



Focused Midterm Accreditation Report

Submitted to the Accrediting Commission for Community and Junior Colleges

Ventura College
4667 Telegraph Road
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Statement of Report Preparation

In a letter dated January 31, 2007, the Commission informed Ventura College that its 2006 Progress Report was accepted with the requirement that a Focused Midterm Report be completed. In this Focused Midterm Report, the Commission asked the college to report on issues of special concern, on the progress made toward the implementation of the Commission's recommendations made in 2004, and on the status of the planning agendas from the 2004 self-study. Ventura College has prepared this report in accordance with Commission guidelines in order to meet the requirements to maintain its accreditation.

Preparation for this report began in January 2007 when the college President sent the planning agendas to the Deans. The college President asked the Deans to work with the appropriate Department Chairs to look at the planning agendas and provide written reports on the progress made. The President's Office compiled the drafts, and in March 2007, the first draft of the consolidated report was sent to the Deans, who shared it with their constituents for their comments and corrections. The draft report was also sent to the members of the Academic Senate Executive Committee.

The President updated the Commission's recommendations in collaboration with the Executive Vice President, the Vice President of Business Services and the Academic Senate President. The District Chancellor worked to update the recommendations that pertained to the District Office.

In August 2007, the draft was distributed by e-mail to the entire college community for their feedback. Once feedback was incorporated, the Focused Midterm Report was finalized and sent to the Board of Trustees to review at their September 11, 2007 meeting and to approve at their October 9, 2007 meeting.

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Ventura College, 2004 Visiting Team Recommendations

Recommendation 1

The College engage in a process of broad-based dialogue that leads to the establishment of student learning outcomes assessment at the course, program (instruction, student services, and learning support), certificate and degree levels, and that the College integrate student learning outcomes assessment into the college planning process and key institutional documents, including the Mission Statement. (Standards I.A, I.B.1-4 and II.A.1.c)

Student learning outcomes assessment

In September 2005, a task force was formed to help plan and facilitate the process of developing core competencies at the college-wide level. In October 2005, all members of the faculty, staff and administration were invited to an open meeting at which they were familiarized with the accreditation standard and led through a facilitated process to brainstorm elements that would be included in college-wide core competencies. Based on this meeting, a draft set of core competencies was prepared and circulated to those who had participated in the meeting. Suggestions emerging from this process were incorporated into a second draft of the set of core competencies, which was then circulated electronically campus-wide. Feedback from this process was incorporated into the final draft of the list of core competencies. In December 2005, the Academic Senate, the Classified Senate, and the Administrative Council endorsed the six categories of college-wide core competencies, representing thirty-six measurable and/or observable skills sets.

In February 2006, the Executive Vice President and the Academic Senate President familiarized the Department Chairs with the steps involved in identifying and mapping how the core competencies were covered throughout the curriculum. During the months of March and April 2006, the Department Chairs worked with the faculty in their departments to identify the degree to which each of the thirty-six measurable and/or observable skill sets were covered in each course taught. During the months of May, June and July 2006, clerical staff took the documents submitted by the Department Chairs to generate summary sheets that mapped the core competencies across entire subject disciplines. These summary sheets were then scanned and made accessible through the college website.

In order to establish student learning outcomes at the course level, in September 2005, the Academic Senate President presented a workshop on student learning outcomes (SLOs) to the college's Department Chair Council. This presentation was based on the Norena Badway model of developing student learning outcomes that was obtained at the Summer 2005 Curriculum Institute. The Academic Senate President then began working with individual Department Chairs to familiarize them with the process of developing and assessing student learning outcomes at the course level. The Department Chairs then met with faculty who worked together to create SLOs for the courses they taught. Many instructors commented that the dialogue about establishing common goals for students in their courses was useful and provided an opportunity to discuss theory and methods of instruction.

To reinforce these efforts, in January 2006, the Academic Senate Executive Committee and the college President facilitated a half-day faculty workshop on the development of course-specific student learning outcomes. During the fall 2006 semester, the Academic Senate President and members of her Executive Committee continued to assist Department Chairs in working with the classroom faculty in the development of student learning outcomes at the course level. The Department Chairs sent the draft SLOs out to all faculty members who taught the courses, so that faculty who could not attend the meetings had an opportunity to add their input to the discussion. The Department Chairs sent the final course-level SLOs to the Executive Vice President in the Office of Student Learning.

During the spring 2007 semester, the college President created an electronic template for the Department Chairs to use to document the assessment of SLOs at the course level. The Executive Vice President and the Academic Senate President then oriented the Department Chairs to the steps involved in leading the faculty through a discussion of their SLOs, their methods of instruction, and the various assessments faculty used to observe or measure student achievement of the SLOs. The Department Chairs recorded the methods of assessment and the faculty revised SLOs on the electronic template and sent it to the Executive Vice President. As the college begins to implement CurricUNET as its online tracking system for curriculum development, consideration is being given to creating a tracking field that will enable all faculty members to have easy electronic access to the SLOs identified for the courses they teach.

The college faculty have now completed one full cycle of creating, assessing and revising SLOs at the course level, and will begin the second cycle in fall 2007. The Executive Vice President and Academic Senate leadership will now be proceeding from the course level to the program level, while noting that a few programs have already identified and assessed SLOs. The Academic Senate plans to recommend a local definition of "program" to facilitate the creation of program level SLOs for English as a Second Language and Reading that do not lead to a degree or certificate, yet consist of a series of courses with a common purpose. Meanwhile, the core competencies have been listed in the 2006-2007 and 2007-2008 college catalogs and information about core competencies, student learning outcomes, and rubric development has been incorporated into the 2007-2008 Faculty Handbook. In addition, in August 2007 a workshop on SLOs was offered as part of the flex week program.

Integration of student learning outcomes into the college planning process:

During the fall 2005 semester, campus governance groups reached consensus on a conceptual model that links strategic planning, program evaluation, budgeting and staffing priorities processes. Under the model, the evaluation cycle begins with a review of the status of prior-year college plans, district imperatives and the college mission. The College Planning Committee then reviews available data (including information on course completion, persistence, enrollment patterns, licensure rates, curriculum changes, committee reports, community and student survey results, employer surveys, labor market data and other information). Based on the analysis of this data, initial recommendations for college initiatives are then developed and shared with the campus. After obtaining feedback, the college planning goals are finalized and are used as the basis for the development of planning and program review documents at the division and department levels. The program review documents are then prepared by each

academic discipline or student services department. As part of this process, the program review forms require college departments to list the core competencies and course-specific student learning outcomes that have been identified by members of the department.

A flowchart showing the full college planning, program evaluation, budget and staffing priorities process is included as an appendix to this report.

The co-chairs of the Curriculum Committee (the Academic Senate President and the Executive Vice President) attended the State Academic Senate's Curriculum Institute in summer 2007 and received additional information about integrating the course and program level SLOs and college-wide core competencies into the process of program review. They will use the examples the presenters provided to expand the SLO component of the college's existing program review process.

Integration of student learning outcomes into the mission statement:

During the fall 2005 semester, the college mission statement was revised. In an online survey conducted by the college President, members of the college's Council for Institutional Development were asked to identify the elements they felt were critical to a revised mission statement. Based on the results of this survey, a proposed revision to the existing mission statement was prepared by the Council for Institutional Development. The revised mission statement was distributed to the campus via e-mail, and an online survey was conducted to obtain additional feedback and suggestions. The suggestions were incorporated into a draft document. The final draft was distributed to the campus governance groups for endorsement. Upon receiving the endorsement, the college submitted the revised mission statement to the Board of Trustees. The Board of Trustees adopted the revised mission statement on January 17, 2006.

The new mission statement integrates student learning outcomes assessment into its text, and reads as follows:

The mission of Ventura College is: to offer academic and vocational programs leading to the completion of associate degrees or certificates; to prepare students to transfer to four-year colleges and universities; to provide remediation to those who need to improve their basic skills; to support the state and region's economic viability through workforce development; and to provide continuing education opportunities that enhance personal growth and life enrichment.

The college serves high school graduates and others who are able to benefit from the academic and vocational opportunities it offers. Courses are provided using both traditional and distance learning delivery systems.

The faculty and staff of Ventura College are committed to student success and strive to create an environment of continuous improvement through the establishment of measurable and/or observable student learning outcomes that can be used to assess student performance, improve instructional and service delivery, and guide institutional decision-making.

Recommendation 2

The College develop a formal unit review process to assess and prioritize staffing needs in hiring decisions regarding classified personnel. (Standards III.A.2 and III.A.6).

The newly implemented integrated planning, program evaluation, budgeting and staffing priorities process has been modified so that departments and programs can document the need for classified personnel. This documented need is then considered by the Program Review Committee (where a rating of “expansion” is given to departments with compelling justification for new classified personnel) and by the Administrative Council. The advice of both groups is considered by the President as she works with the Executive Vice President and Vice President of Business Services to finalize the list of new classified hires.

Recommendation 3

The College utilize the resources of the District, in consultation with the College Administrative Council, to conduct a highly visible and inclusive evaluation process regarding the effectiveness of the College administrative structure. (1996 Standards 10.B.3 and 10.B.4; 2002 Standards III.A.2, III.A.6, and IV.B.2.a)

To address this recommendation, the College waited until its new President was hired and on board in July 2005. The new college President spent the first several months thereafter becoming familiar with college personnel, procedures, systems, and administrative structures. In September 2005, the President held an administrative retreat with the Executive Vice President, Vice President, Deans, and Assistant Deans to discuss the administrative structure. Topics discussed included strengths and weaknesses of the current structure, emerging areas of administrative coverage, and balance of workload. In November 2005, the Council for Institutional Development discussed ways to broaden the level of participation in the assessment of the administrative structure. Also in November 2005, the President conducted an online survey in which she invited all members of the college faculty, staff, and administration to submit their written comments and suggestions for improving the organizational structure. In December 2005, the Academic Senate brainstormed different models of reorganization and presented their ideas to the President. In February 2006, one meeting of the Council for Institutional Development was devoted entirely to brainstorming models of organizational design that would address perceived gaps in administrative structure.

During the balance of the spring 2006 semester, the President worked with the Executive Vice President and the Vice President of Business Services to draft a model of a revised organizational structure. This initial draft was shared with the Deans during an Administrative Retreat in August 2006, and was distributed for discussion and feedback purposes at the beginning of the 2006 fall semester.

Both faculty and classified staff provided feedback through their respective Senates. Suggestions for organizational changes/adjustments were made in several areas, including Learning Resources and Counseling. Faculty members from the Nursing Science program also indicated a concern about being moved from their present division into the proposed Career Education division. The primary recommendation that was

incorporated into the final model was to move Distance Education directly under the Executive Vice President, rather than leaving it under one academic division.

The final reorganization plan, as presented to the College in October 2006 and as approved by the Board of Trustees in November 2006, is an attempt to balance the workload among the divisions, in terms of both size and complexity, provide greater support and visibility for the career education programs of the college, and place subject disciplines in logical groupings.

The position of Assistant Dean, Distance Education, was advertised and filled, with the successful candidate assuming her responsibilities in July 2007. The positions of Dean of Career & Technical Education and Dean of Social Science & Humanities were also advertised during the spring 2007 semester. No successful candidates emerged from this screening and interview process. The positions are being advertised again during the fall 2007 semester. A Management Intern has been selected to assist with the present Arts & Sciences Division until the Dean of Social Science & Humanities position can be filled and the reorganization model can be fully implemented.

Recommendation 4

The District develop written personnel procedures that are equitable and consistently administered to ensure fairness in all employment practices. This should include a clearly defined and well-articulated policy for the selection and evaluation of the President of the Colleges. (Standards III.A.3.a and IV.B.1.j)

District Response

The administration developed and implemented district governance mechanisms in 2006-2007. This was necessary in order to have a vehicle to address subsequent recommendations by WASC pertaining to district/college services, practices, and activities. A policy pertaining to personnel selection was adopted by the board on May 15, 2007. Procedures pertaining to the evaluation of faculty and classified staff are contained in the district labor agreements with the American Federation of Teachers, Local 1828 (Article 12: Evaluation) and Service Employee International Union, Local 99 (Article VI: Evaluation). Negotiations with AFT, Local 1828 have been ongoing since February 8, 2007, to strengthen and clarify the practice of faculty evaluation and other matters.

A procedure for the selection of college presidents was reviewed by the Board on September 11, 2007, and incorporated as standard board operating practice. A revised presidential/executive administrative assessment form was also developed during the 2006-2007 academic year by the Human Resources Department, in consultation with the Chancellor's Cabinet. The new assessment practice will be implemented in 2007-2008.

Recommendation 5

The College build a budget forecast, which will anticipate staffing, equipment, and operating expenses for new facilities coming online as a result of Measure S, so funding streams can be identified to support this expansion. The College should work with the District on this task, as the anticipated funding streams will

necessarily include some portion to be funded as part of a comprehensive resource allocation model as referenced below. (Standards III.B.1.a; III.B.2.a, and III.C.1.c)

Although the college has not developed a budget forecast system to anticipate staffing, equipment and operating expenses for the facility changes resulting from the implementation of Measure S, it has done extensive planning in the design of all bond projects. The Facilities Oversight Group (FOG) has led that planning process; in addition, a multitude of individual task forces have been assigned responsibility for specific projects and/or specific components of larger projects which encompass several programs. Thus, the College has a firm awareness of the expected changes in staffing, equipment, and operating expenses associated with each project. It has been addressing, and will continue to address, those matters through its annual planning, program review and budget processes.

Further, with the exceptions of the Learning Resources Center (LRC) which was opened in 2005, and the Sportsplex, which remains under construction as of fall 2007, the remainder of the bond projects have had a minimal impact on expanding the college's facilities. Many of the projects aim to modernize the campus, converting 40- to 50-year-old facilities to more efficient and up-to-date learning environments. Projects which exemplify this character include renovation of the old library (D building) to a comprehensive student services center, remodel of the F building to state-of-the-art classrooms, renovation of the APP, DP and S buildings to enhance functionality, program support and upgrade of electrical, mechanical and HVAC systems. In each of these projects, state and/or local matching funds have been provided to ensure that equipment needs are adequately addressed and staffing changes are identified and addressed. In addition, it is expected actual operating expenses will decline as old, worn out systems are replaced by new, more efficient systems that require less maintenance and attention on a day-to-day basis.

Finally, the last major construction project, the Advanced Technology, General Purpose Classroom and Health Science Complex, which will be a significant undertaking, is not adding much in additional square footage to the campus. Once completed, the programs currently housed in the Q, X, O, P, J, K, U, T, TR-1, TR-2, TR-5, TR-6, TR-7 and TR-8 buildings and portables will be moved into the new facility. Thus, again, a significant number of 40- to 50-year-old buildings and portables, which have far outlived their useful lives, will be removed from the college's inventory and replaced by an energy efficient, state-of-the-art complex. Plans do not call for additional staffing. Since the programs being relocated are adequately staffed, the college is addressing equipment needs for the new complex by relocating current program equipment and augmenting with funds provided in the project budget. As with the renovation projects, actual operating costs are projected to remain stable or even decline as buildings that currently require a significant amount of attention to maintain and operate are replaced by a new, more efficient complex. If incremental increases in costs are experienced, they will be addressed through the college's normal planning and budgeting processes once they are identified.

As such, the college is of the opinion that it has addressed this recommendation.

Recommendation 6

The College create a truly comprehensive institutional multi-year technology plan, beyond the initial framework and timeline already developed, in order to solidify organizational structure for campus technology leadership, clarify college/district responsibilities, and implement the process to evaluate the effectiveness of technology as it relates to student learning outcomes. (1996 Standards 4.A.4, 6, 8.4, and 8.5; 2002 Standards III.C.1. and III.C.2)

In spring 2006, the college engaged consultants to assist in the development of a Campus Strategic Technology Plan. Throughout spring and summer, the consultants met with the college's executive staff, management team, technology support staff, key faculty members and the district's Institutional Technology leadership to develop an awareness of the college's current state of technology and compile a prioritized list of goals and objectives. A complete inventory of the college's hardware and software was conducted. Each classroom computer lab was inspected and evaluated and the network infrastructure for instructional support was diagramed. A separate consultant was used to develop a distance education component during this same time.

The college's Technology Committee was reconstituted in fall 2006. The Vice President of Business Services and the consultants met with the committee monthly throughout the fall to solicit their input and review various drafts of the Technology Plan. The final draft was adopted by the Committee at its meeting on January 30, 2007. Although the Plan will remain a work in progress, updated annually or as required by changing environments and district directives, it does provide for the following:

- A campus Information Technology staffing and support structure to better meet the ongoing and evolving needs of the college and centralize the operation under the Vice President of Business Services to provide for greater efficiency and reduce waste.
- A four-year technology refresh cycle beginning in 2007-08.
- Standards for computer platforms to improve maintainability by having a common set of systems and enhancing the opportunity for the sharing of resources.
- The establishment of Services Level Agreements (SLAs) to create a common understanding of services, priorities and responsibilities.
- Acquisition and implementation of software to track work requests and provide a mechanism for measuring efficiency and determining staffing level adjustments.
- A Distance Education plan that includes the creation of a distance education administrator and Distance Education Coordination Council (DECC).
- Recommended base budget levels for both central campus IT support and distance education training and support needs.
- Standards for continuing conversion and implementation of "smart" classrooms and the deployment of wireless technology throughout the campus.
- Provisions for compliance with accessibility standards for students with disabilities.
- Coordination with the district to complete full documentation of the network infrastructure, and upgrading the network cabling including wiring closets.
- Recommendations for deployment of new software systems, such as Microsoft Windows Vista and centralization of a platform for pushing out applications, upgrades and patches.
- Measuring the effectiveness of technology as it relates to student learning outcomes.

To assist the college in implementation of the Plan while waiting for the district to determine a consistent leadership structure for all three campuses, the primary consultant responsible for the development of the Plan was again engaged in February 2007. As of May 2007, the consultant and college staff have implemented phase I of the technology refresh program, identifying 350 computers which will be replaced in 2007-08. The college has set aside resources to fund all four phases of the refresh program providing for a complete replacement of all computers throughout the campus by 2010-11.

Centralized parts and supplies budgets, as well as funds for technical training are included in the 2007-08 general fund budget. A college Distance Education Assistant Dean position has been budgeted for 2007-08 and a candidate for the position has been selected and approved by the Board of Trustees.

The Vice President and consultant continue to meet with the Technology Committee and are currently working on: 1) the acquisition and implementation of software to track work requests; 2) identifying candidate classrooms for "Smart" upgrades during 2007-08; 3) evaluating the selection of a centralized software deployment system, such as SMS; 4) coordinating with the District Information Technology Department in the selection, training and implementation of Distance Education Course Management Software; 5) meeting weekly with campus technical staff and; 6) designing the initial drafts of Service Level Agreements (SLAs).

As such, the college is of the opinion it has addressed this recommendation and is well underway in the implementation of its Strategic Technology Plan.

Recommendation 7

The District, in cooperation with the Colleges, formulate a district-wide resource allocation model, which will be flexible enough to guide increase or reductions in budget allocations, which will follow goals for district-wide student learning outcomes, and which will ensure accountability to operate within agreed upon allocations. (Standards III.D.1.a and III.D.1.c)

District Response

The district, in cooperation with the colleges, formulated a district-wide resource allocation model that was implemented for fiscal year 2007-08.

The process to develop the model included collaboration through the District Council on Administrative Services (DCAS) (the district-wide participatory council charged with responsibility related to the budget) and through the Chancellor's Cabinet.

DCAS is composed of the three college Academic Senate Presidents, three college classified representatives, three college Vice Presidents of Business, and district budget staff. It is chaired by the district's chief business officer, the Vice Chancellor of Business and Administrative Services.

DCAS met on January 18, February 8, March 8, March 15, and April 12, 2007 to work toward the formation of the model and preparation of a narrative for the Board. The members of DCAS were liaisons to and from their representative groups (including the

Academic Senates and participatory budget groups) at the colleges during this process. In between the meetings of DCAS, the Vice Chancellor provided the conduit to and from the Chancellor's Cabinet. The Board had a first reading of the model on April 10, and adopted the model on May 15, 2007.

The adopted model includes features that reflect the unique characteristics of each college and meets the needs of a multi-college district, while recognizing how the institutions are funded by the state. The model is simple enough to be readily understood, easily maintained, and transparent, and is driven by factors that 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 the budget itself, 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 and adopted comes as close to that consensus as can be reasonably expected. DCAS and the Chancellor's Cabinet independently reviewed this proposed model and concurred that it met the budget principles established by the Board and was "fair and equitable" for all colleges and the district operational units. Annually, the model will be reviewed by DCAS and Chancellor's Cabinet and revised consistent with the requirements identified and agreed upon at that time. Any proposed revisions to the model will be presented to the Board for approval with the budget assumptions document.

Recommendation 8

The District develop a funding plan for the unfunded retiree medical liability following the recommendations contained in the actuarial study completed in October 2004. (Standard III.D.I.c)

District Response

In November 2004, the Board approved a specific plan to be implemented over a three-year period to begin the funding of the retiree health benefits liability. An actuarial study was performed in October 2004 and again in December 2006. The estimated liability is \$150 million. Effective July 1, 2007, the District is recording full expenditures as required by GASB 43/45 and setting aside the appropriate amount in a special fund. Prior to the end of the present fiscal year, the District will determine whether to utilize and select an irrevocable trust fund in which to account for the funds.

Recommendation 9

The District honor its policy on shared decision-making by implementing operational and evaluative procedures that delineate the roles and responsibilities of the various college/district constituencies that participate in collegial governance. (Standards IV.A.2.a and IV.A.3)

District Response

On October 8, 2005, Board Policy 2510: Participation in Local Decision Making was adopted by trustees. This policy was brought forward to the Board through the District's consultation process. The policy defines the roles of District constituents in governance.

As previously referenced, the Ventura County Community College District worked throughout the 2006-2007 year on governance issues. Two outcomes were produced as a result of this dialogue. The Chancellor approved the creation of a District Technical Review Workgroup (DTRW) to ensure that all curricular matters coming before the Board met appropriate state and federal statutes and regulations, prior to being recommended to the trustees for action. The DTRW is an advisory group that reviews curriculum submitted by the three college Curriculum Committees. The DTRW is responsible for reviewing new and substantively revised courses and programs prior to submission via the Chancellor to the Board. The Chancellor holds the DTRW responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, the members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum. The first meeting of this newly-constituted body took place on August 30, 2007.

The Chancellor, in consultation with the three college Presidents and Academic Senate Presidents, also prepared a Participatory Governance Handbook that outlines and clarifies the consultative and governance processes throughout the Ventura County Community College District.

Work on the Participatory Governance Handbook began on December 15, 2005. The Chancellor, Academic Senate Presidents, and college Presidents reviewed the language of this handbook following meetings with the Consultation Council.

Throughout the Handbook development process, the Board was provided draft copies of the document. The draft Ventura County Community College District Participatory Governance Handbook was presented to the Board on September 11, 2007.

A parallel process of clarifying governance on the three college campuses remains ongoing. A district-wide Technical Assistance Visit from the Statewide Academic Senate and the Community College League of California was conducted on April 20, 2006. An additional technical assistance visit to the district has been calendared for October 9, 2007.

Recommendation 10

The Board of Trustees implement a process to regularly evaluate and revise district policies, and implement and participate in an on-going process for professional development and orientation for new Board members, which includes a review of Board roles and responsibilities. (Standards IV.B.1.e and IV.B.1.f)

District Response

At its December 7, 2004, meeting, the Board authorized the Chancellor to utilize the Community College League of California / Liebert Cassidy Whitmore Policy and Procedures Template as the basis for all board policy fitting the following criteria:

- Legally Required – Policies legal counsel has identified as being required for Board action under federal law or regulation, or state law or regulation.
- Required for Accreditation – Policies required by the Accreditation Standards established by the Accreditation Commission of Community and Junior Colleges of the Western Association of Schools and Colleges.
- Legally Advised – Policies legal counsel has identified as not being required by law, but which, if adopted by the board, help protect the district should litigation occur.
- Suggested by the League as Good Practice – Policies recommended that are not legally required or advised, but should help with the effective operation of the district.

District policy has been revised and adopted as follows, using the Community College League of California templates as a guide.

Board Policy approval dates:

- Chapter 1 – March 8, 2005
- Chapter 2 – October 8, 2005
- Chapter 3 – December 13, 2005
- Chapter 4 – February 16, 2006
- Chapter 5 – April 18, 2006
- Chapter 7 - May 15, 2007

Board Policy review date:

- Chapter 6 – September 11, 2007 (Second First Reading; projected adoption date is October 9, 2007)

Each of the Board Policy chapters was reviewed by the Consultation Council; the Board's Rules, Operations & Procedures Subcommittee; and the campus constituencies.

On October 8, 2005, the Board adopted Board Policy 2740: Board Education. This policy states that the Board is committed to its ongoing development as a board and to a trustee education program that includes new trustee orientation. It also states that the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education.

Since 2004, all new trustees have been in-serviced by the Chancellor in the roles and responsibilities of elected trustees and the characteristics of district colleges and their respective communities. The Community College League of California Handbook is provided to newly-elected trustees and forms the basis for their orientation. Trustees are encouraged to seek training opportunities both statewide and nationally. For example: on in January 2005, the District sent two trustees to the Community College League of California (CCLC) Board Chair Workshop/Legislative Conference in Sacramento. Also in January 2005, one trustee went to the Association of Governing Boards (AGB) Leadership Forum for Foundations in Arizona. In April 2005, four trustees attended the

AGB Trusteeship Conference in San Diego. Following that conference, two trustees were at the CCLC Board of Trustees Conference in San Francisco.

In January 2006, one trustee attended the CCLC Legislative Conference and another attended the November 2006 Annual Trustees Conference in Costa Mesa.

During January 2007, one of our new trustees participated in an Effective Trustee Workshop. Also in January, one of our trustees attended the CCLC Legislative Workshop in Sacramento, and three trustees took part in the CCLC Legislative Conference in Sacramento. In February 2007, one trustee attended the ACCT Legislative Summit in Washington D.C., and also attended the CCLC Trustees Conference in Sacramento in May 2007.

A Board in-service outlining the expectations of locally-elected trustees from the perspective of accreditation is calendared for October 9, 2007. The Executive Director of WASC will lead the Board during its study session of this topic.

Student trustees are given in-service training regarding their roles and responsibilities following their election. The current student trustee, Lorraine Hawes, attended the Community College League of California Student Trustee Workshop, as did a prior student trustee, Doreen Juarez. Each student trustee is provided with a district mentor during his/her term(s) in office.

Recommendation 11

The District assume leadership for a district-wide collaboratively developed strategic plan that is informed by District research and coordinated with College planning. (Standard IV.B.3)

District Response

On February 7, 2006, KH Consulting Group completed its market assessment and organizational performance review of the Ventura County Community College District (VCCCD). Based on this information, the district conducted a planning workshop during the summer of 2006 with district constituents. As an outcome of this meeting, a set of themes were agreed upon by the Board and the Chancellor was asked to develop the themes into new vision, mission, and value statements for the district. A strategic planning group was established including the Chancellor, college Presidents, Vice Chancellors, Associate Vice Chancellor, Director of Administrative Relations, Academic Senate Presidents, Classified Senate Presidents, student government representatives, and union representatives from AFT1828, and SEIU99, who worked on this charge throughout the year. New vision, mission, and value statements developed by the planning group were adopted by the trustees on March 14, 2007.

Following the development of new district vision, mission, and value statements, the VCCCD Board met on August 27, 2007, for the purpose of setting board and district goals. The planning session was facilitated by Dr. Robert Jensen, the former Interim President of Oxnard College. All Board members and the Chancellor were present.

Among the many issues discussed, the Board determined two overarching priorities facing the district:

1. Strengthening district-wide student access, enrollment, and success
2. Strengthening district/college administrative operations and services

Priority “1” took precedence in that it is most comprehensive in dealing with successful educational outcomes, and Priority “2” took precedence in that to enable successful educational outcomes to occur, district/college administrative operations and services in support of students and programs must be strengthened.

Improving district-wide student access, enrollment, and success, and strengthening district/college administrative operations and services will be addressed through two significant work products:

1. Developing and implementing a comprehensive district-wide enrollment management plan
2. Developing and implementing a comprehensive district/college administrative reorganization

Both activities will clarify and adjust district-wide administrative roles, responsibilities, functions, and activities to be in alignment with the colleges’ missions, programs, and services.

Other important issues identified and discussed within the district were:

1. Accountability and follow-through (activities monitoring, including completion dates, data benchmarks, and outcomes)
2. Clear communication
3. Positive customer service
4. Effective staff training
5. Fiscal stability

The Board also agreed that each of the above should be addressed in the enrollment management plan and the comprehensive district/college administrative reorganization it had set as goals.

The Board then discussed the organizational culture of the district and embraced the concept of “setting the standard” regarding the values needed to conduct district/college activities. The Board agreed leadership starts at the top, beginning with the Board/Chancellor team and will permeate throughout the organization. The Board expressed its desire to begin to build an organization that embraces the district’s core values as aligned with its vision and mission, and that the Board/Chancellor team is committed to making the elements of accountability and follow-through, clear communication, positive customer service, effective staff training, and fiscal stability their and the colleges’ standard practices.

The Chancellor’s Consultation Council now constitutes, in addition to its other functions, the planning body for the district. The Board will review progress in meeting its goals every four months. A planning session with trustees will occur annually.

Recommendation 12

The Chancellor establish and implement a process for open communication with the Colleges by providing information and ensuring staff understanding of Board direction and expectations. Further the District should develop a more effective process for ensuring accountability in achieving standards of educational excellence, fiscal integrity, and operational efficiency within a culture of evidence. (Standard IV.B.3.a-f)

District Response

The Participatory Governance Handbook, completed in October 2007, outlines the formal communication channels among the colleges and District Administrative Center. It further delineates the authority of constituent groups within the district's consultation process. A Director of Administrative Relations, who has the responsibility for district-wide communication, was hired on December 11, 2006. Subsequently, the Director has developed a formal district-wide communications plan. This plan will be reviewed by the board on October 9, 2007.

A new District Cabinet position, the Vice Chancellor of Organizational Development, with the responsibility for institutional effectiveness, was also created with the charge of ensuring educational excellence, fiscal integrity and operational efficiency through the measurement of objective outcomes. This position has been given the task of implementing staff development activities in support of district goals. The organizational accountability function of this position is supported by two full-time district researchers. Currently, one of the two research positions is vacant, pending the hiring of the new Vice Chancellor. It is anticipated that the Vice Chancellor will be in place by the end of the fall semester.

Progress on Issues Identified in the 2004 Self-Study Report

Standard I: Institutional Mission and Effectiveness

- 1. The Council for Institutional Development will develop a task force to create both a strategic plan and an implementation process to conduct institutional research.**

The issue of institutional research has not been addressed through a task force. For a time, the college relied on the combined efforts of the District Researcher, the Campus Data Specialist, and a categorically funded Institutional Researcher to meet the institutional research needs. Beginning with the spring 2007 semester, the role of the District Researcher was changed, which prompted the need for the college to move ahead with its original plan to hire its own Institutional Researcher. Effective July 2007, the faculty member formerly assigned to conduct research for the Institute for Community and Professional Development and for the Center for Excellence began conducting campus-wide institutional research for 50% of his contract load, reporting directly to the Executive Vice President for this portion of his duties.

The college now integrates its planning, program review, and budget priorities systems through a process that was piloted during the 2005-2006 and 2006-2007 academic years. The Planning Committee reviews data and the Board's planning mandates, and adjusts the college's strategic planning priorities every two years.

- 2. Ventura College needs to create an institutional process establishing a paradigm shift that gauges our success in terms of measurable student outcomes.**

The college has developed a systematic process that has been used to identify college-wide core competencies and to track these competencies across subject disciplines. In addition, under the guidance of the Academic Senate and Department Chairs, the college has developed course-specific student learning outcomes and is beginning the process of identifying program-specific SLOs. Further, each department is in the process of identifying valid and practical assessment strategies for gauging student attainment of these outcomes. Finally, as part of the 2007-2008 program review process, each department will provide qualitative and quantitative data, as appropriate, on the results of their assessments and detailed plans on adjustments in the teaching/learning process as necessary to improve student performance.

- 3. Further dissemination of the mission and goals of the college need to be part of an ongoing process.**

The college's mission and goals are disseminated as the faculty and staff are asked to assess their programs relative to these guiding documents. For example, as part of the program review process, programs are asked to speak to how they advance the college mission and how their plans address the college plans. Furthermore, VC Foundation faculty and staff innovation grants ask applicants to show how their proposed projects address the college's mission. Professional development workshops and programs are also designed to help advance the college's goals.

4. New [faculty] hires will need a full orientation on many fronts, including an articulation of the goals of the college.

Thirty-five new full-time faculty members were hired between fall 2004 and fall 2007. A multiple-phase orientation was developed for these faculty members, including meetings with campus leadership, assignment of a mentor, tours of the campus, distribution of a handbook that included descriptions of the college mission and goals, and mini-lectures on distance education, classroom assessment techniques, disruptive students, and other topics of interest.

5. Valuable programs that have been pioneered and maintained by individuals need to be turned over to a formal campus committee if they are to be sustained. Examples include the Women's Awareness Day, the One Book One Campus program, and the student-funded Internet Café. The college must evaluate which programs or activities provide a vital function or a creative solution and provide resources to maintain them.

The college continues to have programs and activities that provide a vital function to the campus, such as the One Book One Campus program and the new Arts and Lectures series. Due to the diverse nature of these programs, it would be limiting for one campus committee to oversee their planning. These programs have arisen from individual interest that gained momentum through interaction of interdisciplinary faculty and staff. The individuals who participate in these activities have solicited resources to support the programs from their departments.

The student-funded Internet Café no longer exists, due in part to the growing availability of open-access computers throughout the campus, particularly the 360-computer BEACH in the Library and Learning Resources Center.

6. The data suggest that a well-coordinated process for promoting the activities/projects to the campus and general community does not exist. The college should centralize the communication of these projects with the Public Information Office.

The Public Information Office regularly requests information from all campus departments for inclusion in a monthly campus newsletter. In addition, campus events are publicized through a calendar posted on the college website. Large screen television monitors announce events in the Learning Resource Center. An electronic marquee notifies motorists of campus events and registration deadlines. The Public Information Office and individual faculty and staff also notify and remind the campus of events through the e-mail system, as well as by flyers placed in the centrally located mailboxes and posters placed strategically throughout the campus.

7. The college must remain committed to the shared governance process and continue the utilization of the Strategic Decision Process.

Under the direction of the President, in collaboration with the Academic Senate and other constituent groups, an integrated planning/program review model was piloted. As this process continues to be adjusted, the college's commitment to shared decision-making will continue to be embodied in this integrated model.

Standard IIA: Instructional Programs

- 8. The college needs to hire an institutional researcher. The current position is categorically funded and limited to serving the research needs of the grants that fund the position.**

For a time, the college relied on the combined efforts of the District Researcher, the Campus Data Specialist, and a categorically funded Institutional Researcher to meet the institutional research needs. Beginning with the spring 2007 semester, the role of the District Researcher was changed, which prompted the need for the college to move ahead with its original plan to hire its own Institutional Researcher. Effective July 2007, the faculty member formerly assigned to conduct research for the Institute for Community and Professional Development and for the Center for Excellence began conducting campus-wide institutional research for 50% of his contract load, reporting directly to the Executive Vice President for this portion of his duties.

- 9. The Institute for Community and Professional Development (ICPD) will strategically diversify its operations, providing professional training to a wider variety of employers as well as lifelong learning opportunities to individuals throughout the community. The ICPS will also take a leadership role in regional initiatives in the area of Career and Technical Education.**

In spring 2007, the college hired an Assistant Dean for Community and Economic Development to provide additional leadership in the expanding roles of the Institute for Community and Professional Development.

The Institute for Community and Professional Development has diversified its corporate training base, expanding its services to include market surveys to assist employers in identifying their training needs. In addition, the college is now the host site for a regional Small Business Development Center, offering free consulting services and affordable workshops to businesses in Ventura and Santa Barbara counties. Topics covered include budgeting, business accounting, business plans, capital sourcing, cash-flow management, customer relations, financing, human resources, incorporation issues, legal issues, managing a business, marketing, sales, start-up assistance, and tax planning.

Further, the community education program has expanded public access to a wide variety of fee-based classes, workshops and seminars through a new, web-based enrollment management system.

Finally, the ICPD is the fiscal agent for the VTEA State Leadership Grant for Region VI, taking the leadership role for the South Central Regional Consortium.

- 10. The college will continue to conduct student and employee satisfaction surveys, as well as employer surveys, in order to monitor the pulse of its stakeholders, students, faculty, staff and community—and then take appropriate action.**

Student satisfaction surveys have been administered through the District Office. A recent change in district staffing has transitioned this responsibility to the college, where the Institutional Researcher will handle it. Employee satisfaction surveys and employer surveys have not been addressed in a systematic fashion, and have now been incorporated into the assignment for the Institutional Researcher. The Library and Learning Resources areas have conducted student and staff satisfaction surveys annually for the past four years. The Professional Development committee recently surveyed faculty to garner information for planning professional development workshops and programs. Results are used to improve services.

- 11. There is a need for ongoing staff development and improved communication among faculty. The Staff Development Committee has devised a Staff Development Plan to address the ongoing training needs and communication issues among faculty.**

The Staff Development Committee continues to be responsible for developing and implementing many of the plans to support college goals.

While the Staff Development Committee has not taken responsibility for addressing communication issues among faculty, general campus communication has been improved through meetings, the regular posting of the minutes of meetings, and periodic campus-wide e-mails from the college President. In addition, the redesigned President's Report is more comprehensive than the predecessor publication and is distributed campus wide by e-mail and posted on the home page of the college website, bringing news of faculty and student accomplishments, upcoming events, and information of significance to the campus.

- 12. To ensure that the general education philosophy and criteria are disseminated and accessible to students and staff, they must be included in the Curriculum Handbook, Faculty Handbook, Part-Time Faculty Handbook, Ventura College website, and the VCCCD website.**

This plan has not fully been addressed. The general education philosophy statement is currently published in the college catalog, on the college website, and in the Curriculum Handbook. Beginning with the fall 2007 semester, it is now also included in the Full-Time and Part-Time Faculty Handbooks.

- 13. For greater involvement and input from the Philosophy and General Education Subcommittee in reviewing courses and working with the Curriculum Committee, the subcommittee needs to meet monthly.**

The Philosophy and General Education Subcommittee continues to meet only as needed, with a commitment to meet at least once per semester at a minimum.

- 14. To ensure that all courses comply with the objectives of the course outline approved by the Curriculum Committee, the following is suggested:**

- **Division Deans be responsible for ensuring that the department/division collect and maintain copies of course syllabi for all credit courses**

Depending on the organization of the division, course syllabi are collected at the division and/or department level.

- **A discussion of general education criteria be part of the new faculty orientation and ongoing faculty evaluation**

Effective fall 2007, written materials addressing the general education criteria are now incorporated into the Full-Time and the Part-Time Faculty Handbooks.

- **The Program Review Process be more widely used to evaluate programs and curriculum, and to assess the academic and community curriculum needs.**

Since the self-study, the Program Review process has become more systematic, and now addresses program evaluation and the currency of curriculum development.

- **New faculty orientations include discussion on general education and the course approval process.**

New faculty orientations now include a discussion of the course approval process.

- **Departments and divisions conduct workshops on how to write a syllabus.**

The college website, the Curriculum Handbook, the Full-Time Faculty Handbook, and the Part-Time Faculty Handbook contain examples of how to write an effective syllabus, incorporating core competencies and student learning outcomes.

- **Faculty continue to transfer the remaining 250 transfer courses and 300 non-transfer courses to the new Course Outline Form. This would also include the scheduled review of existing Course Outlines of Record at least every five years.**

The college has recently adopted CurricUNET as its online curriculum development system, and will be going through the process of converting all of its existing course outlines to this system during the next twelve months. The content review cycle is referred to in the Curriculum Handbook, but is not fully described; this will be corrected for the 2007-2008 edition.

15. **Although the college makes an effort to obtain outcome data from its vocational graduates, they are often gathered through informal, anecdotal means. The college must find alternate ways to determine placements from other programs.**

[and]

16. **The self study dialogue also noted that vocational students often attend occupational training programs to obtain a very specific set of skills, often achieved in a single course or portion of a single course. The college must also be able to measure its positive impact on students whose early**

departure may indicate successful completion of a professional goal rather than the negative outcome typically associated with early leaving.

The issues of job placement, student reasons for only partial completion of an occupational program and other outcome data for vocational graduates have not yet been addressed. Once the college has successfully recruited for a Dean of Career & Technical Education, this Dean will be charged with working with the Institutional Researcher to identify an effective way to collect college job placement and employer satisfaction data.

17. The college needs to make better use of technology to gather data and to market its programs.

College personnel have begun to employ online surveys to collect data on a variety of issues, including employee opinions on various topics.

The District has licensed the OmniUpdate content management system to revamp its multiple websites. The District has decided to standardize the websites for each of the colleges using common templates. This will improve the appearance of the site and also provide easier navigation to information. The website templates have been finalized and the content is being reviewed. The new college website will be launched during the fall semester.

Ventura College's fall 2007 enrollment period was promoted on the county newspaper's website. This represented the college's first attempt at marketing online.

18. The course syllabi should be published, whenever possible, on the college website so that prospective students can make more informed decisions about course selections.

The college President sought district assistance in identifying a web authoring system that would meet both district standards for network security and enable faculty to easily maintain their own web pages (to include course syllabi, etc.). The District has now implemented Blackboard Vista for Distance Education. Through this system, the college faculty will have the capability to post syllabi for courses. In addition, some faculty members already use their existing web space on the academic.venturacollege.edu server to post syllabi for the courses they currently teach or have recently taught.

19. Although a number of publications address the issue of objectivity in teaching, they are generally directed to faculty and administrators, not students. The class evaluation does not provide students with the opportunity to assess this aspect of the program. As the faculty evaluation is a negotiated item with American Federation of Teachers (AFT), it needs to be included in upcoming negotiations.

The student survey instrument used to evaluate instructors remains under the purview of the collective bargaining process. No changes have been made to the student evaluation form between the period of the self study and the present day.

20. Ongoing staff development workshops on academic honesty should become part of staff development activities for flex week.

[and]

- 21. A statement regarding student academic honesty should be posted on webSTAR for students to view prior to online registration.**

The issue of academic honesty has been addressed in the professional development workshops held in fall 2006 and fall 2007. In addition, the issue has been addressed on the college website (for both students and faculty), in the college catalog and in the Full-Time and Part-Time Faculty Handbooks. Students are not required to view the policy on academic honesty prior to registering online.

Standard IIB: Student Support Services

- 22. Financial Aid, Admissions and Records, and International Students Programs will complete the new program review process by the end of fall 2004.**

All three programs completed program review by the end of fall 2004, and are included in the college's ongoing program review process.

- 23. By the end of spring 2004, all student service programs that have completed the program review process will maintain updated program unit plans on the college's planning software program.**

The task of updating all student service program reviews was postponed until the college, under the leadership of its new President, implemented a new program review process. The new process was initiated in spring 2006, with all divisions and departments updating and revising their program reviews in compliance with the new format. All student services programs have submitted their updated program reviews. The new program reviews also serve as unit plans. The planning software program that the college attempted to use during the previous program review cycle proved to be inefficient and difficult to maintain, and is not being used at this time. Program reviews are currently submitted in hard copy format and as electronic attachments.

While program unit plans are maintained in Student Services, the college no longer uses the commercial software program.

- 24. All student service programs completing program reviews by the end of fall 2004 will update their unit plans by the end of spring 2005.**

Unit plans are now included within the new program review format. The college completed a college-wide program review in fall 2006 and will be repeating the process again in fall 2007, then may consider expanding to a two-year review period.

- 25. The results of the spring 2004 EOPS-sponsored retreat will share their recommendations to the Student Success Council in fall 2005.**

EOPS included results of the spring 2004 EOPS sponsored retreat recommendations in the fall 2006 EOPS program review document.

26. In fall 2004, the Student Success Team will review and evaluate the results of the spring 2003 Student Perception Survey.

Portions of the 2003 Student Perception Survey were reviewed and compared to the results of previous surveys. The Student Success Team has continued to meet and to review a variety of information resources, including the recommendations and survey results referenced in the self-study.

27. The Student Success Team will review, update, and submit its staffing status report to the Administrative Council early in fall 2004.

Staffing levels continue to be addressed through the Program Review process and through recommendations from the Staffing Priorities Committee and the Administrative Council.

28. In fall 2004, Student Services will work with the Dean of Student Development and the Vice President of Administrative Services to provide a transitional plan for all program moves to new facilities.

Although the move to new facilities has been delayed due to a number of factors beyond the control of the college, those student services departments involved in the move have worked closely with the Dean of Student Development and Vice President of Administrative Services to plan the move. They coordinated equipment and furniture purchases, infrastructure needs and a revised timetable for the move with project managers JCM and appropriate campus committees such as the Facilities Oversight Group (FOG). A task force comprised of representatives from the involved departments was created to participate in selection of interior design colors and materials, including interior signage. The task force has also been asked to work on coordinating elements of the operations in the new building such as hours of operation and traffic flow. It is now anticipated that the move will take place during the fall 2007 semester, barring any additional delays in construction.

29. The college will evaluate the placement of information within the catalog, paying special attention to the placement of policies and support services in the 2004-2005 catalog. In addition, the college will include a list of other locations on campus or on the Web where district and college policies may be found.

In the 2004-2005 catalog, the table of contents was expanded to include a listing of specific policies. The placement of policies and supports services has remained the same. The entire structure of the college catalog will be under review during the 2007-2008 academic year. College policies are also available on the college website through the electronic catalog. A few policies, including those addressing the issue of sexual harassment, are available in additional locations on the college website.

30. The Assessment Center staff and appropriate instructional staff will create a task force to review, evaluate, and identify computerized assessment instruments to improve student access to assessment testing and to math and English courses by spring 2005.

The Matriculation Assessment Committee staff members, in conjunction with English faculty, the Dean of Student Services and the District Institutional Researcher, have been meeting to select, evaluate and discuss validation methodologies for a new English Placement Test (the CETEP). The implementation of CETEP began in spring 2007.

- 31. The EAC will work with appropriate local agencies, such as the Department of Rehabilitation, to assess the feasibility of implementing a job and career program for Ventura College students with disabilities and present a plan to the Student Success Team by the end of spring 2005.**

The EAC is currently in the fourth year of a contract with the Department of Rehabilitation for a Workability III program, which provides job placement services for students with disabilities. They have successfully met contract goals and are currently on a waiting list to expand our contract/program.

- 32. The matriculation staff will work with the district Student Success Committee to promote the implementation of a new computerized student Early Alert system. The matriculation and assessment staff will work with appropriate faculty to assure adequate participation by faculty in the new system. The Matriculation staff will work with the district research office to measure the effectiveness of the Early Alert system on student success, and submit a research project request to Office of Student Learning by fall 2005.**

A new computerized Early Alert System has been implemented. Matriculation staff is in the process of developing a research project to determine the effectiveness of the Early Alert system. Data have been collected and are being evaluated.

- 33. The counseling staff will work with the district researcher and the district Student Success Committee to develop a research design to track and evaluate the effectiveness of the probation letter project. A research project request will be submitted to Office of Student Learning in fall 2004.**

During 2004-2005, the district assisted the college in conducting research on the effectiveness of the probation letter project. These efforts were coordinated through the District Student Success Committee. During 2005-2006 the District Committee stopped meeting, but the Ventura College Counseling Department completed a further research project. The project included a review of the persistence rates of students on probation who had met with a counselor prior to re-enrolling.

- 34. By the end of spring 2004, the Counseling staff will have created a task force to evaluate the effectiveness of the guidance workshop orientation class, evaluate workshop enrollments, and consider alternative delivery modes that will maximize the efficiency of campus and staff resources and student learning.**

A task force met and revised the script used in the workshops and updated the course outline of record. In general, the all-day workshops are not emphasized as much now as in the past. Instead, the Counseling Department has expanded the matriculation activities held at the feeder high schools and is giving greater emphasis to the college's online orientation. The Counseling Department is also offering more mini-workshops during the summer registration period for students who first complete the assessment

process. For follow up, the Department is offering the “Beach Week” at the Library, where counselors and Admissions Office staff are available to assist recently-matriculated students with the actual registration process.

- 35. Financial Aid Office, Counseling, Assessment Center, and Transfer Center staff will work together to develop a plan that will, by the end of fall 2004, streamline services at peak registration times while encouraging more use at non-peak hours, and initiate a task force to explore changing the schedule production and registration calendars in order to begin registration earlier.**

Progress has been made, but this is also considered an area of continuous improvement and, therefore, undergoes periodic review by all student services departments including those identified above. In collaboration, the departments were able to streamline processes to eliminate duplication of effort and provide more efficient service to students. The implementation of early, multi-term registration for the summer/fall 2006 terms helped to encourage students to make better use of services during non-peak hours and periods of time.

- 36. Financial Aid and Counseling staff will seek incentives to encourage continuing students to get services—i.e. financial aid certifications, student educational plans, and probation appointments—prior to peak registration, discuss the use of students and paraprofessionals to provide more accessible and efficient assistance to students seeking financial aid, and submit recommendations to the above task force by end of fall 2004.**

This activity has been completed.

- 37. In cooperation with the Staff Development Committee, the Student Success Team will research and share current literature on the rate of student participation in co-curricular activities and the level of student success. Beginning in fall 2004, some research will be shared at each Student Success meeting, and a plan for opening a campus-wide discussion will be developed by the end of fall 2004.**

[and]

- 38. Student Services staff and appropriate instructional faculty will conduct a dialogue to identify and prioritize ways to increase the participation of students in co-curricular activities. A recommendation will be sent to Administrative Council to support formal recognition of student learning and achievement in leadership and participation in co-curricular activities that build individual and civic responsibility.**

In order to increase student involvement in extra-curricular activities, the position of Student Activities Coordinator was restored. Under his leadership, club participation has increased, as has involvement with student government. The Constitution and Bylaws of the ASVC were rewritten and approved by the student body.

Student involvement in co-curricular activities continues to be under the leadership of individual faculty members.

In fall 2005, college faculty and staff went through a series of activities to develop cross-curricular core competencies, which were then tracked across subject disciplines and student service areas. These core competencies included recognition of the importance of individual and civic responsibility.

During the fall 2006 One Book/One Campus program, the dimension of "One Community" was added with a promotion of service learning opportunities for students related to the theme of the book. Since that time, representatives from student services, instructional and management staff have met with their counterparts from California State University Channel Island and other community college leaders in a local consortium focused on ways to expand civic engagement in the college environment. In 2007-2008, all colleges in the collaborative will use the theme of the environment to stage a "One Book/One Campus/One Community" discussion and lecture series. The consortium will also provide training for teachers interesting in incorporating service learning into their curriculum.

39. Student Services will work with the Associated Students to better publicize student leadership opportunities and to improve participation in co-curricular activities. The Student Success Team will submit a recommendation by the end of spring 2006, at the latest.

Student Services staff assisted the ASVC Board in acquiring Lotus Notes, the on-campus e-mail system. The new Student Activities Coordinator has now begun to promote its use as a mechanism to publicize leadership activities and to promote ASVC extra-curricular activities. The ASVC website was recently revised and updated, and the ASVC Board has been encouraged to use it to promote leadership opportunities, activities and meetings. New, large-sign making equipment and materials were recently purchased, and student organizations and clubs have been encouraged to use this equipment to publicize activities and events. Staff has begun to enforce the student organization/club requirement to participate in shared governance and college/district committees in order to remain on "active" status.

40. The Counseling Department will develop a plan to improve services to students and the welfare of counselors during peak registration periods by considering the following:

- **Working with appropriate Admissions staff, instructional management, and Financial Aid staff to identify and implement a plan to increase the number of students receiving counseling prior to peak registration periods.**

It is the Counseling Department's goal to get as many students as possible counseled and registered by the end of the spring semester for the following summer and fall sessions. The big change is the new early multi-term registration, implemented during spring 2006. It will take a few years to get students accustomed to the earlier cycle, but it is off to a good start. Recent high school graduates and current high school students can now register before the college and high schools leave for vacation. The "Beach Week" is helpful in allowing new students to receive extra follow up assistance in a timely manner. The Financial Aid Office is making a strong effort to get their students to start their paper work early. These students are encouraged to see their counselors early or to complete the counselor's certification form during the matriculation process at the high schools.

- **Identifying students that could be served by group counseling in the same or similar majors prior to peak registration.**

This was attempted, but the results of the experiment were unsatisfactory as it was found that students tended to come in for counseling based upon their own schedule and not the schedule of someone else with the same major. It was also found that even though students might have the same major, they seldom had the same situation and needs. Presentations to classes about particular majors were attempted and helpful, but usually resulted in the students needing a follow-up individual counseling session in order to develop their own educational plan.

- **Expanding and evaluating the process of pulling students from drop-by counseling during peak registration, placing them in group counseling and introduction to online orientation.**

With assistance from the Matriculation Specialist, this activity was done and was found to be a helpful alternative to having a new student sitting and waiting for a brief discussion with a drop-by counselor prior to enrolling. While useful during peak registration periods, the group process is not as robust an approach as the full matriculation process, where students receive more direct attention from a counselor. The counseling faculty has concluded that drop-by counseling is more effective if the student has already been assessed and has completed either an in person or online orientation.

- **Evaluating the current annual calendars and semester schedules to improve service and counseling availability on and off campus.**

During the past few years of difficult college budgets, counselors have adjusted their schedules to work more during the summer in return for taking some time off during the slower periods in the fall and spring. Some counselors have also adjusted their weekly schedules to help cover evening counseling hours. This has been helpful, but is only a partial answer to covering the counseling office year round and during the evenings.

- **Initiating discussion with the Office of Student Learning, Admissions and Records, and the Administrative Council to assess the feasibility of altering the schedule production and registration calendars to allow earlier registration, reducing the strain of peak registration.**

The three colleges of the district began to offer early multi-term registration for summer and fall terms in April 2006. While its impact on enrollment has yet to be analyzed, the early registration calendar does appear to alleviate strain on the Counseling Office during the month of July when the majority of their faculty are off-contract and the funding for hourly counselors is severely limited.

- 41. By May 2004, the Counseling Department will have submitted a request for additional counselors and counseling hours for 2004–2005.**

The Counseling Department has hired one additional counselor since the self-study, and has expanded the number of hourly counseling hours as well. The Counseling

Department makes its requests for expansion of professional staff through the college Program Review process and the Staffing Priorities Committee.

- 42. The Counseling Department will identify at least one additional instructional program that could benefit from a closer working relationship with Counseling, and will initiate discussion with key members of the program by the end of spring 2005.**

This relationship was established with the Criminal Justice program. Several activities were involved, including class visits by Ventura College counselors and Career Center activities for criminal justice students. Drop-by counseling was made available at the Ventura City Police Department for officers seeking an AS in criminal justice at Ventura College.

- 43. By the end of spring 2004, the Counseling Department will have upgraded the SARS Grid system to provide more consistent information on student contacts with counseling and to assist in better student services.**

The SARS Grid has been updated, and now includes software that can be used to remind students of scheduled appointments. The college also has a new computer server to better handle the increased use of the SARS Grid, which decreases the chances of server failure during peak times.

- 44. The Counseling Department will conduct a more thorough analysis of the results of the spring 2003 Student Perception Survey and will have conducted its own program surveys in spring 2004.**

The analysis was done and became the basis for a number of changes in Counseling Department office procedures and staffing patterns to improve services to students, especially during peak times. It also became part of the rationale for switching to the earlier multi-term registration format. The follow-up survey wasn't conducted because time ran out during spring 2004 before it was completed.

- 45. By the end of spring 2005, the Counseling Department will conduct a feasibility study of resources required to initiate and assess online counseling services; a pilot will be conducted by the end of fall 2005.**

The feasibility study was completed and an attempt to pilot online counseling services was made during the fall 2005 semester. Software and hardware were acquired to connect the East Campus with the main Counseling Office. This was to be the prototype that could later be extended out to other areas, including students' homes. For technical reasons, the system never worked out. During the spring 2007 semester, several counselors will be sent to a training session to learn how to develop a distance education counseling system to serve students unable to come into the Counseling Department. Our intention is for them to then develop another pilot based upon what they learn.

- 46. The college needs to conduct research on campus activities that increase the understanding of cultural diversity and provide for cross-cultural interaction. The Student Success Team will submit a research request to the Office of Instruction by mid fall 2004.**

A request was submitted through the Student Success Team for institutional research to include data on students with disabilities in reports that included breakdowns by other diversity categories, such as gender and ethnicity. Beyond this, no research was conducted.

- 47. The Student Success Team will expand its discussion of the effectiveness of culturally diverse co-curricular activities with the Executive Vice President, the Department Chairs, and the Associated Student Body. This discussion will examine ways in which the college develops understanding of cultural diversity, and seeks to identify additional ideas to include more students and staff in culturally diverse events and activities. A plan will be developed in spring and summer 2005 to be submitted to Staff Development and the Office of Student Learning by end of spring 2006.**

The Student Success Team has not addressed this planning activity since the self-study. Individual faculty members have created assignments and co-curricular activities that address the issue of cultural diversity.

- 48. The Admissions and Records Office will complete a program review by the end of fall 2004.**

The Admissions and Records Office completed a program review by the end of fall 2004, and again in fall 2006 as part of the college's Program Review cycle. It will complete another program review in fall 2007.

- 49. The ESL faculty will work with Matriculation staff to complete validation research for the Department's ESL assessment test by the end of spring 2004.**

Research was conducted with the Comprehensive Adult Student Assessment System (CASAS) assessment test. Due to the nature of the class and the fact that multi levels of ESL instruction were being conducted in each English as a second language course, it was determined that a validation study could not be conducted. Students who are currently enrolling in ESL courses are given a course description and the expectations of the class, and are being recommended to self-place.

- 50. College representatives to the Banner Student Priorities Committee will review, test and approve the new automated process for recovery of PIN data by students.**

This task was completed, and the new automated recovery process is in place.

- 51. The Registrar and Admissions Office staff will coordinate the conversion of hard copy and microfilmed student records to imaged documents. Completion is planned for fall 2005.**

This task was completed.

- 52. Student Development will submit a request to duplicate previous research on "success of students using matriculation services" and the "success rate of**

Educational Assistance Center (EAC) students” to the Office of Student Learning by fall 2004.

Matriculation data are now being shared with EAC staff to determine which students are participating in the Matriculation process. EAC is doing follow up intervention with the EAC student population. Beyond this, no institutional research on success of students with disabilities has been conducted.

- 53. The Student Success Team will coordinate discussion across all Student Services Programs to identify and prioritize institutional research needs. Recommendations will be submitted to Office of Student Learning by fall 2004. Areas to be considered include the following: effectiveness of current orientation programs on student knowledge of and tendency to use student support services; effectiveness of the new probation process on student success; effectiveness of the counseling pilot used during drop-by counseling; and the extent to which the college provides activities that increase understanding of cross cultural diversity and provides opportunities for cross cultural interaction.**

The effectiveness of Ventura College’s overall probation process was evaluated in 2005. Other potential research projects have been identified during limited discussions. No priorities have been established at this time.

- 54. Counseling and Assessment Center Staff will share current data on math assessment with the Math Department; student services and the department will work together to improve student success in fall 2005.**

Data were shared with the Math Department with regards to implementing a new testing instrument. Discussion included student performance in terms of placement using the current system of assessment. The Math Department carried on with their consideration of future assessment plans. In addition, the Executive Vice President, the Dean of Liberal Arts & Learning Resources, and the Math Department have developed a number of activities to improve student success, including the establishment of a supplemental instruction program and the enhancement of traditional tutoring services.

- 55. By fall 2004, Student Support Services will update their unit plans to be consistent with their latest program review and plans developed as a process of the accreditation self study.**

Unit plans for all instructional programs and student services are now updated as a part of the college planning and program review cycle.

- 56. The college will include the Academic Freedom statement in the 2004-2005 catalog.**

The Academic Freedom statement is now in the catalog.

Standard IIC: Library and Learning Support Services

57. The college will evaluate the following services, and data from this evaluation process will be analyzed and used by appropriate groups, including the library staff and Library Committee, for planning, problem solving, and improvement of library services:

- **Adequacy of Learning Resource Center and Library services and materials**

From 2004 to the present day, the Library and Learning Resources Staff, Dean of Liberal Arts & Learning Resources, and Library/Learning Resources Committee have completed an annual evaluation of the Library, Tutoring Center, Learning Center and Media Services Center components as outlined in the self-study planning agenda.

- **Adequacy and safety of Library holdings, equipment and study space**

The adequacy of Library holdings, and the adequacy and safety of Library equipment and study space have been assessed annually by the Library Executive Team and the Library and Learning Resources Committee by collecting and analyzing data from a student survey and a faculty survey, matching the data against benchmarks for improving results, and engaging in problem-solving activities.

- **Faculty and student participation in the governance of the Library and Learning Resources Center (LRC)**

Faculty and students are engaged in LRC policy and procedure development, collection development and evaluation activities at the monthly meetings of the Library and Learning Resources Committee (comprised of a faculty representative from each division and a student representative).

- **Student satisfaction with the LRC staff**

Student satisfaction with the Learning Resources staff is assessed annually by the Library Executive Team and the Library and Learning Resources Committee by collecting and analyzing data from a student survey, matching the data against benchmarks for improving results, and engaging in problem-solving activities.

- **Relatedness of the LRC mission and resources to the mission of the college**

The Library Executive Team and the Library and Learning Resources Committee review the LRC mission and goals in relation to the college's mission and goals at an annual workshop.

- **Level of staff job satisfaction**

The level of staff job satisfaction is now assessed by a Learning Resources staff survey. This survey was first piloted in the spring of 2007.

- **Level of administrative and resource support of staff**

The adequacy of the level of administrative and resource support of staff is assessed annually by the Library Executive Team and the Library and Learning Resources Committee. They match college data on staffing and resources against benchmarks to assess needs and make the case, using established college procedures, for additional resources.

- **Degree to which Library and LRC policies and practices reflect a commitment to diversity**

The degree to which Library and Learning Resource Center policies and practices reflect a commitment to diversity is assessed at an annual workshop through a review of exhibits and presentations, assessment of the staff's bilingual capabilities, and diversity in the collection.

- **Adequacy of Library's fiscal resources**

An extensive program review of each Learning Resources component was completed in 2006 and it was submitted through the College's new program review and resource allocation process. In addition, monitoring occurs to ensure that fiscal resources are adequate to meet goals in bi-weekly Library Executive Team meetings (Dean, Associate Librarians, LRC Supervisor and Library Committee Faculty Chair).

- **Adequacy of interlibrary loan affiliations**

The Library Executive Committee reviews the adequacy of interlibrary loan affiliations annually as part of its Library Policy Review.

- **Adequacy of facilities**

The adequacy of facilities is assessed and addressed as part of the college Program Review Process. In addition, small-scale facilities issues are brought to the attention of the administration on a weekly basis through the Administrative Council.

- **Level of student awareness of LRC policies and resources**

The level of student awareness of Learning Resource Center policies and resources is assessed annually by the Library Executive Team and the Library and Learning Resources Committee by collecting and analyzing data from a student survey, matching the data against benchmarks for improving results, and engaging in problem-solving activities.

- **Degree to which staff qualifications match their responsibilities**

Staff qualifications relative to their responsibilities are assessed annually through the administrative evaluation of staff.

- **Staffing levels and assignments of LRC staff**

Staffing levels and assignments are assessed annually by the Library Executive Team and the Library and Learning Resources Committee by matching Ventura College data on staffing benchmarks to assess needs and make the case, using established college procedures, for additional resources. A long-range classified and associate librarian staffing plan has been developed and submitted through the regular college staffing request process.

58. In 2004-2005 a task force of learning resources staff and interested faculty will explore grant, foundation and endowment opportunities that could be used to maintain the currency of learning resources technology and for resources that might be used to increase the collection.

Over the past two years, a Learning Resources Center Fundraising Task Force has been instrumental in securing endowments, funding from various foundations, and donations from individuals for a total of \$325,000, which have been used to do such things as the following:

- Create a book bindery
- Create and furnish a Children's Library
- Develop and display in the building an art collection of 125 items
- Landscape the interior and exterior of the new Library and Learning Resources Center
- Establish an endowment for the operation of the Library
- Establish an endowment for the operation of all Learning Resources
- Offer an arts and lectures series of events in the Library
- Furnish and equip a state-of-the-art Assistive Technology Training Center

59. In 2004-2005 the executive library staff will analyze data from the evaluation plan above to determine the impact of decreased staffing on the provision of learning resources services in the learning resource area being evaluated, develop a long range plan to meet staffing needs, and present that plan to the college for inclusion in its long range planning initiatives. This process will continue annually until all learning resource areas have been evaluated and a complete long-range staffing plan is developed.

The level of staffing is assessed annually by the Library Executive Team and the Library and Learning Resources Committee by matching Ventura College data on staffing benchmarks to assess needs and make the case, using established college procedures, for additional resources. A long-range classified and associate librarian staffing plan has been developed and submitted through the college-wide program review process for faculty staffing and regular college classified staffing process.

60. In 2004-2005 the Library Committee, in collaboration with the executive library team, will analyze data from the student and faculty surveys regarding usage of specific learning resource services to create a benchmark for increased usage of services; this will be used in planning and is evaluated annually.

Benchmarks were established in 2004 and are used annually to improve results and to engage in problem-solving activities.

- 61. In 2005-2007, with the goal of improving information literacy rates, the executive library team will establish benchmarks and annual targets for the number of students who receive library orientation, and increase that number annually; revise the library orientation course based on student and faculty evaluation; and develop, implement and evaluate a Web-based library orientation for off-campus students.**

Benchmarks were established in 2004 for the number of students receiving library orientations and are used annually to improve results and engage in problem-solving activities. Librarians have refined a classroom library orientation program that now serves over 1,000 students annually, incorporating the latest technology to allow students to “learn by doing.” They have also developed and offered a very successful on-line credit library orientation course.

- 62. With regard to improving the evaluation and planning system, in 2004-2005 the Library Committee will develop a tool to collect data from classified learning resources staff on the adequacy of learning resources from their perspective, establish a calendar that will be implemented for each learning resource unit’s program review cycle, and revise the student and faculty satisfaction surveys.**

A Learning Resources staff survey was piloted in the spring 2007. All Learning Resources components began a college-wide annual program review process in 2006. The student and faculty satisfaction surveys are reviewed and revised as appropriate annually by the Library and Learning Resources Committee.

- 63. In 2004-2005 the Learning Resources Supervisor will collaborate with the tutoring specialist and tutors to develop an evaluation survey that will provide information for planning and improvement of tutoring services, training, and support.**

The survey was developed in the spring 2007 for implementation in fall 2007.

- 64. In 2004-2005 the Learning Resources Supervisor will collaborate with the tutoring specialist and the district institutional researcher to develop an evaluation of the effectiveness of tutoring services, including online tutoring. These results will be used in planning and goal setting.**

This plan has yet to be developed and implemented.

- 65. In 2004-2005 the Learning Resources Supervisor will collaborate with the tutoring specialist to develop an evaluation survey for faculty that will provide information for planning and improvement of tutoring services.**

Questions assessing tutoring effectiveness were incorporated into the annual Faculty Library Survey in 2005.

- 66. In 2004-2005 the Learning Resources Supervisor will collaborate with the Media Services Specialist and faculty stakeholders to develop a long term plan to guide the purchase, maintenance and disposal of classroom instructional technology and programs.**

A long-term plan to guide the purchase of classroom instructional technology has been developed and incorporated into the Master Facilities Plan. Similarly, the recently completed VC Technology Plan includes sections on the purchase, maintenance and disposal of classroom and learning resources technology, as well as a plan for the creation of a technical team to support technology.

- 67. In 2004-2005, to assure that instructional needs are being met, the learning resources supervisor will collaborate with the computer specialist and the two learning resources technicians to develop a long term plan to guide the maintenance and improvement of equipment and technology.**

A long-term plan to guide the maintenance and upgrade of equipment and technology is now included in the recently developed Ventura College Technology Plan.

- 68. In 2004-2005 the Staff Development Committee will develop a system to evaluate the effectiveness of the Staff Resource Center and a strategy for making use of the results to advocate for college resources, to plan, and to provide services to faculty and staff.**

This plan was not addressed until spring 2007, when the Chair of the Professional Development Committee placed the item on an agenda for discussion. The Committee will continue to develop plans during the fall 2007 semester, for implementation during the spring 2008 semester.

Standard IIIA: Human Resources

- 69. A staffing priorities list will be created to analyze classified staffing needs.**

Beginning with the 2007-2008 program review cycle, classified staffing needs will be analyzed and prioritized.

- 70. The Administrative Council and the President's Cabinet should review the current administrative structure and determine whether it is the best possible choice.**

During the 2005-2006 academic year, the college engaged in a series of activities designed to give input to the new President regarding the strengths and weaknesses of the administrative structure. Based on this input, a new structure has been implemented.

- 71. The college will continue to support the Staff Development Committee and its Comprehensive Staff Development Plan and to assist the committee with finding funding for activities and events wherever possible.**

[and]

- 72. The Staff Development Committee will continue its current practice of providing professional development activities and will expand the evaluation component in order to better assess the impact of the activities on student learning outcomes. In addition, the Staff Development Committee will review**

and assess the timeliness and currency of their offerings to comply with the changing needs of all the staff.

The Staff Development Committee has continued to be an active committee on campus, with participants from every employee group across the campus. Other than funds for the maintenance of the Staff Resource Center, the Committee has only a minimal budget. However, it has continued to offer a full slate of workshops for flex week each fall as well as for flex days offered before the start of the spring semester and the start of spring break. Every year, the entire campus community is invited to contribute ideas for flex activities. The invitation is sent out both by email and by hard copy to the mailboxes.

In addition to planning and providing Flex activities, the Committee has hosted a variety of other events for the care and support of the college community, including monthly Starfish awards, an annual Multi-Cultural Dinner, monthly birthday lists, annual Kindness Week events, and cross-participation in other committees such as the 80th Anniversary committee and the Library Committee's hosting of a VC Employee Talent Night.

The Committee provides evaluation sheets to each instructor of a Flex program on campus, compiles the responses, and notifies the instructor of the attendee response to the program. In addition, in the fall 2006, the Committee surveyed the faculty to assess their professional development needs and suggestions. The results of that survey are being utilized in the planning of the upcoming Flex activities. Similar surveys are planned for the classified staff and administrators.

73. The Staff Development Committee or a subcommittee of the Staff Development Committee will:

- **Ensure that each activity conducted on campus through its auspices has an evaluation component for the participants to complete. The provider of the professional development activity will summarize those evaluation results and provide them to the Staff Development Committee Chair.**

This component has been done, except that the provider does not summarize the results. The chair of the Staff Development Committee has been doing the summaries to ensure they are done in a timely and consistent manner. The presenter receives a copy of the summary of the evaluations.

- **Regularly review the evaluations.**

This is done in preparation for each fall flex week. For four years, the January flex days consisted of the Teaching and Learning Symposium on Thursday and the Friday was used for financial planning workshops and other similar programs. The major planning has been for the fall flex week, where Staff Development offers orientation for new faculty and an average of 25 other programs over the three-day period.

- **Provide each future staff development activity presenter with the evaluation summaries on like offerings in order that they might consider the participants' input in the design of additional seminars or symposia or other events.**

This has been done in the case of the Teaching and Learning Symposiums and all off-campus Flex providers. Often the same presenter teaches a program more than one year sequentially, such as Articulation Officer on the creation of course outlines. Since he gets his evaluation summary, he has the opportunity to review suggestions that are made by attendees.

- **Annually remind the divisions, departments, and committees that offer professional development programs of the need to include evaluation components in the design of their events and ask that they provide copies of the summaries of the evaluations of any of their events.**

This has not been done, however, the chair of the Staff Development Committee feels this can easily be added to the information provided by Staff Development to the divisions, departments and committees.

- **Create a compilation of evaluations for future reference and planning.**

This has been done. All materials related to the Staff Development Committee have been centralized.

- **Ask faculty who take a sabbatical leave for a summary of their research topics, their findings, any changes they have made in their teaching styles as a result of their research and how those changes are/have been received by students.**

The Staff Development Committee has encouraged each department and division to ask their respective faculty who have taken a sabbatical leave to present a talk on the results of their sabbatical. This was done because it was felt that the topics were generally very discipline specific. A number of the departments and divisions have done so. However, the Committee is not aware of whether the questions regarding changes in teaching style and receipt of those changes by students were addressed. That request will be included in future reminders to the divisions and departments regarding presentations by faculty who have taken a sabbatical.

Standard IIIB: Physical Resources

- 74. The college will continue to assure safety of the campus through compliance with various mandated inspections that are carried out by the district risk manager and the Ventura College director of maintenance and operations. The college will request that the district's risk manager's office more closely review the items cited from the prior year to ensure correction when conducting the annual Safety and Loss Prevention Inspection.**

The college has requested the district's assistance in identifying corrections to prior year citations. It has become more aggressive in addressing major trip and fall hazards by replacing broken sidewalks and grinding down elevation changes between different layers of paved surfaces.

75. The college will ensure college-wide implementation of the new Worker's Compensation Loss Reduction and Improvement Plan.

The plan has been implemented with cooperation and assistance from the District's Risk Management Department.

76. The college will evaluate the clarity of communications between the Safety Committee and the staff, and will facilitate clearer communication in the future.

Specific issues are communicated directly with the affected departments, and future minutes will be published college wide.

77. In the case of safety solutions that do not require funding, the college will implement the recommended modifications to the work environment in order to improve the safety of the workplace. In the case of resolutions that require funding, the appropriate administrators will seek the needed funds to carry out improvements in the workplace to better protect the health and safety of employees.

With the recent rejuvenation of the Safety Committee, a commitment has been made from the Vice President's Office to provide the Safety Committee with a modest operating budget of \$10,000 to \$15,000 annually to address campus wide safety matters beginning in 2007-08. During 2006-07 a \$100,000, one-time allocation was made to address more serious safety issues and has allowed the college to directly correct several major trip and fall hazards throughout the campus.

78. The college will investigate the cost and possibility of purchasing a three year, on-site maintenance agreement for all new computers in order to keep them operational while minimizing the need for additional staff. The college will strive to secure adequate staffing levels to maintain the ever increasing technological resources.

With completion and adoption of the Technology Strategic Plan, a standard has been implemented which will provide for all new computers to be purchased with a four year maintenance agreement. Although staffing levels remain limited, the Strategic Plan also calls for implementation of a "centralized" IT department. As soon as the district agrees to allow the college to initiate the staffing patterns called for in the Plan, many of the current support deficiencies should be resolved.

79. As [computer] equipment ages, it will demand increased levels of maintenance. To respond to that concern, the college will develop an equipment replacement/maintenance program.

The Technology Strategic Plan provides for a four year replacement cycle for all computers. Funds have been earmarked to initiate the replacement of up to 350 of the college's oldest computers beginning in 2007-08 and over a four year cycle will result in all computers having been replaced and maintained through four year maintenance agreements from the vendor.

80. The college must secure an adequate level of staffing for the college's Maintenance and Operations Department, particularly in the areas of custodial, grounds, and supervision.

Staffing levels remain less than ideal in the Maintenance and Operations Department. However, over the past two years the college was able to add two new custodial positions, a grounds supervisor and a half-time grounds worker position. The additions of these positions has resulted in enhanced campus cleanliness and more effective maintenance of the college's grounds

- 81. As the college forms planning committees to work with architects in the design of new structures, the faculty, staff, students, and administrators on those committees, along with the architects, will design buildings utilizing finishes and design features that will reduce, as much as possible, the need for constant maintenance. Furthermore, the Facilities Master Plan identifies the need to design and construct buildings that are as energy efficient as possible and which follow, as closely as funding allows, Leadership in Energy and Environmental Design (LEED) principles. The manager responsible for chairing the Facilities Oversight Group (FOG) will ensure that our focus remains on the guiding principles and guidelines adopted by FOG as the Facilities Master Plan is brought to fruition.**

FOG has continued to conduct its affairs with constant emphasis on its guiding principles and the guidelines and standards included in the Facilities Master Plan. The membership of FOG is very proud of their accomplishments and strives to continuously improve the environment of the campus.

- 82. The college will continue to survey the attitudes of its employees, particularly as they move into new working environments, to monitor the level of satisfaction and to incorporate those findings into designs for buildings yet to be constructed.**

Although no formal surveys have been conducted, FOG representatives actively seek the advice and opinions of their colleagues as they participate in the planning and design of new and/or remodeled facilities.

- 83. Should additional state funding become available, the Deans and Vice Presidents, through the Administrative Council and with input from the staff they supervise, will be responsible for resource allocations.**

Resource allocations continue to be directed through advice from the Administrative Council, the college's Program Review process and the Campus Resource Council (college budget committee). The 2006-07 Program Review was linked closely to resource allocation, with the result being the planned hiring of seven replacement faculty, two additional faculty, two new Dean positions, a Distance Education Coordinator, \$200,000 in equipment upgrades/replacement, and over \$100,000 in facility improvements being included in the 2007-08 operating budget.

Standard IIIC: Technology

- 84. The Technology Committee will reassess the technology procurement and development/deployment processes to ensure compatibility and avoid redundancy.**

With adoption of the recent Technology Strategic Plan, equipment and smart classroom standards have been employed and are currently being implemented.

- 85. The college will explore and develop mechanisms to extract the technology information from both the unit planning process and program review and will consolidate it to provide a more comprehensive overview of the status of technology on the campus. The college will charge the Technology Committee with developing and maintaining a campus wide technology plan.**

The Technology Plan has been developed and adopted, and is currently under implementation. A major component of the plan calls for a reorganization of the technology function, centralizing staff and procurement within a new campus Technology Department. As soon as the District approves the proposed staffing plan, that phase of the overall plan will be initiated.

- 86. The college will explore alternative funding sources for technology training and provide increased levels of training when it becomes feasible to do so.**

The college has secured some staff development funds, which will be used in part to support training. A wide variety of technology training programs were offered during the fall 2007 flex week, including programs in Daedalus, Inspiration, WebCT Blackboard/Vista, Clicker Technologies, Office Suite 2007, and CurricuNET. Extensive Title V grant funding has been utilized to provide faculty training in distance education technology, and when the grant ended, an Assistant Dean of Distance Education was hired to provide a similar level of support. A comprehensive training program in administrative technology will be developed once the campus Technology Department is fully established and organized.

- 87. The college will explore alternative funding sources to support technology acquisition, deployment, and support.**

The college has earmarked one-time funding provided through the 2006-07 and 2007-2008 budgets to address many of these needs, and has been able to set aside funds to initiate a four-year replacement cycle for refreshing all computers throughout the college.

- 88. The college will explore ways to increase the number of technology staff as part of its planning and resource allocation process.**

This will be an on-going part of the new campus technology organization once it is fully established and operational.

- 89. The college will review its current support request and fulfillment processes and implement feasible improvements.**

This is a major part of the recently adopted Technology Strategic Plan.

- 90. The college will complete the planned replacement of the telephone system.**

The telephone system was successfully replaced in spring 2006.

91. The college will develop a comprehensive equipment replacement strategy.

A four-year replacement cycle is a major part of the Technology Strategic Plan, and funds have been earmarked to initiate the process beginning in 2007-08.

92. The college will explore ways to support the information technology infrastructure, including options yielding replacement costs that would be predictable and independent of individual departmental budgets.

Infrastructure issues are being addressed through the college's Measure S Bond. A four-year equipment replacement cycle will be initiated from the Strategic Plan and will be implemented in 2007-08.

93. The college will establish a mechanism for evaluating the success of technology planning, implementation and impact.

The new campus Technology Department will continuously evaluate the success of campus wide technology matters. The department will report and make recommendations to the Technology Committee for the on-going improvement of the college's technology requirements.

94. The college will complete and update annually the Technology Plan for the college.

The Plan was revised and adopted in January 2007 and will remain a work in progress in the coming years.

Standard IIID: Financial Resources

95. The college will develop systematic plans that can be implemented as financial conditions improve to replace lost faculty and staff positions.

With the college's budget more stable in 2005-06 than in previous years, the college was able to hire five new faculty members that year, two new custodians and a grounds supervisor. During 2006-07, the college hired four additional faculty members and restored several classified positions. In 2007-08, seven replacement faculty positions, two growth faculty positions, and two categorically funded faculty positions were added. Staffing requests have now been incorporated into the program review process that was piloted in fall 2006.

96. The college will develop a plan to encourage and reward faculty and staff to solicit external funding in the form of grants, contracts, endowments, gifts, and other fund raising activities to augment the base operating budget.

Through its Foundation, the college annually provides approximately \$50,000 for staff innovation grants in amounts not to exceed \$2,500 each to improve specific activities of the college. Both faculty and staff are eligible for these grants. The college has also provided release time for faculty to apply for and administer special grants.

- 97. The college will maintain continued participation in the district's allocation model development activities to assure preservation and expansion of the college's funding base.**

College representatives were currently actively involved with the district in the design of a new allocation model, which was adopted by the Board of Trustees and has been used to distribute funds to the colleges for 2007-08.

- 98. The college's executive staff will continue to hold college-wide budget forums and other information sharing activities to keep faculty and staff apprised of changing budget scenarios.**

College budget forums have been scheduled as necessary to keep the college community apprised of the status of the college's budget. As financial constraints have relaxed, there has been less need for these meetings than in the past. However, the college actively communicates via e-mail and through the Campus Resource Council the status of the state budget proposals and the projected impact on the district and the college as new information becomes available. The Vice President of Business Services also provides up-to-date budget information during the annual Mandatory Flex Day meeting at the beginning of the year.

Standard IVA: Leadership and Governance

- 99. The college should establish an ad hoc committee whose membership would include leadership from the Academic Senate Council, the Classified Senate Council, the Student Government Association, and the Administrative Council. This ad hoc committee would be charged with the responsibility for coordinating the final development of a comprehensive orientation for all new college employees.**

[and]

- 100. Aside from core orientation, the college leadership should adopt a policy by which all divisions or departments shall develop and implement an orientation program specific to the operation of their subset organization.**

The Office of the President, the Office of the Executive Vice President, the leadership of the Academic Senate, and the Chair of the Staff Development Committee have taken responsibility for orienting and mentoring new full-time faculty. The Office of Human Resources is responsible for orienting new adjunct faculty and new classified staff. This orientation is supplemented with printed Full-Time and Part-Time Handbooks and by activities planned by individual departments. The Staff Development Committee also provides a part-time faculty information session and an off-campus faculty information session during flex week.

- 101. Ventura College should develop a process through which it accurately tracks employee participation in the planning process.**

The program review process requires the participation of all Department Chairs and program leaders in order to prepare the necessary documents. Department Chairs are

asked to involve all department members in the development of these documents prior to submission.

102. Ventura College should encourage a continuation of the Staff Development Mentoring Program, which provides all new employees with a mentor during their first full year of employment.

The Staff Development Committee continues to support the mentoring program for new full-time faculty members, pairing a new faculty member with someone from the same teaching discipline or student services area whenever possible.

103. The college should implement a standard review process whereby each segment of the college inventories the status of existing efforts toward achievement of institutional goals as well as indicates new innovations and programs that further advance accomplishments toward reaching our institutional goals. This annual review could also include a renewal process in which old goals are assessed, revised, or eliminated.

Progress toward institutional and departmental goals is monitored through the program review process.

104. The college needs to consider “incremental quality improvements” to increase the frequency, access, and quality of information available to college staff and others. We suggest that a college-wide task force be formed to study and recommend ways to improve in this area such as better utilization or implementation of technological tools (e.g. e-mail, Intranet, Internet access, etc.), which are currently available to us but underdeveloped.

Although a task force was not formed, campus communication has improved through the expanded use of e-mail communication from the President, posted minutes of important committees, online surveys, and an expanded college newsletter disseminated by e-mail to all the college community and posted on the college website.

105. In addition to improving communication methods with our college staff, we need to continue exploring new processes to interact and communicate with our students. Quick contact with students would prove highly advantageous in the following situations or for the following reasons: (1) intervention services for probationary students, (2) reminders of faculty/counseling appointments, (3) invitation to special events or specialized personal services (e.g., undeclared majors), (4) notification to process forms (e.g. financial aid, graduation application, class add/ withdrawal, (5) etc.

The SARS-Grid, a commercial scheduling and reporting system, is used to remind students of counseling appointments and for other critical communication. The college still lacks the ability to contact large groups of students directly by e-mail.

106. Ventura College needs to update and develop new written documents and/or flow charts that delineate the numerous shared governance entities on campus; outline their respective roles, functions, and duties; and assign authority and responsibility. These documents would provide procedural

guidelines and indicate by what process decisions are made and by which groups.

The President's Office distributes a governance document on an annual basis that describes the mission and membership of standing college committees. Included in this document is a chart that shows the reporting relationship of the committees. The new college planning and program review process, which integrates the work of several committees, has a flowchart that shows the process whereby decisions are made and by which groups. The college's Campus Committees list, which is distributed on an annual basis and posted under the Faculty and Staff Resources section of the college website, serves as the governance manual.

107. In order to promote better student participation in the shared governance aspects of our campus, the college needs to accept responsibility for the orientation, reception, and preparation of students as "active participants" and contributors in our shared governance committees.

Although student participation in student government and in co-curricular activities is increasing, there is still no formal process for preparing students to be active participants on shared governance committees. The exception to this is the Program Review Committee, where appointed students are given the same orientation as the faculty and staff members of the committee, and where their participation is as fully functioning and voting members of the committee.

108. The college must continue to seek additional revenues through which additional full-time faculty can be hired.

Since the self-study, district funding has improved and the college has hired 35 full-time faculty. Most of these positions were replacements for retirees.

109. Ventura College should continue to assess its need for more classified support staff. Increasing the numbers of support staff will not only strengthen the day-to-day operation of the college but also allow for more involvement in the decision-making process.

The need for more classified employees will be documented in 2007-2008 through the Program Review process.

110. For all new employees, Ventura College should develop and implement an orientation program that emphasizes the governance structure and the expectation that all employees will participate in the decision-making processes of the college to the greatest extent possible.

The governance structure is covered as a topic in the on-campus orientation for new full-time faculty members. As indicated earlier, there is no equivalent orientation program for hourly faculty members or for classified staff.

111. Ideally, the college/district should use legal remedies only as "the solution of last resort" and should put a number of intermediate conflict resolution processes in place as a means to intervene and avoid conflict escalations.

There continues to be a number of contract interpretation disagreements that are addressed through the formal grievance process, as provided for in the collective bargaining agreements. While there is not always full agreement on the best course of action in any given situation, there have been few instances of interpersonal conflict in the last two years.

112. Continue to seek the active participation of trained professionals within our community as members of our many advisory committees to ensure consistent program monitoring in regards to course content, teaching methodologies, skill development, and job placement.

Occupational programs have been notified of the need to maintain active advisory groups, and many do, including programs in the health occupations, automotive, and law enforcement. When hired, the new Dean of Career and Technical Education will be charged with ensuring that all programs are in compliance with this requirement.

113. Ventura College should develop a standing shared governance committee that would be charged with the responsibility of annually evaluating the governance structure and its effectiveness in bringing forward ideas, concerns, and considerations for institutional improvement from all segments of the college community.

A separate committee focusing exclusively on shared governance as an issue has not been formed.

114. Ventura College will strengthen its institutional research component to assist in the evaluation of the effectiveness of the governance structure.

The Institutional Researcher assigned for 50% of his contract load to the Executive Vice President, effective July 2007, will assist in the evaluation of the effectiveness of the governance structure as one of his responsibilities.

115. Ventura College should re-establish a standing committee whose primary function is to annually review the mission statements of all standing and ad hoc committees; evaluate their membership for diversity in experience and thinking; and ensure consistent rotation of its membership.

The President's Office distributes a governance document on an annual basis that describes the mission and membership of standing college committees. Included in this document is a chart that shows the reporting relationship of the committees. Each committee is annually charged with reviewing its mission statement, evaluating its membership, and making recommendations for any change it feels necessary.

Standard IVB: Board and Administrative Organization

116. The college will continue to work with the district to inform Board members of college functions and activities.

The Public Information Officer produces a monthly newsletter to inform the Board and the public of college functions and activities. In addition, the President is occasionally called upon to make reports to the Board. The President works with the Chancellor and the Public Information Officer works with the District Director of Administrative Relations to increase the consistency and usefulness of the information provided to the Board of Trustees.

117. The President and Administrative Council will discuss the college's administrative structure with the goal of increasing the number of Deans while maintaining efficiency.

The college administrative structure was examined during the 2005-2006 academic year. As a result of this examination, the structure was modified and two additional instructional Deans are in the process of being hired.

118. Ventura College will evaluate the feasibility of a full-time institutional researcher position, taking into consideration current fiscal constraints.

For a time, the college relied on the combined efforts of the District Researcher, the Campus Data Specialist, and a categorically funded Institutional Researcher to meet the institutional research needs. Beginning with the spring 2007 semester, the role of the District Researcher was changed, which prompted the need for the college to move ahead with its original plan to hire its own Institutional Researcher. Effective July 2007, the faculty member formerly assigned to conduct research for the Institute for Community and Professional Development and for the Center for Excellence began conducting campus-wide institutional research for 50% of his contract load, reporting directly to the Executive Vice President for this portion of his duties.

119. The new college President should create ongoing awareness of the institution's values, goals, mission, and practices among the faculty and staff, and communicate the importance of providing programs and services in a manner consistent with institutional mission and policies.

The President, who began in July 2005, facilitated the campus process of revising the college vision and mission statements, and guided the campus through the first planning and program review cycle, emphasizing the link between mission and institutional programs and policies.

120. The President will work cooperatively with the district to effectively and realistically project and develop the college's budget.

The Vice President of Business Services serves as the primary resource to the President and the college in the projection of resources and in the development of the college's budget.

121. The new college President will continue to interact with communities served by the institution through publications, meetings, memberships in service and professional organizations, and the media.

The President is an active member of the community, serving on various committees, participating in multiple functions, and attending professional organizations. She maintains a good working relationship with the media and her counterparts in the public schools and state university systems. The President's monthly newsletter is disseminated to 75 local, state and federal elected officials. The President and the Foundation collaborated through the Public Information Officer to create an annual report reflecting the activities of the campus for the academic year 2005-2006 that was disseminated to elected officials, donors and community members.

122. The President will cultivate and nurture relationships and communication with students and continue the successful practice of an open door policy.

The President maintains an open door policy, indicating a willingness to listen to concerns while emphasizing the importance of working through appropriate channels for solutions.

123. The President will discuss with the Vice President of Business Services and the Vice Chancellor of Information Technology the advantages of training the Public Information Officer or another campus-based employee to input college information directly into the college's website.

The new OmniUpdate content management system that is scheduled for implementation in fall 2007 will allow for end-user content updates so that information is easily kept current. Campus personnel will receive training prior to the launch of the website during the fall semester. Content ownership will be assigned and a process will be implemented to monitor website content to make sure it is current and accurate.

124. The new District Chancellor, along with the support of the new Ventura College President, must ensure and provide leadership in setting and communicating excellence and integrity throughout the district.

The Chancellor and President have played leadership roles in the development of the district and college vision, mission, and values statements, which emphasize organizational excellence and open communication as guiding themes.

Ventura College Planning Cycle

