

Ventura College Academic Senate
Senate Council Agenda
Thursday, January 21, 2020
3:30 - 5:00 pm
Meeting held via Zoom <https://cccconfer.zoom.us/j/94303167532>

1. Call to Order

1.01 Call to Order

2. Adoption of the agenda.

2.01 Adoption of the agenda

3. Acknowledgement of Guests

3.01 Acknowledgement of Guests

4. Public Comments

4.01 Public Comments are limited to two minutes. Please note that discussion following a public comment is not allowed.

5. Action Items

5.01 Approval of 1/7 meeting minutes

6. Committee Reports

Committee reports are limited to two minutes per report. Additional information may be submitted as a written report and posted to the Academic Senate website.

6.01 Curriculum Committee (Michael)

6.02 BRC (Andrea)

6.03 Guided Pathways (Erin)

6.04 CTE liaison report (Deanna)

6.05 Treasurer's Report (Andrea)

6.06 OER Report (Andrea)

6.07 DE (Colleen)

6.08 Faculty PD Committee (Colleen)

6.09 Student Success Committee (Paula/Dan)

7. Academic Senate President's Report

7.01 Ventura College Meetings

7.02 District Meetings

7.03 Board of Trustees

7.04 ASCCC Updates

8. Informational Items

These items are intended to provide brief updates or reports of activities. If the Senate wishes to debate an item presented as information, they may request that it be placed on an agenda at future meeting as an action or discussion item.

8.01 Applications for [2021 Stanback-Stroud Diversity Award](#) (due by 5:00 pm on February 8, 2021)

8.02 Ventura County Vaccination Progress

8.03 Senate Constitution and Bylaws (Preston)

9. Discussion Items

These items are a chance for the Senate to discuss and debate issues. This may lead to action at a future meeting or provide the President with direction for discussions with the Administration, State Academic Senate, or other bodies.

9.01 Ethnic Studies Out of Cycle Request (Jennifer Kalfsbeek-Goetz)

9.02 Low-Cost Textbook designation for textbooks priced at \$40 or under (Dan)

9.03 District Policies, Procedures, and Plans (VCCCD Strategic Plan writing, AP 7120-D; Dan)

9.04 Waitlist, Class Capacities, and Enrollment Management practice

9.05 VC Equity, Race & Action Force (standing item)

10. For the Good of the Order

10.01 AFT Update (Ty Gardner)

10.02 Upcoming ASCCC Events (<https://asccc.org/calendar/list/events>)

11. Requests for Future Agenda Items

11.01 Requests for Future Agenda Items

12. Adjournment

12.01 Adjournment

Academic Senate's primary function is to make recommendations with respect to academic and professional matters specifically the following policy development and implementation matters:

1. Curriculum, including establishing prerequisites
 2. Degree & Certificate Requirements
 3. Grading Policies
 4. Educational Program Development
 5. Standards & Policies regarding Student Preparation and Success
 6. College governance structures, as related to faculty roles
 7. Faculty roles and involvement in accreditation process
 8. Policies for faculty professional development activities
 9. Processes for program review
 10. Processes for institutional planning and budget development
- + Other academic and professional matters as mutually agreed upon.

Ventura College Academic Senate
Meeting of the Whole | Minutes
Thursday, January 7, 2020
3:30 - 5:00 pm

Meeting held via Zoom <https://cccconfer.zoom.us/j/94303167532>

1. Call to Order

1.01 Call to Order at 3:32pm

2. Adoption of the agenda.

2.01 Adoption of the agenda. Motion by Erin Broker; 2nd by Andrea Horigan. Vote: 19 yes–0 no.

3. Acknowledgement of Guests

3.01 Acknowledgement of Guests—None.

4. Public Comments

4.01 Public Comments are limited to two minutes. Please note that discussion following a public comment is not allowed. *None.*

5. Action Items

5.01 Approval of 12/03 meeting minutes. Motion by PP; 2nd by EB. 19 yes–1 abstain–0 no.

6. Committee Reports

Committee reports are limited to two minutes per report. Additional information may be submitted as a written report and posted to the Academic Senate website.

6.01 Curriculum Committee (Michael) --all reports were given by the individuals indicated

6.02 BRC (Andrea)

6.03 Guided Pathways (Erin)

6.04 CTE liaison report (Deanna)

6.05 Treasurer's Report (Andrea)

6.06 OER Report (Andrea)

6.07 DE (Colleen)

6.08 Faculty PD Committee (Kammy)

6.09 Student Success Committee (Paula/Dan)

7. Academic Senate President's Report

7.01 Ventura College Meetings

7.02 District Meetings

7.03 Board of Trustees

7.04 ASCCC Updates

DC reviews the senate goals for this year and progress to date.

8. Informational Items

These items are intended to provide brief updates or reports of activities. If the Senate wishes to debate an item presented as information, they may request that it be placed on an agenda at future meeting as an action or discussion item.

8.01 Senate Election Results (Elections Committee)--Jaclyn gives this update.

8.02 Applications for 2021 Stanback-Stroud Diversity Award—DC gives this update and solicits nominations from those present for this award.

9. Discussion Items

These items are a chance for the Senate to discuss and debate issues. This may lead to action at a future meeting or provide the President with direction for discussions with the Administration, State Academic Senate, or other bodies.

9.01 Proposed Changes to the Academic Senate Constitution and Bylaws—PP gives this update.

9.02 Practice for selecting Academic Senate representatives on VC and District committees—DC solicits input about how we decide who serves. Comment: whoever is interested can submit a half page in support of their participation (we've done this in the past). Comment: many times faculty don't sign up to serve because their labor is not valued and decisions are made at high level.

9.03 Senate Council input on select VCCCD APs/BPs (Administrative Procedures and Board Policies)--Not covered in today's meeting.

9.04 VC Equity, Race & Action Force (standing item)--PM will give regular updates to the senate council.

10. For the Good of the Order

10.01 AFT Update (Ty Gardner)--TG gives this report

10.02 Upcoming ASCCC Events (<https://asccc.org/calendar/list/events>)

11. Requests for Future Agenda Items

11.01 Requests for Future Agenda Items—Next senate meeting is 1/21. Suggestion: senators should speak up more. Maybe have a roundtable next time to solicit feedback? Suggestion: PD of the senators themselves (i.e., to make them more effective in their roles).

12. Adjournment

Academic Senate's primary function is to make recommendations with respect to academic and professional matters specifically the following policy development and implementation matters:

1. Curriculum, including establishing prerequisites
 2. Degree & Certificate Requirements
 3. Grading Policies
 4. Educational Program Development
 5. Standards & Policies regarding Student Preparation and Success
 6. College governance structures, as related to faculty roles
 7. Faculty roles and involvement in accreditation process
 8. Policies for faculty professional development activities
 9. Processes for program review
 10. Processes for institutional planning and budget development
- + Other academic and professional matters as mutually agreed upon.

Office of Institutional Effectiveness
Ventura County Community College District
761 East Daily Drive
Camarillo, California 93010

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CHANCELLOR'S MESSAGE

Ventura County Community College District Leadership

Board of Trustees

Joshua Chancer - Chair

Diane B. McKay - Vice Chair

Stan Mantooth - Trustee

Bernardo M. Perez - Trustee

Gabriela Torres - Trustee

Ashley Gonzales - Student Trustee

District Administrative Team

Dr. Greg Gillespie - Chancellor

Dr. Julius Sokenu - Interim President Moorpark College

Luis Sanchez - President Oxnard College

Dr. Kimberly Hoffmans - President Ventura College

Dr. Lawrence Buckley - Interim Vice Chancellor, Institutional Effectiveness

Dr. David El Fattal - Vice Chancellor, Administrative Services

Laura Barrosa - Vice Chancellor, Human Resources

Dan Watkins - Associate Vice Chancellor, Information Technology

Cynthia Herrera - Associate Vice Chancellor, Strategic Partnerships, Enrollment, and Advancement

John Cooney - Researcher

Purpose of the Strategic Plan

To develop long-term strategic enrollment goals and stratagems, informed by equity and social justice priorities, and focused on promoting accelerated student and employee success, as well as maximizing financial efficiency in concert with the CCCCO Student Centered Funding Formula Targets.

Strategic Plan Development Chronology and Planning Process

June 24, 2019.....VCCCD Board of Trustees discusses three previous strategic goals and added an additional goal

January 11, 2020.....VCCCD Board of Trustees reviews four strategic goals

January 21, 2020.....VCCCD Board of Trustees approves four strategic goals

February 1, 2020.....Strategic goals are published on VCCCD website

Feb 1 – Nov 30, 2020.....Gather data, review District and colleges reports

December 31, 2020.....First draft of Strategic Plan completed

Jan 3 – Mar 30, 2021.....Constituency consultation: Colleges' Faculty Senates, Classified Senates, and Associated Students organizations.

April 1, 2021.....Second draft of Strategic Plan submitted to Chancellor for review

End of May, 2021.....Final plan submitted to Board of Trustees

Our Thanks and Appreciation

The strength and enduring vision of this Strategic Plan was made possible by the numerous students, Faculty, Classified Professionals, Administrators, Trustees, students, and community partners who contributed their time and energy. Their perspectives, wisdom, and commitment shaped the development of a unified direction that will guide the Ventura County Community College District in a way that represents our values, strengths, and aspirations.

Introduction

This Strategic Plan signals a new era for the Ventura County Community College District (VCCCD) through the year 2026. It provides a roadmap by which the District will operationalize its goals to match changing times. The plan reflects the District's commitment to student success, equity, and social justice, is driven by four strategic goals and is informed by data derived from the District's current efforts to meet those goals.

Development of the VCCCD Strategic Plan began as an initiative of the Board of Trustees, and was spearheaded by an executive-level team that included the Chancellor, College Presidents, the Vice Chancellors of the District, College Academic Senates, College Classified Senates and College Associated Student Governments.

The plan's development was supported by data compiled, gathered and developed by the Ventura County Community College District Institutional Effectiveness – Research office. Sources included U.S. Census, California Community Colleges Chancellor's Office Data Mart and internal VCCCD tools and reports. The data analysis includes trends in statewide, county and district demographics, K-12 county projections, District-wide student retention and success rates, staff demographics, Financial Aid recipient and special populations, and Development Skills data.

The Strategic Plan will guide the colleges in meeting the Chancellor's student success initiatives, inform the District funding priorities, define college instructional and student service program priorities, along with district workforce program priorities, enrollment management, and outreach efforts.

The Board of Trustees is committed to reviewing the plan regularly, refining its strategies and updating its metrics, as needed.

District Profile

RACE AND HISPANIC ORIGIN

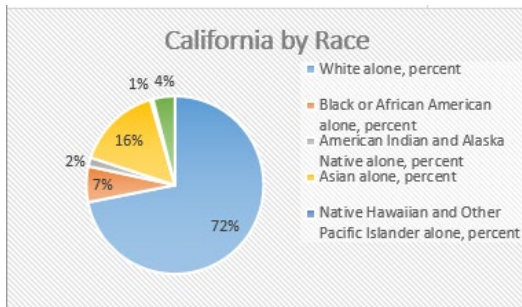
Ref. a1

Annual Estimates of the Resident Population by Race and Hispanic Origin for the United States: April 1, 2010 to July 1, 2019										
Race and Hispanic Origin	Population Estimate (as of July 1)									
	2010%	2011%	2012%	2013%	2014%	2015%	2016%	2017%	2018%	2019%
White	78%	78%	78%	78%	77%	77%	77%	77%	77%	76%
Black or African American	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%
American Indian and Alaska Native	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Asian	5%	5%	5%	5%	5%	6%	6%	6%	6%	6%
Native Hawaiian and Other Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Two or More Races	2%	2%	2%	2%	3%	3%	3%	3%	3%	3%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
NOT HISPANIC										
	84%	83%	83%	83%	83%	82%	82%	82%	82%	82%
HISPANIC										
	16%	17%	17%	17%	17%	18%	18%	18%	18%	18%

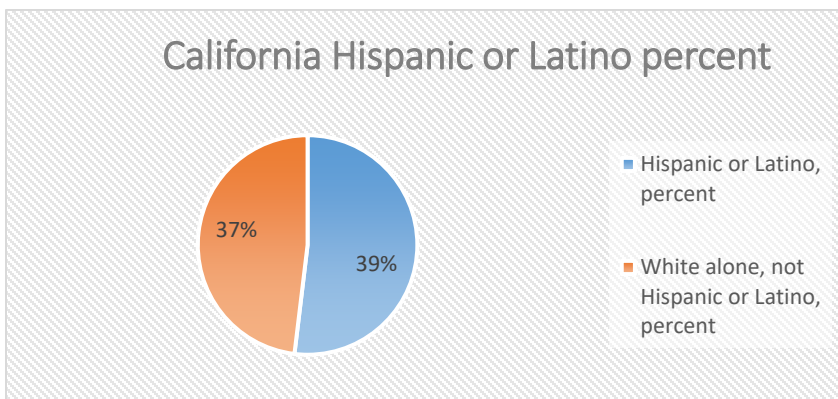
ethnically, not a race. Hispanics may be of any race. Responses of "Some Other Race" from the 2010 Census are modified. This results in differences between the population for specific race categories shown for the 2010

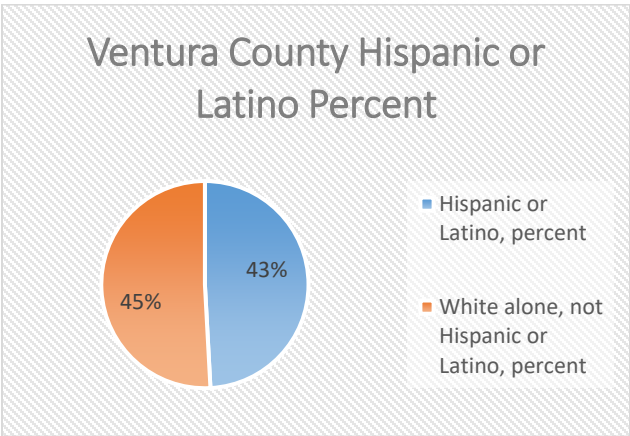
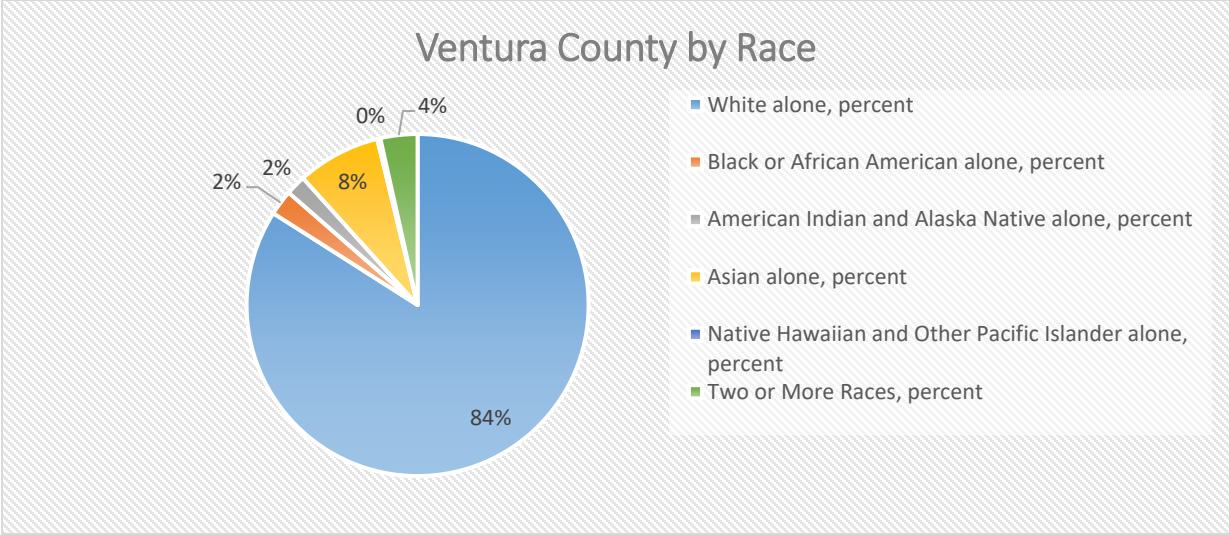
Suggested Citation:
 Annual Estimates of the Resident Population by Race and Hispanic Origin for the United States: April 1, 2010 to July 1, 2019 (NC-EST2019-SR11H)
 Source: U.S. Census Bureau, Population Division
 Release Date: June 2020

The above chart shows the Racial and Hispanic Origin (Ethnicity) percentages for the United States. For 2019 White represented 76% of the population by race, while Hispanic Origin represented 18% of the U.S. population by ethnicity.



The state of California is represented by 72% White with 39% Hispanic Origin. California has 21% greater Hispanic Origin representation than the United States as a whole.



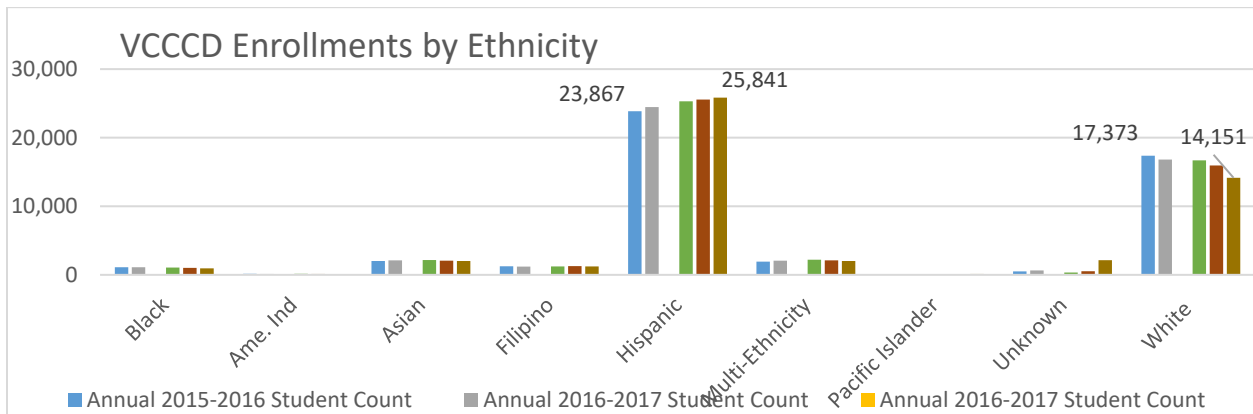
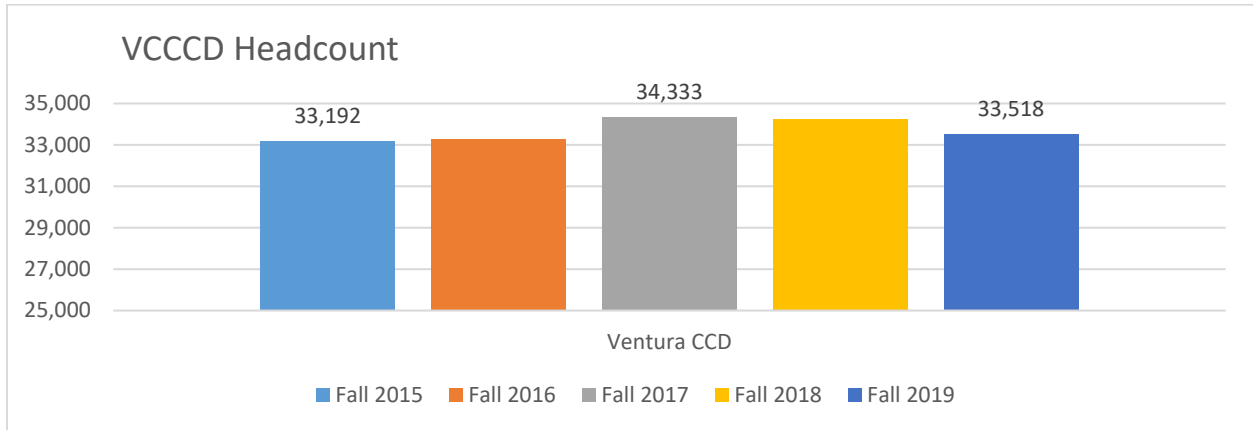


Ventura County is represented by 84% White and 43% of the total population identifies as Hispanic or Latino.

The estimates are based on the 2010 Census and reflect changes to the April 1, 2010 population due to the Count Question Resolution program and geographic program revisions. Hispanic origin is considered an ethnicity, not a race. Hispanics may be of any race. Responses of "Some Other Race" from the 2010 Census are modified. This results in differences between the populations for specific race categories shown for the 2010 Census population in this table versus those in the original 2010 Census data. For more information, see <https://www2.census.gov/programs-surveys/popest/technical-documentation/methodology/modified-race-summary-file-method/mrsf2010.pdf>. For population estimates methodology statements, see <http://www.census.gov/programs-surveys/popest/technical-documentation/methodology.html>.

VCCCD STUDENT DEMOGRAPHICS BY ETHNICITY, GENDER AND AGE GROUP

Ref. b1



Source: <https://datamart.cccco.edu/datamart.aspx>

VCCCD 5 Year Enrollments by Gender, Ethnicity and Age

California Community Colleges Chancellor's Office
 Student Enrollment Status Summary Report
 2015-16 to 2019-20 Ventura CCD Totals and Percentage by Ethnicity, Gender and Age Group

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Ventura CCD Total	100.00 %	100.00 %	100.00 %	100.00 %	100.00 %
Female Total	53.94 %	53.47 %	53.70 %	54.43 %	54.86 %
<u>19 or Less Total</u>	32.37 %	32.67 %	32.64 %	33.67 %	36.08 %
African-American	1.24 %	1.29 %	1.23 %	1.16 %	1.23 %
American Indian/Alaskan Native	0.19 %	0.25 %	0.23 %	0.22 %	0.20 %
Asian	4.43 %	4.76 %	4.83 %	4.19 %	5.04 %
Filipino	2.44 %	2.39 %	2.36 %	2.46 %	2.42 %
Hispanic	51.73 %	52.55 %	54.54 %	56.03 %	54.52 %
Multi-Ethnicity	4.62 %	4.86 %	4.73 %	4.39 %	4.54 %
Pacific Islander	0.17 %	0.16 %	0.15 %	0.16 %	0.15 %
Unknown	0.60 %	0.82 %	0.37 %	0.56 %	4.16 %
White Non-Hispanic	34.56 %	32.91 %	31.56 %	30.83 %	27.76 %
<u>20 to 24 Total</u>	36.51 %	36.02 %	35.70 %	34.39 %	32.16 %
African-American	1.68 %	1.53 %	1.45 %	1.41 %	1.34 %
American Indian/Alaskan Native	0.23 %	0.12 %	0.21 %	0.18 %	0.18 %
Asian	3.25 %	3.39 %	3.57 %	3.39 %	3.21 %
Filipino	2.21 %	2.23 %	2.29 %	2.84 %	2.70 %
Hispanic	55.15 %	55.96 %	56.37 %	57.24 %	59.59 %
Multi-Ethnicity	4.37 %	4.52 %	4.80 %	4.80 %	4.05 %
Pacific Islander	0.16 %	0.14 %	0.14 %	0.14 %	0.22 %
Unknown	0.94 %	0.76 %	0.51 %	0.70 %	2.95 %
White Non-Hispanic	32.02 %	31.35 %	30.67 %	29.30 %	25.77 %
<u>25 to 29 Total</u>	12.53 %	13.09 %	13.37 %	13.51 %	13.13 %
African-American	1.87 %	2.08 %	1.84 %	1.79 %	1.66 %
American Indian/Alaskan Native	0.37 %	0.29 %	0.31 %	0.25 %	0.14 %
Asian	3.89 %	3.32 %	3.25 %	3.26 %	2.54 %
Filipino	3.13 %	2.44 %	2.46 %	2.18 %	2.29 %
Hispanic	50.86 %	55.61 %	56.69 %	57.67 %	60.43 %
Multi-Ethnicity	3.31 %	3.44 %	3.88 %	3.68 %	3.66 %
Pacific Islander	0.49 %	0.38 %	0.28 %	0.14 %	0.11 %
Unknown	1.23 %	1.15 %	0.82 %	1.03 %	3.72 %
White Non-Hispanic	34.87 %	31.30 %	30.47 %	29.99 %	25.44 %
<u>30 to 34 Total</u>	6.01 %	5.93 %	6.20 %	6.26 %	6.37 %
African-American	2.62 %	3.37 %	3.17 %	2.47 %	1.77 %

American Indian/Alaskan Native	0.51 %	0.52 %	0.12 %	0.12 %	0.29 %
Asian	3.70 %	3.37 %	3.48 %	4.16 %	4.01 %
Filipino	3.38 %	3.89 %	3.17 %	3.07 %	1.89 %
Hispanic	49.14 %	48.74 %	52.44 %	52.11 %	54.48 %
Multi-Ethnicity	3.00 %	3.56 %	3.84 %	3.01 %	3.36 %
Pacific Islander	0.51 %	0.45 %	0.18 %	0.24 %	0.29 %
Unknown	1.08 %	1.94 %	1.34 %	1.93 %	4.30 %
White Non-Hispanic	36.06 %	34.15 %	32.26 %	32.89 %	29.60 %
<u>35 to 39 Total</u>	3.66 %	3.68 %	3.69 %	3.89 %	4.00 %
African-American	2.52 %	2.71 %	2.76 %	2.81 %	1.87 %
American Indian/Alaskan Native	0.42 %	0.21 %	0.20 %	0.00 %	0.19 %
Asian	3.78 %	3.97 %	4.81 %	5.43 %	3.84 %
Filipino	2.52 %	3.13 %	3.17 %	3.49 %	2.81 %
Hispanic	50.79 %	48.23 %	48.82 %	53.00 %	54.17 %
Multi-Ethnicity	2.41 %	2.71 %	2.46 %	2.81 %	3.00 %
Pacific Islander	0.10 %	0.21 %	0.51 %	0.10 %	0.00 %
Unknown	1.15 %	1.98 %	0.72 %	1.26 %	4.50 %
White Non-Hispanic	36.31 %	36.85 %	36.54 %	31.10 %	29.62 %
<u>40 to 49 Total</u>	4.95 %	4.75 %	4.66 %	4.55 %	4.58 %
African-American	3.57 %	2.75 %	3.57 %	2.40 %	2.38 %
American Indian/Alaskan Native	0.39 %	0.49 %	0.41 %	0.33 %	0.41 %
Asian	5.43 %	6.07 %	6.90 %	6.38 %	5.00 %
Filipino	3.18 %	3.16 %	3.08 %	3.81 %	3.60 %
Hispanic	42.87 %	40.81 %	42.13 %	42.50 %	45.29 %
Multi-Ethnicity	1.63 %	2.51 %	2.35 %	2.24 %	2.70 %
Pacific Islander	0.39 %	0.24 %	0.24 %	0.08 %	0.33 %
Unknown	0.70 %	2.11 %	0.65 %	1.91 %	6.63 %
White Non-Hispanic	41.86 %	41.86 %	40.67 %	40.35 %	33.66 %
<u>50 + Total</u>	3.98 %	3.85 %	3.74 %	3.73 %	3.67 %
African-American	5.01 %	4.80 %	4.04 %	4.34 %	3.58 %
American Indian/Alaskan Native	0.29 %	0.60 %	0.71 %	0.51 %	0.20 %
Asian	4.44 %	5.00 %	5.45 %	5.86 %	5.62 %
Filipino	0.96 %	0.60 %	1.11 %	1.21 %	1.53 %
Hispanic	25.27 %	24.08 %	24.44 %	25.86 %	27.37 %
Multi-Ethnicity	1.54 %	1.40 %	2.12 %	2.32 %	2.76 %
Pacific Islander	0.39 %	0.30 %	0.20 %	0.20 %	0.51 %
Unknown	1.83 %	3.20 %	1.21 %	2.12 %	6.64 %
White Non-Hispanic	60.27 %	60.04 %	60.71 %	57.58 %	51.79 %
<u>Unknown Total</u>	0.00 %	0.00 %	0.00 %	0.01 %	0.00 %
African-American	0.00 %	100.00 %	0.00 %	0.00 %	0.00 %
Asian	0.00 %	0.00 %	0.00 %	100.00 %	100.00 %

Male Total	45.33 %	45.49 %	45.17 %	44.28 %	43.76 %
<u>19 or Less Total</u>	34.48 %	34.67 %	35.60 %	37.20 %	38.41 %
African-American	2.30 %	2.40 %	2.32 %	2.22 %	1.91 %
American Indian/Alaskan Native	0.34 %	0.20 %	0.27 %	0.19 %	0.16 %
Asian	4.94 %	5.20 %	5.33 %	5.41 %	5.40 %
Filipino	2.50 %	2.40 %	2.22 %	2.33 %	2.54 %
Hispanic	48.81 %	48.05 %	49.56 %	51.44 %	51.21 %
Multi-Ethnicity	4.53 %	4.82 %	5.48 %	4.91 %	4.41 %
Pacific Islander	0.13 %	0.21 %	0.28 %	0.35 %	0.26 %
Unknown	0.82 %	1.30 %	0.45 %	0.97 %	5.62 %
White Non-Hispanic	35.61 %	35.42 %	34.08 %	32.20 %	28.49 %
<u>20 to 24 Total</u>	39.55 %	39.49 %	38.57 %	37.48 %	36.86 %
African-American	2.74 %	2.73 %	2.65 %	2.56 %	2.66 %
American Indian/Alaskan Native	0.20 %	0.30 %	0.31 %	0.28 %	0.28 %
Asian	4.49 %	4.61 %	4.44 %	4.46 %	3.66 %
Filipino	2.83 %	2.60 %	2.77 %	3.05 %	2.90 %
Hispanic	49.23 %	50.95 %	51.38 %	51.21 %	52.48 %
Multi-Ethnicity	4.13 %	4.31 %	4.36 %	4.85 %	4.80 %
Pacific Islander	0.16 %	0.14 %	0.10 %	0.16 %	0.36 %
Unknown	1.06 %	0.79 %	0.63 %	1.05 %	3.19 %
White Non-Hispanic	35.16 %	33.57 %	33.36 %	32.38 %	29.67 %
<u>25 to 29 Total</u>	12.48 %	12.71 %	12.57 %	12.07 %	11.84 %
African-American	3.18 %	2.70 %	2.65 %	2.80 %	2.34 %
American Indian/Alaskan Native	0.51 %	0.50 %	0.43 %	0.35 %	0.04 %
Asian	4.14 %	4.76 %	4.00 %	3.34 %	3.46 %
Filipino	2.82 %	2.35 %	2.57 %	2.61 %	2.70 %
Hispanic	45.28 %	48.01 %	49.95 %	51.53 %	53.28 %
Multi-Ethnicity	3.44 %	4.09 %	4.11 %	4.07 %	3.85 %
Pacific Islander	0.37 %	0.11 %	0.25 %	0.27 %	0.28 %
Unknown	1.13 %	2.24 %	0.86 %	1.38 %	5.09 %
White Non-Hispanic	39.13 %	35.25 %	35.18 %	33.65 %	28.96 %
<u>30 to 34 Total</u>	5.26 %	5.09 %	5.12 %	5.30 %	5.12 %
African-American	3.82 %	4.35 %	3.43 %	3.84 %	2.67 %
American Indian/Alaskan Native	0.70 %	0.71 %	0.79 %	0.61 %	0.64 %
Asian	3.21 %	3.64 %	3.25 %	3.49 %	3.77 %
Filipino	3.65 %	3.29 %	3.25 %	2.18 %	1.38 %
Hispanic	45.26 %	43.96 %	42.97 %	47.25 %	48.21 %
Multi-Ethnicity	3.48 %	4.44 %	4.39 %	3.84 %	3.31 %
Pacific Islander	0.26 %	0.18 %	0.00 %	0.17 %	0.28 %
Unknown	1.91 %	2.22 %	0.88 %	1.22 %	4.88 %
White Non-Hispanic	37.71 %	37.21 %	41.04 %	37.38 %	34.87 %

<u>35 to 39 Total</u>	2.87 %	2.88 %	2.89 %	2.76 %	2.73 %
African-American	3.98 %	3.77 %	3.26 %	3.53 %	2.76 %
American Indian/Alaskan Native	0.48 %	0.47 %	0.78 %	0.84 %	0.69 %
Asian	3.50 %	4.40 %	3.88 %	2.52 %	2.59 %
Filipino	3.34 %	2.98 %	3.88 %	2.52 %	2.24 %
Hispanic	46.82 %	45.37 %	44.25 %	45.71 %	45.52 %
Multi-Ethnicity	3.18 %	4.08 %	3.88 %	4.20 %	4.66 %
Pacific Islander	0.64 %	0.16 %	0.93 %	1.01 %	0.34 %
Unknown	2.23 %	3.45 %	1.24 %	1.51 %	4.66 %
White Non-Hispanic	35.83 %	35.32 %	37.89 %	38.15 %	36.55 %
<u>40 to 49 Total</u>	3.02 %	2.78 %	2.92 %	2.68 %	2.56 %
African-American	3.48 %	3.25 %	3.70 %	3.28 %	5.14 %
American Indian/Alaskan Native	0.76 %	0.65 %	0.62 %	0.69 %	1.28 %
Asian	4.24 %	3.73 %	3.39 %	2.94 %	3.85 %
Filipino	3.48 %	3.41 %	2.62 %	2.25 %	3.85 %
Hispanic	39.33 %	42.86 %	44.53 %	42.49 %	41.65 %
Multi-Ethnicity	2.87 %	1.46 %	3.54 %	3.45 %	3.49 %
Pacific Islander	0.15 %	0.16 %	0.15 %	0.35 %	0.55 %
Unknown	0.61 %	1.95 %	0.62 %	2.07 %	6.42 %
White Non-Hispanic	45.08 %	42.53 %	40.83 %	42.49 %	33.76 %
<u>50 + Total</u>	2.36 %	2.38 %	2.33 %	2.51 %	2.48 %
African-American	4.46 %	5.50 %	4.24 %	4.62 %	3.42 %
American Indian/Alaskan Native	0.58 %	0.38 %	0.58 %	0.18 %	0.57 %
Asian	3.68 %	3.98 %	3.85 %	2.03 %	3.61 %
Filipino	2.33 %	1.71 %	1.54 %	1.29 %	1.90 %
Hispanic	22.09 %	25.24 %	26.40 %	26.80 %	27.19 %
Multi-Ethnicity	2.91 %	2.85 %	3.66 %	2.77 %	1.52 %
Pacific Islander	0.39 %	0.57 %	0.58 %	0.92 %	0.38 %
Unknown	1.94 %	5.88 %	1.54 %	3.14 %	8.94 %
White Non-Hispanic	61.63 %	53.89 %	57.61 %	58.23 %	52.47 %
<u>Unknown Total</u>	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Asian	0.00 %	0.00 %	100.00 %	0.00 %	0.00 %
Unknown Total	0.73 %	1.04 %	1.13 %	1.29 %	1.38 %
<u>19 or Less Total</u>	62.61 %	64.10 %	56.76 %	42.70 %	37.13 %
African-American	1.36 %	1.85 %	0.63 %	0.37 %	0.40 %
American Indian/Alaskan Native	0.90 %	0.62 %	0.32 %	0.37 %	0.00 %
Asian	5.43 %	5.23 %	4.13 %	5.95 %	6.45 %
Filipino	0.45 %	0.92 %	1.90 %	0.37 %	1.21 %
Hispanic	47.06 %	46.77 %	45.40 %	50.56 %	50.81 %
Multi-Ethnicity	5.43 %	4.92 %	6.67 %	4.09 %	4.44 %
Pacific Islander	0.00 %	0.00 %	0.00 %	1.49 %	1.21 %

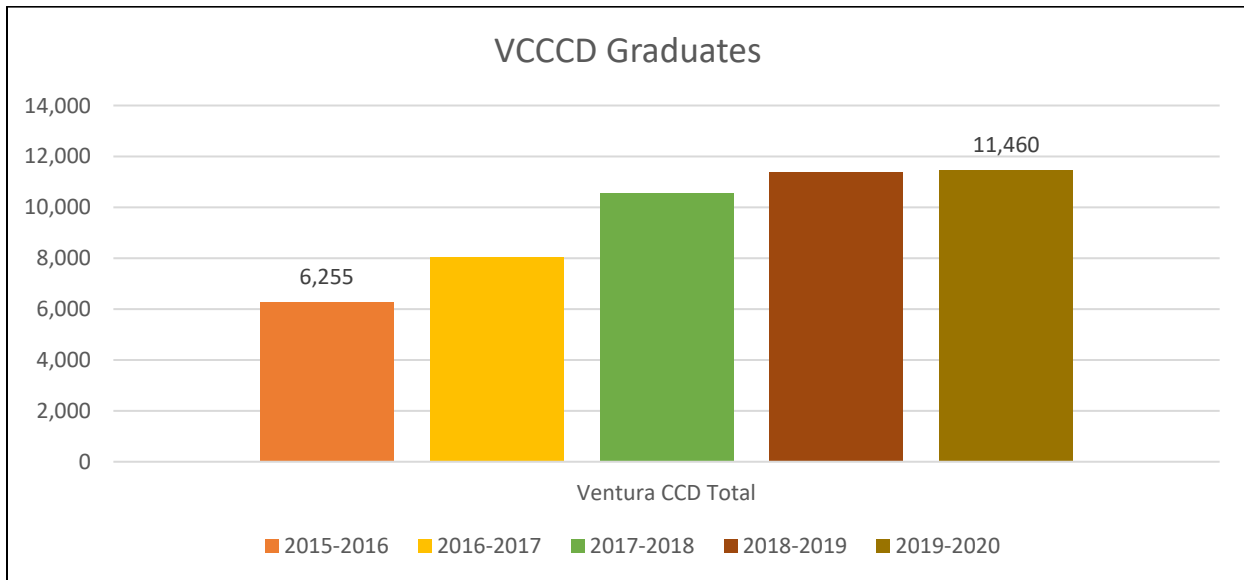
Unknown	4.52 %	3.38 %	2.54 %	1.12 %	5.65 %
White Non-Hispanic	34.84 %	36.31 %	38.41 %	35.69 %	29.84 %
<u>20 to 24 Total</u>	17.85 %	21.50 %	19.82 %	29.21 %	32.93 %
African-American	3.17 %	0.92 %	2.73 %	1.63 %	4.09 %
Asian	4.76 %	4.59 %	5.45 %	4.89 %	6.36 %
Filipino	0.00 %	0.92 %	0.91 %	2.72 %	1.82 %
Hispanic	50.79 %	41.28 %	50.00 %	39.67 %	39.09 %
Multi-Ethnicity	4.76 %	8.26 %	6.36 %	5.98 %	6.82 %
Pacific Islander	0.00 %	0.00 %	0.00 %	0.00 %	1.82 %
Unknown	15.87 %	7.34 %	5.45 %	5.98 %	6.36 %
White Non-Hispanic	20.63 %	36.70 %	29.09 %	39.13 %	33.64 %
<u>25 to 29 Total</u>	5.95 %	4.54 %	5.77 %	5.87 %	9.13 %
African-American	0.00 %	4.35 %	3.13 %	0.00 %	3.28 %
Asian	4.76 %	0.00 %	6.25 %	2.70 %	3.28 %
Filipino	4.76 %	0.00 %	3.13 %	0.00 %	3.28 %
Hispanic	28.57 %	34.78 %	34.38 %	35.14 %	22.95 %
Multi-Ethnicity	9.52 %	21.74 %	12.50 %	5.41 %	1.64 %
Unknown	14.29 %	0.00 %	0.00 %	10.81 %	13.11 %
White Non-Hispanic	38.10 %	39.13 %	40.63 %	45.95 %	52.46 %
<u>30 to 34 Total</u>	4.82 %	3.55 %	7.03 %	5.56 %	5.39 %
African-American	0.00 %	11.11 %	5.13 %	5.71 %	2.78 %
American Indian/Alaskan Native	5.88 %	0.00 %	0.00 %	0.00 %	0.00 %
Asian	0.00 %	0.00 %	0.00 %	2.86 %	0.00 %
Filipino	0.00 %	0.00 %	5.13 %	2.86 %	0.00 %
Hispanic	29.41 %	33.33 %	33.33 %	40.00 %	30.56 %
Multi-Ethnicity	0.00 %	0.00 %	5.13 %	5.71 %	2.78 %
<u>Unknown</u>	29.41 %	44.44 %	28.21 %	2.86 %	38.89 %
White Non-Hispanic	35.29 %	11.11 %	23.08 %	40.00 %	25.00 %
<u>35 to 39 Total</u>	1.70 %	1.58 %	3.06 %	5.24 %	5.09 %
African-American	0.00 %	0.00 %	5.88 %	3.03 %	5.88 %
American Indian/Alaskan Native	0.00 %	0.00 %	17.65 %	12.12 %	5.88 %
Asian	0.00 %	12.50 %	0.00 %	3.03 %	2.94 %
Filipino	0.00 %	0.00 %	5.88 %	6.06 %	0.00 %
Hispanic	50.00 %	12.50 %	17.65 %	27.27 %	41.18 %
Multi-Ethnicity	0.00 %	12.50 %	11.76 %	15.15 %	11.76 %
Unknown	16.67 %	12.50 %	17.65 %	15.15 %	11.76 %
White Non-Hispanic	33.33 %	50.00 %	23.53 %	18.18 %	20.59 %
<u>40 to 49 Total</u>	3.68 %	1.78 %	3.24 %	4.29 %	3.89 %
African-American	7.69 %	11.11 %	5.56 %	7.41 %	3.85 %
Asian	0.00 %	0.00 %	11.11 %	11.11 %	3.85 %
Filipino	0.00 %	0.00 %	11.11 %	3.70 %	0.00 %

Hispanic	15.38 %	22.22 %	27.78 %	33.33 %	42.31 %
Multi-Ethnicity	0.00 %	0.00 %	5.56 %	3.70 %	0.00 %
Pacific Islander	0.00 %	0.00 %	0.00 %	3.70 %	0.00 %
Unknown	15.38 %	55.56 %	16.67 %	22.22 %	46.15 %
White Non-Hispanic	61.54 %	11.11 %	22.22 %	14.81 %	3.85 %
<u>50 + Total</u>	3.40 %	2.76 %	3.78 %	5.08 %	6.44 %
African-American	8.33 %	0.00 %	0.00 %	0.00 %	0.00 %
Asian	0.00 %	0.00 %	4.76 %	6.25 %	9.30 %
Hispanic	16.67 %	21.43 %	14.29 %	18.75 %	13.95 %
Multi-Ethnicity	0.00 %	0.00 %	4.76 %	0.00 %	0.00 %
Unknown	16.67 %	28.57 %	14.29 %	18.75 %	25.58 %
White Non-Hispanic	58.33 %	50.00 %	61.90 %	56.25 %	51.16 %

Source: <https://datamart.cccco.edu/datamart.aspx>

VCCCD GRADUATES AND UNIVERSITY TRANSFERS

Ref. c1



California Community Colleges Chancellor's Office
Program Awards Summary Report

	<u>2015- 2016</u>	<u>2016- 2017</u>	<u>2017- 2018</u>	<u>2018- 2019</u>	<u>2019- 2020</u>
Ventura CCD Total	6,255	8,041	10,561	11,392	11,460
Associate in Science for Transfer (A.S.- T) Degree	574	751	796	927	959
Associate in Arts for Transfer (A.A.-T) Degree	940	1,120	1,365	1,420	1,673
Associate of Science (A.S.) Degree	724	784	858	951	926
Associate of Arts (A.A.) Degree	2,106	2,734	3,248	3,378	3,549
Certificate requiring 60+ semester units	-	-	-	-	-
Certificate requiring 30 to < 60 semester units	1,492	1,759	3,264	3,371	3,496
Certificate requiring 16 to fewer than 30 sem. units	-	-	-	-	432
Certificate requiring 8 to fewer than 16 sem. units	-	-	-	-	162
Certificate requiring 18 to < 30 semester units	352	385	460	461	-
Certificate requiring 12 to < 18 units	-	139	130	324	-
Certificate requiring 6 to < 18 semester units	67	332	385	504	239
Other Credit Award, < 6 semester units	-	37	55	56	24

Source:
<https://datamart.cccco.edu/datamart.aspx>

From 2015-2016 to 2019-2020 VCCCD has increased total awards by 83%

VCCCD Transfers

	<u>2015-</u> <u>2016</u>	<u>2016-</u> <u>2017</u>	<u>2017-</u> <u>2018</u>	<u>2018-</u> <u>2019</u>	<u>2019-</u> <u>2020</u>
UC Transfers	448	494	550	538	559
CSU Transfers	1,940	1,829	1,857	2,014	2,053
In-State-Private or Outside of California Transfers	1036	936	793	736	-

Source: <https://www.universityofcalifornia.edu/infocenter/california-community-college-enrollments-uc>

Source:

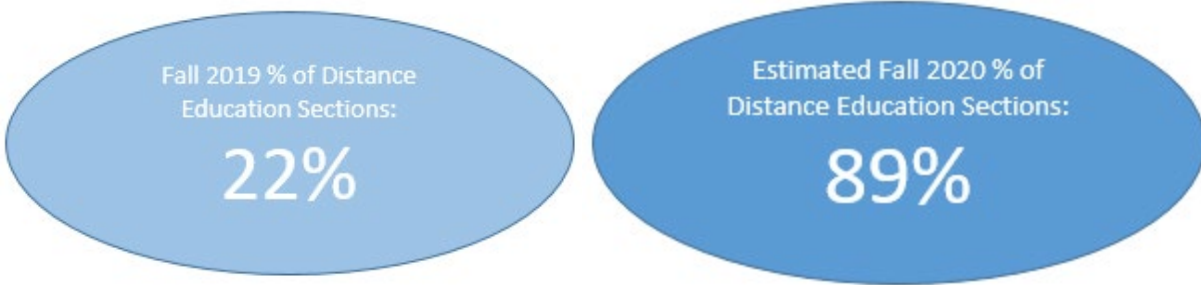
<https://datamart.cccco.edu/datamart.aspx>

VCCCD DISTANCE EDUCATION AND RETENTION AND SUCCESS RATES

Ref. d1

California Community Colleges Chancellor's Office
Credit Course Sections Summary Report

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Ventura CCD Total	3,208	3,261	3,344	3,406	3,426
Daily Census	224	269	255	265	292
Independent Study and Work Experience	442	480	549	681	765
Positive Attendance	121	119	136	134	133
Weekly Census	2,421	2,393	2,404	2,326	2,236



From Fall 2015 to Fall 2019 VCCCD gradually increased sections delivered via distance education from 14% to 22%. Once the COVID-19 emergency occurred during the Spring 2020 semester, VCCCD converted to 89% distance education delivery mode for the Fall 2020 semester. We have yet to see the impact on retention and success caused by COVID-19. Retention and Success drive underlying metrics that impact SCFF funding

VCCCD Retention and Success Rate

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Retention Rate					
State of California	86%	87%	87%	87%	87%
Ventura County CC District	86%	87%	86%	87%	88%

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Success Rate					
State of California	70%	70%	71%	71%	71%
Ventura County CC District	74%	74%	75%	75%	76%

Note: Retention count is number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW

Note: Success count is number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP

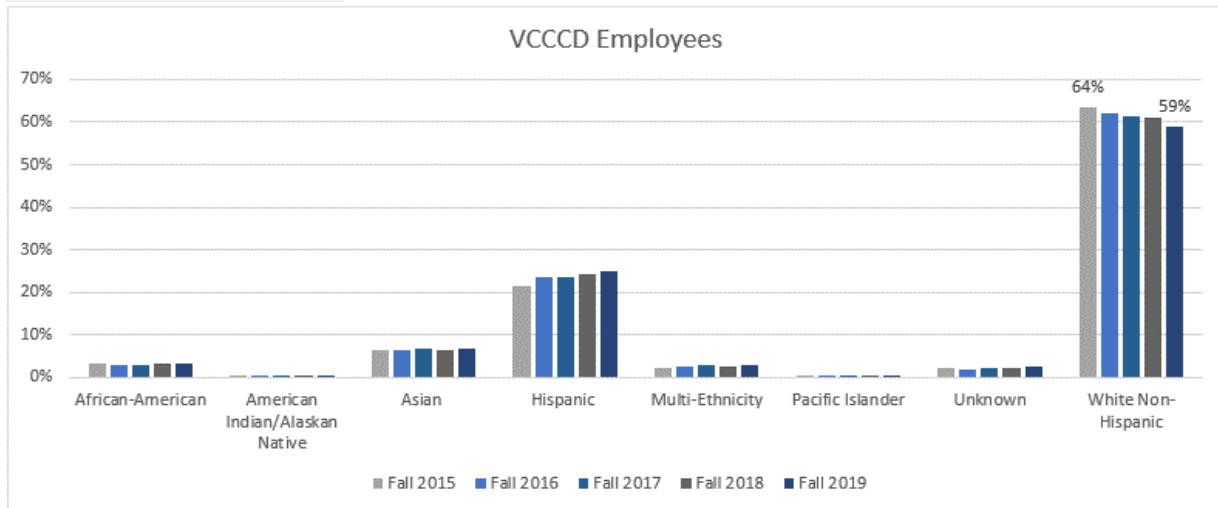
While VCCCD Retention Rates have remained flat for the past 5 years, which is consistent with the state of California as well, the Success rates have increased 2% from 74% 76%, while the state of California as a whole increased 1% from 70% to 71%.

VCCCD STAFF DEMOGRAPHICS

Ref. e1

California Community Colleges Chancellor's Office Faculty & Staff Demographics Report

	Fall 2015 Employee Employee Count (%)	Fall 2016 Employee Employee Count (%)	Fall 2017 Employee Employee Count (%)	Fall 2018 Employee Employee Count (%)	Fall 2019 Employee Employee Count (%)
Ventura CCD Total	100.00 %	100.00 %	100.00 %	100.00 %	100.00 %
Educational Administrator	1.75 %	1.95 %	1.91 %	1.92 %	1.80 %
African-American	13.79 %	6.06 %	5.88 %	8.82 %	6.25 %
Asian	3.45 %	3.03 %	8.82 %	5.88 %	9.38 %
Hispanic	10.34 %	21.21 %	20.59 %	23.53 %	28.13 %
Unknown	0.00 %	3.03 %	2.94 %	0.00 %	0.00 %
White Non-Hispanic	72.41 %	66.67 %	61.76 %	61.76 %	56.25 %
Academic, Tenured/Tenure Track	23.63 %	24.31 %	23.90 %	23.56 %	23.13 %
African-American	3.06 %	2.19 %	2.35 %	2.39 %	2.91 %
American Indian/Alaskan Native	0.26 %	0.00 %	0.00 %	0.00 %	0.00 %
Asian	8.67 %	8.52 %	7.76 %	8.13 %	7.28 %
Hispanic	19.90 %	21.17 %	21.41 %	21.29 %	21.84 %
Multi-Ethnicity	3.06 %	2.92 %	2.82 %	2.63 %	2.67 %
Pacific Islander	0.51 %	0.24 %	0.24 %	0.24 %	0.24 %
Unknown	2.30 %	2.43 %	2.59 %	2.39 %	2.91 %
White Non-Hispanic	62.24 %	62.53 %	62.82 %	62.92 %	62.14 %
Academic, Temporary	47.32 %	44.12 %	45.11 %	45.60 %	45.93 %
African-American	3.06 %	3.08 %	2.87 %	3.34 %	3.79 %
American Indian/Alaskan Native	0.51 %	0.54 %	0.75 %	0.87 %	0.98 %
Asian	5.48 %	6.17 %	6.98 %	6.18 %	6.72 %
Hispanic	15.29 %	15.01 %	15.59 %	16.81 %	16.75 %
Multi-Ethnicity	2.17 %	2.41 %	2.62 %	2.35 %	2.69 %
Pacific Islander	0.25 %	0.00 %	0.00 %	0.12 %	0.12 %
Unknown	2.55 %	2.01 %	2.12 %	2.10 %	2.69 %
White Non-Hispanic	70.70 %	70.78 %	69.08 %	68.23 %	66.26 %
Classified	27.31 %	29.63 %	29.08 %	28.92 %	29.14 %
African-American	3.09 %	2.99 %	3.29 %	2.92 %	2.70 %
American Indian/Alaskan Native	0.22 %	0.20 %	0.19 %	0.19 %	0.19 %
Asian	6.18 %	5.79 %	5.42 %	5.85 %	5.78 %
Hispanic	34.66 %	38.12 %	38.10 %	38.01 %	40.27 %
Multi-Ethnicity	2.21 %	2.59 %	3.48 %	3.31 %	3.47 %
Pacific Islander	0.00 %	0.20 %	0.00 %	0.00 %	0.00 %
Unknown	1.99 %	1.60 %	1.55 %	1.95 %	2.31 %
White Non-Hispanic	51.66 %	48.50 %	47.97 %	47.76 %	45.28 %

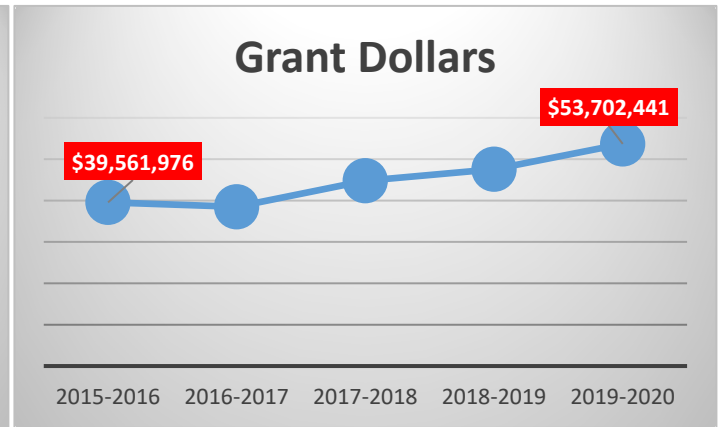
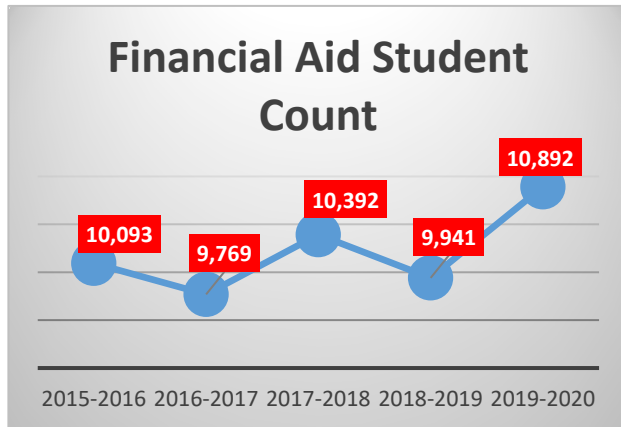


VCCCD FINANCIAL AID GRANT RECIPIENTS AND SPECIAL POPULATIONS

Ref. f1

California Community Colleges Chancellor's Office Financial Aid Summary Report

	2015-2016	2015-2016	2016-2017	2016-2017	2017-2018	2017-2018	2018-2019	2018-2019	2019-2020	2019-2020
	Student Count	Aid Amount	Student Count	Aid Amount	Student Count	Aid Amount	Student Count	Aid Amount	Student Count	Aid Amount
Ventura CCD Total	10,093	\$39,561,976	9,769	\$38,503,595	10,392	\$44,772,007	9,941	\$47,562,087	10,892	\$53,702,441
Grants Total	10,093	\$39,561,976	9,769	\$38,503,595	10,392	\$44,772,007	9,941	\$47,562,087	10,892	\$53,702,441
Cal Grant B	2,338	\$3,138,583	2,431	\$3,304,356	2,861	\$3,896,468	2,902	\$3,979,630	3,061	\$5,279,278
Cal Grant C	65	\$25,492	70	\$25,424	86	\$57,915	83	\$65,827	71	\$94,136
CARE Grant	123	\$145,592	124	\$149,036	112	\$104,999	96	\$121,193	100	\$88,532
Chafee Grant			53	\$214,473	55	\$217,944	58	\$227,339	54	\$229,996
EOPS Grant	1,188	\$489,889	1,373	\$495,520	1,495	\$520,767	1,431	\$576,133	1,424	\$714,659
Full-time Student Success Grant	1,800	\$898,937	1,933	\$978,300	2,302	\$1,914,000				
Other grant: California College Promise (AB19) source							141	\$141,700	1,084	\$885,045
Other grant: institutional source									1,358	\$1,041,091
Other grant: non-institutional source					831	\$657,760				
Pell Grant	9,770	\$34,398,574	9,361	\$32,870,231	9,788	\$36,857,086	9,452	\$36,354,523	9,853	\$38,993,103
SEOG (Supplemental Educational Opportunity Grant)	1,997	\$464,909	1,648	\$466,255	1,896	\$545,068	1,432	\$659,021	1,493	\$657,232
Student Success Completion Grant (SSCG)							2,445	\$5,436,721	2,576	\$5,719,369



VCCCD increased Financial Aid students from 10,093 in 2015-2016 to 10,892. As well as increased financial aid student counts, VCCCD has also increased total award and Grant dollars. VCCCD student aid grant dollars have increased from \$39,561,976 to \$53,702,441. This is 36% increase over 5 years.

California Community Colleges Chancellor's Office Student Enrollment Status Summary Report

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	Student Count	Student Count	Student Count	Student Count	Student Count
Ventura CCD	33,192	33,270	34,333	34,270	33,518

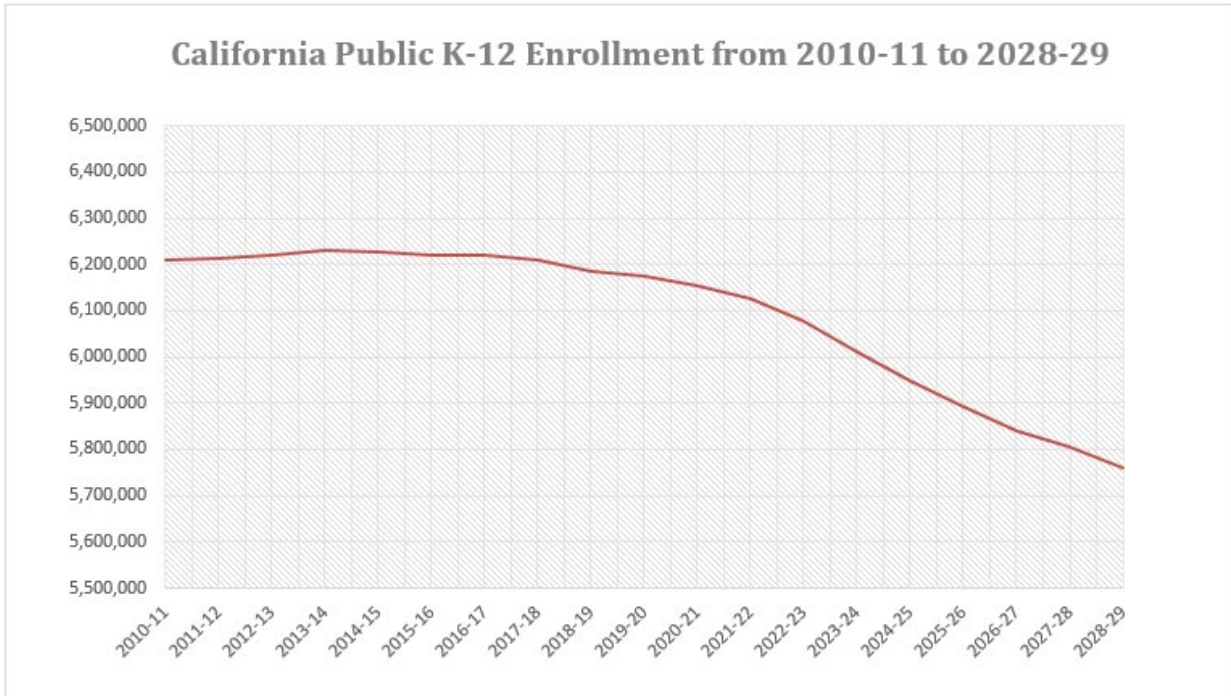
California Community Colleges Chancellor's Office Special population student count Summary Report

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
First Generation	4,296	11,359	11,258	11,336	11,148
Special Admit	1,115	1,170	1,475	1,666	2,096
Veteran	561	512	705	673	612

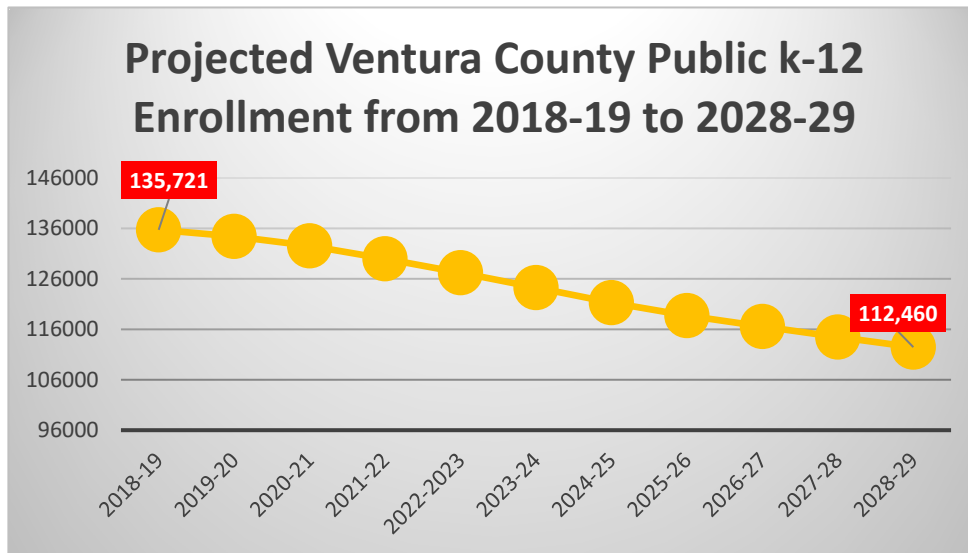
The above two charts represent VCCCD total Fall headcount vs. VCCCD First Generation, Special Admit and Veteran populations.

K-12 VENTURA COUNTY PROJECTIONS

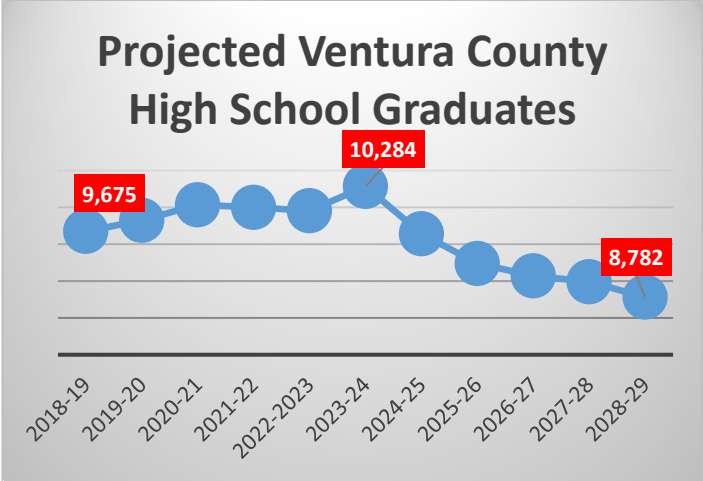
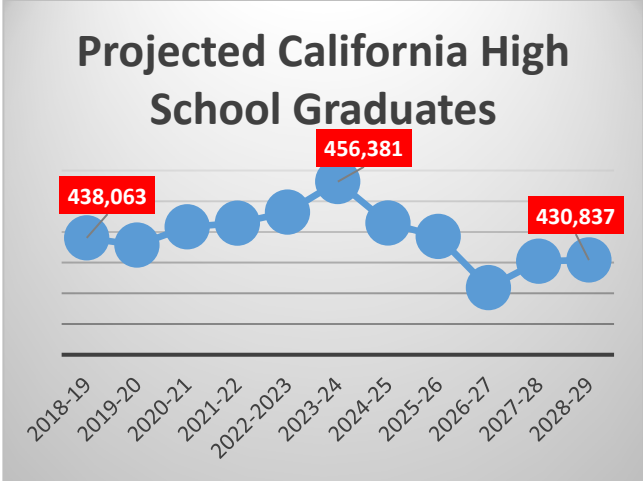
Ref g1



California Department of Finance
 Demographic Research Unit
 January 2020
 Excludes CEA and special schools.
 Actual enrollment data to 2018-19 school year.



2018-19 to 2028-29 the State of California high school graduates are projected to decrease 7%. While Ventura County high school graduates are projected to decrease by 17%.



2018-19 to 2028-29 Ventura County High School Graduates expected to decrease by 9.2%

Ab-705 Efforts at VCCCD

AB-705 is a law that requires California Community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe. AB-705 was signed by the Governor on October 13, 2017 and took effect on January 1, 2018.

Math

Fall 2015 - Fall

2016

Fall 2015 First Time Students:	6,201
Fall 2015 First Time Students Enrolled Transfer level Math in 1 year:	2,096
Fall 2015 First Time Students Passed Transfer Level Math in 1 year:	1,504
Passed in 1 year:	24.3%

Fall 2016 - Fall

2017

Fall 2016 First Time Students:	6,363
Fall 2016 First Time Students Enrolled Transfer level Math in 1 year:	2,282
Fall 2016 First Time Students Passed Transfer Level Math in 1 year:	1,679
Passed in 1 year:	26.4%

Fall 2017 - Fall

2018

Fall 2017 First Time Students:	6,463
Fall 2017 First Time Students Enrolled Transfer level Math in 1 year:	2,488
Fall 2017 First Time Students Passed Transfer Level Math in 1 year:	1,774
Passed in 1 year:	27.4%

Fall 2018 - Fall 2019 (AB-705 Implemented)

Fall 2018 First Time Students:	6,611
Fall 2018 First Time Students Enrolled Transfer level Math in 1 year:	2,879
Fall 2018 First Time Students Passed Transfer Level Math in 1 year:	1,989
Passed in 1 year:	30.1%

English

Fall 2015 - Fall 2016

Fall 2015 First Time Students:	6,201
Fall 2015 First Time Students Enrolled Transfer level English in 1 year:	3,871
Fall 2015 First Time Students Passed Transfer Level English in 1 year:	3,136
Passed in 1 year:	50.6%

Fall 2016 - Fall 2017

Fall 2016 First Time Students:	6,363
Fall 2016 First Time Students Enrolled Transfer level English in 1 year:	4,109
Fall 2016 First Time Students Passed Transfer Level English in 1 year:	3,344
Passed in 1 year:	52.6%

Fall 2017 - Fall 2018

Fall 2017 First Time Students:	6,463
Fall 2017 First Time Students Enrolled Transfer level English in 1 year:	4,322
Fall 2017 First Time Students Passed Transfer Level English in 1 year:	3,422
Passed in 1 year:	52.9%

Fall 2018 - Fall 2019

Fall 2018 First Time Students:	6,611
Fall 2018 First Time Students Enrolled Transfer level English in 1 year:	4,602
Fall 2018 First Time Students Passed Transfer Level English in 1 year:	3,611
Passed in 1 year:	54.6%

SUMMARY

VCCCD Student Headcount

Although headcount has remained relatively flat at the Ventura County Community College District (VCCCD) over the past five years, there were many successful programs which drove the underlying conditions for both Full Time Enrolled Students (FTES) and Student Success Funding Formula (SCFF) metrics growth. It is too early to measure the impact of COVID-19 on future headcount, FTES or SCFF Metrics growth.

Positive VCCCD FTES and SCFF drivers

FTES is directly driven by student enrollment, not necessarily student unduplicated headcount. Each individual class enrollment impacts FTES by increasing the total contact hours in aggregate. Thus, FTES increases may be driven directly by student headcount or indirectly by student retention and success. A combination of the two is the preferred scenario. VCCCD has increased, in aggregate, both retention and success rates over the past five years, while remaining relatively flat in overall unduplicated headcount. The net effect has been flat FTES growth in aggregate. Without the increased retention and success rates, VCCCD could have very well seen a significant decrease in operation FTES. Although growth in general has been flat, there are programs at VCCCD that show positive FTES growth, much of this growth can be contributed to the increase in retention and success rates. VCCCD enrollment is primarily Hispanic followed by White and then Asian. The top headcount ethnicity being Hispanic.

The primary ethnicity group for VCCCD employees is White followed by Hispanic then Asian. The top headcount ethnicity being White. VCCCD has shown a 5% decrease in White employees over the past five years – going from 64% to 59%. Thus, showing an increase in other ethnicities.

Distance Education has been a primary focus for VCCCD over the past five years. This can be seen by the sequential increase in sections delivered via distance education. VCCCD has seen an increase of 8 percentage points for sections delivered via distance education over the past five years. Going from 14% of total sections delivered by distance education delivery methods to 22%. Although, with the impact of COVID-19, VCCCD has increased its distance education course delivery percentage to 89% for the Fall 2020 semester. This is an increase of 68 percentage points, going from 22% distance education sections for Fall 2019 to 89% distance education sections for Fall 2020. It is too early to identify the impact of COVID-19 for VCCCD retention and success rates. Currently student retention and success are primary drivers in both FTES generation and SCFF metrics.

VCCCD has also seen an increase in Financial Aid recipients over the past five years. Going from 10,093 financial aid grant recipients to 10,892. This led to a significant increase of 36% in grant dollars distributed to students. Going from \$39,561,976 to 53,702,441. Pell Grant and Promise Grant recipient counts directly impact SCFF funding.

An increase in Special Admit students have also contributed to the increase in metrics which drive SCFF funding. Once again, although VCCCD overall headcount has been relatively flat over the past five years, both headcount and enrollments from high school Special Admit students have increased. Thus, positively impacting SCFF funding for VCCCD.

High School Projections (potential FTES and SCFF impact)

Projections are showing a significant decrease in both California and Ventura County high school enrollments and graduates for the next 10 years. Since high school students and graduates are the largest percentage of new student attendance at VCCCD, this may have a profound impact on both FTES and SCFF funding. In addition, VCCCD has enjoyed steady growth in financial aid recipients. Thus, positively impacting SCFF funding. A decrease in high school graduates may negatively impact financial aid recipient counts. Also, even though student headcount has been flat over the past five years, VCCCD has managed to increase not only financial aid student headcounts, but both retention and success rates as well, this combination led to an increase in completion and transfer rates over the past five years. Both metrics and combination of metrics positively impact FTES and SCFF funding. With the projected decrease in high school students and high school graduates, VCCCD may see a significant decrease in both FTES and SCFF funding in the near future. VCCCD will need to continue to develop the underlying conditions which lead to the metrics that drive both FTES and SCFF funding growth.

Key Focus Areas:

VCCCD should focus efforts on the following areas:

- Special Admit high school students
- Low income high school seniors
- Retention and success rates
- Identify alternate potential student populations to replace projected loss in high school and high school graduates
 - Returning Students
 - Bachelor's Degrees
 - Online Programs (compete with private colleges)
- AB705 target population
- Pell and Promise recipients
- Distance Education
- Associate Degrees for Transfer
- Transfers to CSU, UC, In state private or out of state Universities

Ventura County Community College District

Mission

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

Vision

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

District Values Statement

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

District Strategic Goals 2020 – 2026

Strategic Goal 1: Increase access and student success

Objectives

- A. Promote access to educational opportunities for students across Ventura County.
- B. Support student success at the colleges as students move to completion of degrees, certificates, transfer, and job placement.
- C. Evaluate and implement the use of technology and online opportunities to increase the number of online classes, certificates, and degrees along with online services to support access and completion.
- D. Identify and close equity gaps through the innovative use of resources to support Guided Pathways plans and student success initiatives.
- E. Align student success and completion performance measures with the California Community College Chancellor's Office Vision for Success goals and Student Centered Funding Formula metrics.
- F. Support student-centered AB705 implementation resulting in successful and timely student completion of college level English and math.
- G. Support college efforts to address student barriers to access including lack of finances, food insecurity, and housing insecurity as examples.
- H. Support the development of a Districtwide Promise program for students.
- I. Implement dual enrollment College and Career Access Pathways (CCAP) and Non-CCAP programs with interested high schools.

Strategic Goal 2: Actively support workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers.

Objectives

- A. Provide training and skill development for both incumbent and new workers for existing jobs.
- B. Serve as an educational resource to provide workforce training that will help new businesses and employers meet their workforce needs in alignment with Ventura County Workforce Development Board.
- C. Evaluate, maintain, and improve existing and establish new relationships with private, governmental, and educational agencies and institutions to actively engage in and support workforce and economic development.
- D. Support the ongoing review of current and establishment of new career education certificates and

degrees to meet student and local workforce needs with aligned career pathways with K-12, adult education, specialized training, non-credit, and credit programs.

Strategic Goal 3: Maintain sustainable management of all organizational resources aligned with established priorities and implemented with transparency and accountability.

Objectives

- A. Focus the colleges and the District Administrative Center on the importance of maintaining fiscal stability and using ongoing revenues to cover ongoing expenses.
- B. Encourage efforts to find and leverage additional resources that include new contracts and grants.
- C. Adjust the local funding allocation model to align with the Student Centered Funding Formula.
- D. Analyze, prioritize, and implement selected organizational structure and process recommendations included in the Collaborative Brain Trust Organization Structure Review of the VCCCD study.
- E. Support the maintenance and/or installation of District facilities to provide effective, relevant, and safe educational, work, and community spaces.
- F. Promote implementation of safety mechanisms and communication networks to quickly and effectively respond to emergency situations.
- G. Support implementation of the college-level sustainability plans and promote efforts to positively impact the environment and climate.

Strategic Goal 4: Develop a culture that values students, collaboration, and the success of each employee.

Objectives

- A. Promote professional development activities, leadership development programs, and opportunities to engage in participatory governance committees and activities for employees.
- B. Support employee training in both mandated and non-mandated critical areas including safety, ethics, Title IX (discrimination/ harassment), and software use as examples.
- C. Provide timely open communication on District plans, initiatives, actions, emergency situations and news items of interest including student and employee success stories.

Appendix A: Planning Process Participants

Appendix B: VCCCD Colleges

Moorpark College

7075 Campus Road
Moorpark, CA 93021
(805) 378-1400
Mcinfo@vccd.edu

Mission Statement

With a "students first" philosophy, Moorpark College empowers its diverse community of learners to complete their goals for academic transfer, basic skills, and career education. Moorpark College integrates instruction and student services, collaborates with industry and educational partners, and promotes a global perspective.

Values Statement

Our actions and decisions are based on the following values:

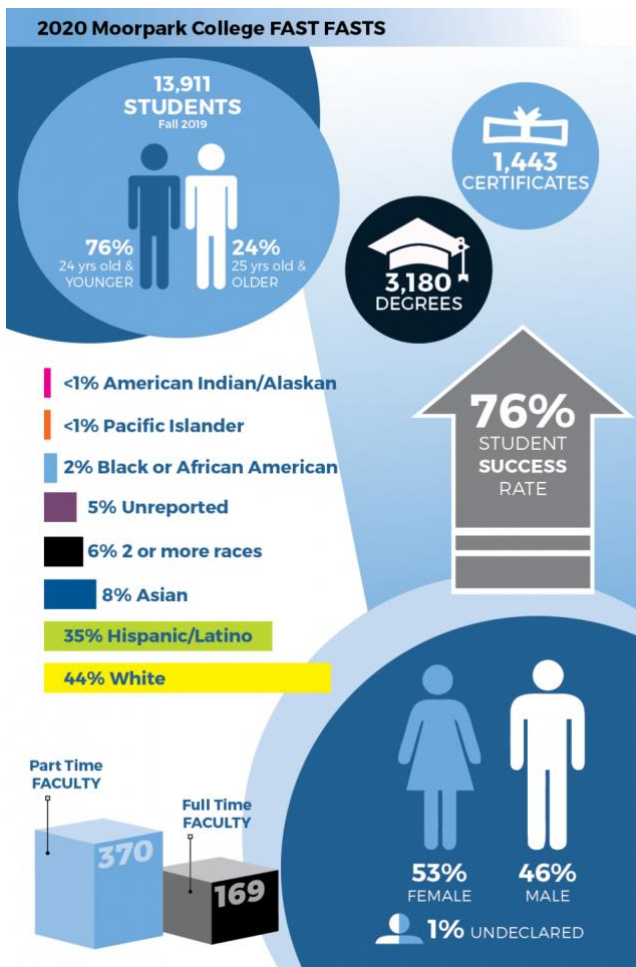
- **Integrity:** Committing ourselves to honesty and ethics in all individual and institutional conduct.
- **Collegiality:** Cultivating a respectful campus culture that celebrates diversity and is built on a foundation of participatory governance, open dialogue, and varied perspectives.
- **Equity & Success:** 1) Providing ready access to a high-quality education, 2) Helping students identify and achieve their educational goals, and 3) Minimizing equity gaps and empowering students from all walks of life to thrive in our campus community.
- **Excellence:** Continuously improving our individual and collective efforts to help our campus community reach its full potential.
- **Creativity & Innovation:** Supporting new approaches to problem solving, risk taking, and creative expression.

College Vision

We make the following commitments to our students, our community, and each other:

- We will provide equitable educational opportunities through early intervention initiatives, accessible and clearly mapped curriculum, and robust student support services.
- We will help students explore, identify, and expediently fulfill their transfer and career goals.
- We will foster a love for learning across the broad areas of human knowledge and understanding.
- We will engage with our community and support the local economy.
- We will prepare our students for fulfilling careers and promote economic and social mobility.
- We will nurture a civically-minded campus dedicated to engaging and improving our community and democratic republic through a culture of civil discourse and practice.
- We will respect the Earth by cultivating an environmentally-responsible generation and pursuing campus initiatives that are mindful of our natural resources.

- We will provide a safe and secure learning environment on our campus.
- We will promote wellness through self-awareness, self-care, and support of one another to establish and maintain healthy lifestyles.



Oxnard College

4000 South Rose Avenue

Oxnard, CA 93033

(805) 678-5800

Ocinfo@vcccd.edu

Mission

Oxnard College is a learning-centered institution that embraces academic excellence by providing multiple pathways to student success.

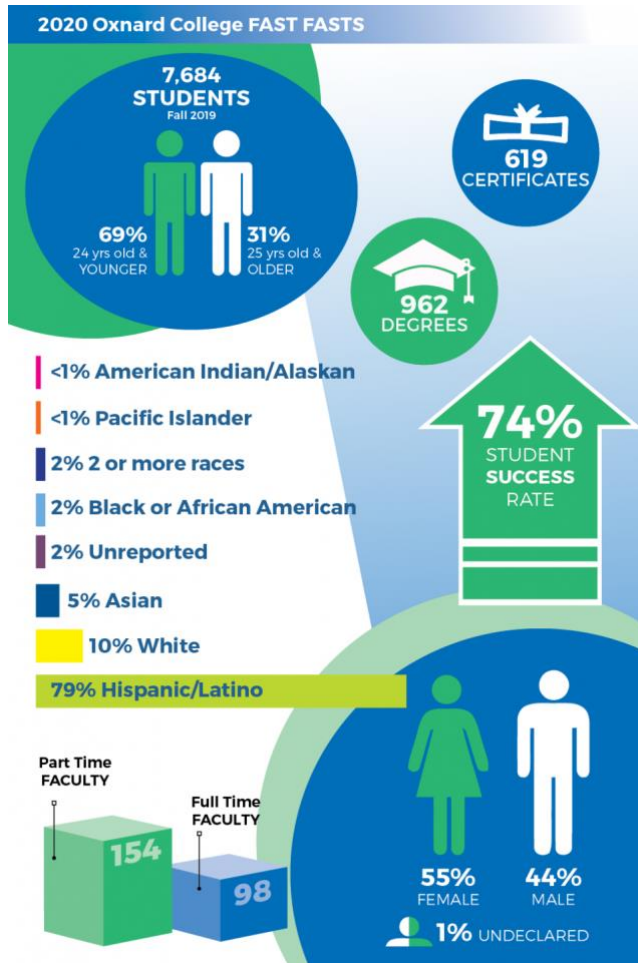
History

Historically, the need for a community college serving the Oxnard Plain has been recognized by the Oxnard, Camarillo, and Port Hueneme communities and the governing board and administration of the Ventura County Community College District, since the district was formed in 1962.

Founded on the understanding established in those early years, the 118 acre college site was purchased in 1968. In 1969, the first classes offered under an Oxnard Center concept were offered at Ramona School in Oxnard. The Oxnard Center program expanded in the fall of 1973 with the opening of the Oxnard Educational Center at 9th and B streets in Oxnard, under the direction of Ventura College; in February, 1974, a Camarillo Center opened under the auspices of Moorpark College. The 2000 AD Educational Master Plan and strong support from the Oxnard-Port Hueneme area focused attention on the need for a third college in the spring of 1974, and trustees officially voted to build Oxnard College on March 26, 1974. The college officially opened its doors in June, 1975, for its first summer session, utilizing the Oxnard and Camarillo centers begun by the other two colleges in the district, and adding classes at a variety of sites throughout the Oxnard Plain.

By mid-fall, 1975, Oxnard College had more than 4,400 students enrolled and during the spring semester that number was even higher -- in all likelihood a record enrollment for first-year community colleges in this state. In fall, 1979, the first two permanent buildings were occupied on the campus. A Liberal Arts building houses 20 classrooms plus science and business laboratories and faculty office wings, and a Library/Learning Resources Center holds the college Library, Learning Center, general classrooms, and administrative and student services offices. The more recently constructed Occupational Education Building houses the college's information processing, air conditioning and refrigeration, hotel and restaurant management, electronics, and word processing programs. A new Child Development Center opened in early 1992, and a new Physical Education Complex with basketball and racquetball courts, showers and lockers, dance room and weight training facilities officially opened in the fall of 1994. The construction of a Language Arts/Math/Science Building was completed in 1997. Other campus buildings include two relocatable classroom buildings, a vocational shop building, a student services center, student activities center and a food services facility.

Oxnard College continues to be committed to developing a comprehensive educational program as well as a comprehensive campus environment for the students of its service area.



Ventura College

4667 Telegraph Road
Ventura, CA 93003
(805) 289-6000
Vcinfo@vcccd.edu

Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

Vision

Ventura College will be a beacon of learning—a source of inspiration and guidance—for our students and community.

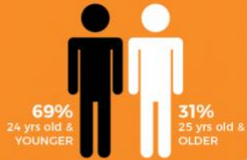
Guiding Principles

At Ventura College we believe that students come first and all else follows. We strive to create a campus environment that fosters collaboration, communication, and mutual respect. We are committed to these Guiding Principles in all that we do:

- Embrace the strength of diversity
- Listen with intensity and compassion
- Communicate with integrity and patience
- Design student-centered solutions
- Spark self-confidence and a sense of discovery
- Pursue our vision and goals with passion

2020 Ventura College FAST FACTS

12,938 STUDENTS
Fall 2019



- <1% American Indian/Alaskan
- <1% Pacific Islander
- 2% Black or African American
- 3% Unreported
- 4% Asian
- 4% 2 or more races
- 23% White
- 64% Hispanic/Latino

Part Time FACULTY



Full Time FACULTY



1% UNDECLARED

Appendix C: VCCCD Baseline and Target Data for Vision for Success Goals

AP7120D Update Summary

- 1) Clarification and reformatting of the vacancy announcement and HR paperwork at end of section A.
 - a) Added national and regional professional organizations (discipline specific?)
- 2) Selection Committee Composition: removed the division requirement
- 3) Included representative co-chair duties (section C nearing D)
- 4) Must offer videoconferencing as an option added to section D
 - a) Included draft language for HR approval to not allow this option but who signs off?
- 5) Old section E removed entirely as it is redundant information (AP clean-up only)
- 6) Equivalency review (Section E) is in desperate need of an overhaul but it is a large task to be addressed later
 - a) In particular, start of section F, about dropping candidates if DWEC not complete, is clearly an artificial barrier & painful
- 7) Screening forms updated to 5, 3, 1 for both paper screening (sec F) and oral interview (sec G)
- 8) Section F, 2: updated contract section to correct article and fixed typo of contract language
 - a) Is proper language "Article 5.10" or "Section 5.10"?
- 9) Section H, President's Interview: facilitator "shall" be present



Book	VCCCD Administrative Procedure Manual
Section	Chapter 7 Human Resources
Title	AP 7120-D Recruitment and Hiring: Full-Time Faculty
Code	AP 7120-D
Status	Active
Legal	Accreditation Standard III.A California Code of Regulations, Title 5, Section 53000 et seq. California Education Code Section 87100 et seq.
Adopted	July 14, 2009
Last Revised	September 13, 2016
Last Reviewed	September 13, 2016

SELECTION PROCEDURES FOR FULL-TIME FACULTY

A. NOTIFICATION OF VACANCY/POSTING NOTICES

Upon receipt of formal notification of a vacancy, the Human Resources Department reviews the recommended position template to ensure accuracy of minimum qualifications, appropriateness of supplemental questions, if any, and content/procedural accuracy.

In accordance with the AFT/VCCCD collective bargaining agreement, the Human Resources Department sends out a transfer notice to all full-time faculty members a minimum of three days prior to opening the recruitment to the public. The Human Resources Department submits to the President a list of all full-time faculty members requesting transfer.

The President gives consideration to all transfer candidates and confers with the division dean. The President informs the Human Resources Department as to whether any transfer candidates were selected. The President also informs those who were not selected that a selection was made or of the opportunity to apply and be considered by means of the open recruitment process.

In the event a transfer candidate is not selected, the Human Resources Department determines the announcement closing date in consultation with the college.

The Human Resources Department sends the vacancy announcement to:

- All current employees; and
- The CCC Registry, publications, newspapers, national and regional professional organizations, etc.

The following will be sent to the College President, CIO, Academic Senate President, and Dean:

- Selection committee calendar;
- Selection committee composition;
- Designated Employment Equity Facilitator based on the district-wide Facilitator rotation order.

~~The Human Resources Department sends the following:~~

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- ~~Vacancy announcement to all part-time faculty current employees.~~
- ~~Vacancy announcement to mailing lists, CCC registry, publications, newspapers, online websites, list serves, etc.~~
- ~~Screening Selection committee calendar and composition forms to College President, Executive Vice President, Academic Senate Presidents, and Dean.~~
- ~~The contact information for the designated Employment Equity Facilitator based on Facilitator rotation order.~~

B. ANNOUNCEMENT/ADVERTISING

Following input of the department and/or division faculty representatives, the Director of Employment Services or designee prepares the vacancy announcement, which includes a description of duties and responsibilities, qualifications, and application procedures. The closing date for the announcement will ensure sufficient time to recruit a diverse pool of well-qualified applicants. Recruitment, identification of advertising sources and applicant targets, ad placement, and web posting is the responsibility of the Director of Employment Services or designee. If the District selects a recruitment firm to assist in any aspects of the selection process, these responsibilities may be reallocated to the firm.

Vacancy announcements, at a minimum, will be distributed to the community colleges in California. Advertisements will be placed, at a minimum, in the Registry-California Community College State Chancellor's Office, diversity-related websites, HigherEdJobs.com, edjoin.org and ~~VCCCD.edu~~ [the VCCCD Careers Webpage](#).

C. SELECTION COMMITTEE COMPOSITION, AND APPOINTMENTS, AND ROLES

The College President or designee, in consultation with the dean and/or department chair or coordinator, is responsible for recommending appointments to the ~~screening~~ selection committee. The College President consults with the Academic Senate President and the ~~Screening Committee~~ [Equity Employment](#) Facilitator regarding the recommended committee composition prior to forwarding the recommendation to the Director of Employment Services for approval. The Director of Employment Services shall review the ~~selection~~ committee composition to ensure diverse representation within the committee and adherence to District policies and agreements where applicable and may modify composition as necessary. ~~The Human Resources Department will verify that committee members have completed diversity training within the last two years and notify the Employment Equity Facilitator of any issues.~~

Colleges are encouraged to use academic employees within the discipline from other colleges within VCCCD to maintain discipline expertise, diversity, and to provide a district-wide perspective. A ~~selection~~ committee typically consists of seven members, and should not have less than five or more than nine members under normal circumstances. The Director of Employment Services may authorize part-time faculty and other individuals to serve on ~~screening~~ selection committees on an exception basis. The following guidelines should be followed when composing a ~~selection~~ committee.

Selection Committee Composition	Number
Faculty: from the Division Of the 3-5 faculty members on the committee:- <ul style="list-style-type: none"> • A minimum of 2 faculty members must be from the discipline, when possible; • A minimum of 1 faculty member must be from another discipline. 	3 to 5
Academic Administrator	1
Additional member(s)	1 or more
Screening Committee Employment Equity Facilitator (non-voting)	---

* Exceptions to this composition may be authorized by the Director of Employment Services.

- The composition of the ~~selection~~ committee should reflect diversity in, but not be limited to, the areas of gender, age, ethnicity, and culture of the community.

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- Although not required, classified staff, members from other colleges, and community members may be selected to serve on selection committees.
- ~~The academic administrator will serve as the chair of the committee until a co-chair is elected.~~
- The co-chairperson is to be elected by the committee at the first meeting and is expected to perform all co-chair duties, including help facilitate the committee meetings, answer questions, and sign documents.
- ~~The College President identifies a Screening Committee Facilitator to serve on the committee from an HR-approved list of trained Screening Committee Facilitators.~~
- The role of the Employment Equity Facilitator is to ensure the selection process adheres to state and federal laws and guidelines regarding hiring, equal employment opportunity, and nondiscrimination. The Facilitator will ensure the selection process is administered in accordance with the District's policies and procedures and will ensure that committee tasks are completed in a timely manner. The Facilitator shall report any inappropriate actions and/or violations of hiring guidelines to the Director of Employment Services for immediate action. This may result in intervention and counsel from Human Resources, a change in committee member composition, or the halt/termination of a selection process. The Facilitator shall remain neutral regarding discussions and decisions that fall in the purview of selection committee members.
- In order to ensure consistency in the process, each screening-selection committee member must be available for the application screening and all committee meetings.

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D. ORGANIZATIONAL MEETING

~~The Human Resources Department provides the Screening Committee with confidentiality policies and notification that all applicant files are considered confidential and must be maintained and reviewed in a manner to ensure the candidates' identities are not revealed. Each Screening Committee member must sign a confidentiality agreement in order to participate. Included in the confidentiality agreement is the procedure a committee member must follow if he/she believes any irregularities have occurred during the process. In order to ensure consistency during the process, each screening committee member must be available for all committee meetings.~~

The Human Resources Department provides e-mails the necessary committee forms to the Screening Committee ~~Employment Equity Facilitator with digital access to all materials and forms required to administer an effective selection process.~~ The ~~Screening Committee~~ Employment Equity Facilitator is responsible for providing the committee with all required materials. ~~copying all forms needed for the committee's use.~~

~~The committee will decide whether or not to allow videoconferencing as an interview option.~~

The academic administrator calls the organizational meeting at which time the selection committee will accomplish the following:

- The committee selects a faculty member to co-chair the committee with the academic administrator.
- The Employment Equity Facilitator reviews the Academic Selection Committee Agreement with the committee. The ~~Screening Committee~~ Facilitator discusses hiring procedures, timelines, forms, the confidentiality agreement, and diversity sensitivity issues. The Facilitator provides the committee with confidentiality policies and notifies the committee that all applicant files are considered confidential and must be maintained and reviewed in a manner to ensure the candidates' identities are not revealed. ~~Each member reads and signs a confidentiality statement.~~ Each Screening Committee member must sign a confidentiality the Academic Selection Committee Agreement in order to participate. Included in the confidentiality agreement is the procedure a committee member must follow if should he/she believes any irregularities have occurred during the process.
- The committee establishes dates, times, and locations for the prescreening, application screening, application tally, oral interviews, oral interview tally, and final interviews with the College President. Videoconferencing must be offered as an interview option, with limited exceptions for legal requirements, etc., approved by Human Resources. ~~The committee will decide whether or not to allow videoconferencing as an interview option.~~
- The committee creates and discusses application screening criteria based upon the requirements listed in the job announcement; creates oral interview questions, teaching demonstration exercises, and criteria to aid in the preparation of the Oral Interview Form; discusses the bases of questions in relation to the job announcement; determines the format of the interview process; and discusses final weighting of assessment items for the Oral Interview Record Form.

- The committee establishes the pre-screening committee composition consisting of one co-chair, two faculty members in the discipline (one of whom may be the co-chair), and the ~~Screening Committee~~ Employment Equity Facilitator.
- After the organizational meeting, the ~~Screening Committee~~ Employment Equity Facilitator sends ~~to the Director of Employment Services~~ the screening criteria, oral interview questions, and the names of those serving on the pre-screening committee ~~to the Human Resources Department~~.

~~E.~~ **PRIOR TO CLOSE OF APPLICATION FILING**

~~The Human Resources Department schedules a grants the districtwide equivalency committee with access to application materials to be convened as soon as possible following the close of the application period.~~

~~A few days prior to the close of application filing (close of recruitment period), the Screening Committee Employment Equity Facilitator inquires of the Human Resources Department as to the number of complete application records and advises the selection committee accordingly.~~

~~FE.~~ **AFTER CLOSE OF APPLICATION FILING**

1. Equivalency Review

Equivalency review will be conducted in accordance with Administrative Procedure 7211.

Following the close of application filing, the Human Resources Department forwards the requests for equivalency to the appropriate districtwide equivalency committee for review. The districtwide equivalency committee meets within five working days following the closing date and reviews the requests for equivalency. The Human Resources Department will not forward files for applicants who did not request an equivalency or for applicants who request in their application that an equivalency be considered, but fail to attach the Supplemental Questionnaire for Equivalency.

The districtwide equivalency committee reviews the requests for equivalency and submits its recommendations to the Human Resources Department. The Human Resources Department deactivates the applications in the applicant tracking system (ATS) for those not recommended for equivalency unless such applicants are found to meet minimum qualifications as described in section F.3. below.

At the discretion of the hiring-selection committee, the districtwide equivalency process may run concurrent with the prescreening and applicant screening processes discussed below.

Equivalency requests for disciplines that exist at only one college will be reviewed through a local process at the college.

2. Release of Candidate Information

~~Following the review of the requests for equivalency, t~~The Human Resources Department ~~e-mails-sends the various reports list of VCCCD part-time applicants and applicant gender/ethnicity information to the Screening Committee~~ Employment Equity Facilitator, ~~including current part-time faculty information, candidate contact information, candidate demographic information. The Human Resources Department also forwards the ATS access information for the particular applicant pool to all committee members.~~

3. Prescreening

All members of the prescreening committee confer and determine which applicants meet minimum qualifications or should be forwarded for further consideration based on anticipated completion of a qualifying degree. Applicants anticipating completion of a qualifying degree must indicate in their application materials that they will have a qualifying degree before the start date of employment. The Human Resources Department will confirm that the required degree has been conferred prior to beginning employment.

The prescreening committee members review all applicants, including those who request equivalency. The prescreening committee documents those applicants who do not meet and those who are not anticipated to meet minimum qualifications. The prescreening committee also documents the applicants who submitted incomplete applications.

The prescreening committee forwards the results to the ~~Screening Committee~~ Employment Equity Facilitator. The ~~Screening Committee~~ Employment Equity Facilitator reviews the results to ensure agreement among the prescreening committee members and forwards the information to the Human Resources Department. The

Human Resources Department disqualifies and notifies applicants who fail to meet minimum qualifications with the exception of those who requested equivalency and have yet to be reviewed by the districtwide equivalency committee. The Human Resources Department also disqualifies and notifies the applicants who submitted an incomplete application.

4. Application Screening

Upon completion of the prescreening process, the Human Resources Department forwards the ATS access information to all screening-selection committee members. Committee members may review any applicant in the ATS that was determined to be unqualified during the prescreening based on minimum qualifications.

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Selection c Committee members evaluate all applicants who meet minimum qualifications or have requested equivalency. The committee members complete ~~the Academic Application Screening Evaluation forms~~ their ratings while ensuring the following:

- ~~Academic Application Screening Evaluation forms-Ratings~~ must reflect the level of desired criteria and written comments in support of the overall recommendation.
- ~~Academic Application Screening Evaluation forms-Ratings~~ must document a recommendation for oral interview (5 - Highly Recommend, ~~3~~4 - Recommend, 1 - Do Not Recommend).
- ~~Screening Committee members must sign and date the Academic Application Screening Evaluation forms.~~
- Each selection committee member must screens the application materials and submit their results independently ~~and submits their results to the Screening Committee Facilitator.~~

EG. APPLICATION SCREENING TALLY MEETING

If the districtwide equivalency committee has not reviewed the requests for equivalency at the time the application screening tally process is initiated, the hiring-selection committee has the option of moving forward without giving further consideration to those who requested equivalency.

All selection committee members must participate in the application screening tally meeting and must have completed their screening of the applicants. Any absences or exceptions must be approved by the Screening Committee Employment Equity Facilitator. The following shall occur during the application screening tally meeting:

1. The co-chairs and the Screening Committee Employment Equity Facilitator tally the application screening results.
2. The committee as a whole determines which applicants will be called for interviews. The determination is based on the scores and not the candidates' identities. "Natural breaks" in the tally total should be the determining factor when possible. Per the Agreement between the District and the AFT, Section Article 5.104(e)(6), a minimum of 25 percent (or no fewer than 3) of non-contract faculty members who apply for a contract position in the District and who meet the minimum -qualifications for that position as specified in the job announcement and determined by the screening-selection committee shall be interviewed by the committee.
3. The selection committee determines if additional candidates are to be interviewed in the event interview invitations are declined by the selected candidates. Additional candidates will be considered for interview based on their rank and may only be considered if invitations are declined by the initial invited candidates.
4. The Screening Committee Employment Equity Facilitator notifies the Human Resources Department of the candidates who were selected for an interview. The Human Resources Department notifies e-mails the individuals who were not selected for interview.
5. The Screening Committee Employment Equity Facilitator assigns dates and times for oral interviews taking into consideration distance and time of travel of the applicants.
6. The academic administrator serving as a chair or the administrator's designee sends out invitations to the candidates. Any changes that must be made to the interview schedule in order to accommodate candidates' availability must be approved by the Screening Committee Employment Equity Facilitator.

GH. ORAL INTERVIEW

Oral Interview Briefing (thirty minutes before first interview)

The ~~Screening Committee~~ Employment Equity Facilitator discusses the District's Equal Employment Opportunity policy and various guidelines pertinent to the interview process including those related to asking follow-up questions, providing written comments on oral interview forms, and discussing candidates' performances.

The selection committee reviews each question and discusses, in general, an appropriate answer. Follow-up questions may be asked to elicit additional information with regard to responses provided by the applicants. All follow-up questions must be for purposes of clarification and expansion of an applicant's response.

Oral Interview

At the beginning of the interview, the ~~Screening Committee~~ Employment Equity Facilitator welcomes and introduces the candidate, introduces each committee member, and advises the candidate about the process of the interview. This introduction includes the approximate length of the interview, number of questions, roles of the selection committee members and the fact that the committee will be taking notes, length of the teaching demonstration, and the support role of the ~~Screening Committee~~ Employment Equity Facilitator.

At the close of each interview, the ~~Screening Committee~~ Employment Equity Facilitator thanks the candidate and advises them of the next step in the process.

The ~~Screening Committee~~ Employment Equity Facilitator ensures that all interviews are conducted within the allotted time.

Oral Interview Discussion and Rating

At the conclusion of each oral interview, the ~~Screening Committee~~ Employment Equity Facilitator facilitates the following discussion process:

1. At the conclusion of each oral interview, each committee member will share a brief summary of each applicant's strengths and limitations. Generally, the discussion will consist of: a) clarification of technical questions asked during the interview; b) the manner in which the candidate responded to questions asked during the interview; c) strengths and weaknesses of each candidate, including professional impact.
2. Among those items that are inappropriate for discussion are the following: a) advocacy or opposition for a particular candidate based on information obtained outside the interview process; b) comments based on rumor or unsubstantiated knowledge of a candidate; c) any comment not related to specific interview information is inappropriate, such as comments on race, gender, age, sexual orientation, and physical characteristics.
3. ~~The Oral Interview Record Form shall be used for rating candidates during the initial interview.~~ Each committee member rates each candidate (5 - Highly Recommend, 3,4 - Recommend, 1 - Do Not Recommend) during the initial interview.
4. All ratings must be supported by clearly written comments. Overall ratings should be representative of the candidates' performances across all questions and the teaching demonstration.

Oral Interview Tally

1. The co-chairs and ~~Screening Committee~~ Employment Equity Facilitator tally the oral interview ratings and display the ratings to the entire selection committee with candidates' names redacted for the purpose of determining the natural break in ratings.

After determining the natural break, the candidates' names are displayed to the committee for the purpose of determining who should be forwarded to the College President for final interview; determination shall be based on the candidates' scores rather than the candidates' identities and in consideration of the President's preference. The committee reviews the ratings to consider discrepancies. The discussion shall only focus on information provided in the interview as well as information provided in the candidates' applications. Any committee member may change or keep his/her original rating after considering the information discussed. The selection committee as a whole may decide if candidates below the natural break should be forwarded to the College President.

If no candidates are acceptably qualified or fewer than the College President prefers are forwarded, the College President may meet with the screening selection committee to discuss the outcome, and the

committee as a whole may choose to forward additional acceptably qualified candidates for consideration. The College President has the option of interviewing the candidates and/or reopening the recruitment.

2. The co-chairs notify the individuals who were not selected for a final interview.

III. PRESIDENT'S INTERVIEW

The College President determines who is present in the final interview. The ~~Screening Committee~~ Employment Equity Facilitator ~~shall~~ may be present at the final interview at the President's discretion.

IV. RECORD OF INTERVIEW AND CANDIDATE SELECTION PROCESS, REFERENCE CHECKS AND OFFER OF EMPLOYMENT

1. The President directs the responsible academic administrator (first-line supervisor) to conduct reference checks on the identified individuals in accordance with the VCCCD reference checking procedure.
2. The academic administrator conducts reference checks for the selected candidate(s) and sends them to the President and Director of Employment Services for review.

~~3. The Screening Committee Employment Equity Facilitator completes the Record of Interview and Candidate Selection Process form indicating which applicants did not meet minimum qualifications, which applicants were not invited to and which applicants attended initial and final oral interviews, and the candidate(s) selected. The College President signs the form and forwards the original form to the Human Resources Department.~~

~~3. Upon review of the selected candidate's references and any other pertinent material, the Director of Employment Services or designee notifies the President, Vice President, and Dean, that an official employment offer may be extended.~~

~~4. The College President authorizes the academic administrator to extend an offer of employment.~~

~~5. The Screening Committee Facilitator completes the Record of Interview and Candidate Selection Process form indicating which applicants did not meet minimum qualifications, which applicants were not invited to and which applicants attended initial and final oral interviews, and the candidate(s) selected. The College President signs the form and forwards the original form to the Human Resources Department.~~

~~4. Upon review of the selected candidate's references and any other pertinent material, the Director of Employment Services or designee notifies the President, Vice President, and Dean, that an official employment offer may be extended.~~

~~6.5. The Screening Committee Employment Equity Facilitator forwards all screening files, forms, and related notes and records to the Human Resources Department.~~

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See:
[Board Policy 3420 Equal Employment Opportunity](#)
[Administrative Procedure 3420 Equal Employment Opportunity Plan](#)
[Board Policy 7100 Commitment to Diversity](#)