Ventura College

Follow-Up Report Institutional Report

Submitted by:

Ventura College

4667 Telegraph Road

Ventura, California 93003

To

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

Submitted March 2018

Follow-Up Report

To: Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges

From: David Keebler, President
Ventura College,
4667 Telegraph Road, Ventura, California 93003

I certify there was broad participation/review by the campus community and believe this report accurately reflect the nature and substance of this institution.
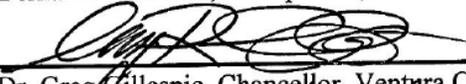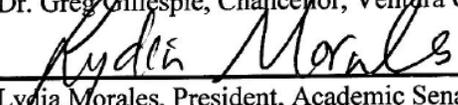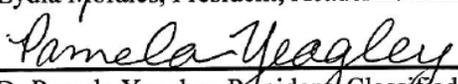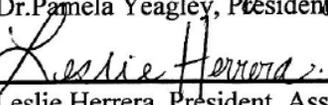
Signatures:

David Keebler, President, Ventura College	1 - 16 - 18 (date)
Bernardo M. Perez, Chairperson, Board of Trustees	12/12/17 (date)
Dr. Greg Gillespie, Chancellor, Ventura County Community College District	12/19/17 (date)
Lydia Morales, President, Academic Senate	12/24/2018 (date)
Dr.Pamela Yeagley, President, Classified Senate	01/11/18 (date)
Leslie Herrera, President, Associated Students Ventura College	01/30/18 (date)
Dr. Kim Hoffmans, Accreditation Steering Advisory Group Co-Chair and Accreditation Liaison Officer, Ventura College	(date)
Eric Martinsen, Accreditation Steering Advisory Group Co-Chair and English Faculty, Ventura College	12/19/17 (date)
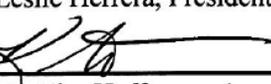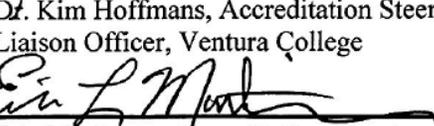
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I.   Report Preparation

On February 3, 2017, Ventura College received the ACCJC Commission's Action Letter (FR.1) reaffirming its accreditation for 18 month with a required Follow-Up Report for the one noncompliance at the District level for Standard III.A.6.

Since the receipt of the Commission's report, Ventura College in conjunction with the District and other two colleges have collaborated to address the elements in Standard III.A.6. Simultaneously, ACCJC has also reviewed and expressed concerns regarding this standard as it focuses on individual's efforts rather than a college's collective learning outcome endeavors to improve teaching and learning. As such, ACCJC has proposed the removal of Standard III.A.6. Regardless, the College has to move forward with its processes to address noncompliance related to this Standard.

In March 2017, the Accreditation Steering Advisory Group (ASAG) discussed the Commission's Action Letter and External Evaluation Report (FR.2). As a part of continuous quality improvement, the group developed a WASC (ACCJC) Seven-Year Cycle (FR.3) which includes yearly cycle timelines and the details regarding the processes to be completed each year by ASAG; including the writing of this follow-up report.

As the compliance was a District issue, the Vice Chancellor of Education Services developed the initial written response and distributed it to the Accreditation Liaison Officers (ALOs) at each college. In September 2017, the ASAG of Ventura College established a taskforce of volunteers to begin writing the follow-up response based on the initial version distributed by the District (FR.4). A well-developed draft report was reviewed by ASAG at their October 4, 2017 meeting (FR.5). At this working meeting, the group discussed the draft, line-by-line, and provided feedback. Following this process, the draft report was ready for campus-wide distribution, discussion, and feedback. Specific participatory governance committees were provided the draft in early October and placed on the agenda at their regular meetings as follows:

- Academic Senate- November 16, *December 7, & January 11 (FR.6 and FR.7)
- Classified Senate November 2, *December 7, and January 11 (FR.8 and FR.9)
- Associated Students *December 5th & January 30 (FR.10)
- College Planning Council- November 29 (FR.11)

    *Note- the December presentations did not occur as the college was closed due to the Thomas Fire.

The ASAG Taskforce continued to incorporate suggestions from College constituency groups and individuals throughout October and November. The final draft of the complete Follow-Up Report was reviewed and then approved by Ventura County Community College Board of Trustees for at its meeting on January 20, 2018 (FR.12).

II.   Response to the Commission Action Letter

This Follow Up Report focuses specifically on responding to the District recommendation for Standard III.A.6:

District Recommendation 1 (Compliance)
In order to meet the Standard, the teams recommend the District include use of the results of assessment of learning outcomes to improve teaching and learning as a formal component of the evaluation processes for faculty, academic administrators, and other personnel directly responsible for student learning. (III.A.6)

Evidence of Meeting the Standard:

College response:
The assessment of Student Learning Outcomes (SLO) and Service Unit Outcomes (SUO) is an ongoing process. SLO/SUOs are assessed at the course, program, service unit, and institutional level. Faculty members collaborate on the design and implementation of SLO assessment instruments and rubrics and assess student performance relative to SLOs for each course offered in their programs on a rotational basis, such that all courses are assessed within a five-year period (FR.13). Service units collaborate on the development of their SUOs, perform assessments, and discuss findings on an annual basis (FR.14). The assessment data are entered into TracDat, which is one of VCCCD's approved SLO repository and tracking software programs. Reports are generated, and the results are used to create initiatives to improve student success in the courses and programs. Once the initiatives are implemented, faculty and staff reassess the SLOs/SUOs to see if the initiatives improved student or service unit outcomes.

As part of the annual program review process at Ventura College, every instructional and student service program is required to assess and evaluate its SLOs/SUOs. Faculty, administrators, and other personnel directly responsible for student learning are expected to participate in course, program, and service unit SLO/SUO assessment as required by their department assessment cycle. The results of this assessment, along with changes made to improve their programs, are documented in TracDat.

Discussions of outcomes assessment (SLO/SUO) results are a part of department and division meetings (FR.15). These discussions involve consideration of how the SLO/SUO assessments can be used to systematically improve student learning and achievement. Such discussions also create an opportunity to share best practices between faculty members as well as administrative and other personnel directly responsible for student learning. Furthermore, as part of the college's integrated planning and data-driven program review processes, departments document their analysis of outcome assessment and evaluation results and use them to request resources aimed to improve course or program effectiveness (FR.16).

Student learning outcomes are linked to the course outlines of record in CurricUNET, as well as syllabi (FR.17). Discipline faculty develop and revise SLOs and evaluation measures that are consistent with the course content and objectives. Through the Faculty Handbook (FR.18) and routine reminders at division and department meetings, faculty members have been advised of the requirement to list SLOs on their course syllabi and are asked to submit syllabi each semester

to the division office. Within the faculty evaluation process, syllabi are reviewed by division deans to ensure that faculty members are consistently informing students of the SLOs.

Within the District, faculty evaluation is a collective bargaining issue, and the process and criteria for evaluation are outlined in the *Agreement between the Ventura County Community College District (hereafter VCCCD) Moorpark, Oxnard, Ventura and Ventura County Federation of College Teachers AFT Local 1828, AFL-CIO (hereafter AFT) July 1, 2013 through June 30, 2016.*

The current VCCCD/AFT Agreement contains no mention of faculty participation in SLO assessment in the faculty evaluation forms (FR.19). The only direct reference to SLOs is listed under the duties of department chairs who are charged with the "development and revision of program review and student learning outcomes assessment processes" (FR.20). As a part of these processes, department chairs often initiate faculty discussions of SLO data to improve teaching and learning, a process described in Accreditation Standard II, Student Learning Programs and Support Services. The faculty evaluation form does ask whether or not a faculty member has submitted "required departmental reports and other necessary paperwork." Further, probationary and contract tenured faculty are evaluated on their participation "in overall departmental program development, maintenance, evaluation, updating of course outlines, and/or expansion of programs" (FR.19). Deans, in consultation with department chairs, may address faculty participation in a wide variety of departmental duties on the Administrator and Peer Evaluation Forms (FR.19).

All administrators and supervisors undergo an evaluation annually. Each administrator is evaluated against a set of standard criteria and then is asked to provide a set of specific management responsibilities, goals, objectives, or other specific job duties related to this position, which are agreed upon by their supervisor. Deans at Ventura College are asked to address how they support faculty in the development and assessment of outcomes. In their evaluation, deans discuss how they support faculty and staff in achieving SLOs/SUOs (FR.21).

Analysis and Evaluation:
Student learning is the result of shared practice and collective activity among a program's faculty as opposed to representing the efforts of one individual faculty member. In the case of Ventura College, the assessment of outcomes is an ongoing process. SLOs/SUOs are assessed at the course, program, service unit, and institutional level. Faculty members within a department or program collaborate on the design and implementation of assessment instruments and rubrics and assess student performance relative to SLOs for each course offered in their programs.
While not a separate component of the current evaluation of Contract Tenured Faculty and other personnel directly responsible for student learning, faculty and classified staff are expected to participate in their course and program SLO/SUO assessment in accordance with the department assessment cycle. The end result is that administrators, faculty members, and classified personnel recognize the value and importance of SLO/SUO assessment in improving teaching and learning and creating a culture of student success at Ventura College.

III. Appendices

FR.1: ACCJC Commission's Action Letter
FR.2: ASAG March 2017 Minutes
FR.3: WASC (ACCJC) Seven-Year Cycle
FR.4: ASAG September 2017 Minutes
FR.5: ASAG October 2017 Minutes
FR.6: Academic Senate- November 16 Agenda
FR.7: Academic Senate- January 11 Agenda
FR.8: Classified Senate- November 2 Agenda
FR.9: Classified Senate- January 11 Agenda
FR.10: Associated Students-January 30 Minutes
FR.11: College Planning Council- November 29 Agenda
FR.12: Ventura County Community College Board of Trustees January 20 Agenda
FR.13: Sample Five-Year Rotation, Program Level SLO Assessments
FR.14: Sample Program Review Student Services (Screenshot)
FR.15: Business Department Meeting- 02-18-16 Minutes
FR.16: Ventura College Comprehensive Program Review Process
FR.17: Sample syllabi with Student Learning Outcomes and corresponding COR
FR.18: Faculty Handbook
FR.19: AFT Contract Evaluation forms-Appendix D, Form A2, A3, and A4
FR.20: AFT Contract- Article 13.1.I.(9)
FR.21: Redacted Samples of Administrator Evaluation