

# Ventura College Academic Senate

## Agenda

Thursday, September 20, 2012

1:30-3:30 pm

Multidiscipline Center West (MCW) – 312

- I. Call to Order
- II. Public Comments
- III. Acknowledgement of Guests
- IV. Approval of minutes
  - a. September 6, 2012
- V. Study Sessions
  - a. “Tiering” of Courses: Rubrics and Processes
- VI. President’s Report
  - a. Board of Trustees meeting report
  - b. DCAP
  - c. DCAS
  - d. Administrative Council report
- VII. Action Items
  - a. District & College Committee Appointments
  - b. VC Academic Senate Goals for 2012-2013 (Second Reading)
  - c. Re-affirmation of VC Senate Resolution on Program Discontinuance ONLY through Program Review (Second Reading)
  - d. Ventura College “Affect/Impact” of Response to Districtwide Accreditation Recommendations (First Reading)
  - e. VC SLO Report for ACCJC (First Reading)
  - f. VCCCD Functional Map [Chart] (First Reading)
  - g. Re-affirmation of the VC Senate Resolution on the AAUP Statement on Professional Ethics (First Reading)
  - h. Approval of HR BPs/APs [ See attached] (First Reading)\*
  - i. AP 7120 A – Recruitment and Hiring: Academic Managers (First Reading)
  - j. AP 7120 B – Recruitment and Hiring: Full-Time Faculty (First Reading)
  - k. AP 7120 C – Recruitment and Hiring: College President (First Reading)
  - l. AP 7120 D – Recruitment and Hiring: Part-Time Faculty (First Reading)
  - m. AP 7120 E – Recruitment and Hiring: Vice-Chancellor(s) (First Reading)
- VIII. Information Items
  - a. AP 4021 – Program Discontinuance [No Changes Proposed; Discussion of current process only]
- IX. Senate Subcommittee reports
  - a. Curriculum Committee report
  - b. Other Senate Committees
- X. Campus Committee reports
  - a. Other Campus Committees
- XI. Adjournment

### \*First and Second reading requested

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

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

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

AND Other academic and professional matters as mutually agreed upon.

Action Item. VII. b. Approval of HR BPs/APs

<b>No.</b>	<b>Title</b>
BP/AP 2431	CEO Selection / Recruitment and Hiring: Chancellor
BP/AP 2710	Conflict of Interest
AP 2712	Conflict of Interest Code Form 700
BP/AP 3410	Nondiscrimination
BP/AP 3420	Equal Employment Opportunity
BP/AP 3430	Prohibition of Harassment and
BP/AP 3560	Alcoholic Beverages
BP 7100	Commitment to Diversity
BP 7120	Recruitment and Hiring
BP 7130	Compensation
BP 7140	Collective Bargaining
BP/AP 7205	Employee Code of Ethics
BP 7210	Academic Employees
BP/AP 7211	Minimum Qualifications and Equivalencies
BP/AP 7220	Academic Employees: Honorific Academic
BP 7230	Classified Employees
BP 7240	Confidential Employees
BP 7250	Educational Administrators
BP 7260	Classified Supervisors and Managers
BP/AP 7270	Student Workers
BP 7310	Nepotism
BP 7330	Communicable Diseases
BP 7335	Health Examinations
BP 7340	Leaves
BP 7345	Catastrophic Leave Program
BP/AP 7350	Resignations
BP 7352	Emeritus Title
BP 7360	Discipline and Dismissals – Academic
BP 7365	Discipline and Dismissals – Classified
BP/AP 7367	Employee Rehiring Prohibition
BP 7370	Political Activity
BP 7380	Unrepresented Employees
BP 7385	Salary Deductions
BP 7510	Domestic Partners
BP 7600	College Police
BP/AP 7700	Whistleblower Protection

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| 9. Processes for program review.                                    | 10. Processes for institutional planning and budget development. |

AND Other academic and professional matters as mutually agreed upon.

**Ventura College Academic Senate**  
**Minutes**  
**Thursday, 6 September 2012, MCW-312**

I. Call to Order

This meeting was called to order at 1:33 p.m. The following senators were present:

Chen, Albert—Social Sciences, Arts, and Humanities  
Enfield, Amanda—English and Learning Resources  
Forde, Richard—Career and Technical Education  
Guillen, Guadalupe—Student Services  
Haines, Robbie—Senate Secretary  
Hendricks, Bill—Social Sciences, Arts, and Humanities  
Horigan, Andrea—Social Sciences, Arts, and Humanities  
Kim, Henny—English and Learning Resources  
Lange, Cari—Senate Vice President  
Mitchell, Nancy—Career and Technical Education  
Morris, Terry—PE/Athletics, Communication Studies, Foreign Languages, and ESL  
Parker, Jennifer—Career and Technical Education  
Pauley, Mark—Senate Treasurer, Curriculum Co-chair  
Rose, Malia—Mathematics and Sciences  
Sandford, Art—PE/Athletics, Communication Studies, Foreign Languages, and ESL  
Sezzi, Peter—Senate President  
Wendt, Patty—Student Services

The following guests were present:

Arevalo, Gloria—Articulation Officer

II. Public Comments

No public comments were made.

III. Acknowledgement of Guests

No guests were publicly acknowledged.

IV. Approval of minutes, 23 August 2012

One correction to those minutes was requested, regarding the Division to which one attendee was attributed. Hendricks motioned to approve the minutes with the requested correction, Horigan seconded. The motion carried unanimously.

V. Study Sessions

a. VC Academic Senate Goal Setting for 2012–2013

The list of goals generated at our last meeting was presented. The following goals were selected as priorities for this year: Support the faculty, have board members attend senate meetings, improve communications with Human Resources (especially regarding hiring and class assignments), redefine “program” and/or rename “program review”, address W deadline, explore +/- grading option, continue work on academic calendar. In light of many upcoming changes regarding management positions and our accreditation status, two additional goals (continue oversight of VC management and continue oversight of district operations) were merged into one—develop succession planning and accreditation strategies. The final list will be edited by Senate Exec presented as an action item for approval at our next meeting.

b. VC & VCCCD Accreditation reports

The merged VC & VCCCD Accreditation reports had its first reading at the Board of Trustees meeting on Tuesday, and it will go to the Commission no later than October 15<sup>th</sup>. Sezzi reported that Chancellor Moore is hiring a consultant to help us with accreditation requirements. Sezzi will sign the report if just minor changes are made to it; only with substantive changes will Sezzi bring it back to this senate for a second reading.

c. Statement on Professional Ethics

This senate had previously agreed to re-evaluate our statement of professional ethics (independent of obligations associated with accreditation). Our statement is essentially the same as that of the AAUP with some minor edits. Consensus was reached that the existing statement is good as it is; we will simply vote on its reaffirmation at a future meeting.

VI. Action Items

a. District & College Committee Appointments

CPC: For CTE positions, four people have expressed interest in two CPC position. After reading statements by the candidates, senators voted for Ralph Fernandez and Sandy Melton to fill the positions. Other CPC positions were discussed in which the number of volunteers matched the number of available positions. Marian Carrasco-Nungaray and Mary Jones are the two Student Services faculty interested in serving on the CPC. Will Cowen and Alex Kolesnik will fill the two vacant General Ed positions.

Sabbatical leave: Stacy Sloane-Graham was appointed to this committee.

DCAA: There were originally three volunteers for two positions on this committee, but Pauley withdrew his name from consideration. Gloria Arrevolo and Angelica Gonzales were then appointed to this committee.

DTRW-SS: There were more volunteers for this committee than available positions. Senators agreed to wait on appointments to this committee until statements from the candidates could be evaluated.

Mitchell motioned to appoint these committee members as discussed, Forde seconded. The motion carried unanimously. Sezzi solicited senators' help in going back to their divisions to help fill vacancies in other campus committees to which we do not appoint faculty members.

b. VC Academic Senate Goals for 2012-2013

Senators will vote on these at our next meeting, as described in section V.a., above.

c. VC Accreditation Follow-Up Report (Second Reading)

d. VCCCD Accreditation Follow-Up Report (Second Reading)

Ford motioned to approve, Sandford seconded these two reports. Sezzi will bring back these reports to Senate for a third reading only if substantive changes are proposed. The motion carried unanimously.

e. BP/AP 6200—Budget Preparation and BP/AP 6250—Budget Management (Second Readings)

Sandford motioned to approve these documents, Wendt seconded, and a brief discussion ensued. The wording associated with the amount of recommended reserves was changed to "7% or enough to meet cash flow requirements." The motion carried unanimously with this minor modification.

## DRAFT

- f. VC SLO Report for ACCJC (First Reading)  
Kathy Scott will complete a draft of this report by next week; the final version is due by October 15<sup>th</sup>. Sezzi will forward this to senators for review in advance of our next meeting.
- g. Re-affirmation of VC Senate Resolution on Program Discontinuance ONLY through Program Review (First Reading)  
Pauley motioned to approve this resolution, Horigan seconded. A discussion ensued, centered on the process and the utility of discontinuing a program if no change is made to actual classes and no money is saved. Additional discussion followed regarding how to prevent subsequent tier changes to classes whose programs have been discontinued. The motion carried unanimously.

### VII. President's Report

- a. DCAS  
Sezzi reported that we can opt into the State Mandated Reimbursements Block Grant (AB 1464) without losing our claim to all prior year monies owed us by the state. The mechanism of distributing block grant funds to campuses is up to District administration but the rates of prior years' state mandated reimbursements would play a major role in how these block grant monies are distributed. For areas such as Brown Act compliance that do not go to any particular program at a College or a District, these percentages of the block grant monies would go to reserves. This grant block will be an "opt in/opt out" option available to us as a District every year.
- b. DCHR  
BPs/APs were discussed, and a few regarding hiring practices were identified for a detailed and close first reading at our next meeting. All others will be presented as a slate approval at a future Senate meeting.
- c. Consultation Council report  
Chancellor Moore is hiring a consultant to help the district with our accreditation effort, as described in section V.b., above.
- d. Administrative Council report  
There was nothing significant to report.

### VIII. Information/Discussion Items

- a. Senate Dues Drive in September/October  
A flyer will be distributed next week reminding faculty of this matter. Those contributing must agree to do so by the end of this month.

### IX. Senate Subcommittee reports

- a. Curriculum Committee report  
Pauley discussed the course repeatability issue. A list of affected courses published soon, Arrevolo will be helping instructors of affected courses.
- b. SLO Oversight Committee—(ISLO mapping, PSLO and CSLO updates, TracDat info)  
Sezzi reminded senators of this semester's processes.
- c. Other Senate Committees  
There was nothing significant to report.

DRAFT

X. Campus Committee reports

a. College Planning Council

Sezzi informed senators of the programs on the list of consideration for discontinuance.

b. Other Campus Committees

There was nothing significant to report.

XI. Adjournment

This meeting adjourned at 3:10 p.m.

## **Core Classes, Ventura College**

Ventura College courses have been divided into three core tiers:

**Core Tier 1:** Required courses that provide the straightest path to a degree or certificate. Where possible, Tier 1 courses meet requirements for two or more degrees or certificates.

By definition, if the college was unable to offer anything other than Core Tier 1 courses, a student would still be able to transfer or complete any associate degree or certificate offered by the college. Tier 1 courses receive highest priority for scheduling. It is the intention of the college administration to offer sufficient numbers of Tier 1 courses to meet student demand.

**Core Tier 2:** Degree or certificate electives that provide greater variety of choice for students.

Once sufficient numbers of Tier 1 courses have been scheduled and as funds permit, it is the intention of the college administration to offer a rotation of a limited number of Tier 2 courses.

**Core Tier 3:** Courses that are not designated as being part of an associate degree or certificate. Courses that do not transfer except as elective units.

During times of declining budget revenues, Tier 3 courses will not be scheduled and will be candidates for discontinuation.

Ventura College courses were divided into the three tiers during the spring 2009 semester. The administration did an initial sorting of the courses, identifying the fewest numbers of courses required to transfer or for a degree or certificate. This list was shared with the Deans, who in turn were instructed to share it with their Department Chairs. Any identified errors were corrected and requests to exchange one course alternative for another in Tier 1 degree or certificate offerings were honored.

Now that the college has revised its planning and program review process, the Academic Senate and the College Administration have agreed to revisit the list of core courses once each year to ensure that new degrees, certificates, and transfer major classes are correctly identified as Tier 1.

## **Academic Senate Goals for Academic Year 2012-2013**

### **Relations and Communications**

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

### **Succession Planning and Sustainability Issues**

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

### **College Level Operations**

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

**Ventura College Academic Senate\***  
Resolution on the Program Discontinuance ONLY through Program Review

Be it resolved by the Ventura College Academic Senate that:

**Whereas**, we have diligently participated in and partnered with our District colleagues in the development of a District Administrative Procedure regarding Program Discontinuance (AP 4021 Program Discontinuance)

And

**Whereas**, all three colleges have their own distinct and functioning planning systems and resource allocation processes and models that should be respected and honored as much as possible regardless of financial exigencies and fiscal crises

**Therefore Be It Resolved**, the current college programs and class schedules be respected; and further that no irregular or extraordinary tactics, strategies or techniques be employed (such as decimating the number of classes scheduled or the removal of necessary ancillary resources that are essential for the viability of classes or programs) to effect the discontinuance of a program in lieu of working through existing, regular, open and transparent planning processes.

\*First Draft by P. Scott Corbett (Sept 4, 2009); Second Draft by VC Senate Exec (Sept 15, 2009); Presented to the Senate Council for First Reading Sept 17, 2009; Presented as a Second Reading and Adopted Oct 3, 2009.

College Impact Paragraph (District Recommendation 1 - Develop organizational maps)

Working through existing participatory governance structures at both the college and district level, as well as utilizing e-mail communications and forums open to the entire campus, Ventura College vetted the *VCCCD Participatory Governance Handbook* and the “VCCCD Governance Advisory and Recommendation Pathways” chart during the spring 2012 semester. The Academic Senate agendized the *Handbook* numerous times between September 2011 through May 2012, with final passage evidenced in the May 3, 2012 minutes. The spirited debate that occurred at the many Academic Senate meetings where the *Handbook* was discussed belie the keen interest in the handling of curriculum, the delineation of functions and authority, and the composition of committee structures that balance budgetary resources allocations with cross-district academic perspectives that are documented within the *Handbook's* pages. In addition to the *Handbook* being distributed to all faculty for Senate in-put, the document was also distributed college and district-wide via the my.vcccd portal. On May 4, 2012, the College President, in conjunction with the Academic and Classified Senate Presidents, hosted a college-wide forum to gather broad input on the mapping and the *Handbook*.

While the final tangible product created at the college level in response to District Recommendation 1 was indeed the revised *VCCCD Participatory Governance Handbook*, a side effect of this task has been the positive impact created by the extensive conversations at the leadership and open-forum levels. The conversations at both college and the district level that led to the creation of the *Handbook* and the Recommendation Pathways documents has increased awareness and understanding of college-to-college and college-to-district relations. Additionally, these conversations have led to a greater understanding of governance structures and the delineation of functions.

College Impact Paragraph (District Recommendation 2 – Review policies and procedures; remove impediments)

The establishment of a regular review cycle of board policies (BPs) and administrative procedures (APs) has demonstrably influenced the attitude toward district policies and procedures at the college level. Faculty, staff and administrators are more keenly aware than ever that written district policies and procedures are necessary to ensure the fair and equitable treatment of all constituencies within the district, and that should anyone wish to review or propose a change to an existing BP or AP, this can be done by working through the college’s participatory governance process.

A recent example of how this process worked was the three year long process used to develop AP 4021 (Program Discontinuance). Working through the Academic Senate and the then-called District Council on Student Learning (DCSL), this AP went multiple iterations before a final version was presented to the Board for review in April 2011. In further support of how well the governance process is working in relation to this AP, at the September 11, 2012 regular meeting of the Board of Trustees, the three Academic Senate Presidents jointly presented a professional development study session on how this AP is operationalized at each campus.

College Impact Paragraph (District Recommendation 3 – Outcomes assessment; assess district planning process)

Working through both the Academic Senate and the College Planning Council (CPC), Ventura College established institutional effectiveness metrics in spring 2012. The development of these metrics was the

result of open dialogue about how we as an institution would know when we were effective. Upon approval by both the Academic Senate and the CPC, these indicators were used as the linkage between determining baseline common institutional effectiveness metrics between the college and district levels. The development of the Ventura College institutional effectiveness metrics at the college level and their correlation to district effectiveness measures is transforming the way in which we as a college think about long-range strategic planning and decision-making. Faculty, classified staff and administration are able to see the clear connection between the District Educational Master Plan, Board Goals and Objectives, and the College Educational Master Plan.

College Impact Paragraph (District Recommendation 4 – Assess formal communications; use college feedback to improve communication)

As noted above in the college impact statement for District Recommendation 1, the dialogue that occurred while working on the development of the revised *VCCCD Participatory Governance Handbook* helped to improve communication both at the college-to-district and at the college-to-college levels. At Ventura College, there is an understanding that the changes to the *Handbook* and the Recommendation Pathways document were made in order to create venues for two-way communication and to increase opportunities for campus input. The addition of Business Tools to accompany HR Tools on the district portal and the changes in hiring and field trip practices are all indications that college feedback is being heard and implemented.

College Impact Paragraph (District Recommendation 5 – Board to complete self-assessment)

It is difficult to assess the impact that the Board's response to District Recommendation 5 has had at the college level. However, the Board's willingness to modify its administrative procedure (AP) on its own assessment to include an annual opportunity for the members of Consultation Council (of which there are no fewer than three Ventura College representatives) to provide feedback does show that the college does have a mechanism to provide input to the Board on how optimally it is functioning.

College Impact Paragraph (District Recommendation 6 – Clear policies and procedures to ensure fairness)

As with District Recommendation 3, the establishment of a published review cycle for board policies (BPs) and administrative procedures (APs) has affected Ventura College in positive, yet difficult to quantify ways. The regular review cycle ensures that BPs and APs are live documents that can be modified in order to help us better serve our students. From the perspective of the Academic Senate, there is a growing awareness that the BP/AP review cycle allows for regular input and that district policies and procedures can and are modified when necessary.

Last academic year's work on administrative procedure 5055 (Enrollment Priorities) is a demonstration of this. In the case of AP 5055, the review of this AP was very much on the radar of the Board of Trustees for a similar proposal was a recommendation of a recent California state legislatively-mandated task force charged with looking at student success. The result of the work done by the Academic Senate and the then-called District Council on Student Learning (DCSL) led to a locally-adopted AP on Enrollment Priorities that improved the ability of students who were the closest to obtaining a degree/certificate/transfer to register ahead of students who had simply amassed the greatest number of units. Further success of this revision to AP 5055 is demonstrated by the professional development

study session that the Board of Trustees held on Sept 11, 2012 that explained the changes and implementations undertaken since the changes to AP 5055 went into effect for fall 2012 registration.

The recent development of a “Business Tools” site within the VCCCD portal that mirrors in utility and efficiency the “HR Tools” site on the portal allows for easy on-line access to business and human resources forms and includes instructions and clarification of certain business and personnel processes. For Ventura College, these “toolboxes” have provided direct access to information and forms needed in daily operations. This enables college personnel, who may only use some of these forms on irregular basis, to have easy access to the most accurate and up-to-date versions of any given form or process. Also in the Business Services area, the streamlining of the field trip forms and process has been felt and appreciated on campus, especially by classroom faculty. These changes to the field trip forms were made only after faculty input had been solicited.

College Impact Paragraph (District Recommendation 7 – Ongoing professional development for the Board of Trustees)

As with the response to District Recommendation 5, it remains the responsibility of the Board of Trustees to remain singularly focused on their roles of district leadership, policy-making and professional development. The Board’s interest in continuous self-assessment by using monthly surveys as a means to regularly assess and improve their performance is a testament to their commitment to the concept and practice of continuous self-improvement. The Board’s dedication to its own professional development is demonstrated by the multitude of professional development activities and study sessions they have engaged in, with many of these activities led by district or college staff. In addition, the Board’s interest in receiving feedback from Consultation Council relative to their performance has been a welcomed opportunity for college constituent groups to help the Board continue to improve their performance as a policy-making body.

# ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

## COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

### INSTRUCTIONS

Colleges are asked to use this report form in completing their *College Status Report on Student Learning Outcomes Implementation*. Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. **Narrative responses for each section of the template should not exceed 250 words.**

This report form offers examples of quantitative and qualitative evidence which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

- a. Submit the report form by email to the ACCJC ([accjc@accjc.org](mailto:accjc@accjc.org)); **and**
- b. Submit the full report *with attached evidence* on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

### COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report:

Institution's Name:

Name and Title of Individual Completing Report:

Telephone Number and E-mail Address:

Certification by Chief Executive Officer: *The information included in this report is certified as a complete and accurate representation of the reporting institution.*

Name of CEO:

Signature: \_\_\_\_\_  
(e-signature permitted)

**PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.**

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

**EXAMPLES OF EVIDENCE:** Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

**PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE**

**QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOS DEFINED AND ASSESSED**

1. Courses

- a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 556
- b. Number of college courses with defined Student Learning Outcomes: 520  
Percentage of total: 93%
- c. Number of college courses with ongoing assessment of learning outcomes: \_\_\_\_\_  
Percentage of total: \_\_\_\_\_

2. Programs

- a. Total number of college programs (all certificates and degrees, and other programs defined by college): 29
- b. Number of college programs with defined Student Learning Outcomes: 27;  
Percentage of total: 93
- c. Number of college programs with ongoing assessment of learning outcomes: 27;  
Percentage of total: 93

3. Student Learning and Support Activities

- a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 25
- b. Number of student learning and support activities with defined Student Learning Outcomes: 25; Percentage of total: 100
- c. Number of student learning and support activities with ongoing assessment of learning outcomes: 25; Percentage of total: 100

4. Institutional Learning Outcomes

- a. Total number of institutional Student Learning Outcomes defined: 5
- b. Number of institutional learning outcomes with ongoing assessment: 2

**PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE**

Course, program, and institutional level SLOs are in place and being assessed as noted in the numerical response. Course-level SLOs and Service-unit outcomes (SUOs) have been assessed for several consecutive semesters. Our SLO and SUO forms and completed examples of both provide evidence of authentic and ongoing assessment. Program and institutional SLO/SUO assessments were piloted in Spring 2012 after which faculty who did the pilots conducted training for the department chairs and coordinators. Programs will be assessing program and two institutional SLOs this semester; PSLO assessment plans are in place.

SLOs are integrated into the college's planning process, which begins with the Educational Master Plan and its five college goals. From the Educational Master Plan, the college's strategic plan and its priorities for each year are initiated. Strategic Plan Objectives and its action plans address continuous assessment of SLOs for all courses and programs and the revision of program review to integrate SLOs and more meaningful analysis of data.

Units completing program review are required to provide their analyses, findings, and initiatives for PSLOs, student success outcomes, and program operating outcomes. Flowing from these three areas, initiatives, which may or may not require resources, are developed. For all areas, data are analyzed and discussed within each program, with the overall goal of continuous improvement of programs and services.

For both the SLO and program review processes, effectiveness is assessed through surveys, committee input, and self evaluations. Improvements are made for the next cycle and assessment of the process occurs again. Reports documenting activities, input, and improvements in SLO and program review processes are written annually.

**Evidence:**

1. List of course SLOs (TracDat report)
2. List of SUOs (TracDat report)
3. List of program-level SLOs (TracDat report)
4. List of revised GE/ISLOs
5. SLO Checklists 2011/2012
6. SUO Checklists for 2011/2012
7. List of course SLOs (TracDat report)
8. List of SUOs (TracDat report)
9. SLO forms (completed samples)
10. SUO forms (completed samples)
11. PSLO, SUO, and ISLO assessment pilots, Spring 2012
12. Department Chair and Coordinators' Council Minutes
13. SLO Committee minutes
14. PSLO assessment plans, Fall 2012
15. Catalog page with list of Degrees and Certificates
16. List of programs and departments assessing ISLO #1 and #2, Fall 2012
17. Educational Master Plan, 2009
18. Strategic Plan, 2010-2011

19. Strategic Plan, 2011-2012
20. SLO Toolkit
21. Program Review Toolkit
22. Program Review form (completed samples)
23. SLO Committee Minutes
24. SLO Survey, 2010
25. SLO Survey, 2011
26. SLO Committee Self Evaluation
27. Program Review Survey
28. Program Review Process Subcommittee Minutes
29. SLO Report, 2011
30. Program Review Report, 2011

**PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.**

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

**EXAMPLES OF EVIDENCE:** Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

**PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE**

SLO/SUO forms created by the SLO Oversight Committee were developed with dialogue and collaboration as a priority. Individual faculty assessment results are discussed by instructors teaching that course prior to the creation of findings and initiatives for changes/improvement in such areas as curriculum, teaching strategies, communication with students, services, and other support for students. For program review, the same process is utilized at the department and division level where dialogue takes place in regards to the prioritization of initiatives at the division level.

GE/Institutional ISLOs were revised in March 2012 after extensive discussions in the SLO and SUO Committees, divisions, and the Academic Senate. Our GE/ISLOs are now easier to assess and aligned with skills faculty believe students should have at the completion of a degree or prior to transfer. ISUOs are currently being addressed by the SLO/SUO Oversight Committee. The college's rotational plan for SLO/SUOs provides timelines for institutional dialogue on developing (where needed) and revising GE/ISLO rubrics and for the development of institutional initiatives based on assessments.

In spring 2012, extensive college dialogue occurred at campus forums and committees regarding a potential new Department of Education Title V grant in the areas of transfer velocity and institutional effectiveness. Using institutional data, a list of high-risk barrier courses was developed for which new strategies in the area of instruction and student services would be designed and implemented to improve transfer rates, particularly for our Hispanic students. In July 2012, the institution was awarded this new five-year \$2.9M Department of Ed HSI Grant.

Evidence:

1. SLO forms
2. Revised GE/ISLOs
3. SLO/SUO Rotational Plan
4. ISLO rubrics
5. Program Review presentation template (and completed sample)
6. Campus Forum agenda (?)

**PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.**

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

**EXAMPLES OF EVIDENCE:** Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

**PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE**

Decision-making dialogue regarding assessment takes place at the course, program/department and institutional levels. Faculty and staff use discussions of SLO/SUO assessment results to plan for improvement in subsequent semesters. Initiatives that do not require resources are put into place by department or program faculty the next semester or when appropriate. Initiatives that require resources are submitted through the program review process. The College Planning Council (CPC) serves as the body that receives program review reports and initiative spreadsheets, hears and discusses program review presentations, forwards requests for initiatives to the appropriate committees such as Faculty Staffing Priorities or Budget Resources Committee for further discussion and prioritization, and receives final rankings back from the Executive Committee. The CPC also oversees strategic planning.

Each year during the program review process, programs and departments are required to “close the loop,” meaning that they must report on the prior year’s initiatives for accountability purposes.

For the past two years, college-wide planning has also been discussed at campus forums, which are scheduled monthly during the academic year.

In June 2012, the college purchased TracDat to help us manage the SLO, program review, and strategic planning effort. Reports that document assessments, initiatives, and reassessment results will now make data easier to present for discussion and decision making purposes.

Evidence:

- 1) College Planning Council Charge and Membership
- 2) Program Review Presentation Schedule
- 3) Rubrics for Faculty Staffing Priorities Committee, Technology Committee, Budget Resource Council
- 4) College Planning Council Minutes
- 5) Program Review Initiatives Spreadsheets
- 6) TracDat (not sure what document exactly)

**PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.**

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

**EXAMPLES OF EVIDENCE:** Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

**PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE**

The college's integrated planning process is a functional system with well-defined procedures, all of which are dedicated to the improvement of institutional effectiveness and increased student learning.

As can be seen in our Integrated Planning chart, planning begins with the district and college mission, followed by the educational, facilities, and technology master plans, and the strategic plan. Every fall semester, the Ventura College Planning Parameters are published and presented by the College President at the College Planning Council (CPC). Program Review and planning take place within these parameters. Using institutional and/or program generated data and analysis, programs and departments identify and prioritize initiatives. Initiatives must be supported by outcomes or other institutional data. Those initiatives requiring resources are first prioritized at the department/program and then division levels in collaborative meetings. These initiatives are then presented to the CPC during the program review presentations and then forwarded to the appropriate committee (Faculty Staffing Priorities, Technology, or Budget Resource Council) for additional discussion and prioritization. These committees forward their recommendations to the Executive Team (President, EVP, and VP of Business Services) for college prioritization. Final funded initiatives are presented and discussed at the CPC and college staff notified.

In 2011/2012, \$1,436,658 was awarded in four categories—technology, facilities, staffing, or other--to programs and departments through the program review process. Programs and departments with unfunded initiatives may put forward the same initiatives the next year, and they will be prioritized along with any new initiatives.

Evidence:

- 1) Integrated Planning Manual
- 2) Program Review Initiatives Spreadsheets
- 3) Faculty Staffing Priorities (documentation?)
- 4) Technology Committee Agendas and Minutes
- 5) Budget Resource Council Agendas and Minutes
- 6) List of Funded Initiatives

**PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.**

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

**EXAMPLES OF EVIDENCE:** Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

**PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE**

SLOs and SUOs have been assessed each semester for the past several consecutive semesters. Assessment forms have been evaluated, revised, and fine-tuned after each semester/assessment cycle. These forms served as the basis for the data entry fields during TracDat implementation in the summer of 2012. The annual SLO Reports and samples of SLO completed forms clearly demonstrate the progress we have made in the area of assessment. Closing the loop on prior assessments is required, tracked, and documented.

During the 2011/2012 academic year, extensive discussions took place at the SLO Oversight Committee regarding the rotational plan, and several drafts were developed for consideration. SLO Oversight Committee discussions included the need to assess on a regular basis and also the need to provide sufficient time for implementation of initiatives and reassessment to determine whether or not improvement occurred. Beginning in spring 2012, discussions began that led to the proposal in fall 2012 of a three-year rotational plan for course, program, and ISLOs/ISUOs. This proposal, which was created by SLO facilitators, was discussed at the Department Chairs and Coordinators Council and at the SLO Committee. Currently, SLO representatives are taking the revised rotational plan to their respective divisions for further input and discussion after which the document will return to the SLO Committee for further discussion and revision, if needed. After the SLO Oversight Committee has approved it, it will be forwarded to the Academic Senate for further discussion and approval. As the college continues in its commitment to Sustainable Continuous Quality Improvement, the rotational plan will continue to be evaluated, revised, and fine-tuned, as needed.

Evidence:

- 1) SLO/SUO Assessment Forms (includes closing the loop)
- 2) SLO/SUO Rotational Plan with worksheet (completed examples)

**PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.**

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

**EXAMPLES OF EVIDENCE:** Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

**PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE**

Student learning outcomes at the course level have been aligned with program level SLOs and institutional-level SLOs for several semesters. These mapping documents are on the college website, in SharePoint, and are currently being transitioned over to TracDat, which the college purchased last semester. Mapping was also included in last year's program review documents, which similarly are on the college's website.

As the college continues to improve in its assessment efforts and gains a broader understanding of how SLOs align at the various levels, embedding at the course, program, and institutional level has become clearer. In spring 2012, several programs conducted PSLO assessment pilots that embedded program and institutional assessments into course level assessments. Each program pilot used one assessment method but utilized two or three rubrics depending on the focus of the assessment. The Department Chairs and Coordinators were trained on embedded assessments in spring 2012 in preparation for PSLO assessments in fall 2012. Also in preparation for the work to take place in fall, programs and departments met with SLO facilitators in spring 2012 to review and revise, if necessary, PSLOs and mapping documents. Mapping also needed to be reviewed and revised to align with the new GE/ISLOs that were created that same semester.

PSLO and ISLO assessments are underway this semester and, in most cases, are embedded into course assessments. Assessment plans for PSLOs and ISLOs are in place, and SLO facilitators are working closely with faculty to complete them and to ensure that they are entered properly into TracDat.

In several programs, discussions about PSLOs and mapping have led faculty to create initiatives in which capstone courses or experiences are created or to consider prerequisites so that courses are taken in the order that is most appropriate for the building of knowledge and skills in that discipline.

Evidence:

- 1) Samples of mapping documents on website and in program review
- 2) TracDat mapping samples
- 3) PSLO, PSUO, ISLO, and mapping samples from pilots, spring 2012

**PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.**

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

**EXAMPLES OF EVIDENCE:** Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

**PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE**

The college uses a variety of methods to make students aware of SLOs and their importance in each course and program. PSLOs and GE/ISLOs are clearly stated in the catalog (PSLOs next to degree requirements, ISLOs in the introductory information). PSLOs and mapping are also on the college website. Course SLOs have been included on course syllabi for several years. Course syllabi are submitted to division offices, and the deans review them to ensure that course SLOs have been included. Emails by deans and updates by the college president include reminders to faculty about providing SLOs on course syllabi and discussing them with students. At mandatory flex day events and at subsequent department and division meetings, faculty member are advised of the importance of discussing SLOs and associated rubrics with students so that students are aware of expectations for the course. At the mandatory flex day meeting in August, 2012, rubrics were discussed with faculty at a professional development training regarding basic skills and included in a Basic Skills Toolkit provided to each faculty member in attendance. This Toolkit is also available online.

Evidence:

- 1) College catalog (PSLOs and ISLOs)

- 2) Sample syllabi with SLOs
- 3) Sample SLO rubrics
- 4) Emails from Deans and College President regarding SLOs
- 5) Basic Skills Toolkit

**SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:**

**YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?**

**SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE**

The college demonstrates full commitment to its ongoing assessments of SLOs at the course, program, and institutional levels. The faculty and staff, supported by the work of the SLO Oversight Committee, the Academic Senate, the SLO facilitators, the TracDat facilitator, and the Office of Institutional Effectiveness, have demonstrated their understanding of the importance of authentic SLOs/SUOs assessments at both the formative and summative stages in our continual and combined efforts to improve student learning and student success. Widespread dialogue about assessment, surveys, and institutional data continues to increase at the department, program, and institutional level as SLOs and SUOs have been incorporated into the program review process, with initiatives and funding connected directly to initiatives that result from assessments and findings. Committee input and surveys of faculty and staff are conducted each year prior to revisions being made in the SLO/SUO processes for the next cycle. Committees, including the SLO Oversight Committee, Budget Resource Council, Academic Senate, Classified Senate, Curriculum Committee, and College Planning Council, among others, conduct annual self evaluations to determine effectiveness of the committee. Comprehensive SLO and Program Review Reports are written, with committee input, and made available online annually. Course, program, and institutional SLOs are aligned, and assessments are embedded through the use of instructional mapping. Students are made aware of the importance of SLOs for both courses and programs in a variety of ways. College faculty, staff, and administrators have put forth tremendous effort to improve the institution's SLO/SUO assessments, program review, and planning processes for the purposes of improving student success and institutional effectiveness.

For all of the reasons stated, the institution meets proficiency status for effectiveness in student learning outcomes.

A commitment to continuous quality improvement remains at the forefront, with process refinements in the works for tracking and assessing the effectiveness of newly-created initiatives. When the implementation and training of TracDat is complete, this task will be easier. We need to continue to conduct and improve our assessments of PSLOs and GE/ISLOs and to revise mapping as greater

understanding of the alignment between courses and programs becomes clearer. We need to continue to educate our students about student learning outcomes and the importance of achieving them before they leave to enter the workforce or to transfer to a four-year institution.

**TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.**

**TABLE OF EVIDENCE (NO WORD COUNT LIMIT)**

Proficiency Statement #1

1. Course SLOs (TracDat report)
2. SUOs (TracDat report)
3. Program-level SLOs (TracDat report)
4. List of revised GE/ISLOs
5. SLO Checklists 2011/2012
6. SUO Checklists for 2011/2012
7. SLO forms (completed samples)
8. SUO forms (completed samples)
9. PSLO, SUO, and ISLO assessment pilots, Spring 2012
10. Department Chair and Coordinators' Council Minutes
11. SLO Committee minutes
12. PSLO assessment plans, Fall 2012
13. Catalog page with list of Degrees and Certificates
14. List of programs and departments assessing ISLO #1 and #2, Fall 2012
15. Educational Master Plan, 2009
16. Strategic Plan, 2010-2011
17. Strategic Plan, 2011-2012
18. SLO Toolkit
19. Program Review Toolkit
20. Program Review form (completed samples)
21. SLO Committee Minutes

22. SLO Survey, 2010
23. SLO Survey, 2011
24. SLO Committee Self Evaluation
25. Program Review Survey
26. Program Review Process Subcommittee Minutes
27. SLO Report, 2011
28. Program Review Report, 2011

Proficiency Statement #2

1. SLO forms
2. Revised GE/ISLOs
3. SLO/SUO Rotational Plan
4. ISLO rubrics
5. Program Review presentation template (and completed sample)
6. Campus Forum agenda (?)

Proficiency Statement #3

- 1) College Planning Council Charge and Membership
- 2) Program Review Presentation Schedule
- 3) Rubrics for Faculty Staffing Priorities Committee, Technology Committee, Budget Resource Council
- 4) College Planning Council Minutes
- 5) Program Review Initiatives Spreadsheets

Proficiency Statement #4

- 1) Integrated Planning Manual
- 2) Program Review Initiatives Spreadsheets
- 3) Faculty Staffing Priorities (documentation?)
- 4) Technology Committee Agendas and Minutes
- 5) Budget Resource Council Agendas and Minutes
- 6) List of Funded Initiatives

Proficiency Statement #5

- 1) SLO/SUO Assessment Forms (includes closing the loop)
- 2) SLO/SUO Rotational Plan with worksheet (completed examples)

Proficiency Statement #6

- 1) Samples of mapping documents on website and in program review
- 2) TracDat mapping samples

3) PSLO, PSUO, ISLO, and mapping samples from pilots, Spring 2012

Proficiency Statement #7

- 1) College catalog (PSLOs and ISLOs)
- 2) Sample syllabi with SLOs
- 3) Sample SLO rubrics
- 4) Emails from Deans and College President regarding SLOs
- 5) Basic Skills Toolkit

Accrediting Commission for Community and Junior Colleges (ACCJC)

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## VENTURA COUNTY COMMUNITY COLLEGE DISTRICT OPERATIONAL / FUNCTIONAL MAPPING TABLE

FUNCTIONS	SERVICE PROVIDER(S) <sup>1</sup>	RESPONSIBLE PARTIES
<b>Academic Senates</b>		
Decentralized	Moorpark College Oxnard College Ventura College	Academic Senate President Academic Senate President Academic Senate President
<b>Admissions, Records &amp; Registration</b>		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President
<b>Athletics</b>		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President
<b>Bookstores</b>		
Decentralized at Colleges with support from District Administrative Center	Moorpark College Oxnard College Ventura College District Administrative Center	Vice President, Business Services Vice President, Business Services Vice President, Business Services Director, General Services
<b>Catalog &amp; Schedule Development</b>		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President
<b>Career Technical Programs</b>		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President

<sup>1</sup> No hierarchy is implied for **decentralized** functions by the order in which the service providers are listed on this table. Functions not listed on this chart should be assumed to be decentralized.

FUNCTIONS	SERVICE PROVIDER(S) <sup>1</sup>	RESPONSIBLE PARTIES
<b>Child Development Centers</b>		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President
<b>Classified Senates</b>		
Decentralized	Moorpark College Oxnard College Ventura College	Classified Senate President Classified Senate President Classified Senate President
<b>Contract Administration/Labor Relations</b>		
Centralized at District Administrative Center in coordination with Colleges	District Administrative Center  Moorpark College Oxnard College Ventura College	Vice Chancellor, Human Resources Director, Human Resources Operations  College President, Deans/Managers College President, Deans/Managers College President, Deans/Managers
<b>Curriculum &amp; Program Development</b>		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President
<b>Economic &amp; Workforce Development</b>		
Centralized	District Administrative Center <sup>2</sup> (housed at Ventura College)	Chancellor Directors
<b>Employee Benefit Administration</b>		
Centralized at District Administrative Center in coordination with Colleges	District Administrative Center  Moorpark College Oxnard College Ventura College	Vice Chancellor, Human Resources Director, Human Resources Operations Vice President, Business Services Vice President, Business Services Vice President, Business Services
<b>Employee Relations</b>		
Centralized at District Administrative Center in coordination with Colleges	District Administrative Center  Moorpark College Oxnard College	Vice Chancellor, Human Resources Director, Human Resources Operations  College President, Deans/Managers College President, Deans/Managers

<sup>2</sup> Housed at Ventura College

FUNCTIONS	SERVICE PROVIDER(S) <sup>1</sup>	RESPONSIBLE PARTIES
Ventura College		
College President, Deans/Managers		
<b>Facilities</b>		
<ul style="list-style-type: none"> <li>• <u>Measure “S” Bond Projects:</u> Centralized</li> </ul>	District Administrative Center	Chancellor Measure “S” Consultant Vice Chancellor, Business and Administrative Services
<ul style="list-style-type: none"> <li>• <u>Local Projects:</u> Decentralized</li> </ul>	Moorpark College Oxnard College Ventura College	Vice President, Business Services Vice President, Business Services Vice President, Business Services
<b>Financial Aid</b>		
Decentralized at Colleges with support from District Administrative Center	Moorpark College Oxnard College Ventura College District Administrative Center	Executive Vice President Vice President, Business Services Executive Vice President Vice Chancellor, Business and Administrative Services
<b>Fiscal Oversight</b>		
<ul style="list-style-type: none"> <li>• <u>Accounting:</u> Centralized</li> </ul>	District Administrative Center	Director, Fiscal Services
<ul style="list-style-type: none"> <li>• <u>Fiscal Reporting:</u> Centralized</li> </ul>	District Administrative Center	Director, Fiscal Services Vice Chancellor, Business and Administrative Services
<b>Grants Administration</b>		
Decentralized at Colleges with support from the District Administrative Center	Moorpark College  Oxnard College  Ventura College  District Administrative Center	Vice President, Business Services/ Executive Vice President Vice President, Business Services/ Executive Vice President Vice President, Business Services/ Executive Vice President Director, Fiscal Services
<b>Information Technology</b>		
Centralized at District Administrative Center in coordination with Colleges	District Administrative Center Moorpark College Oxnard College Ventura College	Associate Vice Chancellor, Information Technology
<ul style="list-style-type: none"> <li>• Banner and related Systems</li> </ul>	District Administrative Center	Associate Vice Chancellor, Information

FUNCTIONS	SERVICE PROVIDER(S) <sup>1</sup>	RESPONSIBLE PARTIES
Centralized at District Administrative Center with input from the Colleges		Technology
<ul style="list-style-type: none"> <li>• <u>Website Content:</u> Decentralized</li> </ul>	Moorpark College Oxnard College Ventura College District Administrative Center	Departmental Responsibility Departmental Responsibility Departmental Responsibility Departmental Responsibility
<ul style="list-style-type: none"> <li>• <u>Online Instruction &amp; Support Services:</u> Decentralized at Colleges with support from District Administrative Center</li> </ul>	Moorpark College  Oxnard College  Ventura College  District Administrative Center	Executive Vice President Instructional Technologist Executive Vice President Instructional Technologist Executive Vice President Instructional Technologist Associate Vice Chancellor, Information Technology
<ul style="list-style-type: none"> <li>• <u>Internet &amp; Email Services:</u> Centralized</li> </ul>	District Administrative Center	Associate Vice Chancellor, Information Technology
<ul style="list-style-type: none"> <li>• <u>Video Conferencing/Interactive TV:</u> Decentralized at Colleges with support from District Administrative Center</li> </ul>	Moorpark College Oxnard College Ventura College District Administrative Center	Supervisor, Technology Support Services Supervisor, Technology Support Services Supervisor, Technology Support Services Associate Vice Chancellor, Information Technology
<ul style="list-style-type: none"> <li>• <u>Network Management:</u> Centralized at District Administrative Center with input from the Colleges</li> </ul>	District Administrative Center Moorpark College Oxnard College Ventura College	Associate Vice Chancellor, Information Technology
<ul style="list-style-type: none"> <li>• <u>Help Desk Services:</u> Centralized at District Administrative Center with input from the Colleges</li> </ul>	District Administrative Center  Moorpark College  Oxnard College	Associate Vice Chancellor, Information Technology  Supervisor, Technology Support Services/ Instructional Technologist Supervisor, Technology Support Services/

FUNCTIONS	SERVICE PROVIDER(S) <sup>1</sup>	RESPONSIBLE PARTIES
<ul style="list-style-type: none"> <li>• <u>Desktop Support:</u> Decentralized at Colleges with coordination from District Administrative Center</li>   <li>• <u>Classroom and Computer Lab Support:</u> Decentralized at Colleges with technology coordination from District Administrative Center</li> </ul>	<p>Ventura College</p> <p>Moorpark College Oxnard College Ventura College District Administrative Center</p> <p>Moorpark College Oxnard College Ventura College District Administrative Center</p>	<p>Instructional Technologist Supervisor, Technology Support Services/ Instructional Technologist</p> <p>Supervisor, Technology Support Services Supervisor, Technology Support Services Supervisor, Technology Support Services Associate Vice Chancellor, Information Technology</p> <p>Supervisor, Technology Support Services Supervisor, Technology Support Services Supervisor, Technology Support Services Associate Vice Chancellor, Information Technology</p>
<b>Institutional Research</b>		
Decentralized at Colleges in coordination with District Administrative Center for DataMart maintenance	<p>Moorpark College</p> <p>Oxnard College</p> <p>Ventura College</p> <p>District Administrative Center</p>	<p>Institutional Researcher College President Institutional Researcher College President Institutional Researcher College President</p> <p>Associate Vice Chancellor, Information Technology</p>
<b>Instruction</b>		
Decentralized	<p>Moorpark College</p> <p>Oxnard College</p> <p>Ventura College</p>	<p>Executive Vice President Executive Vice President Executive Vice President</p>
<b>Legal Services</b>		
Centralized	District Administrative Center	<p>Vice Chancellor, Human Resources Vice Chancellor, Business and Administrative Services</p>
<b>Library &amp; Learning Resources</b>		
Decentralized at Colleges with technology	Moorpark College	Executive Vice President

FUNCTIONS	SERVICE PROVIDER(S) <sup>1</sup>	RESPONSIBLE PARTIES
coordination from District Administrative Center	Oxnard College Ventura College  District Administrative Center	Executive Vice President Executive Vice President  Associate Vice Chancellor, Information Technology
<b>Planning</b>		
<ul style="list-style-type: none"> <li>• <u>Districtwide Planning:</u> Centralized at District Administrative Center in coordination with Colleges</li> <li>• <u>College Planning:</u> Decentralized</li> </ul>	District Administrative Center  Moorpark College Oxnard College Ventura College	Board of Trustees Chancellor Chancellor's Designee College President College President College President
<b>Police Services &amp; College Safety</b>		
<ul style="list-style-type: none"> <li>• <u>Student Safety:</u> Centralized at District Administrative Center with support from Colleges</li> <li>• <u>Parking Enforcement:</u> Centralized at District Administrative Center with support from Colleges</li> <li>• <u>Mandatory Reporting (DOJ/Clery):</u> Centralized at District Administrative Center with support from Colleges</li> </ul>	District Administrative Center <sup>2</sup>  District Administrative Center <sup>2</sup>  District Administrative Center <sup>2</sup>	Chief of Police  Chief of Police  Chief of Police
<b>Program Development &amp; Review</b>		
<ul style="list-style-type: none"> <li>• <u>Program Development:</u> Decentralized</li> <li>• <u>Program Review:</u> Decentralized</li> </ul>	Moorpark College  Oxnard College  Ventura College  Moorpark College Oxnard College Ventura College	Executive Vice President Discipline Faculty Executive Vice President Discipline Faculty Executive Vice President Discipline Faculty Executive Vice President Executive Vice President Executive Vice President

<sup>2</sup> Housed at Ventura College.

FUNCTIONS	SERVICE PROVIDER(S) <sup>1</sup>	RESPONSIBLE PARTIES
	District Administrative Center	Chancellor, Vice Chancellors
<b>Prop. 39 Bond Oversight</b>		
Centralized	District Administrative Center	Citizen's Oversight Committee Board of Trustees/Chancellor
<b>Public Relations/Marketing Districtwide</b>		
Centralized	District Administrative Center	Director, Administrative Relations
<b>Purchasing &amp; Contracts</b>		
<ul style="list-style-type: none"> <li>• <u>Purchasing:</u> Centralized</li> </ul>	District Administrative Center	Director, General Services
<ul style="list-style-type: none"> <li>• <u>Contract Administration:</u> Centralized</li> </ul>	District Administrative Center	Director, General Services
<b>Recruitment &amp; Hiring</b>		
Centralized at District Administrative Center in coordination with Colleges	District Administrative Center	Vice Chancellor, Human Resources Director of Employment Services/Personnel Commission
<ul style="list-style-type: none"> <li>• <u>Prioritizing, allocation and placement of staff at appropriate location:</u> Decentralized function initiated by Colleges and supported by District Administrative Center</li> </ul>	Moorpark College Oxnard College Ventura College Moorpark College Oxnard College Ventura College	College President College President College President College President College President College President
<ul style="list-style-type: none"> <li>• <u>Compensation and Payroll Coordination:</u> Centralized</li> </ul>	District Administrative Center	Director, Human Resources Operations Director, of Employment Services/Personnel Commission Vice Chancellor, Human Resources Vice Chancellor, Business and Administrative Services
<b>Records Management &amp; Human Resources Information Systems</b>		
Centralized	District Administrative Center	Vice Chancellor, Human Resources
<b>Risk Management</b>		
<ul style="list-style-type: none"> <li>• <u>General Liability:</u> Centralized</li> </ul>	District Administrative Center	Director, General Services

FUNCTIONS	SERVICE PROVIDER(S) <sup>1</sup>	RESPONSIBLE PARTIES
<ul style="list-style-type: none"> <li>• <u>Student Insurance:</u> Centralized</li> </ul>	District Administrative Center	Director, General Services
<b>Staff Training &amp; Development</b>		
<ul style="list-style-type: none"> <li>• <u>Districtwide Training:</u> Centralized at District Administrative Center in coordination with Colleges</li> </ul>	District Administrative Center	Vice Chancellor, Human Resources Director, Human Resources Operations
<ul style="list-style-type: none"> <li>• <u>Local Training:</u> Decentralized</li> </ul>	Moorpark College  Oxnard College  Ventura College	Executive Vice President Vice President of Business Services Executive Vice President Vice President of Business Services Executive Vice President Vice President of Business Services
<b>Student Conduct &amp; Discipline</b>		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President
<b>Student Government</b>		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President
<b>Student Learning Outcomes</b> (Institutional, Program and Course/Service Level)		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President
<b>Student Services</b>		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President
<b>Worker's Compensation, Health &amp; Welfare</b>		
Centralized	District Administrative Center	Vice Chancellor, Human Resources

**This document will be assessed every two years by the District Consultation Council and Chancellor's Cabinet in consultation with District Administrative Center and College constituencies.**

## **FYI**

**There are 10 different “terms” used throughout this document in the centralized/decentralized category.**

**They are:**

Centralized  
Decentralized

Centralized at District Administrative Center in coordination with Colleges  
Centralized at District Administrative Center with input from the Colleges  
Centralized at District Administrative Center with support from Colleges

Decentralized at Colleges in coordination with District Administrative Center for DataMart maintenance  
Decentralized at Colleges with coordination from District Administrative Center  
Decentralized at Colleges with support from District Administrative Center  
Decentralized at Colleges with technology coordination from District Administrative Center  
Decentralized function initiated by Colleges and supported by District Administrative Center

American Association of University Professors: Statement on Professional Ethics  
(Adopted by the Ventura College faculty)

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Book	VCCCD Board Policy Manual
Section	Chapter 7 Human Resources
Title	BP 7120 RECRUITMENT AND HIRING
Number	BP 7120
Status	Active
Legal	Accreditation Standard III.1.A California Code of Regulations, Title 5, Section 53000 et seq. California Education Code Section 87100 et seq. California Education Code, Section 70902, subdivision (d)
Adopted	May 17, 2007
Last Reviewed	<del>February 14, 2012</del> _____

The Chancellor shall establish procedures for the recruitment and selection of employees including, but not limited to:

- The criteria and procedures for the recruitment and selection of management employees including college presidents;
- The criteria and procedures for selection and hiring of academic employees in accordance with established and implemented board policies and procedures regarding the Academic Senate's role in local decision-making. Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors or the equivalent in accordance with established procedures; and
- The criteria and procedures for hiring classified employees shall be established by the Personnel Commission.

See:

Administrative Procedure 7120-A Recruitment And Hiring: Academic Managers  
Administrative Procedure 7120-B Recruitment And Hiring: Full-Time Faculty  
Administrative Procedure 7120-C Recruitment And Hiring: College President  
Administrative Procedure 7120-D Recruitment And Hiring: Part-Time Faculty  
Administrative Procedure 7120-E Recruitment and Hiring: Vice Chancellor(s)

Book	VCCCD Administrative Procedure Manual
Section	Chapter 7 Human Resources
Title	AP 7120-A Recruitment and Hiring: <u>Academic Managers</u>
Number	AP 7120-A
Status	Active
Legal	California Education Code Section 87100 et seq. California Code of Regulations, Title 5, Section 53000 et seq. Accreditation Standard III.A
Adopted	April 14, 2009
Last Reviewed	<del>March 12, 2009</del> _____

## SELECTION PROCEDURES FOR ACADEMIC MANAGERS

The following practices shall be followed for all academic management positions. ~~Classified management positions will follow the rules and regulations as established by the Personnel Commission.~~

### I. NOTIFICATION OF VACANCY/RECRUITMENT STRATEGY

Upon formal notification of an academic manager vacancy, the hiring manager informs the Director of Employment Services of his/her plans to fill the position. Vacancy notification occurs upon the Chancellor's acceptance of the manager's resignation, retirement, contract non-renewal, or the receipt of information regarding death or departure for special circumstances. During the two weeks following the formal notification date, the responsible manager reviews the existing job description with the Director of Employment Services and makes any necessary changes. In the event substantial changes need to be made or there is a restructuring of college's functions, the new or revised job description must be presented to Chancellor's ~~e~~Cabinet for approval. Unless substantial changes are made to the job description, the Director of Employment Services begins the recruitment process two weeks following the formal notification date.

### II. COMMITTEE COMPOSITION

#### College Positions

Academic, classified, and student appointments to the Selection Committee are made by the Chancellor or designee from recommendations from the groups/individuals listed below. The recommended persons forward two (2) names for each seat on the committee to the Director of Employment Services for consideration. ~~The committee composition for classified management positions may be modified to be in compliance with Personnel Commission rules.~~ When subject matter expertise is necessary, committee members may be commissioned from outside the dDistrict.

<b><u>ACADEMIC COLLEGE-BASED MANAGEMENT POSITIONS</u></b>	
<b><u>Committee Composition Number</u></b>	<b><u>Recommendations From: of the Following</u></b>
College Management/Supervisors <del>4</del> <u>5</u> ( <del>2-3</del> from the college in which vacancy occurs and 1 each from the other <u>two</u> colleges)	College President(s)
District Administrative Center Representative <b>1</b>	Chancellor's Cabinet
Faculty (for academic management only) <del>2</del> <u>3</u>	<u>College President</u> (following consultation with the <u>Academic Senate</u> <u>President</u> )
Students (for <u>Dean of Student Learning at the discretion of the President, Dean of Student Services Instructional VP, SS VP, and EVP-only</u> ) <b>1</b>	<u>College President</u>
<u>Classified Supervisor/Employee</u> <b>1</b>	<u>College President</u> (following consultation with the <u>Classified Senate President</u> )
Screening Committee Facilitator (ex-officio) <b>1</b>	Director of Employment Services
<b>Total</b> <del>9</del> <u>12</u>	

**District Administrative Positions**

Academic and classified appointments are made by the Chancellor or designee from recommendations from the groups/individuals listed below. The recommended persons forward two (2) names for each seat on the committee to the Director of Employment Services for consideration. The committee composition for classified management positions may be modified to be in compliance with Personnel Commission rules. When subject matter expertise is necessary, committee members may be commissioned from outside the District.

<b><u>Committee Composition Number</u></b>	<b><u>Recommendations of the Following:</u></b>
College Management/Supervisors <del>3</del> (1 from each college)	College President(s)
District Administrative Center Representative <b>2</b>	Chancellor's Cabinet
Screening Committee Facilitator (ex-officio) <b>1</b>	Director of Employment Services
<b>Total</b> <del>6</del>	-

### III. MANAGEMENT SCREENING COMMITTEE GUIDELINES

#### A. Committee Appointments

The Director of Employment Services reviews the membership recommendations to ensure the diversity of representation within the Screening Committee. The Director of Employment Services appoints the chair from among the membership, and the chair convenes the committee.

#### B. Timelines for Screening/Selection Process

Timelines for the Organizational Meeting (where applicable), Application Screening, Application Tally, Oral Interviews, and Oral Interview Tally will be approved by the Director of Employment Services. Timeline approval may be completed after the committee has set the calendar for the screening process.

#### C. Announcement/Advertising

The Director of Employment Services or designee prepares the vacancy announcement including a description of duties and responsibilities, qualifications, and application procedures. The closing date for the announcement will ensure sufficient time to recruit a diverse pool of well-qualified applicants. The Director of Employment Services or designee is responsible for the recruitment, identification of advertising sources and applicant targets, ad placement, and web posting. If the District selects a recruitment firm to assist in any aspect of the selection process, these responsibilities may be reallocated to the firm.

Vacancy announcements, at a minimum, will be distributed to the community colleges in California. Advertisements will be placed, at a minimum, in the Chronicle of Higher Education, Association of California Community College Administrators (ACCCA), the Registry-California Community College State Chancellor's Office, HigherEdJobs.com, and VCCCD.edu.

#### D. Organizational Meeting

The Human Resources Department provides the Screening Committee with confidentiality policies and notification that all applicant files are considered confidential and must be maintained and reviewed in a manner to ensure the candidates' identities are not revealed. In order to ensure consistency in the process, each sScreening eCommittee member must be available for all committee meetings.

The Screening Committee, under the direction of the chair and the sScreening eCommittee fFacilitator, identifies and discusses application screening criteria, creates oral interview questions and criteria, discusses the basis of the questions in relationship to the job announcement, and determines the relative weighting. All criteria and questions must be based upon the requirements listed in the vacancy announcement.

#### E. Prescreening

All members of the prescreening committee confer and determine which applicants meet minimum qualifications. The members forward the results of these deliberations to the Screening Committee Facilitator. The Screening Committee Facilitator forwards the

information to the Human Resources Department. The Human Resource Department deactivates (in ORAP) those who fail to meet minimum qualifications or those who fail to meet requirements.

#### F. Screening

The Human Resources Department forwards the guest user ID and the password for the particular vacancy to the all ~~s~~Screening ~~e~~Committee members. Committee members have an opportunity to review any applicant file which was determined to be unqualified in the prescreening whether based on minimum qualifications or equivalency determination. Each committee member screens the application materials independently and submits their results to the chair. Committee members complete the applicant screening forms emphasizing the following:

- Screening evaluation forms must reflect the level of desired criteria and written comments in support of the overall recommendation.
- Screening evaluation forms must document a recommendation for oral interview (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend).
- Screening Committee members sign and date the screening evaluation forms.

#### G. Application Tally

All committee members should be present at the application tally meeting and have completed their screening of applicants. Any exceptions must be approved by the Director of Employment Services.

1. ~~a.~~ Chair and the Screening Committee Facilitator tally the results.
2. ~~b.~~ The committee as a whole determines which applicants will be called for interviews. The determination is based on the scores and not the individuals' identity. "Natural breaks" in the tally total should be the determining factor.
3. ~~c.~~ The committee determines if additional candidates are to be interviewed in the event interview invitations are refused by the selected candidates. Additional candidates will be considered for interview based on their rank and may be considered only if invitations are refused by the original invited candidates.
4. ~~d.~~ The Screening Committee Facilitator notifies the Human Resources Department of the candidates who were selected for an interview. The Human Resources Department emails the individuals who were not selected for interview.
5. ~~e.~~ The Screening Committee Facilitator assigns dates and times for oral interviews taking into consideration distance and time of travel of the applicants.

#### H. Oral Interview/Tally

The Screening Committee Facilitator discusses guidelines pertinent to the interview process, appropriate follow up questions, guidelines for written comments on oral interview forms, District's diversity policy, and procedures for discussion following each candidate's interview. The committee reviews each question and discusses, in general, an appropriate answer. At the oral interview, follow-up questions may be asked and should be based on information presented by the applicants. All follow-up questions

must be for purposes of clarification and expansion of an applicant's response. Follow-up questions may not deviate from the intent of the original questions.

1. At the conclusion of each oral interview, the Screening Committee Facilitator facilitates ~~the following~~ a discussion process that will generally consist of the following:

~~Generally, the discussion will consist of:~~

- a. ~~At the conclusion of each oral interview, e~~Each committee member shares a brief summary of each applicant's strengths and limitations- that may include the following:
  - (1) Clarification of technical questions asked during the interview.
  - (2) Favorable and unfavorable impressions concerning the manner in which the candidate responded to questions asked during the interview
  - (3) Strengths and weaknesses of each candidate, including professional impact
  - (4) Impressions concerning the manner in which the candidate responded to questions asked during the interview
- b. Among those items which are inappropriate for discussion are the following:
  - (1) Advocacy or opposition for a particular candidate based on information obtained outside the interview process
  - (2) Comments based on rumor or unsubstantiated knowledge of a candidate
  - (3) Any comment not related to specific interview information is inappropriate, such as comments on race, gender, age, sexual orientation, and physical characteristics

2. ~~e.~~ The Oral Interview Record Form is used for oral interview rating. Ratings must be supported by clearly written comments. Final ratings should be representative of the candidates' performance across all questions ~~and teaching demonstration~~.

3. ~~d.~~ The committee rates each candidate (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend). The committee reviews the ratings to consider high/low discrepancies. The discussion focuses on information provided in the interview as well as information provided in the candidates' applications. Any committee member may change or remain with original rating after considering the information discussed.

#### I. Oral Tally

2. ~~a.~~—The Chair and Screening Committee Facilitator tally the oral interview ratings and display the ratings to the entire committee with candidates' names redacted for the purpose of determining the natural break in ratings.

3. ~~b.~~—After determining the natural break, candidates' names are displayed to the committee for the purpose of determining who should be forwarded to the ~~eCollege pPresident/chancellor~~ for final interview. The committee as a whole may decide if candidates below the natural break should be forwarded to the ~~eCollege pPresident/chancellor~~. The committee determines the number of candidates to be forwarded to the ~~eCollege pPresident/chancellor~~ based on the candidates' performance and president's preference. If no candidates are deemed to be acceptable to the ~~sScreening eCommittee~~, the ~~eCollege pPresident/chancellor~~ has the option of interviewing the candidates and/or reopening the recruitment. The Human Resources Department emails the individuals who were not selected for interview.
4. ~~e.~~—The committee summarizes, in writing, the strengths and weaknesses of the candidates forwarded to the ~~eCollege pPresident/chancellor~~ for review prior to interviewing the candidates.

J. ~~President/Chancellor~~ Interview

~~For college positions, t~~The ~~eCollege pPresident and chancellor~~ conducts joint final interviews from an unranked list of a plurality of candidates forwarded from the committee. The ~~eCollege pPresident and chancellor~~ may request the committee forward additional candidates ~~(not applicable for classified management)~~. The ~~eCollege pPresident and chancellor~~ may interview without the presence of the Screening Committee Facilitator. In the event that it is a District Administrative Center position, the hiring manager ~~and the chancellor~~ will conduct final interviews.

K. Reference Checks and Offer of Employment

1. ~~a.~~—The ~~eCollege pPresident/chancellor~~ directs the responsible manager (first-line supervisor) to conduct reference checks on the identified individuals in accordance with the VCCCD reference checking procedure.
2. ~~b.~~—The responsible manager forwards the references for the selected candidate to the Director of Employment Services for review.
3. ~~e.~~—Upon review of the selected candidate's references and any other pertinent material, the Director of Employment Services notifies the hiring manager that an official employment offer may be made. The ~~d~~Director of Employment Services and the hiring manager discuss the salary offer.
4. ~~d.~~—The Screening Committee Facilitator completes the Record of Interview form indicating which applicants have not met minimum qualifications, which applicants were not invited to oral interviews, which applicants received oral interviews, and the candidate selected. The ~~eCollege pPresident/chancellor~~ signs the form and forwards the original form to the Human Resources Department.
5. ~~e.~~—The Screening Committee Facilitator forwards all screening files, forms, and related notes and records to the Human Resources Department.



Book	VCCCD Administrative Procedure Manual
Section	Chapter 7 Human Resources
Title	AP 7120-B Recruitment and Hiring: Full-Time Faculty
Number	AP 7120-B
Status	Active
Legal	<u>California Education Code Section 87100 et seq.</u> <u>California Code of Regulations, Title 5, Section 53000 et seq.</u> <u>Accreditation Standard III.A</u>
Adopted	July 14, 2009
Last Reviewed	February 14, 2012

## **Selection Procedures for Full-Time Faculty**

### **Notification of Vacancy/Posting Notices**

Upon receipt of formal notification of a vacancy, the Human Resources Department reviews the recommended position template to ensure accuracy of minimum qualifications, appropriateness of supplemental questions, if any, and content/procedural accuracy. The Human Resources Department determines the announcement closing date in consultation with the college's needs and policy/contract requirements. The Human Resources Department distributes the following in accordance with negotiated agreements and applicable policies:

- Transfer notice to full-time faculty a minimum of three days prior to opening the position for submission of applications
- Vacancy announcement to all faculty
- Vacancy announcement to mailing lists, CCC registry, publications, newspapers, online websites, list servers, etc.
- Screening committee calendar and composition forms to college president

### **Announcement/Advertising**

Following input of the department and/or division faculty representatives, the Director of Employment Services or designee prepares the vacancy announcement, which includes a description of duties and responsibilities, qualifications, and application procedures. The closing date for the announcement will ensure sufficient time to recruit a diverse pool of well-qualified applicants. Recruitment, identification of advertising sources and applicant targets, ad placement, and web posting is the responsibility of the Director of Employment Services or designee. If the District selects a recruitment firm to assist in any aspects of the selection process, these responsibilities may be reallocated to the firm.

Vacancy announcements, at a minimum, will be distributed to the community colleges in California. Advertisements will be placed, at a minimum, in the Chronicle of Higher Education, the Registry-California Community College State Chancellor's Office, HigherEdJobs.com, edjoin.org and VCCCD.edu.

### **Committee Composition and Appointments**

The College President or designee, in consultation with the dean and/or department chair or coordinator, is responsible for recommending appointments to the screening committee. The College President consults with the Academic Senate President and the Screening Committee Facilitator regarding the recommended committee composition prior to forwarding

the recommendation to the Director of Employment Services for approval. The Director of Employment Services reviews the committee composition to ensure diverse representation within the committee and adherence to District policies and agreements where applicable.

Colleges are encouraged to use academic employees within the discipline from other colleges within VCCCD to maintain discipline expertise, diversity, and to provide a district-wide perspective. A committee typically consists of seven members, and should not have less than five or more than nine members under normal circumstances. The Director of Employment Services may authorize part-time faculty and other individuals to serve on screening committees on an exception basis. The following guidelines should be followed when composing a committee.\*

<u>Committee Composition</u>	<u>Number</u>
Faculty from the Division  Of the 3-5 faculty members on the committee:  A minimum of 2 faculty members must be from the discipline, when possible;  A minimum of 1 faculty member must be from another discipline.	3 to 5
Academic Administrator	1
Additional member(s)	1 or more
Screening Committee Facilitator – non-voting ex-officio	---

\* Exceptions to this composition may be authorized by the Director of Employment Services.

The composition of the committee should reflect diversity in, but not be limited to, the areas of gender, age, ethnicity, and culture of the community.

Although not required, classified staff, members from other colleges, and community members may be selected to serve on committees.

The academic administrator will serve as the chair of the committee until a co-chair is elected.

The co-chairperson is to be elected by the committee at the first meeting and is expected to perform all co-chair duties.

The College President identifies a Screening Committee Facilitator to serve on the committee from a pre-established list of trained Screening Committee Facilitators provided by the Human Resources Department.

In order to ensure consistency in the process, each screening committee member must be available for the application screening and all committee meetings.

### **Organizational Meeting**

The Screening Committee Facilitator picks up the committee files from the Human Resources Department and the Screening Committee Facilitator file containing the list of VCCCD part-time applicants, applicant gender/ethnicity information, and other materials to be used in the organizational meeting.

The academic administrator calls the organizational meeting at which time the committee will accomplish the following:

- The committee selects a faculty member to co-chair the committee with the academic administrator.
- The Screening Committee Facilitator discusses hiring procedures, timelines, forms, the confidentiality agreement, and diversity sensitivity issues. The Facilitator provides the committee with confidentiality policies and notifies the committee that all applicant files are considered confidential and must be maintained and reviewed in a manner to ensure the candidates' identities are not revealed. Each member reads and signs a confidentiality statement.

- The committee establishes dates, times, and locations for the prescreening, application screening, application tally, oral interviews, oral interview tally, and final interviews with the College President/Chancellor.
- The committee creates and discusses application screening criteria based upon the requirements listed in the job announcement; creates oral interview questions, teaching demonstration exercises, and criteria to aid in the preparation of the Oral Interview Form; discusses the bases of questions in relation to the job announcement; determines the format of the interview process; and discusses final weighting of assessment items for the Oral Interview Record Form.
- The committee establishes the pre-screening committee composition consisting of one co-chair, two faculty in the discipline (one of whom may be the co-chair) and the Screening Committee Facilitator.

### **Prior to Close of Application Filing**

The Human Resources Department schedules a districtwide equivalency committee to be convened as soon as possible following the close of the application period.

After the organizational meeting, the Screening Committee Facilitator sends to the Director of Employment Services the screening criteria, oral interview questions and the names of those serving on the pre-screening committee.

A few days prior to the close of application filing (close of recruitment period), the Screening Committee Facilitator inquires of the Human Resources Department the number of complete application records and advises the committee accordingly.

### **After Close of Application Filing**

Within three days following the close of application filing, the Human Resources Department e-mails the screening forms with criteria, oral interview records with questions, and electronic copies of the application screening and oral tally sheets to the Screening Committee Facilitator.

The Screening Committee Facilitator is responsible for copying all forms needed for the committee's use.

### Districtwide Equivalency Review

Following the close of application filing, the Human Resources Department forwards the requests for equivalency to the appropriate districtwide equivalency committee for review. The districtwide equivalency committee meets within five working days following the closing date and reviews the requests for equivalency. The Human Resources Department will not forward files for applicants who did not request an equivalency or for applicants who request in their application that an equivalency be considered, but fail to attach the Supplemental Questionnaire for Equivalency. The districtwide equivalency committee reviews the requests for equivalency and forwards the recommendations to the Human Resources Department. The Human Resources Department deactivates the applications in Online Requisition and Application Processing (ORAP) for those not recommended for equivalency.

Applications for candidates not recommended for equivalency remain available to the entire Screening Committee in ORAP. Committee members may review the equivalency recommendations and challenge any recommendation to not recommend equivalency. The Director of Employment Services or designee takes the challenges back to the districtwide equivalency committee for consideration. Upon review, the districtwide equivalency committee may choose to sustain or modify its initial recommendation.

### Prescreening

Following the review of the requests for equivalency, the Human Resources Department provides the ORAP guest user ID and password to the Screening Committee Facilitator and the prescreening committee. All members of the prescreening committee confer and determine which applicants meet minimum qualifications. The prescreening committee forwards the results of these deliberations to the Screening Committee Facilitator. The Screening Committee Facilitator forwards the information to the Human Resources Department. The Human Resources Department deactivates the applications for the applicants who fail to meet minimum qualifications.

### Application Screening

Upon completion of the prescreening process, the Human Resources Department forwards the guest user ID and the password for the particular recruitment to all screening committee members. Committee members have an opportunity to review any applicant file that was determined to be unqualified in the prescreening whether based on minimum qualifications or equivalency determination. Committee members complete the applicant screening forms emphasizing the following:

- Screening evaluation forms must reflect the level of desired criteria and written comments in support of the overall recommendation.
- Screening evaluation forms must document a recommendation for oral interview (5 - Highly Recommend for Interview, 3 Recommend for Interview, 2 – Consider for Interview, 0 - Do Not Recommend).
- Screening Committee members must sign and date the screening evaluation forms.
- Each committee member screens the application materials independently and submits their results to the chair.

### **Application Tally Meeting**

All committee members must be present at the application tally meeting and have completed their screening of the applicants. Any exceptions must be approved by the Screening Committee Facilitator.

- a. The Co-Chairs and the Screening Committee Facilitator tally the application screening results.
- b. The committee as a whole determines which applicants will be called for interviews. The determination is based on the scores and not the individual's identity. "Natural breaks" in the tally total should be the determining factor when possible. Per the Agreement between the District and the AFT, Section 5.4(c)(6), a minimum of 25% (or fewer than 3) of non-contract faculty members who apply for a contract position in the District and who meet the minimum qualifications for that position as specified in the job announcement and determined by the screening committee shall be interviewed by the committee.
- c. The committee determines if additional candidates are to be interviewed in the event interview invitations are declined by the selected candidates. Additional candidates will be considered for interview based on their rank and may only be considered if invitations are declined by the initial invited candidates.
- d. The Screening Committee Facilitator notifies the Human Resources Department of the candidates who were selected for an interview. The Human Resources Department e-mails the individuals who were not selected for interview.
- e. The Screening Committee Facilitator assigns dates and times for oral interviews taking into consideration distance and time of travel of the applicants.
- f. The academic administrator serving as a chair or the administrator's designee sends out invitations to the candidates. Any changes that must be made to the interview schedule in order to accommodate candidates' availability must be approved by the Screening Committee Facilitator.

### **Oral Interview**

#### Oral Interview Briefing (thirty minutes before first interview)

The Screening Committee Facilitator discusses the District's diversity policy and various guidelines pertinent to the interview process including those related to asking follow-up questions, providing written comments on oral interview forms, and discussing candidates' performances.

The committee reviews each question and discusses, in general, an appropriate answer. Follow-up questions may be asked to elicit additional information with regard to responses provided by the applicants. All follow-up questions must be for purposes of clarification and expansion of an applicant's response.

## Oral Interview

- a. At the beginning of the interview, the Screening Committee Facilitator welcomes and introduces the candidate, introduces each committee member, and advises the candidate about the process of the interview. This introduction includes the approximate length of the interview, number of questions, roles of the committee members and the fact that the committee will be taking notes, length of the teaching demonstration, and the support role of the Screening Committee Facilitator.
- b. At the close of each interview, the Screening Committee Facilitator thanks the candidate and advises them of the next step in the process.
- c. The Screening Committee Facilitator ensures that all interviews are conducted within the allotted time.

## Oral Interview Discussion and Rating

At the conclusion of each oral interview, the Screening Committee Facilitator facilitates the following discussion process:

- a. At the conclusion of each oral interview, each committee member will share a brief summary of each applicant's strengths and limitations.

Generally, the discussion will consist of:

- (1) Clarification of technical questions asked during the interview.
  - (2) The manner in which the candidate responded to questions asked during the interview.
  - (3) Strengths and weaknesses of each candidate, including professional impact.
- b. Among those items that are inappropriate for discussion are the following:
    - (1) Advocacy or opposition for a particular candidate based on information obtained outside the interview process.
    - (2) Comments based on rumor or unsubstantiated knowledge of a candidate.
    - (3) Any comment not related to specific interview information is inappropriate, such as comments on race, gender, age, sexual orientation, and physical characteristics.
  - c. The Oral Interview Record Form shall be used for oral interview rating. Ratings must be supported by clearly written comments. Final ratings should be representative of the candidates' performance across all questions and the teaching demonstration.
  - d. The committee rates each candidate (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend). The committee reviews the ratings to consider high/low discrepancies. The discussion shall only focus on information provided in the interview as well as information provided in the candidates' applications. Any committee member may change or keep his/her original rating after considering the information discussed.

## Oral Tally

- a. The Co-Chairs and Screening Committee Facilitator tally the oral interview ratings and display the ratings to the entire committee with candidates' names redacted for the purpose of determining the natural break in ratings.
- b. After determining the natural break, the candidates' names are displayed to the committee for

the purpose of determining who should be forwarded to the College President for final interview; determination shall be based on the candidates' scores rather than the candidates' identities. The committee as a whole may decide if candidates below the natural break should be forwarded to the College President. The committee determines the number of candidates to be forwarded to the President based on the candidates' performances and President's preference. If no candidates are deemed to be acceptable to the screening committee, the committee will meet with the President to discuss the option of reopening the recruitment. The Human Resources Department e-mails the individuals who were not selected for interview.

- c. The committee summarizes the strengths and limitations of the candidates and forwards the summary to the College President for review.
- d. The Co-Chairs and Screening Committee Facilitator meet with the College President to discuss the summaries.

### **President's Interview**

The College President determines who is present in the final interview. The Screening Committee Facilitator may be present at the final interview at the President's discretion.

### **Reference Checks and Offer of Employment**

- a. The President directs the responsible academic administrator (first-line supervisor) to conduct reference checks on the identified individuals in accordance with the VCCCD reference checking procedure.
- b. The academic administrator conducts reference checks for the selected candidate(s) and sends them to the President and Director of Employment Services for review.
- c. Upon review of the selected candidate's references and any other pertinent material, the Director of Employment Services notifies the academic administrator that an official employment offer may be extended.
- d. The College President authorizes the academic administrator to extend an offer of employment.
- e. The Screening Committee Facilitator completes the Record of Interview form indicating which applicants have not met minimum qualifications, which applicants were not invited to oral interviews, which applicants received oral interviews, and the candidate(s) selected. The College President signs the form and forwards the original form to the Human Resources Department.
- f. The Screening Committee Facilitator forwards all screening files, forms, and related notes and records to the Human Resources Department.

Book	VCCCD Administrative Procedure Manual
Section	Chapter 7 Human Resources
Title	AP 7120-C Recruitment and Hiring: College President
Number	AP 7120-C
Status	Active
Legal	California Education Code Section 87100 et seq. California Education Code Section 87400 California Education Code Section 88003 Accreditation Standard III.A
Adopted	June 20, 2006
<u>Last Reviewed</u>	<hr/>

## **Selection Procedures for PRESIDENTS**

### **Notification of Vacancy/Recruitment Strategy**

Upon formal notification of a presidential vacancy, the Chancellor will inform the Board of Trustees of the need to secure new college leadership. Vacancy notification shall be provided in the form of Board acceptance of a presidential resignation, retirement, contract buyout, or the receipt of information regarding death, or departure for special circumstances. At the following Board meeting, the Board will consider, as part of its public deliberations, the approach it wishes to use for the selection of a successor president. The Board, by formal action, will determine whether it wishes to contract for an external recruitment firm, to utilize the District's Human Resources Department (HR), or a combination of consultant and internal HR support services. Should the Board choose to contract for external search services exclusively, the Chancellor or his designees shall serve as the Board's liaison to the firm.

### **External Searches**

In the event that an external search firm is contracted by the Board of Trustees, the procedures, timelines, and activities supporting the search will be determined by the Board, through the Chancellor, in consultation with their consultant firm. The Board is committed to broad community and college participation in its searches, as well as providing equal employment opportunity to qualified candidates.

### **District Conducted Searches**

Should the Board determine it wishes to conduct a district-supported search, the following practices shall be observed.

### **Committee Composition**

Academic, classified, and student appointments will be made from recommendations from the groups/individuals listed below. Each will be requested to forward five (5) names for consideration.

<b>Committee Composition</b>	<b>Number</b>	<b>Selected from Among the Recommendations of the Following:</b>
Faculty	3	Academic Senate President
Classified Representatives	3	Classified Senate President
Students	3	Student Government President
<b>Additional appointments will be selected from among the recommendations of the following:</b>		
Community Members	3	Board of Trustees
College Management	2	Outgoing President or Chancellor*
Current/Retired Community College President	1	Chancellor's Cabinet
District Administrative Center Representative	1	Chancellor's Cabinet
Ex-officio diversity officer	1	Chancellor's Cabinet
TOTAL	17	

\*In the absence of a president.

### **Committee Appointments**

Membership recommendations will be reviewed and appointments made by the Chancellor to ensure the diversity of representation within the selection committee. The Chancellor will appoint the chair from among the membership. The Chancellor will report on the composition and diversity of the committee to the Board of Trustees.

### **Screening/Selection**

Timelines for the Organizational Meeting, Application Screening, Application Tally, Oral Interviews, and Oral Interview Tally will be approved by the Vice Chancellor, Human Resources, and the Chancellor. Timeline approval may be completed after the committee has set the calendar for the screening process. Any changes in the approved composition and/or timelines must be submitted to the Chancellor and diversity office for approval.

### **Announcement/Advertising**

Preparation of the vacancy announcement including a description of duties and responsibilities, qualifications and application procedures is the responsibility of the Vice Chancellor, Human Resources or designee. The closing date for the announcement will ensure sufficient time to recruit a diverse pool of well-qualified applicants. Recruitment, identification of advertising sources and applicant targets, ad placement, and web posting is the responsibility of the Vice

Chancellor, Human Resources, or designee. If the district selects a recruitment firm to assist in any aspects of the selection process, these responsibilities may be reallocated to the firm. Vacancy announcements, at a minimum, will be distributed to the community colleges in California. Advertisements will be placed, at a minimum, in the *Chronicle of Higher Education*, Association of California Community College Administrators (ACCCA), the *Los Angeles Times*, the Registry-California Community College State Chancellor's Office, HigherEdJobs.com, and VCCCD.edu.

### **Organizational Meeting**

The search committee will be provided with confidentiality policies and notified that all applicant files are considered confidential and must be maintained and reviewed in a manner to ensure the candidates' identities are not revealed. In order to ensure consistency in the process, each screening committee member must be available for the application screening and all committee meetings. The screening committee, under the direction of the chair and the diversity officer, will identify and discuss application screening criteria, create oral interview questions and criteria, discuss the basis of the questions in relationship to the job announcement, and determine the relative weighting. All criteria and questions must be based upon the requirements listed in the vacancy announcement.

### **Screening**

Each committee member will screen the application materials independently and submit their results to the chair.

### **Application Tally**

All committee members should be present at the application tally meeting. Any exceptions must be approved by the diversity officer. The chair and diversity officer will tally results and present them to the committee without names. The committee will determine which applicants will be invited for an interview. The determination will be based on the scores and not the individuals' identities.

"Natural breaks" in the tally total should be a determining factor. In the event an applicant declines an interview invitation, the committee will determine if additional applicants will be considered for interview.

### **Oral Interview/Tally**

Prior to the oral interview, the committee will review each question and discuss in general an appropriate answer. At the oral interview, follow-up questions may be asked and should be based on information presented by applicant. All follow-up questions must be for purposes of clarification and expansion of an applicant's response. Follow-up questions may not deviate from the original questions.

At the conclusion of the oral interviews, each committee member will share a brief summary of each applicant's strengths and limitations. Following the comments, the chair and the diversity officer will tally the results. All results will be presented to the committee without disclosing the identities of the applicants. The committee will determine which applicants to forward to the Chancellor for consideration. The Chancellor may request a minimum number to be

forwarded. If the committee wishes, the forwarded applicants' identities may be disclosed. If the committee chooses, additional applicants may be forwarded after the identities have been disclosed.

### **Reference Checks**

The Vice Chancellor, Human Resources, or designee, will conduct background checks on the finalist(s) consistent with Board Policy 7120-C.

### **Board/Chancellor Interview**

The Trustees and Chancellor will conduct joint final interviews from an unranked list of a plurality of candidates forwarded from the committee. Trustees and Chancellor may request the committee forward additional applicants. Upon completion of the joint interviews, the Chancellor will, for purpose of discussion with Trustees, declare his or her preferences regarding candidates. A successful candidate may be selected or a determination made that the search process needs to be extended or postponed to a later date. The outcome of the search process will be presented by the Chancellor to the Board at its public meeting.

The diversity officer will attend the Board/Chancellor interview.

### **Notifications**

HR will contact the successful presidential candidate and make all necessary contractual arrangements. The Board will be notified by the Chancellor, within a reasonable period of time, that the candidate has or has not accepted the contract. Release of information to the campus and press regarding the outcome of the search will be undertaken by the Director of Administrative Relations in consultation with the candidate.



Book	VCCCD Administrative Procedure Manual
Section	Chapter 7 Human Resources
Title	AP 7120-D RECRUITMENT AND HIRING: PART-TIME FACULTY
Number	AP 7120-D
Status	Active
Legal	<a href="#">California Education Code Section 87100 et seq.</a> <a href="#">California Education Code Section 87400</a> <a href="#">California Code of Regulations, Title 5, Section 53000 et seq.</a> <a href="#">Accreditation Standard III.A</a>
Adopted	June 16, 2010
Last Reviewed	February 14, 2012

## **SELECTION PROCEDURES FOR PART-TIME FACULTY**

### **A. NOTIFICATION OF VACANCY/POSTING NOTICES**

Upon receipt of formal notification of a current or anticipated vacancy, the Human Resources Department does the following:

- Reviews the recommended position announcement template to ensure accuracy of minimum qualifications, appropriateness of supplemental questions, if any, and content/procedural accuracy.
- Determines the announcement closing date in consultation with the college's needs and policy/contract requirements.
- Sends the hiring committee forms to the dean.

### **B. ANNOUNCEMENT/ADVERTISING**

Following input of the department and/or division faculty representatives, the Human Resources Department prepares the vacancy announcement that includes a description of duties and responsibilities, qualifications, and application procedures. Ongoing recruitment pools are advertised and maintained for disciplines with frequent hiring activity. For positions in disciplines that are not advertised on an ongoing basis, the closing date for the announcement will ensure sufficient time to recruit a diverse pool of well-qualified applicants. Recruitment, identification of advertising sources and applicant targets, ad placement, and web posting is the responsibility of the Director of Employment Services or designee.

Vacancy announcements, at a minimum, will be distributed to the community colleges in California. Additionally, advertisements will be placed in appropriate print and online periodicals and databases, in consultation with the department and/or division representatives, as well as the California Community College Registry, HigherEdJobs.com, EdJoin.org, and VCCCD.edu.

### **C. COMMITTEE COMPOSITION AND APPOINTMENTS**

The academic administrator responsible for supervising the position(s) and serving as the administrative co-chair of the screening committee, in consultation with the department chair or coordinator, is responsible for making appointments to the screening committee. Colleges may use academic employees within the discipline from other colleges within VCCCD to maintain discipline expertise, diversity, and to provide a districtwide perspective. The following guidelines should be followed when composing a committee:

COMMITTEE COMPOSITION	NUMBER
Academic administrator	1 minimum
Department chair/coordinator or designee	1 minimum
Academic faculty from the discipline (may include department chair/coordinator)	2 minimum

- The screening committee shall consist of a minimum of three members. At least two members of the committee must be faculty within the discipline. When faculty members within the discipline are not available, faculty members from a related discipline may be substituted for the faculty in the discipline. A related discipline is one that is listed as a qualifying degree in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* for that discipline. If a related discipline is not listed, exceptions to this composition may be authorized by the Director of Employment Services.
- The composition of the committee should reflect diversity in, but not be limited to, the areas of gender, age, ethnicity, and culture of the community.
- Although not required, members from other colleges and community members may be selected to serve on committees.
- The academic administrator and the department chair/coordinator or designee will serve as the co-chairs of the screening committee.
- In order to ensure consistency in the process, each screening committee member should be available for all committee meetings and must be present for all applicant interviews.

#### D. ORGANIZATIONAL MEETING

The administrative co-chair downloads from HR Tools all materials to be used during the screening process.

The co-chairs coordinate with the screening committee to accomplish the following:

- The co-chairs review hiring procedures, timelines, forms, the confidentiality agreement, and diversity sensitivity issues. The screening committee is provided with confidentiality policies and notified that all applicant files are considered confidential and must be maintained and reviewed in a manner to ensure the candidates' identities are not revealed. Each member reads and signs a confidentiality agreement.
- The screening committee establishes dates, times, and locations for the prescreening, application screening, application tally, oral interviews, and the oral interview tally.
- The screening committee creates and discusses application screening criteria based upon the job announcement, creates oral interview questions and criteria to aid in preparation of the Academic Oral Interview Record form, discusses the basis of questions in relationship to the job announcement, determines the format of the interview procedure, finalizes any details pertaining to the teaching/skills demonstration for the oral interview, and discusses the final weighting for the questions listed on the Academic Oral Interview Record form. All criteria and questions must be based upon the requirements listed in the vacancy announcement.
- Following the creation of the application screening criteria and oral interview questions during the organizational meeting, the co-chairs develop the Academic Application Screening Evaluation form, the Academic Oral Interview Record form, and the Academic Application Screening Tally and Academic Oral Interview Tally sheets using the templates available on HR Tools.
- The screening committee establishes a prescreening committee consisting of at least one co-chair and one faculty member in the discipline.

#### E. AFTER CLOSE OF FILING (THE HUMAN RESOURCES DEPARTMENT NO LONGER ACCEPTS APPLICATIONS)

The co-chairs are responsible for copying all forms needed for the committee's use.

The following actions shall occur in the order listed below:

##### 1. Districtwide Equivalency

Following the close of filing, the Human Resources Department forwards requests for equivalency to the appropriate districtwide equivalency committee no later than two working days following the closing date of the position and prior to releasing the pool of applicants to the screening committee. The districtwide equivalency committee meets within five working days following the closing date. The Human Resources Department will not forward files for applicants who are not requesting an equivalency or for applicants who request in their application an equivalency be considered but fail to attach the Supplemental Questionnaire for Equivalency.

The districtwide equivalency committee reviews requests for equivalency and provides recommendations to the Human

Resources Department.

## 2. Release of Candidate Information

The Human Resources Department provides a username and password to the co-chairs for the purpose of accessing candidates' information.

The Human Resources Department forwards all recommended equivalencies to the co-chairs for review along with all other completed application materials not provided in Online Requisition and Application Processing (ORAP).

## 3. Prescreening

All members of the prescreening committee confer and determine which applicants meet minimum qualifications from the list of candidates not requesting an equivalency. The results of these deliberations are forwarded to the Human Resources Department at the conclusion of the screening process. The Human Resources Department will deactivate those who fail to meet minimum qualifications.

Applications for candidates not recommended for equivalency are made available to the entire screening committee in ORAP. Committee members may review the equivalency recommendations and challenge any recommendations to deny equivalency. Challenges are taken back to the districtwide equivalency committee for consideration. Upon review, the districtwide equivalency committee may choose to sustain or modify its initial recommendation.

## 4. Screening

Upon completion of the prescreening process, all committee members screen applications in accordance with the predetermined application screening criteria. The committee members complete the Academic Application Screening Evaluations and ensure the following:

- Academic Application Screening Evaluations must reflect the level of desired criteria and written comments in support of the overall recommendation.
- Academic Application Screening Evaluations must document a recommendation for oral interview (5 – Highly Recommend, 3 – Recommend, 2 – Consider, 0 – Do Not Recommend).
- Screening committee members sign and date the Academic Application Screening Evaluations.
- Screening committee members screen the application materials independently and submit their results to the co-chairs.

## **F. APPLICATION TALLY MEETING**

All committee members shall be present at the application tally meeting and shall have completed their screening of the applicants. The following shall occur during the application tally meeting:

1. The co-chairs tally the application screening results.
2. The committee as a whole determines which applicants will be called for interviews. The determination is based on the scores and not the individual's identity. "Natural breaks" in the tally total should be the determining factor.
3. The committee determines if additional candidates are to be interviewed in the event interview invitations are refused by the selected candidates. Additional candidates will be considered for interview based on their rank and may be considered only if invitations are refused by the original invited candidates.
4. The co-chairs assign dates and times for oral interviews taking into consideration distance and time of travel of the applicants.
5. The co-chairs or the administrative co-chair's administrative assistant sends out invitations to the candidates.

## **G. ORAL INTERVIEW**

### Oral Interview Meeting (30 minutes before first interview)

The co-chairs discuss the guidelines pertinent to the interview process, including appropriate follow-up questions, guidelines for written comments on the Academic Oral Interview Records, the District's diversity policy, and procedures for discussion following each candidate's interview. The screening committee reviews each question and discusses, in general, an appropriate answer.

### Oral Interview

At the beginning of the interview, one of the co-chairs welcomes and introduces the candidate, introduces each committee member, and advises the candidate about the process of the interview. The introduction includes the approximate length of the interview, number of

questions, roles of the committee members and the fact that the committee will be taking notes, and length of the teaching demonstration.

At the oral interview, follow-up questions may be asked and should be based on information presented by the applicants. All follow-up questions must be for purposes of clarification and expansion of an applicant's response. Follow-up questions may not deviate from the original questions.

At the close of each interview, a co-chair thanks the candidate and advises him/her of the next step in the process.

The co-chairs ensure all interviews are conducted within the allotted amount of time.

#### Oral Interview Discussion and Rating

At the conclusion of each oral interview, the co-chairs facilitate a discussion of the candidate. The following guidelines shall be adhered to during the discussion:

1. Each committee member shall share a brief summary of each applicant's strengths and limitations. Generally, the discussion will consist of:
  - Clarification of technical questions asked during the interview.
  - The manner in which the candidate responded to questions asked during the interview.
  - Strengths and weaknesses of each candidate, including professional impact.
2. Among those items which are inappropriate for discussion are the following:
  - Advocacy or opposition for a particular candidate based on information obtained outside the interview process.
  - Comments based on rumor or unsubstantiated knowledge of a candidate.
  - Any comment not related to specific interview information is inappropriate, such as comments on race, gender, age, sexual orientation, and physical characteristics.
3. The Oral Interview Record Form is used for oral interview rating. Ratings must be supported by clearly written comments. Final ratings should be representative of the candidates' performance across all questions and the teaching demonstration.
4. The committee rates each candidate (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend). The committee reviews the ratings to consider high/low discrepancies. The discussion shall focus on information provided in the interviews as well as information provided in the candidates' applications. Any committee member may change or keep their original rating after considering the information discussed.

#### Oral Interview Tally

The co-chairs tally the oral interview ratings and display the ratings to the entire committee with the names of the candidates redacted for the purpose of determining the natural break in ratings.

After determining the natural break, the names of the candidates are displayed to the committee for the purpose of determining which candidates have sufficiently demonstrated they are qualified to perform the duties of an adjunct (part-time) faculty member.

### **H. RECORD OF INTERVIEW AND CANDIDATE SELECTION PROCESS**

1. The co-chairs complete the Record of Interview and Candidate Selection Process form indicating which applicants were not invited to oral interviews, which applicants received oral interviews, and the candidates eligible for hire.

*Candidates recommended for hire are eligible for employment for up to two semesters from the original semester of consideration. For example, a candidate interviewed for a fall 2012 vacancy is eligible for "future hire" through fall 2013.*
2. The co-chairs forward all screening files, forms, and related notes and records to the Human Resources Department.
3. The co-chairs notify all candidates who were invited to the oral interview of their status.

### **I. CANDIDATE SELECTION, REFERENCE CHECKS, AND OFFER OF EMPLOYMENT**

1. The academic administrator conducts reference checks on the individuals identified for immediate hire in accordance with the

VCCCD reference checking procedure and sends the reference checks to the Human Resources Department. The academic administrator conducts reference checks on the individuals identified to be eligible for future hire only at the time that an offer is imminent.

2. Upon review of candidates' references and any other pertinent material, the Director of Employment Services notifies the academic administrator that an official offer of employment may be extended with the approval of the College President.
3. The academic administrator completes the Part-Time Faculty Hiring Authorization and forwards the authorization and references to the College President for approval.
4. The College President authorizes the academic administrator to extend an offer of employment.
5. The academic administrator extends the offer of employment and submits the signed Part-Time Hiring Authorization to the Human Resources Department following acceptance of the offer.
6. When appropriate, the Human Resources Department schedules a new employee orientation upon receipt of the signed Part-Time Hiring Authorization.

#### **J. EXCEPTION TO SCREENING PROCESS**

In the event there is a need to expeditiously hire an instructor due to unforeseen circumstances and provided there is less than five working days before the instructor shall begin working, the Director of Employment Services may authorize a waiver to the hiring procedure as described above and allow the committee to give selective consideration to current District faculty in the discipline at the other colleges without giving consideration to external candidates. Provided there is no existing applicant pool for the vacancy, the committee may selectively consider qualified external applicants. Such applicants shall be screened in accordance with the above procedures.

Book	VCCCD Administrative Procedure Manual
Section	Chapter 7 Human Resources
Title	AP 7120-AE Recruitment and Hiring: <u>Vice Chancellor(s) Managers</u>
Number	AP 7120-AE
Status	Active
Legal	California Education Code Section 87100 et seq. California Code of Regulations, Title 5, Section 53000 et seq. Accreditation Standard III.A
Adopted	April 14, 2009
Last Reviewed	<del>March 12, 2009</del> _____

## SELECTION PROCEDURES FOR ~~MANAGERS~~ VICE CHANCELLOR POSITIONS

The following practices shall be followed for all ~~management~~ vice chancellor positions. ~~Classified management positions will follow the rules and regulations as established by the Personnel Commission.~~

### I. NOTIFICATION OF VACANCY/RECRUITMENT STRATEGY

Upon formal notification of a ~~manager~~ vice chancellor vacancy, the ~~hiring manager~~ Chancellor informs the Director of Employment Services of his/her plans to fill the position. Vacancy notification occurs upon the Chancellor's acceptance of the ~~manager~~ vice chancellor's resignation, retirement, contract non-renewal, or the receipt of information regarding death or departure for special circumstances. During the two weeks following the formal notification date, the ~~responsible manager~~ Chancellor reviews the existing job description with the Director of Employment Services and makes any necessary changes. In the event substantial changes need to be made or there is a restructuring of ~~college's~~ the District administration functions, the new or revised job description must be presented to ~~Chancellor's cabinet~~ the Board of Trustees and the Personnel Commission (if applicable) for approval. ~~Unless substantial changes are made to the job description, the Director of Employment Services begins the recruitment process two weeks following the formal notification date.~~

### II. COMMITTEE COMPOSITION

#### **College Positions**

~~Academic, classified, and student appointments are made by the Chancellor or designee from recommendations from the groups/individuals listed below. The recommended persons forward two (2) names for each seat on the committee to the Director of Employment Services for consideration. The committee composition for classified management positions may be modified to be in compliance with Personnel Commission rules. When subject matter expertise is necessary, committee members may be commissioned from outside the district.~~

<b><u>Committee Composition Number</u></b>	<b><u>Recommendations of the Following:</u></b>
College Management/Supervisors <b>4</b> (2 from the college in which vacancy occurs and 1 each from the other colleges)	College President(s)
District Administrative Center Representative <b>1</b>	Chancellor's Cabinet
Faculty (for academic management only) <b>2</b>	President (following consultation with the academic senate president)
Students (for Instructional VP, SS VP, and EVP only) <b>1</b>	President
Screening Committee Facilitator (ex-officio) <b>1</b>	Director of Employment Services
Total <b>9</b>	

**District Administrative Positions**

Academic and classified appointments to the screening committee are made by the Chancellor or designee from recommendations from the groups/individuals listed below. The recommended persons forward two (2) names for each seat on the committee to the Director of Employment Services for consideration. The committee composition for classified management positions may be modified to be in compliance with Personnel Commission rules. When subject matter expertise is necessary, additional committee members may be commissioned from outside the dDistrict.

<b><u>VICE CHANCELLOR POSITIONS</u></b>	
<b><u>Committee Composition Number</u></b>	<b><u>Recommendations from of the Following:</u></b>
College Management/Supervisors <b>3</b> (1 from each college)	College President(s)
District Administrative Center Representatives <b>2</b>	Chancellor's Cabinet
<u>Faculty Representative 1</u>	<u>Academic Senate Presidents</u>
<u>Classified Representative 1</u>	<u>Chancellor's Cabinet</u>
<u>Representative from outside the District for subject-matter expertise 1</u>	<u>Chancellor</u>
Screening Committee Facilitator (ex-officio) <b>1</b>	Director of Employment Services
Total <b>6-9</b>	

**III. VICE CHANCELLOR POSITIONS SCREENING COMMITTEE GUIDELINES**

**A. Committee Appointments**

The Director of Employment Services reviews the membership recommendations to ensure the diversity of representation within the Screening Committee. The ~~Director of Employment~~

Services Chancellor appoints the chair from among the membership, and the chair convenes the committee.

B. Timelines for Screening/Selection Process

Timelines for the Organizational Meeting (where applicable), Application Screening, Application Tally, Oral Interviews, and Oral Interview Tally will be approved by the Director of Employment Services. Timeline approval may be completed after the committee has set the calendar for the screening process.

C. Announcement/Advertising

The Director of Employment Services or designee prepares the vacancy announcement including a description of duties and responsibilities, qualifications, and application procedures. The closing date for the announcement will ensure sufficient time to recruit a diverse pool of well-qualified applicants. The Director of Employment Services or designee is responsible for the recruitment, identification of advertising sources and applicant targets, ad placement, and web posting. If the District selects a recruitment firm to assist in any aspect of the selection process, these responsibilities may be reallocated to the firm.

Vacancy announcements, at a minimum, will be distributed to the community colleges in California. Advertisements will be placed, at a minimum, in the Chronicle of Higher Education, Association of California Community College Administrators (ACCCA), the Registry-California Community College State Chancellor's Office, HigherEdJobs.com, and VCCCD.edu.

D. Organizational Meeting

The Human Resources Department provides the Screening Committee with confidentiality policies and notification that all applicant files are considered confidential and must be maintained and reviewed in a manner to ensure the candidates' identities are not revealed. In order to ensure consistency in the process, each screening committee member must be available for all committee meetings.

The Screening Committee, under the direction of the chair and the screening committee facilitator, identifies and discusses application screening criteria, creates oral interview questions and criteria, discusses the basis of the questions in relationship to the job announcement, and determines the relative weighting. All criteria and questions must be based upon the requirements listed in the vacancy announcement.

E. Prescreening

All members of the prescreening committee confer and determine which applicants meet minimum qualifications. The members forward the results of these deliberations to the Screening Committee Facilitator. The Screening Committee Facilitator forwards the information to the Human Resources Department. The Human Resource Department deactivates (in ORAP) those who fail to meet minimum qualifications or those who fail to meet requirements.

## F. Screening

The Human Resources Department forwards the guest user ID and the password for the particular vacancy to the all sScreening eCommittee members. Committee members have an opportunity to review any applicant file which was determined to be unqualified in the prescreening whether based on minimum qualifications or equivalency determination. Each committee member screens the application materials independently and submits their results to the chair. Committee members complete the applicant screening forms emphasizing the following:

- Screening evaluation forms must reflect the level of desired criteria and written comments in support of the overall recommendation.
- Screening evaluation forms must document a recommendation for oral interview (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend).
- Screening Committee members sign and date the screening evaluation forms.

## G. Application Tally

All committee members should be present at the application tally meeting and have completed their screening of applicants. Any exceptions must be approved by the Director of Employment Services.

- a. Chair and the Screening Committee Facilitator tally the results.
- b. The committee as a whole determines which applicants will be called for interviews. The determination is based on the scores and not the individuals' identity. "Natural breaks" in the tally total should be the determining factor.
- c. The committee determines if additional candidates are to be interviewed in the event interview invitations are refused by the selected candidates. Additional candidates will be considered for interview based on their rank and may be considered only if invitations are refused by the original invited candidates.
- d. The Screening Committee Facilitator notifies the Human Resources Department of the candidates who were selected for an interview. The Human Resources Department emails the individuals who were not selected for interview.
- e. The Screening Committee Facilitator assigns dates and times for oral interviews taking into consideration distance and time of travel of the applicants.

## H. Oral Interview/~~Tally~~

The Screening Committee Facilitator discusses guidelines pertinent to the interview process, appropriate follow up questions, guidelines for written comments on oral interview forms, District's diversity policy, and procedures for discussion following each candidate's interview. The committee reviews each question and discusses, in general, an appropriate answer. At the oral interview, follow-up questions may be asked and should be based on information presented by the applicants. All follow-up questions must be for purposes of clarification and expansion of an applicant's response. Follow-up questions may not deviate from the intent of the original questions.

1. At the conclusion of each oral interview, the Screening Committee Facilitator facilitates ~~the following a discussion process~~ during which the following actions occur:

Generally, ~~the discussion will consist of:~~

- a. ~~At the conclusion of each interview, E~~each committee member shares a brief summary of each applicant's strengths and limitations- that may include the following:
  - (1) Clarification of technical questions asked during the interview
  - (2) Favorable and unfavorable impressions concerning the manner in which the candidate responded to questions asked during the interview
  - (3) Strengths and weaknesses of each candidate, including professional impact
  - (4) Impressions concerning the manner in which the candidate responded to questions asked during the interview
- b. Among those items which are inappropriate for discussion are the following:
  - (1) Advocacy or opposition for a particular candidate based on information obtained outside the interview process
  - (2) Comments based on rumor or unsubstantiated knowledge of a candidate
  - (3) Any comment not related to specific interview information is inappropriate, such as comments on race, gender, age, sexual orientation, and physical characteristics
- c. The Oral Interview Record Form is used for oral interview rating. Ratings must be supported by clearly written comments. Final ratings should be representative of the candidates' performance across all questions ~~and teaching demonstration.~~
- d. The committee rates each candidate (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend). The committee reviews the ratings to consider high/low discrepancies. The discussion focuses on information provided in the interview as well as information provided in the candidates' applications. Any committee member may change or remain with original rating after considering the information discussed.

#### I. Oral Tally

~~a. The Chair and Screening Committee Facilitator tally the oral interview ratings and display the ratings to the entire committee with candidates' names redacted for the purpose of determining the natural break in ratings.~~

~~b. After determining the natural break, candidates' names are displayed to the committee for the purpose of determining who should be forwarded to the college president/chancellor for final interview. The committee as a whole may decide if candidates below the natural break should be forwarded to the college president/chancellor. The committee determines the number of candidates to be forwarded to the college president/chancellor based on the~~

~~candidates' performance and president's preference. If no candidates are deemed to be acceptable to the screening committee, the college president/chancellor has the option of interviewing the candidates and/or reopening the recruitment. The Human Resources Department emails the individuals who were not selected for interview.~~

~~c. The committee summarizes, in writing, the strengths and weaknesses of the candidates forwarded to the college president/chancellor for review prior to interviewing the candidates.~~

1. The Chair and Screening Committee Facilitator tally the oral interview ratings and display the ratings to the entire committee with candidates' names redacted for the purpose of determining the natural break in ratings.
2. After determining the natural break, candidates' names are displayed to the committee for the purpose of determining who should be recommended to the Chancellor for final consideration. The committee as a whole may decide if candidates below the natural break should be recommended for final consideration. For classified positions, the Director of Employment Services will establish an unranked eligibility list to be certified to the Chancellor based on the recommendations of the screening committee. All candidates on the unranked eligibility list will be forwarded to the Chancellor for consideration.
3. The committee summarizes, in writing, the strengths and weaknesses of the candidates recommended to the Chancellor for consideration.
4. The Human Resources Department emails the individuals who were not selected for final consideration.

#### J. President/Chancellor Interview

~~For college positions, the college president and chancellor conduct joint final interviews from an unranked list of a plurality of candidates forwarded from the committee. The college president and chancellor may request the committee forward additional candidates (not applicable for classified management). The college president and chancellor may interview without the presence of the Screening Committee Facilitator. In the event that it is a District Administrative Center position, the hiring manager and the chancellor will conduct final interviews.~~

The Chancellor conducts final interviews from an unranked list of candidates recommended by the Screening committee. The Chancellor may interview without the presence of the Screening Committee Facilitator.

For both classified and academic positions, the Chancellor has the option of reopening the recruitment if no selection is made. For academic positions, the Chancellor has the option of interviewing the candidates not recommended by the committee for final consideration.

#### K. Reference Checks and Offer of Employment

1. a. The college president/cChancellor or designee directs the responsible manager (first-line supervisor) to conduct reference checks on the identified individuals in accordance with the VCCCD reference checking procedure.

- ~~b. The responsible manager forwards the references for the selected candidate to the Director of Employment Services for review.~~
2. ~~e.~~ Upon review of the selected candidate's references and any other pertinent material, the Director of Employment Services notifies the ~~hiring manager~~ Chancellor that an official employment offer may be made. The ~~e~~Director of Employment Services and the ~~hiring manager~~ Chancellor discuss the salary offer.
  3. ~~d.~~ The Screening Committee Facilitator completes the Record of Interview form indicating which applicants have not met minimum qualifications, which applicants were not invited to oral interviews, which applicants received oral interviews, and the candidate selected. The ~~college president/e~~Chancellor signs the form and forwards the original form to the Human Resources Department.
  4. ~~e.~~ The Screening Committee Facilitator forwards all screening files, forms, and related notes and records to the Human Resources Department.

VCCCD Administrative Procedure Manual  
AP 4021 PROGRAM DISCONTINUANCE

Legal [Title 5, Section 55130](#)

[Title 5, Section 51022](#)

[California Education Code 78016](#)

Adopted

February 14, 2012

The District's colleges will establish, with consultation with the respective Academic Senate, a Program Discontinuance standard operating procedure. The procedure will include, as a minimum, the following stages and elements.

### **I. Annual Program Review and Analysis**

As part of the annual program review update process, all programs shall provide information and analysis with regard to an agreed upon set of program metrics. These measures shall be applied as appropriate to the respective discipline. Each college shall determine its own program metrics; the list below, in no particular order and containing no particular weight, is intended to provide colleges with possible criteria to be taken into consideration:

#### *POSSIBLE CRITERIA:*

- Extent to which the program advances the district/college mission.
- Extent to which the program addresses district/college strategic goals and objectives.
- Extent to which the program duplicates programs offered elsewhere in the district or service area and the extent to which it provides services that are unique to the service area.
- Analysis of the ratio of weekly student contact hours to full-time equivalent faculty (WSCH: FTEF "productivity"), factoring in fluctuations in program productivity caused by manipulations of enrollment caps.
- Student demand.
- Evidence derived from analysis of designated program-level student learning outcomes.
- For career/technical programs, evidence of employer demand for program completers, such as job placement, updating of skills, minutes of advisory committee meetings, etc.
- Extent to which program addresses needs identified as part of environmental scanning, as appropriate to mission.
- Extent of course completion, number of degrees and certificates conferred and transfer rates.
- Currency of program curriculum in relation to employer demand and transfer institution requirements.
- Cost of program delivery relative to performance in relation to the program metrics adopted by the college.
- Other criteria as determined by the college.

Each program will be analyzed based on the evidence from agreed upon metrics. The outcome of the analysis will be a recommendation for one of the following courses of action:

1. No action needed

2. Strengthen the program
3. Reduce the program
4. Review for discontinuance

In addition to considerations regarding program vibrancy and viability, programs may be identified for possible discontinuance in the event that, based on analysis conducted by the Vice Chancellor, Business and Administrative Services projected district reserves for a fiscal year are projected to fall below the state-required minimum of 5 percent, that may necessitate the consideration of programmatic reductions.

## **II. Recommendation Group Review and Analysis**

Each college will form a standing recommendation group to examine programs for possible remediation or discontinuance. In designating its recommendation group, each college may choose one of the following options:

### Option A

Colleges will form a recommendation group to examine programs for possible remediation or discontinuance. The recommendation group will have a minimum two-thirds faculty representation, as appointed by the Academic Senate.

### Option B

Alternatively, colleges may choose to assign this task to an existing standing committee with majority faculty representation.

The group makes recommendations to the Executive Vice President.

Based upon its analysis of the program metrics, the Recommendation Group has two options:

#### Option A: Program Continuance and Revision

The Recommending Group proposes program continuance with revision, accompanied by a written justification. A two-year monitoring period is established, including a mandated written first-year progress report.

#### Option B: Program Discontinuance

The Recommending Group proposes program discontinuance, accompanied by a written justification.

## **III. Executive Vice President Review, Analysis and Recommendation**

Upon receiving and analyzing the formal written report of the Recommendation Group, and following consultation with discipline faculty and the appropriate constituent groups as defined by each campus, the Executive Vice President formally informs the area dean, department chair, discipline faculty and the Academic Senate President of programs that have been identified for possible discontinuance, accompanied by a written rationale for the recommendation.

## **IV. Academic Senate Review and Recommendation**

After reviewing the recommendations and the supporting documentation of the Executive Vice President concerning possible program discontinuance, the Academic Senate shall review the recommendations and supporting documentation and take one of the following actions:

- 1) Concur with the recommendations of the Executive Vice President; or
- 2) Demur with the recommendations of the Executive Vice President and propose an alternative course of action to address the issues set forth in the Vice President's justification for program discontinuance.

The Academic Senate's formal written recommendation shall be transmitted to the College President no later than two regularly scheduled meetings after receiving said written rationale for the program discontinuance recommendation.

#### **V. College President Review and Recommendations**

Following the review of the formal and written recommendations of the Executive Vice President and Academic Senate regarding possible program discontinuance, the President shall determine the proposed course of action with respect to each program so identified. The College President shall communicate his/her final recommendation to the area dean, department chair, discipline faculty and academic senate president, followed by written notification of the college community and shall then forward his/her recommendations to the District Chancellor for possible action by the Board of Trustees.

#### **VI. Board of Trustees Review and Action**

The Chancellor and Board of Trustees shall be provided a complete record of the process followed at the campus, as well as the findings and recommendations of the Recommendation Group, Executive Vice President, Academic Senate and College President prior to taking action on any recommendations pertaining to program discontinuance.

Following review of the complete record, the District Chancellor shall prepare a report to the Board of Trustees including recommendations for action pertaining to programs recommended for discontinuance. The Board of Trustees will hold a public hearing and take action regarding any programs recommended for discontinuance.

#### **VII. Implementation of Board Actions**

In the event that the Board of Trustees acts to discontinue a program, the College President, in consultation with the area dean, department chair, discipline faculty and Academic Senate President, shall develop a plan that must include the following elements:

- 1) Timeline and process for curricular and programmatic deletion/discontinuance approval at the local and state level
- 2) Provision for students currently in the program for completion and/or transfer.
- 3) Provision for displaced faculty and staff, where feasible
- 4) Provision for impact on budget and facilities
- 5) Removal of program from course catalog