# Ventura College

## Institutional Self Study Report in Support of Reaffirmation of Accreditation

***Submitted by***

**Ventura College**
**4667 Telegraph Road**
**Ventura, California 93003**

***To***

**Accrediting Commission for Community and Junior Colleges**
**Western Association of Schools and Colleges**

**August 15, 2010**

Certification of the Institutional Self Study Report

August 15, 2010

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

From: Ventura College
4667 Telegraph Road
Ventura, California 93003

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Robert Huber, Chairperson, Board of Trustees

James Meznek, Ph.D, Chancellor, Ventura County Community College District

Robin Calote, Ed.D., President, Ventura College

Peter Sezzi, President, Academic Senate

Barbara Cogert, President, Classified Senate

Kea Kanamu, President, Associated Students Ventura College

# Contents


Introduction ..... 3

History of Ventura College ..... 3

Demographic Information ..... 4

Abstract of the Report ..... 11

Organization for the Self Study ..... 19

Organization of the Institution ..... 23

Organizational Chart ..... 23

Organizational Map ..... 24

Certification of Continued Compliance with Eligibility Requirements ..... 37

Responses to Recommendations from the Most Recent Comprehensive Evaluation ..... 41

Standard I: Institutional Mission and Effectiveness ..... 53

A. Mission ..... 53

B. Improving Institutional Effectiveness ..... 56

Documents to Support Standard I ..... 63

Standard II: Student Learning Programs and Services ..... 65

A. Instructional Programs ..... 65

B. Student Support Services ..... 85

C. Library and Learning Support Services ..... 94

Documents to Support Standard II ..... 102

Standard III: Resources ..... 105

A. Human Resources ..... 105

B. Physical Resources ..... 117

C. Technology Resources ..... 122

D. Financial Resources ..... 129

Documents to Support Standard III ..... 141

Standard IV: Leadership and Governance ..... 143

A. Decision-Making Roles and Processes ..... 143

B. Board and Administrative Organization ..... 148

Documents to Support Standard IV ..... 172
Map of the College ..... 175

# Introduction

## History of Ventura College

Ventura College was established as the first college in Ventura County in 1925, when a junior college department was added at Ventura Union High School. In 1929, the Ventura High School District adopted the four-four plan of secondary education, providing four years of junior high school (grades 7-10) and four years of high school/junior college (grades 11-14). The next year, Ventura Junior College, as the senior four-year school was then known, was moved to a new campus at Main and Catalina Streets in Ventura, the present location of Ventura High School.

In 1952, responding to recommendations from a commissioned study concerning population growth and building needs, the Ventura High School District adopted a 3-3-2 organization, with three years of junior high school (grades 7-9), three years of high school (grades 10-12) and two years of higher education. Ventura Junior College became Ventura College, a two-year institution for the freshman and sophomore years of college.

In 1955, the college moved to its present 112 acre hillside campus at 4667 Telegraph Road in the eastern part of Ventura – so close to the ocean that there is a clear view of the Channel Islands from several spots on campus. In 1962, the voters of Ventura County authorized the formation of a community college district separate from any other public school entity.

In 1974, the college began offering classes in Fillmore to serve the Santa Clara River Valley's predominantly Hispanic population. In 1980, the East Campus (then known as the Santa Paula Vocational Center) moved to its current location on Dean Drive in Santa Paula. In addition to the East Campus, Ventura College currently utilizes classrooms at Fillmore High School, and occasionally uses the facilities at other community locations.

Ventura County voters went to the polls in March 2002 and voted to authorize a $356 million general obligation bond to renovate and expand all three campuses and the district training facilities for police, fire, and sheriff's officers. The first Ventura College building constructed using bond funds was the Library and Learning Resources Center, which opened in January 2005. The remodeled Student Services Center opened in April 2008, and the Sportsplex in 2009. The Advanced Technology Center, General Purposes Classroom Building and the Health Sciences Center buildings are currently under construction, as is the training facility for sheriff officers. The Performing Arts Complex and the buildings housing the college's technical programs are also currently under renovation.

Ventura College serves a diverse student body through both credit and non-credit offerings. The college offers associate of arts or associate of science degrees in thirty-three majors. Students are also able to obtain an associate of arts degree in general studies, using one of three patterns to obtain the required units. In addition, the college offers certificates of achievement in thirty-five career and technical education fields, and proficiency awards in twenty-six fields. The college's Community Education program offers hundreds of classes three times a year to those interested in learning about music, dance, writing, fitness, cooking, financial planning, languages and a myriad of other topics in a non-competitive, not-for-credit environment.

The Ventura County Community College District has grown to include two additional colleges, Moorpark College and Oxnard College, collectively serving more than 36,000 students per semester. The District Administrative Center offices are located on Stanley Avenue in Ventura.

## Demographic Information

**Ventura College**
**FTES Summary**
**2000–2001 to 2008–2009**

| Fiscal Year | FTES | Change in FTES from Previous Year | |
|---|---|---|---|
| 2000 – 2001 | 8,968 | ---- | --- |
| 2001 – 2002 | 8,937 | -31 | -0.3% |
| 2002 – 2003 | 8,726 | -211 | -2.4% |
| 2003 – 2004 | 9,491 | +765 | +8.8% |
| 2004 – 2005 | 9,105 | -386 | -4.1% |
| 2005 – 2006 | 8,885 | -220 | -2.4% |
| 2006 – 2007 | 9,113 | +228 | +2.6% |
| 2007 – 2008 | 10,003 | +890 | +9.8% |
| 2008 – 2009 | 11,141 | +1,138 | +11.4% |

**Ventura College**
**East Campus and Other Off-Campus Locations**
**Enrollment History – Fall Terms: 2004 to 2009**

| Term | Number of Sections | Enrollment at Census | Total Contact Hours | Total Aggregate WSCH | Total FTES | Change in FTES from Previous Year | |
|---|---|---|---|---|---|---|---|
| Fall 2004 | 88 | 1,421 | 140,051 | 8,003 | 266.8 | --- | --- |
| Fall 2005 | 76 | 1,349 | 129,972 | 7,427 | 247.6 | -19.2 | -7.2% |
| Fall 2006 | 76 | 1,407 | 142,682 | 8,153 | 271.8 | +24.2 | +9.8% |
| Fall 2007 | 75 | 1,397 | 132,056 | 7,546 | 251.5 | -20.3 | -7.5% |
| Fall 2008 | 65 | 1,336 | 131,971 | 7,541 | 251.4 | -0.1 | -0.0% |
| Fall 2009 | 75 | 1,690 | 169,085 | 9,662 | 322.1 | +70.7 | +28.1% |

**Ventura County**
**City and County Population**
**Official State Estimates – 2005 to 2009**

| Ventura County Cities/Unincorporated. Areas | Estimated Population on January 1st | | | | | Change 2005 to 2009 | |
|---|---|---|---|---|---|---|---|
| | 2005 | 2006 | 2007 | 2008 | 2009 | | |
| Camarillo | 62,455 | 63,888 | 65,209 | 65,120 | 66,149 | 3,694 | 5.9% |
| Fillmore | 15,132 | 15,125 | 15,155 | 15,538 | 15,639 | 507 | 3.4% |
| Moorpark | 35,597 | 35,668 | 35,929 | 36,620 | 37,086 | 1,489 | 4.2% |
| Ojai | 8,104 | 8,125 | 8,084 | 8,114 | 8,157 | 53 | 0.6% |
| Oxnard | 187,705 | 189,288 | 191,834 | 193,892 | 197,067 | 9,362 | 5.0% |
| Port Hueneme | 22,568 | 22,326 | 22,216 | 22,090 | 22,171 | -397 | -1.8% |
| Ventura | 105,460 | 106,317 | 106,847 | 107,705 | 108,787 | 3,327 | 3.2% |
| Santa Paula | 29,101 | 29,023 | 29,049 | 29,389 | 29,725 | 624 | 2.1% |
| Simi Valley | 120,686 | 122,248 | 123,766 | 125,002 | 125,814 | 5,128 | 4.2% |
| Thousand Oaks | 126,344 | 127,170 | 126,936 | 127,984 | 128,564 | 2,220 | 1.8% |
| Sub-Total: Cities | 713,152 | 719,178 | 725,025 | 731,454 | 739,159 | 26,007 | 3.6% |
| Unincorporated Areas | 96,134 | 95,736 | 95,525 | 95,813 | 96,921 | 787 | 0.8% |
| Total: Ventura County | 809,286 | 814,914 | 820,550 | 827,267 | 836,080 | 26,794 | 3.3% |

**Ventura College Staff**
**by Classification Fall**
**2005 and Fall 2009**

| Classification | Fall 2005 | Fall 2009 | Change |
|---|---|---|---|
| Academic Employees | | | |
| Full-time Faculty | 129 | 139 | +10 |
| Part-Time Faculty | 311 | 344 | +33 |
| Academic Managers | 10 | 13 | +3 |
| Classified Employees | | | |
| Full-time Classified | 137 | 156 | +19 |
| Part-Time Classified | 14 | 19 | +5 |
| Classified Supervisors | 8 | 6 | -2 |
| Classified Managers | 2 | 9 | +7 |
| Total Employees | 611 | 686 | +75 |

**Ventura College**
**Employee and Student Demographics as of Fall 2009**
**Demographic Percentages of Ventura County Residents (Estimate: 2006 – 2008)**

| Demographic Characteristics Category | VC Employees Fall 2009 | | VC Students Fall 2009 | | Ventura County 2006 – 2008 |
|---|---|---|---|---|---|
| Group | Number | Percent | Number | Percent | Percent |
| Gender | | | | | |
| Female | 362 | 52.8% | 8,226 | 55.8% | 49.9% |
| Male | 324 | 47.2% | 6,374 | 43.3% | 50.1% |
| Unreported | --- | --- | 135 | 0.9% | --- |
| Ethnicity | | | | | |
| African/American/Black | 15 | 2.2% | 436 | 3.0% | 1.6% |
| Asian/Filipino/Pacific Islander | 34 | 5.0% | 973 | 6.6% | 6.5% |
| Hispanic | 124 | 18.1% | 6,214 | 42.2% | 37.4% |
| Native American | 7 | 1.0% | 192 | 1.3% | 0.3% |
| White | 439 | 64.0% | 5,763 | 39.1% | 51.9% |
| Other | 0 | 0.0% | 127 | 0.8% | 2.3% |
| Unknown | 67 | 9.7% | 1,030 | 7.0% | 0.0% |
| Age (in years) | | | | | |
| Under 30 | 30 | 4.4% | 11,354 | 77.1% | 42.7% * |
| 30 – 39 | 87 | 12.7% | 1,445 | 9.8% | 13.4% * |
| 40 – 49 | 136 | 19.8% | 1,064 | 7.2% | 14.5% * |
| 50 – 59 | 244 | 35.5% | | | 13.6% * |
| 60 – 64 | 107 | 15.6% | 737 | 5.0% | 4.6% |
| Over 64 | 82 | 12.0% | 131 | 0.9% | 11.2% |
| Unknown | --- | --- | 4 | 0.0% | --- |

* Because the Census Bureau data are not presented in these *specific* age groups, the percentages for these groups were extrapolated from the data as they are reported by the Census Bureau.

**Ventura College**
**Students by Area-of-Residence**
**Percentage Distributions: Fall 2005 and Fall 2009**

| City or Area | Fall 2005 | Fall 2009 |
|---|---|---|
| Camarillo | 7.6% | 7.8% |
| Fillmore | 4.9% | 4.7% |
| Moorpark | 0.3% | 0.5% |
| Newbury Park | 0.5% | 0.7% |
| Oak View | 1.6% | 1.6% |
| Ojai | 4.7% | 4.4% |
| Oxnard | 21.3% | 25.3% |
| Piru | 0.4% | 0.4% |
| Port Hueneme | 2.4% | 2.2% |
| Santa Barbara | 0.5% | 0.6% |
| Santa Paula | 9.8% | 9.4% |
| Simi Valley | 0.5% | 0.7% |
| Somis | 0.3% | 0.4% |
| Thousand Oaks | 0.5% | 0.8% |
| Ventura | 36.5% | 36.5% |
| Westlake Village | 0.1% | 0.1% |
| Foreign Countries | 1.1% | 1.3% |
| All Other Areas | 7.0% | 2.6% |

**Ventura College**
**Percentage of Students by Ethnicity – Fall Terms: 2005 to 2009**
**Percentage of Ventura County Residents by Ethnicity (Estimate: 2006 – 2008)**

| | Ventura College Student Body | | | | | Ventura County |
|---|---|---|---|---|---|---|
| Ethnic Groups | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | 2006 – 2008 |
| Hispanic | 38.0% | 38.5% | 40.0% | 40.9% | 42.2% | 37.4% |
| White | 43.6% | 43.2% | 41.0% | 40.0% | 39.1% | 51.9% |
| Unreported | 7.1% | 7.2% | 7.6% | 7.8% | 7.0% | -0.0% |
| Asian/Filipino/Pacific Islander | 6.6% | 6.4% | 6.2% | 6.5% | 6.6% | 6.5% |
| African American/Black | 2.4% | 2.6% | 2.9% | 2.6% | 3.0% | 1.6% |
| Native American | 1.3% | 1.3% | 1.3% | 1.3% | 1.3% | 0.3% |
| Other | 0.9% | 0.8% | 1.0% | 0.9% | 0.9% | 2.3% |

**Ventura College**
**Hispanic Graduates**
**2001 to 2009**

| Year | Hispanic Graduates (AA / AS Degree) | |
|---|---|---|
| | Number | % of All Graduates |
| 2001 | 263 | 30.4% |
| 2002 | 286 | 30.8% |
| 2003 | 293 | 32.2% |
| 2004 | 319 | 34.9% |
| 2005 | 321 | 35.2% |
| 2006 | 333 | 35.4% |
| 2007 | 357 | 37.3% |
| 2008 | 391 | 36.7% |
| 2009 | 355 | 39.1% |

**Ventura College**
**Degrees and Certificates Awarded**
**2004–05 to 2008–09**

| Degrees and Certificates | Academic Years | | | | |
|---|---|---|---|---|---|
| | 2004 – 05 | 2005 – 06 | 2006 – 07 | 2007 – 08 | 2008 – 09 |
| Associate of Arts | 714 | 744 | 717 | 783 | 866 |
| Associate of Science | 174 | 186 | 184 | 226 | 229 |
| Total Degrees | 888 | 930 | 901 | 1,009 | 1,095 |
| Certificate: 18.0 to 29.5 units | 38 | 48 | 13 | 25 | 36 |
| Certificate: 30.0 to 59.5 units | 44 | 47 | 41 | 55 | 46 |
| Total Certificates | 82 | 95 | 54 | 80 | 82 |
| Total Degrees and Certificates | 970 | 1,025 | 955 | 1,089 | 1,177 |

**Ventura College**
**Percentage Age Distributions of Students in Fall 2005 and Fall 2009**
**Percentage Age Distribution of Ventura County Residents (Est. 2006 – 2008)**

| Age (In Years) | VC Students | | Ventura County |
|---|---|---|---|
| | Fall 2005 | Fall 2009 | 2006 – 2008 |
| 19 or Under | 33.1% | 37.1% | 29.3% |
| 20 – 24 | 28.8% | 28.9% | 7.1% |
| 25 – 34 | 16.5% | 16.8% | 12.6% |
| 35 – 39 | 5.2% | 4.0% | 7.1% * |
| 40 – 49 | 9.2% | 7.2% | 14.5% * |
| 50 – 64 | 6.1% | 5.0% | 18.2% * |
| 65 or Over | 1.1% | 1.0% | 11.2% |

***** Because the Census data for ages 35 to 64 are not presented in these *specific* age groups, percentages for these groups were extrapolated from the Census data.

**Ventura College**
**Student Educational Goals**
**Percentage Distributions for Fall Terms: 2005 to 2009**

| Educational Goal General Categories | Percentages by Term | | | | |
|---|---|---|---|---|---|
| | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 |
| Transfer to a Four-Year Institution | 43.2% | 43.1% | 43.8% | 46.0% | 48.3% |
| Obtain an AA/AS Only | 5.7% | 5.8% | 6.1% | 5.9% | 6.5% |
| Obtain a Two-Year Certificate Only | 2.8% | 2.4% | 2.4% | 2.1% | 2.0% |
| Continuing Education | 6.9% | 7.6% | 7.3% | 6.3% | 6.4% |
| Developmental Education | 15.3% | 17.6% | 17.3% | 17.9% | 16.1% |
| Undecided on Goal | 23.9% | 21.5% | 21.4% | 20.2% | 19.2% |
| Unknown/Uncollected | 2.2% | 1.9% | 1.8% | 1.5% | 1.4% |

**Ventura College**
**Grants Received by the College**
**Total Funding Available: FY's 2005–2006 to 2008–2009**

| Fiscal Year | Total Dollar Amount |
|---|---|
| 2005 – 2006 | $3,289,202 |
| 2006 – 2007 | $3,927,993 |
| 2007 – 2008 | $5,160,279 |
| 2008 – 2009 | $6,411,003 |

All of the data tables were created by the Ventura College Office of Research and Evaluation. Sources of the data for these tables are enumerated below.

1. FTES Summary
   VCCCD – Office of Institutional Research
   "VCCCD District-Generated FTES Summary: 1991–92 to 2008–09"
2. East Campus and Other Off-Campus Locations
   VC – Office of Research and Evaluation
   "East Campus and Other Off-Campus Locations – Enrollment History – Fall Terms: 2004 to 2009"
3. City and County Population
   State of California, Department of Finance
   "E-4 Population Estimates for Cities, Counties and the State, 2001 – 2009, with 2000 Benchmark"
4. Staff by Classification
   VCCCD – Office of Institutional Research
   "Ventura College, Employee 4th week Profile: Fall 2005 – Fall 2009"
5. Employee and Student Demographics
   VCCCD – Office of Institutional Research
   "Ventura College, Employee Demographics – 4th week Profile, Fall 2009"
   "Ventura College, Student Headcount Enrollment – 4th week Profile: Fall 2005 – Fall 2009"
   U.S. Census Bureau
   "ACS (American Community Survey) Demographic and Housing Estimates: 2006 – 2008"
6. Students by Area-of-Residence
   VCCCD – Office of Institutional Research
   "Ventura College, Student Enrollment by Selected Residence Cities: Fall 2005 – Fall 2009"
7. Percentage of Students by Ethnicity
   VCCCD – Office of Institutional Research
   "Ventura College, Student Headcount Enrollment – 4th Week Profile: Fall 2005 – Fall 2009"
   U.S. Census Bureau
   "ACS (American Community Survey) Demographic and Housing Estimates: 2006 – 2008"
8. Hispanic Graduates
   VC – Office of Research and Evaluation
   "Degrees Awarded to Hispanic Students: Years 2001 through 2009"
9. Degrees and Certificates Awarded
   VC – Office of Research and Evaluation
   "Degrees and Certificates Awarded: 2004–2005 to 2008–2009"
10. Percentage Age Distributions of Students
    VCCCD – Office of Institutional Research
    "Ventura College, Student Headcount Enrollment – 4th Week Profile: Fall 2005 – Fall 2009"
    U.S. Census Bureau
    "ACS (American Community Survey) Demographic and Housing Estimates: 2006 – 2008"
11. Student Educational Goals
    VCCCD – Office of Institutional Research
    "Ventura College, Student Headcount Enrollment – 4th Week Profile: Fall 2005 – Fall 2009"
12. Grants Received by the College
    VC – Institutional Grants Office
    "Institutional Grants – Fiscal Years: 2008–09; 2007–08; 2006–07; 2005–06"

# Abstract of the Report

**Standard I:**

The college mission statement defines the institution's broad educational purposes as providing the courses that lead to an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. The mission statement also states that the college provides instruction in basic skills and English-language learning. The mission statement defines the intended student population as "highly diverse," with the modes of instruction provided through the traditional classroom, distance education, and experiential learning, and articulates an institutional commitment to "continual assessment of learning outcomes in order to maintain high quality courses and programs."

College-wide core competencies have been established and have been mapped across all courses in the curriculum. Through meetings scheduled annually at the program level, there is dialogue about student learning outcomes and the results of assessment are being used for program improvement. These discussions are used to identify ways to improve instruction and enhance student learning. Progress toward implementing student learning outcomes on a college-wide basis is tracked and data is collected on an annual basis. The program review process requires departments to state the student learning outcomes expected of students, and to link these outcomes to program plans.

During the 2008-09 academic year, the college's educational master plan was revised and updated. The process of updating the educational master plan included a review of relevant documents (accreditation recommendations, organizational structure, policies and procedures manuals, special studies and reports that address the needs of the college), an external and internal environmental scan, a planning retreat involving representative stakeholders, and open forums to present the draft plan to the college faculty and staff and to incorporate final suggestions.

The goals, objectives and strategies identified in the final draft of the educational master plan have been incorporated into an ongoing college planning and program review process that integrates planning, program review and resource allocation. The program review component requires the analysis of both quantitative and qualitative data.

**Standard II:**

Ventura College offers lower division academic transfer coursework and career/vocational degree and certificate programs. Student support services are offered to assist in the accomplishment of the college's primary mission based on need and available resources. English as a Second Language instruction, remedial education, and supplemental learning services that contribute to student success are also offered and operated based on need and available resources.

The Curriculum Committee, the District Technical Review Work Group, and the Chancellor's Cabinet review all new curriculum for both content and fit with the institutional mission prior to submission for approval to the Board of Trustees.

The quality of the college's programs and services is assessed in several ways. A committee comprised of faculty, staff, students, and administrators evaluates all academic and student services programs every two years as part of the college program review process. Each academic program is required to assess and, where necessary, update its curriculum through a five-year content review calendar administered by the Curriculum Committee. The quality of each individual instructor is assessed through the negotiated faculty evaluation process. Programmatic progress toward the achievement of student learning outcomes is assessed on an annual basis.

The college's program review process requires programs and departments to analyze course completion rates, persistence, enrollment patterns, licensure rates, curriculum changes, employer surveys, labor market data and other information, and to place this analysis of data within the context of their plans for the immediate future and their requests for any additional resources needed to carry out those plans.

College-wide core competencies have been established and have been mapped across all courses in the curriculum. Through meetings scheduled annually at the program level, there is dialogue about student learning outcomes and the results of assessment are being used for program improvement. These discussions are used to identify ways to improve instruction and enhance student learning. Progress toward implementing student learning outcomes on a college-wide basis is tracked and data is collected on an annual basis. The program review process requires departments to state the student learning outcomes expected of students, and to link these outcomes to program plans.

With rare exceptions, pre-collegiate coursework at Ventura College is found only in the disciplines of math, reading, and English, where these classes are part of a required sequence building toward the acquisition of transfer-level skills. Faculty developing new courses are asked to identify whether they believe the course to be associate degree applicable or non-associate degree applicable. Their self-assessment is confirmed by the college's Articulation Officer, who maintains familiarity with Title 5 curriculum requirements.

Learning outcomes are listed in course syllabi, which inform students of the standards of achievement expected for each course. The college applies the Carnegie unit formula to all credit courses offered, based on the semester system. In accordance with the Carnegie formula, one unit of credit requires a minimum of forty-eight hours of lecture, study or laboratory work. Ventura College bases its semester unit on one fifty-minute lecture class period each week of a minimum sixteen-week semester.

There is a direct correlation between the general education philosophy and the degree requirements for an associate degree. Students desiring an associate degree from Ventura College are required to take coursework in each of the categories identified in the philosophy statement. There is also a correlation between the college-wide "Core Competencies" (college-wide student learning outcomes) and the general education philosophy statement. Students completing degrees or certificates from Ventura College are expected to possess effective communication, information competency, critical thinking, creative expression, and social interaction skills, and to demonstrate a willingness to assume civic responsibility. These skills have been mapped across the curriculum and this mapping document is available for review on the college website.

The faculty of Ventura College have adopted the American Association of University Professors (AAUP) *Statement on Professional Ethics* as their code of conduct. This adopted statement includes within it the concept that faculty encourage and protect the free pursuit of learning in their students. The adopted *Statement on Professional Ethics* further guides the faculty to develop and improve their scholarly competence and to foster honest academic conduct.

On the main campus, the college offers a wide array of quality support services that assist students in achieving their goals. These services include Admissions and Records, Financial Aid, Student Health and Psychological Services, Extended Opportunities and Program Services (EOPS), Disabled Students Programs and Services (DSPS) through the Educational Assistance Center (EAC), Cooperative Agencies for Resources in Education (CARE), California Work Opportunities and Responsibility to Kids (CalWORKs), Counseling, Matriculation, Career and Transfer Services, International Students, Student Activities, and Mathematics Engineering Science Achievement (MESA). In addition, there are a variety of instructional support services (including tutoring, library services, a large open computer lab, and a supplemental instruction program) and the opportunity to participate in theater, dance or music performances or on one of eighteen athletic teams.

At East Campus, a building leased in Santa Paula, the college offers a core set of essential support services. These include counseling services, tutoring services, a learning resource center, a small collection of reserve books, courier service for library books from the main campus, and full access to

library periodical databases. Representatives from EOPS and DSPS visit the East Campus on a periodic basis to meet with students who are assembled to learn about additional services available to them on the main campus.

Distance education students are supported through a variety of online services, including the ability to apply, register, pay fees, review grades, and conduct a preliminary degree audit prior to talking to a counselor. Each student services program has a web page that provides essential information and telephone contact information.

The college catalog is produced annually and is available both in print and online. Catalogs for five additional prior years are also available online. The catalog is supplemented three times per year by an online fall, spring, and summer/fall schedule of classes. The schedule of classes contains additional information about the procedures to enroll, be assessed and advised, apply for financial assistance, add or drop courses, access services and more. Included in each schedule of classes is a chart that explains where to go for assistance on a variety of concerns.

Course and program descriptions in the college catalog are reviewed for accuracy and currency by the Articulation Officer and by each respective Department Chair and Dean. All remaining catalog content about district policies, college procedures, and student services is reviewed for accuracy by the offices most closely associated with the policy, procedure or service. The Office of the Executive Vice President is responsible for coordinating the work of all of the individuals who review the catalog for accuracy and currency.

The college employs an Institutional Researcher, who is a faculty member who splits his responsibilities between conducting research for various grant-funded categorical programs and conducting research for assignments given to him by the Executive Vice President. His reports are distributed by the Executive Vice President at the Administrative Council and are used as the basis of discussions for decision-making purposes.

The Library contains a collection of 82,345 volumes in a space with the capacity to grow to 100,000 volumes. Students have access to eight group study rooms, a large ocean-view reading room, several well planned study areas, a newspaper and periodical reading area, and forty-eight computer stations. Library technology has been enhanced with added electronic databases, print services and reference services to meet the needs of the students.

Learning Resources, including the Learning Center, Reading/Writing Center, Tutoring, and Supplemental Instruction (SI), serve all college disciplines, including basic skills and English as a Second Language. The Learning Center not only provides technology for all disciplines, but also provides faculty with the opportunity to schedule space and time for testing, orientations, and instructional assignments. The Learning Center serves as the classroom laboratory space for approximately eighty-five sections of scheduled classes each semester, and provides approximately one hundred stations for daily drop-in use by students. Instructional Lab Technicians and Interdisciplinary Studies (IDS) faculty provide training and support for instructors and students utilizing the Learning Center technology. IDS faculty also offer numerous workshops each semester, covering note-taking, study skills, reading improvement, grammar, research documentation, and other topics.

The Tutoring Center provides drop-in group and individual tutoring at no cost to Ventura College students. The SI program is located within the Tutoring Center. Approximately 100 tutors and SI leaders are hired to support this function. Tutors are recommended by faculty and must complete a tutor training course.

The Library / Learning Resource Center at East Campus includes a thirty-one station computer lab, a small browsing library collection, a periodical collection, a textbook lending collection, and instructional resources to support classroom instruction for English as a Second Language, Math, English, Accounting, Medical Office Assisting and more. Accent reduction and general education development (GED) preparation software are also available in the Center. The Learning Resource Center also provides group

and individual tutoring sessions. East Campus instructors may schedule time to bring their class into the lab for instruction, and may request SI assistance for their courses.

**Standard III:**

In order to ensure employment of qualified personnel, the Human Resources Department establishes minimum qualification requirements for all regular academic and classified positions. In addition to the state's minimum qualifications for academic positions, local minimum qualifications may also be established for academic positions as appropriate. Faculty, along with their department chairs and deans, identify the specific discipline expertise sought to fulfill the needs of the department. For classified positions, the Human Resources Department establishes minimum qualifications in consultation with experts familiar with the subject matter and services to be performed.

Screening committees and the college administration take several steps to ensure that the faculty candidates recommended to the President have knowledge of their subject matter. The application process requires the submittal of academic transcripts that show the relevant degrees and specific courses taken that would contribute to subject expertise. During the interviews held by the screening committee, candidates are typically asked to give a demonstration lecture. Following the presidential-level interview, reference calls are made and documented on a standardized district form.

Evaluation procedures for faculty and classified staff are stipulated in the faculty and classified collective bargaining agreements. Tenured full-time faculty are evaluated at least once every three years. Non-tenured full-time faculty are evaluated at least once per year until tenure is awarded. Hourly faculty are evaluated at least once during the first semester of employment, and at least once every six semesters thereafter. Because hourly faculty gain longevity after working four semesters within a four-year period, deans have been strongly encouraged to evaluate new hourly faculty during each of the first four semesters they teach for the college. Classified staff members are evaluated once per year, as are managers.

As part of their self evaluation, faculty are required to provide their evaluation committees with materials demonstrating course preparation and adherence to course outlines. Through the faculty handbook, faculty have been advised of the requirement to list student learning outcomes on their course syllabi. The faculty evaluation process also requires the peer evaluators to assess the degree to which the person being evaluated uses effective teaching techniques, engages students in the lesson observed, and measures student performance in fair and valid ways. In addition, the evaluation form asks the peers to assess whether the content of the lesson observed was current and whether the content was consistent with the course outline.

District personnel files and records are kept in a locked room and can be reviewed only by Human Resources Office staff for limited reasons. Collective bargaining agreements determine the personnel file review process. Generally, employees and their direct supervisors may review records, but by appointment only. When records are reviewed, a human resources staff member must be present. In addition, employees may review their payroll and benefit records through their employee portal log-in.

All employees and students are expected to adhere to the district's policy regarding unlawful discrimination. Should an employee or a student allege a violation of policy, he or she can bring that concern to the attention of the Director of Human Resources Operations, where the concern will be examined, and if necessary and possible, brought to informal resolution. If the concern cannot be resolved, the district will process the concern in accordance with established, formal procedures.

Ventura College provides professional development for faculty, staff and management through a variety of programs which have remained flexible and responsive to both teaching and learning needs, as well as to the fluctuating financial capacity to support professional development activities. Professional development activities are organized and conducted primarily by the Faculty Professional Development Committee, the Classified Senate, and the District Administrative Center.

Ventura College's main campus has an assignable space inventory of 407,000 square feet: 56,065 square feet of lecture space, 117,793 square feet of lab space, 54,947 square feet of office space, 33,310 square feet of library space, and 6,628 square feet of media production space. The college also has 140,997 square feet of non-standard space (including gymnasiums, food service areas, the bookstore, health services, child care, meeting rooms, data processing rooms, and other unspecified spaces). In addition, the college leases an off-campus site in Santa Paula, California. The East Campus facilities in Santa Paula are located in two buildings, representing a combined total of 14,400 square feet of space.

Bi-annually, the district's Risk Management Department, with assistance from inspectors provided by the district's insurance broker, conducts a safety and loss prevention inspection of all facilities owned and/or under the control of the district and its colleges. Deans and supervisors/managers receive notifications of any problems and take the appropriate corrective actions. The Vice President of Business Services requires that the deans and supervisors to report back to him when they complete the corrective actions, and the Maintenance and Operations Director and the district's Risk Manager conduct follow-up inspections. During the subsequent year's audit, the items cited from the prior year are reviewed to assure they have been properly addressed.

The college's Safety Committee aids and advises both management and employees on matters of safety and health pertaining to college operations. Members discuss safety policies, review accident reports, and provide recommendations for correcting unsafe conditions. In cases where areas have been identified as a concern for risk management, the Maintenance and Operations Department conducts a walkthrough to identify ways to mitigate the hazard.

A number of the college facilities are newly-built, newly-renovated, or under construction, all as the result of a bond measure that provided funds for facilities and infrastructure improvements. Engineered into these capital projects have been safety measures, air quality control, access to facilities for disabled students, and earthquake precautions, bringing all older facilities up to code.

The college relies on the space utilization reports provided by the state Chancellor's Office to determine the effective use of space and on internal and independent consultant reports to determine the sufficiency of its facilities related to program needs. The college has developed a facilities master plan that addresses program needs related to the college's educational master plan. The facilities master plan is overseen by the Facilities Oversight Group (FOG), a standing college committee.

Ventura College's long-range capital plans are driven by its educational master plan and corresponding facilities master plan. Shorter-term capital planning is also implemented through annual updates to the *Space Inventory and Five Year Capital Construction Plan* submitted to the state.

Ventura College has a strategic technology plan that was drafted during the fall 2006 semester and adopted by the college and by the Board of Trustees during the spring 2007 semester. This plan addresses the staffing and support structure required to support technology and distance education and establishes a technology refresh plan. Technology has also been included as an integrated component in the educational master plan.

Ventura College provides faculty training for online instruction through flex workshops and other staff development activities. The college has several faculty workrooms where hands-on guided instruction can take place. In addition, there are two offices where the Instructional Technologist and the Instructional Technology Support Assistant work one-on-one with faculty to provide training and support. The Education Assistance Center (EAC) supports distance education faculty in maintaining compliance with the Americans with Disabilities Act (ADA). The faculty members are required to sign a document that acknowledges that they understand their obligation to comply with section 508 of the Federal Rehabilitation Act and with the ADA.

**Standard IV:**

Members of the Board are elected by eligible local voters representing five subdivisions of the district. Trustees each serve four-year terms of office and must reside within the area from which they have been elected. They are not employed by the district nor do they hold incompatible public offices. Board members serve without term limits. A majority of Board members have held office for more than one term. A student trustee is elected at-large by the colleges' student bodies to serve a one-year term as an advisor to the Board.

The Board has adopted a policy that delineates its role as a policy-making body. Trustees understand that each Board member is only one member of a "policy team." Their decision- making takes place in public, in accordance with the Brown Act. Board actions are informed through testimony from both the general public and employees. A majority vote taken by the Trustees on items agendized for its adoption becomes the position of the Board.

The district vision, mission and values statements articulate the Board's commitment to the quality of the instructional and student services programs and to organizational integrity.

The Board has adopted a conflict of interest policy that ensures they do not vote on or in any way influence decisions for which they may have a personal or financial interest. In addition, a Trustee code of ethics has been adopted and is in force. This code calls for censure for failure to comply with the code of ethics.

A policy and procedure have been established for the Board's self evaluation. As implemented, the surveys conducted for the self evaluation rely on the Board members assessing their own performance, and external feedback from employees of the district or from external constituencies is not included in the assessment.

The college's goals and values were developed through a collaborative process as part of updating the educational master plan during the 2008-09 academic year. As part of this process, forums and focus group discussions were held to refine the wording of these documents and to ensure greater ownership of the end product. The completed educational master plan was distributed as an electronic document to the entire campus, and was posted on the college website for greater community access. One of the strategies to enhance institutional effectiveness that emerged through the educational master planning process was the need to develop a document outlining the college's governance system. In response, a document, *Making Decisions at Ventura College*, was prepared during the spring 2009 semester and approved for distribution after review and modification by the leadership of the Academic Senate, Classified Senate, Associated Student Government, and Administrative Council. This document was distributed electronically during the fall 2009 semester to assist the constituent groups in understanding their own roles in the governance process.

Members of the college community are encouraged to develop and bring forward ideas for institutional improvement. "Innovation" has been embraced as one of the college's adopted core commitments. Faculty and staff work within the department and division structure to identify opportunities for programmatic improvement, and seek support for implementing innovative solutions through the use of the Ventura College Foundation's "educational enhancement grants" or through external grant-funding agencies.

Students are appointed through their senate to several standing college committees, including the Campus Resource Council, the College Planning Committee, the Curriculum Committee, the Program Review Committee, the Co-Curricular Fund Committee, the Student Scholarship Committee, and the Title IX Committee. Students are also appointed to serve on student conduct hearing committees and student grievance committees. In addition, students are asked to serve on several programmatic advisory committees, including the CalWORKs Advisory Committee, the EOPS Advisory Committee, and the Matriculation Advisory Committee.

Communication at the college takes many forms: Prior to the elimination of the Public Information Officer position on the campus, the President and the Public Information Officer made a written monthly report to the Board of Trustees that was distributed electronically to the campus community and posted on the college website. The President continues to communicate via e-mail with the campus on issues of importance and concern. This venue is used to introduce new faculty, staff and administrators, to communicate the President's line of logic if there is any disagreement between the recommendations made by the Staffing Priorities Committee and her final priority list, to provide updates on the status of the college budget, and more. Each week, the President's Office also distributes an electronic list of campus announcements. Periodic forums are held in connection with college planning efforts and to provide information and answer questions about difficult or complicated issues, including safety concerns and possible program consolidations or reductions in force. A complete structure of standing committee meetings is in place, and in many (but not all) cases, the minutes of these meetings are posted on the college website. Division and department meetings are held periodically, and the Executive Vice President also meets on a monthly basis with the campus department chairs.

All faculty, administrators, and staff have access to MyVCCCD, the district's online web portal. This secure site provides Internet and Intranet services that connect all district employees to email, announcements, and critical documents. The portal also allows groups of employees to establish their own communication groups to hold threaded discussions of issues of personal interest. Employees have access to other employees via e-mail, and can create their own electronic distribution lists if they wish to communicate on a regular basis with larger groups of employees. The ability to send "alluser" e-mails has been limited on a district-wide basis to the administrative leadership of each college. The leadership of the faculty senate, classified senate, and respective collective bargaining units has also been provided with all user access to their constituent groups.

Following a collaborative process that involved broad campus input during the 2005-06 academic year, the campus organizational structure was revised in order to balance the workload among the divisions, to provide greater support and visibility for the career education programs of the college, and to place subject disciplines in logical groupings. The final reorganization plan was approved by the Board of Trustees in November 2006. The position of Assistant Dean of Distance Education was advertised and filled, with the successful candidate assuming her responsibilities in July 2007. The positions of Dean of Career and Technical Education and Dean of Social Science and Humanities were also advertised and filled during the fall 2008 semester.

During the fall 2009 semester, the district consolidated and centralized several functions that had previously been housed on two or more of the three colleges. Consolidated areas included Economic Development, Marketing/Public Information, and Information Technology. The consolidation of Economic Development, combined with the need to make financial retrenchments in the cost of administration, made it necessary to eliminate the Economic Development, Community Resources and Off-Campus Programs division. Other adjustments to the organizational structure were necessitated by the resignation of the Assistant Dean of Distance Education and the reassignment of the Dean of Career and Technical Education to the Oxnard College campus. These additional changes resulted in the redistribution of the responsibilities within the areas of career education, off-campus programs, distance education, and community education.

The President works with the Executive Vice President, the Vice President of Business Services, the Deans, and the Vice Chancellor of Business Services to ensure that the college operates within budget. This has been challenging during the current fiscal crisis, necessitating deep cuts in both personnel and operating expenses. Nonetheless, the college administration has continued to serve an expanding number of students and to maintain basic operations while remaining fiscally responsible.

The College President lives in and is an active part of the local community. She is a member of the Rotary Club and served on the board of this organization during the 2008-09 and 2009-10 academic years. The President has a positive, functional relationship with the regional newspaper. Reporters covering both general educational stories and athletic events interview the President on a periodic basis and their requests for information have been met in a straightforward manner.

Ventura College has an active Foundation, and through this vehicle, the College President has been able to work with them to establish the Ventura College Promise program. The "promise" is that all recent Ventura County high school graduates, regardless of family income, number of units taken, or high school grade point average, will have their enrollment fees covered during their first year of attendance at Ventura College. This same promise is extended to students who have completed their general education development (GED) requirements or who have completed the coursework for high school but have not yet passed their exit exam. The Promise program has provided the College President with the opportunity to present a positive message to the community, and has made it possible to create a more favorable impression of the college as a community resource.

# Organization for the Self Study

Planning for the Self Study began during the spring 2009 semester under the leadership of the Executive Vice President and the President of the Academic Senate. A small task force conducted a compliance audit to identify areas of potential weakness in relation to the accreditation standards, to identify and begin to implement any needed systems to strengthen compliance, and to begin an initial development of a document database. The former district Office of Research also conducted a baseline survey of students as part of the initial preparation for the self study.

During the summer of 2009, college staff who were in the best position to know the status of the college relative to the accreditation standards were asked to prepare a first draft of the self study and to collect additional documents to augment the evidence database.

During the fall 2009 semester, the College President, in consultation with the Academic Senate, the Classified Senate, and the Associated Student government, appointed faculty members, administrators, classified staff, and student leaders to serve on the four accreditation standards. At an orientation meeting, the Self Study Committee members were given copies of the accreditation standards and detailed directions. Following the meeting, they were sent electronic copies of the first draft of the self study and they were asked to work together to obtain the information needed to validate, modify, or augment the document. Also during the fall 2009 semester, the former district Office of Research conducted an employee survey. The data resulting from this survey were incorporated into the second draft of the self study.

During the spring 2010 semester, the second draft of the self study was shared as an electronic document with the entire campus. Faculty and staff were asked to submit their comments, suggestions, modifications and augmentations to the document for review and incorporation into the final draft. As the self study was written during a period of economic upheaval, modifications to the self study continued to be made during the spring semester in order to incorporate changes that occurred late in the 2010 spring semester.

The self study was finalized in May 2010, shared with the Board of Trustees as a final draft in June 2010, and adopted by the Board of Trustees in July 2010.

**Timetable:**

Spring 2009:

- Accreditation compliance audit by representatives of the Administration and Academic Senate
- Identification of areas of potential weakness
- Implementation of systems to strengthen compliance
- Initial development of document database
- District surveys students

Summer 2009

- First draft of self study completed by college staff who are in the best position to know the answers to the status of the college or district relative to the accreditation standards
- Additional gathering of documents to support evidence database

Fall 2009

- Participatory governance committee assembled to review first draft; validate, modify or augment the initial responses
- District surveys employees; results of survey are added to the self study draft
- Second draft is completed

Spring 2010

- Draft self study is shared with the campus; feedback is incorporated
- Self study continues to be modified as relevant changes occur on campus or in the district
- Documents continue to be added to the database
- Self study is finalized in May 2010

Summer 2010

- Self study is reviewed by the Board of Trustees in June 2010 and adopted in August 2010
- Self study is printed and sent to the commission by August 15, 2010

Fall 2010

- Arrangements for visiting team are completed
- Team visit: October 14-18, 2010

**Self Study Subcommittees:**

Standard I

Kay Faulconer Boger (Facilitator; Dean, Community Resources and Off-Campus Programs)
Michael Callahan (Institutional Research Officer)
Sandy Melton (Associate Professor, Nursing)
Deborah Pollack (Associate Professor, English)

Standard IIA

Ramiro Sanchez (Facilitator; Executive Vice President)
Bob Arce (Professor, Spanish)
Cynthia Crispin (Administrative Assistant II)
Sumita Lall (Instructor, English)
Alex Miranda ([Former] Dean, Social Science and Humanities)
Jennifer Parker (Professor, Child Development)
Mark Pauley (Professor, Psychology, Computer Science)
Sheral Stewart (Instructor, Nursing)

Standard IIB

Victoria Lugo (Facilitator; Dean, Student Services)
Susan Bricker (Registrar)
David Bransky (Assistant Dean, Student Services)
Jaclyn Hardy (Instructor, English)
Trevor Zierhut (Student Senator, ASVC)

Standard IIC

Kathy Scott (Dean, Communication and Learning Resources)
Sandy Hajas (Learning Resources Supervisor)
Rebecca Martin (Student Senator, ASVC)
Peter Sezzi (Academic Senate President; Associate Professor, Library)
Salomeh Pourmoghim (Instructor, Library)

Standard IIIA

Karen Gorback (Facilitator; Assistant Dean, Career and Technical Education and Community Education)
Alisa Moore ([Former] Public Information Officer)

Peter Sezzi (Academic Senate President; Associate Professor, Library)
Jeff Stauffer (Professor, Business/Supervision)
Luann Swanberg (Performance Improvement Specialist)

Standard IIIB

David Keebler (Facilitator; Vice President, Business Services)
Bill Budke (Associate Professor, Geosciences)
Barbara McGinley (Administrative Assistant II)

Standard IIIC

Heather Untalan (Facilitator; [Former] Assistant Dean, Distance Education)
Henny Kim (Associate Professor, English)
Mark Pauley (Professor, Psychology/Computer Science)
Lester Tong (Information Technology Support Specialist II)

Standard IIID

David Keebler (Facilitator; Vice President, Business Services)
Alan Courter (Grant Assistant)
Alexander Kolesnik (Associate Professor, Mathematics)
Terry Taylor (Accounting Technician I)

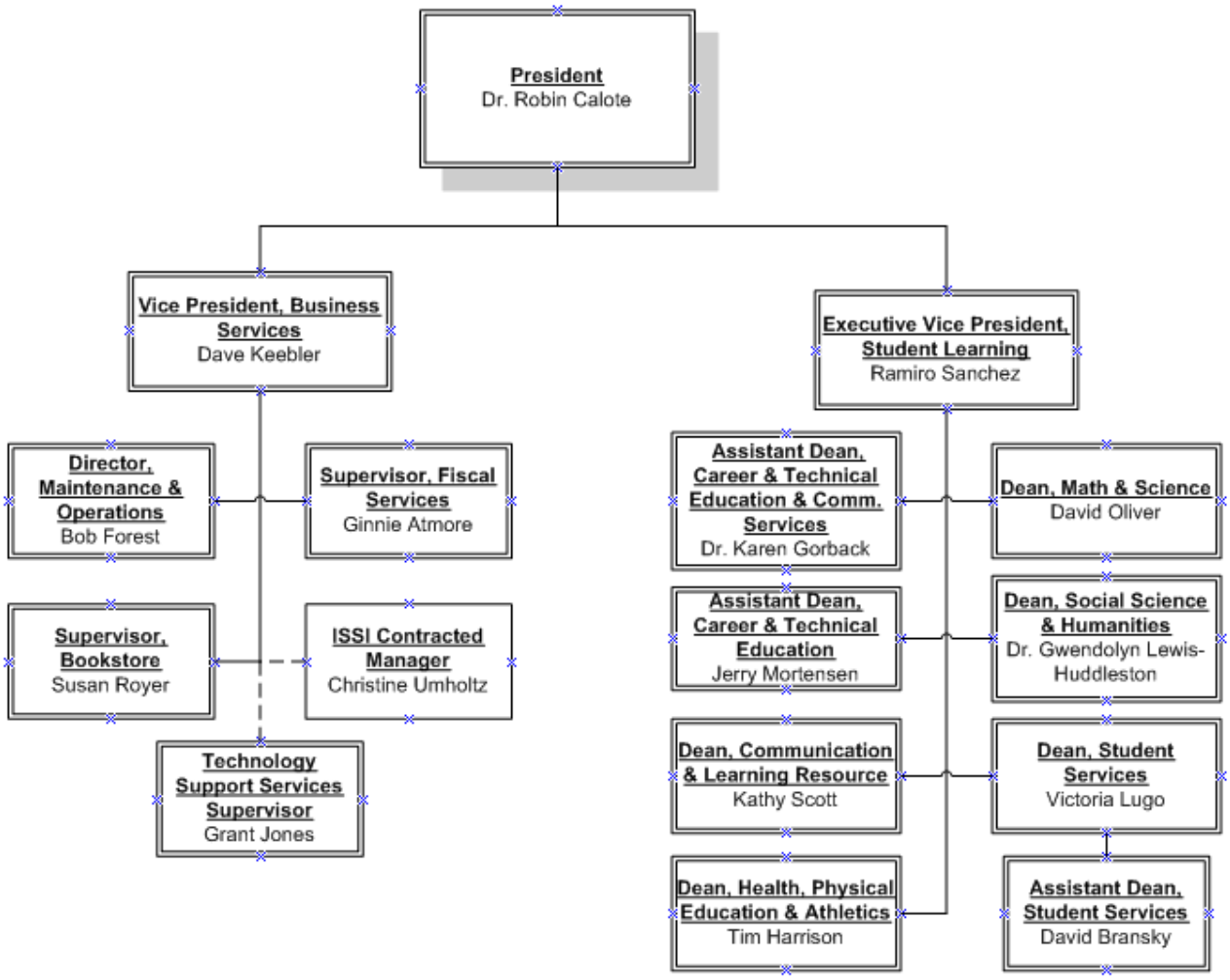
Standard IV

Peter Sezzi (Facilitator; Academic Senate President; Associate Professor, Library)
Richard Alcala (Student Senator, ASVC)
Robin Calote (College President)
Barbara Cogert (Classified Senate President; Administrative Assistant I)

Support Staff: Linda Resendiz (Administrative Assistant IV)

# Organization of the Institution

## Organizational Chart




(More detailed organizational charts will be provided during the Team Visit.)

## Organizational Map

This organizational map describes and explains the areas of functional responsibility between District Administration (District) and the colleges within Ventura County Community College District (VCCCD): Moorpark College (MC), Oxnard College (OC), and Ventura College (VC).

Functions that are the responsibility of the district are intended to provide for efficiency and continuity of services and programs. Compliance and functions that are statutorily required are also the responsibility of district operations. The provision of educational programs, student support services, direct campus operations, and various ancillary functions are the responsibility of the colleges.

### ELECTED AND APPOINTED ADMINISTRATIVE STRUCTURES

Board of Trustees

VCCCD is governed by a five-member locally elected Board of Trustees (Board) and a student Board member. The five trustees are elected in even-numbered years to four-year terms by the voters of Ventura County. The Board is responsible for adopting policies that govern the business of the district and its colleges. The Chancellor, the district's Chief Executive Officer, is responsible for carrying out policies approved by the Board.

Development and review of policies and procedures are collegial efforts involving a variety of participatory governance groups. For policies and regulations that affect academic matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on staff recommendations with input from various constituencies in the development and review process. The general public may comment at public board meetings on any policy consideration before the Board.

The role of the Board is to establish policies and procedures in keeping with the minimum standards established by the Board of Governors of the California Community Colleges, the California Education Code, and Regulations. Existing policies and procedures appear in the *Ventura County Community College District Board Policy Manual*. Operating under Brown Act rules, the Board conducts policy development and administrative oversight of the district through (1) public board meetings, and (2) the delegation of authority to the Chancellor. Through the Board's delegation of administrative authority, the Board holds the Chancellor accountable for the administration of policies adopted by the Board and the conduct of district business (Board Policy 2430). The Board supports district personnel in the completion of their duties and ensures they have the requisite responsibility, adequate resources, and necessary authority to perform their assigned work tasks effectively.

Chancellor

The Chancellor is the Chief Executive Officer of the district and is responsible for the administration of the district in accordance with the policies established by the Board. The execution of all decisions made by the Board requiring administrative action is the responsibility of the Chancellor.

As a multi-college district, the Chancellor, serving as the Board's Chief Executive Officer, is the district's chief administrator. With broad discretionary powers, the Chancellor reports directly to the Board and is responsible for overall operations of the district, including all programs and services involving educational development, student learning, human resources, facilities planning, business services, and fiscal affairs. The Chancellor is responsible for providing policy recommendations to the Board, for facilitating strategic planning, for establishing and maintaining an effective and efficient organization, for guiding the College Presidents as they provide educational leadership to the colleges, and for supporting district policies with state and local constituencies.

Vice Chancellor of Business and Administrative Services

The Vice Chancellor of Business and Administrative Services reports directly to the Chancellor and is the Chief Financial Officer for the district. The Vice Chancellor provides leadership and accountability for fiscal management, business services, annual audits, legal and risk management, information technology systems, health and safety concerns, federal and state reporting for fiscal and facility operations, and construction projects funded by the recent general obligation bond issue. The Vice Chancellor of Business and Administrative Services chairs and works with district-wide participatory governance groups and committees and serves as a member of Chancellor's Cabinet executive team and district Chancellor's Consultation Council.

Vice Chancellor of Human Resources

The Vice Chancellor of Human Resources reports directly to the Chancellor and is the Chief Personnel Officer for the district. The Vice Chancellor of Human Resources provides leadership and accountability for human resources functions, including the development of human resources policies and procedures, labor relations, employee relations, contract administration, staff training and development, benefit administration, recruitment, hiring, classification, compensation, worker's compensation, records management and human resources information systems, and legal compliance. The Vice Chancellor of Human Resources works with and chairs district-wide participatory governance groups and committees, serves as a member of the Chancellor's Cabinet executive team and Chancellor's Consultation Council, acts as liaison to the Personnel Commission and serves as chief negotiator for the district, representing the Board.

Presidents

The Presidents are the Chief Administrative Officers of the colleges and report directly to the Chancellor. The Presidents are responsible for day-to-day operations of the total college programs and provide leadership and coordination for the college community. The three Presidents serve as members of the Chancellor's Cabinet executive team and Chancellor's Consultation Council.

The Chancellor has delegated certain powers and duties to the college Presidents. In turn, each President provides leadership and advocacy for his or her campus at both the local and district level and is responsible and accountable for the institution's programs, services, and operations. The Presidents are responsible to the Chancellor for ensuring the appropriate implementation of district policies. Additionally, each college President represents his or her college in the communities served by the college and is responsible for maintaining effective communication among faculty, students, staff, and administration. The Presidents are responsible for working with constituent communities in the review of current district policies and administrative procedures.

Personnel Commission

The Personnel Commission prescribes, amends, and interprets rules and regulations to ensure the efficiency of the classified service, conducts recruitment and selection processes for classified employees, and maintains a classification plan, including conducting classification studies. The Personnel Commission also investigates and hears appeals of permanent classified employees who have been suspended, demoted, or dismissed.

## DIVISION OF RESPONSIBILITY

The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions requiring administrative action. The Chancellor may delegate authority and responsibility for specific functions to each college President. In a decentralized college district, and with the guiding principle that supports and maintains the philosophy of college autonomy, this district is structured in such a way that the colleges have primary authority over educational programs and student services functions while the district office has centralized functions related to human

resources, fiscal and budgetary oversight, construction and capital outlay, and technological support. The relationships are symbiotic as opposed to duplicative. The goal is to provide communication and collaboration among the colleges and the district. The colleges have broad oversight of instructional responsibilities while the district primarily ensures compliance with applicable statute and regulatory parameters.

BUDGET DEVELOPMENT AND REPORTING

District – Vice Chancellor of Business and Administrative Services
Colleges – Vice Presidents of Business Services

The Board delegates budget development to the district under the leadership of the Vice Chancellor of Business and Administrative Services. While the Board retains its fiduciary responsibility for fiscal oversight, the district is responsible for establishing and maintaining the budget, in consultation with the colleges.

The district develops annual budget assumptions and establishes the revenue and district-wide fixed cost budgets. A formula for the distribution of funds to the colleges and other district operations has been established through a participatory process. This formula has been refined annually with input from the district-wide budget development committee comprised of faculty leaders, classified staff, and administrators.

The district budget office also maintains position control and provides state budget reporting, attendance accounting, Management Information Systems (MIS), and Integrated Postsecondary Education Data Systems (IPEDS) reporting.

Once funds are distributed, the colleges and administrative departments are responsible for the expenditure and monitoring of funds within the constraints of local, state, and federal laws. The Vice Presidents of Business Services allocate college discretionary funds to departments, disciplines, and programs and initiate any requirements for new accounts or changes in allocations to accounts that do not affect the overall college discretionary fund.

CAFETERIAS/BOOKSTORES

District – Vice Chancellor of Business and Administrative Services
Colleges – Vice Presidents of Business Services

The cafeterias and bookstores, under the leadership of the three respective Vice Presidents of Business Services, are managed and operated at each college. The district is responsible for the coordination and collaboration of the three sites to ensure consistent application of policies and procedures and standard business practices.

CLASSIFICATION AND COMPENSATION

District – Vice Chancellor of Human Resources
Colleges – Presidents, Executive Vice Presidents, Vice Presidents, Deans, Directors

Under direction of the Vice Chancellor of Human Resources and the Personnel Commission, the Director of Employment Services/Personnel Commission oversees the functions of classification and compensation, including conducting position classification studies, establishing classifications, and recommending salaries. College administrators are responsible for assigning responsibilities to positions, which provides the basis for position classifications.

COMMUNICATIONS, MARKETING, AND PUBLIC RELATIONS

District – Director of Administrative Relations
Colleges – Presidents, Presidents' Designee(s)

The Director of Administrative Relations reports directly to the Chancellor and is responsible for promoting the district internally and externally through a variety of communication initiatives, marketing the district and college brands in print/electronic publications, and managing media relations on a district-wide basis. The Director of Administrative Relations has an informal reporting relationship with the college Presidents and collaborates with each President and/or his/her designee(s) to promote public relations related to the college and to facilitate information electronically and in print regarding college programs, services, news, and events. The Presidents and/or Presidents' designee(s) are responsible for internal college communications and content of the colleges' websites, employee portals, and student portals, with the exception of the news, events, and marketing-related areas of each website and portal. Content of the news, events, and marketing-related areas of the colleges' websites and portals are the responsibility of the Director of Administrative Relations in collaboration with the college Presidents and/or his/her designee(s).

Content management responsibilities for the district website and employee portal are a collaborative effort of IT, the Director of Administrative Relations, and designated content publishers in district departments. IT collaborates with the Director of Administrative Relations regarding functional or design changes to the district website and portals that impact content and branding.

CONTRACT ADMINISTRATION AND LABOR RELATIONS

District – Vice Chancellor of Human Resources
Colleges – Presidents, Executive Vice Presidents, Vice Presidents, Deans, Directors

The Vice Chancellor of Human Resources serves as chief negotiator for the district, representing the Board. The Vice Chancellor of Human Resources has primary responsibility for contract administration and ensuring compliance. College managers are responsible for adhering to contract provisions and researching and responding to alleged contract violations. Representative college managers also serve as members of the district's negotiation team and provide input regarding changes needed in contract language.

ECONOMIC AND WORKFORCE DEVELOPMENT

District – Dean of Economic Development
Colleges – Presidents, Executive Vice Presidents, Vice Presidents

Economic and Workforce Development is a district-wide operation under direction of the Chancellor. The district Dean of Economic Development has primary responsibility for developing and administering district-wide economic, not-for-credit career education, and workforce development programs that serve local workforce needs. Responsibilities include providing assessment, testing services, and customized, training; responding to mandated training requirements and new legislation; outreach to high schools, special populations, and the community; and creating and maintaining partnerships with various business and industry organizations to address local workforce education and training needs.

The district Dean and the colleges work collaboratively to implement strategies for achieving college goals and objectives related to career/occupational/workforce education. Input and request for Economic Development services are made through the President of each college within the Chancellor's Cabinet.

EMERGENCY PLANNING

District – Vice Chancellor of Business and Administrative Services
Colleges – Presidents, Incident Commander, Emergency Response Team

Under direction of the Vice Chancellor of Business and Administrative Services, the Chief of Police, with shared responsibility with the Director of General Services and Associate Vice Chancellor of Information Technology, implements and coordinates the district's emergency plan as mandated by the state of California Office of Emergency Services. Responsibilities include updating the emergency plan, coordinating all training, maintaining emergency response teams, and maintaining inventory of emergency equipment and supplies.

The district maintains an *Emergency Preparedness and Response Plan*, with emergency response teams at each college and the District Administrative Center. The plan is designed to effectively coordinate the use of college and community resources to protect life and property immediately following a major natural, accidental disaster or emergency, and continuity of campus operations. The plan provides for multiple level emergency response organization and is intended to structure and facilitate the flow of emergency information and resources within and between organizational levels: field response, local government, and operational areas and regions.

Each college Incident Commander provides management of the college Emergency Response Team and provides support to the college President during an emergency. The colleges' Incident Commanders also work with the district office to provide training and technical expertise to faculty, staff, and administration in areas of safety, environmental health, and emergency services.

EMPLOYEE BENEFIT ADMINISTRATION

District – Vice Chancellor of Human Resources

The Vice Chancellor of Human Resources is responsible for benefit administration, including carrier negotiations and directing broker activities. Under direction of the Vice Chancellor of Human Resources, the Director of Employment Services/Personnel Commission is responsible for administration of the various plans.

EMPLOYEE RELATIONS

District – Vice Chancellor of Human Resources
Colleges – Presidents, Executive Vice Presidents, Vice Presidents, Deans, Directors

Under direction of the Vice Chancellor of Human Resources, the district Director of Human Resources Operations administers the employee performance and evaluation function and provides counsel and direction to college managers and other district departments. College administrators are primarily responsible for employee performance management and evaluation.

ENVIRONMENTAL AWARENESS

District – Vice Chancellor of Business and Administrative Services
Colleges – Vice Presidents of Business Services

Under direction of the Vice Chancellor of Business and Administrative Services, the Director of General Services is responsible for environmental awareness for the District Administrative Center and coordinates with the colleges for centralized services and processes. The district is committed to a sustainable future by educating staff and students on practices and processes available and by implementing programs to increase efficiency, conserve resources, and reduce the district's carbon footprint.

Each college has a committee that is responsible for environmental awareness at the college and for making recommendations to college administration and/or the district for improvements.

FACILITIES AND PLANNING

District – Vice Chancellor of Business and Administrative Services
Colleges – Vice Presidents of Business Services

The district has the responsibility for procurement, construction, maintenance, and operations of all VCCCD facilities and construction projects. The Director of Facilities, under the leadership of the Vice President of Business Services, coordinates contracts, leases, facilities planning, construction, and maintenance and operations at each college. The colleges develop facilities master plans and scheduled maintenance priorities that reflect the educational and student support needs of the institutions. These plans form the basis for master planning and facilities development at VCCCD.

The district is also responsible for major construction Board projects (Measure S), including the procurement and construction of several major facilities throughout VCCCD. The district, through the services of a consultant, works very closely with college leadership in the design, planning, and build-out of each project. The district is also responsible for reporting and responding to the Measure S Citizens' Oversight Committee on all matters pertaining to bond projects.

FISCAL OVERSIGHT

District – Vice Chancellor of Business and Administrative Services
Colleges – Vice Presidents of Business Services

The district has primary responsibility for administering policy and procedures related to the expenditure of funds and has full audit compliance responsibility. Once a budget is developed and approved by the Board, the colleges have autonomy in determining campus expenditures so they can fulfill the college missions. The district is responsible for the annual audit and works with the colleges to ensure that revenue and expenditure management conforms to appropriate accounting practices and statutes. The district provides for central coordination of purchasing, accounting, grants and contract management, accounts payable, and payroll activities. The district is fiscally independent.

GRANTS

District – Vice Chancellor of Business and Administrative Services
Colleges – Presidents, Executive Vice Presidents, Vice Presidents

Grant development is a shared responsibility between the colleges and the district. The colleges identify grant funding/renewal opportunities and intent to participate. The district reviews grant funding/renewal requests for viability, fiscal compliance, and college mission alignment and advances requests for consideration and approval to the Chancellor's Cabinet. If approved, the district submits grant proposals to the funding agencies. The colleges implement and manage their projects, including monitoring budgets and completing required reporting. The district provides ongoing technical assistance through project closeout.

INFORMATION TECHNOLOGY

District – Vice Chancellor of Business and Administrative Services
College – Vice Presidents of Business Services

Information technology and computing services support are provided by the district's Information Technology (IT) Department, with personnel located at the District Administrative Center and at each college. The district Information Technology organization provides support for the district's administrative computing, networking infrastructure, telecommunications, data center operations, web services, central Help Desk, and support and development for district-wide applications. Support for local campus applications and instructional labs and classrooms at the colleges are provided by IT personnel located at the college.

The Associate Vice Chancellor of Information Technology reports to the Vice Chancellor of Business and Administrative Services. At the colleges, the college Technology Services Supervisor reports to the Director of Technology Support Services located at the District, with liaison responsibility to the college Vice President of Business Services. Operational responsibility for the Finance Systems and the Human Resources System resides with the respective Vice Chancellor for each functional area. Operational support for the Student Information System resides at the colleges under the respective Executive Vice President. Technology security is the responsibility of the district.

INSTITUTIONAL RESEARCH

District – Chancellor
Colleges – College Researchers

Institutional research is a district-wide operation under direction of the Chancellor. It consists of a central component responsible for district-wide studies, data definition, and report coordination, as well as college-based researchers at each college. The district is responsible for annual accountability reporting and developing a culture of evidence for VCCCD. The college-based researchers report to the colleges for work direction and research priorities, along with an informal reporting relationship with the district for training, research protocols, data system management, and additional support for projects.

INSTRUCTIONAL SERVICES

District – District Technical Review Workgroup
Colleges – Executive Vice Presidents

Curriculum development, as well as provision of academic programs, is the responsibility of the colleges' Executive Vice Presidents. The District Technical Review Workgroup (DTRW) is a district-wide advisory group that reviews curriculum submitted by the three VCCCD College Curriculum Committees prior to submission to the Chancellor and Board of Trustees. The Chancellor holds the DTRW responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW may choose to review and provide advice regarding the interpretation of curricular regulations.

LEGAL SERVICES

District – Vice Chancellor of Business and Administrative Services and Vice Chancellor of Human Resources

The Vice Chancellor of Business and Administrative Services and the Vice Chancellor, Human Resources are responsible for legal compliance and mandates, managing current and potential litigation, investigations, resolutions, and overseeing reporting, monitoring, and training.

POLICE AND COLLEGE SAFETY

District – Chief of Police
Colleges – Vice Presidents of Business Services and Police Lieutenants

Campus safety, traffic, and parking operations are the responsibility of the district. The College Police Department is a centralized operation reporting to the Chief of Police, who in turn reports to the Vice Chancellor, Business and Administrative Services. The Police Department includes Peace Officers Standards and Training (POST) certified police officers and three campus Lieutenants, along with a contracted central dispatch for emergency operations. Resources are managed and deployed centrally, and the Lieutenants work with the Chief of Police to provide each college with continuous coverage seven days a week. College Police Lieutenants are the daily liaison with college administration through the Vice Presidents of Business Services to ensure safety of students, faculty, staff, and college physical assets.

PURCHASING AND CONTRACTS

District – Vice Chancellor of Business and Administrative Services
Colleges – Vice Presidents of Business Services, Deans, and Other Administrators

Under direction of the Vice Chancellor of Business and Administrative Services, the Director of General Services handles all procurement and contract administration activities for the district. The Purchasing Department competitively purchases a wide variety of materials, supplies, equipment, and contracts for services through a centralized purchasing system.

All agreements, memorandums of understanding, and contracts are reviewed and processed through the Purchasing Department. The Vice Chancellor of Business and Administrative Services has approval authority for all district contracts and agreements.

College administrative offices prepare purchase requisitions, identify specific products or services required, and forward the requisitions to District Purchasing for processing. The colleges notify District Accounting that a product or service has been satisfactorily received and payment can be made.

RECRUITMENT AND HIRING

District – Vice Chancellor of Human Resources
Colleges – Presidents and Other College Administrators

Under direction of the Vice Chancellor of Human Resources and the Personnel Commission, the Director of Employment Services/Personnel Commission directs the activities and operations associated with the selection and hiring of Ventura County Community College District employees. The Director of Employment Services/Personnel Commission serves as the Director to the Commission, overseeing the personnel selection processes for the classified service.

College and district administrators submit requisitions through an online system to initiate the hiring process. Screening committees are established in accordance with hiring procedures, ensuring subject matter expertise, staff participation, and diversity. Classified employees, faculty, and managers participate in the screening process as prescribed by associated policy and procedures. The direct supervisor conducts reference checks for selected candidates.

For the selection of managers, college/district staff participates in developing screening materials, screening applicants, and conducting initial interviews. For academic management positions, screening committees recommend candidates to the college President and Chancellor for final consideration. For classified management positions, the Human Resources Department places candidates on eligibility lists based on their performance in the screening process. The college President/Vice Chancellor and the Chancellor conduct interviews for all management positions.

For the selection of non-managerial classified employees, college/district staff participates in developing screening materials, screening applicants, and conducting initial interviews. The Human Resources Department places candidates on eligibility lists based on performance in the screening process. College management recommends candidates to the Chancellor or designee for final approval. The college Presidents have been designated by the Chancellor as having the final approval for classified appointments made on their respective campuses.

For the selection of faculty, college staff members participate in developing screening materials, screening applicants, and conducting initial interviews. College management recommends candidates to the Chancellor or designee for final approval. The college Presidents have been designated by the Chancellor as having the final approval for faculty appointments.

RECORDS MANAGEMENT AND HUMAN RESOURCES INFORMATION SYSTEMS

District – Vice Chancellor of Human Resources

Under direction of the Vice Chancellor of Human Resources, the Director of Human Resources Operations oversees the manual and electronic records storage systems for all human resources files and data.

RISK MANAGEMENT

District – Vice Chancellor of Business and Administrative Services
Colleges – Vice Presidents of Business Services

Under direction of the Vice Chancellor of Business and Administrative Services, the Director of General Services implements and administers the loss prevention and risk management program of the district. The Risk Management Department, responsible for property and liability, protects students, the general public, employees, and district assets against adverse effects of accidental loss. The mission of risk management is to minimize or eliminate losses in a cost effective manner.

The Vice Presidents of Business Services are responsible for the review and implementation of the Student Insurance Plan, arranging for employee ergonomic evaluations to be conducted on an as-needed basis, and serving as the liaison between vendors and the district for the continuation of removal of hazardous materials from the colleges.

STAFF TRAINING AND DEVELOPMENT

District – Vice Chancellor of Human Resources
Colleges – Presidents

Under direction of the Vice Chancellor of Human Resources, the district Director of Human Resources Operations is responsible for ensuring knowledge, skills, and abilities of district managers and staff are developed and enhanced to meet District performance goals. College Presidents are responsible for identifying training and development needs for their staff. College Presidents work within their college committee structure to develop local college-based professional development programs for faculty, staff, and managers.

STUDENT SERVICES

District – Associate Vice Chancellor, Information Technology
Colleges – Executive Vice Presidents

Student Services program development and operations are the responsibility of the colleges' Executive Vice Presidents. Policy review and development are coordinated with the colleges' academic leadership. Administrative computing related to students and services, including web-based self-service systems and access to student information is the responsibility of the Associate Vice Chancellor, Information Technology, in coordination with the colleges' Executive Vice Presidents. Compliance with state and federal laws, including legal services related to students and records, are also the responsibility of the district.

TRANSPORTATION

District – Vice Chancellor of Business and Administrative Services
Colleges – Vice Presidents of Business Services

Under direction of the Vice Chancellor of Business and Administrative Services, the Director of General Services is responsible for inventory of all VCCCD vehicles, contracted services for transportation needs

of students and staff, insurance requirements for VCCCD vehicles, and registration services through the Department of Motor Vehicles.

Under direction of the colleges Vice Presidents of Business Services, the Maintenance and Operations Departments are responsible for vehicle maintenance and logging use of vehicles.

WORKER'S COMPENSATION

District – Vice Chancellor of Human Resources
Colleges – Presidents, Executive Vice Presidents, Vice Presidents, Deans, Directors

Under direction of the Vice Chancellor of Human Resources, the Director of Human Resources Operations is responsible for managing worker's compensation claims via a third party worker's compensation claims administrator. College administrators are responsible for communicating and relaying information to human resources regarding potential and current employee claims. Human resources staff and college administrators collaborate to develop solutions for returning an injured employee to work.

## PARTICIPATORY GOVERNANCE GROUPS

The following standing collegial groups provide a means for effective decision-making throughout VCCCD, clarifying how proposals move from concept to Board adoption. The relationship of various college groups to district groups is mapped, and the respective role and authority of each group is defined.

DISTRICT GOVERNANCE GROUPS:

Chancellor's Cabinet

The Chancellor's Cabinet is the executive leadership body of the district. It consists of the Presidents, Vice Chancellors, and Director of Administrative Relations. Chaired by the Chancellor, the Chancellor's Cabinet meets weekly to discuss and make decisions on policy matters, fiscal operations and planning, legal affairs, and matters of the district.

District Chancellor's Consultation Council

District Chancellor's Consultation Council (DCCC) is the representative body designed to support governance processes at each college, assist in district-wide participatory governance, and serve as the district-wide strategic planning body of VCCCD. DCCC is chaired by the Chancellor and consists of leadership of various stakeholder groups within VCCCD, including, but not limited to, Vice Chancellors, Presidents, Academic Senate, Classified Senate, and student representatives. To date, the primary role has been to review the Board agenda and proposed policy and administrative procedures prior to final submittal to the Board of Trustees. This role will be expanding to include systematic discussions of policies and procedures and monitoring District-wide compliance with accreditation standards.

District Council on Administrative Services

The District Council on Administrative Services (DCAS) advises the Chancellor and Chancellor's Consultation Council on budget policy, development, and implementation, including, but not limited to, the district allocation model, business policies, and procedures.

The Chancellor's designee to convene this committee is the Vice Chancellor of Business and Administrative Services, and the suggested membership from each college is the Vice President of Business Services, Academic Senate President, and Classified Representative. In addition, there is one

student representative for the district, and the faculty collective bargaining unit appoints a representative. district budget office staff provides support to DCAS.

District Council on Human Resources

The District Council on Human Resources (DCHR) is advisory to the Chancellor on human resources policies and procedures. This charge includes developing the first draft of Board policies on human resources; developing the first draft of district procedures to implement the related Board policies on human resources; reviewing implementation processes that accompany innovations in technology to support human resources; and facilitating discussion on common interests among the three colleges with regard to human resources issues.

The Chancellor's designee to convene this advisory committee is the Vice Chancellor of Human Resources, and the suggested membership from each college and District Administrative Center is three Executive Vice Presidents, three Academic Senate Presidents, a Classified Representative, and Human Resources Department manager(s). In addition, the two collective bargaining units appoint a representative.

District Council on Student Learning

The District Council on Student Learning (DCSL) focuses on student learning issues related to district-wide: (1) educational planning and program development, (2) policies and procedures, (3) course and program review, and (4) federal and state compliance. The DCSL establishes subcommittees or task forces, as necessary. Responsibility for chairing the DCSL is shared on a rotating basis among the three colleges, with the Executive Vice President (EVP) and Curriculum Committee Chair serving as Co-Chairs of this Council.

District Technical Review Workgroup

The District Technical Review Workgroup (DTRW) is a Chancellor's advisory group that reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW is responsible for reviewing new and substantively revised courses and programs prior to submission to the Chancellor and the Board of Trustees. The Chancellor holds the DTRW responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW may choose to review and provide advice regarding the interpretation of curricular regulations. The Chancellor appoints a staff member to serve as his representative on this workgroup. This representative co-chairs the workgroup with a faculty member. The home college for the faculty co-chair is rotated among the three colleges, and the maximum term for a faculty co-chair is one year.

Administrative Technology Advisory Committee

The Administrative Technology Advisory Committee (ATAC) advises the Chancellor on technology planning and priority setting for all technologies not used in the teaching/learning process, including Banner enhancements. Such activities may include, but are not limited to, evaluating and prioritizing tasks, including implementation timelines and the identification of needed resources; setting priorities for fiscal and staff resources; and making recommendations to revise business processes and functionalities to improve procedures and productivity.

Ad hoc committees are assigned specific components of projects as needed. The Chancellor's designee to convene this advisory committee is the Associate Vice Chancellor of Information Technology. The suggested membership from the district is the Vice Chancellor of Business and Administrative Services, Vice Chancellor of Human Resources, Director of Administrative Relations, district Information Technology project support staff, and the suggested membership from each college is the Executive Vice President of Student Learning and Vice President of Business Services.

Distance Learning Task Force

The Distance Learning Task Force (DLTF) advises the Chancellor, through the Administrative Technology Advisory Committee (ATAC), on issues, policies, and needs of the District and colleges in the area of technologies needed for teaching and learning including, but not limited to, coordination and implementation of district and college distance education plans, and policies and procedures to sustain the distance education activities within VCCCD.

Recommendations on topics within the ten areas identified in Assembly Bill 1725 are referred to the College Curriculum Committees or Academic Senates for approval and action in accordance with operating agreements of district governance.

The Chancellor's designee to convene this advisory committee is the District Associate Vice Chancellor of Information Technology, and the suggested membership from each college is the Executive Vice President of Student Learning, Academic Senate President, and faculty members appointed by each Academic Senate.

COLLEGE GOVERNANCE GROUPS:

Academic Senates

Full-time and part-time faculty members at each college are represented in participatory governance by an Academic Senate. The Academic Senate at each college assumes primary responsibility for making recommendations in the areas of curriculum, academic standards, and other areas of professional and academic matters identified in Assembly Bill 1725. The Board functions with the colleges' Academic Senates in academic and professional matters under the mutual agreement option (Board Policy 2510). Through the three Academic Senates and their college governance structure, recommendations are made to each college administration and the district on specific academic and professional matters regarding curriculum.

Full-time and part-time faculty members within VCCCD are represented in collective bargaining by a chapter of the American Federation of Teachers, which operates under a contract negotiated and approved by its members. The two bodies that represent VCCCD faculty are compatible; the Academic Senates are responsible for professional and academic matters, while the chapter of the American Federation of Teachers responds to matters within the scope of salary, benefits, and working conditions.

Academic Senates appoint faculty members to district-wide participatory governance groups. In addition, provisions of the negotiated contract include appointment of faculty members to specific district and college participatory governance groups to represent the American Federation of Teachers.

Classified Senates

Classified staff members at each college and the District Administrative Center are represented in participatory governance by a Classified Senate. Classified staff members are provided with opportunities to participate in the formulation and development of district and college recommendations, as well as in the processes for developing recommendations that have or will have a significant effect on them.

Classified staff members at each college are represented in collective bargaining by the Service Employees International Union, Local 99, including all regular, permanent and probationary, full-time and part-time merit system classified employees in Units "A" and "B" as certified by the Los Angeles Regional Director of the Public Employment Relations Board. This collective bargaining unit conducts elections to appoint classified staff to district and college participatory governing groups in the areas that have or will have a significant effect on staff and that are outside the scope of collective bargaining.

Associated Students

Students at each college are represented by an Associated Student Government organization composed of an elected Board of Directors. Each college's student government organization operates in accordance with its own constitution and bylaws and is responsible for appointing student representatives to serve on district-wide participatory governance groups. In their role representing all students, they offer opinions and make recommendations to college administration and to the Board with regard to policies and procedures that have or will have a significant effect on students. The Academic Senate at each college is required by law to consult with their counterpart Associated Student Government prior to making recommendations that impact students' interests.

OPPORTUNITIES FOR COMMUNITY INVOLVEMENT:

College Foundations

The three college foundations are 501(c)(3) charitable organizations that support and advance the educational and student services provided by the colleges. At each college, the Foundation Board of Directors is the organizational authority for the Foundation and includes public members and institutional members. The Foundations raise and distribute funds for student scholarships and special projects.

Citizens Oversight Committee

The Citizens Oversight Committee (COC) was established in May 2002 as a result of the passage of Measure S, a $356.3 million bond issue for construction and rehabilitation of facilities on the three college campuses and the Camarillo site. The COC has statutory responsibility to inform the public concerning VCCCD's expenditure of revenues received from the sale of Measure S bonds. The COC also is responsible for the preparation and presentation of an annual report to the Board related to the Measure S Bond program expenditures and activities. Seven members serve on the COC, representing groups such as student government, the business community, senior citizens' organization, a taxpayers' organization, and a foundation member affiliated with the VCCCD.

# Certification of Continued Compliance with Eligibility Requirements

Ventura College meets all eligibility requirements established by the Accrediting Commission for Community and Junior Colleges.

## 1. AUTHORITY

Ventura College is authorized to operate an educational institution and to award degrees by the California Community College Chancellor's Office, the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC), and the United States Department of Education. Ventura College has been accredited by WASC since 1952. The college also receives professional accreditation for its Associate Degree in Nursing, Certified Nursing Assistant, and Emergency Medical Technician-Paramedic programs.

## 2. MISSION

Ventura College's educational mission statement defines the college role as offering courses in basic skills and English-language learning; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. The mission statement states that the faculty and staff are "committed to student success and to continual assessment of learning outcomes in order to maintain high quality courses and programs." The mission statement has been updated twice in the last five years, with the Board of Trustees adopting the most recent mission statement in October 2009.

## 3. GOVERNING BOARD

The Ventura County Community College District has a governing board that is responsible for the quality, integrity, and financial stability of Ventura College and for ensuring that the college's mission is being carried out. The Board is composed of six elected board members, five elected to represent specific geographic areas of the community and one student representative elected by students at the three colleges in the district. The Board adheres to an adopted conflict of interest policy, and Board members annually complete a conflict of interest statement certifying that they do not hold any employment, family, or personal financial interest in the district or any of its three colleges. Board members' terms of office are staggered to provide continuity of leadership. Officers are elected among the board members at the annual organizational meeting.

## 4. CHIEF EXECUTIVE OFFICER

The President of Ventura College was appointed by the Board of Trustees in 2005. Her full-time responsibility is to Ventura College. The President works within a defined job description, and her duties include areas of responsibility that have been delegated to her by the Chancellor, who in turn exercises responsibilities delegated to him by the Board of Trustees. These delegated responsibilities include the authority to administer board policies and to make the final decision on the selection of full-time faculty, staff and administrators.

## 5. ADMINISTRATIVE CAPACITY

The college's organizational chart, identifying the names of administrators and their areas of responsibility, is included in the introductory section of this self study. The college administrators are full-time employees with appropriate preparation and experience for their responsibilities. The administrative structure during the spring 2010 semester was: one President, one Executive Vice President of Student Learning, one Vice President of Business Services, six Deans, and two Assistant Deans, in addition to classified managers and supervisors and support staff for these positions. Effective July 2010, the number of deans was reduced by one position.

## 6. OPERATIONAL STATUS

Ventura College is operational, with between 14,000 to 15,000 students enrolled each fall and spring semester. A significant number of students are pursuing vocational certificates, associate degree and/or transfer to four-year institutions. Others use the college to attain or improve basic skills, workforce skills and/or to position themselves for advancement opportunities. The college's Institutional Researcher collects on-going enrollment data.

## 7. DEGREES

Of the 1230 credit courses offered by Ventura College, approximately 7 percent are basic skills courses that are not applicable for degree credit. The vast majority of credit courses apply toward certificates of achievement, associate degrees, or proficiency awards. One-third of the credit courses apply toward meeting the general education requirements for an associate degree. Approximately 70 percent of the college's credit courses transfer to the California State University (CSU) system. Of these, 38 percent can be used to satisfy the CSU general education requirements, with the rest counting as preparation for majors or as electives for both admission and graduation.

## 8. EDUCATIONAL PROGRAMS

Ventura College's degree programs are consistent with its mission and are based on recognized higher education fields of study. The Curriculum Committee ensures that programs are of appropriate content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. The degree programs meet California Code of Regulations Title 5 requirement and, when combined with the general education component, represent two years of full-time academic work. Articulation agreements ensure the transferability of courses offered. Ventura College provides course information in the college catalog and course outlines are developed which identify learning objectives and expected outcomes.

## 9. ACADEMIC CREDIT

Ventura College uses the Carnegie unit formula in awarding credit for its course offerings. Information about the awarding of academic credit is published in the college catalog, in the *Curriculum Handbook*, and in the student orientation handbook.

## 10. STUDENT LEARNING AND ACHIEVEMENT

The college has identified and adopted six categories of college-wide core competencies, representing thirty-six measurable and/or observable skills sets. These have been mapped across all academic courses and occupational programs at the college. Course-level student learning outcomes have been created and an annual process has been put into place to track departmental progress toward using the achievement of outcomes to improve student learning.

## 11. GENERAL EDUCATION

Based on the unit values of its courses and on locally adopted requirements, general education coursework comprises between one-third to one-half of the units necessary for an associate degree at Ventura College. The degree programs and the individual courses that comprise their constituent parts reflect both the rigor, scope, intensity and quality expected in higher education and the college's compliance with statutory requirements to ensure the presence of these features. The associate degree also requires competency in reading, written expression and mathematics.

## 12. ACADEMIC FREEDOM

Ventura College and the VCCCD Board of Trustees support the right of faculty members to examine and test all knowledge appropriate to their disciplines. Intellectual freedom and independence are

documented in Board Policy and are described and presented as a condition of the college in the catalog and on the college website.

## 13. FACULTY

During the 2009-2010 academic year, Ventura College employed 139 full-time faculty and 344 part-time faculty members. Faculty members meet or exceed minimum qualifications and are qualified by education and experience to guide the college's educational programs. Minimum requirements for faculty disciplines are based on regulations for the minimum qualifications for California community college faculty established in Title 5 of the California Code Regulations. The responsibilities of faculty members are delineated in the *Faculty Handbook* and in the collective bargaining agreement with the American Federation of Teachers and the VCCCD.

## 14. STUDENT SERVICES

Ventura College offers a comprehensive program of student support services for all students including: assessment, counseling, orientation, registration, transfer and career advisement, tutoring, student activities, and health care services. In addition, there are services provided by programs that target special populations, including Extended Opportunity Programs and Services (EOPS), the Mathematics, Engineering, and Science Achievement (MESA) program, the Educational Assistance Center (EAC), and the Financial Aid program. Support services are also provided to students at the East Campus Center.

## 15. ADMISSIONS

Ventura College has adopted and adheres to admission policies consistent with its mission as a public California community college and in compliance with Title 5 of the California Code of Regulations. Admissions policies are published in the college catalog and on the college website. The college accepts all California residents possessing a high school diploma or equivalent (GED) and/or adults eighteen years of age or older, along with non-residents and special admit students, i.e. concurrently enrolled high school students. Assessment, orientation and advisement are provided for all new students. Specific course and program pre- and co-requisites are clearly identified in both the college catalog and the schedule of classes.

## 16. INFORMATION AND LEARNING RESOURCES

Ventura College provides access to print and electronic information and learning resources through its libraries, learning labs and programs and services to meet the educational needs of students. The Library and Learning Resource Center is the principal source of information and learning resources, along with computer-based labs throughout the campus that provide both direct instructional capability and supplemental access for students. The Library possesses approximately 82,345 volumes, along with full-text databases and periodicals. The Library is open 65.5 hours per week, serving day and evening students. Its online catalog and databases are electronically accessible through the Ventura College website twenty-four hours per day.

## 17. FINANCIAL RESOURCES

The Ventura County Community College District has dedicated resources to the reserves and that amount exceeds state minimum requirements. The Board of Trustees exercises sound financial oversight of the district's resources, thus helping the colleges and the district to adjust in a more systematic manner to recent reductions in state funding. The district and Ventura College follow generally accepted accounting principles and control procedures that ensure financial stability.

## 18. FINANCIAL ACCOUNTABILITY

The Ventura County Community College District is audited annually by an independent audit firm and complies with routine financial reporting requirements of the California Community College's Chancellor's Office and the United States Department of Education. The college will provide a copy of the two most recent audited financial statements for onsite review by the visiting team.

## 19. INSTITUTIONAL PLANNING AND EVALUATION

Ventura College has an established cycle of integrated planning, program review and budgeting that incorporates plans for facilities, technology, staff, and technology.

## 20. PUBLIC INFORMATION

Ventura College publishes in its catalog, college website, schedule of classes, press releases, and other appropriate places accurate and current information that describes its purposes and objectives, admission requirements and procedures, rules and regulations directly affecting students, programs and courses, degrees offered and the degree requirements, costs and refund policies, grievance procedures, academic credentials of faculty and administrators, and other items relative to attending or withdrawing from the college. All required components are included in the catalog.

## 21. RELATIONS WITH THE ACCREDITING COMMISSION

The Ventura Community College District Board of Trustees and Ventura College provide assurance that the college adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes the college in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

We hereby certify that Ventura College continues to meet the eligibility requirements for accreditation.

Robert Huber, Chairperson, Board of Trustees

James Meznek, Ph.D, Chancellor, Ventura County Community College District

Robin Calote, Ed.D., President, Ventura College

# Responses to Recommendations from the Most Recent Comprehensive Evaluation

**Recommendation 1**

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

Student learning outcomes assessment:

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

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

In September 2005, in order to establish student learning outcomes at the course level, the Academic Senate President presented a workshop on student learning outcomes (SLOs) to the college's Department Chairs Council. This presentation was based on the Norena Badway model of developing student learning outcomes that was presented at the state senate's 2005 Curriculum Institute. The Academic Senate President then began working with individual Department Chairs to familiarize them with the process of developing and assessing student learning outcomes at the course level. The Department Chairs then met with faculty who worked together to create SLOs for the courses they taught.

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

During the spring 2009 semester, an electronic template was created for the Department Chairs to document the progress of each department toward the development of student learning outcomes, identification of methodologies to assess the achievement of the outcomes, identification of the courses for which departmental analysis and discussion of the assessment results had occurred, and identification

of courses for which assessment results had been used to plan and make changes to improve learning. The Department Chairs recorded the methods of assessment, and the faculty revised SLOs on the electronic template and sent it to the Executive Vice President.

During a mandatory service day held immediately prior to the start of the fall 2009 semester, departmental meetings were held in all academic programs to provide the faculty with an opportunity to identify the student learning outcomes they wanted to emphasize in common during the 2009-10 academic year, and to develop rubrics to assess the degree to which the students have achieved these outcomes, regardless of the instructional.

The cycle of documenting the status of the implementation of student learning outcomes, formally establishing which SLOs to assess, developing rubrics in common, and discussing possible changes to teaching methodologies to improve learning will be repeated on an annual basis.

Integration of student learning outcomes into the college planning process:

During the fall 2005 semester, the Academic Senate, Classified Senate and Administrative Council reached consensus on a conceptual model that links strategic planning, program evaluation, budgeting and staffing priorities processes. Under the model, the evaluation cycle begins with a review of the status of prior-year college plans, district imperatives, and the college mission. The College Planning Committee then reviews available data (including information on course completion, persistence, enrollment patterns, licensure rates, curriculum changes, committee reports, community and student survey results, employer surveys, labor market data and other information). Based on the analysis of this data, initial recommendations for college initiatives are then developed and shared with the campus. After obtaining feedback, the college planning goals are finalized and are used as the basis for the development of planning and program review documents at the division and department levels. The program review documents are then prepared by each academic discipline or student services department. As part of this process, the program review forms require college departments to list the course-specific student learning outcomes that have been identified by members of the department.

Integration of student learning outcomes into the mission statement:

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

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

> *The mission of Ventura College is: to offer academic and vocational programs leading to the completion of associate degrees or certificates; to prepare students to transfer to four-year colleges and universities; to provide remediation to those who need to improve their basic skills; to support the state and region's economic viability through workforce development; and to provide continuing education opportunities that enhance personal growth and life enrichment.*
>
> *The college serves high school graduates and others who are able to benefit from the academic and vocational opportunities it offers. Courses are provided using both traditional and distance learning delivery systems.*

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

During the 2008-09 academic year, the college's educational master plan was revised and updated. As part of the revision process, the college mission statement was again reviewed and suggestions for changes were solicited. The consultant team that was facilitating the process of updating the master plan held a retreat involving the Educational Master Plan Planning Committee and other campus stakeholders. The purpose of the retreat was to share the results of the strategic research, to describe how its findings led to the formation of the draft statements on core values, vision, mission, goals, objectives, and strategies, and to provide participants the opportunity, in small and large groups, to discuss what had been presented and make suggestions. Through this process a newly-updated mission statement was prepared, with the text reading as follows:

*Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills and English-language learning; programs for students seeking an Associate's Degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. The College is a leader in providing instruction and support for students with disabilities.*

*With its commitment to workforce development in support of the state and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College has a dedicated, caring faculty and staff who are committed to student success and to continual assessment of learning outcomes in order to maintain high quality courses and programs.*

*Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.*

The newly-revised mission statement was presented to the Board of Trustees for review, along with the college's final draft of its educational master plan, on June 23, 2009. The revised mission statement and the educational master plan were adopted by the Board of Trustees at its October 13, 2009 meeting.

**Recommendation 2**

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

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

**Recommendation 3**

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

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

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

Both faculty and classified staff provided feedback through their respective Senates. Suggestions for organizational changes/adjustments were made in several areas, including Learning Resources and Counseling. Faculty members from the Nursing Science program also indicated a concern about being moved from their present division into the proposed Career Education division. The primary recommendation that was incorporated into the final model was to move Distance Education directly under the Executive Vice President, rather than leaving it under one academic division.

The college's reorganization plan was assessed by the Human Resources staff and endorsed by the District Chancellor in October 2006. The plan was approved by the Board of Trustees in November 2006. The reorganization plan balanced workload among the divisions, provided greater support and visibility for the career education programs of the college, and placed subject disciplines in logical groupings. Additional minor modifications to the organizational structure have been made each year, in response to the changing economic climate and institutional need.

**Recommendation 4**

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

*District Response*

The administration developed and implemented district governance mechanisms in 2006-07. This was necessary in order to have a vehicle to address subsequent recommendations by WASC pertaining to district/college services, practices, and activities. A policy pertaining to personnel selection was adopted by the board on May 15, 2007. Procedures pertaining to the evaluation of faculty and classified staff are contained in the district labor agreements with the American Federation of Teachers, Local 1828 (Article 12: Evaluation) and Service Employee International Union, Local 99 (Article VI: Evaluation). All personnel

procedures have been documented in *Human Resources Tools for VCCCD Managers and Supervisors*, a publication available to administrators both online and in print format.

A procedure for the selection of college Presidents was reviewed by the Board on September 11, 2007, and incorporated as standard Board operating practice. A revised presidential/executive administrative assessment form was also developed during the 2006-07 academic year by the Human Resources Department, in consultation with the Chancellor's Cabinet. The new assessment practice was implemented in 2007-08.

Primary authority is delegated by the Chancellor to the Presidents to provide leadership in planning, budgeting, selecting and developing employees, and assessing the effectiveness of their campuses. The Chancellor sets goals and evaluates district presidents on an annual basis.

**Recommendation 5**

**The College build a budget forecast, which will anticipate staffing, equipment, and operating expenses for new facilities coming online as a result of Measure S, so funding streams can be identified to support this expansion. The College should work with the District on this task, as the anticipated funding streams will necessarily include some portion to be funded as part of a comprehensive resource allocation model as referenced below. (Standards III.B.1.a; III.B.2.a, and III.C.1.c)**

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

Further, with the exceptions of the Learning Resources Center (LRC) which was opened in 2005, and the Sportsplex, which opened in 2009, the remainder of the bond projects have had a minimal impact on expanding the college's facilities. Many of the projects aim to modernize the campus, converting 40- to 50-year-old facilities to more efficient and up-to-date learning environments. Projects which exemplify this character include renovation of the old library to a comprehensive student services center, the remodel of the former F building to state-of-the-art classrooms that have been renamed the MAC building, renovation of the S building and the G to enhance functionality, and upgrade of electrical, mechanical and HVAC systems. In each of these projects, state and/or local matching funds have been provided to ensure that equipment needs are adequately addressed and staffing changes are identified and addressed. In addition, it is expected actual operating expenses will decline as old, worn out systems are replaced by new, more efficient systems that require less maintenance and attention on a day-to-day basis.

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

**Recommendation 6**

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

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

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

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

Centralized parts and supplies budgets, as well as funds for technical training are included in the general fund budget.

The district Director of Technical Support Services and the campus-based Technology Support Services Supervisor continue to work on: 1) acquiring and implementing software to track work requests; 2) identifying candidate classrooms for "Smart" upgrades; 3) evaluating the selection of a centralized software deployment system; 4) coordinating with the district Information Technology Department in the selection, training and implementation of Distance Education Course Management Software; 5) meeting weekly with campus technical staff and; 6) designing the initial drafts of SLAs.

**Recommendation 7**

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

*District Response*

The District Council on Administrative Services (DCAS) drafted a district-wide resource allocation model during the spring 2007 semester. DCAS is composed of the three college Academic Senate Presidents, three college classified representatives, three college Vice Presidents of Business, and district budget staff. It is chaired by the district's chief business officer, the Vice Chancellor of Business and Administrative Services. The Board of Trustees had a first reading of the model on April 10, 2007 and adopted the model on May 15, 2007.

The adopted model includes features that reflect the unique characteristics of each college and meets the needs of a multi-college district, while recognizing how the institutions are funded by the state. The model is simple enough to be readily understood, easily maintained, and transparent, and is driven by factors that command accountability, predictability, and equity.

Overall, the model addresses the basic principles for a budget allocation model previously adopted by the Board. It utilizes formulas and variables that have been meaningfully studied, readily defined, easily measured, and consistently reported. As with the budget itself, no model will ever be perfect and it is doubtful that the district will ever achieve complete consensus as to how its resources should be distributed; however the model as proposed and adopted comes as close to that consensus as can be reasonably expected. DCAS and the Chancellor's Cabinet independently reviewed this proposed model and concurred that it met the budget principles established by the Board and was "fair and equitable" for all colleges and the district operational units. Annually, the model is reviewed by DCAS and Chancellor's Cabinet and revised consistent with the requirements identified and agreed upon at that time. Any proposed revisions to the model are presented to the Board for approval with the budget assumptions document.

**Recommendation 8**

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

*District Response*

In November 2004, the Board approved a specific plan to be implemented over a three-year period to begin the funding of the retiree health benefits liability. An actuarial study was performed in October 2004 and again in December 2006. The estimated liability is $174 million. Effective July 1, 2007, the district began recording full expenditures as required by GASB 43/45 and setting aside the appropriate amount in a special fund. Prior to the end of the fiscal year, the district will determine whether to utilize and select an irrevocable trust fund in which to account for the funds.

**Recommendation 9**

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

*District Response*

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

As previously referenced, the Ventura County Community College District worked throughout the 2006-07 year on governance issues. Two outcomes were produced as a result of this dialogue. The Chancellor approved the creation of a District Technical Review Workgroup (DTRW) to ensure that all curricular matters coming before the Board met appropriate state and federal statutes and regulations, prior to being recommended to the trustees for action. The Chancellor holds the DTRW responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, the members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum. The first meeting of this newly-constituted body took place on August 30, 2007.

The Chancellor, in consultation with the three college Presidents and Academic Senate Presidents, also prepared a *Participatory Governance Handbook* that outlines and clarifies the consultative and governance processes throughout the Ventura County Community College District. Work on the *Participatory Governance Handbook* began on December 15, 2005. The Chancellor, Academic Senate Presidents, and college Presidents reviewed the language of this handbook following meetings with the Consultation Council. Throughout the handbook development process, the Board was provided draft copies of the document. The draft *Participatory Governance Handbook* was presented to the Board on September 11, 2007, and the completed *Participatory Governance Handbook* was distributed to the Board on October 9, 2007. Following review by participatory governance groups, Chancellor's Cabinet, and Chancellor's Consultation Council, an updated and revised *Participatory Governance Handbook* will be presented to the Board on July 13, 2010.

The roles of the District Administrative Center (DAC) and its colleges are clearly defined. The DAC provides for the effective and efficient operation of system colleges in the areas of planning and finance, human resources, educational services, information technology, economic development, and administration. The DAC also serves as the coordinating body among system colleges and a liaison between the Board of Trustees and the colleges. The roles and responsibilities of the district, colleges, and governance structures are detailed in Board Policy 2205 and in the revised *Participatory Governance Handbook.*

**Recommendation 10**

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

*District Response*

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

- Legally Required – Policies legal counsel has identified as being required for Board action under federal law or regulation, or state law or regulation.
- Required for Accreditation – Policies required by the Accreditation Standards established by the Accreditation Commission of Community and Junior Colleges of the Western Association of Schools and Colleges.
- Legally Advised – Policies legal counsel has identified as not being required by law, but which, if

adopted by the board, help protect the district should litigation occur.
- Suggested by the League as Good Practice – Policies recommended that are not legally required or advised, but should help with the effective operation of the district.

District policy has been revised and adopted, using the Community College League of California templates as a guide. Each of the Board policy chapters was reviewed by the Consultation Council, the Board's Rules, Operations & Procedures Subcommittee, and the campus constituencies.

On October 8, 2005, the Board adopted *Board Policy 2740: Board Education.* This policy outlines the district's commitment to ongoing Trustee education, leadership development, and new trustee orientation and training. Trustees also are encouraged to participate in conferences and workshops conducted by the National Association of Community College Trustees, the Association of Governing Boards of Universities and Colleges of the California Community College Trustees Organization. In addition, the Chancellor provides Trustees with reading materials designed to strengthen board understanding and knowledge. In 2010, Trustees were provided with numerous publications, including such titles as *The Board's Role in Strategic Planning*, *Strategic Responses to Financial Challenges*, *Institutional Ethics and Values*, *The Rogue Trustee, Open & Public IV: A Guide to the Ralph M. Brown Act*, and *Trusteeship in Community Colleges*.

A comprehensive new Trustee orientation program is provided by the Chancellor as outlined in *Administrative Procedure 2740: Board Education*. Three of the five Trustees currently serving the district were provided with training in accordance with this procedure.

The non-voting student member is elected by students of the district's three campuses. The student trustee serves a one-year term of office and is authorized to express opinions on matters before the Board. The student trustee is excluded from participating in closed session meetings of the Board (Board Policy 2015 Student Member). Student trustees are given in-service training regarding their roles and responsibilities following their election. *Administrative Procedure 2015: Student Member* outlines the student trustee's responsibilities and authority, and provides direction for travel, conference attendance, and expenditures. Each student trustee is provided with a district mentor during his/her term in office.

**Recommendation 11**

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

*District Response*

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

During the 2007-2008 academic year, the Chancellor's Consultation Council worked on the development of a comprehensive district-wide master plan. The plan reviewed projected challenges and opportunities in the district's environment through the year 2015. As an outcome of this planning, the Board adopted twelve objectives which were to guide college and district administrative center strategic plans. Goals were developed by the three colleges and the district office to meet Board objectives within the new fiscal year.

On August 11, 2008, the district hired a Vice Chancellor of Planning and Organizational Development and a Director of Institutional Research to provide support to the district's planning activities. Subsequently, the Vice Chancellor position was vacated on June 30, 2009 and not filled due to cost savings measures; the Director of Institutional Research position was eliminated by the Board of Trustees on July 1, 2010.

In absence of a district researcher, information technology has been charged with establishing data elements that can be readily employed and understood by district and campus employees for planning and accountability purposes. The Chancellor has reassumed responsibility for district-wide planning.

A report to the Board regarding college and district progress in meeting Board objectives was presented to Trustees on July 9, 2009. In addition, the Board reprioritized its twelve objectives to six broader and more encompassing areas of focus. The objectives are:

1. Access and student success
2. Partnerships with high schools, e.g., workforce training, partnerships
3. Economic development, e.g., workforce training, partnerships
4. Instructional productivity while maintaining quality
5. Prudent fiscal stewardship
6. Professional development for faculty and staff

The Board of Trustees will review college and district accomplishments in meeting its objectives at its strategic planning meeting scheduled June 16, 2010. The process will be facilitated by a consultant.

The Board has assessed college and district accomplishments against its goals on an ongoing basis since 2008. This Board review will continue annually. *Board Policy 2425: Board/District Planning* states that "the Chancellor will ensure that the Board is engaged in district-wide strategic planning. The Chancellor will prepare appropriate administrative procedures to ensure the Board participates effectively in district-wide strategic planning."

**Recommendation 12**

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

*District Response*

The Chancellor and district act as a liaison between the colleges and the Board of Trustees. The Chancellor, acting on behalf of the Board, through the district's Consultation Council, confers with college, senate, and classified Presidents, Vice Chancellors, student leaders, and labor representatives to review the monthly Board agenda. Depending on circumstances, items are occasionally modified, withdrawn or postponed due to the Council's feedback.

Minutes from Consultation Council meetings and Board meetings are posted on the VCCCD website and are publicly available for viewing.

At the time of the District's October 19-21, 2004 team site visits, many of the Board's policies and procedures had not been reviewed for approximately a decade. To ensure accountability in achieving standards of educational, fiscal and operational excellence, the District subscribed to the Community College League of California's Policy Service in 2005. A revision of policies began at that time and continues. Currently, policies communicate Board direction in the areas of academic affairs, fiscal activities and planning. Policy work is ongoing.

The *Participatory Governance Handbook*, completed in October 2007 and revised in 2010, outlines the formal communication channels among the colleges and District Administrative Center. It further delineates the authority of constituent groups within the district's consultation process. A Director of Administrative Relations, who has the responsibility for district-wide communication, was hired on December 11, 2006. Subsequently, the Director developed a formal district-wide communications plan. This plan was reviewed by the board on October 9, 2007.

Various channels of open communication with the colleges and the district are provided through newly-implemented technology. All faculty, administrators, and staff have access to MyVCCCD, the district's online web portal. This secure site provides Internet and Intranet services that connect all VCCCD employees to email, announcements, news items, an events calendar, employee information, and documents shared electronically. The portal also allows groups of employees to establish their own communication groups to hold threaded discussions of issues. Employees have access to other employees via email and can create their own electronic distribution lists if they need to communicate on a regular basis with larger groups of employees. The ability to send "alluser" emails is limited on a district-wide basis to the administrative leadership of each college. The leadership of the faculty senates, classified senates, and respective collective bargaining units also has been provided with all user access to their constituent groups.

# Standard I: Institutional Mission and Effectiveness

**The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.**

## A. Mission

**The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.**

**1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

Descriptive Summary:

The college mission statement is used in several ways to guide decision-making relative to college programs and services. As the first step in the college's program review process, departments are required to identify the purpose of their programs and to show the relationship of this purpose to the college's mission statement (IA.1: Program Review Template). Academic disciplines have also been required to map the college's six core competencies (IA.2: Core Skill Sets for Students Graduating with an Associate Degree or Certificate) across each course in their curriculum (IA.3: Sample Mapping of Core Skill Sets).

During the recent economic downturn, before implementing reductions to the schedule of classes, college departments also went through a critical exercise to identify their core courses. For purposes of this important exercise, "core courses" were identified as those representing the most direct path that would enable the student to transfer, obtain an associate degree, or obtain a certificate – all goals that are directly related to the college mission statement (IA.4: Core Classes by Division).

Self Evaluation:

The college mission statement defines the institution's broad educational purposes as providing the courses that lead to an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. The college offers students a variety of courses that fulfill the requirements for an associate degree, that articulate and enable students to transfer to the California State University system, the University of California system, private colleges, or public institutions in other states, or that allow students to obtain vocational certificates.

The mission statement also states that the college provides instruction in basic skills and English-language learning. The college offers sequences of courses that enable students to achieve basic competencies in reading, writing, and math. The college also offers courses designed to assist English language learners in obtaining reading, writing, and conversational language skills that will enable them to advance into a degree or certificate program.

The mission statement defines the intended student population as "highly diverse," with the modes of instruction provided through the traditional classroom, distance education, and experiential learning. Approximately 95 percent of the courses offered by the college are taught in traditional classroom settings, while approximately 5 percent of the courses are offered in an online or hybrid environment. Laboratory courses are offered throughout the curriculum to enable students to apply the theory learned in the lecture environment to hands-on experiences that will put this theory into practice.

The mission statement also articulates an institutional commitment to "continual assessment of learning outcomes in order to maintain high quality courses and programs." As described below, the college faculty track their departmental progress in developing and assessing student learning outcomes on an annual basis.

The college routinely uses the mission statement to guide decision making through the integrated planning, program review, and budgeting process.

The college has mapped the core courses needed to enable students to transfer or to obtain an associate degree or certificate, and has made a commitment to offer these core courses on either an ongoing or rotating basis, despite the very serious state budget cutbacks that the district is now experiencing.

Planning Agenda:

None.

**2. The mission statement is approved by the governing board and published.**

Descriptive Summary:

The college has revised its mission statement twice in the last five academic years. The mission statement was initially approved by the Board of Trustees on January 17, 2006 (IA.5: Board of Trustees, Minutes for the Meeting of Tuesday, January 17, 2006). The college updated the mission statement again as part of revising the educational master plan (as described below). The newly-revised mission statement was presented to the Board of Trustees for review, along with the college's final draft of its educational master plan, on June 23, 2009 (IA.6: Board of Trustees, Minutes for the Meeting of Tuesday, June 23, 2009). The Board of Trustees adopted the revised mission statement and the completed educational master plan at its October 13, 2009 meeting (IA.7: Board of Trustees, Minutes for the Meeting of Tuesday, October 13, 2009).

The mission statement is published in the college catalog (IA.8: 2009-2010 College Catalog, page 6) and on the college website (IA.9: Ventura College Website, "College Information").

Self Evaluation:

The mission statement has been approved by the Board of Trustees, as is required by the accreditation standard.

Planning Agenda:

None.

**3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

Descriptive Summary:

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

the Board of Trustees. The Board of Trustees adopted the revised mission statement on January 17, 2006.

The 2006 mission statement integrated student learning outcomes assessment into its text, and read as follows:

> *The mission of Ventura College is: to offer academic and vocational programs leading to the completion of associate degrees or certificates; to prepare students to transfer to four-year colleges and universities; to provide remediation to those who need to improve their basic skills; to support the state and region's economic viability through workforce development; and to provide continuing education opportunities that enhance personal growth and life enrichment.*
>
> *The college serves high school graduates and others who are able to benefit from the academic and vocational opportunities it offers. Courses are provided using both traditional and distance learning delivery systems.*
>
> *The faculty and staff of Ventura College are committed to student success and strive to create an environment of continuous improvement through the establishment of measurable and/or observable student learning outcomes that can be used to assess student performance, improve instructional and service delivery, and guide institutional decision-making.*

During the 2008-09 academic year, the college revised and updated its educational master plan. As part of the revision process, the college mission statement was again reviewed, and suggestions for changes were solicited. The consultant team that was facilitating the process of updating the master plan held a retreat involving the Educational Master Plan Planning Committee and other campus stakeholders. The purpose of the retreat was to share the results of the strategic research, to describe how its findings led to the formation of the draft statements on core values, vision, mission, goals, objectives, and strategies, and to provide participants the opportunity, in small and large groups, to discuss what had been presented and make suggestions. Through this process a newly-updated mission statement was prepared, with the text reading as follows:

> *Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills and English-language learning; programs for students seeking an Associate's Degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. The College is a leader in providing instruction and support for students with disabilities.*
>
> *With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College has a dedicated, caring faculty and staff who are committed to student success and to continual assessment of learning outcomes in order to maintain high quality courses and programs.*
>
> *Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.*

On June 23, 2009, the college presented the newly-revised mission statement to the Board of Trustees for review, along with the college's final draft of its educational master plan. The Board of Trustees adopted the revised mission statement and the educational master plan at its October 13, 2009 meeting.

Self Evaluation:

The college has reviewed and revised its mission statement two times in the last five academic years.

The integrated planning, program review, and budgeting cycle requires, as one of the first steps in the process, a review of the college mission statement (IA.10: Ventura College Planning Cycle, 2008-2010). Thus the college mission is reviewed every second year within the context of planning and program evaluation.

Planning Agenda:

None.

**4. The institution's mission is central to institutional planning and decision making.**

Descriptive Summary:

As described more fully in section B of this standard, Ventura College has established a two-year planning and program evaluation cycle that is linked to budget planning and personnel decisions. As part of the bi-annual planning process, the college mission statement is revisited and either revised or reaffirmed. As part of the bi-annual program review process, each college department, program or service area is required to describe the purpose of its organizational unit and to document the relationship of this purpose to the college's mission statement and educational master plan.

Self Evaluation:

The integrated planning and program review process requires each college department or program to describe its purpose and to relate this purpose to the college mission. This integrated process, as outlined in section B, is used to guide institutional decision making in the areas of faculty hires, equipment purchases, and facilities improvements. The process is also designed to assist in the creation of a list of proposed additions to the classified staff. In practice, however, there has seldom been sufficient budget to hire new classified employees. Instead, the recent budget crisis has made it necessary to lay off employees and to consolidate work functions performed by classified staff. Thus the link between program review and classified personnel decisions is not as strong as the link with faculty personnel decisions.

Planning Agenda:

The Program Review Committee will discuss alternative ways to strengthen the link between the college mission statement and decision making as it relates to classified personnel decisions.

A feedback loop will be created to show the college community what actions have been taken as a result of program review.

## B. Improving Institutional Effectiveness

**The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.**

**1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

Descriptive Summary:

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

In February 2006, the Executive Vice President and the Academic Senate President familiarized the Department Chairs with the steps involved in identifying and mapping how the core competencies were covered throughout the curriculum. During the months of March and April 2006, the Department Chairs worked with the faculty in their departments to identify the degree to which each of the thirty-six measurable and/or observable skill sets were covered in each course taught. During the months of May, June, and July 2006, clerical staff used the documents submitted by the Department Chairs to generate summary sheets that mapped the core competencies across entire subject disciplines. These summary sheets were then scanned and made accessible through the college website (IB.1: Ventura College Website, Faculty and Staff, "Core Competencies").

In September 2005, in order to establish student learning outcomes at the course level, the Academic Senate President presented a workshop on student learning outcomes (SLOs) to the college's Department Chairs Council. This presentation was based on the Norena Badway model of developing student learning outcomes that was presented at the state senate's 2005 Curriculum Institute. The Academic Senate President then began working with individual Department Chairs to familiarize them with the process of developing and assessing student learning outcomes at the course level. The Department Chairs then met with faculty who worked together to create SLOs for the courses they taught.

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

During the spring 2009 semester, an electronic template (IB.2: Template, Documentation of Student Learning Outcomes) was created for the Department Chairs to document the progress of each department toward the development of student learning outcomes, identification of methodologies to assess the achievement of the outcomes, identification of the courses for which departmental analysis and discussion of the assessment results had occurred, and identification of courses for which assessment results had been used to plan and make changes to improve learning. The Department Chairs recorded the methods of assessment, and the faculty revised SLOs on the electronic template and sent it to the Executive Vice President.

During a mandatory service day held immediately prior to the start of the fall 2009 semester, departmental meetings were held in all academic programs to provide the faculty with an opportunity to identify the student learning outcomes they wanted to emphasize in common during the 2009-10 academic year and to develop rubrics to assess the degree to which the students have achieved these

outcomes, regardless of the instructional methodology (IB.3: Annual Student Learning Outcomes Review, Instructions and Template).

The cycle of documenting the status of the implementation of student learning outcomes, formally establishing which SLOs to assess, developing rubrics in common, and discussing possible changes to teaching methodologies to improve learning will be repeated on an annual basis.

Self Evaluation:

Student learning outcomes and assessment are in place for courses. College-wide core competencies have been established and have been mapped across all courses in the curriculum. Through meetings scheduled annually at the program level, there is widespread dialogue and the results of assessment are being used for program improvement. The results of these discussions are used to identify ways to enhance student learning. Progress toward implementing student learning outcomes on a college-wide basis is tracked and data is collected on an annual basis. The program review process requires departments to state the student learning outcomes expected of students, and to link these outcomes to program plans.

Planning Agenda:

Department Chairs will be charged with working with their faculty colleagues to finalize student learning outcomes on the program level.

**2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

Descriptive Summary:

During the 2008-09 academic year, the college's educational master plan was revised and updated (General Document 1: Ventura College 2009-2019 Educational Master Plan). The process of updating the educational master plan included a review of relevant documents (accreditation recommendations, organizational structure, policies and procedures manuals, special studies and reports that address the needs of the college); an external and internal environmental scan; a planning retreat involving representative stakeholders; and open forums to present the draft plan to the college faculty and staff and to incorporate final suggestions. The goals, objectives and strategies identified in the final draft of the educational master plan have been incorporated into the ongoing college planning and program review process described below.

Self Evaluation:

The college has a well-documented, ongoing process for evaluating itself in all areas of operation. The results of both the planning and program review process are distributed to the campus, and progress toward implementing plans and improvements is tracked in each successive program evaluation. The integrated planning and program review process is applied to all areas of the college, including instruction, support services, library and learning resources, and business services. The college's educational master plan has been revised and updated, with longer term plans integrating the planning priorities of the Board of Trustees, the district office and the college.

Planning Agenda:

None.

**3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

Descriptive Summary:

During the fall 2005 semester, the Academic Senate, Classified Senate and Administrative Council reached consensus on a conceptual model that links strategic planning, program evaluation, budgeting and staffing priorities processes. Under the model, the evaluation cycle begins with a review of the status of prior-year college plans, district imperatives, and the college mission. The College Planning Committee then reviews available data (including information on course completion, persistence, enrollment patterns, licensure rates, curriculum changes, committee reports, community and student survey results, employer surveys, labor market data and other information). Based on the analysis of this data, initial recommendations for college initiatives are then developed and shared with the campus. After obtaining feedback, the college planning goals are finalized and are used as the basis for the development of planning and program review documents at the division and department levels. The program review documents are then prepared by each academic discipline or student services department. As part of this process, the program review forms require college departments to list the course-specific student learning outcomes that have been identified by members of the department (IB.4: Ventura College Planning Cycle, 2008-2010, and Program Review Forms).

Self Evaluation:

The college has implemented a model that integrates planning, program review and resource allocation. The program review component requires the analysis of both quantitative and qualitative data (IB.5: Sample Completed Program Review Document, Biology).

Planning Agenda:

None.

**4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

Descriptive Summary:

Once every two years, each campus program undergoes concurrent evaluation using the program review process described above. During the month of September, procedures and data are distributed to Deans and Department Chairs, Directors, and Supervisors. The President's Office distributes an electronic memo to all faculty and staff that reviews the steps involved in the process and the deadlines (IB.6: President's E-mail to Campus re: Program Review Instructions, Forms, and Resource Materials). The Deans then meet with the members of their divisions to review the process again. Subject discipline and program reports are drafted and discussed at Department meetings. Drafts are submitted by the Department Chairs to their respective Deans (or to the Vice President of Business Services, in the case of non-instructional or non-student service programs). After the documents have been reviewed by the respective administrators, electronic copies are submitted to the Executive Vice President, who distributes them to the Program Review Committee.

The Program Review Committee consists of twenty-seven members: fifteen faculty (appointed by the Academic Senate), three classified staff (appointed by the Classified Senate, as delegated by the Classified Union), three student representatives (appointed by the Associated Students), plus four administrators (the Executive Vice President, the Vice President of Business Services, and two Deans appointed by the President).

During the month of October, members of the Program Review Committee each review a set of program review documents for one division other than their own and prepare short assessment reports. In addition, the Executive Vice President and the Vice President prepare assessment reports for all programs under their supervision.

During one week in November, the Program Review Committee meets on a daily basis to compare the individual ratings of the committee members and to reach consensus on a rating for each program of the college. Programs have the option to appeal the ratings if they believe their documents and/or data have been misunderstood. The Program Review Committee then finalizes the ratings, and a narrative of the results is submitted to the College President. Faculty and staff requests, facilities improvement requests, and equipment requests are submitted through the President's Office to the Staffing Priorities Committee, the Administrative Council, the Facilities Oversight Group (FOG), and the Campus Resource Council (CRC) (IB.7: Program Review Timeline, 2009-2010).

Based on the ratings and other data, the Staffing Priorities Committee, Administrative Council, FOG, and CRC prepare, as appropriate to their committees, prioritized lists of faculty, staff, equipment, and facilities improvement needs. The resulting report is submitted to the College President, who shares it with the Administrative Council and who uses it to help guide personnel decisions and/or other resource allocation issues as dollars become available.

Except during the most difficult of financial times, it has been possible for the College President, the Executive Vice President and the Vice President of Business Services to allocate resources to make substantial progress in the acquisition of equipment and in the improvement of facilities in accordance with the priority lists. The President takes the program review ratings, along with the recommendations of the Staffing Priorities Committee, under advisement as the financial situation allows her to budget for additional full-time faculty positions at the college, although there is no promise made that there will be a direct one-to-one correlation between the positions recommended by the Staffing Priorities Committee and the additional full-time positions ultimately hired by the college (IB.8: President's Rubric for Evaluation of Faculty, Staff, and Equipment Requests).

Self Evaluation:

The integrated planning and program review process provides for input of all employees at the departmental or program level. The Program Review Committee is representative of constituent groups. The integrated model results in recommendations for the allocation of personnel, equipment, and facilities resources.

Planning Agenda:

None.

**5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

Descriptive Summary:

The following data is used as part of the college's planning and program review process:

> Planning: student population demographics; regional demographics; regional educational attainment data; regional workforce trends; interviews and small focus group discussions with faculty, staff, students, and community members.
>
> Program Review: enrollment trends; staffing levels; progress in meeting productivity goals; number of degrees or certificates conferred; job placements; licensure pass rates; student performance on standardized tests; feedback from advisory committees, employers, and graduates.

Both the educational master plan and the results of the program review process are distributed to all members of the campus community as electronic documents. The educational master plan, along with a series of both routine and specialized reports prepared by the college Research Office, are also made available to the general public on the college website (IB.9: Ventura College Website, College Information, "Institutional Research Reports").

Self Evaluation:

Quantitative data are collected, distributed and analyzed as part of the planning and program review processes. Reports generated at the conclusion of the planning and program review processes are distributed to the campus and are made part of the public record through presentation to the Board of Trustees.

Planning Agenda:

None.

**6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

Descriptive Summary:

The final stage in the planning and program review cycle, following the development of the priority lists and the initial implementation of the plans, is the assessment of the process itself. This assessment includes suggestions for improvement of the questions asked of programs, clarification of the data elements analyzed, and ideas for the sequencing of information. At the beginning of the next cycle, opinions of the executive committees of the Academic Senate, the Classified Senates, and campus administrators are sought before revised forms are finalized.

Self Evaluation:

Although the opinions of the elected Senate representatives are sought as part of evaluating the effectiveness of the ongoing planning, program review, and resource allocation model, there is currently no formal process to collect the opinions of a wider segment of the faculty and staff.

Planning Agenda:

The Office of Institutional Research will work with the Program Review Committee to develop and distribute an online survey that will solicit faculty and staff suggestions for improving the program review process. This survey will be distributed after each program review cycle and the results of the survey will be shared with the Program Review Committee as their first order of business each year.

**7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

Descriptive Summary:

The college uses frequent, systematic, data-driven program reviews and the annual tracking of progress for SLOs to assess the effectiveness of its programs and services. In addition, the college Office of Institutional Research conducts both routine and specialized research to assist with decision-making. Recent reports have included a study of persistence levels of students participating in the Ventura College Promise program, the tracking of student progress through the non-credit English as a Second

Language program and the distance education program, and results of a survey of student opinion about campus library services.

Self Evaluation:

The Institutional Researcher is a faculty member who splits his responsibilities between conducting research for various grant-funded categorical programs and completing research assignments given to him by the Executive Vice President. His reports are distributed by the Executive Vice President at Administrative Council meetings, are posted on the college website, and are used as the basis of discussions for decision-making purposes.

The District Office assists in ensuring correct and complete data submission to the California Community College System Office and coordinates college and district research activities for assessment of college climate and student satisfaction. The District Office maintains a web page with three college "fact books" of demographic information (IB.10: District Website, Institutional Research, "Ventura College").

Outside of the college planning and program review process, there is no systematic, structured college procedure to hold widespread, ongoing discussions of the implications of some of the demographic trend research as it is collected.

Planning Agenda:

The Executive Vice President, Institutional Researcher, and Administrative Council will develop a calendar of open forum sessions to enable the Deans, Department Chairs, faculty, and staff to review and discuss the implications of the collected data in a more structured manner.

## Documents to Support Standard I

General Document 1: Ventura College 2009-2019 Educational Master Plan

Standard IA:

IA.1: Program Review Template
IA.2: Core Skill Sets for Students Graduating with an Associate Degree or Certificate
IA.3: Sample Mapping of Core Skill Sets
IA.4: Core Classes by Division
IA.5: Board of Trustees, Minutes for the Meeting of Tuesday, January 17, 2006, see page 9
IA.6: Board of Trustees, Minutes for the Meeting of Tuesday, June 23, 2009, see page 4
IA.7: Board of Trustees, Minutes for the Meeting of Tuesday, October 13, 2009, see page 9
IA.8: 2009-2010 College Catalog, page 6
IA.9: Ventura College Website, College Information
IA.10: Ventura College Planning Cycle, 2008-2010

Standard IB:

IB.1: Ventura College Website, Faculty and Staff, Core Competencies
IB.2: Template, Documentation of Student Learning Outcomes
IB.3: Annual Student Learning Outcomes Review, Instructions and Template
IB.4: Ventura College Planning Cycle, 2008-2010, and Program Review Forms
IB.5: Sample Completed Program Review Document, Biology
IB.6: President's E-mail to Campus re: Program Review Instructions, Forms, and Resource Materials
IB.7: Program Review Timeline, 2009-2010
IB.8: President's Rubric for Evaluation of Faculty, Staff, and Equipment Requests
IB.9: Ventura College Website, College Information, Institutional Research Reports
IB.10: District Website, Institutional Research, Ventura College

# Standard II: Student Learning Programs and Services

**The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.**

## A. Instructional Programs

**The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.**

**1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

Descriptive Summary:

Ventura College offers associate of arts or associate of science degrees in thirty-three majors. Students are also able to obtain an associate of arts degree in general studies, using one of three patterns to obtain the required units. In addition, the college offers certificates of achievement in thirty-five career and technical educational fields, and proficiency awards in twenty-six fields.

Courses are offered on the main campus in Ventura, at an off-campus site in Santa Paula, and through distance education. In addition, a limited number of courses are offered in area high school classrooms and at other off-site locations.

Self Evaluation:

Ventura College offers lower division level academic transfer coursework and career/vocational degree and certificate programs. Student support services are offered to assist in the accomplishment of the college's primary mission based on need and available resources. English as a Second Language instruction, remedial education, and supplemental learning services that contribute to student success are also offered and operated based on need and available resources.

All new courses are reviewed by the Curriculum Committee, the District Technical Review Work Group, and the Chancellor's Cabinet for both content and fit with the institutional mission prior to submission for approval to the Board of Trustees. As described in Standard I, academic and student services programs are also required to describe the relationship of their programs to the college mission as part of their program review documentation.

The quality of the college's programs and services is assessed in several ways. A committee comprised of faculty, staff, students, and administrators evaluates all academic and student services programs every second year as part of the college program review process. Each academic program is required to assess and, where necessary, update its curriculum through a five-year content review calendar administered by the Curriculum Committee. The quality of each individual instructor is assessed through the negotiated faculty evaluation process. Student progress toward the achievement of student learning outcomes is assessed by academic and student services programs on an annual basis.

Planning Agenda:

None.

**a) The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

Descriptive Summary:

Ventura College offers courses leading to an associate degree, to transfer, or to vocational certificates. It also offers classes to assist students in preparing for college-level coursework, including curriculum in reading, grammar, arithmetic and English as a Second Language.

Students are given assessment examinations to assist counselors in advising them into the appropriate levels of English and math, and to help in the development of their educational plans. The pattern of student scores on these assessment examinations is tracked and analyzed to ensure that the college offers a sufficient number of courses at each level needed to meet student demand.

Self Evaluation:

Several documents are generated to assist Department Chairs and Deans in identifying student learning needs. Reports generated by the Executive Vice President's Office, the Vice President of Business Services, and the Deans themselves show individual course enrollments over multiple semesters and productivity achievement levels for entire academic programs (IIA.: Enrollment Reports). These reports assist the Deans and Department Chairs in identifying the number of sections to offer each semester.

The Matriculation Office also generates a report that shows the percentage of student scores at each level of the assessment examination (IIA.2: Summary of English and Math Placements, 2002-2009). This report helps the Deans and Department Chairs predict the number of courses that will be required at each level to meet student need and design student support systems to help students reach a higher level of proficiency.

The college's program review process requires programs and departments to analyze course completion rates, persistence, enrollment patterns, licensure rates, curriculum changes, employer surveys, labor market data and other information, and to place this analysis of data within the context of documenting their plans for the immediate future and their requests for the additional resources needed to carry out those plans (IIA.3: Program Review Form, Instruction).

During the spring 2009 semester, an electronic template was created for the Department Chairs to document the progress of each department toward the development of student learning outcomes (SLOs), identification of methodologies to assess the achievement of the outcomes, identification of the courses for which departmental analysis and discussion of the assessment results had occurred, and identification of courses for which assessment results had been used to plan and make changes to improve learning. The Department Chairs recorded the methods of assessment and the faculty revised SLOs on the electronic template, and sent the completed templates to the Executive Vice President (IIA.4: Template, Documentation of Student Learning Outcomes). In addition, some departments posted their SLOs on their web pages.

During a mandatory service day held immediately prior to the start of the fall 2009 semester, departmental meetings were held in all academic programs to provide the faculty with an opportunity to identify the SLOs they wanted to emphasize in common during the 2009-10 academic year and to develop rubrics to assess the degree to which the students had achieved these outcomes, regardless of

the instructional methodology (IIA.5: Annual Student Learning Outcomes Review, Instructions and Template).

The cycle of documenting the status of the implementation of student learning outcomes, of formally establishing which SLOs to assess, of developing rubrics in common, and of discussing possible changes to teaching methodologies has now been calendared to be repeated on an annual basis.

Planning Agenda:

None.

**b) The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

Descriptive Summary:

Faculty at Ventura College offer courses using a variety of delivery systems and modes of instruction. Course delivery systems include traditional on-campus lecture and laboratory classes, open-entry self-paced classes, online classes, and hybrid classes. Modes of instruction include lecture, laboratory, field experience, directed studies, and work experience, among others.

Self Evaluation:

The Curriculum Committee is responsible for ensuring that the mode of instruction fits the objectives and content of each course. Departments proposing new courses are required to identify the variety of instructional techniques that will be used, along with representative assignments and a range of textbooks and supplementary materials (IIA.6: Curriculum Handbook).

The Curriculum Committee also reviews all proposed distance education curriculum to ensure that online courses meet the same standard and rigor as on-campus courses. The process includes the review of all types of classes, including web based or completely online classes, satellite/video classes that require some educational materials be accessed via satellite TV broadcast or from video, and hybrid classes that combine one or both of these methods with some in-class hours. Online courses adhere to the Title 5 requirements set forth by the state Chancellor's Office and local standards set forth by the district, the American Federation of Teachers, and the Academic Senate. The Deans and Department Chairs are held responsible for ensuring that students taking courses through distance education can complete a sequence in a reasonable amount of time.

An annual analysis is conducted by the Institutional Researcher of the success rates (number of passing grades) and retention rates (number of students completing the courses compared to initial enrollment) for both on-campus and online classes. Success rates for the 2008-09 academic year were 59-63 percent for on-campus classes and 48-53 percent for online classes. Retention rates were 82-83 percent for on-campus classes and 72-78 percent for online classes (IIA.7: Fall 2008 and Spring 2009 Course Outcomes in Distance Education Classes).

Planning Agenda:

None.

**c) The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

Descriptive Summary:

In September 2005, the college formed a task force to help plan and facilitate the process of developing a list of core competencies at the campus level. In October 2005, all members of the faculty, staff, and administration were invited to an open meeting at which they were familiarized with the accreditation standard and led through a facilitated process to identify elements that would be included in college-wide core competencies. Based on this meeting, a draft set of core competencies was prepared and circulated to those who had participated in the meeting. Suggestions emerging from this process were incorporated into a second draft of the set of core competencies, which was then circulated electronically campus-wide. Feedback from this process was incorporated into the final draft of the list of core competencies. In December 2005, the Academic Senate, the Classified Senate, and the Administrative Council endorsed six categories of college-wide core competencies, representing thirty-six measurable and/or observable skills sets (IIA.8: Core Skills Sets for Students Graduating with an Associate Degree or Certificate).

In February 2006, the Executive Vice President and the Academic Senate President familiarized the Department Chairs with the steps involved in identifying and mapping how the core competencies were covered throughout the curriculum. During the months of March and April 2006, the Department Chairs worked with the faculty in their departments to identify the degree to which each of the thirty-six measurable and/or observable skill sets were covered in each course taught. During the months of May, June, and July 2006, clerical staff used the documents submitted by the Department Chairs to generate summary sheets that mapped the core competencies across entire subject disciplines. These summary sheets were then scanned and made accessible through the college website (IIA.9: Ventura College Website, Faculty and Staff, “Core Competencies”).

In September 2005, in order to establish student learning outcomes at the course level, the Academic Senate President presented a workshop on student learning outcomes (SLOs) to the college’s Department Chairs Council. This presentation was based on the Norena Badway model of developing student learning outcomes that was presented at the state senate’s 2005 Curriculum Institute. The Academic Senate President then began working with individual Department Chairs to familiarize them with the process of developing and assessing student learning outcomes at the course level. The Department Chairs then met with faculty who worked together to create SLOs for the courses they taught.

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

During the spring 2009 semester, an electronic template was created for the Department Chairs to document the progress of each department toward the development of student learning outcomes, identification of methodologies to assess the achievement of the outcomes, identification of the courses for which departmental analysis and discussion of the assessment results had occurred, and identification of courses for which assessment results had been used to plan and make changes to improve learning. The Department Chairs recorded the methods of assessment, and the faculty revised SLOs on the electronic template and sent it to the Executive Vice President.

During a mandatory service day held immediately prior to the start of the fall 2009 semester, departmental meetings were held in all academic programs to provide the faculty with an opportunity to identify the student learning outcomes they wanted to emphasize in common during the 2009-10 academic year, and to develop rubrics to assess the degree to which the students have achieved these outcomes, regardless of the instructional methodology.

The cycle of documenting the status of the implementation of student learning outcomes, formally establishing which SLOs to assess, developing rubrics in common, and discussing possible changes to teaching methodologies to improve learning will be repeated on an annual basis.

Self Evaluation:

Student learning outcomes and assessment are in place for courses. College-wide core competencies have been established and have been mapped across all courses in the curriculum. Through meetings scheduled annually at the program level, there is widespread dialogue, and the results of assessment are being used for program improvement. The results of these discussions are used to identify ways to enhance student learning. Progress toward implementing student learning outcomes on a system-wide basis is tracked, and data are collected on an annual basis. The program review process requires departments to state the student learning outcomes expected of students and to link these outcomes to program plans.

Planning Agenda:

Department Chairs will be charged with working with their faculty colleagues to finalize student learning outcomes on the program level.

**2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

Descriptive Summary:

Ventura College offers collegiate, developmental, and pre-collegiate courses and programs, community education offerings, and services for international students. The college does not offer a formal study abroad program. In fall 2009, contract education and economic development were centralized at the District Office, and thus Ventura College no longer offered contract education after that date.

Self Evaluation:

Proposals to introduce new collegiate, developmental, and pre-collegiate courses and programs are vetted through the college's Curriculum Committee. New community education offerings are developed and offered each year. The Assistant Dean assigned to oversee the Community Education program uses a variety of methods to identify new offerings, including college-initiated contacts with individuals in the community, interest surveys conducted with those who register for community education offerings, and investigation of solicitations made by those interested in teaching a course. Proposed community education offerings are submitted through the College President and the Chancellor's Consultation Council to the Board of Trustees for approval.

Credit courses are evaluated through several measures. Each course and program goes through the Curriculum Committee's content review process every five years. Individual instructors are evaluated in accordance with the collective bargaining agreement. As described in Standard IIIA, this evaluation process includes a self-evaluation, an observation and assessment by peers and the appropriate dean, and student evaluations.

Community education offerings are evaluated through a student survey that is conducted at the end of each course. As community education offerings are fee-based, courses that are unsuccessful in their format or unappealing in their topic typically would not generate sufficient enrollment and the class would then be cancelled.

Planning Agenda:

None.

**a) The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

Descriptive Summary:

The Curriculum Committee is a subcommittee of the Academic Senate. It provides guidance, advocacy, and oversight for curriculum by ensuring that it is academically sound and responsible to the evolving needs of the community. In addition, members review and recommend course and program additions and revisions to the Board of Trustees. Membership on the Curriculum Committee consists of instructional, library, and counseling faculty, the Academic Senate President, one student representative, the College Articulation Officer, the Executive Vice President of Student Learning, the Registrar, and instructional deans.

The college has acquired and implemented CurricUNET, an automated process used to submit, discuss, modify, and approve course and program proposals via a web browser. In CurricUNET, all input fields are entered into a relational database that is designed to facilitate searches and flexible report production. All necessary notifications and all steps in the process are tracked with an automated workflow module. As a result, a real-time view of the workflow for each proposal can be displayed at any time, showing the exact current location of the proposal in question.

Self Evaluation:

Program and department faculty are responsible for identifying appropriate student learning outcomes. An electronic template is used on an annual basis by Department Chairs to document the progress of each department toward the development of student learning outcomes, identification of methodologies to assess the acquisition of the outcomes, identification of courses for which departmental analysis and discussion of the assessment results has occurred, and identification of courses for which assessment results have been used to plan and make changes to improve learning. During the mandatory service day held immediately before the start of each fall semester, departmental meetings are held in all academic programs to provide the faculty with an opportunity to identify the student learning outcomes they want to emphasize in common, to develop rubrics to assess the degree to which the students have achieved these outcomes, regardless of the instructional methodology, to discuss the results of the prior-year assessments, and to share what techniques have been effective in helping students achieve the required skill sets.

Planning Agenda:

None.

**b) The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

Descriptive Summary:

The process for identifying student learning outcomes is faculty-driven, as described earlier. Occupational programs rely, in part, on the participation of Advisory Committees to ensure that their curriculum remains relevant to the field. Occupational departments are asked to present data showing the number of degrees or certificates conferred, job placements, licensure pass rates, and student

performances on standardized tests over the most recent three-year period as part of the campus program review process.

Self Evaluation:

Occupational programs offered by the college require students to take a sequence of courses that ensure that they master one set of objectives in order to meet the minimum requirements to enter the next course in the sequence.

Occupational advisory committees meet one or more times per year with the appropriate Assistant Dean of Career & Technical Education and Department Chair. Portions of these meetings involve discussions of the established competency levels. Suggestions for modifications of these measures are later shared with departmental faculty and are incorporated into the annual discussion and modification of student learning outcomes (IIA.10: Sample Advisory Committee Minutes).

The sequences of courses required for degree or certificate completion for occupational programs are listed in the college catalog (IIA.11: Ventura College Catalog). Counselors, Department Chairs, and classroom faculty also play a significant role in advising students regarding the path to take to obtain their occupational objectives.

Planning Agenda:

The minutes of the occupational advisory committees will be posted on each respective departmental web page.

**c) High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

Descriptive Summary:

The quality of instruction is evaluated through two primary measures. First, each course and program goes through the Curriculum Committee's content review process every five years. Second, individual instructors are evaluated in accordance with the collective bargaining agreement. This evaluation process includes a self-evaluation, an observation and assessment by peers and the appropriate dean, and student evaluations.

In addition, the Academic Senate has a subcommittee of the Curriculum Committee, the Philosophy and General Education Committee, which is designed to serve as a forum for faculty and staff to discuss general academic policies relating to the curriculum. Any subcommittee recommendations are forwarded to the Curriculum Committee for action.

Self Evaluation:

With rare exceptions, most pre-collegiate coursework at Ventura College is found only in disciplines such as math, reading, and English, that are part of a standard required sequence building toward the acquisition of transfer-level skills. Faculty developing new courses are asked to identify whether they believe the course is associate degree applicable or non-associate degree applicable. Their self-assessment is confirmed by the college's Articulation Officer, who maintains familiarity with Title 5 curriculum requirements.

During the spring 2009 semester, an analysis was conducted of the number of units required to obtain an associate degree at Ventura College and the other two colleges in the district (IIA.12: Minimum Required Units for General Education Associate Degree Programs by Selected California Community Colleges). Whereas the mean number of general education units for the colleges surveyed was twenty-three units and the mode was sixteen units, the total number of general education units required at Ventura College is thirty-one units. This is due, in part, to the fact that Ventura College requires a minimum of six units

each in the categories of natural science and math, arts and humanities, and social and behavioral science, whereas colleges with the smaller number of general education units require only three units in each category. When the requirement for eighteen units in an area of emphasis has been factored in, Ventura College students are left with fewer than twelve units of electives.

In addition, the core transfer level English composition courses are being offered at five credit units each. While the English Department faculty are of the belief that the additional time spent in class contributes to the successful achievement of student learning outcomes, no quantifiable evidence has been accumulated that suggests there is a significant difference between students completing English composition at Ventura College and those completing an equivalent course offered for three or four units at other community colleges with similar demographics.

Planning Agenda:

Institutional research will be conducted to identify the degree to which the five unit credit load in the English composition classes is academically justified.

Ventura College faculty and administrators will collaborate with their counterparts at Oxnard College and Moorpark College to examine the number of general education units required to obtain an associate degree.

**d) The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

Descriptive Summary:

When developing curriculum, faculty are asked to identify the representative instructional modes that will be used. These modes reflect an awareness of and respect for the diverse needs and learning styles of students. They include: lecture, laboratory, collaboration, computer assignments, dialogue, field experience, guest speakers, independent studies, oral drills, practice, problem solving, skills demonstration, small group activity, and work experience, among others.

Each year, workshops for faculty and staff are offered during the week before the beginning of the fall semester. These workshops cover a variety of changing topics, including sessions that deal with learning styles, reading and writing across the curriculum, and use of technology to address the needs of disabled students or to increase student interest in the subject content, and more (IIA.13: Fall 2009 Flex Week Workshops).

Self Evaluation:

As new full-time faculty have been hired over the last six years, Ventura College selection committees and the College President have sought individuals able to teach using a variety of techniques beyond the traditional lecture mode. The selection process has favored those who engage their students in a more interactive style of learning and/or who are able to incorporate the use of the newer technologies into the classroom setting.

Online instruction has grown significantly at the college, bringing with it the need to assess the effectiveness of the techniques that are being used to teach in the distance education modalities. To assess the effectiveness of online instruction, the Institutional Researcher has conducted an annual analysis of the final grades earned in all courses in which one or more sections were offered on a distance education basis. These studies have shown that online students were retained until the end of the course or earned passing grades at rates approximately ten percentage points lower than their on-campus counterparts.

Planning Agenda:

Faculty who have not been found through the evaluation process to have made a successful transition to the online teaching mode will be returned to the more conventional face-to-face classroom. Online classes will be taught, with rare exception, by those who have been able to demonstrate an ability to make effective use of this new instructional platform.

Additional research will be conducted to determine the variables impacting the retention rates of online students.

**e) The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

Descriptive Summary:

All courses and programs are evaluated through two methods: The college program review process requires programs to identify their purpose in relation to the college mission, to identify their student learning outcomes, and to cite when the program last went through the Curriculum Committee's content review process. Programs are also asked to present data relative to the number of degrees and certificates conferred, job placements, licensure pass rates, and student performances on standardized tests, and to draw conclusions based on this presented data. Programs must then describe the improvements needed and the issues that must be addressed in relation to advancing or declining growth, to describe the plans that have been developed to address the need to improve, and to describe the major trends expected to impact the program over a five year period. The college Content Review process requires programs to update and revalidate their curriculum at least once every five years, under the stewardship of the Articulation Officer and the Curriculum Committee.

Self Evaluation:

The college's program review process requires subject disciplines to address relevancy, achievement of student learning outcomes, currency and planning for the future. This process is consistently followed for all college programs every two years, allowing those on the Program Review Committee to consider each program within the context of the entire college curriculum.

The program review process is tied to institutional planning in that departments and subject disciplines are required to link their purpose and plans to the college mission and educational master plan in their program review document. The priority lists that are eventually developed as a result of program review and the work of the Staffing Priorities Committee, the Campus Resource Council (CRC) and the Facilities Oversight Group (FOG) are used to advance the college's educational master plan in the areas of personnel, budget, and facilities improvement.

Planning Agenda:

None.

**f) The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

Descriptive Summary:

During the fall 2005 semester, the Academic Senate, Classified Senate and Administrative Council reached consensus on a conceptual model that links strategic planning, program evaluation, budgeting

and staffing priorities processes. Under the model, the evaluation cycle begins with a review of the status of prior-year college plans, district imperatives, and the college mission. The College Planning Committee then reviews available data (including information on course completion, persistence, enrollment patterns, licensure rates, curriculum changes, committee reports, community and student survey results, employer surveys, labor market data and other information). Based on the analysis of this data, initial recommendations for college initiatives are then developed and shared with the campus. After obtaining feedback, the college planning goals are finalized and are used as the basis for the development of planning and program review documents at the division and department levels. The program review documents are then prepared by each academic discipline or student services department. As part of this process, the program review forms require college departments to list the course-specific student learning outcomes that have been identified by members of the department (IIA.14: Ventura College Planning Cycle, 2008-2010).

Both the educational master plan (updated during the 2008-09 academic year) and the results of the program review process are distributed to all members of the campus community as electronic documents. These documents, along with a series both routine and specialized reports prepared by the College Research Office, are also made available to the general public on the college website.

Self Evaluation:

The college has a current educational master plan addressing the period of 2009-19 (General Document 1: Ventura College 2009-2019 Educational Master Plan). The college has an integrated planning and program review process, with the planning and program review efforts falling during alternating years. The integrated process incorporates systematic evaluation of programs and services, and improvement planning. In the program review portion of the model, departments are asked to report on the implementation of any recent plans. Budgeting is linked to the planning and program review process through the priority lists that emerge from the Program Review Committee, the Staffing Priorities Committee, the CRC, and FOG.

Planning Agenda:

None.

**g) If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

Descriptive Summary:

The college does not use program exit evaluations or departmental course evaluations in common.

Self Evaluation:

This standard is not relevant to Ventura College operations.

Planning Agenda:

None.

**h) The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

Descriptive Summary:

Learning outcomes are listed in course syllabi, which inform students of the standards of achievement expected for each course. The college applies the Carnegie unit formula to all credit courses offered

based on the semester system. In accordance with the Carnegie formula, one unit of credit requires a minimum of forty-eight hours of lecture, study or laboratory work. Ventura College bases its semester unit on one lecture class period of fifty minutes each week of a minimum sixteen-week semester. For practical purposes, the following terms are synonymous: unit, semester unit, semester hour, credit, and credit hour.

Self Evaluation:

The Carnegie unit is an accepted norm in higher education. Units are awarded at Ventura College in accordance with the Carnegie unit and are confirmed through review by the Curriculum Committee and the college's Articulation Officer.

Planning Agenda:

None.

**i) The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

Descriptive Summary:

Degrees and certificates are developed by program Department Chairs and their faculty, with the review and endorsement of the Curriculum Committee and the Articulation Officer and the approval of the Board of Trustees. Student learning outcomes are identified through the process described in section IIA.1.c of this document.

Self Evaluation:

Departmental faculty discuss the level of learning required to earn a degree or certificate during the initial stages of curriculum development, during the content review process that is required every five years, and at the beginning of each academic year, when a discussion is held about student achievement relative to student learning outcomes.

Planning Agenda:

None.

**3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

Descriptive Summary:

Ventura College's general education requirements are based on a philosophy that is documented in its annual college catalog. This philosophy states, relative to the associate degree, the belief that:

> *General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of the college that those who receive our degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons should be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, general education should lead to better self-understanding.*

*This understanding involves the ability to think and to communicate clearly and effectively, both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, students should possess sufficient depth in some field of knowledge to contribute to lifetime interest.*

*To meet the objectives of general education:*

*A. Courses in the natural sciences are those that help students examine the physical universe, its life forms, and its natural phenomena; and develop an understanding and appreciation of the scientific method and of the relationships between science and other human activities.*

*B. Courses in the social and behavioral sciences help students develop an understanding of the method of scientific inquiry used in the social and behavioral sciences; stimulate in students critical thinking about human behavior; and promote an appreciation of how societies and social subgroups have operated in the past and function in the present.*

*C. Courses in the humanities help students develop an awareness of how people of different cultures throughout the ages have responded to themselves, other people, and their environment in artistic and cultural creation; develop aesthetic understanding and the ability to make value judgments; and participate in creative experiences.*

*D. Courses in language and rationality help students develop principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol systems the students use.*

*E. Courses in health and physical activity help students develop the understanding and skills necessary to maintain a healthful life.*

*F. Courses in ethnic and women's studies help students develop an awareness of the historical roots and an appreciation of the cultural contributions of diverse ethnic populations and women; lead to an understanding of the causes and consequences of socio-economic inequality based on race, sex or ethnicity; and explore ways of eliminating such inequalities* (General Document 2: Ventura College Catalog 2009-2010).

Self Evaluation:

There is a direct correlation between the general education philosophy and the degree requirements for an associate degree. Students desiring an associate degree from Ventura College are required to take coursework in each of the categories identified in the philosophy statement.

There is also a correlation between the college-wide "Core Competencies" (college-wide student learning outcomes) and the general education philosophy statement. Students completing degrees or certificates from Ventura College are expected to possess effective communication, information competency, critical thinking, creative expression, and social interaction skills, and to demonstrate a willingness to assume civic responsibility. These skills have been mapped across the curriculum and this mapping document is available for review on the college website.

As described earlier, during the spring 2009 semester, an analysis was conducted of the number of units required to obtain an associate degree at Ventura College and the other two colleges in the district, compared to colleges outside the district. Whereas the mean number of units for the colleges surveyed was twenty-three units and the mode was sixteen units, the total number of general education units required at Ventura College is thirty-one units. This is due, in part, to the fact that Ventura College requires a minimum of six units each in the categories of natural science and math, arts and humanities, and social and behavioral science, whereas colleges with the smaller number of general education units

require only three units in each category. When the requirement for eighteen units in an area of emphasis has been factored in, Ventura College students are left with fewer than twelve units of electives. While the desire to advance an educational philosophy through required coursework is relevant, removing options for student exploration of other subject disciplines would appear to be unusually restrictive within the California community college system.

In addition, the core transfer level English composition courses are being offered at five credit units each. While the English Department faculty believe that the additional time spent in class contributes to the successful achievement of student learning outcomes, no quantifiable evidence has been accumulated that would show that there is a significant difference between students completing English composition at Ventura College and those completing an equivalent course offered for three or four units at other community colleges with similar demographics.

Planning Agenda:

Institutional research will be conducted to identify the degree to which the five unit credit load in the English composition classes is academically justified.

Ventura College faculty and administrators will collaborate with their counterparts at Oxnard College and Moorpark College to examine the number of general education units required to obtain an associate degree.

**General education has comprehensive learning outcomes for the students who complete it, including the following:**

**a) An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

Descriptive Summary:

Students desiring an associate degree at Ventura College must complete coursework in the humanities and fine arts, the natural sciences, and the social sciences.

Self Evaluation:

The college graduation requirements address this accreditation standard.

Planning Agenda:

None.

**b) A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

Descriptive Summary:

Students desiring an associate degree at Ventura College must complete coursework in the oral and written communication, scientific and quantitative reasoning, critical analysis and logical thinking. Information competency, computer literacy and the ability to acquire knowledge through a variety of means are core skills sets that have been mapped across the curriculum.

Self Evaluation:

The college graduation requirements address this accreditation standard.

Planning Agenda:

None.

**c) A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

Descriptive Summary:

Students desiring an associate degree at Ventura College demonstrate that they have met the college's core competencies for civic responsibility, social interaction, and life skills, as mapped across the curriculum. Students are also required to take a course in ethnic studies or women's studies as one of their graduation requirements.

Self Evaluation:

The college's core competencies and graduation requirements address this accreditation standard.

Planning Agenda:

None.

**4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

Descriptive Summary:

All associate degree programs at Ventura College require an eighteen unit focused major or area of emphasis. Thirty-three identified majors are available. In addition, students may choose to obtain their degree by selecting from one of three general studies patterns (as described in detail in the College Catalog) which enable students to meet the requirement for a major by selecting a minimum of eighteen units from an "area of emphasis" (depending on the pattern selected, natural sciences, social and behavioral sciences, arts and humanities, and/or liberal studies).

Self Evaluation:

The college's graduation requirements address this accreditation standard.

Planning Agenda:

None.

**5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

Descriptive Summary:

Students in Ventura College's automotive technology, nursing, paramedic/emergency medical technology, machine trades, and welding must pass external certification or licensure examinations in order to practice in their chosen professions.

Self Evaluation:

Ventura College students are prepared for certification or licensure by their coursework, which culminates in external certification or licensure examinations. The college has positive, functional working relationships with area automotive agencies, hospitals, ambulance dispatch companies, manufacturing plants, and construction sites.

The Automotive program at Ventura College has been evaluated by the National Automotive Technical Education Foundation (NATEF) and has been certified by the National Institute for Automotive Service Excellence (ASE) in all eight automotive repair categories. The college is also certified by the California Bureau of Automotive Repair (BAR) to teach all BAR related courses. The college's registered nursing program is approved by the California State Board of Registered Nursing. The college's emergency medical technician program has been approved by the California State Department of Emergency Services. Ventura College serves as a certified testing agency in the field of welding.

Planning Agenda:

None.

**6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.**

Descriptive Summary:

The course requirements for degrees and certificates are described in the college catalog, which is available both in print and online. Some, but not all, occupational programs provide supplementary information about their programs on their departmental web pages. Academic counselors (and, in the case of occupational programs, department chairs) also advise students regarding the courses needed to complete a degree or certificate.

College-wide student learning outcomes (core competencies) have been identified through a collaborative process. These competencies are listed in the college catalog and are mapped across the curriculum on the college website.

Academic departments are required to track progress toward the implementation of student learning outcomes, from identification of the outcomes, to the development of a common rubric for assessment, to the discussion of the results of that assessment, to the tracking of changes made as a result of those discussions.

Classroom faculty are advised through the faculty handbook to place student learning outcomes on their course syllabi, and have been provided with a model for doing so (IIA.15: Faculty Handbook).

Student learning outcomes are posted for academic and occupational programs on each respective program web page.

Self Evaluation:

It is an expected college norm that instructors will provide their students with course syllabi, and faculty are encouraged to file a copy of their syllabi in their division office.

As part of the negotiated formal evaluation process, classroom faculty members are required to provide their evaluation committees with syllabi and other materials that demonstrate course preparation and adherence to course outlines. The dean, department chair and academic peers observe faculty members who are being evaluated for a period of no less than fifty minutes, and eventually fill out an evaluation form that includes a section that quantifies the degree to which the faculty members being observed adhere to the course outline.

Planning Agenda:

All faculty will continue to be encouraged to file copies of their syllabi with their respective department chairs and division deans. Those faculty who are found to have inadvertently left student learning outcomes off their syllabi will be advised of the accreditation standard requirement to do so by their department chairs.

**a) The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

Descriptive Summary:

The college catalog describes the process by which courses are identified as being transferrable to the California State University system or the University of California system. The catalog advises students that Ventura College is accredited by the Western Association of Schools and Colleges, and as such, is generally accredited throughout the country by reciprocal agreements with state departments of public instruction and other accrediting agencies. Students are advised to keep in mind that recognition by a regional accrediting agency does not assure acceptance of all transfer students from that college. Academic advisors are provided to help students identify the courses that will most effectively transfer to specific universities or for specific areas of study.

The catalog also describes the process for the acceptance of coursework transferred from other colleges. It states that coursework presented on official transcripts from regionally accredited colleges and universities will normally be granted lower division credit. Students are advised to see a counselor, as exceptions may apply. Students transferring from foreign colleges must have their transcripts translated and evaluated by a qualified translation and evaluation agency.

Ventura College has transfer admission agreements with several state colleges and universities. A transfer admission agreement is a contract of understanding between a community college, a participating four-year university and the student, guaranteeing that upon completion of the conditions of the agreement, the student will be admitted to the university for the agreed term of enrollment. Ventura College has transfer admissions agreements with California State University Northridge, California State University Channel Islands, and the University of California at Davis, Irvine, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. In addition, the college has transfer agreements with California Lutheran University and the University of LaVerne.

Self Evaluation:

The college Articulation Officer is responsible for the development of course to course articulation with other colleges and for the development of transfer agreements. In order to do so, he works directly with

his counterparts at other academic institutions. Agreements are memorialized in writing and finalized agreements are listed in the college catalog.

Planning Agenda:

None.

**b) When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

Descriptive Summary:

The college's program review process contains a provision for the elimination of entire programs. Programs placed on "Caution" are identified as having problems as noted by the Executive Vice President's Office and the Program Review Committee (for example: difficulty in making load for contract faculty). The Dean and the Executive Vice President are charged with working with the Department Chair and full-time faculty and staff to formulate plans to correct deficiencies. The success of these plans in correcting the noted deficiencies is then evaluated during next program review cycle. Programs are placed on "Probation / Suspension" if the plans devised in response to the "Caution" rating do not prove to be successful and if the program continues to have significant problems as noted by the Executive Vice President's Office and the Program Review Committee. At that point, the program may be suspended until circumstances indicate a renewed need for the program or service. Thus the program review process is designed so that programs in danger of suspension have approximately four years to move students through to the completion of their certificates degrees or to find an acceptable alternative to meeting their degree requirements.

If program requirements significantly change while students are in the middle of meeting those program requirements, students who have remained continuously enrolled throughout the change are afforded "catalog rights." Students with catalog rights may elect to meet the graduation requirements for their programs at the time of their original enrollment or may decide instead to graduate under the new requirements. A student who has not maintained continuous enrollment is considered to be under new requirements when returning unless the student is granted a waiver for extenuating circumstances.

Self Evaluation:

The college has a procedure in place for the elimination of programs with a minimum of disruption to students. In practice, however, certificate programs and degree majors have not been completely eliminated during the last accreditation cycle, with the exception of the journalism program (which was centralized on a district-wide basis and operated out of the Moorpark College campus) and horticulture (a small program run with hourly faculty and with no identified student majors that was eliminated during the spring 2005 semester).

In light of the severe budget crisis now facing the Ventura College and the entire California community college system, it may be necessary to consolidate course offerings or occupational programs that are duplicated within the district. Under circumstances where is it necessary to cut millions of dollars on a relatively short time table, it is not possible to follow the four year timeline established through program review for the elimination of programs. Should these circumstances occur, any students impacted by the consolidation of programs will be advised as to the availability of the program at the site in the district that eventually ends up housing the program.

Planning Agenda:

The Counseling Department will develop a method for systematically notifying and advising students in programs that have been (or may be) moved to another college in the district of the options available to them to complete their degree or certificate.

**c) The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

Descriptive Summary:

The college catalog is updated on an annual basis by the Office of the Executive Vice President, and checked for accuracy by the Articulation Officer, the respective deans and department chairs, and others who are in a direct position to know of any changes in the information provided. Each administrator is responsible for the maintenance of the information on the website for his or her areas of responsibility. The District Office is responsible for promotional postcards and advertisements that run in the newspaper. These advertisements typically announce the dates of registration and encourage members of the public to enroll.

The Ventura College Foundation, a non-profit auxiliary organization, publishes an annual report that highlights college programs and staff and student achievements, profiles faculty and major donors, and provides the community with an overview of the important programs supported by the Foundation (including the Ventura College Promise program) (IIA.16: Ventura College Community Report). The text for this document is developed primarily by the Foundation staff, with support from the College President.

Self Evaluation:

The college catalog and the schedule of classes are reviewed extensively for accuracy in the weeks prior to publication. Other print publications are reviewed and updated on a less systematic basis, and there has been no consistent look or market branding for the college. During the spring 2010 semester, a Marketing Assistant was hired by the District Office to conduct a publications audit and to assist the three colleges in developing a consistent brand theme for their publications.

Responsibility for the college website has been distributed among the academic and student services divisions. Some divisions take this responsibility seriously and do a good job of keeping their information up-to-date. Other divisions have been remiss in updating their portion of the website.

Planning Agenda:

Maintenance of the accuracy and timeliness of the assigned portion of the college website will become a narrative element that will be addressed in the administrative portion of the annual evaluation for deans and other college administrators.

**7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

Descriptive Summary:

The Board of Trustees has adopted a policy on academic freedom (IIA.17: Board Policy 4030, Academic Freedom) and student standards of conduct, which were recently revised (IIA.18: Board Policy 5500, Standard of Conduct). Under a paragraph titled "Cheating or Plagiarism," students are warned in the college catalog that the faculty at Ventura College take academic honesty very seriously, and that their instructors have a responsibility to report instances of cheating to their deans in that cheating in any form is a violation of the Student Conduct Code.

Self Evaluation:

The college meets the accreditation standard to have an adopted policy on academic freedom and student academic honesty. The adopted policies are posted on the district website and on the college website. The academic freedom policy is also included in the faculty handbook.

Planning Agenda:

None.

**a) Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

Descriptive Summary:

The faculty of Ventura College have adopted the American Association of University Professors (AAUP) *Statement on Professional Ethics* as their code of conduct. Through this code, faculty commit themselves to encouraging the free pursuit of learning in their students. The adopted *Statement on Professional Ethics* further guides the faculty to develop and improve their scholarly competence and to foster honest academic conduct (IIA.19: AAUP Statement on Professional Ethics).

Self Evaluation:

Although adopted by the Academic Senate as the faculty's code of professional ethics, the AAUP *Statement on Professional Ethics* has not been included in the faculty handbook or posted on the Academic Senate's website. In addition, the AAUP *Statement* does not explicitly articulate that the faculty distinguish between personal conviction and professionally accepted views in a discipline.

Planning Agenda:

The Academic Senate will review the adopted *Statement on Professional Ethics* with the intention of augmenting the locally adopted version of this document to reflect their professional commitment to distinguishing between personal conviction and professionally accepted views in a discipline.

The revised faculty *Statement on Professional Ethics* will be included in the faculty handbook published for the fall 2011 semester, and will also be posted on the Academic Senate website.

**b) The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.**

Descriptive Summary:

The Board of Trustees has adopted a policy on student standards of conduct. This policy states that disciplinary measures may be taken for a variety of measures, including cheating, plagiarism, or engaging in other academic dishonesty.

In the college catalog under a paragraph titled "Cheating or Plagiarism," students are warned that the faculty at Ventura College take academic honesty very seriously, and that their instructors have a responsibility to report instances of cheating to their deans in that cheating in any form is a violation of the Student Conduct Code.

In the faculty handbook, faculty are encouraged to articulate any instructor-imposed penalties for academic dishonesty on their syllabi.

Self Evaluation:

The college expectations concerning student academic honesty and the consequences for dishonesty are articulated in Board Policy, in the college catalog, and on classroom syllabi.

The college website has been revised to provide up-to-date information about the consequences of cheating or plagiarism, and to provide students with examples of unacceptable practices.

Planning Agenda:

None.

**c) Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

Descriptive Summary:

Ventura College and the Ventura County Community College District are public institutions and as such, do not subscribe to or endorse specific institutional beliefs or world views relative to students. Board Policy 5500 (Standards of Conduct) defines student behaviors that could result in disciplinary action, including but not limited to the removal, suspension or expulsion of a student. Behaviors listed in this policy include threatening to cause physical injury, possession of a firearm, being under the influence of a controlled substance, damaging district property, engaging in harassing or discriminatory behavior, disruptive behavior, and obscene conduct.

The college faculty and staff have adopted a set of "core commitments" that center on such values as being student centered, respecting the dignity of others, acting with integrity, and other guiding principles that guide the institution in making decisions during difficult times and that help to give rise to its vision, mission and goals (IIA.20: Core Commitments).

Self Evaluation:

The college does not seek to instill one specific world view, and has no policy in place to promote a specific world view.

Students are informed of the Board-adopted *Standards of Conduct* through the district and college website and through the college catalog.

The faculty and staff have adopted a set of core commitments that help to guide institutional decision-making. These commitments do not constitute a specific world view that employees must adhere to.

Planning Agenda:

None.

**8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

Descriptive Summary:

Ventura College does not offer curricula in foreign locations to students other than U.S. nationals.

Self Evaluation:

This standard does not apply to Ventura College.

Planning Agenda:

None.

## B. Student Support Services

**The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.**

**1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

Descriptive Summary:

The quality of support services is assured through the participation of all student services programs in the college-wide program review process. The evaluation cycle begins with a review of the status of prior-year college plans, district imperatives and the college mission. The College Planning Committee then reviews available data (including information on course completion, persistence, enrollment patterns, licensure rates, curriculum changes, committee reports, community and student survey results, employer surveys, labor market data and other information). Based on the analysis of this data, initial recommendations for college initiatives are then developed and shared with the campus. After obtaining feedback, the college planning goals are finalized and are used as the basis for the development of planning and program review documents at the division and department levels. The program review documents are then prepared by each academic discipline or student services department (IIB.1: Ventura College Planning Cycle, 2008-2010). As part of this process, the program review forms require student service departments to list the core competencies that have been identified by members of the department (IIB.2: Program Review Template, Student Services). Drafts are submitted by the program heads or Department Chairs to their respective Deans. After the documents have been reviewed by the administrators, electronic copies are submitted to the Executive Vice President (IIB.3: Sample Completed Program Review Document, Counseling).

The Program Review Committee consists of twenty-seven members: fifteen faculty (appointed by the Academic Senate), three classified staff (appointed by the Classified Senate, as delegated by the Classified Union), three student representatives (appointed by the Associated Students), plus four administrators (the Executive Vice President, the Vice President of Business Services, and two Deans appointed by the President). During the month of October, members of the Program Review Committee each review a set of program review documents for one division (other than their own) and prepare short assessment comments. In addition, the Executive Vice President and the Vice President prepare assessment reports for all programs under their supervision. During one week in November, the Program Review Committee meets on a daily basis to compare the individual ratings of the committee members and to reach consensus as to the rating for each program of the college. Programs have the option to appeal the ratings if they believe their documents and/or data have been misunderstood. The Program Review Committee then finalizes the ratings, and a narrative of the results is submitted to the College President. Faculty, staff, facilities improvement requests, and equipment requests are submitted, as appropriate, to the Staffing Priorities Committee, the Administrative Council, the Facilities Oversight

Group (FOG), and the Campus Resource Council (CRC). Based on the ratings and other data, the Staffing Priorities Committee, Administrative Council, FOG, and the CRC prioritize lists of faculty, staff, equipment, and facilities improvement needs. The resulting report is submitted to the College President, who shares it with the Administrative Council and who uses it to help guide personnel decisions and/or other resource allocation issues as dollars become available. (See Standard IB for an additional description of and supporting documents for the planning and program review process.)

Student services staff provide a variety of services to students, faculty, and the community, including admission, registration and add/drop activity, transcript processing, evaluation and posting of degrees and certificates, general education certification for transfer to the University of California and California State University systems, and verification of student eligibility for athletics and veterans educational benefits. New student orientations are available either in-person or online.

The quality of counseling services is assessed every semester through an anonymous *"Student Evaluation of Counseling Effectiveness"* survey. The survey allows students to rate counselors on a scale of 1 (low) through 6 (high). Students are also encouraged to comment further on the effectiveness of the counselors on the back of the form (IIB.4: Representative Student Evaluation of Counselor Effectiveness). These forms are then scanned, tabulated and returned to the faculty members so that counselors receive feedback on their performance from students. The majority of students rate their satisfaction with counselors as high. The major complaints identified by students are that they are sometimes kept waiting for their appointments.

An additional way the quality of student support services is assessed is through the analysis of the results of the Community College Survey of Student Engagement (CCSSE). Spring 2008 was the first time that Ventura College took part in the CCSSE. Students were asked to rate their use of, satisfaction with, and perceived importance of college services including academic advising/planning, career counseling and financial aid advising. Sixty-one percent of the students surveyed rated academic advising/planning as very important, while forty-seven percent stated that they used this service "often or sometimes." Fifty-six percent of students rated career counseling as "very important," but only thirty-three percent of students used the services "often or sometimes." Fifty-four percent of students surveyed rated financial aid advising as "very important," but only thirty-four percent reported using the services "often or sometimes." It appears that although students are aware of the support services available to them, they are not utilizing these services proportionately (IIB.5: 2008 CCSSE Report).

Self Evaluation:

The college's program review process conducted during the fall 2009 semester found that all student services programs were in good standing, with each obtaining a rating of either "continuation" or "expansion" (IIB.6: Executive Summary, Planning and Program Review, pages 7-9)

During the fall 2009 semester, student services programs developed performance rubrics for the student learning outcomes that had previously been identified for each service area. Each program also identified one or more methods of assessing student performance in relation to this rubric (IIB.7: Representative Performance Rubrics and Method of Assessments). These rubrics and performance assessment methods became the topic of department and division discussions during the spring 2010 semester, and were used to adjust some of the techniques used to orient students to college services.

The annual district-wide district survey of student perception found that students were satisfied with all services, with any lower ratings primarily reflecting a lower utilization rate for specialized services rather than dissatisfaction with the service. Students reported that the major categories of individuals who encouraged them to use campus services were instructors (66 percent), friends (31 percent), counselors (30 percent), and family members (16 percent), among others (IIB.8: Student Perception Survey, Spring 2009).

Planning Agenda:

Based on the student survey results, the college will continue to seek new ways to encourage students to make use of existing programs and services.

**2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

**a. General Information**
- **Official Name, Address(es), Telephone Numbers), and Website Address of the Institution.**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

**b. Requirements**
- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

**c. Major Policies Affecting Students**
- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

**d. Locations or publications where other policies may be found**

Descriptive Summary:

The college catalog is produced annually, and contains all of the required information (General Document 2: Ventura College Catalog 2009-2010). The catalog is available both in print and online. Catalogs for five additional prior years are also available online (IIB.9: Ventura College Website, Prospective Students, "College Catalog").

The catalog is supplemented three times per year by the fall, spring, and summer/fall schedule of classes. The schedule of classes contains additional information about how to enroll, be assessed and advised, apply for financial assistance, add or drop courses, access services and more. Included in each schedule of classes is a chart that explains where to go for assistance on a variety of concerns (IIB.10: Ventura College Spring 2010 Class Schedule). Effective with the summer 2010 session, Ventura College will no longer be producing a printed schedule of classes. Instead, students and members of the public will be referred to the college website, where both an electronic schedule and a downloadable text version will be available for review.

Self Evaluation:

The college catalog is a comprehensive document. Catalogs are sold in the Ventura College Bookstore, are posted online, and are also given to every student that attends a new student orientation. Up until fall 2009, the schedule of classes was mailed four times each year to every household in the college service area. Beginning with the spring 2010 schedule of classes, paper schedules were printed for on-campus distribution but the practice of mailing the schedule to all households in the service area was discontinued. Instead, postcards were printed and distributed that provided instructions about how to

view a schedule online (IIB.11: Postcard Announcement of Spring 2010 Registration). In addition to the postcards, information about viewing the schedule of classes is included in the printed schedule of community education offerings that continues to be mailed to every household in the college's service area (IIB.12: Spring 2010 Kaleidoscope, page 20).

The college catalog is reviewed for accuracy and currency through an established process that includes a review of all course and program descriptions by the Articulation Officer and by each respective Department Chair and Dean. All remaining content about district policies, college procedures, and student services is reviewed for accuracy by the offices most closely associated with the policy, procedure or service. The Office of the Executive Vice President is responsible for coordinating the work of all of the individuals who review the catalog for accuracy and currency.

Planning Agenda:

During the fall 2010 semester, the impact on enrollment of the movement away from a printed schedule will be assessed.

**3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

**a. The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method.**

Descriptive Summary:

Admission to Ventura College is open to any California resident who possesses a high school diploma or equivalent, any adult eighteen years of age or older who may benefit from instruction offered, and a small percentage of dually enrolled high school and other special admissions students. Ventura College offers face-to-face instruction on the main campus and at an off-campus location in Santa Paula. Ventura College also offers online instruction in a variety of disciplines.

On the main campus, the college offers a wide array of quality support services that assist students in achieving their goals. These services include Admissions and Records, Financial Aid, Student Health and Psychological Services, Extended Opportunities and Program Services (EOPS), Disabled Students Programs and Services (DSPS) through the Educational Assistance Center (EAC), Cooperative Agencies for Resources in Education (CARE), California Work Opportunities and Responsibility to Kids (CalWORKs), Counseling, Matriculation, Career and Transfer Services, International Students, Student Activities, and Mathematics Engineering Science Achievement (MESA). In addition, there are a variety of instructional support services (including library services, a large open computer lab, tutoring, and a supplemental instruction program) and the opportunity to participate in theater, dance or music performances or on one of eighteen athletic teams.

At East Campus, a building leased in Santa Paula, the college offers a core set of essential support services. These include admission and counseling services, tutoring services, a learning resource center, a small reserve collection of books, courier service for library books from the main campus, and full access to library periodical databases. Representatives from Financial Aid, EOPS, and DSPS visit the East Campus on a periodic basis to meet with students who are assembled to learn about additional services available to them on the main campus.

Distance education students are supported through a variety of online services, including the ability to apply, register, pay fees, review grades, and conduct a preliminary degree audit prior to talking to a counselor. Each student services program has a web page that provides essential information and telephone contact information. An online orientation and counseling component became operational in spring 2010.

Many student services departments include employees who are bilingual in Spanish and English. In addition, critical sections of the downloadable schedule of classes are published in Spanish. The *Student Orientation Handbook* is also printed in both English and Spanish (IIB.13: Student Orientation Handbooks, English and Spanish).

The college employs an Institutional Researcher, who is a faculty member who splits his responsibilities between conducting research for various grant-funded categorical programs and conducting research for assignments given to him by the Executive Vice President. His reports are distributed by the Executive Vice President at Administrative Council and are used as the basis of discussions for decision-making purposes. Sample reports have included a study of persistence levels of students participating in the Ventura College Promise program, the tracking of student progress through the non-credit English as a Second Language program and the distance education program, and a survey of student opinion about campus library services (IIB.14: Ventura College Website, College Information, Institutional Research Reports).

Data showing the volume of appointments made and the number of students served in the various venues are collected on an annual basis through a program called SARS-GRID, and are used both to support the program review process and to assist in making decisions about the number and level of personnel needed to run the programs (IIB.15: SARS-GRID Report for 2009-2010).

Self Evaluation:

A survey of student satisfaction with services provided on the main campus was conducted during the fall 2009 semester. As described more fully in section IIB.1 above, the survey found that students were satisfied with all services, with any lower ratings reflecting not student disappointment in the programs but rather a lower utilization rate for specialized services.

Planning Agenda:

The college will conduct a survey of student satisfaction with services provided at the East Campus.

**b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.**

Descriptive Summary:

Students at Ventura College can participate in an array of activities that encourage personal and civic responsibility, as well as intellectual, aesthetic and personal development. Student activities programs at the college are designed to provide opportunities for the student and the college to expand and develop a wide variety of experiences in all areas of college governance and activities.

The Associated Students of Ventura College (ASVC) assumes major responsibility for coordinating student activities and representing student concerns, interests and viewpoints to the administration and college community. Student governance meetings are held every Tuesday at 12:30 p.m. in the Campus Center Conference Room and general student participation is welcome. As part of the participatory governance process, students have the opportunity and are encouraged to participate on a variety of college and district committees that influence college decision-making. Examples of these committees include the Accreditation Steering Committee, Campus Resource Council, College Planning Committee, Program Review Committee, Staff Development Committee, Co-Curricular Fund Committee, Student Conduct Hearing Committee, Student Grievance Committee, Student Scholarship Committee, and Title IX Committee.

A variety of student clubs exist to further advance opportunities for personal and professional growth. Most active of these clubs include Alpha Gama Sigma (AGS), the Biology Club, Extended Opportunity Programs and Services Student Association, the Math Club, Movimiento Estundiantil Chicano de Aztlan (MECHA), the Pre-Med Society, the Psychology Club, the Society for the Advancement of Chicanos and

Native Americans in Science (SACNAS), the Society for Hispanic Professional Engineers (SHPE), the Student Nurses Association, and the Success Through Diversity Club.

The college faculty have organized and sustained an annual "One Book, One Campus" project designed to provide students with a cross-disciplinary opportunity to learn from a variety of supplementary speakers, films, exhibits and presentations on a pre-identified theme (IIB.16: One Book Activities Documents). Additional opportunities to hear new ideas and to see cultural events include scheduled performances of the theater and music programs, art gallery exhibits, and occasional guest lecturers sponsored by individual faculty members, departments, or the college's Foundation.

Self Evaluation:

The 2008-09 academic year was a challenging one for student government. The Student Activities Specialist retired after an extended absence, leaving the student officers without a college liaison solely dedicated to supporting their efforts. The vacancy was filled on an interim basis during the fall 2009 semester and on a permanent basis during the spring 2010 semester. The change in leadership assisted the student leaders in implementing a variety of meaningful projects, including increased participation on campus committees and in club activities, a holiday canned food and toy drive, and political advocacy to limit or reduce smoking on campus. Student government drafted a timeline and made initial plans to remodel the Campus Center building, using the accumulated funds from the student center fee that has been collected over a multiple-year period. Interest in student government increased, with the fall 2009 semester marking the first time in many years that a student was elected to fill every position on the ASVC's executive board.

Nonetheless, although students have been encouraged to participate in campus governance activities, it has sometimes been difficult to match student class and work schedules with the meeting times of committees, and student participation in college-wide governance has been inconsistent from year to year. It addition, a district-wide focus group with student government leaders held during the spring 2009 semester revealed that students can feel disenfranchised if they are not given an adequate orientation to the purpose and goals of the governance committee to which they were appointed. It was noted during the focus group discussion that it can be a challenge to find a faculty or staff member willing to serve as a sponsor for a student club (IIB.17, Student Life Report).

Planning Agenda:

A list of clubs in need of faculty or staff sponsors will be generated by student government each spring semester, and college employees will be asked to indicate their willingness to serve in this capacity at the beginning of each fall semester, when they are typically asked to sign up for committee work.

The Student Activities Specialist will provide a formal orientation to the purpose and goals of the committees where students are invited to participate. The elected or appointed chair of the committee will also be asked to mentor the student appointee during the first few meetings of each respective committee.

**c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

Descriptive Summary:

The college employs eleven full time general counselors who provide academic, vocational, career and transfer advising for all students. The college also has one full time counselor in the Educational Assistance Center, who works exclusively with students with disabilities, and two full time counselors in the EOPS program. The general counselors meet on a weekly basis to discuss and resolve pertinent issues related to general counseling. A meeting is also held monthly with all counselors, both general and categorical, in attendance. In addition, counselors are given three hours per week as part of their full

time load for “professional development” (IIB.18: Faculty Collective Bargaining Agreement, Article 5.3.5.5). These professional development hours are used for development projects, professional growth, research, staff development, transfer assistance, articulation, college/high school visitations and other college activities that directly benefit and promote the department/service area and the students. Counselors also participate in monthly in service training to ensure that they are knowledgeable about changes in transfer requirements at the University of California and California State Universities, as well as college curriculum, program and other changes and updates.

Counselors are evaluated by students every semester on their effectiveness, using a survey instrument that is completed immediately following each workshop or counseling session.
Self Evaluation:

The current budget crisis has greatly affected the way services are delivered to students. During the spring 2009 semester, the Counseling Department decided to pilot group counseling workshops. These workshops serve a range of student needs that were formerly met on a one to one basis. Group counseling sessions are now used to conduct orientation workshops for newly-enrolled students, for student athletes, for transfer students, for pre-nursing and allied health science students, for English as a Second Language students, and for students who need help selecting a major. Additional workshops are held for students seeking financial aid, who have applied for the Ventura College Promise program, or who are applying for the University of California or California State University system. Each workshop was designed with accompanying student learning outcomes to meet the needs of an increasing student population while using fewer resources.

An analysis of the student evaluations of the counselors for the fall 2009 and spring 2010 semesters found that the vast majority of students gave high marks to the counselors, perceiving them to be helpful and knowledgeable.

Planning Agenda:

None.

**d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

Descriptive Summary:

Diversity funds are appropriated to the college each year from the district office. The Department Chair for Social Sciences oversees the expenditure of these funds, which are used to underwrite several student activities, including the celebration of Black History Month and the Cinco de Mayo. In addition, the Success Through Diversity Club and the Psychology Club schedule occasional events to raise awareness of disabilities, family violence prevention, and other social, cultural, or socio-economic issues (IIB.19: Sample Announcements of Cultural Activities).

In addition to scheduled student activities and cultural events, an appreciation for diversity is built into the college curriculum. “Civic responsibility” has been included as a core skill set for students graduating with an associate degree or certificate of achievement at Ventura College. Subsets of civic responsibility have been defined to include demonstrating knowledge of current events and social issues and demonstrating respect for a diversity of ideas and the rights of others (IIB.20: Core Skill Sets, Civic Responsibility). The specific skills associated with civic responsibility are mapped across the entire curriculum, as documented on the college website and as described more fully in Standard I.

There are several credit courses offered at the college that support student understanding and appreciation of diversity. These include courses on the history, art, literature, sociology, and psychology of the Native American, African American, Chicano, and Asian American communities, along with courses on cross cultural communication, international relations, and international business.

Self Evaluation:

The expenditure of the diversity funds is associated with an individual, not with any college committee or other part of the formal college structure. While the activities offered have successfully offered students exposure to diverse cultural experiences, the program would benefit from the participation of a larger group to plan the activities that would come from associating the diversity funds with the college's Arts & Lectures Committee.

Enrollment in the specialized curriculum is robust, and offers students the opportunity to gain credits that meet their general education requirements while simultaneously increasing their sensitivity to diversity.

Planning Agenda:

Beginning with the fall 2011 semester, the Arts & Lectures Committee will assume responsibility for planning activities that will address the allowed priorities of the diversity funds.

**e. The institution regularly evaluates admission and placement instruments and practices to validate their effectiveness while minimizing bias.**

Descriptive Summary:

The Ventura College Assessment Center uses tests from the state Chancellor's Office approved list of assessment instruments. The college currently uses the College Tests for English Placement (CTEP) for English advisement. Content validity of the CTEP was completed in June 2007. The college uses the Mathematics Diagnostic Testing Project (MDTP) for mathematics advisement. Content validity of the MDTP was conducted during the fall 2009 semester and completed during the spring 2010 semester.

Self Evaluation:

The college has used the services of the Institutional Researcher, in collaboration with the English and Mathematics Departments, to evaluate, select, and validate the effectiveness of student assessment examinations for advisement purposes.

Planning Agenda:

The English assessment instrument will be validated against college curriculum every five years, with the next validation scheduled for fall 2012.

The Math assessment instrument will be validated against college curriculum every five years, with the next validation scheduled for fall 2015.

**f. The institution maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for the release of student records.**

Descriptive Summary:

The college maintains student records in electronic, digital, microfilm and paper formats, with the majority of student permanent records being stored in a shared district-wide database that is backed-up nightly by the District Information Technology Department. Access rights to the database are assigned based on position level and job responsibilities. The assignment of access rights for most functions is the responsibility of the College Registrar. Access to fiscal and financial forms and data are assigned by district staff.

Student transcripts dating from college inception through summer 1981 and paper applications for admission are maintained both as digital or microfilmed images and as paper records. The server that contains digital image records is housed in a secured room within the Admissions and Records Office. Backup DVD records are stored in the Registrar's Office, with an additional copy off site at the District Office. Microfilm cartridges are stored in the locked storage room in the Student Services Center, and a backup set is stored at the District Office. Hard copy records are stored in locked file cabinets within the Admissions and Records Office or the locked storeroom located in the Student Services Center.

Policy and procedure regarding the privacy of and access to student records is published in the college catalog. Pursuant to the Federal Educational Rights and Privacy Act (FERPA), students retain the right to inspect and review their educational records, to request the amendment of any educational records they believe to be inaccurate, and to consent to (or decline) disclosure of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent.

Records are retained and destroyed pursuant to requirements of the California Education Code.

Self Evaluation:

The Admissions and Records Office maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. The college publishes established procedures for the release of student records, and follows federal and state mandates for the maintenance of student records and the right to privacy.

Planning Agenda:

None.

**4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Descriptive Summary:

During the spring 2006 semester, a student learning outcomes workshop was held for all student services faculty and staff. Student learning outcomes (SLOs) were developed for all student services programs, including Admissions and Records, EOPS/CARE, CalWORKs, EAC, Financial, Aid, the Career and Transfer Center, and Student Activities. These SLOs were updated during the spring 2010 semester (IIB.21: Student Learning Outcomes, Student Services Programs).

As described previously in Standard IIB.1, student services programs developed performance rubrics during the fall 2009 semester for the SLOs for each service area. Each program also identified one or more methods of assessing student performance in relation to this rubric. These rubrics and performance assessment methods became the topic of department and division discussions during the spring 2010 semester, and were used to adjust some of the techniques used to orient students to college services.

The college has a Student Services team consisting of each program manager/coordinator and led by the Dean of Student Services. During the 2009-10 academic year, this group met monthly to identify core services and to develop rubrics to measure student performance relative to the achievement of SLOs.

Self Evaluation:

Student services departments have created a system to assess student performance relative to desired student learning outcomes. This system will improve as the departments have additional time to work with it.

Planning Agenda:

Student services programs will continue to meet on a standing basis to discuss student performance relative to student learning outcomes and to make adjustments to programs and services in order to improve student success.

## C. Library and Learning Support Services

**Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.**

1. **The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

    a. **Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

Descriptive Summary:

In January 2005, the college's new Library and Learning Resources Center opened its doors. In addition to the library (named after local benefactors Evelyn and Howard Boroughs), the 86,000 square foot facility houses a 369-station center/computer lab, the Tutoring Center, the Supplemental Instruction Lab, a new Reading/Writing Center for basic skills, the Staff Resource Center, the Assistive Technology Training Center, the Title 5 Grant office, and division and faculty offices for the Communication and Learning Resources Division and the Social Science and Humanities Division.

The library serves the student population with a collection of 82,345 volumes in a space with the capacity to grow to 100,000 volumes. Students have access to eight group study rooms, a large ocean-view reading room, several well-planned study areas, a newspaper and periodical reading area, and forty-eight computer stations. Library technology has been enhanced with added electronic databases, print services and references services to meet the needs of the students.

Learning Resources, including the Learning Center, Reading/Writing Center, Tutoring, Math Center, and Supplemental Instruction (SI), serve all college disciplines, including basic skills and English as a Second Language. The Learning Center not only provides technology for all disciplines, but in addition, instructors are able to schedule time in the center for testing, orientations, and instructional assignments (IIC.1: Online Form, Request for Use of LRC). The Learning Center serves as the classroom laboratory space for approximately eighty-five sections of scheduled classes each semester (primarily in the area of English composition), and provides approximately one hundred stations for student daily drop-in use. Instructional Lab Technicians and Interdisciplinary Studies (IDS) faculty provide training and support for instructors and students utilizing the Learning Center technology. IDS faculty also offer numerous workshops per semester in such areas as note-taking, study skills, reading improvement, grammar, and MLA research documentation.

The Tutoring Center and Math Center provide drop-in group and individual tutoring at no cost to Ventura College students. Tutoring has been expanded to include SI and the Reading/Writing Center, both of which have been developed, in part, with Title 5, Basic Skills Initiative, and Basic Skills/Immigrant Education funding. Approximately 100 tutors and SI leaders are hired to support this function. Tutors are recommended by faculty and must complete the tutor training course (IIC.2: Course Outline, IDS V09, Tutorial Procedures and Methods). Tutors in the Reading/Writing Center must complete an additional course (IIC.3: Course Outline, IDS V13, Tutoring Writing and Reading) to work in the Center. Tutors and SI leaders also receive training in facilitation, learning styles, basic skills sensitivity, and sexual harassment awareness.

The Library / Learning Resource Center at East Campus includes a thirty-one station computer lab, a small browsing library collection, a periodical collection, a textbook lending collection, and instructional resources to support classroom instruction for English as a Second Language, Math, English, Accounting, Medical Office Assisting and more. Accent reduction and GED preparation software are also available in the Center. In addition, the Learning Resource Center provides drop-in tutoring, group tutoring, and individual tutoring sessions. East Campus instructors may schedule time to bring their class into the lab for instruction, and may request SI assistance for their courses.

The Staff Resource Center (SRC) was developed to provide faculty and staff with technology to support instruction. The SRC has two platforms of computers supporting basic word processing, image scanning, web page development, and other presentation and communication capabilities. The SRC is accessible to faculty and staff throughout the day and on weekends with approved code access (IIC.4: LRC Codes Access Form)

Working within the parameters of the adopted collection development procedures, the Library and Learning Resource Center staff members utilize the expertise of faculty for library acquisition of educational materials to support student learning and the college mission. Librarians actively engage discipline faculty to become involved in the collection development process (IIC.5: S. Pourmoghim E-Mail, Collection Development Ideas and Input). The Library executive team, which is comprised of the two full time librarians, the Dean of Communication and Learning Resources, the Learning Resources Supervisor, and the Chair of the Library Committee, reviews the library book budget, analyzes the needs and orders from previous semesters, and then allocates funds to each division appropriately. The librarians work with each division or department to ensure that the collection meets the needs of new instructors and curriculum changes. The librarians also ensure that the collection is weeded on a systematic, ongoing basis and that it contains current materials. The librarians become aware of collection development needs through individualized orientations for specific departments and through reference questions.

Collection development guidelines for books, periodicals, and electronic databases were drafted and updated during the fall 2009 semester, then reviewed and approved by the Library Committee during the spring 2010 semester (IIC.6: Library Collection Development Guidelines). The Library Committee is an advisory committee that works to support and advocate for the overall interests of the Library and that provides input on guidelines, procedures and services (IIC.7: Making Decisions at Ventura College 2009-2010, page 14).

.

Working within the structure of the Campus Technology Committee, the Library and Learning Resource Center utilizes the expertise of the District Technology Support Services Department to ensure that educational equipment is maintained and regularly updated. The technology master plan (General Document 3: Ventura College Strategic Technology Plan) ensures that computers and equipment in the Library and LRC are updated on a systematic basis.

Self Evaluation:

During the spring 2010 semester, the Library updated its mission and vision statements to more closely align with the Ventura College mission and vision statements. Based on the update of its vision and mission statements, the Library created a strategic plan that includes new core values and

implementation guidelines. The entire Library staff participated in the crafting of these documents, which were approved by the Library Committee in February 2010 (IIC.8: Library Mission, Vision Statements, 2010-2012 Strategic Plan).

Student learning needs are determined through collaboration with faculty who schedule orientations and who meet with librarians in division meetings, as well as through students' reference questions. Faculty members provide the librarians with information concerning the types of scholarly journals, online databases, and books they need. Librarians provide online ordering forms each semester to instructors so that books and periodicals needed to support classes can be ordered (IIC.9: Ventura College Library Book Order Form). Librarians work one on one with faculty to assure that the library collection meets the needs of specific assignments and specific levels of students.

The college assesses the effectiveness of its library collection in various ways. With the assistance of the college Institutional Researcher, students are surveyed annually to determine their level of satisfaction with the resources and services provided (IIC.10: Spring 2010 Survey of Library Use by Ventura College Students). Additionally, librarians meet in division and department meetings with discipline faculty to evaluate the collection within their academic areas. Librarians also collaborate with discipline faculty during the planning of library orientations, many of which are individualized to fit specific disciplines and assignments.

The quality of the collection is determined through the collection development guidelines. The guidelines address acquisitions processes, including: selection criteria for books, serials, and electronic databases; preferred format for serials; criteria for analysis, review, maintenance and update of electronic databases; selection ranking system; collection analysis; criteria for weeding; and procedures for accepting donations. In addition to this formal process, librarians determine the depth and variety of materials informally through reference questions, instructional orientations, and collaboration with faculty.

Collection development is a collaborative process between librarians and discipline faculty, which includes shared responsibility for ordering, weeding, developing assignments, and providing guidance to disciplines such as nursing in meeting their specific accreditation standards (IIC.11: Librarian Areas of Responsibility Chart for Ordering and Weeding).

The Library determines whether it is enhancing student achievement of identified learning outcomes by reviewing the results of the annual survey and through the use of the contractually-mandated student evaluation forms of the librarians (IIC.12: Student Evaluation of Counselor/Librarian Effectiveness). Librarians also use the results of pre- and post-tests during the library orientations they conduct (IIC.13: Pre- and Post-Test Orientation Evaluations).

Planning Agenda:

On an annual basis, student learning outcomes will continue to be re-evaluated and revised, based on assessment results.

Pre- and post-testing of students participating in library orientations will move away from paper-based assessment. The librarians will pilot the use of clicker technology and/or online surveys in order to provide more immediate results.

**b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills and information competency.**

Descriptive Summary:

The Library/Learning Resource Center provides ongoing instruction to help students develop skills and information competency in a variety of ways. Each semester, the college offers *LIB V01: Using the Library of the Twenty-First Century*, a one-unit course designed to teach research skills in various formats (IIC.14: Course Outline, LIB V01, Using the Library of the Twenty-First Century). The Communication

and Learning Resources Division also offers *IDS (Interdisciplinary Studies) N 100, Individualized Study* (IIC.15: Course Outline, IDS N100, Individualized Study), a non-credit individualized study course that provides students with support in basic skills and computer literacy in the Learning Center and in the Tutoring Center. IDS instructors also provide monthly workshops on a variety of topics such as note-taking, textbook reading, and research documentation (IIC.16: IDS March/April 2010 Workshop Calendar). Librarians provide general and discipline or assignment specific orientations throughout the semester for almost every academic discipline on campus (IIC.17: Library Orientation Handouts).

Self Evaluation:

The following college-wide core competencies, which have been tracked across the curriculum, are central to the mission of the college Library:

- Find and interpret relevant information from text, tables, graphs, maps, media, personal communication, observation, and electronic databases
- Evaluate authority, veracity and bias of information
- Use technology to acquire and process information

The following college-wide core competencies, which have also been tracked across the curriculum, are central to the mission of the Learning Center:

- Find and interpret relevant information from text, tables, graphs, maps, media, personal communication, observation, and electronic databases
- Use technology to acquire and process information

The following college-wide core competencies, which have also been tracked across the curriculum, are central to the mission of the Tutoring Center and the SI program:

- Find and interpret relevant information from text, tables, graphs, maps, media, personal communication, observation, and electronic databases
- Use technology to acquire and process information
- Recognize the need for information and/or identify and clarify the question that needs to be answered

The college teaches these competencies through the library instruction course, the IDS workshops, the library orientations conducted by librarians, tutoring sessions, and SI sessions. Evidence of these efforts is provided through enrollment data, workshop attendance, usage tracking, and electronic scheduling data (IIC.18: Library and Learning Resources Statistical Data).

The Library executive team re-evaluates these competencies annually through the team's goal setting meetings, Library Committee meetings, and program review. The librarians systematically conduct pre- and post orientation evaluations to determine student comprehension and understanding. The IDS faculty members also conduct post-workshop evaluations.

Planning Agenda:

None.

**c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

Descriptive Summary:

Access to the Library, Learning Center, and Tutoring Center services is provided to students, faculty, and staff in a variety of ways. On the main campus, the college offers services in the physical location of the Library and Learning Center. Online services are also offered through the college's website. Additionally, Library and Learning Resources Center services are provided at the East Campus.

The Library has established a cyber group, comprised of librarians, the Learning Resources Supervisor, and library staff. This group's charge is to improve services offered online by incorporating such technologies as EZ Proxy, Web 2.0 technologies, and upgrades to the library's automation software.

Self Evaluation:

The library is open 65.5 hours per week on the main campus during the fall and spring semesters. In scheduling hours, division staff members try to accommodate as many students as possible. The Library is open Monday through Thursday from 7:30 a.m.to 9:00 p.m., Friday from 7:30 a.m. to 4:00 p.m., and Saturday from 9:00 a.m. to 12:00 p.m. In the summer, the hours are scheduled to coincide with scheduled class times during both the day and evening.

Learning Resources on the main campus, including the Learning Center and Tutoring, are also open approximately 65.5 hours per week. The Learning Center hours match the library hours. The Tutoring Center is open Monday through Thursday from 7:30 a.m. to 9:00 p.m., Friday from 7:30 a.m. to 1:00 p.m., and Saturday from 9:00 a.m. to 12:00 p.m. The Math Center is open 8:30 a.m. to 1:30 p.m., Monday through Friday.

The branch Library and Learning Resource Center at the East Campus is open 19 hours per week, from 8:00 a.m. to 12:00 p.m., Monday through Thursday, and from 8:00 a.m. to 11:00 a.m. on Friday. It is staffed by a 47.5 percent Instructional Lab Technician and approximately two tutors.

The Library provides students electronic access to materials through its website and on all computers at each campus location. All Ventura College students have access to the Library catalog and electronic databases twenty-four hours per day, seven days per week. Online access is explained during Library orientations and handouts are available for all other students (IIC.19: Online Access Handout). In addition, some classroom faculty members explain how to access online Library resources as part of their course content. Students have the ability to email reference questions to a librarian and the emails are answered during open business hours.

The Tutoring Center and Math Center have become integral parts of the instructional support system. Both areas provide drop-in and group tutoring sessions while the Tutoring Center provides individual tutoring to students free of charge in most disciplines. The Math Center is open 25 hours per week and the Tutoring Center is open 59.5 hours per week. The Math Center is staffed with a lead tutor that has the ability to support all levels of math up to differential equations. Students with needs in the basic skills courses have priority but the tutors will assist those students in need at the higher math levels when available. The Tutoring Center is staffed full-time with a bilingual full-time lab technician and approximately 80-100 peer tutors, including student hourly, provisional, and volunteer tutors. All tutors must complete the IDS V09 tutor training course, attend a mandatory orientation, and attend several training workshops throughout the year as determined necessary. Many faculty members also hold their office hours in the Center and/or volunteer there as part of their flex time obligation.

The Reading/Writing Center has been developed under the college's Title 5 grant and is a pilot project to support students with basic skills needs. The center is located in LRC-155 and is open 22 hours per week. The center is operated by the Tutorial Specialist and is staffed by faculty and tutors. The tutors must complete two tutor training courses, IDS V09 and IDS V13, in order to become a tutor in the center. The faculty schedule hours to work with students in the Center to create directed learning activities, and to meet with the staff on the Reading/Writing Center committee. English as a Second Language (ESL) faculty and tutors have also created a conversation group in the Reading/Writing Center to help their

students develop conversational fluency (IIC.20: ESL Conversation Group Flyer). During the spring 2010 semester, the Reading/Writing Center faculty also evaluated and adopted *Reading Plus*, a software program that assesses students and creates individualized curriculum to improve basic reading skills. This web-based program allows students to work at their own pace from home, in the lab, or with a tutor. Reading/Writing Center faculty and staff, in conjunction with Educational Assistance Center personnel, believe that the program will assist students with disabilities, ESL students, and students struggling with reading in any discipline across the campus. Faculty, supported by tutors, monitor and regularly meet with students using the program to promote student success and to modify or enhance the curriculum based on progress reports provided by the *Reading Plus* program.

The Supplemental Instruction (SI) program is staffed by the Tutorial Specialist and approximately 45 tutors who provide support primarily for basic skills courses in English, ESL, and math. SI tutors must complete the IDS V09 tutor training course and attend several mandatory workshops covering such topics as facilitation skills, lesson planning, basic skills sensitivity training, learning styles, group techniques, study skills, time management, and campus resources and procedures as well as sexual harassment awareness.

The college provides basic library services at all locations to all students. Presently, distance education students lack the online library instruction component, but plans are underway to develop online tutorials to meet the demands of these students. The Library is also exploring mobile electronic reference services.

Services at the East Campus are hindered by lack of staffing and lack of funding. Upon request, the Library provides additional staffing as requested for such services such as reference, textbook lending, and supplemental instruction. The collection at the East Campus is small and not sufficient as a stand-alone resource. Students can access the titles of desired books through the online catalog and these items will be delivered within three days. In addition, several instructors encourage their students to drive to the main campus to use library resources. While print materials are not readily available, the East Campus does have other learning resources, including tutoring services and a thirty-one station computer lab with instructional software.

Each Library and Learning Resources location has software and equipment for students with disabilities. Software such as *Read and Write Gold*, *Dragon Naturally Speaking*, *Inspiration*, and *Jaws* is available for disabled students, and it is also available for general student use in the open computer lab in the Learning Resource Center.

Both the Library and the Learning Resources websites are Americans with Disabilities Act (ADA) compliant. In addition, the furniture and equipment used in the Library and Learning Resources areas were purchased with regard for universal design elements.

College tutors are trained to work with all types of students, including second language learners, students with disabilities, and basic skills students. Their training includes information on learning styles and other techniques needed to work with different types of students.

Planning Agenda:

The librarians will develop an online orientation to meet the needs of distance education students, East Campus students, and others who are unable to attend an onsite library orientation.

The Library's online reference service and automation software will be expanded by incorporating Web 2.0 technologies. In addition, the Library's website will be expanded to provide digital reserves and subject area research paths.

Improved remote user authorization with be implemented to allow students to use electronic databases more effectively from offsite locations.

**d. The institution provides effective maintenance and security for its library and other learning support services.**

Descriptive Summary:

The institution has an established maintenance and security process that includes the Library and Learning Resources facility.

Self Evaluation:

The campus has a Maintenance Department for repairing and maintaining campus facilities. The Maintenance Department has established a preventative maintenance routine and has established an online maintenance request process.

The campus and the Learning Resource Center have established a routine maintenance process for the computers and other peripheral equipment. Two to three times per year, the instructional lab technicians (ILTs) repair, upgrade, and service each machine. The college has established an annual refresh program to replace and upgrade equipment in accordance with the college's technology master plan.

The college and Library/Learning Resources have established emergency procedures. College personnel, including the Dean and Classified Supervisor responsible for Library/Learning Resources, have undergone Standardized Emergency Management Systems (SEMS) training. As part of the emergency procedures plan, the District Information Technology Department has installed security cameras in and around the exterior and interior of the Learning Resources building.

There is an opportunity to raise facility concerns at every Administrative Council meeting, and when necessary, the Dean responsible for Learning Resources brings forth items in need of attention. There is also an opportunity through the college's program review process to identify facility improvement needs.

The Library and Learning Resources Center computers have the *Deep Freeze* software program installed which limits student ability to download software or make other unauthorized administrative changes on the college's computers. Computer network firewalls, a 3M security gate system, Internet Protocol (IP) authentication for database access both on- and off-campus and the use of EZ Proxy for remote authentication all provide security for Library electronic and print resources.

Planning Agenda:

The Library and Learning Resources staff will continue to cooperate with the district Information Technology Department and the college Technology Committee to evaluate and respond to the security threats to the college's electronic resources.

**e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability for all services provided either directly or through contractual agreement.**

Descriptive Summary:

The college does not rely on other institutions to provide learning resources for its students. Thus no formal agreements are required. Informally, librarians from all three district colleges meet once per semester to review library-specific issues occurring at each location. All three colleges in the district operate independent libraries and there are no reciprocal agreements that would enable students from one college to check out resources from another college.

Self Evaluation:

This standard does not apply to Ventura College, as there is no formal reliance on other institutions to provide learning resources for the students who attend the college. Nonetheless, it would improve student access to resources if the three colleges in the district would develop reciprocal borrowing agreements.

Planning Agenda:

The feasibility of establishing reciprocal library privileges among the three college libraries in the district will be explored.

**2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. The evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Descriptive Summary:

The institution evaluates library and other learning support services through its program review and student learning outcome review processes to assure that the resources provided are adequately meeting identified student needs. The college uses these processes to evaluate facilities, staffing, and faculty requirements. Additional budget allotments or improvements are based on the results of these processes.

Self Evaluation:

The Library has an established annual Library survey process by which it evaluates its learning support services. From this process, the library establishes benchmarks for improvements through the data collected to assess use, access, and relationship of the services to intended student learning. The evaluation process is developed by faculty, staff, and students through the Library Committee. To ensure that all divisions/departments, and all types of students are included in the survey, the survey is promoted each year at the Department Chair Council by the Division Dean and librarians. The college's Institutional Researcher assists in providing information as to percentage of students surveyed for adequate statistical gathering. The Library survey questions are reviewed annually by the Library executive team, the Library Committee, and the Institutional Researcher. The results are compiled by the Institutional Researcher into a report that is published and presented to all pertinent college committees and groups. The results are analyzed by the Library executive team and the Library Committee to improve services to students and to create goals and objectives for the coming year.

The Library and Learning Resources Departments participate in the college program review process each alternating year it is scheduled (IIC.21: 2009 Library Program Review; IIC.22: 2009 Learning Resources Program Review). The program review process assesses use, access, and relationship with the services to intended student learning outcomes. The Dean, the LRC Supervisor, librarians, and appropriate staff participate in the development of the program review document. The document provides and analyzes statistical usage data, instructional and reference question data, and survey data to demonstrate the effectiveness of the services provided to students.

Planning Agenda:

The current paper-based library survey will be replaced with an online Library survey.

## Documents to Support Standard II

General Document 1: Ventura College 2009-2019 Educational Master Plan
General Document 2: Ventura College Catalog 2009-2010
General Document 3: Ventura College Strategic Technology Plan

Standard IIA:

IIA.1: Enrollment Reports
IIA.2: Summary of English and Math Placements, 2002-2009
IIA.3: Program Review Form, Instruction
IIA.4: Template, Documentation of Student Learning Outcomes
IIA.5: Annual Student Learning Outcomes Review, Instructions and Template
IIA.6: Curriculum Handbook
IIA.7: Fall 2008 and Spring 2009 Course Outcomes in Distance Education Classes
IIA.8: Core Skills Sets for Students Graduating with an Associate Degree or Certificate
IIA.9: Ventura College Website, Faculty and Staff, Academic Resources, Core Competencies
IIA.10: Sample Advisory Committee Minutes
IIA.11: Ventura College Catalog
IIA.12: Minimum Required Units for General Education Associate Degree Programs by Selected California Community Colleges
IIA.13: Fall 2009 Flex Week Workshops
IIA.14: Ventura College Planning Cycle, 2008-2010
IIA.15: Faculty Handbook
IIA.16: Ventura College Community Report
IIA.17: Board Policy 4030, Academic Freedom
IIA.18: Board Policy 5500, Standards of Conduct
IIA.19: AAUP Statement on Professional Ethics
IIA.20: Core Commitments

Standard IIB:

IIB.1: Ventura College Planning Cycle, 2008-2010
IIB.2: Program Review Template, Student Services
IIB.3: Sample Completed Program Review Document, Counseling
IIB.4: Representative Student Evaluation of Counselor Effectiveness
IIB.5: 2008 CCSSE Report
IIB.6: Executive Summary, Planning and Program Review, pages 7-9
IIB.7: Representative Performance Rubrics and Methods of Assessment
IIB.8: Student Perception Survey, Spring 2009
IIB.9: Ventura College Website, Prospective Students, College Catalog
IIB.10: Ventura College Spring 2010 Class Schedule
IIB.11: Postcard Announcement of Spring 2010 Registration
IIB.12: Spring 2010 Kaleidoscope, page 20
IIB.13: Student Orientation Handbooks, English and Spanish
IIB.14: Ventura College Website, College Information, Institutional Research Reports
IIB.15: SARS-GRID Report for 2009-2010
IIB.16: One Book Activities Documents
IIB.17: Student Life Report
IIB.18: Faculty Collective Bargaining Agreement, Article 5.3.5(5)
IIB.19: Sample Announcements of Cultural Activities
IIB.20: Core Skill Sets, Civic Responsibility
IIB.21: Student Learning Outcomes, Student Services Programs

Standard IIC:

IIC.1: Online Form, Request for Use of LRC
IIC.2: Course Outline, IDS V09, Tutorial Procedures and Methods
IIC.3: Course Outline, IDS V13, Tutoring Writing and Reading
IIC.4: LRC Code Access Request Form
IIC.5: S. Pourmoghim E-Mail, Collection Development Ideas and Input
IIC.6: Library Collection Development Guidelines
IIC.7: Making Decisions at Ventura College 2009-2010, page 14
IIC.8: Library Mission, Vision Statements, 2010-2012 Strategic Plan
IIC.9: Ventura College Library Book Order Form
IIC.10: Spring 2009 Library Use Survey for Students
IIC.11: Librarian Area of Responsibility Chart for Ordering and Weeding
IIC.12: Student Evaluation of Counselor / Librarian Effectiveness
IIC.13: Pre- and Post-Test Orientation Evaluations
IIC.14: Course Outline, LIB V01, Using the Library of the Twenty-First Century
IIC.15: Course Outline, IDS N100, Individualized Study
IIC.16: IDS March/April 2010 Workshop Calendar
IIC.17: Library Orientation Handouts
IIC.18: Library and Learning Resources Statistical Data
IIC.19: Online Access Handout
IIC.20: ESL Conversation Group Flyer
IIC.21: 2009 Library Program Review
IIC.22: 2009 Learning Resources Program Review

# Standard III: Resources

**The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.**

## A. Human Resources

**The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**

**1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**

Descriptive Summary:

With the passage of Assembly Bill 1725 in 1988, faculty credentials were replaced in 1990 by a state set of minimum qualifications that are used to determine eligibility for academic and administrative positions in the community college system. For academic disciplines, the minimum qualifications are now a master's degree in the discipline of the assignment or a bachelor's degree in the discipline of the assignment and a master's degree in a reasonably related discipline. A statewide disciplines list defines the degrees that are considered to be reasonably related.

Counselors and librarians are also expected to hold appropriate master's degrees. There are special requirements for faculty working for Disabled Students Programs and Services (DSPS) and Extended Opportunity Programs and Services (EOPS). For disciplines in which a master's degree is not generally expected or available, the minimum qualifications are a bachelor's degree (with any major) and two years of experience in the occupational area of the assignment, or any associate degree and six years of experience in the occupational area of the assignment (IIIA.1: Minimum Qualifications for Faculty and Administrators in California Community Colleges).

As established by the state's list, the minimum qualifications for educational administrators are a master's degree and one year of formal training, internship, or leadership experience reasonably related to the administrative assignment.

California Assembly Bill 999, known as the Merit System, was established and enacted into law in 1935 to provide classified employees through the Education Code with statutory protection against politically or personally motivated employment, promotion, discipline, or dismissal actions. The Ventura County Community College District's Merit System and its Personnel Commission were established in 1962, when the district formally separated from the Ventura Unified School District (IIIA.2: Classified Employee Handbook: Rules and Regulations as Adopted by the Personnel Commission). The Personnel Commission establishes and updates job descriptions and maintains a classification plan that groups positions on the basis of duties and responsibilities (IIIA.3: 2009-2010 Classified Employees Salary Schedule). Assignment types include regular, limited-term, provisional, professional expert, and special services (IIIA.4: Classified Position and Assignment Types).

Self Evaluation:

Based upon the identified needs of the organization, the district establishes classifications for all regular positions in both the academic and classified services to allow for the appropriate assignment of

responsibilities to personnel. The classification specifications describe the representative duties; the knowledge, skills, and abilities required to perform the duties; the education, training, and experience minimally necessary for employment consideration; and reporting relationships. The district develops all classification specifications in collaboration with subject matter experts familiar with the needs of the organization and the duties to be assigned to incumbents within the respective classifications.

For new classified positions, the Personnel Commission reviews the proposals to ensure the proposed positions are classified appropriately based on the needs of the organization. The Director of Employment Services/Personnel Commission recommends appropriate classifications and drafts job descriptions.

As outlined in the *Establishment of New Positions Procedure* (IIIA.5: Establishment of New Positions Procedure), the hiring manager is required to submit a *Request to Establish a New Position* form (IIIA.6: Request to Establish a New Position) through the College President to the Director of Employment Services/Personnel Commission for initial review. The form requests information pertaining to the purpose of the position(s), duties to be assigned, reporting relationships, and funding sources. Analysis and discussion of programmatic needs occurs weekly at the Chancellor's Cabinet meeting, attended by the Chancellor, Vice Chancellors, College Presidents, and Director of Administrative Relations. In the Chancellor's Cabinet meetings, the College Presidents present proposals to establish new classified positions.

The district ensures recruitment of sufficiently qualified applicants by requiring candidates to participate in a competitive selection process that assesses the knowledge, skills, and abilities identified as essential to successful performance in the job. Employees working for Ventura College must meet or exceed the minimum requirements for their positions as defined by the state of California and/or by the Personnel Commission. Both the Human Resources Office and screening committee members evaluate candidates against minimum qualifications as part of the hiring process.

While current hiring procedures for faculty are well-defined and consistently applied, hiring committees during the 2009-10 academic year encountered applicants from the existing hourly faculty pool who did not appear to meet minimum qualifications for their subject disciplines. This prompted a comprehensive district audit of all faculty degrees against the state's minimum qualifications list, and the establishment of a new district-wide procedure to enable faculty with subject matter expertise to review the education and experience of those who did not already have a documented equivalency (IIIA.7: AP 7211: Minimum Qualifications and Equivalencies).

Planning Agenda:

Representatives of the Academic Senates for the three colleges in the district and the Human Resources Department will review the equivalency process no later than spring 2011 and will make revisions as necessary to ensure the procedure's effectiveness in maintaining minimum qualifications for contract and hourly faculty.

**a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

Descriptive Summary:

The district recruitment and selection policies and procedures meet the requirements of the California Education Code and Title 5 regulations and were developed in collaboration with the three Academic

Senates. Job announcements state the criteria, qualifications and steps involved in applying for positions in the district and at the college. Job descriptions are drawn from a standardized bank of previously approved announcements, with the opportunity to add minor augmentations describing the unique location of the assignment or any specific courses an instructor might be expected to teach.

The Human Resources Department advertises jobs on the district website and in a variety of electronic and printed mediums to ensure geographically broad and demographically diverse recruitments. Advertisements are typically listed in the *Chronicle for Higher Education*, *InsideHigherEd.com*, *HigherEdJobs.com*, *Registry-California Community College State Chancellor's Office*, *Monster.com*, and *Craigslist.com*. Additional sources are utilized as appropriate.

Procedures for hiring faculty are stipulated in Administrative Procedure 7120-B (IIIA.8: AP 7120-B, Recruitment and Hiring, Faculty). Procedures for hiring managers are stipulated in Administrative Procedure 7121 (IIIA.9: AP 7121, Recruitment and Hiring, Managers). A separate procedure has been established for the hiring of college Presidents (IIIA.10: AP 7120, Recruitment and Hiring, College President). Classified staff are hired according to a standardized procedure stipulated by the district's Human Resources Department and presented in a flowchart on the Human Resources website (IIIA.11: Classified Hiring Process). As described earlier, the Human Resources Department has also posted a matrix on its website that clearly distinguishes among various categories of classified personnel and the circumstances under which each is hired.

The policies and procedures require staff with expertise in the subject matter and services to be performed to serve on screening committees. Screening committees typically consist of tenured faculty, temporary (part-time) faculty, managers, and classified employees, as appropriate to the position. The committees develop screening criteria, evaluate whether candidates meet minimum qualifications, and participate in interviews. The screening committees also review applications for faculty and administrative positions to ensure that all earned degrees are from institutions recognized by accrediting agencies recognized by the United States Department of Education. Degrees from foreign institutions are recognized only if an equivalency has been established. Administrative Procedure 7211 establishes procedures for determining minimum qualifications and equivalencies (IIIA.12: AP 7211 Minimum Qualifications and Equivalencies).

Effective teaching is evaluated in the interview process. Applicants for classroom positions answer questions and provide a teaching demonstration. Screening committee members who are experts in the subject matter assess the effectiveness of the teaching demonstration and the appropriateness of the responses to the interview questions. Screening committees also evaluate a candidate's scholarship and potential to contribute to the college's mission during the application and interview screening process.

Following interviews, the members of the screening committees for faculty and academic management positions determine which applicants are well qualified and should be forwarded to the College President for final consideration. For classified positions, the Human Resources Department places applicants on eligibility lists.

Self Evaluation:

In order to ensure that qualified personnel are employed, the Human Resources Department establishes minimum qualification requirements for all regular academic and classified positions. Faculty, along with their department chairs and deans, identify the discipline expertise required to fulfill the needs of the department. For classified positions, the Human Resources Department establishes minimum qualifications in consultation with experts familiar with the subject matter and services to be performed.

At least six faculty serve on the screening committees for full-time faculty positions, including a minimum of three faculty from the division, a minimum of two faculty from the discipline (when possible), and a minimum of one faculty member from outside the division. Screening committees for part-time faculty consist of two faculty members from either the discipline or the division and a manager from the division.

The campus-level screening procedure is comprehensive. Beyond screening for minimum qualifications, screening committees, under the direction of the committee chairperson and a screening committee facilitator, discuss the application screening criteria, create oral interview questions, discuss the basis of the questions in relationship to the job announcement, and determine the relative weighting of the screening criteria.

Screening committees and the college administration take several steps to ensure that the faculty candidates recommended to the President have subject expertise. Transcripts documenting the required degrees must be submitted as part of the application process. During the interviews, candidates are typically asked to give a teaching demonstration. Following the presidential-level interview, reference calls are made and documented on a standardized district form (IIIA.13: Telephone Reference Check Form).

The use of a trained screening committee facilitator is the primary method used to assure that hiring procedures are consistently applied. The screening committee facilitator documents which applicants have not met minimum qualifications, which applicants were not invited to oral interviews, which applicants received oral interviews, and the names of the candidates recommended. The screening committee facilitator forwards all screening files, forms, and related notes and records to the Human Resources Department, where these records are stored.

The Human Resources Office verifies the qualifications of newly hired personnel in several ways. As described earlier, college supervisors conduct reference checks with previous employers to verify experience. These reference checks are reviewed by the Director of Employment Services/Personnel Commission. The Human Resources Office staff members review official transcripts and then verify these transcripts through a third-party agency. Candidates possessing degrees from foreign institutions must provide an evaluation of their transcripts by an agency recognized by the National Association of Credential Evaluation Services.

Following the selection of a full-time or hourly faculty member, the faculty evaluation process is used to assess teaching effectiveness, per the faculty collective bargaining agreement (IIIA.14: Faculty Evaluation, Tenure Track; IIIA.15: Faculty Evaluation, Tenured and Non-Contract). Criteria include voice and delivery, the employment of multiple teaching approaches, clear and concise communication of concepts, class pacing according to the level and material presented, effective use of class time, engagement of students in the lesson, and sensitivity to differing student learning styles. In addition to teaching effectiveness, contract faculty are evaluated on their performance within their departments and divisions and on their participation in college committees or in other areas of campus life.

Planning Agenda:

None.

**b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

Descriptive Summary:

Evaluation procedures for faculty and classified staff are stipulated in the faculty and classified collective bargaining agreements (IIIA.16: Faculty Collective Bargaining Agreement; IIIA.17: Classified Collective Bargaining Agreement). Tenured full-time faculty are evaluated at least once every three years. Non-tenured full-time faculty are evaluated at least once per year until tenure is awarded. Hourly faculty are evaluated at least once during the first semester of employment, and at least once every six semesters thereafter. Because hourly faculty gain longevity after working four semesters within a four-year period,

deans have been strongly encouraged to evaluate new hourly faculty members during each of the first four semesters they teach for the college. Probationary classified employees are evaluated three times during their six-month probationary period, and then once per year thereafter. Managers are also evaluated once per year.

The evaluation process for all employee groups is formal, with the completed forms signed by all relevant parties including the person being evaluated. Completed evaluations are part of the permanent employee files, and thus are housed in the District Office.

Self Evaluation:

The employee evaluation process varies slightly among the different district employee groups, but the purpose of the evaluation process is the same for all employees: to provide feedback regarding their performance against set criteria that is, when possible, measureable. Managers, supervisors, or evaluation committees provide positive feedback to employees who are performing well. Should an employee show a deficiency in any factor upon which he/she is being evaluated, the employee and his/her supervisor or evaluation committee must develop a performance plan for that factor. For example, the faculty collective bargaining agreement states that should an employee receive a "Needs Improvement" or "Unsatisfactory" summary rating from two or more evaluators, the evaluation committee must provide the employee with a written improvement plan that specifies what needs to be done in order to receive a "Satisfactory" on the next evaluation. The classified collective bargaining agreement also calls for a development plan for any performance areas that are found to be unsatisfactory.

The specific performance evaluation process for each bargaining unit in the district is negotiated. As a result, different evaluation criteria are used for different employee groups. For example, academic employees are rated on eleven criteria (IIIA.18: Evaluation Forms, Faculty), while classified employees are evaluated on seven criteria (IIA.19: Evaluation Forms, Classified Staff). Administrators are evaluated on their ability to implement district and college goals and performance targets (IIIA.20: Evaluation Process and Forms, Administrators). In addition, a survey instrument is used to give administrators feedback from their peers and subordinates regarding their work habits and relationships with other employees.

Per the collective bargaining agreement between the Ventura County Federation of College Teachers, AFT Local 1828, AFL-CIO and the district, contract faculty members must participate in college-wide and instruction-related/student support activities as part of their workload. Faculty members must document the details of the work performed pursuant to these activities for their deans and the results are examined during their evaluations. Typical activities may include continuing professional development; sponsorship of student activities; participation on college and district committees; attendance at department and division meetings; curriculum development; articulation and matriculation activities; writing of grant proposals and research projects; participation in recruitment and high school relations; registration advisement; preparation and updating of course outlines; and community outreach activities. The faculty evaluation form requires the peer evaluators to rate the faculty member on a four-point scale as to his or her level of participation and effectiveness in meeting this service obligation.

Release time is offered to classified employees to serve on college committees per the collective bargaining agreement between the district and the Service Employees International Union, Local 99 (IIIA.21: Classified Collective Bargaining Agreement, Article 10.24).

Planning Agenda:

None.

**c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

Descriptive Summary:

As part of their self evaluation, faculty are required to provide their evaluation committees with materials demonstrating course preparation and adherence to course outlines. The evaluation committees consider these materials as one of the evaluation components, along with student surveys and direct observation both in and out of the classroom. Through the faculty handbook (IIIA.22: Faculty Handbook) faculty have been advised of the requirement to list student learning outcomes on their course syllabi. The faculty evaluation process also requires the peer evaluators to assess the degree to which the person being evaluated uses effective teaching techniques, engages students in the lesson observed, and measures student performance in fair and valid ways. In addition, the evaluation form asks the peers to assess whether the content of the lesson observed was current and consistent with the course outline.

Self Evaluation:

As described in Standard IIA, in December 2005, the Academic Senate, the Classified Senate, and the Administrative Council endorsed six categories of college-wide core competencies, representing thirty-six measurable and/or observable skills sets. During the spring 2006 semester, these core competencies were mapped across the curriculum and the results have been documented on the college website. During the spring 2009 semester, an electronic template was created for the department chairs to document where each department was relative to the development of student learning outcomes (SLOs), the identification of methodologies to assess the acquisition of the outcomes, the identification of the courses for which departmental analysis and discussion of the assessment results had occurred, and the identification of courses for which assessment results had been used to plan and make changes to improve learning (IIIA.23: Template, Documentation of Student Learning Outcomes). During a mandatory service day held immediately prior to the start of the fall 2009 semester, departmental meetings were held in all academic programs to provide the faculty with an opportunity to identify the SLOs they wanted to emphasize in common during the 2009-10 academic year and to develop rubrics to assess the degree to which the students had achieved these outcomes, regardless of the instructional methodology (IIIA.24: Annual Student Learning Outcomes Review, Instructions and Template). The cycle of documenting the status of the implementation of student learning outcomes, of formally establishing which SLOs to assess, of developing rubrics in common, and of discussing possible changes to teaching methodologies to improve learning has now been calendared to be repeated on an annual basis.

Planning Agenda:

Faculty will continue to be supported in a series of ongoing activities to utilize student learning outcome development and assessment as a means to improve instruction.

Faculty will continue to have adherence to course outlines as a component of their evaluation.

**d. The institution upholds a written code of professional ethics for all of its personnel.**

Descriptive Summary:

Each employee group has adopted its own code of ethics. The faculty have adopted the American Association of University Professors *Statement on Professional Ethics* (IIIA.25: AAUP Statement on Professional Ethics), the managers have adopted the American Association of Community College Administrators (ACCCA) *Statement of Ethics* (IIIA.26: ACCCA Statement of Ethics), and the classified employees have adopted their own code of ethics (IIIA.27: Classified Senate Code of Ethics). In addition, the district has drafted a code of ethics that has not yet been adopted by employee groups (IIIA.28: BP 7205: Draft District Employee Code of Ethics).

Self Evaluation:

While the faculty, management, and staff have each adopted a code of ethics, these documents are not posted on the college website or, in the case of the faculty, included in the faculty handbook. In addition, the district-wide code of ethics has not been adopted.

Planning Agenda:

The faculty *Statement on Professional Ethics* and the management *Statement of Ethics* will be posted on the college website. The faculty *Statement on Professional Ethics* will also be included in the 2010-11 faculty handbook.

The district-wide code of ethics will be adopted after additional feedback and modifications from employee groups.

**2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**

Descriptive Summary:

As of the fall 2009 semester, Ventura College had 139 full-time faculty (representing a 112.6 full-time equivalent load), 344 part-time faculty (representing a 148.2 full-time equivalent load), 156 full-time classified employees, 19 part-time classified employees, 13 academic managers, 9 classified supervisors, and 6 classified managers (IIIA.29: Ventura College Employee 4th Week Profile).

.

Self Evaluation:

The college uses its program review process, as described in Standard I, to develop recommendations for additional staffing positions. Following the work of the Program Review Committee, faculty and staff requests are submitted to the Staffing Priorities Committee and the Administrative Council. Based on the ratings and other data, the Staffing Priorities Committee and Administrative Council prioritize lists of faculty and staff growth positions. The President takes the Program Review ratings, along with the recommendations of the Staffing Priorities Committee, under advisement as she is able to budget for additional full-time faculty positions at the college. No promise is made that there will be a direct one-to-one correlation between the positions recommended by the Staffing Priorities Committee and the additional full-time positions ultimately hired by the college.

Following a collaborative process that involved broad campus input during the 2005-06 academic year, the campus organizational structure was revised in order to balance the workload among the divisions in terms of both size and complexity, to provide greater support and visibility for the career education programs of the college, and to place subject disciplines in logical groupings. The final reorganization plan was presented to the Board of Trustees in November 2006 (IIIA.30: Board of Trustees, Minutes for the Meeting of Tuesday, November 14, 2006, page 4).

The position of Assistant Dean for Distance Education was advertised and filled, with the successful candidate assuming her responsibilities in July 2007. The position of Assistant Dean for Community and Contract Education was also advertised and filled in June 2007, and the positions of Dean of Career and Technical Education and Dean of Social Science and Humanities were advertised and filled on a permanent basis during the fall 2008 semester.

Severe fiscal shortfalls and one resignation during the fall 2009 semester once again necessitated a reorganization of the management team. Under this most recent reorganization, the Assistant Dean for Distance Education position (which had been vacated by the resignation of its incumbent in January 2010) was replaced by a classified Instructional Technologist. The Dean of Career and Technical

Education position was eliminated as a cost-saving measure, with the departments reporting to this division being divided between the Assistant Dean for Career and Technical Education and the Assistant Dean for Community and Contract Education.

During the fall 2009 semester, the district moved to consolidate and centralize several functions that had previously been housed on two or more of the three colleges. Consolidated areas included economic development, marketing/public information, and information technology. The consolidation of economic development, combined with the need to make financial retrenchments in the cost of administration due to the more challenging fiscal times, made it necessary to restructure the assignment given to the college's Dean of Economic Development, Community Resources and Off-Campus Programs and to make other adjustments to the organizational structure (IIIA.31: Campus Administration, FY 2011).

Planning Agenda:

The college will continue to reorganize when necessary to adapt to the changing needs of the institution.

**3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

Descriptive Summary:

The district's human resource function is driven by Education Code and Title 5 requirements, Personnel Commission rules, collective bargaining agreement provisions, and court decisions. When changes to any of these requirements or mandates are made, subsequent adjustments to district policies and procedures must follow. The district regularly convenes its District Council on Human Resources (DCHR) to review policies and procedures and to make recommendations for modifications of these policies and procedures through the Chancellor's Cabinet to the Board of Trustees. The DCHR is made up of members of college management, employee group representatives, union representatives, and District Human Resources management.

Self Evaluation:

The district ensures that human resources information is readily accessible to all employees. All of the district's current information regarding human resources policies and procedures is available online, including board policy and procedures, Personnel Commission rules, and collective bargaining agreements (IIIA.32: Employee Information Tab on District Portal). Employees are able to access payroll and benefit information through an employee portal on the website (IIIA.33: Employee Services Tab on District Portal).

In addition, the district maintains a human resources *Tool Box* that is available through the online employee portal. The *Tool Box* is tailored to the needs of different employee groups. For example, staff can gain access to the forms needed to apply for a leave of absence. Managers can use their version of the *Tool Box* to document the need for a new position. Managers and supervisors receive a hard copy of the *Tool Box* when they are hired (IIIA.34: Human Resource Tool Box Binder).

College and district administrators are expected to apply district policies in a fair and consistent manner and are evaluated in part on their equitable treatment of employees. If managers have questions, they may contact the Human Resources Department for advice and counsel. Managers are also trained on various human resources topics. For example, all managers recently received sexual harassment training pursuant to AB 1825, were provided with information regarding child abuse reporting procedures and requirements, and received training regarding ethical conduct.

If an employee believes he/she has been the subject of unlawful discrimination, he/she may file a complaint. In addition, if an employee disputes management's application of a personnel process that is defined by a collective bargaining agreement or by a Personnel Commission rule, the employee may file

a formal grievance. Grievance processes are spelled out in the collective bargaining agreements and in the Personnel Commission rules.

Planning Agenda:

None.

**a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

Descriptive Summary:

As discussed previously, the district establishes written policies and takes steps to ensure that policies and procedures are administered equitably.

Self Evaluation:

The district is in compliance with this accreditation standard.

Planning Agenda:

None.

**b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

Descriptive Summary:

District personnel files and records are kept secure and confidential. Files are kept in a locked room and can be reviewed only by Human Resources Office staff for limited reasons. Any documents relating to the health of the employee (for example, tuberculosis test records) are kept in a separate file. Access to automated employee records is restricted, and only those human resources employees who work with the system to perform their job tasks are given system clearances.

Collective bargaining agreements determine the personnel file review process. Generally, employees and their direct supervisors may review records, but by appointment only. When records are reviewed, a human resources staff member must be present. In addition, employees may review their payroll and benefit records through their employee portal log-in.

Self Evaluation:

The district is in compliance with this accreditation standard.

Planning Agenda:

None.

**4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

**a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

Descriptive Summary:

The college determines the kinds of support needed by its personnel through the integrated planning and program review process described more fully in Standard I and through the surveys conducted as part of the professional development program described below.

Self Evaluation:

The college is in compliance with this standard.

Planning Agenda:

None.

**b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

Descriptive Summary:

The district tracks gender and race/ethnicity data of current employees for the purpose of required reporting to the state. The Director of Employment Services/Personnel Commission reviews this data annually to assess trends in employment equity. Additionally, the district collects applicants' gender and race/ethnicity data, which is considered by the Director of Employment Services/Personnel Commission during selection processes to ensure a diverse pool of applicants.

Self Evaluation:

Gender and ethnicity data are tracked for the district as a whole and for each individual college. For the period of fall 2005 through fall 2009 (IIIA.35: District Overall Employee 4th Week Profile), the data show that the ethnic makeup of the district has remained stable, with non-white and non-disclosed employees making up approximately 37 percent of the employee population. With regard to gender data, the composition of the district has remained stable at approximately 54 percent female and 46 percent male.

For this same period of fall 2005 through fall 2009 (IIIA.36: Ventura College Employee 4th Week Profile), the data for Ventura College show that the ethnic makeup of the college has remained stable, with non-white and non-disclosed employees making up approximately 36 percent of the employee population. With regard to gender data, the composition of the college has remained stable at approximately 53 percent female and 47 percent male.

The Human Resources Department is currently in the process of developing an equal employment opportunity plan based on the *Model Equal Employment Opportunity Plan* provided by the California Community Colleges Chancellor's Office (IIIA.37: Model Equal Employment Opportunity Plan).

Planning Agenda:

The Human Resources Department will develop and implement the equal employment opportunity plan based on the model plan provided by the state Chancellor's Office.

**c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

Descriptive Summary:

The district expects all employees to be treated with respect. Pursuant to Title 5 regulations, the district has a policy against unlawful discrimination for employees, students, and administrators to adhere to should a complaint or concern about discrimination arise (IIIA.38: BP 3410, Nondiscrimination). In

addition, employees who treat others in a rude, disrespectful, or discriminatory fashion can be subject to correction and/or disciplinary action.

Self Evaluation:

All employees and students are expected to adhere to the district's policy regarding unlawful discrimination. Should an employee or a student allege a violation of policy, he/she can bring that concern to the attention of the Director of Human Resources Operations, where the concern will be examined, and if necessary and possible, brought to informal resolution. If the concern cannot be resolved, the district will process the concern in accordance with established, formal procedures.

Planning Agenda:

None.

**5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

**a. The institution plans professional development activities to meet the needs of its personnel.**

Descriptive Summary:

Ventura College provides professional development for faculty, staff and management through a variety of programs which have remained flexible and responsive to both teaching and learning needs, as well as to the fluctuating financial capacity to support professional development activities. Electronic surveys of faculty and staff drive the professional development activities throughout the campus (IIIA.39: Survey of Professional Development Activities).

Professional development activities are organized and conducted by a number of committees, departments and individuals rather than through a single, organizing body. Thus, over the last several years, professional development activities have been organized by the Faculty Professional Development Committee, the general campus Professional Development Committee, the Classified Senate, individual departments, the former Assistant Dean for Distance Education, faculty specializing in technology, and the District Administrative Center.

The Faculty Professional Development Committee is a subcommittee of the Academic Senate. Though originally organized to disseminate professional development funds from the state for faculty attendance at professional conferences, this committee has expanded to include a variety of other activities to support faculty improvement and growth. Examples of professional development workshops organized by this committee include *A Checklist for Teaching the Adult Learner* and *How to Recognize and Discourage Plagiarism* (IIIA.40: Professional Development Committee, Fall 2009 Activities).

With the formation of the Faculty Professional Development Committee, the campus-wide Professional Development Committee ceased formal meetings. Instead, its primary function – the development and implementation of flex week activities – was assumed by the Public Information Officer, who had been chairing the committee. Recent flex week topics have included *Dealing with Difficult Students, Using Clicker Technology, Library Resources, Crafting Course Outlines, FERPA Regulations, The Student Centered Syllabus, Building Your Campus Web Pages,* among others (IIIA.41: Fall 2009 Flex Week Workshops). Since the elimination of the Public Information Office position, responsibility for the development and implementation of flex week activities has been assumed by the Faculty Professional Development Committee. The Classified Senate has been active in organizing professional development activities for its membership (IIIA-42: Examples of Classified Senate Professional Development Activities). In addition, the college President organizes a full-day orientation for new full-time faculty (IIIA.43: Agenda, New Faculty Orientation). Post-workshop evaluations of professional development activities indicate that

the workshops and orientations are generally appreciated and found to be useful (IIIA.44: Workshop Evaluations).

Faculty wishing to teach in the online environment have been able to receive individualized training from the Assistant Dean of Distance Education and her instructional technical support assistant. With the departure of the Assistant Dean, this function has been taken over by the Instructional Technologist.

On a district-wide level, the District Administrative Center has designed and implemented a series of professional development training sessions for all managers and classified supervisors. These sessions have included instruction on personnel practices, budget development, purchasing procedures, mandatory reporting for child abuse, working with a multigenerational student body and workforce, working in an environment with diverse personnel, conflict management, and sexual harassment training, along with workshops to improve group facilitation skills.

Faculty may apply for and participate in sabbatical leaves as prescribed in the collective bargaining agreement. Also in accordance with the collective bargaining agreement, a minimum of $100 per full-time faculty member is set aside in the college budget for the reimbursement of faculty conference expenses. In some cases, this dollar amount is pooled at the division level.

Self Evaluation:

As described above, the college and district provide several kinds of opportunities for faculty and staff to enhance their skills. Evaluations of professional development activities are generally positive.

Nonetheless, a concern is the blurred relationship among all the training activities provided by the Faculty Professional Development Committee, the Professional Development Committee, the Classified Senate and individuals throughout campus, which appear to be reactive rather than strategic and clearly tied to the goals and mission of the college and the district.

Further, there is also no formal mechanism in place for faculty who have been on sabbatical leave to share the results of their research with other faculty upon their return (although they are required to file a written summary report that is shared with the Board of Trustees), and no system for reporting or sharing information obtained through conference attendance.

Planning Agenda:

During the fall 2010 semester, a design team of faculty, classified and management staff will be formed to restructure the college's professional development program, resulting in one integrated system that will be more closely aligned with the college and district goals and priorities.

The newly-reorganized Professional Development Committee will investigate the resources and support available through the California Community College Council for Staff and Organizational Development.

During any district or college program reviews, planning activities, and/or changes to goals and priorities, the college will assess the associated professional development needs of management, faculty and staff.

**b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

Descriptive Summary:

The Staff Development Committee has conducted periodic assessments of the professional needs of the faculty and staff, along with post-workshop evaluations of activities that are scheduled. Information gathered from the assessments is used in planning flex and other professional development activities throughout the year.

Self Evaluation:

As indicated earlier, post-workshop evaluations have indicated that the flex week workshops and orientations are appreciated and found to be useful.

Planning Agenda:

The new Professional Development Committee will systematically evaluate its activities in order to efficiently gather, study and then act upon data relative to the ongoing development needs of faculty, management and staff.

**6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

Descriptive Summary:

As described in Standard I, Ventura College has an integrated planning, program review and budgeting process. This process results in the development of lists of suggested faculty and staff positions that are recommended to the college President. The President takes the program review ratings, along with the recommendations of the Staffing Priorities Committee, under advisement as she is able to budget for additional full-time faculty positions at the college, although there is no promise made that there will be a direct one-to-one correlation between the positions recommended by the Staffing Priorities Committee and the additional full-time positions ultimately hired by the college.

Self Evaluation:

The college complies with the standard to integrate human resource planning with institutional planning.

Planning Agenda:

None.

## B. Physical Resources

**Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**

**1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

Descriptive Summary:

The passage of the Measure S bond in March 2002 enabled the college to make plans to rejuvenate and/or replace aging, inadequate buildings in order to provide sufficient space to meet the instructional and service needs of the campus for years to come. The Facilities Oversight Group (FOG), with its representation from a wide array of college constituencies, provided an excellent mechanism for broad campus participation in the planning process. The college began the process by refining its educational master plan and then adopting guiding principles that reflected the plan's mission and values for the entire group's planning decisions. The educational master plan, completed in April 2003, was again updated in March 2009 (General Document 1: Ventura College 2009-2019 Educational Master Plan).

During the formation of the facilities master plan, completed in March 2004, the college conducted an extremely thorough evaluation of college facilities (General Document 4: Facilities Master Plan). Faculty, staff, management, JCM (the construction administrators for the college), and the Leo A. Daly architectural firm, which produced the facilities master plan, all provided input into the master plans.

Ventura College's main campus has an assignable space inventory of 407,000 square feet: 56,065 square feet of lecture space, 117,793 square feet of lab space, 54,947 square feet of office space, 33,310 square feet of library space, and 6,628 square feet of media production space. In addition, the college has 140,997 square feet of non-standard space (including gymnasiums, food service areas, the bookstore, health services, child care, meeting rooms, data processing rooms, and other unspecified spaces). The college also leases an off-campus site in Santa Paula, California. The East Campus facilities in Santa Paula are located in two buildings, representing a combined total of 14,400 square feet of space.

Self Evaluation:

Bi-annually, the district's Risk Management Department, with assistance from inspectors provided by the district's insurance broker, conducts a safety and loss prevention inspection of all facilities owned and/or under the control of the district and its colleges (IIIB.1: Statewide Association of Community Colleges Property and Liability Inspection Report). Deans and supervisors/managers receive notifications of any problems and take the appropriate corrective actions. The Vice President of Business Services tracks the completion of the corrective actions, and the Maintenance and Operations Director and the district's Risk Manager conduct follow-up inspections. During the subsequent year's audit, the items cited from the prior year are reviewed to assure they have been properly addressed.

The college's Safety Committee aids and advises both management and employees on matters of safety and health pertaining to college operations. Members discuss safety policies, review accidents, discover unsafe conditions and practices, and provide recommendations for correcting unsafe conditions (IIIB.2: Sample Minutes, Safety Committee). Membership is drawn from various campus departments, including the Vice President of Business Services, the district Risk Manager, and representatives from the Student Health and Psychological Services Center, Campus Police, and Athletics. In cases where areas have been identified as a concern for risk management, the Maintenance and Operations Department conducts a walkthrough to identify ways to mitigate the hazard.

A number of the college facilities are newly-built, newly-renovated, or under construction, all as the result of the bond measure that provided funds for facilities and infrastructure improvements. Engineered into these capital projects have been safety measures, air quality control, access to facilities for disabled students, and earthquake precautions, bringing all older facilities up to code. As a part of these facilities improvements and as part of conducting normal business in such areas as Food Services, both external agencies and insurance agents conduct periodic safety inspections.

The college relies on the space utilization reports provided by the state Chancellor's Office to determine the effective use of space, and on independent consultant reports to determine the sufficiency of its facilities related to program needs. The college has developed a facilities master plan that addresses program needs related to the college's educational master plan. The facilities master plan is overseen by FOG, a standing committee comprised of institution-wide membership. It is the responsibility of the individual FOG committee members to address the needs of those programs and services they individually represent to the committee at large (IIIB.5: Sample Minutes, Facilities Oversight Group).

California has developed uniform standards for determining enrollment capacity for each postsecondary institution that receives state capital outlay funding. The methods and factors used for establishing these standards are defined in Title 5 for computing the need for lecture, laboratory, office, library/learning resources, and instructional media production spaces. Benchmarks for non-state-standard spaces have also been established for physical education, food facilities, the bookstore, physical plant, health services, child care, meeting rooms, data processing rooms, and other unspecified spaces. According to the uniform standards and the established benchmarks, the needs of students attending Ventura College will

be met by the existing physical plant and by the current building plans until the year 2015.

The East Campus facilities in Santa Paula are located in two leased buildings, representing a combined total of 14,400 square feet of space. This space includes classroom space totaling 4,579 square feet, consisting of four lecture rooms, two computer labs, and one specialized occupational lab. There is also one large multipurpose room, totaling approximately 3,000 square feet, and eight offices for faculty and staff. The leased space in Santa Paula is not of the same level of quality as the facilities owned by the community college district, and there is inadequate parking to meet the needs of those enrolled in classes. College efforts to find a more suitable place to lease in Santa Paula the last time the lease expired were met with resistance from the faculty and staff who worked at the East Campus, who feared that the college would accept an offer from the City of Fillmore to lease newly-constructed space within the Fillmore city limits. In addition, direct appeals were made to the Board of Trustees by students enrolled in the program to keep the classes at the current location. As a result, the college renewed its lease for another three years. The lease will expire during the summer of 2011. The college administration is once again investigating other, more suitable locations to lease.

Facilities are evaluated for functionality on an ongoing basis. The Director of Maintenance and Operations walks the campus to observe potential issues. Campus administrators have the opportunity to raise emerging concerns during the weekly Administrative Council meeting (IIIB.4: Sample Administrative Council Minutes). All staff members are encouraged to fill out an online maintenance request form, and these requests are incorporated into a list of projects for the maintenance staff to complete (IIIB.5: Online Maintenance Request Form). FOG discusses major projects, such as signage, way-finding, and landscaping, using the established facilities master plan as a guide.

Planning Agenda:

The college administration will identify alternative locations to house the East Campus prior to the expiration of the current lease in 2011.

**a) The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

Descriptive Summary:

The college plans, builds, maintains, and upgrades or replaces its buildings in accordance with its facilities master plan. Facility utilization is evaluated through the college's program review process (described in Standard I), through the facilities and space analysis portion of the educational master plan, and through the implementation of the facilities master plan.

Self Evaluation:

The amount of space needed based on enrollment projections has been addressed through the facilities and space analysis portion of the college's educational master plan. Representatives of the intended building occupants work with the selected architects in the space programming for each new or redesigned building. FOG looks at design issues for the campus as a whole.

The college has a deferred maintenance fund wherein major facilities (parking lots, new roofs, etc.) or pieces of equipment (air conditioning units, boilers, etc.) get repaired periodically (IIIB.6: Deferred Maintenance Fund; IIIB.7: Scheduled Maintenance and Special Repairs Program Priority List). Furniture and other minor pieces of equipment are not repaired or replaced on a systemic basis.

In order to evaluate the effectiveness of facilities and equipment in meeting the needs of programs and services, the college looks at utilization ratios, comparing assigned square feet to the number of weekly student contact hours to determine efficiency levels. In addition, the college's program review process and the college's Safety Committee allow programs and departments to identify any basic facilities

improvements needed. These needs may also be addressed directly through FOG.

Planning Agenda:

Classroom furniture will be placed on a calendar for systematic replacement. Each year, a specified number of older classrooms will be upgraded with new desks, new whiteboards, and other needed repairs.

**b) The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

Descriptive Summary:

The college complies with Americans with Disabilities Act (ADA) standards for access to buildings, both on the main campus and at the primary off-campus site in Santa Paula. In 2008, the college was inspected by a team from the state Chancellor's Office as part of a routine civil rights compliance review. Findings related to physical access to buildings were minimal and were quickly addressed (IIIB.8: Findings from On-Site Civil Rights Compliance Review).

Self Evaluation:

Working closely with the Educational Assistance Center (EAC) staff, the Maintenance and Operations Department has used state architectural barrier removal funds and other sources to ensure compliance with the ADA. Restrooms have been renovated, automatic doors have been installed, curbs have been redesigned, and ADA compliant signage has been installed. Evacuation chairs are available in multi-story buildings for the safe exit of wheel chair users in the event that elevators are inoperable. In addition, FOG adopted "universal design" as one of the guiding principles of the facilities master plan to ensure continued emphasis on accessibility.

The college maintains complete control over the off-campus facilities it leases in Santa Paula and maintains the same level of safety, security and access at that site as it does for the main campus. If the East Campus staff observe a problem with access or with the quality of the East Campus structure, the issue comes to FOG, to the Administrative Council, to the Safety Committee, or as a request for repair through the college's Maintenance and Operations Department.

The college also uses a limited number of high school classrooms in Fillmore. Although the college maintains little control over this site, the high school classrooms possess a similar level of safety, security and access as the college because the state requires school districts to satisfactorily maintain these public education facilities.

Planning Agenda:

None.

**2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

Descriptive Summary:

The college has traditionally relied upon the state's space standards to evaluate the effectiveness of its facilities utilization. The college reviews these data annually as it updates its *Space Inventory and Five Year Capital Construction Plan* for submission to the State Chancellor's Office (IIIB.9: Space Inventory and Five Year Capital Construction Plan). The college also uses its program review process to identify the need for smaller-scale facilities improvements and to identify programmatic needs for additional

equipment. The college has a current educational master plan that includes a facilities and space analysis and that projects the need to expand facilities over a fifteen-year period.

Self Evaluation:

The *Space Inventory and Five Year Capital Construction Plan* is updated on an annual basis. The college conducts a complete program review of all campus programs and departments every second year. As part of this process, the need to repair facilities is identified and a list of the equipment needed by each program is compiled. Taking these lists from the program review process, the Maintenance and Operations Department prepares a series of work orders and attempts to correct any significant problems (IIIB.10: List of Facilities Improvements, Fall 2009 Program Review Process). One-time dollars available through the general fund, categorical dollars, and grant funds are used to purchase most of the equipment identified through the program review process.

Depending on the level of the issue (ranging from trip hazard to the need for a new facility), requests for facilities improvements are reviewed by the Administrative Council, the Safety Committee, or FOG. The Campus Resource Council and the Program Review Committee are involved to the degree that facilities or equipment requests require additional funding.

Planning Agenda:

None.

**a) Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

Descriptive Summary:

Ventura College's long-range capital plans are driven by its educational master plan and corresponding facilities master plan. Shorter-term capital planning is also implemented through annual updates to the *Space Inventory and Five Year Capital Construction Plan*.

Self Evaluation:

Prior to the initiation of the facilities master planning process and the bond campaign, the college's capital planning was limited to funding sources it might qualify for from the state. Thus, the college carefully reviewed the state's capital funding criterion and annually submitted requests, typically for modernization funding, to improve its aging facilities, since contemporary space utilization standards limited the opportunity for funding new construction.

With initiation of the master planning process in spring 2000 and the subsequent successful bond campaign in spring 2002, the college's long-range facilities planning took on a new character. The integration of the educational master plan, with long-range facility planning and the possibility of securing resources from a local bond issue, stimulated a renewed focus on the rejuvenation of the campus. Realizing for the first time in years that the college had a real opportunity to be rebuilt, the college community began in earnest to evaluate its programs and services in light of population, enrollment and program projections, and the resultant facility requirements. The college conducted an extensive analysis to determine the current status of its facilities, equipment, and infrastructure and to correlate current conditions with projected needs resulting from the educational master plan and the project definition reports prepared by the departments that would benefit from the bond measure. Any recognized needs were thus incorporated into the facilities master plan, a plan that is well into its implementation phase. In light of the college's continuing growth, the educational master plan was updated and a corresponding analysis of facilities needs was completed in March 2009.

To date, the college has not implemented a "total cost of ownership" (TCO) model for decision making. The college, however, makes all facility and equipment decisions in a climate of serious consideration

and caution to ensure that any additions do not jeopardize the college's capacity to receive maintenance and operations funding from the state. The college developed its facilities master plan with space utilization as a primary criterion. Furthermore, it placed much emphasis on the construction of low-maintenance, low-operating cost facilities and on the incorporation of sustainable design principles into the landscape plan through appropriate plant selection and irrigation techniques. Through the design principles referenced above, the facilities master plan attempted to address issues of declining maintenance and operations staff and technical staff deficiencies involved in maintaining the college's computer equipment.

Planning Agenda:

Working with the Vice Chancellor of Business and Administrative Services, the college's Vice President of Business Services and the Campus Resource Council will design and implement a total cost of ownership model to assist with decision making relative to equipment purchases and new facilities.

**b) Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the result of the evaluation as the basis for improvement.**

Descriptive Summary:

As indicated previously, the college ensures that facilities decisions emanate from institutional needs through the educational master plan, the facilities master plan, and the program review process. Immediate needs are addressed on a weekly basis through reports made to the Administrative Council and through work requests made to the Maintenance and Operations Department.

Self Evaluation:

The college's program review process results in a list of equipment needs generated by departments or programs that have received a rating of "expansion for equipment" (IIIB.11: List of Equipment and Technology Requests, Fall 2009 Program Review Process). For the past several program review cycles, it has not been necessary to prioritize this list of equipment as there have been sufficient one-time general fund, categorical or grant dollars to complete virtually all of the equipment needs identified on the list. Vocational programs also rely on community and industry donations to supplement some of their needed equipment and supplies. In the area of technology, ongoing funds have been budgeted to refresh student computer labs and office computers on a rotational basis (IIIB.12: Technology Refresh Account, Fund 445).

Planning Agenda:

None.

## C. Technology Resources

**Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**

**1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

Descriptive Summary:

Ventura College has a strategic technology plan that was drafted during the fall 2006 semester and adopted by the college and by the Board of Trustees during the spring 2007 semester (General Document 3: Ventura College Strategic Technology Plan). This plan addresses the staffing and structure

required to support technology, the establishment of a technology refresh plan, the technology needs of distance education, the network infrastructure, training of staff, and techniques to measure satisfaction with campus technology. Ventura College also included technology as an integrated component in the recently revised Ventura College educational master plan (IIIC.1: Ventura College 2009-2019 Educational Master Plan, pages 36, 38, 40, 51, 53, and 56) and has incorporated Distance Education and Campus Technology Services as programs to be evaluated by the college program review process (IIIC.2: Program Review, Distance Education; IIIC.3: Program Review, College Technical Services).

Self Evaluation:

The strategic technology plan is the primary vehicle for ensuring that the various types of technology needs are identified. Notable enhancements since the last accreditation cycle include a successful consolidation of technology support resources, implementation of wireless services for students and faculty to enhance connectivity for portable devices, the increase in the number of technology / multi-media enhanced (e.g., "smart") classrooms and computer laboratories, as well as continual investments in the Assistive Technology Center (computer access for the disabled) and the upgrading of the Staff Technology Resource Center.

The technology plan was developed with the assistance of a consultant and approved through the College Technology Committee. On paper, the College Technology Committee remains the primary vehicle for identifying, discussing, and working on campus technology needs, including addressing the requests that are generated as a result of the program review process. In practice, the Technology Committee no longer meets on a regular basis and both the mission and the composition of the committee need to be revisited. In addition, the strategic technology plan needs to be updated as a comprehensive document, as much has changed since its creation in 2006, both in terms of technological advancements and in terms of college and district organizational change.

Planning Agenda:

The Ventura College strategic technology plan will be revised and updated during the fall 2010 semester.

The mission and the composition of the College Technology Committee will be revisited during the fall 2010 semester, with the recommended changes implemented during the spring 2011 semester.

**a) Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

Descriptive Summary:

Technology needs can rapidly change. The district Information Technology Department (IT) regularly monitors these changes and implements improvements and upgrades as necessary. IT also develops, implements, and maintains Ventura College's technology infrastructure, provides coordination and leadership to advance technology across the enterprise, and guides policy creation and implementation.

The district has recently provided an employee portal that has an equivalent student version to provide self service access to many resources in one online location. Students have access to all the registration options and fee payment through the portal, along with a district email account. The student version also includes a directory that lists all of the services for students available at the campus. Each channel listing is a collapsible link that, when clicked on, opens up with the service website link, phone number and building information. The employee version links to forms to conduct district business, announcements of general interest, as well as secured personnel information including payroll, vacation, and sick leave records. There is also a technology ticket tracking system that can be accessed through the portal (IIIC.4: Employee and Student Portal).

Through the Distance Learning Task Force, the district office coordinates the distance education technology needs of the three colleges. This task force meets on a regular basis (IIIC.5: Sample Minutes, Distance Learning Task Force).

Desire-2-Learn, the course management system used in the district for distance education, is a nationally recognized product. The hosting of the system is managed by IT and is transparent to the individual campuses. Hosting decisions are made in concert with the Distance Learning Task Force. Provisions for reliability, disaster recovery, privacy, and security of the learning management system are provided through IT in accordance with applicable state and federal laws and current best practice.

College instructional labs and hardware that contain sensitive personnel information or student records are protected by a secure firewall, with backups of student data at a secure off-site data vault facility.

Self Evaluation:

Under the direction of the district Director of Technical Services, and in collaboration with the new College Technical Services Supervisor, Ventura College uses the strategic technology plan and the program review process as planning and decision-making tools to guide technology services, facilities improvements, hardware purchases, and system-wide software. Course or discipline specific software is selected by individual programs or departments, with guidance as requested by IT.

The college had a Title 5 grant that funded the initial growth of the distance education program and paid for a faculty coordinator to provide program leadership and training to faculty. When this grant ended in 2007, the positions of Assistant Dean of Distance Education and Instructional Technology Support Assistant were created. With the resignation of the Assistant Dean of Distance Education in January 2010, the college established the classified position of Instructional Technologist, following an organizational model that had been created at the other two colleges in the district (IIIC.6: Job Descriptions, Assistant Dean, Distance Education, Instructional Technologist, and Instructional Technology Support Assistant).

Along with the salaries for these positions, the college and district provide budget for software licenses, professional development and training (IIIC.7: District and College Budget, Software Licenses, Professional Development, Technology Training). Upgrades to hardware are supported through a separate budget dedicated to technology refresh (IIIC.8: Budget, College Technical Services Department). The licensing costs for the course management system and some help-desk support are provided at the district level and negotiated on behalf of all three colleges.

In 2007, the district IT entered into a contract with Blackboard to provide hosting and some course management support for the three colleges. The contract required Blackboard to provide hosting, maintenance and routine updates on their servers to maintain a consistent updated learning environment. The service level agreements also limited the acceptable “down-time” of the servers so that students and faculty would not be without service for any extended periods of time. The license was one based on full-time equivalent students in the district and did not limit the number of users or number of courses. A number of Ventura College faculty took advantage of this by creating web enhanced courses that supplemented their in-class activities and provided feedback and communication to students outside the classroom. Students enrolled in an online class or one that used Blackboard as a supplemental activity had access to the course within hours of enrolling.

Cost considerations and dissatisfaction with the level of service provided prompted the investigation of an alternative course management system. After district-wide discussions and the exploration of multiple options, during the fall 2009 semester the district began converting all Blackboard courses to the approved learning management system, Desire-2-Learn. This new learning management system was fully implemented during the spring 2010 semester.

In spring 2009, Ventura College reviewed its compliance in the authentication and security of students taking online classes. It was determined through this review that Ventura College is in compliance with

the Higher Education Opportunity Act (HEOA) legislation through the use of unique user identifications, password protected user accounts, and proctored exams.

Planning Agenda:

The district portal provides many opportunities for professional growth in the area of technology, however more training and more publicity is needed to inform employees of what is available. The college administration will work with IT to develop higher profile training materials.

**b) The institution provides quality training in the effective application of its information technology to students and personnel.**

Descriptive Summary:

Ventura College provides faculty training for online instruction through flex workshops and other staff development activities as well as individual help on an as-needed basis. The college has several faculty workrooms where hands-on guided instruction can take place. In addition, there are two offices where the Instructional Technologist and the Instructional Technology Support Assistant work one-on-one with faculty to provide training and support.

At the district level, technology training needs are identified in multiple ways. The IT and Human Resources Departments schedule training for personnel based upon requests and also on needs identified by management. Deployments of new technology or upgrades to existing technology also include training components for employees and students (where applicable).

Self Evaluation:

Faculty frequently request training options that are flexible and on-demand. In addition to the services of the distance education staff, the faculty are able to utilize the @One training. @One is supported by a grant from the Chancellor's Office, California Community Colleges (http://www.cccone.org/).

Various faculty involved in online classes have expressed an interest in sharing and learning from each other with regard to best practices and tools used in the online environment. As a result, the Distance Education Office has scheduled faculty meetings each semester to share information. Between meetings, there is often a dialogue in email. The growing interest in the online format has extended to faculty who teach in the traditional classroom environment as well. An increasing number of faculty members are using a learning management system to enhance their courses with online materials and to offer feedback in a secure online environment.

Sample workshop training opportunities for faculty offered during Flex Week and/or on a periodic basis have included:

- Creating Effective Library Assignments
- Getting it Write: Making the Most of LRC Technology in the Composition Classroom
- WebCT Blackboard/Vista Course Management System
- Increasing Student Engagement using “Clicker” Technology
- Bridging the Gap: Writing Strategies for ESL and 1.5 Generation Students
- Library/LRC Tour: What’s New?
- Using the BEACH—Practical Classroom Usage
- Ergonomics at Home, Work & Play
- Update on Student Learning Outcomes Assessment
- Intro to CurricuNET Workshop: Online Curriculum Development & Workflow Automation
- Preventing High-Tech Plagiarism and Cheating
- One Book, One Campus, One Community: Civic Engagement,
- Blackboard/WebCT workshop

- New Technologies (Wiki's Second Life Avatars, Web Conferencing and more)
- Office 07
- Using the Luminis Portal
- Omni-Update Website Software Training (IIIC.9: Fall 2009 Flex Week Workshops)

The Education Assistance Center (EAC) supports distance education faculty in maintaining compliance with the Americans with Disabilities Act (ADA). The faculty members are required to sign a document that acknowledges that they understand their obligation to comply with section 508 of the Federal Rehabilitation Act and with the ADA (IIIC.10: Faculty Acknowledgement of Section 508 and ADA Compliance). The EAC offers support and evaluation of course materials through the services of an Alternative Computing Technology/Media Specialist. The Alternative Media Specialist works primarily with students but also provides faculty training on 508 and ADA compliance and helps with reviewing materials to ensure accessibility.

For students, as well as anyone else who would like to attend, the Learning Resources Center offers lunch-time workshops on a variety of topics including the basics of using Word and other computer programs. The librarians offer a one-unit distance education course on using the library databases and online catalogs (IIIC.11: Course Description, LIB V01).

Since training is provided at Ventura College, any faculty member wishing to develop skills in online teaching or classroom technology applications has the opportunity to do so. Faculty members who would like additional training beyond the workshops and small group training sessions provided may also use the district license for self-paced online training modules available through the employee portal (IIIC.12: Sample Training Available Through Employee Portal). These services provide web-based, self-paced lessons on hundreds of software packages and technologies. The online preparedness and professional development activities are not evaluated formally, but the faculty work closely with deans and other staff (including the Instructional Technologist and the Instructional Technology Support Assistant) to ensure they are prepared and using technology appropriately.

The district offers employees technology training workshops in areas such as Microsoft Office, CurricUNET, Banner, Luminis, and other tools.

Planning Agenda:

Training of faculty on the new Desire-2-Learn learning management system will continue.

The training available to faculty and staff will be made more public through flex activities and other campus wide announcements.

Information Technology will offer additional help desk support for all online faculty and students during non-traditional hours.

Information Technology will complete the investigation of methods for delivering technology training to students and will design or acquire and implement such a system.

**c) The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

Descriptive Summary:

The college has adopted and designated funds for a multi-year refresh cycle for desktop and server technology.

The district hosts mission-critical business applications at the District Office, with a disaster recovery center on the Moorpark campus. Instructional applications are hosted at the campus on clustered servers.

All systems are backed up nightly for restoration in the event of a failure. All systems are covered under maintenance contracts with the manufacturers.

Self Evaluation:

The college systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment in accordance with the technology refresh calendar established through the strategic technology plan. Additional campus needs for technology are identified through the college's program review process, with the results incorporated into the annual modifications that are made to the technology refresh calendar.

As noted earlier, the Technology Committee no longer meets on a regular basis and both the mission and the composition of the committee need to be revisited. In addition, the strategic technology plan needs to be updated as a comprehensive document, as much has changed since its creation in 2006, both in terms of technological advancements and in terms of college and district organizational change.

Planning Agenda:

The Ventura College strategic technology plan will be revised and updated during the fall 2010 semester.

The mission and the composition of the College Technology Committee will be revisited during the fall 2010 semester, with the recommended changes implemented during the spring 2011 semester.

**d) The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

Descriptive Summary:

The program review process is the driver for assessment of technology needs. The Ventura College Technology Committee reviews those needs and makes recommendations to the Campus Resource Council (CRC), Vice President of Business Services and the IT administration.

The college works with IT to identify infrastructure needs and develop capacity plans for growth. The core of the network utilizes a fully-redundant infrastructure for reliability and uptime. Firewalls and isolated network subnets are utilized to secure network resources. Network access and authorization is controlled through Active Directory.

The college adheres to an annual information technology operation plan that identifies local technology policies and procedures for keeping the infrastructure current. This includes the annual budget of operational funds to maintain all technology equipment and software. A schedule of major technology projects for the year is also included (IIIC.13: Ventura College Information Technology Operational Plan). The district and the college have funds for technology refresh set aside for improvements to the infrastructure at each site. Bond funds have also been used to augment the infrastructure.

Self Evaluation:

Instructional disciplines and student services programs identify their technology needs through the integrated planning and program review process and through their participation on the college's Technology Committee.

In order to assure a robust and secure technical infrastructure, the former College Technical Services Department has been reorganized in order to streamline the campus personnel and create a central process for tracking and resolving technology needs and issues. Key features of this reorganization include a change in the reporting structure, moving the department from the supervision of the college's Vice President of Business Services to the District Director of Technology Support Services. A dotted

reporting line remains with the Vice President of Business Services to ensure that a functional working relationship remains at the campus level (IIIC.14: Organizational Chart, College Technical Services). Purchasing power is leveraged among the three colleges and the district to have the best possible pricing for goods and services necessary at all of the institutions.

The Distance Education program receives technical services and support from three main sources. The Instructional Technologist and the Instructional Technology Support Assistant provide technical services and support for faculty and students. The Associate Vice Chancellor of Technology, district Director of Technology Support Services, and the college-based district Technology Support Services Supervisor provide some faculty support for hardware related issues and software that is not specifically related to distance education, such as the Microsoft Office suite. IT provides support for larger issues such as network outages, major software failures related to server issues and other large scale operating issues. These three areas work together on overlapping challenges and opportunities to ensure that the technology needs of faculty and students are met.

Planning Agenda:

The effectiveness of the district reorganization and consolidation of technology services will be evaluated during the spring 2011 semester.

**2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

Descriptive Summary:

The college has a strategic technology plan that integrates with its educational master plan. The college Technology Committee works with IT and with the Facilities Oversight Group (FOG) to ensure that offices and classrooms on the campus are upgraded on a systematic basis and in accordance with the master plans.

For new facilities, institutional needs are identified and provided to the architects, construction management consultants, and facilities directors. Input is provided and needs identified by stakeholders in each building.

Self Evaluation:

Through the college's program review process, departments and academic disciplines identify the need for additional technology that may not have been included in the existing strategic technology plan. These requests are referred to the Technology Committee and to IT for review and integration with the technology plan. The district's IT and Purchasing departments review all requests to make sure that purchases conform to all district standards.

The current technology refresh program has been effective in meeting the needs of the college. The process includes a four-year equipment refresh cycle to ensure that each program has the technology needed to meet their needs. The newest equipment is installed where most needed. Displaced equipment is redeployed if within the four-year cycle, or disposed of at the end of its useful life.

Planning Agenda:

None.

## D. Financial Resources

**Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.**

Descriptive Summary:

The district's total 2009-10 tentative budget, excluding general obligation bond funds and reserves, was $266,526,439. Of the total, the general fund unrestricted budget was $154,866,879, or 58.1 percent of all resources.

The governing board adopted Ventura College's 2009-10 general fund unrestricted budget, (which supports the majority of the college's operations, including instruction, student services, learning resources, maintenance and operations and general administration), at a level of $41,912,320. The campus was also allowed to carry over $418,474 from the 2008-09 academic year, bringing the total adoption budget allocation to $42,330,794 (IIID.1: Adoption Budget).

Along with other community college districts in the state, the Ventura County Community College District has been hit hard by the state's inability to fund enrollment growth, by workload reduction measures that permanently decreased apportionment levels, and by severe, short-notice cuts to categorical program budgets. The net effect of all of these changes has been a district-wide general fund reduction of $3,946,335 and a categorical fund reduction of $4,420,795, for a total reduction of $8,367,130. This has come at a time when, if the district had been fully funded for its enrollment growth, there would have been nearly $16,000,000 in additional revenues (instead of over $8,000,000 in cuts). For Ventura College, these state actions represented a combined reduction of $3,408,980 ($1,201,224 from the general fund and $2,207,756 from categorical funds) to the 2009-10 college budget compared to the prior year budget.

Self Evaluation:

General fund unrestricted budget allocations are distributed to the colleges through the district's budget allocation model that was adopted by the Board of Trustees in May 2007 (IIID.2: Budget Allocation Model, May 2007). The college responded to the reductions in general fund and categorical revenues by focusing its remaining resources on core college programs and services. Core instructional programs were defined as being those that enable the students to travel the shortest possible educational path to an associate degree, to transfer, or to the completion of a certificate. In cases where there were multiple course offerings that filled the same purpose, the courses that were able to fulfill more than one student educational goal, that had the strongest record of articulating to a four-year college, and/or that historically had attracted the largest number of students remained within the core, and the other course options were scheduled only to the degree to which funds were available (IIID.3: Core Classes by Division). Core student services programs were defined as being admissions, records, assessment, general counseling, and mandated services to special populations.

During the 2009-10 academic year, the college responded to the reductions in funding by eliminating fourteen classified positions (of which three were vacant). District reorganization of the public information function resulted in the elimination of additional classified positions due to consolidation. In addition, three management positions were lost by the end of the 2009-10 academic year due to retirement, resignation, or lack of contract renewal.

While the college remains in a financial mode of retrenchment, plans to improve through efficiencies and to eventually expand college programs and services continue through the integrated planning, program review and budget allocation process described more fully in Standard I.

Planning Agenda:

None.

**1. The institution relies upon its mission and goals as the foundation for financial planning.**

**a) Financial planning is integrated with and supports all institutional planning.**

Descriptive Summary:

During the fall 2005 semester, campus governance groups reached consensus on a conceptual model that links strategic planning, program evaluation, budgeting and staffing priorities processes (IIID.5: Ventura College Planning Cycle 2008-2010). Under the model, the evaluation cycle begins with a review of the status of prior-year college plans, district imperatives and the college mission. The College Planning Committee then reviews available data (including information on course completion, persistence, enrollment patterns, licensure rates, curriculum changes, committee reports, community and student survey results, employer surveys, labor market data and other information). Based on the analysis of this data, initial recommendations for college initiatives are then developed and shared with the campus. After obtaining feedback, the college planning goals are finalized and are used as the basis for the development of planning and program review documents at the division and department levels. The program review documents are then prepared by each academic discipline or student services department.

During one week in November, the Program Review Committee meets on a daily basis to compare the individual ratings of the committee members and to reach consensus as to the rating for each program of the college. Programs have the option to appeal the ratings if they believe their documents and/or data have been misunderstood. The Program Review Committee then finalizes the ratings, and a narrative of the results is submitted to the President. Faculty, staff, facilities improvement requests, and equipment requests are submitted, as appropriate, to the Staffing Priorities Committee, the Administrative Council, the Facilities Oversight Group (FOG), and the Campus Resource Council (CRC). Based on the ratings and other data, the Staffing Priorities Committee, the Administrative Council, FOG, and the CRC prepare, as appropriate to their committees, prioritized lists of faculty, staff, equipment, and facilities improvement needs. The resulting report is submitted to the President, who uses it to help guide her personnel decisions and to resolve other resource allocation issues as dollars become available (IIID.5: Executive Summary, Planning and Program Review).

Self Evaluation:

The integrated planning, program review and budgeting cycle has, as one of the first steps in the process, a review of the college mission statement. Thus the college mission is reviewed every other year, within the context of planning and program evaluation.

The integrated planning and program review process requires each college department or program to describe its purpose and to relate this purpose to the college mission. This integrated process, as outlined above, is used to guide institutional decision making in the areas of faculty hires, equipment purchases, and facilities improvements. The process is also designed to assist in the creation of a list of proposed additions to the classified staff. In practice, however, there has seldom been sufficient budget to hire classified positions beyond those already in the system, and instead the recent budget crisis has made it necessary to lay off employees and to consolidate work functions performed by classified staff.

As described above, the planning, program review and budget cycle is used to establish priorities among competing needs so that the college is ready to act quickly as additional funding sources become available.

The college has several significant planning documents in place, including the educational master plan (General Document 1: Ventura College 2009-2019 Educational Master Plan), the strategic technology

plan (General Document 3: Ventura College Strategic Technology Plan), and the facilities master plan (General Document 4: Facilities Master Plan). The documents prepared for program review require departments to link their plans and purpose to one or more of these critical documents.

The President meets with the Chancellor and district executive staff weekly to discuss both operations and planning. The Chancellor prepares a weekly briefing for the Board of Trustees that highlights accomplishments, concerns, and plans from each of the colleges and district office. When called upon at monthly meetings, the three President's deliver oral presentations and/or written reports to the Board. The Board reviews and adopts the individual colleges' educational and facilities master plans. Annually, the Board adopts budget guidelines and assumptions based on input from the District Council of Administrative Services (DCAS) and the district's projections of financial changes that may impact the district and its colleges' operations.

Regular staff reports are provided to the Board and college leadership as a part of regular board meetings, Chancellor's Cabinet meetings, and DCAS.

Planning Agenda:

None.

**b) Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Descriptive Summary:

Current budget information is available to campus managers and department chairs through a shared web drive. Each dean has been provided with information regarding the number of course sections he/she has been allocated, the cost and historical productivity of each of those sections, and the enrollment targets that must be met (IIID.6: Sample Reports Provided to Deans). Managers in areas other than instruction are aware of the hours of operation and levels of service expected and the dollar allocation that has been provided through the budgeting process, and they are aware of the fact that they must live within their designated allocation.

Self Evaluation:

Regular updates regarding assessment and projections of financial resources, including state economic projections, are presented to and discussed at DCAS, the district-wide council responsible for budget development.

The Board-adopted budget is distributed widely throughout the district and is also accessible on the district's website (IIID.7: Website List of District Budget Documents). Copies are placed in all college libraries and numerous copies are provided to college and district constituent groups.

The Vice President of Business Services distributes budgetary information throughout the college through a variety of mechanisms. Weekly, he updates the members of the Administrative Council on the status of the budget through a shared web drive. They, in turn, share the information with their respective operating sub-units. Monthly, the Vice President reviews the current status of the budget with the CRC, who again communicate the information with their constituents. When the Vice President receives electronic communications from the state Chancellor's Office and other sources, he broadcasts them to the management staff to keep them apprised of fiscal conditions at the state level, and whenever possible, he provides the projected local impact of that information as well.

In addition, the district's management information system, which has been in place for the past several years, fully integrates a real-time, client server and web-based financial system. The college ensures that budget and program managers and various levels of support staff and faculty are trained in the utilization of the system and have continuous access to financial management information. Finally, during this time

of statewide financial crisis, the President, Executive Vice President, and Vice President have conducted periodic college forums to keep all interested staff apprised of current financial conditions and to solicit input for recommendations (IIID.8: Sample PowerPoints, College Budget Forums).

Although not presented in a published form, the college has operated under a resource allocation schedule that contains internal designations of resources required to support the following, in priority order: (1) full-time employee salaries and benefits in programs and services designated as “core,” (2) inescapable costs (e.g. contractual commitments, classroom laboratory and custodial supply requirements, etc.), (3) part-time faculty costs to support the proposed instructional schedule and library and counseling services, and (4) discretionary allocations. Expansion of funding to support equipment requests is identified through the planning and program review process.

Planning Agenda:

None.

**c) When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

Descriptive Summary:

As referenced previously, both the educational and facilities master plans form the core of the college's long-term planning efforts. Annually, these plans translate into an operational plan, which is expressed through the college budget. Long-term planning as it relates to general operations has proven difficult due to the state's economic situation and the resultant impact on community colleges. Neither the district nor Ventura College has been insulated from the effects of the state's budgetary shortfall. Thus, the college plans operationally for the short term, with an emphasis on preserving as much of the central core as possible. The college maintains capital planning with a long-term focus in mind, since the resources to support those efforts are stable due to the passage of Measure S in 2002.

The college has incurred no long-term indebtedness. The district budgets for primary long-term obligations associated with retiree benefits annually on a "pay-as-you-go" basis, and property tax assessments support bond repayments. The annual budget process addresses other ongoing obligations such as insurance premiums, building maintenance requirements, medical/dental/vision plan re-rates, etc. The state's scheduled maintenance funding, matched by bond proceeds, addresses many of the building maintenance needs. In addition, the college plans to construct new facilities and/or to modernize existing ones by using state capital project and bond resources.

Self Evaluation:

The district has established budgetary processes to address all long-term obligations. The district has fully funded a reserve to cover the long-term liability related to faculty workload balancing. A separate fund was established during the 2007-08 academic year to cover retiree health liability and to fully implement GASB45. Insurance costs are covered on a “pay-as-you-go” basis and are budgeted annually in the district-wide services within the general fund unrestricted account.

Building maintenance costs are budgeted as part of the college’s operating costs and capital projects are budgeted under scheduled maintenance. The college also has access to local capital funds it has set aside over time and has foreign student surcharge funds and redevelopment agency funds to assist with the maintenance of its facilities.

The only long-term obligations the college experiences are facility lease and equipment lease purchase agreements. Annually, the district identifies these obligations during budget development and requires the college to include these costs in its operating budget.

On a district-wide basis, the annual budget development process recognizes ongoing obligations and establishes a pool of resources to address those costs. The college factors into the budget and funds, as appropriate, incremental costs for expenses such as medical/dental/vision rate changes and step and column movement of staff.

The college's executive team holds periodic college-wide budget forums to keep faculty and staff informed and to solicit input from the rank and file. Additionally, deans work with department chairs to streamline budgets within divisions, and department chairs work with the faculty to best determine where cuts can be made with the least damage to programs and services.

Planning Agenda:

None.

**d) The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Descriptive Summary:

DCAS reviews and recommends budget assumptions and guidelines that are shared with the college's CRC, the local participatory governance budget advisory body. DCAS ultimately recommends the budget assumptions and guidelines to the Chancellor's Cabinet. The annual budget process formally begins with a governing board study session of the status of the current year's budget, including expenditures and preliminary projections for the new budget year. The governing board adopts the budget assumptions and makes them part of the public record (IIID.9: Approval of Fiscal Year 2010-11 Budget Assumptions and Guidelines). The college's Vice President of Business Services also presents the budget assumptions to the college's Administrative Council and any other group interested in reviewing the information.

Once the budget assumptions and guidelines are in place, individual departments begin the development of their budget requests and input that information into the budget development system. Departments summarize requests and present them to their supervising managers, who in turn submit the requests to the Executive Vice President and the Vice President of Business Services for review. As the district develops final allocations, the Vice President of Business Services compares the sum of the budget and staffing requests to the available resources and makes recommendations to the President's executive team. Final authority for the establishment of the budget within the college allocation rests with the President, the Executive Vice President, and the Vice President.

Once the budget is finalized, the district prepares and presents the annual budget document to the Board for adoption (IIID.10: Executive Summary, 2009-2010 Adoption Budget). College staff members then make copies of the budget document available throughout the college, and interested parties may access the entire budget online through a shared web drive.

Self Evaluation:

The college has an established process for financial planning and budgeting that includes input from departmental faculty and staff. Financial reports are readily available in an updated, online format. Nonetheless, despite the concerted effort on the part of the Vice President of Business Services to provide transparency in the college budget process through the preparation and online distribution of updated budget reports and other tracking tools, and on the part of the President, the Executive Vice President, and the Vice President to provide information and venues for discussion through open budget forums and weekly Administrative Council meetings that include representatives of the Academic Senate and the Classified Senate, an employee survey conducted by the District Office of Institutional Research in December 2009 found that only 43.8 percent of those responding felt that there was transparency and openness in budget development in their department or division, and only 31.3 percent felt there was

transparency at the college level (General Document 5: Ventura College Employee Survey, Fall 2009). These perceptions seem incongruent with the information and resources systematically provided and additional investigation as to the reasons why some employees feel disenfranchised is warranted.

From a positive perspective, the college possesses well developed and articulated educational and facilities master plans that can be made operational quickly to achieve the college's mission and goals as soon as sufficient resources materialize to allow for realization of the plans.

Planning Agenda:

Focus groups will be conducted by the members of the Campus Resource Council to determine why employees may perceive there is a lack of transparency in the budget development process, and based on the results of these focus groups, corrective measures will be taken.

**2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

**a) Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Descriptive Summary:

The district, in cooperation with the colleges, formulated a district-wide resource allocation model that was implemented for fiscal year 2007-08. The process to develop the model included collaboration with DCAS and the Chancellor's Cabinet. DCAS is composed of the three college Academic Senate Presidents, three college classified representatives, three college Vice Presidents of Business, and district budget staff. It is chaired by the Vice Chancellor of Business and Administrative Services, who is the district's chief business officer.

The Board had a first reading of the model on April 10, 2007, and adopted the model on May 15, 2007. The adopted model includes features that reflect the unique characteristics of each college and meet the needs of a multi-college district, while recognizing how the institutions are funded by the state. The model is simple enough to be readily understood, is easily maintained and transparent, and is driven by factors that command accountability, predictability, and equity.

Overall, the model addresses the basic principles for a budget allocation model previously adopted by the Board. It utilizes formulas and variables that have been meaningfully studied, readily defined, easily measured, and consistently reported. As with the budget itself, no model will ever be perfect and it is doubtful that the district will ever achieve complete consensus as to how its resources should be distributed; however the model as proposed and adopted comes as close to that consensus as can be reasonably expected. DCAS and the Chancellor's Cabinet independently reviewed this proposed model and concurred that it met the budget principles established by the Board and was fair and equitable for all colleges and the district operational units. Since the initial adoption, the model has continued to be reviewed annually by DCAS and the Chancellor's Cabinet. Any proposed revisions to the model are presented to the Board for approval with the budget assumptions document.

Prior to completion of the annual audit report, the district convenes meetings with all parties or operating sub-units that have been cited in the audit's findings and recommendations sections. During those meetings, district staff review appropriate corrective actions and provide a response to the auditor prior to the report being released. The Board's Audit Subcommittee reviews the audit report, recommendations, and responses in detail and submits the report to the full Board for acceptance. Subsequently, the district implements the corrective actions and ensures compliance. Mid-year, the Board Subcommittee reviews

the status of progress toward accomplishment of the corrective actions. Finally, the auditors specifically review those areas of concern during their next engagement (IIID.11: Annual Financial Report).

Self Evaluation:

The financial management system is easily accessible to all unit budget managers. The system is updated in real-time and managers have full access to monitor their unit's financial activity on a current and timely basis.

The budget allocation process was approved in 2007 and is reviewed annually to ensure it continues to meet its objectives. Audits are conducted annually, are timely, and have very few management findings.

The most recent audit report accepted by the governing board, for the period ending June 30, 2009, included the following statement: "In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Ventura County Community College District as of June 30, 2009 and its revenues, expenditures and changes in fund balance for the year then ended. . ." This unqualified opinion supports the integrity of the district's financial management system and its application.

Any findings and/or recommendations cited in the audit reports are addressed immediately. The district responds to those which are system-wide. The colleges are provided copies of the audit exceptions that are directly related to their operations, and with assistance from the district staff, respond to the issues immediately. To ensure the exceptions have been adequately addressed, the auditor reexamines those areas in the subsequent year's audit and includes any current findings in the new year's audit report.

Planning Agenda:

The college will maintain continued participation in the district's allocation model to ensure preservation and eventual expansion of the college's funding base.

**b) Appropriate financial information is provided throughout the institution.**

Descriptive Summary:

Current budget information is available to campus managers and department chairs through a shared web drive. Each dean has been provided with information regarding the number of course sections he/she has been allocated, the individual cost and historical productivity of each of those sections, and the enrollment targets that must be met. Managers in areas other than instruction are aware of the hours of operation and levels of service expected and the dollar allocation that has been provided through the budgeting process, and they are aware of the fact that they must live within their designated allocation.

Self Evaluation:

The Vice President of Business Services distributes budgetary information throughout the college through a variety of mechanisms. Weekly, he updates the members of the Administrative Council on the status of the budget through a shared web drive. They, in turn, share the information with their respective operating sub-units. Monthly, the Vice President reviews the current status of the budget with the CRC, who again communicate the information with their constituents. When the Vice President receives electronic communications from the state Chancellor's Office and other sources, he broadcasts them to the management staff to keep them apprised of fiscal conditions at the state level and whenever possible, he provides the projected local impact of that information as well.

In addition, the district's management information system, which has been in place for the past several years, fully integrates a real-time, client server and web-based financial system. The college ensures that budget and program managers and various levels of support staff and faculty are trained in the utilization of the system and have continuous access to financial management information. Finally, during this time of statewide financial crisis, the President, Executive Vice President, and Vice President have conducted

periodic college forums to keep all interested staff apprised of current financial conditions and to solicit input for recommendations that could mitigate the impact on college operations

Once accepted by the Board, the district distributes copies of the annual audit reports to the executive staff at each college and then makes copies of these reports available for review in the office of the Vice President of Business Services, the college library, and the district office.

To date, the sum of the financial information presented sufficiently provides for appropriate financial planning and local management. The greatest difficulty the district and its colleges experience with financial planning and management revolves around the uncertainty of state funding. For the 2009-10 academic year, the lateness of information from the state presented challenges in finalizing a budget that was dramatically reduced. Nonetheless, once the district received firm information upon which to plan, the colleges reacted and stabilized their operations.

Planning Agenda:

None.

**c) The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

Descriptive Summary:

The total reserves of the district are evaluated as adequate to meet financial emergencies both short and long-term. The reserves are divided into four district categories. Those categories are:

- General Fund Unrestricted-Designated Reserve – State Required Minimum (5 percent) – In accordance with the System Chancellor's Office Accounting Advisory FS05-05: Monitoring and Assessment of Fiscal Condition, issued in October of 2005, the System Chancellor's Office requires a minimum prudent unrestricted general fund balance of 5 percent - $6,945,834;
- General Fund Unrestricted-Designated Reserve – Reserve Shortfall Contingency – The Board of Trustees has designated that this reserve should be a minimum of $3,000,000 and will be used only to cover unanticipated mid-year revenue shortfalls;
- General Fund Unrestricted Reserve – Unallocated - This reserve is made up of remaining ending balance after the reserve requirements above have been met. At June 30, 2009, this amount was $8,653,952;
- General Fund Unrestricted-Designated Reserve – Budget Rollover – Although not an actual reserve, the Adoption Budget at June 30, 2009 had ending balances of $1,258,761 from the four budget units which were designated for one-time expenditures in 2009-10 at the specific sites that generated the balance.

Self Evaluation:

The Board adopted a policy to maintain a minimum five percent reserve. The only other access to cash would come from borrowing through the issuance of Tax and Revenue Anticipation Notes (TRANS) from the Community College League of California or Certificates of Participation (COPS). The district does not anticipate the need for borrowing in the near future.

The college receives the bulk of its state funding through the normal apportionment process. In the past, this had resulted in approximately $1/12^{th}$ of the annual state allocation being received monthly throughout the fiscal year. The college primarily receives forty percent of its local property tax funding each December and sixty percent each April, with small deposits occurring throughout the year. The college receives its enrollment fee funding primarily in the months of April through August and November through January.

To date, the district has not faced cash flow difficulties requiring it to borrow cash. This is primarily the result of the reserve balances the district has accumulated over time. Even during such occasions when the state funds are deferred for several months, the district does not expect to borrow cash in the near term due to its level of reserves.

The insurance coverages carried are consistent with advice provided by the district's insurance brokers for an organization of the size of the district, and these are evaluated as adequate.

The district belongs to a statewide joint powers authority (JPA), which provides all liability and property insurance needs as well as worker's compensation coverage. The district maintains a small self-insurance reserve to provide coverage for the minor self-insurance retention portion of the policies. The reserve adequately handles all retention requirements, with the level of retention estimated annually by the JPA.

Planning Agenda:

None.

**d) The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

Descriptive Summary:

In addition to the specific institutional procedures for reviewing fiscal management, the district holds regular meetings of the executive staff of all three colleges to review institutional and district wide financial plans and projections. The district's Director of Fiscal Services provides financial oversight and support services to the college program managers responsible for externally funded programs, contracts, and grants. This office acts as a liaison with funding agencies to ensure funds are expended in compliance with the conditions of the agreements.

Annually, the district contracts for an independent external audit of all funds and financial records. The audit, as required by state law, includes both financial and compliance issues related to state and federal funds. The absence of a qualified opinion of the financial statements, as well as the absence of reportable conditions and noncompliance or questioned costs related to federal or state projects, provides evidence of the adequacy of fiscal management related to these programs.

Annually, the audit includes findings and recommendations to management for strengthening internal controls or for improving financial procedures. None of these findings have proven significant, but each year the district reviews those findings and recommendations with the involved parties and develops plans to implement changes, if reasonable and cost effective.

Self Evaluation:

All areas of district funding are managed under the same financial oversight and management systems. District staff coordinates training for new grant or auxiliary managers. Budget development management processes and controls are similar to those of the college's general fund. Current audits and financial program reviews indicate no significant findings or recommendations.

For the 2006-07, 2007-08, and 2008-09 academic years, the ending balance of unrestricted funds for the college has been $384,082, $408,801, and $418,474 respectively. This amount has proven to be sufficient to maintain an operating reserve needed for emergencies. In addition, through Board action, the college would have access to the district reserves should a critical need arise from a factor beyond the institution's control.

The Board adopted a policy to maintain a minimum five percent reserve. The only other access to cash would come from borrowing through the issuance of Tax and Revenue Anticipation Notes (TRANS) from the Community College League of California or Certificates of Participation (COPS). The district does not anticipate the need for borrowing in the near future.

The district belongs to a JPA, which provides all liability and property insurance needs, as well as worker's compensation. The district maintains a small self-insurance reserve to provide coverage for the minor self-insurance retention portion of the policies. The reserve adequately handles all retention requirements, with the level of retention estimated annually by the JPA.

Planning Agenda:

None.

**e) All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.**

Descriptive Summary:

As stated above, external independent auditors examine all district financial resources, including those from such auxiliary activities as the Bookstore and Cafeteria; Student Health Center; Child Care Center; trust and agency accounts; categorical programs; and contracts and grants. As a part of the audit process, the district also receives a management letter with recommendations to strengthen internal controls or to improve financial procedures. These reports and the follow-up work to evaluate and implement recommendations assist in ensuring that all funds are used appropriately and within the mission and goals of the district and its colleges.

Self Evaluation:

All funds of the district, including auxiliary operations, trust and agency accounts, grants, contracts, and bond funds are audited annually by independent contracted audit firms. Any findings and recommendations related to the audit are included in the formal financial reports prepared by the auditors. These reports are presented to the Board of Trustees for acceptance on an annual basis.

The district has historically received exceptionally “clean” audit reports. Any findings and recommendations cited have been minor and are addressed in a timely manner.

Planning Agenda:

None.

**f) Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

Descriptive Summary:

Prior to seeking or accepting a contract or grant from a department or division, the President, Executive Vice President, and Vice President of Business Services review the project for consistency with the college mission and goals. Grant applications and proposed contractual agreements with external entities are also reviewed by the Chancellor’s Cabinet (IIID.12: Grant Proposal Form). The district presents each agreement to the Board for approval. The district approves most contracts on an annual basis, and the district can terminate contracts prior to completion if it deems that action appropriate.

Self Evaluation:

All grants and contracts for support services are reviewed to ensure they are related to the college and district mission. This support of mission is part of the request for approval presented to the Board.

The college and the district have increased the standards by which grant applications are evaluated relative to the mission of the institution. Effective with the 2009-10 academic year, only grants that can demonstrate a direct link to mission are approved at the Chancellor's Cabinet level.

Planning Agenda:

None.

**g) The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

Descriptive Summary:

As stated earlier, an independent auditor annually audits all district funds and financial records. The audit includes an opinion on the financial statements and the financial management system, on issues related to federal and state compliance, and recommendations to strengthen internal controls or to improve financial procedures. In addition, the district office provides oversight and support services ensuring the integrity of the financial management system. Financial controls, assessments, and evaluations exist and operate well. The district compares financial results to the budget as part of fiscal planning and makes appropriate adjustments as necessary.

Self Evaluation:

Both college and district policies and procedures control financial oversight and management of the general fund activities. Coupled with independent financial audits and internal and external program reviews, the district and college believe that the management and control processes are adequate. The district and the college see the primary issue as one of insufficient resources to operate the district, not a lack of prudent management at the college level.

As noted earlier, the district annually undergoes a comprehensive external audit. The audit is conducted in accordance with state compliance requirements and generally accepted accounting principles.

Planning Agenda:

None.

**3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

Descriptive Summary:

The Vice President of Business Services tracks the use of financial resources on a college-wide basis, working with the Executive Vice President and the deans to ensure that all college departments and programs operate within their allocations and that chronic budget shortfalls are addressed through the development of subsequent annual budget proposals.

Self Evaluation:

The Vice President has worked with the CRC to analyze the proportional use of college resources relative to institutions of similar size and complexity (IIID.13: Minutes, Campus Resource Council Design Team). The results of this analysis have found that the manner in which funds are divided between instruction,

student services, and operations is consistent with other benchmark colleges (IIID.14: Budget Allocation Comparison Spreadsheet).

Planning Agenda:

The Campus Resource Council will continue to monitor the proportionality of the college budget, and will use this research as the basis for recommendations for any adjustments needed to preserve institutional integrity as the budget either increases or decreases in the years ahead.

## Documents to Support Standard III

General Document 1: Ventura College 2009-2019 Educational Master Plan
General Document 3: Ventura College Strategic Technology Plan
General Document 4: Facilities Master Plan
General Document 5: Ventura College Employee Survey, Fall 2009

Standard IIIA:

IIIA.1: Minimum Qualifications for Faculty and Administrators in California Community Colleges
IIIA.2: Classified Employee Handbook: Rules and Regulations as Adopted by the Personnel Commission
IIIA.3 2009-2010 Classified Employees Salary Schedule
IIIA.4: Classified Position and Assignment Types
IIIA.5: Establishment of New Positions Procedure
IIIA.6: Request to Establish a New Position
IIIA.7: AP 7211: Minimum Qualifications and Equivalencies
IIIA.8: AP 7120-B: Recruitment and Hiring, Faculty
IIIA.9: AP 7121: Recruitment and Hiring, Managers
IIIA.10: AP 2120: Recruitment and Hiring, College President
IIIA.11: Classified Hiring Process
IIIA.12: AP 7211: Minimum Qualifications and Equivalencies
IIIA.13: Telephone Reference Check Form
IIIA.14: Faculty Evaluation, Tenure Track
IIIA.15: Faculty Evaluation, Tenured and Non-Contract
IIIA.16: Faculty Collective Bargaining Agreement
IIIA.17: Classified Collective Bargaining Agreement
IIIA.18: Evaluation Forms, Faculty
IIIA.19: Evaluation Forms, Classified Staff
IIIA.20: Evaluation Process and Forms, Administration
IIIA.21: Classified Collective Bargaining Agreement, Article 10.24
IIIA.22: Faculty Handbook
IIIA.23: Template, Documentation of Student Learning Outcomes
IIIA.24: Annual Student Learning Outcomes Review, Instructions and Template
IIIA.25: AAUP Statement on Professional Ethics
IIIA.26: ACCCA Statement of Ethics
IIIA.27: Classified Senate Code of Ethics
IIIA.28: BP 7205: Draft District Employee Code of Ethics
IIIA.29: Ventura College Employee 4th Week Profile
IIIA.30: Board of Trustees, Minutes for the Meeting of Tuesday, November 14, 2006, page 4
IIIA.31: Campus Administration, FY 2011
IIIA.32: Employee Information Tab on District Portal
IIIA.33: Employee Services Tab on District Portal
IIIA.34: Human Resources Tool Box Binder
IIIA.35: District Overall Employee 4th Week Profile
IIIA.36: Ventura College Employee 4th Week Profile
IIIA.37: Model Equal Employment Opportunity Plan
IIIA.38: BP 3410: Nondiscrimination
IIIA.39: Survey of Professional Development Activities
IIIA.40: Professional Development Committee, Fall 2009 Activities
IIIA.41: Fall 2009 Flex Week Workshops
IIIA.42: Examples of Classified Senate Professional Development Activities
IIIA.43: Agenda, New Faculty Orientation
IIIA.44: Workshop Evaluations

Standard IIIB:

IIIB.1: Statewide Association of Community Colleges Property and Liability Inspection Report
IIIB.2: Sample Minutes, Safety Committee
IIIB.3: Sample Minutes, Facilities Oversight Group
IIIB.4: Sample Administrative Council Minutes
IIIB.5: Online Maintenance Request Form
IIIB.6: Deferred Maintenance Fund
IIIB.7: Scheduled Maintenance and Special Repairs Priority List
IIIB.9: Findings from On-Site Civil Rights Compliance Review
IIIB.9: Space Inventory and Five Year Capital Construction Plan
IIIB.10: List of Facilities Improvements, Fall 2009 Program Review Process
IIIB.11: List of Equipment and Technology Requests, Fall 2009 Program Review Process
IIIB.12: Technology Refresh Account, Fund 445

Standard IIIC:

IIIC.1: Ventura College 2009-2019 Educational Master Plan, pages 36, 38, 40, 51, 53, and 56
IIIC.2: Program Review, Distance Education
IIIC.3: Program Review, College Technical Services
IIIC.4: Employee and Student Portal
IIIC.5: Sample Minutes, Distance Learning Task Force
IIIC.6: Job Descriptions, Assistant Dean, Distance Education, Instructional Technologist, and Instructional Technology Support Assistant
IIIC.7: District and College Budget, Software Licenses, Professional Development, and Technology Training
IIIC.8: Budget, College Technical Services Department
IIIC.9: Fall 2009 Flex Week Workshops
IIIC.10: Faculty Acknowledgment of Section 508 and ADA Compliance
IIIC.11: Course Description, LIB V01
IIIC.12: Sample Training Available Through Employee Portal
IIIC.13: Ventura College Information Technology Operational Plan
IIIC.14: Organizational Chart, College Technical Services

Standard IIID:

IIID.1: Adoption Budget
IIID.2: Budget Allocation Model, May 2007
IIID.3: Core Classes by Division
IIID.4: Ventura College Planning Cycle 2008-2010
IIID.5: Executive Summary, Planning and Program Review
IIID.6: Sample Reports Provided to Deans
IIID.7: Website List of District Budget Documents
IIID 8: Sample PowerPoints, College Budget Forums
IIID.9: Approval of Fiscal Year 2010-11 Budget Assumptions and Guidelines
IIID.10: Executive Summary, 2009-2010 Adoption Budget
IIID.11: Annual Financial Report
IIID.12: Grant Proposal Form
IIID.13: Minutes, Campus Resource Council Design Team
IIID.14: Budget Allocation Comparison Spreadsheet

# Standard IV: Leadership and Governance

**The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.**

## A. Decision-Making Roles and Processes

**The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.**

1. **Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

Descriptive Summary:

Staff, faculty, administrators and students are encouraged to take initiative for improving the practices, programs, and services in which they are involved through several venues. Through the Academic Senate, the Classified Senate, the Associated Students of Ventura College, and the Administrative Council, each constituent group has a representative governance body or standing staff meeting. The college program review process encourages broad participation by all members of the college community in creating plans for program improvement and for requesting funds to support these plans. Planning, program review, and budget development and allocation processes are integrated and are driven by committees (the Planning Committee, the Program Review Committee, the Campus Resource Council (CRC), the Facilities Oversight Group (FOG), and the Staffing Priorities Committee) that require extensive discussion and representative participation in order to generate recommendations.

Self Evaluation:

The faculty and staff are committed to excellence, and this commitment is articulated to the students and the public in the following ways: One of the twelve college "core commitments" states that the college is dedicated to "…Achieving excellence in the broad range of academic programs and services provided to our students and the community" (IVA.1: Core Commitments). One of the five goals described in the educational master plan is to "" Continuously improve educational programs and services to meet student, community, and workforce development needs" (IVA.2: Educational Master Plan, pages 34-40). Four objectives and twenty-two strategies have been identified to implement this goal.

The college's goals and values were developed through a collaborative process as part of updating the educational master plan during the 2008-09 academic year. As part of this process, forums and focus group discussions were held to refine the wording of these documents and to ensure greater ownership of the end product. The completed educational master plan was distributed as an electronic document to the entire campus, and was posted on the college website for greater community access.

One of the strategies to enhance institutional effectiveness that emerged through the educational master planning process was the need to develop a document outlining the college's governance system. In response, a document, *Making Decisions at Ventura College*, was prepared during the spring 2009 semester and approved for distribution after review and modification by the leadership of the Academic Senate, Classified Senate, Associated Student Government, and Administrative Council. This document

was distributed electronically during the fall 2009 semester to assist the constituent groups in understanding their own roles in the governance process (IVA.3: Making Decisions at Ventura College).

The college Office of Institutional Research is the primary vehicle for documenting and communicating institutional performance. On this office's portion of the college website, there are a variety of reports that have been developed on an as-needed basis to assist in decision-making (IVA.4: Institutional Research Reports Website). In addition, there are three additional primary sources of institutional data. Data on instructional program productivity and staffing levels are circulated as part of the program review process (IVA.5: Program Review Data). Demographic data are posted on the district's Institutional Research website (IVA.6: Institutional Research Website). Finally, as described more fully in Standard I, faculty participate in the assessment of student learning outcome achievement at the course and program levels, and engage in annual discussions about the effectiveness of the techniques used in the classroom.

Members of the college community are encouraged to develop and bring forward ideas for institutional improvement. "Innovation" has been embraced as one of the college's adopted core commitments. Faculty and staff work within the department and division structure to identify opportunities for programmatic improvement and to seek support for implementing innovative solutions through the use of the Ventura College Foundation's "educational enhancement grants" (IVA.7: Educational Enhancement Grants Website) or through external grant-funding agencies.

Planning Agenda:

A multi-year calendar will be developed for the implementation of the strategies identified in the college educational master plan. Appropriate administrators or governance groups will be charged with carrying forward the identified strategies.

The effectiveness of the *Making Decisions at Ventura College* document will be assessed. Based on this assessment, modifications will be made to improve the document.

**2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

**a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

**b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

Descriptive Summary:

As described above, one of the strategies to enhance institutional effectiveness that emerged through the educational master planning process was the need to develop a document outlining the college's governance process. In response, a document, *Making Decisions at Ventura College*, was prepared during the spring 2009 semester and approved for distribution after review and modification by the leadership of the Academic Senate, Classified Senate, Associated Student Government, and the Administrative Council. This document was distributed electronically during the fall 2009 semester as a technique to assist the constituent groups in understanding their own roles in the governance process.

The Curriculum Committee is a subcommittee of the Academic Senate. It provides guidance, advocacy, and oversight for curriculum by ensuring that it is academically sound, comprehensive and responsible to the evolving needs of the community. In addition, members review and recommend course and program

additions and revisions to the Board, and inform the District Technical Review Workgroup (DTRW) of policy related to academic offerings. Membership on the Curriculum Committee is comprised of instructional and counseling faculty, the College Articulation Officer, the Registrar, the instructional deans, plus a student representative. The Executive Vice President of Student Learning and a faculty member appointed by the Academic Senate serve as co-chairs of the Curriculum Committee.

Self Evaluation:

The roles of faculty, staff, students, and administrators in institutional governance are defined in the *Making Decisions* document, and are summarized as follows:

- Faculty are represented by the Academic Senate for academic and professional matters and by a chapter of the American Federation of Teachers for salary, benefits, and working conditions.

- Classified staff members throughout the Ventura County Community College District are represented by the Service Employees International Union, Local 99. This collective bargaining unit conducts elections to appoint classified staff to district and college governing councils in the areas that have or will have a significant effect on staff and that are outside the scope of collective bargaining. Classified staff at Ventura College have also formed a Classified Senate that interfaces with college management in the implementation of college goals and objectives, and collects, evaluates, disseminates and receives non-bargaining information for and from classified staff as appropriate.

- Students are represented by their own Associated Student Government organization composed of an elected executive committee. The college's student government organization operates in accordance with its own constitution and bylaws and is responsible for appointing student representatives to serve on college and district councils. In their role representing all students, they offer opinions and make recommendations to the administration of the college and to the Board of Trustees with regard to district and college policies and procedures that have or will have a significant effect on students.

- The job descriptions for college and district administrators assign specific governance roles for administrators and call for both successful processes and products. Administrators are held accountable to provide effective leadership for and support of faculty and staff in the planning, implementation, and monitoring of district and college activities while maintaining compliance with state regulations, laws, and district policies. Administrators are also held accountable to carry out their responsibilities in ways that support and maintain the spirit and letter of participatory governance.

The *Curriculum Handbook*, distributed to members of the Curriculum Committee as a printed document and to the campus at-large as an electronic document, describes the function, responsibilities, and procedures for the Curriculum Committee (IVA.8: Curriculum Handbook).

Planning Agenda:

None.

**3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

Descriptive Summary:

Governance procedures at the college level are described in the document *Making Decisions at Ventura College*. Governance procedures on a district-wide level are described in the document *Participatory*

*Governance Handbook* (General Document 6: Participatory Governance Handbook). Both of these documents specify the academic roles of faculty in areas of student educational programs and services planning. The *Making Decisions* document also includes an annotated list of all standing campus committees and advisory groups and a chart that provides an overview of the integrated planning, program review, and budget allocation process.

Staff and students are informed of their respective roles through the distribution of the *Making Decisions* document, through occasional administrative meetings with campus administration, and in the case of the Associated Student Government, through orientation and advisement services provided by the Assistant Dean of Student Services and the Student Activities Specialist.

Self Evaluation:

Students are appointed through their senate to several standing college committees, including the Campus Resource Council (CRC), the College Planning Committee, the Curriculum Committee, the Program Review Committee, the Co-Curricular Fund Committee, the Student Scholarship Committee, and the Title IX Committee. Students are also appointed to serve on student conduct hearing committees and student grievance committees. In addition, students are asked to serve on several programmatic advisory committees, including the CalWORKs Advisory Committee, the EOPS Advisory Committee, and the Matriculation Advisory Committee.

Communication at the college takes many forms. Prior to the elimination of the Public Information Officer position on the campus, the President and the Public Information Officer made a written monthly report to the Board of Trustees that was distributed electronically to the campus community and posted on the college website. The President continues to communicate via e-mail with the campus on issues of importance and concern. This venue is used to introduce new faculty, staff and administrators, to communicate the President's line of logic if there is any disagreement between the recommendations made by the Staffing Priority Committee and her final priority list, to provide updates on the status of the college budget, and more. In addition, the President's Office issues a weekly internal list of campus announcements. Periodic forums are held in connection with college planning efforts and to provide information and answer questions about difficult or complicated issues, including safety concerns and possible program consolidations or reductions in force. A complete structure of standing committee meetings is in place, and in many (but not all) cases, the minutes of these meetings are posted on the college website. Division and department meetings are held periodically, and the Executive Vice President also meets on a monthly basis with the campus department chairs.

All faculty, administrators, and staff have access to MyVCCCD, the district's online web portal. This secure site provides Internet and Intranet services that connect all district employees to email, announcements, and critical documents. The portal also allows groups of employees to establish their own communication groups to hold threaded discussions of issues of personal interest.

Employees have access to other employees via e-mail, and can create their own electronic distribution lists if they wish to communicate on a regular basis with larger groups of employees. The ability to send "alluser" e-mails has been limited on a district-wide basis to the administrative leadership of each college. The leadership of the Academic Senate, the Classified Senate, and respective collective bargaining units have also been provided with all user access to their constituent groups.

A district-wide employee survey conducted during the fall 2009 semester by the district Office of Institutional Research found that the various employee groups were satisfied with their ability to work collaboratively with co-workers, felt positively about the worksite climate and the college sense of community, saw themselves as being given enough authority to make decisions necessary in their position, and felt adequately informed of important issues by their supervisors. The survey also found that those responding to the survey did not feel that their governance representatives adequately informed them of issues, that they had enough opportunities to participate in institutional governance, or that there was adequate communication between offices or departments.

Planning Agenda:

The appointed or elected chairs of all committees will be trained to post the minutes of their meetings on the web.

Follow-up research will be conducted to gain a better understanding of how governance representatives might communicate important information more effectively with constituent groups and what vehicles, beyond the ability to participate on college and district committees, might be perceived as positive opportunities to engage in institutional governance.

**4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

Descriptive Summary:

The last full accreditation self study and team visit was conducted in 2004. The college received twelve recommendations and was required to file a progress report and to be revisited in 2006. The college filed a focused mid-term report in 2007 and was visited again in November of that year. The visiting team concluded that Ventura College had satisfactorily implemented the recommendations of the 2004 team. The 2007 team also noted that there was "a marked improvement in the climate at the college and between the college and district office," and that "…cooperation and understanding have replaced skepticism and confusion as the district and its colleges move forward" (IVA.9: Report of Focused Midterm Visit, November 2007).

In August 2009, Ventura College filed a substantive change report with the Commission. The narrative of this report described the college's intent to offer programs in which fifty percent or more of the units could be completed in a distance education format. The effect of this request change was an opportunity to continue growth in the college's online course offerings and in the online services provided to students (IVA.10: Substantive Change Report).

Self Evaluation:

During the six years since the last full self study and accreditation visit, the documentation shows that the college has demonstrated honesty and integrity in its relationships with external agencies, and has taken the appropriate steps to comply with Accrediting Commission standards, policies, and guidelines.

A review of the college's advertisements, press releases, and documents posted on the institutional website has shown that the information presented to the public has consistently been straightforward and accurate, and that there has been no campaign to misrepresent the college as something it is not in communications with external agencies, with the public, or with potential students (IVA.11: Sample Annual Reports, Press Releases, and Brochures).

During the 2008-09 academic year, the Ventura College men's basketball team was anonymously accused of falsifying the residency status of several of its players. At the direction of the district Chancellor, a private investigator was hired to review these allegations and to conduct additional research into new areas of impropriety that were discovered. During this period of time, the President provided both the California Commission on Athletics and the local press with periodic progress reports on the status of the investigation. Once the extent of the impropriety was documented, the President reported the results to the Commission on Athletics, self-imposed the sanction of forfeiting multiple years of basketball championships, replaced the individuals directly involved with the impropriety, and implemented the additional sanctions imposed by the Western States Conference Commissioner (IVA.12: Self-Report on Basketball Violations and Response from Western State Conference Commissioner).

Planning Agenda:

None.

**5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

Descriptive Summary:

As described more fully in Standard I, Ventura College has an integrated planning, program review and budget allocation process. The steps involved in this process and the forms used to generate requests are modified slightly each year. The evaluation of the process and the forms is built in as one of the annual steps.

Self Evaluation:

Beyond the evaluation of the planning, program review and budget allocation process described above, Ventura College did not have another vehicle to evaluate its governance structures. In light of this, an online campus survey was designed to elicit faculty and staff feedback on committee functioning and effectiveness. This survey was administered for the first time during the spring 2010 semester. The summary results will be shared with the campus as a whole, and the specific feedback for each committee will be shared with each respective governance group (IVA.13: Survey on Committee Functioning).

Planning Agenda:

The college will continue to administer the committee evaluation survey at the end of each spring semester.

## B. Board and Administrative Organization

**In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**

**1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

Descriptive Summary:

Ventura College is part of a three-college community college district. The district has a governing board that is responsible for establishing policies to assure the quality and effectiveness of the student learning programs and services and the financial stability of the three colleges and the district office. The Board has adopted a policy that delineates its role as a policy-making body (IVB.1: BP 2200, Board Duties and Responsibilities). The district vision, mission and values statements articulate the Board's commitment to the quality of the instructional and student services programs and to organizational integrity (IVB.2: District Vision Statement; District Mission Statement; District Values Statement). There is an established administrative procedure for the recruitment and hiring of a college president (IVB.3: AP 7120, Recruitment and Hiring: College President).

Self Evaluation:

Board Policy 2200 enumerates the responsibilities of the Board of Trustees, among them to establish policies for and approve courses of instruction and educational programs and to establish academic standards and graduation requirements. The district vision statement articulates the organizational desire to "become the leader in the development of high quality, innovative educational programs and services," modeling "best practice in instructional and service delivery, student access, community involvement, and accountability." The district values statement articulates the intent of the Board, district, and colleges to maintain high standards and to demonstrate integrity and honesty.

Administrative Procedure 7120 describes in detail the process used to recruit and hire a college president. The administrative procedure defines the screening committee composition, the vacancy announcement process, and the interview process at both the screening committee and Board of Trustee levels. The administrative procedure provides the Board with the option of using an external consultant firm to assure a robust applicant pool.

Planning Agenda:

None.

**a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

Descriptive Summary:

The Ventura County Community College District is a three-college system of independently accredited institutions and an administrative center governed by a five-member Board of Trustees. The Board sets district policies to ensure the quality of its programs and services and the fiscal stability of the district. The Board hires a chief executive officer (Chancellor) who is responsible for implementing district operations consistent with Board policy.

The Ventura County Community College District governing board establishes policies and oversees the district's three campuses in compliance with California Education Code § 70902 (IVB.4: California Education Code § 70902). Board Policy 2200 states that "the Board of Trustees governs on behalf of the citizens of the District." Board Policy 2715 (Trustee Code of Ethics / Standards of Practice) specifies that the Board will "act only in the best interest of the entire community," use "appropriate, formal channels of District communication," and "exercise authority only as a Board and fully support Board actions once taken" (IVB.5: BP 2715, Trustee Code of Ethics / Standards of Practice). In setting policy, the Board relies on the Chancellor and the experience of district staff. The Board consults collegially with its faculty regarding academic and professional matters by relying primarily on their advice expressed through the Academic Senates. For other policies, the Board employs the advice of individual staff, district councils, and district committees.

Trustees understand that each Board member is only one member of a policy team. Their decision-making takes place in public, in accordance with the Brown Act (IVB.6: California Government Code § 54950 [The Brown Act]) and Board Policy 2720 (IVB.7: BP 2720, Board Member Communications). Board actions are informed through testimony from both the general public and employees. A majority vote taken by the Trustees on items agendized for its adoption becomes the position of the Board.

Self Evaluation:

In accordance with Board Policy 2100 (Board Elections), each member of the Board of Trustees is elected to represent the residents from a designated geographical section of the county (IVB.8: BP 2100,

Board Elections). Terms of office are staggered so that, as nearly as practical, one-half of the Trustees are elected at each Trustee election.

Eighty percent of the district's Trustees have served for more than one term of office. This pattern of reelection provides secondary evidence in support of the general public's trust in Trustee's stewardship of the district. A survey conducted with district employees during the fall 2009 semester found that a majority (63%) believed that the Board provided adequate policies and procedures to effectively carry out the operations of their areas (IVB.9: Report of VCCCD Fall 2009 Employee Survey).

The diversity of students and communities being served by the district's three colleges and the sub-districting of the electoral areas for Trustees, however, makes full consensus decision-making a challenge. This has created a perception that Trustees occasionally lose sight of broader interests of the district in their decision-making.

The Board has adopted a conflict of interest policy that ensures they do not vote on or in any way influence decisions for which they may have a personal or financial interest (IVB.10: BP 2710, Conflict of Interest).

Planning Agenda:

The Chancellor will provide more staff information to Trustees regarding the broader district needs and implications of staff recommendations in order to diminish fractional or narrowly focused decision-making.

**b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

Descriptive Summary

The Board adheres to its policies when conducting meetings and acts as a single unit in support of its actions. Trustees delegate district operational matters to the Chancellor and generally confine their activities to policy determination, system planning, fiscal oversight and accountability, assessing staff recommendations and taking appropriate action. The Board conducts its public meetings on a monthly basis to review, discuss, and take action on agenda items, as well as to receive reports. Members of the general public are provided a public speaker card to address the Board during the public comment section of its meetings.

The Board periodically reviews, revises, and adopts district and college mission statements (IVB.11: BP 1200, Mission Statements). The last review and adoption of the district mission statement took place on July 14, 2009. This revision in the mission statement reflected the Board's desire to more tightly focus district activities in light of mid to long-term economic challenges. The primary mission of the Ventura County Community College District is "to produce student learning in lower division level academic transfer and career/vocational degree and certificate programs. Effective, efficient student support services are offered to assist in the accomplishment of the district's primary mission based on need and available resources."

The district mission statement further states, "All District programs, services, and activities operate within a framework of integrated planning and budgeting. Ongoing, student learning outcome assessment and systematic program review are used to ensure district-wide excellence through sustainable, continuous quality improvement in compliance with its mission."

The three college mission statements reflect the general components of the district mission, but also represent unique campus circumstances, organizational cultures, students, and community needs. The Board develops policy consistent with its district mission and provides broad oversight for the district. The Board is committed to the quality and improvement of its student learning programs and services, and to providing the colleges with the necessary resources to support these activities. The Board, through its

budgeting process, maintains financial support for counseling and other services, as well as hiring academic staff, classified staff, and administrators. The Board has adopted an eight-year district strategic plan and monitors its objectives and progress in meeting its goals on an annual basis (IVB.12: Master Plan 2007-2015 Ventura County Community College District).

Trustee Board agendas have the district mission statements printed on the first page (IVB.13: Board Agenda, Sample Page). This serves to inform members during their policy and decision-making activities. The district mission statement also establishes the importance of organizational fiscal stability. All non-primary functions of the district colleges are based on both need and "available resources."

The Board maintains a Policy Committee made up of less than a quorum of its members to assess and monitor staff policy and procedure recommendations (IVB.14: BP 2220, Committees of the Board). The committee meets on an as-needed basis throughout the calendar year. Policy Committee recommendations are forwarded to the Board as a whole for action at public meetings. The Board reviews and approves its policies on an ongoing basis.

Self Evaluation:

The Board of Trustees generally comports itself in a manner consistent with applicable policies, laws, and regulations. Its size, composition, and conduct are clearly defined in policy and available to employees and the general public. Official records of action are accessible through the Board of Trustees web page at http://www.vcccd.edu/board_of_trustees/

According to the 2009 employee opinion survey conducted by the district's Office of Institutional Research, the largest percentage (42.7%) of staff had a neutral opinion as to whether or not Board policy reflected the Ventura County Community College District mission statement. Approximately 30% of surveyed district employees believed Board policy did reflect the district's mission statement while approximately 28% did not believe Board policy reflected the district's mission statement.

The greatest percentage of surveyed employees had a neutral opinion as to whether or not Trustees adhered to their policy role in governance. Approximately 30% of those surveyed believed Trustees did not strictly adhere to their policy role while 25% believed Trustees did adhere to their policy role. In response to the perception that individual Trustees become involved in operational matters beyond their policy role, the Board adopted Board Policy 2434 (Chancellor's Relationship with the Board). This policy states, "The Chancellor shall take direction from the Trustees only when sitting in a duly held meeting of the Board, and no individual Trustee shall give any direction or instructions to the Chancellor; provided, however, the provisions of this policy shall not be construed to prevent any Trustee from discussing matters of the district with the Chancellor" (IVB.15: BP 2434, Chancellor's Relationship with the Board).

Despite these findings, the majority of surveyed employees (63%) believed there are adequate policies and procedures to effectively carry out the operations of their respective areas. Approximately 24% of surveyed district employees responded that policies and procedures did not allow for the effective operation of their departments or divisions.

Planning Agenda:

The employees will be surveyed again to assess the degree to which the implementation of Board Policy 2434 has diminished the perception that the Board can occasionally stray from its policy role into operational matters.

**c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

Descriptive Summary:

The Board has adopted academic and curricular policies to assure the quality, integrity, and effectiveness of district student learning programs and services. These policies address California Education Code and Title V requirements, as well as accreditation standards and institutional best practices. The Board approves new programs and courses taught at its colleges, extension sites, and via distance education. The Board is informed about academic and curricular matters such as accreditation recommendations, articulation agreements, distance education activities, student transfer, honors and awards, and community education through formal written and verbal reports and presentations by both college and senate presidents during regular public meetings.

The Board is the final authority for district legal matters. Litigation, contract, and settlement proposals are developed by staff and recommended for Board approval. Legal services are provided by firms on contract to the district and through its membership within the Statewide Association of Community Colleges (SWACC). The Chancellor has delegated authority to act as the Board's administrative agent in district legal matters (IVB.16: BP 2430, Delegation of Authority to Chancellor).

The Board provides fiscal oversight and direction to the district through the development and implementation of finance and business services policy. Board policy directs district operations in the areas of: planning (IV.B.17: BP 2425, Board/District Planning), budgeting preparation (IVB.18: BP 6200, Budget Preparation), budget management (IVB.19: BP 6250, Budget Management), fiscal management (IVB.20: BP 6300, Fiscal Management), and property management (IVB.21: BP 6500, Property Management).

The district and its colleges are audited annually. All audits are reviewed by the Board and filed with the California Community College Chancellor's office. The district maintains reserve funds in excess of those required by the Board of Governors.

Self Evaluation:

The District meets this accreditation standard. The Board retains ultimate responsibility for educational quality, legal matters, and financial integrity. The Board functions independently, and its actions are final, and not subject to the actions of any other entity.

Planning Agenda:

None.

**d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

Descriptive Summary:

The Board has adopted and follows policies specifying its size and membership (IVB.22: BP 2010, Board Member), responsibilities (as described earlier), officers (IVB.23: BP 2210, Officers), structure (as described earlier), and operating procedures (IVB.24: Board Policies 2305-2365). Board Policy 2411 authorizes the Chancellor to issue administrative procedures to implement policy as necessary (IVB.25: PB 2411, Administrative Procedures). Board policies and administrative procedures are posted on the Ventura County Community College District website.

Members of the Board are elected by eligible local voters representing five subdivisions of the district. Each Trustee serves a four-year term of office and must reside within the area from which he/she has been elected. The Trustees are not employed by the district nor do they hold incompatible public offices. Board members serve without term limits. A majority of Board members have held office for more than one term. A student trustee is elected at-large by the colleges' student bodies to serve a one-year term as an advisor to the Board (IVB.26: BP 2015, Student Member).

Self Evaluation:

The Board has sufficient policies to guide district decision-making and operations. The Board generally conducts itself in a manner consistent with its policies. The membership size and conduct of the Board are clearly defined and available to employees and the public. Public records of all Board meetings are approved by Trustees and maintained at the DAC.

Planning Agenda:

None.

**e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

Descriptive Summary:

In 2004, the district began subscribing to the Community College League of California's policy service. The policy service provides up-to-date, legally reviewed recommendations that allow staff to remain current in the development of policy and recommendations to the Board. During the 2008-09 and 2009-10 academic years, the District Council on Administrative Services, District Council on Human Resources, and District Council on Student Learning worked with the Community College League templates to prepare initial updates to Board policies and first drafts of accompanying administrative procedures. These drafts were reviewed by the three Academic Senates, the Chancellor's Cabinet, and the Consultation Council before review by the Board of Trustees.

Self Evaluation:

The Board policies have been comprehensively reviewed and updated within the last two years. The Board and district have not yet established a calendared cycle for ensuring that policies and procedures will be evaluated again within a designated period of time.

Planning Agenda:

The Board will designate a review cycle to ensure that all policies and procedures continued to be revised in a timely manner.

**f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Descriptive Summary

Board Policy 2740 (Board Education) outlines the district's commitment to ongoing Trustee education, leadership development, and new trustee orientation and training (IVB.27: BP 2740, Board Education). Trustees also are encouraged to participate in conferences and workshops conducted by the National Association of Community College Trustees, the Association of Governing Boards of Universities and Colleges of the California Community College Trustees Organization.

In addition, the Chancellor provides Trustees with reading materials designed to strengthen board understanding and knowledge. In 2010, Trustees were provided with numerous publications, including such titles as *The Board's Role in Strategic Planning*, *Strategic Responses to Financial Challenges*, *Institutional Ethics and Values*, *The Rogue Trustee, Open & Public IV: A Guide to the Ralph M. Brown Act*, and *Trusteeship in Community Colleges*.

The Ventura County Community College District has an established policy to maintain continuity in Board membership due to vacancies. Regular elections for Board members are held every two years in even-numbered years. Trustee's terms of service are staggered so that two Board members are elected in one election and three during the subsequent election. In the advent of a mid-term vacancy, and in concert with Board Policy 2110 (IVB.28: BP 2110, Vacancies on the Board), the Chancellor has established an administrative procedure that outlines the replacement for Board members through Board appointment or special election (IVB.29: AP 2110, Vacancies on the Board).

The non-voting student member is elected by students of the district's three colleges. The student trustee serves a one-year term of office and is authorized to express opinions on matters before the Board. The student trustee is excluded from participating in closed session meetings of the Board. Training and orientation for the student trustee is provided by the Chancellor and mentoring is provided by the district Director of Administrative Relations.

Self Evaluation:

Three of the five Trustees currently serving the district were provided with training in accordance with Board Policy 2740. Additional ongoing training is provided for all Board members.

Three members of the current Board have terms that will expire in November 2010 and one member of the Board has filed as a candidate for another elected office. Consequently, the membership of the Board may be subject to change at the end of the 2010 calendar year.

Planning Agenda:

Board education will continue in the form of orientations, training sessions, and conference attendance.

**g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

Descriptive Summary

Board Policy 2745 calls for self-assessment of Board effectiveness in July of even-numbered years (IVB.30: BP 2745, Board Self-Evaluation). In accordance with Administrative Procedure 2745, each Trustee completes an evaluation and submits the results to the Chancellor's office for processing prior to the August Board meeting. Results are compiled and a summary report is provided to the Board for inclusion at its regularly scheduled September Board meeting (IVB.31: AP 2745, Board Self-Evaluation). Thirty areas of assessment include public stewardship, team behavior, student trustee involvement, ethics and conduct, decorum, decision-making, Brown Act compliance, development and education, policy/procedure development and implementation, mission statement compliance, planning, accountability, relationship with the Chancellor, accreditation activities, employee dispute involvement, budgeting, collective bargaining, fiscal management, college and community involvement, participatory governance, program oversight, and standing committee effectiveness.

In its 2008 self-evaluation of the Board's performance, four of five Trustees elected to complete the assessment process. Participating Trustees were in full agreement with one of the assessment criteria and indicated less than full agreement in 20 of the remaining 29 items (IVB.32: Board Self Evaluation Fall 2008). The assessment process concluded with the observations that:

- Progress in Board effectiveness had taken place since the previous assessment.
- The Board takes great pride in their service to students.
- A review of existing policy regarding student trustee orientation was necessary.
- Trustees should consider what constitutes appropriate demands on the Board Chair and Chancellor's time.
- Trustees should consider the level of individual Trustee involvement in employee/employer relations.

- Trustees should review their practice of directing and becoming involved with or advocating for staff or select groups of employees.

Self Evaluation

A policy and procedure have been established for the Board's self evaluation. As implemented, the surveys conducted for the self evaluation rely on the Board members assessing their own performance, and external feedback from employees of the district or from other constituencies is not included in the assessment.

The Board's 2010 self evaluation will take place in July 2010, in accordance with the established policy and procedure.

Planning Agenda:

The survey of the Board will be distributed in July 2010, in accordance with established procedure. The data will be compiled in August 2010, and an agendized discussion of the findings will take place in September 2010.

The Board's self evaluation procedure will be revisited with a goal of identifying ways to incorporate a broader range of feedback for assessment purposes.

**h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

As described earlier, Board Policy 2715 is the Board of Trustees adopted code of ethics. The ethical standards require Trustees to:

- Support the mission of the district.
- Act only in the best interests of the entire community.
- Ensure public input into Board deliberations.
- Adhere to both open and closed meeting state laws and regulations.
- Prevent conflicts of interest and the perception of conflicts of interest.
- Exercise authority only as a Board and fully support Board actions once taken.
- Use appropriate, formal channels of district communication.
- Respect others and divergent opinions.
- Be informed about the district, educational issues, and the responsibilities of trusteeship.
- Devote adequate time to the work of the Board.
- Observe the Open Meeting Act and maintain the confidentiality of closed sessions and other confidential matters.

The policy states that "…the Board will be prepared to investigate the factual basis behind any charge or complaint of trustee misconduct." It further states that "Failure to comply with the Trustee Code of Ethics may result in censure."

The Board Chair is responsible for correcting Trustees who are disruptive or not contributing to the Board as a unit. Further, the Chair has the responsibility to inform members of legal, ethical, and appropriate Board behavior as necessary (IVB.33: BP 2215, Role of the Board Chair).

The Board has adopted and complies with Board Policy 2710 (Conflict of Interest) that prohibits Trustees from involvement in decisions or otherwise using their elected positions for personal financial gain. The Chancellor collects economic interest statements from Trustees and files the statements with the County of Ventura. These documents disclose Trustee sources of income, real property investments, and business interests, among other things.

Self Evaluation:

A Trustee code of ethics has been adopted and is in force. This code calls for censure for failure to comply with the code of ethics. No violations of this code have been brought forward and no member of the Board has been censured.

An administrative procedure to support the Board Code of Ethics policy has not yet been developed.

Planning Agenda:

An administrative procedure will be developed to support the implementation of Board Policy 2715.

**i. The governing board is informed about and involved in the accreditation process.**

Descriptive Summary:

The Board of Trustees' involvement in the current district accreditation cycle began during October 2007. Trustees met with Dr. Barbara Beno, President, American Association of Community and Junior Colleges/WASC, who outlined the Board's responsibility for accreditation and reviewed WASC Standards. In attendance were the Chancellor and Presidents, college district administrators, Academic Senate Presidents, and classified staff (IVB.34: Board of Trustees, Minutes for the Meeting of Tuesday, October 9, 2007, see page 3).

On April 14, 2009, the Board of Trustees' Academic Affairs Committee was broadened to include district accreditation as a focus of activity. The expanded committee has met on a periodic basis with the Chancellor and Presidents and has received accreditation progress reports in preparation for the district's October 2010 site visit. The chairperson for the committee reports on district-wide accreditation activities to the full Board during their regularly scheduled public meetings.

Self Evaluation:

The Board has been informed about and involved in the accreditation process. Board members have learned about the importance of accreditation and have been given periodic updates about the progress of the three college self studies.

The draft self studies for the three colleges will be brought to the full Board at its June 2010 meeting. Materials in the self studies will be reviewed and discussed in preparation for subsequent Board adoption of the self studies in July 2010.

Planning Agenda:

None.

**j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.**

Descriptive Summary:

Trustees are responsible for the hiring of the district's Chancellor. Board Policy 2431 establishes the parameters for a "fair, open" and lawful recruitment process (IVB.35: BP 2431, CEO Selection). Administrative procedures for the policy outline the Chancellor's recruitment screening and hiring activities (IVB.36: AP 2431, Recruitment and Hiring: Chancellor). Academic and classified employees, as

well as students, have roles in the screening of Chancellor applicants. The full Board of Trustees interviews finalists and selects the successful candidate.

Board Policy 2430 delegates full authority to the Chancellor for the operation and accountability of the district as established in California Education Code. In addition to statutory responsibilities, the Chancellor's duties are outlined in his job description (IVB.37: Job Description, Chancellor). Among other responsibilities, the Chancellor is accountable for:

- Overseeing districts programs and services involving student learning, human resources, business services, and fiscal affairs;
- Directing the overall operation and general administration of the district;
- Establishing district and college goals, and monitor progress toward these goals by ensuring that educational, fiscal and facilities plans are developed and implemented;
- Recommending and implementing district rules and regulations related to fiscal management, educational programs, student services, organizational structure and staffing, including the appointment, evaluation, assignment, compensation, transfer and termination of all district personnel, and physical plant and facilities;
- Directing, supervising and evaluating Presidents, Vice Chancellors, and Associate Vice Chancellors;
- Planning and reviewing the educational programming of the district on an ongoing basis, in consultation with the college presidents; recommend to the Board of Trustees modifications which will improve the scope and quality of district offerings and related services, and provide for equitable distribution and balance of district curricular offerings among the colleges;
- Submitting to the Board of Trustees for study and recommend the annual budget and long-range financial projections for the district; administers the budget as approved;
- Ensuring compliance with all laws and regulations pertaining to local and state-funded capital construction projects;
- Recommending the organizational structure for the district, including the staffing and the classification and compensation of positions;
- Representing the district in the local, statewide, and national communities; represent the district in relationships with other governmental agencies, businesses and the media; advocate on behalf of the district; and,
- Serving as the official spokesperson on matters relating to board policy.

The Chancellor is evaluated by the Board on an annual basis. The Board Chair is responsible for the coordination of the process. Goals are set for the Chancellor as part of the assessment process.

The Board of Trustees assists the Chancellor in the final selection of district college Presidents. Primary authority is delegated by the Chancellor to the Presidents to provide leadership in planning, budgeting, selecting and developing employees, and assessing the effectiveness of their campuses. The Chancellor sets goals and evaluates the Presidents on an annual basis.

The Chancellor is responsible for clearly defining the various roles of the DAC and colleges as outlined in the *Participatory Governance Handbook* (General Document 6: Participatory Governance Handbook).

Self Evaluation:

Through policy and procedure, the Board has the responsibility for selecting and evaluating the Chancellor. The Board has delegated full responsibility and authority to the Chancellor to implement and administer board policies, and holds the Chancellor accountable for the operation of the district.

Planning Agenda:

None.

**k. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

Descriptive Summary:

Through board policy, the Chancellor is authorized to establish procedures for the recruitment and selection of employees, including college presidents (IVB.38: BP 7120, Recruitment and Hiring). As documented earlier, Administrative Procedure 7120 describes in detail the process used to recruit and hire a college president. The administrative procedure defines the screening committee composition, the vacancy announcement process, and the interview process at both the screening committee and Board of Trustee levels. The administrative procedure provides the Board with the option of using an external consultant firm to assure a robust applicant pool.

The President is evaluated in accordance with the procedures established for the evaluation of administrators, as described more fully in Standard IIIA.

Self Evaluation:

There is a clearly defined procedure for selecting and evaluating the college President.

Planning Agenda:

None.

**2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

**a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Descriptive Summary:

Following a collaborative process that involved broad campus input during the 2005-06 academic year, the campus organizational structure was revised in order to balance the workload among the divisions, to provide greater support and visibility for the career education programs of the college, and to place subject disciplines in logical groupings. The final reorganization plan was approved by the Board of Trustees in November 2006. The position of Assistant Dean of Distance Education was advertised and filled, with the successful candidate assuming her responsibilities in July 2007. The positions of Dean of Career and Technical Education and Dean of Social Science and Humanities were also advertised and filled during the fall 2008 semester.

Each campus administrator works within a defined job description that outlines his/her responsibilities and delegated authority. The President also works within a defined job description (IVB.39: College President's Job Description). Her duties include areas of responsibility that have been delegated to her by the Chancellor, who in turn exercises the responsibility delegated to him by the Board of Trustees. These delegated responsibilities include the authority to make the final decision on the selection of full-time faculty, staff and administrators.

During the fall 2009 semester, the district consolidated and centralized several functions that had previously been housed on two or more of the three colleges. Consolidated areas included Economic Development, Marketing/Public Information, and Information Technology. The consolidation of Economic Development, combined with the need to make financial retrenchments in the cost of administration, made it necessary to restructure the assignment given to the college's Dean of Economic

Development, Community Resources and Off-Campus Programs, who subsequently announced her retirement. Other adjustments to the organizational structure were necessitated by the resignation of the Assistant Dean of Distance Education and the reassignment of the Dean of Career and Technical Education to the Oxnard College campus. These additional changes resulted in the redistribution of the responsibilities within the areas of career education, off-campus programs, distance education, and community education (IVB.40: Organizational Chart, FY 2011).

Self Evaluation:

The campus organizational structure has been in place for three years. Transitional modifications have been made to the structure as managers have retired, resigned, or been reassigned. While a campus climate survey was conducted by the district Office of Institutional Research during the fall 2009 semester, no formal assessment has been conducted of the level of satisfaction with the present organizational structure.

Planning Agenda:

The adjustments made to the organizational structure in 2009-10 will be formally assessed during the 2010-11 academic year, and minor changes will be made as necessary to improve functionality.

**b. The president guides institutional improvement of the teaching and learning environment by the following:**

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

As described and documented in Standard I, during the fall 2005 semester, the President worked with campus governance groups to reach consensus on a conceptual model that links strategic planning, program evaluation, budgeting and staffing priorities processes. Under the model, the evaluation cycle begins with a review of the status of prior-year college plans, district imperatives and the college mission. The College Planning Committee then reviews available data (including information on course completion, persistence, enrollment patterns, licensure rates, curriculum changes, committee reports, community and student survey results, employer surveys, labor market data and other information). Based on the analysis of this data, initial recommendations for college initiatives are then developed and shared with the campus. After obtaining feedback, the college planning goals are finalized and are used as the basis for the development of planning and program review documents at the division and department levels. The program review documents are then prepared by each academic discipline or student services department. As part of this process, the program review forms require college departments to list the core competencies and course-specific student learning outcomes that have been identified by members of the department.

The Program Review Committee consists of twenty-seven members: fifteen faculty (appointed by the Academic Senate), three classified staff (appointed by the Classified Senate, as delegated by the Classified Union), three student representatives (appointed by the Associated Students), plus four administrators (the Executive Vice President, the Vice President of Business Services, and two Deans appointed by the President).

During the month of October, members of the Program Review Committee each review a set of program review documents for one division (other than their own) and prepare short assessment comments as to their opinion of the status of the program. The Executive Vice President and the Vice President all prepare evaluative reports for all programs within their area of responsibility.

During one week in November, the Program Review Committee meets on a daily basis to compare the individual ratings of the committee members and to reach consensus as to the rating for each program of the college. Programs have the option to appeal the ratings if they believe their documents and/or data have been misunderstood. The Program Review Committee then finalizes the ratings, and a narrative of the results is submitted to the College President. Faculty and staff requests, facilities improvement requests, and equipment requests are submitted, as appropriate, to the Staffing Priorities Committee, the Administrative Council, the Facilities Oversight Group (FOG), and the Campus Resource Council (CRC).

Based on the ratings and other data, the Staffing Priorities Committee, Administrative Council, FOG, and the CRC prepare, as appropriate to their committees, prioritized lists of faculty, staff, equipment, and facilities improvement needs. The resulting report is submitted to the College President, who uses it to help guide her personnel decisions and to resolve other resource allocation issues as dollars become available.

Except during the most difficult of financial times, it has been possible for the President, the Executive Vice President and the Vice President of Business Services to allocate resources to make substantial progress in the acquisition of equipment and in the improvement of facilities in accordance with the priority lists. The President takes the Program Review ratings, along with the recommendations of the Staffing Priorities Committee, under advisement as she is able to budget for additional full-time faculty positions at the college, although there is no promise made that there will be a direct one-to-one correlation between the positions recommended by the Staffing Priorities Committee and the additional full-time positions ultimately hired by the college.

Self Evaluation:

In order to communicate institutional values, goals and direction, the President shares the results of the planning/program review process in a consolidated report that is shared with the campus (IVB.41: Executive Summary, Planning and Program Review). In addition, copies of the educational master plan are available through the college website. Institutional values are reinforced on the college website, in the college catalog, in the faculty handbook and the classified staff handbook, and in other publications. While serving as an effective way to identify a program's or division's desire to expand human or financial resources, the planning/program review model does not function well as a process to reduce staffing or programs under the unusually harsh and abrupt financial circumstances experienced during the summer of 2009 and continuing through the 2009-10 academic year. Thus the Vice President of Business Services introduced to the CRC a new budget analysis model that involved looking at the proportional relationship between instruction, student services, and support services, with the goal of identifying reasonable percentages to maintain in each category that would then allow the college to scale up or down depending on the apportionment dollars available. This is described more fully in Standard IIID.

The President is expected to lead the campus to achieve a productivity goal that has been established by the Chancellor (IVB.42: Productivity Targets). In order to reach this goal, the President reviews the productivity data that is prepared for program review and works with the Executive Vice President to identify potential areas of growth and/or improvement.

Despite the efforts of the President to facilitate the development of an integrated planning, program review and budgeting model that has now been successfully implemented for three complete cycles, the role she has played in facilitating the development and mapping of college-wide core competencies across the curriculum, and the development, tracking, and assessment of student learning outcomes at the subject discipline level, the survey conducted during the fall 2009 semester by the district Office of Institutional Research found that only 35.2 percent of those responding to the survey believe that the administration has been providing effective leadership in planning and assessing institutional

effectiveness. Given the apparent disconnect between the President's perception that she is playing an active and collaborative role in guiding campus planning and institutional effectiveness efforts, the perception that the administration is not being effective in this arena warrants additional investigation.

Planning Agenda:

Refinements will continue to be made to the planning, program review and budget allocation model to increase the ability of the model to more quickly adjust to circumstances of rapidly declining fiscal resources.

Focus groups will be conducted with representatives of the faculty and staff to gain a better understanding of what additional leadership activities would be helpful in the arena of planning and assessing institutional effectiveness.

**c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

Descriptive Summary:

During the 2007-08 and 2008-09 academic years, several district committees, including the District Council on Administrative Services (DCAS), the District Council on Human Resources (DCHR), the District Council on Student Learning (DCSL), and the District Technical Review Workgroup (DTRW) have drafted updates and revisions to board policies and district-wide administrative procedures. These drafts were then presented to the Chancellor's Cabinet and to the Chancellor's Consultation Council prior to presentation to the Board of Trustees. The President was directly involved in the drafting of some of the revised Board Policies and Administrative Procedures through her role as the co-chair of the DCSL and as co-chair of the DTRW during the 2008-09 academic year.

The Chancellor holds the President responsible for ensuring that the college complies with statutes, governing board policies, and administrative procedures, and his annual assessment of her performance reflects his understanding of the degree to which she has been successful in this effort.

Self Evaluation:

Many of the college administrators throughout the district are new to their positions, and it has been a challenge to ensure that there is a common understanding of the various state regulations and district procedures. In response, the District Office has scheduled mandatory training sessions for all administrators on various topics, including the steps involved in hiring and/or evaluating faculty and classified staff, in addressing complaints of sexual harassment, and other regulatory or procedural issues. In addition, the President has developed flowcharts and checklists to assist the newer administrators at Ventura College in carrying out the steps involved in program review, tenure review, and faculty evaluation (IVB.43: Sample Flowcharts and Checklists).

Planning Agenda:

None.

**d. The president effectively controls budget and expenditures.**

Descriptive Summary:

The budget development and tracking process is described in Standard IIID.

Self Evaluation:

The President works with the Executive Vice President, the Vice President of Business Services, the Deans, and the Vice Chancellor of Business Services to ensure that the college operates within budget. This has been challenging during the current fiscal crisis, necessitating deep cuts in both personnel and operating expenses. Nonetheless, the college administration has continued to serve an expanding number of students and to maintain basic operations while remaining fiscally responsible.

Planning Agenda:

None.

**e. The president works and communicates effectively with the communities served by the institution.**

Descriptive Summary:

The President lives in and is an active part of the local community. She is a member of the Rotary Club and has served on the board of this organization during the 2008-09 and 2009-10 academic years.

The President has a positive, functional relationship with the regional newspaper. Reporters covering both general educational stories and athletic events interview the President on a periodic basis and their requests for information have been met in a straightforward manner.

Until the elimination of the Public Information Officer position due to the district reorganization, a monthly campus newsletter had been distributed electronically to the campus. This newsletter highlighted campus activities and student and staff achievements. Copies of this newsletter were posted on the campus website, and occasionally members of the public would comment on an article they had read in the newsletter (IVB.44: Sample Monthly Newsletter).

Ventura College has an active Foundation, and through this vehicle, the President has been able to assist in the establishment of the Ventura College Promise. The "promise" is that all recent Ventura County high school graduates, regardless of family income or high school grade point average, will have their enrollment fees covered during their first year of attendance at Ventura College. This same promise is extended to students who have completed their GED requirements or who have completed the coursework for high school but have not yet passed their exit exam. The program seeks to increase the likelihood that a student will complete his/her college education by asking the student to make a written commitment to a goal and by building in incentives to keep the student on track. These incentives include: the establishment of a time limit for eligibility (the student must apply immediately after the completion of high school); an appeal to taking full advantage of the offer (the student may take as many or as few units as he/she wants during the year of coverage); and a motivation to stay on track (the student must stay continuously enrolled, and cannot come back on the program if he/she drops out). In addition, the program establishes an incentive to complete high school (only those who complete high school can apply for the Promise). The Promise program has provided the President with the opportunity to present a positive message to the community, and has made it possible to create a more favorable impression of the college as a community resource (IVB.45: Keeping Promises, The Ventura College Promise Program [DVD]).

The Ventura College Foundation publishes an annual report that highlights both campus achievements and the progress the Foundation has made in reaching its fundraising goals. This annual report is mailed both to donors and to external stakeholders on the local and state level. It is also posted on the college website and on the Foundation web page (IVB.46: Ventura College Community Report).

Self Evaluation:

A scan of community leaders, corporate leaders, education leaders, and other external stakeholders was conducted as part of preparing the college's educational master plan (IVB.47: Educational Master Plan, pages 25-29). Reported community perceptions included the following:

- The Ventura Promise is viewed widely as a significant strength of Ventura College. Both internal and external stakeholders cited this program as among the College's most positive attributes. The stakeholders view the Promise program as the catalyst for shifting the community's perception of the attainability and affordability of higher education.

- The College excels in Community Relations and enjoys positive relationships with local business and industry as well as K–12 schools. It is widely believed that College professionals do a good job of representing the institution with various community agencies and boards. Local education professionals agree that Ventura College does a fine job of reaching out to potential students and linking with local high schools. The College shares a good relationship with its local 4-year universities as well.

- The College's Executive Leadership are generally well regarded by campus stakeholders and are thought of as accessible, creative, and positive. Their involvement with the community has maintained a positive feeling toward the campus.

- Ventura College enjoys a long, stable history in the Ventura community and has an overall positive reputation. The general quality of education at the College is admired in the community, and the College is considered a valued asset by on- and off-campus stakeholders. Ventura College is considered a "cut above" its competitors.

The community scan conducted as part of the educational master plan also found that there was a general impression that Ventura College could broaden the opportunities for input for both internal and external stakeholders. It was noted in the educational master plan report that external constituents appreciated the opportunity to be involved in the planning process and would like to continue to be involved over time.

Planning Agenda:

By fall 2010, a Community Advisory Board will be developed as a vehicle to involve community partners and local leaders in college planning and decision making.

**3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**

**a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**

Descriptive Summary:

The Chancellor provides district leadership in setting and communicating the Board's expectation for excellence and integrity in programs and services. Board Policy 2433 (CEO Comportment) directs the Chancellor to demonstrate strong and comprehensive leadership for the district "…ensuring the highest standards of performance, efficiency, services, and accountability" (IVB.48: PB 2433, CEO Comportment).

District-wide values are as set in the district *Participatory Governance Handbook*:

- We base our actions on what will best serve students and the community.
- We maintain high standards in our constant pursuit of excellence.
- We recognize and celebrate creativity, innovation, and entrepreneurship.
- We demonstrate integrity and honesty in action and word.
- We communicate openly and respectfully to students, colleagues, and members of the public.
- We hire and retain personnel who reflect the diversity of the communities we serve.
- We promote inclusiveness and openness to differing viewpoints.
- We use data, research, and open discussion to drive our plans and decisions.
- We demonstrate responsible stewardship for our human, financial, physical, and environmental resources.
- We seek and maintain long-term partnerships with the communities we serve.

The Ventura Community College District is committed to providing the support services necessary to ensure effective operations at its three colleges. Specifically the DAC provides communications, police and emergency services, human resources, staff development, labor relations, fiscal and budgeting, planning, research, legislative relations, legal services, economic development, and information technology services for the colleges.

The district provides support for the effective operation of its colleges through a variety of activities and services. The Chancellor is responsible for the Board's annual district planning and sets priorities and controls budget expenditures by establishing objectives for the district. The Chancellor's district leadership is informed by a variety of participatory governance committees and other advisory groups. The Chancellor maintains a Consultation Council that reviews all proposals recommended for Board action. In addition, the district maintains the following advisory bodies:

- Chancellor's Cabinet
- District Council on Administrative Services (DCAS)
- District Council on Human Resources (DCHR)
- District Council on Student Learning (DCSL)
- District Technical Review Workgroup (DTRW)
- Administrative Technology Advisory Committee (ATAC)
- Distance Learning Task Force (DLTF)

The roles of the DAC and its colleges are clearly defined. The DAC provides for the effective and efficient operation of system colleges in the areas of planning and finance, human resources, educational services, information technology, economic development, and administration. The DAC also serves as the coordinating body among system colleges and as a liaison between the Board of Trustees and the colleges. The roles and responsibilities of the district, colleges, and governance structures are detailed in the district's *Participatory Governance Handbook*.

Self Evaluation:

The fall 2009 district-wide employee survey found that the greatest percentage of employees (40%) did not believe that the DAC provided effective services to support college missions and functions. Thirty-one percent of the staff believed that the DAC did provide effective services and 29% had a neutral opinion. The survey also found that 38% of responding employees believe that communication between the district and colleges is inadequate; 30% believe communication is adequate and 31% have a neutral view pertaining to communication.

District leadership is guided by a history of strong and decentralized campus decision-making, participatory governance and independent campus planning. District-wide planning requires greater

emphasis in order to more strongly communicate the Board's and Chancellor's expectations for excellence and integrity in programs and services.

Campus-based participatory leadership has enriched each of the district's colleges through the local determination of programs and services. However, it has also resulted in a decentralized system that lacks a responsiveness to changes in state funding and student demands. The Board and colleges have found themselves adopting programs for which there are no district standards, policies or procedures, providing degrees that require more credit than is required to transfer to California public colleges and four year universities, and continuing to place courses and programs in its catalogs which are repeatedly not offered to students.

Although the faculty tenure process is contained in the district's union contract with the American Federation of Teachers, resolution of tenure disagreements between tenure committees and college administrators falls to the Board of Trustees. The Board has not communicated a standard of excellence for determining tenure when it falls under its purview.

In addition, there appears to be insufficient employee understanding regarding human resource policies despite the promulgation of new administrative procedures and staff in-service training. Independent personnel action on the part of campus managers in violation of Board policy occurs on an intermittent, but ongoing basis.

The participatory governance handbook is available on the district website (IVB.49: District Website, Committees). The district-wide committees use this handbook to guide their composition and to establish parameters for their work. The handbook is assessed and updated, as necessary.

Planning Agenda:

The Board will communicate its expectations of educational excellence and integrity by adopting more and strengthened policies in the following areas: associate degree and certificate credit requirements; credit hour limits for associate degrees and career certificates; discontinuance of programs and courses for which have not been regularly offered.

The Board will develop a policy and procedural mechanism to review tenure recommendations where disagreements exist between college administration and tenure committees.

In order to enhance the effective operation of the colleges, the district Human Resources Division will review its HR Toolbox for strengthened and consistent user-friendly guidelines in approaching standard employment activities, such as hiring, employee classification, and evaluation.

Human Resources will establish and keep reasonable timelines for basic, ongoing, and repetitive functions, such as recruitment and testing, evaluation, and termination.

**b. The district/system provides effective services that support the colleges in their missions and functions.**

Descriptive Summary:

District services that support the colleges in their missions and functions include business services, human resources, marketing and public relations, contract administration, economic development, information technology, risk management, facilities construction, police and emergency services, labor relations, research and planning, legislative relations, and legal services.

A model for program review at the district level was drafted during the 2008-09 academic year but was not fully implemented. Thus the primary vehicle for evaluating the effectiveness of district services resides in the management evaluation procedure that is used to assess the performance of the individual administrators responsible for each of the district-wide services.

Academic programs and services are reviewed at the district level through the District Technical Review Workgroup (DTRW) and the District Council on Student Learning (DCSL).

Self Evaluation:

The District Administrative Center (DAC) staff consists of the Chancellor, Vice Chancellor of Business and Administrative Services, Vice Chancellor of Human Resources, Associate Vice Chancellor of Information Technology, Director of Administrative Relations, Chief of Police, two Directors of Business and Administrative Services, two Directors of Human Resources, and one Director of Information Technology. These managers are supported by approximately forty-five classified staff. In response to declines in state funding and in an attempt to reorganize district work more effectively, administrative positions have been eliminated, including a Vice Chancellor of Planning and Organizational Development, a Director of Institutional Research and a Human Resources Training Specialist. Functions such as bond measure capital construction are guided through the use of a consultant. District-wide curriculum educational programming and services coordination is obtained through the District Technical Review Workgroup, which focuses on educational planning and program development, policies and procedures, course review, and compliance with federal and state laws.

The management evaluation process provides for feedback from peers, subordinates, and the leaders of constituent groups. Nonetheless, by definition the evaluation process focuses primarily on the individual administrator rather than on the operation of the district office or function, and the amount of survey data collected varies in accordance with the administrator being evaluated. A more systematic and broader-based method of evaluation of services would be provided through a fully-implemented program review system for district services. A formal evaluation of the effectiveness of the District Technical Review Workgroup (DTRW) and the District Council on Student Learning (DCSL) should also be undertaken.

Planning Agenda:

By spring 2011, a data driven program review system for assessing all district services, DTRW, and DCSL will be implemented.

**c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

Descriptive Summary:

The district provides fair distribution of resources adequate to support the effective operations of its colleges. The district's 2009-10 tentative budget, excluding bond funds and reserves, was $266,526,439. Of this sum, 58% or $154,866,879 was unrestricted general fund revenue.

As described in Standard IIID.2, the district, in cooperation with the colleges, formulated a district-wide resource allocation model that was implemented for fiscal year 2007-08. The adopted model includes features that reflect the unique characteristics of each college and meet the needs of a multi-college district, while recognizing how the institutions are funded by the state. Since the funding model's adoption by the Board of Trustees on May 15, 2007, it has been reviewed annually by the DCAS and the Chancellor's Cabinet for its effectiveness under changing circumstances. Proposed modifications to the funding model are presented to the Board of Trustees for approval with the district's annual budget building assumption recommendations, as necessary.

The model is simple enough to be readily understood, is easily maintained and transparent, and is driven by factors that command accountability, predictability, and equity. It utilizes formulas and variables that have been meaningfully studied, readily defined, easily measured, and consistently reported.

Self Evaluation:

Ventura County Community College District's state general fund apportionment and categorical program funding have been eroded due to California's severe and continuing economic downturn. The Board of Trustees has responded to this challenge by providing general direction to the district Chancellor to ensure adequate support for the continued effective operations of its colleges by increasing faculty classroom productivity; coring instructional programs to implement the most direct educational pathway to degree, certificate or transfer completion; seeking efficiencies through program, service integration; increasing administrative efficiency; and aligning student enrollment to available financial resources. This approach has been implemented to ensure the continuance of essential and effective academic programs and services provided by full-time faculty.

Despite the state's economic downturn, the Ventura County Community College District has adequate resources and fairly distributes revenue to its colleges to support effective operations. During the 2009-10 academic year, the district and its colleges responded to reductions in state funding by eliminating classified and management positions, reducing non-core college classes, increasing classroom productivity, and consolidating redundant services to increase efficiency, providing students with the opportunity to complete associate degrees and certificates in keeping with the district's mission.

Planning Agenda:

None.

**d. The district/system effectively controls its expenditures.**

Descriptive Summary:

The Ventura County Community College District Board of Trustees control financial expenditures through the development of policies and procedures. Board policy directs district operations in the areas of planning, budgeting preparation, and management, as well as fiscal and property management.

The Board also delegates to the Chancellor authority to supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and persons. The Chancellor has delegated powers and duties entrusted to him to the Vice Chancellor of Business and Administrative Services, but he is specifically responsible to the Board for the execution of such delegated powers and duties.

The Vice Chancellor of Business and Administrative Services provides leadership and oversight for the implementation of the general business and administrative practices of the district to ensure the proper control of property and contracts; the budgeting, auditing and accounting of revenue; the acquisition of equipment, supplies and property; and the protection of assets. The Vice Chancellor carries out all duties in accordance with California Community College budget and accounting practices and the principles contained in California's Title V § 58111.

Trustee's oversight of district finances is further strengthened by reports from the Vice Chancellor and the Board's Audit, Budget, and Foundation committee. These presentations are provided to the Board during their regular public meetings. The annual budget process begins with a Board study session of the status of the current year's budget, including expenditures and anticipated projections for the new budget cycle. The Board reviews and adopts budget assumptions at its public meeting. Tentative budgets are presented to the Board in June and final budgets approved at a later date, depending on adoption of a state budget.

The district is audited annually. Audit reports are reviewed by the Board's Audit, Budget, and Foundation Committee and recommendations are reported to the full Board for adoption. The corrections for audit exceptions are implemented following the Board's adoption of annual audit reports. A mid-year meeting

of the Audit, Budget, and Foundation Committee is held to review staff progress in correcting of audit exceptions.

The Bond Measure S Citizens Oversight Committee ensures ongoing accountability for the expenditure of tax dollars for campus facility construction. The membership of this committee consists of seven representatives from Ventura County and meets quarterly. The Citizens Oversight Committee has the statutory responsibility to inform the Board and public concerning the district's expenditure of revenues received from the sale of the Measure S bonds. Quarterly reports on expenditures and construction are prepared by the district's facilities consultant and presented to the Citizens Oversight Committee and Board of Trustees. The committee produces an annual report presented to the Board of Trustees and circulated to the general community online at:
http://www.vcccd.edu/bond/citizens_oversight_committee/annual_report.shtml

Self Evaluation:

The Board must approve all expenditures from the general fund budget. The Board adopted a policy to maintain a minimum five percent reserve. The district does not anticipate the need for borrowing in the near future.

To date, the district has not faced cash flow difficulties requiring it to borrow cash. This is primarily the result of the reserve balances the district has accumulated over time. Even during such occasions when the state funds are deferred for several months, the district does not expect to borrow cash in the near term due to its level of reserves.

The total reserves of the district are evaluated as adequate to meet financial emergencies both short and long-term. The reserves are divided into four district categories. Those categories are:

- General Fund Unrestricted-Designated Reserve – State Required Minimum (5 percent) – In accordance with the System Chancellor's Office Accounting Advisory FS05-05: Monitoring and Assessment of Fiscal Condition, issued in October of 2005, the System Chancellor's Office requires a minimum prudent unrestricted general fund balance of 5 percent - $6,945,834;
- General Fund Unrestricted-Designated Reserve – Reserve Shortfall Contingency – The Board of Trustees has designated that this reserve should be a minimum of $3,000,000 and will be used only to cover unanticipated mid-year revenue shortfalls;
- General Fund Unrestricted Reserve – Unallocated - This reserve is made up of remaining ending balance after the reserve requirements above have been met. At June 30, 2009, this amount was $8,653,952;
- General Fund Unrestricted-Designated Reserve – Budget Rollover – Although not an actual reserve, the Adoption Budget at June 30, 2009 had ending balances of $1,258,761 from the four budget units which were designated for one-time expenditures in 2009-10 at the specific sites that generated the balance.

Planning Agenda:

None.

**e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**

Descriptive Summary:

The Chancellor delegates to each of the district's three college presidents the responsibility and accountability for the successful operations of their campuses within parameters established in Board policy. The Chancellor is supportive of effective presidential decisions that comply with the District mission and regulation. The Chancellor recognizes and encourages participatory governance and

broader consultation with district employees. The Chancellor advocates and serves as a buffer for each of the district colleges with the Trustees.

In accordance with her job description, the President is responsible for planning and developing the overall academic direction for the college and for planning and recommending the instructional and student services programs, college budget, and organizational structure of the college. The President has been delegated final approval authority for the selection of new contract faculty members and for the allocation of resources within the established college budget. The Chancellor holds the President accountable for her performance, both on an ongoing basis through regular meetings and telephone contacts, and through his assessment of her through the management evaluation process.

Self Evaluation:

The Chancellor has been available to provide advice and support to the President, without engaging in the operation of the campus. The President has been delegated authority to implement and administer district policy without interference. The Chancellor sets goals and evaluates the President on an annual basis. The President is held accountable for the operation of the college consistent with the Board's ultimate responsibility for the effective functioning of all programs and services throughout the district.

The Board has adopted programs for which there are no district standards, policies or procedures, is providing degrees that require more credit than required to transfer to California public colleges and four–year universities, and continues to place courses and programs in its catalogs which are repeatedly not offered to students. Presidential operational oversight at each of the three colleges would be strengthened through greater local administrative assessment and proactive intervention into standards and practices affecting student programs and services. Although the three college Academic Senates clearly have the primary voice in academic and professional matters, it is not the only voice that should be heard in advising the Chancellor and Board on policy matters affecting students.

Planning Agenda:

The Board will adopt strengthened academic and program standards through collegial consultation with the Academic Senates informed by local administrative perspectives.

Recommendations from the three independent colleges pertaining to faculty academic and professional matters will contain comment from appropriate campus administrators and presidents regarding the adequacy of proposals.

Administrative oversight of faculty proposals within DCSL and DTRW will be strengthened by assessing them for overall effectiveness in meeting student needs. Academic matters taken to the Board for action will contain the primary recommendation of the Academic Senate and the college President or her designee, such as the Executive Vice President of Student Learning.

**f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

Descriptive Summary:

The Chancellor and district act as a liaison between the colleges and the Board of Trustees. The Chancellor, acting on behalf of the Board, through the district's Consultation Council, confers with college, senate, and classified Presidents, Vice Chancellors, student leaders, and labor representatives to review the monthly Board agenda. Depending on circumstances, items are occasionally modified, withdrawn or postponed due to the Council's feedback. In addition, several district-wide councils exist to communicate policy and operational issues and receive feedback, such as:

- Chancellor's Cabinet

- Consultation Council
- District Council on Administrative Services (DCAS)
- District Council on Human Resources (DCHR)
- District Council on Student Learning (DCSL)
- District Technical Review Workgroup (DTRW)
- Administrative Technology Advisory Committee (ATAC)
- Distance Learning Task Force (DLTF)

The Board of Trustees, as a component of its Code of Ethics/Standards of Practice, must use appropriate formal channels of district communication. The intent of this practice is to ensure that district-wide deliberative bodies are fully engaged by employees in resolving operational matters inappropriate for Board intervention. This practice is also intended to preclude premature advocacy prior to complete development of recommendations within district deliberative bodies.

The district maintains the Office of Administrative Relations. The Director of Administrative Relations has responsibility for the flow of communications between the Board, Chancellor, colleges, staff, and the community. The position maintains a communication plan and process designed to foster understanding between the Board, the DAC, its colleges and constituents (IVB.50: Communications Plan). The Office of Administrative Relations also provides marketing services and expertise for the colleges.

The Chancellor provides the Board of Trustees with a weekly district update that includes information provided from each campus president. In addition, campus-based events are provided to trustees through weekly communication and on the district website.

Self Evaluation:

An employee code of ethics (Board Policy 7205) was reviewed by the Board's Policy Committee on May 13, 2010 and recommended for adoption (IVB.51: BP 7205, Employee Code of Ethics). This policy will require all district employees to "use established channels of communication within the district." It is anticipated that the Board will adopt this policy at its June 16, 2010 Board meeting. The policy should strengthen existing communication / governance processes within the district.

The role of administrative relations has taken on greater significance in light of the elimination of three campus-based public information officers in December 2009. Through the use of newly-implemented technology (*i.e.,* intranet portal for employees / students; college / district announcements / news posting; increased website capabilities through OmniUpdate, and college / district events calendar / news enhancements), communications have been streamlined for greater efficiency and consistency. However, there continues to be a lack of resources and support needed to maintain current and accurate information in the portals and on the websites and the technology assistance required for same.

Communications need to be strengthened by having the district's Academic Senates post meeting agendas and minutes, consistent with the Brown Act.

Board minutes are developed and posted in a timely manner. When fully implemented, the BoardDocs system promises to further enhance the ability of the public and employees to access information.

Planning Agenda:

The BoardDocs system will be fully implemented by the end of the fall 2010 semester.

The Office of Administrative Relations will conduct a publications audit, develop an annual report to the community or other signature publication, and create a district-wide newsletter.

An online style guide will be developed for employee access and use.

The Board will adopt Board Policy 7205 (Employee Code of Ethics).

The Office of Administrative Relations will assess approaches to providing technical support necessary to maintain technological communications.

District governance bodies covered by the Brown Act will post meeting agendas and minutes on the district website for public access.

**g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

Descriptive Summary:

As described earlier, the roles of the DAC and its colleges are clearly defined. The DAC provides for the effective and efficient operation of system colleges in the areas of planning and finance, human resources, educational services, information technology, economic development, and administration. The DAC also serves as the coordinating body among system colleges and a liaison between the Board of Trustees and the colleges.

A model for program review at the district level was drafted during the 2008-09 academic year but was not fully implemented. Thus the primary vehicle for evaluating the effectiveness of district services resides in the management evaluation procedure that is used to assess the performance of the administrators responsible for each of the district-wide services.

Self Evaluation:

The management evaluation process provides for feedback from peers, subordinates, and the leaders of constituent groups. Nonetheless, by definition the evaluation process focuses primarily on the individual administrator rather than on the operation of the district office or function, and the amount of survey data collected varies in accordance with the individual being evaluated. A more systematic and broader-based method of evaluation of services would be provided through a fully-implemented program review system.

Planning Agenda:

By spring 2011, a data driven program review system for assessing all district services will be implemented.

## Documents to Support Standard IV

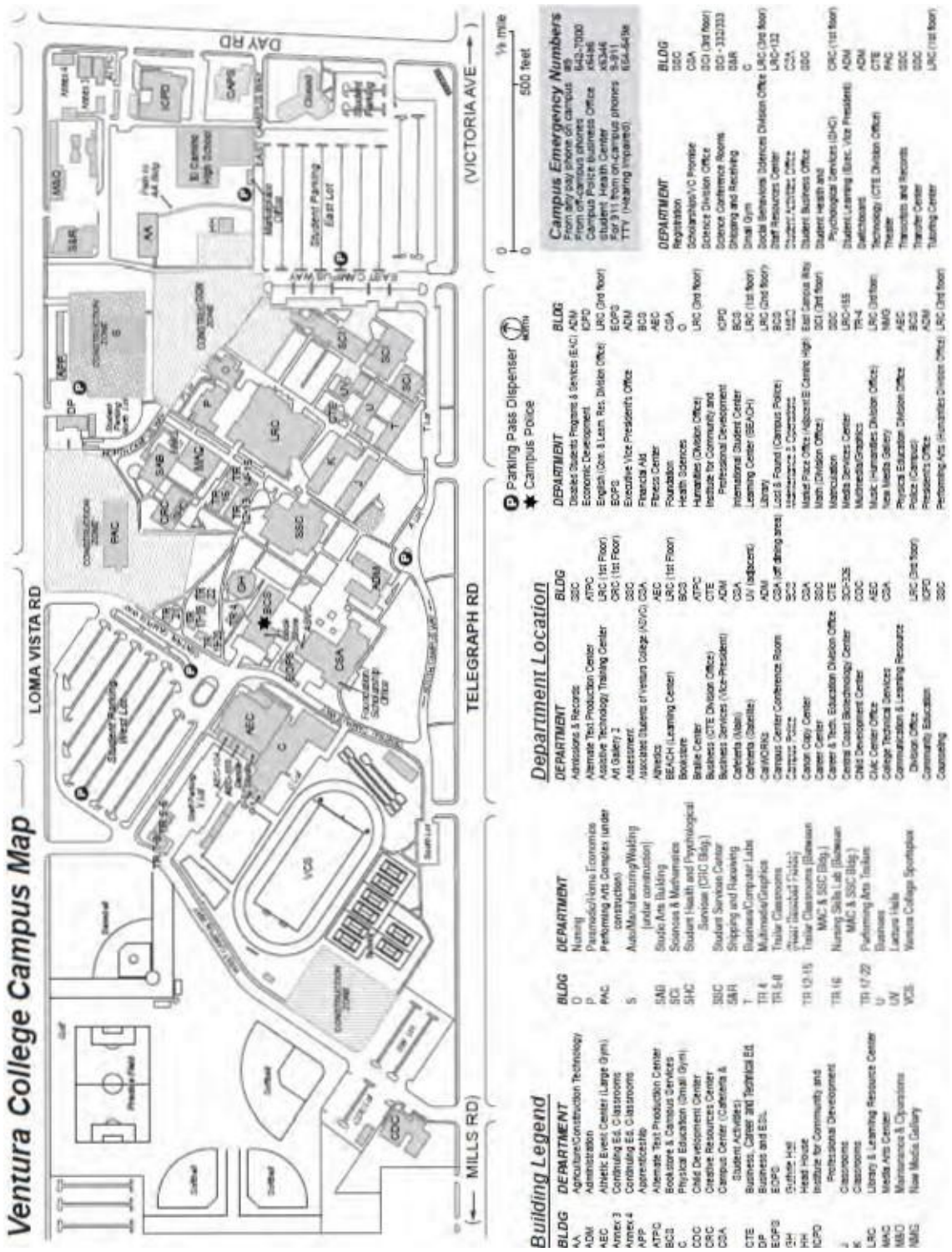
General Document 6: Participatory Governance Handbook

Standard IVA:

IVA.1: Core Commitments
IVA.2: Educational Master Plan, pages 34-40
IVA.3: Making Decisions at Ventura College
IVA.4: Institutional Research Reports Website
IVA.5: Program Review Data
IVA.6: Institutional Research Website
IVA.7: Educational Enhancement Grants Website
IVA.8: Curriculum Handbook
IVA.9: Report of Focused Midterm Visit, November 2007
IVA.10: Substantive Change Report
IVA.11: Sample Annual Report, Press Releases, and Brochures
IVA.12: Self-Report on Basketball Violations and Response from Western State Conference Commissioner
IVA.13: Survey on Committee Functioning

Standard IVB:

IVB.1: BP 2200, Board Duties and Responsibilities
IVB.2: District Vision Statement; District Mission Statement; District Values Statement
IVB.3: AP 7120, Recruitment and Hiring: College President
IVB.4: California Education Code § 70902
IVB.5: BP 2715, Trustee Code of Ethics / Standards of Practice
IVB.6: California Government Code § 54950 [The Brown Act]
IVB.7: BP 2720, Board Member Communications
IVB.8: BP 2100, Board Elections
IVB.9: Report of VCCCD Fall 2009 Employee Survey
IVB.10: BP 2710, Conflict of Interest
IVB.11: BP 1200, Mission Statements
IVB.12: Master Plan 2007-2015 Ventura County Community College District
IVB.13: Board Agenda, Sample Page
IVB.14: BP 2220, Committees of the Board
IVB.15: BP 2434, Chancellor's Relationship with the Board
IVB.16: BP 2430, Delegation of Authority to Chancellor
IVB.17: BP 2425, Board / District Planning
IVB.18: BP 6200, Budget Preparation
IVB.19: BP 6250, Budget Management
IVB.20: BP 6300, Fiscal Management
IVB.21: BP 6500, Property Management
IVB.22: BP 2010, Board Member
IVB.23: BP 2210, Officers
IVB.24: Board Policies 2305-2365
IVB.25: BP 2411, Administrative Procedures
IVB.26: BP 2015, Student Member
IVB.27: BP 2740, Board Education
IVB.28: BP 2110, Vacancies on the Board
IVB.29: AP 2110, Vacancies on the Board
IVB.30: BP 2745, Board Self-Evaluation
IVB.31: AP 2745, Board Self-Evaluation
IVB.32: Board Self Evaluation Fall 2008
IVB.33: BP 2215, Role of the Board Chair

IVB.34: Board of Trustees, Minutes for the Meeting of Tuesday, October 9, 2007, see page. 3
IVB.35: BP 2431, CEO Selection
IVB.36: AP 2431, Recruitment and Hiring: Chancellor
IVB.37: Job Description, Chancellor IVB.38:
BP 7120, Recruitment and Hiring IVB.39:
College President's Job Description IVB.40:
Organizational Chart, FY 2011
IVB.41: Executive Summary, Planning and Program Review
IVB.42: Productivity Targets
IVB.43: Sample Flowcharts and Checklists
IVB.44: Sample Monthly Newsletter
IVB.45: Keeping Promises: The Ventura Promise Program (DVD)
IVB.46: Ventura College Community Report
IVB.47: Educational Master Plan, pages 25-29
IVB.48: BP 2433, CEO Comportment
IVB.49: District Website, Committees
IVB.50: Communications Plan
IVB.51: BP 7205, Employee Code of Ethics

# Map of the College