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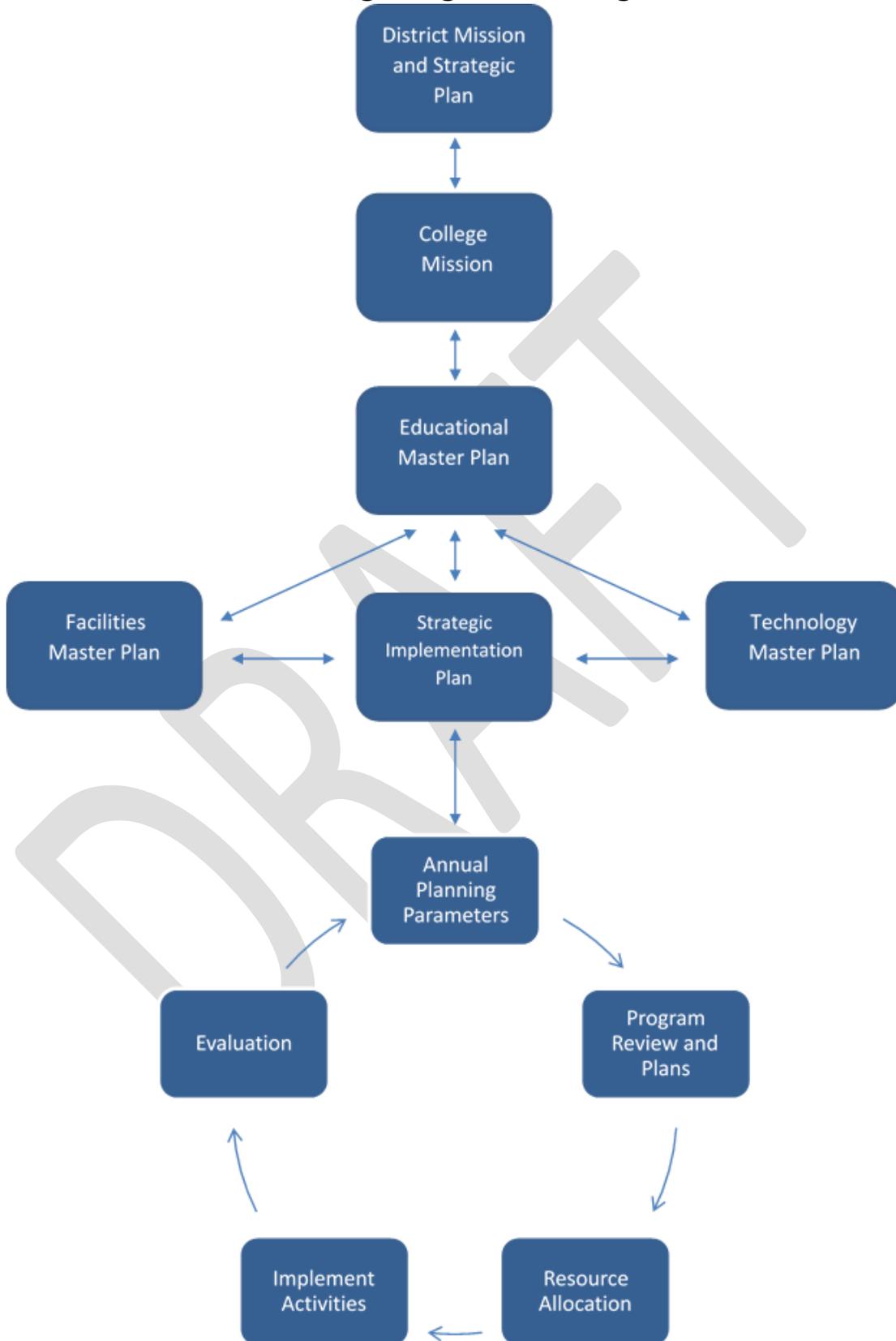
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## Ventura College Integrated Planning Model



## **Ventura College 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

## College Goals and Objectives 2017-2022

Notes: 3-5 objectives max per goal – each will be measured/reported annually in annual planning report.

### Goal 1: Increase our community's access to transfer, vocational, basic skills education.

Comments/questions: Modify wording? Include "Higher Education"?

- Objective 1: Meet or exceed annual enrollment targets.
- Objective 2: Maintain or increase distance education section offerings
- Objective 3: Maintain or increase off-campus section offerings
- Objective 4: Extend VC Promise to two years.

### Goal 2: Increase the success of our students while closing equity gaps.

Comments/questions: Should closing equity gaps be an objective, instead of as part of goal? Change wording to be consistent with IEPI (Student performance and outcomes)? Should this be goal 1?

- Objective 1: Increase course success rates [IEPI Metric].
  - Overall rate: Increase to 75% within six years.
  - Hispanic student rate: Increase to X% within six years.
  - Black student rate: Increase to X% within six years.
  - Male student rate: Increase to X% within six years.
- Objective 2: Increase CCCCO Scorecard six-year completion rates [IEPI Metric].
  - Overall rate: Increase to X% within six years.
  - Unprepared student rate: Increase to 48% within six years.
  - Hispanic student rate: Increase to X% within six years.
  - Black student rate: Increase to X% within six years.
  - Male student rate: Increase to X% within six years.
- Objective 3: Increase CCCCO scorecard Basic Skills rates [IEPI Metric].
  - English basic skills rate: Increase to 60% within six years.
  - Math basic skills rate: Increase to X% within six years.
- Objective 4: Increase % of new students who receive Student Success and Support Program (SSSP) services.
  - Orientation: Increase to X% within six years.
  - Assessment: Increase to X% within six years.
  - Comprehensive Educational Plan: Increase to X% within six years.
- Objective 6: Increase the percentage of new students who are prepared for transfer-level Math and English by the end of their first year to X% [Quality Focus Essay].
- Objective 7: Maintain or increase professional development opportunities for faculty and staff.

### Goal 3: Increase local and regional partnerships.

- Objective 1: Maintain or increase dual and concurrent course offerings.
- Objective 2: Maintain or increase articulation agreements (or ADT's?) with 4-year universities.
- Objective 3: Maintain or increase partnerships with regional employers.
- Objective 4: Maintain or increase Contract Education agreements.

**Goal 4: Enhance institutional effectiveness and accountability.**

- Objective 1: Ensure that campus governance committees function effectively.
- Objective 2: Improve campus communications.
- Objective 3: Ensure that all programs complete annual program reviews.
- Objective 4: Improve access to and use of institutional data.
- Objective 5: Ensure that all courses and programs adhere to their SLO rotational plan.

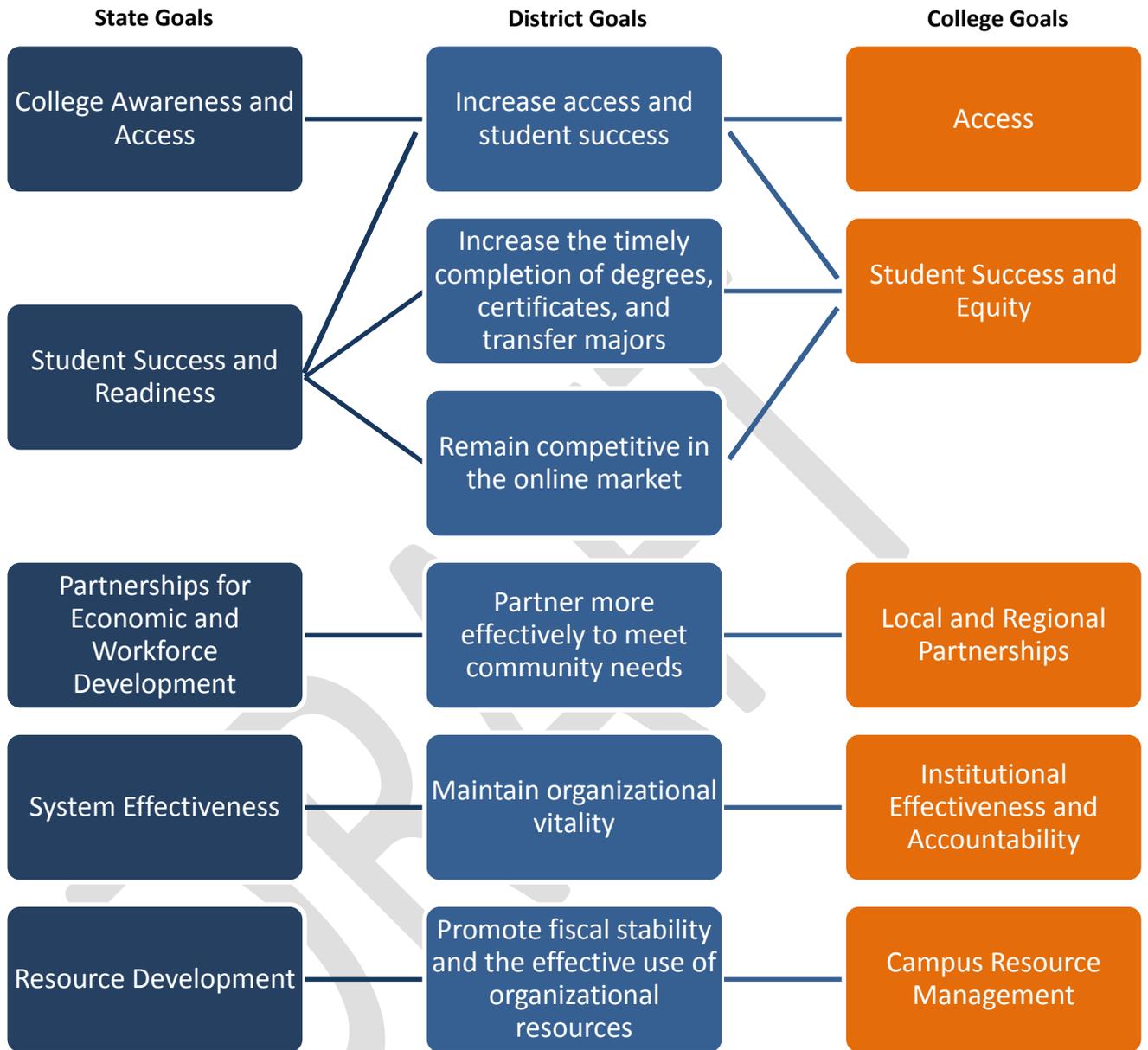
**Goal 5: Enhance campus resource management.**

Note. Model around ACCJC Standard 3

- Objective 1: Develop and diversify college revenue sources.
- Objective 2: Increase external funding resources through the VC Foundation.
- Objective 3: Ensure that the college progresses towards the goals of the Facilities Master Plan.
- Objective 4: Ensure that college meets annual instructional productivity targets.
- Objective 5: Sustain progress towards 75/25 full-time to part-time faculty ratio.

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## Alignment of State, District, and College Goals



## **Process for Developing the 2017-2022 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 Location. ### attendees from across the college attended this event. Summary of day – including evaluation of draft 2017 Educational Master Plan.

### **College Vetting and Approval**

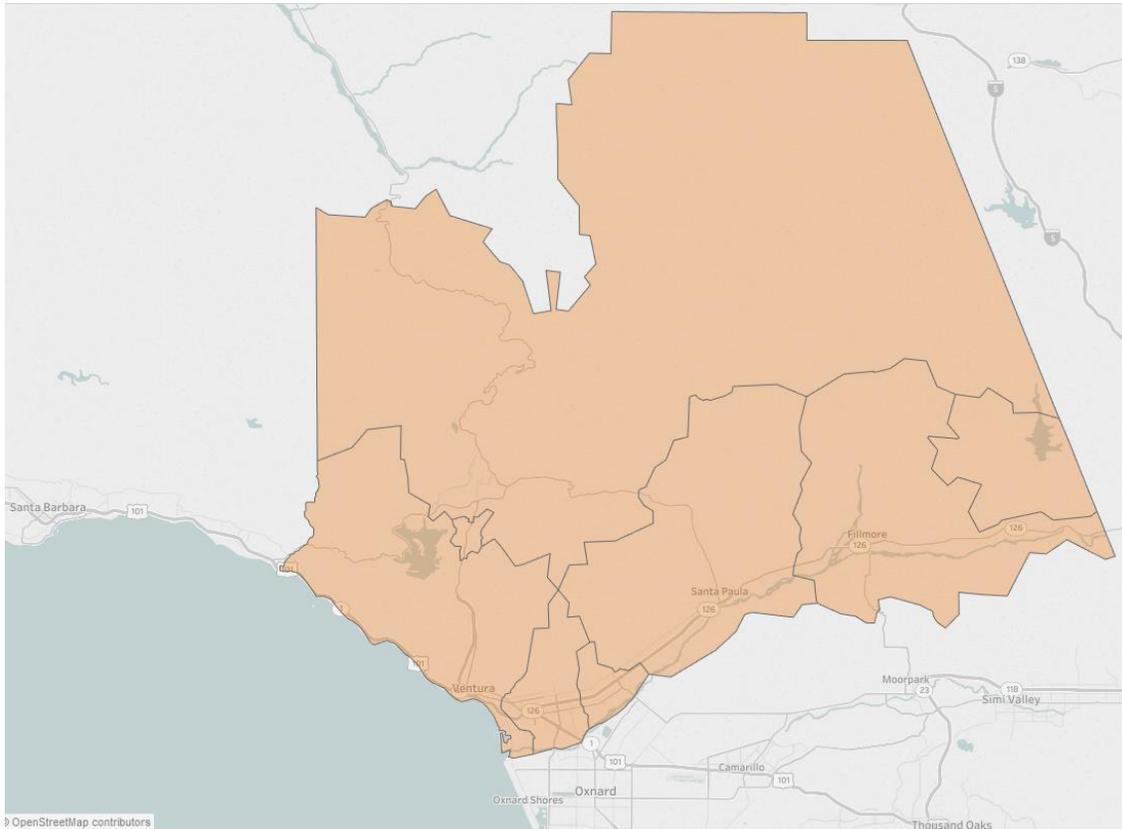
A first draft of the Educational Master Plan was presented to the College Planning Committee on August 24, 2016. It was also presented to the Academic Senate on [Date](#), and the Classified Senate on [Date](#). Feedback from each of these groups was incorporated into the plan...The final version of the plan was approved by the College Planning Committee on [Date](#), the Academic Senate on [Date](#), the Classified Senate on [Date](#), the College President on [Date](#), and the VCCCD Board of Trustees on [Date](#).

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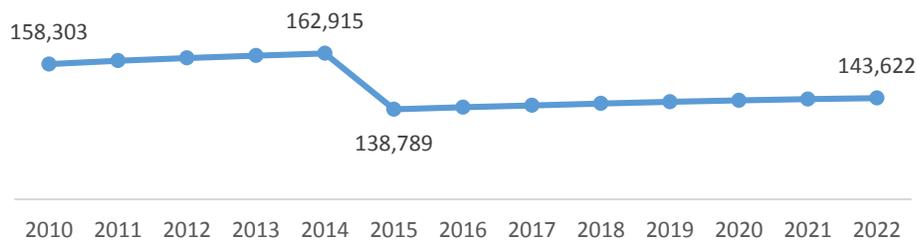
## Internal and External Scan

### Goal 1: Increase our community's access to transfer, vocational, basic skills education.

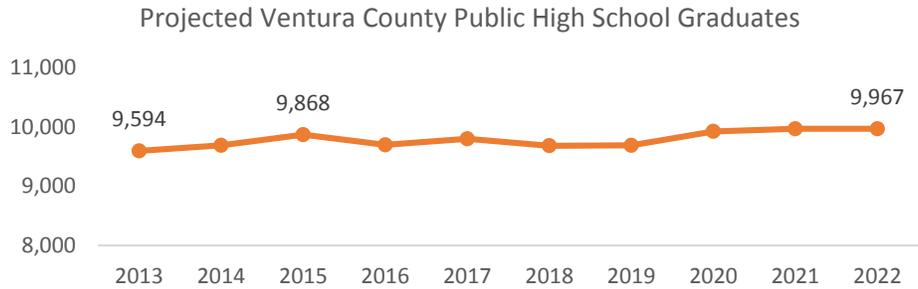
Ventura College serves a large geographic area that includes the cities of Ventura, Santa Paula, Fillmore, and Ojai, as well as the communities of Piru, Oak View, and Mira Monte. In 2015, the population of our service area was estimated at 138,789 residents. Between 2010 and 2022, the population of our service area is projected to decline by approximately 12%. In spite of this projected decline, however, the number of high school graduates in Ventura County is projected to remain fairly stable through 2022.



Projected Ventura College Service Area Population



Source: Economic Modeling Specialists Inc, EMSI 2015.3 Data Set



Source: CA Dept of Finance, December 2014 California Public K-12 High School Graduate Projections by County

The median household income of the VC 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’s, Graduate, or Professional Degree compared to Ventura County and the State of California.

**Median Household Income (Dollars)**

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

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

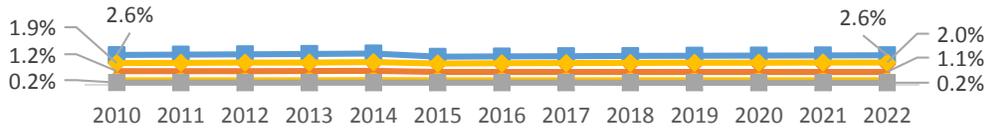
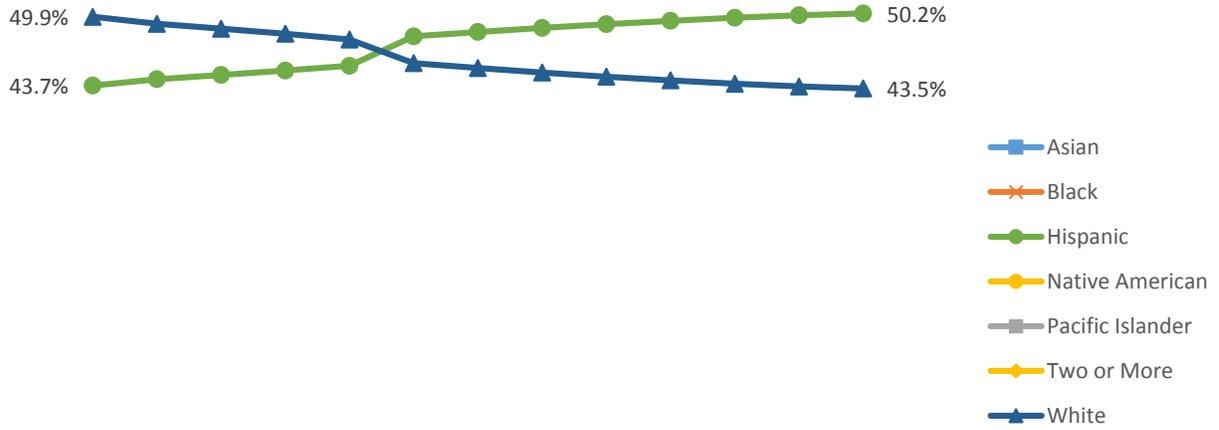
**Adult (Over 25) Educational Attainment**

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

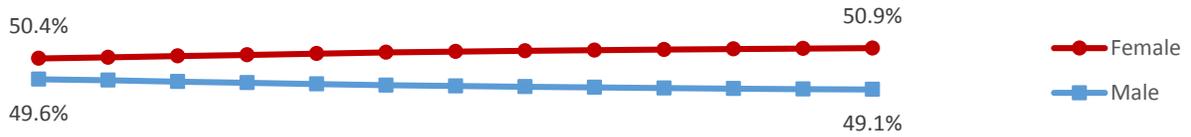
As with much of the country, the demographics of our service area have been gradually changing. The relative percent of Hispanic residents has been gradually increasing, while the relative percent of White residents has been decreasing. Hispanics and Whites make up the vast majority of both our service area and our student population.

### Projected VC Service Area Population Ethnicity



Source: Economic Modeling Specialists Inc, EMSI 2015.3 Data Set

### Projected VC Service Area Population Gender



2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

Source: Economic Modeling Specialists Inc, EMSI 2015.3 Data Set

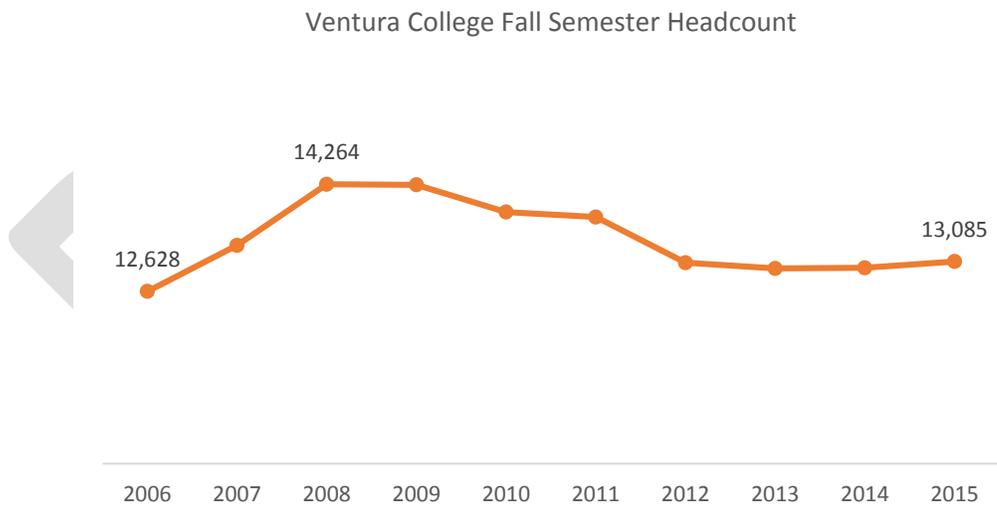
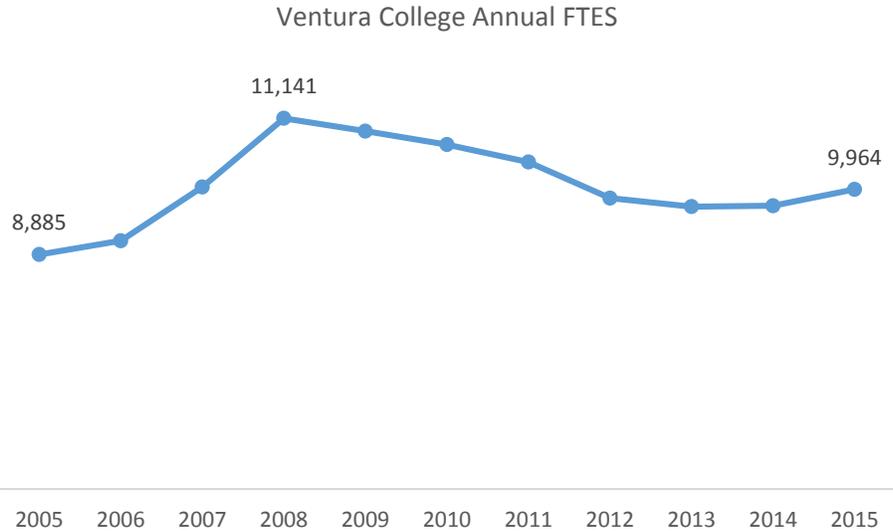
Job growth in Ventura County is projected to increase by 10.6% between 2015 and 2022. Industry growth is projected to be highest in the health care and social assistance industry. Ventura College offers multiple programs that prepare students for careers in this area. In addition, the College is developing programs in both agriculture (i.e. crop and animal production), and diesel technology (i.e. transportation), which both have a positive industry outlook.

### 2015-2022 Ventura County Industry Projections

NAICS	Industry	2015 Jobs	2022 Jobs	Raw Change	% Change
44	Retail Trade	39,849	45,824	5,975	15.0%
62	Health Care and Social Assistance	35,099	44,107	9,008	25.7%
90	Government	42,354	43,137	783	1.8%
72	Accommodation and Food Services	30,199	34,788	4,589	15.2%
11	Crop and Animal Production	26,662	28,799	2,137	8.0%
31	Manufacturing	29,287	28,236	-1,051	-3.6%
56	Administrative and Support and Waste Management and Remediation Services	18,003	19,908	1,905	10.6%
54	Professional, Scientific, and Technical Services	17,528	19,659	2,131	12.2%
23	Construction	14,149	15,656	1,507	10.7%
52	Finance and Insurance	13,665	15,379	1,714	12.5%
42	Wholesale Trade	13,002	15,292	2,290	17.6%
81	Other Services (except Public Administration)	8,250	8,581	331	4.0%
61	Educational Services	4,725	5,925	1,200	25.4%
51	Information	5,382	5,677	295	5.5%
48	Transportation and Warehousing	5,267	5,654	387	7.3%
53	Real Estate and Rental and Leasing	4,740	5,227	487	10.3%
71	Arts, Entertainment, and Recreation	4,666	5,049	383	8.2%
21	Mining, Quarrying, and Oil and Gas Extraction	1,212	1,367	155	12.8%
55	Management of Companies and Enterprises	1,918	1,204	-714	-37.2%
22	Utilities	1,093	1,149	56	5.1%
99	Unclassified Industry	969	1,024	55	5.7%
	<b>Total</b>	<b>318,019</b>	<b>351,640</b>	<b>33,621</b>	<b>10.6%</b>

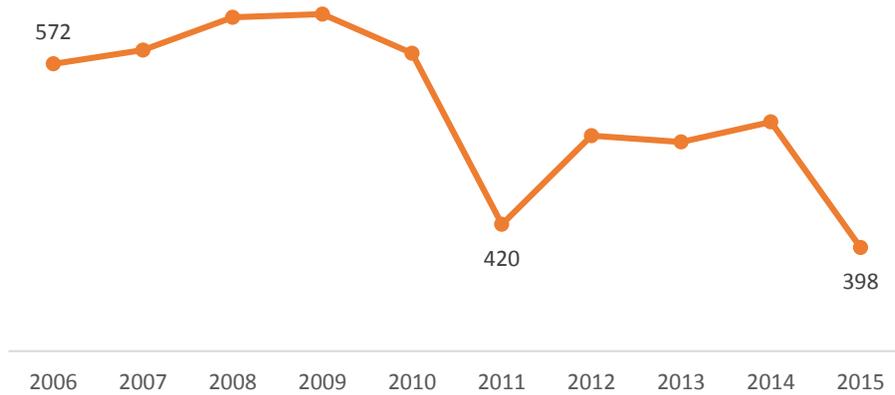
Source: Economic Modeling Specialists, Inc., 2015.3 QCEW Employees

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 at the height of the Great Recession and has gradually declined as the economy has recovered. This decline is also likely related to the declining population in our service area.



Enrollment at Ventura College’s Santa Paula Site also followed a similar pattern. There was an increase through the Great Recession, and then a gradual decline.

VC Santa Paula Site Fall Semester Headcount



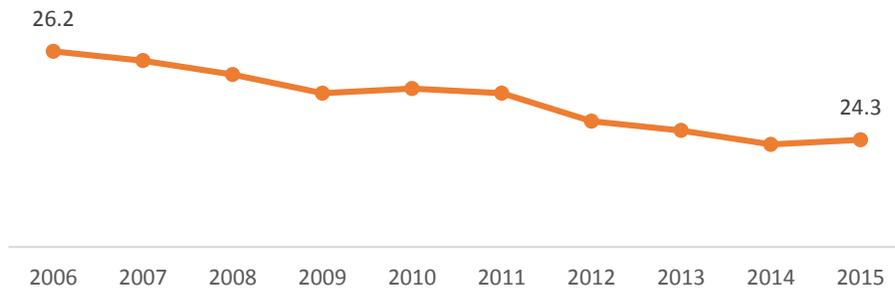
In contrast, enrollment in distance education courses displayed a different pattern. It increased throughout the Great Recession, and then began declining, but the decline reversed after 2012. Enrollment in distance education in fall 2015 was nearly equal to its peak during the recession.

VC Fall Distance Education Headcount

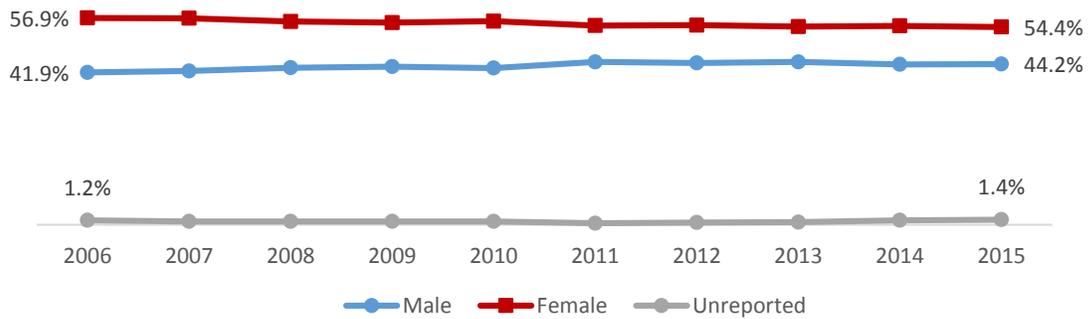


The demographics of Ventura College’s student population have gradually shifted over the past 10 years to become younger and more Hispanic. There is also a slightly higher percentage of male students today than there were 10 years ago.

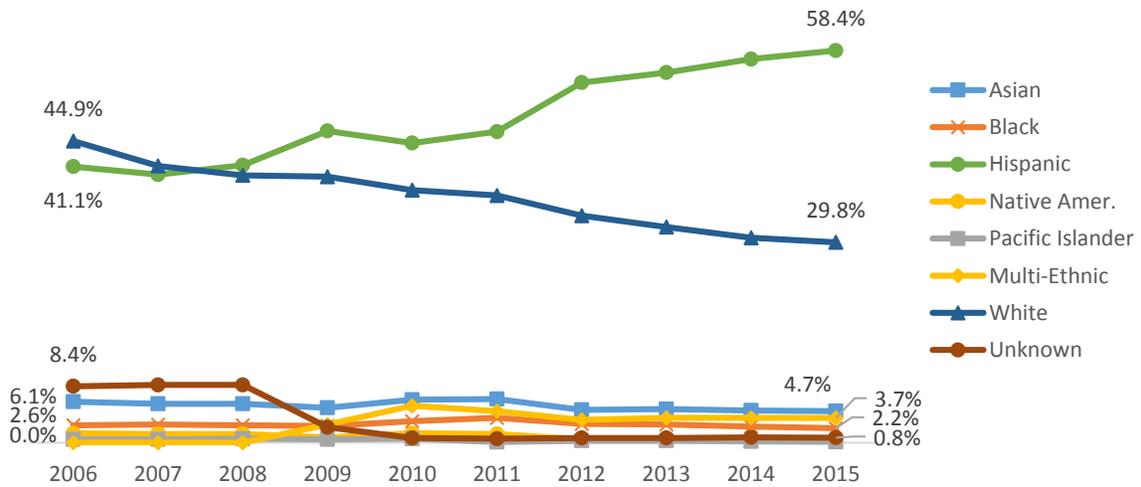
Ventura College Fall Semester Avg Student Age



Ventura College Fall Semester Student Gender

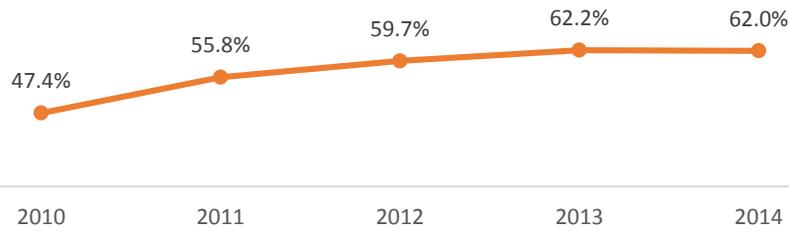


Ventura College Fall Semester Student Ethnicity



In addition, the percentage of students receiving financial aid at VC has been steadily increasing over the past five years.

### Ventura College Students Receiving Financial Aid



Source: California Community College Chancellor's Office DataMart

The gender and ethnicity of the VC student population are roughly similar to those of our service area, with a few exceptions. Our student population has a larger percentage of Hispanics and a smaller percentage of Whites than there are in our service area's population. In addition, our student population has a larger percentage of females and smaller percentage of males than in our service area population.

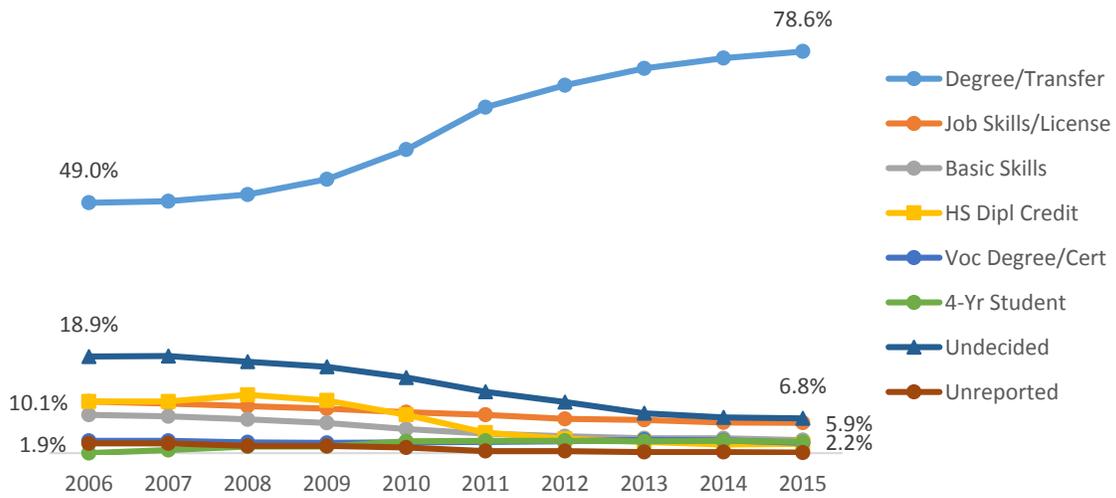
	Service Area Population	Fall 2015 VC Students*	Difference
Female	50.6%	56.1%	-5.5%
Male	49.4%	43.9%	5.5%
Asian	2.8%	2.2%	0.6%
Black	1.2%	1.6%	-0.4%
Hispanic	45.5%	55.5%	-10.0%
Native American	0.4%	0.5%	-0.1%
Pacific Islander	0.2%	0.1%	0.1%
Two or More	2.0%	4.3%	-2.3%
White	47.8%	35.9%	11.9%

\* Only includes students who resided in VC service area

### Goal 2: Increase the success of our students while closing equity gaps.

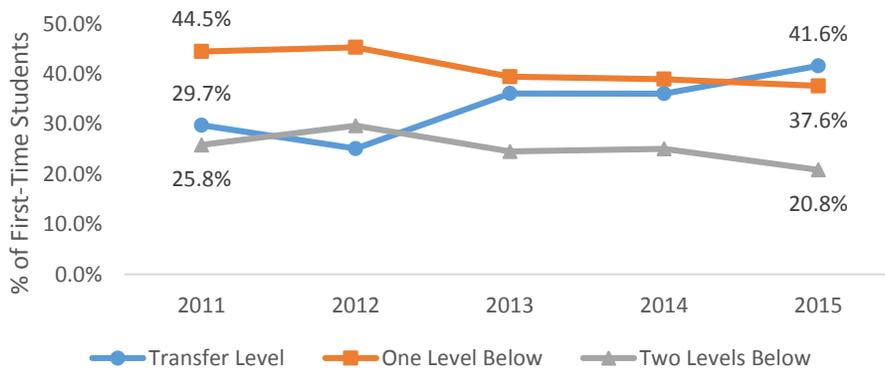
The majority of students at VC have an educational goal of completing an Associate's Degree and/or transferring to a 4-year university. The percentage of students with this goal has increased substantially over the past 10 years. In contrast, the percentage of students who are undecided about their educational goal has substantially decreased. This is likely due to the implementation of the Student Success and Support Program Act, which requires that all new students complete an orientation, assessment, and educational plan.

### Ventura College Student Educational Goal

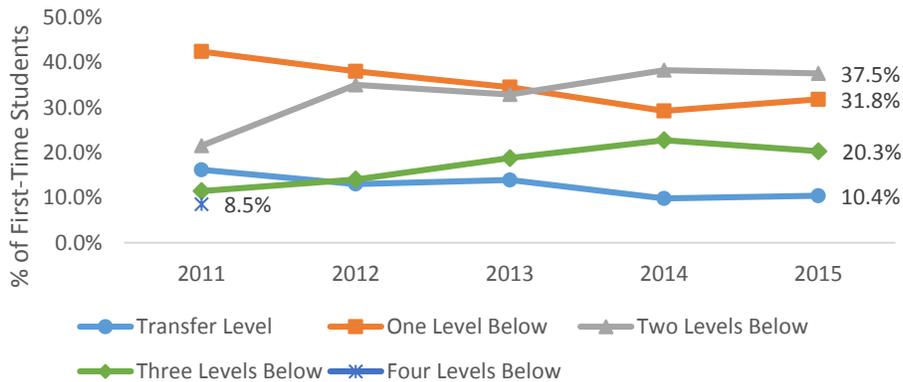


One obstacle that impedes students from completing their goals quickly is their level of English and math competency upon entry to the College. The majority of incoming students require some level of remediation in Math and/or English.

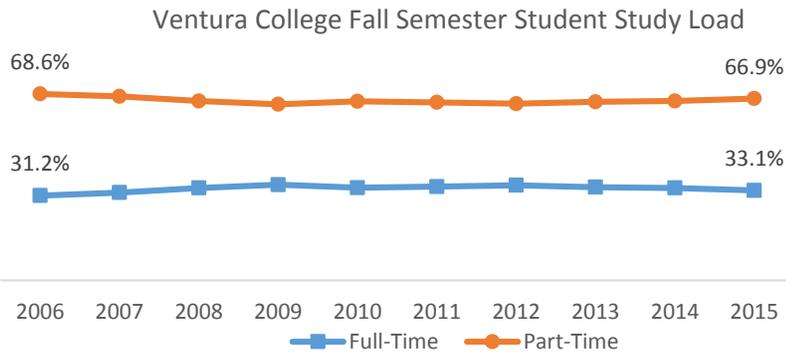
### VC Fall First-Time Student First English Enrollment



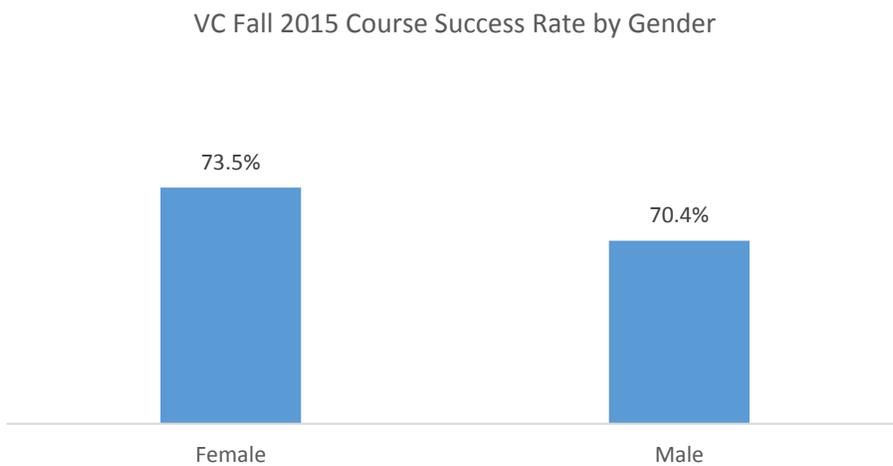
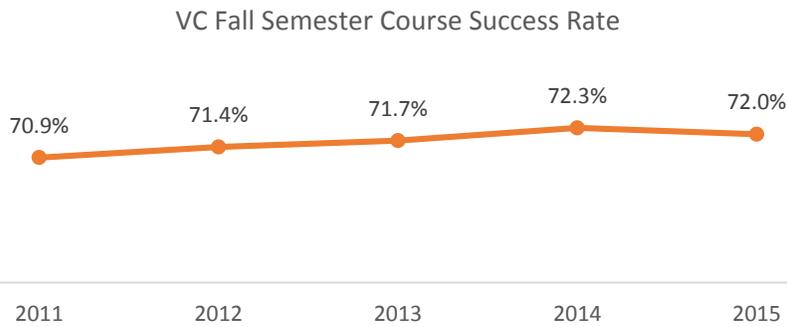
### VC Fall First-Time Student First Math Enrollment



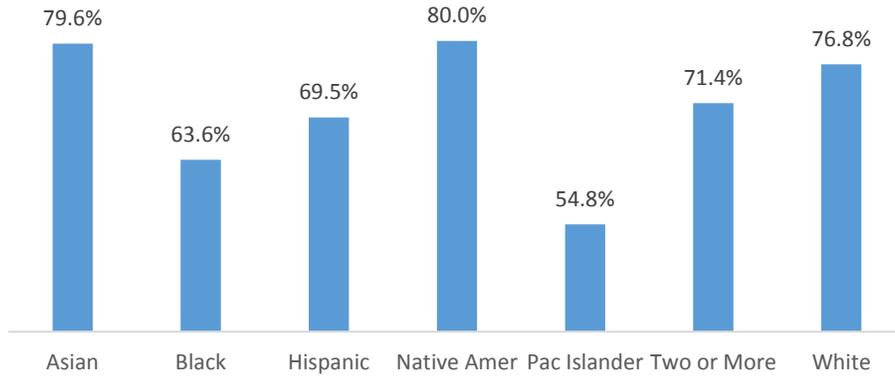
The majority of VC students attend part time. This has been a trend that has remained relatively stable over the last 10 years. Students who attend part time do not accumulate units as quickly as those who attend full time, and they are thus delayed in reaching their educational goals. Coupled with the fact that the majority of students require English and/or Math remediation, many students on campus simply cannot complete a two-year Associate’s Degree within two years.



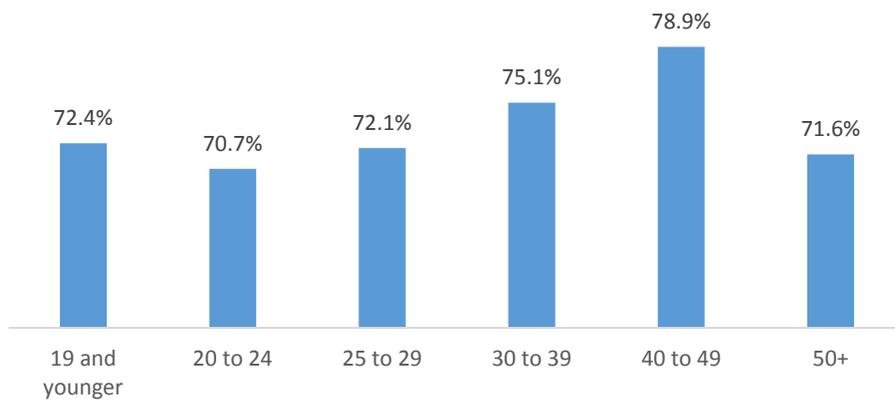
Course completion rates have shown a positive trend over the past 5 years. However, when the data are disaggregated, there are substantial differences between demographic groups.



VC Fall 2015 Course Success Rate by Ethnicity

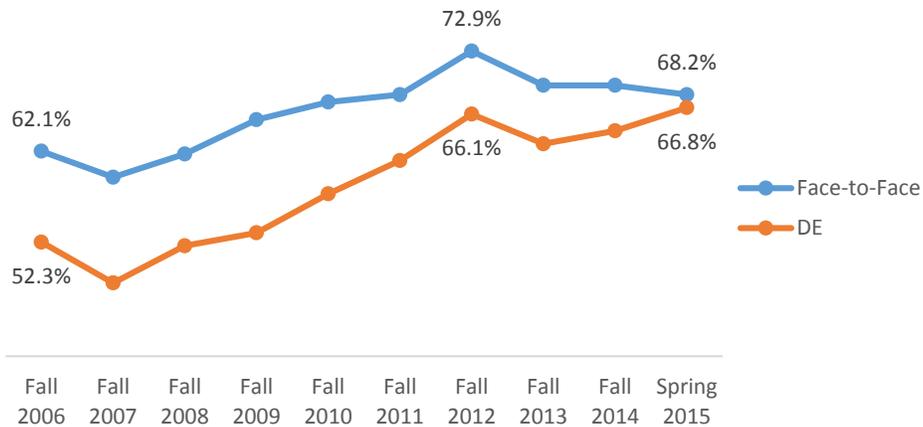


VC Fall 2015 Course Success Rate by Age



Course success in distance education (DE) has been lower than in face-to-face classes at Ventura College for years. To deal with this, the college implemented a number of policies designed to improve DE success. These appear to have had their intended effect, as the gap closed to 1.4% in spring 2015.

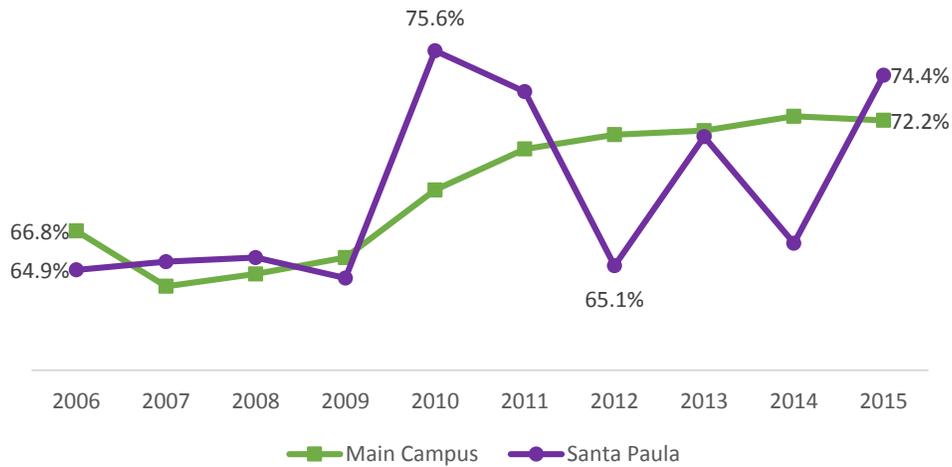
VC Face-to-Face and Distance Education Course Success Rates\*



\*Only includes courses that were offered both face to face and online

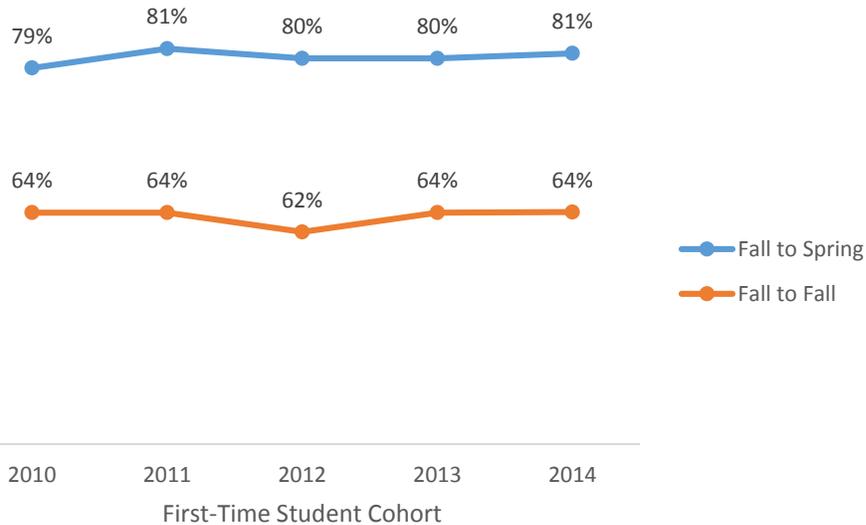
Course success rates at the Ventura College Santa Paula Site have fluctuated from year to year. These fluctuations are largely due to which classes are offered at the Santa Paula Site in a given semester.

Fall Success Rates at VC Santa Paula and VC Main Campus

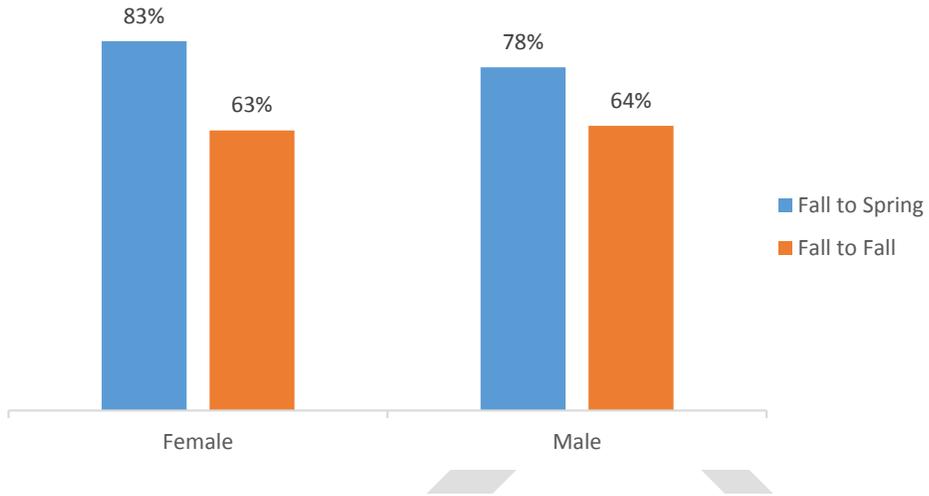


Term-to-term persistence rates have remained relatively unchanged over the past five years. However, when the data are disaggregated, there are substantial differences between demographic groups.

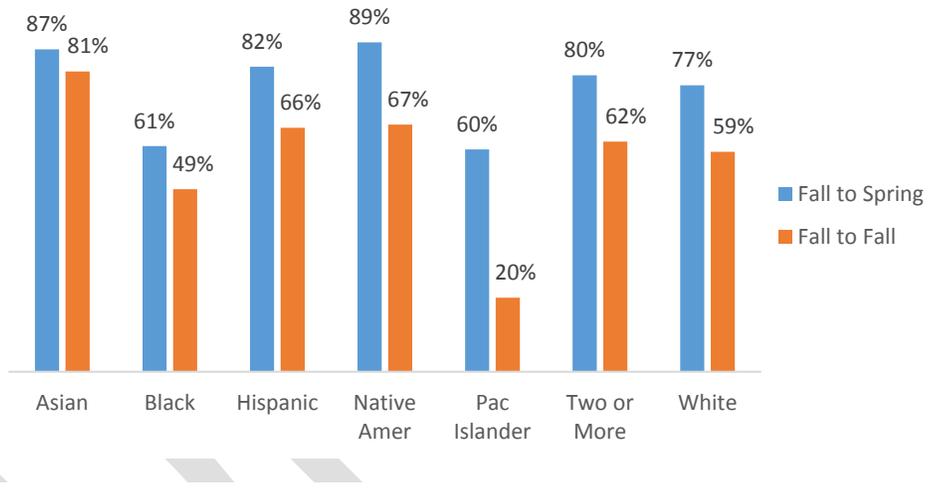
VC Term-to-Term Persistence Rates



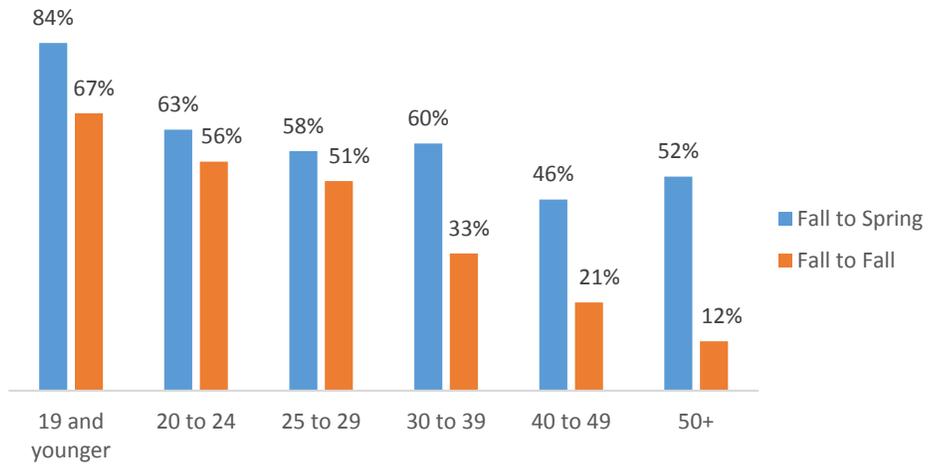
VC Fall 2014 First-Time Student Persistence by Gender



VC Fall 2014 First-Time Student Persistence by Ethnicity

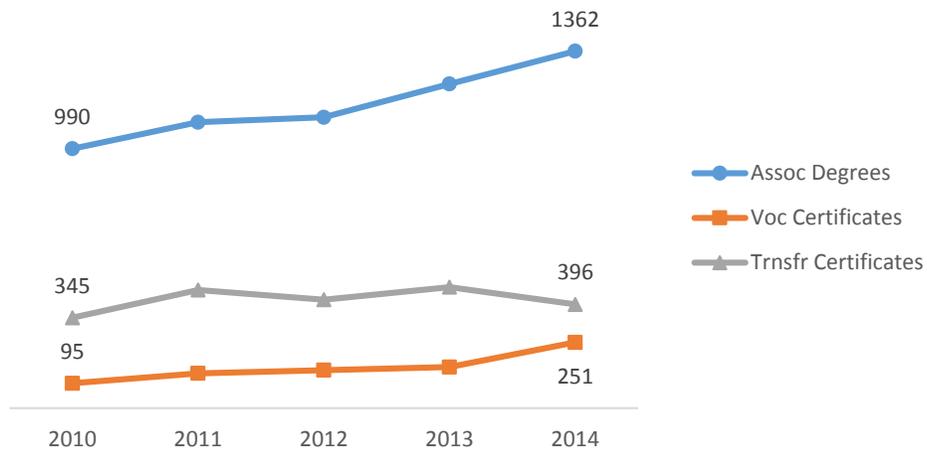


VC Fall 2014 First-Time Student Persistence by Age

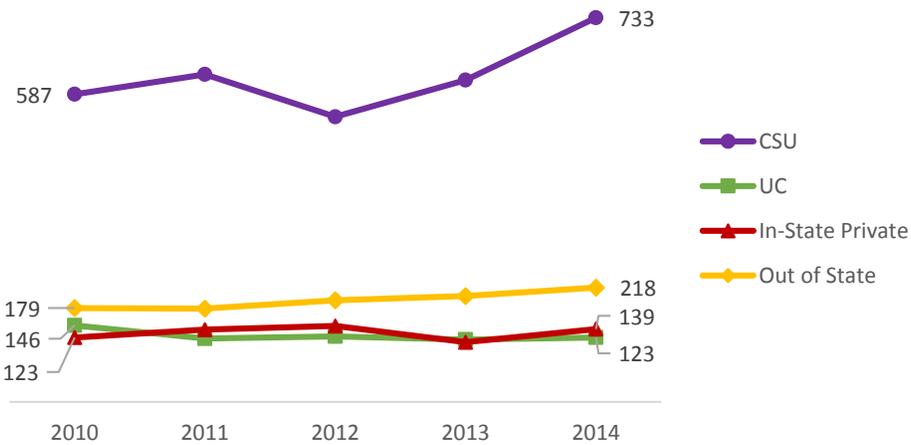


In general, there has been a positive trend in the number of degrees, certificates, and transfers over the past five years.

VC Degrees and Certificates Awarded

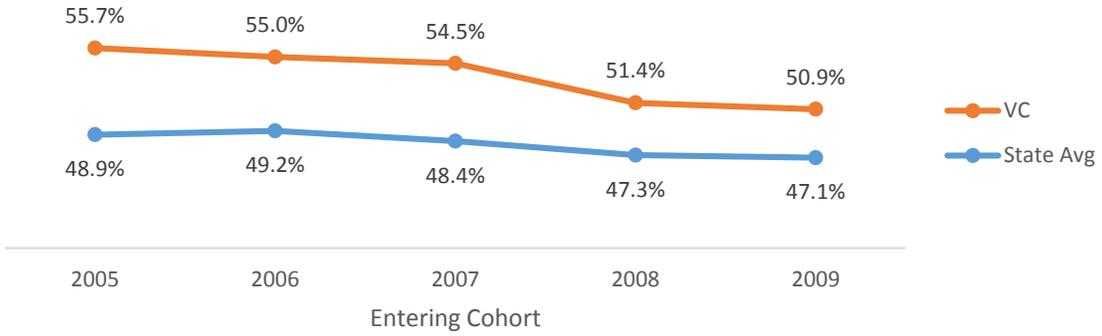


VC Transfers to 4-Year Universities

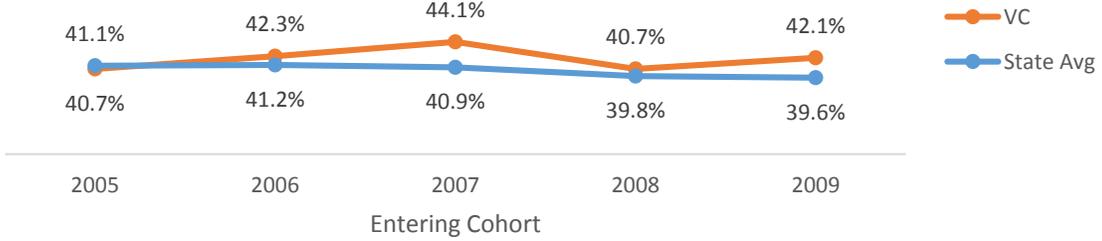


Another important metric regarding degree/certification completion is the six-year completion rate from the California Community College Chancellor’s Office (CCCCO) Student Success Scorecard. This rate is the number of completion-seeking students (i.e. students who completed a minimum of six units and attempted a Math or English course within their first three years) who completed a degree, certificate, and/or transfer within six years. College-Prepared students are those who enroll in college-level English and Math upon entry. Unprepared students are those who enroll in below-college-level English or Math upon entry.

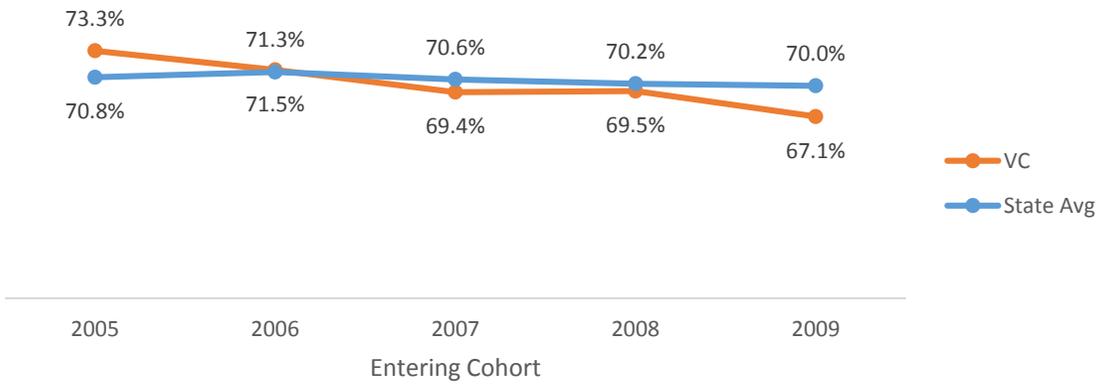
Six Year Completion Rate - Overall



Six Year Completion Rate - Unprepared Students

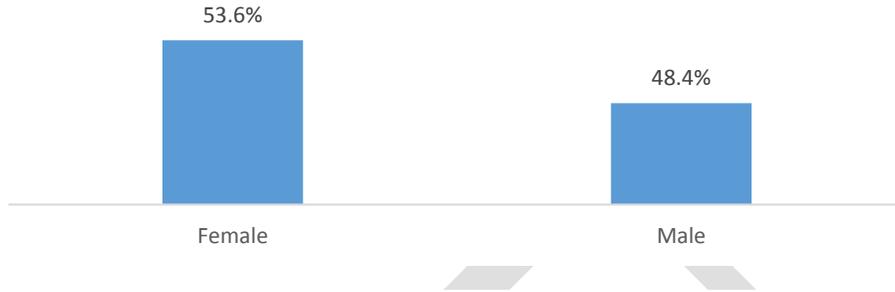


Six Year Completion Rate - College-Prepared Students

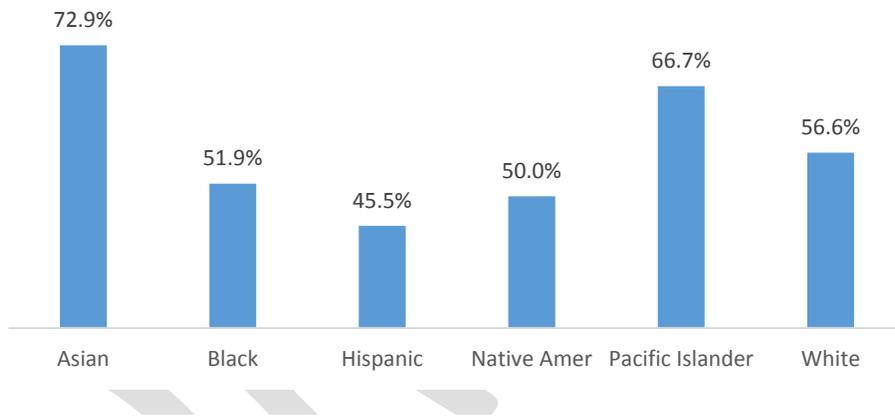


Over the past five years, VC's overall and unprepared-student completion rates have been higher than the state average. When the data are disaggregated however, there are substantial differences in completion between demographic groups.

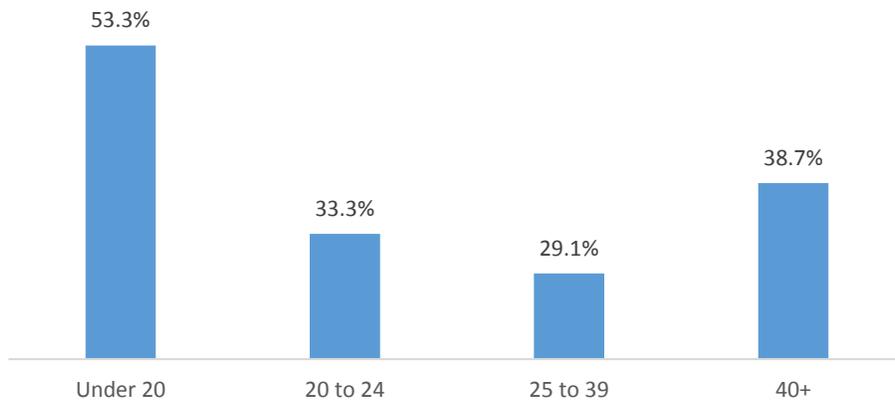
VC 2009 Entering Cohort: Six-Year Completion Rate by Gender



VC 2009 Entering Cohort: Six-Year Completion Rate by Ethnicity



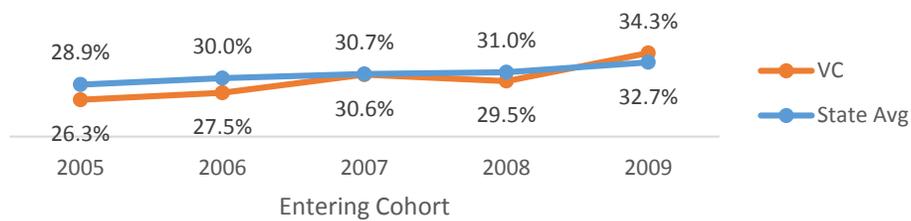
VC 2009 Entering Cohort: Six-Year Completion Rate by Age at Entry



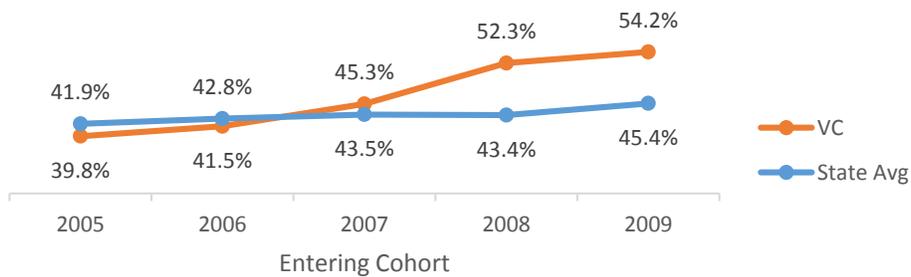
One obstacle that impedes students from completing degrees, certificates, and transfers quickly is their level of English and Math competency upon entry to the College. The majority of incoming students require remediation in Math and/or English. To quantify this need, the CCCCO Student Success Scorecard includes an English Basic Skills Rate and a Math Basic Skills Rate. These rates calculate the number 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 Math Basic Skills rate has been similar to the state average, VC's English Basic Skills rate has greatly increased over the state average, and VC's ESL rate is far below the state average. Part of the reason for the low ESL rate has to do with incorrectly coded data elements at the state level.

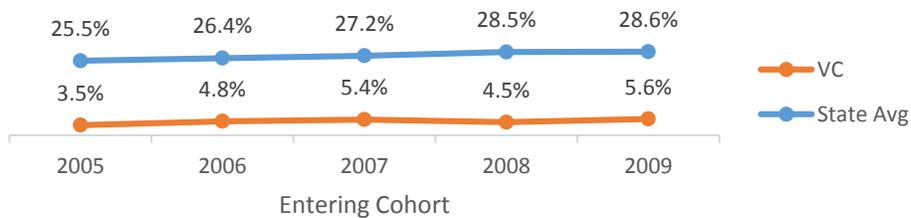
Math Basic Skills Rate



English Basic Skills Rate

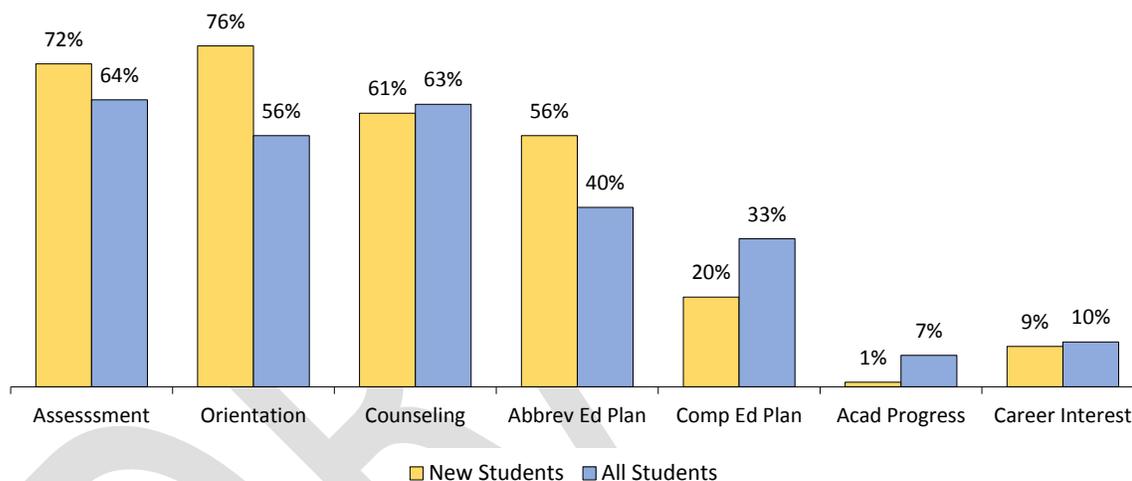


ESL Basic Skills Rate



In an effort to improve completion rates across the state, the California State Legislature enacted the Student Success Act (S.B. 1456) 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 educational 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. Thus, it is important for the college to monitor and set objectives related to student completion of SSSP activities. The data below display the number of students who completed each of the SSSP activities in 2015-2016.

Students Receiving Services in Academic Year 2015-2016



### Goal 3: Increase local and regional partnerships.

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.

One of Ventura College's key partnerships is with the Ventura College Foundation. The VC Foundation was established in 1983 to provide financial support to the students and programs of Ventura College. It is one of the most successful community college foundations in California having raised more than \$20 million for Ventura College and its students. The hallmark program of the VC Foundation is the Ventura College Promise. The "Promise" is that qualified Ventura County high school graduates will have their enrollment fees covered during their first year of attendance at Ventura College. This same promise is extended to students who have successfully completed their GED requirements or who have completed the coursework for high school in the current year, but have not yet passed their exit exam. Since its inception in 2006, over 10,000 students have benefitted from this program. Although the Promise

program has been successful, there is a need to extend it from one year to two years. Given that a high proportion of our students require financial assistance, this extension would potentially allow more students to continue their education into their second year. As a result, term-to-term persistence rates would also improve, as well as degree/certificate/transfer completion.

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. 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, & community college). Additional programs include entrepreneurial & 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. Maintaining existing partnerships, as well as strategically cultivating new ones, are essential to ensuring that Ventura College operates effectively within the educational and economic milieu of our community.

#### **Goal 4: Enhance institutional effectiveness and accountability.**

To improve outcomes for students, it is important that Ventura College’s institutional structure and decision-making processes are effective. Further, it is important that accountability is built into all levels of the college structure. Thus, improving these processes over the next six years is a worthy endeavor.

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 document titled “Making Recommendations: Participatory Governance at Ventura College.” 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.

The beginning of any effective decision-making process involves collecting and analyzing data. To ensure that this occurs as effectively as possible, VC created a dedicated Institutional Equity and Effectiveness (IEE) division in 2015. This division oversees institutional research, program review, and college planning. In late 2015, the IEE division took a number of steps to improve access to and use of institutional data. One of the most noteworthy of these was to purchase and implement the Tableau data visualization software. This software allows for the creation of interactive web-based data dashboards. The IEE division re-designed its webpage to include Tableau dashboards, and saw a large increase in site traffic. Between Tableau implementation in February 2016, and the writing of this plan in August 2016, the IEE webpage had been viewed over 3,500 times.

VC also modified program review to be more streamlined and to focus program planning on improving key data metrics. In the program review process, instructional and service programs examine data, identify areas for improvement, develop plans to improve, and then evaluate plan implementation. To ensure that this process continues to improve, it is evaluated by program review participants each year. The results of these evaluations are then incorporated in the subsequent year's process.

Another key piece of improving institutional effectiveness is developing, assessing, and closing the loop on student learning outcomes (SLO's) and service unit outcomes (SUO's). To ensure that the SLO/SUO process proceeds in a purposeful and effective manner, the college SLO facilitators have developed a five-year SLO rotational plan for all courses and programs, and an annual SUO rotational plan for all service units. To ensure that outcomes improve across the campus, it is important for each program to adhere to its SLO/SUO rotational plan.

In order for all of these processes 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 upon 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. In February, 2016, they returned with a 'menu of options' and met with key campus personnel to discuss which options would work best for our campus and how to implement them. As a result of this work, VC devoted significant resources to improving the college website. In addition, a master calendar was created that included all major campus meetings and events. VC also began a series of campus-wide retreats that allowed college personnel to take time to discuss key campus issues in depth. To determine the impact of these efforts on improving campus communication, regular evaluations will occur and adjustments will be made, if needed.

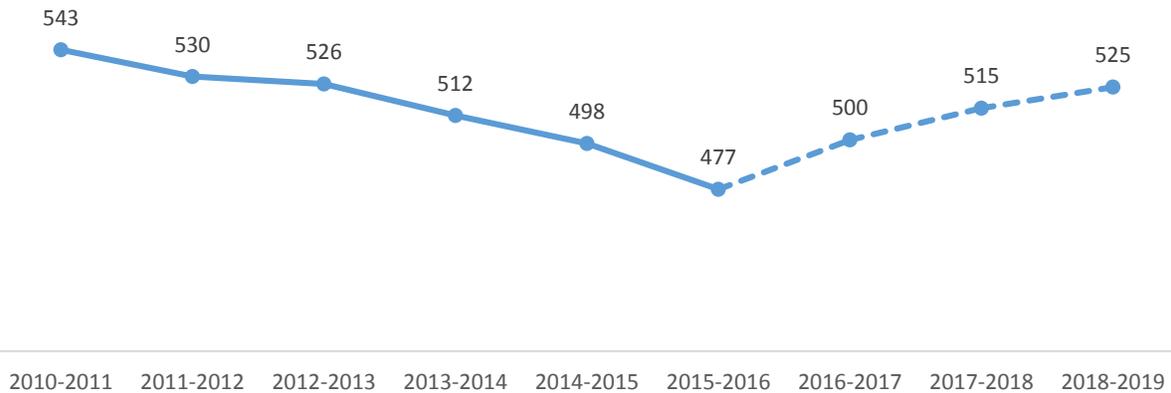
#### **Goal 5: Enhance campus resource management.**

Ventura College operates within a finite set of resources that fluctuates from year to year due to state and national economic conditions. Thus, it is important for VC to plan for various scenarios and contingencies. During recessions and other economic downswings, community colleges typically see

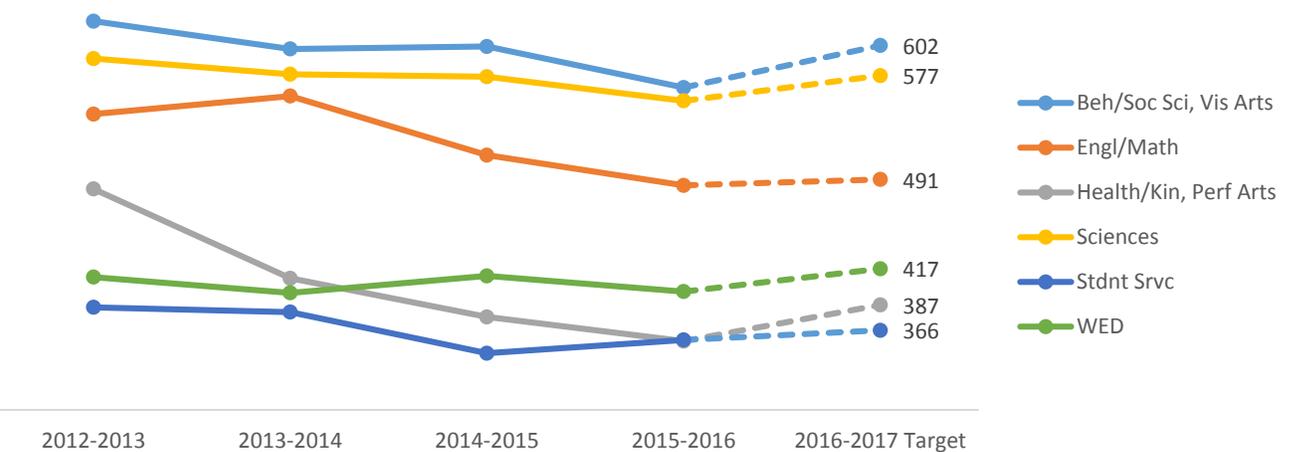
enrollment increases. This is thought to occur because high school graduates find it more difficult to find a job without some college education. In addition, unemployed workers return to community colleges for re-training. As the economy improves, however, community colleges typically see decreases in enrollment. When there are more jobs available, re-training and education needs are not as high.

At the writing of this plan, the state economy is improving as it climbs out of the 2008 recession. Funding is being gradually restored to community colleges, but FTES generation is leveling off. Thus, the college is in a position in which more class sections are being offered, but average class sizes and instructional productivity are declining. To counter the declining productivity, VC has set annual FTES, FTEF, and productivity targets at the college and division level. The goal of this target-setting is to increase instructional productivity to 525 by 2018-2019. This will ensure that VC maximizes its FTES funding, while staying within the confines of its budget.

Ventura College Productivity Ratio



Division Productivity Ratio



One mechanism to insulate the college budget from shifts in the state economy is to develop new revenue sources to supplement our current FTES funding. This includes expanding non-credit offerings, optimizing categorical funding sources, increasing international student enrollment, and working with regional employers to provide specific workforce training programs. For example, 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. Further, they 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. Finally, they benefit our community because they ensure that there will be a large supply of well-trained peace officers.

VC's facilities are another important resource that need to be managed well. 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.

## College Goals and Objectives 2017-2022

Notes: 3-5 objectives max per goal – each will be measured/reported annually in annual planning report.

### Goal 1: Increase our community's access to transfer, vocational, basic skills education.

Comments/questions: Modify wording? Include "Higher Education"?

- Objective 1: Meet or exceed annual enrollment targets.
- Objective 2: Maintain or increase distance education section offerings
- Objective 3: Maintain or increase off-campus section offerings
- Objective 4: Extend VC Promise to two years.

### Goal 2: Increase the success of our students while closing equity gaps.

Comments/questions: Should closing equity gaps be an objective, instead of as part of goal? Change wording to be consistent with IEPI (Student performance and outcomes)? Should this be goal 1?

- Objective 1: Increase course success rates [IEPI Metric].
  - Overall rate: Increase to 75% within six years.
  - Hispanic student rate: Increase to X% within six years.
  - Black student rate: Increase to X% within six years.
  - Male student rate: Increase to X% within six years.
- Objective 2: Increase CCCCO Scorecard six-year completion rates [IEPI Metric].
  - Overall rate: Increase to X% within six years.
  - Unprepared student rate: Increase to 48% within six years.
  - Hispanic student rate: Increase to X% within six years.
  - Black student rate: Increase to X% within six years.
  - Male student rate: Increase to X% within six years.
- Objective 3: Increase CCCCO scorecard Basic Skills rates [IEPI Metric].
  - English basic skills rate: Increase to 60% within six years.
  - Math basic skills rate: Increase to X% within six years.
- Objective 4: Increase % of new students who receive Student Success and Support Program (SSSP) services.
  - Orientation: Increase to X% within six years.
  - Assessment: Increase to X% within six years.
  - Comprehensive Educational Plan: Increase to X% within six years.
- Objective 6: Increase the percentage of new students who are prepared for transfer-level Math and English by the end of their first year to X% [Quality Focus Essay].
- Objective 7: Maintain or increase professional development opportunities for faculty and staff.

### Goal 3: Increase local and regional partnerships.

- Objective 1: Maintain or increase dual and concurrent course offerings.
- Objective 2: Maintain or increase articulation agreements (or ADT's?) with 4-year universities.
- Objective 3: Maintain or increase partnerships with regional employers.
- Objective 4: Maintain or increase Contract Education agreements.

**Goal 4: Enhance institutional effectiveness and accountability.**

- Objective 1: Ensure that campus governance committees function effectively.
- Objective 2: Improve campus communications.
- Objective 3: Ensure that all programs complete annual program reviews.
- Objective 4: Improve access to and use of institutional data.
- Objective 5: Ensure that all courses and programs adhere to their SLO rotational plan.

**Goal 5: Enhance campus resource management.**

Note. Model around ACCJC Standard 3

- Objective 1: Develop and diversify college revenue sources.
- Objective 2: Increase external funding resources through the VC Foundation.
- Objective 3: Ensure that the college progresses towards the goals of the Facilities Master Plan.
- Objective 4: Ensure that college meets annual instructional productivity targets.
- Objective 5: Sustain progress towards 75/25 full-time to part-time faculty ratio.

DRAFT