



California Community Colleges

Institutional Effectiveness

Institutional Effectiveness Partnership Initiative

Partnership Resource Teams

List of Primary Successes and Menu of Options for Institutional Consideration

Date: 04/04/25

Name of Institution: Ventura College

Partnership Resource Team Members: Todd Scott (Lead), Lauren Balducci, Erin Larson, Jason Librande, Meredith Marasco, Kimberly Wicker

Primary Institutional Successes

Description of Primary Institutional Successes	Notes and Comments
The curriculum committee and especially several members have taken it upon themselves with the assistance of college leadership in the positive transformation of the curricular process.	Both faculty, staff, and college administrators have recognized lapses in the curriculum process including increased collaboration among faculty.
The curriculum committee has recently engaged in a host of training sessions for both committee members and the faculty at large, further strengthening the college's curricular process.	
Despite staffing shortages in the transfer center, the College fosters a strong sense of community, with supportive faculty, staff, and access to counseling resources.	Several faculty staffing the transfer center were recognized by students as being helpful and pivotal in their transfer journeys.
The College celebrates student success at the Transfer Achievement Dinner and coordinates university tours to expose students to transfer opportunities.	

Menu of Options for Institutional Consideration for Its Innovation and Effectiveness Plan

Area of Focus	Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices	Models, Examples, and Comments
A. Curricular Transformation	<ol style="list-style-type: none"> 1. Work with department faculty to develop “gateway” courses that overlap with a variety of academic programs, which allow students interested in several majors to take classes that meet requirements for all of them. (i.e. Calculus is a foundational STEM course for numerous majors including Biology, Mathematics, Physics, Chemistry, and Engineering. Use that as a 1st semester/year course for those majors. Build an entire 1st semester for students with a targeted major and general education courses including ENGL-C1000, Calculus or Pre-Calculus, CHEM/BIO/ENG. 2. Embed Counselors into the curriculum review process. Using the success of the curriculum captains. Perhaps a Counselor could be added to bring in transfer considerations for a course/program. 3. Process map the entirety of the curriculum process from ideation to degree audit and catalog entry by working with stakeholders, and those who may wish to be involved. Use this to identify future possibilities to engage the college community in curriculum and identify ways to delegate tasks. Use this process mapping to develop strong workflows and tools that ensure accuracy of information and efficiency. Develop a cycle to periodically review this process map. 4. Review and streamline the Curriculum Handbook to ensure it accurately outlines the established college processes for curriculum development. This handbook should be regularly updated and vetted through a participatory governance structure, i.e. approved by the Academic Senate and mutually agreed upon with Academic Affairs. An established structure and tangible resources will help demystify the nuance of the curriculum process and drive efforts to reach desired outcomes. 5. Develop plans and host, potentially in Fall 2025, an internal curriculum summit/conference that engages all constituency groups at the college. Use this to share all the new and exciting changes that have happened with curriculum to further invigorate the campus. Invite members from and collaborate with the sister colleges in the district to further collaboration regarding both tangible curriculum (e.g., courses and programs) as well as refining Ventura College's own curricular processes. Work through the process of making this an annual event, or on a regular basis. 6. Develop a formal, peer curriculum mentoring program amongst faculty members (especially in those disciplines where there is only one full-timer or none at all) that expands beyond the curriculum captain model. Use this to share new processes, show faculty what has changed with the committee, and engage the entirety of the faculty body. Integrate this with any training materials available and institutionalize this program. 	<ul style="list-style-type: none"> • The ASCCC hosts Curriculum Regional Summits. While the topics covered in Ventura's own summit may be different, this may provide some examples of what a day might look like. • Example of ASCCC Mentorship Handbook as a guide for developing internal faculty mentorship program for curriculum • Although a bit dated, the ASCCC produced several documents worth reviewing: <ul style="list-style-type: none"> ○ An Effective Curriculum Process Primer ○ Ensuring Effective Curriculum Approval Processes: A guide for Local Senates

Area of Focus	Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices	Models, Examples, and Comments
B. Transfer Center	<ol style="list-style-type: none"> 1. Consider strengthening transfer pathways, increase equitable accessibility, and increase transfer rates to UCs and CSUs. 2. Integrate Transfer Center services and initiatives into Ventura College's Strategic Plan and Program Reviews (by reporting qualitative & quantitative data via student surveys and focus groups.) to increase potential funding from Ventura for an additional transfer counselor and/or program coordinator. 3. Embed transfer messaging across campus. Expand the idea of transferring beyond the walls of the Transfer Center, incorporating it into special programs such as EOPS/TRIO, affinity programs, and in the classroom. 4. Reimagine the Transfer Center and focus on specific, measurable, and achievable ways to increase transfer within the existing budget (use other revenue streams for campus visits to maintain greater staffing levels). 5. Collaborate with the Board of Trustees, Foundation Office, alumni organizations, etc., to identify partnerships with 4-year institutions. Once developed, use those relationships to have representatives come to Ventura College to talk about transfer pathways. 6. Develop workflows/specializations to identify transfer students and their specific goals/needs to better serve them. <ol style="list-style-type: none"> a. Utilize other full-time Counselors to specialize in UC/CSU/HBCU & private school transfer pathways b. Work with the Career Center to pinpoint students pursuing careers that will require higher education/training versus students looking to begin employment with a Certificate of Achievement or associate degree. 7. Use data to drive change and inform decisions. <ol style="list-style-type: none"> a. Request data from Institutional Research to quantify the number of students who self-report a desire to transfer but select an academic program not intended for transfer. b. Review course data to look for trends when students reporting a desire to transfer go "off plan" (i.e. fail to complete courses required for transfer). 8. Initiate or expand the use of the CSU Transfer Planner and UC Transfer Admission Planner (UC TAP). <ol style="list-style-type: none"> a. Empower students to map out and track their progress. b. Run analytics on students and their progress for more targeted intervention and focused support. 9. Build out from the success of the "auto-identify" degree-eligible students with A&R to identify students close to completion of a transfer degree. <ol style="list-style-type: none"> a. Develop and implement campaigns that connect with students informing them of missing requirements that need to be fulfilled to earn an ADT and/or transfer to a 4-year partner. 10. Access Alumni Network and host events for students who successfully transferred to discuss challenges and wins and serve as potential mentors for students wanting to transfer. 	<p>Connect with CA Community Colleges with the highest transfer rates to universities such as:</p> <ul style="list-style-type: none"> • Irvine Valley College • De Anza College • Foothill College • Santa Monica College <p>EdSource article on proactively helping increase transfer rates: https://edsources.org/2023/as-california-community-colleges-struggle-with-transfer-some-find-success/696675</p> <p>Aspen Institute with CCRC College Excellence Program published an open-source guidebook, Transfer Playbook 2.0.</p> <p>Examples of CA Community Colleges that have incorporated Transfer Center into their Strategic Plans:</p> <ul style="list-style-type: none"> • Lake Tahoe Community College: Their 2024-2026 strategic goals include increasing transfer rates, identifying staff members to serve students in the Transfer Center, and establishing the Transfer Center as a hub for transfer collaboration. • Contra Costa Community College District: Their strategic plan emphasizes the importance of a shared understanding of purpose, vision, mission, and values, which includes support for Transfer Centers. • De Anza College - Transfer Alliance Project (TAP): UC Berkeley's Transfer Alliance Project (TAP) is a transfer preparation program that serves California Community Colleges by providing students with transfer resources and guidance and is funded in Strategic Plan. <p>Article on strengthening CA Community Colleges Transfer Pathway: https://www.ppcc.org/publication/strengthening-californias-transfer-pathway/</p>