VENTURA COLLEGE

SET YOUR COURSE

2017 - 2023 Educational Master Plan

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Quality Education in Your Own Backyard

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Message from the President

I am excited to share the Ventura College 2017-2023 Educational Master Plan with you. The plan is the product of data compilation and analysis, review and discussion across the college, and the targeted establishment of goals and metrics. The plan has two broad outcomes: (1) Improve four core student success metrics to a level that places Ventura College among the top five California community colleges and (2) close equity gaps in student outcomes. Our five goals described in the plan and their associated objectives support the achievement of these two outcomes. The five goals are:

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.
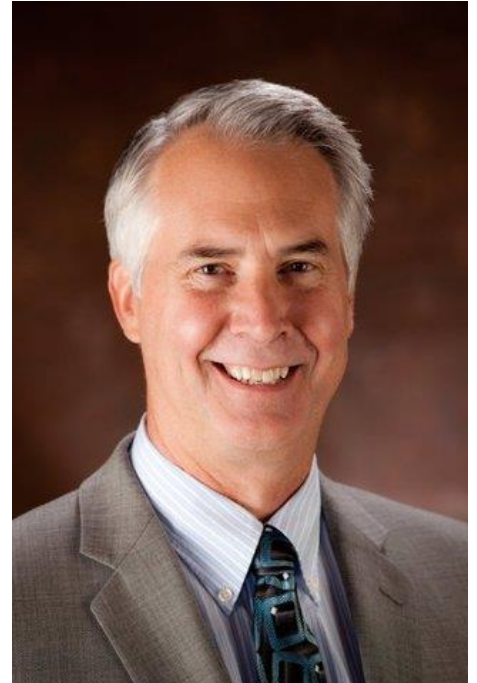
The Educational Master Plan goals and objectives also align with the Ventura County Community College District Strategic Plan Goals and Objectives 2016 – 2019.

The Educational Master Plan serves as a working guide from which we develop our three year Strategic Implementation Plan with defined strategies to meet goals and objectives within defined timelines.

I would like to thank our college participatory governance groups; individual faculty, staff, and administrators; and our Institutional Equity and Effectiveness Office for their involvement in the preparation of the plan. The process included three college wide planning retreats that provided the opportunity for broad participation and engagement in the development process of the plan. The plan provides all of us with a blueprint that defines our direction for the next six years. The completion of the goals and objectives will result in Ventura College meeting its commitment to be a Beacon of Learning – a source of inspiration and guidance – for our students and community.

Thank you,

Greg R. Gillespie
President

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

2023 Goals and Objectives

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.

Objective 7: Ensure that all Workforce Preparation programs meet student employment goals set by the State of California.

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%.

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.

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].
>
> **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.

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.

Process for Developing the 2017-2023 Educational Master Plan

In fall 2015, the College President requested an analysis of the 2009-2019 Educational Master Plan. The results of that analysis (contained in full in the 2015 Educational Master Plan Addendum) indicated that the college would benefit from ending the 2009 plan early and developing a new master plan. To that end, the following steps were taken.

College Planning Committee Taskforce

A taskforce of the College Planning Committee was formed on January 27, 2016. The following people participated in the taskforce:

- Alexander Kolesnik – Academic Senate President
- Andrea Horigan – Sociology Faculty, SLO Facilitator
- Corey Wendt – Counseling Department Chair
- Olivia Long – Senior Administrative Assistant, SEIU Representative
- Peder Nielsen – Classified Senate President
- Phillip Briggs – Dean of Institutional Equity and Effectiveness
- Tim Harrison – Interim Vice President of Business and Administrative Services

During spring and summer 2016, this taskforce completed an evaluation of the 2009-2019 Educational Master Plan, developed draft goals for the 2017 Educational Master Plan, and incorporated feedback from the spring 2016 planning retreat into the draft plan.

Institutional Effectiveness Partnership Initiative – Partnership Resource Team Visits

As part of the State Chancellor's Office Institutional Effectiveness Partnership Initiative, the college volunteered to undergo a visit from a Partnership Resource Team in September, 2015. A visiting team composed of faculty, staff, and administrators from other California community colleges met with college faculty and staff to gain input on the college's current integrated planning process. After this visit, they provided the college a targeted menu of options that described best practices for improving planning processes. They returned for a second visit in February, 2016 to describe the menu of options and to work with college faculty and staff to discuss implementation strategies.

College Retreat Series

Spring 2016

One of the best practices encouraged by the Partnership Resource Team was to hold a series of college-wide planning retreats. On April 29, 2016, the college held a retreat at the Ventura Crowne Plaza Hotel. Nearly 100 attendees from across the college attended this event. The day included presentations on the Workforce Innovation and Opportunity Act, Ventura County labor market projections, and the Six Factors of Student Success. A breakout session was also held, in which attendees evaluated the draft goals developed by the College Planning Committee Taskforce, and provided input on methods for assessing goal attainment, as well as strategies to undertake to ensure the college meets its goals.

Fall 2016

On Oct 28, 2016, a second college-wide planning retreat was held at the Ventura Crowne Plaza Hotel. Approximately 100 attendees from across the college attended this event. The day included a breakout activities on VC's Beacons of Success. In addition, attendees analyzed student success and equity data, and began setting targets for the next six years. There was also a student panel, in which students

provided their candid and moving personal stories about experiences that they have had on campus. They discussed areas that the college could improve, and also gave input into things that the college is doing well.
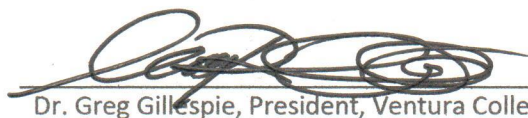
Spring 2017
On March 31, 2017, a third college-wide planning retreat was held at the Marriott Ventura Beach, which was attended by 113 faculty, staff, and administrators. The day included presentations on how to incorporate technology and social media into the classroom. In addition, attendees provided additional feedback on the 2017-2023 Educational Master Plan.

College Vetting and Approval
A first draft of the Educational Master Plan was presented to the College Planning Committee on August 24, 2016, to the Academic Senate and the Classified Senate on October 6, 2016, and the VC Executive Team in October, 2016. The wider college community provided feedback on the plan at the three college planning retreats described above. This feedback was incorporated into the draft plan, and on February 10, 2017, an updated version of the plan was emailed to the entire campus. An online survey link was also sent out with the plan, which allowed faculty, staff, and administrators to provide further input. This input was discussed by the College Planning Committee on February 27, 2017 and incorporated into the final version. The final plan was approved by the College Planning Committee on March 22, 2017, the Academic Senate on April 18, 2017, the Classified Senate on April 6, 2017, the Associated Students of Ventura College on April 11, 2017, the College President on April 28, 2017, and the VCCCD Board of Trustees on June 13, 2017.

2017-2023 Educational Master Plan Certification
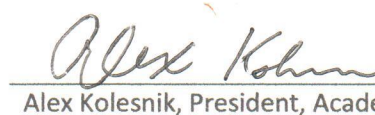
We certify that there was broad participation by the campus community in the development of the 2017-2023 Educational Master Plan, and that the constituencies we represent support the goals and objectives contained within the plan.

Dr. Greg Gillespie, President, Ventura College

4/28/17
Date

Bernardo Perez, Chairperson, VCCCD Board of Trustees

5/26/2017
Date

Alex Kolesnik, President, Academic Senate

4/19/17
Date

Dr. Pamela Yeagley, President, Classified Senate

4/19/17
Date

Tatiana Juarez, President, Associated Students of Ventura College

4/18/17
Date

College History

Ventura College was established as the first college in Ventura County in 1925, when a junior college department was added at Ventura Union High School. In 1929, the Ventura High School District adopted the four-four plan of secondary education, providing four years of junior high school (grades 7-10) and four years of high school/junior college (grades 11-14). The next year, Ventura Junior College, as the senior four-year school was then known, was moved to a new campus at Main and Catalina Streets in Ventura, the present location of Ventura High School.

In 1952, responding to recommendations from a commissioned study concerning population growth and building needs, the Ventura High School District adopted a 3-3-2 organization, with three years of junior high school (grades 7-9), three years of high school (grades 10-12) and two years of higher education. Ventura Junior College became Ventura College, a two-year institution for the freshman and sophomore years of college.

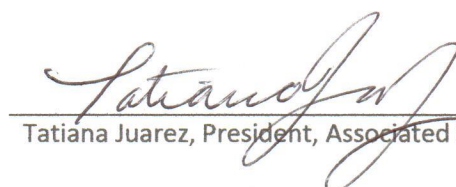In 1955, the college moved to its present 112-acre hillside campus at 4667 Telegraph Road in the eastern part of Ventura – so close to the ocean that there is a clear view of the Channel Islands from several spots on campus. In 1962, the voters of Ventura County authorized the formation of a community college district separate from any other public school entity.

In 1974, Ventura College began offering classes in Fillmore to serve the Santa Clara River Valley's predominantly Latino/a 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.

In 2002, Ventura County voters passed Measure S, authorizing $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.

After several short-term presidencies early in the college history, Ventura College has had relatively stable administrative leadership, with Presidents serving an average of eight-year terms:

- H.O. Wise, Founding President (1925-1928)
- Melrowe Martin (1928-1929)
- Amos E. Clark (1929-1931)
- D.R. Henry (1931-1953)
- Hugh Price (1953-1956)
- Phil Putnam (1956-1960)

- Ed Rowins (1960-1966)
- Richard E. Loehr (1967-1974)
- Dr. Richard A. Glenn (1974-1985)
- Dr. Robert W. Long (1985-1992)
- Dr. Jesus Carreón (1992-1995)
- Dr. Larry A. Calderón (1995-2004)
- Dr. Robin Calote (2005-2013)
- Dr. Greg Gillespie (2013-present)

The Ventura County Community College District has grown to include two additional colleges, Moorpark College and Oxnard College, collectively serving more than 36,000 students per semester. The District Administrative Center offices are located on Stanley Avenue in Ventura through the end of 2016, after which the offices will be relocated to a newly purchased site at 730 Paseo Camarillo in Camarillo.

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

Internal and External Scan
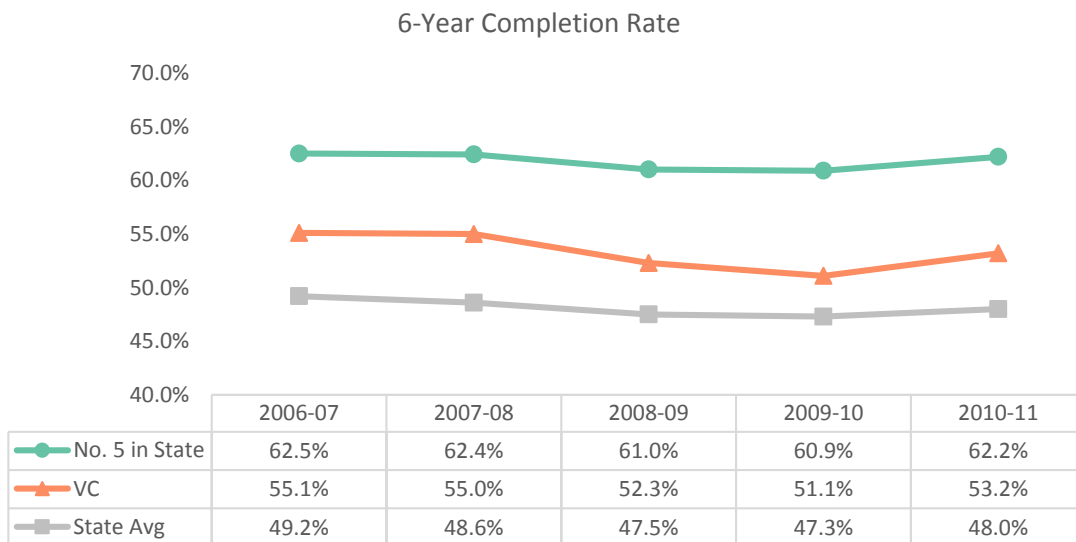## Goal 1: Increase the success of our students while closing equity gaps.

Ensuring that our students are successful is our most important goal. By 2023, we plan to be one of the top five community colleges in the state on a number of key student success metrics. Further, we plan to close equity gaps between ethnic and gender groups.

Specific details and data analyses for each of these objectives are included in the following pages. To best understand these analyses, a short description of student equity may be useful. The proportionality index (PI) is the most commonly used method for quantifying equity gaps in student outcomes. It compares the percentage of a group in an initial cohort to the percentage of that group who achieved an outcome. If, for example, 60% of first-time students are Latino/a, and there were no equity gaps, we would find that 60% of students who completed an A.A. Degree were also Latino/a. If, however, only 40% of students who completed an A.A. Degree were Latino/a, we would consider there to be an equity gap. This is because the percentage of Latino/a students who completed a degree was much lower than the percentage of Latino/a students who initially set out to complete a degree. In the first example, the PI would be 1.0 (i.e. 60%/60%). In the second example, the PI would be .67 (i.e. 40%/60%). The USC Center for Urban Education recommends using the following cutoffs to measure equity gaps:

- Between .99 and .86 = mild equity gap
- Between .85 and .71 = moderate equity gap
- Less than .70 = major equity gap

Objective 1: Increase the six-year completion rate to be within the top five in the state of California.
As student completion has become the primary focus for community colleges across the country, the six-year completion rate has become the primary metric for measuring student success. It measures the percentage of first-time degree-, certificate-, and transfer-seeking students who completed a degree, certificate, transfer to a 4-year university, or completed transfer requirements within six years. This metric is reported annually in the CCCCO Student Success Scorecard.

6-Year Completion Rate

	2006-07	2007-08	2008-09	2009-10	2010-11
No. 5 in State	62.5%	62.4%	61.0%	60.9%	62.2%
VC	55.1%	55.0%	52.3%	51.1%	53.2%
State Avg	49.2%	48.6%	47.5%	47.3%	48.0%

Ventura College 6-Year Completion Rate State Rank

Entering Cohort	Completion Rate	State Rank
2006-07	54.9%	21
2007-08	54.9%	18
2008-09	51.6%	23
2009-10	50.9%	29
2010-11	53.2%	22

Objective 1a: Close equity gaps between ethnic groups.
Objective 1b: Close equity gaps between gender groups.

The six-year completion rate varies by both ethnicity and gender. Proportionality index analyses indicate the presence of a mild equity gap for Latino/a students, and a mild equity gap for males.

VC Six-Year Completion Rate by Ethnicity

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Asian	68.9%	60.3%	74.1%	71.4%	84.2%
Black	60.6%	59.1%	57.8%	50.9%	63.0%
Latino/a	48.2%	50.4%	44.8%	46.0%	48.4%
White	59.6%	58.5%	58.5%	56.4%	57.4%
Overall	55.1%	55.0%	52.3%	51.1%	53.2%
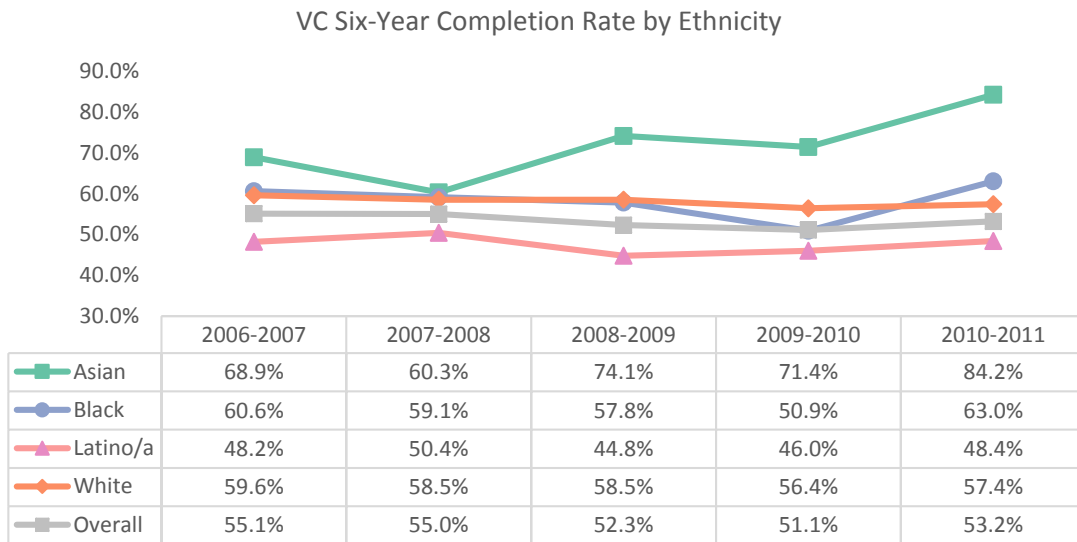
*Rates for other ethnicities are not displayed due to small sample sizes.

6-Year Completion Rate PI Analysis by Ethnicity - 2010 Cohort

Ethnicity	Entering Cohort		6-Year Completion		
	N	%	N	%	PI
Asian	38	2.4%	32	3.8%	1.58
Black	46	2.9%	29	3.4%	1.18
Latino/a	888	56.0%	430	50.9%	0.91
White	472	29.8%	271	32.1%	1.08
Overall	1586	100.0%	844	100.0%	1.00

*Other ethnicities are not displayed due to small sample sizes.

VC 6-Year Completion Rate by Gender
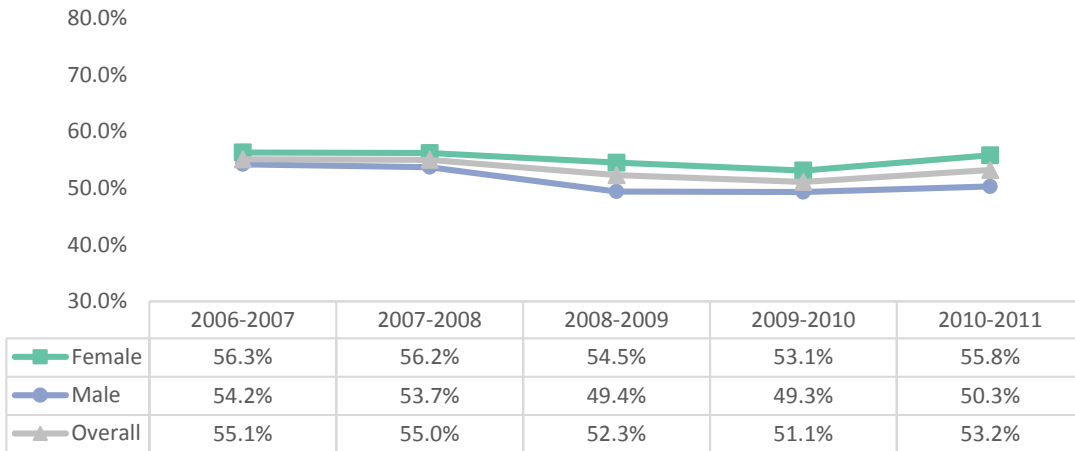
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Female	56.3%	56.2%	54.5%	53.1%	55.8%
Male	54.2%	53.7%	49.4%	49.3%	50.3%
Overall	55.1%	55.0%	52.3%	51.1%	53.2%

6-Year Completion Rate PI Analysis by Gender - 2010 Cohort

Gender	Entering Cohort		6-Year Completion		
	N	%	N	%	PI
Female	788	49.7%	440	52.1%	1.05
Male	783	49.4%	394	46.7%	0.95
Overall	1586	100.0%	844	100.0%	1.00

*Unreported/unknown genders are not displayed.

Objective 2: Increase English and Math basic skills rates to be within the top five in the state of California.
Objective 2a: Close equity gaps between ethnic groups.
Objective 2b: Close equity gaps between gender groups.

One obstacle that impedes students from completing their goals is their level of English and math competency when they enter the college. The majority of incoming students begin in basic-skills level math and English.

VC Fall First-Time Student First English Enrollment

- Transfer Level
- One Level Below
- Two Levels Below
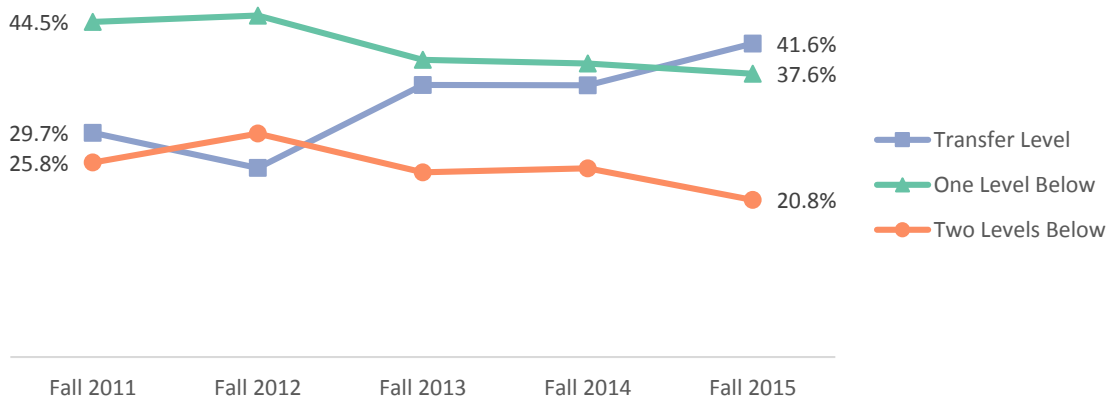
VC Fall First-Time Student First Math Enrollment

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015

42.4%

37.5%

31.8%

21.5%

20.3%

16.2%

11.5%

10.4%

8.5%

- ●— Transfer Level
- ■— One Level Below
- ▲— Two Levels Below
- ◆— Three Levels Below
- ✻— Four Levels Below

This has a direct impact on VC's six-year completion rate. Students who enter VC with college-level English and Math competencies (i.e. college-prepared students) are much more likely to complete a degree, certificate, or transfer within six years than those who don't possess these competencies (i.e. unprepared students).

Six-Year Completion Rate - 2010 Entering Cohort

70.7%

42.8%

College Prepared   Unprepared

This difference is at least partially due to the fact that students who enter below college-level English and math are required to take multiple semesters of basic-skills English and/or math courses before they can complete their English/math degree requirements.
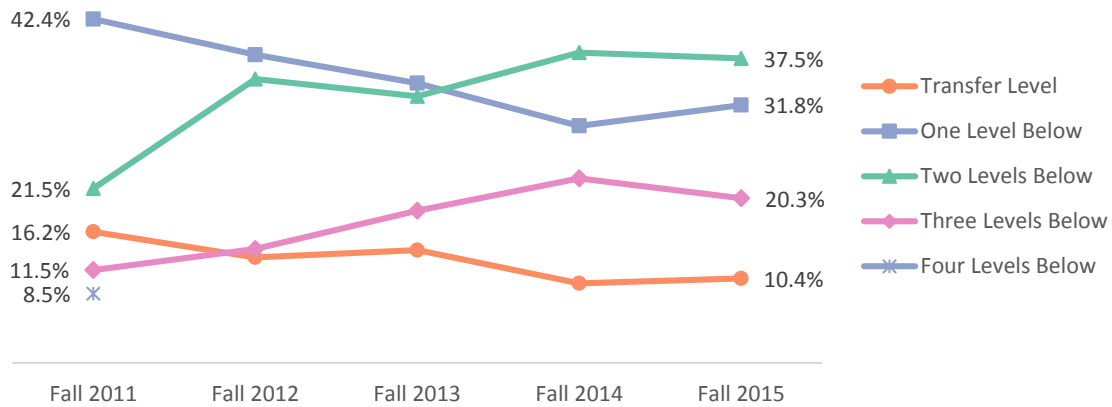
To quantify how well students progress through basic-skills English and math to college-level coursework, the CCCCO Student Success Scorecard includes an English basic skills rate and a math basic skills rate. These rates calculate the percentage of new students who start in basic-skills English/Math and then subsequently complete college-level English/Math within six years.

Over the past five entering cohorts, VC's English Basic Skills Rate has increased dramatically. The rate for the 2006-2007 entering cohort was ranked 59th in the state, and was below the state average. The rate for the 2010-2011 entering cohort was ranked 17th in the state. In addition, there do not appear to be any equity gaps present for the 2010-2011 cohort by ethnicity. However, there is a mild equity gap for males.

English Basic Skills Rate

	2006-07	2007-08	2008-09	2009-10	2010-2011
No. 5 in State	60.9%	58.4%	61.6%	63.0%	61.3%
VC	41.3%	45.2%	52.2%	54.5%	55.8%
State Avg	42.8%	43.5%	43.5%	45.5%	46.9%

Ventura College English Basic Skills Rate State Rank

Entering Cohort	Completion Rate	State Rank
2006-07	41.4%	59
2007-08	45.2%	45
2008-09	52.4%	15
2009-10	54.2%	14
2010-11	55.8%	17

VC English Basic Skills Rate by Ethnicity

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Asian	54.2%	53.7%	58.6%	72.4%	82.9%
Black	44.4%	42.1%	42.9%	59.4%	57.9%
Latino/a	39.3%	46.9%	50.3%	53.5%	55.3%
White	38.6%	41.3%	53.9%	57.0%	54.8%
Overall	41.3%	45.2%	52.2%	54.5%	55.8%

English Basic Skills Rate PI Analysis by Ethnicity - 2010 Cohort

Ethnicity	Entering Cohort		6-Year Completion		
	N	%	N	%	PI
Asian	35	2.9%	29	4.3%	1.49
Black	38	3.1%	22	3.2%	1.04
Latino/a	796	65.1%	440	64.5%	0.99
White	263	21.5%	144	21.1%	0.98
Overall	1,223	100.0%	682	100.0%	1.00

*Other ethnicities are not displayed due to small sample sizes.

VC English Basic Skills Rate by Gender
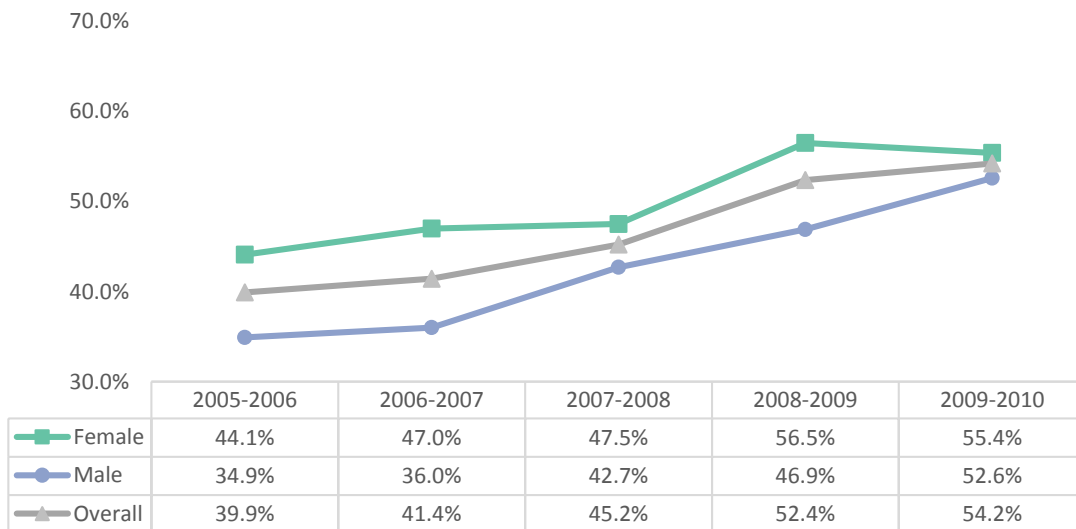
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Female	44.1%	47.0%	47.5%	56.5%	55.4%
Male	34.9%	36.0%	42.7%	46.9%	52.6%
Overall	39.9%	41.4%	45.2%	52.4%	54.2%

English Basic Skills Rate PI Analysis by Gender - 2010 Cohort

Gender	Entering Cohort		6-Year Completion		
	N	%	N	%	PI
Female	665	54.4%	401	58.8%	1.08
Male	548	44.8%	276	40.5%	0.90
Overall	1,223	100.0%	682	100.0%	1.00

*Unreported/unknown genders are not displayed.

Across the state, math basic skills rates are lower than those for English. VC is no exception to this trend. For the 2010-2011 entering cohort, the math basic skills rate was 34.8%. VC's state rank has increased over the past five years, but not as rapidly as the increase in the English rate. In addition, there are mild equity gaps in the math basic skills rate for Black, Latino/a, and male students.

Math Basic Skills Rate

	2006-07	2007-08	2008-09	2009-10	2010-2011
No. 5 in State	43.0%	43.7%	43.1%	47.3%	48.4%
VC	27.3%	30.9%	29.6%	34.4%	34.8%
State Avg	29.9%	30.5%	30.9%	32.6%	34.2%
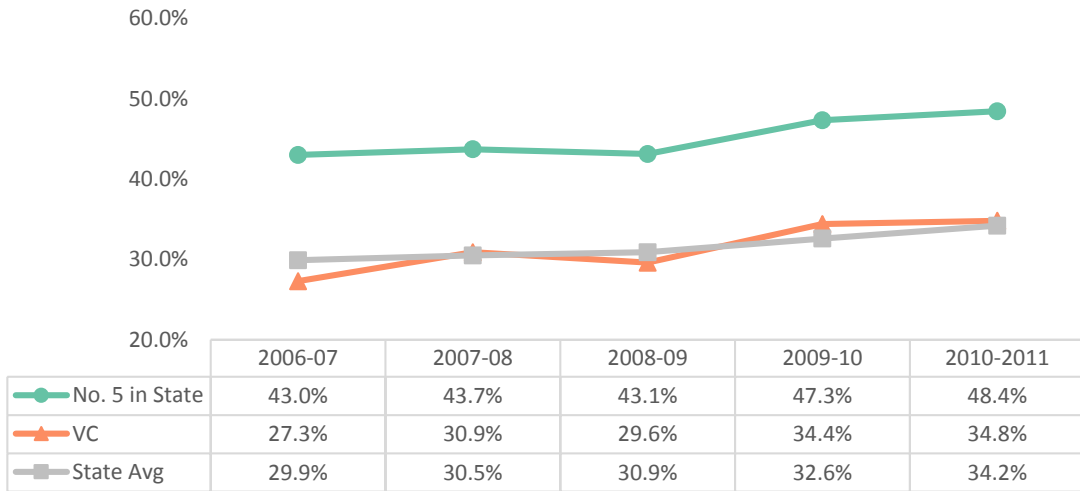
Ventura College Math Basic Skills Rate State Rank

Entering Cohort	Completion Rate	State Rank
2006-07	27.4%	73
2007-08	30.7%	54
2008-09	29.5%	64
2009-10	34.3%	44
2010-11	34.8%	56

VC Math Basic Skills Rate by Ethnicity
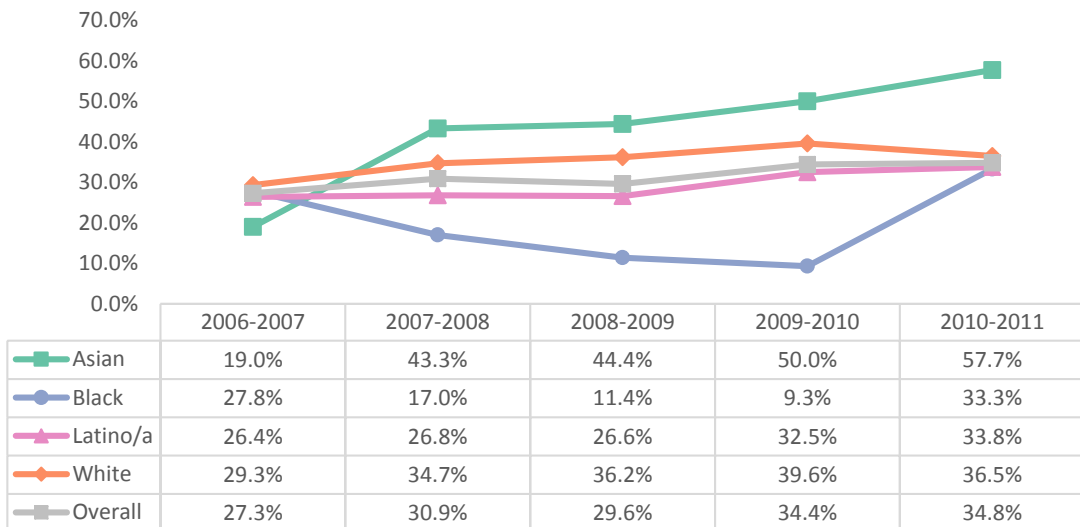
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Asian	19.0%	43.3%	44.4%	50.0%	57.7%
Black	27.8%	17.0%	11.4%	9.3%	33.3%
Latino/a	26.4%	26.8%	26.6%	32.5%	33.8%
White	29.3%	34.7%	36.2%	39.6%	36.5%
Overall	27.3%	30.9%	29.6%	34.4%	34.8%

Math Basic Skills Rate PI Analysis by Ethnicity - 2010 Cohort

Ethnicity	Entering Cohort		6-Year Completion		
	N	%	N	%	PI
Asian	26	1.9%	15	3.1%	1.66
Black	45	3.3%	15	3.1%	0.96
Latino/a	795	57.9%	269	56.3%	0.97
White	394	28.7%	144	30.1%	1.05
Overall	1,372	100.0%	477	100.0%	1.00

*Other ethnicities are not displayed due to small sample sizes.

VC Math Basic Skills Rate by Gender
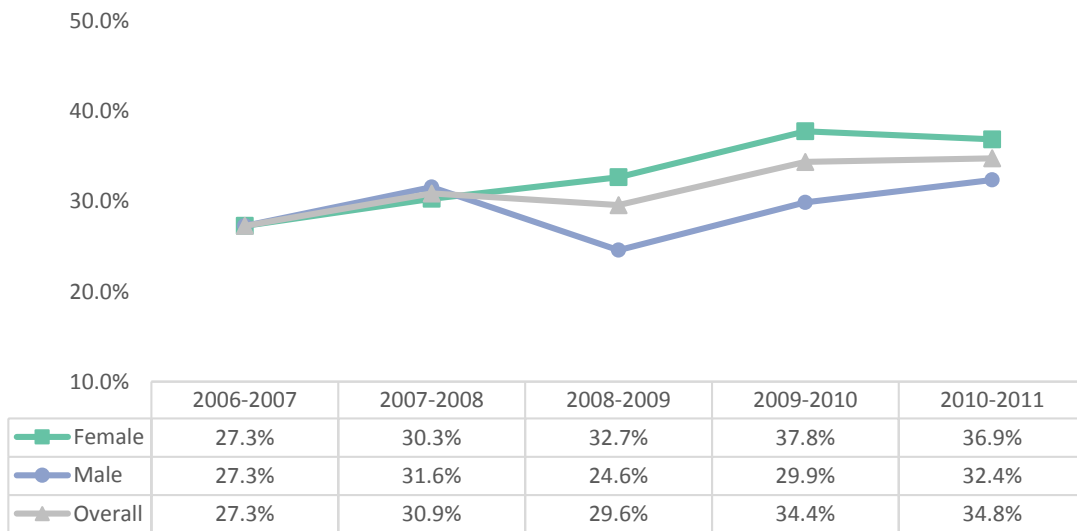
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Female	27.3%	30.3%	32.7%	37.8%	36.9%
Male	27.3%	31.6%	24.6%	29.9%	32.4%
Overall	27.3%	30.9%	29.6%	34.4%	34.8%

Math Basic Skills Rate PI Analysis by Gender - 2010 Cohort

Gender	Entering Cohort		6-Year Completion		
	N	%	N	%	PI
Female	780	56.9%	288	60.3%	1.06
Male	586	42.7%	190	39.8%	0.93
Overall	1,372	100.0%	477	100.0%	1.00

*Unreported/unknown genders are not displayed.

Objective 3: Increase the course success rate to be within the top five in the state of California.
The course success rate is the percentage of grades that are passing grades. To calculate this rate, the number of A, B, C, and P grades are divided by the total number of grades assigned. In general, course success rates have shown a positive trend over the past 5 years.

Course Success Rate

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
No. 5 in State	74.6%	74.6%	75.1%	76.3%	75.6%
VC	71.5%	72.2%	73.0%	73.4%	74.0%
State Avg	70.0%	69.5%	69.2%	69.7%	70.4%
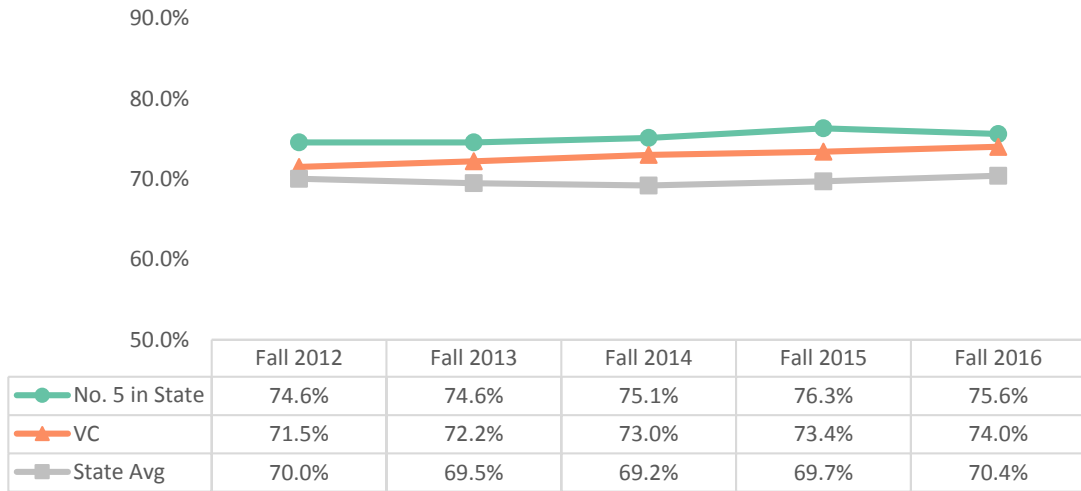
Ventura College Course Success Rate State Rank

| Semester	Completion Rate	State Rank
Fall 2012	71.7%	32
Fall 2013	72.2%	21
Fall 2014	72.7%	17
Fall 2015	72.3%	30
Fall 2016	74.0%	16

Course success rates vary by method of instruction. The course success rate in distance education (DE) has been lower than in face-to-face classes at Ventura College for some time. However, this gap has closed substantially over the past 10 years.

Fall Success Rates in Face-to-Face and Distance Education Courses*
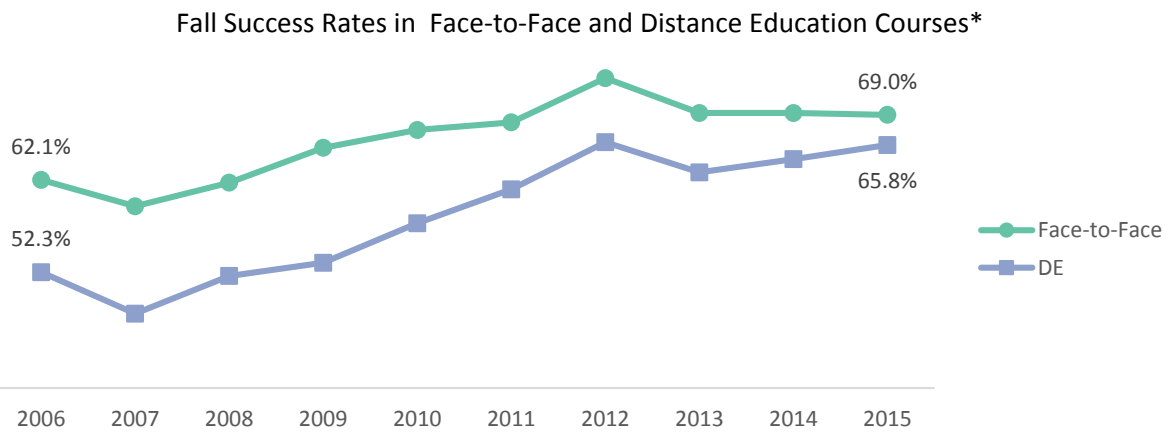
*Only includes courses that were offered both face to face and online

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Course success rates at the VC Santa Paula Site have fluctuated from year to year, whereas rates at the main campus have shown a more consistent trend.

Fall Success Rates at VC Santa Paula and VC Main Campus
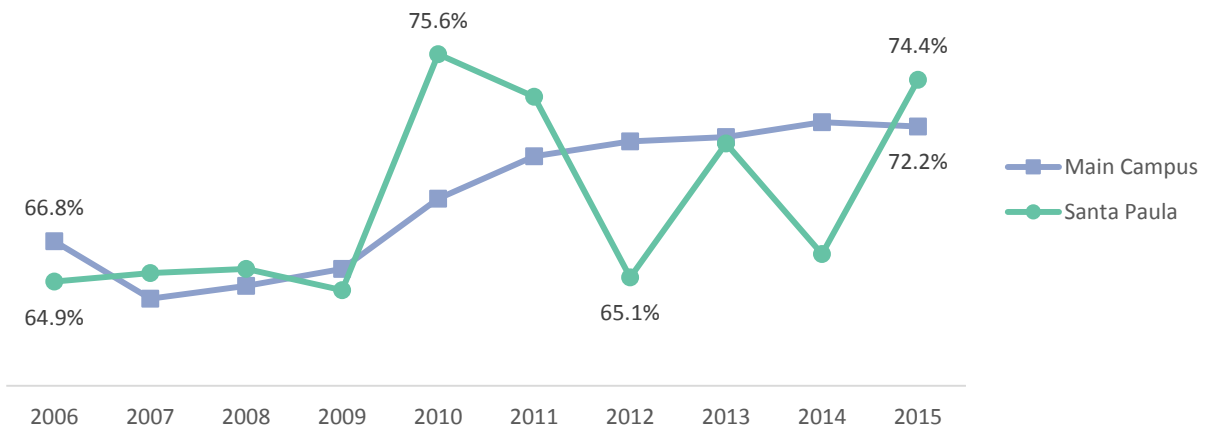
Objective 3a: Close equity gaps between ethnic groups.
Objective 3b: Close equity gaps between gender groups.
The course success rate varies by both ethnicity and gender. Proportionality index analyses indicate the presence of a mild to moderate equity gap for Black students, and a mild equity gap for Latino/a students.

VC Course Success Rate by Ethnicity

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Asian	78.9%	80.8%	78.0%	80.1%	78.4%
Black	59.9%	62.1%	65.0%	64.3%	66.1%
Latino/a	68.5%	69.5%	70.1%	69.5%	71.7%
White	76.6%	76.4%	77.3%	77.4%	79.0%
Overall	71.7%	72.2%	72.7%	72.3%	74.0%
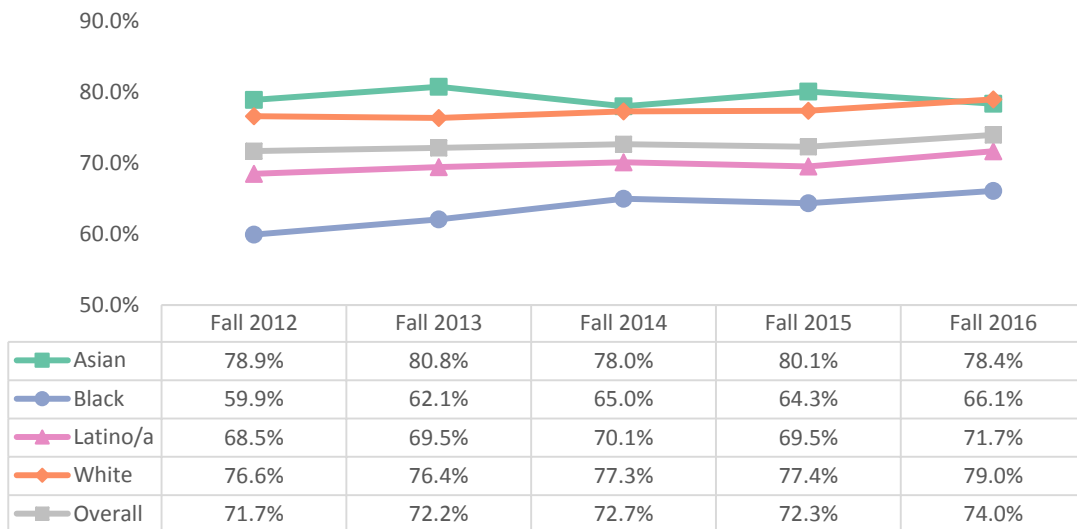
Course Success Rate PI Analysis by Ethnicity - Fall 2016

Ethnicity	Total Grades			Successful Grades		
	N	%		N	%	PI
Asian	1,552	4.4%		1,217	4.7%	1.06
Black	831	2.4%		549	2.1%	0.89
Latino/a	21,048	60.1%		15,084	58.2%	0.97
White	9,737	27.8%		7,692	29.7%	1.07
Overall	34,993	100.0%		25,902	100.0%	1.00

*Other ethnicities are not displayed due to small sample sizes.

VC Course Success Rate by Gender

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Female	72.8%	73.5%	74.2%	73.7%	75.1%
Male	70.5%	70.7%	71.0%	70.9%	72.8%
Overall	71.7%	72.2%	72.7%	72.3%	74.0%
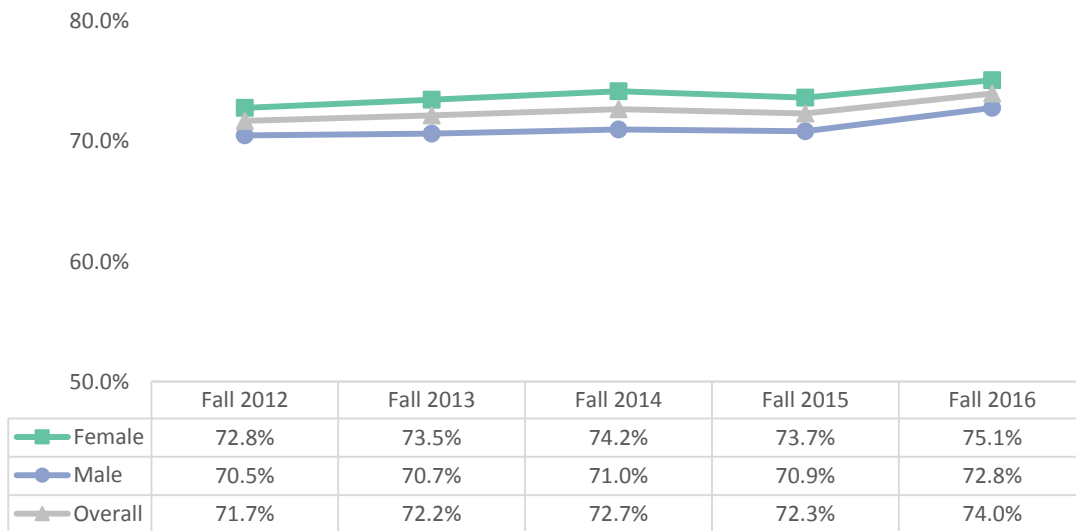
Course Success Rate PI Analysis by Gender - Fall 2016

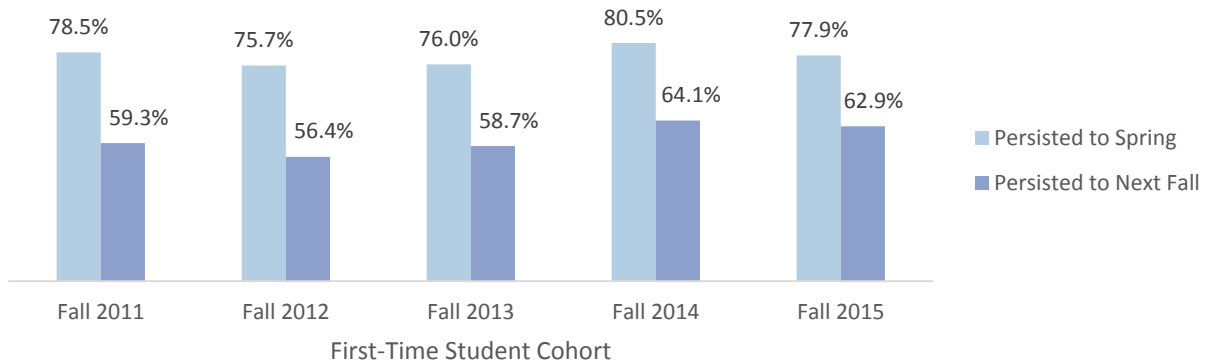| Gender	Total Grades			Successful Grades		
	N	%		N	%	PI
Female	18,258	52.2%		13,702	52.9%	1.01
Male	16,145	46.1%		11,751	45.4%	0.98
Overall	34,993	100.0%		25,902	100.0%	1.00

*Unreported/unknown genders are not displayed.

Objective 4: Increase the fall-to spring persistence rate to 85%, and the fall-to-fall persistence rate to 75%.

Student persistence is an early indicator used to assess how well students are progressing towards completion. The fall-to-spring persistence rate measures the percentage of first-time fall students who enroll in the subsequent spring semester. The fall-to-fall persistence rate measures the percentage of first-time fall students who enroll in the subsequent fall semester.
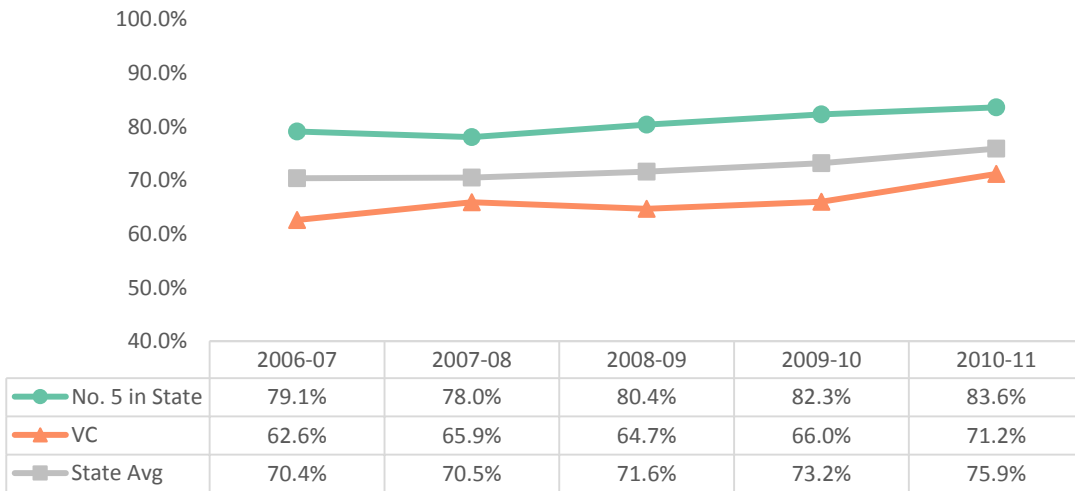
Student Persistence Rates

First-Time Student Cohort	Persisted to Spring	Persisted to Next Fall
Fall 2011	78.5%	59.3%
Fall 2012	75.7%	56.4%
Fall 2013	76.0%	58.7%
Fall 2014	80.5%	64.1%
Fall 2015	77.9%	62.9%

Unfortunately, statewide fall-to-spring and fall-to-fall persistence rates are not available, and thus it is not possible to know how VC's rates compare to other colleges. However, the CCCCO Student Success Scorecard includes a three-term persistence rate for students who first enrolled six years ago (i.e. members of the most recent six-year completion rate cohort). This rate calculates the percentage of these students who enrolled in three consecutive terms (excluding summer terms).

### CCCCO Student Success Scorecard Three-Term Persistence Rate

	2006-07	2007-08	2008-09	2009-10	2010-11
No. 5 in State	79.1%	78.0%	80.4%	82.3%	83.6%
VC	62.6%	65.9%	64.7%	66.0%	71.2%
State Avg	70.4%	70.5%	71.6%	73.2%	75.9%

Ventura College Three-Term Persistence Rate State Rank

Entering Cohort	Completion Rate	State Rank
2006-07	62.4%	85
2007-08	66.4%	73
2008-09	64.5%	84
2009-10	65.9%	88
2010-11	71.2%	79

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Objective 4a: Close equity gaps between ethnic groups.
Objective 4b: Close equity gaps between gender groups.
Both fall-to-spring and fall-to-fall persistence rates vary by ethnicity and gender. Overall, Latino/a students have the highest persistence rates of any ethnic group. Proportionality index analyses indicate the presence of a major equity gap for Black students, as well as minor equity gaps for White and male students.

Fall 2015 First-Time Student Persistence Rates by Ethnicity
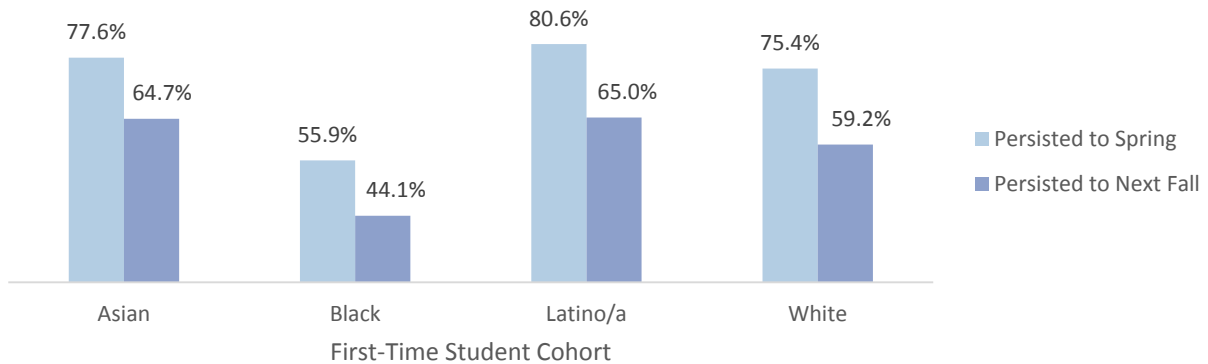
Fall-to-Spring Persistence PI Analysis by Ethnicity - Fall 2015 Cohort

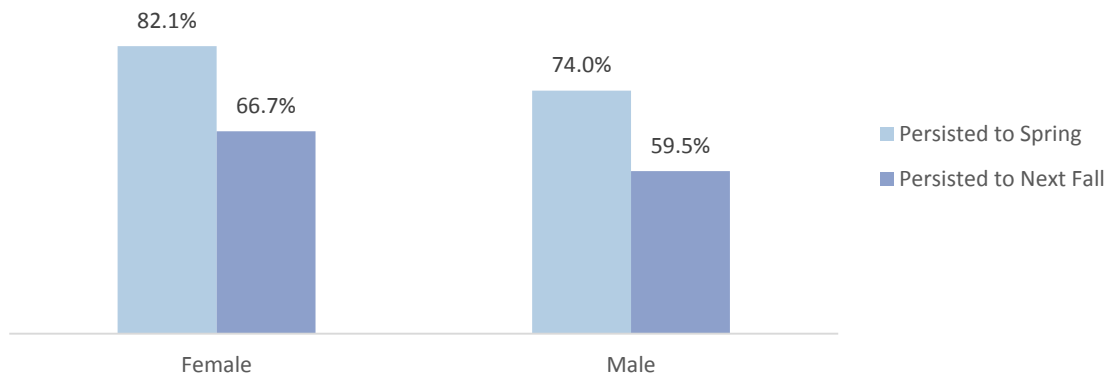| Ethnicity	Entering Cohort		Persisted to Spring		
	N	%	N	%	PI
Asian	85	3.8%	66	3.8%	1.00
Black	68	3.1%	38	2.2%	0.72
Latino/a	1,404	63.2%	1,131	65.4%	1.03
White	564	25.4%	425	24.6%	0.97
Overall	2,221	100.0%	1,730	100.0%	1.00

*Other ethnicities are not displayed due to small sample sizes.

Fall-to-Fall Persistence PI Analysis by Ethnicity - Fall 2015 Cohort

Ethnicity	Entering Cohort		Persisted to Next Fall		
	N	%	N	%	PI
Asian	85	3.8%	55	3.9%	1.03
Black	68	3.1%	30	2.1%	0.70
Latino/a	1,404	63.2%	912	65.3%	1.03
White	564	25.4%	334	23.9%	0.94
Overall	2,221	100.0%	1,396	100.0%	1.00

*Other ethnicities are not displayed due to small sample sizes.

Fall 2015 First-Time Student Persistence Rates by Gender

Fall-to-Spring Persistence PI Analysis by Gender - Fall 2015 Cohort

Gender	Entering Cohort N	%	Persisted to Spring N	%	PI
Female	1,026	46.2%	842	48.7%	1.05
Male	1,147	51.6%	849	49.1%	0.95
Overall	2,221	100.0%	1,730	100.0%	1.00

*Unreported/unknown genders are not displayed.

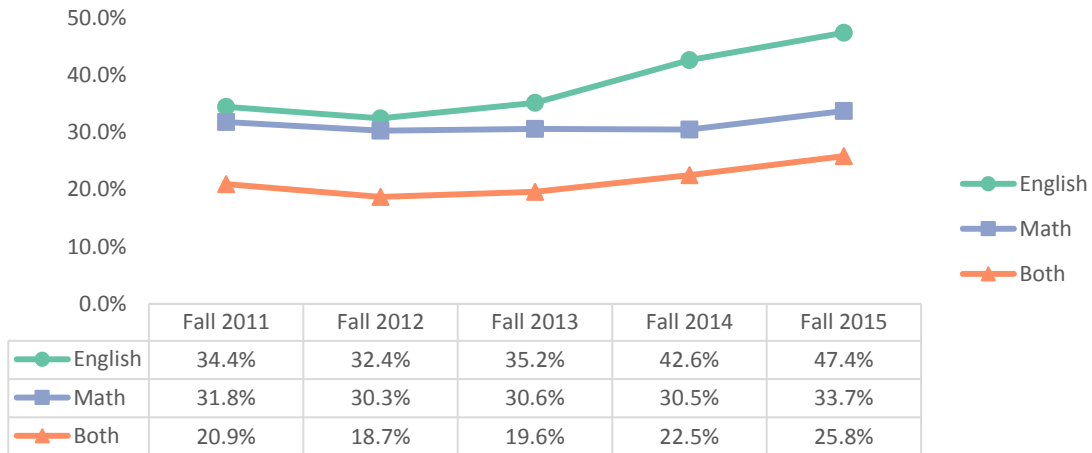**Fall-to-Fall** Persistence PI Analysis by Gender - Fall 2015 Cohort

Gender	Entering Cohort N	%	Persisted to Next Fall N	%	PI
Female	1,026	46.2%	684	49.0%	1.06
Male	1,147	51.6%	682	48.9%	0.95
Overall	2,221	100.0%	1,396	100.0%	1.00

*Unreported/unknown genders are not displayed.

Objective 4c: Ensure that at least 90% of new students are prepared for transfer-level math and English by the end of their first year.

One of the "big ideas" to emerge from the newly formed VC Student Success Committee in spring 2016 was to ensure that all new students are prepared for transfer-level math and English within one year. This would reduce the amount of time it takes students to complete their math and English requirements, and by extension, it would increase English and math basic skills rates, as well as the six-year completion rate. This big idea was named "Sail to Success," and formed the basis for VC's Quality Focus Essay in our 2016 Accreditation Self-Evaluation. As the data below indicate, only 25.8% of fall 2015 first-time students enrolled in both transfer-level math and English within one year.

First-Time Students who Enrolled in Transfer-Level English and/or Math Within One Year

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
English	34.4%	32.4%	35.2%	42.6%	47.4%
Math	31.8%	30.3%	30.6%	30.5%	33.7%
Both	20.9%	18.7%	19.6%	22.5%	25.8%

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.
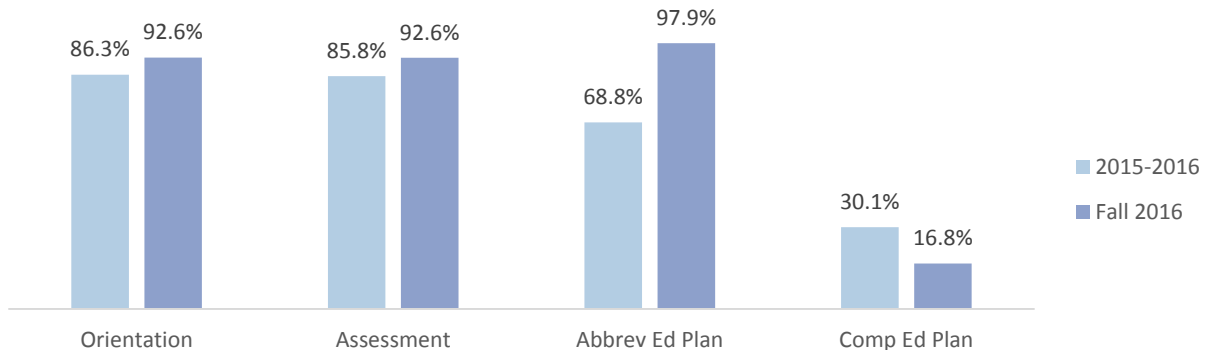**Objective 5b: Ensure that at least 95% of first-time students complete assessment in their first year.**
Objective 5c: Ensure that at least 95% of first-time students complete an abbreviated educational plan in their first year.
Objective 5d: Ensure that at least 75% of first-time students complete a comprehensive educational plan in their first year.

In an effort to improve completion rates across the state, the California State Legislature enacted the Student Success Act in 2012. This Act which came to be known as the Student Success and Support Program (SSSP) required that students complete an assessment, orientation, and education plan before they can receive priority registration. In addition, colleges would receive funding based on the number of students who complete these steps. A number of prior studies have shown that students who complete these steps have much higher completion rates than those who do not complete them. The percentage of first-time students who received SSSP services in 2015-2016 varied by the type of service. Data for fall 2016 shows that VC is on pace to increase these percentages during the 2016-2017 year.

First-Time Students who Received SSSP Services in their First Year

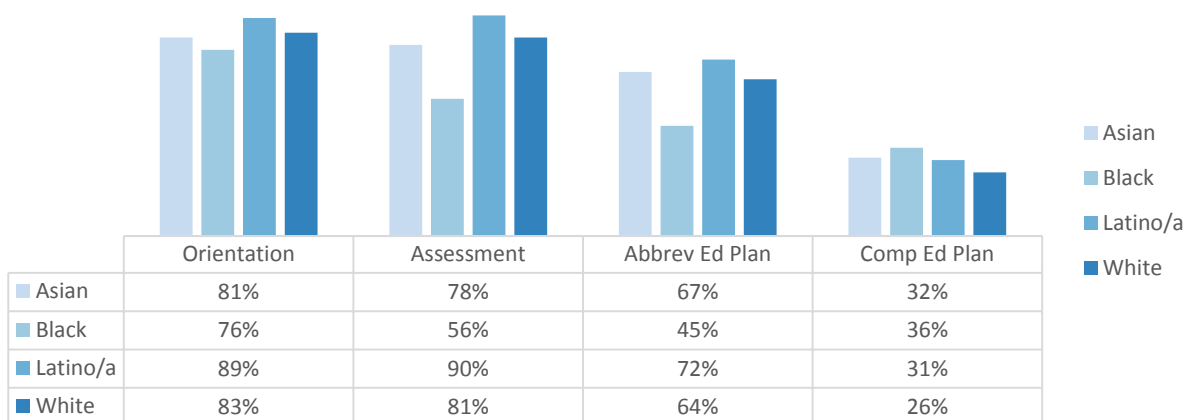|	2015-2016	Fall 2016
Orientation	86.3%	92.6%
Assessment	85.8%	92.6%
Abbrev Ed Plan	68.8%	97.9%
Comp Ed Plan	30.1%	16.8%

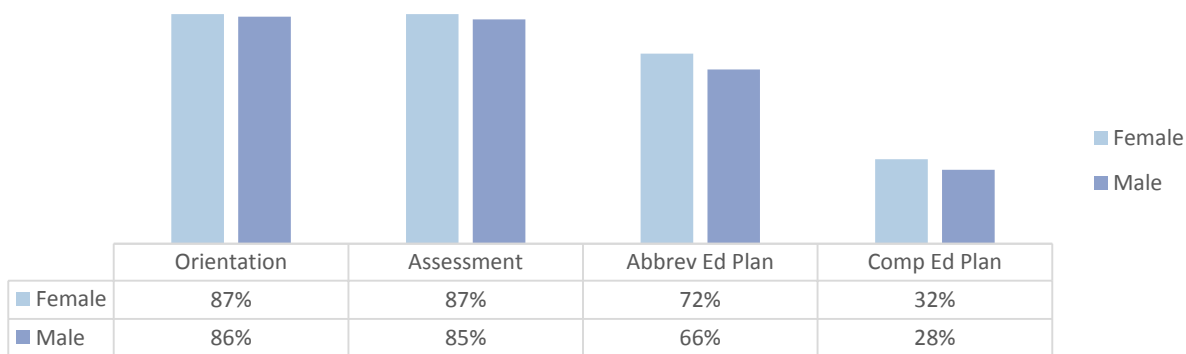**Objective 5e: Close equity gaps between ethnic groups.**

Objective 5f: Close equity gaps between gender groups.

Completion of SSSP services varies by ethnicity. In 2015-2016, Latino/a students had the highest rates of SSSP service completion. In contrast, there were major to moderate equity gaps for Black students for most SSSP services. The one exception to this trend was for the comprehensive educational plan, which Black students completed at a higher rate than any other ethnic group.

First-Time Students who Received SSSP Services in 2015-2016

	Orientation	Assessment	Abbrev Ed Plan	Comp Ed Plan
Asian	81%	78%	67%	32%
Black	76%	56%	45%	36%
Latino/a	89%	90%	72%	31%
White	83%	81%	64%	26%

First-Time Students who Received SSSP Services in 2015-2016

	Orientation	Assessment	Abbrev Ed Plan	Comp Ed Plan
Female	87%	87%	72%	32%
Male	86%	85%	66%	28%

Orientation PI Analysis by Ethnicity - 2015-2016 First-Time Students

	Entering Cohort		Completed Orientation		
Ethnicity	N	%	N	%	PI
Asian	104	3.9%	84	3.7%	0.94
Black	86	3.2%	65	2.8%	0.88
Latino/a	1,624	60.9%	1,447	62.9%	1.03
White	726	27.2%	600	26.1%	0.96
Overall	2,665	100.0%	2,301	100.0%	1.00

*Other ethnicities are not displayed due to small sample sizes.

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Orientation PI Analysis by Gender - 2015-2016 First-Time Students

Gender	Entering Cohort		Completed Orientation		
	N	%	N	%	PI
Female	1,255	47.1%	1,094	47.5%	1.01
Male	1,356	50.9%	1,161	50.5%	0.99
Overall	2,665	100.0%	2,301	100.0%	1.00

*Unreported/unknown genders are not displayed.

Assessment PI Analysis by Ethnicity - 2015-2016 First-Time Students

Ethnicity	Entering Cohort		Completed Assessment		
	N	%	N	%	PI
Asian	104	3.9%	81	3.5%	0.91
Black	86	3.2%	48	2.1%	0.65
Latino/a	1,624	60.9%	1,462	63.9%	1.05
White	726	27.2%	590	25.8%	0.95
Overall	2,665	100.0%	2,287	100.0%	1.00

*Other ethnicities are not displayed due to small sample sizes.

Assessment PI Analysis by Gender - 2015-2016 First-Time Students

Gender	Entering Cohort		Completed Assessment		
	N	%	N	%	PI
Female	1,255	47.1%	1,086	47.5%	1.01
Male	1,356	50.9%	1,157	50.6%	0.99
Overall	2,665	100.0%	2,287	100.0%	1.00

*Unreported/unknown genders are not displayed.

Abbrev Ed Plan PI Analysis by Ethn - 2015-2016 First-Time Students

Ethnicity	Entering Cohort		Abbrev Ed Plan		
	N	%	N	%	PI
Asian	104	3.9%	70	3.8%	0.98
Black	86	3.2%	39	2.1%	0.66
Latino/a	1,624	60.9%	1,172	63.9%	1.05
White	726	27.2%	466	25.4%	0.93
Overall	2,665	100.0%	1,833	100.0%	1.00

*Other ethnicities are not displayed due to small sample sizes.

**Abbrev Ed Plan** PI Analysis by Gender - 2015-2016 First-Time Students

Gender	Entering Cohort		Abbrev Ed Plan		
	N	%	N	%	PI
Female	1,255	47.1%	902	49.2%	1.04
Male	1,356	50.9%	898	49.0%	0.96
Overall	2,665	100.0%	1,833	100.0%	1.00

*Unreported/unknown genders are not displayed.

Comp Ed Plan PI Analysis by Ethnicity - 2015-2016 First-Time Students

Ethnicity	Entering Cohort		Comp Ed Plan		
	N	%	N	%	PI
Asian	104	3.9%	33	4.1%	1.05
Black	86	3.2%	31	3.9%	1.20
Latino/a	1,624	60.9%	510	63.5%	1.04
White	726	27.2%	190	23.7%	0.87
Overall	2,665	100.0%	803	100.0%	1.00

*Other ethnicities are not displayed due to small sample sizes.

Comp Ed Plan PI Analysis by Gender - 2015-2016 First-Time Students

Gender	Entering Cohort		Comp Ed Plan		
	N	%	N	%	PI
Female	1,255	47.1%	403	50.2%	1.07
Male	1,356	50.9%	383	47.7%	0.94
Overall	2,665	100.0%	803	100.0%	1.00

*Unreported/unknown genders are not displayed.

Objective 6: Ensure that fewer than 10% of students are on academic probation.

Over the past five years, the percentage of VC students on academic probation has gradually decreased. In order to increase the college's six-year completion rate, English and math basic skills rates, and the course success rate, it is important to reduce this percentage even further.

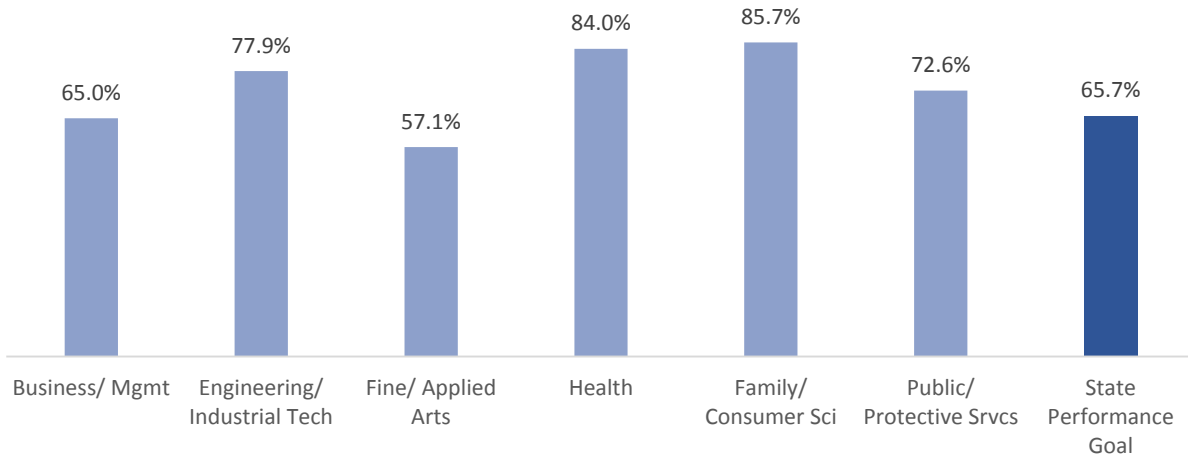Percent of Students on Academic Probation
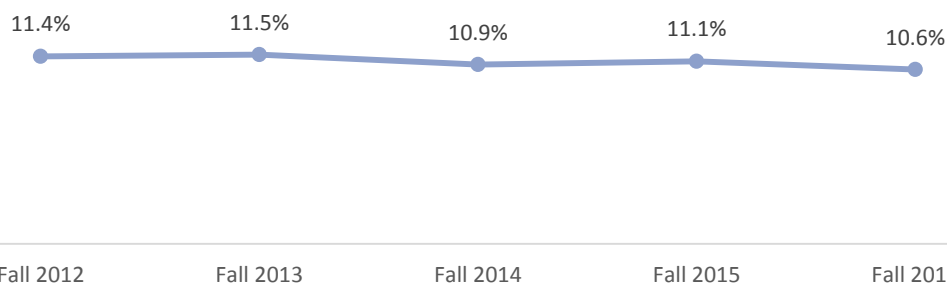
11.4%	11.5%	10.9%	11.1%	10.6%
Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016

Objective 7: Ensure that all Workforce Preparation programs meet student employment goals set by the State of California.

The primary goal of VC's workforce preparation programs is to prepare students for employment in high-demand career fields. As such, it is important to measure the number of students who are employed in their career field after completing a workforce preparation program. Unfortunately, at the current date, accurate and timely employment data is not available.

Some employment data is available from the California Community College's Chancellor's Office. It uses the Unemployment Insurance database, which is limited in its scope. This employment rate tracks

employment for a year after students complete a degree/certificate, or leave the program without completing. The state has set an annual performance goal that each program is expected to meet. The data below are from the most current year available (2013-2014).

2013-2014 Employment Rate by 2-Digit TOP Code

65.0%	77.9%	57.1%	84.0%	85.7%	72.6%	65.7%
Business/ Mgmt	Engineering/ Industrial Tech	Fine/ Applied Arts	Health	Family/ Consumer Sci	Public/ Protective Srvcs	State Performance Goal

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

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

Our Community

Ventura College serves a large geographic area that includes the cities of Ventura, Santa Paula, Fillmore, and Ojai, as well as the communities of Piru, Oak View, and Mira Monte.

Ventura College Service Area

Population projections at the county level indicate that Ventura County's population will increase by approximately 2% between 2017 and 2023. In addition, the number of high school graduates in Ventura County is projected to increase by approximately 2.4%.

Projected Ventura County Population
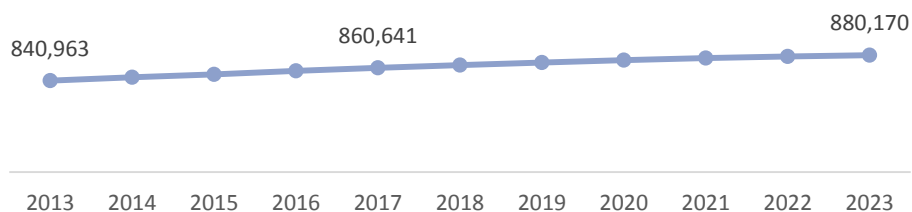
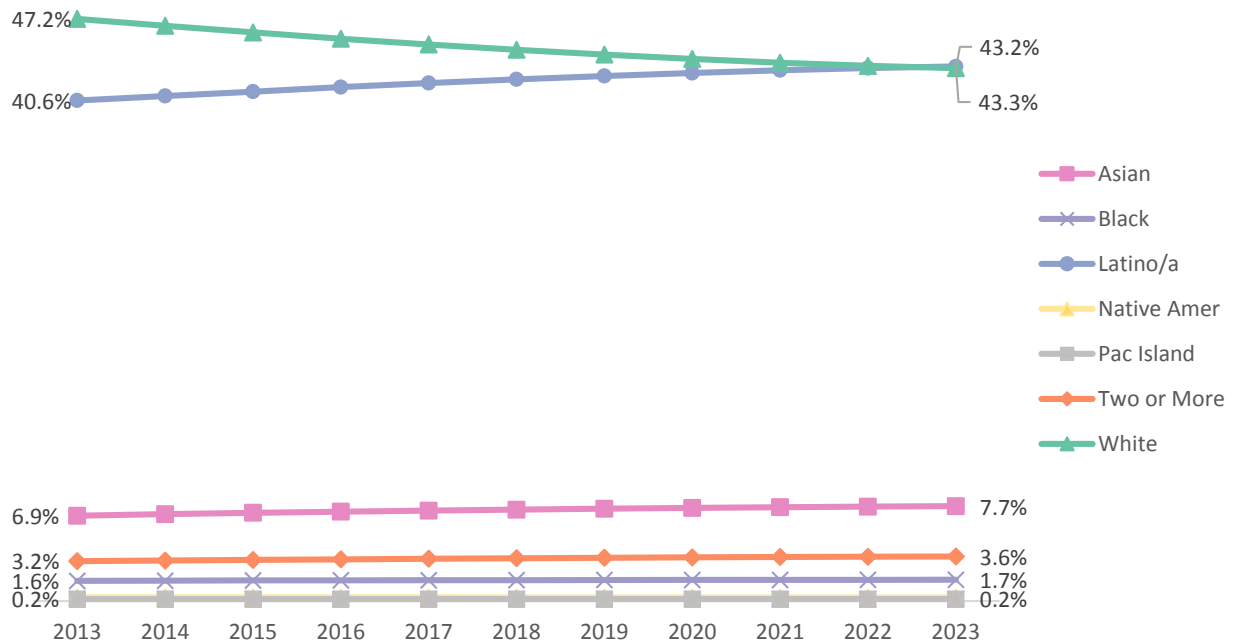Source: Economic Modeling Specialists Inc, EMSI 2017.1 Data Set

Projected Ventura County High School Graduates

9,594   9,732   9,975

2013   2014   2015   2016   2017   2018   2019   2020   2021   2022   2023
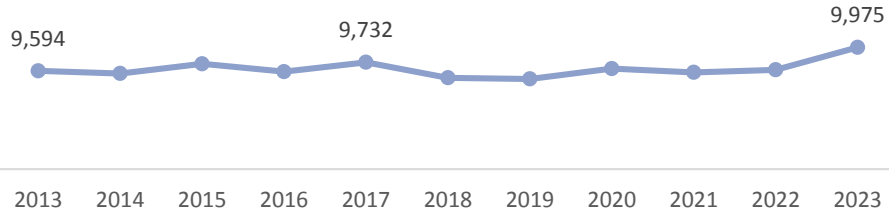
Source: CA Dept of Finance, December 2016 California Public K-12 High School Graduate Projections by County

As with much of the country, the demographics of Ventura County have been gradually changing. The percentage of Latino/a residents has been gradually increasing, while the percentage of White residents has been decreasing. Approximately 50% of the population is female, which is projected to increase slightly by 2023. The percentage of residents under the age of 20 has been gradually declining while the percentage of residents over the age of 60 has been gradually increasing.
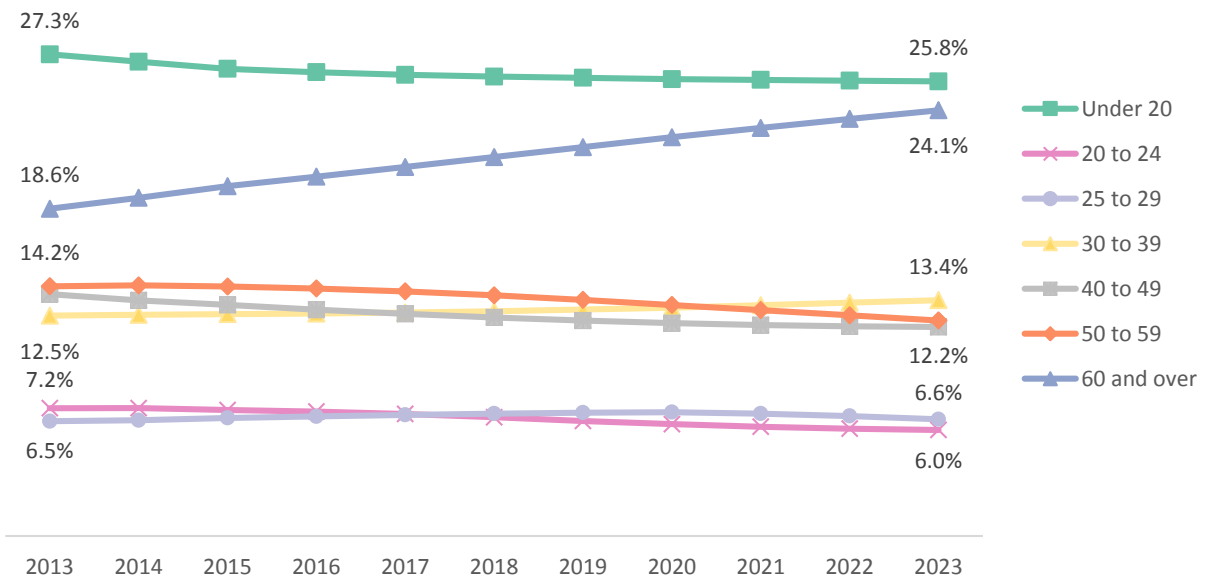
Projected Ventura County Population by Ethnicity

47.2%   43.2%
40.6%   43.3%

- Asian
- Black
- Latino/a
- Native Amer
- Pac Island
- Two or More
- White

6.9%   7.7%
3.2%   3.6%
1.6%   1.7%
0.2%   0.2%

2013   2014   2015   2016   2017   2018   2019   2020   2021   2022   2023

Source: Economic Modeling Specialists Inc, EMSI 2017.1 Data Set

Projected Ventura County Population by Gender
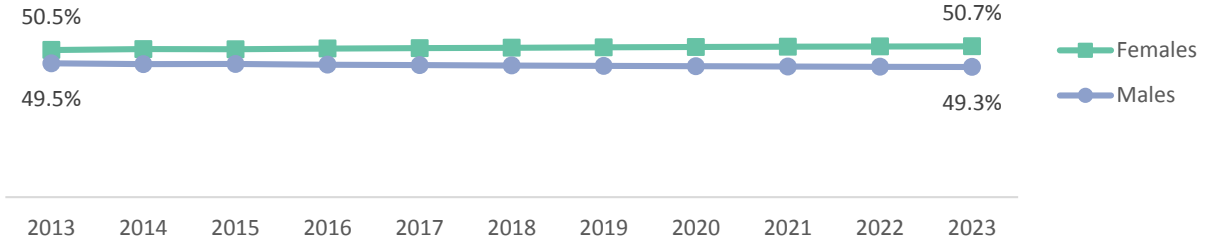
50.5%   Females   50.7%

49.5%   Males   49.3%

2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023

Source: Economic Modeling Specialists Inc, EMSI 2017.1 Data Set

Projected Ventura County Population by Age

27.3%   25.8%

Under 20

24.1%

18.6%

20 to 24

25 to 29

14.2%   13.4%

30 to 39

40 to 49

12.5%   12.2%

7.2%

50 to 59

6.6%

60 and over

6.5%   6.0%

2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023

Source: Economic Modeling Specialists Inc, EMSI 2017.1 Data Set

The median household income of VC's service area is slightly higher than the median household income for the State of California, but is much lower than that of Ventura County. Fewer adults in the VC service area have a Bachelor, Graduate, or Professional Degree compared to Ventura County and the state.

Median Household Income

VC Service Area	Ventura County	State of California
$64,260	$77,335	$61,489

Source: 2010-2014 American Community Survey, U.S. Census Bureau

Adult (Over 25) Educational Attainment

Educational Attainment	VC Service Area	Ventura County	State of California
Less than 9th grade	8.7%	9.7%	10.1%
9th to 12th grade, no diploma	8.1%	7.3%	8.4%
High school graduate (includes equivalency)	19.4%	19.0%	20.7%
Some college, no degree	26.2%	23.6%	22.0%
Associate's degree	9.1%	8.8%	7.8%
Bachelor's degree	17.4%	19.9%	19.6%
Graduate or professional degree	11.1%	11.7%	11.4%

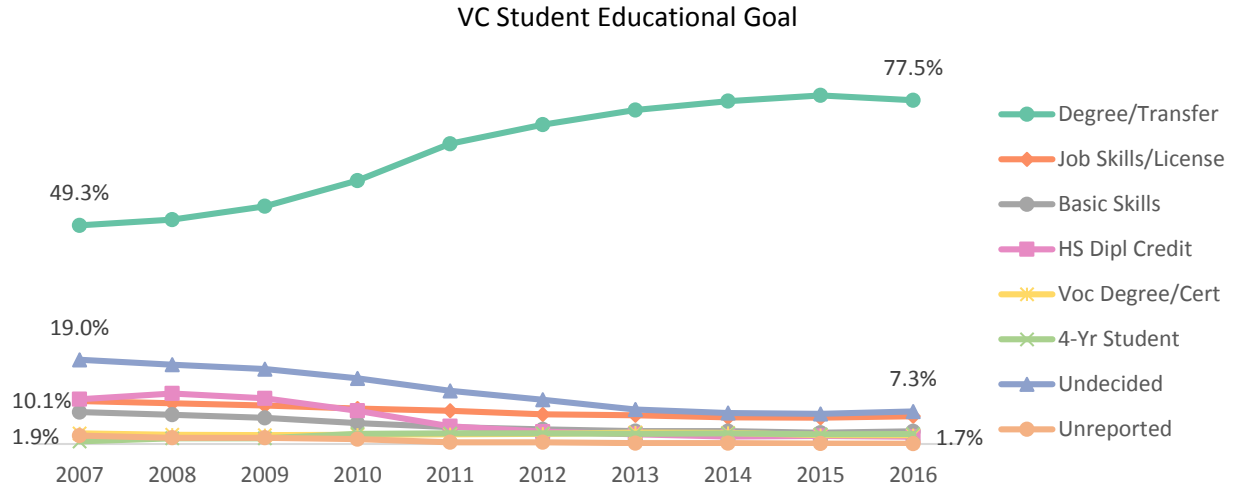Source: 2010-2014 American Community Survey, U.S. Census Bureau

The number of jobs in Ventura County is projected to increase by 3.9% between 2017 and 2023. Excluding unclassified industries, growth is projected to be the highest in the health care and social assistance area.
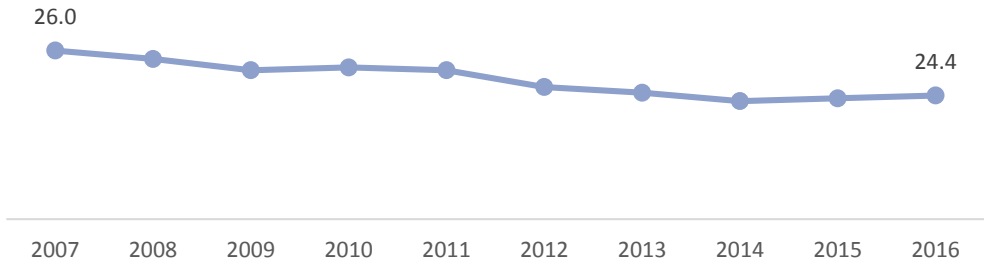
2017-2023 Ventura County Industry Projections

NAICS	Description	2017 Jobs	2023 Jobs	Change	% Change
11	Crop and Animal Production	25,555	25,893	338	1.3%
21	Mining, Quarrying, and Oil and Gas Extraction	898	857	-41	-4.6%
22	Utilities	1,059	1,174	115	10.9%
23	Construction	14,314	14,601	287	2.0%
31	Manufacturing	30,159	29,398	-761	-2.5%
42	Wholesale Trade	12,799	13,182	383	3.0%
44	Retail Trade	40,267	42,562	2,295	5.7%
48	Transportation and Warehousing	4,908	5,207	299	6.1%
51	Information	5,004	5,158	154	3.1%
52	Finance and Insurance	12,843	11,971	-872	-6.8%
53	Real Estate and Rental and Leasing	4,274	4,502	228	5.3%
54	Professional, Scientific, and Technical Services	15,798	16,129	331	2.1%
55	Management of Companies and Enterprises	1,763	903	-860	-48.8%
56	Administrative and Support and Waste Management and Remediation Services	17,476	17,236	-240	-1.4%
61	Educational Services	5,116	5,584	468	9.1%
62	Health Care and Social Assistance	38,542	44,921	6,379	16.6%
71	Arts, Entertainment, and Recreation	5,426	5,667	241	4.4%
72	Accommodation and Food Services	31,199	33,530	2,331	7.5%
81	Other Services (except Public Administration)	8,017	7,696	-321	-4.0%
90	Government	44,050	45,313	1,263	2.9%
99	Unclassified Industry	1,605	2,112	507	31.6%
	Total	321,073	333,594	12,521	3.9%

VC Student Demographics

The demographics of Ventura College's student population have gradually shifted over the past 10 years to become younger and more Latino/a. There is also a slightly higher percentage of male students today than there were 10 years ago. The majority of students have a goal of completing a degree or transfer.
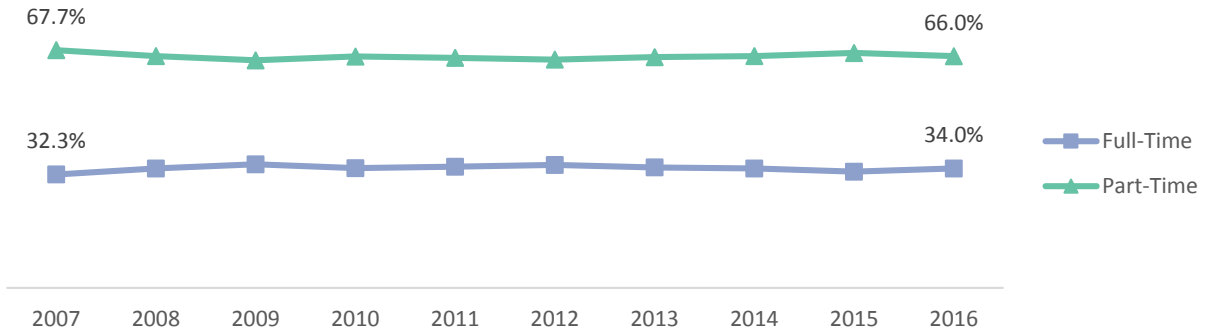
VC Student Educational Goal

77.5%

49.3%

19.0%

10.1%

7.3%

1.9%

1.7%

2007 2008 2009 2010 2011 2012 2013 2014 2015 2016

- Degree/Transfer
- Job Skills/License
- Basic Skills
- HS Dipl Credit
- Voc Degree/Cert
- 4-Yr Student
- Undecided
- Unreported

Fall Semester VC Student Ethnicity

59.6%

41.0%

40.0%

28.6%

7.6%

5.6%

2.9%

4.5%

1.0%

3.7%

0.8%

2007 2008 2009 2010 2011 2012 2013 2014 2015 2016

- Asian
- Black
- Latino/a
- Native Amer
- Pac Island
- Two or More
- White
- Unreported

Fall Semester VC Student Gender

57.9%

53.9%

42.1%

44.6%

0.0%

1.5%

2007 2008 2009 2010 2011 2012 2013 2014 2015 2016

- Female
- Male
- Unreported

Fall Semester VC Student Avg Age

26.0

24.4

| 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |

The majority of VC students attend part time. This is a trend that has remained remarkably stable over the past 10 years.
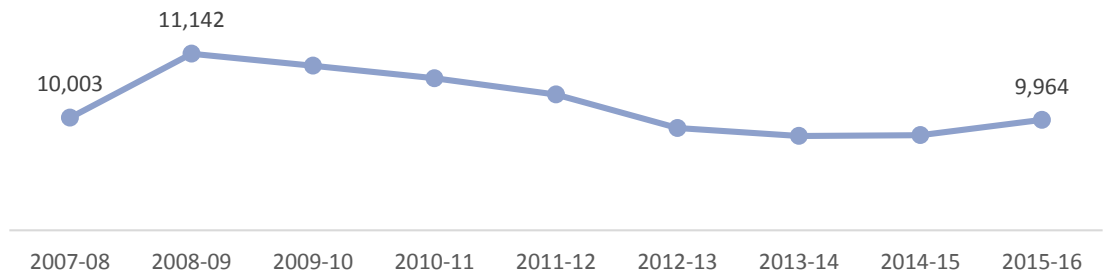
Fall Semester VC Student Unit Load

67.7%

66.0%

32.3%

34.0%

Full-Time

Part-Time

| 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |

Objective 1: Exceed annual funded growth cap by 2%.

Ventura College's annual full-time equivalent students (FTES) have predictably fluctuated in response to economic conditions. During the past 10 years, FTES peaked in 2008-09 at the height of the Great Recession and has gradually declined as the economy has recovered. There was an uptick in 2015-2016, which was due to an FTES shift, in which FTES from summer 2016 was counted in the 2015-2016 year, rather than in the 2016-2017 year.

Annual Resident Full-Time Equivalent Students (FTES)

11,142

10,003

9,964

| 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |

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%**

VC's distance education offerings have steadily increased over the past 10 years. Given the growing student demand for online courses, VC is committed to further increasing these offerings. It is important, however, that this increase be done in a thoughtful manner in order to best align it with VC's student success objectives.

% of Resident FTES from Distance Education
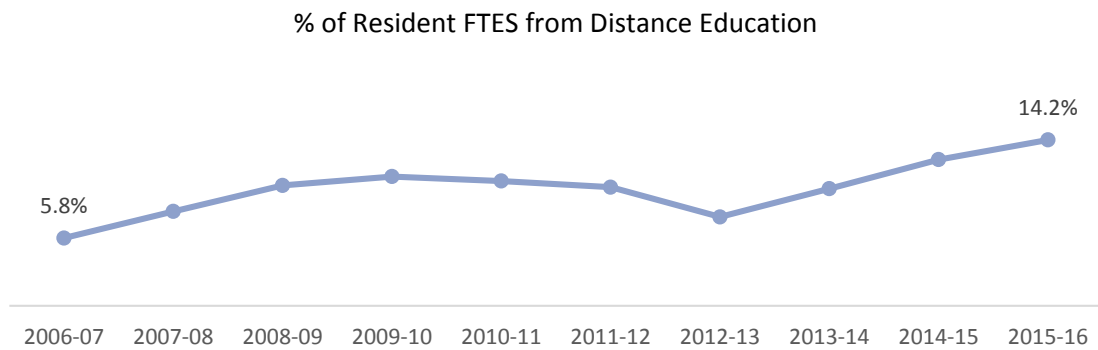
In order to provide access to a wider geographic area, VC offers classes in a number of off-site locations. These include the VC Santa Paula Site, as well as a number of local high schools. Course offerings at high schools include both dual and concurrent enrollment options for high school students. FTES from off-site sections has shown a similar pattern as VC's total FTES; an increase during the recession, a decline as the economy improved, and a slight uptick in 2015-2016 due to the FTES shift.

% of Resident FTES from Off-Site Courses
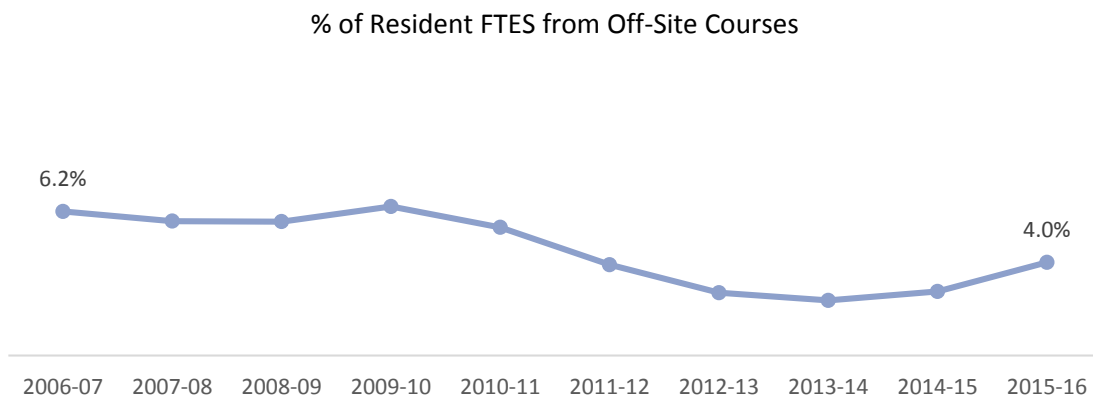
VC has recently developed non-credit courses in a number of key areas. We have recently implemented a non-credit ESL program that will be available at no cost to residents of our community. In addition, regional employers have requested that VC develop a non-credit Workplace Essentials program which will focus on improving employee soft skills. These programs will increase our non-credit FTES over the next six years.

% of Resident FTES from NonCredit Courses
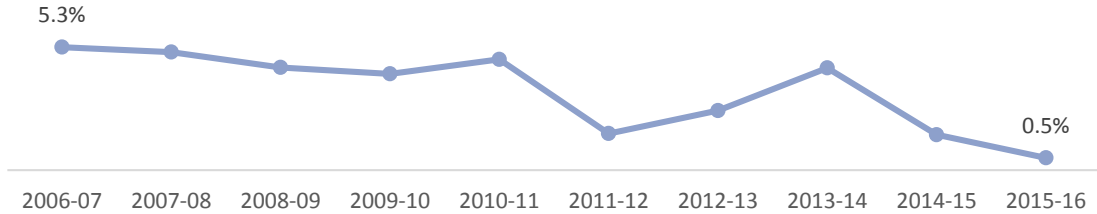
The State of California has recently implemented a Strong Workforce Program, which focuses on improving community college workforce preparation programs. This will provide additional funding for workforce preparation programs, as well as enhanced accountability requirements to increase the number of workforce degrees/certificates awarded, and job placement. VC has also recently implemented new workforce programs: Agriculture, Diesel Mechanic, and Workplace Essentials. As a result, the proportion of FTES received from workforce preparation programs will increase over the next six years.

**% of Resident FTES by Course Type**
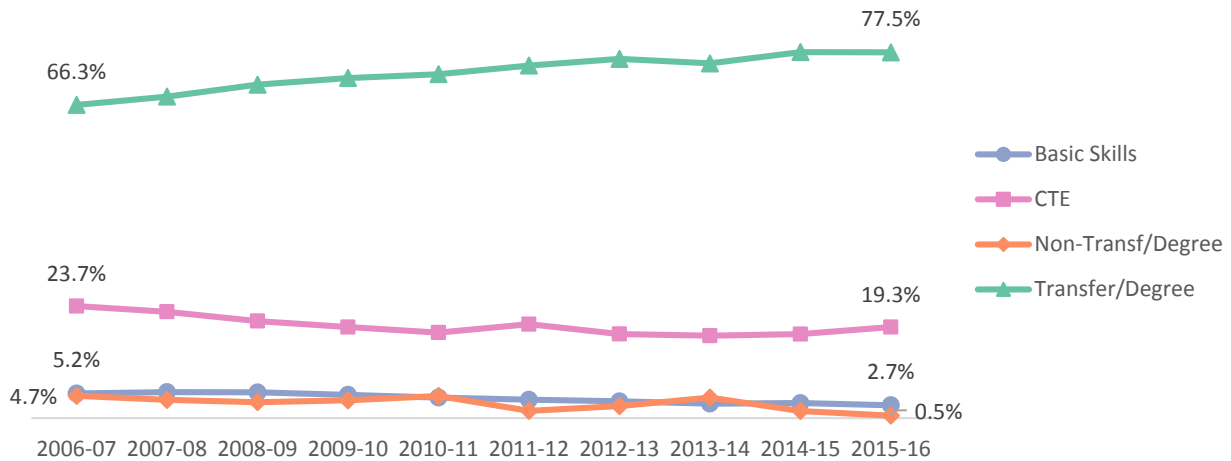
Objective 3: Increase the percentage of eligible students who have completed the:
- **FAFSA by the priority deadline to 75%.**
- **California Dream Act Application by the priority deadline to 75%.**
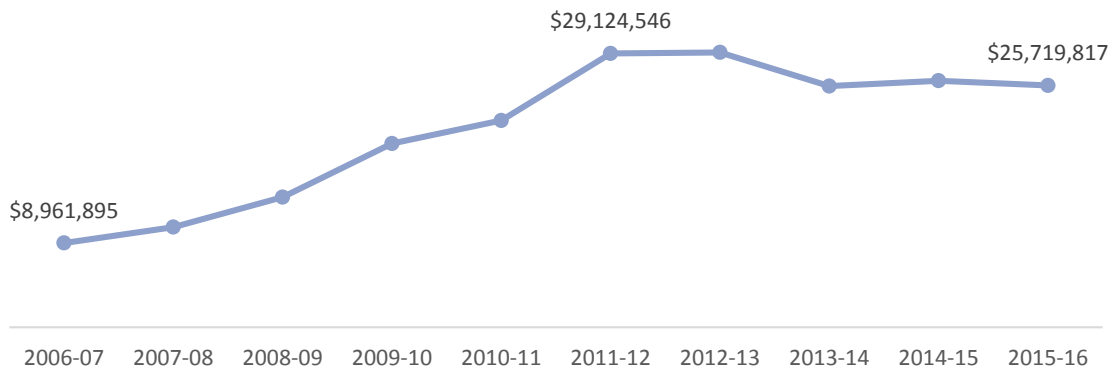- **Board of Governors Fee Waiver Application by the priority deadline to 75%.**

The percentage of students receiving financial aid at VC has more than doubled over the past 10 years. Further, the total amount of financial aid disbursed to students has increased substantially. In order to best meet the needs of our students, it is important that VC streamline and improve its financial aid process. This includes ensuring that students complete required documents by priority deadlines.

% of VC Students who Received Financial Aid

30.5%

62.3%

2006-07 2007-08 2008-09 2009-10 2010-11 2011-12 2012-13 2013-14 2014-15 2015-16
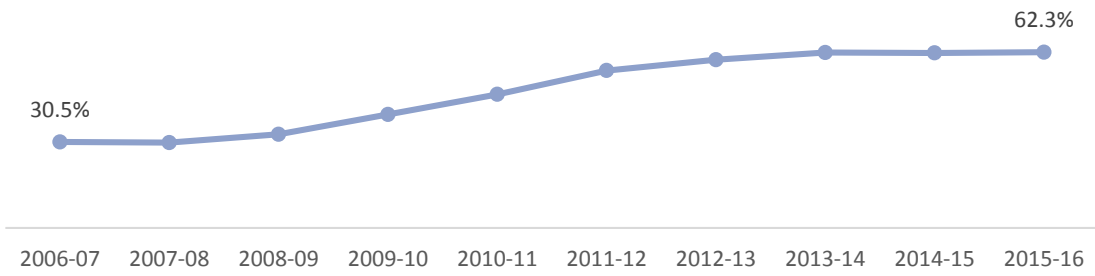
Source: California Community College Chancellor's Office DataMart

Total Amount of Financial Aid Disbursed to VC Students

$29,124,546

$25,719,817

$8,961,895

2006-07 2007-08 2008-09 2009-10 2010-11 2011-12 2012-13 2013-14 2014-15 2015-16

Source: California Community College Chancellor's Office DataMart

GOAL 3
Strengthen local & regional partnerships and community engagement.

Goal 3: Strengthen local/regional partnerships and community engagement.

Objective 1: Strengthen formal agreements and partnerships with K-12 schools, universities, and regional employers.

Ventura College has a broad array of partnerships with K-12 schools, 4-year universities, and regional employers. These partnerships ensure that campus programs and services best meet the needs of our students and our community. In addition, they provide the opportunity for the college to engage in broad discussions with industry leaders and educators about how Ventura College can further the educational and workforce needs of our community.

In order to ensure that students in Ventura County have clear pathways to employment, Ventura College partnered with the Ventura County Office of Education to develop the "Ventura County Innovates" Program. The Ventura County Community College District (VCCCD), in partnership with the Ventura County Dept of Education (VCOE), was awarded $13.2M from the U.S. Dept of Education to build robust partnerships between middle schools, high schools, community colleges, and employers. The regional consortium consists of the three colleges of the VCCCD, the VCOE, nine local school districts, the Workforce Development Board, and many local employers. More than 200 educators from local school districts and community colleges have developed programs of study for over 100 career pathways. All high school and community college pathway courses are mapped longitudinally and each high school pathway is analyzed to determine potential for articulation, and if current courses ensure a sequenced program of study. In addition, industry liaisons help build, facilitate and maintain work-based learning experiences. These work-based learning experiences include tours, guest speakers, mentors, job-shadowing, mock interviews, an Entrée to Employment dinner series, and internships at each educational level (high school, adult education, and community college). Additional programs include entrepreneurial and communication training built into the core academic curriculum from middle school through college.

Ventura College has also partnered with local 4-year universities to improve transfer outcomes for our students. Through our Aligning Learning and Academic Success (ALAS) Title V Cooperative Grant, faculty from Ventura College and CSU Channel Islands (CSUCI) collaborate together to address challenges, align course content, and track and promote student retention and success. In addition, VC sponsors a University Day for our students to visit the CSUCI Campus, and leads an annual Transfer Awareness Summit. Project ALAS also creates outreach programs that help community college and transfer students better navigate financial aid, enrollment and academic advising, receive support from peer mentors and learning communities, and have encouraging experiences in summer bridge and transfer-readiness programs at CSUCI.

These partnerships are just a small subset of wider college efforts. Strengthening existing partnerships, as well as strategically cultivating new ones, are essential to ensuring that VC operates effectively within the educational and economic milieu of our community.

Objective 2: Establish a comprehensive career center and begin to quantify student internships and job connections.

Improving community college workforce preparation programs has become a priority at both the state and national level. The State of California has recently implemented a Strong Workforce Program, which will provide additional funding for workforce preparation programs, as well as enhanced accountability

requirements around increasing the number of workforce degrees/certificates awarded, and job placement.

To ensure that we meet the goals of this program, VC will expand both the scope and services provided by the campus career center. This expansion will better integrate workforce education courses/programs with career counseling and job placement. The expanded career center will include a placement specialist, who will assist VC students in obtaining work-based learning experiences, internships, and jobs with regional employers. This will also allow VC to improve its data collection mechanisms to better quantify the number of VC students that are employed in their career field after graduation. In addition, the career center will offer an expanded repository of job openings in the community, as well as additional career counseling services.

Objective 3: Enhance campus and community engagement by providing a venue for artistic, athletic, civic, cultural, scientific, and social events.
VC offers a wide variety of events for our students, faculty and staff, and our surrounding community. Our athletic teams are consistently ranked among the top teams in the state. A number of local high school athletic teams also call our athletic facilities home.

A wide variety of artistic and cultural events regularly take place at VC's Performing Arts Center. In past years, these have included theater productions, music concerts, dance performances, film festivals, and many others. VC also holds an annual Diversity in Culture Festival, which is open to the public, and includes performances, art, speakers, cultural foods, education, and entertainment.

The college has also hosted a number of STEM events, including the annual FIRST Robotics Regional Competition. In spring 2017, over 40 high school teams from around the world built and programmed robots to compete in a series of tasks in the VC Athletic Event Center. In spring 2016, VC selected The Martian by Andy Weir for the One Book, One Campus program. Through this program, faculty from across the campus incorporated this book into their curriculum. A variety of "Martian" themed events were held, which included campus viewings and discussions of the films *The Martian, Alien, Blade Runner,* and *Interstellar.* There was also a panel discussion on the science of the book, as well as a Martian-themed poetry slam.

As an institution of higher learning, it is important that we engage with our community through fun and intellectually stimulating events. This will ensure that VC serves as a cultural hub for our students, faculty, staff, and community.

GOAL 4
Enhance institutional effectiveness and accountability to improve innovation and student outcomes.

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."

To truly improve the effectiveness of our college, it is important to have clear communication channels through which decisions and dialog can occur. In order to evaluate and improve campus communication, a Partnership Resource Team from the Institutional Effectiveness Partnership Initiative visited Ventura College in November, 2015. The team met with faculty, staff, and administrators from across the college to assess VC's communication processes. After these meetings, the team researched best practices for improving campus communication and collegiality. In February, 2016, they returned with a 'menu of options' and met with key campus personnel to discuss them.

The Student Success Committee then took these options and began evaluating them to see which would work best for our campus. During these discussions, the RP Group's "Six Success Factors" emerged as a way to further improve how connected college faculty and staff felt towards the college and towards each other. The factors – Directed, Focused, Connected, Engaged, Valued, and Nurtured, had previously been identified as being important for student success. But, through the discussions at the Student Success Committee, it became clear that they were also important for faculty and staff success. At this point, the "Beacons of Success" initiative was born. Later that semester, a campus-wide retreat was held with Dr. Darla Cooper of the RP Group to learn about ways to incorporate the Six Success Factors into day-to-day operations. Over the next six years, the Beacons of Success initiative will be further implemented to improve campus-wide communication and collegiality.

Objective 2: Ensure that campus governance committees function effectively.

In November 2015, Ventura College completed a multi-year evaluation of its participatory governance structure. This evaluation resulted in a re-organization of college committees, councils, and advisory groups, which was formalized in the "Making Recommendations: Participatory Governance at Ventura College" document. One of the notable changes to the structure was the creation of the Student Success Committee, which will coordinate the college's various student success plans and initiatives (i.e. Student Equity Plan, Student Support and Success Plan, Basic Skills Plan). In addition, the committee reporting structure was modified to ensure optimum functioning and to avoid duplication of efforts. This modified structure will be evaluated to determine if it best meets the needs of the college, or if additional refinements are necessary.

In addition, each governance committee sets out its goals for the upcoming year during the first meeting of the fall semester. At the end of the year, each committee then completes an evaluation on how well they met their goals, and on other important aspects related to meeting frequency and how conducive meetings were to open discussions of relevant issues.

Objective 3: Ensure that all programs complete an annual review of institutional data and a program plan.

The primary mechanism through which instructional and service programs implement strategies to improve student outcomes is through the program review and program plan. Beginning in 2017, the program review timeline and structure will become more closely integrated with the Educational Master Plan. Programs will analyze data on key metrics from the Educational Master Plan, and will develop six-

year objectives to improve upon those metrics. If programs require additional resources to meet their objectives, they can request them through this process. In each subsequent year, programs will assess progress made towards their objectives, and make adjustments as necessary. In the sixth year, programs will evaluate whether they met their objectives or not, and then use that evaluation to create objectives for the next six years. This process will ensure that all programs on campus are making concerted efforts to move the college towards the goals and objectives laid out in this Educational Master Plan.

Objective 4: Ensure that all courses and programs adhere to their SLO/SUO rotational plan.
Another key piece of improving institutional effectiveness is developing, assessing, and closing the loop on student learning outcomes (SLOs) and service unit outcomes (SUOs). To ensure that the SLO/SUO process proceeds in a purposeful and effective manner, the college SLO facilitators have developed a six-year SLO rotational plan for all courses and programs. All instructional areas are required to create a rotational plan in which all applicable course SLOs, program SLOs, and GE/ISLOs are assessed on a five-year basis. Within these five years, strategies for improvement need to be implemented and SLOs reassessed for sustainable continuous quality improvement. The sixth year then serves as a time for the college to review, reflect, and reset. During this year, programs step back from the day-to-day SLO process to evaluate their efforts and if necessary, adjust them for the next rotational cycle. In addition, they assess courses that are either new or are offered on an intermittent basis. Service units currently adhere to an annual SUO rotational plan. Each year, service units assess SUO's, develop strategies for improvement, implement those strategies, and re-assess in the following year.

Objective 5: Increase student-success-, equity-focused-, and distance-education-related professional development opportunities for, and participation by, faculty and staff.
One key element in improving outcomes for our students is to provide regular opportunities for faculty and staff to develop their professional skills. Each year, the Professional Development Advisory Committee oversees a variety of events, workshops, and trainings for faculty and staff. These include a series of workshops during the week prior to the fall semester. Workshops focus on a variety of topics including innovative pedagogical methods, improving SLO's, increasing cultural responsiveness, incorporating new technologies in the classroom, and understanding campus processes, among others. The week culminates in an "All College Day," in which the entire campus comes together to learn about and discuss key college-wide topics. Additional events and workshops are held throughout the year, including the annual Diversity in Culture Festival.

The effectiveness of professional development in improving student outcomes has been demonstrated empirically at VC. The Faculty Academy, for example, was developed and implemented in 2014 as part of VC's Student Equity Plan. This is an intensive two-semester-long pedagogical training program that provides VC faculty with a safe environment to rethink how students learn, and to explore innovative techniques to reach students who have had difficulty in traditional classrooms. Its impact on student success and equity has surpassed the expectations of many on campus. After completing the second semester of the Faculty Academy, course success rates in participants' classes increased significantly. In addition, there were significant increases for both Latino/a and male students.

Course Success Rates for Students Enrolled in Faculty Academy Participants' Courses

	Semester Prior to Faculty Academy		First Semester of Faculty Academy		Second Semester of Faculty Academy	
	N	Course Success Rate	N	Course Success Rate	N	Course Success Rate
All Students	3,342	69.2%	3,261	70.6%	2,999	*74.4%
Asian Students	126	73.8%	152	77.6%	119	81.5%
Black Students	102	62.8%	91	71.4%	57	68.4%
Latino/a Students	2,048	65.6%	2,023	68.2%	1,891	*72.3%
White Students	907	77.1%	826	75.1%	785	79.1%
Female Students	1,841	71.2%	1,858	71.2%	1,747	73.8%
Male Students	1,455	66.6%	1,367	69.3%	1,222	*75.3%

*Statistically significant difference in success rate compared to the semester prior to faculty academy.
Course Success Rate = % of A, B, C, and P grades out of all grades.
Native Americans, Pacific Islanders, two or more ethnicities, and unreported ethnicities are not displayed due to very small sample sizes.

Given the impact that professional development can have on improving student outcomes, it is important that VC continue to offer high-quality professional development opportunities for faculty and staff. In addition, it is important that VC seek out ways to further increase faculty and staff attendance at these opportunities.

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

VENTURA COLLEGE
SET YOUR COURSE

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

Objective 1: Develop and diversify college revenue sources.

In general, the amount of funding that a California community college receives is based on the number of full-time equivalent students (FTES) enrolled at that college. This funding fluctuates from year to year based on state and national economic conditions. During recessions and other economic downswings, community colleges typically see enrollment increases. This is thought to occur because high school graduates find it more difficult to find a job without some college education. In addition, unemployed workers return to community colleges for re-training. However, the irony is that at the same time, the economic downturn results in cuts in higher education funding. So, community colleges find themselves in a situation in which student enrollment and demand peaks, but their funding is reduced, and they have to reduce section offerings. As the economy improves, community colleges typically see decreases in enrollment. When there are more jobs available, re-training and education needs are not as high. State funding increases in this situation, but combined with the decreased student demand for higher education, instructional efficiency typically decreases.

One mechanism to insulate the college budget from shifts in the state economy is to develop new revenue sources to supplement our current credit FTES funding. This includes expanding non-credit offerings, optimizing categorical funding sources, increasing international student enrollment, optimizing auxiliary enterprises, seeking out grants, and working with regional employers to provide workforce training programs. VC recently partnered with the Ventura County Sheriff's Academy to offer basic training courses in law enforcement. From a financial point of view, these courses are held off-site at the Sheriff's Academy training center, and thus do not incur facility costs at VC. They also require a high number of weekly student contact hours, which results in a large amount of FTES. They benefit our students, in that they provide high-quality and affordable law enforcement training. They also benefit our community because they ensure that there will be a large supply of well-trained peace officers.

Objective 2: Increase external funding resources through the VC Foundation.

One of Ventura College's key partnerships is with the Ventura College Foundation (VCF). The VCF was formed in 1983 to support the needs of Ventura College and its students. In the years following the passage of Proposition 13 in California, many of the California Community Colleges (CCCs) recognized that all their funding would no longer be provided solely by the state. Thus most of the CCC's created their own non-profit, 501(c)3 foundations, to provide supplemental financial support to a college's programs and students. The VCF primarily focuses its activities on student scholarships, grants for students and faculty, and operating the weekend Marketplace, which funds over half of VCF's operating budget.

Over the past 34 years, the VCF has provided a substantial amount of financial support to VC students. Some of their major accomplishments include:

- Cumulatively raising over $20 million to assist over 50,000 students.
- Establishing more than 200 scholarships awarded annually, half of which are funded through donor endowments.
- Creating the Ventura College Promise in 2006, which has helped over 10,000 first-year students attend Ventura College, by paying for recent high school graduates' first-year fees.

- Funding hundreds of faculty/staff Educational Enhancement Grants to supplement the student educational experience.
- Funding the Textbook Lending Library, which serves over 3,000 students annually.
- Facilitating corporate partnerships to expand Ventura College's programs, e.g. $1M donation to create the Diesel Mechanics program.

VCF funding for VC student scholarships, VC Promise grants, and for VC Academic Programs has exceeded $1M each year for the last 10 years. In addition, this funding has increased by 29% between 2006-07 and 2015-16.

VCF Scholarships, Promise Grants, and Academic Program Support
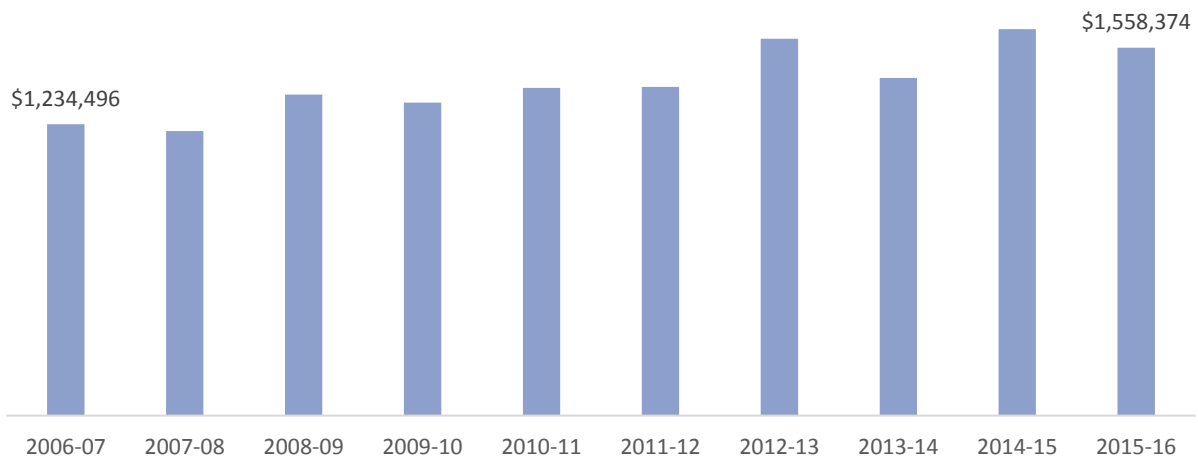

Objective 3: Ensure that college expenditures remain within the available budget.
It is important that VC serves as a responsible and efficient steward of its state funds. This requires a careful and ongoing analysis of expenditures in order to integrate and optimize resources. VC operates within a finite set of resources, and those resources must be integrated and optimized to best meet the needs of our students.

Over the past two fiscal years, 50% of expenditures have gone directly towards instruction. The other 50% have been spread across instructional support, student services, institutional support, and maintenance, operations and facilities. Between 2014-15 and 2015-2016, the percentage of expenditures that went towards instructional and institutional support increased, while the percentage of expenditures that went towards maintenance, operations, and facilities decreased. It is important that VC find an optimal balance across each of these functional areas to best meet the needs of our students.

VC General Fund Expenditures by Functional Area
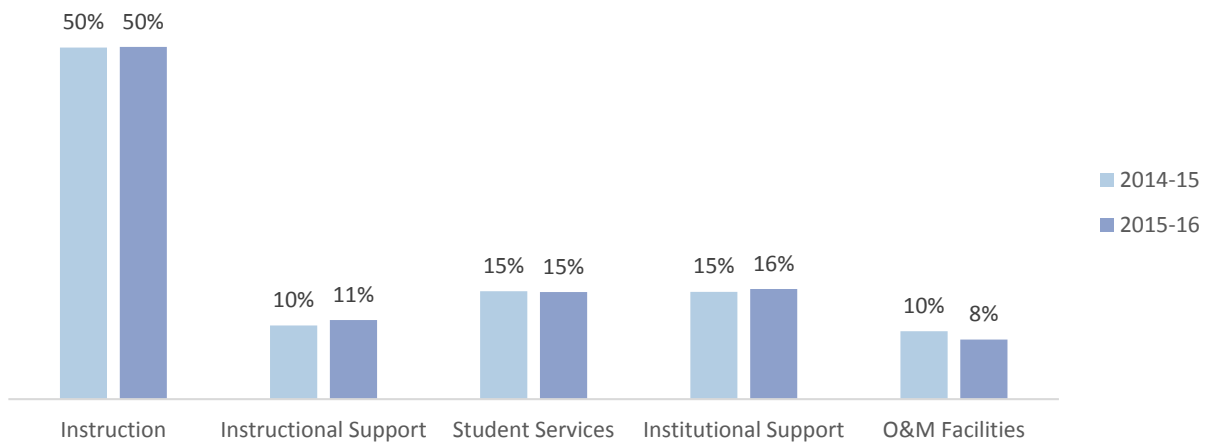
Objective 4: Ensure that the college progresses towards the goals of the Facilities Master Plan.
In 2002, Ventura County voters approved Measure S, which was a $356.3 million bond initiative for construction and rehabilitation of facilities on the three VCCCD campuses and the district center. As a result of this bond, VC built a number of new facilities on campus, including the Library and Learning Resources Center in 2005, and the state-of-the-art Applied Science Center in 2015. In addition, a number of existing buildings were renovated and modernized. Going forward, it is important that VC maintains and/or reconfigures these facilities to best meet the needs of our college. This also requires incorporating total costs of ownership into the college budget. Specific goals and objectives related to these and other facility resources are included in VC's Facilities Master Plan.

Objective 5: Ensure that the college progresses towards the goals of the Technology Master Plan.
The VC Technology Master Plan provides an overall framework for the strategic implementation of technology at VC. It is a roadmap that guides all major technology initiatives undertaken by the college. In past years, these have included supporting capital construction projects, enhancing information security, re-designing the student portal, implementing a mass notification system, and standardizing classroom technologies.

As technology continually evolves, there is also a need to keep computer equipment reasonably current. Thus, the technology plan also includes goals and objectives related to refreshing and replacing aging equipment. In 2008-2009, there were 1,639 devices on campus, whereas in 2015-2016, there were 2,232 devices. Given the large increase in the number of technological resources on campus, effective technology planning is vital to the success of our college and our students.

Objective 6: Make progress towards the 75/25 full-time to part-time faculty ratio while increasing faculty diversity.
Recognizing the impact that full-time faculty have on student success, the California State Legislature enacted Education Code Section 87482.6 in 1988. The purpose of this legislation was to make efforts towards a goal that 75 percent of the hours of credit instruction taught in CA community colleges be taught by full-time instructors. To comply with this legislation, community college districts are required

to increase their base number of full-time faculty over the prior year in proportion to the amount of growth in credit FTES.

Each year, the state calculates the number of full-time faculty that the VCCCD is required to hire. This number is known as the faculty obligation number (FON). The VCCCD then splits up the FON among the three colleges, based on a variety of factors. The graph below shows the Full-Time/Part-Time Faculty FTEF ratio for Ventura College over the past 10 fall semesters. Since fall 2007, VC has increased its percentage of full-time FTEF from 42.9% to 50.6%.
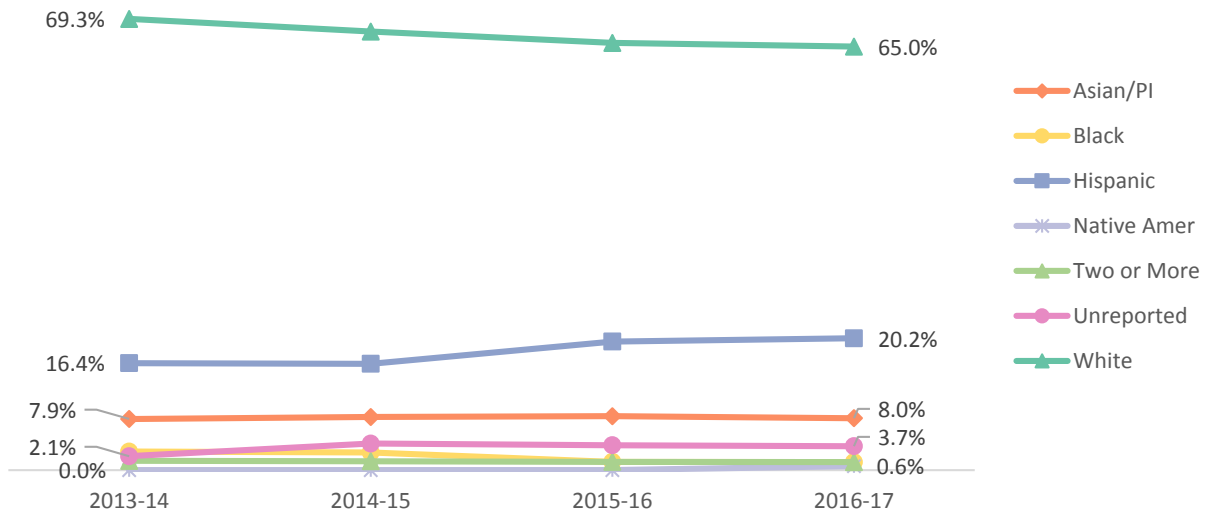
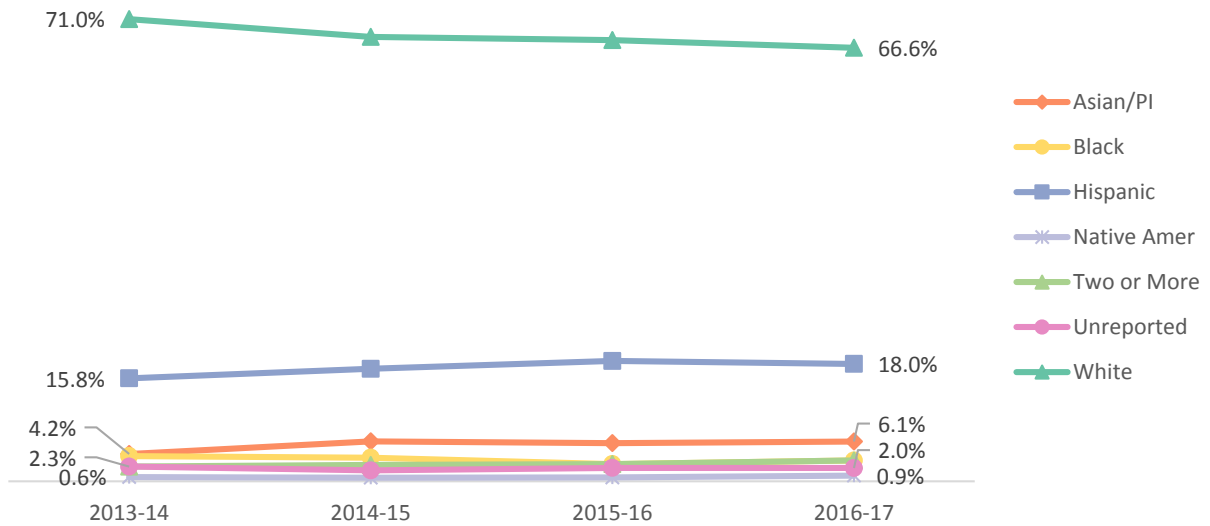### VC Fall Semester Full-Time/Part-Time Faculty FTEF
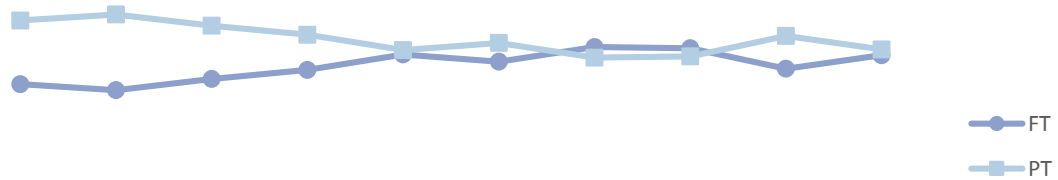
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
FT	42.9%	41.6%	44.1%	46.1%	49.5%	47.9%	51.2%	50.9%	46.4%	49.4%
PT	57.1%	58.4%	55.9%	53.9%	50.5%	52.1%	48.8%	49.1%	53.6%	50.6%

As VC's student population becomes more diverse, it is a priority for VC to also increase diversity in our faculty population. Our goal is to hire individuals who are culturally competent and committed to the success of our students. Further, it is important that our faculty can relate with and support our diverse student population. To that end, the VCCCD has an EEO committee and has also established a publicly accessible diversity dashboard. Efforts will continue to ensure that we meet diversity training requirements for all faculty search committee members, including diversity on search committees, and making targeted efforts to recruit and retain a diverse employee population. Planning discussions to consider and develop a bridge program for new faculty will also take place. It is important for students see college employees that they can relate to as an additional way to establish connections and support success. The following data from the dashboard demonstrates current trends in faculty diversity based upon ethnicity.

VC Full-Time Faculty Ethnicity

69.3%
65.0%

16.4%
20.2%

7.9%
8.0%

2.1%
3.7%

0.0%
0.6%

2013-14   2014-15   2015-16   2016-17

Legend:
- Asian/PI
- Black
- Hispanic
- Native Amer
- Two or More
- Unreported
- White

VC Part-Time Faculty Ethnicity

71.0%
66.6%

15.8%
18.0%

4.2%
6.1%

2.3%
2.0%

0.6%
0.9%

2013-14   2014-15   2015-16   2016-17

Legend:
- Asian/PI
- Black
- Hispanic
- Native Amer
- Two or More
- Unreported
- White

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Appendix A
Alignment of State, District, and College Goals

State Goals	District Goals	College Goals
College Awareness and Access	Increase access and student success	Access
Student Success and Readiness	Increase the timely completion of degrees, certificates, and transfer majors	Student Success and Equity
	Remain competitive in the online market	
Partnerships for Economic and Workforce Development	Partner more effectively to meet community needs	Local and Regional Partnerships
System Effectiveness	Maintain organizational vitality	Institutional Effectiveness and Accountability
Resource Development	Promote fiscal stability and the effective use of organizational resources	Campus Resource Management

Appendix B
How Planning Works at Ventura College

District Mission and Strategic Plan

College Mission

Educational Master Plan

Facilities Master Plan

Strategic Implementation Plan

Technology Master Plan

Annual Planning Parameters

Evaluation

Program Review and Plans

Implement Activities

Resource Allocation
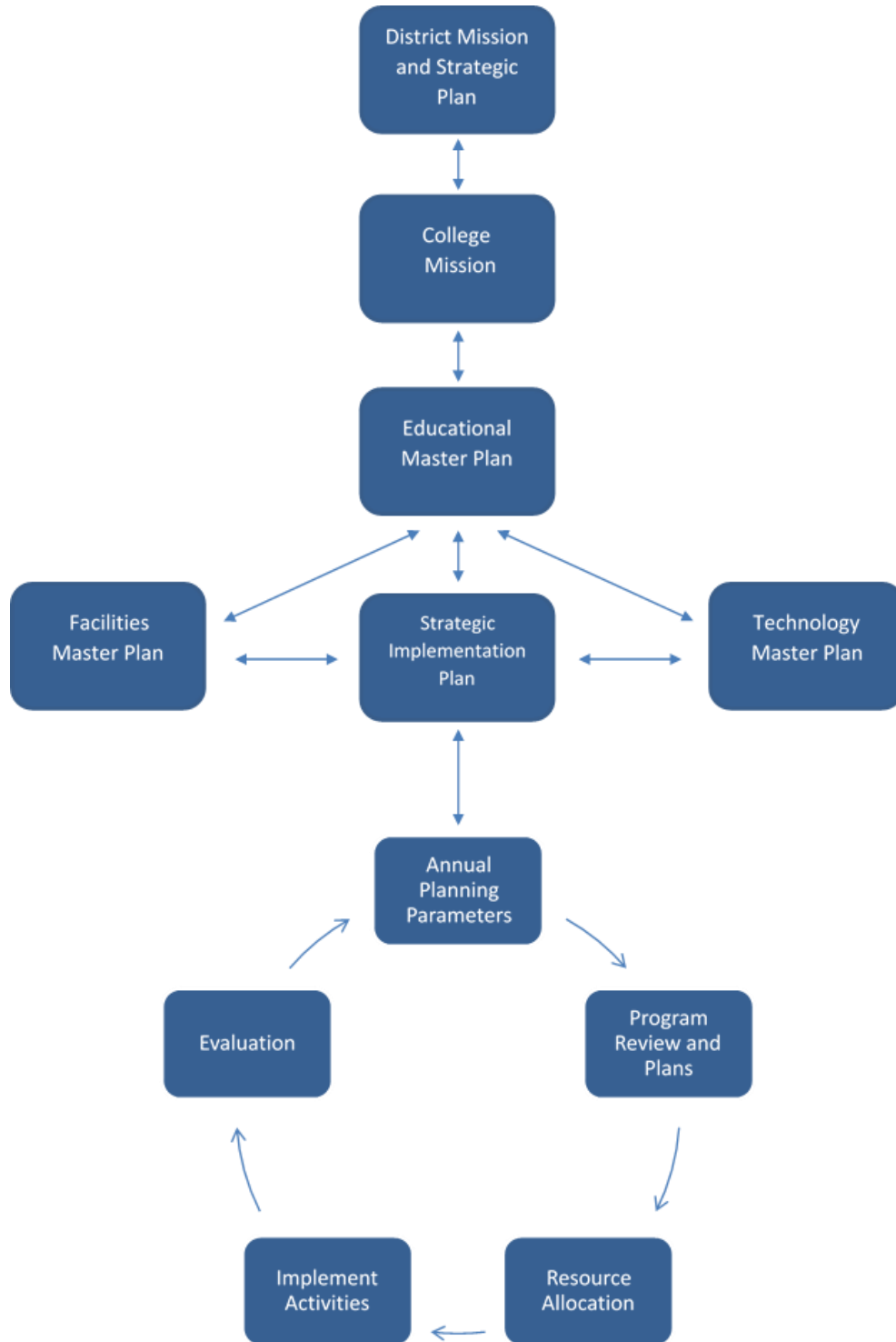
College Mission

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 VCCCD Board of Trustees on April 8, 2014.)

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.

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.

Program Review

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.

Appendix C
Master Planning Timeline

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
	Fall	Spring / Fall	Spring / Fall	Spring / Fall	Spring / Fall	Spring / Fall	Spring / Fall	Spring / Fall	Spring / Fall	Spring / Fall	Spring / Fall	Spring / Fall	Spring

Educational Master Plan
- 2017 - 2023 Educational Master Plan (Fall 2017 – Spring 2023)
- 2023 - 2029 Educational Master Plan (Fall 2023 – Spring 2029)

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 (Fall 2017 – Spring 2023)
- 2023 - 2029 Facilities Master Plan (Fall 2023 – Spring 2029)

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