



# 2020-2023 Strategic Plan

This document was updated in fall 2023 to include the progress made towards each planned strategy and action step.

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## Introduction

VC's [2017-2023 Educational Master Plan](#) is the overarching planning document for the college. It describes VC's long-term goals and objectives. This document, the 2020-2023 Strategic Implementation Plan, describes the specific strategies and action steps that the college will undertake between 2020 and 2023 to meet the goals and objectives identified in the 2017-2023 Educational Master Plan.

As the college grows and evolves over the six years of the plan, the strategies and action steps needed to meet the Educational Master Plan goals are likely to change and evolve. To accommodate this evolution, VC has two 3-year Strategic Implementation Plans during the course of the six years of the Educational Master Plan. The [2017-2020 Strategic Plan](#) describes the strategies and action steps for the first three years of the Educational Master Plan. This document, the 2020-2023 Strategic Plan describes the strategies and action steps that VC will undertake over the last three years of the Educational Master Plan. See the planning timeline on page 21 to view a graphical illustration of this process.

Each year, this plan will be updated to include progress that has been made towards each strategy and action step. Thus, the 2020-2023 Strategic Implementation Plan is a living document which will be continue to be updated and evaluated.

### Process for Developing the Plan

VC's 2017-2023 Educational Master Plan took effect on July 1, 2017, and describes the long-term goals and objectives for the college. The college then developed a 2017-2020 Strategic Implementation plan to describe the strategies that VC undertook to meet these goals between 2017 and 2020. A CPC taskforce developed a first draft of the plan, which was shared across the campus to gather input and feedback. This feedback was incorporated, and the final plan was approved by the Academic Senate, Classified Senate, ASVC, and College President in spring 2018.

On October 23, 2019, a College Planning Committee taskforce was convened to evaluate progress made towards each strategy of the 2017-2020 Strategic Implementation Plan, and to develop a first draft of the 2020-2023 Strategic Implementation Plan. This taskforce included the following people:

- Jeanine Day – Fiscal Services Supervisor
- Heather Aguilar – English Faculty
- Jasmin Martin – Director of Student Organizations, Associated Students of VC
- Phillip Briggs – Dean of Institutional Effectiveness

To gain widespread feedback and input on the plan, a first draft was shared with the College Planning Committee on 9/23/2020, the Academic Senate on 10/15/2020 the Classified Senate on 11/5/2020, and the Associated Students for Ventura College on 11/19/2020. Feedback from these groups was incorporated into the plan. It was approved by the Academic Senate on 12/3/2020, the Classified Senate on 12/3/2020, the Associated Students for Ventura College on 12/10/2020, the College Planning Committee on 1/27/2021, and the College President on 3/4/2021.

## 2020-2023 Strategic Implementation Plan Certification

We certify that there was broad participation by the campus community in the development of the 2020-2023 Strategic Implementation Plan, and that the constituencies we represent support the goals and objectives contained within the plan.

*Kimberly Hoffmans*

Dr. Kimberly Hoffmans, President, Ventura College

03/04/2021

Date

*Daniel Clark*

Dr. Daniel Clark, President, Academic Senate

3/4/2021

Date

*Sebastian Szebiot*

Sebastian Szebiot, President, Classified Senate

3/4/2021

Date

*Carlo Plascencia*

Carlo Plascencia, President, Associated Students of Ventura College

3/8/2021

Date

## Mission, Vision, Guiding Principles

### Ventura College Mission

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

### Ventura College Vision

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

### Ventura College Guiding Principles

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

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

## Goal 1 of 2017-2023 Educational Master Plan

### 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 transfer-level English and Math completion 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 complete 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.



## 2020-2023 Strategies to Meet Goal 1

| Strategy  | Action Steps  | Lead(s)  | Results Achieved to Date   |
|---|---|--|--|
| Implement, evaluate, and refine AB 705 policies and procedures. | <ul style="list-style-type: none"> <li>Analyze data to identify success and equity gaps</li> <li>Develop courses, pedagogical strategies, or other support to address identified gaps</li> <li>Provide ongoing professional development so faculty may embed effective equity-focused teaching practices</li> <li>Circulate student-centered messaging about completing English and Math requirements</li> <li>Improve/streamline Placement or Onboarding processes</li> <li>Share AB705 presentations and roundtables with the college community</li> <li>Increase student engagement with integrated tutors in supported sections of English 1A</li> <li>Collaborate with student services and tutoring to create programming to support students who are at risk for failure</li> <li>Fund outreach to resident and international students</li> <li>Develop better onboarding processes for ESL students (application, placement)</li> <li>Create noncredit ESL courses to mirror lower-level credit ESL courses</li> <li>Expand Integrated Tutoring in all Math V04 classes (and possibly other first-level transfer math courses)</li> </ul> | <ul style="list-style-type: none"> <li>Dean of English, Math and Tutoring</li> <li>English Dept Chair</li> <li>Math Dept Chair</li> <li>VP Student Affairs</li> <li>Counseling Dept Chair</li> </ul> | <ul style="list-style-type: none"> <li>Regular and ongoing data analyses conducted</li> <li>Cultural Curriculum Audit and Revision program was implemented by faculty across multiple departments.</li> <li>Stipends for faculty to implement DEI reading apprenticeships, college writing</li> <li>Math faculty have completed 3-semester authentic assessment program.</li> <li>ESL has greatly streamlined progression through course sequence through ENGL V01A and COMM V01.</li> <li>Math has greatly streamlined course sequence.</li> <li>AB 705 presentations have been shared at EMAST group, counseling in-service training, department meetings.</li> <li>Just-in-time support courses have been developed for transfer-level math courses that have embedded tutors.</li> <li>“Super-supported” ENGL V01A sections have been created for students who enter with High School GPAs under a certain level. These sections have embedded tutors.</li> <li>Aug 2023 – reintroduced training for faculty that have embedded tutors, and created a community of practice for faculty with embedded tutors.</li> </ul> |



- Fall 2023 – learning resources retention and success pilot developed for gateway courses. Learning resource faculty contact students who are at risk of failure.
- Onboarding of ESL students has improved via registration and enrollment assistance. Paper forms have been created for ESL students to simplify process.
- Noncredit ESL and ENGM courses have been created and mirrored.
- Math V04 integrated tutoring has been implemented via “J” courses.

Implement, evaluate, and refine Student Equity Plan (SEP).

- Implement approved Student Equity Plan to ensure that equity gaps are closed by engaging in activities through a social justice lens (i.e. professional development, curriculum development/modifications, and hiring practices).
- Continue to increase effective student service resources.
- Evaluate and revise Student Equity Plan.

• VP Academic Affairs

- [2019-2022 Student Equity Plan](#) was developed and implemented.
- [2022-2025 Student Equity Plan](#) was developed and is currently being implemented.

Improve coordination and communication of academic and student support services.

- Evaluate and optimize support services.
- Implement, evaluate, and refine early alert system to identify students in need of services and support.
- Implement and coordinate referral process
- Build faculty, staff, and student awareness of and encourage use of support services.

• VP Student Affairs

- Student services conduct annual program review to evaluate and optimize services.
- Early alert system has been implemented through Starfish. This system is being used by some departments more than others.
- Referral process has been implemented through Starfish, and is used primarily by instructors for tutoring and mental health services.
- Some departments (i.e. English) use the Early Alert System
- Flex workshops, class presentations – counseling, transfer center, financial aid, basic needs.

| Strategy  | Action Steps   | Lead(s)  | Results Achieved to Date  |
|---|--|--|---|
| Implement, evaluate, and refine Guided Pathway Model. | <u>Simplify the Path</u>   | <ul style="list-style-type: none"> <li>• Faculty Guided Pathways Tri-Chair</li> <li>• Classified Guided Pathways Tri-Chair</li> <li>• Administrator Guided Pathways Tri-Chair</li> </ul> | <u>Simplify the Path</u>  |
|   | <ul style="list-style-type: none"> <li>• Develop cross-functional support teams for Career and Major Pathways.</li> <li>• Convert All Program Map Templates to Student Program Maps that include Co-curricular activities and milestones.</li> <li>• Create a cross functional group to work with middle schools, high schools, county community colleges and universities.</li> <li>• Ensure maps/pathways are clearly articulated and widely disseminated on web, in Canvas, etc.</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Explored options to develop cross-functional support teams, but were unable to create them due to staffing issues.</li> <li>• Program maps were created and are available on program webpages.</li> <li>• Maps are clearly articulated and available online.</li> </ul>  |
|   | <u>Access the Path</u>   |  | <u>Access the Path</u>  |
|   | <ul style="list-style-type: none"> <li>• Expand use of career exploration software.</li> <li>• Develop capacity for all new students to take career assessment and counseling course.</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Career Center has greatly expanded and reorganized career exploration resources.</li> <li>• Increased counseling course offerings, and Engineering Intro classes to allow students to take career assessment and learn successful strategies.</li> </ul>   |
|   | <u>Implement Support</u>   |  | <u>Implement Support</u>  |
|   | <ul style="list-style-type: none"> <li>• Explore assigning students to counselors by major.</li> <li>• Work with discipline faculty in specific first semester major classes to develop an intentional counseling visit to the class with follow up comprehensive education plan development.</li> <li>• Ensure the accuracy of information in DegreeWorks.</li> <li>• Promote the use of DegreeWorks.</li> <li>• Work with departments for consistent design of rolling two-year course offerings plan.</li> <li>• Form a taskforce to address issues surrounding part-time/evening students to increase successful completion of student goals.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Each general counselor serves as a liaison to two Career and Major Communities.</li> <li>• Counseling visits occur in English, Intro to Engineering, and other selected introductory classes.</li> <li>• DegreeWorks accuracy has been impacted by staffing issues. An additional staff member is being hired to assist with this process.</li> <li>• DegreeWorks is promoted through new student academic planning workshops, counselor visits, etc.</li> </ul> |

Learning

- Create systematic process to notify students once they have utilized a designated percentage of Pell grant.
- Increase opportunities for underserved students to participate in program-relevant active and experiential learning opportunities, including internships (guided by data)
- Identify capstone courses & analyze success data.
- Expand opportunities for faculty and counselors to learn about and then employ equity-minded teaching and advising practices.
- Develop systematic processes for faculty to receive training & support in using data to identify professional learning needs—develop PD activities accordingly.

- Two-year plan – some programs have provided this information on their website (child development)
- Taskforce to address issues surrounding part-time/evening students was developed. This is also being addressed through the 2022-2025 Student Equity Plan.
- System has been developed to automatically alert students when they have utilized 400% or more of their Pell Grant.

Learning

- Internships were reduced due to Covid. Offerings are now increasing. Work-based learning is beginning to be tracked by the Career Center.
- Success rate data for all courses are available on the IE website. Capstone courses have been identified through the SLO assessment process.
- Faculty Academy and CCAR have expanded opportunities for faculty to learn and implement equity-minded teaching and advising practices. Professional Development opportunities have focused primarily on equity-focused teaching and advising practices, as well.
- All faculty have access to disaggregated student success data in their classes.

## Goal 2 of 2017-2023 Educational Master Plan

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%.

## 2020-2023 Strategies to Meet Goal 2

| Strategy  | Action Steps   | Lead(s)   | Results Achieved to Date   |
|---|--|---|--|
| Improve college marketing.                          | <ul style="list-style-type: none"> <li>• Develop, implement, and evaluate marketing plan.</li> <li>• Communicate marketing plan across the college community.</li> <li>• Consider marketing needs in the development of new college initiatives.</li> <li>• Highlight student success stories.</li> </ul>  | <ul style="list-style-type: none"> <li>• College Services Supervisor</li> </ul> | <ul style="list-style-type: none"> <li>• Marketing plan has been developed, implemented, and evaluated.</li> <li>• Marketing plan has been regularly communicated to Executive Team, Admin Council, and other key groups.</li> <li>• Marketing has been included in new college initiatives (i.e. PACE Program, etc.)</li> <li>• The Pirate Post is sent out weekly to all students, and includes student success stories. Additional success stories are included on the webpage, and for various programs on campus.</li> </ul>            |
| Continue to provide outreach to local high schools. | <ul style="list-style-type: none"> <li>• Implement and refine 3-Year Outreach Plan.</li> <li>• Develop systematic plan for College and Career Pathway (CCAP) dual enrollment course offerings at high schools.</li> <li>• Continue to hold outreach events at local high schools.</li> <li>• Continue to assist high school students in completing the college application and FAFSA.</li> <li>• Continue to offer campus events for high school students (e.g. Pirate Nights, Pirate Fridays).</li> </ul> | <ul style="list-style-type: none"> <li>• VP Student Affairs</li> </ul>          | <ul style="list-style-type: none"> <li>• Comprehensive marketing and outreach plan has been developed and implemented.</li> <li>• CCAP offerings have increased, and additional local HS districts have recently signed CCAP agreements.</li> <li>• Outreach events are regularly held at high schools.</li> <li>• Financial aid events are regularly held at high schools, and include FAFSA assistance.</li> <li>• Pirate Days are offered in the spring semester. These events include hundreds of local high school students.</li> </ul> |

| Strategy   | Action Steps   | Lead(s)   | Results Achieved to Date   |
|--|--|---|--|
| Continue to expand offerings at the East Campus. | <ul style="list-style-type: none"> <li>• Evaluate program demand in Santa Clara River Valley.</li> <li>• Strategically expand course offerings in Santa Clara River Valley.</li> <li>• Strategically expand student service support at the East Campus.</li> <li>• Examine state and accreditation requirements for developing an Educational Center.</li> </ul>   | <ul style="list-style-type: none"> <li>• VP Student Affairs</li> <li>• VP Academic Affairs</li> <li>• Asst Dean of Off-Campus Programs</li> </ul>   | <ul style="list-style-type: none"> <li>• Financial aid services are offered at the East Campus twice a month.</li> <li>• Full-time counselor is housed at the East Campus.</li> <li>• Basic Needs Center opened at East Campus in spring 2023.</li> <li>• Regular outreach events are held at the East Campus.</li> </ul>  |
| Expand noncredit and community education.        | <ul style="list-style-type: none"> <li>• House all non-credit programs/courses under a single administrator, and provide an FTEF allocation.</li> <li>• Evaluate existing non-credit Applied Technology Education (ATE) classes to ensure they meet the needs of our community, and provide a pathway to credit education or employment.</li> <li>• Develop non-credit English, Math, and ESL courses to support AB 705 efforts.</li> <li>• Develop non-credit certificates to receive enhanced non-credit funding.</li> </ul> | <ul style="list-style-type: none"> <li>• VP Academic Affairs</li> <li>• Dean of English, Math, and Tutoring</li> <li>• English Dept Chair</li> <li>• Math Dept Chair</li> <li>• Career Education Deans</li> </ul> | <ul style="list-style-type: none"> <li>• NonCredit programs and courses are offered by various departments, and are housed under those departments.</li> <li>• ATE classes has been evaluated, and have been discontinued as a result of this evaluation.</li> <li>• NonCredit ESL course offerings have been greatly expanded. These courses have strong enrollment.</li> <li>• NonCredit English and Math courses have been developed to support AB 705 efforts.</li> <li>• NonCredit certificates have been developed in a number of disciplines (e.g. Agriculture, ESL, Math, etc.)</li> </ul> |

| Strategy                                    | Action Steps  | Lead(s)   | Results Achieved to Date  |
|---|---|---|---|
| Continue to expand online course offerings. | <ul style="list-style-type: none"> <li>• Continue to implement Online Education Initiative.</li> <li>• Increase number of faculty who are trained to teach online.</li> <li>• Increase number of faculty who are using the Learning Management System.</li> <li>• Increase number of programs that are offered fully online.</li> <li>• Increase DE student support services.</li> <li>• Evaluate and optimize DE infrastructure and resources (e.g. technology upgrades, funding, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>• Dean responsible for Distance Education</li> </ul> | <ul style="list-style-type: none"> <li>• OEI-CVC course exchange has been implemented. In the most recent term, approximately 100 students registered through this exchange.</li> <li>• OEI rubric is used for quality course alignment through the POCR program (peer online course review).</li> <li>• All faculty who teach online are required to complete training once every 5 years, according to the most recent AFT contract. Approximately 90% of all VC faculty have been trained, as of fall 2023.</li> <li>• The number of faculty who are using the LMS has increased.</li> <li>• It is currently possible to complete all GE requirements fully online.</li> <li>• DE student support services have been greatly increased (e.g. zoom tutoring, online counseling appointments, etc.)</li> </ul> |



| Strategy                                     | Action Steps  | Lead(s)  | Results Achieved to Date   |
|--|---|--|--|
| Expand access to career education programs.  | <ul style="list-style-type: none"> <li>• Continue to implement Strong Workforce Program.</li> <li>• Develop skill-building courses for career advancement.</li> <li>• Market career education to community.</li> <li>• Continue to develop career pathways.</li> <li>• Expand use of career exploration software.</li> <li>• Develop capacity for all new students to take career assessment and counseling course.</li> <li>• Implement Support</li> <li>• Explore assigning students to counselors by major.</li> </ul>   | <ul style="list-style-type: none"> <li>• Career Education Deans</li> </ul> | <ul style="list-style-type: none"> <li>• Strong Workforce is continuing to be implemented.</li> <li>• Strong Workforce funding is being used to market CE programs.</li> <li>• Skill building courses have been marketed to targeted student populations. Discussions are ongoing in CE Advisory meetings.</li> <li>• New career pathways have been developed – Vet Tech, expanded Agriculture programs, forensics program.</li> <li>• Career pathways have been revamped/revised in response to industry needs – bookkeeping, medical assisting.</li> </ul> |
| Reduce financial barriers to student access. | <ul style="list-style-type: none"> <li>• Expand financial aid computer lab.</li> <li>• Evaluate paperless options and/or software packages to reduce manual financial aid processing.</li> <li>• Provide financial literacy, workshops, and events (e.g. Cash for College).</li> <li>• Protect student privacy and safety of FA staff.</li> <li>• Explore new opportunities if fees are guaranteed for more new students.</li> <li>• Implement AB 19.</li> <li>• Implement Open Educational Resources/Zero Cost Textbook Program.</li> <li>• Coordinate with VC Foundation.</li> <li>• Increase resources available through Basic Needs Office</li> </ul> | <ul style="list-style-type: none"> <li>• VP Student Affairs</li> </ul>     | <ul style="list-style-type: none"> <li>• Unable to expand financial aid computer lab due to structural issues in the BCS building.</li> <li>• Paperless options have been greatly expanded through CampusLogic, Adobe, and Onbase software systems.</li> <li>• Regular and ongoing events are held with local high schools, as well as resource fairs, Cash for College events.</li> </ul>   |

- FERPA guidelines for student privacy are followed.
- Security measures in the FA office have been improved (camera in hallway, trainings with campus police, Dutch doors installed).
- AB 19/2 has been fully implemented at VC via a 2-year Promise Program.
- Open Educational Resources/Zero Cost Textbook programs have been greatly expanded.
- Financial Aid Office continuously collaborates with VC Foundation on scholarships and VC Promise, and other resources.
- Basic Needs Office has been greatly expanded.

Implement and refine enrollment management plan.

- Evaluate and refine model for developing department FTES, FTEF, and productivity targets
- Improve enrollment management communication.
- Develop framework for a 2-year schedule.

- VP Academic Affairs
- Dean of Institutional Effectiveness

- Department FTEF allocation model has been developed to align with the CA Student Centered Funding Formula.
- 2-year schedules have been developed in some departments.

## Goal 3 of 2017-2023 Educational Master Plan

### 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.

## 2020-2023 Strategies to Meet Goal 3

| Strategy  | Action Steps  | Lead(s)   | Results Achieved to Date  |
|---|---|---|---|
| Strengthen partnerships with local K-12 schools   | <ul style="list-style-type: none"> <li>• Develop systematic plan for College and Career Pathway (CCAP) dual enrollment course offerings at high schools.</li> <li>• Implement and refine 3-Year Outreach Plan.</li> <li>• Continue to hold outreach events at local high schools.</li> <li>• Continue to assist high school students in completing the college application and FAFSA</li> <li>• Collaborate with local K-12 districts.</li> <li>• Improve alignment with feeder high schools through regular events (e.g. counselor exchange, high school connection dinners, Project Promesas, etc.).</li> </ul> | <ul style="list-style-type: none"> <li>• VP Student Affairs</li> <li>• Assistant Dean of Off-Campus Programs</li> </ul> | <ul style="list-style-type: none"> <li>• VC has offered CCAP classes at 4 local HS districts. These classes have served approximately 150-200 students each semester.</li> <li>• Annual outreach plan is developed in the spring of each year.</li> <li>• HS outreach events occur in collaboration between Outreach, Financial Aid, Welcome Center, and Admissions.</li> <li>• Annual counselor exchange is held – high school counselors visit VC to learn about VC processes and programs.</li> <li>• Project Promesas activities were greatly reduced due to Covid pandemic.</li> </ul> |
| Strengthen partnerships with 4-year universities. | <ul style="list-style-type: none"> <li>• Coordinate university visits, university talks, and college fair.</li> <li>• Increase outreach to 4-year universities.</li> <li>• Provide workshops and guidance for transfer success.</li> <li>• Continue to develop and refine articulation agreements with 4-year universities.</li> <li>• Establish financial aid consortium agreements with 4-year universities.</li> <li>• Increase Transfer Admissions Agreements.</li> </ul>   | <ul style="list-style-type: none"> <li>• VP Student Affairs</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">University Transfer Center</a> coordinates university visits, university talks, transfer workshops, and annual college fair.</li> <li>• Articulation agreements with 4-year universities have increased.</li> <li>• Academic Depts (e.g. Child Development, Engineering) have partnered with regional universities to streamline transfer pathways.</li> <li>• Transfer Admissions Agreements have increased, and additional agreements are being developed (e.g. Arizona State University).</li> </ul>                                |

| Strategy   | Action Steps   | Lead(s)  | Results Achieved to Date  |
|--|--|--|---|
| Strengthen partnerships with regional employers and the local community. | <ul style="list-style-type: none"> <li>• Expand Career Development Center to prepare students for interviews, internships, and job placement.</li> <li>• Expand Career Development Center to support employer recruitment efforts, provide resources to facilitate hiring, and promote internship opportunities to campus constituents.</li> <li>• Partner with regional employers to develop strategies to expand internships and experiential learning opportunities.</li> <li>• Develop methods to better quantify job placement of VC students.</li> </ul> | <ul style="list-style-type: none"> <li>• VP Student Affairs</li> <li>• Career Education Deans</li> </ul> | <ul style="list-style-type: none"> <li>• Career Center has expanded to include a Placement Project Specialist, Student Services Assistant, and multiple Student Specialist positions.</li> <li>• Career center has implemented the Handshake software system, which allows students to find skill-specific jobs and internships. It also allows for methods to better quantify job placement of VC students.</li> <li>• Career Center hosts a campus job fair each semester that includes over 50 regional employers</li> <li>• The <a href="#">Career Center website</a> includes a wide range of up-to-date information for both students and employers.</li> <li>• VC's career education programs have agreements and partnerships with a number of regional employers (i.e Toyota, Haas Automation, etc.). Details of these are available on each program webpage.</li> </ul> |

| Strategy   | Action Steps   | Lead(s)   | Results Achieved to Date  |
|--|--|---|---|
| Continue to offer and participate in artistic, athletic, civic, cultural, scientific, and social events in our community | <ul style="list-style-type: none"> <li>• Market events to the community through social media, website banners, and the digital sign in front of campus.</li> <li>• Develop community events based on community needs and interests.</li> <li>• Ensure that a college representative attends College Area Community Council meetings.</li> <li>• Evaluate community involvement in events.</li> </ul> | <ul style="list-style-type: none"> <li>• College Services Supervisor</li> </ul> | <ul style="list-style-type: none"> <li>• Events are marketed to the community through social media, website banners, and the recently updated digital sign in front of campus.</li> <li>• A wide range of events are offered to the community, including performing arts, visual arts, athletics, Diversity in Culture festival, Earth Day, and GIS Day, among many others.</li> <li>• VC also has a robust Civic Center operation, which provides space rentals for various local and regional groups, including Community Emergency Response Training, Ventura Music Festival, Nutcracker Ballet, local high school graduations. Each year the Ventura Rotary club uses the west fields for its annual 4<sup>th</sup> of July fireworks show. The college also serves as a county evacuation site when natural disasters occur.</li> <li>• A college representative attends and gives a report at each College Area Community Council meeting.</li> </ul> |

## Goal 4 of 2017-2023 Educational Master Plan

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

**Objective 1:** Improve campus-wide communications and collegiality through the implementation of the “Six Success Factors” [Beacons of Success].

- Six Success Factors: Connected, Directed, Focused, Engaged, Nurtured, Valued.

**Objective 2:** Ensure that campus governance committees function effectively.

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

**Objective 4:** Ensure that all courses and programs adhere to their SLO/SUO rotational plan.

**Objective 5:** Increase student-success-, equity-focused-, and distance-education-related professional development opportunities for, and participation by, faculty and staff.



## 2020-2023 Strategies to Meet Goal 4

| Strategy                                 | Action Steps  | Lead(s)   | Results Achieved to Date   |
|--|---|---|--|
| Improve campus trust and transparency.   | <ul style="list-style-type: none"> <li>• Expand awareness of the Six Success Factors among faculty and staff.</li> <li>• Hold annual campus-wide retreat.</li> <li>• Provide opportunities for transparency in decision-making processes and discussions (e.g. Open Executive Team meetings, Captain's Chats, campus-wide discussions, etc.)</li> <li>• Provide opportunities to celebrate employee successes (i.e. years of service, retirements, Pirate's Treasure recognition, etc.).</li> <li>• Post important informational materials on college website (e.g. budget documents, relevant meeting recordings, etc.).</li> </ul>  | <ul style="list-style-type: none"> <li>• VC Executive Team</li> </ul> | <ul style="list-style-type: none"> <li>• 2020 and 2021 campus retreats cancelled due to Covid. 2022 and 2023 retreats were held.</li> <li>• Open Executive Team meetings, Captain's Chats, Koffee with Kim, and other campus-wide discussions are held multiple times each semester.</li> <li>• Employee retirement and recognition events have been held each year.</li> <li>• College website has been kept up to date with a variety of informational materials.</li> </ul>   |
| Continue to improve campus communication | <ul style="list-style-type: none"> <li>• Foster campus culture to prioritize inclusive and equity-informed campus communications.</li> <li>• Re-design VC website, keep it up-to-date, and ensure it meets accessibility requirements.</li> <li>• Analyze marketing and social media efforts, and keep VC social media accounts current.</li> <li>• Coordinate information about college events and make it widely available through social media, VC website, as well as on the master and events calendars.</li> <li>• Provide regular and sustained communication to campus (e.g. monthly newsletter, Open Executive Team Meetings, campus-wide discussions).</li> </ul> | <ul style="list-style-type: none"> <li>• VC Executive Team</li> </ul> | <ul style="list-style-type: none"> <li>• VC website has been redesigned, is kept up-to-date, and exceeds accessibility requirements.</li> <li>• Marketing and social media efforts are analyzed by marketing department, and results are used to make improvements.</li> <li>• College events are publicized via social media and the VC website. The master calendar is regularly updated with campus events and meetings.</li> <li>• "Message in a Bottle" newsletter is sent out each month by the President and Executive Team.</li> <li>• Open Executive Team meetings, Captain's Chats, Koffee with Kim, and other campus-wide discussions are held multiple times each semester.</li> </ul> |

| Strategy                            | Action Steps  | Lead(s)   | Results Achieved to Date  |
|-------------------------------------|---|---|---|
| Annually evaluate campus committees | <ul style="list-style-type: none"> <li>Each campus committee sets goals for the coming year in their first annual meeting.</li> <li>Post committee agendas and minutes online in a timely manner.</li> <li>At the end of the year, each committee member completes a committee evaluation.</li> <li>Evaluate and Review the Making Recommendations Document.</li> </ul> | <ul style="list-style-type: none"> <li>Dean of Institutional Effectiveness</li> </ul> | <ul style="list-style-type: none"> <li>All campus committees set annual goals at the beginning of the year.</li> <li>Agendas and minutes have been migrated to BoardDocs, which has improved the efficiency of posting documents.</li> <li>All committees conduct annual committee evaluations.</li> <li>The <a href="#">2019-2025 Participatory Governance Handbook</a> is updated as changes are needed.</li> </ul> |

| Strategy   | Action Steps  | Lead(s)   | Results Achieved to Date  |
|--|---|---|---|
| Refine and improve three-year comprehensive program review cycle | <ul style="list-style-type: none"> <li>• Implement staggered 3-year program review cycle which includes a comprehensive review, and annual updates.</li> <li>• Evaluate and refine program review process.</li> </ul>   | <ul style="list-style-type: none"> <li>• Dean of Institutional Effectiveness</li> </ul>                             | <ul style="list-style-type: none"> <li>• Staggered 3-year comprehensive program review cycle was implemented.</li> <li>• Program review process is evaluated and refined each year by the College Planning Committee.</li> <li>• In 2022, surveys were conducted to assess the effectiveness of the process.</li> <li>• A <a href="#">number of improvements</a> were made to the resource request prioritization process, as well as the closing-the-loop process.</li> <li>• In 2023 – <a href="#">CPC voted</a> to change the process from a 3-year cycle to a 5-year cycle, and made additional improvements to the transparency of resource request allocation decisions.</li> </ul> |
| Review and refine SLO/SUO process                                | <ul style="list-style-type: none"> <li>• Implement streamlined process for collecting and entering SLO/SUO assessment data.</li> <li>• Finalize Program SLO mapping to reduce the number of assessments, while maintaining their quality.</li> <li>• Evaluate and refine update SLO/SUO processes.</li> </ul> | <ul style="list-style-type: none"> <li>• SLO Facilitators</li> <li>• Dean of Institutional Effectiveness</li> </ul> | <ul style="list-style-type: none"> <li>• Process for collecting and entering SLO/SUO assessment data has been greatly streamlined.</li> <li>• Program SLO mapping has been completed. Program SLOs have been mapped to course SLOs in capstone courses.</li> <li>• SLO/SUO processes have been continually evaluated and refined.</li> </ul>  |

| Strategy  | Action Steps  | Lead(s)  | Results Achieved to Date  |
|---|---|--|---|
| Continue to provide professional development events for faculty and staff | <ul style="list-style-type: none"> <li>• Increase faculty and staff awareness of professional development events.</li> <li>• Determine faculty and staff professional development needs.</li> <li>• Align professional development events with college initiatives.</li> <li>• Offer culturally responsive training events.</li> <li>• Evaluate participation and effectiveness of professional development events.</li> <li>• Develop a college hour for professional development and student activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Dean responsible for Professional Development</li> <li>• Professional Development Coordination Council</li> </ul> | <ul style="list-style-type: none"> <li>• Professional development coordinator position hired in fall 2022.</li> <li>• Professional development activities are widely marketed to faculty and staff.</li> <li>• Faculty and staff professional development needs are discussed and evaluated in Faculty PD Committee, Classified PD Committee, and Professional Development Coordination Council.</li> <li>• Professional development events have focused on equity and cultural responsiveness. These include Faculty Academy, Cultural Curriculum Audit and Revision, Humanizing online STEM, and multiple keynote addresses at campus FLEX days.</li> <li>• Professional development events are evaluated via participant surveys. The results are used to develop future events.</li> <li>• College hour discussions have been held in various committees, but a college hour has not been implemented.</li> </ul> |

## Goal 5 of 2017-2023 Educational Master Plan

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.

## 2020-2023 Strategies to Meet Goal 5

| Strategy   | Action Steps   | Lead(s)   | Results Achieved to Date   |
|--|--|---|--|
| Maximize funding through the State of California's new Student Centered Funding Formula (SCFF) | <ul style="list-style-type: none"> <li>• Coordinate and implement strategic enrollment management processes across instruction and support services.</li> <li>• Develop degrees and certificates supporting student completion, including enhanced non-credit opportunities.</li> <li>• Monitor implementation of student success strategies (Goal 1) and financial aid (Goal 2) to maximize SCFF funding.</li> <li>• Develop mechanisms to streamline and improve degree/certificate awarding process.</li> </ul> | <ul style="list-style-type: none"> <li>• VC Executive Team</li> </ul> | <ul style="list-style-type: none"> <li>• Instructional FTEF allocation model developed that includes key SCFF metrics.</li> <li>• Enhanced NonCredit certificates have been developed in a number of disciplines (e.g. Agriculture, ESL, Math, etc.)</li> </ul>  |
| Coordinate with VC Foundation to strategically support key initiatives                         | <ul style="list-style-type: none"> <li>• Provide VC Foundation with prioritized campus needs and requests.</li> <li>• Support employee giving program.</li> <li>• Evaluate effectiveness of VC Foundation initiatives.</li> </ul>  | <ul style="list-style-type: none"> <li>• VC Executive Team</li> </ul> | <ul style="list-style-type: none"> <li>• Key VC personnel regularly communicate with VC Foundation regarding campus needs and requests (i.e. Executive Team, Financial Aid, various academic programs).</li> <li>• Employee giving program is announced and discussed at campuswide events (i.e. All College Day).</li> <li>• Foundation initiatives are regularly evaluated for their effectiveness.</li> </ul> |

| Strategy   | Action Steps   | Lead(s)   | Results Achieved to Date   |
|--|--|---|--|
| Review expenditures by functional area to optimize resource use. | <ul style="list-style-type: none"> <li>• Evaluate expenditures by functional area.</li> <li>• Optimize balance of expenditures across functional areas.</li> </ul>   | <ul style="list-style-type: none"> <li>• VP Business and Administrative Services</li> </ul> | <ul style="list-style-type: none"> <li>• The Fiscal Services Office meets at least twice a year with managers who have budget oversight responsibilities to analyze expenditures by functional area. In addition, future budgets are developed and revised.</li> <li>• Categorical funds are monitored to ensure that they align with the strategic goals of the college.</li> </ul> |
| Develop and implement new Facilities Master Plan                 | <ul style="list-style-type: none"> <li>• Evaluate prior Facilities Master Plan.</li> <li>• Identify major Facilities goals and objectives.</li> <li>• Develop draft plan and vet it throughout campus community.</li> <li>• Approve final version of plan.</li> <li>• Implement plan.</li> </ul> | <ul style="list-style-type: none"> <li>• VP Business and Administrative Services</li> </ul> | <ul style="list-style-type: none"> <li>• Prior Facilities Master Plan was evaluated.</li> <li>• <a href="#">2022 Facilities Master Plan</a> was developed, vetted, and approved by campus.</li> </ul>  |
| Implement and refine new Technology Master Plan                  | <ul style="list-style-type: none"> <li>• Evaluate prior Technology Master Plan.</li> <li>• Identify major Technology goals and objectives.</li> <li>• Develop draft plan and vet it throughout campus community.</li> <li>• Approve final version of plan.</li> <li>• Implement plan.</li> </ul> | <ul style="list-style-type: none"> <li>• VP Business and Administrative Services</li> </ul> | <ul style="list-style-type: none"> <li>• Prior Technology Master Plan was evaluated.</li> <li>• <a href="#">2023-2028 Technology Master Plan</a> was developed, vetted, and approved by campus.</li> </ul>   |



| Strategy   | Action Steps   | Lead(s)  | Results Achieved to Date  |
|--|--|--|---|
| Ensure faculty, staff, and administrative hiring decisions reflect the needs and diversity of our student population | <ul style="list-style-type: none"> <li>• Hire culturally proficient faculty, staff, and administrators that reflect the diversity of our college's student population.</li> <li>• Advertise open faculty, staff, and administrator positions in diverse variety of publications</li> <li>• Expand hiring of bilingual faculty, staff, and administrators.</li> </ul> | <ul style="list-style-type: none"> <li>• VC Executive Team</li> </ul>  | <ul style="list-style-type: none"> <li>• Staff and administrator population was more ethnically diverse in 2022 than in 2020.</li> <li>• Faculty demographics were approximately the same in 2020 and 2022.</li> <li>• District HR advertises open positions in a variety of diverse publications.</li> <li>• The hiring of bilingual faculty, staff, and administrators has expanded.</li> </ul>   |
| Expand resources offered at East Campus (i.e. student services, campus safety, etc.).                                | <ul style="list-style-type: none"> <li>• Expand campus safety resources at East Campus</li> <li>• Expand student services at East Campus</li> </ul>  | <ul style="list-style-type: none"> <li>• Assistant Dean of Off-Campus Programs</li> <li>• VP of Student Affairs</li> </ul> | <ul style="list-style-type: none"> <li>• Emergency Notification System has been implemented at both East Campus and Ventura Campus (see campus safety progress below)</li> <li>• Financial aid services are offered at the East Campus twice a month.</li> <li>• Full-time counselor is housed at the East Campus.</li> <li>• Basic Needs Center opened at East Campus in spring 2023.</li> <li>• Regular outreach events are held at the East Campus.</li> </ul> |

| Strategy                          | Action Steps  | Lead(s)   | Results Achieved to Date  |
|-----------------------------------|---|---|---|
| Expand and improve campus safety. | <ul style="list-style-type: none"> <li>• Implement comprehensive Emergency Notification System across the campus.</li> <li>• Retrofit classroom doors with locks that can be activated from the inside.</li> <li>• Increase the store of emergency supplies.</li> <li>• Continue to provide regular and ongoing emergency training and tabletop exercises to faculty, staff, and students.</li> </ul> | <ul style="list-style-type: none"> <li>• VC Executive Team</li> </ul> | <ul style="list-style-type: none"> <li>• Emergency Notification System has been implemented. It includes emergency speakers in offices and classrooms.</li> <li>• An emergency notification app and software system were implemented, but were found to have some significant issues. Work is continuing to improve this system.</li> <li>• The vast majority of classroom doors have been retrofitted with locks that can be activated from the inside.</li> <li>• Store of emergency supplies has been increased, and is regularly checked and monitored.</li> <li>• Emergency training and tabletop exercises occur on campus bi-monthly.</li> </ul> |

## 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 |        |      |        |      |        |                               |        |      |        |      |        |                                     |        |      |        |      |        |      |        |      |        |      |        |                               |  |  |
|                               |                                     |        |      |        |      |        |                               |        |      |        |      |        | 2023 - 2029 Educational Master Plan |        |      |        |      |        |      |        |      |        |      |        |                               |  |  |
| Strategic Implementation Plan | 2017-2020 Strategic Impl Plan       |        |      |        |      |        |                               |        |      |        |      |        |                                     |        |      |        |      |        |      |        |      |        |      |        |                               |  |  |
|                               |                                     |        |      |        |      |        | 2020-2023 Strategic Impl Plan |        |      |        |      |        |                                     |        |      |        |      |        |      |        |      |        |      |        |                               |  |  |
|                               |                                     |        |      |        |      |        |                               |        |      |        |      |        | 2023-2026 Strategic Impl Plan       |        |      |        |      |        |      |        |      |        |      |        | 2026-2029 Strategic Impl Plan |  |  |
| Facilities Master Plan        | 2017 - 2023 Facilities Master Plan  |        |      |        |      |        |                               |        |      |        |      |        |                                     |        |      |        |      |        |      |        |      |        |      |        |                               |  |  |
|                               |                                     |        |      |        |      |        |                               |        |      |        |      |        | 2023 - 2029 Facilities Master Plan  |        |      |        |      |        |      |        |      |        |      |        |                               |  |  |
| Tech Master Plan              | 2017-2020 Tech Master Plan          |        |      |        |      |        |                               |        |      |        |      |        |                                     |        |      |        |      |        |      |        |      |        |      |        |                               |  |  |
|                               |                                     |        |      |        |      |        | 2020-2023 Tech Master Plan    |        |      |        |      |        |                                     |        |      |        |      |        |      |        |      |        |      |        |                               |  |  |
|                               |                                     |        |      |        |      |        |                               |        |      |        |      |        | 2023-2026 Tech Master Plan          |        |      |        |      |        |      |        |      |        |      |        | 2026-2029 Tech Master Plan    |  |  |

## Glossary of Terms

**BSSOT** – Basic Skills Student Outcomes and Transformation Program – State-awarded program in which 64 colleges were awarded \$89M to improve the progression rate of students needing basic skills instruction into college-level instruction by implementing or expanding innovations and redesign in the areas of assessment, student services, and instruction.

**College and Career Pathway (CCAP)** – dual enrollment courses offered at high schools which are designed to accelerate student success at the community college level. High school students are able to enroll in up to 15 units of college coursework without paying any fees for the classes.

**DE** – Distance Education.

**Faculty Obligation Number (FON)** – state-calculated number of full-time faculty that colleges are required to hire each year. This number is based on annual FTES growth.

**FTEF** – Full-Time Equivalent Faculty – instructor load.

**FTES** - Full-Time Equivalent Students – enrollment calculation that determines the amount of funding that colleges receive from the state.

**Productivity** – WSCH/FTEF – ratio of FTES to FTEF. This ratio is a measure of instructional efficiency.

**Six Success Factors** – factors related to student success that were developed out of research by the California Research and Planning Group. The six factors are Connected, Directed, Focused, Engaged, Nurtured, and Valued.