Ventura College Academic Senate
Agenda
Thursday, May 2, 2013
1:30-3:30 pm
Multidiscipline Center West (MCW) – 312

I. Call to Order
II. Public Comments
III. Acknowledgement of Guests
    a. Bill Hart (VC Title V *Velocidad* Grant Director – 2:30pm Time Certain)
IV. Approval of minutes
    a. April 18, 2013
V. Study Sessions
    a. Ventura College Academic Senate Accomplishments
    b. Ventura College Academic Senate Annual Survey
    c. Student / Faculty Strategies that Lead to Student Success
VI. Action Items
    a. Ventura College Academic Senate Annual Survey report
    b. Ventura College Academic Senate Self-Assessment Survey report
    c. Distance Education Handbook (Second Reading)
    d. MOU Defining "Mutually Agree" Between the MC, OC and VC Academic Senates (Second Reading)
    e. BP/AP 4022 – Course Approval (Second Reading)
    f. AP 7120 F – Interim Managers: Recruitment and Selection (First Reading)*
    g. VCCCD Educational Master Plan, 2013-2019 (First Reading)
VII. President's Report
    a. Statewide Academic Senate Spring Plenary session report
    b. Administrative Council report
    c. DCHR, DCAS, DCAP reports
VIII. Vice-President's Report
    a. DCAA report
IX. Senate Subcommittee reports
    a. Curriculum Committee report
    b. Other Senate Committees reports
X. Campus Committee reports
    a. Campus Committees reports
XI. Announcements
    a. Ventura College Academic Senate Annual Award Winners
XII. Public Comments
XIII. Adjournment

*First and Second reading requested

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

AND Other academic and professional matters as mutually agreed upon.

Ventura College Academic Senate

May 2, 2013

IV. a. Approval of Minutes

Draft April 18, 2013 Minutes

Ventura College Academic Senate
Minutes
Thursday, 18 April 2013   MCW-312

I. Call to Order
    This meeting was called to order at 1:37 p.m. The following senate members were present:
        Coffey, Colleen—Social Sciences, Arts, and Humanities
        Enfield, Amanda—English and Learning Resources
        Forde, Richard—Career and Technical Education
        Guillen, Guadalupe—Student Services
        Haines, Robbie—Senate Secretary
        Hendricks, Bill—Social Sciences, Arts, and Humanities
        Kolesnik, Alex—Mathematics and Sciences
        Lange, Cari—Senate Vice President
        Muñoz, Paula—Student Services
        Parker, Jennifer—Career and Technical Education
        Pauley, Mark—Senate Treasurer
        Rose, Malia—Mathematics and Sciences
        Sandford, Art—PE/Athletics, Communication Studies, Foreign Languages, and ESL
    The following guest was present:
        Evan Hawkins—FACCC

II. Public Comments
    No public comments were made.

III. Acknowledgement of Guests—Evan Hawkins, FACCC
    Hawkins introduced FACCC and described what it is. FACCC is the only legislative voice for community
    college faculty in the state; it is faculty-driven and -managed. He noted that there has been a 21%
    reduction in courses offered at community colleges, and that 500,000 students are currently being turned
    away because of budget cuts. He discussed upcoming legislation regarding the potential use of MOOCS to
    meet student demand, and regarding a 2-tier education system in which students could take additional
    summer or winter courses but at unsubsidized rate. (The FACCC is adamantly opposed to that.) He noted
    that the FACCC is working toward fully funding all community colleges, taking them back to their "original
    promise." He recommended that all faculty use the "point and click" feature of the FACCC website, which
    is a fast and direct way for faculty to contact legislators.

IV. Approval of minutes—4 April 2013
    Pauley motioned to approve those minutes, Rose seconded. The motion was approved 10–0–2, with
    Parker and Muñoz abstaining.

V. Study Sessions—Ventura College Student Success Scorecard (a.k.a. ARCCC 2.0)
    Lange described the changes to ARCCC reporting established in this document. VC will now only be
    compared to our past performance from now on, rather than to cohort schools. Lange solicited comments
    on what this report says about our District. Low completion rates for ESL was discussed by senators. The
    reason for these low completion rates was not known, but may be due to cuts in courses overall, cuts in
    courses taught bilingually and in Spanish, and cuts in the funding of support services (e.g. for tutoring).
    Consensus was reached that data on persistence rates in bilingual programs should be gathered to see if
    we can replicate former successes. It was opined that Title V grant money should be tied to efforts to
    improve this success rate. The high success rate of the CTE program was discussed.

VI. Action Items
   a. Program Review/Discontinuance Rubrics for Instructional Programs
      Lange pointed out changes to this document, some substantial, some insubstantial. She solicited comments and/or questions. Some programs naturally have success rates that are higher or lower than average, and the potential unfairness of comparisons between those programs was discussed. Comparisons to statewide averages were discussed as an alternative. Wording was changed on the document to reflect this idea. Guillen motioned to approve the document with the change, Sandford seconded. The motion carried 11–1–0 with Muñoz opposed.

   b. Distance Education Handbook (Second Reading)
      This item was not yet ready for review.

   c. BP/AP 5052—Open Enrollment (Second Reading)
      Sandford motioned to approve this document and those from sections VI.d.–g. (below), Kolesnik seconded. In discussion, it was opined that faculty that work with students should be part of developing any Student Equity plan (BP/AP 5300, section VI.d., below). Wording on that document was altered to reflect this change. Additional discussion about VI.e.–g ensued, and it was noted that the ASVC is currently considering these matters. The motion carried 11–0–1 with these changes with Coffey abstaining.

   d. BP/AP 5300—Student Equity (Second Reading)
      See section VI.c., above.

   e. BP/AP 5500—Standards of Conduct (Second Reading)
      See section VI.c., above.

   f. BP/AP 5520—Discipline Procedure (Second Reading)
      See section VI.c., above.

   g. BP/AP 5530—Student Rights and Grievances (Second Reading)
      See section VI.c., above.

   h. VC/VCCCD Accreditation Midterm reports (First Reading)
      Lange noted that this document will change, recommended we move it to second reading. Kolesnik motioned to do so, Forde seconded. The motion carried 11–0–1 with Hendricks abstaining.

   i. MOU Defining "Mutually Agree" Between the MC, OC, and VC Academic Senates (First Reading)
      Lange noted that this is not an official policy that the Board could approve and/or enforce, just a collegial agreement that this is how we will proceed in such cases. Pauley motioned to move this document to second reading, Sanford seconded. The motion carried unanimously.

   j. VCCCD College Completion Challenge Resolution (First Reading)
      Lange explained the origin of this document, and senators questioned its utility, given that we already have a Mission Statement as well as definitions for student and program successes. Muñoz motioned to table this document, Forde seconded. The motion carried unanimously.

   k. BP/AP 4022—Course Approval (First Reading)
      Sandford motioned to approve this document, Pauley seconded. Discussion ensured regarding Chancellor's and faculty's roles in this process. The motion carried unanimously.

VII. President's Report
   a. Consultation Council report
      Lange reported via Peter Sezzi (who was attending the State Academic Senate Plenary Meeting) that the Completion Challenge Resolution was discussed, as were the few, minor changes to the Participatory Governance Handbook.

   b. Board of Trustees meetings reports
      Lange described Chancellor's attempt to procure additional District funding from Board. The resolution on participatory governance was approved by Board.

   c. Administrative Council report
      A list of which Divisions had and had not met the 15 April deadline for SLO rotational plans was generated on 16 April (i.e. the very next day), and this list was distributed to all Deans. Lange noted that Ty and Debbie worked very hard to get our SLO system to where it is now, and that their efforts are greatly appreciated. Lange reported that Federal Work Study funds were reduced by 50%, rather than the expected 5%. Alma Rodriguez, Victoria Lugo, and Susan Bricker will work on a mechanism of more fairly distributing the remaining student worker funds. The advantages of a lottery for this funding was discussed, as was evaluating historical usage as a way of determining proportional allotment of those funds. Establishing a rationale for particular departments' requests was also discussed.

   d. District Educational Master Plan Focus Group report
      A draft will be presented for first reading at the next Senate meeting.

   e. DCAS, ITAC reports
      DCAS: Lange informed senators of changes to BPs and APs which had been discussed, noting that they don't apply to Senate significantly. ITAC: Sandford reported that Course Studio is changing, and that a question now being asked is if VC should re-train users or move them onto Desire to Learn. Desire to Learn training was discussed—it's available to everybody, and it's recommended for everybody so that flexibility of course assignment can be maintained if online courses open up.

VIII. Senate Subcommittee reports
   a. Curriculum Committee report
      There was nothing to report.

   b. Other Senate Committees reports
      Sandford informed senators of ballots for Faculty Recognition Awards. Lange reminded senators of links to Senate surveys.

IX. Campus Committee reports
   a. Campus Committees reports
      There was nothing to report.

X. Adjournment
      This meeting adjourned at 3:04 p.m.

Ventura College Academic Senate

May 2, 2013

V. a. Study Sessions

Ventura College Academic Senate Accomplishments

Academic Senate Goals for Academic Year 2012-2013

Relations and Communications

- Generally, continue the great strides taken that have improved communication: within the college; college-to-college; college-to-district
- Specifically, improve communications with Human Resources, especially in regards to the hiring and class assignment process
- Support the faculty
- Continue to invite Trustees attend Senate meetings

Succession Planning and Sustainability Issues

- Work with all constituencies on campus to focus on succession planning at all levels: District management, College management, faculty leadership roles
- Continue oversight of district operations

College Level Operations

- Conduct Study Sessions to explore the following topics:
  - Redefine "program"/ rename "program review"
  - Address W deadline
  - Explore +/- grading option
  - Continue work on academic calendar

NOTE: *Suggestions for Senate Goals collected at the first Senate meeting on Aug 23, refined at our second Senate meeting on Sept 6. Goals were transcribed and organized by Vice-President Cari Lange. The entire list was approved at the third regularly-scheduled Senate meeting on Sept 20.*

Ventura College Academic Senate

May 2, 2013

V. b. Study Sessions

Ventura College Academic Senate Annual Survey

See Agenda VI.a. (see pages 16-71)

Ventura College Academic Senate

May 2, 2013

V. c. Study Sessions

Student/Faculty Strategies that Lead to Student Success

Faculty Perspectives

On Why Students Struggle

Between March 4 and April 16, 2013, 45 Ventura College faculty members were interviewed to learn their perspectives on why Ventura College students have difficulty earning a "C" or better grade in their classes. Each faculty member taught at least one section of a course identified as one of "20 High Risk Barrier Courses that Negatively Impact VC Transfer Velocity and Contribute to the Transfer Gap for Hispanic Students." These courses, from Fall 2010 and Spring 2011, were identified as part of the research for writing the Title V – *Velocidad* grant. Fourteen of the faculty members interviewed taught at least one evening course and five taught at least one on-line section.

Below are their observations listed in descending order from the most frequently cited comment to the least often mentioned:

Comment	Times Mentioned	% of 45 Faculty
1. The course rigor exceeded the students' expectations.	34	75.6%
2. Students are not prepared from high school.	33	73.3%
3. Students have weak study skills.	31	68.9%
4. Incoming students have no understanding of college (procedures, departments, acronyms, services)	19	42.2%
5. Students do not read critically.	17	37.8%
6. Students' out-of-class responsibilities interfere with studying.	16	35.6%
7. Students don't buy the textbook.	15	33.3%
8. The course vocabulary is challenging.	13	28.9%
9. The course is a low priority for the student.	10	22.2%
10. Students don't understand why the course matters.	10	22.2%
11. Class size is too large.	8	17.8%
12. Students have a fear of science and math courses.	7	15.6%
13. There are fewer academic support options than in previous years.	7	15.6%
14. SLOs cause pressure to "dumb down" courses.	7	15.6%

15. Lack of family support.	6	13.3%
16. Students don't take the responsibility for guiding their own education.	6	13.3%
17. Inappropriate referral from counseling.	6	13.3%
18. Students have difficulty understanding processes.	5	11.1%
19. Poor attendance.	5	11.1%
20. Students just won't do the work.	5	11.1%
21. Economics – using financial aid for income.	4	8.9%
22. Students lack technical savvy.	4	8.9%
23. The Ventura "Promise" draws unprepared students.	4	8.9%
24. Many students have major behavioral problems.	4	8.9%
25. Students do not understand the "big" picture (relationship of class to graduation to career to Future earnings)	4	8.9%
26. Evening classes have different issues.	3	6.6%
27. Student shyness inhibits making friends.	3	6.6%
28. The subject challenges the religious or cultural beliefs.	3	6.6%
29. There are uneven grading standards among faculty.	3	6.6%
30. State transfer policies discourage students from attending community colleges.	2	4.4%
31. Some academic support options are not available at night.	2	4.4%
32. Many students (especially evening students) have no desire to transfer.	2	4.4%
33. Students will not see a counselor.	2	4.4%
34. There is an expectation that when students pay Tuition they deserve a passing grade.	2	4.4%
35. Students fail to drop in time to avoid an "F".	2	4.4%
36. Students register for on-line courses to defraud financial aid.	1	2.2%
37. Tutoring and SI structure does not work for the given course.	1	2.2%

Faculty Recommendations

From Title V Interviews

Before Registration or During Orientation

1. Make counseling/advisement mandatory. (2)
2. Advertise the availability of counseling/advisement.
3. Ask students questions like: Do you know you have to buy books? Where is the book store?
4. Students must take an orientation to college or a college success course. (4)
5. Require all students who accept the "Promise" to take orientation, learn correct college expectations, and/or take a college success course. (2)
6. Adequate reading proficiency should be determined before enrollment in history, philosophy, economics, etc. (2)
7. List recommended preparation courses in course listings.
8. Assign one counselor for each academic department.
9. Students need strong guidelines to balance college and work.
10. Improve student assessments to create classes that are more leveled in student abilities.
11. Students need an "expert learner" or "college success" course.
12. Placement tests rather than transcripts should be used for student placement. (2)
13. Placement testing should include a writing sample. (2)

Course and Program Structure

14. Decrease class size. (5)
15. English should be a prerequisite for courses like history, economics, philosophy, etc.(3)
16. Establish student cohorts by major or for General Education. Align the cohort with a specific faculty member. (2)
17. Students should be required to take Critical Thinking in their first semester. (2)
18. Require a signature from the Reading/Writing Center on all drafts of papers.
19. Biology should be a prerequisite for Physical Anthropology.
20. Success in face-to-face classes should be required before enrollment in on-line classes.
21. More writing instruction geared toward specific fields (i.e. health care) is needed.
22. Require ESL students to take an English grammar course.
23. Fewer G.E. courses that are content driven are needed.
24. Science options for non-majors should be less content-rich.
25. Restore the reading classes that have been cut. (2)
26. The English requirement for an AA AS degree should not be as high as for transfer students.
27. Competency-based math instruction might help.
28. We need a computer-based, self-paced math option.

29. We need a terminal college algebra class separate from the college algebra and trigonometry combination that serves as a calculus prerequisite. (2)
30. English and reading minimum scores should be required for most math courses. (3)
31. College Algebra serves two purposes. Separate courses are needed.
32. Intermediate Algebra compacts one year of high school algebra for marginally successful students into one semester. It should be a two semester course. (2)
33. A "C" in Beginning Algebra is not sufficient for entering Intermediate Algebra.
34. Grammar instruction is needed.
35. Compare transfer rates for Learning Communities with other classes.

Academic Support

36. Reduce the paperwork requirement for SIs.
37. Make writing templates standard tutoring practice.
38. Groups of students who don't use tutoring should be identified and outreach made toward them.
39. Providing or requiring graphing calculators would help in college algebra.
40. Keep or expand the SI program.
41. Academic support (tutoring, SI, RWC) should use an instructional model rather than an "editing" model.
42. Start a Math 3 club.
43. Expand day care and health care options for students.

Faculty Support

44. Provide adjunct faculty with office hours.
45. Consistency of grading standards among faculty is needed. (2)
46. Improve the coordination between faculty and Student Services.
47. Professional Development needs to be sustained with "hands on" participation.
48. We need to honor the college process; it is incremental and takes time.
49. Emphasize to all faculty the value of assigning and grading homework.
50. Use "+" and "-" grades.

The Ventura Promise

51. Use the "Promise" for second year students, not first year students, and then only if a minimum grade point average was achieved in year one.
52. Don't provide the "Promise" until the class is over and grades are received.

What works in the classroom
(from our students' points of view)

(Information collected from focus groups in preparation for the Basic Skills
workshop, August 15, 2012,
Ventura College)

Classroom techniques:
1. Class agendas (and reminders of what is due) on the board
2. Scaffolding – breaking large assignments into smaller parts that lead to the completion of
the bigger assignment (students need help to "work through it")
3. Templates (an outline, algorithm, "recipe") for how to follow the format to complete a task
4. Provide examples of what the assignment is supposed to look like (including the various
stages)
5. Use different learning styles – not everyone learns the same way
• It is difficult to learn just from lectures
• Visuals (charts, etc.) are very helpful
6. Students want to "really learn" (vs. learning enough to take/pass a test)
7. Give students something to do while listening to lectures to help them focus (i.e. fill-ins,
notes on certain topics, templates, handouts, charts with blanks, etc.)
8. PowerPoint lectures given to students (before class is helpful as well)
9. Pre-tests
10. Practice exams with answers (and where appropriate, the process for how to get that
answer)
11. Well organized classes and well organized lectures with a summary at the end
12. Reinforcing connections between lecture points or concepts
13. "Homework clubs" and study sessions
14. Don't "lower the bar"; just help students get where they need to be
15. Students want to learn skills that will help them in future classes

Helpful qualities:
1. Enthusiasm

2. Organization

3. Structure

4. Motivation

5. "Coaching"

6. Patience

7. Passion about teaching

8. Encouragement

Problems:

1. Fear regarding tests. It helps when instructors are supportive and encouraging. Test taking

techniques are helpful. Practice tests are very helpful.

2. Fear of asking questions in class (one student said it took him/her 1 ½ years to ask a question in

class).

3. Confusion about studying. "Be sure to study" is not clear enough. Specifically, what should

students do to study for the class/test?

4. Confusion about getting help from the teacher. Sometimes students do not know what,

specifically, to ask their instructors. They are intimidated to go to instructors' offices

sometimes, but they know that they need help. (They don't know what questions to ask.) They

are not sure which faculty members have offices and which don't.

5. Pacing of instruction. The pace of classes is set by the instructor, but sometimes the students

are not following. Build in time to check for understanding.

6. Student behavior/appearance. Students may seem uninterested, but that may not be true.

Students in the back are often fearful, not necessarily disinterested. Try to engage those

students.

Ventura College Academic Senate

May 2, 2013

VI. a. Action Items

Ventura College Academic Senate Annual Survey report

Ventura College Academic Senate
Survey on Faculty Professional Satisfaction
Spring 2013

Overview

During the last half of the spring 2013 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 fourth consecutive spring semester where 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 made significant changes to some of the questions we previously asked. The survey consisted of a series of questions in five main categories: 1.) Support as a professional; 2.) Access to resources; 3.) Breakdown between primary and secondary obligations as a faculty member; 4.) "Withdraw" deadline and 5.) Senate Operations. Fifty-eight (58) faculty began the survey, of which 49 completed it for a completion rate of almost 85%. Last year, 45 faculty completed the survey while in prior years as many as 110 faculty have completed the instrument.

Part 1. Support as a Professional

In this first area of the survey, faculty were asked to rate how supported they felt as a professional. This year's survey asked the faculty to rate their feeling of support on a 0-10 point Likert scale ranging from "Not supported at all" (a "0") to "100% supported" (a "10'). The rating average for the 57 respondents was 6.26. Significantly, a majority of the respondents indicated that they felt more supported (i.e., they gave a score of 6, 7, 8, 9 or 10) than those who did not feel supported (i.e., those who gave a score of 1, 2, 3, 4 or 5). Perhaps even more importantly, the second question in this area asked if they felt "more supported this academic year (2012-13)" than they did last academic year. The rating average for the 55 respondents was 5.58. This decline is troubling but is also mitigated by the fact the response that received the highest number of responses was on the high end of the spectrum with a score of "8", which was followed in quick succession by the scores of "2" and "5" on the more negative end of the spectrum. Understanding why faculty felt less supported this academic year compared to last academic year may be an area of concern for all stakeholders and something that next year's Academic Senate Council should consider exploring in greater depth. An open-ended question followed this section and yielded 22 responses; these merit further inquiry as many comments focused on the increasing amount of paperwork required of faculty.

Part 2. Access to Resources

This second area of the survey asked faculty to gauge on a 10 point Likert scale if they felt that this academic year they have any additional access to resources. A "0" indicated that "nothing had changed" since last year and a "10" indicated "increased access." Unfortunately, the average skewed negative on this question with the rating average of the 54 respondents being a 4.67. Even more troubling was the fact that the response that far and away received the most responses as the "0" score of "nothing's changed" followed next by a score of "6". The highly polarized results of this question are validated by the qualitative responses that this question yielded. Should Senate use this as a topic for future surveys, it should consider rewording the question.

Following the Access to Resources question (Q4), there was a logic-based question that asked if the faculty respondent was a counselor, instructional (full- or part-time) or librarian. All instructional faculty were led to questions 6-9; all librarians and counselors were directed to questions 10-13. The nature of these two groupings of questions were identical in concept but the wording was different based on the faculty member's position. Lastly, following question 9 for instructional faculty and question 13 for librarians/counselors, all respondents were then directed on to question 14.

Part 3. Breakdown Between Primary and Secondary Obligations as a Faculty Member

In this section, faculty were asked to indicate what percentage of their CURRENT time as a faculty member is devoted to directly-related instructional activities and/or student support-related activities vs. outside-of-classroom/-student support service-related activities. In the aggregate, faculty currently view the breakdown is thus:

68.69%   Directly-Related Instruction/Student Support Services Activities

31.31%   Outside-of-classroom/-student support service-related Activities

Disaggregated, the results for instructional faculty are less than 1% different than the percentages listed above while for non-instructional faculty, the percentage differences are greater (e.g., up to a 4% differential) due primarily to a lower response rate in this section from counselors and librarians.

The next question was asked what the IDEAL breakdown between these two aspects of being a faculty member. In the aggregate, faculty currently view the breakdown is thus:

79.97%   Directly-Related Instruction/Student Support Services Activities

20.02%   Outside-of-classroom/-student support service-related Activities

Disaggregated, the results for instructional faculty are within a 2% differential from the percentages listed above while for non-instructional faculty, the percentages are wildly different (e.g., up to a 17% differential!). While it may be easy to write off this great difference between instructional and non-instructional faculty as merely due to a lower response rate from the counselors and librarians it might also bear exploration that the work schedule of librarians and counselors lends itself more to committee work in particular. The Senate and Administration should continue to work together and paying careful and mindful attention to the qualitative answered provided to questions 8 and 12 in this survey. These questions asked what the Senate can do to help "correct the balance" (if needed) between the two types of activities explored in these questions.
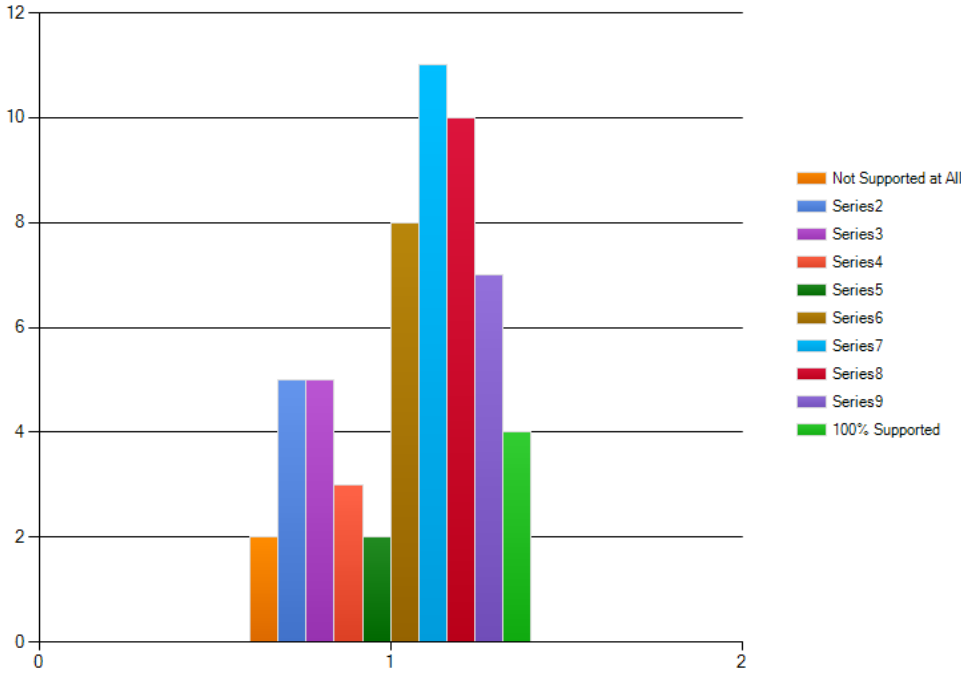
Part 4. Withdraw Deadline

The fourth part of this survey asked the faculty what was their preference for the student Withdraw deadline. As noted in the question itself, our District currently has the "W" deadline at the latest point as permissible by law. This topic was a hotly debated question in Senate last year and one of this year's goals of the Senate was the further the conversation about possibly changing the "W" deadline. The question forced the respondents to pick which week the "W" deadline should be. The response that netted the most results was to move the "W" deadline to the end of the 10th week. Equal amounts of respondents also suggested moving the "W" deadline to the end of the 12th and 14th weeks (the current deadline) with only a few respondents saying the deadline should be moved the end of the 8th week. Now that the Senate has further data, the discussion on if this deadline should be moved should begin again in earnest next academic year, in concert with the other District senates, both Academic and Student (i.e., ASG).

5. Senate Operations

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. A real highlight in this section was in Q14 where all but one respondent noted that they "Sometimes" or "Always" review Senate agendas and minutes. An area of concern for Senate is how representatives communicate with their Senate reps and (to a lesser extent) how Senate reps communicate to their divisions. As in past years, these two areas merit further discussion by next year's Senate Council.

Addendum: Actual Survey Results
Part 1. <u>Support as a Professional</u>
Question 1

As a faculty member at Ventura College, do you feel that you are supported to perform your job as an instructor, counselor or librarian?
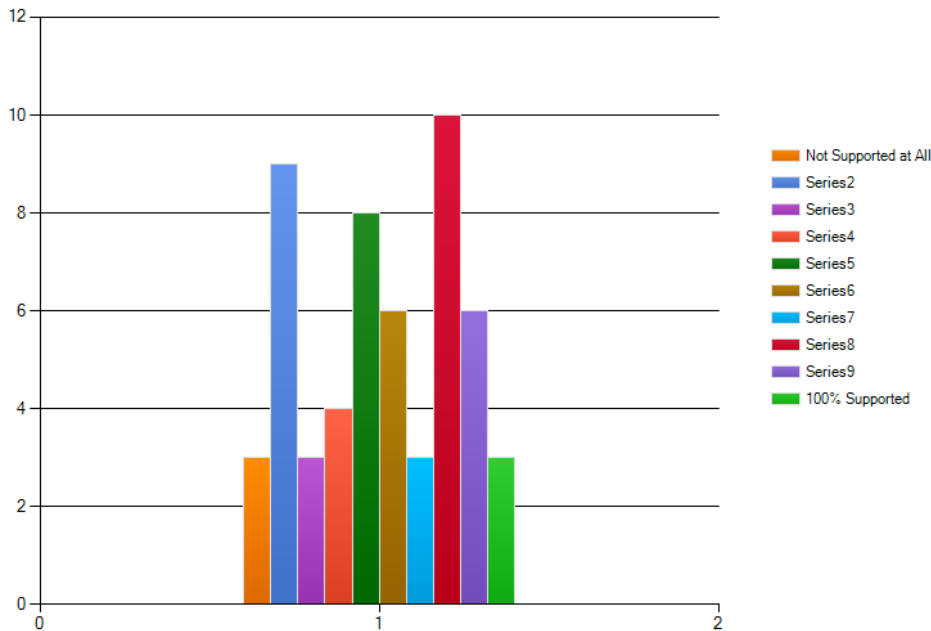
Legend:
- Not Supported at All
- Series2
- Series3
- Series4
- Series5
- Series6
- Series7
- Series8
- Series9
- 100% Supported

x axis = # of responses

y axis = Likert rating scale of 0-10 (see key to right of chart)

n = 57

Question 2.

Compared to last academic year (2011-12) do you feel that you are more supported this academic year (2012-13) to perform your job as an instructor, counselor or librarian?

Legend:
- Not Supported at All
- Series2
- Series3
- Series4
- Series5
- Series6
- Series7
- Series8
- Series9
- 100% Supported

x axis = # of responses

y axis = Likert rating scale of 0-10 (see key to right of chart)

n = 55

Part 2. Access to Resources
Question 4

Now moving on to RESOURCES, compared to last academic year (2011-12) do you feel that you have MORE ACCESS TO RESOURCES this academic year (2012-13) to perform your job as an instructor, counselor or librarian?
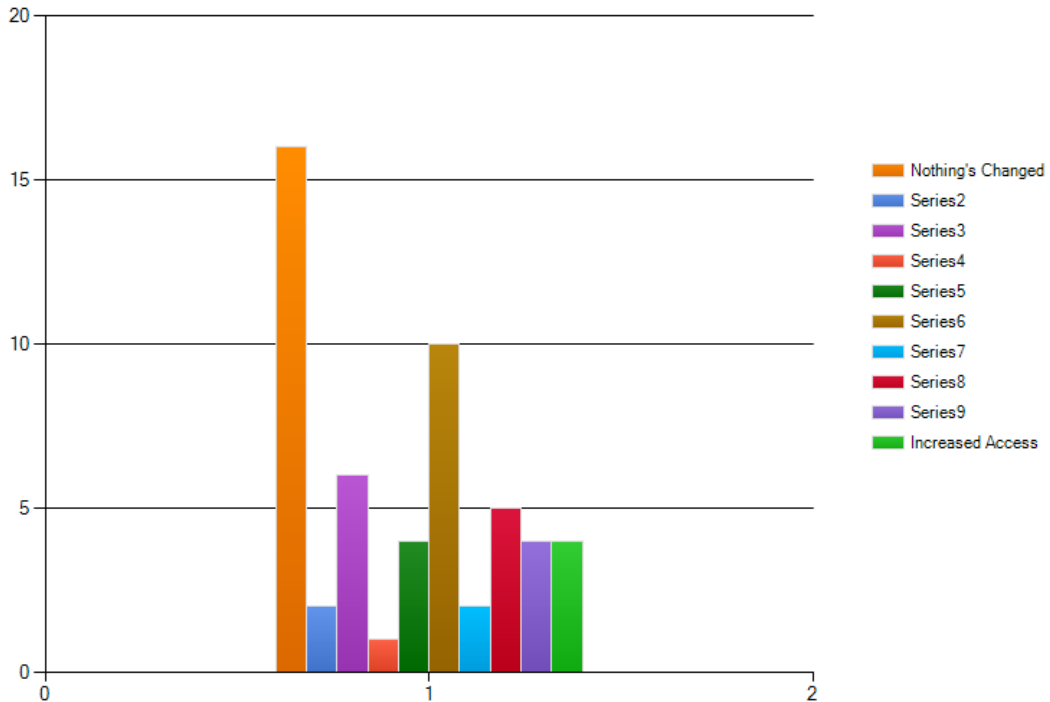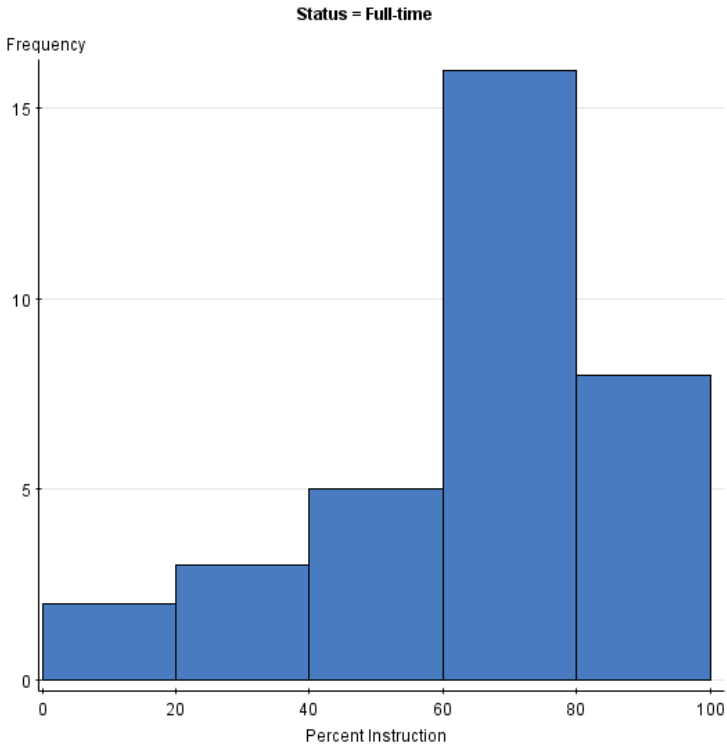

x axis = # of responses
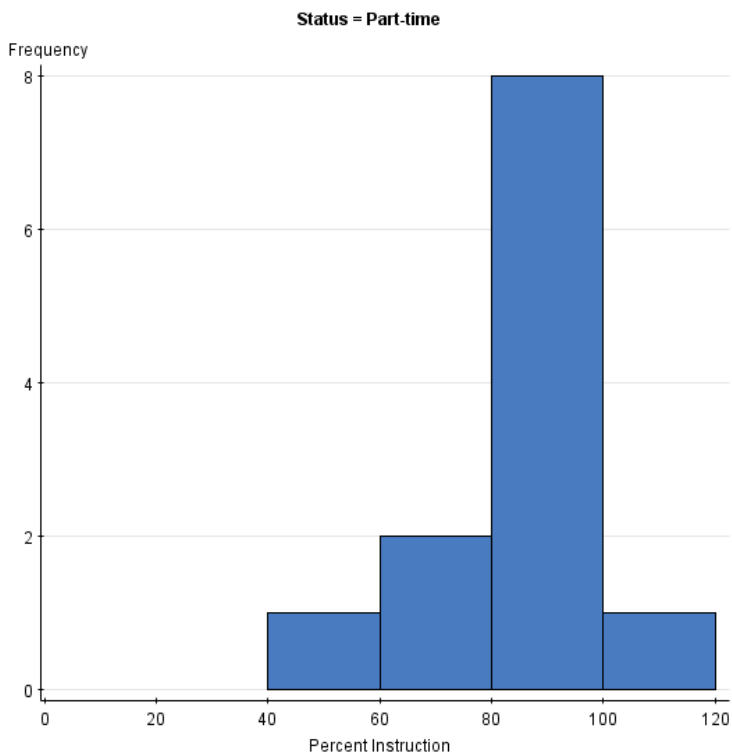*y* axis = Likert rating scale of 0-10 (see key to right of chart)

n = 54

Part 3. **Breakdown Between Primary and Secondary Obligations as a Faculty Member**
Question 6. – Disaggregated by F/T & P/T status
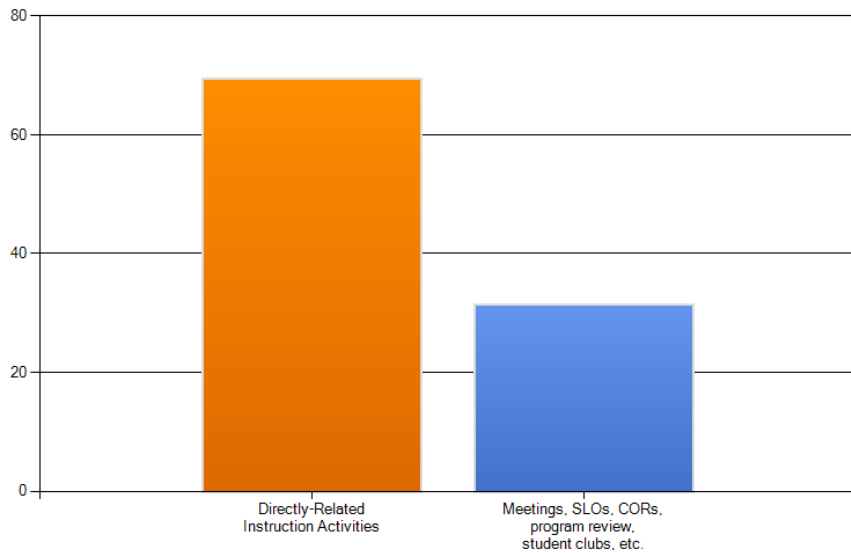

Current Balance – F/T

Current Balance – P/T

Part 3. **Breakdown Between Primary and Secondary Obligations as a Faculty Member** *(Cont'd)*
Questions 6 & 7. – Disaggregated by Instructional faculty

What percentage of your time as a faculty member do you spend on directly-related instruction activities (i.e., prep, teaching, grading, etc.) versus outside-of-classroom/-student services related activities (i.e., meetings, SLOs, Course Outlines [CORs], program review, clubs, etc.)? Please provide your percentage estimate for each category below.
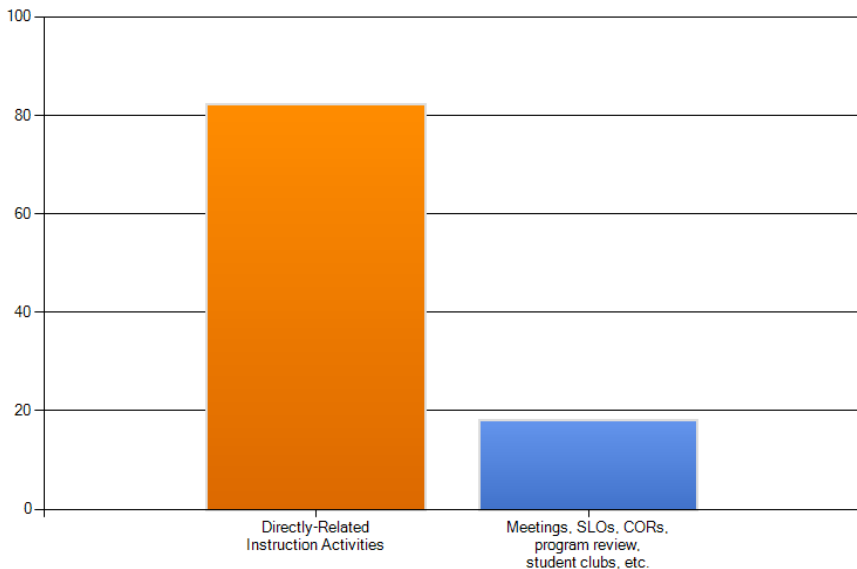

Current Balance

x axis = aggregated per cent for each response

y axis = refer to labels on chart

n = 43

Ideally, what should this percentage balance between directly-related instruction activities versus outside-of-classroom/-student service related activities be? Please provide your percentage ideals below.

Ideal Balance
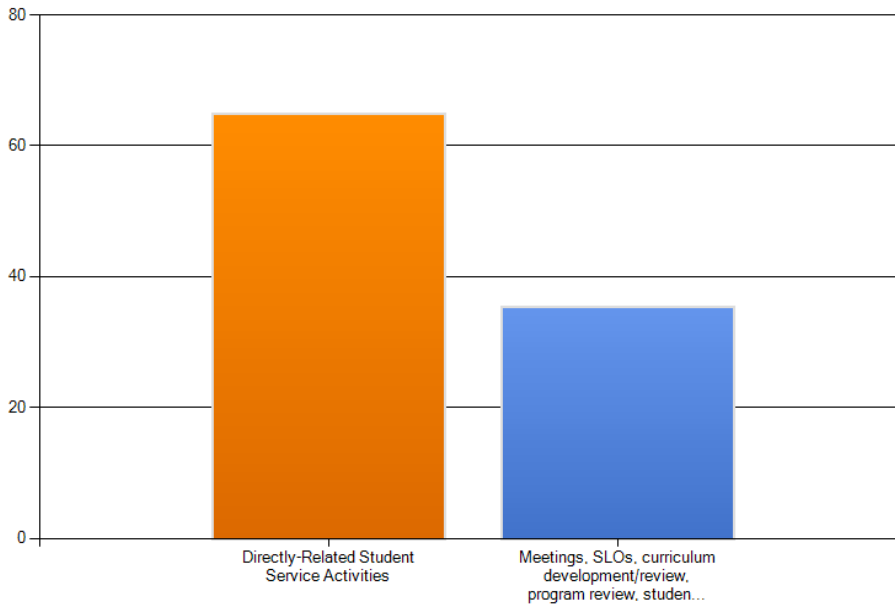
x axis = aggregated per cent for each response

y axis = refer to labels on chart

n = 42

Part 3. **Breakdown Between Primary and Secondary Obligations as a Faculty Member** *(Cont'd)*
Questions 10 & 11. – Disaggregated by Non-instructional faculty

What percentage of your time as a faculty member do you spend on directly-related student service
activities (i.e., helping students as a counselor/librarian) versus indirect student services related activities
(i.e., meetings, SLOs, curriculum development/review, program review, clubs, etc.)?

Current Balance

x axis = aggregated per cent for each response

y axis = refer to labels on chart

n = 4

Ideally, what should this percentage balance between directly-related student service activities
versus indirect student service related activities? Please provide your percentage ideals below.
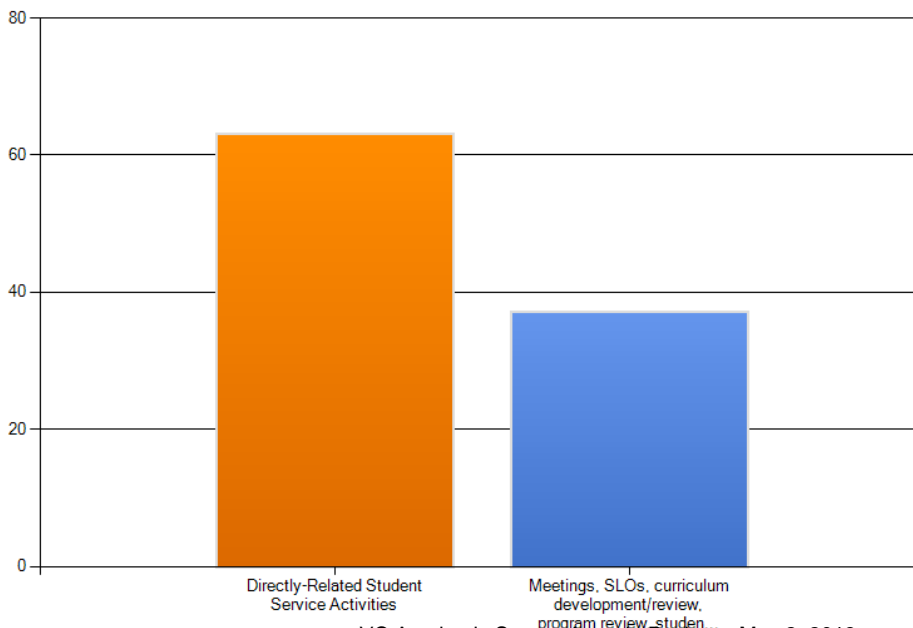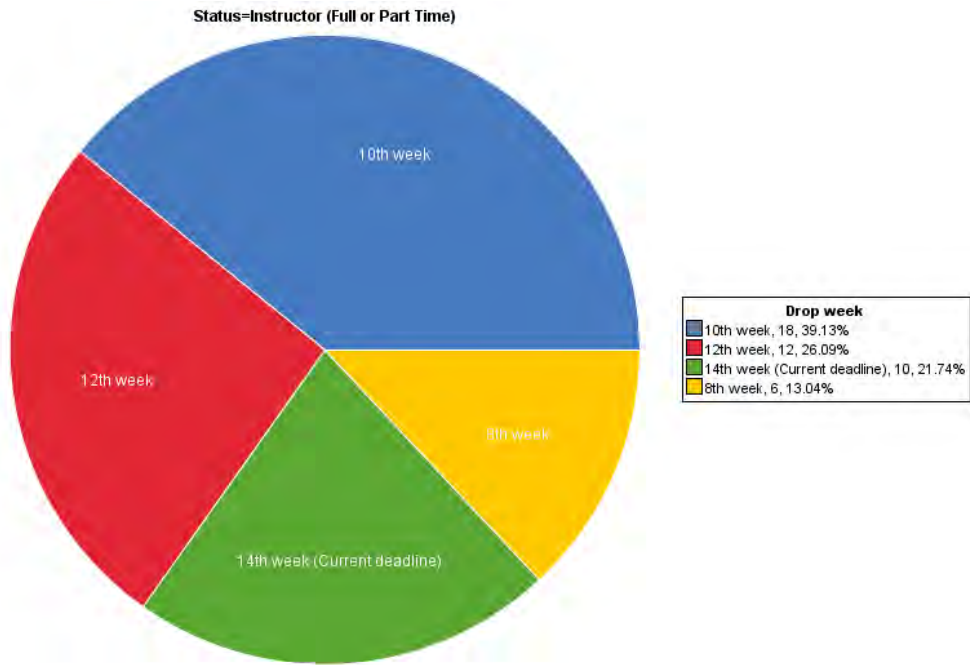

Ideal Balance

x axis = aggregated per cent for each response
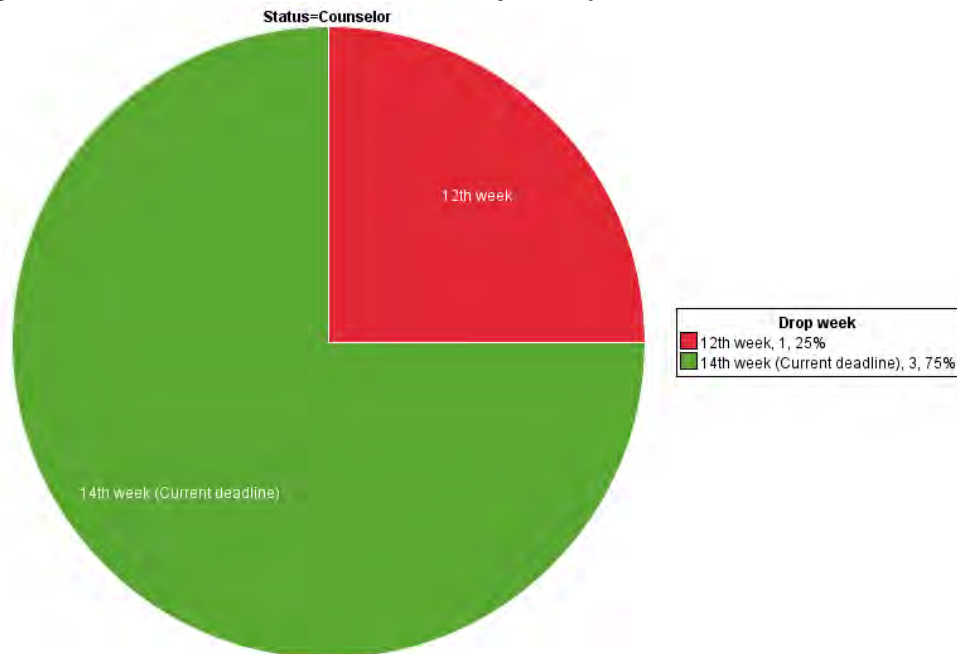
y axis = refer to labels on chart

n = 5

Part 4. <u>Withdraw Deadline</u> *– Disaggregated.*
Question 9. – Instructional faculty

Status=Instructor (Full or Part Time)

Drop week
- 10th week, 18, 39.13%
- 12th week, 12, 26.09%
- 14th week (Current deadline), 10, 21.74%
- 8th week, 6, 13.04%

n = **46**

Question 13. – Non-instructional faculty

Status=Counselor

Drop week
- 12th week, 1, 25%
- 14th week (Current deadline), 3, 75%

n = **4**

Part 5. <u>Senate Operations</u>
Question 14.

Do you review the Senate agendas and minutes?

Legend:
- Always
- Sometimes
- Never
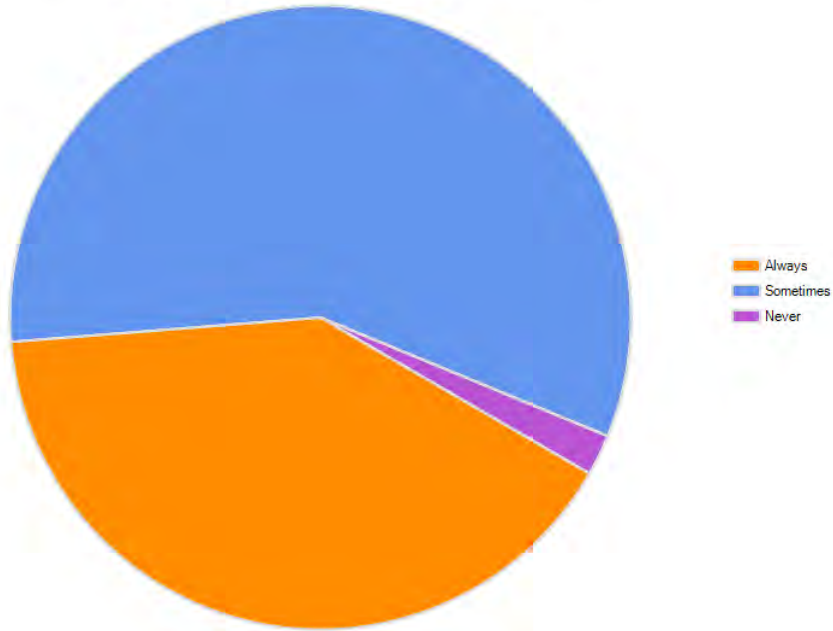
n = 47

Question 15.

Do you RECEIVE feedback from your Senate representative?

Legend:
- Always
- Sometimes
- Never
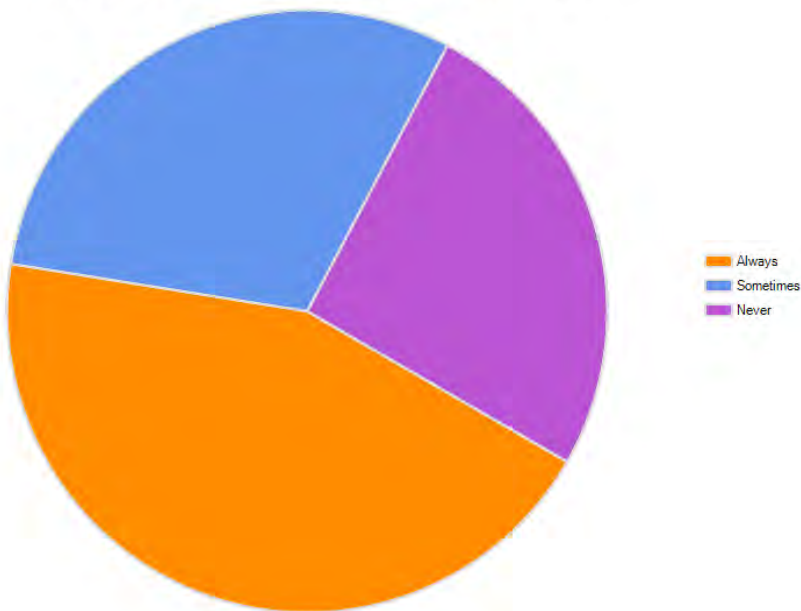
n = 43
Question 16.

Do you PROVIDE feedback to your Senate representative?

- Always
- Sometimes
- Never
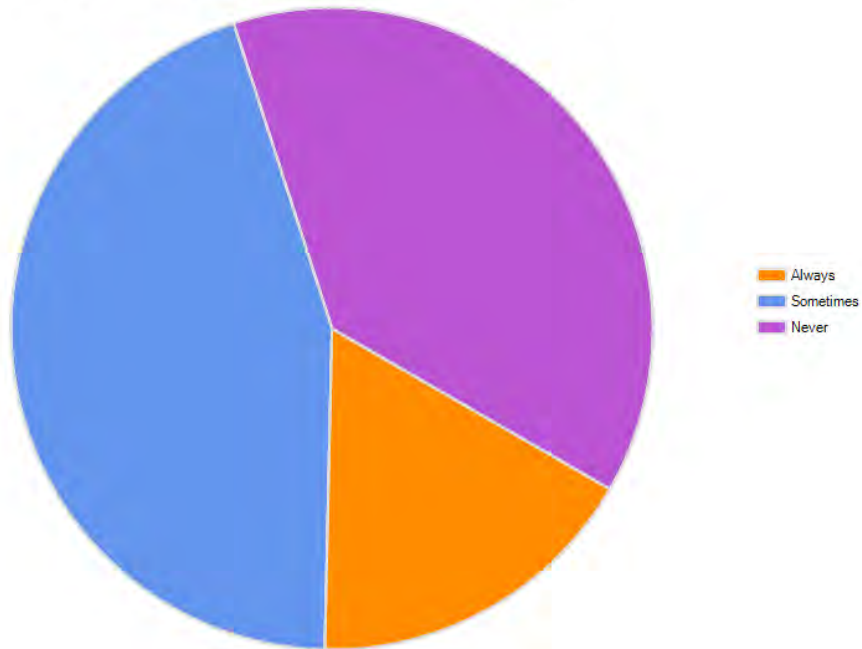
n = 47

Demographics.
Question 5.

Are you a:

n = 58

Question 18.

Please indicate your faculty status

n = 48

Question 19.

Please indicate your division:

n = 47

Question 20.

Please indicate your length of service as a faculty member at Ventura College
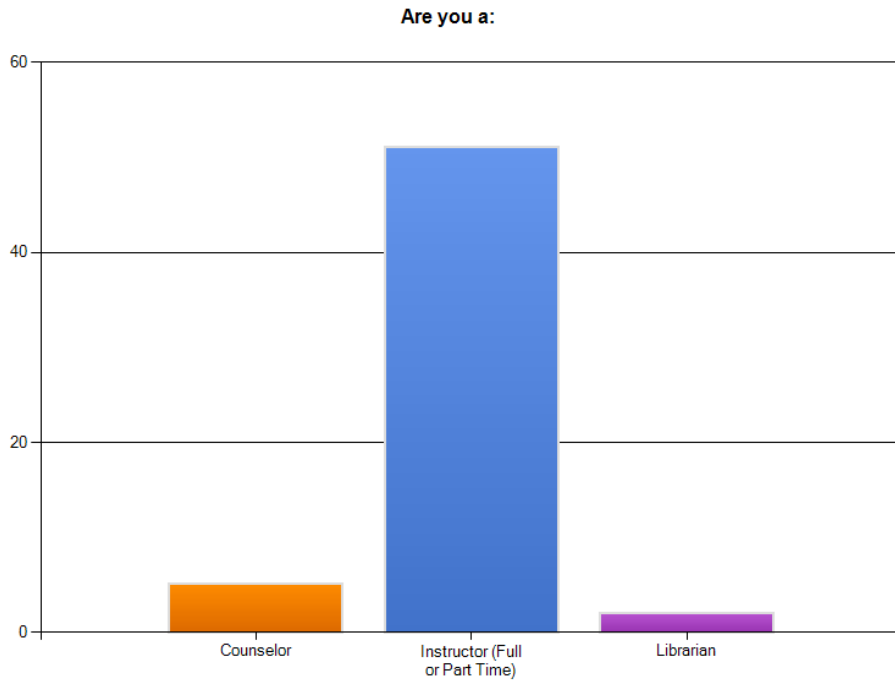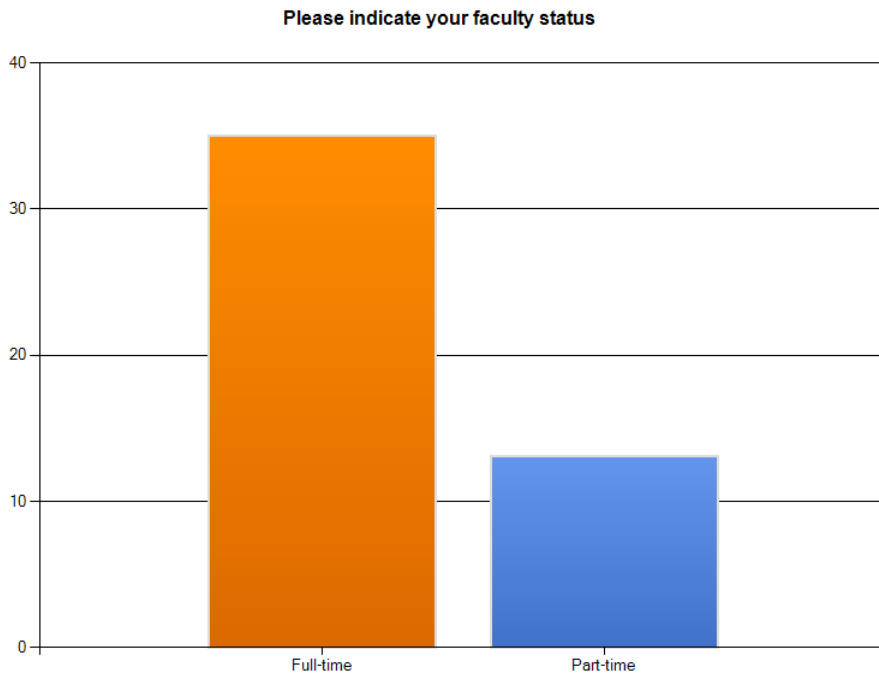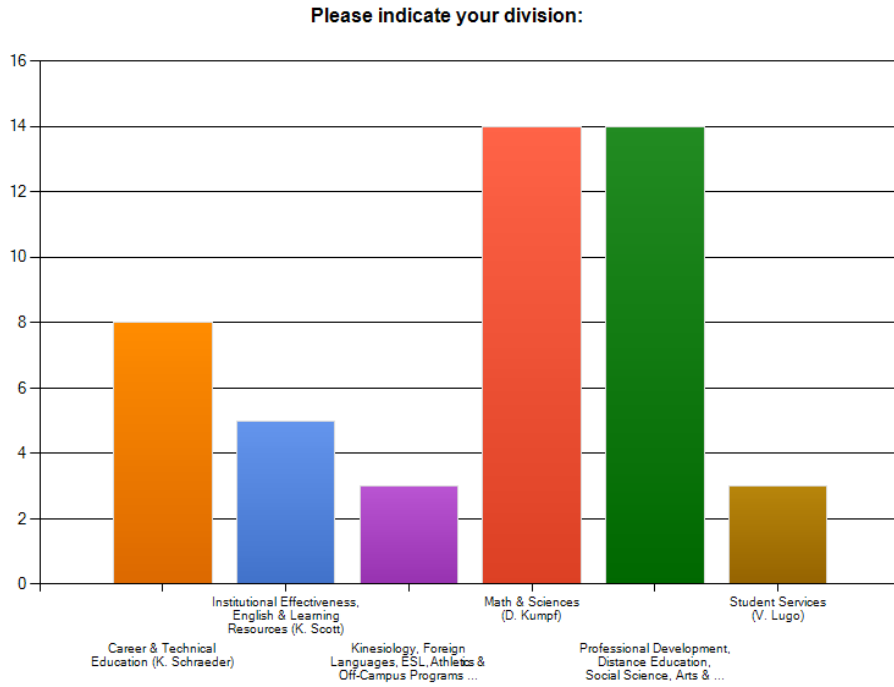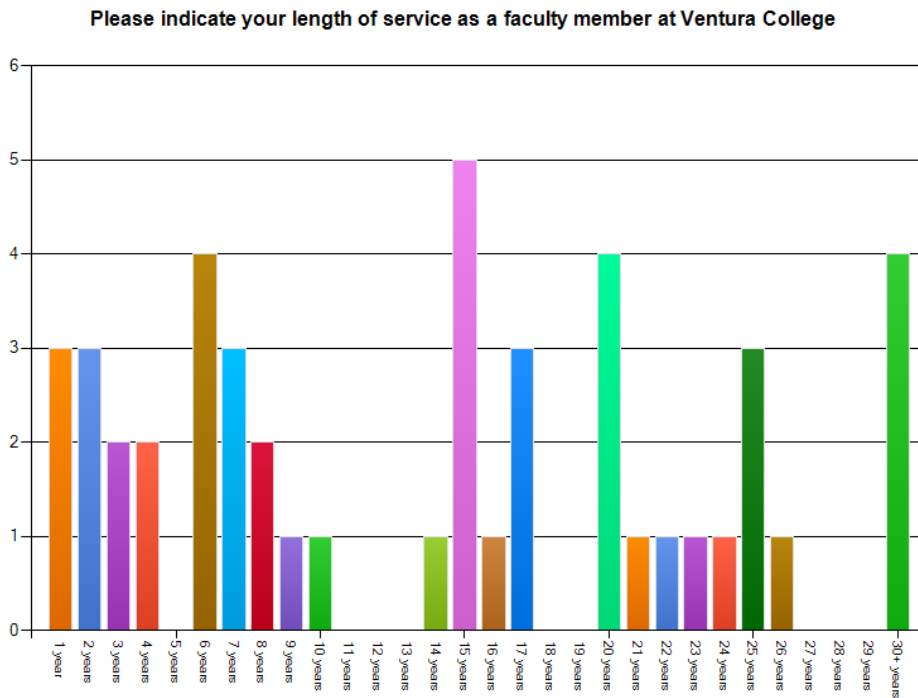
n= 47

Faculty Satisfaction

1. As a faculty member at Ventura College, do you feel that you are supported to perform your job as an instructor, counselor or librarian?

	Not Supported at All									100% Supported	Rating Average	Rating Count
	3.5% (2)	8.8% (5)	8.8% (5)	5.3% (3)	3.5% (2)	14.0% (8)	**19.3% (11)**	17.5% (10)	12.3% (7)	7.0% (4)	6.26	57

	Comments:	14
57	answered question	57
1	skipped question	1

2. Compared to last academic year (2011-12) do you feel that you are more supported this academic year (2012-13) to perform your job as an instructor, counselor or librarian?

	Not Supported at All									100% Supported	Rating Average	Rating Count
	5.5% (3)	16.4% (9)	5.5% (3)	7.3% (4)	14.5% (8)	10.9% (6)	5.5% (3)	**18.2% (10)**	10.9% (6)	5.5% (3)	5.58	55
										Comments:		13
										answered question		55
										skipped question		3

3. Please list any concrete ideas that you think Academic Senate can do to support you as Ventura College faculty:

	Response Count
	22
answered question	22
skipped question	36

4. Now moving on to RESOURCES, compared to last academic year (2011-12) do you feel that you have MORE ACCESS TO RESOURCES this academic year (2012-13) to perform your job as an instructor, counselor or librarian?

	Nothing's Changed									Increased Access	Rating Average	Rating Count
	29.6% (16)	3.7% (2)	11.1% (6)	1.9% (1)	7.4% (4)	18.5% (10)	3.7% (2)	9.3% (5)	7.4% (4)	7.4% (4)	4.67	54

	Comments:	17
	answered question	54
	skipped question	4

5. Are you a:

		Response Percent	Response Count
Counselor		8.6%	5
Instructor (Full or Part Time)		**87.9%**	**51**
Librarian		3.4%	2
	answered question		58
	skipped question		0

6. What percentage of your time as a faculty member do you spend on directly-related instruction activities (i.e., prep, teaching, grading, etc.) versus outside-of-classroom/-student services related activities (i.e., meetings, SLOs, Course Outlines [CORs], program review, clubs, etc.)? Please provide your percentage estimate for each category below.

	Response Average	Response Total	Response Count
Directly-Related Instruction Activities	**69.35**	**2,982**	43
Meetings, SLOs, CORs, program review, student clubs, etc.	31.38	1,318	42
	answered question		**43**
	skipped question		**15**
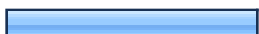
7. Ideally, what should this percentage balance between directly-related instruction activities versus outside-of-classroom/-student service related activities be? Please provide your percentage ideals below.

	Response Average	Response Total	Response Count
Directly-Related Instruction Activities	**82.00**	**3,444**	42
Meetings, SLOs, CORs, program review, student clubs, etc.	18.00	756	42
	answered question		**42**
	skipped question		**16**

8. Given that faculty primacy in the development and updating of course outlines, determination and assessment of SLOs, involvement in the reflective self-evaluation and request for resources through program review, hiring of peer faculty, involvement with student clubs, etc., will all rightfully remain the right, responsibility and obligation of faculty, especially for full-time faculty, what concrete suggestions do you have to help correct the balance between directly-related instruction versus outside-of-classroom related activities if you think that we are currently out of balance?

	Response Count
	27
answered question	**27**
skipped question	**31**

9. Currently the Withdraw ("W") deadline in our District is at the end of the 14th week of instruction, the latest permissible by law. The "W" deadline varies at community colleges across the state, with some having it as early as the end of the 6th week. In your opinion, for a student who is struggling, after what point in your course would a student be unable to successfully complete your course with a grade of "C" (or Pass) or better? In light of this, when do you think the "W" deadline should be? At the end of the:

		Response Percent	Response Count
8th week		13.0%	6
10th week		**39.1%**	**18**
12th week		26.1%	12
14th week (Current deadline)		21.7%	10
		answered question	46
		skipped question	12

10. What percentage of your time as a faculty member do you spend on directly-related student service activities (i.e., helping students as a counselor/librarian) versus indirect student services related activities (i.e., meetings, SLOs, curriculum development/review, program review, clubs, etc.)?

	Response Average	Response Total	Response Count
Directly-Related Student Service Activities	**64.75**	**259**	4
Meetings, SLOs, curriculum development/review, program review, student clubs, etc.	35.25	141	4
	answered question		4
	skipped question		54

11. Ideally, what should this percentage balance between directly-related student service activities versus indirect student service related activities? Please provide your percentage ideals below.

	Response Average	Response Total	Response Count
Directly-Related Student Service Activities	**63.00**	**315**	5
Meetings, SLOs, curriculum development/review, program review, student clubs, etc.	37.00	185	5
	answered question		5
	skipped question		53

12. Given that faculty primacy in the development and updating of course outlines, determination and assessment of SUOs, involvement in the reflective self-evaluation and request for resources through program review, hiring of peer faculty, involvement with student clubs, etc., will all rightfully remain the right, responsibility and obligation of faculty, especially for full-time faculty, what concrete suggestions do you have to help correct the balance between directly-related student service activities versus outside of the library/counseling center related activities if you think that we are currently out of balance?

	Response Count
	3
answered question	3
skipped question	55

13. Currently the Withdraw ("W") deadline in our District is at the end of the 14th week of instruction, the latest permissible by law. The "W" deadline varies at community colleges across the state, with some having it as early as the end of the 6th week. In your opinion, for a student who is struggling, after what point in a course do you think would a student be unable to successfully complete the course with a grade of "C" (or Pass) or better? In light of this, when do you think the "W" deadline should be? At the end of the:

	Response Percent	Response Count
8th week	0.0%	0
10th week	20.0%	1
12th week	20.0%	1
14th week (Current deadline)	**60.0%**	**3**
	answered question	5
	skipped question	53
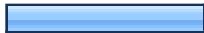
14. Do you review the Senate agendas and minutes?

		Response Percent	Response Count
Always		40.4%	19
Sometimes		**57.4%**	**27**
Never		2.1%	1
		answered question	47
		skipped question	11

15. Do you RECEIVE feedback from your Senate representative?

		Response Percent	Response Count
Always		**44.2%**	**19**
Sometimes		30.2%	13
Never		25.6%	11
		answered question	43
		skipped question	15
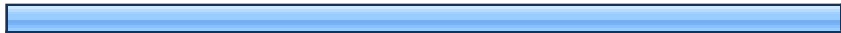
16. Do you PROVIDE feedback to your Senate representative?

		Response Percent	Response Count
Always		17.0%	8
Sometimes		**44.7%**	**21**
Never		38.3%	18
		answered question	47
		skipped question	11

17. Please provide any additional comments about your Academic Senate here. Thanks!

	Response Count
	11
answered question	11
skipped question	47
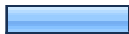
18. Please indicate your faculty status

		Response Percent	Response Count
Full-time		**72.9%**	**35**
Part-time		27.1%	13
		answered question	48
		skipped question	10

19. Please indicate your division:

		Response Percent	Response Count
Career & Technical Education (K. Schraeder)		17.0%	8
Institutional Effectiveness, English & Learning Resources (K. Scott)		10.6%	5
Kinesiology, Foreign Languages, ESL, Athletics & Off-Campus Programs (T. Harrison)		6.4%	3
Math & Sciences (D. Kumpf)		**29.8%**	**14**
Professional Development, Distance Education, Social Science, Arts & Humanities (G. Lewis-Huddleston)		**29.8%**	**14**
Student Services (V. Lugo)		6.4%	3
		answered question	47
		skipped question	11

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

		Response Percent	Response Count
1 year		6.4%	3
2 years		6.4%	3
3 years		4.3%	2
4 years		4.3%	2
5 years		0.0%	0
6 years		8.5%	4
7 years		6.4%	3
8 years		4.3%	2
9 years		2.1%	1
10 years		2.1%	1
11 years		0.0%	0
12 years		0.0%	0
13 years		0.0%	0
14 years		2.1%	1
15 years		**10.6%**	**5**
16 years		2.1%	1

17 years		6.4%	3
18 years		0.0%	0
19 years		0.0%	0
20 years		8.5%	4
21 years		2.1%	1
22 years		2.1%	1
23 years		2.1%	1
24 years		2.1%	1
25 years		6.4%	3
26 years		2.1%	1
27 years		0.0%	0
28 years		0.0%	0
29 years		0.0%	0
30+ years		8.5%	4
		answered question	47
		skipped question	11

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

	Response Count
	9
answered question	9
skipped question	49

	Page 2, Q1. As a faculty member at Ventura College, do you feel that you are supported to perform your job as an instructor, counselor or librarian?	
1	I can think of very, very few times when I have not been supported by colleagues, co-workers or even administrators. Maybe not the answer you were looking for, but the truth as I see it in my professional life.	Apr 30, 2013 9:28 AM
2	Too much obstacles from administration	Apr 29, 2013 11:05 AM
3	By immediate colleagues yes. By administration - not so much.	Apr 26, 2013 1:59 PM
4	Part timers are mostly invisible. Activities do not take into consideration our unique needs and our need to have outside work. It does not consider the added worries we have about scheduling, scheduling in advance, last minute changes that can't be accommodated with our outside work, paying for healthcare, paying for retirement, and juggling many roles. Faculty is inclusive of part timers but have no recognition or understanding of our unique needs.	Apr 26, 2013 7:24 AM
5	Quite the contrary, I feel undermined by some elements of the leadership at the college.	Apr 21, 2013 4:02 PM
6	We need more admin assistants to help with the "necessary" paperwork and to over all help us track vital documents as they travel from point a to b.	Apr 17, 2013 10:43 PM
7	I feel very much supported by my colleagues and my dean. I do not feel supported by the VP; in fact I feel that at times the administration (higher up), has conflicting values and agendas of their own. I have had some serious safety concerns that I brought to the attention of the VP, and they were not addressed as I had hoped	Apr 15, 2013 4:32 PM
8	There is an enormous void in the area of advocacy and leadership among the managers. None will provide the required advocacy and leadership for our respective discipline(s).	Apr 15, 2013 8:50 AM
9	Too much extra-currucular paperwork that interferes with class prep time	Apr 13, 2013 11:29 AM
10	25 year part-timer is ignored in favor of a second year probationary full-timer	Apr 12, 2013 7:14 PM
11	The system makes it difficult for us to do our jobs.	Apr 12, 2013 4:35 PM
12	I have excellent support for the activities that relate to my classroom. These include support from my division office, my department, and I.T. There are some maintenance issues that take longer to resolve than should be the case (I think we all know why); for example, more than one-third of the light bulbs in some of my classrooms are burned out, and have been for weeks. I believe that committee work is less well supported by the administration; those committees that are supposed to accomplish the business of the college (senate, curriculum, etc.) have essentially been presented with an unfunded mandate to carry out their tasks without the necessary support for professional development, clerical support, and so on. The administration is also inflexible; as an example, because the president insists that all department chairs attend the Tuesday afternoon meetings, no one who teaches afternoon labs (particularly in the science departments) can	Apr 12, 2013 4:20 PM

	be department chair. This robs the divisions of the services of the most senior and talented faculty, who are the logical candidates for department chairs on account of their experience at the college.	
13	The area dean had been the most helpful of all. The department chair has been least effective with support.	Apr 12, 2013 11:59 AM
14	Teaching and education are qualitative, not quantitative. Emphasis on teaching and forming relationships with students is being replaced with an emphasis on assessment and accountability.	Apr 12, 2013 9:06 AM

Page 2, Q2. Compared to last academic year (2011-12) do you feel that you are more supported this academic year (2012-13) to perform your job as an instructor, counselor or librarian?

1	I feel that this hasnt changed at all.	Apr 30, 2013 9:28 AM
2	Less. The amount and number of clerical staff keeps decreasing, as does the list of things they can do for us. I find that I'm doing all of my own class copying (except maybe the very first day's materials), more data entry for the college, and I watch my dean and chair do more of that too. At the same time that we have been required to do more assessment-related reporting, our other non-classroom responsibilities have also grown but the number of full-time faculty to share them has grown little. Our adjuncts are now "contributing" hours of work on SLOs for which they are not compensated. This also means they too have less time to help or be involved with other types of activities. I think many of us are feeling pretty stretched and strained.	Apr 29, 2013 10:23 PM
3	More classes cut. Funding cut. Stop the bleeding.	Apr 26, 2013 1:59 PM
4	Actually, I believe the support has declined in the last year.	Apr 21, 2013 4:02 PM
5	Seems like each year brings new forms and procedures, but not much extra help with them.	Apr 17, 2013 10:43 PM
6	See comments above	Apr 15, 2013 4:32 PM
7	supported the same	Apr 15, 2013 12:38 PM
8	More support for distance education than last year.	Apr 15, 2013 10:37 AM
9	It is getting worse.	Apr 15, 2013 8:50 AM
10	The administration (largely the EVP office) is doing its best to continue cutting costs, which translates into even less support for classroom and committee activities than we already have.	Apr 12, 2013 4:20 PM
11	Not quite the right scale. I'd say I feel significantly better supported as we are starting to breathe with the SLO/Accreditation fiasco behind us and with Prop 30 holding back more massive cuts!	Apr 12, 2013 2:29 PM
12	no different	Apr 12, 2013 1:06 PM
13	With all of the extra duties from those in charge, there has a reduced amount of support. One semester yielded no department meetings at all.	Apr 12, 2013 11:59 AM

Page 2, Q3. Please list any concrete ideas that you think Academic Senate can do to support you as Ventura College faculty:

1	The easy answer would be to say to get someone else to do what is properly my work. Namely, the completion of SLOs, course outlines, program review documentation. I think that there has to be a happy medium. It is not the highest and best use of my time to fill out seemingly mindless paperwork and forms but I dont see secretarial help coming anytime soon to help me with this aspect of being a faculty member in 2013. I think the Senate needs to gently remind the faculty that part of being a faculty member in this day and age is making one's peace that there is sometimes paperwork that simply needs to be done. We may not like it but this is the academic world as we now know it.	Apr 30, 2013 9:28 AM
2	That's a difficult question as the main problem above of workforce size seems to be one that the Senate cannot address directly.	Apr 29, 2013 10:23 PM
3	Encourage more faculty to be involved with campus committees.	Apr 29, 2013 9:51 PM
4	Train campus managers on the 10+ 1. Area dean is not aware of the 10 + 1 thus making it difficult to work together as one voice.	Apr 29, 2013 9:13 AM
5	I think the senate has tried. Sadly, I'm not sure that there is much influence left from faculty.	Apr 26, 2013 1:59 PM
6	Discussions should always include effects on part timers as a separate consideration. Some issues have no effect and others have a huge effect. For example, the scheduling for finals never considers that part timers have to take time off with no pay from other jobs to attend the final scheduled at a time different from the regular class. Same with meetings, flex activities, student consultations, makeup exams, etc. Usually it is the small things that cause us the most stress and worry. I have never once been asked when a meeting would be convenient. Instead it is scheduled around the staff and full timers schedule....and never at their inconvenience like a Friday afternoon.	Apr 26, 2013 7:24 AM
7	Perhaps to remind mid-managers and senior leadership that they should be slow in determining that any faculty member is a "problem" and that they should repress their personal feelings in dealing with their professional colleagues.	Apr 21, 2013 4:02 PM
8	Advocate for us to not have to do "extra" or "padded" paperwork. Example: the state required form for our extra contractual hours documentation and the one "required" by VC are very different... VC's is much more cumbersome than required. Brainstorm ways to track the flow of critical HR paperwork (many forms never even seem to make it to DO), and encourage DO to follow up when they receive and/or process such paperwork!	Apr 17, 2013 10:43 PM
9	Think more critically about the impact of our choice on our democratic process and on our students. Question the consequences of our choice more thoroughly.	Apr 16, 2013 8:04 AM
10	Help make it possible for adjunct instructors to receive some funding for conference attendance	Apr 15, 2013 10:43 PM
11	I feel less supported this year than last year because of a different schedule and a different department head. I don't	Apr 15, 2013 2:35 PM

	think that it is something related to the Academic Senate.	
12	Work to ease the SLO and program review burdens.	Apr 15, 2013 11:18 AM
13	Part time faculty are expected to do all the extra work on SLOs, including meetings and trainings, yet are not compensated. Having no raise for 5 years makes that harder to swallow. You could advocate for us.	Apr 15, 2013 10:37 AM
14	The Senate could review the 10 + 1 with all managers and faculty at a campus-wide in-service in which we learn about the mandated shared governance areas and understand the role of each other in the process of shared governance. The Senate is the leader in this area and it is the only body on campus that can be trusted to look after and advocate and represent faculty interests.	Apr 15, 2013 8:50 AM
15	The faculty needs more technical and clerical support, as discussed in our division meeting earlier.	Apr 13, 2013 11:45 AM
16	establish a team that writes the SLO mess & enters that data into TrakDat	Apr 13, 2013 11:29 AM
17	Classified staff was cut too deeply last year.	Apr 13, 2013 10:41 AM
18	Advocate for respect of faculty as the discipline to make decisions that most managers are less qualified to make.	Apr 12, 2013 4:35 PM
19	I am not sure if this is possible, given the current attitudes of the college administration. I know that Robin is retiring this summer, and there are a few other administrators who should be strongly encouraged to do the same.	Apr 12, 2013 4:20 PM
20	Administrators need to leave thier offices and see what is going on on campus.	Apr 12, 2013 1:10 PM
21	Make travel funds to conferences/workshops available to adjunct faculty. Make sabbaticals available to adjunct faculty, after 15 years or so, working 50% time.	Apr 12, 2013 12:33 PM
22	Lobby the Board and the administration to de-emphasize SLOs in any way possible, including protesting their prominance to accreditation teams.	Apr 12, 2013 9:06 AM

Page 2, Q4. Now moving on to RESOURCES, compared to last academic year (2011-12) do you feel that you have MORE ACCESS TO RESOURCES this academic year (2012-13) to perform your job as an instructor, counselor or librarian?

1	About the same.	Apr 29, 2013 10:23 PM
2	CTE funds are becoming available which helps alleviate some issues. But no general funds so it's worrisome.	Apr 29, 2013 9:13 AM
3	Fewer resources.	Apr 26, 2013 1:59 PM
4	Less support in the tutoring center, quality of support for students in the tutoring center is poor. My students stopped using it. Hard to recommend something that is not effective?	Apr 26, 2013 7:24 AM
5	Caveat: my resources are thoroughly adequate so my saying nothing has changed is NOT a criticism.	Apr 18, 2013 2:17 PM
6	It is improving, but still has a way to go before it is equitable.	Apr 17, 2013 10:43 PM
7	More library resources are available this year	Apr 15, 2013 10:43 PM
8	Less resources	Apr 15, 2013 12:04 PM
9	Just the distance education increased staffing.	Apr 15, 2013 10:37 AM
10	Nope. In our division, there is less funds to distribute and more cuts to endure despite the passing of Prop. 30	Apr 15, 2013 8:50 AM
11	If supplies are available in the division, the answer is yest. If not, even for essential supplies it takes a long time.	Apr 13, 2013 11:45 AM
12	I suggest you change the spectrum of answers to "Decreased Access" on the left side, "Nothing's Changed" in the middle, and "Increased Access" (as it already is) on the right. My answer above is in the middle, but really indicates "Nothing's Changed".	Apr 12, 2013 4:20 PM
13	Program Review has led to some resources being received, but tight budgets still prevail.Foundation Grant's have helped over the past few years. What has really hurt is our departmental budget was zeroed out by accident (evidently) in the previous year and wasn't restored this year. So we've been trying to operate with a zero dollar budget for two years!	Apr 12, 2013 2:29 PM
14	The renovated music building provides a very nice learning environment.	Apr 12, 2013 1:06 PM
15	It may seem like a small thing, but I really appreciate having a copier in the staff resources area off the Beach--now I don't have to run up to the 3rd floor kitchen to copy on a regular basis.	Apr 12, 2013 12:12 PM
16	New facilities have yielded current equipment, but little departmental training with many instructors using the same	Apr 12, 2013 11:59 AM

| | equipment. Many times the equipment has ended up unusable at times due to lack of knowledge on how to use the equipment. | |
| 17 | The new Program Review gives instructors more information about and (slightly) more control over funding that will affect our teaching. | Apr 12, 2013 9:06 AM |

Page 4, Q1. What percentage of your time as a faculty member do you spend on directly-related instruction activities (i.e., prep, teaching, grading, etc.) versus outside-of-classroom/-student services related activities (i.e., meetings, SLOs, Course Outlines [CORs], program review, clubs, etc.)? Please prov...

	Directly-Related Instruction Activities	
1	70	Apr 29, 2013 10:42 PM
2	40	Apr 29, 2013 9:57 PM
3	65	Apr 29, 2013 11:07 AM
4	95	Apr 26, 2013 8:44 PM
5	75	Apr 26, 2013 2:05 PM
6	90	Apr 26, 2013 8:38 AM
7	90	Apr 26, 2013 7:40 AM
8	75	Apr 26, 2013 7:12 AM
9	70	Apr 25, 2013 8:43 PM
10	30	Apr 22, 2013 10:12 PM
11	80	Apr 21, 2013 4:06 PM
12	70	Apr 18, 2013 2:22 PM
13	75	Apr 17, 2013 10:49 PM
14	15	Apr 16, 2013 8:06 AM
15	90	Apr 15, 2013 10:48 PM
16	75	Apr 15, 2013 4:34 PM
17	30	Apr 15, 2013 2:39 PM

Page 4, Q1. What percentage of your time as a faculty member do you spend on directly-related instruction activities (i.e., prep, teaching, grading, etc.) versus outside-of-classroom/-student services related activities (i.e., meetings, SLOs, Course Outlines [CORs], program review, clubs, etc.)? Please prov...

18	95	Apr 15, 2013 2:37 PM
19	25	Apr 15, 2013 1:17 PM
20	40	Apr 15, 2013 12:39 PM
21	75	Apr 15, 2013 12:02 PM
22	95	Apr 15, 2013 12:02 PM
23	80	Apr 15, 2013 11:31 AM
24	75	Apr 15, 2013 11:19 AM
25	80	Apr 15, 2013 9:56 AM
26	80	Apr 15, 2013 9:18 AM
27	70	Apr 15, 2013 7:31 AM
28	70	Apr 13, 2013 5:46 PM
29	50	Apr 13, 2013 11:45 AM
30	60	Apr 13, 2013 11:33 AM
31	90	Apr 13, 2013 10:45 AM
32	80	Apr 12, 2013 8:14 PM
33	90	Apr 12, 2013 8:11 PM
34	100	Apr 12, 2013 7:18 PM
35	50	Apr 12, 2013 4:45 PM

Page 4, Q1. What percentage of your time as a faculty member do you spend on directly-related instruction activities (i.e., prep, teaching, grading, etc.) versus outside-of-classroom/-student services related activities (i.e., meetings, SLOs, Course Outlines [CORs], program review, clubs, etc.)? Please prov...

36	75	Apr 12, 2013 4:21 PM
37	60	Apr 12, 2013 2:43 PM
38	50	Apr 12, 2013 1:19 PM
39	72	Apr 12, 2013 1:11 PM
40	85	Apr 12, 2013 12:38 PM
41	80	Apr 12, 2013 12:14 PM
42	80	Apr 12, 2013 12:03 PM
43	40	Apr 12, 2013 9:17 AM
Meetings, SLOs, CORs, program review, student clubs, etc.		
1	30	Apr 29, 2013 10:42 PM
2	60	Apr 29, 2013 9:57 PM
3	35	Apr 29, 2013 11:07 AM
4	5	Apr 26, 2013 8:44 PM
5	25	Apr 26, 2013 2:05 PM
6	10	Apr 26, 2013 8:38 AM
7	10	Apr 26, 2013 7:40 AM
8	25	Apr 26, 2013 7:12 AM
9	30	Apr 25, 2013 8:43 PM

Page 4, Q1. What percentage of your time as a faculty member do you spend on directly-related instruction activities (i.e., prep, teaching, grading, etc.) versus outside-of-classroom/-student services related activities (i.e., meetings, SLOs, Course Outlines [CORs], program review, clubs, etc.)? Please prov...

10	70	Apr 22, 2013 10:12 PM
11	20	Apr 21, 2013 4:06 PM
12	30	Apr 18, 2013 2:22 PM
13	25	Apr 17, 2013 10:49 PM
14	85	Apr 16, 2013 8:06 AM
15	10	Apr 15, 2013 10:48 PM
16	25	Apr 15, 2013 4:34 PM
17	70	Apr 15, 2013 2:39 PM
18	5	Apr 15, 2013 2:37 PM
19	75	Apr 15, 2013 1:17 PM
20	60	Apr 15, 2013 12:39 PM
21	25	Apr 15, 2013 12:02 PM
22	5	Apr 15, 2013 12:02 PM
23	20	Apr 15, 2013 11:31 AM
24	25	Apr 15, 2013 11:19 AM
25	20	Apr 15, 2013 9:56 AM
26	20	Apr 15, 2013 9:18 AM
27	30	Apr 15, 2013 7:31 AM

Page 4, Q1. What percentage of your time as a faculty member do you spend on directly-related instruction activities (i.e., prep, teaching, grading, etc.) versus outside-of-classroom/-student services related activities (i.e., meetings, SLOs, Course Outlines [CORs], program review, clubs, etc.)? Please prov...

28	30	Apr 13, 2013 5:46 PM
29	50	Apr 13, 2013 11:45 AM
30	40	Apr 13, 2013 11:33 AM
31	10	Apr 13, 2013 10:45 AM
32	20	Apr 12, 2013 8:14 PM
33	10	Apr 12, 2013 8:11 PM
35	50	Apr 12, 2013 4:45 PM
36	25	Apr 12, 2013 4:21 PM
37	40	Apr 12, 2013 2:43 PM
38	50	Apr 12, 2013 1:19 PM
39	28	Apr 12, 2013 1:11 PM
40	15	Apr 12, 2013 12:38 PM
41	20	Apr 12, 2013 12:14 PM
42	20	Apr 12, 2013 12:03 PM
43	60	Apr 12, 2013 9:17 AM

Page 4, Q2. Ideally, what should this percentage balance between directly-related instruction activities versus outside-of-classroom/-student service related activities be? Please provide your percentage ideals below.

	Directly-Related Instruction Activities	
1	87	Apr 29, 2013 10:42 PM
2	60	Apr 29, 2013 9:57 PM
3	80	Apr 29, 2013 11:07 AM
4	95	Apr 26, 2013 8:44 PM
5	85	Apr 26, 2013 2:05 PM
6	90	Apr 26, 2013 8:38 AM
7	80	Apr 26, 2013 7:40 AM
8	85	Apr 26, 2013 7:12 AM
9	70	Apr 25, 2013 8:43 PM
10	60	Apr 22, 2013 10:12 PM
11	80	Apr 21, 2013 4:06 PM
12	70	Apr 18, 2013 2:22 PM
13	85	Apr 17, 2013 10:49 PM
14	60	Apr 16, 2013 8:06 AM
15	95	Apr 15, 2013 10:48 PM
16	75	Apr 15, 2013 4:34 PM
17	80	Apr 15, 2013 2:39 PM
18	95	Apr 15, 2013 2:37 PM

Page 4, Q2. Ideally, what should this percentage balance between directly-related instruction activities versus outside-of-classroom/-student service related activities be? Please provide your percentage ideals below.

19	100	Apr 15, 2013 1:17 PM
20	60	Apr 15, 2013 12:39 PM
21	75	Apr 15, 2013 12:02 PM
22	99	Apr 15, 2013 12:02 PM
23	90	Apr 15, 2013 11:31 AM
24	85	Apr 15, 2013 11:19 AM
25	95	Apr 15, 2013 9:56 AM
26	80	Apr 15, 2013 9:18 AM
27	80	Apr 15, 2013 7:31 AM
28	90	Apr 13, 2013 5:46 PM
29	80	Apr 13, 2013 11:45 AM
30	90	Apr 13, 2013 11:33 AM
31	80	Apr 12, 2013 8:14 PM
32	90	Apr 12, 2013 8:11 PM
33	85	Apr 12, 2013 7:18 PM
34	60	Apr 12, 2013 4:45 PM
35	85	Apr 12, 2013 4:21 PM
36	90	Apr 12, 2013 2:43 PM
37	95	Apr 12, 2013 1:19 PM

Page 4, Q2. Ideally, what should this percentage balance between directly-related instruction activities versus outside-of-classroom/-student service related activities be? Please provide your percentage ideals below.

38	93	Apr 12, 2013 1:11 PM
39	90	Apr 12, 2013 12:38 PM
40	80	Apr 12, 2013 12:14 PM
41	60	Apr 12, 2013 12:03 PM
42	80	Apr 12, 2013 9:17 AM
	Meetings, SLOs, CORs, program review, student clubs, etc.	
1	13	Apr 29, 2013 10:42 PM
2	40	Apr 29, 2013 9:57 PM
3	20	Apr 29, 2013 11:07 AM
4	5	Apr 26, 2013 8:44 PM
5	15	Apr 26, 2013 2:05 PM
6	10	Apr 26, 2013 8:38 AM
7	20	Apr 26, 2013 7:40 AM
8	15	Apr 26, 2013 7:12 AM
9	30	Apr 25, 2013 8:43 PM
10	40	Apr 22, 2013 10:12 PM
11	20	Apr 21, 2013 4:06 PM
12	30	Apr 18, 2013 2:22 PM
13	15	Apr 17, 2013 10:49 PM

Page 4, Q2. Ideally, what should this percentage balance between directly-related instruction activities versus outside-of-classroom/-student service related activities be? Please provide your percentage ideals below.

14	40	Apr 16, 2013 8:06 AM
15	5	Apr 15, 2013 10:48 PM
16	25	Apr 15, 2013 4:34 PM
17	20	Apr 15, 2013 2:39 PM
18	5	Apr 15, 2013 2:37 PM
19	0	Apr 15, 2013 1:17 PM
20	40	Apr 15, 2013 12:39 PM
21	25	Apr 15, 2013 12:02 PM
22	1	Apr 15, 2013 12:02 PM
23	10	Apr 15, 2013 11:31 AM
24	15	Apr 15, 2013 11:19 AM
25	5	Apr 15, 2013 9:56 AM
26	20	Apr 15, 2013 9:18 AM
27	20	Apr 15, 2013 7:31 AM
28	10	Apr 13, 2013 5:46 PM
29	20	Apr 13, 2013 11:45 AM
30	10	Apr 13, 2013 11:33 AM
31	20	Apr 12, 2013 8:14 PM
32	10	Apr 12, 2013 8:11 PM

Page 4, Q2. Ideally, what should this percentage balance between directly-related instruction activities versus outside-of-classroom/-student service related activities be? Please provide your percentage ideals below.

33	15	Apr 12, 2013 7:18 PM
34	40	Apr 12, 2013 4:45 PM
35	15	Apr 12, 2013 4:21 PM
36	10	Apr 12, 2013 2:43 PM
37	5	Apr 12, 2013 1:19 PM
38	7	Apr 12, 2013 1:11 PM
39	10	Apr 12, 2013 12:38 PM
40	20	Apr 12, 2013 12:14 PM
41	40	Apr 12, 2013 12:03 PM
42	20	Apr 12, 2013 9:17 AM

Page 4, Q3. Given that faculty primacy in the development and updating of course outlines, determination and assessment of SLOs, involvement in the reflective self-evaluation and request for resources through program review, hiring of peer faculty, involvement with student clubs, etc., will all rightfully re...

1	Please note, I tried to give ranges for my above answers (because of the variation which occurs over a semester) which the fields would not allow (so I put in the averages). percentage estimate Directly-Related Instruction Activities: 60-80% Meetings, SLOs, CORs, program review, student clubs, etc.: 20-40% Ideally Directly-Related Instruction Activities: 85-90% Meetings, SLOs, CORs, program review, student clubs, etc.: 10-15% The largest time-sinks in my recent experience seem to be determination and assessment of SLOs, involvement in the reflective self-evaluation and request for resources through program review. These are large, cumbersome, multi-level processes that seem to require large amounts of extra effort for all involved. Unfortunately I have no concrete suggestions at this time, other than a plea for collegial behavior.	Apr 29, 2013 10:42 PM
2	More classified staff that can help with the input of date for SLOs for the preparation of class schedule like we used to have per division.	Apr 29, 2013 9:57 PM
3	Where should I begin?	Apr 29, 2013 11:07 AM
4	It's not just the balance. We're pretty close in that regard. SLOs, Course Outlines, etc. are far different than spending time with students in the office, participating in student clubs, events, etc. The latter is far more valuable than the former. The amount of paperwork required has gotten out of hand. I especially sympathize with department chairs.	Apr 26, 2013 2:05 PM
5	I'm p/t. Seems to me the answer is to hire more f/t faculty.	Apr 26, 2013 8:38 AM
6	Part timers can not afford to spend time on these outside activities at their current pay and benefit rates. Practically speaking i would like to spend 0 time on outside activities since each hour will directly reduce my income. My healthcare cost alone is about 20% of my pay. So for what takes a 20 hour week just for the instruction, my pay is less than $10,000 for the semester. I must watch and balance my time accordingly. So all spare time is spent on student support not other college activities.	Apr 26, 2013 7:40 AM
7	SLO's need to be simplified. Too much energy is devoted to trying to understand the forms, and what the forms mean to instructor/student review.	Apr 26, 2013 7:12 AM
8	It is hard to say as each faculty member strikes their own balance which puts them either in-line with institutional expectations or our of line with them. Though there are efforts at a unified approach to these issues -- it is not reaching everyone. It many never be able to do so.	Apr 21, 2013 4:06 PM
9	I don't have any complaint that these two are out of balance. Fall semester is pretty administrative/meeting-intense; but spring is typically much easier. So overall, it seems balanced to me.	Apr 18, 2013 2:22 PM

Page 4, Q3. Given that faculty primacy in the development and updating of course outlines, determination and assessment of SLOs, involvement in the reflective self-evaluation and request for resources through program review, hiring of peer faculty, involvement with student clubs, etc., will all rightfully re...

10	More admin assistant help processing and chasing paperwork; more data entry people; somebody (EVP?) to put together an actual schedule/ task list for the ENTIRE semester so that we know the due dates well in advance, to minimize surprise tasks, to aid us in planning our schedules and managing our time, and to improve transparency in process.	Apr 17, 2013 10:49 PM
11	There are WAY too many meetings that take away from our classrooms. Our focus should be more on student learning and community for student engagement.	Apr 16, 2013 8:06 AM
12	I feel comfortable with the way things are at this time	Apr 15, 2013 4:34 PM
13	More support staff to handle the mundane data collection and processing of paperwork in the non-classroom areas.	Apr 15, 2013 2:39 PM
14	classified and administrative assistance to complete these tasks	Apr 15, 2013 1:17 PM
15	Department chairs need increase release time.	Apr 15, 2013 11:19 AM
16	SLOs, while valid in theory, produce little if any valid data. It is a farce on the same level at the Emporer's New Clothes, and does little other than meet a bureaucratic need of having completed documents neatly piled on some shelf. The process distracts from classroom efforts. I find it an utter waste of my time. jc	Apr 15, 2013 9:56 AM
17	Easier systems that require less of a learning curve to navigate.	Apr 15, 2013 7:31 AM
18	have clerical folks do a lot of this busy work	Apr 13, 2013 5:46 PM
19	From the above list, those tasks that can be easily performed through clerical assistance, must be performed by clerks. This is one of the first requirements for efficiency. A faculty member with a much higher salary should not be doing the clerical work which can be handled at substantially lower cost. The assumption that additional tasks put on the shoulders of the faculty will only help the college by reducing its expenditures without any negative effect on the quality of education is simply eroneous.	Apr 13, 2013 11:45 AM
20	One possibility - assign a team to care for SLO/PR Another possibility - Assign release time for full-time instructors to manage this data	Apr 13, 2013 11:33 AM
21	Reports to management should be more specific. For instance, the program review report should be a maximum of 15 pages of information.	Apr 13, 2013 10:45 AM
22	I will not go into it here in this forum due to the nature and sensitivity of my unique (I hope) situation in CTE	Apr 12, 2013 7:18 PM

23	The system requires too much quantification of student success. Evaluation is too involved and too frequent. Technical review of curriculum should be a full time position. There needs to be real shared governence and delegation of responsibility. The EVP has too much power. Deans responsibilities are generally too wide spread. Department chairs should have more release time.	Apr 12, 2013 4:45 PM
24	Faculty are asked to do far too much administrative work, and the percentage of time expected in this area has increased noticeably in my 20+ years with the district. I used to have time to prepare handouts with better explanations of difficult topics than were available in textbooks, go to meetings and conferences to keep current in my field, and so on. As SLOs, filling out flex-day and 87.5-hour college service documentation, and other activities of dubious value have been foisted upon us, there is no longer time for these additional activities; the time and energy that were once devoted to creativity and innovation are now sucked up by meaningless paperwork. As I need every classroom hour to cover all of the growing body of material in the course outlines, I can't afford to go to conferences because the district won't hire substitutes. I would actually prefer to have additional classroom time rather than the flex-day hours (which require me to both find activities, which are also often of dubious value, and then document my participation in them). Does anyone really think there aren't faculty who fabricate some or all of this information? If the administration really wants all this busywork, they should cut our teaching load to a number lower than 15 units per semester, and increase the required faculty service-to-campus requirement (the 87.5 hours per semester) by a concomitant amount. Of course, they won't, because the colleges don't receive apportionment for non-teaching activities. Realistically, true reform would have to come from the state level, and that can't happen until the state stops being insolvent and the politicians stop bad-mouthing faculty for being lazy and overpaid.	Apr 12, 2013 4:21 PM
25	Tired to indicate above that a department chair with one class release might be 70-80% in instructional duties and 20-30% in other activities (including department chair stuff). My indication of percent breakdown is for being a dept. chair. When I haven't been dept. chair, the break down has been about 80%-20%, though some of these latter semesters the SLO and other mandates seem to have pushed the non-teaching time up a bit. I am active in my committee work, but not beyond what should be normative (in my mind). We need to stop pushing tasks from Admin to instructors (and especially department chairs ... unless added reimbursement/release is offered). For processes that have taken arduous years of development (SLO and Program review) we need to stick with what we have and not make changes in how it works (except to streamline and automate). The quantification of the 87.5 extra hours is a joke and an annoying waste of time. We are not lawyers who can bill high rates for quantifying each small segments of time. Our tasks are not additionally compensated and are very intertwined (sometimes in the afternoon I am doing both personal and school stuff simultaneously, but then late at night am grading or filling out program review). Any instructor work his or her "salt" is doing way more than 87.5 hours. The few that may not be, can easily just turn in a form that looks like they are. There are perhaps more effective ways of assessing faculty involvement. For example, every committee should have a roster of attendance. These could be compiled and Deans should discuss this with faculty who either don't have a commitment or	Apr 12, 2013 2:43 PM

Page 4, Q3. Given that faculty primacy in the development and updating of course outlines, determination and assessment of SLOs, involvement in the reflective self-evaluation and request for resources through program review, hiring of peer faculty, involvement with student clubs, etc., will all rightfully re...

are not showing up. Many people are officially on FOG (and claim it as their committee involvement) but they are never there (very few faculty are participating at this point).

| 26 | The balance is dependent on the hours of teaching employment. Therefore, to correct the balance for those with fewer teaching hours, some processes could be mitigated. I have an unusual situation. I teach only one student one hour per semester. Although my load could increase, it hasn't in four years. | Apr 12, 2013 1:19 PM |

| 27 | Self evaluation is a normal part of teaching, and all good teachers do it automatically. Having to document our service and self-enrichment hours is insulting. Faculty should be involved in the ideas and directions of the rights and responsibilities in the questions, but, whenever possible, the implementation of such logistical tasks should be left to administration. That's what administration is supposed to be for, no? For example, the initiatives portion of Program Review seems like a faculty-driven process, but faculty should not waste their time evaluating the racial or gender makeup of their classess--something over which we have no control, and something which does not affect the actual instruction that happens in the classroom. Most importantly, we need to not lose sight of the fact that SLOs are a waste of time--since good instructors do a much better job of this in their heads every day. They're simply an attempt to quantify the unquantifyable, and they're the first stage of inappropriate legal and administrative intrusion into the classroom. Teachers need to be trusted, not held accountable. | Apr 12, 2013 9:17 AM |

Page 5, Q1. What percentage of your time as a faculty member do you spend on directly-related student service activities (i.e., helping students as a counselor/librarian) versus indirect student services related activities (i.e., meetings, SLOs, curriculum development/review, program review, clubs, etc.)?

	Directly-Related Student Service Activities	
1	90	Apr 29, 2013 9:17 AM
2	0	Apr 26, 2013 9:32 AM
3	70	Apr 24, 2013 11:22 PM
4	99	Apr 15, 2013 8:56 AM
	Meetings, SLOs, curriculum development/review, program review, student clubs, etc.	
1	10	Apr 29, 2013 9:17 AM
2	100	Apr 26, 2013 9:32 AM
3	30	Apr 24, 2013 11:22 PM
4	1	Apr 15, 2013 8:56 AM

Page 5, Q2. Ideally, what should this percentage balance between directly-related student service activities versus indirect student service related activities? Please provide your percentage ideals below.

	Directly-Related Student Service Activities	
1	70	Apr 30, 2013 9:32 AM
2	80	Apr 29, 2013 9:17 AM
3	0	Apr 26, 2013 9:32 AM
4	75	Apr 24, 2013 11:22 PM
5	90	Apr 15, 2013 8:56 AM
	Meetings, SLOs, curriculum development/review, program review, student clubs, etc.	
1	30	Apr 30, 2013 9:32 AM
2	20	Apr 29, 2013 9:17 AM
3	100	Apr 26, 2013 9:32 AM
4	25	Apr 24, 2013 11:22 PM
5	10	Apr 15, 2013 8:56 AM

Page 5, Q3. Given that faculty primacy in the development and updating of course outlines, determination and assessment of SUOs, involvement in the reflective self-evaluation and request for resources through program review, hiring of peer faculty, involvement with student clubs, etc., will all rightfully re...

1	* Work through the kinks in the program review and SLO processes to make these things more seamless and less klunky. * Find a way to have seasonal, part-time secretarial help with the inputting of SLO assessment results and program review boilerplate; this should (mind you I said SHOULD) lead to more time for faculty to devote to meaningful analysis of the data present in both SLO and program review documentation. If p/t sec help doesnt lead to better analysis from faculty, then Id recommend that the p/t sec help go away (i.e., carrot / stick approach).	Apr 30, 2013 9:32 AM
2	The issue for counselors is not the percentage necessarily but the fact we have to work on SLO, program review, and other such items in between students and never are given time to work on those during our work- week. The time we get during "work" is for a weekly counseling meeting to discuss day-to-day issues that arise and committee updates and planning that 1.5 hr per week. The rest of the time is booked with student appts. Ideally we would have 20% of our work week dedicated to SLO's, program review,etc.	Apr 29, 2013 9:17 AM
3	No work-time is given to counseling faculty to engage, participate, work on the areas listed above. If we are to volunteer and/or be required to do, it is to work on it in-between students, or take it home to work on it. It is unfair to expect to do so much after already working a full-work week. Deans need to give each counselor faculty time allotted in the work- week, say 10% of their work-time, to at least work on some of these activities. To do quality work, you need to time to meet and discuss with colleagues, staff and other faculty.	Apr 15, 2013 8:56 AM

Page 6, Q4. Please provide any additional comments about your Academic Senate here. Thanks!		
1	I think the last set of answers, is sort of a historical average. It depends on who is the current serving Senate member; some have notably not communicated much. Recently I've heard more in off-the-cuff conversations with Senate members who are not my area's rep than I have from the rep.	Apr 29, 2013 10:47 PM
2	Please provide a 10+1 training for all.	Apr 29, 2013 9:18 AM
3	I Appreciate your work.	Apr 26, 2013 7:41 AM
4	I do not know my Academic Senate representative.	Apr 26, 2013 7:13 AM
5	I really think that our Academic Senate is very effective and has the college and students at the center of decisions. I appreciate Peter's leadership style which I think has moved us forward and in a good working relationship with administration. He will be missed as our Senate President!	Apr 24, 2013 11:25 PM
6	:)	Apr 17, 2013 10:50 PM
7	I very much appreciate what the Academic Senate does. I fully support their efforts. I just wished we had more support from the higher ups. I am very disenchanted and frustrated with the very serious (safety) issues I have had to deal with, and I do not find they were addressed as needed by the VPs. If it hadn't been for my dean, I am not so sure what the outcome might have been.	Apr 15, 2013 4:37 PM
8	I am he and he is I.	Apr 15, 2013 11:20 AM
9	I think Senate is an important body, and I wish there were more time to get involved. But there are too many other tasks that require my attention, and I can't be involved in everything. The same people in the science departments who can't be department chairs because they can't make it to the chairs' meetings are also the ones who can't come to afternoon meetings of the senate, either. Have you noticed that the math/science division reps on other committees (for example, curriculum) almost always come from the math department, because they are the only math/science people who don't have afternoon labs? Unfortunately, I can't think of a practical solution to this problem, short of banning all afternoon classes (and we can't because there aren't enough classrooms available to reschedule everything for either mornings or evenings).	Apr 12, 2013 4:21 PM
10	I just started getting forwarded mail from my VC mail box, so this is the first I've heard of the Senate. If it can help reduce all the paper work, much of which doesn't apply well to private music instruction, I would be very grateful.	Apr 12, 2013 1:21 PM
11	I think the Academic Senate does a fine job.	Apr 12, 2013 12:04 PM

Page 8, Q1. Please provide any additional comments you may wish to add here. Thanks!

1	Keep up the good work!	Apr 30, 2013 9:32 AM
2	Hope to see more presence of the senators at campus forums and district meeting. All senators need to be more present as representatives. The Senate President cannot cover all critical meetings.	Apr 29, 2013 9:19 AM
3	Next time you might break out the f/t from p/t earlier.	Apr 26, 2013 8:39 AM
4	Retirement seems a long way away.	Apr 21, 2013 4:07 PM
5	Thanks for all the outstanding work and the long hours. You folks are great!	Apr 15, 2013 10:50 PM
6	I need to know how to do this for next year!	Apr 15, 2013 11:20 AM
7	Thank you for providing the survey, particularly given that the expense of doing so came from your own pocket. Please consider asking the senate to help you fund this out of the senate treasury; I am sure it would be approved. Regarding the drop deadlines, I can predict with pretty good accuracy who is going to pass, and who isn't, after the first exam. It's not just the raw score; it's the types of errors that students make (indicating their previous level of preparation) as well as their ability to interpret and follow instructions (which can reflect reading-for-understanding skills and, for non-native-English speakers, their familiarity with the language). Most students who get into trouble early in the semester never recover, even with Early Alert, which I've given up on because it doesn't seem to make much of a difference. I would like to see students be encouraged to drop the classes they're not prepared for (or for which they haven't allocated enough study time in their schedules), so they at least have an opportunity to do well in their remaining courses. On another topic, we need to stop rewarding counselors for pushing students to take the most advanced courses for which their transcripts suggest they are ready. For example, students who complete Algebra II in high school are almost never ready for chemistry or college algebra; they waste a semester or more trying to complete the more advanced courses (at the advice of their counselor) when the high schools have typically failed to give them adequate preparation. It seems that at the high schools, many students are passed for showing up every day, rather than for learning skills; students often report that their high school algebra courses were taught by gym teachers who needed one more course to make load. As long as this nonsense goes on at the high schools, we need to advise students to take things a little easy the first semester (while they adjust to the rigor of their college courses). Students do *not* graduate or transfer faster when they take courses that are too advanced for them. What administration thinks happens to a student who had completed Algebra II in high school: ***Takes and passes college algebra during first fall semester ***Takes and passes trigonometry or business calculus during first spring semester ***Takes and passes a calculus course during second fall semester ***Takes and passes a second calculus course during second spring semester What actually happens: ***Takes and flunks (or drops) college algebra during first fall semester ***Takes and passes (maybe) intermediate algebra during first spring semester ***Takes and passes (maybe) college algebra during second fall semester ***Continues like the student above, but graduates or transfers a full year later than the student described above (assuming they don't get discouraged and drop out of college completely) Why is nobody noticing this (except math and science faculty)? Does getting	Apr 12, 2013 4:43 PM

	Page 8, Q1. Please provide any additional comments you may wish to add here. Thanks!	
	promoted to administration automatically knock off 20 I.Q. points? Maybe we need to consider granting tenure to junior administrators so they feel more free to speak out on the college's problems without fear of retribution from presidents, chancellors, and board members who are too concerned about looking good to want to listen to the truth.	
8	Peter, you have been a fantastic president and I hope before too long, you will be ready for another stint!	Apr 12, 2013 2:44 PM
9	Thank you for providing an opportunity to feed back.	Apr 12, 2013 1:22 PM

Ventura College Academic Senate

May 2, 2013

VI. b. Action Items

Ventura College Academic Senate Self-Assessment Survey report

VC Academic Senate Self-Assessment

1. Did the Academic Senate set and have clearly documented goals for this year?

		Response Percent	Response Count
Yes		**100.0%**	**10**
No		0.0%	0
	answered question		**10**
	skipped question		**0**

2. To what degree do you agree with the following statement: "The goals of the Senate were accomplished"?

		Response Percent	Response Count
Strongly Agree		40.0%	4
Agree		**60.0%**	**6**
Neither Agree nor Disagree		0.0%	0
Disagree		0.0%	0
Strongly Disagree		0.0%	0
	Please explain your response:		1
	answered question		**10**
	skipped question		**0**

3. Did the Senate respond in a timely manner to academic and professional issues as they arose throughout this past academic year?

		Response Percent	Response Count
Yes		100.0%	10
No		0.0%	0
	Please explain your response:		1

answered question	**10**
skipped question	**0**

4. Is the Senate meeting environment conducive to open discussion of relevant issues?

		Response Percent	Response Count
Yes		100.0%	10
No		0.0%	0
	Please explain your response:		3

answered question	**10**
skipped question	**0**
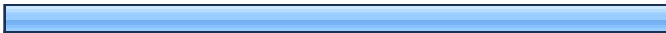
5. Are there any issues that you are aware of that the Senate did not address/discuss this year but SHOULD have?

		Response Percent	Response Count
Yes		10.0%	1
No		**90.0%**	**9**
	Please explain your response:		1
	answered question		10
	skipped question		0
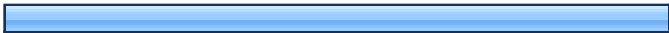
6. Are there any issues that you are aware of that the Senate SHOULD NOT have addressed/discussed this year but did?

		Response Percent	Response Count
Yes		0.0%	0
No		**100.0%**	**10**
	Please explain your response		1
	answered question		10
	skipped question		0

7. Are the Senate agendas/minutes posted and accessible in an easy to find location and in a timely manner?

		Response Percent	Response Count
Yes		100.0%	10
No		0.0%	0
	Please explain your response		2

answered question	10
skipped question	0

8. List any academic and professional matters, goals or agenda items that need completion, topics for future consideration by the Senate, and/or changes needed to improve the effectiveness of this Senate.

	Response Count
	10

answered question	10
skipped question	0

Page 1, Q2. To what degree do you agree with the following statement: "The goals of the Senate were accomplished"?

1	Some of the goals we didnt even get close to accomplishing. For example, inviting Board members to Senate meetings as we did in years past. In retrospect, perhaps that was not such a good goal after all? On most other goals we did remarkably well.	Apr 26, 2013 9:23 AM

Page 2, Q3. Did the Senate respond in a timely manner to academic and professional issues as they arose throughout this past academic year?

1	Peter did an excellent job of keeping us on track.	Apr 13, 2013 11:17 AM

Page 2, Q4. Is the Senate meeting environment conducive to open discussion of relevant issues?

1	Peter does an amazing job.	Apr 26, 2013 10:16 AM
2	I find that the Senate is a safe place for wildly diverging views on topics from the mundane to the highly controversial.	Apr 26, 2013 9:27 AM
3	Bravo.	Apr 13, 2013 11:17 AM

Page 2, Q5. Are there any issues that you are aware of that the Senate did not address/discuss this year but SHOULD have?

1	Possibly the Senate should have discussed certain pieces of pending legislation that, if passed, would change our California community colleges operate. However, given how much work there is to do on policy, procedure, student access/success at our college and district levels, often times it is hard to "come up for air" to look at bigger picture topics at the state/federal level that will impact our ability to serve students.	Apr 26, 2013 9:27 AM

Page 2, Q6. Are there any issues that you are aware of that the Senate SHOULD NOT have addressed/discussed this year but did?

1	Senate seems to be on the staight and narrow on following the "10 + 1" areas of our purview.	Apr 26, 2013 9:27 AM

Page 3, Q7. Are the Senate agendas/minutes posted and accessible in an easy to find location and in a timely manner?

| 1 | Great notes by Robbie. | Apr 26, 2013 10:17 AM |
| 2 | Way to go Robbie! You will be missed! | Apr 26, 2013 9:35 AM |

	Page 3, Q8. List any academic and professional matters, goals or agenda items that need completion, topics for future consideration by the Senate, and/or changes needed to improve the effectiveness of this Senate.	
1	Occasional small group discussions may be effective in generating participation from more committee members.	Apr 29, 2013 2:43 PM
2	- orientation/primer for new senators - better attendance by some reps	Apr 29, 2013 10:55 AM
3	work in better conjunction with the union and district in matters such as academic calendar development, DE issues, etc. Convince the in coming president that the voice of the academic senate should be principle in his/her decision making process regarding all academic matters.	Apr 26, 2013 5:06 PM
4	We need more Paula Munoz.	Apr 26, 2013 10:17 AM
5	* Make a decision on the "W" deadline based on broad-based faculty input * Continue to monior the effectiveness and efficacy of distance mediated instruction and student support systems to determine what can be done to better serve students who by choice or circumstance take classes/use services in this modality * Pay careful attention to pending state/federal legistation that impacts California community colleges * Modify BP 2510 to move our District more toward a "rely primarily" as opposed to a "mutually agree" type of participatory governance structure * Consider moving the Senate meeting date from a Thurs to a Tues or Wed in academic year 2014-15 in order to better meet the needs of senators/senate officers who need to attend District participatory governance meetings that occur on Thursday afternoons * Increase the participation of Senators and their ability to communicate with the divisions that they represent * Review the Senate Constitution & By-Laws to see if they need updating * Hopefully Senate will get a reprieve in the next year or two from the non-stop review of BPs and APs and will get to focus on other topics more directly related to improving student learning (probably just a dream but not a bad dream, that is....) * Direct the focus of the campus on drafting a truly broad-based discussion leading to the development of our next campus accreditation Self-Study report, a document that needs to be written within the next two years	Apr 26, 2013 9:35 AM
6	Long-term college goals	Apr 22, 2013 10:14 PM
7	--grade distribution across campus --implications of student "completion" agenda for different disciplines --limitations of financial aid/changes in repeatability affecting student success	Apr 18, 2013 3:30 PM
8	"Academic and Professional matters" 10 plus one needs to be presented to faculty and managers, especially now that we are going to have many new employees.	Apr 16, 2013 4:06 PM
9	na	Apr 13, 2013 11:35 AM
10	We should take a hard look at distance ed, ask if it's really in our students' best interests, and (if so) develop a more unified and thoughtful approach to deliving it.	Apr 13, 2013 11:18 AM

Ventura College Academic Senate

May 2, 2013

VI. d. Action Items

MOU Defining "Mutually Agree" Between the MC, OC and VC Academic Senates

MEMORANDUM OF UNDERSTANDING (MOU)
On Defining "Mutually Agree" Between the
Moorpark, Oxnard and Ventura College Academic Senates

The purpose of this Memorandum of Understanding (hereafter MOU) is to define how the phrase "mutually agree" shall be interpreted between the Academic Senates of Moorpark, Oxnard and Ventura Colleges when there are disagreements between the three Senates on policy recommendations to the local governing board.

It is agreed that "mutually agree" is a term that is most often used when talking about how participatory governance recommendations to the local governing board are reached between Senates and Administration. It is also agreed that there needs to be a balance between the right of the majority to request closure to a proposal while respecting the integrity of the right of the minority to not be bullied into making a decision. This MOU is an attempt to strike that necessary balance.

This MOU shall not apply to the curricular and programmatic offerings (i.e., courses and programs) made by each college's Curriculum Committee to the local governing board. Instead, the purpose of this MOU is to explain specifically how the Senates of the Ventura County Community College District (hereafter VCCCD) shall approach making recommendations on new board policies (BPs) or administrative procedures (APs) or other non-curricular policy-like recommendations.

Nothing in this agreement shall be construed to obstruct any dissenting Academic Senate from directly addressing the Board or its Subcommittees, and requesting a written response regarding a decision made by the Board in the event the Board takes a dissenting position, as required by Title V; or in other way to abrogate any provisions of Title V.

The formal discussion of the concept and wording of policy recommendations made to the local governing board shall be made during District participatory governance committee meetings. In the case that the three Senates do not unanimously agree on the wording of a new BP or AP, discussion shall continue at the District participatory governance committee meeting until agreement can be reached between the Senates. Barring any legal change necessitating a more rapid resolution, when more than two (2) years have elapsed since the topic was first discussed as an agenized item at a District participatory governance committee, the topic in question shall be forwarded to an ad hoc group of the nine (9) following individuals:

- College Presidents of Moorpark, Oxnard and Ventura Colleges

- Academic Senate Presidents of Moorpark, Oxnard and Ventura Colleges

- Associated Student Government Presidents of Moorpark, Oxnard and Ventura Colleges

This group of nine (9) individuals will review the unresolved policy matter and make a final recommendation to the local governing board. If the group of nine (9) recommends that the policy go forward, the said policy shall proceed to the next step in the participatory governance pathway (e.g., for BPs: Board Policy Subcommittee > Chancellor's Cabinet > Consultation Council > Board of Trustees). If the group of nine (9) recommends that the policy not move forward, the specific proposal(s) and topic(s) in question upon which the Senates could not agree shall not be brought forward again for at least three (3) calendar years from date at which the group of nine (9) made their decision.

Lastly, we acknowledge that as a "mutually agree" District, in the case of proposed revisions to existing BPs and APs, the current policy or procedure shall remain in force until changed. Similarly, if the three Senates cannot agree to proposed recommendations to existing BPs or APs, the group of nine (9) shall be convened following the provisions listed above.

This MOU shall remain in force until all three Senates have revised and/or rescinded it.

Adopted by the Moorpark, Oxnard and Ventura College Academic Senates.

_____   _____

Moorpark College Academic Senate President   Date

_____   _____

Oxnard College Academic Senate President   Date

_____   _____

Ventura College Academic Senate President   Date

Ventura College Academic Senate

May 2, 2013

VI. e. Action Items

BP/AP 4022 – Course Approval

Book   VCCCD Board Policy Manual
Section   Chapter 4 Academic Affairs
Title   BP 4022 COURSE APPROVAL
Number   BP 4022
Status   Active
Legal   Title 5, Section 55100
Adopted   June 23, 2009
Last Reviewed   May 14, 2009

The Chancellor, in ~~consultation~~ collaboration with the Academic Senates, will develop an administrative procedure that establishes processes for developing credit and non-credit courses.

COMMUNITY COLLEGE LEAGUE
OF CALIFORNIA

Book	Administrative Procedures
Section	Chap 4 Academic Affairs
Title	Course Approval
Number	AP 4022
Status	Active
Legal	Title 5 Section 55100
Adopted	August 1, 2007

AP 4022 Course Approval

Reference:
Title 5 Section 55100

Note: *This procedure applies to the processes for approving individual credit and non-credit courses. Local practice may be inserted, but **must address** the following requirements of Title 5 Section 55100.*

Procedures for submitting for Board approval individual degree-applicable credit courses offered as part of an educational program approved by the California Community Colleges Chancellor's Office.

Procedures for course approval of non-degree applicable credit courses and degree-applicable credit courses that are not part of a permitted educational program must address at least the following:
These courses must be approved by the curriculum committee.

The individuals on the curriculum committee must have received the training provided for in Title 5 Section 55100

Unless modified to properly address the reasons for denial, no courses may be offered that were previously denied separate approval by the California Community Colleges Chancellor's Office.

Students may only count a limited amount of semester or quarter units approved toward satisfying the requirements for a certificate or completion of an associate degree.

Regulatory limits on the number of courses that may be linked to one another by prerequisites or co-requisites.

All courses approved must be reported to the California Community Colleges Chancellor's Office.

New 8/07

AP 4022 Course Approval.doc (29 KB)

Last Modified by Jane Wright on March 13, 2012

4/8/2013

Ventura College Academic Senate

May 2, 2013

VI. f. Action Items

AP 7120 F – Interim Managers: Recruitment and Selection

DRAFT AP 7120 F – Recruitment and Hiring: Interim Managers

Interim managers will only serve for the time necessary to allow for full and open recruitment for a vacant position, provided that the acting or interim appointments or series of acting or interim appointments shall not exceed one year pursuant to Title 5, nor shall individuals appointed to these Interim Executive management positions be considered for the permanent position. Management positions at the college below that of Vice President, Business Services (i.e., Deans, etc.) may be filled with an interim appointment at the discretion of the supervisor provided that the acting or interim appointment or series of acting or interim appointments shall not exceed one year, pursuant to Title 5.

The remainder of this procedure shall apply to following executive management positions within the District and its Colleges:

- Vice Chancellor
- Associate Vice Chancellor
- President
- Executive Vice President
- Vice President Business Services

Within one (1) month of the formal notice of the vacancy of an executive management position within the VCCCD, the hiring manager (e.g., the Chancellor for Vice Chancellor, Associate Vice Chancellor and President positions; the President for Executive Vice President and Vice President of Business Services positions) shall indicate if the position is to be refilled or shall remain vacant for a specific duration. If the position is to be refilled, the hiring manager shall indicate when a full recruitment shall commence for the position for which the hiring manager has received formal notice. The hiring manager shall fill a vacant or soon to be vacant position following the appropriate hiring Administrative Procedure (e.g., AP 7120 A-??; Recruitment and Selection of Vice Chancellor; Recruitment and Selection of President… etc.) or alternatively, the hiring manager may indicate that an interim selection shall occur.

The purpose of an interim selection shall be to ensure that the needs of the District/College are met until a permanent selection for a position may be made. Interim selections shall be open to both internal and external recruitment.

Interim positions shall be posted on the Human Resources website for fifteen (15) business days, and also announced through district-wide announcement, and posted to the CCC Registry. The Human Resources Department and two members of the committee described below will review all applications to ensure that the applicants meet minimum qualifications as stipulated in the Board of Governor's approved "Minimum Qualifications for Faculty and Administrators in California Community Colleges" and using VCCCD AP #### on Determining MQs

The committee composition for all District-level executive management positions shall include:
    3 administrators (1 from each campus; appointed by the hiring supervisor)
    1 administrator from the District Office (appointed by the hiring supervisor)
    3 faculty members (1 from each campus; appointed by each academic senate)

The committee composition for all College-level executive management positions shall include:
    4 administrators from the college with the vacancy (appointed by the hiring supervisor)
    1 administrator from the District Office or another college from within the District (appointed by the hiring supervisor)
    2 faculty members (appointed by the academic senate of the college with the vacancy)
    2 classified members (appointed by the classified senate of the college with the vacancy)

The Selection Committee will interview applicants, and recommend at least two candidates

(when/if possible) to the hiring manager for second level interviews.

The Board of Trustees shall be informed with through an agendized human resources information item whenever the term of an executive management interim appointment approaches is within two three (23) months of the maximum allowed by statute and regulation and (1) if the College/District is planning to fill the position with a full-time employee hired via the appropriate AP or (2) if the position will not be filled due to College/District reorganization.

AP 7125   Peralta Community College District
1.
2.   **Interim Manager Selection and Appointment Process**
An interim appointment is a temporary appointment to a management position that has been
vacated and is deemed necessary to fill on an interim basis until a regular appointment is made.
An interim appointment will be made either by appointment or through a recruitment process. An
interim appointee will serve for the time necessary to allow for full and open recruitment for the
position, provided that the acting or interim appointment or series of acting or interim
appointments not exceed one year pursuant to Title 5. The following are the options for selecting
an interim administrator:
0.   **A. Direct Appointment.** The Chancellor may make a direct appointment based
on the immediate needs of the District and upon the approval of the Board.

0.   **B. Internal Recruitment.** The Chancellor may authorize the following internal
recruitment and selection process open only to regular district employees if the appointment
duration is limited to the minimum time necessary to allow for open recruitment.

1.   1. Eligible district employees include administrators, full-time (tenured,
tenure-track and categorical) faculty and classified staff.
2.   2. Internal applicants must submit an application, cover letter, resume, and other
supporting documentation following the posted application procedures.
3.   3. The Position shall be posted on the Human Resources website and through
district-wide announcement for five business days. The Human Resources Department will
review all applications to ensure they meet minimum qualifications.
4.   4. The committee composition shall include one administrator as chair appointed
by the hiring manager; one faculty member appointed by the district/college (as appropriate)
academic senate, one faculty member appointed by PFT; and one classified member appointed
by the district/college (as appropriate) classified senate. If the appointing body fails to appoint a
member available for scheduled committee activities within five (5) business days, the hiring
manager may instruct the committee to proceed without the member.
5.   5. The Selection Committee will interview applicants, and recommend at least
two candidates, if possible, to the hiring manager for second level interviews
6.   6. The Chancellor will review the hiring manager's recommendation, and if
acceptable, submit it for approval by the Board.

AP 6300   Pasadena Community College Area District

1.   When a vacancy or other necessity requires it, the Superintendent/President will conduct
          appropriate consultation within the college and then recommend to the Board of Trustees
          the appointment of an acting position, without a search, for up to six months.
2.   After six months, the Superintendent/President may exercise discretion to continue an
          acting position as an interim position for up to an additional year.

Ventura College Academic Senate

May 2, 2013

VI. g. Action Items

VCCCD Educational Master Plan, 2013-2019

The district's six-year Master Plan identifies over-arching goals and objectives that serve as the foundation for the Strategic Plan, the Technology Plan, and the Facilities Plan.

Master Plan, 2013-2019

Ventura County Community College District

Ventura Community College District Board of Trustees, September 2013

Contents

Introduction

The state of higher education in California is in flux, with an increasing trend toward the greater use of accountability measures by non-educators at the local (i.e., governing board), state (i.e., state legislature, Legislative Analyst's Office, Board of Governors), regional (i.e., Accrediting Commission for Community and Junior Colleges) and national (i.e., U.S. Department of Education, Congress, and the President) levels to determine the "effectiveness" of any given institution of higher learning.

While academics may chafe at the idea of such measures, the simple fact of the matter is that change is occurring, and at a pace with which we are not accustomed. For example, within the past three years, the legislature's passage of pension reform at the state level came at a breakneck speed; indeed, it is hard to remember such sweeping and categorical legislation making it through both houses and to the governor's desk in such record time! Another example of sea change legislation occurring rapidly was the passage of Senate Bill 1440 in 2010, significantly impacting both the articulation of major preparation curriculum and the ability of community college students to transfer. Whereas even in the very recent past we could expect legislative and bureaucratic inertia to block any meaningful reform measures from impacting how we do business, this simply is not the case anymore.

John Wooden had two adages that we should bear in mind as we plan for the future of the VCCCD: "Failing to prepare is preparing to fail," and "Flexibility is the key to stability." While we do not control the actors in Sacramento, Novato, or Washington, D.C., who increasingly seem to control and impact our operations and abilities to act independently, we must recognize that as a college district we must be nimble enough to anticipate and respond to the inevitable changes that are coming our way. The governor's January 2013 budget proposal was an object lesson of all the potential changes that we may face over the next few years: centralization of distance education, performance based funding, reorganization of adult education, limits on repeatability and the number of units allowed for apportionment, and more.

Whether or not the governor's proposals are adopted, the simple truth of the matter is that things ~~which~~ that formerly seemed impossible are not so impossible after all. Our challenge, as we embark on the development and implementation of this VCCCD Master Plan, has been to be prepared for an uncertain future, knowing only that change will occur, but not knowing *when* or exactly *what* these changes may be.

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
- Student access and success data from the district colleges
- Long- 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*, the Consultation Council (with the assistance of the District Council on Accreditation and Planning): (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.

Each year the Chancellor's Consultation Council produces an annual *District Effectiveness Report* for the Board of Trustees. This report, which is presented to the Board during their annual Board Pplanning meeting currently held each June session, documents progress toward the long and short-term goals and the strategic objectives.

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 play 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*:

Comment [U1]: Consider adding something about how the Board adopted this planning model at its June 2012 annual Board Planning Meeting.

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 constituent input and therafter formal Board of Trustee 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, DCAP presented a preliminary list of questions to be discussed in constituent focus groups. The Chancellor's District 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. (Asked only of internal groups): What must we do to retain organizational vitality?
7. (Asked only of 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 (which included the local governing board and was 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. BOG waiver statistics
6. Trends in numbers served by categorical programs
7. Student Success Scorecard data
8. Degrees and certificates awarded
9. Numbers of transfers
10. Employment rate of CTE student cohorts
11. Number of students taking online courses
12. Enrollment in writing/composition, math and reading classes
13. Number of students above a 90 unit threshold
14. Number of students who are on financial aid
15. 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. Twenty-one focus group discussions were held during the months of February, March, and early April 2013. Venues included Academic Senates, Classified Senates, Student Senates, Planning and Budgeting Councils, Management Councils, College Foundation Boards, Campus Open Forums, Campus Committees (Curriculum, Technology, Facilities, Professional Development), the District Community Advisory Board, and the Ventura County Community College District Board of Trustees.

Open Space Forum: On April 15, 2013, a large-group dialogue on the planning issues was held. At this meeting, the members of Consultation Council were joined by the thirteen 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 the campus and district focus group discussions, the Open Space Forum format was used to enable the 70+ participants to further discuss the planning issues at greater length. The results of this large-group dialogue were then 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~~ late April 2013, the first draft of the proposed *Master Plan* was shared with the college and district constituent groups. 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.

Planning Assumptions

- Graduation or completion rates, time allocated to completion, and the labor market applicability of the degrees earned will continue to be primary concerns on the state and national level. Because of this, the shift to funding based on completion or some combination of completion/census (rather than the current enrollment at census model) is likely.

- The percentage of students electing to take courses online will continue to grow, and competition for the online market from proprietary schools will increase. The likely development of a single portal to access all online courses in public community colleges in California will make it more necessary for local online courses to improve in quality and technological format.

- Accreditation standards will continue to focus on student learning and achievement outcomes, and will expect colleges to address the performance gaps that become apparent through the analysis of disaggregated data.

- It is to the advantage of the Ventura County Community College District and the communities we serve to clarify our mission and target populations, to maintain pace with emerging instructional techniques and technologies to enhance the educational experience, and to identify improved strategies to advance student attainment of degrees, certificates and workplace skills in a manner that straightens the path to completion, thus enabling greater access to educational opportunity.

- Ongoing professional development of employees is a fundamental component of the systemic change needed to improve student success. Benefits of employee professional development include lower turnover, improved morale, greater organizational efficiency, and improved job competency, all of which can lead to a higher level of student satisfaction with their educational experience.

- The Ventura County Community College District's budget does not dictate the goals of the district or its colleges; instead, the goals clarify our organizational intent and dictate the allocation of the budget to the priorities that advance that intent.

Organizational Overview

Our History

The Ventura County Community College District (VCCCD) is a public community college district serving residents in Ventura County. The District's three colleges—Moorpark, Oxnard, and Ventura—offer programs for transfer to four-year colleges and universities, occupational and vocational training, basic skills instruction, as well as economic development and continuing education for cultural growth, life enrichment, and skills improvement. Each of the colleges provides a wide range of general programs and services to students, as well as focusing on its own unique and specialty areas. The District Administrative Center, located in Ventura, oversees administrative functions and provides services to the three colleges in support of their mission. As of fall 2012, the VCCCD served 32,646 students.

Ventura College is one of the oldest community colleges in California. Higher education in Ventura County began in 1925 when a junior college department was added to the high school in Ventura, and Ventura Junior College was founded shortly after. In 1955, the college moved to its present 112 acre hillside campus in the eastern part of Ventura.

Moorpark College is the largest and second-oldest of the colleges, located on 150 acres of sloping hillside land in the eastern region of Ventura County. The college has been serving the community since 1967.

Oxnard College, founded in 1975, is the newest of the three community colleges in the county. Set on 118 acres and located two miles from Pacific Ocean beaches, the college is easily accessible by the Ventura Freeway or the Pacific Coast Highway.

Our Mission

The Ventura County Community College District (VCCCD) is committed to assisting students in the attainment of its primary mission as a system of state supported two-year colleges.

The primary mission of the District is to produce student learning in lower division level academic transfer and career/vocational degree and certificate programs. Effective, efficient student support services are offered to assist in the accomplishment of the District's primary mission based on need and available resources.

Ventura County Community College District works to enhance state, regional, and local economic growth and global competitiveness within the pursuit of its primary mission. Additionally, workforce and economic development activities and services are offered based on need and available resources.

English as a Second Language instruction, remedial, adult education, and supplemental learning services that contribute to student success are offered and operated based on need and available resources.

Ventura County Community College District improves the quality of community life by offering not-for-credit, recreational, vocational, cultural, and civic programming based on community demand and available resources.

All District programs, services, and activities operate within a framework of integrated planning and budgeting. Ongoing, student learning outcome assessment and systematic program review are used to ensure District-wide excellence through sustainable, continuous quality improvement in compliance with its mission.

Our Vision

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

Our Values

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

Environmental Scan

An external and internal scan was conducted to provide a context for the master planning discussions and the development of goals and objectives. Reviewing the data, several trends were identified:

(Note: all charts in this section were taken from the Ventura County Civic Alliance *2013 State of the Region Report*.)

External:

- **Population growth is expected to remain minimal during the county's economic recovery.** Cities projected to have the highest percentage of growth include Santa Paula, Fillmore, Moorpark and Ojai, while the city projected to have the largest growth in numbers is Oxnard.

- **The county's population is aging.** While the overall size of the population will remain relatively the same, the proportion in each age category will change. Over the next decade, the county is expected to experience a 17% decline in residents between the ages of 18 to 24, a 37% increase in residents aged 25 to 29, and a 28% increase in residents aged 50 and above.

- **The proportion of county residents who are non-white has increased.** Over the last ten years, the Hispanic population has increased by 35%, the Asian population has increased by 39%, and the Caucasian population has decreased by 7%.

- **There will be significant fluctuations in public school enrollment over the next two decades.** Enrollment in K-8 schools and high schools are inversely correlated: a spike in childhood population will first result in higher enrollment in elementary and middle school, and later in high school as the children age. High school enrollment is declining and is expected to bottom out in 2013-14 before rising again later in the decade.

> **Comment [U2]:** Regarding the graph below, see my note on page 28.

VENTURA COUNTY PUBLIC SCHOOL ENROLLMENT (2005 - 2021)
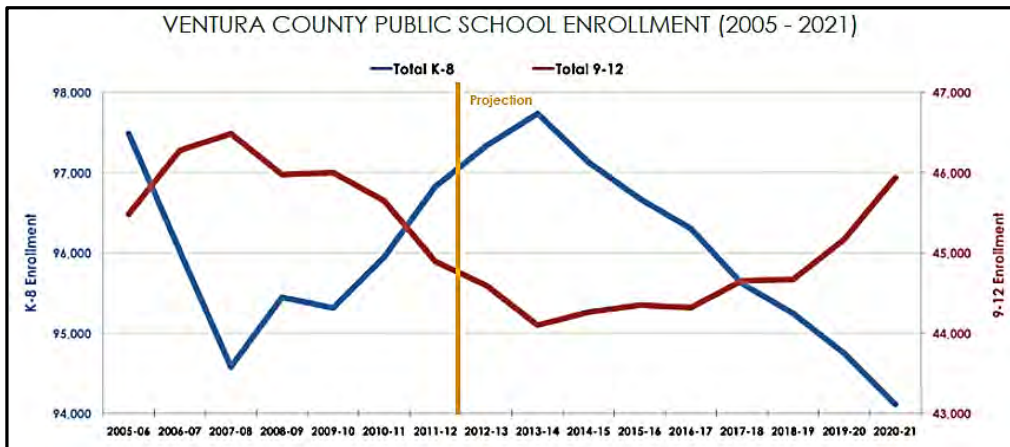
- **The number of English language learners in the public school system has increased.** The number of English learners in Ventura County public schools grew steadily from 2004-05 to 2008-09. The population is expected to remain in flux; as some students improve their English and graduate out of special programs, they are replaced by new students with limited English skills.

NUMBER OF PUBLIC SCHOOL STUDENTS CLASSIFIED AS
ENGLISH LEARNERS IN VENTURA COUNTY (2000 - 2011)
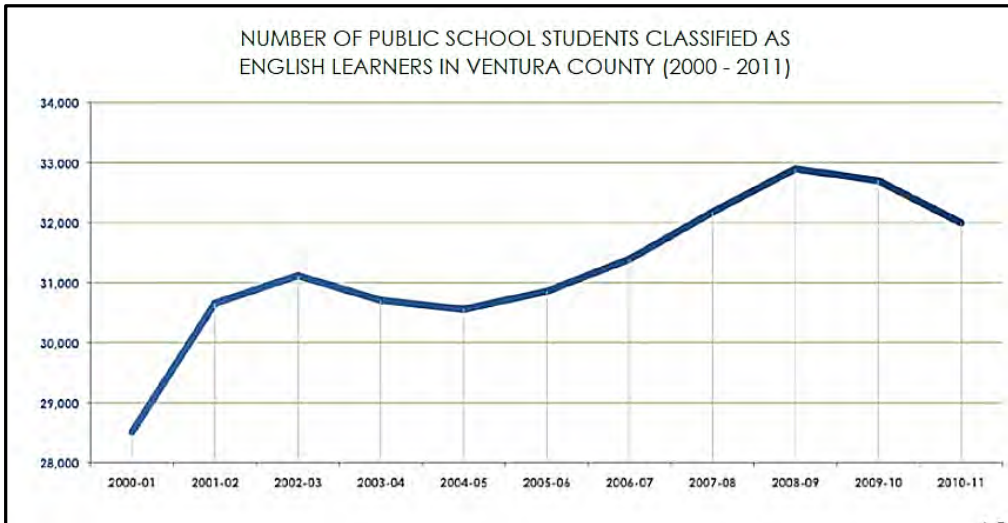
- **Regional employment is clustered into a limited number of industry sectors.** Jobs in government, retail, manufacturing, health care, social services, food services, agriculture, finance, waste management, scientific and technical services, and wholesale trade represent 84% of all jobs in the region. The highest concentrations of projected employment through 2018 are expected to be in the sectors of agriculture, finance, manufacturing, food services, and retail trade.

- **Preparation for college among high school juniors varies by the communities served.** Early Assessment Program (EAP) scores in math and English (which measure students' readiness for the curriculum in the California State University System), show wide variations among public school districts and between white, non-Hispanic students and Hispanic students.

PERCENT OF VENTURA COUNTY STUDENTS
PASSING THE EAP MATH EXAM (2012)

PERCENT OF VENTURA COUNTY STUDENTS
PASSING THE EAP ENGLISH EXAM (2012)
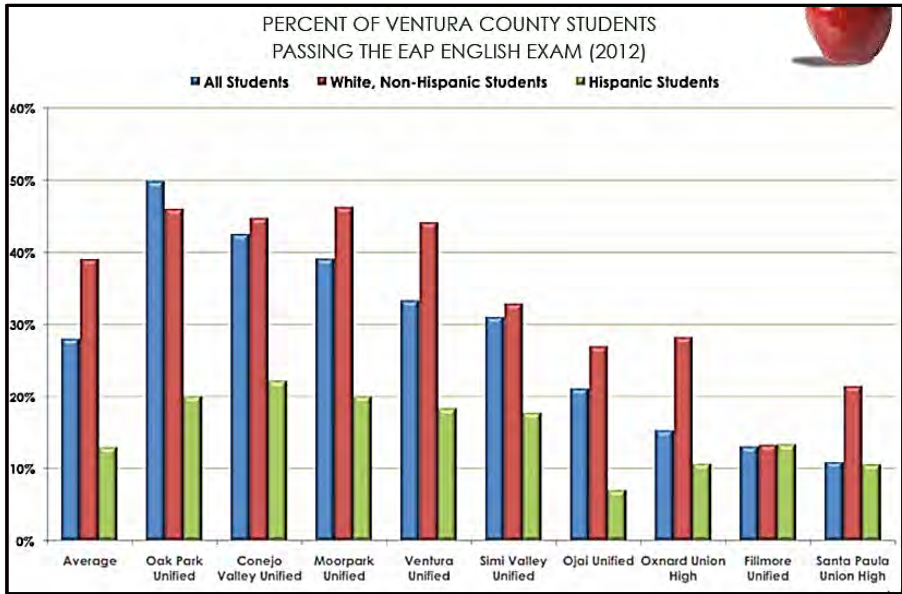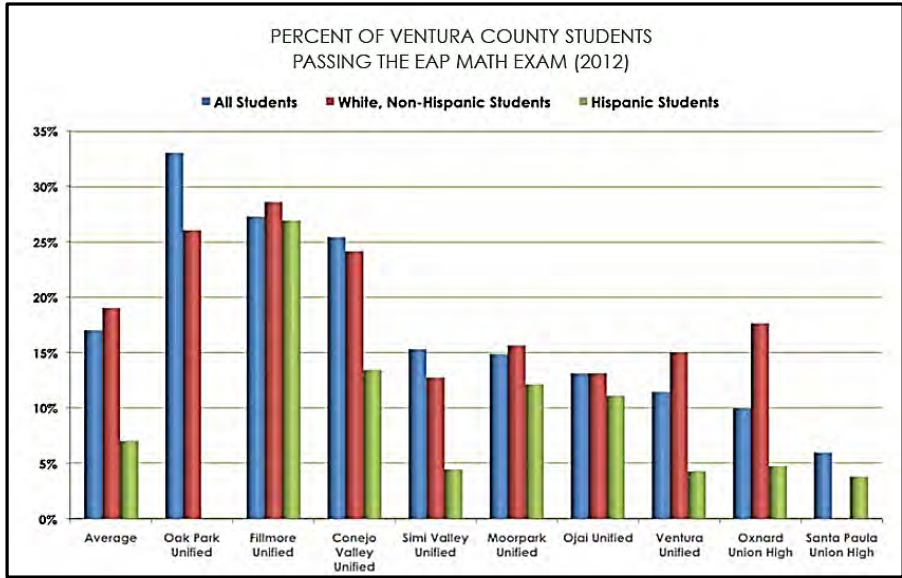
Comment [U3]: That apple in the upper right hand corner is really distracting. I know this is a minor thing, but can it be Photoshoped out?

Internal:

- **Enrollment has fluctuated in response to changing regulations and state-imposed enrollment caps.** Over the last five years, the number of full-time equivalent students rose dramatically and then returned to its former level, with this decrease largely due to intentional reductions in the class schedule to reflect the state-imposed caps on funded apportionment.

- **Significant percentages of the student populations participate in financial aid.** Moorpark College has a 35% participation rate, Ventura College has a 56% participation rate, and Oxnard College has a 71% participation rate. In addition, last year 42% of the students in the district received a Board of Governors fee waiver.

- **Over the next ten years, there will be significant turnover in the ranks of the full-time faculty and staff.** Currently 58% of the full-time faculty, 53% of the full-time classified staff, and 69% of the college and district management staff are age fifty or above.

- **Improvement is needed in completion rates for students who are unprepared for college in English, math and reading.** The Student Success Scorecard data show that a degree or certificate completion rate of only 34.5%-48.7% for students who initially placed in a remedial math, English or reading courses at the district's three colleges.

Charts found in the appendix to this document provide substantiation for these trends and context for the goals and objectives identified in the Master Plan.

Comment [U4]: We include charts after the external info narrative but not after the internal info narrative. Why? I know that the charts are included in the appendix but I think at a minimum we should include a 10 year historical FTES chart following these bullets.

Perceived Strengths, Weaknesses, Opportunities and Threats

As part of creating the framework for the focus group discussions that were held during the months of February, March, and April 2013, the participants were called upon to share their perceptions of the district's current strengths and weaknesses relative to the legislative, economic and cultural challenges ahead, and to identify possible external opportunities and threats based on their projections of the future. Common perceptions of organizational strengths, weaknesses, opportunities and threats emerged as follows:

Strengths:

- Faculty, staff, and the administration are experienced, resourceful, and dedicated to the colleges and the students they serve.
- The colleges are well respected by their communities.
- The recent focus on resolving accreditation issues has enabled the faculty and staff to be more proactive and united.
- Research and planning have been used to develop a balanced curriculum that meets the demand of students.
- Unique programs have been developed that meet the needs of the community
- Sufficient mechanisms are in place to track student progress relative to new and proposed regulations.
- The three colleges have integrated planning, program review and budgeting processes.
- Significant progress has been made in the development of Senate Bill 1440/Transfer Model Curriculum associate degrees.
- There is an existing, developed technology and distance education infrastructure.
- To varying degrees, the College Foundations have been able to provide student scholarships to those who might not otherwise be able to attend college.
- Resignations and retirements in faculty, staff and administration provide the opportunity for fresh perspectives.
- The district and the colleges have modern, attractive facilities.
- Prudent budgeting systems have enabled the district and the colleges to weather the recent financial storm with most programs and services intact.
- The district and its colleges have been well represented on state commissions and committees.

Weaknesses:

- Student enrollments have dropped due to funding caps, course reductions, and demographic changes; as growth funding is restored, it may be difficult to increase enrollments again, especially in light of new federal/state regulations.
- The district planning and program review systems and college enrollment management systems are not fully developed.
- High unit core classes consume an unusually high percentage of student schedules, making it difficult to complete degrees or certificates within the unit caps currently under state consideration.
- Numbering systems for equivalent courses are not consistent among the colleges, making it more difficult for students to organize their education plans if attending more than one college in the district.

- The colleges are not fully prepared to address the needs of students who are significantly lacking in basic skills.
- The schedule of classes has not consistently been developed from the perspective of avoiding overlapping time slots and other measures than would enable students to take heavier course loads or to move through the system more quickly.
- Retention rates in some subject disciplines and in online classes are low.
- In some cases, there are multiple levels of prerequisites before students are able to take transfer level courses.
- Green technology has not been heavily promoted, either as a program or in the management of facilities.
- There is no convenient form of public transportation for students to travel between the colleges.
- All colleges in the district do not feel equally appreciated or supported; old "scripts" about who is valued and who is not continue despite changes in personnel or funding structures.
- Some required procedures are overly complex.
- Venues for communication within and between the colleges are limited.
- High level of administrative and faculty turnover may result in loss of institutional memory or in a change in organizational culture that is not desired.
- The collective bargaining agreements and the California Ed Code limit the ability of the district to rapidly respond to changing needs.
- There is a lack of formal training for all levels of employees.
- The infrastructure for a more robust online program (tutoring, testing, counseling, learning resources) is not fully developed.
- There is nothing in place that creates a welcoming environment for new employees or that communicates a district-wide desire to become a more positive, proactive, student-centered culture.
- The online courses have a higher rate of failure and it is difficult to assess the degree to which there is ongoing contact between online faculty and their students.
- Individual colleges can feel outvoted by the others, creating a "tyranny of the majority/minority."
- There is a lack of district leadership in academic affairs.
- A focus on the district and the centralization of services is perceived as a restriction to innovation.

Opportunities:

- The new and proposed regulations are designed to move students through the system more quickly.   As continuing students are moved out, greater access for new students will result.
- Adult education offered on a college campus might serve as a solution for students who would not want basic skills courses to apply toward their lifetime unit caps or financial aid eligibility.
- The proposed regulations will provide an incentive for strengthening the educational pathways between high school, adult education, community colleges, and the state university system.
- Funding based on student completion will provide a motivation to develop and offer comprehensive retention support services.
- Early in their tenure at the colleges, students will be forced to identify a major and to develop and education plan, thus increasing the likelihood that they will move through the system with more focus and purpose.
- The district organizational structure could be improved in light of changing needs.

- Improvements in the health of the local economy could open more opportunities for program partners and sponsors.
- Proposition 39 could be used to promote greater use of green technologies and for the development of programs that support energy conservation.
- New technologies and a marketing infrastructure position the district to promote the educational quality and relatively low cost of the three district colleges.
- High faculty turnover is expected in near future, creating the opportunity to bring in new perspectives.
- The threats posed by the significant changes on the horizon provide a motivation for organizational transformation.
- The new Chancellor is more open to grant applications, and faculty are interested in and willing to work on grants in order to develop new programs and services.
- Community colleges may become more crowded as the CSU and UC systems continue to increase their fees and limit their enrollments.
- Evolving needs of the community could result in the development of new occupational programs.

Threats:

- Enrollment and, consequently, funding may drop significantly until systemic reforms can be implemented.
- Enrollment may also drop given that the number of county high school students is projected to decrease over the next several years.
- The communities served may feel alienated from the colleges as the traditionally broad mission of the colleges begins to narrow in focus.
- Massive online open courses (MOOCs), ~~if poorly developed,~~ may draw enrollment away from the district, may also pose a threat to quality instruction and to student success rates, and pose a problem for financial aid and residency determination purposes.
- The pressure for students to identify a goal during their first semester may result in students making poor educational plans/choices.
- Emphasis on completion, rather than enrollment, for apportionment purposes may lead to the lowering of academic standards.
- Increasing regulations at the state and federal levels have placed us in a reactive (rather than proactive) mode, and have narrowed the focus and mission of community colleges in general.
- Enrollment and, consequently, funding may drop significantly until systemic reforms can be implemented.
- Although there is an increasing emphasis on technology, students may not be able to afford technology.
- There appears to be a lack of political support for higher education.

Our Strategic Goals

Goal: Increase the timely student completion of degrees, certificates, and transfer majors.

Objectives:

1. **Establish intentional year-round sequences of course offerings** that concentrate on the specific classes needed to obtain transfer degrees and certificates and that utilize standardized time blocks.
2. **Develop clear and highly structured visual and electronic instructional aids** for degrees, transfers, and certificates, indicating decision points and performance expectations.
3. **Establish greater uniformity from the student perspective**: seamless registration that enables students to enroll in multiple colleges; common course numbers; student records that are accessible from any college in the district.
4. **Identify and pilot models that will encourage students to enroll full-time**.
5. **Develop a more proactive/assertive mode of counseling and advisement** to ensure both day and evening students are assisted in preparing for assessment examinations, are fully informed of financial and programmatic requirements, are provided with assistance with picking majors, and are given clear directions about the steps that need to be taken to complete their degrees or certificates.

Goal: Increase student success.

Objectives:

1. **Develop a comprehensive mandated orientation for all incoming students** to include educational planning, course sequencing for prerequisite completion, career pathway advising, financial aid planning, and counseling sessions at strategic points throughout their progress.
2. **Enhance professional development opportunities** to promote the use of classroom assessment, peer coaching, and other techniques that give classroom faculty a better sense of what needs to be modified to improve learning and that improve the ability of classroom faculty to teach to the variety of learning styles, to contextualize instruction, and to incorporate current learning theories.
3. **Develop more robust and effective ESL and basic skills programs**, or partner with Adult Education to offer no-cost or low-cost non-credit remedial coursework on the college campuses.
4. **Increase and widely promote services, support systems, and activities designed to facilitate success**, including the early alert system, study skills instruction across the curriculum, peer mentoring, tutoring, and supplemental instruction.
5. **Create opportunities for students to increase engagement** (including peer study groups, learning communities, cohorts, English and math camps, enhanced student activities).

Goal: Remain competitive in the online market.

Objectives:

1. **Develop fully-online degrees and certificate programs**.
2. **Enhance the use of mobile applications** that would enable students to participate in online classes via their smart phones.

Comment [U5]: I think a transition is needed here. A brief one sentence or one paragraph narrative. An example:

Based on our SWOT analysis, the goals developed included the following:

3. **Ensure that online instructors understand and utilize current best practices** and strategies for online learning, including the incorporation of multimedia and the skillful use of an array of online tools for communication, faculty/student interactivity, collaboration, and content delivery.
4. **Enhance the support systems for online students**, including: development of an on-campus and online orientation specific to online learning; establishment of secure online testing and/or monitored testing centers; scheduling that promotes enhanced access to computer labs; robust access to online counseling and tutoring; establishment of extended hours of real-time technical support.
5. **Enhance the support systems for online faculty**, including: opportunities for formal training; improved access to online instructional resources; development of repositories of shared online materials; establishment of real-time technical support.
6. **Enhance the automated services available for both online and on-campus students**, including application software that allows a student to: enroll in the college or in specialized programs; order and pay for transcripts; turn in documents; order and pay for (or rent) books; receive notifications and reminders of appointments, deadlines, announcements, test dates, and other pertinent information.
7. **Use models from proprietary schools and the corporate world** to create and market more highly-visible online courses and services.

Goal: Partner more effectively to meet community needs.

Objectives:

1. **Establish a regional plan to address workforce development** in partnership with Ventura County Workforce Investment Board (WIB), Economic Development Collaborative Ventura County (EDC-VC) and the Ventura County Office of Education.
2. **Create better visibility in the community by attending and/or sponsoring community events**.
3. **Improve efforts to market college programs and success stories** and to promote community attendance at guest lectures, student performances and athletic events.
4. **Create more opportunities for area employers to publicize vacancies** and internship positions through the College Career Centers.
5. **Create a structure to increase dialogue among high school, community college, and university faculty in common disciplines**.
6. **Develop a system-wide program of outreach and recruitment**, giving consideration to the development and expansion of bridge programs and the offering of introductory mini-courses for recent high school graduates and first generation students.
7. **Formalize relationships with adult education programs and other educational partners** in order to identify unmet community needs and to minimize duplication of programs and services.
8. **Enhance access to information** to potential students, members of the community, and industry partners through the development of more interactive, current and informative websites, the design and launching of relevant and useful telephone applications, and the use of digital marketing and social media.

Goal: Maintain organizational vitality.

Objectives:

1. **Develop a shared vision statement and a unifying mission statement** that aspire to promoting success for all students in the district.
2. **Establish a more proactive, self-directed culture**, where innovation is nurtured, where the quality of programs and services is emphasized, and where faculty, staff, and administrators are empowered to implement positive change at the level closest to the point of service.
3. **Create a continuum of strategic professional development opportunities** for all faculty, staff, and administrators, focusing on mentoring, instructional and service improvement, cross-district and cross-discipline communication, online learning, technology skills, and leadership development.

Goal: Promote fiscal stability and the effective use of organizational resources.

Objectives:

1. **Allocate resources to achieve these goals and objectives** and/or those established yearly by the Board of Trustees.
2. **Increase and/or maintain sufficient levels of institutional effectiveness while becoming more efficient and cost effective**.
3. **Provide resources to address the total cost of ownership** and to maintain technological currency and safe and functional buildings and grounds.
4. **Continue to increase the reserves for unfunded liabilities** each year until such unfunded liabilities are eliminated.
5. **Leverage resources** by offering core classes, transfer degrees, and student support systems throughout the district and by retaining unduplicated specialized career training at each college.

> **Comment [U6]:** I think there needs to be a transition from this last goal. It seems like we build up to these 6 goals and the next page it simply goes into the charts. I think we need a one page summation of what the next steps are in the process for the Bot, the Colleges and for College/District committees. I know that this will simply rehash things mentioned earlier in the document but I think they bear repeating.

Appendix 1: Environmental Scan

External Environmental Scan

Ventura County Population, Actual and Forecast[1]

Ventura County Population							
	Population Estimates *					Projections **	
	2000	2005	2010	2011	2012	2020	2040
County Population	**753,197**	**809,286**	**825,246**	**828,383**	**832,970**	**885,196**	**1,025,693**
Camarillo	57,077	62,455	65,201	65,830	66,407	76,218	79,391
Fillmore	13,643	15,132	15,002	15,120	15,145	19,927	23,522
Moorpark	31,415	35,597	34,421	34,710	34,826	44,595	45,206
Ojai	7,862	8,104	7,461	7,511	7,535	9,560	10,901
Oxnard	170,358	187,705	197,899	199,722	200,390	234,304	250,608
Port Hueneme	21,845	22,568	21,723	21,477	21,682	22,981	24,788
Santa Paula	28,598	29,101	29,321	29,531	29,882	42,182	44,650
Simi Valley	111,351	120,686	124,237	125,026	125,314	131,894	135,708
Thousand Oaks	117,005	126,344	126,683	127,557	128,031	130,733	132,356
Ventura	100,916	105,460	106,433	107,124	107,166	121,753	137,600
Balance of County	93,127	96,134	96,865	94,775	96,592	--	--

Based upon the population forecast prepared by the Ventura County Planning Division in 2008, we can expect a 6 percent overall growth in our county between 2012 and 2020. Cities projected to have the highest growth include Santa Paula), Fillmore, Moorpark and Ojai. It is critical to note, however, that this population forecast was prepared in the midst of a volatile economic downturn; the economy crashed in 2008.

As reported in the *2013 State of the Region Report*, prepared by the Ventura County Civic Alliance, the county population is indeed growing slowly. Residential building has almost ground to a complete halt throughout the county. Only 354 new housing permits were issued in 2011, a drop of more than 90 percent since 2005 (the all-time low of 195 permits were issued in 2009.) And, although median home prices have also declined, Ventura County remains unaffordable in relative terms. In the first quarter of 2012, the county's affordability index was 50 percent (California's figure was 56 percent and the nation's was 71 percent).

Interestingly, homeownership in Ventura County is high even though affordability is relatively low. That could mean one of two things: either people are stretching themselves unusually thin to buy their homes; or the county has many residents who bought their homes long ago.[2] Either way, population growth is expected to remain minimal during the county's economic recovery.

---

[1] County Population Projections provided by Demographic Research Unit, California Department of Finance, May 2012; City Population Projections provided by "2040 Population Forecast: Ventura Cities and County, 2008" prepared by Ventura County Planning Division

[2] *2013 State of the Region Report*. Ventura County Civic Alliance. February 2013.

Ventura County Race and Ethnicity[3]

Ventura County Population by Race and Ethnicity						
	2000*	**2007**	**2008**	**2009**	**2010**	**2011**
Hispanic or Latino	251,734	296,745	302,896	309,092	333,655	340,361
Not Hispanic or Latino	501,463	501,619	494,844	493,891	492,051	491,410
Non-Hispanic:						
White	427,449	415,091	408,744	406,789	401,801	398,619
Black	14,664	13,336	10,450	13,220	13,953	14,555
American Indian	7,106	2,367	1,678	1,860	1,656	1,826
Asian	40,284	51,940	50,194	52,107	55,978	56,273
Pacific Islander	1,671	1,854	1,614	1,782	1,019	1,283
Other	-	1,659	1,954	1,411	308	378
Two or More Races	29,573	15,372	20,210	16,722	17,336	18,476

Beginning in 2000, data collected on Hispanic/Latino ethnicity was collected through one question and data about race was collected in a second question. Respondents were first asked if they were Hispanic or Latino (yes/no). If the respondent answered no, they were then asked to identify their ethnicity. Those respondents identifying themselves as Hispanic or Latino were not able to further indicate if they were of "Two or More Races." The structure of this question may lead to a false increase of Hispanic or Latino responses and a false decrease of "Two or More Races" responses.

---

[3]U.S. Census Bureau, American Community Survey Annual 1-Year Estimates

Ventura County Age and Gender[4]

Ventura County Population Estimates by Age and Gender					
Age	**2000**	**2010**	**2020**	**2030**	**2040**
15-19	55,924	67,713	56,250	58,459	66,367
20-24	46,054	59,166	55,634	57,272	66,736
25-29	47,754	45,910	63,204	58,552	65,867
30-34	55,974	40,887	57,706	57,743	61,990
35-39	63,835	54,602	49,248	64,826	58,969
40-49	119,820	142,247	103,186	108,710	119,467
50-64	110,252	173,377	205,132	166,523	148,802
65 +	77,763	110,432	159,323	215,665	231,114
Gender	**2000**	**2010**	**2020**	**2030**	**2040**
Male	377,917	428,731	458,639	484,449	502,860
Female	379,255	431,933	465,771	498,345	522,849

College-Going Rates: Ventura County Compared to State of California

% Population Enrolled in College or Graduate School[5]					
	2007	**2008**	**2009**	**2010**	**2011**
Ventura County	25%	26%	28%	25%	28%
California	28%	29%	29%	30%	30%

College-Going Rates from K-12 to Community Colleges[6]					
	2007	**2008**	**2009**	**2010**	**2011**
Ventura County	51%	52%	51%	na	na
California	49%	48%	41%	na	na

Although Ventura County residents enroll in college at nearly the same rate as those statewide, the Ventura County Community Colleges receives just over 50 percent of the high school students in the fall semester immediately following high school graduation. With the projection of a decline in population of traditional college-aged residents (ages 18 to 24) between 2010 and 2020, and a significant increase in the number of residents over the age of 50, the VCCCD colleges should be prepared to address the educational needs of an older student population.

[4] California Department of Finance, Demographic Research Unit

[5] U.S. Census Bureau, American Community Survey Annual 1-Year Estimates

[6] California Postsecondary Education Commission (CPEC), College-Going Rates by County from Public Schools to California Community Colleges. CPEC research was discontinued in 2009; similar data are not yet available from another source.

Educational Attainment[7]

Ventura County Population by Educational Attainment	2000	2007	2008	2009	2010	2011
Population 18 to 24 years	**67,842**	**82,515**	**81,616**	**78,770**	**82,609**	**82,468**
Less than high school graduate	30.9%	18.3%	21.7%	17.1%	16.6%	15.3%
High school graduate (includes equivalency)	27.7%	35.3%	25.6%	27.2%	30.8%	28.3%
Some college or associate's degree	36.8%	39.3%	45.1%	48.1%	45.9%	48.8%
Bachelor's degree or higher	4.6%	7.1%	7.6%	7.0%	6.7%	7.1%
Population 25 years and older	**471,756**	**506,769**	**509,490**	**514,880**	**530,768**	**538,930**
Less than high school graduate	10.4%	10.0%	10.2%	10.2%	9.7%	9.6%
9th to 12th grade, no diploma	9.5%	7.8%	7.8%	6.7%	8.2%	7.4%
High school graduate (includes equivalency)	19.7%	21.5%	19.1%	19.1%	18.8%	18.9%
Some college, no degree	25.5%	21.6%	24.8%	24.7%	24.4%	24.0%
Associate's degree	7.9%	7.9%	8.2%	8.3%	8.1%	8.8%
Bachelor's degree	17.4%	19.9%	19.4%	19.4%	19.4%	19.8%
Graduate or professional degree	9.5%	11.4%	10.5%	11.6%	11.4%	11.4%
Population 25 years and older	**471,756**	**506,769**	**509,490**	**514,880**	**530,768**	**538,930**
Percent non-high school graduates	19.9%	17.8%	18.0%	17.5%	17.9%	17.1%
Percent high school graduate or higher	80.1%	82.2%	82.0%	82.5%	82.1%	82.9%
Percent bachelor's degree or higher	26.9%	31.3%	29.9%	27.3%	30.8%	31.3%

Comment [U7]: Why no narrative here?

---

[7] U.S. Census Bureau, American Community Survey Annual 1-Year Estimates

Income Level[8]

Ventura County Population (#Households) by Income Level *						
	2000	2007	2008	2009	2010	2011
Total Population	**243,503**	**255,668**	**256,944**	**260,249**	**265,904**	**265,192**
Less than $10,000	11,934	7,865	9,511	11,022	9,235	11,381
$10,000 to $14,999	9,383	9,645	8,527	9,206	11,258	10,146
$15,000 to $24,999	20,567	18,629	16,725	20,339	21,796	20,666
$25,000 to $34,999	22,967	20,507	19,696	19,058	19,825	19,669
$35,000 to $49,999	35,036	30,385	26,678	30,619	30,816	30,320
$50,000 to $74,999	51,585	43,794	44,155	45,704	45,462	41,205
$75,000 to $99,999	36,546	39,638	35,613	36,248	35,235	35,683
$100,000 to $149,999	34,600	45,023	52,090	47,166	47,914	51,656
$150,000 to $199,999	11,284	20,890	23,301	21,326	21,439	22,723
$200,000 or more	9,601	19,292	20,648	19,561	22,924	22,043
Median household income (dollars)	$ 59,666	$ 73,250	$ 76,860	$ 71,723	$ 71,864	$ 74,623
Average household income (dollars)	$ 75,130	$ 92,970	$ 97,437	$ 91,221	$ 93,290	$ 93,783

*Each year reflects inflation-adjusted dollars.

Ventura County Income Limits for 2012[9]								
Income Category	**Number of Persons in Household**							
	1	2	3	4	5	6	7	8
Extremely Low	$18,800	$21,450	$24,150	$26,800	$28,950	$31,100	$33,250	$35,400
Very Low Income	$31,300	$35,750	$40,200	$44,650	$48,250	$51,800	$55,400	$58,950
Lower Income	$47,400	$54,150	$60,900	**$67,650**	**$73,100**	$78,500	$83,900	$89,300
Median Income	$62,500	$71,450	$80,350	$89,300	$96,450	$103,600	$110,750	$117,900
Moderate Income	$75,000	$85,700	$96,450	$107,150	$115,700	$124,300	$132,850	$141,450
National Poverty Line	*$11,490*	*$15,510*	*$19,530*	***$23,550***	***$27,570***	*$31,590*	*$35,610*	*$39,630*

In comparing household income levels as reported by the Census Bureau with the income categories defined by the California Department of Housing and Community Development, it appears that over 50 percent of Ventura County households are living below the income threshold of "median income" (middle class). Nearly 16 percent of households in Ventura County are living below the National Poverty Line of around $24,000 for a family of four.

---

[8] U.S. Census Bureau, American Community Survey Annual 1-Year Estimates

[9] National Poverty Threshold, U.S. Department of Health and Human Services. Ventura County Income Thresholds, State of California, Department of Housing and Community Development

County Unemployment[10]
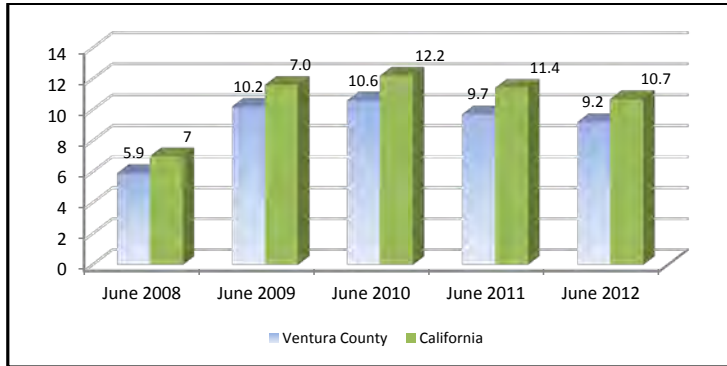
The recession has ~~had its~~ impacted ~~on~~ Ventura County employment. In 2005 there were almost 321,000 jobs in the County. By 2010, that number had fallen to 304,700 representing a five percent decrease in jobs for a total job loss of over 16,000. The state of California also experienced a five percent reduction in jobs from 2005-2010. Both Ventura County and the state of California out-paced national job loss by two percent during this same time.   Some of the biggest job losses in Ventura County were in three big super-sectors – Construction (40%), Manufacturing (17%), and Finance and Insurance (12%). On a more positive note, two vital Ventura County industry sectors saw increases in jobs from 2005-2010. They were Health Care with an 18% increase and Agriculture with a 10% increase[11]. ~~(Source: EMSI Covered Employment 2013.1).~~

Comment [U8]: Huh? Is this a real word?

Moving forward, there is good news to share relative to jobs in Ventura County. For purposes of this report, job data was evaluated on a variety of criteria to include the following:

- Total jobs
- Job growth
- Concentration of employment ~~in(~~ Ventura County compared to national data)
- Wages

Employment projections have been designed to align with the timeframe of the District's Master Plan focusing on the five year period of 2013 – 2019~~8~~. Jobs in Ventura County in 2013 total 314,795. While this is still below the 2005 job high of 321,000, it does represent a three percent increase in jobs from 2010. This increase is expected to swell to seven percent through 2018 for an additional 23,513 jobs for a total of over 338,000 jobs that compares favorably to both state and national projections.

[10] California Employment Development Department

[11] EMSI Covered Employment 2013.1.

County Jobs

Top Industries in Ventura County 2013				
Description	**2013 Jobs**	**2018 Jobs**	**# Change**	**% Change**
Government	48,375	48,660	285	1%
Retail Trade	36,279	40,242	3,963	11%
Manufacturing	30,628	31,950	1,322	4%
Health Care and Social Services	29,503	32,986	3,483	12%
Accommodation and Food Services	29,498	33,052	3,554	12%
Agriculture, Forestry, Fishing, and Hunting	26,883	29,096	2,213	8%
Finance and Insurance	17,322	18,926	1,604	9%
Administrative and Support and Waste Management and Remediation Services	16,660	17,770	1,110	7%
Professional, Scientific and Technical Services	16,646	17,978	1,332	8%
Wholesale Trade	13,214	14,727	1,513	11%
TOTAL	**265,008**	**285,387**	**20,122**	

Source: EMSI Covered Employment 2013.1

The top ten industry sectors employing the greatest number of workers include: Government; Retail Trade; Manufacturing; Health Care and Social Services; Accommodation and Food Services; Agriculture, Forestry, Fishing and Hunting; Finance and Insurance; Administrative and Support and Waste Management and Remediation Services; Professional, Scientific and Technical Services; and Wholesale Trade. Together these ten sectors represent 84% of all jobs in the region.

The Naval Base is the top employer in the county, and it has suffered only minor job cuts in the past decade. The Port of Hueneme puts Ventura County on the cutting edge of global trade and its cargo traffic and revenues have never been higher. Health care and other service industries are the source of many new jobs and are strong in Ventura County.

Job Growth

There are six industry sectors in Ventura County with projected double digit growth through 2018. They include: Educational Services (Private); Accommodation and Food Services; Health Care and Social Services; Wholesale Trade; Retail Trade; and Utilities.

Ventura County Industries with Largest Projected Growth Through 2018				
Description	**2013 Jobs**	**2018 Jobs**	**# Change**	**% Change**
Educational Services (Private)	4,522	5,093	571	13%
Accommodation and Food Services	29,498	33,052	3,554	12%
Healthcare and Social Services	29,503	32,986	3,483	12%
Wholesale Trade	13,214	14,727	1,513	11%
Retail Trade	36,279	40,242	3,963	11%
Utilities	1,210	1,338	128	11%
TOTAL	**114,226**	**127,438**	**13,212**	

Source: EMSI Covered Employment 2013.1

While double digit growth is desirable, it is important to note that two of the six sectors (Educational Services and Utilities) currently employ less than 6,000 workers with collective job growth of approximately 700 workers over the next five years. Additionally jobs in Accommodation and Food Services and Retail Trade are generally low paying jobs with total 2013 wages ranging from $20,571 to $36,104 annually.

Concentration of Employment

Location quotient is a way of quantifying how concentrated a particular industry or industry cluster is in a region as compared to the nation. A location quotient of 1.0 or greater is an indication that the local concentration is equal to or in excess of that of the nation. There are eight industry sectors in Ventura County that exceed national concentration figures. These industries are presented in the following table.

Concentration of Employment Projected Through 2018						
Description	2013 Jobs	2018 Jobs	# Change	% Change	2013 L.Q.	2018 L.Q.
Agriculture, Forestry, Fishing and Hunting	26,883	29,096	2,213	8%	9.83	10.36
Unclassified Industry	1,320	1,398	78	6%	3.03	3.66
Finance and Insurance	17,322	18,926	1,604	9%	1.34	1.37
Manufacturing	30,628	31,950	1,322	4%	1.14	1.20
Accommodation and Food Services	29,498	33,052	3,554	12%	1.07	1.11
Real Estate and Rental and Leasing	4,798	5,089	291	6%	1.07	1.06
Retail Trade	36,279	40,242	3,963	11%	1.05	1.10
Arts, Entertainment and Recreation	4,706	4,941	235	5%	1.03	.99

EMSI Covered Employment 2013.1

Retail Trade; Manufacturing; Accommodation and Food Services; Agriculture, Forestry, Fishing and Hunting; and Finance and Insurance represent the top five industry sectors in Ventura County that employ over 15,000 workers and have a strong local business concentration. These are good indicators for ~~the~~ County economic vitality, though program and curriculum development decisions for the District should include careful consideration of other economic indicators (e.g. total number of jobs, wages, and overall growth).

Wages

High Wage Industries in Ventura County Projected Through 2018					
Description	# 2013 Jobs	# 2018 Jobs	2012 Wages and Salaries	2012 Supplements	2012 Earnings
Manufacturing	30,628	31,950	$91,484	$26,553	$118,037
Wholesale Trade	13,214	14,727	$75,696	$12,885	$86,631
Finance and Insurance	17,322	18,926	$72,648	$14,183	$86,831
Professional, Scientific and Technical Services	16,646	17,978	$70,825	$11,125	$81,950
Government	48,375	48,660	$56,612	$17,518	$74,130
Construction	10,559	11,423	$51,260	$11,666	$62,926
Health Care and Social Services	29,503	32,986	$48,074	$10,680	$58,754

Source: EMSI Covered Employment 2013.1

Wages are an important indicator when evaluating high growth, high demand industries in Ventura County. There are seven industry sectors that provide over 10,000 jobs with salaries in excess of $55,000 per year. They include: Manufacturing; Wholesale Trade; Finance and Insurance; Professional, Scientific and Technical Services; Government; Construction; and Health Care and Social Services. The wage data in the above table includes wages and salaries, supplemental wages and total earnings. Supplements to wages include employer contributions to employer pension and insurance funds (private and/or government) as well as employer contributions to government social insurance.

Ventura County High School Graduates, Actual 12 and Projected [13]
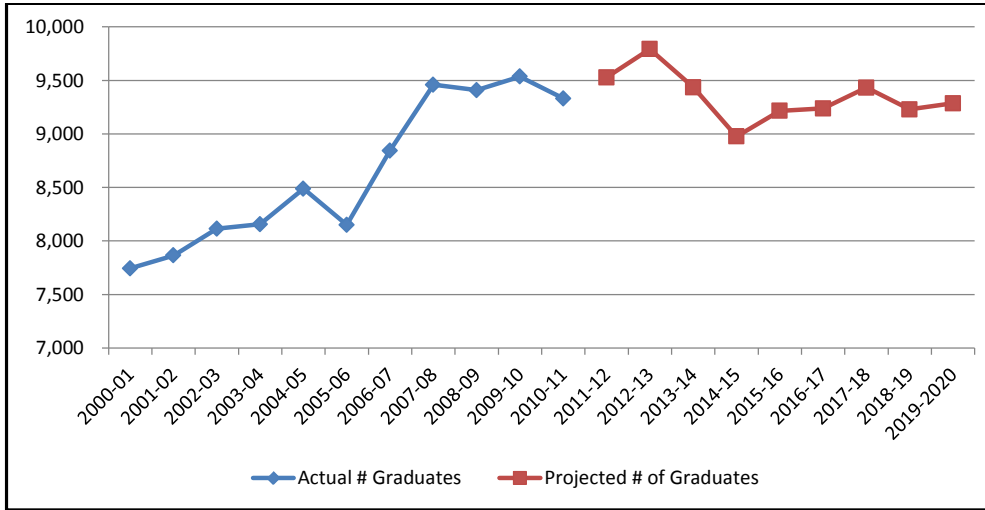
Ventura County has been experiencing increased numbers of high school graduates since the early 2000s, peaking in 2009-10. Projections indicate that the county will stabilize, graduating between 9,000 and 9,500 students each year through 2019-20.

---

[12] California Department of Education Data Quest

[13] California Department of Finance, Demographic Research Unit.
http://www.dof.ca.gov/HTML/DEMOGRAP/ReportsPapers/Projections/Enrollment/K12-05/K12EnrlmntPrjctns2007.php

Ventura County K-12 Demographics [14]

K-12 Students by Ethnicity										
	County					State				
	2007-08	2008-09	2009-10	2010-11	2011-12	2007-08	2008-09	2009-10	2010-11	2011-12
American Indian	0.60%	0.60%	0.50%	0.50%	0.40%	0.80%	0.70%	0.70%	0.70%	0.70%
Asian	4.20%	4.20%	4.30%	4.30%	4.40%	8.20%	8.40%	8.50%	8.50%	8.60%
Pacific Islander	0.30%	0.30%	0.30%	0.30%	0.30%	0.60%	0.60%	0.60%	0.60%	0.60%
Filipino	2.00%	2.10%	2.10%	2.10%	2.00%	2.70%	2.70%	2.50%	2.60%	2.50%
Hispanic	48.40%	49.20%	51.70%	52.40%	53.30%	48.70%	49.00%	50.40%	51.40%	52.00%
African American	2.00%	2.00%	1.90%	1.80%	1.70%	7.40%	7.30%	6.90%	6.70%	6.50%
White	39.40%	38.40%	37.90%	37.20%	36.10%	28.50%	27.90%	27.00%	26.60%	26.10%

K-12 Student race and ethnicity data were collected via CALPADS beginning in 2009-10. The manner in which race and ethnicity data were collected also changed in 2009-10 to be consistent with federal reporting requirements; these changes included collecting data about Hispanic/Latino ethnicity in one question and collecting data about race in a second question.

[14] Education Data Partnership: Fiscal, Demographic, and Performance Data on California's K-12 Schools

High School Accountability Progress Index (API)[15]

Ventura County High Schools			**774**
California			**778**
Conejo Valley Unified			
Newbury Park High	867	Westlake High	878
Thousand Oaks High	841	Conejo Valley High (Continuation)	517
Fillmore Unified			
Fillmore Senior High	736	Sierra High (Continuation)	566
Moorpark Unified			
Moorpark High	816	The HS@MC	791
Community High (Continuation)	572		
Oak Park Unified			
Oak Park High	908	Oak View High	431
Ojai Unified			
Nordhoff High	776	Chaparral High (Continuation)	565
Oxnard Union High			
Adolfo Camarillo High	848	Oxnard High	716
Architecture, Construction & Engineering	715	Pacifica High	732
Channel Islands High	689	Rio Mesa High	741
Hueneme High	650	Frontier High (Continuation)	510
Santa Paula Union High			
Santa Paula High	745	Renaissance High (Continuation)	597
Simi Valley Unified			
Royal High	787	Simi Valley High	803
Santa Susana High	865	Apollo High (Continuation)	511
Ventura Unified			
Buena High	768	Buena Vista High (Continuation)	373
El Camino High	807	Pacific High (Continuation)	476
Foothill Technology High	914	Ventura Islands High (Continuation)	615
Ventura High	778		
Ventura County Office of Education			
Gateway Community (Continuation)	418	Vista Real Charter High (Continuation)	631
Providence (Continuation)	612		

The Academic Performance Index (API) measures the performance and progress of a school based on results of statewide tests at grades two through twelve. A school's API is a composite number representing the results of these tests. The relative emphasis of different content areas in the API relative to grades 9-12 are: English/Language Arts (27.1%), Mathematics (18.1%), Science (22.9%), History/Social Science (13.9%), CAHSEE, English (9.0%), and CAHSEE, Math (9.0%).

---

[15] California Department of Education. Data Quest: 2011-12 Accountability Progress Reporting (API)

Ventura County High School Sophomores' Readiness for College[16]

In California, all high school students must pass a test to earn a high school diploma. The test is called the CAHSEE. Some students with disabilities do not have to pass this test. California created the test to improve student achievement in high schools. The test helps to ensure that students graduate from high school with grade level skills in reading, writing, and math.

Students first take this test in grade ten. If they do not pass the test in grade ten, they have more chances to take the test. In grade eleven, they can take the test two times. In grade twelve, they have up to five times to take the test.

CAHSEE: Mathematics

CAHSEE: English/Language Arts

---
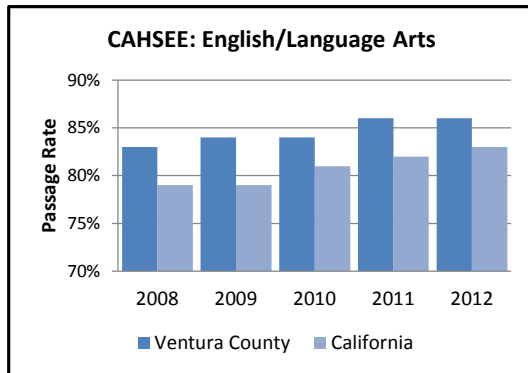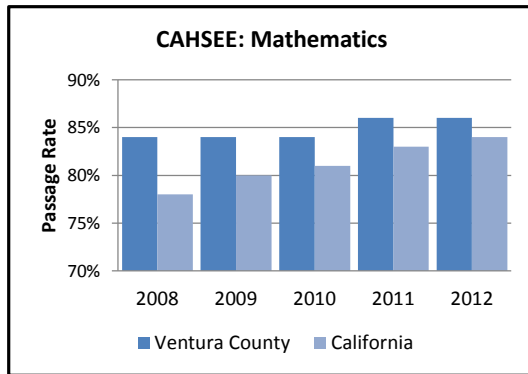
[16] California Dept of Education, DataQuest http://data1.cde.ca.gov/dataquest/

Ventura County High School Juniors' Readiness for College[17]

The Early Assessment Program (EAP) exams in math and English are administered to high school juniors in each school district. The EAP measures students' readiness for the curriculum in the California State University system. Many Community Colleges throughout the State use students' EAP scores to determine course placement in math and English.

EAP: English

Year	Ventura County	California
2008	21%	17%
2009	22%	16%
2010	28%	21%
2011	29%	23%
2012	28%	23%

■ Ventura County   ■ California

EAP: Math

Year	Ventura County	California
2008	15%	13%
2009	16%	13%
2010	16%	15%
2011	16%	15%
2012	17%	15%

■ Ventura County   ■ California
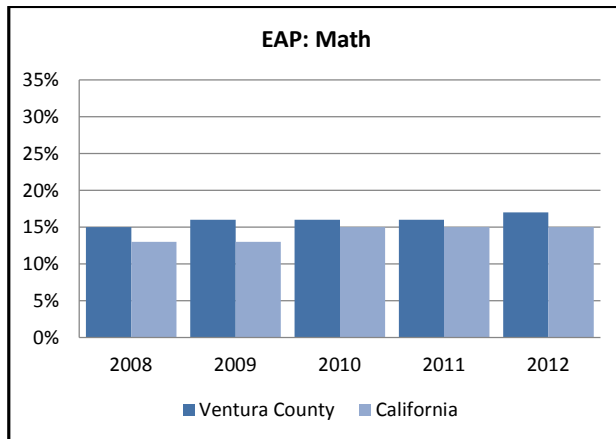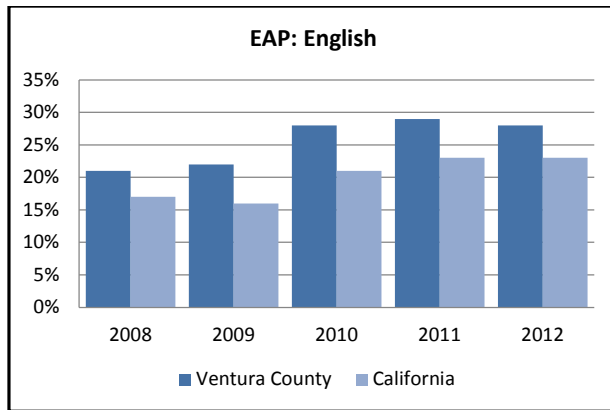
[17] The California State University, Office of the Chancellor: Early Assessment Program (EAP) for College Readiness

High School Dropout Rates[18]

High School Dropout Rates					
	2006-07	2007-08	2008-09	2009-10	2010-11
Ventura County	3.9%	4.6%	3.9%	3.9%	3.6%
California	5.5%	4.9%	5.7%	4.6%	4.2%

Ventura County K-12 Students in Special Programs[19]

K-12 English Learners					
	2007-08	2008-09	2009-10	2010-11	2011-12
Ventura County	22.8%	23.2%	23.1%	22.6%	23.1%
California	24.7%	24.2%	23.7%	17.0%	22.3%

Comment [U11]: Is this the appropriate label?

---

[18] California Dept of Education, DataQuest http://data1.cde.ca.gov/dataquest/

[19] Education Data Partnership: Fiscal, Demographic, and Performance Data on California's K-12 Schools

Internal Environmental Scan

VCCCD: Annual Full-Time Equivalent Students[20]

VCCCD FTES

30,000.00	
29,000.00	
28,000.00	
27,000.00	
26,000.00	
25,000.00	
24,000.00	

26,380.00   29,348.00   29,218.00   27,333.43   26,458.35

2007-08   2008-09   2009-10   2010-11   2011-12
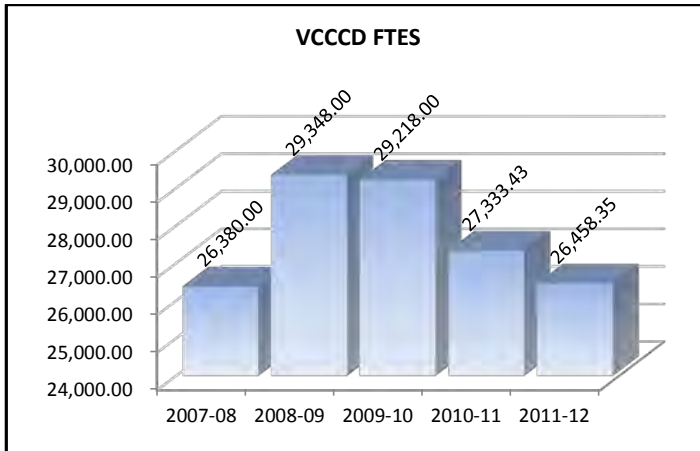
VCCCD: Annual Student-Headcount[21]

VCCCD Annual Headcount

60,000	
58,000	
56,000	
54,000	
52,000	
50,000	
48,000	
46,000	

56,190   59,861   59,598   53,593   51,015

2007-08   2008-09   2009-10   2010-11   2011-12
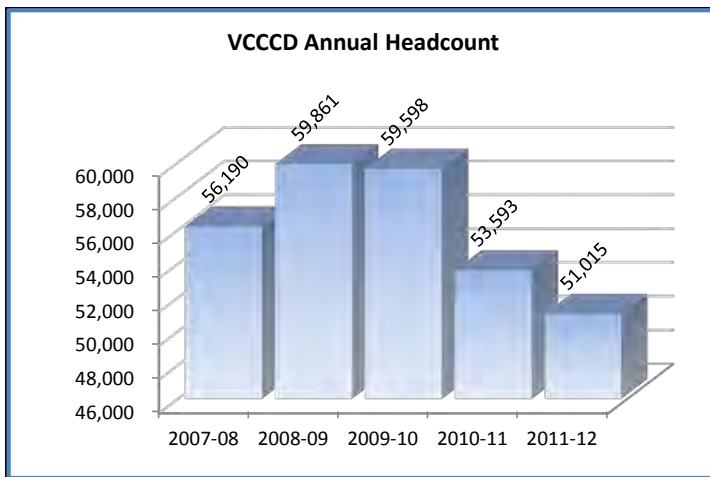
[20] VCCCD Annual 320 Apportionment Report

[21] California Community College Chancellor's Office Datamart; VCCCD Annual Headcount is the sum of each college's unduplicated student headcount.

VCCCD Student Demographics[22]

VCCCD Students by Race/Ethnicity							
	Annual 2009-2010		Annual 2010-2011		Annual 2011-2012		County 2011
	Count	%	Count	%	Count	%	
Ventura CCD Total	**59,598**	**100%**	**53,593**	**100%**	**51,015**	**100%**	
African-American/Black	1,513	2.5%	1,373	2.6%	1,316	2.6%	1.7%
Am. Indian/Alaskan Native	337	0.6%	278	0.5%	232	0.5%	0.2%
Asian/Pacific Islander	4,749	8.0%	4,237	7.9%	3,739	7.3%	6.8%
Hispanic	23,774	39.9%	22,031	41.1%	21,717	42.6%	40.9%
Multi-Ethnicity	1,635	2.7%	1,669	3.1%	1,867	3.7%	2.2%
White Non-Hispanic	25,872	43.4%	22,972	42.9%	21,244	41.6%	47.9%
Unknown	1,718	2.9%	1,033	1.9%	900	1.8%	0.0%

VCCCD Students by Age							
	Annual 2009-2010		Annual 2010-2011		Annual 2011-2012		Calif. CCs 2011
	Count	%	Count	%	Count	%	
Ventura CCD Total	**59,598**	**100%**	**53,593**	**100%**	**51,015**	**100%**	
1 - < 18	5,851	9.8%	3,389	6.3%	2,680	5.3%	24.6%
18 & 19	15,561	26.1%	14,597	27.2%	14,082	27.6%	
20 to 24	18,912	31.7%	18,323	34.2%	18,162	35.6%	31.9%
25 to 29	6,681	11.2%	6,294	11.7%	6,250	12.3%	12.9%
30 to 34	3,351	5.6%	3,085	5.8%	2,904	5.7%	7.6%
35 to 39	2,402	4.0%	2,141	4.0%	1,873	3.7%	5.2%
40 to 49	3,938	6.6%	3,324	6.2%	2,952	5.8%	8.2%
50 +	2,896	4.9%	2,440	4.6%	2,110	4.1%	9.6%
Unknown	6	0.0%	0	0.0%	2	0.0%	0.0%

VCCCD Students by Gender							
	Annual 2009-2010		Annual 2010-2011		Annual 2011-2012		Calif. CCs 2011
	Count	2011	Count	%	Count	%	
Ventura CCD Total	**59,598**	**100.0%**	**53,593**	**100.0%**	**51,015**	**100.0%**	
Female	32,951	55.3%	29,273	54.6%	27,448	53.8%	53.6%
Male	26,324	44.2%	24,182	45.1%	23,454	46.0%	45.3%
Unknown	323	0.5%	138	0.3%	113	0.2%	1.1%

[22] California Community College Chancellor's Office Datamart

VCCCD Faculty and Staff Demographics[23]

VCCCD Employees by Race/Ethnicity								
	FT Faculty		**PT Faculty**		**Classified**		**Manager/Supervisor**	
	Count	%	Count	%	Count	%	Count	%
Ventura CCD Total	386	100%	722	100%	387	100%	78	100%
African-American/Black	14	3.6%	26	3.6%	17	4.4%	6	7.6%
Am Indian/Alaskan Native	5	1.3%	5	0.7%	5	1.3%	1	1.3%
Asian/Pacific Islander	31	8.0%	41	5.7%	24	6.2%	6	7.6%
Hispanic	69	17.9%	70	9.7%	120	31.0%	13	16.5%
White Non-Hispanic	248	64.2%	486	67.3%	198	51.2%	51	64.6%
Unknown	19	4.9%	94	13.0%	23	5.9%	2	2.5%

VCCCD Employees by Age								
	FT Faculty		**PT Faculty**		**Classified**		**Manager/Supervisor**	
	Count	%	Count	%	Count	%	Count	%
Ventura CCD Total	**386**	**100%**	**722**	**100%**	**387**	**100%**	**79**	**100%**
20 – 29	3	0.8%	20	2.8%	15	4%	0	0%
30 – 39	64	16.6%	102	14.1%	77	20%	5	6%
40 – 49	94	24.4%	137	19.0%	92	24%	19	24%
50 – 59	132	34.2%	204	28.3%	138	36%	39	49%
60 +	93	24.1%	260	36.0%	65	17%	16	20%
Average Age		51		54		48		52

VCCCD Employees by Gender								
	FT Faculty		**PT Faculty**		**Classified**		**Manager/Supervisor**	
					Count	%	Count	%
Ventura CCD Total	386	100%	722	100%	387	100.0%	79	100.0%
Female	213	55.2%	343	47.5%	235	60.7%	48	60.8%
Male	173	44.8%	379	52.5%	152	39.3%	31	39.2%

[23] VCCCD 4th Week Snapshot
District data are derived by summing the data reported for each campus and therefore employees, particularly part-time faculty, are counted multiple times if they teach at more than one campus.

VCCCD Student Majors

VCCCD Students, Fall 2012	# Students
Undecided/Undeclared Majors	4711

Students Declaring a General Studies Major, Fall 2012	# Students
Gen Studies: Arts and Humanities	1661
Gen Studies: Social & Behavioral Science	513
Gen Studies: Natural Sciences	633
Gen Lib Arts & Science	372
Gen Studies: Liberal Studies	296
Gen Studies: Holistic Studies	47
Transfer Certification	616

Students Declaring a Discipline Specific Major, Fall 2012	# Students
Nursing	2973
Biological Sciences	1451
Criminal Justice	1320
Child Development	1206
Business, General	989
Psychology Transfer	967
Engineering Technology	939
Business Management	936
Business Administration	650
Accounting	602
Psychology	571
Business Marketing	563
Art, Fine Arts	439
Fire Technology	328
Radiological Technology	328
Computer Information Systems	313
Mathematics	304
Automotive Technology	299

Communication Studies	296
English	287
Sociology Transfer	270
Sociology	259
Computer Science	258
Business Transfer	257
Chemistry	234
Music	231
Graphic Design	209
Exotic Animal Training	204
Television/Radio/Film	200
Art, Studio Arts	198
Dental Hygiene	195
Photography	194
Addictive Disorders Studies	180
Medical Assistant	177
History	173
Theatre Arts	167
Culinary Arts	162
Physical Education/Kinesiology	150
Health Science	141
Journalism	135
Animal Science	130
Biotechnology	126
Anthropology	125
EMT: Paramedic Studies	125
Construction Technology	115
Kinesiology Transfer	111
Computer Network Sys Engineering	104
Electronics Technology	102
Environmental Science	102
Legal Assisting	100
Human Services	98
Commercial Art	91

Multimedia	91
Political Science	88
Communication Studies Transfer	87
Behavioral Science	79
Spanish	79
Water Science	79
Welding Technology	79
Architecture	78
Vocational-Other	76
International Studies	75
Philosophy	73
Dance	68
Economics	68
Air Conditioning/Refrigeration	66
Health Information Technology	66
Drafting Technology	60
Interior Design	57
Political Science Transfer	57
Physics	56
Social Sciences	50
Administrative Assistant	49
Addictive Disorders CJS	44
Dental Assisting	39
Radio/Television/Film	38
Auto Body & Fender Repair	33
Restaurant Management	29
Physical Science	26
Archeology	25
Premedical	25
Geology	23
Agricultural/Plant Science	21
Geography	21
Fashion Design/Merchandising	18
Bilingual/Cross-Culture	17

Recreation	14
Liberal Arts	13
Manufacturing Technology	13
Environmental Technology	11
Foreign Language	11
Astrophysics/Astronomy	10
History Transfer	9
Theatre Arts Transfer	8
Art, Studio Arts Transfer	7
Early Child. Education, CSU Transfer	7
Holistic Studies	7
Marine Studies	7
Natural Resources	7
Office Microcomputers	7
Pre-Dental	7
Chicano Studies	6
Coastal Environmental	6
Interpretation: ASL & English	5
Landscape Management	5
Criminal Justice Transfer	3
Home Economics	3
Real Estate	3
Art History Transfer	2
Business Supervision	2

The VCCCD Colleges are beginning to ask students to identify their intended program of study (as opposed to declaring a major). Students will only be allowed to choose a program of study that has been officially inventoried with the California Community Colleges Chancellor's Office. In addition, the Colleges are increasing the number of transfer degree programs to their curriculum in response to Senate Bill 1440, the Student Transfer Achievement Reform Act, which took effect in the fall of 2011. The Colleges are just beginning to see the effects of these transitions.

VCCCD Student Goals[24]

VCCCD Students by Declared Educational Goal						
	Fall 2009		**Fall 2010**		**Fall 2011**	
	Count	%	Count	%	Count	%
Ventura CCD Total	18,232	100%	16,543	100%	14,897	100%
Transfer with AA/AS Degree						
Transfer only	3,595	19.7%	3,892	23.5%	3,886	26.1%
AA/AS only	2,508	13.8%	2,671	16.1%	2,580	17.3%
Certification	767	4.2%	740	4.5%	737	4.9%
Career Prep/Advancement	2,662	14.6%	2,519	15.2%	2,152	14.4%
Improve Skills/Personal Enrichment	1,293	7.1%	1,094	6.6%	888	6.0%
High School Credit	1,351	7.4%	760	4.6%	521	3.5%
Other	873	4.8%	904	5.5%	893	6.0%
Undecided	4,752	26.1%	3,696	22.3%	3,015	20.2%
Unknown	431	2.4%	267	1.6%	225	1.5%

Students are asked to update their educational goal during each registration period. We can expect to see an increase in students with a goal to transfer with an AA/AS Degree as additional transfer degree programs become available.

VCCCD Students Enrolled in Distance Education[25]

VCCCD Distance Education Enrollments						
	Annual 2010-2011		**Annual 2011-2012**		**Annual 2012-2013**	
	# Sections	Enrolled	# Sections	Enrolled	# Sections	Enrolled
Ventura CCD Total	604	18,649	558	18,113	499	16,795
Moorpark	323	7,925	272	7,709	171	6,250
Oxnard	82	2,009	89	2,883	147	4,430
Ventura	199	8,715	197	7,521	181	6,115

Moorpark College decreased the number of distance education courses available in response to the needs of the campus in attempt to gain enrollment efficiencies. Many of the distance education courses became "hybrid," requiring a portion of the weekly contact hours to be completed onsite, purposely discouraging out-of-county enrollments, allowing for county residents greater access to college courses. While Oxnard College has grown its distance education course offerings, Ventura College shrunk its offerings in an attempt to bridge the gap between our face to face and distance education success and completion rates.

---

[24] VCCCD 4th Week Snapshot

[25] VCCCD Historical Data, Banner: Current Courses. Enrollments reported for courses coded as Distance Education as defined by Method of Instruction.
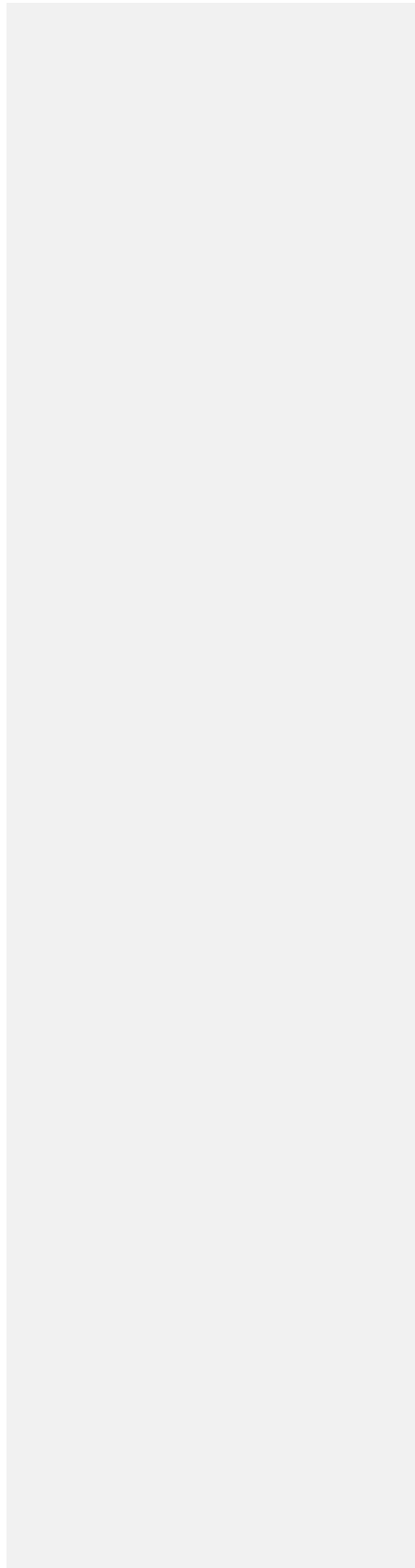
VCCCD Student Enrollment and Placement in Writing/Composition, Math, or Reading

Over half of the VCCCD students enrolling in their first writing/composition course in fall 2011 or spring 2012 elected to enroll in a transfer-level writing course, and just over one third of the students enrolling in their first Math course in fall 2011 or spring 2012 elected to enroll in a transfer level math course.

Writing/Composition Enrollment, Fall 2011-Spring 2012			
Levels Below Transfer	**Course**	**Total**	**% of Those Enrolled**
Transfer Level	Freshman Composition	4219	57.3%
1 level below transfer	Introduction to College Writing; etc.	2027	27.5%
2+ levels below transfer	Grammar and Writing Skills	1116	15.2%
Total Enrollment in Writing/Composition		**7632**	

Math Enrollment, Fall 2011-Spring 2012			
Levels Below Transfer	**Course**	**Total**	**% of Those Enrolled**
Transfer Level	College Algebra or higher	2476	34.2%
1 level below transfer	Intermediate Algebra	1714	23.6%
2+ levels below transfer	Elementary Algebra and below	3058	42.1%
Total Enrollment in Math		**7248**	

Reading Enrollment, Fall 2011-Spring 2012			
Levels Below Transfer	**Course**	**Total**	**% of Those Enrolled**
1 level below transfer	College Reading Skills	77	14.0%
2+ levels below transfer	Reading Skills	472	86.0%
Total Enrollment in Reading		**549**	

VCCCD Students Having Earned Greater than 90 Units[26]

VCCCD Students Reaching 90 Cumulative Units		
Fall 2012 Cohort (32,730 Students)	**Students**	**% of Total Student Population**
Over 90 Units Earned (Cumulative)	2,238	6.8%
Over 90 Degree Applicable Units Earned (Cumulative)	1,359	4.2%

VCCCD Students Served by Categorical Programs

VCCCD Students Participating in CalWORKs Program								
	Annual 2009-2010			Annual 2010-2011			Annual 2011-2012		
	VCCCD Population	**CalWORKs Population**	**CalWORKs Participation Rate**	**VCCCD Population**	**CalWORKs Population**	**CalWORKs Participation Rate**	**VCCCD Population**	**CalWORKs Population**	**CalWORKs Participation Rate**
Ventura CCCD Total	**59,598**	**843**	**1.4%**	**53,593**	**636**	**1.2%**	**51,015**	**553**	**1.1%**
Moorpark College	24,073	76	0.3%	22,226	53	0.2%	20,779	56	0.3%
Oxnard College	12,924	411	3.2%	10,617	336	3.2%	9,998	264	2.6%
Ventura College	22,601	356	1.6%	20,750	247	1.2%	20,238	233	1.2%

VCCCD Students Participating in Disabled Students Program and Services								
	Annual 2009-2010			Annual 2010-2011			Annual 2011-2012		
	VCCCD Population	**DSPS Population**	**DSPS Participation Rate**	**VCCCD Population**	**DSPS Population**	**DSPS Participation Rate**	**VCCCD Population**	**DSPS Population**	**DSPS Participation Rate**
Ventura CCCD Total	**59,598**	**2,806**	**4.7%**	**53,593**	**2,713**	**5.1%**	**51,015**	**2,635**	**5.2%**
Moorpark College	24,073	1,098	4.6%	22,226	1,019	4.6%	20,779	1,061	5.1%
Oxnard College	12,924	522	4.0%	10,617	493	4.6%	9,998	429	4.3%
Ventura College	22,601	1,186	5.2%	20,750	1,201	5.8%	20,238	1,145	5.7%

[26] VCCCD Historical Data, Banner: Term GPA Data

VCCCD Students Participating in Extended Opportunity Program and Services								
	Annual 2009-2010			Annual 2010-2011			Annual 2011-2012		
	VCCCD Population	EOPS Population	EOPS Participation Rate	VCCCD Population	EOPS Population	EOPS Participation Rate	VCCCD Population	EOPS Population	EOPS Participation Rate
Ventura CCCD Total	59,598	2,249	3.8%	53,593	1,763	3.3%	51,015	1,837	3.6%
Moorpark College	24,073	459	1.9%	22,226	280	1.3%	20,779	306	1.5%
Oxnard College	12,924	978	7.6%	10,617	865	8.1%	9,998	861	8.6%
Ventura College	22,601	812	3.6%	20,750	618	3.0%	20,238	670	3.3%

VCCCD Students Receiving Financial Aid[27]

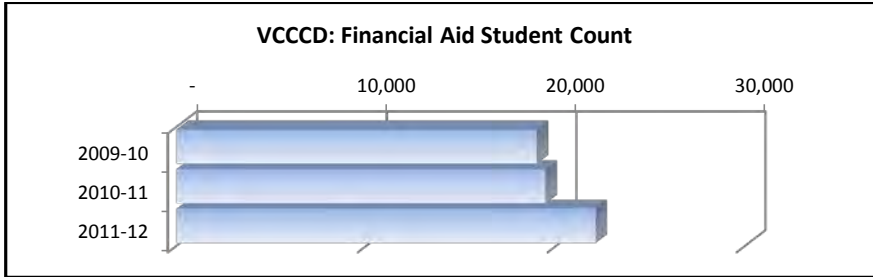| VCCCD Students Receiving Financial Aid								
	Annual 2009-2010			Annual 2010-2011			Annual 2011-2012		
	VCCCD Population	Financial Aid Population	Fin Aid Participation Rate	VCCCD Population	Financial Aid Population	Fin Aid Participation Rate	VCCCD Population	Financial Aid Population	Fin Aid Participation Rate
Ventura CCCD Total	59,598	18,964	31.8%	53,593	19,431	36.3%	51,015	22,072	43.3%
Moorpark College	24,073	5,453	22.7%	22,226	6,088	27.4%	20,779	7,344	35.3%
Oxnard College	12,924	6,935	53.7%	10,617	6,451	60.8%	9,998	7,093	70.9%
Ventura College	22,601	9,094	40.2%	20,750	9,826	47.4%	20,238	11,292	55.8%

*Students receiving aid at multiple campuses are only counted once in the Ventura CCCD Total

[27] California Community Colleges Chancellor's Office, Financial Aid Summary Report (January 30, 2013)

VCCCD Type of Financial Aid Received			
	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012
Ventura CCD Total	**59,598**	**53,593**	**51,015**
Board of Governors Waiver	31.3%	35.4%	42.2%
Grants	11.9%	16.1%	23.1%
Loans	1.6%	1.8%	2.9%
Work Study	0.5%	0.4%	0.5%

VCCCD Students Nearing Lifetime Federal Pell Grant Eligibility (600%)[28]				
	450% to 599% Nearing Lifetime Cap		600% or Greater Reached Lifetime Cap	
Pell Grant Disbursements	Count	% vs. Pell Disb	Count	% vs. Pell Disb
VCCCD (9,567 Pell Disbursements)	366	4%	87	1%
MC (2,626 Pell Disbursements)	125	5%	32	1%
OC (2,831 Pell Disbursements)	94	3%	19	1%
VC (4,125 Pell Disbursements)	147	4%	36	1%

[28] VCCCD students receiving Pell Grant Disbursements as of February 1, 2013; students are able to receive aid at multiple VCCCD Colleges during the identified academic year.

VCCCD: Financial Aid Student Count

	-	10,000	20,000	30,000

2009-10

2010-11

2011-12

Between 2009-10 and 2011-12, the number of students receiving financial aid assistance has increased by 16 percent. This trend is expected to continue as the cost of education rises.

In 2012-13, financial aid eligibility requirements have changed, now requiring applicants to demonstrate high school completion.

VCCCD: Financial Aid Amount

	$-	$20,000,000	$40,000,000	$60,000,000	$80,000,000

2009-10

2010-11
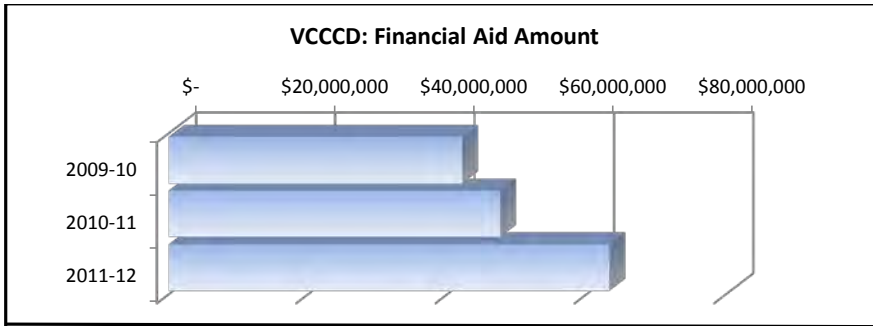
2011-12

Between 2009-10 and 2011-12, the amount of financial aid assistance received has increased by 50 percent. As the cost of education rises, the dependence upon financial aid assistance will increase.

VCCCD Degrees and Certificates Awarded by College[29]

Academic Years/Award	VCCCD	Moorpark	Oxnard	Ventura
2008-09	**3,451**	**1,511**	**762**	**1,178**
Associates Degrees	2,933	1314	523	1096
Certificates	491	197	212	82
Transfer Certification	27	--	27	--
2009-10	**3,604**	**1,600**	**776**	**1,228**
Associates Degrees	2,754	1296	486	972
Certificates	456	172	183	101
Transfer Certification	394	132	107	155
2010-11	**4,178**	**1,925**	**824**	**1,429**
Associates Degrees	2,657	1156	511	990
Certificates	465	171	200	94
Transfer Certification	1,056	598	113	345

VCCCD Numbers of Transfers[30]

Academic Years/Transfer Destination	VCCCD	Moorpark	Oxnard	Ventura
2008-09	1,944	1,141	208	595
CSU Transfers	1,516	845	179	492
UC Transfers	428	296	29	103
Out-of-State/In-State Private	1,063	529	183	351
2009-10	1,777	1,018	181	578
CSU Transfers	1,302	706	152	444
UC Transfers	475	312	29	134
Out-of-State/In-State Private	1,195	584	231	380
2010-11	2,167	1,201	234	732
CSU Transfers	1,672	885	200	587
UC Transfers	495	316	34	145
Out-of-State/In-State Private	not available			

[29] VCCCD Historical Data, Banner: Academic History

[30] CCCCO; CPEC Transfer Pathways; CSU Analytical Studies; UCOP Institutional Research

VCCCD Occupational Preparedness – Licensure Exam Pass Rates

Health Science Programs[31]	2008-2009	2009-2010	2010-2011
Certified Nurse Assistant (Ventura College) [32]	84%	82%	82%
Registered Nurse: NCLEX (Moorpark College) [33]	89%	88%	90%
Registered Nurse: NCLEX (Ventura College) [27]	92%	93%	96%
Radiologic Technology: AART (Moorpark College) [34]	97%	100%	100%

First Responders/Fire Academy	2008-2009	2009-2010	2010-2011
EMT Basic Exam Pass Rates[35]			
Moorpark College	n/a	80%	76%
Oxnard College	49%	65%	67%
Ventura College	84%	82%	82%
Paramedic Exam (Written and Practical) [36]			
Ventura College	100%	100%	100%
Firefighter #1 Program[37]			
Oxnard College	100%	100%	100%

Dental Hygiene (Oxnard College)[38]	2008-2009	2009-2010	2010-2011
National Board of Dental Hygiene Examination	100%	100%	100%
California Registered Dental Hygiene Examination	100%	100%	100%

Drug and Alcohol Counseling (Oxnard College) [39]	2008-2009	2009-2010	2010-2011
CAADE Drug / Alcohol Counseling Certificate	88%	--	86%

[31] ACCJC Annual Reports

[32] Ventura College Website, Licensure Passage Rates

[33] Department of Consumer Affairs, Board of Registered Nursing, http://www.rn.ca.gov/schools/passrates.shtml

[34] Ventura College Website, Licensure Passage Rates

[35] National Registry EMT Pass Rates (Cumulative Pass Rate within 6 attempts), http://www.emsa.ca.gov/meetings/2011/03-23-11/08a_nrresultsattach.pdf
(2010 results only); Ventura College Director, School of Pre-Hospital and Emergency Medicine

[36] Ventura College Director, School of Pre-Hospital and Emergency Medicine

[37] Oxnard College, Career and Technical Education

[38] Oxnard College, Career and Technical Education

[39] Oxnard College, Career and Technical Education

Automotive (Oxnard College) [40]			
	2008-2009	2009-2010	2010-2011
CA Smog License Update (BAR Smog Tech)	--	96%	87%
CA Advanced Engine Performance	--	71%	--
CA Electrical Electronics	--	n = 8	--
CA Advanced & Basic Clean Air Car	--	31%	--
BAR Clean Air Car	--	--	52%
BAR Enhance Clean Air Car	--	--	52%
ASE A8 Alternate Exam	--	--	58%
ASE A6 Alternate Exam	n/a	29%	60%
Safety Pollution Prevention-Mechanical Safety	89%	83%	82%
Mechanical Pollution Certificate	100%	100%	100%
Safety Pollution Prevention-Supervisor Safety	100%	100%	100%

Culinary (Oxnard College) [41]			
National Restaurant Association (NRA)	2008-2009	2009-2010	2010-2011
NRA Certificate: Management	--	95%	97%
NRA Certificate: Supervision	--	90%	90%
NRA Certificate: Cost Control	--	95%	95%
NRA Certificate: Serve Safe	95%	95%	73%
NRA Certificate: Food Production	--	--	86%
NRA Certificate: Menu Marketing & Management	--	--	85%
NRA Certificate: Inventory and Purchasing	--	--	100%

Computer Networking (Oxnard College) [42]			
	2008-2009	2009-2010	2010-2011
CompTIA A+ 601-Essentials	--	n=16	88%
CompTIA A+ 602-Essentials	--	(included above)	100%
CompTIA Network+	--	n=8	100%
CompTIA Security+	--	n=11	--
CompTIA Linux+	--	n=1	10%
Cisco CCENT/CCNA	--	n=3	67%
Overall Pass Rate	--	--	92%

[40] Oxnard College, Career and Technical Education

[41] Oxnard College, Career and Technical Education

[42] Oxnard College, Career and Technical Education

VCCCD 2013 Student Success Scorecard [43]

The tables below present a summary of the Student Success Scorecard data that is presented to the VCCCD Governing Board each spring. The California Community Colleges Board of Governors has established the Scorecard as a performance measurement system to track student success at all 112 community colleges. The data available in this scorecard tell how well colleges are doing in remedial instruction, job training programs, retention of students and graduation and completion rates.

[43] California Community College Chancellor's Office, Student Success Scorecard 2013

Appendix 2: Focus Group Participants

The following individuals participated in the focus group discussions held during the months of February and March 2013 and/or in the large-group Open Space Forum conducted in April 2013:

College and District Faculty, Staff, and Administrators:

Christine Aguilera
Brian Akers
Janette Amador
Dave Anter
Connie Baker
Lee Ballestero
Karla Banks
Blanca Barrios
Sile Bassi
Mark Bates
Janeen Beard
Lori Bennett
Tricia Bergman
Sheena Billock
Cristobal Bohorquez
Nathan Bowen
Dana Boynton
Bret Brack
Stephanie Branca
David Bransky
Susan Bricker
Laura Brower
Nenagh Brown
Lorraine Buckley
Karen Bulger
Michael Bush
Marie Butler
Robert Cabral
Michael Callahan
Robin Calote
Connie Campos
Sabrina Canola
Rhonda Carlson
Marian Carrasco Nungaray
Graciela Casillas-Tortorelli
Rebecca Chandler
Ashley Chelonis
Albert Chen

Martin Chetlen
Paula Christensen
Alicia Cobos
Colleen Coffee
Barbara Cogert
Chris Cole
Jenifer Cook
John Cooney
Lupe Corral
Jonas Crawford
Gaylene Croker
Tami Crudo
Eileen Crump
Howard Davis
Marlene Dean
Armine Derdiarian
Sona Dombourian
Robin Douglas
Kathy Downe
Sarah Downs
Steve Doyle
Nan Duangpun
Richard Duran
Riley Dwyer
Sharon Dwyer
Diane Eberhardy
Pam Eddinger
Amy Edwards
Ishita Edwards
Rex Edwards
Erika Endrijonas
Amanda Enfield
Karen Engelsen
Jeff Erskine
Lynda Etman
Patricia Ewins
Catherine Faulkner
Janice Feingold
Ralph Fernandez
Kathy Fink
Abra Flores

Cesar Flores
Ross Fontes
Richard Forde
Dave Fuhrmann
Eva Gallardo
Ty Gardner
Clare Geisen
Beth Gillis-Smith
Brenda Griego
Carmen Guerrero
Gloria Guevara
Sandra Gustafson
Faten Habib
Robbie Haines
Sandy Hajas
Naoko Hall
Jane Harmon
Tim Harrison
William Hart
Dora Hartman
Bill Hendricks
Hugo Hernandez
Jeff Hiben
Carol Higashida
Laura Hilton
Kim Hoffmans
Lisa Hopper
Andrea Horigan
Chris Horrock
Gwen Huddleston
Kevin Hughes
Cindy Hulce
Becky Hull
Darlene Inda
Iris Ingram
Carolyn Inouye
Maureen Jacob
Sue Johnson
Grant Jones
Kelly Kaastad
Linda Kamaila

David Keebler
Robert Keil
Henny Kim
Bola King-Rushing
Karen Kittrell
Alex Kolesnik
Marcel Koressa
Kim Korinke
Lori Kramer
Jeff Kreil
Dan Kumpf
Cari Lange
Masi Lashkari
Frances Lewis
Erika Lizee
Olivia Long
Gloria Lopez
Julie Lovejoy
Victoria Lugo
Jerry Lulejian
Alex Lynch
Chris Mainzer
Sharon Manakas
Rachel Marchioni
Eric Martinsen
Sandy Mason
Melanie Masters
Patty Mazuca
Jill McCall
Ron McClurkin
Rita McKinney
Beth Megill
Darlene Melby
Sandy Melton
Jim Merrill
Rachel Messinger
Irene Miller
Joanna Miller
Sharon Miller
Mary Mills
Nancy Mitchell
Jamillah Moore
Terry Morris
Bob Moskowitz
Paula Munoz
Samantha Murphy
Valeria Nicole
Peder Nielsen

Tom O'Neil
Raquel Olivera
Leo Orange
Karen Osher
Connie Owens
Sharon Oxford
Jennifer Parker
Zenaida Pena
Denise Pope
Marc Prado
Natawni Pringle
Judith Ramos
Maureen Raunchfuss
Jeanette Redding
Mary Rees
Scarlet Relle
Linda Resendiz
Dan Reyna
Branki Rieger
Danielle Rodriguez
Malia Rose
Mati Sanchez
Ramiro Sanchez
Linda Sanders
Art Sandford
Kathleen Schrader
Terry Schukart
Kathy Scott
Diane Scrofano
Peter Sezzi
Tatyana Shaffer
Ken Sherwood
Lisa Shoemaker
Sydney Sims
John Sinutko
Kay Snow
Julius Sokenu
Tom Stough
Jan Straka
Rosie Stutts
Norbert Tan
Margaret Tennant
Tracy Tennenhouse
Richard Torres
Rick Trevino
Deborah Tyson
Rosalinda Valenzuela
Ana Maria Valle

Dan Vieira
Gail Warner
Michael Webb
Anthony Williams
Suzette Williams
Gary Wilson
Brenda Woodhouse
Cat Yang
Beatriz Zizumbo

College Students:

Julia Aceves
Sylvia Ameda
Joshua Anguiano
Joe Arellano
Terry Baudere
Gina Beas
Megan Blumenthal
Monica Burke
Ivan Calderon
Cassandra Castellanos
Jovita Chaboya
Daniel Chavez
Manuel Corona
Esmeralda Cortes
Nicholas Cortes
Amanda Crockett
Margie Cruz
Brittney Daniels
Cristina Diaz
Rosie Diaz
Seranquia Duplechan
Yvonne Estrada
Cristina Figueroa
Diane Gaines
Anthony Garcia
Victor Garcia
Raul Gavino
Azmena Gonzales
Alejandra Gonzalez
Carlos Gonzalez
John Guerra
Debbie Guzman
Misty Hasan
Lisette Hernandez
Sarah Higgenbotham
Dennis Holloway

Appendix 3: Visions of the Future

The Open Space Forum held on April 15, 2013 closed with an exercise in which participants completed a written sentence that summarized their hopes for the future of the Ventura College Community College District. Their individual thoughts are provided below as the collective vision of those who participated most closely in the preparation of this planning document.

"My hope for the future is…"

- To have resources for more teaching and learning in more diverse fields.
- To secure additional funding for increased student access and opportunities.
- To increase collaboration and communication between the district schools, further shared ideas, and data that show we are all working on the same goal.
- That there will be an increased positive collaboration between the campuses and the district office.
- That the district continues in a forward trajectory and does not become fragmented with the major changes in leadership.
- That we become a leader in the state with student success, graduation, and transfer.
- That core classes have the same name and units.
- That we focus on the immense talent that exists and develop a program/system for leadership that will take the district forward.
- That the district increase its ability to enhance/sustain services to the educationally disadvantaged by identifying them and ensuring access and success.
- That the district becomes more student focused and faculty driven.
- That there is an increase in persistence and student success across all demographics on campus.
- That we reach agreement that all students deserve an opportunity to be educated at low cost…even if they don't complete…but that we remain focused on services relating to transfer and certificates.
- That we become more collegial between colleges. No badmouthing of each other. But also more events where we work together as colleges, as departments, as committees. So much can be gained by getting to know one another.
- That we focus more on students in all we do.
- That we have continued collaboration.
- That we make more student-centered decisions.
- That we have a collegial relationship and clear direction.
- That the needs of students will be met, i.e. student services and caring faculty who teach and help them learn through innovative methods.
- That we survive the next decade intact, as three independent but collaborative colleges and a district wide support center, contributing to a robust Ventura County Economy, the rich and diverse culture of the county.
- That we have better leadership succession planning to preserve college culture and quality.
- That we continue to be more than just transfer colleges. That we serve the whole community.
- Increase collegiality.
- That we will remain (and grow) as a comprehensive and transfer-oriented college district that will continue to provide a solid foundation for transfer. That we will continue to offer two learning tracts to students, one academic and one vocational.

- That we increase our students' success in reaching their transfer or career goal by twofold and that their pathways are clear and timely.
- That we think big. Where do we want to be ten years from now, then go back and fill in the how-to.
- That there is continued existence of all three campuses, that all three campuses are supportive of each other and valued for their contribution to the district as a whole, and that we remain responsive to the community needs and the various diversity of groups that compose the community.
- That there will be the creation of a unified, collaborative system that focuses on "students first," that emphasizes the creation of the K-16 pipeline that is well-integrated to obtain synergistic student success results.
- That we continue to provide excellence in education to the community and the students we serve by providing basic skills, career/vocational programs, and transfer credits, and that we continue to assess ourselves and change/adapt to modern times to help students to achieve their educational goals.
- That we maintain a safe, clean environment for our students, staff, and faculty.
- That we reaffirm our commitment to put students first!
- That we stay accredited, develop a succession plan, develop a chief instructional officer position at the district level, eliminate the EVP model and use VPs for student services and instruction separately.
- That student success will become the primary goal of all members of the district.
- That we consider change, as needed, to help us improve. The state is changing and we have to do so too if we hope to meet requirements and accountability. We have to be open to new ideas.
- That the district fully embraces the student success initiative in a meaningful way for all students at all three colleges.
- That we build better working relationships with our sister colleges and the district office to accomplish common goals.
- That [the colleges] be funded more equitably so that [they have] the resources to meet the needs of [their] students and community.
- That the district will be willing to seize the future in order not to become irrelevant.
- That bridges are built between the colleges and also the district so that we are one of the best community college districts in the state.
- That we become a student centered high performance organization.
- That we develop into a better-linked set of colleges that support both student learning and faculty development, that the faculty model for our students hard work and a love for learning.
- That the district remains economically viable and strong.
- That the district becomes a robust place that supports student learning in support of knowledge and wealth creation within a framework of sustainability and innovation, and that we model and embrace the same skills, values, knowledge and practices that we impart to our students.
- That there are much improved transfer rates throughout the district.
- That the majority of our students will graduate and move onto universities or jobs, and that we will build a strong district wide consolidated online education program that supports faculty and students.
- That the district has sustained growth with commensurate funding.
- That each college develops in accordance with the community each serves.
- That the colleges continue to provide academic and support services for educationally disadvantaged students to ensure access and success.
- That we become a vehicle that is very effective in providing students with the tools to lead successful lives.
- That the district becomes more efficient with its funds to that it can support more academic programs.
- That we really become "student centered" in our planning, decision-making, budgeting, and actions.
- That we grow together to create a strong community college district that has student success first in mind.