



VENTURA COLLEGE
Office of the President

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SPRING 2013
MANAGEMENT REORGANIZATION SURVEY

Presented to
ROBIN CALOTE, Ed.D
President
Ventura College

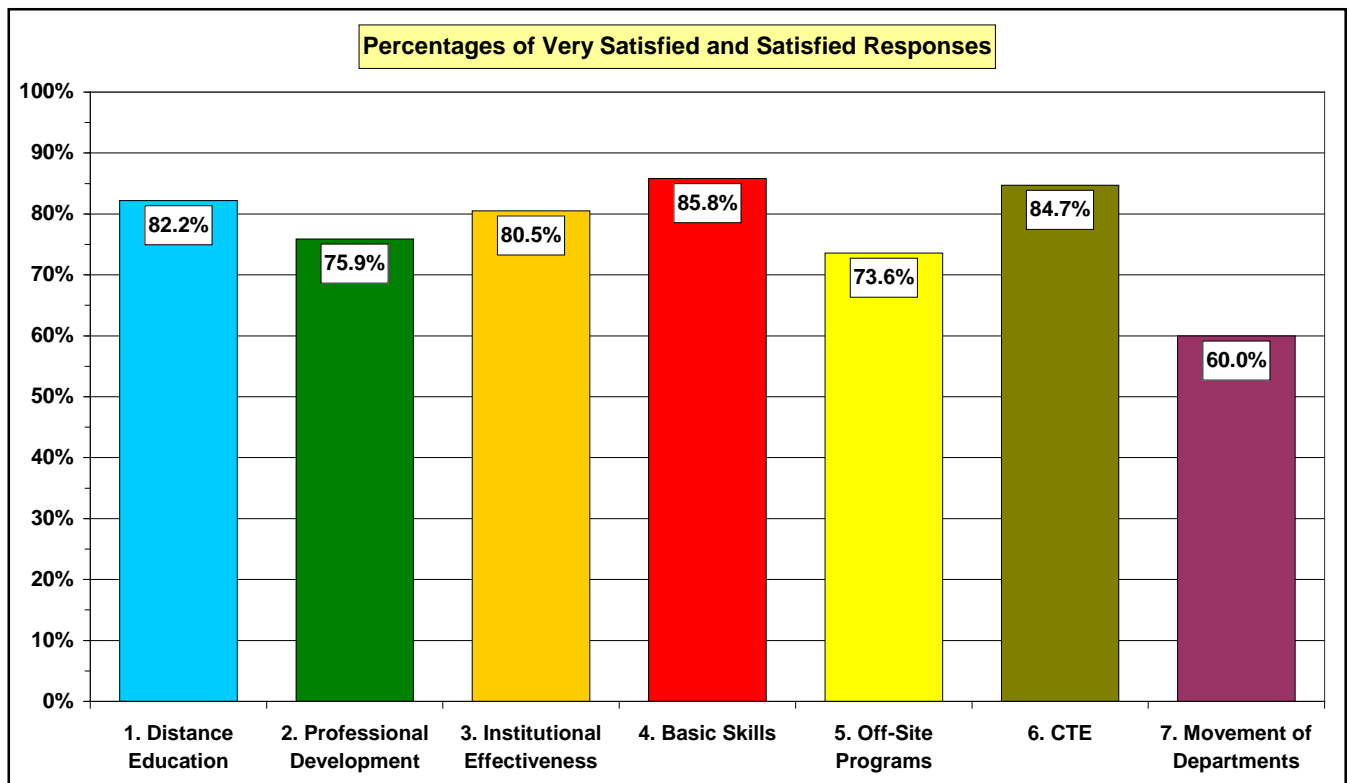
Prepared by
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VENTURA COLLEGE
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SPRING 2013 – MANAGEMENT REORGANIZATION SURVEY

■ **SUMMARY**

The **Spring 2013 – Management Reorganization Survey** was an online survey which asked Ventura College employees to indicate their degree of satisfaction with the college’s current organizational structure. The first six questions addressed the realignment/reorganization of specific college areas, while the seventh question related to employees whose departments had been moved to a different division.

Percentage distributions of relevant responses (exclusive of “no opinion”) are displayed in the table below. The chart depicts percentages of “Very Satisfied and Satisfied” for each survey question. In general, the reorganization has received fairly high satisfaction ratings: 74% to 86% for Questions 1 – 6. For Question 7, however, only 60% of the respondents were satisfied with the movement of their respective departments.



Question Number and Area	Relevant Responses	Percentage Distribution				
		Total	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
1. Distance Education	112	100.0%	27.7%	54.5%	10.7%	7.1%
2. Professional Development	120	100.0%	30.0%	45.9%	15.8%	8.3%
3. Institutional Effectiveness	133	100.0%	32.4%	48.1%	10.5%	9.0%
4. Basic Skills	106	100.0%	27.3%	58.5%	10.4%	3.8%
5. Off-Site Programs	87	100.0%	19.6%	54.0%	17.2%	9.2%
6. CTE	111	100.0%	26.1%	58.6%	9.9%	5.4%
7. Movement of Departments	40	100.0%	10.0%	50.0%	32.5%	7.5%

The report consists of the following four sections: **Background**, **Survey Specifications**, detailed **Survey Results**, and verbatim **Remarks or Comments**.

VENTURA COLLEGE
OFFICE OF RESEARCH AND EVALUATION
SPRING 2013 – MANAGEMENT REORGANIZATION SURVEY

■ **BACKGROUND**

In response to recommendations made by the **fall 2010 ACCJC Accreditation Team**, Ventura College re-structured its management organization in August 2011. To ascertain the perceptions of college staff regarding the reorganization, the President’s Office surveyed employees in spring 2012. Because the response rate was fairly low, the most recent **Accreditation Team (November 2012)** indicated that the college should re-survey its employees and strive for greater participation by faculty and classified staff.

To comply with the Team’s re-survey request, the **Spring 2013 – Management Reorganization Survey** was designed and administered in February 2013. Results of the survey are presented in this report.

■ **SURVEY SPECIFICATIONS**

• **Survey Instrument**

The survey was created in SurveyMonkey by the Institutional Research Officer in consultation with the College President and the Dean of Institutional Effectiveness, English, and Learning Resources. Survey questions were adapted from the previous survey (spring 2012).

The survey consists of seven questions. Questions one to six address the changes in management organization and responsibilities that were implemented in fall 2011. Each question has two components:

Prior – The office or group that was previously responsible for the area

Current – The Dean who is now responsible for the area

For each question, respondents were asked to indicate their degree of satisfaction with the current organizational structure. Question seven relates to respondents whose departments were moved from one division to another. Remarks or comments could be entered in a text box at the end of the survey.

• **Survey Population**

The survey population consists of spring 2013 Ventura College employees in the following groups: full-time faculty, classified staff, and managers and supervisors. A total of **287** VC employees were surveyed.

Requests to participate in the survey were emailed on February 9, 2013 (the survey was closed on March 4, 2013). Embedded within the emails was a hyperlink to SurveyMonkey. Each of the employee groups had a separate SurveyMonkey “collector” so that response rates could be calculated for each of the groups. (**Note:** The survey is **anonymous**; it is **not** known who responded within each of the employee groups.)

Employee Group	Survey Population		Survey Respondents		Proportional Representation		Response Rate
	Number	Percent	Number	Percent	Difference	Representation	
Full-Time Faculty	136	47.4%	79	53.0%	+5.6 points	Over represented	58.1%
Classified Staff	128	44.6%	53	35.6%	- 9.0 points	Under represented	41.4%
Managers/Supervisors	23	8.0%	17	11.4%	+3.4 points	Over represented	73.9%
Totals / Percentages	287	100.0%	149	100.0%	0.0 points	---	51.9%

• **Response Rates and Proportional Representation**

The overall response rate is **52%**. For faculty the response rate is **58%**, for classified staff, **41%**, and for managers and supervisors it is **74%**. Proportionally, both faculty and managers/supervisors responded at a higher rate than their percentages in the Survey Population. Differences between Respondent and Survey Population percentages are expressed in percentage points. Positive numbers indicate over representation by survey respondents and the negative number reflects under representation.

With a total of **149** respondents, the survey has a confidence interval (margin of error) of ± 5.6 points at the 95% confidence level.

VENTURA COLLEGE
OFFICE OF RESEARCH AND EVALUATION
SPRING 2013 – MANAGEMENT REORGANIZATION SURVEY

■ **SURVEY RESULTS**

• **Question 1. Distance Education**

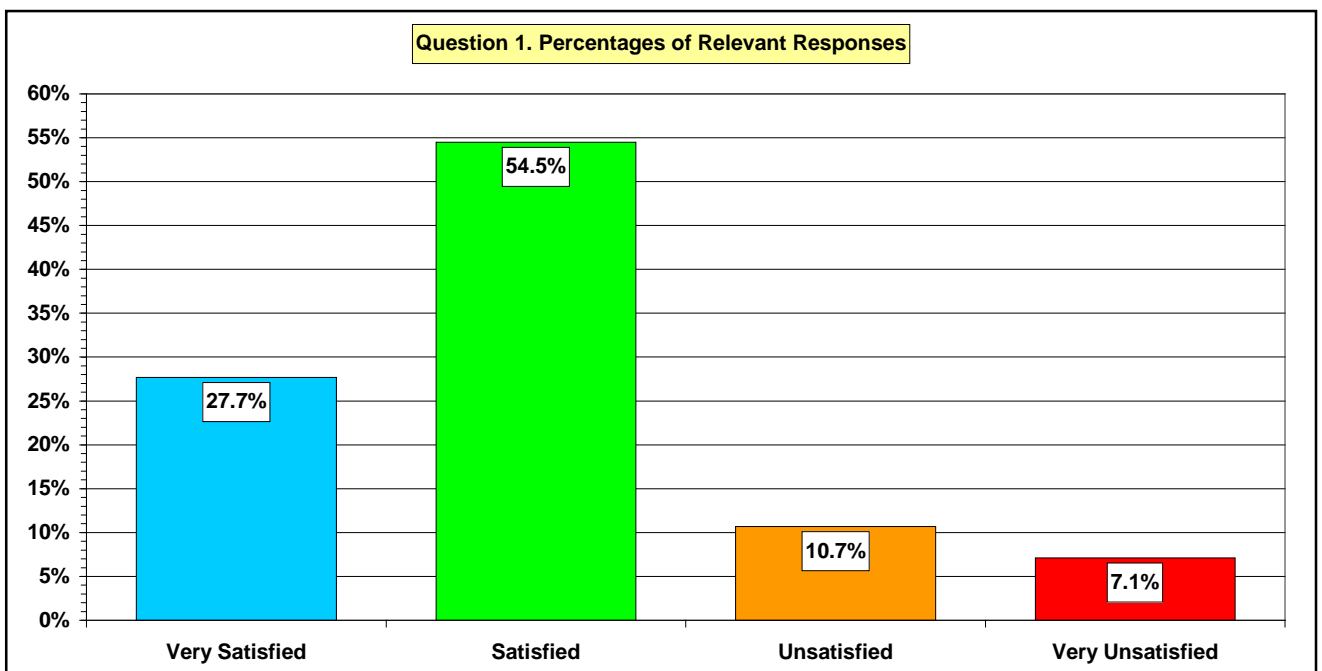
Prior: Executive Vice President

Supported by an Instructional Design Specialist and an Instructional Technologist

Current: Dean of Distance Education, Professional Development, Social Sciences and Humanities

Supported by an Instructional Design Specialist and an Instructional Technologist

To what degree are you satisfied with this new structure?



The numbers of survey respondents, by employee group, are presented in the following data table.

Percentages of Relevant Responses are graphically depicted in the chart above.

Very Satisfied and Satisfied responses represent **82.2%** of Relevant Responses.

Employee Group	Total Count	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	No Opinion	
Full-Time Faculty	79	15	33	7	7	17	
Classified Staff	53	7	23	4	1	18	
Managers and Supervisors	17	9	5	1	0	2	
Total	149	31	61	12	8	37	
Percentage Distributions							
All Responses	149	100.0%	20.8%	40.9%	8.1%	5.4%	24.8%
Relevant Responses	112	100.0%	27.7%	54.5%	10.7%	7.1%	---

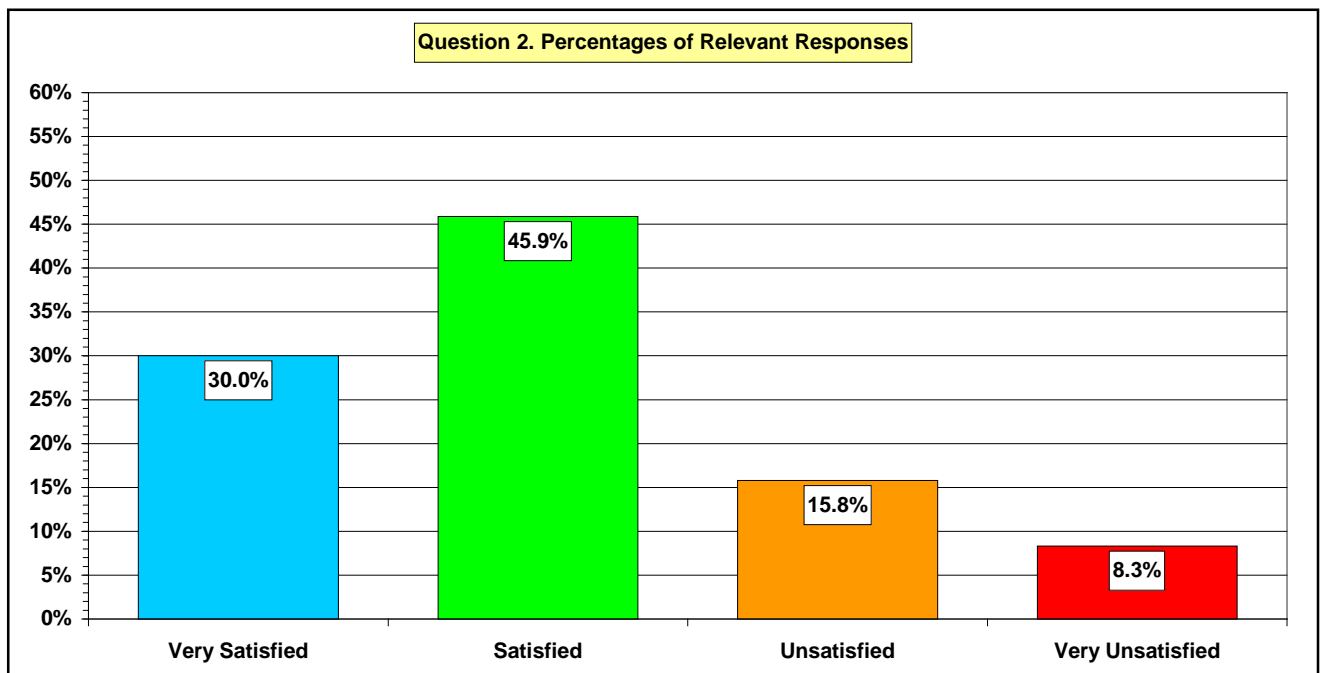
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OFFICE OF RESEARCH AND EVALUATION
SPRING 2013 – MANAGEMENT REORGANIZATION SURVEY

• **Question 2. Professional Development**

Prior: Faculty Professional Development Committee
Classified Senate, and
Assistant Dean of Students (Provided administrative support)

Current: Dean of Distance Education, Professional Development, Social Sciences and Humanities
Faculty Professional Development Committee
Combined Professional Development Committee (discusses activities for both faculty and classified), and
Faculty Member (Reassigned through Title V Cooperative Grant)

To what degree are you satisfied with this new structure?



The numbers of survey respondents, by employee group, are presented in the following data table. Percentages of Relevant Responses are graphically depicted in the chart above. Very Satisfied and Satisfied responses represent **75.9%** of Relevant Responses.

Employee Group	Total Count	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	No Opinion	
Full-Time Faculty	79	22	28	11	8	10	
Classified Staff	53	6	21	8	2	16	
Managers and Supervisors	17	8	6	0	0	3	
Total	149	36	55	19	10	29	
Percentage Distributions							
All Responses	149	100.0%	24.2%	36.9%	12.7%	6.7%	19.5%
Relevant Responses	120	100.0%	30.0%	45.9%	15.8%	8.3%	---

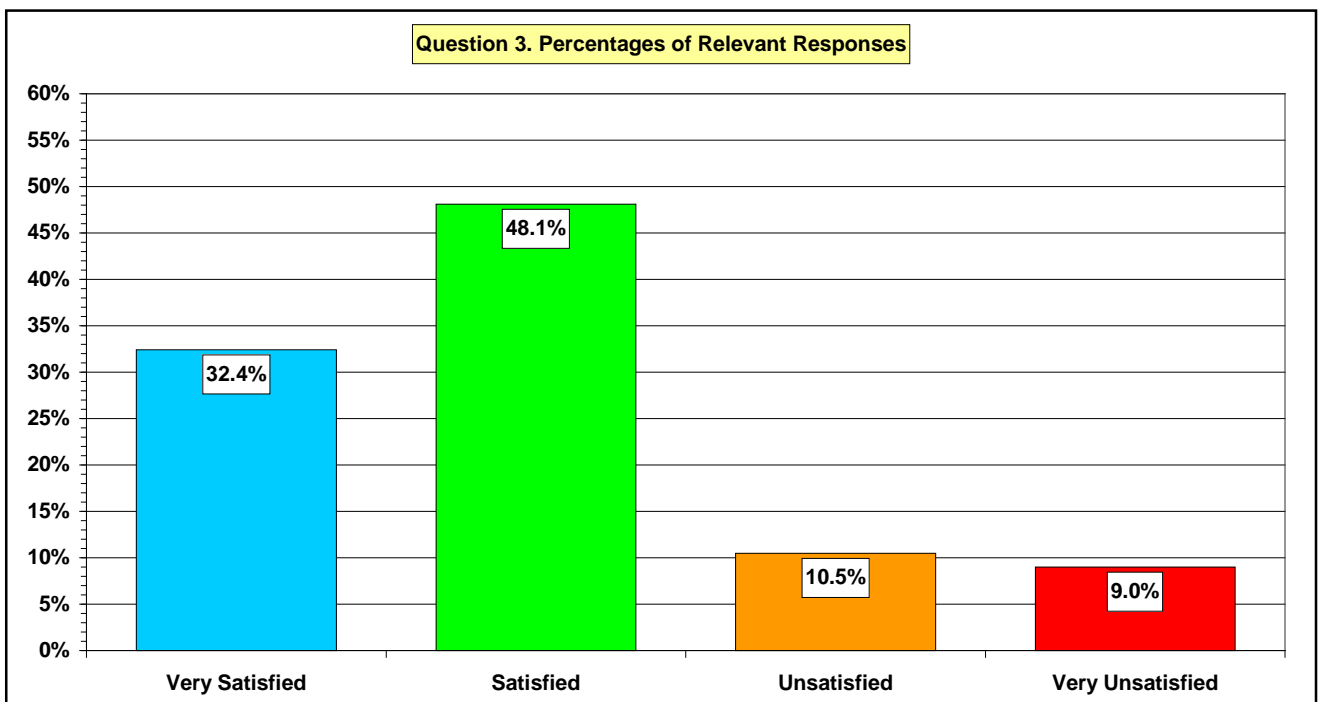
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OFFICE OF RESEARCH AND EVALUATION
SPRING 2013 – MANAGEMENT REORGANIZATION SURVEY

• **Question 3. Institutional Effectiveness (Accreditation, Planning, Program Review, and SLOs)**

Prior: Executive Vice President – Exercised general oversight,
President – Established the Program Review Calendar, and
Departments – Developed and assessed SLOs

Current: Dean of Institutional Effectiveness, English and learning Resources,
College Planning Council,
SLO Oversight Committee, and
Faculty Facilitators (working with departments)

To what degree are you satisfied with this new structure?



The numbers of survey respondents, by employee group, are presented in the following data table. Percentages of Relevant Responses are graphically depicted in the chart above. Very Satisfied and Satisfied responses represent **80.5%** of Relevant Responses.

Employee Group	Total Count	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	No Opinion	
Full-Time Faculty	79	19	30	10	11	9	
Classified Staff	53	12	30	4	1	6	
Managers and Supervisors	17	12	4	0	0	1	
Total	149	43	64	14	12	16	
Percentage Distributions							
All Responses	149	100.0%	28.9%	43.0%	9.4%	8.0%	10.7%
Relevant Responses	133	100.0%	32.4%	48.1%	10.5%	9.0%	---

VENTURA COLLEGE
OFFICE OF RESEARCH AND EVALUATION
SPRING 2013 – MANAGEMENT REORGANIZATION SURVEY

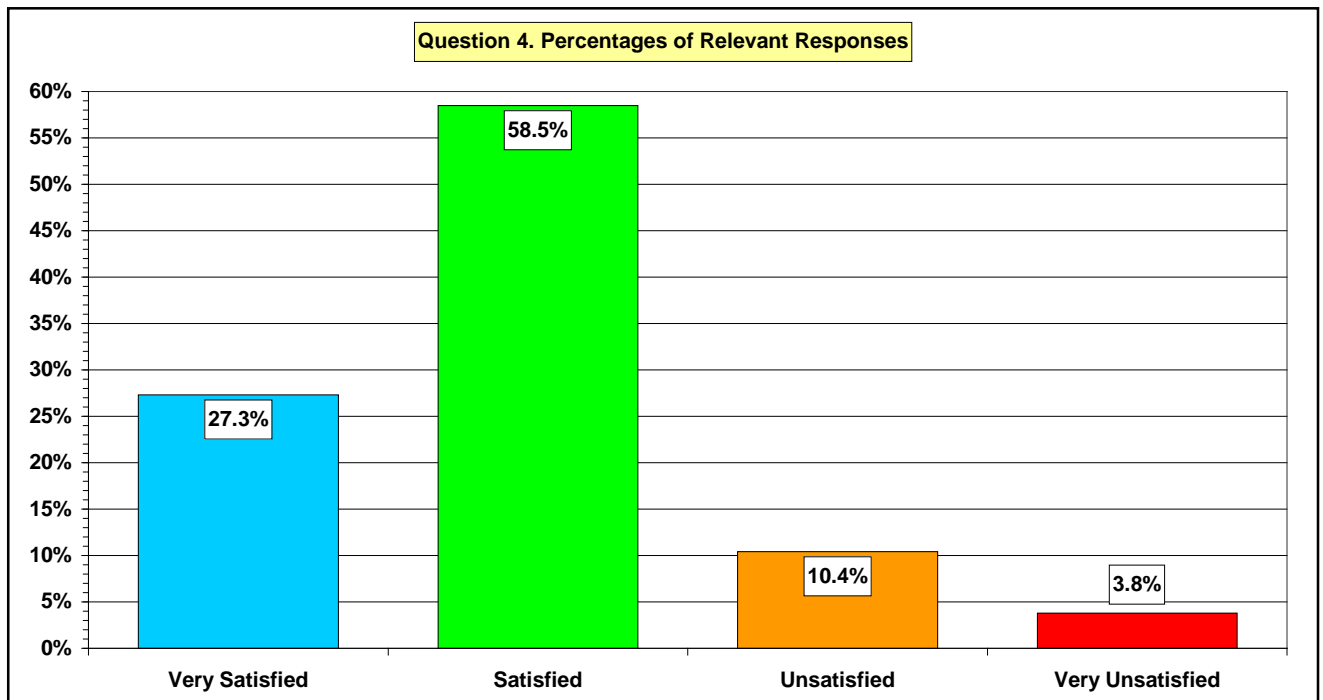
• **Question 4. Basic Skills**

Prior: Executive Vice President – With input from:

Deans; Department Chair of English/Reading; Department Chair of Mathematics;
Learning Resources Supervisor

Current: Dean of Institutional Effectiveness, English and learning Resources, and
Basic Skills Committee (including faculty from English, Reading, Mathematics,
and ESL)

To what degree are you satisfied with this new structure?



The numbers of survey respondents, by employee group, are presented in the following data table.

Percentages of Relevant Responses are graphically depicted in the chart above.

Very Satisfied and Satisfied responses represent **85.8%** of Relevant Responses.

Employee Group	Total Count	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	No Opinion	
Full-Time Faculty	79	15	33	7	4	20	
Classified Staff	53	8	22	4	0	19	
Managers and Supervisors	17	6	7	0	0	4	
Total	149	29	62	11	4	43	
Percentage Distributions							
All Responses	149	100.0%	19.5%	41.6%	7.4%	2.7%	28.8%
Relevant Responses	106	100.0%	27.3%	58.5%	10.4%	3.8%	---

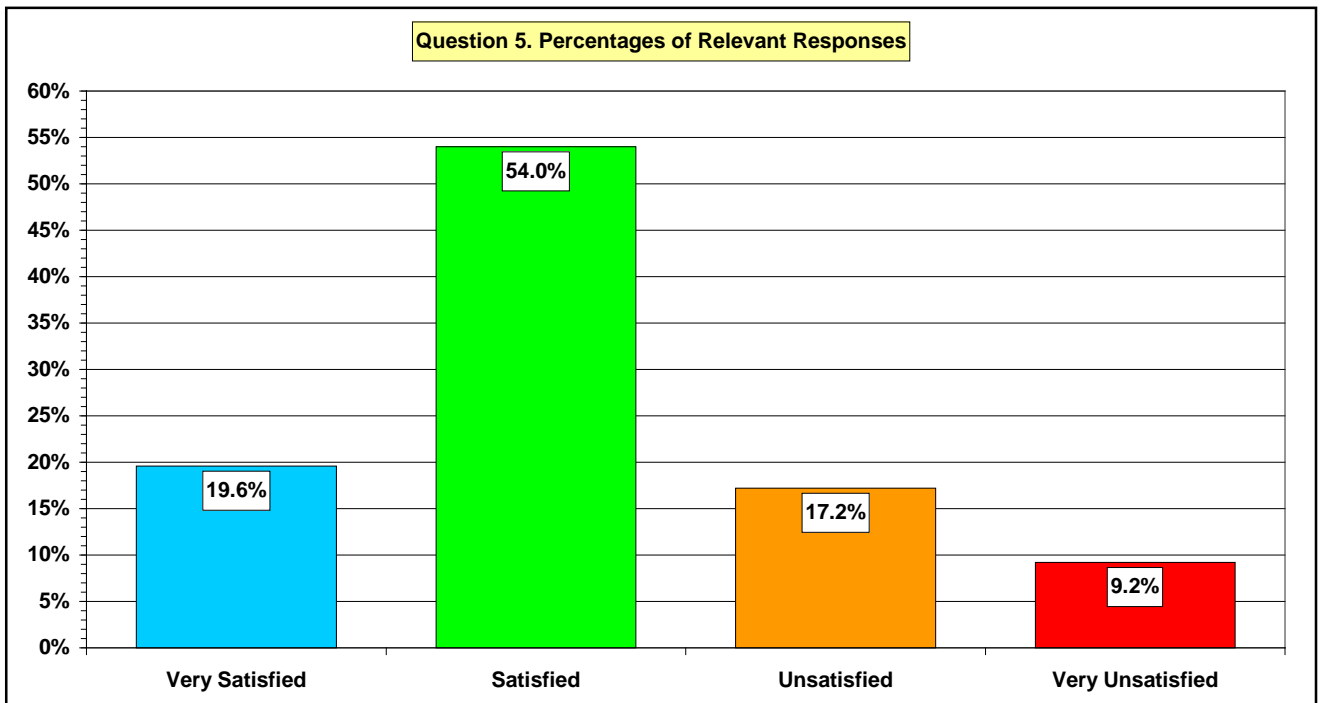
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OFFICE OF RESEARCH AND EVALUATION
SPRING 2013 – MANAGEMENT REORGANIZATION SURVEY

• **Question 5. Off-Site Programs at Santa Paula and Fillmore**

Prior: Two part-time Faculty Coordinators, and
Various Deans (Provided supervision and administrative support)

Current: Dean of Communication, Kinesiology, Athletics and Off-Site Programs

To what degree are you satisfied with this new structure?



The numbers of survey respondents, by employee group, are presented in the following data table. Percentages of Relevant Responses are graphically depicted in the chart above.

Very Satisfied and Satisfied responses represent **73.6%** of Relevant Responses.

Employee Group	Total Count	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	No Opinion	
Full-Time Faculty	79	5	24	7	6	37	
Classified Staff	53	6	17	8	1	21	
Managers and Supervisors	17	6	6	0	1	4	
Total	149	17	47	15	8	62	
Percentage Distributions							
All Responses	149	100.0%	11.4%	31.5%	10.1%	5.4%	41.6%
Relevant Responses	87	100.0%	19.6%	54.0%	17.2%	9.2%	---

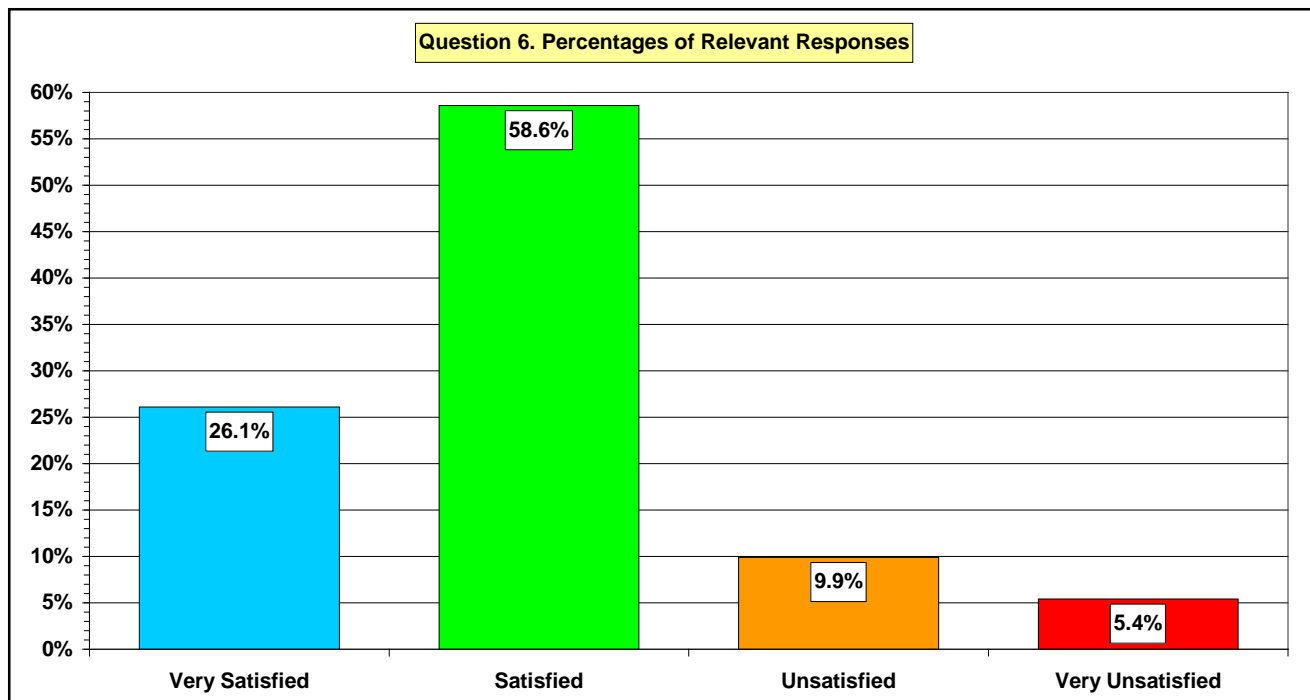
VENTURA COLLEGE
OFFICE OF RESEARCH AND EVALUATION
SPRING 2013 – MANAGEMENT REORGANIZATION SURVEY

• **Question 6. CTE**

Prior: Divided between two Assistant Deans

Current: Consolidated under one full Dean

To what degree are you satisfied with this new structure?



The numbers of survey respondents, by employee group, are presented in the following data table. Percentages of Relevant Responses are graphically depicted in the chart above.

Very Satisfied and Satisfied responses represent **84.7%** of Relevant Responses.

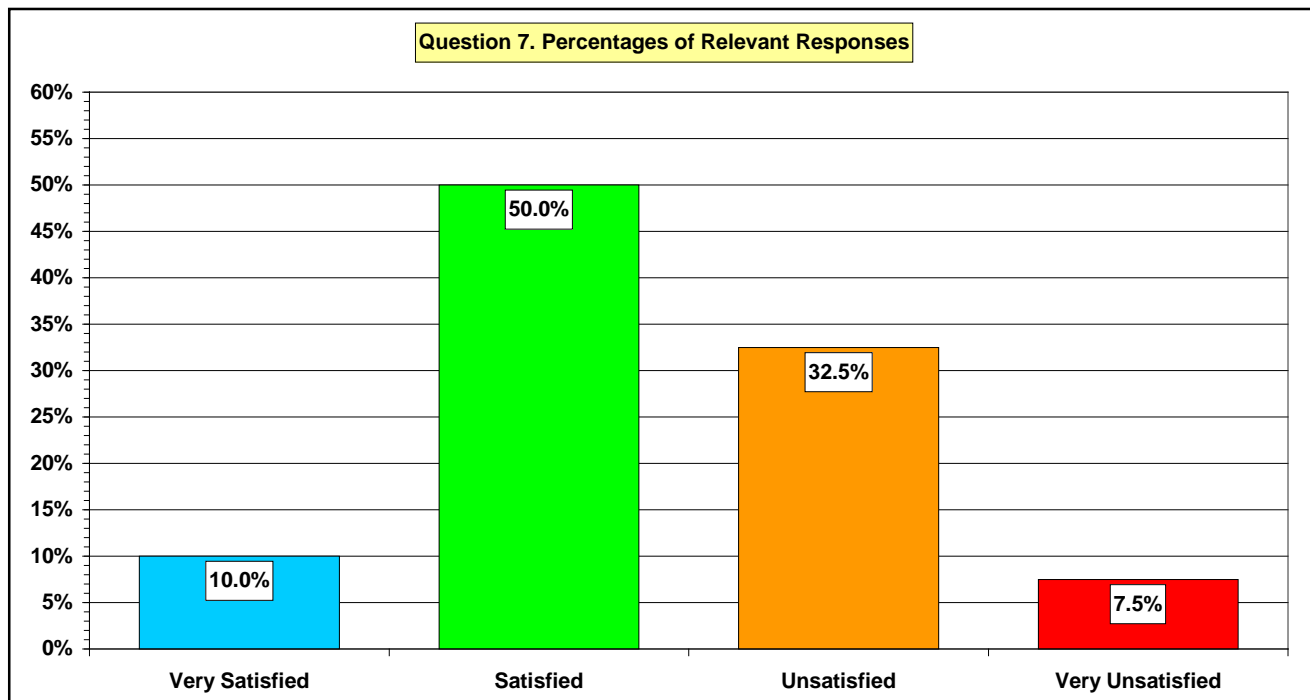
Employee Group	Total Count	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	No Opinion	
Full-Time Faculty	79	18	29	6	2	24	
Classified Staff	53	5	28	3	4	13	
Managers and Supervisors	17	6	8	2	0	1	
Total	149	29	65	11	6	38	
Percentage Distributions							
All Responses	149	100.0%	19.5%	43.6%	7.4%	4.0%	25.2%
Relevant Responses	111	100.0%	26.1%	58.6%	9.9%	5.4%	---

VENTURA COLLEGE
OFFICE OF RESEARCH AND EVALUATION
SPRING 2013 – MANAGEMENT REORGANIZATION SURVEY

• **Question 7. Movement of Departments**

If your department changed divisions within the past two years:

To what degree are you satisfied with this new structure?



The numbers of survey respondents, by employee group, are presented in the following data table.

Percentages of Relevant Responses are graphically depicted in the chart above.

Very Satisfied and Satisfied responses represent **60.0%** of Relevant Responses.

Employee Group	Total Count	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	No Opinion	Not Applic.	
Full-Time Faculty	79	2	5	6	2	1	63	
Classified Staff	53	1	9	6	1	1	35	
Managers and Supervisors	17	1	6	1	0	0	9	
Total	149	4	20	13	3	2	107	
Percentage Distributions								
All Responses	149	100.0%	2.7%	13.4%	8.7%	2.0%	1.4%	71.8%
Relevant Responses	40	100.0%	10.0%	50.0%	32.5%	7.5%	---	---

VENTURA COLLEGE
OFFICE OF RESEARCH AND EVALUATION
SPRING 2013 – MANAGEMENT REORGANIZATION SURVEY

■ **REMARKS OR COMMENTS**

At the end of the survey, respondents were provided an opportunity to write remarks/comments related to the management reorganization. A total of **55** remarks/comments were submitted: **35** were by faculty; **twelve** were by classified staff, and **eight** were by managers or supervisors. Remarks/comments are reproduced verbatim in the tables below.

• **Full-Time Faculty**

No.	Remarks or Comments
1	The Dean of Distance Education, Professional Development and Social Sciences and Humanities has a lot on her plate. Sometimes, I'm sure she is overwhelmed with all of those responsibilities. The ship remains afloat, but concentration on forward growth and efficiency seems to evolve at a snail's pace because of all of those responsibilities. It would be great to separate those responsibilities among two or more others. One could focus on the arts in a specific manner and the other(s) could focus on other activities. Overall growth in the individual areas would benefit greatly with more focused administration of the disparate departments.
2	Seems like a lot of responsibility has been taken away from the EVP--hope he doesn't run out of things to do.
3	There is entirely too much management, i.e. Dean control over areas that should remain the purview of faculty.
4	My faculty would prefer that social science and behavioral sciences be consolidated.
5	Distance Ed and Professional Development are no more connected to Social Sciences/Humanities than they are to any other division, so the new division of labor seems arbitrary and not very useful. A more competent and forward-thinking EVP should be able to handle Distance Ed. Professional Development seems more closely related to Institutional Effectiveness, where I think our new Dean of Institutional Effectiveness is doing an exemplary job.
6	All is well, really; the leadership and communication between our deans/ managers and faculty and staff are excellent, helping us to achieve our collective and individual goals and commitments to our students and the college.
7	In my area (math/science), the reorganization seems to have had little effect, either positive or negative. It is sad that so much effort (the time and energy of many talented people, whose salaries become an obligation of the taxpayers) must be placed into satisfying the accreditation organization's whims, when it results in so little visible change in the college's day-to-day operations and in the quality of the teaching that goes on in its classrooms. The consolidation of deans in CTE has had a tangible benefit in that there is now a single point of contact for issues that concern the college's vocational courses and programs; before, it was necessary to figure out which dean was in charge of any given discipline or department
8	Both the old and new systems place a huge burden on too few people. Two deans have work loads that are unfair. Management workloads should be spread out more equitably and department chairs, with proper release time, should be utilized to oversee areas of their expertise. It is presumptuous to expect one dean to manage so many divergent disciplines while managing staff development, distance education while running a grant. Another dean is running a division, a title V grant and practically running the college leading institutional effectiveness. Spread out the workload, trust department chairs and lead faculty.
9	There have been growing pains associated with the reorganization. The most difficult of these involve the imposition of requirements prior to creating a way to meet the requirements, for example the requirement for distance education training for new online instructors prior to any training being available. However, these changes will ultimately result in a better structure that will hopefully translate into higher quality instruction.
10	The CTE departments need more institutional researcher support to provide accreditation and regulatory bodies aggregate data that is mandatory. Michael Callahan is exceptional, however, we need more of his time to assist with this process.
11	Santa Paula Center needs to be under one dean, then that dean can work with all other areas for curriculum, staffing, resource issues. Right now, when students have issues at the Center, they must call a variety of people instead of just one dean.
12	In my opinion, the main problem is inadequate staffing. Restructuring under these circumstances mostly leads to overburdening yet another manager which, in turn, adds to the administrative load of the faculty. This situation inevitably affects the quality of teaching very negatively.
13	CTE is 2 big of an area for 1 dean
14	Overall, the changes have been superb.

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VENTURA COLLEGE
OFFICE OF RESEARCH AND EVALUATION
SPRING 2013 – MANAGEMENT REORGANIZATION SURVEY

• **Full-Time Faculty (Continued from previous page)**

No.	Remarks or Comments
15	Will you be surveying STUDENT SERVICES??? Faculty and staff, especially within this division, may have an opinion of how this critical area is organized. Also, several may want to share suggestions for IMPROVEMENTS and current dissatisfaction with current administration hierarchy within Student Services. With the new Student Success Act, it is imperative that Student Services work efficiently and cooperatively with instruction side!!
16	With added pressures on my dean (Kathy Scott), there has been an increasing sense that she is too busy to touch base with the division and address concerns faculty might have. She seems very disconnected and remote, even frazzled and unavailable, because of the SLO process, institutional effectiveness work, and basic skills leadership she has had to take on. She is now a true manager without any trace of connection to her division, much like Huddleston-Lewis (who even goes much further in showing her dissociation -- dare I say, even outright disdain? -- from faculty by ignoring them so completely that even a friendly "hello" seems impossible for her to offer on an occasional basis). The reorganization has resulted in a much more removed management working top-down, one that puts the President's panicked requests well above meeting faculty needs in any way. The deans are too multi-tasked and self-absorbed to be human, and Huddleston-Lewis, in particular, needs to learn how to infuse more humanity in her demeanor with others (completely unacceptable self-absorption).
17	If it ain't broke ... don't fix it!
18	The CTE dean is responsible for too many areas. Since all the CTE programs were placed in one division the dean has not had the time to work on program development. When working with industry, there are decisions to be made and industry wants to work with management not the staff.
19	I appreciate the increased role of faculty, particularly in the formation of the Basic Skills and Distance Education committees.
20	CTE should be divided into two divisions with two deans. English, ESL, Communication and FL should be under same dean.
21	Any effective reorganization will only occur when there are changes in management
22	What is CTE?????? I believe the Deans have too many programs under them. Especially the Dean of Distance Education, Professional Development, Social Sciences and Humanities
23	In a climate that claims to support shared governance, the "implementation" of the reorganization seems to have evolved instead into a climate of micromanagement by some of the deans. While going through the motions of shared governance, the final result reflects the preferences of that manager rather than the department and committees and the group work done. Rather than being met with offense and rebellion on the part of faculty, it appears to instead lead to apathy and less willingness to serve and participate. The reality of budget cuts and the uncertainty that goes with that is likely to be contributing to the unwillingness of faculty to "push back." Management poses a threat - in some cases overtly.
24	I think that the Dean of Institutional Effectiveness and Learning Resources should not also be the dean of one academic department, in this case, English.
25	Faculty professional development should be a faculty-only committee that facilitates funding for faculty professional development activities. Otherwise, funding gets diverted to activities that have little connection to instruction and/or student services. Some of the reorganization is clearly in name only, e.g. "dean of institutional effectiveness;" however, adding faculty facilitators is an improvement.
26	It is a pleasure working for Dean Tim Harrison. He is always professional, fair-minded, and consistently optimistic even in a dark hour. When he needs something done, he communicates what it is in a non-threatening manner. As far as I can see, he also stands up for the underdog when necessary. He takes on challenges and sees them through to a fruitful end.
27	There has been much more communication and collaboration among departments and divisions. Special attention has been given to working together and general meetings have been held so that all have the opportunity to be engage and involved in the decision making process of this college..
28	Institutional Effectiveness - this reorganization has delivered a more cumbersome and laborious set of procedures and processes. Some of this link may be unfortunate timing (reorganization at the same time as new accreditation needs were identified), and some may be an effect of having more people involved (which in itself is not a bad thing). In some cases, adding the listed additional duties to VC's standing Deans has led to a visible increase in pressure on those individuals.
29	Although it was best to move some responsibilities from the Executive Vice President to dean levels, the changes moved almost all responsibilities to two deans, and left out at least half the campus from directing activities. The current system is biased in power and control into two favorite areas consistent with Presidential preferences inconsistent with shared governance. This ignores large segments of the dean, faculty, and students of Ventura College by design.

VENTURA COLLEGE
OFFICE OF RESEARCH AND EVALUATION
SPRING 2013 – MANAGEMENT REORGANIZATION SURVEY

• **Full-Time Faculty (Continued from previous page)**

No.	Remarks or Comments
30	I'm not sure why responsibility for various campus functions was given to particular Deans, who were busy enough before the change. The Dean of Institutional Effectiveness, English and Learning Resources has done a great job, but shouldn't those functions belong to a VP or the EVP? Distance Ed and Professional Development should be their own things, not controlled by the Social Sciences and Humanities Dean.
31	Foreign languages and other communication studies need to be moved back to either Kathy or Gwendolyn's divisions. To have them assigned to an athletics dean is absurd.
32	The CTE Dean is responsible for too many areas. The programs have been suffering for many years because of lack of institutional support. The faculty alone can not teach classes, stay current, recruit qualified students and develop/maintain industry contacts.
33	Some of the organizational moves have worked out very well and made sense. In other cases, though they have perhaps overburdened certain individuals which actually has dissipated the attention and care certain activities and operations are getting.
34	Restructured focus on SLOs has created a huge waste of faculty time and resources.
35	Dean Tim should NOT be dean over Speech instructors. Dean Gwendolyn is totally ineffective. She is overextended and should NOT be dean over Distance Education.

• **Managers and Supervisors**

No.	Remarks or Comments
1	I think the current configuration is much more efficient and practical.
2	Quality vs. quantity conversation. Currently operating with little quality control. Administrators just managing problems and no time to lead (inspire, build community relations, analysis of programming, etc.) Move back to 3 VP model. EVP position to big for one person. Take closer look at reorganize divisions with departments that make sense. Short one dean (or asst dean/director/coordinator at least). Break up CTE (too difficulty to manage under one dean). Some initial thoughts for reorganization: * English, Foreign Languages, and ESL stay together (possibly Comm Studies). * A Health & Wellness Division...Health, Kinesiology, Nursing, Medical Assisting, Athletics all together. * VCSP - Invest or eliminate. I recommend invest (especially if adult education comes to VC)
3	Institutional Effectiveness and Accreditation should be under a Vice President of Academic Affairs. It is too much work to put on a Dean. College should restructure with a Vice President of Academic Affairs and Vice President of Student Services.
4	There are a couple of divisions that are quite large and the amount of work involved for the manager makes it difficult for those involved in the department. It is difficult to schedule the time for assistance for program review etc.
5	I believe the integration of planning, program review and SLO oversight under a Dean of Institutional Effectiveness is the single most effective and productive change made in the college's organizational structure. We now have faculty and staff who are informed and engaged in the processes required to create a cycle of continuous quality improvement across the campus. Members of the College Planning Council, SLO and Program Review committees are thoughtful, motivated and dedicated to sustaining the culture of ongoing assessment and improvement.
6	The reorganization is going very well. It is a culture shift for this campus though. Shifts of this magnitude take time for the full body to grasp the change and the impacts of those changes. With these shifts we are placing solid structure and short and long range plans into action that will require education of the stakeholders, adjustments, reassessment, and implementation. I think we have made tremendous progress but need a bit more time to fully feel like everything is in place and settling in to its proper order. The most difficult thing of all is the SLO and Program review process. It seems to be dominating most everything which is exhausting in the scheme of things. It would be nice if we could feel a bit more balance and less like it is the Institutional Effectiveness show at every meeting. Please note this is the feeling of my people as well as myself that I share this.
7	It is noticeably working more efficiently and more effectively with the current structure.
8	Excellent work on professional development. Efforts to be more inclusive of Math and Science areas are helpful. College should consider the 3 VP model and assign accreditation to the VP of Instruction. It is difficult for a dean to do this job when he/she is on the same level as the other deans. However, the team that worked on accreditation over the past two years did a great job. CTE reorganization good but difficult to do program reviews all in the same year. Support rotational plan in this regard. We need to decide what we are doing with the SP site. There are very few courses offered during the day, and it may not be a good use of our resources.

VENTURA COLLEGE
OFFICE OF RESEARCH AND EVALUATION
SPRING 2013 – MANAGEMENT REORGANIZATION SURVEY

• **Classified Staff**

No.	Remarks or Comments
1	The sheer size, number of faculty and staff, not to mention the wide diversity and complexity of it's many programs, makes it nearly impossible for one person to oversee effectively. Most of the CTE programs not only have to meet and follow the Ed Code requirements but also adhere to state regulatory bodies' regulations for instruction delivery and reporting. With two Assistant Deans and/or one Dean and an Assistant Dean the CTE Division was better able to ensure compliance with State regulations and was more efficient overall.
2	The Institutional Effectiveness, English and Learning Resources division plus the new Title V grant is too much for this Dean or not enough staff. There is too much last minute efforts, confusion, and duplication of requests. I don't see the prospective oversight of the new grant. I feel the same of Distance Education, Professional Development, Social Sciences and Humanities. The division also includes a Title V grant that doesn't appear to have oversight.
3	I would like to see a Dean that was solely responsible for distance education. I also have not been here long so many of these were not applicable to me.
4	I believe the reorganization has improved the functions of the different departments. Focus is placed more appropriately within the structure.
5	I believe the managers in place are going above and beyond to run their part in this organization. However I believe the amount of work and responsibility placed on them is unreasonable and areas are bound to fall through the cracks. Just because you condense the departments does not mean the work is condensed as well. The management also needs to have additional clerical support to properly function and met the needs of faculty, students, and staff.
6	Regarding Off-Site Programs, question #5, I don't recall there being two part-time faculty coordinators. At one point there was an assistant Dean position, followed by two full-time faculty coordinators consecutively. The current Dean has done an excellent job, and staff is pleased with him, however, the site, employees and the students would benefit from an on-site coordinator.
7	Regarding #5, Off-Site Programs at Santa Paula and Fillmore, as I recall, there were never two part-time faculty coordinators overseeing the off-site programs. Along with various deans, there was at one time a full time Assistant Dean, followed by two consecutive full time Coordinators. Although the current Dean has done an excellent job, off-site programs (VCSP), staff and students would benefit from an On-Site Coordinator.
8	CTE is a huge Division with diverse departments. Working in Health Sciences with a former nurse works well for our department, however, I feel the needs of the other departments would be better served with an Assistant Dean to support the division.
9	Think the deans have too much assigned to them. The school would benefit from having assistant deans to take some of the load. This would also create leadership growth opportunities and lines of succession.
10	Professional Development : I have enjoyed the extra reminders about professional development activities as well as the extra involvement within all departments on campus.
11	Too many chiefs, not enough indians!!
12	I do not feel that my "vote" would be of much value at this time as I just recently began working at this college (within the past 6 months). I would like to comment, however, that from my observation Ms. Huddleston does a wonderful job as Dean of Distance Education, Professional Development, Social Sciences and Humanities. She is strong, steady, intelligent, and creative, I've observed that even when she is very busy she remains kind, respectful and helpful to both faculty and staff.