

Ventura College Academic Senate

Agenda

Thursday, March 21, 2013

1:30-3:30 pm

Multidiscipline Center West (MCW) – 312

- I. Call to Order
- II. Public Comments
- III. Acknowledgement of Guests
- IV. Approval of minutes
 - a. March 7, 2013
- V. Study Sessions
 - a. Program Review / Discontinuance Rubric for Instructional Programs
 - b. Annual Survey of VC Faculty on Professional Life & Satisfaction
- VI. Action Items
 - a. Distance Education Handbook (Second Reading)
 - b. BP/AP 4025 – Philosophy and Criteria for Associate Degree and General Education (Second Reading)
 - c. AP 5055 – Priority Enrollment (Second Reading)
 - d. AP 4260 – Prerequisites and Corequisites (First Reading)
 - e. VC/VCCCD Accreditation Midterm reports (First Reading)
- VII. President's Report
 - a. Administrative Council report
 - b. DCAP report
- VIII. Senate Subcommittee reports
 - a. Curriculum Committee report
 - b. Other Senate Committees reports
- IX. Campus Committee reports
 - a. Budget Resource Council report
 - b. Campus Committees reports
- X. Adjournment

According to Title 5, Section 53200, each California Community College shall have an Academic Senate, an organization of faculty whose primary function is to make recommendations with respect to academic and professional matters.

“Academic and Professional matters” means the following policy development and implementation matters that cover the following areas:

- | | |
|---|--|
| 1. Curriculum, including establishing prerequisites. | 6. College governance structures, as related to faculty roles. |
| 2. Degree and certificate requirements. | 7. Faculty roles and involvement in accreditation processes. |
| 3. Grading policies. | 8. Policies for faculty professional development activities. |
| 4. Educational program development. | 9. Processes for program review. |
| 5. Standards or policies regarding student preparation and success. | 10. Processes for institutional planning and budget development. |

AND Other academic and professional matters as mutually agreed upon.

Ventura College Academic Senate

March 21, 2013

IV. a. Approval of Minutes

Minutes

Ventura College Academic Senate
Minutes
Thursday, 7 February 2013 MCW-312

I. Call to Order

This meeting was called to order at 1:36 p.m. The following senate members were present:

Coffey, Colleen— Social Sciences, Arts, and Humanities
Chen, Albert—Social Sciences, Arts, and Humanities
Enfield, Amanda—English and Learning Resources
Forde, Richard—Career and Technical Education
Haines, Robbie—Senate Secretary
Hendricks, Bill—Social Sciences, Arts, and Humanities
Horigan, Andrea—Social Sciences, Arts, and Humanities
Kim, Henny—English and Learning Resources
Kolesnik, Alex—Mathematics and Sciences
Lange, Cari—Senate Vice President
Mitchell, Nancy—Career and Technical Education
Morris, Terry—PE/Athletics, Communication Studies, Foreign Languages, and ESL
Muñoz, Paula—Student Services
Parker, Jennifer—Career and Technical Education
Rose, Malia—Mathematics and Sciences
Sezzi, Peter—Senate President

The following guests were present:

Hajas, Sandy—Learning Resources Supervisor

II. Public Comments

Muñoz reported on the March on March. OC changed the time of the bus very shortly before the departure time, and many VC students were not notified and were waiting for the bus after it had left. Only about 16 VC students went, but many OC students did.

III. Acknowledgement of Guests, Sandy Hajas (Facilitator for Study Session on VCCCD Ed. Master Plan)

See section V.b., below, for notes on Hajas' participation. David Bransky did not facilitate this discussion as scheduled due to illness.

IV. Approval of minutes, 21 February 2013

Forde motioned to approve those minutes, Horigan seconded. The motion carried 12–0–1, with Lange abstaining.

V. Study Sessions

a. Accreditation—News and Updates (Continued)

Sezzi introduced VC's and the VCCCD's timeline for creation and adoption of accreditation midterm report. He also discussed our need to address the self-imposed college and district planning agendas—the list of obligations VC and the VCCCD made for itself in our 2010 accreditation self-study report. As the attached documents demonstrate, both VC and the VCCCD have made much progress on our planning agendas.

b. VCCCD Educational Master Plan Planning Session

Hajas pointed out regulatory changes that have already been made, as well as Governor's proposals that are in the works. Senators were separated into groups to brainstorm ideas for how to respond, focusing on SWOT (Strengths, Weaknesses, Opportunities, Threats). The ideas were then presented, and senators were asked to identify the ideas they thought were the most important.

Sezzi informed senators that similar conversations have been had at the other campuses, and that President Calote will develop a draft plan based on the results. Once completed, her draft plan will come to us for

review. Sezzi additionally noted that VC has already reached about 6 of our 8 College Master Plan goals.

VI. Action Items

c. Distance Education Handbook (Second Reading)

This document was not yet ready for Senate review.

d. BP/AP 4300—Field Trips (Second Reading)

Haines motioned to approve this document, Hendricks seconded. The motion carried 12–0–1, with Muñoz abstaining.

e. Ventura College Academic Senate Standard Operating Procedures (Second Reading)

Horigan motioned to approve this document, Haines seconded. The motion carried unanimously. Sezzi noted that this document should probably be revisited at the beginning of every year, which would help ensure consistency and transparency in Senate actions and proceedings.

f. BP/AP 4025—Philosophy and Criteria for Associate Degree and General Education (First Reading)

Sezzi reported that degree requirements were “cleaned up” throughout the District, so that very few courses are required at one school for a degree but not at another. Hendricks motioned to approve this document, Forde seconded. The motion carried unanimously.

g. AP 4260—Prerequisites and Corequisites (First Reading)

Sezzi introduced this document and its significance to the assignment of prerequisites and corequisites. The implications for CID/articulation were discussed. Senators asked how we can ensure that we’ll continue to offer lower-level courses that many students need if those courses are no longer prerequisites for higher-level courses. This document will be put forward as an additional first reading, since the Curriculum committee currently has it as a first reading.

h. AP 5030—Fees (First and Second Readings)

Senators pointed out that VC charges for student ID cards when this document forbids that. Forde motioned to approve this document, Horigan seconded. The motion carried unanimously.

i. BP/AP 5013—Students in the Military (First and Second Readings)

Horigan motioned to approve first and second readings of this document, Forde seconded. The motion carried unanimously.

j. BP/AP 5015—Residence Determination (First and Second Readings)

Horigan motioned to approve first and second readings of this document, Forde seconded. The motion carried unanimously.

k. BP/AP 5020—Nonresident Tuition (First and Second Readings)

Horigan motioned to approve first and second readings of this document, Forde seconded. The motion carried unanimously.

l. AP 5055—Priority Enrollment (First Reading)

Muñoz motioned to approve this document, Mitchell seconded. The motion carried unanimously.

m. AP 6305—Reserves (First and Second Readings)

Haines motioned to approve this document, Forde seconded. The motion carried unanimously.

VII. President’s Reports

a. Consultation Council Report

Sezzi reported that the Board will be considering our resolution on participatory governance as a first

reading at its next meeting.

b. Administrative Council Report

Sezzi reported that the Administrative Council conducted an Educational Master Plan planning session at its last meeting.

c. DCHR, DCAA, ITAC Reports

DCHR: Letters of recommendation will be discussed at the next DCHR meeting. Sezzi noted that the VCCCD does not have an AP on the hiring of interim managers but that he requested at DCHR that we develop one.

DCAA: This group went over many BPs and APs; all were covered at Senate.

ITAC: There'd been no ITAC since last the previous Senate meeting.

VIII. Senate Subcommittee Reports

a. Curriculum Committee Report

Need more technical review staff for the number of courses needing review and to relieve backlog. Unused Senate reassign time can be used for this.

b. One Book, One Campus Committee Report

Free copies of *Packing for Mars* are still available. The same book will be used in the Fall semester, with activities in October being led by librarians Sezzi and Ayanna Gaines.

c. Other Senate Committees Reports

There was nothing significant to report.

IX. Campus Committee Reports

a. College Planning Council Report

This group conducted an Educational Master Plan planning session at its last meeting.

b. Department Chair's & Coordinator's Meeting Report

Course Studio will probably be abandoned in favor of Desire 2 Learn for web enhanced courses due to a major change that will be occurring in Course Studio. The thought is that if the change in Course Studio would require significant retraining, why not simply retrain faculty on Desire 2 Learn so as to have a stable single platform for all online mediated or web enhanced courses as opposed to the bifurcated system we currently have, although nothing is actually official yet.

c. Campus Committees Reports

There was nothing significant to report.

X. Adjournment

This meeting adjourned at 3:26 p.m.

VCCCD Master Planning Documentation of Facilitated Groups

College (or DAC): Ventura College

Facilitator(s): Sandy Hajas

Group Facilitated: Academic Senate

Date: 3/7/13

Number in Attendance: 16

Attach PDF of attendance sheet.

From the SWOT Exercise:

List of strengths:

- Dedicated faculty
- United by accreditation fiasco
- Balance curriculum (Academic vs. CTE)
- Good communication and improving
- VC Foundation
- New chancellor
- Autonomy and uniqueness of three campuses
- Online (MOOC's) okay for supplemental enrichment courses but not okay for core curriculum
- Capping funding to 90 units may save the district funds (by not spending on students with higher units) and make that funding available to new in-coming students.

•

List of weaknesses:

-
- Lack of enrollment management
- Need more research capacity/Faculty want more research and help with analysis, but lack of college support
- Not utilizing partnerships with local K-16 partners
- Lack of testing for learning disabilities
- Completion agenda at expense of student preparation and student access
- Uniformity potentially problematic on district level, let alone at state level
- Student demographics, students are just trying to work it out
- Reduced revenues
- Retention rates in online arena are really low
- How to establish common standards
- 3 district campuses
- Micromanaging by administration
- Student or money driven?
- Student enrollment management

- Cutting sections
- No cafeteria

List of opportunities:

- Faculty-we are creative, flexible and innovative
- Faculty-very grant friendly, especially in CTE
- Make grant-making more as a professional development opportunity for faculty in all areas
- Have more cross-divisional, cross-campus faculty interactions for grants, professional development, curriculum best practices, collegiality
- College primed and ready for evidence-based research and decision-making
- Increase institutional research capacity
- Could open more seats
- Pre requisites
- Conviction about basic skills
- Re-establish ESL/basic skills curriculum
- New President coming
- Academic Senate

List of threats:

- Financial/funding
- Drying up financial aid/"agenda 21"
- Limiting international students
- Declining high school enrollments
- In general lower enrollments
- If we cut off access (e.g. no English V0 4, pre-requisite on English V03) don't be surprised that the students don't come here
- Open seats but at what cost
- Grad inflation and standard lowering regarding funding based on completion.
- Low funding-chasing FTE and trying to maintain medium campus size
- Losing ability to serve local students
- Elimination of enrichment
- Non-educators making decisions affecting education

Results from review of questions:

In light of increased state and national emphasis on student completion, what might be done in order to create clear pathways to degrees, certificates, and transfers?

Top recommendations that emerged:

- Block schedule so students can get classes.
- Full fund counseling and innovative student support services
- Increase emphasis on K-12, so our students arrive prepared.
- Hold students accountable for financial aid that should pay for the books they don't buy.

Additional recommendations:

- Charge students for drops-make them responsible for their actions.

- Cleaner requirements.

In light of proposed unit caps and penalties for unsuccessful course attempts, what might be done in order to decrease course withdrawals and failing grades?

Top recommendations that emerged:

- Compress schedule/two summer sessions/winter intersession
- Provide more supplemental instruction, fully fund tutoring and reading/writing center.
- Pre-enrollment counseling
- Bring back testing for learning disabilities
- Basic skills pre-requisites
- More late start classes so students who are failing have a place to go.

Additional recommendations:

- Increase statewide emphasis on K-12 so our students arrive prepared
- Better student preparation
- Make student interactions w/counselor early, often, and meaningful
- Full fund-full-time counselors, other student support services for retention.
- Move up drop-date.
- Defined rules for teachers
- Offer more job skills-not everyone is cut out for college.

Is there anything about our relationship with our educational partners that could be improved or that needs to change?

Top recommendations that emerged:

- Who are our educational partners other than the Foundation
- Improve working relationship, outreach.
- Better communication

Additional recommendations:

- What relationship? Improve? That implies that it exists.
- Establish a formal working relationship with educational partners
- Partners? Transfer schools? The system seems okay but underfunded.
- Tell us who they are.

In light of rapid technological advancements and increased options available for students on both the state and national level, what do we need to do to remain competitive in the online arena?

Top recommendations that emerged:

- Online is not the answer. This is a pressure from non-educational conservative groups.
- Go Hybrid, best of both worlds
- If –go online—train instructors, have small classes
- Design online curriculum that work. i.e. high retention and high success

- Do we want to be a DE institution?
- Student support—tutoring/technical support/etc.
- Faculty training/best DE teaching pedagogy-based on real research.

Additional recommendations:

- Do we need to be competitive? We are not a business, we are a school.
- Faculty will decide for themselves and their respective departments what they will offer online.
- Let other schools iron out the wrinkles and determine what works.
- Develop more online courses
- Dedicated DE Dean

What should be the relationship of the three colleges in our district to each other?

Top recommendations that emerged:

- More collegiality (not competition) within disciplines when meeting community needs
- Separate and independent with support of common things (e.g. payroll) done at District.
- Improve student’s ability to “hop” between campus-course syncs/test placement
- Separate and unique but uniform where courses/degrees overlap
- Uniformity
- Cross-campus training, i.e. SITE
- Some pursuit of common goals

Additional recommendations:

- Celebrate and support the unique programs at each (EATM, dental hygiene)

(Internal Groups): What must we do to retain organizational vitality?

Top recommendations that emerged:

- Respect faculty shared governance.
- Offer mini leaves where someone could transfer to another college within the District for one semester and his/her counterpart goes to other campus.
- Strengthen faculty awareness of the “big” picture (decrease apathy).
- Transparency
- Communicate
- Are we organized

Additional recommendations:

- Plan
- Make a proactive accreditation plan so we are not always playing catch up.
- Have administrators that value organization.

Ventura College Academic Senate

March 21, 2013

V. a. Study Session

**Program Review / Program Discontinuance Rubric for
Instructional Programs**

Program Review Rubric for Instructional Programs

Section 4.D. of the Program Review Document:

Academic programs:

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	

Score interpretation, academic programs:

22-26	Program is current and vibrant with no further action recommended
18-21	Recommendation to attempt to strengthen program
Below 18	Recommendation to consider discontinuation of the program

CTE programs:

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 4	Employment outlook for graduates / job market relevance	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	

Score interpretation, CTE programs:

31-36	Program is current and vibrant with no further action recommended
25-30	Recommendation to attempt to strengthen program
Below 25	Recommendation to consider discontinuation of the program

Ventura College Academic Senate

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V. b. Study Session

**Annual Survey of VC Faculty on Professional Life &
Satisfaction**

2012 Ventura College Academic Senate Annual Survey of Faculty Satisfaction

1. Please rate how each of the following describes your state-of-being as a faculty member at Ventura College NOW (spring semester 2012):

Strongly Agree Agree Neutral Disagree Strongly Disagree No Opinion

Energized
Effective
Satisfied
Appreciated
Frustrated
Stressed
Resentful

2. Please rate how each of the following have changed SINCE the previous academic year (2010-11 vs. 2011-12):

Lower than Previous Years No Change Higher than Previous years No Opinion

Energized
Effective
Satisfied
Appreciated
Frustrated
Stressed
Resentful

3. Over the past academic year, there have been significant changes to or reorganizations of several campus areas or processes as noted below. Please rate how effective these changes/reorganizations have been:

No Further Change Needed Change Made, but More is Still needed More Change Needed I Don't Know

Program Review
Program Discontinuance
Distance Education
Assessment of SLOs/SUOs
Faculty Involvement on Districtwide Accreditation Efforts
Process for Securing Faculty Service on Campus Committees
Faculty Involvement on Campus Committees

4. This past academic year has seen an increased amount of faculty participation on campus committees in addition to the significant changes and/or campus reorganizations that occurred in the areas noted below. Please rate your first-hand experience or perception of faculty involvement in the following areas:

Faculty Are Now More Involved Faculty Should Be More Involved Faculty Are Not Involved Enough/ At All I Don't Know

Program Review
Program Discontinuance
Distance Education
Assessment of SLOs/SUOs
Faculty Involvement on Districtwide Accreditation Efforts
Process for Securing Faculty Service on Campus Committees
Faculty Involvement on Campus Committees

5. Do you review the Senate agenda and minutes?
Yes
No
6. Do you RECEIVE feedback from your Senate representative?
Yes
No
7. Do you PROVIDE feedback to your Senate representative?
Yes
No
8. Please provide any additional comments about your Academic Senate here. Thanks!

Please indicate your faculty status: (FT / PT)

Please indicate your division: (Divisions)

Please indicate your department: (Depts)

Please indicate your length of service as a faculty member at Ventura College: (Years, in 5 year bands)

Please provide any additional comments you may wish to add here. Thanks!

Ventura College Academic Senate Survey on Faculty Professional Satisfaction Spring 2012

Overview

During the last few weeks of the spring 2012 semester, the Ventura College Academic Senate developed and conducted a survey of all full- and part-time faculty to gauge the temperature of professional life and satisfaction at Ventura College. This marks the third consecutive spring semester when the Ventura College Academic Senate has conducted a survey of this sort. The survey was modeled after an instrument originally distributed in the fall of 2009 to Moorpark College faculty by their Academic Senate that was then replicated (with some modifications) by the Ventura College Academic Senate in spring 2010. This year's iteration of the survey consisted of a series of questions in four main categories: 1.) Professional Level of Satisfaction; 2.) Professional Level of Satisfaction Today vs. Previous Year; 3.) Ventura College Changes & Reorganizations; and 4.) Senate Operations. Forty-seven (47) faculty began the survey and 45 completed it, a close to 96 % completion rate. Unfortunately, compared to the previous two faculty satisfaction surveys conducted by the Academic Senate, the number of responses is lower than in prior years. This decline in responses may be attributed to the fact that this survey went out one week later this year than last year.

1. Professional Level Satisfaction

In this first area of the survey, faculty were asked to rate their state of being in the following areas: Energized, Effective, Satisfied, Appreciated, Frustrated, Stressed, and Resentful. Generally, Ventura College faculty responded that they either agreed or strongly agreed that they felt effective, energized, frustrated and stressed, in that ranked order (29/44, 28/44, 26/45, 25/44 responses, respectively). One good change from last year's survey is that more faculty responded that they either agreed or strongly agreed that they felt energized this past academic year. Most faculty responded that they disagree or strongly disagree when asked if they feel satisfied and appreciated at Ventura College. Lastly, a sizable minority of respondents (19/44) indicated that they either agree or strongly agree that they feel resentful.

2. Professional Level of Satisfaction Today vs. Previous Year

This second area of the survey asked faculty to gauge their state of being in the same seven categories listed in Question 1 but to compare their feelings from this academic year to last academic year. Of the seven categories presented to faculty, in all areas but two – energized and satisfaction – faculty indicated that they felt “no change” from last year to this academic year. Faculty indicated that they feel that their levels of satisfaction and energy feel lower than last year.

3. Ventura College Changes & Reorganizations

In this section, faculty were asked to indicate the degree to which more change is necessary in seven different areas on campus in which significant change had occurred in the past academic year. In not one areas did the surveyed faculty indicated that no more change was necessary. Interestingly, in not any one of the areas surveyed was there a response that received a majority (or even close to a majority) of the responses as to if more change was or was not necessary. In fact, overall the responses are so scattered so as to show a wide diversity of opinions but no clear cut campus-wide positive or negative opinion on the direction the college is going in the areas of program review, program discontinuance, distance education, assessment of SLOs/SUOs, faculty involvement in districtwide accreditation efforts, process for securing faculty service on campus committee or faculty involvement on campus committees. These scattershot responses may indicate a communication issue – for example, do faculty know and understand the changes that have occurred in faculty

involvement in districtwide efforts this past academic year. If this is a true finding of this survey, the Senate should consider methods of improving peer-to-peer communication on campus.

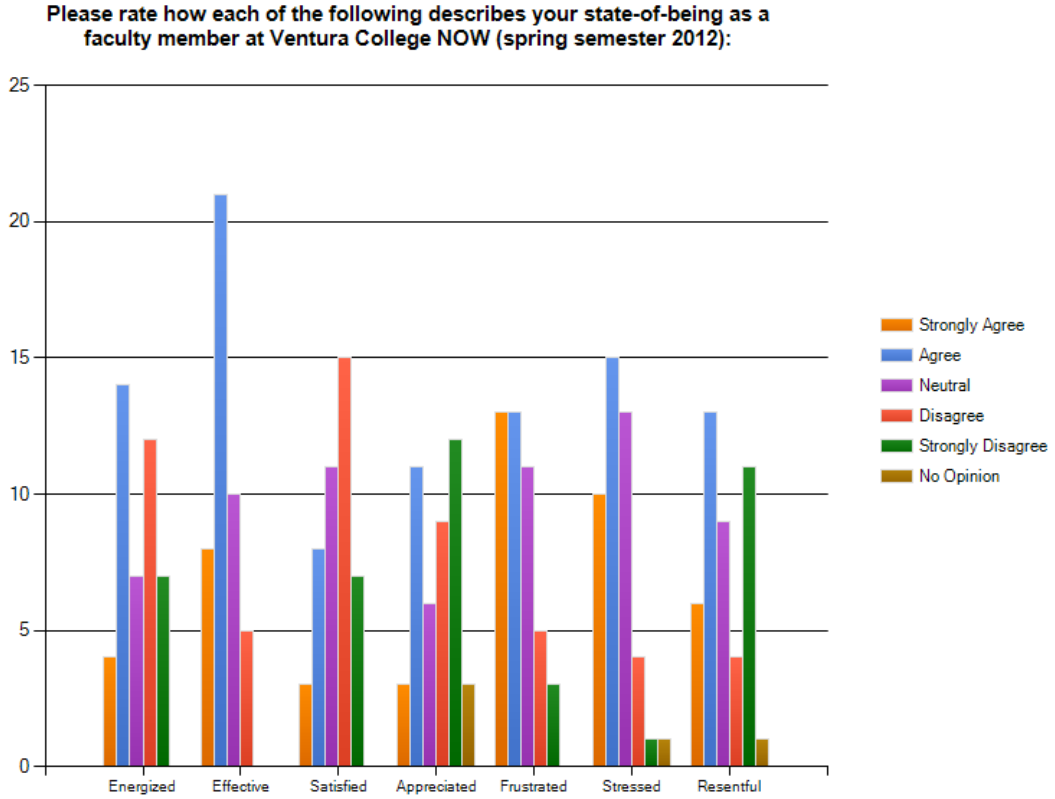
Faculty were also asked in this section their first-hand experience or perception of faculty involvement on the same seven domains where we saw great change in this past academic year. Not surprisingly, in four (4) out of the seven (7) areas, the responses were scattered. However, in the domains of program review and assessment of SLOs/SUOs, a majority (24/45 and 25/45, respectively) indicated that faculty are now more involved in these areas that they had been in the past. Given that these are two of the main areas that ACCJC is now focusing its accreditation efforts on, this augers very well for Ventura College. Now in one domain – faculty involvement on campus committees – a majority (24/45) of faculty indicated that more faculty should be involved in this important aspect of campus organization and governance.

Lastly, this section of the survey also asked faculty to rate their knowledge of Senate business and how individual faculty contact and are contacted by their representatives on this body. While an overwhelming majority (38/45) respondents indicate that they review Senate agendas and minutes, the remaining questions clearly indicate of next year's Academic Senate should be to explore ways to increase faculty to faculty communication.

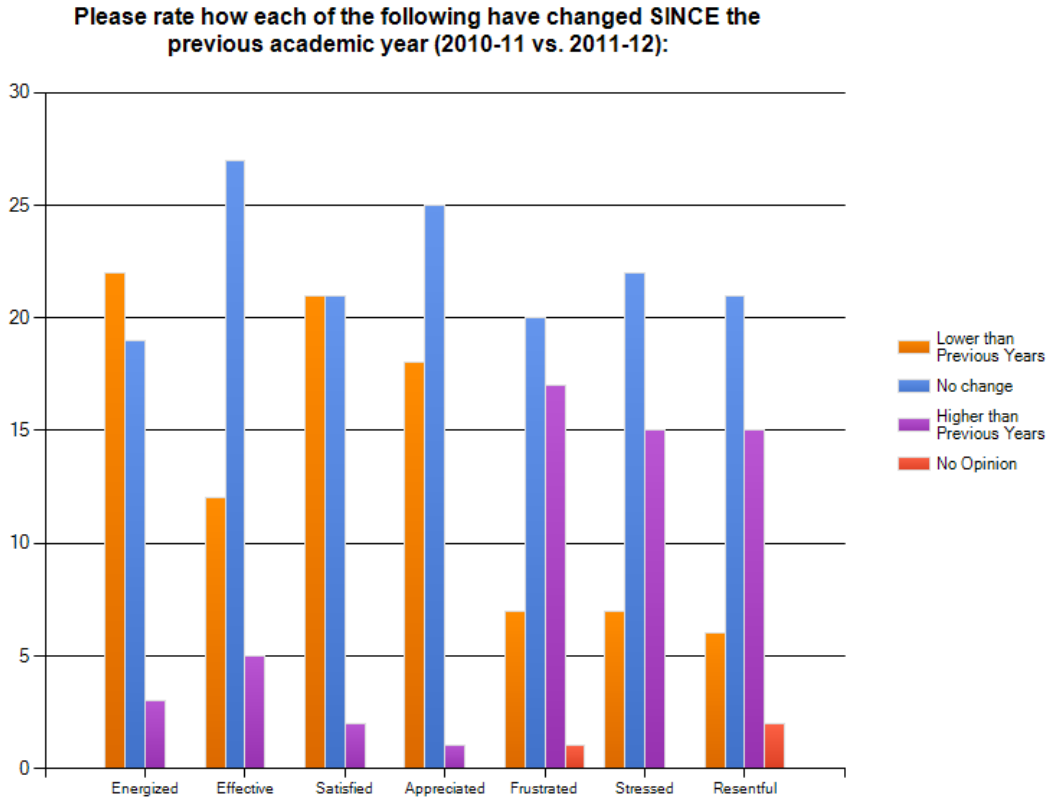
Addendum: Actual Survey Results

Part 1.

Question 1.



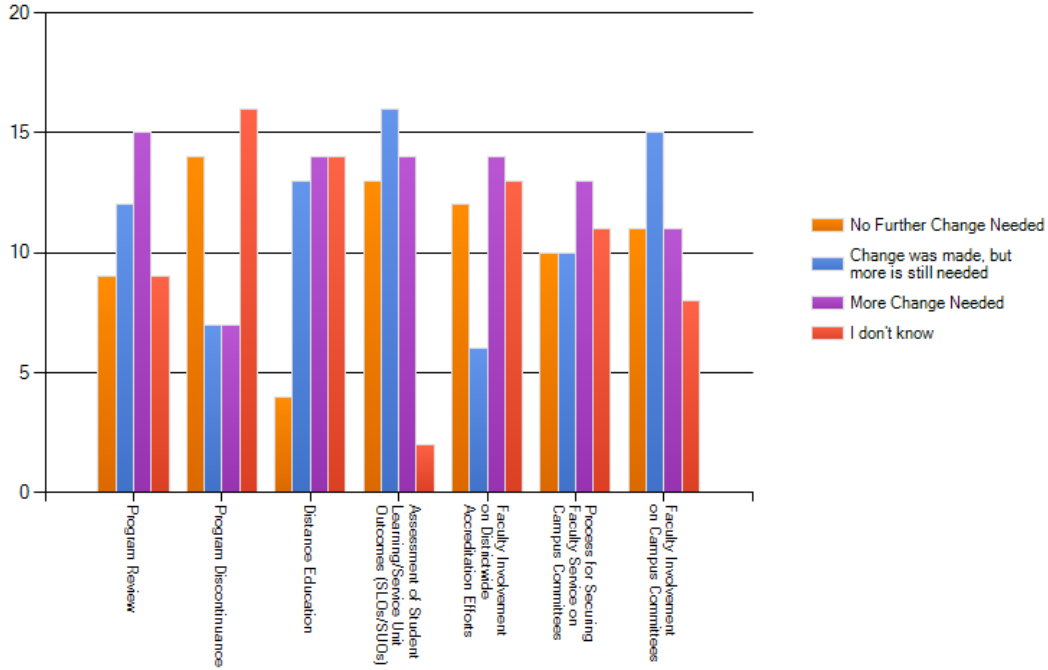
Part 2.
Question 1.



Part 3.

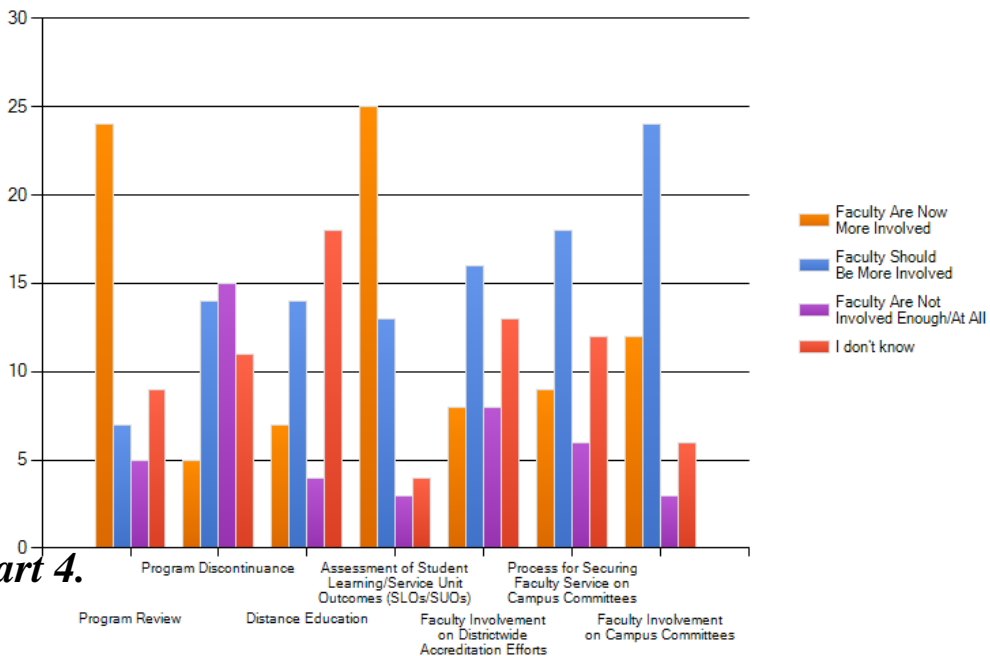
Question 1.

Over the past academic year, there have been significant changes to or reorganizations of several campus areas or processes as noted below. Please rate how effective these changes / reorganizations have been:



Question 2.

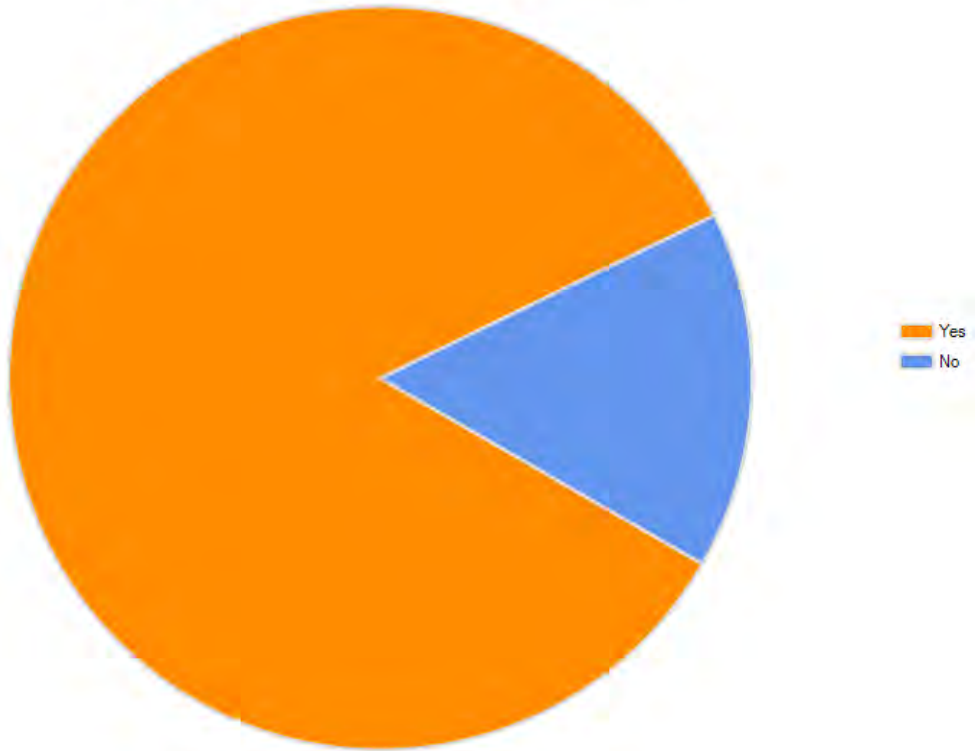
This past academic year has seen an increased amount of faculty participation on campus committees in addition to the significant changes and/or campus reorganizations that occurred in the areas noted below. Please rate your first-hand experience or perception of faculty involvement in the following areas:



Part 4.

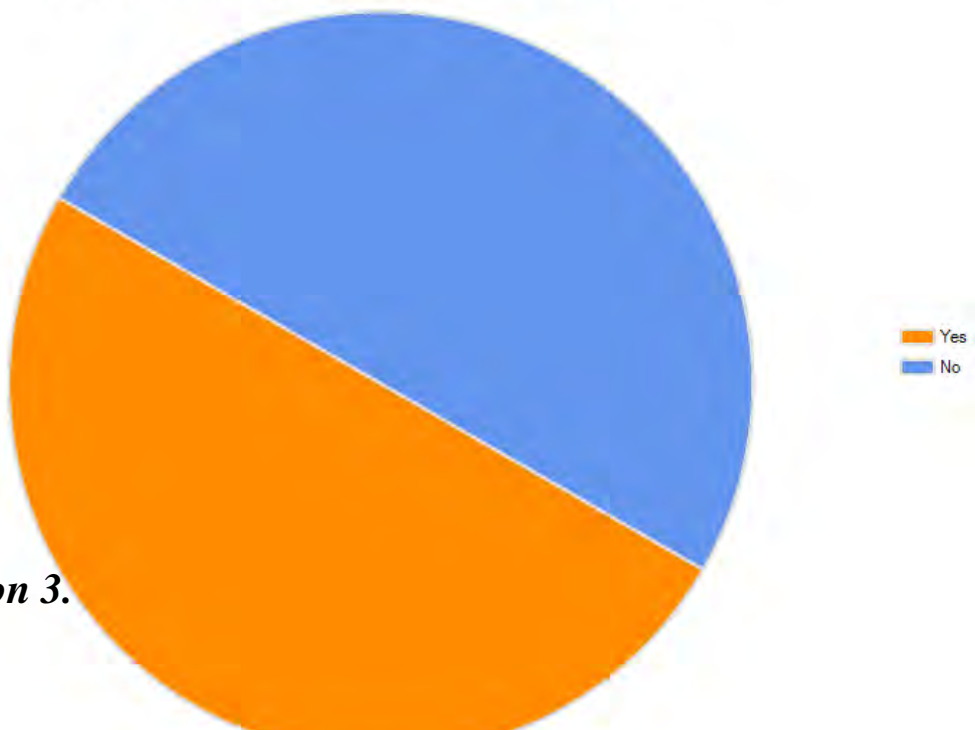
Question 1.

Do you review the Senate agendas and minutes?



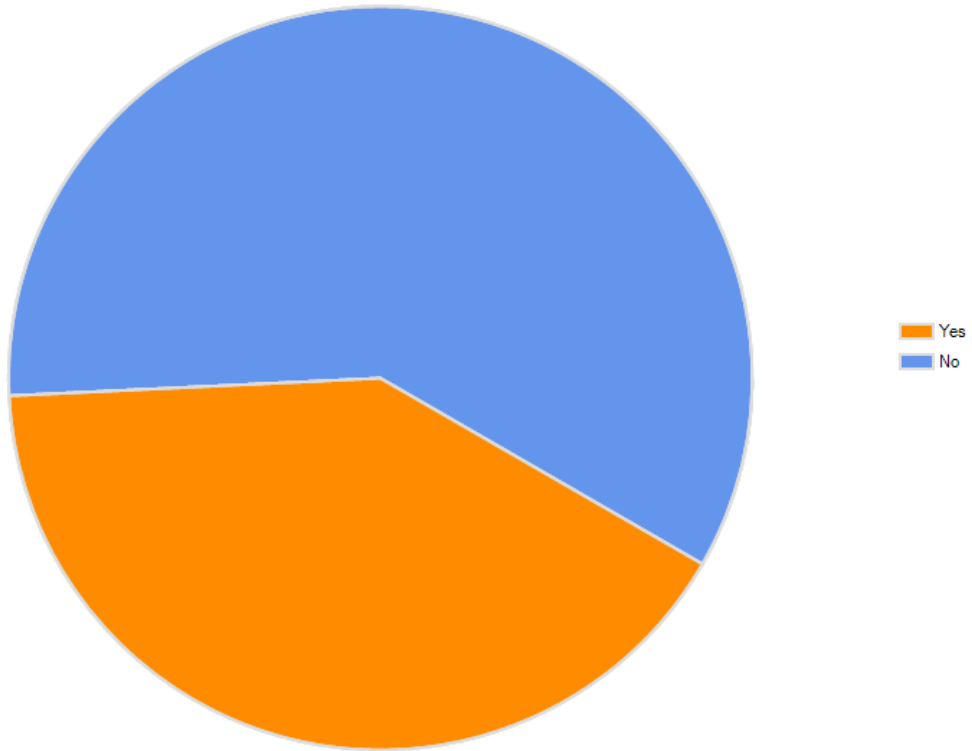
Question 2.

Do you RECEIVE feedback from your Senate representative?



Question 3.

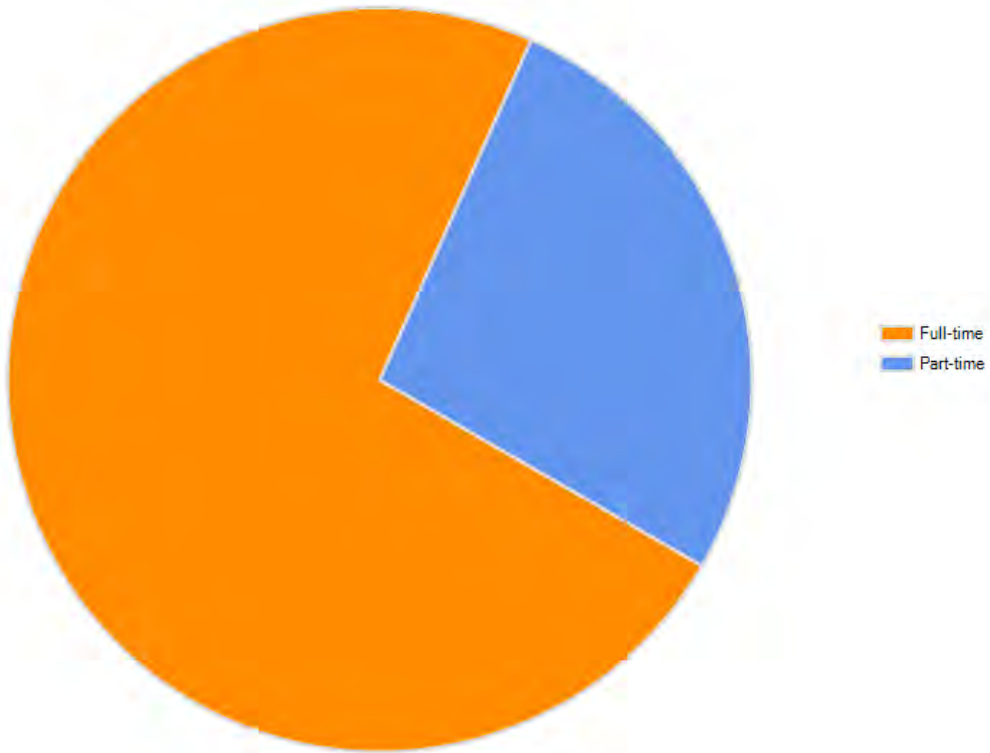
Do you PROVIDE feedback to your Senate representative?



Demographics.

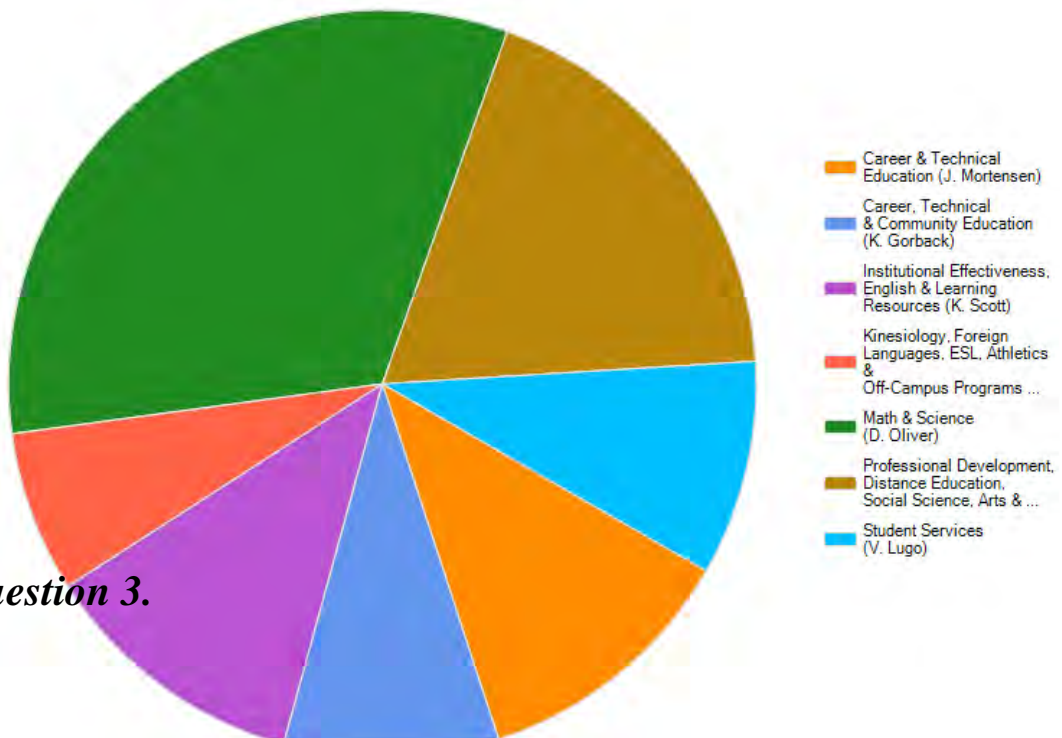
Question 1.

Please indicate your faculty status



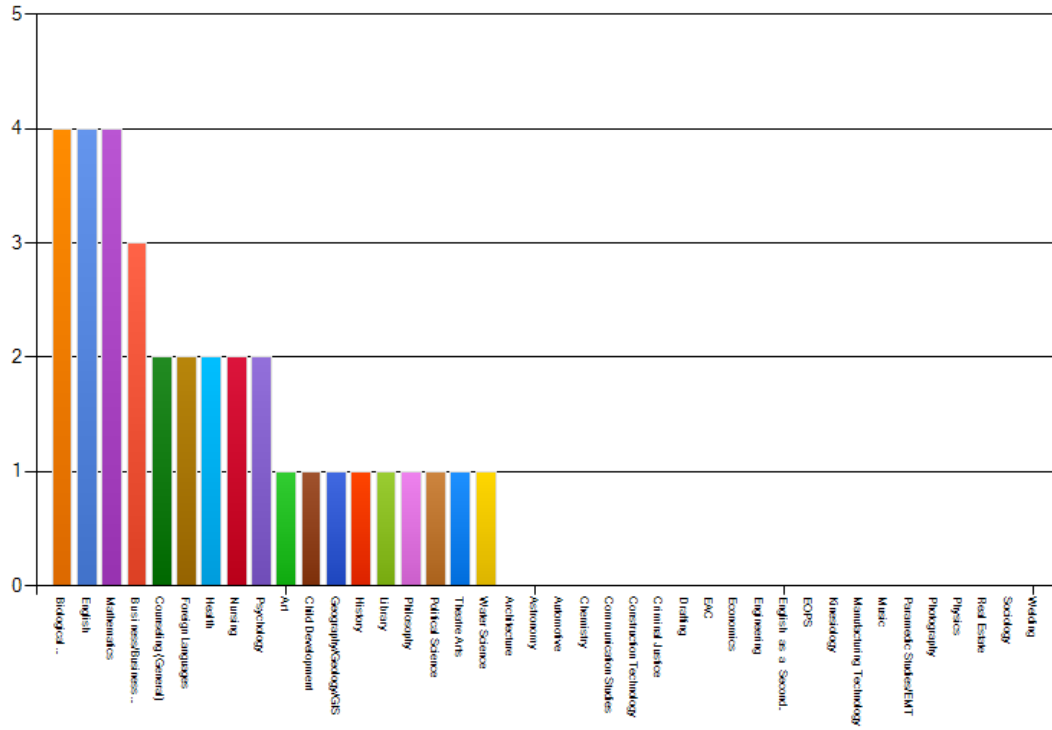
Question 2.

Please indicate your division:



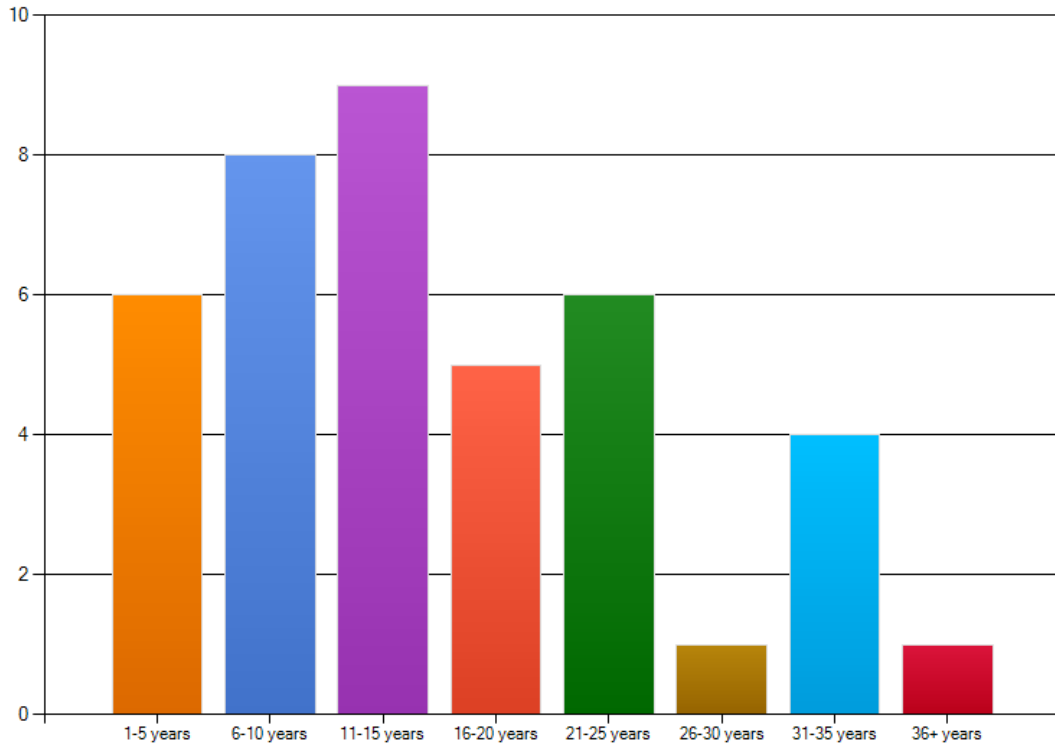
Question 3.

Please indicate your department:



Question 4.

Please indicate your length of service as a faculty member at Ventura College



Ventura College Academic Senate

March 21, 2013

VI. b. Action Item

**BP/AP 4025 Philosophy and Criteria for Associate
Degree and General Education**

DRAFT

Book VCCCD Board Policy Manual

Section Chapter 4 Academic Affairs

Title BP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION

Number BP 4025

Status Active

Legal [Title 5, Section 55805](#)

[Accreditation Standard II.A.3](#)

Adopted February 16, 2006

Last Reviewed June 19, 2012

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most important, general education should lead to better understanding.

In ~~the~~ establishing or modifying a general education program, ways shall be sought to create ~~coherence~~ cohesion and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.

The Chancellor shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

See [Administrative Procedure 4025](#).

Last Modified by Laurie Nusser on July 2, 2012

Book VCCCD Administrative Procedure Manual
Section Chapter 4 Academic Affairs

Title AP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND
GENERAL EDUCATION

Number AP 4025

Status Active

Legal [Accreditation Standard II.A.3](#)

[Title 5, Section 55063](#)

[Title 5, Section 55062](#)

[Title 5, Section 55061](#)

Adopted July 14, 2009

Last Reviewed June 19, 2012

Philosophy and Criteria for Associate Degree

The philosophy and criteria for the associate degree and general education of the Ventura County Community College District address the considerations contained in the references listed above. These include, but are not limited to:

The programs of District colleges are consistent with the District mission, objectives, demographics and economics of its community.

The philosophy and criteria regarding the associate degree reference the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including but not limited to:

- To think, communicate, speak, and write clearly and effectively
- To understand and apply mathematical concepts
- To understand the modes of inquiry of the major disciplines
- To be aware of other cultures and time periods
- To achieve insights gained through experience in thinking about ethical problems
- To develop the capacity for self understanding

The Curriculum Committee of each college establishes a curriculum proposal and review process that methodically and consistently validate the above principles within the college's course and program inventory.

At a secondary level, the District Technical Review Workgroup-**Instructional** (DTRW-I) provides technical oversight to ensure that the colleges' course and program curriculum are in regulatory compliance.

Philosophy and Criteria for General Education

The philosophy and criteria regarding general education reference the policy of the Board of Governors that general education should lead to better self-understanding, including:

- Understand the modes of inquiry and critique used in the natural, social, and behavioral sciences and the humanities
- Understand and appreciate the role of culture and the arts in society and in one's personal life
- Think logically and communicate effectively
- Understand and adopt the concepts of personal health and fitness to enhance the quality of life
- Recognize the multitude of diversities in the physical and human environments and how these diversities impact individuals and society
- Understand the connections among the various disciplines
- Use a variety of means to find information, examine it critically, and apply it appropriately
- Work ethically and effectively with others
- Apply the skills necessary for successful living in an ever-changing and global environment
- Become productive workers and life-long learners
- Meet the objectives of general education

General education is designed to introduce students to the variety of means through which people comprehend the modern world.

General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology proficiency, affective and creative capabilities, social aptitude, and an appreciation for cultural diversity.

To meet the objectives of general education, ~~the each~~ District college shall **place GE courses** ~~develop Student Learning Outcomes~~ in the following areas: ~~and place general education courses in accordance with those outcomes into the appropriate general education areas:~~

- (A) Natural Sciences: A minimum of 6 units including one course in Biological Sciences and one course in Physical Science.
- (B) Social and Behavioral Sciences: A minimum of 6 units including one course in American History/Institutions and one course in other Social and Behavioral Science.
- (C) Humanities: A minimum of 6 units including one course in Fine Arts/Performing Arts and one course in any other Humanities.
- (D) Language and Rationality: A minimum of 6 units including one course in English Composition and one course from Communication/Analytical Thinking.

Additional District requirements may be met by courses in the previous General Education areas.

- (E) Health/Physical Education and Kinesiology: No unit minimum. One Health Education course and one Physical Education Activity course.
- (F) Ethnic/~~Women's~~ Gender Studies: Students selecting an Associate in Arts degree in General Studies must complete a course ~~a minimum of 3 units~~ in Ethnic/~~Women's~~ Gender Studies.

The Curriculum Committees of the colleges, as part of the curriculum proposal and review process, will specifically address the placement of courses into the general education areas.

(A) Natural Sciences

Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general Education requirement in Natural Sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific methods, and encourage an understanding of the relationship between science and other human activities.

(B) Social and Behavioral Sciences

Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in Social and Behavioral Science, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and an appreciation of how societies and social subgroups operate.

(C) Arts and Humanities

Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments.

(D) Language and Rationality

Courses in Language and Rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

- (i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.
- (ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

(E) Health/Physical Education and Kinesiology

Courses in Health and Physical Education and Kinesiology should help students develop the understanding of integrated wellness strategies and the skills necessary for designing, implementing and maintaining a healthy lifestyle ~~to maintain a healthful life.~~

(F) Ethnic/Gender Studies

Courses in ethnic and gender Studies should help students develop an awareness of the diverse historical roots and an appreciation of the cultural contribution of minorities and women; and /or should lead to an understanding of the causes and consequence of socio-economic inequality based on race, sex, sexual orientation, gender identity, or ethnicity; and explore ways of eliminating such inequities.

Elements of the review process will include, at a minimum, the following:

- The alignment of the course outcome to general education outcome of the proposed area.
- The rigor and comprehensive nature of the course as a lower-division introduction into the discipline.
- Applicability of the course for fulfilling CSU GE-Breadth or IGETC for transfer.

Each college will have student learning outcomes (SLO) to assess these GE courses.

Completion of the District College General Education pattern shall be required for all Associate degrees except: ~~W~~ when prohibited by legislated transfer degrees (**Associate in Art for Transfer and Associate in Science for transfer**) that require completion of CSU GE-Breadth and/or IGETC and forbid additional District **graduation** requirements.

When the degree is designed specifically for transfer and another general education pattern (such as CSU GE-Breadth, IGETC, or a university's native GE pattern) more adequately serves the needs of the students. **However, additional Minimum Title 5 General Education and District graduation requirements of Health/Physical Education and Kinesiology and Ethnic/Gender Studies still apply.**

Last Modified by Laurie Nusser on July 2, 2012

Ventura College Academic Senate

March 21, 2013

VI. c. Action Item

AP 5055 Priority Enrollment

VCCCD Administrative Procedure Manual

Chapter 5 Student Services

Title: AP 5055 ENROLLMENT PRIORITIES

Legal: [California Education Code, Section 66025.8 et. seq.](#); [Title 5 Section 58106](#)

Adopted

April 14, 2009

Last Reviewed

March 13, 2012

Pursuant to Title 5 Section 58106; Education Code Section 66025.8 et. seq. within the Ventura County Community College District, registration appointments are given to matriculated students in good standing in the following order:

1. Active military, military veterans, foster youth, former foster youth as defined by statute, EOPS students, DSPS students, CalWORKS students,
2. CalWORKS students, verified student athletes in their second semester who have met with a designated athletics counselor
3. Continuing students with 45-75 units* (waivers for majors exceeding 75 units may be requested through the Counseling Department)
4. Continuing students with 30-44 units*
5. Continuing students with 15-29 units*
6. Continuing students with 1-14 units*
7. Newly matriculated students and returning students with less than 76 units
8. New students who have not gone through matriculation
9. Open registration for all students (except "9." below), including students with 76+ units (unless granted a waiver under item 2 above)
10. Special admission high school students

*Completed and in progress VCCCD units. Basic skills and non-degree applicable units shall not be counted.

Continuing Student: a student who has been enrolled in one or more of the two previous primary semesters.

Returning Student: a student who has been previously enrolled, but not enrolled for either of the previous two primary semesters.

Primary Semesters: fall and spring

Ventura College Academic Senate

March 21, 2013

VI. d. Action Item

AP 4260 Prerequisites and Corequisites

AP 4260 Prerequisites, Co-requisites and Advisories on Recommended Preparation

The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department are responsible for approving courses and establishing their associated prerequisites/co-requisites as separate actions. The approval of a prerequisite or co-requisites must be based on the determination that it is an appropriate and rational measure of a student's readiness to enter a degree-applicable credit course or program.

Determinations about prerequisites and co-requisites shall be made only on a course-by-course or program-by-program basis, including those establishing communication and computational skill requirements(*per Title 55003(a) and (j) respectively*).

Courses for which prerequisites or co-requisites are established will be taught by a qualified instructor and in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisites or co-requisites(*per Title 5 55003(b)(2) and (3)*).

A. Establishing Prerequisites and Co-requisites

In order to establish a prerequisite or co-requisite, the prerequisite or co-requisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established(*per Title 5 55003(b)(1)*). Necessary and appropriate shall be understood to mean reasonably needed to achieve the purpose that it purports to serve: absolute necessity is not required(*per Title 5 55000(h)*). Prerequisites and co-requisites may be established only for any of the following purposes(*per Title 5 55003(d)*).

1. The prerequisite or co-requisite is expressly required or expressly authorized by statute or regulation; or
2. The prerequisite will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course(or at least one course within the program) for which the prerequisite is being established; or
3. The co-requisite course will assure that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the co-requisite is highly unlikely to receive a satisfactory grade in the course or program for which the co-requisite is being established; or
4. The prerequisite or co-requisite is necessary to protect the health or safety of a student or the health and safety of others.

B. Level of Scrutiny

The level of scrutiny required for establishing prerequisites, co-requisites, and advisories on recommended preparation are content review or content review with statistical validation (*per Title 5 55003(a)*).

1. Content review is a rigorous, systemic process conducted by discipline faculty that identifies the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a co-requisite course (*per Title 5 55000 (c)*). At a minimum, content review shall include the following;

- a. Careful review of the course including components such as course outline of record (COR) syllabi, sample exams, assignments, instructional materials, and/ or grading criteria
- b. Using the CORs of both the target and proposed prerequisite course, identification of required skills/knowledge student must have prior to enrolling in the target course and matching those skills/knowledge to the proposed prerequisites course
- c. Documentation that verifies the above steps were taken.

2. Statistical validation is a compilation of data according to sound research practices that shows a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or co-requisite (*per Title 5 55003(f)*). When this level of scrutiny is used, the college shall follow the guidelines specified in Title 5 55003(g).

C. Exemption from Scrutiny

A prerequisite or co-requisite shall be exempt from scrutiny if it satisfies any of the following criteria

(*per Title 5 55003(e)*):

1. It is required by statute or regulation; or
2. It is part of a closely related lecture-laboratory course pairing within a discipline; or
3. It is required by a four-year institution; or
4. Baccalaureate institutions will not grant credit for a course unless it has a particular communication or computational skill prerequisite.

D. Curriculum Review Process

The Curriculum Committee is responsible for the curriculum review process, and its membership is determined in a manner that is mutually agreeable to the college administration and the academic senate (*per Title 5 55002(a)(1)*). Curriculum committee reviews and approves the establishment of prerequisites, co-requisites, and advisories on recommended preparation only upon the recommendation of the academic senate except that the academic senate may delegate this task to the Curriculum Committee without forfeiting its right or responsibility under Title 5 53200-53204.

When content review is used to establish prerequisites or co-requisites in reading, written expression, or mathematics for degree applicable courses not in a sequence, the Curriculum Committee will do all the following:

- *Provide training to Curriculum Committee members on the establishment of co-requisites/prerequisites
- *inform faculty about regulations regarding the establishment of co-requisites/prerequisites using content review
- *Direct faculty to the Office of Institutional Research to do the following: a) identify courses that may increase the likelihood of student success with the establishment of a prerequisite or co-requisite; b) prioritize which courses should be considered for the establishment of new co-requisites or prerequisites; c) monitor any disproportionate impact that may occur based on the establishment of a prerequisite or co-requisite
- *Assure through communication with the Office of Instruction that prerequisite course, co-requisites courses, and courses that do not require prerequisites or co-requisites, whether basic skills or degree-applicable courses, are reasonably available.

1. Standards for Approval of Prerequisites and Co-requisites.

Curriculum will review the course outlines to determine if a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course. The course outline will be reviewed to determine if success in the course is dependent upon communication or computation skills, in which case the course shall require as prerequisites or co-requisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively (per Title 5 55002(a)(2)(D) and (E)). If a course requires pre-collegiate skills in reading, written expression, or mathematics, the college will do the following (*per Title 5 55003(l)*).

- a. Ensure these courses and sections are offered with reasonable frequency
- b. Monitor progress on student equity in accordance with title 54220 as follows:
 - * The college will conduct an evaluation to determine if the prerequisite has a disproportionate impact on student success.
 - Where there is disproportionate impact on any group of students, the college will, in consultation with the Chancellor, develop and implement a plan setting for the steps the district will take to correct the disproportionate impact.

2. Periodic review of Prerequisites and Co-requisites. Using an appropriate level of scrutiny, the college will review all established CTE courses and program prerequisites, co-requisites, and advisories every two years to ensure they remain necessary and appropriate; all other established course and program prerequisites, co-requisites, and advisories will be reviewed every six years(*per title5 55003(b)(4)*).

E. Challenging Co-requisites and Prerequisites

Whenever a co-requisites course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the co-requisite. A co-requisite shall be waived when space in the co-requisite course is not available (per Title 5 55003(m)). A student may challenge any prerequisite or co-requisite by submitting a challenge form at the time of registration to the Admission and records Office. The student will be enrolled in the requested class if space is available. The challenge will be reviewed and the student notified of the decision within five working days per AP 5052. If the challenge is denied, the student will be dropped from the class and refunded all applicable fees(*per title 5 55003(o)*).

Grounds for challenge are as follows (per Title 5 55003(p)):

1. The prerequisite or co-requisites not been established in accordance with the district's process for establishing prerequisites and co-requisites
2. The prerequisites or co-requisites is in violation of Title 5 55003
3. The prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner
4. The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or co-requisite
5. The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or co-requisite course has not been made reasonably available.

AP 4260 Prerequisites and Co-requisites

The following provides for the establishing, reviewing, and challenging of prerequisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice.

1. Information in the Catalog and Schedule of Classes

The college shall provide the following explanations in the college catalog and Schedule of Classes:

- A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
- C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- D. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.

2. Challenge Process

- A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
 1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the District shall resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course. The Challenge is evaluated by the discipline faculty with oversight by the dean of the area.
 2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.
- B. Grounds for challenge shall include the following:
 1. Those grounds for challenge specified in Title 5, Section 55003 (m).
 2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by

a semester or more in attaining the degree or certificate specified in his or her educational plan.

The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.

4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

C. Curriculum Review Process

The curriculum review process shall at a minimum be in accordance with all of the following:

1. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
2. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate or as delegate to the curriculum committee without forfeiting its rights or responsibilities under Section 53200-53204 of Title 5. Certain limitations on enrollment must be established in the same manner.
3. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
 - a) The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following:
 - (1) Approve the course; and,
 - (2) As a separate action, approve any prerequisite or co-requisite, only if:
 - (a) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
 - (i) involvement of faculty with appropriate expertise;
 - (ii) consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
 - (iii) be based on a detailed course outline of record, tests, recommended instructional materials, course format, type and number of examinations, and assessment and grading criteria;
 - (iv) specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;

- (v) identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv.
- (vi) matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and
- (vii) maintain documentation that the above steps were taken.

The prerequisite or co-requisite meets the scrutiny specified in one of the procedures for review of individual courses (see below), and specify which.

- (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
 - (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
 - (5) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.
 - (6) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.
- b) A course which should have a prerequisite or co-requisite as provided in (5) or (6) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
 - (1) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
 - (2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.
 - c) The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.

4. Program Review. As a regular part of the program review process or at least every six years, or more frequently as appropriate, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.
5. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment. Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.
6. Instructor's Formal Agreement to Teach the Course as Described. The District's Collective Bargaining Agreement with the American Federation of Teachers (AFT) outlines the responsibilities of the instructor in delivery of courses. The Collective Bargaining Agreement also specifies the scope and process of a peer-conducted instructor evaluation processes to ensure that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline.

Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or co-requisite but, rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps.

1. Prerequisites and Co-requisites

- A. Levels of Scrutiny. Prerequisites and co-requisites must meet the requirements of at least one of the following subsections:
 1. The Standard Prerequisites or Co-requisites. The college may establish satisfactory completion of a course as prerequisite or co-requisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provided above, the college specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or co-requisite(s). Any combination of University of California campuses and California State University campuses is acceptable

in satisfaction of this requirement.

2. Sequential Courses Within and Across Disciplines. A course may be established as a prerequisite or co-requisite for another course provided that, in addition to the review by faculty in the department or discipline and by the curriculum committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.
3. Courses in Communication or Computation Skills. Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or co-requisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:
 - a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and Research is conducted as provided above per regulation.
The prerequisite or co-requisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline and by the curriculum committee as provided above and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.
4. Cut Scores and Prerequisites. Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of these data shall be done in the manner prescribed above in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.
5. Programs. In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard

to at least one course that is required as part of the program.

6. Health and Safety. A prerequisite or co-requisite may be established provided that, in addition to the review by faculty in the department or division and by the curriculum committee as provided above:
 - a) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and
 - b) The prerequisite is that the student possesses what is necessary to protect his or her health and safety and the health and safety of others before entering the course.

7. Recency and Other Measures of Readiness: Recency and other measures of readiness may be established as a prerequisite or co-requisite only if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:
 - a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.
 - b) Data are gathered according to sound research practices in at least one of the following areas:
 - (1) The extent to which students, those currently enrolled in the course or those who have completed them, believe the proposed prerequisite or co-requisite is necessary. Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or co-requisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in courses or other indicators that the student was or was not ready to take the course.
 - (3) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or co-requisite.
 - (4) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described above.
 - c) The standard for any comparison done shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or co-requisite. The research design, operational definitions, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the academic senate. If the evidence fails to meet the standard established, each college may establish the proposed prerequisite or co-requisite as a recommended preparation and may seek to establish it as a prerequisite or co-requisite only by following the process described in this policy and any applicable college policies.

- d) If the curriculum committee has determined as provided in these procedures that a new course needs to have a prerequisite or co-requisite, then the prerequisite or co-requisite may be established for a single period of not more than two years while research is being conducted and a determination is being made, provided that:
 - (1) All other requirements for establishing the prerequisite or co-requisite have already been met; and
 - (2) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course.

Prerequisites and co-requisites that are exempt from review at the time they are, or were, established are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed.

- B. Additional Rules. Title 5, Section 55202 specifies additional rules, which are to be considered part of this document as though reproduced here.

2. Advisories on Recommended Preparation.

The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in above. This process is required whether the college used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.

Limitations on Enrollment.

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above including the requirement to review them again at least every six years, or more frequently as appropriate; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

- A. Performance Courses. The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:
 - 1. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
 - 2. The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine

whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

- B. Honors Courses. A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

Blocks of Courses or Sections. Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

Ventura College Academic Senate

March 21, 2013

VI. e. Action Item

VC Accreditation Midterm Report

VCCCD Accreditation Midterm Report

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

October 15, 2013

CERTIFICATION OF INSTITUTIONAL MIDTERM REPORT

October 15, 2013

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

From: Ventura College
4667 Telegraph Road
Ventura, CA 93003

This institutional *Midterm Report* is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and the District Administrative Center and believe that this report accurately reflects the nature and substance of this institution.

Mr. Bernardo Perez, Chair, Board of Trustees, Ventura County Community College District

Dr. Jamillah Moore, Chancellor, Ventura County Community College District

Dr. xxxxx, President, Ventura College

Dr. Art Sandford, Academic Senate President, Ventura College

Mr. Peder Nielsen, Classified Senate President, Ventura College

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Statement of Report Preparation

This *Midterm Report* describes Ventura College's and the Ventura County Community College District's responses to the recommendations made by the Accrediting Commission for Community and Junior Colleges (ACCJC) and the alignment to the Accreditation Commission Standards.

We certify there has been considerable opportunity for the Board of Trustees, Ventura County Community College District constituents, and Ventura College faculty, classified staff and administrators to participate in the review of this report. We believe the *Midterm Report* accurately reflects the nature and substance of progress since the Team visits on October 31, 2011, April 16, 2012, and November 13, 2012.

The college-specific portions of this report were compiled by the Ventura College Office of Institutional Effectiveness and the College Planning Council, and edited by Kathy Scott, Dean of Institutional Effectiveness. The following faculty, staff, and administrators played a role in helping the College to address one or more of the college-specific accreditation recommendations:

The district-wide portions of this report were compiled by the District Director of Administrative Relations and the Vice Chancellors, with input and review by the Chancellor and the District Council on Accreditation and Planning (DCAP) and additional input and review feedback through the established participatory governance structure. The district-wide portion of the report was edited by Clare Geisen, District Director of Administrative Relations.

The District and the College have provided all reports from the ACCJC to the District communities to ensure transparency and clear communication of the various actions and steps taken to address the concerns of the Commission. The draft *Midterm Report* was made available to the entire District and College staff and to student leaders. The final reviews of the District portion of the report were conducted by the Board of Trustees, Chancellor, Chancellor's Cabinet, District Council on Accreditation and Planning (DCAP), and the Consultation Council, an advisory committee representing District and Colleges' constituencies.

College Recommendation 1

Recommendation, October 2010:

As noted in 2004, in order to fully meet this Standard the team recommends that the college accelerate its efforts to identify measurable student learning outcomes for every course, instructional program, and student support programs. In conjunction with this effort the college should assess all learning outcomes and incorporate analysis of student learning assessments into course and program improvements. This effort must be accomplished by the year 2012 as a result of broad-based dialogue and administrative, institutional and research support. (I.B.1-7, II.A.1.c, II.A.2.a-b, II.A.2.e-f, II.B.4, II.C.2)

Update:

In November 2010 and in response to the preliminary recommendations from the accrediting team, an interim Student Learning Outcome Oversight Group (SLOOG) was developed consisting of faculty, deans, the Academic Senate president, and the Learning Resources Supervisor (C1-01). Additionally, two faculty SLO facilitators were selected and reassigned a portion of their teaching load to work with the faculty on SLO work. Course SLOs had been in existence for several years, and during December 2010, program level SLOs were established (C1-02) and mapped to the courses at which they would be assessed (C1-03). An SLO Toolkit was created and put online to assist faculty and staff with SLO work (C1-04).

Throughout the end of fall 2010 and during the first few weeks of spring 2011, the SLOOG created new SLO and SUO processes and forms, which were approved by the Academic Senate in February 2011 (C1-05, C1-06, and C1-07). The department chairs, department coordinators, and appropriate service supervisors or leads were then trained on the new forms and processes. Assessments using the new forms began during the spring 2011 semester, with a requirement for every course and service to have one SLO or one SUO assessed that semester (C1-08). For instructional areas, rubrics were created by faculty teaching that course and used for measurement purposes. Sample rubrics were posted on the SLO website (C1-09). The elements on the forms included performance expectations (goals), outcomes, findings, initiatives for improvement, and requests, where appropriate, for resources in order to connect the SLO/SUO processes to program review. These elements were reviewed and discussed extensively within departments and programs in relation to assessments that were conducted during the semester. Faculty SLO facilitators worked regularly with faculty across the disciplines. Extensive training sessions were also held during the Department Chair and Coordinators' meetings (C1-10).

A college reorganization relating, in part, to the need to address SLO work, took place in March 2011, after input from campus forums and surveys. An Office of Institutional Effectiveness, with a dean overseeing SLOs, program review, integrated planning, and accreditation, was created, in the reorganization (C1-11). This dean served as chair of SLOOG and later began serving as administrative support for the campus SLO Committee.

During this same semester (spring 2011), a program review task force was similarly working to improve the program review process. Several members of the SLOOG served on this task force because efforts to connect SLOs with program review were present at the outset of the SLO effort. In the SLO assessment forms that were created, questions about initiatives needed to improve student learning were included as were areas to request resources if needed.

At the conclusion of the 2010/2011 academic year, an electronic survey about the new SLO/SUO process was conducted to gather data about participation, successes, and areas in which to improve (C1-12).

Additionally, the first annual SLO Report, written by the Dean of Institutional Effectiveness and the SLO faculty facilitators, with input from the Academic Senate, was created, distributed to the campus electronically, posted online, and included in the *Annual Planning Report* for 2011 (C1-13). It reviewed the work that had been done over the academic year, reported the survey data, and listed areas of success, and areas to improve.

On Mandatory Flex Day of the fall 2011 semester, the Dean of Institutional Effectiveness and the SLO facilitators addressed the campus on issues pertaining to SLOs and SUOs. SLO work was also conducted during division and department meetings that took place that same day (C1-14).

During this same semester, the SLOOG was replaced by a new SLO/SUO participatory governance committee and called the SLO Oversight Committee (SLOOC). The committee is chaired by the lead faculty SLO facilitator, with the Dean of Institutional Effectiveness providing administrative support (C1-15).

During the fall 2011 semester, the college decided to move away from what had been termed “Core Competencies” and instead create ISLOs. At the SLO Committee, numerous models were examined, and extensive discussions took place about what skills we felt our students should have at the completion of a degree or transfer. SLO Committee members also discussed these skills with faculty and staff from their divisions and brought back input, which was further discussed at the SLO Committee. After several weeks of discussions, the SLO Committee decided to combine ISLOs with GE SLOs, and a draft of five ISLOs was created (C1-16). The GE/ISLOs were forwarded to the Senate for further discussion. The Senate approved them in March 2012 (C1-17). Work was conducted to include the GE/ISLOs in mapping activities and documents (C1-18).

In spring 2012, course SLOs and service SUOs continued to be assessed. Formal tracking continued to ensure that rubrics for courses were also completed and that faculty and staff were “closing the loop” on any initiatives created the prior semester (C1-19).

In spring 2012, the college began reviewing different software programs for SLO management. After evaluation and discussion, the decision was made to go with TracDat as it had the capability of managing SLOs, program review and, ultimately, strategic planning. Additionally, initiatives to improve student learning could be created and tracked to ensure “closing of the

loop.” The purchase of TracDat was approved by the district Administrative Technology Advisory Committee (ATAC), and was subsequently approved by the Board of Trustees.

Training sessions for department chairs and coordinators took place regularly throughout the 2011/2012 academic year with the Dean of Institutional Effectiveness, the SLO faculty facilitators, and the TracDat facilitator in attendance at most regular meetings (C1-20). In spring 2012, training for PSLO and ISLO assessments was provided in anticipation of the assessments for these SLOs that would be done in the fall semester. Pilot assessments by three programs (Child Development, Human Services, and Medical Assisting) were conducted by faculty teaching those courses, and those faculty provided the training to the department chairs at the end of the spring 2012 semester (C1-21).

TracDat was installed during the summer of 2012 and training sessions by the vendor were provided. Over the summer, data were input, and plans for training faculty and staff in the summer/fall were established. A TracDat facilitator was appointed to work with faculty and oversee the system.

At the conclusion of the 2011/2012 academic year, the SLO survey was conducted again with greater percentages of respondents saying that they were involved in the SLO/SUO process in their divisions (C1-22). The SLO Annual Report was again written and distributed as was the year’s *Annual Planning Report* (C1-23). These processes and reports will continue to be generated on an annual basis.

In fall 2012, the SLO Committee agreed to add two ISUOs to the existing GE/ISLOs in order to allow the services to map to institutional goals and to support the college mission. The ISUOs were approved by the Classified Senate, and they were also sent to the Academic Senate, which similarly approved them (C1-24). The issues are included to reinforce the belief that services 1) support or facilitate a positive learning environment for students and 2) facilitate institutional accountability with statutes, mandates, local policy and procedures and state or federal laws.

Additionally, a five year rotational plan for all SLO/SUO assessments was created and approved by the SLO Committee (C1-25). The rotational plan called for the five GE/ISLOs to be assessed during specific semesters during which campus-wide discussions would be scheduled to allow faculty across the disciplines to discuss their assessments and collaborate on ways in which to improve student learning in these areas. Programs and departments would be allowed to schedule their own course SLO and PSLO assessments during the five year period allowing for re-assessments when appropriate based on changes in instruction or resources acquired through program review (C1-26).

In fall 2012, PSLOs were assessed by programs (areas with degrees and/or certificates) and ISLOs #1 (Communication) by programs and departments mapping to this ISLOs (C1-27). Faculty SLO facilitators worked extensively with program and departments, helping them embed these assessments where applicable.

The college submitted its College Status Report on Student Learning Outcomes Implementation to ACCJC in October 2012 explaining our reasons for believing that the institution met

proficiency per the SLO rubric (C1-28). Prior to its submission, the report was read and revised with input from SLO Committee members and the Academic Senate. The report provided the college's performance on SLOs at all levels, and included the following information:

- 98% of college courses have defined CSLOs
- 85% of college courses have ongoing assessment of CSLOs
- 93% of college programs have defined PSLOs
- 93% of college programs have ongoing assessment of PSLOs
- 100% of college support programs have defined SUOs
- 100% of college support programs have ongoing assessment of SUOs

Additionally, 98% of programs or departments that map to ISLO #1 (Communication) have conducted assessments.

Per the directive in the ACCJC 2013 Annual Report, PSLO assessment results have been put on the college's website and made available to students and the public (C1-29).

In spring 2013, faculty and staff continued to work on SLOs and SUOs. Specific tasks for this semester included TracDat "clean up" (review of courses in TracDat to verify that these are the courses currently being offered at least on a rotational basis, review of course SLOs, and verification of all mapping); completion of the five year rotation plans, completion of any PSLO rubrics not previously written; and a program/department meeting with an SLO faculty facilitator (C1-30).

The annual SLO survey was conducted for a third time at the end of the spring 2013 semester (C1-31), and the *Annual Planning Report*, which included the 2012/2013 SLO Report (and results of the survey), was completed and made available to the campus community on the SLO website (C1-32).

In addition to the work being undertaken by the college to comply with the Standards in regards to student learning outcomes, the college was awarded a Title V HSI grant (2012-2017) with a focus on increasing transfer velocity rates. As part of that grant, the college included an objective to have instructional programs associated with identified high-impact barrier courses reach Sustainable Continuous Quality Improvement, as explained in WASC's SLO rubric (C1-33). The SLO Executive Committee decided to use the form/tool created to gather this information for all disciplines (beyond the scope of the grant), and so during the spring 2013 semester, each division held a facilitated meeting in which departments/programs identified their status for six specific items using a 1-5 scale (C1-34). A separate form with four items was created for the services (C1-35). From this self-assessment activity, large group discussions were held at the division level, with suggestions for what works being shared as well as ideas for improvement (C1-36). We will continue to use this form/data in future years as a way for faculty and staff to reflect upon their overall performance in regards to SLO assessments.

In fall 2013, each program, department, or service will assess CSLOs, PSLOs, or SUOs as required by the five year rotational plan for that area. ISLOs and ISUOs are specifically scheduled in order for the institution to be assessing and discussing them on an institutional

level. For 2013/2014, the college is scheduled to assess ISLO #2, Scientific and Quantitative Reasoning and ISUO #X, XXXX (C1-37).

Evidence for College Recommendation 1:

- C1-01 SLOOG Minutes
- C1-02 PSLOs
- C1-03 PSLO Mapping
- C1-04 SLO Toolkit
- C1-05 SLO Individual Faculty Form
- C1-06 SLO Course Summary Form
- C1-07 SUO Form
- C1-08 Timeline/Calendar for Spring 2011 (see evidence from 2011)
- C1-09 Sample Rubrics
- C1-10 DC Minutes Spring 2011
- C1-11 Organizational Chart
- C1-12 2011 SLO Survey
- C1-13 2011 Annual Planning Report
- C1-14 2011 Flex Day SLO Work
- C1-15 SLOOC Minutes (Sept. 2011) – first meeting of SLOOC
- C1-16 SLOOC Minutes related to ISLOs
- C1-17 ISLOs
- C1-18 GE/ISLO Mapping
- C1-19 SLO/SUO Tracking documents, including “Closing the Loop”
- C1-20 DC Minutes 2011/2012
- C1-21 Embedded SLO Assessment Pilots – Spring 2012
- C1-22 2012 SLO Survey
- C1-23 2012 Annual Planning Report
- C1-24 ISLOs and ISUOs
- C1-25 5 Yr. Rotational Plan for SLOs
- C1-26 Sample 5 Yr. Rotational Plan (Medical Assisting)
- C1-27 PSLO and ISLO Checklists – Fall 2012
- C1-28 SLO Report to ACCJC, Fall 2012
- C1-29 PSLO Assessment Results posted to website
- C1-30 Email to faculty re: Spring 2013 SLO Work
- C1-31 2013 SLO Survey
- C1-32 2013 Annual Planning Report
- C1-33 Title V Grant Objectives
- C1-34 SLO Ratings Form – Spring 2013
- C1-35 SLO Ratings Form – Spring 2014
- C1-36 SLO Input from facilitated meetings
- C1-37 5 Yr. Rotational Plan that includes ISUOs

College Recommendation 2

Recommendation, October 2010:

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

In our 2011 Follow-Up Report to the Commission, the college provided a lengthy narrative about the work that had been done between November 2010 and October 2011. In its response to the Follow-Up Report and site visit, no further action was indicated as necessary by the Commission. The following update provides a summary of the work completed on this item.

Update:

1. Increased Research Capacity

In March of 2011, an Office of Institutional Effectiveness was established with a dean assigned responsibility for institutional research, integrated planning, program review, and SLOs (C2-01). One of the immediate priorities of this office was the creation of an Institutional Effectiveness Report, which would contain disaggregated data for student goal attainment, graduation rates, transfer rates, licensure certification pass rates, and success rates for distance education students. The completion of this report became a top priority for the Institutional Researcher who met regularly with the Dean of Institutional Effectiveness on the content, format/presentation and organization of the data to ensure that it was thorough as well as being easily understandable.

At the college's mandatory flex day in August 2011, portions of the report pertaining to student success and retention were presented to the campus and suggestions for improvement were solicited (C2-02). The campus was also made aware of how completed portions of the report could be accessed online. As additional portions were completed, those sections were added to the college website.

During the spring 2012 semester, the College Planning Council worked on the development of Core Indicators of Effectiveness, which would become an integral part of the Institutional Effectiveness Report. The council looked at various models, created draft documents, revised the documents with input from division representatives, and in May 2012, passed the final version (C2-03). The college's Core Indicators include items pertaining to course completion, success and retention rates, student satisfaction, student engagement (as measured by the CCSSE), Accountability Reporting for the CCC, degrees, certificates, and transfer status, licensure pass rates, annual FTES, faculty productivity, 75/25 ratio, and achievement of Institutional Student Learning Outcomes. Additionally, a Scorecard that provides a summary of the item, outcome

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selected, and the result was provided for the college to track progress is an easily readable format. It, also, is part of the Institutional Effectiveness Report (C2-04).

In August 2012, the Institutional Effectiveness Report, in its entirety, was completed and put online. The college was notified of its completion at the mandatory flex day (C2-05), and a subsequent email with a link to the report was sent by the college President in an update dated XXXX (C2-06).

For the August 2012 Flex Day campus-wide meeting, the Institutional Researcher also worked with the faculty on the Basic Skills Committee to present a basic skills workshop to the campus community. A report presenting the numbers of basic skills students in courses across the curriculum was presented to the group, after which a panel of successful basic skills students and a panel of faculty who developed strategies for working with basic skills students in courses across the curriculum spoke to the campus. It was an extraordinarily well-received presentation and a very successful collaboration between a campus committee and the Institutional Researcher. A Toolkit providing student focus group suggestions to faculty and faculty-developed strategies was distributed to all attendees and was also posted on the college website under Basic Skills (C2-07).

On the Institutional Effectiveness/Institutional Research website, additional reports have been added, and they are updated on a regular basis. Some of the reports or surveys were created at the request of faculty or specific campus committees (i.e. Basic Skills, Distance Education) some of which were created as a result of the college reorganization that took place in March, 2011. Reports on academic performance (i.e. basic skills, tutoring, accelerated instruction, grades by division, discipline and course), distance education, and supplemental instruction are all easily accessible as are results of student surveys such as those pertaining to assessment, the library, and the welcome center. Industry surveys and scans, and data pertaining to the college's Santa Paula site are also provided (C2-08).

The Institutional Researcher is also responsible for completing reports relating to the college's two Title V HSI grants. The objectives of the Title V Cooperative Grant (with Oxnard College), 2010-2015, include improving support for learners and increasing active and collaborative learning, both of which are measured by the CCSSE and tie in with the college's Core Indicators of Effectiveness (C2-09). Additional objectives in this grant are designed to reduce the gap between success rates in distance education classes and traditional face-to-face classes and to increase the persistence of first time Hispanic students. The objectives of the individual Title V Transfer Grant (2012-2017) include increases in transfer velocity rates, decreases in the gap between transfer velocity rates between all students and Hispanic students, increased student success rates in identified high-risk barrier courses, decreases in the gap between all students and Hispanic students in the high-risk barrier courses, and movement from proficiency status to continuous quality improvement (as identified on WASC's SLO rubric) for SLO performance (C2-10).

Additional research continues to be conducted in the area of CTE outcomes in a collaborative effort between our office of Institutional Research and the RP Group. In 2011, Ventura College partnered with 11 other colleges throughout the state in a pilot project coordinated by the RP

Group. The objectives of the *CTE Employment Outcomes* study were to gather data on employment outcomes for individuals earning CTE degrees or certificates (completers), or those who completed at least 12 units in a specific vocational area but not re-enroll the next year (leavers). Data from the pilot indicated that both completers and leavers were generally satisfied with the training and education received, and both groups had wage gains (C2-11). Ventura College entered into an MOU with the RP Group to participate in the next round of this study, which will include 35 colleges/districts (C2-12). We will be utilizing email, phone, and regular mail in an attempt to get a larger response rate. We will disaggregate the raw data by vocational area in order to use the results for discussions with advisory committees as well as for program review purposes. The RP Group Reports for 2011 can be found on both the CTE Division website as well as under Institutional Effectiveness/Research. The individual report is due to the college in June 2013, and the statewide report is due in July 2013 (C2-13).

2. Integration of Research into Program Review

In early spring 2011, in response to recommendations from the accrediting team, a Program Review Task Force was created to revise the program review documents and process at the college. One of the main goals was to ensure that data would become more integral to the program review process. The new program review was built around program student learning outcomes, student success outcomes, and program operating outcomes. The PSLOs were already established for most programs, but student success outcomes, and program operating outcomes needed to be created (C2-14).

The Vice President of Business Services put together an extensive data library for the instructional areas, pulling information from Banner regarding demographics; rates of student success, retention, and degree/certificate completion; grade distribution, budget, productivity, and inventory (C2-15). Using the data library (and the categories listed above) individual templates for each program were populated during the summer with data specific to that program (C2-16). In fall, the program review documents were presented to the department chairs, and training was provided on how to analyze data (C2-17). A program review facilitator was also appointed to help faculty in analyzing the data, creating student success outcomes and program operating outcomes based on data, and completing the forms. In addition, the Dean of Institutional Effectiveness, the Vice President of Business Services, and two classified supervisors (for service areas) assisted departments, programs, and individual faculty. Requests for resources that were put into program review were required to be based on program review data provided through the data library or SLO data.

For service areas, institutional data was not as readily available, and in many cases, the data needed to be collected in the form of response cards, surveys, and focus groups. Training for services was held (C2-18), and discussions took place about what to collect and how to collect it. Some services requested assistance from the Institutional Researcher and that service was provided.

College planning parameters created by the College's Executive Team (College President, Executive Vice President, and Vice President of Business Services) based on an analysis of data were also required to be addressed by program and departments completing program review

(C2-19). Areas with few degrees or certificates were put on possible discontinuance list, and program faculty members were asked, in the program review process, to analyze the data and to make an argument, if they chose, for continuation of the program.

Data was taken into account in the prioritization of initiatives from program review. Firstly, programs prioritized their initiatives. Then, division meetings were held to prioritize division initiatives, and, again, data was used in making those decisions. The requests were then sent to the appropriate committees -- Budget Resource Council, Facilities Oversight Group, Technology Committee, and Academic Senate Staffing Priorities -- which also utilized data and rubrics (C2-20) to analyze the requests. Committee recommendations were sent to the College's Executive Committee, which also used to data to provide the final college ranking (C2-21).

In 2012, the same program review process was used although improvements and changes were made based on information received through a campus-wide electronic survey and input from key campus committees (C2-22 and C2-23). The major changes involved the use of facilitators, a simplification of the program review form, an additional program review meeting at the division level, revision of the timeline, and consistency in division presentations to the College Planning Council. It had been determined in 2011 that it would be beneficial to use a facilitator to lead the discussion and about the prioritization of initiatives in the division meetings. A subsequent survey and committee input determined that the addition of a facilitator was a positive change. The other change involved a simplification of the program review template. Survey and other campus input indicated that the form was perceived to be overly long and repetitive, so an attempt was made to simplify it. The repetition was removed, and instead of populating the program data onto the templates themselves, the data was provided via an online depository from which faculty pulled their own data for analysis (C2-24). Surveys and input from the Department Chairs and Coordinators Council and from the College Planning Council indicated that instructional faculty were not in favor of this form of data delivery, so the process will be changed for program review in 2013 (C2-25) .

As we work to continue to improve our program review process for 2013, we transitioned portions of program review to TracDat as has been done by other institutions. Another program review task force, which includes the Institutional Researcher, the Vice President of Business Services, and the current Academic Senate President, looked at models that have incorporated TracDat (C2-26) and decided on a new format, but the overall process of including and analyzing data will remain the same. The benefits of using TracDat, though, involve the ability to sort data, including initiatives created for purposes of improvement, into specific reports, which will allow for easier monitoring and greater accountability.

After each year's program review process, surveys are completed and input gathered both from the College Planning Council, which serves as the Program Review Committee, and the Department Chairs and Coordinator's Council whose members are primarily responsible for the completion of program review documents in a collaborated effort with faculty and staff in their program or department. The data is compiled into the annual program review report (C2-27).

3. Analysis of SLO Data Research

SLO documents that were created in late 2010 were designed to provide faculty with the ability to assess student learning, collaborate with their program faculty and staff, and make improvements where necessary. Additionally, the documents were created with the intention of linking the data to program review. SLO forms required performance targets, findings, initiatives, and requests for resources (where needed) (C2-28 and C2-29). Additionally, instructional programs were required to map relationships between courses, program SLOs, and institutional SLOs (C2-30).

SLO processes were also designed to ensure that dialogue and collaboration occurred. First, departments or programs were required to decide which SLO would be assessed that semester, what the performance indicator would be, what instrument(s) would be used, and what the timeframe would be (i.e. formative or summative). After the assessments had been completed, faculty were required to meet with others teaching the same course to share findings, make and collect suggestions for improvement, and create initiatives that would be part of program review (both with or without needed resources) (C2-31).

In 2012, the college (along with Moorpark College) purchased TracDat as a way to manage more effectively all the data that was being generated from the SLOs. Instead of dealing with forms and depositories that were often very difficult for faculty, TracDat allowed us to input and retrieve data easily and to sort it in any way needed. Some faculty members are still being trained on its use, but many have already found it to be a vast improvement over the past process.

In fall 2011, and spring 2012, course SLOs were assessed and tracked, with special emphasis on “closing the loop” for initiatives/improvements to student learning that were created from prior assessments (C2-32). In fall 2012 and spring 2013, assessment of program and institutional SLO assessments were conducted, analyses completed, and initiatives to improve student learning created (C2-33 and C2-34). Programs and departments are in the process of creating five-year rotational plans in which all course, program, and institutional SLOs will be assessed regularly (C2-35).

Evidence for College Recommendation 2:

- C2-01 Organizational Chart
- C2-02 August 2011 Flex Day Agenda
- C2-03 Ventura College Core Indicators of Effectiveness
- C2-04 Institutional Effectiveness Report
- C2-05 August 2012 Flex Day Agenda
- C2-06 President’s Update dated XXXX
- C2-07 Basic Skills Toolkit
- C2-08 Institutional Research Website
- C2-09 Title V Co-op Grant Objectives
- C2-10 Title V Transfer Grant Objectives
- C2-11 *CTE Employment Outcomes* – RP Group
- C2-12 Email dated XXXX from RP Group
- C2-13 Institutional Research Website
- C2-14 2011 Program Review Template
- C2-15 2011 Program Review Data Library
- C2-16 2011 Chemistry Program Review (sample)

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- C2-17 DC Training Minutes
- C2-18 Program Review training for services
- C2-19 2011/2012 Planning Parameters
- C2-20 Rubrics for college committees
- C2-21 2011 Program Review Initiatives
- C2-22 2011 Program Review Survey
- C2-23 2011 Program Review Report
- C2-24 2012 Program Review Data Library
- C2-25 2012 Program Review Survey
- C2-26 Emails regarding Long Beach City College Program Review
- C2-27 2012 Program Review Report
- C2-28 SLO Individual Form
- C2-29 SLO Course Summary Form
- C2-30 SLO Mapping Documents
- C2-31 Email to department chairs regarding SLO work
- C2-32 Fall 2011, Spring 2012, SLO tracking sheets with “Closing the Loop”
- C2-33 Fall 2012 checklists for program and institutional SLO assessments
- C2-34 2012/2013 PSLO and ISLO TracDat reports
- C2-35 5 Year Rotational Plan (template and sample – Medical Assisting)

College Recommendation 3

Recommendation, October 2010:

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

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

The team finds that the college has partially met the requirements of Recommendation 3. It noted that major work had been accomplished in the revamping of the program review process, the use of data, establishing the link to total cost of ownership, and that outcomes were being used to determine resource allocation. Work should be continued in the assessment of the program review process and that the policy for program viability/discontinuance be completed and implemented.

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from November 13-14, 2012 report):

The team finds that the College has met this recommendation and would encourage the College to include, in its midterm report, evidence supporting a continuation of the implementation of its enhanced program review process to ensure its sustainability, documentation of its local program viability/discontinuance process, and continuation of its aggressive progress on the assessment of course, program, and institutional student learning outcomes to achieve sustainability status.

Update:

In the fall of 2011, Ventura College piloted a new process that linked program review to the College's new integrated planning model. A comprehensive data library containing enrollment, demographic productivity, program completion, retention, and success data was developed by the Vice President of Business Services and input into each program review template. Programs also included their own program student learning outcomes data (already established) and created new student success outcomes, and program operating outcomes. Initiatives and requests for resources were required to be generated from data in order to be considered for funding, thereby addressing Total Cost of Ownership issues. The new program review model contained the following elements: program description, performance expectations, operating information, performance assessment, findings, initiatives, and a process assessment (C3-01). A Program Review Handbook was created by the Academic Senate and made available on the College website (C3-02).

Program discontinuance was also part of the new program review process. In spring 2011, the college's Executive Team (College President, Executive Vice President, and Vice President of Business Services), published the Planning Parameters, a planning framework for program review in the early fall 2011 semester (C3-03). The planning parameters document contained a list of courses and programs that administration was considering discontinuing, pending any compelling contrary arguments that emerged through program review. Programs on the list were encouraged to use the program review process and data to explain the significance of the program and/or courses if they intended to make an argument to maintain them. In February 2012, the District adopted Administrative Procedure 4021, which established a process for program discontinuance at the district level (C3-04). The Academic Senate was involved in the creation of the AP, and the process that was utilized by the college in fall of 2011 reflected what was subsequently put into the procedure.

Program review presentations were made to the College Planning Council by the respective deans or Vice President, with input from faculty and staff. Faculty members with programs on the proposed discontinuance list were provided with time to present their arguments for continuation or revision of their program to the College Planning Council.

A complete assessment of the program review process occurred in 2011. A college-wide electronic survey was conducted (C3-05), and additional input was gathered from both the College Planning Council, which serves as the Program Review Committee, and the Department Chairs and Coordinator's Council. The 2011 Program Review Report, which summarized the process and provided a list of strengths and suggestions for improvement, was written and presented to the College Planning Council (C3-06).

To make the necessary improvements to the process based on input received through the assessment, a Program Review Subcommittee was formed in spring of 2012. The subcommittee, which looked at program reviews for both instructional areas and services, suggested a number of changes, including recommendations to utilize a facilitator in division meetings, to simplify the program review form, to add an additional program review meeting at the division level in order to analyze initiatives more thoroughly and to collaborate where possible, and to have more consistency in program review presentations (C3-07). Additionally a program review rubric was included in which programs would analyze their own program in terms of specific elements: enrollment demand, resources, productivity, retention and success rates, participation in SLO work and, for CTE programs, employment outlook (C3-08).

In early fall 2012, the planning parameters were again published to provide a planning framework for programs and services to consider in their program review documents that would be created that semester (C3-09). Programs and services participated in the revised program review process that included the use of a facilitator, an additional division meeting, a simplified form, and a rubric for self assessment. The same process for program discontinuance was used, with faculty from programs on the proposed discontinuance list encouraged to make presentations to the College Planning Council. Faculty and staff generally felt more comfortable with the process the second time, and the Council felt very positive about the experience from input gathered from the committee at the conclusion of the presentations (C3-10). The 2012 program review report, which was included in the 2012 *Annual Planning Report*, summarized the process, the changes, and provided a list of strengths and suggestions for improvement (C3-11).

Suggestions for improvement to the process were solicited using the same assessment processes as were used in 2011: a campus-wide electronic survey, input from the College Planning Council, and input from the Department Chairs and Coordinators Council (C3-12). The primary recommendations in 2012 stemmed from concerns that insufficient time was provided to complete the program review, that program review data needed to be provided in a more user-friendly format, and that improvements needed to be made in the tracking of created initiatives. The input was summarized in the 2012 Program Review Report (C3-13). Members of the SLO Executive Committee believed that connecting program review with TracDat was also important for us to do in the next cycle of program review.

In spring 2013, an initial program review subcommittee was formed to examine input/recommendations made from the campus about the 2012 program review process. The initial subcommittee included the Dean of Institutional Effectiveness, the Vice President of Business Services, the Institutional Researcher, the Academic Senate President, and the Supervisor of Learning Resources/TracDat Facilitator. Along with examining the recommendations from the assessments, the subcommittee analyzed the feasibility of utilizing TracDat for the student learning outcomes, student success outcomes, and program operating outcomes portions of the program review reports. The committee examined models of other colleges that are using TracDat for program review purposes. The model selected as the leading contender for our own process was the one created by Long Beach City College. Its process utilizes TracDat for annual planning purposes (with goals) and contains a separate program review document that summarizes and analyzes planning, performance of goals, and SLO/SUO performance. In February, 2013, initial discussions between Ventura College and LBCC took place (C3-15). On March 15, 2013, the video conference took place between members of the program review Subcommittee and LBCC.

A decision was made to bring the LBCC model to a larger group for input. This group met in April 2013, and at the end of spring 2013, a revised program review process was established for implementation in fall 2013.

Another change that will go forward for program review in 2013 involves the data library. Responsibility for providing program data now resides with the Institutional Researcher who worked during the late spring and summer on creating data for each individual instructional program that could be accessed through a link on the program review website. Moving this function from the Vice President of Business Services to the Institutional Researcher helped to ensure that the process of providing data will be sustainable.

In spring 2013, the local process for program viability/discontinuation as it relates to the District AP was made clear in documentation written and approved by the Academic Senate (C3-16). This document was presented to the College Planning Council at its meeting in March 2013 (C3-17). This local process, which was utilized in the 2012 program review process, will be followed during program review, which will take place in fall 2013.

In response to the Commission's January 31, 2013 letter to the colleges, our revised program review process for 2013 will also include a greater focus on student achievement at the program level. While we have student success outcomes in place for programs, we will ensure that additional emphasis and training are put on these program set standards. Program standards will

also reflect institutional standards developed by the College Planning Council and published in the Core Indicators of Effectiveness document in fall 2012 (C3-18).

The extensive progress that has been made on SLO/SUO assessments continues (see Recommendation #1 for percentages of SLOs, SUOs, and assessments, by category). In fall 2012, program and institutional SLO assessments were conducted (C3-19). In the new 2013 program review template that was created, additional emphasis was put on the inclusion of SLO assessment results and identified improvements. Individual programs, departments, and services will also be accountable in their program reviews for SLO assessment compliance (C3-20). TracDat reports of ongoing assessments will be a required attachment, and those not participating in the SLO or SUO effort to a sufficient extent will not receive resources. The college understands the need for initiatives and the allocation of resources to be clearly connected with student learning and the analysis of program/department data.

Division meetings held in spring 2013 in which departments and programs self assessed their progress on SLO/SUO performance further reinforced the need for faculty and staff participation in numerous areas/activities associated with SLOs/SUOs (i.e. student awareness of SLOs, ongoing dialogue, and clear links with program review) (C3-21 and C3-22).

The college has made great strides in ensuring that the entire campus community understands that SLOs are now a way of life and must be assessed and analyzed along with achievement data by every program and department. Programs and departments have completed five year rotational plans and understand clearly that regular and ongoing assessment of SLOs is a responsibility of every department and program (C3-23).

Evidence for College Recommendation 3:

- C3-01 2011 Program Review Template
- C3-02 Program Review Handbook
- C3-03 2011-2012 Planning Parameters
- C3-04 AP 4021
- C3-05 2011 Program Review Survey
- C3-06 2011 Program Review Report
- C3-07 Program Review Subcommittee Agenda and Minutes
- C3-08 Program Review Rubric for academic and CTE programs
- C3-09 2012 Planning Parameters
- C3-10 CPC Minutes, Nov. 2012 (at conclusion of program review and +/- list)
- C3-11 2012 Annual Planning Report
- C3-12 2012 Program Review Report
- C3-13 2012 SLO Survey
- C3-14 Email regarding LBCC Program Review
- C3-15 Email regarding CCC Confer with LBCC
- C3-16 Academic Senate Standard Operating Procedures
- C3-17 Email from Academic Senate President regarding local program discontinuance policy
- C3-18 Instructions for 2012-2013 Program Review
- C3-19 Fall 2012, PSLO and ISLO Checklists
- C3-20 Instructions regarding SLO/SUO inclusion in program review
- C3-21 SLO Ratings Worksheet

C3-22 SUO Ratings Worksheet
C3-23 5 Yr. Rotational Plan Samples

College Recommendation 4

Recommendation, October 2010:

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

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

The team finds that the college has partially satisfied Recommendation 4. The intense work that the college has accomplished in its reorganization under the leadership of the president should be commended. The college should continue to develop an effective assessment process both formative and summative with broad participation to be able to determine the degree to which this structure meets the intent of the standards cited.

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from November 13-14, 2012 report):

The team found that the College has met this recommendation and would encourage it to include, in its midterm report, evidence of conducting a follow-up evaluation that is broad-based, representative of the entire campus, to assess the effectiveness of the administrative reorganization structure.

Update:

In June 2011, the college implemented a new organizational structure after engaging in a series of steps to gather college input. These steps included large-group meetings, campus forums, and online surveys to identify gaps in the organizational structure and to develop possible solutions.

The new structure included the following elements: (1) the combination of all career and technical education programs into one division; (2) the assignment of distance education oversight and faculty professional development to the Dean of Social Science & Humanities (with the resultant renaming of that division to Distance Education, Professional Development, Social Science & Humanities); (3) the assignment of oversight for the Santa Paula program and the departments of Communication, English as a Second Language, and Foreign Language to the Dean of Physical Education/Athletics (with the resultant renaming of that division to Communication, Kinesiology, Athletics & Off-Site Programs); and (4) the assignment of oversight for planning, program review, student learning outcomes, institutional research, basic skills, and accreditation to the Dean of Communication & Learning Resources (with the resultant renaming of that division to Institutional Effectiveness, English & Learning Resources) (C4-01).

In addition to organizational structure changes, several new campus committees were formed to support efforts in institutional effectiveness, online learning technology, basic skills initiatives, professional development, and student learning outcomes. The committees included the following:

- College Planning Council
- Distance Education Committee
- Basic Skills Committee
- Faculty Professional Development Committee
- Student Learning Outcomes Committee

The charge and membership of each committee can be found in the college's *Making Decisions* document, which is updated on a regular basis and made available on the college website (C4-02).

In January 2012, six months after the implementation of the new organizational structure, the College President invited all College employees to participate in an online survey to assess the new structure (C4-03). Respondents were asked to identify on a five-point Likert scale their degree of satisfaction with the way that distance education, professional development, institutional effectiveness, basic skills, and off-site programs were addressed by the structure. Programs that had changed divisions as a result of the reorganization (Communication, Foreign Languages, and English as a Second Language) were also asked to rate the degree to which they were satisfied with the new reporting relationship. In addition, respondents were invited to add additional thoughts about the organizational structure through open-ended "comments" sections (C4-04).

In February 2012, another College Open Forum, to which all faculty and staff were invited (as well as student leaders), was devoted to collecting feedback regarding the effectiveness of the new organizational structure (C4-05 and C4-06). At this forum, the results of the online survey were shared and used as the starting point for small group discussions about the merits of the new system and the additional improvements needed. The results of the focus group discussions were shared in one of the College President's weekly *Updates*, along with a written summary of the results of the online survey (C4-07).

The deans and committees used this feedback to make modifications to their operations.

- The distance education program developed a more formal program of training for online instructors.
- A software program (TracDat) was identified to facilitate the SLO/SUO documentation and assessment processes and to allow the institution to more easily track initiatives and close the loop on prior assessments.
- The Basic Skills Committee presented a campus-wide workshop on the Mandatory Flex Day in an effort to make more faculty members aware of basic skills students and their needs. The workshop included both student and faculty panels, and each faculty member was provided with a *Toolkit* of resources and strategies for teaching basic skills students across the curriculum.

- The Professional Development Committee held follow-up luncheons for the participants of the 2011 Summer Institute for Teaching Excellence and created new professional development opportunities, such as “Lunch and Learn” workshops, open to all faculty.
- Outreach efforts were expanded for the Santa Paula site. New outreach activities included “Registration Days” events, ESL Registration Week, application and financial aid workshops, orientation meetings for new students, and participation in Higher Education Day and Parent College Night at local high schools.

Summative committee self evaluations were conducted at the end of the spring 2012 semester for new or reorganized campus committees, including the College Planning Council (CPC) (C4-08), the Budget Resource Council (BRC) (C4-09), the Academic Senate (C4-10), the Classified Senate (C4-11), the Curriculum Committee (C4-12), the SLO Committee (C4-13), the Basic Skills Committee (C4-14), the Professional Development Committee (C4-15), and the Distance Education (DE) Committee (C4-16). The surveys asked committee members about the continued relevance of the committee charge, the establishment of committee goals, the completion of goals, other committee achievements, the timeliness of tasks, the overall environment of the committee, and suggestions for improvement. Some committee-specific questions were also asked (i.e. the College Planning Committee specifically asked about the new program review and program discontinuance processes). Each committee reviewed the results of the evaluations and made adjustments, as necessary, to ensure that college committees continue to improve the way their members understand their charges, create clear goals, work to meet those goals, and operate in an environment conducive to open and honest discussion.

Committees used their self-assessment survey data and self determined goals to determine the direction of the respective committee for the 2012/2013 academic year. Examples of activities created from this input included the following:

- The College Planning Council (under a Program Review Subcommittee) revised the program review process (C4-17), and the CPC utilized the new process for its 2012/2013 program review (C4-18). Members created and approved a 2012/2013 strategic plan, aligning it to Board Goals (C4-19). They engaged in facilitated meetings to develop strategies to improve performance on the CCSSE (on the Core Indicators of Effectiveness) and to provide input for district planning.
- The Distance Education Committee has been working on strategies to reduce the gap between success rates in distance ed and traditional classes including the creation of a fully online training program for faculty to learn the new Desire2Learn platform, the enhancement of student orientations for online learning scheduled at registration times and again at the beginning of the semester, the creation of a training center, the revamping of the Faculty Resource Center with new equipment, group training sessions on such topics as effective online discussions to enhance instruction, and the enhancement of the DE website (C4-20).
- The Basic Skills Committee has continued to work closely with the Institutional Researcher to ensure that requests for data by members of the Math, English, and ESL

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Departments for program review and other purposes are addressed and that reports are made available to these departments and analyzed by the committee (C4-21). The committee continues to focus on ensuring that all members of the campus community are aware of the numbers and the needs of basic skills students throughout the campus. And committee members collaborate each year on the best use of local BSI funds.

- The Professional Development Committee continues its work to ensure that it is responsive to the faculty as a whole and that it offers a large number of professional development opportunities throughout the semester on a large variety of topics. Committee members continue to improve the website and to advertise professional development in a number of creative ways. They also continue, through their work with the Title V co-op grant, to prepare for and offer the Summer Institute for Teaching Excellence (SITE) each summer to participants from all three colleges in the district (C4-22).
- The SLO Committee's goals focused on the continued implementation and improvement of TracDat, the development of five-year rotational plans by each program, department, and service, the formation of ISLO committees to create ISLO rubrics to be used by the campus for those not already completed, and the creation of additional connections between SLOs and program review (C4-23).

In spring 2013, and on schedule with the integrated planning calendar that calls for a revisit of the organizational structure every three years, the campus engaged in such a review. In February, 2013, an electronic survey was distributed to all college employees by the Institutional Researcher (C4-24). Numerous reminders and emails about the importance of the survey were sent out, and as a result, 149 responses were received, a far higher rate than had been received previously.

To supplement the survey data and to ensure that more campus voices were heard, a series of questions about the reorganization were asked in special division meetings established for the purpose of reviewing the organizational structure and gathering SLO status information (C4-25). The meetings were run by facilitators, not deans (and in most cases the deans stepped out of the room) in order to gather the most honest feedback possible. Facilitators clearly explained that the discussion would be focused on the structure, not on specific managers. The purpose of the discussion was to analyze the merits of the new structure from the point of view of that division, to determine whether mistakes were made, and if so, to learn from the mistakes for the future.

A summary of the electronic and division responses was distributed to the campus by the College President in an email update (C4-26). A summary was also provided to the College Planning Council and to the Administrative Council at their April 2013 meetings (C4-27). Copies were also provided to chairs of the new committees that were established as a result of the reorganization for their use in modifying services and activities for the coming year.

The College will continue to review the organizational structure every three years, with the next review scheduled for spring 2016.

Evidence for College Recommendation 4:

- C4-01 Ventura College Organizational Chart, July 2012
- C4-02 Making Decisions at Ventura College, 2012-2013
- C4-03 President's Update #50, January 10, 2102 (regarding online survey of College employees)
- C4-04 Assessment of Campus Organization (online survey results)
- C4-05 President's Update #52, January 25, 2012 (invitation to open forum regarding organizational structure feedback)
- C4-06 President's Update #53, January 31, 2012 (reminder regarding open forum regarding organizational structure feedback)
- C4-07 President's Update #55, February 14, 2012 (summary of feedback regarding open forum focus groups and online survey)
- C4-08 College Planning Council survey results
- C4-09 Budget Resource Council survey results
- C4-10 Academic Senate survey results
- C4-11 Classified Senate survey results
- C4-12 Curriculum Committee survey results
- C4-13 SLO Committee survey results
- C4-14 Basic Skills Committee survey results
- C4-15 Professional Development committee survey results
- C4-16 Distance Education committee survey results
- C4-17 2012 Program Review Subcommittee Minutes
- C4-18 2012 Program Review Template
- C4-19 2012-2013 Ventura College Strategic Plan
- C4-20 DE Committee Report to CPC, January 30, 2013
- C4-21 Spring 2013 List of BSI Research Projects
- C4-22 SITE 2012 and 2013 brochure
- C4-23 SLOOC Minutes, November 2012
- C4-24 Results of electronic survey regarding reorganization, February 2013
- C4-25 Division input on 2010 College Reorganization – results
- C4-26 President's Update regarding organizational structure, April 2013
- C4-27 CPC Minutes, April 2013

College Recommendation 5

Recommendation, October 2010:

In order to fully meet this Standard by fall 2012, the team recommends that the college must negotiate with its local bargaining unit that a component of the faculty evaluation process includes the faculty member's effectiveness in producing learning outcomes. (III.A.1.c)

Update:

Ventura College is part of a three-college district and thus cannot independently negotiate the faculty evaluation process with the bargaining unit that represents the faculty of multiple institutions. Negotiations for the agreement expiring on June 30, 2103 commenced during the spring 2013 semester. Article 12 (Evaluation) was a proposed bargaining topic in the initial proposals for both the District and AFT Local 1828 (C5-01, C5-02).

While the college administration waited for negotiations to be completed, the Deans were oriented to the manner in which they could work within the language of the existing collective bargaining agreement to ensure that faculty evaluations included an assessment of effectiveness in producing learning outcomes. Specifically, the President informed the Deans that she would be looking for references to student learning outcomes for the fall 2012 evaluations and for all subsequent evaluations (C5-03), and she provided the Deans with examples of the range of behaviors that might be observed that would document the degree to which faculty members have been involved in assessing student learning and using that assessment to improve instruction (C5-04). Numerous items in the current evaluation form can be used to ensure participation in the student learning outcomes process. Using this strategy, the Deans and the President were able to address the accreditation standard while waiting for the formal contract negotiations to conclude.

Evidence for College Recommendation 5:

- C5-01 Ventura County Community College District's Initial Proposal to AFT Local 1828, January 2013
- C5-02 AFT 1828 Initial Proposal, January 15, 2013
- C5-03 Memos from President to Deans, November 15, 2012
- C5-04 Student Learning Outcomes as Addressed Through Faculty Evaluation Process

College Recommendation 6

Recommendation, October 2010:

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

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

The team finds that the college has partially satisfied Recommendation 6. With the exception of the program review revisions to include the equipment inventory that, in turn, better informs the facilities/equipment prioritization process, most other strategies have either been recently implemented or are planned to be implemented at a later date. The college should aggressively activate its implementation plan as well as a strategy for assessing these actions to better ensure its optimal allocation of resources.

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from November 13-14, 2012 report):

Even though the Infrastructure Funding Model is new for fiscal year 2012-13, the model should be evaluated throughout the planning process to make sure it is meeting the requirements of the Total Cost of Ownership. The team determined that the College has fully met this recommendation.

Update:

The Total Cost of Ownership is now addressed through a modification to the District Budget Allocation Model, and through the work of three College committees: the Budget Resource Council (BRC), the Facilities Oversight Group (FOG), and the Technology Committee.

In February 2012, the District Council of Administrative Services (DCAS) proposed a modification to the general Budget Allocation Model (C6-01) and the establishment of an Infrastructure Funding Model (C6-02). This new model was adopted by the Board of Trustees on March 13, 2012. Under the model, lottery proceeds, interest income, and other specific revenue categories are segregated from the general Budget Allocation Model. This designated Fund (Fund 113), is a recurring revenue stream designed to provide foundational funding to the College as a base resource. Existing College resources as described above will continue to be allocated to augment this new Infrastructure Funding Model. Under the adopted model, specific expenditure categories are now established for:

- Scheduled maintenance and capital furniture (including classroom, faculty and administration)
- Library materials and databases
- Instructional and non-instructional equipment
- Technology refresh (hardware and software)

- Other (restricted to one-time and not on-going expenditures, such as new program/process start-up costs, staff innovation, and program specific accreditation)

A transition plan, described in the documentary evidence provided, was used as a vehicle to move the funds from the general Budget Allocation Model to the Infrastructure Funding Model over a period of years beginning with FY13.

The District Council on Administrative Services (DCAS) is the venue that is used to evaluate and reassess the Budget Allocation Model, as well as the new Infrastructure Funding Model. This evaluation, which involves the feedback from constituent representatives, is conducted each year prior to the development of the budget.

During the last three years, the state has not funded scheduled maintenance nor Instructional Equipment and Library Materials. Consequently, the College has transferred its general fund year-end balances to provide funds for scheduled/deferred maintenance (Fund 419), computer technology refresh and non-computing equipment (Fund 445). In total, the College has expended over \$3.6 million for these needs. These non-recurring dedicated funds are in addition to the new recurring infrastructure funds.

The College has protected the existing positions in technologies, maintenance and operations when, due to very significant budget reductions, has had to reduce the number of classified and manager positions.

The Budget Resource Council (BRC) receives recommendations from both the Facilities Oversight Group (FOG) and the Technology Committee, and then analyzes the budget requirements of the prioritized requests and develops a plan to address these budget requirements.

FOG, which oversees facilities and equipment of a non-computing nature (i.e. vehicles, furniture, lab equipment, kilns, etc.), provides coordination for the periodic revision for the College's Facilities Master Plan and meets regularly to address the College's cost of ownership needs. As part of the College planning, program review and budget allocation cycle, FOG receives requests for facilities improvements from the College Planning Council (CPC) and creates an implementation plan to advance these requests (C6-03).

The College's Technology Committee provides coordination for the periodic revision of the campus Technology Plan, which includes a detailed Technology Refresh Plan built around a four-year replacement cycle (C6-04).

A thorough physical assessment of our inventory was completed in July 2013, with every room or space on the campus included. We now have an expected life table, which will provide key information for program review and other purposes. The inventory list is now in a sustainable database and can be sorted by department, room, type of equipment, or tag number. Photographs of all equipment have been taken and are part of the database. Using the reconciled inventory list, which divisions are required to maintain and update each year, programs now have the ability through the program review process to create initiatives and request appropriate resources to meet their operating and student performance goals (C6-05). Additionally, the BRC adopted

an Inventory Rubric to be applied during the inventory of all of the fixed assets owned by the institution (C6-06).

Each year after programs have presented their program reviews to the CPC, a compiled list of prioritized requests for facilities improvements, based on program findings, is given to FOG. Software and technology prioritized requests, based on program review findings, are given to the Technology Committee. Other equipment requests, based on program review findings, are given to the BRC. These groups assign the committee rating of *required, high, medium, low or not ranked* to each request based on the overall needs of the College, taking into consideration new technologies, if appropriate, and the ways in which resources can be leveraged. The committees' ratings are then forwarded to the College President, Executive Vice President, and Vice President of Business Services for the final College ranking. The lists of initiatives (C6-07), with all rankings, are then shared with the CPC and the College administration for implementation. Divisions are notified about funded requests and have until the next program review cycle (approximately 12 months) to submit purchase orders.

Total Cost of Ownership is also being addressed with state officials in relation to capital outlay. In March 2013, college and district officials met with one of the State's Facilities Planning and Utilization Specialists to review the state's assessment of the campus, which includes facilities, the 2013-2014 space inventory, our five year capital plan, and our future growth eligibility (C6-08). The facilities assessment, which the state official explained as containing "everything" identified \$93,875,742 in Total Cost to Repair, \$289,523,783 in Cost to Replace (building structures only), and 32.42% for Facilities Condition Index. While these numbers are significant, the state Facility Planning and Utilization Specialist said that we are "better than most." However, the numbers for Cost to Repair indicate the need for the state to fund scheduled maintenance again.

In this same meeting, we were provided with our Space Inventory. Our Total Room Assigned Square Footage is 434,599, and our outside gross square footage is 620,516, for an efficiency rate of 70%, which the State Facilities Specialist similarly noted is "better than average."

In the meeting with state, district, and college officials, we also discussed our future building needs. Our Administration Building is seriously outdated as is our cafeteria building. While we are currently not serving food and do not have the same need for a Student Center as such a building was conceived several years ago, we do have a need to put some new student services (i.e. Financial Aid, CalWorks, DSPS, and EOPS), many of which are currently housed in very old and separate buildings, into more of a one-stop center that could house administrative staff on the top floor. In the coming months, we will consider putting together an Initial Project Proposal (IPP) and, if approved in concept by the State Chancellor's office, will put together the Final Project Proposal (FPP) for such a building.

In this same meeting, we also discussed Fusion, the State's Planning Module software, which provides us with a real-time database that allows us "see" the details of all of our facilities. Access to Fusion will be provided to those individuals responsible for facilities oversight so that changes or updates to our facilities are carefully tracked. We will also utilize the Fusion Planning Module for scenario planning prior to the creation of an IPP or an FPP.

Our Facilities Master Plan, which is a rolling five-year plan, will be revised to meet the needs of our changing campus. We will ensure that we continue to address the Total Cost of Ownership needs identified through program review as well as to identify building projects in the areas of growth, modernization, or safety that may be needed in future years.

Evidence for College Recommendation 6:

- C6-01 Budget Allocation Model
- C6-02 Infrastructure Funding Model
- C6-03 Facilities Improvements List
- C6-04 Technology Strategic Plan (for Technology Refresh Plan)
- C6-05 College Equipment Inventory List
- C6-06 Inventory Control Rubric
- C6-07 Program Review Initiatives Spreadsheets
- C6-08 Ventura College Capital Outlay Meeting (Presentation PowerPoint)

College Recommendation 7

Recommendation, October 2010:

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

Update:

The campus communication system is multi-faceted. Campus-wide communication techniques include the following:

- The College President sends a written weekly update to the entire campus. These updates cover a number of topics, including status reports on accreditation, planning, and program review; reminders of procedures for updating the classification of course tiers and for holding department chair elections; announcements of personnel changes; solicitations for participation in forums and/or to provide input on issues of campus-wide concern; lists of professional development opportunities and upcoming events (C7-01).
- The College President hosts a monthly open forum to share information, to prompt group discussion, and to solicit opinions on a number of issues, including input on revisions to the college mission statement and the college organizational structure; presentations on new campus programs and demonstrations of new technologies or other institutional innovations; question and answer questions about budget (C7-02).
- A formal committee structure promotes dialogue and governance involvement on issues of concern. Committees address and promote dialogue about planning, program review, student learning outcomes, budget procedures, facilities, professional development, basic skills, distance education, curriculum, learning communities, safety and technology. Operational committees, such as the Department Chair and Coordinators Council and the Administrative Council, promote dialogue about the implementation and improvement of college procedures.
- The College Planning Council (CPC) serves as a key committee for promoting dialogue and discussion on a variety of topics, including significant changes that are taking place in the areas of financial aid, enrollment priorities, and repeatability as well as potential changes that may result from the most recent state budget (C7-03). The College President is an active member of this committee, bringing issues forward and encouraging dialogue. Also on this committee are the other members of the Executive Team (the Executive Vice President and the Vice President of Business Services), deans, supervisors, members of the Academic Senate Executive Committee, other faculty, and classified staff. CPC is a well-attended meeting, and members are

provided the opportunity to interact and discuss important issues with people from across the campus. Two facilitated meetings occurred in the College Planning Council during Spring 2013, one to discuss challenges and ideas in regards to issues at the state level and to gather ideas for district/college planning, and the other to gather ideas about how to improve the college's performance in the area of student engagement. Both of these meetings were seen as very positive in terms of promoting dialogue and gathering ideas for future planning (C7-04).

- Department and division meetings promote dialogue about department and division plans, the prioritization of staffing and equipment needs, and the development and assessment of student learning outcomes. Facilitated division meetings in spring 2013 provided division members the opportunity to reflect and give input on both the college's SLO performance and our organizational structure.
- Recent efforts to facilitate meetings across the campus as a way to promote dialogue prompted the President and others formally trained in facilitation to institute a program to train other campus leaders in utilizing facilitation techniques to enhance broader participation and group engagement in campus meetings. The first group being trained includes managers, the Academic Senate president, other faculty, classified staff, and the Director of the College's Foundation (C7-05). In fall 2013, a second group of college employees will receive the training. It is our intention to make a significant effort to include more discussion into major campus committees.

As described extensively in the response to College Recommendation 3, the college's planning and program review process was revised to ensure broader participation and discussion at the department and division levels and facilitated prioritization of needs at the division level. Data and analysis-intensive department-level program reviews are posted on the college web page for ease of campus and public access.

An Annual Planning Report, which explains progress made toward institutional effectiveness measures and summarizes the results of program review and the progress made toward the development and assessment of student learning outcomes, is distributed each fall. Also distributed each fall is a published Integrated Planning Manual, describing the steps involved in planning and the integration of the college's master plan and strategic plan (C7-06 and C7-07).

Evidence for College Recommendation 7:

- C7-01 Email updates by College President to campus (#1 through XXX)
- C7-02 Emails pertaining to Campus Forums
- C7-03 CPC Minutes, 2011-2013
- C7-04 CPC Input from facilitated meetings, spring 2013
- C7-05 Emails regarding facilitation training, spring 2013
- C7-06 2011 Annual Planning Report
- C7-07 2012 Annual Planning Report

College Recommendation 8

Recommendation, October 2010:

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

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

The team finds that the college has partially satisfied Recommendation 8 having restructured the use of personnel and resources to address the issues cited in this recommendation. The evaluation of the reorganization plan should be completed as outlined in the Follow-up report and the results implemented. Attention should be given to the college institutional effectiveness goals being aligned with the District's goals.

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from November 13-14, 2012 report):

The team finds that the College has satisfied this recommendation and would encourage Ventura College, along with its two sister Colleges and the District, to continue to assess how well the alignment of District and College goals is being maintained.

Update:

As described in the response to College Recommendation 4, the College implemented a new organizational structure in July 2011 (C8-01). This structure was evaluated during the spring 2012 semester. In January 2012, six months after the implementation of the new organizational structure, the College President invited all College employees to participate in an online survey to assess the new structure (C8-02). In February 2012, a College Open Forum was devoted to collecting feedback regarding the effectiveness of the new organizational structure (C8-03). At this forum, the results of the online survey were shared and used as the starting point for small group discussions on the merits of the new system and the additional improvements needed. The results of the focus group discussions were shared in one of the College President's weekly *Updates*, along with a written summary of the results of the online survey (C8-04). Since February 2012, the deans and committees have used this feedback to make modifications to their operations, as described more fully in the response to College Recommendation 4. In addition, the College has built into its integrated planning process a calendar for the ongoing assessment of the organizational structure (C8-05). In accordance with this calendar, the College Planning Council (CPC) will assist the College President in engaging the campus in a review of the organization structure every three years, with the next review scheduled for spring 2013.

Documentation in support of efforts to assess the organizational structure and the College planning process are found in the response to College Recommendation 4 in this report.

The development of a data set to quantify the College's Core Indicators of Institutional Effectiveness was discussed throughout most of the spring 2012 semester at both the Academic Senate and the CPC. Input was gathered from division representatives about what should be included in the Core Indicators and the document list of data elements was revised numerous times based on this input and subsequent Academic Senate and CPC discussions (C8-06). The final version of the Core Indicators list was approved at the May 9, 2012 meeting of the CPC (C8-07).

The work that was done at Ventura College to identify the data elements by which to measure institutional effectiveness was used later during the spring 2012 semester to document and support progress made at both the College and District level toward the Board of Trustee's planning goals. Ventura College's Core Indicators, along with documents submitted by the institutional researchers at Moorpark College, Oxnard College, Ventura College, and the District Administrative Center, assisted in the development of a data set common to all three Colleges in the District (C8-08). At the conclusion of this development process, the data elements in the district-wide report (which align with the Board's goals) replicated the data elements in Ventura College's Core Indicators, thus ensuring the necessary alignment of the College institutional effectiveness goals with the District goals.

In preparation for development of the new VCCCD Master Plan, a number of facilitated meetings took place, both at the campuses and at the district level, in spring 2013. The first of these meetings at Ventura College took place with the College Planning Council (CPC) (C8-09). An initial review of the district Mission Statement was conducted, and from there, committee members divided into small groups. They first engaged in a SWOT (Strengths, Weaknesses, Opportunities, and Threats) exercise, looking at a number of significant issues (i.e. Financial Aid changes) at the state level that the college must now address in a meaningful way. Groups reported their responses out to the larger group, and a large-group discussion took place. Groups then met again, this time to respond to specific questions:

- In light of increased state and national emphasis on student completion, what might be done in order to create clear pathways to degrees, certificates, and transfers?
- In light of proposed unit caps and penalties for unsuccessful course attempts, what might be done in order to decrease course withdrawals and failing grades?
- Is there anything about our relationship with our educational partners that could be improved or that needs to change?
- In light of rapid technological advancements and increased options available for students on both the state and national level, what do we need to do to remain competitive in the online arena?
- What should be the relationship of the three colleges in our district to each other?
- What must we do to retain organizational vitality? (for internal groups)
- What could the district and its three colleges do better to meet community needs? (external groups)

The same facilitated process and questions were used to gather input from the Academic Senate, the Administrative Council, the Classified Senate, Student Services, and the College Foundation. An open forum was held for students, hosted by the Associated Student Body (ASB). At the district level, a Community Advisory Board, augmented by additional citizen representatives, was asked for their responses as was a P-16 Council put together by the district. Responses from each group were compiled and forwarded to the District Committee on Planning (DCAP) (C8-10). *Note to Peter – Want responses from all groups or just summary?-*

On April 15, a facilitated District Master Planning meeting was held at Oxnard College with members from all three colleges and the district office. Results from the meeting will also be used by DCAP in fall 2013 to help create the next District Educational Master Plan. Once the new District Educational Master Plan is developed, the colleges will develop their own goals so that the district and colleges goals will be clearly connected.

Evidence for College Recommendation 8:

- C8-01 Ventura College Organizational Chart, July 2012
- C8-02 Assessment of Campus Organization (online survey results)
- C8-03 President's Updates #52, January 25, 2012 (invitation to open forum)
- C8-04 President's Updates #55, February 14, 2012 (summary of feedback regarding organizational structure feedback)
- C8-05 Ventura College Planning Cycle Flowchart (from 2013 Integrated Planning Manual)
- C8-06 CPC and Academic Senate Minutes, Spring 2013
- C8-07 Ventura College Core Indicators of Effectiveness
- C8-08 VCCCD and Ventura College Shared Effectiveness Measures (p. 12 of Ventura College Institutional Effectiveness Report)
- C8-09 CPC Minutes, February 2013
- C8-10 DCAP Summary of Planning Responses from college district and community focus groups
- C8-11 Email regarding District Master Planning Meeting on April 15, 2013

ACCREDITATION MIDTERM REPORT

DISTRICT RESPONSES TO TEAM RECOMMENDATIONS AND COMMISSION ACTION LETTER

Final Version Due October 15, 2013

[*Note: This document is written as if completed in October 2013.*]

District Recommendation 1. In order to meet the Standards, the District, in concert with the three Colleges, shall develop clearly defined organizational maps that delineate the primary and secondary responsibilities of each, the College-to-College responsibilities, and that also incorporate the relationship of major District and College committees established to assure the integrity of activities related to such areas as budget, research, planning, and curriculum. (IV.B.3.a-b, IV.B.3.g)

Conclusion from ACCJC Follow-Up Visit Evaluation Report (November 13-14, 2012):
The District, in concert with the three Colleges, completed its functional mapping and has incorporated College-to-College responsibilities and their relationship to the District. Further, there was evidence of incorporating District and College committees relating to budget, academic (curriculum) and student services, strategic planning and research. The teams concluded that VCCCD has addressed all components of this recommendation, resolved the deficiencies and now meet Standards.

Summary

During the period of February through June 2012, the District and Colleges, through the District Consultation Council, completed the work of revising the District-wide *Participatory Governance Handbook* to reflect a clearly defined organizational flow and functional mapping narrative and developed the *VCCCD Governance: Advisory and Recommendation Pathways*, a governance process chart that delineates and illustrates the relationships of major District and College committees. The *Participatory Governance Handbook* and its accompanying *VCCCD Governance: Advisory and Recommendation Pathways* ensure delineation of roles and responsibilities and provide venues within the District/College governance structure to host participatory dialogues.

The *Participatory Governance Handbook* review process and development of the *VCCCD Governance: Advisory and Recommendation Pathways* resulted in recommended changes to participatory governance groups, including the creation of a District Council on Accreditation and Planning (DCAP) to develop, monitor, and evaluate District-wide planning and accreditation cycle activities, and a District Council on Academic Affairs (DCAA) to advise the Chancellor regarding instructional program development and related Board policies, administrative procedures, and standard operating practices. Dialogue addressing gaps within existing governance committees further resulted in modifying the District Technical Review Workgroup (DTRW) and District Council on Student Learning (DCSL). The modified groups are called District Technical Review Workgroup – Instruction (DTRW-I) and District Technical Review

Workgroup – Student Services (DTRW-SS) and advise the District Council on Academic Affairs (DCAA) on academic and professional matters. DTRW-I and DTRW-SS focus on instruction and student services in program development and review/suggest revisions to Board policies and administrative procedures in these areas as needed.

The *Participatory Governance Handbook* was communicated District-wide, and constituents were given opportunities to provide input for improvement. The *Participatory Governance Handbook* was presented to the Board of Trustees for information in June 2012, and the Board approved an updated BP 2205 Delineation of System and Board Functions to include the completed *Participatory Governance Handbook* and functional mapping documents.

In fall 2012, the District Council on Accreditation and Planning (DCAP) completed a *VCCCD Operational/Functional Mapping Table* that supplements the Functional Mapping narrative provided in the District-wide *Participatory Governance Handbook*. The supplementary *VCCCD Operational/Functional Mapping Table* provides an “at-a-glance” view of functional mapping between the District and Colleges.

By revising the *Participatory Governance Handbook*, the District clearly delineates and communicates functions between the District and the individual Colleges and consistently adheres to this delineation in practice. The *Handbook* and its accompanying *VCCCD Governance: Advisory and Recommendation Pathways* serve as the manual of standard operations of District and Colleges in governance and operations. By clearly defining and delineating the roles and responsibilities of the District and the Colleges, effective and efficient services and support are provided to the Colleges to achieve the District’s vision and mission.

Progress on District Recommendation 1 for Improvement and Sustainability

The District and Colleges will assess, on an annual basis, the appropriateness of constituent role delineation and responsibilities involved in District-wide governance processes, identifying gaps in governance structures and resources, as well as the overall effectiveness of the process by administering online surveys and holding public forums to gather data for further refinement.

In February 2012, District Consultation Council and the Chancellor’s Administrative Council discussed and agreed upon a review process and timeline for the annual assessment of the *Participatory Governance Manual* and accompanying *VCCCD Governance: Advisory and Recommendation Pathways* and *VCCCD Operational/Functional Mapping Table*. During the period of February and March 2013, District Consultation Council members and the Chancellor’s Administrative Council members worked with constituencies at all three Colleges and the District Administrative Center to gather input for first review at the April 5, 2013 Consultation Council meeting.

District Recommendation 2. In order to meet the Standard, the District, in concert with the three Colleges, shall document evidence that a review of District Policies and Procedures that may impede the timely and effective operations of the departments of the Colleges has taken place and that appropriate modifications are made that facilitate the operational effectiveness of the Colleges. A calendar that identifies a timeline for the regular and consistent review of policies shall be developed. (IV.B.1.e)

Conclusion from ACCJC Follow-Up Visit Evaluation Report (November 13-14, 2012):
The teams found that VCCCD has developed a process to review, assess and modify policies and procedures of the District. There is strong evidence that procedures that impeded operational effectiveness were reviewed as part of the assessment and were refined to ensure efficiency and effectiveness. The District and Colleges have implemented a process that identifies impediments to effectiveness and provides a framework to minimize the impediment. The teams concluded that the process for assessment and improvement is sustainable. The teams concluded that the recommendation has been addressed, the deficiencies resolved, and the Standards met.

Summary

The Board of Trustees adopted a two-year policy/procedure review cycle calendar in March 2011. The review schedule was implemented and is being vigorously adhered to as evidenced by activities undertaken by the Board's Policy Committee and the subsequent placement of proposed, reviewed, and/or revised policies and administrative procedures on monthly Board agendas for action or information. District governance committees maintain meeting notes documenting policy/administrative procedure review and recommendations and have been requested to post agendas/minutes on the District or College websites.

To address the review and modification of policies and procedures that may impede operational effectiveness, policy/administrative procedure review and recommended changes follow the *VCCCD Governance: Advisory and Recommendation Pathways* as outlined in the *Participatory Governance Handbook* to ensure broad-based constituent input, consistency, and appropriate application across the District and Colleges. Governance committees and District/College constituents serving on governance committees are provided opportunities to review, analyze, and recommend suggestions for modification of policies/procedures under review that may present potential impediments and negatively impact the timely and effective operations of District/College departments. Constituent groups formulate recommendations to the Chancellor through consultation, and members are responsible to serve as a conduit for information and the catalyst for discussion on topics raised by District groups and within constituent groups.

To address extremely time sensitive policy or administrative procedures critical to District/College operational deadlines but subject to missing Policy Committee or Board Meeting timelines, governance committees can hold special meetings and/or present such time sensitive recommended policies and administrative procedures to the Chancellor or Chancellor's Cabinet for approval to advance to Policy Committee and the Board of Trustees.

As a result of dialogue by governance groups and constituent feedback, policy and administrative procedure modifications occurred to avoid impeding College operations and ensure consistency across the District/Colleges. For example, an employee accessible “Business Tools, Forms, and Procedures” SharePoint site was designed to facilitate consistent District-wide application of procedures, and a Field Trip/Excursion electronic workflow process was developed in conjunction with faculty and staff in response to faculty needs.

The process utilized for review and revising Board policies provides opportunities for all constituents to provide input and follows the established governance structure and committees before the Board of Trustees acts upon recommended changes or adoption of policies and administrative procedures. The Board continues to conduct effective Board meetings and more effective implementation of policies and administrative procedures.

Progress on District Recommendation 2 for Improvement and Sustainability

Since the most recent follow-up accreditation team visit in November 2012, all Board policies and administrative procedures have entered the cycle of review. Completion status as of October 2013 is as follows:

- Chapter 1 The District: complete
- Chapter 2 Board of Trustees: complete
- Chapter 3 General Institution: approximately 65 percent complete
- Chapter 4 Academic Affairs: approximately 80 percent complete
- Chapter 5 Student Services: approximately 5 percent complete
- Chapter 6 Business/Fiscal Affairs: approximately 90 percent complete
- Chapter 7 Human Resources: approximately 90 percent complete

The District continues to monitor the sequence, origination points, and appropriate constituency involvement in the two-year policy/procedure review process to systematically identify criteria and evaluate impacts of same on District/College operational effectiveness. The Board of Trustees committed to act in a manner consistent with its policies and administrative procedures by signing a strengthened Best Practices Agreement at a regularly scheduled Board meeting in March 2013.

To achieve continuous quality improvement across the District/Colleges, the “Business Tools, Forms, and Procedures” SharePoint site will be expanded to incorporate additional procedures, forms, and enhancements based on user suggestions. This process of regular updates will continue based on user input. The Human Resources Department reviews the electronic toolbox “HR Tools” on an ongoing basis to ensure the toolbox contains necessary and up-to-date materials for employees.

In fall 2012, the District Council on Accreditation and Planning (DCAP) designed and implemented an Employee Formal Communications Survey to collect and analyze feedback from employees about ways to improve the flow of information to and from the District through formal channels of the committee and governance structure and to identify any policies or procedures that need clarification or that are difficult to implement in practice. A summary of

the survey findings was discussed at District Consultation Council in spring 2013 and provided District-wide through a subsequent Chancellor's Update, which is distributed to employees, students, and Community Advisory Body members. The next annual Employee Formal Communications Survey is scheduled for fall 2013.

District Recommendation 3. In order to increase effectiveness, the Teams recommend that the District conduct a periodic outcomes assessment and analysis of its strategic planning and decision-making processes, leading to sustainable continuous quality improvement in educational effectiveness in support of student learning and district-wide operations. (IV.B.3)

Conclusion from ACCJC Follow-Up Visit Evaluation Report (November 13-14, 2012):
The teams found that there are well-defined processes to review the planning process, and timelines are clear and reasonable. The teams also found that outcomes assessment data and other elements of institutional effectiveness are integrated into both the District and College planning processes. There is a linkage between Recommendation 1 and 3 in that delineation of responsibility is important in addressing the decision-making process at VCCCD. There is indication that the process of assessment-related actions will lead to sustainable continuous quality improvement in effecting student success. The teams conclude that VCCCD has fully addressed this recommendation, resolved deficiencies, and now meets Standards.

Summary

To align with best practices in institutional planning, the Board of Trustees assessed the District's planning efforts using the ACCJC Rubric on Integrated Planning at its June 2012 Board Strategic Planning Session. Assessment outcomes suggested District practices and processes reflected many essential features of integrated planning, including a 10-year District Master Plan, Board goals and objectives with annual effectiveness reporting, annual Board planning sessions, and dialogue regarding efficacy of the planning process. The improved District-wide integrated planning process incorporates local College planning processes and reporting timelines.

The Board recognized process improvements were needed to reach and maintain the level of "sustainable continuous program improvement." Of particular importance was documentation of the planning process, affirmation of the planning cycle and timeline for creation of the next District Master Plan, and an orderly transition to improved practices from current activities. To that end, a transition plan and District-wide planning model timeline was adopted by the Board in August 2012. Subsequently, a *VCCCD Integrated Planning Manual* was developed to guide and document the planning process.

To assess District/College effectiveness, VCCCD created a District-wide *Institutional Effectiveness Report* that delineates outcomes for corresponding annual Board Goals. The *Institutional Effectiveness Report* provides three years of data for trend analysis and comparisons. The first report was presented at the June 2012 Board Planning Session and will be presented annually and institutionalized as a component of the standard assessment measure.

To assess its decision-making processes, the District, through Consultation Council during the period of February-June 2012, reviewed the *Participatory Governance Handbook* and substantially revised the deliberation and consultation process. The resulting structure, as documented in the *Handbook* under the *VCCCD Governance: Advisory and Recommendation*

Pathways, ensures that the deliberation, recommendation, and decision-making process is appropriate and functional.

The *Participatory Governance Handbook* review process and development of the *VCCCD Governance: Advisory and Recommendation Pathways* resulted in recommended changes to participatory governance groups, including the creation of a District Council on Accreditation and Planning (DCAP) to develop, monitor, and evaluate District-wide planning and accreditation cycle activities, and a District Council on Academic Affairs (DCAA) to advise the Chancellor regarding instructional program development and related Board policies, administrative procedures, and standard operating practices. Dialogue addressing gaps within existing governance committees further resulted in modifying the District Technical Review Workgroup (DTRW) and District Council on Student Learning (DCSL). The modified groups are called District Technical Review Workgroup – Instruction (DTRW-I) and District Technical Review Workgroup – Student Services (DTRW-SS) and advise the District Council on Academic Affairs (DCAA) on academic and professional matters. DTRW-I and DTRW-SS focus on instruction and student services in program development and review/suggest revisions to Board policies and administrative procedures in these areas as needed.

The *Participatory Governance Handbook* was communicated District-wide, and constituents were given opportunities to provide input for improvement. The *Participatory Governance Handbook* was presented to the Board of Trustees for information in June 2012, and the Board approved an updated BP 2205 Delineation of System and Board Functions to include the completed *Participatory Governance Handbook* and functional mapping documents.

In fall 2012, the District Council on Accreditation and Planning (DCAP) completed a *VCCCD Operational/Functional Mapping Table* that supplements the Functional Mapping narrative provided in the District-wide *Participatory Governance Handbook*. The supplementary *VCCCD Operational/Functional Mapping Table* provides an “at-a-glance” view of functional mapping between the District and Colleges.

The District and Colleges developed a revised District-wide Integrated Planning Cycle Timeline and District-wide *Institutional Effectiveness Report* that is data driven to assess District services and ensure periodic outcomes assessment and analysis of its strategic planning and decision-making processes, leading to sustainable, continuous quality improvement in educational effectiveness in support of student learning and District-wide operations. The District has established clearly defined roles of authority and responsibility between the Colleges and District, and it acts as the liaison between the Colleges and Board of Trustees.

Progress on District Recommendation 3 for Improvement and Sustainability

Following Board adoption of the District-wide Integrated Planning Cycle timeline and transition plan, the District and Colleges utilized the *VCCCD Integrated Planning Manual* to guide and document the planning process.

Description of the District Planning Process

The District's six-year *Master Plan* identifies over-arching goals and objectives that serve as the foundation for the *Strategic Plan*, the *Strategic Technology Master Plan*, and the *Facilities Plan*. The *Master Plan* may be updated prior to the end of the six-year period if warranted by a major change of conditions.

Research and data analysis provide information for district-wide dialogue that supports the development of the *Master Plan*. Annual and trend data are collected and analyzed in a number of areas, including:

- Demographic data and projections
- Economic projections
- Student access and enrollment data from feeder institutions and receiving institutions
- Student access and success data from the district colleges
- Long-term and short-term analysis of community needs as appropriate to mission
- Other sources of data identified as essential in the planning dialogue

The *Strategic Plan* is comprised of a limited number of high-priority, strategic goals derived from/based on the *Master Plan*. These three-year goals are further divided into objectives, each operationalized through measurable action steps. Each action step includes a timeline for completion, a description of the indicators of success, and the assignment of parties responsible for implementing the action. The Board of Trustees calls for the next three-year *Strategic Plan* when the term of the *Strategic Plan* expires or when all strategic goals and objectives have been achieved.

The goals and objectives of the six-year *Master Plan* are reviewed and approved by the Board of Trustees upon the recommendation of the Chancellor's Consultation Council, which serves as the primary District planning group. Upon receiving the *Master Plan*, Consultation Council (with the assistance of the District Council on Accreditation and Planning (DCAP)):

(1) identifies goals and objectives to implement first through the more narrow-in-scope *Strategic Plan*; (2) charges the appropriate District councils and College committees with the task of developing and implementing the action steps to support the *Strategic Plan's* goals and objectives; and (3) calls on these councils and committees to file periodic progress reports with the District Council on Accreditation and Planning (DCAP).

The new *Master Plan* is intended to cover the period from 2013 to 2019. The *Strategic Plan* will be developed during the fall 2013 semester and will span the period of 2013 to 2016. The *Facilities Master Plan* is a rolling five-year plan that currently spans from 2013 to 2018. The *Strategic Technology Master Plan* spans from 2011 to 2014. Subsequent iterations of these plans will be developed when the terms of these plans expire or if there is a major change of internal or external conditions.

Development of the 2013-2019 Master Plan

The development of a master plan should be a collaborative process, one in which the hopes and ideas of various stakeholders are synthesized into a coherent narrative that both inspires and directs specific goals and objectives. Below is the framework that was followed to create the 2013-2019 *Ventura County Community College District Master Plan*:

Laying the Foundation: In January 2013, the District Council on Accreditation and Planning (DCAP) proposed a preliminary timeline for the development and adoption of the *Master Plan*. The President of Ventura College (hereafter, “Planner”) was asked to lead the District and its three Colleges through the steps needed to produce a document for Board of Trustees review and consideration. Following this appointment, a preliminary methodology for seeking constituent input on key planning issues was developed and a draft implementation calendar was prepared.

Identification of Focus Group Participants and Key Discussion Topics: In January 2013, the District Council on Accreditation and Planning (DCAP) presented a preliminary list of questions to be discussed in constituent focus groups. The Chancellor’s Consultation Council modified and augmented these preliminary questions, resulting in the following list:

1. In light of increased state and national emphasis on student completion, what might be done in order to create clear pathways to degrees, certificates, and transfers?
2. In light of proposed unit caps and penalties for unsuccessful course attempts, what might be done in order to decrease course withdrawals and failing grades?
3. Is there anything about our relationship with our educational partners that could be improved or that needs to change?
4. In light of rapid technological advancements and increased options available for students on both the state and national level, what do we need to do to remain competitive in the online arena?
5. What should be the relationship of the three Colleges in our District to each other?
6. (Internal Groups): What must we do to retain organizational vitality?
OR
6. (External Groups): What could the District and its three Colleges do to better meet community needs?

Consultation Council also agreed to a common minimum set of constituent groups to participate in the focus group discussions. These were the Academic, Classified, and Student Senates; the College Administrative or Dean’s Councils; the District’s Community Advisory Board (as augmented by additional community representatives); and representatives from the College Foundation Boards.

Environmental Scan: Concurrently with the development of the focus group questions, the District’s institutional researchers were asked to compile an extensive scan of the external and internal environment, focusing on the variables that might impact district planning decisions. Where possible, county data was compared to state data.

External data included:

1. County demographics
2. Socioeconomic trends
3. Unemployment rates
4. Employment by sector
5. K-12 student demographics
6. High school graduation numbers and test scores
7. High school dropout rates
8. College-going rates

Internal data included:

1. Enrollment trends
2. Student demographics
3. Faculty and staff demographics
4. Student goals and majors
5. English, math and reading placements
6. BOG waiver statistics
7. Trends in numbers served by categorical programs
8. ARCC data
9. Degrees and certificates awarded
10. Numbers of transfers
11. Employment rate of CTE student cohorts
12. Number of students taking online courses
13. Number of students above a 90 unit threshold
14. Number of students who have tried and failed courses 3 or more times; courses attempted that fall into this category
15. Number of students who are on financial aid
16. Number of students who have been on financial aid for 12 or more semesters

Focus Groups: Thirteen individuals were identified by the Chancellor and the College Presidents to serve as facilitators of the focus groups. In February 2013, the Planner met with the identified facilitators to orient them to their task, to clarify the planning discussion questions that would be raised, to pilot a methodology for the focus groups, and to agree upon a methodology for documenting the results of the focus group discussions. Focus group discussions were held during the months of February and March 2013.

Open Space Forum: In April 2013, a large-group dialogue on the planning issues was held. At this meeting, the members of Consultation Council were joined by the 13 facilitators and by the members of the committees responsible for planning at the three Colleges. After reviewing the data prepared by the District's institutional researchers and hearing the synthesized results of College and District focus group discussions, the Open Space Forum format was used to enable the 80+ participants to further discuss the planning issues at greater length. The results of this large-group dialogue were synthesized by the Planner and used as the basis for the development of a proposed list of goals and objectives to serve as the foundation for the *Master Plan*.

Review and Revision: In May 2013, the first draft of the proposed *Master Plan* was shared with College and District constituent groups. District Consultation Council received the feedback on this draft and made modifications to the draft where necessary. The draft report was also reviewed and discussed by the Board of Trustees in June 2013, as part of their annual Board Planning Meeting. Work continued on a second draft of the plan during July 2013, and the revised document was shared with College and District constituent groups in August 2013.

Adoption: Consultation Council finalized the draft of the *Master Plan* in August 2013, and the plan was presented to the Board of Trustees in September 2013 for discussion and in October 2013 for adoption.

District Recommendation 4. In order to improve communications, the Teams recommend that the District assess the effectiveness of its formal communications and utilize constituency and community input/feedback data to implement improvements to ensure that open and timely communication regarding expectations of educational excellence, operational planning, and integrity continues and is enhanced at all levels of the organization. (III.A.3, IV.B.3)

Conclusion from ACCJC Follow-Up Visit Evaluation Report (November 13-14, 2012):
The teams found that communication between College employees and District staff members have improved significantly. The team determined that the VCCCD, in conjunction with the Colleges, now meets Standard III.A.3 and Standard IV.B.3. In their response to District Recommendation 4, the teams believe that the District and Colleges have met this recommendation and resolved the deficiencies.

Summary

The District, through Consultation Council, improved effectiveness of its formal communications as evidenced by a thorough review and revision of the District-wide *Participatory Governance Handbook*. In creating and adhering to an appropriate governance process chart, *VCCCD Governance: Advisory and Recommendation Pathways*, for formal consultation and dialogue, the District ensured venues for constituent feedback are available, well-defined, and understood. The *Handbook* will be thoroughly assessed through Consultation Council every three years to ensure ongoing effectiveness and demonstrate sustainable continuous quality improvement.

In March 2012, VCCCD implemented an annual governance committees' self-appraisal survey process to ensure assessment and improve formal communications within governance committee structures. Findings were discussed by committee members, and areas of potential improvement identified. In addition, formal governance committee/council activities occurring District-wide are communicated through the Chancellor's Update, which is posted on the District website and distributed to employees, students, and Citizens Advisory Body members.

To further utilize community input in strategic planning, the District surveyed an expanded Citizens Advisory Body to obtain feedback for consideration at the Board's June 2012 Strategic Planning Session. The survey obtained opinions regarding the District/Colleges' breadth of functions and perceived challenges to better inform the Board of Trustees in planning and deliberations. Significant findings reflected the need for the District to increase communication with community constituents regarding programs, services, and budget information. In addition, findings indicated community members identified the budget, alternative revenue resources, accreditation, partnerships, and college readiness as challenges currently facing VCCCD. Trustees commented the findings confirmed the importance of obtaining community input, and the Board agreed to increase the number of meetings with the Citizens Advisory Body to improve communication and ensure in-depth community participation in planning related to community needs.

The District is committed to continuous assessment of the effectiveness of its formal communication and utilized its constituency and community input/feedback data as a means to plan for continuous improvement. At the same time, the District and Colleges are demonstrating to the community that it and the three Colleges value open and timely communication with their constituents regarding expectation of educational excellence, operational planning, and integrity. High expectations are to be the norm at all levels of the organization.

Progress on District Recommendation 4 for Improvement and Sustainability

In March 2013, annual governance committees' self-appraisal surveys were distributed to governance committees (i.e., District Consultation Council, Administrative Technology Advisory Committee (ATAC); District Council on Accreditation and Planning (DCAP); District Council on Human Resources (DCHR); Institutional Research Advisory Committee (IRAC); District Council on Academic Affairs (DCAA); District Technical Review Workgroup-Instructional (DTRW-I); District Technical Review Workgroup-Student Services (DTRW-SS); District Council on Administrative Services (DCAS); and Instructional Technology Advisory Committee (ITAC)) to ensure assessment and improve formal communications within governance committee structures.

In fall 2012, the District Council on Accreditation and Planning (DCAP) initiated a survey of all employees related to constituency satisfaction with formal communications as a means to gauge effectiveness and provide opportunity for improvement. A summary of the survey findings was discussed at District Consultation Council in spring 2013 and provided District-wide through a subsequent Chancellor's Update, which is distributed to employees, students, and Community Advisory Body members. The next annual Employee Formal Communications Survey is scheduled for fall 2013.

The Board values the importance of obtaining community input and increased the number of meetings with the Citizens Advisory Body to improve communication and ensure in-depth community participation in planning related to community needs. Three Citizens Advisory Body meetings have been held since fall 2012. The October 2012 meeting focused on the Board's Goals and Objectives, the District budget, and accreditation. The January 2013 meeting focused on economic development. The District's Division of Economic Development provided an overview of current economic development activities, achievements, and future plans. Trustees and community members discussed opportunities for vital community-based needs and identify gaps in service delivery. Groups were assigned topics for discussion and reported findings in the areas of emerging sectors in the county, potential partnerships, outreach possibilities, and methods to address any gaps in training and workforce development. The April 2013 Citizens Advisory Body meeting focused on development of the District *Master Plan*. Additional Ventura County community leaders were invited to attend the April 2013 Citizens Advisory Body meeting as a means to obtain additional community input for the District *Master Plan*. Meeting assessment findings indicate Citizen Advisory Body members desire and appreciate interactive meetings with opportunities for discussion.

District Recommendation 5. In order to meet the Standard, the Board of Trustees shall complete an analysis of its self-assessment pursuant to Board Policy 2745 and formally adopt expected outcomes and measures for continuous quality improvement that will be assessed and reported as a component of the immediately succeeding self-assessment. (IV.B.1.g)

Conclusion from ACCJC Follow-Up Visit Evaluation Report (November 13-14, 2012):
After interviewing College employees, District staff, and individual Board members, the team concluded that the Board has implemented a professional development process to improve individual member's skills. This professional development process is dependent on an on-going self-evaluation to identify inefficiencies involving performance of Board members. The teams conclude that the District has met this recommendation.

Summary

The Board's annual self-evaluation process to assess Board performance is clearly defined in Board Policy/Administrative Procedure 2745 Board Self-Evaluation. The Board of Trustees improved the self-assessment instrument and implemented the self-evaluation process to complete the Board self-evaluation in advance of its June 2012 Board Planning Session in accordance with Board Policy 2745.

The full Board completed an analysis of its self-assessment and formally adopted outcomes and measures of Board performance. The assessment of those outcomes was an integral part of the annual evaluation. An external constituent assessment of the Board in the form of a survey to the District Consultation Council was established per Board Policy/Administrative Policy 2745 as part of the Board's annual self-assessment process. The results of the external assessment by District Consultation Council were discussed as part of the Board self-evaluation at the June 2012 Board Planning Session. The Board also accepted the survey results from the District Consultation Council and incorporated the findings into the Board's goal setting and performance enhancement activities.

In adopting the Board's Performance Goals, conducting the continuous self-assessment activities, and reviewing and improving the self-assessment instrument, the Board demonstrated a heightened vigilance toward self-reflection and continuous quality improvement. The assessment is focused upon Board performance as related to the Board's leadership and policy-making roles.

Progress on Recommendation 5 for Improvement and Sustainability

Per Policy 2745 Board Self-Evaluation, the Board's self-evaluation process is conducted annually. The Board's 2013 self-assessment process included the following activities:

- At the April 2013 Planning, Accreditation, Board Communications, and Student Success Committee (PACSS), PACSS reviewed existing self-evaluation survey instruments (i.e., Board’s self-evaluation, Board evaluation survey provided to District Consultation Council for feedback, and the Board’s monthly meeting assessment).
- In May 2013, the Board implemented its annual ongoing self-evaluation process per Board Policy/Administrative Procedure 2745. The Board of Trustees received the 2013 self-evaluation survey in electronic format for completion through the Chancellor’s Office, and District Consultation Council members were provided an opportunity to complete the Board Evaluation survey electronically through the Chancellor’s Office. The Board Survey was designed to gather feedback regarding Board Performance Goals, general evaluation, and individual Trustee reflective perspective. Participants were asked to indicate his/her opinions using a rating scale of “agree,” “partial agreement,” “disagree,” or “don’t know.” An option to provide comments was provided.
- The annual summative Board self-evaluation was conducted at the Board’s June 2013 Board Strategic Planning Session. Purpose and expected outcomes included evaluating Board performance; identifying and discussing areas for strengthening Board performance; incorporating identified areas in need of improvement into existing Board Performance Goals; and adopting updated Board Performance Goals. The Board’s self-evaluation process also included discussion of significant findings from a summary of the Board’s Monthly Meeting Assessments and a discussion of the results of the Board’s Annual Self-Evaluation and Consultation Council Evaluation of the Board.
- Following Board discussion in June 2013, Trustees assessed the Board’s progress in achieving performance goals and considered significant findings in the review and update of Board Performance Goals. The Board made recommendations for improvement and renewed the Board’s commitment to continue to strengthen Board performance. At a subsequent Board meeting in July 2013, the Board adopted its updated Board Performance Goals.
- Following the Board’s 2013 self-evaluation process, Board members completed a meeting assessment to ensure continuous quality improvement and effectiveness. Findings were provided for Trustee discussion.

District Recommendation 6. In order to meet the Standards, the Board of Trustees shall establish clearly written policies and corresponding procedures to ensure that decision-making is administered by staff in an equitable and consistent manner across and within the three Colleges. (III.A.3.a, III.A.4.c, IV.B.1.b-c)

Conclusion from ACCJC Follow-Up Visit Evaluation Report (November 13-14, 2012):
The teams were able to confirm that the Colleges receive equitable participation from the District Office regarding input on policies and procedures, which may affect their decision making process. College personnel cited examples of procedures that are implemented consistently and equitably across Colleges, such as the granting of early tenure. The teams conclude that the District Office has met this recommendation.

Summary

The District administered a three-pronged strategy to ensure Board established policies and administrative procedures are administered District-wide in an equitable and consistent manner:

1. Board policies and administrative procedures are reviewed on a two-year cycle with constituent input to ensure clarity and appropriateness in field implementation.
2. The Functional Mapping narrative in the *Participatory Governance Handbook* makes explicit the delineation of functions between the District and Colleges and clarifies where District/College sites have discretionary decision-making over operations and where uniformity in practice is mandated.
3. Formal communication channels are utilized to ensure Board policies and procedures are communicated to District-wide constituents.

The Board of Trustees adopted a two-year policy/procedure review cycle calendar in March 2011. The review schedule was implemented and is being vigorously adhered to as evidenced by activities undertaken by the Board's Policy Committee and the subsequent placement of proposed, reviewed, and/or revised policies and administrative procedures on monthly Board agendas for action or information. District governance committees maintain meeting notes documenting policy/administrative procedure review and recommendations and have been requested to post agendas/minutes on the District or College websites.

To address policies and procedures that may impede operational effectiveness or result in uniform practice concerns, policy/procedure review and recommended changes follow the implemented *VCCCD Governance: Advisory and Recommendation Pathways* outlined in the *Participatory Governance Handbook* to ensure broad-based constituent input, consistency, and appropriate application across the District and Colleges. The Functional Mapping narrative in the *Participatory Governance Handbook* explains the delineation of functions between the District and Colleges and clarifies where District/College sites have discretionary decision-making over operations and where uniformity in practice is mandated.

Governance committees and District/College constituents serving on governance committees are provided opportunities to review, analyze, and recommend suggestions for modification of policies/procedures under review that may present potential impediments or uniform application concerns in District/College departments. Committee members understand they attend meetings to represent constituent groups at a College or the District Administrative Center and serve as a conduit for information and catalyst for discussion on topics raised by District groups and within the constituent groups.

As a result of dialogue by governance groups and constituent feedback, policy and administrative procedure modifications occurred to avoid impeding College operations and ensure consistency across the District/Colleges. For example, an employee accessible “Business Tools, Forms, and Procedures” SharePoint site was designed to facilitate consistent District-wide application of procedures, and a Field Trip/Excursion electronic workflow process was developed in conjunction with faculty and staff in response to faculty needs.

To improve communication between Chancellor’s Cabinet and governance committees, actions taken in Chancellor’s Cabinet regarding policies and procedures are recorded in Chancellor’s Cabinet meeting notes, and the Chair/Co-Chairs of the appropriate governance committees are notified of actions taken in Chancellor’s Cabinet. In addition, the Director of Administrative Relations attends DTRW-I, DTRW-SS, and DCAA meetings as a guest to assist in maintaining consistent communication regarding review of policies and administrative procedures.

All Board policies and administrative procedures are monitored and tracked using a “Policy/Procedure Review Master Tracking Document,” and all active Board policies and procedures are available to District/College constituents and the public electronically via the District website. Constituents are provided District contact information on the District website for questions or requests related to policy and administrative procedures.

The District has consistently addressed the delineation of roles and responsibilities of the Chancellor and Board of Trustees as stated in Board Policy 2434. The Board delegates fully the responsibility and authority to the Chancellor to implement and administer Board policies without Board interference and holds the Chancellor accountable for the leadership and operation of the District and the Colleges. The Board continues to be cognizant and diligent in its responsibility for educational quality, legal matters, and financial integrity.

Progress on Recommendation 6 for Improvement and Sustainability

Since the most recent follow-up accreditation team visit in November 2012, all Board policies and administrative procedures have entered the cycle of review. Completion status as of October 2013 is as follows:

- Chapter 1 The District: complete
- Chapter 2 Board of Trustees: complete
- Chapter 3 General Institution: approximately 65 percent complete
- Chapter 4 Academic Affairs: approximately 80 percent complete
- Chapter 5 Student Services: approximately 5 percent complete

- Chapter 6 Business/Fiscal Affairs: approximately 90 percent complete
- Chapter 7 Human Resources: approximately 90 percent complete

The District continues to monitor the sequence, origination points, and appropriate constituency involvement in the two-year policy/procedure review process to systematically identify criteria and evaluate impacts of same on District/College operational effectiveness. The Board of Trustees committed to act in a manner consistent with its policies and administrative procedures by signing a strengthened Best Practices Agreement at a regularly scheduled Board meeting in March 2013.

To achieve continuous quality improvement across the District/Colleges, the “Business Tools, Forms, and Procedures” SharePoint site will be expanded to incorporate additional procedures, forms, and enhancements based on user suggestions. This process of regular updates will continue based on user input. The Human Resources Department reviews the electronic toolbox “HR Tools” on an ongoing basis to ensure the toolbox contains necessary and up-to-date materials for employees.

In February 2012, District Consultation Council and the Chancellor’s Administrative Council discussed and agreed upon a review process and timeline for the annual assessment of the *Participatory Governance Manual* and accompanying *VCCCD Governance: Advisory and Recommendation Pathways* and *VCCCD Operational/Functional Mapping Table*. During February and March 2013, District Consultation Council members and the Chancellor’s Administrative Council members worked with constituencies at all three Colleges and the District Administrative Center to gather input for first review at the April 5, 2013 Consultation Council meeting.

In fall 2012, the District Council on Accreditation and Planning (DCAP) designed and implemented an Employee Formal Communications Survey to collect and analyze feedback from employees about ways to improve the flow of information to and from the District through formal channels of the committee and governance structure and to identify any policies or procedures that need clarification or that are difficult to implement in practice. A summary of the survey findings was discussed at District Consultation Council in spring 2013 and provided District-wide through a subsequent Chancellor’s Update, which is distributed to employees, students, and Community Advisory Body members. The next annual Employee Formal Communications Survey is scheduled for fall 2013.

District Recommendation 7. In order to meet the Standards, the Board of Trustees shall assess its actions in relation to its policy making role and implement a program for ongoing Board member professional development to enhance and improve the demonstration of its primary leadership role in assuring the quality, integrity, and effectiveness of the student learning programs and services delivered by the District Colleges. (IV.A.3, IV.B.1. e-g)

Conclusion from ACCJC Follow-Up Visit Evaluation Report (November 13-14, 2012):
The efforts by the Board of Trustees to take responsibility for policing its own actions and implementing a continuous quality improvement professional development plan and calendar is commendable. The team was able to verify that all members of the Board of Trustees participates in all professional development activities to assure that they will carry out their duties and roles as policymakers. The teams conclude that the District has met this recommendation, resolved deficiencies, and now meets Standards.

Summary

The Board of Trustees committed to ongoing professional development as evidenced by Board Policy/Administrative Procedure 2740 Trustee Professional Development and the Board's March 2012 Best Practices Agreement. To demonstrate its commitment and accomplish this goal, the Board developed and adopted a "Professional Development 2012/2013 Calendar" of activities and began assessing the effectiveness of its external professional development activities to ensure that the full Board is in concordance on the content and value of its development experience. In fall 2012, to further the Board's professional growth related to Board roles and responsibilities, the Board integrated the evaluation of its internal professional development activities as part of its monthly Board meeting assessments.

During the period of November 2011 through October 2012, the Board participated in numerous professional development activities, including a visit by the President of the Accrediting Commission for Community and Junior Colleges (ACCJC); several Community College League of California Conferences; Parliamentary Procedure Training; and presentations in the areas of Role of Faculty in Accreditation Processes; Role of Academic Senates/Areas of Authority and Responsibility; External Leadership Role; Fiscal Affairs; Legal Affairs; Legislative Matters; Human Resources; Student Trustee Role; Program Discontinuance Process; and Enrollment Priorities.

A majority of Board professional development activities are based on "Board and CEO Roles, Different Jobs, Different Tasks," provided by the Community College League of California. Activities provided on the District premises are attended by the full Board, with the exception of excused absences. Off-site activities requiring travel are attended by a minimum of one or two Board members on behalf of the full Board. Board members attending off-site activities provided verbal reports to the full Board during a regularly-scheduled Board meeting to communicate the value of the professional development experience.

Board professional development activities demonstrate the Trustees' commitment to ongoing professional development to enhance and improve the demonstration of their primary leadership role in assuring the quality, integrity, and effectiveness of the student learning programs and

services delivered by the District and Colleges. Furthermore, the Board of Trustees took action to ensure that it reviews its members own ethical behavior and has procedures in place to advise, warn, sanction, and censure members regarding their conduct.

Progress on Recommendation 7 for Improvement and Sustainability

Since the most recent follow-up accreditation team visit in November 2012, two or more Board members have participated in the following professional development activities:

Date	Professional Development Activity
11/15/12	CCLC Annual Conference
01/12/13	Effective Board/Committee Meetings: Governance Issues and the Open Meetings Act, Ventura County Office of Education
01/22/13	Technical Assistance Visit (AB 1725) by Scott Lay (CCLC) and Michelle Pilati (Academic Senate for California Community Colleges)
01/25/13	CCLC Effective Trustee Conference
01/27/13	CCLC Legislative Conference
04/05/13	Board Communications Workshop
04/09/13	Board Role in Strategic Planning
05/03/13	Community College League of California, Trustees Annual Conference
05/14/13	Emergency Preparedness

In summer 2013, the Board, through its annual planning session, evaluated a summary of its professional development activity assessments to ensure continued growth related to roles and responsibilities, governance, effective policy and decision-making, organizational effectiveness, and ethics. A 2013-14 annual calendar of professional activities was established by the Board of Trustees at the Board’s Strategic Planning Session in June 2013.

Commission Concern (February 1, 2012). The team report confirmed that board development activities had been provided and all board members were encouraged to attend. At the same time, the team expressed concern about the consistency and long-term sustainability of the Board's demonstration of its primary leadership role and reiterates its recommendation for evidence of ongoing professional development for all Board members. Specifically, the Commission notes a particular board member's disruptive and inappropriate behavior and the entire board's responsibility to address and curtail it. (Eligibility Requirement 3; Standard IV.B.1.g, h, i) The Commission also notes that the continued behavior and non-compliance of the District jeopardizes the accreditation of the VCCCD Colleges.

Conclusion from ACCJC Follow-Up Visit Evaluation Report (November 13-14, 2012): *The teams acknowledged the systematic work that the Board of Trustees and Chancellor have made in addressing the Commission Concern. The Board has recognized and taken seriously that it must take control of its actions and maintain its focus on the "The Big Three" i.e., accreditation, budget, and new leadership. Through interviews with College employees and reviewing the evidentiary documents, the teams were able to confirm that Board members understand their roles and responsibilities as policy-making and professional development.*

Board members made statements that were confirmed through interviews, that their role has improved greatly, representing a noticeable change in the Board's attitudes. Employees are hopeful about the sustainability of this change, but during some employee interviews, concern was expressed about the sustainability of the Board's behavior.

At this point, even though it has only been nine months, the Board of Trustees has resolved the Commission Concern. It will be extremely important that this area of Board leadership and behavior be reviewed in the Mid-term report in 2013 for further evidence of sustainability.

Eligibility Requirement 3: *In order to meet this requirement, the Board needs to demonstrate a consistent and sustainable ability to effectively function as a Board in carrying out its responsibility for the quality, integrity, and financial stability of the District and for ensuring that the District's mission is being carried out. The individual members of the Board must demonstrate their ability to operate impartially on all matters relative to District business to secure and ensure the academic and fiscal integrity of the District. The Board has demonstrated exceptional progress in addressing this Requirement, but the Mid-term report in 2013 will need to show evidence of the sustainability of the Board's efforts to be fully compliant with this Eligibility Requirement.*

Standard 1V.B.1.g: *The Board reviewed BP 2745 and modified its self-evaluation instrument following the comprehensive visit in November 2011. The follow-up team reported in its November 2012 report that the Board had developed objectives and eleven measurable activities for the 2011-2012 academic year, and an evaluation and analysis of achievement of these outcomes would occur at a Board session in May/June 2012. The Board completed this cycle and conducted an assessment of this process. The Board has met compliance with this Standard.*

Standard 1V.B.1.h: *The Board took serious action to revise and strengthen BP 2715 to more clearly identify expected behavior displayed by each member of the Board of Trustees. It further added language that identified various forms of sanction that could be administered in the event of a violation of this Board policy. The Board should be commended for taking this action. The Board has demonstrated enforcement of these policies to correct the behavior of at least two Board members. Reports from interviews indicate that the Board behavior has definitely improved during the period of time the new policies have been in force. To meet compliance with this Standard, the Board will need to provide evidence for the Mid-term report that the changes are sustainable.*

Standard 1V.B.1.i: *The Board has demonstrated that it has a desire to be informed and involved in the accreditation process. The evidence of its study session with ACCJC staff in November 2011, its special Board meeting in February 2012, the District Council on Accreditation and Planning was established in March 2012, attending accreditation sessions for Trustees at the November 2012 Community College League of California annual conference, and a technical assistance visit from ACCJC in January 2013 indicate the Board's sincere efforts to be knowledgeable and conversant on accreditation matters. The Board has met compliance with this standard.*

Summary

Board Acknowledgement of Commission Concern and Commitment to Reach Compliance

As evidenced by the Board's March 2012 Commission Concern Special Report, the Trustees acknowledged the Commission's Concern regarding Board governance and implemented a systematic approach in responding to the Commission Concern. Actions included:

- Conducted a Special Board meeting to determine a course of action to address the Commission's February 2012 action letter;
- Accepted "Ground Rules" for all Board and Board committee meetings as defined by the ACCJC;
- Reviewed California Community College League "Board and CEO Roles, Different Jobs, Different Tasks" and implemented professional development activities to delineate Board roles within a scope of best practices;
- Discussed the Association of Community College Trustees "Role of a Trustee" and the California School Board Association's "Professional Governance Standards";
- Reviewed policies and administrative procedures related to Board roles and responsibilities (i.e., BP 2200 Board Duties and Responsibilities; BP 2430 Delegation of Authority to CEO; BP 2434 Chancellor's Relationship with the Board; BP 2715 Board Code of Ethics/Standards of Practice; AP 2715-A Code of Ethics; AP 2715-B Standards of Practice; BP/AP 2720 Board Member Communication; BP/AP 2740 Trustee Professional Development; BP/AP 2745 Board Self-Evaluation) and further strengthened and aligned policies to accreditation standards;
- Committed to adhere to Board policies and procedures and hold all Board members accountable to provisions contained within Board policies and procedures;

- Committed to participate in Board professional development activities at least once per quarter; and
- Executed a Board of Trustees Best Practices Agreement in March 2012 under Board Policy 2715 Board Code of Ethics/Standards of Practice.

Board's Role and Board Member Mutual Responsibility to Monitor for Compliance

In complying with Standard IV.B.1.h., the Board took significant action following the March 2012 Commission Concern Special Report and the April 2012 accreditation team visit. In response to the Commission's Concern regarding a particular Trustee's role violations and the Board's lack of addressing and curtailing the Trustee's behavior, Board members improved policies and procedures to govern the actions of the entire Board to function effectively. One specific Board action taken in June 2012 was to strengthen Board Policy 2715 Board Code of Ethics/Standards of Practice and Administrative Procedure 2715-A Board Code of Ethics by including an opportunity for constituents to make verbal complaints in addition to written complaints.

Evidence of improved Board behavior was demonstrated when Board Policy 2715 Board Code of Ethics/Standards of Practice and Administrative Procedure 2715-A Board Code of Ethics were invoked by the Board on two occasions in 2012 to address an alleged violation of the Board of Trustees Best Practices Agreement and an inappropriate comment made by a Trustee. The Board Chair addressed the alleged violations by taking action in accordance with BP 2715/AP 2715-A Board Code of Ethics/Standards of Practice. Upon findings of sufficient cause, resolution was reached in both situations following discussion with the parties involved.

One Trustee's role and presence on the Oxnard College campus was clarified when the Trustee submitted a letter for the record describing his job responsibilities with the Ventura County Human Services Department and confirming no direct business is conducted with Oxnard College personnel as a result of his assigned work space in the College environment.

Board Self-Assessment and Continuous Improvement

To demonstrate compliance with Standard IV.B.1.g, the Board's annual self-evaluation process to assess Board performance is clearly defined in Board Policy/Administrative Procedure 2745 Board Self-Evaluation. The Board of Trustees improved the self-assessment instrument and implemented the self-evaluation process to complete the Board self-evaluation in advance of its June 2012 Board Planning Session in accordance with Board Policy 2745.

The full Board completed an analysis of its self-assessment and formally adopted outcomes and measures of Board performance. The assessment of those outcomes was an integral part of the annual evaluation. An external constituent assessment of the Board in the form of a survey to the District Consultation Council was established per Board Policy/Administrative Policy 2745 as part of the Board's annual self-assessment process. The results of the external assessment by District Consultation Council were discussed as part of the Board self-evaluation at the June 2012 Board Planning Session. The Board also accepted the survey results from the District

Consultation Council and incorporated the findings into the Board's goal setting and performance enhancement activities.

In adopting the Board's Performance Goals, conducting the continuous self-assessment activities, and reviewing and improving the self-assessment instrument, the Board demonstrated a heightened vigilance toward self-reflection and continuous quality improvement. The assessment is focused upon Board performance as related to the Board's leadership and policy-making roles.

Professional Development Focus on Accreditation: Eligibility Requirement 3 and Accreditation Standard IV

To demonstrate compliance with Standard IV.B.1.i, the Board of Trustees committed to ongoing professional development as evidenced by Board Policy/Administrative Procedure 2740 Trustee Professional Development and the Board's March 2012 Best Practices Agreement. To demonstrate its commitment and actions to sustain efforts to be fully engaged with all aspects of the accreditation process, the Board adopted a "Professional Development 2012/2013 Calendar" of activities that included professional development activities in the area of accreditation.

During the period of November 2011 through October 2012, the Board participated in numerous professional development activities involving the accreditation process, including a visit by the President of the Accrediting Commission for Community and Junior Colleges (ACCJC); two Community College League of California Conferences; a Special Board Meeting; an Ad Hoc Strategic Planning Committee and Chancellor Visit with the ACCJC President; and presentations in the areas of Role of Faculty in Accreditation Processes and Role of Academic Senates/Areas of Authority and Responsibility.

Professional development activities related to the accreditation process provided on the District premises were attended by the full Board, with the exception of excused absences. Off-site activities requiring travel were attended by a minimum of one or two Board members on behalf of the full Board. Board members attending off-site activities provided verbal reports to the full Board during a regularly-scheduled Board meeting to communicate the value of the professional development experience.

In August 2012, the Board formally established the Planning, Accreditation, and Communication (PAC) Committee. PAC ensures District and College planning is comprehensive and meets organizational and community needs, as well as Accrediting Commission Standards. The committee also reviews, tracks District practices and activities for alignment with Accrediting Commission Standards, and receives reports on College progress toward meeting Accrediting Commission Standards. PAC ensures the Board is informed regarding all accreditation matters within the District, and that Board communication is ongoing, timely, transparent, and meets organizational and community needs.

To maintain successful application of policies and procedures, to ensure the Board continues to fulfill its primary leadership role, and to meet the Eligibility Requirement 3 Accreditation Commission Standard IV, the Board and Chancellor scheduled a special September 2012 Board

Workshop to develop additional strategies to build and sustain stronger formal communication; accountability; enhance working relationships between Trustees and between the Chancellor and Trustees to align with Board Policy 2434 Chancellor's Relationship with the Board; and to ensure Trustees adhere to their conflict of interest policy and not interfere with the impartiality of other Trustees or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Progress on Commission Concern for Improvement and Sustainability

The Board of Trustees continues to demonstrate its commitment to consistency and long-term sustainability as evidenced by actions related to its primary policy-making leadership role, accountability, self-assessment, ongoing professional development activities, and accreditation. Outcomes are intended to ensure the quality, integrity, stability, and mission of the District.

Board's Responsibility to Monitor for Compliance

In complying with Standard IV.B.1.h., the Board again took action to improve policy and procedure to govern the actions of the entire Board to function effectively. A specific action taken by the Board on March 12, 2013 was to further strengthen Board Policy 2715 Board Code of Ethics/Standards of Practice and Administrative Procedure 2715-A Board Code of Ethics by including statements of clarity that addressed Trustees' responsibility to advocate, defend, and represent the District and Colleges equally, exercise authority only as a Policy Board, and fully support Board actions as a unit once taken. Under Board Policy 2715 Board Code of Ethics/Standards of Practice, the Board also executed a strengthened Board of Trustees Best Practices Agreement.

On April 5, 2013, the Board held a special Board Workshop to strengthen Board communications. Outcomes were documented in Board Workshop minutes.

Effective spring 2013, one Trustee, whose presence on the Oxnard College campus was required due to job responsibilities with the Ventura County Human Services Department, moved County offices to a new location.

Board Self-Assessment

To demonstrate ongoing compliance with Standard IV.B.1.g, the Board conducts its self-evaluation process annually per Policy 2745 Board Self-Evaluation. The Board's 2013 self-assessment process included the following activities:

- At the April 2013 Planning, Accreditation, Board Communications, and Student Success Committee (PACSS), PACSS reviewed existing self-evaluation survey instruments (i.e., Board's self-evaluation, Board evaluation survey provided to District Consultation Council for feedback, and the Board's monthly meeting assessment).
- In May 2013, the Board implemented its annual ongoing self-evaluation process per Board Policy/Administrative Procedure 2745. The Board of Trustees received the 2013

self-evaluation survey in electronic format for completion through the Chancellor’s Office, and District Consultation Council members were provided an opportunity to complete the Board Evaluation survey electronically through the Chancellor’s Office. The Board Survey was designed to gather feedback regarding Board Performance Goals, general evaluation, and individual Trustee reflective perspective. Participants were asked to indicate his/her opinions using a rating scale of “agree,” “partial agreement,” “disagree,” or “don’t know.” An option to provide comments was provided.

- The annual summative Board self-evaluation was conducted at the Board’s June 2013 Board Strategic Planning Session. Purpose and expected outcomes included evaluating Board performance; identifying and discussing areas for strengthening Board performance; incorporating identified areas in need of improvement into existing Board Performance Goals; and adopting updated Board Performance Goals. The Board’s self-evaluation process also included discussion of significant findings from a summary of the Board’s Monthly Meeting Assessments and a discussion of the results of the Board’s Annual Self-Evaluation and Consultation Council Evaluation of the Board.
- Following Board discussion in June 2013, Trustees assessed the Board’s progress in achieving performance goals and considered significant findings in the review and update of Board Performance Goals. The Board made recommendations for improvement and renewed the Board’s commitment to continue to strengthen Board performance. At a subsequent Board meeting in July 2013, the Board adopted its updated Board Performance Goals.
- Following the Board’s 2013 self-evaluation process, Board members completed a meeting assessment to ensure continuous quality improvement and effectiveness. Findings were provided for Trustee discussion.

Professional Development Focus on Accreditation: Eligibility Requirement 3 and Accreditation Standard IV

To demonstrate ongoing compliance with Standard IV.B.1.i, the Board of Trustees remains committed to ongoing professional development as evidenced by Board Policy/Administrative Procedure 2740 Trustee Professional Development and the Board’s March 2013 Best Practices Agreement. Since the most recent follow-up accreditation team visit in November 2012, two or more Board members have participated in the following professional development activities that included the area of accreditation:

Date	Professional Development Activity
11/15/12	CCLC Annual Conference
01/12/13	Effective Board/Committee Meetings: Governance Issues and the Open Meetings Act, Ventura County Office of Education
01/22/13	Technical Assistance Visit (AB 1725) by Scott Lay (CCLC) and Michelle Pilati (Academic Senate for California Community Colleges)
01/25/13	CCLC Effective Trustee Conference

04/05/13	Board Communications Workshop
04/09/13	Board Role in Strategic Planning
05/03/13	Community College League of California, Trustees Annual Conference

In summer 2013, the Board, through its annual planning session, evaluated a summary of its professional development activity assessments to ensure continued growth related to roles and responsibilities, governance, effective policy and decision-making, organizational effectiveness, and ethics. A 2013-14 annual calendar of professional activities was developed by the Board of Trustees at the Board’s Strategic Planning Session in June 2013 to demonstrate its ongoing commitment to sustain efforts to be fully engaged with all aspects of the accreditation process.

In March 2013, the Board modified the Planning, Accreditation, and Communication (PAC) Committee to include “Student Success” (PACSS). PACSS continues to meet monthly or as needed to ensure District and College planning is comprehensive and meets organizational and community needs, as well as Accrediting Commission Standards. The committee also reviews, tracks District practices and activities for alignment with Accrediting Commission Standards, and receives reports on college progress toward meeting Accrediting Commission Standards. PACSS ensures the Board is informed regarding all accreditation matters within the District, and that Board communication is ongoing, timely, transparent, and meets organizational and community needs.

Commission Concern (January 31, 2011): The Commission noted that a recent HR audit revealed a lack of minimum qualifications and/or equivalencies for a total of 110 full- and part-time faculty district-wide. The District reported it is currently engaged in the formal review and verification of degrees for all new hires and for those who lack an equivalency review at each of the Colleges. The Commission requires the results of that review be included in the October 2011 Follow-Up Report from all three Colleges. (Standard III.A.2)

Conclusion from ACCJC Follow-Up Visit Evaluation Report (10/31/11-11/1/11):
The team finds District and Colleges have adequately responded to the Commission Concern and have fully addressed the human resources issue regarding the lack of minimum qualifications of specific instructors. The team recommends the District continues its vigilance and rigor in its faculty hiring practices and encourages the implementation of the technology-based system for recording and monitoring HR qualifications currently under consideration.

Summary

To identify any potential deficiencies in the area of minimum qualifications and/or equivalencies for full-time and part-time faculty, the District Human Resources Department conducted a thorough and systematic audit of faculty personnel files and a multi-tiered follow-up process with affected faculty members. The District and Colleges ultimately affirmed the minimum qualifications for nearly 100 instructors. A full remediation of personnel files occurred and now includes appropriate academic transcripts and/or approved equivalencies for all teaching faculty.

Progress on Commission Concern for Improvement and Sustainability

This work has been completed, and an additional response was not requested in the Commission's most recent action letter dated February 11, 2013. All faculty hires are reviewed by the Director of Employment Services/Personnel Commission prior to being hired to ensure they meet minimum qualifications or have been granted an equivalency in the discipline. In addition, the Human Resources Department implemented a system by which a faculty member's discipline is cross-checked with the discipline of the course at the time of assignment to ensure faculty are teaching in the discipline for which they were hired and deemed qualified.