



Accreditation Steering Committee

Agenda

Thursday, November 19, 2015

3:30 – 5:00 p.m.

Multidisciplinary Center West (MCW) – 312

- A. Call to Order
- B. Public Comments
- C. Approval of Minutes: November 4, 2015
- D. Announcements/Information Items
 - 1. **Reminder to submit evidence and any web problems to [Felicia Torres](#)**
 - 2. [ACCJC Accreditation Reference Handbook July 2015](#)
 - 3. [ACCJC Guide to Evaluating & Improving Institutions](#) (Probing Questions)
 - 4. [ACCJC Manual for Institutional Self Evaluation](#) Oct. 2015
 - 5. [Napa Valley College \(sample Accreditation Self-Evaluation Report\)](#)
 - 6. [CCCCO Taskforce on Accreditation](#)
- E. Discussion Items
 - 1. Update on editor
 - 2. Submitting Standard sections
 - 3. Distance Education pieces (Gwendolyn Lewis-Huddleston)
 - 4. Updated Timeline
 - 5. Study Session Focus on Standard IC: Institutional Effectiveness (D. Newcomb) and Standard 2A: Instructional Programs (L. Wright) – 30 minutes
 - 6. Next Steps
- F. Action Items
 - 1. None
- G. Adjournment

Charge: The Accreditation Steering Committee monitors the status of the college’s compliance with accreditation standards and is responsible for the coordination of the effort to prepare the self-study and mid-term reports. Recommendations from the college self-study and the Accrediting Commission referred to the College Planning Committee for incorporation into the college plan.

Membership: Accreditation Liaison Officer, Vice President of Academic Affairs and Student Learning, vice President of Student Development, Vice President of Business Services, Dean of Institutional Effectiveness/Accreditation Liaison Officer (chair), Academic Senate Executive Committee members, Basic Skills Committee Co-Chair, Budget Resource Council Chair, Classified Senate Executive Committee members, College Planning Council Co-Chair, Curriculum Committee Co-Chair, Dean for Distance Education, Facilities Oversight Group Co-Chairs, Institutional Researcher, Library Committee Chair, Learning Resources Supervisor, SLO Committee Chair, Asst. Deans of Student Services, Student Success Team Representative, Technology Committee Chair.

Meeting Dates for Fall 2015	Meeting Dates for Spring 2016
Sept. 2 & 6	Jan. 20
Oct. 7 & 21	Feb. 3 & 17
Nov. 4 & 19	March 2 & 6
Dec. 2	April 6 & 7
	May 4



Accreditation Steering Committee (VC-ASC)

2015-2016 Academic Year

Meeting Notes

November 4, 2015 - 3:30 p.m. – 5:00 p.m.

MEETING NOTES PRIOR TO APPROVAL AT NOVEMBER 19, 2015 VC-ASC MEETING

Members: ALO: Kim Hoffmans; Faculty Co-Chair: Alex Kolesnik
 Emily Bartel, Jack Bennett, Michael Bowen, Phillip Briggs, Michael Callahan, Colleen Coffey, Maureen Eliot, Karen Engelsen, Greg Gillespie (President), Tim Harrison, Bill Hart, Grant Jones, Gwen Lewis-Huddleston, Debbie Newcomb, Peder Nielsen, Mark Pauley (Budget and Resource Council Co-Chair), Rebecca Russell, Rick Trevino, and Lynn Wright

Guests: none

Absent: Kammy Algiers, Raeann Koerner, Rachel Marchioni, Steve Palladino, and Peter Sezzi.

Recorder: Olivia Long

Notes:

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
A. Call to Order	Dr. Hoffmans called the meeting to order at 3:33 p.m.			
B. Public Comments	None			
C. Approval of Minutes: Oct. 21, 2015	Consensus was to approve the minutes as presented.			
D. Announcements/Information Items	<ol style="list-style-type: none"> 1. Reminder to submit evidence and any web problems to Felicia Torres 2. ACCJC Accreditation Reference Handbook July 2015 3. ACCJC Guide to Evaluating & Improving Institutions (Probing Questions) 4. ACCJC Manual for Institutional Self Evaluation Oct. 2015 5. Napa Valley College (sample Accreditation Self-Evaluation Report) 6. CCCCO Taskforce on Accreditation 			
	Dr. Hoffmans briefly reviewed the five items listed above. She reminded everyone to provide evidence to Felicia Torres, via email or hard copy if necessary.			
E. Discussion Items	<ol style="list-style-type: none"> 1. Napa Valley Accreditation Self-Evaluation Report Dr. Hoffmans shared that she received confirmation while attending a conference that what has been said regarding the Napa Valley report was false. It is still on the web. She noted that American Samoa and Napa Valley are the only two colleges that have used the new standards. 			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
<p>2. Submitting Standard Sections</p>	<p>Dr. Hoffmans stated that standard subsections should be sent to the standard leads. Then the standard leads need to submit the standards to her, and copy A. Kolesnik and F. Torres.</p> <p>A discussion ensued regarding how much information to include while keeping it concise. Dr. Gillespie noted that it would be better to include more at this rough draft stage and then the editor can work on paring down where needed.</p> <p>Dr. Gillespie broached the subject of hiring former President Robin Calote as the editor and asked for feedback. The consensus was favorable to that suggestion. He noted that he had not asked her yet as he first wanted to solicit input from the committee.</p>	<p>Submit standard subsection drafts to leads</p> <p>Submit standard drafts to KH, AK, FT</p> <p>Contact RC</p>	<p>Next meeting 11/19</p> <p>Next meeting 11/19</p> <p>Next meeting 11/19</p>	<p>Standard subsection Leads</p> <p>Standard Leads</p> <p>G. Gillespie</p>
<p>3. Distance Ed</p>	<p>Dr. Hoffmans reiterated that distance education needs to be interwoven throughout the document. Dr. Huddleston noted that she has been going through the standards and looking for evidence with the Distance Education Committee. She requested that if any sections were in need of information, please send her an email mail and she will supply it. Dr. Hoffmans noted that the process for distance education is usually the same as on ground. Dr. Huddleston concurred and noted that the question regarding the difference is frequent. A. Kolesnik mentioned a statement that was provided to him by Dr. Huddleston and stated that he would forward it to the standard leads.</p>	<p>Contact Dr. Huddleston if you need distance education for your standard</p> <p>Email statement received from Dr. H.</p>	<p>Next meeting 11/19</p> <p>Next meeting 11/19</p>	<p>Standard Leads</p> <p>A. Kolesnik</p>
<p>4. Study Session (Standard IB. Academic Quality)</p>	<p>Dr. Hoffmans stated that since there is a good draft, the intention is to use 30 minutes of each meeting to conduct a study session to review the drafts. She noted to be mindful that the distance education and student learning outcomes are interwoven throughout, and in general how it relates to all other areas.</p> <p>B. Hart passed out the draft copy of Standard IB. The committee reviewed the document and provided feedback. It was brought up that next time it would be helpful to receive the draft prior to the meeting along with the probing questions.</p>			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
5. Next Steps	Dr. Hoffmans noted the study session at the next meeting would be for Standard 2A. She stated that the next focus would be evidence gathering. A. Kolesnik suggested dividing into small groups for the study session. B. Hart suggested that the study session could consist of 2 standards and then could be rotated. Dr. Hoffmans was in favor of the suggestion and added 1C to the study session for the next meeting.	Agendize Study Session for Standard 1C & 2A	Next meeting 11/19	D. Newcomb/L. Wright/K. Hoffmans
F. Action Items				
1. None				
G. Adjournment	Dr. Hoffmans adjourned the meeting at 4:55 p.m.			
Next Meeting Date:	November 19, 2015 – 3:30 pm, MCW-312			

DRAFT



Accreditation Self-Evaluation Preparation Timeline

D R A F T of November 19, 2015

Month	Activity
September 2, 2015	First semester meeting to discuss group assignments and timelines
September 16, 2015	All groups review drafts and identify areas that will need attention and possible sources of evidence.
October 7, 2015	Report on progress on draft and turn in evidence for electronic storage
November 4, 2015	Draft responses for all 4 standards are due to Accreditation Liaison Officer (ALO)
November 6-30, 2015	Share progress on initial response to each standard with Campus Committees and Forums
November 19, 2015	Accreditation Committee meets and responds to draft of standards ALO forwards drafts to editor
December 2, 2015	Accreditation Committee meets and responds to draft of standards
January 6, 2015 January 7, 2015 January 8, 2015	Edits/comments on 1 st Draft due from editor to ALO Professional Development Presentation ALO distributes 1 st Draft to Standard Leads, President Gillespie, Academic Senate Alex Kolesnik, Classified Senate Peder Nielson, and Associated Students
January 20, 2015	Accreditation Committee meets and responds to draft of standards
February 1, 2016	Draft due to DCAP , local committees (Admin Council, Classified Senate, Academic Senate, and College Planning Council) First and second readings where needed. Draft revisions throughout the month. Quality Focus Essay and planning pieces need to be in place.
March 17, 2016	Draft due to Board for April Board Meeting***
April 12, 2016	Board meeting – first reading Revisions as necessary; Final Draft to Board approximately April 19.
May 12, 2016	Final Draft, Second Reading by BoT
August 2016	Self-Evaluation due to ACCJC
October, 2016	Site Team Visit; Possibly October 10-14. <i>Our second choice of dates is the last week in September</i>

***March 17th is the deadline for the document (not the placeholder) to actually send to Clare Geisen. If there were minor changes that we caught in the next couple of days past that, we could probably fix, if not we'll just communicate to the Board at the meeting.

Standard IC. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20) CW IIA Intro, IIA1, IIA6c

Descriptive Summary:

The college mission statement is readily available and accessible on the Ventura College homepage under “College Information” (<http://www.venturacollege.edu/college-information/about-ventura-college/mission>) and in the college catalog (available in print and online) on page 8. **Link to College Catalog**

Information regarding every aspect of student learning outcomes (SLO’s) and Service Unit Outcomes (SUO’s) and their assessments are available on the “College Information” page on the college website. <http://www.venturacollege.edu/college-information/student-learning-outcomes>. Institutional (General Education) Student Learning Outcomes (ISLO’s) and SUO’s are also listed in the college catalog on page 10.

SLO processes and procedures are included in the SLO Handbook, which is available on the college website. Academic departments track progress toward the implementation of student learning outcomes and classroom faculty are advised to place student learning outcomes on their course syllabi, and to discuss the SLO’s with their students. The Faculty Handbook includes a model for SLO inclusion on course syllabi. (IIA.15: Faculty Handbook). **Link to both handbooks – SLO Handbook available May 2016**

Program Student Learning Outcomes are posted for academic and occupational programs on each respective program web page. **Verify that these pages have PSLOs**

A comprehensive list of all academic programs offered at the college is available on the college website at <http://www.venturacollege.edu/departments/academic> and on page 45 of the college catalog. This list is updated annually by Curriculum Technician and the Curriculum Committee Faculty Co-Chair and then reviewed for accuracy by the college Articulation Officer, the college administrative team, and department chairs. **Link to page 45 of college catalog**

Information regarding available student support services is provided on the college webpage under the “Services for Students” tab as well as in the college catalog on pages 33-39. This information is updated annually by the Assistant Dean of Student Services and reviewed for accuracy by the Vice President of Student Development, as well as the College’s administrative team and department coordinators.

Information regarding the college's accreditation by the ACCJC is likewise available on the college homepage under "College Information." <http://www.venturacollege.edu/college-information/about-ventura-college/accreditation> and in the college catalog on page 7 of the college catalog.

Academic programs accredited by outside agencies include the Nursing Program and the Automotive Program. The Nursing Program is approved by the California Board of Registered Nursing and is nationally accredited by the Accreditation Commission for Education in Nursing.

The Automotive Technology program is accredited by NATEF (National Automotive Technicians Educational Foundation) which reviews, examines and certifies programs every 5 years. Ventura College's certification is set to be reviewed in 2016. The automotive technology program has also been certified by the National Institute for Automotive Service Excellence (ASE) in all eight automotive repair categories, as well as by the California Bureau of Automotive Repair (BAR) to teach all BAR related courses.

Self-Evaluation:

The college meets the standard. The college assures clarity, accuracy, and integrity of information provided to students, prospective students, personnel, and all interested persons and organizations. The mission statement is accessible on the college website and in the college catalog. Learning outcomes are stated on the SLO page on the college website and on program web pages. Academic programs, student services, and accreditation status are clearly stated both in the college catalog and on the website.

Evidence: **Include both links and screen shots**

1. Mission Statement on college website
2. Mission Statement in college catalog
3. Student Learning Outcomes web page
4. Institutional Student Learning Outcomes and Service Unit Outcomes in college catalog
5. SLO Handbook
6. Business Program web page with Student Learning Outcomes **Find a different department with all SLOs on web page**
7. Faculty Handbook Section IIA.15
8. List of academic programs on college website
9. List of academic programs in college catalog
10. Accreditation page on college website

11. Nursing Program web page with accreditation status
12. Automotive Program web page with accreditation status

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20) CW IIB2

Descriptive Summary:

The college catalog provides current and prospective students an accurate, up-to-date and comprehensive description of college services, programs, policies and procedures. The college catalog is produced and 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 regarding district policies, college procedures, and student services is reviewed for accuracy by the offices most closely associated with each policy, procedure or service. The catalog is available both in print and online to be viewed or downloaded and saved as a .pdf file. Catalogs for 10 prior years are also available online (IC.2: Ventura College Website, “College Catalog”

<http://www.venturacollege.edu/apply-and-enroll/college-catalog>

The college catalog is supplemented three times per year by the fall, spring, and summer schedules of classes. The schedule of classes contains additional information about enrollment policies and procedures, assessments, orientations, educational planning services, financial aid, how to add or drop courses, and more. Included in each schedule of classes is a chart that explains where to go for assistance on a variety of concerns (Ventura College Fall 2015 Class Schedule). <http://www.venturacollege.edu/apply-and-enroll/schedule-of-classes>

The schedule of classes is available on the college website in both a real-time searchable format and as a downloadable .pdf or .txt text version that can be viewed and printed.

Self-Evaluation:

The college meets this standard by providing both a print and online catalog for students and prospective students that contains precise, accurate information on requirements, policies and procedures.

Evidence:

1. Table of College Catalog Eligibility Requirements **Link**
2. Appendix to Standards List **?? what is this??**

3. College Catalogs on website
4. Schedule of classes on website

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19) CW IB5

Descriptive Summary:

Ventura College regularly communicates matters of academic quality to appropriate constituencies. This information is publicly available on the college website, and includes the following:

- The College's current Accreditation status and ACCJC correspondence (I.C.3-1 Screenshot of VC Accreditation webpage)
- Since 2011, all program reviews have been posted on the VC Program Review webpage. Both the program review and the program-level student achievement data are posted on the site (I.C.3-2 Screenshot of VC program review webpage).
- Student Learning Outcome assessments are posted on the VC SLO webpage. This site contains course outcomes, program outcomes, and institutional outcomes (I.C.3-3: Screenshot of VC SLO webpage).
- A variety of data reports on student achievement, student learning, program evaluation, student and faculty demographics, distance education, and other information are posted on the VC Office of Institutional Equity and Effectiveness webpage (I.C.3-4: Screenshot of VC OIEE webpage).
- The College Profile and Institutional Effectiveness Report is an exhaustive factbook that shows trends in enrollment, student demographics, student completions, and the annual budget. This document is available on the VC Office of Institutional Equity and Effectiveness webpage (I.C.3-5 Screenshot of VC OIEE webpage).

Analysis and Evaluation

The College meets the Standard. Documented assessments of student learning and evaluation of student achievement are used to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Evidence

I.C.3-1: Screenshot of VC Accreditation webpage

I.C.3-2: Screenshot of VC program review webpage

I.C.3-3: Screenshot of VC SLO webpage

I.C.3-4: Screenshot of VC OIEE webpage

I.C.3-5: Screenshot of VC OIEE webpage

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. CW IIA6

Description

Ventura College introduces itself to the public by providing its vision, mission, and guiding principles both on the college website and in the college catalog (p. 9). The College provides clear, comprehensive listings of the course requirements for certificates and degrees in the college catalog. Catalogs are available in printed copies at the bookstore, admission and records, counseling services, the library, each division office, and online in a downloadable pdf format. Each program listing states the program purpose, course requirements, recommended additional courses (when applicable), and Program Student Learning Outcomes (PSLOs). For more detailed information about institutional and program Student Learning Outcomes, **see section IB or 2A – Jack confirm where.**

The college website contains program web pages. These web pages contain information about the program purpose, description, PSLOs, CSLOs, career opportunities, degrees and/or certificates awarded, and links to the program's listing in the college catalog. Academic counselors (and, in the case of occupational programs, department chairs) also advise students regarding the courses needed to complete a degree or certificate. **What is the process for updating these pages?**

An additional source of information available to students is program brochures published by the Career and Technical Division. Each brochure describes the purpose, content, and course requirements for their degrees and certificates. **Link to one brochure in pdf format**

Evaluation

Ventura College meets the standard of describing its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. This information is disseminated through a variety of media. Program outcomes (PSLOs) have been identified through cooperative, departmental discussions. These PSLOs are identified in TracDat and are communicated on the program's webpage, as well as in the college catalog.

Evidence

1. VC Catalog showing description of degrees and certificates
2. VC Program page on website
3. Example of a Program page on website

4. Program Unit in TracDat
5. ISLOs in college catalog
6. Water Science Program brochure - **need pdf**

5. *The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. CW IVA5*

Descriptive Summary

Add links

The College provides comprehensive information about its mission, programs, and services to the public through a variety of resources, including the college website, program web pages, student service web pages, the college catalog, and in faculty handbooks.

(<http://www.venturacollege.edu/college-information/about-ventura-college/mission>;

<http://www.venturacollege.edu/departments/academic>;

<http://www.venturacollege.edu/departments/student-services>;

<http://www.venturacollege.edu/apply-and-enroll/college-catalog>) Additionally, current

students and employees receive communications through the student and employee portals

(**screen shots of portals**). (**Link to handbooks**). **DO NEW HANDBOOKS HAVE THESE ITEMS AND WHAT PAGE?**

Institutional policies and procedures are reviewed regularly through the governance process via a committee structure. College faculty, staff, and students participate in this process.

During the 2014-2015 academic year, **the College completed** **Is this complete?** a comprehensive review of policies and procedures resulting in a document called [Making Decisions at Ventura College](#). This document was the product of an extensive, college-wide collaborative process that included representation from all constituent groups. It provides a clear road map to the processes for policy and procedure determinations, as well as the parties responsible for establishing and reviewing them. The Making Decisions document includes information on the Ventura College decision-making processes for: the Mission, Values and Vision Statement (p. 1), the Roles of College Constituent Groups (p. 3), a list of all campus committees (p. 6), and the College Planning and Program Review Cycle (p. 15). **Update page numbers**

Comprehensive review of policies and procedures are done by the following college governing groups.

- The Ventura College Academic Senate leads the campus on academic and professional matters, and addresses all matters either directly or through its designated committees. Actions and minutes are posted on their website.

<http://www.venturacollege.edu/faculty-and-staff/academic-senate> Is webpage updated?

- The Ventura College Classified Senate supports and advocates for all classified staff on matters of participatory governance. The Senate interfaces with the College management in the implementation of College goals and objectives, and collects, evaluates, disseminates information to and from classified staff as appropriate. Actions and minutes from each meeting are posted on their website.

<http://www.venturacollege.edu/faculty-and-staff/classified-senate>

- The ASVC (Associated Students of Ventura College) assumes responsibility for expressing student concerns, interests, and viewpoints to the administration and college community. The ASVC constitution and by-laws are posted on the college website.

<http://www.venturacollege.edu/departments/student-services/associated-students-of-ventura-college/asvc-constitution-bylaws>

At the district level, Board Policies (BPs) and Administrative Policies (APs) are updated on a two-year cycle or as necessary. All institutional policies and procedures are available on the Ventura Community College District website. (<http://www.vcccd.edu/board-of-trustees/policies-and-procedures>) The district contact information is provided on the webpage for inquiries and additional information. The district's Decision-Making Handbook was reviewed and updated in 2015. (<http://www.vcccd.edu/about-the-district/participatory-governance>) This handbook outlines "how employees are involved in the processes that lead to recommendations in their respective areas of responsibility and the accountability they have in decision-making."

Communication of college services, programs, policies, and procedures is provided to students and the public in the college catalog. **Link to summary table in evidence** The College has established procedures for regular review of the college catalog to assure integrity of information regarding its mission, programs, and services. For a complete description of this, see section Standard 1C1.

Policies, procedures, and regulations are communicated to faculty and staff in the Faculty and Staff Handbooks. These handbooks are available through the employee portal at <https://my.vcccd.edu/cp/home/displaylogin>. These handbooks are designed to be a resource to faculty and staff for district procedures, policies, and regulations that are applicable to their role at the college. They also provide an overview of some of the services and resources that are available to assist them. **LINK to handbooks** **Are these updated yet?**

Self-Evaluation

Ventura College meets the standard by regularly reviewing institutional policies and procedures to assure integrity in all representations through the governance process. Regular review of publications involves a decentralized process, with the dean of the relevant division responsible for his or her areas of supervision.

Evidence

1. Ventura College Vision Statement, Mission, and Guiding Principles
<http://www.venturacollege.edu/college-information/about-ventura-college/mission>
2. Ventura College Making Decisions document
3. Ventura College Planning and Program Review Flow Chart
4. Ventura Community College District BP and AP web pages <http://www.vcccd.edu/board-of-trustees/policies-and-procedures>
5. Ventura Community College District Making Decisions document
http://www.vcccd.edu/sites/default/files/imported/assets/pdf/about_the_district/Decision_Making_Handbook_FINAL.pdf
6. Academic Senate webpage <http://www.venturacollege.edu/faculty-and-staff/academic-senate>
7. Classified Senate webpage <http://www.venturacollege.edu/faculty-and-staff/classified-senate>
8. Associated Students of Ventura College webpage
<http://www.venturacollege.edu/departments/student-services/associated-students-of-ventura-college>
9. College catalog <http://www.venturacollege.edu/apply-and-enroll/college-catalog>
10. Screen shot of announcements on student portal
11. Screen shot of announcements on faculty portal.
12. Full-time Faculty Handbook
13. Part-time Faculty Handbook
14. Staff Handbook

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. CW New

Descriptive Summary

The College provides both current and prospective students with information about the total cost of their education both in the college catalog and on the college website.

The 2014-15 College Catalog explains all fees on pages 19 to 22. Although the catalog does not include specific information about the costs of textbooks, students can use the online bookstore site to locate required texts and their cost. <http://venturacollege.bncollege.com>

The college website provides current and prospective students with extensive, accurate, up-to-date information about tuition, fees, and other required expenses. On the “Paying for College” webpage, students are provided with links for fees, financial aid, payment plans, scholarships and grants, and the Ventura College Promise program. <http://www.venturacollege.edu/apply-and-enroll/paying-for-college>

The college website also provides *Gainful Employment* information for each certificate program that is approved for financial aid.

<http://www.venturacollege.edu/departments/administrative/executive-vice-president/gainful-employment-disclosures> . All programs offering Certificates of Achievement are required to review and update their gainful employment information annually. All new programs are required to provide gainful employment information before the Financial Aid Department is able to submit the program for federal financial aid. This policy ensures that useful, up-to-date information is provided for students.

To assist students with educational planning, the Gainful Employment Disclosures webpage provides information regarding the career pathway, cost of the program (including tuition, fees, books, and supplies), financing options, and length of the program.

The Financial Aid Department’s webpage includes a link to information about the total costs of attendance (COA), estimated family contribution (EFC), and financial need (FN).

<http://www.venturacollege.edu/departments/student-services/financial-aid/cost-of-attendance>

Students will find both descriptive information, helpful charts, and a video explanation of EFC. In addition, the Financial Aid Department offers a free Financial Aid Handbook & Planner to all students. This publication contains complete information about financial aid and cost of attending, as well as a budget worksheet. It also includes a listing of other student support services with contact information, purpose, and services provided.

Ventura College is supported by the Ventura College Foundation, which provides a number of opportunities to assist students in paying for their education. These services are communicated on the VC website, in the student portal, via e-mail, and through marketing campaigns. Some of the direct support programs they provide include the following.

- Ventura College Promise
 - Since 2010, the College has offered the Ventura College Promise program. This program was created to remove economic barriers to education for local

graduating high school seniors, improve the number of students attending college in Ventura County and enhance the workforce quality in the area. Qualified Ventura County high school graduates will have their enrollment fees covered during their first year of attendance at Ventura College.” The program is also extended to students with a GED. It covers the tuition fees for classes, the Student Rep fee, the Health fee, and the Student Center fee.

<http://www.venturacollege.edu/departments/administrative/foundation/programs/vc-promise> **Update this link in Spring 2016**

- Textbook Lending Library and Textbook Voucher Programs

- The textbook lending library allows students to check out textbooks for the semester. Frequently, the cost of textbooks exceeds the cost of tuition, making it challenging for students to have the resources they need to succeed in their classes. To date, over 9000 students have benefited from this program. In addition to the lending library, the Foundation provides eligible students with vouchers that can be redeemed for the purchase of textbooks at the College Bookstore.

<http://www.venturacollege.edu/departments/administrative/foundation/programs/textbook-lending-library>

- General Scholarship and Phoenix Scholarship Programs

- Students attending Ventura College may also offset the cost of their education by applying for various scholarships offered by the Ventura College Foundation. The foundation provides over \$400,000 in scholarships annually.

http://dwview.vcccd.edu/vcccd_photo/vcf-flip/vcf14-report-f.html#p=1

<http://www.venturacollege.edu/departments/administrative/foundation/programs/scholarships> **Update this link Spring 2016**

Self-Evaluation:

Ventura College meets and exceeds the standard by providing extensive, accurate information to current and prospective students regarding the total cost of education, including tuition, fees, textbooks, and other expenses, through multiple media, such as the college catalog and a variety of webpages on the college website. In addition, students are able to access gainful employment information and a variety of financial aid resources on the college website to assist them in planning for their educational needs.

Evidence:

1. College catalog p.19-23

2. VC Bookstore Barnes and Noble website
<http://venturacollege.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=78736&catalogId=10001&langId=-1>
3. Paying for College webpage
4. Financial Aid webpage
5. Gainful Employment webpage
6. Ventura College Financial Aid Handbook & Planner 2015/2016 School Year
7. Ventura College Promise webpage
<http://www.venturacollege.edu/departments/administrative/foundation/programs/vc-promise>
8. Textbook Lending Library webpage
<http://www.venturacollege.edu/departments/administrative/foundation/programs/textbook-lending-library>
9. Ventura College Scholarship webpage
<http://www.venturacollege.edu/departments/administrative/foundation/programs/scholarships>
10. Ventura College Phoenix Scholarship webpage
<http://www.venturacollege.edu/departments/administrative/foundation/programs/phoenix-scholarships>

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13) CW IIA7

Descriptive Summary:

The College is guided by published board policies on academic freedom and responsibility. The Ventura Community College District established BP 4030, which is the policy regarding academic freedom. (<http://www.boarddocs.com/ca/vccd/Board.nsf/goto?open&id=83LD750DD2BD#>). This policy clearly states that academic freedom is the “cornerstone of a college” and that freedom in teaching is “fundamental for the protection of both faculty and students in teaching and learning”. The related administrative procedure is AP 4030 (<http://www.boarddocs.com/ca/vccd/Board.nsf/goto?open&id=83LD750DD2BD#>). Links to these policies are provided on the college website on the Faculty and Staff page. The board policy is supported both by the Office of Student Learning and the Academic Senate.

A statement of academic freedom is published in the college catalog, pg. 278. The faculty handbooks also address academic freedom in the Full-time Handbook, p. 13, and in the Part-time Handbook, p. 11.

Self Evaluation:

The College meets this standard. Board Policies (BPs) and Administrative Procedures (APs) are established by the Ventura County Community College District (VCCCD) and published on their website for public access. The college catalog and faculty handbooks also state these policies.

Evidence

1. Board Policy 4030 Academic Freedom
2. Administrative Procedure 4030 Academic Freedom
3. Full-time Faculty Handbook, p. 13
4. Part-time Faculty Handbook, p. 11
5. College catalog, p. 278

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty. CW IIA7b+

Descriptive Summary

The College and the district establish and publish very clear policies regarding honesty, responsibility, and academic integrity. The district has established the following board policies and procedures regarding these matters:

- BP 5500 and AP 5500 Standards of Conduct
- BP 5520 and AP 5520 Student Discipline Procedures
- BP 5530 and AP 5530 Student Rights and Grievances
- BP 3900 and AP 3900 Speech: Time, Place, and Manner

These policies establish the purpose of ensuring that the College is a safe, respectful, and productive learning environment for all constituents, including students, staff, faculty, and administrators. BP 5500 states that “Student conduct that negatively impacts the ability of students to meet their educational goals or employees to carry out their professional job responsibilities will be subject to the terms of this procedure.” The board policies clearly define conduct that is subject to discipline and potential disciplinary actions in Administrative

Procedure AP5520.

<http://www.boarddocs.com/ca/vcccd/Board.nsf/goto?open&id=83LD4G0DCD45#>

The college website includes a web page that clearly explains the policies and procedures regarding student conduct. <http://www.venturacollege.edu/current-students/standards-of-student-conduct> **NOTE: THIS PAGE HAS NO DIRECT LINKS. I ONLY FOUND IT BY DOING A SEARCH.** The college catalog includes the student Code of Conduct on page 265.

NOTE: Link to Student Disciplinary Code goes to a 2003-2004 catalog page!
<http://www.venturacollege.edu/faculty-and-staff/academic-resources/academic-dishonesty/student-disciplinary-code>

The college website also contains the faculty handbooks in which student conduct is addressed. All faculty have access on the college website to Turnitin's plagiarism detection tools. The proper use of Turnitin helps faculty know best how to assist students and contributes significant value to student learning. The College identifies academic honesty, student behavior, and consequences for dishonesty both on the website and in the college catalog. Clear and consistent explanations of plagiarism, cheating, and fabrication are provided for all constituents, including students, faculty, and staff.

WHY ISN'T THIS ALSO ON THE STUDENT PAGE?

College codes of ethics are also established for both faculty and staff. These are explained in faculty and staff handbooks and on the college website.

- Faculty Code of Ethics: **Need page #**
 - http://www.venturacollege.edu/sites/default/files/imported/assets/pdf/president_of_fice/Faculty_Professional_Ethics_2012.pdf
- Staff Code of Ethics: : **Need page #**
 - http://www.venturacollege.edu/sites/default/files/imported/assets/pdf/president_of_fice/Employee_Code_of_Ethics.pdf

Self-Evaluation:

Ventura College meets this standard by establishing policies regarding academic honesty, responsibility, and integrity and publishing them on the college website, and in the college catalog. Faculty are directed in these policies in the full-time and part-time faculty handbooks. District BPs and APs regarding academic honesty are published on the district website and links are provided on the college's website.

Evidence:

1. BP 5500 and AP 5500 Standards of Conduct
2. BP 5520 and AP 5520 Student Discipline Procedures
3. College website <http://www.venturacollege.edu/faculty-and-staff/academic-resources/academic-dishonesty>
4. Student Code of Conduct <http://www.venturacollege.edu/current-students/standards-of-student-conduct>
5. College catalog, p. 29-31 and 260-261
6. Full-time Faculty Handbook p. 22 -23
7. Part-time Faculty Handbook p. 20-21
8. Turnitin web page screen shot
9. Turnitin web page on college website <http://www.venturacollege.edu/online-services/distance-education/faculty/faculty-resources/turnitin>
10. Faculty Code of Ethics in Handbook: Full-time p. 33, Part-time p. 31
11. Staff Code of Ethics in Handbook p. 6

9. *Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. CW IIA7a*

Descriptive Summary:

College faculty are guided in their work by the charge of the College's Academic Freedom policy which was established in BP4030 Academic Freedom. This policy states that "Academic employees are entitled to freedom in the classroom in discussing their subject, but they should be conscientious regarding teaching subject matter which has no relation to their subject."

The Academic Senate has adopted the AAUP (American Association of University Professors) Statement on Professional Ethics

http://www.venturacollege.edu/sites/default/files/imported/assets/pdf/academic_senate/AAUP_Statement_on_Professional_Ethics_VC.pdf. **Leave in or take out??** This code is included

in the full-time faculty handbook (p. 33), the part-time faculty handbook (p. 31), and on the college website.

No direct question relating to this in the student evals. ~~Regular course evaluations are completed by both students and faculty peers.~~

~~http://www.vcccd.edu/sites/default/files/imported/departments/human_resources/2013-2016_AFT_Agreement_Indexed_04.14.14.pdf~~ Classroom evaluations by students are

~~completed each semester for all faculty. This procedure provides feedback about delivery of~~

~~the content as described in the Course Outline of Record as well as students' perception of objectivity.~~

Phillip will check the CCSSE

The Community College Survey of Student Engagement (CCSSE) is completed in randomly selected courses annually and the results are published on the college website for access by all constituencies. **Last report posted was 2009 – Bill will have the page updated**
VCCCD Student Perception Survey – can't find evidence yet – hold place for it

Self Evaluation:

The College meets this standard. The faculty are guided by the AAPU Statement of Ethics states that *“Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty.”* Regular feedback from the evaluation process ensures quality of content and objectivity of information dissemination in the classroom.

Evidence:

- BP4030 Academic Freedom
- Faculty Code of Ethics in Full-Time Faculty Handbook, p. 33
- Faculty Code of Ethics in Part-time Faculty Handbook, p. 31
- Faculty Evaluation Procedure – AFT Contract, Section 12.3.B, p. 64
- **CCSSE 2015 report**
- Academic Freedom Policy

10. *Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks. CW IIA7c*

This standard does not apply to Ventura College. The College does not require specific beliefs or world views of students or employees.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location. CW IIA8

This standard does not apply to Ventura College. The College does not offer any educational or support programs in any foreign locations.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21) CW IVA4

Descriptive Summary:

The College is committed to complying with and exceeding accreditation Eligibility Requirements, Standards, and Commission policies and to abiding by the required processes. The College and district operate under BP 3200, which describes the District's policy of compliance with ACCJC standards and processes. Per ACCJC requirements, the district website includes a webpage explaining the accreditation status of the Colleges and links to all accreditation reports and letters, in the interest of full disclosure to the public.

<http://www.vcccd.edu/about-the-district/accreditation>

The College further complies with public disclosure requirements. The college website hosts an accreditation page documenting the current accreditation status. It also has links to all accreditation evaluations, reports, and ACCJC action letters. The College's midterm report from October 2013, as well as ACCJC's action letter, are posted on this web page. Accreditation status is also documented in the college catalog.

The College has an Accreditation Steering Committee that monitors the status of the College's compliance with accreditation standards and is responsible for the coordination of the effort to prepare the self-study and mid-term reports. All recommendations from the College self-study and directives from the Accrediting Commission are referred to the College Planning Council (CPC) for incorporation into the College plan. Interval reports delineating actions taken are prepared as required and posted on the college's website. The College Planning Council monitors the College's compliance with Accreditation Standard I.

PROBLEM: WE ARE LIKELY NOT UP-TO-DATE ON SUBMITTED SUBSTANTIVE CHANGES TO ACCJC and NEED TO FIX THIS DURING THE UPCOMING ACADEMIC YEAR – last done around 2013

Self-Evaluation

The College meets this standard by fully participating in the accreditation requirements and processes. All required reports are submitted to ACCJC in a timely manner. The Accreditation Steering Committee and College Planning Council are tasked with ensuring compliance with the accreditation standards and procedures. Substantive changes are reported to ACCJC by the ALO (Accreditation Liaison Officer).

Need to add a process for submitting substantive changes to ACCJC

Evidence

- VCCCD BP 3200
- Ventura College Website Accreditation Page
- Accreditation Steering Committee web page
- College Planning Council web page
- Ventura College Catalog, p. 8

13. *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21) CW IVA4*

Descriptive Summary

The College consistently communicates its accreditation status on the college website and in the college catalog to all constituencies, including external accrediting agencies, students, the Commission, and the public. The College complies with regulations and statutes of several external agencies and maintains positive relationships with these. Examples of the relationship of college programs and external agencies are listed below.

- Career and Technical Education (CTE) programs are guided under district policies and procedures BP 4102/AP4102.

- CTE programs are approved by the South Central Regional Consortium and are reviewed regularly by advisory committees.
- POST Certified Regular Basic Course (Academy) is offered by the Criminal Justice Program and is certified by the California Commission on POST (Peace Officers Standards and Training) <https://www.post.ca.gov/basic-training-academies.aspx>
- The Nursing Program is approved by the California Board of Registered Nursing (BRN) and received national accreditation from the Accreditation Commission for Education in Nursing (ACEN). <http://www.venturacollege.edu/departments/academic/nursing-science>
- The Paramedic Studies Program is fully accredited by the Commission on Accreditation of Allied Health Education Programs. Maintaining these accreditations requires full compliance with the external agencies' regulations. <http://www.venturacollege.edu/departments/academic/paramedic-emergency-medical-technology>
- The Automotive Program is fully accredited by the National Automotive Technicians Education Foundation. <http://www.venturacollege.edu/departments/academic/automotive>

All CTE programs have advisory boards consisting of members from local businesses and industry. Advisory boards review and approve curriculum proposals and provide updates on current needs in their respective industries. CTE programs meet with their advisory boards at least once a year. <http://www.venturacollege.edu/departments/academic/business>

Intercollegiate sports are guided under district BP 5700/AP 5700, which states that athletic programs must comply with the laws, rules, and regulations established by the State of California the California Community College Athletic Association (CCCCAA). The athletics webpage (<http://www.vcweplayhard.com>) contains a link to the compliance page on the CCCCCAA webpage. The athletics programs are also comply with Title IX regulations, to provide equal opportunity for both men and women student athletes and coaches through addressing and working to prevent gender-based (sex) discrimination in athletic programs and activities. <http://www.venturacollege.edu/college-information/about-ventura-college/title-ix/athletics>

The College participates in the CalWorks program, in collaboration with Ventura County Human Services, and complies with the agency's regulations. *This program provides supportive services to students who are receiving TANF (Temporary Assistance for Needy Families, a public assistance program) to acquire a vocational certificate or degree to prepare them for successful transition into the workforce.*

The College also participates in the Title V Cooperative Grant, Title V Velocidad Grant, and the VC Innovates Grant. Grant participation requires compliance with the regulations of the supervising agencies.

Information about compliance with these and other external agencies can be found on the College website.

Self-Evaluation:

The College meets this standard by clearly communicating its accreditation status on the college's website. The College also fully complies with the regulations and statutes of external agencies.

Evidence:

- Ventura College Website
- **Add POST Academy evidence next year**
- Automotive Program webpage
<http://www.venturacollege.edu/departments/academic/automotive>
- Nursing Science Program webpage
<http://www.venturacollege.edu/departments/academic/nursing-science>
- Paramedic/Emergency Medical Technician webpage
<http://www.venturacollege.edu/departments/academic/paramedic-emergency-medical-technology>
- Business Program Advisory Committee Minutes
<http://www.venturacollege.edu/departments/academic/business>
- Athletics Compliance webpages:
 - <http://www.vcweplayhard.com>
 - <http://www.venturacollege.edu/college-information/about-ventura-college/title-ix/athletics>
- Ventura College Grants <http://www.venturacollege.edu/faculty-and-staff/title-v-grants>
- **Need links to external evaluation reports on the Grants**

*14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. CW
New*

Ventura College has a clearly articulated mission statement, which describes the primary reason for the College's existence:

“At Ventura College, we transform students’ lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate

completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.”

This mission statement guides all aspects of college planning, the setting of institutional priorities, and the type of programs and services that we offer. It is paramount to all other objectives. To ensure that this occurs, the VCCCD adheres to board policies related to conflicts of interest and investments (Need to find board policies related to these)

Evaluation

The College meets the Standard. The mission statement defines our primary reason for existence and our commitment to ensuring that student learning and achievement are paramount to all other objectives. Board policies are also in place that further delineate these issues.

Evidence

DRAFT REVIEW OF STANDARD IIA FOR DISCUSSION

1. *All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institutions' mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

Descriptive Summary:

All instructional programs are consistent with Ventura College's mission, are appropriate to higher education, and culminate in student attainment of identified learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs.

The College currently offers programs and services for resident and non-resident students through collegiate credit courses, and credit and non-credit basic skills courses. In the spring of 2016 there will be some growth in our non-credit offerings geared toward employment readiness.

Associate of arts and associate of science degrees are offered in 27 majors [Evidence: A]. Also, associate degrees for transfer are offered in 17 majors [Potential Evidence: B]. Students are able to obtain an associate of arts degree in general studies, using one of three patterns to obtain the required units [Potential Evidence: C]. In addition, the college offers certificates of achievement in 28 career and technical educational fields [Potential Evidence: D], and proficiency awards in 20 fields [Potential Evidence: D]. All of these degrees and certificates are in keeping with the college's mission to provide "a positive and accessible learning environment that is responsive to the needs of students, promotes success, develops students to their full potential, creates lifelong learners, and fosters positive human values for successful living and membership in a global environment" [Reference: E].

Department Chairs and their faculty develop degrees and certificates, with the review and endorsement of the Curriculum Committee, a subcommittee of the Academic Senate; and the approval of the Board of Trustees. Student learning outcomes are identified through the process described in Standards IB2 and IIA3 of this Self Evaluation. [Any other sections we should add?]

Ventura College's general education requirements are documented in the College Catalog. The philosophy underlying the requirements is outlined in the catalog and states:

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 various disciplines. College educated persons must 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 [Reference: F].

Students desiring an associate degree at Ventura College must complete coursework in the humanities and fine arts, the natural sciences, and social sciences, and they should be able to demonstrate that they have mastered the college's Institutional/GE student learning outcomes of written, oral and visual communication, scientific and quantitative reasoning, critical thinking and problem solving, information literacy, and personal/community awareness and academic/career responsibilities, as mapped across the curriculum [Potential Evidence: G]. Students are also required to take a course in ethnic studies or women's studies. All associate degree programs at Ventura College require an 18-unit focused major or area of emphasis. In addition, students may choose to obtain their degree by selecting from one of three general studies patterns [Potential Evidence: C] that enable them to meet the requirement for a major by selecting a minimum of 18 units from an "area of emphasis" (depending upon the pattern selected, natural sciences, social and behavioral sciences, arts and humanities, and/or liberal studies).

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 Accrediting Commission for Community and Junior Colleges of 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. (Need Evidence)

Ventura College has transfer admission agreements with several State colleges and universities. 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. (Need Evidence)

The College evaluates all courses and programs through two methods: program review and content review. The program review process requires programs to:

- identify their purpose in relation to the college mission,
- identify their student learning outcomes, (verify!)
- 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, analyze these data and draw conclusions based on the data. Programs must then describe the

improvements needed and the issues that must be addressed in relation to advancing or declining enrollments, to describe the plans that have been developed to address the need to improve, and to describe major trends expected to impact the program over a five year period. (Check against new Program Review process and update as necessary)

All curriculum is vetted through the Curriculum Committee, and the College content review process requires programs to update and revalidate their curriculum at least once every five years, and to submit revised courses to the Curriculum Committee for review and approval. (Need Evidence)

The Curriculum Committee, vets all Distance Education (DE) courses to ensure the courses are appropriate to higher education. The course originator must fill out a comprehensive form in CurricUNET, the College's curriculum management system, describing various details of the course. These details include:

- whether the course is partially or fully online,
- the means of regular and effective contact between the instructor and student,
- whether students must come to campus to take exams or attend an orientation session for the course.

This form is revised and approved by the DE dean or representative. The form is also revised and approved by a representative of the Educational Assistance Center (EAC) to ensure the course meets ADA requirements. Faculty who are teaching fully or partially online courses must undergo approximately 25 hours of training and then are placed on a DE list, verifying their eligibility to teach partial or fully online classes. When the course comes before the Curriculum Committee, the Curriculum Committee debates the pedagogical soundness of the proposed course and other aspects related to distance education. As required by Title 5, if the committee approves the course, then they make a separate motion on whether or not to approve the distance education aspect of the course. (Need Evidence—Curriculum Committee procedures & minutes)

The quality of instruction is evaluated through two primary measures. First, every five years each course and program goes through the content review process of the Curriculum Committee. 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. (Need Evidence)

Self-Evaluation:

The College meets this standard. Processes are in place that ensure that courses and academic programs are in line with the College's stated philosophy and mission. Course curriculum is developed by faculty and vetted through the Curriculum Committee, which also reviews course curriculum every five years. Courses are tied to programs that lead to certificates, degrees, transfer, or life/work enhancement. Programs are subject to a data-driven review process every year, leading to course or program adjustments if indicated by the review process. The many

articulation agreements with accredited four-year colleges and universities, as well as the number of students who successfully transfer from Ventura College to four-year schools, attest to the college offering courses and programs appropriate to higher education. (Add something about the number of students who receive degrees and certificates? Number of students certified for transfers each year? Emailed Susan Bricker on 6/4/2015)

Evidence and References:

- A. Ventura College Catalog, 2014-2015, p. 49:
<http://www.venturacollege.edu/sites/default/files/files/apply-and-enroll/catalog/vccat14dp-web-with links rev 1 10.2014.pdf>
- B. Ventura College Catalog, 2014-2015, p. 46:
<http://www.venturacollege.edu/sites/default/files/files/apply-and-enroll/catalog/vccat14dp-web-with links rev 1 10.2014.pdf>
- C. Ventura College Catalog, 2014-2015, p. 50-53:
<http://www.venturacollege.edu/sites/default/files/files/apply-and-enroll/catalog/vccat14dp-web-with links rev 1 10.2014.pdf>
- D. Ventura College Catalog, 2014-2015, p. 56:
<http://www.venturacollege.edu/sites/default/files/files/apply-and-enroll/catalog/vccat14dp-web-with links rev 1 10.2014.pdf>
- E. Ventura College Vision Statement: <http://www.venturacollege.edu/faculty-and-staff/planning/vision>
- F. Ventura College Catalog, 2014-2015, p. 59:
<http://www.venturacollege.edu/sites/default/files/files/apply-and-enroll/catalog/vccat14dp-web-with links rev 1 10.2014.pdf>
- G. Ventura College Catalog, 2014-2015, p. 10:
<http://www.venturacollege.edu/sites/default/files/files/apply-and-enroll/catalog/vccat14dp-web-with links rev 1 10.2014.pdf>

2. *Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to ensure currency, improve teaching and learning standards, and promote student success.*

Descriptive Summary:

Ventura College faculty, including full time faculty, part time faculty, and others responsible, work together to ensure that the content and methods of instruction meet current and generally accepted academic and professional standards and expectations. 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 in cooperation with the Vice President of

Academic Affairs. [Potential Evidence: A List of courses and review priorities]. Based on the time lapse since their last review, courses are assigned a number that indicates the deadline by which each course must be reviewed, revised (if necessary) and approved by the Curriculum Committee.

As part of the curriculum approval process, faculty proposing new courses are required to identify the variety of teaching methodologies that will be employed, along with representative assignments, textbooks, and any supplementary materials [Potential Evidence: B]. (For a more detailed description of the Curriculum Committee's vetting process for new and established courses, please see Standard IIA.5,) The Curriculum Committee also reviews all proposed distance education curriculum to ensure online courses meet the same standards and rigor as traditional courses. (For a complete description of the Curriculum Committee's process for reviewing distance education courses, please see IIA 1.), Ventura College's courses are vetted by other college and university faculty as a requirement to the consecration of its many articulation agreements. This process helps ensure that the College's courses meet today's standards [Potential Evidence: C ?].

Ventura College faculty members, and others responsible, act to continuously improve instructional courses and programs through systematic evaluation to improve teaching and learning standards and promote student success. Student Learning Outcomes (SLOs) are assessed at the course level, program level, and institutional level. Each course at Ventura College has Course Student Learning Outcomes (CSLOs) and each program has Program Student Learning Outcomes (PSLOs) [Potential Evidence: D, E]. Faculty collaborate on the design and implementation of SLO assessment instruments and rubrics [Potential Evidence: F, G]. Faculty assess SLOs on a five year rotational plan. The assessment data are entered into TracDat, Ventura College's assessment management system. Reports are generated and the results are used to create initiatives to improve student success in the courses and programs. Faculty implement initiatives in another semester in the courses and programs and then reassess the SLOs to see if the initiatives brought a higher level of student attainment of the SLOs [Potential Evidence: H]. The program review process requires programs and departments to analyze SLOs, course completion rates, persistence, enrollment patterns, licensure rates, curriculum changes, employer surveys, labor market data, and other information. This analysis of the data is used to document plans for the immediate future and requests for additional resources to carry out those plans [Potential Evidence: I].

Question: How do we systematically evaluate services?

Self-Evaluation

The College meets this Standard through the systematic evaluation of instructional faculty, the courses they teach, the programs in which they teach, and student learning outcomes. These

systematic evaluation processes provide the data and insights necessary for the continuous improvement of instruction.

Evidence:

- A. Not sure where this is stated?
- B. CurricUNET
- C. Articulation Agreements: Located ???
- D. Course Outline of Records on CurricUNET
- E. SLO webpage, Instructional Programs: <http://www.venturacollege.edu/college-information/student-learning-outcomes/instructional-programs>
- F. Department Meeting Minutes
- G. SLO webpage, PSLO: <http://www.venturacollege.edu/college-information/student-learning-outcomes/pslo-assessments>
- H. TracDat
- I. Program Review Reports?
- J. Curriculum Committee Curriculum Approval Flow Chart

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Descriptive Summary:

Ventura College faculty members have identified learning outcomes for all courses, programs, degrees and certificates by engaging in a systematic and well-documented evaluation process. The identification of learning outcomes is evidenced by the regular assessment, discussion, and review of learning outcomes and the guidelines set forth by the Student Learning Outcome (SLO) Committee, which were reviewed by the Academic Senate in 2013. [Potential Evidence: A, B, C, D, E, F]. Departmental faculty members collaborate to create or revise Course Student

Learning Outcomes (CSLOs). Working together, faculty design rubrics and select methods for assessing student attainment of the CSLOs [Potential Evidence: E].

Programs at Ventura College are defined as discipline areas offering courses of study that lead to degrees or certificates. All programs at Ventura College have identified Program Student Learning Outcomes (PSLOs) [Potential Evidence: H]. As of fall semester 2015, nearly all programs have created rubrics and determined methods for assessing student attainment of the PSLOs [Potential Evidence: G]. Programs and departments assess SLOs on a five-year rotational plan [Potential Evidence: C, I]. Data obtained from these assessments are entered into TracDat, Ventura College's assessment management system [Potential Evidence: C]. The results are discussed and initiatives are then created to improve student attainment of SLOs. The outcomes are then reassessed to discern if the initiatives were effective [Potential Evidence: C]. The SLO process is monitored by the SLO Facilitators and the SLO Committee. Periodic reports on compliance and annual SLO reports are submitted to the division deans, Accreditation Committee, Academic Senate and College Planning Council. SLO compliance is overseen by the Dean of Institutional Equity and Effectiveness.

THE PROCESS

- Departments identified SLOs for all courses.
- Departments identified an ISLO for every course.
- Courses that are part of a program were mapped to the PSLOs as introduced, practiced, and/or mastered.
- Service units identified SUOs for their department.
- Service units identified at least one PSUO for their department.
- Services identified at least one ISUO or ISLO for their department.
- Departments created a 5-year rotational plan for assessments.
- Services created a 1-year assessment plan.
- The SLOs/SUOs and rotational plans are entered into TracDat. Changes are made as necessary, based on course offerings.
- Departments and services create initiatives after analyzing assessment findings.
- Re-assessment is done after implementation of initiatives to see what impact the changes made on student learning (closing the loop).
- SLOs are entered into the Course Outline of Record in Curricunet. Changes to SLOs are also made in Curricunet and are processed through the Curriculum Committee. They are then changed in TracDat.
- SLOs must be listed on all course syllabi.
- SLOs should be available on the departments' VC web pages.
- New service units are added to TracDat as necessary.
- New courses are added to TracDat as they are approved.
- Courses are archived from TracDat as they are deleted from the VC catalog.

Faculty members are required to list CSLOs on all course outlines. For new courses or course revisions submitted through Ventura College's curriculum management system, CurricUNET, there is a field to input SLOs [Potential Evidence: B, J]. Members of the Curriculum Committee review the SLOs stated in the Course Outline of Record (COR) before the course is approved. [Potential Evidence: J] For each course they teach, faculty members are required to include CSLOs, which are officially stated in the COR, on their syllabi. In addition, deans and department chairs instruct faculty on the importance of discussing the CSLOs with their students as part of the customary review of the course syllabus. [Potential Evidence: F, K, L]

Self-Evaluation

The College meets this Standard through its systematic and cyclical process of identifying and assessing student learning outcomes for its courses, programs, certificates and degrees. The Curriculum Committee approves CSLOs as part of the process of approving course outlines of record. Deans and department chairs monitor the inclusion of SLOs on class syllabi and encourage faculty to discuss SLOs with their students.

Evidence:

- A. SLO webpage:
<http://www.venturacollege.edu/college-information/student-learning-outcomes/faculty-resources>
- B. CurricUNET
- C. TracDat
- D. SLO Forums
- E. Department Meeting Minutes
- F. Faculty Syllabi
- G. SLO webpage, PSLO Assessments: <http://www.venturacollege.edu/college-information/student-learning-outcomes/pslo-assessments>
- H. SLO webpage, Instructional Programs: <http://www.venturacollege.edu/college-information/student-learning-outcomes/instructional-programs>
- I. SLO webpage rotational plan: <http://www.venturacollege.edu/college-information/student-learning-outcomes/slosuo-rotational-plan>
- J. Course Outline of Record in CurricUNET
- K. Full Time Faculty Handbook, p. 18:
http://www.venturacollege.edu/sites/default/files/imported/faculty_staff/handbooks/Full_Time_Faculty_Handbook_2012_docx.pdf
- L. Part Time Faculty Handbook, p.16:
[http://www.venturacollege.edu/sites/default/files/imported/faculty_staff/Part Time Faculty Handbook 2012.pdf](http://www.venturacollege.edu/sites/default/files/imported/faculty_staff/Part_Time_Faculty_Handbook_2012.pdf)

4. *If the institution offers pre-collegiate curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance and succeed in college level curriculum.*

Descriptive Summary:

Ventura College offers pre-collegiate curriculum, in mathematics, English, English as a Second Language, and **English for Multilingual Students (ENGM)**. The Ventura College Catalog, available online and in print, distinguishes pre-collegiate curriculum from college level curriculum via flow charts [**Potential Evidence: A, B**].

Ventura College directly supports students in learning the knowledge and skills necessary to advance and succeed in college level curriculum. Pre-collegiate courses are offered at a variety of speeds and through a variety of delivery methods including online, **partially online**, and on-campus courses.

The Math Department offers the **traditional** one-semester Elementary Algebra (MATH V01) course, stretched over two semesters (MATH V11) [**Potential Evidence: C, D**]. The Math Department also offers the one-semester Intermediate Algebra (MATH V03) course, stretched over two semesters [**Potential Evidence: E, F**]. The Math Department offers MATH V01 and MATH V03 in a **compressed** version [**Potential Evidence: G**]. With the **compressed** version, students can take both MATH V01 and MATH V03 in one semester, as opposed to the traditional route which would take two semesters.

	Traditional	Compressed	Stretched
	MATH V01	MATH V01 and V03	MATH V11A
	MATH V03		MATH V11B
			MATH V13A
			MATH V13B
Time to Completion	2 Semesters	1 Semester	4 Semesters

The English Department offers a **compressed** version of the courses Fundamentals of English Composition (ENGL V02) and Basic English Composition (ENGL V03), where students can take both classes in one-semester, instead of two semesters [**Potential Evidence: H**]. The ESL

Department offers several levels of classes, including English for Multilingual Students [Potential Evidence: I]. The English Department offers classes “themed” for health care majors and those interested in food. Further, classes are also held in a variety of environments. [Emailed Karen Harrison on 10/26/15 for information on ESL]

Ventura College also offers alternate pathways to prepare students to be successful in college level curriculum (see table below). For example, to prepare students for Statistics (MATH V44), the Math Department offers several pathways. Non-STEM, non-Business majors who meet the MATH V01 prerequisite can take Intermediate Algebra for Non-STEM Majors (MATH V12) [Potential Evidence: J]. MATH V12 is a three unit course (as opposed to the five unit MATH V03) designed to prepare students for success in MATH V44. For non-STEM and non-Business majors who don’t meet the MATH V01 prerequisite but do meet the Prealgebra (MATH V10) prerequisite, the Math Department offers Prestatistics (MATH V14) [Potential Evidence: K]. MATH V14 is a six-unit course designed to prepare students for MATH V44 in one semester, as opposed to the traditional two semester MATH V01 and MATH V03 sequence. (Note: MATH V14 has been submitted to the Curriculum Committee through CurricUNET, the College’s curriculum management system and, pending approval, will be available to students Fall 2016)

Path I (Traditional)	Path II	Path III
MATH V01	MATH V01	MATH V14 (Fall 2016)
MATH V03	MATH V12	
10 units	8 units	6 units

The pre-collegiate English and math courses discussed in the preceding paragraphs are all prerequisites for college level courses. The courses are designed to prepare students to be successful in college level curriculum. The exit skills of the pre-collegiate curriculum are matched with the entry skills of the college level curriculum, providing students with the knowledge and skills necessary for success in certificate, degree and transfer-level courses [Potential Evidence: L].

In addition to providing a range of paces for courses, alternate pathways to college level courses, and a variety of delivery methods, Ventura College prepares students for college level curriculum by offering a wide variety of student support services. These services include, but are not limited to, the Counseling Center, the Educational Assistance Center, the Tutoring Center, the Math Center, the Reading and Writing Center, a Supplemental Instruction program, the MESA Center, the library, and the Learning Resource Center. (For a detailed description each of these student support services, please see Standard IIA 7.)

Self-Evaluation

The College meets this Standard by offering a range of developmental courses in basic skills designed to prepare students for certificate, degree applicable, and transfer level coursework. These courses are clearly labeled as non-degree applicable in the College Catalog and are offered in both **compressed** and stretched formats. In addition, the College provides a variety of student support services for its basic skills students.

Evidence:

- A. English Department Flow Chart: Ventura College Catalog, 2014-2015, p. 165:
<http://www.venturacollege.edu/sites/default/files/files/apply-and-enroll/catalog/vccat14dp-web-with links rev 1 10.2014.pdf>
- B. Math Department Flow Chart: Ventura College Catalog, 2014-2015, p. 206-207:
<http://www.venturacollege.edu/sites/default/files/files/apply-and-enroll/catalog/vccat14dp-web-with links rev 1 10.2014.pdf>
- C. Course Outline of Record for MATH V11A:
http://www.curricunet.com/ventura/reports/course_outline.cfm?courses_id=3870
- D. Course Outline of Record for MATH V11B:
http://www.curricunet.com/ventura/reports/course_outline.cfm?courses_id=3909
- E. Course Outline of Record for MATH V13A:
http://www.curricunet.com/ventura/reports/course_outline.cfm?courses_id=3201
- F. Course Outline of Record for MATH V13B:
http://www.curricunet.com/ventura/reports/course_outline.cfm?courses_id=3202
- G. One example is Fall 2013, MATH V01, CRN 71580 together with MATH V03, CRN 72363
- H. **Is there an old course offering?**
- I. Ventura College Catalog, 2014-2015, p. 170:
<http://www.venturacollege.edu/sites/default/files/files/apply-and-enroll/catalog/vccat14dp-web-with links rev 1 10.2014.pdf>
- J. Course Outline of Record for MATH V12:
http://www.curricunet.com/ventura/reports/course_outline.cfm?courses_id=4273
- K. Course Outline of Record for the pending MATH V14 course:
http://www.curricunet.com/ventura/reports/course_outline.cfm?courses_id=4760
- L. CurricUNET

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements

are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Descriptive Summary:

Ventura College's degrees and programs follow practices common to American higher education. Each of the College's degrees and programs are vetted through a rigorous, multi-tiered process, ensuring that the degrees and programs meet the highest standards of length, breadth, depth, and rigor.

The process begins at the departmental level, where discipline faculty develop courses or degree/certificate programs. These courses or degree/certificate programs are based on transfer requirements and local employment needs. Once developed, the courses or degree/certificate programs go to the Technical Review Committee, where aspects of the course, such as number of units, number of lecture hours, etc., or programs, are checked for correctness. After the technical review process, the College's Curriculum Committee examines the courses or degree/certificate programs. Committee members scrutinize each proposal to ensure it is rigorous and appropriate to higher education. The Curriculum Committee can choose to accept, reject, or suggest modifications to proposals [Potential Evidence: A]. These two committees ensure that the courses or degree/certificate programs that are recommended to the Board of Trustees for approval meet standards for length, breadth, depth, and rigor. To be recommended, the Curriculum Committee must assure the district and Board of Trustees that "all of the above comply with the standards set forth in the Education Code and Title 5." (Source?) [Potential Evidence: A] Next, these courses or degree/certificate programs move to the District Technical Review Workgroup-Instructional (DTRW-I) committee for a final review. The DTRW-I committee then submits the courses or degree/certificate programs to the Board of Trustees for approval. Once approved, the courses or degree/certificate programs are then submitted to the State for approval.

Each department at the College builds its class schedule in consultation with its division dean. Department chairs and deans take responsibility for ensuring that all courses required for a degree or certificate be offered at least once in every two-year period, to allow students to finish course requirements for their degree or certificate or transfer in a timely manner. This is evidenced by the four-semester plans submitted by department chairs to their division deans [Potential Evidence: B].

Need to mention CID descriptors and ADTs created

Ventura College has created and assesses Program Student Learning Outcomes (PSLOs) and Institutional Student Learning Outcomes (ISLOs), to ensure that all students that complete a degree appropriately integrate and synthesize their learning [Potential Evidence: C, D].

All of our associate degrees require a minimum of 60 units [Potential Evidence: E]. The degrees have specific course requirements, as well as several possible general education patterns [Potential Evidence: E]. Students completing an associate degree must also meet competency in math and English [Potential Evidence: F].

Self-Evaluation

The College meets this Standard by establishing and adhering to processes for curriculum development and approval that ensure the appropriateness and integrity of all courses offered and that courses required for certificates, degrees or transfer are offered at least once every four semesters.

Evidence:

- A. Curriculum Committee webpage: <http://www.venturacollege.edu/faculty-and-staff/committees/curriculum-committee>
- B. Four-semester plans submitted by department chairs to their deans
- C. Institutional Student Learning Outcomes; Ventura College Catalog, 2014-2015, p. 10: <http://www.venturacollege.edu/sites/default/files/files/apply-and-enroll/catalog/vccat14dp-web-with links rev 1 10.2014.pdf>
- D. Program Student Learning Outcomes: <http://www.venturacollege.edu/college-information/student-learning-outcomes/instructional-programs>
- E. Institutional Student Learning Outcomes; Ventura College Catalog, 2014-2015, p. 46-47: <http://www.venturacollege.edu/sites/default/files/files/apply-and-enroll/catalog/vccat14dp-web-with links rev 1 10.2014.pdf>
- F. Institutional Student Learning Outcomes; Ventura College Catalog, 2014-2015, p. 47: <http://www.venturacollege.edu/sites/default/files/files/apply-and-enroll/catalog/vccat14dp-web-with links rev 1 10.2014.pdf>

6) The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Descriptive Summary

Ventura College strives to offer all courses that are required to complete a degree or certificate at least once in every two-year period, as evidenced by the requirement that department chairs submit four-semester plans to their division deans [Potential Evidence: A]. If possible, the courses are offered multiple times and at various times of day [Potential Evidence: B]. Some of the courses are also offered in a distance education format, or at an off-site campus. The

college's course offerings reflect a desire that all students are able to complete a 60 unit degree within two years, and certificates within one or two years.

Programs offering associate degrees submit four-semester plans to their division dean [Potential Evidence: A]. These plans outline when the courses will be offered so that the associate degree can be completed in four semesters.

Sample Degree: Associates of Science Degree for Transfer (AS-T) in Mathematics.

Required Courses: MATH V21A, MATH V21B, and MATH V21C.

Additional Requirements: A minimum of 6 units from List A and List B, with at least 3 units from List A [Potential Evidence: C].

List A:

- MATH V22
- MATH V23

List B:

- CS V11
- CS V13
- CS V17/Math V52
- CS V30
- CS V40
- MATH V44
- PHYS V03A and PHYS V03AL

Schedule of Course Offerings:

Course	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
MATH V21A	1	5	4	1	5	4
MATH V21B	1	3	3	1	3	3
MATH V21C	1	1	1	0	2	1
MATH V22	0	1	1	0	1	1

MATH V23	0	1	1	0	1	1
CS V11	0	1	0	1	1	0
CS V13	0	0	1	0	0	1
CS V17/ MATH V52	0	0	0	0	0	1
CS V30	1	0	1	0	1	0
CS V40	0	1	0	0	0	1
MATH V44	6	14	13	6	14	14
PHYS V03A	0	1	0	0	1	0
PHYS V03AL	0	2	0	0	2	0

As shown by the course offerings in the above table, students seeking an AS-T degree in mathematics at Ventura College have ample course offerings to choose from in order to complete their degree and should be able to complete the required courses in a two-year time period.

Self-Evaluation

The College meets this Standard.

Evidence:

- A. Four-Semester Plans submitted by department chairs to their division dean
- B. Course offering records
- C. Requirements for an AS-T in Mathematics; Ventura College Catalog, 2014-2015, p. 203:
<http://www.venturacollege.edu/sites/default/files/files/apply-and-enroll/catalog/vccat14dp-web-with links rev 1 10.2014.pdf>
- D. Ventura College's course search engine where current and past course offerings can be searched: https://ssb.vccd.edu/prod/pw_pub_sched.P_Simple_SEARCH?term=201507

7) The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Descriptive Summary

Ventura College faculty teach their students by employing a wide range of delivery modes and teaching methodologies to meet the diverse and changing needs of its students. The College course outlines of record indicate the diversity of instructional methodologies employed in each course. A sample of these methodologies includes:

- Lecture
- Audio visual presentations
- Class Discussions
- Collaborative group work
- Computer-aided presentations
- Dialog
- Guest speakers
- Inquiry research
- Community service
- Flipped Classrooms
- Web-Enhancement
- Use of Course Management Systems
- Learning Communities
- Field Trips

Courses at Ventura College are offered fully online, **partially online**, in a face-to-face format, at an off-site campus in Santa Paula, **and in dual enrollment at various high schools**. Whenever possible, these classes are offered at various times and days and courses needed for degree and certificate programs are offered at least once every two year period [**Potential Evidence: A, B**].

When appropriate, courses at Ventura College are offered in either a stretched, **compressed**, or accelerated format to meet the diverse learning needs of our students. For example, the Math Department offers Elementary Algebra (MATH V01) in a stretched format (MATH V11) [**Potential Evidence: C, D**]. With MATH V11, students are able to take the semester long MATH V01 class over the course of a year. Intermediate Algebra (MATH V03) is also offered in a similar stretched format (MATH V13) [**Potential Evidence: E, F**]. MATH V01 and MATH V03 are also offered in a **compressed** format [**Potential Evidence: G**], **in which** students can take both courses in one semester. This allows students to complete the traditional two-semester sequence in one semester.

The English Department offers a compressed version of the classes Basic English Composition (ENGL V03) and Fundamentals of English Composition (ENGL V02) in which students can take both developmental classes in one semester, as opposed to the traditional two semester sequence [**Potential Evidence: H, is there an example of this?**] The ESL Department offers several levels of classes including English for Multilingual Students.

Ventura College offers various pathways for entry into transfer level courses. For non-STEM and non-Business majors at Ventura College, the Math Department offers various pathways to Statistics (MATH V44), a transfer level math course. For students who meet the MATH V01

prerequisite, one option available to students is to take Intermediate Algebra for Non-STEM Majors (MATH V12) [Potential Evidence: I]. MATH V12 is a 3-unit Intermediate Algebra course, as opposed to the traditional 5-unit course. This class is designed to teach students the necessary algebra skills for Elementary Statistics.

Beginning fall semester 2106, students who meet the Prealgebra (MATH V10) prerequisite can take Prestatistics (MATH V14) [Potential Evidence: J], a 6-unit class designed to prepare students for MATH V44 in one semester, as opposed to the traditional two semester algebra sequence (MATH V01 and MATH V03 or MATH V12).

Ventura College offers a wide range of learning support services that meet the diverse and changing needs of its students. Importantly, the learning support services are available to students before their first day of class. Ventura College offers a Freshman Year Experience (FYE) for first time college students. For students who choose to participate in the FYE, they are connected “with campus resources designed to promote academic retention and success.”

[Potential Evidence: K] Benefits of participating in the FYE include:

- A head start on college education
- An extended summer orientation
- A year-long personal/academic support program, with an experienced student as a mentor, as they transition into college life
- An introduction to Student Support Services
- The opportunity to meet other students and begin community building
- Individualized academic counseling and guidance

New students to Ventura College are also required to go through a four-step orientation process which includes:

- an orientation to the college
- assessment in English and Mathematics
- an abbreviated educational plan
- a comprehensive educational plan (after completing 15 units)

For students who are having a difficult time deciding on educational goals or pathways, the Counseling Center offers various career assessments, including the Myers-Briggs Type Indicator (MBTI) and Strong Interest Inventory [Potential Evidence: M]

Once students have completed orientation and have received their educational plans, they are now ready to begin their classes. Ventura College offers a wide variety of support services in support of equity in success. Ventura College has an Educational Assistance Center (EAC) which is the Disabled Students Programs and Services (DSP&S) office at the college. The EAC offers a broad range of accommodations and services which include, but are not limited to [Potential Evidence: N]:

- Academic, vocational, personal, and disability related counseling

- Early one-stop registration
- Learning Disability Assessment Testing
- Mobility assistance
- Sign Language Interpreters
- Instructional materials in alternate formats (e.g., captioned video, Braille, large print, e-text, audio formats, books from RFB&D)
- Note-takers, readers, and transcribers, Smart Pen
- Alternative testing (including extended time)
- Assistive computer technology
- Other assistive devices.

In addition to the accommodations and services offered by the EAC, the college offers a broad range of specialized EAC classes. These classes include, but are not limited to [Potential Evidence: N]

- Adaptive Physical Education Classes
- College and Life Strategies Class
- Job Seeking Strategies Course
- Learning skills classes in math, language arts, memory, learning strategies, and study skills
- Assistive Computer Technology Classes

The EAC offers students a broad range of accommodations and services.

Ventura College offers students many opportunities to get tutoring outside of class, available in various delivery modes. The College has a Tutoring Center, located in the Library and Learning Resource Center. The Tutoring Center offers drop-in tutoring, individual appointments, exam preparation sessions, and group and study review sessions [Potential Evidence: O]. Online tutoring is available to all Ventura College students 24 hours a day, seven days a week through a **third-party** vendor SmartThinking. [Potential Evidence: O].

In addition to the Tutoring Center and the online tutoring program, Ventura College offers two other opportunities for tutoring. The Math Center and the Reading and Writing Center are regularly staffed by tutors and frequently used by students. Professors, retired faculty, and professionals from the community often volunteer time to staff the Tutoring Center, the Math Center, and the Reading and Writing Center [Potential Evidence: O]

Ventura College offers a Supplemental Instruction (SI) program. The SI program supports students who work with the instructor in the classroom to help provide students with the resources they need to succeed. The **SI leader** will hold weekly study sessions outside of class to provide students with the additional help they need to be successful in the course. Our research indicates that when students attends six or more SI sessions, their chances of success dramatically increases [Potential Evidence: P, need to get Michael's report]. **A pilot for the SI program at Ventura College was recently undertaken for MATH V01 and V03 in an effort to make the SI program more equitable. Instead of the traditional model of having SI leaders**

assigned to be in the classrooms of only certain faculty members, SI leaders host workshops that are open to all students in a particular course, no matter who the instructor is. These active learning workshops were developed by math faculty and focus on key concepts and skills that are essential for math success. The workshops are offered at various days and times and open to all students enrolled in MATH V01 or MATH V03. Having the workshops available to all students is a more equitable model than having SI sessions only open to students who are fortunate enough to be in a class assigned a specific SI leader.

Another effective program at Ventura College is the Mathematics Engineering Science Achievement (MESA) program. The MESA Community College Program (MCCP) “provides math, engineering and science academic development to educationally disadvantaged community college students so they excel academically and transfer to four-year institutions as science, engineering and math majors.” [Potential Evidence: Q] The MESA program objectives are to [Potential Evidence: Q]:

- Increase college retention and transfers to four-year institutions.
- Provide academic enrichment in mathematics, engineering, and sciences.
- Provide and encourage participation in activities that make students competitive university applicants.
- Establish a mentoring program which includes faculty, upper division students, and science professionals.

The MESA program at Ventura College strives to meet these objectives by offering the following programs and services designed to support student success [Potential Evidence: Q]:

- Academic Excellence Workshops
- Orientation course for first year students
- Assistance in the transfer process
- Career advising
- Links with students and professional organizations
- Student Study Center
- Professional development
- Industry Advisory Board

The MESA program offers a broad range of opportunities for those students interested in Mathematics, Engineering, and Science.

Ventura College’s Library and its Learning Resource Center offer additional academic support to students. The library provides “resources for educational research, continuing education, fulfilling intellectual curiosity, and promoting student retention through an effective library program.” [Potential Evidence: R] To support the academic curriculum at Ventura College, the library [Potential Evidence: R]

- Holds 63,529 book volumes
- Holds 341 periodical titles
- Holds 142 microfilm titles

The library also has databases that provide access to [Potential Evidence: R]

- 2500 periodicals and newspapers
- 1200 leading nursing and health journals
- 237 popular and professional general science journals
- 200 ethnic, minority, and native press publications
- Biographies for over 900,000 individuals
- Bibliographies and critical analysis of more than 120,000 novelists, poets, essayists, journalists, and other writers
- Book summaries and reviews for more than 700,000 books

Students have access to these databases online, through their portal. The Library and Learning Resource Center (LRC) is home to the Learning Center, a computer lab known more commonly as the “BEACH”. The BEACH consists of 369 station computers and serves as a lab for classroom instruction and as an open-access drop-in lab for students. The BEACH provides “instructional support through technology for several academic and vocational disciplines including English, Foreign Language, ESL, Geography, Learning Skills, Math, Nursing, Emergency Medicine, Reading and Study Skills.” [Potential Evidence: S]

Self-Evaluation

The College meets this Standard. **The college offers various pathways to transfer level courses to meet the diverse learning needs of students.** With the Counseling Center, EAC, Tutoring Center, Math Center, Reading and Writing Center, S.I. program, MESA Center, Library, and the Learning Resource Center, Ventura College offers many learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence:

- A. Course Offering Records
- B. Four-Semester Plans submitted by department chairs to their division dean
- C. Course Outline of Record for MATH V11A:
http://www.curricunet.com/ventura/reports/course_outline.cfm?courses_id=3870
- D. Course Outline of Record for MATH V11B:
http://www.curricunet.com/ventura/reports/course_outline.cfm?courses_id=3909
- E. Course Outline of Record for MATH V13A:
http://www.curricunet.com/ventura/reports/course_outline.cfm?courses_id=3201
- F. Course Outline of Record for MATH V13B:
http://www.curricunet.com/ventura/reports/course_outline.cfm?courses_id=3202
- G. One example is Fall 2013, MATH V01, CRN 71580 together with MATH V03, CRN 72363
- H. **Is there an old course offering of this?**
- I. Course Outline of Record for MATH V12:
http://www.curricunet.com/ventura/reports/course_outline.cfm?courses_id=4273
- J. Course Outline of Record for the pending MATH V14 course:
http://www.curricunet.com/ventura/reports/course_outline.cfm?courses_id=4760

- K. Freshman Year Experience: <http://www.venturacollege.edu/departments/student-services/freshman-year-experience/frehsman-year-experience>
- L. Six Step Process for new students to Ventura College: <http://www.venturacollege.edu/departments/student-services/counseling/welcome-to-ventura-college>
- M. Career Assessments: <http://www.venturacollege.edu/departments/student-services/career-center/career-assessments>
- N. Ventura College EAC Brochure
- O. Student Services; Tutoring Webpage: <http://www.venturacollege.edu/departments/student-services/tutoring>
- P. Michael's Report on the S.I. program, need to get this
- Q. MESA Center Brochure
- R. Ventura College Library Webpage: <http://www.venturacollege.edu/departments/student-services/library/about-the-library>
- S. Student Services; Learning Resource Center: <http://www.venturacollege.edu/departments/student-services/learning-center>

Standard II.A.8

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Descriptive Summary

At Ventura College, only the Nursing Science program, which utilizes the Test of Essential Academic Skills (TEAS V) as a part of its admissions process, uses a standardized examination for department-wide course and/or program examinations. For admission into the RN Program, the department requires the attainment of the “success score” on the state mandated diagnostic assessment test (Ev. 1). This online, normed, and standardized achievement test is used by Nursing and Allied Health schools nationwide. The creators of the exam, Associated Technologies Institute (ATI), have examined the tests for reliability and validity (content) as well as bias. If students do not pass the achievement test at the 50th percentile or higher, they must complete remediation, which consists of taking two (non-proctored) online tests until they score 100 percent on the test. (Wrong answers are pointed out to the student and the student can then check on the content). Copies of the non-proctored test results are emailed to the instructor.

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

Self Evaluation

The College meets the Standard. Standardized course- and program-level examinations are not standard practice at Ventura. When they are used, every practical attempt is made to eliminate bias.

None

Evidence:

1. Nursing Science section of the General Catalog
2. ATI TEAS Fact Sheet (NEED)

Standard II.A.9

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Student Attainment of Learning Outcomes

Ventura College awards course credit, degrees, and certificates in a manner consistent with standard practices in higher education and in compliance with all state and federal laws. The faculty have integrated student learning outcomes (SLO) appropriate to the discipline and academic level of the course or program into every credit course, degree, and certificate. Course-level student learning outcomes are recorded on the official course outline of record (COR) for each course and listed on course syllabi. All degree and certificate programs regularly assess program-level SLOs and SLOs are interwoven with course objectives, content, methods of instruction, methods of evaluation, and grading standards.

(The process for developing student learning outcomes is described in greater detail under Standard IIA.1 of this document.)

Discipline 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 during departmental meetings each semester when faculty evaluate student achievement relative to student learning outcomes.

Units of Credit Awarded

The College applies the Carnegie unit formula to all credit courses offered based on the semester system and determines the appropriate units of credit for each course during the curriculum approval process based on formula that are compliant with the parameters set forth in federal regulations (34CFR 600.2) and state regulations (§55002.5 of the California Code of Regulations, Title 5, Division 6, Chapter 6).

Ventura College bases its semester unit on one lecture class period of 50 minutes each week of a minimum 16 week semester (Evidence: Catalog). In practice, the college schedules its semesters at 17.5 weeks to make allowances for holidays and other non-instructional days. For classes with a laboratory component, one unit of laboratory credit would equate to 52.5 hours of laboratory instruction per semester. For practical purposes, the following terms are synonymous: unit, semester unit, semester hour, credit, and credit hour.

Self-Evaluation

The college meets this standard since the attainment of learning outcomes is interwoven into course outlines of records and instructor syllabi and provides the basis for determining a student's success in a course. Units are awarded at Ventura College in accordance with the Carnegie unit and are confirmed as consistent with accepted practice in higher education through review by the Curriculum Committee.

Planning Agenda:

None.

Evidence:

- 1 VC Catalog: Academic Policies

Standard II.A.11

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Descriptive Summary

As discussed in Standard 1B.3, Ventura College has identified five ISLOs – Institutional and GE Student Learning Outcomes. ISLOs represent the expected learning outcomes for all students who successfully complete a degree or certificate. The College uses a five-year rotational plan for SLO assessments. The implementation of the ISLO assessments adheres to this calendar:

2012-13	ISLO #1 Communication
2013-14	ISLO #2 Scientific and Quantitative Reasoning
2014-15	ISLO #3 Critical Thinking and Problem Solving
2015-16	ISLO #4 Informational Literacy
2016-17	ISLO #5 Personal/Community Awareness and Academic/Career Responsibilities

Faculty who teach courses that are mapped to an ISLO perform assessments during the assigned year and provide analysis of their data as well as suggestions for increasing student success. Below is a sample of one program's CSLO and ISLO data mapping from TracDat:

The screenshot shows the TracDat interface for the course CJV01 - Intro to Criminal Justice. The selected unit is Courses (CTE) - CJ. The navigation menu includes Home, Program, Course Assessment Plan, Findings, Reports, and Documents. The current view is CSLOs | Assessment Methods. The breadcrumb trail is - CJ > Course Assessment Plan > CSLOs. The course selected is CJV01 - Intro to Criminal Justice. The table below shows the CSLO and ISLO data mapping.

CSLO Name	CSLO	CSLO Status
⊕ ⊖ CSLO-1	Identify crime typologies.	Active
⊕ ⊖ CSLO-2	Identify and compare the functions of the three components of the criminal justice system.	Active
⊕ ⊖ CSLO-3	Identify and assess the general constitutional principles relevant to the administration of justice.	Active
⊕ ⊖ ISLO-4	Information Literacy	Active

Campus ISLO forums are held each year, focusing on the ISLO that was assessed the previous year. Instructional faculty review data and speakers provide insights into ways to incorporate the

institutional level skills across the curriculum. These forums ensure campus-wide dialogue on an ongoing basis about ISLO data and improving student outcomes.

Self Evaluation

The College meets this standard by means of ongoing and systematic assessment of student learning of the five Institutional Student Learning Outcomes (ISLOs) identified above. Faculty collaborate to map their course-specific and program learning outcomes to those of the institution. Faculty conduct forums in which they present data and discuss approaches to teaching the above learning outcomes across the curriculum.

Evidence:

- ISLO Forums documents
- Mapping documents
- ISLO-1 RUBRIC FOR WRITTEN COMMUNICATION SKILLS
- ISLO 5-YEAR ASSESSMENT ROTATIONAL PLAN
- SUMMARY OF CSLO OR ISLO ASSESSMENTS
- Instructional Rotational Plan Worksheet
- Student Learning Outcomes: Rubric Worksheet
- PROGRAM SLO SUMMARY FOR COURSE-LEVEL SLOs
- Student Learning Outcomes Newsletter Fall 2013
- Student Learning Outcomes Newsletter Spring 2014

Standard II.A.12

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

General Education

Ventura College students are awarded degrees upon completion of (1) general education requirements and (2) major or area of emphasis program requirements. Board Policy 4025 provides the underlying philosophy and criteria for associates degrees and general education and reads, in part:

The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are 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. (Ev.1)

The Ventura College **General Education Philosophy Statement** is included in the College Catalog (p.59) and reads in part:

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 must 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.

Faculty course authors work closely with the Articulation Officer, the Faculty CC Co-chair, and Technical Review chair during the development of their curriculum to determine the appropriate GE category assignment/s based on VC, CSU (California State University) and IGETC (Intersegmental General Education Transfer Curriculum) general education requirements. Subcommittee recommendations are forwarded to the Curriculum Committee for action. Courses approved by the College Curriculum Committee are then forwarded to the District Technical

Review Workgroup on Instruction (DTRW-I) for review and approval before being forwarded to the Board of Trustees for final review and approval.

A number of degree-applicable courses fulfill one or more areas of general education, as prescribed by the VC General Education Categories reviewed and approved by the Curriculum Committee (CC). The Philosophy and General Education Committee, a subcommittee of the Curriculum Committee, serves as a forum for faculty to discuss general academic policies relating to the curriculum (Ev.2). The College Catalog and schedule of classes outline all general education requirements. (Ev.3).

Self Evaluation

The College meets this Standard based on the fact that the College's associate degree general education requirements reflect common educational practices at institutions of higher learning and are collaboratively created with the underlying principles described in Board Policy 4025 and the VC General Education Philosophy Statement at the forefront.

The College Catalog outlines the requirements for earning an AA or AS degree at Ventura College. These requirements are based on Title 5 requirements in the California Educational Code and Board of Trustees policies.

VC Associate Degrees (AA or AS) require completion of 18-21 18-28 semester units in VC GE Areas A to E. VC Associate Degrees for Transfer to CSU (AA-T, AS-T or ADTs) require completion of the CSU GE-Breadth pattern or the IGETC pattern requirements in addition to a minimum of 18 units of courses in the major or area of emphasis.

(From BP 4050) The Articulation Office is responsible for the development, maintenance, and distribution of articulation agreements between Ventura College and in-state community colleges and baccalaureate institutions. The Articulation Officer annually reviews and updates the College's General Education Placement List and the following:

- University of California Transfer Course Agreement (UC TCA)
- California State University (CSU) Baccalaureate Level Course List
- Intersegmental Segmental General Education Transfer Curriculum (IGETC)
- CSU General Education/Breadth (CSU GE-Breadth) requirements
- CSU United States History, Constitution, and American Ideals Courses
- Course Identification Numbering System (C-ID)
- Articulation Agreements by Major (major prep)
- Articulation Agreements by Department (course-to-course)
- Other agreements, such as admission or graduation requirements by subject matter

Evidence:

- AP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION
- <http://www.boarddocs.com/ca/vccd/Board.nsf/goto?open&id=8RQNP60BBD5#>
- College Catalog General Education Philosophy Statement
-
- 1. BP/AP 4020 Program, Curriculum and Course Development
- 2. BP/AP 4022 Course Approval
- 3. BP/AP 4025 Philosophy and Criteria for Associate Degree and General Education
- 4. BP/AP 4050 Articulation
- 5. Minutes of General Education and Philosophy subcommittee
- 6. 2014-2015 VC General Education Pattern
- 7. 2014-2015 CSU General Education Requirements
- 8. 2014-2015 IGETC General Education Pattern
- 9. VC General Education Category Descriptions, 2014-2015 College Catalog
- 10. Curriculum Committee Handbook

Standard II.A.13

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Descriptive Summary

All associate degree programs at Ventura College require an 18-unit focused major or area of emphasis. Thirty-three identified majors are available. [update number of majors and add reference to AA-T degrees]. 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 18 units from an “area of emphasis” (depending on the pattern selected, natural sciences, social and behavioral sciences, arts and humanities, and/or liberal studies.)

Degrees at the college are approved based either on their satisfying a specific core of inquiry, or their being comprised of general interdisciplinary patterns that are suitable for transfer.

Discipline faculty create degrees in order to assure adequate preparation for employment and/or transfer. Each program has developed and regularly assesses Program-level Student Learning Outcomes in order to make sure that students who complete their degrees have mastered the learning of key theories and practices within their discipline.

- Evidence of mastery in PSLO maps (TracDat)

Self- Evaluation

Consistent assessment of Program Student Learning Outcomes and the College’s graduation requirements address this accreditation standard.

Planning Agenda

Standard II.A.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Ventura College provides professional development for faculty, staff, and management through a variety of programs that have remained flexible and responsive to both teaching and learning needs, as well as to the fluctuating financial capacity to support professional development activities. All contract (full-time) faculty members are required to participate in mandatory and self-assigned “Flexible Days” professional development activities, and noncontract faculty members (adjuncts) are required to participate in self-assigned activities. **[Insert more here; see contract Article 9.5 for details]**

Professional development for faculty at Ventura College includes the opportunity to participate in a 30-hour, 4-day Summer Institute for Teaching Excellence (SITE) experiential learning experience with a focus on the implementation of effective teaching and learning practices.

In addition to the summer SITE program for faculty, the college offers to all faculty, staff, and administrators professional development opportunities over four days during the week before the start of the Fall semester and over two days prior to the start of the Spring semester, and then numerous trainings throughout the fall and spring semesters. Pedagogically, professional learning opportunities have focused on acceleration, flipping the classroom, “just-in-time” instruction, and field trips. Professional development opportunities have also been provided that work to integrate student services into academic classes via presentations and campus walk-arounds. New full-time faculty members receive a full-day orientation, and recently a mentor program has been established to provide these new faculty with more sustained support. Classified staff and adjunct faculty are also offered orientations to the college.

Professional development activities are organized and conducted by the Professional Development Committee, a share governance committee consisting of faculty, staff, and administrators. Electronic surveys of faculty and staff inform the professional development activities offered throughout the campus **(insert evidence of recent surveys)**. The committee uses the qualitative and quantitative data that is collected to develop a comprehensive selection of professional learnings for faculty, staff, and administrators, ensuring that the offerings are responsive to the needs of the college. Post-workshop evaluations of professional development activities indicate that they are generally appreciated and found to be useful **(true? Cite/insert survey results as evidence)**

Faculty members wishing to teach in the online environment have been able to receive individualized training from XXXX. The college has two full-time Instructional Technical Support assistants (true? Correct title?) to work with faculty.

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. Recently, the faculty collectively has decided to pool these funds and has charged the Academic Senate's Faculty Development Committee (correct? Verify name, association, and task) with the equitable dissemination of the funds to those who choose to attend outside professional development conferences and activities.

The Classified Senate has been active in organizing professional development activities specifically for its membership. (Insert examples from the March 31, 2015 "Classified Days" event)

On a district-wide level, the DAC has contracted with Liebert, Cassidy and Keenan Safe Colleges to implement a series of professional development training sessions for all managers and classified supervisors.[provide examples here]. It also sponsors a Learn, Empower, Achieve, Develop (LEAD) Academy. For the 2015-16 academic year, the District contracted with Straus Institute for Dispute Resolution at the Pepperdine University School of Law to provide a six-session series on Negotiation, Mediation, and Cross-Cultural Communication Skills. DAC personnel have also developed some of its own trainings with regard to budget development and purchasing procedures.

Analysis and Evaluation

The professional development programming offered by the college has evolved greatly in recent years; the college is becoming recognized statewide for its leadership in this area; our professional development committee leaders are in demand to present on the accomplishments of our federally-funded professional development grant project. As this grant comes to a close, the college is challenged with finding creative ways to maintain the high-level professional learning program that the five-year grant fostered.

Standard II.A.15

15. 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

Board policy (BP) and administrative procedures (AP) 4021 provide proper and effective directives and guidelines for program discontinuance at Ventura College. BP 4021 states that the “District maintains a policy of program discontinuance to ensure academic and program effectiveness. The Chancellor will ensure the District’s colleges establish, through consultation with the respective Academic Senates and other constituent groups, a Program Discontinuance procedure.” AP 4021 provides a seven-stage program discontinuance procedure: annual program review and analysis; recommendation group review and analysis; executive vice president review, analysis, and recommendation; academic senate review and recommendation; college president review and recommendations; board of trustees review and action; implementation of board actions.

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).

- Architecture: discontinued as of 2014-2015 catalog [find exact dates: probably spring 2012]
- Computer Science: discontinued as of 2014-2015 catalog [find exact dates: probably spring 2012]

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. (????) Was this from 2010?

Evidence:

BP/AP 4021

Catalog rights/Continuous enrollment (p. 54 2014-2015 Catalog)

Standard II.A.16

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Descriptive Summary

All instructional programs are evaluated annually for quality and currency through the Program Review (PR) process that is described in detail in Standard IB.5. During the PR process program faculty and staff evaluate and discuss program curricula; student learning and disaggregated achievement data in the context of program resources, services, and curriculum; and student equity.

Each PR report concludes with the development of initiatives linked to the district and college strategic plans. The initiatives establish how the program will sustain good practices that support student success, revise ineffective practices, and set targets for future development and growth based on the analysis of program data (Ev.1).

Student learning assessment data is likewise reported and analyzed in this process, including course, program, service, or institutional-level assessment data appropriate to the program, pulled from TracDat directly by faculty (Ev.3).

Learning outcomes assessment data and associated improvement plans are generated from TracDat and included as an appendix to the main report. The PR process includes evaluation of individual credit instruction programs, pre-collegiate courses and programs, CTE programs, non-credit and community education. CTE programs undergo more frequent evaluations as described in standard II.A.14 and yearly evaluations with industry steering committees.

The results of this formal program evaluation are used in the development of annual program plans for improving the quality and currency of instructional programs (Ev.4). Program improvements emerging from PR and annual planning include revision of program curricula; improvement of educational pathways through degree, certificate, or transfer programs; identification of areas where program processes or resources can be improved to better facilitate student achievement or learning; processes for outreach and marketing; and improvements to other components of program operations.

The student achievement data collected and analyzed for PR review is updated by the Office of Research, Planning, and Institutional Effectiveness (RPIE) every year and is available to programs during the annual planning process to help inform planned program improvements and ensure that programs have the most recent data on student and program performance. For instructional programs, this includes data on course enrollment, successful course completion, retention, persistence, average class size, and program awards. This data is disaggregated by courses, programs within departments, and by equity group to provide program faculty and staff with a comprehensive view of program performance (Ev.5,6).

Faculty evaluate and revise course and program curricula outside of the PR cycle as needed to ensure currency with articulation requirements, state and industry standards, and congruence with current discipline scholarship. The breadth and depth of curriculum review is presented in detail in standard II.A.2 (Ev.7).

Analysis and Evaluation

The College Planning Council agreed that one-third of the college's instructional programs would conduct a full program review in 2015-16 and to incorporate the program review process improvements identified above. The Program Review Process flowchart (below) shows the steps

necessary to move to the three year program review cycle. The rotational plan allows for every program to conduct its program review and continue the ongoing discussion of their performance and how to improve the student outcomes on an annual basis. At the same time, the rotational plan relieves some of the burden of re-analyzing extensive amounts of data and allows two thirds of the departments or programs to focus on their findings and crafting initiatives designed to improve student outcomes.

Due to compliance issues related to the Student Success and Support Program and other federal and state mandates, student services operations will continue to conduct full program reviews annually.

Planning Agenda: