



ACCREDITING COMMISSION for COMMUNITY and JUNIOR COLLEGES
Western Association of Schools and Colleges

Barbara A. Beno, President
Steven M. Kinsella, Chair

February 11, 2016

**OFFICE OF
STUDENT LEARNING**

FEB 16 2016

VENTURA COLLEGE

Dr. Greg Gillespie
President
Ventura College
4667 Telegraph Road
Ventura, CA 93003

Dear President Gillespie:

This will confirm the date of the next evaluation visit as you requested. Ventura College is scheduled for an External Evaluation Team visit on Monday, September 26-Thursday, September 29, 2016.

If you have questions feel free to call me.

Sincerely,

A handwritten signature in black ink, appearing to read "G. Jack Pond".

G. Jack Pond,
Vice President

GJP/tl

cc: Dr. Patrick Jefferson, Accreditation Liaison Officer



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Dr. Greg Gillespie
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Dear President Gillespie:

I am writing to provide information about the upcoming external evaluation visit to your campus this fall. Ventura College is being evaluated against the Eligibility Requirements, Accreditation Standards, and Commission policies.

As your College staff learned during Self Evaluation training, the accrediting process will focus attention on evidence that the institution meets each of the Commission requirements listed above. The documentary evidence provided to the external evaluation team should be organized so that it is easily accessible and available in the campus room set aside for the team. If your College is providing documentation in an electronic format, please give the team access to this documentation before it arrives on campus if possible.

The external evaluation team may ask for any specific documentation or information from the College during the visit. The *Guide to Evaluating and Improving Institutions* is intended to provide suggestions of evidence that could be used to address each Accreditation Standard. In 2011 the Commission developed a guide for external evaluation team members to use for Standard III.D – **Financial Resources**. A copy of the Required Evidentiary Documents for Financial Review is enclosed.

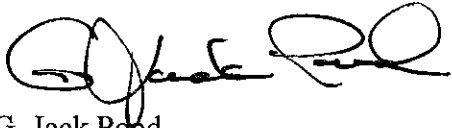
I also want to remind you that external evaluation teams must examine the quality of educational programs and student support services provided at off-campus sites. U.S. Department of Education regulations require all off-campus sites that offer 50% or more of a program, degree or certificate be visited by the external evaluation team.

Teams must also have appropriate access to courses, programs and student support services provided through electronic media, i.e., distance or correspondence education. The team will review them before the date scheduled for the campus visit. Please make sure you arrange for electronic access to these programs and services.

Dr. Greg Gillespie
Ventura College
February 11, 2016
Page Two

I anticipate your accreditation visit will provide both a rewarding validation of the Ventura College's strengths and helpful recommendations for continuous quality improvement.

Sincerely,

A handwritten signature in black ink, appearing to read "G. Jack Pond". The signature is fluid and cursive, with the first letter "G" being particularly large and stylized.

G. Jack Pond
Vice President

GJP/tl

cc: Dr. Patrick Jefferson, Accreditation Liaison Officer

Enclosure

**Required Evidentiary Documents for Financial Review
Supplemental Guidelines for Standard III.D for CALIFORNIA PUBLIC INSTITUTIONS**

ACCREDITATION QUESTIONS	EVIDENCE
Has the college received an unmodified opinion? Has the college received any qualified or adverse opinions or disclaimer of opinions in audit reports in the last 3 years from district, state or federal programs? Has an audit report included an emphasis-of-matter or other-matter paragraph?	Audit Reports (last 3 years)
Has the college implemented all audit findings and recommendations? Have there been the same recommendations for more than one year? What is the auditor's response to the management actions taken?	Management response to auditor's findings and recommendations (last 3 years) CCFS 311 (last 3 years)
What is the institution's unrestricted fund balance and reserves and how has it changed over the last three years?	CCFS 311Q (Most recent quarter) Fiscal Trend Analysis of 311 Data (Can be accessed online at CCCCCO website.)
Does the College maintain a minimum 5% unrestricted reserve of cash or cash equivalent?	Audit Report
Has the State Chancellor's Office had to intervene regarding fiscal stability or compliance?	Letter of agreement between State Chancellor's Office and District, Chancellor's Office communication document, Fiscal Health Certificate
Does the college have long term debt financing?	Audit Report
Does the institution have an obligation for post retirement health benefits (OPEB), compensated absences, and other employee related obligations? If it does, has it done the actuarial study and identified the liability? Is there a plan for funding them?	Actuarial study for post-retirement health benefits, collective bargaining agreements, board policies, actuarial report, reserve reports. Institutional Plan for funding the liability
Does the institution have limits on accrual of unused vacation time? Compensatory time? Is the institution enforcing its policy on limits?	Leave Accrual Policy in Contractual Agreement and Labor Agreements, Board Policies, Human Resource Records
Is the fiscal entity self insured for health benefits, workers compensation, and unemployment? How are reserve levels set?	District Self Certification
Does this fiscal entity have obligations for future total compensation expenditures driven by collective bargaining agreements or other agreements (corporate-buy outs, management/employee agreements, etc)? If so, what are they? Of what significance are they? What is the plan for funding these future obligations?	Current Bargaining agreements District Funding Plan Executive Officer agreements regarding buy-outs and other conditions of employment



**Required Evidentiary Documents for Financial Review
Supplemental Guidelines for Standard III.D for CALIFORNIA PUBLIC INSTITUTIONS**

ACCREDITATION QUESTIONS	EVIDENCE
Does the institution and the foundation have an agreement/contract on the role of the foundation? Does it require that the foundation have an independent audit?	Copy of the Agreement Copy of Foundation audited financial statements (last 3 years) Required Continuing Disclosure submittal
Does the college or district have a Prop 39 bond fund?	Copy of minutes from Bond Oversight Committee Copy of audit reports from the last 3 years
Does the college have policies and procedures regarding purchasing? Are they being followed?	Self Certification Policies
Will additional buildings be opened in the next 2-3 years? Is there a plan to fund staff, utilities and operating expenses associated with additional facilities coming online within the next 2-3 years?	Copy of the most current Facility Master Plan Funding Plan Educational Master Plan Total Cost of Ownership Plan Staffing/Human Resources Plan
Is there evidence that planning integrates fiscal and other resources?	Internal documents
Is there evidence that the institution monitors student financial aid obligations such as student loan default rates and compliance with federal regulations?	Annual Financial Report, Financial Aid Compliance Reports

Edited: February 2, 2015





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Dear President Gillespie:

In 1999, the Accrediting Commission for Community and Junior Colleges adopted a policy on the evaluation of institutions in multi-college districts (*Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems*). This policy was revised in June 2015. It requires colleges undergoing external review to provide with the Institutional Self Evaluation Report a clear description of district and college authority and responsibility in areas of operation and decision making addressed by the Accreditation Standards. The purpose of this clarification is to provide clear guidance to the college conducting its self-evaluation activities on where the locus of responsibility or authority is, and to provide to the visiting team clear direction for team inquiry during the external evaluation visit. The teams visiting the colleges in your district will develop a collective evaluation of district operations using the Accreditation Standards.

Accordingly, as part of its Institutional Self Evaluation process, Ventura College is asked to provide an organizational map of the functional lines of authority and practice in the district-college relationship. This map should not merely be an organizational chart, but rather a descriptive analysis of both intended and actual practices, as well as what is understood about the impact of the division of responsibility on the colleges. If appropriate, lines of responsibility and authority among the colleges of the district should also be included.

In asking for this information, the Commission acknowledges that each multi-college district or system may choose to distribute authority and responsibility for institutional functions in a unique way.

Dr. Greg Gillespie
Ventura College
February 11, 2016

Since one of the purposes of accreditation review is to assess institutional effectiveness, it is necessary for visiting teams to know how each district or system has chosen to organize. The external evaluation team will develop conclusions regarding issues pertaining to the district for inclusion in the report to the Commission.

Please let me know if you need any assistance.

Sincerely,

G. Jack Pond
Vice President

GJP/tl

cc: Dr. Bernard Luskin, Chancellor, Ventura County CCD

Policy on Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems

*(Adopted June 1999; Revised January 2004, January 2009, June 2011; Edited August 2012;
Revised June 2013, June 2014, June 2015)*

Policy

The Commission assures the equitable evaluation of all institutions regardless of organizational structure and clarifies the Commission's expectations regarding the conduct and outcomes of comprehensive institutional evaluations and other reviews in multi-college districts/systems. In order for the Commission to evaluate institutions in single-college and multi-college organizations fairly, institutions must inform the Commission about their functional organization and involve district/system and college personnel responsible for the functions in accreditation activities.

The integrity of the district/system programs and services falls within the scope of the institution's accreditation. The district/system auxiliary programs and services are subject to review if the program or service is executed in the name of the district/system or institution, or if the district/system administers or the governing board authorizes the program or service. The delineation and distribution of responsibilities among the district/system and the institution must be articulated clearly.

While the Commission accredits individual institutions, the district/system holds a fundamental role and responsibility in the analysis and evaluation of district/system structures and how these structures assist the institutions to achieve and adhere to all the Eligibility Requirements, Accreditation Standards, and Commission policies (together Commission's Standards) and gain and sustain accredited status.

Institutions have the responsibility to describe and delineate clearly the particular way functions are distributed in their unique multi-college organization. The distribution of these functions will be evaluated. There must be evidence of ongoing communication between the institution and the district/system regarding the distribution of these functions. The Commission will use this evidence to identify the locus of responsibility for the institution's ability to meet the Commission's Standards.

When serious inadequacies in a district/system function are verified, such deficiencies may jeopardize the accreditation of one, some, or all of the district/system institutions. Both the district/system and the impacted institution(s) are responsible for correcting the identified deficiencies.

The Commission reserves the right to initiate direct interaction with district/system chief executive officers regarding the ability of institutions to demonstrate that they meet or exceed the Accreditation Standards. When district/system officers are contacted regarding an institution, the institution(s) will receive the same communication.

Following the completion of the review of accredited status for an institution within the district/system, the Commission will send a copy of its action letter to the district or system chief executive officer.

A district/system may make a special request to evaluate the effectiveness of its central functions in conjunction with scheduled comprehensive reviews. This activity is limited to issues related to the ability of institutions to demonstrate that they meet or exceed the Accreditation Standards. The outcome of this activity does not result in any “accredited” status for the district/system.