

# Ventura College Academic Senate

## Agenda

Thursday, October 18, 2012

1:30-3:30 pm

Multidiscipline Center West (MCW) – 312

- I. Call to Order
- II. Public Comments
- III. Acknowledgement of Guests
  - a. Susan Royer (Information about bookstore ordering – Time Certain: 1:30 pm)
  - b. Kathy Scott (Information about new Title 5 HSI Grant – Time Certain: 1:45 pm)
- IV. Approval of minutes
  - a. October 4, 2012
- V. Study Sessions
  - a. Updating of Faculty Websites Hosted on VC Servers
- VI. Action Items
  - a. Determination of Senate Election Dates and Elections Committee
  - b. VCCCD Integrated Planning Manual (Second Reading)
  - c. Revised VC ISLOs/ISUOs (Second Reading)
  - d. VC ISLO Rubrics on Communication & Scientific/Quantitative Reasoning (First Reading)
  - e. Resolution on the Importance and Value of Shared Governance (First Reading)
  - f. BP/AP 4255 – Disqualification and Dismissal (First Reading)
  - g. AP 4260 – Pre- and Co- Requisites (First Reading)
  - h. BP/AP 5010 – Admissions & Concurrent Enrollment (First Reading)
  - i. AP 5055 – Enrollment Priorities (First Reading)
- VII. President's Report
  - a. Board of Trustees meeting report
  - b. Administrative Council report
  - c. DCAP, DCHR, DCAS reports
  - d. Open Forum reports
- VIII. Senate Subcommittee reports
  - a. Curriculum Committee report
  - b. SLOOC report
  - c. Other Senate Committees
- IX. Campus Committee reports
  - a. Other Campus Committees
- X. Adjournment

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

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

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

AND Other academic and professional matters as mutually agreed upon.

**Ventura College Academic Senate**  
**Minutes**  
**Thursday, 4 October 2012 MCW-312**

I. Call to Order

This meeting was called to order at 1:38 p.m. The following senators were present:

Chen, Albert—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  
Lange, Cari—Senate Vice President  
Mitchell, Nancy—Career and Technical Education  
Morris, Terry—PE/Athletics, Communication Studies, Foreign Languages, and ESL  
Muñoz, Paula—Student Services  
Parker, Jennifer—Career and Technical Education  
Rose, Malia—Mathematics and Sciences  
Sezzi, Peter—Senate President

The following guests were present:

Arevalo, Gloria—Articulation Officer  
Calote, Robin—President, VC  
Valenzuela, A.J.—Student Trustee

II. Public Comments

Muñoz expressed opposition to Proposition 32 and support for Proposition 30 in the upcoming election. Appropriate means for instructors to publicly express political opinions was briefly discussed; it was agreed that posting signs is acceptable in offices and homes, but not in classrooms.

III. Acknowledgement of Guests

- a. Robin Calote (Agenda item V.a., Time certain: 2:00 p.m.)  
For discussion of this item, see section V.a., below.

IV. Approval of minutes, 20 September 2012

Forde motioned to approve these minutes, Guillen seconded. The motion was approved 11–0–1 with Muñoz abstaining.

V. Study Sessions

- a. “Tiering” of Courses: Rubrics/Criteria and Processes (Continued)

Calote introduced the idea that a tiering rubric should be clear and easy enough to follow that it provides institutional memory to newer managers after current managers retire. She and Sezzi previously discussed and co-wrote the draft being considered today; since Sezzi participated, it was therefore influenced by Senate feedback. Calote welcomed discussion. Sezzi stressed the importance of participating in the development of this rubric so that faculty have a say in what courses are scheduled. It was pointed out that the rubric fails to achieve this goal if it places all courses in Tier One. Senators expressed concern about certain classes designated as Tier Three, opining that many of those classes are the most urgently needed. Calote responded that VC still offers many Tier Three courses.

The English Department representatives expressed concerned about not offering ENGL V04 because it's that department's only open-access class. In response, Calote reminded senators that it was a Board action to limit the scheduling of classes that are two tiers below college level; because of this, the best action to oppose this rule is to discuss it with the Board. It was noted that English is working on a way to transition students into ENGL V03 by another route, such as a realigned of the placement exam or via prerequisites into ENGL V03 from ESL courses.

The coordination between campuses with respect to which Tier Three courses were cut was discussed next. The goal of this coordination could be cutting different Tier Three courses at the different campuses to maintain a diversity of offerings within the District. Calote suggested that this coordination should be collegial, not officially mandated, for a variety of briefly discussed reasons.

It was opined that conversations as a college should involve not just particular courses being offered or not, but also the scheduling of those courses. Arevalo noted that our articulation agreements require that courses necessary for degrees must be offered at least once every two years.

Lastly, it was pointed out that we should keep our eyes open for possible changes to our tiering mandated by SB1456, particularly with respect to English and Mathematics.

## VI. Action Items

- a. District & College Committee Appointments  
Perry V. Martin Jr. and Paula Muñoz were added to the pool for Student Grievance and Student Discipline committees. Hendricks motioned to approve these additions, Chen seconded. The motion was unanimously approved.
- b. Ventura College "Effect/Impact" of Response to District-wide Accreditation Recommendations (Second Reading)  
Haines motioned to approve this response, Forde seconded. The motion was approved 11–0–1 with Muñoz abstaining.
- c. VC SLO Report for ACCJC (Second Reading)  
Sezzi noted that our compliance numbers have increased—98% courses, 100% of service areas are in compliance with SLO requirements. Guillen motioned to approve this document, Hendricks seconded. The motion was approved 11–0–1 with Muñoz abstaining.
- d. VCCCD Functional Map (Chart) (Second Reading)  
Centralization vs. decentralization in our district was discussed. A minor change to financial aid was discussed and suggested to be made to the document. Hendricks motioned to approve this document, Forde seconded. The motion was approved 11–0–1 with Muñoz abstaining. Sezzi reported that a more robust and detailed version of this document is forthcoming this spring.
- e. Re-affirmation of the VC Senate Resolution on the AAUP Statement on Professional Ethics (Second Reading)  
This statement was found to be the same as in previous years. Upon careful review, it was determined that this document meets our needs as a statement of professional ethics. Haines motioned to approve this document, Muñoz seconded. The motion was approved 11–0–1 with Rose abstaining.

- f. AP 7120 A–Recruitment and Hiring: Academic Managers (Second Reading)  
The changes we proposed at our last meeting were presented to DCHR by Sezzi. Some of our comments were well received, some were not. After the next DCHR meeting, Sezzi will report out to Senate which recommendations were incorporated and which were not.
- g. AP 7120 B–Recruitment and Hiring: Full-Time Faculty (Second Reading)  
Sezzi reported that the comments from our last meeting are likely to be accepted.
- h. AP 7120 C–Recruitment and Hiring: College President (Second Reading)  
Sezzi reported that most of the comments from our last meeting are likely to be accepted, but probably not the removal of a current community college president.
- i. AP 7120 D–Recruitment and Hiring: Part-Time Faculty (Second Reading)  
We had no comments at our last meeting for Sezzi to represent.
- j. AP 7120 E–Recruitment and Hiring: Vice-Chancellor(s) (Second Reading)  
Sezzi reported that the comments from our last meeting are likely to be accepted. Forde motioned to move these five APs forward to second reading, Hendricks seconded. The motion was unanimously approved.
- k. BP/AP 5010–Admissions & Concurrent Enrollment (First Reading)  
It was noted that the current version of this document does not include required language mandated by the Dream Act. Senators agreed that this should be discussed at our next meeting, after the required language is added.
- l. VCCCD Integrated Planning Manual (First Reading)  
Sezzi introduced the topic and the document. Lange motioned to move this document forward to a second reading, Forde seconded. The motion was approved 11–0–1 with Muñoz abstaining.
- m. Revised VC ISLOs/ISUOs (First Reading)  
Sezzi introduced the topic and the ISUOs that were added. Lange motioned to move this document forward to a second reading, Forde seconded. The motion was approved 11–0–1 with Muñoz abstaining.

#### VII. President's Report

- a. Board of Trustees meeting report, VCCCD Board Goals & Objectives  
There was no Board meeting since our last Senate meeting. Sezzi did point out the recently approved (i.e., Aug 2012) changes to Board Goals and Objectives.
- b. Consultation Council Report  
Sezzi reported that there was nothing to report.
- c. Administrative Council Report  
Sezzi noted Ramiro Sanchez's recent email regarding with late adds after census. Sezzi recommends that faculty deal with unregistered students at census week, since they might not be approved for adding the course later. Significant difficulties with co-requisite courses and lecture/lab co-requisites were discussed; Susan Bricker will be invited back later in the semester to provide solutions to this problem.

d. DCAA, DCAP, DCHR

DCAA: Sezzi reported that an ad hoc combined meeting (be it virtual or real) of each campus' Philosophy & General Education Subcommittee of each campus' Curriculum Committee will be looking at our general education pattern (i.e. the numbers of units and types of courses required for local degrees). Sezzi asked at DCAA and all at that meeting were in concurrence that all three colleges must agree on any changes to these patterns; no changes will be made if all colleges don't agree. DCAP: There was nothing to report. DCHR: One Senate goal was to improve communication between Human Resources and faculty—Sezzi reports that this has already been accomplished. They didn't realize this was an issue, but EVP Ramiro Sanchez and Vice-Chancellor of Human Resources Patricia Parham have agreed to change this process. Henceforward, the new HR process will be that when a work offer is declined, HR will inform the Division Dean, Admin Asst. and Dept. Chair. Parham also indicated a desire to attend a future Senate meeting at our choosing to talk with us about what her Dept can do in service to our adopted Senate goals on "succession planning" and on "improving communication with District HR."

VIII. Vice-President's Report, Department Chairs' & Coordinators' Committee Report

Lange reported that the Program Review timeline has been changed to allow for more time to complete Program Reviews (and, therefore, less time to evaluate those Reviews). Kathy Scott has secured more secretarial support to populate Program Review shells with appropriate data, as requested by Department Chairs. Course repeatability in athletics was briefly discussed. Mary Jones from the Health Center developed a new accident report form, which must be filled out within 48 hours of any incident. If a student is unsure whether or not to submit a report, he or she should do so within this 48 hour deadline.

IX. Information Items

- a. Announcement of Nominations for Senate Officer Positions for Academic Years 2013–14/2014–15  
Nomination for these positions is now open. All four Senate Exec positions will likely be open next year.
- b. VCCCD Board Resolution on Proposition 30  
Sezzi noted the Board's resolution supporting Proposition 30.
- c. SF Chronicle article on Shared Governance  
Consensus was reached that Sezzi should draft a resolution in support of shared governance.

X. Senate Subcommittee reports

- a. Curriculum Committee report  
Sezzi reported on small changes to local Business degrees and certificates and our nascent compliance efforts with regards to repeatability and the creation of levels, or "families", in certain disciplines.
- b. SLOOC report  
Sezzi pointed out some inconsistencies in rubrics.
- c. Other Senate Committees  
Sezzi reported that the Sabbatical Committee's timeline will be coming up soon.

DRAFT

XI. Campus Committee reports

a. CPC

Sezzi notified senators that VC's Mission Statement will be discussed at the next CPC meeting.

b. Other Campus Committees

There was nothing to report.

XII. Adjournment

This meeting adjourned at 3:31 p.m.

Ventura County Community College District

# **INTEGRATED PLANNING MANUAL**

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# INTRODUCTION

The *Ventura County Community College District Integrated Planning Manual* is a guide to integrated institutional planning at the District level. It delineates the cyclical planning process that flows from **Mission, Planning, Resource Allocation**, to **Assessment and Program Improvement**. The Manual identifies how these elements link and function within the cycle, how the District and the community participate in District wide planning, and what major planning documents and activities that result from the process.

The VCCCD integrated planning model provides the overarching framework for District level planning. This District level planning defines the broad parameters for local planning at the three constituent Colleges and District Services. The Manual begins with an overview of the VCCCD integrated planning model, accompanied by a description of each component under the model and the implementation timeline. Following this overview, the local planning process for each constituent College and District Services are outlined.

Linkages between District level planning and local site planning are established on three levels:

- The Mission of the District prescribes the general parameters for the establishment of the College Mission
- Board Goals of the *Educational Master Plan* and the Strategic Objectives of the *Annual Strategic Plan* provide direction for the annual planning at the College and District Services. The Colleges and District Services craft specific action plans based on the Strategic Objectives that fulfill the Board Goals of the District.
- Annual assessment results at the Colleges and in District Services are presented collectively at the District level during the Board of Trustees Annual Planning Session using the District Effectiveness Report. The report presents data that address a number of indicators tied to the assessment of progress for Board goals. These include student success, operational efficiency, and financial health.

The *VCCCD Integrated Planning Manual* is reviewed and updated annually to document changes and improvements in planning elements, including documents, processes, and timelines. The review is conducted by Consultation Council or its subcommittee. The results of the review are reported to the Board of Trustees at its Annual Planning Session in June.

Through the linkages of District and local College/District Services planning and assessment, and through a regular cyclical review of the planning process, VCCCD ensures that the planning is aligned with the mission at all levels, and all Colleges and District Services engage in a cycle of continuous quality improvement to support student success.

# PLANNING

# DISTRICT LEVEL PLANNING

The District Level Integrated Planning Model comprises a number of key elements, linked by timelines into a cycle of Mission Review, Planning, Resource Allocation, Assessment, and Program Improvement. The repeated implementation of the planning cycle over time results in Continuous Quality Improvement and a demonstration of institutional effectiveness.

## Planning Cycle

The Cycle of District Integrated Planning Model occurs over six years. The calendar below outlines the current status in the implementation of the cycle.

<b>Academic Year</b>	<b>Cycle</b>	<b>Plan Activities</b>	<b>Assessment</b>
2012-13	Transition from prior year plan; initiation of new planning cycle	Transition: Complete Original Planning Cycle; Conduct Master Planning: Create Master Plan with Goals	Assess and improve planning process
2013-14	Current Cycle: Year One	Create Strategic Plan containing Strategic Objectives to support Master Plan Goals; develop and implement Action Steps	Access Progress on Objectives; Assess and improve planning process
2014-15	Current Cycle: Year Two	Assess status of Strategic Plan and Objectives; continue implementation of Action Steps	Assess and improve planning process
2015-16	Current Cycle: Year Three	Mid-term Review of Master Plan Goals: Assess status of Master Plan Goals, Strategic Plan and Objectives; adjust Strategic Plan and Objectives as needed	Assess and improve planning process
2016-17	Current Cycle: Year Four	Assess status of Strategic Plan and Objectives; continue implementation of Action Steps	Assess and improve planning process
2017-18	Current Cycle: Year Five	Assess status of Strategic Plan and Objectives; continue implementation of Action Steps	Assess and improve planning process
2018-19	Current Cycle: Year Six	Master Planning Year: Assess and modify Master Plan for the next 6-year cycle	Assess and improve planning process

The Mission of VCCCD flows from the mission of the system of California Community Colleges. The VCCCD Mission provides a broad framework for local mission creation, program planning, and operations at the constituent College and District Services. The VCCCD Mission is reviewed annually at the Board of Trustees Planning Session in June.

## The VCCCD 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.

# Educational Master Plan

The major planning document that emerges from the VCCCD Integrated Planning process is the *VCCCD Educational Master Plan*. The standard elements of the *Educational Master Plan* are as follows:

## *Research and Data Analysis*

Research and data analysis provide information for District wide dialogue that shapes the assumptions of the *Educational Master P-lan*. Annual and trend data are collected and analyzed in a number of areas, including:

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

## *Challenges, Opportunities and Board Goals*

Analysis of the data and subsequent dialogue with a broad range of constituencies leads to the identification of long-term and broad Challenges and Opportunities for VCCCD. Based on these Challenges and Opportunities, the Board of Trustees formulates a set of Board Goals to guide the work of the Colleges over the six-year planning cycle.

## *Companion Plans to the Educational Master Plan*

As part of the integrated planning process, companion District Master Plans are created to support planning in major operational areas. The writing of the *VCCCD Technology Master Plan* and the *VCCCD Facilities Master Plan* are guided by the parameters of the *Educational Master Plan*. The companion plans are updated regularly by the District Services areas and appropriate participatory governance constituencies.

# Annual Strategic Plan

To guide the implementation of the Board Goals, Strategic Objectives are created for each Board Goal through broad and consultative dialogue, and documented in the *VCCCD Annual Strategic Plan*. The *Annual Strategic Plan* contains minimally the following:

- The Strategic Objectives with linkage to the Board Goals
- An implementation grid with Action Steps, Responsible Parties, and Timeline Assessment

Consultation Council, under the direction of the Chancellor, is responsible for District wide planning. It is the participatory governance committee that charges the appropriate groups to develop Action Steps, and receives reports of progress as the implementation cycle is completed.

This is a sample of the annual Strategic Plan Implementation Grid:

## Annual Implementation Plan 2012-2013

Board Goals: 1) Access and Success; 2) Quality within Budgetary Limits; 3) Prudent Fiscal Stewardship

### *Board Goal 1: Provide Access and Student Success*

#### **Strategic Objective 1-A: Establish a District wide General Education subcommittee to develop ideas to improve commonality among courses at each college.**

#	Action Steps	Responsible Party	Timeline	Progress
1.A.1	<b>Sample Action Step:</b> Draft charge and proposed membership for District General Education Subcommittee	District Council for Academic Affairs	September 2012	
1.A.2				
1.A.3				

#### **Strategic Objective 1B: Review collegiate level English and Science courses to ensure comparability in units and learning objectives with equivalent courses at four-year CSUs or transfer model curriculum.**

#	Action Steps	Responsible Party	Timeline	Progress
1.B.1				
1.B.2				

#### **Objective 1C: Review English and Mathematics objectives for pre-collegiate courses to ensure comparability among District colleges.**

#	Action Steps	Responsible Party	Timeline	Progress
1.C.1				
1.C.2				

#### **Strategic Objective 1D: Participate in the SB1440 and C-ID initiative to ensure college courses are comparable District wide and within the California Community College System.**

#	Action Steps	Responsible Party	Timeline	Progress

1.D.1				
1.D.2				

***Board Goal 2: Maintain Instructional Quality within Budgetary Limits***

**Strategic Objective 2-A: Align technical and vocational courses and programs with employer and market needs.**

#	Action Steps	Responsible Party	Timeline	Progress
2.A.1				
2.A.2				

**Strategic Objective 2B: Develop professional development activities for faculty and staff to promote best practices and technological activities that empower employees to work smarter, allowing greater time to be expended on activities linked to student access, persistence, and success.**

#	Action Steps	Responsible Party	Timeline	Progress
2.B.1				
2.B.2				

***Board Goal 3: Prudent Fiscal Stewardship***

**Strategic Objective 3-A: Strengthen the link between discretionary budgeting and strategic planning.**

#	Action Steps	Responsible Party	Timeline	Progress
3.A.1				
3.A.2				

**Strategic Objective 3-B: Annually review and ensure that expenditures are linked to District Planning.**

#	Action Steps	Responsible Party	Timeline	Progress
3.B.1				
3.B.2				

**Strategic Objective 3-C: Improve the effectiveness and efficiency of all District operations, programs, and services and redirect associated cost savings to student learning and support.**

#	Action Steps	Responsible Party	Timeline	Progress
3.C.1				
3.C.2				

**Strategic Objective 3-D: Fund District Long-Term retirement obligations (GASB45) and maintain adequate cash reserves to handle cash flow requirements, including state funding deferrals and unanticipated expenditures.**

#	Action Steps	Responsible Party	Timeline	Progress
3.D.1				
3.D.2				



**Strategic Objective 3-E: Contain or reduce costs in areas such as healthcare, work-related injuries, facilities and operations, etc., to enable cost savings to be redirected to student learning and support.**

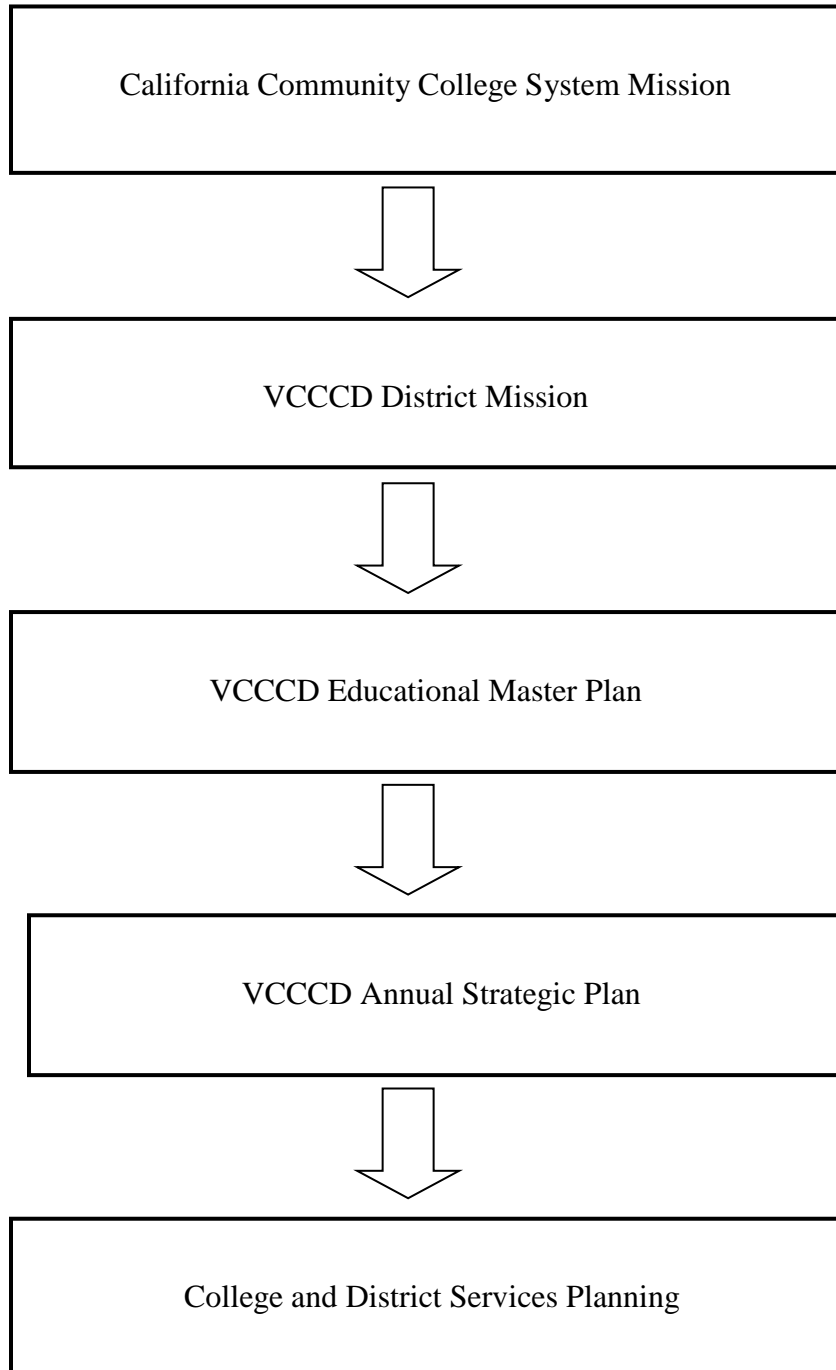
#	Action Steps	Responsible Party	Timeline	Progress
3.E.1				
3.E.2				

**Strategic Objective 3-F: Monitor and assess the state's financial condition to allow for timely budgetary intervention to avoid crises and unanticipated disruptions in District operations and programs.**

#	Action Steps	Responsible Party	Timeline	Progress
3.F.1				
3.F.2				

# Flow of Planning from District to Colleges

The VCCCD Strategic Plan provides District level direction for the constituent Colleges and District Services to craft local Educational, Strategic and Action Plans. This flow of planning ensures the alignment of Mission at the various levels, and provides clear parameters for planning, decision-making, and resource allocation.



# College and District Services Planning

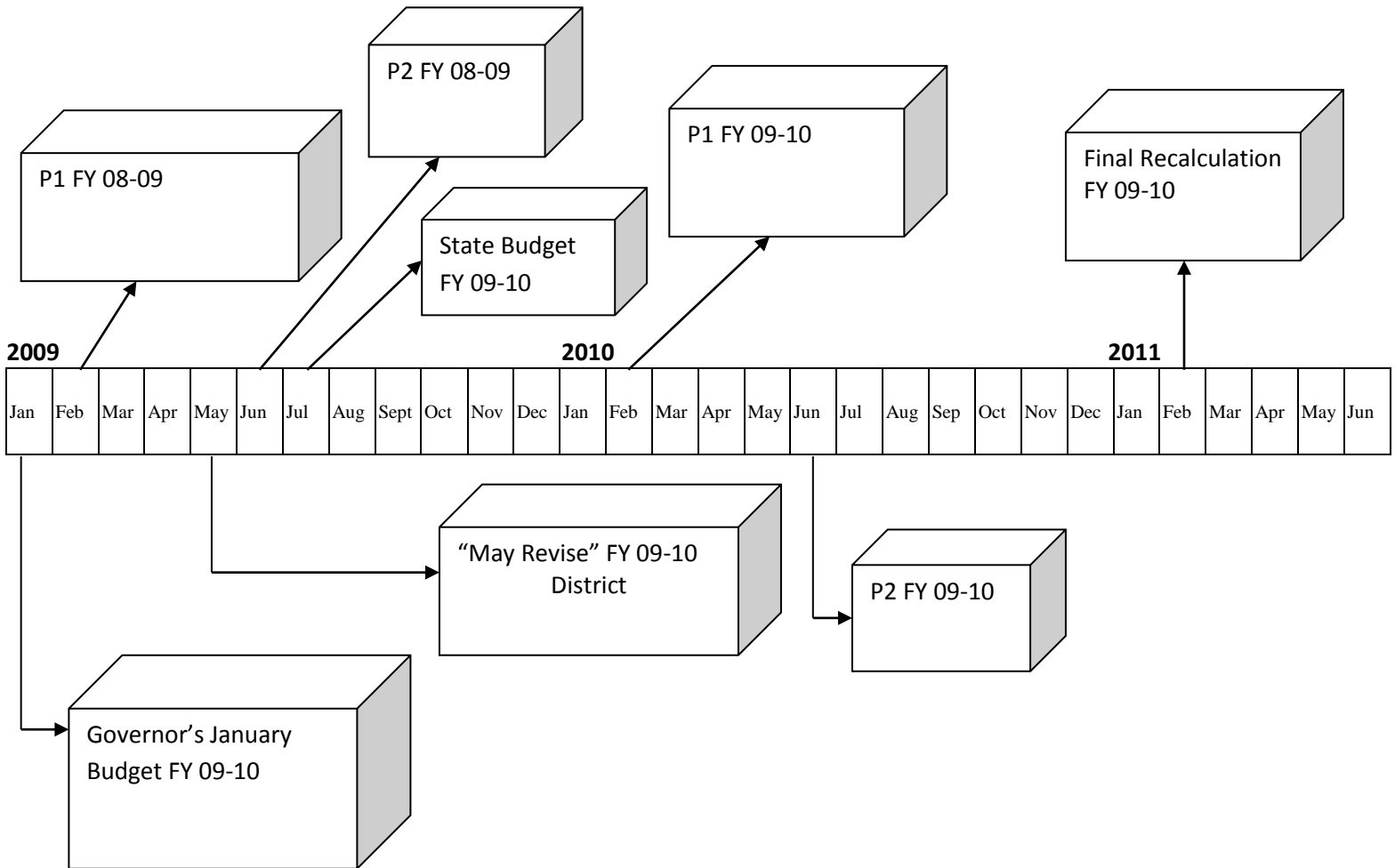
The following section documents the local planning processes at the constituent Colleges and District Services.

**The State of California’s Budget Process: Timeline of Events**

The State budget process and timelines dictate the timing of events and distribution of monetary resources to the District that are then allocated to the three colleges (Moorpark, Oxnard, and Ventura). The timeline is as follows:

- ❑ January: Governor’s Budget Proposal – includes proposed estimates of state revenues
- ❑ February: Final calculation of state revenues of previous fiscal year’s budget
- ❑ P1 – estimates of statewide budget shortfalls in property tax and enrollment fees; deficit factor to growth funding; may allocate special funding
- ❑ May: Governor’s Budget Revise – revised estimates of state revenues
- ❑ June: P2 – revised estimates of statewide budget shortfalls in property tax and enrollment fees; deficit factor to growth funding; may allocate special funding
- ❑ July: Final State Budget – final State revenues

As noted below in the timeline, the District’s budget process includes working with up to three different fiscal year budgets at various points in time during the calendar year.



## Budget Development Revenue Sources

### District's Resource Allocation Budget Model – General Fund Unrestricted

The District's General Fund revenue comes from the State through an allocation formula which provides a base level of funding based upon college size and additional funding based upon the college's level of full time equivalent students (FTES). Additional funding which is also provided, based upon available resources, is cost of living allowances (COLA) and growth funds. In sum, these funds come primarily from local property taxes and college enrollment fees. When there are variations in the amount of funding from these sources, this negatively impacts the ability of the District to fund fixed costs, such as salaries, benefits, and retiree liabilities.

The General Fund is however, the college's largest source of revenue and each year these funds are allocated to the college through a formula-driven model which is based upon factors such as Weekly Student Contact Hours (WSCH), the number of full time staff (FTE), FTES (%) allocation carry-over allowances, and a base allocation for fixed expenses.

The District, in an attempt to develop a model that would be accepted as fair and equitable, created a model that would look at the areas of differences or unique characteristics between the colleges, as well as their similarities. Thus, the current model considers and reflects these differences and is consistent with the objective of equitability.

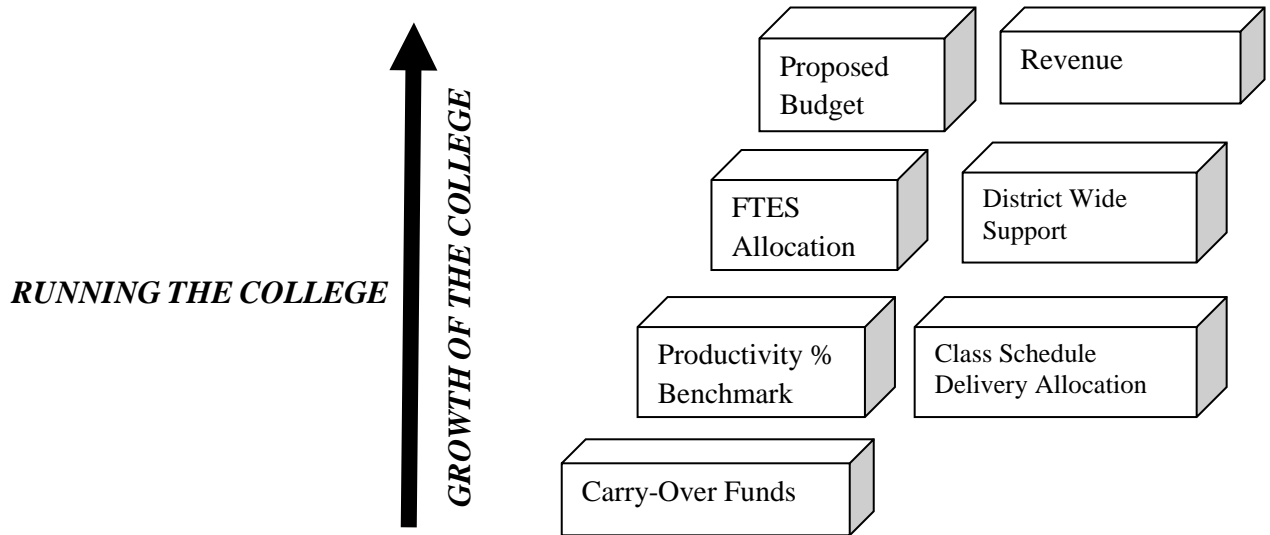
The differences, unique characteristics, and similarities identified include, but are not limited to:

- ❑ Facility constraints/classroom capacity on each campus
- ❑ Program Mix: mix of general education and vocational education programs
- ❑ Student's level of educational preparedness
- ❑ Proportion of Senior Faculty (salary schedule placement)
- ❑ Comparison ratios of full-time and part-time faculty
- ❑ Productivity benchmarking percentage
- ❑ Contractual obligations
- ❑ Similarities and differences of core services
- ❑ Size of the student body comparison

The allocation model also recognizes the incentive in allowing budget allocations to maintain their unexpended funds for future needs and allows Oxnard College to "carry-over" a specified percentage of its annual budget, which is currently 2% of unexpended resources.

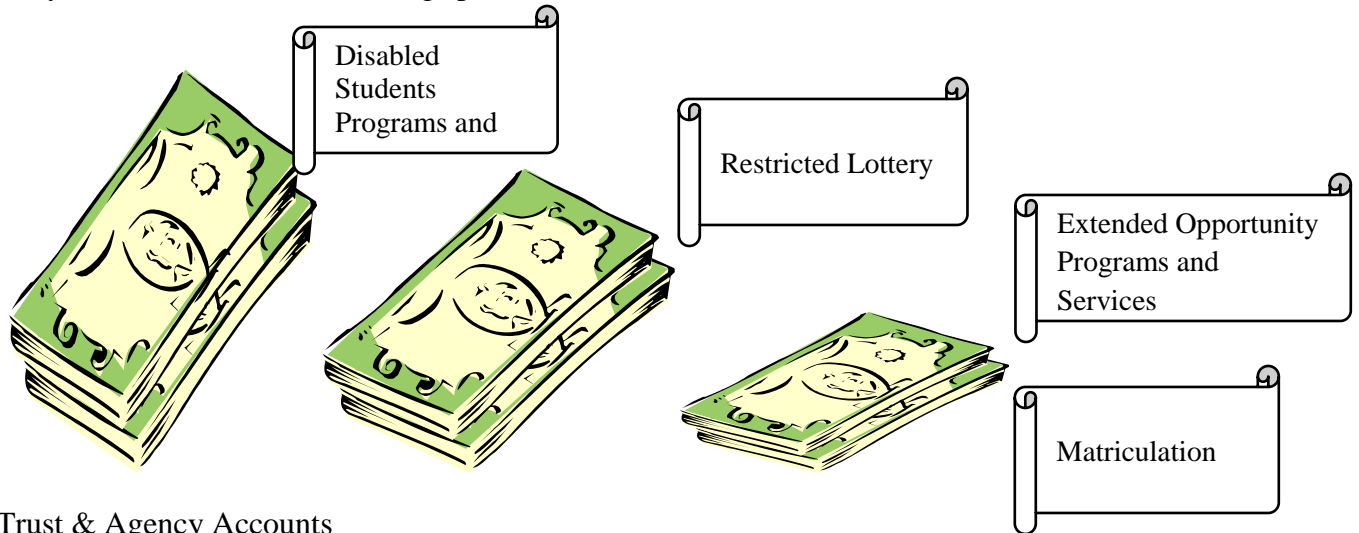
## RESOURCE BUDGET ALLOCATION MODEL

Ventura County Community College District's Resource Allocation Model



### Categorical Restricted Funding

The Categorical funding sources are restricted to specific types of expenditures and the College may not deviate from the funding specifications.



### Trust & Agency Accounts

Trust and Agency Accounts are accounts for funds which are generated by groups or activities that help assist with classroom instruction and student activities such as Athletics, Theatre, Forensics, Associated Student Government and Clubs. These funds also support student-centered cultural activities coordinated by Student Services & Development which includes the college Multicultural Celebration, Welcome Back Picnic/Day Events, Commencement, Orientation and College Day. The Trust and Agency budgets provide financial support for these college programs and activities as part of the college's overall mission. All income is generated locally and not part of a state allocation therefore, revenue can accommodate expenditures which are not permitted with unrestricted general fund.

### Grants & Other Funding

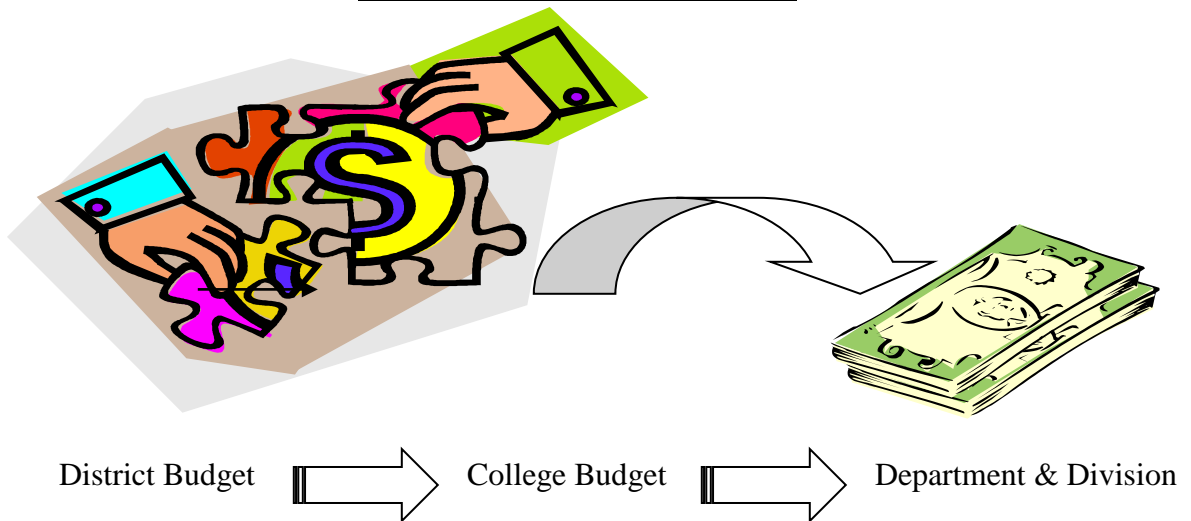
Oxnard College receives restricted revenue from *categorical programs, grants, fiscal agent contracts and other special projects*. Restricted funds are used in compliance with guidelines structured by the funding source, usually the federal or state government. Perkins (Career and Technical Education) funds, for example, are received from the federal government, and can only be used in support of our vocational programs.

### College Budgets

Each Department/Division of the college is assigned a budget to account for the general fund fiscal activity. Appropriations from the *General Fund* are based on the historical operating costs, which is intended to cover costs for supplies, student help, temporary classified, travel, and other program costs. If funding is available, a department or division may be allocated additional funds that are recommended by the college Planning & Budget Council (PBC) for specific ~~equipment purchases~~ expenditures requested during the annual budget development process.

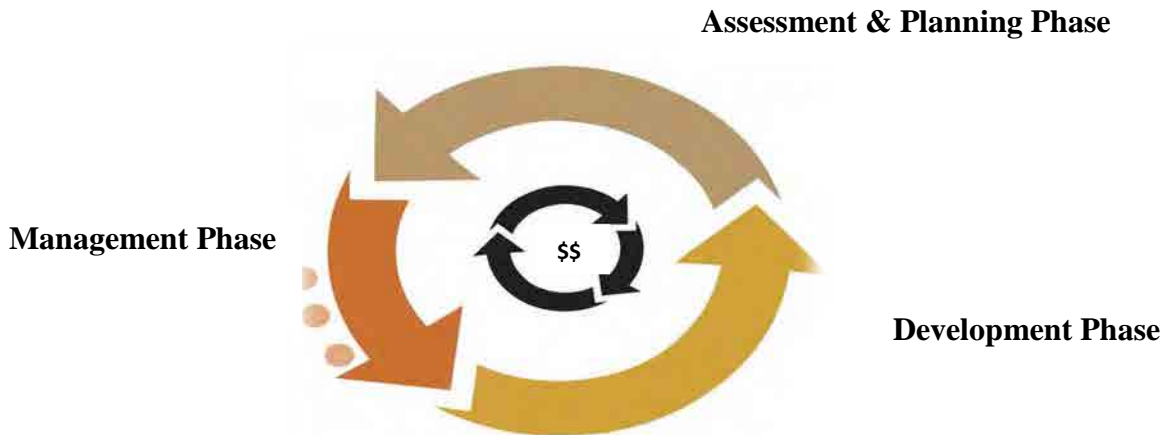
We note that each Department or Division, pursuant to the Educational Master Plan, should have a five-year staffing and equipment plan based on program review, which is in line with the strategic plan, goals and objectives of the District, College and Department/Division. These plans are to help assist the PBC with resource allocation recommendations, as well as help the college President, with determining college priorities for funding.

### Department & Division Budgets



Beginning in FY09, Oxnard College formally began utilizing the Continuous Quality Improvement (CQI) process to assist in the integration of the budget with its overall campus goals and objectives as specified in the College's Strategic Plan. This process was specifically to be used by the Student Services and Business Services Divisions as the Instructional Division had already formalized and was using an accepted review and assessment process for the college's instructional programs.

The **THREE PRIMARY COMPONENTS** that facilitate the continuous quality improvement process of Oxnard College's Budget Process are as follows:



The aforementioned components integrate the College’s Mission, the assessment of institutional effectiveness, the assessment of program effectiveness and the budget priorities, expenditures & allocations.

**PHASE I: ASSESSMENT & PLANNING**

**ESTABLISHING INSTITUTIONAL ASSESSMENT PROGRAMS: CONTINUOUS QUALITY IMPROVEMENT**

The design and implementation of a comprehensive assessment program does not involve anything particularly mysterious or complex; it does, however, take time, energy and commitment on the part of the entire college community. Seen as a whole, institutional assessment can also be a large and overwhelming process, and is often avoided because of its apparent difficulty. The approach at Oxnard College is to break the overall process down into discrete steps in the form of a series of fundamental questions about the educational mission and goals of the college as well as identifying the services needed from the non-academic departments & divisions (Maintenance and Operations, Cafeteria Services, etc.) to support the colleges goals, objectives and strategic plans.

Since the inception of the CQI process, the college Student Services and Business Services Divisions have begun to survey and assess their programs and services to evaluate processes and procedures, look at estimated outcomes, and plan for improvement when needed. *In Instruction, there is now a greater focus on collecting and analyzing data in order to assess program effectiveness. Such data may take many forms, including course and program retention data as well as surveys. These assessments allow units to now integrate budget requests with documented service and program needs, while also strategically enhancing the growth of the college and providing quality educational programs and services that meet the needs of our students and helps with their future academic and career success.*

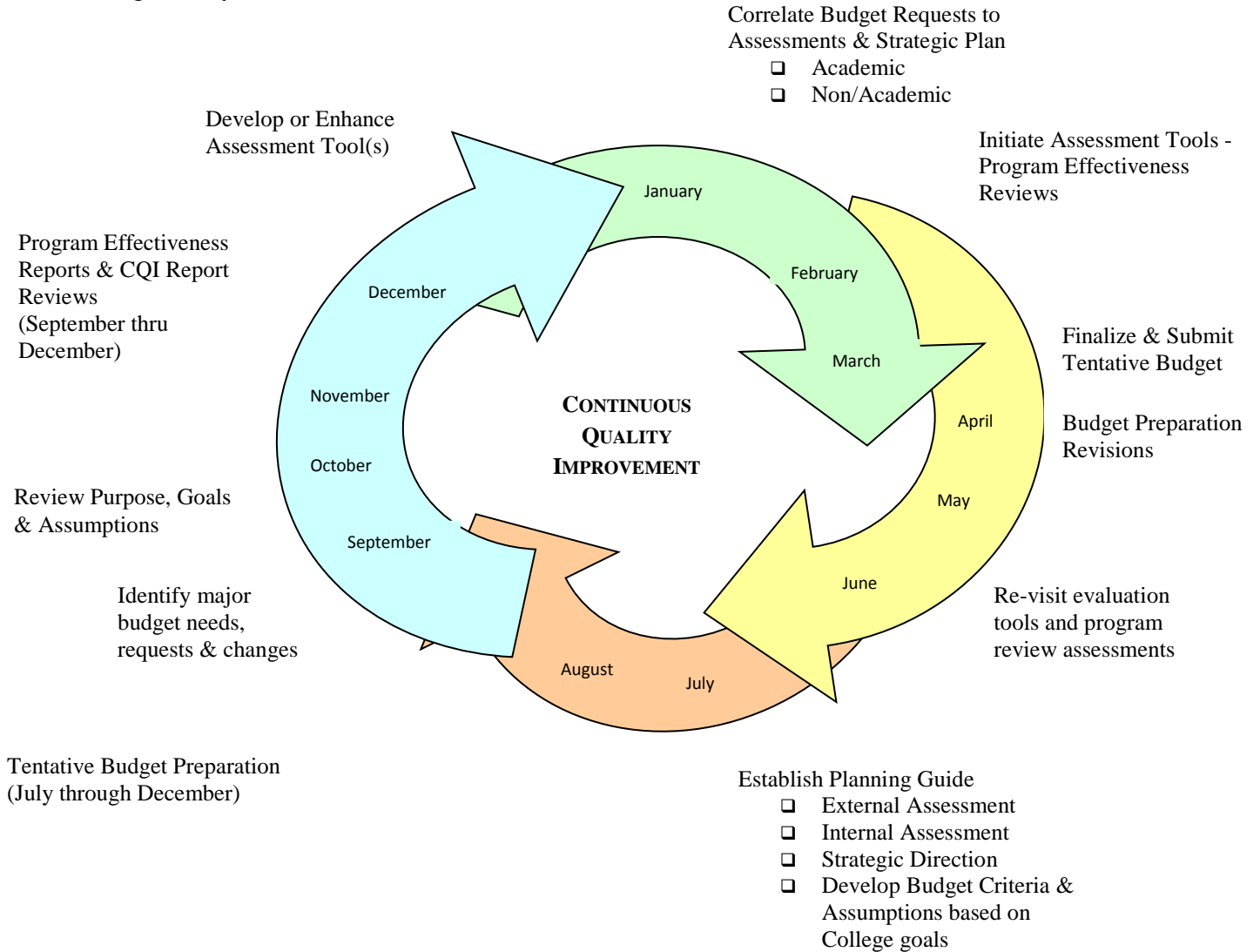
The planning phase of the CQI process for the academic and non-academic departments encompasses five components:

- ❑ External analysis: consideration of significant economic, political, technological, environmental factors that will have an impact upon college operations.



- ❑ Internal assessment: examination of current and past conditions in order to plan and acquire the capabilities to meet future needs of the college.
- ❑ Strategic planning: each department must plan its course for where it is going and what it intends to accomplish.
- ❑ Implementation: putting the plan into action
- ❑ Performance evaluation: the comparison of the stated or intended goals with actual results.

The systematic nature of the process is validated by its cyclical patterns. There are no gaps or dead-ends; components feed into the cycle at designated intervals and merge as they progress through the cycle.



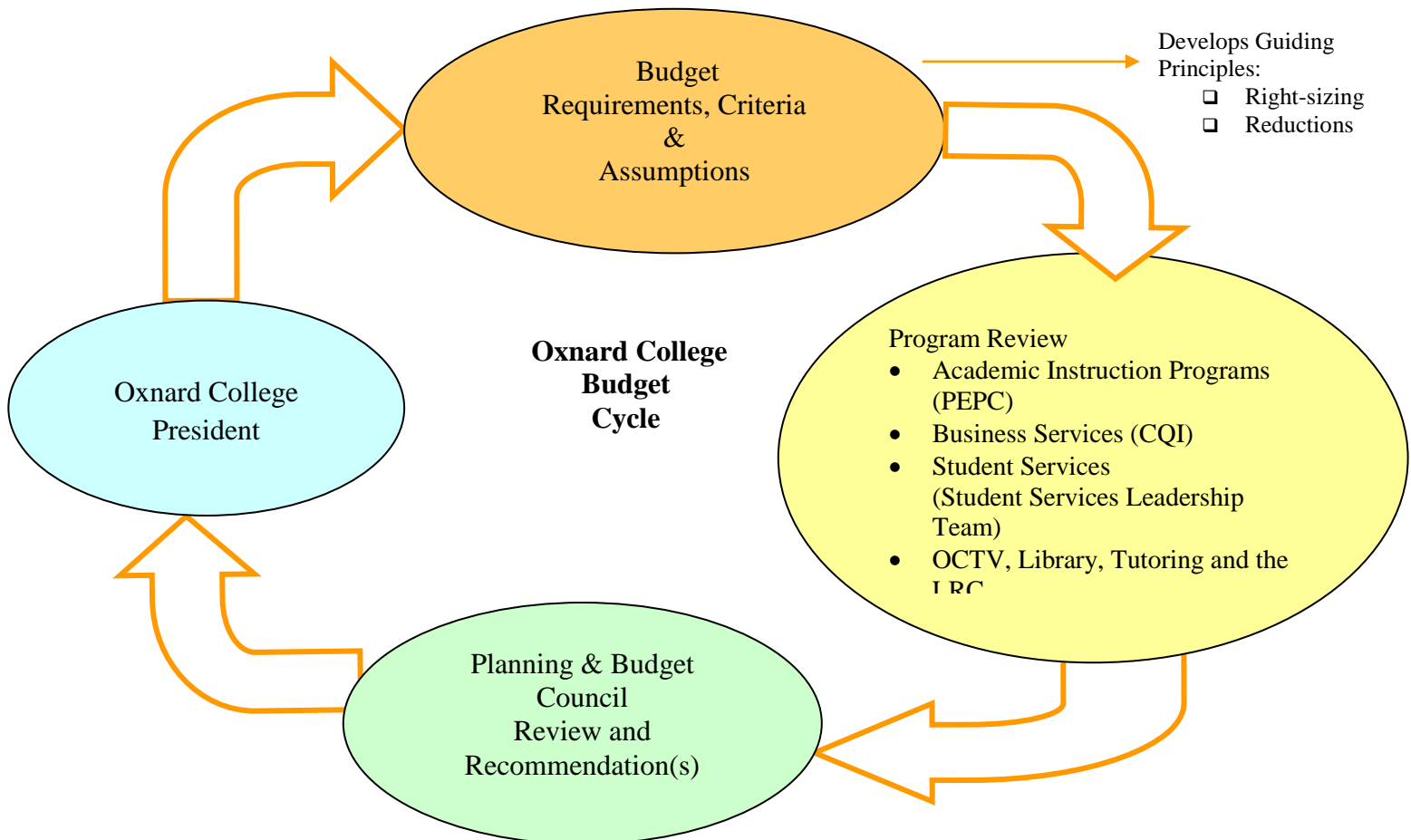
## Phase II: Development

### Budget Requests/Reduction Processes

College budget development and planning is a year-round process. Because of its direct impact on all departments and divisions, it is important to understand how the annual budget development process works. For planning purposes, it is important to be aware that the budget development cycle should begin in the fall for the subsequent fiscal year that begins July 1.

During the fall semester, all departments and divisions should be reviewing their current budget to determine needs for the next fiscal year. All budget requests should be justified by program changes, enrollment increases, changes in instructional delivery, safety concerns/issues, opportunities to meet the college goals & objectives, or relationship to program effectiveness and CQI plans.

In the event that mid-year reductions are required by the State, guidelines for college budget reductions will need to be established by the Planning and Budget Council, with those recommendations submitted to the President for review and approval. These guidelines are needed in order to assist college departments and divisions with making programs adjustments and decisions that are consistent with the District and college missions and goals.



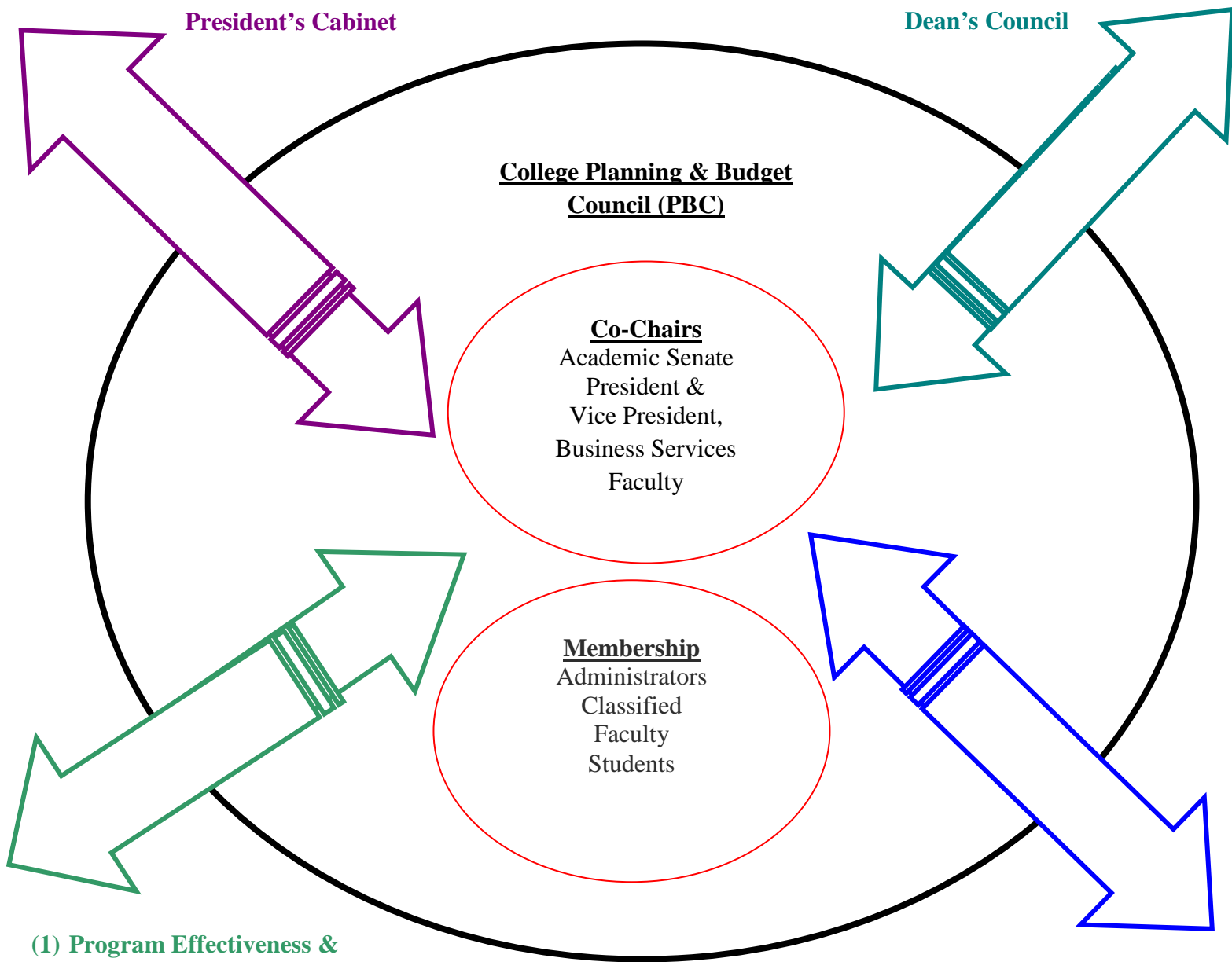
### The College Planning & Budget Council (PBC)

One of the main roles of the PBC is to affirm and prioritize recommendations made to them from the various college Divisions and then recommend any General Fund allocations for equipment purchases, personnel, or base-line budget increases (permanent or one-time) to the college President. The PBC also helps set criterion for the implementation of college budget reductions. The PBC uses various criteria, including health and safety, state of federal mandate, ADA, and college and the District's strategic goals, as its primary criteria when making recommendations. Augmentation requests are viewed considering their one-time or ongoing nature and college reductions are reviewed according to established reduction criteria and/or State budget guidelines. Recommendations are then made to the college President based on the approved criteria and processes that have been established for the fiscal year.

The PBC is co-chaired by the Vice President of Business Services and the Academic Senate President. Membership on the committee follows the guidelines set forth in the "Shared Decision Making/Collegial Consultation Manual". Efforts are made to ensure that members are appointed from many program and service areas, and that they include a mixture of faculty, classified staff, management staff and student representation.

The Planning and Budgeting Council's primary roles include:

- ❑ Guiding the annual planning and budgeting process for instructional and non-instructional programs
- ❑ Establishing annual budgetary assumptions which.....
  - Understand institutional issues
  - Discusses college goals with the President and others
  - Makes recommendations to the college President on instructional program budget needs or priorities
- ❑ Monitoring the College-wide planning and budget processes for the academic programs to.....
  - Assure approved processes are followed
  - Track calendared dates and timely completion of tasks
  - Assure activities and actions are in concert with approved college goals
- ❑ Reviewing and assessing major planning, budget topics and functions, including processes, findings and recommendations of other college committees
- ❑ Making recommendations to the college President regarding institution-wide planning and prioritizations
  - Recommending criteria for college wide prioritization of resources based on:
    - Health and Safety
    - Americans with Disabilities Act (ADA)
    - College/District Strategic Plan
    - Technology Plans
    - Educational Master Plan
    - Facilities Master Plan
    - Resource/Program Enhancement Requests



(1) Program Effectiveness & Planning Committee and Continuous Quality Improvement (CQI)

(2) Student Services Leadership Team

Business Services Review (Technology, Facilities, Fiscal)

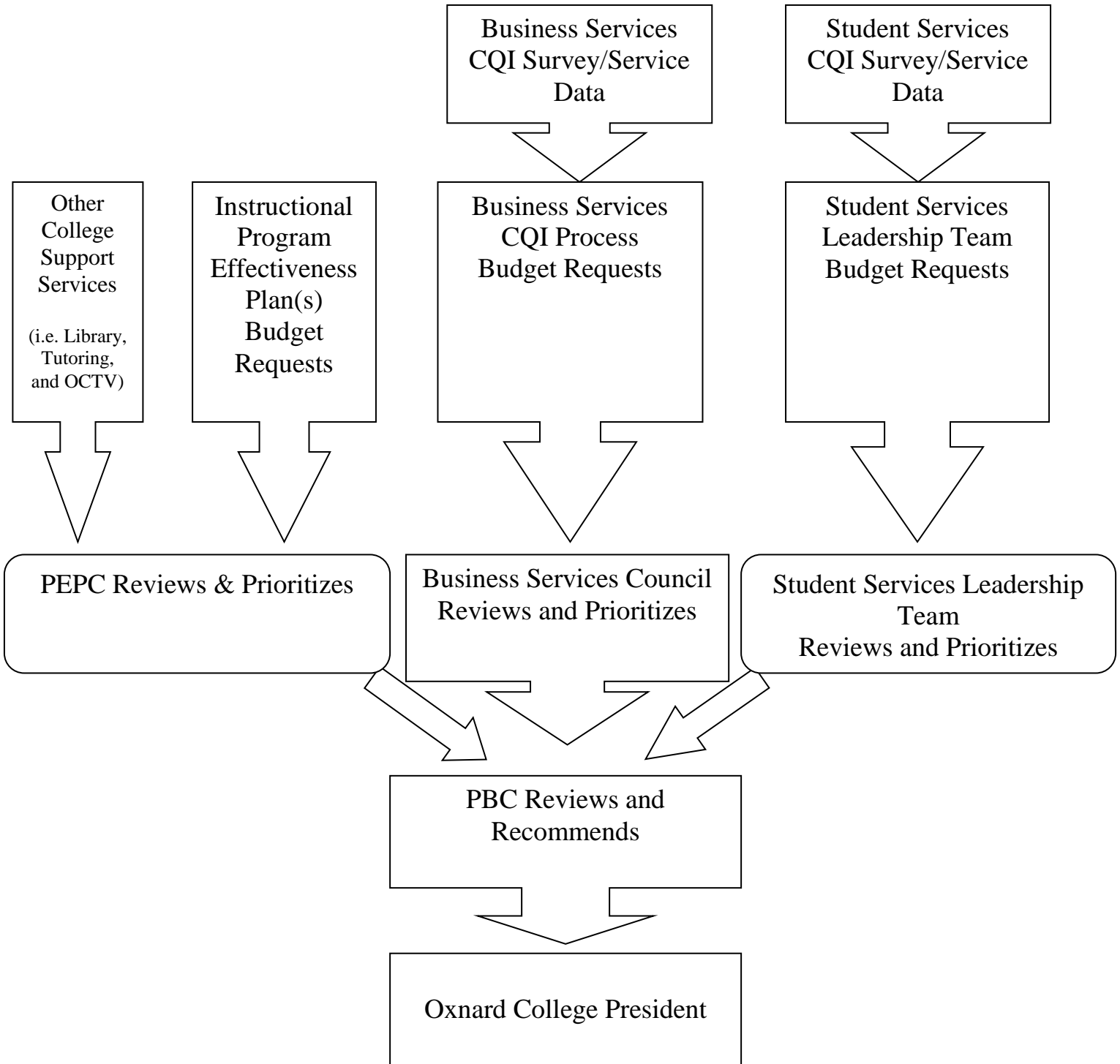
(3) OCTV, Library, Learning Resource Center, Tutoring

Program Effectiveness and Planning Committee (PEPC)

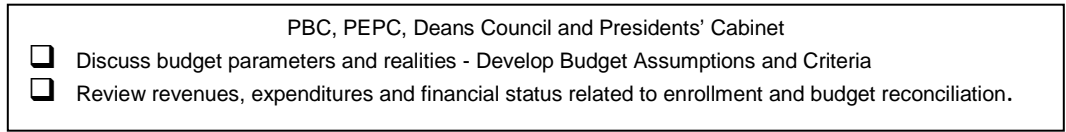
*The PEPC serves as the program review and assessment group for the colleges instructional programs. PEPC, to assist with its program review process, instituted a review process that continues to evolve and improve each year. In 2011-12, PEPC will launch a multi-year, in-depth program evaluation process. Essentially, one-third, or eight, of the college instructional programs will be provided data from the past three years to facilitate a more rigorous analysis of program effectiveness. Each program will go through this process once every three years. In the off-cycle years, programs will update their prior program reviews to reflect new needs and corresponding resource requests.*

## Integration of the Budget Development Process

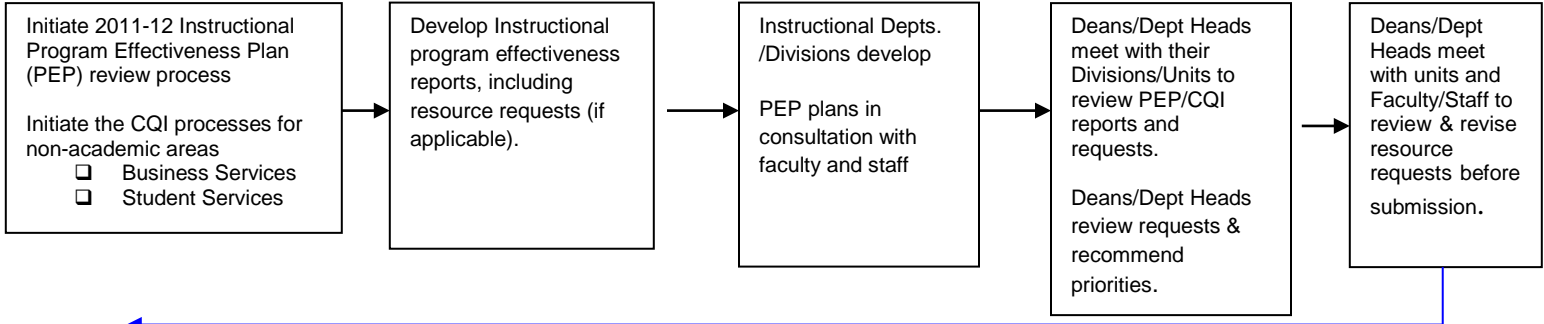
Oxnard College recognizes that the integration of planning and budget processes requires careful thinking through the questions that need to be answered, the type and prioritization of needs and, the ways in which the budget will be used to generate and support the mission and goals of both the District and the College. The table below summarizes the review process for each area and how resource requests are forwarded to the college PBC.



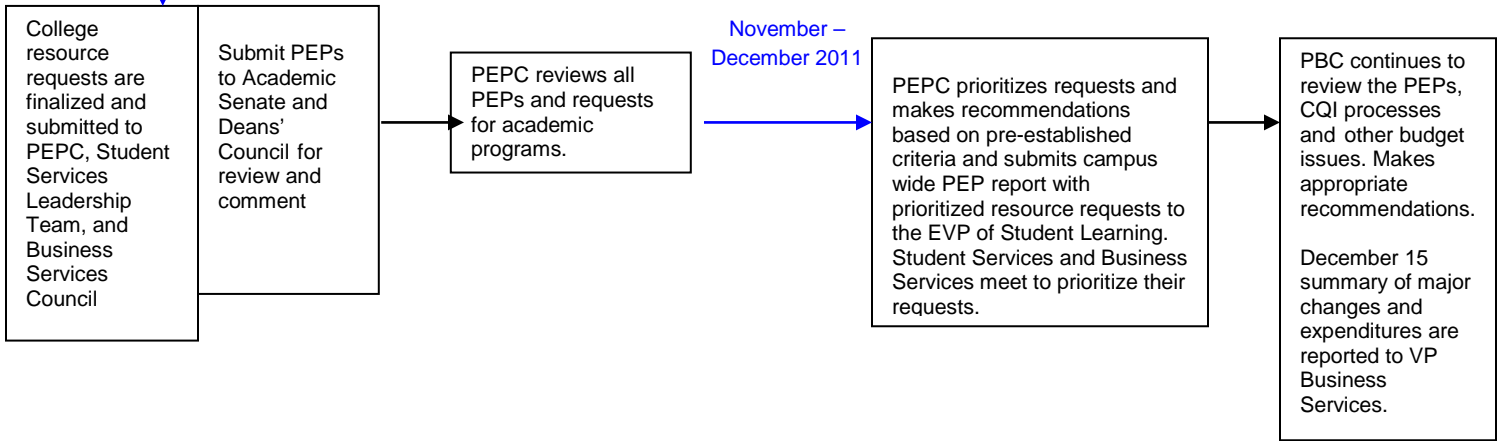
September 2011



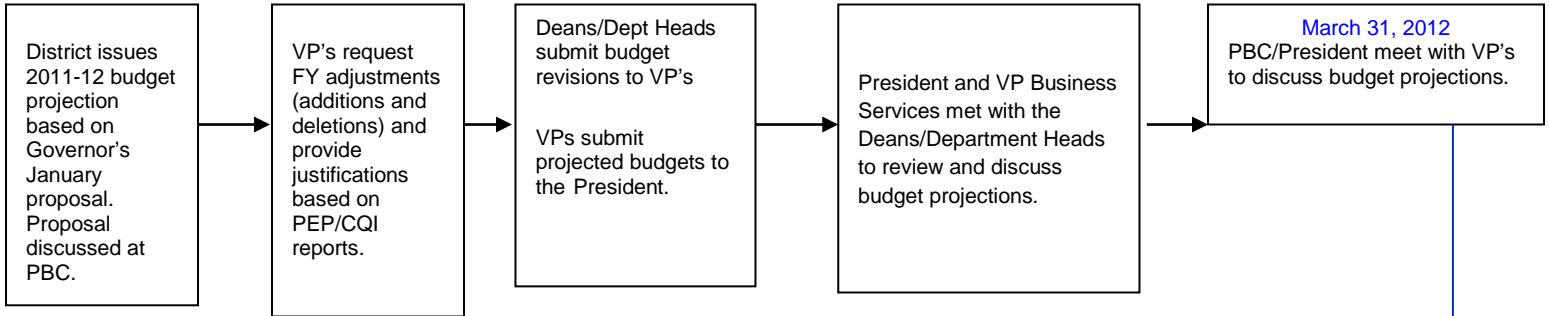
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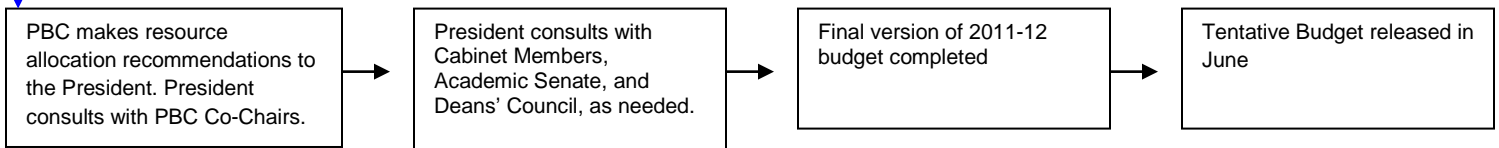
November – December 2011



January 13 – March 31, 2012



April 1 – May 15, 2012

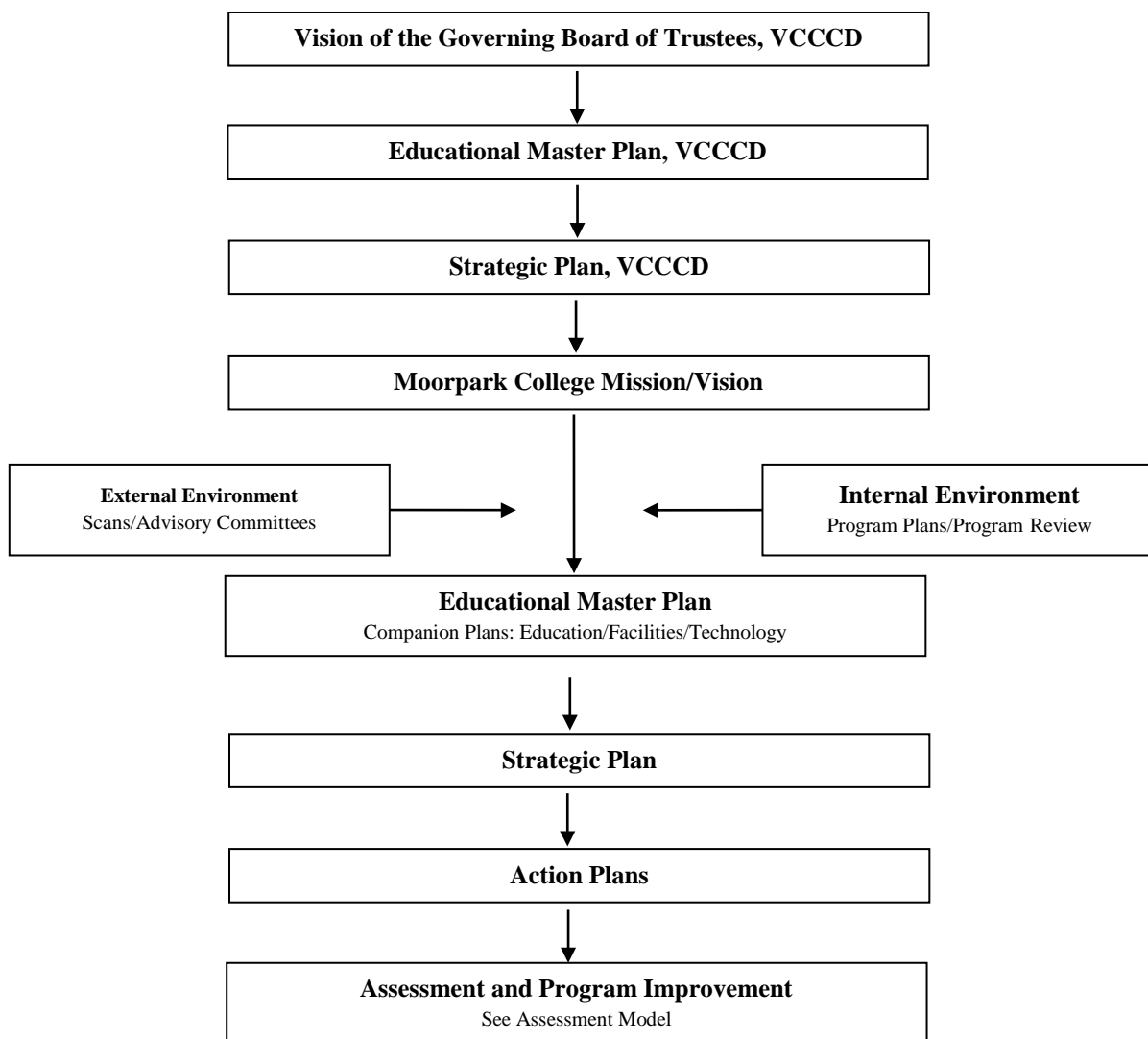


**COLLEGE PLANNING AND ASSESSMENT**

The College Planning Model and the College Assessment Model were developed and approved college wide in Spring 2004 and continued to evolve through Spring 2007. In Spring 2009, the Planning and Assessment Models were further enhanced by the creation of the Strategic Plan, which addressed mid-term planning and assessment in the overall planning process.

The Planning Model and the assessment model contain products from a decade of work by members of the college community. That work included faculty, staff, and administrators attending workshops and conferences, discussing the issues on campus, and fostering a culture of evidence by encouraging a shift toward data-driven decision-making in program plans. Over time, this work culminated in the creation of structures and processes for planning and assessment that are comprehensive enough to meet college needs, yet flexible enough to fit the college culture. A schematic of the Planning Model is as follows:

**The College Planning Model: A Schematic**



## **College Planning Model: A Glossary**

The schematic summarizes the College Planning Model. The following glossary explains each element in the model.

### ***Vision of the Governing Board of Trustees, VCCCD***

The Board of Trustees of VCCCD communicates its Mission and Vision through Board Imperatives and Objectives that provide guidance to the district-wide planning.

### ***Strategic Plan of Ventura County Community College District***

Through a district wide planning process, the Chancellor of VCCCD translates Board Imperatives and Objectives into a District Strategic Plan that provides guidance to the constituent colleges in their campus planning process.

### ***Moorpark College Mission/Vision***

The College Mission/Vision, which flows from the Vision of the Governing Board, guides dialogue and decision-making in the planning process.

### ***External Environment***

External scans include feedback from economic forecast reports, community reports, and advisory committees. This information is summarized for the college in the *Institutional Effectiveness Report* and incorporated into the planning dialogue at the Annual Planning Retreat (Fall Fling).

### ***Internal Environment***

Each program at the College completes a Program Plan that includes the following elements: 1) program health and productivity data analysis, 2) environmental scans, advisory committee reports, and future projections, 3) resource needs in connection with future projections, and 4) program assessment and program improvement. The Program Plans provide information on the College's internal environment and receive external feedback through external advisory groups. The Program Plans provide the primary link to the budget allocation process. They also guide the formation of Action Plans (college and program level) for the College.

### ***Educational Master Plan***

Ten-year plan which charts the district's long-term course based on internal scans, external scans of the community, and enrollment projections. The Educational Master Plan

- focuses on change and improvement to address identified challenges
- serves as the umbrella for district short-term planning
- serves as the foundational document for the Technology Plan and the Facilities Plan
- is brief, balanced in perspective, and broad in scope
- provides a snapshot of the college's instruction, student services, and support systems
- may be updated if warranted by a major change of conditions or when its term expires. The Institutional Planning Committee recommends updates of the Educational Master Plan to the President.



This master plan and its companion plans – the Facilities and Technology Master Plans – provide the strategic planning framework for the college. This integration of the three master plans keeps the college on a consistent course guided by the needs of the college’s future students.

The Educational Master Plan includes four sections:

- Background and Introduction
- Internal and External Environmental Scans
- Summary and Projections for Programs
- Challenges and Recommendations for Strategic Planning

The Facilities Master Plan links projections for the growth of each college program to the college’s physical plan.

The Technology Master Plan links projections for growth of each college program to needs for supporting technology.

### ***Strategic Plan***

- Sets three-year goals derived from/based on the Educational Master Plan recommendations
- Goals are stated as strategic directions, which
  - ❖ define a process for implementing the Educational Master Plan recommendations, and
  - ❖ identify specific measurable outcomes (quantitative and qualitative)
- Each strategic direction is further operationalized by action steps, which
  - ❖ describe the specific steps that will be taken to achieve the strategic objectives;
  - ❖ identify indicators of success, timelines, and responsible parties;
  - ❖ are reflected in the governance structure of the college, and infuse all levels of Action Plans. They are the touchstones to the formation of respective subcommittees in EdCAP
  - ❖ guide the development of programs as evidenced in the Program Plans.
  - ❖ provide information about the goal-setting and the writing of college-level plans such as the Enrollment Management Plan
- Promotes continual improvement over time through
  - ❖ the prioritization of a reasonable number of strategic objectives for college-wide concentration each year, and
  - ❖ the production and distribution of an annual report of progress on the strategic objectives
- The college will call for the next three-year strategic plan when the term of the strategic plan expires or all strategic directions have been achieved.

### ***Action Plans***

The Action Plans operationalize the Strategic Planning of the College and ensure logical implementation of the Strategic Directions over time. Action Plans may be created

- at the college level through work by the Executive Vice President and appropriate College Groups. *Examples include Enrollment Management Plan, Marketing/Outreach Plan, Student Equity Plan*
- at the program level as specified in individual Program Plans

***Example***

**Educational Plan Recommendation**

Provide instruction and student services for underserved groups of potential students

**Strategic Plan and Strategic Objectives**

Increase alternative modes of offering instruction and student services to working adults

**Strategic Plan/Steps**

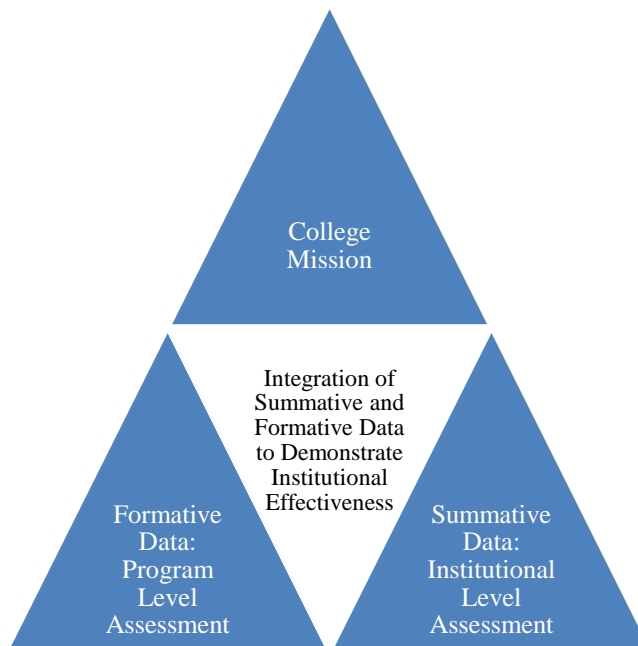
1. Train faculty on best practices in online instruction
2. Increase the number of online courses offered
3. Offer online tutoring and counseling

**Assessment Model: Assessment and Program Improvement**

The goal of all planning is program effectiveness and program improvement. The Assessment Model established by the College closes the circle of planning, assessment, and program improvement.

There are three primary components of the assessment model: the college mission, the assessment of institutional effectiveness, and the assessment of program effectiveness. The assessment model includes quantitative and qualitative summative measures of institutional effectiveness, as well as formative measures of student learning outcomes.

**The College Assessment Model**



The triangle-schematic represents the college assessment model. The narrative that follows explains each element within the model. The primary components of the Assessment Model are:

- The College Mission
- The Formative Measures for Program-Level Effectiveness
- The Summative Measures for Institutional-Level Effectiveness
- The Integration of Formative and Summative Assessment Results

## The College Mission

Most recently reviewed and revised in Fall 2008, the college mission is the guide for all assessments.

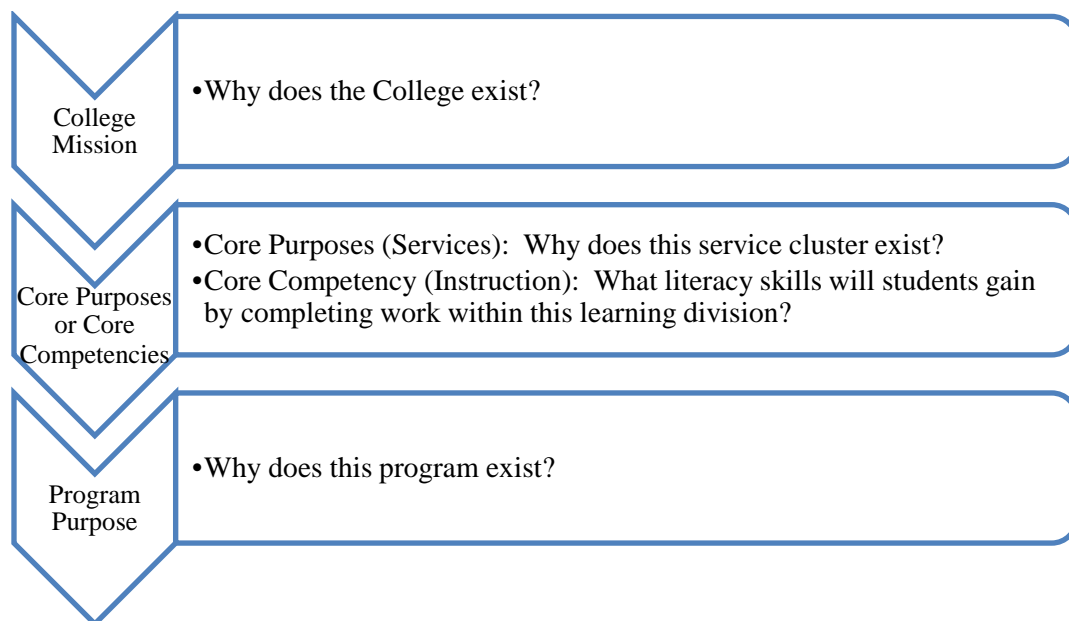
## The Formative Data: Program-Level Effectiveness

The formative measures and resulting data access program and unit-level effectiveness. This includes the formative measures of student learning outcomes. These assessments are conducted to determine if students are learning specifically what departments intend to teach. The assessment results are used to guide program improvement.

Moorpark College uses the Nichol's Five-column Method in outcome assessment. The contents of the five columns are summarized below. Full descriptions appear in the *Moorpark College Program Improvement Toolkit 2007*:

### Column 1

Establish a program purpose derived from the college mission and the appropriate core purpose or competency.



### Column 2

Identify measurable outcomes in terms of the knowledge, skills, or attitudes students must evidence to document that the outcome has been achieved.

*How do students demonstrate that they are achieving the purpose of the program?*

### Column 3

State the exact means of assessment, including the audience, behavior, assessment tool, and desired degree of success.

*How do we know that students are moving toward or achieving the program's purpose?*

### Column 4

Summarize the data.

### Column 5

Apply the results from the assessment to improve student learning in the next cycle of planning and assessment.

*How will this information be used to improve the courses/programs/services?*

The assessment of program effectiveness is on-going, with the results of one assessment serving as a starting point for another series of assessments, all with the goal of providing quantifiable bases for guiding program improvement.

## **Annual Program Plans**

Program Plans, instituted in 1999, incorporate program review and the program improvement process. Annual Program Planning is the key event that links planning to resource allocations.

The College makes two key assumptions in the Program Planning process:

- “Program” refers to all college instructional disciplines and programs and support services. Support services include services to students (e.g., Registration and Records, Student Business Office), services to faculty (e.g., copy center), and facilities (e.g., maintenance and grounds).
- Each college program reviews its services, strengths, and needs annually in order to accurately assess the college and create plans that link resources to areas that need support to maintain or improve excellence or that have potential to grow.

The five components of the Program Plan are:

1. Program Productivity  
Provides a summary report of 3-year trends in productivity data for instructional programs and requires various measures for student services.
2. Environmental Scans  
Calls for a summary of relevant data from external scan sources, including feedback from industry advisory committee for career technical programs.
3. Program Review  
Analyzes the prior two sections with the goal of identifying program strengths and weaknesses. Discusses the development of the program in view of Strategic Objectives and the environment in the field.
4. Resource Requests  
Lists the human, material, and facilities resources needed based on program plans to correct weaknesses identified in the Program Review section.
5. Assessment of Program Effectiveness  
Uses the Nichols’ Five Column Model (noted in previous section) to identify, assess, and use research on student learning outcomes to improve programs.

The Program Planning Data Report provides standardized program review data for instructional programs. This resource provides consistent information across disciplines, such as census enrollments, retention, faculty load information (full-time to part-time ratios), and program efficiency. Student and administrative services gather and report data on effectiveness tailored to their unique role in the college.

## **Links between Planning, Program Plans, and College Decisions**

Program Plans integrate program review and planning, and therefore serve as the foundational documents for allocating college resources.

In addition, Program Plans are used to determine each program's status. The Executive Vice President, Vice President of Business Services, the Dean, the Department Chair, and interested faculty/staff meet to:

- validate the budget requests in the Program Plan, and
- determine each program's status

The program status is categorized as *stable*, *stable but impacted*, *growth*, or *pay attention* based on analysis of these factors:

- Three-year trends in program review data elements:
  - ❖ student enrollment - number of sections offered
  - ❖ productivity (WSCH/FTEF)
  - ❖ full-time/part-time faculty ratio
- Environmental scans of data relevant to the specific program
- Need for facilities rated as
  - ❖ impacted facilities with plans to accommodate, or
  - ❖ impacted facilities with no plans to accommodate
- Need for equipment rated as
  - ❖ major needs with plans to meet
  - ❖ major needs with no plans to meet
  - ❖ minor needs

For example, using this rubric, a program categorized as *pay attention* would demonstrate an upward or downward trend in program review data elements with wide margins. Such a program may have growth potential, but the college has insufficient resources and/or facilities to support that growth.

The Executive Vice President prepares a summary of the college program evaluations which is then presented to key college committees, the Academic Senate, and the Chancellor and the Board of Trustees.

This program evaluation process was piloted in 2006-2007 for instructional programs, and institutionalized in 2007-2008. Since 2007-2008, the evaluation rubric has been refined to reflect greater nuance in the understanding of elements impacting program performance.

The anticipated next phase of development is the creation of an evaluation rubric for student services and functional units, and for key areas of administrative services.

### **The Summative Data: Institutional-Level Effectiveness**

The Summative measures and resulting data assess institutional level effectiveness.

The Assessment at the institutional-level effectiveness includes quantitative and qualitative **summative measures** that create snapshots of the college at specific points in time. These are useful benchmarks for comparisons across time within the institution as well as the national and state trends.

**The following describe the six categories of these institutional measures:**

**1. Data on Student Access**

Quantitative evidence that the college is serving all students in the service area.

Sample question: Do the demographics of the Moorpark College student population match the demographics of our surrounding community?

**2. Data on Student Achievement**

Quantitative evidence that students move through and complete college programs, e.g., rates of course completion, retention, persistence, transfer, jobs, degrees, and certificates.

Sample question: Do most first-time Moorpark College students who enroll in the fall return to the college in the spring?

**3. Program Review Data**

Quantitative evidence on program productivity and student enrollment.

Sample question: How do our college programs compare to standard indices for instructional and student service programs?

**4. Data on Strategic Objectives**

Quantitative evidence at the college level and program levels of progress on addressing the Strategic Objectives as outlined in the 3-year *Strategic Plan*.

Sample question: Has the Strategic Objective to increase student access through Distance Education been achieved and to what degree?

**5. Surveys of Perceptions**

Qualitative evidence from primary stakeholders on the college's effectiveness.

Sample question: *Does this college encourage critical thinking in required assignments?*

In spring 2008 the college administered the national Community College Survey of Student Engagement (CCSSE) for the first time. The Institutional Effectiveness Report 2008 compares the results with national norms as well as with local surveys on student perceptions and employee perceptions administered in 2003. CCSSE, along with local surveys, will be administered on a planned and periodic basis for trend data.

**6. Evaluation of Process Effectiveness**

Qualitative and quantitative evidence that college processes are effective in directing and maintaining the college's efforts to produce and support student learning.

Sample question: If you served on a college committee or made a presentation to a college committee this year, how would you rate that committee's work product in terms of being productive and a valuable use of your time?

### **Integration of Summative and Formative Data to Demonstrate Institutional Effectiveness**

The juxtaposition of Summative and Formative data provides a view of continuous unit/program assessment against an annual evaluation of institutional progress. The Summative and Formative processes are iterative within themselves, and mutually informing and reinforcing.

The Institutional Effectiveness Report, which captures and analyzes the Summative Data, provides an annual view of institutional performance, and a framework for further unit planning and improvement.

The Program Planning process, which anchors Formative assessment, depends upon the Summative data to provide the wide perspective, and receives its planning framework from the objectives of the Strategic Plan. The field data from the Program Planning process, in rounding the cycle, feed back into the Summative analysis, and continuously informs the revision and implementation of the Strategic Plan.

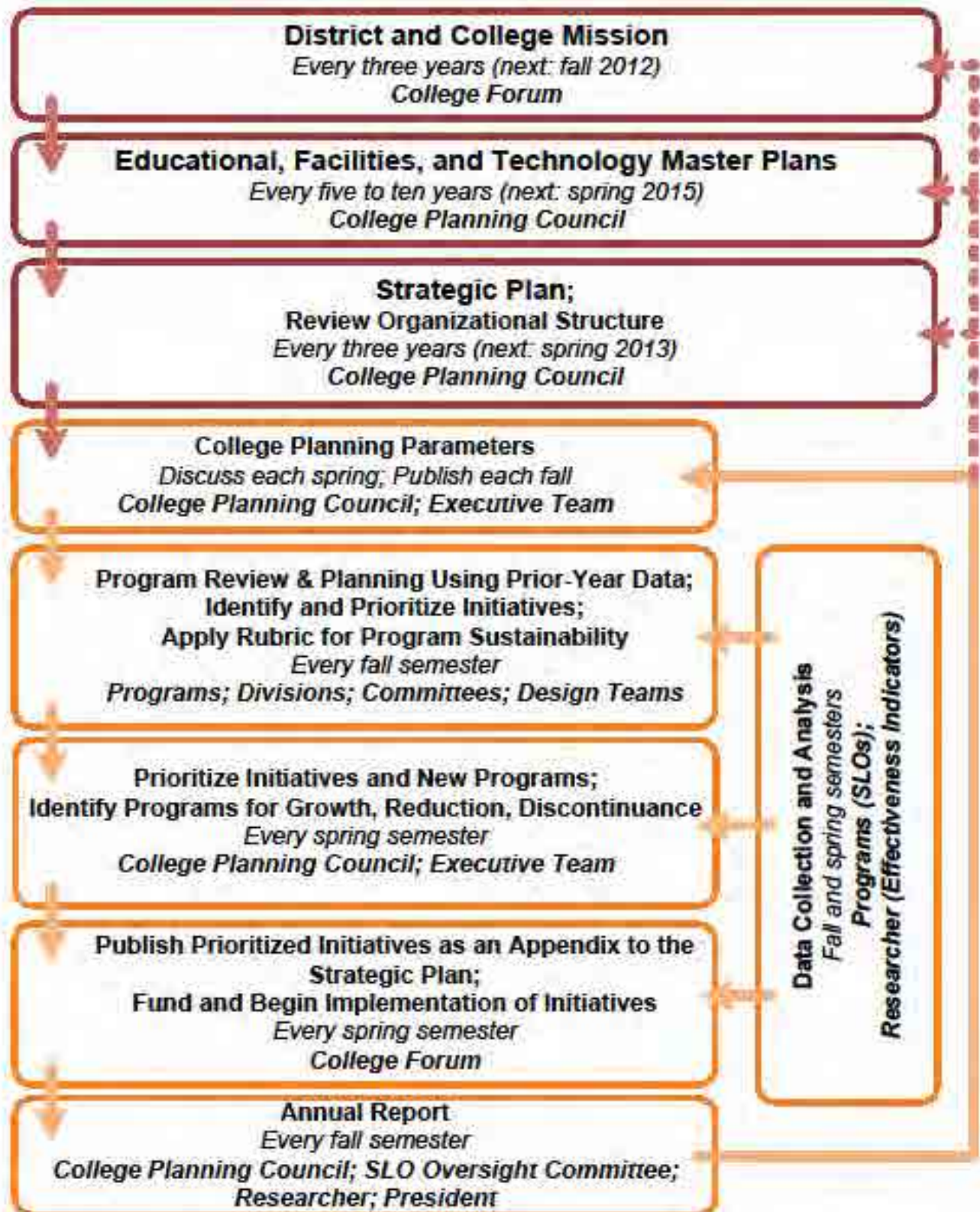
In an integrated planning process, all college planning is part of a functional system unified by a common set of assumptions and well-defined procedures, and is dedicated to the improvement of institutional effectiveness. The driving force for all college efforts is student learning. Assessments focus on how well students are learning and based on those assessments, changes are made to improve student learning and success.

Dialogue regarding the improvement of institutional effectiveness occurs in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. These practices and procedures are summarized in this planning manual.

The planning model and process are summarized on the following page.



# Integrated Planning



## College Mission

The college mission is the touchstone for the entire planning process in that it describes the college's intended student population and the services the college promises to provide to the community. The college mission is periodically reexamined to assure that it remains congruent with the district mission and with the needs of the population served.

The college's schedule for reviewing the mission statement is every three years in a cycle that sequences this review during the year prior to the development of the next strategic plan. In keeping with the schedule identified later in this Manual, the college's mission will be reviewed in 2013, 2016, and 2019.

The current college mission statement is:

*Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills and English-language learning; programs for students seeking an Associate's Degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. The College is a leader in providing instruction and support for students with disabilities.*

*With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College has a dedicated, caring faculty and staff who are committed to student success and to continual assessment of learning outcomes in order to maintain high quality courses and programs.*

*Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.*

(Mission approved by the Ventura County Community College District Board of Trustees on October 13, 2009.)

The Accrediting Commission for Community and Junior Colleges standard most relevant to the development and review of college missions is I.A.1-4:

### I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
2. The mission statement is approved by the governing board and published.
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
4. The institution's mission is central to institutional planning and decision making.

## **Educational, Facilities, and Technology Master Plans**

The Educational Master Plan projects the future of Ventura College for the coming decade, and makes general recommendations that address current and foreseeable challenges. The Educational Master Plan is supplemented by the Facilities Master Plan and the Technology Plan.

The analysis of internal and external data to prepare these plans and the resulting recommendations provide a common foundation for the dialogue about the college's effectiveness in fulfilling its mission. These recommendations are intended to serve as the basis for the college's three-year Strategic Plans and to inform annual unit plans. In this manner a direction is established for the college under changing conditions and for the long-term development of programs and services.

The current Education Master Plan spans from 2009 to 2019. The Facilities Master Plan spans from 2004 to 2015. The Technology Master Plan spans from 2011 to 2016. 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.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development and implementation of the all processes described in the remainder of this Ventura College Integrated Planning Manual 2011 are I.B.1-5, III.B.1.a, III.B.2.b, and III.C.3:

### **I. B. Improving Institutional Effectiveness**

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

### III B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.
  - a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
  - b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

### IIIC. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

3. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

## Strategic Plan

The Strategic Plan is the college's short-term plan. This plan identifies the specific actions that the college must take to implement the institutional strategic goals identified in the Educational Master Plan.

This planning process is initiated by reviewing the Educational Master Plan recommendations and determining which will serve as the college's top institutional strategic goals for the next three years. For these institutional strategic goals, a number of strategic objectives are identified. For each strategic objective, measurable action steps are identified. Each action step includes a timeline for completion, a description of indicators of success, and the assignment of parties responsible for implementing the action.

The Strategic Plan promotes continual improvement over time because the process calls for the prioritization of a reasonable number of institutional strategic goals and objectives for college wide concentration each year. Each year the college produces an annual institutional effectiveness report that documents progress on the objectives and that reinforces and sustains the college dialogue about the achievement of the college's long-term and short-term goals.

The College Planning Council calls for the subsequent strategic plan when the term of the current strategic plan expires or when all strategic objectives have been achieved. The schedule for the coming decade is:

1. Strategic Plan 2010-2013 (fall 2010 through spring 2013)
2. Annual Institutional Effectiveness Reports in fall 2011 and fall 2012
3. Final Institutional Effectiveness Report of Strategic Plan 2010-2013 in spring 2013
4. Strategic Plan 2013 - 2016 (fall 2013 through spring 2016)
5. Annual Institutional Effectiveness Reports in fall 2014 and fall 2015
6. Final Institutional Effectiveness Report of Strategic Plan 2013-2016 in spring 2016
7. Strategic Plan 2016 - 2019 (fall 2016 through spring 2019)
8. Annual Institutional Effectiveness Reports in fall 2017 and fall 2018
9. Final Institutional Effectiveness Report of SP 2016-2019 in spring 2019 --> these final strategic plan progress reports feed into the Educational Master Plan to be developed in the 2018 – 2019 academic year.

## Program Review

Program Review is an annual process that enables programs to use data to assess their performance relative to established goals and expectations and to use these findings to design initiatives for improvement. At Ventura College, a program is defined as any course of study that counts toward a certificate, degree or transfer and/or any stand-alone or combined student support services that may enhance students' academic achievement. These are broken down into two main categories, Instructional Programs and Service Unit Programs. Further, Service Unit Programs are divided into three subcategories: Student and Instructional Service Programs, Business Service Programs and Institutional Offices.

Components of program review include:

1. **Program Description and Alignment** (including program mission, contribution to institutional strategic objectives, catalog description, history, organizational structure, staffing)
2. **Performance Expectations** (including established student learning outcomes, benchmarks, operating ratios, advisory committee expectations)
3. **Operating Information** (including budget, equipment, scheduling, facilities utilization, resource replacement cycles)
4. **Performance Assessment** (including enrollment, FTES and headcount ratios, success rates, persistence, retention, completion/placement, productivity)
5. **Findings** (including the need for curriculum improvements, service improvements, operating improvements, resource management, personnel, material and supplies, equipment, technologies, facilities, consideration of program reduction or discontinuance)
6. **Initiatives / Program Growth, Reduction or Discontinuance** (including the including the application of a college-established rubric and the analysis of the need for new programs, new resources or the reallocation of existing resources in the areas of personnel, operating budget, facilities, equipment, training)
7. **Process Assessment** (including status of initiatives from prior year and assessment of the program review process itself)

Program Reviews are completed at the department/program level and are reviewed and discussed at a Division meeting. Divisions submit prioritized lists of initiatives to the College Planning Council for consideration of funding or other institutional support.

# Program Review

## Section 1 Description

Who are you? How is your program aligned and defined in the College?

## Section 2 Expectations

What are your planned performance expectations (SLOs)?

## Section 3 Performance

What was your actual operating performance?

## Section 4 Analysis

What are the differences between what you expected to do and what you did?

## Gap Analysis

## Section 5 Findings

What are some major conclusions derived from your analysis?

## Section 6 Initiatives

Based on your findings, what actions should you take to improve?

## Section 7 Process Assessment

Have any of your initiatives been implemented? How can this program review process be improved?

## Lexicon for Planning

### **Educational Master Plan:**

The ten-year Educational Master Plan charts the college's long-term course. Based on internal and external scans and enrollment projections, the Educational Master Plan serves as the foundational document for the Strategic Plan, the Technology Plan, and the Facilities Plan. The Educational Master Plan may be updated if warranted by a major change of conditions

### **Strategic Plan:**

The Strategic Plan is comprised of a limited number of three-year institutional strategic goals derived from/based on the Educational Master Plan. These three-year goals are further divided into strategic objectives, each operationalized through action steps. The College Planning Council will call for the next three-year strategic plan when the term of the strategic plan expires or when all strategic objectives have been achieved.

### **Institutional Strategic Goals:**

Statements of broad institutional intentions, derived from/based on the Educational Master Plan.  
*Example: Provide instruction and student services for underserved groups of potential students.*

### **Strategic Objectives:**

Statements articulating the strategies to be used to achieve the goals, specifying measurable outcomes. *Example: Increase alternative modes of offering instruction and student services to working adults.*

### **Action Steps:**

Statements defining the specific steps that will be taken to achieve the objectives and that include the identification of a timeline and the individuals or groups responsible for completing or ensuring the completion of the action steps. *Example: (1) Train faculty on best practices in online instruction. (2) Increase the number of online courses offered. (3) Offer online tutoring and counseling.*

### **Program Review:**

Program Review is an annual process that enables programs to use data to assess their performance relative to established goals and expectations and to use these findings to design initiatives for improvement. At Ventura College, a program is defined as any course of study that counts toward a certificate, degree or transfer and/or any stand-alone or combined student support services that may enhance students' academic achievement. These are broken down into two main categories, Instructional Programs and Service Unit Programs. Further, Service Unit Programs are divided into three subcategories: Student and Instructional Service Programs, Business Service Programs and Institutional Offices. Program Review documents are consolidated at the Division level and submitted for review and consideration to the College Planning Council.

### **Annual Report:**

A report, distributed each annual Flex Day, from the College Planning Council, the SLO Oversight Committee and the President on the progress made on the Strategic Plan's action steps from the prior year, the conclusions drawn from the SLO assessment process, and the college progress on achieving its institutional strategic goals.



## District Services Planning

District Services Planning is the annual program review process for centralized services. Program Review comprises four elements:

- Collection and analysis of quantitative and qualitative data related to services delivered in the current year
- Assessment of service effectiveness against documented District service standards and the Standards of the Accrediting Commission
- Proposal of improvements and action plans for the coming year
  - In **Capital Planning** and in **Information Technology**, a review of progress against the goals set in the *Facilities Master Plan* and the *Technology Master Plan* are conducted
- Allocation of resources to implement action plans

Services that are centrally delivered include the following:

- Administration and Finance
  - Finance
  - Administrative Services
  - Public Safety
- Capital Planning
- Human Resources
- Information Technology

The annual cycles of Program Review for District Services are outlined below:

<b>Month</b>	<b>Administrative Services and Finance</b>	<b>Capital Planning</b>	<b>Information Technology</b>	<b>Human Resources</b>
January		CCCCO College Finance and Facilities Division issues enrollment projections		
February				
March				
April	Data Collection for Program Review	April 1: last day to appeal enrollment projections April 15: District Qtr Report to CCCCCO	Data Collection for Program Review	Data Collection for Program Review
May	Program Review and Planning		Program Review and Planning	Program Review and Planning
June	Districtwide Effectiveness Report to the Board		Districtwide Effectiveness Report to the Board	Districtwide Effectiveness Report to the Board
July		5-year Capital Outlay Plan due in CCCCCO; Final Project Proposals(FPP) submissions to CCCCCO; Initial Project proposals IPP Submission to CCCCCO; July 15: District Qtr Report to CCCCCO		
August	Publish Finished Plans for Coming Year	Publish Finished 5-year Plan	Publish Finished Plans for Coming Year	Publish Finished Plans for Coming Year
September				
October		October 1: Submit Space Inventory CCCCCO  October 15: District Qtr Report to CCCCCO		
November				
December		December 15: submit Scheduled Maintenance and Special Repair request, 5-year plan		

Program Reviews in District Services are led by the Vice Chancellor, Associate Vice Chancellor, or Chancellor's Designee of the respective areas. These individuals are responsible for publishing plans and communicating matters of quality assurance to appropriate constituencies through the Districtwide Effectiveness Report and other established venues.

# RESOURCE ALLOCATION

District wide resource allocations are guided by the VCCCD Mission Statement and the Board Goals as defined in the Educational Master Plan. The District Budget Allocation Model sets parameters for general fund unrestricted budget allocation to the Constituent College and District Services.

## District Budget Allocation Model

Effective in fiscal year 2003-04, the District set aside the then-existing budget allocation model, which had been used to distribute district resources for the prior six years.

The model was primarily revenue-driven while providing for college base allocations and other fixed costs which did not necessarily equate directly to FTES generation. As such, the model relied both on revenue (FTES) and expenditure elements (dual characteristics) to serve as the mechanisms to produce the colleges and district level budget allocations. The model was, however, primarily FTES driven, with no cap placed on the funding of growth at the colleges, although the district as a whole had a funding cap. As the colleges evolved over time, the shift of resources favored the college(s) growing most rapidly and disadvantaged the college(s) growing more slowly, and the movement happened in an uncontrolled fashion. As a result, the model had been adjusted several times during its six-year period, and was believed to no longer meet the needs of the district and its colleges.

In 2003-04 when we set the model aside we distributed resources using the fiscal year 2002-03 allocation as a base, increasing or decreasing it proportionately each subsequent year based on changes in additional available resources from that point forward. That process continued over the next four years. Although we had a method to distribute funds, we did not have an agreed-upon budget allocation model. Distribution of new resources did not consider how the colleges had evolved since 2003-04. That method of allocating funds did not reflect how we received our funding from the state, the uniqueness of our colleges, nor the priorities of the district. In addition, the lack of an agreed-upon allocation model had been cited in the accreditation reports and would have been a major issue if not resolved.

### **New Model**

During fiscal year 2006-07 the District Council on Administrative Services (DCAS) and the Cabinet worked simultaneously toward identifying the features of a model that would reflect the unique characteristics of each college, while recognizing how we are funded by the state, and be perceived as more equitable than the then-existing arrangement.

The allocation model was adopted for use in the 2007-08 fiscal year.

### **Elements of the Model**

The district recognized the value in developing a model with dual characteristics, i.e. one that includes elements based on both revenue (FTES), as well as expenditures. The model considers how the colleges have evolved, and is responsive to changes that will occur in the future. The model also considers how we are funded from the state. The model is objective based, formula-driven, readily understood, reasonably applied, flexible and responsive, widely communicated, adequately documented, and perceived as equitable.

The adopted budget allocation model addresses the distribution of resources, and is not prescriptive in how funds are to be spent at the various locations (colleges and district office). The district acknowledges differences between its colleges and recognizes the colleges' needs to direct their resources based on their own plans and objectives in meeting the needs of their diverse populations and constituencies. The colleges have separate and specific budget development processes unique to each college, reflecting their organizational culture and priorities. It is at this level that the budget must be tied to each college's strategic plans and address accreditation requirements. DCAS will consider processes/templates to be used for this accreditation purpose.

## **Revenue**

The budget allocation model is designed for the distribution of general fund-unrestricted revenue only. Other sources of funding are allocated either by the state directly to a specific college or the district has agreed on a separate allocation method for those funds.

All general fund – unrestricted revenue will be distributed through the model, including, but not limited to, state apportionment for FTES, local revenues such as lottery, non-resident tuition, interest income, and miscellaneous revenue traditionally accounted for in the general fund – unrestricted, unless agreed to be distributed using a separate allocation model.

## **Districtwide Support**

The district recognizes that it is fiscally prudent to provide some services centrally through the operation of a district office (District Administrative Center – DAC). These services should primarily represent those functions that can be most effectively and efficiently administered in a centralized fashion.

In addition, the allocation model will continue to provide a pool of resources to support expenditures required to meet general districtwide obligations such as property and liability insurance, legal expenses, governing board expenses, financial and compliance audits, central technology hardware, software and management services, and other activities which support the district as a whole and cannot be conveniently or economically assigned to the other operating locations through a cost center referred to as Districtwide Services.

The district will continue to account for utilities in a central location, so as to mitigate the significant differences in utilization due to building size, construction, age, and climatic conditions affected by college locations.

## **College Allocations**

In an attempt to develop a model that would be accepted as fair and equitable, areas of differences or unique characteristics between the colleges, as well as similarities, were identified. A model that considers and reflects these differences is consistent with the objective of equitability.

The differences, unique characteristics, and similarities identified include, but are not limited to, areas such as:

- Facility constraints/classroom capacity on each campus  
How many rooms hold 25, 35, 100, etc. students?

How will capacity change over the new few years?

- Program Mix - mix of general education and vocational programs
  - Does each college have the same proportion of vocational/career tech to general education classes?
  - Does the difference in program costs impact the college's decision on what programs to maintain or develop?
- Students' level of educational preparedness
  - Does each college have the same proportion of students who are prepared to take college-level classes? Are needs for basic skills classes the same? (Some of the additional requirements/services of these students are to be met through special funding, such as categorical, not necessarily general fund – unrestricted dollars distributed through this model)
- Does each college have the same proportion of senior faculty (salary schedule placement)?
- How do full time / part time ratios of faculty compare?
- Are the contractual obligations, such as reassigned time and leaves, disproportionately distributed?
- What are the similarities/differences in core services?
- How does the size of each student body compare? (FTES)

It was imperative that each of these elements were considered in one or more of the components of the budget allocation model/calculation to ensure an equitable allocation process.

### **Year- end Balances**

The allocation model recognizes the incentive in allowing budget locations to maintain their unexpended funds for future needs.

## **MECHANISM OF THE MODEL**

### **Revenue**

All projected general fund – unrestricted revenue will be included, unless identified to be distributed in a different fashion (such as to fund structural deficits). Restoration and growth revenue will not be included until the year after it is earned.

### **Districtwide Support**

#### **Districtwide Services (DWS)**

The definition of DWS will be reviewed regularly. Components and specific line item budgets will be considered each year by DCAS for inclusion in this budget category or movement to another budget location.

### **Utilities**

The budget for utilities will be based on historical and projected rates and usage, and presented to DCAS for review and concurrence.

### **District Administrative Center (DAC)**

The District Administrative Center will receive a percentage (initially 5.8%) of projected revenue. Each year, after review, if it is determined that specific budget items are to be reassigned between DWS and DAC or the colleges and DAC, the percentage of revenue will change accordingly, maintaining the same effective rate. (Effective with the FY12 Tentative Budget, costs had been redirected and the DAC's proportionate percentage was 6.64%).

## **College Allocations**

### **Class Schedule Delivery Allocation**

Using each college's productivity factor (as defined below) and FTES from the current year, we derive a Full Time Equivalent Faculty (FTEF) number for the budget year. The college receives an allocation for the actual cost (salary and benefits) for the full time classroom faculty currently employed. This allocation is adjusted to reflect non-teaching assignment for these faculty, such as those on leave or reassigned time, and planned additional full-time faculty for the budget year. The balance of the allocation is distributed based on the average cost of a non-contractual FTEF.

The productivity factor (which is the college's average weekly student contact hours (WSCH) taught by a full time faculty equivalent (FTEF)) reflects, among other things, differences in class sizes (and subsequently costs) due to facility limitations, program mix (general education vs CTE), and educational preparedness of the student population of each college. Effective FY10, the model was changed to utilize an average of a budget year productivity factor (i.e. the goal) and the prior year actual productivity factor.

The productivity goal for a budget year is independently set for each college, and is based upon historical data and takes into consideration a college's unique circumstances and the economic environment. Because a portion of funding to a college is based on that goal, it is essential that the productivity goal-setting process be thoughtful and have integrity. It is therefore recommended that each college's goal-setting team, which will be determined by each college and may include not only the college president, but also the instructional and business vice presidents as well as the academic senate president, establish a process to project a realistic and attainable goal. The college president meets with the chancellor to discuss the environment and challenges, and set the goal.

### **Base Allocation (Fixed Allocation)**

Each college receives an equal dollar amount that recognizes the fixed expenses/core services associated with operating a college, regardless of the size of its enrollment.

This base allocation was established at 15% of revenue available for distribution, divided equally among the colleges. This recognizes economies of scale and provides a "small college" factor to the model.

### **FTES Allocation**

The remainder of the available revenue is allocated to the colleges proportionate to their FTES (%) actually earned in the prior year, and recognizes how the District receives the bulk of its revenue through SB361.

Colleges are funded proportionate to their FTES (%) for their actual growth, up to the maximum percentage that the District was funded. Each college may then carry unfunded FTES (as does the District as a whole), and be entitled to use that excess if and when the District does. By using a blended average in the productivity factor as recommended above, colleges are not penalized for “overgrowth” if attained through efficiencies, i.e. because they experience less costs.

### **Transition/Implementation Funding**

As implementation of the new allocation model shifted resources, the district recognized the need to provide for stability during the transition for colleges to gradually move towards full implementation of the new model.

During the implementation year, FY08, \$2 million of total revenue was allocated - 50% each to Oxnard and Ventura colleges. In FY09, \$1 million of available resources was available to be allocated - 50% each to Oxnard and Ventura colleges. Once applied, the amount of transition/implementation funding was assessed to ensure the colleges were able to transition without undue financial hardship.

### **Carry-over**

In addition to the allocation derived through the mechanism of the model, the colleges and district office are allowed to carry-over any unexpended funds as of June 30 into the new budget year, up to a maximum of 1% of their respective prior year budgets. (There was no maximum for carryover from June 30, 2007 to July 1, 2007). These amounts are placed in a designated reserve as of June 30, to be distributed for expenditures as of July 1 of the budget year. (This percentage has been increased to 2% in years where fiscal difficulties were anticipated for the following year.)

### **Updates**

Since the adoption of this new model for 2007-08 fiscal year, and in accordance with the commitment to the Board to regularly review the model components to ensure a more sustainable model, the District Council of Administrative Services (DCAS) reviews the model annually. During the first part of 2009, they recommended modifications to the Class Schedule Delivery Allocation and the FTES Allocation segments of the model. The Board of Trustees approved the recommended changes at its March 2009 Meeting.

In 2010-11 DCAS developed a plan to address the district’s capital structural deficits and recommended that specific revenues (lottery, interest income and administration fee revenue) be removed over time from the general budget allocation model and allocated in a different method.

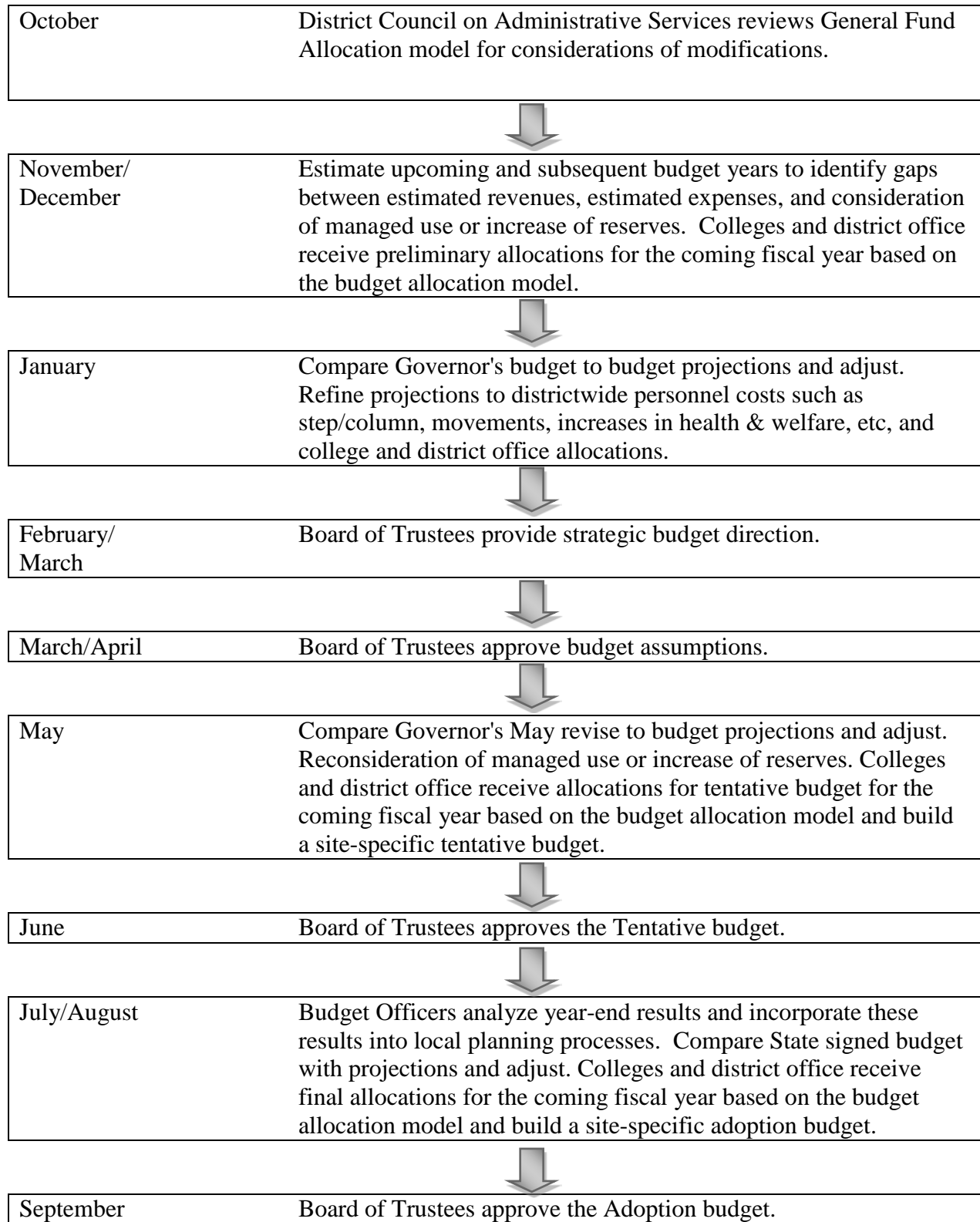
### **In Summary**



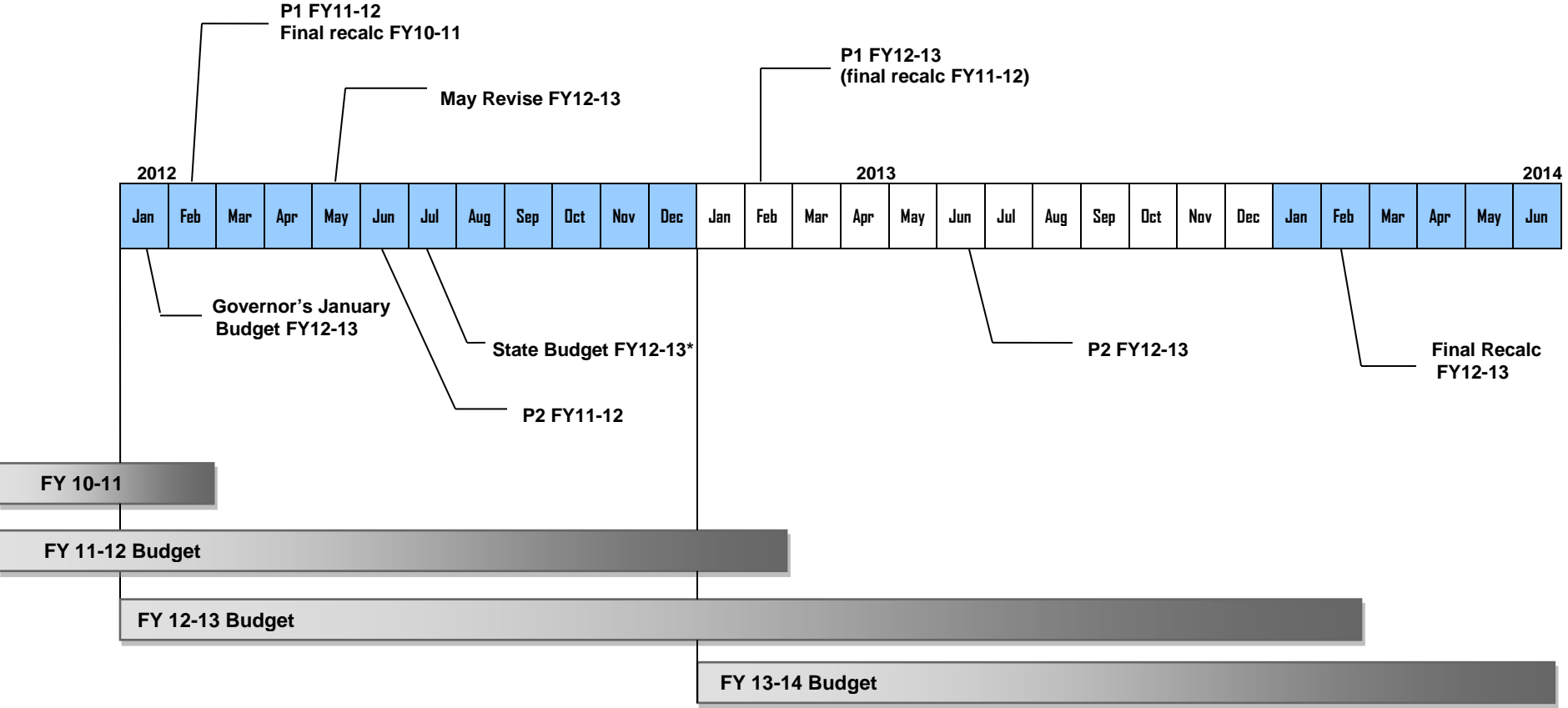
The District resource budget allocation model is complex enough to reflect the unique characteristics of our colleges and the needs of a multi-college district while recognizing how the district is funded from the state, yet simple enough to be readily understood, easily maintained, and transparent. Finally, it is driven by factors which command accountability, predictability, and equity.

Overall, the model addresses the Basic Principles for a budget allocation model previously adopted by the board. It utilizes formulas and variables that have been meaningfully studied, readily defined, easily measured, and consistently reported. As with this budget, no model will ever be perfect and it is doubtful that the district will ever achieve complete consensus as to how its resources should be distributed; however the model as proposed, adopted, and modified comes as close to that consensus as we can reasonably expect. DCAS and Cabinet independently reviewed the model prior to recommendation to the Board and concurred that it meets the budget principles established by the board and is “fair and equitable” for all colleges and the district operational units. Annually, the model is reviewed by DCAS and Cabinet and revised consistent with the requirements identified and agreed upon at that time. Any proposed revisions to the model are presented to the board for approval with the budget assumptions document.

# District Budget Development Process



### Ventura County Community College District State Budget Process Timeline



- Governor's January Proposal - includes estimates of state revenues
- Governor's May Revise - revised estimates of state revenues
  - \* The State adoption budget should be approved by July, but in recent years has been as late as September/October.
- Final State Budget - final state revenue
- P1- estimates of statewide budget shortfalls in property tax and enrollment fees; deficit factor to growth funding; may allocate special funding
- P2 - revised estimates of statewide budget shortfalls in property tax and enrollment fees; deficit factor to growth funding; may allocate special funding
- Final Recalc - Final calculation of state revenue- includes any final deficit, distribution of unclaimed dollars that are not returned by Budget Act/Law

# **ASSESSMENT AND PROGRAM / PROCESS IMPROVEMENT**

VCCCD assesses its planning efforts in two ways. It assesses the overall effectiveness of College and Districtwide services in supporting student success; it also assesses the effectiveness of the planning process.

## Assessment of Institutional Effectiveness

The assessment of institutional effectiveness involves review of accomplishments and dialogue on continuous improvement. Assessment activities and dialogue occur during the annual Board of Trustees Planning Session in June. Assessments in this area include:

- The annual review of the District Mission
- The annual submission of the District Effectiveness Report addressing prior year Board Goals
- The annual review and revision of Board Goals
- The annual assessment of Progress on Strategic Plan Objectives
- The mid-cycle assessment of Board Goals in Year-3 of the 6-year planning cycle to ensure continuing alignment with the Educational Master Plan

### *Annual Review of the District Mission*

The District Mission is reviewed at the annual Board of Trustees Planning Session to ensure alignment with the System Mission of the California Community Colleges. The affirmed Mission is distributed to the constituent Colleges to provide a framework by which to review and validate the local College Missions.

### *Annual Submission of the District Effectiveness Report*

The *District Effectiveness Report* is presented at the annual Board of Trustees Planning Session for review and dialogue. The Report addresses institutional effectiveness of the three constituent colleges and district services. It provides three years of data for indicators that are aligned with Board Goals.

### *Annual Assessment of Progress on Strategic Plan Objectives*

The annual Strategic Plan Objectives are reviewed for progress and completion. The Colleges and Districtwide Services report on the progress made in implementing the Action Steps that operationalize the Strategic Plan Objectives.

### *Annual Assessment of Progress on Board Goals*

The Annual Assessment of Progress on Board Goals is conducted at the Board of Trustees Planning Session utilizing the information from the Assessment of Progress on Strategic Plan Objectives, and the information documented in the *District Effectiveness Report*. If needed, adjustments are made to the Board Goals and Strategic Plan Objectives for the coming year to ensure continuing progress toward student success, and accurate alignment with the District Mission.

## *Mid-Cycle Assessment of Progress on Board Goals*

During the third year of the Educational Master Plan cycle, the Board of Trustees conducts a high level review of the assumptions of the Educational Master Plan assumptions, and an examination of the relevance of the Board Goals documented in the Master Plan. This high level review ensures that the assumptions of the Master Plan remain valid over time, and the Board Goals that emerge from these assumptions continue to align with the District Mission.

## **Assessment of Process Effectiveness**

The assessment of process effectiveness for Districtwide planning includes two activities:

- The annual Consultation Council Review of the Districtwide Planning Process
- Annual Board of Trustees Review of Districtwide Planning Process

### *Annual Consultation Council Review of Districtwide Planning Process*

Consultation Council is charged with overseeing the Districtwide Planning Process. The Council, or a group delegate by the Council, performs an annual audit of the Districtwide Planning Process for operational effectiveness. The audit includes a review of this Planning Manual, and input by constituents on process issues during plan implementation. The results of this review are presented to the Board of Trustees during the June Board of Trustees Planning Session.

### *Annual Board of Trustees Review of Districtwide Planning Process*

The Board of Trustees agendas a review of the Districtwide Planning Process at its annual Board of Trustees Planning Session. The review includes a reporting by Consultation Council regarding the effectiveness of the process as experienced by the constituent groups, a Board-led dialogue on the results, and any suggestions to improve the process for the coming year. Improvements adopted in the review process will be documented in the subsequent iteration of this Planning Manual.

# Ventura College

## Institutional/General Education Student Learning Outcomes<sup>1</sup>

1. Communication – Written, Oral, and Visual: Students will write, speak, perform, or create original content that communicates effectively and is facilitated by active listening skills.
2. Reasoning – Scientific and Quantitative: Students will locate, identify, collect, and organize data in order to analyze, interpret, or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking and Problem Solving: Students will recognize and identify the components of problems or issues, examine them from multiple perspectives and investigate ways to resolve them using reasoned and supportable conclusions while differentiating between facts, influences, opinions, and assumptions.
4. Information Literacy: Students will formulate strategies to locate, evaluate, and apply information from a variety of sources in a variety of formats such as print and/or electronic.
5. Personal/Community Awareness and Academic/Career Responsibilities: Students will examine the ethical responsibilities and the dynamic role of individuals and active citizens in society. Students will develop skills and employ strategies to self-manage their personal, academic, and career goals and to cooperate, collaborate, and interact successfully within groups and with a variety of cultures, peoples, and situations.

## Institutional Service Unit Outcomes<sup>2</sup>

1. Learning or Service Environment: Service will support or facilitate a positive learning or service environment for students.
2. The Service will support or facilitate institutional accountability by monitoring and ensuring compliance with statutory mandates, local policy and procedures, and state or federal law.

Note: Services may use the Institutional/GE Student Learning Outcomes and/or the Institutional Service Unit Outcomes.

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<sup>1</sup> After discussion throughout much of the Fall 2011 and at the start of the Spring 2012 semester, these GE SLOs were proposed by the Student Learning Outcomes Committee (SLOC), a subcommittee of the Academic Senate, on Jan 13, 2012; Revised by SLOOC, Jan 19, 2012. Proposed as a First Reading and adopted as a First and Second Reading by the Academic Senate on March 1, 2012.

<sup>2</sup>Proposed by SLOOC in Fall 2012. Proposed as a First Reading by the Academic Senate on Oct 4, 2012; presented as a Second Reading to the same body on Oct 18, 2012.

	Fall Year 1	Spring Year 1	Fall Year 2	Spring Year 2	Fall Year 3	Spring Year 3
<b>ISLO</b>	Institutional Student Learning Outcomes will be assessed by all courses. Areas without a degree or certificate will map only to ISLO on a five-year cycle to allow time for assessment and faculty forums to develop and implement institution level initiatives. ISLO mapped to that ISLO even if they are offered only on					
<b>ISLO #1 COMMUNICATION</b>	Assess		Develop Institutional Initiatives		Implement Institutional Initiatives	
<b>ISLO #2 SCIENTIFIC / QUANTITATIVE REASONING</b>	Develop/Revise Institutional Rubrics		Assess		Develop Institutional Initiatives	
<b>ISLO #3 CRITICAL THINKING</b>	Implement Institutional Initiatives		Develop/Revise Institutional Rubrics		Assess	
<b>ISLO #4 INFORMATION LITERACY</b>	Implement Institutional Initiatives				Develop/Revise Institutional Rubrics	
<b>ISLO #5 AWARENESS AND RESPONSIBILITIES</b>	Develop Institutional Initiatives		Implement Institutional Initiatives			
<b>Program (PSLO)</b>	Program Level Student Learning Outcomes will be assessed by those areas offering a degree or certificate. All courses included PSLOs will be assessed within the five-year cycle on a schedule determined by the institution.					
<b>Course (CSLO)</b>	Course Level Student Learning Outcomes will be assessed by all areas. All CSLOs for each course will be assessed during the five-year cycle. To save labor by embedding - assessing CSLOs at the same time as PSLOs or ISLOs when they can be.					
<b>Service Unit (SUO)</b>	All Service Unit Outcomes will be assessed within the five-year cycle on a schedule determined by the institution.					
Notes	The grey boxes indicated semesters where there will be no campus-wide focus on that ISLO. The green boxes (Forum to Develop Rubrics) will be associated with the development of institutional rubrics.					



Fall Year 4	Spring Year 4	Fall Year 5	Spring Year 5
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LOs. Each such course will map to and assess at least one ISLO. ISLOs will be assessed over two semesters so disciplines may assess all of the courses in a year.

Develop Institutional Initiatives	Develop/Revise Institutional Rubrics
Implement Institutional Initiatives	
Develop Institutional Initiatives	Implement Institutional Initiatives
Assess	Develop Institutional Initiatives
Develop/Revise Institutional Rubrics	Assess

and in the degree or certificate that Master the PSLO will perform the assessment. All activities are determined by the program.

2-year cycle. Individual disciplines can determine how to most effectively do this (e.g. how often can be assessed using the same assessment tool.)

Frequency determined by the service area.

Develop Institutional Rubrics) will become grey in later cycles when modifications to the original initiatives.

## DRAFT RUBRIC FOR ORAL COMMUNICATION SKILLS

Component	Above Satisfactory	Satisfactory	Below Satisfactory
Points	2	1	0
<b>Organization</b>	Contains an introduction, body, and conclusion. Supporting points are presented logically.	Organization, logic, or pattern makes sense.	Lacks organization. Points are presented in a random fashion, making it difficult for the audience to follow.
<b>Supporting Materials</b>	Ideas are well developed with the use of examples or evidence. Information and/or analysis provided establishes credibility and authority on the topic.	Examples or evidence generally support and develop the topic or ideas. Information and/or analysis are appropriate to the topic.	Contains insufficient supporting material. Information and/or analysis minimally support the presentation.
<b>Content</b>	Responds directly to the assignment.	Responds to the assignment.	Does not respond to the assignment (content may be unrelated).
<b>Language</b>	Language is appropriate, professional, and is compelling to the audience.	Language is clear, but there may be some awkwardness or “filler” words used. Contains appropriate language .	Limited or inappropriate vocabulary used.
<b>Delivery</b>	Delivery is varied and dynamic. Rate of speech, volume, and tone enhance listener understanding and interest.	Vocal delivery is clear and understandable. Some vocal expressiveness is displayed, but it may not be polished.	Delivery detracts from the presentation. Speech may be too soft, too fast, or too long. Pauses may distract audience.
<b>Non verbal delivery</b>	Appears confident and in control, makes eye contact, purposeful gestures and movements, and is vocally expressive. Overall, presentation is compelling and polished.	Uses some eye contact, gestures, movement, facial expressions that enhance the presentation.	Eye contact, gestures, movement, and/or facial expressions are inappropriate or distract from the presentation. Speaker may appear uncomfortable.

Some oral presentations may be informal or impromptu in nature and may not require all elements above. Overall Assessment Score = the average component/row score calculated for all rubric components assessed. Satisfactory performance is defined as an overall score of 1 or greater on the components measured.

## DRAFT RUBRIC FOR WRITTEN COMMUNICATION SKILLS

<b>Component</b>	<b>Above Satisfactory</b>	<b>Satisfactory</b>	<b>Below Satisfactory</b>
<b>Points</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Content</b>	Responds directly to the prompt or question asked. Content is accurate.	Responds to the prompt or question asked. Content is accurate.	Does not respond to the prompt or question asked (content may be unrelated) and/or content is inaccurate.
<b>Organization</b>	Contains a clear sense of order. Includes a thesis or topic sentence. Supporting points are presented in a logical progression.	May lack a thesis or topic sentence, but points are presented in a logical manner.	Lacks organization. Points are presented in a random fashion, making it difficult for the reader to follow.
<b>Development</b>	Develops each point with specific details or examples.	Most points are supported with some details and evidence.	Points are unsupported or supported with sparse details.
<b>Use of Language</b>	Uses discipline-specific language and exhibits some sophistication in word choice.	Discipline-specific language is used sparingly. Has clear sentences but there may be some awkwardness. Appropriate language used.	Limited or inappropriate vocabulary. Slang may be used.
<b>Grammar and Spelling</b>	No major grammatical or spelling errors.	Contains some errors, but they do not interfere with understanding.	Errors are numerous and/or impair understanding.
<b>Integrates Sources (if applicable)</b>	Incorporates summary, paraphrase, and quotations from sources. Uses source information to support own ideas. Cites and documents sources per method required by instructor.	Incorporates some information from sources as supporting information. Cites and documents sources per method required by instructor.	Does not include information from sources, or sources are not documented per method required by instructor.

Overall Assessment Score = the average component/row score calculated for all rubric components assessed. Satisfactory performance is defined as an overall score of 1 or greater on the components measured.

4/17/12 4/18/12 4/24/12

## DRAFT RUBRIC FOR VISUAL COMMUNICATION SKILLS

<b>Component</b>	<b>Excellent</b>	<b>Above Satisfactory</b>	<b>Satisfactory</b>	<b>Below Satisfactory</b>
<b>Visual Literacy</b>	Demonstrates superior ability to formalize and express an image using two or more concepts	Demonstrates good ability to formalize and express an image using two or more concepts	Demonstrates fair ability to formalize and express an image using two or more concepts	Demonstrates little ability to formalize and express an image using two or more concepts
<b>Visual Vocabulary</b>	Superior development of and utilization of a visual vocabulary	Good development of and utilization of a visual vocabulary	Fair development of and utilization of a visual vocabulary	Minimal development of and utilization of a visual vocabulary
<b>Design, Execution and Presentation of Art Projects</b>	Conceptualizes a superior design, practices excellent execution and presentation of art projects	Conceptualizes a good design, practices good execution and presentation of art projects	Conceptualizes a fair design, practices fair execution and presentation of art projects	Conceptualizes an inferior design, practices minimally acceptable execution and presentation of art projects

## DRAFT RUBRIC FOR SCIENTIFIC/QUANTITATIVE REASONING SKILLS

<b>Component</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Below Satisfactory</b>
<b>Question</b>	Student states question in a clear and concise manner. The question is testable	Student states question in an unclear or lengthy manner. The question is testable	The question is untestable
<b>Hypothesis</b>	Student correctly states null and alternative hypotheses appropriate for the question and method of analysis	Student makes one of the following errors: incorrect null hypothesis, incorrect alternative hypothesis, hypotheses inappropriate for question, hypotheses inappropriate for method of analysis	Student either misstates both null and alternative hypotheses or fails to match hypotheses to the question and/or method of analysis
<b>Procedure/Methods</b>	All steps are discussed in a logical (ordered) and concise manner such that the procedure could be replicated	Steps are discussed but presented in a way that is not logical or concise; or a necessary step is missing	Steps are discussed in a manner that is neither logical nor concise and/or more than one step is missing

<b>Results</b>	Results and statistics are presented correctly, completely, and concisely without interpretation	Results are presented correctly and completely but not in a concise manner and/or include interpretation	Results are presented incorrectly or incompletely
<b>Results – Graphical</b>	Graphs include legible and correctly labeled axes. Independent and dependent variables are placed on correct axes	Graphs may be difficult to read accurately but correctly convey trends in the data. Variables are placed on correct axes	Graphs are incorrectly labeled or unclear to the extent that trends in the data cannot be determined, or variables are placed on incorrect axes
<b>Conclusion</b>	Hypotheses are restated and evaluated in a logical order. Null hypothesis is supported or refuted. Alternative is addressed correctly in reference to the outcome for the null v	Hypotheses are not restated or evaluated in a logical order but are interpreted correctly in light of the data	One or both of the hypotheses are inappropriately addressed in light of the data (e.g. null rejected when data does not support such a rejection)

## DRAFT RUBRIC FOR QUANTITATIVE REASONING SKILLS

Component	Satisfactory or better	Below Satisfactory
<b>Illustrate and/or communicate mathematical and/or statistical information symbolically, visually and/or numerically</b>	Represents mathematical/statistical information generally clearly but: <ol style="list-style-type: none"> <li>1) May make minor errors</li> <li>2) May lack some clarity</li> <li>3) May lack precision</li> </ol>	Inconsistently or rarely represents mathematical/statistical information and lacks clarity and precision
<b>Apply an appropriate model to the problem to be solved</b>	Accurately applies a model to the problem to be solved but: <ol style="list-style-type: none"> <li>1) May lack support or justification</li> <li>2) May make minor calculation errors</li> </ol>	Presents an inappropriate model for the problem to be solved or presents an appropriate model but makes major mistakes in its application or significant calculation errors
<b>Determine when computations are needed and execute the appropriate computations</b>	Determines when computations are needed and may make occasional errors in computations	Inconsistently or rarely determines when computations are needed and/or makes many errors in computations
<b>Interpret information presented in mathematical and/or statistical forms</b>	Correctly interprets information when presented in mathematical and/or statistical form	Inconsistently or rarely interprets information presented in mathematical and/or statistical form

## AP 5010 Admissions

Reference:

*Education Code Section 76000*

### 1. Designated Authority and Responsibility for the Admissions Process

Responsibility for the admission process in the colleges of the District is assigned to the appropriate administrator or designee in the Office of Admissions and Records. The appropriate administrator or designee makes initial admission determinations.

### 2. Admission Procedures for Students Over 18

Specific and current admission procedures are published in the most recent versions of the college schedule of classes, catalog, and website.

All prospective students must complete and sign a valid admissions application to be admitted to the college. Applications may be submitted in written format or online. Each person applying for admission or enrollment to the colleges of the Ventura County Community College District is classified as a 'resident' or a 'non-resident' for purposes of admission and/or tuition. The admission application will be the basis for initial residency determination. (See BP 5015, AP 5015 – Residency Determination, and BP 5020, AP 5020 – Nonresident Tuition)

Admission to the colleges of the Ventura County Community College District is open to anyone California resident who possesses a high school diploma or equivalent (certificate of proficiency, GED), any adult 18 years of age or older who may benefit from instruction offered, and any ~~person~~ California resident who is an apprentice as defined in Section 3077 of the Labor Code.

Students' self-certification may serve as proof of high school attendance and graduation or its equivalent, except that home schooled students may be required to provide verification from an accredited high school district that the home school curriculum completed is deemed equivalent to graduation from an accredited high school.

Admission may be granted to other persons who are determined to be capable of benefitting from the instruction offered, including minors who are concurrently enrolled in grades K-12 and persons who are not California residents, including nonimmigrant aliens. Additional admission criteria apply as stated below.

### 3. Admission Procedures for Non-Resident Students That Include a Determination of Residence Status



A U.S. citizen who is determined to be a resident of another state may be admitted under conditions stipulated by the governing board and on payment of non-resident tuition, capital outlay surcharge, enrollment fees, health fees, and other applicable fees.

U.S. citizens who are determined to be non-residents, but who submit verifiable documentation to certify that they meet the following criteria, will remain classified as a nonresident but may be exempted from payment of non-resident tuition pursuant to AB 540:

- High school attendance in California for three or more years, and;
- Graduation from a California high school or attainment of the equivalent thereof
- Verifiable documentation shall include the self-certifying affidavit required by the California Community Colleges' Chancellor's Office, and may include high school transcripts or other acceptable documents verifying attendance and graduation.

A non-citizen who holds or is applying for an F1 or M1 student visa may only be admitted under conditions stipulated by the governing board, and upon submission of a completed International Student Application packet and ~~on~~ payment of an application processing fee, non-resident tuition and foreign student surcharge, enrollment fees, health fees, and other applicable fees.

Non-citizens holding other non-immigrant visas may be admitted under conditions stipulated by the governing board, and upon presentation of their visa at the Admissions and Records Office for verification and determination of residency status. Non-immigrant students who are determined to be eligible to establish California residency under the terms of their visa will initially be classified as nonresidents and required to submit additional documentation in support of their request for residency reclassification. (See BP 5015 and AP 5015, Residency Determination).  
~~as non-residents or residents as determined by the conditions of the visa and the student's ability provide documentation in support of the establishment of California residence pursuant to California Education Code.~~

Non-citizens without lawful immigration status ~~may~~ shall be classified as a non-residents but exempted from payment of non-resident tuition ~~if he or she~~ provided they submit verifiable documentation to certify that they meets the following requirements criteria:

- High school attendance in California for three or more years, and;
- Graduation from a California high school or attainment of the equivalent thereof, and;
- ~~The filing of an affidavit that attests that the student has filed an application to legalize his/her immigration status or will do so as soon as he/she is eligible~~  
Verifiable documentation shall include the self-certifying affidavit required by the California Community Colleges' Chancellor's Office, and may include high school transcripts or other acceptable documents verifying attendance and graduation.

#### **~~4. Publication of Admissions Policies and Procedures~~**

~~Specific and current admission procedures are published in the most recent versions of the college schedule of classes, catalog, and website.~~

## **5. Minors as Special Admission Students**

In accordance with the California Education Code, minors may be permitted to take college courses under very specific circumstances. The intent of Special Admissions is to provide minors who can benefit from advanced scholastic and vocational education the opportunity to take college-level courses that are not available through their primary school or other alternatives.

Special Admission students are required to complete and submit an application for college admission, a Special Admission packet that includes the Recommendation for Special Admission (required every semester), Memorandum of Understanding, and a transcript (for high school students) or a letter from the primary school principal attesting to the student's ability to benefit from advanced scholastic or vocational education (for K-8 students). Additional documentation, including the college instructor's written permission, may be required.

Students admitted as part-time special admission students may enroll in a maximum of six (6) units per semester or term, unless approved for additional units by the designated college administrator. Under no circumstances may a part-time special admission student enroll in more than eleven (11) units in a regular semester.

Parents and students applying for Special Full-time Admission status must contact the Registrar's Office. Petitions for Special Full-Time Admission will be considered only after the parent and student have exhausted all alternatives available through the secondary school district that the student would be attending. The decision to admit a minor as a special full-time admission student may be subject to the availability of classes. Special full-time admission students are required to complete at least 12 units in each primary term, and to maintain continuous enrollment until reaching the age of 18.

Under the Family Educational Rights and Privacy Act, once a student of any age is attending an institution of post-secondary education, all rights pertaining to the inspection, review and release of his/her educational records belong to the student without regard to the student's age. Therefore all students, regardless of age, must provide written consent for the release of their college transcripts and/or college records.