2020 EDUCATIONAL MASTER PLAN GOALS

Goal #1: Branding

Develop an innovative, comprehensive branding campaign to market the College as a distinctive institution (e.g., establishing signature programs, creating a capital campaign, leveraging athletics).

I. Define our brand: What sets us apart from other CCs?
   - Developing a well rounded student – we go beyond the factory method of education (quick degree or transfer).
     - Cilker School of Art and Design - we are emphasizing right brain creativity development. Putting the Arts in STEM to create STEAM.
     - CHE School of Professional Studies – Career Programs emphasis, collaboration
   - Beautiful campus (nature, sustainability, creek restoration, relaxing, safe)
   - Caring and supportive staff treat students with respect, not as a number
   - Awesome faculty w/ PhDs and industry experience who are here to teach, small class sizes
   - Create more “community” and involve the “community”

II. Defining our look and style
   - Website update, followed by total redesign – http://webdev.westvalley.edu
     - make the site responsive
     - use analytics to identify top 20 pages and create main landing pages
     - revise text, page layouts, streamline the student/guest navigation process
   - Update colors in our graphics standards document (see back of this page)

III. Advertising/Marketing
   - Cohesive messaging and branding emphasizing the student experience.
   - “Content Marketing” approach – show potential students, public, what our students experience.
     - Photos and video of student performances, events, presentations, etc.
     - Website, social media, press releases, media coverage

IV. Athletics
   - Sports Information Director
     - Press releases, stats, promotions, update website
   - WVC Sports clothing line
   - Upgrade fields, fencing graphics, host events
   - Achieve athletic and scholastic excellence in our programs
Goal #2: Campus Environment

Create a vibrant and engaging campus community.

Objectives:

I. Engage the campus community in a research project that aims to understand the student curricular and co-curricular experience and identify policies and practices that help or hinder engagement.
   o Timeline:
     ▪ Data Collection – August 2016 through December 2016
     ▪ Data Analysis – September 2016 - January 2017

II. Work in alliance with campus departments and programs to share out research findings, and facilitate dialogues that utilize data to make changes in structural and daily practices.
   o Timeline:
     ▪ Data Sharing – February 2017 – June 2017

III. (Re)Create programs and practices that infuse student engagement, learning, and development throughout the student's curricular and co-curricular experience.
   o Timeline:
     ▪ Data-Driven Changes – June 2017 – August 2018

IV. (Re)Assess the level of effectiveness in reaching desired outcomes among new and redesigned programs and initiatives.
   o Timeline:
     ▪ Data-Based Assessment – December 2017 – December 2018

• Music in the Campus Center – Ambient music was added throughout the Campus Center and in the patio in January of 2016.

• ASG Legislative Tasks – ASG (formerly ASO) has undergone a change in name and organizational structure, while updating its mission and policies in the past year. One new change is that ASG is getting more actively involved in legislative actions to move student life forward on campus.

• OrgSync implementation – OrgSync was rolled out in the Fall of 2016, which allowed for all organizations to register online, streamlined reservations processes, and allowed the Campus Center to move fully online in all paperwork.

• [Streamlining reservation processes] – For all student organizations, the Campus Center Reservations team now handles all reservations and requests, creating a one-stop-shop for student organizations to carry out events and activities on campus.

• Creation of a Viking Lounge – With the use of Land Corps funds, the Viking Lounge was established as a game and entertainment center for students. Game rentals have reached over 3,000 and the number of unique student check outs is over 650 students in the last year.

• Weekly Tidbits Email – The new student wide news bulletin keeps students up-to-date on current events and information on campus. Tidbits is also published throughout the Campus Center as well.

• Patio furniture – With the help of Land Corps Funds, patio furniture was bought for the Campus Center. The new furniture adds a little more seating capacity outside and created a space for student to gather.

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- **Re-organize Cafeteria/Event Center** – The Campus Center Cafeteria/Event Center has rolled out a semi-permanent stage and new layout that holds 50% more students. The space will undergo another major redesign with new furniture in Fall 2016, which will accommodate even more students.

- **Increase traffic in Campus Center** – Sales for Drip Coffee and the WM Café have both seen year over year sales increased by substantial gains.

- **New Student Leadership Training** – A new week-long student leadership retreat was hosted in Fall of 2015 and 2016. This was the first time student leaders were gathered for 40 hour training program designed to develop student leader knowledge, skills, and abilities, while giving hand-on practical experience.

- **Information Desk Open** – The Information Desk (formerly the Concierge Desk) was previously closed due to funding; however, with a revised budget focused on student engagement, the Information Desk is open from 9am-5pm, and provides information to the campus community, checks out game equipment, and assists with the promotion of campus life.

- **Increase in Student Organizations** - Student organizations are up by 150% in the last year, moving from 20 groups to just over 30. This year we are projecting to hit approximately 35-40 groups.

- **Busking Location created** – A new busking location was opened last fall, which has facilitated several groups and individuals to play music. This included our newly discovered WVC Student DJ who plays in the campus center weekly.

Team:
Sean Pepin, Director of Student Development
Whitney Clay, Faculty Member, Reading
Michelle Francis, Faculty Member, Reading
Molly Shrey, Faculty Member, Science
Susie Tong, Transfer Center Coordinator
Jonathan Sebo, Student Government President
Mary McClellan, Student Leader
Goal #3: Career Programs

Align career courses and programs with labor market opportunities.

Sub goals (2016/2017)

I. Develop and align new non credit CTE courses with the CTE credit programs
   a. Work has begun with the water grant
   b. New courses in business and court reporting already in the curriculum process.
   c. Develop courses in job readiness and soft skills.
   d. Expand our operations by creating a new management position to oversee all non credit
      i. Funded through the Strong Workforce Program

II. Create a job placement specialist position to assist graduates with entry-level positions or internships.
   a. Use Strong Workforce funding
   b. This person will also collect completion and employment data on our students
      (information that is being asked for by many different agencies)

III. Align our efforts with industry through our advisory boards
   a. Organize an annual joint meeting of all our advisory boards

IV. Develop and broadly publicize industry-informed pathways that prepare students for jobs within our region.
   a. Use Strong Workforce funding for development
   b. Use Data Unlocked funding/technical assistance to determine which pathways to pursue in our region
   c. Examples include
      i. Cyber-security
      ii. Green/sustainable design
      iii. Health related fields
         1. Medical equipment repairs
         2. Medical records technicians and transcriptionists.

V. Coordination of CTE resources with college funding timelines - adding students.

Add: <discussion about the importance of restructuring advisory boards to incorporate diversity.

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Goal #4: Course Offerings

Explore and shift course offerings depending on evolving student and community needs (e.g., distance learning, noncredit, weekends, evenings, compressed courses and community education).

1. Course and program priorities will be identified per School and Divisions based on student demand, labor market and job availability data, and success, completion, and persistent data.
   - Offer courses that support the completion of CTE - ADT – Transfer programs
   - Offer programs or develop new programs that are supported by labor market information and high job attainment rate
   - Launch programs that are supported by the entrepreneurial mind set
   - Strengthen and grow supplemental instruction that support student success (acceleration, embedded tutoring, writing center, etc.)
   - Strengthen Student Services programs that align with instructional programs (i.e. Learning Comm., GE classes and orientations), focusing on access, progress, completion, success.
   - Bridge disciplines to enhance critical thinking and mitigate future obsolescence.
   - Increase Non-credit options to a) create successful pathway to basic skills and b) create successful and seamless pathway to CTE programs.

2. School and Divisions will have a clear vision as to which programs need further marketing
   - Increase and develop outreach and marketing materials to reach diverse communities
   - Improve and streamline an overall Web pages – school and division departments
   - Develop streamlined branding, internal and external, for all marketing venues
   - Market the “afternoon college” course offerings and evenings (once a comprehensive schedule is developed)
   - Promote interdisciplinary collaborations across campus
   - Promote WVC as a destination for teaching and learning
   - Develop an integrated outreach strategy and program for the college

3. School and Divisions will have a clear direction for new and innovative programs that are supported by necessary data
   - Promote global education in all areas of study
   - Create intra; inter; and multi-disciplinary collaboration across campus
   - Explore and identify innovative ways to increase success rates in Distance Education including student support services
   - Explore and identify technology that support effective teaching and learning

4. School and Division will determine programs where they will invest resources in an entrepreneurial fashion
   - Develop programs that promote global perspectives and social justice

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- Develop programs that support international experience
- Develop programs that are supported by the labor market and job attainment rate
- New Full-time faculty hiring
- Support student success through supplemental instruction
- Pursue and increase TAP with UC, CSU, and private universities

5. School and Divisions will create efficient organizational structure to streamline operations
   - Complete development of Ad Astra to streamline scheduling of classrooms campus-wide
   - Increase reassigned time for department chairs
   - Continue associate faculty orientation program
   - Student support Services
   - Develop processes to assure accountability for all roles within the college
Goal #5: Diversity and Equity

Commit to developing and supporting values, practices and a campus community environment that supports equity and diversity.

Sub goals:

- Utilizing research-based best practices, develop healthy discussions on race and ethnicity across the campus including but not limited to faculty inquiry groups and courageous conversations, and provide appropriate facilitators/presenters from a wide range of expertise.
  
  o Timeline:
    Implementation beginning August 2015 – May 2017
    Data collection beginning August 2015 through June 2017
    Data Analysis & dissemination: Sept 2016 – Dec. 2017 to coincide with Student Equity report

- Work collaboratively with appropriate college personnel to provide professional development for faculty and staff via conference and training on-and off-campus.
  
  o Timeline:
    Implementation beginning Aug. 2015 – May 2017

    Data Analysis & dissemination: March 2017 Cycle 1
                 March 2018 Cycle 2

- Design and implement appropriate events and activities that bring campus community together such as Cultural Heritage Months, Speaker Series, Conscious Council, etc.
  
  o Timeline:
    Implementation: Aug. 2015 — May 2017
    Data collection: Aug. 2015 - Dec. 2016 Cycle 1
                  Jan 2017 – July 2018 Cycle 2

    Data Analysis & dissemination: March 2017 Cycle 1
                 March 2018 Cycle 2

- The current Program Review process provides instructional departments with academic outcomes data that need to be analyzed for potential equity gaps. Using the Program Review data, departments will continue to monitor their progress in meeting their goals and strategies to address existing differences in student equity.
  
  o Timeline:
    Data collection: Mid Sept. 2016 – Nov 16, 2016 (annually)
    Data analysis and dissemination: Jan 2017 – April 2017 (annually)

- Identify appropriate methods to collect disaggregated student equity data and distribute to non-instructional programs, including Student Services so each program can assess their progress with target groups and include in their non-instructional Program Review.
  
  o Timeline:
    Data collection
    Data analysis and dissemination: January 2017 – Sept. 2017
                  Nov. 2017
Goal #6: Organizational Structure

Modify and streamline the College’s organizational structure and procedures to meet changing educational and community needs (e.g., partner with the District support services to the College; clarify institutional roles, functions and responsibilities; enhance effectiveness of participatory governance; match yearly goals with the strategic plan).
Goal #7: Professional Development

Plan and implement a needs-based program of professional development for the entire campus community.

Subgoals: (2016-2017)

I. Create and implement a method of assessing professional development needs and best practices
   a. Include best practices research at other colleges and consultation with key WVC campus committees and stakeholders

II. Develop a college-wide plan based on the needs assessment that fosters a culture of professional development at the college
   a. This plan will support the ongoing professional development needs for staff, faculty and administrators
   b. This plan will align with the 2020 Master Plan goals, accreditation standards, the priorities/goals for the Student Equity Plan, the SSSP Plan, Basic Skills goals and the Title III grant

III. Identify resources needed to support the professional development plan (resources = space, staff, funds, policies)
Goal #8: Resources

Align campus and personnel resources to priorities supported by data. Provide robust academic support services.

Subgoals

I: Physical Resources:
Through the use of Community Support Funds, Bond Funds, Land Corp Funds, donations, and State Scheduled Maintenance Funds, multiple projects have been completed or are underway.

- Cilker School of Art and Design
- Athletics,
  - Baseball scoreboard
  - Fencing around baseball and soccer with WVC logos and sports images
  - Fully refinished gym floor
- A&R, Counseling, and Business/AJ renovation
  - Starting Fall 2016 with scheduled completion by Spring 2018; occupancy Fall 2018.
- Library
  - New furniture ordered, in place Spring 2016 and continuing through Fall 2016. As funds permit, additional furniture & fixture upgrades will occur.
  - New collaborative spaces to be ordered Fall 2016, installed Spring 2017. These spaces are innovative designs with technological enhancements.
- Campus Center
  - New Furniture in place during 2015-2016 with additional items to be acquired in 2016-2017.
  - “Lower Lounge” remodeled into a student gathering space with games (pool, ping-pong, air hockey, video games) to provide a relaxing and engaging area for students.
- Better allocate space use and scheduling of space on campus new furniture
  - Ad Astra: a room scheduling system, is now functioning on campus
  - Complete room inventory

II: Fiscal Innovation:
Community Support, Land Corp, and additional grants provide sound funding to facilitate better fiscal planning and outcomes.

- BRAC evolving through a process of continuous improvement.
- BRAC reviewed program reviews from the past three years, addressing those issues most urgently needed
- Many Program Review Resource requirements were met in the past year
- Additional fiscal resources for Academic Support Services
  - Tutorial
  - Library
- Additional fiscal resources for student Support Services
  - Student Health Center
  - Campus Center
  - Child Care Center

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III: Technological Innovation:
To meet the ever-evolving technology needs of the 21st-century college campus, the college’s Technology Advisory Committee is actively involved implementing significant advances for classroom support and for college Internet presence.

- Virtual Desktop Infrastructure development began FY15-16, continues FY16-17:
  - build-up of servers and network capacity
  - Initial implementation of VDI in Computer-Aided Writing lab and classroom
  - Partial implementation of VDI in Library, to be continued FY16-17
  - Full implementation of VDI in Cilker computer classroom
  - Additional applications and client implementations planned throughout the campus.
- West Valley College web page redesign
  - Began FY15-16 with project to clean web structure of old programming containing errors
    - Developed new page templates that are optimal for mobile platforms and fully responsive across a variety of devices
    - Reviewed web page library for full ADA compliance
  - Continuing FY16-17, planned full redesign of WVC web presence through significant Land Corp grant to underwrite the development and implementation expenses