



Ventura County Community College District
Strategic Plan • 2021-2027



Message from the Chancellor

Moorpark College, Oxnard College, Ventura College, and Ventura College East Campus are your community colleges. They provide access for all who are seeking the transformative power of education and the opportunities it affords.

Our dedicated faculty, staff, and administrators endeavor to ensure that the Ventura County Community College District remains a critical component of the economic engine for mobility, recovery, and prosperity across Ventura County. We provide rigorous academic and career-guided pathways that span the arts, business and cybersecurity, communications and languages, education, health and wellness, social sciences and Science, Technology, Engineering, and Technology (STEM) through fifteen industry sectors with multiple career pathways in each.



In partnership with local employers and workforce development agencies, we strive to be responsive to the needs of our communities, whether that be through the traditional higher education programs or through the development of specialized contract-education programs to upskill employees in the work environment and/or promote business growth and creativity.

We embrace our Vision of being the leader in developing high quality, innovative educational programs and services. Keeping in mind that students come first, we model best practices in instructional and service delivery, student access, community involvement, and accountability.

The global COVID19 pandemic challenged our fortitude and tested our strength. The resulting opportunities surrounding remote learning shed a bright light on pathways forward to increase access, offering greater hope and higher aspirations for a better tomorrow for more students.

The development of this Strategic Plan aligns with our District's newly formed strategic goals and includes measures of achievement to monitor progress toward outcomes. Over the next six years, our District will encounter additional challenges while orienting to funding changes, increased remote instruction, services, and workforce needs. With this, comes opportunities to embrace new ways of thinking, planning, and structuring our educational partnerships throughout our county.

We will continue to maximize our resources and collaborate with key partners to enhance success for our students, our employees, and the communities we are entrusted to serve.

Greg Gillespie, Ph.D.
Chancellor

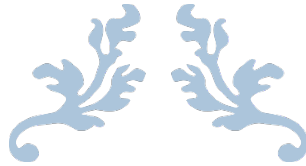
Ventura County Community College Leadership



Board of Trustees

Front row left to right: Joshua Chancer, Dianne B. McKay

Back row left to right: Stan Mantooh, Gabriela Torres and Bernardo M. Perez



Mission Statement

Ventura County Community College District provides students, in its diverse community, with access to comprehensive quality educational opportunities that support learning and student success.



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Introduction

In June 2021, the Ventura County Community College District (VCCCD) held its annual strategic planning session with the Board of Trustees. The focus of the meeting included refining VCCCD strategic goals based on the information shared during the Annual State of the District report given by the VCCCD Chancellor. The following diagram includes framing the four VCCCD strategic goals that are in alignment with VCCCD's Vision, Mission, and Value Statement.

Vision Statement

The Ventura County Community College District will become the leader in the development of high-quality, innovative educational programs and services. Keeping in mind that students come first, we will model best practice in instructional and service delivery, student access, community involvement, and accountability.

Mission Statement

Ventura County Community College District provides students, in its diverse community, with access to comprehensive quality educational opportunities that support student learning and student success.

Values Statement

We base our actions on what will best serve students and the community.
We maintain high standards in our constant pursuit of excellence.
We recognize and celebrate creativity, innovation, and entrepreneurship.
We demonstrate integrity and honesty in action and word.
We communicate openly and respectfully to students, colleagues and members of the public.
We hire and retain personnel who reflect the diversity of the communities we serve.
We promote inclusiveness, and openness to differing viewpoints.
We use data, research and open discussion to drive our plans and decisions.
We demonstrate responsible stewardship for our human, financial, physical and environmental resources.
We seek and maintain long-term partnerships with the communities we serve.

VCCCD Strategic Goals

1. Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee
2. Increase equitable access and success for all students
3. Support the closing of academic achievement and support services equity gaps across all racial, ethnic, socioeconomic, and gender groups.
4. Actively support equitable workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers.



Overview

The Ventura County Community College District (VCCCD) Strategic Plan 2021-2027 presents the District's strategic goals and measurements of achievement that will guide each of the colleges over the coming years. VCCCD is committed to assisting students in attaining their degree, certificate, and transfer to a 4-year institution of higher education and/or job placement.

VCCCD works to enhance state, regional and local economic growth through academic achievement within the pursuit of its primary mission. Additionally, workforce and economic development activities and services offerings, based on labor market data within the region, boost the economic recovery and successful attainment of prepared workers and resources.

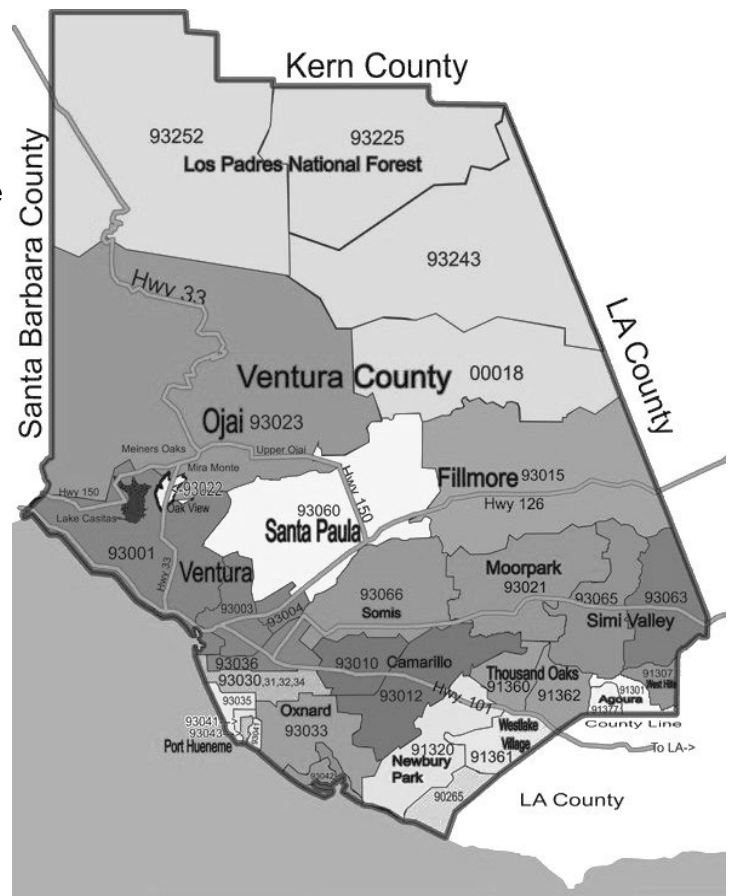
VCCCD improves the quality of community life by offering not-for-credit, vocational, cultural, and civic programming based on community demand and available resources.

All District programs, services, and activities operate within a framework of integrated planning and budgeting. Ongoing student learning outcome assessment and systematic program review ensure Districtwide excellence through sustainable, continuous quality improvement in compliance with its mission.

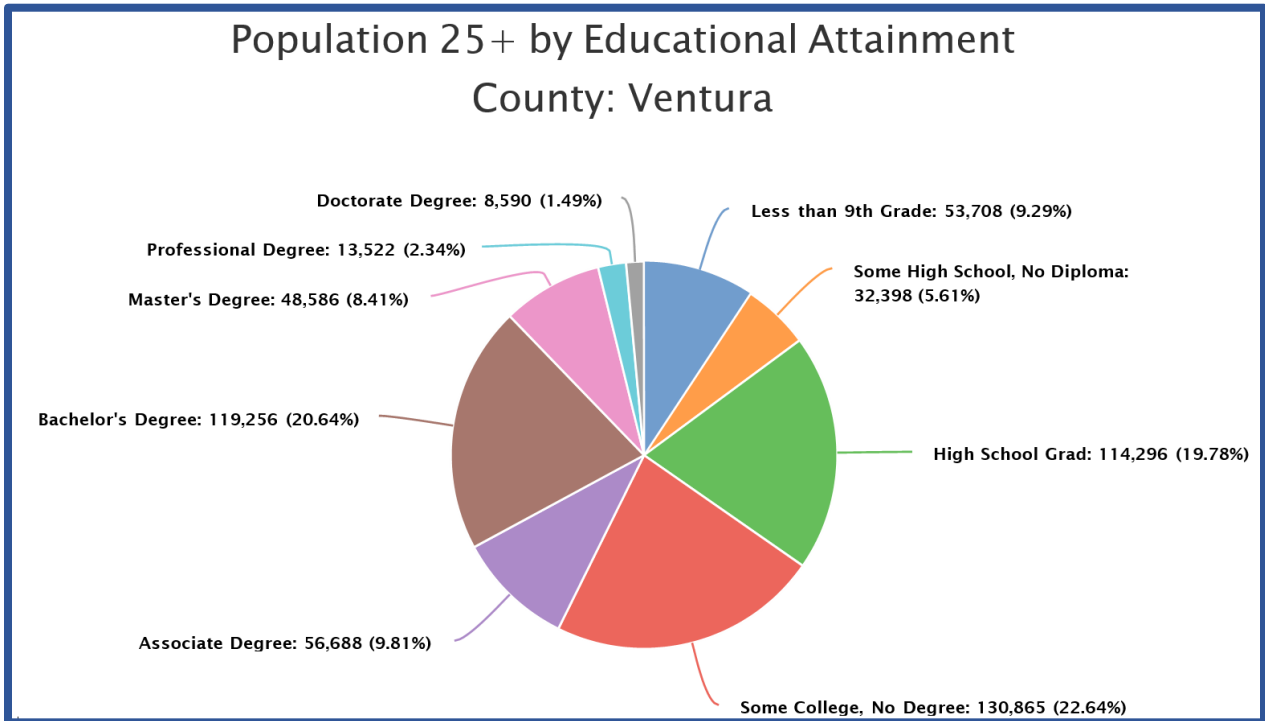
Demographic Profile of Ventura County

Ventura County is one of 58 counties in the state of California. It has a beautiful, temperate climate, and its landmass rises from sea level to 8,831 feet. The mild Mediterranean climate, along with scenic geography, makes the area attractive to the more than 900,000 culturally and ethnically diverse people who call Ventura County home. Comprised of unincorporated areas and 10 incorporated cities—Camarillo, Fillmore, Moorpark, Ojai, Oxnard, Port Hueneme, Santa Paula, Simi Valley, Thousand Oaks, and San Buenaventura (Ventura)—Ventura County ranks as the 11th most populous county in the state.

Ventura County has a strong economic base that includes major industries such as biotechnology, health care, education, agriculture, advanced technologies, oil production, military testing and development, and tourism.



2021 Data: Educational Attainment for Ventura County



Population 25+ by Educational Attainment	County: Ventura		State: California	
	Persons	% of Population Age 25+	Persons	% of Population Age 25+
Less than 9th Grade	53,708	9.29%	2,469,650	9.11%
Some High School, No Diploma	32,398	5.61%	2,010,073	7.42%
High School Grad	114,296	19.78%	5,610,259	20.70%
Some College, No Degree	130,865	22.64%	5,683,919	20.97%
Associate Degree	56,688	9.81%	2,142,068	7.90%
Bachelor's Degree	119,256	20.64%	5,727,450	21.13%
Master's Degree	48,586	8.41%	2,360,153	8.71%
Professional Degree	13,522	2.34%	657,655	2.43%
Doctorate Degree	8,590	1.49%	442,656	1.63%

Claritas, 2021 www.healthmattersinvc.org

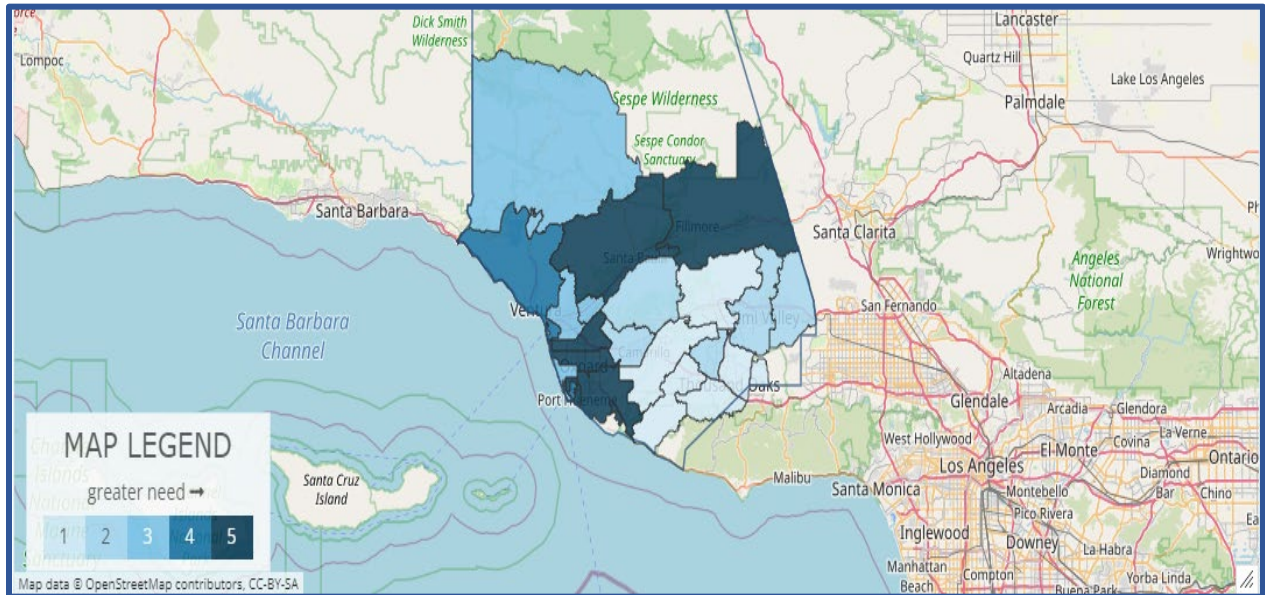
Educational attainment plays a very important role in the social and economic well-being of Ventura County and its residents. The proportion of the county's population with less than an associate degree influences the ability to access greater job opportunities, better access to health care benefits, and many other advantages to improve lives and living conditions.

As identified in this graphic, throughout our county over 57% of the population over 25 years old has an educational attainment of less than an associate degree.

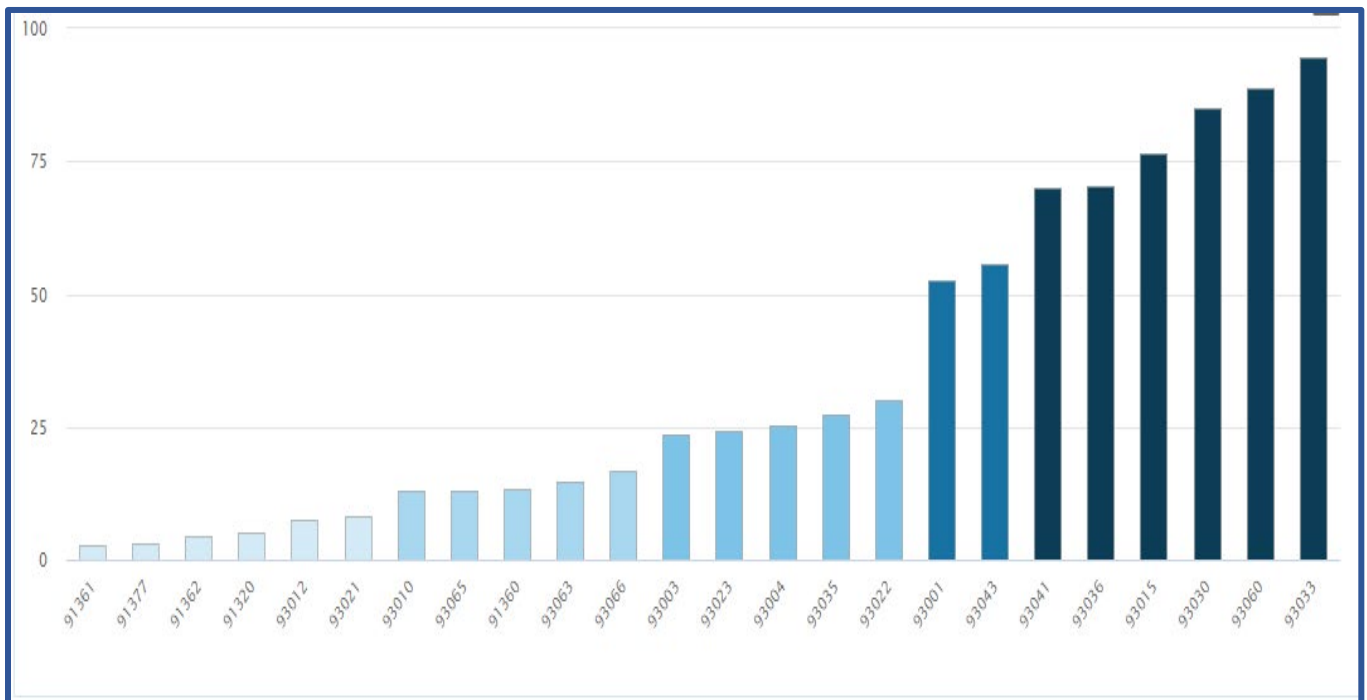
VCCCD recognizes the importance of educational access and degree attainment in providing services and assistance aimed at creating more opportunities to address the impending needs of the communities faced with lower educational attainment.

2021 Data: SocioNeeds Index

The SocioNeeds Index is calculated for Ventura County from several social and economic factors, ranging from poverty to education. The selected locations, below by zip code, are ranked from 1 (low need) to 5 (high need) based on their index value.



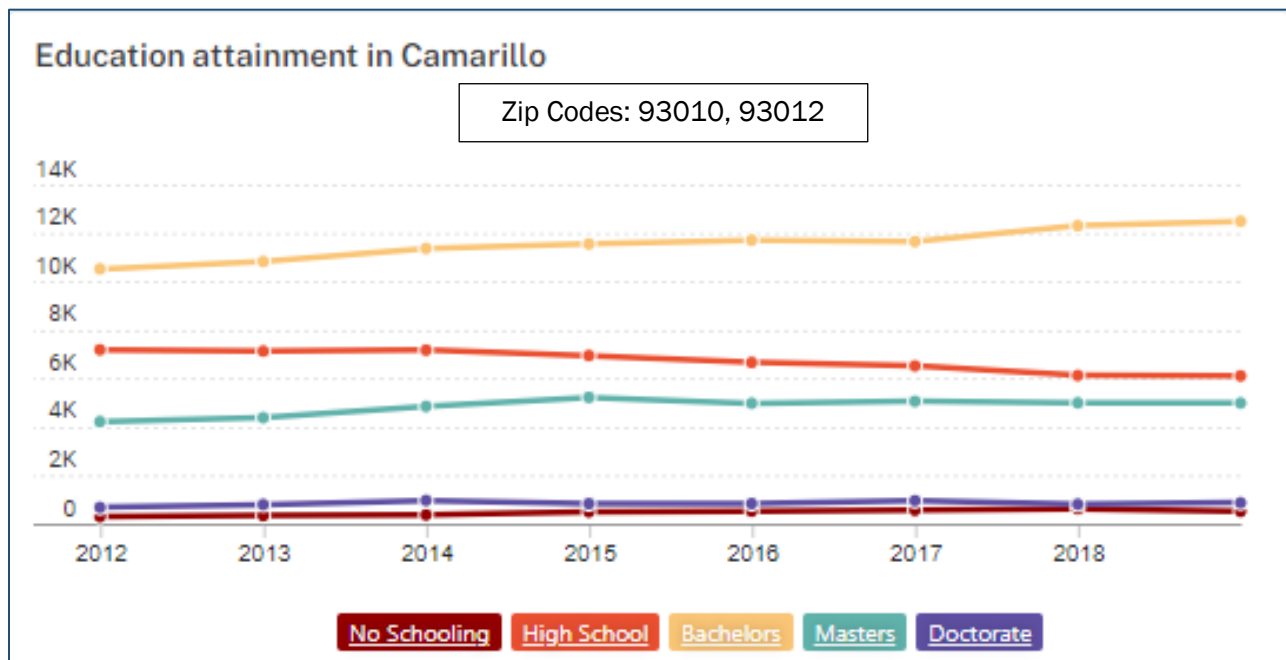
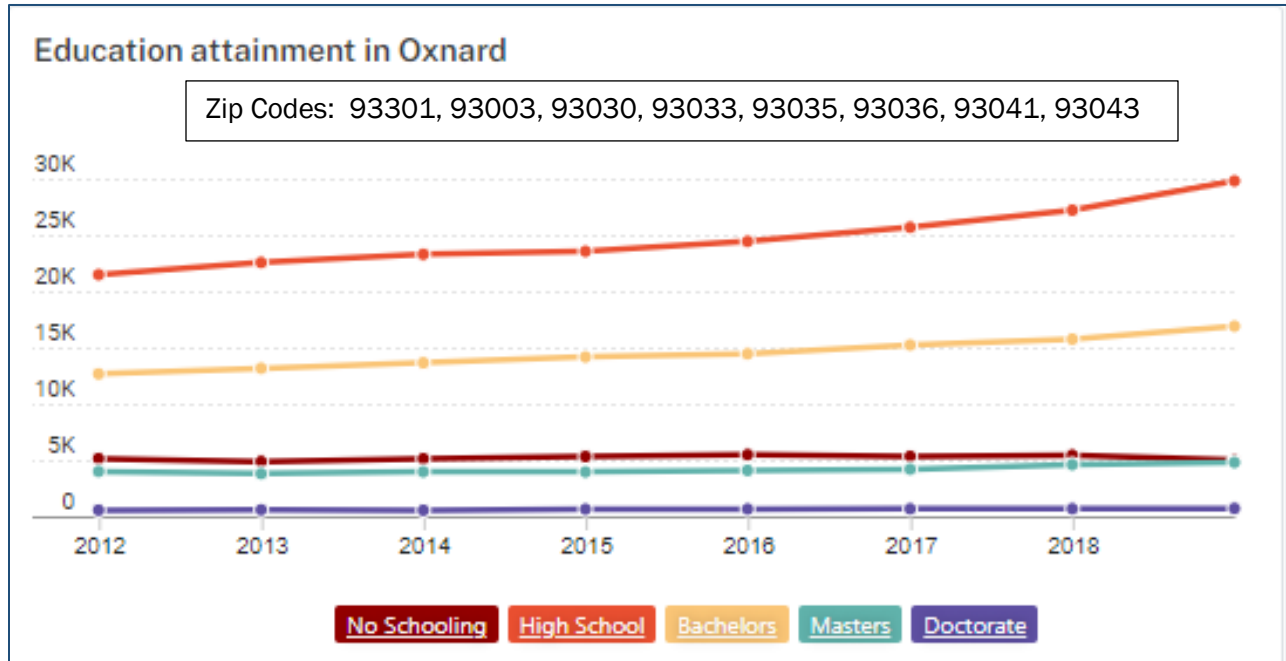
All zip codes, census tracts, counties, and county-equivalents in the United States have an index value from 0 (low need) to 100 (high need). Below is the Socio-Needs Index for Ventura County by zip code.



Claritas, 2021 www.healthmattersinvc.org

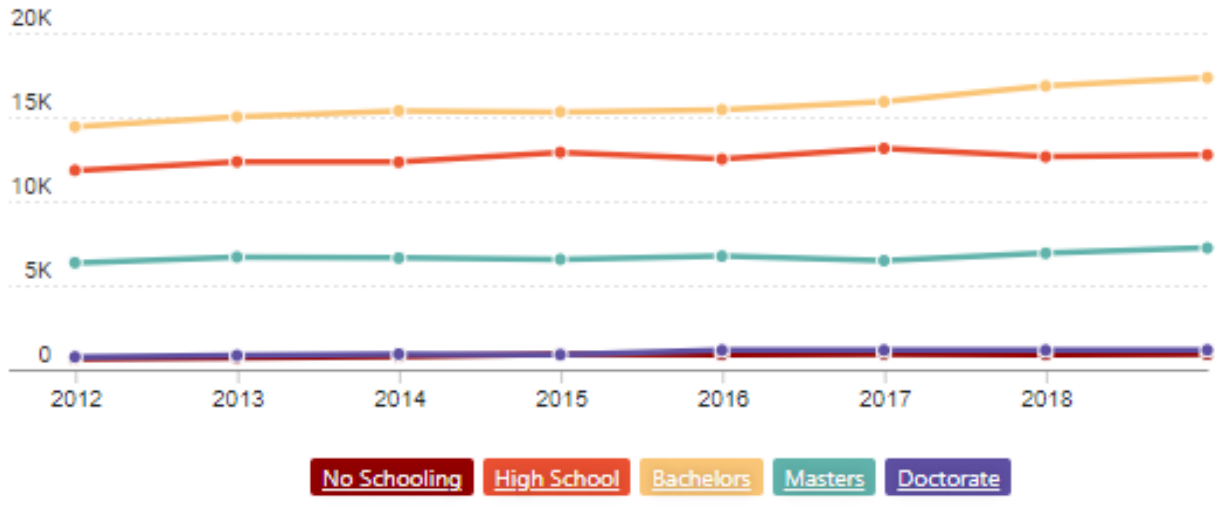
Percent of Education by Educational Attainment by Ventura County Zip Codes

In viewing the educational attainment by zip code, we can see an equally varied picture with strong correlation to the previous map and graph indicating socioeconomic need. Source: Census.gov



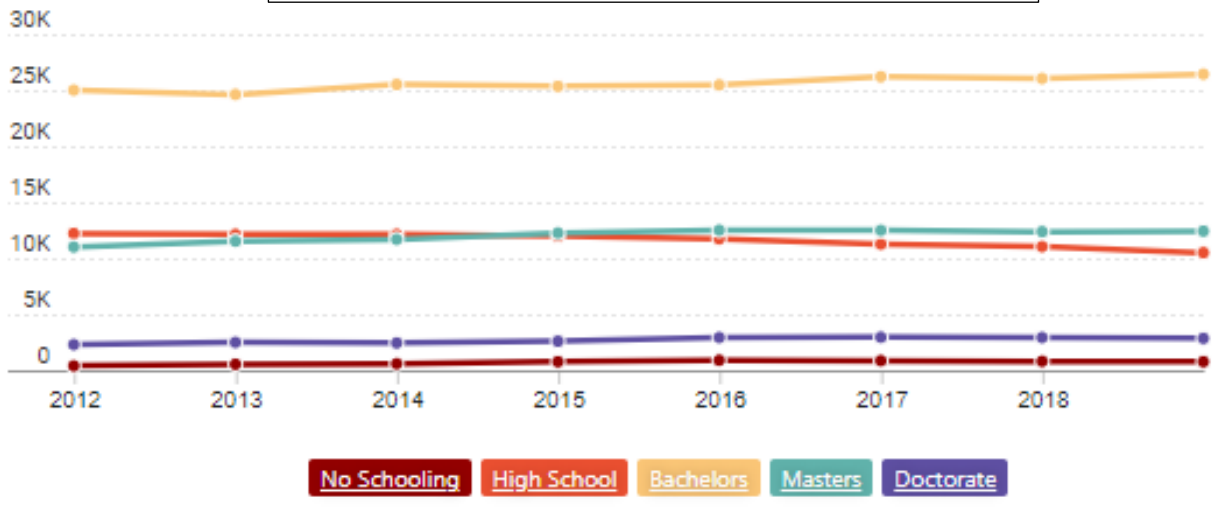
Education attainment in San Buenaventura (Ventura)

Zip Codes: 93001, 93003, 93004, 93060



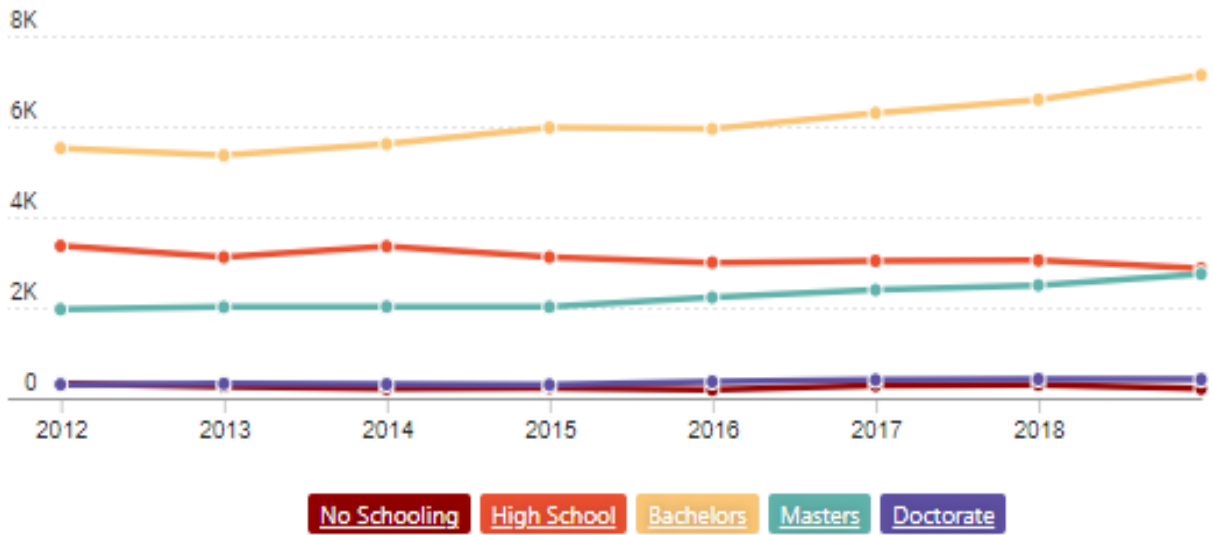
Education attainment in Thousand Oaks

Zip Codes: 91320, 91360, 91362, 93012, 93021, 93065



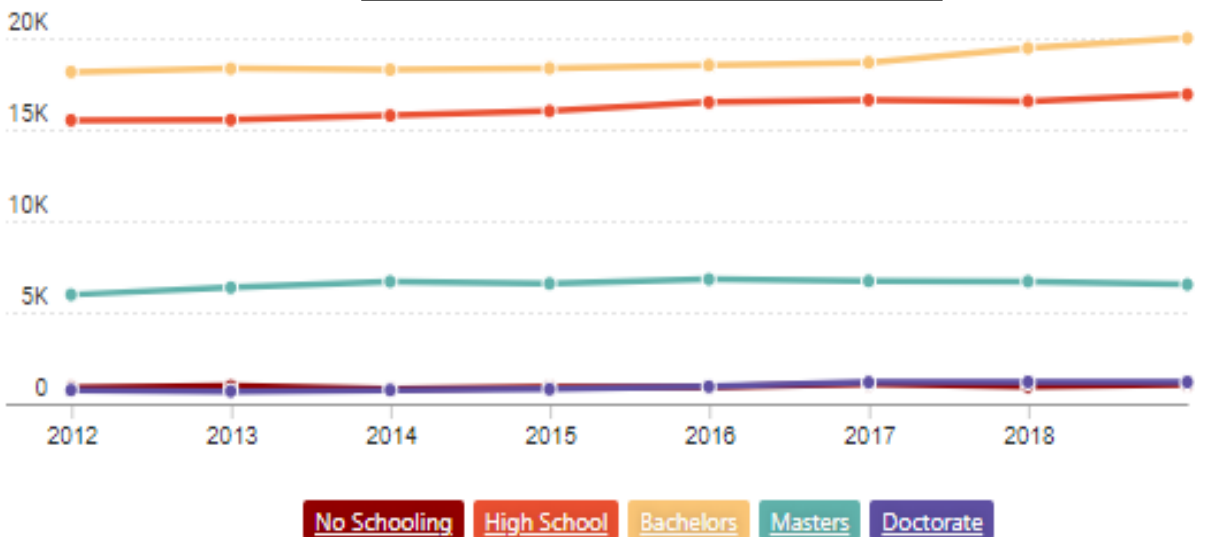
Education attainment in Moorpark

Zip Codes: 93020, 93021



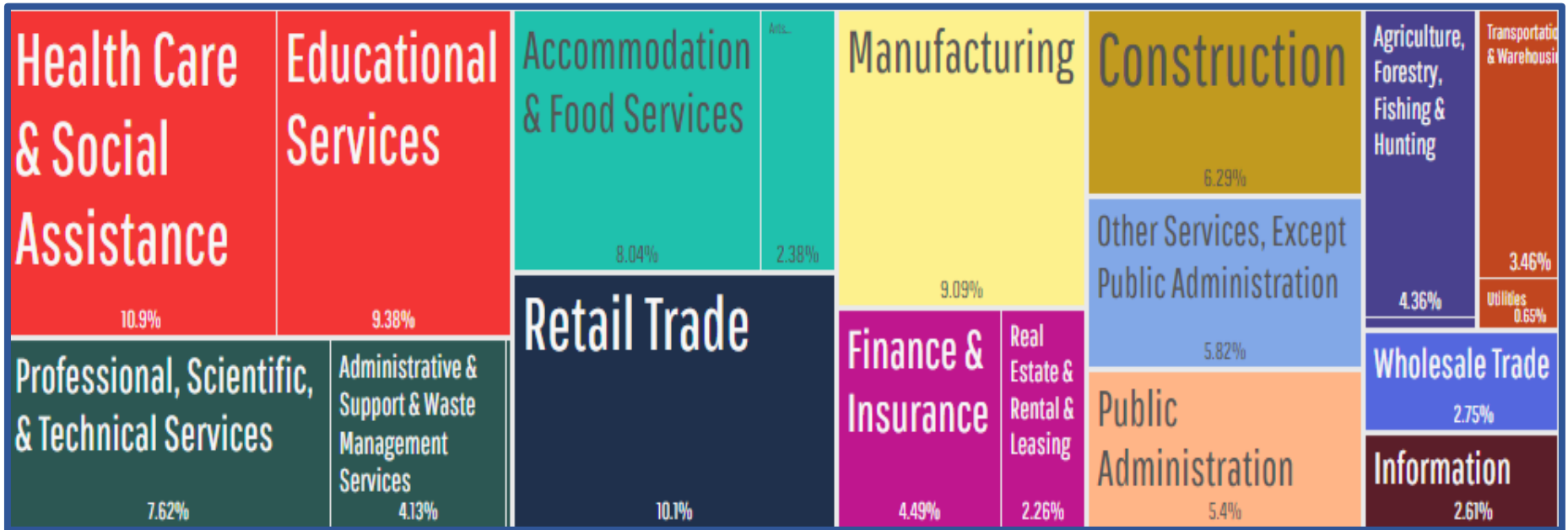
Education attainment in Simi Valley

Zip Codes: 91362, 93021, 93063, 93065

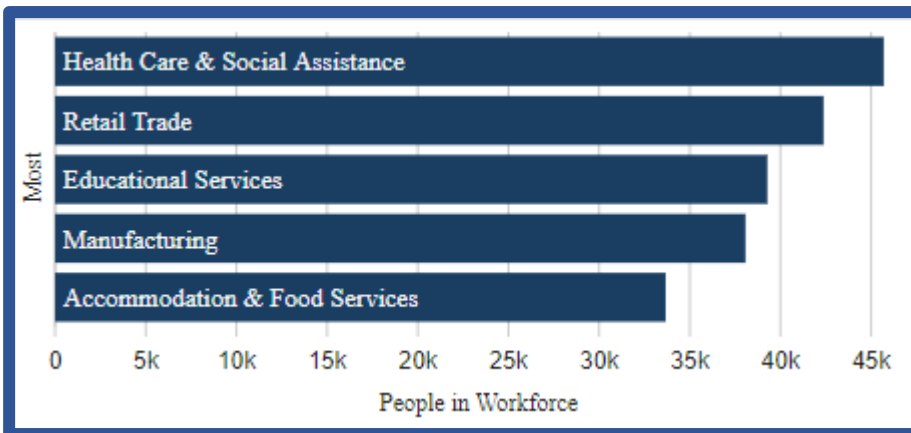


Employment by Industries: 2019

The most common employment sectors for those who live in Ventura County are Health Care & Social Assistance (45,698 people), Retail Trade (42,380 people), and Educational Services (39,280 people). This chart shows the share breakdown of the primary industries for residents. Census data correlates to a residential address, not a work address.

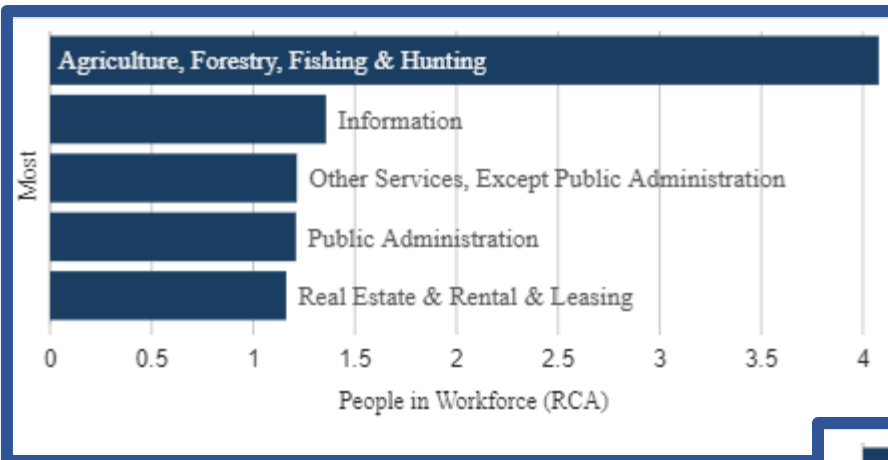


Source: the Census Bureau ACS 1-year Estimate



The Most Common industries in the county, by the number of employees, are Health Care & Social Assistance (45,698 people), Retail Trade (42,380 people), and Educational Services (39,280 people).

Source: the Census Bureau ACS 1-year Estimate

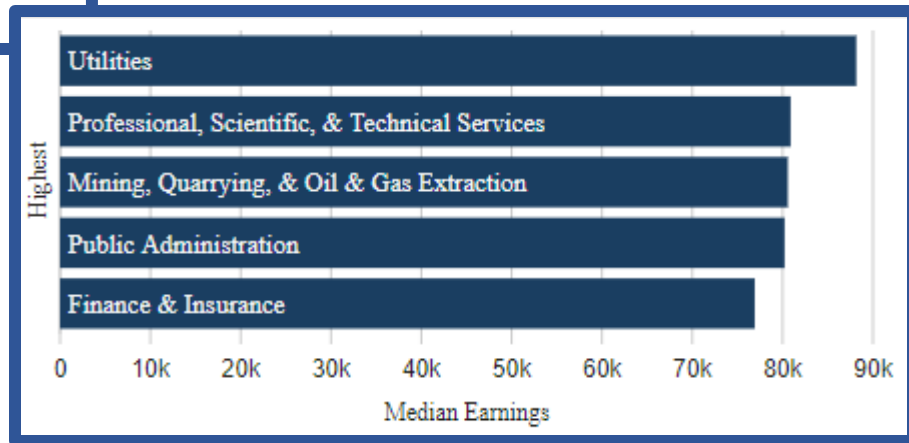


Most Specialized: Compared to other counties, Ventura County has an unusually high number of Agriculture, Forestry, Fishing & Hunting (4.08 times higher than expected), Information (1.36 times), and Other Services, Except Public Administration (1.21 times) industries.

Source: the Census Bureau ACS 1-year Estimate

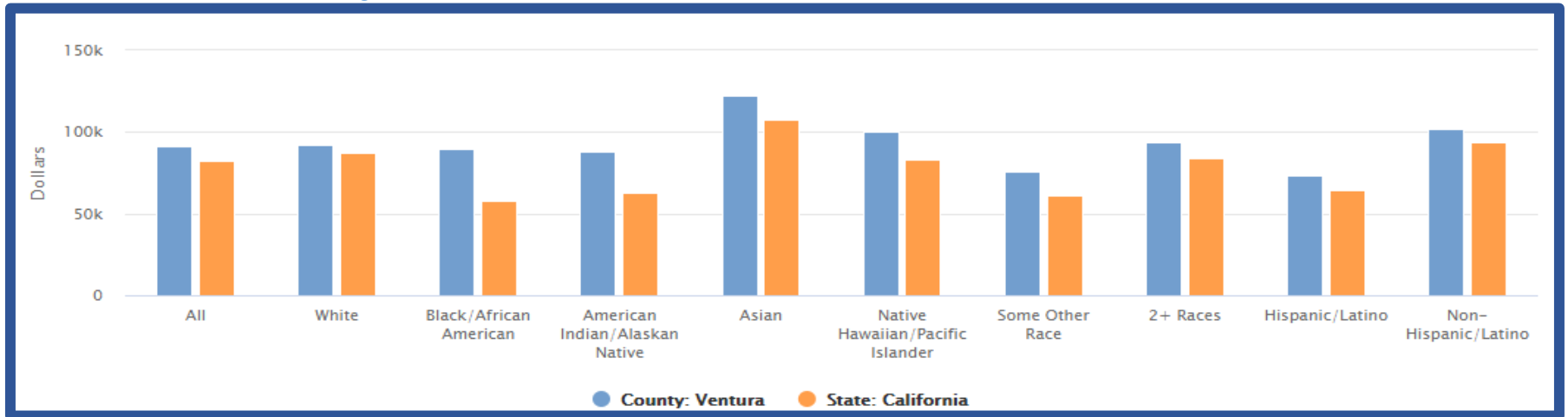
The Highest Paying industries in Ventura County by median earnings are Utilities (\$88,160), Professional, Scientific, & Technical Services (\$80,889), and Mining, Quarrying, & Oil & Gas Extraction (\$80,576).

Source: the Census Bureau ACS 1-year Estimate



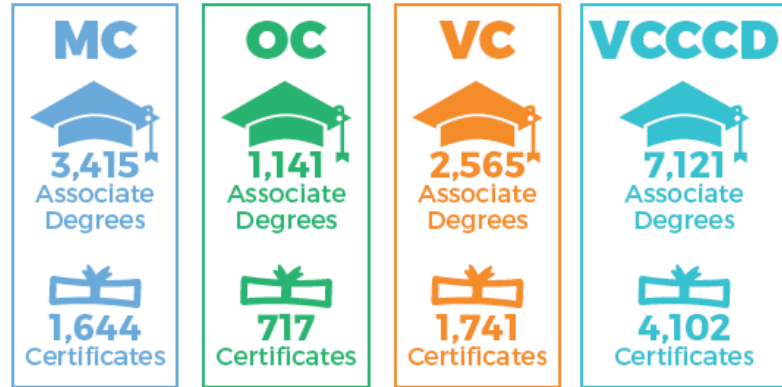
Median Household Income by Race/Ethnicity

Source: 2021 www.healthmattersinvc.org



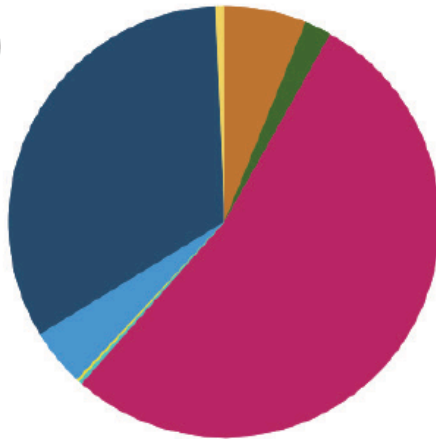
Ventura County Community College District Demographics At a Glance

STUDENT ENROLLMENT (Districtwide Fall 2020)



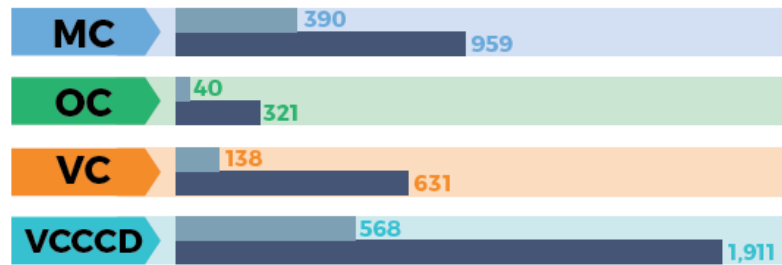
STUDENT ETHNICITY (Districtwide Fall 2020)

- African American/Black
- American Indian/Alaskan
- Asian
- Hispanic
- Pacific Islander
- Two or More Races
- White
- Unreported

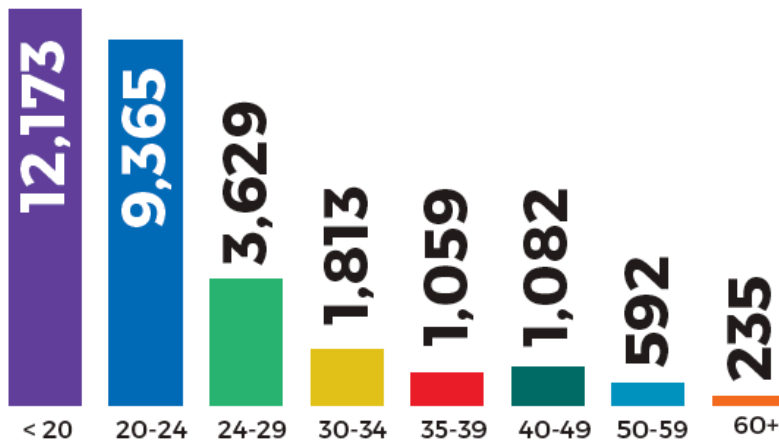


TRANSFER DATA 2019/20

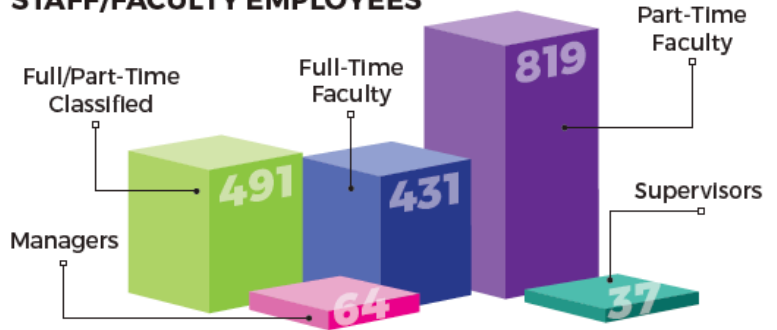
UC TRANSFER CSU TRANSFER



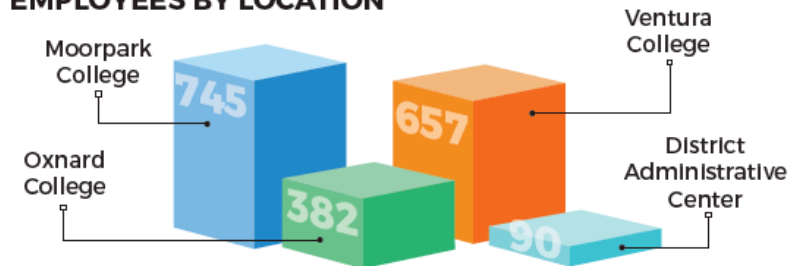
STUDENT AGE (Districtwide Fall 2020)



STAFF/FACULTY EMPLOYEES

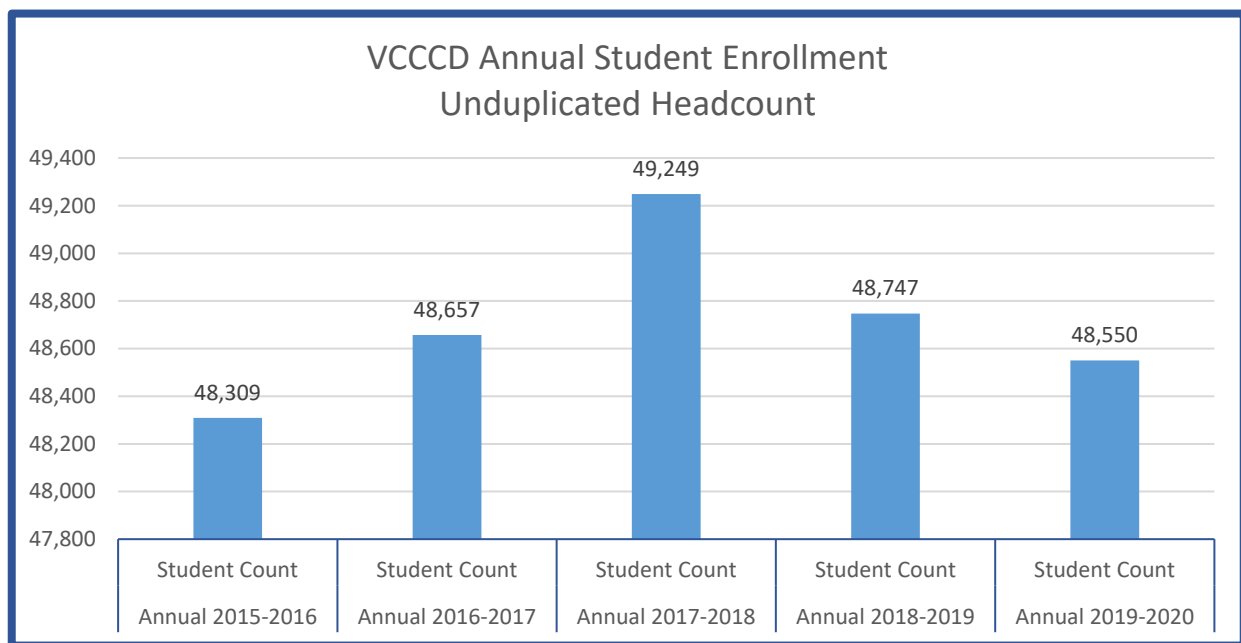


EMPLOYEES BY LOCATION

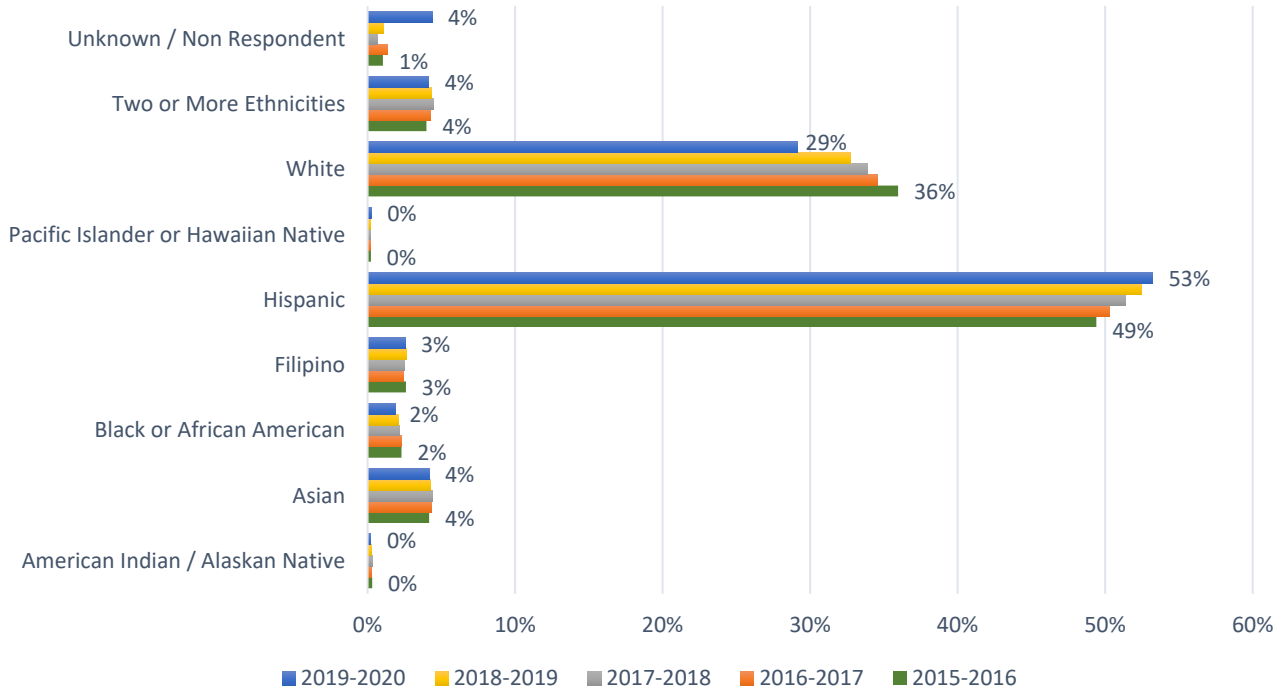


Five-year Enrollment Trends

VCCCD student population mirrors the multiethnic population across the county. All three VCCCD colleges are designated Hispanic-Serving Institutions (HSI), indicating that at least 25% of the full-time equivalent students (FTES) are Hispanic. Districtwide enrollment was steadily climbing from 2015-16 through 2017-18 and sloping downward since that time. The decline in enrollment is part of a statewide trend, largely due to COVID-19 in spring 2020, and continues to impact enrollment to date. Despite the decreases in enrollment, VCCCD remains an affordable and viable path to higher education and more stable employment, as noted in the previous pages of this document.



Enrollment by Ethnicity - Annual Unduplicated Headcount



Over the five years, VCCCD's enrollment is primarily comprised of Hispanic and White ethnicities, with Hispanic populations ranking the highest overall.

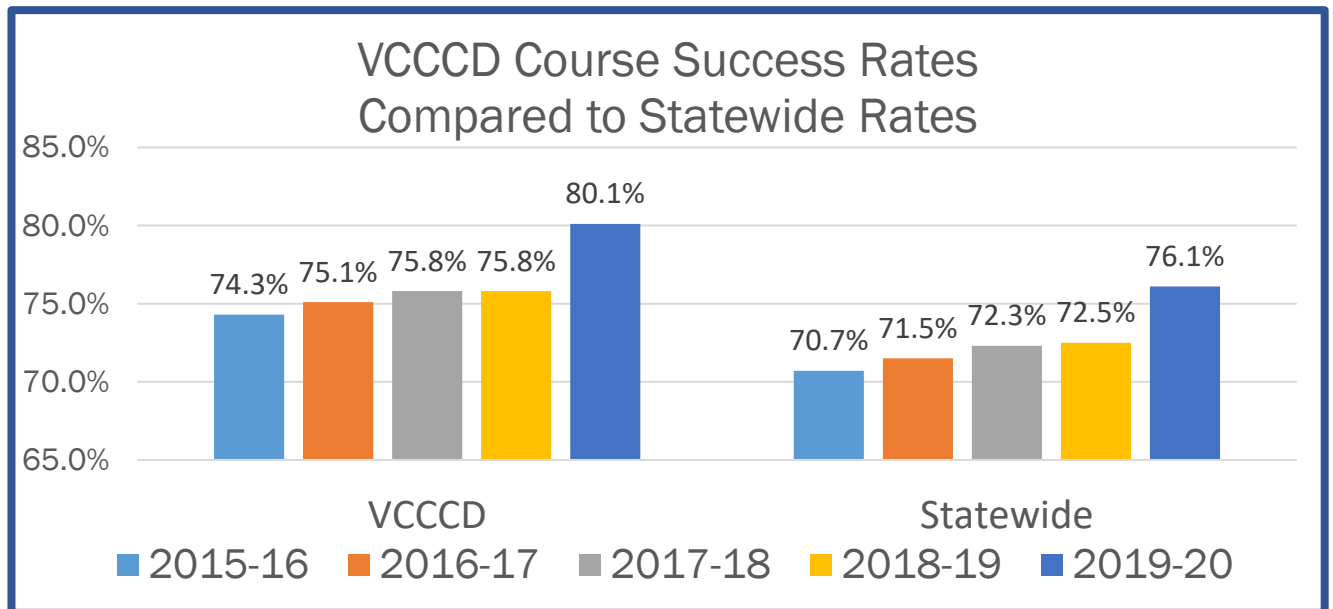
Countywide statistics from the 2020 census indicate the White population dropped by 50% since 2010. By contrast, the Hispanic or Latino population has increased 10.2% in the county, according to 2020 census data. This demographic now makes up 43.3% of the county's population and ranks second largest.

The county's Indian or Native American population leaped 80.6%, to 14,573, though they comprise 1.7% of total residents. The county's Black population grew 1.1%, totaling 15,330; Asians 17.1%, to 64,923; and Pacific Islanders 4.9%, to 1,723.



Key data provides an overall view of VCCCD and its student population related to success and completion. This information, presented in June 2021 to the Board of Trustees during the Strategic Planning Session through the "State of the District" presentation, provided the backdrop for this plan and the refinement of the VCCCD strategic goal setting. Source for all graphs (1-6) that follow is from the CCCC Launchboard for Transfer and Degree-seeking students.

1. Five-Year Course Success Rates: VCCCD's course success rates consistently exceed the statewide average and continue to increase over time. Course success rates include all students who earned a grade of A, B, C, and P during the respective fiscal year.



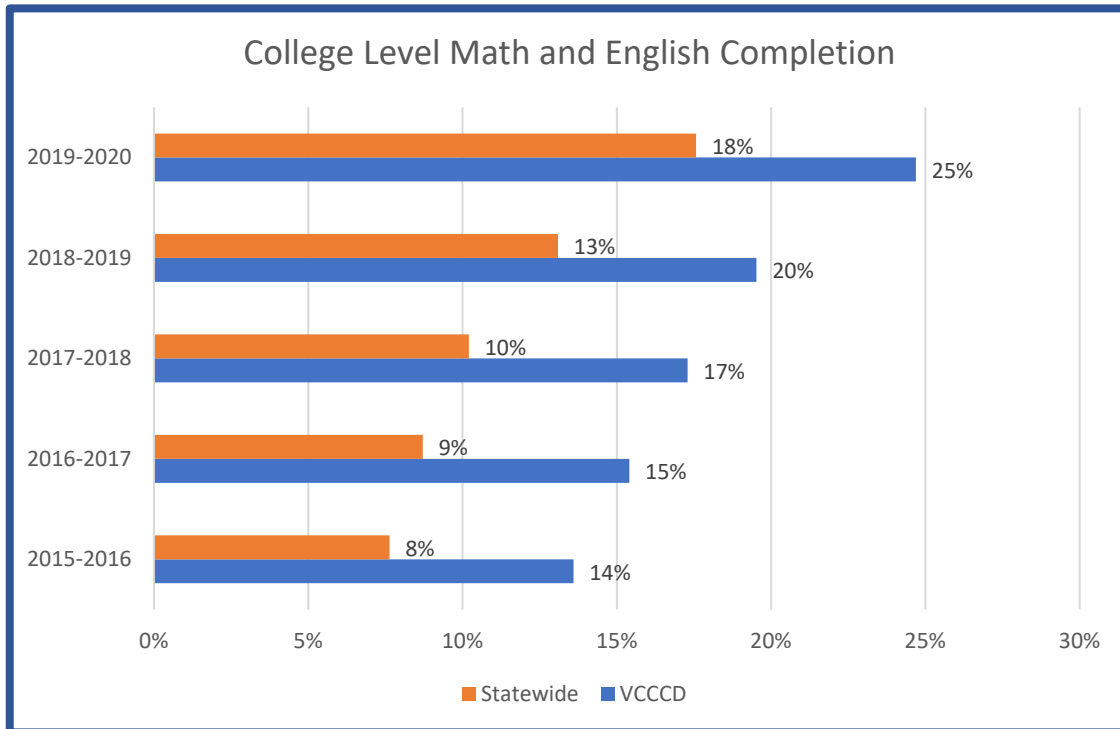
2. Five-year Course Success Rates by Ethnicity: For the most part, there is a notable trend upward over this period of five years in all categories, and all exceed the statewide average with the exception of the unknown/masked category. Black/African American and Pacific Islander/Hawaiian native have consistently underperformed compared to other ethnicities, as noted in the chart on the below.

Course Success Rate By Ethnicity										
	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	VCCCD	Statewide	VCCCD	Statewide	VCCCD	Statewide	VCCCD	Statewide	VCCCD	Statewide
American Indian / Alaskan Native	78%	66%	75%	67%	73%	66%	76%	67%	77%	71%
Asian	80%	78%	80%	79%	83%	80%	82%	80%	87%	84%
Black or African American	65%	59%	66%	61%	68%	62%	68%	62%	73%	67%
Filipino	79%	75%	80%	76%	79%	76%	78%	76%	84%	81%
Hispanic	71%	67%	72%	68%	73%	69%	73%	69%	77%	73%
Pacific Islander or Hawaiian Native	67%	64%	78%	66%	76%	66%	73%	66%	73%	70%
White	79%	76%	80%	76%	80%	77%	80%	78%	84%	81%
Two or More Ethnicities	76%	69%	75%	70%	77%	71%	78%	72%	82%	76%
Unknown / Masked	74%	78%	79%	80%	78%	79%	77%	78%	80%	77%

Denominator = All courses with a grade of A, B, C, D, F, W, P, NP; Numerator = All courses with a grade of A, B, C, P

Brown highlighted cells indicate state average is higher than VCCCD

3. Five-year College-Level Math and English Completion Rates: The introduction of AB 705 in 2017 appears to have facilitated the improvement of student outcomes over time. VCCCD is placing students into courses that maximize success in completing transferable, college-level math and English with supportive services, including peer mentoring and expanded tutoring. The graph below indicates a steady upward trend over the five-year period. Excludes H.S. Dual Enrollment Students.

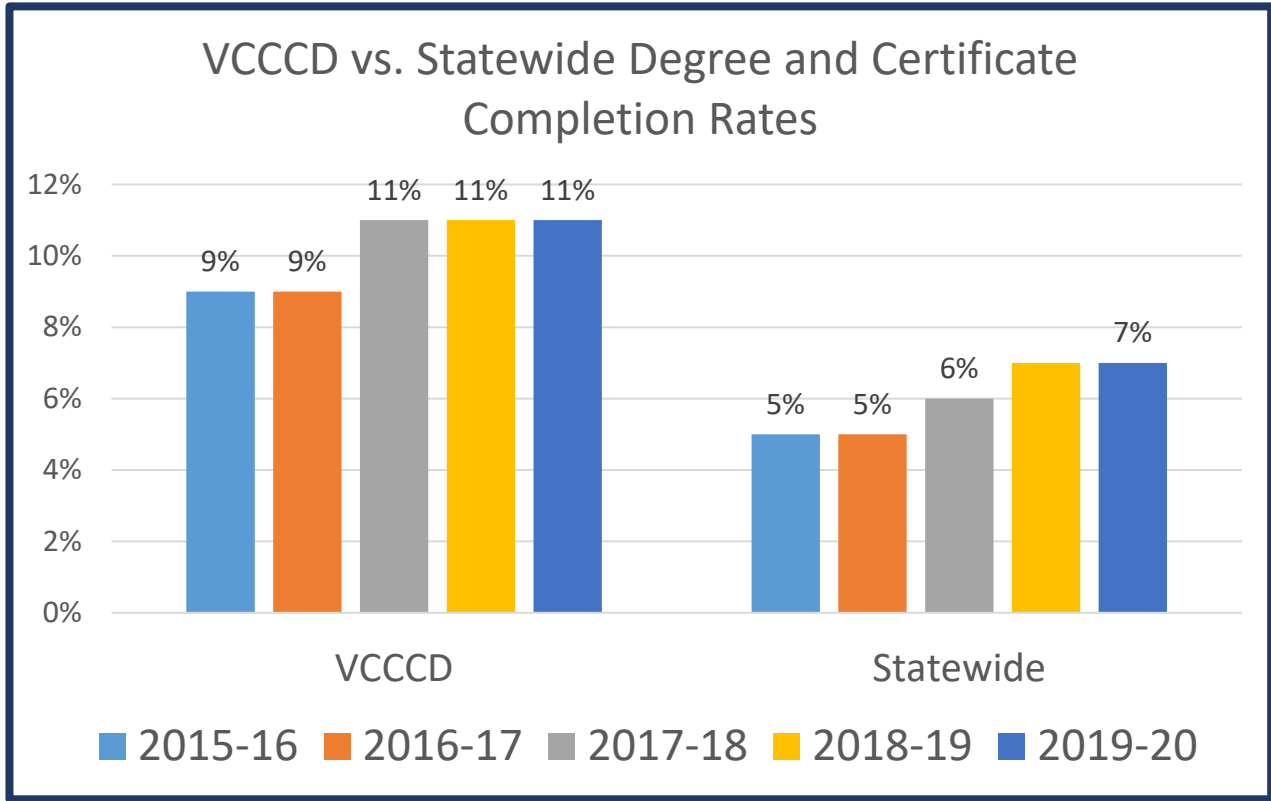


4. Five-year Completion Rates - College-Level Math and English Comparison by Ethnicity: While the completion rates continue to be low, VCCCD rates are higher than the statewide average in all comparison groups. Black/African Americans consistently maintain the lowest completion rates in the District. Excludes H.S. Dual Enrollment Students.

	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	VCCCD	Statewide	VCCCD	Statewide	VCCCD	Statewide	VCCCD	Statewide	VCCCD	Statewide
American Indian / Alaskan Native	-	4%	-	5%	43%	5%	-	6%	-	10%
Asian	26%	15%	29%	16%	31%	19%	32%	24%	37%	29%
Black or African American	6%	4%	5%	5%	-	5%	10%	6%	10%	10%
Filipino	19%	14%	23%	16%	23%	19%	32%	23%	40%	29%
Hispanic	11%	5%	13%	6%	15%	8%	18%	10%	23%	15%
Pacific Islander or Hawaiian										
Native	-	3%	-	5%	-	6%	50%	8%	-	11%
White	16%	10%	18%	11%	20%	12%	21%	15%	26%	20%
Two or More Ethnicities	15%	9%	13%	11%	15%	12%	21%	15%	26%	19%
Unknown / Masked values	15%	8%	12%	10%	8%	9%	11%	11%	13%	17%

Denominator = All first-time students identified for the academic year; Numerator = All first-time students that successfully completed college level Math and English in their first year

5. Five-year Degree and Certificate Completion Rates: The following graph depicts the percentage of all enrolled students during the identified period and the subsequent year that met the California Community College Chancellor's Office (CCCCO) Vision for Success Goal definition for completion. While completion rates are dramatically low, VCCCD continues to exceed the statewide average in all five years.



6. Five-year Degree and Certificate Completion Rates Disaggregated by Ethnicity: While all groups are underperforming in this area, Black/African American have consistently maintained the lowest completion rates over the five-year period. Overall, a small but steady improvement is occurring over time with minor fluctuations from year to year without significant gains visible in any ethnicities.

	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	VCCCD	Statewide	VCCCD	Statewide	VCCCD	Statewide	VCCCD	Statewide	VCCCD	Statewide
American Indian / Alaskan Native	14%	5%	10%	5%	10%	5%	13%	6%	-	6%
Asian	8%	5%	8%	5%	11%	6%	10%	7%	11%	8%
Black or African American	8%	4%	8%	5%	9%	5%	7%	5%	9%	6%
Filipino	10%	6%	13%	7%	12%	8%	11%	8%	13%	9%
Hispanic	8%	5%	9%	5%	10%	6%	11%	7%	11%	7%
Pacific Islander or Hawaiian Native	-	5%	-	6%	12%	6%	-	6%	-	6%
White	9%	6%	10%	6%	11%	7%	11%	7%	12%	8%
Two or More Ethnicities	8%	6%	9%	6%	10%	7%	11%	8%	13%	8%
Unknown / Non Respondent / Masked Values	9%	3%	6%	3%	11%	3%	7%	3%	4%	3%

Denominator = All enrolled students during the identified period; Numerator = All enrolled students during the identified period and the subsequent year that met the CCCCCO Vision Goal definition for completion

Strategic Challenges Influencing the Future of VCCCD

Vision for Success Goals: California Community College Board of Governors Initiative

In 2017, the California Community Colleges Board of Governors launched the Vision for Success for all California Community Colleges. The Vision for Success is the "North Star" from which the community colleges build upon and measure student success by aligning with the goals for improvement. These goals established clear targets for completion, transfer, efficiency, employment, and most importantly, closing equity gaps and regional attainment gaps.

The Global Pandemic COVID-19 Impact

While the goals identified in the Vision for Success were ambitious, the global pandemic introduced in March 2020 created another layer of complexity. In spring 2020, the Research and Planning Group for California Community Colleges (The R.P. Group) developed and administered two surveys on behalf of the California Community Colleges Chancellor's Office asking students and employees across the California Community College system about how the COVID-19 pandemic had impacted them. Questions were developed with input from a group of project liaisons, representing Chief Executive, Instructional and Student Service officers, as well as the statewide Academic, Classified, and Student Senates. All three VCCCD colleges (Moorpark, Oxnard, and Ventura) participated in this survey.

Overall, nearly 50,000 students and 16,000 employees provided information about their experiences transitioning to a remote educational environment, their well-being, and for students, their educational plans. The chart below summarizes the major findings related to student impact and future plans.

Transition to a Virtual Environment
<ul style="list-style-type: none"> ❖ Over a third of students had no remote education experience prior to March 2020. ❖ The most frequently cited challenge was difficulty learning in a home environment and accessing support services. ❖ Students' top technology challenges were instructor discomfort with technology, difficulty collaborating with others virtually, and lack of access to library resources. ❖ African American/Black, Hispanic/Latina/o/x, and American Indian/Alaska Native students disproportionately lacked access to computers and the internet.
Basic Needs and Well-Being
<ul style="list-style-type: none"> ❖ Over 40% of students reported moderate to severe anxiety. ❖ Nearly 60% of students reported at least one basic needs insecurity with rates highest for minority student populations. ❖ More than half of students reported decreased income and limited knowledge of available financial support.
Beyond Spring 2020
<ul style="list-style-type: none"> ❖ Students who were more comfortable using Canvas, more likely to feel supported by their college and instructors, and felt they had received good communication from their college were more likely to plan to continue their enrollment. ❖ If colleges remain online, over half of students indicated a preference for hybrid models that allow for a flexible learning approach, while also noting the value of opportunities to connect live and in real-time online with instructors, peers, and support services personnel/staff.

Based on the findings, at the end of the spring 2020 term, students were divided with respect to their preferences for how courses are offered in the fall. While 34% of students preferred that courses be taught fully online, 29% preferred that courses be taught as before, mostly face-to-face with some online, and 37% preferred a combination of the two. As noted in the aforementioned data, the VCCCD student population is primarily Hispanic.

The survey also found that students of color were 16% more likely to report at least one basic needs insecurity, compared to White students (62% and 46%, respectively).

At the time of surveying, approximately one in five students (19%) were still on the fence regarding whether they planned to re-enroll at their CCC in fall 2020. The large majority (71%) were planning to re-enroll at their community college in the fall, while 5% had never planned to enroll, and only 4% decided not to enroll. Top factors causing them to consider not enrolling in more classes included: *I do not want to have to enroll in online classes (48%); too many distractions at home (34%); and I am worried about risking exposure for others and myself to COVID-19 (30%).*



VCCCD is definitely witnessing declining enrollment that aligns with community colleges across the state.

Opportunities have resulted from the Covid-19 pandemic, including that it provided VCCCD the ability to enhance and expand the remote environment for students while increasing their skills in the use of technologies.

Information garnered during this timeframe can also inform Guided Pathways work by addressing the unmet needs of students to create a seamless and integrated college experience.

Future review of support efforts for students, viewed through the lens of the hierarchy of basic needs, will require that VCCCD ensures that an equitable experience for learning occurs, whether that be completely remote/online, hybrid, or face-to-face.

VCCCD Growth Opportunities to Enhance College Enrollment and Success

Dual Enrollment Legislation AB 288

Assembly Bill 288 (AB 288), enacted on January 1, 2016, allows for creating partnerships between high schools and community colleges that allow a broader range of students to take college-level courses through concurrent or dual enrollment. The legislation is to provide high school students with access to college-level coursework and career education in order to enhance their current high school curriculum and improve college readiness. In addition to fostering a sense of belonging within a college community, it provides access for students, especially those limited by their high school curriculum or who may not be adequately prepared for college-level coursework and may help close equity gaps.

AB 705 Legislation

Increasing Access to College-Level English and Math Courses, established through Assembly Bill 705 (Irwin, 2017), has been shown to improve student outcomes by requiring colleges to place students into courses that maximize their likelihood of completing transferable, college-level English and math. The bill requires that placement recommendations must ensure that students have maximized opportunities to complete transfer-level English and math courses within one year. The bill also requires that placement decisions rely primarily on using one or more of the following: high school coursework, high school transcript, and/or high school GPA. Based on findings since the implementation of this bill, completion rates increase when students begin in transfer-level courses instead of remedial courses.

Guided Pathways Initiative

Guided Pathways is a student-centered national reform movement meant to increase the number of students earning credentials and decrease equity gaps in community colleges. There are four main dimensions and essential practices with the Guided Pathways Model: (1) clarify paths to student end goals, (2) help students choose and enter a pathway, (3) help students stay on the path, and (4) ensure that students are learning. This reform marks a large cultural shift within community colleges—from focusing on expanding access to higher education to focusing on student completion.

Career Education Strong Workforce Program

VCCCD is part of the South Central Coast Regional Consortium (SCCRC) and participates in the regional plan that identifies the opportunities for growth of existing career education programs, the development of new ones, and regional opportunities for collaboration in order to capitalize on categorical funding provided by the State of California that will better serve the communities within our region.

The Strong Workforce Program (SWP) helps strengthen Career and Technical Education (CTE) programs and provides incentives to colleges and regions that attain these goals. Within this framework, the focus is on outcomes and there is an emphasis on innovation so that colleges can be more responsive to labor market conditions. The SWP calls for an increase in courses, programs, and pathways, along with the improved quality of CTE programs and outcomes. Labor market demands for a more skilled workforce help prompt development of the program.

**STRATEGIC
MEASURES OF
ACHIEVEMENT**



VCCCD's Strategic Measures of Achievement

VCCCD established Strategic Measures of Achievement that directly align with the District's strategic goals defined at the Board of Trustees Strategic Planning Session in June 2021.

VCCCD developed its strategic goals to measure student success going forward based on the California Community College Chancellor's Office (CCCCO) Vision for Success Goals (as stated earlier, the "North Star") and VCCCD trend data.

Utilizing Tableau dashboards, VCCCD promotes transparency and allows for this tool to measure progress and status of the Strategic Measures of Achievement that align with the VCCCD strategic goals and the CCCCCO's Vision for Success Goals. Student Success data is presented at various stages throughout the year and integrated into the District's Participatory Governance Processes for continuous quality improvement.



Strategic Planning, Review and Improvement Process

Strategic Measures of Achievement and Strategies Districtwide Input

To collect feedback on the initial draft, the VCCCD created an easy-to-read "crosswalk" that correlated data and detailed the reasoning behind the metrics and baseline determination. To ensure alignment, the crosswalk used the Strategic Measures of Achievement and Strategies and reviewed the CCCC's Vision for Success Goals and the newly formed VCCCD Strategic Goals. Districtwide distribution for review and comment occurred between August 2021 and October 2021.

Planning and Review Process

June 2021

Board of Trustees' Strategic Planning Session June 21

Chancellor's Cabinet Retreat with College Leadership June

Consultation Council June 30

July 2021

Chancellors Cabinet July 29

August 2021

Oxnard College Academic Senate August 23 & second read in

Oxnard College Classified Senate August 24

September 2021

Moorpark and Ventura College Classified Senates September 2-15

Institutional Effectiveness Advisory Council September 9

Moorpark and Ventura College Academic Senates September 13-30

District Council Enrollment Management September 10

October 2021

Newly formed District Administration Center Classified Senate October 21

A decision was made to use the baseline year of 2019-20 for the following strategic measures of achievement, given the global pandemic influenced most student-related outcomes thereafter. Baseline measures that were influenced by "excused withdrawal variables" utilized 2018-19.

VCCCD Strategic Goals	Measures of Achievement	Major Strategies
<p>1. Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee</p>	<p>1.1 Develop a process to administer, analyze and act-upon gaps identified from regularly administered surveys to students and staff.</p> <p>1.2 Distribute the Community College Survey of Student Engagement (CCSSE) on a bi-annual basis, provide results and incorporate into districtwide planning & improvement efforts/activities, as appropriate.</p> <p>1.3 Distribute bi-annual employee satisfaction surveys, provide results and incorporate into districtwide planning and improvement efforts/activities, as appropriate. (Modern-Think)</p> <p>1.4 Provide an annual summary of professional development activities and trainings across the District.</p>	<p>A. Implement the VCCCD Leadership Academy and establish coordinated district/college new employee orientation.</p> <p>B. Support professional development activities, engagement in participatory governance committees, and employee training on safety, discrimination, harassment, Title IX, and ethics as examples.</p> <p>C. Promote implementation of safety mechanisms and communication networks and protocols to quickly and effectively respond to emergencies and protect the safety and health of employees and students.</p> <p>D. Support the maintenance and/or installation of facilities to provide effective, relevant, and safe educational, work, and community spaces</p> <p>E. Support implementation of the college-level sustainability plans and promote efforts that positively influence the environment and climate.</p> <p>F. Review organizational structure and processes to establish equitable workloads and support structures for the success of employees and all operations by prioritizing and establishing new positions and revisions of current positions and structures.</p> <p>G. Provide timely and open communication on district plans, initiatives, actions, emergencies, and news items of interest including student and employee success stories.</p>
<p>Alignment with CCCC's Vision for Success Strategic Goals</p> <p>#5: Reduce equity gaps across all of the Vision for Success measures through faster improvements among traditionally underrepresented student groups.</p> <p>(This CCCC Goal #5 includes CCCC Goals #1-4 which addresses #1 Equitable Access, #2 & #3 Completion and #4 Job Placement)</p> <p>#6: Over five years, reduce regional achievement gaps across all of the Vision for Success measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.</p> <p>(This CCCC Goal #6 includes CCCC Goals #1-4 which addresses #1 Equitable Access, #2 & #3 Completion and #4 Job Placement)</p>		

VCCCD Strategic Goals	Measures of Achievement	Major Strategies
<p data-bbox="142 224 604 297">2. Increase equitable access and success for all students</p> <p data-bbox="142 378 611 451">Alignment with CCCCCO's Vision for Success Strategic Goals</p> <p data-bbox="96 496 638 638">#5: Reduce equity gaps across all of the Vision for Success measures through faster improvements among traditionally underrepresented student groups.</p> <p data-bbox="96 672 642 776">(This CCCCCO Goal #5 includes CCCCCO Goals #1-4 which addresses #1 Equitable Access, #2 & #3 Completion and #4 Job Placement)</p> <p data-bbox="96 867 653 1084">#6: Over five years, reduce regional achievement gaps across all of the Vision for Success measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.</p> <p data-bbox="96 1118 642 1211">(This CCCCCO Goal #6 includes CCCCCO Goals #1-4 which addresses #1 Equitable Access, #2 & #3 Completion and #4 Job Placement)</p>	<p data-bbox="684 250 1236 435">2.1 Increase the unduplicated count of students that achieve a Chancellor's Office approved degree and / or certificate by 20% from 5,199 to 6,239 by 2027. (Baseline Year 2019-20)</p> <p data-bbox="684 461 1245 646">2.2 Increase the percentage of degree, certificate or transfer seeking students completing college level English and math within their first year from 25% to 45% by 2027. (Baseline Year 2019-20)</p> <p data-bbox="684 672 1209 824">2.3 Increase overall course success rate from 76% to 81% by 2027. (Baseline Year 2018-2019 due to Excused Withdrawal Influence)</p> <p data-bbox="684 850 1230 1036">2.4 Increase the proportion of degree, certificate or transfer seeking students taking at least 24 degree-applicable units annually from 22% to 30% by 2027. (Baseline Year 2019-20)</p> <p data-bbox="684 1062 1241 1247">2.5 Increase dual enrollment Headcount by 50%, through both College and Career Access Pathways (CCAP) and non-CCAP offerings from 5,617 to 8,426 by 2027. (Baseline Year 2019-20 Semesters)</p>	<p data-bbox="1318 250 1961 354">A. Implement Strategic Plans, Equity Plans and Guided Pathway Plans that promote degree and certificate completion to students.</p> <p data-bbox="1318 363 1961 467">B. Student-centered implementation of AB705 and support to students for success and timely completion of all college level courses.</p> <p data-bbox="1318 477 1961 581">C. Support communication and student awareness of programs, course offerings, deadlines, services, resources, and events.</p> <p data-bbox="1318 591 1961 695">D. Expand dual enrollment agreements with county school districts and establish CCAP and non-CCAP classes with county high schools.</p> <p data-bbox="1318 704 1940 889">E. Evaluate and implement the use of technology and training to increase the number of online classes, certificates, and degrees along with online services to support access and completion.</p> <p data-bbox="1318 899 1961 1003">F. Adjust the local funding allocation model to align with the Student Centered Funding Formula and prioritized needs.</p> <p data-bbox="1318 1013 1940 1154">G. Provide resources and training to enhance student learning outcomes, development, and assessment and improvement in curriculum, teaching, and learning.</p> <p data-bbox="1318 1164 1940 1268">H. Establish annual FTES enrollment targets and document actual enrollments in order to maximize access with annual state funding.</p>

VCCCD Strategic Goals	Measures of Achievement	Major Strategies
<p>3. Support the closing of academic achievement and support services equity gaps across racial, ethnic, socioeconomic, and gender groups.</p>	<p>3.1 Achieve course' success rate increases across disproportionately impacted (DI) student groups (Baseline Year 2018-2019 due to Excused Withdrawal Influence).</p> <p>3.2 Increase 6-year completion and transfer rates for degree, certificate or transfer seeking students across all disproportionately impacted student groups (Baseline Year 2018-2019 due to data availability).</p> <p>3.3 Decrease the percentage of D, F, and NP grades, for all disproportionately impacted student groups by 2027 (Baseline Year 2018-2019 due to Excused Withdrawal Influence).</p> <p>3.4 Increase enrollments among LGBTQ, Veterans and Foster Youth by 5% by 2027 (Baseline Year 2019-2020).</p> <p>3.5 For students seeking a degree, certificate or transfer, reach a 20% degree or certificate completion rate for each disaggregated student group by 2027.</p>	<p>A. Implement Strategic Plans, Equity Plans and Guided Pathway Plans which promote degree and certificate completion to students</p> <p>B. Promote diversity, equity, and inclusion and support elimination of equity gaps by reviewing and revising District policies and procedures and college instruction and support services to address institutional barriers and systems of oppression.</p> <p>C. Develop and use culturally relevant curriculum and instruction across all subject areas.</p> <p>D. Provide professional development programs that support employees in promoting inclusivity and social justice.</p> <p>E. Implement recruitments to establish diverse applicant pools and train employees to be aware of and able use strategies to mitigate bias.</p> <p>F. Consider the establishment a district diversity, equity, and inclusion work group and a Director of Diversity, Equity, and Inclusion position.</p> <p>G. Develop and implement an EEO plan with clear goals, timelines, and metrics for accountability</p>
<p>Alignment with CCCC's Vision for Success Strategic Goals</p> <p>#1: Over five years, increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</p> <p>#2: Over five years, increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.</p> <p>#3: Over five years, decrease the average number of units accumulated by California Community College students earning associate degrees</p> <p>#5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups</p> <p>#6: Over five years, reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults</p>		

VCCCD Strategic Goals	Measures of Achievement	Major Strategies
<p data-bbox="142 224 655 440">4. Actively support equitable workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers</p> <p data-bbox="142 558 611 634">Alignment with CCCC's Vision for Success Strategic Goals</p> <p data-bbox="96 675 632 781">#4: Over five years, increase the percent of exiting CTE students who report being employed in their field of study</p> <p data-bbox="96 821 638 967">#5: Reduce equity gaps across all of the Vision for Success measures through faster improvements among traditionally underrepresented student groups</p> <p data-bbox="96 1008 653 1227">#6: Over five years, reduce regional achievement gaps across all of the Vision for Success measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.</p>	<p data-bbox="684 326 1220 505">4.1 Increase the number of Career Technical Education (CTE) completers and skill builders attaining living wage employment by 10% over 2019-20 baseline by 2027.</p> <p data-bbox="684 553 1241 659">4.2 Increase the number of CTE certificate and degree completers from 9% to 15% by 2027.</p> <p data-bbox="684 708 1247 927">4.3 Continue CTE program revisions, addition of new certificate & degree programs and specialized trainings as needed, based on regional labor market data. Provide the Board of Trustees an annual report and update.</p> <p data-bbox="684 976 1230 1122">4.4 By 2027, develop a system of contract education at the VCCCD that includes the use of ETP funding to minimize costs to businesses.</p>	<p data-bbox="1314 269 1913 334">A. Market/outreach CTE programs to students, employers, and community partners.</p> <p data-bbox="1314 375 1976 505">B. Maintain existing and establish new relationships with employers and private, governmental, and educational institutions to actively engage in and support workforce and economic development.</p> <p data-bbox="1314 537 1944 602">C. Expand work-based learning opportunities and support CTE job placement services.</p> <p data-bbox="1314 634 1955 764">D. Support the ongoing review of current programs and; establishment of new career education certificates, degrees and specialized training to meet local workforce needs.</p> <p data-bbox="1314 797 1965 862">E. Establish aligned career pathways with K-12 and higher education partners.</p> <p data-bbox="1314 894 1976 1162">F. Joint Trustee/College/District presentations to K-12 School Boards, higher education partners, business and community groups (e.g. P-20 Council, Workforce Development Board, Economic Development Collaborative, Ventura County Economic Development Association, City Councils, Ventura County Board of Supervisors, and Chambers of Commerce)</p> <p data-bbox="1314 1195 1976 1357">G. Participate in Regional and Local Strong Workforce Collaborations, Projects and Programs. Engage in innovative career education opportunities using Strong Workforce Funding sources.</p>

Strategic Plan Implementation and Continuous Improvement

VCCCD recognizes three main areas essential to implementing this Strategic Plan to attain the strategic measures of achievement and VCCCD's goals. These overarching areas are vital to implementing and creating transparency for continuous improvement and supporting proactive program innovation districtwide.

1. Communication

This Strategic Plan is intended to identify and align priorities and establish a roadmap to achieve the four VCCCD strategic goals that align with the California Community College Chancellor's Office Vision for Success Goals. The District Council on Enrollment Management (DCEM) will facilitate the engagement and exchange of data and communicate outcomes on an ongoing basis among the various disciplines throughout the District. Relative to the strategic achievement measures, this discussion will lend itself to identifying "high impact practices" to support continuous improvement, program innovation, and expansion of successful projects, activities, processes, and events.

In addition, the Institutional Effectiveness Advisory Council (IEAC), which is also a districtwide participatory governance committee, will facilitate the development of creative tools and surveys, as well as evaluate outcomes relative to effectiveness and impact. Communication between IEAC and DCEM is essential to continuous quality improvement and supporting student success in the years to come. Quarterly and annual updates to the Board of Trustees will inform their annual strategic planning sessions to refine and modify VCCCD strategic goals.

These processes, along with multiple other districtwide participatory governance committee discussions, will provide valuable insight and feedback for making improvements to move the District forward.

2. Integration

This Strategic Plan confirms the alignment of the CCCCCO Vision for Success Goals with VCCCD goals developed by the Board of Trustees. It allows the colleges to align their strategic plans accordingly, based on their respective planning cycles. During the colleges' planning cycle, they establish and/or update their strategic goals and metrics/measures in alignment with the District's strategic goals and measures of achievement framework according to the educational, workforce, and cultural needs of the communities they serve. This process allows for the alignment with VCCCD (and CCCCCO) as they determine the metrics they will focus on and establish their college-specific targets.

Although the District's Strategic Plan defines measures that will be used for the District as a whole, in order to create a uniform methodology the plan only includes districtwide targets, with the understanding that each college establishes metrics that maximize its growth in alignment with these targets. This Strategic Plan serves as a planning framework for the colleges, allowing them the autonomy and responsibility for implementing the goals and measures of achievement of the District plan through their college-based strategic or educational master plans.

The VCCCD Chancellor will annually review the progress made on each strategic measure of achievement, provide an update of accomplishments and recommend areas of improvement to prioritize for continuous improvement at the Board of Trustees strategic planning session(s). In addition, presentations and quarterly updates throughout the year provide the Board of Trustees an awareness of progress made to date and assists in supporting policies to enhance VCCCD student success in the areas of access, entry, progress, completion, transfer to a 4-year institution and job/career placement.

3. Accountability

The District Institutional Effectiveness team's creation of Tableau Dashboard visualizations allows transparency while providing ongoing progress toward VCCCD Strategic Plan's achievement measures. Tableau provides the tool to disaggregate data by ethnicity, gender, age, location, and multiple additional filters to identify success, diversity, and equity gaps among the various student populations. VCCCD Strategic Plan's measures of achievement will be subject to regular review and revision, while remaining responsive to the needs of the students and the community.

IEAC maintains a "survey calendar" that identifies the various surveys, participants, and timelines throughout the academic year. These surveys offer insight into what is working and perhaps what needs to be improved.

In addition, there will be ongoing discussions throughout the District at the participatory governance committees, such as the DCEM, on priorities related to the Strategic Plan. There will be an emphasis on identifying those common activities that the three colleges can work on toward achieving desired VCCCD goals and strategic measures of achievement. In addition, it offers the opportunity to have discussions to improve and/or support the enhancement of District support systems (business services, human resources, institutional effectiveness, marketing, etc.) to promote the districtwide accomplishment of the strategic measures of achievement.

By creating districtwide measures, colleges will be able to compare their progress with the District as a whole. Utilizing data throughout the Strategic Plan cycle to refine and improve the support of all groups involved supports the District's continuous improvement and, in turn, supports the success of all students at each of the colleges and within our community.

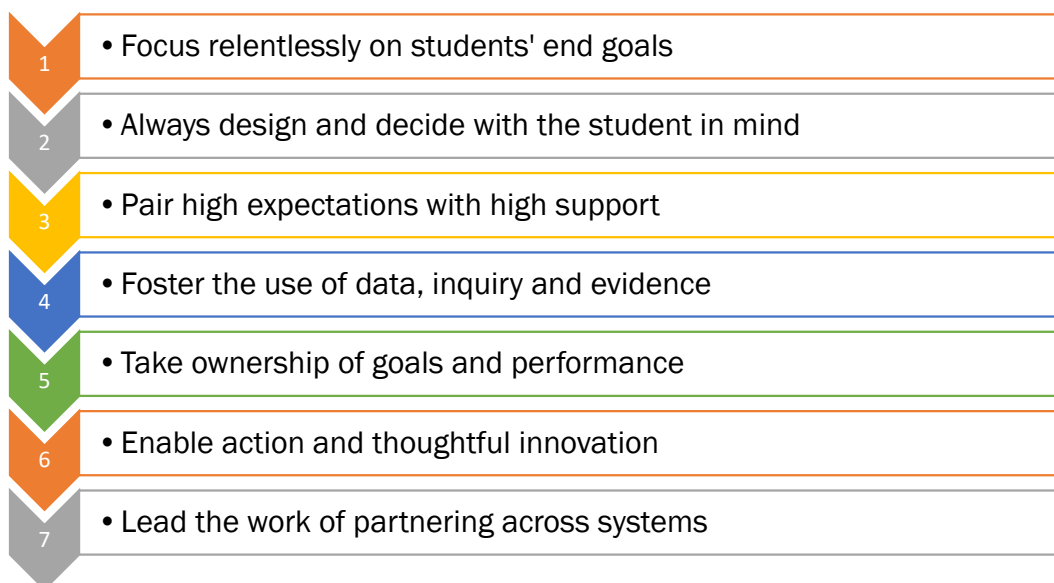


Conclusion

This Strategic Plan serves as the framework for bringing together and integrating the goals of the California Community College Chancellor's Office, VCCCD Board of Trustees, and the three community colleges.

In the end, this plan focuses on realizing the full potential of each college within the District and meeting the future workforce needs of the region. We embrace our VCCCD Vision of being *the leader in the development of high-quality, innovative educational programs and services. Keeping in mind that students come first, we model best practices in instructional and service delivery, student access, community involvement, and accountability.*

The VCCCD Strategic Plan, which includes measures of achievement and major strategies, aligns with the seven core commitments of the California Community College system:



VCCCD embraces its role within the California Community College system and its role in the region. We are proud to provide educational opportunities for all individuals seeking to improve their lives through higher education and workforce development.

VCCCD's plan is vital for economic recovery within Ventura County, promoting academic achievement, economic mobility and preparing workers to build a robust local economy, particularly following a major economic disruptor such as the COVID-19 global pandemic. We continually strive to enhance students' experiences and success, provide equitable and supportive learning environments, and be a leader in student success and workforce development.

