

## **Ventura College Curricular Transformation**

We deeply appreciate your support for our efforts to enhance and transform our curricular processes. As you plan your visit, we would like for you to consider how you can help us move forward in this essential work. Below, we've outlined key questions and points that we hope you will bring up during your time with us:

### **1. Analyzing Our Current Processes**

- How can Ventura College streamline its curriculum review processes to increase efficiency while maintaining rigorous academic standards?
- What strategies might we adopt to ensure greater faculty involvement and engagement in curricular development and review?
- Are there best practices from other colleges that we can learn from, particularly those that have successfully navigated curricular transformation?
- How do other colleges recruit and maintain curriculum members?
- What are most effective practices when it comes to the division of labor in the curriculum committee (ex. Representatives oversee specific disciplines, representatives oversee curriculum for their disciplines or other divisions)?

### **2. Addressing Statewide Mandates**

- How can we effectively integrate the requirements of AB 928 (Cal-GETC) and AB 1111 (Common Course Numbering) into our curriculum processes?
- What tools or frameworks have other colleges used to manage the increased workload associated with these mandates?
- How can Ventura College anticipate future state mandates and build adaptable processes?

### **3. Enhancing Organizational Capacity**

- How might we refine the structure and role of our Curriculum Committee to better align with our goals for curricular transformation?
- What training or professional development opportunities should we prioritize to build faculty self-efficacy and technical review skills?
- Are there opportunities to better leverage technology to improve efficiency and transparency in curriculum processes?

- Are there compensation methods utilized by other colleges to support the curriculum committee work?

#### **4. Improving Student Outcomes**

- How can our curriculum processes better reflect and support equitable educational outcomes for all students?
- What measures can we adopt to ensure our courses and programs remain relevant and aligned with workforce and transfer needs?
- Are there opportunities to strengthen our processes to address gaps in our catalog, such as courses not offered in recent years?

#### **5. Inspiring Innovation**

- In what ways can Ventura College's curriculum processes go beyond compliance to become a model of innovation and excellence in the California Community College system?
- How can we foster a culture of critical dialogue and continuous improvement in curriculum development?
- What creative approaches will integrate faculty, staff, and student voices into curricular decision-making?

#### **6. Record Keeping**

- Are there tools we should be using to effectively keep records of courses approved in Curriculum Committee that can be shared with multiple constituents on campus?
- What strategies should we be using to move curriculum effectively through the process? Example – courses being stuck at the Chair step in CIM

## **Ventura College University Transfer Center**

By addressing these areas, the transfer center can better support students in achieving their academic goals and ensure an equitable transfer process for all.

### **Objectives**

- Create a more student-centered and equitable transfer process.
  - Increase transfer rates, especially for disproportionately impacted (DI) groups.
  - Strengthen partnerships with four-year institutions.
  - Foster continuous improvement through feedback and peer review.
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### **Core Areas for Peer Review and Discussion**

#### **1. Analyzing Our Current Student Support Services**

- What are the requirements outlined in the state of California's recommended guidelines for transfer centers, and in what ways are we fulfilling these requirements?
- What types of services are offered to assist students with the transfer process (e.g., advising, workshops, application assistance)?
- How effective are the services in addressing diverse student needs?
- How accessible and inclusive are the services.
- How is our budget allocated to optimize the operational efficiency of the transfer center, specifically addressing allocations for personnel, resources and materials, as well as programmatic initiatives?

#### **2. Data and Metrics**

- What metrics are tracked to measure the center's effectiveness (e.g., transfer rates, student satisfaction, equity gaps)?
- How is data shared with stakeholders?
- What strategies might we adopt for tracking long-term transfer success.
- What quantitative and qualitative metrics are used to evaluate the effectiveness of marketing and outreach initiatives?

### **3. Partnerships with Four-Year Institutions**

- How strong are relationships with partner institutions?
- What formal agreements or pathways (e.g., articulation agreements, dual admissions) are in place?
- What are we doing to reduce barriers to transfer?
- What strategies can we develop and implement to foster and sustain long-term partnerships while minimizing the impact on faculty workload?

### **4. Marketing and Outreach**

- How are students informed about transfer opportunities?
- Are outreach strategies inclusive and culturally responsive?
- How are we engaging with our DI groups?

### **5. Student Voice and Feedback**

- How are student experiences and input integrated into the UTC's operations?
- Are there mechanisms for students to provide feedback and suggestions?