**Ventura College**

**Midterm Report**

*Submitted by:*

Ventura College

4667 Telegraph Road

Ventura, CA 93003

Submitted to:

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

Date Submitted: October 15, 2020

**Midterm Report Certification**

**To:** Accrediting Commission for Community and Junior Colleges, Western Association of

Schools and Colleges

**From:** Dr. Kimberly Hoffmans

Ventura College

4667 Telegraph Road, Ventura, CA 930

*I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.*

**Signatures:**

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Dr. Greg Gillespie, Chancellor, Ventura County Community College District Date

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Dr. Kimberly Hoffmans, President, Ventura College Date

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Ms. Lydia Morales, Academic Senate President, Ventura College Date

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Mr. Sebastian Szczebiot, Classified Senate President, Ventura College Date

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[NAME], Associated Students President, Ventura College Date

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Dr. Jennifer Kalfsbeek-Goetz, Vice President, Academic Affairs. Ventura College Date

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Ms. Colleen Coffey, Co-Chair, Accreditation Steering Group Advisory, Ventura College Date

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Ms. Tatiana Lawler Sweeney, Co-Chair, Accreditation Steering Group Advisory, Ventura College Date

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Ms. Lisa Putnam, Co-Chair, Accreditation Steering Group Advisory, Ventura College Date

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# Report Preparation Process and Timeline

# Accreditation Steering Advisory Group Members

### Steering Advisory Members

### Standard I Workgroup Members

### Standard II Workgroup Members

### Standard III Workgroup Members

#### IIIA – Human Resources

Tim Harrison, Ventura College, Management – Workgroup Lead

Lydia Morales, Ventura College, Faculty/Academic Senate

James Walker, Ventura College, Faculty

Nora Escobedo, Ventura College, Classified

Nubia Lopez-Villegas, District Office, Human Resources, Classified

Anthony Chavez, District Office, Human Resources, Classified

Michael Arnoldus, District Office, Human Resources, Management

### Standard IV Workgroup Members

# Plans Arising from the Self-Evaluation Process

*During Ventura College’s 2016 self-evaluation process, faculty, staff and students identified areas for improvement to strengthen our alignment to the ACCJC Standards. This section reports on those self-identified improvement plans. In this section, we describe our progress on each action plan. For those items that have been fully addressed, we have described the resulting outcomes. All plans that are still pending are clearly identified as “in=progress” and we have identified the appropriate responsible parties along with our anticipated date for completion.*

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

### Action Plan 1.1: Shifting to a campus culture with broad participation, improved communication, and strong collegial support. (I.B.1, I.B.6, QFE)

#### Status: Active

See Action Project #2 in the Quality Focus Projects section.

### Action Plan 1.2: During the 2016-2017 and 2017-2018 academic years, the Student Learning Outcome Advisory Group (SLOAG) will lead the College in the development of an assessment rubric for ISLO #5 (Personal/Community Awareness and Academic/ Career Responsibilities), and will facilitate the development of rubrics for the two ISUOs. (I.B.3)

#### Status: Implemented

During the 2015-2016 academic year, the SLO Advisory Group (later renamed to the College Outcomes Group) led the college’s development of two different rubrics to assess ISLO #5. The ISLO related to personal/community awareness and academic/career responsibilities is as follows:

*ISLO 5: Personal/Community Awareness and Academic/Career Responsibilities:**Students will examine the ethical responsibilities and the dynamic role of individuals and active citizens in society. Students will develop skills and employ strategies to self-manage their personal, academic and career goals and to cooperate, collaborate, and interact successfully within groups and with a variety of cultures, peoples, and situations.*

The first of the two rubrics that were developed to assess this ISLO is designed to be used in courses. It focuses on exhibiting a personal/professional code of ethics and conduct, as well as effective collaboration with students from diverse populations and backgrounds (1.2a). The second rubric uses student voting rate data provided by the National Study of Learning, Voting, and Engagement from Tufts University (1.2b). Both rubrics were approved at the SLO Advisory Group on February 9, 2016 (1.2c), and the Academic Senate on February 18, 2016 (1.2d).

During the same year, the SLO Advisory Group also led the college’s development of a rubric to assess ISUO 1. This outcome is:

*ISUO 1****:*** *The service will support or facilitate a positive learning or service environment for students.*

The rubric that was developed to assess this ISUO uses a point-of-service survey that is conducted each spring in every student service on campus. This survey assesses the implementation of the Six Success Factors (1.2e). The rubric was approved by the SLO Committee in May 2016 (1.2f).

Ventura College’s second ISUO is as follows:

*ISUO 2****:*** *The service will support or facilitate institutional accountability by monitoring and ensuring compliance with statutory mandates, local policy and procedures, and state or federal law.*

Given that the specific mandates and laws vary by each service, it was decided to allow services to develop their own rubrics to assess this ISUO. In general, these rubrics have taken the form of the results of audit findings, as well as other external monitoring mechanisms. Thus far, this has proven to be effective, in that it streamlines the amount of work needed to be completed to comply with both the college’s SUO process and state/federal regulations.

##### Evidence

1.2a ISLO 5 Course-Based Rubric

1.2b ISLO 5 Voting-Rate Rubric

1.2c SLO Advisory Group Minutes, 2-9-2016

1.2d Academic Senate Minutes, 2-18-2016

1.2e ISUO 1 Rubric

1.2f SLO Advisory Group Agenda, 5-12-2016

### Action Plan 1.3: As part of its revision of the Educational Master Plan, the Core Indicators of Effectiveness will be evaluated and revised. This will ensure that they are directly aligned with the ACCJC institution-set standards, the State of CA Institutional Effectiveness Partnership Initiative Goals, and the State of CA Student Success Scorecard. This will streamline reporting requirements, and better focus efforts on high-priority areas. (I.B.3)

#### Status: Completed

Ventura College’s 2017-2023 Educational Master Plan was developed to align directly with the ACCJC Institution-Set Standards, the CCCCO Institutional Effectiveness Partnership Initiative, and the CCCCO Student Success Scorecard. The primary goal of this plan is to “Increase the success of our students while closing equity gaps.” Seven specific measureable objectives were developed to operationalize this goal.

Three of the seven objectives align directly with the CCCCO Student Success Scorecard:

* Objective 1: Increase the six-year completion rate to be within the top five in the state.
  + Objective 1a: Close equity gaps between ethnic groups.
  + Objective 1b: Close equity gaps between gender groups.
* Objective 2: Increase English and Math basic skills rates to be within the top five in the state.
  + Objective 2a: Close equity gaps between ethnic groups.
  + Objective 2b: Close equity gaps between gender groups.
  + Objective 2c: Ensure that at least 90% of new students are prepared for transfer-level Math and English by the end of their first year.
* Objective 4: Increase the fall-to-spring persistence rate to 85%, and the fall-to-fall rate to 70%
  + Objective 4a: Close equity gaps between ethnic groups.
  + Objective 4b: Close equity gaps between gender groups.

Two of the objectives align directly with CCCCO Datamart metrics:

* Objective 3: Increase the course success rate to be within the top five in the state.
  + Objective 3a: Close equity gaps between ethnic groups.
  + Objective 3b: Close equity gaps between gender groups.
* Objective 5: Ensure that at least 95% of first-time students receive Student Success and Support Program (SSSP) services.

One objective aligned directly with the CCCCO Workforce Preparation program goals:

* Objective 7: Ensure that all Workforce Preparation programs meet student employment goals set by the State of California.

One objective indirectly aligns with and supports all the other above objectives:

* Objective 6: Ensure that fewer than 10% of students are on academic probation.

These goals and objectives also align directly with the ACCJC’s metrics that require Institution-Set Standards. Specifically, objectives 1, 3, and 7 above are in direct alignment with those metrics (1.3a).

##### Evidence

1.3a 2017-2023 Ventura College Educational Master Plan

### Action Plan 1.4: Ventura College will identify and track uniform data elements for use in college program review for current student services programs. Identification and tracking will be implemented through the division of Institutional Equity and Effectiveness, and the Dean of Student Services to provide additional research support for college decision-making processes, program review, and college program planning. (I.B.4)

#### Status: Implemented

In 2017-18, Ventura College’s program review system underwent a major overhaul. One of the components to be overhauled was the student service program review. Prior to that year, student service data collection was not systematic or consistent across services. To improve this, systematic data collection began in 3 areas: 1) student usage and demographics through the Starfish (and previously GradesFirst) software systems, 2) student survey data through point-of-service surveys, and 3) SUO assessment results through Tracdat/Nuventive (1.4a). Data on each metric is displayed in a Tableau dashboard. Programs review the data, and then respond to clear and specific questions about the data. Then, they identify areas for improvement, set objectives, and request resources needed to achieve those objectives (1.4b).

##### Evidence

1.4a Program Review Process

1.4b Academic Senate Minutes, 5-4-2017

### Action Plan 1.5: Ventura College will launch a three-year rotational plan for the full-scale program review, in addition to annual review. The VC College Planning Committee will take lead on this in hopes to enhance program reviews processes by adding a more in-depth three-year review to the existing annual program review. (I.B.5)

#### Status: Implemented

As part of the 2017-2018 program review overhaul, Ventura College moved to a 3-year staggered program review model. Every instructional, student service, and administrative service program completes a comprehensive review once every three years. During this comprehensive review, programs review key data metrics that are aligned with the 2017-2023 Ventura College Educational Master Plan. They identify areas for improvement, and set 3-year objectives. Then, they request resources that are needed to meet those objectives. The cycle is staggered so that a third of programs are completing a comprehensive review in any given year. In the intervening years, programs complete a mini-review, in which they provide updates on progress made towards their objectives, and update resource requests. At the time of this writing, we are approaching the first complete three-year cycle, and all programs will have completed at least one comprehensive review. As we enter the second cycle, we will continue to evaluate this process to identify further refinements that can be made (1.5a).

##### Evidence

1.5a Program Review Process

## Standard II: Student Learning Programs and Support Services

### Action Plan 2.1: Ventura College will offer accelerated composition courses for basic skills student through the English Department to improve completion rates of transfer-level composition courses. (II.A.4, QFE)

#### Status: Active

See Action Project #1 in the Quality Focus Projects section.

### Action Plan 2.2: During the 2016-17 academic year, the College will review library and LRC staffing and organizational structure at both the main campus and Santa Paula to determine ways to improve and increase services to students. At least six months prior to the end of the Velocidad (Title V) grant, the team of College administrators, staff, and faculty will review the advantages and disadvantages of maintaining two locations for the provision of math tutoring services. A plan for either maintaining a separate Math Center with general fund dollars or a plan for combining both services will be presented to the vice president of academic affairs and student learning. (II.B.1)

#### Status: Completed

Library and Learning Resources Center (LRC) staffing and organization is reviewed each year through the Program Review process. This past year (AY 2018-2019), a full-time librarian position was approved through Program Review, and after a successful hiring process, the new tenure-track librarian joined the library team for the start of AY 2019-2020. The library is now under another division, the Social & Behavioral Sciences & Library Division, which is overseen by Dean Lisa Putnam.

The Learning Resource Center (LRC) remains in the English, Math & LRC Division (overseen by Dean Lynn Wright). Our East Campus now has its own Assistant Dean, Jesus Vega, so the two LRC areas (at the main campus and at East Campus) have two managers attending to their needs. Both deans are working through the Program Review process to secure adequate funding for the LRC computer and tutoring areas. In particular, we need more funding to meet the tutoring needs at both locations, and East Campus needs reliable, permanent staffing for its LRC computer lab. These are works in progress.

With the implementation of AB 705, there is a strong need for math tutoring support. At East Campus, we have math tutors on site before and after scheduled math classes, and we have the technology in place to do virtual tutoring via the CCCCO-approved World-wide Whiteboard when tutors are not physically present at East Campus.

Two years ago, math tutoring was consolidated into one location (our Tutoring Center), and STEM Harbor replaced the secondary math tutoring location. This consolidation means that students have math tutoring in one central place, and this consistency helps them know when and where they can get the math help that they need. We also have two Math Faculty Tutoring Facilitators (.67 FTE per year) who act as liaisons between the math faculty, their students, and our tutors; these facilitators promote math tutoring and ensure that the math tutors get appropriate and ongoing training, which provides quality assurance. STEM Harbor is now a place where STEM majors (which includes students taking advanced math courses) can go to do homework and know that one or more of our STEM faculty will be on site as many of our STEM faculty hold their office hours in this STEM-rich, collaborative environment.

We continue to monitor the tutoring support needs, and the English and math faculty are investigating options to better serve our students. Faculty in the Math and English departments are including tutoring enhancement proposals within their respective Department Program Reviews as well as within the Division’s Program Review.

### Action Plan 2.3: During implementation of the Online Education Initiative (OEI) counseling components in 2016-2017, additional assessments for students taking online classes and for students accessing information and services online will be developed. (II.C.1)

#### Status: Active Anticipated Completion Date: Responsible Party:

### Action Plan 2.4: For the fall 2016 semester, VC will implement the broad use of multiple measures rubrics for assessment by the college. English and Math faculty will work with the assessment office and other student services programs to assist in coordination for that there can be an improvement in the accuracy of the assessment and placement processes. (II.C.7, QFE)

#### Status: Active

See Action Project #1 in the Quality Focus Projects section.

## Standard III: Resources

### Action Plan 3.1: By the end of the fall 2016 semester, the vice chancellor of human resources will identify methodologies for improving evaluation tracking to enhance completion, either by new technology or by modifying existing technology platforms. (III.A.5)

#### Status: Continuing Anticipated Completion Date: Responsible Party:

At the time of the 2016 ISER it was stated that HR was investigating the possibility of using an electronic document management technology platform to assist with the gathering and compiling of tracking data for evaluation reports in order to streamline these complex processes.

The workgroup discuss the current tracking system in place for the VCCCD classified professional and faculty. For the classified employees, a tracking system was implemented in the summer of 2016 where supervisors of classified employees were listed in the VCCCD portal for follow up. Under the work life tab in the portal, employees were flagged in the employee review section for their next evaluation or other requirements for action such as tuberculin skin testing or fingerprinting. This tracking system was implemented in spring 2016 and needs review and monitoring per our recent discussion with the Ventura College Standard IIA workgroup.

In regards to faculty evaluations, discussion centered around current practices at each college. Current practice is that area deans for each campus keep track of faculty evaluations as well as the rotation of evaluations to be conducted least every three years, with final documents are sent to the district office for filing into faculty personnel files. VCCCD Human resources keep a master list for faculty and are currently in the process of updating the report for all VCCCD faculty.

### Action Plan 3.2: In the beginning of fall 2016, ACCJC and WASC teams visited the campus and acted to reaffirm accreditation for 18 months and required a Follow-Up Report on issues identified in the ACCJC team’s findings of noncompliance at the District. District recommendation was given in order to meet Standard, and recommended the District include use of the results of the learning outcomes to improve teaching and learning as a formal component of the evaluation processes. (III.A.6; Team Recommendation for Compliance)

#### Status: No longer active (Standard has been removed)

VC addressed this item in the 2016 follow-up report.  No further action was taken as this component of the standard has been removed from WASC accreditation.

### Action Plan 3.3: The college will work with District HR to continue to implement strategies identified in the EEO plan to further diversity in hiring. Strategies to increase the diversity among part-time faculty including gender balance in the ranks of the administration will be explored as part of continuous improvement in this area. (III.A.12)

#### Status: Completed

To address equal employment opportunity (EEO) concerns as noted in our last accreditation report, multiple initiative were initiated by the VCCCD Human Resources department as well as initiatives created from the Equal Employment Opportunity Advisory Committee (EEOAC) formed in the Spring of 2018. The EEOAC is an advisory body to the Equal Employment Opportunity Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee assists in the review, update, and implementation of the EEO Plan for compliance with the requirements of Title 5, Section 53000.

The following EEO initiatives have been implemented or are in progress:

* The VCCCD Diversity Dashboard was created in the Spring of 2016 to provide a public display of data to share with all current and potential employees and community members. Link: <https://public.tableau.com/profile/john.cooney#!/vizhome/VCCCDEmployeeDiversityDashboard/ClassifiedAgeandEthnicity>
* The formation of the Equal Employment Opportunity Advisory Committee (EEOAC in the fall of 2018. The EEOAC is an advisory body to the Equal Employment Opportunity Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee assists in the review, update, and implementation of the EEO Plan for compliance with the requirements of Title 5, Section 53000. Link: <https://www.vcccd.edu/departments/human-resources/diversity-dashboardeeo-advisory-committee>
* A Hiring Facilitator Guide and Checklist was implemented in Fall 2016 to support HR facilitators as they execute the hiring process for all full-time faculty hiring.
* Entrepreneur and educator Stedman Graham presented to students and employees in October of 2016 on identity leadership. Graham shared a message of identity as part of the VCCCD Chancellor’s Diversity in Leadership Speakers Series. The series features multicultural role models in positions of leadership who will share inspiring stories of trials and triumphs on the path to achieving success. Identity, freedom and leadership were the focus of Graham’s presentation as he laid the foundation to his proprietary Nine-Step Success Processoutlined in his book *Identity: Your Passport to Success*. The global educator explained how each of the nine steps may lead to a better, more fulfilling life, and applying his principals of success to their own lives.
* The VCCCD EEO plan was revised in the fall of 2018. Link: <https://go.boarddocs.com/ca/vcccd/Board.nsf/goto?open&id=B4RUVM71B7D7>
* A mini grant program for initiatives to support diversity and equal opportunity was implemented by Vice Chancellor Michael Shanahan in fall of 2018. Link: <https://www.vcccd.edu/departments/human-resources/diversity-dashboardeeo-advisory-committee/vcccd-facultystaff-diversity>
* Review of hiring application for barriers was conducted in Fall 2018 by the VCCCD Human Resources department and the EEOAC. The hiring application for the VCCCD was targeted and adjustments were made.
* Thomas Brown training was executed in the Fall 2018.

Additional initiatives currently in development by the VCCCD Human resources department:

* EEO resolution for colleges to create in Fall 2019
* “Hire Me” workshops to be implemented in Fall 2019
* Facilitator interviewing and training in Fall 2019

##### Evidence

### Action Plan 3.4: The College, for the fall 2016 semester will update the Facilities Master Plan through both the Vice President of Business and Administrative Services and Facilities Oversight Group (FOG) to improve alignment with the current goals and objectives of the institution. (III.B.1)

#### Status: Completed??? **If not completed:** Anticipated Completion Date: Responsible Party:

Progress that has been made:

### Action Plan 3.5: In order to increase effectiveness, the team recommends that the college and District consider various public and private funding sources, such as a local capital outlay bond, to upgrade and/or replace aging facilities. (III.B.1.1, III.B.2.1, III.B.3, III.B.3.1, III.B.4, III.B.4.1, Team Recommendation for Improvement)

#### Status: Active

See Response to Recommendations for Improvement for College Recommendation #3 (Improvement).

### Action Plan 3.6: The college will continue its 2015-16 to upgrade older classrooms on a systematic basis, utilizing the information provided by the furniture and equipment inventory to identify the areas in greatest need. (III.B.2)

#### Status: Implemented

The need to replace or upgrade classroom space and instructional equipment continues to be assessed through the college’s annual program review process. Physical resources continue to be monitored by the Vice President of Business and Administrative Services, Supervisor of Operations, and the Facilities Oversight Group (FOG) to assure continuing quality and support of programs and services. The campus is kept informed of the details regarding specific locations or equipment targeted for upgrade through email communication, documented meeting notes from FOG, and through documents posted on the webpage for Facilities, Maintenance, and Operations department.

### Action Plan 3.7: For the fall 2016 semester, the college will update Technology Master Plan to cover the period of 2017-2019 through the Vice President of Business Service and College Information Technologies department. In order to support the college’s increasing reliance on technology. (III.C.1)

#### Status: Implemented

The *Technology Master Plan* for the college provides an overall framework for the strategic implementation of technology throughout the college. The plan aligns the application of technology to the college’s mission, vision, and strategic goals and objectives, addressing challenges and recommendations that are identified in the college’s Educational Master Plan, 2017-2020.

In 2016, the college updated the *Technology Master Plan*, creating the 2017-2020 edition. Following the college’s participatory governance model, the Technology Master Plan was presented and approved by the College Planning Committee and the Budget Resource Committee. The college is about to begin this process again, drafting the *2020-2023 Technology Master Plan*, addressing technology planning needs to cover the next three-year cycle.

### Action Plan 3.8: In spring 2015, a district-wide survey of student perceptions was conducted, using the same questions that were used during the student perception survey that was conducted during the spring 2009 semester. (III.C.2.8)

#### Status: Implemented

As planned, the district-wide student perceptions survey was administered at all three VCCCD colleges in spring 2015. The survey assessed student perceptions of a number of areas, including course scheduling, student services, and discrimination. The survey results were compiled by the VCCCD Institutional Research Advisory Council, and were presented to the District Council on Accreditation and Planning (3.8a). In spring 2016, Ventura College administered the Community College Survey of Student Engagement (CCSSE) as part of the college’s Title V Velocidad grant. The data were compiled into a Tableau dashboard, and are available on the Office of Institutional Effectiveness webpage (37). The student perceptions survey was then again administered in spring 2019. The Office of Institutional Effectiveness analyzed the Ventura College results, and presented them to a number of campus committees (3,8a, 3.8c, 3.8d, 3.8e).

##### Evidence:

3.8a District Council on Accreditation and Planning Minutes, 4-1-2016

3.8b Screenshot of CCSSE Dashboard

3.8c Administrative Council Agenda, 11-6-2019

3.8d Fall 2019 Committee Minutes Placeholder

3.8e Fall 2019 Committee Minutes Placeholder 2

### Action Plan 3.9: For the spring 2017 semester, the college will provide an enhanced schedule of training in DegreeWorks, GradesFirst, Banner, TracDat, and smart classroom operation through College Technology Services, Professional Development Advisory Group and Technology Advisory Group to increase proficiency in various technologies for staff, faculty, and administrators. (III.C.4)

#### Status: Implemented

The college recognizes the importance of providing thorough and appropriate training to employees so that they are able to effectively complete the necessary tasks associated with their positions, feeling competent in their skillsets.

The Professional Development Committee is comprised of members representing faculty, classified professionals and administrators, and is led by a tri-chair team including a faculty chair, classified professional chair, and administrator chair. As part of its professional development coordination efforts, beginning in spring 2017 the college began to provide more formalized workshops that were centrally advertised to the campus for a variety of technology topics, providing workshops during flex week and by coordinating topical workshops throughout the academic year.

Job specific training is also provided for all new employees, and available to employees who are interested in further developing their skills, in both formal and informal training opportunities.

Several technology solutions used by the college are also used districtwide (such as Banner, DegreeWorks, Argos, Starfish, and others). The training for these technologies are typically provided by existing employees who are well seasoned in using the technology in very specific settings, providing practical and highly-applicable training.

Some technology solutions are very specific to the college, and accordingly, the technical training is provided by college employees who are most familiar with the uses and applications of the technology. An example is Nuventive (TracDat) and how it is specifically used for the college’s program review reporting and student learning outcomes reporting. The Office of Institutional Effectiveness coordinates and leads these annual face-to-face training opportunities, and also provides access to recorded instructional videos, on how to use this software to enter the requested information for program review and SLO reporting.

## Standard IV: Leadership and Governance

### Action Plan 4.1: During the fall 2016 semester and each fall semester thereafter, the College, through the coordination of the Academic Senate and Professional Development Advisory Group, will provide training for all committee chairs and co-chairs on effective committee operations and training in the common format for meeting minutes for all personnel who serve as meeting recorders. (IV.A.2)

#### Status: Implemented

In fall 2016 (?), a committee chair training session was held (12). After that, the college underwent a process to overhaul of its Participatory Governance Handbook. This process took nearly two years, and the handbook took effect in fall 2019. Given that this handbook forms the basis for our entire participatory governance and committee system, further committee chair trainings have been delayed until it was finalized. In fall 2019, the College Planning Committee set an annual goal of developing a committee chair training that is based on the new handbook (13). Once this training is developed, it is expected that it will be administered to all committee chairs and recorders each fall.

##### Evidence:

1. Fall 2016 (?) Committee Chair Training
2. College Planning Committee Minutes, 9-25-2019

### Action Plan 4.2: By the middle of the fall 2016 semester, the College president will assign a senior administrator the responsibility to work with College constituent groups to update the Making Recommendations document on an annual basis. (IV.A.3)

#### Status: Implemented

In spring 2016, Ventura College completed work on its Making Recommendations Document. This document described the college’s governance structure and processes. As this document was implemented over the next two years, it was found that it could benefit from additional detail and clarification. Thus, in fall 2017, the College President tasked the Dean of Institutional Effectiveness with overseeing an evaluation and update of the document. The Dean of Institutional Effectiveness convened a taskforce of the College Planning Committee with the purpose of evaluating and refining the document (5). This taskforce included the Academic Senate President, Classified Senate President, a representative from the Associated Students of Ventura College, and the Dean of Institutional Effectiveness. Over the course of the next year and a half, this taskforce spent a considerable amount of time discussing, reflecting upon, and evaluating our participatory governance system. The taskforce developed a draft which was shared with the campus to gather input. Input was incorporated, and the final document, which was named the 2019-2025 Participatory Governance Handbook, was approved by the Academic Senate, Classified Senate, Associated Students of Ventura College, the College Planning Committee, and the College President in spring 2019 (6, 7, 8, 9, 10).

##### Evidence:

1. College Planning Committee Minutes, 11-29-2017
2. 2019-2025 Ventura College Participatory Governance Handbook
3. Academic Senate Minutes, 5-2-2019
4. Classified Senate Minutes, 6-6-2019
5. Associated Students of Ventura College Minutes, 5-7-2019
6. College Planning Committee Minutes, 5-1-2019

### Action Plan 4.3: By the middle of the fall 2016 semester, institutional norms will be established regarding who will post committee meeting minutes online and how quickly these minutes will be posted following the conclusion of a meeting. (IV.A.6)

#### Status: Implemented

The 2019-2025 Participatory Governance Handbook includes the roles and responsibilities of committee chairs, members, and recorders (6). The committee chair and recorder are responsible for ensuring that agendas and minutes are posted in a timely manner on committee webpages. At the beginning of each year, the Office of Institutional Effectiveness emails all committee chairs with important things to know, which includes this information about when minutes should be posted (11). To ensure that this is occurring, the Office of Institutional Effectiveness performs a monthly check of all committee and advisory group webpages. If a page is found to be out of date, the chair and recorder are contacted to update it.

##### Evidence:

1. 2019-2025 Ventura College Participatory Governance Handbook
2. Email from Dean of IE to Committee Chairs, 9-23-2019

### Action Plan 4.4: The College and District will work together to complete the District Strategic Plan as defined in the Integrated Planning Manual. Both entities will also collaborate to determine a process for the development of a District Facilities Master Plan that aligns with the College’s Facilities Master Plan. (IV.D.5)

#### Status: Completed??? **If not completed:** Anticipated Completion Date: Responsible Party:

Progress that has been made:

#### 

### Action Plan 4.5: Develop and implement a training session to occur at the first meeting of each District committee that summarizes the role and responsibilities of the committee members in serving as a constituency representative and sharing information and items requiring action back to their respective college groups. (IV.D.6)

#### Status: Completed??? **If not completed:** Anticipated Completion Date: Responsible Party:

Progress that has been made:

### Action Plan 4.6: The District will develop a more formal mechanism to share summaries for survey results as well as resulting plans for improvement developed by each of the District wide committees (IV.D.7)

#### Status: Completed??? **If not completed:** Anticipated Completion Date: Responsible Party:

Progress that has been made:

# 

# Response to Recommendations for Improvement

*At the conclusion of Ventura College’s 2016 evaluation process, the visiting team had identified three recommendations for improvement in order to increase institutional effectiveness. This section reports the outcomes of the college’s efforts to address these recommendations.*

### College Recommendation #1 (Improvement): In order to increase effectiveness, the team recommends that the institution adopt unambiguous definitions of data elements used in its institutional set standards (I.A.2.1, I.B.3.1).

Ventura College has a long history of data use and analysis. The college began the process of setting standards in 2012, which was the year before the ACCJC required them (CR-1.1). At that time, the college referred to these standards as the Core Indicators of Effectiveness. Their purpose was to measure annual improvement throughout each year of the 2009 Educational Master Plan. The baseline (or Institution-Set Standard) for each Core Indicator was set to be equal to the College’s 2008-2009 actual value (i.e. the year prior to the 2009 Educational Master Plan). Thus, progress that resulted from the implementation of the plan could be measured in relation to the 2008-2009 baseline/standard.

The ambiguity in data element definitions noted by the 2016 visiting team stemmed from differences in the names of metrics in Ventura College’s Educational Master Plan, and the ACCJC’s Guide to Institutional Self-Evaluation and Improvement. For example, the metric that measures the percentage of successful grades out of all grades assigned was called the “Course Success Rate” in the college’s Educational Master Plan and the “Course Completion Rate” in the ACCJC Annual Report Template.

This confusion became more pronounced when the ACCJC then changed the definitions of the institution-set standards without notifying colleges in advance. One example has to do with degree and certificate completion. In the 2016 ACCJC Annual Report Template, colleges could set a standard for the total number of combined students who received a degree or certificate (CR-1.2), which is what Ventura College did. Then, in the next year, the ACCJC Annual Report required colleges to set one standard for students who received a degree, and a separate standard for students who received a certificate (CR-1.3). This change was made without any advance warning, and with very little time to implement. Colleges received the instructions for the report on February 17, 2017, with a submission deadline of March 31, 2017.

To ensure that Ventura College’s decisions are based on data analysis, the college incorporated key metrics into its 2017-2023 Educational Master Plan (CR-1.4). The goals and objectives for these metrics were designed to be as clear and unambiguous as possible. The definitions for most metrics were taken directly from the State of California’s Student Success Scorecard. Further, for a number of metrics, instead of setting a numerical objective (e.g. Increase degree/certificate completion rate to 81%), objectives were simply to become the top five in the state (e.g. Goal 1, Objective 1 – Increase the six-year completion rate to be within the top five in the state.). This process has given the college a clear understanding of how student success is measured and what it will look like when we attain our goals and objectives.

##### Evidence:

CR-1.1 Fall 2012 College Profile and Institutional Effectiveness Report

CR-1.2 2016 ACCJC Annual Report Template

CR-1.3 2017 ACCJC Annual Report Template

CR-1.3 2017-2023 Ventura College Educational Master Plan

### College Recommendation #2 (Improvement): In order to increase effectiveness, the team recommends that the Student Services program reviews be fully implemented in the college program review cycle (I.B.4.1, II.C.2.1).

### College Recommendation #3 (Improvement): In order to increase effectiveness, the team recommends that the college and District consider various public and private funding sources, such as a local capital outlay bond, to upgrade and/or replace aging facilities (III.B1.1, III.B.2.1, III.B.3, III.B.3.1, III.B.4, III.B.4.1).

# Reflection on Improving Performance: Student Learning Outcomes and Institutional Set Standards

## Student Learning Outcomes (Standard I.B.2)

ACCJC Standard I.B.2 states: “The institution defines and assesses student learning outcomes for all instructional programs and student learning support services.” This section addresses Ventura College’s reflection on its assessment processes since the last comprehensive review, answering the following prompts:

### What are the strengths of the process that helps lead the college to improve teaching and learning?

### What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

### Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

### In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college’s schedule?

##### Evidence:

*Provide evidence to support the information and narrative described above.*

## Institution Set Standards (Standard I.B.3)

ACCJC Standard I.B. 3 reads: “The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.” This section addresses Ventura College’s reflection on its trend-data on institution-set standards for course completion, certificate completion, degrees awarded, and transfer rates, reported in our most recent Annual Report (spring 2019).

### Has the college met its floor standards?

### Has the college achieved its stretch (aspirational) goals?

### What initiative(s) is the college undertaking to improve its outcomes?

### How does the college inform its constituents of this information?

##### Evidence:

*Provide the most recent Annual Report used for this reflection.*

# Outcomes of the Quality Focus Projects

*The Quality Focus Essay in Ventura College’s Institutional Self-Evaluation Report identified two focus projects aimed to improve Student Learning and Achievement. This section reports on the goals, outcomes, and data identified for each quality focus project and the resulting changes in Student Achievement and Student Learning.*

## Action Project #1: Sail to Success

First-Time/Full-Time and Transfer-Level Ready in Year One or Less

*Goals of the Action Project*

Following an extensive data analysis, the college recognized the need to develop a specific and intentional program to motivate first-time students to be full time and to make sure that underprepared students are enrolled in English and math during their first semester, being ready for college level coursework within their first year in college. This program would be an expansion of the Freshman Year Experience (FYE), piloted in 2015-16 with 100 student participants. As part of this FYE, students will be placed into the highest possible math and English courses with the goal that they will complete their transfer level coursework within their first year.

*Desired Outcomes*

This *Sail to Success* program intends to prepare students to:

* Make a full time commitment to college during their first year
* Complete career/interest assessment(s) and use this information, with the assistance of their counselor, to chart their college coursework
* Be placed into the highest possible math and English courses based upon the college’s multiple measures placement practices, with the goal to complete their transfer level English and math courses within this first year
* Complete all needed pre-collegiate, prerequisite courses during their first year
* Complete a college success course during their first year
* Complete a college level course in their area of interest each semester
* Use wrap-around support services as needed/advised by their instructor and/or counselor

*Progress to Date*

In spring 2016 (at the time of the completion of the Quality Focused Action Projects, the Math and English faculty developed a plan to implement four high-impact practices that would help to support students during their first year of college:

* Adopt placement tests or other student assessment indicators and related policies to include multiple measures of student performance, including grades in high school courses, especially overall grade point average, results from the common assessment system, and input from counselors.
* Increase the placement of students directly into transferable English and mathematics courses, with remedial instruction integrated as appropriate for those students who may need additional preparation.
* Develop two- and three-course sequences, as appropriate, for completion of a college level English or mathematics course, or both, for underprepared students, by utilizing technology, where appropriate, to enhance the adoption of the high impact practices.
* Provide proactive student support services that are integrated with instruction.

The college has been developing strategies to encourage first-time students to take both math and English transfer courses in their first year of college. Our efforts include our Pirate Friday events (describe) and the requirements of our First Year Experience (FYE), as well as our College Promise financial aid programs, both incentivizing students who complete these foundational courses in their first year. Additionally, the Student Centered Funding Formula and the Guided Pathways framework have provided us with further impetus to direct students into transfer-level English and math courses during their first year of college.

Since fall 2016, Assembly Bill 705 (AB 705) was approved and is now required policy for all community colleges. In order to meet the requirements set forth in AB 705, the English and Math departments have worked closely with the college’s Assessment Office over the past several years. In short, AB 705 abolishes the use of assessment tests to determine placement into math and English courses.

Ventura College was a fairly early adopter when it came to using multiple measure assessment rubrics, embracing the state-recommended, data-verified use of high school performance as the best predictor of ability. Ultimately, the findings reveal that all students who have completed at least three-years of high school in the US are able to be successful in transfer-level math and English courses. For those with lower GPAs, additional support is recommended (as determined by state-wide, large-scale data analysis), and both English and math have these supports in place, and a desire to see tutoring increased for added measure.

The college has fully implemented AB 705, as of fall 2019, after a “soft start” the previous year. The analysis of the 2018-19 student completion data showed promising results. The college will continue to monitor student completion data and will make adjustments as needed to ensure continued student success and completion.

The college’s current practice (following the changes required by AB 705) exceeds what the college proposed in the 2016 accreditation report and quality focused action plan. The college no longer needs to offer accelerated math and English courses in order to advance students quickly through basic skills and into transfer-level math and English courses. Instead, as required by AB 705, students are placed into math and English courses based primarily on high school performance, as the state has determined that all students who attended high school in the United States are able to enter directly into transfer-level math and English courses.

Through the college’s compliance with AB 705, the college is achieving the QFE goal to improve completion of transfer-level English courses. In fact, we implemented AB 705 early, offering students the opportunity to enroll directly into Freshman Composition (ENGL V01A), bypassing the basic skills-level English courses as early as fall 2018. The college saw immediate positive results.

For example, in fall 2018, [insert data—Eric has, I believe]. This year, fall 2019, all of our incoming new students (coming directly from high school) are eligible to enroll directly into ENGL V01A, and nearly half of the first year college students elected to enroll in their English course in fall 2019. The college is preparing for the remaining students to enroll in spring 2020, increasing the number of sections offered in anticipation of enrollment demand. Those first-year students who have not yet completed ENGL V01A will be contacted and encouraged to immediately enroll.

##### Evidence:

## Action Project #2: Beacons of Success

Shifting to a Culture of Clear Communication and Collegial Support

*Goals of the Action Project*

Following the analysis of employee feedback, including the review of a districtwide communications survey, the college recognized the need to improve the campus culture into being a community of educators who are trusting, collegial, and supportive of one another, 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.

*Desired Outcomes*

The *Beacons of Success* approach will provide for the following:

* A committee structure that is documented and clearly understood by the campus community. Representation on governance committees will be mutually determined and clearly defined and we will share our opinions and differences without fear of recrimination or retaliation. Our committees and work groups will be made up of diverse members with broader campus representation participating in our recommending groups.
* Clear communication … written, verbal, and electronic … that takes place in a collegial and supportive manner keeping student success as the focus of every recommendation and decision.
* Exemplary collegiality. Intro-district cooperation and communication will increase and we will streamline processes to the ultimate success of our students. We will be a campus of learners, supporting one another through the “Six Success Factors.” Our students, faculty, staff, and administrators will confirm that they feel *focused*, *directed*, *connected*, *nurtured*, *valued*, and *engaged* with their colleagues.

*Progress to Date*

This item has multiple components to it, which fall under three main categories:

1. Committees
2. College-wide communication
3. Collegiality

The tasks and action steps under each one of these categories are described below:

**Committees**

In spring 2016, Ventura College completed work on its *Making Recommendations* document. This document described the college’s governance structure and processes. As it was implemented over the next two years, it was found that it could benefit from additional detail and clarification. Thus, in fall 2017, a taskforce of the College Planning Committee was formed with the purpose of evaluating and refining the document (QFE-1). This taskforce included the Academic Senate President, Classified Senate President, a representative from the Associated Students of Ventura College, and the Dean of Institutional Effectiveness. Over the course of the next year and a half, this taskforce spent a considerable amount of time reflecting upon, and evaluating our participatory governance system. The taskforce then developed a draft document which was shared with the campus to gather input. Input was incorporated, and the final document, which was named the 2019-2025 Participatory Governance Handbook, was approved by the Academic Senate, Classified Senate, Associated Students of Ventura College, the College Planning Committee, and the College President in spring 2019 (QFE-2, 3, 4, 5, & 6).

The *2019-2025 Participatory Governance Handbook* (QFE-2) includes the following components, which were also noted as action steps and tasks in our Quality Focus Action Plan:

* *Clarify our committee/workgroup structure* – a clear diagram is available on page five of the document that shows the structure of all college committees and advisory groups.
* *Standardize College Committee and Workgroup terminology* – definitions for governance committees, operational committees, advisory groups, councils, and task forces or ad-hoc groups are included on page nine of the document. This page also lists which committees and advisory groups fall under which definition. The diagram on page five is also color-coded to denote these definitions.
* *Include charge of each group on the website including how its responsibilities support the mission of the college* – the charge, membership, and meeting days/times for every committee and advisory group is included in the Handbook. Every committee and advisory group also has its own webpage, which is regularly updated to include this information, as well.
* *Develop and maintain a dynamic Committee Calendar* – the standing meeting days/times for each committee are noted in the Handbook. In addition, the “College Committees” webpage includes a calendar that displays the meeting days, times, and locations of all committees and advisory groups on campus (QFE-7).
* *Assign website/minutes upkeep to a single entity for consistency and constancy* – the Handbook includes the roles and responsibilities of committee chairs, members, and recorders. The committee chair and recorder are responsible for ensuring that agendas and minutes are posted in a timely manner on committee webpages. To ensure that this is occurring, the Office of Institutional Effectiveness performs a monthly check of all committee and advisory group webpages. If a page is found to be out of date, the chair and recorder are contacted to update it.
* *Have draft minutes posted within one week of meetings* – the Handbook notes that this is one of the roles of the committee chair and recorder. This information is also emailed out to all committee chairs and recorders at the beginning of each year by the Dean of Institutional Effectiveness (QFE-8). As noted above, the Office of Institutional Effectiveness conducts monthly checks to ensure that committee webpages are up-to-date.
* *Have training for group co-chairs on facilitating effective meetings* – In fall 2016 (?), a committee chair training session was held (QFE-9). After that, the college underwent a process to overhaul of its Participatory Governance Handbook. This process took nearly two years, and the handbook took effect in fall 2019. Given that this handbook forms the basis for our entire participatory governance and committee system, further committee chair trainings have been delayed until it was finalized. In fall 2019, the College Planning Committee set an annual goal of developing a committee chair training that is based on the new handbook (QFE-10). Once this training is developed, it is expected that it will be administered to all committee chairs and recorders each fall semester.
* *Develop a handbook for collaborative group processes* – the Handbook includes information on pages six through eight that describe the roles of committee members, chairs, and recorders. This section states that one of the responsibilities of committee chairs is to “facilitate and encourage committee member participation during meetings.” One of the responsibilities of committee members is to, “respectfully express your opinions and perspectives,” and “listen respectfully to all committee participants.” In the first meeting of each year, committees also engage in a collaborative process of setting goals for the coming year. Towards the end of the year, all committee members receive an evaluation survey to assess how much progress was made towards those goals, as well as to assess how collaborative and inclusive the committee discussions were. During their last meeting of the year, each committee reviews the results of the evaluation, and develops improvements for the next year, if needed.
* *Have training for committees on collegial decision making processes* – In fall 2016 (?), a committee chair training session was held (QFE-9). After that, the college underwent a process to overhaul of its Participatory Governance Handbook. This process took nearly two years, and the handbook took effect in fall 2019. Given that this handbook forms the basis for our entire participatory governance and committee system, further committee chair trainings have been delayed until it was finalized. In fall 2019, the College Planning Committee set an annual goal of developing a committee chair training that is based on the new handbook (QFE-10). Once this training is developed, it is expected that it will be administered to all committee chairs and recorders each fall semester.
* *Complete committee/group goal setting and evaluations each fall and spring -* In the first meeting of each year, committees engage in a collaborative process of setting goals for the coming year. Towards the end of the year, all committee members receive an evaluation survey to assess how much progress was made towards those goals, as well as to assess how collaborative and inclusive the committee discussions were. During their last meeting of the year, each committee reviews the results of the evaluation, and develops improvements for the next year, if needed.
* *Have working within the “Six Success Factors” as part of each group’s goals* – since the time of the writing of the QFE, the college decided to slightly modify this task. Instead of including this in each committee’s goals, relevant success factors are assessed as part of each committee’s end-of-year evaluation survey (QFE-11).
* *Recruit group members who have not previously served on committees or groups from all areas of the campus community and use proxies as needed* – efforts have been made by both the Academic Senate and Classified Senate to appoint new members to committees. One other mechanism to encourage new members to join committees comes as faculty enter the third and fourth year of the tenure process. During these years, faculty members are encouraged to become more involved in the campus. In many cases, this means joining a committee or advisory group for the first time.
* *Clearly follow a process of collecting input from a variety of campus groups to form recommendations* – The majority of committee members are appointed by the Academic Senate, Classified Senate, ASVC, and/or the College President. Operational committees, for example, have nine faculty members appointed by the Academic Senate, four classified professionals and two classified supervisors appointed by the Classified Senate, one student appointed by the ASVC, and two administrators appointed by the College President. Further, one of the responsibilities of committee members that is noted on page seven of the Participatory Governance Handbook is to “Report back to your constituent group the information discussed and the actions taken in the committee.” This process of appointing members and then ensuring that they report out on information discussed in each committee ensures that the voices of all campus constituencies are heard.

**College-wide Communication**

Progress made towards the action steps and tasks associated with improving college-wide communication are noted below:

* *Formal Weekly Administrative Communication* – During the 2016-2017 year, the College Executive Team sent out weekly updates to the campus. The President’s Office sent out an update on the first Monday of each month, the VP of Student Services sent an update on the second Monday of each month, the VP of Academic Affairs sent an update on the third Monday of each month, and the VP of Business and Administrative Services sent an update on the fourth Monday of each month (QFE-12). Feedback from the college and VPs indicated that these updates were too frequent, and they were scaled back to a single monthly update. These monthly updates have continued to go out to all campus employees from 2017-18 to the present. Beginning in fall 2019, these updates went from a PDF format to a fully online format (QFE-13).
* *Conduct a series of three communication and committee function training retreats over consecutive semesters* – In Spring 2016, Ventura College participated in the CA Community College Chancellor’s Office Institutional Effectiveness Partnership Initiative. As part of this initiative a Partnership Resource Team visited the campus, met with campus constituencies, and provided a menu of options to improve college communication. One of these options was to hold an annual college-wide retreat. Beginning in spring 2016, college retreats have been held every semester. These retreats have focused on improving college communication and transparency, as well as provided information and discussion on relevant initiatives (e.g. Guided Pathways, etc.) (QFE-14). In addition, the college has had a number of campus-wide forums on relevant topics (i.e. college budget, division re-organization, etc.). Beginning in Fall 2019, a number of additional communication opportunities were added, as well. These include the “Koffee with Kim” series, in which the College President meets informally with faculty and staff over coffee. In addition, there are “Captain’s Chats,” which are college-wide forums that are based on specific relevant topics, and “Open Executive Team Meetings,” in which the college Executive Team opens up their weekly meetings to the entire campus community (QFE-13).
* *Institutionalize regular department meetings* - Division and department meetings are held each year during All College Day. This is the mandatory Flex day that occurs on the Friday before the fall semester. All college employees meet together in the morning to discuss college-wide initiatives. Then, division and department meetings are held in the afternoon (QFE-15).
* *Implement a college hour* – Discussions have occurred on campus for some time, particularly in the Academic Senate (QFE-16). However, it has been difficult to identify an ideal day/time for a college hour. In addition, districtwide discussions on developing a compressed calendar have been occurring (QFE-17). If implemented, a compressed calendar will have a major impact on the college’s block scheduling, and will require further discussions on when to schedule a college hour.

**Collegiality**

Progress made towards the action steps and tasks associated with improving collegiality are noted below:

* *Campus-wide training on “Six Success Factors” for employees* – In April 2016, Ventura College held a campus-wide retreat. At this retreat, Darla Cooper from the RP Group conducted a training on the Six Success Factors (QFE=18).
* *Incorporate “Six Success Factors” language into daily office interaction activities* – As part of the student service program review, Ventura College has developed point-of-service surveys that assess the implementation of the Six Success Factors in each student service on campus. Services review the results, and if improvements are needed, they develop objectives and resource requests (QFE-19 & 20).
* *Discuss working within the “Six Success Factors” as part of each group’s goals* - since the time of the writing of the QFE, the college decided to slightly modify this task. Instead of including this in each committee’s goals, the six success factors are assessed as part of each committee’s end-of-year evaluation survey (QFE-11).
* *Train student club leaders on the Six Success Factors* – (?)
* *Introduce “Six Success Factor” language into student*-*staff interactions* - As part of the student service program review, Ventura College has developed point-of-service surveys that assess the implementation of the Six Success Factors in each student service on campus. Services review the results, and if improvements are needed, they develop objectives and resource requests (QFE-19 & 20). In addition, group counseling sessions include a discussion of the importance of the Six Success Factors and how they impact students (QFE-21). Further, the group counseling manual is based on the Six Success Factors (QFE-22).
* *Provide training to faculty on classroom use of the Six Success Factors* – In April 2016, Ventura College held a campus-wide retreat. At this retreat, Darla Cooper from the RP Group conducted a training on the Six Success Factors (QFE-18).
* *Bring “Six Success Factors” awareness into the classroom via assignments and discussion* - (?)
* *Institutionalize formal recognition for faculty/staff accomplishments* – In fall 2016, Ventura College developed the “Pirate Treasure” program to formally recognize faculty and staff accomplishments. Through this program, faculty and staff receive a formal recognition of excellent work from their supervisors and the College President (QFE-23). Beginning in fall 2019, all Pirate’s Treasure recipients were also featured in the monthly newsletter that the College President and Vice Presidents send out to the campus (QFE-24). In addition to this program, the Classified Senate facilitates an annual Employee of the Year award, and also recognizes staff for their years of service (QFE-25). At the end of each year, the Academic Senate gives awards to faculty in four areas: Service to Students, Service to Faculty, Service to College, and Service to Community (QFE-24). Beginning in fall 2019, employees are also recognized for their years of service to the college during All College Day (QFE-15).
* *Incorporate “Six Success Factors” into Outreach and Student Orientations* - Group counseling sessions include a discussion of the importance of the Six Success Factors and how they impact students (QFE-21). Further, the group counseling manual is based on the Six Success Factors (QFE-22).
* *Intentionally incorporate “Six Success Factors” into Student Service interactions* - As part of the student service program review, Ventura College has developed point-of-service surveys that assess the implementation of the Six Success Factors in each student service on campus. Services review the results, and if improvements are needed, they develop objectives and resource requests (QFE-19 & 20). In addition, group counseling sessions include a discussion of the importance of the Six Success Factors and how they impact students (QFE-21). Further, the group counseling manual is based on the Six Success Factors (QFE-22).

**Evidence:**

QFE-1 College Planning Committee Minutes, 11-29-2017

QFE-2 2019-2025 Ventura College Participatory Governance Handbook

QFE-3 Academic Senate Minutes, 5-2-2019

QFE-4 Classified Senate Minutes, 6-6-2019

QFE-5 Associated Students of Ventura College Minutes, 5-7-2019

QFE-6 College Planning Committee Minutes, 5-1-2019

QFE-7 Screenshot of College Committee webpage

QFE-8 Email from Dean of IE to Committee Chairs, 9-23-2019

QFE-9 Fall 2016 (?) Committee Chair Training

QFE-10 College Planning Committee Minutes, 9-25-2019

QFE-11 College Planning Committee 2018-2019 End-of-Year Evaluation Results

QFE-12 Executive Team Weekly Updates – November 2016

QFE-13 Screenshot of Executive Team Online Newsletter - September 2019

QFE-14 College Retreat Agendas – Spring 2016 through Fall 2019

QFE-15 All-College Day Agenda, August, 19, 2019

QFE-16 Academic Senate Minutes, January 21, 2016

QFE-17 VCCCD Compressed Calendar Workgroup Report, March 8, 2019

QFE-18 College Retreat Agenda, April 29, 2016

QFE-19 Student Services Six Factors Point-of-Service Survey

QFE-20 Screenshot of Student Services Six-Factor Survey Results in Program Review

QFE-21 Group Counseling PowerPoint Presentation

QFE-22 Group Counseling Manual

QFE-23 Pirate Treasure Certificate

QFE-24 Screenshot of Pirate’s Treasure Recipient Webpage

QFE-25 Screenshot of Classified Employee of the Year Webpage

QFE-26 Placeholder for Academic Senate Awards

# Fiscal Reporting

*The most recent Annual Fiscal Report (spring 2020) is provided in the Appendices.*

If any areas of the most recent Annual Fiscal Report indicate that the college is not meeting its goals, such as high loan default rates, unmet liabilities, and/or projected deficits, please describe any plans for improvement.

If the institution is on enhanced fiscal monitoring, please provide narrative describing progress on the institution’s improvement plans.

If the conditions above do not apply, narrative is not required. Nevertheless, the institution should still include a copy of the most recent Annual Fiscal Report as part of this Midterm Report.

# Appendices