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Introduction

The 2017-2020 Strategic Implementation Plan identifies the specific strategies that the college will undertake to meet the goals identified in the [2017-2023 Educational Master Plan](#). For each goal of the Master Plan, strategies and action steps have been developed. Each year, this plan will be updated to include progress that has been made towards each strategy and action step. Thus, the 2017-2020 Strategic Implementation Plan is a living document which will be regularly updated and evaluated.

Process for Developing the Plan

Over the course of the 2016-2017 academic year, VC developed its 2017-2023 Educational Master Plan. This plan was implemented on July 1, 2017, and describes the long-term goals for the college. The next step was then to develop a Strategic Implementation plan to describe the strategies that VC will undertake to meet these goals. On September 27, 2017 the College Planning Committee approved a timeline for developing the 2017-2020 Strategic Implementation Plan. A Strategic Plan taskforce was also convened at that meeting and was tasked with developing a first draft of the plan. This taskforce included the following people:


- Eric Martinsen – English Department Chair
- Jeanine Day – Fiscal Services Supervisor
- Lydia Morales – Academic Senate President
- Phillip Briggs – Dean of Institutional Equity and Effectiveness

On September 29, 2017, VC held a campus-wide retreat at the Ventura Four Points Sheraton. Retreat attendees broke into groups and discussed and developed strategies for each of the five goals of the 2017-2023 Educational Master Plan. The Strategic Plan taskforce took this feedback and integrated it with strategies that were already under development in order to create the first draft of the plan.

To gain widespread feedback and input on the plan, the first draft was shared with the College Planning Committee on October 25, 2017. It was shared with the Classified Senate on November 2, 2017, the Associated Students for Ventura College on November 14, 2017, and the Academic Senate on November 16, 2017. Feedback from these groups was incorporated into the plan, and an updated draft was emailed to the entire campus on January 16, 2018, along with a link to an online survey for providing feedback. First readings of the plan were held in the Classified Senate on February 1, 2018, the Associated Students of Ventura College on March 13, 2018, the Academic Senate on March 1, 2018, and the College Planning Committee on March 22, 2018. The plan was approved in the Classified Senate on March 1, 2018, the Academic Senate on March 15, 2018, and the Associated Students of Ventura College on April 17, 2018. The plan was then approved by the College President on April 24, 2018.

2017-2020 Strategic Implementation Plan Certification

We certify that there was broad participation by the campus community in the development of the 2017-2020 Strategic Implementation Plan, and that the constituencies we represent support the goals and objectives contained within the plan.



David Keebler, President, Ventura College
4-24-18
Date



Lydia Morales, President, Academic Senate
4/20/18
Date



Sebastian Szczebiot, President, Classified Senate
4/17/18
Date



Leslie Herrera, President, Associated Students of Ventura College
4/17/18
Date

Mission, Vision, Guiding Principles

Ventura College Mission

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

Ventura College Vision

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

Ventura College Guiding Principles

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

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

Goal 1: 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 English and Math basic skills 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 are prepared for 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.

Strategies to Meet Goal 1

Objectives	Strategy	Action Steps	Lead(s)	Results Achieved to Date
1-6	Fully implement Sail to Success Initiative (i.e. Ensure that all students are prepared to enroll in transfer-level English and Math within one year)	<ul style="list-style-type: none"> • Implement refined multiple-measures English and Math placement models. • Offer and refine compressed and/or accelerated English and Math curriculum. • Offer culturally-responsive training for faculty and staff. • Analyze feasibility of requiring English and Math enrollment as a condition of the VC Promise. • Analyze feasibility of requiring English and Math enrollment as a condition of the First-Year Experience Program. • Develop a mechanism to allow first-year students to enroll in English and Math in their first year. • Provide English and Math wraparound academic support. • Provide bilingual tutoring services. • Implement and evaluate BSSOT Grant. 	<ul style="list-style-type: none"> • Math/English Dean and Dept Chairs • Tutoring Dean • VP Student Affairs • Counseling Dept Chair • VC Foundation Director • Student Success Committee 	<ul style="list-style-type: none"> • AB 705 has been implemented (includes multiple-measures placement models). • Transfer-level English and Math course offerings have increased. • All transfer-level math courses include a paired 1- or 2-unit support course. • Non-credit support courses are being developed. • English classes that meet in a computer lab include an embedded peer tutor. • “Sidecar” tutoring sessions are held in between English classes. • English and Math Depts are piloting various wraparound support options, including encouraging students to enroll in Coun V01. • FYE students are required to enroll in English and Math in their first year. • FYE students receive priority registration. • Culturally responsive training has occurred through Faculty Academy, Diversity in Culture panel sessions, and Men of Color Workshops • Many tutors in tutoring center are bilingual. • BSSOT Grant was precursor to AB 705. • Criteria for VC Promise have been modified to align with AB 19.

Objectives	Strategy	Action Steps	Lead(s)	Results Achieved to Date
1-6	Implement Integrated Equity, Student Success and Support Program (SSSP), and Basic Skills Initiative (BSI) Plan	<ul style="list-style-type: none"> • Develop and implement integrated plan to ensure that students receive SSSP services, equity gaps are closed, students complete Basic Skills English and Math sequences, and the percentage of students on academic probation is decreased. • Continue to increase effective student service resources. • Evaluate plan’s effectiveness • Revise plan based on evaluation 	<ul style="list-style-type: none"> • VP Student Affairs 	<ul style="list-style-type: none"> • Integrated Plan developed and submitted to state. • In 2019, the SEA plan replaced the Integrated Plan. • Initial SEA plan has been developed, but is being revised to incorporate broader campus input and discussion prior to implementation.
1-6	Improve coordination and communication of academic support services.	<ul style="list-style-type: none"> • Evaluate and optimize academic support services. • Evaluate and develop early alert system to identify students in need of services and support. • Implement and coordinate referral process • Implement and coordinate searchable clearinghouse of information. • Build faculty, staff, and student awareness of and encourage use of academic support services. 	<ul style="list-style-type: none"> • VP Student Affairs 	<ul style="list-style-type: none"> • Academic support services complete comprehensive program review every 3 years, and evaluate annual progress made towards long-term goals. • Starfish system has been implemented. Starfish coordinates early alert and referral capabilities within appropriate regulations. • Pirates Cove connects students with academic support services. • Many student services give in-class presentations on the services they offer. • Resources and services are communicated to the campus through multiple methods including social media, the monthly campus-wide “Message in a Bottle” newsletter, Captain’s Chats, and forums. • Multiple events are held each year to increase student awareness of academic support services, including Set Sail Saturdays, Cash for College, student life days, welcome tables, and other pop-up events.

Objectives	Strategy	Action Steps	Lead(s)	Results Achieved to Date
1-6	Implement Guided Pathway Model	<ul style="list-style-type: none"> • Develop plan for Guided Pathway Model • Lay groundwork for implementation • Begin to implement redesigned pathways 	<ul style="list-style-type: none"> • VP Academic Affairs • VP Student Affairs 	<ul style="list-style-type: none"> • Guided Pathway steering committee has been created, and is composed of 9 faculty, 9 classified professionals, 9 students, and 5 administrators. • VC has been recognized for actively involving students in the planning and development of strategies. • Campus-wide retreats held in fall 2018, spring 2019, and fall 2019. • Campus-wide roundtables have also been held every semester since fall 2018. • A heavy focus has been placed on communication of the Guided Pathways plan, and professional development related to implementing the plan. • 3-year Guided Pathway plan has been developed and approved. • Programs have begun to be clustered into career and major communities. • Program maps have been developed for the majority of majors.

Goal 2: 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%.

Strategies to Meet Goal 2

Objectives	Strategy	Action Steps	Lead(s)	Results Achieved to Date
1-3	Improve college marketing.	<ul style="list-style-type: none"> • 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. • Increase awareness of VC Voices. 	<ul style="list-style-type: none"> • Business Services Supervisor 	<ul style="list-style-type: none"> • Newly formed District Office marketing team is providing planning, direction and resources for colleges. • New website has been designed and will go live in spring 2020. • District has developed an online repository of pictures, logos, and branding standards. • VC Newsroom website has been developed, and is highlighted success stories. • VC has advertised multiple events and programs on the radio, TV, and in local newspapers. • Through Guided Pathways, surveys are being conducted to understand student communication preferences. • College marketing efforts are being re-aligned to take into account District efforts. • VC has streamlined the process for requesting web-based marketing of events, classes, and initiatives. • New initiatives are marketed throughout the community (e.g. Set Sail Saturday, Diversity in Culture Festival, Cash for College) • Director of Outreach and Marketing position has been prioritized by College President. • Success Files TV production created high-quality videos from student and program success stories in career education. • Career Education division has developed new marketing and outreach materials. • VC Voices is now only available online.

Objectives	Strategy	Action Steps	Lead(s)	Results Achieved to Date
1, 2	Improve outreach to local high schools.	<ul style="list-style-type: none"> • Implement and refine 3-Year Outreach Plan. • Develop and expand model for providing high school seniors with comprehensive educational plans at their high school. • Develop systematic plan for College and Career Pathway (CCAP) dual enrollment course offerings at high schools. • Continue to offer events for high school students (e.g. Pirate Nights, Pirate Fridays). • Provide information about transfer process to high school students and parents. 	<ul style="list-style-type: none"> • VP Student Affairs 	<ul style="list-style-type: none"> • 3-Year Outreach Plan has been developed and implemented. • Many local high schools have adopted ‘Get Focused, Stay Focused’ curriculum, which involves career planning. • In 2018-19, the VC Outreach Team visited 24 local high schools, and assisted over 1,361 students in applying to VC. • Pirate Nights and Pirate Fridays are offered. In 2019, 668 students attended a Pirate Friday event. • CCAP dual enrollment courses have been offered, and are being evaluated for expansion. • Enrollment at classes offered at high schools increased from 458 in 17-18 to 474 in 19-20. • Comprehensive educational plans are created after students have attended a group counseling session or met a unit threshold. • Annual High School Principal breakfast is held at VC with principals from local high schools. • Annual counselor exchange event is held where VC counselors and high school counselors collaborate on key topics. • Undocumented student week of action services are offered at local high schools.
1, 2	Expand offerings at the East Campus.	<ul style="list-style-type: none"> • 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. • Establish coordinator/director/dean to oversee the East Campus 	<ul style="list-style-type: none"> • VP Student Affairs • VP Academic Affairs 	<ul style="list-style-type: none"> • Consultant firm hired to conduct formal evaluation of Santa Clara River Valley educational needs, and feasibility of developing an Educational Center. • Assistant Dean of Off Campus Programs hired • Plan developed to offer all courses required to complete Social and Behavioral Sciences, and Arts and Humanities Degrees at East Campus. • Medical assisting degree/certificate can be completed at East Campus. • Vet Tech curriculum approved to be offered at East Campus. • Student services have been expanded at East Campus.

Objectives	Strategy	Action Steps	Lead(s)	Results Achieved to Date
1, 2	Expand noncredit course offerings.	<ul style="list-style-type: none"> • Offer noncredit Technology/Workplace courses. • Offer noncredit ESL courses. • Offer noncredit English and Math support courses. • Evaluate demand for additional non-credit offerings. • Develop noncredit certificates in order to receive enhanced non-credit funding. • Train faculty and staff in the development of noncredit courses and certificates. 	<ul style="list-style-type: none"> • VP Academic Affairs 	<ul style="list-style-type: none"> • Noncredit Technology courses have been developed and offered. • Noncredit ESL courses have been offered and are seeing high enrollment. • Noncredit certificates have been developed, and have resulted in enhanced non-credit funding for non-credit Technology courses. • Additional Noncredit certificates of completion for Food Safety and Agriculture Field Supervisor are currently being approved. • ICAN-JOB noncredit certificate has been developed, and courses have begun to be offered. • Each spring, a group of faculty and administrators attend the State Academic Senate’s Career and Noncredit Education Institute. • Noncredit support courses in math have been developed and approved to be offered. • Noncredit admissions application is being developed. • Under a recent District Administrative Procedure, noncredit courses will now have pass/no pass grading mode. • First noncredit ESL students have moved into credit courses.
1, 2	Expand online course offerings.	<ul style="list-style-type: none"> • 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. • Train staff in the BEACH, Tutoring Center, and Student Connect to assist students in 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) 	<ul style="list-style-type: none"> • Dean responsible for Distance Education 	<ul style="list-style-type: none"> • Online Education initiative has been implemented. • Education Futures Grant obtained to ensure that key GE courses can be offered online to allow students to complete all GE requirements online • Utilizing Cranium Café for online counseling appointments. • Designated DE Counselor created.

Objectives	Strategy	Action Steps	Lead(s)	Results Achieved to Date
1, 2	Expand access to workforce preparation programs.	<ul style="list-style-type: none"> • Implement Strong Workforce Program. • Expand Career Development Center to assist students in preparing for and applying to internship and job opportunities. • Expand Career Development Center to assist students in identifying their career interests, values, skills, explore career opportunities, and to gain proficiency in utilizing new technologies in their job and internship searches. • Develop methods to measure student learning and assess the quality of the Career Development Center services in supporting students in establishing meaningful employer connections that lead to internships and/or job opportunities. • Develop skill-building courses for career advancement. • Market career education to community. • Develop career pathways. 	<ul style="list-style-type: none"> • Career Education Deans 	<ul style="list-style-type: none"> • Strong Workforce Program has been implemented. • Career Development Center has added a Job Developer position, student services assistant, and office assistant. • Career Development Center has expanded outreach to employers, internships, and paid internships. • Expanded Symplicity software use for managing internships and employer connections. • Career Center staff and counselors have been trained in the MBTI to identify career interests. • MBTI and Strong Inventory are available for free to all students. • ATE noncredit courses have been offered to build skills for career advancement. • Annual job fair held on campus that is marketed to community. • Career pathways developed through VC Innovates. • Career pathways being further refined through K-12 Strong Workforce.

Objectives	Strategy	Action Steps	Lead(s)	Results Achieved to Date
1-3	Reduce financial barriers to student access.	<ul style="list-style-type: none"> • 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. • Continue to offer “Feed a Pirate” food pantry. • Improve accessibility of 1090T Form. 	<ul style="list-style-type: none"> • VP Student Affairs 	<ul style="list-style-type: none"> • Campus Logic software implemented in Fall 2019. Software works with Banner to allow students to submit all financial aid documentation electronically. In spring 2020, software will also allow for financial aid appeals to be submitted electronically. • Remodel of financial aid lobby to improve privacy has been approved, but work has not yet started. • Computer lab has not been expanded. • Ongoing financial events are occur throughout the year. • AB 19 implementation is occurring. 1,174 students served in 2018-19. Emergency grants will be available in spring 2020. • OER/ZTC implementation has started and is being expanded. • Coordination with VC Foundation is ongoing to align various promise programs. • Food pantry has been expanded from 2 days a week to 4 days a week. It has also been expanded to serve the East Campus twice a month. • 1098T Form is more easily accessible through student portal.
1, 2	Develop and implement an enrollment management plan.	<ul style="list-style-type: none"> • Evaluate and refine division FTES, FTEF, and productivity targets • Improve enrollment management communication. • Develop framework for a 2-year schedule. 	<ul style="list-style-type: none"> • VP Academic Affairs, Dean of IE 	<ul style="list-style-type: none"> • FTEF Allocation model has been developed to align course offerings with the new Student Centered Funding Formula, and maximize student access and success. Model will be implemented in 2020-21. • From 2017 and 2020, division-level FTES, FTEF, and productivity targets were developed and evaluated. • Weekly Enrollment updates are emailed to President, Dept Chairs, Deans, VPs.

Goal 3: 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.

Strategies to Meet Goal 3

Objectives	Strategy	Action Steps	Lead(s)	Results Achieved to Date
1	Strengthen partnerships with local K-12 schools	<ul style="list-style-type: none"> • Offer dual enrollment courses through the College and Career Pathway (CCAP). • Implement and refine 3-Year Outreach Plan. • Continue to offer events for high school students (e.g. Pirate Nights, Pirate Fridays, math competitions). • Collaborate with local K-12 districts. • Explore alignment with feeder high schools in English and Math through regular events (e.g. high school connection dinners). 	<ul style="list-style-type: none"> • Off-Campus Programs Dean • VP Student Affairs 	<ul style="list-style-type: none"> • Assistant Dean for Off Campus Programs has been hired to strengthen partnerships with local K-12 schools. • Annual counselor exchange occurs with VC and high school counselors. • 3-Year Outreach Plan has been developed and implemented. • CCAP dual enrollment courses have been offered, and are being evaluated for expansion. • Pirate Nights and Pirate Fridays continue to be offered. • Annual event held with high school principals to improve collaboration. • English and Math connection dinners occur each spring.
1	Strengthen partnerships with 4-year universities.	<ul style="list-style-type: none"> • 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. • Establish Transfer Center Coordinator position. • Increase Transfer Admissions Agreements. 	<ul style="list-style-type: none"> • VP Student Affairs 	<ul style="list-style-type: none"> • Transfer Center Coordinator position has been established. • University visits, talks, workshops, and college fair have occurred regularly. • 15 universities come to transfer center each semester. • Increased from 4 university tours per year to 8 tours per year. • Financial aid consortium agreements exist as needed between 4-year universities and VC. • Articulation agreements with 4-year universities have increased. • Transfer Admissions Guarantee Agreements have increased with multiple in-state and out-of-state universities. CCCCO made TAG agreements with 35 HBCUs.

Objectives	Strategy	Action Steps	Lead(s)	Results Achieved to Date
1, 2	Strengthen partnerships with regional employers and the local community.	<ul style="list-style-type: none"> 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. Implement community education program in partnership with City of Ventura. 	<ul style="list-style-type: none"> Career Education Deans 	<ul style="list-style-type: none"> Career Development Center has added a Job Developer position, student services assistant, and office assistant. Career Development Center has expanded outreach to employers, internships, and paid internships. Expanded Symplicity software use for managing internships and employer connections. Career Center staff and counselors have been trained in the MBTI to identify career interests. ATE noncredit courses have been offered to build skills for career advancement. Annual job fair held on campus that is marketed to community. Career pathways developed through VC Innovates. Proposal made to executive team to adjust community education initiative to be implemented on campus with current administrative team.
3	Continue to offer and participate in artistic, athletic, civic, cultural, scientific, and social events in our community	<ul style="list-style-type: none"> Market events to the community through social media, website banners, and digital sign in front of campus. Make connections with community organizations. Develop community events based on community needs and interests. Evaluate community involvement in events. Ensure there is a VC presence at community events. 	<ul style="list-style-type: none"> Business Services Supervisor 	<ul style="list-style-type: none"> Campus events have been marketed through social media, website banners, and digital sign. College rep attends College Area Community Council and reports on current VC events or items of note. Wide range of events are offered to the community (e.g. Health Fair, Diversity in Culture Festival, 4th of July fireworks, Nutcracker ballet) Improved community participation and attendance has been seen at campus events (e.g. Diversity in Culture Festival, Health Fair).

Goal 4: 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.

Strategies to Meet Goal 4

Objectives	Strategy	Action Steps	Lead(s)	Results Achieved to Date
1	Fully implement Beacons of Success Initiative	<ul style="list-style-type: none"> • Expand awareness of the Six Success Factors among faculty and staff. • Infuse Six Success Factors throughout campus operations. • Offer an annual campus-wide faculty and staff retreat. • Implement formal recognition process for faculty/staff accomplishments. 	<ul style="list-style-type: none"> • VC Executive Team 	<ul style="list-style-type: none"> • Campus retreats have been held every semester since fall 2016 • As part of the student services program review process, all student services administer point-of-service surveys each year to assess the Six Success Factors • “Pirate Treasure” program implemented in fall 2016 to formally recognize faculty and staff accomplishments. • Beginning in fall 2019, employees are recognized for years of service at All College Day. • Classified Senate facilitates an annual Employee of the Year award, and recognizes staff for years of service. • Each year, the Academic Senate gives awards to faculty in four different areas

Objectives	Strategy	Action Steps	Lead(s)	Results Achieved to Date
1	Continue to improve campus communication	<ul style="list-style-type: none"> • Re-design VC website, and keep it up-to-date. • Keep VC social media accounts current. • Communicate and train faculty and staff on using the master calendar of campus events. • Coordinate information about college events and make it widely available. • Establish and communicate a single process for posting announcements for college events (e.g. digital kiosks). • Coordinate with district to review and improve student portal. • Ensure consumer information is up to date and meets legal compliance requirements. • Analyze web traffic to VC website. • Ensure that VC website meets accessibility requirements. 	<ul style="list-style-type: none"> • VC Executive Team 	<ul style="list-style-type: none"> • 2019 – VCCCD contracted with a web design company to re-design website. • Company conducted faculty, staff, and student surveys and focus groups, and analyzed web traffic. • Full website re-design will be completed by summer 2020. • VC social media accounts are regularly updated by college marketing staff. • VC Outlook master calendar is kept current by administrative staff. • College Services Supervisor sends monthly report of planned events. • Consumer information is up-to-date and meets legal compliance requirements. • VC website meets accessibility requirements.
2	Annually evaluate campus committees	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Dean of Institutional Equity and Effectiveness 	<ul style="list-style-type: none"> • 2019-2025 Participatory Governance Handbook was developed and approved. • Handbook formalizes committee evaluation process. • Handbook describes timelines for posting agendas and minutes on committee webpages.
3	Establish three-year comprehensive program review cycle	<ul style="list-style-type: none"> • Implement online program review system. • Implement staggered 3-year program review cycle which includes a comprehensive review, and annual updates. • Evaluate and refine program review process. 	<ul style="list-style-type: none"> • Dean of Institutional Equity and Effectiveness 	<ul style="list-style-type: none"> • Online program review system implemented. • 3-year staggered program review cycle implemented. • Program review process evaluated in CPC in spring 2018 and spring 2019. Refinements were implemented in subsequent program review cycle.

Objectives	Strategy	Action Steps	Lead(s)	Results Achieved to Date
4	Review and refine SLO/SUO process	<ul style="list-style-type: none"> • Use the 2017-2018 year as a year to review, reflect, and reset SLO's/SUO's • Evaluate appropriateness of SLO's/SUO's, including assessment methods and findings. • Begin new SLO/SUO rotational plan. 	<ul style="list-style-type: none"> • SLO Facilitators, Dean of Institutional Equity and Effectiveness 	<ul style="list-style-type: none"> • 2017-2018 Review, Reflect, Reset Year was completed, which included analysis of SLO/SUO quality and assessment methods. • New SLO/SUO rotational plan started in fall 2018.
5	Continue to provide professional development events for faculty and staff	<ul style="list-style-type: none"> • Increase 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. • Explore financial support for professional development leadership. • Develop a college hour for professional development and student activities. 	<ul style="list-style-type: none"> • Dean responsible for Professional Development, Professional Development Advisory Group 	<ul style="list-style-type: none"> • Professional development events marketed to college through emails and flyers. • Professional development needs are documented in program review and sent to Professional Development Coordination Council. • Professional Development Coordination Council has surveyed faculty and staff about professional development needs. • Culturally responsive training has occurred through Faculty Academy, Diversity in Culture panel sessions, Teaching and Learning Cooperative, and Men of Color Workshops. • All professional development events include attendance tracking and evaluation surveys. • Request for professional development leadership position has been made. • Discussions have occurred about a college hour in various committees.

Goal 5: 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.

Strategies to Meet Goal 5

Objectives	Strategy	Action Steps	Lead(s)	Results Achieved to Date
1	Increase noncredit FTES funding	<ul style="list-style-type: none"> • Offer noncredit Workplace Essentials courses. • Offer noncredit Applied Science courses. • Offer noncredit ESL courses. • Offer additional noncredit courses. • Develop certificates for enhanced noncredit funding. 	<ul style="list-style-type: none"> • VP Academic Affairs 	<ul style="list-style-type: none"> • Noncredit Technology courses have been developed and offered. • Noncredit ESL courses have been offered and are seeing high enrollment. • Noncredit certificates have been developed, and have resulted in enhanced non-credit funding for non-credit Technology courses. • Additional Noncredit certificates of completion for Food Safety and Agriculture Field Supervisor are currently being approved. • ICAN-JOB non-credit certificate has been developed, and courses have begun to be offered. • Each spring, a group of faculty and administrators attend State Academic Senate’s Career and Non-Credit Education Institute.
2	Coordinate with VC Foundation to strategically support key initiatives	<ul style="list-style-type: none"> • Provide VC Foundation with prioritized campus needs and requests. • Support employee giving program. • Evaluate effectiveness of VC Foundation initiatives. 	<ul style="list-style-type: none"> • VC Executive Team 	<ul style="list-style-type: none"> • Foundation receives program review priorities. • Employee giving program is presented at All College Day. • VC Foundation is currently developing a new strategic plan to develop and evaluate initiatives.

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3	Review expenditures by functional area to optimize resource use.	<ul style="list-style-type: none"> Evaluate expenditures by functional area. Optimize balance of expenditures across functional areas. 	<ul style="list-style-type: none"> VP Business and Administrative Services 	<ul style="list-style-type: none"> The Fiscal Services Office meets at least twice a year with managers who have budget oversight responsibilities to analyze expenditures by functional area. In addition, future budgets are developed and revised. Categorical funds are monitored to ensure that they align with the strategic goals of the college.
4	Develop and implement new Facilities Master Plan	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> VP Business and Administrative Services 	<ul style="list-style-type: none"> Prior Facilities Master Plan has been evaluated. Major Facilities goals and objectives have been identified. Plan was vetted throughout campus community. Feedback was received. Updated draft plan will be reviewed by Director of FMO, and will then go through participatory governance system for approval.
5	Develop and implement new Technology Master Plan	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> VP Business and Administrative Services 	<ul style="list-style-type: none"> Prior Technology Master Plan was evaluated by Technology Advisory Group. Major Technology goals and objectives were identified by Technology Advisory Group. Draft plan developed and presented at campus committees. Final version approved and implemented.

Objectives	Strategy	Action Steps	Lead(s)	Results Achieved to Date
6	Ensure faculty, staff, and administrative hiring decisions reflect the needs and diversity of our student population	<ul style="list-style-type: none"> • Meet annual Faculty Obligation Number. • Advertise open faculty, staff, and administrator positions in diverse variety of publications • Expand hiring of bilingual faculty, staff, and administrators. • Hire culturally proficient faculty, staff, and administrators that reflect the diversity of our college's student population. 	<ul style="list-style-type: none"> • VC Executive Team 	<ul style="list-style-type: none"> • Faculty Obligation Number has been met • District HR advertises open positions in a variety of diverse publications. • IE Office publishes a regular report to analyze the demographics of students, faculty, staff, and administrators.

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.