Classified Senate Charge

The Classified Senate represents classified professionals, including classified supervisors and classified confidentials, in the formation of college and district policy on professional matters, and address all matters either directly or through participatory governance committees The Classified Senate interfaces with the college administration in the implementation of college and district goals and objectives, and collects, evaluates, disseminates, and receives non-bargaining information for and from classified professionals as appropriate. Members of the Classified Senate Executive Board serve on the Accreditation Steering Advisory Group and contribute to the assessment of Accreditation Standard IV.

Classified Senate Goals 2017-2018

1. Maintain or increase classified professional involvement in participatory governance through education designed to raise awareness and understanding of the processes.

2. Increase breadth of professional development opportunities for classified professionals to include training on VCCCD professional development resources and campus systems, processes, and documents.

3. Increase Classified Senate participation through education and monthly teambuilding opportunities.

4. Increase fund raising for classified employee activities through A Dollar A month campaign.

5. Create a list of common campus acronyms by June 2018 for use by classified professionals.

Classified 9 + 1

1. Standards or policies regarding student support and success
2. College governance structures, as related to classified roles
3. Classified roles and involvement in accreditation processes
4. Policies for classified professional development activities
5. Processes for program review
6. Processes for Institutional planning and budget development
7. Curriculum systems integrations and implementation
8. Degree and certificate requirements
9. Educational program development
• Any other district and college policy, procedure, or related matters that will have a significant effect on Classified Staff

VCCS

VENTURA COLLEGE CLASSIFIED SENATE
AGENDA

Date: November 2, 2017
Time: 10:30am to 12:00pm
Room: Campus Center Conference Room

1. Call to Order – Pamela, 1 min.
2. Adoption of the Agenda – Pamela, 2 mins.
3. Public Comment
4. Approval of Minutes – Pamela, 2 mins.
   a. October 5, 2017
5. Scholarships Update – Jaimee Hanna (firm time 10:35), 5 mins.
6. Classified Senate Reports
   a. Treasure's Report – Sara, 5 mins
7. Committee and Group Reports – Pamela, 10 mins.
   a. Board of Trustees
   b. District Committees
   c. Campus Committees
8. Resolution, Release Time for VCCS CSEB, Action, Pamela, 10 mins
9. VC 2017-2020 Strategic Implementation Plan Draft, Discussion – Phillip Briggs (firm time at 11:00), 15 mins.
10. ACCJC Follow-Up Report, First Reading, Discussion - Kim Hoffmans and/or Eric Martinson (firm time at 11:15), 15 mins.
11. VC Facilities Master Plan, Draft, Discussion, 10 mins.
12. Professional Development Update
    a. Instructional Productivity, FTES, FTEF, Gabi 15 mins.
    b. Upcoming PD Opportunities – Pamela, 5 mins.
       i. *Open Hour with the Chancellor, 11*/01 from 2:30-3:30 at the Wright Event Center.
       ii. *Participatory Governance at VC Professional Development Session,* 11/07 from 2-3pm in MCW-312.

    Adjournment

Classified Senate

2017-2018 Academic Year

Meeting Notes
October 5, 2017 ~ 10:30 a.m. – 12:00 p.m.

Present: Pamela Yeagley, Sara Murillo, Sebastian Szczebiot, Chez Harper, Dora Hartman, Tatiana Lawler, Veronica Allen, Sharon Oxford, Erin Askar, Ali Olsen Pacheco, Felicia Torres, Jason Robinson, Cindy Hulce, Sarah Downs, Gabi Woods, Krishna Juarez

Guests: Dr. Greg Gillespie, Jocelyn Fechner, Rick Trevino

Recorder: Sebastian Szczebiot

Notes:

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
A. Call to Order	10:32			
B. Adoption of Agenda		Veronica moved to adopt, Tatiana Second – All in favor		
C. Public Comments	None			
D. Vision and Direction for VCCCD 2017 – 18 (Dr. Greg Gillespie)	Dr. Gillespie thanked the VCCS for his invitation. Handout with DAC performance goals was distributed. Below each goal are the priorities for the coming year – and they support the three broad board strategic goals. These also tie in with the Education Master Plan.			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	Notes on handout: Goal 1 – The first aspect of this goal is to support the colleges and produce the 18 month follow up accreditation report. Item 2 – Focus on social media and internet based marketing, as well as, reaching the Santa Clara Valley. Goal 2 – The chancellor is investing in building new community relationships as well as nurturing existing ones. The goal is to leverage resources together. The Board wants the district to be a leader in economic and workforce development in the community. The Chancellor has also been working with legislative reps as well as on a district wide foundation and district wide promise program. District level student performance metrics are an accreditation requirement. Goal 3 Districtwide leadership academy. Emphasizing safety. Using resources effectively. Investing in renewable energy. Dr. Gillespie's over-arching theme is maintaining stability and quality college programs. Dr. Gillespie opened discussion to questions: Dora Hartman asked about community short term adult courses: Greg is supportive of expansion. Division of WED has a grant for adult education – focused on skills certification, etc. Alex Wright is District Director and will be working with the colleges on implementing			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	these programs. This also includes expanding DE to help serve the online population better. First step might be offering training on the skills needed for an online class. The idea behind ASC: students take online module and then can have hands-on experience in the lab. This leads to hopefully short term certification. This can be further expanded to other disciplines. Sharon: we already offer courses for online training. Dr. Gillespie also wants to increase cooperation with CalWORKs.			
E. Approval of Minutes: Aug 2017 Sept 2017	No Changes. Pamela Moved to approve. All in favor.			
F. Classified Senate Reports **1. Treasurer's Report**	$2900 in general funds $606 in trust and agency Lester is coming for Thanksgiving – he will bring a Turkey. No current expenses.			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	Staff donations can be designated to the trust and agency fund, or the scholarship fund. Please support giving through a dollar a month payroll deduction. Fundraiser subcommittee is meeting next week. Forms for in kind and cash donation tax write offs are available.			
G. Committee and Group Reports				

Board of Trustees	• The SEIU TA is going to the BoT meeting next week.
	    o Passed with 90% approval of classified.
	    o Board must pass with 2/3 vote
	• Also voting on Classified Confidential terms.
	• Resolution in support of codifying DACA in Federal Law			

District Committees	DISTRICT COUNCIL ON ADMINISTRATIVE SERVICES
	• DCAS is discussing a different Districtwide Resource Budget Allocation Model.
	    o Current model based on 525 productivity
	    o Share any ideas with Pamela to bring back
	
	CONSULTATION COUNCIL
	• Will be discussing the VCCCD STRATEGIC PLAN GOALS AND OBJECTIVES 2016-2019			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:

	and the VCCCD Integrated Planning Process Timeline (documents are available on BoardDocs)
	
	DISTRICT CLASSIFIED PROFESSIONAL DEVELOPMENT COMMITTEE
	• Training & Tours "Advance and Enhance", 10/27, 8:30am-1:00pm at Oxnard College
	    o Breakfast and Epic Fails Video
	    o Growth Mindset Q & A
	    o Self-Reflective Exercise
	    o CTE Tours
	    o Introduction to Job Groups
	    o Discussion at Job Groups/Interest Tables
	
	EQUAL EMPLOYMENT OPPORTUNITY COMMITTEE
	• Meeting tomorrow			

Campus Committees	ADMIN COUNCIL • Positions at all locations will now go through Chancellor's Cabinet. Mr. Keebler will send a list of VC positions that he is taking/will take to Chancellor's Cabinet. Chancellor's Cabinet (and Keebler) is looking at finding positions in other programs to "move" people if that is appropriate (From unrestricted general funding to categorical funding, for example.) • FA is part of a team working on the Hunger-Free Campus grant to promote CalFresh and the food pantry.			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	- There is an emergency grant for DACA students. Contact Alma/Annette in FA for details. - Student Services are looking at being open 3-5 on Fridays and perhaps on Saturdays. - For all marketing: contact Susan Royer. For campus requests, Sue will prioritize the work for Cindy Jones. For District requests, Sue will laisse with Patti Blair. - FOG decided on the color for Guthrie Hall. You can see the color on the south side of Guthrie (the side close to FA). - Catherine Bojorquez will begin as the VP of BAS on October 16th. BUDGET RESOURCE COMMITTEE - A goal this year is to balance the budget. We need a workable plan for future years. - Keebler proposed a 2-Year rolling schedule for classes. - IT/Grant is working on How & Where accreditation evidence is stored. - The program review has moved to a 3 year staggered process and they are going to LIMIT resource requests based on the size of the program - Please let Pamela know if you want to be involved in prioritizing classified staffing			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	COLLEGE PLANNING COMMITTEE • The draft Facilities Technology Plans were distributed and will be coming to VCCS next month. Available online at http://www.venturacollege.edu/committees/college-planning-committee as a Handout for the September 27, 2017 meeting. • A subgroup is working on 2017-2020 Strategic Implementation Plan now. The 2017-2020 Strategic Implementation Plan will come to the Classified Senate this year for input. November = draft, January = 1st Reading, February = 2nd reading. • Nov 15 ASC 130 4:15 pm to 5 pm – VP program review presentations **STUDENT SUCCESS COMMITTEE** • The Integrated Plan was revised and accepted by the SSC. That is what we will be voting on today. **ASAG** • Draft of the ACCJC Follow-Up Report should be distributed before the end of October. Classified Senate first reading will be at November VCCS meeting and second reading at December VCCS meeting. Please look over the draft when it is distributed and form questions and feedback. Kim Hoffmans and/or Eric Martinson will attend the November VCCS meeting.			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	• Please review revised group membership			
H. VC Integrated Plan, Action, 10	Discussion: Student Success Committee reviewed and approved. All classified reps were in support. Classified Senate approved Integrated Plan unanimously	Veronica moved to approve. Tatiana seconds. Approved unanimously		
I. One Campus One Book	Jocelyn spoke on behalf of one book one campus: for this year the chosen title is "The handmaids Tale". Jocelyn wants to extend personal official invitation to classified staff to participate. The goal is that we enrich ourselves by sharing our own interpretations of literature with others. Marathon oral reading: 17th and 18th of October. Begins at 9 am. Need volunteers to read for 20 minute increments. Will take place in front on the ASC chalkboard. Interested volunteers for the reading are to email Peter Sezzi. Please also feel free to email Jocelyn. Dora suggested a Book Club! Sara was given schedule for reading. CC Sara on emails to Peter.			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
J. Professional Development Update				
Instructional Productivity, FTES, FTEF	Gabi absent. Item tabled to next month	Tabled	November	Gabi Woods
Request for PD Opportunities Ideas/Needs – Chez Harper	Chez is asking for input from classified professionals regarding PD needs/wants. The same is true for the new Pirate Talks. Please send ideas to Chez. Pamela: First "Supported PD" was a success. These sessions will be held every other month. https://prolearningnetwork.cccco.edu/ is portable!			
L. Announcements	Halloween Decorating contest – will be judged! Sign up by 10/27 Oct 24 noon to one – VCCS Potluck and Professional Development. Sign up by 10/20 for what food you will bring. This will take place at the DRC. Made In VC – Oct 10 5:00 to 7:30 pm			
M. Adjournment	11:54			
Next Meeting Date:	November 2017			

Classified Senate Resolution for Release Time

Whereas, CA Education Code (Section 70901(b)(1)(E)) required the Board of Governors to adopt regulations setting: "…minimum standards governing procedures established by governing boards in community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that their opinions are given every reasonable consideration…";

Whereas, AB1725 states that Classified can organize themselves into an employee participation group, or classified organization, developed to support the vision and mission of community colleges; coordinating classified participation in governance by increasing classified education, knowledge, and communication to allow classified to participate effectively in governance;

Whereas, SB235 states, "A local governing board may consult with other organizations or classified employees on shared governance issues that are outside the scope of bargaining" and the *Ventura County Community College District Decision-Making Handbook* outlines the specific academic and professional matters on which classified professionals make recommendations to their college administration and to the district (Classified 9+1);

Whereas, Classified Senates within colleges make better decisions by leveraging the front-line expertise of classified staff. Colleges are then able to maximize student success by enhancing institutional effectiveness and increase certificate and degree completions;

Therefore, Be It Resolved, that the Ventura College Classified Senate is hereby requesting release time for the Classified Senate Executive Board, specifically for the purpose of fulfilling senate duties and senate administration;

Therefore, Be IT Further Resolved, that Classified Senate Executive Board members receive release time for Classified Senate duties, *in addition* to that which is already offered under the contractual terms of the agreement between SEIU and VCCCD.

District Recommendation 1 (Compliance)
In order to meet the Standard, the teams recommend the District include use of the results of assessment of learning outcomes to improve teaching and learning as a formal component of the evaluation processes for faculty, academic administrators and other personnel directly responsible for student learning. (III.A.6)

College response:

The assessment of Student Learning Outcomes (SLO) and Service Unit Outcomes (SUO) is an ongoing process. SLO/SUOs are assessed at the course, program, service unit, and institutional level. Faculty members collaborate on the design and implementation of SLO assessment instruments and rubrics and assess student performance relative to SLOs for each course offered in their programs on a rotational basis, such that all courses are assessed within a five-year period. Service units collaborate on the development of their SUOs, perform assessments, and discuss findings on an annual basis. The assessment data are entered into TracDat, which is the VCCCD-approved SLO assessment software. Reports are generated, and the results are used to create initiatives to improve student success in the courses and programs. Once the initiatives are implemented, faculty and staff reassess the SLOs/SUOs to see if the initiatives improved student outcomes.

As part of the annual program review process at Ventura College, every instructional and student service program is required to assess and evaluate its outcomes. Faculty, administrators, and other personnel directly responsible for student learning are expected to participate in course, program, and service unit SLO/SUO assessment as required by their department assessment cycle. The results of this assessment, along with changes made to improve their programs, are documented in TracDat.

Discussions of outcomes assessment (SLO/SUO) results are a part of department and division meetings. These discussions involve consideration of how the SLO/SUO assessments can be used to systematically improve student learning and achievement. Such discussions also create an opportunity to share best practices between faculty members as well as administrative and other personnel directly responsible for student learning. Furthermore, as part of the college's integrated planning and data-driven program review processes, departments document their analysis of outcome assessment and evaluation results and use them to request resources aimed to improve course or program effectiveness.

Student learning outcomes are linked to the course outlines of record in CurricUNET, as well as syllabi. Discipline faculty develop and revise SLOs and evaluation measures that are consistent with the course content and objectives. Through the Faculty Handbooks, faculty members have been advised of the requirement to list SLOs on their course syllabi. Within the faculty evaluation process, syllabi are reviewed by division deans to ensure that faculty members are consistently informing students of the SLOs.

Faculty Evaluation

Within the District, faculty evaluation is a collective bargaining issue, and the process and criteria for evaluation are outlined in the *Agreement between the Ventura County Community College District*

(hereafter VCCCD) Moorpark, Oxnard, Ventura and Ventura County Federation of College Teachers AFT Local 1828, AFL-CIO (hereafter AFT) July 1, 2013 through June 30, 2016.

According to the current agreement cited above, faculty must submit "required departmental reports and other necessary paperwork" (Appendix D, Form A2, A3, and A4). Further, probationary and contract tenured faculty are evaluated on their participation "in overall departmental program development, maintenance, evaluation, updating of course outlines, and/or expansion of programs" (Appendix D, Form A2 and A3). Department chairs are charged with the "development and revision of program review and student learning outcomes assessment processes" (Article 13.1.I.). Departments discuss learning outcomes data submitted by faculty to improve teaching and learning, as discussed in Accreditation Standard II, Student Learning Programs and Support Services. Deans, in consultation with department chairs, address this participation on the Administrator and Peer Evaluation Forms for faculty. The faculty evaluation process also requires the peer evaluators to assess the degree to which the person being evaluated uses effective teaching techniques, engages students in the lesson observed, and measures student performance in fair and valid ways.

Administrator Evaluation

All administrators and supervisors undergo an evaluation annually. Each administrator is evaluated against a set of standard criteria and then is asked to provide a set of specific management responsibilities, goals, objectives, or other specific job duties related to this position, which are agreed upon by their supervisor. Deans are asked to address how they support faculty in the development and assessment of outcomes. In their self-evaluation, deans discuss how they support faculty and staff in achieving SLOs/SUOs.

Analysis and Evaluation:

Student learning is the result of shared practice and collective activity among a program's faculty as opposed to representing the efforts of one individual faculty member. In the case of Ventura College, the assessment of outcomes is an ongoing process. SLOs/SUOs are assessed at the course, program, service unit, and institutional level. Faculty members within a department or program collaborate on the design and implementation of assessment instruments and rubrics and assess student performance relative to SLOs for each course offered in their programs.

While not a separate component of the current evaluation of Contract Tenured Faculty and other personnel directly responsible for student learning, faculty and classified staff are expected to participate in their course and program SLO/SUO assessment in accordance with the department assessment cycle. The end result is that administrators, faculty members, and classified personnel recognize the value and importance of SLO/SUO assessment in improving teaching and learning and creating a culture of student success at Ventura College.

The Draft 2017-2020 Strategic Plan is attached. Please review it and provide any feedback you have by December 8, 2017 using this link:

[Draft 2017-2020 Strategic Plan Feedback](#)

Over the next few weeks, the plan will be shared with the Academic Senate, Classified Senate, and ASVC in order to gain feedback from those groups, as well. All feedback received by December 8, 2017, will then be reviewed by a CPC Taskforce for integration into the plan.

Thanks,

Phillip Briggs
Dean of Institutional Equity and Effectiveness

Ventura College
Facilities Master Plan
2017-2023
Draft 3 – September, 2017

TABLE OF CONTENTS

CHAPTER 1 – EXECUTIVE SUMMARY

The purpose of the 2017-2023 Facilities Master Plan is to serve as a guide for campus development over the next five years – at the main campus in Ventura and at instructional sites in Santa Paula and Camarillo. This is an exciting time for planning, as we implement the Sail to Success Initiative, fulfill the growing demand for distance education, and look toward redefining spaces into interactive environments to enhance opportunities for collaboration, communication and socialization.

This plan honors the collaborate efforts of a multitude of stakeholders, both past and present, who contributed their expertise and time to earlier plans, as well as to this one.

The 2017-2023 Education Master Plan, along with strategic Enrollment Management, are the key drivers for the new Facilities Master Plan. In addition, this plan seeks to implement recommendations provided by the 2016 Sustainability Plan and the 2017 Technology Master Plan. For purposes of clarity, this plan uses the word "space" to reference all areas on campus, both indoor and out, while the word "facility" refers to buildings.

Finally, this FMP contains five goals that speak to the future of Ventura College:

Goal 1: Create spaces and systems illustrative of VC's guiding principle: *We believe that students come first and all else follows…*

Goal 2: Improve/replace aging facilities to support student learning, with consideration of funding sources and the total cost of ownership.

Goal 3: Enhance opportunities for student success through strategic enrollment management.

GOAL 4: Pursue a path toward transitioning the Santa Paula Site into the Ventura College Santa Clara River Valley Center, as well as expand programs offered in Camarillo.

GOAL 5: Ensure that Ventura College remains the educational, cultural and innovative hub of the community.

CHAPTER 2 – INTRODUCTION

Purpose

The purpose of the 2017-2023 Facilities Master Plan (FMP) is to serve as a guide for campus development over the next five years – both at the main campus in Ventura and at instructional sites in Santa Paula and Camarillo.   The plan will ensure a world class learning environment by advancing the College's Mission, Vision, and Guiding Principles.

The breadth and direction of the FMP are driven by:

- 2017-2023 Educational Master Plan

- Enrollment Management – based on the Guiding Principle: *At Ventura College we believe that students come first and all else follows.*

Process

The planning process at Ventura College is collaborative and cyclical, exemplifying the college's commitment toward continuous improvement (Appendix A). Planning involves faculty, staff, students, community members and administrators who participate in developing the following master plans to "operationalize the College Mission into long-term goals and objectives" (2017 EMP, page 52).

Educational Master Plan – Articulates how the college will advance its mission and meet current and anticipated challenges and opportunities.

Facilities Master Plan – Supplements the Educational Master Plan. A long-term plan that articulates how the college will meet facilities-related challenges and opportunities.

Technology Master Plan – Supplements the Educational Master Plan. A 3-year plan that articulates how the college will meet technology-related challenges and opportunities

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.

CHAPTER 3   INTER-RELATED STRATEGIC GOALS

The California Community College System, the Ventura County Community College District, and the Ventura College Education Master Plan all focus on strategies supporting student success.   As the Facilities Master Plan is driven by the EMP, its goals are embedded in the larger vision for the District as well as the California Community College System, as represented below:
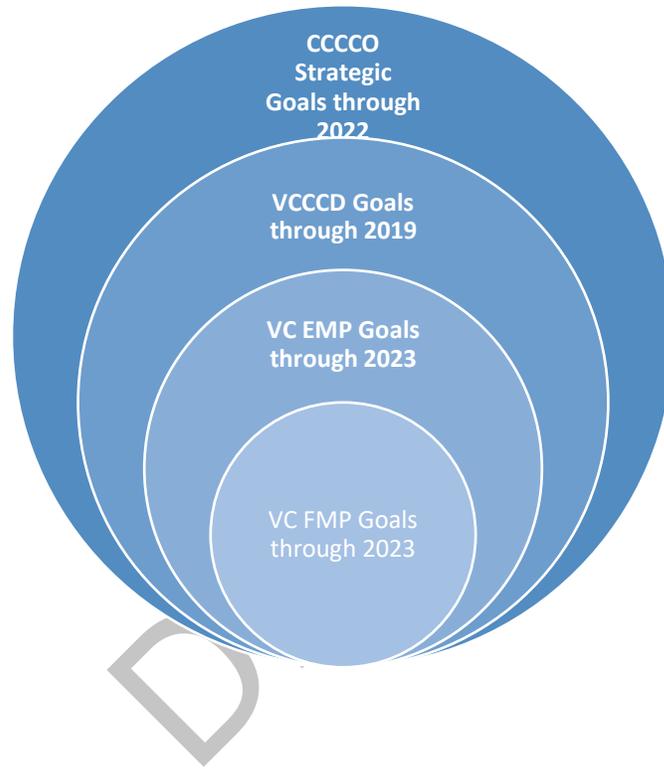
The strategic vision for the California Community College Chancellor's Office (CCCCO) includes the following goals which the system will strive to achieve by 2022 (**https://vision.foundationccc.org/looking-ahead**):

1. *Over five years, increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.*

2. *Over five years, increase by 35 percent the number of CCC students transferring annually to a UC or CSU.*

3. *Over five years, decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges*

showing the strongest performance on this measure. (Associate's degrees typically require 60 units.)

4. *Over five years, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.*

5. *Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.*

6. *Over five years, reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.*

On August 9, 2016, the Ventura County Community College District approved the following District goals as part of its 2013-2019 Strategic Plan:

1. Increase access and student success

2. Partner more effectively to meet community needs

3. Promote effective use of organizational resources

On June 13, 2017, the VCCCD Board of Directors approved the Ventura College 2017-2023 Educational Master Plan with the following goals:

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

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

education.

3. Strengthen local/regional partnerships and community engagement.

4. Enhance institutional effectiveness and accountability to improve innovation and

student outcomes.

5. Effectively manage campus resources to meet student and community needs.

CHAPTER 4 – HISTORICAL PERSEPCTIVE

Measure S Supports Renovation and Expansion

In 2002, Ventura County voters passed Measure S, authorizing a $356 million general obligation bond to renovate and expand the campuses of the district's three colleges as well as the district training facilities for police, fire, and law enforcement officers. The first Ventura College building constructed using bond funds was the Library and Learning Resources Center, which opened in 2005. The remodeled Student Services Center opened in 2008 and the Sportsplex in 2009. In 2011, Ventura College dedicated a new Health Science Complex and two classroom buildings: Multidisciplinary Center East and West. In 2012, a new professional-caliber Performing Arts Center opened its doors for educational and community programs. In 2015, the college began offering classes in the new Applied Science Center with three large classrooms, one outdoor classroom, and a state-of-the-art Career Technical Center with training simulators and simulator software to provide hands-on real life lab experiences for students (2016 Ventura College Accreditation Report, Page 1). See Appendix B for the list of Measure S Projects.

Santa Paula Site, 1974-present

In 1974, Ventura College began offering classes in Fillmore to serve the Santa Clara River Valley's predominantly Hispanic population. In 1980, the Santa Paula Vocational Center, later known as East Campus, opened on Dean Drive in Santa Paula. In 2011, the satellite campus, now referred to as the Ventura College Santa Paula Site, moved to its current location on Faulkner Road. Designated as a Hispanic Serving Institution by the U.S. Department of Education, Ventura College continues to expand access to higher education for the underrepresented areas of the Santa Clara River Valley (2016 Ventura College Accreditation Report, page 1).

2004 Facilities Master Plan

The 2004 Facilities Master Plan was developed by consultant Leo A Daly, with input from two dozen Ventura College faculty, staff, and administrators. At this date, most of the goals outlined in the 2004 Facilities Master Plan have been implemented, including the construction of *better classroom and lecture facilities*, *additional parking*, and *program consolidation into multi-story buildings to maximize land use.* Other goals such as *maintaining quality open space* and *improvements to the campus utility systems* are ongoing and continue to evolve.

2015 Facilities Master Plan Update

The 2015 Facilities Master Plan Update was developed by STV Consulting with input from the VC FOG (Facilities Oversight Group), the BRC (Budget Resource Committee), the Deans, Maintenance and Operations Staff, Information Technology Staff, President and Vice Presidents, Community, Faculty, Staff and Students.   The plan served as a bridging document between the 2004 FMP and the 2017-2023 FMP while the College was developing the 2017-2023 Educational Master Plan. Update: The 2017-2023 EMP is complete.

DRAFT

CHAPTER 5 – SPACE UTILIZATION and WSCH DATA FROM 2015 FMP

Any discussion about facilities needs to include a review of WSCH and room utilization data, because facility revenue from the State is based on these measures. The data below are cited from the 2015 FMP (page 24). They suggest that classrooms and labs are underutilized. However, the figures do not address the need to renovate or replace aging facilities, which have reached their lifespan and no longer serve the best interests of students and the community. Examples include the Science/Mathematics Building and the Athletic Events Center/Small Gym (See FMP GOAL 2).   The District may need to begin engaging in discussions about a new bond measure.
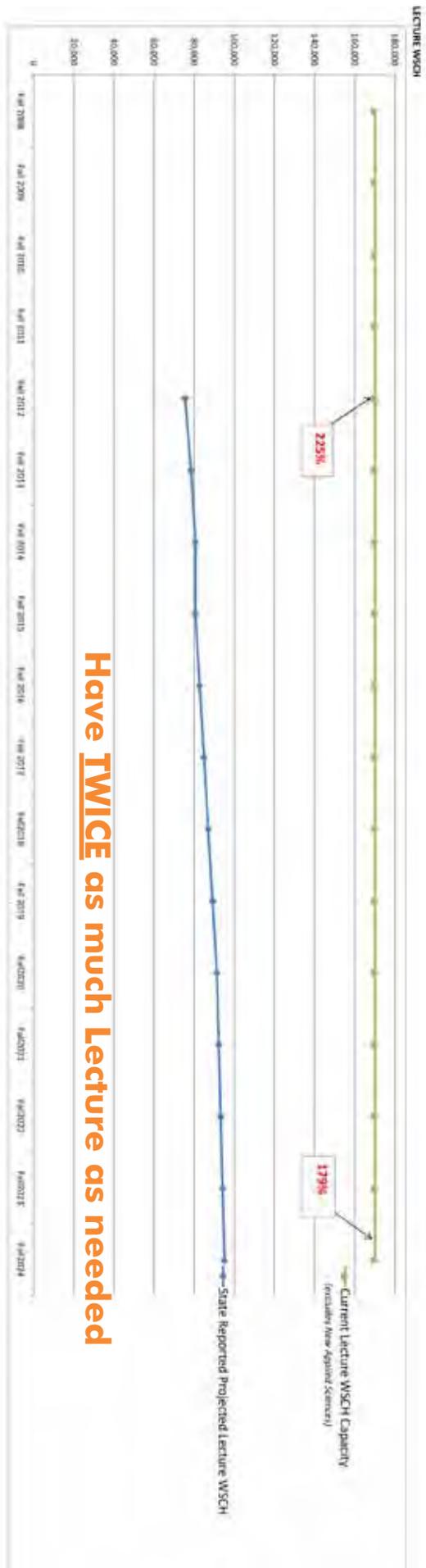
► **70 Classrooms**

► 9 of them (13%) meet State Standards for Utilization

► 30 of them (43%) meet State Standards for Hours of Use but not Station Count for all hours used

► **31 of them (44%) do <u>not</u> meet State Standards for Utilization for neither Hours in Use nor Station Count**

► **32 Laboratories (not including PE)**

► 3 of them (9%) meet State Standards for Utilization

► 12 of them (38%) meet State Standards for Hours of Use but not Station Count for all hours used

► **17 of them (53%) do <u>not</u> meet State Standards for Utilization for neither Hours in Use nor Station Count**

WSCH data from the 2015 FMP (pages 20 & 22) follows below and on next page.
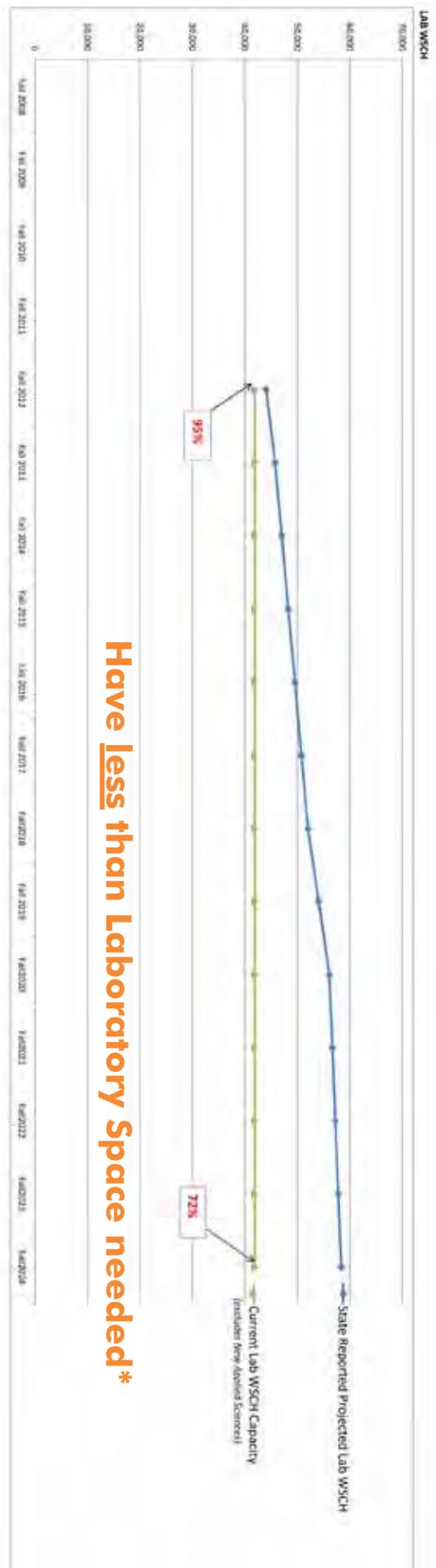
Figure B1: VENTURA COLLEGE TOTAL CAMPUS WSCH BY YEAR

Figure C1: VENTURA COLLEGE TOTAL LECTURE WSCH BY YEAR

Have TWICE as much Lecture as needed

225%

179%

State Reported Projected Lecture WSCH

Current Lecture WSCH Capacity
(includes New Applied Sciences)

Figure C2: VENTURA COLLEGE TOTAL LABORATORY WSCH BY YEAR

Have less than Laboratory Space needed*

95%

72%

State Reported Projected Lab WSCH

Current Lab WSCH Capacity
(includes New Applied Sciences)

Laboratory Capacity does not include the Applied Sciences Center

CHAPTER 06 – 2017 FMP OUTREACH

As the 2017-2023 Educational Master Plan began to take shape, the Office of Business & Administrative Services, Facilities, Maintenance & Operations, and College Services requested input from faculty, staff, and the community to develop the Facilities Master Plan. Stakeholder input is cited in Appendix C.

On March 31, 2017, the College held a Planning Retreat at the Ventura Beach Marriott. 107 members of the College's staff, faculty and administration attended. During three, 30- minute breakout sessions, the Director of Facilities, Maintenance and Operations and the College Services Supervisor held concurrent workshops requesting input for the Facilities Master Plan. After a brief introduction of the planning process and key concepts, participants in the workshops broke into smaller groups to generate ideas for possible projects that should be incorporated into the 2017-2023 Facilities Master Plan.

On April 11, 2017, the same overview, key concepts and "big ideas" were shared at the Associated Students Ventura College meeting.

On April 26, 2017, the Director, Facilities, Maintenance & Operations and the College Services Supervisor addressed the College Area Community Council. The CACC's input was consistent with the feedback gathered for the 2015 update.

On May 4, 2017, input from the College Planning Retreat and the CACC meeting was shared at the Classified Senate meeting. As most of the individuals present had also attended the retreat in March, no new points were brought forth for consideration.

On the fourth Thursday of each month, the Facilities Oversight Group (FOG) meets to provide input for all facility-related issues. FOG is an advisory committee comprised of staff, administrators, and faculty representing all disciplines on campus.

On August 29, 2017, the FMP subcommittee of FOG met to review and provide input for the second draft of the 2017 FMP.

CHAPTER 7 DRAFT GOALS AND OBJECTIVES

Input from all campus constituencies, as well as the College Area Community Council, illustrates a passion for student success and a desire to ensure that Ventura College remain "a beacon of learning – a source of inspiration and guidance – for our students and the community" (Ventura College Vision). Following are the draft goals and objectives for the 2017-2023 Facilities Master Plan.

**Goal 1:   Create spaces and systems illustrative of VC's guiding principle: *We believe that students come first and all else follows…* **(Supports EMP Goal 5 *Effectively manage campus resources to meet student and community needs.)*

Objective 1: Improve access to student services.

> Objective 1a: Consolidate student services into a single center, with consideration of potential funding sources and the total cost of ownership.

> Objective 1b: Conduct a utilization study of the LRC with the goal of determining methods for achieving greater access/efficiency.

Objective 2: Design spaces to encourage student learning through communication, collaboration, and socialization.

> Objective 2a: Design comfortable gathering spaces, indoor and out (including Pirates Walk) with robust WiFi, charging stations, and art exhibits.

> Objective 2b: Explore the development of a cyber café/food court.

> Objective 2c: Explore options for student housing.

 Objective 3: Improve traffic, wayfinding, and safety

> Objective 3a: Redesign South Campus Way, with a roundabout and road extension.

> Objective 3b: Balance campus traffic – East/West and AM/PM

> Objective 3c: Explore options for new staff parking

> Objective 3d: Ensure signage is continuously maintained and well-lit at night; explore the use of solar-powered lights on signage, as well as touch-responsive, talking signs to assist students with visual impairments, as well as individuals using

wheelchairs.

Objective 3e: Review facility locking mechanisms and campus-wide public address systems

Objective 4:   Design bike/skateboard lanes that do not impede the flow or safety of pedestrians on campus.

Objective 4a: Ensure sufficient bike racks throughout campus.

GOAL 2: Improve/replace aging facilities to support student learning, with consideration of funding sources and the total cost of ownership. (Supports EMP Goal 1 *Increase the success of our students while closing equity gaps;* EMP Goal 2 *Increase our community's access to transfer, workforce preparation, and basic skills education; and* EMP Goal 5 *Effectively manage campus resources to meet student and community needs)*

Objective 1: Develop a timeline to replace aging facilities. Examples of spaces to be considered include:

- Athletic Event Center/West Fields
- Science/Math Building
- CTE Labs, including Water Science, Forensics Lab, EMT and NS
- AG Building to support training in emerging, agricultural industries

Objective 2: Relocate the dance studio to the Performing Arts Center.

Objective 3: Ensure that new and existing facilities align with the energy goals of the 2016 Sustainability Plan and the initiatives delineated in the 2017 Strategic Technology Plan.

Objective 3a: Install utility meters in individual buildings to monitor energy efficiency.

Objective 3b: Explore alternative energy options, including the installation of solar panels on West Lot.

Objective 3c: Maximize use of smart classrooms

Objective 3d: Explore "next generation" learning furniture

Goal 3 – Enhance opportunities for student success through strategic enrollment management. (Supports EMP Goal 1 *Increase the success of our students while closing equity gaps;* EMP Goal 2 *Increase our community's access to transfer, workforce preparation, and basic skills education;* EMP Goal 3 *Strengthen local/regional partnerships and community engagement*; EMP Goal 4 *Enhance institutional effectiveness and accountability to improve innovation and student outcomes;* and EMP Goal 5 *Effectively manage campus resources to meet student and community needs.*)

Objective 1: Ensure accuracy of current and projected WSCH, as well as space utilization data, to help inform scheduling.

Objective 2: Maximize learning opportunities by scheduling courses during all available blocks.

Objective 3: Support "Sail to Success" Initiative through strategic scheduling and instructional strategies:

- Open entry/open exit, competency based instruction in pre-collegiate math and English
- Accelerated/compressed curriculum
- Cluster courses/block scheduling
- Learning communities for pre-collegiate for math and English
- Primary language instruction

 Objective 4: Provide opportunities for students to earn bachelors' degrees on site through additional partnerships with local universities

GOAL 4: Pursue a path toward transitioning the Santa Paula Site into the Ventura College Santa Clara River Valley Center, as well as expand programs offered in Camarillo. *(*Supports EMP Goal 2 *Increase our community's access to transfer, workforce preparation, and basic skills education;* and EMP Goal 3 *Strengthen local/regional partnerships and community engagement.*)

Objective 1: Generate a minimum of 1000 FTEs at the Santa Paula site to become eligible for basic allocation revenue, per Title 5, 58771(i).

Objective 2: Engage the business and civic leadership in Santa Paula to develop a cost-sharing strategy for a new college facility in Santa Paula.

GOAL 5: Ensure that Ventura College remains the educational, cultural and innovative hub of the community.   (This goal supports EMP Goal 1 *Increase the success of our students while closing equity gaps*; EMP Goal 2 *Increase our community's access to transfer, workforce preparation, and basic skills education*; EMP Goal 3 *Strengthen local/partnerships and community engagement;* EMP Goal 4 *Enhance institutional effectiveness and accountability to improve innovation and student outcomes; and* EMP Goal 5 *Effectively Manage Campus Resources to meet student and community needs.)*

Objective 1: Balance the needs of the community and campus to mutual benefit.

Objective 1a: Establish a VC Visioning Committee to conduct research and forecast stakeholder needs regarding campus facilities for the next decade and beyond.

Objective 1b: Develop strategies for more efficient communication with the public regarding facility rental opportunities through the Civic Center.

Objective 1c: Rebrand the Wright Event Center into the Ventura College Community Center, available for community conferences and events.

Objective 1d: Explore options to reuse the former pool site, with respect toward landscaping and the college's history as an arboretum.

Objective 2: Ensure that all CTE labs meet or exceed industry standards.

Objective 2a: Engage CTE advisory committees for ongoing review of facilities and equipment.

Objective 3: Support educational opportunities for nontraditional students through the restoration of a fee-based, community education program.

Objective 3a: Update institutional knowledge in best practices for operating a not-for-credit, community education program through consultation with LERN (Learning

Resources Network) and ACCE (Association for Continuing and Community Education).

CHAPTER 8: CHALLENGES AND OPPORTUNITIES

Some of the challenges to achieving the FMP goals and objectives include:
- Securing new, financial resources
- Prioritizing existing resources
- Disrupting the status quo regarding scheduling
- Engaging business and civic leaders as partners, especially in developing a center in Santa Paula
- Committing to funding the human resources necessary to advance the goals
- Deploying new technologies in a judicious manner with limited resources

Some of the opportunities rooted in the FMP goals and objectives include:
- Improved student outcomes
- Expanded community partnerships
- Enhanced access to student services
- Reduced frustration with traffic on campus
- Improved wayfinding
- New options for bicyclists
- Additional resources directed toward sustainability
- Expanded opportunities for non-traditional students
- Enhanced opportunities for higher education in the Santa Clara River Valley

Chapter 9: NEXT STEPS

The next step is to develop a Strategic Implementation Plan (SIP).   The SIP is a document developed by the college management team specifying how the college has aligned its goals with those of the District. Moreover, the SIP guides the college in how the goals and objectives of its master plans will be operationalized and which managers and support teams will be responsible for given objectives.

In Fall, 2016, the SIP was updated to address the District's 2013-2016 Strategic Goals.   While the District's goals remain the same through 2019, the Ventura College EMP, FMP and IT Strategic Plans have all been updated. Thus, the SIP will need to be revised to ensure expedient implementation of the master plans' new goals.

Appendix A
Master Planning Timeline
(from EMP)

	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						

Appendix B
Measure S Bond Projects

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
MEASURES BOND PROJECTS - EXHIBIT B NUMBERED(SEE NOTE)
COUNTYWIDE PROJECTS FOR PUBLIC SAFETY INSTRUCTION
Estimated Cost: $23,905,124
i • Construct Regional Fire, Sheriff & Police Education and Training Academy, Including classroom and instructional facilities and
equipment for Sheriff and Fire Training Academies, and replace outdated electrical and utility systems
2 • SITE PLANNING AND DEVELOPMENT
3 • DISTRICTWIDE PLANNING AND DEVELOPMENT
MOORPARK COLLEGE REPAIR 8r. IMPROVEMENT PROJECTS
Estimated Costs: $104,239,503
4 • Expand Learning Resources and Telecommunications Center by improving library space and computer classrooms
5 • Add classrooms and lecture halls by converting old library space
15 • Complete site Improvements, upgrade fire safety and security alarm systems
7 • Construct Academic and Computer Center, including adding computer science labs and other classrooms
a • Construct classrooms for the new Conejo Education Center, a joint project with the Conejo Valley Unified School District to serve the TO community
9 • Construct a Joint Instructional Center with Moorpark Unified School District for college classrooms accessible to high school students
10 • Construct a Simi Valley Education Center
ii • Construct Health Sciences and math classrooms and lecture halls
12 • Expand Student Services Facility for counseling, financial aid, other services
13 • Repair old classrooms
14 • Expand Student Center
15 • Construct Child Development Center
16 • Refurbish physical education facilities
11' • Expand animal science education center to address student enrollment demand
18 • Construct new operations and warehouse facilities
19 • Build parking structure to alleviate neighborhood traffic congestion
20 • Construct Fine Arts building
21 • Expand Music Building
22 • Retire capital financing
23 • CAMPUS PLANNING AND DEVELOPMENT
24 • DISTRICTWIDE PLANNING AND DEVELOPMENT
25 • INFRASTRUCTURE NECESSARY TO SUPPORT SPECIFIED CAMPUS PROJECTS
OXNARD COLLEGE REPAIR 8r. IMPROVEMENT PROJECTS
Estimated Costs: $110,983,187

26 • Construct additional classrooms, labs, lecture halls; replace old portables (Buildings A, B, C)

21 • Renovate Library & Learning Resource Center to bring library to current state standards

28 • Construct Health Sciences Building and Instructional Media Facility, including adding more classrooms and labs

29 • Renovate aging campus infrastructure by installing new wiring/electrical systems for technology

30 • Construct High Tech Building, including classrooms, lecture halls, labs

31 • Refurbish student facilities, expand bookstore

32 • Construct Student Services Building to address overcrowding

33 • Replace aging Child Development Center portables with improved, permanent facilities

• Construct Performing Arts classroom and auditorium, Including expanding teaching/performance space

35 • Replace inadequate Health & Safety Building (Student Health Center) with safe facilities

36 • Renovate athletic fields for safety compliance

37 • Add new parking structure for pedestrian, vehicular safety

38 • Construct maintenance warehouse

39 • Retire capital financing

40 • CAMPUS PLANNING AND DEVELOPMENT

41 • DISTRICTWIDE PLANNING AND DEVELOPMENT

42 • INFRASTRUCTURE NECESSARY TO SUPPORT SPECIFIED CAMPUS PROJECTS

VENTURA COLLEGE REPAIR 8r. IMPROVEMENT PROJECTS

Estimated Costs: $117,220,000

43 • Renovate 37 year old G Building/Auditorium, including replacing antiquated electrical, heating, ventilation, plumbing and lighting systems

44 • Replace outdated Health Science Building (Nursing, Paramedics, Emergency Medical Technician and Certified Nursing Assistant Programs),
including adding labs, lecture halls, classrooms

45 • Replace Portables and build General Purpose Education Building for permanent classrooms, labs, lecture halls

46 • Construct Advanced Technology Education Training Building by building permanent classrooms, lecture halls, computer labs

47 • Construct and upgrade science classrooms and labs

43 • Complete construction of Learning Resource Center/library

49 • Upgrade Financial Aid, Disabled Student Services, Counseling, Student Services and Communications Building

50 • Construct Santa Clara Valley Advanced Technology Education Center including classrooms, computer labs, library, and Child Care Center

51 • Renovate athletic facility for health/safety, upgrade physical education facilities

52 • Upgrade electrical and utility systems

• Improve Fine Arts lab, Art Classroom Building H

• Renovate maintenance and operations facilities, including storage

55 • Construct and renovate parking facilities

58 • Renovate auxiliary services and Student Counseling Center

51 • Retire capital financing

5S • CAMPUS PLANNING AND DEVELOPMENT

59 • DISTRICTWIDE PLANNING AND DEVELOPMENT

• INFRASTRUCTURE NECESSARY TO SUPPORT SPECIFIED CAMPUS PROJECTS

Note: The projects in CAPS were not itemized in Exhibit B but are integral and necessary activities relative to the bond program. These planning, development and infrastructure costs will be allocated to the projects that received benefit; project budgets include these costs

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Appendix C
Facilities Master Plan Stakeholder Input

March 31, 2017 Planning Retreat FMP Ideas
Breakout Session – 10:30am
Banners, e-signs
Cafeteria, food center with seating
Additional security measures, cameras
HVAC
Inviting gathering spaces
Parking structure with solar panels
Water conversation
Improved communication from M&O (TrackIt)
Buses on campus
Charging stations – cyber café
Better location for FIT lab
Bicycle and skateboard parking
New Science building
Breakout Session – 11:00am
Classrooms by day/units, not disciplines
Active furniture, student-friendly classrooms
Faculty offices more accessible/visible
Outdoor meeting spaces
HVAC
Use unutilized spaces for training
Food service, price points, cafeteria
Campus Center is currently not inviting
Need space utilization/visualization model
Better communication from administration re: class cuts and space utilization
3rd floor MCE gathering space
Look at why some classrooms are "preferred" and correct
Maintain a quiet space on campus
"Digital Divide" – keep textbooks on campus
STEM Center
Shared space impacts equipment purchases
Accessibility
Protect keyboards
Public printer
Locks inside of classroom
Breakout Session – 11:30am
One-stop buildings – Student Services + Admin + Bookstore
Gathering quad
Cohesive, campus-wide theme/color
Patio with shade

WiFi
More recycling
Solar charging stations
Filtered water stations
HVAC
Front of ASC – landscaping w/ color, monarchs
VC stone structure

On April 26, 2017, College Area Community Council:
Sustainability – suggesting that the Agricultural program could begin growing food
Would like a bigger, better library – more resources available to the public
Athletics and Health could offer more options for use by the public
IT Support for the community – either through classes, workshops, or walk-in assistance availability
Move the weekend Market Place currently operated by The Foundation on Saturdays and Sundays in the East Parking Lot
More walking paths
Better utilization of Wright Event Center
Expressed some concern regarding the potential for student housing and its possible impact

⸺⸻⸢⸲⸀⸲⸻⸺

Notes from Facilities Oversight Group -- Big Ideas:
Usage of former pool site and storage area near CDC
West Field (SoccerPlex, softball fields)
New CTE Lab Building including Water Science, Forensics lab, EMT, NS
New SCI Building and Science Wet Lab
New Student Services Building – consolidating services
LRC – utilization study of building
Student Housing
AG Facility
AEC Renovation/Expansion of building (demolish C Bldg)
Performing Arts Center (Dance Studio)
Solar Panels on West Lot
HVAC – campus-wide
Balance campus traffic – East/West and AM/PM
South Campus Way, roundabout and road extension
New staff parking
Walking/Biking/Skateboarding paths throughout campus
Social Gathering Space
Indoors adjacent to Student Services areas
SGS - Outdoors throughout campus including Pirates Walk
Food Court(s)
Art – indoors and outdoors
Historical references – arboretum, agricultural

Budgets for Buildings, Fixtures, Furniture and Equipment (BFF&E)
Locks/Safety Project including public address system
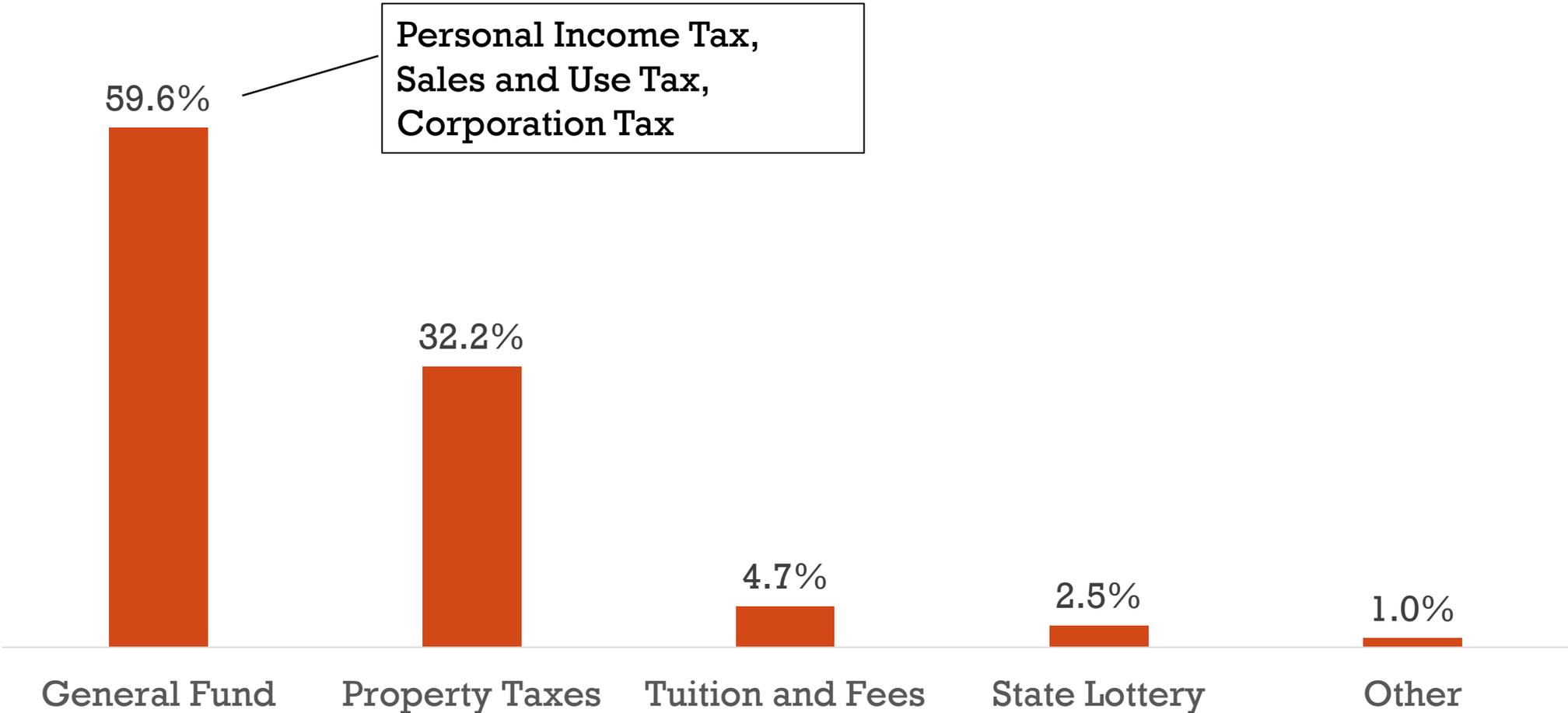Wright Event Center – potential conference center

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FTES? FTEF? PRODUCTIVITY?

September 6, 2017
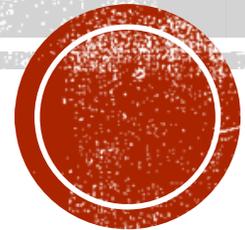
WHAT DETERMINES HOW MUCH EACH COLLEGE RECEIVES?
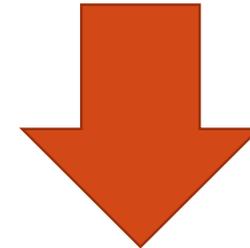
Size

$$$$$$$$$$$$$

$$

HOW DO YOU MEASURE SIZE? FTES!

Full-Time Equivalent Students = FTES

FTES is used to measure the size of a College

WE NEED A FORMULA FOR FTES

Assumption:
1 Full Time Student
3 Hours per day
5 Days per Week
1 Academic Year (**35 Weeks**)

WE NEED A FORMULA FOR FTES

Assumption:
1 Full Time Student
3 Hours per day **x 5** Days per Week **x 35** Weeks **= 525** Hours per Year

WE NEED A FORMULA FOR FTES

1 Full-Time Student **=** **15** hours per week

Mary is in class for 7.5 hours per week.

Eric is in class for 3 hours per week.

Mary is the *equivalent* of half of a full-time student:
$$7.5/15 = 0.5$$

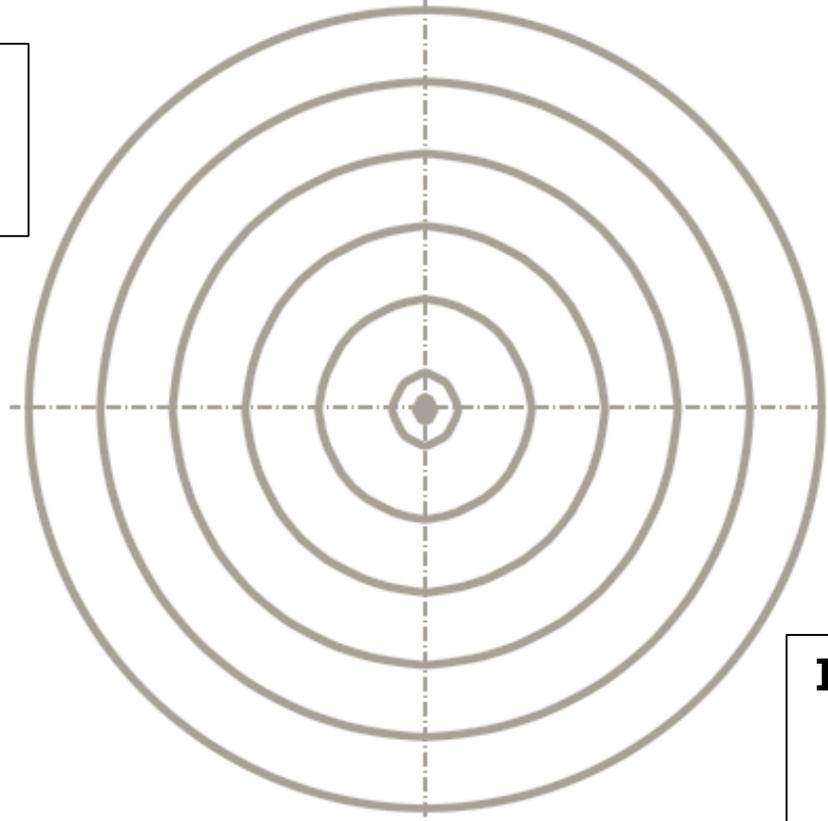Eric is the *equivalent* of 20% of a full-time student:
$$3/15 = 0.2$$

Added together, Mary & Eric are the ***equivalent*** of

$$0.5 + 0.2 = \textbf{0.7} \text{ full- time students}$$

IN 2016-2017
1 CREDIT FTES = $5005.75 FROM THE STATE

Every year, the state tells us the max amount of funding they will give us = Our Target

If our FTES target is 10,000
The State pays us a max of $ 50,057,500

WHAT IS PRODUCTIVITY?

WSCH

FTEF

WHAT IS WSCH?

WSCH

W = Weekly
S = Student
C = Contact
H = Hours

$=$ FTES x 30

More FTES = More WSCH = More State Funding

WHAT IS FTEF?

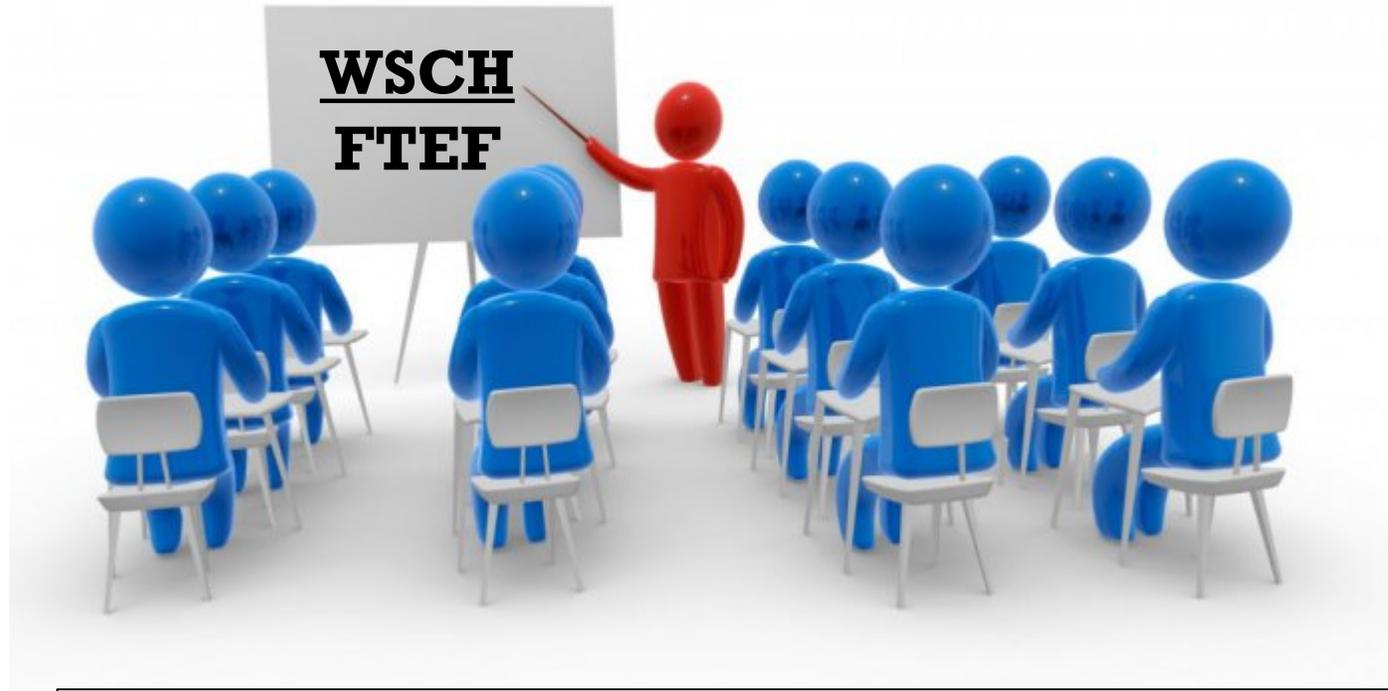F = Full
T = Time
E = Equivalent
F = Faculty

= Instructor Load

More FTEF = More Money Spent on Faculty Salaries & Benefits

WHAT IS PRODUCTIVITY?

WSCH/FTEF = Productivity Ratio

Economic Efficiency

WHAT IS OUR BREAK-EVEN PRODUCTIVITY VALUE?

Above 525 - We are **receiving more** than we are spending

525

Below 525 - We are **spending more** than we are receiving

WHICH SCENARIO IS MORE EFFICIENT?

- Scenario A: 10,000 FTES, 300 sections

- Scenario B: 10,000 FTES, 250 sections

SCENARIO A: 10,000 FTES, 300 SECTIONS

- 300 Sections

- One section = 0.2 FTEF (instructor load)

- 300 x 0.2 = 60 = FTEF

- 10,000 x 3 = 30,000 = WSCH

$$\frac{WSCH}{FTEF} = \frac{30,000}{60} = 500$$

500 is our productivity value!

SCENARIO B: 10,000 FTES, 250 SECTIONS

- 250 Sections

- One section = 0.2 FTEF (instructor load)

- 250 x 0.2 = 50 = FTEF

- 10,000 x 3 = 30,000 = WSCH

$$\frac{WSCH}{FTEF} = \frac{30,000}{50} = 600$$

600 is our productivity value!