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

1. Call to Order

1.01 Call to Order

2. Adoption of the agenda.

2.01 Adoption of the agenda

3. Acknowledgement of Guests

3.01 Acknowledgement of Guests

4. Public Comments

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

5. Action Items

5.01 Approval of 11/19 meeting minutes

5.02 2020-2023 Strategic Plan Update (second reading)

5.03 Faculty Staffing Priorities Committee Ranking

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)

6.06 OER Report (Andrea)

6.07 DE (Colleen)

6.08 Faculty PD Committee (Colleen)

7. Academic Senate President's Report

7.01 Ventura College Meetings

7.02 District Meetings

7.03 Board of Trustees

7.04 ASCCC Updates

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 Election Results (Elections Committee)

8.02 Nominations for ASCCC 2021 Hayward Award

8.03 Ethnic Studies Department and Out-of-Cycle Faculty Request (Jennifer Kalfsbeek-Goetz)

9. Discussion Items

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 VC Equity, Race & Action Force (standing item)

10. For the Good of the Order

10.01 AFT Update (Ty Gardner)

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

11. Requests for Future Agenda Items

11.01 Requests for Future Agenda Items

12. Adjournment

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 19, 2020
3:30 - 5:00 pm
Meeting held via Zoom https://cccconfer.zoom.us/j/94303167532

VENTURA COLLEGE ACADEMIC SENATE MEMBERS		
Constituency	**Representative**	**Attended**
President	Dan Clark	X
Vice President	Preston Pipal	X
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	
	Donna Beatty	X
	John Guelcher	X
Health, Kinesiology, Athletics, and Performing Arts (2 Faculty Reps)	Nathan Cole	
	Mary McDonough	
Library, Languages, Behavioral & Social Sciences, Visual Arts (4 Faculty Rep)	Ron Mules	X
	Michael Ward	X
	Bill Hendricks	
	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	X

1. Call to Order

1.01 Call to Order at 3:31pm

2. Adoption of the agenda.

2.01 Adoption of the agenda—Motion by AH; 2nd by KA. No discussion. Vote: 18 yes-0 no-1 abstain

3. Acknowledgement of Guests

3.01 Acknowledgement of Guests—Philip Briggs; Gabi Wood

4. Public Comments

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

5. Action Items

5.01 Approval of 11/5 meeting minutes—Motion by AH; 2nd by LS. Discussion: Correction –Michael Ward was in attendance? Vote: 15 yes-0-no-5 abstain.

5.02 Faculty Prioritization Rubric—Motion by CC; 2nd by KA. Senators discuss. 20 yes-0 no-2 abstain.

5.03 Faculty Prioritization Committee membership—Motion by CC; 2nd by EB. Senators discuss. Motion amended to add Stephanie Branca to committee; 2nd to amended by EB. Vote: 21 yes-0-no-0 abstain. Deadline for completion of this committee's work is next senate meeting day (12/3).

5.04 Out-of-Cycle Request (first reading) (Phil Briggs – 3 min) --Motion to approve by JW; 2nd by MW. Senators discuss. Vote: 17-yes-0 no-6 abstain.

5.05 2020-2023 Strategic Plan Update (first reading)--Motion by MB; 2nd by JW. Senators discuss. VC Mission guiding principles: this does not seem to be VC—not buying it. Add collaboration and cultural change and …, equity-minded language and mutual respect. Embrace a focus on racial equity (instead of diversity). Suggestion to keep "diversity" in the language. Agree to add "diversity" so long as we also add "racial equity". Under "Design Student Centered...Learning (instead of solutions)".

Comment: Hoping the vision would have something about equity in there.

Comment: Please have the second reading as a "track change" document so senators can see what language was.

Comment: To see something equity worded (not just that our students are diverse but what we're doing on our end too).

Vote: 16 yes-0-no-6 abstain.

5.06 Ventura College Career and Major Communities (Guided Pathways Meta-Major Groupings)--Motion by AH; 2nd by MB. Senators discuss. Vote: 16 yes-1 no-6 abstain.

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 (Erin)

6.04 CTE liaison report (Deanna Hall)

6.05 Treasurer's Report (Andrea)

6.06 OER Report (Andrea)

6.07 DE (Colleen)

6.08 Faculty PD Committee (Colleen)

7. Academic Senate President's Report

7.01 Ventura College Meetings

7.02 District Meetings

7.03 Board of Trustees

7.04 ASCCC Updates

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)--New election ballots will be going out tomorrow now that full-time faculty list problem has been fixed.

8.02 Presentation by United Farm Workers Legal Team—DC updates senators about this.

9. Discussion Items

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—Senators should provide feedback directly to Preston (or rest of exec team).

9.02 Student Success Committee Charge

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

10. For the Good of the Order

10.01 AFT Update (Ty Gardner)

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

11. Requests for Future Agenda Items

11.01 Requests for Future Agenda Items

12. Adjournment

12.01 Adjournment at 5:02pm

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.

2020-2023 Strategic Plan (Draft)

DRAFT

VENTURACOLLEGE
SET YOUR COURSE

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 Aguailar – 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.

DRAFT

VENTURACOLLEGE
SET YOUR COURSE

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.

Dr. Kimberly Hoffmans, President, Ventura College	Date
Dr. Daniel Clark, President, Academic Senate	Date
Sebastian Szcebiot, President, Classified Senate	Date
Carlo Plascencia, President, Associated Students of Ventura College	Date

DRAFT

VENTURACOLLEGE
SET YOUR COURSE

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

DRAFT

VENTURACOLLEGE
SET YOUR COURSE

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.

DRAFT

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.	• Analyze data to identify success and equity gaps • Develop courses, pedagogical strategies, or other support to address identified gaps • Provide ongoing professional development so faculty may embed effective equity-focused teaching practices • Circulate student-centered messaging about completing English and Math requirements • Improve/streamline Placement or Onboarding processes • Share AB705 presentations and roundtables with the college community • Increase student engagement with integrated tutors in supported sections of English 1A • Collaborate with student services and tutoring to create programming to support students who are at risk for failure • Fund outreach to resident and international students • Develop better onboarding processes for ESL students (application, placement) • Create noncredit ESL courses to mirror lower-level credit ESL courses • Expand Integrated Tutoring in all Math V04 classes (and possibly other first-level transfer math courses)	• Dean of English, Math and Tutoring • English Dept Chair • Math Dept Chair • VP Student Affairs • Counseling Dept Chair	
Implement, evaluate, and refine Student Equity Plan (SEP).	• 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). • Continue to increase effective student service resources. • Evaluate and revise Student Equity Plan.	• VP Academic Affairs	
Improve coordination and communication of academic and student support services.	• Evaluate and optimize support services. • Implement, evaluate, and refine early alert system to identify students in need of services and support. • Implement and coordinate referral process • Build faculty, staff, and student awareness of and encourage use of support services.	• VP Student Affairs	

DRAFT

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Implement, evaluate, and refine Guided Pathway Model.	<u>Simplify the Path</u> • Develop cross-functional support teams for Career and Major Pathways. • Convert All Program Map Templates to Student Program Maps that include Co-curricular activities and milestones. • Create a cross functional group to work with middle schools, high schools, county community colleges and universities. • Ensure maps/pathways are clearly articulated and widely disseminated on web, in Canvas, etc. <u>Access the Path</u> • Expand use of career exploration software. • Develop capacity for all new students to take career assessment and counseling course. <u>Implement Support</u> • Explore assigning students to counselors by major. • 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. • Ensure the accuracy of information in DegreeWorks. • Promote the use of DegreeWorks. • Work with departments for consistent design of rolling two-year course offerings plan. • Form a taskforce to address issues surrounding part-time/evening students to increase successful completion of student goals. • Create systematic process to notify students once they have utilized a designated percentage of Pell grant. <u>Learning</u> • Increase opportunities for underserved students to participate in program-relevant active and experiential learning opportunities, including internships (guided by data) • Identify capstone courses & analyze success data. • Expand opportunities for faculty and counselors to learn about and then employ equity-minded teaching and advising practices. • Develop systematic processes for faculty to receive training & support in using data to identify professional learning needs—develop PD activities accordingly.	• Faculty Guided Pathways Tri-Chair • Classified Guided Pathways Tri-Chair • Administrator Guided Pathways Tri-Chair	

DRAFT

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%.

DRAFT

2020-2023 Strategies to Meet Goal 2

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Improve college marketing.	• Develop, implement, and evaluate marketing plan. • Communicate marketing plan across the college community. • Consider marketing needs in the development of new college initiatives. • Highlight student success stories.	• College Services Supervisor	
Continue to provide outreach to local high schools.	• Implement and refine 3-Year Outreach Plan. • Develop systematic plan for College and Career Pathway (CCAP) dual enrollment course offerings at high schools. • Continue to hold outreach events at local high schools. • Continue to assist high school students in completing the college application and FAFSA. • Continue to offer campus events for high school students (e.g. Pirate Nights, Pirate Fridays).	• VP Student Affairs	
Continue to expand offerings at the East Campus.	• Evaluate program demand in Santa Clara River Valley. • Strategically expand course offerings in Santa Clara River Valley. • Strategically expand student service support at the East Campus. • Examine state and accreditation requirements for developing an Educational Center.	• VP Student Affairs • VP Academic Affairs • Asst Dean of Off-Campus Programs	
Expand noncredit and community education.	• House all non-credit programs/courses under a single administrator, and provide an FTEF allocation. • 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. • Develop non-credit English, Math, and ESL courses to support AB 705 efforts. • Develop non-credit certificates to receive enhanced non-credit funding.	• VP Academic Affairs • Dean of English, Math, and Tutoring • English Dept Chair • Math Dept Chair • Career Education Deans	

DRAFT

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Continue to expand online course offerings.	• Continue to implement Online Education Initiative. • Increase number of faculty who are trained to teach online. • Increase number of faculty who are using the Learning Management System. • Increase number of programs that are offered fully online. • Increase DE student support services. • Evaluate and optimize DE infrastructure and resources (e.g. technology upgrades, funding, etc.)	• Dean responsible for Distance Education	
Expand access to career education programs.	• Continue to implement Strong Workforce Program. • Develop skill-building courses for career advancement. • Market career education to community. • Continue to develop career pathways. • Expand use of career exploration software. • Develop capacity for all new students to take career assessment and counseling course. • Implement Support • Explore assigning students to counselors by major.	• Career Education Deans	
Reduce financial barriers to student access.	• Expand financial aid computer lab. • Evaluate paperless options and/or software packages to reduce manual financial aid processing. • Provide financial literacy, workshops, and events (e.g. Cash for College). • Protect student privacy and safety of FA staff. • Explore new opportunities if fees are guaranteed for more new students. • Implement AB 19. • Implement Open Educational Resources/Zero Cost Textbook Program. • Coordinate with VC Foundation. • Increase resources available through Basic Needs Office	• VP Student Affairs	
Implement and refine enrollment management plan.	• Evaluate and refine model for developing department FTES, FTEF, and productivity targets • Improve enrollment management communication. • Develop framework for a 2-year schedule.	• VP Academic Affairs • Dean of Institutional Effectiveness	

DRAFT

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.

DRAFT

2020-2023 Strategies to Meet Goal 3

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Strengthen partnerships with local K-12 schools	• Develop systematic plan for College and Career Pathway (CCAP) dual enrollment course offerings at high schools. • Implement and refine 3-Year Outreach Plan. • Continue to hold outreach events at local high schools. • Continue to assist high school students in completing the college application and FAFSA • Collaborate with local K-12 districts. • Improve alignment with feeder high schools through regular events (e.g. counselor exchange, high school connection dinners, Project Promesas, etc.).	• VP Student Affairs • Assistant Dean of Off-Campus Programs	
Strengthen partnerships with 4-year universities.	• Coordinate university visits, university talks, and college fair. • Increase outreach to 4-year universities. • Provide workshops and guidance for transfer success. • Continue to develop and refine articulation agreements with 4-year universities. • Establish financial aid consortium agreements with 4-year universities. • Increase Transfer Admissions Agreements.	• VP Student Affairs	
Strengthen partnerships with regional employers and the local community.	• Expand Career Development Center to prepare students for interviews, internships, and job placement. • Expand Career Development Center to support employer recruitment efforts, provide resources to facilitate hiring, and promote internship opportunities to campus constituents. • Partner with regional employers to develop strategies to expand internships and experiential learning opportunities. • Develop methods to better quantify job placement of VC students.	• VP Student Affairs • Career Education Deans	

DRAFT

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	• Market events to the community through social media, website banners, and the digital sign in front of campus. • Develop community events based on community needs and interests. • Ensure that a college representative attends College Area Community Council meetings. • Evaluate community involvement in events.	• College Services Supervisor	

DRAFT

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.

DRAFT

VENTURACOLLEGE
SET YOUR COURSE

2020-2023 Strategies to Meet Goal 4

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Improve campus trust and transparency.	• Expand awareness of the Six Success Factors among faculty and staff. • Hold annual campus-wide retreat. • Provide opportunities for transparency in decision-making processes and discussions (e.g. Open Executive Team meetings, Captain's Chats, campus-wide discussions, etc.) • Provide opportunities to celebrate employee successes (i.e. years of service, retirements, Pirate's Treasure recognition, etc.). • Post important informational materials on college website (e.g. budget documents, relevant meeting recordings, etc.).	• VC Executive Team	
Continue to improve campus communication	• Foster campus culture to prioritize inclusive and equity-informed campus communications. • Re-design VC website, keep it up-to-date, and ensure it meets accessibility requirements. • Analyze marketing and social media efforts, and keep VC social media accounts current. • Coordinate information about college events and make it widely available through social media, VC website, as well as on the master and events calendars. • Provide regular and sustained communication to campus (e.g. monthly newsletter, Open Executive Team Meetings, campus-wide discussions).	• VC Executive Team	
Annually evaluate campus committees	• Each campus committee sets goals for the coming year in their first annual meeting. • Post committee agendas and minutes online in a timely manner. • At the end of the year, each committee member completes a committee evaluation. • Evaluate and Review the Making Recommendations Document.	• Dean of Institutional Effectiveness	

DRAFT

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Refine and improve three-year comprehensive program review cycle	• Implement staggered 3-year program review cycle which includes a comprehensive review, and annual updates. • Evaluate and refine program review process.	• Dean of Institutional Effectiveness	
Review and refine SLO/SUO process	• Implement streamlined process for collecting and entering SLO/SUO assessment data. • Finalize Program SLO mapping to reduce the number of assessments, while maintaining their quality. • Evaluate and refine update SLO/SUO processes.	• SLO Facilitators • Dean of Institutional Effectiveness	
Continue to provide professional development events for faculty and staff	• Increase faculty and staff awareness of professional development events. • Determine faculty and staff professional development needs. • Align professional development events with college initiatives. • Offer culturally responsive training events. • Evaluate participation and effectiveness of professional development events. • Develop a college hour for professional development and student activities.	• Dean responsible for Professional Development • Professional Development Coordination Council	

DRAFT

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.

DRAFT

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)	• Coordinate and implement strategic enrollment management processes across instruction and support services. • Develop degrees and certificates supporting student completion, including enhanced non-credit opportunities. • Monitor implementation of student success strategies (Goal 1) and financial aid (Goal 2) to maximize SCFF funding. • Develop mechanisms to streamline and improve degree/certificate awarding process.	• VC Executive Team	
Coordinate with VC Foundation to strategically support key initiatives	• Provide VC Foundation with prioritized campus needs and requests. • Support employee giving program. • Evaluate effectiveness of VC Foundation initiatives.	• VC Executive Team	
Review expenditures by functional area to optimize resource use.	• Evaluate expenditures by functional area. • Optimize balance of expenditures across functional areas.	• VP Business and Administrative Services	
Develop and implement new Facilities Master Plan	• Evaluate prior Facilities Master Plan. • Identify major Facilities goals and objectives. • Develop draft plan and vet it throughout campus community. • Approve final version of plan. • Implement plan.	• VP Business and Administrative Services	
Implement and refine new Technology Master Plan	• Evaluate prior Technology Master Plan. • Identify major Technology goals and objectives. • Develop draft plan and vet it throughout campus community. • Approve final version of plan. • Implement plan.	• VP Business and Administrative Services	
Ensure faculty, staff, and administrative hiring decisions reflect the needs and diversity of our student population	• Hire culturally proficient faculty, staff, and administrators that reflect the diversity of our college's student population. • Advertise open faculty, staff, and administrator positions in diverse variety of publications	• VC Executive Team	

DRAFT

	• Expand hiring of bilingual faculty, staff, and administrators.	
Expand resources offered at East Campus (i.e. student services, campus safety, etc.).	• Expand campus safety resources at East Campus • Expand student services at East Campus	• Assistant Dean of Off-Campus Programs • VP of Student Affairs
Expand and improve campus safety.	• Implement comprehensive Emergency Notification System across the campus. • Retrofit classroom doors with locks that can be activated from the inside. • Increase the store of emergency supplies. • Continue to provide regular and ongoing emergency training and tabletop exercises to faculty, staff, and students.	• VC Executive Team

DRAFT

VENTURACOLLEGE
SET YOUR COURSE

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									
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									
Tech Master Plan	2017-2020 Tech Master Plan							2020-2023 Tech Master Plan						2023-2026 Tech Master Plan						2026-2029 Tech Master Plan				

DRAFT

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.

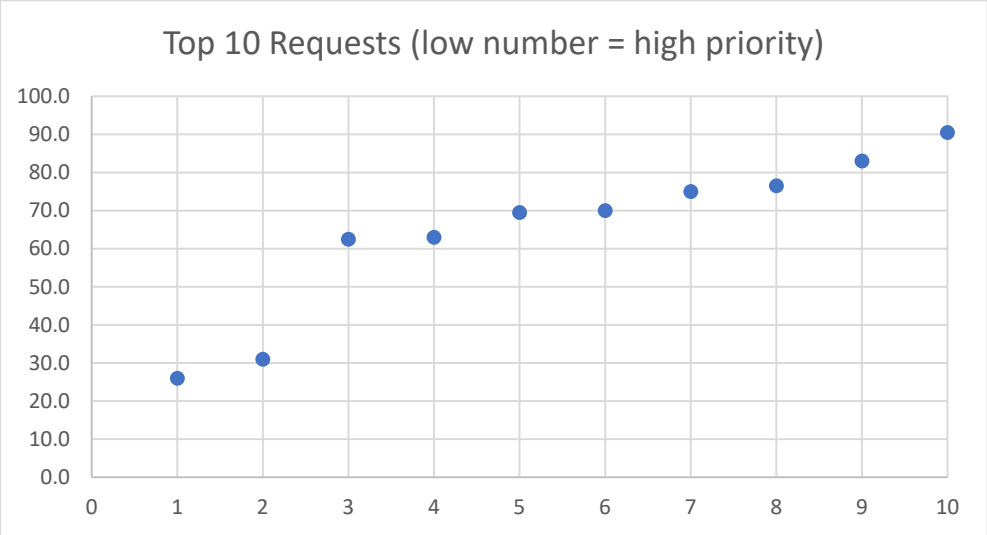
Productivity – WSCH/FTEF – ratio of FTES to FTEF. This ratio is a measure of instructional efficiency.

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.

DRAFT

2020 Faculty Staffing Priority Committee Rankings

Area	Program	Resource R	SUM
AA	Career Education	CAR1802	26.0
AA	Engineering	ENG1901	31.0
[redacted]			62.5
			63.0
			69.5
			70.0
			75.0
			76.5
			83.0
			90.5



CAR1802	Construction Technology Full-Time Faculty Replacement. The Construction Technology program prepares students for a wide-range of middle-skill construction related occupations including self-employed contractors, building inspectors, project designers, construction managers and project supervisors. In 2018-19, the program had 98% fill rate and received Silver Star recognition from the California Community Colleges Chancellor's Office for its exceptional outcomes in employment outcomes (74% of students attained the regional living wage and 54% reported increase in earnings). Since the full-time faculty member retired in spring 2017, the program has relied 100% on part-time faculty to teach courses. This negatively affects the success of the program and the students it serves. A full-time faculty member with content expert knowledge is needed to maintain program currency and expand partnerships with industry. Although the program has part-time faculty members who are experts in the field, all work full-time in the industry and cannot commit to leading the tasks of updating curriculum, student learning outcomes, and maintaining industry partnerships. For example, since the loss of the full-time faculty member, there has been a significant decline in the number of students participating in internship courses (CT V95 and CT V96). In 2015-2016, 34 students enrolled in CT V95 and CT V96, as compared to eight students in 2017-18, and no students in 2018-19 or fall 2019. Labor market data from the Centers of Excellence show a significant supply gap (i.e., gap between annual job openings and number of degree/certificate awards) in construction occupations in our region. None of the colleges in the South Central Coast region match the depth and breadth of Ventura College's construction program. Ventura College is also one of the few state approved schools for electricians. We are a State approved partial provider of the Electrician Certification Curriculum. There are opportunities to increase enrollment and productivity by offering fully online courses and repackaging existing courses to create stackable certificates, as well as developing a shared degree program with our sister colleges. A full-time faculty member is needed to lead this effort.
ENG1901	HIRE FULL-TIME ENGINEERING FACULTY -VC Students: 5% of VC students are engineering majors. -VC Transfers to CSU's: 5% are engineering majors. -VC Transfers to UC's: 10-13% are engineering majors. -Engineering Majors: Over the past ten years, engineering majors have doubled. -Fill Rate: Current Fill Rate 103%. -Upper Level Mathematics: Engineering majors are the majority of students in upper level mathematics courses. -Physics Courses: Engineering majors are the majority of students in advanced physics courses. -Chemistry Courses: Engineering students also take 2-3 (or more) chemistry courses. -Division Support: Engineering has strong support from the Sciences Division. -Math Department Support: Engineering has strong support from the Math Department. -College: Engineering has strong support from the College. -Community Support: Engineering has solid support from local industry. FACULTY HIRING: A CHALLENGE -This hire nurtures our students and creates careers. -Difficult Part-Time Hiring: To recruit adequate part-time engineering faculty is extremely difficult. Major reasons? 1) The high workload of engineering courses. 2) A low pay relative to industry. -Difficult Full-Time Hiring: These two major issues will also challenge Ventura College when recruiting full-time faculty. A SOLUTION -Smooth Transition: A one-person department allows a smooth transition to the right new faculty member. -Still have time: The one full-time faculty member will be retiring soon. This Faculty Prioritization List for Program Review 2019-2020 ranked this position Number 1. However, the college administration changed its prioritization in AUG 2020 and this position has not been filled. -Opportunity for Important Hire: Let's allow breathing room to comfortably find the right fit for this meaningful position. --Recommended: a new replacement search begins Spring 2021. Thank you for your consideration. Engineering changes lives.

2020-2021 Program Review - **Administrator/Manager** Requests

						Priority		
Area	**Program**	**Resource Request Title**	**Brief Desc of Resource Request**	**Previously Requested in Year(s)**	**Estimated Cost**	**Prog**	**Area**	**Comm**
ET	Executive Team	EXT2001	Convert current Assistant Dean position to full Dean (position already exists). Abolish Student Success Supervisor position.		$0 increase due to the abolishment of Student Success Supervisor position.	1	1	
ET	Executive Team	EXT1901 Director of Outreach and Marketing	This position is important to the campus to support the promotion of programs to our students and community, while organizing the outreach efforts to the key stakeholders, with the ultimate goal of improving access and enrollments at VC. As enrollments have declined in recent years, the need to coordinate and improve our recruitment strategies is evident. This position will ensure inclusive outreach to underrepresented and non-traditional individuals.	2019-2020	$151,000 (salary and benefits)	4	4	

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

President
Dolores Davison
Foothill College

Vice President
Virginia "Ginni" May
Sacramento City College

Secretary
Cheryl Aschenbach
Lassen College

Treasurer
Mayra Cruz
De Anza College

Area A Representative
Julie Oliver
Cosumnes River College

Area B Representative
Karen Chow
De Anza College

Area C Representative
Robert L Stewart Jr.
Los Angeles Southwest College

Area D Representative
LaTonya Parker
Moreno Valley College

North Representative
Carrie Roberson
Butte College

North Representative
Stephanie Curry
Reedley College

South Representative
Sam Foster
Fullerton College

South Representative
Manuel Vélez
San Diego Mesa College

Representative at Large
Silvester Henderson
Los Medanos College

Representative at Large
Michelle Bean
Rio Hondo College

Executive Director
Krystinne Mica

Subject: Hayward Award for "Excellence in Education"

The Academic Senate is pleased to announce the call for nominations for the Hayward Award for "Excellence in Education." Sponsored annually by the Foundation for California Community Colleges, this award honors community college full-time and part-time faculty who demonstrate the highest level of commitment to their students, college, and profession. Award recipients, nominated by their college academic senate and selected by representatives of the Academic Senate must have a record of outstanding performance of professional activities, as well as a record of active participation on campus.

Basic Information

- Each local senate can nominate one full- and part- time faculty member; however there can only be one honoree from each college.
- All faculty, classroom and non-classroom, are eligible for consideration.
- Previous nominees who did not receive the award may be re-nominated.
- Four recipients (two full-time and two part-time faculty) will be chosen and honored at the Board of Governors meeting in March.
- **Completed applications must be received in the Academic Senate Office by 5:00 p.m. on December 11, 2020.**

Enclosed are the application and criteria. More information can be found on the Academic Senate website at http://asccc.org/events/hayward-award-0. Note: the candidate's name or college cannot be listed in the application. Please submit a **separate page** with the candidate's contact information. Any application that includes the candidate's name or college may be subject to disqualification. A minimum of three nominations must be received for the selection process to proceed.

Please submit one original and one copy of your entire application by email ONLY. Scanned applications must have the appropriate signatures and be emailed to awards@asccc.org. The Senate Office will notify you via email that your application has been received.

The selection process will be completed by February 2021. Winners will be honored at the March 2020 Board of Governors meeting. Please note, that the recipients of this award will be asked to submit a current photo. Although only four faculty recipients will be honored by the Board of Governors, we hope each college will honor its individual nominee.

Collegially,

Krystinne Mica
Executive Director

Enclosure (4)

One Capitol Mall • Suite 230 • Sacramento • California • 95814
(916) 445-4753 • Fax (916) 323-9867
info@asccc.org • www.asccc.org

One Capitol Mall • Suite 230 • Sacramento • California • 95814
(916) 445-4753 • Fax (916) 323-9867
info@asccc.org • www.asccc.org

For Internal Use Only:
Application Number _____

THE HAYWARD AWARD FOR "EXCELLENCE IN EDUCATION"

Sponsored by the Academic Senate for California Community Colleges and
The Foundation for California Community Colleges

Submission Requirements:

- Each local senate can nominate up to two (one full- and part- time) faculty member; however there can only be one honoree from each college.
- Do not use the nominees name in the application or the application may be disqualified. Submit a separate page that has the nominee's contact information.
- Submit an original and one copy of the entire application to the Academic Senate Office no later than **December 11, 2020**. Late submissions or other exceptions will not be accepted under any circumstances.
  - Send scanned applications with the appropriate signatures via email to awards@asccc.org.
  - The Senate office will confirm receipt of application via email.

NOTE: A minimum of three nominations statewide must be received for the selection process to proceed.

Application Packet Checklist:

☐ Local academic senate letter of candidate support. (**Two-page maximum**)
Please explain the candidate's qualifications for consideration as a recipient of the Hayward Award for "Excellence in Education." Please do not use the candidate's name. Applications will be screened for direct or indirect reference to the nominee and the nominee's college and community.

☐ Application form completed by the candidate.
Please explain your qualifications for consideration as a recipient of the Hayward Award for "Excellence in Education." Please do not use your name anywhere in the application including your vitae. Applications will be screened for direct or indirect reference to the nominee and the nominee's college and community.

☐ Candidate's curriculum vitae.
Please do not include your name. Applications will be screened for direct or indirect reference to the nominee and the nominee's college and community. Please include the following in the vitae:

Professional Experience
1. Positions Held
2. Professional Affiliations
3. Campus Activities
4. Educational Background

Awards and Honors
Publications and Presentations
Community Activities

Candidate Information:

Name of Applicant _____

Discipline _____

College _____

Address _____

Telephone _____

Home Address _____

Home Telephone _____

Nomination Guidelines:

Each college academic senate may forward to the Academic Senate for California Community Colleges the name of up to two nominees (one full- and one part-time) for the Hayward Award for "Excellence in Education." The criteria to be used in making the final selection include the following:

1. The candidate(s) should be committed to serving and empowering students from diverse backgrounds and experiences. Candidate's application and supporting letter from the local senate should reflect this commitment.

2. The candidate(s) should be committed to the fundamental principles of the California Community Colleges mission. There should be evidence of support for open access and for helping students succeed. The candidate's application should reflect a commitment to the college at which the candidate works, perhaps through suggestions of ways the candidate has helped to improve the educational environment.

3. The candidate(s) should be committed to serving the institution through participation in professional and/or student activities. There should be evidence of participation with the academic senate, department, or student groups.

4. The candidate(s) should be committed to education. There should be evidence that the candidate maintains currency in the discipline and communicates to students and colleagues an enthusiasm for the discipline and for education in general.

5. The candidate(s) should be committed to serving as a representative of the profession beyond the local institution through service in statewide and/or national activities. There should be evidence of activities that reveal a broader scope of interest, perhaps through publications, participation in community groups, or participation in state or national organizations.

The Hayward Award for "Excellence in Education" Application

Each response is limited to 200 words per prompt (including supplemental support or evidence)

A. Please describe your commitment to serving and empowering students from diverse backgrounds and experiences.	
Supplemental Support or Evidence (included in the 200 word limit):	
B. Please list campus, professional, and/or student activities in which you have actively participated.	
Supplemental Support or Evidence (included in the 200 word limit):	
C. Explain your commitment to education and currency in your discipline.	

Supplemental Support or Evidence (included in the 200 word limit):	
D. Describe your commitment to the mission of California community colleges and commitment to open access.	
Supplemental Support or Evidence (included in the 200 word limit):	
E. Describe your community, state and/or national activities that represent the profession.	
Supplemental Support or Evidence (included in the 200 word limit):	

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

The Hayward Award for "Excellence in Education" – Rubric (2020-21) Nominee number _____

	0	1	2	3	4
a. Commitment to serving and empowering students from diverse backgrounds and experiences	Not present	Awareness of the value for student centered operations is shown but **lacks** evidence of activities demonstrating commitment to serving students.	Evidence detailing activities demonstrating **minimal** commitment to serving students included in the application.	Evidence detailing **some** activities demonstrating a strong commitment to serving students in candidate form. Some evidence in supporting letter as well.	**Significant** evidence detailing activities demonstrating a strong commitment to serving students in both candidate form and supporting letter. Activities demonstrate willingness to go beyond standard expectations in job description.
b. Participation in campus, professional, and/or student activities	Not present	Evidence shows **limited** participation in one or more campus activities.	Evidence shows **engaged participation** and leadership in at least one campus activity or project.	Evidence shows engaged **senior leadership** (president, chair, etc.) in at least one campus activity or project.	Evidence shows **long term** engaged senior leadership (president, chair, etc.) in **multiple** campus activities and projects.
c. Commitment to education and currency in the discipline	Not present	Evidence of interest and **limited** engagement in discipline related activities.	Evidence of engagement in **at least one** regional, state, or national discipline group, industry, or professional organization.	Evidence of criteria from #2 as well as engagement with department faculty to similarly engage them in their discipline communities.	Evidence of engagement in **multiple** organizations **and** sustained engagement with department faculty **and** students to similarly engage them in their discipline communities.
d. Commitment to the mission of California community colleges .	Not present	Description details an understanding of **one or two** aspects of the community college mission.	Description details a **broad** understanding of CCC mission and how candidate's role affects all aspects of the mission including evidence of commitment to open access.	Evidence of criteria from #2 with a description of **some** candidate activities that directly support open access and student success.	Strong evidence for **multiple** activities directly supporting **several** aspects of the CCC mission. Evidence of activities being institutionalized that lead to **sustained** support for open access and helping students succeed across the curriculum.
e. Community, state and/or national activities that represent the profession	Not present	Evidence of interest and **limited** representation in regional, state or national activities that extend their participation and influence beyond their discipline or institution.	Evidence of **sustained** representation in **at least one** regional, state or national discipline group, industry, or professional organization. Descriptions detail a broader scope of activities such as serving on committees outside of their core interests.	Evidence of **sustained** representation in at least one of the previously mentioned organizations in a **leadership role** to further that organization's purposes while also broadening their abilities as a leader and their capacity to represent in areas that are not traditional to their expertise.	Evidence of **sustained** representation in several of the previously mentioned organizations as an **experienced leader** and evidence of engagement with other like-minded participants to improve upon their participation and experiences as well as to further the organization's purposes.

Questions for Senate Council

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

Scenario #1	
Candidate	Votes
A	14
B	4
C	2

Scenario #2	
Candidate	Votes
A	7
B	5
C	5
D	3

Scenario #3	
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?

By Division (1 rep per 9 FT faculty)
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)
Senate Council = 28 members

By Department (1 rep per 9 FT faculty) + AFT rep	
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)	
Senate Council = 35 members	

Note: this is based on the model used at Oxnard

1 rep per Department + AFT rep	
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)	
Senate Council = 27 members	

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?