



Making Decisions at Ventura College

2015-2018

DRAFT

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Introduction

Making Decisions at Ventura College 2015-2018 describes the structure and operating agreements for making decisions at Ventura College (VC). These processes put into practice the mechanisms through which the voices of the college's constituent groups are heard.

This document is updated on a three year cycle by a workgroup formed out of College Planning Council (CPC) and reviewed on an annual basis by the CPC.

The contents of this document represent the collegial consultation structure and procedures that have been agreed upon by the undersigned faculty, classified staff, student, and administrative representatives of Ventura College:

College President – Greg Gillespie

Academic Senate President – Alex Kolesnik

Classified Senate President – Peder Nielsen

Associated Students Ventura College President - Joannamarie Kraus

Vision, Mission, and Core Commitments

Vision

Ventura College will be a beacon of learning—a source of inspiration and guidance—for our students and community.

(Adopted July, 2014)

Mission

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.

(Approved by the Board of Trustees in 2014)

Core Commitments

At Ventura College we believe that students come first and all else follows. We strive to create a campus environment that fosters collaboration, communication, and mutual respect. We are committed to these Guiding Principles in all that we do:

- Embrace the strength of diversity
- Listen with intensity and compassion
- Communicate with integrity and patience
- Design student-centered solutions
- Spark self-confidence and a sense of discovery
- Pursue our vision and goals with passion

(Adopted July, 2014)

Role of College Constituent Groups

Critical to the integrity of the College governance structure is that each member of the campus community understands the roles, responsibilities, and accountability of each constituent group in the governance process.

Members of the college have the authority and responsibility to make recommendations in matters appropriate in scope. The scope for each constituent group outlined below is derived from several sources: the Government Code of California, California Code of Regulations, VCCCD Board Policy, District or college practices and procedures, and job descriptions.

Role of Students

Students are represented by an Associated Student Government organization composed of elected officers. The college's student government organization operates in accordance with its own constitution and bylaws and is responsible for appointing student representatives to serve on College and District councils. In their role representing all students, they offer opinions and make recommendations to the administration of the college and to the Board of Trustees with regard to District and College policies and procedures that have or will have a significant effect on students.

Those areas are specifically defined as (Student 9 + 1):

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs which should be initiated or discontinued
6. Processes for institutional planning and budget development
7. Standards and policies regarding student preparation and success
8. Student services planning and development
9. Students fees within the authority of the District to adopt
 - Any other District and College policy, procedure, or related matter that the District Board of Trustees determines will have a significant effect on students

Generally, the VCCCD Board of Trustees shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the recommendation process.

Role of Faculty

Full-time and part-time faculty members are represented in governance by the Academic Senate. The Academic Senate assumes primary responsibility for making recommendations in the areas of curriculum, academic standards, and other areas of professional and academic matters identified in Assembly Bill 1725.

The VCCCD Board of Trustees agreed in Board Policy 2510 to function with the Academic Senate in academic and professional matters under the mutual agreement option. When the Board fails to reach mutual agreement with the Academic Senates, existing policy shall remain in effect unless such policy exposes the District to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

Each of the three colleges in the District has its own Academic Senate that makes recommendations to their college administration and to the District on the following specific academic and professional matters (10 + 1):

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and College governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
 - Other academic/professional matters, mutually agreed upon between the Board of Trustees and the Academic Senate

Academic Senates have a statutory requirement to confer with students in their respective areas of responsibility. Consultation is required on processes in program review, planning, and budgeting. Consultation is not required on the content of program review, planning, and budgeting. Academic Senates appoint faculty members to District groups.

Role of Classified Staff

Classified staff members include college employees in a wide range of positions. Classified staff members are provided with opportunities to participate in the formulation and development of college recommendations as well as in the processes for developing recommendations that have or will have a significant effect on them.

SEIU recommends classified representatives for appointments to the various groups as identified through Article 4.8 of the agreement between the Ventura County Community College District and Service Employees International Union, Local 99.

Classified Senate represents all full time and part time classified, classified Supervisors, and classified confidential employees in the governance process on matters outside the scope of collective bargaining.

The Ventura College Classified Senate makes recommendations to their college administration and to the District on the following specific academic and professional matters (9 + 1):

1. Standards or policies regarding student support and success
2. College governance structures, as related to classified roles
3. Classified roles and involvement in accreditation processes
4. Policies for classified professional development activities
5. Processes for program review
6. Processes for institutional planning and budget development
7. Curriculum systems integrations and implementation
8. Degree and certificate requirements
9. Educational program development
- Any other district and college policy, procedure, or related matters that will have a significant effect on Classified Staff

Role of Administrators

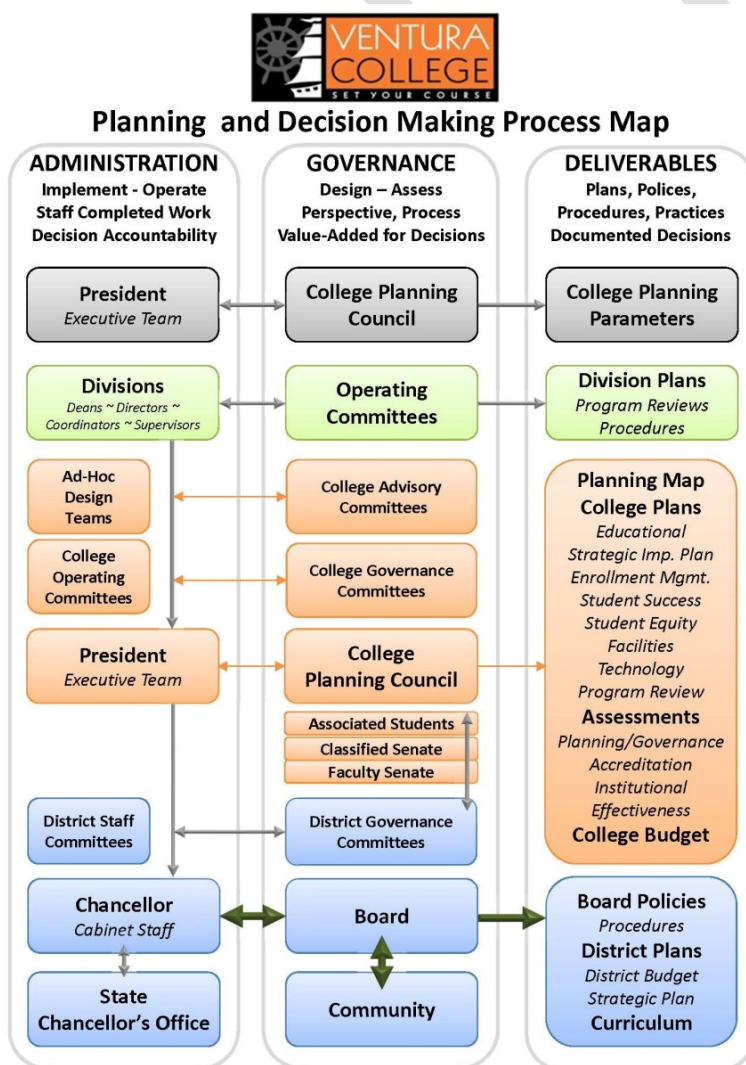
Administrators are defined as college presidents, vice chancellors, vice presidents, deans, classified managers, and classified supervisors. The job descriptions for College and District administrators assign specific governance roles for administrators. Administrators are appointed to committees based on function or position or appointed by the College President or Chancellor.

Decision-Making Constructs

There are four major constructs for making decisions at Ventura College:

- **RESPONSIBLE:** all college constituents are responsible for making the best college decisions possible.
- **GOVERNANCE:** is a participatory process that adds both perspective and value to decisions.
- **DELIVERABLES/OUTCOMES:** all decisions should lead to producing some form of a deliverable that aligns to the College's mission and goals. Deliverables include plans, policies, procedures, budgets, self- studies and other documented decisions.
- **ACCOUNTABLE:** administrators are accountable for ensuring the deliverables are completed in a timely and useful manner.

Process Map



Committees

There are four types of college committees based on the above constructs:

- **College Governance Committees and College Representative Bodies:** College Governance Committees and College Representative Bodies are required by law (Title 5§53200c), regulation, or agreement with the college and provide representative perspective for developing decisions and the college deliverables. These committees follow the Brown Act rules of procedure (Government Code §§54950- 54962). The committee members are responsible to make recommendations to the President or Vice Presidents. There are six college governance committees at Ventura College. (The Academic Senate, Classified Senate and Associated Students at Ventura College are College Governance Committees and have associated committees that report directly to the Senates or ASVC.)
- **College Advisory Committees:** College Advisory Committees provide representative perspective for developing decisions and the college deliverables. The committee members are responsible to make recommendations to an administrator. The administrator is accountable to process the recommendation through the appropriate College Governance Committee.
- **College Operating Committees:** A College Operating Committee meeting is a staff or informational meeting. A management decision can be made during the meeting. The administrator is accountable to implement the decision or process the decision through a College Advisory Committee. College Operating Committees focus on either college-wide or divisional operations.
- **College Ad-Hoc Committees, Task Forces, Work Groups, or Design Teams:** These temporary committees are established to develop design, implementation or operational recommendations. These committees may include content experts and/or representative members.

College Governance Committees

1. Academic Senate (AS) – Representative Bodies
2. Associated Students Ventura College (ASVC) – Representative Bodies
3. Budget Resource Council (BRC)
4. College Planning Council (CPC)
5. Student Success Council (SSC)
6. Classified Senate (CS) – Representative Bodies

College Advisory Committees/Workgroups

1. Institutional Effectiveness Committee (IEC)
2. Institutional Research Advisory Committee (IRAC)
3. Transfer Center Advisory Committee (TCAC)

College Operating Committees/Workgroups

1. Accreditation Steering Committee (ASC)
2. Administrative Council (AC)
3. Behavioral Intervention Care Team (BICT)
4. Emergency Response Team (ERT)
5. Institutional Review Board (IRB)
6. Basic Skills Committee (BSC)
7. CalWORKS Committee (CalWORKS)
8. Co-Curricular Fund Committee (CCFC)
9. Curriculum Committee (CC)
10. Department Chair & Coordinator Committee (DCCC)
11. Disabilities Accommodations Committee (DAC)
12. Distance Education Committee (DEC)
13. Enrollment Management Committee (EMC)
14. EOPS
15. Health and Safety Committee(HSC)
16. Library and Learning Resources Committee (LLRC)
17. Student Learning Outcomes Committee (SLOC)
18. Student Scholarship Selection Committee (SSSC)
19. Title IX Committee (Title IX)
20. Student Services Leadership Team (SSLT)
21. Student Conduct Hearing Committee (SCHC)
22. Student Equity Committee (SEC)
23. Student Grievance Committee (SGC)
24. Student Success Council (SSC)

Subcommittees

1. Technology Advisory Committee (TAC) – Subcommittee of BRC
2. Facilities and Operations Group (FOG) – Subcommittee of BRC
3. Curriculum Committee – Subcommittee of Academic Senate
 - a. Philosophy and General Education Committee
 - b. Curriculum Technical Review & Prerequisites
 - c. Distance Education Curriculum Review
4. Professional Development Committee – Subcommittee of Academic Senate
5. Learning Communities Committee – Subcommittee of Academic Senate

6. Faculty Staffing Priorities Committee – Subcommittee of Academic Senate
7. Sabbatical Leaves Committee – Subcommittee of Academic Senate
8. Student Learning Outcomes Committee – Subcommittee of Academic Senate
9. Classified Staffing Priorities Committee – Subcommittee of Classified Senate
10. Diversity in Culture Group (DICG) -
11. Financial Aid Appeals Council
12. Philosophy and General Education Committee
13. MESA Campus Council
14. Matriculation Advisory Committee
15. One Campus / One Book

The following are suggested norms for Ventura College meetings:

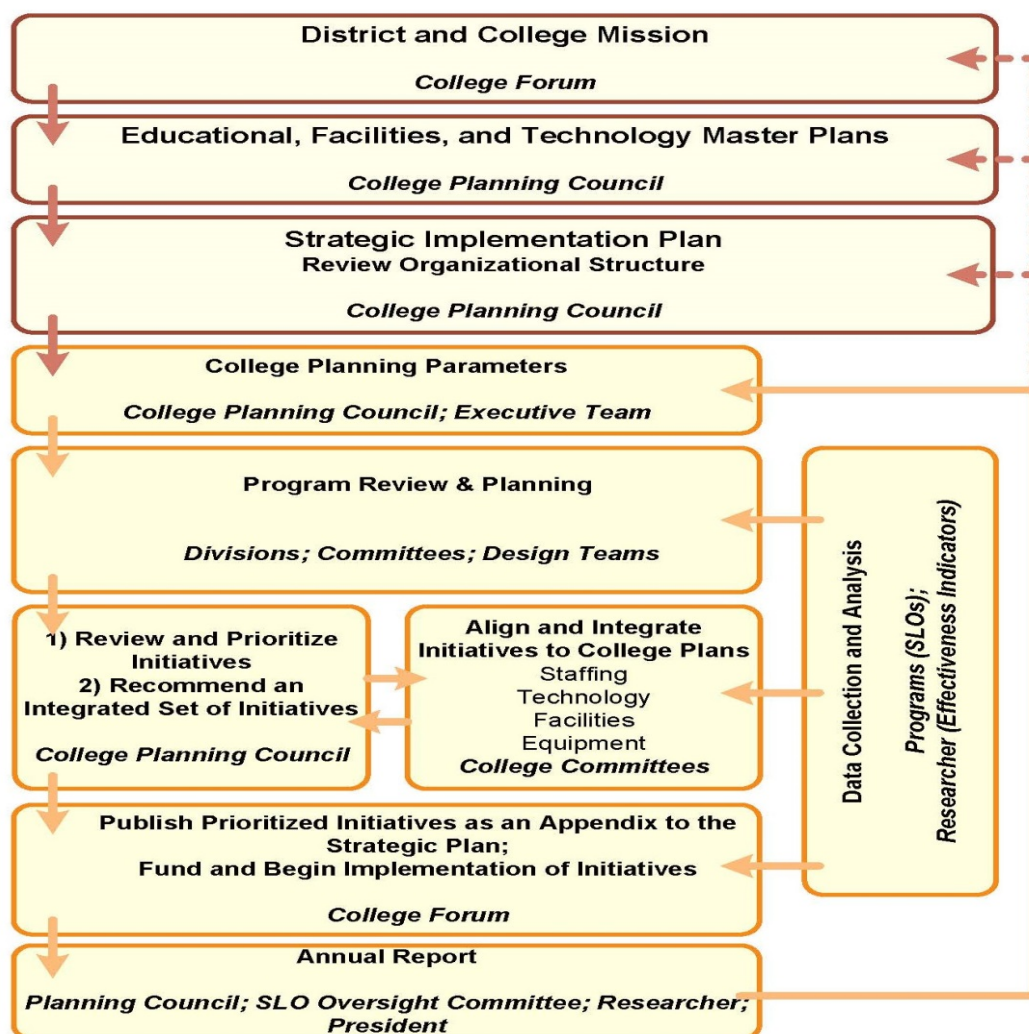
- Come prepared to present and participate
- Listen to the contributions and reactions of fellow committee members
- Avoid sidebar conversations
- Refrain from interrupting
- Commit to achieving the committee's purposes
- Keep actions purposeful
- Make sure the recorder expresses the intent of the committee members
- Take responsibility for changing one's own non-constructive habits
- Present positions as clearly as possible - avoid blindly arguing for individual ideas
- Avoid changing one's mind just to agree and avoid conflict
- Acknowledge and accept differences of opinion that improve committee chances of reaching the best solution
- When the team reaches a stalemate, look for the next most acceptable alternative that all team members can live with
- Value the unity of the committee
- Share meeting records and information with your constituency group(s)
- Maintain professional and respectful communication
- Share opinions without fear of retribution

Integrated Planning

In an integrated planning process, all college planning is part of a functional system unified by a common set of assumptions and well-defined procedures, and is dedicated to the improvement of institutional effectiveness. The driving force for all college efforts is student learning. Assessments focus on how well students are learning and based on those assessments, changes are made to improve student learning and success.

Dialogue regarding the improvement of institutional effectiveness occurs in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. These practices and procedures are summarized in this planning manual. The planning model and process are summarized below:

Ventura College – Integrated Planning



District and College Mission

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Educational Master Plan

The Educational Master Plan projects the future of Ventura College for the coming decade, and makes general recommendations that address current and foreseeable challenges. The Educational Master Plan is supplemented by the Facilities Master Plan and the Technology Plan.

The analysis of internal and external data to prepare these plans and the resulting recommendations provide a common foundation for the dialogue about the college's effectiveness in fulfilling its mission. These recommendations are intended to serve as the basis for the college's three-year Strategic Plans and to inform annual unit plans. In this manner a direction is established for the college under changing conditions and for the long-term development of programs and services. The current Education Master Plan spans from 2009 to 2019.

Facilities Master Plan

The Facilities Master Plan translates the strategic goals and objectives of the Education Master Plan into a physical Facilities Master Plan. This plan will advance the mission of the college by providing a strategy for the development of the physical campus in ways furthering the college's principals and reinforcing its goals. The Facilities Master Plan will set in motion a progressive transformation of the College's existing campus and any proposed off campus locations. The current Facilities Master Plan spans from 2004 to 2015.

Technology Master Plan

The purpose of the Technology Master Plan is to develop a process/template that Ventura College can utilize in the future for developing technology goals and initiatives to meet strategic needs in support of the Educational Master as well as take the high priority initiatives developed in this process and identify (or clarify) the technology and resources needed to successfully implement these initiatives. The Technology Master Plan spans from 2011 to 2016. Subsequent iterations of these plans will be developed when the terms of these plans expire or if there is a major change of internal or external conditions.

College Planning Parameters

The College Planning Parameters, developed annually by the President and the Vice Presidents, is created to provide a list of factors and considerations that will influence the administration's resource decisions. The document is intended to help prepare program reviews and other

planning documents to be in concert with the development of the college budget and to adjust resource decisions.

Strategic Plan

The Strategic Plan is the college's short-term plan. This plan identifies the specific actions that the college must take to implement the institutional strategic goals identified in the Educational Master Plan. This planning process is initiated by reviewing the Educational Master Plan recommendations and determining which will serve as the college's top institutional strategic goals for the next three years. For these institutional strategic goals, a number of strategic objectives are identified. For each strategic objective, measurable action steps are identified. Each action step includes a timeline for completion, a description of indicators of success, and the assignment of parties responsible for implementing the action.

The Strategic Plan promotes continual improvement over time because the process calls for the prioritization of a reasonable number of institutional strategic goals and objectives for college wide concentration each year. Each year the college produces an annual institutional effectiveness report that documents progress on the objectives and that reinforces and sustains the college dialogue about the achievement of the college's long-term and short-term goals.

The College Planning Council calls for the subsequent strategic plan when the term of the current strategic plan expires or when all strategic objectives have been achieved.

Program Review & Planning

Program Review and Planning is an annual process that enables programs to use data to assess their performance relative to established goals and expectations from the Program Planning documents and to use these findings to design initiatives for improvement. At Ventura College, a program is defined as any course of study that counts toward a certificate, degree or transfer and/or any stand-alone or combined student support services that may enhance students' academic achievement. These are broken down into two main categories, Instructional Programs and Service Unit Programs. Further, Service Unit Programs are divided into three subcategories: Student and Instructional Service Programs, Business Service Programs and Institutional Offices. The Program Review process is reviewed every year. The components of program review and planning have included program description and alignment, performance expectations, operating information, performance assessment, findings, initiatives, program growth, reduction or discontinuance, and process assessment.

Program Reviews are completed at the department/program level and are reviewed and discussed at a Division meeting. Divisions submit prioritized lists of initiatives for consideration of funding or other institutional support.

Annual Report

The Annual Report is a document distributed each annual Flex Day, from the College Planning Council, the SLO Oversight Committee, and the President on the progress made on the Strategic Plan's action steps from the prior year, the conclusions drawn from the SLO assessment process, and the college progress on achieving its strategic goals for institutional effectiveness.