

## ***Making Decisions at Ventura College, 2013-2014***

The purpose of this document is to describe the structure and operating agreements for making decisions at Ventura College. These processes provide mechanisms through which the college's constituent groups collectively shape decisions.

This document describes the four primary facets of the college decision-making process:

Section 1:  
Vision, Mission, and Core  
Commitments (page 1)

Section 2:  
The Roles of College Constituent Groups (page 3)

Section 3:  
Campus Committees (page 5)

Section 4:  
Integrated Planning Process (page 16)



## **Section 1: Vision, Mission and Core Commitments**

### **Vision:**

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

(Adopted March 2009)

### **Mission:**

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

(Approved by the Board of Trustees, April 9, 2013)

### **Core Commitments:**

Ventura College is dedicated to following a set of enduring Core Commitments that guide both planning and decision-making:

#### **Student Success**

Centering our efforts on meeting the needs of our students and helping them to succeed.

#### **Respect**

Recognizing the personal dignity and full potential of every individual and fostering positive values in all interactions.

#### **Integrity**

Maintaining an open, honest and ethical environment.

#### **Quality**

Achieving excellence in the broad range of academic programs and services provided to our students and the community.

#### **Collegiality**

Creating a professional and supportive environment where students, faculty and staff can achieve personal growth and fulfillment and where accomplishments are recognized and celebrated.

#### **Access**

Providing learning opportunities for all individuals.

#### **Innovation**

Embracing creative methods and approaches to assuring the best possible experience for all students and the community we serve.

**Diversity**

Embracing and responding to our increasingly diverse student body and the global environment in which the college operates.

**Service**

Enhancing the quality of life of the community and meeting its needs.

**Collaboration**

Working together as colleagues on College issues and decisions and actively seeking to form partnerships with our community and other organizations to address mutual goals.

**Sustainability**

Fostering responsibility and pride in our campus and serving as a model of environmental stewardship, being mindful of the impact we have on the environment as individuals and as a community.

**Continuous Improvement**

Recognizing that as an organization we are always in a state of evolution, we strive to be the best we can be through continual reflection, data-driven decision making and holding ourselves accountable for responsible use of public resources.

(Adopted March 2009)

## **Section 2: The Roles of College Constituent Groups**

### **Role of Faculty:**

Full-time and part-time faculty members are represented in governance by the Academic Senate. The Academic Senate assumes primary responsibility for making recommendations in the areas of curriculum, academic standards, and other areas of professional and academic matters identified in Assembly Bill 1725.

The VCCCD Board of Trustees agreed in Board Policy 2510 to function with the Academic Senate in academic and professional matters under the mutual agreement option. When the Board fails to reach mutual agreement with the Academic Senates, existing policy shall remain in effect unless such policy exposes the District to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

Each of the three colleges in the District has its own Academic Senate that makes recommendations to their college administration and to the District on the following specific academic and professional matters:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District and College governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review;
- Processes for institutional planning and budget development; and
- Other academic/professional matters, mutually agreed upon between the Board of Trustees and the Academic Senate.

Academic Senates have a statutory requirement to confer with students in their respective areas of responsibility.

Consultation is required on processes in program review, planning, and budgeting. Consultation is not required on the content of program review, planning, and budgeting.

Academic Senates appoint faculty members to District groups.

### **Role of Classified Staff:**

Classified staff members include college employees in a wide range of positions. Classified staff members are provided with opportunities to participate in the formulation and development of college recommendations as well as in the processes for developing recommendations that have or will have a significant effect on them.

SEIU recommends classified representatives for appointments to the various groups as identified through Article 4.8 of the agreement between the Ventura County Community College District and Service Employees International Union, Local 99.

**Role of Administrators:**

Administrators are defined as college presidents, vice chancellors, college executive vice presidents, college vice presidents, deans, classified managers, and classified supervisors. The job descriptions for College and District administrators assign specific governance roles for administrators. Administrators are appointed to committees based on function or position or appointed by the College President or Chancellor.

**Role of Students:**

Students are represented by an Associated Student Government organization composed elected officers. The college's student government organization operates in accordance with its own constitution and bylaws and is responsible for appointing student representatives to serve on College and District councils. In their role representing all students, they offer opinions and make recommendations to the administration of the college and to the Board of Trustees with regard to District and College policies and procedures that have or will have a significant effect on students. Those areas are specifically defined as:

- Grading policies;
- Codes of student conduct;
- Academic disciplinary policies;
- Curriculum development;
- Courses or programs which should be initiated or discontinued;
- Processes for institutional planning and budget development;
- Standards and policies regarding student preparation and success;
- Student services planning and development;
- Students fees within the authority of the District to adopt; and
- Any other District and College policy, procedure, or related matter that the District Board of Trustees determines will have a significant effect on students.

Generally, the VCCCD Board of Trustees shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the recommendation process.

## **Section 3: Campus Committees**

College faculty, staff, and students participate in the decision-making process through the committee structure. There are three kinds of committees:

1. **Governance Committees:** The charter for governance groups is derived from law and regulation, which outline specific areas in which consultation is mandated (Title 5§.53200c). The composition of governance committees is representative of college constituencies.
2. **Operational Committees:** Operational committees exist to enable college administrative or organizational units to share information, conduct routine business, and discuss issues of mutual concern. Membership on operational committees is based on one's assigned, appointed, or elected position at the college.
3. **Advisory Committees:** Advisory committees exist for college programs and services to receive advice and feedback from other members of the campus community and from area constituents. In most cases, membership on advisory committees is open to all interested members of the academic community.

### **GOVERNANCE COMMITTEES AT VENTURA COLLEGE**

#### **Academic Senate**

**Charge:** The Academic Senate represents the faculty in the formation of college and district policy on academic and professional matters and addresses all matters either directly or through its designated committees (Curriculum Committee, Faculty Professional Development Committee, Faculty Staffing Priorities Committee, Learning Communities Committee, Sabbatical Leaves Committee, Student Learning Outcomes Committee). The Senate assumes responsibilities as required by state law. Members of the Academic Senate Executive Committee serve on the Accreditation Steering Committee and contribute to the assessment of Accreditation Standard IV.

**Membership:** As outlined in the Senate Bylaws to ensure full representation of the faculty within divisions and/or disciplines, or as amended by the Senate Council

**Chair:** Academic Senate President

**Meetings:** 1<sup>st</sup> and 3<sup>rd</sup> Thursdays, 1:30 – 3:30 p.m., MCW-312

#### **Accreditation Steering Committee**

**Charge:** The Accreditation Steering Committee monitors the status of the college's compliance with accreditation standards and is responsible for the coordination of the effort to prepare the self-study and mid-term reports. Recommendations from the college self-study and the Accrediting Commission referred to the College Planning Committee for incorporation into the college plan.

**Membership:** President; Executive Vice President; Vice President of Business Services; Dean, Institutional Effectiveness, English & Learning Resources (who also serves as the Accreditation Liaison Officer); Academic Senate Executive Committee; Basic Skills Committee Co-Chair; Budget and Resource Council Co-Chair; Classified Senate Executive Committee; College Planning Council Co-Chair; Curriculum Committee Co-Chair; Distance Education Co-Chairs; Faculty Professional Development Committee Chair; FOG Chair; Student Learning Outcomes Committee Co-Chairs; Dean, Student Services; Student Success Team Representative; Technology Committee Chair; Library and Learning Resources Committee Chair

**Chair:** Dean, Institutional Effectiveness, English & Learning Resources (co-chair), Academic Senate President or designee (co-chair)

**Meetings:** As needed

### **Budget and Resource Council (BRC)**

**Charge:** The Budget and Resource Council monitors college compliance with Accreditation Standard III.D and makes recommendations to the Vice President on budget development, maintenance and operations, and other programs within the purview of the Vice President of Business Services. In addition, the BRC identifies funding sources to advance the initiatives that emerge through the college planning and program review process. The faculty Co-Chair of the BRC serves as a member of the Accreditation Steering Committee.

**Membership:** Vice President of Business Services; Executive Vice President of Student Learning; Dean, Institutional Effectiveness, English, & Learning Resources; two managers selected by the College President; Director, Facilities, Maintenance & Operations; one full-time faculty member from each division; Academic Senate President or designee; Classified Senate President or designee; College Fiscal Services Supervisor; three classified representatives; one AFT representative; one student representative, and one member-at-large appointed by the College President

**Chair:** Vice President of Business Services; Faculty Co-Chair selected by the Council

**Meetings:** 3<sup>rd</sup> Wednesdays, 1:30 – 3:00 p.m., Campus Center Conference Room

### **Classified Senate**

**Charge:** The Classified Senate supports and advocates for all classified staff, including classified supervisors and confidential staff, on matters of participatory governance. The Senate interfaces with the college management in the implementation of college goals and objectives, and collects, evaluates, disseminates and receives non-bargaining information for and from classified staff as appropriate. Members of the Classified Senate Executive Committee serve on the Accreditation Steering Committee and contribute to the assessment of Accreditation Standard IV.

**Membership:** Representatives as specified in the Senate Bylaws to ensure full representation of the classified staff, or as amended by the Senate Council; invited SEIU representative.

**Chair:** Classified Senate President

**Meetings:** 2<sup>nd</sup> Wednesdays, 12:00 noon, Campus Center Conference Room

### **Classified Staffing Priorities Committee**

**Charge:** The Classified Staffing Priorities Committee is a subcommittee of the Classified Senate. As part of the college planning program review and budget allocation cycle, the Staffing Priorities Committee receives recommendations for staff positions from the College Planning Council and submits recommendations to the President.

**Membership:** The classified Staffing Priorities Committee is comprised of a minimum of five members of the Classified Senate including the Senate President, and at least one Classified Supervisor. The committee operates with the understanding that none of the members represent a constituent group but rather maintain a college-wide perspective. This structure is in place to allow the smallest departments and/or disciplines adequate representation, to avoid intra-department conflicts and to decrease the interference of campus politics and/or personality issues. The membership of this committee is appointed for two consecutive years.

**Chair:** Elected at the first meeting

**Meetings:** As needed

### **College Planning Council**

**Charge:** The College Planning Council is a participatory governance committee that monitors college compliance with Accreditation Standard I. As part of the college planning, program review and budget allocation cycle, the College Planning Council reviews the Educational, Facilities, and Technology Master Plans and calls for their revision in accordance with an established cycle; proposes a limited number of three-year strategic goals based on the Educational Master Plan to form the basis for the college's Strategic Plan; establishes the college planning parameters each spring; recommends priority lists for new programs and initiatives that emerge through the annual

planning and program review process; responds to administration's recommendations for program growth, reduction and discontinuance; and contributes to the development of the college's Annual Report by documenting the progress made on the Strategic Plan. The Faculty Staffing Priorities Committee, a subcommittee of the Academic Senate, prioritizes recommendations for growth faculty positions. The Classified Staffing Priorities Committee, a subcommittee of the Classified Senate, prioritizes recommendations for growth classified positions. The faculty Co-Chair of the College Planning Council serves as a member of the Accreditation Steering Committee.

**Membership:** College President; Executive Vice President; Vice President, Business Services; Dean, Institutional Effectiveness, English & Learning Resources; fifteen faculty members drawn from all divisions (appointed by the Academic Senate as follows: the current Senate Executive committee, one (1) additional past senate president and ten (10) at-large members [two (2) from student services, two (2) from vocational/technology areas, and six (6) from general education areas, at least one (1) of whom should be a teacher in a basic skills area]; three classified staff members; three classified supervisors; three student representatives. All managers and supervisors shall serve on this committee in an ex-officio, non-voting but participatory fashion. Voting membership shall be limited to faculty, classified staff and student members. (*Committee Comp Breakdown: 6 Managers/Supervisors; 3 Classifieds; 3 Students; 15 Faculty // Voting: 15 Faculty; Up to 6 Non-Faculty*)

**Co-Chairs:** Academic Senate President, or designee; Dean, Institutional Effectiveness, English & Learning Resources

**Meetings:** 2<sup>nd</sup> Wednesdays, 3:00 – 4:30 p.m., MCW-312. Additional meetings may be scheduled, as necessary. During Program Review (each fall) additional meeting times will be scheduled.

### **Curriculum Committee**

**Charge:** The Curriculum Committee, a subcommittee of the Academic Senate, has the sole responsibility and authority to initiate and evaluate the programs and curricula of the college in terms of purpose, content, revision and methods of instruction. The Curriculum Committee makes direct recommendations to the Governing Board with respect to all academic, occupational and technical education courses and instructional programs of study. The Curriculum Committee conducts review of all credit and non-credit programs and curricula in accordance to the California Code of Regulations, Title 5 and as guided by the *Program and Course Approval Handbook* published by the California Community College Chancellor's Office. The Curriculum Committee conducts curricular reviews in a timely and regular basis to ensure that the all courses are updated on a periodic cycle to ensure currency and viability for articulation. The Curriculum Committee conducts annual training for persons involved in curriculum development and review, in compliance with the California Community College Chancellor's Office requirement for local curriculum approval certification. In addition, the Committee monitors compliance with portions of Accreditation Standard IIA. The faculty Co-Chair of the Curriculum Committee serves as a member of the Accreditation Steering Committee.

**Subcommittees:** The Curriculum Committee has established three standing subcommittees: (1) Philosophy and General Education, (2) Curriculum Technical Review & Prerequisites, and (3) Distance Education Curriculum Review. These subcommittees will respond directly to the Curriculum Committee on an "as needed" basis and whenever courses and/or programs related to the topics listed above are placed on the Curriculum Committee agenda. The charge and composition of all Curriculum Committee subcommittees shall be determined, reviewed and approved by the Curriculum Committee and on an annual basis and no later than Sept 15 of each academic year. Also, the Curriculum Committee will appoint additional subcommittees, ad hoc committees or task forces for such special studies as are needed.

**Membership:** The Curriculum Committee has a defined membership. Voting members of the Curriculum Committee shall be faculty appointed by their respective divisions prior to the start of the academic year. Membership shall be non-proportional, with each division receiving two (2) members. Additionally, one AFT representative, a librarian, the Articulation Officer and the Faculty Co-Chair shall also be voting faculty members of the Committee but shall not serve as



Divisional representatives to the committee. Ex-officio, non-voting members of the Curriculum Committee shall include the following: Recorder (Administrative Assistant to the Chief Instructional Officer, or designee), the college Registrar, the Chief Instructional Officer (who shall also serve as Co-Chair of the Committee), ASB President, or designee, and Academic Deans.

**Co-Chairs:** The Curriculum Committee is co-chaired by: (1) a faculty member nominated and voted on by the Curriculum Committee and (2) the Executive Vice President. The Curriculum Committee will accept nominations and vote for the Faculty Co-Chair for the upcoming two year academic term no later than the last Curriculum Committee meeting in October of the academic year preceding his/her term. The Faculty Co-Chair of the Curriculum Committee shall serve a two year term commencing in June and ending in May and does not serve as one of the Division representatives.

**Meetings:** 1<sup>st</sup> and 3<sup>rd</sup> Tuesdays, 3:00 – 5:00 p.m., Campus Center Conference Room

### **Distance Education Committee**

**Charge:** The Distance Education Committee, a subcommittee of the Faculty Professional Development Committee, provides a collaborative venue to share and promote effective practices and techniques that contribute to the quality and growth of distance education at Ventura College, including web enhanced on-ground courses, partially-online courses, and fully-online courses. In addition, the Committee is responsible for drafting the college's Distance Education Master Plan, and for providing advice to the Administration, the Academic Senate's Curriculum Committee and the Technology Committee about procedures that can help to sustain and managing the distance education infrastructure. In addition, the Distance Education Committee monitors compliance with portions of Accreditation Standard IIA, IIB, IIC and IIIC. The Co-Chairs of the Distance Education Committee serve as members of the Accreditation Steering Committee.

**Membership:** Dean, Distance Education, Professional Development, Social Science & Humanities; Instructional Designer, Instructional Technologist, interested faculty who teach online or who want to teach online; faculty or classified representatives from Counseling, Learning Center, Tutoring, Educational Assistance Center.

**Chair:** Dean, Distance Education, Professional Development, Social Science & Humanities (co-chair); elected faculty co-chair

**Meetings:** As determined by the membership at the first meeting (currently the first Tuesday of each month).

### **Faculty and Staff Professional Development Committee**

**Charge:** The Faculty and Staff Professional Development Committee, provides ongoing professional development leadership for both faculty and staff. The committee is made up of faculty that are a subcommittee of the Academic Senate, as well as classified staff that represent the Classified Senate. The committee is charged with (1) developing equitable processes for the disbursement of contractually-obligated professional development funds; (2) developing of Flex Week activities, (3) hosting other professional development activities related to academic, professional and pedagogic matters that foster the continued professional growth of the members of the faculty as specialists within their disciplines as well as community college educators; and (4) hosting professional development activities that support the ongoing development of the classified staff. In addition, the Faculty Professional Development Committee monitors compliance with portions of Accreditation Standard IIIA. The Chair of the Faculty Professional Development Committee serves as a member of the Accreditation Steering Committee.

**Membership:** Open to all interested faculty and classified staff members; includes one AFT representative

**Co-Chairs:** Dean, Distance Education, Professional Development, Social Science & Humanities and Faculty Co-Chair as appointed by the Academic Senate.

**Meetings:** Once a month on the second Thursday, 2:00 – 3:00 pm., LRC 114

### **Learning Communities Committee**

**Charge:** The Learning Communities Committee supports the development of integrated learning and learning communities as a high impact best practice for student learning. Members research and discuss various models, hold professional development trainings for campus faculty, and promote student learning using collaborative efforts among faculty.

**Membership:** Open to all interested faculty members; administrative support provided by the Dean, Distance Education, Professional Development, Social Science & Humanities

**Co-Chairs:** Elected at first meeting

**Meetings:** As determined by the membership at the first meeting

### **Staffing Priorities Committee**

**Charge:** The Staffing Priorities Committee is a subcommittee of the Academic Senate. As part of the college planning, program review and budget allocation cycle, the Staffing Priorities Committee receives recommendations for faculty positions from the College Planning Council and submits recommendations to the President.

**Membership:** The Faculty Staffing Priorities Committee is comprised of the following eleven committee members: the current Senate Executive committee, one additional past senate president, four members at-large (one from student development/student services, one from vocational/technology area, and two from general education areas.), and two (2) additional at-large members selected by the Senate Council. The committee operates with the understanding that none of the members represent a constituent group but rather maintain a college-wide perspective. This structure is in place to allow the smallest departments and/or disciplines adequate representation, to avoid intra-departmental conflicts and to decrease the interference of campus politics and/or personality issues. The membership of this committee is appointed for two consecutive years.

**Chair:** Elected at the first meeting

**Meetings:** As needed

### **Student Learning Outcomes Committee**

**Charge:** The Student Learning Outcomes Committee monitors college compliance with Accreditation Standard IB, IIA, and IIB, and is charged with overseeing the process of developing, assessing, and refining program, course and institutional SLOs and SUOs. The committee also provides vision and leadership for outcomes-based assessment; establishes a plan and timeline for the development and assessment of SLOs and SUOs; and monitors and evaluates the process of assessing SLOs for courses, programs, and services. The SLO Committee recommends improvements to the SLO process to the Academic Senate, and documents SLO efforts and results for accreditation. The co-chairs of the Student Learning Outcomes Committee serve as members of the Accreditation Steering Committee.

**Subcommittees:** At its discretion, SLO Committee may establish subcommittees as it sees fit. These subcommittees will respond directly to the SLO Committee. The charge and composition of all subcommittees shall be determined, reviewed and approved by the SLO Committee on an annual basis and no later than Sept 15 of each academic year. Also, the SLO Committee may appoint ad hoc committees or task forces for such special studies as are needed. All subcommittees and task forces of the SLO Committee related to instructional matters and/or student services matters shall be composed predominately of faculty members. All subcommittees and task forces not directly related to instructional matters and/or student services matters shall have no less than one faculty member on said subcommittee or task force.

**Membership:** Dean, Institutional Effectiveness, English & Learning Resources; six faculty members drawn from all academic divisions (appointed by the Academic Senate); two student services faculty: one library faculty; one academic dean; two classified staff members (appointed by the Classified Senate); three classified supervisors (A&R Supervisor, LRC Supervisor,

Financial Aid Supervisor); one Business Services representative; one Distance Education representative; one student representative (appointed by ASB); and two faculty SLO facilitator(s)  
**Chair:** Dean, Institutional Effectiveness, English & Learning Resources (co-chair); elected faculty co-chair  
**Meetings:** 2<sup>nd</sup> Tuesdays, 3:00 – 4:30 p.m., Campus Center Conference Room

## **OPERATIONAL COMMITTEES AT VENTURA COLLEGE**

### **Administrative Council**

**Charge:** The Administrative Council serves as a staff meeting and discussion forum for the President, the Executive Vice President of Student Learning, the Vice President of Business Services, and the Deans. The Academic Senate President and Classified Senate President are invited to participate on the Council for communication purposes.

**Membership:** College President; Executive Vice President of Student Learning; Vice President of Business Services; deans and assistant deans. Guests: Technology Support Services Supervisor; Academic Senate President; Classified Senate President.

**Chair:** Executive Vice-President (co-chair), Vice President for Business Services (co-chair)

**Meetings:** Alternating Wednesdays, 9:00 – 11:00 a.m., Campus Center Conference Room

### **Basic Skills Committee**

**Charge:** The Basic Skills Committee monitors college compliance with portions of Accreditation Standard IIA, and develops, recommends, coordinates strategies to help Ventura College students successfully acquire the basic skills necessary to succeed in college-level coursework. This includes, but is not limited to: developing and implementing a plan to oversee the state basic skills funding dollars; serving as central forum for campus dialog on the topic of basic skills; seeking out and sharing effective practices developed at Ventura College and elsewhere; assisting in the identification and acquisition of necessary resources to enhance basic skills courses. The faculty Co-Chair of the Basic Skills Committee serves as a member of the Accreditation Steering Committee.

**Membership:** Dean, Institutional Effectiveness, English & Learning Resources; Dean, Math & Science; Department Chairs, English as a Second Language, Language Arts, Math; faculty representative, Reading; faculty representative, Student Success Team.

**Chair:** Dean, Institutional Effectiveness, English & Learning Resources (co-chair), elected faculty co-chair

**Meetings:** 1<sup>st</sup> Mondays, 3:00 – 4:30 p.m., LRC-114

### **Behavioral Intervention Care Team**

**Charge:** The Behavioral Intervention Care Team (BICT) is a multi-disciplinary group that receives reports of unusual or disruptive behavior and subsequently assesses, investigates, and addresses the situation in order to ensure campus safety and determine the best mechanisms of support for the student(s) of concern. The BICT provides a proactive approach to intervening at the earliest point possible and to coordinating campus and/or community resources to address the situation.

**Membership:** Assistant Dean, Student Services, representation from Student Health and Psychological Services, representation from the Educational Assistance Center, and representation from College Police.

**Chair:** Assistant Dean, Student Services

**Meetings:** Alternating Mondays, 3:30 – 5:00 p.m.

### **Department Chair & Coordinator Council**

**Charge:** The Department Chair and Coordinator Council provides a forum for the discussion of academic issues that affect department chairs, facilitators and coordinators, and makes recommendations to the Administrative Council.

**Membership:** Executive Vice President of Student Learning; department chairs (or vice chairs); coordinators; Academic Senate President (or designee); deans.

**Chair:** Executive Vice President of Student Learning

**Meetings:** Last Tuesday of the month, 3:00 – 5:00 p.m., Campus Center Conference Room

### **Disabilities Accommodations Committee**

**Charge:** The Disabilities Accommodations Committee makes recommendations about requests for substitutions or waivers of graduation requirements due to a disability. The Committee also mediates disagreements about disability accommodations.

**Membership:** Two representatives from the EAC; two members of the faculty with knowledge of disabilities; two members of the faculty from the discipline involved in the accommodations request.

**Meetings:** As needed.

### **Facilities Oversight Group (FOG)**

**Charge:** The Facilities Oversight Group (FOG) monitors college compliance with Accreditation Standard IIIB and provides coordination for the periodic revision for the Facilities Master Plan. FOG oversees and develops the vision of campus facilities including aesthetics, locations of buildings, blending of new facilities into the current scheme of architecture and student/public expectations and experiences. In addition, the FOG controls to a great extent the exterior design of facilities projects, including structural configuration, color schemes, signage, landscape, walkways and general campus orientation. As part of the college planning, program review and budget allocation cycle, FOG receives requests for facilities improvements and campus use and development from the College Planning Council and other interested parties and creates an implementation plan to advance these requests. The Chair of FOG serves as a member of the Accreditation Steering Committee.

**Membership:** Vice President of Business Services; Director, Facilities, Maintenance & Operations; the lead individual for each facilities project currently in the planning stage, and faculty and classified staff representatives interested in participating. The membership is open and fluid to address those college facility needs that are identified as important for the Committee to properly address its charge. In addition, one AFT representative may serve.

**Chair:** Vice President of Business Services

**Meetings:** 4<sup>th</sup> Thursdays, 2:30 – 4:00 p.m., Campus Center Conference Room or MCW-312

### **Institutional Review Board (IRB)**

**Charge:** The Institutional Review Board (IRB) exists as a safeguard to promote ethical and responsible treatment of human subjects/participants in research. Federal policies require that each project involving studies with human subjects be reviewed to consider the rights and welfare of the subject involved, the appropriateness of the methods used to secure informed consent, and the balance of risks and potential benefits of the investigation. Some types of activities are specifically exempt from IRB review. These include: (1) non-intrusive observation of subjects in public places, (2) data-gathering from class members for classroom purposes (e.g., class exercises, course evaluations), and (3) needs assessment or evaluation data intended to remain within the Ventura College community.

**Membership:** Director of Institutional Research; Dean, Distance Education, Professional Development, Social Science & Humanities; two faculty members; one person from outside Ventura College. Additional faculty or staff members may serve in an advisory capacity where appropriate.

**Chair:** Dean, Distance Education, Professional Development, Social Science & Humanities (co-chair); Faculty Co-Chair elected by the Committee

**Meetings:** As needed.

### **Sabbatical Leaves Committee**

**Charge:** The Sabbatical Leaves Committee weighs the value of each proposed sabbatical leave to the faculty member, to the students and to the District. The Committee makes an annual call for proposals and then evaluates and ranks the submitted faculty sabbatical leave proposals. The evaluations and rankings from the committee are forwarded to the District Sabbatical Leave Committee. In addition, the Chair requests the sabbatical reports from those faculty granted sabbaticals, as outlined in the negotiated agreement.

**Membership:** One faculty member for every fifteen fulltime faculty members or fraction thereof per division, as appointed by the Academic Senate

**Chair:** Appointed by the Academic Senate President

**Meetings:** As necessary to accomplish the charge of this committee; the work of this committee is done primarily in the fall semester of every academic year.

### **Safety Committee**

**Charge:** The Safety Committee aids and advises both management and employees on matters of safety and health pertaining to college operations. Members discuss safety policies and provide recommendations, review accidents, discover unsafe conditions and practices, and provide recommendations for preventing future occurrences and/or correcting unsafe conditions. In addition, the Committee provides educational safety information for all staff, evaluates the progress of the college's accident prevention efforts, and monitors facility inspections.

**Membership:** Members come from various campus departments and divisions including the Student Health Center; Campus Police; Human Resources; Athletic Trainer; Health Sciences; Athletics; Vice President of Business Services, and the District Risk Manager; appointed SEIU representative.

**Chair:** Maintenance Supervisor

**Meetings:** As needed and when mutually agreed upon by the membership

### **Student Conduct Hearing Committee**

**Charge:** Upon the recommendation of the Assistant Dean of Student Services, the Student Conduct Hearing Committee is convened to hear testimony, examine witnesses and receive all evidence pertaining to charges of student misconduct. The Committee judges the relevancy and weight of testimony and evidence, and makes a recommendation for the disposition of the charge to the College President.

**Membership:** One administrator (other than the Assistant Dean of Student Services); one faculty member, and one student, drawn from a pool established annually by the College President

**Chair:** Designated by the College President

**Meetings:** As needed and when convened by the Assistant Dean of Student Services

### **Student Grievance Committee**

**Charge:** Upon the recommendation of the Assistant Dean of Student Services, the Student Conduct Grievance Committee is convened to hear testimony, examine witnesses and receive all evidence pertaining to student grievances. The Committee judges the relevancy and weight of testimony and evidence, and makes a recommendation for the disposition of the grievance to the College President.

**Membership:** One administrator (other than the Assistant Dean of Student Services); one faculty member, and one student, drawn from a pool established annually by the College President

**Chair:** Designated by the College President

**Meetings:** As needed and when convened by the Assistant Dean of Student Services

### **Student Scholarship Committee**

**Charge:** The Student Scholarship Committee reviews scholarship applications and makes recommendations for the awarding of both on and off-campus scholarships.

**Membership (appointed by Ventura College Foundation Board):** Four faculty members (including both instructional and counseling faculty); two classified members; two student representatives, and four College Foundation members (Executive Director, Assistant to the Executive Director, and two members of the Foundation Board)

**Chair:** Elected by the Committee; may carry over year-to-year

**Meetings:** Two meetings per week for approximately three weeks, usually beginning in March

### **Student Success Team**

**Charge:** The Student Success Team monitors college compliance with Accreditation Standard IIB and supports and promotes the coordination of effective and positive service to Ventura College students. The Team fosters communication and collaboration among the different student service programs and between student services and instruction. The Dean of Student Services and an elected member of the Student Success Team serve as members of the Accreditation Steering Committee.

**Membership:** Dean of Student Services, facilitators, coordinators, and the department chairs of Student Services offices and programs

**Chair:** Dean of Student Services

**Meetings:** 2<sup>nd</sup> Monday of the month, 1:00 p.m., Student Services Center Conference Room

### **Technology Committee**

**Charge:** The Technology Committee monitors compliance with Accreditation Standard IIIC and provides coordination for the periodic revision for the campus Technology Plan. The Technology Committee is charged with developing and recommending the long-term campus technology plan based on college program review data and the District Technology Plan. It reports and makes recommendations to the Vice President of Business Services and the Budget and Resource Council (BRC). In addition, the Committee reviews the plan annually, makes recommendations for revisions as needed, ranks priority of technology spending based on program review data, and serves as a forum for discussing campus technology issues. Recommendations from the Technology Committee are also referred to the College Planning Council. The Chair of the Technology Committee serves as a member of the Accreditation Steering Committee.

**Membership:** Vice President of Business Services; faculty Co-Chair of BRC; two managers selected by the Vice President of Business Services; one full-time faculty member from each division; Academic Senate President or designee; Classified Senate President or designee; Technology Support Services Supervisor; Director of Technical Support Services; Instructional Technologist; Instructional Designer; Learning Resources Supervisor; EAC representative; Technical Data Specialist; Executive Vice President of Student Learning; Associate Vice-Chancellor of Information Technology

**Chair:** Technology Support Services Supervisor. A co-chair may be elected at the discretion of the committee.

**Meetings:** 2<sup>nd</sup> Mondays, 2:30 – 4:00 p.m., Campus Center Conference Room

### **Title IX Committee**

**Charge:** Members of the Title IX Committee review existing programs and policies to make recommendations in accordance with Title IX, which calls for equal educational opportunity without discrimination on the basis of gender.

**Membership:** Athletic Director; Sexual Harassment Intake Facilitators; Assistant Dean of Student Services; a counselor; Coordinator, Student Health Services; student representatives, and other interested faculty and staff.

**Chair:** Title IX Coordinator

**Meetings:** As needed

## ADVISORY COMMITTEES AT VENTURA COLLEGE

### CalWORKs Advisory Committee

**Charge:** The CalWORKs Advisory Committee reviews and makes recommendations on the development and implementation of the CalWORKS Program.

**Membership:** CalWORKs student representative(s); county representatives from the local job and career centers, and local business representatives; all interested members of the academic community.

**Chair:** Placement Project Specialist (CalWORKs)

**Meetings:** Annually or as needed

### Diversity Activities and Events Committee

**Charge:** The Diversity Activities and Events Committee strives to help create a campus climate that promotes inclusiveness, awareness, and acceptance of diversity. The Committee hosts or provides support for organizations and/or for faculty, staff, and students wanting to develop events, lectures, or other activities that promote diversity and cultural awareness on the Ventura College campus.

**Membership:** Dean, Student Services; Dean, Institutional Effectiveness, English and Learning Resources; Student Activities Specialist; Civic Center representative; ASB representatives; any other interested students, faculty, staff and/or administrators.

**Co-Chairs:** Dean, Student Services; Dean, Institutional Effectiveness, English and Learning Resources

**Meetings:** 2<sup>nd</sup> Mondays, 1:30 p.m.

### EOPS Advisory Committee

**Charge:** The EOPS Advisory Committee assists the College in developing and maintaining effective Extended Opportunity Programs and Services.

**Membership:** The Committee shall consist of no fewer members than the members of the local Board of Trustees and should include representatives from college personnel; EOPS students; representatives from local or feeder high schools; representatives from the community and business sectors, and four-year colleges where possible.

**Chair:** Elected by the Committee

**Meetings:** As needed and/or called by the EOPS Coordinator

### Library and Learning Resources Committee

**Charge:** The Library and Learning Resources Committee monitors compliance with Accreditation Standard IIC and serves as an advisory group to support and advocate for the overall interests of the library and learning resources. In addition, the Committee provides input on policies, procedures and services, and considers how these things affect student-learning outcomes. The LLRC reports to and makes recommendations to the Dean of Institutional Effectiveness, English & Learning Resources. The Chair of the Library and Learning Resources Committee serves as a member of the Accreditation Steering Committee.

**Membership:** Dean, Institutional Effectiveness, English & Learning Resources; Associate Librarians; Learning Resources Supervisor; interested members of the academic community.

**Chair:** Elected by the Committee

**Meetings:** 2<sup>nd</sup> Thursdays, 1:30 – 2:30 p.m., LRC-205

### Matriculation Advisory Committee

**Charge:** The Matriculation Advisory Committee assists in recommending and reviewing policies, procedures and implementation of plans of action in the following areas: assessment, orientation, follow-up of student progress, advisement counseling and placement.

**Membership:** Dean, Student Services; Registrar; one student representative; Counseling Department Chair; Articulation Officer; one classified staff member from each of the following areas: Counseling; Admissions and Records; Assessment; Student Development, and the East Campus ; Department Chairs of Math, English, and ESL; all interested members of the academic community.

**Chair:** Matriculation Coordinator

**Meetings:** 4th Wednesdays, 3:00 – 4:30 p.m., Student Services Conference Room

### **MESA Campus Council**

**Charge:** The MESA Campus Council meets to discuss the progress of the MESA program and MESA students. Input from the participants assists the program director in planning for subsequent semesters or for the renewal process.

**Membership:** MESA Director, Faculty Sponsor, and representatives from the following campus departments or programs: Articulation, Matriculation, Counseling, Tutorial Services, EOPS (Extended Opportunity Programs and Services), and federal programs such as TRIO, Financial Aid, and any others which might impact the success of MESA students (administrators, industry board members, and student representatives).

**Chair:** MESA Director

**Meetings:** Once per year, Math & Science Division Conference Room

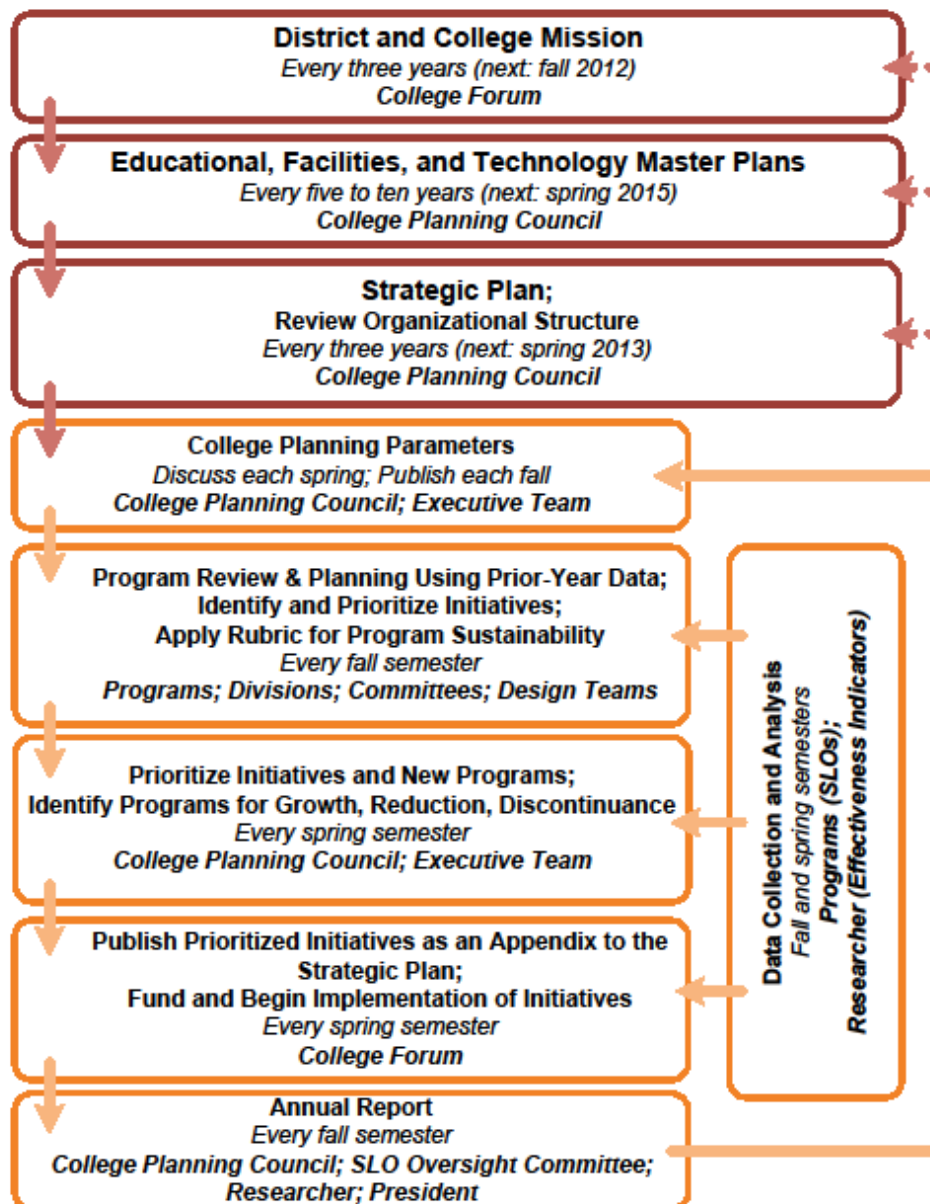


## Section 4: Integrated Planning Process

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 below:

### Integrated Planning



## **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.

### **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 rations, 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 strategic goals for institutional effectiveness.