

**Follow-up Report  
in  
Support of Reaffirmation of Accreditation**

**Response to the Recommendations  
of the  
Accrediting Commission for Community and Junior Colleges**

Submitted  
by  
Ventura College  
4667 Telegraph Road  
Ventura, CA 93003

Submitted  
to  
The Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges  
10 Commercial Boulevard  
Novato, CA 94949

October 15, 2011

**CERTIFICATION OF THE FOLLOW-UP REPORT**

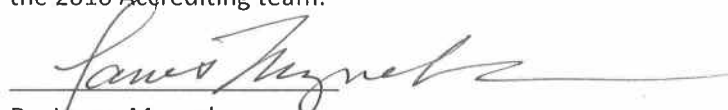
**October 15, 2011**

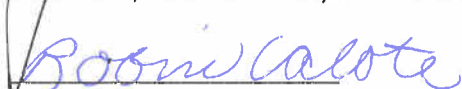
To: Accrediting Commission of Community and Junior Colleges  
Western Association of Schools and Colleges

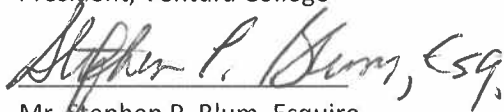
From: Ventura College  
4667 Telegraph Road  
Ventura, CA 93003

This *Follow-up Report* is submitted per the requirements of the Accrediting Commission of Community and Junior Colleges.


We certify that there was broad participation by the campus community in response to the recommendations and the preparation and review of the report, and we believe that the *Follow-up Report* accurately reflects our response to date to the recommendations made by the Commission and the 2010 Accrediting team.


  
Dr. James Meznek,  
Chancellor, Ventura County Community College District

  
Dr. Robin Calote  
President, Ventura College

  
Mr. Stephen P. Blum, Esquire  
Chair, Board of Trustees, Ventura County Community College District

\_\_\_\_\_  
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President, Associated Students Ventura College

The Follow-up Report was edited by Kathy Scott, Dean of Institutional Effectiveness.

The following faculty, staff, and administrators from the College and District Administrative Center played a leading role in helping the college to address one or more of the accreditation recommendations:

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October 15, 2011

Dear Commissioners,

This *Follow-up Report* documents the extensive work that has been done by college faculty and staff and district staff to address the recommendations made in the 2011 Visiting Team Report. Ventura College and the Ventura County Community College District's actions show our desire and intention to reach excellence in every area noted as needing improvement.


At Ventura College, our faculty and staff have done extraordinary work, and we believe that our campus culture is truly reflective of our mission and our commitment to offer programs and services of the highest quality. Immediately after the team's visit, efforts were underway at Ventura College to begin working on revisions to our student learning outcomes process so that they could be in place for the beginning of the spring 2011 semester. In addition, substantial changes have been made to our program review and planning processes and to all other areas in which recommendations were made.

Extensive work has also taken place to ensure that district recommendations have been fully addressed.

While both the college and the district are proud of our significant accomplishments over the last few months, we are also aware that this work must be ongoing and are fully committed to continuing our efforts toward reaching a culture of sustainable continuous quality improvement.

Both Ventura College and the Ventura County Community College District viewed the recommendations made by the Commission as an opportunity to make significant improvements in several key areas, and we respectfully submit this *Follow-up Report* as a summary of the work we have accomplished thus far.

This report was compiled by the Office of Institutional Effectiveness, the College Planning Council, and the Accreditation Steering Committee. Responses to the district recommendations were prepared by the Chancellor and Vice Chancellors. The consolidated draft report was sent electronically on August 22, 2011 to all college faculty and staff for their input. The report was reviewed by the Ventura County Community College Board of Trustees at its meeting on September 13, 2011 and accepted at its meeting on October 11, 2011.

  
Dr. Robin Calote, Ventura College

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## Report on College Recommendation #2

### Recommendation:

*In order to fully meet this Standard, the team recommends that the college must increase its research capacity to serve the programs and fully integrate its research efforts into the program review process. Further, Student Learning Outcomes need to become an integral part of the Program Review process, including incorporating the research function, detailed discussions, and appropriate analysis from SLO data research. (I.B.1, I.B.2, II.B.1, II.B.3.a, II.B.3.c, II.B.4, ER 10 and 19)*

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### Update:

An interim Student Learning Outcome Oversight Group (SLOOG) consisting of faculty, deans, the Academic Senate President, and the Learning Resources Supervisor was created in November 2010 in response to the preliminary recommendations from the accrediting team.

One of the SLOOG's initial tasks was to work with the Academic Senate on creating the definition of an instructional program and an official list of such programs. The list was subsequently approved by the Academic Senate on November 18, 2010. The SLOOG also helped to create program lists for Student and Instructional Services, Business Services Programs, and Institutional Offices. Prior to the end of the fall semester, faculty and/or staff of each program created program-level student learning outcomes (SLOs).

Over the winter break, members of the SLOOG researched SLO data collection and analysis procedures at several colleges and drafted a process for the college to use in the spring semester.

Prior to the end of the fall 2010 semester, two faculty SLO facilitators were selected and reassigned a portion of their teaching load to join the SLOOG and to work with faculty and staff on the implementation of data collection and assessments for course and service-unit SLOs. The SLOOG made the recommendation that one SLO for each course being taught would be assessed during the middle of the spring 2011 semester. Similarly, all service areas were expected to assess one service unit outcome (SUO).

Throughout the end of the fall 2010 and during the first two months of the spring 2011 semesters, SLOOG developed and then later refined new SLO processes and forms, all of which were approved by the Academic Senate on February 17, 2011. The approved forms were presented to the department chairs and coordinators at a Department Chair and Coordinator's Council meeting. A separate meeting with student services personnel and academic support services was also held where dialogue about the process occurred.

In February 2011, departments and services met to determine which SLO (per course taught) or which SUO (one per program) would be assessed during the semester and what the performance goal should

be. In addition, SLO rubrics were written or revised. In some cases, SLOs were also revised if, for example, they were found not to be easily measurable.

During March and April 2011, individual faculty members conducted formative assessments at the course level after which they met to complete *Course SLO Summary* forms, which involved discussing their results with others who teach the same course, comparing various teaching strategies, and making suggestions for improvements to student learning. At both the Academic Senate and the Department Chair's and Coordinators Council, some faculty expressed concern over feeling pressured to assess summative SLOs at a formative stage. Discussions at Senate and SLOOG validated that beginning in fall 2011, faculty should indicate on their individual *Course SLO* forms if they would be assessing SLOs at either a formative, a summative stage, or (as the English Department decided for spring 2011) at both stages.

Subsequent meetings in April were held in which programs reviewed the findings, developed initiatives/requests for resources needed for improvement based on those findings, and prioritized any initiatives/requests for resources as a program. These results were compiled onto a *Program Level SLO Summary* form. Faculty also completed a document in which they: 1) mapped individual courses to program level SLOs; and, 2) mapped program level SLOs to college level SLOs.

During the same period of time, service units collected and assessed data pertaining mostly to student satisfaction or, in some cases, student performance (e.g., successful completion of the FAFSA online application). As groups, they met to discuss and prioritize their findings and suggested initiatives/requests for resources. These results were compiled onto *Service Unit Outcomes Summary* forms.

Several members of the SLOOG were also serving on the program review task force and efforts to connect the two processes were present from the outset of the SLO/SUO process. The SLO/SUO forms, including specific wording, were written with program review in mind. Further, SLO and SUO forms were created to include database elements so that initiatives and requests for resources could be transferred easily into program review documents in the fall 2011 semester. SLO/SUO performance expectations, operating outcomes, primary and secondary assessment methods, performance assessment, findings, prioritized initiatives, and prioritized requests for resources are all part of the new program review process.

Several times throughout the spring 2011 semester, the college President as well as the Vice President of Business Services made presentations at the Academic Senate about revising the program review process. At a campus forum hosted by the President the same information was shared with the campus community at large. The program review form and process were further reviewed by the Academic Senate prior to final approval.

To serve programs and services as well as to support the new program review process, the Institutional Researcher created an institutional effectiveness report, to be completed by October 2011, which examines disaggregated data for student goal attainment: student progress and achievement, graduation rates, transfer rates, licensure certification pass rates, and success rates for distance

education students. In future reports, research will also be collected and analyzed on student and employer satisfaction. This information will be put on the college's website in an easily accessible format and location for use by faculty, administration, and staff in their efforts to improve services and instruction and to make data-driven decisions. It will also be visible to the students and the community.

The Institutional Researcher has also created a cohort of more than 1,000 students to allow the college to study the same data analyzed by CSU Sacramento in their report entitled *Divided We Fail*. The CSU report's key findings indicated that many students do not reach certain significant milestones (i.e., second semester retention, 30+ college units, etc.) or engage in successful enrollment patterns (i.e., completion of college-level math and/or English within the first two years). Cohort members for Ventura College's study all have a self identified educational goal of completing an AA/AS degree, a certificate, or transfer. Similar information acquired from research associated with a Title V basic skills grant is already being used to increase persistence rates, and a new Title V co-op grant to improve student services and professional development will provide additional data for use in college efforts to improve institutional effectiveness.

Additional research is being conducted in the area of CTE outcomes, as Ventura College partners with Moorpark College and 10 other colleges throughout the state in a pilot project being conducted by RP Group. The objective of the *CTE Employment Outcomes* study is to gather data on the employment outcomes for individuals earning CTE degrees, certificates, or at least 10 units of credit in CTE courses. This information, together with advisory committee input and completion/persistence statistics, will provide the college with richly triangulated data, both quantitative and qualitative to make decisions about course offerings and curricula to best meet the needs of the students and enhance economic development throughout the community. The Assistant CTE Dean will collaborate with the Dean of Institutional Effectiveness to ensure that CTE Outcome Data is integrated into reports for all stakeholders to share and use.

At the conclusion of the spring 2011, the college went through an evaluation procedure to identify areas of success, areas for improvement, and issues for the future of SLO implementation. The results of that evaluation are presented below and were shared with the college community in the *Annual Planning Report* distributed at the beginning of the fall semester.

Successes of the process:

- Department chairs and coordinators were instrumental in the success of this project during the spring semester 2011. They attended Department Chair Council meetings in large numbers, listened to numerous presentations, asked questions, provided input, and were engaged in the process. In most cases, they returned to their departments and led the effort to ensure that meetings were called; individual, course, and program level forms were completed; and dialogue about student learning occurred.
- The two faculty facilitators were involved at all levels. They participated in the SLO Oversight Group meetings, bringing the faculty voice into the process. They worked with divisions,



departments, and individual faculty via whatever method worked well for the faculty, including email, meetings, and phone calls. With one program, they set up CCC Confer as a way for dialogue to occur. They brought back concerns of the faculty and staff to the SLO Oversight Group.

- The Academic Senate President was an active member of the SLO Oversight Group from the onset. His leadership helped to ensure that faculty was supportive of the process. He, too, brought back faculty concerns to the SLO Oversight Group.
- The Academic Senate, as a whole, was supportive of the process and the need for our college to do more in the area of student learning assessments.
- We had significant faculty and staff buy-in across campus for this project. The vast majority understood the accreditation recommendations and were prepared to do the work and to be involved in the process. Even though there were complaints, the work got done.
- We had an exceptional response to the SLO project: 93% percent of academic programs conducted SLO course assessments, 100% of services conducted program assessments, 79% of instructional programs completed program summary forms, and 86% of academic programs mapped courses to program SLOs and program SLOs to college-level SLOs.
- Some programs did an exceptional job with the process. They looked beyond the need just to complete forms and took the process of faculty and/or staff dialogue about student learning or student satisfaction seriously.
- Most faculty and staff were flexible about conducting formative assessments the first time in order to get us through the process.
- The SLO Oversight Group was responsive to faculty and staff concerns, at times revising forms or allowing flexible dates when faculty insisted on conducting summative assessments. They altered their own timeline to accommodate these requests. Members of the SLO Oversight Group attended every Department Chair Council meeting during the spring 2011 semester to sit with the faculty leaders and respond to questions or concerns.
- Some programs did an excellent job of connecting the findings from the course-level SLOs with specific program requests for resources.
- One program (English) did both formative and summative assessments.
- Some faculty/staff recognized and noted that their performance goal had been set too low and suggested in the findings or the initiatives section a way to increase the complexity of the

assignment. They learned that their students could do more and readjusted their expectations accordingly.

- Some faculty/staff noted the need for students to have better writing or study skills. These are important observations and should lead to college dialogue about these essential academic skills as we look toward assessing our institutional (college-level) SLOs.

#### Areas to Improve:

- We need to ensure that all faculty members, both full time and part time, are participating with their departments and programs by assessing SLOs and engaging in dialogue about student learning.
- A few programs did not submit their paperwork. It is not clear if the work was never done or whether the forms were not completed.
- There was concern about the number of forms involved in the process.
- The quality of the work done by the programs was inconsistent. In reviewing the forms, it was very clear that while most faculty, staff, and department chairs took the process seriously, some did only an average job, and a few put forth very little effort. In the latter case, divisions and programs need to consider (where possible) assigning the task to another faculty or staff member.
- The idea that the SLO process is designed to promote dialogue about student learning must be reinforced because, in some cases, the forms did not reflect that it occurred extensively enough. It is possible, though, that the dialogue simply was not summarized on the form.
- Some instructional programs had not developed rubrics for the student learning outcome they assessed. While the SLO Oversight Group tried to be clear, this need may not have been sufficiently reinforced.
- In terms of the forms specifically, important information was sometimes missing. In some cases,
  - the specific SLO that was being assessed was not listed.
  - participating faculty members were not listed individually.
  - evidence of discussion was extremely minimal or missing.
  - the findings section was not completed.
- The SLO Oversight Group needs to be clear that not all initiatives require resources. For example, revising an assignment, reviewing alternative textbooks, etc. do not. Many forms contained no initiatives.

- Some faculty did not understand that the request for the assessment tool pertained only to the SLO being assessed (and was not a list of every assessment used in that course).
- The forms will need to be revised to encourage faculty to discuss student learning even if the SLO goal was achieved. Further, if the goal was easily achieved, then the goal may have been too low. Faculty need to consider how the assignment could be revised to increase student learning (to be more difficult or to allow for higher-level thinking skills).
- We need to provide additional samples of forms that were completed properly, aligned findings from courses to program summary forms, and summarized discussions.
- As we continue our efforts to improve student learning, higher level thinking skills requiring critical thinking need to be encouraged as much as possible. When necessary, faculty should revisit Bloom's Taxonomy. Having students "name," "recall," or "list" elements or types of something is not at the same level as having students "synthesize," "formulate," or "estimate" for example. In some cases, a mix of lower level skills (in order for students to gain needed knowledge) is required before higher level skills can be expected.
- SLOs should be revised, modified, or rewritten, in some cases, as faculty and staff go through the assessment process and make discoveries about a) what is measurable/what is not and b) what should be measured/what is not as significant.
- The entire issue of formative vs. summative assessments was confusing and/or troublesome for many faculty members. Many felt that their SLOs had been written specifically to be assessed at semester end and asking/requiring them to do so earlier limited their ability to assess appropriately or correctly. As the debate continued during the semester, it became clear that the formative vs. summative question needed further attention. If assessments are conducted at the end of the semester only, then changes cannot be made to assist students who did not satisfactorily meet the SLO during the semester. Faculty could make improvements for the next semester (which has value), but the students who moved on may not have learned as much as they should have. Some faculty members conduct formative assessments regularly as part of how they teach (and are not part of the SLOs), but in some cases, this process may not be happening and this is an area in which we could improve.

Note: The Curriculum/SLO section of the *WASC Postsecondary Accreditation Manual, 2011 Edition*, asks the following discussion question: "To what extent do faculty members use formative and summative assessment results to modify learning and teaching opportunities?" (p. 35). Further, in a published article entitled "The role of student learning outcomes in accreditation quality review," WASC Executive Director, Barbara Beno (2004), explains that both

summative and formative assessments should occur. Dr. Beno also confirmed this information in a phone conversation with our college during the spring 2011 semester.

- We need to make clear, also, that faculty/staff can assess a portion of an SLO if that would be appropriate. Assessment of student learning is the goal.
- In some cases, no connections existed between course-level findings and requests for resources. While these two areas will not always relate, they should do so a significant portion of the time. It is more difficult for these connections to be made this first time. As more and more SLOs are assessed over the semesters (giving us more data), making the connections will be easier to do.
- On the mapping document, faculty need a clear understanding of “I” (introduce), “P” (practice), and “M” (master). Some programs put “M” across the entire document. Some had no “M”s, which means that nothing at the program level will be assessed. Both should be revised to ensure an appropriate mix and to demonstrate increasing skill levels. Further, we should consider changing the “M” to an “A” (assess) to avoid confusion and disagreement about the word “mastery.” Many faculty members feel that students at the community college level are not at a point where they would “master” certain concepts.
- The college needs to provide additional training to faculty and staff on assessment procedures and SLO processes.
- We need to set clear timelines so that faculty can work SLO assessments into their planning and syllabi.
- Skepticism exists among some faculty and staff about whether or not assessing and evaluating SLOs will lead to increases in student learning. We need faculty dialogue about the process to continue to occur at all levels. Faculty who are achieving successes in this area should be asked to discuss their strategy and process with other faculty.
- SharePoint proved to be a confusing place for many faculty and staff to use as a depository for completed forms. In the longer term, we need a software program that could help us manage the SLO effort more efficiently and effectively.
- See survey results below for additional suggestions for improvement.

Results of surveys:

On April 29, 2011, 100 faculty and staff members attended a campus forum. One of the primary topics of the forum was the SLO work that had been done. At the conclusion of the large-group meeting,

faculty and staff for each program met separately to discuss timelines and plans for the SLO work to be done in the fall semester. They were also asked to complete a short five-question survey.

Survey questions and summarized responses follow:

1) What positive aspects did you find to the process?

- Faculty discussions/collaboration
- Improved faculty discussions
- Feedback about student performance as to what works/doesn't work
- Careful analysis of student performance
- Focus on course objectives as they relate to the entire program
- Analysis about the way/process we teach
- Goal setting for learning and teaching strategies
- Too early to tell
- Review and re-evaluation of existing SLOs
- Consistency of process across college
- Clearly defined forms and a clear process
- Templates with examples
- SLO team's training and support
- Nothing

2) What were some of the difficulties?

- Lack of time
- Mid-semester timelines
- Dropped on us in the middle of the semester
- Evaluating SLOs mid semester that were designed to be summative
- Scheduling time to meet with other instructors
- Too much work for instructors with small departments or multiple preps
- Lack of part-time faculty involvement
- Acquiring student data in a short period of time
- Great deal of effort with little positive outcome
- Amount of work and stress for department chairs
- Process not always clear
- Process for future semesters not clear
- Expectations not completely clear
- Learning a new system
- The term "mastery" is unclear
- Compatibility issues with Macs

- None

3) How could the overall SLO process be improved?

- Need seminars about how to approach the process
- More interaction with SLO faculty coordinators
- Knowing at the beginning of the semester what is expected
- Being able to coordinate it with our syllabi
- More time for implementation and evaluation
- Make SharePoint easier to use
- SLO team did a great job – nothing
- Not sure until we go through the process again
- Evaluate SLOs at the end of the semester
- Less paperwork, fewer questions on forms
- Sample forms filled out and posted online for reference and ideas
- Review collective effort to ascertain trends
- Do not change the process at this stage
- More time to complete process

4) What could your program do to improve the process for your discipline?

- Adjunct faculty must be involved more extensively (contractual problem)
- Have a lead person
- Need student and outside perspective
- Continuous improvement
- Keep in touch with the trend
- Acknowledge the usefulness of the effort (beyond the need to meet accreditation requirements)
- Link to program processes
- Need faculty buy-in to the process earlier
- Weave the SLO process into our normal operating processes
- Incorporate into department schedule now that we know it has to be done
- Program did an amazing job
- Nothing

5) What else would you like us to know?

- Variation in abilities of students from some who have trouble reading and writing to students who are creative and academically equipped

- Not happy about needing to take time out of the normal flow of work to assess SLOs but appreciate the efforts of those involved in the process
- Thank you for the guidance
- Outstanding job given the time frame and job
- Forms and models/examples were very helpful
- It was a waste of time
- Will stay abreast of this subject
- Great job

Faculty and staff were also surveyed via Survey Monkey at the end of the semester. Fifty-two responses were received, 43 of them from faculty. This survey consisted of 12 questions, many of which also had written responses. The written comments, for the most part, reflected the comments made on the survey at the campus forum and can be found on the Institutional Effectiveness webpage under SLOs.

The questions and percentages are as follows:

1) Please check one that applies to you:

- |                         |       |
|-------------------------|-------|
| • Part-time faculty     | 26.9% |
| • Full-time faculty     | 44.2% |
| • Department chair      | 11.5% |
| • Classified Employee   | 9.6%  |
| • Classified Supervisor | 1.9%  |
| • Manager               | 5.8%  |

2) Were you involved in the process?

- |       |       |
|-------|-------|
| • Yes | 94.1% |
| • No  | 5.9%  |

3) In what way did the faculty facilitator process help your department the most? (check all that apply)

- |                          |       |
|--------------------------|-------|
| • Explaining the process | 87.8% |
| • Completing the forms   | 56.1% |
| • Explaining SharePoint  | 14.6% |
| • Keeping on track       | 39.0% |

4) What positive aspects did you find to the SLO/SUO process?

Fill-in responses – see report under Institutional Effectiveness/SLOs

5) What were some of the difficulties you encountered?

Fill-in responses– see report

6) What suggestions to you have for improving the process?

Fill-in responses – see report

7) What could your program do to improve the process for your discipline?

Fill-in responses – see report

8) What additional training could we provide you about the process?

Fill-in responses – see report

9) Tell us what you know about the SLO/SUO process (check all that apply):

- I know that MS SharePoint is our current document storage system 54.2%
- I am aware of my course and/or department's SLOs/SUOs 90.5%
- I am aware that the college has a student learning outcomes webpage under College Information 77.8%
- I am aware that there is going to be both an SLO and an SUO Committee in the fall semester and that my department has a representative on that committee 68.4%

10) What resulted from your discipline/department's assessment? (check all those that apply)

- The department discussed student learning 82.2%
- The department made changes that affect student learning 33.3%



- The service program process was changed as a result of the assessment 17.8%
- The SLO/SUO was revised 51.1%
- We determined no changes were needed at time 11.1%

In the beginning of the fall 2011 semester, the interim Student Learning Outcomes Oversight Group was replaced by a permanent Academic Senate Student Learning Outcomes Oversight Committee with two subgroups: a Senate subcommittee to oversee the instructional side and a committee comprised of classified supervisors, classified employees, and some faculty to oversee the services side. The Dean of Institutional Effectiveness serves on both committees.

Next Steps:

- The Dean of Institutional Effectiveness will help facilitate a smooth transition from the SLO Oversight Group to a faculty-led SLO Oversight Committee during the fall 2011 semester.
- The SLO faculty facilitators will review, in detail, all work completed at the end of the spring 2011 semester so that they are in a position to provide greater assistance to the programs in fall 2011. This will help to ensure that the quality of the work continues to improve.
- The Dean of Institutional Effectiveness will work with the Department Chair/Coordinator's Council and the Academic Senate to ensure that departments/programs schedule regular department meetings at the beginning of each semester.
- Discussion will continue about formative vs. summative assessments. The former SLO Oversight Group, which believed that both should be done, has recommended that faculty/staff conduct summative in the fall semester (which gives them time to do program review in the earlier part of the semester) and formative in the spring semester.
- As faculty/staff go through the new program review process in fall 2011, the new SLO Oversight Committee will ensure that connections exist between SLOs at the course level and program summaries/requests for resources.
- In spring 2012, the SLO facilitators will continue with the training of program-level SLO assessments.

- During the fall 2011 semester, the SLO Oversight Committee will begin a formal discussion of including and assessing college-level SLOs across the curriculum so that our students have additional opportunities to practice and acquire skills in communication, critical thinking, and information competency, among others.
- The Dean of Institutional Effectiveness will research software programs to help us manage SLO assessment documentation (including rotation of assessments) and due dates/completion of initiatives.
- The SLO Oversight Committee will continue to survey faculty and staff – and make improvements wherever possible – as we continue with this process in the coming semesters.

List of Evidence:

1. SLO Individual Faculty Form
2. SLO Course Summary Form
3. SLO/SUO Program Summary Form
4. Program-level SLO Documentation Form
5. Program Description and Mapping Form (also contains college-level SLOs for program)
6. SLOOG Minutes (on Institutional Effectiveness and SLO web pages)
7. Timeline/Calendar for Spring 2011
8. Toolkit (on SLO webpage)
9. Program-level SLOs (on SLO webpage)
10. SLO Checklist (per program and overall college)
11. SharePoint (document depository)
  - Course-level SLOs
  - Program-level SLOs/SUOs
  - Fillable forms
  - Completed SLO/SUO forms
  - Course-level SLO rubrics
12. Training sessions
  - Emails from P. Scott Corbett and Ty Gardner (faculty SLO facilitators)
  - Flex day programs
13. SLO Annual Report
14. Reports from Faculty SLO Facilitators
15. Fall 2011 Instructions and Timeline
16. Annual Planning Report, Office of Institutional Effectiveness, August 2011
17. College Profile and Institutional Effectiveness Report, October 2011

### Report on College Recommendation #3

#### Recommendation:

*In order to fully meet this Standard, the team recommends that the college strengthen the content of its program review process to include a comprehensive and meaningful analysis of data with particular emphasis on student demographics, enrollment, program completion, retention, success, and achievement of student learning outcomes. Improvements to its programs should then be based on these results. (I.B.3, II.A.1.c, II.A.2.a-b, II.A.2.e, II.C.2.i, II.B.2., II.B.3-4, II.C.2)*

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#### Update:

A small Program Review Task Force was created in early spring 2011 in response to the recommendation from the accrediting team. The group was charged with creating a draft of a new program review process that would include more data elements and that would link program review to the new SLO/SUO processes. This subgroup worked closely with the Student Learning Outcomes Oversight Group (SLOOG) to ensure that initiatives and requests for resources (faculty, staff, facilities, and equipment) would come from the findings of SLO/SUO data collection and analysis.

The new program review model was presented to the Academic Senate in March and April 2011 as well as to the campus at a scheduled campus forum hosted by the college President.

In the new model, responsibility for the new program review process resides with a new College Planning Council (CPC), a participatory governance group, which is also responsible for the college's Strategic Plan as well as for reviewing the Educational, Facilities, and Technology Master Plans, among other duties.

An interim CPC, comprised of Academic Senate members and classified and management representatives, was formed in spring 2011 to provide guidance and direction for the formation of the CPC and to finalize the program review process so that work in this area could begin immediately in the fall. The group was co-chaired by the Academic Senate President and the Dean of Institutional Effectiveness. The last hour of the three final Academic Senate meetings of the spring 2011 semester was allocated to CPC meetings.

The new program review template contains the following elements:

- **Program Description:** student learning outcomes, estimated student costs, criteria for admission, college mission, college student learning outcomes, program degrees and/or certificates, history/significant program events, professional qualities (if appropriate), organizational structure, and instructors and staff
- **Performance Expectations:** student learning outcomes, student success outcomes (program-level SLOs), program operating outcomes, mapping of courses to course-level student learning outcomes, and primary and secondary assessment methods

- **Operating Information:** institutional data (e.g., enrollment with three year trends), budgets, scheduling, facilities and equipment usage), program data (e.g., course-level SLO measures and processes), non-instructional performance measures/benchmarks, and program review process documentation (e.g. minutes, decisions, findings)
- **Performance Assessment:** performance indicators, operating information (e.g., equipment inventory including per unit and total costs as well as years of life and annual cost) and analysis/assessment for program-level student learning outcomes, student success goals, and operating goals
- **Findings**
- **Initiatives** (with links to findings): benefits to program, requests for resources, and other possible funding sources (e.g. grants)
- **Process Review Process Assessment**

In the new program review process, division faculty and staff are responsible for prioritizing the initiatives and requests for resources (for faculty, staff, facilities, and equipment) from the division's various programs.

Each division presents its program reviews, its prioritized initiatives, and its prioritized requests for resources to the College Planning Council (CPC) each fall, beginning in fall 2011. In a process with horizontal and vertical elements, the Council facilitates and validates the program review process (the vertical portion) and then sends the initiatives/requests for resources horizontally to the appropriate committees: Information Technology, Facilities Oversight Group, Academic Senate Staffing Priorities, Classified Senate Staffing Priorities, Administrative Council (administrative hiring), and Campus Resource Council. Those committees, where appropriate, rank the initiatives as high (critical need), medium (important need), low (documented need), or not ranked (undocumented need) and return their recommendations back to the CPC.

The Academic Senate President drafted a *Program Review Handbook*, which was sent to the Academic Senate and to administrators for review and suggestions for revision. The draft was posted to the Academic Senate and Institutional Effectiveness website at the end of the spring 2011 semester. The Academic Senate voted on the final document at the beginning of the fall 2011 semester.

As part of the new process, written college planning parameters were prepared by the President, Executive Vice President, and Vice President of Business Services. These planning parameters were received by the College Planning Council in the spring and published as a planning framework for program review in the early fall. The planning parameters were revisited at the beginning of the fall 2011 semester prior to the development of the program review documents.

As the need for new instructional disciplines or programs becomes clear through faculty/college input and institutional research, the College Planning Council will be involved in validating those recommendations. Divisions with programs, certificates or courses that are identified in the planning parameters for discontinuance will have the opportunity to provide the College Planning Council with reasons/evidence for or against reduction or discontinuance.

At the end of the spring 2011 semester, divisions began nominating faculty and staff to serve on the official College Planning Council. At the college's mandatory flex day meeting in August, divisions confirmed or appointed members (in cases where they were not appointed in the spring) so that work could begin right away in fall 2011. In addition to its charge of reviewing all master plans (Educational, Facilities, Technology) and the college strategic plan, the CPC is responsible for overseeing and validating each division and services' program reviews and the program review process as a whole. In addition, the CPC is responsible for providing annual reports to the college community each fall semester on the status of college plans.

During summer 2011, a taskforce of managers, a supervisor, and classified staff populated the program review forms with data regarding each program's enrollment, retention, demographics, and student success rates. Programs were responsible for:

- 1) Creating student success and operating goals
- 2) Creating performance indicators for existing program-level SLOs and newly created student success and operating goals
- 3) Analyzing operating information, which includes enrollment, student success, student retention, and student persistence; budgets; scheduling; and facilities and equipment usage.
- 4) Reviewing findings and initiatives from SLO program summaries completed in spring 2011 for inclusion in program review; add any additional findings and initiatives
- 5) Assessing the process in order for the college to make improvements next year

A sample program review document using Chemistry as the discipline was created for training purposes. Chemistry was chosen because of the clear connections they made between SLO assessment and findings/initiatives. A sample program review for student services was also created for training purposes.

Two program review training sessions were held in August, one for the Department Chairs and Coordinators Council and the other for members of the College Planning Council. Deans participated these training sessions. At these trainings, faculty were provided with timelines and instructions on how to access the *Program Review Handbook*.

A facilitator has been selected to work with individual programs during the fall 2011 semester as the faculty and staff engaged in this new process.

Next Steps:

1. The College Planning Council will implement new program review process in the fall semester per timeline in *Handbook*.
2. The College Planning Council will improve the program review process in future semesters based on feedback from faculty and staff and revise program review forms accordingly.
3. The Dean of Institutional Effectiveness will set up program review to be in a database format for future semesters.

4. The Dean of Institutional Effectiveness will investigate software to manage program review in the future.

List of Evidence:

1. Program Review Handbook (includes fall 2011 timelines)
2. Ventura College Planning Parameters, August 2011
3. College Planning Council Charter
4. Integrated Planning Map
5. Program Review Forum PowerPoint
6. Program Review Database Reports
7. Prototype Instructional Program Review Document (Chemistry)
8. Prototype Service Program Review Document
9. Service and Instructional Program Review Instructions
10. Executive Summary for Program Review
11. Program Review Task Force Meetings
12. College Planning Council/Academic Senate
  - Meeting 4-07-11 Committee Charter; Establish Planning Parameters for FY12
  - Meeting 4-21-11 Planning Parameters
  - Meeting 5-05-11 Integrated Planning; Program Review Handbook
  - Meeting 8-31-11 Program Review Training
13. Department Chair/Coordinator Council
  - Meeting 8-30-11 Program Review Training

## Report on College Recommendation #4

### Recommendation:

*In order to fully meet this Standard, the team recommends that the college must examine and provide evidence that appropriate leadership is addressing the various initiatives and programs on campus that support student learning. Efforts in online learning technology, basic skills initiatives, and SLOs lack an oversight committee or person responsible to oversee each of these projects and to ensure that they are implemented college wide in a manner that best serves the interests of student learning. (II.A, II.B)*

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### Update:

In December 2010, the college President convened a large group comprised of campus administrators, department chairs, coordinators, the Academic Senate Executive Committee and classified supervisors in response to the recommendation from the accrediting team as it pertained to the college's organizational structure. The group identified gaps in the structure, including the lack of a "home" for basic skills, distance education, student learning outcomes, grants, and institutional research (data collection and analysis on a campus-wide basis). Suggestions for addressing these gaps included the creation of an office for Institutional Effectiveness, a faculty-focused Center for Teaching and Learning, an Office/Department for Distance Education, and an official committee for Basic Skills.

In January 2011, the President conducted an online survey of the college employees. The results of the survey were reported to the campus in one of the President's weekly updates on January 26, 2011. According to the survey, college employees felt that departments were currently grouped in a logical manner, the division of responsibility seemed appropriate, major areas had oversight, and there was a clear chain of command between most levels. The employees also noted areas needing administrative coverage; these included distance education, basic skills, professional development, oversight for student learning outcomes, the Santa Paula site, and career and technical education (CTE). Suggestions from the survey included re-establishment of the CTE Dean position, campus-wide access to institutional research, an Assistant Dean of distance education (or the incorporation into an existing division), a three Vice President system, a chief instructional officer under the Executive Vice President, a Dean of Institutional Effectiveness, and an independent contractor working on commission to establish new community education courses.

In February 2011, another open campus forum was held at which additional suggestions to address gaps in the organizational structure were solicited. The suggestions and proposed solutions that emerged, which at times conflicted with earlier input, were reported back to the campus in the President's weekly update on February 8, 2011. These additional suggestions included the following:

- SLO oversight: create three areas of responsibility -- faculty co-chairs of Curriculum for instruction, Dean of Students for student services, and Vice President of Business Services for non-instructional area.
- Distance Education: create a faculty committee, which would be assigned to an existing dean.

- Basic Skills: create an oversight committee, under the Dean of Communication and Learning Resources, to develop both a Basic Skills Task Force and a strategic plan for basic skills.
- Strategic Planning: appoint a Dean of Institutional Effectiveness who would work with the President and campus leadership to create status updates, an annual report, and website updates.
- Accreditation: appoint a Dean of Institutional Effectiveness who would work with a committee or committees to address the recommendations of the accrediting team and oversee the writing the accreditation report. A three-person committee would be created to oversee the process, with Executive Vice President oversight.
- Staff development: establish a committee for both faculty and staff. The committee would include an Instructional Design Specialist. A separate proposal was also made to maintain separate professional development committees, one for faculty and one for general interest.
- East Campus: responsibility should lie with a current Dean, but not necessarily where it is placed within the college's current structure. It could perhaps be given to CTE or to a classified employee.
- Career and technical education: responsibility is currently divided between two assistant deans although there was some question as to whether the workload is greater than other divisions.
- Website maintenance: move to IT, with maintenance being the responsibility of individual departments; a campus webmaster is needed; templates for faculty pages are needed.
- Work experience & misc: move work experience to CTE; incorporate an honors program, service learning, and work experience.

After the survey, the focus group discussions, and the input from open forums, the President met with the Executive Vice President, the Vice President of Business Services, and the Deans to prepare the draft of a new organizational structure. In March 2011, the draft was presented to the campus in an open forum at which all employees were invited to attend to learn about the proposed changes and to share their input with the college President prior to the creation of the final plan.

Shortly after the March 2011 open forum, the proposal for the new organizational structure was shared with the campus in the President's weekly update on March 8, 2011. It included the following elements:

- CTE would be united into one division, with the responsibility shared between a newly-created CTE dean and an existing assistant dean.
- Distance education oversight and faculty professional development would be assigned to the Dean of Social Science and Humanities, who would work with the Executive Vice President and the other Deans on the mix of online/on-campus courses and on the training/support for evolving technology.
- East Campus oversight would remain with the Dean of Physical Education/Athletics and Off-campus programs.
- Institutional Effectiveness would be assigned to the Dean of Communication and Learning Resources. This new responsibility would include planning, program review, SLO oversight – in conjunction with the SLO committee – and accreditation.



- Basic Skills would also be assigned to the Dean of Communication and Learning Resources, as this dean already serves as the Project Director for the college's Title V Basic Skills grant and oversees English and Academic Support Services. This committee would be formed in spring 2011 and begin meeting in fall 2011.
- A management intern position would be created to oversee the day-to-day operations of the Division of Communication and Learning Resources so that the existing Dean could focus her energies on her newly-added responsibilities as Dean of Institutional Effectiveness. The management intern position would be a one year temporary position that would be an internal opening that would allow qualified and interested faculty and/or classified to try out a management position for a brief time to decide if it was something that interested them as a career option. After one year, the campus would evaluate if it was necessary to have another management position or if the responsibilities for Institutional Effectiveness could be absorbed into the existing administrative structure of the college. This new management intern position would require Board of Trustee approval.

In April 2011, the request for a management intern to assist the Dean of Communication and Learning Resources for a one year transition period was presented as a proposal to the Board of Trustees. This proposal was rejected by the Board of Trustees, who cited budget issues as a primary concern. The President, therefore, reassigned duties to other deans/existing divisions in order for the institutional effectiveness work to be addressed. The Dean of Communication and Learning Resources was named as the Dean of Institutional Effectiveness. Responsibilities for this position include oversight for accreditation, student learning outcomes, planning, program review, institutional research, and basic skills. Oversight for Distance Education and Professional Development was added to the responsibilities of the Dean of Social Science and Humanities.

In addition to the College Planning Council, which oversees program review among other duties, new committees began in the fall 2011 semester for Distance Education, Basic Skills, and Student Learning Outcomes.

Next Steps:

1. The college President will survey and discuss the new organizational structure at campus forums to gauge effectiveness.
2. The College Planning Council, Distance Education Committee, Basic Skills Committee, and Student Learning Outcomes Committee will assess their charges and their effectiveness at the end of the spring 2012 semester.

List of Evidence:

1. President's update #4, December 7, 2010 (regarding organizational structure)
2. President's update #9, January 26, 2011 (regarding online survey of college employees and open space forum invitation)
3. Invitation to "Large Group Decision-Making" exercise, January 3, 2011

4. President's update #11, February 9, 2011 (Invitation to Campus Forum regarding organizational structure and summary of open space forum meeting)
5. President's update #15, March 8, 2011 (regarding campus reorganization)
6. President's update #23, May 5, 2011 (regarding campus reorganization)
7. President's update #21, April 22, 2011 (regarding campus forum on strategic plan and accreditation)
8. President's update #20, April 14, 2011 (regarding campus forum)
9. "Governance Committees at Ventura College"
10. Ventura College Organizational Chart

## Report on College Recommendation #6

### Recommendation:

*As noted in 2004, in order to fully meet this Standard, the team recommends that the college must develop a funding plan for new and modernized facilities based on the concept of Total Cost of Ownership. The plan must address the necessary staffing and other support costs to operate these facilities. (III.B.2.a)*

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### Update:

As the college continues to bring new buildings online--as was a goal of the bond measure that was passed several years ago--it is necessary to ensure that institutional processes address staffing and the other support costs needed to operate the facilities, as was recognized by the accrediting team.

The college's Facilities Oversight Group (FOG), which oversees facilities and equipment of a non-computing nature (i.e. vehicles, furniture, lab equipment, kilns, etc.) meets regularly to address the college's cost of ownership needs. FOG is a subcommittee of the College Budget Council (BRC).

The college's IT staff address cost of ownership technology needs through the Technology Plan, which includes a detailed Tech Refresh Plan, and technology at the campus is refreshed according to the plan. The human element has also been addressed through the HelpDesk function, which assists faculty and staff with telephones, security, and all computer equipment needs.

While some committees and departments are functioning well to help address the college's cost of ownership needs, college and district officials as well as members of the Facilities Oversight Group (FOG), Budget Resource Council (BRC), Technology Committee, and Administrative Council understand that some gaps have existed. These gaps are being addressed through the revised program review process, through the Facilities Master Plan, and through collaboration with the district on a Structural Deficit Funding Model.

The revised planning and program review process ensures that the college addresses Total Cost of Ownership adequately through the following measures:

- With physical assets totaling approximately \$200M, the college has now set aside 2% of its annual budget for preventative maintenance, which will help delay major costly breakdowns to facilities and equipment.
- The District recognizes the importance of addressing structural deficits. District Council on Administrative Services has been working for more than a year on a plan to address the capital needs and will present the final plan for a Structural Deficit Funding Model to the Board of Trustees for approval in October or November 2011. The Board has been informed of these activities as part of the budget discussion process. The model not only identifies specific areas to be funded, but includes the identification of resources for that purpose.

- The Budget Resource Council (BRC) will create benchmarks that address an appropriate level of quality for facilities and equipment/software. In setting these benchmarks, the BRC will examine the benchmarks of other colleges and businesses that are doing this process well.
- Money will also be set aside for periodic software renewals/upgrades to meet the performance goals of the various programs and services.
- Inventory lists of the equipment in each program have been extracted from Banner. In order to improve the currency and accuracy of these lists, in the first cycle of program review, programs will reconcile the items on the inventory list with the equipment that actually exists. This will assure the maintenance of an accurate inventory list that includes the description, number of items, cost, date of purchase, expected life, and annual preventative maintenance cost of each item. For grant-funded equipment, we will also identify how to address costs (i.e. required maintenance) once the grant is over. From this accurate and current inventory list (which divisions will maintain), programs will have the ability to create initiatives and request appropriate resources to meet their operating and student performance goals.
- After programs have presented their program reviews to the College Planning Council, a compiled list of requests for facilities improvements, based on program findings, will be prioritized by the Facilities Oversight Group (FOG). Software and equipment needs, based on program review findings, will be given to the BRC and the Technology Committee for prioritization. These groups will assign a rating of high, medium, low or not ranked to each request based on the overall needs of the college, taking into consideration new technologies, if appropriate, and the ways in which resources can be leveraged.

Those working in the Facilities area and on the Facilities Master Plan will do the following:

- Continue to handle, on a timely basis, repairs/maintenance (e.g., sidewalk repair, tree trimming, etc.) needed to maintain a safe environment for students and employees.
- Continue to create plans and budgets for deferred maintenance requirements.
- Continue to maintain and implement timelines for older buildings to be demolished and others to be built (based, in part, on outside funding).
- Plan for appropriate funding in the future, understanding that the new buildings may cost less in the short term but in the longer term will require more fiscal support because of their larger size and more complex infrastructure.
- Look to the college's Technology Plan with its four year refresh/replacement benchmarks as a model.

The College Planning Council will do the following:

- Help to integrate the various master plans (Education, Facilities, Technology), taking the overall needs of the college into consideration.
- Use the planning parameters provided by the college's President, Executive Vice President, and Vice President of Business Services to assist the departments and divisions in developing realistic plans.

- Review the recommendations of the Facilities Oversight Group (FOG) after they have prioritized the program review requests for facilities' improvements and equipment maintenance or replacement.

The new program review process will allow the college to be more analytical and informed about what needs to be done in terms of sustainability for facilities, equipment, and software.

Next steps:

1. Programs will review and update inventory lists as part of program review.
2. The Budget Resource Council will discuss lifecycles (actual age vs. expected life) of college equipment and give priority to items older than expected life (as long as still relevant).
3. The Facilities Oversight Group will prioritize equipment and facility requests that are generated from program review findings.
4. The Technology Committee will prioritize technology needs that are generated through program review findings.

List of Evidence:

1. DCAS Meeting Notes, May 19, 2011
2. Ventura College Planning Parameters, August 2011
3. Program Review template
4. Inventory list
5. Program Review Handbook
6. Structural Deficit Funding Model, August 2011
7. Technology Strategic Plan (for Technology Refresh Plan)

## Report on College Recommendation #7

### Recommendation:

*In order to fully meet this Standard, the team recommends that the President of Ventura College, in combination with the executive leadership, needs to develop a more comprehensive system of campus communication that promotes a climate of open dialogue, broader involvement in an understanding of college planning processes, and increased access to information and institutional outcomes. (IV.A.1)*

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### Update:

Since November 2010 the way in which the college President communicates with the college community has changed significantly, as has the way in which the college community communicates generally. In addition to providing weekly e-mail updates so that campus has increased access to information, the President also provides information about and invitations to monthly campus forums and employee survey opportunities, all of which are designed to promote open dialogue and broader involvement across the campus.

The President convened a meeting in December 2010 to review the college's strategic plan. Attendees included department chairs, deans, classified supervisors, vice presidents, the institutional researcher, technology experts, the Academic Senate Executive Committee and Classified Senate representatives, and the college President. In this meeting, the group identified areas of strengths, weaknesses, and gaps in the current organizational structure and established five strategic objectives for the coming three years: 1) continuously assess student learning outcomes; 2) revise the program review process; 3) implement the Student Services Redesign plan; 4) Increase opportunities for professional development; and 5) explore opportunities for acquiring new space for the East Campus. A sixth objective (reorganize the campus administration) was added after the college received the accreditation recommendations.

In January 2011, the President sent an e-mail to the campus asking faculty, staff, and administrators to participate in a survey to identify additional gaps in organization structure and to provide suggestions. These results were reported in the January 26, 2011 update and were discussed further at the February 2011 open-space forum.

Since November 2011, weekly updates from the President have provided information on the various areas of the strategic plan as well as information about activities and changes such as faculty/staff hires and transitions, website revisions, grant activities, events associated with such events as Black History Month, graduation plans and dates, facilities and construction updates, department chair elections, new organizational structure, new committee development (e.g. distance education, basic skills), student services, athletic events, college theater productions, district newsletters, and even the new Ventura College Facebook page.

Dates and topics for upcoming campus forums, to which all employees are invited, were also provided in the updates as were summaries for those unable to attend. Campus forums were held on January 21,

February 3, March 4, March 25 and April 29. Topics for the forums included college reorganization, state and district budget changes, program review revisions, a venue for providing feedback on district operations, and a brainstorming session on ways in which future forums should operate. Attendees at some forums broke into smaller groups to discuss topics of concern that they had generated themselves or to generate proposals to address concerns that had been presented to them as a part of the forum. Proposals generated were shared with the entire group and reported in the updates.

As the areas of the strategic plan have begun to be implemented, the President has met regularly with the committees most involved with the implementation, including the Academic Senate, the Department Chair and Coordinators Council, and the Classified Senate. At each meeting, dialogue has occurred between the President and the various committee members and input used to make changes and revisions.

The purpose of these combined efforts has been to create an atmosphere of open broad-based dialogue, inclusive decision making, and clear reporting of resulting changes to campus organization, planning, and processes.

At the final forum of the spring semester, held on April 29, 2011, a summary report to the campus of the work done this semester was presented. At that same meeting, division meetings were held at which committee appointments were made for the 2011/2012 academic year so that the college would be in a position to start the year's work on the strategic plan's initiatives as soon as the fall semester commenced. This marks a significant shift in the way in which the college addressed campus and district committee participation.

As the new academic year begins, plans are underway for new forums, campus updates, and surveys to continue. The President will also continue to work closely with both Senates and the Department Chair and Coordinator Council. Suggestions to further improve campus communication include creating an online college "newspaper" for reporting updates, stories, and changes to campus procedures and processes and adding a social component to the forums to provide a place for faculty, staff, and administrators to meet informally. Suggestions have also been made to allow a variety of college employees to facilitate forums, or elements of forums, at which ideas on a greater variety of topics can be addressed. As the college progresses through the current academic year, it is the collective intention of the faculty, staff and administration to build on the work already accomplished in terms of communication and collaboration.

#### Next Steps:

1. The college President will continue to provide weekly updates to the campus.
2. The college President will continue to host campus forums (schedule provided in President's Update, August 1, 2011).
3. The college President and other campus administrators and committees will continue to survey faculty and staff for input as needed.
4. Campus administrators and departments will continue to update college web pages.

List of Evidence:

1. President's updates #1 through #36
2. Additional emails
  - a. October 18, 2010 (Summary of Accreditation Exit Forum/More Work in SLOs needed)
  - b. January 3, 2011 (Invitation to participate in "Large Group Decision Making" exercise)
  - c. January 3, 2011 (Invitation to participate in "Open Space Forum")
  - d. January 14, 2011 (Campus Budget Forum invitation)
  - e. February 7, 2011 (Visiting Accreditation Team Report/Accreditation Commission Decision)



## Report on College Recommendation #8

### Recommendation:

*As noted in 2004, in order to fully meet this Standard, the team recommends that the college President must develop an ongoing systematic and comprehensive system to assess the effectiveness of the college's organizational structure, campus planning processes, and institutional effectiveness and to convey the results of such assessments to the college community in a timely manner. (IV.B.2.a-b, IV.B.2.c)*

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### Update:

The college's efforts to address this recommendation have been presented in most of the other specific recommendation summaries:

Efforts to assess and revise the organization structure have been described under Recommendation #4. The campus organizational structure will be reexamined at least every three years. The calendar for this examination has been set to coincide with the formal review and updating of the college's Strategic Plan, which is scheduled to take place during the spring 2013 semester.

Efforts to assess and revise program review have been described under Recommendations #2 and #3. There are two opportunities within the new program review process to allow for assessment. First, faculty and staff completing the new program review documents will have the opportunity to assess the strengths and weaknesses of the process and second, the College Planning Council (CPC) will also provide input into the process as well as prepare a report to the campus in which the prioritized initiatives and requests for resources are presented.

A three-year strategic plan, which identifies six major strategic objectives drawn from the educational master plan and a number of action steps that support these objectives, was developed and published in December 2010 and reviewed and approved by the Academic Senate in early spring 2011. Each action step includes a timeline, a description of success indicators, and the person(s) responsible for implementing the action. As progress is made on each action step, updates of that progress are being put on the webpage.

As part of its charge, the College Planning Council (CPC) will call for revisions to the strategic plan and will also facilitate revisions to the Education, Technology, and Facilities Master Plans.

The schedule for the next decade is as follows:

- Strategic Plan 2010 – 2013 (Fall 2010 through spring 2013)
- Annual Institutional Effectiveness Reports in fall 2011 and fall 2012
- Final Institutional Effectiveness Report of Strategic Plan 2010 – 2013 in spring 2013
- Strategic Plan 2013-2016 (fall 2013 through spring 2016)
- Annual Institutional Effectiveness Reports in fall 2014 and fall 2015
- Final Institutional Effectiveness Report of Strategic Plan 2013-2016 in spring 2016

- Strategic Plan 2016-2019 (fall 2016 through spring 2019)
- Annual Institutional Effectiveness Reports in fall 2017 and fall 2018
- Final Institutional Effectiveness Report of Strategic Plan 2016 – 2019 in spring 2019. These final strategic plan progress reports will feed into the Educational Master Plan to be developed in the 2018-2019 academic year.

An *Annual Planning Report* prepared by the College Planning Council, the Student Learning Outcomes Committee, and the college President will be distributed to the faculty and staff at the beginning of each fall semester. The first such report was distributed in August 2011 and included progress updates on the action steps of the Strategic Plan from the prior year and conclusions drawn from the SLO/SUO assessment process. A *College Profile and Institutional Effectiveness Report*, containing summary and disaggregated student success data, was completed in October 2011. An executive summary of the *Institutional Effectiveness Report* will be incorporated into the *Annual Planning Report* beginning in August 2012.

Next steps:

1. The Office of Institutional Effectiveness will provide institutional effectiveness, program review, and student learning outcomes assessment data to the campus community and to specific committees (i.e. College Planning Council, Basic Skills, Distance Ed, etc.) to support data-driven decision-making processes.
2. The college President and the College Planning Council will continue dialogue, campus forums, and surveys to determine effectiveness of the organizational structure and planning processes.

List of Evidence:

1. 2010/2011 Strategic Plan with Action Steps
2. 2011 Annual Planning Report from the Office of Institutional Effectiveness
3. College Profile and Institutional Effectiveness Report, October 2011

## Report on District Recommendation #1

### Recommendation:

*In order to meet the Standards, the District, in concert with the three colleges, shall develop clearly defined organizational maps that delineate the primary and secondary responsibilities of each, the college-to-college responsibilities, and that also incorporate the relationship of major District and college committees established to assure the integrity of activities related to such areas as budget, research, planning, and curriculum. (IV.B.3.a-b, IV.B.3.g)*

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### Update:

On December 6, 2010, Chancellor's Cabinet reviewed preliminary District Recommendation 1. Following discussion, it was determined that successful delineation of functions models should be identified and reviewed as background for more clearly defined organizational mappings. The Director of Administrative Relations was charged with bringing forward other District mapping documents for review. On February 22, 2011, Chancellor's Cabinet reviewed successful mapping models. District mapping documents from the Los Rios Community College District and Kern Community College District were selected for the purpose of updating system-wide organizational functions and responsibilities. A discussion of the District's current organizational mapping documents took place in the Chancellor's Cabinet on March 21, 2011. Following review and discussion, it was agreed the existing District organizational mapping would be modified using aspects of the Los Rios and Kern models.

The Chancellor reviewed *Board Policy 2205 Delineation of Systems and Board Functions* for its adequacy and determined that language for the policy should closely correspond to District Recommendation 1. The administrative procedure for the policy will consist of a completed *Functional Mapping* narrative, *Functional Mapping for Decision-Making* document, and *Governance Process Chart*.

A revised *Board Policy 2205 Delineation of Systems and Board Functions* was reviewed and endorsed by the Board Policy Committee on March 10, 2011. The Board adopted a revised *Delineation of Systems and Board Functions* policy on April 12, 2011. The policy calls for clarity regarding District and college primary and secondary responsibilities, including organizational divisions and committee structures.

Following the April 12, 2011 Board meeting, the Chancellor requested college presidents and vice chancellors prepare cross-college and District mapping narratives with associated responsibilities in preparation for Chancellor's Cabinet on April 25, 2011. Cabinet members were to also review the existing *District Participatory Governance Manual* and *Functional Mapping* narrative online. Cabinet members provided feedback during the week of April 25, 2011. The Chancellor's Administrative Council incorporated the information into a draft version of the mapping documents. This draft was distributed to Chancellor's Cabinet on May 13, 2011 for additional review and discussion.

On June 6, 2011, Chancellor's Cabinet reviewed and discussed the revised *Governance Process Chart* and *Functional Mapping for Decision-Making* document. Presidents were to provide any additional changes following review and discussion at the campuses.

The Director of Administrative Relations reviewed the draft documents and existing *Functional Mapping* materials and indicated the documents are in need of uniform terminology and additional clarification of various functions. Work on District and college committee responsibilities and functions are not complete. Due to summer break, further work on the functional mapping will continue in fall 2011. Additional work is necessary and will require broad-based collegial input in Chancellor's Consultation Council. Any necessary modifications will be made prior to Board action. It is anticipated the functional mapping documents will be completed by the end of fall 2011 semester.

List of Evidence:

1. 12.06.10 Chancellor's Cabinet Notes
2. 02.22.11 Chancellor's Cabinet Notes
3. 03.10.11 Policy Committee Agenda
4. 03.21.11 Chancellor's Cabinet Notes
5. 04.12.11 Board Meeting Minutes
6. 06.06.11 Chancellor's Cabinet Notes
7. VCCCD Functional Decision Making
8. VCCCD BP 2205 Delineation of Functions
9. Governance Process Chart
10. Participatory Governance Handbook August 2010

## Report on District Recommendation #2

### Recommendation:

*In order to meet the Standard, the District, in concert with the three colleges, shall document evidence that a review of District Policies and Procedures that may impede the timely and effective operations of the departments of the colleges has taken place and that appropriate modifications are made that facilitate the operational effectiveness of the colleges. A calendar that identifies a timeline for the regular and consistent review of policies shall be developed.*  
(IV.B.1.e)

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### Update:

District Recommendation 2 was agendaized in Chancellor's Administrative Council on February 14, 2011. As an outcome of the discussion, presidents were charged with focused campus information gathering regarding policies and/or procedures that may impede effective college operations.

The Administrative Council discussed the role of the Board's Policy Committee in meeting District Recommendation 2. Administrative Council recommended that a two-year approach to reviewing and revising all policies and procedures be established. The Council also believed that the Policy Committee should assess each policy and procedure for its impact on campus and District operations.

The Chancellor and Board Policy Committee concurred with Administrative Council's recommendation and acknowledged the need to review the impact of policy and procedure on operations as part of the policy criteria for recommending regulation to the full Board. The Policy Committee met on February 10, 2011 and recommended a two-year policy review cycle for full policy and procedure review. The two-year review cycle was adopted by the Board of Trustees during the March 8, 2011 Board meeting. The Policy Committee now reviews policies and procedures to ensure uniform practice and avoid impeding college operational effectiveness.

District-wide feedback from constituents regarding policies and procedures did not identify specific regulations that impeded the timely and effective operations of the colleges. Findings suggested a wide variety of concerns related to organizational practice at the District Administrative Center and campuses. Each college prepared a formal list of concerns that was agendaized for discussion at the March 28, 2011 Chancellor's Cabinet meeting. Working from campus feedback, the presidents were charged with summarizing the most important campus concerns raised regarding District Recommendation 2. The list of concerns from the colleges and the presidents' corresponding summaries were presented at the April 1, 2011 Chancellor's Consultation Council meeting for discussion. Consultation Council concurred with the summary statements regarding issues that may impede the timely and effective operations of colleges. Summary recommendations were as follows:

### Moorpark College

Feedback returned via survey did not point to specific policies or procedures as being problematic. Comments and references described issues with the implementation of procedures, rather than the goals of the policies and procedures themselves. Among the comments, the following are prevalent:

- Request to shorten and simplify practices, either via electronic or other means.
- Request for District staff to come on campus for regular training or information exchange sessions.
- Request for periodic or cyclical review of standard operating practices that implement policies and procedures.
- Request for dialogue with District staff at the operational level as operating practices are crafted.

### Oxnard College

While no policies or administrative procedures were specifically cited, comments seemed to reflect operational procedures. Basic operations are impeded by seemingly lengthy workflow processes related to business processes such as purchasing and completing memorandum of understandings (MOUs) and grant renewals on a timely basis. This indicates a need for clarity of processes related to college/District roles and processes. Comments indicate that while centralized services may be cost-saving, efficiency should also be considered.

### Ventura College

Those who are able to access procedural information through Board Docs believe that being able to search by keyword would improve their ability to locate information. It was also suggested that converting paper forms to electronic forms with the ability to track through an electronic queue would reduce the sense that paperwork is being lost as it moves from office to office.

On April 12, 2011, the concerns from campus constituents regarding District Recommendation 2 were presented to Board of Trustees, along with summary statements, during a study session of the Board. College presidents noted that specific Board policies and procedures were not identified as impediments in the timely and effective operations of the colleges. Concern was identified with District and campus standard operating practices. In addition, however, the Board recognized that some campus practices should be extinguished as inconsistent with Board policy intent.

In response to campus feedback, the District has implemented the following activities:

- Greater online business office and human resources accessibility of forms and commitment of further enhancement of paperless processes.
- Streamlined campus standard operating practice pertaining to student field trip authorization and approval.

- The scheduling of BoardDocs training for policy and procedure searches during the October 31, 2011, Administrative Council meeting.
- The development of “HR Talk,” an employee forum created by Human Resources for enhanced communication District-wide.
- Greater online business office and human resources accessibility of forms and commitment of further enhancement of paperless processes. As part of this effort, the Human Resources Department announced the release of a new and improved “HR Tools.” This enhanced system allows faculty, classified staff and supervisory/management employees online access to a variety of Human Resources Department forms, procedures, and answers to commonly-asked questions. Staff can set alerts to receive notices when information is added or modified.
- The fall 2011 Flex Week presentation at all three colleges by the Human Resources Department regarding disability accommodations for staff and students.
- Chancellor’s Cabinet level review and clarification of District and college roles and responsibilities related to memorandums of understanding, grant preparation, approval, implementation, and accountability processes.

List of Evidence:

1. 02.10.11 Policy Committee Agenda
2. 02.14.11 Chancellor’s Administrative Council Notes
3. 03.08.11 Board of Trustees Item 18.02 Policy/Procedure Review Calendar
4. 03.08.11 Board of Trustees Policy/Procedure Review Calendar
5. 03.28.11 Chancellor’s Cabinet Notes
6. 04.01.11 Chancellor’s Consultation Council Notes
7. 04.01.11 Consultation Council 2, 4, 6 MC Accreditation Recommendation Summary
8. 04.01.11 Consultation Council 2, 4, 6 OC Accreditation Recommendation Summary
9. 04.01.11 Consultation Council 2, 4, 6 VC Accreditation Recommendation Summary
10. 04.12.11 Board of Trustees Full Accreditation Update
11. 07.27.11 HROC Email Announcement
12. Disability Accommodations for Staff and Students Presentation
13. 09.07.11 HR Talk Email for 09.29.11 Presentation

### Report on District Recommendation #3

#### Recommendation:

*In order to increase effectiveness, the teams recommend that the District conduct a periodic outcomes assessment and analysis of its strategic planning and decision-making processes, leading to sustainable continuous quality improvement in educational effectiveness in support of student learning and district-wide operations. (IV.B.1.e)*

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#### Update:

The Board of Trustees reviewed and revised Board Policy 2425 Board/District Planning and Administrative Procedure 2425 on April 12, 2011. The policy was modified to include language which required annual assessment of strategic planning outcomes.

During the April 12, 2011 Board meeting, at the request of the Chancellor, the Board Chair formed an Ad-Hoc Board Planning Session Committee to begin activities for District-wide strategic planning. The Ad-Hoc Committee consisted of Chair Blum and Trustee McKay. The committee proposed that it address three issues:

- ensuring that strategic planning and decision making processes were periodically reviewed
- assessing the adequacy of existing District goals and objectives
- articulating a planning process to be implemented in June 2011

In preparation for the Board's May 10, 2011 meeting, the Chancellor conferred with the Ad-Hoc Committee. Members suggested that the membership charge for the Trustees' Citizens Advisory Body be updated and expanded to better meet the District's strategic planning needs. In addition, that the Citizens Advisory Body be surveyed regarding the adequacy of the District's existing goals and objectives. The Ad-Hoc Committee suggested that the charge of the Citizens Advisory Body be established "to obtain community input for institutional planning purposes."

The Ad-Hoc Committee brought forward recommendations to May 10, 2011 Board of Trustees meeting. During an agendaized study session, the Ad-Hoc Committee proposed that the planning process be formally assessed annually and that the existing six District-wide goals be reduced in number and more focused on student access, timely completion of coursework, and graduation or certificate completion. The general consensus of Trustees was that the number of goals should be reduced to provide greater clarity to District constituents. The Ad-Hoc Committee also recommended that the Board Chair facilitate the strategic planning session. Trustees were not in concurrence with this approach and requested the Ad-Hoc Committee hire an experienced facilitator to lead the District's planning activities.

The Ad-Hoc Committee met on May 13, 2011 to prepare a preliminary agenda and discuss potential facilitators. The Ad-Hoc Committee decided to seek a facilitator through the District's law firm, Liebert Cassidy & Whitmore. The Chancellor verified the availability and standing of the facilitator with the full Board.



On May 25, 2011, the Ad-Hoc Committee met with Melanie Poturica from Liebert Cassidy & Whitmore and reviewed the District's planning needs. The consultant confirmed with the Ad-Hoc Committee that the Board should have fewer goals with clearly worded measurable objectives that align with accreditation recommendations, assess the effectiveness of its planning through an evaluation of the progress it is making in meeting its goals and objectives, and assess the degree to which District planning is integrated into college planning. The consultant further recommended that the Board review its six existing planning goals as they relate to student success and organizational effectiveness, the District mission statement, and organizational efficiency.

The facilitator noted that Board actions pertaining to a revised mission statement, instructional productivity, programs and services coring, desire to modify possible unnecessary student credit requirements, increased student access, and emphasis on degree completion clearly speaks to a strong Trustee vision regarding the future of the District. The Board should clearly articulate this vision in a strategic planning statement in addition to its goals and objectives. Trustees were in agreement that such a statement should be an outcome of the Board's planning process.

The facilitator also suggested that during the Board's planning meeting, new or revised goals and objectives should be vetted with external college district stakeholders prior to Board adoption. External constituents should be involved in the process of assessing the adequacy of the District and its colleges in meeting its planning activities. The Ad-Hoc Committee endorsed the recommendations of the consultant and prepared a tentative planning agenda for June 28, 2011.

In preparation for the June Board strategic planning meeting, members of the Ad-Hoc Committee sought input from college presidents, senate presidents, and union officials. The committee met on June 15, 2011 to prepare the Board's planning agenda for the Board Strategic Planning Session, a special meeting scheduled on June 28, 2011.

During the June 28, 2011 Board of Trustees Strategic Planning Session, the Board reviewed its six objectives adopted at the July 2010 Board meeting. To increase effectiveness in support of student learning and organizational operations, the Board, working through the facilitator, revised their 2010 objectives and created three goals to ensure sustainable continuous quality improvement.

Trustees received written and oral reports from District and college staff pertaining to the progress made on previous Board objectives. This was followed by a prolonged discussion of those objectives which will be most central to ensuring student success and organizational effectiveness in an environment of diminished state resources. Trustees reached general agreement on the establishment of three District-wide goals:

Board Goal One: Provide Access and Student Success

Board Goal Two: Maintain Instructional Quality with Declining Budget

Board Goal Three: Prudent Fiscal Stewardship

The Board discussed a variety of objectives that it wished to have established for each of its goals. The facilitator worked with Trustees in an attempt to clarify their varied opinions regarding measurable objectives that would be most important in attaining District goals. Approximately two dozen overlapping objectives were recorded by the facilitator. Comments from Trustees and constituents stressed the need to further provide additional clarity regarding the Board's objectives. Trustees acknowledged that additional work would be necessary to provide precision and clarity without relying on broad sweeping jargon. At the conclusion of the planning session, the Board charged the Chancellor with reviewing the Board's goals and objectives, reducing redundancy, and drafting statements that represent the Board's thinking in clear and concise terminology.

A post-Board meeting assessment was conducted with Trustees regarding their satisfaction with the Board Strategic Planning Session. Forty percent of the Board completed the survey. Of the two Trustees who participated, there was consensus that "...the meeting was led in a timely, organized manner" and "a balance was maintained among open exploration of opinions, running the meeting efficiently, and reaching closure on agenda items." Comments from Trustees included accolades for the facilitator and "the meeting was long but helpful in assisting the Board in refining its goals."

The Chancellor drafted summary objectives and provided the work to the Board's Ad-Hoc Committee and Trustees for input in preparation for a formal review of the Board's goals and objectives. On July 27, 2011, the Ad-Hoc Committee met to review a preliminary draft of the Board's goals and objectives. Some language modification was suggested by Trustees. The Ad-Hoc Committee also considered the removal of District-wide common course numbering, based on testimony from the Ventura College Academic Senate President. Although the Ad-Hoc Committee agreed, the Chancellor sought broader Board input pertaining to the elimination of the objective based on previously stated intent by Board members. On July 28, 2011, a preliminary draft of the Board's goals and objectives was distributed to the Chancellor's Consultation Council for general informational purposes. The Chancellor noted that the statements would change based on additional Trustee input.

The planning vision statement, three Board goals, and 15-16 objectives were brought forward to the Board during the September 13, 2011 Board of Trustees meeting. Trustees reviewed the adequacy of the vision statement, goals, and objectives. On September 15, 2011, the District planning vision statement, goals, and objectives, as reviewed by the Board, were presented to the Citizens Advisory Body. This body consisting of business, agency, and county educational leaders was asked for input regarding the Board's work. The Board's planning vision statement, goals, and objectives will be formally adopted by Trustees during their October 11, 2011 Board meeting.

List of Evidence:

1. 04.12.11 Board of Trustees Meeting Minutes
2. 05.10.11 Board of Trustees Agenda Item 18.18 Action to Approve June Planning Agenda
3. 05.10.11 Board of Trustees Agenda Item 18.18 Tentative June Planning Agenda
4. 05.13.11 Ad-Hoc Committee Agenda
5. 05.13.11 Ad-Hoc Committee Notes

6. 05.25.11 Ad-Hoc Planning Committee Planning Session Agenda
7. 05.25.11 Ad-Hoc Planning Committee Planning Session Notes
8. 06.15.11 Ad-Hoc Planning Committee Planning Session Agenda
9. 06.15.11 Ad-Hoc Planning Committee Planning Session Notes
10. 06.28.11 Board of Trustees Agenda
11. 06.28.11 Board of Trustees Meeting Assessment
12. 07.27.11 Ad-Hoc Planning Committee Planning Session Agenda
13. 07.27.11 Ad-Hoc Planning Committee Planning Session Notes
14. 09.13.11 Board of Trustees Agenda Item 13.01 District Planning Vision Goals Objectives
15. 09.15.11 Citizens Advisory Body Invitation
16. 09.15.11 Citizens Advisory Body Agenda
17. VCCCD BP 2425 Board/District Planning Policy
18. VCCCD AP 2425 Board/District Planning Procedure
19. 2011/2012 Board of Trustees Vision, Goals, and Objectives Draft Copy

## Report on District Recommendation #4

### Recommendation:

*In order to increase effectiveness, the teams recommend that the District assess its formal communications and utilize constituency and community input/feedback data to implement improvements to ensure that open and timely communication regarding expectations of educational excellence, operational planning, and integrity continues and is enhanced at all levels of the organization. (III.A.3, IV.B.3)*

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### Update:

On December 6, 2010, Chancellor Meznek distributed preliminary District accreditation recommendations to Chancellor's Cabinet for review and discussion. Cabinet determined that data gathering activities related to improving formal communications and assessing policies and procedures that possibly impede effective campus operations should be instituted in preparation for anticipated return visits by accreditation representatives.

On February 14, 2011, District Recommendation 4 was discussed in the Chancellor's Administrative Council. Presidents were directed to conduct information gathering activities to identify sources of formal communication challenges. A list of concerns raised by the campuses was prepared by each college president and returned to Chancellor's Cabinet for discussion on March 28, 2011.

The Chancellor requested the presidents summarize campus comments gathered for discussion during the April 1, 2011 Consultation Council meeting. Accreditation Recommendation 4 was agendaized with other recommendations at the Chancellor's Consultation Council on April 1, 2011. Drs. Calote, Duran, and Eddinger presented college summaries on District Accreditation Recommendations 2, 4, and 6. Campus comments provided by Presidents and Consultation Council generated general and specific ideas for improvement in the areas of communication, technology, policies and procedures, portal communication, and movement of information to ensure accreditation recommendations will be met. Based on findings from the colleges, the office of Administrative Relations was charged with developing a strategy to improve formal communications in the upcoming academic year.

On April 12, 2011, the Board was provided an accreditation update that included presentations by District college presidents on their findings related to formal communications. A summary and detailed feedback was provided to Trustees. The Chancellor presented an oral report on activities that would be undertaken to improve formal communication, including clearer communication from executive Cabinet members to the campuses, improving constituent information sharing as a responsibility of each member of Chancellor's Consultation Council, complete migration to the portal on the part of all campuses and District Administrative Center (DAC), and providing ongoing communication updates from DAC divisions through technology. The Director of Administrative Relations discussed planned improvements in the use of technology pertaining to communications. Trustees commented on limited staffing available to address the recommendation. The Chancellor indicated further adjustments in

responsibilities will be made in marketing and promotional activities to more pressing communication needs. The Chancellor also reported he broadened the administrative advisory bodies to include a District Administrative Council and a District Presidents Council to further strengthen formal communications and ensure open and timely information is communicated back to the campuses. One additional classified representative was added to Chancellor's Consultation Council, and campus administrators will attend classified and academic senate meetings to answer questions and serve as a resource next year. DAC staff will attend meetings upon request.

Self-appraisal surveys for various District and College committees were developed and implemented in November 2009. Upon the position elimination of the District Director of Institutional Research, the surveys were not completed in 2010. The Chancellor has requested that the Director of Administrative Relations reestablish the self-appraisal survey process and this will be re-implemented in November 2011. The survey instrument will be expanded to gather and evaluate data from the District and colleges related to formal communications within committee structures. In addition, a review and update of the current *Participatory Governance Manual* will be conducted during the 2011/2012 academic year to address formal channels of communication District-wide.

The Chancellor had incorporated the following of formal communication channels as a component of the Board's ethics policy for all employees. Following a two-year discussion of this item, Trustees removed the requirement from the policy. Testimony from the Academic Senates and American Federation of Teachers leadership suggested a preference to one of three approaches to ensure that employees follow formal channels of communication:

- Strengthen language in the existing District Participatory Governance Manual related to communication;
- Include the language in the Board of Trustees ethics policy pertaining to Trustee behavior; and
- Establish a stand-alone communication policy for employees.

The Chancellor will revisit the issue of employee use of formal channels of communication within the District during the 2011/2012 academic year.

The Human Resources Department developed the "HR Talk" program. This program consists of monthly interactive and informative sessions presented by Human Resources Department staff in a live forum at the District Office and transmitted simultaneously via videoconference to all three colleges. The HR Talk program also includes a SharePoint site on the employee portal where commonly asked questions by group members and answers by Human Resources Staff can be posted.

The Human Resources Department has formed a new operating committee called "HROC." The composition of HROC consists of the three Vice Presidents of Business Services and a dean representative from each college, and it is co-chaired by the Director of Human Resources Operations and the Director of Employment Services. The committee provides a forum to discuss human resources issues prior to implementing change.

The Board of Trustees established a Citizens Advisory Committee on March 9, 2010, for the purpose of reviewing Board budget assumptions and to provide general recommendations related to educational programs and services impacting VCCCD students during a time of severe state budget reductions. The Citizens Advisory Committee consisted of nine community members, one member from each Trustee's area and four members from Trustee nominations to serve as members-at-large. The members represented diverse interests and constituents throughout Ventura County.

Accreditation recommendations advised the District to utilize constituency and community input/feedback to ensure open and timely communications in the areas of continued educational excellence, planning, and integrity. The Board took action on May 10, 2011 to update the Citizens Advisory Committee title and charge, and to expand the membership. The renamed Citizens Advisory Body will meet annually, and as necessary.

Based on Trustee recommendations, the Citizens Advisory Body membership was expanded to 21 community representatives. To seek input for the Board's June 2011 strategic planning process, a survey with Citizens Advisory Body members was conducted. Opinions regarding the adequacy of the Board's 2010/2011 goals, objectives, mission statement, and breadth of functions were secured to better inform Trustees in their deliberations. In addition, information was collected regarding the adequacy of the District in providing its programs and services. The Director of Administrative Relations presented the Citizens Advisory Body survey findings to the Board as an agenda item during the June 28, 2011 Strategic Planning Session. Trustees commented that the findings confirm the importance of the Board's revised District mission statement. Associate degree completion, with successful transfer to four-year colleges, certificate and career technical education, and certificate completion should remain the colleges' primary focus. Several Trustees requested that college presidents ensure non-collegiate ESL instruction and adult education providers in Ventura County are made aware of the fact that these opportunities will be severely restricted in the District due to financial constraints.

An agenda Board meeting with the Citizens Advisory Body is scheduled for September 15, 2011. The Board will review District accomplishments in meeting its previous goals and objectives and seek input to the establishment of its revised goals and objectives prior to taking action to adopt them on October 11, 2011. It is anticipated the Board will report on accomplishments pertaining to these revised goals and objectives following the close of the 2011/2012 academic year.

List of Evidence:

1. 03.09.10 Board of Trustees Meeting Minutes
2. 03.10.10 Citizens Advisory Committee Membership
3. 12.06.10 Chancellor's Cabinet Meeting Notes
4. 02.14.11 Administrative Council Notes
5. 03.28.11 Chancellor's Cabinet Notes
6. 04.01.11 Chancellor's Consultation Council Notes
7. 04.01.11 Consultation Council 2, 4, 6 MC Accreditation Recommendation Summary

8. 04.01.11 Consultation Council 2, 4, 6 OC Accreditation Recommendation Summary
9. 04.01.11 Consultation Council 2, 4, 6 VC Accreditation Recommendation Summary
10. 04.12.11 Board of Trustees Full Accreditation Update
11. 05.10.11 Board of Trustees Minutes
12. 06.11.11 Citizens Advisory Body Membership Roster
13. 06.21.11 Citizens Advisory Body Survey Results
14. 06.11 Citizens Advisory Body Meeting Invitation
15. 06.28.11 Board of Trustees Meeting Minutes
16. 07.07.11 Email HR Talk
17. 07.27.11 Email HROC
18. 08.09.11 Board of Trustees Agenda
19. 09.07.11 HR Talk Email for 09.29.11 Presentation
20. 09.13.11 Board of Trustees Agenda Item 13.01 District Strategic Planning Vision, Goals, and Objectives
21. 09.15.11 Citizens Advisory Body Agenda
22. Participatory Governance Handbook August 2010

## Report on District Recommendation #5

### Recommendation:

*In order to meet the Standard, the Board of Trustees shall complete an analysis of its self assessment pursuant to Board Policy 2745 and formally adopt expected outcomes and measures for continuous quality improvement that will be assessed and reported as a component of the immediately succeeding self-assessment. (IV.B.1.g)*

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### Update:

The Board Policy Committee, in conjunction with the Chancellor and Director of Administrative Relations, reviewed *Board Policy 2745 Board Self Evaluation* in April 2011. The Director of Administrative Relations provided recommendations for strengthening the policy and procedure to align with District Recommendation 5. The policy was amended to include language that specified performance goals and assessment as an outcome of self evaluation. A revised self evaluation procedure and instrument was prepared and implemented electronically. Trustees discussed and adopted the policy and procedure during the Board of Trustees meeting on May 10, 2011.

The full Board participates in their annual self evaluation activity during the month of May. Findings of the 2011 self evaluation were prepared and presented by the Director of Administrative Relations to Trustees during the June 28, 2011 Board Strategic Planning Meeting. A facilitated discussion of survey findings was conducted and Trustee suggestions for improvements were recorded. The Board requested that these recommendations be consolidated to reduce redundancy and returned to the full Board for further review in September and action in October 2011. The tentative Board improvement plan incorporates 13 measurable activities designed to strengthen Board performance. The Board will review its performance success in June 2012.

### List of Evidence:

1. 04.14.11 Policy Committee Agenda
2. 05.10.11 Board of Trustees Meeting Minutes
3. 06.28.11 Board of Trustees Agenda
4. VCCCD BP 2745 Board Self Evaluation
5. VCCCD AP 2745 Board Self Evaluation
6. VCCCD 2011 Board Self Evaluation Survey
7. Strengthening Board Performance draft copy



## Report on District Recommendation #6

### Recommendation:

*In order to meet the Standards, the Board of Trustees shall establish clearly written policies and corresponding procedures to ensure that decision-making is administered by staff in an equitable and consistent manner across and within the three colleges. (III.A.3.a, III.A.4.c, IV.B.1.b-c)*

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### Update:

On December 6, 2010, the Chancellor distributed preliminary District accreditation recommendations to Chancellor's Cabinet for review and discussion. Cabinet determined that data gathering activities related to establishing clearly written policies and procedures was needed to ensure that decision-making is administered by staff in an equitable and consistent manner across and within the three colleges.

On February 14, 2011, District Recommendation 6 was discussed in the Chancellor's Administrative Council. Presidents were directed to conduct information gathering activities to identify policy and procedure barriers. A list of concerns raised by the campuses was prepared by each college president and returned to Chancellor's Cabinet for discussion on March 28, 2011.

Chancellor's Cabinet concluded that many of the concerns expressed regarding District Accreditation Recommendation 6 were related to unclear communications, both at the District and campus level. A lack of understanding on the part of constituents related to Board policies and procedures exist, and employees require additional training related to Board regulation. The need for an administrative procedure to *Board Policy 3280 Grants* was identified. Feedback from one campus indicated a lack of basic skills necessary to utilize the search functions of the BoardDocs policy/procedure online database. Campus employees reported a lack of trust in the District Human Resources division pertaining to hiring and selection. In addition, varying hours of operation at the three campuses and District Office are perceived as inequitable. A cumbersome array of manual Business Services forms slow transactions as exemplified in the student field trip approval processes. Limited responses identified specific Board regulations that were being administered by staff in an inconsistent manner at the three colleges, specifically, the activities pertaining to Cabinet approval for grant applications and the adoption implementation of the District's resource allocation model.

The Administrative Council discussed the role of the Board's Policy Committee in meeting District Recommendation 6. Administrative Council recommended the establishment of a two-year approach to review and revise all policies and procedures. The Council also believed that the Policy Committee should assess each policy and procedure for its impact on campus and District operations.

The Board Policy Committee concurred with this recommendation to systematically review both policy and procedure to ensure uniform practice. The two-year review cycle was adopted by the Board of Trustees during the March 8, 2011 Board meeting. The Vice Chancellor, Business Services will expedite the development of an administrative procedure for *Board Policy 3280 Grants* to be reviewed by the

Board no later than the close of the fall 2011 academic semester. In-service training related to the procedure will be provided by the Vice Chancellor, Business Services to the Administrative Council and other staff, as necessary.

The District apportions revenue to its three colleges through a formula agreed to through a consultative process within the District Council on Administrative Services (DCAS). The formula is used to distribute revenue to the District's colleges following tentative and final budget adoption by the Board. Although not a Board policy, the action of apportionment of revenue to its colleges has the force of the Board.

The issue of inequitable implementation of the allocation model was returned to the District Council on Administrative Services (DCAS) on April 7, 2011 for review and clarification. A review of the process of allocating revenue through the model was undertaken. All agreed that the computations of the model were handled accurately and when asked individually if any member of the Council believed there was inequity in the model, each member responded that he/she believed the model was an equitable distribution of the resources. In addition, the Vice Chancellor, Business and Administrative Services visited the Oxnard College Academic Senate and discussed the current budget situation as well as the elements of the model and how particular actions of a college affect the distribution of resources. The apportionment approach is reviewed annually by the DCAS as part of the District's budget process. The Chancellor will review the responsibilities of constituents to communicate clearly with their membership as outlined in the *District Governance Manual*. This will occur early in the 2011/2012 academic year.

List of Evidence:

1. 12.06.10 Chancellor's Cabinet Meeting Notes
2. 02.14.11 Administrative Council Meeting Notes
3. 03.08.11 Board of Trustees Agenda Item 18.08 Board Policy/Procedure Review Calendar
4. 03.08.11 Board of Trustees Policy Procedure Review Calendar
5. 03.28.11 Chancellor's Cabinet Notes – District Recommendation 2 & 6
6. 04.01.11 Chancellor's Consultation Council Notes
7. 04.01.11 Consultation Council 2, 4, 6 MC Accreditation Recommendation Summary
8. 04.01.11 Consultation Council 2, 4, 6 OC Accreditation Recommendation Summary
9. 04.01.11 Consultation Council 2, 4, 6 VC Accreditation Recommendation Summary
10. 04.07.11 DCAS Meeting Notes
11. DCAS Charge and Meeting Schedule
12. Participatory Governance Handbook
13. VCCCD BP 3280 Grants

## Report on District Recommendation #7

### Recommendation:

*In order to meet the Standards, the Board of Trustees shall assess its actions in relation to its policy making role and implement a program for ongoing Board member professional development to enhance and improve the demonstration of its primary leadership role in assuring the quality, integrity, and effectiveness of the student learning programs and services delivered by the District colleges. (IV.A.3, VI.B.1. e-g)*

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### Update:

In response to District Recommendation 7, the Board Policy Committee reviewed *Board Policy 2740 Board Education* and *Administrative Procedure 2740 Board Education* on April 14, 2011. The policy and procedure were revised to emphasize strengthened performance in the Board's policy-making role. Specifically, *Administrative Procedure 2740* calls for Board attendance at Trustee workshops and conferences. In addition, the Board will annually assess its effectiveness in fulfilling its policy role in contrast to its actions. As part of its Board assessment process, the Board will establish and monitor goals for deficiencies, when identified. The procedure also requires Trustees to identify areas in which they perceive a need for additional training. Trustees attending workshops and conferences are required to provide specific suggestions to the Board designed to enhance performance as an outcome of the activity at the first Board meeting following a conference or workshop.

In support of the Board's professional development, a calendar of workshops and conferences was prepared for Trustee review and activity planning purposes. The Board of Trustees participated in several professional development activities since the site team visitation in October 2010.

- January 14, 2011 VCCCD New Trustee Orientation included District overview, governance, Board planning objectives, accreditation, administrative relations, budget and finance, human resources, capital planning, economic development information technology, and BoardDocs Board agenda software training. Trustees also received college overviews from Moorpark, Oxnard, and Ventura.
- January 29, 2011 Community College League of California Conference
  - Ethics Training
  - New Trustee Training
  - Introduction to Trusteeship: Roles and Responsibilities
- April 1, 2011 Association of Governing Board Conference
  - How Boards Lead Change
  - Seminar for New Trustees
  - Leadership Strategies for Public Colleges, Universities, and Systems
  - Leading Board Committees

The full Board will attend the November 17, 2011 Community College League of California Conference in San Jose, California.

List of Evidence:

1. 01.14.11 Trustee Orientation Agenda
2. 01.21.11 Effective Trusteeship Conference program
3. 06.28.11 Board of Trustees Meeting Assessment
4. 2011 AGB Conference Schedule
5. 2012 Board Professional Development Proposed Calendar
6. VCCCD BP 2740 Board Education
7. VCCCD AP 2740 Board Education

## Report on Commission Concern

### Commission Concern:

*The Commission noted that a recent Human Resources audit revealed a lack of minimum qualifications and/or equivalencies for a total of 110 full- and part-time faculty district-wide. The District report it is currently engaged in the formal review and verification of degrees for all new hires and for those who lack an equivalency review at each of the colleges. The Commission requires the results of that review be included in the October Follow-Up Report from all three colleges. (III.A.2)*

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### Update:

The Human Resources Department audited all personnel files for current full and part-time faculty members to determine if the files contained evidence that the faculty members meet the minimum qualifications for the disciplines in which they were hired. The Human Resources Department identified 68 faculty members at Ventura College whose files did not demonstrate they possess the required minimum qualifications either through possession of appropriate degree(s) or through possession of equivalent qualifications (equivalency). The Human Resources Department sent letters to these faculty members requesting that they provide documentation that demonstrates they meet minimum qualifications or request an equivalency. Twenty-three faculty members requested an equivalency, 26 faculty members submitted credentials or transcripts verifying completion of the required degree(s), and 19 members did not respond to the request for information. All requests for equivalency were approved. The 19 part-time faculty members who did not respond to the initial request for information have not taught in several semesters and will remain ineligible for assignment unless they demonstrate they meet minimum qualifications.

## Ventura College Academic Senate

October 2011

Accrediting Commission of Community and Junior Colleges (ACCJC)  
Western Association of Schools and Colleges  
10 Commercial Boulevard, Suite 204  
Novato, CA 94949

RE: Ventura County Community College District's *Follow-Up Report* Recommendation #4

Dear ACCJC:

Due to the lack of broad-based participation by the campus community in the development of the District's response to the accrediting commission's final recommendations, I am not signing the District's *Follow-Up Report*. Formally and for the record I do wish to affirm my support of the broad-based dialogue and participation in the crafting of Ventura College's *Follow-Up Report*. In no way should this lack of my signature indicate a negative perception of Ventura College's response to the Commission's recommendations made to the College. Indeed, the faculty at Ventura College have worked incredibly hard and taken seriously all six (6) commission recommendations responded to in the College's *Follow-Up Report*. I know that when the team visits Ventura College on Oct 31-Nov 1 they will see and hear first-hand all the hard work completed by the faculty, staff and administrators of Ventura College.

Differing from the development of the College's *Follow-Up Report*, the District's *Follow-Up Report* was crafted in a manner contrary to good communication. Indeed, District Recommendation #4 centers on how to "increase effectiveness" by utilizing "constituency and community input/feedback data to implement improvements to ensure that open and timely communication regarding expectations of educational excellence, operational planning, and integrity." While communication between the Colleges—or at a bare minimum at least amongst the respective Academic Senates—is more open, transparent and collegial than can be remembered in recent past memory, District-to-campus communications have not improved at all since mid-Fall 2010—and they were pretty bad at that time.

While communication at Ventura College has made great improvement since mid-Fall 2010, contrary to the spirit and letter of District Recommendation #4, the District's *Follow-Up Report* was developed without any faculty input. The District's *Follow-Up Report* was only shared with the Academic Senate Presidents as a draft in mid-September. There was no real opportunity for any form of significant faculty input in the development or editing of this District *Follow-Up Report*. Contrasted to this process, the Ventura College Academic Senate had two formal readings of the College's *Follow-Up Report*—one in May and one in September—and we as a body approved the College's *Follow-Up Report* at our September 15, 2011 Senate meeting. In addition to these formal opportunities listed above, the College's *Report* was posted on the my.vcccd.edu portal so the entire College community had many opportunities to view and comment on the College's *Follow-Up Report*.

The remainder of this minority report will focus on the lack of effective communication that exists between the District to College, or, in other words, District Recommendation #4.

### **District to College Communication**

Decisions at the District level are often made absent even notice, much less faculty input unless input is mandated by law. Indeed, the attitude from the District regarding decision-making seems often to be that the District decides, you may/may not find out about the decision in a timely manner (even when it may impact your job), then you must live with the fall-out

Overall, the District to College communication atmosphere is not collegial. With regards to communication, a more respectful environment would bring all people to the table to help decide matters of mutual concern. Short of this, an improvement to the present state of District to College communication would be to at least tell the Colleges in a timely manner when changes are afoot that impact day-to-day operations or the lives of faculty, classifieds and students. Further, our current *Participatory Governance Manual* does not adequately explain how to effect change within the District. With regards to effective communication, our *Manual* is in need of flow charts that explain how formal proposals effectively and efficiently move from District to College or from College to District or from College to College.

What follows below are specific examples of the disconnect that exists in communication between District to College:

- **BPs/APs.** It is absolutely impossible to track the status of BPs and APs as they work their way through the participatory governance (PG) process. For example, AP 5055 was reviewed by all three Senates last academic year. A final edit of this AP was approved by DCSL. However, it has yet to make it before the Board Policy Subcommittee, much less the BOT yet nowhere in BoardDocs does it: 1.) show what the status of the proposed edits to this AP are; or 2.) show that it was even being reviewed and proposed for modification. There are at least four (4) to six (6) other BPs/APs that are in exactly this same situation outlined above. In short, there is zero transparency to anyone other than those extremely in the know about what is going on with our BPs and APs. A simple project tracking of proposed changes to BPs and APs as they work their ways through the participatory governance process would solve this frustrating issue.
- **Byzantine Forms.** The forms that are required to do even the simplest of tasks (e.g., field trips forms or workload banking forms, etc.) are unbelievably complex, seemingly arbitrary and—at worst—prime examples of paperwork for the sake of paperwork. Worse yet, forms are moving targets. As soon as one is accustomed to filling out a 10 page form in triplicate, the form then changes, becomes impossible to track down or simply vanishes into the ether. Another example of these forms that seemingly go nowhere is the load banking form. Once these are submitted to one's dean, one does not know what is happening with the form until a pay check is cut, at which point if there is an error (e.g., payroll did not receive the load banking form), it is too late to correct the issue. A simple fix would be to

have a District e-mail or otherwise electronically communicated “in progress” status report for all critical paperwork.

- **Budget Cuts.** While each of the three Colleges announced proposed program discontinuance lists by the end of the second week of the Fall semester *in anticipation* of budget deficits in fiscal year 2013’s budget, as of today [8th week of the Fall semester], no proposed District responses and/or cuts have been announced. Rather, a consultant was hired by the District for this fiscal year, although his wage was split three ways evenly amongst the three Colleges. The College cuts were determined at the District level—perhaps with College presidents involved, perhaps not—then announced to faculty, without a shared governance process all the while we did not have a Program Discontinuance Administrative Procedure in place—despite all three Senates and the District participatory governance committee charged with overseeing the development of APs (DCSL) having approved to send to the Board of Trustees an AP on Program Discontinuance in February 2011.
- **Financial Aid.** The District Office has decided to centralize financial aid. It excluded EOPS faculty who are stakeholders in this process. The District’s new financial aid processes are negatively impacting EOPS students. The new processes were initiated without EOPS input and without the required consortium agreement in place. The new District financial aid consortium has been written without EOPS input.
- **Finals Week.** Another example of the district being autocratic to the detriment of students is the attempt to eliminate finals week, an issue that resides purely within the faculty-student relationship. Without consulting any faculty first, the District made a move last Nov/Dec to eliminate block scheduling of Finals Week in response to informal/anecdotal/perceived evidence that *some* instructors were not using their final exam slots to give finals. Rather than talk to us, attempt to find out the extent and/or veracity of the problem and to work with us to find solutions, the District was ready to place the block scheduling of Finals Week on the guillotine without apparent regard for how the action would affect students. This is not the action of a student-centered organization or of an organization that values communication. Thankfully, after a resolution from our Senate delivered to the Board of Trustees last December, this issue disappeared and no change was made to our Finals Weeks block scheduling.
- **Dropping students for non-payment.** The best example is saved for last. It is understood that the Senates do not have primacy or even a say in the business end side of how student payment is received. However, the recent change from dropping students for non-payment after *seven* days to dropping students for non-payment *the same day* is a perfect example of how flawed District to College communication is. The Senate acknowledges that this area is not specifically an enumerated part of the 10+1 but the Senate also wants to state for the record that the communication should not be constrained within such narrow boundaries. The 10+1 are the areas where management and faculty must work together in good faith efforts to effect positive change. Communication should not cease when items that impact academic and professional matters arise that are not explicitly listed in AB 1725. Here’s a perfect example. Counselors go out to high schools starting early in the Spring semester. The campuses were not publicly informed about proposed changes to our dropping students for non-payment practice until



after Spring Break. This left our counselors in a bad situation where they had already visited local high schools and told them about how to register, when payment was required, etc. but then only weeks later did they learn that the long-established practice of not dropping students for non-payment was about to change. As soon as this information became public, a two-way conversation between the District and the Colleges began in which many scenarios we addressed and the start date for this new practice was pushed off to Aug 1, which did allow for more student-directed publicity to occur with regards to this significant change. However, had this conversation begun earlier, this troubling change could have been even more smoothly handled.

### **Final Analysis of District to College Communication**

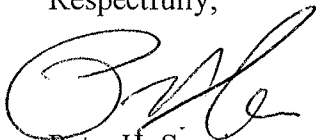
Good communication within the District should not be constrained by legal boundaries or long-established traditions. Rather, good communication involves not only following the rules established by AB 1725 as explained in our *Participatory Governance Manual*. Nor is good communication defined by one party only looking for merely the consent of the other party. Indeed, good communication means both parties come to the table looking for dialogue and the free exchange of ideas and criticisms imbued with a spirit of inquiry that validates that the best solution is the one that we come up with together. Rather, all too often District to College communication is typified as: here is what will be done, just live with it.

Unfortunately, all too often in our District, the communication paradigm is not collegial or open to spirit of inquiry *unless it is so mandated* either by AB 1725 or by our *Participatory Governance Manual*. Then again, even *when* a process is explicitly stated in our *Manual*, there is no guarantee that the District will follow it. Collegiality and organizational effectiveness require not limiting communication and governance to just those elements specifically required by law. Unfortunately, all too often the policies, procedures or rules of the game seem to change arbitrarily and somehow, we the faculty, find out about these changes, more often than not, after the fact. Organizational effectiveness is crippled when those implementing and working within policies and procedures are not involved in decisions that create those policies and procedures.

In short, there is a lack of communication between the District and the Colleges.

I am,

Respectfully,



Peter H. Sezzi  
Academic Senate President  
Ventura College