuously improving student success outcomes in accordance with State guidelines, the Student Equity Plan, and the Ventura College Master Plan.

### Goals:

#### Goals for 2020-2021:

Effectively inform the campus about the Student Equity Plan (SEP) efforts and successes, in plain language that is accessible and understandable to all, by developing an executive summary and explanatory narrative of the SEP that outlines how the college defines and addresses equity by:

1. Integrating and aligning student success efforts into a cohesive strategy by defining an equity-minded and student-centered rubric to assess programs and initiatives to avoid duplication, simplify services, and increase efficiency;
2. Evaluating disaggregated data related to student success on an on-going basis with a focus on closing equity gaps for disproportionately impacted student groups in the five areas as outlined in the approved Ventura College SEP;
3. Working to create a culture of equity-mindedness, we will engage the campus in our SEP work by bringing together campus efforts and integrating and aligning the SEP with other campus plans and initiatives (e.g., guided pathways plan); and
4. Making recommendations to close equity gaps and continuously improving student success.