

# ACADEMIC AFFAIRS REORG. @VC

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Captain's Chat Presentation & Campus Input Discussion, 2024

# AGENDA

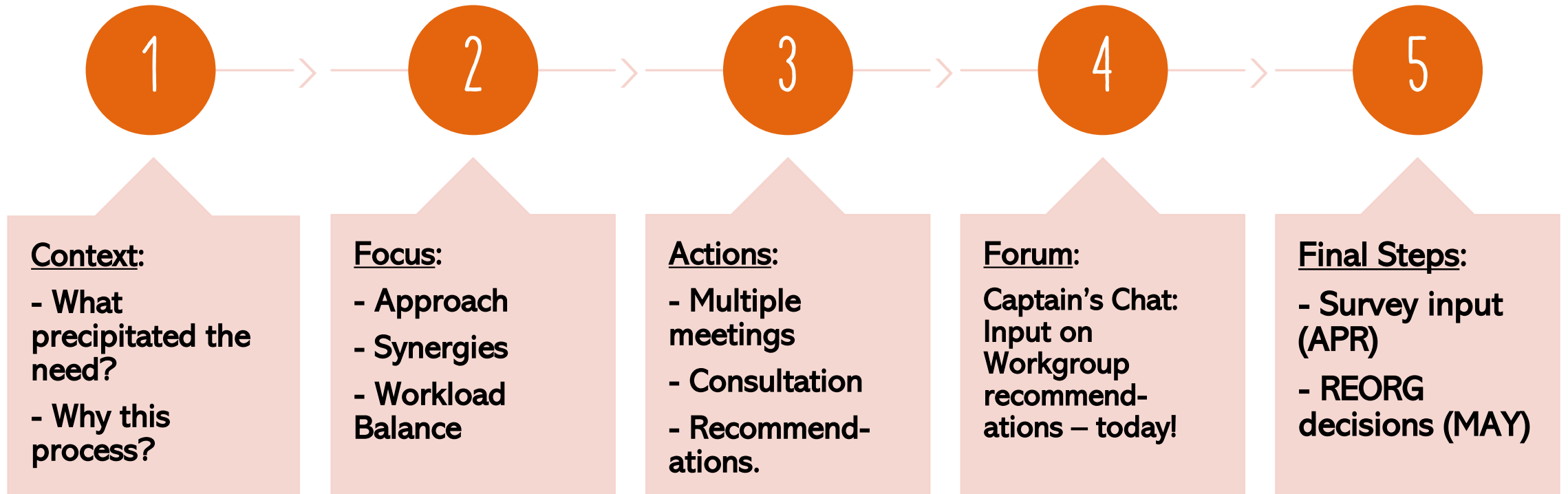
- Our Process
- REORG Recommendations
- Next Steps
- Input & Discussion

# REORG WORKGROUP

- Stephanie Branca (Business)
- Kaela Casey (Library)
- Tania De Clerk (Mod Lang)
- Kelly Denton (Acad Data Spcst)
- Topher Fredrickson (Math)
- Michael Haydon (Asst. Registrar)
- Rachel Johnson (Child Dev & Senate Pres.)
- Jennifer KG, VPAA
- Erica Mullins, (Biology)
- Debbie Newcomb, DEAN Caree Ed. I
- Stacy Sloan-Graham, Comm Studies

# WORKGROUP PROCESS

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# RECOMMENDATIONS

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## Assumptions

- **Synergies** within/among programs was most critical
  - Some synergies will have to happen across divisions as all inter-related areas/disciplines cannot be in one division.
- **Workload balance** is critical but secondary to synergies.
  - Workload for division staff and Chairs was the focus.

## Recommendations - more of a "minor" reorg:

### DEPARTMENT LEVEL:

1. **Distance Education** → LEAP Division (Learning, Equity, Achievement and Persistence) Division.
2. **Library** → Social and Behavioral Sciences Division **OR** English/Math/Comm. Division.
3. **Geo Sciences** merge with Physical Sciences Department **OR** CEI Division – Agriculture/Water Sci Department.

### DISCIPLINE LEVEL:

1. **Computer Science** → CEI Division to the Business Dept.
2. **ECON** → CEI Division to the Business Dept.

# NEXT STEPS

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## Input

- Captain's Chat
- Survey

## REORG Decision

- Recommendations received by Executive Team
- Reorg decision for the coming year announced in May.

## Planning Future Reorgs

- Workgroup Asked:
  - What triggers a reorg? Major or minor?
- Request that the College Planning Committee (CPC) create a process for requesting a reorg or understanding and communicating the triggers for reorgs.
  - Rationale
  - How can a program/area/dept request?

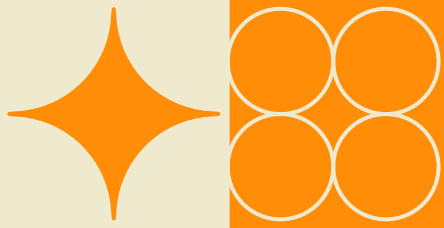


INPUT!



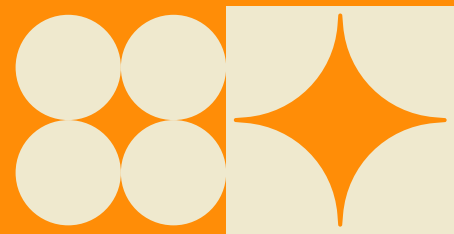
# THANK YOU – PLEASE PROVIDE YOUR INPUT...





# CAPTAIN'S CHAT

April 17, 2024





# Draft 2024-2030 Educational Master Plan

Phillip Briggs

# What is an Educational Master Plan?

- High-level long-term planning document
- Includes a current assessment of our college
- Includes long-term goals and objectives for the future
- Does not focus on how the goals will be obtained
- The “how” is the focus of shorter operational plans (equity plan, enrollment management plan, etc.)

# Developing the Draft

- Spring 2023:
- Full evaluation conducted of the 2017-2023 Educational Master Plan
- Educational Master Plan Retreat – Apr 14, 2023 in Wright Event Center
- 2023-2024:
- Fall 2023 Campus Retreat at Crowne Plaza Hotel – over 120 faculty, staff, administrators, and students
- Educational Master Plan Workgroup convened in Nov 2023

## **Educational Master Plan Workgroup Members:**

- April Montes, Classified Senate President
- Mark Huff, ASVC President
- Rachel Johnson, Academic Senate President
- Jennifer Kalfsbeek-Goetz, VP Academic Affairs
- JP Schumacher - VP Student Affairs
- Phillip Briggs - Dean IE
- Oscar Rivera - Interim Dean of LEAP
- Gema Sanchez - Interim Dean of Student Affairs
- Tamishiah Allen - College Services Supervisor
- Tatiana Lawler - Student Services Specialist
- Jessica Perez - Student Activities Specialist
- Deanna Hall - Child Development Faculty and Dept Chair
- Adrienne Arguijo - Grant Director, HSI STEM
- Raquel De Los Santos - Placement Project Specialist
- Alex Kolesnik - Math Faculty
- Vanessa Stotler - Director of Outreach and Marketing

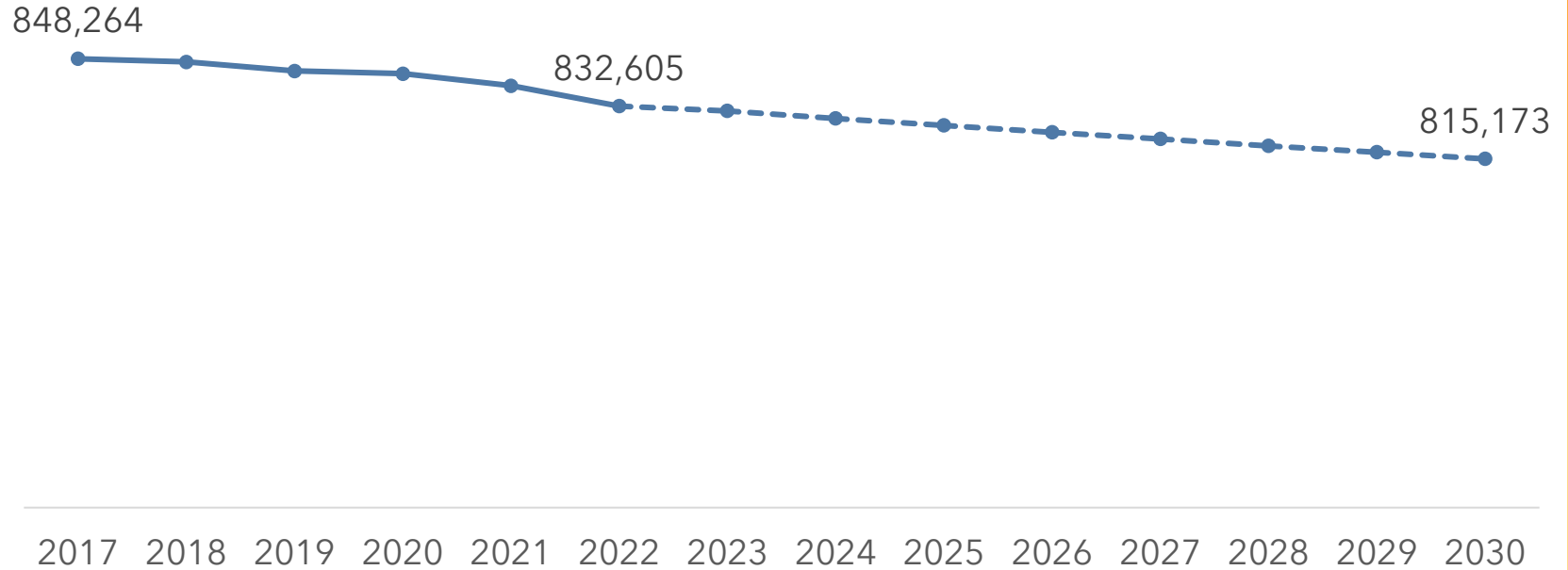
# Developing the Draft

- Educational Master Plan Workgroup met twice a month from Nov-March
- Reviewed 23 pages of input from fall 2023 retreat attendees
- Analyzed an extensive amount of college and community data
- Reviewed goals and objectives from:
  - State of CA Vision 2030
  - VCCCD 2021-2027 Strategic Plan
  - Educational Master Plans from 10-15 other colleges
- Developed a first draft of the plan

# 2024-2030 Goals

1. **Equity in Access** – address systemic practices and barriers to ensure student-ready access to an equity-minded student experience.
2. **Build Capacity for Engagement and Servingness** – build trusting relationships and foster a deeper sense of connection to the campus to move from a transactional culture to a relational one.
3. **Equity in Success** – implement equitable servingness practices that intentionally maximize student academic and career achievement.

## Ventura County Population Projection



## Ventura County Population Projections by Age

35.0%

30.0%

25.0%

20.0%

15.0%

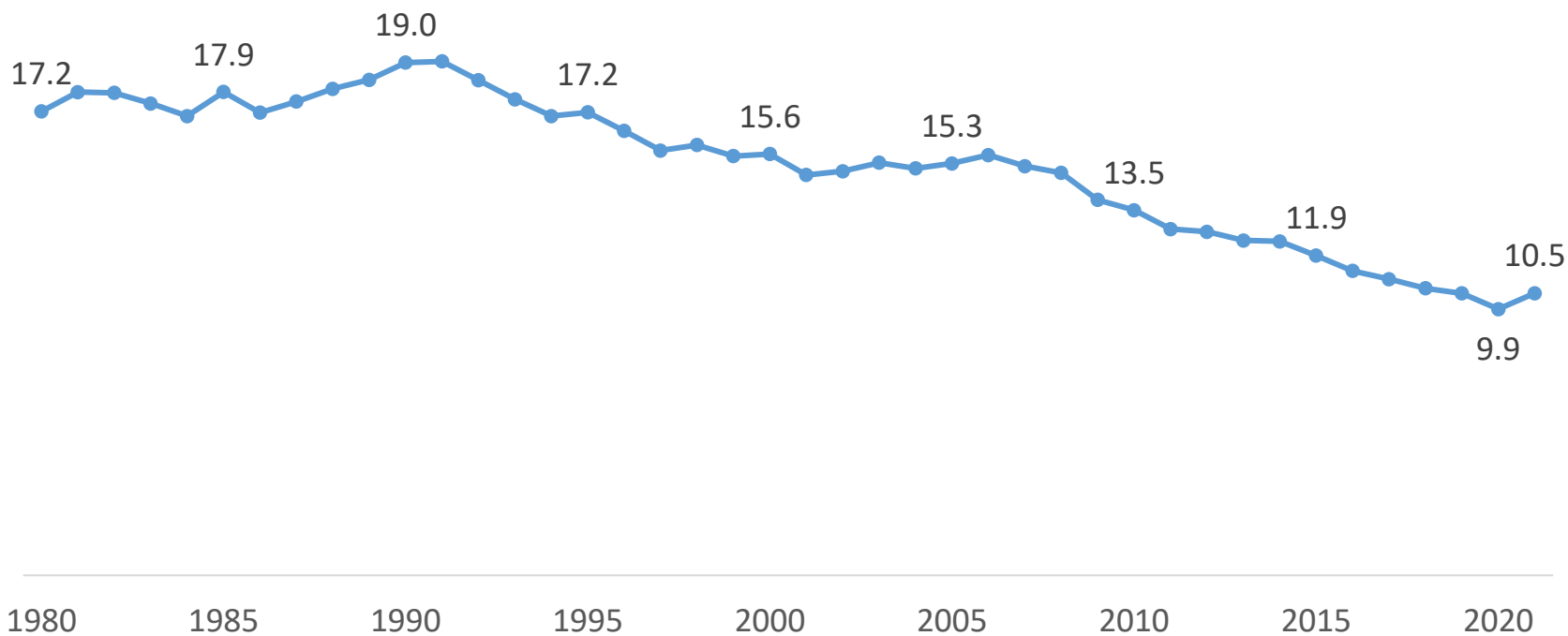
10.0%

5.0%

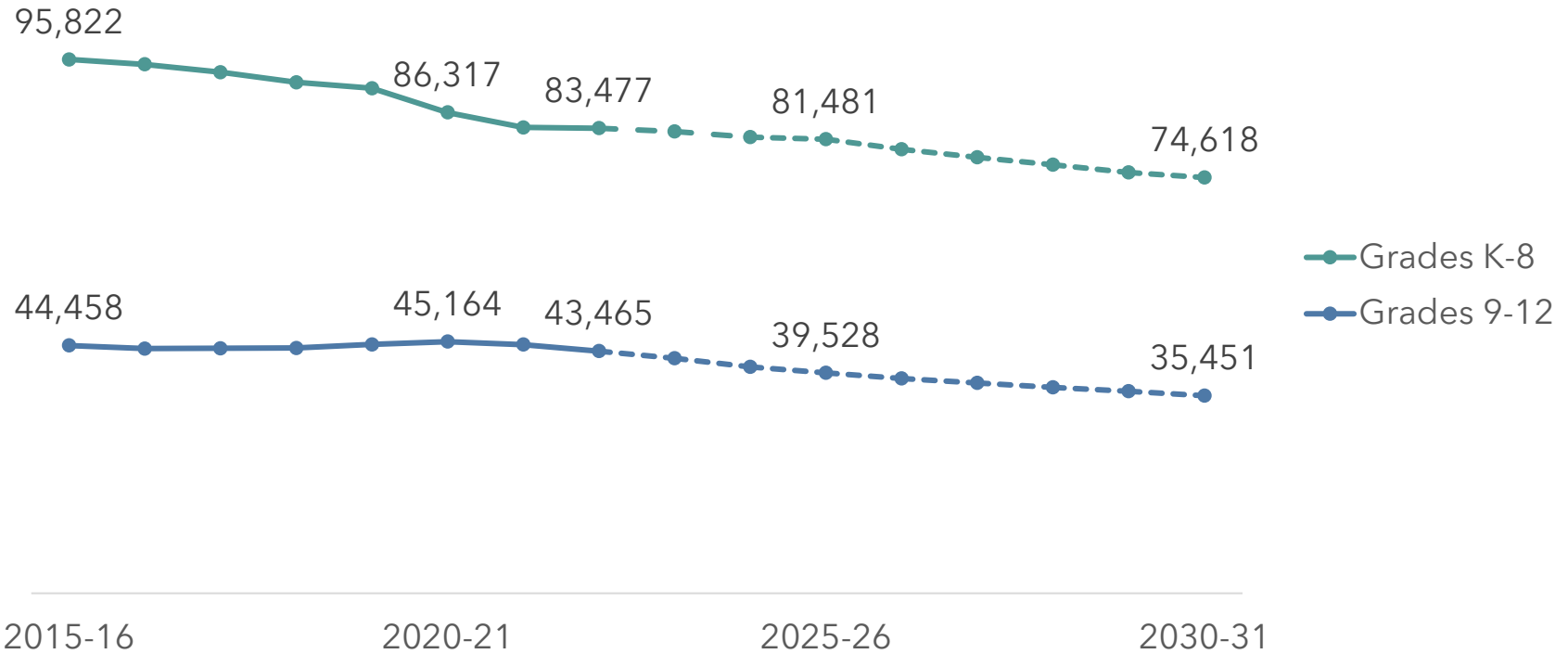
0.0%

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Under 20	25.9%	25.5%	25.1%	25.0%	24.5%	24.1%	23.9%	23.6%	23.4%	23.1%	22.8%	22.5%	22.2%	21.9%
20-29	13.8%	13.7%	13.6%	13.4%	13.3%	13.0%	12.9%	12.7%	12.7%	12.7%	12.7%	12.8%	12.8%	12.8%
30-39	12.7%	12.8%	12.9%	13.0%	13.2%	13.2%	13.3%	13.4%	13.4%	13.3%	13.3%	13.1%	12.9%	12.7%
40-49	12.7%	12.5%	12.4%	12.4%	12.4%	12.4%	12.5%	12.6%	12.8%	12.9%	13.1%	13.3%	13.5%	13.7%
50-59	13.8%	13.6%	13.5%	13.5%	13.4%	13.2%	12.9%	12.7%	12.6%	12.5%	12.5%	12.4%	12.4%	12.4%
Over 60	21.1%	21.8%	22.5%	22.8%	23.4%	24.0%	24.5%	24.9%	25.2%	25.4%	25.7%	25.9%	26.1%	26.4%

## Ventura County Birth Rate per 1,000 Residents

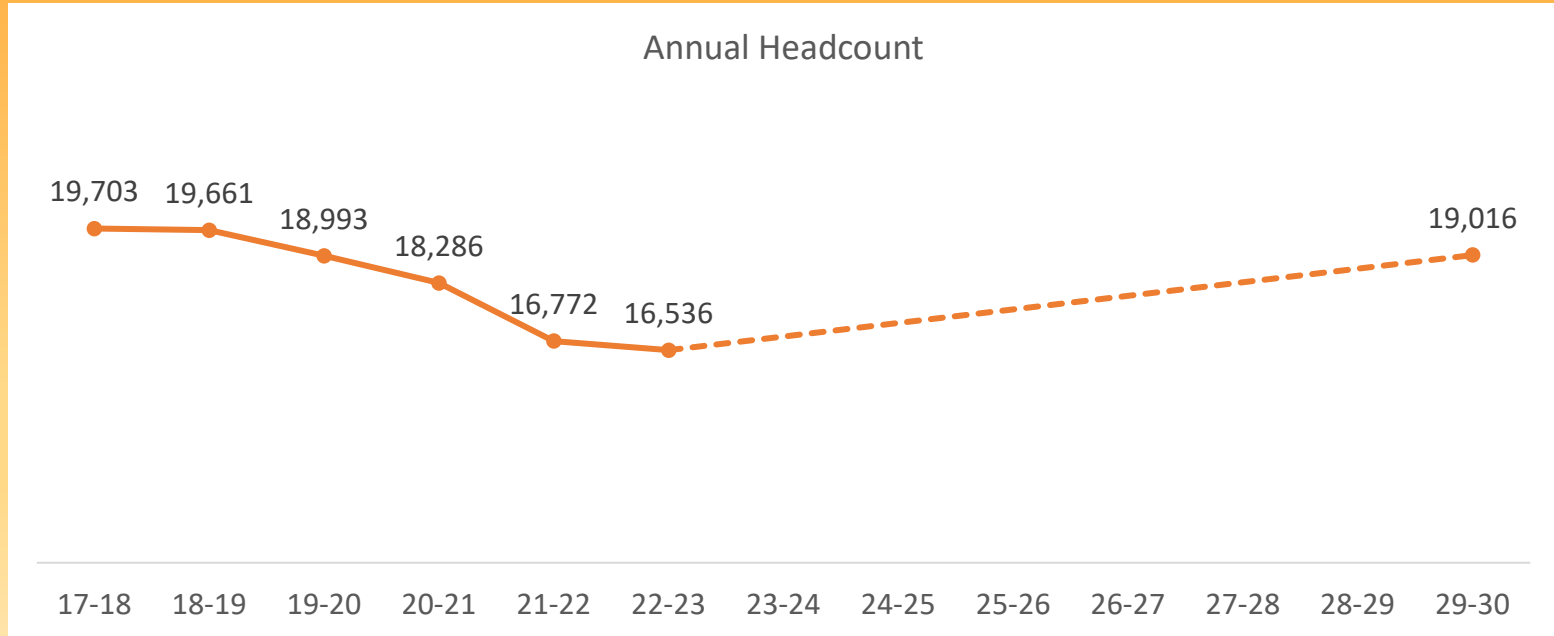


## Ventura County Public School Enrollment Projections



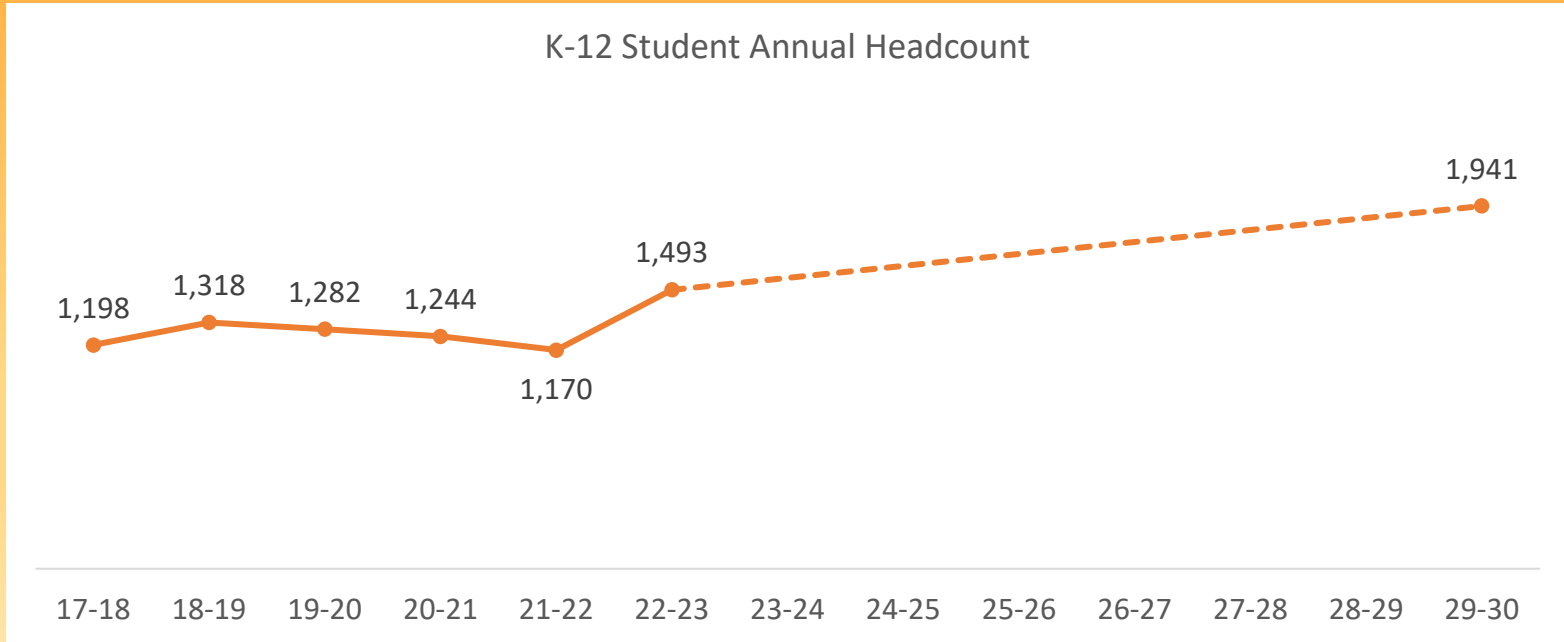
# Equity in Access

Objective 1: Increase enrollment/headcount by 10-15% from 2022-2023



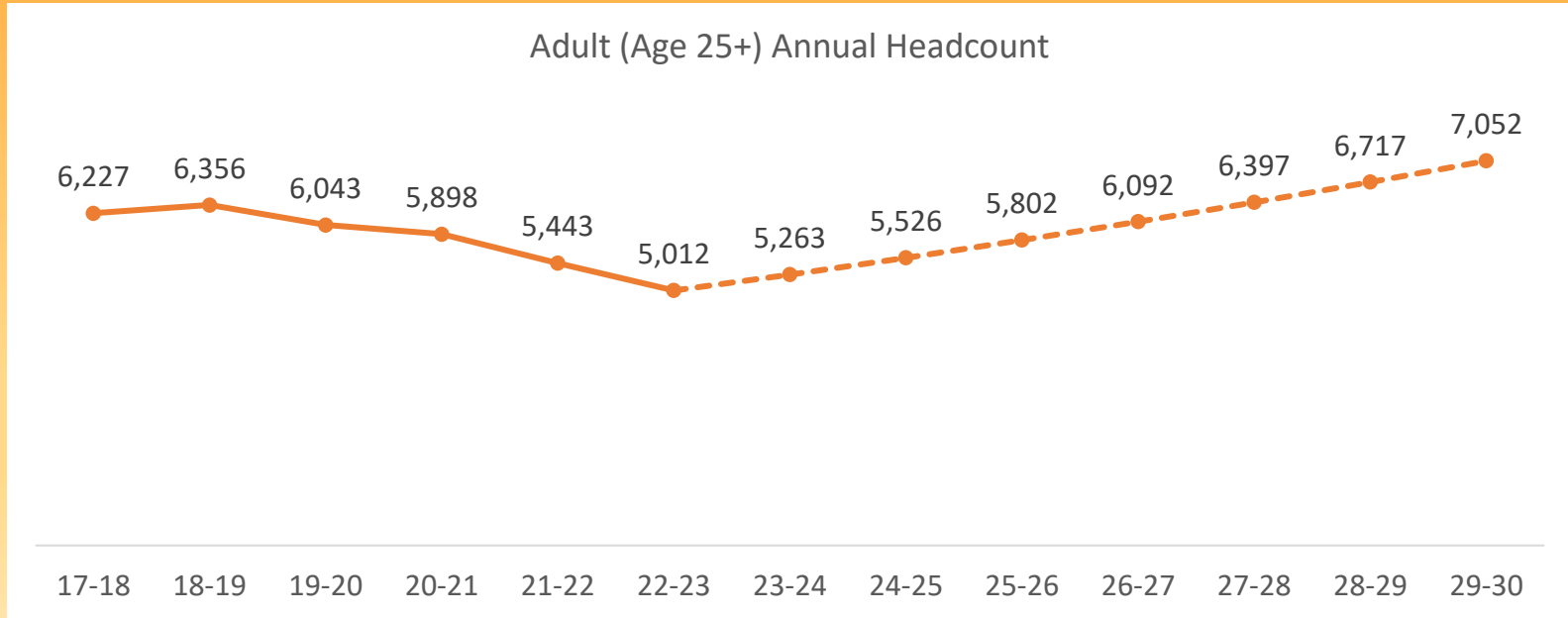
# Equity in Access

Objective 2: Increase dual enrollment/headcount by 30% from 2022-2023



# Equity in Access

Objective 3: Increase enrollment of adult population (25+) by 5% each year



# Equity in Access

- Objective 4 – Increase fall-to-spring persistence rate to 80-85%
  - Fall-to-spring persistence: % of first-time fall students who enroll in the subsequent spring semester
- Objective 5 – Increase fall-to-fall persistence rate to 68-73%.
  - Fall-to-fall persistence: % of first-time fall students who enroll in the subsequent fall semester.
- Close equity gaps in gender, race/ethnicity, veterans, students with disabilities, and first-generation students.

## Goal 2

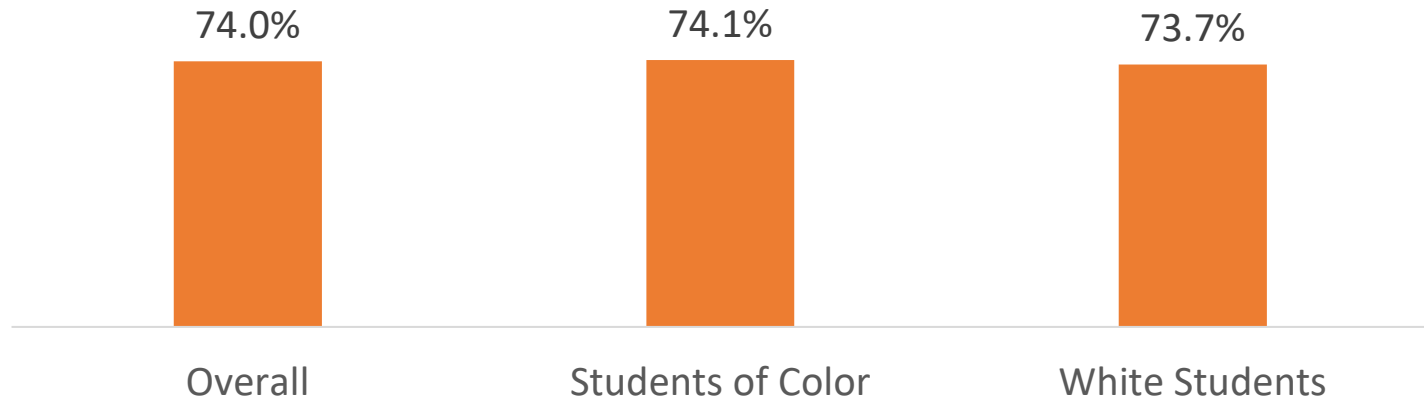
- Build Capacity for Engagement and Servingness
- Build trusting relationships and foster a deeper sense of connection across the campus to move from a transactional culture to a relational one
- Both students and employees

# Student Engagement Objectives

1. Improve communication across the campus
2. Increase feelings of welcoming and inclusion
3. Increase sense of mattering and affirmation
4. Increase feeling of safety on campus
5. Increase student participation in clubs, organizations, and events
6. Close equity gaps in gender, race/ethnicity, veterans, students with disabilities, and first-generation students in each of the above objectives

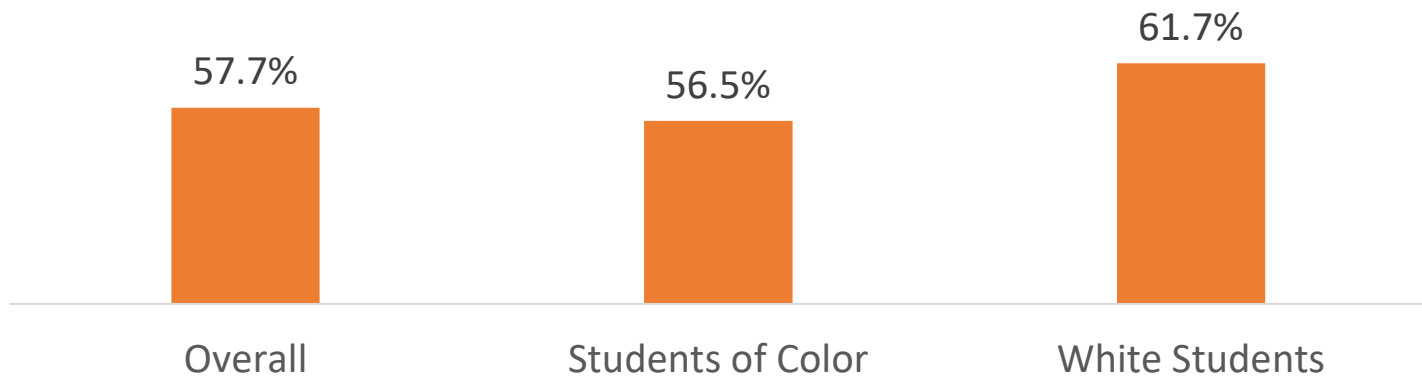
# How welcome do you feel at VC?

Students who responded that they felt mostly or completely welcome



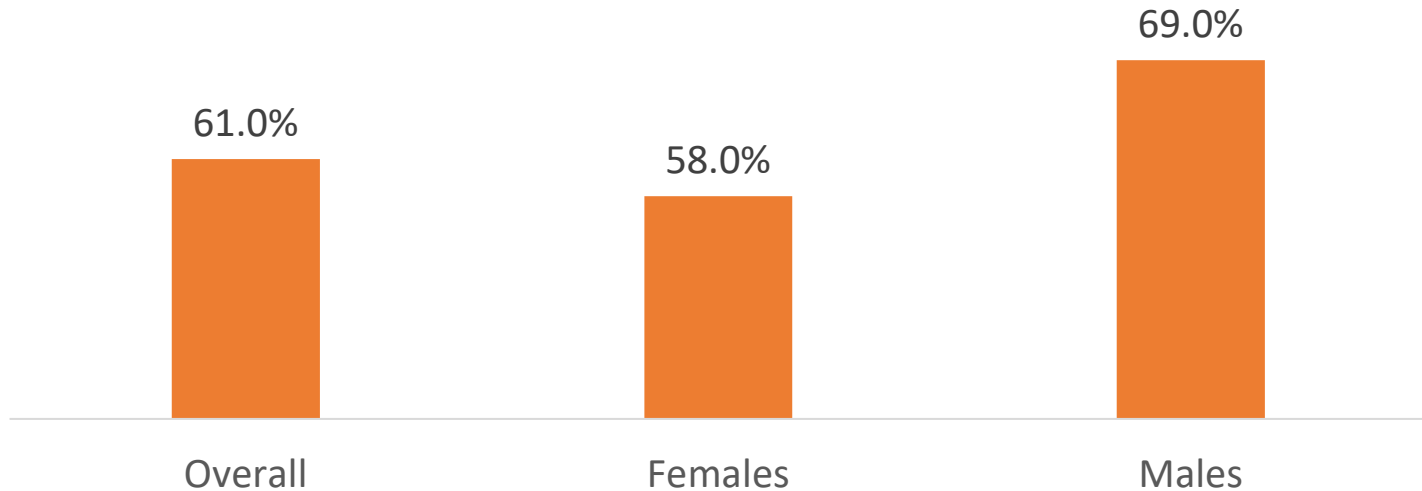
# How included do you feel at VC?

Students who responded that they felt mostly or completely included



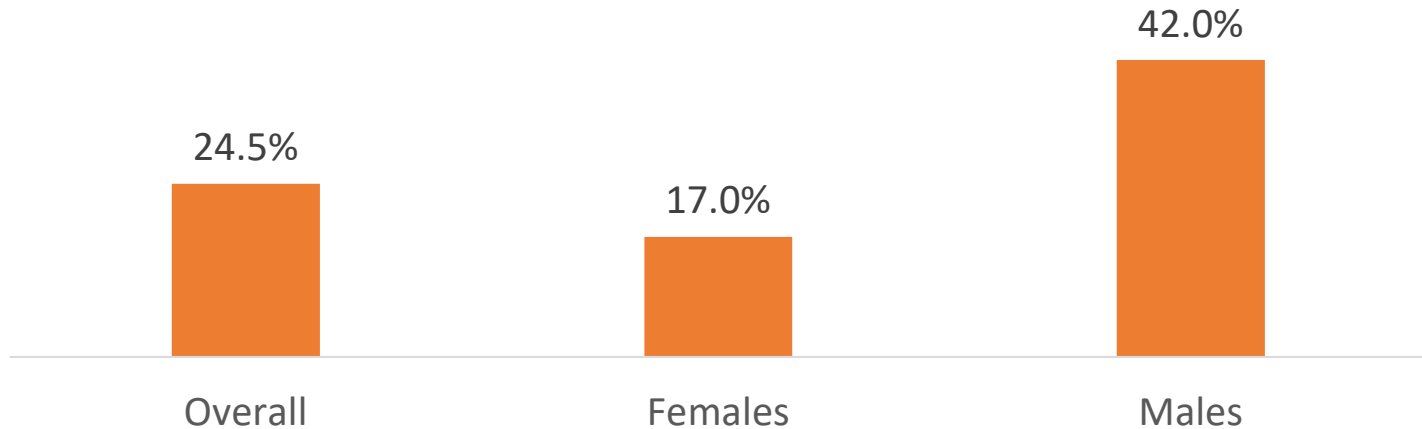
# How safe do you feel at VC (Daytime)?

Students who responded that they feel very safe



# How safe do you feel at VC (Nighttime)?

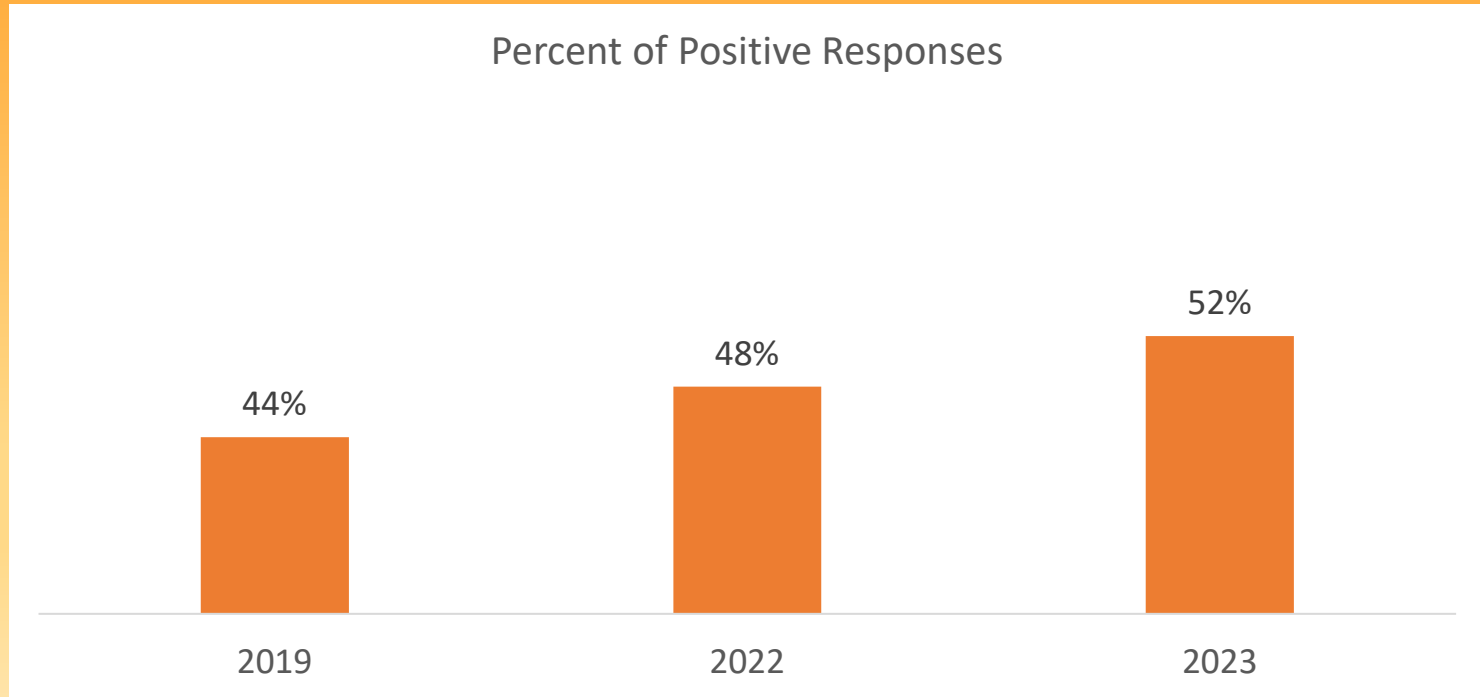
Students who responded that they feel very safe



# Employee Engagement Objectives

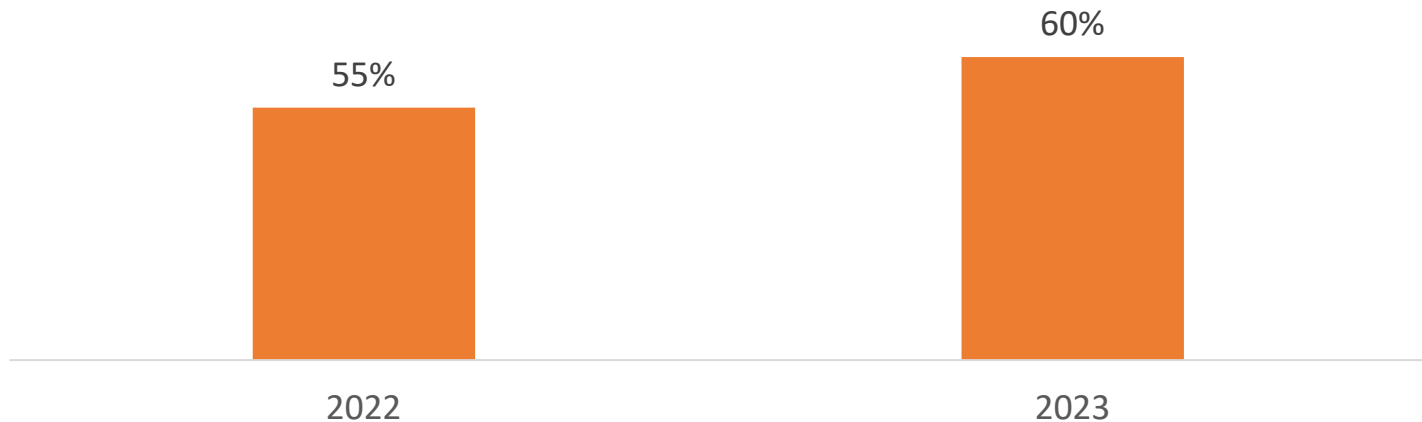
1. Improve communication across the campus
2. Increase sense of belonging on campus
3. Increase sense of inclusion on campus
4. Increase feeling of safety on campus
5. Increase employee participation in clubs, organizations, and events
6. Increase effectiveness of participatory governance structure
7. Increase employee diversity to be reflective of the demographics of our student population

# ModernThink Survey - Communication

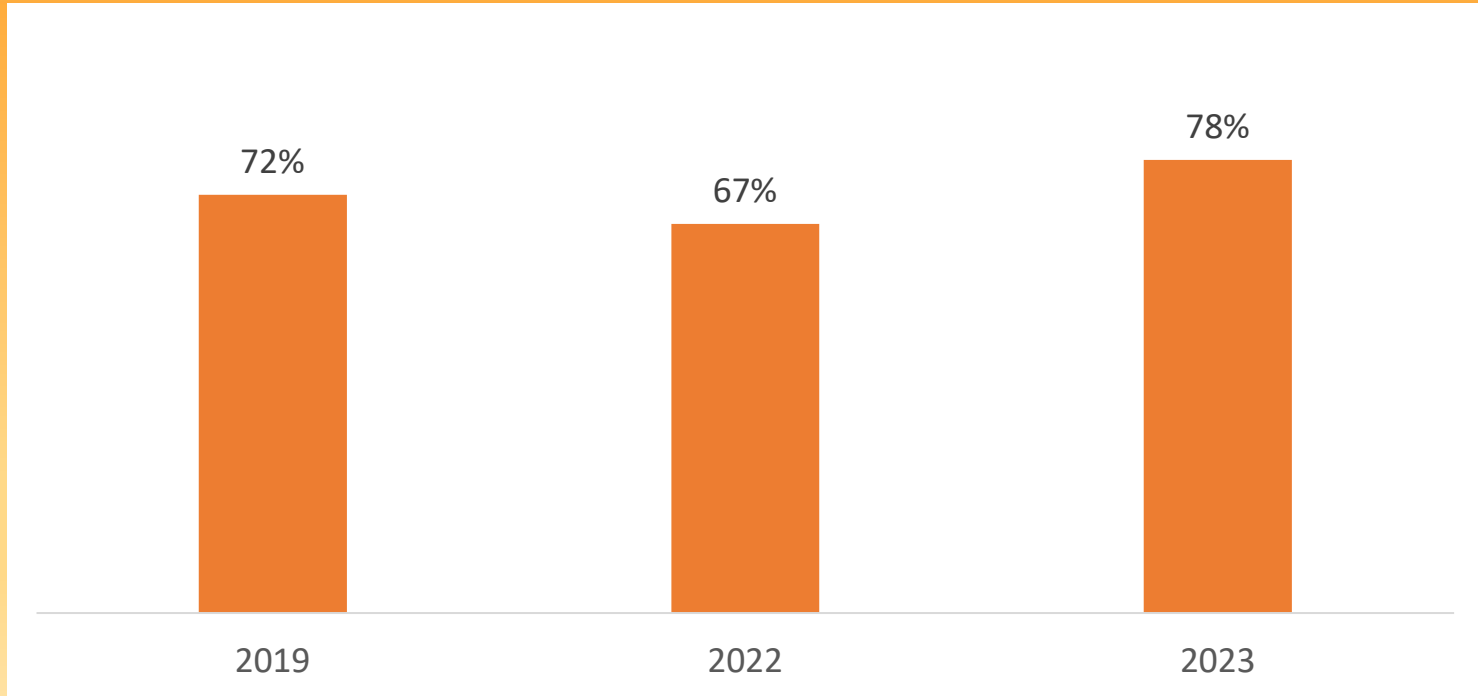


# ModernThink Survey - Belonging

Percent of Positive Responses



# ModernThink Survey - Proud to be Part of VC



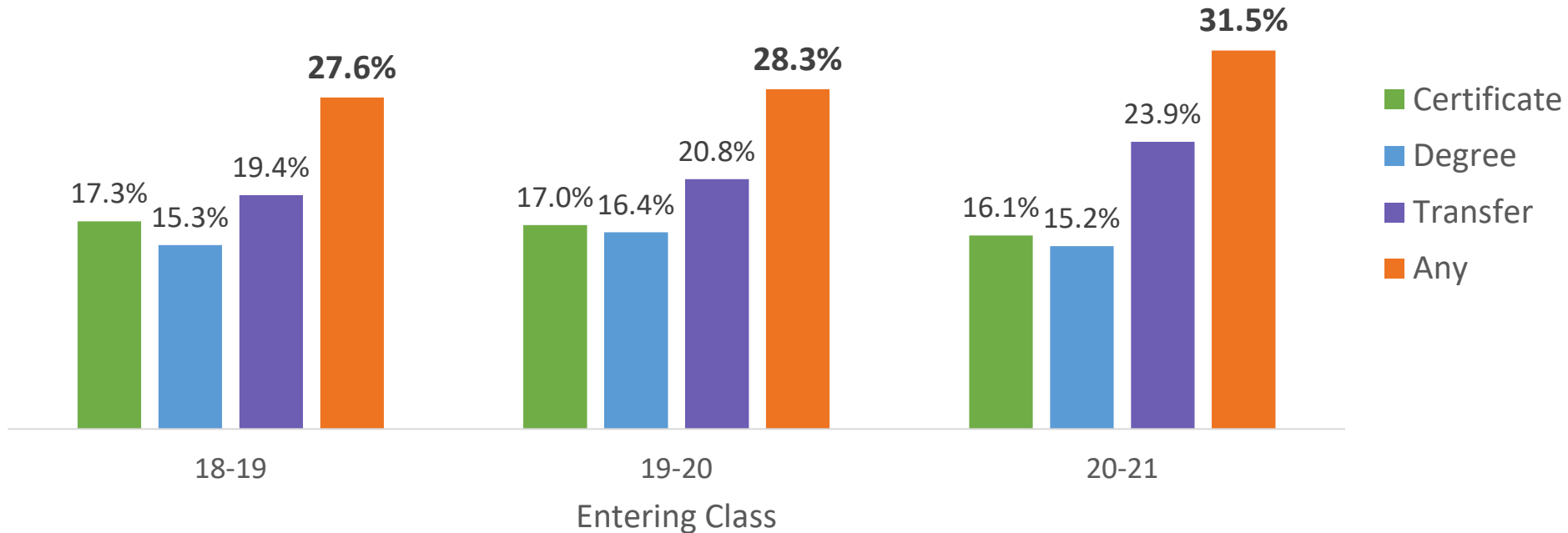
## Goal 3

- Equity in Success
- Implement equitable servingness practices that intentionally maximize student academic and career achievement

# Objectives

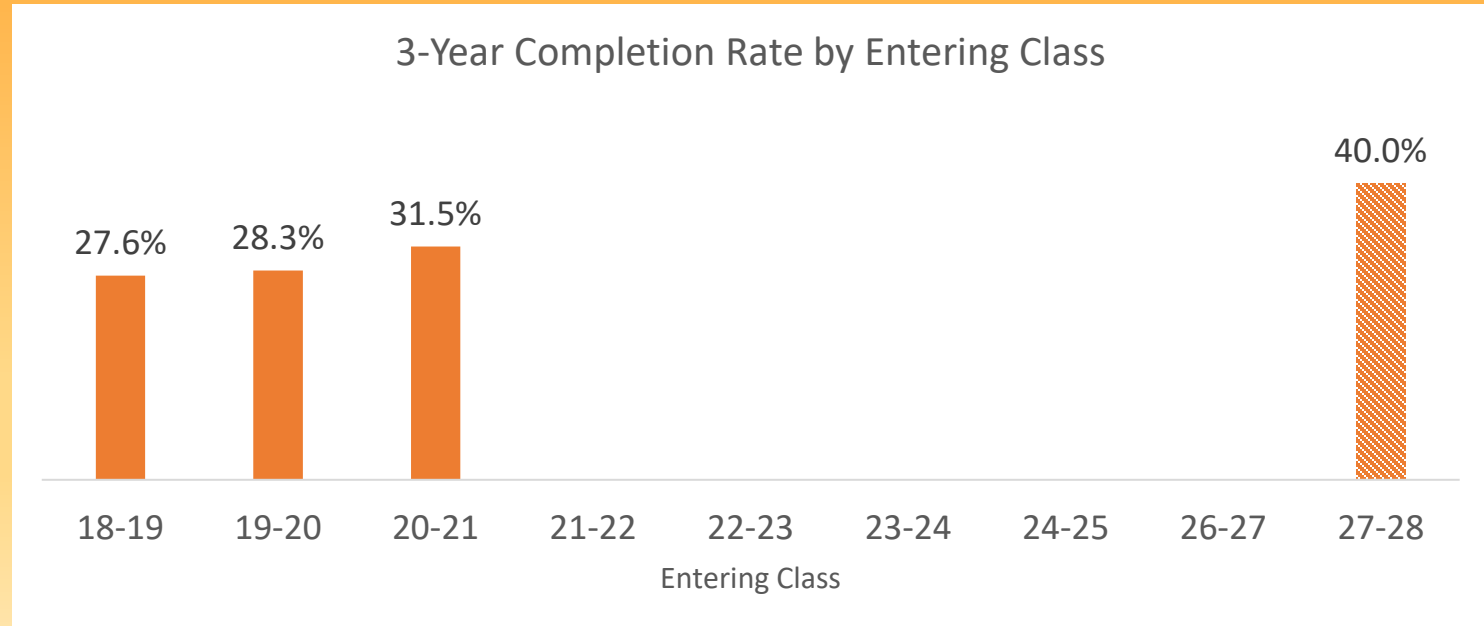
1. Increase first-year transfer-level English completion rate to 51% by 2030
2. Increase first-year transfer-level English completion rate for degree/transfer-seeking students to 60% by 2030
3. Increase first-year transfer-level Math completion rate to 37% by 2030
4. Increase first-year transfer-level Math completion rate for degree/transfer-seeking students to 42% by 2030
5. Increase course success rate to 80% by 2030

### 3-Year Completion Rates by Entering Class



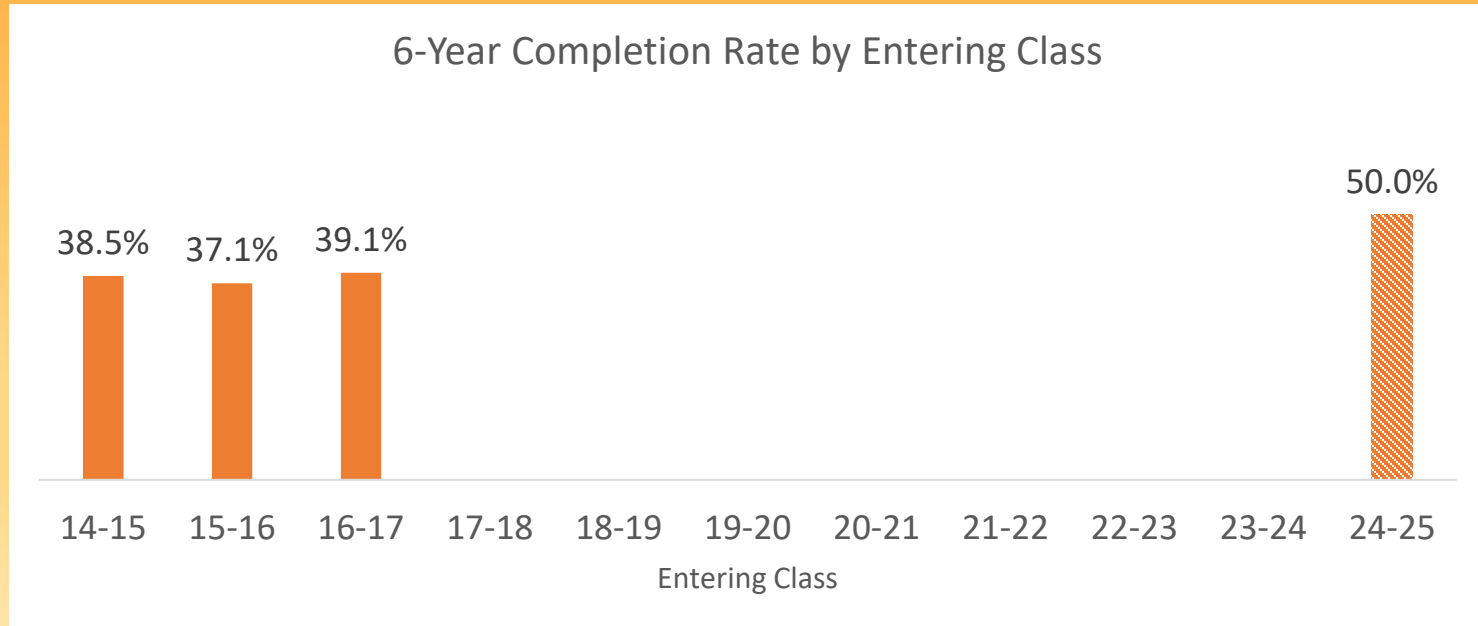
# Equity in Success

Objective 6: Increase 3-year degree/certificate/transfer completion rate to 40%



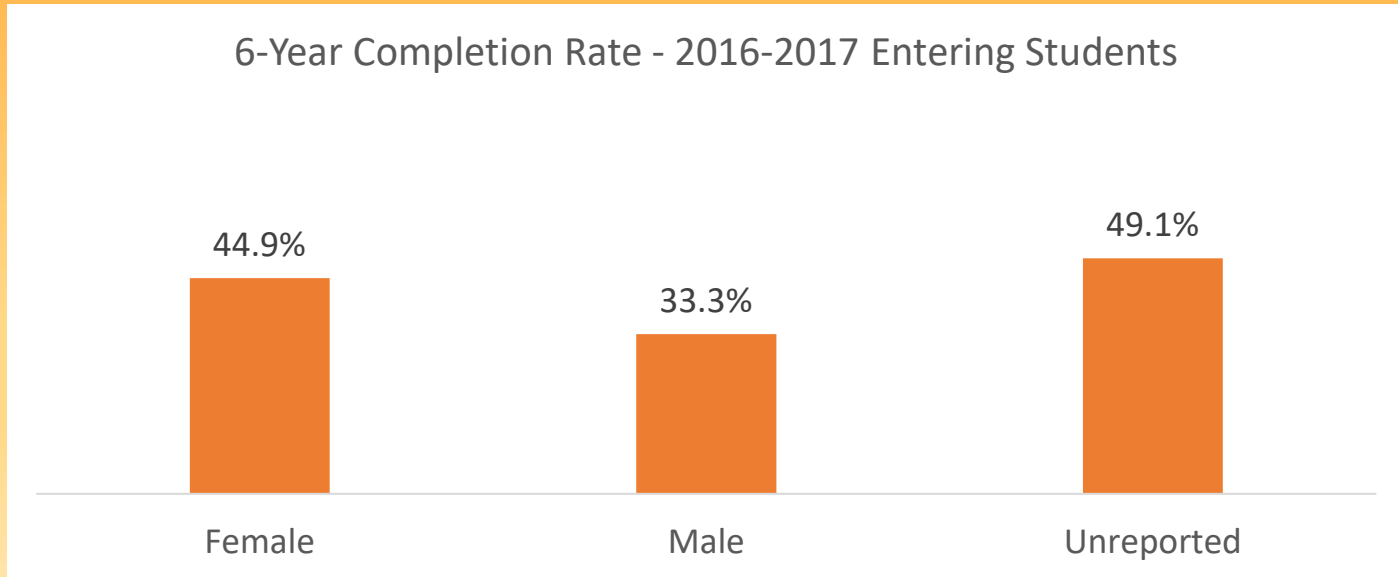
# Equity in Access

Objective 7: Increase 6-year degree/certificate/transfer completion rate to 50%



# Equity in Access

Objective 8: Close equity gaps in gender, race/ethnicity, veterans, students with disabilities, and first-generation students in each of the above objectives





# Full Draft Plan is Online

- [College Planning Committee Webpage](#)
- VC Homepage
- About
- College Committees
- College Planning Committee



# Provide Feedback

- Please scan the QR code to provide us with feedback on the plan
- Feedback will be reviewed by the College Planning Committee