

Cover Page

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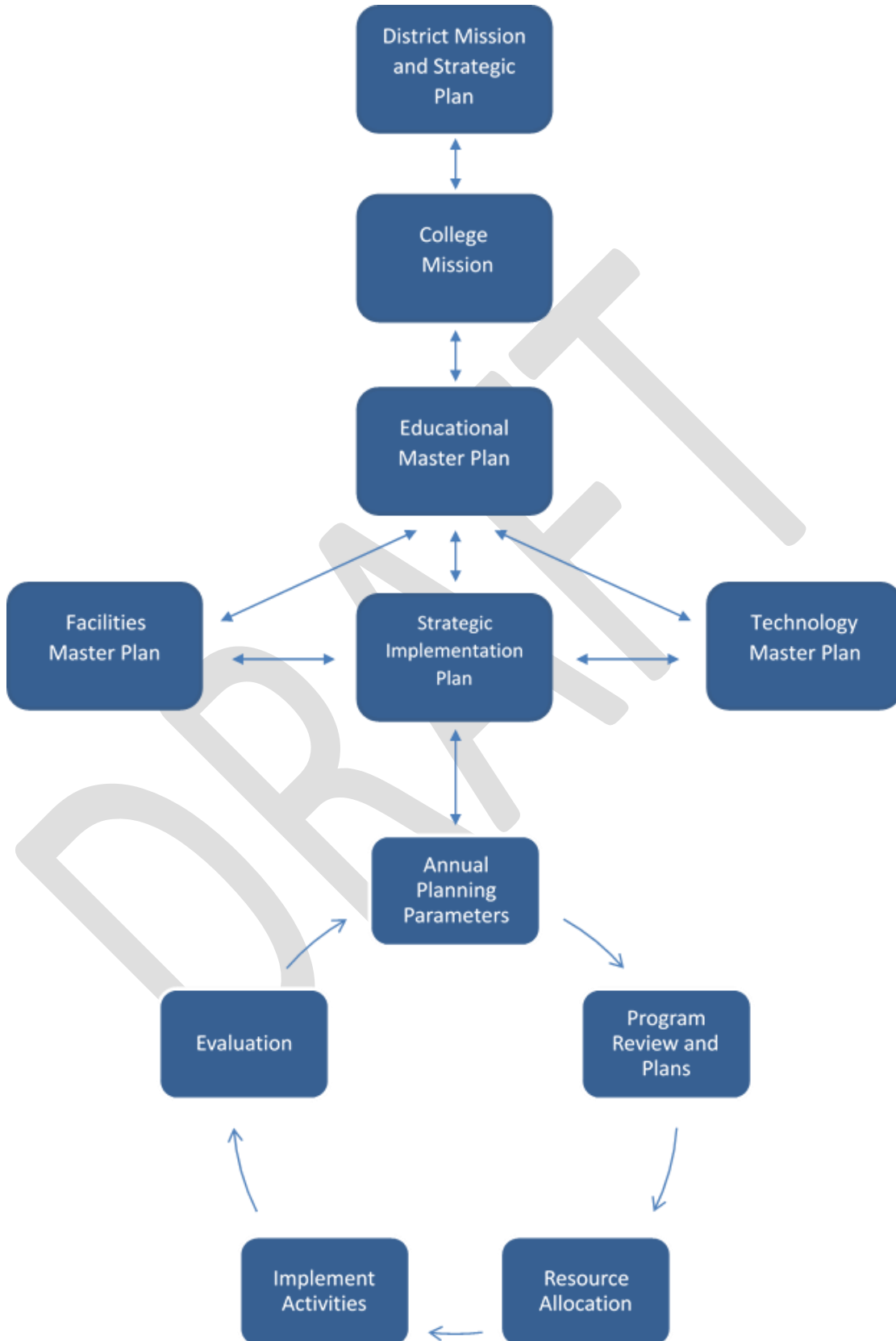
Ventura College Integrated Planning

In an integrated planning process, all college planning is part of a functional system unified by a common set of assumptions and well-defined procedures, and is dedicated to improving institutional effectiveness. The driving force for all college efforts is student learning. Assessments focus on how well students are learning and based on those assessments, changes are made to improve student learning and success.

Dialogue regarding the improvement of institutional effectiveness occurs in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. This planning model and process are summarized in the following pages.

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Ventura College Integrated Planning Model



College Mission

The college mission is the cornerstone for the entire planning process in that it describes the college's broad educational purposes, its intended student population, the types of degrees and certificate it offers, and its commitment to student learning and student achievement. The college mission is periodically reexamined to assure that it remains congruent with the district mission and with the needs of our community.

Prior to 2017, the college reviewed the mission statement every three years to stay in sequence with each strategic plan. However, this 3-year cycle was modified to align the mission review with the development of the 6-year Educational Master Plan. This plan is the true operationalization of the college mission, and as such, it is logical that both undergo review at the same time.

The current college mission statement is:

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.

(Approved by the Ventura County Community College District Board of Trustees on April 8, 2014.)

Accreditation

The Accrediting Commission for Community and Junior Colleges (ACCJC) Standard most relevant to the development of the college mission statement is:

Standard I – Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates a strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard 1.A.

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and credentials it offers, and its commitment to student learning and achievement.
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviews and updated as necessary.

Campus Master Plans

The three Campus Master Plans operationalize the College Mission into long-term goals and objectives. The Educational Master Plan projects the long-term future of Ventura College, and makes general recommendations that address current and foreseeable challenges.

The three Master Plans at Ventura College:

1. **Educational Master Plan** - A long-term plan that articulates how the college will advance its mission, and meet current and anticipated challenges and opportunities.
2. **Facilities Master Plan** - Supplements the Educational Master Plan. A long-term plan that articulates how the college will meet facilities-related challenges and opportunities.
3. **Technology Master Plan** - Supplements the Educational Master Plan. A 3-year plan that articulates how the college will meet technology-related challenges and opportunities.

The analysis of internal and external data to prepare these plans and the resulting recommendations provide a common foundation for the dialogue about the college's effectiveness in fulfilling its mission. The Master Plans serve as the basis for the college's three-year Strategic Implementation Plan, as well as annual program plans. As a result, a direction is established for the long-term development of programs and services that is flexible enough to respond to changing conditions.

Prior to 2017, the Educational and Facilities Master Plans spanned for 10 years. However, an evaluation of the college's planning cycle indicated that the college would function more efficiently if the length of the plans were reduced. As a result, the 2009-2019 Educational Master Plan will end on December 31, 2016, and a new six-year plan will take effect on January 1, 2017. To ensure alignment among plans, a new six-year Facilities Master Plan will also take effect on January 1, 2017. For a more detailed discussion of these changes, see the timeline below, and the 2009-2019 Educational Master Plan Addendum.

Accreditation

The Accrediting Commission for Community and Junior Colleges (ACCJC) Standard(s) most relevant to the development of the Campus Master Plans are:

Standard I.B. – Assuring Academic Quality and Institutional Effectiveness

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.
4. The institution uses assessment data and organizes its institutional process to support student learning and student achievement.
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Standard III.B.2. – The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Standard III.C.2. – The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Strategic Implementation Plan

The Strategic Implementation Plan identifies the specific actions that the college will take to implement the goals identified in the Educational Master Plan. This planning process is initiated by reviewing the Educational Master Plan Goals and determining which ones will serve as the college's highest priorities for the next three years. For each prioritized goal, a number of strategic objectives are identified. For each strategic objective, measurable action steps are identified. Each action step includes a timeline for completion, a description of indicators of success, and the assignment of parties responsible for implementing the action.

The Strategic Plan promotes continual improvement over time because it requires the prioritization of a strategic goals and objectives for college-wide concentration each year. Each year the college produces an annual institutional effectiveness report that documents progress on the objectives and that reinforces and sustains the college dialogue about the achievement of the college's long-term and short-term goals.

Accreditation

The Accrediting Commission for Community and Junior Colleges (ACCJC) Standard(s) most relevant to the development of the Campus Master Plans are:

Standard I.B. – Assuring Academic Quality and Institutional Effectiveness

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
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7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Program Review

At Ventura College, a program is defined as any course of study that counts toward a certificate, degree or transfer and/or any stand-alone or combined student support services that may enhance students' academic achievement. These are broken down into two main categories, Instructional and Service Unit Programs.

Program Review is an annual process in which programs use data to assess their performance relative to established goals and expectations. As a result of this analysis, programs design initiatives for improvement. If additional resources are required to meet an initiative, programs request them through this process.

To guide resource allocation, the College Executive Team releases an annual set of planning parameters. This is a list of factors and considerations based on the Strategic Implementation Plan that influence the administration's resource decisions. Divisions submit prioritized lists of requests to relevant college committees, who then provide an additional level of prioritization. After this step, a final list of prioritized initiatives and resource requests are submitted to the college executive team, which makes the final decisions on which requests receive funding. In the subsequent year, programs evaluate the effectiveness of their initiatives, and decide whether to continue with them, modify them, or discontinue them. To promote continuous quality improvement, a process assessment occurs each year, which is used to determine if modifications to the process are necessary.

Accreditation

The Accrediting Commission for Community and Junior Colleges (ACCJC) Standard(s) most relevant to the development of program reviews and program plans are:

Standard I.B.5. – The institution assesses accomplishment of its mission through program review and evaluation of program goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard II.A.2.– Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, program and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Standard II.A.16. – The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Standard II.B.3. – The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

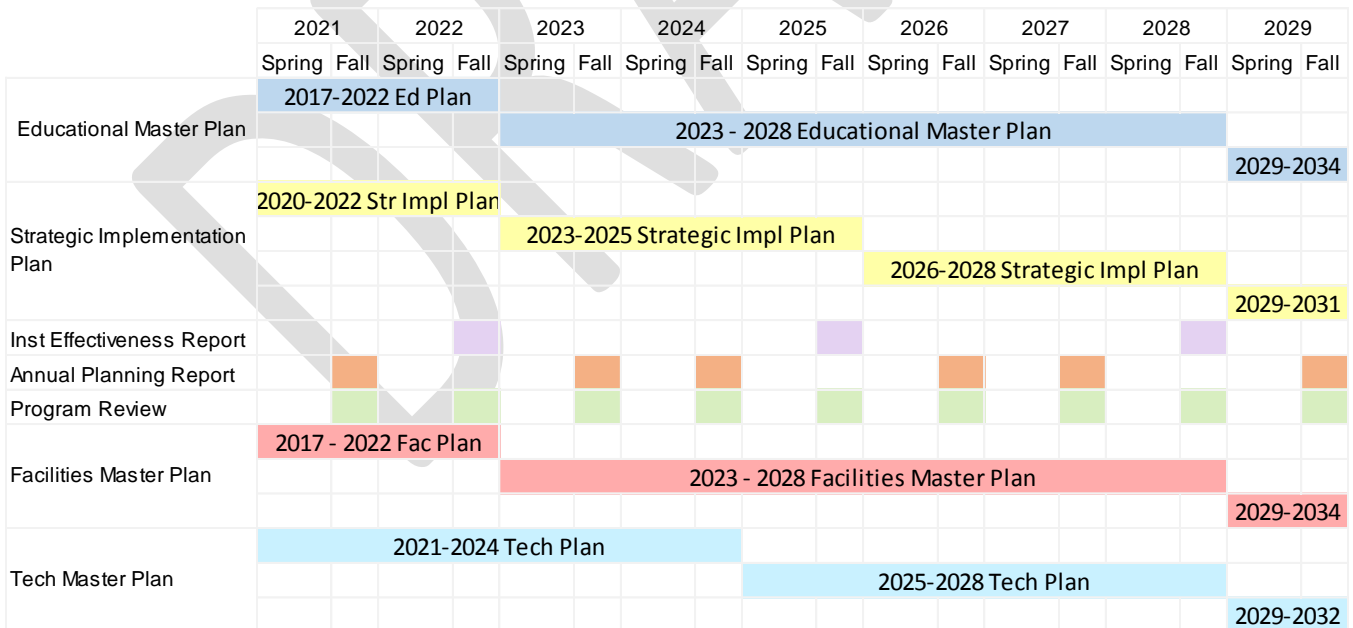
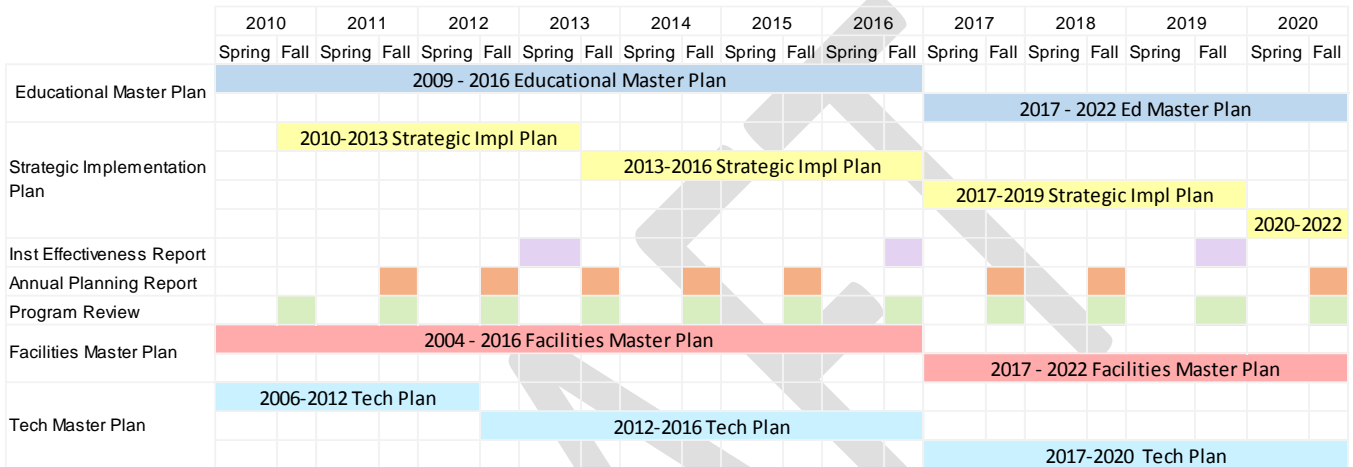
Standard II.C.1. – The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Standard III.B.2. – The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Standard III.C.2. – The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Standard III.D.2. – The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

2010-2029 Ventura College Planning Timeline



Ventura College Integrated Planning Process Terms

District Mission and Strategic Plan – Broad, guiding documents that define the purpose and goals of the Ventura Community College District.

College Mission – Ventura College’s reason for existence. It describes the college’s broad educational purposes, its intended student population, the types of degrees and certificate it offers, and its commitment to student learning and student achievement.

Educational Master Plan – A long-term plan that 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.

Strategic Implementation Plan – A 3-year plan that describes the specific actions that the college will take to meet the goals of the Educational Master Plan.

Annual Planning Parameters – a list of factors and considerations that influence the administration’s resource decisions.

Program Review and Plans – annual process in which programs use data to assess how well they are contributing to the achievement of the college’s Educational Master Plan goals, and develop initiatives to improve upon this contribution.

Resource Allocation – program review initiatives that require funding are prioritized by the college. High-priority program initiatives are allocated necessary resources.

Implementation – programs implement their initiatives. The college implements activities described in the Strategic Implementation Plan.

Evaluation – The college and programs evaluate their progress in meeting initiatives and institutional goals. At the college level, an annual planning report is generated by the Institutional Research office, which evaluates progress towards institutional goals. At the program level, programs evaluate their initiatives in their subsequent annual program review.

Ventura College and VCCCD Accreditation Functional Map

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity		College	District
<p>The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.</p>			
A.	Mission		
1.	The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	B	B
2.	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	B	B
3.	The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	B	B
4.	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	B	B
B.	Assuring Academic Quality and Institutional Effectiveness		
	<i>Academic Quality</i>		
1.	The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
2.	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S
3.	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S
4.	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
	<i>Institutional Effectiveness</i>		
5.	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S

Continues for all 4 Standards (16 additional pages)