California Community Colleges
Institutional Effectiveness

Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: 12/21/2020

Name of Institution: Ventura College

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date: 3/19/21
A. Developing a new comprehensive Facilities Master Plan to incorporate the components of previous plans with others, including Education Master Plan, Strategic Implementation Plan, Technology Master Plan, Equity Plan, and Guided Pathways Scale of Adoption Plan.	1. Using the Educational Master Plan (EMP) as a starting point, develop specific priorities for facilities improvements based on the College's mission, values, student success goals, equity focus, technology needs, and Guided Pathways priorities, and document them in a new comprehensive Facilities Master Plan.	Susan Royer, College Services Supervisor Orlando De Leon, Co-Chair for Facilities Oversight Group Steve Palladino, Co-Chair for Facilities Oversight Group	Dec 2021	a. Develop a Request for Proposals (RFP) for a Facilities Master Plan (FMP). The proposal should reflect the campus focus on equity, student success and technology needs as identified in the EMP. b. Hire a consultant to develop a Facilities Master Plan. c. Identify stakeholders to ensure equitable representation across student, employees and community groups. d. Gather stakeholder input to identify facilities needs specific to the stakeholders to incorporate into an FMP. e. Present and collect feedback on consultant's draft proposals prior to finalizing priority list of facilities' needs. f. Complete Facilities Master Plan. g. Communicate completed comprehensive FMP to the campus.	a. The RFP included information on EMP, Technology Master Plan, Strategic Implementation Plan and Sustainability Plan. b. Representative committee created to evaluate proposals and recommend firm to develop FMP; consultant hired. c. List of stakeholder groups d. Calendar of scheduled meetings and survey results e. Calendar of scheduled meetings and survey results f. Facilities Master Plan completed and approved g. Presentations through various venues and posting of FMP to website	a. The RFP was successfully completed. b. Committee of faculty, classified professionals, administrators, and student representatives selected a firm to develop FMP. Received Board of Trustees approval on 3/9/21. c. Identifying list of all stakeholder groups. d. Working with firm to calendar meetings and surveys. Kickoff planned for April 7. e. Firm has submitted a timeline that includes collection of feedback and presentation of draft FMP. f. Anticipated completion is Spring 2022. g. Finalized FMP presentations will be calendared for Spring 2022 and Fall 2022.
	2. Ensure that a clear understanding of the facilities improvement priorities of the College exists among the stakeholders before seeking future bids for facilities work.	Orlando De Leon, Director of Facilities, Maintenance & Operations	Dec 2021	a. Annual review of major facilities current and potential future projects to be presented at a public forum b. Post list of current and potential future major facilities projects on the Facilities webpage	a. Public forum discussion is held b. Lists are posted c. Surveys are modified and administered. d. Survey results are analyzed and	a. No action taken to date. Action will follow discussions and data collection.

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				c. Add questions to existing annual surveys on stakeholders understanding of facilities priorities as set forth in the new FMP. d. Analyze results for improvements in communication. e. Verify that each proposed project is in alignment with the identified facilities priorities of the College.	communication methods modified. e. Each proposed project is prioritized through FMP, Program Review request, Out-of-Cycle Resource Request, or Project Initiation form	
	3. Identify available funds, and funding opportunities, for facilities improvement.	Cathy Bojorquez, Vice President of Business & Administrative Services	Dec 2021	a. Hire a consultant to identify local, State and other potential funding sources b. Monitor budgets and realign unspent funds as projects are completed c. Explore the feasibility of a capital campaign collaboration with our VC foundation for the 100th year anniversary.	a. Consultant hired; funding sources information included in FMP b. Annual Budget reports identifying available balances c. A determination of feasibility by the VC foundation and Executive Team will be made by Fall 2021.	a. Recently, Ventura College has hired two grant consulting firms to assist the college with identifying alternative sources for funding. b. Budget planning for FY22 is in progress. Fiscal administrators are meeting with every department and discipline this spring. c. No action taken to date.
B. AB705 I: Reimagining the VC ESL program	1. Learn from the local community what they need in an ESL program and services, and why. 2. Develop and modify the VC ESL curriculum / offerings to meet the needs and demand of our target audience 3. Locate and recruit students for the VC ESL program. NOTE – Objective 1 needs to be achieved to help us accomplish #2 and #3.	VPAA and Dean of English / AB705 in collaboration with key faculty and a contracted marketing / communications firm.	May 20, 2022	a. Engage in an environmental scan and an in-depth dive into meeting, reaching and understanding the local community and their needs for and interest in ESL learning. To do this, engage a communications firm that understands the region and our area, and this population, to explore who our prospective students (PS) are and how we can successfully reach them and meet their needs. Through this process we hope to learn where they are living and working, when they can attend classes, where they feel comfortable taking classes, why they want ESL classes, and what VC can do to inspire them to take ESL with us. b. Based on the information gathered in "a," modify ESL curriculum and/or plan to adjust the offering schedule or location to meet the needs of our prospective students. Assess where non-credit and credit classes make the most sense, and then plan a pattern of offerings that more relevantly meet the needs of the PS for the coming semesters.	a. Completion of the environmental scan and qualitative research into our community, with recommendations for the content of our future ESL program as well as the mechanisms by which we offer ESL through VC in the future (location, scheduling details, non-credit versus for credit, etc.). This report will also provide recommendations for how we engage the community in taking ESL at VC, in the near and long term. This step MAY need to commence after the pandemic is no longer a great threat, as it may be difficult to learn about communities and their needs, especially our target PSs, if most communication must be computer mediated. b. Curriculum and/or offering modifications (schedules, location, mode of delivery, etc.)	a. VC has contracted with Hanover, a research and communications firm, to engage in an extensive, in-depth study in our community to support the development and re-imagining of our ESL program at the college. The contract was approved at the March BOT meeting, and we have begun the process of identifying who they will interview in phase I (in-depth interviews). Phase II will involve focus groups with native Spanish speaker researchers in the local Heritage Valley and other communities to learn about what we can do to re-build our ESL program to best serve the community. Phase III will involve researching the messaging and promotional mechanisms we will need to employ to attract and retain our ESL learners. b. No Action taken yet - We will need results from Phases I and II before we can address the practical, programmatic matters. We are anticipating a "soft launch" of the new and improved ESL program in Spring 2022, and an official launch in Fall 2022. The soft launch will be able to take Phase I and II results into account, and the official launch will be able to apply what we learn from all three phases. c. No action taken yet - Phase III of the Hanover research project will assist us on learning what we need to consider in terms of messaging and promotion (content and where to promote effectively). The college will also hire a Director of Marketing and Outreach in the coming months, who will be able to assist us in a full and research-informed marketing plan for the Fall of 2022 and beyond.

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				c. Based on the information gathered in "a," develop and deploy a marketing and outreach plan that appeals to Spanish-speaking and other ELLs. If we have established trust and relationships as a campus through "a," we can capitalize on that success in our promotional and outreach strategies.	are made to better meet the needs of our prospective students. c. A marketing and outreach plan for the VC ESL program is devised that addresses the needs and describes the modifications made in Step B.b.	
C.AB705 II: Promoting and Informing Stakeholders about AB705 at VC	1. INTERNAL: Strategically inform our internal stakeholders about AB705, including helping them understand what it is, why we do it, how we have implemented it at VC and the successes and areas for improvement. Additionally, inform students of how AB705 has impacted their options and how we are providing courses for them that support their success. 2. EXTERNAL: Update the website and other communication sources with clear and accurate information, and develop a process for making updates as they emerge in the future.	AB705 Taskforce: members will include approximately 2 counselors, two English faculty members, 2 Math faculty members, and the Dean.	May 19, 2021	a. INTERNAL COMMUNICATIONS: Form an AB705 taskforce, made up of key faculty and staff in Math, English/ESL, and Counseling as well as Outreach and Assessment. This taskforce will 1) assess where we have missing or mis-information on our website and student portal regarding transfer-level math and English options and placement for students; 2) update the website and portal to reflect accurate placement and success information as well as any other pertinent info regarding AB705 (in lay terms); 3) update the guided pathways SOAA to reflect how we guide students to and through transfer-level math and English classes at VC; 4) implement a plan to more effectively communicate to the campus how AB705 works so it is more common for all campus stakeholders to understand and explain to students. b. EXTERNAL COMMUNICATIONS: 1) create our own videos or plan to link to short informational videos that exist already at other campuses explaining how and why students can and should take transfer Math and English at VC; 2) update the website to support external communications; 3) work more closely with our outreach and assessment colleagues to develop external AB705-related communications that are used regularly though the outreach process.	a. Websites updated accurately b. Portal updated to reflect accurate placement information c. Updated guided pathways Scale of Adoption Assessment (SOAA) report to reflect the success and areas of improvement VC has implemented and planned for regarding English, Math and ESL placement and related topics. d. The development of a communication plan for campus stakeholder groups to expand VC's campus understanding of AB705 and how it is implemented and operating at VC. (this may be integrated into the plan described in "f.") e. Develop/select informational AB705 videos that are linked on our websites and possibly shared via social media. f. The development of a plan for outreach and assessment professionals to integrate AB705 discussions and promotion in their work, including necessary training. (this may be integrated into the plan described in "d.")	a. & b. In progress - We have established an AB 705 taskforce based on this IEPI PRT process. That group meets monthly and has identified all of the locations on the public facing website and the intranet/portal in which AB 705 is mentioned and we have begun to make a plan for edits and messaging. This will require a 2-phase approach. Currently, we need to edit what is inaccurate and confusing to consumers. This work will be completed in the current Spring semester. We are also discussing re-branding AB 705 so we are talking about the English and Math Success Project (or a similar title). As we work on the re-branding of AB 705 – likely in the Fall of 2021 – we will need to revisit the website language, and beyond, and make further edits and adjustments. c. Completed - The VC SOAA was updated to reflect AB 705 successes at the college in February 2021. The SOAA was approved by the BOT in March, 2021. d. In progress – As described above, we are re-branding AB 705 to something less legalistic sounding and more relevant to the purpose of AB 705. As the taskforce works on that project, it will inform our campus messaging. We expect to dive deeply into the re-branding work in Fall 2021, and deploy the updated language and paradigm info. throughout next academic year (2021-2022). Our goal is to get away from talking about "AB 705" and to engage in a culture shift in which Transfer Math and English Success is the nomenclature. e. No action taken yet – This will naturally follow once we re-brand all things AB 705. Because students watch videos, we will focus on these ASAP – replacing some in summer 2021 before Fall begins, and creating and deploying more in AY 2021-2022. f. No action taken yet – our outreach efforts will be impacted by the work done in the information editing/correcting and re-branding phases. Having said that, we have decided to add at least one member of the outreach team to the AB 705 taskforce so they are able to learn with us, and inform us of their work throughout the process. A specific outreach plan will be developed as part of the re-branding of

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						AB 705 efforts, and in collaboration with the new Director of Marketing and Outreach.
D. AB705 III: Evaluating and Improving AB705 Success at VC	1. Develop a public-facing AB705 online communication page (i.e., Dashboard) in collaboration with our IE office to assist in communicating VC success and areas for improvement and to support transparency in this equity measure. 2. Research, develop, implement, and institutionalize new practices that assist VC in improving AB705 outcomes.	IE office and key AB 705 faculty and staff	Online communication page implementation: December 20, 2021 Evaluation and Assessment efforts: Ongoing – to be initiated in Spring 2021.	a. Develop and implement an AB705 online communication page to assist in communicating VC processes, successes, and areas for improvement and to support transparency in this equity measure. b. Develop and implement a research plan that outlines our approach to regularly evaluate AB705 efforts, including successes as well as reasons for, and strategies to address, gaps in opportunity for students. For example: • Research why students are dropping transfer level classes and what VC is doing in response. • Gather info on why students do not take the transfer level classes to assess where we can affect change (curriculum, their perceptions, other?) c. Based on the research conducted, adopt new practices to improve AB705 outcomes. For example, routinely acquire data regarding who has not taken t-level English or Math or both, and routinize a method for contacting them to assist them in enrolling in these classes. With improved internal and external communication (above), it will be easier to assist students.	a. Deployment of an AB705 online communication page. b. The development and campus-wide sharing of a program evaluation plan that outlines our approach to regularly evaluate AB705 efforts, including successes as well as reasons for, and strategies to address, gaps in opportunity for students. c. Adoption of practices based on research; measurable improvements in AB705 outcomes	a. & b. In progress – We are in very early stages of developing dashboards related to AB 705. We expect to make progress on this in summer 2021. Additionally, we are creating internal success dashboards for our programs, aligned with our career and majors communities (CMCs = our meta-majors) and the SCFF so programs can see how their students are doing with regard to the SCFF metrics including first year Math and English success. We have a new, evolving dashboard with Athletics and are using it to help coaches and counselors better advise students on matters of English and Math success, completions, and beyond. After this is complete, we will focus on the AB 705 public-facing dashboards that highlight our success. c. No action taken to date. Action will follow data collected and success achieved in all areas described above. *NOTE: An added side-note I would like to share is that the college has committed to making all first-level, transfer-level Math and English classes ZTC (zero textbook cost). This has supported an uptick in enrollments since we started this ZTC initiative in Spring, 2021. As we track transfer Math and English success, we believe this opportunity will provide us with good data on student throughput and successful completion.*
E. AB705 IV: Closing the Loop in AB705 Placement for Students	1. Ensure students obtain their Math and English placement recommendations, based on the multiple measures (MMPS) data provided by the state through CCCApply	District IT in collaboration with a small team of faculty (counseling, English and Math) and administrators (AB705 Dean and VPAA).	June 30, 2021	a. Assess which elements of the MMPS data are being communicated to the college, and to whom, and explore with district IT how we can automatically get individualized placement info to students, rather than relying on counselors as the sole providers of that information.	a. Students receive Math and English placement automatically upon determination of their placement, based on the MMPS data.	a. In progress – The VC AB 705 taskforce has become the district "champions" on this matter. We are currently meeting with IT to better understand how we can deploy data easily and readily (not by email only) to students AND academic counselors so students know what their multiple measures suggest that they can take. We are also working on linking the support classes in math with their partnering transfer-level math courses in the registration process. We are heavily steeped in this part of the project this spring with the intent of being completed by May 20, 2021.

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus *(Copy from table above.)*	Applicable Objective(s) *(Copy from table above.)*	Description of Resource Needed *(Refer to Action Steps above as appropriate.)*	Cost of Resource
A. Developing a new comprehensive Facilities Master Plan to incorporate the components of previous plans with others, including Education Master Plan, Strategic Implementation Plan, Technology Master Plan, Equity Plan, and Guided Pathways Scale of Adoption Plan.	1. Using the Educational Master Plan (EMP) as a starting point, develop specific priorities for facilities improvements based on the College's mission, values, student success goals, equity focus, technology needs, and Guided Pathways priorities, and document them in a new comprehensive Facilities Master Plan.	Consulting services to develop a comprehensive Facilities Master Plan (Total cost of consulting services estimated to be between $397,000 and $600,000.)	$150,000
B. AB705 I: Reimagining the VC ESL program	1. Learn from the local community what they need in an ESL program and services, and why. 2. Develop and modify the VC ESL curriculum / offerings to meet the needs and demand of our target audience 3. Locate and recruit students for the VC ESL program. NOTE – Objective 1 needs to be achieved to help us accomplish #2 and #3.	Environmental scan and in-depth community research	45,000
C. AB705 II: Promoting and Informing Stakeholders about AB705 at VC	1. INTERNAL: Strategically inform our internal stakeholders about AB705, including helping them understand what it is, why we do it, how we have implemented it at VC and the successes and areas for improvement. Additionally, inform students of how AB705 has impacted their options and how we are providing courses for them that support their success. 2. EXTERNAL: Update the website and other communication sources with clear and accurate information, and develop a process for making updates as they emerge in the future.	Production of videos and other communications	5,000
Total IEPI Resource Request (not to exceed $200,000 per college)			200,000

Approval		Collegial Consultation with the Academic Senate
Chief Executive Officer		**Academic Senate President** *(As applicable; duplicate if needed for district-level I&EP)*
Name: Greg Gillespie		Name:
Signature or E-signature:	Date:	Signature or E-signature: Date: