



## ***Department Chairs & Coordinators Council Goals***

- Charge:** The Department Chair and Coordinator Council provides a forum for the discussion of academic, operational and institutional issues. This is a faculty-driven body that makes recommendations to the Administrative Council.
- Membership:** Vice Presidents of Student Learning; department chairs (and assistant chairs); coordinators; Academic Senate President (or designee).
- Chair:** Vice President of Student Learning and Faculty Co-Chair (selected by the Council)

### **GOALS 2015-2016**

#	GOALS	ACCOMPLISHMENTS
1	Revise committee charge and members	Recommendation for committee charge and membership were proposed for Making Recommendation document.
2	Discuss and recommend college organizational structure changes for next academic year	Discussions and recommendations were discussed at several meetings with suggestions forward to VP and incorporated into campus-wide discussions
3	Participate in professional development activities aimed to support the role of department chairs/coordinators	A retreat was held on 2/23/2016 to discuss department chair role, best practices, enrollment and scheduling tips/tools, and conflict resolution.
4	Evaluate committee processes and outcomes for discussion and recommendations related to college operational and institutional issues	In process, no formal recommendations forwarded.

## Ventura College - FY17 Program Review Funding Sources

#	Category - Funding Source	Fund-Org	FY16	FY17
1	<b>Computers</b>			
2	Infrastructure Fund	113-35223		562,417
3	IELM FY16	12880-36029		112,630
4	IELM FY17	12880-36129		173,774
5	<b>Subtotal</b>			<b>848,821</b>
6	<b>Other Equipment</b>			
7	Infrastructure Fund	113-35222		456,706
8	IELM FY16	12880-36029		112,630
9	IELM FY17	12880-36129		173,774
10	<b>Subtotal</b>			<b>743,110</b>
11	<b>Facilities</b>			
12	Infrastructure Fund	113-35220		1,579,533
13	RDA Funds	415-3901X	91,283	43,000
14	Non Resident Surcharge	417-39001	87,914	40,000
15	State Scheduled Maintenance	412-XXXXX	110,615	1,200,000
16	FY16 Internal Projects Balance	419-39458	100,623	-
17	<b>Subtotal</b>		<b>390,435</b>	<b>2,862,533</b>
18	<b>Library</b>			
19	Infrastructure Fund	113-35221		274,880
20	<b>Subtotal</b>			<b>274,880</b>
21	<b>Instructional Materials</b>			
22	Lottery: Instructional Supplies	12803		1,467,379
23	<b>Subtotal</b>			<b>1,467,379</b>
24	<b>Classified</b>			
25	FY17 General Fund	111		
26	FY17 Other Funds	1XX		
27	<b>Subtotal</b>			
28	<b>Faculty</b>			
29	FY17 General Fund	111		
30	FY17 Other Funds	1XX		
31	<b>Subtotal</b>			
32	<b>Supervisors - Managers</b>			
33	FY17 General Fund	111		
34	FY17 Other Funds	1XX		
35	<b>Subtotal</b>			
36	<b>Total Funds Available</b>		<b>390,435</b>	<b>6,196,723</b>



**DRAFT - 2014-15**  
**Courses Excluded from Credit by Examination**

AG V03, V04  
AES V10, V30, V31, V65, V66, V67  
ANAT V01  
ANPH V01  
ANTH V01L, ~~V35~~ V35 & B5L  
ARCH - all VII, V15, V03  
ART - all  
AST V01L  
AUTO V14, V14LA, V14LB, V15, V15LA, V15LB, V16, V16LA, V16LB, V17, V17LA, V17LB, V18, V18L,  
V20, V20LA, V20LB, V22, V22LA, V22LB, V26, V26LA, V26LB, V28, V28LA, V28LB, V32, V45  
BIOL V01, V01L V03, V04, V14, V23, V29L, V31, V32  
BIOT V31, V32  
BUS V07A, V07B, V30, V31, V32, V40, V44, V99A-D  
BIS V40, V44AB  
CHEM V01AL, V01BL, V05, V12AL, V12BL, V20L, V21L, V30L  
CD V01, V02, V09, V11, V14, V19, V24, V28, V29, V61, V62, V63, V64A, V64B, V65  
COMM V01, V10  
~~CP V12, V20, V58, V59, V60, V64, V67, V75~~ *Remove*  
COUN V01, V02, V03  
CJ V11, V12A, V12B, V35, V35L, V40, V41, V42, V45, V46, V70, V85, V86  
DANC - all  
DRFT - all  
EAC V21, V25, V26, V27, V28, V32  
EDU V01, V02  
EMT V01, V10  
ENGR V01, V02, V12, V16, V16L, V18, V18L  
ENGL - all  
ESL - all  
FDM V17, V18A, V18B  
FREN - all  
GEOG V01L  
GEOL V02L  
GERM - all  
GW V01A, V01G, V02A-V02Y  
HED V70, V73, V76, V91, V92, V84  
HS V10  
HEC V11, V12A, V12B, V13A, V13B, V15, V16, V17, V18  
ICA - all  
ITAL - all  
JAPN - all  
JOUR V10, V11, V15, V30  
KIN - all  
LS V01, V01L, V02, V03A, V03B, V03C, V07, V08, V09, V10, V14  
MT V04  
MATH V38  
MICR V01  
MM - all  
MUS V02AL-DL, V10, V11, V12, V13, V14A-C, V15, V16, V17, V18, V19, V21A-C, V22A-C, V27, V30,  
V31A-H, V34, V35, V36, V37, V39, V42, V43, V44, V45, V46, V47, V55A-C, V57A, V57B, V61AB  
NS V40, V41  
PHOT V30, V73  
PHSC V01  
PHYS V01, V02AL, V02BL, V03AL, V03BL, V04L, V05L, V06L  
PHSO V01  
SPAN - all  
SS V01, V02, V03, V04  
SUP V81, V93, V94, V96  
THA - all  
WEL V02, V27

All workshop (V88 & V89) courses; all Directed Studies (V90) courses; all Work Experience and Internship courses (V95 & V96); and, all noncredit courses

ATEB N106- should sat something like "Need a job? This course can help you gain essential work sills to strengthen you employability"

ATEW N104- should say something like "Need to improve your writing skills? This course can help you with real-life writing of letters, notes, emails and other necessary writing performed on the job"

IDS N100- should say something like "Struggling with your studies? This course provides student with support with basic math, computer, reading and writing through tutoring"

### ATEB N106 - Workplace & Bus Essentials

Status	CR N	Pre/Cor eq	Cre d	Meeting Time	Location	Ca p	Ac t	Re m	Instructor	Date	Wee ks
OPEN	<u>7310</u> 0		0.0	Distance Education Class: Click CRN for requireme nts.	<u>Ventura Internet Classes</u>	40	2	38	Kallik, Crystal	09/12- 12/16	14

### ATEW - Applied Tech Writing

#### ATEW N103 - Writing for Employment

Status	CR N	Pre/Cor eq	Cre d	Meeting Time	Location	Ca p	Ac t	Re m	Instructor	Date	Wee ks
OPEN	<u>7258</u> 6		0.0	Distance Education Class: Click CRN for requireme nts.	<u>Ventura Internet Classes</u>	60	2	58	OToole, Jennifer	09/12- 12/09	13

### IDS - Interdisciplinary Studies

#### IDS N100 - Individualized Study Lab Courses

Status	CR N	Pre/Cor eq	Cre d	Meeting Time	Location	Ca p	Ac t	Re m	Instructor	Date	Wee ks
See Instruct or	<u>7242</u> 9			10.00 HRS/WK ARR	Ventura Learning Resource Ctr	350 0	0	350 0	Oxford, Sharon	08/17- 12/16	18





# You are a Pirate Treasure

Presented to: \_\_\_\_\_

Congratulations you have been recognized by one of your  
colleagues for your outstanding support to our college community for:

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Thank you for making Ventura College amazing!

Presented by: \_\_\_\_\_

Supervisor \_\_\_\_\_

Date \_\_\_\_\_



# Assessment: Program Four Column

## Program (Sciences) - Geography

**Program Description:** Geography is a dynamic discipline that it is concerned with where things are located on the surface of the Earth, why they are located where they are, and how places are similar and/or different. Geographers further examine our interactions with the environment and how physical and cultural landscapes change through time. There are two main branches of

geography: physical geography, which focuses on the processes that drive Earth's climate, create landforms, and govern the distribution of plants and animals; and human geography, which focuses on cultural phenomenon such as population, development, agriculture, language and religion. Geography students are trained to examine the spatial organization of physical features and human activities at a variety of spatial scales from local to global. A background in geography is a necessity for careers involving business, economics, planning, education, history, international relations, cartography, conservation, GIS, demography, transportation, tourism and others.

PSLOs	Assessment Tool	Findings	Initiatives
<p><b>PSLO-1</b> - Use measurements, maps, and other geospatial tools to explore the distinctive physical and human characteristics of places and region.  <b>PSLO Status:</b> Active  <b>PSLO Assessment Cycle:</b> 201603 (Spring 2016)</p>	<p><b>Exam/Quiz - In Course</b> - Multiple-choice, essay or oral examination.  <b>Performance Target:</b> 75% of the students will receive a 70% or higher.  <b>Related Documents:</b>  <a href="#">PSLO Rubric Geosciences.docx</a></p>	<p><b>Reporting Period:</b> 201603 (Spring 2016)  <b>Target Met:</b> No            Students have a difficult time with measurements and mapping. Many of the students have not used or have forgotten their skills regarding measurement devices, such as a protractor or compass. Extra time is needed that erodes into time for other topics, which results in the class pace slowing and getting behind. In addition, a vast majority of students have had very little exposure to the maps used in geography lab settings. (04/27/2016)  <b>Modality:</b> Face to Face  <b>Suggestions from Faculty:</b> Faculty have suggested a lab exercise at the beginning of the semester that either introduces or re-introduces students to the tools of mapping and measurement. Another suggestion was to make the exercises more interactive by including out-of-class experiences (yet still on campus) that would make the lessons more tactile and meaningful.  <b>Total # of students assessed:</b> 74  <b>Total # of students meeting target:</b> 36  <b>Total % of students meeting target:</b> 48  <b>Course # Assessed:</b> GEOG V01L  <b>Related Documents:</b></p>	<p><b>Initiative:</b> Continue to find funding through program review for lab equipment that is relevant and up to date. Replace aging or broken equipment with on going budget funds. (04/27/2016)  <b>Resource Description:</b> Lab equipment: Compasses, GPS units, Maps of local areas, etc.  <b>Resource Dollar Amount:</b> 1500  <b>Resources Required:</b> Yes</p>

[PSLO Rubric Geosciences.docx](#)

**PSLO-2** - To describe, explain and analyze the spatial distribution of physical processes, such as those relating to landforms, climates, biological species at various spatial scales.

**PSLO Status:** Active

**PSLO Assessment Cycle:** 201607 (Fall 2016)

**Exam/Quiz - In Course - Multiple choice, essay or oral examination.**  
**Performance Target:** 75% of the students will receive a 70% or higher.

**Related Documents:**

[PSLO Rubric Geosciences.docx](#)

**PSLO-3** - To describe, explain and analyze the interconnections between human activities and the environment at the local, regional and global scales.

**PSLO Status:** Active

**PSLO Assessment Cycle:** 201707 (Fall 2017)

**Exam/Quiz - In Course - Multiple choice, essay or oral examination.**  
**Performance Target:** 75% of the students will receive a 70% or higher.

**Related Documents:**

[PSLO Rubric Geosciences.docx](#)

# Assessment: Program Four Column

## Program (Sciences) - Geology

**Program Description:** Geology is the study of earth, including its dynamic processes and long history. This program presents a study of the physical, chemical, and biological forces at work, now and in the past, responsible for creating and modifying earth materials. This also includes a study of plate tectonics which is comprised of earthquakes, volcanoes, rocks, minerals and geologic time.

**Notes regarding courses:** New Program - Effective Fall 2016

PSLOs	Assessment Tool	Findings	Initiatives
<p><b>PSLO-1</b> - Students who complete this program will be able to employ vocabulary of the subject studied.  <b>PSLO Status:</b> Active  <b>PSLO Assessment Cycle:</b> 201607 (Fall 2016)  <b>Start Date:</b> 08/15/2016</p>			
<p><b>PSLO-2</b> - Students who complete this program will be able to apply lessons from the past or learned knowledge to new situations.  <b>PSLO Status:</b> Active  <b>PSLO Assessment Cycle:</b> 201707 (Fall 2017)  <b>Start Date:</b> 08/15/2016</p>			
<p><b>PSLO-3</b> - Students who complete this program will be able to recognize and explain the role of fundamental geologic principles, such as plate tectonics theory and deep time.  <b>PSLO Status:</b> Active  <b>PSLO Assessment Cycle:</b> 201807 (Fall 2018)  <b>Start Date:</b> 08/15/2016</p>			

**PSLO-4** - Students who complete this **Exam/Quiz - In Course - Multiple** **Reporting Period:** 201603 (Spring 2016)

**Initiative:** Will be asking for



## PSLOs

program will be able to apply principles of scientific reasoning to solve and defend logical hypotheses to explain observed phenomena.

**PSLO Status:** Active

**PSLO Assessment Cycle:** 201603 (Spring 2016)

**Start Date:** 08/15/2015

## Assessment Tool

Choice Exam/Quiz

**Performance Target:** 70% of the students will obtain a 75% or higher on the exam.

**Related Documents:**

[SLO.Rubric.Geosciences.pdf](#)

## Findings

**Target Met:** Yes

Those students who have actively engaged in their learning and those that have applied for the AD-T in geology or those that are in other STEM fields are doing much better than those whom selected the course as an elective. (04/27/2016)

**Modality:** Face to Face

**Suggestions from Faculty:** We need funding for materials that engage student in learning. With the inability for tactile learning students have only photos or online sources to view.

**Total # of students assessed:** 19

**Total # of students meeting target:** 16

**Total % of students meeting target:** 84

**Course # Assessed:** GEOL V03 Historical Geology

**Related Documents:**

[SLO.Rubric.Geosciences.pdf](#)

## Initiatives

funding through program review in Fall of 2016. (04/27/2016)

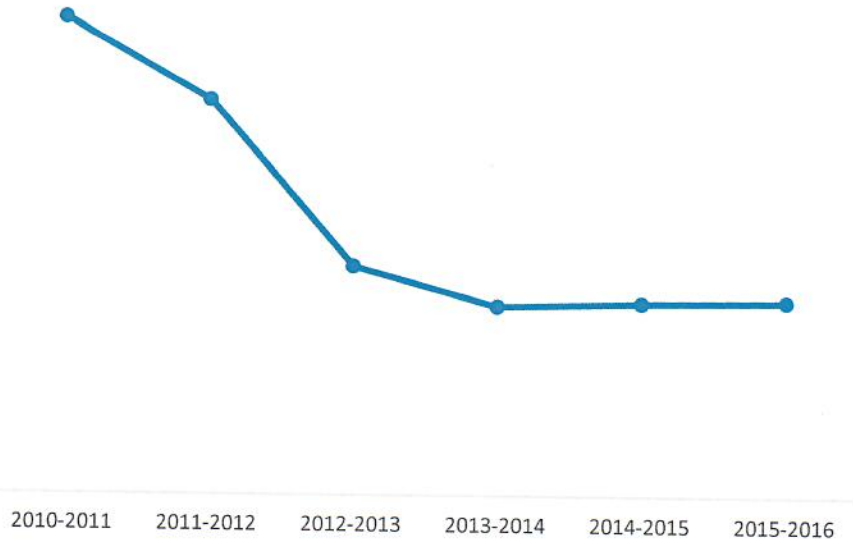
**Resource Description:** Materials for in class instruction, such as, fossil samples, rock samples, map, sedimentary structures...

**Resource Dollar Amount:** 1500

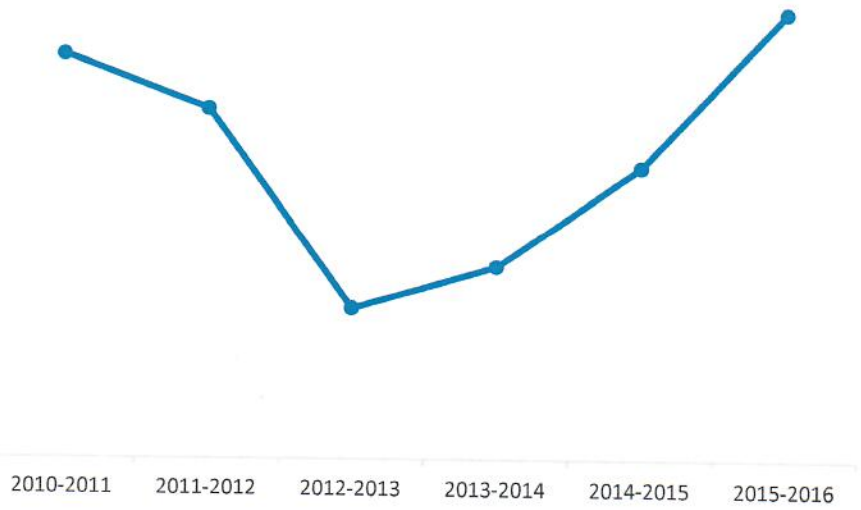
**Resources Required:** Yes

Enrollment Trends and Targets

Annual FTES

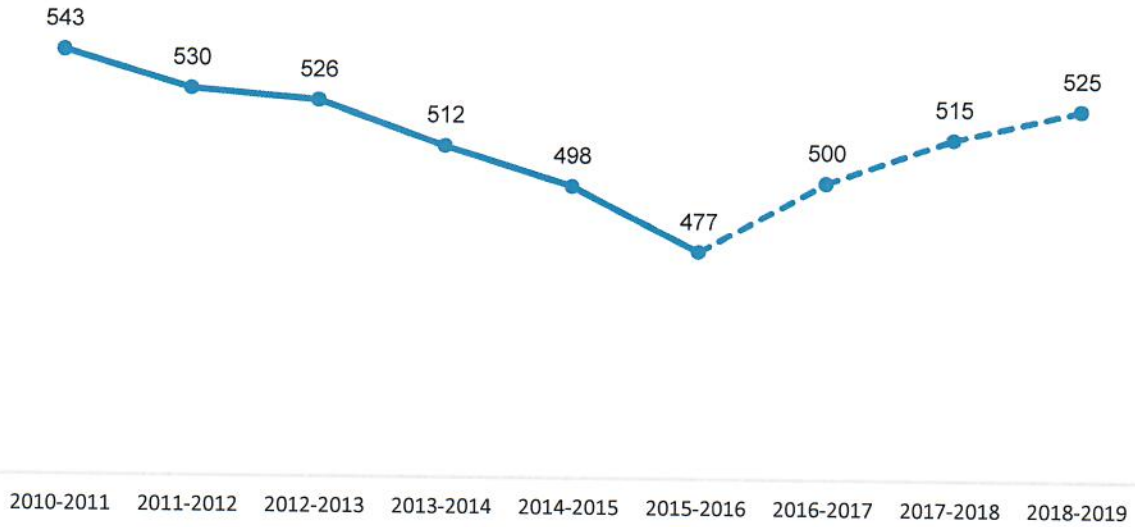


Annual FTEF

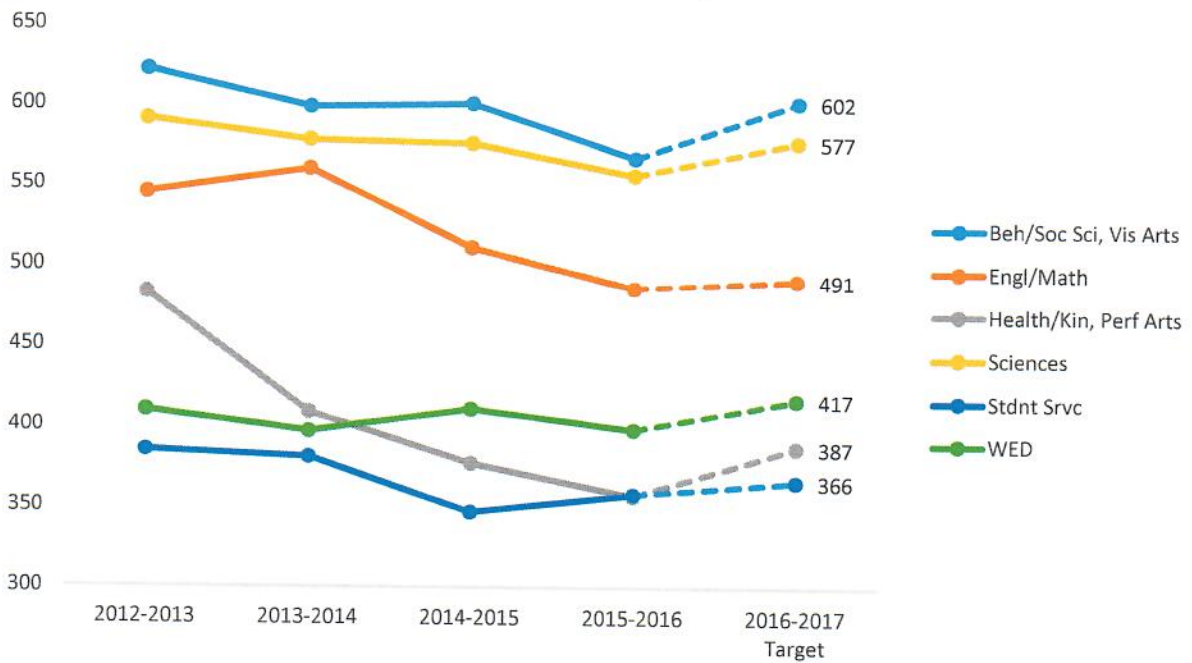




## Ventura College Productivity



## Division Productivity





## 2016 Institutional Self Evaluation Report Brief Overview

### **Standard I: Mission, Academic Quality, Institutional Effectiveness, and Integrity**

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

#### Future Plans from Improvement

- Continue the college discussion of Institutional Student Learning Outcomes
  - Develop assessment rubrics for the two ISUOs and ISLO #5
- Provide additional research support for decision-making processes, program review, and program planning
  - Identify and track uniform data elements for use in program review for student services programs
- Enhance program review process by adding a more in-depth three-year review to the existing annual review process

### **Standard II: Student Learning Programs and Support Services**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

#### Future Plans for Improvement

- Improve completion rates of the transfer-level English and math courses in part by offering accelerated courses for basic skills students
- Improve the accuracy of the assessment and placement process by adopting the broad use of multiple measures rubrics for assessment (also see Action Project 1: Sail to Success)
- Review library services for improvements at both the main campus and Santa Paula
- Streamline assessment of student services by implementing the use of GradesFirst for tracking and data collection in student services



### **Standard III: Human, Physical, Technology, and Financial Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

#### Future Plans for Improvement

- Enhance awareness of the organizational value of diversity, highlight diversity statistics, increase diversity training, and improve diversity hiring outcomes
- Increase proficiency in various technologies for staff, faculty and administrators by providing additional training sessions in DegreeWorks, GradesFirst, Banner, TracDat, and smart classroom operation
- Support college's increasing reliance on technology by updating Technology Master Plan to cover the period of 2017- 2019
- Improve alignment of physical resources with the current goals and objectives of the institution by updating the Facilities Master Plan

### **Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.

#### Future Plans for Improvement

- Improve communication and participatory governance processes in part by training all committee chairs and co-chairs on effective committee operations (also see Action Project 2: Beacons of Success)
- Collaborate with District to complete the District Strategic Plan to support College level strategic planning

### **Quality Focus Essay – Action Project 1: Sail to Success First Time/Full Time and Transfer Level Ready in Year One or Less**

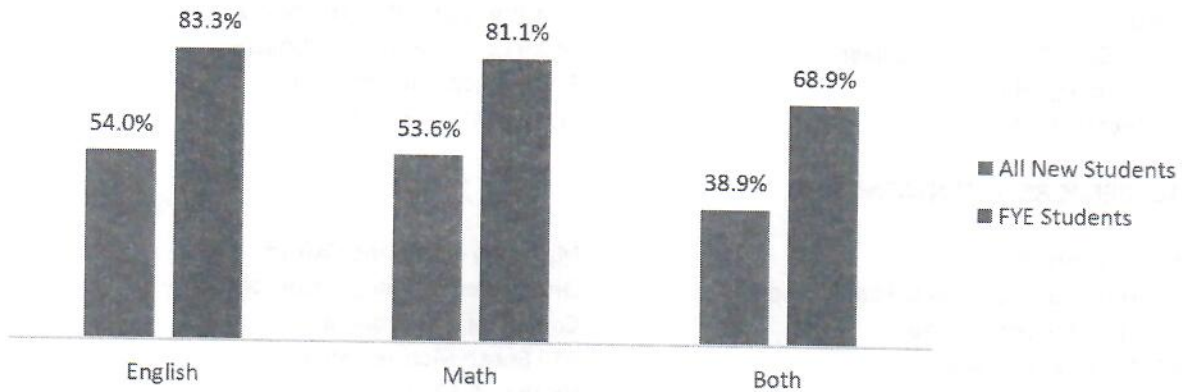
Students who attend part time do not accumulate units as quickly as those who attend full time, and they can be delayed in reaching their educational goals. In addition, because a majority of students are placed into basic skills English and/or Math course, many students simply cannot complete a two-year Associate's Degree within two years.

To promote student success and degree completion, we will:

- Encourage students to make a full-time commitment to college during their first year
- Advise students to register for both English and math during their first year
- Evaluate students via multiple measures so that they can be placed as close to transfer level in English and math courses as possible
- Expand the Freshman Year Experience (FYE) as a successful program for new students

- Provide career/interest assessment(s) for students and use this information, with the assistance of their counselor, to chart their college course
- Promote wraparound support services for students as needed
- Encourage completion of transfer-level English and math by the end of year two.

First Semester English and Math Enrollment - Fall 2015 First-Time Students

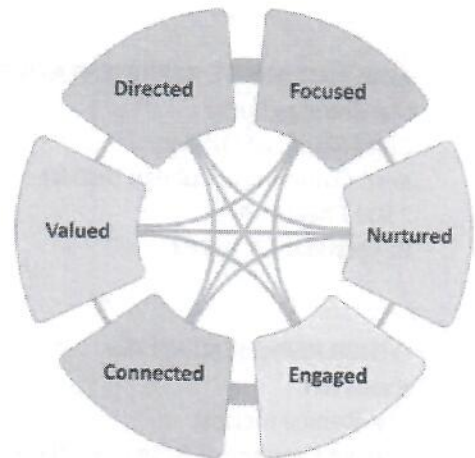


### Quality Focus Essay – Action Project 2: Beacons of Success Shifting to a College Culture of Clear Communication and Collegial Support

To most effectively promote student success, we seek to become more trusting, collegial, and supportive of one another as a community of educators, communicating and making recommendations in an open, transparent and non-judgmental way toward the common goal of improving our workplace and helping our students achieve their educational goals.

To accomplish this goal, we will:

- Exemplify collegiality through increased cooperation and communication and share our opinions and differences without fear of recrimination or retaliation
- Support one another through the “Six Success Factors:” Focused, Directed, Connected, Nurtured, Valued, and Engaged
- Develop and maintain a committee structure for participatory governance that is clearly understood by the campus community
- Form committees and work groups with diverse membership and with broader campus representation
- Keep student success as the focus of every recommendation and decision





**Ventura College**  
**External Evaluation Visit Team Roster**  
**Monday, September 26 - Thursday, September 29, 2016**

**Chair**

Ms. Jill Board  
President  
Cerro Coso Community College  
3000 College Heights Blvd  
Ridgecrest CA 93555

**Assistant**

Dr. Corey Marvin  
Vice President of Instruction and ALO  
Cerro Coso Community College  
3000 College Heights Blvd  
Ridgecrest CA 93555

**ACADEMIC REPRESENTATIVES**

Ms. Marjorie Duffy  
Interim Dean Business & Family Science  
Cosumnes River College  
8401 Center Parkway  
Sacramento CA 95823

Ms. Mary-Catherine Oxford  
Director of Learning Resources  
College of the Sequoias  
915 South Mooney Blvd.  
Visalia CA 93277

Dr. Margarita Pillado  
Associate Professor/Faculty Accreditation  
Coordinator  
Los Angeles Pierce College  
6201 Winnetka Avenue  
Woodland Hills CA 91371

Dr. Lisa Allen  
Professor Art History  
Irvine Valley College  
5500 Irvine Center Drive  
Irvine CA 92618

Dr. Donna McGill-Cameron  
Professor, Business/Health/PE  
Woodland Community College  
2300 Gibson Road  
Woodland CA 95776

Dr. John Fitzer  
Vice President of Madera and Oakhurst  
Community College Centers  
Reedley College  
995 N. Reed Ave.  
Reedley CA 93654

**ADMINISTRATIVE REPRESENTATIVES**

Mr. Thomas Burke  
Chief Financial Officer  
Kern Community College District  
2100 Chester Ave.  
Bakersfield CA 93301

Dr. Scott Thayer  
Vice President of Student Services  
Cuyamaca College  
900 Rancho San Diego Parkway  
El Cajon CA 92019

**OTHER REPRESENTATIVES**

**Research**

Ms. Denice Inciong  
District Director of Research, Planning, and Data  
Management  
South Orange Co. Community College District  
28000 Marguerite Pkwy  
Mission Viejo CA 92692

**CEO to be added**